

WEST VIRGINIA  
SECRETARY OF STATE

JOE MANCHIN III

ADMINISTRATIVE LAW DIVISION

Form #5

Do Not Mark In This Box

FILED

2004 DEC 27 A 11:39

OFFICE WEST VIRGINIA  
SECRETARY OF STATE

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

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W.Va. Constitution, Article XII, §2, W.Va. Code §§18-1-1 and 4; 18-2-5 and 6; 18-2E-4, 5, 7 and 8; 18-5A-4; 18A-1-1; 18A-3-26; 18A-3a-a; and, Public Law 107-110, *No Child Left Behind Act of 2001*.

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

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

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

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

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 42

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

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

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

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE  
EFFECTIVE DATE OF THIS RULE IS July 1, 2005.



Steven L. Paine  
Deputy State Superintendent of Schools

\$13.80 w/ast comments

## EXECUTIVE SUMMARY WEST VIRGINIA DEPARTMENT OF EDUCATION

---

### **Presentation at the December 2004 Meeting of the West Virginia Board 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 March of 2003 to update elective requirements for high school students.

#### **Purpose:**

The purpose of this Board item is to seek approval for the revised Policy 2510, which was placed on public comment until October 29, 2004.

#### **Proposals:**

The repeal and replacement of Policy 2510 is being recommended to organize the policy by program levels and responsibilities. In addition, Policy 2510 has been revised to meet the requirements of the *No Child Left Behind Act of 2001*, current West Virginia Board of Education policies, and State code changes enacted during the 2004 session of the West Virginia Legislature.

#### **Action:**

The following action was taken by the West Virginia Board of Education on December 16, 2004:

- |         |  |
|---------|--|
| Page 2  | Section 3.1.1 (a) was revised to remove the statement of the goals and instead refer to the W. Va. Code section. |
| Page 2  | The heading for Section 3.1.2 and wording for Section 3.1.2 (a) was revised.                                     |
| Page 6  | Section 5.1, the definition of <i>acceleration</i> , was revised.  |
| Page 16 | Section 5.81, the definition of the <i>work day</i> , was removed from the policy.                               |

**Policy 2510**  
**Executive Summary**  
**Page Two**

- Page 20 Chart III was revised to require that, at a minimum, ninety minutes of daily reading and English language arts instruction be provided which shall include sixty minutes of uninterrupted daily reading instruction.
- Page 20 Chart III was revised to permit flexibility in scheduling the time allotted for science and social studies for third and fourth grade so long as the equivalent of daily instruction is provided
- Page 22/23 Chart IV was revised to require that, for middle school students, core courses will be offered within a block of time equal to a minimum of 225 minutes daily of which ninety (90) minutes shall be reading and English language arts. Footnote one (1) permits the compacting of reading and English language arts to accelerate learning for advanced students.
- Page 29,32 Footnote 3, permitting students to substitute a required technical course in their concentration in lieu of the arts requirement, was removed from the policy
- Page 30 Chart V (c) was revised to require that, for students entering ninth grade in 2005-2006, three (3) math credits be required at the entry pathway level, with two of the three credits being Algebra I and above and that, for students entering ninth grade in 2006-2007, four (4) math credits be required at the entry pathway level, with two of the four credits being Algebra I and above.
- Page 31 Footnote 1 was revised to state, "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 career 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."

**Policy 2510**  
**Executive Summary**  
**Page Three**

Page 43      Section 7.2.4, Home/Hospital Services, was revised to further guide home/hospital services provided for students who, due to injury or other reason, are temporarily confined to home or hospital for a period that has lasted or will last more than three weeks.

Page 63      Appendix A, suggested math course sequences, was removed from the policy.

**Impact:**

The reordering of policy components in Policy 2510 results in a more understandable and better organized document for West Virginia educators. In addition, changes to Policy 2510 make it consistent with state and federal policy and code.

**126CSR42  
TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION  
SERIES 42**

**FILED**

2004 DEC 27 A 11:39

OFFICE WEST VIRGINIA  
SECRETARY OF STATE

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

**§126-42-1. General.**

1.1. Scope. - This legislative rule establishes the regulations for all education programs that are designed to improve the quality of teaching and learning in the public schools and ensure that equal education opportunities exist for all students, including, but not limited to: comparably high quality programs of study, effective instructional strategies, work-based experiences, support programs, personnel, instructional materials, supplies, equipment, technology integration, and facilities.

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

1.3. Filing Date. - December 20, 2004.

1.4. Effective Date. - July 1, 2005.

1.4.1. Unless specified otherwise within the policy.

1.5. Repeal of Former Rule. - This legislative rule repeals and replaces W. Va. §126CSR42 "Assuring the Quality of Education: Regulations for Education Programs (2510)" filed March 14, 2003 and effective April 13, 2003.

**§126-42-2. Purpose.**

2.1. The West Virginia Board of Education (hereinafter WVBE) is committed to establishing high 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 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 basic skills in reading, writing, mathematics, and

## 126CSR42

computer applications. Achievement of these skills will provide the foundation for later intellectual challenges in all programs of study. Students will explore their interests and abilities and engage in relevant activities to help them understand the world of work. Technology will be a tool to help achieve these standards in all schools. The WVBE anticipates the provision of sufficient resources and support, including an adequate system of professional development, appropriate instructional materials, and reliable assessment measures, to realize the West Virginia Education Goals (as set forth in W. Va. Code § 18-1-4) listed in Section 3.

2.3. Schools, in cooperation with county boards of education, will determine their individual approaches, pursuant to this policy, to assist students in mastering the adopted content standards and objectives (CSOs). Appropriate accountability measures will ensure that students and educators achieve high levels of performance.

### **§126-42-3. Scope.**

3.1. The major purposes of these regulations are to improve the quality of learning and teaching in the public schools and to ensure that equal education opportunities are provided to all public school students. Equal education opportunities to achieve one's potential include, but are not limited to: comparably high quality programs of study, including work-based experiences; student support programs; personnel; facilities; instructional materials; supplies; equipment; technology integration; and effective instructional practices. Given the demands of the world and workplace today, it is essential that all students be prepared for success in post-secondary education and work.

#### 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. West Virginia Board of Education Goals.

a. The WVBE will achieve the following goals:

A. All students shall master or exceed grade level educational standards.

B. All students shall receive a seamless pre-kindergarten (hereinafter pre-K) through 20 curriculum designed and delivered with broad stakeholder involvement to promote lifelong learning.

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

## 126CSR42

and deliver services efficiently and effectively.

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

3.2. Ensuring a quality education implies that a thorough and efficient education system exists that provides equal access to substantive curricular offerings and appropriate related services for all students. Providing such an education system must be the goal of the WVBE, West Virginia Legislature (hereinafter Legislature), West Virginia Department of Education (hereinafter WVDE), Regional Education Service Agencies (hereinafter RESAs), county boards of education, and the people of West Virginia. This policy provides the basic structure for all education programs and student support services necessary for a thorough and efficient system of education to be available to all students. The elements of a thorough and efficient system of education are:

3.2.1. high quality education programs, student services and work-based experiences;

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 content and performance standards 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; technology utilization skills; the ability to perform mathematical functions; the ability to make informed choices among persons and issues that affect his or her governance; the ability to assess self and the total environment to know options and choose life work; the ability to perform in the world of work and 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:

## 126CSR42

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 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 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

## 126CSR42

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 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 Cards; 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:

## **126CSR42**

- 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 basic skills and SUCCESS programs;
- e. Receiving and administering grants under the provisions of federal and/or state law; and
- f. Developing and/or implementing any other programs or services as directed by law or by the State Board.

4.1.4. Responsibility of County Boards of Education - It is the responsibility of each county board of education to plan, deliver, and evaluate the education programs and student support services necessary to implement a thorough and efficient system of public education. The programs of study and student support services mandated by regulations must be made available to all students. In carrying out this responsibility, a county board of education may: 1) cooperate with one or more counties in establishing and maintaining joint programs, 2) use regional services or contract for services with public or private agencies having appropriate programs, and 3) coordinate and share programs, related services and resources with other organizations, agencies and local businesses. Regardless of the method chosen, each county board of education shall: 1) collaborate with local business and community groups through establishment of partnerships and a county steering committee; 2) be responsible for conducting a technology needs assessment and establishing a county technology team that will develop a county technology plan for the use of technology to improve instruction (See 126CSR43, WVBE Policy 2470, Use of Technology by Students and Educators; and 126CSR48, WVBE Policy 2450, Distance Learning and the West Virginia Virtual School.); 3) be responsible for developing a Five-Year Unified Strategic Plan and 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. Glossary.**

5.1. Acceleration – 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

## **126CSR42**

not limited to, compacted classes/schedules, testing out, early school entrance, double promotion, early graduation,, 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.

5.2. Adolescent Education - The education program that addresses the intellectual, physical, social/emotional and career preparation needs of students across all programs and areas of study in grades 9-12.

5.3. Adult Education - The education program that addresses the intellectual, physical, social/emotional and career development needs of persons 16 years of age and older who are not enrolled in public school.

5.4. 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 upon passing an examination through The College Board.

5.5. 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.

5.6. Area of Study - A logical subdivision of the subject matter contained within a program of study. For example, geometry and algebra are areas of study within the mathematics program of study.

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

5.8. Bank Time - Time added beyond the required instructional day which may be accumulated and used in larger blocks of time during the school year for instructional or non-instructional activities. (See Section 8.2.4.)

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

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

5.11. Career Development - The process through which a student comes to understand the world of work. Kindergarten through fourth grade focuses on career awareness; fifth grade through eighth grade focuses on career exploration; ninth and tenth grade focuses on career exploration and decision-making; and eleventh grade through adult focuses on career preparation.

## **126CSR42**

5.12. Career Exploration - The opportunity within the education program for students to conduct self-assessment, access career information, examine multiple career options and initiate education planning based on a tentative career focus.

5.13. Career Major - A grouping of occupations with significant commonalities within a career cluster.

5.14. 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. (See Section 6.4.10.)

5.15. 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.

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

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

5.18. 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 9.10.)

5.19. Comprehensive School Guidance and Counseling Curriculum - A curriculum component consisting of structured developmental lessons designed to assist students in achieving the competencies outlined in 126CSR67, WVBE Policy 2315, Comprehensive Developmental Guidance and Counseling (hereinafter Policy 2315) which address academic, career and personal/social development systematically through classroom and group activities in grades pre-k-12.

5.20. Concentration - A series of credits directly related to a student's chosen career major and postsecondary goal (pathway). The technical concentrations offered by the school must be aligned with local, state and national job market opportunities.

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

5.22. Core Requirements - Reading and English language arts, mathematics, science, social studies, the arts, health, physical education, foreign languages\*, and technical concentrations\*\* (\* for professional pathway students, \*\* for entry pathway students).

## **126CSR42**

5.23. 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.

5.24. 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. (See Section 8.2.10.)

5.25. 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 6.4.5.b. for minute requirements for high school courses.

5.26. Curriculum - The content standards, objectives and performance descriptors for all required and elective content areas at each programmatic level.

5.27. 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 severe disabilities as specified in Sections 6.4.8. and 6.4.9.

5.28. Distinguished Educator - A professional educator, employed by WVDE, who has the responsibility of providing on-site technical assistance to schools identified for improvement.

5.29. 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.

5.30. 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

## **126CSR42**

elementary (3-4). As children progress from pre-k to fourth grade, daily instruction should be designed to meet their changing educational and developmental needs.

5.31. 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.

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

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

5.32.2. 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.

5.33. Eligible Exceptional Students - Those individuals who, in accordance with the requirements of 126CSR16, WVBE Policy 2419, Regulations for the Education of Exceptional Students (hereinafter 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 5.35.)

5.34. Eligible Limited English Proficient Students - Those individuals who, in accordance with the requirements of 126CSR15, WVBE Policy 2417, Programs of Study for Limited English Proficient Students (hereinafter Policy 2417), have been determined to be limited English proficient (hereinafter LEP) and in need of specially designed instruction.

5.35. Eligible Students with Disabilities - Those individuals who, in accordance with the requirements of Policy 2419, have been determined: a) to be autistic, behavior-disordered, blind and partially-sighted, speech/language impaired, deaf-blind, deaf or hard-of-hearing, mentally impaired, orthopedically impaired or traumatically brain injured, or have other health impairments, preschool special needs or specific learning disabilities; and b) to be in need of specially designed instruction.

5.36. 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.

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

5.38. 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.

## **126CSR42**

All rules and policies that apply to the instructional day also apply to extracurricular activities. (See Section 9.10.2. and 126CSR26, WVBE Policy 2436.10, Participation in Extracurricular Activities.)

5.39. Five-Year School Strategic Plan - A plan that specifies how the school intends to increase student achievement. The plan must be developed through a strategic planning process and must be based on all available data regarding student achievement. (See Sections 8.3.23. and 13.2.1.)

5.40. Five-Year Unified Strategic Plan - A plan that specifies how the county school system intends to strengthen the county education program in order to increase student achievement. The plan must be developed through a strategic planning process. (See Sections 8.2.5. and 13.1.1.)

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

5.42. 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 - 12.

5.43. 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 Section 6.4.5.)

5.44. Honors Courses or Programs - Courses or programs that expand the academic content 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.

5.45. Individualized Education Program (IEP) - A written plan, developed by both regular and special educators, parents, related service personnel and the student describing the specially designed instruction needed for an eligible exceptional student to master the content standards and objectives.

5.46. Instructional Day - Time allocated within the school day for the teaching and mastery of content standards and objectives. The minimum instructional day for K-4 is 315 minutes, 5-8 is 330 minutes, and 9-12 is 345 minutes.

5.47. 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.

## 126CSR42

5.48. 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)

5.49. 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).

5.50. International Baccalaureate (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. (See Section 6.4.3.a.D.(d).)

5.51. 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.

5.52. 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.

5.53. Local School Improvement Council (hereinafter 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 seven 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 Unified School Improvement Plan (or strategic plan); and can apply for grants and awards.

5.54. 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.

5.55. Modified Diploma - Formal documentation and recognition that an eligible student with severe disabilities, who is unable to meet the graduation requirements for a standard diploma, has met the modified requirements specified by an Individualized Education Program (hereinafter IEP) Team on the student's IEP.

## 126CSR42

5.56. 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 9.7. and 126CSR18, WVBE Policy 2421, Racial, Sexual, Religious/Ethnic Harassment and Violence Policy, hereinafter Policy 2421.)

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

5.58. 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 three pathways are Professional (Baccalaureate Degree or above); Skilled (Associate Degree or Postsecondary Certificate); and Entry (entry into the workplace directly after high school).

5.59. 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.

5.60. 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. A general description of each performance level is listed below:

5.60.1. Distinguished - A student at this level has demonstrated exceptional and exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond grade level or course expectations.

5.60.2. Above Mastery - A student at this level has demonstrated competent and proficient performance and exceeds the standard. The work shows a thorough and effective application of knowledge and skills.

5.60.3. Mastery - A student at this level has demonstrated fundamental knowledge and skills that meet the standard. The work is accurate, complete and fulfills all requirements. The work shows solid academic performance in the course or grade level.

5.60.4. Partial Mastery - A student at this level has partially demonstrated fundamental knowledge and skills toward meeting the standard. The work shows basic but inconsistent application of knowledge and skills characterized by errors and/or omissions. Performance needs further development.

5.60.5. Novice - A student at this level has not demonstrated the fundamental

## 126CSR42

knowledge and skills needed to meet the standard. Performance at this level is fragmented and/or incomplete and needs considerable development.

5.61. Performance Standards - A system of describing and categorizing student achievement which has four basic components: levels of performance (See Section 5.60.); performance descriptors (See Section 5.59.); 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.

5.62. Pre-kindergarten - 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 126CSR28, WVBE Policy 2525, West Virginia's Universal Access to Early Education System.)

5.63. Process/Workplace Skills - Skills required for success in a career and the workplace including the ability to organize, plan, reason and use information to solve problems; communicate orally and in writing; work effectively with others; understand and use technology; develop personal skills and attributes; and plan and prepare for a career.

5.64. 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.

5.65. 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 majors and leads to success in the workplace and post-secondary education.

5.66. 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 (pre-k through grade 4), Middle Level Education (grades 5-8), Adolescent Education (grades 9-12) and Adult Education.

5.67. 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.

5.68. Required Courses - Those courses that all students must complete.

5.69. Robert C. Beach Vocational Agriculture Credit - A science credit available to

## **126CSR42**

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 126CSR44C, WVBE Policy 2520.3, Science Content Standards and Objectives for West Virginia Schools for graduation. (See Chart V (B), footnote 2.)

5.70. 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.

5.71. School Improvement - A continuous process to increase student achievement. School improvement builds the capacity of all entities, both state and local, to improve student success.

5.72. 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.

5.73. 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.

5.74. Student Assistance Team - A trained school-based team that manages a formalized intervention process to address the academic, behavior and personal development needs of all students. See Sec. 9.9. for team composition and responsibilities.

5.75. Technology Integration - The use of technology throughout content areas to help students master the content standards and develop skills for lifelong learning.

5.76. Unit of Credit - Recognition given to a student for the successful demonstration of mastery of the content standards and objectives at a level established for an approved required or elective high school level course consistent with this policy and 126CSR44A-126CSR44O, WVBE Policies 2520.1-2520.15, the series that contains content standards and objectives 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 content standards and objectives 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 nine and for successful completion

## 126CSR42

of a dual credit course.

5.77. 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 (hereinafter IT) courses.

5.78. West Virginia Measures of Academic Progress - The comprehensive assessment system for West Virginia that measures student performance. These measures include West Virginia Educational Standards Test (WESTEST), End-of-Course exams, Alternate Assessment, Writing Assessment, American College Test (hereinafter ACT) EXPLORE, ACT PLAN, and National Assessment of Educational Progress (hereinafter NAEP). (See Section 10.1.)

5.79. West Virginia Report Card - Information provided to parents and the general public on the quality of education in the public schools that is uniform and comparable among schools within and among the various school districts as defined in W. Va. Code §18-2E-4.

5.80. Work Based Learning - A structured activity that correlates with and is mutually supportive of the school-based learning of the student and includes specific objectives to be learned by the student as a result of the activity. This assists students in gaining an awareness of the workplace; developing an appreciation of the relevance of academic subject matter to workplace performance; and gaining valuable work experience and skills while exploring career interests and abilities. (See Section 6.4.4.)

5.81. Writing Across the Curriculum - Writing instruction and practice that is applied throughout all content areas. (See Section 9.6.)

5.82. WV EDGE - A program that allows students to take high school courses for community and technical college credit. 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 EDGE earn credit by passing a qualifying exam. The ultimate goal of the EDGE program in West Virginia is to allow a student to earn an associate degree concurrently with earning a high school diploma.

## 126CSR42

### §126-42-6. Program Definition.

6.1. The education program offered in West Virginia's schools is defined in broad terms as all of the education activities that take place during the school day and the school year. The education program provides education opportunities for students to master the basic skills and to develop the broader knowledge and skills necessary to function effectively in responsible adult roles. The education program is based upon the best information available regarding effective practices and information that is provided through 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.

6.2. 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 needs 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 through 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.

## **Chart I**

### **Pre-kindergarten (Pre-k)**

---

West Virginia's pre-K is a readiness program designed to build the skills children need to be successful in kindergarten and as a foundation for lifelong learning. Research supports the need for a balance of teacher-directed and child-initiated instruction. The pre-k classroom should have the time, space, and materials necessary to create effective environments for learning.

Teachers in pre-k must be purposeful in planning and providing classrooms where learning and practice take place in the context of play. In West Virginia's pre-k program, the emphasis is on cognitive, social/emotional, and motor development. These areas are inter-related 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. Children in pre-k will have daily opportunities for experiences in the following content areas:

**Language and Literacy**  
**Mathematics**  
**Science**  
**Physical Health**  
**The Arts**  
**Social Studies**  
**Social/Emotional Development**

The acquisition of oral language and building literacy skills shall be a primary focus. Pre-k classrooms must provide print rich and language rich environments. Learning centers are required for pre-k classrooms. These learning centers are to be purposefully arranged to support learning.

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 (126CSR44O, WVBE Policy 2520.15, West Virginia Early Learning Standards Framework).

## **Chart II**

### **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 second 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 content knowledge.

In k-2 classrooms, the following content areas are taught daily. It is required, in accordance with scientifically based reading research, that, at a minimum, a daily-uninterrupted 90 minutes reading block would be scheduled. A minimum of 60 minutes of daily mathematics instruction is required.

#### **Reading and English Language Arts**

#### **Mathematics**

---

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 following content areas may or may not be offered daily.

#### **Science**

#### **Social Studies**

#### **Visual Art**

#### **Music**

#### **Physical Education**

#### **Health**

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.

Components of career awareness and the application of technology shall be included during instruction in all subjects. The study of foreign language is encouraged.

## **Chart III**

### **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.

Intermediate elementary students will be taught the following 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 daily reading instruction. A minimum of 60 minutes of daily mathematics instruction is required. Flexibility is permitted in scheduling the time allotted for science and social studies so that the equivalent of daily instruction is provided.

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

---

The following 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**  
**Physical Education**  
**Health**

---

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

Components of career awareness and the application of technology shall be included during instruction in all subjects. The study of foreign language is encouraged.

## **126CSR42**

6.3. 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, technology, 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.

## **Chart IV**

### **Middle Level 5-8**

---

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 90 minutes shall be reading and English/language arts.<sup>1</sup> The principal and the team of teachers will determine time allocations that effectively address the academic needs of students who are below mastery in the basic skills of reading, writing and mathematics. Schools implementing alternative schedules will provide adequate time to achieve mastery of the West Virginia content standards and objectives for each of the required courses.

#### **Reading and English Language Arts**

**Mathematics**

**Science**

**Social Studies**

---

These required courses are considered part of the encore curriculum and shall be taught at each grade level each year as separate subjects with adequate time to achieve mastery of the West Virginia CSOs.

**Visual Art**

**Music**<sup>2</sup>

**Physical Education**<sup>3</sup>

**Health**

---

Foreign language shall be offered annually.

**Foreign Language**<sup>4</sup>

---

These required programs shall be implemented annually.

**Advisory/Comprehensive School Guidance and Counseling**<sup>5</sup>

**Career Exploration**<sup>6</sup>

**Technology**<sup>7</sup>

## 126CSR42

### Footnotes to Chart IV

- <sup>1</sup> The LEA may compact the reading and English language arts curriculum into a forty-five minute course when seventh or eighth grade students who elect to accelerate their learning by enrolling in Levels 1A and 1B of a foreign language for high school credit are also enrolled in 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 a high school college preparatory program of studies.
- <sup>2</sup> Choral and instrumental music must be offered no later than grade six. Chorus or instrumental music may substitute for the required music course at each grade level.
- <sup>3</sup> Middle grades schools should recognize that healthy lifestyles and academic success are tightly interwoven. Therefore, schools should promote wellness programs that extend beyond the course requirements for physical education and health. This may be accomplished through strong intramural programs that focus on skill development, sportsmanship and teamwork, while keeping the middle grades students physically active throughout the school year. Wellness programming should target the widespread behaviors that undermine the health and resulting capacity for personal success during adolescence.
- <sup>4</sup> The teaching of foreign language as a separate course in grades five and six is encouraged. Two years of the same foreign language must be offered for students in grades seven and eight. 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 until the fall of 2008:

Recommended Learning Sequence: Seventh 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: Seventh grade exploratory course(s) and Eighth grade Level 1 of the foreign language. Students will receive one high school credit at the end of eighth grade upon mastery of the content standards for the Level 1 course.

Beginning in the fall of 2008, seventh grade foreign language will be Level 1A and eighth grade foreign language will be Level 1B. 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.

- <sup>5</sup> 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

## 126CSR42

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 five through eight. 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 ACT EXPLORE, as well as other assessment data, will be used to assist eighth grade students in developing an individualized student transition plan. With guidance during well-planned activities, second semester eighth 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 to master the student technology standards. By the end of eighth grade, students will demonstrate technology literacy and skills to meet the standards in K-8 in 126CSR44N, WVBE Policy 2520.14: Technology Standards and Objectives for West Virginia Schools (hereinafter Policy 2520.14).

6.3.1. An Individualized Student Transition Plan 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 eighth grade year, each student's plan is developed for grades nine and ten. The plan is based upon previous career awareness, exploration activities, and a review of the student's ACT EXPLORE results. The eighth 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 plan based upon the choice of a career cluster. The student shall

## **126CSR42**

designate an educational pathway (professional, skilled, entry) at this time. The student may amend his/her plan at the end of any semester.

c. For eligible gifted students the plan is developed during the eighth grade year by an IEP Team and includes the honors and Advanced Placement and/or IB classes that must be provided for the student in grades 9-12.

d. For eligible students with disabilities the plan is developed during the eighth grade by an IEP Team.

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

f. Students will select career majors during their tenth grade year. This process is described in Section 6.4.3.

6.4. Adolescent Education (Grades 9-12) - Adolescent education provides students the intellectual, social/emotional, physical, and technological capacities for successful entry into adulthood. The adolescent education program provides challenging and rigorous courses in the programs of study that will enable students to achieve high levels of competence so they can 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 and complete a career major.

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

---

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

<b>English Language Arts</b>	4 credits
	English 9, 10, 11, 12
<b>Mathematics*</b>	3 credits
	Two of the three credits will be Algebra I and above.
<b>Science**</b>	3 credits
	Coordinated and Thematic Science (hereinafter CATS) 9, Coordinated and Thematic Science 10, and one course above the Coordinated and Thematic Science 10 level.
<b>Social Studies</b>	3 credits
	United States to 1900, World Studies to 1900, and Twentieth/Twenty-First Centuries
<b>Physical Education</b>	1 credit
<b>Health</b>	1 credit
<b>The Arts</b>	1 credit
<b>Career Majors***</b>	4 credits
	Career majors are to be determined at the local school or county level.
<b>Electives</b>	4 credits
	Electives will be chosen from the school's offerings of elective courses.
<b>Work-based Learning****</b>	
	Work-based learning will be determined at the local level.

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 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.

\* 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.

\*\* With parental/guardian consent, students with a declared entry or 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. (See Sec. 5.67.)

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

\*\*\*\* The decision regarding credit for the experiences at grades 9 - 12 will also be made at the local level.

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.

## Chart V (B) Graduation Requirements Adolescent 9 - 12

These graduation requirements are effective for students entering grade nine in the school year 2004-2005. Courses needed for graduation require mastery of approved content standards and objectives. Students who do not demonstrate mastery of the content standards and objectives shall be provided extra help and extra time through intervention strategies.

<b>CORE REQUIREMENTS (17 Credits)</b>	
<p><b>Reading and English Language Arts</b> <b>4 credits</b> English 9, 10, 11, 12</p> <p><b>Mathematics<sup>1</sup></b>    <b>3 credits</b> <i>Two of the three credits will be Algebra I and above</i></p> <p><b>Science<sup>2</sup></b>    <b>3 credits</b> CATS 9, CATS 10, and <i>One course above the CATS 10 level</i></p>	<p><b>Social Studies</b>    <b>4 credits</b> <i>United States to 1900</i> <i>World Studies to 1900</i> <i>Twentieth and Twenty-First Centuries</i> <i>Civics/Government</i></p> <p><b>Physical Education</b>    <b>1 credit</b></p> <p><b>Health</b>    <b>1 credit</b></p> <p><b>The Arts</b>    <b>1 credit</b></p>

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

<b>ELECTIVES (3 Credits)</b>
The remaining graduation requirements are to be electives.

**CAREER DEVELOPMENT**

Prior to students selecting career majors, opportunities for career decision-making must be provided in grades 9-10.

**WORK-BASED LEARNING**

All students must participate in a work-based 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 6.4.4.)

**Footnotes for Chart V (B)**

- <sup>1</sup> 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 tenth grade.
- <sup>2</sup> With Parental/Guardian consent, students with a declared entry or 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 5.69.) 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.

**Footnotes for Chart V (B), continued**

- <sup>3</sup> Concentration credits are to be taken by students in both academic and technical career majors. 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 Major technical assistance document published by the WVDE. Each technical concentration in a school shall obtain and maintain an appropriate industry recognized accreditation/certification, when one is available, and shall provide students the opportunity to obtain an industry-recognized credential as part of the instructional program.

# Chart V (C) Graduation Requirements Adolescent 9 - 12

These graduation requirements are effective for students entering grade nine in the school year 2005-2006 and thereafter. Courses needed for graduation require mastery of approved content standards and objectives. Students who do not demonstrate mastery of the content standards and objectives shall be provided extra help and extra time through intervention strategies.

<b>CORE REQUIREMENTS (18 Credits)</b>	
<p><b>Reading and English Language Arts 4 credits</b> English 9, 10, 11, 12</p> <p><b>Mathematics<sup>1</sup> 4 credits</b> (3 credits required for entry pathway students entering ninth grade in 2005-2006) (4 credits required for all entering ninth grade students in 2006-2007)</p> <p><b>Science<sup>2</sup> 3 credits</b> CATS 9, and <i>Two courses above the CATS 9 level</i></p>	<p><b>Social Studies 4 credits</b> <i>United States to 1900</i> <i>World Studies to 1900</i> <i>Twentieth and Twenty-First Centuries</i> <i>Civics/Government</i></p> <p><b>Physical Education 1 credit</b></p> <p><b>Health 1 credit</b></p> <p><b>The Arts 1 credit</b></p>

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

**ELECTIVES (3 Credits)**

The remaining graduation requirements are to be electives.

**CAREER DEVELOPMENT**

Prior to students selecting career majors, opportunities for career decision-making must be provided in grades 9-10.

**WORK-BASED LEARNING**

All students must participate in a work-based 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 6.4.4.)

**Footnotes for Chart V (C)**

- <sup>1</sup> It is the intent that all students will take mathematics annually, but must take at least three mathematics classes in grades 9-12. If students begin the math sequence prior to grade 9, they should take other mathematics courses, which may include college courses, AP courses, virtual school courses, or other advanced offerings. This principle applies to all required course sequences. The mathematics courses selected for credit must be relevant to the student's career pathway. Successful completion of Applied Math I and II is equivalent to an Algebra I credit and a credit for a course prior to Algebra I.
- <sup>2</sup> With Parental/Guardian consent, students with a declared entry or 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 5.69.) 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.

## 126CSR42

- 3 Concentration credits are to be taken by students in both academic and technical career majors. 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 Major 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)

### Electives Adolescent 9-12 (Effective until July 1, 2004)

---

#### READING AND ENGLISH LANGUAGE ARTS

Drama  
Journalism\*\*\*  
Mass Media  
Television  
Film  
Speech\*\*\*  
Creative Writing  
Technical Writing  
Desk Top Publishing  
AP English Courses  
English College Courses

#### SCIENCE\*\*

Advanced Biology (11/12)  
Biology - Technical Conceptual (11/12)  
Advanced Chemistry (11/12)  
Chemistry - Technical Conceptual  
(11/12)  
Advanced Environmental/Earth Science  
(11/12)  
Human Anatomy & Physiology  
Advanced Physics (11/12)  
Physics - Technical Conceptual (11/12)  
AP Science Courses  
Science College Courses

#### MATHEMATICS\*

Applied Mathematics I\*  
Applied Mathematics II\*  
Geometry/Applied Geometry\*  
Algebra II\*  
Conceptual Mathematics  
Trigonometry  
Probability and Statistics  
Pre-Calculus  
Discrete Mathematics  
Algebra/Geometry Preparation  
Algebra Support  
AP Mathematics Courses  
Mathematics College Courses

#### SOCIAL STUDIES

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

- \* Indicates math courses required to be offered. Schools must offer four courses in mathematics at a level above Algebra I.
- \*\* A minimum of one course for each of the four fields of science (Biological Sciences, Chemistry, Environmental Earth Sciences, and Physics) must be offered.
- \*\*\* Required to be offered.

**THE ARTS**

Electives must be offered to accommodate four sequential levels of student achievement in music (both instrumental and choral), visual art (general art and/or studio art), dance and theatre. Additional elective offerings may be made available based upon student need and interest.

**CAREER CLUSTERS AND MAJORS**

Career cluster options must be made available to students to ensure that students understand the breadth and scope of careers in the world of work. Required career major courses and required electives within the majors will be determined by county board of education. See Section 6.4.3.a. for rules allowing students to take a higher level or more rigorous course, advanced placement course, or college course in place of a course in the program of study. Career majors must reflect, where appropriate, professional, skilled, and entry pathway components.

**DRIVER EDUCATION**

A minimum of one course must be offered.

**FAMILY AND CONSUMER SCIENCE**

Two elective offerings that include content standards and objectives that teach parenting skills to meet the stipulations of W. Va. Code §61-8-9A, must be offered.

**FOREIGN LANGUAGE**

A minimum of two levels of one foreign language must be offered. Languages to be offered will be determined by county board of education.

**HEALTH**

Elective offerings may be made available based upon student need and interest.

**PHYSICAL EDUCATION**

Elective offerings may be made available based upon student need and interest.

- Notes:
1. Elective offerings not based on WVBE Content Standards and Objectives must have written content standards and objectives approved by the county board of education.
  2. Any course offered in lieu of a graduation requirement must first receive a WVBE approved waiver before counting towards graduation.

## Chart VI (B)

### Electives Adolescent 9-12 (Effective July 1, 2004)

	<b>ELECTIVES REQUIRED TO BE OFFERED</b>	<b>OPTIONAL ELECTIVES</b>
Note: Any course offered in lieu of a graduation requirement must first receive a WVBE approved waiver before counting towards graduation.	These courses must be offered at least in alternating years. (Effective 2004-2005)	These courses (or others) may be offered depending on need or student demand.
<b>READING AND ENGLISH LANGUAGE ARTS</b>	Journalism/Newspaper/ Yearbook Speech	Desk Top Publishing English college courses AP English Creative Writing Library/Media Technical Writing Broadcast Journalism
<b>MATHEMATICS</b>	Algebra II Applied Mathematics 1 and 2 Geometry or Applied Geometry Pre-Calculus Trigonometry	Algebra/Geometry Preparation Calculus Conceptual Mathematics Integrated Mathematics I, II, III, and IV Probability and Statistics Mathematics college courses AP Mathematics courses
<b>SCIENCE</b>	Advanced Biology (11-12) Advanced Chemistry (11-12) Advanced Environmental/ Earth Science (11-12) Advanced Physics (11-12) Human Anatomy and Physiology CATS 10 (Effective for students entering grade nine in school year 2005-2006)	Biology -Technical Conceptual (11-12) Chemistry - Technical Conceptual (11-12) Physics - Technical Conceptual (11-12) Science college courses AP Science courses
<b>SOCIAL STUDIES</b>	Economics Geography	Social Studies college courses AP Social Studies courses
<b>FOREIGN LANGUAGE</b>	Three levels of one foreign language	Other foreign languages based on student need and interest
<b>HEALTH</b>	Any courses required to satisfy a career major	Other health courses based on student need and interest

126CSR42

	<b>ELECTIVES REQUIRED TO BE OFFERED</b>	<b>OPTIONAL ELECTIVES</b>
<b>PHYSICAL EDUCATION</b>	Any courses required to satisfy a career major	Other physical education courses based on student need and interest
<b>THE ARTS</b>	Four sequential levels of student achievement in music (both choral and instrumental), visual art (general art and/or studio art), dance, theatre	Other courses in the arts based on student need and interest
<b>CAREER MAJORS</b>	Four specified courses within a major/pathway	Other courses based on student need and interest
<b>DRIVER EDUCATION</b>	One course	Other driver education courses based on student need and interest
<b>TECHNOLOGY</b>	Students must be provided opportunities for advanced technology applications.	Information Technology Information Management Web Development Other courses based on student need and interest
<b>TECHNICAL EDUCATION</b> Note: Schools must provide students access to skilled and entry-level technical preparation in a minimum of four of the following career clusters: <ul style="list-style-type: none"> <li>• Arts and Humanities</li> <li>• Business/Marketing</li> <li>• Engineering/Technical</li> <li>• Health</li> <li>• Human Services</li> <li>• Science/Natural Resources</li> </ul>	80% of students in grades 9-10 must have access to at least one vocational-technical foundation course. One foundation course must be offered that teaches parenting skills	Other technical education courses based on student need and interest
	30% of students in grades 11-12 must have access to four units in a technical concentration and two technical electives	Other courses based on student need and interest
	An additional 30% of students in grades 11-12 must have access to two units in a technical concentration	Other courses based on student need and interest
<b>CAREER DEVELOPMENT</b>	Students must be provided opportunities for in-depth exploration of their chosen career cluster in grades 9-10 through formal coursework, web-based or independent studies, or other alternative means	

## 126CSR42

6.4.1. 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 for the full instructional day for all four years. Exceptions may be made by county boards of education to accommodate placement in college courses, advanced vocational/technical programs, participation in the West Virginia Virtual School, or for other compelling circumstances.

b. County boards of education shall develop and implement a policy that defines the 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.

6.4.2. 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 or she entered ninth 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 or she would be expected to complete the graduation requirements that were in effect when he or she entered grade nine for the first time. If the student has been out of school one year or more, he or she would be expected to complete the graduation requirements in effect upon re-enrollment.

6.4.3. During the tenth grade year, each student shall develop, after review of the student's ACT Plan results, and in consultation with her or his parent/guardian(s) and school counselor or advisor, the second phase of the individualized student transition plan and shall select a career major for the final years of high school and the first year after high school that will prepare the student for college, other post-secondary education, and gainful employment. The plan may be amended and/or the career major 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 Advanced Placement course, 4) an IB course, or 5) a college course. Parent/guardian approval must be evidenced by signature on the student's individualized transition plan.

## 126CSR42

A. A student, in consultation with his or her parent/guardian(s), may request to take a higher level or more rigorous course, The College Board's Advanced Placement course, IB courses or college course in lieu of a required career major 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.

B. The student and his or 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 major field of study. Furthermore, the student's Certificate of Proficiency must not indicate that the student completed a career major unless the course is judged to be related and relevant to the career major.

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

D. Definitions of terms used in this section are as follows:

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

(b) 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., Advanced Chemistry in lieu of Chemistry-Technical Conceptual).

(c) Advanced Placement - A course provided by The College Board which is advanced in terms of content and performance expectations for the age/grade level of students.

(d) International Baccalaureate - 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 and the program of study.

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

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

c. Other plan components may include the following:

## 126CSR42

### A. Co-curricular activities

### B. Extracurricular activities

d. Each graduate will be provided a form that assesses the effectiveness of his/her individualized student transition plan, 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 she/he graduated.

6.4.4. The county and school shall require work-based learning experiences for each student at some time in grade 9, 10, 11 or 12. In order to qualify as a work-based learning experience within the meaning of this section, the experience must have the demonstrated ability to help students attain process/workplace skills. (See Section 5.61.) Counties with few employers must identify and utilize alternative strategies, such as workplace simulations, community service and school-based enterprises to provide such opportunities. Each county board of education shall:

a. establish a procedure for coordinating work-based learning experiences;

b. establish criteria for selecting quality work-based learning experience and sites;

c. establish criteria and standards that students must meet to be eligible for work-based learning experience;

d. establish standards and objectives for the different types of work-based learning experiences;

e. establish process and criteria for work-based experiences that merit the awarding of credit;

f. provide staff development for coordinators, mentors and supervisors of work-based learning experiences; and

g. establish linkages to enable school personnel and businesses to provide work-based experiences to support and enhance programs of study and career development.

6.4.5. The state graduation requirements total 24 credits. See Charts V (A) and V (B) for specific credits required for graduation.

a. The courses needed for graduation, indicated in Charts V (A) and V (B) 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 Policies 2520.1-2520.15, Content Standards and Objectives for West Virginia Schools (hereinafter CSOs).

## 126CSR42

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.

6.4.6. 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.

6.4.7. 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 nine 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 nine 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 5.29.)

c. A county may develop tests for the purpose of moving students more quickly through the curriculum by "testing out." See Section 5.1 for other methods of acceleration.

6.4.8. A diploma is provided to every student who has completed the standard graduation requirements. An eligible student with severe 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.

6.4.9. A modified diploma may be awarded to an eligible student with disabilities so severe that the student requires extensive modifications and functional

## 126CSR42

application of the CSOs and/or instruction in functional daily living skills (social, motor and communication) not directly addressed in the CSOs, and who has satisfactorily met the graduation requirements specified in his/her IEP.

6.4.10. A Certificate of Proficiency containing specific information regarding the graduate's skills, competence and readiness for employment and further education is provided to every high school graduate (See W.Va. Code §18-2-6.). The following information is to be recorded on the certificate of proficiency given to every graduate:

- a. Test results from any part of the statewide assessment program in which the student participated;
- b. High school courses completed with grades and credits received;
- c. Computer instruction received;
- d. GPA for all high school courses completed, regardless of the grade level when completed;
- e. Class rank out of total graduating class;
- f. Attendance per year for grades 9-12;
- g. Co-curricular and extracurricular activities;
- h. Grade scale including letter/numerical equivalent, use of weighted grades consistent with Policy 2515;
- i. Special competencies and honors;
- j. Technical training and credentials acquired;
- k. Successful completion of a career major including completion of the required major courses, or higher level courses, advanced placement courses, college courses or other rigorous substitutes related to the major, and recommended electives; and
- l. Formal work-based learning experiences completed.

6.5. Adult Education - Adult education is designed to meet the education, employment and training, economic, civic, cultural, social, and recreational needs of adults in the community served by public schools. These programs are offered by county boards of education or 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\*

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

\*To be delivered consistent with 126CSR57, WVBE Policy 2420, Guidelines for Compliance with Adult Education Programs.

## 126CSR42

### **§126-42-7. Alternative Delivery of Education Programs.**

7.1. 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.

#### 7.2. Alternative Delivery Programs.

7.2.1. 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 work-based learning that may take place outside of the regular school calendar. (See, e.g., 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 West Virginia Board of Education. 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.

7.2.2. 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.

#### 7.2.3. 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 receiving work-based learning experiences.

#### 7.2.4. Home/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

## 126CSR42

consecutive weeks shall receive home/hospital services. The written statement must include

A. the specific reasons the student must remain at home or in the hospital; and

B. the criteria or conditions under which the student can return to school, and the expected date of such return.

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

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

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

e. Home/hospital teachers are responsible for providing instruction on the content standards and objectives as designed 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 (OSE) as defined by Policy 2419, Section 5.1.5.g.E. The change of placement to Out-of-School Environment 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.

## 126CSR42

### 7.2.5. 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 126CSR20, WVBE Policy 2418, Regulations for Alternative Education Programs for Disruptive Students (hereinafter Policy 2418).

### 7.2.6. West Virginia Virtual School Options.

a. With the appropriate approval, the West Virginia Virtual School may provide additional course options to be taken through distance learning that will support the alternative delivery settings described in Section 7.2.

### 7.3. Accountability for Alternative Programs.

7.3.1. 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.

7.3.2. 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.

## **§126-42-8. County Board of Education Responsibilities.**

8.1. 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.

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

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

8.2.2. Implement the following rules governing student attendance in grades pre-k through 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 126CSR81, WVBE Policy

## 126CSR42

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 (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.

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

8.2.4. 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 through 4, 330 minutes for grades 5 through 8, and 345 minutes for grades 9 through 12.

d. Schools may accumulate time (i.e., bank time) over and above the minimum number of instructional minutes per day to be used in larger blocks of time during the school year for extracurricular activities. (See Section 5.8. for definition of bank time.)

e. Bank time may not be used to avoid 180 separate days of instruction. For example, bank time may not be used to convert a complete day of instruction into a day to be used for some other purpose.

f. Bank time may be used for extra-curricular activities provided that the extra-curricular activities, taken all together during the course of a school year, account for no more than one percent of the total instructional time available. Extra-curricular events sponsored or sanctioned by the West Virginia Secondary School Activities Commission (WVSSAC) and regular season athletic events are not to be considered in computing the one percent figure. Travel time for students participating in extra-curricular events sanctioned or sponsored by the WVSSAC and in regular season athletic events is not to be considered in computing the one percent figure.

## 126CSR42

g. Co-curricular activities may, by their nature, be scheduled without regard to the use of bank time.

8.2.5. Develop a Five-Year Unified Strategic Plan. (See Sections 5.40. and 13.1.1.)

8.2.6. 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.

8.2.7. Provide a comprehensive system of career clusters and career majors in order to ensure that students understand the breadth and scope of careers in the world of work.

8.2.8. Develop a system for ensuring that instruction is based upon approved content standards, objectives and performance descriptors.

8.2.9. 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.

8.2.10. 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 Unified County Improvement Plan or 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.

## 126CSR42

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

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

8.3.2. 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;

8.3.3. 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;

8.3.4. Approved CSOs 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;

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

8.3.6. A system for monitoring and assessing pupil performance related to the content standards and objectives of the school education program;

8.3.7. A policy for student homework;

8.3.8. 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;

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

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

8.3.11. 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 126CSR99, WVBE Policy 4373, Student Code of Conduct;

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

8.3.13. A process for timely, accurate and complete entering of data into the WVEIS;

## 126CSR42

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

8.3.15. 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 content standards in Policy 2520.14;

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

8.3.17. A school technology team to develop a comprehensive technology plan that includes instructional and academic content standards and objectives as a component of the Unified School Improvement Plan or strategic plan (See Policy 2470);

8.3.18. A 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;

8.3.19. 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. Bank time may not be used to lengthen the time provided in law for faculty senates.

8.3.20. 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;

8.3.21. 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);

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

8.3.23. 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, and school curriculum team. (See 5.39. and 13.2.1.)

8.4. 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.

8.4.1. 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 instruction conducted in the classroom and in other settings, shall be provided as specified in the student's program of study and in accordance with Policy 2417.

8.4.2. School counselors work with individual students and groups of students through developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional, and physical needs; including programs to identify and address the problems of potential school dropouts. The school counselor also may provide consultant services for parents, teachers and administrators and may use outside referral services, when appropriate, if no additional cost is incurred by the county board of education. The role of the school counselor is defined based on the "National Standards of School Counseling Programs" of the American School Counselor Association as required in Policy 2315. 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. (Defined in W. Va. Code §18-5-18b)

8.4.3. W. Va. Code §18-5-37 requires county boards of education to provide a breakfast program. In addition to the breakfast program, school nutrition services provide balanced meals for all students who choose to participate in the program and help students develop sound nutritional habits. All schools must serve meals that are nutritionally adequate.

8.4.4. 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.

8.4.5. 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.

## 126CSR42

8.4.6. W. Va. Code §18-8-1a requires compulsory school attendance to begin with the school year in which the sixth birthday is reached prior to September one of such year or upon enrolling in a publicly supported kindergarten program and to continue to the sixteenth birthday or for as long as the student continues to be enrolled in a school system after the sixteenth birthday. County boards of education must employ a full-time attendance director if the county has a net enrollment of more than four thousand pupils and at least a half-time director if net enrollment is less than four thousand. (W. Va. Code §18-8-3 and Section 6.4.1. of this policy.)

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

8.4.8. 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)

### 8.5. Personnel.

8.5.1. 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.

8.5.2. 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 master challenging academic content standards;

#### 8.5.3. 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 content standards and objectives for all programmatic levels (pre-k through 12) to promote program articulation.

## 126CSR42

d. Ensure that professional staff are provided continuous high-quality, sustained, and classroom-focused professional development that increases the knowledge and skills required to provide students with the opportunity to master challenging academic content standards;

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 thirty minutes. (W.Va. Code § 18A-4-14)

### 8.5.4. County boards shall:

a. Employ aides to enhance the instructional environment and provide time to ensure educational quality in the classroom;

A. Aides assist teachers with non-instructional duties and in instructional related activities in appropriate programs. Duties may include, but are not limited to: a) clerical and technical assistance; b) in-class assistance; c) tutorial services; d) distribution of instructional materials; e) supervision of students in the instructional environment and during specific assigned duties (W. Va. Code §18A-5-8); f) assistance with technology utilization; and g) in some cases, performance of basic or specialized health care procedures.

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

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

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

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

### 8.5.5. County boards shall:

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

## 126CSR42

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.

### 8.6. Facilities.

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

### 8.7. Instructional Materials, Supplies, and Equipment. County boards shall:

8.7.1. 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.

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

8.7.3. 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.

8.7.4. 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.

8.7.5. 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.

### 8.8. Education Information System.

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

## **§126-42-9. School Based Responsibilities.**

9.1. 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. The following qualities, proficiencies, and leadership skills are required of principals:

## 126CSR42

9.1.1. 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.

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

9.1.3. Provide purpose and direction for schools.

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

9.1.5. 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.

9.1.6. Enhance the quality of the school organization.

9.1.7. Organize and delegate to accomplish goals.

9.1.8. Communicate effectively.

9.1.9. Provide leadership in the implementation of technology standards.

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

## 126CSR42

- 9.2.1. Creating an atmosphere that is safe, secure, caring and orderly;
  - 9.2.2. Setting high positive expectations for themselves and for all students;
  - 9.2.3. Establishing and communicating class rules and school rules;
  - 9.2.4. Engaging students successfully in meaningful age-appropriate instructional activities;
  - 9.2.5. Being prepared and initiating instruction as soon as students arrive in the classroom;
  - 9.2.6. Protecting instructional time by allowing minimal interruptions of instruction and limiting out-of-class activities;
  - 9.2.7. Exhibiting professional behavior, as defined in the 126CSR162, WVBE Policy 5902, Employee Code of Conduct, showing consideration and respect for individual differences, and guarding confidentiality of student information;
  - 9.2.8. Teaching, expecting, and acknowledging responsible behavior including students being prepared for class and having appropriate materials (books, paper, and pencils) with them;
  - 9.2.9. Employing character education strategies that are incorporated and integrated into the total school environment and curriculum; and
  - 9.2.10. Modeling commitment to equity, fairness and diversity through their practices to all students.
- 9.3. 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 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
- 9.3.1. Set, maintain and communicate high expectations which are consistently and repeatedly communicated to all students through challenging and rigorous instruction;
  - 9.3.2. Provide students and parents/guardians with strong and relevant rationales for learning new information to increase student ownership and motivation in the learning process;
  - 9.3.3. Seek, where appropriate, student input in creating assignments, choosing content and setting goals for learning;

## 126CSR42

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

9.3.5. Teach all state (or county) CSOs in each grade level and for each subject;

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

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

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

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

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

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

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

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

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

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

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

9.3.17. 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;

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

## 126CSR42

9.3.19. Recognize and differentiate instruction to meet individual student needs;

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

9.3.21. 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;

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

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

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

9.3.25. Communicate with parents on a regular basis regarding their child's educational performance;

9.3.26. 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.

9.4. Students who demonstrate mastery of content standards and objectives must be provided opportunities to progress to the next level of instruction.

9.5. Students who do not demonstrate mastery of 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.

9.6. 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.

9.7. 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 5.56. and Policy 2421.)

9.8. 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.

## 126CSR42

9.9. Each public school shall establish a student assistance team that:

9.9.1. 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.

9.9.2. Reviews individual student needs when a student demonstrates poor academic performance, has excessive absences and/or engages in disruptive behavior, and either recommends appropriate instructional and/or behavioral intervention strategies within the regular education program or refers immediately for multi-disciplinary evaluation.

9.9.3. 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.

9.9.4. Reviews, no later than one grading period after implementation (or as otherwise specified), the effectiveness of the instructional and/or behavioral intervention strategies to determine the need for continuation, modification and/or termination of educational interventions or the need to refer for multi-disciplinary evaluation.

9.9.5. Is trained in appropriate instructional and behavioral intervention strategies, and referral procedures.

9.9.6. 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 the interventions.

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

9.10.1. Co-curricular activities may take place during the instructional day. (See Section 5.18.)

9.10.2. Extracurricular activities shall occur outside of the instructional day. (See Section 5.38. and 126CSR26, WVBE Policy 2436.10, Participation in Extracurricular Activities.)

### **§126-42-10. Statewide Assessment Program.**

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

10.1.1. All public school students enrolled in grades 3,4,5,6,7,8 and 10 shall be assessed at the grade level in which they are enrolled by the West Virginia Test of

## 126CSR42

Educational Standards (WESTEST) to be administered in the spring of each year or the West Virginia Alternate Assessment to the WESTEST. (126CSR14, WVBE Policy 2340, West Virginia Measures of Academic Progress Program, hereinafter Policy 2340, Section 4.2)

10.1.2. All public school students enrolled in 4<sup>th</sup>, 7<sup>th</sup> and 10<sup>th</sup> grades, except those participating in the West Virginia Alternate 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)

10.1.3. All public school students enrolled in the 8<sup>th</sup> grade, except those participating in the West Virginia Alternate 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)

10.1.4. All public school students enrolled in 10<sup>th</sup> grade, except those participating in the West Virginia Alternate 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)

10.1.5. All public school students enrolled in grades 4 and 8 who are part of 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 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)

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

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

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

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

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

## 126CSR42

10.1.7. 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)

10.1.8. 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.

### **§126-42-11. School, County, RESA and Other Assessments.**

11.1. The school, county, or RESA may develop assessments aligned with the state content standards, objectives and performance descriptors to drive instructional improvement for all students.

11.1.1. 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.

11.1.2. 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.

11.2. 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 with the appropriate accommodations and/or with modifications as determined by their respective IEP Teams or Section 504 Committees or LEP Committees.(Policy 2340, Sections 3.1 and 4.4)

## 126CSR42

### **§126-42-12. Program Accountability.**

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

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

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

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

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

12.1.5. All students will graduate from high school.

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

### **§126-42-13. Program Improvement.**

13.1. County Improvement.

13.1.1. Each county shall develop and implement a Five-Year Unified Strategic Plan that contains at least the following:

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

b. 1) Core beliefs and mission, 2) needs assessment, 3) improvement goals, 4) improvement objectives and activities, 5) professional development activities, 6) a system for monitoring and supporting the implementation and effectiveness of activities, 7) an evaluation process, and 8) a budget.

13.1.2. Each county school system shall have a County School Support Team which is responsible for supporting all county schools identified for improvement. The County School Support Team members are appointed by the county superintendent and may include distinguished teachers, distinguished principals, special education professionals, Title I professionals, WVDE professionals, RESA professionals, curriculum and instruction professionals, 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.

## 126CSR42

13.1.3. 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.

### 13.2. School Improvement.

13.2.1. 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) needs assessment, 3) improvement goals, 4) improvement objectives and activities, 5) professional development activities, 6) a system for monitoring and supporting the implementation and effectiveness of activities, 7) an evaluation process and 8) a budget.

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

d. Aligned with the Five-Year 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.

13.2.2. 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.

13.2.3. The School Support Team shall have the following responsibilities:

## 126CSR42

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, 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.

13.2.4. 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.

## 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	\$ See Note Below
2. ESTIMATED TOTAL REVENUES	\$0	\$0	\$0	\$0	\$0

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

This legislative rule 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 education opportunities exist for all students, including, but not limited to: comparably high quality programs of study, effective instructional strategies, work-based experiences, support programs, personnel, instructional materials, supplies, equipment, technology integration, and facilities.

The additional requirement of a math credit for entry-pathway students beginning in 2006-2007 could add an additional cost to counties. Since practically all county boards of education employ professional personnel in excess of the number allowed to be funded under the Public School Support Program (PSSP), any additional personnel costs would have to be borne by county boards of education. Based on information received from county educational leaders, a few counties have already made plans to adjust current course offerings and have indicated no additional cost to the county. For the remaining counties, the estimated cost, without the reduction of current staff and courses, would be \$3,117,485.08.

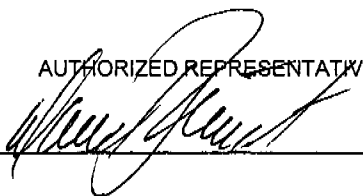
DATE

AGENCY

AUTHORIZED REPRESENTATIVE

December 1, 2004

West Virginia Department of Education



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

**COMMENT LOG**

**October 29, 2004**

N: No Response  
 N/A: Not Accepted  
 A: Accepted  
 - Negative  
 + Positive  
 0 Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
<b>§126-42-1 General</b>				
	Anne Cronin Assoc Prof WVU 293-0443	I think this policy statement is a good effort to establish consistency and respond to the pressures on the school districts.	N	
	Shauna Jones School Counselor Buckhannon WV 26201	As WV continues to build juvenile detention centers (to supplement the current detention and DHHR facilities) and staffs these schools with WVDE employees, our voices cannot be ignored any more. Although we are a minority, we are expected to serve as the "56 <sup>th</sup> County of WV" and meet the same criteria as the rest of the state with fewer resources being provided.	N	
	Ann J. Winton JAMS PIC Chair 1798 Huber Road Charleston WV 25314	"This legislative rule 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 education opportunities exist for all students....." I agree this should be done.	N	
<b>§126-42-2 Purpose.</b>				
	Lucia A. Briggs Substitute teacher 1522 Bedford Road Charleston WV 25314	While this policy is intended to provide opportunities for students to achieve their potential, the absence of Algebra I for 7 <sup>th</sup> graders and Geometry for 8 <sup>th</sup> graders as an available "pathway" is contrary to the 126-42-2 Purpose statement, and will limit possible achievements of WV's students who are gifted in Mathematics.	N/A	A variety of acceleration options are available for gifted students through section 5.1.
	Ann J. Winton JAMS PIC Chair 1798 Huber Road	"2.1 The WVBE is committed to establishing high academic standards and providing high quality programs for every student in WV's public schools...." I agree with this purpose, but I think this policy falls short of providing high	N	

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

**COMMENT LOG**

**October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
	Charleston WV 25314	quality programs for every student, particularly high ability students in Middle School. See comments below under 126-42-3 Scope.		
	Mary Kerns 202 Pembroke Square Charleston WV 25314	Overall purpose seems very good and focused, but leaves out the gifted children in math.	N	
	Janet Gould Teacher of gifted K-8 Capon Bridge E/M Cold Stream Road Capon Bridge WV 26711	2.1 It is commendable that the state board is committed to providing high quality programs for every student. I hope they realize that entails differentiated programs within grade levels, as students' abilities vary greatly within grade levels.	N	
	Carol Egnatoff 2174 Oakridge Drive Charleston WV 25311	In 2.2. I applaud the goal of establishing high expectations for student performance. In 2.2. I support the effort to ensure that students attain high standards of performance and am pleased to know that students will experience later intellectual challenges in all programs of study and... will explore their interests and abilities.	N	
<b>§126-42-3 Scope</b>				
	Chen Fen Shen 1397 Bedford Road Charleston WV 25314	3.1 states that equal educational opportunities to achieve one's potential. I did not see any corresponding statement about providing appropriate courses for students with advanced abilities. It is also obvious that this policy reduces opportunities for rigorous works.	N/A	A variety of acceleration options are available for gifted students through section 5.1.
	Victoria Fergus Associate Professor Morgantown WV 26505	3.1.2 E Which I hope means arts specialists in ALL schools 3.3 Syst. Req. If arts are core more than an understand is required. All other cores emphasize skills and performance, not just understanding. 4.1.2 encouraging best practices based on research means providing specialists for all students.	N	

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

**COMMENT LOG**

**October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
	Anne Cronin	I am concerned that rather than raising the accountability of the educational system, this policy opens "loopholes" that could in fact LOWER standards contrary to the intent of the NCLB Act of 2001.	N	
	WV Association for Gifted & Talented Advocacy Committee P.O. Box 1003 Charleston WV 25324	In 3.1.1aB states that all students will have equal education opportunity. This suggests that students must all be offered the same classes, rather than being granted similar opportunities to be challenged at appropriate levels.	N	
	Carol Egnatoff 2174 Oakridge Drive Charleston WV 25311	In 3.1, the proposed rule states the goal of improving the quality of leaning and teaching in the public schools, but I note with concern the emphasis on equal learning opportunities without a concurrent emphasis on exceptional learning opportunities. I am further concerned that 3.3.1aB states that all students will have equal education opportunity. I believe that this will suggest that students must all be offered the same classes, rather than being granted similar opportunities to be challenged at appropriate levels.  While 3.2.4 defines a system of education to include "a demanding curriculum for all students, ... aligned with rigorous content," it is not clear that this actually mandates challenging coursework. Changes elsewhere in the policy reduce opportunities for rigorous coursework.	N/A	A variety of acceleration options are available for gifted students through section 5.1.
9-30-04	Edward Morgret Test Coordinator Hampshire County	3.1.1.C  This section refers to conducting "national measures" of achievement. The WESTEST is a criterion-referenced test based on state (not national) standards. The NAEP Assessment measures state and national performance. However, this test is only given in grades 4, 8, and 12, and no county or school data is included (which means no accountability can be applied at the local level). Are there other tests that will be used as national measures?  3.1.1.C  Also calls for state and local results to be compared to "national averages." Again, no test currently in use in the state provides us with	A	The wording in section 3.1.1 was revised to refer to the code section.

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
	Ann J. Winton JAMS PIC Chair 1798 Huber Road Charleston WV 25314	<p>this information. How will national averages be determined?</p> <p>The WESTEST reports results in terms of performance levels (i.e., Novice, Partial Mastery, Mastery, Above Mastery, and Distinguished). Performance levels are not broken down into quartiles. Yet, Policy 2510, Section 3.1.1.C refers to the "lowest quartile." How will quartiles be determined from the WESTEST results?</p> <p>The "lowest quartile" will improve by 50% according to Section 3.1.1.C. If the lowest quartile group can be identified, what constitutes a 50% improvement? Is it 50% moving from Novice to Partial Mastery?</p> <p><u>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...</u></p> <p><u>3.2 Ensuring the quality education implies that a thorough and efficient education system exists that provides equal access to substantive curricular offerings and appropriate related services for all students.</u></p> <p><u>3.2.4. A demanding curriculum for all students.</u></p> <p>Changes in the Math policy on the Middle School level cause the WVBE to fall short of its commitment to establishing high academic standards and high quality programs for high ability students. These students are denied access to substantive curricular offerings. See comments under 126-42-6. Program Definition 126CSR42 6.3. Middle Level Education (Grades 5-8)</p>	N/A	A variety of acceleration options are available for gifted students through section 5.1.
	Chris Storrick Counselor Rt 2 Box 320 Elkins WV 26241	<p>3.1.1.C As we are now testing special education students on grade level, I am not sure we are setting realistic expectations. Is it appropriate to teach a child with limited abilities at the second grade level and then test him at the fifth grade level?</p>	N	
	Janet Gould Teacher of gifted K-8 Capon Bridge E/M	<p>3.1 I am concerned that the phrase "equal education opportunities" probably doesn't mean that each student will be afforded opportunities to take classes that challenge their ability level, but rather all students will have equal access to classes offered. Please remember: nothing is as</p>	N/A	A variety of acceleration options are

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

**COMMENT LOG  
October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
	Cold Stream Road Capon Bridge WV 26711	unequal as the equal treatment of un-equals. The phrase "comparably high quality programs of study" needs to be clarified, comparable to what? 3.2.4 I am hopeful when I read terms such as "demanding curriculum" and "rigorous content", but in reality most schools systems provide little rigorous content in elementary school or even middle school. Bright students really receive their first true rigor in high school. By then it is often too late.		available for gifted students through section 5.1.
<b>\$126-42-4 General Responsibilities</b>				
	Chen Fen Shen 1397 Bedford Road Charleston WV 25314	In 4.1.1.i, we parents have a channel to file a waiver in order to get appropriate education for students who are advanced. This policy sets even higher hurdles for advanced students by reducing the level of academic challenge in schools and forcing students to file waivers. It contradicts the goals of the BOE. Pursuant to 4.1.2d I request that my name be added to the interested parties list for all information concerning the content and implications of standards, policies, state and federal laws.	N/A	A variety of acceleration options are available for gifted students through section 5.1.
	Victoria Fergus Associate Professor Morgantown WV 26505	3.1.2 E Which I hope means arts specialists in ALL schools 3.3 Syst. Req. If arts are core more than an understand is required. All other cores emphasize skills and performance, not just understanding. 4.1.2 encouraging best practices based on research means providing specialists for all students.	N	
	WV Association for Gifted & Talented Advocacy Committee P.O. Box 1003 Charleston WV 25324	In 4.1.1 the WVBE is required to provide exceptions and consideration for extenuating circumstances, when suitable alternative are proposed, that ensure the attainment of the same or higher standards. The waiver process outlined in WV Code 18-5A3 is the mechanism for such consideration. This process appears unduly burdensome and may deter schools and students from pursuing more challenging programs. 4.1.2c Please provide information regarding how this proposed rule incorporated the scientific research set forth in The Templeton Report on Acceleration A Nation Deceived: How Schools Hold Back America's	N	

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
	<p>Janet Gould            Teacher of Gifted k-8            Capon Bridge E/M            Cold Stream Road            Capon Bridge WV 26711</p>	<p>Brightest Students (<a href="http://nationdeceived.org/">http://nationdeceived.org/</a>)            4.1.2c I encourage and support the WVDE on this item. Unfortunately, WVDE OSE (specifically gifted) is lax about disbursing information on best practices. It would be most helpful to have a Gifted Coordinator in place as soon as possible, and that it be someone with extensive experience in gifted education. This also needs to be a full time position, not a part time. The latest best practice research document is "A Nation Deceived", which can be access at &lt;<a href="http://nationdeceived.org">nationdeceived.org</a>&gt;</p>	N	
	<p>Carol Egnatoff            2174 Oakridge Drive            Charleston WV 25311</p>	<p>In 4.1.1. The WVBE is required to provide exceptions and consideration for extenuating circumstances, when suitable alternatives are proposed, that ensure the attainment of the same or higher standards. The waiver process outlined in WV Code 18-5A-3 is the mechanism for such consideration. This places the burden on students, families, and schools to seek waivers to be able to teach students as much as they want to learn. I do not believe that our State Board should encourage school districts to reduce levels of academic challenge, nor place additional burdens on students who want to learn more.            4.1.2c states that the WVDE shall encourage the use of best practices based on quality, scientifically based research at each programmatic level. Toward this end, I would respectfully ask the Board and the Department to review the research set forth in The Templeton Report on Acceleration A Nation Deceived: How Schools Hold Back America's Brightest Students (<a href="http://nationdeceived.org/">http://nationdeceived.org/</a>) and indicate the extent to which the research on gifted education has been considered in the development of this rule.            Pursuant to 4.1.2d, I request that my name be added to the interested parties list for all information concerning the content and implications of standards, policies, and state and federal laws.</p>	N	
	<p>Mark Carl Fawcett            Magnolia H. S.</p>	<p>4.1.3.d – I do not believe the WVBE is providing adequate manpower to the counties and schools to maintain Technology equipment provided through the SUCCESS and BASIC SKILLS programs. Insufficient manpower is provided to maintain and manage the equipment properly. I</p>	N	

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

**COMMENT LOG  
October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
		believe there needs to be provision for an employed Technology Coordinator in every school that is paid and provided with school time to do these tasks. The Technology staff employed at the RESA's is <u>woefully inadequate</u> to support the number of computers being used in the schools.		
<b>§126-42-5 Glossary</b>				
	Linda Elmer Art Teacher North Marion H.S. Marion county	5.22 – Thank you for defining the arts as core. As an art teacher I can confirm that the visual art curriculum is multi-faceted in it's ability to educate the students on a variety of skills, problem solving experiences, terminology, history and aesthetics.	N	
	Chen Fen Shen 1397 Bedford Road Charleston WV 25314	In 5.1, I appreciate ed that the policy of Acceleration is available, however, later in the high school level courses recommended, I found decreased availability for rigorous courses. In 5.33, it only recognized "giftedness" from grade 1-8. I would recommend starting from preschool. In 5.45, the IEP needs to address content beyond CSOs for gifted students and meet their needs in acceleration. 5.50 limits International Baccalaureate to students aged 16-19, which is not appropriate. Access to the program should be based upon a realistic assessment of the student's abilities, not upon the age.	N/A	A variety of acceleration options are available for gifted students through section 5.1.
	WV Association for Gifted & Talented Advocacy Committee P.O. Box 1003 Charleston WV 25324	In 5.50, access to the International Baccalaureate program is limited to students aged 16-19. Access to the program should be based on a realistic assessment of the student's abilities, to upon chronological age. The student must be academically capable and motivated, not old enough or tall enough.  In 5.77, I oppose the limiting language "for pre K-12 public schools students" (emphasis added) I believe that the Virtual School offers the best chance for us to bring public school, private school, and homeschool students similar opportunities. To limit access to public school students seems inconsistent with the position various courts have taken on access to other public school offering, such as athletics.	N	

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
	Sharon Flack WVDE	Please provide definitions for the following terms used in 5.1 Acceleration. 1. Compacted classes/ schedules 2. Fast paced curriculum How does acceleration apply to courses required for graduation?	A	Acceleration definition, 5.1, was deemed unclear and was revised.
10-27-04	Tony Nichols, Kindergarten Teacher P.O. Box 383 Craigsville WV 26205	I am thrilled to see the arts considered as core curriculum. Unfortunately, I don't believe they are being taught due to a lack of specialists in elementary schools and the demands classroom teachers are already under. I would like to see the Board consider hiring specialists for all grade levels including elementary schools. I believe I am correct in saying that there currently are NO elementary art teachers in our county. That is truly a disgrace and should be corrected. It is detrimental to teaching to the whole child. Thank you.	N	
10-26-04	Toni DeVore Math/ Science Supervisor Wood County	5.76 Unit of Credit I have some questions about this definition. "Credit shall also be granted for documented mastery of high school course requirements by a student prior to grade nine and for successful completion of a dual credit course." This creates a bit of a dilemma when looking at the math requirements. If a student takes Algebra as a 7 <sup>th</sup> grader and Geometry as an 8 <sup>th</sup> grader only one course will be counted based on the footnotes for Chart V (C) (page 31). This footnote states "3 of the 4 math credits required for graduation must be earned during grades 9-12." This may only affect a few children, but it makes it difficult for teachers and school counselors. Can those math classes (Algebra and Geometry) not be taken prior to grade 8 and will those classes count as elective credit? There are mixed interpretations when read by an administrator, a counselor, a math teacher, or a parent of an identified gifted student that wants acceleration in math.	N	

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
	Victoria Fergus Associate Professor Morgantown WV 26505	5.2 (Note) 70% of jobs require some skills associated with the arts in this media driven world and 30% of those jobs are directly related to the arts.	N	
	Ann J. Winton JAMS PIC Chair 1798 Huber Road Charleston WV 25314	5.60.1 Distinguished—A student at this level has demonstrated exceptional and exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond grade level or course expectations. How can high ability or high achieving students attain distinguished marks on the WESTEST if they are not given above grade material or exposed to higher math concepts in the classroom? Also, some type of advanced or accelerated curriculum should be available in other core subjects at the Middle School level.	N	
	Deborah Slink Parent 1869 Loudon Heights Rd Charleston WV 25314	As to section 5.54, Middle Level Education – this section references “small learning communities.” Does this mean that there will be a student teacher ratio set as presently exists for elementary school? If so, I encourage this approach as I am aware of large classes of 35 or more students in the 7 <sup>th</sup> and 8 <sup>th</sup> grade core subjects. As to section 5.60.1, Distinguished – this level of performance, by definition, indicates “exceptional and exemplary performance” and “knowledge and skills that go beyond grade level or course expectations.” Could this level student, as well as the Above Mastery level student, be eligible for advancement or acceleration by subject, to serve the needs of these students (whether they have an IEP or not)? This seems appropriate if we believe the WESTEST is valid. Otherwise, it appears that they may not be challenged or well served a result inconsistent with the objectives of this policy. See comments below on Middle School issues.	N	
	Linda Elmer Art Teacher North Marion H. S. Marion County	5.22 --- Thank you for defining the arts as core. As an art teacher I can confirm that the visual art curriculum is multi-faceted in its ability to educate the students on a variety of skills, problem solving experiences, terminology, history and aesthetics.	N	

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
	4208 Dogwood Lane Fairmont WV 26554			
	Carol Egnatoff 2174 Oakridge Drive Charleston WV 25311	<p>In 5.1, I am pleased to note that acceleration is available to all students who demonstrate academic readiness for various delivery options.</p> <p>In 5.33, although the definition of Eligible Exceptional Students recognizes gifted students, it only recognizes giftedness from grades 1-8. I believe that this is arbitrary and capricious, as there is no scientific evidence to support that giftedness does not exist prior to 1<sup>st</sup> grade, nor that it disappears after the 8<sup>th</sup> grade. In fact, I believe that scientific evidence would say exactly the opposite, and would support the position that giftedness is NOT something that exists for 8 years of a child's school career. I would like very much to see both policy 2510 and policy 2419 recognize this. As a specific example, a gifted child who is accelerated two grade levels may be functioning at the 1<sup>st</sup> grade level at age 4. This child will theoretically be ignored until 1<sup>st</sup> grade, when she/he is potentially at the intellectual level of a child in 3<sup>rd</sup> grade or higher. This child's needs are at risk of not being met.</p> <p>I take exception to the definition of the Individualized Education Plan as set forth in 5.45. I do not believe that the IEP functions solely to provide the eligible exceptional student with instruction to meet the content standards and objectives. I believe that the IEP must also address the needs of the students whose intellectual capacity exceeds the scheduled CSOs and must address content beyond the CSOs, as enrichment, or content on a more rapid schedule, as acceleration.</p> <p>In 5.50, the language that limits access to the International Baccalaureate program to students aged 16-19 is not appropriate. Access to the program should be based upon a realistic assessment of the student's abilities, not upon chronological age. Requiring a student to reach a certain age before permitting advanced learning makes no more sense than requiring them to reach a certain height. The student must be</p>	N/A	A variety of acceleration options are available for gifted students through section 5.1.

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

**COMMENT LOG  
October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
	Janet Gould Teacher of Gifted k-8 Capon Bridge E/M Cold Stream Road Capon Bridge WV 26711	academically capable and motivated, not old enough or tall enough. In 5.77, I oppose the limiting language "for pre K-12 public schools students" (emphasis added) I believe that the Virtual School offers the best chance for us to bring public school, private school, and homeschool students similar opportunities. To limit access to public school students seems inconsistent with the position various courts have taken on access to other public school offering, such as athletics. I 5.82, I applaud the WV EDGE Program as it is described.		
	Dr. K. B Basseches 57 Connie Avenue Harpers Ferry WV 25425	5.1 I am encouraged to note that acceleration is an option for ALL students who demonstrate academic readiness. 5.45 The definition of IEP here is correct for students with disabilities. For gifted students, who are also special needs students, the IEP described the specially designed instruction needed to assure the eligible exceptional student is challenged at his/her level of performance (even if above grade level). 5.22 I wish to praise the WVDE for recognizing the invaluable contribution that arts education make to the education attainment of WV's children. By including the arts as a component of the core curriculum, the WVDE is demonstrating an awareness of the need to ensure that all children have equal access to what is at the root of human thought. The arts are the fundamental to transmitting culture, to legacy building, to understanding the visual and feeling world, to perspective taking and to being human.	N/A	A variety of acceleration options are available for gifted students through section 5.1.
<b>§126-42-6 Program Definition</b>				
	Diane Smith	As a parent of two children in Cabell county school system, I would like to express my concerns about policy 2510. For the future of our children, as well as our state, we should be challenging our children to the best of their ability, not holding them back to a certain standard. In reading through the policy, I found it stated that "Algebra/Geometry Preparation is a developmental course restricted to grades 9-12" however, some	N/A	A variety of acceleration options are available for gifted students through section 5.1.

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
	Kathi Welton-Davy Special Needs/Transition Coordinator Hampshire H. S. Romney WV 26757	children are ready for these courses and those that follow them at an earlier grade level. I am also concerned about the wording on page 40 where it states that "A county may develop tests for the purpose of moving students more quickly thought the curriculum by 'testing out'." Instead of SHALL allowing for counties to not do so as well.  If the arts are important enough to be deemed necessary for a diploma, why give the option of not including that in any student's program of study? I feel this should not be an option, so this section does not need to be included.	N	
	Mark Carl Fawcett Magnolia H.S.	Chart VII – We have enough difficulty providing quality education to students in grades Pre-K to 12. I think we should leave the education of adults to the Community and Technical College System and the Board of Regents. We do not need to compete with them. There are insufficient resources to address the needs of K-12 students without trying to stretch them to adults.	N	
	Ann J. Winton JAMS PLC Chair 1798 Huber Road Charleston WV 25314	5.60.1 Distinguished—A student at this level has demonstrated exceptional and exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond grade level or course expectations. How can high ability or high achieving students attain distinguished marks on the WESTEST if they are not given above grade material or exposed to higher math concepts in the classroom? Also, some type of advanced or accelerated curriculum should be available in other core subjects at the Middle School level.	N/A	A variety of acceleration options are available for gifted students through section 5.1.
10-26-04	Toni DeVore Math/ Science Supervisor Wood County	5.76 Unit of Credit I have some questions about this definition. "Credit shall also be granted for documented mastery of high school course requirements by a student prior to grade nine and for successful completion of a dual credit course." This creates a bit of a dilemma when looking at the math requirements. If a student takes Algebra as a 7 <sup>th</sup> grader and Geometry as an 8 <sup>th</sup> grader	N/A	A variety of acceleration options are available for gifted students through section 5.1.

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
	Jennie Merideth Pringle 755-5269	<p>only one course will be counted based on the footnotes for Chart V (C) (page 31). This footnote states "3 of the 4 math credits required for graduation must be earned during grades 9-12." This may only affect a few children, but it makes it difficult for teachers and school counselors. Can those math classes (Algebra and Geometry) not be taken prior to grade 8 and will those classes count as elective credit? There are mixed interpretations when read by an administrator, a counselor, a math teacher, or a parent of an identified gifted student that wants acceleration in math.</p>	N	
	Claytina Shepherd	<p>I do not teach math but would like to share some thoughts. I teach Marketing I, II and run the Co-op program to seniors at Nitro H. S. My students are average and up. Majority over the past 7 years have gone onto 4-year college. I feel the same is true for this year's group. I encourage math but all need a refresher in basic math. I can show you proof that students who have had the higher math classes cannot add, subtract, multiply, and divide basic problems, let alone fractions and decimals. I have spent this past week showing my students how to do this WITHOUT a calculator all in order to get to my goal of doing basic payroll, checking their paychecks, etc. I have kept this past weeks work as evidence to this if anyone in the legislature or WVDE would like to view. This is life math—not the higher courses for the majority of students. I believe students learn the basics then forget as taught new concepts. I realize calculators are everywhere and easily carried but shouldn't students be able to do life skills in addition to higher math? I realize higher math teaches abstract thinking, which is an important concept but what about the basics?</p>	N	
		<p>As a teacher for 20+ years, I am impressed that WV is finding the importance of an uninterrupted reading time for our students. I think this is a great plan and feel it will result in more successful learning. I am a first grade teacher and I find it very difficult to teach ten subject areas and do a job that is acceptable and is up to my expectations as a teacher. I spend many days after school working on plans. I feel that elementary teachers need more planning time and that science, social studies, health</p>		

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
	Dr. K. B Basseches 57 Connie Avenue Harpers Ferry WV 25425	<p>and art should be secondary to reading, language, math and computer lab. I know I could do a better job, however, I am concerned about meeting the content standards in other subjects. Will I have to plan and work them into my reading?</p> <p>I truly wish that teachers were given 15 minutes planning time for every content standard subject they're required to teach.</p> <p>I just don't understand, middle school and high school teach the least amount of subjects (some the same subject all day long) and have the longest planning times. In Raleigh county, up to 90 minutes, and elementary is lucky to get 30 minutes. (Don't we take our students to the assigned class and pick them up.) I hope this is a situation that will be addressed in the future. I do appreciate the new K-2 areas that have been addressed and hope they will be implemented as soon as possible.</p>	A	Chart Vc Footnote 3 was revised restricting substitution of an arts credit.
	Chen Fen Shen 1397 Bedford Road Charleston WV 25314	<p>In 6.1, 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. However, proposed policy 2510 is contradicting itself in this aspect. Please refer to the book, "A Nation Deceived" to see arts education credits.</p>	N/A	A variety of acceleration options are available for gifted students through

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

**COMMENT LOG  
October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
	Patricia Martin Frankfort H.S. Mineral County	<p>what we have done to our future leaders. In 6.2, again, we need to identify gifted children starting in preschool, which was not addressed in this section. In 6.3.1, it states "Middle level programming is challenging and engaging, tapping the young adolescents' mind....." However, this is where I found a discrepancy. In Appendix A, the math course is restricted to Algebra I as the highest level. How can we challenge the accelerated students? In 6.3.1, I suggest that after 8<sup>th</sup> grade the gifted student will still need to have consultations to assist the needs of their own nature.</p>	A	The review committee recommends that Appendix A be removed as part of the proposed policy so that schools are not limited by the examples provided.
	Stephanie Bowling Teacher HC 85 Box 16 Jumping Branch WV 25969	<p>There is a TREMENDOUS jump in the curriculum from 2<sup>nd</sup> to 3<sup>rd</sup> grade. Third grade teachers do not have time to teach Science and Social Studies every day and to adequately teach all other subjects that are required. We need much more time to be able to focus on the basic core subjects so that students can master those skills and become proficient in those areas.</p>	A	Flexibility was added to the requirements for science and social studies instruction as long as the equivalent of daily instruction is provided.
	Laura Bobbera Music Teacher Gilbert Elem Mingo County	<p>I believe that students in 5<sup>th</sup> and 6<sup>th</sup> grade should be in both band and/or choir and general music. Most of those students have an interest in the fine arts. Students are exposed to so many different fields in general music classes, which could affect their choice of careers. Also, why don't we offer home EC and Shop in the middle school years? The sewing I</p>	N	

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
	Ann J. Winton JAMS PIC Chair 1798 Huber Road Charleston WV 25314	<p>learned in school has been of tremendous use to me. My son would love to take shop, but because he is in the college curriculum, he can't. These are life long skills, which we are denying our youth.</p> <p><u>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...</u></p> <p><u>3.2 Ensuring the quality education implies that a thorough and efficient education system exists that provides equal access to substantive curricular offerings and appropriate related services for all students.</u></p> <p><u>3.2.4. A demanding curriculum for all students.</u></p> <p>Changes in the Math policy on the Middle School level cause the WVBE to fall short of its commitment to establishing high academic standards and high quality programs for high ability students. These students are denied access to substantive curricular offerings. See comments under 126-42-6. Program Definition 126CSR42 6.3. Middle Level Education (Grades 5-8)</p>	N	
	Cindy Daniel cldaniel@access.k12.wv.us	<p>Requiring 4 math credits for every student to graduate will require additional math staff for counties. It also presents problems when trying to find appropriate math courses for students with special needs. Does every student really need 4 math classes to be successful? What about students who enter the workforce directly after graduation? Should we not eliminate the entry-level pathway?</p> <p>I have no problem with raising the bar for math, and I certainly agree that math achievement needs to improve. I also agree that more students need to be taking math in their senior year. However, I am not convinced that every student needs this in order to be successful.</p> <p>This also means that high school guidance counselors will have students on 3 different graduation plans. There are also implications for counties in terms of printing course description handbooks, into to students and parents, etc.</p> <p>We need to look at ways of increasing math achievement without</p>	A	<p>The review committee recommends that 3 math credits be required for entry pathway students entering ninth grade in 2005-2006 and that 4 math credits be required for entry pathway students entering ninth grade in 2006-2007.</p>

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
		mandating it across the board.		
	Shauna Jones School Counselor Buckhannon WV 26201	A 4 <sup>th</sup> math credit above Algebra does not seem like it will improve basic math scores. A credit in Consumer Business Math would benefit the majority of students being served, not just the top few who have the aptitude for a higher-level course. To say that someone cannot go on to higher education without Trig and/or Calculus is very dangerous and unfair and may cause a greater number of students to seek an entry-level course path instead of a skilled or professional path. It would be unfortunate to see this happen. In addition, the populations I serve, as an Institutional Education employee will be even more at-risk of dropping out or having to study for the GED. Is this truly what NCLB intends?	A	The review committee recommends that 3 math credits be required for entry pathway students entering ninth grade in 2005-2006 and that 4 math credits be required for entry pathway students entering ninth grade in 2006-2007.
	Anne Cronin	Policy on Middle Level Education (5-8) is discussed in broad terms on pages 21 – 25 and Math options and graduation requirements are identified on page 65 and in appendix A on page 65. 1. Under this policy Algebra/Geometry Preparation is a developmental course restricted to grades 9-12, Algebra I may be offered to students in the 8 <sup>th</sup> grade but no earlier, and Geometry will not be offered in 8 <sup>th</sup> grade. Currently in Monongalia County and some other counties Algebra is offered whenever the child has mastered the prerequisite material. This change would needlessly hold back the brightest students. Allowing this acceleration, through the resources of the WV Virtual School would continue to support the level of excellence in math education currently available to students in Monongalia county and make the same standards of excellence accessible to the other districts.	N/A	A variety of acceleration options are available for gifted students through section 5.1.
	Janet Gould Teacher of Gifted k-8 Capon Bridge E/M	6.2 calls for employment of strategies to detect and intervene & correct student deficiencies. I would urge the addition of language addressing strategies to detect and intervene to challenge students who exceed grade level CSOs.	N/A	A variety of acceleration options are

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

**COMMENT LOG  
October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
	Cold Stream Road Capon Bridge WV 26711	<p>6.3 Once again it is stressed that time allocations will be set to address the needs of students below mastery. Equal considerations need to be made for students above mastery, and even more so for students at an distinguished level.</p> <p>Chart IV footnote 4 language should be added allowing interested and academically ready 6<sup>th</sup> grade students to enroll in foreign language classes. Isn't it past time to begin foreign language instruction in at least, 6<sup>th</sup> grade?</p> <p>6.4.3aA The state board WVDE should look at more rigorous courses offered (College Board AP, IB, Johns Hopkins, etc.) and list acceptable in-lieu-of courses that it recognizes rather than leave it up to each counties' superintendents. Students wanting more rigorous coursework should be applauded and encouraged, not have hurdles thrown in their way at every turn.</p> <p>6.4.7c The old policy 2510 stated that counties "shall adopt and implement a policy governing tested mastery"... To change this to "a county may develop tests for the purpose of moving students more quickly through the curriculum by "testing out"... is not supporting more rigorous content as purported in previous sections of this policy. The weakening of this language is unacceptable. Our bright students need to have our full support to pursue the most rigorous curriculum they can handle. They should not be made to sit through coursework that they could test out of if given the chance.</p>	N/A	available for gifted students through section 5.1.  A variety of acceleration options are available for gifted students through section 5.1.
	Deborah Sink Parent 1869 Loudon Heights Rd Charleston WV 25314	<p>On the face of it, there is little to take issue with in the expressed purpose of this proposal. As usual, the issues arise in the details, as applied in specific cases. My comments focus on high performing students in the middle school grades. I have commented on some specific concerns below. I am concerned that the proposal may have the unintended result of failing to meet the needs of this group during these critical years. As background for some of the specific comments I refer you to the following resources, including very recent, reputable studies and releases that focus on our failure to help these students reach their potential.</p> <p>1. A September 15, 2004 Press Release issues jointly by the</p>		

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

**COMMENT LOG  
October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>National Middle School Association and the National Association for Gifted Students. This joint release includes a "call to action" to make sure that these students are not overlooked and do not suffer from stagnation during these grades. (I believe that our school systems relied heavily on guidance from the NMSA when transitioning from a junior high to a middle school structure.) The Release and the Position Statement are attached as Attachment A.</p> <p>2. A summary of a recent study by the William and Mary Center for Gifted Education outlining Basic Educational Options for Gifted Students in Schools. This summary notes that the needs of these students can be met by acceleration (by grade or subject), grouping and other approaches that need not be out of reach from a financial perspective but do require flexibility, planning and cooperation. This information was updated in March of this year and is included as Attachment B.</p> <p>3. The introductory chapter of a large, recently concluded study titled "America Ignores Excellence". This is the first chapter of a two volume study "A Nation Deceived: how Schools Hold Back America's Brightest Students." I have also attached the Executive Summary for the study. This study was just released in September of 2004, and was conducted by based up on a grant from the John Templeton Foundation. See Attachment C.</p> <p>4. Some comparative data on programs in other states I found on a website, geniusedenied.com. See Attachment D. Based upon this data, if accurate, I have to question not only if we are meeting the needs of the advanced students but whether we are even identifying them all. Please make the alarming comparison of the percentage of the student population in WV identified gifted and talented (1.9%) to our neighbors, Virginia at 12.56%, Kentucky at 16.2% and Maryland at 16.6%. Our policies might focus more on the needs of this group of students if we were looking at 12-16%</p>		

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

**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>of the population, not 2%. Additional efforts to identify these students must be undertaken. What a loss for our State if we let this group slip through the cracks. See the discussion on the issues of this group, particularly in middle school, in the attached materials.</p> <p>5. An example of a differentiated 6th grade core curriculum utilized in North Caroline. See Attachment E.</p> <p>In summary, my concern is that the proposed policy does not leave room for the flexibility and creativity to serve the high achieving student, especially in the middle school years. Given the lack of any funding for these students, the only way they can be served is to permit the counties, and even the individual schools, a greater level of discretion so they can find ways to serve this population using the types of options outlined in the attached material.</p> <p>The shift to the middle school system has many pros and cons. Some of the negatives tie into my concerns with this proposed policy. The middle school is a rigid system in terms of the use of teams and the inability to group students across grade lines. This has already severely restricted course offerings and scheduling flexibility in our middle schools. My local middle school's students have less elective options than the junior high students had. It is much more difficult, if not impossible, to add a class to the offerings. Teachers now teach the core subjects fewer times each day (4 classes, instead of 5 or 6) because of the other obligations imposed upon them by the middle school system. This reduces offerings, increases class size and constrains flexibility to serve a particular need. The middle school system came with unfounded and understaffed requirements.</p> <p>The proposed policy further ties the hands of schools and teachers by setting limits. Why should these students move in lock step? Why put a limit on the maximum level of any subject the school can offer? Clearly a waiver should be required for failing to meet a minimum requirement, but why should exceeding requirements require a</p>		

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

**COMMENT LOG  
October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
	<p>Deborah Slink Parent 1869 Loudon Heights Rd Charleston WV 25314</p>	<p>As to section 6.3, see comment above relating to "small community" and actual class size. As to Footnote 3 to Chart IV, I support this concept of wellness programs. The middle school my children attend offers gym class once a year for 6 weeks. This note references intramural sports; I question if this is in lieu of inter-school competitions as the material is not clear on whether those programs will continue. If not, this should be made clear, as many will have concerns about such a change. No details are supplied on the level of the subjects offered in the middle school group (with the exception of foreign language – with the change to middle school and the scheduling issues it presents, my local school is down to one language anyway, Spanish, and a small virtual class in French). In particular, there is no discussion of the level of mathematics available at the middle school level, yet there is an important change for that group contained within this proposal. The changes this proposal will make for some middle schools can only be found by reviewing the more detailed discussion on course requirements in the grade 9-12 materials. By reviewing the footnotes to Chart V, it appears that students in the professional and skilled pathways must have 4 math credits to graduate from high school, 3 of which must be taken in high school and two of which must be higher than Algebra I. Be referring to Appendix A, it is possible to determine that the first year students may take Algebra I is the 8<sup>th</sup> grade. For some this will be a change in that it is presently possible to take Algebra I in the 7<sup>th</sup> grade and Geometry in the 8<sup>th</sup>. Some students have taken Algebra Geometry Prep in the 6<sup>th</sup> grade because it was a prerequisite to Algebra I—that must have changed completely as that course is now only available to high school students. I think that</p>	<p>N/A</p>	<p>A variety of acceleration options are available for gifted students through section 5.1. The review committee recommends that Appendix A be removed as part of the proposed policy so that schools are not limited by the examples provided.</p>

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
	Mary Kerns	<p>generally, though not exclusively, students on this advanced course of study have gifted IEPs and /or high SAT9 scores and teacher recommendations for this acceleration. It appears that this course will no longer be available.</p> <p>What is disconcerting about the proposal is that there is nothing offered in lieu of the current course options for these high-performing students. It appears that they will come from accelerated or enriched 5<sup>th</sup> grade environments into Math 6 (no differentiation for their prior work is contemplated in the proposal). They will move to Math 7 and then, based upon some selection method not defined in the proposal, some will go to Algebra I and other will move on to Math 8.</p> <p>Assuming that we continue with acceleration and enrichment for identified students at the elementary school level and continue to offer Honors, AP and IB programs in high school, what is our plan in middle school?</p> <p>Section 9.4 says "Students who demonstrate mastery of content standards and objectives much be provided opportunities to progress to the next level of instruction." What about those with IEPs, teacher referrals or those achieving Distinguished and Above Mastery on the WESTEST? Surely they should likewise be provided with the appropriate next level of instruction under this policy. Why not adopt the concepts of Higher Level Course or MORE Rigorous Course at the middle grade level (which in the proposal includes 5-8 grades)?</p> <p>Fifth grade students may continue to receive advancement due to program in elementary schools. High school Students have Honors, AP and IB (limited) options. What happens in middle school? This is certainly not an issue limited to mathematics. It applies to every core subject. I believe these issues are at the heart of the attached NMSA position statement. Clearly there is concern about what is happening in the middle schools, or more appropriately, what is NOT happening. Given the flexibility and opportunity, even without funding, options can (and have been) created for these students. This proposal will place limits on options and limits on achievement.</p> <p>Need to offer algebra in 7<sup>th</sup> grade for those children who are accelerated</p>		A variety of

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
	202 Pembroke Square Charleston WV 25314	now, i.e., have taken 6 <sup>th</sup> grade math in 5 <sup>th</sup> grade and are taking accelerated or pre-algebra now.	N/A	acceleration options are available for gifted students through section 5.1.
	Deborah Harki Foreign Language Coordinator/ WVDE	Chart VI (B) P 35-36 – The statement immediately below "Electives To Be Offered" in middle column, "These courses must be offered at least in alternating years," does not match all the content areas, especially those on page 36.	N	
	Victoria Fergus Associate Professor Morgantown WV 26505	5.2 (Note) 70% of jobs require some skills associated with the arts in this media driven world and 30% of those jobs are directly related to the arts.	N	
	Judy Poe School Counselor 400 Riverside Drive Grafton WV 26354	<p>The requirement of 4 math credits for entry and skilled pathway students is going to prohibit our students from being able to attend the United Technical Center. This Center has been and is a very important part of our students' educational plans. They will no longer be able to fulfill two years of the technical and vocational programs because they may only take 3 courses at Grafton High School due to travel to UTC.</p> <p>Previously Algebra/Geometry Prep math has not counted as a math credit if Applied Math I is taken following it. One of the suggested math course sequences listed in Appendix A has it counting as one of the 4 credits with Applied Math I.</p> <p>Our math department has reviewed the Conceptual Math CSOs and told me that a student truly needs some Algebra II knowledge to be successful in this, that it cannot take the place of Algebra II in the sequence. I fear we are setting our entry and skilled students up for failure with the additional requirement of math. At a time when the job market is screaming for technically trained persons, we make it impossible for the students to receive this training which make them marketable and successful in the workplace.</p> <p>Counselors in the state need to be informed as these graduation</p>	A	<p>The review committee recommends that 3 math credits be required for entry pathway students entering ninth grade in 2005-2006 and that 4 math credits be required for entry pathway students entering ninth grade in 2006-2007.</p>

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
10-27-04	Beverly Bolyard Counselor & DCT Coord. South Branch Career and Tech Center 401 Pierpont Street Petersburg WV 26847	<p>requirements are changes and within a timely fashion. Last spring we wrote our new "program of studies handbook" to match the policy that was available at that time. It is now invalid because some of the proposed policy was revised at the final stage and we were not aware. We cannot be expected to check policy revisions every day or wait until school is out to inform students and parents of the policy that affects them.</p> <p>Science concern – if CATS 10 is no longer required, are we offering general science courses instead of all advances courses as now in policy? How can a student take advanced Biology or Chemistry, or Physics without a general one?</p> <p>Why was a comprehensive guidance and counseling program included in the chart for 5-8 and not on the charts for K-4 and 9-12 when it is needed for all levels?</p> <p>The requirement 3 math's above Algebra I to be completed in grades 9-12 punished the gifted students who take Algebra and Geometry and possibly Algebra II prior to 9<sup>th</sup> grade. This is only a handful of students but they should not be penalized. The majority of students will complete those math courses in grades 9-12.</p>	N	
10-14-04	Sarah Sears 1211 John son Road Charleston WV 25314	<p>I am a parent of 3 children who have been/are being educated in Kanawha County. One is in college now, one is a junior at G.W. H.S., and the third is in 6<sup>th</sup> grade at John Adams Middle School. Their math skill levels have varied. I'm writing to object to the math curriculum changes proposed next year that would not allow a Pre Algebra course to be taught up a grade. On one hand, for the accelerated student, it severely limits math opportunities. Many students finish Algebra II in time to take Pre-calculus, Calculus, and / or Trig. While still in high school. Other accelerated students can finish Algebra II and Trig by 11<sup>th</sup> grade and take Accounting or Business courses once requirements are complete. On the other hand, the mainstream student may struggle with Algebra I and benefit from the opportunity to repeat it before going on to Geometry. A tight match curriculum would not permit this. The state has much to be</p>	N/A	A variety of acceleration options are available for gifted students through section 5.1.

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
10-22-04	Willard Lynn Aikens	<p>Foreign Language as a Level 1 in 7<sup>th</sup> grade and Level II in 8<sup>th</sup> grade is a nice concept, BUT where am I to put it in my schedule? Presently, we are able to allow 8<sup>th</sup> graders to take Spanish in lieu of reading. What am I to eliminate from my schedule in the 7<sup>th</sup> grade? Seventh graders need their reading classes. Secondly, in the Eastern panhandle it is difficult to find certified Spanish teachers for our existing programs. Now, if we add Spanish in the 7<sup>th</sup> grade it will be next to impossible to find the additional certified Spanish teachers.</p> <p>Advisor/Advisee programs is this another unfunded mandate? We are already doing student mentoring programs and character education programs. Do we eliminate these and replace it with Advisor/Advisee? We have over 1100 students. Many of my staff do not have classrooms due to overcrowding. It would be nearly impossible to find adequate space for my staff to meet with their advisee's.</p>	N	
10-27-04	<p>Diane S. Bower  Parkersburg South H S  1511 Blizzard Drive  Parkersburg WV 26101</p>	<p>I believe it is unacceptable to allow students of any pathway or major to substitute a technical course in their concentration in lieu of the arts requirement. I do not understand the logic here. If the arts are important, (and they are) why should the requirement be waived for any reason? If anything, the entry-level student is the one that is not typically exposed to the arts and will potentially benefit from an arts class more so than a professional pathway student. If scheduling is an issue then waive the concentration class for another class of similar intent (like computer or keyboarding). Please leave the arts requirement intact for ALL students. It has been proven time and again that exposure to the arts has a definite effect of achievement.</p> <p>Page 30 Chart VC</p>	A	<p>Chart Vc Footnote  3 was revised  restricting  substitution of an  arts credit.</p>

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>I heartily agree that at least 3 if not all 4 of the required math credits should be earned in grades 9-12. Data shows us that students taking math through their senior year are more successful on the college level. I believe this will prevent students from accelerating too early and them completing their math requirements and taking no more math after grades 9 or 10. My daughter graduated from high school in North Carolina where NO credits prior to 9<sup>th</sup> grade were counted toward graduation. Students taking math credits (i.e. Algebra and Geometry) simply kept taking math until the required number was completed in grades 9-12.... a VERY good idea. I think this should be implemented for ALL credits such as foreign language. Students taking any credited class early should be prepared to take higher levels in grades 9-12 and thus complete graduation requirements. Of course it would need to appear on the transcript as classes completed but not calculated in GPA or rank. I see too many students taking credits before 9<sup>th</sup> grade and then not wanting to take a challenging or full schedule their 12<sup>th</sup> grade year. NOT a good idea for college bound students.</p> <p>I also question the "wisdom" of not requiring CATS 10. I thought the purpose of a Coordinated and Thematic Science Program was to provide a firm foundation for upper level courses. By not requiring CATS 10, you would be eliminating part of the foundation. That doesn't make sense. It appears the intent of the proposal is to revert to the "old" way of offering a physical or general science in the 9<sup>th</sup> grade and then enabling the student to take Biology (10<sup>th</sup>), Chemistry (11<sup>th</sup>) and Physics (12<sup>th</sup>). I know the policy doesn't specify those classes, but it certainly appears to be the intent. I agree that students need as much upper level science as possible before college. But eliminating part of the CATS program would leave them deficient. The other option would be to revert to 7<sup>th</sup> grade Life Science, 8<sup>th</sup> grade Earth Science and 9<sup>th</sup> grade Physical Science before allowing the upper level science classes listed as electives in the policy. BIG MISTAKE here unless the whole science curriculum is revamped – again. I cannot believe that the state science organization would endorse this part of the policy.</p>		

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

**COMMENT LOG  
October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
	Mark Carl Fawcett Magnolia H.S.	<p>6.4.7-a The wording to award credit for courses taken prior to 9<sup>th</sup> grade and taught by a certified teacher and covering CSO's leaves a lot of loopholes. I can see students in Show Choir, computer class, fitness, etc. wanting high school credit because the class meets the specified criteria. I think if your intent is to allow credit for a "core" class or academic class, it needs to be made clear. Again, as explained above, I think classes taken before 9<sup>th</sup> grade should be shown on the transcript but not calculated as GPA, rank or required credit. Students accelerating should plan to take additional classes, which could be counted as required in grades 9-12.</p> <p>Chart V (B) – By making different graduation requirements for Professional, Skilled and Entry Level Pathways, I believe you encourage students to choose the path of least resistance – Entry Level. Many will choose Professional in the 8<sup>th</sup> grade, but when they have difficulty with advanced level courses like Algebra 2 or Chemistry, they will simply "ball out" and switch to Entry Level. I do not believe it is realistic to require Geometry for all students nor is Algebra 2 necessary for Skilled Pathway students. As a result, these courses will be "watered down" and will not cover the material normally included in these courses.</p> <p>I also believe that the fourth Social Studies credit should be a "required elective" so that a student could have some choice in what other Social Studies class would be most appropriate for him/her. We are required to offer Economics, Geography, AP and College courses, but the reality is that with 4 specific required courses, most students will not choose to take any more.</p> <p>Chart VI (A) – I also think it is an outright lie to call the upper level science courses "Advanced Biology", "Advanced Chemistry", etc. The reality is that they get so little of that in CATS 9 and CATS 10 that these courses are comparable to Introductory courses not "Advanced" courses. It gives a very untrue picture of the students' achievement on their transcripts. This will be especially true once CATS 10 is made optional. I believe it is time to give up on the CATS 9/10 experiment. It has thrown</p>	N	

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
10-26-04	Sallie Dalton Greenbrier County	<p>us out of sync with the rest of the nation that teaches General Science (9) and Biology (10) and as a result, we are scoring very poorly on nationally normed tests in Natural Science areas.</p> <p>I am also concerned that giving the same diploma and the same course titles to all students – even those with educational handicaps taking heavily modified courses—will erode the value of transcripts for all students. When you have mentally impaired students getting the same course title and grades for English LA 9-12 and all other required courses as students with normal and superior ability, you put the value of the courses in question to most people that read the transcripts. I do not believe that students with Moderate or Mild Mental Impairments will ever be able to successfully complete Algebra, Geometry, Advanced Biology, or Advanced Chemistry, which are in reality graduation requirements for all students under the proposed system. It does not matter how much time you give them. The concepts are not comprehensible to them. If you modify the courses for their level of ability, then the course title needs to reflect that the course material is not the same!</p> <p>We do have a “modified diploma” but it is so restricted that it is only available to Severely/Profoundly impaired students. Some provision needs to be made to allow different course titles for courses modified significantly for Moderately and Mildly impaired students as well as students with Learning Disabilities.</p> <p>“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”</p> <p>This section of Policy 2510 in not new the policy currently on comment. Therefore, what does it mean to programs that do not obtain their recognized industry credential? I am in total support of programs having industry related credentials available to students. However, I do not believe this should be in policy; but rather I believe the WVDE should examine the concept of rewarding individual faculty members who pursue the credential for their programs through the same type of</p>	N	

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
10-26-04	Bob Baker Automotive Technology Instructor Greenbrier East H. S. Lewisburg, WV	<p>monetary incentives that National Board Certification offers teachers. To obtain an industry related certification requires teachers to complete a variety of tasks and to pass a series of difficult industry designed tests. If a teacher cannot pass these tests, the program cannot offer the industry credential placing the program out of compliance with WVDE Policy 2510. Instead of using sanctions to get compliance, inducing fear with threats of withholding funds, and intimidation; it is time for the WVDE to begin recognizing, rewarding, and financially compensating those employees who have moved from good to great. Thank you.</p> <p>In 1997 the WVDE mandated that all automotive technology programs in the state become NATEF (National Automotive Technician's Education Foundation) certified before July 1, 1997 or lose state funding. Greenbrier East High School became compliant at once and has maintained certification since that time. Sixteen other schools in the state also became certified. The problem, the remaining other programs did not become certified (13) and nothing was ever done. This creates some animosity among the instructors against the uncertified programs! The situation has continued to date. My comment: Why not give the certified programs additional funding, or additional salary increments for the instructors to those of us who have "gone the extra mile" and have been compliant all these years? Five of our schools (including Greenbrier East) have attained the AYES certification and are EXACTLY following the proposed SB2510 to the letter! Academic teachers in WV receive a healthy salary adjustment for achieving a national certification for their efforts. The five aforementioned schools already have two! The documentation we have provided to attain national certification is compiled in "volumes". Countless hours and thousands of county school dollars have been spent achieving these. Greenbrier East Career and Technical Education Center has recently become a WV School of Excellence. This should easily justify some additional consideration. Thank you for your effort in supporting our schools!</p>	N	

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

**COMMENT LOG  
October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
10-26-04	Toni DeVore Math/ Science Supervisor Wood County	<p>Page 22 Chart IV Middle Level 5-8. The length of time math is to be taught. It is a concern that the number of minutes required for mathematics is only 41 minutes in grades 5-8.</p> <p>Chart V(C) I applaud the requirement of four science courses for professional pathway students. However, I prefer the default class science at 10<sup>th</sup> grade to continue the requirement of CATS 10. If students desired and a particular science class was required by their career major, they could elect to take a more challenging class such as Environmental Earth Science, Advanced Chemistry, Advanced Physics, or Advanced Biology. I absolutely DO NOT think any course except CATS(I) should be required at that level. I do not want to see Biology or any other single topic course become the required or default course in 10<sup>th</sup> grade. I think it is important that CATS is designated as a required default. Some schools will just eliminate from the schedules and say not enough students requested it be taught. IN this world of "Integrated Everything" this is the last chance students have to see the integration of science.</p> <p>6.4.7 (a) In discussions with administrators and school counselors the question came up about the math concern again.</p> <p>If a student takes Algebra as a 7<sup>th</sup> grader and Geometry as an 8<sup>th</sup> grader only one course will be counted based on the footnotes for Chart V(C) (page 31). This footnote states "3 out of 4 math credits required for graduation must be earned during grades 9-12." This may only affect a few children but it makes it difficult for teachers and school counselors. Can those math classes (Algebra and Geometry) not be taken prior to grade 8 and will those classes count as elective credit? There are mixed interpretations when read by an administrator, a counselor, a math teacher, or a parent of an identified gifted student that wants acceleration in math.</p> <p>6.4.7 Please insert the word "required". Even though the policy says, "may" limiting the types of test to only required courses helps limit the possibility of tests that might need to be created.</p>	N	

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
	Brenda Smith Language Arts Teacher Road Brand Grade School Cyclone WV 24827	There should be a 90-minute block of uninterrupted reading instruction for K-2; however, there should be at least a 60-minute requirement for 3-4 (if not 90).	A	The policy was revised to include a 60-minute reading requirement for grades 3-4.
	Rebecca O'Dell Martinsburg WV 25401	I fully agree with the uninterrupted 90 minutes of reading per day at grades K-2. It does not seem educationally sound to recommend 60 minutes of math per day at the 3-4 grade level and make no mention of reading. Students who are not reading on grade level at 3 <sup>rd</sup> grade should continue the 90-minute block. Sixty minutes should be required for all 3 <sup>rd</sup> and 4 <sup>th</sup> grade students.	A	The policy was revised to include a 60-minute reading requirement for grades 3-4.
	Beverly Kingery WVDE Reading First Project Director	I fully agree with the uninterrupted 90 minutes of reading per day at grades K-2. In the program of study for grade 3-4, there is no mention of required minutes for reading as there is for math. To be consistent with NCLB Reading First requirements and to provide a cohesive, comprehensive reading curriculum for students, it is imperative to require at least a minimum of 60 minutes of uninterrupted reading per day.	A	The policy was revised to include a 60-minute reading requirement for grades 3-4.
10-28-04	Penny Coplin School Counselor Grafton WV 26354	The requirement of 4 math credits for our entry and skilled pathway students will prohibit our students from being able to attend the United Technical Center. This center provides two-year technical and vocational programs that is not offered at their home school. Adding the 4 <sup>th</sup> math requirement will force our students to stay in their home school and take classes they have no interest in. I fear taking this opportunity away from these students is only setting them up for failure and to be less marketable. Algebra/Geometry Preparation and Applied Math 1 is both listed as a math credit on Appendix A. Our Math department has reviewed the Conceptual Math CSO's and said that a student needs some Algebra II knowledge to be successful, that it cannot take the place of Algebra II in the sequence.	A	The review committee recommends that 3 math credits be required for entry pathway students entering ninth grade in 2005-2006 and that 4 math credits be required for entry pathway students entering

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
	Vonda Mowrey Teacher Barrackville School Barrackville WV 26554	Science CATS 10- looks like it is not going to be required any longer for our next fall's 8 <sup>th</sup> grade class. Are you expecting them as they become sophomores to take Advanced Biology or Chemistry or Physics? I don't see the rationale in this decision. When Final Stage Policy revisions have been determined, it is VERY important that ALL principals and school counselors are advised of the final draft. A good timely fashion to let us know by is February 1 <sup>st</sup> because schools start printing our pre-enrollment materials at that time for the next fall schedule. Kindergarten children cannot sit for 60 or 90 minutes of continuous instruction in math or reading. This is not possible for 5 year olds.	N	ninth grade in 2006-2007.
	Victoria Fergus Associate Professor Morgantown WV 26505	Chart II In K-2 arts EVERY day is good. Chart V (B) The original wording was better. Allowing career and technical program students to substitute class requirements for graduation is "leaving those students behind". Arts are core as state in Purpose 3.2.4. Changing this wording assumes all these students may never wish to pursue a higher education. NOT a good policy to leave out certain groups of students.	A	Chart Vc Footnote 3 was revised restricting substitution of an arts credit.
10-20-04	Colleen Huston Confidence Elementary School	Please reconsider the K-2 reading instruction for an <i>uninterrupted</i> time of 90 minutes and the K-4 minimum of 60 minutes math. This will create many scheduling problems for primary teachers. It will cause attention problems for the young students. Dropping the word <i>uninterrupted</i> would make a big difference.	N	
10-27-04	Linda Barker Title I Literacy Educator Brooke County Schools	On page 19, we need to keep the 90 minute daily reading block for K-2. On page 20, it should be specified again that we have a 90 minute daily reading block.	A	The policy was revised to include a 60-minute reading requirement for

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

**COMMENT LOG  
October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
10-18-04	Elizabeth McInturff Teacher Beckley WV 25801	The implementation of instruction of Science and Social Studies is best left to teachers. Teachers would be able to decide if they should teach 30 minutes a day of each subject, one hour blocks in weekly formats, etc. enables the teacher to teach units of study, rather than having to stick to textbook lessons.	A	Flexibility was added to the requirements for science and social studies instruction as long as the equivalent of daily instruction is provided.
	Patti Jo Morum Teacher, Grade 3 Ghent Elementary School Raleigh County	I find it very difficult to fit both science and social studies classes in the daily schedule. This problem is even more complicated when trying to implement focused –learning strategies into daily lessons. It would make more sense to allow teachers to schedule science and social studies classes in units of study, rather than both on a daily basis. For example, I could accomplish much more by teaching a one hour block of time for science/ social studies and could teach three-week blocks of study in each class, giving me plenty of time to use activating and summarizing strategies along with my basic teaching strategies. I now can allocate only 30 minutes for each of these subjects, which greatly limits the activities I can incorporate into my teaching. At the 3 <sup>rd</sup> grade level we are already working with a curriculum that is much more difficult than that of the previous year, with science and social studies texts that make these my most difficult subjects for students. Please allow us the freedom to use one hour blocks of time for teaching science and social studies on an alternating basis rather than a shorter class period for each subject on a daily basis.	A	Flexibility was added to the requirements for science and social studies instruction as long as the equivalent of daily instruction is provided.
	Kathi Welton-Davy Special Needs/Transition Coordinator	Chart VI (B) "note: Any course offered in lieu of a graduation requirement must first receive a WV/BE approved waiver before counting towards graduation." <b>COMMENT:</b> There should not be waivers to graduation requirements. If	N	

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

**COMMENT LOG  
October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
	<p>Hampshire H. S. Romney WV 26757</p>	<p>this is left in policy and a county BOE refused a waiver, would the WVBE approve the waiver? I feel this should be taken out to prevent potential problems. If this is to be removed, the similar statement on #2 under Elective offerings directly preceding this chart would also have to be removed. 6.4.8 &amp; 6.4.9: COMMENT: IN these sections diploma and modified diploma are addressed. If the cognitive assessment is included in 126-42-10, there needs to be a middle diploma option available for those same students that are involved in cognitive assessment.</p>		
	<p>Jenny Burgess Teacher South Harrison M/H S Lost Creek WV 26385 <a href="mailto:jennysantilli@hotmail.com">jennysantilli@hotmail.com</a> or <a href="mailto:jburses@access.k12.wv.us">jburses@access.k12.wv.us</a></p>	<p>The following comments deal with Chart IV, Middle Level 5-8, Foreign Language. I endorse completely the Recommended Learning Sequence: Level 1A for seventh graders and Level 1B for eighth graders. I have been a middle school Spanish teacher in some capacity since 1986 and can speak with first hand knowledge of the benefits of Level 1A/B delivery versus traditional Level I in eighth grade. Below are the advantages of making every effort to provide Level I/A/B delivery: Students have two years to cover the material, allowing effective implementation of learning/teaching strategies uniquely appropriate for middle school learners. (i.e., slower pacing, hands on activities, student centered activities, higher cognitive activities, etc.) Students can cover more material, providing them a much stronger base for Level II study. Students have been essentially given an extra year in the foreign language classroom setting to hone communication skills. The knowledge base and confidence level of Level A/B students compared to eighth grade or high school Level I students entering Level II is dramatically higher. Students who do not complete Level A/B but later pursue foreign language study in high school perform very well. The seventh grade year essentially serves as a "super" exploratory class that prepares them for study at the high school level. They too exhibit greater confidence in learning a foreign language than students who were never exposed at all in middle school.</p>	N	

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
9-30-04	Jane Massi Title I Coordinator Jackson County Schools Ripley WV 25271	<p>Because many schools throughout WV are not blessed with having foreign language teachers, they must use a virtual school program based on the Level IA/B model. When real classrooms implement this model, foreign language students statewide will be receiving equally valuable and consistent instruction.</p> <p>Although a scientific study has not been conducted in my classroom, I can quite confidently state that my students perform much better, are more relaxed and confident and are better prepared for Level II foreign language learning than eighth graders I taught in the traditional Level I in the past. When counties adopt textbooks specifically designed for middle school learners, the benefits of Level IA/B increase further.</p> <p>I know that most people will not argue the obvious benefits of the Level IA/B model but will argue the logistics in implementing the program. We have done so successfully at South Harrison Middle School with some effort. We have no regrets whatsoever in making the extra effort to provide our students with the unique benefits the Level IA/B model provides.</p> <p>On page 19, the uninterrupted 90 minute block for reading K-2 should be kept in.</p>	N	
9-28-04	Pamela Bailey <a href="mailto:plbailey@access.k12.wv.us">plbailey@access.k12.wv.us</a>	<p>The parts of Policy 2510 that I feel should be left alone is requiring 4 years of Math for High School students because it will negatively affect the graduation rate. If the students cannot complete all four years of math they will more than likely drop out. The students that plan to go to college can have their math requirement met in three years.</p>	A	<p>The review committee recommends that 3 math credits be required for entry pathway students entering ninth grade in 2005-2006 and that 4 math credits be required for entry pathway</p>

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
	Thomas E. Harkless 167 Iroquois Trail Ona WV 25545	<p>I am extremely disappointed in the arts requirement statements! Particularly in the following from 126-42-6, Chart V (B)</p> <p>"The arts credit earned by students in professional and skilled pathways must be from either dance, music, theatre or visual art (or any combination thereof). Students in career and technical programs may take either an arts (dance, music, theatre, visual art) course or may substitute another technical course in their concentration in lieu of the arts requirement."</p> <p>A double position is being taken in this policy! First, the arts are recognized as being CORE, and as such, equally as important as the "traditional" CORE subjects. Then, to give an option so some students that essentially denies the statement the policy makes?! Particularly those students for whom this would likely be the last formal opportunity to have their lives enriched by a broader knowledge and experience in the arts.</p> <p>The following statement is also problematic.</p> <p>"Chart IV Middle Level 5-8. choral and instrumental music must be offered no later than grade six. Chorus or instrumental music may substitute for the required music course at each grade level."</p> <p>This is a statement that can only come from a complete lack of understanding of the very nature of the classes being evaluated! General music studies CANNOT be replaced, interchanged or treated as equals! Performance ensembles, while recognizably the most publicly accepted forms of musical training, (band, choirs, strings, etc.) are not and cannot be equal to general music where students have the opportunity to explore reading, listening, history, theory, etc. In their preparation as consumers of music, experiencing life-time enrichment through musical studies. Would the writers of this policy dare to suggest that students be required to take Algebra I, but give music "majors" the option of replacing the Algebra I requirement with another music class due to their being an</p>	A	<p>students entering ninth grade in 2006-2007.</p> <p>Chart Vc Footnote 3 was revised restricting substitution of an arts credit.</p>

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
	United Technical Center Curriculum Focus Team Rt #3 Box 43 C Clarksburg WV 26301	<p>"arts" major? Sound ridiculous? Of course! It is equally problematic to all students to treat the arts in this way.</p> <p>It would be in the best interest of all students to include as much study in the arts as possible in their school tenure. In addition to the improved quality of life for those in our society for whom musical training and experiences were an integral aspect of their education, all the studies I have seen point out the overwhelming evidence that music and arts students consistently score higher in all areas of standardized testing. To help understand the usefulness, indeed, necessity of music in the curriculum, please refer to the following sites.</p> <p><a href="http://www.menc.org/publication/articles/academic/academic">http://www.menc.org/publication/articles/academic/academic</a>  <a href="http://www.menc.org/publication/books/standards.htm">http://www.menc.org/publication/books/standards.htm</a>  <a href="http://www.menc.org/publication/articles/academic/pawtluck.htm">http://www.menc.org/publication/articles/academic/pawtluck.htm</a>  <a href="http://www.menc.org/publication/articles/academic/dickins.htm">http://www.menc.org/publication/articles/academic/dickins.htm</a>  <a href="http://www.menc.org/publication/articles/academic/yoh.htm">http://www.menc.org/publication/articles/academic/yoh.htm</a></p> <p>If we are desirous of having "higher test scores" as an important measurement of students' achievement (and educators' performance), then why do we not commit to a balanced liberal arts style curriculum that will prepare our students to make informed, educated choices regarding not only their career path, but also precious leisure time that often is frivolously spent?</p> <p>Zoltan Kodaly said, "Music is the manifestation of the human spirit, similar to language. It's greatest practitioners have conveyed to mankind things not possible to say in any other language. If we do not want these things to remain dead treasures, we must do our utmost to make the greatest possible number of people understand their idiom."</p>	A	Chart Vc Footnote 3 was revised restricting substitution of an arts credit.
	Ann J. Winton	<p>We support footnote #3 to Chart V © allowing students to substitute a technical course in their concentration for an Art credit if that includes all technical courses. We further suggest that the 4<sup>th</sup> math requirement for Entry Pathway students be relevant to their career major.</p> <p>6.3 Middle level Education (Grades 5-8) – Middle level education builds upon the results of early childhood education and transitions students into</p>	A	A variety of acceleration

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

**COMMENT LOG  
October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
	<p>JAMS PIC Chair 1798 Huber Road Charleston WV 25314</p>	<p>the adolescent education program..... The creation of small learning communities of adults and students produce stable and mutually respectful realtionships that support all students intellectual, ethical and social growth.....</p> <p>Creating small learning communities is an admirable goal, but under the current funding formula, it is difficult to achieve. On a practical level, decreasing class size would have a more positive impact on student learning. Currently in my child's school there are some classes of 35 to 40 students in the core seventh grade classes.</p> <p><u>Students in grades 5-8 should be provided with an adult advocate, advisor, or mentor who takes an interest in the students successful learning, goal setting, career planning and personal growth.. It is strongly recommended that schools implement an organized advisory program.</u></p> <p>Implementation of an advisory program allows schools to remove the randomness of interpersonal associations for students by personalizing their learning environment.</p> <p>An organized advisory program would be strengthened and far more effective if additional state funds were available to the counties to add additional counselors or a Dean of student population of 750 are inadequate.</p> <p>Chart IV Middle Level 5-8 and Footnotes to Chart IV</p> <p>This section outlines in broad terms Middle Level Curriculum. The music and foreign language curriculum recognize that skills and concepts learned in these subjects build on one another from one year to the next, and that proper preparation needs to be given. No where in this section is the path for mathematics described. One must infer that only Math 6, Math 7 and Math 8 will be provided in the Middle School. ( At the end of the policy in the Appendix one can learn that some 8<sup>th</sup> grade students may take Algebra I). No mention is made of an enriched or accelerated version of those courses or of a Higher Level Course as an option.</p> <p>Furthermore, one must jump to the Appendix A and to it's footnotes at the end of this proposal to learn that this policy limits math options currently being offered at the middle level. Under this proposal Algebra/ Geometry</p>		<p>options are available for gifted students through section 5.1.</p>

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

**COMMENT LOG  
October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>Preparation is a developmental course restricted to grades 9-12. Algebra I may be offered to students in the 8<sup>th</sup> grade but no earlier, and geometry will not be offered in 8<sup>th</sup> grade. The Math policy you have laid out does not allow high ability Math students to reach their potential. I question the wisdom of eliminating challenging courses at the Middle School level. At a critical time before entering high school. Students wishing to enter into the IB program or take AP and honors courses must be adequately prepared.</p> <p>I also think that some type of advanced, enriched or accelerated curriculum should be available in other core subjects at the Middle School level to . . . "3.2 Ensure a quality education . . . that provides equal access to substantive curricular offerings and appropriate related services for all students," and provide . . . "2.4. a demanding curriculum for all students."</p> <p>Below are some facts quoted from the Davidson Institute for Talent Development's FACTOIDS:</p> <p>Summary of Research Findings about the Profoundly Gifted Population (last updated 2/19/04) at their web site <a href="http://www.davidson-institute.org">www.davidson-institute.org</a></p> <p>Underachievement in school is a serious problem in the gifted population. If we compare scores of all gifted students on individual aptitude tests with their level of performance, we would likely find as many as 70 percent underachieving. (Whitmore, 1980)</p> <p>Highly gifted children are frequently placed at risk in the early years of school through misidentification, inappropriate grade placement and a seriously inadequate curriculum. (Gross, 1994)</p> <p>Research on acceleration or grade skipping has been found to have almost uniformly positive results; acceleration is educationally and socially advantageous for highly gifted learners. (Clark, 1997)</p> <p>High school dropout studies found that between 10 and 20 percent of those who do not complete high school are in the tested gifted range. (Rimm, 2003)</p> <p>I find the age grouping of Middle Schools (grades 6-8) and concept of creating a small community with mentors to be positive and appropriate. The curriculum needs to be strengthened by providing more electives and</p>		

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
	Jessica Sine Intern (WVU) : Secondary Science (Biology) South Harrison H.S. 100 Euclid Avenue Morgantown WV 26501	enriched or advanced courses. In our efforts to leave no child behind let us not leave behind the high ability students. Thank you for your consideration and for your efforts to prepare WV students to lead successful, productive lives in our communities.  Under Chart V @ Graduation Requirements 9-12 It is extremely beneficial to do away with the CATS 10 program as soon as possible. Students will have a much better selection of upper level science electives. Please consider revising or removing the CATS 9 program as well. The availability of good textbooks and the alignment of CATS curriculum and CSO's are not sufficient!	N	
	Danny Simms Science Teacher South Harrison H.S. 112 Kidd Avenue Stonewood WV 26301	I am glad to see CATS 10 mandate has been removed. Please finish the job and remove CATS 9 and replace with physical science. There isn't enough of a selection of quality textbooks for the CATS program and with textbook adoption coming up in our county I would like to see it eliminated as soon as possible.	N	
	James C. Lynn Science Teacher South Harrison H.S. Rt 1 Box 157 A Buckhannon WV 26201	Under Char V @ Graduation Requirements 9-12 Eliminating CATS 10 for freshmen starting 2005-2006 is an extremely positive change. Under Chart VI (B) CATS 10 will still be offered for 2004-2005 Freshmen in 2005-2006. Please allow students to substitute a higher science for CATS 10 effective immediately (spring semester, 2004). Elimination of CATS 10 will give schools much greater flexibility in scheduling and save a huge amount of tax dollars in text series for CATS 10 that do not address the CSOs. We could do better if we eliminated CATS completely and went with a more widely used curriculum of Life Science 7, Earth Science 8, and Physical Science 9. Under Chart VI (B) Four Math Credits The new requirement should not be implemented unless additional staff	A	The review committee recommends that 3 math credits be required for entry pathway students entering ninth grade in 2005-2006 and that 4 math credits be required for entry pathway students entering

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

**COMMENT LOG  
October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
	Joyce Hobbs Secondary Instructional Specialist Berkeley County Schools 401 South Queen Martinsburg WV 25401	can be hired.	N	ninth grade in 2006-2007.
	Karen McBride Elementary School Counselor Summers County HC 85, Box 322 Jumping Branch WV 25969	<p>Pg 30. Please note that all advanced science courses are dependant on the completion of the CSOs of CATS 10 so there in only one course immediately above CATS 9 (CATS 7-10 have a spirally scope and sequence) to skip CATS 10 should have a requirement of completion of at least three more sciences (one in Bio, Chem and Earth Sciences) and be in a science on engineering cluster. Only 2 sciences above CATS 9 will not meet the college entrance requirements to many colleges.</p> <p>Since obesity is a national focus and concern, I feel that the children in grades pre-K through 5 should have physical education daily. It would be great if WV could lead the nation in making our children physically fit and healthy as well as academically ready to face the future upon graduation. I realize that children need at least 60 minutes of physical activity daily. However, if children received 130 minutes of physical education daily with a highly qualified physical education teacher who also emphasized the importance of lifelong physical activity, it could have a great impact upon our children leading a healthier lifestyle.</p> <p>Children need to learn the fundamentals of reading, writing and arithmetic. However, sometimes we overlook the creative side that needs to be developed. The fine arts and music should be taught at the elementary level on an alternate basis like most music and physical education classes are taught now. Instead of just teaching half of a child, we need to move in the direction of teaching the whole child.</p> <p>As the only elementary school counselor in my county, it is sometimes difficult now to be able to schedule classroom work with students.</p> <p>Teacher have been very helpful to work me in around their busy schedules of music, computer lab, Title I, speech and special education. However, this year at one school, they have a two hour uninterrupted block of time just for reading. This is from the Reading First Grant. At the present time, we haven't been able to work me in to their classrooms. If we have a mandatory 90 minutes of uninterrupted time for reading and 60</p>	N	

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
10-29-04	Deborah Harki Foreign Language Coordinator WVDE	<p>minutes of time for math, it's going to be almost impossible for me to meet the time guidelines set in Policy 2315 for direct student services when it applies to the guidance curriculum. Especially when I am at two of my three schools only one day a week. So will counselors be penalized or written up by not being able to comply with those guidelines? After all, it isn't the counselor's fault not being able to go into a classroom because of time restraints placed on a teacher. This has many elementary counselor's worried. Many of us have between 600 to 800 students that we serve in two or more schools. We are not like the middle or high school counselors. Most of our 75% of direct student services is spent in the classroom and counseling individual students or groups. Will we have to revisit policy 2315 and revise our percentage of time spent in the four areas of direct counseling services?</p>	A	Section 6.4.2 was revised to identify the correct charts.
	Judy Kittle Counselor Elkins H. S. 401 Andrews Street Elkins WV 26241	<p>Proposed Chart III—no minimum minute requirement for reading??            Chart V (B)—Is this not a moot point? These students have already entered under Chart IV (B) in old policy.            Page 37 – Look at 6.4.1.b in relation to 8.2.2.            6.4.2.—Should read Charts I-VI (B)            6.4.3 – Any course may be subject to a substitution or only elective or required career major –unclear.            Chart VI (B)—Introduction statement in middle column about "alternating years" causes some confusion in interpretation in some subject areas.            Page 31—Chart Vc - Substitution for Art credit should stay for entry level pathway.</p>	N	
		<p>We need to require all seniors to take a parenting and a financial management class. PARENTING IS NOT BEING TAUGHT PROPERLY AT HOME! If our students do not learn to become good parents, our children will most definitely be left behind. Our students who enroll in our parenting classes learn to take care of children but we have so many parents who neglect, mistreat an do not care about their own kids that I believe the schools could have a major impact on children if we taught</p>		

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
10-26-04	Sheila Stevenson Physics Wyoming East H.S. President Elect WV Science Teachers Assoc.	I would like to urge the state board of education to change the requirement to 4 units of science required – equivalent to the requirement for the professional level students. Unfortunately high school is often the last higher science many students take—we are in the 21st century, not the 19 <sup>th</sup> or 20 <sup>th</sup> . Higher science and mathematics are essential for our students to be able to continue their lifelong education in this new century. Chemistry and advanced biology are not enough—many fields require some fundamental use of physics – and knowledge of science is essential to understanding environmental issues that are critical in today's world.	N	
10-25-04	Ray Nutter Summers County	I graduated from Hinton in 1980 and went on to further my education and have become a professional and am likewise a dedicated member of this community. However, school was never intellectually easy for me and I often times struggled through the required curriculums. I often times wanted to quit school, however, I was and still am a natural and gifted percussionist since an early age and this fact saved my life!!! At Hinton, Summers County, there was a strong Liberal Arts and especially a vibrant and well-funded Music program. The music teacher at that time very much encouraged me to be involved as a lead drummer for the school band! As a result, I "forced" myself to stay in school so that I could participate in the Arts and especially in Music. If not the music program, taught by a certified and full time instructor, I would have dropped out of school and most likely would today be poor and struggling alcoholic in downtown Hinton like most of the folks that did drop out.	N	

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
		<p>That did not happen to me because I was not left behind by the pure Academic nature of education. The presence of a viable and certified Liberal Arts program allowed me the opportunity to overcome my "learning disabilities" and to thrive as a student, musician and profitable business person. Simply stated, let us not leave ANY child behind! I currently work in the local elementary school and while providing percussion "experiences" I see myself in their eyes every day!!! I see their frustration as well as their joy! Some of us are naturally gifted Artists and Musicians, other Mathematicians and Engineers and Writers!! What a terrible mistake it would be to deny our community and our future of all the gifted Liberal Artsans yet to be born and /or discovered in Summers County! Without the opportunity for young people to fully experience the ARTS from certified instructors, <b>we will leave many children behind</b>—in the process of making sure every child receives 120 minutes of uninterrupted reading time!!</p>		
10-20-04	<p>N. David Stern            Chairman, Fine Arts Dept.            South Charleston H.S.</p>	<p>As a LONG TIME music teacher in Kanawha County (41<sup>st</sup> year) I feel that if we exempt certain areas from taking the arts credit, it will be the beginning of the END for the arts credit. I am very much against it. There is no reason that in a 4 year span, a student cannot take at least one arts related course.</p>	A	<p>Chart Vc Footnote 3 was revised restricting substitution of an arts credit.</p>
10-22-04	<p>George Washington H.S.            Math Department</p>	<p>We are very concerned that the advanced students in the middle school will not be offered the courses they are intellectually ready to take. Elimination of advanced courses in middle school will have an adverse ripple effect on the advanced math program at GW High School. In 1998, there were 30 students in Algebra I at John Adams Jr. H. S. Those students are now juniors and 18 are currently taking AP calculus and will take calculus BC next year. With the proposed sequencing this will not be possible. If students who are ready for advanced math do not take Algebra I in 7<sup>th</sup> grade, they will not be able to reach calculus BC by their senior year. The instructors for the vertical teaming training offered by the state department two summers ago encouraged teachers to push students through advanced math courses with the goal of more participation in AP courses. This seems contradictory to the proposed</p>	N/A	<p>A variety of acceleration options are available for gifted students through section 5.1.</p>

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

**COMMENT LOG  
October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>sequencing of courses. In addition, it will be very difficult for children at lower levels in math, who take Applied Math to succeed in Geometry and Algebra II. There is not room for failure. If we require four credits and some of these courses are not offered in summer school, how will students finish? Since we are requiring four credits, will money be available for summer school for those students who fail but cannot afford summer school? Applied Math was originally intended for students who were interested in tech jobs and were stronger in English than math. The course of study is not rigorous enough to prepare students for Geometry and Algebra II. Applied Math I was not intended to replace Algebra/Geometry Preparation. We will need at least one additional math teacher to offer four high school math credits. We have attempted to address each step of the sequence to illustrate how it will affect our students. Attached is a line-by-line analysis of our concerns and a flow chart with a suggested sequencing that meets our concerns.</p> <p>This sequence is fine as long as the adopted book for Applied Math is adequate. We have used both sets of materials for this course and found the first set of booklets was too hard for the students to read and the next adopted book and materials confused them.</p> <p>Students who have not taken Algebra/Geometry Preparation have a difficult time when moving from Math 8 to Algebra I.</p> <p>Same comment for 2. We do not understand why this sequence is necessary. The sequence in 2 is adequate.</p> <p>Some students who take Algebra/Geometry Preparation in 9<sup>th</sup> grade have never passed math since first grade. Their skills are poor and if 4 credits are required, there is no room for failure.</p> <p>We do not think all students will be able to pass Algebra II. This should not be a requirement. Are we going to dumb down the curriculum?</p> <p>Students should take Algebra/Geometry Preparation in 8<sup>th</sup> grade to be ready for Algebra I in 9<sup>th</sup> grade. Math 8 is not rigorous enough.</p> <p>This is not necessary. Same comment for 3. Also, students need to take Algebra/Geometry Preparation before Applied Math I.</p> <p>Will Algebra/Geometry Preparation be offered in 7<sup>th</sup> grade? What will</p>		

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
	Ron Lyons Assistant Principal Hedgesville High S.	students take to prepare for Algebra I in 8 <sup>th</sup> grade? Math 7 is not rigorous enough for Algebra I. Students should not take Calculus without having taken Trigonometry. Same comment for 8. Not necessary to have this sequence. A student who takes Applied Geometry will have problems with Pre-calculus. Again, students need to take Algebra/Geometry Preparation before Algebra I.	N	
	<a href="mailto:sfries@access.k12.wv.us">sfries@access.k12.wv.us</a>	As a former social studies teacher, I have several concerns relating to the implementation of policy 2510. The fourth social studies credit (civics) seems to be a good idea at first glance, however, upon further review for school like mine, Hedgesville High School, located in extreme growth areas, it will force us to give up much needed electives due to staffing issues. Our students have enjoyed a wide array of courses in social studies in the past and now we may be forced to cut electives in order to comply with policy 2510. I realize that schools in areas where population is decreasing will not have this same issue. I agree that civics is an integral part of the curriculum; it is my hope that we can find solutions to problems we will face as a result of this policy. As a math teacher in Berkeley County, I feel this policy is going to cause serious problems. The requirement for 4 math credits to graduate is going to cause many of our marginal students to give up and will increase our dropout rate. Also the requirement that the 4 <sup>th</sup> credit for students in the Professional Pathway (not necessarily college bound students) to take Algebra II is totally ridiculous. There is not way that students in the C—B range of grades will be able to complete this in 4 years. We have many students who still cannot score high enough on the ACT/SAT and they have to take a remedial math in college. Please reconsider making 4 math credits mandatory.	A	The review committee recommends that 3 math credits be required for entry pathway students entering ninth grade in 2005-2006 and that 4 math credits be required for entry pathway students entering ninth grade in

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

**COMMENT LOG  
October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
	Linda Elmer Art Teacher North Marion H. S. Marion County 4208 Dogwood Lane Fairmont WV 26554	Chart V (B) footnote 3 – This note contradicts your policy. It excludes a population of students from core requirements. To suggest that technical students do not need are as core is like suggesting that they are different from other students. The arts are not elitist. Their practical experiences and skills would benefit any student. Where is the data/research that suggest these students should be exempt? Why the arts? If no child is to be left behind, then what is this policy suggesting?	A	Chart Vc Footnote 3 was revised restricting substitution of an arts credit.
	Wanita Walton St. Albans H. S.	Regarding math requirements – students who have not had Algebra/Geometry Prep will be at a disadvantage taking Algebra I. Kanawha county students in the 8 <sup>th</sup> grade next year should be offered Alg/Geo Prep. What about a grandfather clause? Having been a counselor in Kanawha County for many years, I see many students struggle with Algebra I –either from a lack of basic math skills or immaturity. I foresee a big problem requiring 4 math credits. I worry that students will drop out. Too many students are not finishing high school now.	A	The review committee recommends that Appendix A be removed as part of the proposed policy so that schools are not limited by the examples provided.
	Carol A. Egnatoff 2174 Oakridge Drive Charleston WV 25311	In 6.1, the rule calls for the education program to be 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. Again, I refer you to A Nation Deceived and various other research on gifted education practices and question whether limitations elsewhere in the proposed Policy 2510 are consistent with the research. Following 6.2, in Charts II and III, the proposed rule states: 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. This language fails to address the important goal of early detection and intervention to identify GIFTED students and provide them with challenging content throughout the instructional term in these grades.	N/A	A variety of acceleration options are available for gifted students through section 5.1.

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

**COMMENT LOG  
October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
		<p>Also in Chart III, the rule calls for "flexibility necessary to provide additional time and instruction for students who are below mastery in reading, English, language arts, and mathematics " (emphasis added). This does not address the needs of students who may be above mastery in these subjects. These students must be provided with alternative learning activities that keep them challenged and engaged. Even the regular pace may amount to remediation for these children, causing them to lose interest in academic content.</p> <p>In 6.3, Middle Level Education is to employ "strategies for early detection and intervention to correct student deficiencies in reading, language arts, and mathematics." I think it would be very helpful to expressly note that deficiencies may include failure to meet the scheduled CSOs or a significant discrepancy between ability and achievement. It is in middle school that many gifted children seem to "shut down", finally becoming so frustrated with their academic situations that they lose interest in school entirely. Schools must routinely address this by notifying parents, initiating a SAT meeting, or otherwise addressing gifted and underachievement.</p> <p>Also in 6.3, Chart IV, the proposed rule states that "the principal and...teachers will determine time allocations that effectively address the academic needs of students who are below mastery in the basic skills. ....". The policy provides time requirements for core courses and adjustment for students who are above mastery. It should also provide for adjustment for students who are above mastery.</p> <p>Also in Chart IV, footnote 4 establishes an acceptable schedule for foreign language offerings. I believe that setting this schedule based upon the student's assigned grade denies sufficient flexibility. While the language offering may be required to be offered to 7<sup>th</sup> and 8<sup>th</sup> graders, the policy language would seem to prohibit a qualified 6<sup>th</sup> grader from participating in a class. I respectfully suggest that this policy should not include ANY provisions that could be interpreted as not permitting an able student to take advanced content. I do not believe it is the role of the WVBE or the WVDE to restrict learning.</p>		

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

**COMMENT LOG  
October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>In 6.3.1, schools are required to develop an individualized Student Transition Plan for all students in grades 9-12. In subsection c, the plan is developed during the 8<sup>th</sup> grade year and includes certain courses. I oppose the tendency to treat students as though their giftedness ends after the 8<sup>th</sup> grade. Instead, I suggest that services after 8<sup>th</sup> grade be primarily consultative in nature. I cannot imagine that the interests of this State and its children are best served by suggesting that gifted children are not likely to continue to be gifted. These children will need help to manage their exceptionalities as they approach adulthood.</p> <p>In 6.4.1a, the proposed rule provides that "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 WV. Therefore, all students shall be scheduled for the full instructional day for all four years. Exceptions may be made by county boards of education to accommodate placement...." I oppose this language. I believe that it minimized the value of the listed alternative placements, such as college courses, advanced vocational/technical programs, and Virtual School. It makes students who pursue coursework consistent with their high abilities seem less valued. This is similar to the attitude of one high school some years ago that refused to allow a student with a high grade point average, taking college coursework throughout the senior year, to be a National Honor Society member because the student was part time at the high school. Students should not be punished, or treated as visitors in their own high schools because they need course the high school cannot yet offer.</p> <p>I oppose the wording of 6.4.1b for similar reasons. It also fails to impress upon county boards of education that students who seek more rigorous or advanced content are to be commended and supported. County boards should be required not only to develop a policy, but to assure that this policy does not restrict the opportunities afforded highly-able learners to pursue courses not offered on the high school campus.</p> <p>In 6.4.3aA, I am concerned that a student who seeks more rigorous coursework, and whose parents support this coursework, may be subject</p>		

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
	WV Assoc. for Gifted & Talented Advocacy Committee	<p>to denial of available courses or denial of graduation credit by the superintendent or principal. Since giftedness is generally defined as occurring in approximately 2% of the population, many administrators may not have extensive experience with the needs of these students. Objective guidelines would be preferable to asking administrators to make these decisions on a case by case basis. It would be better to establish some criteria, such as permitting enrollment so long as the student maintains a grade point average of 3.0 or better (A=4.0) in all academic courses, and specifically in the higher level courses.</p> <p>In 6.4.3aD(d), please note my objection to the age restrictions on the International Baccalaureate program, as described in my comments on 5.50.</p> <p>In 6.4.7c, the policy should read "A county SHALL develop tests for the purpose of moving students more quickly through the curriculum by "testing out." Mandatory language is both consistent with the scientific research on highly-able students and will motivate counties to meet the needs of these students.</p> <p>In 6.1, the rule calls for the education program to be 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. Again, I refer you to A Nation Deceived and various other research on gifted education practices and question whether limitations elsewhere in the proposed Policy 2510 are consistent with the research.</p> <p>Following 6.2, in Charts II and III, the proposed rule states: 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. This language fails to address the important goal of early detection and intervention to identify GIFTED students and provide them with challenging content throughout the instructional term in these grades.</p> <p>Also in Chart III, the rule calls for "flexibility necessary to provide</p>	N/A	A variety of acceleration options are available for gifted students through section 5.1.

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

**COMMENT LOG  
October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>additional time and instruction for students who are below mastery in reading, English, language arts, and mathematics " (emphasis added). This does not address the needs of students who may be above mastery in these subjects.</p> <p>In 6.3, Middle Level Education is to employ "strategies for early detection and intervention to correct student deficiencies in reading, language arts, and mathematics." I think it would be very helpful to expressly note that deficiencies may include failure to meet the scheduled CSOs or a significant discrepancy between ability and achievement. It is in middle school that many gifted children seem to "shut down", finally becoming so frustrated with their academic situations that they lose interest in school entirely. Schools must routinely address this by notifying parents, initiating a SAT meeting, or otherwise addressing gifted underachievement.</p> <p>Also in 6.3, Chart IV, the proposed rule states that "the principal and... teachers will determine time allocations that effectively address the academic needs of students who are below mastery in the basic skills. ....". The policy provides time requirements for core courses and adjustment for students who are below mastery. It should also provide for adjustment for students who are above mastery.</p> <p>In 6.4.3aA, a student who seeks more rigorous coursework, and whose parents support this coursework, may be subject to denial of available courses or denial of graduation credit by the superintendent or principal. Since giftedness is generally defined as occurring in approximately 2% of the population, many administrators may not have extensive experience with the needs of these students.</p> <p>Objective guidelines would be preferable to asking administrators to make these decisions on a case by case basis. It would be better to establish some criteria, such as permitting enrollment so long as the student maintains a grade point average of 3.0 or better (A=4.0) in all academic courses, and specifically in the higher level courses.</p> <p>In 6.4.3aD(d), please note our objection to the age restrictions on the International Baccalaureate program, as described in our comments on</p>		

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

**COMMENT LOG**

**October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
		<p>5.50. In 6.4.7c, the policy should read "A county SHALL develop tests for the purpose of moving students more quickly through the curriculum by "testing out." Mandatory language is both consistent with the scientific research on highly-able students and will motivate counties to meet the needs of these students.</p>		
	Linda Elmer	<p>Chart V (B) Footnote 3 ---this note contradicts your policy. It excludes a population of students from core requirements. To suggest that technical students do not need are as a core is like suggesting that they are different from other students. The arts are not elitist. Their practical experiences and skills would benefit any student. Where is the data/research that suggest these students should be exempt? Why the arts? If no child is to be left behind, then what is this policy suggesting?</p>	A	<p>Chart Vc Footnote 3 was revised restricting substitution of an arts credit.</p>
<b>§126-42-7 Alternative Delivery of Education Programs</b>				
	Anne Cronin	<p>I would like to see expansion on the description of the virtual school as an extended education option. At this time the virtual school has limited vendors providing courses, and students seeking summer school courses (that are not required by the school districts) do not receive credit for course taken from WV virtual school vendors but paid privately. This does not seem to be in the best interest of either the student (who may be expected to repeat already mastered course material) or the school, as it wastes resources and serves as a disincentive for motivated students.</p>	N	
	Mark Carl Fawcett Magnolia H.S.	<p>6.4.2.C Students that drop out of school and then re-enter should have to meet the graduation requirements in effect when they entered the 9<sup>th</sup> grade for the first time. It is unfair to make them meet a higher standard than originally required when they entered.</p>	N	
	Deborah Harki Foreign Language Coordinator	<p>7.2.1.c – Graduation credit for extended programs – are there any guidelines? Looks like a big loophole, if not.</p>	N	

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
WVDE	Cindy Fazzini Curr. Spec. Harrison County	<p><b>7.2.4 Home /Hospital Services</b></p> <p>Students who, due to injury or for any other reason as certified by a 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.</p> <p><b>Recommended Change:</b></p> <p>Students who, due to injury or for any other reason as certified by a 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. Request for homebound services much be made by a physician whose area of expertise is directly related to the student's disabling condition.</p> <p><b>Rationale for this recommendation:</b></p> <p>It is not unusual to receive orders for homebound services from physician's assistants, nurse practitioners, EMT workers, social workers or psychologists. Many times these orders are written at the request of the parents who are trying to avoid court action against their children for truancy. The only effective way to avoid unjustified requests for homebound services is to require that all requests be made by licensed physicians.</p>	A	Section 7.2.4 was revised to more adequately guide home/hospital services.
	Mary Kerns 202 Pembroke Square Charleston WV 25314	It would be a shame for any gifted student to have to repeat the same work for a year. They needs to be challenged and given opportunity to work to their abilities.	N/A	A variety of acceleration options are available for gifted students through section 5.1.
<b>§126-42-8 County Board of Education Responsibilities</b>				
Deborah Harki		8.2.4.f – Travel time for students participating in WVSSAC sanctioned activities can wreak havoc on teachers' instructional time essentially		

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
	Foreign Language Coordinator WVDE	activities can wreak havoc on teachers' instructional time, especially involving spring sports. Is there any limit to the amount of time that may be used for this purpose?	N	
	Deborah Harki Foreign Language Coordinator/ WVDE	8.2.2.b The fact that there is no minimum attendance requirement for grades 9-12 strikes me as a bit odd. I do not believe the use of the graduation rate in grades 9-12 to determine AYP adequately provides a picture of the school attendance rate.	N	
	Chris Storrick Counselor Rt 2 Box 320 Elkins WV 26241	I have concerns about services provided to our students when personnel are being cut regularly. In our county, the director of student services retired, and no one was hired to fill that position. A few months after that, a half time counseling position was cut at the high school level. Sometimes I really wonder if students' needs are considered.	N	
<b>§126-42-9 School Based Responsibilities</b>				
	Chen Fen Shen 1397 Bedford Road Charleston WV 25314	In 9.1a, the principal must obtain and provide accelerations or enrichment to meet gifted students needs beyond the scheduled curriculum. In 9.3.19, it stated that its purpose is to recognize and differentiate instruction to meet individual student needs. However, if the rigorous courses are constantly being taken away, the gifted children will have an even harder time developing their full potential.	N/A	A variety of acceleration options are available for gifted students through section 5.1.
	Janet Gould Teacher of Gifted K-8 Capon Bridge E/M Cold Stream Road Capon Bridge WV 26711	9.1.1a Wording need to be added, once again, to use flexible scheduling to also address those students who are achieving above grade level and need acceleration and/or enrichment to challenge their intellectual needs. 9.4 Once again, if you restrict a student's access to testing out, (section 6.4.7c) then you are undercutting this section. If they cannot demonstrate mastery of content standards through testing out then they will not be provided the opportunity to progress to the next level of instruction.	N/A	A variety of acceleration options are available for gifted students through section 5.1.
	Deborah Sink Parent	See comment above about the obligation to advance students who have mastered the content standards and objectives at a given level.	N/A	A variety of acceleration options are

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
	1869 Loudon Heights Rd Charleston WV 25314			available for gifted students through section 5.1.
	Mark Carl Fawcett Magnolia H.S.	I think it will become practically impossible for any person at the school to successfully track a student's graduation requirements. We now have 3 requirements charts for 3 different groups of students. And within each chart, there are 3 different pathways, 6 different clusters under each pathway, and dozens of individual majors under each cluster. In addition, the students will have the flexibility to change their cluster, major and pathway at the end of any semester clear up to graduation. With as many as 600 students for a counselor, how could anyone keep track of it all? I do not believe it is possible. Furthermore, I do not believe it wise to release Entry Pathway students from the Fine Arts requirement. If the Arts are important for Professional and Skilled Pathway students, then why are they not important for all?	A	Chart Vc Footnote 3 was revised restricting substitution of an arts credit.
	Carol Egnatoff 2174 Oakridge Drive Charleston WV 25311	In 9.1a, I believe that the proposed policy omits necessary language. I believe that a principal must develop flexible schedules to maximize opportunities to deliver instruction to groups of students. Scheduling must also be flexible in order to meet the needs of individual students who may need additional assistance to master basic skills, or to obtain acceleration or enrichment to meet intellectual needs beyond the scheduled curriculum. I suggest that 9.13.19 be amended to read as follows: "[teachers] recognize the needs of the average student, as well as the needs of students functioning significantly above or below the average, and differentiate instruction to meet the student needs." While I appreciate the general idea of 9.4, I believe it requires greater specificity: "Students who demonstrate mastery of content standards and objectives must be provided opportunities to progress to the next level of instruction, even if mastery occurs prior to the scheduled end of the instructional schedule."	N	

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
	WV Assoc. for Gifted & Talented Advocacy Committee	<p>In 9.1a, the proposed policy omits necessary language. I believe that a principal must develop flexible schedules to maximize opportunities to deliver instruction to groups of students. Scheduling must also be flexible in order to meet the needs of individual students who may need additional assistance to master basic skills, or to obtain acceleration or enrichment to meet intellectual needs beyond the scheduled curriculum.</p> <p>9.13.19 be amended to read as follows: "[teachers] recognize the needs of the average student, as well as the needs of students functioning significantly above or below the average, and differentiate instruction to meet the student needs."</p> <p>9.4, requires greater specificity: "Students who demonstrate mastery of content standards and objectives must be provided opportunities to progress to the next level of instruction, even if mastery occurs prior to the scheduled end of the instructional schedule."</p>	N	
<b>§ 126-42-10 Statewide Assessment Program</b>				
	Anne Cronin	<p>There has been a change in wording on the testing our part. It used to say that counties shall develop a policy with guidelines for testing out (and it had specific requirements). The new wording on page 40 says that counties may develop tests for "testing out". This means that counties may choose NOT to allow acceleration options for talented and advanced students, and seem contrary to the spirit of the NCLB Act of 2001.</p>	N/A	A variety of acceleration options are available for gifted students through section 5.1.
	Mark Carl Fawcett Magnolia H.S.	<p>I believe we have done way overboard with testing, especially for students in Grade 10. With the PSAT, PLAN, WV Writing Assessment, and the WESTEST, students will spend too much time preparing for and taking tests and not enough time addressing course material.</p>	N	
	Shauna Jones School Counselor Buckhannon WV 26201	<p>With Institutional Education not having enough students in individual school populations (let alone the subgroups), what will become of these scores statistically? How will it affect the home counties of these students, as well as OIEP schools as a whole?</p>	N	
10-27-04	Linda Barker	<p>We need to keep the language of a system of diagnostic assessments for</p>		

**POLICY 2510: Assuring the Quality of Education: Requirements for Education Programs**  
**COMMENT LOG**  
**October 29, 2004**

Date	Individual/Organization	Comments	Action/Type	Rationale
	Title I Literacy Educator Brooke County Schools	K-3.	N	
	Kathi Welton-Davy Special Needs/Transition Coordinator Hampshire H. S. Romney WV 26757	10.1.2: COMMENT: These address WESTEST and Alternative Assessment; however, I understand that some in the office of Special Education are currently developing a Cognitive Assessment to be used for those students who fall between these two levels of assessment. Should that level of assessment be noted in this section?	N	
9-30-04	Jane Massi Title I Coordinator Jackson County Schools Ripley WV 25271	The K-3 Informal Assessments should remain—as they are the only commonality we have to gauge from school to school, system to system how students at those levels are progressing.	N	
9-28-04	Pamela Bailey pbailey@access.k12.wv.us	It is important to administer the end of course exams. Since the tests are already available they should be used as assessment data. It is always important to know how well the students have retained the subject matter. Assessment is a great tool to use when determining where the student is and where they need to go with their education.	N	
<b>§ 126-42-11 School, County, and RESA Assessments</b>				
<b>§ 126-42-12 Program Accountability</b>				
	Anne Cronin	In regards to 8.3.8 A policy for grading that is consistent with Policy 2515 and that addresses the issues of retention, promotion and the replacement of a grade if a course is retaken; the policy should include a clause to allow a student to demonstrate mastery of the material via testing to support students seeking accelerated progress through the curriculum.	N/A	A variety of acceleration options are available for gifted students through section 5.1.
	Mark Carl Fawcett	Chart VII – We have enough difficulty providing quality education to		

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

**COMMENT LOG  
October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
	Magnolia H.S.	students in grades Pre-K to 12. I think we should leave the education of adults to the Community and Technical College System and the Board of Regents. We do not need to compete with them. There are insufficient resources to address the needs of K-12 students without trying to stretch them to adults.	N	
	Carol Egnatoff 2174 Oakridge Drive Charleston WV 25311	In 12.1.1, the stated goal is that "all students will reach high standards, at a minimum attaining mastery or better in reading and math." I propose this be amended: "all students will reach high standards, consistent with their abilities, at a minimum attaining mastery or better in reading and math."	N	
	WV Assoc for Gifted & Talented Advocacy Comm	In 12.1.1, the stated goal is that "all students will reach high standards, at a minimum attaining mastery or better in reading and math." I propose this be amended: "all students will reach high standards, consistent with their abilities, at a minimum attaining mastery or better in reading and math."	N	
	Terry Jean Nichols Music Specialist 3508 6 <sup>th</sup> Avenue Parkersburg WV 26101	This is my 32 <sup>nd</sup> teaching year and when others that is not in the active teaching field do not have realistic goals for our special education students and for some of our other younger students. Special Education students only have been given so much intelligence and the teachers work hard to have these students to reach their potentials. But the potentials are very limited so I don't understand why the special education students are expected to score above what they are able to do on the WESTEST. More realistic expectations should be considered for special education students, low IQ students, and average students. I and my staff will continue giving our best to our students. My school has about 85% of our students that are free or reduced lunches so many do not have an encouraging family style of living and learning.	N	
<b>§ 126-42-13 Program Improvement</b>				

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

**COMMENT LOG  
October 29, 2004**

Date	Individual/Organization	Comments	Action/ Type	Rationale
	Shauna Jones School Counselor Buckhannon WV 26201	It seems prudent to consider having all students take a parenting course before graduating.	N	
	Kathi Welton-Davy Special Needs/Transition Coordinator Hampshire H. S. Romney WV 26757	If the arts are important enough to be deemed necessary for a diploma, why give the option of not including that in any student's program of study? I feel this should not be an option, so this section does not need to be included.	A	Chart Vc Footnote 3 was revised restricting substitution of an arts credit..

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

**COMMENT LOG  
October 29, 2004**

**Appendix A**

	<p>Chen Fen Shen 1397 Bedford Road Charleston WV 25314</p>	<p>Appendix A for middle school limits the highest math course available to Algebra I. It means that students who were accelerated at elementary school will not be accelerated at the middle school level. In 2005, an entering 9<sup>th</sup> grader will need to have 4 math credits to graduate. Not only does the policy require more credits, it also prevents students who are ready from taking math courses earlier. This will take time away in their high school years for A.P. or I.B. courses. The middle schools may lose their Algebra teachers, and of course, the Geometry teachers. When the rigorous courses are not available, that is the time when accelerated students get stuck.</p>	A	<p>The review committee recommends that Appendix A be removed as part of the proposed policy so that schools are not limited by the examples provided.</p>
	<p>Janet Gould Teacher of Gifted k-8 Capon Bridge E/M Cold Stream Road Capon Bridge WV 26711</p>	<p>The limiting aspects of this "suggested" sequence that can be changed "subject to WVDE approval" concerns me. It certainly appears to limit advanced math coursework for gifted/high ability students. Algebra/Geometry Preparation should not be restricted to grades 9-12 if a student is developmentally/intellectually ready for it earlier. Algebra should not be denied to students before 8<sup>th</sup> grade. Geometry should not be denied to students before the 9<sup>th</sup> grade. If, as this policy states many times, best practice is to be encouraged and followed, and rigorous content is to be provided, I'm sure research done by Johns Hopkins CTY will provide irrefutable evidence that bright students are often developmentally and intellectually ready for advanced math well before the 9<sup>th</sup> grade. This needs to be determined on an individual basis and not on a one size fits all basis.</p>	A	<p>The review committee recommends that Appendix A be removed as part of the proposed policy so that schools are not limited by the examples provided.</p>
10-26-04	<p>Toni DeVore Math/Science Coordinator Wood County</p>	<p>Appendix A This chart does not indicate that Algebra can be taken prior to 8<sup>th</sup> grade. I know there is a footnote that says "1. County.....may offer....subject to WVDE approval." Does this mean a 7<sup>th</sup> grader cannot take Algebra unless approval is granted through the WVDE? I really appreciate the statement that says Algebra/Geometry Prep is only a 9-1 0 course. Please keep that in the document.</p>	A	<p>The review committee recommends that Appendix A be removed as part of the proposed policy so that schools are not limited by the examples provided.</p>

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

**COMMENT LOG**  
**October 29, 2004**

	<p>Ann J. Winton JAMS PIC Chair 1798 Huber Road Charleston WV 25314</p>	<p>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..."</p> <p>3.2 Ensuring the quality education implies that a thorough and efficient education system exists that provides equal access to substantive curricular offerings and appropriate related services for all students.</p> <p>3.2.4. A demanding curriculum for all students.</p> <p>Changes in the Math policy on the Middle School level cause the WVBE to fall short of its commitment to establishing high academic standards and high quality programs for high ability students. These students are denied access to substantive curricular offerings. See comments under 126-42-6. Program Definition 126CSR42 6.3. Middle Level Education (Grades 5-8)</p>	A	<p>The review committee recommends that Appendix A be removed as part of the proposed policy so that schools are not limited by the examples provided.</p>
	<p>Lucia A. Briggs Substitute teacher 1522 Bedford Road Charleston WV 25314</p>	<p>I applaud the WVBE's commitment "to establishing high academic standards and providing high quality programs for every student in West Virginia's public schools." However, on review of Appendix A, the suggested Mathematics course sequence, Policy 2510 will be detrimental to WV's gifted Mathematics students.</p>		
	<p>Lucia A. Briggs Substitute teacher 1522 Bedford Road Charleston WV 25314</p>	<p>While this policy is intended to provide opportunities for students to achieve their potential, the absence of Algebra I for 7<sup>th</sup> graders and Geometry for 8<sup>th</sup> graders as an available "pathway" is contrary to the 126-42-2 Purpose statement, and will limit possible achievements of WV's students who are gifted in Mathematics.</p>	N/A	<p>A variety of acceleration options are available for gifted students through section 5.1.</p>

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

**COMMENT LOG  
October 29, 2004**

	<p>Carol Egnatoff 2174 Oakridge Drive Charleston WV 25311</p>	<p>I am troubled that Appendix A appears to make a major negative change in mathematics instruction, and yet comments on this section were not invited. Footnote 2 of Appendix A restricts Algebra/Geometry Preparation to grades 9-12. This is inappropriate. It is not consistent with scientific research regarding highly-able learners. It places the State in the improper position of restricting access to course content. It creates an obstacle to children who have been identified as exceptional, by denying access to this course to children for whom it would be appropriate. It places an unnecessary burden upon children, their parents, and their schools to seek individual approval for a course that is already available within each county. This language should be stricken. If it is not stricken, it should be properly incorporated into the revised policy and validated with applicable research, rather than hidden away as a footnote in an Appendix. This is a significant change. It is a negative change. And it is presented as nearly an afterthought.</p>	A	<p>The review committee recommends that Appendix A be removed as part of the proposed policy so that schools are not limited by the examples provided.</p>
10-26-04	<p>Toni DeVore Math/ Science Supervisor Wood County</p>	<p>5.76 Unit of Credit I have some questions about this definition. "Credit shall also be granted for documented mastery of high school course requirements by a student prior to grade nine and for successful completion of a dual credit course." This creates a bit of a dilemma when looking at the math requirements. If a student takes Algebra as a 7<sup>th</sup> grader and Geometry as an 8<sup>th</sup> grader only one course will be counted based on the footnotes for Chart V (C) (page 31). This footnote states "3 of the 4 math credits required for graduation must be earned during grades 9-12." This may only affect a few children, but it makes it difficult for teachers and school counselors. Can those math classes (Algebra and Geometry) not be taken prior to grade 8 and will those classes count as elective credit? There are mixed interpretations when read by an administrator, a counselor, a math teacher, or a parent of an identified gifted student that wants acceleration in math.</p>	A	<p>The review committee recommends that Appendix A be removed as part of the proposed policy so that schools are not limited by the examples provided.</p>

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

**COMMENT LOG  
October 29, 2004**

	<p>Patricia Martin Frankfort H.S. Mineral County</p>	<p>The suggested course sequences available for students in each pathway to earn 4 high school math credits. Footnote 4 indicates the Trig be taken with Algebra II or Pre-Calculus. For many students, algebra II curriculum needs to precede Trig and Trig Curriculum needs to precede Pre-Calculus. I would like to see the wording of this footnote be "Trig may be taken the second semester following Algebra II or the first semester preceding Pre-Calculus".</p>	<p>A</p>	<p>The review committee recommends that Appendix A be removed as part of the proposed policy so that schools are not limited by the examples provided.</p>
<p>10-14-04</p>	<p>Sarah Sears 1211 John son Road Charleston WV 25314</p>	<p>I am a parent of 3 children who have been/are being educated in Kanawha County. One is in college now, one is a junior at G.W. H.S., and the third is in 6<sup>th</sup> grade at John Adams Middle School. Their math skill levels have varied. I'm writing to object to the math curriculum changes proposed next year that would not allow a Pre Algebra course to be taught up a grade. On one hand, for the accelerated student, it severely limits math opportunities. Many students finish Algebra II in time to take Pre-calculus, Calculus, and / or Trig. While still in high school. Other accelerated students can finish Algebra II and Trig by 11<sup>th</sup> grade and take Accounting or Business courses once requirements are complete. On the other hand, the mainstream student may struggle with Algebra I and benefit from the opportunity to repeat it before going on to Geometry. A tight match curriculum would not permit this. The state has much to be proud of in our schools: meriting high SAT and ACT scores, School of Excellence Award winning schools and it makes sense to require that Pre Algebra be initiated by 9<sup>th</sup> grade but please recognize that many students are "ready" for Pre Algebra sooner. Surely the state wants to foster learning... not LIMIT it!</p>	<p>N/A</p>	<p>A variety of acceleration options are available for gifted students through section 5.1.</p>

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

**COMMENT LOG  
October 29, 2004**

<p>Judy Poe School Counselor 400 Riverside Drive Grafton WV 26354</p>	<p>The requirement of 4 math credits for entry and skilled pathway students is going to prohibit our students from being able to attend the United Technical Center. This Center has been and is a very important part of our students' educational plans. They will no longer be able to fulfill two years of the technical and vocational programs because they may only take 3 courses at Grafton High School due to travel to UTC. Previously Algebra/Geometry Prep math has not counted as a math credit if Applied Math I is taken following it. One of the suggested math course sequences listed in Appendix A has it counting as one of the 4 credits with Applied Math I.</p> <p>Our math department has reviewed the Conceptual Math CSOs and told me that a student truly needs some Algebra II knowledge to be successful in this, that it cannot take the place of Algebra II in the sequence.</p> <p>I fear we are setting our entry and skilled students up for failure with the additional requirement of math. At a time when the job market is screaming for technically trained persons, we make it impossible for the students to receive this training which make them marketable and successful in the workplace.</p> <p>Counselors in the state need to be informed as these graduation requirements are changes and within a timely fashion. Last spring we wrote our new "program of studies handbook" to match the policy that was available at that time. It is now invalid because some of the proposed policy was revised at the final stage and we were not aware. We cannot be expected to check policy revisions every day or wait until school is out to inform students and parents of the policy that affects them.</p> <p>Science concern – if CATS 10 is no longer required, are we offering general science courses instead of all advances courses as now in policy? How can a student take advanced Biology or Chemistry, or Physics without a general one?</p>	<p>A</p>	<p>The review committee recommends that 3 math credits be required for entry pathway students entering ninth grade in 2005-2006 and that 4 math credits be required for entry pathway students entering ninth grade in 2006-2007.</p> <p>The review committee recommends that Appendix A be removed as part of the proposed policy so that schools are not limited by the examples provided.</p>
---	--	----------	--

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

**COMMENT LOG**

**October 29, 2004**

	<a href="mailto:sfries@access.k12.wv.us">sfries@access.k12.wv.us</a>	<p>As a math teacher in Berkeley County, I feel this policy is going to cause serious problems. The requirement for 4 math credits to graduate is going to cause many of our marginal students to give up and will increase our dropout rate. Also the requirement that the 4<sup>th</sup> credit for students in the Professional Pathway (not necessarily college bound students) to take Algebra II is totally ridiculous. There is not way that students in the C—B range of grades will be able to complete this in 4 years. We have many students who still cannot score high enough on the ACT/SAT and they have to take a remedial math in college. Please reconsider making 4 math credits mandatory.</p>		
--	--	--	--	--

DOCUMENT RESUME

ED 439 417

CS 217 020

AUTHOR Lapp, Diane; Fisher, Douglas; Flood, James  
TITLE Integrating the Language Arts and Content Areas: Effective  
Research-Based Strategies.  
PUB DATE 1999-00-00  
NOTE 5p.  
PUB TYPE Guides - Classroom - Teacher (052) -- Journal Articles (080)  
JOURNAL CIT The California Reader; v32 n4 p35-38 Sum 1999  
EDRS PRICE MF01/PC01 Plus Postage.  
DESCRIPTORS \*Content Area Reading; Elementary Education; \*Language Arts;  
Questioning Techniques; \*Reading Motivation; Realia;  
\*Student Motivation; \*Teaching Methods; Visual Learning;  
Vocabulary Development

ABSTRACT

Teachers can confront issues of students' infrequent reading and infrequent choice of content area texts by using specific instructional strategies that are highly motivating. Five research-based language arts strategies that many teachers use to successfully teach content area information are: (1) previewing vocabulary and content; (2) developing questions as guides to comprehension; (3) using realia, concrete objects, and manipulatives; (4) retelling and summarizing; and (5) creating visual representations. Underlying all of these activities is the assumption that students have access to a lot of books and are provided time and encouragement to read. (Contains 20 references.) (RS)

Reproductions supplied by EDRS are the best that can be made  
from the original document.

ARC II

ent  
es

n teacher, your  
heavy" because  
ll as the content  
al studies, art,  
, each of these  
write, listen and  
it unfortunately,  
ey infrequently  
app, Flood, &  
ie, 56% of the  
the National  
Progress (1997)  
fewer pages per  
1 school and for  
Bismukes (1994)  
y chose to read  
s on their own.

. confront these  
and infrequent  
y using specific  
it are highly  
we present five  
strategies that  
cessfully teach

vocabulary and

me learning new  
the language of  
suggested that  
ss vocabulary  
raves & Slater,  
Baldwin, 1992;  
vo strategies are

AVAILABLE

Deborah A. Sink  
1869 Loudon Heights Rd.  
Charleston, West Virginia 25314

*Keith*

October 18, 2004

West Virginia Department of Education  
Building 6, Room 330  
1900 Kanawha Blvd. East  
Charleston, WV 25305-0330  
Attention: Keith Butcher

Re: Comments on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs.

Dear Mr. Butcher and Members of the Board:

I appreciate the opportunity to comment on the above policy. I have expressed concern with the policy as a result of looking at its impact on high achieving middle school students. I recognize that this is a fairly narrow focus and that the intentions are to assure quality for all students. My concern is that this particular group of students will be unintentionally harmed by some of the approaches and mandates.

Knowing that resources are scarce, creativity must be at a premium to address the needs within our school system. Lack of flexibility will hinder the ability of our schools and professionals to exercise the creativity that can be achieved. Mandating what happens in the classroom or within a school is different, I believe, than setting objectives and standards. If we mandate how classrooms operate and who must be where when, we reduce the opportunity for professional judgment and for innovative solutions that may need to vary year-to-year, grade-to-grade and class-to-class. It may adversely affect teachers' and administrators' morale and it will limit the effective input of parents at the school level. I believe one of the groups hardest hit by the loss of flexibility is the middle school group and in particular, the advanced students in this group.

Thank you for your consideration of my comments.

Very truly yours,

*Deborah A. Sink*

Deborah A. Sink

C: Honorable Bob Wise, Governor  
Dr. David Stewart, State Superintendent of Schools ✓  
Gaston Caperton, President, The College Board

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

**Comment Response Form**

*Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.*

Individual/Organization Deborah A. Sink  
Title Parent  
Street Address: 1869 Loudon Heights Rd. City Charleston  
 State, Zip WV 25314

**Comments/Suggestions**

126-42-1. General
126-42-2. Purpose

On the face of it, there is little to take issue with in the expressed purpose of this proposal. As usual, the issues arise in the details, as applied in specific cases. My comments focus on high performing students in the middle school grades. I have commented on some specific concerns below. I am concerned that the proposal may have the unintended result of failing to meet the needs of this group during these critical years. As background for some of the specific comments I offer in the sections below, I refer you to the following resources, including very recent, reputable studies and releases that focus on our failure to help these students reach their potential:

1. A September 15, 2004 Press Release issued jointly by the National Middle School Association and the National Association for Gifted Students. This joint release includes a "call to action" to make sure that these students are not overlooked and do not suffer from stagnation during these grades. (I believe that our school systems relied heavily on guidance from the NMSA when transitioning from a junior high to a middle school structure.) The Release and the Position Statement are attached as Attachment A.
2. A summary of a recent study by the William and Mary Center for Gifted Education outlining Basic Educational Options for Gifted Students in Schools. This summary notes that the needs of these students can be met by acceleration (by grade or subject), grouping and other approaches that need not be out of reach from a financial perspective but do require flexibility, planning and cooperation. This information was updated in March of this year and is included as Attachment B.
3. The introductory chapter of a large, recently concluded study titled "America Ignores Excellence". This is the first chapter of a two volume study "A Nation Deceived: How Schools Hold Back America's Brightest Students." I have also attached the Executive Summary for the study. This study was just released in September of 2004, and was conducted by based upon a grant from the John Templeton Foundation. Copies are available by order and online for no cost, though the entire first run of this two-volume study has already been committed due to the volume of interest. A second run will be available in December. See Attachment C.
4. Some comparative data on programs in other states I found on a website, geniusdenied.com. See Attachment D. Based upon this data, if accurate, I have to question not only if we are meeting the needs of the advanced students but whether we are even identifying them all. Please make the alarming comparison of the percentage of the student population in WV identified gifted and talented (1.9%) to our neighbors, Virginia at 12.56%, Kentucky at 16.2% and Maryland at 16.6%. Our policies might focus more on the needs of this group of students if we were looking at 12-16% of the population, not 2%. Additional efforts to identify these students must be undertaken. What a loss for our State if we let this group slip through the cracks. They will not all make it "anyway". See the discussion on the issues of this group, particularly in middle school, in the attached materials.
5. An example of a differentiated 6<sup>th</sup> grade core curriculum utilized in North Carolina. See Attachment E.

In summary, my concern is that the proposed policy does not leave room for the flexibility and creativity to serve the high achieving student, especially in the middle school years. Given the lack of any funding for these students, the only way they can be served is to permit the counties, and even the individual schools, a greater level of discretion so they can find ways to serve this population using the types of options outlined in the attached material.

The shift to the middle school system has many pros and cons. Some of the negatives tie into my concerns with this proposed policy. The middle school is a rigid system in terms of the use of teams and the inability to group students across grade lines. This has already severely restricted course offerings and scheduling flexibility in our middle schools. My local middle school's students have less elective options than the junior high students had. It is much more difficult, if not impossible, to add a class to the offerings. Teachers now teach the core subjects fewer times each day (4 classes, instead of 5 or 6) because of the other obligations imposed upon them by the middle school system. This reduces offerings, increases class size and constrains flexibility to serve a particular need. The middle school system came with unfunded and understaffed requirements.

The proposed policy further ties the hands of schools and teachers by setting limits. Why should these students move in lock step? Why put a limit on the maximum level of any subject the school can offer? Clearly a waiver should be required for failing to meet a minimum requirement, but why should exceeding requirements require a waiver? I believe the policy fails to permit the professionals at the county and school level to make the decisions and plans for our students that they have been trained to make. It ties their hands.

126CSR42

126-42-4. General Responsibilities

## 126CSR42

### ' 126-42-5. Glossary

As to Section 5.54, Middle Level Education -- This section references "small learning communities." Does this mean that there will be a student teacher ratio set as presently exists for elementary school? If so, I encourage this approach as I am aware of large classes of 35 or more students in the 7<sup>th</sup> and 8<sup>th</sup> grade core subjects.

As to Section 5.60.1, Distinguished -- This level of performance, by definition, indicates "exceptional and exemplary performance" and "knowledge and skills that go beyond grade level or course expectations." Could this level student, as well as the Above Mastery level student, be eligible for advancement or acceleration by subject, to serve the needs of these students (whether they have an IEP or not)? This seems appropriate if we believe the WESTEST is valid. Otherwise, it appears that they may not be challenged or well served a result inconsistent with the objectives of this policy. See comments below on Middle School issues.

### ' 126-42-6. Program Definition

As to Section 6.3, See comment above relating to "small community" and actual class size.

As to Footnote 3 to Chart IV, I support this concept of wellness programs. The middle school my children attend offers gym class once a year for 6 weeks. The note references intramural sports; I question if this is in lieu of inter-school competitions as the material is not clear on whether those programs will continue. If not, this should be made clear, as many will have concerns about such a change.

No details are supplied on the level of the subjects offered in the middle school group (with the exception of foreign language – with the change to middle school and the scheduling issues it presents, my local school is down to one language anyway, Spanish, and a small virtual class in French). In particular, there is no discussion of the level of mathematics available at the middle school level, yet there is an important change for that group contained within this proposal. The changes this proposal will make for some middle schools can only be found by reviewing the more detailed discussion on course requirements in the grade 9-12 materials.

By reviewing the footnotes to Chart V, it appears that students in the professional and skilled pathways must have 4 math credits to graduate from high school, 3 of which must be taken in high school and two of which must be higher than Algebra I. By referring to Appendix A, it is possible to determine that the first year students may take Algebra I is the 8<sup>th</sup> grade.

For some this will be a change in that it is presently possible to take Algebra I in the 7<sup>th</sup> grade and Geometry in the 8<sup>th</sup>. Some students have taken Algebra Geometry Prep in the 6<sup>th</sup> grade because it was, apparently, a prerequisite to Algebra I – that must have changed completely as that course is now only available to high school students. I think that generally, though not exclusively, students on this advanced course of study have gifted IEPs, and/or high SAT9 scores and teacher recommendations for this acceleration. It appears that this course will no longer be available.

What is disconcerting about the proposal is that there is nothing offered in lieu of the current course options for these high-performing students. It appears that they will come from accelerated or enriched 5<sup>th</sup> grade environments into Math 6 (no differentiation for their prior work is contemplated in the proposal). They will move to Math 7 and then, based upon some selection method not defined in the proposal, some will go to Algebra I and others will move on to Math 8.

Assuming that we continue with acceleration and enrichment for identified students at the elementary school level and continue to offer Honors, AP and IB programs in high school, what is our plan in middle school? Section 9.4 says "Students who demonstrate mastery of content standards and objectives must be provided opportunities to progress to the next level of instruction." What about those with IEPs, teacher referrals or those achieving Distinguished and Above Mastery on the WESTEST? Surely they should likewise be provided with the appropriate next level of instruction under this policy. Why not adopt the concepts of Higher Level Course or More Rigorous Course at the middle grade level (which in the proposal includes 5<sup>th</sup> – 8<sup>th</sup> grades).

Fifth grade students may continue to receive advancement due to programs in elementary schools. High School students have honors, AP and IB (limited) options. What happens in middle school? This is certainly not an issue limited to mathematics. It applies to every core subject. I believe these issues are at the heart of the attached NMSA position statement. Clearly there is concern about what is happening in the middle schools, or more appropriately, what is not happening. Given the flexibility and opportunity, even without funding, options can (and have been) created for these students. This proposal will place limits on options and limits on achievement.

**' 126-42-8. County Board of Education Responsibilities**

**' 126-42-9. School Based Responsibilities**

See comment above about the obligation to advance students who have mastered the content standards and objectives at a given level.

**' 126-42-10. Statewide Assessment Program**

**' 126-42-11. School, County and RESA Assessments**

**' 126-42-12. Program Accountability**

126CSR42

126-42-13. Program Improvement

Return comments on or before **October 29, 2004** to:

Keith Butcher

West Virginia Department of Education

Building 6, Room 330

1900 Kanawha Boulevard, East

Charleston, West Virginia 25305-0330

Phone: 304-558-7805

Fax: 304-558-0459

E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)



**FOR IMMEDIATE RELEASE**

For further information, contact  
Sue Swaim, 1-800-528-NMSA  
Nancy Green, 202-785-4268

**September 15, 2004**

## **EDUCATION ORGANIZATIONS CALL FOR GREATER ATTENTION TO GIFTED LEARNERS IN MIDDLE SCHOOLS**

Two of the nation's leading education groups are calling for schools, teachers and parents to assure that all middle school youngsters are in classrooms where "both equity and excellence are persistent goals for each learner."

National Middle School Association (NMSA) and the National Association for Gifted Children (NAGC) today issued a joint position statement and call for action to meet the needs of high-ability and high-potential learners between 10 and 15 years of age. The statement is being sent to education and government leaders throughout the United States.

"Our challenge is to assure that every learner has access to the highest possible quality education and the opportunities to maximize his or her learning potential," said Carol Tomlinson, past president, NAGC.

"Today's middle level schools must provide strong academic programs for all young adolescents, including advanced learners," said Sue Swaim, executive director, NMSA. "Yet, these opportunities must be presented in a developmentally responsive manner for students whose development differs at a given time."

**-more-**

NMSA and NACG are urging schools to implement appropriate identification, assessment, and curriculum and instruction programs for students with advanced abilities and/or advanced potential. Additionally, schools should build partnerships with all adults key to these students' development, and focus on the affective development of these youngsters. Finally, the position statement calls for increased pre-service and in-service staff development for middle level teachers dealing with gifted students.

The position statement includes a "call to action" to ensure equity and excellence for all learners, including those of advanced performance or potential. It suggests specific steps for district and school leaders; teachers, gifted education specialists and support personnel; and parents to take, including—

**District and school leaders:**

- ◆ Should provide leadership in creating a school climate that vigorously supports both equity and excellence.
- ◆ Develop and implement an appropriate and flexible system for identifying high-ability learners from diverse populations.
- ◆ Use organizational structures such as teaming and advisory programs to ensure that the needs of young adolescents, including high-ability young adolescents, are central in instructional planning.

**-more-**

**Teachers, gifted education specialists, and support personnel:**

- ◆ Meet regularly to discuss the needs of all students, including those with high ability.
- ◆ Use a variety of developmentally appropriate instructional practices to enable each student to experience a high degree of personal excellence.
- ◆ Collaborate with colleagues at the elementary and high school levels to ensure a smooth transition as students progress throughout the grades.

**Parents**

- ◆ Understand and contribute to the district's plan for identifying and serving high-ability learners.
- ◆ Help their children take appropriate responsibility for their own learning and develop related skills and attitudes of responsible independence.
- ◆ Be their children's best advocate.

Copies of the position statement can be found on both associations' Web sites, [www.nmsa.org](http://www.nmsa.org), or [www.nagc.org](http://www.nagc.org).

NMSA is the nation's largest professional association focusing specifically on the education of young adolescents (10- to 15-year-olds). Its 31,000 members include middle level teachers, principals, school administrators, parents, and others dealing with this age group.

NAGC is a non-profit organization of parents, teachers, educators, community leaders, and other professionals who unite to address the unique needs of all children and youth with demonstrated gifts and talents as well as those who may be able to develop their talent potential with appropriate educational experiences.

**Meeting the Needs of High Ability and High Potential Learners  
in the Middle Grades  
A Joint Position Statement of the National Middle School Association  
and  
the National Association for Gifted Children**

The National Association for Gifted Children and the National Middle School Association share a commitment to developing schools and classrooms in which both equity and excellence are persistent goals for each learner. Equity refers to the opportunity of every learner to have supported access to the highest possible quality education. Excellence refers to the need of every learner for opportunities and adult support necessary to maximize his or her learning potential.

Early adolescence is generally described as the time between ages 10 and 15. During this developmental span, young adolescents experience a wide range of growth rates in cognitive, physical, social, emotional, and moral dimensions. Change in young adolescents can be rapid and uneven. In addition to the diversity of development implicit in early adolescence, middle schools also reflect diversity in student gender, culture, experience, economic status, interests, and learning preferences. Every middle school classroom also represents a wide array of talents.

In light of the inevitable variance in middle school populations, it is critical that middle school educators develop increasing awareness of and skills necessary to address the full range of learner needs—including needs of those who already demonstrate advanced academic abilities and those who have the potential to work at advanced levels.

High-ability adolescents may differ from their fellow classmates in cognitive skills, interests, modes of learning, and motivation. As a result, their educational needs may also differ in some important ways from those of other young adolescents. Attending to those needs requires informed attention to both equity and excellence in all facets of schooling.

### **Identification**

All middle school learners need educators who consistently use both formal and informal means of recognizing their particular strengths and needs. In regard to advanced learners, identification requires specific plans to seek out students with advanced abilities or advanced potential in order to provide appropriate educational experiences during the transition into adolescence. Both the National Middle School Association and the National Association for Gifted Children share a strong commitment to appropriate use of multiple approaches to identify high potential in students from minority and low economic groups. Identification of high performance and potential are precursors to helping young adolescents maximize their potential during these critical years. Identification of student performance and potential should be followed by educational planning to maximize the potential.

### **Assessment**

Ongoing assessment is critical to informing classroom practice. Preassessment, in-process assessments, and post assessments should give learners consistent opportunity to demonstrate their knowledge, understanding, and skill related to topics of study. Assessments related to student readiness, interests, perspectives, and learning preferences provide educators with a consistently emerging understanding of each learner's needs in the classroom. Middle level educators should use data from such assessments to modify teaching and learning plans to ensure that each student—including those who already perform well beyond expectations—have consistent opportunities to extend their abilities.

### **Curriculum and Instruction**

Equity in the middle grades requires that all learners have opportunity to participate in curriculum that is rich in meaning and focused on thought and application. Excellence requires support necessary to show continual growth in knowledge, understanding, and skill. Advanced middle grade learners thus require consistent opportunities to work at degrees of challenge somewhat beyond their particular readiness levels, with support necessary to achieve at the new levels of proficiency. In addition, educators should

address student interests and preferred modes of learning in planning curriculum and instruction that is appropriately challenging for individual learners. Educational resources should be of a sufficient range of complexity to ensure challenge for advanced learners. Flexible pacing and flexible grouping arrangements are important instructional adjustments for many highly able middle level learners. Because of the inevitable variance among high-ability learners, advanced learners, like other middle school students, need curriculum and instruction proactively designed to accommodate their particular needs.

### **Affective Development**

Critical to healthy development in the middle grade years is development of positive student affect. Students benefit greatly from learning environments that reinforce their worth as individuals and simultaneously support them in becoming more powerful and productive. For advanced learners, this may require helping students affirm both their abilities and their need to belong to a peer group. Middle level educators need to understand and address the unique dynamics that high ability and high-potential young adolescents may experience as they seek to define themselves and their roles among peers.

### **Effective Partnerships**

Building a middle school culture that supports equity and excellence for each learner requires sustained attention to partnerships among all adults key to the student's development. This includes partnerships between home and school, specialists and generalists, and teachers and administrators. Middle level schools should assist parents in recognizing, understanding, and nurturing advanced abilities and potential in young adolescents. Partnerships among team members and between classroom teachers and gifted education specialists should ensure appropriate challenge for advanced learners and appropriate attention to the particular talents of advanced learners.

Administrator/teacher partnerships should define what it means to accommodate the individual needs of learners and develop conditions that lead to such accommodations for all middle level learners—including those who demonstrate advanced performance or potential.

### **Pre-service and In-Service Staff Development**

To ensure equity and excellence in the middle grades, teachers must be adequately prepared to provide academically rich instruction for all students and to teach in ways that enable all students to work at appropriate and escalating levels of challenge.

Teachers with training in gifted education are more likely to foster high-level thinking, allow for greater student expression, consider individual variance in their teaching, and understand how to provide high end challenge. Appropriate staff development for middle level teachers will continually focus on high-quality curriculum, understanding and teaching in response to individual as well as group needs, and developing a repertoire of instructional strategies that support and manage flexible classrooms. Central to the success of these endeavors is shared responsibility for meeting the needs of each learner, evidenced in systematic and consistent planning, carrying out of plans, and evaluation of effectiveness of plans in terms of individual learners and small groups of learners as well as the class as a whole.

With these shared beliefs, the National Association for Gifted Children and the National Middle School Association call on middle level educators to adopt and support processes and actions that ensure developmentally appropriate practices for the full range of students they serve.

### **A Call to Action**

The National Association for Gifted Children and the National Middle School Association urge administrators, teachers, gifted education specialists, school support personnel, parents, and students to collaborate for the purpose of ensuring equity and excellence for all learners, including those with advanced performance or potential.

#### **District and School Leaders Should:**

- Provide leadership in creating a school climate that vigorously supports both equity and excellence.

- Ensure that teachers have meaningful knowledge and understanding about the needs of gifted adolescents, including training in differentiated instruction so that the needs of all students—including those with advanced performance or potential—are appropriately addressed.
- Develop and implement an appropriate and flexible system for identifying high ability learners from diverse populations.
- Use organizational structures such as teaming and advisory programs to ensure that needs of young adolescents, including high ability young adolescents, are central in instructional planning.
- Encourage consistent collaboration among all teachers and support personnel in the school to ensure appropriate services for high ability learners.
- Ensure a continuum of services including options such as differentiation, advanced classes, acceleration, short-term seminars, independent studies, mentorships and other learning opportunities matched to the varied needs of high potential and high ability learners.
- Provide counseling-related services for students with advanced academic performance or potential.
- Develop and maintain a written plan to guide educational planning for advanced learners and to inform the community of those plans.
- Regularly evaluate the effectiveness of curriculum, instruction, resources, and other services in supporting the development of high ability learners.

**Teachers, Gifted Education Specialists, and Support Personnel Should:**

- Be knowledgeable about students with advanced academic abilities and those who have the potential to work at advanced levels.
- Meet regularly to discuss the needs of all students, including those with high ability.
- Provide curriculum, instruction, and other opportunities to meet the needs of students with high ability.
- Use a variety of developmentally appropriate instructional practices to enable each student to experience a high degree of personal excellence

- Collaborate with colleagues at elementary and high school levels to ensure a smooth transition as students progress throughout the grades.
- Keep parents informed about their children's growth and invite parent participation in educational planning for their children.

**Parents Should:**

- Strengthen family connections with young adolescents.
- Be knowledgeable about the needs and concerns of young, gifted adolescents.
- Understand and contribute to the district's plan for identifying and serving high ability learners.
- Help their children take appropriate responsibility for their own learning and develop related skills and attitudes of responsible independence.
- Collaborate with the school to ensure that their children's needs are being met.
- Be their children's best advocates.

**Title: Basic educational options for gifted students in schools****Author(s): VanTassel-Baska, J.****Source: College of William and Mary Center for Gifted Education**

There is a wide variety of ways that educators can assist in the talent development process of advanced learners. Yet every school needs to have basic provisions in place to assure the educational development of these in the domains of learning for which the school has responsibility. Most school mission statements proclaim the intention of educating every child to the level of his or her potential, yet many times those words have no translation value for the gifted as they sit bored in classrooms where their instructional level exceeds by years their age-peers sitting in the next seat. Thus there is a real need to consider nonnegotiable options for this population regardless of age or grade considerations as well as general program organizational approaches employed to effect sound service delivery.

**Acceleration**

One of the most important curriculum policy initiatives that school districts might enact on behalf of all students would be one that addresses acceleration. Acceleration assumes that different students of the same age are at different levels of learning within and across learning areas, thus necessitating diagnosis of learning level and prescription of curriculum at a level slightly above it. The government document Prisoners of Time (National Education Commission on Time and Learning, 1994) documented the importance of recognizing time as the crucial variable in learning, an understanding that Bloom had several decades ago: "If experience, research, and common sense teach nothing else, they confirm the truism that people learn at different rates in different ways with different subjects." Understanding that students have differences in learning rates for different subject areas in different kinds of material at different stages of development is crucial to school patterns of curriculum and instruction. Flexibility in schooling, however, has been one of the most difficult tasks for public schools to enact in responding to students with special needs.

Various components need to be considered in developing such a policy at the school district level. One such component should allow for early entrance and early exit procedures for students at various stages of development. Many gifted children are academically ready for school before they are at the "magic age" and others develop more rapidly than age peers, once they are in a schooling environment. Access to high school early eliminates the holding pattern of the middle school years so common in many contexts around the country. Early college entrance can be accomplished by those already academically proficient in high school subject matter. One of the advantages of the new standards movement is a clear way to document mastery levels in each area of schooling, thus allowing students ready to move forward to do so.

Another indication of curriculum flexibility involves the offering of content-based acceleration practices at all levels of schooling and in all subject areas. In the last 20 years, schools have become more open to ideas of math acceleration but not to other subject area advancement. For gifted learners with precocious abilities in verbal, scientific, and artistic areas, such pathways are crucial to enhanced learning and development at their natural rate of progression in school. Not only is there a limit on subject areas to be considered for accelerative practices, there also is often a perception that rate should be capped at six months or a year so as not to allow students to

get too out of step with the school curriculum or other students their age. Both of these practices are faulty, based on 80 years of research showing the positive outcomes of such accelerative opportunities on enhanced learning, motivation, and extracurricular engagement of accelerated learners.

Acceptable forms of acceleration in operation at the high school level include the hallmark secondary programs of the College Board Advanced Placement Program (AP) and the International Baccalaureate (IB) Program. Both of these programs offer students the opportunity to engage in college-level work while still in high school and reward their diligence with college placement and/or credit for work done during the high school years. Such a model needs to be available to students at all stages of development, such that evidence of advanced work brings credit toward the next level of the educational experience.

For secondary schools, dual enrollment courses at local community and 4-year colleges would also be important. Many highly able students may wish to sample college early although not actually attend fulltime. Dual enrollment offers a wonderful opportunity for this early academic and socialization process to occur. Students may take 1-2 classes away from campus or sometimes arrangements are made for the dual enrollment course to be delivered on-site. Currently, 22 states have dual enrollment policies, encouraging local districts to take advantage of the opportunity for students to gain access to higher education while still in high school. These courses are then banked for college and will automatically be credited for a student attending a public college in the same state. Often, the equivalent of freshman year in college may be credited. For students and schools in rural areas of a state, dual enrollment provides a strong alternative to AP and IB, often not possible to mount in small schools due to lack of interested faculty or sufficient numbers of ready students.

Another approach to acceleration for students advanced in all areas of the curriculum is simple grade level acceleration. Such acceleration can be handled through early entrance policies but needs to be broadened to consider stages of schooling beyond the naturally occurring transition years. For students showing more than two years advancement in all school subjects, grade level acceleration may be a good decision. Obviously, each case should be considered individually but more concern is voiced about this well-documented and researched practice than is warranted. Grade acceleration at critical points of schooling can do much to counter boredom and disenchantment with school among our best learners.

A final avenue for acceleration should be in the realm of telecommunications. Advanced courses can now be provided technologically in ways not possible a decade ago. School policy needs to reflect these new alternatives to teaching and learning, especially for advanced students who can profit greatly from them. Several universities offer on-line courses, many tailored to younger students such as the Stanford Education Program for Gifted Youth (EPGY) computer-based program in mathematics. Other universities such as Ball State beam advanced courses to rural Indiana schools through their telecommunications link. Independent study opportunities with university faculty and research project work conducted globally can now be a part of student learning beyond the classroom.

#### *Grouping*

Given the current research on the positive use of ability grouping with the gifted (Kulik & Kulik, 1992; Rogers, 1998), it is critical that school districts attend to this facet of a support structure in evolving programs. The range alternatives extends from within-class flexible grouping and differentiated assignments to opportunities for special classes or schools and independent grouping options such as mentorships and internships.

The use of within class grouping is critical at all levels of schooling. At the elementary level, many classrooms

are heterogeneous and inclusive. Such settings typically provide little differentiation or challenge for the gifted learner and may not be as beneficial for any group as within-class grouping approaches. At the secondary levels, the norm for honors and even advanced placement grouping is across high ability and gifted ranges. Consequently, the pace of the class and the opportunity for more in-depth work may be lost to gifted students as the teacher struggles to cover all of the material with everyone. In-class grouping according to student capacity provides teachers alternative ways to handle certain aspects of learning. For example, differentiating paper assignments by group allows advanced students both more latitude and depth potential for their work. Differentiating readings by group may have the same effect. More in-class writing practice may be given to groups already skilled at peer critique. All of these approaches to vary "within group" work will help the teacher ensure that each student receives appropriate levels of instruction.

Special class grouping of gifted learners by subject area has historically been the most utilized approach to grouping at the secondary level while pull-out by program focus has predominated at the elementary level. Special class grouping is one of the primary ways to deliver differentiated curriculum. Without such grouping arrangements, it is much more difficult to do so. Research has shown that 84% of time in heterogeneous classroom settings is spent on whole class activities, with no attention to differentiating for the gifted (Archambault, Westberg, K. L., Brown, Hallmark, Zhang, & Emmons, 1993). Moreover, special classes are the context within which good acceleration practices for individual students can be applied, as the level of the class by necessity needs to be more advanced in content. Many schools have provided special grouping for mathematics and language arts, but not science and social studies. Again, it is critical that a grouping policy apply to all relevant academic subjects, where size of school can allow for such clustering to be formed. Students advanced in all areas need the opportunity to interact with others at their ability levels and to advance academically at a rate and pace consonant with their abilities. Such a situation can typically only occur in a specialized group setting.

Grouping for more independent types of work is also a critical part of a grouping policy at all levels. Students may select among options geared at providing them more personalized opportunities for intellectual growth, whether through a well-designed independent project or through work in a professional setting or through an "optimal match" with an adult in an area of expertise in which the student is interested. Each of these types of arrangements calls for schools to adopt a policy that allows for one-on-one interactions with the community at large as well as more individualized use of school time.

#### *Differentiated curriculum*

Differentiation for the gifted recognizes the interrelated importance of curriculum, instruction, and assessment in defining the term. A differentiated curriculum is one that is tailored to the needs of groups of gifted learners and/or individual students and provides experiences sufficiently different from the norm to justify specialized intervention, delivered by a trained educator of the gifted using appropriate instructional and assessment processes to optimize learning.

Curriculum design is one major component of a differentiated curriculum for the gifted since it delineates key features that constitute any worthwhile curriculum. A well-constructed curriculum for the gifted has to identify appropriate goals and outcomes. What is important for these students to know and be able to do at what stages development? How do planned learning experiences focus on meaningful experiences that provides depth and complexity at a pace that honors the gifted learner's rate of advancement through material? The curriculum for the gifted must also be exemplary for the subject matter under study, meaning that it should be standards-based and thus current in the thinking of real world professionals who practice writing, mathematical problem-solving or do

science for a living. Moreover, it should be designed to honor high ability student needs for advanced challenge, in-depth thinking and doing, and abstract conceptualization.

The new standards require more attention to helping educators develop advanced tasks that address the standards, organize the standards across grade levels to ensure an emphasis on higher level skills and concepts, and provide opportunities for depth of exploration of concepts across sets of standards. Of less help is creating whole new courses or units that are outside the intent of the standards.

Curriculum differentiation must also address the need for careful selection of materials for use in classrooms serving gifted and high ability learners. These materials should go beyond a single text as resource, provide advanced readings, present interesting and challenging ideas, treat knowledge as tentative and open-ended, and provide a conceptual depth that allows students to make interdisciplinary connections. Hopefully, each classroom would also have high quality technology resources that would meet the same criteria.

Instructional approaches that foster differentiated responses among diverse learners include those that are inquiry-based, open-ended, and employ flexible grouping practices. An example of an effective inquiry-based model would be problem-based learning (PBL) that has the learner encounter a real world problem sculpted by the teacher out of key learnings to be acquired in a given subject, proceed to inquire about the nature of the problem as well as effective avenues to research about it, and sources for acquiring relevant data. The instructional techniques needed by the teacher include high level questioning skills, listening skills, conferencing skills, and tutorial abilities in order to guide the process to successful learning closure in a classroom. PBL also requires the use of flexible team grouping and whole class discussion. Problem resolution requires student-initiated projects and presentations, guided by the teacher. Thus effective instruction must include the selection of a few core teaching models that successfully highlight the intended outcomes of the curriculum. Administrators must ensure that teachers have the opportunity to learn such models deeply and well.

Just as differentiation involves careful selection of core materials and curriculum that underlies them and the deliberate choice of high powered instructional approaches, it also requires the choice of differentiated assessment protocols that reflect the high level learning attained. High stakes assessments such as the Scholastic Aptitude Test (SAT), Advanced Placement exams, and even state assessments are the standardized symbols of how well students are doing in comparison to others of their age. Secondary schools, in order to be considered high quality, must be producing students scoring at the top levels on these nationally normed instruments. Yet deep preparation for success on these tests rests in individual classrooms. Even strong learners like the gifted cannot do as well as they could without adequate preparation in relevant content-based curriculum archetypes. Thus the use of these assessments as planning tools for direct instruction in each relevant subject area is a key to overall improvement in student performance. Administrators responsible for the review of teacher lesson plans need to know how such assessment models are being converted into work in classrooms. Departments need to spend planning time on strategies for incorporating such elements. Since such assessments are a reality and viewed by our society as crucial indicators of student progress in school, we need to make them work for us rather than against us in the public arena.

In addition to standardized measures being employed to assess student learning, it is also crucial that more performance-based tools be employed to assess individual growth and development. In tandem with more standardized measures, they provide a more complete picture of individual progress toward specific education goals. For gifted learners, in particular, the quality of performance on such measures may be a better indicator of

skills and concepts deeply mastered than paper and pencil measures.

A final consideration in the use of alternative assessment approaches with gifted learners involves attention to teaching students the rubrics for assessment at the time the assignment is given so that students can understand expectation levels required for any given assignment at conception rather than at the end. This approach also ensures that criteria for judgment are both well-defined by the teacher and well-understood by the student.

#### *Quality teachers*

Core knowledge and skills for teachers who work with the gifted might be a long list indeed, but focusing it on nonnegotiables may make it more manageable. What are the critical requirements for identifying high quality teachers of the gifted? First of all, teachers of the gifted need to be lifelong learners themselves, open to new experiences and able to appreciate the value of new learning and how it applies to the classroom. Secondly, they need to be passionate about at least one area of knowledge that they know well and be able to communicate that passion and its underlying expertise to students. This would imply deep knowledge in a subject area coupled with the ability to use the skills associated with that knowledge domain at a high level. Thirdly, they need to be good thinkers, able to manipulate ideas at analysis, synthesis, and evaluation levels with their students within and across areas of knowledge. Such facility would imply that they themselves were strong students in college and scored well on tests of reasoning like the Scholastic Aptitude Test and the Graduate Record Exam. Fourth, teachers of the gifted must be capable of processing information in a simultaneity mode, meaning that they need to be able to address multiple objectives at the same time, recognize how students might manipulate different higher level skills in the same task demand, and easily align lower level tasks within those that require higher level skills and concepts.

Teacher-directed differentiation for the gifted has no meaning if teachers cannot perform these types of tasks and evidence these skills. In order to develop and demonstrate these skills, teachers of the gifted need a master's degree and two years of teaching in regular classrooms. Furthermore, sustained coherent inservice programs are important in maintaining and expanding teacher expertise.

#### *Access to advanced opportunities external to schools*

While local schools play a critical role in educating students, they can be even more effective when coupled with outside community resources that supplement learning. One such program model is the Saturday and/or Summer Enrichment programs offered by local universities. These programs tend to be enrichment oriented and allow area gifted students to use their leisure time pursuing topics of academic interest such as poetry, computers, chemistry, and architecture under the direction of a highly qualified instructor. Because these programs usually charge tuition, it is often necessary for schools to disseminate information to parents in order to make them aware of such services. Also offered by universities are the Talent Search programs, usually targeted to academically able middle school students who qualify based on SAT scores. Often offered during the summer, including a residential component, many of these programs provide accelerated content equivalent to high school coursework.

Other activities which involve the community include mentorships and internships. The former involves selecting an individual who can serve as a role model to a student, and establishing a one-on-one relationship. This connection helps a student understand how an adult mentor experiences and processes the world, with the relationship built on some area of mutual interest. Internships and/or job shadowing opportunities involve placements in community settings, usually for a period from two weeks to a full term, depending on the situation.

The purpose is to help the student explore the real world and to see the work habits and task demands that accompany certain professions. Both of these alternatives are highly relevant for gifted students, particularly for the extremely gifted child or adolescent who may feel "very different" from the norm and may have time available to explore different work environments or career options as a result of program or content acceleration.

### **Conclusion**

All of these nonnegotiable options are crucial to the development of talent but rarely can be done by the schools alone. An active partnership with families is required to ensure that students receive the right opportunities at the right time in the right degree of intensity. There are no magic rules to assist in this process as it is highly individuated and dependent on the domain of talent, the level of student aptitude and interest, and the developmental stage of the talent itself. Consequently, it is crucial that educators are sensitive to the parental perspective as each of these options is activated. Public and private education are a necessary but not sufficient catalyst for talent to thrive.

### **Bibliography**

Archambault, F. X., Westberg, K. L., Brown, S. W., Hallmark, B. W., Zhang, W., & Emmons, C. (1993). Classroom practices used with gifted third and fourth grade students. *Journal for the Education of the Gifted*, 16, 103-119.

Kulik, J. A., & Kulik, C. L. (1992). Meta-analytic findings on grouping programs. *Gifted Child Quarterly*, 36, 73-77.

National Education Commission on Time and Learning (1994). *Prisoners of time*. Washington, DC: Author.

Rogers, K. B. (1998). Using current research to make "good" decisions about grouping. *NASSP Bulletin*, 82 (595), 38-46.

### **Permission Statement**

Permission to reprint this document has been granted to the Davidson Institute for Talent Development by the College of William and Mary, Center for Gifted Education.

This full-text article is provided as a service of the Davidson Institute for Talent Development through its GT-CyberSource ([www.gtcybersource.org](http://www.gtcybersource.org)).

The Davidson Institute for Talent Development is a 501(c)3 nonprofit operating foundation founded in 1999 by educational software entrepreneurs, Bob and Jan Davidson. The mission of the Davidson Institute is to recognize, nurture and support profoundly intelligent young people and to provide opportunities for them to develop their talents to make a positive difference.

For more information on the Davidson Institute for Talent Development, please visit [www.davidson-institute.org](http://www.davidson-institute.org), or call (775) 852-DITD.

### **Comments**

No comments have been entered for this record.

Close Window

# America Ignores Excellence

Is America ignoring excellence? Newspaper headlines proclaim that our nation's schools are producing weak students who lag behind age-peers in other countries. Meanwhile, there is a quieter story that's been kept in the dark—but is just as important to our country's future.

In every state, in every school, in huge cities, and in tiny farm communities, students are ready for much more challenge than the system provides.

These children perform better than any politician dares to expect. They are the top scorers, the ones who break the curve. They are the kids who read shampoo bottles at age three, and read newspaper editorials at age five. They can add up the cost of groceries faster than a cash register. They shock their parents and wow their grandparents.

But when they enter school, things change. They're often the most frustrated students in the classroom. They're bored in kindergarten, and they're bored again in first grade. Year after year, they learn little that they haven't learned already. They hope things will get better, but things rarely do. For many of them, nothing changes.

America's school system keeps bright students in line by forcing them to learn in a lock-step manner with their classmates. Teachers and principals disregard students' desires to learn more—much more—than they are being taught.

Instead of praise and encouragement, these students hear one word—no. When they ask for a challenge, they are held back. When they want to fly, they are told to stay in their seats.

Stay in your grade. Know your place.

It's a national scandal. And the price may be the slow but steady erosion of American excellence.

## About the Title

The title of this report, *A Nation Deceived: How Schools Hold Back America's Brightest Students*, reflects what happens every day in our country's classrooms. When we tell ourselves that our brightest students would not benefit from acceleration, we deceive ourselves, our students, and the nation.

We know *deceived* is a very strong word. We consulted with a large number of people before deciding on this title, and we stand behind it.

This title is provocative—and accurate. This title is our honest message to America and that message is this: deceiving ourselves and deceiving our brightest students is no longer defensible.

## America Says No

What do America's brightest students hear? Every year, across the nation, students who should be moved ahead at their natural pace of learning are told to stay put. Thousands of students are told to lower their expectations, and put their dreams on hold. Whatever they want to do, their teachers say, it can wait.

Staying put is the wise move, many school districts say. That's what is best for the child.

The problem is that it's not. Study after study tells us what so many bright but bored students already know—challenge is lacking in the regular classroom. We are deceiving ourselves when it comes to encouraging excellence. The way to promote excellence is to help it advance.

Excellence begins with one word—yes.

Yes to giving bright kids complex math problems. Yes to letting them learn another language. Yes to letting them accelerate to take classes that are ahead of their age group. Yes to letting them fly.

Instead, we say no. And by saying no, we undermine the motivation of bright students and hurt ourselves. We cling to the idea that all children are better off with children who match them in age. We don't even question it. And the cost to our country, to our communities, and to our children is enormous.

Excellence can lose its vibrancy. It can become complacency. It can become apathy. What it always becomes, if it's ignored, is less than it could be. When we say no to acceleration, we are quietly and, ironically with good intentions, lowering our national standards from excellence to baseline competence. Excellence is simply disregarded.

## The Cost of Yes

What will it cost to reinvigorate excellence?

Very little. The price of moving bright students ahead is minimal. In fact, acceleration often saves money.

When a high school student takes college-level courses such as Advanced Placement (AP) classes, her parents save thousands of dollars, because that's what those courses would have cost at most universities.

Nationally, the parents of over 1 million students who, in 2004, took 1.9 million AP exams are saving millions of dollars in college costs each year. And, of course, getting young professionals into the community more quickly strengthens our neighborhoods and increases the tax base.

For more on what the word yes can mean to American students, read on. What yes means is a little different at the preschool, elementary school, high school, and college levels. But in almost every case, it is a great word. It's the first syllable in the long story of American achievement.

The word yes saves money, but it also saves bright young minds. And in many cases, it saves years of loneliness and social isolation for students who don't fit in with age-peers and who are hungry for friends who share similar interests.

Yes opens the door to achievement for students who long for challenge.

## The 20 Most Important Points from Volume II of This Report

1. Acceleration is the most effective curriculum intervention for gifted children.
2. For bright students, acceleration has long-term beneficial effects, both academically and socially.
3. Acceleration is a virtually cost-free intervention.
4. Gifted children tend to be socially and emotionally more mature than their age-mates. For many bright students, acceleration provides a better personal maturity match with classmates.
5. When bright students are presented with curriculum developed for age-peers, they can become bored and unhappy and get turned off from learning.
6. Testing, especially above-level testing (using tests developed for older students), is highly effective in identifying students who would benefit from acceleration.
7. The evidence and mechanisms are available to help schools make good decisions about acceleration so that it is a low-risk/high-success intervention for qualified students. *The Iowa Acceleration Scale* is a proven, effective instrument for helping schools make decisions about whole-grade acceleration.
8. The 18 types of acceleration available to bright students fall into two broad categories: grade-based acceleration, which shortens the number of years a student spends in the K-12 system and subject-based acceleration, which allows for advanced content earlier than customary.
9. Entering school early is an excellent option for some gifted students both academically and socially. High ability young children who enroll early generally settle in smoothly with their older classmates.
10. Gifted students entering college early experience both short-term and long-term academic success, leading to long-term occupational success and personal satisfaction.
11. Many alternatives to full-time early college entrance are available for bright high school students who prefer to stay with age-peers. These include dual enrollment in high school and college, distance education, and summer programs. Advanced Placement (AP) is the best large-scale option for bright students who want to take college-level courses in high school.
12. Very few early college entrants experience social or emotional difficulties. When these do occur they are usually short-term and part of the adjustment process.
13. Radical acceleration (acceleration by two or more years) is effective academically and socially for highly gifted students.
14. Many educators have been largely negative about the practice of acceleration, despite abundant research evidence for its success and viability.
15. To encourage a major change in America's perceptions of educational acceleration, we will need to use all the engines of change: legislation, the courts, administrative rules, and professional initiatives.
16. Effective implementation of accelerative options for gifted students with disabilities is time- and resource-intensive.
17. It is important for parents to be fully involved in the decision-making process about their child's acceleration.
18. The few problems that have been experienced with acceleration have stemmed primarily from incomplete or poor planning.
19. Educational equity does not mean educational sameness. Equity respects individual differences in readiness to learn and recognizes the value of each student.
20. The key question for educators is not *whether* to accelerate a gifted learner but rather *how*.

For more information on the research that informs these points, see *Volume II of A Nation Deceived*

## Executive Summary

**A Nation Deceived: How Schools Hold Back America's Brightest Students**

Nicholas Colangelo, Susan G. Assouline, Miraca U. M. Gross

America's schools routinely avoid academic acceleration, the easiest and most effective way to help highly capable students. While the popular perception is that a child who skips a grade will be socially stunted, fifty years of research shows that moving bright students ahead often makes them happy.

Acceleration means moving through the traditional curriculum at rates faster than typical. The 18 forms of acceleration include grade-skipping, early-entrance to school, and Advanced Placement (AP) courses. It is appropriate educational planning. It means matching the level and complexity of the curriculum with the readiness and motivation of the student.

Students who are moved ahead tend to be more ambitious, and they earn graduate degrees at higher rates than other students. Interviewed years later, an overwhelming majority of accelerated students say that acceleration was an excellent experience for them. Accelerated students feel academically challenged and socially accepted, and they do not fall prey to the boredom that plagues many highly capable students who are forced to follow the curriculum for their age-peers.

For the first time, this compelling research is available to the public in a bold new initiative to get these findings into the hands of parents, teachers, and principals. The report is available at no cost to schools, the media, and parents requesting copies.

You'll find information about entering school early, skipping grades in elementary school, the Advanced Placement program, and starting college ahead of time. You'll read the comments of accelerated students, Deans of Colleges of Education, a school superintendent, and a school board member. Every sentence in this volume is culled from the research of America's leading education experts. If you'd like more research information, see Volume II of this report.

With all this research evidence, why haven't schools, parents, and teachers accepted the idea of acceleration? *A Nation Deceived* presents these reasons for why schools hold back America's brightest kids:

- Limited familiarity with the research on acceleration
- Philosophy that children must be kept with their age group
- Belief that acceleration hurries children out of childhood
- Fear that acceleration hurts children socially
- Political concerns about equity
- Worry that other students will be offended if one child is accelerated.

This report shows that these reasons are simply not supported by research. By distributing thousands of copies and launching a public-awareness campaign, the Nation Deceived report provides teachers and parents the knowledge, support, and confidence to consider acceleration.

The cost of the report, both online and print, has been covered by the John Templeton Foundation. *A Nation Deceived* hopes to change the conversation about educating bright children in America. This website has been established to encourage dialogue across the nation.

We invite you to learn more about why acceleration is so important for America's children. For further information, download the report. This interactive website also allows you to

your opinion on the report.

The Connie Belin & Jacqueline N. Blank International  
Center for Gifted Education and Talent Development  
College of Education, The University of Iowa  
600 Blank Honors Center  
Iowa City, Iowa 52242-0454  
800.336.6463  
<http://www.education.uiowa.edu/belinblank>

Attachment D

# Genius DENIED

HOW TO STOP WASTING OUR BRIGHTEST YOUNG MIN

- Home
- About the Book
- Students
- Parents
- Educators
- Mentors
- Patrons
- Policies**
- Library
- GT-C

Search Site

- Home
- About the Book
- Students
- Parents
- Educators
- Mentors
- Patrons
- Policies**
  - States at a Glance
  - Federal Policies
  - Discussion Forums

- Library
- GT-CyberSource
- Press Room
- Order Online
- About Us

### Search Other States for Gifted Education Policies

Select a State

#### LEGEND

- Gifted programming is mandated; per gifted student funding exceeds \$1000 and very strong policies exist.
- Gifted programming may or may not be mandated; gifted funding is available.
- Gifted programming is mandated; no gifted funding is available.
- Gifted programming is not mandated; no gifted funding is available.

green

blue

yellow

red

## West Virginia

Statistics | Legislation & Policies | Obstacles | Opportunities

### STATE STATUS: YELLOW

Governor: Bob Wise  
 State Superintendent: David Sewart  
 State Dept. of Ed. - Gifted and Talented: Cheryl Keffer  
 State Association: West Virginia Association for Gifted & Talented

### Statistics

- 281,591 Students enrolled in grades K-12 (2002-2003)
- 1,187, 5,593 Students identified as Gifted and Talented (2001-2002)
- \$2,455,903,000 Dollars allocated for education (2002-2003)
- \$0 Dollars allocated for Gifted and Talented programming (2002-2003)
- 784 Schools receiving public funding (2001-2002)
- 19,944 Public school educators (2002-2003)
- 2,781 Students enrolled in Advanced Placement courses (2001-2002)
- 49% Percentage of Students scoring a 3 or above on Advanced Placement
- 27 Students enrolled in International Baccalaureate Programs
- 74% Percentage of students scoring a 4 or above on the International Baccalaureate Program (2003)

Do you have updated information information for any of the statistics above?

### Legislation & Policies

- Yes Does gifted education legislation exist?  
Policy 2149
- Yes Does the legislation mandate the gifted students be served?
- No Is there funding for gifted programs for the 2003 - 2004 school year? Gifted education is under special education, however, there is funding for gifted students that may be counted for the purpose of "adjusted enrollment" based on the number of students.
- No Was there funding for gifted programs for the 2002 - 2003 school year?
- No Was there funding for gifted programs for the 2001 - 2002 school year?
- Yes Are gifted students identified by mandate?  
Identification begins in first grade
- No Does legislation provide for an education program matched to the needs of gifted students?
- Yes Is there legislation that mandates specialized training in gifted education?  
One must be certified in gifted education to provide special education services for gifted students however, many services for gifted are provided in the regular classroom.
- No Is there legislation that supports the creation of charter schools for gifted students?
- No Does state policy support independent study?
- Yes Does state policy support subject acceleration?
- No Does state policy support credit by examination?

- Yes** Does state policy support dual enrollment?  
While state policy supports dual enrollment, the decision to p  
county level, so results may be inconsistent.
- Yes** Does state policy support distance learning course substituti
- Yes** Does state policy support early entrance to Kindergarten?
- Yes** Does state policy support grade skipping?
- Unknown** Are there particular counties and/or school districts that offer
- Yes** Are there colleges/universities in the state that offer courses :  
Marshall University  
West Virginia University
- Unknown** Are there colleges/universities that have allowed K-12 studen
- Unknown** Are there colleges/universities that have been willing to accor  
to enter college early?

Do you have updated information for any of the statements above? Please c

**Obstacles**

- Students are traditionally grouped by age, not by ability

Have you encountered specific obstacles that should be featured here? Plea

**Opportunities for Gifted and Talented Students**

- Cass Railroad
- Center for the Integration of Mathematics and Science at Garrett Communit
- ~~Johns Hopkins Talent Search~~ (based on SAT 9)
- Marshall University - Masters in Gifted Education
- West Virginia Association for Gifted & Talented
- West Virginia Governor's Honors Academy
- West Virginia Governor's School for Math and Science
- West Virginia Governor's School for the Arts
- West Virginia Trails
- West Virginia Wesleyan Summer Gifted Program

Do you know of other opportunities in this state that should be featured here  
them as a resource.

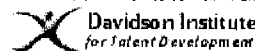


Join the West Virginia Gifted Education Policy Discussion Forum

Information presented on this page was compiled from a variety of resources, including the 9  
Education Report 2001 - 2002, published by the Council of State Directors of Programs for th  
Gifted Children, Education State Rankings 2003 - 2004 edited by Kathleen O'Leary Morgan  
websites. Information was also collected through surveys, targeted requests for information i  
gifted associations, and other knowledgeable organizations. The Davidson Institute for Taler  
of this information and does not warrant its accuracy or fitness of use for any purpose. Users  
action. Furthermore, the appearance of selected programs and/or resources does not imply  
resources are highlighted for informational purposes only.

[Home](#) | [Contact Us](#) | [Press Room](#) | [Davidson Institute](#) | [Privacy Policy](#) | [9](#)

Web site developed and hosted by The Davidson Institute for Talent Developme  
© Copyright 2004 Davidson Institute for Talent Development



Site last updated: Thursday, October 14, 2004 8:53 AM

# Genius DENIED

HOW TO STOP WASTING OUR BRIGHTEST YOUNG MINDS

- [Home](#)
- [About the Book](#)
- [Students](#)
- [Parents](#)
- [Educators](#)
- [Mentors](#)
- [Patrons](#)
- [Policies](#)**
- [Library](#)
- [GT-C](#)

Search Site

- Home
- About the Book
- Students
- Parents
- Educators
- Mentors
- Patrons
- Policies**
  - States at a Glance
  - Federal Policies
  - Discussion Forums
- Library
  - GT-CyberSource
  - Press Room
  - Order Online
  - About Us

## Virginia

Statistics | Legislation & Policies | Obstacles | Schools | Opportunities

### STATE STATUS: BLUE

Governor: Mark Warner  
 State Superintendent: Jo Lynne DeMary  
 State Dept. of Ed. - Gifted and Talented: Barbara McGonagill  
 State Association: Virginia Association for the Gifted

### Statistics

- 1,176,557** Students enrolled in grades K-12 (2002-2003)
- 12.56%** 147,832 Students identified as Gifted and Talented (2002-2003)
- \$11,296,222,000** Dollars allocated for education (2002-2003)
- \$23,944,899** Dollars allocated for Gifted and Talented (2001-2002)
  - 1,930** Schools receiving public funding (2002-2003)
  - 93,069** Public school educators (2002-2003)
  - 1,950** Public School Educators with degrees/endorsements in G (2002-2003)
  - 34,785** Students enrolled in Advanced Placement courses (2001-2003)
  - 64%** Percentage of Students scoring a 3 or above on Advance
  - 3,911** Students enrolled in International Baccalaureate Program
  - 81%** Percentage of students scoring a 4 or above on the Interr (2002-2003)

Do you have updated information information for any of the statistics above? us.

### Legislation & Policies

- Yes** Does gifted education legislation exist?  
8 VAC 20-40-10 through 70, Code of VA 22.1-16 and 22.1-25
- Yes** Does the legislation mandate the gifted students be served?
- Unknown** Is there funding for gifted programs for the 2003 - 2004 schoc
- Yes** Was there funding for gifted programs for the 2002 - 2003 scl
- Yes** Was there funding for gifted programs for the 2001 - 2002 scl
- Yes** Are gifted students identified by mandate?
- Yes** Does legislation provide for an education program matched to
- Yes** Is there legislation that mandates specialized training in gifteer students?
- No** Is there legislation that supports the creation of charter schoo
- Yes** Does state policy support independent study?
- Yes** Does state policy support subject acceleration?
- No** Does state policy support credit by examination?
- Yes** Does state policy support dual enrollment?  
Allowed within school system. Dual enrollment is not allowed

### Search Other States for Gifted Education Policies

Select a State

#### LEGEND

- Green** Gifted programming is mandated; per gifted student funding exceeds \$1000 and very strong policies exist.
- Blue** Gifted programming may or may not be mandated; gifted funding is available.
- Yellow** Gifted programming is mandated; no gifted funding is available.
- Red** Gifted programming is not mandated; no gifted funding is available.



- Yes** Does state policy support distance learning course substitutic
- No** Does state policy support early entrance to Kindergarten?
- Yes** Does state policy support grade skipping?
- Unknown** Are there particular counties and/or school districts that offer
- Yes** Are there colleges/universities in the state that offer courses :  
 College of William and Mary  
 George Mason University  
 University of Virginia
- Unknown** Are there colleges/universities that have allowed K-12 studen
- Unknown** Are there colleges/universities that have been willing to accor  
 to enter college early?

Do you have updated information for any of the statements above? Please c

**Obstacles**

- Students are traditionally grouped by age, not by ability

Have you encountered specific obstacles that should be featured here? Plea

**Schools**

- Appomattox Regional Governor's School for the Arts and Technology (Pete)
- Central Virginia Governor's School (Lynchburg, VA)
- Chesapeake Bay Governor's School (Tappahannock, VA)
- Edlin School (Reston, VA)
- Maggie L. Walker Governor's School for Government and International Stuc
- Nysmith School (Herndon, VA)
- Peabody School (Charlottesville, VA)
- Roanoke Valley Governor's School (Roanoke, VA)
- Thomas Jefferson High School for Science and Technology (Alexandria, VA)

Do you know of a school in this state that should be featured here? Please r  
 resource.

**Opportunities for Gifted and Talented Students**

- Burgundy Center for Wildlife Studies
- College of William and Mary Pre-Collegiate Summer Program in Early Amer
- Cybercamps
- Global Youth Village
- Governor's Mentorship for Engineering
- Governor's Mentorship for Marine Sciences
- Governor's School for Agriculture
- Governor's School for Humanities and Visual & Performing Arts
- Governor's School for Math, Science & Technology
- Johns Hopkins Talent Search
- Program for the Exceptionally Gifted (PEG)
- Research Science Institute (RSI)
- Saturday and Summer Enrichment Program
- Summer Enrichment Program (University of Virginia)

The Youth Chorale  
United States Patent and Trademark Office Kids Pages  
Virginia Association for the Gifted  
Virginia Governor's School for Medicine and Life Sciences  
Virginia Governor's School Program

Do you know of other opportunities in this state that should be featured here them as a resource.

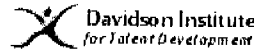


Join the Virginia Gifted Education Policy Discussion Forum

Information presented on this page was compiled from a variety of resources, including the Education Report 2001 - 2002, published by the Council of State Directors of Programs for the Gifted Children, Education State Rankings 2003 - 2004 edited by Kathleen O'Leary Morgan, and various websites. Information was also collected through surveys, targeted requests for information from gifted associations, and other knowledgeable organizations. The Davidson Institute for Talent Development does not warrant its accuracy or fitness for any purpose. Users of this information and does not warrant its accuracy or fitness for any purpose. Users of this information and does not warrant its accuracy or fitness for any purpose. Users of this information and does not warrant its accuracy or fitness for any purpose. Furthermore, the appearance of selected programs and/or resources does not imply endorsement or approval. Resources are highlighted for informational purposes only.

[Home](#) | [Contact Us](#) | [Press Room](#) | [Davidson Institute](#) | [Privacy Policy](#) | [Feedback](#)

Web site developed and hosted by The Davidson Institute for Talent Development  
© Copyright 2004 Davidson Institute for Talent Development



Site last updated: Thursday, October 14, 2004 8:54 AM

# Genius DENIED

HOW TO STOP WASTING OUR BRIGHTEST YOUNG MINDS

Home About the Book Students Parents Educators Mentors Patrons **Policies** Library GT-C

Search Site

- Home
- About the Book
- Students
- Parents
- Educators
- Mentors
- Patrons
- Policies**
  - States at a Glance
  - Federal Policies
  - Discussion Forums
- Library
- GT-CyberSource
- Press Room
- Order Online
- About Us

### Search Other States for Gifted Education Policies

Select a State

#### LEGEND

Gifted programming is mandated; per gifted student funding exceeds \$1000 and very strong policies exist.

Gifted programming may or may not be mandated; gifted funding is available.

Gifted programming is mandated; no gifted funding is available.

Gifted programming is not mandated; no gifted funding is available.

## Kentucky

Statistics | Legislation & Policies | Obstacles | Opportunities

### STATE STATUS: BLUE

Governor: Paul Patton  
 State Superintendent: Genen Wilhoit  
 State Dept. of Ed. - Gifted and Talented: Carla H. Garr  
 Commissioner of Education:  
 State Association: Kentucky Association for Gifted Education

### Statistics

- 629,020** Students enrolled in grades K-12 (2002-2003)
- 16.2%** **101,913** Students identified as Gifted and Talented (2001-2002)
- \$4,575,633,000** Dollars allocated for education (2002-2003)
- \$7,351,500** Dollars allocated for Gifted and Talented (2001-2002)
- 1,271** Schools receiving public funding (2002-2003)
- 38,755** Public school educators (2002-2003)
- 8,925** Students enrolled in Advanced Placement courses (2001-2002)
- 51%** Percentage of Students scoring a 3 or above on Advanced Placement
- 218** Students enrolled in International Baccalaureate Programs
- 80%** Percentage of students scoring a 4 or above on the International Baccalaureate Program (2003)

Do you have updated information information for any of the statistics above?

### Legislation & Policies

- Yes** Does gifted education legislation exist?  
[704 KAR 31.285](#)
- Yes** Does the legislation mandate the gifted students be served?
- Unknown** Is there funding for gifted programs for the 2003 - 2004 school year?
- Unknown** Was there funding for gifted programs for the 2002 - 2003 school year?
- Yes** Was there funding for gifted programs for the 2001 - 2002 school year?
- Yes** Are gifted students identified by mandate?  
Identification begins in fourth grade
- Yes** Does legislation provide for an education program matched to the student's ability?
- Yes** Is there legislation that mandates specialized training in gifted students?
- No** Is there legislation that supports the creation of charter schools for gifted students?
- No** Does state policy support independent study?
- Yes** Does state policy support subject acceleration?
- No** Does state policy support credit by examination?
- Yes** Does state policy support dual enrollment?
- No** Does state policy support distance learning course substitution?
- No** Does state policy support early entrance to Kindergarten?

- Yes** Does state policy support grade skipping?
- Unknown** Are there particular counties and/or school districts that offer
- Yes** Are there colleges/universities in the state that offer courses :  
Northern Kentucky  
University of Louisville  
Western Kentucky University
- Unknown** Are there colleges/universities that have allowed K-12 studen
- Unknown** Are there colleges/universities that have been willing to accor  
to enter college early?

Do you have updated information for any of the statements above? Please c

**Obstacles**

- Students are traditionally grouped by age, not by ability

Have you encountered specific obstacles that should be featured here? Plea

**Opportunities for Gifted and Talented Students**

- Duke University Talent Identification Program
- Future Problem Solvers Program
- Kentucky Association for Gifted Education
- Kentucky Governor's Scholars Program
- Kentucky Governor's School for the Arts
- Western Kentucky University Center for Gifted Studies

Do you know of other opportunities in this state that should be featured here  
them as a resource.

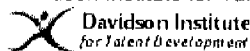


Join the Kentucky Gifted Education Policy Discussion Forum

Information presented on this page was compiled from a variety of resources, including the Education Report 2001 - 2002, published by the Council of State Directors of Programs for Gifted Children, Education State Rankings 2003 - 2004 edited by Kathleen O'Leary Morgan websites. Information was also collected through surveys, targeted requests for information from gifted associations, and other knowledgeable organizations. The Davidson Institute for Talent Development does not warrant its accuracy or fitness of use for any purpose. Users action. Furthermore, the appearance of selected programs and/or resources does not imply resources are highlighted for informational purposes only.

Home | Contact Us | Press Room | Davidson Institute | Privacy Policy | 9

Web site developed and hosted by The Davidson Institute for Talent Development  
© Copyright 2004 Davidson Institute for Talent Development



Site last updated: Thursday, October 14, 2004 8:54 AM

# Genius DENIED

HOW TO STOP WASTING OUR BRIGHTEST YOUNG MINDS

Home About the Book Students Parents Educators Mentors Patrons **Policies** Library GT-C

Search Site

- Home
- About the Book
- Students
- Parents
- Educators
- Mentors
- Patrons
- Policies**
  - States at a Glance
  - Federal Policies
  - Discussion Forums
- Library
- GT-CyberSource
- Press Room
- Order Online
- About Us

**Search Other States for Gifted Education Policies**

Select a State

**LEGEND**

- Gifted program ming is mandated; per gifted student funding exceeds \$1000 and very strong policies exist.
- Gifted program ming may or may not be mandated; gifted funding is available.
- Gifted program ming is mandated; no gifted funding is available.
- Gifted program ming is not mandated; no gifted funding is available.

## Maryland

Statistics | Legislation & Policies | Obstacles | Schools | Opportunities

**STATE STATUS: YELLOW**

Governor: Robert L. Ehrlich, Jr.  
 State Superintendent: Nancy Grasmick  
 State Dept. of Ed. - Gifted and Talented: Carolyn Cooper  
 State Association: Unknown

**Statistics**

- Students enrolled in grades K-12 (2002-2003)
- 860,640** Students enrolled in Grades K-12 (2003-2004)
- ~~16,517~~ **142,841** Students identified as Gifted and Talented (2003-2004)
- \$3,069,000,000** Dollars allocated for education (2003-2004)
- 1,388** Schools receiving public funding (2003-2004)
- 70,719** Public school educators (2003-2004)
- 24,591** Students enrolled in Advanced Placement courses (2002-2003)
- 68%** Percentage of students scoring a 3 or above on Advanced Placement
- 934** Students enrolled in International Baccalaureate Programs
- 80%** Percentage of students scoring a 4 or above on the Internationa (2003)

Do you have updated information information for any of the statistics above?

**Legislation & Policies**

- Yes** Does gifted education legislation exist?  
Ann. Code, Educ. Art., Title 8, Subtitle 2
- Yes** Does the legislation mandate the gifted students be served?  
Ann. Code, Educ. Art., Sec. 5-401, 8-203, 8-204
- Unknown** Is there funding for gifted programs for the 2003 - 2004 school year?
- Unknown** Was there funding for gifted programs for the 2002 - 2003 school year?
- Yes** Was there funding for gifted programs for the 2001 - 2002 school year?
- Yes** Are gifted students identified by mandate?  
Ann. Code, Educ. Art., Sec. 5-401, 8-201, 8-204
- No** Does legislation provide for an education program matched to the student's ability?  
Ann. Code, Educ. Art., Sec. 5-401, 8-201, 8-204
- No** Is there legislation that mandates specialized training in gifted students?
- No** Is there legislation that supports the creation of charter schools for gifted students?
- Yes** Does state policy support independent study?
- Yes** Does state policy support subject acceleration?
- Yes** Does state policy support credit by examination?
- Yes** Does state policy support dual enrollment?
- Yes** Does state policy support distance learning course substitution?

- Yes** Does state policy support early entrance to Kindergarten?
- Yes** Does state policy support grade skipping?
- Unknown** Are there particular counties and/or school districts that offer
- Yes** Are there colleges/universities in the state that offer courses at Johns Hopkins University
- Unknown** Are there colleges/universities that have allowed K-12 studen
- Unknown** Are there colleges/universities that have been willing to accor to enter college early?

Do you have updated information for any of the statements above? Please c

**Obstacles**

- Students are traditionally grouped by age, not by ability

Have you encountered specific obstacles that should be featured here? Plea

**Schools**

- Barrie School (Silver Spring, MD)
- CENTER Program for the Highly Gifted (Montgomery County, MD)
- Chatsworth Elementary School (Reisterstown, MD)
- Key School (Annapolis, MD)
- University of Maryland University College (Adelphi, MD)

Do you know of a school in this state that should be featured here? Please n resource.

**Opportunities for Gifted and Talented Students**

- Academy for Applied Sciences at Towson University
- Association for Women in Mathematics
- CAA Marine Science courses
- Calvert School - Grades K through 8
- Center for 21st Century Technology at Anne Arundel Community College
- Center for Animal Studies at the Baltimore Zoo
- Center for Aquatic Research in Calvert County
- Center for Bay Studies at the Chesapeake Bay Foundation
- Center for Environmental and Estuarine Studies at Horn Point Laboratory
- Center for Environmental Science at Horsehead Wetlands
- Center for Fine and Performing Arts at Salisbury University
- Center for Junior Engineers at UMBC
- Center for Leadership Development
- Center for Maritime Studies at the Baltimore Maritime Museum
- Center for Mathematics Science and Technology
- Center for Multidisciplinary Studies of the Potomac Valley, Washington Cou
- Center for Musical Theater Arts in Worcester County (Berlin)
- Center for Space Science at the Applied Physics Laboratory
- Center for Talented Youth Summer Programs (CTY)
- Center for the Arts at Maryland Hall for the Creative Arts, Annapolis
- Center for the Environmental Research of the Lower Eastern Shore in Salis

Center for the Integration of Mathematics and Science at Garrett Community College  
 Gifted and Talented Association of Montgomery County  
 Howard Hughes Medical Institute  
 Johns Hopkins Talent Search  
 Johns Hopkins University Center for Talented Youth (CTY)  
 Maryland - Howard County Gifted and Talented Education Program  
 Maryland Coalition for Gifted and Talented Education (MCGATE)  
 Maryland Science Center  
 National 4-H Council  
 Northeast Sustainable Energy Association  
 P.A.D.I. Program of Assessment, Diagnosis and Instruction  
 Sloan Consortium  
 Southern Maryland Center for Cultural History at Sotterley Plantation  
 Summer Program Directory  
 The University of Maryland  
 Upper Chesapeake Center for the Arts  
 Young Scholars Program

Do you know of other opportunities in this state that should be featured here them as a resource.



[Join the Maryland Gifted Education Policy Discussion Forum](#)

Information presented on this page was compiled from a variety of resources, including the Gifted Education Report 2001 - 2002, published by the Council of State Directors of Programs for the Gifted Children, Education State Rankings 2003 - 2004 edited by Kathleen O'Leary Morgan and other websites. Information was also collected through surveys, targeted requests for information from gifted associations, and other knowledgeable organizations. The Davidson Institute for Talent Development does not warrant its accuracy or fitness of use for any purpose. Users should use this information for informational purposes only. Furthermore, the appearance of selected programs and/or resources does not imply endorsement. Resources are highlighted for informational purposes only.

[Home](#) | [Contact Us](#) | [Press Room](#) | [Davidson Institute](#) | [Privacy Policy](#) | [Feedback](#)

Web site developed and hosted by The Davidson Institute for Talent Development  
© Copyright 2004 Davidson Institute for Talent Development



Site last updated: Thursday, October 14, 2004 8:55 AM

## SIXTH GRADE CORE PROGRAM

Sixth grade students study language arts, mathematics, science, social studies, and healthful living. In addition to this core program, the North Carolina Basic Education Plan (BEP) describes study in the arts. Experiences in creative movement and communication through drama are integrated within the core curriculum to develop skills as defined in the BEP. Magnet middle schools offer a program of electives selected from the courses described on pages 19-95 of this guide.

The State of North Carolina legislated that beginning with the graduating class of 2001, students will be required to pass a computer competency test to receive a high school diploma. The first opportunity for students to take the test will be in grade eight. The elective, Keyboarding/Computer Literacy (course number 65112YSA), is highly recommended for 6th graders in preparation for this test.

### LANGUAGE ART

101026Y

The sixth grade language arts program is a continuation of integrated skills instruction defined in Wake County's Language Arts Curriculum. The emphases are composition, reading, vocabulary development, spelling, sentence structure, grammar, oral language, and study skills. Students write in a variety of modes, with a focus on description and clarification as required by the North Carolina Writing Assessment at grade six. In addition, they begin to develop an understanding and appreciation of literature through works chosen to represent the theme "Coming of Age."

The following writing assignments are required of all sixth grade students:

- 1 narrative composition
- 4 descriptive compositions
- 4 expository (clarification) compositions
- 1 point-of-view or persuasive composition

In addition to stories, poems, and short nonfiction selections, students read a minimum of two long works from the following lists:

One of these is required: William Armstrong, *Souder*  
and/or  
Mildred Taylor, *Roll of Thunder, Hear My Cry*

Additional options: Natalie Babbit, *Tuck Everlasting*  
Marguerite DeAngeli, *The Door in the Wall*  
Lois Lowry, *Number the Stars*  
Scott O'Dell, *The Black Pearl*  
Ian Serrailier, *Escape from Warsaw*  
Mark Twain, *The Prince and the Pauper*

These titles are also used in the Battle of the Books program.

- |  |  |
|--|--|
| Lloyd Alexander, <i>The Book of Three</i>                        | E.L. Konigsburg, <i>From the Mixed-Up Files</i>          |
| Avi, <i>Something Upstairs</i>                                   | <i>of Mrs. Basil E. Frankweiler</i>                      |
| Natalie Babbitt, <i>Tuck Everlasting</i>                         | Madeleine L'Engle, <i>A Wrinkle in Time</i>              |
| Lynne Reid Banks, <i>The Indian in the Cupboard</i>              | C.S. Lewis, <i>The Lion, the Witch, and the Wardrobe</i> |
| Judy Blume, <i>It's Not the End of the World</i>                 | Jack London, <i>The Call of the Wild</i>                 |
| Bill Brittain, <i>The Wish Giver</i>                             | Lois Lowry, <i>Number the Stars; A Summer to Die</i>     |
| Frances Hodgson Burnett, <i>The Secret Garden</i>                | Patricia MacLachlan, <i>Sarah, Plain and Tall</i>        |
| Betsy Byars, <i>The Glory Girl; Summer of the Swans</i>          | Jean Merrill, <i>The Pushcart War</i>                    |
| John Christopher, <i>The White Mountains</i>                     | L.M. Montgomery, <i>Anne of Green Gables</i>             |
| Susan Cooper, <i>Over Sea, Under Stone</i>                       | Phyllis Reynolds Naylor, <i>Shiloh</i>                   |
| Christopher Paul Curtis, <i>The Watsons Go to Birmingham</i>     | Joan Lowery Nixon, <i>A Family Apart</i>                 |
| Karen Cushman, <i>The Midwife's Apprentice</i>                   | Sterling North, <i>Rascal</i>                            |
| Paula Danziger, <i>Remember Me to Harold Square;</i>             | Robert O'Brien, <i>Mrs. Frisby and the Rats of NIMH</i>  |
| <i>The Cat Ate My Gymsuit</i>                                    | Scott O'Dell, <i>Sing Down the Moon</i>                  |
| Marguerite De Angeli, <i>The Door in the Wall</i>                | Katherine Paterson, <i>Bridge to Terabithia</i>          |
| Zlata Filipovic, <i>Zlata's Diary</i>                            | Gary Paulsen, <i>Canyons; The Hatchet</i>                |
| Louise Fitzhugh, <i>Harriet the Spy</i>                          | Susan Price, <i>The Ghost Drum</i>                       |
| Paula Fox, <i>One-Eyed Cat</i>                                   | Barbara Robinson, <i>The Best Christmas Pageant Ever</i> |
| John Reynolds Gardiner, <i>Stone Fox</i>                         | vy Ruckman, <i>Night of the Twisters</i>                 |
| Jean George, <i>Julie of the Wolves; My Side of the Mountain</i> | Zilpha Keatley Snyder, <i>The Egypt Game</i>             |
| Mary Downing Hahn, <i>Wait Till Helen Comes</i>                  | Armstrong Sperry, <i>Call It Courage</i>                 |
| Virginia Hamilton, <i>The House of Dies Drear</i>                | William Steig, <i>Dominic</i>                            |
| Joyce Hansen, <i>The Gift Giver</i>                              | Mildred Taylor, <i>Roll of Thunder, Hear My Cry</i>      |
| Marguerite Henry, <i>Misty of Chincoteague</i>                   | Theodore Taylor, <i>The Clay; The Hostage</i>            |
| Will Hobbs, <i>Bearstone</i>                                     | J.R.R. Tolkein, <i>The Hobbit</i>                        |
| Felice Holman, <i>The Wild Children</i>                          | Mark Twain, <i>The Prince and the Pauper</i>             |
| Monica Hughes, <i>Invitation to the Game</i>                     | Jill Paton Walsh, <i>The Green Book</i>                  |
| Helen Keller, <i>The Story of My Life</i>                        | E.B. White, <i>Trumpet of the Swan</i>                   |
|  | Laura Ingalls Wilder, <i>These Happy Golden Years</i>    |

## MATHEMATICS

Mathematics offerings in the sixth grade are Sixth Grade Math, Advanced Sixth Grade Math, and Compacted Math.

The study of mathematics is sequential. The level of mastery of mathematics when entering sixth grade along with the mathematics courses taken in middle school, will determine the highest level mathematics course a student may take in high school. Understanding the mathematics sequence and placing students appropriately in mathematics are, therefore, very important.

The K-5 mathematics program is based on the study of four "strands."

- Number Sense, Numeration, and Numerical Operations
- Spatial Sense and Geometry
- Patterns, Relationships, and Functions
- Data, Probability, and Statistics

Study of these seven strands emphasizes the skills and concepts students need to be successful in algebra. Students continue to study these strands in middle school until they enroll in Algebra I. Moving forward without mastery of the strands leaves gaps in the student's background that can cause difficulties, especially in Algebra I and Algebra II.

Because algebra is a foundation for further study in mathematics, it is extremely important that students be ready before attempting Algebra I.

Students should also remember:

- Mathematics courses taken in middle school do **not** count as credit toward high school graduation.
- Three mathematics courses are required by the state to be taken in grades 9-12 for high school graduation, while Southeast Raleigh High School requires a fourth.

- Algebra I is not offered as an advanced course in high school.
- Colleges recommend that students take four mathematics courses in high school.

The 6-8 mathematics program provides opportunities for both enrichment and acceleration. Middle schools group students by class and within class for instruction in mathematics according to student needs. Sixth grade students should consider the following when selecting a mathematics course:

**SIXTH GRADE MATH**

**200126Y**

To be recommended for this course, the student should have mastered most of the elementary mathematics curriculum. This course will provide good transition from the elementary mathematics program to the middle school mathematics program. The emphases are problem solving, data collection and analysis, operations with fractions and decimals, estimation and mental mathematics skills, proportional reasoning, percents, geometry, probability and statistics, and both metric and standard measurement. Students develop understanding of concepts, writing skills, and calculator skills that are assessed by the North Carolina End-of-Grade Mathematics Test. Students will move from Sixth Grade Math to Seventh Grade Math or to Accelerated Math, depending on their progress and facility at the end of the year.

**ADVANCED SIXTH GRADE MATH**

**200126YA**

To be recommended for this course, the student must have mastered all mathematics strands in K-5. These students need to demonstrate a desire and ability to accelerate in mathematics. This is the Recommended course for the majority of our mathematically gifted students. Emphasis will be placed on problem solving skills and applications of the topics listed in Sixth Grade Math in understanding on concepts, writing skills, and calculator skills that are assessed by the North Carolina End-of-Grade Mathematics Test. *Students in this sequence will take one year of college calculus before high school graduation.*

**COMPACTED SEVENTH AND EIGHTH GRADE MATH**

**20012YY**

To be recommended for this course in the sixth grade, the student must have mastered all mathematics strands in K-6 and show exceptional facility in mathematics. The student must also demonstrate interest and ability in solving challenging problems using a variety of strategies as demonstrated on problem solving investigations.

This course compacts the study of seventh and eighth grade mathematics into one year, and may be frustrating or result in failure for the student who cannot keep up with the accelerated pace. Students develop understanding of concepts, writing skills, and calculator skills that are assessed by the North Carolina End-of-Grade Mathematics Test. *Students in this sequence will be expected to complete two years of college calculus before high school graduation.*

The following mathematics sequences are typical for sixth grade students.

Grade	Normal sequence for students who have mastered most of the K-5 curriculum.	Sequence recommended for students who have mastered all strands in K-5 curriculum and have facility with math.	Sequence recommended for students who are prepared to take high school courses at the middle school level.
6	6th Grade Math	Adv 6th Math (6th Grade Math with extensions & enrichment)	Accel Math (equivalent to 7th & 8th math)
7	7th Grade Math	Compacted 7 <sup>th</sup> & 8 <sup>th</sup> Grade Math (equivalent to 7th & 8th math)	Algebra I (more advanced than high school Algebra I)
8	8th Grade Math	Algebra I (more advanced than high school Algebra I)	Geometry (equivalent to high school Advanced Geometry)

Students who successfully complete a given sequence in middle school and continue on the sequence in high school will complete the following courses in their senior year of high school. A complete K-12 mathematics sequence chart can be found on page 23.

12	Alg III & Trig	AP Calculus AB	AP Calculus BC
----	----------------	----------------	----------------

Students who successfully complete a given high school sequence are prepared for the following courses in their first semester of college. College credit and/or placement for AP Calculus will depend on individual colleges.

C	College Alg or Calculus I	Calculus II	Calculus III
---	---------------------------	-------------	--------------

## SCIENCE

Science instruction at the sixth grade level is delivered through the Foundational Approaches in Science Teaching (FAST) curriculum, which connects concepts of physical, biological, and earth sciences. It gives students a sense of how the modern scientific community operates by directly involving them in investigating events that occur in their everyday environment and by requiring them to carry out experiments to answer their questions. The goal of FAST is to develop an understanding of the environmental problems arising in our technological society.

### THE LOCAL ENVIRONMENT - FAST I

300126Y

Ecology studies in this course are directed toward investigation of the local environment to find basic biological, geological, and meteorological interrelationships in natural systems. Concurrently, the physical science strand develops the foundational concepts of matter, state change, and energy needed to explain physical aspects of the environment. The relational study draws together concepts and skills developed in the physical science and ecology strands and applies them to the practical issue of how society can deal with an environmental hazard.

Topics and problems lend themselves to the development of four basic principles of the physical and ecological sciences. Data, for the most part, point to specific conclusions. Skills are developed for handling data, designing experiments, and interpreting results, as well as for manipulating standard laboratory equipment. By the end of the course, students feel confident and bold in their approach to new laboratory problems.

### SOCIAL STUDIES

400126Y

The sixth grade study of Europe, including nations formerly in the Soviet Union, continues the world studies cycle that began in fifth grade with the Western Hemisphere. Students build on the concepts and generalizations developed in fourth and fifth grades as they learn about the peoples of Europe and their physical environments.



Print - Close Window

**From:** "Keith Butcher" <kbutcher@access.k12.wv.us>  
**To:** "Sherry Sadler" <ssadler@access.k12.wv.us>  
**Subject:** FW: policy 2510  
**Date:** Thu, 28 Oct 2004 07:46:51 -0400

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

**From:** Tony Nichols [mailto:tonytown@verizon.net]  
**Sent:** Wednesday, October 27, 2004 6:38 PM  
**To:** Keith Butcher  
**Subject:** policy 2510

logged ses

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

*Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.*

Individual/Organization  
 Tony Nichols

Title-  
 Kindergarten  
 Teacher

Street Address:PO  
 Box 383

City  
 Craigsville

State,  
 ZipWV  
 26205

**Comments/Suggestions**

§126-42-1. General

**§126-42-2. Purpose**

**§126-42-3. Scope**

**§126-42-4. General Responsibilities**



**§126-42-5. Glossary**

I am thrilled to see the arts to be considered as core curriculum. Unfortunately, I don't believe they are being taught due to a lack of specialist in elementary schools and the demands classroom teachers are already under. I would like to see the Board consider hiring specialist for all grade levels including elementary schools. I believe I am correct in saying that there currently NO elementary art teachers in our county. That is truly a disgrace and should be corrected. It is detrimental to teaching to the whole child. Thank You.

**§126-42-6. Program Definition****§126-42-7. Alternative Delivery of Education Programs****§126-42-8. County Board of Education Responsibilities****§126-42-9. School Based Responsibilities****§126-42-10. Statewide Assessment Program****§126-42-11. School, County and RESA Assessments****§126-42-12. Program Accountability****§126-42-13. Program Improvement**

Return comments on or before **October 29, 2004** to:

Keith Butcher

West Virginia Department of Education

Building 6, Room 330

1900 Kanawha Boulevard, East

Charleston, West Virginia 25305-0330

Phone: 304-558-7805

Fax: 304-558-0459

E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)

---

**West Virginia Department of Education**  
**1900 Kanawha Boulevard East**  
**Charleston, WV 25305**

(Phone List by Topics) (Staff Phone and Email by Name) (School Directory)

For suggestions, questions, problems contact the **webmaster**  
Please read our disclaimers



Print - Close Window

**From:** "Keith Butcher" <kbutcher@access.k12.wv.us>  
**To:** "Sherry Sadler" <ssadler@access.k12.wv.us>  
**Subject:** FW: 2510 Comments  
**Date:** Wed, 27 Oct 2004 16:28:02 -0400

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

**From:** Diane Bower [mailto:dsbower@access.k12.wv.us]  
**Sent:** Wednesday, October 27, 2004 11:31 AM  
**To:** kbutcher@access.k12.wv.us  
**Subject:** 2510 Comments

## POLICY 2510: Assuring the Quality of Education:

### Regulations for Education Programs

#### Comment Response Form

*Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.*

Individual/Organization

**Diane S. Bower /  
Parkersburg South High  
School**

Title

Counselor

Street Address:

**1511 Blizzard  
Dr. Parkersburg  
WV 26101**

#### Comments/Suggestions

§126-42-6. Program Definition

## Page 31 - Footnote 3

I believe it is unacceptable to allow students of any pathway or major to substitute a technical course in their concentration in lieu of the arts requirement. I do not understand the logic here. If the arts are important (and they are) why would the requirement be waived for any reason. If anything, the entry level student is the one that is not typically exposed to the arts and will potentially benefit from an arts class more so than a professional pathway student. If scheduling is an issue, then waive the concentration class for another class of SIMILAR intent (like computer or keyboarding). Please leave the arts requirement intact for ALL students. It has been proven time and again that exposure to the arts has a definite effect on achievement.

## Page 30 - Chart VC

I heartily agree that at least three (if not all four) of the required math credits should be earned in grades 9 - 12. Data shows us that students taking math through their senior year are more successful on the college level. I believe this will prevent students from accelerating too early and then completing their math requirements and taking no more math after grades 9 or 10. My daughter graduated from high school in North Carolina where NO credits prior to 9th grade were counted toward graduation. Students taking math credits (i.e. Algebra and Geometry) simply kept taking math until the required number was completed in grades 9 - 12. .... A VERY good idea. I think this should be implemented for ALL credits such as foreign language. Students taking any credited class early should be prepared to take higher levels in grade 9 - 12 and thus complete graduation requirements. Of course it would need to appear on the transcript as classes completed but not calculated in GPA or rank. I see too many students taking credits before 9th grade and then not wanting to take a challenging or full schedule their 12th grade year. NOT a good idea for the college bound student.

I also question the "wisdom" of not requiring CATS 10. I thought the purpose of a Coordinated and Thematic Science program was to provide a firm foundation for upper level courses. By not requiring CATS 10, you would be eliminating part of the foundation. That doesn't make sense. It appears the intent of the proposal is to revert to the "old" way of offering a physical or general science in the 9th grade and then enabling the student to take Biology (10th), Chemistry (11th) and Physics (12th). I know the policy doesn't specify those classes, but it certainly appears to be the intent. I agree that students need as much upper level science as possible before college. But eliminating part of the CATS program would leave them deficient. The other option would be to revert to 7th grade Life Science, 8th grade Earth Science and 9th grade Physical Science before allowing the upper level science classes listed as electives in the policy. BIG MISTAKE here unless the whole science curriculum is revamped - again. I cannot believe that the state science organization would endorse this part of the policy.

## 6.4.7 - a.

The wording to award credit for courses taken prior to 9th grade and taught by a certified teacher and covering CSO's leaves a lot of loopholes. I can see students in Show Choir, computer class, fitness, etc. wanting high school credit because the class meets the specified criteria. I think if your intent is to allow credit for a "core" class or academic class, it needs to be made clear. Again, as explained above, I think classes taken before 9th grade should be shown on the transcript but not calculated as GPA, rank or required credit. Students accelerating should plan to take additional

classes which could be counted as required in grades 9 - 12.

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

**Comment Response Form**

**Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.**

Individual/Organization MARK CARL FAWCETT – MAGNOLIA HIGH SCHOOL  
 Title SCHOOL COUNSELOR & TECHNOLOGY COORDINATOR  
 Street Address: 601 MAPLE AVE. City NEW MARTINSVILLE  
 State. Zip WEST VIRGINIA, 26155

*logged in*

**Comments/Suggestions**

§126-42-1. General
No comments
§126-42-2. Purpose
No comments
§126-42-3. Scope
No comments
§126-42-4. General Responsibilities
4.1.3.d – I do not believe the WVBE is providing adequate manpower to the counties and schools to maintain Technology equipment provided through the SUCCESS and BASIC SKILLS programs. Insufficient manpower is provided to maintain and manage the equipment properly. I believe there needs to be provision for an employed Technology Coordinator in every school that is paid and provided with school time to do these tasks. The Technology staff employed at the RESA's is <u>woefully inadequate</u> to support the number of computers being used in the schools.
§126-42-5. Glossary
§126-42-6. Program Definition

Chart V (B) – By making different graduation requirements for Professional, Skilled and Entry Level Pathways, I believe you encourage students to choose the path of least resistance – Entry Level. Many will choose Professional in the 8th grade, but when they have difficulty with advanced level courses like Algebra 2 or Chemistry, they will simply “bail out” and switch to Entry Level. I do not believe it is realistic to require Geometry for all students nor is Algebra 2 necessary for Skilled pathway students. As a result, these courses will be “watered down” and will not cover the material normally included in these courses.

I also believe that the fourth Social Studies credit should be a “required elective” so that a student could have some choice in what other Social Studies class would be most appropriate for him/her. We are required to offer Economics, Geography, AP and College courses, but the reality is that with 4 specific required courses, most students will not choose to take any more.

Chart VI (A) -- I also think it is an outright lie to call the upper level science courses “Advanced Biology”, “Advanced Chemistry”, etc. The reality is that they get so little of that in CATS 9 & CATS 10 that these courses are comparable to Introductory courses not “Advanced” courses. It gives a very untrue picture of the students’ achievement on their transcripts. This will be especially true once CATS 10 is made optional.

I believe it is time to give up on the CATS 9/10 experiment. It has thrown us out of sync with the rest of the nation that teachers General Science (9) and Biology (10) and as a result, we are scoring very poorly on nationally normed tests in Natural Science areas.

I am also concerned that giving the same diploma and the same course titles to all students even those with educational handicaps taking heavily modified courses will erode the value of transcripts for all students. When you have Mentally Impaired students getting the same course title and grades for Eng LA 9-12 and all other required courses as students with normal and superior ability, you put the value of the courses in question to most people that read the transcripts. I do not believe that students with Moderate or Mild Mental Impairments will ever be able to successfully complete Algebra, Geometry, Advanced Biology, or Advanced Chemistry which are in reality graduation requirements for all students under the proposed system. It does not matter how much time you give them. The concepts are not comprehensible to them. If you modify the courses for their level of ability, then the course title needs to reflect that the course material is not the same!

We do have a “modified diploma” but it is so restricted that it is only available to Severely/Profoundly impaired students. Some provision needs to be made to allow different course titles for courses modified significantly for Moderately and Mildly Impaired students as well as students with Learning Disabilities.

#### §126-42-7. Alternative Delivery of Education Programs

6.4.2.C. Students that drop out of school and then re-enter should have to meet the graduation requirements in effect when they entered the 9<sup>th</sup> grade for the first time. It is unfair to make them meet a higher standard than originally required when they entered.

#### §126-42-8. County Board of Education Responsibilities

#### §126-42-9. School Based Responsibilities

**126CSR42**

I think it will become practically impossible for any person at the school to successfully track a student's graduation requirements. We now have 3 requirements charts for 3 different groups of students. And within each chart, there are 3 different pathways, six different clusters under each pathway, and dozens of individual majors under each cluster. In addition, the students will have the flexibility to change their cluster, major and pathway at the end of any semester clear up to graduation. With as many as 600 students for a counselor, how could anyone keep track of it all? I do not believe it is possible.

Furthermore, I do not believe it wise to release Entry Pathway students from the Fine Arts requirement. If the Arts are important for Professional and Skilled Pathway students, then why are they not important for all?

**§126-42-10. Statewide Assessment Program**

I believe we have gone way overboard with testing, especially for students in Grade 10. With the PSAT, PLAN, WV Writing Assessment, and the WESTEST. Students will spend too much time preparing for and taking tests and not enough time addressing course material.

**§126-42-11. School, County and RESA Assessments**

**§126-42-12. Program Accountability**

Chart VII – We have enough difficulty providing quality education to students in grades Pre-K to 12. I think we should leave the education of adults to the Community & Technical College System and the Board of Regents. We do not need to compete with them. There are insufficient resources to address the needs of K-12 students without trying to stretch them to adults.

**§126-42-13. Program Improvement**

Return comments on or before **October 29, 2004** to:

Keith Butcher

West Virginia Department of Education

Building 6, Room 330

1900 Kanawha Boulevard, East

Charleston, West Virginia 25305-0330

Phone: 304-558-7805

Fax: 304-558-0459

E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)

Yahoo! My Yahoo! Mail

Search the web

Search

YAHOO! MAIL

Welcome, sher357\_wv [Sign Out, My Account]



Mail Home - Help

Find out about a **CHOLESTEROL-LOWERING medicine** get a free **15** on your 1st presc



Mail | Addresses | Calendar | Notepad | sher357\_wv@yahoo.com [Sign Out]

Check Mail | Compose | Search Mail | Mail Upgrades - Mail Options

Choose from 10 Free Cell Phones

Check Other Mail [Edit] 129.71.2.16

- Folders [Add - Edit]
- Inbox (80)
  - Draft
  - Sent
  - Bulk (7) [Empty]
  - Trash [Empty]
- My Folders [Hide]
- TAC

Get a FREE iPod Mini Today!

\$200K loan for only \$690/month!


Get Your Hot Low Rates Now

2.9% Home Loan 4 FREE OFFERS

Previous | Next | Back to Messages Printable View

Delete | Reply | Forward | Spam

This message is not flagged. [ Flag Message - Mark as Unread ]

**From:** "Keith Butcher" <kbutcher@access.k12.wv.us>  View Contact Details  
**To:** ssadler@access.k12.wv.us  
**Subject:** FW: Comment on Policy 2510  
**Date:** Wed, 27 Oct 2004 09:30:33 -0400



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

**From:** Beverly A. Wine [mailto:bwine@access.k12.wv.us]  
**Sent:** Wednesday, October 27, 2004 7:44 AM  
**To:** kbutcher@access.k12.wv.us  
**Subject:** Comment on Policy 2510

My name is Judy Kittle and I am a counselor at Elkins High School Elkins, West Virginia. My address is 403 Andrews Street, Elk 26241 and my phone number is 304-636-8885.

Here is my comment: We need to require all seniors to take a and a financial management class. PARENTING IS NOT BEING TAU PROPERLY AT HOME! If our students do not learn to become goo our children will most definitely be left behind. Our studen enroll in our parenting classes learn to take care of childre have so many parents who neglect, mistreat and do not care about t kids that I believe the schools could have a major impact on children if we taught them how to be good parents. Our stude not learning how to be good parents at home.

When our students who are enrolled in parenting classes take Think It Over" home for a couple of nights they realize the respons having a child. Please, please, please consider doing this f children so their children will have parents who are educated

rearing. Our biggest problem with our students is the fact t  
are not well cared for by their parents. Also, people do not  
to handle their finances. A consumer math class should be on  
math courses that we offer in high schools again.

Thank you. Sincerely, Judy Kittle, Counselor Elkins High

Delete

Reply



Forward



Spam

Mc

[Previous](#) | [Next](#) | [Back to Messages](#)

Save

Check Mail

Compose

Search Mail

[Mail Upgrades](#) - [Mail Options](#)

Copyright © 1994-2004 Yahoo! Inc. All rights reserved. [Terms of Service](#) - [Copyright Policy](#) - [Guidelines](#) - [Ad Feedback](#)  
NOTICE: We collect personal information on this site.  
To learn more about how we use your information, see our [Privacy Policy](#)

Yahoo! My Yahoo! Mail

Search the web

Search

YAHOO! MAIL

Welcome, sher357\_wv [Sign Out, My Account]



Mail Home - Help


 Rates as low as **3.75%**  
**GET A FREE APPRAISAL** **BAD CRED**

[Mail](#) | [Addresses](#) | [Calendar](#) | [Notepad](#) | sher357\_wv@yahoo.com [Sign Out]

[Check Mail](#) | [Compose](#) | [Search Mail](#)

[Mail Upgrades - Mail Options](#)

9.99 Color Phone  
No Annual Contract

Check Other Mail [Edit]  
129.71.2.16

Folders [Add - Edit]

- Inbox (79)
- Draft
- Sent
- Bulk (7) [Empty]
- Trash [Empty]

My Folders [Hide]

- TAC

[Previous](#) | [Next](#) | [Back to Messages](#)

[Printable View](#)


[Delete](#) | [Reply](#) | [Forward](#) | [Spam](#)


This message is not flagged. [ [Flag Message](#) - [Mark as Unread](#) ]


**From:** "Keith Butcher" <kbutcher@access.k12.wv.us> [View Contact Details](#)  
**To:** ssadler@access.k12.wv.us  
**Subject:** FW: comment on policy 2510  
**Date:** Wed, 27 Oct 2004 09:30:43 -0400


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

**From:** Sheila Stevenson [mailto:sky48\_25@hotmail.com]  
**Sent:** Tuesday, October 26, 2004 7:19 PM  
**To:** kbutcher@access.k12.wv.us  
**Subject:** comment on policy 2510

 Get a FREE iPod Mini Today!

 Get \$300k mortgage for \$1050/month!

 Get Your Hot Low Rates Now

 Best card for bad credit

Welcome to the new Director of Instructional Services!  
 Yours is the email address I was given for comment on this po  
 apologize that I wasn't clear about your name.  
 I would like to urge the state board of education to change t  
 requirement to 4 units of science required--equivalent to the  
 requirement for the professional level students. Unfortunatel  
 school  
 is often the last higher science many students take--we are i  
 century [not the 19th or even 20th]. Higher science and mathe  
 essential for our students to be able to continue their lifel  
 education  
 in this new century. Chemistry and advanced biology are not  
 enough--many  
 fields require some fundamental use of physics--and knowledge  
 science is essential to understanding environmental issues th  
 critical in today's world.  
 Thank you for your attention--I am Sheila P Stevenson--Physic  
 at  
 Wyoming East High School and President-Elect of the West Virg  
 Science  
 Teachers Association

---

Don't just search. Find. Check out the new MSN Search!  
<http://search.msn.click-url.com/go/onm00200636ave/direct/01/>

Delete

Reply

Forward

Spam

Mc

[Previous](#) | [Next](#) | [Back to Messages](#)

Save

Check Mail

Compose

Search Mail

[Mail Upgrades - Mail Options](#)

Copyright © 1994-2004 Yahoo! Inc. All rights reserved. [Terms of Service](#) - [Copyright Policy](#) - [Guidelines](#) - [Ad Feedback](#)  
NOTICE: We collect personal information on this site.  
To learn more about how we use your information, see our [Privacy Policy](#)

Yahoo! My Yahoo! Mail

Search the web

Search

YAHOO! MAIL

Welcome, sher357\_wv [Sign Out, My Account]



Mail Home - Help

Mary walked into the wrong locker room at the gym. What's your next IM to her?



Choose an Emoticon: 1 2 3 4

Y! MESSENGER

Download Now

Mail Addresses Calendar Notepad

sher357\_wv@yahoo.com [Sign Out]

Check Mail

Compose

Search Mail

Mail Upgrades - Mail Options

Free Camera Phone AT&T Wireless

Check Other Mail [Edit] 129.71.2.16

Folders [Add - Edit]

- Inbox (78)
- Draft
- Sent
- Bulk (7) [Empty]
- Trash [Empty]

My Folders [Hide] TAC

Get a FREE Gateway Computer!

\$150K loan for only \$550/month!

Save On Your Mortgage Today

Previous | Next | Back to Messages

Printable View - Full Headers

Delete Reply Forward Spam Move...

This message is not flagged. [ Flag Message - Mark as Unread ]

**From:** "Keith Butcher" <kbutcher@access.k12.wv.us> View Contact Details

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

**Subject:** FW: Comment on Policy 2510

**Date:** Wed, 27 Oct 2004 09:30:51 -0400

*logged*

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

**From:** Sallie Dalton [mailto:sedalton@access.k12.wv.us]

**Sent:** Tuesday, October 26, 2004 3:09 PM

**To:** Keith Butcher

**Subject:** Comment on Policy 2510

Dear Mr. Butcher:

Please consider the following comments and suggestions regarding WVDE Policy 2510, Chart V (B) Graduation Requirements 9-12, Footnote 4.

"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."

This section of Policy 2510 is not new to the policy currently on comment. Therefore, what does it mean to programs that do not obtain their recognized industry credential? I am in total support of programs having industry related credentials available to students. However, I do not believe this should be in policy; but rather I believe the WVDE should examine the concept of rewarding individual faculty members who pursue the credential for their programs through the same type of monetary incentives that National Board Certification offers teachers. To obtain an industry related certification requires teachers to complete a variety of tasks and to pass a series of difficult industry designed tests. If a teacher cannot pass these tests, the program cannot offer the industry credential placing the program out of compliance with WVDE Policy 2510. Instead of using sanctions to get compliance, inducing fear with threats of withholding funds, and intimidation; it is time for the WVDE to begin

recognizing, rewarding, and financially compensating those employees who have moved from good to great.

Thank you.

Sallie E. Dalton  
Greenbrier County Schools  
Director of Career and Technical Education/Title I

<b>Delete</b>	<b>Reply</b> ▼	<b>Forward</b> ▼	<b>Spam</b>	<b>Move...</b> ▼
---------------	----------------	------------------	-------------	------------------

[Previous](#) | [Next](#) | [Back to Messages](#)

[Save Message Text](#)

<b>Check Mail</b>	<b>Compose</b>	<b>Search Mail</b>
-------------------	----------------	--------------------

**[Mail Upgrades](#) - [Mail Options](#)**

Copyright © 1994-2004 Yahoo! Inc. All rights reserved. [Terms of Service](#) - [Copyright Policy](#) - [Guidelines](#) - [Ad Feedback](#)  
NOTICE: We collect personal information on this site.  
To learn more about how we use your information, see our [Privacy Policy](#)

Yahoo! My Yahoo! Mail

Search the web

Search

YAHOO! MAIL

Welcome, sher357\_wv [Sign Out, My Account]



Mail Home - Help

Why pay more for dial-up when you can pay less? (That's a rhetorical question, folks.)

Pay just \$15.95/mo

learn more



Mail Addresses Calendar Notepad

sher357\_wv@yahoo.com [Sign Out]

Check Mail

Compose

Search Mail

Mail Upgrades - Mail Options

Wireless Plans from \$19.99

Check Other Mail [Edit]

129.71.2.16

Folders [Add - Edit]

Inbox (77)

Draft

Sent

Bulk (7) [Empty]

Trash [Empty]

My Folders [Hide]

TAC

What's your Credit Score? Check it FREE!

\$150K loan for only \$550/month!

Today's Low Mortgage Rates

Previous | Next | Back to Messages

Printable View - Full Headers

Delete

Reply

Forward

Spam

Move...

This message is not flagged. [ Flag Message - Mark as Unread ]

From: "Keith Butcher" <kbutcher@access.k12.wv.us> View Contact Details

To: ssadler@access.k12.wv.us

Subject: FW: Comment on SB 2510

Date: Wed, 27 Oct 2004 09:31:01 -0400

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

From: Bob Baker [mailto:autodoc1wv@yahoo.com]

Sent: Tuesday, October 26, 2004 1:13 PM

To: kbutcher@access.k12.wv.us

Subject: Comment on SB 2510



Mr. Butcher: I am the automotive technology instructor at Greenbrier East High School in Lewisburg. I have read over 2510 and wish to make a comment. In Chart V (C), Graduation Requirements Adolescent 9-12 under Work-Based Learning, Footnotes for Chart V, continued, footnote 4 Sentence 4 reads: 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.

In 1997 the WV Dept of Education mandated that all automotive technology programs in the state become NATEF (National Automotive Technician's Education Foundation) certified before July 1, 1997 or lose state funding. Greenbrier East High School became compliant at once and has maintained certification since that time. Sixteen other schools in the state also became certified. The problem, the remaining other programs did not become certified (13) and nothing was ever done. This create some animosity among the instructors against the uncertified programs! The situation has continued to date. My comment: Why not give the certified programs additional funding, or additional salary increments for the instructors to those of us who have "gone the extra mile" and have been compliant all these years. Five of our schools (including Greenbrier East) have attained the AYES certification and are EXACTLY following the proposed SB2510 to the letter! Academic teachers in WV receive a healthy salary adjustment for achieving a national certification for their efforts. The five aforementioned schools already have two! The

documentation we have provided to attain national certification is compiled in "volumes". Countless hours and thousands of county school dollars have been spent achieving these. Greenbrier East Career and Tech Educ. Center has recently become a West Virginia School of Excellence. This should easily justify some additional consideration. Thank you for your efforts in supporting our schools! Sincerely, Robert B. Baker, Greenbrier East High School 304-647-6464 Ext. 28

Do you Yahoo!?  
Take Yahoo! Mail with you! Get it on your mobile phone.

Delete	Reply ▾	Forward ▾	Spam	Move... ▾
--------	---------	-----------	------	-----------

[Previous](#) | [Next](#) | [Back to Messages](#)

[Save Message Text](#)

<a href="#">Check Mail</a>	<a href="#">Compose</a>	<a href="#">Search Mail</a>
----------------------------	-------------------------	-----------------------------

[Mail Upgrades](#) - [Mail Options](#)

Copyright © 1994-2004 Yahoo! Inc. All rights reserved. Terms of Service - Copyright Policy - Guidelines - Ad Feedback  
NOTICE: We collect personal information on this site.  
To learn more about how we use your information, see our Privacy Policy

Yahoo! My Yahoo! Mail

Search the web

Search

**YAHOO! MAIL**

Welcome, **sher357\_wv**  
[Sign Out, My Account]



Mail Home - Help


**Rates as low as 3.75%**  
**GET A FREE APPRAISAL** **BAD CRED**

[Mail](#) | [Addresses](#) | [Calendar](#) | [Notepad](#) | sher357\_wv@yahoo.com [Sign Out]

[Check Mail](#) | [Compose](#) | [Search Mail](#)

[Mail Upgrades - Mail Options](#)

Cell Phone with No Credit Check

[Previous](#) | [Next](#) | [Back to Messages](#)

[Printable View](#) - [Full H](#)

**Check Other Mail** [Edit]  
 129.71.2.16

[Delete](#) | [Reply](#) | [Forward](#) | [Spam](#) | [Move...](#)


This message is not flagged. [ [Flag Message](#) - [Mark as Unread](#) ]


**Folders** [Add - Edit]  
**Inbox (76)**  
 Draft  
 Sent  
**Bulk (7)** [Empty]  
 Trash [Empty]  
**My Folders** [Hide]  
 TAC


**From:** "Keith Butcher" <kbutcher@access.k12.wv.us> [View Contact Details](#)  
**To:** ssadler@access.k12.wv.us  
**Subject:** FW: Comments on 2510  
**Date:** Wed, 27 Oct 2004 09:31:09 -0400


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

**From:** Toni DeVore [mailto:tldevore@access.k12.wv.us]  
**Sent:** Tuesday, October 26, 2004 11:35 AM  
**To:** kbutcher@access.k12.wv.us  
**Subject:** Comments on 2510


**What's your Credit Score? Check it FREE!**


 \$200K loan for only \$690/month!


 Get Your Hot Low Rates Now


 MasterCard for Credit Rehab

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

*Please use this form when commenting on Policy : Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary*

Individual/Organization

**Dr. Toni Lynne DeVore**  
**Wood County Schools**

Title  
**Math/Science Supervisor**

Street Address:

1210 13<sup>th</sup>  
 Street

City  
**Parkersburg**  
 State  
**WV**,  
 Zip  
**26101**

**Comments/Suggestions**  
**§126-42-1. General**

**§126-42-2. Purpose**

**§126-42-3. Scope**

**§126-42-4. General Responsibilities**

**§126-42-5. Glossary**

**5.76 Unit of credit** I have some questions about this definitic states that "Credit shall also be granted for documented maste high school course requirements by a student prior to grade ni and for successful completion of a dual credit course." This creates a bit of a dilemma when looking at the math requireme If a student takes Algebra as a 7<sup>th</sup> grader and Geometry as ar eighth grader only one course will be counted based on the footnotes for Chart V (C) (page 31). This footnote states "3 o 4 math credits required for graduation must be earned during grades 9-12. " This may only affect a few children but it make difficult for teachers and school counselors. Can those math classes (Algebra and Geometry) not be taken prior to grade 8' will those classes count as elective credit? There are mixed interpretations when read by an administrator, a counselor, a math teacher, or a parent of an identified gifted student that w acceleration in math.

**§126-42-6. Program Definition**

**Page 22 Chart IV Middle Level 5-8** The length of time math is t taught. It is a concern that the number of minutes required for mathematics is only 41 minutes in grades 5-8

**Chart V (C)** I applaud the requirement of four science courses f professional pathway students. However, I prefer the default cla science at tenth grade to continue the requirement of CATS 10. students desired and a particular science class was required by t career major, they could elect to take a more challenging class s as Environmental Earth Science, Advanced Chemistry, Advance Physics, or Advanced Biology. I absolutely do not think any co except CATS 10 should be required at that level. I do not want t Biology or any other single topic course become the required or default course in tenth grade. I think it's important that CATS designated as a required default. Some schools will just eliminat from the schedules and say not enough students requested it be taught. In this world of "Integrated Everything" this is the last chance students have to see the integration of science.

**6.4.7 (a)** In discussions with administrators and school counselors the question came up about the math concern again.

If a student takes Algebra as a 7<sup>th</sup> grader and Geometry as ar eighth grader only one course will be counted based on the footnotes for Chart V (C) (page 31). This footnote states "3 o 4 math credits required for graduation must be earned during grades 9-12. " This may only affect a few children but it make difficult for teachers and school counselors. Can those math classes (Algebra and Geometry) not be taken prior to grade 8'

will those classes count as elective credit? There are mixed interpretations when read by an administrator, a counselor, a teacher, or a parent of an identified gifted student that wants acceleration in math.

**6.4.7 (c) Please insert the word "required".** Even though the policy "may" limiting the types of test to only required courses helps limit the possibility of tests that might need to be created.

**§126-42-7. Alternative Delivery of Education Programs**

**§126-42-8. County Board of Education Responsibilities**

**§126-42-9. School Based Responsibilities**

**§126-42-10. Statewide Assessment Program**

**§126-42-11. School, County and RESA Assessments**

**§126-42-12. Program Accountability**

**§126-42-13. Program Improvement**

**Appendix A**

This chart does not indicate that Algebra can be taken prior to 8<sup>th</sup> grade. I know there is an footnote that says " 1. County.....may offer...subject to WVDE approval." Does this mean a 7<sup>th</sup> grader cannot take Algebra unless approval is granted through the WVDE?

I really appreciate the statement that says Alg/Geo Prep is only a 9-1 course. Please keep that in the document.

Toni Lynne DeVore  
tdevore@access.k12.wv.us  
Wood County Schools  
1210 13th Street  
Parkersburg, WV 26101  
304.420.9670 x 112  
304.420.9513 FAX

[Previous](#) | [Next](#) | [Back to Messages](#)

[Save Message](#)

[Mail Upgrades - Mail Options](#)

Yahoo! My Yahoo! Mail

Search the web

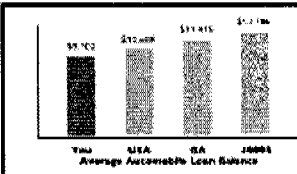
Search

YAHOO! MAIL

Welcome, sher357\_wv [Sign Out, My Account]



Mail Home - Help



Get Equifax Credit Rankings™ at Equifax.com  
Curious to see how you measure up?

Learn More



Mail | Addresses | Calendar | Notepad

sher357\_wv@yahoo.com [Sign Out]

Check Mail

Compose

Search Mail

Mail Upgrades - Mail Options

3 Free Phones  
Ends 10/28

Check Other Mail [Edit]  
129.71.2.16

- Folders [Add - Edit]
- Inbox (75)
  - Draft
  - Sent
  - Bulk (8) [Empty]
  - Trash [Empty]
- My Folders [Hide]
- TAC

What's your Credit Score? Check it FREE!

\$150K loan for only \$550/month!

Get Your Hot Low Rates Now

MasterCard for bad credit

Previous | Next | Back to Messages

Printable View - Full Headers

Delete | Reply | Forward | Spam | Move...

This message is not flagged. [ Flag Message - Mark as Unread ]

**From:** "Keith Butcher" <kbutcher@access.k12.wv.us> View Contact Details

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

**Subject:** FW: Comments on 2510

**Date:** Wed, 27 Oct 2004 09:31:16 -0400



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

**From:** Ray Nutter [mailto:vtcwv@charter.net]  
**Sent:** Monday, October 25, 2004 1:45 PM  
**To:** kbutcher@access.k12.wv.us  
**Subject:** Comments on 2510

Mr. Butcher:

Although there may not be anything **you** can directly do to change the course of Education under the proposed 2510, I did want to take a moment to introduce myself and share my thought with you. Thank you in advance for e-listening to my position!

My name is Ray Nutter, and I am from Summers County for the past 5 generations. I have 2 undergraduate degrees and operate 2 small businesses in Hinton; 1 is a state-wide consulting firm and the other an international manufacturing and distributorship of hand-made musical instruments.

I graduated from Hinton in 1980, and went on to further my education and obviously- have become a professional and am likewise a dedicated member of this community. However, school was never intellectually easy for me and I often times struggled though the required curriculums. I often times wanted to quit school ..... HOWEVER....I was (and still am) a natural and gifted percussionist since an early age and this fact saved my life!!!!!!

At that time in Hinton, Summers County, there was a strong Liberal Arts and especially a vibrant and well-funded Music program. The music teacher at that time very much encouraged me to be involved as a lead drummer for the School Band!!!

AS A RESULT, I "forced" myself to stay in school so that I could participate in the Arts and especially in music. **If not for the music program, taught by a certified and full-time instructor**, I would have dropped out of school and most likely would- today- be poor and a struggling alcoholic in downtown Hinton, (like most of the folks that did drop out!). BUT THAT DID NOT HAPPEN TO ME!

That did not become my reality because **I was not left behind** by the pure Academic nature of Education. The presence of a viable and certified Liberal Arts program allowed me the opportunity to overcome my "learning disabilities" and to thrive as a student, musician and profitable business person!

Simply stated, let us not leave **ANY** child behind! I currently work in the local elementary school and- while providing Percussion "Experiences"- I see myself in their eyes....every day!!!! I see their frustration as well as their joy!

Some of us are naturally gifted Artists and Musicians, others Mathematicians and Engineers and Writers!

What a terrible mistake it would be to deny our community and our future of all the gifted Liberal Artisans yet to be born and/or discovered in Summers County! **Without** the opportunity for young people to fully experience the **Arts** from certified instructors, **we will leave many children behind-** in the process of making sure each child receives 120 minutes of uninterrupted reading time!

Thank you for listening to my perspective!

Ray Nutter, BA, BSW, LSW, QRP  
Owner -Orange Enterprises  
Owner -Vocational and Transition Consultants

[Previous](#) | [Next](#) | [Back to Messages](#)

[Save Message Text](#)

[Mail Upgrades - Mail Options](#)

Copyright © 1994-2004 Yahoo! Inc. All rights reserved. Terms of Service - Copyright Policy - Guidelines - Ad Feedback  
NOTICE: We collect personal information on this site.  
To learn more about how we use your information, see our Privacy Policy



Print - Close Window



### POLICY 2510: Assuring the Quality of Education:

### Regulations for Education Programs

### Comment Response Form

**Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.**

*Individual/Organization Brenda Smith*

Language Arts Teacher

*See if this is "Branch" instead*

Road Brand Grade School

Street Address:

PO Box 59

City

Cyclone

State, Zip

WV 24827

## **Comments/Suggestions**

**§126-42-1. General**

**§126-42-2. Purpose**

**§126-42-3. Scope**

**§126-42-4. General Responsibilities**

**§126-42-5. Glossary**

**§126-42-6. Program Definition**

**There should be a 90 minute block of uninterrupted reading instruction for K-2; however, there should be at least a 60 minute requirement for grades 3-4 (if not 90).**

**§126-42-7. Alternative Delivery of Education Programs**

**§126-42-8. County Board of Education Responsibilities**

**§126-42-9. School Based Responsibilities**

**§126-42-10. Statewide Assessment Program**

**§126-42-11. School, County and RESA Assessments**

**§126-42-12. Program Accountability**

**§126-42-13. Program Improvement**

Return comments on or before **October 29, 2004** to:

**Keith Butcher**

**West Virginia Department of Education**

**Building 6, Room 330**

**1900 Kanawha Boulevard, East**

**Charleston, West Virginia 25305-0330**

**Phone: 304-558-7805**

**Fax: 304-558-0459**

**E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)**

---

**West Virginia Department of Education**

**1900 Kanawha Boulevard East**

**Charleston, WV 25305**

(Phone List by Topics) (Staff Phone and Email by Name) (School Directory)

For suggestions, questions, problems contact the **webmaster**

**Please read our disclaimers**



Print - Close Window



## POLICY 2510: Assuring the Quality of Education:

### Regulations for Education Programs

#### Comment Response Form

***Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.***

***Individual/Organization***

Rebecca O'Dell

Title

Street Address:

605 E. Moler Ave.

City Martinsburg

State,WV Zip 25401

## **Comments/Suggestions**

### **§126-42-1. General**

### **§126-42-2. Purpose**

### **§126-42-3. Scope**

### **§126-42-4. General Responsibilities**

### **§126-42-5. Glossary**

### **§126-42-6. Program Definition**

I fully agree with the uninterrupted 90 minutes of reading per day at grades K-2.

It does not seem to be educationally sound to recommend 60 minutes of math per day at the 3-4 grade level and make not mention of reading. Students who are not reading on grade level at third grade should continue the 90 minute block. 60 minutes should be required for all 3<sup>rd</sup> and 4<sup>th</sup> grade students.

### **§126-42-7. Alternative Delivery of Education Programs**

**§126-42-8. County Board of Education Responsibilities**

**§126-42-9. School Based Responsibilities**

**§126-42-10. Statewide Assessment Program**

**§126-42-11. School, County and RESA Assessments**

**§126-42-12. Program Accountability**

**§126-42-13. Program Improvement**

Return comments on or before **October 29, 2004** to:

**Keith Butcher**

**West Virginia Department of Education**

**Building 6, Room 330**

**1900 Kanawha Boulevard, East**

**Charleston, West Virginia 25305-0330**

**Phone: 304-558-7805**

**Fax: 304-558-0459**

E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)

---

**West Virginia Department of Education**

**1900 Kanawha Boulevard East**

**Charleston, WV 25305**

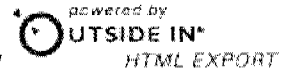
(Phone List by Topics) (Staff Phone and Email by Name) (School Directory)

For suggestions, questions, problems contact the **webmaster**

**Please read our disclaimers**



Print - Close Window



## POLICY 2510: Assuring the Quality of Education:

### Regulations for Education Programs

### Comment Response Form

*Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.*

Individual/Organization Beverly Kingery

Title WVDE Reading First Project Director

Street Address:

City

State, Zip

### Comments/Suggestions

**§126-42-1. General**

**§126-42-2. Purpose**

**§126-42-3. Scope**

**§126-42-4. General Responsibilities**

**§126-42-5. Glossary**

**§126-42-6. Program Definition**

I fully agree with the uninterrupted 90 minutes of reading per day at grades K-2.

In the program of study for grade 3-4, there is no mention of required minutes for reading as there is in math. To be consistent with NCLB Reading First requirements and to provide a cohesive, comprehensive reading curriculum for students, it is imperative to require at a minimum 60 minutes uninterrupted reading per day.

**§126-42-7. Alternative Delivery of Education Programs**

**§126-42-8. County Board of Education Responsibilities**

**§126-42-9. School Based Responsibilities**

**§126-42-10. Statewide Assessment Program**

**§126-42-11. School, County and RESA Assessments**

**§126-42-12. Program Accountability**

**§126-42-13. Program Improvement**

Return comments on or before **October 29, 2004** to:

Keith Butcher

West Virginia Department of Education

Building 6, Room 330  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305-0330  
Phone: 304-558-7805  
Fax: 304-558-0459  
E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)

---

**West Virginia Department of Education**

**1900 Kanawha Boulevard East**

**Charleston, WV 25305**

([Phone List by Topics](#)) ([Staff Phone and Email by Name](#)) ([School Directory](#))

For suggestions, questions, problems contact the **[webmaster](#)**

Please read our [disclaimers](#)



INSTITUTIONAL EDUCATION PROGRAMS

West Virginia Department of Education at  
 WV CHILDREN'S HOME  
 109 Maple Street, Elkins, WV 26241  
 Telephone: (304) 637-0278 FAX: (304) 637-0351

# FAX

To: Keith Butcher FAX Number: 558-0459

School/Business WVDE

Total Pages (incl. cover) 3

Date: 10/28/04

*(yes)*

FROM: Shauna Jones Re: Policy 2510

Message/Notes: Thank you for the opportunity to  
comment.

*S.J.*

The information contained in this facsimile transmittal is **CONFIDENTIAL** and is intended only for the  
 aforementioned party. If you have received this by mistake, please contact us at our telephone number  
 listed above. If this information did not transmit properly, or if you have questions, please contact us.  
 Thank you in advance for your cooperation.

*The mission of Institutional Education Programs is to prepare juveniles and adults for successful transition  
 to school or employment and to life in their communities as responsible and productive citizens.*

## POLICY 2510: Assuring the Quality of Education:

### Regulations for Education Programs

#### Comment Response Form

**Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.**

Individual/Organization      Shauna Jones, WVDE, Office of Institutional Education Programs

Title      School  
            Counselor

Street Address:      27 Colony Oaks Drive

City      Buckhannon

State, Zip      WV 26201

*Shauna Jones*

#### Comments/Suggestions

##### 126-42-1. General

As West Virginia continues to build juvenile detention centers (to supplement the current detention and DHHR facilities) and staffs these schools with WV Department of Education employees, our voices cannot be ignored anymore. Although we are a minority, we are expected to serve as the "56<sup>th</sup> County of WV" and meet the same criteria as the rest of the state with fewer resources being provided.

##### 126-42-2. Purpose

##### 126-42-3. Scope

##### 126-42-4. General Responsibilities

A 4<sup>th</sup> math credit above Algebra does not seem like it will improve basic math scores. A credit in Consumer or Business Math would benefit the majority of students being served, not just the top few who have the aptitude for a higher-level course. To say that someone cannot go on to higher education without Trig and/or Calculus is very dangerous and unfair and may cause a greater number of students to seek an entry-level course path instead of skilled or professional. It would be unfortunate to see this happen. In addition, the populations I serve as an Institutional Education employee will be even MORE at-risk of dropping out or having to study for the GED. Is this truly what NCLB intends?

##### 126-42-5. Glossary

**126-42-6. Program Definition****126-42-7. Alternative Delivery of Education Programs****126-42-8. County Board of Education Responsibilities****126-42-9. School Based Responsibilities****126-42-10. Statewide Assessment Program**

With Institutional Education not having enough students in individual school populations (let alone the subgroups), what will become of these scores statistically? How will it affect the home counties of these students, as well as OIEP schools as a whole?

**126-42-11. School, County and RESA Assessments****126-42-12. Program Accountability****126-42-13. Program Improvement**

It seems prudent to consider having all students take a parenting course before graduating.

Return comments on or before **October 29, 2004** to:

Keith Butcher

West Virginia Department of Education

Building 6, Room 330 1900 Kanawha Boulevard, East

Charleston, West Virginia 25305-0330

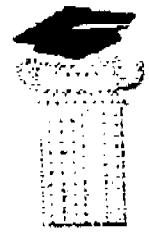
Phone: 304-558-7805

Fax: 304-558-0459

E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)

**Counseling Department**

Grafton High School  
400 Riverside Drive  
Grafton, WV 26354  
Phone: 304-265-3047  
Fax: 304-265-2156  
Email: jpoe@access.k12.wv.us



**Fax Transmittal Form**

*JCP*

To  
Name: *Keith Butcher*  
Organization Name/Dept:  
CC:  
Phone number:  
Fax number: *304-558-0459*

From  
*Judy Poe, Penny Coplin*  
Phone: 304-265-3047  
Fax: 304-265-2156  
Email: jpoe@access.k12.wv.us , pcoplin@access.k12.wv.us

- Urgent
- For Review
- Please Comment
- Please Reply

Date sent:  
Time sent: *10-28-04*  
Number of pages including cover page: *3*

**Message:**

*Comments on Policy 2510*

126CSR42

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

**Comment Response Form**

*Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.*

Individual/Organization Penny Coplin  
 Title School Counselor  
 Street Address: 400 Riverside Drive City Grafton  
 State, Zip WV 26354

**Comments/Suggestions**

<b>126-42-1. General</b>
<b>126-42-2. Purpose</b>
<b>126-42-3. Scope</b>
<b>126-42-4. General Responsibilities</b>

**126CSR42**

**126-42-5. Glossary**

**126-42-6. Program Definition**

The requirement of 4 math credits for our entry and skilled pathway students will prohibit our students from being able to attend the United Technical Center. This center provides two year technical and vocational programs that is not offered at their home school. Adding this 4<sup>th</sup> math requirement will force our students to stay in their home school and take classes they have no interest in. I fear taking this opportunity away from these students is only setting them up for failure and to be less marketable.

Algebra/Geometry Preparation and Applied Math 1 is both listed as a math credit on Appendix A.

Our Math department has reviewed the Conceptual Math CSOs and said that a student needs some Algebra II knowledge to be successful, that it cannot take the place of Algebra II in the sequence.

Science CATS 10 looks like it is not going to be required any longer for our next fall's 8<sup>th</sup> grade class. Are you expecting them as they become sophomores to take Advanced Biology or Chemistry or Physics? I don't see the rational in this decision.

When Final Stage Policy revisions have been determined. It is VERY important that ALL principals and school counselors are advised of the final draft. A good timely fashion to let us know by is February 1<sup>st</sup> because schools start printing out pre-enrollment materials at that time for the next fall's schedule.

**126-42-7. Alternative Delivery of Education Programs**

**126-42-8. County Board of Education Responsibilities**

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

**Comment Response Form**

**Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.**

Individual/Organization Vonda Mowrey / <sup>JSA</sup> Barrackville School  
Title teacher  
Street Address: PO Box 150 City Barrackville  
State, Zip WV 26054

**Comments/Suggestions**

<b>'126-42-1. General</b>
<b>'126-42-2. Purpose</b>
<b>'126-42-3. Scope</b>
<b>'126-42-4. General Responsibilities</b>

**'126-42-5. Glossary**

**'126-42-6. Program Definition**

Kindergarten children cannot sit for 60 or 90 minutes of continuous instruction in math or reading. This is not possible for 5 year olds.

**'126-42-7. Alternative Delivery of Education Programs**

**'126-42-8. County Board of Education Responsibilities**

**'126-42-9. School Based Responsibilities**

**126CSR42**

<b>' 126-42-10. Statewide Assessment Program</b>
<b>' 126-42-11. School, County and RESA Assessments</b>
<b>' 126-42-12. Program Accountability</b>
<b>' 126-42-13. Program Improvement</b>

**Return comments on or before **October 29, 2004** to:**

**Keith Butcher**

**West Virginia Department of Education**

**Building 6, Room 330**

**1900 Kanawha Boulevard, East**

**Charleston, West Virginia 25305-0330**

**Phone: 304-558-7805**

**Fax: 304-558-0459**

**E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)**

126CSR42  
POLICY 2510: Assuring the Quality of Education:  
Regulations for Education Programs

Comment Response Form

Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.

Individual/Organization Victoria Fergus *slb*  
Title Associate Professor  
Street Address: 410 Lewis St. City Morgantown  
WV State, Zip 26505

Comments/Suggestions

<b>§126-42-1. General</b>
<b>§126-42-2. Purpose</b>
3.1.2 E which I hope means arts specialists in <u>all</u> schools
3.3 Syst. Reg. If arts are core more than an understanding is required. All other cores emphasize skills & performance, not just understanding.
<b>§126-42-3. Goals</b>
4.1.2 encouraging best practices based on research means providing specialists for all students.
<b>§126-42-4. General Responsibilities</b>

126CSR42

U Ferrows

§126-42-5. Glossary

5.2. (note) 70% of jobs require same skills associated with the arts in this media driven world. and 30% of those jobs are directly related to the arts.

§126-42-6. Program Definition

Chart II K-2 - Arts every day is good  
Chart V (B) the original wording was better. Allowing career & tech programs students to substitute class requirements for graduation is "leaving these students behind".  
Arts are core as stated in Purpose 3.2.4.  
Changing this wording ensures all these students may never wish

§126-42-7. Alternative Delivery of Education Programs

to pursue a higher education. Not a good policy to leave out certain groups of students

§126-42-8. County Board of Education Responsibilities

§126-42-9. School Based Responsibilities

**126CSR42**

*V FERONS*

<b>§126-42-10. Statewide Assessment Program</b>
<b>§126-42-11. School, County and RESA Assessments</b>
<b>§126-42-12. Program Accountability</b>
<b>§126-42-13. Program Improvement</b>

Return comments on or before **October 29, 2004** to:

Keith Butcher

West Virginia Department of Education

Building 6, Room 330

1900 Kanawha Boulevard, East

Charleston, West Virginia 25305-0330

Phone: 304-558-7805

Fax: 304-558-0459

E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)

*In this day & age of all your technology standards  
 in place for students - you should be able to  
 make these comments online to ~~them~~ respond  
 to these policy changes.*

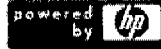
Yahoo! My Yahoo! Mail

Search the web

Search

YAHOO! MAIL

Welcome, sher357\_wv [Sign Out, My Account]



Mail Home - Help

Find Your Graduating Class



I Graduated in:

classmates.com

- 1994
- 1984
- 1974
- 1964
- Other

Mail | Addresses | Calendar | Notepad

sher357\_wv@yahoo.com [Sign Out]

Check Mail

Compose

Search Mail

Mail Upgrades - Mail Options

9.99 Color Phone No Annual Contract

Check Other Mail [Edit] 129.71.2.16

- Folders [Add - Edit]
- Inbox (71)
  - Draft
  - Sent
  - Bulk (8) [Empty]
  - Trash [Empty]
- My Folders [Hide]
- TAC

Get a FREE Gateway Computer!

\$150K loan for only \$550/month!

Free Home Loan Quotes Now

Previous | Next | Back to Messages

Printable View

Delete | Reply | Forward | Spam

This message is not flagged. [ Flag Message - Mark as Unread ]

**From:** "Keith Butcher" <kbutcher@access.k12.wv.us> [View Contact Details](#)

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

**Subject:** FW: Policy 2510

**Date:** Wed, 27 Oct 2004 09:31:49 -0400

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

From: Willard Lynn Aikens [mailto:waikens@access.k12.wv.us]  
 Sent: Friday, October 22, 2004 9:57 AM  
 To: 'Keith Butcher'  
 Subject: RE: Policy 2510

*Pros. Def.*

126CSR42 Chart IV page 23

Foreign language as a Level 1 in 7th grade and Level II in th grade is a nice concept, BUT where am I to put it in my schedule? Presently, we are able to allow 8th graders to take Spanish in lieu of r What am I to eliminate from my schedule in the 7th grade? 7t need their reading classes. Secondly, in the Eastern panhand difficult to find certified Spanish teachers for our existing Now, if we add Spanish in the 7th grade it will be next to im to find the additional certified Spanish teachers.

Advisor/Advisee programs is this another unfunded mandate? W already doing student mentoring programs and character ed. Pr Do we eliminate these and replace it with Advisor/Advisee? In m have over 1100 students. Many of my staff do not have classr to over crowdedness. It would be nearly impossible to find adeq

for my staff to meet with their advisee's. Growth has it PRO  
Mr. Aikens, Principal  
Musselman Middle  
105 Pride Ave.  
Bunker Hill, WV

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

From: Keith Butcher [mailto:kbutcher@access.k12.wv.us]  
Sent: Friday, October 22, 2004 7:17 AM  
To: waikens@access.k12.wv.us  
Subject: Policy 2510

Mr. Aikens:

To make comments concerning policy 2510, go to the last pages  
document and use section 126-42-6 for the section on Middle S  
Program  
Definition. You could also just email me with your comments.  
include your contact information.

Thank you,

Keith

Keith Butcher  
Executive Director  
Office of Instructional Services  
West Virginia Department of Education  
1900 Kanawha Boulevard East  
Building 6, Room 330  
Charleston, WV 25305  
Phone: 304-558-7805  
Fax: 304-558-0459  
kbutcher@access.k12.wv.us

[Delete](#) [Reply](#) [Forward](#) [Spam](#) [Mc](#)

[Previous](#) | [Next](#) | [Back to Messages](#)

[Save](#)

[Check Mail](#) [Compose](#) [Search Mail](#)

[Mail Upgrades - Mail Options](#)

Copyright © 1994-2004 Yahoo! Inc. All rights reserved. Terms of Service - Copyright Policy - Guidelines - Ad Feedback  
NOTICE: We collect personal information on this site.  
To learn more about how we use your information, see our Privacy Policy

Yahoo! My Yahoo! Mail

Search the web

Search

YAHOO! MAIL

Welcome, sher357\_wv [Sign Out, My Account]



Mail Home - Help

**lingo**  
The talk of broadband

**click here to get 1 FREE MONTH!**

Mail | Addresses | Calendar | Notepad | sher357\_wv@yahoo.com [Sign Out]

Check Mail | Compose | Search Mail

Mail Upgrades - Mail Options

Free Phones At AT&T Wireless

Check Other Mail [Edit]  
129.71.2.16

Folders [Add - Edit]

- Inbox (70)
- Draft
- Sent
- Bulk (9) [Empty]
- Trash [Empty]

My Folders [Hide]

- TAC

What's your Credit Score? Check it FREE!

\$200K loan for only \$690/month!

Today's Low Mortgage Rates

Re-establish Credit Now!

Previous | Next | Back to Messages

Printable View - Full Headers

Delete | Reply | Forward | Spam | Move...

This message is not flagged. [ Flag Message - Mark as Unread ]

**From:** "Keith Butcher" <kbutcher@access.k12.wv.us> View Contact Details

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

**Subject:** FW: policy 2510

**Date:** Wed, 27 Oct 2004 09:31:55 -0400

*Ses*

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

**From:** Claytina Shepherd [mailto:cshepherd@charter.net]  
**Sent:** Wednesday, October 20, 2004 9:12 PM  
**To:** kbutcher@access.k12.wv.us  
**Subject:** policy 2510

*(general)*

Mr. Butcher,

As a teacher for 20 + years, I am impressed that WV is finding the importance of an uninterrupted reading time for our students. I think this is a great plan and feel it will result in more successful learning. I am a first grade teacher and I find it very difficult to teach ten subject areas and do a job that is acceptable and is up to my expectations as a teacher. I spend many days after school working on plans. I feel that elementary teachers need more planning time and that science, social studies, health and art should be secondary to the reading, language, and math subjects. If I only had to plan for reading, spelling, language, math and computer lab; I know I could do a better job. However I am concerned about meeting the content standards in the other subjects. Will I have to plan and work them into my reading?

I truly wish that teachers were given 15 minutes planning time for every content standard subject they're required to teach.

I just don't understand, middle school and high school teach the least amount of subjects (some the same subject all day) and have the longest planning times. In Raleigh County up to 90 minutes and elementary is lucky to get 30 minutes. (Don't forget we take our students to the assigned class and pick them up.) I hope this is a situation that will be address in the future.

I do appreciate the new K-2 areas that have been addressed and hope they will

be implemented as soon as possible.

Thank you,  
Claytina Shepherd

[Delete](#) [Reply](#) [Forward](#) [Spam](#) [Move...](#)

[Previous](#) | [Next](#) | [Back to Messages](#)

[Save Message Text](#)

[Check Mail](#) [Compose](#) [Search Mail](#)

[Mail Upgrades - Mail Options](#)

Copyright © 1994-2004 Yahoo! Inc. All rights reserved. [Terms of Service](#) - [Copyright Policy](#) - [Guidelines](#) - [Ad Feedback](#)  
NOTICE: We collect personal information on this site.  
To learn more about how we use your information, see our [Privacy Policy](#)

Yahoo! My Yahoo! Mail

Search the web

Search

YAHOO! MAIL

Welcome, sher357\_wv [Sign Out, My Account]



Mail Home - Help

Grocery Coupons	Pet Coupons	Free Samples	Baby Coupons	Free Stuff	Be Coupons
-----------------	-------------	--------------	--------------	------------	------------

Mail | Addresses | Calendar | Notepad | sher357\_wv@yahoo.com [Sign Out]

Check Mail | Compose | Search Mail

Mail Upgrades - Mail Options

Free Phones At AT&T Wireless

Previous | Next | Back to Messages

Printable View - Full Headers

Check Other Mail [Edit] 129.71.2.16

Delete | Reply | Forward | Spam | Move...

This message is not flagged. [ Flag Message - Mark as Unread ]

Folders [Add - Edit]

- Inbox (69)
- Draft
- Sent
- Bulk (9) [Empty]
- Trash [Empty]

My Folders [Hide]

- TAC

**From:** "Keith Butcher" <kbutcher@access.k12.wv.us> View Contact Details

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

**Subject:** FW: 2510 COMMENTS

**Date:** Wed, 27 Oct 2004 09:32:01 -0400

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

**From:** NdavidS@aol.com [mailto:NdavidS@aol.com]

**Sent:** Wednesday, October 20, 2004 7:53 PM

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

**Subject:** 2510 COMMENTS

As a LONG TIME music teacher in Kanawha County (41st year), I feel that if we exempt certain areas from taking the arts credit, it will be the beginning of the END for the arts credit. I am very much against it. There is no reason that in a 4 year span, a student can't take at least one arts related course.

N. David Stern  
 Chairman, Fine Arts Dept.  
 South Charleston High School

**What's your Credit Score? Check it FREE!**

\$150k loan for \$550/mo. Go!

Save On Your Mortgage Today

Bad credit? Best card for you

Delete | Reply | Forward | Spam | Move...

Previous | Next | Back to Messages

Save Message Text

Check Mail | Compose | Search Mail

Mail Upgrades - Mail Options

Copyright © 1994-2004 Yahoo! Inc. All rights reserved. Terms of Service - Copyright Policy - Guidelines - Ad Feedback  
 NOTICE: We collect personal information on this site.  
 To learn more about how we use your information, see our Privacy Policy

Yahoo! My Yahoo! Mail

Search the web

Search

YAHOO! MAIL

Welcome, sher357\_wv [Sign Out, My Account]



Mail Home - Help

Grocery Coupons  
 Free Samples  
 Pet Coupons  
 Baby Coupons  
 Diet Offers  
 Travel Coupons  
 Free Stuff

COUPONS POWERED BY **coolsavv**

[Mail](#) | [Addresses](#) | [Calendar](#) | [Notepad](#) | sher357\_wv@yahoo.com [Sign Out]

[Check Mail](#) | [Compose](#) | [Search Mail](#)

Mail Upgrades - Mail Options

Wireless Plans from \$19.99

Check Other Mail [Edit] 129.71.2.16

Folders [Add - Edit]

- Inbox (69)
- Draft
- Sent
- Bulk (17) [Empty]
- Trash [Empty]

My Folders [Hide]

- TAC

What's your Credit Score? Check it FREE!  
 Get \$300k mortgage for \$1050/month!  
 Today's Low Mortgage Rates  
 2.9% Home Loan 4 FREE OFFERS

Previous | Next | Back to Messages

Printable View - Full Headers

[Delete](#) | [Reply](#) | [Forward](#) | [Spam](#) | [Move...](#)

This message is not flagged. [ Flag Message - Mark as Unread ]

**From:** "Keith Butcher" <kbutcher@access.k12.wv.us> View Contact Details  
**To:** ssadler@access.k12.wv.us  
**Subject:** FW: Policy 2510  
**Date:** Wed, 27 Oct 2004 09:32:06 -0400

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

**From:** Colleen Huston [mailto:chuston@access.k12.wv.us]  
**Sent:** Wednesday, October 20, 2004 3:28 PM  
**To:** kbutcher@access.k12.wv.us  
**Subject:** Policy 2510

This is a comment concerning Policy 2510. Please reconsider the K-2 reading instruction for an *uninterrupted* time of 90 minutes and the K-4 minimum of 60 minutes of math. This will create many scheduling problems for primary teachers. It will cause attention problems for the young students. Dropping the word *uninterrupted* would make a big difference.

Colleen Huston  
Confidence Elementary School

[Delete](#) | [Reply](#) | [Forward](#) | [Spam](#) | [Move...](#)

Previous | Next | Back to Messages

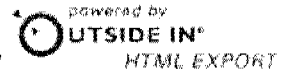
Save Message Text

[Check Mail](#) | [Compose](#) | [Search Mail](#)

Mail Upgrades - Mail Options



Print - Close Window



**POLICY 2510: Assuring the Quality of Education:**

**Regulations for Education Programs**

**Comment Response Form**

*Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.*

Individual/Organization Stephanie Bowling

Title Teacher

Street Address: HC 85 Box 16

City Jumping Branch

State, WV, 25969

Zip



There is a TREMENDOUS jump in the curriculum from second grade to third grade. Third grade teachers do not have time to teach Science and Social Studies every day and to adequately teach all other subjects that are required. We need much more time to be able to focus on the basic core subjects so that students can master those skills and become proficient in those areas.

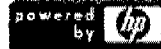
Yahoo! My Yahoo! Mail

Search the web

Search

YAHOO! MAIL

Welcome, sher357\_wv [Sign Out, My Account]



Mail Home - Help


 Rates as low as **3.75%**  
**GET A FREE APPRAISAL** **BAD CRED**





[Mail](#) | [Addresses](#) | [Calendar](#) | [Notepad](#) | sher357\_wv@yahoo.com [Sign Out]

[Check Mail](#) | [Compose](#) | [Search Mail](#) | [Mail Upgrades - Mail Options](#)

Free Cell Phone w/ Yahoo! Mail

**Check Other Mail** [Edit]  
 129.71.2.16

- Folders** [Add - Edit]
- Inbox (67)
  - Draft
  - Sent
  - Bulk (17)** [Empty]
  - Trash [Empty]
- My Folders** [Hide]
- TAC

-  Get a FREE iPod Mini Today!
-  \$150k loan for \$550/mo. Go!
-  Save On Your Mortgage Today
-  2.9% Home Loan 4 FREE OFFERS

[Previous](#) | [Next](#) | [Back to Messages](#) | [Printable View](#) - [Full Headers](#)

[Delete](#) | [Reply](#) | [Forward](#) | [Spam](#) | [Move...](#)

This message is not flagged. [ [Flag Message](#) - [Mark as Unread](#) ]

**From:** "Keith Butcher" <kbutcher@access.k12.wv.us> [View Contact Details](#)  
**To:** ssadler@access.k12.wv.us  
**Subject:** FW: Comments on Policy 2510  
**Date:** Wed, 27 Oct 2004 09:32:27 -0400



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

**From:** Linda Barker [mailto:ldbarker@access.k12.wv.us]  
**Sent:** Tuesday, October 19, 2004 10:22 AM  
**To:** kbutcher@access.k12.wv.us  
**Subject:** Comments on Policy 2510

Hi Keith,  
I did not know how to send this....sorry.

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

**Comment Response Form**

*Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.*

Individual/Organization Linda D. Barker  
 Title Title 1 Literacy Educator Brooke County Schools  
 Street Address: 1201 Pleasant Avenue City Wellsburg  
 State, WV, 26070

\_\_\_\_\_ Zip \_\_\_\_\_

**Comments/Suggestions**

<b>§126-42-1. General</b>
<b>§126-42-2. Purpose</b>
<b>§126-42-3. Scope</b>
<b>§126-42-4. General Responsibilities</b>



**§126-42-5. Glossary**

**§126-42-6. Program Definition**

On page 19.....we need to keep the 90 minute daily reading block for K-2. On page 20...it should be specified again that we have a 90 minute daily reading block.

**§126-42-7. Alternative Delivery of Education Programs**

**§126-42-8. County Board of Education Responsibilities**

**§126-42-9. School Based Responsibilities**

<b>§126-42-10. Statewide Assessment Program</b>
We need to keep the language of a system of diagnostic assessments for K-3.
<b>§126-42-11. School, County and RESA Assessments</b>
<b>§126-42-12. Program Accountability</b>
<b>§126-42-13. Program Improvement</b>

Return comments on or before **October 29, 2004** to:  
Keith Butcher  
West Virginia Department of Education  
Building 6, Room 330  
1900 Kanawha Boulevard, East

Charleston, West Virginia 25305-0330  
Phone: 304-558-7805  
Fax: 304-558-0459  
E-mail: kbutcher@access.k12.wv.us

Delete	Reply ▾	Forward ▾	Spam	Move... ▾
--------	---------	-----------	------	-----------

[Previous](#) | [Next](#) | [Back to Messages](#)

[Save Message Text](#)

<a href="#">Check Mail</a>	<a href="#">Compose</a>	<a href="#">Search Mail</a>
----------------------------	-------------------------	-----------------------------

[Mail Upgrades](#) - [Mail Options](#)

Copyright © 1994-2004 Yahoo! Inc. All rights reserved. [Terms of Service](#) - [Copyright Policy](#) - [Guidelines](#) - [Ad Feedback](#)  
NOTICE: We collect personal information on this site.  
To learn more about how we use your information, see our [Privacy Policy](#)

Yahoo! My Yahoo! Mail

Search the web

Search

**YAHOO! MAIL**

Welcome, **sher357\_wv**  
[Sign Out, My Account]



Mail Home - Help

Rates as low as **3.75%**  
**GET A FREE APPRAISAL** **BAD CRED**

Mail | Addresses | Calendar | Notepad | sher357\_wv@yahoo.com [Sign Out]

Check Mail | Compose | Search Mail

Mail Upgrades - Mail Options

Free Phones At AT&T Wireless

Check Other Mail [Edit]

129.71.2.16

Folders [Add - Edit]

Inbox (66)

Draft

Sent

Bulk (18) [Empty]

Trash [Empty]

My Folders [Hide]

TAC

Get a FREE iPod Mini Today!

\$150K loan for only \$550/month!

Save On Your Mortgage Today

2.9% Home Loan 4 FREE OFFERS

Previous | Next | Back to Messages

Printable View -

Delete | Reply | Forward | Spam | Mc

This message is not flagged. [ Flag Message - Mark as Unread ]

**From:** "Keith Butcher" <kbutcher@access.k12.wv.us> View Contact Details

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

**Subject:** FW: 2510 comment

**Date:** Wed, 27 Oct 2004 09:32:34 -0400



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

**From:** emcintur@access.k12.wv.us [mailto:emcintur@access.k12.wv.us]  
**Sent:** Monday, October 18, 2004 9:57 AM  
**To:** kbutcher@access.k12.wv.us  
**Subject:** 2510 comment

POLICY 2510: Assuring the Quality of Education:

Regulations for Education Programs

Comment Response Form

Please use this form when commenting on Policy 2510: Assuring Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.

Individual/Organization : Elizabeth McInturff

Title Teacher

Street Address: 518 Stanaford Rd  
 City Beckley

State, Zip  
 WV 25801

Comments/Suggestions

'126-42-1. General

'126-42-2. Purpose

'126-42-3. Scope

'126-42-4. General Responsibilities

'126-42-5. Glossary

'126-42-6. Program Definition

The implementation of instruction of Science and Social Studies is  
best  
left  
to teachers. Teachers would be able to decide if they should  
min.  
a  
day of each subject, one hour blocks in weekly formats, etc.  
enables  
the  
teacher to teach units of study, rather than having to stick  
textbook  
lessons.

'126-42-7. Alternative Delivery of Education Programs

'126-42-8. County Board of Education Responsibilities

'126-42-9. School Based Responsibilities

'126-42-10. Statewide Assessment Program

'126-42-11. School, County and RESA Assessments

'126-42-12. Program Accountability

'126-42-13. Program Improvement

Delete

Reply

Forward

Spam

Mc

[Previous](#) | [Next](#) | [Back to Messages](#)

Save

Check Mail

Compose

Search Mail

[Mail Upgrades - Mail Options](#)

Copyright © 1994-2004 Yahoo! Inc. All rights reserved. Terms of Service - Copyright Policy - Guidelines - Ad Feedback  
NOTICE: We collect personal information on this site.

To learn more about how we use your information, see our Privacy Policy

**POLICY 2510: Assuring the Quality of Education:**

**Regulations for Education Programs**

**Comment Response Form**

*Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.*

Individual/Organization

Patti Jo Morum

Teacher. Grade 3

Ghent Elementary School

Raleigh County Schools  
Title

Street Address:

City

PO Box 286

Ghent, WV  
25843  
State, Zip



**Comments/Suggestions**

**§126-42-1. General**

**§126-42-2. Purpose**

**§126-42-3. Scope**

**§126-42-4. General Responsibilities**

## **§126-42-5. Glossary**

## **§126-42-6. Program Definition**

As a third grade teacher, I find it very difficult to fit both science and social studies classes into the daily schedule. This problem is even more complicated when trying to implement focused-learning strategies into daily lessons. It would make more sense to allow teachers to schedule science and social studies classes in units of study, rather than both on a daily basis. For example, I could accomplish much more by teaching a one hour block of time for science / social studies and could teach three-week blocks of study in each class, giving me plenty of time to use activating and summarizing strategies along with my basic teaching strategies. I now can allocate only 30 minutes for each of these subjects, which greatly limits the activities I can incorporate into my teaching. At the third grade level we are already working with a curriculum that is much more difficult than that of the previous year, with science and social studies texts that make these my most difficult subjects for students. Please allow us the freedom to use hour- long blocks of time for teaching science and social studies on an alternating basis rather than a shorter class period for each subject on a daily basis.

## **§126-42-7. Alternative Delivery of Education Programs**

## **§126-42-8. County Board of Education Responsibilities**

## **§126-42-9. School Based Responsibilities**

## **§126-42-10. Statewide Assessment Program**

## **§126-42-11. School, County and RESA Assessments**

## **§126-42-12. Program Accountability**

**§126-42-13. Program Improvement**

Return comments on or before **October 29, 2004** to:

Keith Butcher

West Virginia Department of Education

Building 6, Room 330

1900 Kanawha Boulevard, East

Charleston, West Virginia 25305-0330

Phone: 304-558-7805

Fax: 304-558-0459

E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)

Yahoo! My Yahoo! Mail

Search the web

Search

YAHOO! MAIL

Welcome, sher357\_wv [Sign Out, My Account]



Mail Home - Help



# Rent DVDs from Netflix

Try Netflix for F

Mail | Addresses | Calendar | Notepad | sher357\_wv@yahoo.com [Sign Out]

Check Mail | Compose | Search Mail | Mail Upgrades - Mail Options

Free Flip Phone AT&T Wireless

Check Other Mail [Edit] 129.71.2.16

- Folders [Add - Edit]
- Inbox (64)
  - Draft
  - Sent
  - Bulk (18) [Empty]
  - Trash [Empty]
- My Folders [Hide]
- TAC

- Get a FREE iPod Mini Today!
- \$150K loan for only \$550/month!
- Today's Low Mortgage Rates

Previous | Next | Back to Messages | Printable View - Full Headers

Delete | Reply | Forward | Spam | Move...

This message is not flagged. [ Flag Message - Mark as Unread ]

**From:** "Keith Butcher" <kbutcher@ACCESS.K12.WV.US> View Contact Details

**To:** ssadler@ACCESS.K12.WV.US

**Subject:** FW: 2510 legislation

**Date:** Wed, 27 Oct 2004 09:32:48 -0400

*Sher logged under .4*

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

**From:** JENNIE MEREDITH PRINGLE [mailto:JPRINGLE@boe.kana.k12.wv.us]

**Sent:** Friday, October 15, 2004 3:24 PM

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

**Subject:** 2510 legislation

I do not teach math but would like to share some thoughts. I teaching Marketing I, II and run the Co-Op proram to seniors at Nitro High School. My students are average and up. Majority over the past 7 years have gone onto 4 yr college. I feel the same is true for this years group. I encourage math but all need a refresher in basic math. I can show you proof that students who have had the higher math classes cannot add, subtract, multiply, divide basic problems let alone fractions, decimals. I have spent this past week showing my students how to do this WITHOUT a calculator all in order to get to my goal of doing basic payroll, checking their paychecks, etc. I have kept this past weeks work as evidence to this if anyone in the legislature or WV Department of Ed would like to view. This is life math--not the higher courses for the majority of students. I believe students learn the basics then forget as taught new concepts. I realize calculators are everywhere and easily carried but shouldn't students be able to do life skills in addition to higher math? I realize higher math teaches abstract thinking which is an important concept but what about the basics? Can you forward this message to the proper people? I can be reached at: 755 5269. Sincerely, Jennie Pringle

Delete | Reply | Forward | Spam | Move...

Previous | Next | Back to Messages | Save Message Text

[Check Mail](#)

[Compose](#)

[Search Mail](#)

[Mail Upgrades - Mail Options](#)

Copyright © 1994-2004 Yahoo! Inc. All rights reserved. [Terms of Service](#) - [Copyright Policy](#) - [Guidelines](#) - [Ad Feedback](#)  
NOTICE: We collect personal information on this site.

To learn more about how we use your information, see our [Privacy Policy](#)

Yahoo! My Yahoo! Mail

Search the web

Search

YAHOO! MAIL

Welcome, sher357\_wv [Sign Out, My Account]



Mail Home - Help



VERNYIP.CO

of Trading Spaces

Click or Join my Design Newsletter:

Join!

Mail Addresses Calendar Notepad

sher357\_wv@yahoo.com [Sign Out]

Check Mail

Compose

Search Mail

Mail Upgrades - Mail Options

3 Free Phones Ends 10/28

Check Other Mail [Edit]

129.71.2.16

Folders [Add - Edit]

Inbox (63)

Draft

Sent

Bulk (19) [Empty]

Trash [Empty]

My Folders [Hide]

TAC

Get a FREE iPod Mini Today!

\$200K loan for only \$690/month!

Save On Your Mortgage Today

Best card for bad credit

Previous | Next | Back to Messages

Printable View

Delete

Reply

Forward

Spam

This message is not flagged. [ Flag Message - Mark as Unread ]

From: "Keith Butcher" <kbutcher@access.k12.wv.us> View Contact Details

To: ssadler@access.k12.wv.us

Subject: FW: math curriculum

Date: Wed, 27 Oct 2004 09:32:55 -0400

Handwritten signature and initials

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

From: Sarah Sears [mailto:mamasan41@hotmail.com]
Sent: Thursday, October 14, 2004 12:55 PM
To: kbutcher@access.k12.wv.us
Subject: math curriculum

Mr. Butcher,

I am a parent of 3 children who have been/are being educated Kanawha County. One is in college now, one is a junior at George Washington High School, and the third is in 6th grade at JohnAdams Middle School. Their math skill levels have varied.

I'm writing to object to the math curriculum changes proposed next year that would not allow a Pre-Algebra course to be taught up a grade.

On one hand, for the accelerated student, it severely limits math opportunities. Many students finish Algebra II in time to take Pre-calculus, Calculus, and/or Trig. while still in high school.

Other accelerated students can finish Algebra II and Trig by 11th grade and then take Accounting or Business courses once requirements are complete.

On the other hand, the "mainstream" student may struggle say, Algebra I and benefit from the opportunity to repeat it before on to Geometry. A tight math curriculum would not permit this.

The state has much to be proud of in our schools: meriting high SAT and ACT scores, School of Excellence Award winning schools makes sense to require that Pre-Algebra be initiated by 9th grade but recognize that many students are "ready" for Pre-Algebra sooner. Surely the state wants to foster learning, not limit it!

Sarah Sears  
1211 Johnson Rd  
Charleston, WV 25314

---

Check out Election 2004 for up-to-date election news, plus vote and more! <http://special.msn.com/msn/election2004.armx>

**Delete** **Reply** **Forward** **Spam**

[Previous](#) | [Next](#) | [Back to Messages](#)

[Save](#)

**Check Mail** **Compose** **Search Mail**

**Mail Upgrades - Mail Options**

Copyright © 1994-2004 Yahoo! Inc. All rights reserved. Terms of Service - Copyright Policy - Guidelines - Ad Feedback  
NOTICE: We collect personal information on this site.  
To learn more about how we use your information, see our Privacy Policy



Print - Close Window



POLICY 2510: Assuring the Quality of Education:

Regulations for Education Programs

Comment Response Form

Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.

Individual/Organization: Kathi Welton-Davy

Hampshire High School

Title: Special Needs/Transition Coordinator



Street Address: HC 63 Box 1970

Romney, WV 26757

Comments/Suggestions

126-42-1. General

126-42-2. Purpose

126-42-3. Scope

126-42-4. General Responsibilities

126.42.5. Glossary

126-42-6. Program Definition

Chart VI (B) "Note: Any course offered in lieu of a graduation requirement must first receive a WVBE approved waiver before counting towards graduation."

COMMENT: There should not be waivers to graduation requirements. If this is left in policy and a county BOE refused a waiver, would the WVBE approve the waiver? I feel this should be taken out to prevent potential problems. If this is to be removed, the similar statement on #2 under Elective offerings directly preceding this chart would also have to be removed.

6.4.8 & 6.4.9: COMMENT: In these sections diploma and modified diploma are addressed. If the cognitive assessment is included in 126-42-10, there needs to be a middle diploma option available for those same students that are involved in cognitive assessment.

126-42-7. Alternative Delivery of Education Programs

126-42-8. County Board of Education Responsibilities

9. School Based Responsibilities

10. Statewide Assessment Program

1. & 10.1.2: COMMENT: These address WESTEST and Alternative Assessment; however, I understand that some in the office of Special Education are currently developing a Cognitive Assessment to be used for those students who fall between these two levels of assessment. Should that level of assessment be noted in this section?

11. School, County and RESA Assessments

12. Program Accountability

13. Program Improvement

126CSR42

#3 If the arts are important enough to be deemed necessary for a diploma, why give the option of not including that in any student's program of study? I feel this should not be an option, so this section does not need to be included.

Return comments on or before October 29, 2004 to:

Keith Butcher

West Virginia Department of Education

Building 6, Room 330

1900 Kanawha Boulevard, East

Charleston, West Virginia 25305-0330

Phone: 304-558-7805

Fax: 304-558-0459

E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)



Print - Close Window



## POLICY 2510: Assuring the Quality of Education:

### Regulations for Education Programs

#### Comment Response Form

***Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.***

Individual/Organization

Jenny L. Burgess

Title

Teacher,

South Harrison High/Middle Schools

Street Address:

Route 1, Box 58

City

Lost Creek

State, Zip

West Virginia 26385

## Comments/Suggestions

### §126-42-6. Program Definition

The following comments deal with **Chart IV, Middle Level 5-8, Foreign Language**. I endorse completely the ***Recommended Learning Sequence: Level IA for seventh graders and Level IB for eighth graders***. I have been a middle school Spanish teacher in some capacity since 1986 and can speak with first hand knowledge of the benefits of Level IA/B delivery versus traditional Level I in eighth grade. Below are the advantages of making every effort to provide Level IA/B delivery:

- Students have two years to cover the material, allowing effective implementation of learning/teaching strategies uniquely appropriate for middle school learners. (i.e., slower pacing, hands on activities, student centered activities, higher cognitive activities, etc.)
- Students can cover more material, providing them a much stronger base for Level II study.
- Students have been essentially given an extra year in the foreign language classroom setting to hone communication skills.
- The knowledge base and confidence level of Level A/B students compared to eighth grade or high school Level I students entering Level II is dramatically higher.
- Students who do not complete Level A/B but later pursue foreign language study in high school perform very well. The seventh grade year essentially serves as a “super” exploratory class that prepares them for study at the high school level. They too exhibit greater confidence in learning a foreign language than students who were never exposed at all in middle school.
- Because many schools throughout West Virginia are not

blessed with having foreign language teachers, they must use a virtual school program based on the Level IA/B model. When real classrooms implement this model, foreign language students statewide will be receiving equally valuable and consistent instruction.

Although a scientific study has not been conducted in my classroom, I can quite confidently state that my students perform much better, are more relaxed and confident and are better prepared for Level II foreign language learning than eighth graders I taught in the traditional Level I in the past. When counties adopt textbooks specifically designed for middle school learners, the benefits of Level IA/B increase further.

I know that most people will not argue the obvious benefits of the Level IA/B model but will argue the logistics in implementing the program. We have done so successfully at South Harrison Middle School with some effort. We have no regrets whatsoever in making the extra effort to provide our students with the unique benefits the Level IA/B model provides.

If you have any questions, please contact me at South Harrison High School at 745-3315 or email me at [jennysantilli@hotmail.com](mailto:jennysantilli@hotmail.com) or [jlburges@access.k12.wv.us](mailto:jlburges@access.k12.wv.us).

Yahoo! My Yahoo! Mail

Search the web

Search

YAHOO! MAIL

Welcome, sher357\_wv [Sign Out, My Account]



Mail Home - Help

YAHOO! Small Business

From "...um" to done. Yahoo! Web Hosting.

now - \$25 setup fee waived

Choose your site name. GO

Mail Addresses Calendar Notepad

sher357\_wv@yahoo.com [Sign Out]

Check Mail

Compose

Search Mail

Mail Upgrades - Mail Options

3 Free Phones Ends Thursday

Check Other Mail [Edit] 129.71.2.16

Folders [Add - Edit]

Inbox (60)

Draft

Sent

Bulk (21) [Empty]

Trash [Empty]

My Folders [Hide]

TAC

What's your Credit Score? Check it FREE!

\$150k loan for \$550/mo. Go!

Today's Low Mortgage Rates

MasterCard for bad credit

Previous | Next | Back to Messages

Printable View - Full Headers

Delete

Reply

Forward

Spam

Move...

This message is not flagged. [ Flag Message - Mark as Unread ]

From: "Keith Butcher" <kbutcher@access.k12.wv.us> View Contact Details

To: ssadler@access.k12.wv.us

Subject: FW: comments on 2510

Date: Wed, 27 Oct 2004 09:33:29 -0400

*See*

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

From: Jane Massi [mailto:jmassi@access.k12.wv.us]

Sent: Thursday, September 30, 2004 8:25 AM

To: Keith Butcher

Subject: comments on 2510

*(1) put in 126-42-6 Program Definition*

Keith,

On reviewing Policy 2510, which is "out on comment", I find two things which I definitely wish to keep in the policy:

(1) Page 19, the uninterrupted 90 minute block for reading K-2 should be kept in

(2) the K-3 Informal Assessments should remain--as they are the only commonality we have to gauge from school to school, system to system how students at those levels are progressing.

Thank you,

Jane

*(2) put in 126-42-10 State wide Assessment Program*

Jane A. Massi  
Title I Coordinator  
Jackson County Schools  
P.O. Box 770  
Ripley, WV 25271  
Telephone: 304-372-7300 ext. 31  
Fax: 304-372-7312

Delete

Reply

Forward

Spam

Move...

Previous | Next | Back to Messages

Save Message Text

[Check Mail](#)

[Compose](#)

[Search Mail](#)

[Mail Upgrades - Mail Options](#)

Copyright © 1994-2004 Yahoo! Inc. All rights reserved. [Terms of Service](#) - [Copyright Policy](#) - [Guidelines](#) - [Ad Feedback](#)  
NOTICE: We collect personal information on this site.  
To learn more about how we use your information, see our [Privacy Policy](#)

Yahoo! My Yahoo! Mail

Search the web

Search

YAHOO! MAIL

Welcome, sher357\_wv [Sign Out, My Account]



Mail Home - Help



# Rent DVDs from Netflix

Try Netflix for F

Mail | Addresses | Calendar | Notepad

sher357\_wv@yahoo.com [Sign Out]

Check Mail

Compose

Search Mail

Mail Upgrades - Mail Options

Free Phones At AT&T Wireless

Check Other Mail [Edit]

129.71.2.16

Folders [Add - Edit]

Inbox (59)

Draft

Sent

Bulk (21) [Empty]

Trash [Empty]

My Folders [Hide]

TAC

Get a FREE Gateway Computer!

SCARY! Rates Under 3%

A+ Mortgage Loan Quotes Now

2.9% Home Loan 4 FREE OFFERS

Previous | Next | Back to Messages

Printable View - Full Headers

Delete

Reply

Forward

Spam

Move...

This message is not flagged. [ Flag Message - Mark as Unread ]

From: "Keith Butcher" <kbutcher@access.k12.wv.us> View Contact Details

To: ssadler@access.k12.wv.us

Subject: FW: Policy 2510

Date: Wed, 27 Oct 2004 09:33:36 -0400

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

From: Pamela Bailey [mailto:plbailey@access.k12.wv.us]

Sent: Tuesday, September 28, 2004 10:44 AM

To: kbutcher@access.k12.wv.us

Cc: Pamela Bailey

Subject: Policy 2510

Keith,

The parts of Policy 2510 that I feel should be left alone is requiring 4 years of Math for High School students because it will negatively effect the graduation rate. If the students cannot complete all four years of math they will more than likely drop out. The students that plan to go to college will probably take all four years anyway but those who don't plan to go to college can have there math requirement met in three years.

Also, It is important to administer the end of course exams. Since the tests are already available they should be used as assessment data. It is always important to know how well the student have retained the subject matter. Assessment is a great tool to use when determining where the student is and where they need to go with their education.

Pamela I. Bailey

Delete

Reply

Forward

Spam

Move...

Previous | Next | Back to Messages

Save Message Text

Check Mail

Compose

Search Mail

Mail Upgrades - Mail Options

Copyright © 1994-2004 Yahoo! Inc. All rights reserved. Terms of Service - Copyright Policy - Guidelines - Ad Feedback  
NOTICE: We collect personal information on this site.  
To learn more about how we use your information, see our Privacy Policy

**Cabell Midland HS**  
2300 Route 60 E  
Ona, WV 25545

---

**confidential**  
**fax**

*To:* **Keith Butcher**  
*Fax Number:* 1 304 558-0459

*From:* **T. Edwin Harkless**  
*Fax Number:* 304-736-3874  
*Business Phone:* 304-743-7420  
*Home Phone:* 304-736-3874



*Pages:* 3  
*Date/Time:* 10/29/2004 12:27:12 AM  
*Subject:* Policy 2510 concerns

---

# POLICY 2510: Assuring the Quality of Education: Regulations for Education Programs Comment Response Form

**Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.**

Individual/Organization

Title Thomas E Harkless  
Street Address: 167 Iroquois Trail City Ona  
State, Zip WV 25545

## Comments/Suggestions

I am extremely disappointed in the arts requirement statements! Particularly in the following from §126-42-6. Chart V (B)

<sup>3</sup> The arts credit earned by students in professional and skilled pathways must be from either dance, music, theatre or visual art (or any combination thereof). Students in career and technical programs may take either an arts (dance, music, theatre, visual art) course or *may substitute another technical course* in their concentration in lieu of the arts requirement.

A double position is being taken in this policy! First, the arts are recognized as being CORE, and as such, equally as important as the "traditional" CORE subjects. Then, to give an option to some students that essentially denies the statement the policy makes?! Particularly those students for whom this would likely be the last formal opportunity to have their lives enriched by a broader knowledge and experience in the arts.

+++++

The following statement is also problematic.

**Chart IV Middle Level 5-8 <sup>2</sup> Choral and instrumental music must be offered no later than grade six. Chorus or instrumental music may substitute for the required music course at each grade level.**

This is a statement that can only come from a complete lack of understanding of the very nature of the classes being evaluated! General music studies CANNOT be replaced, interchanged or treated as equals! Performance ensembles, while recognizably the most publicly accepted forms of musical training (band, choirs, strings, etc) are not and cannot be equal to general music where students have the opportunity to explore reading, listening, history, theory, etc. in their preparation as consumers of music, experiencing life-time enrichment through musical studies. Would the writers of this policy dare to suggest that students be required to take Algebra I, but give music "majors" the option of replacing the Algebra I requirement with another music class due to their being an "arts" major? Sound ridiculous? Of course! It is equally problematic to all students to treat the arts in this way.

It would be in the best interest of all students to include as much study in the arts as possible in their school tenure.

In addition to the improved quality of life for those in our society for whom musical training and experiences were an integral aspect of their education, *all the studies I have seen point out the overwhelming evidence that music and arts students consistently score higher in all areas of standardized testing.*

To help understand the usefulness, indeed, necessity of music in the curriculum, please refer to the following sites.

<http://www.menc.org/publication/articles/academic/academic>  
<http://www.menc.org/publication/books/standards.htm>

<http://www.menc.org/publication/articles/academic/pawtuck.htm>

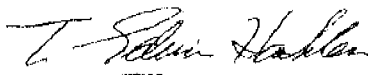
<http://www.menc.org/publication/articles/academic/dickins.htm>

<http://www.menc.org/publication/articles/academic/yoh.htm>

If we are desirous of having "higher test scores" as an important measurement of students' achievement (and educators' performance), then why do we not commit to a balanced liberal arts style curriculum that will prepare our students to make informed, educated choices regarding not only their career path, but also precious leisure time that often is frivolously spent?

*Music is the manifestation of the human spirit, similar to language. Its greatest practitioners have conveyed to mankind things not possible to say in any other language. If we do not want these things to remain dead treasures, we must do our utmost to make the greatest possible number of people understand their idiom.*

Zoltán Kodály



Return comments on or before **October 29, 2004** to:

Keith Butcher

West Virginia Department of Education

Building 6, Room 330

1900 Kanawha Boulevard, East

Charleston, West Virginia 25305-0330

Phone: 304-558-7805

Fax: 304-558-0459

E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)

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

**Comment Response Form**

*Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.*

Individual/Organization

Lucia A. Briggs

Sls

Title

Parent, K.C.S. substitute teacher

Street Address:

1522 Bedford Rd

City

Charleston

State, Zip

WV

25314

**Comments/Suggestions**

**'126-42-1. General**

I applaud WVBE's commitment "to establishing high academic standards and providing high quality programs for every student in West Virginia's public schools." However, on review of Appendix A, the suggested Mathematics course sequence, Policy 2510 will be detrimental to West Virginia's gifted Mathematics students.

**'126-42-2. Purpose**

While this policy is intended to provide opportunities for students to achieve their potential, the absence of Algebra I for 7<sup>th</sup> graders and Geometry for 8<sup>th</sup> graders, as an available "pathway" is contrary to the '126-42-2. Purpose statement, and will limit possible achievements of West Virginia's students who are gifted in Mathematics.

**'126-42-3. Scope**

?  
This is all I got.

# UNITED TECHNICAL CENTER VOCATIONAL TECHNICAL EDUCATION

ROUTE #3 BOX 43C  
CLARKSBURG, WV 26301

TELEPHONE (304) 624-3180

FAX (304) 622-6138

## F A X

TO: Keith Butcher

FROM: Kathleen Krizner

DATE: 10/29/04

FAX: 558-0459



NUMBER OF PAGES, INCLUDING THIS COVER SHEET

4

COMMENTS:

126CSR42  
**POLICY 2510: Assuring the Quality of Education:  
Regulations for Education Programs**

**Comment Response Form**

*Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.*



Individual/Organization United Technical Center

Title Curriculum Focus Team

Street Address: Rt#3 Box 43-C City Clarksburg

State, Zip WV 26301

**Comments/Suggestions**

<b>§126-42-1. General</b>
<b>§126-42-2. Purpose</b>
<b>§126-42-3. Scope</b>
<b>§126-42-4. General Responsibilities</b>

**126CSR42**

<b>§126-42-5. Glossary</b>
<b>§126-42-6. Program Definition</b>
The Curriculum Focus Team of United Technical Center supports footnote #3 to Chart V (C) allowing students to substitute a technical course in their concentration for an Art credit if that includes all technical courses. We further suggest that the 4 <sup>th</sup> math requirement for Entry Pathway students be relevant to their career major.
<b>§126-42-7. Alternative Delivery of Education Programs</b>
<b>§126-42-8. County Board of Education Responsibilities</b>
<b>§126-42-9. School Based Responsibilities</b>

**126CSR42**

<b>§126-42-10. Statewide Assessment Program</b>
<b>§126-42-11. School, County and RESA Assessments</b>
<b>§126-42-12. Program Accountability</b>
<b>§126-42-13. Program Improvement</b>

**Return comments on or before October 29, 2004 to:  
Keith Butcher**

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

**Comment Response Form**

*Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.*

Individual/Organization Ann J. Winton  
 Title parent & JAMS PIC Chair  
 Street Address: 1798 Huber Road City Charleston  
 State, West Virginia Zip 25314

**Comments/Suggestions**

**126-42-1. General** "This legislative rule 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 education opportunities exist for all students . . . ."

**I agree this should be done.**

**126-42-2. Purpose** "2.1. The West Virginia Board of Education (hereinafter WVBE) is committed to establishing high academic standards and providing high quality programs for every student in West Virginia's public schools. . . ."

**I agree with this purpose, but I think this policy falls short of providing high quality programs for every student, particularly high ability students in Middle School. See comments below under 126-42-3 Scope.**

**126-42-3. Scope** 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 . . .

3.2. Ensuring a quality education implies that a thorough and efficient education system exists that provides equal access to substantive curricular offerings and appropriate related services for all students.

3.2.4. a demanding curriculum for all students.

**Changes in the Math policy on the Middle School level cause the WVBE to fall short of its commitment to establishing high academic standards and high quality programs for high ability students. These students are**

denied access to substantive curricular offerings. See comments under 126-42-6. Program Definition 126CSR42 6.3. Middle Level Education (Grades 5-8)

#### 126-42-4. General Responsibilities.

No comments

#### 126-42-5. Glossary

5.60.1. Distinguished - A student at this level has demonstrated exceptional and exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond grade level or course expectations.

How can high ability or high achieving students attain distinguished marks on the West Test if they are not given above grade material or exposed to higher math concepts in the classroom? Also, some type of advanced or accelerated curriculum should be available in other core subjects at the Middle School level.

#### 126-42-6. Program Definition 126CSR42

6.3. 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 . . . 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. . . .

Creating small learning communities is an admirable goal, but under the current funding formula, it is difficult to achieve. On a practical level, decreasing class size would have a more positive impact on student learning. Currently in my child's school there are some classes of 35 to 40 students in the core seventh grade classes.

Students in grades 5-8 should be provided with an adult advocate, advisor, or mentor who takes an interest in the students 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.

An organized advisory program would be strengthened and far more effective if additional state funds were available to the counties to add additional counselors or a Dean of Students at the Middle School level. Two counselors for a student population of 750 are inadequate.

#### Chart IV Middle Level 5-8 and Footnotes to Chart IV

This section outlines in broad terms Middle Level Curriculum. The music and foreign language curriculum recognize that skills and concepts learned in these subjects build on one another from one year to the next, and that proper preparation needs to be given. No where in this section is the path for mathematics described. One must infer that only Math 6, Math 7, and Math 8 will be provided in the Middle School. (At the end of the policy in the Appendix one can learn that some eighth grade students may take Algebra I). No mention is made of an enriched or accelerated version of those courses or of a Higher Level Course as an option. Furthermore, one must jump to Appendix A and to its footnotes at the end of this proposal to learn that this policy limits math options currently being offered at the middle level. Under this proposal Algebra/Geometry Preparation is a developmental course restricted to grades 9-12. Algebra I may be offered to students in the eighth grade but no earlier, and geometry will not be offered in eighth grade. The Math policy you have laid out does not allow high ability Math students to reach their potential. I question the wisdom of eliminating challenging courses at the Middle School level at a critical time before entering high school. Students wishing to enter into the IB program or take AP and honors courses must be adequately prepared.

I also think that some type of advanced, enriched or accelerated curriculum should be available in other core subjects at the Middle School level to, " 3.2. Ensur(e) a quality education . . . that provides equal access to substantive curricular offerings and appropriate related services for all students," and provide, "2.4. a demanding curriculum for all students." Below are some facts quoted from the Davidson Institute for Talent Development's FACTOIDS: Summary of Research Findings about the Profoundly Gifted Population (Last updated 02/19/2004 ) at their web site <[www.davidson-institute.org](http://www.davidson-institute.org) >:

Underachievement in school is a serious problem in the gifted population. If we compare scores of all gifted students on individual aptitude tests with their level of performance, we would likely find as many as 70 percent underachieving. (Whitmore, 1980)

Highly gifted children are frequently placed at risk in the early years of school through misidentification, inappropriate grade-placement and a seriously inadequate curriculum. (Gross, 1994)

Research on acceleration or grade skipping has been found to have almost uniformly positive results; acceleration is educationally and socially advantageous for highly gifted learners. (Clark, 1997)

High school dropout studies found that between 10 and 20 percent of those who do not complete high school are in the tested gifted range. (Rimm, 2003)

I find the age grouping of Middle Schools (grades 6 to 8) and concept of creating a small community with mentors to be positive and appropriate. The curriculum needs to be strengthened by providing more electives and enriched or advanced courses. In our efforts to leave no child left behind let us not leave behind the high ability students.

Thank you for your consideration and for your efforts to prepare West Virginia students to lead successful, productive lives in our communities.

**126-42-7. Alternative Delivery of Education Programs**

no comments

**126-42-8. County Board of Education Responsibilities**

no comments

**126-42-9. School Based Responsibilities**

no comments

**126-42-10. Statewide Assessment Program**

no comments

**126-42-11. School, County and RESA Assessments**

no comments

**126-42-12. Program Accountability**

**no comments**

**126-42-13. Program Improvement**

**no comments**

**Appendix A:**

**see comments under program definitions**

**Footnotes for Appendix A:**

**see comments under program definitions**

Return comments on or before October 29, 2004 to:

Keith Butcher

West Virginia Department of Education

Building 6, Room 330

1900 Kanawha Boulevard, East

Charleston, West Virginia 25305-0330

Phone: 304-558-7805

Fax: 304-558-0459

E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)

126CSR42

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

Comment Response Form

Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.

Individual/Organization: Jessica Sine / South Harrison High School

Title: (WVU) Intern: Secondary Science (Biology)

Street Address: 100 EUCLID AVE. City: Morgantown

State: Zip: WV 26501

Comments/Suggestions

§126-42-6. Program Definition

• Under Chart V (c) Graduation Requirements 9-12

It is extremely beneficial to do away with the CATS 10 program as soon as possible. Students will have a much better selection of upper level science electives.

Please consider revising or removing the CATS 9 program as well. The availability of good textbooks and the alignment of CATS curriculum and CSO's are not sufficient!

126CSR42

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

Comment Response Form

*JS*

Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.

Individual/Organizer: Danny Simons / South Harrison High School  
Title: Science Teacher  
Street Address: 112 Kidd Ave. City: Stonewood  
State: WV Zip: 26301

Comments/Suggestions

§126-42-6. Program Definition

I am glad to see CATS 10 mandate has been removed. Please finish the job and remove CATS 9 & replace with physical science. There isn't enough of a selection of quality textbooks for the CATS program and with textbook adoption coming up in our county I would like to see it eliminated as soon as possible.

126CSR42

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

Comment Response Form

Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.

Individual/Organization: James C. Lynn / South Harrison High School  
 Title: Science Teacher  
 Street Address: Rt. 1 Box 157A City: Buckhannon  
 State, Zip: WV 26201

Comments/Suggestions

§126-42-6. Program Definition

① Under Chart V (c) Graduation Requirements 9-12

Eliminating CATS10 for Freshmen starting 2005-2006 is an extremely positive change. Under Chart VI (B) CATS10 will still be offered for 2004-2005 Freshmen in 2005-2006. Please allow students to substitute a higher science for CATS10 effective immediately (Spring Semester, 2004). Elimination of CATS10 will give schools much greater flexibility in scheduling and save a huge amount of tax dollars on text series for CATS10 that do not address the CSO's.

We could do better if we eliminated CATS completely and went with a more widely used curriculum of Life Science 7, Earth Science 8, and Physical Science 9.

② Under chart VI (B) 4 Math credits

The new requirement should not be implemented unless additional staff can be hired.



**Berkeley County Schools**  
401 South Queen Street  
Martinsburg, WV 25401  
(304) 267-3500  
FAX (304) 267-3506

Fax to: WVDE

**FACSIMILE TRANSMISSION FORM**

**FROM:**

Department of Federal Programs

Department of Instruction

Department of Research and Technology

Deputy Superintendent for Instruction

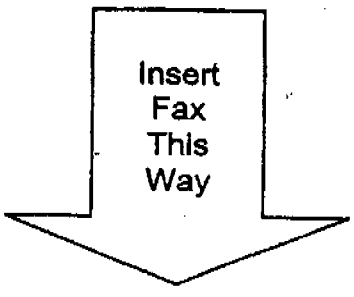
TO: Keith Beitcher

FROM: Joyce Hobbs

RE: Comments on 2570

DATE: 10/29

NUMBER OF PAGES 3



126CSR42

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

**Comment Response Form**

*Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.*

Individual/Organization Joyce Hobbs, Deakay County Schools  
 Title Secondary Instructional Specialist  
 Street Address: 401 South Queen St City Martinsburg  
 State, Zip WV 25401

**Comments/Suggestions**

§126-42-1. General
§126-42-2. Purpose
§126-42-3. Scope
§126-42-4. General Responsibilities

*next page*

*C Joyce Rowe*

126CSR42

§126-42-5. Glossary

§126-42-6. Program Definition *Science*

*p 30 please note that all advanced courses are dependent on the completion of the CSDs of CATS 10 so there is only one course immediately above CATS 9 (CATS 7-10 have a spirally scope and sequence) To skip CATS 10 should have*

§126-42-7. Alternative Delivery of Education Programs

*a requirement of completion of at least 3 more sciences (one in Bio, Chem, Earth Sciences) and be in a Science or Engineering Cluster. Only 2 sciences above CATS 9 will not*

§126-42-8. County Board of Education Responsibilities

*meet the college entrance requirements to many colleges.*

§126-42-9. School Based Responsibilities

## Comments on Policy 2510

Individual: Karen McBride  
Title: Elementary School Counselor – Summers County  
Home address: HC 85 Box 322  
Jumping Branch, WV 25969



My comments are mainly under the Program Definition.

Since obesity is a national focus and concern, I feel that the children in grades pre-K through 5 should have physical education daily. It would be great if West Virginia could lead the nation in making our children physically fit and healthy as well as academically ready to face the future upon graduation. I realize that children need at least 60 minutes of physical activity daily. However, if children received thirty minutes of physical education daily with a highly qualified physical education teacher who also emphasized the importance of lifelong physical activity, it could have a great impact upon our children leading a healthier lifestyle.

Children need to learn the fundamentals of reading, writing and arithmetic. However, sometimes we overlook the creative side that needs to be developed. The fine arts and music should be taught at the elementary level on an alternate basis like most music and physical education classes are taught now. Instead of just teaching half of a child, we need to move in the direction of teaching the whole child.

As the only elementary school counselor in my county, it is sometimes difficult now to be able to schedule classroom work with students. Teachers have been very helpful to work me in around their busy schedules of music, computer lab, Title I, speech and special education. However, this year at one school, they have a two hour uninterrupted block of time just for reading. This is from the Reading First Grant. At the present time, we haven't been able to work me in to their classrooms. If we have a mandatory 90 minutes of uninterrupted time for reading and sixty minutes of time for math, it's going to be almost impossible for me to meet the time guidelines set in Policy 2315 for direct student services when it applies to the guidance curriculum. Especially when I am at two of my three schools only one day a week. So will counselors be penalized or written up by not being able to comply with those guidelines? After all, it isn't the counselor's fault not being able to go into a classroom because of time restraints placed on a teacher. This has many elementary counselor's worried. Many of us have between 600 to 800 students that we serve in two or more schools. We are not like the middle or high school counselors. Most of our 75% of direct student services is spent in the classroom and counseling individual students or groups. Will we have to revisit policy 2315 and revise our percentage of time spent in the four areas of direct counseling services?

126CSR42

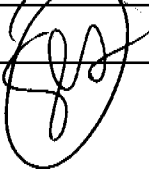
**POLICY 2510: Assuring the Quality of Education:  
Regulations for Education Programs**

**Comment Response Form**

*Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.*

Individual/Organization Deborah M. Harki / WVDE  
Title Coordinator, Foreign Language  
Street Address: 1900 Kanawha Blvd E City Charleston  
Bldg. 6, Room 330 State, Zip WV 25305-0330

**Comments/Suggestions**

	§126-42-1. General
	§126-42-2. Purpose
	§126-42-3. Scope
	§126-42-4. General Responsibilities

## §126-42-5. Glossary

## §126-42-6. Program Definition

Chart VI (B) p. 35-36 - The statement immediately below "Electives To Be Offered" in middle column, "These courses must be offered at least in alternating years" does not include all the content areas, especially those on p. 36.

## §126-42-7. Alternative Delivery of Education Programs

## §126-42-8. County Board of Education Responsibilities

8.2.2.b - The fact that there is no minimum attendance requirement for grades 9-12 strikes me as a bit odd. I do not believe the use of the graduation rate in grades 9-12 to determine ANY P ~~age~~ adequately provides a picture of the school attendance rate.

## §126-42-9. School Based Responsibilities

**126CSR42**

<b>§126-42-10. Statewide Assessment Program</b>
<b>§126-42-11. School, County and RESA Assessments</b>
<b>§126-42-12. Program Accountability</b>
<b>§126-42-13. Program Improvement</b>

Return comments on or before **October 29, 2004** to:

Keith Butcher  
West Virginia Department of Education  
Building 6, Room 330  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305-0330  
Phone: 304-558-7805  
Fax: 304-558-0459  
E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)

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

OCT 29 2004


OCT 29 2004

**Comment Response Form**

**Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.**

Individual/Organization Deborah Harki  
 Title Coordinator, Foreign Language  
 Street Address: WVDE City \_\_\_\_\_  
 \_\_\_\_\_ State, Zip \_\_\_\_\_

**Comments/Suggestions**

§126-42-1. General	
§126-42-2. Purpose	
§126-42-3. Scope	
§126-42- <sup>6</sup> <del>4</del> General Responsibilities	
<p><i>Program Definition</i></p> <p><i>Proposed Chart III - no minimum minute requirement for reading??</i></p> <p><i>Chart V(B) - Is this not a moot point. These students have already entered under Chart IV(B) in old policy.</i></p>	

## §126-42-5. Glossary

## §126-42-6. Program Definition

P. 37 - look at 6.4.1. b in relation to 8.2.2  
 6.4.2 - should read Charts 1 - VI (B)  
 6.4.3 - any course may be subject to a substitution or only  
 elective or ~~as~~ required Career Majors - unclear.

## §126-42-7. Alternative Delivery of Education Programs

7.2.1.c - graduation credit for extended programs -  
 are there any guidelines? Looks like a  
 big loophole, if not.

## §126-42-8. County Board of Education Responsibilities

8.2.4.F. Travel time for students participating  
 in WVSSAC sanctioned activities can wreak havoc  
 on teachers' instructional time especially involving  
 spring sports. Is there any limit to the amount  
 of time that may be used for this purpose?

~~§126-42-9. School Based Responsibilities~~

126-42-6

Chart VI (B) Introduction Statement in  
 middle column about "alternating years"  
 causes some confusion in interpretation  
 in some subject areas.

9.31 - Chart V (C) substitution for Art credit should

say for entry-level  
 pathway

**126CSR42**

<b>§126-42-10. Statewide Assessment Program</b>
<b>§126-42-11. School, County and RESA Assessments</b>
<b>§126-42-12. Program Accountability</b>
<b>§126-42-13. Program Improvement</b>

Return comments on or before **October 29, 2004** to:

Keith Butcher

West Virginia Department of Education

Building 6, Room 330

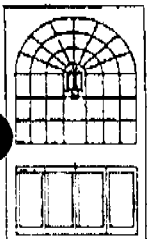
1900 Kanawha Boulevard, East

Charleston, West Virginia 25305-0330

Phone: 304-558-7805

Fax: 304-558-0459

E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)



# University High School

991 Price Street • Morgantown, West Virginia 26505 • 304-291-9270 • 304-291-9248 (fax)

## FAX COVER SHEET

DATE:

TIME:

TO: Keith Butcher  
WV Dept. of Education

PHONE:

FAX:

304-558-0459

FROM: UNIVERSITY HIGH SCHOOL

Tom Bloom  
(add your name here)

PHONE: 304 - 291-9270

FAX: 304 - 291-9248

RE: Policy 2510

Number of pages including cover sheet 5

The information contained in this facsimile transmission is intended only for the personal and confidential use of the designated recipient named above. If the reader of this message is not the intended recipient or an agent responsible for delivering it to the intended recipient, you are hereby notified that you have received this document in error and that any review, dissemination, distribution or copying of this message is strictly prohibited. If you have received this communication in error, please notify us immediately by telephone (304) 291-9270 and return the original message to us by mail at the above address. Thank you for your cooperation.

Tom Bloom  
Director of Guidance  
University High School  
991 Price Street  
Morgantown, WV 26505

Community Response Form Policy 2510 Comments

October 26, 2004

Dear State Department Officials:

I am enclosing several comments concerning Policy 2510.

- 1) All these goals and pathways are based on a false concept. **THERE ARE NO MINIMAL REQUIREMENTS FOR A STUDENT TO ENTER THE HIGH SCHOOL IN 9<sup>TH</sup> GRADE.** The policy assumes that the student has the minimum skills to meet basic courses at the ninth grade.
- 1) Under the Professional Pathway – it reads: Student must take a 4<sup>th</sup> math above Algebra 1. A) This means that a student who takes Applied Math 1 will not be able to go to a 4 year college. (Applied math 1, Applied math 2, Geometry, Algebra 2) **THIS DECISION IS BEING MADE AT THE 8<sup>TH</sup> GRADE – WHY?** The students are making this decision before they ever walk into the high school and before Introduction to Majors information. B) This means that a student in this track will take Algebra 1, Geometry, Algebra 2, Pre Cal or Algebra 3. This is not realistic and will force students to be placed into the entry level profession. Students **COULD** be accepted to a 4 year college out of state (requirement is Algebra 2) but could not graduate from a WV high school because of the failure of the 4<sup>th</sup> (above Algebra 2 math. C) under this pathway, a student has 21 graduation requirements before they have even take any courses in their area. (ex: such as business). This will devastate the music, band, and choir programs at a high school.
- 2) Under the Skilled pathway – it reads: Student must take a 4<sup>th</sup> math above Algebra 1 – A) same argument as above. However, these students will not be able to get into a 2 year community college. The purpose of a community college is to help these students improve their areas but you will be excluding them. B) it is theoretically impossible for a student to receive a skilled pathway from Monongalia County Tech Center or any other Tech Center that requires driving time. There are 7 required courses during 11<sup>th</sup> and 12<sup>th</sup> grade (History 3 and History 4, English 11, English 12, 3<sup>rd</sup> math and 4<sup>th</sup> math, and a 3<sup>rd</sup> science). Unfortunately there are only 6 classes possible because we lose one class for driving time. **THIS IS NOT POSSIBLE!**
- 3) We must inform all 8<sup>th</sup> graders that if they take Applied Math 1, they will not be able to attend a 4 year or 2 year college. We give a test to

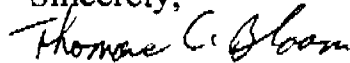
all incoming 9<sup>th</sup> graders and many of them will not have the qualifications for Algebra 1. If these students think they may want to go to college and take Algebra 1 and are not prepared, these students will be unable to graduate on time unless they go into an Entry level program.

- 4) 8.2.5 – states that all students performing below the 50<sup>th</sup> % is placed in a skill improvement plan. A) this would add an additional 250 students in reading and language and we would have to hire additional staff. B) this would be an additional class requirement and may cause a student not to graduate in four years. C) This additional mandate will cause a student to take an additional year to complete a pathway.
- 5) 8.2.6 – states that every student will have a student transition plan developed in consultation with his/her parents and a school counselor. A) When, how and where will this be completed (UHS has 1300 students) With additional duties that are now required and testing, please clarify how this would be accomplished. Will counselors now be hired and paid after school and during the summer to meet this requirement? What if a school counselor is works other jobs (I do)?
- 6) There are no minimum requirements for a student to enter 9<sup>th</sup> grade but this policy assumes that the student has passed the classes to enter high school. (#1) there are students who have not passed any classes, and there are some students who have failed several classes for several years, and there are students who may never be able to pass the lower level classes. We are starting to see these students in 9<sup>th</sup> grade realize this and they are becoming the disruptive and troubled students at our school.
- 7) Under this new program, each student has his or her own individual graduation plan. How will WVEIS follow their graduation plan? (Currently, there is only one graduation screen for every student) Now, there could be a minimum of 30 graduation plans. It would take a full time person to monitor this for a school of 1300. At the most recent counselors workshop (Oct.26<sup>th</sup>), it was explained to the state department people and they agreed the computer program to write this graduation requirements would be so encompassing that it was not realistic. Then, how will a guidance counselor be able to keep this tracked for 1300 students?
- 8) With the adoption of these career pathways, several situations will occur. The graduation rate will drop. We will have less people graduating and attending college. The number of students in the

Skilled Tec area will drop. High school will now take five years to graduate rather than the current four-year process.

- 9) Scheduling dilemma – a) in 8<sup>th</sup> grade, the student will choose their cluster and their pathway but the law states that they don't choose their major until 10<sup>th</sup> grade. The student has already made their decision by choosing their pathway (and understanding what courses they need) and the major is too late. Also, WVEIS shows that you cannot put the pathway in without the major and they wait until the end of the 10<sup>th</sup> grade but this is too late for a student who has already taken the math and CMU course selections. b) if the current 9<sup>th</sup> grade choose the Business Cluster, we would have to hire staff to prepare for this. What happens if the next year, the 9<sup>th</sup> grade chooses Health cluster. How do we staff these new changes? Also, if all the students need Into to Business (150 kids) what happens if the classes are filled? This course could be a graduation requirement for entry level Business cluster and could be filled. How do we tell the student that they cannot take a graduation requirement?

Sincerely,



Thomas C. Bloom

Director of Guidance

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

**Comment Response Form**

*Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.*

Individual/Organization PATRICIA GRAY GREENBRICK CO. SCHOOLS  
Title COORDINATOR OF ADULT + CAREER EDUCATION  
Street Address: 202 CHESTNUT ST City LEWISBURG  
WV State. Zip 24901

**Comments/Suggestions**

§126-42-1. General
§126-42-2. Purpose
§126-42-3. Scope
§126-42-4. General Responsibilities

§126-42-5. Glossary
§126-42-6. Program Definition
P.19 CHART II PRIMARY K-2 WORDING " <u>UNINTERRUPTED</u> 90 MINUTE READING BLOCK" IS RESTRICTIVE & UNREALISTIC. THE TEACHER SHOULD HAVE FLEXIBILITY IN MANAGING THE INSTRUCTIONAL DAY TO ALLOW FOR ATTENTION SPAN AT THAT AGE. P.31 ARTS CREDIT FOOTNOTE 3 KEEP THE WORDING THAT ALLOWS
§126-42-7. Alternative Delivery of Education Programs
§126-42-8. County Board of Education Responsibilities
§126-42-9. School Based Responsibilities

CONT'D.  
~~END~~ →

126CSR42

§126-42-10. Statewide Assessment Program

§126-42-11. School, County and RESA Assessments

§126-42-12. Program Accountability

§126-42-13. Program Improvement

P. 63 APPENDIX A

MOVE PATHWAY COLUMN TO LEFT OF  
CHART MAKING IT THE 1ST COLUMN.

Return comments on or before **October 29, 2004** to:

Keith Butcher

West Virginia Department of Education

Building 6, Room 330

1900 Kanawha Boulevard, East

Charleston, West Virginia 25305-0330

Phone: 304-558-7805

Fax: 304-558-0459

E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)

# PROGRAM DEFINITION

126-42-6

p. 31 FOOTNOTE 3

STUDENTS TO SUBSTITUTE ANOTHER TECHNICAL COURSE  
FOR THE ARTS CREDIT

p. 34

FAMILY + CONSUMER SCIENCE

ONE ELECTIVE THAT INCLUDES PARENTING SKILLS  
IS SUFFICIENT.

p. 30

CHART C GRAD. REQUIREMENTS

9<sup>TH</sup> GRADE 2005-2006

DELAY THIS REQUIREMENT (4<sup>TH</sup> MATH) UNTIL 2007-2008  
TO GIVE THE IMPROVED INSTRUCTION REQUIRED BY NCLB  
TIME TO WORK  
MORE DOES NOT HELP IF IT IS NOT BETTER

MOVING CATS 10 TO ELECTIVE STATUS IS A MAJOR  
IMPROVEMENT.

126CSR42  
**POLICY 2510: Assuring the Quality of Education:  
Regulations for Education Programs**

**Comment Response Form**

*Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.*

Individual/Organization Michael H. Mullins, Principal Lakeside Elem  
Title Principal  
Street Address: 2550 US Rt 60 City Hurricane  
State, Zip WV 25526

**Comments/Suggestions**

§126-42-1. General
§126-42-2. Purpose
§126-42-3. Scope
§126-42-4. General Responsibilities

§126-42-5. Glossary

§126-42-6. Program Definition

90 minutes of uninterrupted reading will be a real problem ~~for~~ for administrators. Please delete the word "uninterrupted".

§126-42-7. Alternative Delivery of Education Programs

§126-42-8. County Board of Education Responsibilities

§126-42-9. School Based Responsibilities

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

**Comment Response Form**

*Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.*

Individual/Organization Jan S. Prullita  
Title 2nd Grade Teacher Lakeside Elem.  
Street Address: 2550 US Rt 60 City Hurricane  
State, Zip WV, 25526

**Comments/Suggestions**

<b>§126-42-1. General</b>
<b>§126-42-2. Purpose</b>
<b>§126-42-3. Scope</b>
<b>§126-42-4. General Responsibilities</b>

**§126-42-5. Glossary**

**§126-42-6. Program Definition**

90 minutes of Reading  
Could we change this to Long term  
Work? (Attorney's span)

**§126-42-7. Alternative Delivery of Education Programs**

**§126-42-8. County Board of Education Responsibilities**

**§126-42-9. School Based Responsibilities**

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

**Comment Response Form**

*Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.*

Individual/Organization Stephanie Naylor Burks  
Title Elementary Educator  
Street Address: 2550 US Rt 60 City Hurricane  
WV State, Zip 25526

**Comments/Suggestions**

§126-42-1. General
§126-42-2. Purpose
§126-42-3. Scope
§126-42-4. General Responsibilities

**§126-42-5. Glossary**

**§126-42-6. Program Definition**

A Language Arts block would be preferable to a Reading block per se as 90 minutes is too time-intensive for K, 1, 2 students.

**§126-42-7. Alternative Delivery of Education Programs**

**§126-42-8. County Board of Education Responsibilities**

**§126-42-9. School Based Responsibilities**




Print - Close Window

**From:** "Keith Butcher" <kbutcher@access.k12.wv.us>  
**To:** "Sherry Sadler" <ssadler@access.k12.wv.us>  
**Subject:** FW: 2510  
**Date:** Wed, 27 Oct 2004 16:28:26 -0400

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

**From:** Bev Bolyard [mailto:bbolyard@access.k12.wv.us]  
**Sent:** Wednesday, October 27, 2004 11:56 AM  
**To:** kbutcher@access.k12.wv.us  
**Subject:** Re: 2510

*pros def* 

After attending the counselor's workshop Monday in Shepherdstown, I have the following comments /concerns about 2510.

1. Why was a comprehensive guidance and counseling program included in the chart for 5-8 and not on the charts of K-4 and 9-12 when it is needed for all levels?
2. The requirement 3 maths above Alg. I to be completed in grades 9-12 punishes the gifted students who take Algebra and Geometry and possibly Alg. II prior to 9th grade. This is only a handful of students but they should not be penalized. The majority of students will complete those maths in grades 9-12.

I wish I had more time to comment, but am unable to write in detail at this time. Thank you for receiving my comments. Bev

Beverly F. Bolyard, Counselor & DCT Coordinator  
 South Branch Career & Technical Center  
 401 Pierpont Street  
 Petersburg, WV 26847  
 304-257-1331 Fax: 304-257-2270  
 bbolyard@access.k12.wv.us

**Counseling Department**

Grafton High School  
400 Riverside Drive  
Grafton, WV 26354  
Phone: 304-265-3047  
Fax: 304-265-2156  
Email: jpoe@access.k12.wv.us



**Fax Transmittal Form**

**To**

Name: *Keith Butcher*  
Organization Name/Dept: *WVDOE*  
CC:  
Phone number:  
Fax number: *304-558-0459*

**From**

*JLS*  
Judy Poe, Penny Coplin  
Phone: 304-265-3047  
Fax: 304-265-2156  
Email: jpoe@access.k12.wv.us , pcoplin@access.k12.wv.us

- Urgent
- For Review
- Please Comment
- Please Reply

Date sent: *10-27-04*  
Time sent:  
Number of pages including cover page: *3*

**Message:**

*Comments on Policy 2510*

## 126CSR42

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

**Comment Response Form**

*Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.*

Individual/Organization Judy Poe  
 Title School Counselor  
 Street Address: 400 Riverside Dr City Grafton  
 State, Zip WV, 26354

**Comments/Suggestions**

126-42-1. General
126-42-2. Purpose
126-42-3. Scope
126-42-4. General Responsibilities

**126CSR42****126-42-5. Glossary****126-42-6. Program Definition**

The requirement of 4 math credits for entry & skilled pathway students is going to prohibit our students from being able to attend the United Technical Center. This Center has been and is a very important part of our students' educational plans. They will no longer be able to fulfill two years of the technical & vocational programs because they may only take 3 courses at Grafton High due to travel to UTC.

Previously Algebra/Geometry Prep math has not counted as a math credit if Applied Math I is taken following it. One of the suggested math course sequences listed in Appendix A has it counting as one of the 4 credits with Applied Math I.

Our Math department has reviewed the Conceptual Math CSOs and told me that a student truly needs some Algebra II knowledge to be successful in this, that it cannot take the place of Algebra II in the sequence.

I fear we are setting our entry and skilled students up for failure with the additional requirement of math. At a time when the job market is screaming for technically trained persons, we make it impossible for the students to receive this training which makes them marketable and successful in the workplace. Counselors in the state need to be informed as these graduation requirements are changed and within a timely fashion. Last spring we wrote our new "program of studies handbook" to match the policy that was available at that time. It is now invalid because some of the proposed policy was revised at the final stage and we were not aware. We can not be expected to check policy revisions every day or wait until school is out to inform students and parents of the policy that effects them.

Science concern – If CATS 10 is no longer required, are we offering general science courses instead of all advanced courses as now in policy? How can a student take advanced Biology or Chemistry, or Physics without a general one?

**126-42-7. Alternative Delivery of Education Programs****126-42-8. County Board of Education Responsibilities**

# GEORGE WASHINGTON HIGH SCHOOL

1522 Tennis Club Road

Charleston, WV 25314

Phone (304) 348-7729 Fax (304) 344-GWHS

<http://gwhs.kana.k12.wv.us>

October 22, 2004



This is the George Washington High School Math Department's response to the suggested course sequence offered by the State Department of Education.

We are very concerned that the advanced students in the middle school will not be offered the courses they are intellectually ready to take. Elimination of advanced courses in middle school will have an adverse ripple effect on the advanced math program at George Washington High School.

In 1998, there were 30 students in Algebra I at John Adams Junior High School. Those students are now juniors and 18 are currently taking AP calculus and will take calculus BC next year. With the proposed sequencing this will not be possible. If students who are ready for advanced math do not take Algebra I in 7<sup>th</sup> grade, they will not be able to reach Calculus BC by their senior year.

The instructors for the vertical teaming training offered by the state department two summers ago encouraged teachers to push students through advanced math courses with the goal of more participation in AP courses. This seems contradictory to the proposed sequencing of courses.

In addition it will be very difficult for children at lower levels in math, who take Applied Math to succeed in Geometry and Algebra II. There is no room for failure. If we require four credits and some of these courses are not offered in summer school, how will students finish?

Since we are requiring four credits, will money be available for summer school for those students who fail but cannot afford summer school?

Applied Math was originally intended for students who were interested in tech jobs and were stronger in English than math. The course of study is not rigorous enough to prepare students for Geometry and Algebra II.

Applied Math I was not intended to replace Algebra/Geometry Preparation.

We will need at least one additional math teacher to offer four high school math credits.

We have attempted to address each step of the sequence to illustrate how it will affect our students.

Attached is a line-by-line analysis of our concerns and a flow chart with a suggested sequencing that meets our concerns.

1. This sequence is fine as long as the adopted book for Applied Math is adequate. We have used both sets of materials for this course and found the first set of booklets was too hard for the students to read and the next adopted book and materials confused them.
2. Students who have not taken Algebra/Geometry Preparation have a difficult time when moving from Math 8 to Algebra I.
3. Same comment for 2. We do not understand why this sequence is necessary. The sequence in 2 is adequate.
4. Some students who take Algebra/Geometry Preparation in 9<sup>th</sup> grade have never passed math since first grade. Their skills are poor and if 4 credits are required, there is no room for failure.
5. We do not think all students will be able to pass Algebra II. This should not be a requirement. Are we going to dumb down the curriculum?
6. Students should take Algebra/Geometry Preparation in 8<sup>th</sup> grade to be ready for Algebra I in 9<sup>th</sup> grade. Math 8 is not a rigorous enough
7. This is not necessary. Same comment for 3. Also students need to take Algebra/Geometry Preparation before Applied Math 1.
8. Will Algebra/Geometry Preparation be offered in 7<sup>th</sup> grade? What will students take to prepare for Algebra I in eighth grade?? Math 7 is not rigorous enough for Algebra I. Students should not take Calculus without having taken Trigonometry.
9. Same comment for 8. Not necessary to have this sequence. A student who takes Applied Geometry will have problems with Pre-calculus.
10. Again students need to take Algebra/Geometry Preparation before Algebra I.

## APPENDIX A

Suggested course sequences available for students in each pathway to earn four (4) high school mathematics credits<sup>1</sup>

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Pathway
Math 8	Algebra/ Geometry Preparation <sup>2</sup>	Applied Math 1	Applied Math 2	Applied Geometry <sup>3</sup>	Entry
Math 8	Applied Math 1	Applied Math 2	Applied Geometry <sup>3</sup>	Conceptual Math	Entry
Math 8	Applied Math 1	Algebra I	Geometry/ Applied Geometry <sup>3</sup>	Conceptual Math	Entry
Math 8	Algebra/ Geometry Preparation <sup>2</sup>	Algebra I	Geometry/ Applied Geometry <sup>3</sup>	Conceptual Math	Entry
Math 8	Algebra/ Geometry Preparation <sup>2</sup>	Algebra I	Geometry/ Applied Geometry <sup>3</sup>	Algebra II <sup>4</sup>	Entry Skilled Professional
Math 8	Algebra I	Geometry <sup>2</sup>	Algebra II <sup>4</sup>	PreCalculus <sup>4</sup>	Skilled Professional
Math 8	Applied Math 1	Algebra I	Geometry/ Applied Geometry <sup>3</sup>	Algebra II <sup>4</sup>	Skilled Professional
Algebra I	Geometry <sup>3</sup>	Algebra II <sup>4</sup>	PreCalculus <sup>4</sup>	Calculus	Skilled Professional
Algebra I	Applied Geometry <sup>3</sup>	Conceptual Math	Algebra II <sup>4</sup>	PreCalculus <sup>4</sup>	Skilled Professional
Math 8	Algebra I	Geometry <sup>2</sup>	Algebra II <sup>4</sup>	Trigonometry	Skilled Professional

**Footnotes for Appendix A:**

<sup>1</sup> County school districts may offer other sequences, subject to WVDE approval.

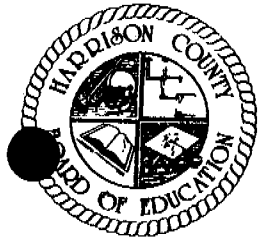
<sup>2</sup> Algebra/Geometry Preparation is a developmental course restricted to grades 9-12.

<sup>3</sup> Probability and Statistics may be taken after Geometry/Applied Geometry.

<sup>4</sup> Trigonometry may be taken the second semester with Algebra II or the first semester with PreCalculus.

<sup>5</sup> Integrated Mathematics I, II, III and IV may be offered beginning at grade nine to fulfill the four mathematics credits.

7th	8th	9th	10th	11th	12th	Pathway
Algebra I 7 <sup>th</sup> grade must start Alg I to complete Cal.	Geo.	Alg II	Pre Cal/Trig	AP Cal	Cal BC	Sp
Algebra I	Geo.	Alg II	Pre Cal	Trig	Cal/ AP Cal	Sp
AGP	Alg I	Geo.	Alg II	Pre Cal/Trig	Cal/ AP Cal	Sp
AGP	Alg I	Geo	Alg. II	Pre Cal	Trig	Sp
Math 7	AGP	Alg I	Geo.	Alg II	Conceptual Math Trig or Stat or Pre Cal	Sp
Math 7	Math 8	AGP	Alg I	Geo.	Alg II	Sp
Math 7	Math 8	AGP	Applied Math I	Applied Math II	Applied Geo.	Entry
Math 7	AGP	Applied Math I	Applied Math II	Applied Geo	Conceptual Math	Entry



DR. CARL H. FRIEBEL, JR.  
*Superintendent*

# HARRISON COUNTY SCHOOLS

408 E.B. SAUNDERS WAY  
POST OFFICE BOX 1370  
CLARKSBURG, WEST VIRGINIA 26302-1370  
(304) 624-3325  
FAX (304) 624-3361

**BOARD OF EDUCATION**  
SALLY J. CANN, *President*  
WILSON W. CURREY, *Vice President*  
JAMES E. BENNETT  
DOUG GRAY  
JAMES L. REASER

October 4, 2004

Keith Butcher  
West Virginia Department of Education  
Building 6, Room 330  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305-0330

A handwritten signature in black ink, appearing to be "JCB", enclosed in a hand-drawn oval.

Dear Keith,

Last year I made comments on Policy 2510 Assuring Quality of Education. I would like to thank the State Department for including my revisions in Policy 2510. I need one more revision in order to make Harrison County Schools' Regulations on Homebound Services effective.

## **126-42-7 Alternative Delivery of Educational Programs**

### **7.2.4 Home/Hospital Services.**

a. Students who, due to injury or for any other reason as certified by a 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.

#### **Recommended Change:**

a. Students who, due to injury or for any other reason as certified by a licensed physician, 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. Request for homebound services must be made by a physician whose area of expertise is directly related to the student's disabling condition.

#### **Rationale for this recommendations:**

It is not unusual to receive orders for homebound services from physician assistants, nurse practitioners, EMT workers, social workers or psychologists. Many times these orders are written at the requests of parents who are trying to avoid court action against their children for truancy. The only effective way to avoid unjustified requests for homebound services is to require that all requests be made by licensed physicians.

Cindy Fazzini  
Curriculum Specialist, Harrison County Schools

A handwritten signature in black ink, reading "Cindy Fazzini", written in a cursive style.

**Keith Butcher**

---

**From:** Edward Morgret [emorgret@access.k12.wv.us]  
**Sent:** Thursday, September 30, 2004 8:54 AM  
**To:** kbutcher@access.k12.wv.us  
**Subject:** Policy 2510



Mr. Butcher,

I have looked over parts of Policy 2510. I have a few questions pertaining to the Education Goals in section 3.1.1.C.

1. This section refers to conducting "national measures" of achievement. The WESTEST is a criterion referenced test based on state (not national) standards. The NAEP Assessment measures state and national performance. However, this test is only given in grades 4, 8, and 12, and no county or school data is included (which means no accountability can be applied at the local level). Are there other tests that will be used as national measures?
2. Section 3.1.1.C also calls for state and local results to be compared to "national averages." Again, no test currently in use in the state provides us with this information. How will national averages be determined?
3. The WESTEST reports results in terms of performance levels (i.e., Novice, Partial Mastery, Mastery, Above Mastery, and Distinguished). Performance levels are not broken down into quartiles. Yet, Policy 2510, Section 3.1.1.C refers to the "lowest quartile." How will quartiles be determined from the WESTEST results?
4. The "lowest quartile" will improve by 50 percent according to Section 3.1.1.C. If the lowest quartile group can be identified, what constitutes a 50 percent improvement? Is it 50 percent moving from Novice to Partial Mastery?

Given these questions, I believe clarification of Section 3.1.1.C would be helpful.

Ed Morgret  
Test Coordinator  
Hampshire County Schools

126CSR42

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



**Comment Response Form**

*Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.*

Individual/Organization Sharon Flack  
Title Coordinator WVDE  
Street Address: Building 6, Room 330 City Charleston  
1900 Kanawha Blvd. East State. Zip WV 25305

**Comments/Suggestions**

<b>§126-42-1. General</b>
<b>§126-42-2. Purpose</b>
<b>§126-42-3. Scope</b>
<b>§126-42-4. General Responsibilities</b>

§126-42-5. Glossary

Please provide definitions for the following terms used in 5.1. Acceleration.

- 1. compacted classes/schedules
- 2. fast-paced curriculum

How does acceleration apply to courses required for graduation?

*Sharon Slack*

§126-42-6. Program Definition

§126-42-7. Alternative Delivery of Education Programs

§126-42-8. County

Responsibilities

*Compressed/  
Fast Paced*

§1

<b>§126-42-10. Statewide Assessment Program</b>
<b>§126-42-11. School, County and RESA Assessments</b>
<b>§126-42-12. Program Accountability</b>
<b>§126-42-13. Program Improvement</b>

Return comments on or before **October 29, 2004** to:  
Keith Butcher  
West Virginia Department of Education  
Building 6, Room 330

**126CSR42**

1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305-0330

Phone: 304-558-7805

Fax: 304-558-0459

E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)

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



**Comment Response Form**

*Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.*

Individual/Organization Chris Storrick, North Elementary  
 Title Counselor  
 Street Address: Rt 2 Box 320 City ELKINS  
WV State. Zip 26241

**Comments/Suggestions**

§126-42-1. General
§126-42-2. Purpose
§126-42-3. Scope
3.1.1 C As we are now testing special education students on grade level, I am not sure we are setting realistic expectations. Is it appropriate to teach a child with limited abilities at the second grade level and then test him at the fifth grade level?
§126-42-4. General Responsibilities

**§126-42-5. Glossary**

**§126-42-6. Program Definition**

**§126-42-7. Alternative Delivery of Education Programs**

**§126-42-8. County Board of Education Responsibilities**

I have concerns about services provided to our students when personnel is being cut regularly. In our county, the director of student services retired, and no one was hired to fill that position. A few months after that, a half-time counseling position was cut at the high school level. Sometimes I really wonder if students needs are considered.

**§126-42-9. School Based Responsibilities**

**126CSR42**

**§126-42-10. Statewide Assessment Program**

**§126-42-11. School, County and RESA Assessments**

**§126-42-12. Program Accountability**

**§126-42-13. Program Improvement**

Return comments on or before **October 29, 2004** to:

Keith Butcher

West Virginia Department of Education

Building 6, Room 330

1900 Kanawha Boulevard, East

Charleston, West Virginia 25305-0330

Phone: 304-558-7805

Fax: 304-558-0459

E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)

126CSR42  
**POLICY 2510: Assuring the Quality of Education:  
Regulations for Education Programs**



**Comment Response Form**

*Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.*

Individual/Organization Mary P. Kerns

Title \_\_\_\_\_

Street Address: 202 Pembroke Sq City Charleston  
State, Zip WV 25314

**Comments/Suggestions**

§126-42-1. General
§126-42-2. Purpose
overall purpose seems very good + focused, but leaves out the gifted children in the math.
§126-42-3. Scope
§126-42-4. General Responsibilities

126CSR42

§126-42-5. Glossary

§126-42-6. Program Definition

Need to offer algebra in 7<sup>th</sup> grade for those children who are accelerated NOW, i.e., have taken 6<sup>th</sup> grade math in 5<sup>th</sup> + are taking accelerated or pre-algebra now.

§126-42-7. Alternative Delivery of Education Programs

It would be a shame for any gifted student to have to repeat the same work for a year. They need to be challenged & given opportunity to work to their abilities

§126-42-8. County Board of Education Responsibilities

§126-42-9. School Based Responsibilities

**126CSR42**

<b>§126-42-10. Statewide Assessment Program</b>
<b>§126-42-11. School, County and RESA Assessments</b>
<b>§126-42-12. Program Accountability</b>
<b>§126-42-13. Program Improvement</b>

Return comments on or before **October 29, 2004** to:

Keith Butcher  
West Virginia Department of Education  
Building 6, Room 330  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305-0330  
Phone: 304-558-7805  
Fax: 304-558-0459  
E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)



Print - Close Window

**From:** "Keith Butcher" <kbutcher@access.k12.wv.us>  
**To:** "Sherry Sadler" <ssadler@access.k12.wv.us>  
**Subject:** FW: Comments on Policy 2510  
**Date:** Thu, 28 Oct 2004 12:40:57 -0400

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

From: rwlyons@access.k12.wv.us [mailto:rwlyons@access.k12.wv.us]  
 Sent: Thursday, October 28, 2004 5:18 AM  
 To: kbutcher@access.k12.wv.us  
 Subject: Comments on Policy 2510

Dear Mr. Butcher,

As a former social studies teacher I have several concerns relating to the implementation of policy 2510. The fourth social studies credit (civics) seems to be a good idea at first glance. However, upon further review for schools like mine, Hedgesville High, located in extreme growth areas it will force us to give up much needed electives due to staffing issues. Our students have enjoyed a wide array of courses in the social studies in the past and now we may be forced do cut electives in order to comply with policy 2510. I realize that schools in areas where population is decreasing will not have this same issue. I agree that civics is an integral part of the curriculum, it is my hope that we can find solutions to problems like we will face as a result of this policy.

Sincerely,

Ron Lyons  
 Assistant Principal  
 Hedgesville  
 High



Print - Close Window

**From:** "Keith Butcher" <kbutcher@access.k12.wv.us>  
**To:** "Sherry Sadler" <ssadler@access.k12.wv.us>  
**Subject:** FW: Policy 2510  
**Date:** Thu, 28 Oct 2004 12:41:18 -0400

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

From: sfries@access.k12.wv.us [mailto:sfries@access.k12.wv.us]  
 Sent: Thursday, October 28, 2004 5:27 AM  
 To: kbutcher@access.k12.wv.us  
 Subject: Policy 2510

As a math teacher in Berkeley County, I feel this policy is going to cause serious problems. The requirement for 4 math credits to graduate is going to cause many of our marginal students to just give up and will increase our dropout rate. Also the requirement that the 4th credit for students in the Professional Pathway (not necessarily college bound students) to take Alg 2 is totally ridiculous. There is no way that students in the C-B- range of grades will be able to complete this in 4 years. We have many studnets who cannot complete Alg 2 even for college-and even if they do complete it they still cannot score high enough on the ACT/SAT and they have to take a remedial math in college. Please reconsider making 4 math credits mandatory.



Comment Response Form

Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.

Individual/Organization **Linda Elmer**

Title **Art Teacher, North Marion High School, Marion County**

Street Address: **4208 Dogwood Lane**

City **Fairmont**

State, WV Zip **26554**



Comments/Suggestions—**in bold**

'126-42-1. General

'126-42-2. Purpose

'126-42-3. Scope

'126-42-4. General Responsibilities

'126-42-5. Glossary

**5.22---Thank you for defining the arts as core. As an art teacher I can confirm that the visual art curriculum is multi-faceted in its ability to educate the students on a variety of skills, problem solving experiences, terminology, history and aesthetics.**

'126-42-6. Program Definition

**Chart V (B) Footnote 3---this note contradicts your policy. It excludes a population of students from core requirements. To suggest that technical students do not need art as core is like suggesting that they are different from other students. The arts are not elitist. Their practical experiences and skills would benefit any student. Where is the data/research that suggest these students should be exempt? Why the arts? If no child is to be left behind, then what is this policy suggesting?**

'126-42-7. Alternative Delivery of Education Programs

'126-42-8. County Board of Education Responsibilities

'126-42-9. School Based Responsibilities

'126-42-10. Statewide Assessment Program

'126-42-11. School, County and RESA Assessments

'126-42-12. Program Accountability

'126-42-13. Program Improvement

Return comments on or before October 29, 2004 to:

Keith Butcher

West Virginia Department of Education

Building 6, Room 330

1900 Kanawha Boulevard, East

Charleston, West Virginia 25305-0330

Phone: 304-558-7805

Fax: 304-558-0459

E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)



Print - Close Window

**From:** "Keith Butcher" <kbutcher@access.k12.wv.us>  
**To:** "Sherry Sadler" <ssadler@access.k12.wv.us>  
**Subject:** FW: policy 2510  
**Date:** Fri, 29 Oct 2004 13:27:19 -0400

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

**From:** Wanita Walton [mailto:wkwalton@access.k12.wv.us]  
**Sent:** Friday, October 29, 2004 12:59 PM  
**To:** kbutcher@access.k12.wv.us  
**Subject:** policy 2510

Regarding math requirements- students who have not had Alg/Geo Prep will be at a disadvantage taking Algebra 1. Kanawha County students in the 8th grade next year should be offered Alg/Geo Prep before attempting Alg. 1. If they go into Alg. 1, they will be competing with students that have had Alg/Geo Prep. What about a grandfather clause? Having been a counselor in Kanawha County for many years-I see many students struggle with Algebra 1- either from a lack of basic math skills or immaturity. I foresee a big problem requiring four math credits. I worry about students dropping out. Too many students are not finishing High School now.

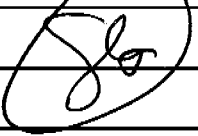
Wanita Walton  
St. Albans High School

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

**Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.**

Individual/Organization Carol A. Egnatoff  
 Title \_\_\_\_\_  
 Street Address: 2174 Oakridge Drive City Charleston  
 \_\_\_\_\_ State, Zip 25311  
 \_\_\_\_\_

**Comments/Suggestions**

<b>§126-42-1. General</b>	
<b>¶126-42-2. Purpose</b>	
<p>In §2.1, I applaud the goal of establishing high expectations for student performance. In §2.2, I support to the effort to ensure that students attain high standards of performance and am pleased to know that students will experience later intellectual challenges in all programs of study [and] . . .will explore their interests and abilities.</p>	
<b>¶126-42-3. Scope</b>	
<p>In §3.1, the proposed rule states the goal of improving the quality of learning and teaching in the public schools, but I note with concern the emphasis on equal learning opportunities without a concurrent emphasis on exceptional learning opportunities. I am further concerned that §3.1.1aB states that all students will have equal education opportunity. I believe that this will suggest that students must all be offered the same classes, rather than being granted similar opportunities to be challenged <b>at appropriate levels</b>.</p> <p>While §3.2.4 defines a system of education to include "a demanding curriculum for all students, . . . aligned with rigorous content," it is not clear that this actually mandates challenging coursework. Changes elsewhere in the policy <i>reduce</i> opportunities for rigorous coursework.</p>	
<b>¶126-42-4. General Responsibilities</b>	
<p>In §4.1.1 the WVBE is required to provide exceptions and consideration for extenuating circumstances, when suitable alternatives are proposed, that ensure the attainment of the same or higher standards. The waiver process outlined in W. Va. Code §18-5A-3 is the mechanism for such consideration. This places the burden on students, families, and schools to seek waivers to be able to teach students as much as they want to learn. I do not believe that our State Board should encourage school districts to reduce levels of academic challenge, nor place additional burdens on students who want to learn more.</p> <p>§4.1.2c states that the WVDE shall encourage the use of best practices based on quality, scientifically based research at each programmatic level. Toward this end, I would respectfully ask the Board and the Department to review the research set forth in <i>The Templeton Report on Acceleration A Nation Deceived: How Schools Hold Back America's Brightest Students</i> (<a href="http://nationdeceived.org/">http://nationdeceived.org/</a>) and indicate the extent to which the research on gifted education has been considered in the development of this rule.</p> <p>Pursuant to §4.1.2d, I request that my name be added to the interested parties list for all information concerning the content and implications of standards, policies, and state and federal laws.</p>	

#### ¶126-42-5. Glossary

In §5.1, I am pleased to note that acceleration is available to all students who demonstrate academic readiness for various delivery options.

In §5.33, although the definition of Eligible Exceptional Students recognizes gifted students, it only recognizes giftedness from grade 1 through grade 8. I believe that this is arbitrary and capricious, as there is no scientific evidence to support that giftedness does not exist prior to first grade, nor that it disappears after 8<sup>th</sup> grade. In fact, I believe that scientific evidence would say exactly the opposite, and would support the position that giftedness is NOT something that exists for 8 years of a child's school career. I would like very much to see both policy 2510 and policy 2419 recognize this. As a specific example, a gifted child who is accelerated two grade levels may be functioning at the first grade level at age 4. This child will theoretically be ignored until 1<sup>st</sup> grade, when s/he is potentially at the intellectual level of a child in 3<sup>rd</sup> grade or higher. This child's needs are at risk of not being met.

I take exception to the definition of the Individualized Education Plan as set forth in §5.45. I do not believe that the IEP functions solely to provide the eligible exceptional student with instruction to meet the content standards and objectives. I believe that the IEP must also address the needs of the student whose intellectual capacity exceeds the scheduled CSOs and must address content beyond the CSOs, as enrichment, or content on a more rapid schedule, as acceleration.

In §5.50, the language that limits access to the International Baccalaureate program to students aged 16-19 is not appropriate. Access to the program should be based upon a realistic assessment of the student's abilities, not upon chronological age. Requiring a student to reach a certain age before permitting advanced learning makes no more sense than requiring them to reach a certain height. The student must be academically capable and motivated, not old enough or tall enough.

In §5.77, I oppose the limiting language "for pre-k-12 **public school** students" (emphasis added). I believe that the Virtual School offers the best chance for us to bring public school, private school, and homeschool students similar opportunities. To limit access to public school students seems inconsistent with the position various courts have taken on access to other public school offerings, such as athletics.

In §5.82, I applaud the WV EDGE Program as it is described.

#### ¶126-42-6. Program Definition

In §6.1, the rule calls for the education program to be 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. Again, I refer you to *A Nation Deceived* and various other research on gifted education practices and question whether limitations elsewhere in the proposed Policy 2510 are consistent with the research.

Following §6.2, in Charts II and III, the proposed rule states: 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. This language fails to address the important goal of early detection and intervention to identify **gifted** students and provide them with challenging content throughout the instructional term in these grades.

Also in Chart III, the rule calls for "flexibility necessary to provide additional time and instruction for students who are **below** mastery in reading, English, language arts, and mathematics" (emphasis added). This does not address the needs of students who may be **above** mastery in these subjects.

These students must be provided with alternative learning activities that keep them challenged and engaged. Even the regular pace may amount to remediation for these children, causing them to lose interest in academic content.

In §6.3, Middle Level Education is to employ "strategies for early detection and intervention to correct student deficiencies in reading, language arts, and mathematics." I think it would be very helpful to expressly note that deficiencies may include failure to meet the scheduled CSOs or a significant discrepancy between ability and achievement. It is in middle school that many gifted children seem to "shut down," finally becoming so frustrated with their academic situations that they lose interest in school entirely. Schools must routinely address this by notifying parents, initiating a SAT meeting, or otherwise addressing gifted underachievement.

Also in §6.3, Chart IV, the proposed rule states that: "the principal and . . . teachers will determine time allocations that effectively address the academic needs of students who are below mastery in the basic skills . . .". The policy provides time requirements for core courses, and adjustment for students who are below mastery. It should also provide for adjustment for students who are above mastery.

Also in Chart IV, footnote 4 establishes an acceptable schedule for foreign language offerings. I believe that setting this schedule based upon the student's assigned grade denies sufficient flexibility. While the language offerings may be **required** to be offered to 7<sup>th</sup> and 8<sup>th</sup> graders, the policy language would seem to prohibit a qualified 6<sup>th</sup> grader from participating in a class. I respectfully suggest that this policy should not include ANY provisions that could be interpreted as not permitting an able student to take advanced content. I do not believe it is the role of the WVBE or the WVDE to restrict learning.

In §6.3.1, schools are required to develop an Individualized Student Transition Plan for all students in grades 9-12. In subsection c, the plan is developed during the 8<sup>th</sup> grade year and includes certain courses. I oppose the tendency to treat students as though their giftedness ends after 8<sup>th</sup> grade. Instead, I suggest that services after 8<sup>th</sup> grade be primarily consultative in nature. I cannot imagine that the interests of this State and its children are best served by suggesting that gifted children are not likely to continue to be gifted. These children will need help to manage their exceptionalities as they approach adulthood.

In §6.4.1a, the proposed rule provides that "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 for the full instructional day for all four years. Exceptions may be made by county boards of education to accommodate placement . . ."

I oppose this language. I believe that it minimizes the value of the listed alternative placements, such as college courses, advanced vocational/technical programs, and Virtual School. It makes students who pursue coursework consistent with their high abilities seem less valued. This is similar to the attitude of one high school some years ago that refused to allow a student with a high grade-point average, taking college coursework throughout the senior year, to be a National Honor Society member because the student was part-time at the high school. Students should not be punished, or treated as "visitors" in their own high schools because they need courses the high schools cannot yet offer.

I oppose the wording of §6.4.1b for similar reasons; it also fails to impress upon county boards of education that students who seek more rigorous or advanced content are to be commended and supported. County boards should be required not only to develop a policy, but to assure that this policy does not restrict the opportunities afforded highly-able learners to pursue courses not offered on the high-school campus.

In §6.4.3aA, I am concerned that a student who seeks more rigorous coursework, and whose parents support this coursework, may be subject to denial of available courses or denial of graduation credit by the superintendent or principal. Since giftedness is generally defined as occurring in approximately 2% of the population, many administrators may not have extensive experience with the needs of these students.

Objective guidelines would be preferable to asking administrators to make these decisions on a case-by-case basis. It would be better to establish some criteria, such as permitting enrollment so long as the student maintains a grade-point average of 3.0 or better (A=4.0) in all academic courses, and specifically in the higher level courses.

In §6.4.3aD(d), please note my objection to the age restrictions on the International Baccalaureate program, as described in my comments on §5.50.

In §6.4.7c, the policy should read "A county **shall** develop tests for the purpose of moving students more quickly through the curriculum by "testing out." Mandatory language is both consistent with the scientific research on highly-able students and will motivate counties to meet the needs of these students.

**¶126-42-7. Alternative Delivery of Education Programs**

**¶126-42-8. County Board of Education Responsibilities**

**¶126-42-9. School Based Responsibilities**

In §9.1a, I believe that the proposed policy omits necessary language. I believe that a principal must "Develop flexible schedules to maximize opportunities to deliver instruction to groups of students. Scheduling must also be flexible in order to meet the needs of individual students who may need additional assistance to master basic skills, or to obtain acceleration or enrichment to meet intellectual needs beyond the scheduled curriculum.

I suggest that §9.3.19 be amended to read as follows: "[teachers] recognize the needs of the average student, as well as the needs of students functioning significantly above or below the average, and differentiate instruction to meet individual student needs"

While I appreciate the general idea of §9.4, I believe it requires greater specificity: "Students who demonstrate mastery of content standards and objectives must be provided opportunities to progress to the next level of instruction, even if mastery occurs prior to the scheduled end of the instructional schedule"

**¶126-42-10. Statewide Assessment Program**

**¶126-42-11. School, County and RESA Assessments**

**¶126-42-12. Program Accountability**

In §12.1.1, the stated goal is that "all students will reach high standards, at a minimum attaining mastery or better in reading and math." I propose this be amended: "all students will reach high standards, consistent with their abilities, at a minimum attaining mastery or better in reading and math.

**¶126-42-13. Program Improvement**

**Appendix A (added by commenter)**

I am troubled that Appendix A appears to make a major negative change in mathematics instruction, and yet comments on this section were not invited.

Footnote 2 of Appendix A restricts Algebra/Geometry Preparation to grades 9-12. This is inappropriate. It is not consistent with scientific research regarding highly-able learners. It places the State in the improper position of restricting access to course content. It creates an obstacle to children who have been identified as exceptional, by denying them access to this course to children for whom it would be appropriate. It places an unnecessary burden upon children, their parents, and their schools to seek individual approval for a course that is already available within each county.

This language should be stricken. If it is not stricken, it should be properly incorporated into the revised policy and validated with applicable research, rather than hidden away as a footnote in an Appendix.

This is a significant change. It is a negative change. And it is presented as nearly an afterthought.

Return comments on or before **October 29, 2004** to:

Keith Butcher

West Virginia Department of Education

Building 6, Room 330

1900 Kanawha Boulevard, East

Charleston, West Virginia 25305-0330

Phone: 304-558-7805

Fax: 304-558-0459

E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)

**POLICY 2510: Assuring the Quality of Education:**

**Regulations for Education Programs**

**Comment Response Form**

*Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.*

Individual/Organization Janet Gould

Title Teacher of Capon Bridge Elementary & Middle schools  
gifted K-8

Street Address: P.O. Box (Cold Stream Rd.) City Capon Bridge,

State, Zip WV 26711

**Comments/Suggestions**

**§126-42-1. General**



**§126-42-2. Purpose**

2.1 It is commendable that the state board is committed to providing high quality programs for every student. I hope they realize that entails differentiated programs within grade levels, as students' abilities vary greatly within grade levels. ✓

**§126-42-3. Scope**

3.1 I am concerned that the phrase "equal education opportunities" probably doesn't mean that each student will be afforded opportunities to take classes that challenge their ability level, but rather all students will have the equal access to classes offered. Please remember: nothing is as unequal as the equal treatment of unequals. The phrase "comparably high quality programs of study" needs to be clarified, comparable to what? ✓

3.2.4 I am hopeful when I read terms such as "demanding curriculum" and "rigorous content", but in reality most schools systems provide little rigorous content in elementary school or even middle school. Bright students really receive their first true rigor in high school. By then it is often too late. ✓

**§126-42-4. General Responsibilities**

*begin*

4.1.2c I encourage and support the WVDE on this item. Unfortunately, WVDE OSE (specifically gifted) is lax about disbursing information on best practices. It would be most helpful to have a Gifted Coordinator in place as soon as possible, and that it be someone with extensive experience in gifted ed. This also needs to be a full time position, not part time. The latest best practice research document is A Nation Deceived, which can be accessed at <nationdeceived.org>.

#### **§126-42-5. Glossary**

5.1 I am encouraged to note that acceleration is an option for ALL students who demonstrate academic readiness.

5.45 The definition of IEP here is correct for students with disabilities. For gifted students, who are also special needs students, the IEP describes the specially designed instruction needed to assure the eligible exceptional student is challenged at his/her level of performance (even if above grade level).

#### **§126-42-6. Program Definition**

6.2 calls for employment of strategies to detect and intervene & correct student deficiencies. I would urge the addition of language addressing strategies to detect and intervene to challenge students who exceed grade level CSOs.

6.3 Once again it is stressed that time allocations will be set to address the needs of students below mastery. Equal considerations need to be made for students above mastery, and even more so for students at the distinguished level.

Chart IV footnote 4 language should be added allowing interested and academically ready 6<sup>th</sup> grade students to enroll in foreign language classes. Isn't it past time to begin foreign language instruction in, at least, 6<sup>th</sup> grade?

6.4.3aA The state board/WVDE should look at more rigorous courses offered (College Board AP, IB, Johns Hopkins, etc.) and list acceptable in-lieu-of courses that it recognizes rather than leave it up to each counties' superintendents. Students wanting more rigorous coursework should be applauded and encouraged, not have hurdles thrown in their way at every turn.

6.4.7c The old Policy 2510 stated that counties "shall adopt and implement a policy governing tested mastery" . . . To change this to "a county may develop tests for the purpose of moving students more quickly through the curriculum by 'testing out' . . . is not supporting more rigorous content as purported in previous sections of this policy. The weakening of this language is unacceptable. Our bright students need to have our full support to pursue the most rigorous curriculum they can handle. They should not be made to sit through coursework that they could test out of if given the chance.

#### **§126-42-7. Alternative Delivery of Education Programs**

#### **§126-42-8. County Board of Education Responsibilities**

#### **§126-42-9. School Based Responsibilities**

9.1.1a Wording needs to added, once again, to use flexible scheduling to also address those students who are achieving above grade level and need acceleration and/or enrichment to challenge their intellectual needs.

9.4 Once again, if you restrict a student's access to testing out (section 6.4.7c) then you are undercutting this section. If they cannot demonstrate mastery of content standards through testing out then they will not be provided the opportunity to progress to the next level of instruction.

#### **§126-42-10. Statewide Assessment Program**

#### **§126-42-11. School, County and RESA Assessments**

#### **§126-42-12. Program Accountability**

§126-42-13. Program Improvement

**Appendix A (added by commentor)**

The limiting aspects of this "suggested" sequence that can be changed "subject to WVDE approval" concern me. It certainly appears to limit advanced math coursework for gifted/high ability students. Algebra/Geometry Preparation should not be restricted to grades 9-12 if a student is developmentally/intellectually ready for it earlier than that. Algebra should not be denied to students before 8th grade. Geometry should not be denied to students before 9<sup>th</sup> grade. If, as this policy states many times, best practice is to be encouraged and followed, and rigorous content is to be provided, I'm sure research done by Johns Hopkins CTY will provide irrefutable evidence that bright students are often developmentally and intellectually ready for advanced math well before 9<sup>th</sup> grade. This needs to be determined on an individual basis and not on a one-size-fits-all basis.

Thank you for the opportunity to comment on these proposed changes to such an important policy.

Return comments on or before **October 29, 2004** to:

Keith Butcher

West Virginia Department of Education

Building 6, Room 330

1900 Kanawha Boulevard, East

Charleston, West Virginia 25305-0330

Phone: 304-558-7805

Fax: 304-558-0459

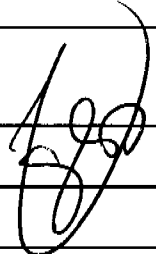
E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)

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

**Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.**

Individual/Organization WV Association for Gifted & Talented  
 Title Advocacy Committee  
 Street Address: P.O. Box 1003 City Charleston  
 State, Zip 25324

**Comments/Suggestions**



<b>§126-42-1. General</b>
<b>§126-42-2. Purpose</b>
<b>§126-42-3. Scope</b>
In §3.1.1aB states that all students will have equal education opportunity. This suggests that students must all be offered the same classes, rather than being granted similar opportunities to be challenged at <b>appropriate levels</b> .
<b>§126-42-4. General Responsibilities</b>
In §4.1.1 the WVBE is required to provide exceptions and consideration for extenuating circumstances, when suitable alternatives are proposed, that ensure the attainment of the same or higher standards. The waiver process outlined in W. Va. Code §18-5A-3 is the mechanism for such consideration. This process appears unduly burdensome and may deter schools and students from pursuing more challenging programs.  §4.1.2c Please provide information regarding how this proposed rule incorporates the scientific research set forth in The Templeton Report on Acceleration <i>A Nation Deceived: How Schools Hold Back America's Brightest Students</i> ( <a href="http://nationdeceived.org/">http://nationdeceived.org/</a> ).
<b>§126-42-5. Glossary</b>
In §5.50, access to the International Baccalaureate program is limited to students aged 16-19. Access to the program should be based upon a realistic assessment of the student's abilities, not upon chronological age. The student must be academically capable and motivated, not old enough or tall enough.  In §5.77, We oppose the limiting language "for pre-k-12 <b>public school</b> students" (emphasis added). The Virtual School offers the best chance for us to bring public school, private school, and homeschool students similar opportunities. To limit access to public school students seems inconsistent with the position various courts have taken on access to other public school offerings, such as athletics.
<b>§126-42-6. Program Definition</b>

In §6.1, the rule calls for the education program to be 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. Again, please refer to *A Nation Deceived* and various other research on gifted education practices and question whether limitations elsewhere in the proposed Policy 2510 are consistent with the research.

Following §6.2, in Charts II and III, the proposed rule states: 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. This language fails to address the important goal of early detection and intervention to identify **gifted** students and provide them with challenging content throughout the instructional term in these grades.

Also in Chart III, the rule calls for "flexibility necessary to provide additional time and instruction for students who are **below** mastery in reading, English, language arts, and mathematics" (emphasis added). This does not address the needs of students who may be **above** mastery in these subjects.

In §6.3, Middle Level Education is to employ "strategies for early detection and intervention to correct student deficiencies in reading, language arts, and mathematics." I think it would be very helpful to expressly note that deficiencies may include failure to meet the scheduled CSOs **or** a significant discrepancy between ability and achievement. It is in middle school that many gifted children seem to "shut down," finally becoming so frustrated with their academic situations that they lose interest in school entirely. Schools must routinely address this by notifying parents, initiating a SAT meeting, or otherwise addressing gifted underachievement.

Also in §6.3, Chart IV, the proposed rule states that: "the principal and . . . teachers will determine time allocations that effectively address the academic needs of students who are below mastery in the basic skills . . .". The policy provides time requirements for core courses, and adjustment for students who are below mastery. It should also provide for adjustment for students who are above mastery.

In §6.4.3aA, a student who seeks more rigorous coursework, and whose parents support this coursework, may be subject to denial of available courses or denial of graduation credit by the superintendent or principal. Since giftedness is generally defined as occurring in approximately 2% of the population, many administrators may not have extensive experience with the needs of these students. Objective guidelines would be preferable to asking administrators to make these decisions on a case-by-case basis. It would be better to establish some criteria, such as permitting enrollment so long as the student maintains a grade-point average of 3.0 or better (A=4.0) in all academic courses, and specifically in the higher level courses.

In §6.4.3aD(d), please note our objection to the age restrictions on the International Baccalaureate program, as described in the comments on §5.50.

In §6.4.7c, the policy should read "A county **shall** develop tests for the purpose of moving students more quickly through the curriculum by "testing out." Mandatory language is both consistent with the scientific research on highly-able students and will motivate counties to meet the needs of these students.

#### □126-42-7. Alternative Delivery of Education Programs

#### □126-42-8. County Board of Education Responsibilities

#### □126-42-9. School Based Responsibilities

In §9.1a, the proposed policy omits necessary language. A principal must "Develop flexible schedules to maximize opportunities to deliver instruction to groups of students. Scheduling must also be flexible in order or to meet the needs of individual students who may need additional assistance to master basic skills, or to obtain acceleration or enrichment to meet intellectual needs beyond the scheduled curriculum.

§9.3.19 be amended to read as follows: "[teachers] recognize the needs of the average student, as well as the needs of students functioning significantly above or below the average, and differentiate instruction to meet individual student needs"

§9.4, requires greater specificity to assure that the needs of highly-able students are met: "Students who demonstrate mastery of content standards and objectives must be provided opportunities to progress to the next level of instruction, even if mastery occurs prior to the scheduled end of the instructional schedule"

**¶126-42-10. Statewide Assessment Program**

**¶126-42-11. School, County and RESA Assessments**

**¶126-42-12. Program Accountability**

In §12.1.1, the stated goal is that "all students will reach high standards, at a minimum attaining mastery or better in reading and math." We suggest this be amended: "all students will reach high standards, consistent with their abilities, at a minimum attaining mastery or better in reading and math.

**¶126-42-13. Program Improvement**

Return comments on or before **October 29, 2004** to:

Keith Butcher

West Virginia Department of Education

Building 6, Room 330

1900 Kanawha Boulevard, East

Charleston, West Virginia 25305-0330

Phone: 304-558-7805

Fax: 304-558-0459

E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)



Print - Close Window

**From:** "Keith Butcher" <kbutcher@access.k12.wv.us>  
**To:** "Sherry Sadler" <ssadler@access.k12.wv.us>  
**Subject:** FW: Comment on pending policy change  
**Date:** Fri, 29 Oct 2004 16:46:57 -0400

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

From: Anne Cronin [mailto:acronin@hsc.wvu.edu]  
 Sent: Friday, October 29, 2004 4:33 PM  
 To: kbutcher@access.k12.wv.us  
 Subject: Comment on pending policy change

Mr. Butcher.... here is my comment on the proposed changes.

26CSR42

66

POLICY 2510: Assuring the Quality of Education:

Regulations for Education Programs

Comment Response Form

Please use this form when commenting on Policy 2510: Assuring the Quality of

Education: Regulations for Education Programs. You may attach

additional

sheets if

necessary.

Individual/Organization Anne Cronin

Title

Street Address: 970 Stewart St.

City Morgantown

State, Zip WV 26505

Comments/Suggestions

126-42-1. General I think that this policy statement is a good effort to

establish consistency and respond to the pressures on the school districts

126-42-2. Purpose

126-42-3. Scope I am concerned that, rather than raising the accountability

of the educational system, that this policy opens "loopholes" that could in

fact LOWER standards\*contrary to the intent of the NO Child Left Behind Act

of 2001

126-42-4. General Responsibilities

126CSR42

67

126-42-5. Glossary

126-42-6. Program Definition

Policy on Middle Level Education (Grades 5 through 8) is discussed in broad

terms on pages 21 through 25 and Math options and graduation requirements

are identified on page 65 and in appendix A on page 65.

1. Under this policy Algebra/Geometry Preparation is a developmental course restricted to grades 9-12 , Algebra I may be offered to students in the eighth grade but no earlier, and Geometry will not be offered in eighth grade. Currently in Monongalia, and some other counties Algebra is offered whenever the child has mastered the prerequisite earlier material. This change would needlessly hold back the brightest students.

Allowing this acceleration, through the resources of the West Virginia Virtual School would continue to support the level of excellence in math education currently available to students in Monongalia County and make the same standards of excellence accessible to the other districts

\_126-42-7. Alternative Delivery of Education Programs I would like to see expansion on the description of the virtual school as an extended education option. At This time the virtual school has limited vendors providing courses, and students seeking summer school courses (that are not required by the school district) do not receive credit for courses taken from WV virtual school vendors\*. But paid for privately. This does not seem to be in the best interest of either the student (who may be expected to repeat already mastered course material) or the school, as it wastes resources and serves as a disincentive for motivated students

\_126-42-8. County Board of Education Responsibilities

\_126-42-9. School Based Responsibilities

126CSR42

68

\_126-42-10. Statewide Assessment Program

There has been a change in wording on the testing out part. It used to say that counties shall develop a policy with guidelines for testing out (and it had specific requirements). The new wording on p. 40 says that counties may develop tests for "testing out". This means that counties may choose NOT to allow acceleration options for talented and advanced students, and seem contrary to the spirit of the No Child Left Behind Act of 2001

\_126-42-11. School, County and RESA Assessments

\_126-42-12. Program Accountability In regards to- 8.3.8. 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; the policy should include a clause to  
allow a  
student to demonstrate mastery of the material via testing to support  
students seeking accelerated progress through the curriculum

\_126-42-13. Program Improvement

Return comments on or before October 29, 2004 to:

Keith Butcher

West Virginia Department of Education

Building 6, Room 330

1900 Kanawha Boulevard, East

Charleston, West Virginia 25305-0330

Phone: 304-558-7805

Fax: 304-558-0459

E-mail: kbutcher@access.k12.wv.us

Anne Cronin, PhD, OTR/L, BCP

Associate Professor

West Virginia University

Department of Human Performance and Applied Exercise Science

9139 HSC Morgantown, WV 26505

Phone: 304-293-0443 Fax: 304-293-7105



Print - Close Window

**From:** "Keith Butcher" <kbutcher@access.k12.wv.us>  
**To:** "Sherry Sadler" <:ssadler@access.k12.wv.us>  
**Subject:** FW: Policy 2510 comments  
**Date:** Fri, 29 Oct 2004 16:47:33 -0400

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

**From:** Cindy Daniel [mailto:cldaniel@access.k12.wv.us]  
**Sent:** Friday, October 29, 2004 4:45 PM  
**To:** kbutcher@access.k12.wv.us  
**Subject:** Policy 2510 comments

Keith,

My comments regarding Policy 2510:

Under Chart V (C) Graduation Requirements for 9-12

Requiring 4 math credits for every student to graduate will require additional math staff for counties. It also presents problems when trying to find appropriate math courses for students with special needs. Does every student really need 4 math classes to be successful? What about students who enter the workforce directly after graduation? Should we not, then, eliminate the entry level pathway?

I have no problem with raising the bar for math, and I certainly agree that math achievement needs to improve. I also agree that more students need to be taking math in their senior year. However, I am not convinced that every student needs this in order to be successful.

This also means that high school guidance counselors will have students on 3 different graduation plans. There are also implications for counties in terms of printing course description handbooks, info to students and parents, etc.

We need to look at ways of increasing math achievement without mandating it across the board.

Thanks for allowing me to comment.

Cindy Daniel  
Assistant Superintendent  
Curriculum and Instruction  
Kanawha County Schools  
200 Elizabeth Street  
Charleston, WV 25311  
304-348-6145



Print - Close Window

**From:** "Keith Butcher" <kbutcher@access.k12.wv.us>  
**To:** "Sherry Sadler" <:ssadler@access.k12.wv.us>  
**Subject:** FW: comments  
**Date:** Fri, 29 Oct 2004 16:48:05 -0400

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

From: Wanda Cline [mailto:wgcline@hotmail.com]  
Sent: Friday, October 29, 2004 4:37 PM  
To: kbutcher@access.k12.wv.us  
Subject: comments

DEAR MR. BUTCHER,  
I HAVE BEEN UNABLE TO MAKE COMMENTS ON THE INTERNET SITE FOR POLICY 2510.  
AS A MUSIC TEACHER AT GILBERT ELEMENTARY IN MINGO COUNTY, I BELIEVE THAT STUDENTS IN 5TH AND 6TH GRADE SHOULD BE IN BOTH BAND AND/OR CHOIR AND GENERAL MUSIC. MOST OF THOSE STUDENTS HAVE AN INTEREST IN THE FINE ARTS. STUDENTS ARE EXPOSED TO SO MANY DIFFERENT FIELDS IN GENERAL MUSIC CLASSES WHICH COULD AFFECT THEIR CHOICE OF CAREERS.

ALSO, WHY DON'T WE OFFER HOME EC AND SHOP IN THE MIDDLE SCHOOL YEARS? THE SEWING I LEARNED IN SCHOOL HAS BEEN OF TREMENDOUS USE TO ME. MY SON WOULD LOVE TO TAKE SHOP, BUT BECAUSE HE IS IN THE COLLEGE CURRICULUM, HE CAN'T. THESE ARE LIFE LONG SKILLS WHICH WE ARE DENYING OUR YOUTH.

SINCERELY,  
LAURA BOBBERA

---

FREE pop-up blocking with the new MSN Toolbar - get it now!  
<http://toolbar.msn.click-url.com/go/onm00200415ave/direct/01/>



Print - Close Window

**From:** "Keith Butcher" <kbutcher@access.k12.wv.us>  
**To:** "Sherry Sadler" <ssadler@access.k12.wv.us>  
**Subject:** FW: Proposed Revisions to Policy 2510  
**Date:** Mon, 1 Nov 2004 06:30:24 -0500

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

**From:** Wayne and Patricia Martin [mailto:wandpmartin@frontiernet.net]  
**Sent:** Friday, October 29, 2004 10:28 PM  
**To:** kbutcher@access.k12.wv.us  
**Subject:** Proposed Revisions to Policy 2510

Mr. Butcher,

In regard to Appendix A 126CSR42 of Policy 2510-The suggested course sequences available for students in each pathway to earn four high school mathematics credits. Footnote 4 indicates that Trigonometry be taken with Algebra II or Pre-Calculus. For many students--Algebra II curriculum needs to precede Trigonometry and Trigonometry curriculum needs to precede Pre-Calculus. I would like to see the wording of this footnote be "Trigonometry may be taken the second semester following Algebra II or the first semester preceding PreCalculus".

Patricia Martin  
Frankfort High School  
Mineral County Schools



the goals of the Board of Education. Pursuant to 4.1.2d I request that my name be added to the interested parties list for all information concerning the content and implications of standards, policies, and state and federal laws.

#### '126-42-5. Glossary

In 5.1, I appreciated that the policy of Acceleration is available. However, later in the high school level courses recommended, I found decreased availability for rigorous courses. In 5.33, it only recognizes "giftedness" from Grade 1 through Grade 8. I would recommend starting from preschool. In 5.45, the IEP needs to address content beyond CSOs for gifted students and meet their needs in acceleration. 5.50 limits International Baccalaureate to students aged 16-19, which is not appropriate. Access to the program should be based upon a realistic assessment of the student's abilities, not upon the age.

#### '126-42-6. Program Definition

In 6.1, 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. However, proposed policy 2510 is contradicting itself in this aspect. Please refer to the book, A Nation Deceived, to see what we have done to our future leaders. In 6.2, again, we need to identify gifted children starting in preschool, which was not addressed in this section. In 6.3, it states, "Middle level programming is challenging and engaging, tapping the young adolescents' mind..." However, this is where I found a discrepancy. In Appendix A, the math course is restricted to Algebra I as the highest level. How can we challenge the accelerated students? In 6.3.1, I suggest that after 8th grade the gifted student will still need to have consultations to assist the needs of their own nature.

#### '126-42-7. Alternative Delivery of Education Programs

#### '126-42-8. County Board of Education Responsibilities

#### '126-42-9. School Based Responsibilities

In 9.1a, the principal must obtain and provide acceleration or enrichment to meet gifted students needs beyond the scheduled curriculum. In 9.3.19, it stated that its purpose is to recognize and differentiate instruction to meet individual student needs. However, if the rigorous courses are

constantly being taken away, the gifted children will have an even harder time developing their full potential.

'126-42-10. Statewide Assessment Program

'126-42-11. School, County and RESA Assessments

'126-42-12. Program Accountability

'126-42-13. Program Improvement

Appendix A

Appendix A for middle school limits the highest math course available to Algebra 1. It means that students who were accelerated at elementary school will not be accelerated at the middle school level. In 2005, an entering 9th grader will need to have 4 math credits to graduate. Not only does the policy require more credits, but it also prevents students who are ready from taking math courses earlier. This will take time away in their high school years for A.P. or I.B. courses. The middle schools may lose their Algebra teachers, and of course, the Geometry teachers. When the rigorous courses are not available, that is the time when accelerated students get stuck.

Return comments on or before October 29, 2004 to:  
Keith Butcher  
West Virginia Department of Education  
Building 6, Room 330  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305-0330  
Phone: 304-558-7805  
Fax: 304-558-0459  
E-mail: kbutcher@access.k12.wv.us



Print - Close Window

**From:** "Keith Butcher" <kbutcher@access.k12.wv.us>  
**To:** "Sherry Sadler" <ssadler@access.k12.wv.us>  
**Subject:** FW: POLICY 2510, Comments  
**Date:** Mon, 1 Nov 2004 06:30:25 -0500

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

**From:** K. B. Basseches [mailto:kbbasseches@mail1.vcu.edu]  
**Sent:** Friday, October 29, 2004 11:13 PM  
**To:** kbutcher@access.k12.wv.us  
**Cc:** K. B. Basseches  
**Subject:** RE: POLICY 2510, Comments

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

***Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.***

Individual/Organization: Dr. K. B. Basseches

Street Address: 57 Connie Avenue  
City: Harpers Ferry  
State, Zip West Virginia, 25425

Also:

2423 Floyd Avenue  
Richmond, VA 23220

**Comments/Suggestions****126-45-5 Glossary: 5.22 Core Requirements**

I wish to praise the West Virginia Department of Education for recognizing the invaluable contribution that arts education makes to the education attainment of West Virginia's children. By including the arts as a component of the core curriculum, the State Department of Education is demonstrating an awareness of the need to ensure that all children have equal access to what is at the root of human thought. The arts are the fundamental to transmitting culture, to legacy building, to understanding the visual and feeling world, to perspective taking, and, in other words, to being human.

**\*126-42-6. Program Definition**

§126-42-6. Chart V (B) Graduation Requirements Adolescent 9 - 12

I strongly voice my objection to the notion that any student enrolled in West Virginia Public Schools be offered the opportunity to select other courses as a means to avoid encountering and experiencing a core curricular requirement. By allowing students who are entering the skills and professional pathway to select other course to replace the arts credits the West Virginia Department of Education is dismissing these students as not important enough to receive all of the benefits of the core education. Through this action, the Department of Education would irrevocably reduce these students' their opportunities to join in the community of culture expressed and experienced through arts education. If the arts are core — and I truly believe that the arts are essential to any thorough-going education — than all students should be valued enough to defend against threats to

shortchange them in receiving all areas of the core curriculum through their public school education.

Please DO NOT allow any students in West Virginia Public Schools to opt out of arts education credits.

Thank you,

K. B. Basseches, Ph. D.

Return comments on or before **October 29, 2004** to:

Keith Butcher  
West Virginia Department of Education  
Building 6, Room 330  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305-0330  
Phone: 304-558-7805  
Fax: 304-558-0459  
E-mail: kbutcher@access.k12.wv.us



Print - Close Window

**From:** "Keith Butcher" <kbutcher@access.k12.wv.us>  
**To:** "Sherry Sadler" <ssadler@access.k12.wv.us>  
**Subject:** FW: Policy 2510  
**Date:** Mon, 1 Nov 2004 06:30:26 -0500

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

**From:** The Smith's [mailto:ourhouse04@earthlink.net]  
**Sent:** Saturday, October 30, 2004 11:17 AM  
**To:** kbutcher@access.k12.wv.us  
**Subject:** Policy 2510

Keith Butcher  
West Virginia Department of Education  
Building 6, Room 330  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305-0330  
Phone: 304-558-7805  
Fax: 304-558-0459  
E-mail: kbutcher@access.k12.wv.us

Dear Mr. Butcher:

As a parent of two children in the Cabell county school system, I would like to express to you my concerns about certain sections of Policy 2510 which may limit the offering of advanced classes to able students. For the future of our children, as well as our state, we should be challenging our children to the best of their ability, not holding them back to a certain standard.

In reading through the policy, I found it stated that "Algebra/Geometry Preparation is a developmental course restricted to grades 9-12" (Footnote #2, Appendix A); however, some children are developmentally and academically ready for these courses and those that follow them at an earlier grade level.

I am also concerned about the wording on p. 40 where it states "A county may develop tests for the purpose of moving students more quickly through the curriculum by 'testing out.'" ( Section 6.4.7.c) instead of shall, allowing for counties to not do so as well.

In writing this letter to you, it is my hope that you will consider and express my concerns so that members of the WV State School Board will reconsider these sections and make any necessary changes to Policy 2510 to ensure that the educational needs of all of our students in West Virginia are met.

Thank you,  
Diane Smith



Print - Close Window

**From:** "Keith Butcher" <kbutcher@access.k12.wv.us>  
**To:** "Sherry Sadler" <:ssadler@access.k12.wv.us>  
**Subject:** FW: Realistic expectations  
**Date:** Mon, 1 Nov 2004 06:30:25 -0500

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

**From:** Terry Jean Nichols [mailto:terryjean50@wirefire.com]  
**Sent:** Friday, October 29, 2004 11:56 PM  
**To:** Butcher, K  
**Subject:** Realistic expectations

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

*Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.*

Terry Jean Nichols

Individual/Organization

Music Specialist

Title

Street  
 Address: 3508  
 6th Avenue

City  
 Parkersburg

WV 26101

State, Zip

**Comments/Suggestions**

§126-42-1. General

§126-42-12. Program Accountability

**This is my 32nd teaching year and when others that are not in the active teaching field do not have realistic goals for our special education students and for some of our other younger**

students.

Special education students only have been given so much intelligence and the teachers work hard to have these students to reach their potentials. But the potentials are very limited so I don't understand why the special education students are expected to score above what they are able to do on the WESTEST.

More realistic expectations should be considered for special education students, low IQ students, and average students. I and my staff will continue giving our best to our students. My school has around 85% of our students that are free or reduced lunches so many do not have an encouraging family style of living and learning.



Comment Response Form

Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.

Individual/Organization **Linda Elmer**

Title **Art Teacher, North Marion High School, Marion County**

Street Address: **4208 Dogwood Lane**

City **Fairmont**

State, WV Zip **26554**

Comments/Suggestions—**in bold**

'126-42-1. General

'126-42-2. Purpose

'126-42-3. Scope

'126-42-4. General Responsibilities

'126-42-5. Glossary

**5.22---Thank you for defining the arts as core. As an art teacher I can confirm that the visual art curriculum is multi-faceted in its ability to educate the students on a variety of skills, problem solving experiences, terminology, history and aesthetics.**

'126-42-6. Program Definition

**Chart V (B) Footnote 3---this note contradicts your policy. It excludes a population of students from core requirements. To suggest that technical students do not need art as core is like suggesting that they are different from other students. The arts are not elitist. Their practical experiences and skills would benefit any student. Where is the data/research that suggest these students should be exempt? Why the arts? If no child is to be left behind, then what is this policy suggesting?**

'126-42-7. Alternative Delivery of Education Programs

'126-42-8. County Board of Education Responsibilities

'126-42-9. School Based Responsibilities

'126-42-10. Statewide Assessment Program

'126-42-11. School, County and RESA Assessments

'126-42-12. Program Accountability

'126-42-13. Program Improvement

Return comments on or before October 29, 2004 to:

Keith Butcher

West Virginia Department of Education

Building 6, Room 330

1900 Kanawha Boulevard, East

Charleston, West Virginia 25305-0330

Phone: 304-558-7805

Fax: 304-558-0459

E-mail: [kbutcher@access.k12.wv.us](mailto:kbutcher@access.k12.wv.us)

**Keith Butcher**

---

**From:** JENNIE MEREDITH PRINGLE [JPRINGLE@boe.kana.k12.wv.us]  
**Sent:** Friday, October 15, 2004 3:24 PM  
**To:** kbutcher@access.k12.wv.us  
**Subject:** 2510 legislation



I do not teach math but would like to share some thoughts. I teaching Marketing I, II and run the Co-Op proram to seniors at Nitro High School. My students are average and up. Majority over the past 7 years have gone onto 4 yr college. I feel the same is true for this years group. I encourage math but all need a refresher in basic math. I can show you proof that students who have had the higher math classes cannot add, subtract, multiply, divide basic problems let alone fractions, decimals. I have spent this past week showing my students how to do this WITHOUT a calculator all in order to get to my goal of doing basic payroll, checking their paychecks, etc. I have kept this past weeks work as evidence to this if anyone in the legislature or WV Department of Ed would like to view. This is life math--not the higher courses for the majority of students. I believe students learn the basics then forget as taught new concepts. I realize calculators are everywhere and easily carried but shouldn't students be able to do life skills in addition to higher math? I realize higher math teaches abstract thinking which is an important concept but what about the basics? Can you forward this message to the proper people? I can be reached at: 755 5269. Sincerely, Jennie Pringle

10/18/2004

**POLICY 2510: Assuring the Quality of Education:**

**Regulations for Education Programs**



**Comment Response Form**

***Please use this form when commenting on Policy 2510: Assuring the Quality of Education: Regulations for Education Programs. You may attach additional sheets if necessary.***

Individual/Organization    Stephanie Bowling

Title    Teacher

Street Address:    HC 85 Box 16

City    Jumping Branch

State, Zip    WV, 25969

There is a TREMENDOUS jump in the curriculum from second grade to third grade. Third grade teachers do not have time to teach Science and Social Studies every day and to adequately teach all other subjects that are required. We need much more time to be able to focus on the basic core subjects so that students can master those skills and become proficient in those areas.

**Keith Butcher**

---

**From:** Claytina Shepherd [cshepherd@charter.net]

**Sent:** Wednesday, October 20, 2004 9:12 PM

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

**Subject:** policy 2510



Mr. Butcher,

As a teacher for 20 + years, I am impressed that WV is finding the importance of an uninterrupted reading time for our students. I think this is a great plan and feel it will result in more successful learning. I am a first grade teacher and I find it very difficult to teach ten subject areas and do a job that is acceptable and is up to my expectations as a teacher. I spend many days after school working on plans. I feel that elementary teachers need more planning time and that science, social studies, health and art should be secondary to the reading, language, and math subjects. If I only had to plan for reading, spelling, language, math and computer lab; I know I could do a better job. However I am concerned about meeting the content standards in the other subjects. Will I have to plan and work them into my reading?

I truly wish that teachers were given 15 minutes planning time for every content standard subject they're required to teach.

I just don't understand, middle school and high school teach the least amount of subjects (some the same subject all day) and have the longest planning times. In Raleigh County up to 90 minutes and elementary is lucky to get 30 minutes. (Don't forget we take our students to the assigned class and pick them up.) I hope this is a situation that will be address in the future.

I do appreciate the new K-2 areas that have been addressed and hope they will be implemented as soon as possible.

Thank you,  
Claytina Shepherd