

TITLE 126
LEGISLATIVE RULE
WEST VIRGINIA BOARD OF EDUCATION
CHAPTER ~~18-2~~
SERIES ~~2510~~ 42

*Replaces ~~18-2~~
already entered*

Title: Assuring the Quality of Education: Regulations for General,
Vocational and Special Educational Programs (2510)

Section 1. General

1.1 Scope - This legislative rule established the regulations for general, vocational and special educational programs that are to improve the quality of teaching and learning in the public schools and to assure that equal educational opportunities for all students include but are not limited to: comparably high quality programs of study, support programs, personnel, facilities, and instructional materials, supplies, and equipment.

1.2 Authority - W. Va. Code §18-2-5

1.3 Filing Date - April 1, 1987

1.4 Effective Date - June 1, 1987

1.5 Amendments - This policy amends the original policy, adopted May 1984, amended, January 1985, March 1986, December 1986.

Section 2. Intent

The West Virginia Board of Education believes in a high quality system of public education and equal educational opportunities for all public school students. In accordance with the West Virginia Goals for Education, the regulations for general, vocational, and special educational programs (hereafter referred to as the regulations) establish a framework for student learning. The regulations provide mechanisms for local review, planning, implementation, and decision making required to improve educational and support programs, staffs, and schools. Unless otherwise noted, the regulations are effective for the 1984-85 school year. County boards of education are authorized and encouraged to implement the regulations prior to effective dates specified for requirements subsequent to the 1984-85 school year.

Section 3. Scope

The major purposes of the regulations are to improve the quality of learning and teaching in the public schools and to assure that equal educational opportunities are provided to all public school students. Equal educational opportunities include, but are not limited to, comparably high quality programs of study, support programs, personnel, facilities, and instructional materials, supplies, and equipment.

The regulations provide that all educational programs and services required by a thorough and efficient system of education are available to all students. The regulations identify and describe the following elements of a thorough and efficient system of education:

- a. high quality educational programs and services;
- b. required administrative and instructional practices, personnel, facilities, and instructional materials, supplies and equipment; and
- c. accountability measures needed to assure the public that a thorough and efficient system of education is being provided students enrolled in the public schools of West Virginia.

Section 4. General Responsibilities

4.1 Responsibility of the Legislature

The West Virginia Constitution (Article XII, §1) states: "The legislature shall provide, by general law for a thorough and efficient system of free schools." The Constitution also requires the legislature to provide for the support of public schools by general taxation of persons and property or otherwise. The public school system in West Virginia is a state system, established, controlled, and financed in accordance with constitutional provisions, statutes, and policies enacted by the West Virginia Legislature and the West Virginia Board of Education, respectively. Major issues related to authority and responsibility of the school system as well as funding and accountability are the responsibility of the Legislature.

4.2 Responsibility of the West Virginia Board of Education

The West Virginia Constitution (Article XII, §2) provides that "The general supervision of the free schools of the State shall be vested in the West Virginia board of education." The School Laws of West Virginia §18-2-5 provides in part that "Subject to and in conformity with the Constitution and laws of the State, the state board of education shall determine the educational policies of the State." The legislature has declared its intent through §18A-9A-22 for the West Virginia Board of Education to provide high quality educational standards to all public school students on an equal educational opportunity basis. Hence, the West Virginia Board of Education 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 West Virginia Department of Education. Given this responsibility, the West Virginia Board of Education shall:

- a. establish high quality educational standards pertaining to all educational programs, educational personnel development, and related services;
- b. establish policies providing for equal educational opportunities for all students;
- c. serve as an advocate for a thorough and efficient system of public education;

- d. provide assistance to county boards of education and other participating agencies in implementing and operating high quality educational programs and related services;
- e. receive, disburse, and administer state and federal funds designated for the implementation and operation of educational programs and related services;
- f. provide assistance to facilitate student, teacher, and administrator effectiveness;
- g. monitor the implementation and operation of educational programs and related 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 educational program are not being provided pursuant to constitutional provisions, statutes, and/or state board policy; and
- i. provide exceptions and consideration for extenuating circumstances upon full review by the Board for good and just cause.

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4.3 Responsibility of the West Virginia Department of Education

The West Virginia Department of Education has a primary leadership role in (1) defining and developing the framework for educational programs and services, (2) assisting county boards of education in the delivery of those programs and services, and (3) assuring the legislature, the West Virginia Board of Education, and the public that a thorough and efficient system of education is being provided. It is the further responsibility of the Department to:

- a. work for and provide staff support to the state superintendent of schools and the West Virginia Board of Education;
- b. provide technical assistance to county boards of education, institutions of higher education, and related agencies;
- c. disseminate information concerning the content and implications of standards, policies, and state and federal laws to county boards of education, institutions of higher education, parents, professional organizations, educational agencies, and other individuals and groups;
- d. develop procedures, guidelines, forms, and instruments necessary to implement West Virginia Board of Education policies and state laws;
- e. develop, provide, and participate in programs for training of educational personnel;

- f. monitor the implementation of educational programs in county school districts, institutions of higher education, and state institutions;
- g. administer funds provided by the legislature and monitor programs funded from these monies;
- h. maintain appropriate records and reports on the status of educational programs and approved educational personnel development programs;
- i. provide recommendations at least every four years to the West Virginia Board of Education to update the master plan for a thorough and efficient system of public education.

4.4 Responsibility of County Boards of Education

The School Laws of West Virginia §18-5-1 provides that "Each county school district shall be under the supervision and control of a county board of education." Subject to statutory provisions and rules and regulations of the West Virginia Board of Education, as per §18-5-13, it is the responsibility of each county board of education to plan, deliver, evaluate, and maintain the educational programs and related services necessary to implement a thorough and efficient system of public education. In carrying out this responsibility, a county board of education may (1) cooperate with one or more counties in establishing and maintaining joint programs, and (2) utilize regional services or contract for services with public or private agencies having appropriate programs. Regardless of the method chosen, each county board of education has the responsibility to provide a thorough and efficient education to all students.

The programs of study and support services mandated by the regulations must be made available to all students. However, the expansion of educational programs or support services should not be delayed because a county board of education cannot implement them in all buildings or grades at the same time. By using alternative delivery systems, programs and services do not have to be available in each school building. However, by the end of the third implementation phase all aspects of a thorough and efficient system of education must be available to all students.

Section 5. Implementation Rules

5.1 In accordance with the regulations, county boards of education shall establish policies and written procedures to deliver the specified educational programs and services. The intent of this implementation rule is to assure the public, the legislature, and the West Virginia Board of Education that such services are being delivered to every student efficiently and effectively.

5.2 County boards of education are authorized to provide educational programs and related services beyond those required by the regulations.

5.3 The regulations will be reviewed annually and revised, if necessary, by the West Virginia Board of Education.

6.5 Adult Education - Adult education is the educational program that addresses the intellectual, physical, social/emotional and occupational needs of persons 16 years old and older who presently are not enrolled in a public school.

6.6 Program of Study - A program of study is a curricular sequence within levels K-12 which constitutes the subject matter to be offered in the public schools of West Virginia. For example, reading, mathematics, social studies, industrial arts, business education.

6.7 Area of Study - An area of study is a logical subdivision of the subject matter contained within a program of study. For example, geometry, American government, welding, French, physics.

6.8 Learning Outcomes - A learning outcome is a measurable description of the knowledge, skills, and/or attitudes a teacher expects the student to acquire as a result of instruction within an area of study. For example, the student will apply context clues to derive the meaning of a word or phrase used in a sentence (reading), the student will solve equations involving rational expressions (algebra).

6.9 Offerings - An offering is an area of study which must be available to all students. It may be taught independently or in conjunction with another offering(s) unless otherwise specified. For example, it is possible to provide two offerings in the same class, i.e., Studio Art I and II, as long as teacher load and classroom ratios are maintained.

6.10 Required Offerings - Required offerings are those areas of study which must be available and all students must complete.

6.11 Elective Offerings - Offerings from which students may choose to study based on need and interest.

a. Required elective offerings must be available to the student sometime during the appropriate programmatic level, with the exception of special education electives which must be offered as determined by the IEP. Required electives are listed in Charts I, II, and III.

b. Open elective offerings may be available based on student need and interest but are not required to be made available.

6.12 Instructional Practices - Instructional practices are the strategies, procedures, methods, techniques and behaviors used by teachers to help students acquire the learning outcomes of an area of study. For example, asking questions, giving information, managing courses and/or instructional modules, using computer-assisted instruction, assigning textbook readings.

6.13 Administrative Practices - Administrative practices are the strategies, procedures, methods, techniques, and behaviors used by administrators to implement, lead, manage, and evaluate the educational program in accordance with statutes, policies, rules, and regulations.

Section 6. Glossary

6.1 Educational Program - An educational program is a structure for defining, delivering, and assuring a thorough and efficient system of education. This structure is applicable to the state, county, and school levels. It is comprised of the following characteristics:

- A. Program Definition
 - 1. Rationale
 - 2. Program of study or description of the support program
 - 3. Learning outcomes
 - 4. Extracurricular activities
- B. Program Delivery
 - 1. Administrative practices
 - 2. Instructional practices
 - 3. Personnel
 - 4. Facilities
 - 5. Instructional materials, supplies, and equipment
- C. Program Assurance
 - 1. Student evaluation
 - 2. Program improvement
 - 3. School improvement
 - 4. Management information system

6.2 Early Childhood Education - Early childhood education is the educational program that addresses the intellectual, physical, and social/emotional needs of learners age three through ten, across all programs and areas of study in grades PreK-4.

6.3 Middle Childhood Education - Middle childhood education is the educational program that addresses the intellectual, physical, and social/emotional needs of learners aged 10 through 14 across all programs in areas of study in grades 5-8.

6.4 Adolescent Education - Adolescent education is the educational program that addresses the intellectual, physical, and social/emotional needs of learners aged 14 through 19 or 23 for special education across all programs and areas of study in grades 9-12.

6.14 Exploratory Studies - Alternative learning opportunities that are related to (a) programs of study or (b) areas of student interest. These areas include, but are not limited to, career choices, cultural and artistic areas, human relations, intramurals, lifetime sports, recreation, and enrichment/interest areas. Opportunities are designed to broaden the educational outcomes of middle childhood students rather than to specialize their education. Moreover, these learning experiences should help to develop self-esteem, self-discipline, self-motivation, and self-evaluation capacities in middle childhood education students.

6.15 Developmental Guidance - Planned activities and experiences designed to meet learning outcomes derived from student needs assessments in the area of self-understanding, self-concept, interpersonal relationships, decision-making, and educational/career choices. For example, as a result of a group or classroom guidance and counseling activity, a student would be able to identify his or her intellectual interests and abilities.

6.16 Kindergarten - The grade that precedes the first grade. It is the (a) sum total of intellectual, physical/motor, and social/emotional learning outcomes, (b) program delivery resources, and (c) program assurances specified for the "K" level in required programs of study.

6.17 Transitional Kindergarten - Time allocated for students needing additional experiences to master the learning outcomes specified for the kindergarten level to ensure successful entry to the first level of early childhood education.

6.18 Pre-Kindergarten - The period of time from ages 3 to 5 that is allocated for planned educational experiences to address the child's physical, social, emotional, perceptual, and intellectual growth and development. Emphasis is placed on early identification and remediation of physical, health, and intellectual delays in order to enable children to make the most of educational opportunities afforded them when they enter kindergarten.

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

6.20 Class Period - A block of time that is generally associated with instruction for a program or area of study. For example, a social studies class or an algebra class at the adolescent education level has traditionally ranged from 45-55 minutes.

6.21 Grade - The administrative structure primarily based upon age groupings of students that is used to organize and deliver education within West Virginia public schools. The public school educational experience is divided into 13 grades, K-12.

6.22 Level - The programmatic structure used to organize learning outcomes in a scope and sequence format within programs and areas of study. The term "level" is not synonymous with grade. For example, level 3 learning outcomes in reading may be delivered to students enrolled in the second grade or the fifth grade if appropriate to meet their learning needs.

6.23 Subject - A synonym for an area of study. For example, subject may refer to algebra, economics, or literature.

6.24 Course - An instructional system for organizing and delivering an area of study in which a predetermined amount of time is held constant, while the learning outcomes of students vary at the end of the allocated time. For example, 15 minutes of an area of study per day for one year, one hour of an area of study per day for one semester, three hours of an area of study per day for six weeks.

6.25 Instructional Module - An instructional system for organizing and delivering an area of study in which the learning outcomes expected of students are held constant at a predetermined level while time needed to master the learning outcome varies based upon student needs and abilities. For example, the learner will calculate with 100% accuracy in four out of five problems the costs of purchasing a home.

6.26 Self-Contained Instruction - An organizational delivery system used in a school in which one teacher is assigned to teach learning outcomes from more than one program and/or areas of study to the same group of students through courses, instructional modules, and/or other instructional systems.

6.27 Departmentalized Instruction - An organizational delivery system used in a school in which one teacher is assigned to teach learning outcomes from one program and/or area of study to different groups of students through courses, instructional modules, and/or other instructional systems.

6.28 Interdisciplinary Area of Study - An area of study comprised of learning outcomes derived from all of the learning outcomes from more than one area of study without primary concentration in any one of the different areas of study.

6.29 Interdisciplinary Instruction - An organizational delivery system used in a school to implement an interdisciplinary area of study. Instruction may be provided by one or more teachers in one or more classrooms. The assignment of teachers depends upon the learning outcomes of the interdisciplinary area of study and the certification of teachers assigned to implement the interdisciplinary area of study.

6.30 Program Guide - A technical assistance document which should contain information about the definition, delivery, and assurance of an educational program.

6.31 Instructional Day - Time allocated within the work day for the mastery of learning outcomes by students. The instructional day includes both regular and discretionary instructional time.

6.32 Banked 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.

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

6.34 Phase I - Phase I is the short-term phase of the implementation process designed to equalize educational programs within and among county school districts beginning with the 1984-85 school year.

6.35 Phase II - Phase II is the intermediate phase of the implementation process designed to expand educational programs within and among county school districts. (Implementation dates are to be established later by the West Virginia Board of Education.)

6.36 Phase III - Phase III is the long-range phase of the implementation process designed to expand educational programs within and among county school districts. (Implementation dates are to be established later by the West Virginia Board of Education.)

6.37 Instructional Management System - An organized approach to teaching that interrelates in a mutually beneficial way learning outcomes, instructional practices, and evaluation instruments and procedures to maximize the use of allocated instructional time and increase student learning.

6.38 Classroom Management System - An organized approach to supervising students and the teaching process within a classroom.

Section 7. PROGRAM DEFINITION

The county board of education shall establish policies and implement written procedures to define its educational program. In meeting this responsibility the county board shall:

7.1 Rationale

A. Base its educational programs on the stages of student development and maturity summarized below.

1. EARLY CHILDHOOD EDUCATION (Grades PreK-4) - Early childhood education is the beginning of education in West Virginia public schools. The prekindergarten and kindergarten stages provide developmental activities designed to stimulate the intellectual, physical/motor and social/emotional development of the child and begin the process of basic skills mastery. The educational program in grades 1-4 reinforces the developmental activities and continues to enhance the mastery of the skills of reading, the basic communication skills of listening, speaking and writing; mathematics; social studies; physical and motor development; health/safety education; science education; and creative arts education.

2. MIDDLE CHILDHOOD EDUCATION (Grades 5-8) - Middle childhood education builds upon the results of early childhood education and provides educational opportunities to help students extend competence in basic skills; develop self-understanding, self-knowledge, independence and interdependence; and engage in exploratory experiences in academic areas and career education. In addition, enrichment studies are provided for a broad range of potential growth options. Middle childhood education serves learners during the 10-14 years age range. In this age range, students have rapid changes in physical growth and social and intellectual development, and maintain or establish new values, attitudes and beliefs which influence their decisions to remain or drop out of school. The middle childhood education program emphasizes extension of basic skills, broadening of academic skills to assist students in making the transition from childhood to adolescence, and opportunities for exploration.
3. ADOLESCENT EDUCATION (Grades 9-12) - Adolescent education provides learners, within the age range of 14-19, the social/emotional, physical and intellectual capacities for successful entry into adulthood. The adolescent educational program provides a variety of general learning, special interest areas, and career preparation experiences so the adolescent student will have opportunities to select offerings leading directly and indirectly to a future career. This educational program, along with extracurricular activities, provides adolescents the opportunity to make a smooth transition from the middle childhood years to productive, responsible adulthood.
4. ADULT EDUCATION - Adult education is designed to meet the social, economical, recreational, cultural, educational and employment training and retraining needs of adults in the community or area served by public schools. These programs are offered by county boards of education or regional education services agencies. The length of the program of study may be from a few hours to one year. The programs of study may include (1) adult basic education, (2) vocational and technical education (supplemental and preparatory), (3) community education, (4) consumer and homemaking, and (5) training for new and expanding industry jobs.

7.2 Program of Study

- A. Assure that programs of study displayed in Charts I, II and III are available to all students.
 1. Program offerings in Phase I are available to all students.

8.2 Instructional Practices (Effective 1986-87)

- A. Implement an instructional management system which increases student learning and maximizes student time on task. The system may contain components that support the following example teaching characteristics.
1. teachers have a written scope and sequence of the content they deliver;
 2. teachers assess and appropriately place students;
 3. teachers communicate expected outcomes to students before instruction occurs;
 4. teachers develop and utilize written lesson plans;
 5. teachers use supplementary instructional materials correlated with expected learning outcomes;
 6. teachers provide practice in effective work habits as part of instruction;
 7. teachers provide review and repetition and reinforce previously learned skills before introducing new ones;
 8. teachers continually monitor and provide individual feedback to students on their work and progress; and
 9. teachers provide remediation and enrichment opportunities for students.
- B. Implement a classroom management system that fosters a climate conducive to student learning. The system may contain components that support the following example teaching and classroom characteristics.
1. teachers set high positive expectations for the students in their classes;
 2. the classroom atmosphere is pleasant, orderly, and secure but allows for flexibility;
 3. teachers have a system of rules that allow students to attend to their personal and procedural needs;
 4. teachers engage students successfully in meaningful instructional activities during the allocated instructional time;
 5. teachers offer encouragement and acknowledgment for individual student accomplishments;

6. schools and teachers protect instructional time by allowing minimal interruptions; and
7. teachers exhibit professional behavior, including consideration and respect for individual differences, and guard confidentiality of student performance data.

8.3 Personnel

A. Instructional Staffing

1. Certification

- a) Employ professionally certified teachers to implement each program of study.
- b) Assure that professional staff are working in the areas of endorsement specified on their certificates.

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2. Assignment of Teachers

- a) Assure that teachers and library/media professionals have at least one period daily, excluding travel time, for preparation.
- b) Assure that teachers implement their responsibilities within a program of studies. (Effective 1986-87)
- c) Assure that teachers provide students the opportunity to master the learning outcomes. (Effective 1986-87)
- d) Assure that teachers have a general knowledge of the learning outcomes for all levels of their program of studies (K-12) to promote program articulation. (Effective 1986-87)

B. Supervisory/Administrative Staffing

1. Certification

- a) Employ professionally certified administrators.
- b) Assure that professional staff are working in the areas of endorsement specified on their certificates.

2. Assignment of Principals (Effective 1985-86)

- a) Assure that the principal's primary responsibility is instructional management and support within the school. Such responsibilities may include:
 - 1) scheduling time to work with staff to plan, organize, implement, and evaluate the educational programs;

- 2) observing teacher and student performance in the classroom and providing feedback and recommendations for improvement;
- 3) monitoring the use of instructional time;
- 4) assisting teachers in developing individual plans for instructional improvement;
- 5) reviewing instructional plans on a regular basis with the teacher;
- 6) coordinating professional development activities identified in cooperation with the building staff;
- 7) involving the community in planning and reviewing the educational program;
- 8) distributing time and resources on the basis of standards, goals, and outcomes of the curriculum; and
- 9) keeping parents informed about the education program through newsletters, parent-citizen groups, and reports on student achievement.

C. Support Staffing

1. Employ aides to enhance the classroom environment.

- a) Aides serve principally to assist teachers with non-instructional duties or in instructional related activities in appropriate programs. Duties may include but are not limited to: (a) clerical and duplication assistance; (b) in-class assistance; (c) tutorial services; (d) distribution of textbooks, supplies, and art materials to the classroom; (e) lunchroom supervision; (f) playground supervision; (g) supervision of students confined to the building during recess on days of inclement weather; (h) bus station supervision; (i) collections; and (j) maintenance of inventories, locker and bus lists, and records.
- b) Program specific aides:
 - 1) Kindergarten teachers have one aide if the class enrollment exceeds 10 students.
 - 2) Aides are available for exceptional children as required by the individual educational plan and as set forth in the Regulations for the Education of Exceptional Students.

- c) Aides assigned to a school are scheduled by the principal.
- d) The services of a designated attendance director are assured by the county.
- e) Community resources are used in innovative ways on a volunteer, part-time, or contractual basis in order to complement, support, or extend the instructional program, when appropriate.

D. Professional Development

- 1. Staff Evaluation (The West Virginia Board of Education's Advisory Committee on Evaluation and Incentives will make recommendations in this area.)
- 2. Staff Development (The West Virginia Board of Education's Advisory Committee on Evaluation and Incentives may make further recommendations in this area.)
 - a) Implement a comprehensive system of staff development which includes the implementation of Policy 5500 as an integral part. Such a system includes:
 - 1) assuring that all professional staff participate in at least twelve hours of job related staff development each year. Job related means that programs available to all teachers are directly relevant to: (1) the areas of study they are currently teaching; (2) the teaching strategies appropriate to those areas of study; (3) classroom management skills; (4) techniques appropriate for learners with various exceptionalities and learning styles; and (5) alignment of learning outcomes with instructional strategies, materials and resources, and student and program evaluation methods and instruments.
 - 2) conducting a job-related training program beginning with an orientation for new teachers at the beginning of the school year on their assigned areas of study and continuing through the first year of employment.
 - 3) conducting orientation meetings for all teachers who will be using new materials when counties adopt new textbooks/programs.
 - 4) assuring that staff development recommendations from the program and school improvement processes are considered by the continuing education council in the development of its annual training programs.

- b) Provide a resource center for professional development which contains professional literature, supportive materials, equipment, and supplies for materials production. Smaller counties may be served by multi-county resource centers. (Effective 1986-87)

8.4 Facilities

A. Specialized Classroom Characteristics

1. Provide a teacher's station for personal effects, desk work, preparation of lesson materials, instructional aids, and lockable storage. (Effective 1987-88)

B. Specialized Rooms and Facilities

1. Assure that classrooms built after July 1, 1983, meet the standards described in the Handbook on Planning School Facilities.

C. Classroom/School Accessibility

1. Assure that school programs are accessible to all students. No student shall be denied an opportunity for a program of study due to its location or the handicapping condition of the student.

8.5 Instructional Materials, Supplies, and Equipment

A. Materials and Supplies

1. Assure that the textbook/program used as the primary resource for instruction in required areas of study is on the most recent list of state adopted textbooks or has been exempted by the West Virginia Board of Education.
2. Establish procedures to select textbooks/programs which correlate with the learning outcomes for each program of study. (Effective 1986-87)
3. Assure that each student has the necessary textbooks to support the instructional program.
4. Establish procedures to assure that supplemental resources are selected on the basis of their alignment with learning outcomes within approved programs of study. (Effective 1986-87)
5. Assure that an inventory list of instructional materials at the county, school, regional, and state levels is available.
6. Assure that appropriate instructional materials and equipment are available, in good operating condition, and are sufficient for the size of the group to be served.

7. Program Guides: (Effective 1987-88)
 - a) Provide program guides which include learning outcomes; materials, supply, and equipment lists; and evaluation methods to the public upon request.
 - b) Provide a copy of the appropriate program guide for the program and area of study for each teacher.
8. Provide specialized laboratory materials and resources in sufficient numbers.

B. Equipment

1. Provide the following equipment: video equipment, filmstrip projectors, slide projectors, previewers, audiovisual carts, cassette recorders, overhead projectors, 16mm projectors, photo copiers, ditto machines, laminators, paper cutters, typewriters, and microcomputers and appropriate peripherals.
2. Implement a system for regular maintenance of all instructional equipment.

Section 9. Program Assurance

The county board of education shall establish policies and implement written procedures for assuring the public, the West Virginia Board of Education, and the Legislature that a thorough and efficient system of education is being delivered to all students. In meeting the requirements of this regulation, the county board shall:

9.1 Student Evaluation

- A. Participate in the state-county testing program.
- B. Assure that the county, each school, and each teacher has a system to monitor student progress toward mastery of the state and local board developed and approved learning outcomes. (Effective 1988-89) Such systems may include:
 1. a record of student performance and achievement profiles are maintained and made available to the student and parent/guardian upon request;
 2. assurance that student achievement of learning outcomes and progress through the program of study are determined on the basis of teacher evaluation of the student which utilizes reliable and valid classroom and standardized measurement instruments and methods;

3. assurance that assessment of student performance is conducted at the entry to and exit from each area of study;
 - a) The level and rate of instruction are consistent with the student's readiness to learn.
 - b) Mastery of learning outcomes is considered before a decision is made to advance students to higher level areas of study.
 4. establishment of the circumstances and criteria under which a student may be retained or promoted, consistent with state policies.
- C. Implement a system which assures that the results of statewide and local testing programs are used to (a) identify student needs, (b) plan instruction to meet the identified needs, and (c) redesign programs of study.

9.2 Program Improvement (Effective 1985-86)

- A. Provide a written description of the educational program which includes a concepts and learning outcomes continuum (K-12) in each program of study. The description identifies learning outcomes and indicates the development of skills and/or concepts across levels in each program of study.
- B. Provide a written description of the process used to evaluate the effectiveness of their educational program and support services.
- C. Implement a county educational advisory council comprised of parents and other citizens with sections for general, vocational, exceptional, support programs, and community relations to review the county plan for educational excellence. This council may be supplemented by a curriculum council structure.
- D. Assure that the educational advisory council's recommendations are based at least on Criteria of Excellence adopted by the West Virginia Board of Education and are considered in the development of the county's improvement plan for educational excellence.
- E. Assure that the county develops a data base of information for inclusion in a statewide management information system. (Effective 1987-88)

9.3 School Improvement (Effective 1986-87)

- A. Implement a system which assures that the principal and staff assess school and program effectiveness for each educational and support program and annually develop written improvement priorities for review by their school advisory council. This self assessment, improvement plan, and the resulting improvement priorities may serve as the basis for meeting the school classification and other approval requirements established by the West Virginia Board of Education. Also, they may serve as the basis for meeting voluntary accreditation criteria contingent upon approval by the respective accrediting agencies.
- B. Establish school advisory councils comprised of a majority of parents and other citizens to review and advise the principal on the school's improvement priorities before submission to the county superintendent. The membership of the council should reflect the composition of the community. This council may be substituted by an active parent-teacher organization.
- C. Assure that the school's improvement priorities are based at least on Criteria of Excellence adopted by the West Virginia Board of Education and are considered in the development of the county's improvement plan for educational excellence.
- D. Assure that the school develops a data base of information for inclusion in a statewide management information system. (Effective 1987-88)

9.4 Management Information System (Effective 1988-89)

- A. Participate in a state level management information system.
- B. Implement a system to use data from the management information system to (a) modify instructional time and resource allocations; (b) review and revise educational programs to meet the identified needs of learners in early childhood, middle childhood, adolescent education, and adult education; (c) develop improvement priorities for funding consideration; and (d) modify policies, regulations, and rules.

**JG* Ed. Note: All charts are omitted and available from the Dept of Education or Secretary - K State