

**TITLE 126
INTERPRETIVE RULE
BOARD OF EDUCATION**

**SERIES 44
CRITERIA OF EXCELLENCE:
GENERAL EDUCATIONAL PROGRAMS (2520)**

§126-44-1. General.

1.1. Scope. -- This interpretive rule provides a set of long-term goals for determining whether or not high quality general educational programs are being offered to all students. Each program of study has a different policy number starting with 2520.011.

1.2. Authority. -- W.Va. Code §18-9A-22

1.3. Filing Date. -- October 30, 1986

1.4. Effective Date. -- December 30, 1986

§126-44-2. Applicability.

The criteria for general education are to be used to determine whether or not high quality programs of study are offered to all students. Policy 2510, Regulations for General, Vocational, and Special Educational Programs, this, and other general policies apply to each identified program of study listed in the General Education volume.

2.1. Copy of the policy is attached. Copies may be obtained in the Office of the Secretary of State and from the West Virginia Department of Education (Bureau of General, Special and Professional Education)

2.2. Summary of policy below.

SUMMARY OF INTERPRETIVE RULE

This policy identifies the general education programs of study and presents the following criteria of excellence for each Definition; Program Delivery (administrative practices, instructional practices, personnel, facilities, instructional materials, supplies and equipment); Program Assurance (student evaluation, program improvement, and school). The general education programs of study to which these high quality standards apply are: Art education, computer education, developmental guidance, driver education, foreign language, health education, language arts education, mathematics education, music education, physical education, reading education, science education and social studies education. Also included are high quality staffing ratios for educational personnel at the school and county level.

Criteria Of Excellence

General Education Programs

WEST VIRGINIA DEPARTMENT OF EDUCATION
October 1985



WEST VIRGINIA BOARD OF EDUCATION

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CRITERIA OF EXCELLENCE

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CRITERIA OF EXCELLENCE
Executive Summary

Background Information

After years of deliberation in the courts, on May 11, 1982, the Honorable Arthur M. Recht ruled on the Pauley v. Bailey case and declared that West Virginia students did not have equal opportunity to the constitutionally mandated system for a thorough and efficient education. He defined what that system should be and directed that a master plan be developed for implementation. A 99 member advisory committee met for 70 days and presented the West Virginia Master Plan for Public Education to the State Board of Education which adopted the Master Plan on December 21, 1982, and it was accepted by the Court on March 4, 1983. The educational program described in the Master Plan for Public Education is comprised of standards common to all educational programs and standards for general education, vocational/technical/adult, exceptional students, special purpose, and support programs. In the Spring of 1984 the common standards were reviewed and adopted as Policy 2510 by the West Virginia Board of Education.

Criteria of Excellence

In continuing efforts to implement the Master Plan, a State Committee for Criteria of Excellence was commissioned to (a) conduct a general administrative review of the Master Plan program standards, (b) gauge the over-all impact of these standards on schools and classrooms, and (c) develop high quality, yet practical, criteria of excellence for improving the education of all students. The State Committee met between March and April 1985, presented a preliminary report to the State Board of Education in April 1985, and the Proposed Criteria of Excellence was submitted for public comment in May 1985. The State Committee reviewed comments, incorporated suggestions, and submitted the final report to the State Board of Education in June 1985.

The Criteria of Excellence are reported in four volumes: (a) General Education Programs, (b) Vocational Education Programs, (c) Programs for the Education of Exceptional Students, and (d) Educational Support Services. Organizationally, the criteria follow the same format as Policy 2510 - Program Definition, Program Delivery, and Program Assurance. A common purpose statement was developed for all programs of study in all four areas and, wherever possible, common statements were made such as in Program Delivery, Funding. Some changes were incorporated throughout an area based on public comments.

The Program Definition section described each program of study and may highlight major goals. The Program Delivery section describes Administrative Practices (e.g., placement, time allocations, funding) and Professional Practices (e.g., student management systems, staffing, facilities, supplies, and equipment). Most of the criteria specified in the Master Plan for facilities, supplies, and equipment are now included in the Handbook on Planning School Facilities, Policy 6200, adopted July 1985. The section on Program Assurance was further developed by the committee and expanded Policy 2510. It includes sections on student evaluation, program improvement, and school improvement.

The purpose of the Criteria of Excellence is to provide a set of long term quality goals for determining whether or not high quality educational programs are being offered to all students. These criteria will be used by counties to (a) identify their improvement priorities, (b) fund as many of their priorities as possible, and (c) develop their annual plan for educational excellence. Moreover, these criteria will be used by the West Virginia Board of Education to monitor the implementation of the Master Plan through the county accreditation program by providing a profile of educational needs to determine funding options concerning high quality educational programs. These criteria will not be used to determine a compliance status for meeting standards in Policy 2320/21.

Implementation, over the short term, of the Criteria of Excellence will result in the identification of: (a) school improvement priorities, (b) school/county staff improvement priorities, (c) county program improvement priorities, (d) local determination of pace and priorities, (e) county plans for educational excellence, (f) county accreditation progress, and progress in implementing policies and reporting to boards and the legislature.

Implementation, over the long term, of the Criteria of Excellence should provide for: (a) increased learning, (b) increased literacy, (c) increased advanced placement, (d) increased college attendance, (e) increased enrollments, (f) increased graduates, (g) educated work force, and (h) economic growth.

The short-term and long-term results of the implementation of the Criteria of Excellence will provide guidance and direction to the West Virginia Board of Education and the West Virginia Department of Education as they perform the basic functions of: (a) leadership, (b) technical assistance, and (c) monitoring to aid county school districts in providing high quality educational programs to classroom students and professional development programs to educational personnel, as well as, providing education to various publics.

Implementation Plan

The Criteria of Excellence was approved by the State Board of Education on October 11, 1985. To assist county school districts with the implementation of the Criteria, the following implementation plan was approved:

The department, working with the parties of interest, will move to implement the Criteria by: 1) developing an assessment instrument; 2) field testing the instrument; 3) counties will use the instrument to assess their programs and prepare their four year plan for educational excellence; and 4) the Criteria of Excellence will be annually reviewed and revisions presented when justified.

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ART EDUCATION

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for art education is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

- A. Program of Studies and Learning Outcomes: Refer to Policy 2510 and Learning Outcomes policy number 2520.01.
- B. Co-curricular Activities
 - 1. Art teachers have the opportunity to plan field trips for students to local art exhibits, displays, and shows.
 - 2. Students have the opportunity to participate in art clubs.

2.0 PROGRAM DELIVERY

A. Administrative Practices

1. Placement

The county has a policy for the identification and teaching of students who are gifted or talented in art.

2. Time Allocations

Refer to Percentage Ranges of Instructional Time in Policy 2510.

3. Funding

- a. Funds are allocated for the purchase of supplies and equipment as well as for the maintenance and replacement of existing equipment.
- b. Funds are allocated for co-curricular activities on a priority basis through the county program and school improvement processes.
- c. Funds are allocated to assure that each student has free basal texts and access to supplementary resources, supplies, and equipment required to implement the specified learning outcomes in art education.
- d. Funds are allocated for providing consumable instructional materials and equipment to teachers.

B. Instructional Practices

1. Instructional Management System

- a. The teacher actively integrates art with other instructional areas of study without reduction of time, resources, or quality of the art curriculum.
- b. Art instruction at all educational levels teaches students safe procedures, the danger of art material misuse, and use of protective clothing and equipment.
- c. Copies of the school and county art curriculum are provided to art teachers, administrators, guidance counselors, and media center personnel.
- d. Art teachers communicate and expect a high level of achievement by all students.
- e. Art teachers have a written lesson plan which identifies articulated and aligned learning objectives.
- f. Art teachers employ a systematic approach to learning and testing the required art learning outcomes.
- g. Art teachers emphasize student attainment of the program of study goals; perception, production, appreciation, and criticism at each level of instruction.
- h. The teacher of art monitors and paces instruction to maximize student academic learning time and success in learning experiences.

2. Classroom Management System

- a. Art teachers display evidence of current art learning in the classroom, school, and community.
- b. Art teachers use educational purposes and criteria to govern student participation in poster contests, decorations, and commercial award programs.
- c. Art teachers implement, monitor, and assess instruction in a systematic and orderly fashion to maximize the length of engaged academic learning time during the regular classroom period.
- d. Art teachers communicate and monitor the expectations of student behavior in regard to county and school policies, regulations, and rules.
- e. Art teachers organize and pace instruction to maximize student engaged academic learning time and provide learner success.
- f. Art teachers exhibit and practice the systematic use of: (1) time on task, (2) quality of teaching, (3) quality of instructional materials, and (4) student motivation to enhance student achievement.
- g. Art teachers employ and provide timely feedback to students using a variety of summative and formative accountability procedures and instruments regarding student attainment of learning outcomes.

C. Personnel

1. Instructional Staffing

- a. In early childhood education (grades 1-4), regularly scheduled instruction to offer learning outcomes in art is conducted by a certified art teacher.
- b. In middle and adolescent education (grades 5-12), all regularly scheduled instruction to offer learning outcomes in art is conducted by a fully certified art teacher.
- c. Principals appoint teachers as chairpersons for each program of study. In small schools, chairpersons may be appointed to chair more than one program of study, e.g., reading and language arts.
- d. Provisions are made for art teachers to communicate on a regular basis with other teachers, chairpersons/coordinators, and support services personnel, e.g., counselors, school psychologists, special education, community resources.

- e. Time is set aside daily, weekly or monthly for common planning and program articulation among those assigned to teach art at the early, middle, and adolescent education levels.
- f. Provisions are made for art teachers to carry out responsibilities assigned beyond direct classroom instruction.

2. Supervisory/Administrative Staffing

A county art program coordinator is assigned the duty of coordinating and monitoring the art program of study in each county.

3. Support Staffing

- a. Principals assign teacher aides to assist teachers in the instructional program and with classroom administrative functions.
- b. Provisions are made for distribution on a regular basis of audiovisual and other instructional materials located in a county media center.
- c. Support staffing such as artists-in-residence, visiting artists, and/or craftsmen are utilized to enrich and enhance the regular program of art instruction.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

- a. Staff Evaluation: Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315
- b. Staff Development: Refer to Policies 2510 and 5500
- c. Each teacher of art is engaged to some extent in creative art production.

D. Facilities

Refer to the art program area in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities, and classroom/school accessibility.

E. Instructional Materials, Supplies, and Equipment

1. Materials and Supplies

- a. Refer to the county art program guide.
- b. The type and amount of materials and supplies are determined by the art program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education. For example, a variety of different kinds of paper, adhesives, drawing utensils, three dimensional materials, paints, painting materials, printing materials, textiles, etc.
- c. Refer to Handbook on Planning School Facilities.
- d. The library/media program of study is used for providing materials and supplies to students and teachers in the art program.
- e. Supplemental components of county adopted textbooks are provided, as necessary, to fulfill art program guides.
- f. Textbooks in the art program of study, other than those provided for through state adoption policies, are adopted based upon county policy which includes: adoption procedures, committee members selection, and length of adoption period.
- g. The county art program coordinator recommends the specifications and standards for art materials and resources to implement the art program of study.

2. Equipment

- a. Refer to the county art program guide.
- b. The type and amount of equipment are determined by the art program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education.
- c. Refer to the Handbook on Planning School Facilities.
- d. Itinerant staff in art have access to the following basic equipment: lockable storage space, collapsible cart, modular display panels, and individual work stations.
- e. Provisions are made for art teachers to have the following equipment available on a day-to-day basis: cassette recorder, record player, television, filmstrip projector, listening center, slide projector, screen, video cassette recorder, overhead projector, and computers with appropriate peripherals.

- f. Art students have access to computers and computer software.
- g. The following instructional equipment is available to every art teacher: demonstration equipment (e.g., professional art tools and materials) and a mechanically ventilated electric or gas ceramic kiln.

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

Results of the State-County Testing Program are used to identify student interests in art and to plan instruction to meet the identified interests.

2. Monitoring Student Progress Toward Mastery of Learning Outcomes

- a. Learning outcomes referenced classroom tests are administered to students throughout the year in art as tests are available.
- b. Art teachers employ a variety of formal and informal evaluation techniques to monitor student achievement (e.g., teacher made tests, criterion referenced tests, performance check lists, critiques, self-evaluations, and unobtrusive assessment).
- c. Art teachers have written procedures which identify their methods, procedures, and timelines for the evaluation of students.
- d. Art teachers employ formative and summative evaluation of student achievement.

3. Systematic Assessment Utilization

- a. A variety of art assessment measures is used to identify student needs and plan instruction to meet the identified needs.
- b. The analyzed results of student achievement and learning across the art program of study are utilized to reconceptualize and revise the art program and areas of study.
- c. A variety of art assessment techniques are used to identify student needs and to modify instruction to meet those needs.

B. Program Improvement

1. Concepts and Learning Outcomes Continuum

- a. The art program of study is based on a scope and sequence of concepts and learning outcomes.
- b. A process is established to review and revise the art learning outcomes continuum.

2. Program Evaluation Process

- a. There is a written description of the process used to evaluate the effectiveness of the art program. Measures may include, but not be limited to, standardized tests, Criteria of Excellence, and professional standards.
- b. Enrollment trends are analyzed and used for needs assessment purposes.

3. County Educational Advisory Council and County Improvement Plan

- a. If the county advisory council makes recommendations regarding art education, the recommendations are considered in developing the county improvement plan.
- b. During the county art curriculum planning process, the art staff consults with representatives from other program areas, local art agencies, and art councils.

4. County Program Management Information System

The county develops a data base of information about the art program which will be included in a statewide management information system.

C. School Improvement

1. School Self-Assessment Process

The principal and staff implement a system to assess art education program and school effectiveness and use the information to annually develop written improvement priorities.

2. School Advisory Council

If the school advisory council makes recommendations regarding art education, the recommendations are considered in developing school priorities.

3. School Improvement Priorities

The school's improvement priorities are considered in developing the annual plan for art education and the county plan for educational excellence.

4. School Program Management Information System

The county board assures that the school develops a data base of information for including art education in the statewide management information system.

COMPUTER EDUCATION

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for computer education is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

A. Program of Studies and Learning Outcomes

Computer Education is a program of study that assures, by the end of adolescent education, that all students are given the opportunity for high quality instruction in the use of computers as educational tools within all programs of study. Such applications as word processing, electronic spreadsheet, and data base management may be utilized as (a) discrete areas of study and (b) as educational tools within all programs of study. Learning outcomes are projected for State Board adoption in June 1986.

B. Co-curricular Activities

1. Students have the opportunity to participate in "user clubs" related to computer education software, hardware, and innovative applications.
2. Students have the opportunity to participate in such activities as field trips, fairs, and other special programs and exploratory studies relating to computer education.

2.0 PROGRAM DELIVERY

A. Administrative Practices

1. Placement

- a. All students receive instruction related to computer education as a mutually supporting component of their K-12 programs of study.
- b. Because of the unique capabilities of computer education as a means to implement individualized instruction, students are placed initially at appropriate levels on a concept and learning outcomes continuum relative to their individual progress in meeting the learning outcomes for computer education.

2. Time Allocations

Refer to Percentage Ranges of Instructional Time in Policy 2510.

3. Funding

- a. Funds are allocated to develop the county computer education program for its successful implementation.
- b. Funds are allocated to review, select, purchase, and maintain software related to learning outcomes for computer education and other programs of study.
- c. Funds are allocated to purchase computer hardware and peripherals to implement the computer education learning outcomes, co-curricular activities, and exploratory studies.
- d. Funds are allocated for co-curricular activities on a priority basis through the county program and school improvement processes.
- e. Funds are allocated for providing consumable instructional materials and equipment to teachers.

B. Instructional Practices

1. Instructional Management System

- a. Learning outcomes for computer education are available to students prior to instruction.
- b. A concept and learning outcomes continuum for each student is developed and filed in software format for use in gauging instructional progress.

- c. The majority of instruction related to computer education is provided through the use of computers and software correlated with the learning outcomes for computer education.
 - d. Student user groups are organized to facilitate sharing of learning experiences and outcomes by individual students through group processes and telecommunications.
 - e. High quality educational software and computers are used in educational problem solving within all programs of study.
 - f. All or most of the following characteristics can be found in software which improves student learning.
 - 1) Provides opportunities for students to manage the learning process.
 - 2) Provides interaction, feedback, and rewards.
 - 3) Allows students and/or teachers to establish and implement learning outcomes and provides for self-evaluation.
 - 4) Allows diagnosis of learning problems with materials and prescriptive branching.
 - 5) Uses the full range of hardware capabilities such as graphics, sound and color.
 - 6) Includes higher level concepts as well as facts related to programs of study.
 - 7) Allows for easy integration into programs of study.
 - 8) Includes student record keeping capabilities and monitors student progress.
 - 9) Allows for easy operation based on clear documentation and can be modified by teachers.
 - g. Telecommunications is used by students to share information, problem-solving activities, and the results of classroom projects between and among students in other counties, regions, and states.
 - h. Computer-assisted instruction is integrated into all programs of study.
2. Classroom Management System
- a. The opportunity is made available daily to all students to use computers.

- b. Criteria and procedures for using stand alone computers, computer labs, and professional systems are developed and adopted by the school staff and made public to all students.
- c. Policies regarding copy-right laws are developed, adopted, and reviewed among school staff and students and enforced by school officials.
- d. Flexible scheduling and student self-pacing are used to implement computer education.
- e. Principals and teachers support the use of computers as an educational tool in the school.
- f. Software is selected through a participatory approach involving teachers and students.

C. Personnel

1. Instructional Staffing

- a. All professionally certified personnel use computers for appropriate instructional purposes at the classroom and school levels.
- b. Criteria and procedures for assigning the most qualified personnel to teach the computer science elective offering within the Computer Education Program of Study are developed, adopted, and implemented by the county board of education.
- c. There is time set aside daily, weekly, or monthly for common planning and program articulation among those assigned to teach computer education.
- d. Provisions are made for computer education teachers to carry out responsibilities assigned beyond direct classroom instruction.

2. Supervisory/Administrative Staffing

- a. Each school identifies one staff member who possesses a professional certificate endorsed for any program of study to coordinate the computer education program within the building. If a building contains two programmatic levels, e.g., early childhood education and middle childhood education, the individual will coordinate both levels and will interact with the coordinators of other buildings to facilitate program articulation between and among buildings.
- b. Provisions are made for classroom teachers to communicate with resource persons concerning students and computer education.

- c. Regularly scheduled conferences are held among teachers, counselors, and library media specialists concerning the computer education program.

3. Support Staffing

- a. The county board of education provides maintenance and technical assistance services to provide a computer maintenance program at the school building level.
- b. Each school and county interacts with the state coordinator for the West Virginia Microcomputer Educational Network.
- c. Principals assign teacher aides to assist teachers in the instructional program and with classroom administrative functions.
- d. Provisions are made for distribution on a regular basis of audiovisual and other instructional materials located in a county media center.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

a. Staff Evaluation

Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315

b. Staff Development

- 1) Refer to Policies 2510 and 5500
- 2) Teachers are trained in the use of specific software programs/applications and prior to actual use in the classroom.
- 3) Teachers are trained in the functions related to instructional management and individualized instruction.
- 4) Teachers are trained in the interpretation of data yielded by computer-managed instruction to improve the learning process in the regular classroom instruction.
- 5) Staff development support is available to teachers on a timely basis.

D. Facilities

Refer to the Computer Education program area in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities, and classroom/school accessibility.

E. Instructional Materials, Supplies, and Equipment

1. Materials and Supplies

- a. Refer to the county computer education program guide.
- b. Computers and the necessary software and peripherals needed to communicate with the West Virginia Microcomputer Educational Network are located in every school.
- c. The type and amount of materials and supplies are determined by program content and method of instruction and are sufficient to teach the computer education learning outcomes.
- d. Consumable supplies, materials, films, video and audio tapes, slides, charts, and other training materials are available, current, and kept up-to-date for use in the program.

2. Equipment

- a. Refer to the county Computer Education program guide.
- b. Refer to the Computer Education program area in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities, and classroom/school accessibility for other equipment to implement computer education.
- c. A computer environment is available in each school to facilitate student utilization of computers, to provide an instructional strategy for teachers, and to provide a management system for the instructional and administrative staff.

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

- a. Learning outcomes of the computer education program that correlate with learning outcomes on the state county testing program are assessed and reviewed relative to student achievement.

- b. Computer adaptive testing software and strategies are used to determine and manage learner profiles.

2. Monitoring Student Progress Toward Mastery of Learning Outcomes

- a. Learning outcome referenced classroom tests are administered to students throughout the year in Computer Education as tests are available.
- b. Computer education teachers employ a variety of formal and informal evaluation techniques to monitor student achievement (e.g., teacher made tests, criterion referenced tests, performance check lists, critiques, self-evaluations, and unobtrusive assessment).
- c. Computer education teachers have written procedures which identify their methods, procedures, and timelines for the evaluation of students.
- d. Computer education teachers employ formative and summative evaluation of student achievement.

3. Systematic Assessment Utilization

- a. A variety of computer education assessment measures is used to identify student needs and plan instruction to meet the identified needs.
- b. The analyzed results of student achievement and learning across the computer education program of study are utilized to reconceptualize and revise the computer education program and areas of study.
- c. A variety of computer education assessment techniques are used to identify student needs and modify instruction to meet those needs.

- B. Program Improvement

1. Concepts and Learning Outcomes Continuum

- a. The computer education program of study is based on a scope and sequence of concepts and learning outcomes.
- b. A process is established to review and revise the computer education learning outcomes continuums.

2. Program Evaluation Process.

- a. There is a written description of the process used to evaluate the effectiveness of the computer education program. Measures may include, but not be limited to, standardized tests, Criteria of Excellence and professional standards.

b. Enrollment trends are analyzed and used for needs assessment purposes.

3. County Educational Advisory Council and County Improvement Plan

a. If the county advisory council makes recommendations regarding computer education, the recommendations are considered in developing the county improvement plan.

b. During the county computer education curriculum planning process, the computer education staff consults with representatives from other subject areas, local computer education agencies, and computer education councils.

4. County Program Management Information System

The county develops a data base of information about the computer education program which will be included in a statewide management information system.

C. School Improvement

1. School Self-Assessment Process

The principal and staff implement a system to assess computer education program and school effectiveness and use the information to annually develop written improvement priorities.

2. School Advisory Council

If the school advisory council makes recommendations regarding computer education, the recommendations are considered in developing school priorities.

3. School Improvement Priorities

The school's improvement priorities are considered in developing the annual plan for computer education and the county plan for educational excellence.

4. School Program Management Information System

The county board assures that the school develops a data base of information for including computer education in the statewide management information system.

DEVELOPMENTAL GUIDANCE

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for developmental guidance is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

- A. Program of Studies and Learning Outcomes: Refer to Policy 2510. Learning Outcomes are projected for State Board Adoption in July 1986.
- B. Co-curricular Activities:

Students have the opportunity to participate in activities such as peer counseling activities, cross age counseling activities, big brother/sister program, and career education clubs.

2.0 PROGRAM DELIVERY

A. Administrative Practices

1. Placement

- a. The school provides a program of study with planned activities and experiences designed to meet learning outcomes derived from student needs assessments in the areas of self understanding, self-concept, interpersonal relationships, decision making, and career education.
- b. All public school students are involved in a developmental guidance program.

2. Time Allocations

Refer to Percentage Ranges of Instructional Time in Policy 2510.

3. Funding

- a. Funds are allocated for the purchase of supplies and equipment as well as for the maintenance and replacement of existing equipment.
- b. Funds are allocated for co-curricular activities on a priority basis through the county program and school improvement processes.
- c. Funds are allocated for providing consumable instructional materials and equipment to teachers.
- d. The county provides reimbursement for expenses incurred while conducting board of education business.

B. Instructional Practices

1. Instructional Management System

- a. Students have the opportunity to achieve the learning outcomes for their developmental level.
- b. Counties implement the program of study in the following ways:
 - 1) Certified counselors directly provide services to students at assigned times on a regular basis.
 - 2) Require certified counselors to do initial activities with teachers doing follow-up activities.
 - 3) Require certified counselors to work directly with teachers and coordinate the delivery of the program.
- c. Each county board of education shall adopt a comprehensive drop-out prevention program utilizing the expertise of school counselors and other appropriate resources available.

2. Classroom Management System

- a. School counselors use counseling consultation and coordination in providing a systematic, sequential counseling, and guidance program that serves the developmental needs of students at the early childhood, middle childhood, and adolescent levels.
- b. Teachers consult with counselors and do appropriate follow-up activities.

- c. Counselors/teachers have a written scope and sequence of the content they deliver.
- d. Counselors/teachers communicate expected outcomes to students before instruction occurs.

C. Personnel - -

1. Instructional Staffing

- a. Principals appoint teachers or school counselors as chairpersons for the developmental guidance program of study. In small schools, chairpersons may be appointed to chair more than one program of study, e.g., reading and language arts.
- b. Provisions are made for developmental guidance counselors/teachers to communicate on a regular basis with other teachers, chairpersons/coordinators, and support services personnel, e.g., counselors, school psychologists, special education and community resource personnel.
- c. Time is set aside daily, weekly, or monthly for common planning and program articulation among those assigned to teach developmental guidance in the early, middle, and adolescent education programs K-12.
- d. The county provides professionally certified counselors to directly implement and coordinate the program.
- e. The county provides professionally certified teachers to implement follow-up activities.
- f. Provisions are made for developmental guidance teachers to carry out responsibilities assigned beyond direct classroom instruction.

2. Supervisory/Administrative Staffing

Each county has a coordinator of counseling and guidance who is a certified counselor.

3. Support Staffing

- a. Principals assign teacher aides to assist teachers in the instructional program and with classroom administrative functions.
- b. Provisions are made for distribution on a regular basis of audiovisual and other instructional materials located in a county media center.

- c. Clerical and paraprofessional staff are employed to complement the delivery of a developmental guidance program.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

- a. Staff Evaluation: Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315
- b. Staff Development: Refer to Policies 2510 and 5500

- D. Facilities

Refer to the Handbook on Planning School Facilities.

- E. Instructional Materials, Supplies, and Equipment

1. Materials and Supplies

- a. Refer to the county developmental guidance program guide.
- b. The type and amount of materials and supplies are determined by the developmental guidance program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education.
- c. Refer to Handbook on Planning School Facilities.
- d. The library/media program of study is used for providing materials and supplies to students and teachers in the developmental guidance program.
- e. Supplemental components of county adopted textbooks are provided, as necessary, to fulfill developmental guidance program guides.
- f. Textbooks in the developmental guidance program of study, other than those provided for through state adoption policies, are adopted, based upon county policy, which includes: adoption procedures, committee members selection, and length of adoption period.
- g. The county developmental guidance program coordinator recommends the specifications and standards for developmental guidance materials and resources to implement the developmental guidance program of study.

2. Equipment

- a. Refer to the county developmental guidance program guide.
- b. The type and amount of equipment are determined by the developmental guidance program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education.
- c. Refer to the Handbook on Planning School Facilities.
- d. Itinerant staff in developmental guidance have access to the following basic equipment: lockable storage space, collapsible cart, modular display panels, and individual work stations.
- e. Provisions are made for developmental guidance counselors/teachers to have the following equipment available on a day-to-day basis: cassette recorder, record player, television, filmstrip projector, listening center, slide projector, screen, video cassette recorder, overhead projector, and computers with appropriate peripherals.
- f. Developmental guidance students have access to computers and computer software.
- g. The following instructional equipment is available to every developmental guidance counselor/teacher: demonstration equipment, e.g., professional developmental guidance tools and materials.

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

Results of the State-County Testing Program are used to identify student needs in developmental guidance and to plan instruction to meet the identified needs.

2. Monitoring Student Progress Toward Mastery of Learning Outcomes

- a. Learning outcome referenced classroom tests are administered to students throughout the year in developmental guidance as tests are available.
- b. Developmental guidance counselors/teachers employ a variety of formal and informal evaluation techniques to monitor student achievement (e.g., teacher made tests, criterion referenced tests, performance check lists, critiques, self-evaluations, and unobtrusive assessment).

- c. Developmental guidance counselors/teachers have written procedures which identify their methods, procedures, and timelines for the evaluation of students.
- d. Developmental guidance counselors/teachers employ formative and summative evaluation of student achievement.

3. Systematic Assessment Utilization

- a. A variety of developmental guidance assessment measures is used to identify student needs and plan instruction to meet the identified needs.
- b. The analyzed results of student achievement and learning across the developmental guidance program of study are utilized to reconceptualize and revise the developmental guidance program area of study.
- c. A variety of developmental guidance assessment techniques are used to identify student needs and to modify instruction to meet those needs.

B. Program Improvement

1. Concepts and Learning Outcomes Continuum

- a. The developmental guidance program of study is based on a scope and sequence of concepts and learning outcomes.
- b. A process is established to review and revise the developmental guidance learning outcomes continuum.

2. Program Evaluation Process

- a. There is a written description of the process used to evaluate the effectiveness of the developmental guidance program. Measures may include, but not be limited to, standardized tests, Criteria of Excellence, and professional standards.
- b. Enrollment trends are analyzed and used for needs assessment purposes.

3. County Educational Advisory Council and County Improvement Plan

- a. If the county advisory council makes recommendations regarding the developmental guidance program, the recommendations are considered in developing the county improvement plan.
- b. During the county developmental guidance program planning process, the developmental guidance staff consults with representatives from other program areas.

4. County Program Management Information System

The county develops a data base of information about the developmental guidance program which will be included in a statewide management information system.

- C. School Improvement

1. School Self-Assessment Process

The principal and staff implement a system to assess developmental guidance program and school effectiveness and use the information to annually develop written improvement priorities.

2. School Advisory Council

If the school advisory council makes recommendations regarding the developmental guidance program, the recommendations are considered in developing school priorities.

3. School Improvement Priorities

The school's improvement priorities are considered in developing the annual plan for developmental guidance and the county plan for educational excellence.

4. School Program Management Information System

The county board assures that the school develops a data base of information for including developmental guidance in the statewide management information system.

DRIVER EDUCATION

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for driver education is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

A. Program of Studies and Learning Outcomes

Refer to Policy 2510, School Laws of West Virginia §18-6-1 to §8-6-10, and Learning Outcomes policy number 2520.05.

B. Co-curricular Activities

Co-curricular activities related to driver education are defined to enhance the driver education learning outcomes.

2.0 PROGRAM DELIVERY

A. Administrative Practices

1. Placement

- a. Students have the opportunity to enroll for driver education during the term (semester or year) they reach licensing age and prior to obtaining their operator's license.
- b. An eligible student is defined as one who will have reached age sixteen by the last scheduled date of the program and is in grades 9-12 during the period of enrollment. The student must not have a known mental or physical disability that would prevent the person from qualifying for an operator's license, unless the disability is controlled or corrected so the person could so qualify.

- c. Arrangements are made so the handicapped students eligible for enrollment can participate in all phases of the driver education program.

2. Time Allocations

- a. Refer to Percentage Ranges of Instructional Time in Policy 2510.
- b. The driver education program of study is organized and designed in such a manner that school systems provide a program equivalent to or surpassing one of the following approved programs.
 - 1) Sixty-six (66) hours of classroom instruction; 8-18 hours of in-car observation; 6 hours of behind-the-wheel driving instruction per student under actual traffic conditions (or the equivalent when simulation or multiple vehicle laboratory instruction ranges are utilized). Total: 80-90 hours.
 - 2) Sixty (60) hours of classroom instruction; 6 hours of independent study; 8-18 hours of in-car observation; 6 hours of behind-the-wheel driving instruction per student under actual traffic conditions (or the equivalent when simulation or multiple vehicle laboratory instruction ranges are utilized). Total: 80-90 hours.
 - 3) Fifty-five (55) hours of classroom instruction; 11 hours of independent study; 8-18 hours of in-car observation; 6 hours of behind-the-wheel driving instruction per student under actual traffic conditions (or the equivalent when simulation or multiple vehicle laboratory instruction ranges are utilized). Total: 80-90 hours.
 - 4) Fifty (50) hours of classroom instruction; 16 hours of independent study; 8-18 hours of in-car observation; 6 hours of behind-the-wheel driving instruction per student under actual traffic conditions (or the equivalent when simulation or multiple vehicle laboratory instruction ranges are utilized). Total: 80-90 hours.
- c. The amount of student behind-the-wheel driving practice/instruction time any student receives is based on the student's driving performance (whether a licensed or non-licensed motor vehicle operator) and achievement/mastery of learning outcomes.
- d. Not more than 2.5 hours of classroom instruction and one hour of behind-the-wheel instruction per student is provided during any 24-hour period.

- | | |
|------------------------------------------------------------|--------------------------|
| (3) Comprehensive | Full coverage |
| (4) Uninsured Motorist
Minimum required by
state law | \$20,000 each occurrence |
| (5) Bodily Injury Liability | \$40,000 each person |
| (6) Property Damage | \$10,000 each occurrence |
- c. Funds are allocated for the purchase of supplies and equipment as well as for the maintenance and replacement of existing equipment.
- d. Funds are allocated for co-curricular activities on a priority basis through the county program and school improvement processes.
- e. Funds are allocated to assure that each student has free basal texts and access to supplementary resources, supplies, and equipment required to implement the specified learning outcomes in driver education.
- f. Funds are allocated for providing consumable instructional materials and equipment to teachers.

B. Instructional Practices

1. Instructional Management System

- a. Students have the opportunity to achieve the learning outcomes assessed in their evaluations.
- b. The teacher utilizes instructional management techniques which increase student learning and maximize student time on task.

2. Classroom Management System

- a. Student on-street driving experiences are provided in a dual control vehicle with an approved driver education teacher actually occupying the seat beside the student.
- b. Teachers use various instructional approaches and activities to enable driver education students to achieve learning outcomes.
- c. The amount of time the student shall spend in any learning activity is determined by the ability and progress of the student.
- d. The teacher fosters a classroom and laboratory climate conducive for student learning.

- e. Classroom and laboratory instruction includes development of perceptual skills.
- f. A variety of actual on-street driving instruction/experiences are provided to enable the student to acquire essential knowledge and to develop the skills and habits for performing driving maneuvers under varied traffic and roadway environments.
- g. Each student is provided concurrent instruction in both the classroom and laboratory phases of instruction (e.g., during the same semester or term in which they are enrolled).
- h. The program is accredited and provides a minimum one-half unit of high school credit.

C. Personnel

1. Instructional Staffing

- a. Principals appoint teachers as chairpersons for each program of study. In small schools, chairpersons may be appointed to chair more than one program of study, e.g., reading and language arts.
- b. Provisions are made for driver education teachers to communicate on a regular basis with other teachers, chairpersons/coordinators, and support services personnel, e.g., counselors, school psychologists, special education, community resources.
- c. Time is set aside daily, weekly, or monthly for common planning and program articulation among those assigned to teach driver education at the adolescent education level.
- d. Where driver education is provided to students with learning disabilities and/or physical handicaps, special consideration is given to a reduced teacher-pupil ratio and additional classroom and driving instruction.
- e. Teacher Criteria - The county employs teachers who meet the following conditions of approval:
 - 1) Possess good health and are free from impairment(s) that would adversely affect instruction and safety.
 - 2) Possess a valid automobile or chauffer's license and have held such license during the preceding three (3) years.

- 3) Possess a satisfactory driving record confirmed and approved by the Department of Education through the Department of Motor Vehicles and/or the Department of Public Safety.

A satisfactory driving record is:

- a) one that is free from a conviction for a violation of traffic law, during the twelve (12) months immediately preceding a traffic records check, which resulted in a suspension or revocation of the driving privilege.
- b) one that contains not more than two (2) convictions for moving violations during the twelve (12) months immediately preceding the traffic records check.

- f. Provisions are made for driver education teachers to carry out responsibilities assigned beyond direct classroom instruction.

2. Supervisory/Administrative Staffing

- a. The county provides certified driver education teachers to teach driver education.
- b. A county driver education program coordinator is assigned the duty of coordinating and monitoring the driver education program of study in each county.

3. Support Staffing

- a. Principals assign teacher aides to assist teachers in the instructional program and with classroom administrative functions.
- b. Provisions are made for distribution on a regular basis of audiovisual and other instructional materials located in a county media center.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

- a. Staff Evaluation: Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315
- b. Staff Development: Refer to Policies 2510 and 5500

D. Facilities

Refer to the driver education program area in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities, and classroom/school accessibility.

E. Instructional Materials, Supplies, and Equipment

1. Materials and Supplies

- a. Refer to the county driver education program guide.
- b. The type and amount of materials and supplies are determined by the driver education program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education.
- c. Refer to Handbook on Planning School Facilities.
- d. The library/media program of study is used for providing materials and supplies to students and teachers in the driver education program.
- e. Supplemental components of county adopted textbooks are provided, as necessary, to fulfill driver education program guides.
- f. Textbooks in the driver education program of study, other than those provided for through state adoption policies, are adopted based upon county policy which includes: adoption procedures, committee members selection, and length of adoption period.
- g. The county driver education program coordinator recommends the specifications and standards for driver education materials and resources to implement the driver education program of study.

2. Equipment

- a. Refer to the county driver education program guide.
- b. Appropriate equipment and devices to enable the students to successfully compensate for their handicap(s) are provided in simulation units and driver education vehicles.
- c. Maintenance and inspection of vehicles is accomplished in accordance with recommendations in the owner's manual and the "Contract Between School Boards and Car Dealer."
- d. Driver education vehicle(s) are available at the beginning of the program.

- e. Dual control brakes are inspected when installed and at least biannually thereafter. A regular maintenance program is conducted.
- f. Additionally the vehicle has: (1) instructor's mirror; (2) sign designating the driver education car; (3) ice scraper; (4) chains and/or snowtires; (5) first-aid kits; and (6) flares.
- g. The classroom has (1) visual testing equipment including color vision; (2) psycho-physical testing devices including a complex reaction timer; (3) audiovisual equipment; (4) chalkboard and related supplies; (5) supplementary traffic safety publications; and (6) individual student driving records.
- h. The type and amount of equipment are determined by the driver education program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education.
- i. Refer to the Handbook on Planning School Facilities.
- j. Itinerant staff in driver education have access to the following basic equipment: lockable storage space, collapsible cart, modular display panels, and individual work stations.
- k. Provisions are made for driver education teachers to have the following equipment available on a day-to-day basis: cassette recorder, record player, television, filmstrip projector, listening center, slide projector, screen, video cassette recorder, overhead projector, and computers with appropriate peripherals.
- l. Driver education students have access to computers and computer software.
- m. The following instructional equipment is available to every appropriate driver education teacher: demonstration equipment (e.g., professional driver education tools and materials).

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

Results of the State-County Testing Program are used to identify student needs affecting performance in driver education and to plan instruction to meet the identified needs.

2. Monitoring Student Progress Toward Mastery of Learning Outcomes
 - a. Learning outcome referenced classroom tests are administered to students throughout the year in driver education as tests are available.
 - b. Driver education teachers employ a variety of formal and informal evaluation techniques to monitor student achievement (e.g., teacher made tests, criterion referenced tests, performance check lists, critiques, self-evaluations, and unobtrusive assessment).
 - c. Driver education teachers have written procedures which identify their methods, procedures, and timelines for the evaluation of students.
 - d. Driver education teachers employ formative and summative evaluation of student achievement.
 - e. Appropriate evaluations are made before the student is enrolled in the program or at least during the first few days of the program before the student begins to drive. Questionable cases are referred to the school nurse, family physician and/or other support personnel.
 - f. All driving evaluation is performed by an instructor holding an endorsement for safety education including driver education.
 - g. Student classroom and in-car achievement records are maintained and made available upon request to the West Virginia Department of Education.
 - h. Driver Education Program Completion Certificates are awarded to students demonstrating mastery of specified learning outcomes in both the classroom and laboratory phases of the program.
 - i. The driver education teacher has final responsibility for evaluating the student's development, progress, achievement of driving skills and successful mastery of learning outcomes.
 - j. A minimum of two hours of rigorous and comprehensive testing/evaluation, while driving under a variety of traffic conditions, is provided each pre-licensed driver education student.
 - k. Where special evaluation procedures are required, e.g., identification of specific disabilities of the handicapped that would affect safe driving performance, pre-driver education evaluations are made.

1. Learning outcome referenced classroom tests are administered to students throughout the program of study.
 3. Systematic Assessment Utilization
 - a. A variety of driver education assessment measures is used to identify student needs and plan instruction to meet the identified needs.
 - b. The analyzed results of student achievement and learning across the driver education program of study are utilized to reconceptualize and revise the driver education program and areas of study.
- B. Program Improvement
1. Concepts and Learning Outcomes Continuum
 - a. The driver education program of study is based on a scope and sequence of concepts and learning outcomes.
 - b. A process is established to review and revise the driver education learning outcomes continuum.
 2. Program Evaluation Process
 - a. There is a written description of the process used to evaluate the effectiveness of the driver education program. Measures may include, but not be limited to, standardized tests, Criteria of Excellence, and professional standards.
 - b. Enrollment trends are analyzed and used for needs assessment purposes.
 3. County Educational Advisory Council and County Improvement Plan
 - a. If the county advisory council makes recommendations regarding driver education, the recommendations are considered in developing the county improvement plan.
 - b. During the county driver education curriculum planning process, the driver education staff consults with representatives from other program areas, local driver education agencies, and driver education councils.
 4. County Program Management Information System

The county develops a data base of information about the driver education program which will be included in a statewide management information system.

C. School Improvement

1. School Self-Assessment Process

The principal and staff implement a system to assess driver education program and school effectiveness and use the information to annually develop written improvement priorities.

2. School Advisory Council

If the school advisory council makes recommendations regarding driver education, the recommendations are considered in developing school priorities.

3. School Improvement Priorities

The school's improvement priorities are considered in developing the annual plan for driver education and the county plan for educational excellence.

4. School Program Management Information System

The county board assures that the school develops a data base of information for including driver education in the statewide management information system.

FOREIGN LANGUAGE EDUCATION

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for foreign language education is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

A. Program of Studies and Learning Outcomes

1. Refer to Policy 2510 and Learning Outcomes policy number 2520.07.
2. Integrated language programs for grades 3-6 make the student aware of different cultures through integration of foreign language learning outcomes into other areas of study, such as social studies, art, music, language arts, and reading.

B. Co-curricular Activities

1. Students have the opportunity to participate in such activities as language clubs, fairs, and festivals; to view foreign language films in which English or the foreign language is spoken and which provide valuable cultural insights that might not be available otherwise to the student; and to attend other special activities relating to foreign language study.
2. Opportunities are provided for correspondence and visits with speakers of other languages.
3. Students are encouraged to travel to countries where the studied foreign language is spoken.

4. Students have the opportunity to qualify for membership in foreign language honor societies sponsored by national foreign language associations.
5. Students are encouraged to participate in academic competition sponsored both by institutions of higher education and by national foreign language associations.

2.0 PROGRAM DELIVERY

A. Administrative Practices

1. Placement

- a. Successful completion of the previous level, or its equivalent, is required for placement into Levels II, III, IV, and V.
- b. Students with native language skills or transfer students with prior language experience are tested to determine placement at the appropriate level according to need.

2. Time Allocations

Refer to Percentage Ranges of Instructional Time in Policy 2510.

3. Funding

- a. Funds are allocated for the purchase of supplies and equipment as well as for the maintenance and replacement of existing equipment.
- b. Funds are allocated for co-curricular activities on a priority basis through the county program and school improvement processes.
- c. Funds are allocated to assure that each student has free basal texts and access to supplementary resources, supplies, and equipment required to implement the specified learning outcomes in Foreign Language Education.
- d. Funds are allocated for providing consumable instructional materials and equipment to teachers.

B. Instructional Practices

1. Instructional Management System

- a. Teachers and students use the target language as the primary means of communication in the modern foreign language classroom.

- b. Teachers provide the opportunity for each student to use the target language as frequently as possible during each class period.
 - c. Teachers provide the opportunity for students to hear a variety of modern foreign language accents, either in person or on tape.
 - d. Teachers use audiovisual materials as a regular part of foreign language instruction.
 - e. Teachers provide beginning foreign language students with considerable listening and speaking practice before beginning study with the printed word.
2. Classroom Management System
- a. Teachers use appropriate realia to create an atmosphere that reflects the foreign language and culture being studied.
 - b. Where movable classroom furniture is available, seating will be placed in an appropriate arrangement to permit maximum eye contact and equal opportunity to hear clearly.
- C. Personnel
1. Instructional Staffing
- a. Principals appoint teachers as chairpersons for each program of study. In small schools, chairpersons may be appointed to chair more than one program of study, e.g., reading and language arts.
 - b. Provisions are made for foreign language teachers to communicate on a regular basis with other teachers, chairpersons/coordinators, and support services personnel, e.g., counselors, school psychologists, special education, community resources.
 - c. Time is set aside daily, weekly or monthly for common planning and program articulation among those assigned to teach foreign language at the early, middle, and adolescent education levels.
 - d. The county school system staffs the foreign language program with multi-subject certified teachers at the early childhood and middle childhood levels and with teachers endorsed for foreign language at the adolescent education level.
 - e. Provisions are made for foreign language teachers to carry out responsibilities assigned beyond direct classroom instruction.

2. Supervisory/Administrative Staffing

A county foreign language program coordinator is assigned the duty of coordinating and monitoring the foreign language program of study in each county.

3. Support Staffing

a. Principals assign teacher aides to assist teachers in the instructional program and with classroom administrative functions.

b. Provisions are made for distribution on a regular basis of audiovisual and other instructional materials located in a county media center.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

a. Staff Evaluation: Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315

b. Staff Development: Refer to Policies 2510 and 5500

D. Facilities

Refer to the Foreign Language program area in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities, and classroom/school accessibility.

E. Instructional Materials, Supplies, and Equipment

1. Materials and Supplies

a. Refer to the county foreign language program guide.

b. The type and amount of materials and supplies are determined by the foreign language program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education.

c. Refer to Handbook on Planning School Facilities.

d. The library/media program of study is used for providing materials and supplies to students and teachers in the foreign language program.

- e. Supplemental components of county adopted textbooks are provided, as necessary, to fulfill foreign language program guides.
- f. Textbooks in the foreign language program of study, other than those provided for through state adoption policies, are adopted based upon county policy which includes: adoption procedures, committee members selection, and length of adoption period.
- g. The county foreign language program coordinator recommends the specifications and standards for foreign language materials and resources to implement the foreign language program of study.
- h. The textbooks which are adopted for Levels I, II, and III in each language are of the same series and are designed to deliver the learning outcomes.
- i. Each classroom has a large wall map(s) of the major countries and regions where the foreign language is/was spoken.

2. Equipment

- a. Refer to the county foreign language program guide.
- b. The type and amount of equipment are determined by the foreign language program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education. For example:
 - 1) Up-to-date materials needed to supplement the program, such as dictionaries, workbooks, tapes, filmstrips, flash cards, slides, posters and cultural regalia, are available. Infrequently used materials may be available through the language supervisor's office or county IMC.
 - 2) Reading and resource materials (books, magazines, dictionaires, and newspapers) written in the modern languages offered in the school are available in the school library and/or the foreign language classroom.
 - 3) The school library has a selection of books in English dealing with the history, culture and people of the countries and regions where the language is/was spoken.
 - 4) The professional library contains current copies of the language journals of all languages taught and basic and current literature on the nature and teaching of foreign languages.

- c. Refer to Handbook on Planning School Facilities.
- d. Itinerant staff in foreign language shall have access to the following basic equipment; lockable storage space, collapsible cart, modular display panels, individual work station.
- e. Provisions are made for foreign language teachers to have the following equipment available on a day-to-day basis: cassette recorder, record player, television, filmstrip projector, listening center, slide projector, screen, video cassette recorder, overhead projector, and computers with appropriate peripherals.
- f. Foreign language students have access to computers and computer software.

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

Results of the State-County Testing Program are used to identify student needs in foreign language and to plan instruction to meet the identified needs.

2. Monitoring Student Progress Toward Mastery of Learning Outcomes

- a. Learning outcome referenced classroom tests are administered to students throughout the year in foreign language education as tests are available.
- b. Foreign language teachers employ a variety of formal and informal evaluation techniques to monitor student achievement (e.g., teacher made tests, criterion referenced tests, performance check lists, critiques, self-evaluations, and unobtrusive assessment).
- c. Foreign language teachers have written procedures which identify their methods, procedures, and timelines for the evaluation of students.
- d. Foreign language teachers employ formative and summative evaluation of student achievement.

3. Systematic Assessment Utilization

- a. A variety of foreign language education assessment measures is used to identify student needs and plan instruction to meet the identified needs.

- b. The analyzed results of student achievement and learning across the foreign language program of study are utilized to reconceptualize and revise the foreign language program and areas of study.
- c. A variety of foreign language assessment techniques are used to identify student needs and to modify instruction to meet those needs.

B. Program Improvement

1. Concepts and Learning Outcomes Continuum

- a. The foreign language program of study is based on a scope and sequence of concepts and learning outcomes.
- b. A process is established to review and revise the foreign language learning outcomes continuum.

2. Program Evaluation Process.

- a. There is a written description of the process used to evaluate the effectiveness of the foreign language program. Measures may include, but not be limited to, standardized tests, Criteria of Excellence, and professional standards.
- b. Enrollment trends are analyzed and used for needs assessment purposes.

3. County Educational Advisory Council and County Improvement Plan

- a. If the county advisory council makes recommendations regarding foreign language education, the recommendations are considered in developing the county improvement plan.
- b. During the county foreign language curriculum planning process, the foreign language staff consults with representatives from other program areas, local foreign language agencies, and foreign language councils.

4. County Program Management Information System

The county develops a data base of information about the foreign language program which will be included in a statewide management information system.

C. School Improvement

1. School Self-Assessment Process

The principal and staff implement a system to assess foreign language education program and school effectiveness and use the information to annually develop written improvement priorities.

2. School Advisory Council

If the school advisory council makes recommendations regarding foreign language education, the recommendations are considered in developing school priorities.

3. School Improvement Priorities

The school's improvement priorities are considered in developing the annual plan for foreign language education and the county plan for educational excellence.

4. School Program Management Information System

The county board assures that the school develops a data base of information for including foreign language education in the statewide management information system.

HEALTH EDUCATION

NOTE: The safety component was deleted by the State Committee pending further development.

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for health education is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

- A. Program of Studies and Learning Outcomes: Refer to Policy 2510 and Learning Outcomes policy number 2520.06.
- B. Co-curricular Activities
 - 1. Students participate in programs such as the Fitnessgram Program to promote personal physical fitness.
 - 2. First aid skills, such as those required to become first aid certified, are taught to students.

2.0 PROGRAM DELIVERY

- A. Administrative Practices
 - 1. Placement
 - a. The school provides students with learning resources that promote health education.

- b. In grades kindergarten through four, the program emphasis is on growth of the human body, mental health, personal health and nutrition, and related areas provided in the health curriculum scope and sequence.
- c. In grades five through eight, the program emphasis is on substance abuse, family life and health, mental health, personal health, and related areas provided in the health curriculum scope and sequence integrated into other programs/areas of study (e.g., physical education, practical arts, science, and social studies).
- d. In grades nine through twelve, the program emphasis is on substance abuse, consumer health, first aid, family life and health, behavioral health, personal health and related areas provided in the health curriculum scope and sequence.
- e. In grades nine through twelve (9-12), health education electives include but are not limited to: (1) diet and fitness; (2) environmental health; (3) behavioral health; (4) first aid; (5) family living; (6) marriage and the family; and (7) meet the time requirement of 8,100 minutes of actual class instruction.
- f. The program includes the acquiring of knowledge relative to local, state, and national health problems to assist in prevention and correction.

2. Time Allocations

Refer to Percentage Ranges of Instructional Time in Policy 2510. All public school students receive one credit of health education.

3. Funding

- a. Funds are provided for instructional materials required to implement the program of study. For example, body models, CPR mannequins, smoking demonstration materials, and health games.
- b. Funds are allocated for co-curricular activities on a priority basis through the county program and school improvement processes.
- c. Funds are allocated for providing consumable instructional materials and equipment to teachers.

B. Instructional Practices

1. Instructional Management System

- a. Students have the opportunity to achieve the learning outcomes assessed in their evaluations.

- b. In early childhood education and middle childhood education (grades K-8) regularly scheduled instruction to offer learning outcomes in health is conducted by a certified multi-subject teacher.
- c. In adolescent education (grades 9-12) all health scheduled instruction to offer learning outcomes in health is conducted by a certified health teacher.

2. Classroom Management System

- a. Health teachers implement, monitor, and assess instruction in a systematic and orderly fashion to maximize the length of engaged academic learning time during the regular classroom period.
- b. Classroom teachers organize and pace instruction to maximize student engaged academic learning time and provide learner success.

C. Personnel

1. Instructional Staffing

- a. Principals appoint teachers as chairpersons for each program of study. In small schools, chairpersons may be appointed to chair more than one program of study, e.g., reading and language arts.
- b. Provisions are made for health teachers to communicate on a regular basis with other teachers, chairpersons/coordinators, and support services personnel, e.g., school nurses, counselors, school psychologists, special education and community resource personnel.
- c. Time is set aside daily, weekly, or monthly for common planning and program articulation among those assigned to teach health at the early, middle, and adolescent education levels.
- d. Teachers, principals, and county health education supervisors work with staff from the West Virginia Department of Education and institutions of higher education in order to effectively implement the health program of study.
- e. There is planned communication between health education teachers, counselors, school nurses, the supervisor, and other administrators.
- f. Each school appoints a health education program coordinator or chairperson.

- g. There is planned communication between the health educator, counselor, and school nurse to: assist in assessment of the individual health needs, and develop individual health program for students with exceptional health needs.
- h. Provisions are made for health teachers to carry out responsibilities assigned beyond direct classroom instruction.

2. Supervisory/Administrative Staffing

- a. The county provides certified health educators to teach the health program of study.
- b. A county health education program coordinator is assigned the duty of coordinating and monitoring the health program of study in each county.

3. Support Staffing

- a. Principals assign teacher aides to assist teachers in the instructional program and with classroom administrative functions.
- b. Provisions are made for distribution on a regular basis of audiovisual and other instructional materials located in a county media center.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

- a. Staff Evaluation: Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315
- b. Staff Development: Refer to Policies 2510 and 5500

D. Facilities

Refer to the health education program area in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities, and classroom/school accessibility.

E. Instructional Materials, Supplies, and Equipment

1. Materials and Supplies

- a. Refer to the county health education program guide.

- b. The type and amount of materials and supplies are determined by the health program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education.
- c. Refer to Handbook on Planning School Facilities.
- d. The library/media program of study is used for providing materials and supplies accessible to students and teachers in health program.
- e. Supplemental components of county adopted textbooks are provided, as necessary, to fulfill health program guides.
- f. Textbooks in the health program of study, other than those provided for through state adoption policies, are adopted based upon county policy which includes: adoption procedures, committee members selection, and length of adoption period.
- g. The county health program coordinator recommends the specifications and standards for health materials and resources to implement the health program of study.

2. Equipment

- a. Refer to the county health education program guide.
- b. Students have access to equipment required to implement the program of study. For example, smoking demonstration materials, health games, CPR mannequins, body models, and stethoscopes.
- c. The type and amount of equipment are determined by the health program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education.
- d. Refer to the Handbook on Planning School Facilities.
- e. Provisions are made for health teachers to have the following equipment available on a day-to-day basis: cassette recorder, record player, television, filmstrip projector, listening center, slide projector, screen, video cassette recorder, overhead projector, and computers with appropriate peripherals.
- f. Health students have access to computers and computer software.
- g. Itinerant staff in health have access to the following basic equipment: lockable storage space, collapsible cart, modular display panels, individual work stations.

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

Results of the State-County Testing Program are used to identify student needs in health and to plan instruction to meet the identified needs.

2. Monitoring Student Progress Toward Mastery of Learning Outcomes

a. Learning outcome referenced classroom tests are administered to students throughout the year in health education as tests are available.

b. Health teachers employ a variety of formal and informal evaluation techniques to monitor student achievement (e.g., teacher made tests, criterion referenced tests, performance check lists, critiques, self-evaluations, and unobtrusive assessment).

c. Health teachers have written procedures which identify their methods, procedures, and timelines for the evaluation of students.

d. Health teachers employ formative and summative evaluation of student achievement.

3. Systematic Assessment Utilization

a. A variety of health education assessment measures is used to identify student needs and plan instruction to meet the identified needs.

b. The analyzed results of student achievement and learning across the health program of study are utilized to reconceptualize and revise the health program and areas of study.

c. A variety of health assessment techniques are used to identify student needs and to modify instruction to meet those needs.

B. Program Improvement

1. Concepts and Learning Outcomes Continuum

a. The health program of study is based on a scope and sequence of concepts and learning outcomes.

b. A process is established to review and revise the health learning outcomes continuum.

2. Program Evaluation Process

- a. There is a written description of the process used to evaluate the effectiveness of the health program. Measures may include, but not be limited to, standardized tests, Criteria of Excellence, and professional standards.
- b. Enrollment trends are analyzed and used for needs assessment purposes.

3. County Educational Advisory Council and County Improvement Plan

- a. If the county advisory council makes recommendations regarding health education, the recommendations are considered in developing the county improvement plan.
- b. During the county health curriculum planning process, the health staff consults with representatives from other program areas, local health agencies, and health councils.
- c. A County Educational Advisory Council comprised of parents and other citizens will review and may make recommendations regarding the scope of the health education program as it is set forth in the county plan for educational excellence.
- d. Teachers from the health education program will be given the opportunity to meet and provide input to the curriculum advisory committee who will then provide recommendations to the county superintendent.
- e. There is assurance that the educational advisory council's recommendations with regard to the health education program are considered in the development of the county's improvement plan for educational excellence.

4. County Program Management Information System

The county develops a data base of information about the health program which will be included in a statewide management information system.

C. School Improvement

1. School Self-Assessment Process

The principal and staff implement a system to assess health education program and school effectiveness and use the information to annually develop written improvement priorities.

2. School Advisory Council

If the school advisory council makes recommendations regarding health education, the recommendations are considered in developing school priorities.

3. School Improvement Priorities

The school's improvement priorities are considered in developing the annual plan for health education and the county plan for educational excellence.

4. School Program Management Information

The County board assures that the school develops a data base of information for including health education in the statewide management information system.

LANGUAGE ARTS EDUCATION

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for language arts education is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

- A. Program of Studies and Learning Outcomes: Refer to Policy 2510 and Learning Outcomes are projected for State Board Adoption in 1985. If the State Board does not adopt the Learning Outcomes, the Program of Study set forth in the Master Plan on pages 82-85 will be utilized.
- B. Co-curricular Activities

Implement co-curricular programs which include, at the appropriate instructional levels, the following types of activities: (1) informational, instructional, entertainment, and cultural assemblies; (2) leadership activities; (3) intramural and interscholastic competitions/events (writing contests, forensics, spelling bees, knowledge bowls, dramatics, etc.); (4) social programs; and (5) publications (student yearbooks, newspapers, journals, and literary magazines).

2.0 PROGRAM DELIVERY

- A. Administrative Practices

- 1. Placement

- a. The school provides regular screening procedures designed to identify students who need special programs and services and make provisions for these needs.

- b. Students identified by teacher recommendation, past performance, and test results as having mastered advanced skills in language arts are encouraged to take the advanced program.

2. Time Allocations

Refer to Percentage Ranges of Instructional Time in Policy 2510.

3. Funding

- a. Funds are allocated for the purchase of supplies and equipment as well as for the maintenance and replacement of existing equipment.
- b. Funds are allocated for co-curricular activities on a priority basis through the county program and school improvement processes.
- c. Funds are allocated to assure that each student has free basal texts and access to supplementary resources, supplies, and equipment required to implement the specified learning outcomes in language arts education.
- d. Funds are allocated for providing consumable instructional materials and equipment to teachers.

- B. Instructional Practices

1. Instructional Management System

- a. Instruction in language arts addresses the areas of study of listening, speaking, literature, composition, handwriting, Standard English, spelling, and library/media.
 - 1) Listening (Oral Communication): The listening area of study places a strong emphasis on early detection and treatment of listening deficiencies. Subsequently, hearing assessments are made periodically during the regular class.
 - 2) Speaking (Oral Communication): The speaking area of study K-12, provides students with the opportunity to develop the entire range of speaking skills.
 - a) The language arts curriculum, K-12, includes the development of poise and articulation in oral communication by requiring at least one memorization and recitation exercise in each grade, each semester, K-12.

- b) The language arts teacher develops students' fluency of oral communication through regular practice, rehearsal, and varied speaking opportunities.
- 3) Literature: The literature area of study, K-12, provides students with the opportunity to develop the entire range of literary concepts and learning outcomes.
- 4) Composition: The composition area of study, K-12, provides students with the opportunity to develop the entire range of literature skills.
 - a) All kindergarten students receive instruction in oral composition on a regular basis.
 - b) Composition instruction in first-grade emphasizes the transition from oral group composition to written group composition on a regular basis.
 - c) Students in grades two and three receive systematic instruction focusing on organizational and personal writing skills on a regular basis.
 - d) All students in grades four, five, and six participate in a variety of directed composition activities on a regular basis.
 - e) Composition instruction at grades seven, eight, and nine provides students with structured writing experiences. In addition, composition instruction is integrated into the remainder of the language arts program on a regular basis.
 - f) In grades 10, 11, and 12 all students write on a regular basis (in or out of class). Writing activities are correlated with other language arts content.
- 5) Handwriting: The handwriting area of study, in early and middle childhood education, provides students with direct instruction in handwriting skills.
- 6) Standard English: The Standard English area of study, K-12, provides students with the opportunity to develop the entire range of language skills; usage and application are emphasized throughout.
- 7) Spelling
 - a) The spelling area of study, K-12, provides students with the opportunity to develop the entire range of spelling skills.

- b) Instruction in adolescent education involves mastery of the most commonly used words with an emphasis on the most commonly misspelled words in written assignments.

8) Library/Media

- a) The library/media area of study (language arts portion), K-12, provides students with the opportunity to develop the entire range of library skills.
 - b) Library/media instruction is provided by the librarian. The language arts teacher and the librarian work cooperatively to deliver the library/media area of study.
- b. There is support across all content areas for teaching basic language and thinking.
 - c. Enrichment activities such as dramatics, instructional television, video tape production, resource people, junior classics, oral interpretation of literature, and locally developed reading lists are provided for students in early and middle childhood, K-8.
 - d. All counties have core reading lists, K-12, of classical/great books from which selections must be read by or to students prior to moving to the next grade level. These lists include high interest/low level reading selection and/or enrichment.
 - e. A minimum of one oral literature recitation per semester, selected according to grade level ability and interests, is required of all students (e.g., kindergarten, nursery rhyme; sixth-grade, short ballad; twelfth grade, Shakespearean sonnet).

2. Classroom Management System

- a. At the beginning of each school year, in early and middle childhood education, the teacher develops and makes available to parents a description of learning outcomes for each language arts area of study.
- b. Within the first week of each adolescent language arts area of study, the teacher develops and makes available to students and parents a description of learning outcomes, activities, grading standards, and area of study requirements (e.g., activities, projects, due dates).
- c. Early and middle childhood language arts teachers demonstrate the county adopted handwriting style.

C. Personnel

1. Instructional Staffing

- a. Principals appoint teachers as chairpersons for each program of study. In small schools, chairpersons may be appointed to chair more than one program of study, e.g., reading and language arts.
- b. Provisions are made for language arts teachers to communicate on a regular basis with other teachers, chairpersons/coordinators, and support services personnel, e.g., counselors, school psychologists, special education, community resources.
- c. Time is set aside daily, weekly, or monthly for common planning and program articulation among those assigned to teach language arts at the early, middle, and adolescent education levels.
- d. Provisions are made for language arts teachers to carry out responsibilities assigned beyond direct classroom instruction.

2. Supervisory/Administrative Staffing

A county language arts and reading program coordinator is assigned the duty of coordinating and monitoring the language arts program of study in each county.

3. Support Staffing

- a. Principals assign teacher aides to assist teachers in the instructional program and with classroom administrative functions.
- b. Provisions are made for distribution on a regular basis of audiovisual and other instructional materials located in a county media center.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

- a. Staff Evaluation: Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315
- b. Staff Development: Refer to Policies 2510 and 5500

- c. Each teacher of language arts is engaged, to some extent, in creative language arts production.

D. Facilities

Refer to the language arts program area in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities, and classroom/school accessibility.

E. Instructional Materials, Supplies, and Equipment

1. Materials and Supplies

- a. Refer to the county language arts program guide.
- b. The type and amount of materials and supplies are determined by the language arts program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education.
- c. Refer to Handbook on Planning School Facilities.
- d. The library/media program of study is used for providing materials and supplies to students and teachers in the language arts program.
- e. Supplemental components of county adopted textbooks are provided, as necessary, to fulfill language arts program guides.
- f. Textbooks in the language arts program of study, other than those provided for through state adoption policies, are adopted based upon county policy which includes: adoption procedures, committee members selection, and length of adoption period.
- g. The county language arts program coordinator recommends the specifications and standards for language arts materials and resources to implement the language arts program of study.

2. Equipment

- a. Refer to the county language arts program guide.
- b. The type and amount of equipment are determined by the language arts program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education.
- c. Refer to the Handbook on Planning School Facilities.

- d. Itinerant staff in language arts have access to the following basic equipment: lockable storage space, collapsible cart, modular display panels, and individual work stations.
- e. Provisions are made for language arts teachers to have the following equipment available on a day-to-day basis: cassette recorder, record player, television, filmstrip projector, listening center, slide projector, screen, video cassette recorder, overhead projector, and computers with appropriate peripherals.
- f. Language arts students have access to computers and computer software.
- g. The following instructional equipment is available to every language arts teacher: demonstration equipment (e.g., professional language arts tools and materials).
- h. Teachers of media electives have regular and easy access to the means to reproduce daily newspaper stories and magazine articles, video-tape (camera, recorder, television) and record radio programming. The following equipment is available to each adolescent language arts department: video equipment, (video-tape recorders and monitors, video cameras, portapack, microphones, amplifiers, photographic equipment (cameras, lenses, resource equipment), radios, reel-to-reel recorders, services and equipment for printing newspapers, magazines and journals.

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

Results of the State-County Testing Program are used to identify student interests in language arts and to plan instruction to meet the identified interests.

2. Monitoring Student Progress Toward Mastery of Learning Outcomes

- a. Learning outcome referenced classroom tests are administered to students throughout the year in language arts as tests are available.
- b. Language arts teachers employ a variety of formal and informal evaluation techniques to monitor student achievement (e.g., teacher made tests, criterion referenced tests, performance check lists, critiques, self-evaluations, and unobtrusive assessment).

- c. Language arts teachers have written procedures which identify their methods, procedures, and timelines for the evaluation of students.
- d. Language arts teachers employ formative and summative evaluation of student achievement.

3. Systematic Assessment Utilization

- a. A variety of language arts assessment measures is used to identify student needs and plan instruction to meet the identified needs.
- b. The analyzed results of student achievement and learning across the language arts program of study are utilized to reconceptualize and revise the language arts program and areas of study.
- c. A variety of language arts assessment techniques are used to identify student needs and to modify instruction to meet those needs.

B. Program Improvement

1. Concepts and Learning Outcomes Continuum

- a. The language arts program of study is based on a scope and sequence of concepts and learning outcomes.
- b. A process is established to review and revise the language arts learning outcomes continuum.

2. Program Evaluation Process

- a. There is a written description of the process used to evaluate the effectiveness of the language arts program. Measures may include, but not be limited to, standardized tests, Criteria of Excellence, and professional standards.
- b. Enrollment trends are analyzed and used for needs assessment purposes.

3. County Educational Advisory Council and County Improvement Plan

- a. If the county advisory council makes recommendations regarding language arts education, the recommendations are considered in developing the county improvement plan.
- b. During the county language arts curriculum planning process, the language arts staff consults with representatives from other program areas, local language arts agencies, and language arts councils.

4. County Program Management Information System

The county develops a data base of information about the language arts program which will be included in a statewide management information system.

C. School Improvement

1. School Self-Assessment Process

The principal and staff implement a system to assess language arts education program and school effectiveness and use the information to annually develop written improvement priorities.

2. School Advisory Council

If the school advisory council makes recommendations regarding language arts education, the recommendations are considered in developing school priorities.

3. School Improvement Priorities

The school's improvement priorities are considered in developing the annual plan for language arts education and the county plan for educational excellence.

4. School Program Management Information System

The county board assures that the school develops a data base of information for including language arts education in the statewide management information system.

Criteria of Excellence

Program Definition, Delivery, and Assurance

MATHEMATICS EDUCATION

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for mathematics education is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

- A. Program of Studies and Learning Outcomes: Refer to Policy 2510 and Learning Outcomes policy number 2520.02.
- B. Co-curricular Activities
 - 1. Students have the opportunity to participate in competitive events related to mathematics at school, county, state, and national levels.
 - 2. Students have the opportunities to participate in clubs and honoraries at the appropriate programmatic levels.

2.0 PROGRAM DELIVERY

- A. Administrative Practices
 - 1. Placement
 - a. Students entering Algebra at the eighth grade have the opportunity to master the specified learning outcomes for level 8.
 - b. Students at the adolescent level have the opportunity to enroll in those areas of study which address their needs for future education and/or employment.

2. Time Allocations

Refer to Percentage Ranges of Instructional Time in Policy 2510.

3. Funding

- a. Funds are allocated for the purchase of supplies and equipment as well as for the maintenance and replacement of existing equipment.
- b. Funds are allocated for co-curricular activities on a priority basis through the county program and school improvement processes.
- c. Funds are allocated for the purchase of supplies and equipment as well as for the maintenance and replacement of existing equipment.
- d. Funds are allocated to assure that each student has free basal texts and access to supplementary resources, supplies, and equipment required to implement the specified learning outcomes in mathematics education.
- e. Funds are allocated for consumable instructional materials and equipment.

B. Instructional Practices

1. Instructional Management System

- a. Mathematics receives a high priority status.
- b. Teachers use problem solving, mental calculation, and review activities daily to maintain understanding and proficiency.
- c. Classroom laboratory activities (use of manipulatives, games, measuring) in mathematics are provided when the need is indicated by the learning outcomes.
- d. Teachers use estimation and measuring strategies during instruction.

2. Classroom Management System

In mathematics classrooms, the teacher devises a system which offers equal opportunity for access to microcomputers and use by all students.

C. Personnel

1. Instructional Staffing

- a. Principals appoint teachers as chairpersons for each program of study. In small schools, chairpersons may be appointed to chair more than one program of study, e.g., reading and language arts.
- b. Provisions are made for mathematics teachers to communicate on a regular basis with other teachers, chairpersons/coordinators, and support services personnel, e.g., counselors, school psychologists, special education, community resources.
- c. Time is set aside daily, weekly or monthly for common planning and program articulation among those assigned to teach mathematics at the early, middle, and adolescent education levels.
- d. Provisions are made for mathematics teachers to carry out responsibilities assigned beyond direct classroom instruction.

2. Supervisory/Administrative Staffing

A county mathematics program coordinator is assigned the duty of coordinating and monitoring the mathematics program of study in each county.

3. Support Staffing

- a. Principals assign teacher aides to assist teachers in the instructional program and with classroom administrative functions.
- b. Provisions are made for distribution on a regular basis of audiovisual and other instructional materials located in a county media center.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

- a. Staff Evaluation: Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315
- b. Staff Development: Refer to Policies 2510 and 5500

D. Facilities

Refer to the mathematics program area in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities, and classroom/school accessibility.

E. Instructional Materials, Supplies, and Equipment

1. Materials and Supplies

- a. Refer to the county mathematics program guide.
- b. The type and amount of materials and supplies are determined by the mathematics program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education.
- c. Refer to Handbook on Planning School Facilities.
- d. The library/media program of study is used for providing materials and supplies to students and teachers in the mathematics program.
- e. Supplemental components of county adopted textbooks are provided, as necessary, to fulfill mathematics program guides.
- f. Textbooks in the mathematics program of study, other than those provided for through state adoption policies, are adopted based upon county policy which includes: adoption procedures, committee members selection, and length of adoption period.
- g. The county mathematics program coordinator recommends the specifications and standards for mathematics materials and resources to implement the mathematics program of study.

2. Equipment

- a. Refer to the county mathematics program guide.
- b. The type and amount of equipment are determined by the mathematics program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education.
- c. Refer to the Handbook on Planning School Facilities.
- d. Itinerant staff in mathematics have access to the following basic equipment: lockable storage space, and individual work stations.

- e. Provisions are made for mathematics teachers to have the following equipment available on a day-to-day basis: cassette recorder, record player, television, filmstrip projector, listening center, slide projector, screen, video cassette recorder, overhead projector, and computers with appropriate peripherals.
- f. Mathematics students have access to computers and computer software.
- g. The following instructional equipment is available to every mathematics teacher: demonstration equipment (e.g., manipulative aids, measuring devices).

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

Results of the State-County Testing Program are used to identify student achievement and interests in mathematics and to plan instruction to meet identified achievements, interests, and needs.

2. Monitoring Student Progress Toward Mastery of Learning Outcomes

- a. Learning outcomes referenced classroom tests are administered to students throughout the year in mathematics as tests are available.
- b. Mathematics teachers employ a variety of formal and informal evaluation techniques to monitor student achievement (e.g., teacher made tests, criterion referenced tests, performance check lists, critiques, self-evaluations, and unobtrusive assessment).
- c. Mathematics teachers have written procedures which identify their methods, procedures, and timelines for the evaluation of students.
- d. Mathematics teachers employ formative and summative evaluation of student achievement.

3. Systematic Assessment Utilization

- a. A variety of mathematics assessment measures is used to identify student needs and plan instruction to meet the identified needs.

- b. The analyzed results of student achievement and learning across the mathematics program of study are utilized to reconceptualize and revise the mathematics program and areas of study.
- c. A variety of mathematics assessment techniques are used to identify student needs and to modify instruction to meet those needs.

B. Program Improvement

1. Concepts and Learning Outcomes Continuum

- a. The mathematics program of study is based on a scope and sequence of concepts and learning outcomes.
- b. A process is established to review and revise the mathematics learning outcomes continuums.

2. Program Evaluation Process

- a. There is a written description of the process used to evaluate the effectiveness of the mathematics program. Measures may include, but not be limited to, standardized tests, Criteria of Excellence and professional standards.
- b. Enrollment trends are analyzed and used for needs assessment purposes.

3. County Educational Advisory Council and County Improvement Plan

- a. If the county advisory council makes recommendations regarding mathematics education, the recommendations are considered in developing the county improvement plan.
- b. During the county mathematics curriculum planning process, the mathematics staff consults with representatives from other program areas, local mathematics agencies, and mathematics councils.

4. County Program Management Information System

The county develops a data base of information about the mathematics program which will be included in a statewide management information system.

C. School Improvement

1. School Self-Assessment Process

The principal and staff implement a system to assess mathematics education program and school effectiveness and use the information to annually develop written improvement priorities.

2. School Advisory Council

If the school advisory council makes recommendations regarding mathematics education, the recommendations are considered in developing school priorities.

3. School Improvement Priorities

The school's improvement priorities are considered in developing the annual plan for mathematics education and the county plan for educational excellence.

4. School Program Management Information System

The county board assures that the school develops a data base of information for including mathematics education in the statewide management information system.

Criteria of Excellence

Program Definition, Delivery, and Assurance

MUSIC EDUCATION

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for music education is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

- A. Program of Studies and Learning Outcomes: Refer to Policy 2510. Learning Outcomes are projected for State Board Adoption in 1985. If the State Board does not adopt the Learning Outcomes, the Program of Study set forth in the Master Plan on pages 94-95 will be utilized.
- B. Co-curricular Activities
 - 1. Performing groups receive appropriate opportunities to participate in performances for students, parents, and others. Appropriate performances include, but are not limited to: school concerts, assembly programs, and county and regional festivals.
 - 2. Students have the opportunities to participate in clubs and honoraries.
 - 3. Refer to Policy 2436.10.

2.0 PROGRAM DELIVERY

A. Administrative Practices

1. Placement

The school and county music staff are involved in the planning of the individualized education programs for exceptional learners for whom musical instruction is provided.

2. Time Allocations

Refer to Percentage Ranges of Instructional Time in Policy 2510.

3. Funding

- a. Funds are allocated for the purchase of supplies and equipment as well as for the maintenance and replacement of existing equipment.
- b. Funds are allocated for co-curricular activities on a priority basis through the county program and school improvement processes.
- c. Funds are allocated to assure that each student has free basal texts and access to supplementary resources, supplies, and equipment required to implement the specified learning outcomes in music education.
- d. Funds are allocated for providing consumable instructional materials and equipment to teachers.

B. Instructional Practices

1. Instructional Management System

- a. Concerts and other musical performances related to the music program of study are provided for all students in grades K-12 periodically throughout the school year.
- b. Instrumental music teachers use:
 - 1) Auditory and visual models (live or recorded).
 - 2) Frequent short periods of practice rather than an equal amount of time spent in extended practice sessions.
 - 3) The whole method for teaching pieces 8 to 30 measures in length and the part method for longer pieces.

2. Classroom Management System

- a. Music teachers establish classroom procedures which allow students to organize instruments and music without interrupting instruction.
- b. Students are released from classroom instruction at appropriate programmatic levels for instrumental music lessons during discretionary instructional time.

C. Personnel

1. Instructional Staffing

- a. In early childhood education (grades 1-4), regularly scheduled instruction to offer learning outcomes in music is conducted by a certified music teacher.
- b. In middle and adolescent education (grades 5-12), all regularly scheduled instruction to offer learning outcomes in music is conducted by a certified music teacher.
- c. Principals appoint teachers as chairpersons for each program of study. In small schools, chairpersons may be appointed to chair more than one program of study, e.g., reading and language arts.
- d. Provisions are made for music teachers to communicate on a regular basis with other teachers, chairpersons/coordinators, and support services personnel, e.g., counselors, school psychologists, special education, community resources.
- e. Time is set aside daily, weekly, or monthly for common planning and program articulation among those assigned to teach music in the early, middle, and adolescent education programs K-12.
- f. Enrichment music experiences are conducted by the multi-subject teacher when appropriate. The music teacher is a resource to assist the multi-subject teacher in providing enrichment learning experiences.

2. Supervisory/Administrative Staffing

A county music program coordinator is assigned the duty of coordinating and monitoring the music program of study in each county.

3. Support Staffing

- a. Principals assign teacher aides to assist teachers in the instructional program and with classroom administrative functions.
- b. Provisions are made for distribution on a regular basis of audiovisual and other instructional materials located in a county media center.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

a. Staff Evaluation: Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315

b. Staff Development: Refer to Policies 2510 and 5500

D. Facilities

Refer to the music program area in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities, and classroom/school accessibility.

E. Instructional Materials, Supplies, and Equipment

1. Materials and Supplies

a. Refer to the county music program guide.

b. The type and amount of materials and supplies are determined by the music program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education.

c. Refer to Handbook on Planning School Facilities.

d. The library/media program of study is used for providing materials and supplies to students and teachers in the music program.

e. Supplemental components of county adopted textbooks are provided, as necessary, to fulfill music program guides.

f. Textbooks in the music program of study, other than those provided for through state adoption policies, are adopted based upon county policy which includes: adoption procedures, committee members selection, and length of adoption period.

g. The county music program coordinator recommends the specifications and standards for music materials and resources to implement the music program of study.

h. Records accompanying the currently adopted music series are available.

i. A library of octavo music and choral collections is available for the teaching of choral music.

- j. A library of instrumental music, collections, and methods books is available for the teaching of instrumental music.
 - k. A library of recordings suitable for teaching classroom/general music, choral, and instrumental music is maintained in the music room(s).
 - l. A variety of music films, filmstrips, tapes, and other audiovisual materials are available to each school within the county district.
 - m. Materials for repairing music and maintaining a library of printed music are provided.
 - n. Materials for making minor instrumental repairs are available to each instrumental music teacher.
 - o. Visual aids which are clear and pertinent to musical activities are available.
2. Equipment
- a. Refer to the county music program guide.
 - b. The type and amount of equipment are determined by the music program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education.
 - c. Refer to the Handbook on Planning School Facilities.
 - d. Provisions are made for music teachers to have the following equipment available on a day-to-day basis: cassette recorder, record player, television, filmstrip projector, listening center, slide projector, screen, video cassette recorder, overhead projector, and computers with appropriate peripherals.
 - e. Music students have access to computers and computer software.
 - f. Musical instruments are available and furnished to those students who would not otherwise have the opportunity to participate in instrumental music. Wind, string, and percussion instruments are included.
 - g. Orff instruments, guitars, ukeleles, and keyboard instruments are available for teaching classroom/general music.

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

Results of the State-County Testing Program are used to identify student interests in music and to plan instruction to meet the identified interests.

2. Monitoring Student Progress Toward Mastery of Learning Outcomes

- a. Learning outcomes referenced classroom tests are administered to students throughout the year in music as tests are available.
- b. Music teachers employ a variety of formal and informal evaluation techniques to monitor student achievement (e.g., teacher made tests, criterion referenced tests, performance check lists, critiques, self-evaluations, and unobtrusive assessment).
- c. Music teachers have written procedures which identify their methods, procedures, and timelines for the evaluation of students.
- d. Music teachers employ formative and summative evaluation of student achievement.
- e. Vocabulary tests dealing with concepts about music are used in conjunction with musical examples to aid conceptual development.

3. Systematic Assessment Utilization

- a. A variety of written and performance measures are used to identify student needs, plan instruction to meet the identified needs, and redesign music offerings.
- b. The analyzed results of student achievement and performance across the music program of study are utilized to reconceptualize and revise the music program and areas of study.
- c. A variety of music assessment techniques are used to identify student needs and modify instruction to meet those needs.

B. Program Improvement

1. Concepts and Learning Outcomes Continuum

- a. The music program of study is based on a scope and sequence of concepts and learning outcomes.

- b. A process is established to review and revise the music learning outcomes continuum.

2. Program Evaluation Process

- a. There is a written description of the process used to evaluate the effectiveness of the music program. Measures may include, but not be limited to, standardized tests, Criteria of Excellence and professional standards, criterion referenced test data, analysis of student grades, and standards of the Music Educators National Conference.
- b. Enrollment trends are analyzed and used for needs assessment purposes.

3. County Educational Advisory Council and County Improvement Plan

- a. If the county advisory council makes recommendations regarding music education, the recommendations are considered in developing the county improvement plan.
- b. During the county music curriculum planning process, the music staff consults with representatives from other subject areas, local music agencies, and music councils.

4. County Program Management Information System

- a. The county develops a data base of information about the music program which is included in a statewide management information system.
- b. The county maintains data concerning enrollments in each music area of study.
- c. The county maintains data concerning teacher/pupil ratios for each music area of study.
- d. The county maintains data concerning student achievement for each level within each music area of study.
- e. The county maintains data concerning per-pupil expenditures for each music area of study.
- f. The county develops a data base of information about the music program is included in a statewide management information system.

C. School Improvement

1. School Self-Assessment Process

The principal and staff implement a system to assess music education program and school effectiveness and use the information to annually develop written improvement priorities.

2. School Advisory Council

If the school advisory council makes recommendations regarding music education, the recommendations are considered in developing school priorities.

3. School Improvement Priorities

The school's improvement priorities are considered in developing the annual plan for music education and the county plan for educational excellence.

4. School Program Management Information System

The county board assures that the school develops a data base of information for including music education in the statewide management information system.

PHYSICAL EDUCATION

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for physical education is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

- A. Program of Studies and Learning Outcomes: Refer to Policy 2510 and Learning Outcomes are projected for State Board Adoption in 1985.
- B. Co-curricular Activities
 - 1. Intramurals are an outgrowth of the instructional physical education program at the middle and adolescent levels and are offered to all students.
 - 2. Co-curricular, interscholastic sports are offered to all students in the adolescent years based on the needs, interests, and abilities of the student. These co-curricular activities are governed by the West Virginia Secondary School Activities Commission.
 - 3. Students have the opportunity to develop skills necessary for life time sports.

2.0 PROGRAM DELIVERY

- A. Administrative Practices
 - 1. Placement

Physical education, intramurals, and athletics are offered to all students based on the requirements of the Educational Amendment Act of 1972 (Title IX).

2. Time Allocations

Refer to Percentage Ranges of Instructional Time in Policy 2510.

3. Funding

- a. Funds are allocated for the purchase of supplies and equipment as well as for the maintenance and replacement of existing equipment.
- b. Funds are allocated for co-curricular activities on a priority basis through the county program and school improvement processes.
- c. Funds are allocated to assure that each student has free basal texts and access to supplementary resources, supplies, and equipment required to implement the specified learning outcomes in physical education.
- d. Funds are allocated for providing consumable instructional materials and equipment to teachers.

B. Instructional Practices

1. Instructional Management System

- a. Copies of the school and county physical education curriculum are provided to the physical education teachers, supervisors, administrators, guidance, and media center personnel.
- b. In middle and adolescent education (grades 5-12), all regularly scheduled instruction to offer learning outcomes in physical education is conducted by a certified physical education teacher.
- c. The physical education teacher models and communicates expectations of a high level of achievement by all students and provides learning opportunities for student to successfully master the learning outcomes.
- d. The physical education teacher employs a repertoire of instructional skills that provide for the articulation and alignment of learning experiences for students in order for successful learning of the required learning outcomes.
- e. The physical education teacher prepares and uses instructional planning and teaching skills that systematically identify learning objectives and expectations.

- f. The physical education teacher organizes and uses assessment and evaluation practices with students that are aligned with expectations of instruction and the supporting media and resources.

2. Classroom Management System

- a. The physical education teacher implements, monitors, and assesses instruction in a systematic and orderly fashion to maximize the length of engaged academic learning time during the regular classroom period.
- b. The physical education teacher communicates and monitors the expectation of student behavior in regard to county and school policies, regulations and rules.
- c. The physical education teacher organizes and paces instruction to maximize student engaged academic learning time and provide learner success.
- d. The physical education teacher exhibits and practices the systematic use of: (1) time on task, (2) quality of teaching, (3) quality of instructional materials, and (4) student motivation to enhance student achievement.
- e. The physical education teacher uses and provides timely feedback to students using a variety of formative and summative accountability procedures and instruments regarding student attainment of learning outcomes.

C. Personnel

1. Instructional Staffing

- a. In early childhood education, (grades 1-4), regularly scheduled instruction to offer learning outcomes in physical education is conducted by a certified physical education teacher.
- b. In middle and adolescent education (grades 5-12), all regularly scheduled instruction to offer learning outcomes in physical education is conducted by a certified physical education teacher.
- c. Principals appoint teachers as chairpersons for each program of study. In small schools, chairpersons may be appointed to chair more than one program of study, e.g., reading and language arts.

- d. Provisions are made for physical education teachers to communicate on a regular basis with other teachers, chairpersons/coordinators, and support services personnel, e.g., counselors, school psychologists, special education, community resources.
- e. Time is set aside daily, weekly, or monthly for common planning and program articulation among those assigned to teach physical education in the early, middle, and adolescent education programs K-12.
- f. Provisions are made for physical education teachers to carry out responsibilities assigned beyond direct classroom instruction.

2. Supervisory/Administrative Staffing

A county physical education coordinator is assigned the duty of coordinating and monitoring the physical education program of study in each county.

3. Support Staffing

- a. Principals assign teacher aides to assist teachers in the instructional program and with classroom administrative functions.
- b. Provisions are made for distribution on a regular basis of audiovisual and other instructional materials located in a county media center.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

- a. Staff Evaluation: Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315
- b. Staff Development: Refer to Policies 2510 and 5500

D. Facilities

Refer to the physical education program area in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities, and classroom/school accessibility.

E. Instructional Materials, Supplies, and Equipment

1. Materials and Supplies

- a. Refer to the county physical education program guide.
- b. The type and amount of materials and supplies are determined by the physical education program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education.
- c. Refer to Handbook on Planning School Facilities.
- d. The library/media program of study is used for providing materials and supplies to students and teachers in physical education program.
- e. Supplemental components of county adopted textbooks are provided, as necessary, to fulfill physical education program guides.
- f. Textbooks in the physical education program of study, other than those provided for through state adoption policies, are adopted based upon county policy which includes: adoption procedures, committee members selection, and length of adoption period.
- g. The county physical education program coordinator recommends the specifications and standards for physical education materials and resources to implement the physical education program of study.

2. Equipment

- a. Refer to the county physical education program guide.
- b. The type and amount of equipment are determined by the physical education program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education. For example, a variety of balls, ropes, hoops, balance beams, rhythm and movement records, soccer, volleyball, basketball, and gymnastic equipment are available.
- c. Refer to the Handbook on Planning School Facilities.
- d. Itinerant staff in physical education have access to the following basic equipment: lockable storage space, collapsible cart, modular display panels, and individual work stations.

- e. Provisions are made for physical education teachers to have the following equipment available on a day-to-day basis: cassette recorder, record player, television, filmstrip projector, listening center, slide projector, screen, video cassette recorder, overhead projector, and computers with appropriate peripherals.
- f. Physical education students have access to computers and computer software.
- g. The following instructional equipment is available to every physical education teacher: demonstration equipment (e.g., professional physical education tools and materials).

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

Results of the State-County Testing Program are used to identify student interests in physical education and to plan instruction to meet the identified interests.

2. Monitoring Student Progress Toward Mastery of Learning Outcomes

- a. Learning outcomes referenced classroom tests are administered to students throughout the year in physical education as tests are available.
- b. Physical education teachers employ a variety of formal and informal evaluation techniques to monitor student achievement (e.g., teacher made tests, criterion referenced tests, performance check lists, critiques, self-evaluations, and unobtrusive assessment).
- c. Physical education teachers have written procedures which identify their methods, procedures, and timelines for the evaluation of students.
- d. Physical education teachers employ formative and summative evaluation of student achievement.

3. Systematic Assessment Utilization

- a. A variety of physical education assessment measures is used to identify student needs and plan instruction to meet the identified needs.

- b. The analyzed results of student achievement and learning across the physical education program of study are utilized to reconceptualize and revise the physical education program and areas of study.
- c. A variety of physical education assessment techniques are used to identify student needs and to modify instruction to meet those needs.

B. Program Improvement

1. Concepts and Learning Outcomes Continuum

- a. The physical education program of study is based on a scope and sequence of concepts and learning outcomes.
- b. A process is established to review and revise the physical education learning outcomes continuums.

2. Program Evaluation Process

- a. There is a written description of the process used to evaluate the effectiveness of the physical education program. Measures may include, but not be limited to, standardized tests, Criteria of Excellence and professional standards.
- b. Enrollment trends are analyzed and used for needs assessment purposes.

3. County Educational Advisory Council and County Improvement Plan

- a. If the county advisory council makes recommendations regarding physical education, the recommendations are considered in developing the county improvement plan.
- b. During the county physical education curriculum planning process, the physical education staff consults with representatives from other program areas, local physical education agencies, and physical education councils.

4. County Program Management Information System

The county develops a data base of information about the physical education program which will be included in a statewide management information system.

C. School Improvement

1. School Self-Assessment Process

The principal and staff implement a system to assess physical education education program and school effectiveness and use the information to annually develop written improvement priorities.

2. School Advisory Council

If the school advisory council makes recommendations regarding physical education education, the recommendations are considered in developing school priorities.

3. School Improvement Priorities

The school's improvement priorities are considered in developing the annual plan for physical education education and the county plan for educational excellence.

4. School Program Management Information System

The county board assures that the school develops a data base of information for including physical education education in the statewide management information system.

READING EDUCATION

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for reading education is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

- A. Program of Studies and Learning Outcomes: Refer to Policy 2510 and Learning Outcomes policy number 2520.03.
- B. Co-curricular Activities
 - 1. Students have opportunities to participate in reading clubs and honoraries.

2.0 PROGRAM DELIVERY

- A. Administrative Practices
 - 1. Placement

Informal reading tests, formal assessments, and teacher observations are used to assess students to identify their instructional reading levels.
 - 2. Time Allocations
 - a. Refer to Percentage Ranges of Instructional Time in Policy 2510.
 - b. Reading instruction is available to students requiring special instruction based upon their needs.

3. Funding

- a. Funds are allocated for the purchase of supplies and equipment as well as for the maintenance and replacement of existing equipment.
- b. Funds are allocated for co-curricular activities on a priority basis through the county program and school improvement processes.
- c. Funds are allocated to assure that each student has free basal texts and access to supplementary resources, supplies, and equipment required to implement the specified learning outcomes in reading education.
- d. Funds are allocated for providing consumable instructional materials and equipment to teachers.
- e. Funds are allocated to supply the classroom with the necessary supplementary materials for effective use of the basal reading textbook.
- f. Funds are allocated to supply the classroom with the necessary supplementary materials for students who cannot succeed in the regular basal reading textbook.
- g. Funds are allocated to supply the classroom with the necessary materials for use with students in remedial reading.

B. Instructional Practices

1. Instructional Management System

- a. The teacher of reading considers the following teaching behaviors relative to addressing the needs of students and reading learning outcomes.
 - 1) Uses clearly expressed questions to enhance student responses at all levels of thinking.
 - 2) Asks questions that are designed to have a high percentage of correct pupil responses.
 - 3) Provides prompt feedback to pupils about their performance.
 - 4) Provides positive feedback.
 - 5) Attends to each pupil.
 - 6) Leads the interactions.

- b. The teacher of reading integrates the use of clearly expressed questions, formative feedback, and attention to each student along with close supervision and a task orientation within a convivial yet businesslike climate.

2. Classroom Management System

- a. The teacher of reading considers the following behaviors in managing reading instruction.
 - 1) Supervises closely each pupil.
 - 2) Organizes clearly instructional tasks.
 - 3) Understands learning outcomes to be taught.
 - 4) Communicates clearly learning outcomes to students.
 - 5) Balances pacing of instruction to meet the needs of students.
 - 6) Selects small or large group and whole class instruction based on student progress and learning outcomes.
 - 7) Engages students actively in learning tasks.
 - 8) Communicates high, yet reasonable, expectations for achievement.
 - 9) Provides for warm and convivial interactions.
 - 10) Establishes a businesslike orientation to learning tasks.
 - 11) Establishes a stimulative and disciplined classroom.
 - 12) Develops a literate environment.
 - 13) Schedules reading and writing as priority activities.
 - 14) Allocates adequate time for engaged instruction.
- b. The teacher of reading considers and employs problem structuring, information sharing, and acceptant and clarifying verbal interactions to create a learner-centered classroom climate.

C. Personnel

1. Instructional Staffing

- a. Principals appoint teachers as chairpersons for each program of study. In small schools, chairpersons may be appointed to chair more than one program of study, e.g., reading and language arts.
- b. Provisions are made for reading teachers to communicate on a regular basis with other teachers, chairpersons/coordinators, and support services personnel, e.g., counselors, school psychologists, special education, community resources.
- c. Time is set aside daily, weekly, or monthly for common planning and program articulation among those assigned to teach reading at the early, middle, and adolescent education levels.
- d. Multi-subject teachers are employed to teach the reading education learning outcomes in early and middle childhood education (grades K-8).
- e. Learning outcomes related to reading in the content areas at the early, middle, and adolescent levels are taught by professionally certified teachers.
- f. Reading specialists teach learning outcomes related to developmental reading at the adolescent education level and all remedial reading programs and reading electives at the early, middle, and adolescent levels.
- g. The county language arts and reading program coordinator provide assistance to all professionally certified teachers and reading specialists related to the implementation of the reading education learning outcomes.
- h. Provisions are made for reading teachers to carry out responsibilities assigned beyond direct classroom instruction.

2. Supervisory/Administrative Staffing

A county language arts and reading program coordinator is assigned the duty of coordinating and monitoring the reading program of study in each county.

3. Support Staffing

- a. Principals assign teacher aides to assist teachers in the instructional program and with classroom administrative functions.

- b. Provisions are made for distribution on a regular basis of audiovisual and other instructional materials located in a county media center.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

- a. Staff Evaluation: Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315
- b. Staff Development: Refer to Policies 2510 and 5500

D. Facilities

Refer to the Reading program area in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities, and classroom/school accessibility.

E. Instructional Materials, Supplies, and Equipment

1. Materials and Supplies

- a. Refer to the county reading education program guide.
- b. The type and amount of materials and supplies are determined by the reading education program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education.
- c. Refer to Handbook on Planning School Facilities.
- d. The library/media program of study is used for providing materials and supplies to students and teachers in the reading education program.
- e. Supplemental components of county adopted textbooks are provided, as necessary, to fulfill reading education program guides.
- f. Textbooks in the reading education program of study, other than those provided for through state adoption policies, are adopted based upon county policy which includes: adoption procedures, committee members selection, and length of adoption period.
- g. The county reading education program coordinator recommends the specifications and standards for reading education materials and resources to implement the reading education program of study.

2. Equipment

- a. Refer to the county reading education program guide.
- b. The type and amount of equipment are determined by the reading education program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education.
- c. Refer to the Handbook on Planning School Facilities.
- d. Itinerant staff in reading education have access to the following basic equipment: lockable storage space, collapsible cart, modular display panels, and individual work stations.
- e. Provisions are made for reading education teachers to have the following equipment available on a day-to-day basis: cassette recorder, record player, television, filmstrip projector, listening center, slide projector, screen, video cassette recorder, overhead projector, and computers with appropriate peripherals.
- f. Reading students have access to computers and computer software.
- g. The following instructional equipment is available to every reading education teacher: demonstration equipment (e.g., professional reading education tools and materials).

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

Results of the State-County Testing Program are used to identify student needs in reading education and to plan instruction to meet the identified needs.

2. Monitoring Student Progress Toward Mastery of Learning Outcomes

- a. Learning outcomes referenced classroom tests are administered to students throughout the year in reading education as tests are available.
- b. Reading teachers employ a variety of formal and informal evaluation techniques to monitor student achievement (e.g., teacher made tests, criterion referenced tests, performance check lists, critiques, self-evaluations, and unobtrusive assessment).

- c. Reading teachers have written procedures which identify their methods, procedures, and timelines for the evaluation of students.
 - d. Reading teachers employ formative and summative evaluation of student achievement.
3. Systematic Assessment Utilization
- a. A variety of reading education assessment measures is used to identify student needs and plan instruction to meet the identified needs.
 - b. The analyzed results of student achievement and learning across the reading education program of study are utilized to reconceptualize and revise the reading education program and areas of study.
 - c. A variety of reading education assessment techniques are used to identify student needs and to modify instruction to meet those needs.
- B. Program Improvement
1. Concepts and Learning Outcomes Continuum
- a. The reading education program of study is based on a scope and sequence of concepts and learning outcomes.
 - b. A process is established to review and revise the reading education learning outcomes continuum.
2. Program Evaluation Process
- a. There is a written description of the process used to evaluate the effectiveness of the reading education program. Measures may include, but not be limited to, standardized tests, Criteria of Excellence, and professional standards.
 - b. Enrollment trends are analyzed and used for needs assessment purposes.
3. County Educational Advisory Council and County Improvement Plan
- a. If the county advisory council makes recommendations regarding reading education, the recommendations are considered in developing the county improvement plan.
 - b. During the county reading education curriculum planning process, the reading education staff consults with representatives from other program areas, local reading education agencies, and reading education councils.

4. County Program Management Information System

The county develops a data base of information about the reading education program which will be included in a statewide management information system.

C. School Improvement

1. School Self-Assessment Process

The principal and staff implement a system to assess reading education program and school effectiveness and use the information to annually develop written improvement priorities.

2. School Advisory Council

If the school advisory council makes recommendations regarding reading education, the recommendations are considered in developing school priorities.

3. School Improvement Priorities

The school's improvement priorities are considered in developing the annual plan for reading education and the county plan for educational excellence.

4. School Program Management Information System

The county board assures that the school develops a data base of information for including reading education in the statewide management information system.

Criteria of Excellence

Program Definition, Delivery, and Assurance

SCIENCE EDUCATION

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for science education is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

A. Program of Studies and Learning Outcomes: Refer to Policy 2510 and Learning Outcomes policy number 2520.04.

B. Co-curricular Activities

Students have the opportunity to participate in science clubs, field trips, seminars, traveling shows, summer camps, National Science Youth Summer Camp, competitions, e.g., fairs, Westinghouse Science Talent Search, N.S.T.A./NASA Space Shuttle Student Involvement Project, ACS Chemistry Test, The Junior Science and Humanities Symposium.

2.0 PROGRAM DELIVERY

A. Administrative Practices

1. Placement

Students identified by teacher recommendations, past performance, and test results as having demonstrated advanced skills in science are encouraged to take the advanced offerings in the program of study.

2. Time Allocations

Refer to Percentage Ranges of Instructional Time in Policy 2510.

3. Funding

- a. Funds are allocated for the purchase of supplies and equipment as well as for the maintenance and replacement of existing equipment.
- b. Funds are allocated for co-curricular activities on a priority basis through the county program and school improvement processes.
- c. Funds are allocated to assure that each student has free basal texts and access to supplementary resources, supplies, and equipment required to implement the specified learning outcomes in science education.
- d. Funds are allocated for providing consumable instructional materials and equipment to teachers.

B. Instructional Practices

1. Instructional Management System

- a. Teachers use student centered activities/laboratory experiences: middle childhood experiences are at least 40% laboratory; biological science experiences are at least 40% laboratory; general/physical science experiences are at least 40% laboratory; and chemistry-physics experiences are at least 40% laboratory at the adolescent level.
- b. Teachers use direct instruction when directions, procedures and basic background information are imparted.
- c. Teachers use mathematical applications such as use of metric measurements, preparing and/or interpreting graphs, balancing equations, etc., where required.
- d. Teachers integrate specific reading and writing skills into each science unit taught.
- e. Students are given instruction in and have frequent opportunities to practice the basic science learning skills of observing, describing, measuring, collecting, classifying, hypothesizing, predicting, interpreting, drawing conclusions, and reporting findings.
- f. Science films, instructional television, and filmstrips are used as enrichment activities. Pre- and post-activities are used with this type instruction.

- g. Current science periodicals written for students and science news articles are used regularly to up-date the program of study and text information.
 - h. Science instructional practices promote the opportunity for students to expand experimental skills through the development of special interest science projects.
 - i. Teachers provide safety instruction prior to using laboratory equipment or materials.
 - j. Teachers, students, and visitors use appropriate protection devices during and when observing, hazardous instructional activities.
2. Classroom Management System
- a. Students are evaluated on both knowledge of science and their skills in the science laboratory.
 - b. Students are given an opportunity to develop long-term projects for exploration of topics of special interest.
- C. Personnel
1. Instructional Staffing
- a. Principals appoint teachers as chairpersons for each program of study. In small schools, chairpersons may be appointed to chair more than one program of study, e.g., reading and language arts.
 - b. Provisions are made for science teachers to communicate on a regular basis with other teachers, chairpersons/coordinators and support services personnel, e.g., counselors, school psychologists, special education, community resources.
 - c. Time is set aside daily, weekly, or monthly for common planning and program articulation among those assigned to teach science in the early, middle, and adolescent education levels.
 - d. Middle childhood teachers (grades 5-8) of science offerings have certification in general science if the school is departmentalized.
 - e. Provisions are made for science teachers to carry out responsibilities assigned beyond direct classroom instruction.

2. Supervisory/Administrative Staffing

A county science program coordinator is assigned the duty of coordinating and monitoring the science program of study in each county.

3. Support Staffing

a. Principals assign teacher aides to assist teachers in the instructional program and with classroom administrative functions.

b. Provisions are made for distribution on a regular basis of audiovisual and other instructional materials located in a county media center.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

a. Staff Evaluation: Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315

b. Staff Development: Refer to Policies 2510 and 5500

D. Facilities

Refer to the science program area in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities, and classroom/school accessibility.

E. Instructional Materials, Supplies, and Equipment

1. Materials and Supplies

a. Appropriate science instructional materials such as (a) science encyclopedias, (b) science dictionaries, (c) Handbook for Chemistry and Physics (updated each three (3) years), (d) Merck Index (levels 8-12), and (e) science safety reference books (hazards, chemicals and disposal) are available.

b. Refer to the county science program guide.

c. The type and amount of materials and supplies are determined by the science program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education.

- d. Refer to Handbook on Planning School Facilities.
- e. The library/media program of study is used for providing materials and supplies to students and teachers in the science program.
- f. Supplemental components of county adopted textbooks are provided, as necessary, to fulfill science program guides.
- g. Textbooks in the science program of study, other than those provided for through state adoption policies, are adopted based upon county policy which includes: adoption procedures, committee members selection, and length of adoption period.
- h. The county science program coordinator recommends the specifications and standards for science materials and resources to implement the science program of study.

2. Equipment

- a. An inventory by department and classroom is maintained and includes: (a) laboratory safety equipment, (b) laboratory equipment for students, (c) equipment for student special interest projects, and (d) laboratory supplies.
- b. All classrooms which are self-contained provide for running water, electricity, and an area suitable for demonstrations and experiments either within the room or in a conveniently accessible room available for science instruction by all teachers.
- c. Refer to the county science program guide.
- d. The type and amount of equipment are determined by the science program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education.
- e. Refer to the Handbook on Planning School Facilities.
- f. Provisions are made for science teachers to have the following equipment available on a day-to-day basis: cassette recorder, record player, television, filmstrip projector, listening center, slide projector, screen, video cassette recorder, overhead projector, and computers with appropriate peripherals.
- g. Science students have access to computers and computer software.

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

Results of the State-County Testing Program are used to identify student needs in science and to plan instruction to meet the identified needs.

2. Monitoring Student Progress Toward Mastery of Learning Outcomes

- a. Learning outcomes referenced classroom tests are administered to students throughout the year in science as tests are available.
- b. Science teachers employ a variety of formal and informal evaluation techniques to monitor student achievement (e.g., teacher made tests, criterion referenced tests, performance check lists, critiques, self-evaluations, and unobtrusive assessment).
- c. Science teachers have written procedures which identify their methods, procedures, and timelines for the evaluation of students.
- d. Science teachers employ formative and summative evaluation of student achievement.

3. Systematic Assessment Utilization

- a. A variety of science assessment measures is used to identify student needs and plan instruction to meet the identified needs.
- b. The analyzed results of student achievement and learning across the science program of study are utilized to reconceptualize and revise the science program and areas of study.
- c. A variety of science assessment techniques are used to identify student needs and to modify instruction to meet those needs.

B. Program Improvement

1. Concepts and Learning Outcomes Continuum

- a. The science program of study is based on a scope and sequence of concepts and learning outcomes.

- b. A process is established to review and revise the science learning outcomes continuum.

2. Program Evaluation Process

- a. There is a written description of the process used to evaluate the effectiveness of the science program. Measures may include, but not be limited to, standardized tests, Criteria of Excellence and professional standards.
- b. Enrollment trends are analyzed and used for needs assessment purposes.

3. County Educational Advisory Council and County Improvement Plan

- a. If the county advisory council makes recommendations regarding science education, the recommendations are considered in developing the county improvement plan.
- b. During the county science curriculum planning process, the science staff consults with representatives from other program areas, local science agencies, and science councils.

4. County Program Management Information System

The county develops a data base of information about the science program which will be included in a statewide management information system.

C. School Improvement

1. School Self-Assessment Process

The principal and staff implement a system to assess science education program and school effectiveness and use the information to annually develop written improvement priorities.

2. School Advisory Council

If the school advisory council makes recommendations regarding science education, the recommendations are considered in developing school priorities.

3. School Improvement Priorities

The school's improvement priorities are considered in developing the annual plan for science education and the county plan for educational excellence.

4. School Program Management Information System

The county board assures that the school develops a data base of information for including science education in the statewide management information system.

0330S

SOCIAL STUDIES EDUCATION

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for social studies education is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

A. Program of Studies and Learning Outcomes: Refer to Policy 2510. Learning Outcomes policy number 2520.08.

B. Co-curricular Activities

Students have the opportunity to participate in social studies fairs, clubs, model United Nations, student government, cultural festivals, the social studies bowl, and youth and government.

2.0 PROGRAM DELIVERY

A. Administrative Practices

1. Placement

The county establishes standards and/or prerequisites for entry into advanced placement social studies offerings.

2. Time Allocations

Refer to Percentage Ranges of Instructional Time in Policy 2510.

3. Funding

a. Funds are allocated for the purchase of supplies and equipment as well as for the maintenance and replacement of existing equipment.

- b. Funds are allocated for co-curricular activities on a priority basis through the county program and school improvement processes.
- c. Funds are allocated to assure that each student has free basal texts and access to supplementary resources, supplies, and equipment required to implement the specified learning outcomes in social studies education.
- d. Funds are allocated for providing consumable instructional materials and equipment to teachers.

B. Instructional Practices

1. Instructional Management System

- a. Teachers use instructional strategies to develop learner proficiency in the skills of critical thinking, problem solving, and the ability to gather information and formulate conclusions.
- b. At the early and middle childhood levels (K-8) when social studies is integrated with other subjects, the focus of instruction is the mastery of the appropriate learning outcomes specified by the social studies program of studies.
- c. Copies of the school and county social studies curriculum are provided to social studies teachers, administrators, supervisors, guidance and media center personnel.
- d. The social studies teacher models and communicates expectation of a high level of achievement by all students.
- e. The social studies teacher prepares and uses instructional planning and teaching skills that systematically identify learning objectives and expectations.
- f. The social studies teacher employs a repertoire of instructional skills that provide for the articulation and alignment of learning experiences for students in order for successful learning of the required learning outcomes.
- g. The social studies teacher organizes and uses student assessment and evaluation practices that are aligned with expectations of instruction and the supporting media and resources.
- h. The social studies teacher emphasizes high achievement attainment and provides learning opportunities for students to successfully master the learning outcomes.

2. Classroom Management System

- a. Teachers use learning strategies which closely simulate real-life experiences (e.g., mock trials, elections, town meetings, moot courts).
- b. Teachers use community resources as an integral part of the social studies classroom including such activities as community surveys, use of community documents, guest speakers and interviews.
- c. The social studies teacher implements, monitors and assesses instruction in a systematic and orderly fashion to maximize the length of engaged academic learning time during the regular classroom period.
- d. The social studies teacher communicates and monitors the expectations of student behavior in regard to county and school policies, regulations and rules.
- e. The social studies teacher organizes and paces instruction to maximize student engaged academic learning time and provide learner success.
- f. The social studies teacher exhibits and practices the systematic use of: (1) time on task, (2) quality of teaching, (3) quality of instructional materials, and (4) student motivation to enhance student achievement.
- g. The social studies teacher employs and provides timely feedback to students using a variety of summative and formative accountability procedures and instruments regarding student attainment of learning outcomes.

C. Personnel

1. Instructional Staffing

- a. Principals appoint teachers as chairpersons for each program of study. In small schools, chairpersons may be appointed to chair more than one program of study, e.g., reading and language arts.
- b. Provisions should be made for social studies teachers to communicate on a regular basis with other teachers, chairpersons/coordinators, and support services personnel, e.g., counselors, school psychologists, special education, community resources.

- c. Time is set aside daily, weekly, or monthly for common planning and program articulation among those assigned to teach social studies in the early, middle, and adolescent education levels.
- d. Provisions are made for social studies teachers to carry out responsibilities assigned beyond direct classroom instruction.

2. Supervisory/Administrative Staffing

A county social studies program coordinator is assigned the duty of coordinating and monitoring the social studies program of study in each county.

3. Support Staffing

- a. Principals assign teacher aides to assist teachers in the instructional program and with classroom administrative functions.
- b. Provisions are made for distribution on a regular basis of audiovisual and other instructional materials located in a county media center.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

- a. Staff Evaluation: Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315
- b. Staff Development: Refer to Policies 2510 and 5500

D. Facilities

Refer to the social studies program area in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities, and classroom/school accessibility.

E. Instructional Materials, Supplies, and Equipment

1. Materials and Supplies

- a. Refer to the county social studies education program guide.
- b. The type and amount of materials and supplies are determined by the social studies program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education.

- c. Refer to Handbook on Planning School Facilities.
 - d. The library/media program of study is used for providing materials and supplies to students and teachers in the social studies program.
 - e. Supplemental components of county adopted textbooks are provided, as necessary, to fulfill social studies program guides.
 - f. Textbooks in the social studies program of study, other than those provided for through state adoption policies, are adopted based upon county policy which includes: adoption procedures, committee members selection, and length of adoption period.
 - g. The county social studies program coordinator recommends the specifications and standards for social studies materials and resources to implement the social studies program of study.
 - h. Appropriate social studies resource materials are available in all schools and include, but are not limited to, the following: (a) classroom subscriptions to both a local and a major national newspaper; (b) different news periodicals in quantities sufficient for individual and group reports; (c) atlases and other map sources in quantities to facilitate group and individual resource; (d) primary sources and social studies artifacts which supplement the social studies program of study; and (e) computer software.
2. Equipment
- a. Refer to the county social studies program guide.
 - b. The type and amount of equipment are determined by the social studies program content and are sufficient to achieve the learning outcomes approved by the West Virginia Board of Education.
 - c. Refer to the Handbook on Planning School Facilities.
 - d. Itinerant staff in social studies have access to the following basic equipment: lockable storage space, collapsible cart, modular display panels, and individual work stations.
 - e. Provisions are made for social studies teachers to have the following equipment available on a day-to-day basis: cassette recorder, record player, television, filmstrip projector, listening center, slide projector, screen, video cassette recorder, overhead projector, and computers with appropriate peripherals.

- f. Social studies students have access to computers and computer software.

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State-County Testing Program

Results of the State-County Testing Program are used to identify student needs in social studies and to plan instruction to meet the identified needs.

2. Monitoring Student Progress Toward Mastery of Learning Outcomes

- a. Learning outcomes referenced classroom tests are administered to students throughout the year in social studies as tests are available.
- b. Social studies teachers employ a variety of formal and informal evaluation techniques to monitor student achievement (e.g., teacher made tests, criterion referenced tests, performance check lists, critiques, self-evaluations, and unobtrusive assessment).
- c. Social studies teachers have written procedures which identify their methods, procedures, and timelines for the evaluation of students.
- d. Social studies teachers employ formative and summative evaluation of student achievement.

3. Systematic Assessment Utilization

- a. A variety of social studies assessment measures is used to identify student needs and plan instruction to meet the identified needs.
- b. The analyzed results of student achievement and learning across the social studies program of study are utilized to reconceptualize and revise the social studies program and areas of study.
- c. A variety of social studies assessment techniques are used to identify student needs and to modify instruction to meet those needs.

B. Program Improvement

1. Concepts and Learning Outcomes Continuum

- a. The social studies program of study is based on a scope and sequence of concepts and learning outcomes.
- b. A process is established to review and revise the social studies learning outcomes continuum.

2. Program Evaluation Process

- a. There is a written description of the process used to evaluate the effectiveness of the social studies program. Measures may include, but not be limited to, standardized tests, Criteria of Excellence, and professional standards.
- b. Enrollment trends are analyzed and used for needs assessment purposes.

3. County Educational Advisory Council and County Improvement Plan

- a. If the county advisory council makes recommendations regarding social studies education, the recommendations are considered in developing the county improvement plan.
- b. During the county social studies curriculum planning process, the social studies staff consults with representatives from other program areas, local social studies agencies, and social studies councils.

4. County Program Management Information System

The county develops a data base of information about the social studies program which will be included in a statewide management information system.

C. School Improvement

1. School Self-Assessment Process

The principal and staff implement a system to assess social studies education program effectiveness and school effectiveness and use the information to annually develop written improvement priorities.

2. School Advisory Council

If the school advisory council makes recommendations regarding social studies education, the recommendations are considered in developing school priorities.

3. School Improvement Priorities

The school's improvement priorities are considered in developing the annual plan for social studies education and the county plan for educational excellence.

4. School Program Management Information System

The county board assures that the school develops a data base of information for including social studies education in the statewide management information system.

0331S

CRITERIA OF EXCELLENCE
CHART I
Staffing Ratios for Educational Personnel: School Level

Staff Positions	Programmatic Level Ratios	Early Childhood Education Levels K-4	Middle Childhood Education Levels 5-8	Adolescent Education and Vocational Education Levels 9-12
A. ADMINISTRATION				
1. Principal/Voc. Principal ¹		1: School	1: School	1: School
2. Assistant/Co-Principal ²		1: 450-949 students 2: 950-1449 students 3: 1450-1999 students 4: 2000 or more students	1: 400-899 students 2: 900-1399 students 3: 1400-1949 students 4: 1950 or more students	1: 350-849 students 2: 850-1349 students 3: 1350-1899 students 4: 1900 or more students
B. INSTRUCTIONAL STAFFING				
1. General Education		1:25 students	1:25 students	1:25 students
a. Regular Ratio (grades 3-12) ³		1:20 students per session		
b. Exceptions ³				
1) Kindergarten		1:20 students		
2) TK, I, 2		1:12 students	1:12 students	1:12 students
3) Remedial		1:25 students	1:35 students	1:35 students
4) Physical Education				No Limit
5) Performing Music Groups				No Limit
a) Orchestra				No Limit
b) Band				No Limit
c) Chorus				No Limit
6) Composition/Creative Writing				1:20 students
7) Science Laboratory			1:25 students ⁴	1:25 students ⁴
8) Driver Education				1:36 students
a) Class				1:12 students
b) Lab				

Staff Positions	Programmatic Level Ratios	Early Childhood Education Levels K-4	Middle Childhood Education Levels 5-8	Adolescent Education and Vocational Education Levels 9-12
<p>B. INSTRUCTIONAL STAFFING (continued)</p> <p>2. Vocational Education³</p> <ul style="list-style-type: none"> a. Adult Basic Education b. Business Education <ul style="list-style-type: none"> (1) Class (2) Typing I and II c. Consumer/Homemaking <ul style="list-style-type: none"> (1) Class (2) Lab d. Diversified Cooperative Training <ul style="list-style-type: none"> 1) Class 2) Work-site Supervision e. Health Occupations <ul style="list-style-type: none"> 1) Class 2) Clinical f. Industrial Arts g. Industrial/Technical h. Marketing & Distributive Education i. Occupational Home Economics j. Pre-Vocational Exploration k. Vocational Agriculture/Agribusiness l. Job Placement Coordinator⁵ m. Adult Education Coordinator⁵ 		<p>1:25 students</p> <p>1:25 students</p> <p>1:25 students</p> <p>1:25 students⁴</p> <p>1:25 students⁴</p>	<p>NA</p> <p>1:25 students</p> <p>1:30 students</p> <p>1:25 students</p> <p>1:25 students</p> <p>1:25 students</p> <p>1:25 students</p> <p>1:25 students</p> <p>1:50 students</p> <p>1:25 students</p> <p>1:25 students</p> <p>1:10 students</p> <p>1:25 students⁴</p> <p>1:20 students</p> <p>1:25 students</p> <p>1:20 students</p> <p>1:25 students⁴</p> <p>1:20 students</p> <p>1: Vocational Center</p> <p>1: Vocational Center</p>	

Staff Positions	Programmatic Level Ratios	Early Childhood Education Levels K-4	Middle Childhood Education Levels 5-8	Adolescent Education and Vocational Education Levels 9-12
<p>B. INSTRUCTIONAL STAFFING (continued)</p> <p>3. Education for Exceptional Students⁶</p> <p>a. Behavior Disorders⁷</p> <p>1) Autism</p> <p>2) Other Behavior Disorders</p> <p>b. Communication Disorders</p> <p>c. Deaf-Blind⁷</p> <p>d. Educable Mentally Impaired⁷</p> <p>e. Trainable Mentally Impaired⁷</p> <p>f. Profoundly Mentally Impaired⁷</p> <p>g. Gifted</p> <p>h. Hearing Impaired⁷</p> <p>i. Physically Handicapped⁷</p>	<p>SC 1:4 students*</p> <p>SC 1:3 without aide</p> <p>SC 1:4-6 students*</p> <p>R 1:12 students</p> <p>PIP 1:6 students</p> <p>REM 1:12 students</p> <p>R 1:40 students</p> <p>REM 1:40 students</p> <p>SC 1:3 students*</p> <p>R 1:6 students*</p> <p>SC 1:8 students</p> <p>R 1:9-15 students*</p> <p>PIP 1:15 students</p> <p>SC 1:12 students*</p> <p>SC 1:6 students*</p> <p>SC 1:12 students</p> <p>R 1:30 students</p> <p>PIP 1:15 students</p> <p>REM 1:30 students</p> <p>SC 1:4 students</p> <p>SC 1:5-8 students*</p> <p>R 1:10 students</p> <p>PIP 1:5 students</p> <p>REM 1:20 students</p> <p>SC 1:10 students*</p> <p>R 1:15 students*</p> <p>PIP 1:8 students</p> <p>REM 1:20 students</p>	<p>SC 1:4 students*</p> <p>SC 1:3 without aide</p> <p>SC 1:4-6 students*</p> <p>R 1:12 students</p> <p>PIP 1:6 students</p> <p>REM 1:12 students</p> <p>R 1:40 students</p> <p>REM 1:40 students</p> <p>SC 1:3 students*</p> <p>R 1:6 students*</p> <p>SC 1:8 students</p> <p>R 1:9-15 students*</p> <p>PIP 1:15 students</p> <p>SC 1:12 students*</p> <p>SC 1:6 students*</p> <p>SC 1:12 students</p> <p>R 1:30 students</p> <p>PIP 1:15 students</p> <p>REM 1:30 students</p> <p>SC 1:4 students</p> <p>SC 1:5-8 students*</p> <p>R 1:10 students</p> <p>PIP 1:5 students</p> <p>REM 1:20 students</p> <p>SC 1:10 students*</p> <p>R 1:15 students*</p> <p>PIP 1:8 students</p> <p>REM 1:20 students</p>	<p>SC 1:4 students*</p> <p>SC 1:3 without aide</p> <p>SC 1:4-6 students*</p> <p>R 1:12 students</p> <p>PIP 1:6 students</p> <p>REM 1:12 students</p> <p>R 1:40 students</p> <p>REM 1:40 students</p> <p>SC 1:3 students*</p> <p>R 1:6 students*</p> <p>SC 1:8 students</p> <p>R 1:9-15 students*</p> <p>PIP 1:15 students</p> <p>SC 1:12 students*</p> <p>SC 1:6 students*</p> <p>SC 1:12 students</p> <p>R 1:30 students</p> <p>PIP 1:15 students</p> <p>REM 1:30 students</p> <p>SC 1:4 students</p> <p>SC 1:5-8 students*</p> <p>R 1:10 students</p> <p>PIP 1:5 students</p> <p>REM 1:20 students</p> <p>SC 1:10 students*</p> <p>R 1:15 students*</p> <p>PIP 1:8 students</p> <p>REM 1:20 students</p>	

Staff Positions	Programmatic Level Ratios	Early Childhood Education Levels K-4	Middle Childhood Education Levels 5-8	Adolescent Education and Vocational Education Levels 9-12
<p>B. INSTRUCTIONAL STAFFING (continued)</p> <p>j. Pre-School Handicapped⁷</p> <p>k. Specific Learning Disabilities⁷</p> <p>3. Education for Exceptional Students⁶</p> <p>1. Visually Impaired⁷</p>	<p>REM 1:15 students R 1:12 students* SC 1:6 students* SP SCH 1:6 students* HB 1:10 students RES 1:6 students</p> <p>SC 1:8 students SC 1:9-12 students* R 1:20 students PIP 1:6 students REM 1:20 students</p> <p>SC 1:4 students SC 1:5-8 students* R 1:10 students PIP 1:5 students REM 1:10 students</p>	<p>REM 1:15 students R 1:12 students* SC 1:6 students* SP SCH 1:6 students* HB 1:10 students RES 1:6 students</p> <p>SC 1:8 students SC 1:9-12 students* R 1:20 students PIP 1:6 students REM 1:20 students</p> <p>SC 1:4 students SC 1:5-8 students* R 1:10 students PIP 1:5 students REM 1:10 students</p>	<p>REM 1:15 students R 1:12 students* SC 1:6 students* SP SCH 1:6 students* HB 1:10 students RES 1:6 students</p> <p>SC 1:8 students SC 1:9-12 students* R 1:20 students PIP 1:6 students REM 1:20 students</p> <p>SC 1:4 students SC 1:5-8 students* R 1:10 students PIP 1:5 students REM 1:10 students</p>	<p>REM 1:15 students R 1:12 students* SC 1:6 students* SP SCH 1:6 students* HB 1:10 students RES 1:6 students</p> <p>SC 1:8 students SC 1:9-12 students* R 1:20 students PIP 1:6 students REM 1:20 students</p> <p>SC 1:4 students SC 1:5-8 students* R 1:10 students PIP 1:5 students REM 1:10 students</p>
<p>C. SUPPORT PROGRAM STAFFING</p> <p>1. Library/Media Services (Per School)</p>	<p>1/2: 0-149 students 1: 150-599 students 2: 600-1049 students 3: 1050-1499 students 4: 1500 + students (schools with fewer than 200 students shall have part-time services)</p>	<p>1/2: 0-149 students 1: 150-599 students 2: 600-1499 students 3: 1050-1499 students 4: 1500 + students (schools with fewer than 200 students shall have part-time services)</p>	<p>1/2: 0-149 students 1: 150-599 students 2: 600-1499 students 3: 1050-1499 students 4: 1500 + students (schools with fewer than 200 students shall have part-time services)</p>	<p>1/2: 0-149 students 1: 150-599 students 2: 600-1499 students 3: 1050-1499 students 4: 1500 + students (schools with fewer than 200 students shall have part-time services)</p>

* Regular Aide
PIP: Per Instructional Period
R: Resource Room
REM: Regular Education with Modification
RES: Residential

SC: Self-Contained Classrooms
SP SCH: Special School
HB: Home Based

Staff Positions	Programmatic Level Ratios	Early Childhood Education Levels K-4	Middle Childhood Education Levels 5-8	Adolescent Education and Vocational Education Levels 9-12
<p>2. Counseling and Guidance Services (per county)</p> <p>3. Aide Services (per school)</p> <p>Teacher Aides</p> <p>4. Secretary</p> <p>5. Clerical Services:</p> <p>a. Counselor Clerk</p> <p>b. Library/Media Clerk</p> <p>6. Food Services:</p> <p>a. Production Workers</p> <p>b. NET Cadre (per county)</p> <p>c. CTP Cadre (per county)</p>	<p>1: 500 students</p> <p>(Pre-K) 1:11-20 students</p> <p>(K) 1:11-20 students</p> <p>(TK) 1:11-20 students</p> <p>(1-4) 1:12 teachers</p> <p>1: 1-500 students</p> <p>1 1/2: 501- 750 students</p> <p>2: 751-1000 students</p> <p>2 1/2: 1001-1750 students</p> <p>3: 1751 + students</p> <p>1:500 + students</p> <p>1:11-16 meals/hour⁸</p> <p>1:400 teachers</p> <p>1:100 cooks</p>	<p>1:400 students</p> <p>1:25 teachers</p> <p>1: 1-500 student</p> <p>1 1/2: 501- 750 students</p> <p>2: 751-1000 students</p> <p>2 1/2: 1001-1750 students</p> <p>3: 1751 + students</p> <p>1:500 + students</p> <p>1:500 + students</p> <p>1:10-15 meals/hour⁸</p> <p>1:400 teachers</p> <p>1:100 cooks</p>	<p>1: 350 students</p> <p>1:25 teachers</p> <p>1: 1-500 student</p> <p>1 1/2: 501- 750 students</p> <p>2: 751-1000 students</p> <p>2 1/2: 1001-1750 students</p> <p>3: 1751 + students</p> <p>1:500 + students</p> <p>1:500 + students</p> <p>1:10-15 meals/hours⁸</p> <p>1:400 teachers</p> <p>1:100 cooks</p>	

CRITERIA OF EXCELLENCE
CHART I FOOTNOTES

- 1 Principals may be part-time with fewer than 5 full-time equivalent teachers.
- 2 Assistant/co-principals may be half-time in schools with 250 or more students.
- 3 Figures represent maximum class size. Exceptions may be made for individualized instruction, team-teaching, and other small and large instructional groups planned and implemented by teachers and approved by principals.
- 4 1:20 when power tools/machines are used and in hazardous classroom environments to provide instruction related to learning outcomes in science, industrial arts, and pre-vocational exploration.
- 5 May be less than full time.
- 6 In determining caseloads consideration shall be given to factors such as (1) frequency of sessions scheduled; (2) types and severity of student problems; (3) nature and level of service requirements in Individualized Education Programs; (4) ages, intellectual abilities, and social-emotional behavior of students to be served; (5) transportation schedules of students; (6) number of schools/facilities assigned; and (7) other professional responsibilities such as: sweep screening, assessment, placement meetings, parent/teacher consultation.
- 7 Figures represent maximum class loads. Self-contained special education classes with more than 50% of the maximum enrollment include a full-time aide. Resource Rooms for physically handicapped students include a full-time aide.
- 8 Figures represent ratio of production workers to lunch equivalent meals produced per production hour.

HB: Home Based

PIP: Per instructional period

R: Resource Room

REM: Regular education with modification

RES: Residential

SC: Self-contained classrooms

SP SCH: Special School

Staffing ratios for the Education for Exceptional Students are based upon the Regulations for the Education of Exceptional Students.

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CRITERIA OF EXCELLENCE
CHART II

Staffing Ratios for Educational Personnel: County Level

POSITION	COUNTY LEVEL
I. ADMINISTRATION	
A. Superintendent	1:county
B. Assistant Superintendent	1:250 teachers ¹
C. Directors	
1. Vocational Education	1:county ²
2. General Education	1:county ²
3. Special Education	1:county ²
4. Transportation	1:20 ⁺ buses
II. INSTRUCTION	
A. General Education	
<u>Programmatic Level Coordinators</u>	
1. Early Childhood Education	1:county ²
2. Middle Childhood Education	1:county ²
3. Adolescent Education	1:county ²
<u>Program Coordinators</u>	
1. Art	1:county ²
2. Pre-Kindergarten	1:county ²
3. Driver Education	1:county ²
4. Foreign Language	1:county ²
5. Health	1:county ²
6. Language Arts and Reading	1:150 teachers ³
7. Mathematics	1:300 teachers ⁴
8. Music	1:county ²
9. Physical Education	1:county ²
10. Science	1:county ²
11. Social Studies	1:county ²
12. Library/Media Education	1:county ²

POSITION

COUNTY LEVEL

B. Vocational Education

Program Coordinators

1. Adult Basic Education	1:county ²
2. Business and Office	1:county ²
3. Consumer & Homemaking	1:county ²
4. Diversified Cooperative Training	1:county ²
5. Health Occupations	1:county ²
6. Industrial Arts	1:county ²
7. Industrial and Technical	1:county ²
8. Marketing and Distributive Education	1:county ²
9. Occupational Home Economics	1:county ²
10. Prevocational Exploration	1:county ²
11. Vocational/Agriculture/Agribusiness	1:county ²

C. Special Education

Exceptional Student Program
Coordinators

1. Behavioral Disorders	1:county ²
2. Communication Disorders	1:county ²
3. Deaf-Blind	1:county ²
4. Gifted	1:county ²
5. Educable Mentally Impaired	1:county ²
6. Trainable Mentally Impaired	1:county ²
7. Profoundly Mentally Impaired	1:county ²
8. Hearing Impaired	1:county ²
9. Physically Handicapped	1:county ²
10. Pre-School Handicapped	1:county ²
11. Specific Learning Disabilities	1:county ²
12. Visually Impaired	1:county ²

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POSITION	COUNTY LEVEL
D. Support Services Coordinators	
1. Attendance	1:county ²
2. Counseling and Guidance	1:county ²
3. Health Services	1:county ²
4. School Psychologist	1:county ²
5. Food Services	1:county ⁶ (10-34 schools) 2:county (35-75 schools) 3:county (76-1155 schools)
<u>Program Specialists</u>	
1. Audiologist	As required by county needs ⁵
2. Dental Hygienists	As required by county needs ⁵
3. Interpreters	As required by county needs ⁵
4. Nurses	1:1500 students ⁵
5. Orientation/Mobility	As required by county needs ⁵
6. Physical and Occup. Therapists	
a. Direct Service	As required by county needs ⁵
b. Evaluation Service	As required by county needs ⁵
7. Social Services and Attendance	1:3000 students ⁵
8. Vocational Evaluator (Special Education)	1:county ⁵
9. School Psychologist	1:2500 students ⁵
E. Professional Development	
Staff Development	1:county ²

CHART II FOOTNOTES

¹One must be for instruction.

²May be less than full time.

- a. When program coordinators are part-time, they shall be responsible for supervising no more than two program areas at one time (e.g., art, music).
- b. A teacher or Program of Study chairperson may be designated to provide supervision for a county school district and given released time for supervision of the program.

³Includes the county total of multi-subject, language arts, and reading teachers and may be less than full time when below this ratio.

⁴Includes the county total of multi-subject and mathematics teachers and may be less than full time when below this ratio.

⁵Services may be contracted.

⁶May be less than full time in counties with 1-9 schools.