

WEST VIRGINIA
SECRETARY OF STATE
KEN HECHLER
ADMINISTRATIVE LAW DIVISION

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WEST VIRGINIA
STATE OF

Form #5

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

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: WV Code 61-8-9a (Senate Bill 255)

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE _____
CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

AMENDMENT TO AN EXISTING RULE: YES _____, NO

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING ADOPTED: 45 B ~~63~~ (Policy 2530-02)

TITLE OF RULE BEING ADOPTED: Parenting Education Curriculum

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS October 10, 1990

Barbara L. Estep
August 28, 1990

EXECUTIVE SUMMARY
Senate Bill 255/Parenting Education

Purpose:

The development and implementation of a parenting education curriculum as required by West Virginia Code 61-8-9a (Senate Bill 255).

Background:

Believing the best way to avoid child abuse in West Virginia is to educate our young people on the skills of parenting, the Legislature signed into law in 1988 Senate Bill 255. This legislation requires the development of a parenting education curriculum to be taught in each of the secondary grades. Such curriculum is to start no later than the 1990-91 school year and shall include, but not be limited to, discipline, handling stresses of raising children, and the health care needs of children.

Recommendation:

The legislative mandate can be met by emphasizing concepts in existing programs of study in grades 7-10 which contribute to parenting skills and offering a semester (one-half unit) elective consumer and homemaking parenting course in grades 10, 11 or 12.

Rationale:

One of the most important decisions of an individual's life should be whether or not they will become a parent. While all students may not choose to become parents, the likelihood of them sharing in the responsibility of educating, socializing, and protecting the next generation of children cannot be disputed. Furthermore, it cannot be assumed that parenting skills are inherited or intuitive as one becomes a biological parent.

The issue of child abuse is a complicated one and magnifies the importance of parenting education. Abusive behavior is more likely to result when adults lack problem solving skills, self-control and an understanding of the developmental needs of children. Fortunately, effective parenting can be learned.

Parenthood education is intended to supplement rather than to replace any parenthood training students receive at home and to strengthen the family as the most important influence on a child's life. Such a complex subject demands a broad based, comprehensive program to address pertinent issues.

Existing consumer and homemaking, health, social studies and developmental guidance programs in grades 7-10 contain concepts which contribute to parenting skills. A culminating parenting elective course in grades 10, 11 or 12 will integrate, expand and apply these concepts at a developmentally appropriate level. The recommended content for the course is attached.

Impact:

Leadership/Administrative - The Department of Education, in consultation with the Departments of Health and Human Services, will develop a parenting curriculum to meet the mandate of SB 255. Coordination of the project will be provided by the state supervisor of home economics.

Financial - A 1989 legislative improvement package of \$50,000 provides funds for curriculum development and initial inservice training. The one-half unit elective course could be offered by existing consumer and homemaking teachers and, therefore, would not require additional funding for staffing.

Instructional - More than 300 certified consumer and homemaking teachers, all trained in child development, family life and parenting education, are in place across the State. These teachers will implement the parenting course.

Societal - The future of our society depends on the socialization and development of its most precious resource--our children. Current transitions in the American society are changing the roles of the family and thus the base for child nurturing. These changes directly and indirectly relate to an increase in a number of societal problems including child abuse, teen suicide, juvenile dropout rates and teen pregnancy and, consequently, impact the socialization of the State's children.

Political - Implementation of the parenting curriculum will put West Virginia on the cutting edge of preparing students for the complex role of parenting and responsible citizenship.

Attachment
0124Y/10Y
RW:ps

FISCAL NOTE WORKSHEET

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT _____ FUND _____

SOURCE OF REVENUE: GENERAL SPECIAL OTHER (SPECIFY) _____

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

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

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 AND ITEM 3 GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

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

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

Existing consumer and homemaking personnel will deliver the curriculum.

A one-time \$50,000 appropriation from the West Virginia Legislature was used to develop curriculum and inservice teachers.

IMPACTS
FISCAL:

A 1989 legislative improvement package of \$50,000 provided funds for curriculum development and inservice training. The one-half unit elective course will be offered by existing consumer and homemaking teachers and, therefore, will not require additional funding for staffing.

STATE STAFF:

Coordination of the development and implementation of the parenting curriculum is being provided by the existing state supervisor of home economics.

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

TITLE 126
LEGISLATIVE RULE
WEST VIRGINIA BOARD OF EDUCATION
CHAPTERS 61-8-9A
SERIES ~~61-8-9A~~ 458
POLICY 2530.02

Title: Parenting Education Curriculum

Section 1. General

- 1.1 Scope - The development and implementation of a parenting education curriculum as required by West Virginia Code 61-8-9a (Senate Bill 255).
- 1.2 Authority - West Virginia Code 61-8-9a (Senate Bill 255).
- 1.3 Filing Date - August 28, 1990
- 1.4 Effective Date - October 10, 1990
- 1.5 Repeal of Former Rule - None.

Section 2. Rationale

- 2.1 One of the most important decisions of an individual's life should be whether or not they will become a parent. While all students may not choose to become parents, the likelihood of them sharing in the responsibility of educating, socializing, and protecting the next generation of children cannot be disputed. Furthermore, it cannot be assumed that parenting skills are inherited or intuitive as one becomes a biological parent.

The issue of child abuse is a complicated one and magnifies the importance of parenting education. Abusive behavior is more likely to result when adults lack problem solving skills, self-control and understanding of the developmental needs of children. Fortunately, effective parenting can be learned.

Parenthood education is intended to supplement rather than to replace any parenthood training students receive at home and to strengthen the family as the most important influence on a child's life. Such a complex subject demands a broad based, comprehensive program to address pertinent issues.

Existing consumer and homemaking, health, social studies and developmental guidance programs in grades 7-10 contain concepts which contribute to parenting skills. A culminating parenting elective course in grades 10, 11, or 12 will integrate, expand and apply these concepts at a developmentally appropriate level. The recommended content for the course is attached.

Section 3. Procedures

CONTENT FOR PARENTING CURRICULUM

REQUIRED BY SENATE BILL 255

The learner will:--

1. Use strategies and skills useful in creating a quality parenting environment.
 - 1.1 Identify those critical thinking, practical reasoning and problem solving skills useful to parents and families in resolving practical problems.
 - 1.2 Learn to make and implement plans based on established realistic short- and long-term goals related to becoming a parent and fulfilling the roles of parenting.
2. Analyze predictors of marital success, evaluate one's readiness for marriage and determine the impact of readiness for marriage and mate selection on readiness for parenting.
 - 2.1 Develop criteria for judging marriage readiness and appraise one's readiness for marriage using established criteria.
 - 2.2 Relate marriage readiness and mate selection to parenting success and difficulty.
3. Identify ways family structures, relationships, culture and societal issues impact the parenting role.
 - 3.1 Define family and describe differences in family structures (single, married, blended, single parent, two generations, etc.).
 - 3.2 Identify different types of relationships (partner, co-workers, friends, civic/social groups, relatives) and analyze how they affect the parenting role.
 - 3.3 Summarize cultural influences on family relationships and their impact on parenting.
 - 3.4 Analyze the interrelationship among social institutions, public policy and families in their parenting role.
 - 3.5 Examine special parenting circumstances and analyze their impact on society, the family and the development of children (e.g., handicapping conditions, adolescent parent, single parent, foster child, adopted child, extended families, working mothers, spouse role reversal, childlessness, etc.).

4. Evaluate ways in which parenthood affects lifestyles, explain the benefits of a well-planned family to the quality of family life and analyze alternatives to parenthood.
 - 4.1 Interpret the meaning of parenthood and describe costs and rewards of becoming a parent (e.g. career choices, lifestyle, etc.).
 - 4.2 Analyze roles and responsibilities associated with parenting.
 - 4.3 Determine how attitudes, financial considerations, personal factors, career choices and environmental considerations influence parenting.
 - 4.4 Determine how parental self-esteem affects the parenting role.
 - 4.5 Identify factors determining parenting styles and evaluate the effectiveness of various parenting styles.
 - 4.6 Review biological processes related to conception and evaluate contraceptive methods.
 - 4.7 Evaluate personal readiness for parenting.
5. Analyze factors which contribute to the emotional and physical health of mother, father and baby during pre- and post-natal periods.
 - 5.1 Draw conclusions about the effects on fetal development of the exposure to medicines, drugs or alcohol and other hazards during pregnancy.
 - 5.2 Determine each parent's role during pregnancy and the pregnancy's impact on the physical health of the child and the emotional health of the mother and father.
 - 5.3 Plan ways to cope with emotional changes during pregnancy.
 - 5.4 Relate the bonding process to parent/child relationships and infant development.
 - 5.5 Explain family adjustments and coping strategies needed when the baby arrives.
6. Plan ways to meet the food, play, health and safety needs of children based on their psychosocial, intellectual, language, physical and moral development.

INFANTS

- 6.1 Trace the development of the infant and discuss the importance of realistic expectations by parents.
- 6.2 Describe signs of infant communication and explain ways parents can respond to foster close parent-child relationships.

- 6.3 Describe nutritional and nurturing food experiences for the infant.
- 6.4 Review basic first aid skills necessary to meet the needs of infants.
- 6.5 Explain ways to provide safe and comfortable sleep, play and living environments for infants.
- 6.6 Explain ways to provide preventative medical care and to deal with common illnesses of infancy.
- 6.7 Identify factors to consider when selecting clothing, toys and equipment for infants.

TODDLERS

- 6.8 Trace the development of the toddler and discuss the importance of realistic expectations by parents.
- 6.9 Describe the process of language development in toddlers and skills parents can develop to encourage the toddler's communication abilities.
- 6.10 Explain reasons for the toddler's drive for autonomy and describe techniques parents can use to deal with the toddler's testing of limits.
- 6.11 Describe how parents can help toddlers develop positive attitudes about food and achieve skill in self-feeding.
- 6.12 Identify the physical and maturational factors related to toilet training and describe appropriate techniques for establishing toilet routines for toddlers.
- 6.13 Describe the development of large muscle skills of toddlers and their physical activity needs.
- 6.14 Describe the toddler's emerging capacity for emotional expression and identify parenting skills for assisting the toddlers in the proper expression of emotions.
- 6.15 Describe the special clothing and safety needs of toddlers in relation to their increased mobility and explain specific ways parents can provide a safe home environment for the toddler.
- 6.16 Explain the parent's role in balancing the toddler's need for self assertion and ability to live within limits.
- 6.17 Identify appropriate toys for the toddler and describe how the toddler's expanding social environment influences play activities.
- 6.18 Describe why it is important that the parents understand the toddler's lack of ability to distinguish between right and wrong.

PRESCHOOLERS

- 6.19 Trace the development of preschoolers and describe the importance of realistic expectations by parents.
- 6.20 Plan ways to enhance the continued large motor development of preschoolers and explain why a high level of physical activity is needed.
- 6.21 Choose activities for children which enhance intellectual skills, including language development, and strengthen fine motor skills.
- 6.22 Describe strategies adult authority figures can use to foster a sense of right and wrong within the preschooler.
- 6.23 Demonstrate effective communication techniques (i.e. "I" messages, active listening, etc.) parents can use to enhance interactions with preschoolers.
- 6.24 Cite ways to deal with the increased curiosity of the preschooler.
- 6.25 Plan experiences with peers and siblings to enhance the social development of the preschooler.
- 6.26 Demonstrate a variety of guidance and discipline techniques appropriate for use with preschoolers.
- 6.27 Describe ways to assist preschoolers in appropriately expressing their emotions and in developing non-stereotyped gender roles.
- 6.28 Describe ways to encourage independence through feeding, dressing and play experiences.
- 6.29 Summarize the safeguards parents should use to insure the health and safety of preschoolers.
- 6.30 Cite positive and negative impacts of media experiences on the development of the preschooler.

SCHOOL-AGE CHILDREN

- 6.31 Trace the development of school-age children and discuss the importance of realistic expectations by parents.
- 6.32 Cite activities for school-age children which enhance physical, emotional and social development.
- 6.33 Explain ways to meet the health and safety needs of the school-age child.
- 6.34 Explain how the need for discipline and monitoring of activities change from preschool to school-age.

6.35 Describe ways children can learn responsibility, sharing and interpersonal skills in a family.

ADOLESCENTS

6.36 Describe how a sense of identity develops in adolescence.

6.37 Cite strategies for maintaining effective communication in families during adolescence.

7. Use constructive guidance techniques which promote self-discipline and self-esteem in children.

7.1 Explain correlations between the child/parent relationship, patterns of communication and effective guidance.

7.2 Distinguish between discipline, punishment and abuse and identify various approaches to guiding children's behavior.

7.3 Demonstrate ways to encourage self-control, self-sufficiency and a positive self-image through guidance.

7.4 Demonstrate positive guidance techniques appropriate for the child's level of development which enhance self-esteem.

8. Demonstrate knowledge of the financial costs of parenting and describe the impact of family financial management on family functioning and parenting.

8.1 Calculate the financial costs of rearing a child from birth to age 18.

8.2 Create a family budget.

8.3 Develop strategies to help parents cope with children's demands on the family budget.

8.4 Devise ways to teach children to manage money.

9. Describe factors which may contribute to child abuse and neglect, describe ways to prevent child abuse and apply decision making, problem solving techniques and coping strategies to parenting situations.

9.1 Cite causes of family stress, conflict and crisis leading to abuse and neglect (unemployment, work demands, financial management, time management, substance abuse, divorce, death, handicapping conditions, lack of problem solving ability, etc.).

9.2 Given abusive situations, suggest possible preventive and intervention measures (communication, support systems, time-out, drop-off, etc.).

10. Identify and assess sources of information and assistance available to families.
 - 10.1 Categorize parenting and family problems and types of help needed.
 - 10.2 Differentiate among types of help offered by various agencies.
 - 10.3 Select sources of help and identify support systems for given parenting and family problems.
 - 10.4 Given a problem situation, apply the problem-solving process and use critical thinking skills to choose and plan action to resolve the problem.

11. Describe ways to enrich family relationships.
 - 11.1 Determine ways to enrich family relationships even when both parents work (e.g. sharing activities and time together, developing common interests, practicing democracy, planning family recreation, sharing traditions, customs and religious activities, etc.).
 - 11.2 Draw conclusions about the effects of enrichment on family relationships and the family's ability to communicate and to cope with practical problems.
 - 11.3 Analyze how time together and time apart enriches the parent-child relationship.

KEN HECHLER
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(Plus all the volunteer
help we can get)

TO: Barbara Estep (Bureau of General, Special & Prof. Education
AGENCY: Board of Education

FROM: JUDY COOPER, DIRECTOR ADMINISTRATIVE LAW DIVISION

DATE: November 15, 1990

THE ATTACHED RULE RECENTLY FILED BY YOUR AGENCY HAS BEEN ENTERED INTO OUR COMPUTER SYSTEM. PLEASE REVIEW, PROOF AND RETURN IT WITH ANY CORRECTIONS. IF THERE ARE NO CORRECTIONS, PLEASE SIGN THIS MEMO AND RETURN IT TO THIS OFFICE. YOU WILL BE SENT A FINAL VERSION OF YOUR RULE FOR YOUR RECORDS.

PLEASE RETURN EITHER THE CORRECTED RULE OR THIS FORM WITHIN TEN (10) WORKING DAYS OF THE DATE YOU RECEIVED THIS REQUEST. CALL IF YOU HAVE ANY QUESTIONS.

SERIES: 45B TITLE Parenting Education Curriculum (2530-02)

* THE ATTACHED RULE HAS BEEN REVIEWED AND IS CORRECT.

SIGNED: _____

TITLE OF PERSON SIGNING: _____

DATE: _____

* THE ATTACHED RULE HAS BEEN REVIEWED AND NEEDS CORRECTING. THE CORRECTIONS HAVE BEEN MARKED.

SIGNED: _____

TITLE OF PERSON SIGNING: _____

DATE: _____