



## EXECUTIVE SUMMARY

### WEST VIRGINIA DEPARTMENT OF EDUCATION

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**Policy Number and Title:** Policy 2325 - High Quality Standards for Juvenile Institutional Education Programs

**Background:** *Describe the precipitating event(s) leading to the need to revise or create this policy including what laws impact the policy with an excerpt from the law. Also note any other State Board policies that need to be aligned with this policy or vice versa.*

The initial version of Policy 2325, effective August 2006, resulted in two pilot audits in the spring of 2008 by the Office of Education Performance Audits, hereinafter OEPA. Pressley Ridge Schools at White Oak in Wood County and the Burlington Center School in Mineral County were audited and the pilot audit findings were presented to the WVBE. The Office of Institutional Education Programs, hereinafter OIEP, worked in conjunction with OEPA to revise the existing standards in an effort to create a more seamless monitoring system for Juvenile Institutional Education Programs. The revised policy represents that document.

**Proposals:** *For policy revisions, describe the proposed changes section by section and the purpose therefore as well as any general changes. For a new policy, describe the overall purpose of the policy and how that purpose has been addressed.*

During our pilot audits, OEPA found that our standards were too broad. OEPA felt that some standards in the current policy would take several days to verify and some were too vague to even develop verification procedures. In addition, they felt some standards were not applicable to Juvenile Institutional Education Programs. OIEP formed a small committee to examine these issues. OEPA then worked with OIEP to rewrite many standards, reduce the number of standards and reorder the remaining and new standards from an auditor's perspective.

**Impact:** *Describe the possible consequences of the changes to the policy of the adoption of a new policy including both intended and unintended possible consequences.*

The proposed revision will allow OEPA to audit OIEP's Juvenile Institutional Education Programs in a more stream-lined fashion. This policy will hold schools accountable to set standards. If a school is found deficient, this will enable the leadership in OIEP to address the deficiencies and correct them as well as recognize schools for exemplary performance according to the standards.

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**Response to Comments:** *This section is added to the executive summary once a policy has completed the comment period and is being taken back before the State Board for adoption. In this section indicate how many comments were received and how they were addressed or why they were not addressed in the policy*

This section is not applicable as this the revisions to this policy have not been out on comment.

TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION

2009 FEB 13 AM 11:37

OFFICE WEST VIRGINIA  
SECRETARY OF STATE

SERIES 53  
HIGH QUALITY STANDARDS FOR JUVENILE  
INSTITUTIONAL EDUCATION PROGRAMS (2325)

**§126-53-1. General.**

1.1 Scope. - This rule establishes high quality standards for juvenile institutional education programs under the governance of the West Virginia Board of Education (hereinafter WVBE) and the State Superintendent of Schools. The system of performance audits shall assist the Office of Institutional Education Programs (hereinafter OIEP) in ensuring that the high quality standards are met by schools. These standards are not applicable to education programs in short-term juvenile "detention" centers.

1.2 Authority. - West Virginia Constitution, Article XII, §2 and W. Va. Code §§18-2-5, 18-2-13f and 18-2-13h.

1.3 Filing Date. - July 13, 2006

1.4 Effective Date. - August 14, 2006

1.5 Repeal of Former Rules. - This rule amends W. Va. 126CSR53, High Quality Standards for Juvenile Institutional Education Programs, Policy 2325, filed July 13, 2006 and effective August 14, 2006.

**§126-53-2. Purpose.**

2.1. The purpose of establishing high quality standards for juvenile institutional education programs under the governance of the WVBE and State Superintendent of Schools is to provide for the accreditation of these programs by the Office of Education Performance Audits (hereinafter OEPA). Program accreditation assures effective and efficient education programs and accountability to the public for the education provided by the West Virginia Department of Education's OIEP in juvenile institutions.

**§126-53-3. High Quality Standards.**

3.1. Operational Procedures. OIEP shall establish operational policies and implement written procedures that reflect the education standards adopted by the WVBE. ~~The WVBE hereby adopts education standards for the West Virginia Department of Education's Office of Institutional Education Programs that assure juveniles in institutions are afforded the opportunity to receive an adequate and~~

appropriate education in accordance with applicable state and federal laws, policies and regulations; continue to advance in school; and are prepared for reentry to the public schools, postsecondary education or the world of work. The Office of Institutional Education Programs, in order to define its education programs, shall establish operational policies and implement written procedures that reflect the education standards adopted by the WVBE. These standards assure that juveniles in facilities under the governance of the WVBE and the State Superintendent of Schools are afforded the opportunity to receive an adequate and appropriate education in accordance with applicable state and federal laws, policies and regulations; continue to advance in school; and, prepare for reentry to the public schools, postsecondary education or the world of work.

3.2. Governance, Leadership, Mission, and Planning. The mission of the organization is reflected in strategic planning and daily governance. Curriculum and Instruction. The curriculum and instructional practices of the organization and the school are based on WVBE and OIEP policy and research, and ensure that students in these facilities have an adequate and equitable opportunity to learn.

3.2.1. Legal Basis. There is a legal basis for the organization/school to provide education programs in institutions. Curriculum Based on Content Standards and Objectives. The curriculum is based on the content standards and objectives approved by the WVBE. Content standards are used to guide instruction.

3.2.2. Mission and Goals. The mission and goals of the organization/school provide direction for planning the school's education program. High Expectations. Through curricular offerings, and instructional and administrative practices, staff demonstrate high expectations for the learning and achieving of all students.

3.2.3. Leadership and School Culture. Effective leadership exists at the organization, school, and classroom levels. Leadership is demonstrated by vision, school culture and instruction, management and environment, community and professionalism. Learning Environment. School staff provide a safe, positive and nurturing environment that is conducive to learning.

3.2.4. Strategic Plan. School leaders collaborate with school staff to develop and implement a formal, written Strategic Plan. The Strategic Plan is based on data regarding student achievement, program delivery and student outcomes. The Strategic Plan provides for the establishment, implementation, evaluation and monitoring of a continuous process of school improvement. The strategic plan is reviewed and updated annually. Research Based Instructional Strategies. Staff demonstrate the use of research based instructional strategies that facilitate learning for all students.

3.2.5. Instruction. Instruction is based on four core academic areas (English/language arts/reading, mathematics, social studies, science) and programs in developmental guidance appropriate for the student's developmental and grade level.

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Elective offerings must be based on approved WVBE content standards and objectives or must have written goals and objectives that are approved by the Superintendent of OIEP. The instructional program will accommodate the frequent entry and exit of students. Frequent monitoring and assessment of student progress is utilized to guide and improve instruction.

3.2.6 Instruction in Writing. Instruction in writing shall be a part of every student's weekly education program. Feedback on student writing shall be provided.

3.2.7. Instructional Materials and Library/Technology Access. All students have access to approved and appropriate up-to-date textbooks, instructional materials, and other resources in all curricular areas. Students have regular access to library/educational technology centers or classroom libraries.

3.2.8. Multicultural Activities. Multicultural activities are included at all programmatic levels with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment, or violence. (126CSR18, WVBE Policy 2421, Racial, Sexual, Religious/Ethnic Harassment and Violence Policy, hereinafter Policy 2421).

3.2.9. Instructional Day. Priority is given to teaching and learning with a focus on the active engagement of students during designated instructional class time. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The school submits to OIEP a calendar with a minimum 180 instructional days (W. Va. Code §18-5-45; 126CSR42, WVBE Policy 2510, Assuring Quality of Education: Regulation for Education Programs, hereinafter Policy 2510). An extended school term is provided as required by statute or interagency agreement.

3.3. Curriculum and Instruction. The curriculum and instructional practices of the organization and the school are based on WVBE policy and research, and ensure that institutionalized students have an adequate and equitable opportunity to learn. Student and School Planning and Performance. The school's education program provides the opportunity for students to learn at developmental and grade appropriate levels to acquire the knowledge and skills needed to advance and succeed in a competitive, changing society.

3.3.1. Curriculum Based on Content Standards and Objectives. The curriculum is based on the content standards and objectives approved by the WVBE. Content standards are used by schools to guide instruction. Mission and Goals. The mission and goals of the organization/school provide direction for planning the school's education program.

3.3.2. High Expectations. Through curricular offerings, and instructional and administrative practices, staff demonstrates high expectations for the learning and achieving of all students. Strategic Plan. School leaders collaborate with school staff to

develop and implement a formal, written strategic plan. The strategic plan is based on data regarding student achievement, program delivery, and student outcomes. The strategic plan provides for establishment, implementation, evaluation, and monitoring of a continuous process of school improvement. The strategic plan is reviewed and updated annually.

3.3.3. Equal Opportunity. Curriculum, instructional practices, and instructional materials ensure that all students have equal opportunity to acquire the knowledge and skills needed to succeed academically and in the workplace. Data Analysis. The school analyzes, interprets, and uses student assessment and performance data to identify and assist students who are below grade level in achieving mastery of the state content standards and objectives. The school uses multiple measures to annually evaluate program effectiveness.

3.3.4. Learning Environment. School staff provides a safe, positive and nurturing environment that is conducive to learning. Staff Development (Continuing Education). The organization and school provide for the delivery of professional growth and development opportunities for employees.

3.3.5. Instruction. Instruction is consistent with the content standards and objectives and appropriate for the student's developmental and grade level. Counseling Services. School counselors in long-term juvenile education programs spend at least sixty percent (60%) of their work schedule in a direct counseling relationship with students, and devote no more than forty percent (40%) of their work schedule to counseling related administrative activities.

3.3.6. Instruction in Writing. Instruction in writing shall be a part of every student's weekly education program in every appropriate class. Guidance and Advisement. Students are provided specific guidance and advisement opportunities in the areas of academic, career, and personal/social development. Students have an opportunity to review career clusters and to select a career cluster to explore in grades 9 and 10, and to choose a career major prior to completion of grade 10.

3.3.7. Library/Educational Technology Access and Technology Application. The application of technology is included throughout the school program and students have regular access to library/educational technology centers or classroom libraries. Student Assessment and Program Planning. Student Assistance Teams (SAT) use classroom observation, comprehensive assessment, and educational record reviews for the purpose of addressing academic and behavior performance and the development of academic and/or behavioral interventions/modifications as appropriate. SAT facilitates and expedites the development of an Individual Program and Transition Plan (IPTP) or an Individualized Education Program (IEP), as appropriate, for each student.

3.3.8. Instructional Materials. All students have access to approved and appropriate up to date textbooks, instructional materials, and other resources in all curricular areas. Lesson Planning. Teachers prepare lesson plans in advance. Lesson

plans are based on approved content standards and objectives. The administrator reviews lesson plans a minimum of once each quarter and provides written feedback.

~~3.3.9. Core Programs. The school's course offerings include the four core academic areas (English/language arts, mathematics, social studies, and science) and programs in developmental guidance, career development and transition skills.~~

3.4. Regulatory Agency Reviews. Following facility reviews and inspections by regulatory agencies, findings are reported and deficiencies corrected consistent with interagency agreements.

~~3.3.10. Elective Offerings. An elective offering must be based on approved WVBE content standards and objectives or have written goals and objectives that are approved by the WVBE.~~

3.4.1. Facilities are safe, free of hazards and adequate to meet the needs of students and provide an environment conducive to learning.

~~3.3.11. Lesson Planning. Teachers prepare lesson plans in advance. Lesson plans are based on approved content standards and objectives. The administrator reviews lesson plans a minimum of once each quarter and provides written feedback.~~

3.5. Administrative Practices. The organization and school consider data and research, and implement procedures that conform to W. Va. Code and WVBE and OIEP policy to achieve a consistent and efficient operation of education programs.

~~3.3.12. Research-Based Instructional Strategies. Staff demonstrates the use of research-based instructional strategies that facilitate learning for all students.~~

3.5.1. Legal Basis. There is a legal basis for the organization/school to provide education programs in facilities under the governance of WVBE and the State Superintendent of Schools.

~~3.3.13. Tolerance and Diversity Education. Tolerance and diversity education is included in the school program, with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence.~~

3.5.2. School-Host Agency Collaboration. The school and host agency develop a collaborative partnership that ensures a positive school culture, safe and adequate facility for learning and supports the delivery of a high quality education program.

~~3.3.14. Instructional Day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. The educational program will provide students the opportunity for a full instructional day in accordance with W. Va. 126CSR42, WVBE Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (hereinafter Policy 2510). The school submits a calendar with a~~

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~~minimum 180 instructional days. An extended school term is provided as required by statute or interagency agreement.~~

3.5.3. Codes of Conduct. The organization and school implement, investigate, and monitor the code of conduct for employees. (W.Va. Code §18-2E-5, 126CSR162, WVBE Policy 5902, Employee Code of Conduct, hereinafter Policy 5902 and OIEP Employee Handbook).

~~3.3.15. Alignment with Job Market Opportunities. The career technical training programs are aligned with state and national job market opportunities.~~

3.5.4. Statewide Assessment. OIEP education programs shall participate in statewide assessment programs.

~~3.3.16. Career Clusters and Majors. Students have an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10.~~

3.6. Personnel. OIEP shall employ personnel to deliver high quality programs and services that ensure academic success for all students; implement employment hiring and assignment practices that conform with W. Va. Code, WVBE and OIEP policy.

~~3.3.17. Career Advisement. Students are provided advisement opportunities to allow them to choose a career major prior to completion of grade 10.~~

3.6.1. Hiring. OIEP follows hiring practices set forth in the WVBE approved Employee Handbook for Institutional Education Programs.

~~3.3.18. Work-Based Learning. A work based learning experience, such as workplace simulation, community service or school or facility-based enterprises, is provided for all students at some time in grades 9-12.~~

3.6.2. Licensure. Professional educators and other professional personnel are licensed for their assignments under WVBE policy.

~~3.3.19. Monitoring Student Progress. Student progress is frequently monitored through assessment, and the results are used to improve instruction.~~

3.6.3. Evaluation. OIEP implements an evaluation policy for professional and service personnel in accordance with OIEP policy.

~~3.3.20. Flexibility of Instruction. The instructional program will accommodate the frequent entry and exit of students.~~

3.6.4. Orientation and Mentoring. OIEP provides orientation and mentoring for new employees.

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~~3.4. Performance Measures for Accountability. The organization/school uses multiple measures to annually evaluate program effectiveness.~~

3.7. Safe, Drug Free, Violence Free, and Disciplined Schools. OIEP education programs maintain a safe, drug free, violence free, and disciplined learning environment that ensures the physical, social, and emotional well being of students and staff and that respects individual differences.

3.7.1. School Rules, Procedures, and Expectations. School rules, procedures, and expectations are written, clearly communicated, and enforced. (Policy 2510).

~~3.4.1. Student Achievement. Students demonstrate mastery of the state content standards and progress in academic achievement.~~

3.7.2. OIEP implements WVBE and OIEP policy and W. Va. Code, governing employee disciplinary procedures; racial, sexual, religious/ethnic harassment and violence; substance abuse; tobacco use; student confidentiality; grading; health and safety of staff and students; security; staff-student relationships; supervision of students; and reporting of child abuse and neglect. (W. Va. Code §18-8-8 and §18A-5-1; Policy 2421; 126CSR51, WVBE Policy 2423 Communicable Disease Control Policy; 126CSR23, WVBE Policy 2422.5 Substance Abuse and Tobacco Control; 126CSR37, WVBE Policy 2515 Uniform Grading, and the OIEP Employee Handbook.

~~3.4.2. Units of Credit. Students accrue school credits that meet state requirements for grade promotion and secondary school graduation.~~

3.8. Leadership. Effective leadership exists at the central office, school, and classroom levels. Leadership is demonstrated by vision, school culture, instruction, management, environment, community, and professionalism. (126CSR147, WVBE Policy 5500.03, Rules for Required Qualities, Proficiencies and Leadership Skills for Principals)

~~3.4.3. School Advancement. Through participation in the school's education program, students advance to the next education level.~~

3.8.1. Interagency Agreements. Agreements between OIEP and the host agency in each facility clearly specify host agency responsibilities for providing adequate facilities and maintenance.

### §126-53-4. Severability.

4.1 If any provision of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

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~~3.4.4. Program Completion. Students earn a high school or General Educational Development (GED) diploma.~~

~~3.4.5. Career Technical Credentials. Students earn licenses, certificates and other credentials recognized by business and industry in career technical programs.~~

~~3.4.6. Transition Success. Successful transition is demonstrated by student re-entry to public school, enrollment in postsecondary education, or entry to the workforce.~~

~~3.5. Student Planning and Services. Services to students facilitate academic achievement and personal development.~~

~~3.5.1. Data Analysis. The school analyzes, interprets, and uses student performance data to identify and assist students who are not at grade level in achieving mastery of the state content standards and objectives.~~

~~3.5.2. Guidance and Advisement. Students are provided specific guidance and advisement opportunities in the areas of academic development, career development and personal/social development.~~

~~3.5.3. Counseling Services. School counselors spend at least sixty percent (60%) of the work day in a direct counseling relationship with students, and devote no more than forty percent (40%) of the work day to counseling-related administrative activities.~~

~~3.5.4. Enrollment and Transfer of Records. The school properly enrolls residents in the education program, completes intake interviews and assessments, and obtains education records.~~

~~3.5.6. New Student Orientation. The school provides students with an orientation to education programs, services and behavioral expectations.~~

~~3.5.7. Student Assessment and Program Planning. School based teams use comprehensive assessment to facilitate and expedite student planning and programming. An individual program plan is developed for each student. Plans address academic performance and behavioral intervention strategies.~~

~~3.5.8. Student Records. Teachers maintain student education progress reports and/or grades, which are incorporated into the student cumulative records. Access, storage and transfer of student records meet the requirements of privacy and confidentiality according to law and regulation.~~

~~3.5.9. Educational Incentives. There are operational policies and procedures and evidence of implementation and practice that provide educational incentives to encourage student involvement and achievement in educational programs.~~

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~~3.5.10. Programs for Segregated Students. There are operational policies and procedures and evidence of implementation and practice for providing or restricting educational programming to students in segregated, restricted, or suspended status.~~

~~3.5.11. Transition Plans. In accordance with Policy 2510, the school develops and implements an Individualized Student Transition Plan (academic five-year plan) for each student.~~

~~3.5.12. Transition. The school has a process for student transition and follow-up. Upon student discharge, the school transfers education records in a timely fashion.~~

~~3.5.13. Equal Access. All students have equal access to educational opportunities regardless of gender, race, or disability. The school affords appropriate educational opportunities to all students under age 21 who have obtained a high school or General Educational Development (GED) diploma.~~

~~3.6. Special Education and Title I Services. The organization and school provide equal educational opportunity to all students with disabilities.~~

~~3.6.1. Policy and Procedure. The organization and school follow approved procedures for implementing state, and federal policy regarding special education and Title I services.~~

~~3.6.2. Monitoring. Special education and Title I program monitoring results are reviewed and findings are corrected or an approved plan exists for correction.~~

~~3.7. Facilities. The organization and school work in collaboration with the host agency to provide safe and adequate facilities for learning.~~

~~3.7.1. Adequate Facilities. Facilities are adequate to meet the needs of students and to provide an environment conducive to learning.~~

~~3.7.2. Safe Facilities. Facilities are safe and free of hazards. Observable safety hazards are reported and corrected, following procedures in interagency agreements.~~

~~3.7.3. Interagency Agreements. Interagency agreements clearly specify host agency responsibilities for providing adequate facilities and maintenance.~~

~~3.7.4. Regulatory Agency Reviews. Following facility reviews and inspections by regulatory agencies, findings are reported and deficiencies corrected consistent with interagency agreements.~~

~~3.8. Administrative Practices. The organization and school consider data and research, and implement procedures that conform to W. Va. Code and WVBE policy to achieve the consistent and efficient operation of school programs.~~

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~~3.8.1. Organization Policy and Procedure Manual. An organizational policy and procedure manual provides guidance in the implementation of applicable WVBE policies, state and federal laws and regulations, accreditation standards, personnel policies and procedures and directives from the State Superintendent of Schools or designated staff.~~

~~3.8.2. Organization Policy Implementation. The organization and school implement policies and operational procedures as set forth in the policy manual.~~

~~3.8.3. Statewide Assessment. Test security measures are in place for mandated statewide testing. Students in appropriate grade levels participate in statewide assessments.~~

~~3.8.4. Assessing Academic Gains. The school administers pre and post-assessments to measure students' academic gains.~~

~~3.8.5. Measuring Mastery. The school assesses students' mastery of state content standards and objectives.~~

~~3.8.6. Codes of Conduct. The organization and school implement, investigate, and monitor W. Va. 126CSR99, WVBE Policy 4373, Student Code of Conduct and W. Va. 126CSR162, WVBE Policy 5902, Employee Code of Conduct.~~

~~3.8.7. Student Teacher Ratio. An organizational policy or procedure establishes maximum teacher pupil ratios consistent with student needs and established legal requirements.~~

~~3.8.8. School Host Agency Collaboration. The school and host agency develop a collaborative partnership that ensures a positive school culture and supports the delivery of a high quality education program.~~

~~3.8.9. Communication. School and host agency staff collaborate to share information about students' educational needs and progress and to plan transition and discharge.~~

~~3.8.10. Parents. The school provides parents with information concerning student progress and encourages parental participation in the education process.~~

~~3.8.11. Physical Assessment. The school participates in the appropriate statewide physical assessment program.~~

~~3.9. Safe, Drug Free, Violence Free, and Disciplined Schools. The school maintains a safe, drug free, violence free, and disciplined learning environment that ensures the physical, social, and emotional well being of students and staff and that respects individual differences.~~

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~~3.9.1. School Rules, Procedures, and Expectations. School rules, procedures, and expectations are written, clearly communicated and enforced.~~

~~3.9.2. Behavior Management. There is a uniform and consistent approach to managing student behavior that includes the establishment and implementation of written procedures, staff training and collection and analysis of data.~~

~~3.9.3. Policy Implementation. The organization develops and implements operational policies and procedures, consistent with WVBE policies and W. Va. Code, governing employee disciplinary procedures; racial, sexual, religious/ethnic harassment and violence; substance abuse; tobacco use; student confidentiality; grading; health and safety of staff and students; security; staff-student relationships; supervision of students; and reporting of child abuse and neglect.~~

~~3.10. Finance. The organization and school use resources efficiently and effectively for student, school and organization performance and progress.~~

~~3.10.1. Resource Allocation. Resource allocations ensure that all students are provided equal education opportunities through qualified personnel and adequate, appropriate instructional materials, supplies, and equipment.~~

~~3.10.2. Allocations for School Improvement. Resources for school improvement are allocated and expended toward meeting the goals and objectives of the strategic plan.~~

~~3.10.3. Accounting Practices. Organization/school accounting procedures are consistent with state policies and procedures.~~

~~3.11. Personnel. The organization employs personnel to deliver high quality programs and services to students that ensure academic success; implement employment hiring and assignment practices that conform with W. Va. Code and WVBE policy; and promote the development of human resources.~~

~~3.11.1. Hiring. The organization follows hiring practices set forth in the WVBE approved Employee Handbook for Institutional Education.~~

~~3.11.2. Licensure. Professional educators and other professional personnel are licensed for their assignments under WVBE policy.~~

~~3.11.3. Evaluation. The organization and school implement an evaluation policy for professional and service personnel in accordance with WVBE policy.~~

~~3.11.4. Orientation and Mentoring. The organization develops operational policies and implements procedures for the orientation of new employees. The organization develops and implements a beginning teacher internship program and a beginning principal internship program.~~

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~~3.11.5. Staff Development. The organization develops operational policies and implements procedures for the delivery of professional growth and development opportunities for employees. School staff participate in required staff development training.~~

**FISCAL NOTE FOR PROPOSED RULES**

Rule Title: 126CSR53, Policy 2325: High Quality Standards for Juvenile Institutional Education Programs

Type of Rule:  Legislative     Interpretive     Procedural

Agency: West Virginia Board of Education

Address: Capitol Building 6, Room 351  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305

Phone Number: 304.558.3762      Email: [jmcclean@access.k12.wv.us](mailto:jmcclean@access.k12.wv.us)

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**Fiscal Note Summary**

Summarize in a clear and concise manner what impact this measure will have on costs and revenues of state government.

No costs or revenues will be impacted by the proposed amendment of W. Va. 126CSR53, Policy 2325: High Quality Standards for Juvenile Institutional Education Programs

**Fiscal Note Detail**

Show over-all effect in Item 1 and 2 and, in Item 3, give an explanation of Breakdown by fiscal year, including long-range effect.

<b>FISCAL YEAR</b>			
Effect of Proposal	Current Increase/Decrease (use "-" )	Next Increase/Decrease (use "-" )	Fiscal Year (Upon Full Implementation)
<b>1. Estimated Total Cost</b>	0	0	0
Personal Services	0	0	0
Current Expenses	0	0	0
Repairs & Alterations	0	0	0
Assets	0	0	0
Other	0	0	0
<b>2. Estimated Total Revenues</b>	0	0	0

Rule Title: **126CSR53, Policy 2325: High Quality Standards for Juvenile Institutional Education Programs**

**Rule Title: 126CSR53, Policy 2325: High Quality Standards for Juvenile Institutional Education Programs**

- 3. Explanation of above estimates (including long-range effect);**  
Please include any increase or decrease in fees in your estimated total revenues.

No costs or revenues will be impacted by the proposed amendment of W. Va. 126CSR53, Policy 2325: High Quality Standards for Juvenile Institutional Education Programs.

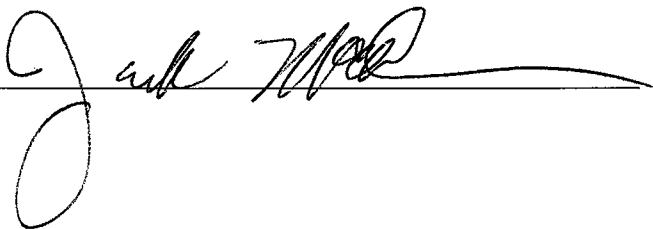
**MEMORANDUM**

Please identify any areas of vagueness, technical defects, reasons the proposed rule **would not** have a fiscal impact, and/or any special issues **not** captured elsewhere on this form.

No costs or revenues will be impacted by the proposed amendment of W. Va. 126CSR53, Policy 2325: High Quality Standards for Juvenile Institutional Education Programs. The proposed policy amendments will not change the number of audits or the method of audits completed by the Office of Education Performance Audits. These amendments simply change the number of standards audited to a more manageable number and clears up vagueness and ambiguity in the language of the standards.

Signature of Agency Head or Authorized Representative

Date



1-29-09

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**POLICY (2325): High Quality Standards for Juvenile Institutional Education Programs**

**COMMENT PERIOD ENDS: March 16, 2009**

**COMMENT RESPONSE FORM**

The following form is provided to assist those who choose to comment on Policy 2325: High Quality Standards for Juvenile Institutional Education Programs. Additional sheets may be attached, if necessary.

Name : \_\_\_\_\_ Organization: \_\_\_\_\_

Title: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Please check the box below that best describes your role.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> School System Superintendent | <input type="checkbox"/> School System Staff | <input type="checkbox"/> Parent/Family     |
| <input type="checkbox"/> Principal                    | <input type="checkbox"/> Teacher             | <input type="checkbox"/> Business/Industry |
| <input type="checkbox"/> Professional Support Staff   | <input type="checkbox"/> Service Personnel   | <input type="checkbox"/> Community Member  |

**COMMENTS/SUGGESTIONS**

**§126-53-1. General.**

**§126-53-2. Purpose.**

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**§126-53-3. High Quality Standards.**

**§12653-4. Severability.**

Please direct all comments to:

Fran Warsing, Superintendent  
Office of Institutional Education Programs  
West Virginia Department of Education  
Capitol Building 6, Room 728  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305-0330  
E-Mail Address: [rmahan@access.k12.wv.us](mailto:rmahan@access.k12.wv.us)  
Fax No.: (304) 558-5042