

TITLE: ASSURING THE QUALITY OF EDUCATION

1. General Responsibility – The Board shall plan, deliver, and evaluate the education programs and student support services necessary to implement a thorough and efficient system of public education. The programs of study and student support services mandated by West Virginia Board of Education Policy 2510 shall be made available to all students. In carrying out this responsibility, the Board may: 1) cooperate with one or more counties in establishing and maintaining joint programs, 2) contract for services with public or private agencies having appropriate programs, and 3) coordinate and share programs, related services and resources with other organizations, agencies and local businesses. Regardless of the method chosen, the Board shall: 1) collaborate with local business and community groups through establishment of partnerships and a county steering committee; 2) be responsible for developing and implementing a strategic plan that results in systemic change in the areas of organizational culture, curriculum, instruction, school effectiveness, and student support through a continuous improvement process, based on WV 126 CSR 41, West Virginia Board of Education Policy 2460, Educational Purpose and Acceptable Use of Electronic Resources, Technology and Internet (Policy 2460) and the West Virginia Virtual School (WVVS), distributing the county board's resources as determined by the plan; and 4) are accountable to the public through the annual West Virginia Report Card.
2. The Board shall maintain policies that allow students to earn credit for completion of college work. See Policy 3095.
3. The Board shall maintain policies that allow students to recover credit for failed high schools courses. Researched-based successful credit recovery programs require students to successfully demonstrate mastery of content rather than repeat an entire course. See Policy 3090.
4. The Board shall maintain policies providing for alternative delivery of education and service programs for students and community members. A thorough and efficient education must be available to all students, whether they are placed in regular or alternative programs. See Policy 3011.
5. The Board shall maintain policies ensuring that all schools are safe and that the environment is conducive to learning. See Policy 3010.
6. The Board shall maintain policies relating to attendance in grades PK – 12 that Ensure that all students, ages 6-17, are attending public schools or are exempted from compulsory public school attendance under the provisions of WV Code §18-8-1. Such policies shall be calculated to attain a student attendance rate for elementary and middle schools is at or above 90% or the percentage of students meeting the attendance rate shows improvement from the

preceding year. The student attendance rate will be adjusted for the following allowable deductions as defined in WV 126 CSR 81, West Virginia Board of Education Policy 4110, Attendance: absences that result from school-approved curricular/co-curricular activities; failure of the bus to run/hazardous conditions; students placed in an alternate setting or homebound; students not in attendance due to disciplinary measures per WV Code §18-8-4. For the adequate yearly progress (hereinafter AYP) determination, the attendance rate calculation will be used for accountability at the public school, school district and state levels, but will not be calculated for each subgroup. However, for schools/school districts that use the safe harbor provision to meet AYP for the achievement indicators, the attendance rate standard must be met by the subgroup(s) not meeting AYP. See Policy 3070.

7. The Board shall maintain policies that ensure the county comprehensive developmental guidance and counseling policy reflects provisions in WV Code §18-5-18b. See Policy 3075.

8. The Board shall maintain policies that ensure compliance with school calendar requirements contain in WV Code §18-5-45 and that ensure that: the school calendar provide at a minimum, 1500 minutes for PK-K, and an instructional day of 315 minutes for Kindergarten and grades 1-5, 330 minutes for grades 6-8, and 345 minutes for grades 9-12; 180 separate days of instruction or equivalent must be provided. See Policy 2140.

8.1 The board will add minutes to the minimum instructional day in order to compensate for early dismissal, late arrivals and Faculty Senate meetings. The Board will add 30 minutes bank time to the minimum instructional day to be able to provide up to 5 professional learning days when students are not present, 5 days loss of instructional days due to inclement weather or other emergencies, with the balance of time for late arrivals, early dismissals and/or Faculty Senate meetings.

9. The Board shall maintain policies relating to student homework. See Policy 2170.

10. The Board shall maintain policies relating to grading that are consistent with Policy 2515 and that addresses, at least, the issues of retention, promotion and the replacement of a grade if a course is retaken. See Policy 3020.

11. The Board shall maintain student code of conduct policies that requires public schools to respond immediately and consistently to incidents of harassment, intimidation, bullying, substance abuse and/or violence or other student code of conduct violations in a manner that effectively deters future incidents and affirms respect for individuals as outlined in WV 126 CSR 99, West Virginia Board of Education Policy 4373, Student Code of Conduct Expected Behaviors in Safe and Supportive Schools. See Policy 3210.

12. The Board shall, prior to voting on the final school calendar, hold two public hearings that will allow all interested parties to discuss the school calendar as referenced in W. Va. Code §18-5-45(d).

13. The Board shall develop a School System Strategic Plan that meets the requirements of West Virginia Board of Education Policy 2510.

14. The Superintendent shall develop administrative practices and require schools to implement the following:

14.1 A process to ensure that prior to the beginning of each school year, the principal and teachers at every school determine time allocations that, based on the needs of the students, maximize engaged instructional time and limit disruptions during the school day within the regular and alternative school calendars for specific instructional programs;

14.2 A process to ensure that school calendars and schedules are organized to maximize academic learning time through a variety of strategies which may include, but are not limited to, restructuring the school day, providing tutorial sessions, utilizing appropriate technology, extending the school day and/or extending the school year;

14.3 A process to ensure that procedures at the county and school levels provide formative and formal assessment data are used to identify student learning needs and to adjust instruction to meet those needs;

14.4 A process to ensure the provision of a comprehensive system of career clusters and State approved CTE program of study in order to ensure that students understand the breadth and scope of careers in the global digital workplace;

14.5 A process to ensure the development of a system providing for instruction to be based upon approved content standards;

14.6 A process for the appointment and maintenance of a county school system or multi-county technical center advisory council that meets at least twice a year to provide advice on current and future employment needs and on the relevancy of courses being offered; meeting minutes must be kept on file for a minimum of two years. Each technical concentration must have a program area advisory council that meets on a regular basis to advise on course content, including which skills should be taught, instructional resources and equipment needed, and standards which should be met to assure student employability or preparedness for further education; and to ensure proper safety precautions are being followed;

14.7 A process for the appointment and maintenance of a county steering committee that includes parents and representatives from business, labor, higher education, economic development, local school improvement councils (one member from each programmatic level, PK, K-4, 5-8, 9-12), faculty senates (one teacher from each programmatic level, PK, K-4, 5-8, 9-12), students (one from each programmatic level 5-8 and 9-12) and other organizational entities in the community. The county steering committee will act as a partner with the county board in developing and implementing high quality preparation of youth for college, other post-secondary education and gainful employment. The membership or designated representatives may serve, to the extent appropriate, on the community technical college district consortia committee as

established in WV Code §18B-3-3a. The committee may also advise the county board of education in developing the Strategic Plan. The committee may also act as the Council on Productive and Safe Schools if it meets the stipulations for membership outlined in WV Code §18-5-42;

14.8 A process to ensure the maintenance of a safe climate conducive to learning that enhances the physical, social, and emotional wellbeing of students;

14.9 A process to ensure flexible scheduling of students and staff to ensure that every student has the opportunity to achieve or exceed mastery of each content standard;

14.10 A process to ensure the provision of quality, content-specific, professional development to ensure implementation of methodologies and best practices for strengthening the rigor, content and relevance of the learning process;

14.11 A process to ensure that approved content standards are communicated so all teachers are aware of the instruction students receive prior to entering the grade level they teach and what the expectations are for students to be able to succeed at subsequent grade levels;

14.12 A process to ensure that instructional practices are based on scientific research.

14.13 A process to ensure a system for monitoring and assessing pupil performance related to College and Career Standards and Objectives of the school education program;

14.14 A process to ensure monitoring continuing record of student progress for student, parent and teacher information;

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

14.16 A process to ensure a system to monitor dropout rates and, when appropriate, plans to reduce the student dropout rate;

14.17 A process to ensure timely, accurate and complete entering of data into the West Virginia Education Information Systems;

14.18 A process to ensure that library/media services provide access to electronic means for retrieving, receiving and using information as well as traditional print resources;

14.19 A process to ensure technology practices that facilitate student development in areas such as, but not limited to, computer skills, critical thinking and decision-making, application of academic knowledge in workplace programs, making informed career

decisions and meeting the requirements of West Virginia Board of Education Policy 2520.14;

14.20 A process to ensure a technology infrastructure that has multiple applications in enabling students to achieve at higher academic levels;

14.21 A process requiring a school technology team that functions with the school strategic planning committee to develop a comprehensive technology plan that includes the West Virginia adopted standards as a component of the School Strategic Plan. (See West Virginia Board of Education Policy 2460);

14.22 A process requiring each school to establish a Local School Improvement Council as outlined in WV Code §18-5A-2 that facilitates improvement of educational quality by encouraging the involvement of the school community in the operation of the school and by utilizing the waiver process when appropriate; requiring each Local School Improvement Council to conduct an annual meeting to engage parents, students, school employees and other interested parties in a positive and interactive dialogue regarding effective discipline policies; requiring each Local School Improvement Council to develop and deliver a report to the countywide council on productive and safe schools and examine their school's discipline and report to the county superintendent on the following; disciplinary measures at the school; fairness and consistency of disciplinary actions at the school. If the LSIC believes that discipline is not enforced fairly or consistently, it shall report that to the Superintendent in writing with supporting documentation. The County Superintendent shall have ten days from receipt of this written report to respond to the LSIC;

14.23 A process requiring a Faculty Senate at each school that facilitates school improvement through practices outlined in WV Code §18-5A-5 and providing to each Faculty Senate a total of six (6) two-hour meetings scheduled by the board. The portion of the non-instructional day scheduled for faculty meetings shall be considered as part of the purpose for which the non-instructional day is scheduled. Faculty Senate may also schedule a meeting during an instructional day if sufficient equivalent instructional time has been set aside by a school. However, the district must have set aside sufficient time for all Faculty Senates in the county to meet. A Faculty Senate may elect to schedule a meeting on an instructional day outside of the instructional time for students and take compensatory time off on the non-instructional day provided by the Board, as long as the meeting takes place prior to the day that is scheduled in the school calendar.

14.24 A process requiring a school curriculum team at each school that establishes instructional programs and methods, based on the needs of the school, that implement the state approved content standards, objectives and performance descriptors;

14.25 A process to ensure a continuous system of program assessment, accreditation and program improvement;

14.26 A process to ensure the Strategic Plan at each school is based on the identified needs of the students and is developed collaboratively by the LSIC, the principal, faculty senate, school technology team, school curriculum team and other appropriate stakeholders;

14.27 A process to ensure the provision of student services to ensure that students are able to participate in and benefit from a high quality education program. These services include, but are not limited to: guidance and counseling, health services, school psychological services, special education and related services, social services and attendance, transportation services, and nutrition services;

14.28 A process to ensure the provision English as a Second Language services, or specially designed instruction, at no cost to parents, to meet the unique educational needs of an eligible limited English proficient student, including sheltered instruction conducted in the classroom and in other settings, shall be provided as specified in the student's Limited English Proficient (hereinafter LEP) program of study and in accordance with WV 126 CSR 15, West Virginia Board of Education Policy 2417, Regulations and English Language Proficiency Standards for English Learners.

14.29 A process to ensure the provision of Guidance and Counseling services to students;

14.30 A process to ensure the provision Breakfast and Lunch Programs to students;

14.31 A process to ensure the provision of School Health Services to students;

14.32 A process to ensure the provision of School Psychological Services to students;

14.33 A process to ensure adherence to Compulsory School Attendance requirements;

14.34 A process to ensure the provision of Special Education and Related Services;

14.35 A process to ensure the maintenance of a system of transportation to meet the needs of students who requires county board provided transportation;

14.36 A process for the employment of supervisory/administrative staff who are professionally certified administrators who have met the requirements of training through the principals' academy as identified in WV Code §18A-3-2c;

14.37 A process for principals to be provided continuous, high-quality, sustained professional development opportunities through a variety of means that increases the principal's ability to be an instructional leader so that students can achieve high levels of performance in the West Virginia content standards.

14.38 A process for the employment of highly qualified teachers to implement each program of study;

14.39 A process to ensure that professional staff members are working in the areas of endorsement specified on their certificates;

14.40 A process to ensure that teachers have a specific knowledge of the approved content standards at all programmatic levels (PK-12) to promote program articulation;

14.41 A process to ensure that professional staff are provided continuous high-quality, sustained, and classroom-focused professional development that increases the knowledge and skills required to create conditions that result in students achieving high levels of performance in the approved content standards.

14.42 A process to ensure alternative education programs, as outlined in West Virginia Board of Education Policy 4373, provide for the participation of staff certified in the core content areas in the development of the academic curriculum and the assessment measures to determine mastery of content standards and objectives;

14.43 A process to ensure that mentors are provided for first year teachers and administrators, and teachers moving into assignments in a different endorsement area and/or programmatic level;

14.44 A process to ensure that all teachers and library/media professionals are provided a duty free planning For grades where the majority of the student instruction is delivered by only one teacher, the planning period shall be no less than forty minutes; and for grades where students take separate courses during at least four separate periods of instruction, most usually delivered by different teachers for each subject, the planning period shall be the length of the usual class period taught by the teacher, but no less than forty minutes. Principals, and assistant principals, where applicable, shall cooperate in carrying out the provisions of this subsection, including, but not limited to, assuming control of the class period or supervision of students during the time the teacher is engaged in the planning period. Substitute teachers may also be utilized to assist with classroom responsibilities under this subsection: Provided, That any substitute teacher who is employed to teach a minimum of two consecutive days in the same position shall be granted a planning period pursuant to this section;

14.45 A process to ensure that all secondary teachers who teach College Board AP® courses have completed the required professional development;

14.46 A process to ensure that all high school principals attend a CPD College Board endorsed AP® related workshop once every two years;

14.47 A process to ensure that all AP coordinators attend an AP Coordinator's workshop annually;

14.48 A process for the employment of aides and/or Early Childhood Classroom Assistants Techers (ECCAT) to enhance the instructional environment and provide time

to ensure educational quality in the classroom and that ensures that aides assigned to a school are scheduled by the principal;

14.49 A process to ensure all personnel, during at least one (1) non-instructional day of the school term, in global competence and the study of diversity and multi-cultural education as per WV Code §18-5-15a;

14.50 A process for the use of community resources, when appropriate, in innovative ways on a volunteer, part-time or contractual basis in order to complement, support or extend the instructional program including the provision of experiential learning opportunities;

14.51 A process for the implementation of an employee evaluation system based on WV 126 CSR 142, West Virginia Board of Education Policy 5310, Performance Evaluation of School Personnel;

14.52 A process to implement a comprehensive system of professional development that includes the implementation of West Virginia Board of Education Policy 5500, County Professional Staff Development Councils as an integral part;

14.53 A process to ensure that facilities meet the standards set forth in W. Va. 126 CSR 172, West Virginia Board of Education Policy 6200, Handbook on Planning School Facilities;

14.54 A process to ensure that the instructional resources used as the primary resource for instruction in required programs of study are on the most recent list of state adopted instructional resources or have been exempted by the West Virginia Board of Education through an approved waiver or through the West Virginia Virtual School course approval process;

14.55 A process to ensure the establishment of procedures to select instructional resources and supplemental resources that correlate with approved content standards for each content area.

14.56 A process to ensure that appropriate instructional resources and equipment are available for the full instructional term, in good operating condition, and are sufficient for the size of the group to be served;

14.57 A process to ensure that a copy of the approved content standards is provided to each teacher and ensure that the public has been provided information about and access to materials for review upon request;

14.58 A process to ensure that to the extent practicable, and as funds and other resources are available, provide access to instructional technologies outside the normal school day for use by students (including those in adult education), teachers, parents and citizens;

14.59 A process to ensure that the district and each school shall participate in the WVEIS and other WVDE data collections - through adherence to data collection calendars and guidance documents.

15. Review Schedule. This policy shall be reviewed in accordance with the Policy Review Schedule published by the Superintendent.

Legal Authority: West Virginia Board of Education Policy 2510

Board Adoption: July 21, 2014

Revised: