

TABLE OF CONTENTS

(Use Ctrl + Click to follow link)

FILE: 3 – CURRICULUM AND INSTRUCTION

NUMBER	POLICY TITLE
File: 3-1	Philosophy, Mission, and Goals
File: 3-2	Organizational Pattern
File: 3-3	Early Childhood Education (Grades Pre K-4)
R 3-3-1	Pre-K Programs
R 3-3-2	Primary Elementary (K-2)
R 3-3-3	Intermediate Elementary (3-4)
File: 3-4	Middle Level Education (Grades 5-8)
R 3-4-1	Individual Student Transition Plan
File: 3-5	Adolescent Education (Grades 9-12)
R 3-5-1	Definitions
R 3-5-2	Graduation Requirements for Students Entering Grade 9 - 2005-2006 through 2007-2008
R 3-5-3	Graduation Requirements for Students Entering Grade 9 - 2008-2009 and 2009-2010
R 3-5-4	Graduation Requirements for Students Entering Grade 9 - 2010-2011 and thereafter
R 3-5-5	Adolescent Education Electives Effective July 1, 2008
R 3-5-6	Individual Student Transition Plan
R 3-5-7	Unit of Credit
R 3-5-8	Alternative Delivery Systems for a Unit of Credit
R 3-5-9	One Graduating Class per Year
R 3-5-10	Students Who Do Not Complete Requirements in Four Years
R 3-5-11	High School Credit Recovery Options
R 3-5-12	Experiential Learning
R 3-5-13	High School Diploma
R 3-5-14	High School Diplomas for surviving War Veterans
R 3-5-15	High School Credential
File: 3-6	Adult Education

[File: 3-7 Education of Students with Exceptionalities](#)

[R 3-7-1 Inclusion](#)

[R 3-7-2 Gifted Students](#)

[File: 3-8 Organization of the Instructional Program](#)

[R 3-8-1 School Calendar](#)

[R 3-8-2 School Day and Instructional Day Defined](#)

[R 3-8-3 Class Size](#)

[R 3-8-4 Grouping](#)

[R 3-8-5 Homework](#)

[R 3-8-6 Field Trips](#)

[R 3-8-7 Honors and Advanced Placement Courses](#)

[R 3-8-8 Outside Speakers and Assemblies](#)

[R 3-8-9 End of Course Examinations](#)

[File: 3-9 County Curriculum and Professional Development Council](#)

[File: 3-10 School Curriculum Committee](#)

[File: 3-11 Student Assistance Team](#)

[File: 3-12 Driver Education](#)

[R 3-12-1 Course Requirements](#)

[R 3-12-2 Standards for an Approved Teacher](#)

[R 3-12-3 Use of Driver Education Vehicles](#)

[File: 3-13 Drug, Alcohol and Tobacco Education](#)

[File: 3-14 Alternative Education Program \(AEP\)](#)

[R 3-14-1 Process for Placement of Students in AEP](#)

[R 3-14-2 Organization and Structure of the AEP](#)

[R 3-14-3 Staffing Plan and Personnel Qualifications](#)

[File: 3-15 Career Technical Programs Guidelines for Advisory Council and Craft Committees](#)

[File: 3-16 Controversial Issues](#)

[File: 3-17 General Educational Development \(GED®\) Tests](#)

[File: 3-18 Supplemental Programs and Events](#)

[File: 3-19 Lesson Plans](#)

[File: 3-20 Accessibility \(Section 504, American with Disabilities Act\)](#)

[R 3-20-1 Disability Defined](#)

[R 3-20-2 Section 504/ADA Grievance Procedure](#)

[File: 3-21 Limited English Proficiency Students](#)

[File: 3-22 Reporting Academic Progress to Parents](#)

[R 3-22-1 High School Student Progress Reports to Parents](#)

[R 3-22-2 Utilizing School and Classroom Web Pages](#)

[R 3-22-3 Uniform High School Grading Scale and Quality Points](#)

[R-3-22-4 Elementary \(1-5\) and Middle School \(6-8\) Progress Reports to Parents/Guardians](#)

[R 3-22-5 Pre-School and Kindergarten Progress Reports to Parents/Guardians](#)

[R 3-22-6 Parental Conferences](#)

[File: 3-23 Scholastic Achievement and Academic Rank](#)

[R 3-23-1 Awards and Scholarships](#)

[File: 3-24 Promotion and Retention](#)

[R 3-24-1 Procedures for Retaining Students Grades K-8](#)

[R 3-24-2 Criteria for Promotion Grades K-8](#)

[R 3-24-3 High School Promotion and Retention](#)

[R 3-24-4 Students with Exceptionalities](#)

[R 3-24-5 Parental/Guardian Right to Appeal](#)

[File: 3-25 Mastery Testing](#)

[File: 3-26 Instructional and Non-Instructional Activities \(Accrued Instructional Time\)](#)

[R 3-26-1 Instructional and Non-Instructional Activities Defined](#)

[R 3-26-2 Accrued Instructional Time](#)

[File: 3-27 Instructional Resources and Supplemental Materials and Equipment](#)

[R 3-27-1 Instructional Resources and Learning Technologies Adoptions](#)

[R 3-27-2 Supplemental Materials and Equipment](#)

[File: 3-28 School Library-Media Centers](#)

[R 3-28-1 Selection Policy for Instructional Media](#)

[File: 3-29 Complaints Regarding Educational Materials](#)

[File: 3-30 Homebound Instruction](#)

[File: 3-31 Private Tutoring](#)

[File: 3-32 Implementation of a Technology Infrastructure and Acceptable use Policy](#)

[R 3-32-1 Meeting SBP 2470 Requirements](#)

[R 3-32-2 Technology Acceptable Use Policy](#)

[File: 3-33 Critical Skills Instructional Support Programs for Third and Eighth Grades](#)

[File: 3-34 Special Instructional Programs/Concerns](#)

[R 3-34-1 AIDS/HIV Education](#)

[R 3-34-2 Character Education](#)

[R 3-34-3 Cardiopulmonary Resuscitation Instruction \(CPR\) and First Aid Training](#)

[R 3-34-4 Physical Education](#)

[R 3-34-5 Permissible Religious Expression in the Schools](#)

[R 3-34-6 Hunter Safety Program](#)

[R 3-34-7 Disability History Week](#)

[R 3-34-8 Playing Taps at Veterans Funerals](#)

[File: 3-35 Local School Improvement Councils](#)

[File: 3-36 School Innovation Zones](#)

[File: 3-37 Student Teachers](#)

[File: 3-38 Early Release of Seniors](#)

[File: 3-39 Endnotes](#)

[Back to Main Menu](#)

<p>PRESTON COUNTY BOARD OF EDUCATION FILE: 3 – CURRICULUM AND INSTRUCTION File: 3-1 Philosophy, Mission, and Goals</p>	<p>Last Reviewed: 8-9-10 Next Review: 7-1-12</p>
---	---

Mission

Each student has individual and unique characteristics, aptitudes, and abilities that determine his/her educational needs; therefore, the mission of the Preston County Schools is to give students the opportunity to master the basic skills that are necessary to cope with modern day living, including the ability to understand and utilize the technological advances that produce an ever changing society and way of life. The educational program shall be designed to prepare our students to enter college, or other post-secondary education, or the work force.

The purpose of public school education is to provide a program of instruction that is committed to excellence. All school personnel have the responsibility to strive to instill, maintain, and extend in all students a positive self-concept, a feeling of self-worth and an awareness of the dignity inherent in each individual. The Board’s objectives can only be met through effective instructional leadership, quality learning environments, and appropriate, effective instruction. It is our belief that we share with the community the responsibility for the education of all students so they will be prepared to live and work in our ever changing global society. Teachers as lifelong learners are encouraged to research and apply best practices in curriculum development and teaching methodology. Development of teacher literacy in a technologically advanced global society is reflected in curriculum and instruction.

Goal #1: Professional personnel will systematically evaluate and update the curriculum to enable students to graduate prepared for responsible citizenship, further learning, and productive employment by:

- ❖ Writing and implementing an annual Electronic Strategic School Improvement Plan;
- ❖ Supplying state-of-the-art learning materials for the staff and students;
- ❖ Developing support systems for all students;
- ❖ Incorporating honors, advanced placement and dual credit classes into the high school curriculum; and
- ❖ Implementing the curricular programs outlined in SBP 2510 and the 21st Century Content Standards and Objectives.

Goal #2: School personnel will provide a positive, safe, and healthy learning environment by:

- ❖ Expecting discipline in the classrooms;
- ❖ Providing an emotionally healthy environment;
- ❖ Ensuring a non-violent, drug free environment;
- ❖ Providing programs that foster a healthy lifestyle;
- ❖ Providing attractive, nutritious meals for all students; and
- ❖ Developing a safe schools plan.

- Goal #3:** Appropriate school personnel will assure sound fiscal practices by:
- ❖ Maintaining professional and service personnel positions at levels commensurate with state funding for such positions;
 - ❖ Upgrading facilities to reduce maintenance costs; and
 - ❖ Insisting on responsible management and planning of all school system resources.
- Goal #4:** School personnel will provide a balance between curricular and extra-curricular activities by:
- ❖ Promoting opportunities for students to participate in extra-curricular activities;
 - ❖ Scheduling athletic activities to complement the academic program;
 - ❖ Recognizing academic and athletic excellence; and
 - ❖ Providing co-curricular activities which are relevant to the instructional program and student interests (i.e. Math Field Day, Social Studies Fair, Science Fair, Academic Competitions, etc.)
- Goal #5:** School personnel will promote parental and community involvement to enhance the educational experience by:
- ❖ Fostering community involvement in the educational process;
 - ❖ Ensuring that all programs maximize parental involvement;
 - ❖ Encouraging programs that call for parent/community participation; and
 - ❖ Offering adult learning situations.

The above goals reflect the district's commitment to develop an informed, competent, sensitive, and responsible citizenry that:

- ❖ Is prepared to assume the appropriate role in local and national affairs;
- ❖ Recognizes international problems and relationships;
- ❖ Has an understanding and respect for the American heritage; and
- ❖ Is fully prepared for post secondary education or gainful employment.
(WVC §18-2E-3a; §18-5A-2; §18-5A-3; SBP 2510; 2520 and 2444.1)

[Home](#)

Adopted: May 26, 1992
Amended/Revised: August 7, 1996; August 9, 2010

PRESTON COUNTY BOARD OF EDUCATION
FILE: 3 – CURRICULUM AND INSTRUCTION
File: 3-2 Organizational Pattern

Last Reviewed: 8-9-10
Next Review: 7-1-12

Owing to the rural nature of Preston County, the organizational pattern of its educational program varies from one community to another based upon student enrollment and student needs. The current organizational pattern is as follows:

- ❖ 5- Pre-K -5 Schools;
- ❖ 1 – Pre-K – 6 School;
- ❖ 3 – Pre-K – 8 Schools;
- ❖ 3 – 6- 8 Middle Schools; and
- ❖ 1 – 9 – 12 High school

However, regardless of the organizational pattern, the Preston County Public Schools will make every attempt to address the needs of students in the following groups as directed by the State Board of Education: Early Childhood (Pre-K-4), Middle Level (Grades 5-8), and Adolescent Education (Grades 9-12).
(SBP 2510)

[Home](#)

Adopted: June 19, 1984
Amended/Revised: August 9, 2010

PRESTON COUNTY BOARD OF EDUCATION**FILE: 3 – CURRICULUM AND INSTRUCTION****File: 3-3 Early Childhood Education (Grades K-4)****Last Reviewed: 8-9-10****Next Review: 7-1-12**

Early Childhood Education programs for children shall address the holistic needs of the child and be based on the child's developmental level. Cognitive, social/emotional and physical development need to be addressed as inter-related areas of development. The focus for cognitive development is the acquisition of reading, English/language arts and math skills. Skill building, technology utilization and learning for young children require teachers to be knowledgeable about child development and skilled in providing classrooms and instruction that meet children's needs. For grades Pre-k-3, informal assessments, as well as formal assessments, will be used to guide daily instruction. Appropriate assessments improve the quality of classroom instruction by being responsive to individual student's needs.

R 3-3-1 Pre- K Programs

Pursuant to a legislative mandate, Preston County Schools will offer a Pre-K program to all children who have attained the age of four prior to September 1 of the school year in which the student enters the program. The program shall adhere to all of the requirements of *SBP 2525 - West Virginia's Universal Access to Early Education System* and *SBP 2510 - Assuring Quality of Education: Regulations for Education Programs* as well as West Virginia Codes §16-3-4; 18-2-5; 18-2E-1 et seq.; 18-5-17 and 18-5-44. It should be noted that the following procedures are a summary of WV Code §18-5-44 and *SBP 2525* and both of these documents should be studied thoroughly as the implementation of the Pre-K Program progresses.

After the school year 2012-2013, on or before July 1 of each year, the Board shall report the following information to the Secretary of the Department of Health and Human Resources and the State Superintendent:

- ❖ Documentation indicating the extent to which the Board is maximizing resources by using the existing capacity of community-based programs, including, but not limited to Head Start and child care; and
- ❖ Should the Board include eligible children attending approved, contracted community-based programs in their net enrollment for the purposes of calculating state aid, it will also have to document the equitable distribution of funding for all children regardless of setting.

Guidelines

The Pre-K program shall:

- ❖ Be voluntary and based on the choice of the parent or guardian;
- ❖ Be readiness programs that are designed to meet the needs of all eligible children;
- ❖ Deliver content through the chosen approved curricular framework and the West Virginia Early Learning Standards Framework (WVBE Policy 2520.15, Early Learning Standards Framework Content Standards and Learning Criteria for West Virginia Pre-Kindergarten);
- ❖ Provide the building blocks for literacy;
- ❖ View children within the context of their family;

- ❖ Utilize state approved curricular frameworks and assessments to inform and individualize instruction;
- ❖ Employ staff with strong professional education preparation in child development and early childhood education;
- ❖ Build on what children already know in order to consolidate their learning and foster acquisition of new concepts and skills through hands-on active exploration of their learning environment, problem solving, communication, creativity, and use of their imaginations;
- ❖ Incorporate meaningful ways of communicating with and involving parent/guardian and family;
- ❖ Evaluate program success for meeting the needs of the child through the use of the Early Childhood Environmental Rating Scale – Revised which will be administered by a trained, collaborative county team or outside experienced observer team;
- ❖ Establish teacher/child ratios and class size according to recommended guidelines;
- ❖ Maximize existing community, state and federal resources (collaboration);
- ❖ Be an integral part of the West Virginia birth to kindergarten system of education and care;
- ❖ Take place in safe and healthy environments;
- ❖ Be inclusive of all children.
- ❖ Services for children with identified special needs are provided in the least restrictive environment according to the requirements of that child's IEP.

West Virginia's Pre-K is a readiness program designed to build the skills children need to be successful in kindergarten and as a foundation for lifelong learning. Research supports the need for a balance of teacher-directed and child-initiated instruction. The Pre-K classroom should have the time, space, and materials necessary to create effective environments for learning and implementation of their chosen approved curricular framework.

Teachers in Pre-K must be purposeful in planning and providing classrooms where learning occurs in the context of active exploration and hands-on discovery. In West Virginia's Pre-K program, the emphasis is on cognitive, social/emotional, and motor development. These areas are inter-related and cannot be addressed in isolation.

Knowing the developmental sequence of skill acquisition is fundamental for providing high quality Pre-K classrooms. Learning activities shall be simultaneously provided for children at different stages of development. Experiencing the world is a young child's work, thus the classroom environment is a key factor in the provision of high quality learning experiences for young children. Classrooms should be designed and equipped in a manner that supports discovery, small group and individual learning, exploration, problem solving, and development.

Pre-kindergarten (Pre-K) Programs of Study

Chart I: Pre-kindergarten (Pre-K)	
Children in Pre-K will have daily opportunities for problem solving, critical thinking and active engagement in the given content areas.	Language and Literacy
	Mathematics
	Science
	Physical Health
	The Arts
	Social Studies
	Social/Emotional Development

The acquisition of oral language and literacy skills shall be a primary focus. Pre-K classrooms must provide print rich and language rich environments. Learning centers that support the chosen approved curricular framework are required for all Pre-K classrooms including preschool special needs. These learning centers are to be intentionally designed to support learning and the development of critical thinking skills. Daily instruction in Pre-K shall be individualized, based on informal and formal assessments, and address the West Virginia Pre-K content standards and objectives (W. Va. 126CSR44O, WVBE Policy 2520.15, West Virginia Early Learning Standards Framework, Content Standards and Learning Criteria for West Virginia Pre-Kindergarten (WV Pre-K). Teachers shall utilize a variety of teaching strategies, including the integration of technology.

[Home](#)

R 3-3-2 Primary Elementary (K-2)

The focus for K-2 is building strong reading, English/language arts, and math skills. Learning environments shall be print rich and provide manipulatives for hands-on learning in mathematics. Children in kindergarten through 2nd grade span a broad spectrum of development. The developmental level of each child is significant in the offering of daily instruction. Teachers shall utilize a variety of teaching strategies, including the integration of technology, to assure that all children are mastering the 21st century content knowledge and skills

Primary Elementary (K-2) Programs of Study

Chart II: Primary Elementary (K-2)	
In K-2 classrooms, the given content areas are taught daily. It is required, in accordance with scientifically based reading research, that, at a minimum, a daily-uninterrupted 90 minute reading/English language arts block be scheduled during which students are actively engaged in learning through whole group, small group and reading center activities. A minimum of 60 minutes of daily mathematics instruction is required.	Reading and English Language Arts Mathematics

Chart II: Primary Elementary (K-2) Programs of Study (continued)	
<p>All content areas may be integrated into classroom instruction and must be taught in a manner that supports the acquisition of strong reading, language arts and mathematics skills. Specific content area instruction in the given content areas may or may not be offered daily. Sufficient emphasis must be placed on the given content areas to ensure that students master content knowledge and skills as specified in the 21st century content standards and objectives for each subject.</p>	<p>Science Social Studies Visual Art Music Health Learning Skills and Technology Tools</p>
<p>In K-2 classrooms, not less than 30 minutes of physical education including physical exercise and age appropriate physical activities, for not less than three days a week shall be provided. Schools which do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. The alternate programs shall be submitted to the WVDE and the Healthy Lifestyle Council for approval.</p>	<p>Physical Education</p>

Instruction in K-2 classrooms will be individualized and driven by informal and formal assessments to help children attain the performance level of mastery or above as delineated in the approved West Virginia content standards and objectives. Strategies for early detection and intervention to correct student deficiencies in reading, language arts, and mathematics shall be employed throughout the instructional term in each of the primary elementary and intermediate elementary grades.

Components of career awareness and the application of technology shall be included during instruction in all subjects. The study of foreign language is encouraged. Students in K-2 classrooms shall be provided the opportunity to master the standards set forth in W. Va. 126CSR44N *Policy 2520.14, 21st Century Learning Skills and Technology Tools Content Standards and Objectives for West Virginia Schools* (hereinafter *SBP 2520.14*).

[Home](#)

R 3-3-3 Intermediate Elementary (3-4)

Children in intermediate elementary may be developmentally ready for instruction that is content area focused. This does not preclude the use of integrated instruction. Intermediate elementary students are beginning the transition into middle childhood. An emphasis on the developmental level of these intermediate elementary students must be a continued consideration.

Intermediate Elementary (3-4) Programs of Study

Chart III: Intermediate Elementary (3-4)	
Intermediate elementary students will be taught the given content areas. It is required, in accordance with scientifically based reading research, that, at a minimum, 90 minutes of reading and English/language arts instruction be provided through whole group, small group and reading center activities as a block or throughout the school day. A minimum of 60 minutes of daily mathematics instruction is required. Sufficient emphasis must be placed on the following content areas to ensure that students master content knowledge and skills as specified in the 21 st century content standards and objectives for each subject.	<p>Reading and English Language Arts</p> <p>Mathematics</p> <p>Science</p> <p>Social Studies</p>
Intermediate elementary students shall be provided not less than 30 minutes of physical education, including physical exercise and age appropriate physical activities, for not less than three days a week. Schools which do not currently have the number of certified Intermediate elementary students shall be provided not less than 30 minutes of physical education, including physical exercise and age appropriate physical activities, for not less than three days a week. Schools which do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. The alternate programs shall be submitted to the WVDE and the Healthy Lifestyle Council for approval.	<p>Physical Education</p>
These given content areas will be offered with frequency sufficient to achieve mastery of the West Virginia approved content standards and objectives for those areas and meet the needs of children.	<p>Visual Art</p> <p>Music</p> <p>Health</p> <p>Learning Skills and Technology Tools</p>

For intermediate elementary students, daily classroom instruction will be based on a variety of assessments that provide for the individualization of instruction. Schedules for intermediate elementary students shall allow the flexibility necessary to provide additional time and instruction for students who are below mastery in reading, English/language arts, and mathematics. Teachers in intermediate elementary classrooms shall utilize a variety of instructional strategies, including the integration of technology, to assure that all students reach the performance level of mastery or above on the West Virginia content standards and objectives. Strategies for early detection and intervention to correct student deficiencies in reading, language arts, and mathematics shall be employed throughout the instructional term in each of the primary elementary and intermediate elementary grades.

Components of career awareness and the application of technology shall be included during instruction in all subjects. The study of foreign language is encouraged. Students in intermediate elementary classrooms shall be provided the opportunity to master the standards set forth in SBP 2520.14.

[Home](#)

Adopted: August 9, 2010
Amended/Revised:

PRESTON COUNTY BOARD OF EDUCATION FILE: 3 – CURRICULUM AND INSTRUCTION File: 3-4 Middle Level Education (Grades 5-8)	Last Reviewed: 8-9-10 Next Review: 7-1-12
---	--

Middle level education builds upon the results of early childhood education and transitions students into the adolescent education program. Middle level education provides unique, age-appropriate educational opportunities that challenge all students to use their minds well, providing them with the curriculum, instruction, assessment, support, learning skills, technology tools, and time they need to achieve rigorous academic standards. Students are provided opportunities for both independent inquiry and learning in cooperation with others. Middle level programming is challenging and engaging, tapping the young adolescents’ boundless energy, interests and curiosity through rich exploratory experiences. Students learn to understand important concepts, develop essential skills and apply what they learn to real-world problems. The creation of small learning communities of adults and students produce stable and mutually respectful relationships that support all students’ intellectual, ethical and social growth.

Middle Level Education (5-8) Programs of Study

Chart IV: Middle Level Education (Grades 5-8)	
<p>These required core courses shall be taught daily by a team of qualified teachers. An intervention component will ensure mastery of the rigorous content standards and objectives at each grade level. The core courses (Reading and English/Language Arts, Mathematics/Algebra I, Science and Social Studies) will be offered within a block of time no less than 180 minutes. The principal and a team of teachers will determine time allocations that provide adequate time to achieve mastery of the West Virginia content standards and objectives for each of the required courses and effectively address the academic needs of students who are below mastery in the basic skills of reading, writing and mathematics. It is recommended that all students planning to enter the high school professional pathway will be enrolled in Algebra I in the 8th grade.</p>	<p align="center"> Reading and English Language Arts Mathematics/Algebra I Science Social Studies </p>

Students in middle grades shall be provided not less than one full period of physical education, including physical exercise and age appropriate physical activities, each school day of one semester of the school year. Schools which do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. The alternate programs shall be submitted to the Director of Student Services and Personnel for review then approval by the Board. If Board approval is granted, the Director will submit the request to the WVDE and the Healthy Lifestyle Council for approval.

Physical Education

Chart IV: Middle Level Education (Grades 5-8) -- continued

These required courses are considered part of the encore curriculum and each course shall be taught as a separate subject. Students shall be enrolled in each course for a minimum of 18 weeks cumulative across grades 6-8.

Visual Art
Music¹
Health²

Foreign language shall be offered annually.

Foreign Language³

These requirements shall be integrated into the middle level education as determined by the principal and the team of teachers.

**Advisory/Comprehensive School
Guidance and Counseling**
Career Exploration⁴
Technology⁵

¹. Choral and instrumental music must be offered no later than grade 6. Chorus or instrumental music may substitute for the required music course at each grade level.

². Middle grade schools should recognize that healthy lifestyles and academic success are tightly interwoven. Therefore, schools should promote wellness programs that extend beyond the course requirements for physical education and health. This may be accomplished through strong intramural programs that focus on skill development, sportsmanship and teamwork, while keeping the middle grade students physically active throughout the school year. Wellness programming should target the widespread behaviors that undermine the health and resulting capacity for personal success during adolescence. In accordance with WVC §18-2-9, instruction in CPR and First Aid shall be included in the health education curriculum in any of the grades six through eight as considered appropriate by the county board of education.

³. The teaching of foreign language in grades 5 and 6 is encouraged. A foreign language course, in the same foreign language, must be offered for students in grade 7 and grade 8. Implementation of the foreign language program should model best practice and promote positive proficiency outcomes.

⁴. Students in grades 5-8 should be provided with an adult advocate, advisor, or mentor who takes an interest in the student's successful learning, goal setting, career planning and personal growth. It is strongly recommended that schools implement an organized advisory program. Implementation of an advisory program allows schools to remove the randomness of interpersonal associations for students by personalizing their learning environment. The test scores and guidance information gathered by the American College Test (hereinafter ACT) EXPLORE, as well as other assessment data, will be used to assist 8th grade students in developing an individualized student transition plan. With guidance during well-planned activities, second semester 8th grade students, in consultation with their parents/guardian, advisor and counselor, will examine their EXPLORE results and determine the coursework and other requirements needed to achieve their postsecondary education and career goals. This is best accomplished by integrating these activities into an organized advisory program.

⁵. Students in grades 5-8 shall be provided the opportunities within the core courses to master the standards set forth in SBP 2520.14, Technology Content Standards and Objectives for West Virginia Schools. Students must be provided sufficient instruction and experience in technology applications to enable them by the end of 8th grade to demonstrate technology literacy and skills to meet the standards in grades K-8 set forth in SBP 2520.14.

R 3-4-1 Individual Student Transition Plan

The Individualized Student Transitional Plan shall cover grades nine through 12 and the first year beyond graduation from high school.

During the eighth grade year, the student, his/her parents and school counselor shall meet to develop a plan for grades nine and ten. The plan should be based upon previous career awareness experiences, exploration activities and a review of the student's ACT Explore results. The 8th grade guidance/advisement program will focus on teaching students and their parents to read the ACT EXPLORE student reports so that they may understand how to use the information provided within the Educational Planning and Assessment System (hereinafter EPAS) reports to transition to the level of performance required to meet the student's educational goals.

Each students, in consultation with his/her parents and school counselor or advisor selects a broad career cluster for exploration in grades nine and ten develops the Individualized Student Transitional Plan (ISTP) plan based upon the choice of a career cluster. The student shall designate an educational pathway (professional or skilled) at this time. Students may amend their plans at the end of any semester. The parents and student each sign and receive a copy of the plan.

For an eligible gifted student, a four-year education plan shall be developed during the eighth grade year by an IEP Team. The four-year education plan replaces the ISTP and shall include the honors and Advanced Placement classes (AP) and/or International Baccalaureate (IB) classes that must be provided in grades nine through twelve.

For eligible students with disabilities the ISTP is developed during the 8th grade by an IEP Team. The parent(s)/guardian and student each sign and receive a copy of the ISTP.

Students will designate a concentration by the end of their 10th grade year. This process is described in *Section 5.6.4. of SBP 2510*.

[Home](#)

Adopted: August 9, 2010
Amended/Revised:

PRESTON COUNTY BOARD OF EDUCATION
FILE: 3 – CURRICULUM AND INSTRUCTION
File: 3-5 Adolescent Education (Grades 9-12)

Last Reviewed: 8-9-10
Next Review: 7-1-12

Adolescent education provides students the 21st century intellectual, social/emotional, physical, and technological capacities needed for successful entry into adulthood. Following the Content Standards and Objectives promulgated by the State Board of Education, the adolescent education program provides challenging and rigorous courses in the programs of study that will enable students to achieve high levels of competence so they can complete graduation requirements and be prepared to successfully enter and compete in the workplace and in post-secondary education. Students in the adolescent education program will have the opportunity to examine a system of career clusters and to select a concentration and pathway.

The state graduation requirements total 24 credits. See Charts V (A) through V (C) for specific credits required for graduation. The Preston County Board of Education, under the authority granted in *SBP 2510 - Assuring Quality of Education: Regulations for Education Programs*, as elected to increase the graduation requirements to 26 credits. The Superintendent shall notify the WVDE of this change in requirements beyond the state requirements.
(WVC §18-2-7, §18-2-9; SBP 2510)

[Home](#)

R 3-5-1 Definitions

Diploma - Formal documentation and recognition that a student has satisfactorily completed the graduation requirements of the state and county school district. A Standard Diploma is awarded to all students who have satisfactorily completed the graduation requirements of the state and county school district. A Modified Diploma may be awarded to eligible students with disabilities as specified in *Sections 5.6.9 and 5.6.10 of SBP 2510*.

Dual Credit Course - A course that provides students both high school and college credit. Such a course must meet both the specified course content standards and objectives for secondary offerings and the college course requirements.

Experiential Learning – Structured quality work-based, services-based, community-based, and/or research-based learning experiences. These experiences require students to integrate knowledge and skills from academics, career/technical education, and/or the arts and demonstrate the personal qualities, skills, knowledge, and understandings they need to be leaders in the 21st century. Quality senior projects are one example of structured experiential learning.

High School Credential – Credentials which may be earned by graduating students.

- ❖ College Readiness Credential – Any student, who scores at or above the college readiness benchmarks as defined by the West Virginia Higher Education Policy Commission, shall receive a college readiness credential.
- ❖ Work Readiness Credential – Any student who completes an approved career/technical concentration and obtains a passing score on ACT Workkeys® assessments shall receive a work readiness credential.

Modified Diploma - Formal documentation and recognition that an eligible student with disabilities, who is unable to meet the graduation requirements for a standard diploma, has met the modified diploma requirements specified on the student's Individualized Education Program (hereinafter IEP). All students who meet the criteria for the Alternate Performance Task Assessment (hereinafter APTA) are presumed to be pursuing a modified diploma.

Pathway - Designation of a student's intended postsecondary goal within the individualized student transition plan and the level and sequence of courses needed to achieve that goal. The two pathways are Professional (Baccalaureate Degree or above); and Skilled (Associate Degree, Postsecondary Certificate or 21st Century Industry Credential).

Senior Project – An integrated culminating project related to the student's program of study which requires knowledge, skills, and concepts from the student's total school experience. A quality senior project should be comprised of a research paper, a product, a portfolio and a presentation.

[Home](#)

R 3-5-2 Graduation Requirements for Students Entering Grade 9 2005-2006 Through 2007-2008

Chart V (A) Adolescent (9-12) Graduation Requirements (Effective 2005-2006)	
These graduation requirements are effective for students entering grade in the school year 2005-2006 through 2007-2008. Courses needed for graduation require mastery of approved content standards and objectives. Students who do not demonstrate mastery of the content standards and objectives shall be provided extra help and extra time through intervention strategies.	
Core Requirements (18 credits)	
Reading and English Language Arts	4 credits English 9, 10, 11, 12
Mathematics¹	3 credits (3 credits required for entry pathway students entering 9 th grade in 2005-2006) (4 credits required for all entering 9 th grade students in 2006-2007)
Science²	3 credits CATS 9, and Two courses above the CATS 9 level
Social Studies	4 credits United States to 1900 World Studies to 1900 Twentieth and Twenty-First Centuries Civics/Government
Physical Education	1 credit
Health	1 credit
The Arts	1 credit
Electives	3 credits The remaining graduation requirements are to be electives.

Chart V (A) Adolescent (9-12) Graduation Requirements (Effective 2005-2006) - continued

Career Concentration Courses (3 Credits)³		
Professional Pathway	Skilled Pathway	Entry Pathway
Mathematics - 4 credits (at least 3 of the 4 credits must be Algebra I and above.) ¹ Science - 4 th credit (which must be above CATS 9) ² Foreign Language - 2 credits in one language	Mathematics – 4 credits (at least 3 of the 4 credits must be Algebra I and above.) Concentration - 3 credits ³	Mathematics – 3 credits (For students entering 9 th grade in 2005-2006, three (3) mathematics credits are required with at least 2 of the 3 credits being Algebra I and above.) Mathematics – 4 credits (For students entering 9 th grade in 2006-2007, four (4) mathematics credits are required with at least 2 of the 4 credits being Algebra I and above.) Concentration B 3-4 credits ³

Career Development	Prior to students selecting career concentrations, opportunities for career decision-making must be provided in grades 9-10.
Experiential Learning	All students must participate in an experiential learning experience at some time in grades 9-12. If credit is granted for these experiences, content standards and objectives will be developed and approved at the local level.

¹. It is the intent that all students will take mathematics annually, but must take at least three mathematics classes in grades 9-12. If students begin the math sequence prior to grade 9, they should take other mathematics courses, which may include college courses, AP courses, virtual school courses, or other advanced offerings. This principle applies to all required course sequences. The mathematics courses selected for credit must be relevant to the student's concentration and pathway. Successful completion of Applied Math I and II is equivalent to an Algebra I credit and a credit for a course prior to Algebra I.

². With Parental/Guardian consent, students with a declared skilled level major in vocational agriculture will, upon successful completion of a Robert C. Beach Vocational Agriculture credit in grade 11 or 12, be exempt from the third required unit of credit in science. To be eligible as a required unit for graduation, the vocational agriculture education course must: (1) build on the concepts and skills in CATS 9; (2) be taught at a level of greater complexity and depth than that of vocational agriculture courses in grades 9 and 10; (3) have WVBE approved content standards and objectives; and (4) receive WVBE approval as a vocational agriculture course that qualifies as a Robert C. Beach Vocational Agriculture credit. (See Section 13.78 of SBP 2510) The school shall: (1) have on file a Parental/Guardian Consent Form with signatures of the student, parent/guardian(s) and authorized school official, that acknowledges the understanding that this class does not represent a substitute for the knowledge, skills and competencies of a third unit of science and that this course does not meet the requirement for the additional unit of laboratory science that West Virginia colleges and universities have for admission; and (2) review with the student and his/her parents/guardians, as verified by the Parental/Guardian Consent Form, that the required third unit of science must be successfully completed if a student should change his/her major from entry or skilled level vocational agriculture education prior to graduation from high school.

³. Concentration credits are to be taken by all students. Entry level career and technical students must complete four units in a concentration. The four concentration units provided students in entry-level technical majors and two of the concentration units at the skilled level must be consistent with those defined in the Required Technical Courses by Career Concentration technical assistance document published by the WVDE. Each technical concentration in a school shall obtain and maintain an appropriate industry recognized accreditation/certification, when one is available, and shall provide students the opportunity to obtain an industry-recognized credential as part of the instructional program.

[Home](#)

R 3-5-3 Graduation Requirements for Students Entering Grade 9 2008-2009 and 2009-2010

Chart V (B) Adolescent (9-12) Graduation Requirements (Effective 2008-2009 and 2009-2010)
 These graduation requirements are effective for students entering grade 9 in the school year 2008-2009 and 2009-2010. Courses needed for graduation require mastery of approved 21st century content standards and objectives. Students who do not demonstrate mastery of the content standards and objectives shall be provided extra help and extra time through intervention strategies.

Core Requirements (18 credits)	
Reading and English Language Arts	4 credits English 9, 10, 11, 12
Mathematics¹	4 credits
Science²	3 credits Physical Science Biology or Conceptual Biology Chemistry or Conceptual Chemistry or Life Science or Earth Science (effective with 9th grade students entering in 2008-09 and 2009-2010 only)
Social Studies³	4 credits World Studies to 1900 United States Studies to 1900 Twentieth and Twenty-First Centuries Studies Civics for the 21 st Century
Physical Education	1 credit
Health	1 credit
The Arts⁵	1 credit
Electives	2 credits The remaining graduation requirements are to be electives.

Chart V (B) Adolescent (9-12) Graduation Requirements (Effective 2008-2009) – continued

Career Concentration Courses (4 Credits)⁴	
Professional Pathway	Skilled Pathway
Science - 4 th credit (which must be above Physical Science) Foreign Language - 2 credits in one language Concentration – 1 additional elective credit required	Concentration - 4 additional credits required related to the selected career concentration

Career Development	Prior to students selecting a concentration and pathway, opportunities for career decision-making must be provided in grades 9-10.
Experiential Learning	All students must participate in an experiential learning experience at some time in grades 9-12. If credit is granted for these experiences, content standards and objectives will be developed and approved at the local level. (See Section 5.6.5)
Technology	Students in grades 9-12 shall be provided integrated opportunities within the core requirements to master the standards for Policy 2520.14. It is recommended that all students take at least one course in technology applications during grades 9-12. It is also recommended that all students complete an online learning experience during grade 9-12.
Senior Year	All West Virginia High School students shall be fully enrolled in a full day of high school and/or college credit bearing courses. It is recommended that students complete a senior project to add rigor and relevance to the senior year.

[Home](#)

R 3-5-4 Graduation Requirements for Students Entering Grade 9 2010-2011 and thereafter

Chart V (B) Adolescent (9-12) Graduation Requirements (Effective 2010-2011)

These graduation requirements are effective for students entering grade 9 in the school year 2010-2011 and thereafter. Courses needed for graduation require mastery of approved 21st century content standards and objectives. Students who do not demonstrate mastery of the content standards and objectives shall be provided extra help and extra time through intervention strategies.

Core Requirements (18 credits)	
Reading and English Language Arts	4 credits English 9, 10, 11, 12
Mathematics¹	4 credits
Science²	3 credits Physical Science Biology or Conceptual Biology Chemistry or Conceptual Chemistry or Life Science Physics
Social Studies³	4 credits World Studies to 1900 United States Studies to 1900 Twentieth and Twenty-First Centuries Studies Civics for the 21 st Century
Physical Education	1 credit
Health	1 credit
The Arts⁵	1 credit
Electives	2 credits The remaining graduation requirements are to be electives.

Career Concentration Courses (4 Credits)⁴	
Professional Pathway	Skilled Pathway
Science - 4 th credit (which must be above Physical Science) Foreign Language - 2 credits in one language Concentration – 1 additional elective credit required	Concentration - 4 additional credits required related to the selected career concentration

Chart V (C) Adolescent (9-12) Graduation Requirements (Effective 2110-2011) – continued

Career Development	Prior to students selecting a concentration and pathway, opportunities for career decision-making must be provided in grades 9-10.
Experiential Learning	All students must participate in an experiential learning experience at some time in grades 9-12. If credit is granted for these experiences, content standards and objectives will be developed and approved at the local level. (See Section 5.6.5)
Technology	Students in grades 9-12 shall be provided integrated opportunities within the core requirements to master the standards for Policy 2520.14. It is recommended that all students take at least one course in technology applications during grades 9-12. It is also recommended that all students complete an online learning experience during grade 9-12.
Senior Year	All West Virginia High School students shall be fully enrolled in a full day of high school and/or college credit bearing courses. It is recommended that students complete a senior project to add rigor and relevance to the senior year.

^{1.} It is the intent that students in the professional pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence, which may include college courses, AP courses or virtual school courses, for students in the professional pathway, is Algebra I, Geometry, Algebra II, Trigonometry, and Pre-Calculus. The mathematics courses selected for credit must be relevant to the student’s concentration. Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the State assessment College readiness benchmark for mathematics, shall be required to take a college transition mathematics course during their senior year.

It is also the intent that students in the skilled pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence in the skilled pathway is Algebra I, geometry, conceptual mathematics, college transition mathematics or Algebra II. College Transition Mathematics must be offered annually and will be counted as a mathematics credit.

Because of the extreme importance of mastery of the Algebra I content standards and objectives (CSOs), students who need additional time to master Algebra I CSOs may be identified at the local level using a data-based decision making process. Students who need additional time for Algebra I CSO mastery should complete the recommended math course sequence at a pace that is consistent with their ability levels. While research indicates the best option for scheduling additional time is to do so within the same year, scheduling options such as “double blocking” Algebra I, Algebra Support and Algebra I, or other similar options may be determined at the local level, as long as the priority of the selected option is to provide students the best possible opportunity to succeed in mastery of the Algebra I CSOs. Counties selecting a scheduling option that places students who need extra time into two separate math courses may grant students up to two math credits toward graduation upon successful course completion. It is further recommended that students who are in the most need of continuous math instruction be enrolled in at least one math course each year in high school.

^{2.} Physical Science, Biology or Conceptual Biology and Chemistry or Conceptual Chemistry shall be taken in consecutive order. Conceptual course credits may not be accepted by four-year higher education institutions. Life Science or Earth Science may be used in lieu of Chemistry or Conceptual Chemistry to satisfy graduation requirements for students entering 9th grade in 2008-09 and 2009-10. Life Science includes courses such as Human Anatomy and Physiology or Biology II. Any science course above Biology meets the requirements for the third science.

3. Students shall take the high school social studies courses in the listed sequence to ensure maximum understanding of the material to be covered and alignment of content and State assessment. World Studies to 1900, United States Studies to 1900, Twentieth and Twenty-First Centuries Studies and Civics for the 21st Century shall be taken in consecutive order. The social studies content standards and objectives are constructed in such a way that information progresses sequentially through time periods and builds the foundation for successful achievement of the complex concepts that follow. The senior course, Civics for the 21st Century, has been written to deliver rich academic content within relevant context for students entering the world of work and college.
4. The four credits taken by career/technical concentrators must be consistent with those identified for WVDE approved career/technical programs of study. Each career/technical concentration in a school shall obtain and maintain an appropriate industry-recognized accreditation/certification, when one is available, and shall provide students the opportunity to obtain an industry recognized credential as part of the instructional program.
5. Students in Skilled Pathway concentrations that complete state approved career/technical courses that reflect creative and innovative arts content may substitute these courses for the arts credit required for graduation. Designation of these courses will be made by state-level administrators of career/technical and arts programs.

The following courses are approved for substitution:

1851 - Fundamentals of Illustration
1857 - Fundamentals of Graphic Design
1861 - Advanced Illustration
1859 - Advanced Graphic Design
1431 - Digital Imagining I
1727 - Drafting Techniques
0213 – Floriculture

[Home](#)

R 3-5-5 Adolescent Education Electives Effective July 1, 2008

Chart VI Adolescent (9-12) Electives (Effective July 1, 2008)		
	Electives Required To Be Offered	Optional Electives
Note: Any course offered in lieu of a graduation requirement must first receive a WVBE approved waiver before counting towards graduation. ¹	These courses must be offered at least in alternating years. (Effective 2004-2005)	These courses (or others) may be offered depending on need or student demand.
COLLEGE BOARD AP COURSES IB PROGRAM	A minimum of four College Board AP Courses or the IB Program must be offered annually.	
READING AND ENGLISH LANGUAGE ARTS	Journalism/Newspaper/ Yearbook Speech	Desk Top Publishing English college courses AP English Creative Writing Library/Media Technical Writing Broadcast Journalism
MATHEMATICS	Algebra II Algebra III Geometry or Applied Geometry Pre-Calculus Trigonometry Conceptual Mathematics College Transition Mathematics ²	Calculus Integrated Mathematics I, II, III, and IV Probability and Statistics Mathematics college courses AP Mathematics courses
SCIENCE	Physics Earth Science Human Anatomy and Physiology	Conceptual Physics Science college courses Biology II Chemistry II Physics II AP Science courses
SOCIAL STUDIES	Economics Geography	Social Studies college courses AP Social Studies courses
FOREIGN LANGUAGE	Three levels of one foreign language	Other foreign languages based on student need and interest AP Foreign Language
HEALTH	Any courses required to satisfy a concentration	Other health courses based on student need and interest

Chart VI Adolescent (9-12) Electives (Effective July 1, 2008) --continued

	Electives Required To Be Offered	Optional Electives
PHYSICAL EDUCATION³	Any courses required to satisfy a concentration and one lifetime physical education course ³	Other physical education courses based on student need and interest AP Physical Education
THE ARTS	Four sequential levels of student achievement in music (both choral and instrumental), visual art (general art and/or studio art), dance, theatre	Other courses in the arts based on student need and interest AP Arts Courses
CONCENTRATIONS	Four specified courses within a concentration	Other courses based on student need and interest
DRIVER EDUCATION	One course	Other driver education courses based on student need and interest
TECHNOLOGY	Students must be provided opportunities for advanced technology applications.	Information Technology Information Management Web Development Other courses based on student need and interest
CAREER/TECHNICAL EDUCATION	80% of students in grades 9-10 must have access to at least one career-technical foundation course. One foundation course must be offered that teaches parenting skills 30% of students in grades 11-12 must have access to four units in a career/technical concentration and two career/technical electives	Other career/technical education courses based on student need and interest
Note: Schools must provide students access to concentrations in a minimum of four of the following career clusters:		
§ Arts and Humanities		
§ Business/Marketing		
§ Engineering/Technical		
§ Health Sciences		
§ Human Services		
§ Science/Natural Resources		
CAREER DEVELOPMENT	An additional 30% of students in grades 11-12 must have access to two units in a career/ technical concentration Students must be provided opportunities for in-depth exploration of their chosen career cluster in grades 9-10 through formal coursework, web-based or independent studies, or other alternative means	Other career/technical courses based on student need and interest

¹. Any College Board AP course or IB Program taught by a trained AP/IB teacher may substitute for a course related graduation requirement.

². College Transition Mathematics must be offered annually based on results of the State's college readiness benchmark assessment.

³. Schools which do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. The alternate programs shall be submitted to the WVDE and the Healthy Lifestyle Council for approval.

Special Note: Additional courses not identified in Chart VI may be offered to afford students the opportunity to attain mastery of the content standards and objectives, to broaden and enrich their education, and to support academic and career development. Any elective offering must be based on WVBE approved content standards and objectives if available or based on written content standards and objectives that are approved by the county board of education.

[Home](#)

R 3-5-6 Individual Student Transition Plan

The Individualized Student Transitional Plan shall cover grades nine through 12 and the first year beyond graduation from high school.

Planning at the Tenth Grade Level

Prior to the end of their 10th grade year, each student shall develop, after review of the student's ACT PLAN results, and in consultation with her/his parent/guardian(s) and school counselor or advisor, the second phase of the ISTP. Each student in the skilled pathway shall select a high school concentration that will prepare the student for college, other post-secondary education, and/or gainful employment. The ISTP may be amended and/or the concentration changed at the end of any semester.

Students may take one of the following in place of a course as listed in the applicable high school program of study: 1) a higher level course, 2) a more rigorous course, 3) a College Board AP course, 4) an IB course, or 5) a college course. Parent/guardian approval must be evidenced by signature on the student's ISTP.

- ❖ A student, in consultation with his/her parent/guardian(s), may request to take a higher level or more rigorous course, The College Board's AP course, IB courses or college course in lieu of a required career concentration or recommended elective course as specified in the high school programs of studies document. Such requests should be approved by the Superintendent (or designee) and principal. The decision as to whether the substitute course will count as credit for the specified concentration or recommended elective requirement must be based on its applicability to the student's five-year transition plan and post high school goals.
- ❖ The student and his/her parent/guardian(s) must be advised of the decision of the superintendent (or designee) and the impact of the substitute course on the student's preparation for college, other postsecondary education or employment in the student's concentration.
- ❖ A notation must be made on the student's ISTP indicating that this process was followed and that the parent/guardian(s) and student clearly understand the impact of the course substitution.

The parent/guardian(s) and student each sign and receive a copy of the ISTP.

Other ISTP components may include the following:

- ❖ Co-curricular activities and/or
- ❖ Extracurricular activities

Each graduate will be provided a form that assesses the effectiveness of his/her ISTP, and will be requested to complete and return the form at the end of the first year following graduation to the high school from which he/she graduated.

(WVC §18-2E-8 and SBP 2510)

[Home](#)

R 3-5-7 Unit of Credit

A unit of credit is the recognition given to a student for the successful demonstration of mastery of the 21st century content standards and objectives at a level established for an approved required or elective high school level course consistent with this policy and *SBP 2520.1-2520.15*, the series that contains 21st century CSOs for West Virginia schools. Partial credit (2 units) may also be awarded. The level of mastery shall be in compliance with *SBP 2515 - Uniform Grading*. Individual students who demonstrate mastery of the 21st century CSOs of a particular course must be provided opportunities to progress to the next level. Credit shall also be granted for documented mastery of high school course requirements by a student prior to grade 9 and for successful completion of a dual credit course.

All units of credit shall be based on a minimum of 8100 minutes of instructional time. The Board of Education may propose to schedule class periods in a manner that results in fewer than 8100 minutes of instructional time allotted for a high school course credit; however to do so, it must obtain a waiver from the WVBE prior to implementing such a schedule. Courses approved through the West Virginia Virtual School approval process may be exempt from this requirement.

(SBP 2510)

Class attendance required

Class attendance for the entire 8100 minutes of instructional time is required for the awarding of a full unit of credit, unless:

- ❖ A student is absent from class, subject to the provisions of *File: 11-12 Student Attendance*; or
- ❖ Emergency school closure makes it impossible to attain the allotted 8100 minutes of instructional time; or
- ❖ A student is pursuing an alternative delivery system for a unit of credit, as defined in *File: R 3-5-8 Alternative Delivery Systems for a Unit of Credit*.

Additional provisions

- ❖ A student may not receive credit a second time for a course they are repeating.
- ❖ A decimal system shall be used for recording credits on permanent record cards.

- ❖ Incomplete grades must be changed to a passing or failing mark at the end of the following semester or term.
- ❖ Incomplete grades for a student served by a homebound instructor must be changed to a passing or failing mark once the student has been released from a doctor's care.

Units of credit shall be awarded only

- ❖ After the student has shown mastery of the relevant Content Standards and Objectives and completed all of the requirements for the courses, including completion of semester or term exams in accordance with Preston County Board of Education Policy *File: 3-25 Mastery Testing*; or
- ❖ Through an alternative delivery system for a unit of credit, as defined in *File: R 3-5-8 Alternative Delivery Systems for a Unit of Credit*.
(SBP 2510)

[Home](#)

R 3-5-8 Alternative Delivery Systems for a Unit of Credit

The Preston County Board of Education shall accept the following alternative delivery systems for a unit of credit for students in grades 9-12, in addition to that outlined in *File: 3-14 Alternative Education Program (AEP)*:

- ❖ **Accepting Credits Earned Before Grade Nine** - Any student who successfully completes a high school level course (one meeting the high school approved content standards and objectives and taught by a content certified teacher) prior to grade 9 shall receive full credit for that course toward graduation requirements. The student's permanent record for grades 9-12 shall indicate completion of the courses. The grade for any course taken prior to grade 9 becomes part of the student's permanent record and is calculated in the student's grade point average (hereinafter GPA).
- ❖ **Testing Out -- Mastery Testing** - See *File: 3-25 Mastery Testing*.
- ❖ **Credit for Completion of College Level Study** - Preston County students may earn credits for completion of college work. If these credits are to be used to meet graduation requirements, they must meet the requirements for a dual credit course. Dual credit courses are those that provide students both high school and college credit. Such a course must meet both the specified course content standards and objectives for secondary offerings and the college course requirements. Students who successfully complete a dual-credit course shall receive one (1) unit of credit toward meeting total units, and required unit of graduation requirements.

Three semester hours of college credit may be counted as ½ unit of credit. To accommodate placement into college courses, individual exception to the four year attendance requirement may be made pursuant to Preston County Board of Education Policy *R 11-12-13 Individual Exception to Four-Year Attendance Requirement*. Agreements may be implemented with colleges/universities, to offer college credit classes as a part of the schedule of courses offered in Preston High School. Such agreements shall be approved by the Superintendent or his designee.

- ❖ **Enrollment in the Alternative Education Program** - Students whose disruptive behavior places them at risk of not succeeding in the traditional school structure may be eligible for placement in an alternative education program as authorized by SBP 2418, Regulations for Alternative Education Programs for Disruptive Students. *File: 3-14 Alternative Education Program (AEP)*
- ❖ **Enrollment in a Homebound Education Program** - See *File: 3-30 Homebound Instruction*.
- ❖ **Provisions for Students with Disabilities** - An individualized education program shall specify how graduation credit is to be earned by an eligible student with a disability. Primary consideration must be given to the completion of learning objectives prescribed for all students.

A special education Individualized Education Program committee determines that the approved learning objectives in the required and elective areas of study are reasonable for a particular student. Changes may be made to the delivery of learning objectives through learning objectives, teaching strategies, media/resources, and evaluation techniques if such changes are deemed necessary by the IEP Committee and are specified in the IEP. A student who masters the individualized education program learning objectives shall be awarded a standard diploma.

If the special education IEP committee determines that a student cannot successfully achieve the learning objectives necessary to earn a standard diploma, the individualized education program shall specify the alternative learning objectives which are appropriate to meet the needs of the student. A student who completes the alternative learning objectives as specified in his/her individualized education program shall be awarded a modified diploma stating that the student has met the goals and objectives of an individualized education program.

- ❖ **Evaluating Credits for Transfer Students**
 - **From Other States** - Students who transfer into Preston County from schools approved by other state systems may not always have completed the required units needed for graduation in West Virginia. In most instances, there will be credit for an area of study which is quite similar to one of the required units, and credit can be awarded for the work completed. If the student who transfers in can be scheduled into any additional subjects needed to complete state or county requirements, this should be done. In the cases of seniors and some juniors, such scheduling may not be feasible or possible. In such cases, the school may appeal to the State Superintendent of Schools for permission to use a substitute for the requirement or to waive the requirement.
 - **From Other West Virginia Counties** - Students who transfer into another West Virginia county which has additional requirements may not be able to complete these requirements. In such cases, the student's credits shall be evaluated to determine if one or more county requirements will be waived by the local Board.
- ❖ **Experiential Learning Experiences** - See *File: R 3-5-12 Experiential Learning*.
- ❖ **Partial Credit** - Partial credit may be awarded, e.g., ½ unit for attainment of learning objectives from a required or elective area of study for which a minimum of 4050 minutes of, instructional time has been allotted.

- ❖ **Virtual School - Distance Learning** - Credit may be earned by completing distance, online or virtual learning courses offered for public school credits which are approved by the West Virginia Department of Education (WVDE), subject to the provisions of West Virginia Department of Education *Policy 2450 - Virtual Distance Learning*.
- ❖ **Summer School** - Credit may be earned by enrollment in a summer school program which has been approved by the West Virginia Department of Education, provided the instructional program, including length of time allocated for completion of a unit of credit or fraction thereof, is equivalent to that required of the regular school term
(SBP 2510)

[Home](#)

R 3-5-9 One Graduating Class per Year

A student who meets the graduation requirements will be a member of the graduating class of the year in which the requirements were completed. The school year officially ends on the last day in the school calendar. There shall be one graduating class per year; provided that any student who fails to meet graduation requirements at the time his/her class graduates, but completes the requirements in an approved summer school program, shall be awarded his/her diploma upon verification of successful completion of the requirements.

[Home](#)

R 3-5-10 Students Who Do Not Complete Requirements in Four Years

Continuous Enrollment - If a student has been enrolled continuously for four years in grades 9-12 but has not accumulated the required number of units, the student shall be expected to meet the graduation requirements which were in effect when he entered ninth grade. Since the student has attended four full years, s/he would not be required to attend the full day.

Re-enrollment - If a student has enrolled after dropping out of school the requirements that a student must meet depends upon the length of time s/he has been out of school. If the student has been out of school less than one year, s/he would be expected to complete the graduation requirements which were in effect when s/he entered grade nine. If the student has been out of school one year or more, s/he would be expected to complete the graduation requirements in effect upon re-enrollment.
(SBP 2510)

[Home](#)

R 3-5-11 High School Credit Recovery Options

State Board Policy 2510 - *Assuring Quality of Education: Regulations for Education Programs*, requires county boards of education to adopt procedures and programs that allow students to recover credit for failed high schools courses. This requirement places the onus on instructional personnel to develop valid alternatives to the repeating of failed classes. The requirement does not rule out the possibility that a student may be required to repeat an entire course. However, it does require that students, who fall short on one or more of the content standards for a course, but not all of them, be offered the opportunity to demonstrate mastery of those content standards rather than repeat an entire course.

The circumstances under which Preston County high school students may seek to recover credit for failed course work shall be reviewed on a case-by-case basis. The options that are available to students for credit recovery include, but are not limited to, the following:

- ❖ Option 1 – Retake the course. This option is most appropriate for those students who have failed to master a majority of the contents standards for the course.
- ❖ Option 2 – Work out an agreement with the classroom instructor to perform additional work which, if successfully completed, will demonstrate mastery of the content standards previously failed. This option is available only to those students who failed to master a small number of content standards. The teacher in consultation with the principal will determine a list of content standards to be mastered in this fashion.

This work may be completed before school, after school, during summer school or as an independent study at the discretion of the instructor.

- ❖ Option 3 – Test out. Preston County Schools offer students eligible for high school credit the opportunity to obtain such credit through tested mastery of the content standards. Students seeking the option to test out must comply with the applicable guidelines contained in *File: 3-36 Mastery Testing*.

The parents and/or the student may petition the principal to review the student's record to determine which of the above options would be the most appropriate avenue to recover credit for failed course work. The review will include input from the classroom instructor. The parents and the student shall have the added responsibility to prepare a statement of reasons why they believe the course of action they seek is justified. Students 18 years of age or older may petition the principal on their own behalf.

In the absence of a petition by the parents and/or student to consider other options, the student shall be automatically assigned to a class to retake any required courses or required elective courses necessary for graduation. In the event that Option 2 or Option 3 is granted, the parents and/or the student must sign an agreement pledging full cooperation with the school faculty and administration.

[Home](#)

R 3-5-12 Experiential Learning

In accordance with West Virginia Department of Education *Policy 2510 - Assuring Quality of Education: Regulations for Education Programs*, Preston County students in Grades 9-12 shall participate in structured quality work-based, services-based, community-based, and/or research-based learning experiences as a requirement for graduation. These experiences require students to integrate knowledge and skills from academics, career/technical education, and/or the arts and demonstrate the personal qualities, skills, knowledge, and understandings they need to be leaders in the 21st century. Quality senior projects are one example of structured experiential learning. A Training Plan and/or goals and objectives for the various types of work-based learning experiences shall be developed.

Definitions

- ❖ **Experiential learning** consists of educational activities that assist students to: gain an awareness of the workplace; develop an appreciation of the relevance of academic subject matter to workplace performance; and gain valuable work experience and skills while exploring career interests and abilities. Students are eligible to participate in the following activities upon successful completion of Workplace Readiness training. It is not required that all experiential experiences occur during the regular school day or within the school calendar. Experiences provided for students in grades 11-12 shall promote career preparation. Students in grades 9-10 shall be provided experiential learning experiences that promote career decision-making. At grades 11-12, the experiential experiences shall be related to the student's chosen career cluster.
- ❖ **Observation**: This experience is very passive in nature and may be the individual's first exposure to a specific occupation. Students spend a specified length of time watching a specific job being done.
- ❖ **Shadowing**: A more active form of observation where a student is assigned to a specific worker for a certain period of time (usually a one-time experience for a few hours). While watching the worker perform his/her duties, the student may ask questions, or, on a limited basis, even take part in the work. In this way, the student experiences the work environment and better understands the skills needed for specific occupations.
- ❖ **Mentoring**: The close personal observation of an adult worker over an extended period of time. This method may focus on a specific occupation or extend into a broader/more personal relationship, best described as an "occupational Big Brother/Big Sister" relationship. Adult mentors will be interviewed and carefully selected by the Work-Based Educational Teacher. These adults will be trained to serve as mentors. Students in a mentoring program typically learn more about the work ethics, good work habits, on-the-job relationships, and other generic work skills and less about how to do specific tasks.
- ❖ **School-Based Enterprise**: This is a high-level simulation of a real world business and should be a very close approximation of a real business. Goods or services are brought and sold; marketing research is done to determine consumer preferences; profits or losses are the result. Students plan, manage, and operate the enterprise. The teacher plays the role of a "business consultant." A typical enterprise might be a school store selling school supplies and spirit items operated by a marketing education class. Other examples might be a word processing service set up by business students or a partnership with a local bank to have a finance class operate a real bank branch in the school.

- ❖ **Community Service-Learning:** Blends both service and teaming goals in such a way that both occur and are enriched by each other. Service teaming projects emphasize both service and mastery of instructional goals and are designed to use volunteer community projects to reinforce classroom concepts. Projects can be classroom or individual projects and can be designed to accommodate students of any age or grade. Participation in 4-H, Scouts, Junior Achievement, and other similar youth organizations shall be considered forms of community service learning.
- ❖ **Field Trips:** Supervised class visits to work sites that have specified education value planned to correspond with instructional goals and objectives.
- ❖ **Cooperative Education:** Co-op education features agreement between schools and employers to provide paid on-the-job training that relates to the areas of technical study in school and are based on objectives jointly developed by the school and the employers.
- ❖ **Clinical Experience:** These experiences are usually health facility-based and provide students with extensive client contact. They are governed by specific instructional goals and objectives. A written contract is secured by the educational system and the participating agency to ensure that the prescribed training has taken place.
- ❖ **JROTC:** JROTC provides students with a wide variety of work-based, life and academic skills and experiences.
- ❖ **Supervised Agricultural Experience (SAE):** SAE provides actual and simulated work-based agricultural experiences. There are three basic types of SAE. In an entrepreneurial SAE, the student is self-employed, providing a good or service that is produced on owned or rented land. Examples include landscaper or livestock producer. Agribusiness or farm placement is the agricultural version of cooperative education. Directed work experience involves an SAE program conducted in school facilities or land laboratories. The greenhouse and the meat processing facility are examples.
- ❖ **Registered Youth Apprenticeship Program:** This program allows high school students to enter the regular Apprenticeship and Training Program. Through agreements with the Bureau of Apprenticeship and Training, students begin their technical training during their junior year in high school, begin working the summer before their senior year, and continue academic and technical study and work during their senior year in high school. The students continue the apprenticeship program after high school graduation. When they finish the apprenticeship training, they receive the same journey-level credential as any other apprentice. In many cases, they also can receive more than 40 hours of credit toward an Associate in Applied Science Degree through several West Virginia community colleges. Training opportunities available through Youth Apprenticeship number over 100 in West Virginia and exist in both union and non-union occupations.
- ❖ **Regular Employment:** Individuals have paid work experience in the regular community work environment. For such employment to satisfy the experiential learning requirement, it must be related to the student's career major.

- In order to qualify for the regular experiential employment program students must be working in their career concentration, completed or currently completing a minimum of four courses in their career concentration and have no more than 10 absences from school in the previous year. Students who do not meet the criteria above may appeal the decision to the Administration and/or a designated committee.
- ❖ **Internship:** Internships are experiential activities where students work with an employee for a specified period of time to learn about a particular occupation or industry. The workplace activities involved with an internship could include special projects, a sample of tasks from different jobs, or tasks from a single occupation. An internship agreement is set up prior to the experience that outlines the expected objectives to be accomplished by the student. This may or may not include financial compensation.
 - ❖ **School Experiential Experiences:** These experiences provide students with an opportunity to gain skills and experience in the student's chosen career concentration. These experiences will take place within the Preston County School System.
 - ❖ **Summer Work Study Experience:** This experience involves the student working (paid or unpaid) during the summer months. This is open to sophomores and juniors. Students must have a job in their career major. They will learn the necessary skills to enter their career field. The summer work Study Experience is not evaluated during the summer months by the Experiential Learning Teacher, therefore, only 1/2 credit may be earned with the proper documentation at the end of the summer.
 - ❖ **Simulations:** Workplace computer simulations will be provided for students who have demonstrated through behavior, attendance and/or discipline that an out-of-school work-based experience would not be beneficial to the student or the host business. These experiences are not real experiential experiences, but, in certain situations, may constitute a good introductory activity for upper level students or a substitute for real workplace activities. Students will be required to complete documentation based on a particular simulation to satisfy the experiential requirement.
 - ❖ **Live Work Experience:** The following shall be considered "live" work experiences: Clinical Experience, School-Based Enterprises, Supervised Agricultural Experience, Registered Youth Apprenticeship Program, Cooperative Education, Regular employment, and other experiences that are approved by the School Principal, STW Coordinator, and Experiential Education Teacher.

Placement Procedures

All students enrolled in grades 9-12 at Preston High school, with the approval of the school principal and the experiential education teacher shall be provided appropriate experiential learning experience based on their individual major concentration plan and/or IEP prior to graduation from high school. Students may be asked to provide their own transportation, where appropriate according to the driving policy and written procedures. It is not required that the experiential experience occur during the regular school day or within the school calendar.

Students in grades 9-10 shall be provided experiential learning experiences that promote career decision making. These may involve community service learning projects, field trips, observations, job shadowing, simulations, and school-based enterprises. Experiences provided for students in grades 11-12 shall promote career preparation. At grades 11 - 12, the experiential learning experiences shall be related to the student's chosen career major and may include clinical experiences, community service learning projects, mentorships, simulations, school-based enterprises, supervised agricultural projects, internships, registered youth apprenticeships, school-based experiences, summer work study experiences, and regular work-based employment.

At the school level the experiential education teacher will coordinate the experiential learning experiences with approval from the school principal and the STW coordinator. The process will include an application and other required paperwork to document the awarding of credit.

Selection of experiential learning experiences and sites shall be a collaborative responsibility of the student, parent, student adviser, school counselor, and experiential education teacher. All experiential sites must have the approval of the experiential education teacher, the STW coordinator, and the Preston County Board of Education.

- ❖ Selection of experiential learning experiences and sites. All experiences are determined by career concentration, student requests, and student IEP. Placements will be facilitated by the experiential education teacher.
- ❖ Student eligibility for experiential learning experience:
 - **Job Shadowing:** To be eligible for job shadowing, a student will:
 - submit a typed resume;
 - have an overall passing grade;
 - have a grade average of 73 or better in Introduction to Career Skills;
 - have fewer than 10 absences during the previous school year;
 - exhibit appropriate behavior for the work place;
 - complete all Before, Day Of, and Day After responsibilities;
 - follow all school rules;
 - dress and behave appropriately at all times;
 - have chosen a career concentration;
 - have a good disciplinary record; and
 - have no violations of the Code of Conduct (administrative recommendation may override this).
 - **Internship:** To be eligible for an internship, students will:
 - submit a typed resume;
 - be at least 16 years of age;

- be enrolled in grade 11 or 12;
 - have an overall grade average of 73 or better and have the recommendation of the Introduction to Career Skills instructor, academic instructor, or vocational instructor;
 - have fewer than a total of 10 absences during the previous school year;
 - exhibit appropriate behavior for the work place;
 - complete application packet (Student Internship Handbook);
 - follow all student and school rules;
 - dress and behave appropriately at all times;
 - maintain a good disciplinary record;
 - have no violations of the Code of Conduct (administrative recommendation to override this);
 - have chosen a career concentration; and
 - provide a minimum of one hundred (100) hours of his/her time outside the regular school day (successful completion of this experience results in one (1) elective credit).
- **Mentorship:** To be eligible for a mentorship, the student will:
- submit a typed resume;
 - have an overall passing grade;
 - have fewer than a total of 10 absences during the previous school year;
 - exhibit appropriate behavior for the work place;
 - follow all student and school rules;
 - dress and behave appropriately at all times;
 - have chosen a career concentration;
 - have a good disciplinary record;
 - have no violations of the Code of Conduct (administrative recommendation to override this);
 - exhibit skills to work in a one-to-one experience with an adult;
 - be willing to devote after-school hours to work with the mentor or demonstrate technical skills which would allow student and mentor to correspond through Internet; and
 - provide a minimum of one hundred (100) hours of his/her time outside the regular school day (successful completion of this experience results in one (1) elective credit).

- **School-Based Enterprises:** To be eligible for the SBE, a student must meet the requirements established by the school and the sponsor. An example of a school-based enterprise is the greenhouse at Preston High School. A letter of recommendation from the sponsor will be used as verification of participation.
 - All requests for developing a school-based enterprise must be presented to the administration of the school. Approval by the principal of the school will be sent to the Experiential Education Teacher, along with the:
 - ✓ Enterprise proposal
 - ✓ Proposed officers, board of directors, and employees
 - ✓ Budget
- **Community Service:** To be eligible for community service, the student must:
 - be sixteen (16) years of age or have recommendation of the Experiential Education Teacher, Counselor, and Teacher;
 - submit a proposal to the Experiential Education Teacher;
 - provide one hundred (100) hours of his/her time outside the regular school day (successful completion of this experience results in one (1) elective credit);
 - have a good disciplinary record;
 - have an overall passing grade;
 - have fewer than 10 total absences during the previous school year;
 - exhibit appropriate behavior for the work place;
 - follow all student and school rules;
 - dress and behave appropriately at all times;
 - have chosen a career concentration; and
 - have no violations of the Code of Conduct (administrative recommendation may override this).
- **School-Based Experience as Part of a Regular Class:** Students must be enrolled in and meet all the requirements for passing the course and satisfactorily complete the out-of-school work experience. A statement of completion from the instructor/supervisor will be used for verification.

Awarding of Credit

Experiential-based credit may be awarded to students who participate in experiential learning experiences dependent upon the student's chosen career pathway. The amount of credit to be awarded will be recommended by the experiential education teacher based on time and value of the experience in cooperation with the supervisor and other involved parties. Grades will be awarded and calculated in GPA, honor roll, and class ranking.

The number of hours that students shall be required to participate in experiential learning opportunities shall be determined by the experiential education committee based upon the student's chosen career pathway. The recommended minimum: skilled level students shall participate in 90 hours; and professional level students shall participate in forty-five hours.

All students shall document their experiential learning experiences within the student portfolios. Included in the portfolio shall be the specific experiential experiences, the number of hours in each experience, learning activities completed, the work-site mentor(s) evaluation (for live work experiences), the Experiential Education Teacher's signature, and other related information that school personnel may consider pertinent. Upon submission of the portfolio, students will be awarded credit experiential experiences on an individual basis. The recommended credit is as follows:

EXPERIENTIAL EXPEREENCE	MAXIMUM CREDIT
Internship	1.0
Mentorship	1.0
Community Service	1.0
Job Shadowing	No Credit
School-Based Enterprise	Credit Awarded Through Class
School-Based Enterprise as a Part of Class	Credit Awarded Through Class
Simulations	Credit Awarded Through Class
Summer Work Study	.5

Transfer Students

Students transferring to Preston County Schools from other states may petition the Preston County Board of Education to waive specific experiential learning requirements. All waivers will be considered on an individual basis. An analysis will be made to determine if an experiential experience can be completed in the time the student has left in school. The number of hours will also be determined at that time.

Administration

- ❖ **Provisions for Staff Development** - Appropriate training will be provided for:
 - Members of the STW partnership
 - Teachers
 - Administrators
 - Work Site Mentors
 - Mentor/Mentee

- ❖ The training will be designed for a specific audience, and the skills included will be: working with others, problem solving, teamwork, communication, and self-management.
 - Teachers and administrators will be trained in the definition requirements for, and tracking of experiential learning.
 - Teachers will be trained to effectively use work place computer simulations.
 - Work site contacts and mentors will receive appropriate training to enable them to be good role models and effective mentors.
 - Mentor/mentee will be provided suggestions to assist them in having a worthwhile learning experience.
(SBP 2510)

[Home](#)

R 3-5-13 High School Diploma

The Preston County Board of Education shall award a high school diploma to every student who has completed the standard graduation requirements.

State Board policy also grants county school boards the authority to award a modified diploma to an eligible student with exceptionalities who has been determined by an IEP Team to be unable even with extended learning opportunities and significant instructional modifications to meet state and county standard graduation requirements.

Beginning with school year 2008-2009, an eligible student with exceptionalities who meets the criteria for instruction based on modified standards may pursue either a standard or modified diploma. These decisions are specified on the student's IEP.
(SBP 2510)

[Home](#)

R 3-5-14 High School Diplomas for surviving World War Veterans

The Preston County Board of Education may award a high school diploma to surviving veterans who reside in Preston County or who would have graduated from a Preston County School had their schooling not been interrupted by service in the armed forces of the United States. Veterans requesting a diploma must meet the following criteria:

- ❖ Left school prior to graduation and served in the armed forces. (Veterans of the Korean and Vietnam Conflicts must have been attending high school at the time he/she left prior to graduating to serve in the armed forces);
- ❖ Did not receive a high school diploma;

- ❖ Was discharged from the armed services under honorable conditions; and
- ❖ Completes the necessary application as required by the joint rules of the State Board of Education and the Veteran's Council.

To qualify as an eligible veteran a person must meet one of the following definitions of eligible veteran:

- ❖ World War I veterans must have served between 4/6/17 and 11/11/18 and has been awarded the World War I Victory Medal;
- ❖ World War II veterans must have served between 9/16/40 and 12/31/46;
- ❖ Korean veterans must have served between 6/27/50 and 1/31/55;
- ❖ Vietnam veterans must have served between 2/28/61 and 5/07/75.
(WV Code §18-2-34)

[Home](#)

R 3-5-15 High School Credential

Beginning with the graduating class of school year 2008-2009, the school system shall offer the following high school credentials for qualifying graduating students.

- ❖ College Readiness Credential - Any student, who scores at or above the college readiness benchmarks as defined by the West Virginia Higher Education Policy Commission, shall receive a college readiness credential.
- ❖ Work Readiness Credential – Any student who completes an approved career/technical concentration and obtains a passing score on ACT Workkeys assessments shall receive a work readiness credential.

[Home](#)

Adopted: August 9, 2010
Amended/Revised:

PRESTON COUNTY BOARD OF EDUCATION FILE: 3 – CURRICULUM AND INSTRUCTION File: 3-6 Adult Education	Last Reviewed: 8-9-10 Next Review: 7-1-12
---	--

Adult education is designed to meet the education, employment and training, economic, civic, cultural, social, and recreational needs of adults in the community served by public schools. The programs described in Chart VII may be offered by the Preston County Board of Education. Chart VII identifies programs of study that provide lifelong learning opportunities for adults so that they may maintain, acquire, or enhance functional and/or technical literacy.

CHART VII: Adult Education Programs*		
Adult Basic Education (ABE)	Career and Technical Education Full- and Part-Time Classes	Job Specific Services to Business and Industry
<ul style="list-style-type: none"> • Basic Literacy • Basic Skills Assessment • General Educational Development (GED) Preparation • Distance Learning • External Diploma Program (EDP) • English as a Second Language (ESL) • Institutional Education • Family Literacy Programs • Test Preparation for employment, college, military entrance exams • Career Exploration 	<p>Technical training is provided to assist adults seeking employment or enhancing their current employment.</p> <ul style="list-style-type: none"> • Industrial and Technical • Computer Science • Business Education • Wood Products Technology • Aqua Culture • Hospitality • Health Care 	<ul style="list-style-type: none"> • Workplace Education Programs • Job/Task Analysis • Training Material Development • Training Video Production • Technical Skill Training • Supervisory Training • Train-the-Trainer Program • Customized Skills Development Classes • Employee Assessment and Selection Service • Use of Career/Technical Facilities/Equipment • Referral to Other Agencies
Workforce Development Training for Special Populations		Public Service Training
<p>Academic skills and technical training are provided for economically and community development.</p> <ul style="list-style-type: none"> • Referral to Other Agencies • Workplace Readiness • Trade Readjustment Act • Clean Air Act • North American Free Trade Agreement 		<ul style="list-style-type: none"> • Emergency Medical Training • Wastewater and Water Training • Firefighting Training • Hazardous Material Training

*To be delivered consistent with *SBP 2420, Guidelines for Compliance with Adult Education Programs and Computation for Adults Enrolled under the School Aid Formula, Adults in Net Enrollment.*

[Home](#)

Adopted: August 9, 2010
Amended/Revised:

<p>PRESTON COUNTY BOARD OF EDUCATION FILE: 3 – CURRICULUM AND INSTRUCTION File: 3-7 Education of Students with Exceptionalities</p>	<p>Last Reviewed: 8-9-10 Next Review: 7-1-12</p>
--	---

The Preston County Board of Education is firmly committed to the premise that a free, appropriate public education is a right extended to all individuals who have an exceptionality and not a privilege. The current West Virginia State Board of Education *Policy 2419 - Education of Exceptional Students* shall be placed on the agenda for the second meeting of the Preston County Board of Education each August and formally adopted by the Board and it shall be the guiding framework for providing educational services to all eligible students with exceptionalities.

The Board accepts its responsibility to ensure that FAPE is available to students residing in the district who are eligible for special education services, including students with exceptionalities who have been suspended or expelled from school. This includes students who reside in group, personal care, or foster homes, as well as state operated facilities and students who are migratory or homeless.

The Board is committed to making a FAPE available to each eligible student in the district as follows:

- ❖ Students who are at least three years old and are eligible for special education services unless the parent/adult student has refused special education services;
- ❖ Students who have not yet turned 21 years of age prior to September 1 and have not graduated with a standard high school diploma; or
- ❖ Students with exceptionalities whose suspension(s) or expulsion(s) results in a change of placement; or
- ❖ Students determined in need of special education and related services, even though the student has not failed or been retained in a course or grade, and is advancing grade to grade.

The Board shall also ensure that students with exceptionalities are afforded an equal opportunity to participate in nonacademic and extracurricular services and activities by providing the supplementary aids and services determined appropriate and necessary by the student’s IEP Team.

(WVC §18-20-1 et seq.; SBP 2419, Regulations for the Education of Students with Exceptionalities; and the Individuals with Disabilities Education Improvement Act of 2004, Public Law 108-446)

[Home](#)

R 3-7- 1 Inclusion

The Individual with Disabilities Education Act does not require inclusion of special needs students in the regular classroom; however, the West Virginia Code requires the integration of these students in the regular classroom. Specifically, each faculty senate must develop a strategic plan to manage the integration of special needs students into the regular classroom at their respective schools and submit it to the Superintendent periodically pursuant to guidelines developed by the State Department of Education. Each faculty senate shall encourage the participation of local school improvement councils, parents and the community at large in developing the strategic plan for each school. Each strategic plan developed by the faculty senate shall include at least:

- ❖ A mission statement;
- ❖ Goals;
- ❖ Needs;
- ❖ Objectives and activities to implement plans relating to each goal;
- ❖ Work in progress to implement the strategic plan;
- ❖ Guidelines for placing additional staff into integrated classrooms to meet the needs of exceptional needs students without diminishing the services rendered to the other students in integrated classrooms;
- ❖ Guidelines for implementation of collaborative planning and instruction; and
- ❖ Training for all regular classroom teachers who serve students with exceptional needs in integrated classrooms.

When the least restrictive environment for an exceptional needs student has been determined to be in a regular classroom (Inclusion) which requires an adjustment of either the curriculum or the services to be provided by the regular classroom teacher, that teacher is entitled to the following:

- ❖ Training to prepare the teacher to meet the exceptional needs of the student. (Ideally this training will occur prior to the placement, but in any case it must be provided within 10 days of the placement.);
- ❖ A signed copy of the IEP and both the referring and receiving teacher shall participate in the development of the IEP. (A teacher who disagrees with the IEP committee's recommendation may file a written disagreement or recommendation.);
- ❖ The opportunity to reconvene the IEP committee as appropriate. (Such meeting shall be held within twenty-one days of the request.); and
- ❖ Assistance from persons trained or certified to deal with the student's exceptional needs whenever such assistance is part of the IEP.
(WVC §18-5A-5 and §18-20-1c)

R 3-7-2 Gifted Students

The Preston County Board of Education recognizes that it has an obligation to provide appropriate services to those students who are gifted learners. Therefore, WVSBOE Policy 2419 guidelines will be followed in meeting the needs of students who are eligible for special education services as a gifted student in grades one through eight and for exceptional gifted students in grades nine through twelve.

WVC §18-8-1a; SBP 2419

[Home](#)

Adopted: June 19, 1984
Amended/Revised: August 28, 1985; August 9, 2010

<p>PRESTON COUNTY BOARD OF EDUCATION FILE: 3 – CURRICULUM AND INSTRUCTION File: 3-8 Organization of the Instructional Program</p>	<p>Last Reviewed: 8-9-10 Next Review: 7-1-12</p>
--	---

R 3-8-1 School Calendar

State Board *Policy 2510 - Assuring Quality of Education: Regulations for Education Programs*, requires school calendars and schedules to be organized to maximize academic learning time through a variety of strategies compatible with the needs and abilities of the students served by the school system. The school administration shall draft the proposed annual school calendar, which shall meet the requirements of W. Va. Code §18-5-45 and *SBP 2510*. The school calendar shall provide, at a minimum, 12 hours per week for Pre-k.

Drafts of the proposed calendar shall be distributed to the various work locations where they may be reviewed by all employees. Said employees shall have a period of time to review and comment on the proposed calendar, or they may submit a different calendar to the Superintendent for review. Following the receipt of input from school personnel in general, the Superintendent in consultation with the Professional and Service Staff Development Councils and the school principals shall prepare one or more proposed calendars to be presented to the Preston County Board of Education for consideration prior to the adoption of an official school calendar.

The Preston County Board of Education shall annually obtain the approval of the State Board or the State Superintendent prior to the implementation of the school calendar.

The calendar adopted by the Board shall include full consideration of the following:

Employment Term

The school year runs from July 1 to June 30 making it coterminous with the fiscal year. The employment terms for teachers shall be no less than 10 months, a month to be defined as 20 employment days exclusive of Saturdays and Sundays; provided that the Board may contract with all or part of the personnel for a longer term. The employment term shall be fixed within such beginning and closing dates as established by the State Board.

Instructional Term

Within the employment term there shall be an instructional term for students of no less than 180 instructional days which shall include an icy conditions and emergencies plan designed to guarantee an instructional term for students of no less than 180 separate instructional days. The instructional term shall commence on a date selected by the Board and terminate on a date selected by the

Non-Instructional Days

Non-instructional days shall total 20 and shall be comprised of the following:

1. Seven holidays as specified in §18A-5-2.
2. Election Day as specified in §18A-5-2.

3. Six days to be designated by the county board to be used by the employees outside the school environment. Four of these days must be scheduled after March 1; and
4. Six days to be designated by the county board for any of the following purposes:
 - ❖ Curriculum development;
 - ❖ Preparation for opening and closing school;
 - ❖ Professional development;
 - ❖ Teacher-pupil-parent conferences;
 - ❖ Professional meetings; and
 - ❖ Making up days when instruction was scheduled but not conducted.

Three of the days described in (4) shall be scheduled prior to the commencement of the instructional term for the purposes of preparing for the opening of school and staff development.

At least one of the days described in (4) shall be scheduled after the termination of the instructional term for the purpose of preparing for the closing of school.

At least two of the days described in (4) must be scheduled for professional development.

All non-instructional days must be scheduled prior to the termination of the instructional term.

If, on or after March 1, the Board determines that it is not possible to complete 180 separate days of instruction, it shall schedule instruction on any available non-instructional day, regardless of the purpose for which the day originally was scheduled. Use of these days for instruction shall be subject to the following:

- ❖ The non-instructional days scheduled for professional development shall be the last available non-instructional days to be rescheduled as instructional days;
- ❖ On or after March 1, the Board also may require additional minutes of instruction in the school day to make up for lost instructional days in excess of the days available through rescheduling and, if in its judgment it is reasonable and necessary to improve student performance, to avoid scheduling instruction on non-instructional days previously scheduled for professional development; and
- ❖ The provisions of this subsection do not apply to Holidays and Election Day.

Outside School Environment Days for Employees Who Work More Than 200 Days

Those employees employed for more than 200 days are entitled to six days of employment outside the school environment; however, these days shall be days that are mutually agreed upon by the employee, principal, or supervisor and the Superintendent of Schools.

Instructional Support and Enhancement Days

The school calendar shall include one instructional day in each of the months of October, December, February, April and June, which shall be an instructional support, and enhancement day. This day shall include instructional activities for students and professional activities for teachers to improve student instruction.

Two hours of the instructional support and enhancement day shall be used for instructional activities for students, which require the direct supervision or involvement by teachers and shall be limited to two hours. These instructional activities are to be determined and scheduled at the local school level and may include, but not limited to both in-school and outside of school activities such as student mentoring, tutoring, counseling, research, other projects or activities of an instructional nature, community service, career exploration, parent-teacher conferences, homes visits, college and financial aid workshops and college visits. The instructional activities for students must be arranged by appointment with the individual school through the principal, a teacher or other designated professional personnel at the school. Each school must establish a policy relating to the use of the two-hour block for student instructional activities.

The professional activities for teachers on ISE days must include a two-hour block of time for professional activities for teachers during which the faculty senate must have the opportunity to meet. All time remaining in the school day after meeting the requirements student instruction and the faculty senate meeting, not including the duty free lunch period, must be used for professional activities for teachers to improve student instruction. These activities are to be determined and scheduled at the local school level and may include, but are not limited to, professional staff development; curriculum team meetings; individualized education plan meetings; other meetings between teachers, principals, aides, and paraprofessionals to improve student instruction.

There is no requirement that any specific number of students be in attendance for any specific period of time on ISE days. Transportation of students to the school is not required. ISE days are scheduled work days for service personnel, to be used for training or other tasks related to their job classification if their normal duties are not required. Nothing in the law requires that instructional activities for students, faculty senate meetings and other professional activities for teachers must be scheduled in any certain order.

(WVC §18-5-45(d))

Faculty Senate Meetings

The Board must provide each faculty senate with a two-hour block of time for a meeting on a day scheduled for the opening of school prior to the beginning of the instructional term. In addition to the faculty senate meetings allowed on instructional support and enhancement days and on the non-instructional day designated for the opening of school, faculty senates may hold emergency meetings during non-instructional time and may meet for an unlimited block of time per month during non-instructional days to discuss and plan strategies to improve student instruction and to conduct other faculty senate business.

Scheduling Statewide Assessment Program

Primary statewide assessment activities may not be scheduled before May 15 unless the state board determines that the nature of the test mandates an earlier testing date

Employee Participation in Summer Professional Growth Activities

Where the employment term overlaps a teacher's or service personnel's participation in a summer institute or institution of higher education for the purpose of advancement or professional growth, the teacher or service personnel may substitute, with the approval of the Superintendent, the participation in these activities for not more than five of the non-instructional days of the employment term.
(WVC §18-5-45 and SBP 2510)

[Home](#)

R 3-8-2 School Day and Instructional Day Defined

The school day shall be determined by the minimum requirement of the State Board of Education, the time needed for individual classroom work, the bus schedule, and the hazards of having students traveling on or waiting for buses during hours of darkness. The principal and teachers at every school shall determine time allocations that are based upon the needs of the students, designed to maximize engaged instructional time and limit disruptions during the school day.

School Day and Instructional Day Defined

The school day (work day) is the time, inclusive of homeroom, class changes, breaks/recess, lunch, and other non-instructional activities from the first designated assembling of the student body in groups (homeroom or first period) to the dismissal of the student body. The school day may not exceed eight clock hours.

The length of the school day for students and teachers will be recommended by the Superintendent and set by the Board, and will be in keeping with State requirements. The particular opening and closing hours for schools will also be subject to Superintendent approval. The school principal is authorized to make minor changes in opening and closing times to facilitate scheduling; however, major changes in schedules will be subject to approval.

- ❖ Because of the unique configuration of schools and the accompanying bus schedules, starting and ending times will vary from one school community to another to accommodate transportation times and the different lengths of the instructional day.
- ❖ In all cases, minimum instructional times will be observed and all school employees will observe an equivalent work day.
- ❖ The instructional day is the time allocated within the school day for the teaching and mastery of content standards and objectives. The minimum instructional day for K-4 is 315 minutes, 5-8 is 330 minutes, and 9-12 is 345 minutes.
- ❖ The school calendar shall provide, at a minimum, 12 hours per week for Pre-k.
(SBP 2510)

Conservation of Instructional Time

It shall be the duty of the principal and his/her administrative staff to guide and direct the teaching staff in a manner that assures that instructional time will be used effectively and efficiently. This goal can best be achieved when building administrators carefully schedule the routine activities of the day so as to minimize interruptions to the teaching/learning process. Some suggested ways to minimize these interruptions are:

- ❖ Limiting the use of the intercom to before class time and at the end of the day;
- ❖ Limiting co-curricular activities during the instructional day to those that are essential to the delivery of the program;
- ❖ Limiting fund raising activities to non-instructional portions of the school day;
- ❖ Providing meaningful staff development activities for the instructional staff as a means of increasing their effectiveness in the classroom; or
- ❖ Encourage and support the use of technology as a means of increasing the efficiency and effectiveness of the teaching/learning process.
(SBP 2510)

[Home](#)

R 3-8-3 Class Size

Elementary Classrooms

- ❖ Pre-K = 20 -2*
- ❖ Kindergarten = 20-1** The number may go to 23 if the teacher receives additional pay.
- ❖ Grades 1-3 = 25-1 These teachers **may not** be assigned additional students.
- ❖ Grades 4-6 = 25-1 The number may go to 28 if the teacher receives additional pay

** Pre-K classrooms shall limit class size to no more than twenty children per classroom. Ratios shall be two staff: 20 children with one of the staff being a teacher. At naptime the allowable ratio is one staff member: 20 children. Caseloads for teachers of classrooms with children who have IEPs shall meet the requirements of WVBE Policy 2419. Teachers with no children who have IEPs shall not have more than 30 children for whom they are responsible. (SBP 2525)*

***One aide is assigned to a Pre-K or kindergarten class if the class enrollment exceeds 10 students. (SBP 2510)*

The above limits do not apply to classrooms for the instruction of choral, band or orchestra music. Gatherings of students for an occasional special large group instruction are also permitted. Also, a statewide exemption is granted for physical education classes in grades 4-6 for up to twenty-eight (28) students.

It should be noted that the student-teacher ratio restrictions must be applied to sixth grade classrooms that are a part of a middle school configuration.

Exceptions to the Pupil-Teacher Ratio Mandates

West Virginia Code §18-5-18a grants authority to the State Superintendent of Schools to permit more than twenty (20) pupils per teacher in a specific kindergarten classroom and twenty-five (25) pupils per teacher in a specific classroom in grades one through six during a school year in the event of extraordinary circumstances as determined by the State Superintendent after application for an exception by a county board of education.

The requirement for approval of an exception to exceed the kindergarten limit or grades 1-6 limit is waived in schools where the school wide pupil-teacher ratio is twenty-five (25) or less in grades 1-6. In no case shall the State Superintendent except classrooms having more than three (3) pupils above the teacher-pupil ratio in grades K, 4, 5, or 6.

A teacher in grades 1, 2, or 3 or classrooms having two or more such grade levels shall not have any pupils above the pupil-teacher ratio.

Extra pay to compensate teachers for each additional student must equal 1/20th or 1/25th of the teacher's regular daily pay and all such additional compensation shall be paid from county funds.

Secondary Classrooms

Student-teacher ratios for grades seven through twelve are not restricted by statute; however, the Preston County Board of Education believes that class size for secondary students must be flexible. The number of students in a class depends upon available facilities, the age of students, grade level, the subject to be taught and the financial capabilities of the district. The board directs the Superintendent to strive to achieve a class size that meets the needs of students and is acceptable to the accrediting requirements of the state and other accrediting organizations. In addition, the board sets the following guidelines:

- ❖ Larger classes are permissible for certain types of instruction, e.g., physical education, lectures, band, chorus, etc., where larger group instruction is appropriate.
- ❖ In all courses requiring specially designed facilities and equipment, enrollment may be limited on a priority basis to those students needing such courses in order to meet graduation requirements, e.g. science, business education, and industrial education.
(WVC §18-5-18a and SBP 2510)

[Home](#)

R 3-8-4 Grouping

Elementary Schools

Although the Board does not endorse any particular method of grouping students, the grouping of students within individual schools shall be based upon:

- ❖ The students' best opportunity for success;
- ❖ The educational level or achievement level of the student;

- ❖ The most effective educational climate for learning;
- ❖ The availability of space; and
- ❖ The welfare of the student.

Grouping shall remain flexible in order to take advantage of the best educational research and practices currently available.

Secondary Schools

Students may select their courses of study and classes when they are available. However, the students shall be advised of courses required for graduation or to meet their career choices.

Secondary students have the opportunity to choose from a wide range of course offerings designed to meet the needs of students with varying ability levels and career aspirations. The range of courses will include Advanced Placement courses for those students who have the ability and desire to pursue a professional pathway to a Skilled Pathway for those students who desire to go pursue career and technical opportunities. Principals and their faculties should avoid scheduling arrangements that "lock" a student into a particular grouping for the entire school day.

Assignments by the principal and faculty shall depend upon the availability of the class, space available and the needs of individual students or groups of students.

[Home](#)

R 3-8-5 Homework

Homework serves the purpose of reinforcing classroom teaching and helping students develop independent work habits. Homework assigned to the students is to be meaningful work which is related to the course or current topic under investigation and is aimed at the ability level of the individual student. New content should not be included in homework assignments

If a student is expected to spend his/her time outside of the class doing written assigned work, the teacher has an obligation to correct, check and/or grade his/her work. The teacher may elect to keep written assignments, but students shall have an opportunity to review their corrected work within a short time upon the completion of the assignment.

The amount of homework assigned should be reasonable and accomplished with the resources available to the student in the home. Suggested guidelines as to the length of homework assignments are as follows:

- ❖ Grades K-5 students – The recommendation is no more than 30 minutes per evening. Homework activities should be kept short. Opportunities to promote and encourage reading should be promoted.
- ❖ Grades 6-8 students – The recommendation is no more than one hour per evening. Homework activities should encourage higher level thinking skills, independent reading, and skill practice.

- ❖ Senior High School students – The recommendation is no more than two hours per evening. Homework should offer application to real life situations, encourage life-long pursuit of knowledge, skill practice and required preparation to include reading.

Assignments of a lengthy nature will be made well in advance of the due date so that students will be able to schedule their work, become more self-directed and learn time management skills.

Home study time is important to successful test completion; therefore, the administration shall have the authority to schedule testing such as quarter, semester, final and/or nationally normed tests to insure a student has a reasonable home study load on those occasions.

Homework is not to be used as punishment. All homework assigned should be such that all children can be successful.

Homework, as with any school work, is dependant on the student's ability. It is understood that students with poorer skill development may spend more time in completing homework. Directions for completing homework assignments should be clear and should offer guidance for both the student and the parent as appropriate including study resources such as the internet, local libraries, teacher hotline, peer tutoring, etc.

Students attempting advanced or accelerated course work would expect to assume a greater level of independent work.

Students are responsible for completing unfinished class work on their own time. However, upon repeated occurrences of this, the teacher will make every effort to determine why the work was not completed during class time and make adjustments, if needed, for the child to become successful.
(SBP 2510)

[Home](#)

R 3-8-6 Field Trips

An instructional field trip is defined as an extension of a regular classroom activity that reinforces and enhances learning by exposing students to experiences outside of the school setting.

Field trips of significant recreational value as well as educational value may be permitted. These include trips by athletic teams, band and other school sponsored student organizations and shall be at a minimal or no cost to the board.

The safety of the students and proper care of school vehicles shall receive the appropriate consideration.

Authorization

The Superintendent or his/her designee may approve field trips. Such approval must be obtained at least two weeks prior to the date of the trip. More complete guidelines for field trips may be found in *File: 12-1 Student Transportation* of this policy manual.

Fees

The use of school buses to transport students on field trips required as part of the instructional program shall be without charge to the students. Schools requesting curricular trips shall be required to pay the current rate for mileage and the bus operator's wages or apply these charges to any available curriculum allocation given to them.

Students may be assessed a pro rata transportation fee for the use of school buses when buses are used to transport students on school-sponsored trips that are not required as part of the instructional program. Fees shall be waived for any student whose parent or guardian is financially unable to pay. There shall be no required admission fees for students to participate in a field trip that is part of the instructional program.

Transportation

The Board of Education believes buses to be the safest means to transport students on field trips. The Superintendent or his/her designee may approve the use of chartered buses when funds are available and the safety and comfort of the students would be improved on long trips.

The use of privately owned vehicles for transporting a small group of students may be approved by the Superintendent or his designee when an adult is the driver and the vehicle is adequately insured. Please see *File: 12-1 Student Transportation* additional details.

Privately Sponsored Trips

The Board does not endorse any student trips that are privately sponsored or that are not a part of the instructional or approved extracurricular program. The Superintendent shall emphasize to any interested students and parents that trips of this nature are strictly private enterprises.

During the school day, employees of the Board shall not influence students to participate in excursions, tours or field trips not sponsored by the school district. Employees are prohibited from using their professional relationships with students for personal gain or financial advantage. Therefore, an employee shall not promote any activity, e.g., trips, tours, dramatic productions, etc. within the school system wherein the employee will benefit financially either directly or indirectly.

[Home](#)

R 3-8-7 Honors and Advanced Placement Courses

Honors Courses/Advanced Placement Courses for grades 9-12 shall be determined by an Honors Committee. This committee shall consist of the Superintendent or his/her designee, the Preston High School principal or designee, instructors of honors or advanced placement or college or dual credit courses, a high school guidance counselor, and the principal or designee from each middle school. The committee shall meet at least annually or more often if requested by any of its members to review, add to, or remove courses from the Honors/Weighted category.

Honors/Advanced Placement Education experiences are designed to meet the needs of the students who have the potential to complete curriculum more demanding than that offered in the regular classroom and their current grade level.

These classes are advanced in terms of content and performance expectations to provide credit toward graduation or possible college credit. Honors experiences may include, but shall not be limited to, specifically identified honors courses, research and in-depth studies, mentorships, content-focused seminars and extended learning outcomes offered by the College Board, post-secondary institutions and other recognized foundations, corporations or institutions, accelerated instructional courses offered via satellite and other courses and arrangements approved by the local board of education and state board. It is understood that the same courses may be classified in both categories.

The areas in which course may be offered in this program include, but are not limited to, English, Math, History, Science, Humanities and Technology. These programs will be offered in cooperation with Fairmont State University and other educational institutions as appropriate.

Curriculum approved under this section shall be designed to advance the achievement of students in the subject area or areas in which the student has achieved at least two of the following criteria: (a) demonstrated exceptional ability and interest through past performance; (b) obtained the prerequisite knowledge and skills to perform honors or advanced work; and (c) recommendation from the student's former or present teachers.

The Preston County Board of Education shall issue weighted grades for Advanced Placement courses for which high school credit is awarded. The weighted grade scale may also be used in the event that additional courses are designated as weighted by the Honors and Advanced Placement Committee. The weighted scale is as follows:

<u>Average</u>	<u>Grade</u>	<u>Quality Points</u>
93-100	A	5.0
85-92	B	4.0
75-84	C	3.0
65-74	D	2.0
0-64	F	0

(SBP 2510 and 2515)

[Home](#)

R 3-8-8 Outside Speakers and Assemblies

Outside Speakers

The Board encourages the practice of bringing in guest speakers who will offer thought-provoking addresses and who will supplement the educational resources of the school district. The speaker must take into consideration the age and maturity of the audience. Speakers will be advised that inflammatory speeches or the incitement of the audience to violate rules of the school and policies of the school board will not be permitted.

Assemblies

It shall be the responsibility of each principal or his designee to prepare for, schedule, conduct and see that all costs are covered for all assemblies held in his/her school. Assemblies are a part of the overall instructional program of the school and should be planned as such. Assemblies shall not be held only for entertainment or to raise money for school organizations.

Regulations for Assembly Speakers

Approval by the principal must be obtained before invitations are extended to or engagements are made with outside speakers to appear at any school assembly. In making his decision, the principal shall evaluate the subject to be covered, the background of the speaker and the value such a program will give to the total instructional program.

Political candidates will not be permitted to campaign before the student body; however, political leaders may be a valuable resource during their term of office.

Assemblies during the school day where professional groups or speakers are engaged shall be without cost to the students.

Regulations for Classroom Speakers

Teachers wishing to invite outside speakers to present pertinent information to their classes should be guided by the age of the students and the relationship of the material to be presented to the instructional program. Teachers shall obtain the advice and permission of the principal prior to extending any invitation to outside speakers.

[Home](#)

R 3-8-9 End of Course Examinations

End-of-Course Exam (EOC) - EOC refers to a course-specific criterion referenced test used to measure a student's level of academic achievement on West Virginia's **21st Century** Content Standards and Objectives. The exams are developed by the classroom teacher.

Likewise End-of-Course assessments that measure student achievement in core career/technical courses will also be conducted. End of course tests are based on the 21st century CSOs for each course. Typically, these exams will be a combination of instructor developed exams and exams created by Career/Technical arm of the State Board of Education.

End-of-course Examinations Grades 9-12

End-of-course examinations shall be given during "examination days" established in the school calendar for that purpose. The principal shall have the authority to schedule examinations on other examination days if it is necessary to avoid schedule conflicts.

The end-of-course examination grade shall constitute no less than 15% of the student's grade for the course. For the purposes of calculation of the final grade, 15% shall be rounded to the fraction $\frac{1}{7}$ – i.e., the end-of-course examination shall constitute $\frac{1}{7}$ of the student's final grade for the course. The formula for determining the final grade in each course is: triple the midterm grade, triple the grade for the second half of the course, add the term examination grade, and divide the sum of these by seven. End-of-course examinations shall be kept on file in the school at least one year.

Special examination days may be scheduled for the final term of the senior year in order to allow time to prepare for commencement activities.

Make-up examinations shall be given to students who have an absence on the examination day. If the student is unable to take the make-up examination within the time frame of the employment term of the classroom teacher, the principal shall make suitable arrangements for the student to take the examination. The student will receive an Incomplete for the class until the make-up examination is completed **and scored by the classroom teacher**.

End-of-Course Examinations Grades 6-8

Any student who takes a high school level course, or a course which will be applied toward high school credit for graduation, shall be required to take an end-of-course examination pursuant to the guidelines outlined in the section above.

With the exception noted above in the above paragraph, end-of-course examinations are not required for students in grades 6-8, but may be administered at the discretion of the principal and/or classroom teacher.

[Home](#)

Adopted: June 19, 1984
Amended/Revised: August 9, 2010

PRESTON COUNTY BOARD OF EDUCATION FILE: 3 – CURRICULUM AND INSTRUCTION File: 3-9 County Curriculum and Professional Development Council	Last Reviewed: 8-9-10 Next Review: 7-1-12
--	--

The Coordinator of Curriculum shall organize and be a member of the County Curriculum and Professional Development Council along with selected professional staff members. This council shall be fundamentally concerned with the development, evaluation, and recommendation of changes in the Comprehensive Education Program in Preston County. Consistent with the state plan, as appropriate the Curriculum Council shall appoint subcommittees which shall focus on the different areas of the curriculum. Where appropriate, these subcommittees shall cover grades K-12 and have representation from both the elementary and secondary schools.

[Home](#)

Adopted: June 19, 1984
Amended/Revised:

PRESTON COUNTY BOARD OF EDUCATION
FILE: 3 – CURRICULUM AND INSTRUCTION
File: 3-10 School Curriculum Committee

Last Reviewed: 8-9-10
Next Review: 7-1-12

The principal and Faculty Senate of each local school shall select and approve a Curriculum Committee. The purpose of the School Curriculum Committee will be to act as a vehicle which establishes instructional programs and methods, based on the needs of the school, that implement the state approved content standards, objectives and performance descriptors.

Each school shall establish a school curriculum team composed of the principal, the counselor serving that school, and no fewer than three representatives of the grades taught at the school and chosen by the Faculty Senate.

- ❖ The team shall establish the programs and methods for implementing a curriculum based on state-approved content standards based on the needs of the individual school with focus on reading, composition, mathematics, science and technology. The curriculum thus established shall be submitted to the Board for approval or for return to the school for consideration.
- ❖ The curriculum team may apply for a waiver from the instructional resource adoption process.
- ❖ The curriculum team may apply to the State Board of Education for development and implementation of remedial and accelerated programs.
- ❖ The school curriculum team shall report to the Board annually during, or part of, the annual LSIC report to the Board.

The school curriculum team may review the list of other non-required testing and assessment instruments provided by the state board through the statewide assessment program as provided in §18-2E-5 and may select one or more of them that are applicable to the grade levels at the school for use at the school to improve student learning. The school has the discretion to use the assessments and implement the instructional strategies and programs, upon approval by the school curriculum team that it determines best to promote student achievement at the school.

The school curriculum team may also apply for a waiver of any state or county policy requiring it to assess students using any specific assessment except the WESTEST2, the Alternative Performance Task Assessment, the Online Writing Assessment, and the National Assessment of Educational Progress (NAEP), or to employ any specific instructional strategy or program to achieve content standards for courses required by the state board. Attainment by the school of at least full accreditation status for the previous year shall be the factor considered for granting the waiver request.

As appropriate, the School Curriculum Team shall cooperate with and coordinate its efforts with the County Curriculum Team.
(WVC §18-5A-6 and SBP 2510)

[Home](#)

Adopted: June 19, 1984
Amended/Revised: August 9, 2010

PRESTON COUNTY BOARD OF EDUCATION FILE: 3 – CURRICULUM AND INSTRUCTION File: 3-11 Student Assistance Team	Last Reviewed: 8-9-10 Next Review: 7-1-12
--	--

Each Preston County school shall establish a student assistance team consisting of at least three persons, including a school administrator or designee, who shall serve as the chairperson, current teachers and other appropriate professional staff. The role of the SAT shall include but is not limited to the following:

- ❖ Review individual student needs that have persisted despite being addressed through instruction programs and intervention teams, or that have persisted in spite of other appropriate alternative actions.
- ❖ Considers referrals for multi-disciplinary evaluation.
- ❖ Invite parents to review recommendations made by the team in regard to the child’s program and to provide feedback to the team about those recommendations.
- ❖ Become trained in referral procedures for multidisciplinary evaluations, Alternative Education placements, disciplinary procedures, and other school processes as appropriate for ensuring student progress and maintenance of a safe school environment.
- ❖ Collect and maintain data on the activities of the team, including the dates of meetings, the members in attendance, and the recommendations of the team, the dates of review meetings, and the results of its recommendations.

The SAT may:

- ❖ Modify curriculum and/or instructions, but may not modify standardized state and county testing.
- ❖ Screen students with parental consent for:
 - speech/language concerns;
 - hearing concerns;
 - vision concerns; and
 - academic concerns
(SBP 2419 and SBP 2510)

[Home](#)

Adopted: November 13, 2000
Amended/Revised: August 9, 2010

PRESTON COUNTY BOARD OF EDUCATION	Last Reviewed: 8-9-10
--	------------------------------

Driver Education shall be made available to all eligible students in accordance with state law and regulations of the State Board of Education:

R 3-12-1 Course Requirements

The driver education program shall conform to the guidelines found in *SBP 2422.2. - Driver Education*. The minimum and preferred requirements of the driver education course are as follows:

- ❖ Classroom instruction of 50 hours (66 hours preferred) including a minimum of eight hours in a standard defensive driving course.
- ❖ In-car observation of 10 hours (18 hours preferred).
- ❖ In-car practice driving of six hours (or the equivalent according to the established and universally recognized ratio when simulation and multiple car instruction ranges are utilized).
- ❖ As a minimum, driver education shall be scheduled as a one semester program consisting of both classroom and laboratory instructional phases. In the case of schools using a block schedule of 90 minutes, the program may be scheduled as a nine-week program.
- ❖ The course shall provide a minimum of one-half unit of credit.
- ❖ Student on-street practice driving lessons shall be provided in an automobile equipped with a dual control brake (also a dual control clutch pedal for vehicles with manual shift transmissions) and an approved driver education teacher shall occupy the seat beside the student.
- ❖ Classroom instruction shall not exceed two hours during any 24-hour period.
- ❖ Student in-car practice driving lessons shall be scheduled so that students will receive not more than one-half hour behind-the-wheel instruction per session and not more than one hour during any 24-hour period.
- ❖ A minimum of two and a maximum of four students shall occupy the driver education vehicle during secondary school on-street practice driving/instruction lessons.
- ❖ Only eligible students shall participate in the laboratory (practice driving) part of the course. An eligible student is defined as one who is 15 years of age and older 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.
- ❖ Students at least 15 years of age or older may enroll in driver education and receive instruction and practical training in the operation of a motor vehicle on the public streets and highways. Students who will not reach the age of 15 years before completion of the driver education course may enroll, if space is available, giving priority to those students that are already 15 years of age or older, but instruction shall be limited to the classroom only.

- ❖ Any student who is at least 15 years of age or older may enroll in driver education and operate a motor vehicle on the roadways of West Virginia without a Level I Instructional Permit while accompanied by a certified driver education teacher occupying a seat beside the student and in an automobile equipped with dual controls. However, it is encouraged a student have a Level I Instructional Permit at the time the student enrolls in the course and begins the behind-the-wheel driving instruction.
(WVC §18-6-3 and §18-6-5.)

[Home](#)

R 3-12-2 Standards for an Approved Teacher

- ❖ Teachers who meet the following requisites are eligible for licensure and employment as an approved driver education teacher. Failure to meet any of the conditions specified below may result in refusal, recall, suspension or revocation by either the Superintendent of the Department of Public Safety or the State Superintendent of Schools.
 - Has a valid West Virginia high school certificate;
 - Is licensed by the West Virginia Department of Education to teach driver education;
 - Has held a valid motor vehicle operator's license for the past three years;
 - Possesses good health and is free from impairments that would adversely affect the safety of pupils and the general public;
 - Has a satisfactory driving record confirmed and approved through the state coordinator of driver education with the West Virginia Department of Education through the Accident Prevention Bureau, West Virginia Department of Public Safety and/or West Virginia Department of Motor Vehicles;
 - Has not accumulated more than nine points on his/her Department of Motor Vehicles (DMV) record.
 - Has not been convicted of and/or has not had DMV suspension or revocation of license on a charge of operating a motor vehicle while under the influence of alcohol, drugs or narcotics, or clear and convincing evidence presented, such as positive breath or blood test, of operating a motor vehicle while under the influence of same;
 - The teacher shall not be licensed to teach driver education for at least two years subsequent to the first offense for conviction or DMV suspension/revocation. For the second offense licensure shall be refused permanently; and has completed training in defensive driving.

[Home](#)

R 3-12-3 Use of Driver Education Vehicles

In the event that the Preston County Board of Education secures dealer loaned or leased vehicles, such vehicles shall only be used in compliance with an official contract between the Board and car dealers. Dealer secured vehicles shall be used for driver education purposes only.

In the event the Board purchases its own driver education vehicle, such vehicle shall only be used for the purpose of teaching driver education during the school day or hours of the school day that the driver education program is scheduled. If the vehicle is used for any purpose other than driver education, any identification as a “student driver” or “Driver Education” shall either be covered or removed. (WVC §18-2-5 and §18-6-1, et seq.; SBP 2422.2 Driver Education Regulations)

[Home](#)

Adopted: June 19, 1985
Amended/Revised: August 9, 2010

FILE: 3 – CURRICULUM AND INSTRUCTION	Next Review: 7-1-12
File: 3-13 Drug, Alcohol and Tobacco Education	

The school administration shall develop and implement a program of drug education for students in kindergarten through grade 12 as an integral part of the curriculum in accordance with regulations of the State Board of Education. Through this program, students are to receive instruction as to the nature of alcoholic drinks, narcotics and tobacco products and other potentially harmful drugs with special instruction as to their effect on the human body and upon society in general-
(WVC §18-2-9 and SBP 2422.5 Substance Abuse and Tobacco Control)

[Home](#)

Adopted: June 19, 1984
Amended/Revised: August 9, 2010

PRESTON COUNTY BOARD OF EDUCATION	Last Reviewed: 8-9-10
--	------------------------------

FILE: 3 – CURRICULUM AND INSTRUCTION**File: 3-14 Alternative Education Program (AEP)****Next Review: 7-1-12**

The Preston County Board of Education is committed to providing a safe and orderly learning environment for the education of all students. Furthermore, the Board intends to meet the educational needs of disruptive students through the development of alternative education programs. An Alternative Education Program is an authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.

The goal of the AEP is to provide an alternative means of education once the traditional school has exhausted all means of standard discipline procedures as stated in county policy. The AEP will act as an educational placement, as an alternative to long-term suspensions, and/or expulsions from the traditional school setting. It is, however, still possible to be expelled from Preston County Schools and not receive services from the AEP.

The Preston County Board of Education shall include in its alternative education program a plan to improve student retention and increase the graduation rate in the county. The plan is subject to approval of the state board, and shall include strategies the Board will implement to achieve the following goals:

- ❖ Increasing the graduation rate for the county;
- ❖ Identifying at the earliest age possible those students who are at risk of dropping out of school prior to graduation; and
- ❖ Providing additional options for delivering to at-risk student's academic credentials and career-technical training if appropriate or desired by the student.

The options may include such programs as Techademics, Earn a Degree-Graduate Early (EDGE), Health Sciences and Technology Academy (HSTA), Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), truancy diversion, early intervention, dropout prevention, prevention resource officers, GED option, credit recovery, alternative learning environments, or any other program or strategy approved by the state board.

Career and technical education programs that only students in certain upper high school grade levels to enroll may make exceptions for those at risk students and enroll any of those at risk students who are in grades nine and above.

As funds become available, Preston County Schools will implement alternative education programs within a range of options including in-school suspension, separate part-time or full-time alternative education classroom, a school within a school, a school on an alternative site, an after school class/night school program, or a combination academic/work based program.

Preston County's procedures for its alternative learning programs will comply directly with all program requirements of *SBP 2418: Regulations for Alternative Education Programs for Disruptive Students*. Procedures will be developed by the county, in collaboration with the schools, for implementing the alternative learning programs and will be submitted to the State Superintendent of Schools for approval.

The Preston County Board of Education will be accountable for program results and will conduct an annual evaluation of the program. This policy will implement the requirements of *SBP 2418: Regulations for Alternative Education Programs for Disruptive Students* and WVC §18-2-6 and §18-5-19, enacted by the 1996 West Virginia legislature as part of the Safe Schools Bill.

[Home](#)

R 3-14-1 Process for Placement of Students in AEP

Students will be referred to the Alternative Education Program Placement Team by the school SAT through the school principal following documented multiple behavioral interventions and out-of-school suspensions. Students who are expelled by the Board of Education and students determined to be guilty of serious violations of the Productive and Safe School Act (WVC §18A- 5-1 a) may be placed immediately by the AEP Placement Team.

The Eligibility Criteria for placement in the AEP shall consist of, but are not limited to, the following:

- ❖ Violations of the Productive and Safe Schools Act (WV Code 18A-5-1 a) in accordance with the provisions of the Act;
- ❖ Repeated violations of the county's discipline policy following documented multiple behavioral interventions by the Student Assistance Team at the referring school; and/or
- ❖ Continuation of educational services during periods of suspension or expulsion.

The county Alternative Education Placement Team shall be composed of the following individuals:

- ❖ Referring Principal
- ❖ Referring School Counselor
- ❖ AEP Director
- ❖ Special Education Consultant
- ❖ Superintendent or Designee
- ❖ Parent of Student and/or
- ❖ Other individuals deemed appropriate by the Superintendent

Parents and community organizations will be involved in proceedings at the school level as determined by the SAT.

[Home](#)

R 3-16-2 Organization and Structure of the AEP

Behavioral Management Plan

The AEP teacher will develop a written behavioral management plan consisting of academic and behavioral components and criteria for re-entering to the regular school program. Plan and service will be approved by the AEP Placement Team. This plan will be reviewed as needed or on an annual basis. Counseling and contracted services will be provided on an as needed basis. Contracted services shall have the Superintendent's approval.

Criteria for Completion

Students may complete an alternative education program in one of the following manners:

- ❖ fulfillment of the criteria for re-entry into the regular school program;
- ❖ completion of regular high school graduation requirements and awarding of a regular high school diploma from the home county school of referral;
- ❖ completion of identified performance criteria leading to a high school diploma; or
- ❖ completion of a GED in accordance with *SBP 2444.4: Issuance of High School Equivalent Diplomas, State of West Virginia*.

Meeting Times, Class Size, and Awarding of Credit

- ❖ AEP classes shall meet 4:00 P.M. to 8:00 P.M. four nights per week to be determined by the teacher.
- ❖ In general, the class size will be determined by student needs, but not to exceed fifteen (15) students.
- ❖ The home school will be responsible for awarding credit if applicable.

Performance Measures and Process for Program Evaluation

Students enrolled in alternative education programs shall participate in the State Assessment Program, in accordance with SBP 2340: The Statewide Assessment Program. The test scores for these students shall be counted in the results of the home county school of referral.

The effectiveness of the alternative education program will be evaluated by assessing the following specific outcomes of the program:

- ❖ The number of students returning to the regular classroom without assistance;
- ❖ The number of students that meet the goals of the AEP program;
- ❖ The number of students receiving their GED, if applicable; and
- ❖ The academic performance of the students on state assessments.

AEP Curriculum

Administrators and instructional personnel responsible for the Alternative Educational Program shall develop a written curriculum based upon State Board of Education 21st Century Standards for West Virginia schools. The curriculum shall also include a component for teaching and learning responsible behavior. In addition, the county shall provide for the participation of staff certified in the core subject areas in the development of the academic curriculum and the assessment measures to determine mastery of content, learning skills and technology objectives as mandated by *SBP 2510 and SBP 2520*.

Instruction

The instructional program shall be delivered in accordance with the following standards:

- ❖ instructional activities shall be consistent with the written curriculum and appropriate for the students' developmental levels and they shall meet the West Virginia content, learning skills and technology objectives as mandated by *SBP 2510 and SBP 2520*;
- ❖ instructional materials shall be age appropriate, functionally appropriate, high interest level for students and they shall be selected from the approved state listing of instructional materials;
- ❖ the program shall provide for individualized instruction and accommodate the entry and exit of students;
- ❖ curricular and instructional practices shall reflect high expectations for students;
- ❖ the instructional program shall be delivered in a climate conducive to learning; and
- ❖ sufficient instructional materials, supplies, and equipment shall be available to deliver the instructional program.

Special Education

The Board shall comply with applicable state and federal laws and regulations in the education of exceptional students placed in alternative education programs.

[Home](#)

R 3-14-3 Staffing Plan and Personnel Qualifications

The Board of Education will employ on an as-needed basis on extra duty contract teacher(s) for implementation of the AEP. Counseling and other services will be contracted on an as-needed basis.

Classroom teachers shall be selected on the basis of the teachers' demonstration of competence in meeting the following standards:

- ❖ any West Virginia professional teaching certificate;
- ❖ ability to effect positive behavior in disruptive students;

- ❖ effective leadership and/or mentoring skills in working with youth;
 - ❖ successful experience in providing education to troubled or disruptive youth;
 - ❖ specialized training or experience in non-traditional programs; and/or
 - ❖ specialized training in behavior management skills.
- WVC §18-2-6; §18-5-19; SBP 2418; SBP 2419; House Bill 4065**

[Home](#)

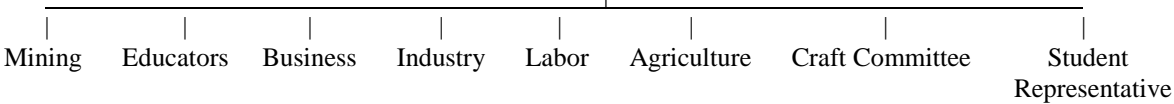
Adopted: April 23, 2001
Amended/Revised: August 9, 2010

<p>PRESTON COUNTY BOARD OF EDUCATION FILE: 3 – CURRICULUM AND INSTRUCTION File: 3-15 Career Technical Programs Guidelines for Advisory Council and Craft Committees</p>	<p>Last Reviewed: 8-9-10 Next Review: 7-1-12</p>
--	---

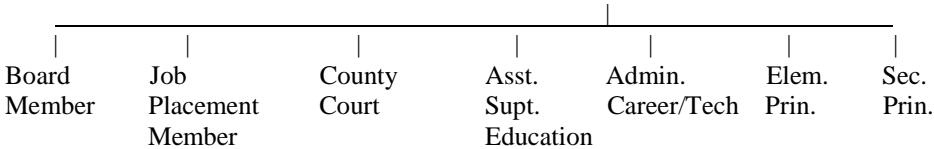
Career Technical Education must develop students for the world of work. Therefore, the programs developed must be an integral part of the community in which they exist and must reflect the day-to-day occupational life of the community. The most effective formal means of assuring that Career Technical programs are an integral part of the community is through the use of Advisory and Craft Committees. Advisory Council and Craft Committees composed of representatives of the community can provide a means of determining not only the needs for Career Technical programs but also the direction which programs should take. Advisory Council and Craft Committees can also provide a channel through which the Preston County Career Technical Center can communicate its needs and abilities to the general public, organizations, business, industry, and agriculture.

PRESTON COUNTY BOARD OF EDUCATION

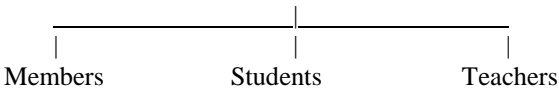
Preston County Career Technical Program Administrative Advisory Council



Ex Officio Members



Craft Committee



The final decision concerning policies in operating the Preston County Career Technical Programs is to be made by the Preston County Board of Education in accordance with the present Board policy.

The Administrative Advisory Council is a comprehensive type of committee consisting of a representative group of lay people who discuss the general problems of Career Technical education in a strictly advisory capacity. The Advisory Council has neither legislative nor administrative authorities.

Each Craft Committee is an advisory group for each specific program. The term "craft" is used to identify an occupational area for which training is being offered.

SELECTION AND CONFIRMATION COMMITTEE

This committee is composed of the following members:

- ❖ The Administrator of the Preston County Career Technical Center
- ❖ The Teacher or Teachers of a Particular Craft Area
- ❖ The Chairperson of the Administrative Advisory Council
- ❖ The Assistant Chairperson of the Administrative Advisory Council, who will act as Chairperson of the committee.

This committee shall appoint and confirm all new members to the Administrative Advisory Council in all categories except ex officio and Craft Committees. Craft committee members shall be appointed from a list of proposed members submitted to the Selection and Confirmation Committee by a teacher or teachers (in person) in each of the Craft Committee areas. They shall be appointed for a three-year term. This assignment must be completed by September 1 of each year.

This committee shall have the authority to suggest or recommend changes in membership in order to bring about more expertise and wide geographic distribution. The committee will meet prior to September 1 to perform its duties for the coming year. It will serve from October to October, reorganizing after the first meeting of the Administrative Advisory Council each year.

A complete listing of all committee members will be kept in the Preston County Career Technical Center Administrator's office and in the Career Technical Administrator's office. It shall be the duty of the Secretary of the Administrative Advisory Council to keep this list up-to-date.

ADMINISTRATIVE ADVISORY COUNCIL

Selection of Members and Committee Structure

The Administrative Advisory Council shall be composed of members of the categories identified in the chart on page one.

Members presently serving on the Advisory Council shall continue to serve until they desire to withdraw their membership from said Council. New members, except those representatives from craft committees and ex officio members shall be appointed by the Selection and Confirmation Committee for a term of three years. They may be appointed to a second term at the discretion of the committee.

The Secondary and Elementary Principals organizations shall each elect a representative at the time they reorganize each year.

Other individuals serving in an ex officio capacity would be legislators serving this area, the Superintendent of Schools, the Assistant Superintendent of Schools, the Administrator of Career Technical Education, the Administrator and Assistant Administrator of the Preston County Career Technical Center, and the Job Placement Coordinator.

At the beginning of each year, each Craft Committee will select one member to serve on the Administrative Advisory Council for the ensuing year.

Two Senior Preston County Career Technical Center students will be selected to serve as regular members of the said Council for a one-year term. They will be elected by the students enrolled in the Career Technical Center classes.

The Chairperson of the Administrative Advisory Council shall be elected by the Council to serve a one-year term and be eligible to succeed to a second one-year term. The chairperson should:

- ❖ preside at the meetings of the Advisory Council; and
- ❖ appoint special committees which may include persons other than committee members, but chaired by a committee member.

The Council shall also elect a Vice-Chairperson to serve a one-year term and be eligible to a second one-year term.

The administrator of the Preston County Career Technical Center shall serve as Secretary of the Administrative Advisory Council. The Administrator shall assist the Chairperson in preparing the agenda for each meeting. The Secretary shall prepare the minutes of each meeting and submit them to each member of the Advisory Council.

Membership

The number of members on the Administrative Advisory Council shall be determined by the needs of the Council. In case of a vacancy in the Craft Committee Category, the replacement shall be made by the committee involved for the remainder of the year.

In all other categories, except ex officio members, the vacancy shall be filled by the Selection and Confirmation Committee for a three-year term.

Meetings

The Advisory Council shall have a minimum of three meetings per year, the first being held by October 21 of each year, at which time reorganization shall take place. The Chairperson and the Secretary shall be responsible for scheduling the meetings. One meeting shall be held during the summer, and the Administrator shall be responsible for presenting the annual report at this time. The Secretary shall be responsible for sending a copy of the minutes to absent members.

Time and Place of Meetings

The Advisory Council shall normally meet at the Preston County Career Technical Center. The Secretary shall notify Council members two weeks in advance as to time and place of meetings.

Agenda

The Secretary and Chairperson of the Administrative Advisory Council shall prepare and provide an agenda for each committee member at least one week prior to the meeting.

Recommendations

Any recommendations of the Administrative Advisory Council should be prepared in writing and submitted to the appropriate persons and Board by January 30 of each year. These recommendations should be included in the annual report prepared by the Council.

CRAFT COMMITTEE

Selection

Craft committee members shall be designated as stated under the duties of the Selection and Confirmation Committee on Page 2. Any vacancies shall be filled by the request of teacher or teachers with the approval of the Selection and Confirmation Committee.

Present members may continue to serve until they request a withdrawal of his or her name from said committee membership. New members shall serve for a three-year term.

Each area of instruction shall elect two students, one from the morning and one from the afternoon class sections, to serve on the respective craft committee.

At the end of the school term, all teachers shall carefully check attendance committee members. Those who have not attended any meetings should be contacted as to their wishes for membership the following year.

Membership

The number of members on a Craft Committee shall be determined by the needs of the committee.

Qualifications

Persons selected to the Administrative Advisory Council or Craft Committees should be:

- ❖ respected in the community;
- ❖ interested in that particular field;
- ❖ willing to contribute to the effectiveness of the committee and have the time to do this;
- ❖ able to work with other members on the committee without undesirable conflict; and
- ❖ of good moral and ethical character, neither exploiting the committee nor students for their own benefit.

Chairperson

The Chairperson of the Craft Committee shall be elected by the committee for a one-year term and be permitted to succeed himself or herself.

Administrative Advisory Council Representative

The Craft Committee shall elect one person to serve as a representative to the Administrative Advisory Council. This individual may be the chairperson or any person serving on said Craft Committee.

Secretary

The Career Technical instructor shall serve as Secretary of the Craft Committee. The instructor shall also assist the Chairperson in preparing the agenda for each meeting and preparing the minutes which shall be submitted to each member of the Craft Committee, the Administrator of the Preston County Career Technical Center.

Role of the Career Technical Teacher

It shall be the duty of the teacher to recommend names to the Selection and Confirmation Committee for the make-up of the Craft Committee in their respective area and to have the Craft Committee organized by September 21 of each year.

Each vocational instructor shall serve as the school's representative on the respective Craft Committee for his or her area of instruction. The teacher's presence shall provide the liaison between the committee and the school. Where there is more than one teacher in an area, a designated teacher must serve as Secretary. The Secretary shall serve on a rotating basis. All teachers are expected to attend all Craft Committee meetings and take an active part.

The responsibilities of the instructor shall be:

- ❖ to offer information to the members that relates to the objectives of vocational education and the relationship of his program of instruction to those objectives;
- ❖ to serve the committee as its Secretary;
- ❖ to serve as the interim Chairperson until the committee is organized;
- ❖ to assist the Chairperson in preparing the agenda for each meeting;
- ❖ to prepare the minutes of each meeting and distribute them to the members of the County Career Technical Administrator of the Preston County Educational Center;
- ❖ to assist the committee in the development of its plan of work;
- ❖ to be professional in the role as a teacher and liaison representative of the school; and
- ❖ to keep the welfare of the school and the committee in perspective as the work of the committee progresses.

Meetings

The Craft Committee shall have a minimum of four meetings per year. Four regular planned meetings will be scheduled by the Chairperson and the Secretary of each committee. Special meetings may be called at the request of the committee members, teachers or the Administrative Advisory Council. The Secretary shall be responsible for sending a copy of the minutes to absent members.

Time and Place of Meetings

The Craft Committees shall meet in the classroom, laboratory, or shop area for each vocational program. The Secretary shall notify committee members as to the time and location of each meeting at least two weeks in advance of each meeting.

Agenda

The Secretary and the Chairperson of each committee shall prepare and provide an agenda for each committee member at least one week prior to the meeting.

AREAS OF RESPONSIBILITY

Some of the areas in which the Administrative Advisory Council and the Craft Committees may provide advice and assistance are:

- ❖ recognizing new technical developments which require changes in the curriculum;
- ❖ providing occupational information;
- ❖ developing public information programs;
- ❖ making community surveys;
- ❖ securing training stations for cooperative education students;
- ❖ determining and verifying need for training;
- ❖ reviewing past accomplishments of the Center and forecasting trends affecting training and employment;
- ❖ planning facilities and establishing standards for classrooms and laboratories;
- ❖ establishing standards for selecting equipment and instructional materials;
- ❖ securing donations of equipment and materials;
- ❖ providing assistance in job placement of students*;
- ❖ assisting in the recruitment of teachers;
- ❖ assisting in the promotion of the passage of State and Federal legislation for vocational education; and
- ❖ developing criteria for evaluating vocational programs.

**This is one of the most important functions. Contributions to this area will be appreciated.*

Career Technical Administrator's Responsibilities

The efficient operation of this committee system will greatly contribute to helping keep pace in training needs and our local requirements for employment. It shall be the responsibility of the Career Technical Administrator to see that the guidelines written in this policy area are carried out by those responsible.

(SBP 2510)

[Home](#)

Adopted: June 19, 1984
Amended/Revised:

PRESTON COUNTY BOARD OF EDUCATION
FILE: 3 – CURRICULUM AND INSTRUCTION
File: 3-16 Controversial Issues

Last Reviewed: 8-9-10
Next Review: 7-1-12

Complex and controversial issues arise every day in our 21st century society and it is only natural that students and teachers will want to explore these issues within classroom settings as a part of the educational process. The Board accepts training for effective citizenship as one of the major purposes of education. A recognition that many important areas of study involve issues on which individuals or groups hold differing positions will assist the achievement of this purpose.

In considering these issues, the student shall have the right under the direction and guidance of the classroom instructor:

- ❖ To study controversial issues which may have political, economical or social significance and are germane to the objectives of the course. Controversial issues to be discussed in class must be presented on a level consistent with the knowledge, maturity, and competency of the students in class;
- ❖ To study under competent instruction in an atmosphere of freedom; and
- ❖ To form and express opinions on controversial issues without jeopardizing his or her position within the school.

The role of the teacher in the presentation of controversial issues is vitally important. All sides of the issues should be presented to the students in a dispassionate manner. The goal is that students be taught to think clearly on all matters of importance and to make their own decisions in light of all material that has been presented or can be secured on the issues. The opinions, biases or prejudices of a teacher should never be forced on a captive audience of students.

[Home](#)

Adopted: June 19, 1984
Amended/Revised:

<p>PRESTON COUNTY BOARD OF EDUCATION FILE: 3 – CURRICULUM AND INSTRUCTION File: 3-17 General Educational Development (GED®) Tests</p>	<p>Last Reviewed: 8-9-10 Next Review: 7-1-12</p>
--	---

The purpose of the State of West Virginia General Educational Development (GED®) Diploma is to provide appropriate recognition of educational attainment to those individuals who have demonstrated that they have attained academic skills equivalent to those at the high school completion level by satisfactorily passing the GED Tests.

The West Virginia Department of Education, hereinafter State Department, issues a State of West Virginia GED Diploma based upon satisfactory scores earned on the GED Tests. These tests are prepared by the General Educational Development Testing Service (GEDTS(8J) as an agent of the American Council on Education. The State of West Virginia GED Diploma is issued only by the State Department.

West Virginia is a GED Option State. GED testing sites are authorized to test a selected population of students sixteen (16), seventeen (17) and eighteen (18) years of age, enrolled in an

Applying for Testing

First time applicants are required to complete the local GED Testing Orientation Seminar or the GED Option Orientation Seminar which includes, viewing of the calculator and alternate format video, calculator practice exercises, taking and passing the Official GED Practice Test (OPT) with the minimum score as determined by the State GED Office (WV OPT passing standard may exceed national minimum passing standard) and completing online registration at least five business days prior to testing.

A valid and current state-issued photo identification, i.e., driver's license, state alternative identification, military identification or a valid passport, with current name, birth date, and preferably a Social Security number will be required prior to and during all testing sessions. Failure to present applicable photo identification will result in a loss of testing privilege until such identification is presented.

Basis for Granting the State of West Virginia Diploma GED Diploma

The State Department requires that applicants taking the GED Tests achieve a minimum passing score of 2250 or above on the battery of five subtests and a standard score of not lower than 410 on any one of the five subtests.

Prior to taking the GED Tests, individuals must provide written documentation from an Adult Basic Education (ABE) instructor or a GED Option instructor of taking and passing the OPT by achieving the minimum score as determined by the State GED Office (WV OPT passing standard may exceed national minimum passing standard).

The State Department requires that the initial battery testing be completed within six weeks, or no more than two consecutive complete test sessions (whichever is longer in duration). First time examinees are expected to take two or more sub tests per testing session except as provided by the GEDTS accommodations policy. GED Option students do not have to complete the initial battery testing within six weeks and may take only one content test per testing session.

Individuals passing the GED Tests will receive a State of West Virginia GED Diploma. Students enrolled in the GED Option and passing the GED Tests may receive a State of West Virginia GED Diploma or a high school diploma according to the completion level of the program.

Testing of Individuals 18 Years of Age and Younger

For the purposes of GED testing, the official dropout date shall be defined as, "the school day after the student's last day of attendance," as outlined in W. Va. 126CSR81, *West Virginia Board of Education Policy 4110, Attendance*.

Individuals who are eighteen (18) years of age are eligible to test by qualifying under any of the following conditions:

- ❖ The candidate has been officially withdrawn from a "regular" high school (a secondary school characterized as a "regular" accredited high school by the jurisdiction as defined by GEDTS), i.e., officially withdrawn or home-schooled prior to test registration as evidenced by written documentation from the last school system attended or by written documentation from the county attendance director for the home-schooled student. Documentation must include the withdrawal date and the original class graduation date. The candidate must also provide written documentation from an ABE instructor of taking and passing the OPT by achieving the minimum score as determined by the State GED Office (WV OPT passing standard may exceed national minimum passing standard); or evidenced by written documentation from an Adult Basic Education (ABE) instructor; or
- ❖ The candidate is enrolled in the GED Option.

Testing of Individuals 17 Years of Age

Individuals who are 17 years of age are eligible to test by qualifying under any of the following categories:

- ❖ The candidate's original high school class has graduated before the candidate makes application for GED testing as evidenced by written documentation from the last school system attended. Documentation must include the withdrawal date and the original class graduation date. The candidate must also provide written documentation from an ABE instructor of taking and passing the OPT by achieving the minimum score as determined by the State GED Office (WV OPT passing standard may exceed national minimum passing standard); or
- ❖ The candidate has been officially withdrawn from a "regular" high school (a secondary school characterized as a "regular" accredited high school by the jurisdiction as defined by the GEDTS), i.e., officially withdrawn or home-schooled for a period of one month prior to

test registration as evidenced by written documentation from the last school/system attended or written documentation from the county attendance director for the home-schooled student. Documentation must include the withdrawal date as indicated in Section 5.1., or home-school dates, and the original class graduation date. The seventeen (17) years of age candidate must also provide written documentation from an ABE instructor of taking and passing the OPT by achieving the minimum score as determined by the State GED Office (WV OPT passing standard may exceed national minimum passing standard); or

- ❖ The candidate is enrolled in the GED Option.

Testing of Individuals 17 Years of Age

Individuals who are sixteen (16) years of age are eligible to test by qualifying under the following categories:

- ❖ The candidate is enrolled in the GED Option; or
- ❖ The sixteen (16) year old GED Option student may begin taking the GED Tests at the age of sixteen (16) but may not complete the exam until the seventeenth (17) birthday.

Testing of Individuals Enrolled in the GED Option

Examinees, at least sixteen (16) years of age, who are enrolled in the GED Option program may take the GED Tests without withdrawing from high school provided that the following conditions are met:

- ❖ The school, government program or institutional facility was approved by the West Virginia GED Office to implement the GED Option;
- ❖ The course content must be rigorous enough to support passage of the GED Tests and align with the academic expectations of the high school. GED Option classes should be structured as closely as possible to the West Virginia Strategic Planning in Occupational Knowledge for Employment and Success (SPOKES) classroom or an ABE classroom providing a very comprehensive program of study for mathematics, writing, social studies, reading, science and workforce readiness;
- ❖ The GED Option student must be recommended to the GED Option program by a member of the school, government program or institutional facility's professional staff;
- ❖ The GED Option student receives counseling prior to entering the program, while participating in the program and upon exiting the program;
- ❖ A parent/guardian, unless the student is placed in an institutional facility, must give written consent for the student to participate in the GED Option;
- ❖ The candidate must also provide written documentation from the GED Option instructor of taking and passing the OPT by achieving the minimum score as determined by the State GED Office (WV OPT passing standard may exceed national minimum passing standard); or
- ❖ The sixteen (16) year old GED Option student may begin taking the GED Tests at the age of sixteen (16) but may not complete the exam until the seventeenth (17) birthday.

The GED Option student may receive a State of West Virginia GED Diploma or a high school diploma according to the completion level of the program.

A high school diploma is earned and the student is counted as a graduate if the student meets the following requirements:

- ❖ Attends GED preparation classes;
- ❖ Passes the GED Tests;
- ❖ Completes a 21st Century job preparation "soft skills" curriculum;
- ❖ Completes the four (4) required core courses in a Career Technical Education (CTE) skilled pathway concentration or any program of study resulting in a certification;
- ❖ Meets the standards on the Workkeys" job skills assessments; and
- ❖ Reaches or exceeds the cut score set by the State Department on the End-of-Concentration Performance Assessments if applicable.

A high school diploma is earned and the student is counted as a graduate if the student meets the following requirements:

- ❖ Is a senior and will not graduate with ninth grade cohort;
- ❖ Receives GED preparation classes in the deficient content areas;
- ❖ Passes the content area GED Test by achieving the minimum score as determined by the State GED Office (WV GED passing standard may exceed national minimum passing standard); and
- ❖ Continues attending and maintaining passing grades in all other classes.

The State of West Virginia GED Diploma is earned and the student is counted as a completer but not a dropout or a graduate if the student passes the GED Tests prior to leaving the "regular" high school.

Testing of Individuals Participating in a Government Programs or a West Virginia State Institutional Facility

Examinees, at least sixteen (16), seventeen (17) or eighteen (18) years of age, who are participating in a residential, non-residential, or post-residential government program, i.e., Job Corps, Mountaineer Challenge Academy and/or other approved career focused federal residential programs, may be tested provided that the following conditions are met:

- ❖ The candidate seventeen (17) or eighteen (18) years of age has been officially withdrawn from a "regular" high school (a secondary school characterized as a "regular" accredited high school by the jurisdiction as defined by GEDTS) as evidenced by written documentation from the last school/system attended; or
- ❖ If the program is approved as a GED Option program and the candidate is enrolled in the program, the candidate sixteen (16), seventeen (17) or eighteen (18) years of age must follow the GED Option guidelines.
- ❖ The candidate has taken the OPT (WV OPT passing standard may exceed national minimum passing standard) as evidenced by written documentation from an instructor at the facility.

- ❖ A Mountaineer Challenge Academy cadet desiring to retest during the post-residential phase, which lasts one year from graduation date, may use the Mountaineer Challenge Academy's photo identification if documentation reflecting the cadet's graduation date is presented to the GED Examiner.

Individuals who are seventeen (17) or eighteen (18) years of age and are residents of a West Virginia state-operated institutional facility may take the tests while the examinee is under the control of the facility. Candidate sixteen (16) years of age may begin testing if the program or institution is approved as a GED Option program.

Adjudicated youth sixteen (16), seventeen (17) or eighteen (18) years of age, who are under the control of a court, detention center, group care facility, or probation office may be admitted to GED testing by qualifying under any of the following categories:

- ❖ Adjudicated youth with a court order from a judge or an order from a magistrate designated as a juvenile referee is to be admitted for GED testing, even if the individual is still enrolled in school; or
- ❖ Upon entering the control of a detention center or group care facility, an assessment that addresses the educational needs of the child is to be conducted by qualified personnel of the facility. If it is determined that there is no reasonable expectation of graduation from the "regular" high school (a secondary school characterized as a "regular" accredited high school by the jurisdiction as defined GEDTS) and if the possibility of being placed at a long-term instate facility is very unlikely, the youth may be admitted to GED Testing:
 - Prior to testing, the GED candidate seventeen (17) or eighteen (18) years of age must be officially transferred from the public school system to the detention center or group care facility as evidenced by written documentation from the last school/system attended, unless enrolled in an approved GED Option program.
 - Must pass the OPT (WV OPT passing standard may exceed national minimum passing standard) as evidenced by written documentation from an instructor at the facility.
 - If the program is approved as a GED Option program and the candidate is enrolled in the program, the candidate sixteen (16), seventeen (17) or eighteen (18) years of age must follow the GED Option guidelines

All youth who have taken the GED Tests as per the above regulations but did not pass the GED and are no longer a resident of a government program or are no longer a resident of a West Virginia state-operated institutional facility or are no longer adjudicated are eligible to continue testing upon completion of the program or upon release by presenting state issued photo identification and qualifying under either of the following categories:

- ❖ A copy of a court order from a judge or an order from a magistrate, designated as a juvenile referee, is provided for the GED Examiner. The order must state that the individual is to take the GED Tests. Such an order allows an individual, sixteen (16), seventeen (17), or eighteen (18) years of age, to test even if the individual is still enrolled in school; or

- ❖ The GED candidate's previous scores are located in the GED databank indicating to the GED Examiner that the previous GED Examiner obtained all necessary documentation needed for testing.

Residence

Persons meeting all criteria and demonstrating themselves eligible under the State of West Virginia GED Diploma guidelines shall be admitted to GED testing for the purpose of securing a State of West Virginia GED Diploma. The candidate must present clear, current, state-issued photo identification, i.e., driver's license, state alternative identification, military identification or a valid passport. The GED Examiner may request further proof or other pertinent documentation as evidence of identity, i.e., birth certificate, Social Security card, etc.

Transcripts of Scores

The fact that a person has or has not taken the GED Tests is confidential information since disclosing participation in the GED Testing Program is tantamount to reporting the absence of a traditional high school diploma. Therefore, no name of a credential recipient will be released unless an individual candidate has signed written permission to release the information. Nevertheless, the GED candidate when registering for the GED Tests agrees that information will be shared with necessary West Virginia public school systems for data sharing purposes.

The original copy of the transcript and diploma shall be issued at no cost. Persons requesting a duplicate GED transcript and/or a replacement copy of their State of West Virginia GED Diploma as evidenced by passing the GED Tests must do so in writing to the State GED Office. The request must originate from the graduate and include the name under which testing occurred, Social Security number, date of birth, place and year of testing, daytime phone number, a copy of a current and valid state-issued photo identification, an original signature and designation as to whom the copy is to be sent. In addition, a check or money order for the research/printing fee, which is determined by the State Department's GED Office, must be included for each transcript requested. No requests, including those for correctional purposes, military enlistment, job placement, or test verification, will be honored without the research/printing fee. All requests must be submitted to the West Virginia Department of Education, GED Office, Capitol Complex, Building 6, Room 250, 1900 Kanawha Boulevard, East, Charleston, WV.

Falsification of GED Tests Information and/or Center Violations

Any falsification of information and/or cheating on the GED Tests will result in penalties as outlined in the West Virginia GED Examiners' Manual, "West Virginia GED Security and Administrative Procedures," and as directed by GEDTS regulations.

Testing center violations will be processed according to the procedures outlined in the West Virginia GED Examiners' Manual, "West Virginia GED Security and Administrative Procedures."

Testing Fees

Testing fees shall be established as outlined in the West Virginia GED Examiners' Manual, "West Virginia GED Security and Administrative Procedures." Altering fees for the GED Tests by local testing centers must be approved by the State GED Office.

(WVC §18-5-19c and SBP 2444.4: Issuance of the State of West Virginia General Educational Development (GED®) Diploma Based Upon Passage of the GED Tests)

[Home](#)

Adopted: September 14, 1992
Amended/Revised: August 9, 2010

PRESTON COUNTY BOARD OF EDUCATION
FILE: 3 – CURRICULUM AND INSTRUCTION
File: 3-18 Supplemental Programs and Events

Last Reviewed: 8-9-10
Next Review: 7-1-12

Science Fairs, Social Studies Fairs, Book Fairs, Math Field Days and other similar activities are sources of good ideas and extensions of the learning process for both students and teachers. Building principals are encouraged to pursue the possibility of holding this type of activity at their school and to promote student and teacher participation in county, regional, state, and out-of-state events when appropriate.

The Board also recognizes that on occasion outside entities may develop supplemental curricular programs they believe will enhance the educational offerings in the public schools of West Virginia and seek to have them adopted by local school boards. It shall be the policy and practice of this Board to give consideration only to those requests that meet the following conditions:

- ❖ Proposals for supplemental curricular programs must be presented to the Superintendent for review and approval at least 60 days prior to the beginning of a new school term.
- ❖ Should the Board adopt a supplemental curricular program, it may be initiated only at the beginning of an instructional term.
- ❖ All proposed supplemental curricular programs must have a clear connection to the Preston County Curriculum.
- ❖ All proposed supplemental curricular programs must be connected to the State Content Standards.
- ❖ The Board will not adopt supplemental curricular programs that place a financial burden upon the Board.

[Home](#)

Adopted: June 19, 1984
Amended/Revised: August 9, 2010

PRESTON COUNTY BOARD OF EDUCATION
FILE: 3 – CURRICULUM AND INSTRUCTION
File: 3-19 Lesson Plans

Last Reviewed: 8-9-10
Next Review: 7-1-12

State Board of Education *Policies 2320, 2510 and 5310* require each teacher to develop and utilize written lesson plans that are based on approved content standards and objectives. Lesson plans shall be prepared in advance and the principal shall review and comment on them a minimum of once each quarter and s/he shall provide written feedback to the teacher as necessary to improve instruction. The daily plans are subject to additional review at the discretion of the building principal or Central Office Supervisor.

Rationale for Lesson Planning

The Board and administrative staff of the school system believe good written lesson plans help the teacher to:

- ❖ provide a long-rang perspective of the program;
- ❖ focus on the content standards and objectives for each lesson;
- ❖ identify the concepts to be taught;
- ❖ identify the procedures and methods to be utilized to engage the students in the instructional process;
- ❖ identify the means of assessing student mastery of the CSOs;
- ❖ adjust teaching strategies as a result of assessment of student mastery of subject matter;
- ❖ identify appropriate materials;
- ❖ provided for self-assessment of the effectiveness of each lesson; and
- ❖ supply tangible evidence of teacher preparation; and provide needed direction for substitute teachers.

Unit Lesson Plans

Unit Lesson Plans are the means by which the instructor defines the scope and parameters of the next several lessons which will be focused upon the attainment of identified Content Standards and Objectives within a given topic or set of topics. Unit goals should be clearly stated and a tentative time line should be established for achieving those goals. Evaluation procedures should be established as a part of the unit plan so that both student and teacher will be fully informed about the expectations for the class. Unit Lesson Plans will remain in the teacher's classroom at a location designated by the building principal.

Daily Lesson Plans

Daily Lesson Plans are essential to effective teaching. These plans should clearly state the objectives to be achieved each day, specific learning targets to be achieved within the objectives, the teaching strategy or activities to be used in achieving those objectives, summary activities and the materials necessary to present the lesson. Evaluation procedures should be included as a part of the daily plan as appropriate.

A brief overview of the day's activities and the targets and objectives that will be the focus of the day's lesson and how they will reinforce previous lessons and how they will prepare the class for future lessons will enhance the exploration of the day's topic.

Each teacher shall be required to have lesson plans at least five (5) days in advance of the instruction, and the plan book shall remain in the classroom at a location designated by the principal.

Recognizing that technology is an important part of the modern classroom, the "plan book" may be either a hard copy or it may be a computer generated document. Should the teacher opt for a digital "plan book", s/he shall e-mail a copy of the weekly lesson plan to the principal in order that a copy may be printed for those times when a substitute teacher is required. Principals may request a copy of hard copy lesson plans for their files.

[Home](#)

Adopted: June 19, 1984
Amended/Revised: August 9, 2010

<p>PRESTON COUNTY BOARD OF EDUCATION FILE: 3 – CURRICULUM AND INSTRUCTION File: 3-20 Accessibility (Section 504, American with Disabilities Act)</p>	<p>Last Reviewed: 8-9-10 Next Review: 7-1-12</p>
---	---

Section 504 of the Rehabilitation Act of 1973 protects people with disabilities from discrimination based on their disability. A person has a disability within the meaning of Section 504 if s/he:

- ❖ has a mental or physical impairment that substantially limits one or more major life activities;
- ❖ has a record of such impairment; or
- ❖ is regarded as having such an impairment.

"Physical or mental impairments" that fall within discrimination prohibitions include:

- ❖ any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or
- ❖ any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities

The Preston County Board of Education acknowledges and accepts its responsibility as a recipient of federal funds to protect its disabled employees and students against discriminatory practices and policies. The Board and its employees responsible for compliance with Section 504 regulations shall rely upon the State Department of Education and the Thompson Publishing Group's Section 504 Compliance Handbook for guidance.

STATUTORY AUTHORITY: Rehabilitation Act of 1973 (Section 504) 29 U.S.C. 794 ADOPTED: 5-25-99

[Home](#)

R 3-20-1 Disability Defined

"Person with disability" means an individual who: has a physical or mental impairment that substantially limits one or more major life activities; has a record of such an impairment; or is regarded as having such an impairment.

Physical or Mental Impairment		Major Life Activities	Record of Impairment	Regarded Impaired
Physiological disorder, contagious disease, cosmetic disfigurement or anatomical loss in one or more system:	Mental or psychological disorder including:	Major life activities include:	The individual has:	The individual has:
<ul style="list-style-type: none"> • Neurological • Musculoskeletal • Respiratory • Cardiovascular • Reproductive • Digestive • Genito-urinary • Hemic • Lymphatic • Skin • Endocrine 	<ul style="list-style-type: none"> • Mental retardation • Organic brain syndrome • Emotional or mental illness • Specific learning disabilities 	<ul style="list-style-type: none"> • Self-care • Manual tasks • Walking • Seeing • Hearing • Speaking • Breathing • Sitting • Standing • Reaching • Thinking • Concentrating • Reading • Interacting with others • Learning • Reproducing • Sleeping • Working 	<ul style="list-style-type: none"> • A history of impairment <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • A record of having been misclassified as having an impairment 	<ul style="list-style-type: none"> • An impairment not limiting a major life activity, but is treated as disabled by the covered entity • No impairment, but is treated as disabled by the covered entity
<ul style="list-style-type: none"> • Substance abuse, which does not include current, illegal drug users. 				

R 3-20-2 Section 504/ADA Grievance Procedure

The Preston County Board of Education has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by the Americans With Disabilities Act (ADA) and by Office for Civil Rights regulations implementing Section 504 of the Rehabilitation Act of 1973, as amended (29 D.S.C. §794). Section 504 states, in part, that "no otherwise qualified individual with a disability ... shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Complaints should be addressed to: Director of Special Education Programs; Preston County Schools, 300 Preston Drive, Kingwood, WV 26537-1551; Telephone – 304-329-0580, extension 223, who has been designated to coordinate Section 504/ADA compliance efforts.

- ❖ A complaint should be filed in writing or verbally, contain the name and address of the person filing it, and briefly describe the alleged violation of the regulations. Verbal complaints must be followed up with a written statement of the nature of the complaint.
- ❖ A complaint should be filed within 60 days after the complainant becomes aware of the alleged violation. (Processing allegations of discrimination that occurred before this grievance procedure was in place will be considered on a case-by-case basis.)
- ❖ An investigation, as may be appropriate, will follow a filing of a complaint. The investigation will be conducted by the Director of Special Education Programs or his/her designee. These rules contemplate informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint.
- ❖ A written determination as to the validity of the complaint and a description of the resolution, if any, will be issued by the Director of Special Education Programs and a copy forwarded to the complainant no later than 60 days after its filing.
- ❖ The Section 504/ADA coordinator will maintain the files and records of the Preston County Board of Education relating to the complaints filed.
- ❖ The complainant can request a reconsideration of the case in instances where s/he is dissatisfied with the resolution. The request for reconsideration should be made within 10 days to the Assistant Superintendent.
- ❖ The right of a person to a prompt and equitable resolution of the filed complaint will not be impaired by the person's pursuit of other remedies such as the filing of a Section 504 or ADA complaint with the responsible federal department or agency. Using this grievance procedure is not a prerequisite to the pursuit of other remedies.

- ❖ These rules will be construed to protect the substantive rights of interested persons, meet appropriate due process standards and assure that the Preston County Board of Education complies with the ADA, Section 504 and their implementing regulations.

Thompson Publishing Group, Inc.

June 2000

Section 504 of Rehabilitation Act of 1977; State Board of Education Policy 2419; P.L. 94-482 Individuals with Disabilities Act, IDEA 98-PL 94-482.

[Home](#)

Adopted: July, 2000
Amended/Revised: August 9, 2010

PRESTON COUNTY BOARD OF EDUCATION

FILE: 3 – CURRICULUM AND INSTRUCTION

File: 3-21 Limited English Proficiency Students

Last Reviewed: 8-9-10

Next Review: 7-1-12

English as a second language (ESL) programs shall be provided to enable limited English proficient (LEP) students to become competent in the comprehension, speaking, reading, and composition of the English language. Programs shall emphasize mastery of English language skills as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable LEP students to participate equitably in school. ESL programs shall be essential parts of the school program and shall use educational approaches designed to meet the special needs of the LEP students. The basic curriculum content of the programs shall be based on the state instructional goals and objective.

A limited English proficient (LEP) student in the State of West Virginia is classified according to the federal government definition as described in Public Law 107-110, the No Child Left Behind Act of 2001. An LEP student is classified as one:

- ❖ who is aged 3 through 21; and
- ❖ who is enrolled or preparing to enroll in an elementary school or secondary school; and
- ❖ who was not born in the United States or whose native language is a language other than English; or
 - who is a Native American or Alaska Native, or a native resident of outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- ❖ whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual;
 - the ability to meet the West Virginia Department of Education (hereinafter referred to as the "WVDE") proficiency level of achievement on state assessments;
 - the ability to achieve successfully in classrooms where the language of instruction is English; or
 - the opportunity to participate fully in society.

Limited English Proficiency students shall be identified within 30 days of enrollment based on criteria established by the WVDE and available through the Office of English as a Second Language (ESL)/West Virginia International Schools.

The school system shall use the ELP standards as a framework for providing a scientifically research-based alternative language program. The purpose of the program is to facilitate the student's achievement of English proficiency and the academic content standards as set forth in W.Va. 126CSR44A through 440, SBP 2520.1 through 15, Content Standards and Objectives for West Virginia Schools.

The Board shall seek highly qualified teachers to deliver the alternative language program and shall provide on-going, sustained, annual opportunities for professional development.

Appropriate school personnel shall annually address classroom and assessment accommodations through an LEP committee for each LEP student participating in the alternative language program.

All students identified as LEP shall participate in the West Virginia Measures of Academic Progress (WVMAP) as set forth in W.Va. 126CSR14, SBP 2340 entitled West Virginia Measures Of Academic Progress (hereinafter referred to as Policy 2340), as determined by the LEP committee. Using the LEP Assessment Participation Form, the committee will annually determine the appropriate accommodations.

Appropriate school personnel also shall conduct an annual assessment of LEP students' English language proficiency using the WESTELL during the testing window established by the WVDE.

The county Title III director shall be responsible for the collection and maintenance of LEP student data using the West Virginia Education Information System (WVEIS).

When the LEP student is a student with an exceptionality, as identified under W.Va. 126CSR16, SBP 2419, Regulations for the Education of Exceptional Students and/or Section 504 of The rehabilitation Act of 1973, Public Law 93-112, the respective IEP Team/LEP committee or Section 504 committee/LEP committee shall determine the student's appropriate WVMAP assessment participation as set forth in Policy 2340.

School personnel shall promote the involvement of parents of LEP students in the educational program of their children.

Students shall exit from the alternative language program based on criteria established by the WVDE and available through the Office of ESL/West Virginia International Schools. English Language Proficiency (ELP). The criteria for ELP (exit LEP status) are:

- ❖ student no longer meets the definition of LEP; and
- ❖ student no longer participates in alternative language programs nor receives monitoring services; and
- ❖ student scores above level five on the West Virginia Test of English Language Learning (WESTELL) for two consecutive years or tests proficient for two consecutive years on the Alternate Assessment; and
- ❖ student scores at mastery level or above on the West Virginia Educational Standards Test (WESTEST), Reading Language Arts Assessment (grades 3-8 and 10) or Reading Language Arts end of course exams (grades 9 and 11); or
- ❖ student scores at mastery level or above on the Alternate Assessment.

English as a second language services will not be provided to students participating in a foreign exchange program. These students, as a prerequisite of placement, have indicated a proficiency in English. Foreign exchange students may participate in such a program, however, if ESL services are being offered for resident student(s).

The procedures to follow in determining eligibility for LEP are as follows:

- ❖ The student is identified as having a primary or home language other than English (PHLOTE) based on the school enrollment form;
- ❖ The school administrator refers the student to the county ESL contact person;
- ❖ A formal screening of language is administered to the student by appropriate personnel; and
- ❖ Based on assessment results, the student is determined to be eligible or ineligible for services.
- ❖ ESL consultative services will be made available to students who receive a standard score below 90 on the assessment instrument. Amount of consultative services will be determined by the score received.

A home language survey shall be conducted only one time to each student. Students new to the district shall be surveyed at the time of enrollment. The original copy of the survey will be kept in the student's permanent record file. If the survey indicates a primary or home language other than English, a standardized test of language proficiency shall be administered in accordance with this policy.

The ESL instructor is the consultant teacher who works with the student on an as-needed basis, and provided assistance to the classroom teacher in modifying the curriculum. An ESL instructor may be an English teacher, Reading teacher, Foreign Language teacher, or other teacher as designated by the school administration.

When an LEP student is assigned to a specific grade, the student's age is the primary factor for consideration. The student will be placed no more than one year below his/her age appropriate level.

High academic standards should be maintained for ESL students. Nevertheless, the ESL student may have difficulty in performing academically with their classmates who are not limited in their proficiency of the English language, especially in content classes. ESL students should not be penalized for the difficulty they may experience in their academic classes due to their limited language proficiency.

[Home](#)

Adopted: September 14, 1998
Amended/Revised: August 9, 2010

PRESTON COUNTY BOARD OF EDUCATION

FILE: 3 – CURRICULUM AND INSTRUCTION

File: 3-22 Reporting Academic Progress to Parents

Last Reviewed: 8-9-10

Next Review: 7-1-12

Grades shall represent achievement. Such desirable qualities as personality, effort, attitude, preparation, promptness, etc. are commendable and must be encouraged, and these qualities do affect the learning product, but in the final analysis, grades must represent only achievement of WV Content Standards and Objectives. Teachers shall adhere to the following guidelines when evaluating student and assigning grades:

- ❖ Classroom teachers shall be responsible for evaluating students.
- ❖ Grades are to be based, as nearly as possible, on objective evidence of the student's work and achievement.
- ❖ Sufficient written work, test results and other concrete projects shall be required of the students to substantiate grades received.
- ❖ A grade, after it has been placed upon the report card or the permanent record, can only be changed by the teacher who gave the grade except that the principal shall have authority to change a grade that is incorrect owing to mathematical or typographical error.
- ❖ The lowering of a scholastic grade shall not be used as a disciplinary measure. However, students caught cheating on an assignment may be given a zero for that particular assignment.
- ❖ Principals and all other persons are prohibited from requiring a teacher to change a student's grade on an individual assignment or report card unless there is clear and convincing evidence that there was a mathematical error in calculating the student's grade.
- ❖ All teachers must submit to the principal a list of the students who have failed a class or subject from them during the marking period. The list may be submitted prior to report cards being sent to the students' parents.

Progress reports shall be given to the parents or guardian of each student at 10 week intervals during the school year. The reports shall inform the parents or guardian as to the student's academic progress, attitudes, work habits and special needs or achievement.

When sufficient time is available prior to the issuing of report cards, warning notices shall be sent to the parent/guardian in cases where a student is in danger of failing a course, subject or grade, or when a student is not working up to his/her ability. Such notice shall be sent to the parents or guardian in order that they may be aware of the danger of failure and that they might assist the school in seeking a solution to the student's problem.

[Home](#)

R 3-22-1 High School Student Progress Reports to Parents

Regular formal progress reports will be made on a ten-week basis for all grades during the school year. Student progress reports shall be distributed according to the dates indicated on the school calendar.

Recognizing the fact that this is a rather long period of time between grading reports, it shall be the policy of the Preston County Board of Education to notify parents at the mid-points of each grading period if their son/daughter is experiencing difficulty or a decline in classroom performance. Mid-point reports will be made in the following manner:

- ❖ Parents/guardians of students in grades 9-12 will be notified at the end of the fifth week of school if their son/daughter is experiencing difficulty or a decline in classroom performance, especially those students who may be either failing or earning a grade of D or less.
- ❖ Subsequent mid-point grade reports will be sent to only those parents whose sons or daughters are either failing a class or have experienced a serious decline in classroom performance and their grade is in danger of a drastic drop.
- ❖ The school principal has the option to either mail a notice to the parent or to send a notice home with the student. In either case, the parent will be expected to return a signed receipt, verifying that the report has been received and reviewed. The receipt may be returned to the classroom teacher by the student.

Seniors

If a senior is in danger of failing to meet the requirements for graduating with his/her class, the student and the parents or guardian shall be notified of the danger in sufficient time to allow the student to attempt to satisfy the requirements for graduation.

[Home](#)

R 3-22-2 Utilizing School and Classroom Web Pages

A 21st Century education program of necessity must incorporate the use of technology in the teaching and learning process. Likewise, the use of web pages and other technology resources can be a supplemental part of the process for reporting to parents. However, administrators and teachers must realize that nothing releases the Board and its employees from the commitment to always establish and maintain a personal relationship with the school systems' constituents.

Web pages can be very valuable in making information available to students and parents; however, the responsibility for communicating important information to the parent still resides with the professional staff. One cannot assume that all homes will have access to a computer, nor can one assume that parents and students will access information even if a computer is available. For these reasons parental conferences, personal telephone contact and written notices concerning students experiencing difficulties at school shall remain a requirement.

[Home](#)

R 3-22-3 Uniform High School Grading Scale and Quality Points

The grading scale that must be used for any course taken for high school credit, regardless of the grade level of the student at the time the course is taken, other than courses that the Preston County Boards chooses to designate as weighted shall be:

<u>Average</u>	<u>Grade</u>	<u>Quality Points</u>
93-100	A	4.0
85-92	B	3.0
75-84	C	2.0
65-74	D	1.0
0-64	F	0

The Preston County Board of Education shall issue weighted grades for Advanced Placement and courses for which high school credit is awarded. The weighted grade scale may also be used in the event that additional courses are designated as weighted by the Honors and Advanced Placement Committee. The weighted scale is as follows:

<u>Average</u>	<u>Grade</u>	<u>Quality Points</u>
93-100	A	5.0
85-92	B	4.0
75-84	C	3.0
65-74	D	2.0
0-64	F	0

Letter grades should be thought of as symbols representing degrees of achievement as compared to a previously determined standard. In each grade or subject, a level of achievement must be used as a standard in assigning grades to the work of each student.

Other marks which may be assigned to students are as follows:

- ❖ I – Incomplete
- ❖ WF – Withdrew Failing
- ❖ WP – Withdrew Passing

A mark of “I” means that the student did not complete the required work within the grading period. The student will be allowed to complete the required work during the following grading period and get the "I" changed to the appropriate letter grade when the following conditions have been met:

- ❖ it is the teacher’s responsibility to provide the assignments to the student;
- ❖ all work is completed and turned in to the assigning teacher within the specified time;
- ❖ it is the student’s responsibility to turn in the completed work on the specified date; and
- ❖ work not turned in by the specified date shall receive a failing grade.

An "I" is generally given when unusual circumstances exist such as illness that prevents the child from doing the required work.

Weighted grades will be used for grade point averages, honor roll, Valedictorian, Salutatorian, Knight's Honors, awards, and scholarships
(SBP 2510 and 2515)

[Home](#)

R-3-22-4 Elementary (1-5) and Middle School (6-8) Progress Reports to Parents/Guardians

Grade reports for elementary middle school students will be sent home at the end of each ten (10) week grading period. Recognizing the fact that this is a rather long period of time between grade reports, it shall be the policy of the Preston County Board of Education to notify parents/guardians if their son/daughter is experiencing difficulty or a decline in classroom performance. Mid-term reports will be made in the following manner:

- ❖ Parents/guardians of students in these grade levels will be notified at the end of the fifth week of school if their son/daughter is performing unsatisfactorily.
- ❖ Subsequent mid-term grade reports will be sent to parents/guardians whose sons or daughters are doing unsatisfactory work or who have experienced a serious decline in classroom performance. This would include the area of personal and social development as well as academic areas.
- ❖ The school principal has the option to either mail a notice to the parent or to send a notice home with the student. In either case, the parent will be expected to return a signed receipt verifying that the report has been received and reviewed. The receipt may be returned to the child's teacher by the student.

[Home](#)

R 3-22-5 Pre-School and Kindergarten Progress Reports to Parents/Guardians

The parents/guardians of Pre-School students shall receive Progress Reports three times each year: fall, winter and spring.

Kindergarten students shall have a Progress Report sent home at mid-year and at the end of the year. It is recognized that it is a long time between grades and it is thus highly encouraged that Kindergarten teachers develop a monthly communication method to keep parents informed of their child's progress.

[Home](#)

R 3-22-6 Parental Conferences

It is hereby encouraged that parents/guardians and teachers work together through a program of information and conferences in an effort to keep each other informed regarding the progress and social adjustment of the child.

- ❖ Parents should be consulted throughout the school year and should be informed of the student's lack of satisfactory progress.
- ❖ When necessary, a conference with the parent(s) should be held.

Per State Board Policy and legislative mandates, the school calendar includes one instructional day in each of the months of October, December, February, April and June, which shall be an instructional support, and enhancement day. This day shall include instructional activities for students and professional activities for teachers to improve student instruction and time for parent-teacher conferences.

[Home](#)

Adopted: August 23, 1999
Amended/Revised: August 9, 2010

PRESTON COUNTY BOARD OF EDUCATION

FILE: 3 – CURRICULUM AND INSTRUCTION

File: 3-23 Scholastic Achievement and Academic Rank

Last Reviewed: 8-9-10

Next Review: 7-1-12

Scholastic Achievement

In recognition of scholastic achievement, each middle school, grades 6-8, and high school principal shall compile an "Honor Roll" at the end of each grading period listing the names of those students who have achieved academic excellence. Elementary Honor Rolls are not appropriate for this developmental level.

Students repeating a course that was offered for high school credit will have the original course name and grade received showing on the transcript. Students may only receive credit once for any course.

Grade Point Average

- ❖ Grade point averages shall be the sum of the quality points (QP) divided by the number of credits attempted (CA).

$$G P = QP/CA$$

Quality Points: A = 4.0; B = 3.0; C = 2.0; D = 1.0; F = 0.0.

Courses Designated as Honors Courses: A = 5.0; B = 4.0; C = 3.0; D = 2.0; F = 0.0.

- ❖ A student withdrawing from a class prior to the 5th week of a 20- week course will not receive a grade for the class. A student withdrawing from a class at the 10th week of a 20-week course will carry the 10-weeks grade. A student withdrawing from a class after the 10th week of a 20-week class will carry the grade for the 1st ten weeks and a WF or WP for the 2nd ten weeks.
- ❖ All averages shall be calculated to five decimal places as calculated by WVEIS and becomes part of the permanent record.

Honor Roll

Students whose grade point average is 3.50 or above shall be placed on the "Principal's Honors List". A student whose grade point average is between 3.0 and 3.49 shall be placed on the Honor Roll.

Senior Academic Rank

The academic rank of each senior will be determined by the cumulative grades of all courses for which credit is earned in grades 9-12 plus any courses completed prior to grade 9. A final class standing shall be determined as of the end of the 31st ten weeks period, unless granted a full-day exemption for educational reasons in accordance with *R 11-12-13 Individual Exception to Four- Year Attendance Requirement* in which case honors shall be based on grades through the end of the 2nd ten weeks.

The Valedictorian will be the senior with the highest cumulative point average. The Salutatorian will be the senior with the second highest cumulative average.

To be considered for honors based solely upon class standing, a student must be enrolled in school from which s/he is to graduate on the first day of school of the student's senior year, unless granted an exemption for educational reasons in accordance with *R 11-12-13 Individual Exception to Four-Year Attendance Requirement*.

Knights Honors

A "Knights Honors" has been established to recognize seniors with high academic achievement. "Knights Honors" shall include seniors whose academic rank places them in the top two percent (rounded to the nearest integer) of the graduating class. "Knights Honors" includes the Valedictorian and Salutatorian. The Valedictorian and Salutatorian, along with another student selected by the members of Knights Honors shall be the student speakers at graduation.

[Home](#)

R 3-23-1 Awards and Scholarships

The Board supports awards for students that are based upon scholarship, outstanding citizenship, service, character, dependability, leadership, attitude, and participation. The Board, however, does not approve of giving awards to students when the basic purpose is obviously commercialism. Awards sponsored by a non-school agency that are recognized nationally and/or that are approved by the principal may be given to students at appropriate ceremonies and times as the Superintendent or the school principal may approve.

It is the policy of the Preston County Board of Education to actively pursue scholarships for any and all eligible students in Preston County. Guidance counselors, teachers, and principals shall assist students to meet the qualifications of the various available scholarships. The board further agrees to cooperate fully with any organization giving scholarships provided that the scholarship applicants are in no way discriminated against because of race, creed, sex, color, or national origin.

[Home](#)

Adopted: March 12, 2001
Amended/Revised: August 9, 2010

PRESTON COUNTY BOARD OF EDUCATION FILE: 3 – CURRICULUM AND INSTRUCTION File: 3-24 Promotion and Retention	Last Reviewed: 8-9-10 Next Review: 7-1-12
--	--

The Preston County Board of Education believes a countywide promotion and retention policy is necessary to provide for the smooth, continuous and natural progression of the students through the school program.

Promotions from one grade or class level to another are based upon satisfactory academic achievement, ability, chronological age, effort, attendance, handicaps and the probable effect of promotion or retention upon the student. A student who has met the Content Standards and Objectives of the prescribed course work, or who has worked up to the level of his/her ability, and in the judgment of the teacher could not benefit from repeating a grade or class, shall be promoted to the next higher level.

Decisions regarding retention must be made in the best interest of the child. For retention to be most effective it must be student focused, non-punitive, and should take place at the earliest possible time in the student's educational program. The primary consideration for grade assignment shall be successful achievement of the Content Standards and Objectives in the core subjects. Other factors such as the student's ability to learn, social and emotional maturity, achievement in other subjects and attendance shall be considered. The student's performance on the WESTEST and Light's Retention Scale shall also carry considerable weight in reaching a decision on the student's placement. It is the purpose of this policy to foster student responsibility with retention being a natural consequence of failure to achieve passing grades in core subjects.

The average child will spend seven years completing the K-6 curriculum. In some cases, a student may profit from spending extra time in completing the assigned curriculum; however, no student will normally be retained more than once in the K-6 curriculum. Generally speaking, students will complete the middle level curriculum (grades 7 & 8) in two years. No student shall spend more than two years in any one grade.

After spending two years in one grade without successfully attaining the required standard of achievement for that grade level, a student's record should indicate that the student has been moved (not promoted) to the next grade level.

In so far as resources permit, students who are retained shall receive remedial services that are directed toward the correction of learning deficiencies during the ensuing school term. It shall be the responsibility of the School Student Assistance Team to develop a plan of remediation appropriate for the needs of the individual student. Said plan must be written. Central office staff should be consulted to obtain in-service training or other services that may be required to develop remedial programs.

R 3-24-1 Procedures for Retaining Students Grades K-8

The promotion of a student from one grade level to the next for elementary schools shall be based primarily on the successful completion of work required at the specific grade level of the student. It will be the individual classroom teacher's responsibility to have discussed with the school's principal the promotion of any student not on grade level in one or more of the core subjects.

All students considered for retention for the first time shall be reviewed by the Student Assistance Team (SAT). For those students whose educational performance is not commensurate with their peers and are suspected of having exceptionalities, a written referral to the SAT shall be made.

The decision on the retention of a student should be a cooperative effort between the teacher(s), principal, and parent/guardian. The final decision to retain or promote shall rest with the school principal who shall seek and consider input from all employees who currently work with the student. Teachers who are contemplating the retention of a student should follow these procedures:

- ❖ If a student is failing to make normal progress, the parents/guardians must be notified early in order that the school and home may cooperate in helping the student achieve greater success. Informal notification should take place by the end of the second grading period.
- ❖ Students should be referred to the School Assistance Team to discuss intervention strategies and modification of the student's program.
- ❖ Teachers who contemplate the retention of a student who is not meeting the mastery requirements of the curriculum shall submit proper documentation of the student's work to the principal by the end of the first semester. The principal shall have the option to call upon additional faculty members to assist in the review of the teacher's recommendation and the student's work and to assist in formulating a plan to address the student's shortcomings for the remainder of the school term.
- ❖ Teachers who contemplate the retention of a student must also complete the Light's Retention Scale for him/her. These results are to be used as supportive information and not be the sole instrument to determine retention.
- ❖ The parent/guardian shall be invited to join the principal and teacher(s) in the review of the student's progress and the formulation of a remedial plan for him/her. Where appropriate, the student may also participate in these discussions. All discussions shall be conducted in "layman's terms."
- ❖ The student's progress shall be closely monitored during the third grading period. The school shall maintain communication with the parent as appropriate.
- ❖ If, upon the appropriate review of the student's work by the mid-term of the fourth grading period, retention is recommended, the teacher will describe how retention will benefit the student, and a written remedial plan will be developed. The remedial plan must contain what corrective actions will take place to remediate the student's learning difficulties in the succeeding school term.

- ❖ A formal letter of notification of retention will be mailed to the child's parents/guardians along with a copy of the remedial plan.
- ❖ A copy of the student's remedial plan and the parental letter of notification shall be included in the student's permanent record folder.

A student should not be retained more than once in any grade and not more than twice in the first eight grades.

[Home](#)

R 3-24-2 Criteria for Promotion Grades K-8

Primary Elementary (K-2)

Students must have attained mastery of grade level Reading and English Language Arts and Math skills (content standards and objectives).

Intermediate Elementary (3-4)

Students must earn a passing grade in at least three (3) of the core subjects. A final failing grade in three or more core subjects (Reading, English and Language Arts, Math, Social Studies and Science) will result in retention.

Middle Level (5-8)

Students in grades five through eight should be aware that State Board Policy 2510 requires that the curriculum for these grade levels must include but shall not be limited to Reading and English Language Arts, Mathematics/Algebra I, Science, Social Studies, Physical Education, Visual, Art, Music, Health, Foreign Language, Guidance and Counseling, Career Exploration and Technology. Passing grades in all of these subjects are important if students expect to be promoted to the next grade level.

Students who fail to master the CSOs of one of the core subjects of Reading and English Language Arts, Mathematics/Algebra I, Science, Social Studies, and who have an overall average of 65% for all classes in which they are enrolled may be promoted to the next grade level. This shall be based on the yearly average. Courses offered on less than a yearly basis will be averaged for all courses taken for a class time slot and count as one course. Students who have failed two (2) or more courses within their assigned course load shall be retained, if in the judgment of the faculty and administration, they would benefit from repeating a grade or class.

[Home](#)

R 3-24-3 High School Promotion and Retention

Students in grades nine through twelve shall be promoted or failed in each subject rather than on a grade level basis. Final grades for any course shall be consistent with the grades the student has received on his/her report card during the school term and be in accordance with any applicable board policy.

Beginning with the ninth grade, students who fail a required subject must satisfactorily complete one of the options described in File: *R 3-5-11 High School Credit Recovery Options* to demonstrated mastery of the subject matter. A student must have earned six (6) credits to be considered a sophomore, twelve (12) credits to be considered a junior, and eighteen (19) credits to be considered a senior. Twenty-six (26) credits shall be required to graduate.

Parents shall receive notification of possible failure for each class in which the student is enrolled. The regular report card and interim report may be used for this notification.

[Home](#)

R 3-24-4 Students with Exceptionalities

State regulations have determined that the IEP (Individual Educational Program) shall be considered the central educational document for all exceptional students. Since an IEP is developed for each exceptional student, decisions regarding the promotion and retention of exceptional students should be based on the completion of goals and objectives stated in the IEP. When an exceptional student is to be considered for retention the IEP Committee and principal or designee will meet to review available information and make any necessary decision regarding promotion and retention.

[Home](#)

R 3-24-5 Parental/Guardian Right to Appeal

Appeal to the Superintendent

Parents/guardians who disagree with the decision may appeal the decision to the Superintendent of Schools. This appeal shall be made in writing. Using sound educational reasoning, the parents/guardians must prove in writing why the student should be promoted.

The Superintendent and his/her staff shall review the school staff's decision. The review shall include examination of records, conferences with school personnel, and meeting with parents/guardians and students. Within twenty (20) calendar days of receiving the appeal the Superintendent shall inform all parties of his/her decision.

Appeal to the Board of Education

If the parents/guardians disagree with the decision of the Superintendent they may request a hearing before the Preston County Board of Education. If a teacher disagrees with the decision of the Superintendent s/he may request a hearing before the Preston County Board of Education. This hearing shall be held within twenty (20) calendar days and must involve parents, the student, and school personnel. Within twenty (20) calendar days of the completed hearing the Board of Education shall inform all parties of its decision.

[Home](#)

Adopted: March 12, 2001
Amended/Revised: August 9, 2010

PRESTON COUNTY BOARD OF EDUCATION
FILE: 3 – CURRICULUM AND INSTRUCTION
File: 3-25 Mastery Testing

Last Reviewed: 8-9-10
Next Review: 7-1-12

West Virginia Department of Education Policy 2510 states, "County boards of education shall provide alternative means for students to earn high school credit." According to section S.6.8.c of that policy, "A county may develop tests for the purpose of moving students more quickly through the curriculum by "testing out." This practice is considered to be acceleration, which the policy defines as a means of obtaining content mastery at a faster rate or at an earlier time. Students who demonstrate academic readiness for various delivery options are eligible for acceleration.

The county school systems in the RESA VII service area acknowledge the importance of the teacher and the classroom environment in effectively engaging students in mastery of learning goals and objectives. Generally, students benefit from the daily interaction that occurs within the classroom setting. In this environment, most students are able to achieve success and earn course credit toward high school graduation. However, to meet the needs of students who seek verification of mastery of course goals and objectives through self-study, a regional Testing Out program has been established.

Eligibility Criteria

To be eligible to test out of a core academic course required for graduation, it is recommended that a student demonstrate a cumulative Grade Point Average of 3.0 or 3.0 for the subject being tested. A student may petition the school principal for special consideration of exception to this criterion with approval of the Superintendent or his/her designee. The registration fee must be received in the RESA VII office with the application.

Mastery Criteria

Student test mastery will be determined by satisfactorily passing the course-specific mastery test with at least a "C" to earn credit for the course. The student will be tested on all curriculum standards and objectives for the subject and grade level to be covered within the current school year. The score the student earns on the test (percent score rounded up at .5), will be translated to a letter grade for the course according to the West Virginia uniform grading scale. The testing out grade will be counted in the student's cumulative grade point average and class ranking, and credit earned through this process will apply toward the credits required for high school graduation. Upon reviewing the test results, the student may decide to complete the course rather than use the testing out grade.

Once the results have been received by the student, s/he will have seven calendar days to indicate his/her decision related to receiving credit for the testing out exam. The student may choose one of two options:

- ❖ to have the test results forwarded to his/her school and if that is the case, the transcript course name will be coded to indicate that the student tested out of the class; or
- ❖ to take the standard course work at his/her school with no record of the attempt to test out sent to the home school.

Failure to exercise either of these options within the identified time frame will result in no test scores being forwarded to the school.

Credit and letter grades will be granted according to the grading scale designated in Preston County Schools R 3-22-3 *Uniform High School Grading Scale and Quality Points*.

Procedures

- ❖ A student must complete an application and submit it to the school principal.
- ❖ The request must be made at least one semester prior to enrollment in the class(s) for credit courses and before the end of the second ten (10) week(s) in a school year for K-8 students.
- ❖ A request for mastery testing must be made in the sequence in which the student would normally take the course(s) or grade.
- ❖ Test administration may occur on Saturdays or evenings in a centralized location.
- ❖ The student will be notified of eligibility and if appropriate, the time and date of the test within two weeks of application.

Appeals Process

Students with questions regarding their test scores should contact the RESA VII office within 7 days of receipt of the test scores to schedule a review appointment. The student will review their test at the RESA VII office. After initial review of the test, if more information is needed, an appointment will be scheduled with the test proctor to review the test and scoring.

[Home](#)

Adopted: August 24, 1998
Amended/Revised: August 9, 2010

<p>PRESTON COUNTY BOARD OF EDUCATION FILE: 3 – CURRICULUM AND INSTRUCTION File: 3-26 Instructional and Non-Instructional Activities (Accrued Instructional Time)</p>	<p>Last Reviewed: 8-9-10 Next Review: 7-1-12</p>
---	---

Instructional times are to be used for the program of studies and for discretionary instructional activities. Instruction and instruction-related activities are defined in State Board Policy 2510. The distinction between instructional and non-instructional activities is not always clear cut. However, some activities are clearly non-instructional related and should not be conducted on school time during those days which are part of the instructional term.
(WVC §18-5-45; §18-5-45(a)(2), (n)(4); SBP 2510)

R 3-26-1 Instructional and Non-Instructional Activities Defined

Non-instructional activities which may not infringe upon the instructional day include, but are not limited to, the following:

- ❖ Closing schools for non-emergency reasons, e.g. early release before a holiday.
- ❖ Holding athletic contests, practices, and pep rallies during the instructional day.
- ❖ Dismissing school for faculty meetings.

Students may leave school early or be excused from school to attend Secondary School Activities Commission and State Board sanctioned activities which include, but are not limited to:

- ❖ Early release because of travel time needed to participate in an athletic event. However, principals shall strive to arrange athletic schedules that minimize the necessity of leaving school early.
- ❖ Participation in state-wide tournaments and playoffs.
- ❖ Band programs are exempt because they are a curricular activity because of a unit of credit is provided and it requires a certified teacher to provide instruction. Again, schedules should be designed to minimize interruptions to the total school’s instructional day.
- ❖ Participation in statewide events such as social studies fairs, Golden Horseshoe Day, Young Writers Day, etc.

Some activities, such as school clubs, student government, assemblies, etc. may be either instruction or non-instruction related. The relationship of such activities to the Content Standards and Objectives becomes the determining factor in such instances.

R 3-26-2 Accrued Instructional Time

Accrued instructional time is the time accrued during the entire instructional term as a result of time added beyond the required length of the instructional day, which may be accumulated and used in larger blocks of time during school year for instructional or non-instructional activities as defined by the State Board.

- ❖ Accrued instructional time may not be used to avoid 180 separate days of instruction.
- ❖ Accrued instructional time may not be used to lengthen the time provided in law for faculty senates or to convert a complete day of instruction into a day to be used for some other purpose.
- ❖ The use of accrued instructional time for extracurricular activities will be limited by the State Board and these activities are currently limited to the attendance by students of certain activities sanctioned by the Secondary School Activities Commission when those activities are related to statewide tournaments or playoffs or are programs required for Secondary School Activities Commission approval.
- ❖ Accrued instructional time may be used by schools and counties to provide additional time for professional staff development and continuing education as may be needed to improve student performance and meet the requirements of the federal mandates affecting elementary and secondary education. The amount of accrued instructional time used for this purpose may not exceed three instructional days.
- ❖ Co-curricular activities may, by their nature, be scheduled without regard to the use of accrued instructional time.
(WVC §18-5-45; §18-5-45(a)(2), (n)(4); SBP 2510)

[Home](#)

Adopted: July 10, 1995
Amended/Revised: August 9, 2010

<p>PRESTON COUNTY BOARD OF EDUCATION FILE: 3 – CURRICULUM AND INSTRUCTION File: 3-27 Instructional Resources and Supplemental Materials and Equipment</p>	<p>Last Reviewed: 8-9-10 Next Review: 7-1-12</p>
--	---

All primary instructional resources used in the school district shall be uniform county-wide, shall be recommended by the Superintendent and shall be adopted by the Board in accordance with regulations of the State Board of Education and legislative requirements.

Parents/guardians are required to complete and sign the instructional resources receipt form at the time resources are distributed. The parents/guardians of a student who loses or destroys an instructional resource belonging to the Preston County Board of Education shall be liable for the value of the replacement resource.

R 3-27-1 Instructional Resources and Learning Technologies Adoptions

All primary instructional resources used in the school district shall be uniform county-wide, shall be recommended by the Superintendent and shall be adopted by the school board in accordance with regulations of the State Board of Education.

"Instructional Resources" include print materials, electronic resources and systems, or any combinations of such instructional resources which convey information to the pupil.

The instructional resources may consist of a single resource, print or electronic, or a compilation of resources, print or electronic, that together cover the required criteria established for approval as a primary instructional resource. The resources may be updated or otherwise changed and improved on an ongoing basis to ensure that they are current and accurate.

If the Board selects an electronic instructional resource it may, subject to the approval by the State Board of its request to do so, choose not to renew that option before the end of the established contract period and select a new or different instructional resource from the official multiple listing before the end of the established contract period.

The vendor of an adopted electronic resource, after notice of explanation to the state board, may offer an update to the navigational features or management system, or both, related to the learning technology and may update the content of the learning technology as needed to accurately reflect current knowledge or information without charge. Vendor changes to the electronic resources may not require the purchase of a new operating system during the established contract period. Vendors shall continue to provide support for the version adopted.

Boards of Education adopting electronic instructional resources shall ensure equity of access for all students at school and shall have a plan to provide equity of access at home if necessary through alternate avenues including, but not limited to, print, software, and hardware support.

School personnel, with the approval of the Preston County Board of Education, may purchase software, print and electronic magazines, print and electronic newspapers and other print and electronic periodicals and other licensed or subscription-based instructional resources for supplemental classroom use. Supplemental materials do not have to be selected from the State Board approved list. They shall be

deemed to be instructional resources for purposes of special excess levies. The quantity and type of the instructional material and equipment required shall be determined by the size of the school, and the nature of the school program.

On or before July 1 of each year, the State Board of Education shall classify the elementary and secondary school subjects required to be taught in the schools into adoption groups by related subject fields as nearly as possible. A schedule for the periods of adoption, not to exceed six years, shall be determined by the state board. The county instructional resources selection committee may request a waiver of the six-year maximum adoption cycle from the State Board.

The Superintendent or his/her designee shall select an Instructional Resources Committee composed of teachers, principals, and a group of parental community members selected from the county LSIC's. The Instructional Resources Committee numbers shall not exceed 15 members and those members shall, not later than the first day of May of any adoption year, select from the State Multiple List one or series of instructional resources (print or electronic) for each subject and grade to be used as an exclusive instructional resource selection in the county's elementary and secondary schools

School curriculum teams shall make their curriculum and instructional needs known to the selection committee as part of the adoption process.

Vendors, upon request of the Superintendent's office, shall furnish the requested sample copies of items that were selected and placed on the State Multiple List. The adoption committee may not request or receive more than eight free samples of any multi-grade program being considered for adoption. In the case of electronic instructional resources, it is sufficient for vendors to provide access for the purpose of reviewing the resources via a web-hosted online format.

Free Items refers to any teacher resource materials necessary for the delivery of the program, except for the teacher's edition/manual. Any Board member or school employee who shall receive, solicit, or accept any gift, present or thing of value to influence that individual in the vote for the adoption of books, instructional materials or learning technologies instructional resources, print or electronic, or any combination thereof, shall be guilty of a felony and upon conviction will face severe penalties.

After the Board has adopted the basal instructional resources for use in the county, and not later than May 15, the Superintendent shall send to the State Board of Education a complete list of instructional resources properly certified by the president of the county board of education in such form as the State Board of Education shall prescribe.

(WVC §18-2A-1 through §18-2A-9 and SBP 2510; SBP 2445.40)

[Home](#)

R 3-27-2 Supplemental Materials and Equipment

The Preston County Board of Education shall annually set aside funds for the purchase and maintenance of instructional materials and equipment. The amount of funds available for distribution will be reviewed each year during the budget preparation process.

All instructional materials and equipment of the school system must be classified, catalogued, maintained and repaired according to approved procedures.

Constitutional Requirement to Provide Instructional Materials and Supplies

In 1995, the West Virginia Supreme Court of Appeals issued an opinion in the case of *Randolph Bd. of Educ. v. Adams*, 196 W.Va. 9, 467 S.E.2d 150 (1995). The case involved a challenge to the Randolph County Board of Education's imposition of a textbook user fee for non-needy school children. The Court concluded as follows:

“Whatever items are deemed necessary to accomplish the goals of a school system and are in fact an integral fundamental part of the elementary and secondary education must be provided free of charge to all students in order to comply with the constitutional mandate of a free school system pursuant to Section 1 of Article XII of the West Virginia Constitution.”

What Items are Necessary and Integral??

Aside from instructional resources, those items integral and fundamental to public education will include basic paper, basic writing utensils, and other basic items that a student must have in order to participate in a curricular offering. This list necessarily will vary from grade level to grade level and class to class and will ultimately have to be determined at the local level.

The Issue of School Supply Lists

As to the issue of supply lists, it is acceptable for teachers to provide parents with lists of items that they may wish to purchase for their own children. Lists of this nature will inform parents/guardians as to the developmentally correct supplies to buy (e.g., wide ruled paper as opposed to college ruled). Indeed, parents/guardians should be encouraged to participate in a child's education to the greatest extent possible as parental involvement is a key factor in student success at all ages. However, parents/guardians are not obligated to purchase the items on such supply lists, and no child shall be denied participation in school (or otherwise disciplined) if his or her parents/guardians choose not to purchase the items on these lists.

Performance-Based Classes

Owing to the unique nature of performance-based classes such as band, orchestra, dance, theatre, and choir, it is acceptable for teachers to request that students purchase their own equipment (such as instruments and costumes) and assume the costs of attending camps and festivals. However, no child shall be denied participation in a class because his or her parents/guardians cannot afford to do so. Counties and schools must develop contingency plans to accommodate students and families who do not have the financial means to make these purchases. For ease of communication, it is recommended that these plans be placed in writing and distributed to parents/guardians.

General Teaching Supplies and Library Resources

The Board shall annually determine an allocation for general teaching supplies and library resources which shall be distributed on a per-student basis. The school principal shall be responsible for the distribution of these funds to the various programs in his/her school.

Issuing Instructional Resources

Parents/guardians are required to complete and sign the instructional resources receipt form at the time resources are distributed.

The parents/guardians of a student who loses or destroys an instructional resource belonging to the Preston County Board of Education shall be liable for the value of the replacement resource.

[Home](#)

Adopted: August 23, 1999
Amended/Revised: August 9, 2010

PRESTON COUNTY BOARD OF EDUCATION
FILE: 3 – CURRICULUM AND INSTRUCTION
File: 3-28 School Library-Media Centers

Last Reviewed: 8-9-10
Next Review: 7-1-12

Library media specialists at local schools are responsible for developing a scope and sequence and for selecting the specific content and learning activities that will lead students to a high level of knowledge and skill in the area of library media. Library media specialists must collaborate regularly with teachers and other members of the learning community to develop curricular content that integrates information literacy skills, to plan instructional activities and to identify resources that support and enhance the curriculum. It is imperative, therefore, that all library media specialists select learning activities which are appropriate for students of differing ages, interests and experiences.

Promotion of information literacy is crucial to help students achieve state standards, as well as to face the increasingly complicated world ahead. The instructional objectives are organized around three goals of library media:

Information Literacy:

At the heart of every successful school library media program is the teaching of effective learning strategies and information literacy skills. The ability to find and use information, information literacy, is the keystone of lifelong learning. A successful school library media program has as its goal the development of capable, creative and responsible lifelong learners. Rather than simply “disseminating” information, school library media programs are centered on the process of learning.

Independent Learning:

An effective school library media program assists all students in becoming active and creative locators, evaluators, and users of information to solve problems and satisfy their own curiosity. Accessing, evaluating, and using information is the authentic learning that any successful school library media program seeks to promote.

Social Responsibility:

An effective school library media program assists students to seek information from diverse sources, contexts, disciplines and cultures; to respect the principles of equitable access to information, intellectual freedom, and intellectual property rights; to use technology responsibly; to collaboratively share knowledge and information with others; and to respect others’ ideas and backgrounds and to acknowledge their contributions.

Preston County library media specialists shall follow *SBP 2520.17 – Library Media Content Standards and Objectives for West Virginia Schools* as they strive to enhance the overall educational programs within their schools and the county as a whole. Library media specialists are directed to consult *SBP 2520.17* to learn more about the approved Content Standards and Objectives when establishing programs for the various grade levels they are serving.

The state library media content standards are based on the following beliefs:

- ❖ Library media study begins with promoting and reinforcing students' interests and abilities in reading, listening, and viewing. Reading, supported by a variety of media formats, is the foundation for a student's educational success. The core abilities of reading, viewing and listening combine with communication and writing to form the basis for developing information literacy skills. Books continue to constitute the major holdings of a library media center. Balance among and integration of traditional and electronic resources provides an optimal information environment.
- ❖ Library media study expands to include fostering the wide range of information concepts, strategies, and abilities students must master to profit from the global resources that are quite literally at their fingertips.
- ❖ Library media study includes developing the full range of abilities that students need to interact effectively with information and to construct meaningful knowledge:
 - analyzing complex and conflicting presentations of information
 - appreciating the variety of perspectives offered by individual viewpoints, scholarly disciplines, and cultural understandings
 - using information competently in critical thinking, decision making, and problem solving
 - producing new information and creating products and presentations that communicate ideas efficiently and effectively
 - acting responsibly in regard to information, particularly with respect to the difficult issues of intellectual freedom, equitable access to information, and intellectual property rights
 - developing into lifelong learners who can assimilate varying viewpoints, accommodate change, and contribute to the well being of the community.
- ❖ No Child Left Behind puts special emphasis on determining what educational programs and practices have been proven effective through rigorous scientific research. Quality school library media programs make a difference in student achievement. (Library Research Service, 2000).

West Virginia's vision for education includes the integration of technology throughout the curriculum so that all West Virginia students have the opportunity to develop technology skills that support learning. Successful learning environments provide opportunities for students to use education technology interwoven with relevant curriculum content. West Virginia teachers are responsible for integrating technology appropriately in the students' learning environment.

The use of technology in the library media center is especially critical. As technology advances, the ability to access information quickly and efficiently is critical to prepare students for real world applications. County boards of education should commit to meeting the continuing need for current technology and technology applications for library media specialists and students. An automated library including a networked school-wide electronic catalog and electronic research databases are essential to an

effective school library media program. Computer software, audio and video media, along with Internet sites, provide students opportunities to access information both for schoolwork and for lifelong personal enrichment; therefore, county boards of education should commit to meet this need for school library media centers, library media specialists and students.
(SBP 2510; SBP 2520.17)

Library Bill of Rights*

The American Library Association affirms that all libraries are forums for information and ideas, and that the following policies should guide their services.

- ❖ Books and other library resources should be provided for the interest, information, and enlightenment of all people the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- ❖ Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan and doctrinal disapproval.
- ❖ Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- ❖ Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- ❖ A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- ❖ Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Reaffirmed January 23, 1996 by the ALA Council.

[Home](#)

R 3-28-1 Selection Policy for Instructional Media

The Preston County Board of Education shall have the final responsibility and authority for the purchase of all instructional library materials media. The Board shall delegate to the principal and the school librarian, the responsibility for the selection of the instructional media. In those schools that do not have certified librarians, the principal will designate a person(s) to be responsible for media selection. In the event that a particular media item is questioned, employees shall follow the policies set forth in *File: 3-29 Complaints Regarding Educational Materials*.

The primary goals of any media center are to be curriculum supportive and to promote reading for pleasure. The librarian or designee selects instructional media guided by standard selection aids with recommendations for consideration from the administrator, teachers, and students of each school.

Classification and Cataloging

All instructional media is to be classified and catalogued materials, according to the American Library Association Standards.

Criteria for Selection of Media

- ❖ **School/Community Analysis** - A systematic needs assessment of the information needs of the users to be served is the first step. Recommendations of administrators, teachers, and students are considered. Evaluating use patterns also aids in the selection process.
- ❖ **Selection** - The final selection of instructional media is based upon standard selection tools and the opinion of a professional certified librarian or designee. Standard selection tools include, but we not limited to, the following:
 - Booklist
 - Wilson's Library Bulletin
 - School Library Journal
 - Horn Book
 - Bulletin of the Center for Children's Books

In selecting information resources for the library media program, both the internal holdings and the available information services must be considered so that newer forms of information and technology can be incorporated at the appropriate time and in accordance with curriculum needs.

- ❖ **Acquisition** - Information resources must be obtained in accordance with county policy regarding purchase of media and administrative approval through the proper channels.

Criteria for Evaluation of Media

Evaluation of collection plans, of the collection as a whole, and of individual items must be on-going. Evaluation of the collection relates what exists in the collection of what is needed; provides guidance for making decisions about the collection; provides a measure of the effectiveness to the plan; and directs monetary resources to areas needing attention. Some of these techniques include collection mapping, user satisfaction surveys and analysis of inventory and circulation statistics.

SOURCE: American Association of School Librarians and Association for Educational Communications and Technology, Information Power: Guidelines for School Library Media Programs, United States.

[Home](#)

Adopted: July 10, 1995
Amended/Revised: August 9, 2010

PRESTON COUNTY BOARD OF EDUCATION

FILE: 3 – CURRICULUM AND INSTRUCTION

File: 3-29 Complaints Regarding Educational Materials

Last Reviewed: 8-9-10

Next Review: 7-1-12

It is the intent of the Board to provide a process whereby members of the community may call to the attention of the staff and the board those educational materials that the individual or group deems objectionable. The board will consider objections to educational material only in the manner set forth in this policy.

A review committee consisting of the School Improvement Council or designated review committee appointed by the Superintendent shall review, upon written request, educational materials deemed objectionable by an individual or group within the county.

The review committee shall evaluate challenged material in terms of the original criteria for selection. The complainants shall be invited to present their views in person to the committee. After having reached a decision, the committee shall submit to the Superintendent a written report from the majority, and where desirable, from the minority. The Superintendent shall present the committee report or reports to the board for consideration and action.

Complaint Procedures

If a member or members of the community make a complaint about specific books or materials used in the Preston County Public Schools, the following procedures shall be followed:

- ❖ The person receiving the complaint will:
 - Be courteous, but make no commitments;
 - Inform the complainant that s/he has the right to file a formal complaint on a form available from the principal's office; and
 - Inform the principal of the complaint.
- ❖ The principal will:
 - Give the complainant the form for filing a complaint; and
 - Upon receipt of the written complaint and with the exception of adopted textbooks, may temporarily withdraw the material from use pending a decision.
- ❖ The principal and the staff members using the material will:
 - Examine the material being questioned. (Including Internet and other materials available electronically);
 - Check the general acceptance of the material by reading reviews or by other appropriate means;
 - Weigh the values and shortcomings of the questioned material against each other and form opinions based on the material as a whole and not on passages pulled out of context; and

- Meet with the complainant to discuss his/her concerns.
 - Following the meeting with the complainant, prepare a report, including the instructional merits of the material, its instructional shortcomings, and recommendations for the resolution of the complainant's concerns;
 - Meet with the complainant a second time to discuss the faculty's recommendations for alleviating his/her concerns; and then
 - Submit a copy of the written objections, copy of the report on the material and a report of the results of the conference with the complainant to the Administrative Assistant to the Superintendent.
- ❖ The Administrative Assistant to the Superintendent will review the report from the principal. If the complainant has accepted the recommendations of the principal, the report will be forwarded to the Superintendent as a matter of information. If the complaint has not been resolved, the Administrative Assistant will:
- Select, convene, and chair a committee composed of the following:
 - Two principals
 - Two teachers
 - Two parents
 - A member of the local clergy
 - Two students (if appropriate)
 - The membership should include the person(s) who were responsible for the original selection of the material.
 - The Administrative Assistant shall be a nonvoting ex officio member of the committee.
 - This committee will examine the disputed material, review the written complaint and the principal's report, and will submit a recommendation for resolution of the dispute.
 - The Administrative Assistant will prepare a report for the Superintendent based upon the recommendation of the committee.
- ❖ The Superintendent will:
- Review the written complaint and the reports submitted to him/her; and then
 - Submit the complaint along with his/her recommendations to the Board of Education.
- ❖ The Board of Education will:
- Take final action regarding the complaint; and
 - Inform the complainant and the principal in writing of the action taken.

[Home](#)

Adopted: August 9, 1995
Amended/Revised:

PESTON COUNTY BOARD OF EDUCATION
FILE: 3 – CURRICULUM AND INSTRUCTION
File: 3-30 Homebound Instruction

Last Reviewed: 8-9-10
Next Review: 7-1-12

Educational services shall be provided to students who are confined to the home/hospital setting owing to injury or any other reason, as certified (in writing) by a licensed physician or other health care provider. The student's confinement must have lasted or will last for a period of more than three consecutive weeks. The written statement must include:

- ❖ The specific reason the student must remain at home or in the hospital; and
- ❖ The criteria or conditions under which the student can return to school and the expected date of such return.

A written statement by a licensed physician or other licensed health care provided must be resubmitted every six months of a student's temporary home/hospital instruction is prolonged. The Board may also request that the parent/guardian obtain a second opinion from a second health care provider at the expense of the Board.

Home/hospital services may also be provided temporarily at the direction of the Superintendent for students who have not met the immunization requirements of WVC §16-3-4.

All such services must be provided through the Preston County Schools, Department of Special Education. All necessary forms may be obtained from the Department of Special Education.

The Director of Special Education shall verify all requests for home/hospital instruction and work with appropriate personnel to ensure the delivery of services. Home/hospital instruction is an individualized program. The hourly rate of pay shall be reviewed periodically by the Preston County Board of Education. Mileage to and from the student's home shall be paid at the current rate established by the Board.

(WVC §16-3-4; §18-20-1; SBP 2419 and SBP 2510)

Instruction

- ❖ Home/hospital instruction provided for those regular education students who are unable to attend school for a period of time is an extension of the regular school programs of study. Home/hospital services must be designed to provide the student adequate opportunity to continue learning toward mastery of grade level content standards and objectives. Home/hospital instruction provided for an exceptional student who is unable to attend school temporarily because of an injury, illness, or health condition, requires a change in the student's placement to Out-of-School Environment (OSE) as defined by *SBP 2419 - Education of Exceptional Students*. The change of placement to OSE must be addressed by the student's IEP team and implemented in accordance with the requirements of *SBP 2419*.
- ❖ Home/hospital teachers are responsible for facilitating instruction on the core courses' content standards and objectives determined by the student's classroom teacher and therefore, must be in regular contact with the classroom teacher to:

- Secure and understand units/lessons, instructional plans and instructional materials, and
- Establish procedures for the collection and return of student work to the classroom teacher(s) for assessment.

Schedule

- ❖ Home/hospital instruction may be provided at any time. Instruction is to start as soon as possible following determination of the student's eligibility for instruction.
- ❖ The instructional schedule per week must include adequate instructional time and must be based upon the student's physical ability to participate as specified by the physician who confirmed/diagnosed the injury or health condition.
- ❖ The teacher and the parent should establish the time that instruction will be provided in the home and when appropriate, the Director of Student Services and Personnel shall be involved.
- ❖ Home instruction is provided at a time when a responsible adult is in the home.
- ❖ The student's school shall provide the home instruction teacher the opportunity to meet with the student's teacher and shall provide the county adopted instructional materials, teacher's editions, materials, equipment and supplies the student requires to complete the student's programs of study.
- ❖ The student's teacher shall provide the home instruction teacher with copies of daily lesson plans, including homework assignments, when requested.

Responsibilities of Director of Special Education and Related Services

The Director of Special Education and Related Services has the responsibility of coordinating the homebound instruction program for the county. These responsibilities include monitoring, approving exceptions, and working with the principals on a day-today basis. The Director's responsibilities are:

- ❖ To approve and authorize the request for a second medical opinion as appropriate;
- ❖ To authorize or deny homebound instruction based upon medical opinions received;
- ❖ To send a letter to the parent/guardian and school stating that homebound instruction has been approved or denied;
- ❖ To conduct a monthly review of each current application and to send the applicable letter when homebound instruction is nearing completion;
- ❖ To compile a county-wide list of teachers interested in delivering homebound instruction; and
- ❖ To assign homebound teachers.

Responsibilities of the Principal

The principal is responsible for the coordination of any homebound instruction needed for students assigned to the school. The principal's responsibilities are:

- ❖ To provide upon request the parent/guardian with a Homebound Instruction Request Form and discuss with them the procedures to be followed for a student to be considered eligible for homebound instruction;
- ❖ To forward the application, including the recommended number of instructional hours, a copy of the student's current class schedule and courses applicable to homebound instruction (at secondary level, not all courses are available through homebound instruction. i.e: band, driver's education, lab screenings) to the Director of Special Education for review.
- ❖ To do the following if homebound instruction is approved by the Director of Special Education:
 - Sign the Homebound Instruction Verification Form for the homebound teacher and include the form with the semi-monthly payroll sheets sent to the payroll department;
 - Notify the classroom teacher of the student's placement in homebound instruction and his/her obligation to provide assignments and appropriate instructional materials to the homebound teacher;
 - Assist in making arrangements for the exchange of assignments and other information;
 - Update WVEIS screen and notify the Director of Special Education when a student completes homebound instruction; and
 - Enter homebound status on WVEIS screen and adjust attendance data.

Responsibilities of the Classroom Teacher

The classroom teacher's role in the delivery of the homebound instruction is very important. A student who is unable to participate in a regular school setting is considered a member of the school and classes. Since the homebound instruction is a temporary situation, the student needs a smooth transition back to school. The regular classroom teacher(s) must work with the homebound teacher(s) toward this goal. The regular classroom teacher's responsibilities are:

- ❖ To consider the student placed on homebound instruction as a member of the class;
- ❖ To provide the homebound teacher(s) with copies of lesson plans, worksheets, handouts, test, books, workbooks, and any other instructional aids or materials. (The homebound teacher(s) receives this material by the method of exchange established by the principal.);
- ❖ To grade the assignments returned by the homebound teacher(s), record grades, and return the graded assignments to the homebound teacher(s) to be reviewed with the student unless otherwise determined by the principal and teacher;

- ❖ To confer with the homebound teacher(s) at the conclusion of each grading period to determine a grade for the homebound student. [Any supplemental assignments made by the homebound teacher(s) may, at the classroom teacher's discretion, be used in determining progress and grades. The supplemental assignments are graded by the homebound teacher(s).]; and
- ❖ To submit the grades of a student receiving homebound instruction at the conclusion of each grading period.

Responsibilities of the Homebound Teacher

The homebound teacher is responsible for delivering instruction to students unable to participate in a regular school setting. The teacher may provide the instruction in the home or other appropriate location agreed upon by the physician, parent/guardian and school administration.

The homebound teacher's responsibilities are:

- ❖ To deliver the authorized hours of instruction per week to the student in the designated location;
- ❖ To make regular contact with the classroom teacher(s) so that the instruction delivered outside the school is as close as possible to the instruction delivered in the classroom;
- ❖ To return all worksheets, tests, quizzes, and other materials provided by the regular classroom teachers. (The regular classroom teacher is responsible for determining and recording all grades unless otherwise determined by the principal and teachers.);
- ❖ To grade any supplemental assignments made with copies being provided to the regular classroom teacher;
- ❖ To refuse to deliver instruction without a parent or other approved adult present;
- ❖ To report to the principal any problems encountered with the delivery of instruction;
- ❖ To report to the Director of Special Education anytime services were undeliverable including times when no adult was present;
- ❖ To complete the Homebound Instruction Verification Form in ink and have the adult present sign the form at the conclusion of each session; and
- ❖ To turn in the Homebound Verification Form to the principal of the student's school at the designated time.

Responsibilities of the Parent/Guardian

The parent/guardian must work with the school system to provide an uninterrupted, consistent education for the student. Since only a portion of a student's studies are completed under the supervision of a homebound teacher, the parent or guardian is responsible for supervising the independent studies. The parent's/guardian's responsibilities are:

- ❖ To provide the Preston County Schools with a completed Homebound Instruction Request Form signed by a licensed physician and a signed Parent Agreement Form;

- ❖ To contact the school and request assignments and makeup work during the period of time that the application for homebound instruction is being reviewed;
- ❖ To have the student and the home prepared for instruction when the homebound teacher arrives;
- ❖ To have an adult present during the time set for homebound instruction. (Adult or emancipated students must also have another approved adult present during instruction in the home.);
- ❖ To request a change in the scheduled hours for instruction only in emergencies. (Also, the parent/guardian must cancel the scheduled instruction; **cancellation by the student will not be acceptable**. If a session must be canceled, the homebound teacher should be notified the day before or as early as possible.);
- ❖ To sign and verify the Homebound Instruction Verification Form after each session of homebound instruction;
- ❖ To confer with the homebound teacher(s) regarding assignments to be completed between the homebound sessions;
- ❖ To contact the principal with any questions or concerns about the instructional program after consulting with the homebound teacher;
- ❖ To continue to have the licensed physician evaluate and update the student's health status during the time of homebound instruction; and
- ❖ To supervise his/her child to ensure that student assignments are completed and turned in according to school policy; and to work with the student to ensure education is kept at a level that will ensure successful transition back to school.

Responsibilities of the Student

Students approved for homebound instruction are provided instruction in the home or other appropriate location as arranged to accommodate a temporary disabling condition. The student must cooperate with the homebound teacher and the parent/guardian to keep his/her education at a level that makes the transition back to school successful. **Students are not permitted to participate in extracurricular activities or hold part-time or full-time employment while on homebound instruction.** The student's responsibilities are:

- ❖ To be present and prepared for homebound instruction at the designated time; and
- ❖ To have assignments completed by the due dates.

NOTE: Homebound instruction will not be provided for students to be caregivers.

[Home](#)

Adopted: October 14, 2002
Amended/Revised: August 9, 2010

PRESTON COUNTY BOARD OF EDUCATION
FILE: 3 – CURRICULUM AND INSTRUCTION
File: 3-31 Private Tutoring

Last Reviewed: 8-9-10
Next Review: 7-1-12

Credit will not be given for work done through private tutoring. (Exceptions may be made in special cases where the student is physically unable to attend school, in which case homebound instruction would be arranged, or where courses required for college entrance are not offered in the school. These cases must be approved by the principal and the assistant superintendent.

[Home](#)

Adopted: June 19, 1984
Amended/Revised:

<p>PRESTON COUNTY BOARD OF EDUCATION FILE: 3 – CURRICULUM AND INSTRUCTION File: 3-32 Implementation of a Technology Infrastructure and Acceptable Use Policy</p>	<p>Last Reviewed: 8-9-10 Next Review: 7-1-12</p>
---	---

To meet the goal that every high school graduate will be prepared fully for college, other post-secondary education or gainful employment the Board believes that a technology infrastructure should be present in the County schools. In order to meet this goal, 21st century technologies and software resources shall be provided in grades Pre-Kindergarten through 12.

To the extent practicable, technology resources shall be used:

- ❖ To maximize student access to learning tools and resources at all times including during regular school hours, before and after school or class, in the evenings, on weekends and holidays and for public education, non-instructional days and during vacations;
- ❖ For student use for homework, remedial work, independent learning, career planning and adult basic education; and
- ❖ For student use for homework, remedial work, independent learning, career planning and adult basic education.

It shall be the goal of each school within the county to provide a technology infrastructure capable of supporting multiple technology-based learning strategies designed to enable students to achieve at higher academic levels. The technology infrastructure should facilitate student development by addressing the following areas:

- ❖ Mastery of rigorous core academic subjects in grades prekindergarten through eight by providing software, other technology resources or both aligned with state standards in reading, arithmetic's, writing, science, social studies, twenty- first century learning skills and 21st century learning tools;
- ❖ Mastery of rigorous core academic subjects in grades nine through 12 by providing appropriate 21st century technology tools aligned with state standards for learning skills and technology tools;
- ❖ Attainment of 21st century skills outcomes for all students in the use of technology tools and learning skills;
- ❖ Proficiency in new, emerging 21st century content;
- ❖ Participation in relevant, contextual instruction that uses dynamic, real-world contexts that are engaging and meaningful for students, making learning relevant to life outside of school and bridging the gap between how students live and how they learn in school;
- ❖ Ability to use digital and emerging technologies to manage information, communicate effectively, think critically, solve problems, work productively as an individual and collaboratively as part of a team and demonstrate personal accountability and other self-directional skills;
- ❖ Providing students with information on post-secondary educational opportunities, financial aid and the skills and credentials required in various occupations that will help them better prepare for a successful transition following high school;

- ❖ Providing greater access to advanced and other curricular offerings than could be provided efficiently through traditional on-site delivery formats, including increasing student access to quality distance learning curricula and online distance education tools;
- ❖ Providing resources for teachers in differentiated instructional strategies, technology integration, sample lesson plans, curriculum resources and online staff development that enhance student achievement; and
- ❖ Providing resources to support basic skills acquisition and improvement at the above mastery and distinguished levels.
(WVC §18-2E-7; SBP 2510)

[Home](#)

R 3-32-1 Meeting SBP 2470 Requirements

To assure the accomplishment of the above student outcomes, the board shall implement the requirements of SBP 2470 which include the following:

- ❖ Preston County shall have a county technology team and a comprehensive technology plan that is part of the Electronic Strategic County Improvement Plan.
- ❖ Computer technology skills shall be included in all programs of study, particularly in the areas of career awareness, career exploration, experiential learning and for use in accessing post-secondary education information.
- ❖ The Board shall, whenever possible and appropriate, make available facilities and technology to facilitate distance learning.
- ❖ The Board, in cooperation with schools, shall, to the extent practicable and as funds and other resources are available, provide students (including those enrolled in adult basic educational), teachers, parents and citizens access to technology, especially computers, in the public schools during non-school hours.
- ❖ The Board shall provide staff development in the use of technology and its application in the teaching and learning process.
- ❖ Local school improvement councils shall include in the Electronic Strategic School Improvement Plan mechanisms to foster the use, to the extent practicable and as funds and other resources are available, of school facilities for the purpose of accessing technology, especially computers, by students, teachers, parents and citizens during non-school hours.
- ❖ Every school shall have a school technology team and a comprehensive technology plan that is part of the Electronic Strategic School Improvement Plan. (September 30, 1997) Schools may choose to have the local school improvement council or the faculty senate or the curriculum team serve as the technology team.
- ❖ Computer/technology skills shall be taught and utilized throughout the programs of study.

[Home](#)

R 3-32-2 Technology Acceptable Use Policy

Purpose

The purpose of technology in Preston County Schools (“PCS”) is to support learning and enhance instruction. Internet access is available to the students in PCS.

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Access to the Internet provides students, teachers, and other employees with access to electronic mail, information and news services, public domain software of all types, discussion groups and a multitude of subjects and connections to libraries, companies, agencies and businesses. The Internet offers vast, diverse and unique resources.

The global network also provides access to controversial materials and materials which lack educational value. Given the global nature of the Internet, it is impossible for PCS to restrict knowledgeable users from accessing controversial materials. The purpose of this policy is to set forth the acceptable use of technology and the Internet in PCS.

Responsibility

The Superintendent and/or his designee have the right and responsibility to monitor computers and/or Internet activity to insure that such technology is used only for Preston County school activities, and in an appropriate manner.

The Superintendent is responsible for supervising the drafting of guidelines and procedures governing the appropriate use of the Internet by all users in PCS. The Superintendent shall convey to each school principal the responsibility for monitoring student access to the Internet in his/her school.

Sexting, cyber bullying, promotion of illegal behaviors and harassing behaviors via electronic devices will not be tolerated in the Preston County Schools. Faculty members and students who become aware of such behaviors should report them to the principal of the school.

The use of camera phones is strictly forbidden in private areas, such as, locker rooms, wash rooms, dressing areas, classrooms, and offices at any time. Such use may also be in violation of the criminal code.

As appropriate, report the incident to the West Virginia Department of Health and Human Resources under the requirement of reporting child abuse or neglect;

Each school principal shall provide a consent and waiver form for signature by students and their parents or legal guardian. School principals have the authority to terminate individual student access to technology if the student graduates, transfers from the school, drops out of school or violates the Acceptable Use Guidelines.

Each local school technology coordinator, system administrator and/or teacher, under guidelines set forth in this policy and under the direction of the school principal, may deny user access at any time.

Additionally, the PCS may pursue legal action to recover damages as a result of the inappropriate use of the network.

Any questions regarding the PCS's use of technology should be directed to the school principal or the Technology Coordinator of that school.

Authority

The WVDE's information systems are to be used exclusively for the business of the organization. All information system messages are records of the WVDE. WVDE reserves the right to access and disclose all messages sent over its information systems for any purposes. For reasons of privacy, employees may not attempt to gain access to another employee's personal file of messages in the WVDE's information systems. However, the WVDE reserves the right to enter an employee's information system files whenever there is a business need to do so.

WV Constitution, Article XII, Section 2; WVC §18-2-5; SBP 2460, Use of Internet by Students and Educators

Guidelines for Teachers Using the Internet in Classrooms

The use of telecommunications in the classroom is an extension of the educator's responsibility in his/her classroom. The use of Internet in schools must be consistent with Preston County School's Acceptable Use Policy and SBP 2460. The following rules apply to use of the Internet in any PCS facility.

All users of the Internet must be authorized by a PCS educator and must focus on appropriate learning goals and objectives.

Each school accepts the responsibility for training teachers to use the Internet appropriately. Any employee without an "access.k12.wv.us" account must sign the PCS Acceptable Use Policy

Before any student uses the Internet in school, he/she must receive Acceptable Use training conducted by a PCS educator. The session must include a discussion of the SBP 2460 (available at <http://access.k12.wv.us>) and the PCS Policy and guidelines herein.

All students must have a signed PCS Acceptable Use Policy on file in their school. These files should be monitored for needed changes throughout the year.

The PCS endorses the use of the state email system account (access.k12.wv.us) for all staff and students. The state email account systems offer a monitoring system and a level of security not available with other accounts. The school Internet contact as designed by the State Department of Education will apply for "access.k12.wv.us" for staff and/or students in their respective school. This same school contact is responsible for keeping the state email accounts updated as staff and students move in and out of their respective school. Local school principals who permit the use of free and/or unsecured email accounts agree to accept sole responsibility at such use by staff and students in their school. No student may use such accounts without the knowledge and consent of their teacher. No teacher may use such email accounts for personal and/or student use without the knowledge and consent of their school principal. Records must be kept of all email accounts for future investigative use when needed.

Owing to the demand on limited bandwidth, no CU SeeMe or continuous downloading, such as Internet Radio, is allowed without permission from the network administrator. No chat group activities are allowed unless a teacher has a specific curricular need that incorporates these groups into the lesson which has received administrative approval.

Computers that students use in grades k-8 will have a computer interface known as filtering software which will be provided by the State Department of Education and installed according to state guidelines. This software is provided so that objectionable materials are not easily accessed. Schools must maintain a monitoring/management system for Internet use. Students must sign in and out on log sheets when using the Internet to keep track of online usage. These log sheets must be kept on file for at least the two previous completed semesters.

Adult supervision must be adequately provided as to deter intentional access of inappropriate sites or activity when students are using computers to access the Internet. If a student enters an inappropriate site on the Internet, s/he will withdraw and notify the adult in charge of this situation.

Supervision must be adequately provided to insure that no board-owned computers/networks are used for "hacking" or other illegal purposes. Board-Owned computers/network also must not be used for buying or selling of goods for personal gain or for political purposes.

Guidelines for Official PCS Web Pages

Although community members and students are welcome and encouraged to assist in the creating, designing, content, and maintenance of web pages associated with Preston County Schools, the designated Web Master must be a member of the school staff and/or the local chief school administrator's designee for which the chief school administrator accepts responsibility. Each school will have one official home page and the chief school administrator will be responsible for selection criteria by the web master. It is the web master's responsibility to:

- ❖ Submit the School Web Page Application Form to the Office of Technology for PCS and serve as the contact person with the PCS designated Web Master.
- ❖ Create web pages that are appropriate for a school web site.
- ❖ Proof all work for grammar, spelling and punctuation errors.
- ❖ Keep information on web page current and accurate
- ❖ Modifications to the home page can be ongoing, but the basic structure should be in place before the page is linked to the PCS home page.
- ❖ All graphics and text on the web site are subject to copyright laws.
- ❖ Keep the school staff informed and knowledgeable about the web site.
- ❖ Ensure that a backup of the pages is kept on a computer at school.
- ❖ Group pictures of students may be published on the web page with parental permission. Names must not be included that would identify individuals unless a parental permission form is completed.

- ❖ No second party advertising is permitted. This would include advertising initiated by an ISP and mounted on the individual school's website. Only business advertising and links thereto, that is initiated by the individual school, may appear on the school's website. Business partners can, and should be, recognized for their contributions to the school.
- ❖ School-sponsored clubs and extra-curricular activities may be linked to the site if the designated web master takes responsibility for the content of the web page.
- ❖ All official PCS web pages must be stored on servers approved by the division of technology for PCS. Local school administrators must investigate and assure the security and integrity of any local service providers used for mounting PCS Web pages.
- ❖ At no point should a student be given administrative responsibilities for a server with wide-area network or Internet connections, which includes knowledge of password to upload the home page to the server.

Due Process for Students Suspected of Violating the Acceptable Use Policy

- ❖ In the event that there is an allegation that a student has violated the school's Acceptable Use Policy, his/her student service account will be disabled cutting off access to the school's internal network and all internet websites until an administrative investigation may be conducted.
- ❖ As a part of the administrative investigation, the student will be provided with a written notice of the alleged violation and an opportunity to present an explanation of the alleged breach of computer protocol.
- ❖ Disciplinary actions will be tailored to meet the specific concerns related to the violation and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network.
- ❖ Disciplinary actions may include, but are not limited to, actions that are defined in The Student Code of Conduct, Violation Level I.

[Home](#)

Adopted: May 13, 2002
Amended/Revised: August 9, 2010

<p>PRESTON COUNTY BOARD OF EDUCATION FILE: 3 – CURRICULUM AND INSTRUCTION File: 3-33 Critical Skills Instructional Support Programs for Third and Eighth Grades</p>	<p>Last Reviewed: 8-9-10 Next Review: 7-1-12</p>
--	---

The purpose of this policy is to provide rules that encourage and assist the Preston County Board of Education in providing critical skills instructional support for students in grades three and eight who are not mastering language arts and mathematics adequately for success at the next grade level. The instructional support is to occur during and after the instructional day and during the summer for students who are recommended by the student assistance team or their classroom teacher. The requirements of WVC §18-2E-10 are effective July 1, 2009 with the first programs to be instituted in summer of 2010.

If the Board determines that adequate funds are not available for full implementation of critical skills instructional supports in the county, the Board may implement its program in phases by first establishing critical skills instructional support in the third grade and then establishing critical skills instructional support for the eighth grade once the Board determines that adequate funds are available.

It shall be the responsibility of the State Board to take steps to ensure the employment of qualified teachers and service personnel under the existing statutes covering summer school and summer employment; create a formula or grant-based program for distributing appropriations or other funds for critical skills instructional support programs; and provide transportation, healthy foods, and supervision for participating students.

The WVDE has the primary responsibility for providing leadership in: 1) defining and developing the framework for the effective delivery of critical skill instructional support for students in grades 3 and 8; 2) assisting counties in the delivery of these instructional support through structures to maximize funding resources available; 3) developing online structures/systems to increase efficiency of delivery and accountability; and 4) designing reporting systems that assure the WVDE, Legislature and the Governor of monitored progress of critical skills instructional support.
(WVC §18-2E-10; SBP 2512)

Responsibility of the County Board of Education:

It is the responsibility of the Board to plan, deliver and evaluate the implementation of critical skill instruction support before, during, and after school, and in the summer to children in the 3rd and 8th grade in accordance with WVBE policy and WVDE Guidance Document for Design and Delivery of Critical Skill Instructional Support for 3rd and 8th Graders. In carrying out this responsibility the county boards must address the following established processes that meet the requirements of critical skill support for 3rd and 8th grade students:

- ❖ systematic process for identification and monitoring of students receiving critical skill intervention before, during, and after school, and in the summer;
- ❖ delivery and monitoring of research based instructional support/interventions before, during, and after school, and in the summer;
- ❖ maximum utilization of online resources to insure access of instructional support before, during, and after school, and in the summer;

- ❖ maximum utilization of funding resources including Title I, Title II, IDEA, 21st Century Community Center Programs, and The American Recovery and Reinvestment Act (ARRA) funds to support instructional intervention in grades pre-k-8 to students not acquiring critical skills in reading and mathematics.
- ❖ employment of highly qualified teachers and service personnel for the delivery of instruction;
- ❖ parent involvement programs supporting critical skills development of their children;
- ❖ provision of adequate facility, equipment and services to support critical skills instructional support;
- ❖ annual electronic report of student progress in critical skill development; and
- ❖ assessment at the conclusion of the intervention program to measure student progress.

The Board may provide summer programs at a central location for qualifying third and eighth graders. However, the Board is prohibited from charging tuition for the critical skills instructional support programs, and it must ensure that student assistance teams, as already required under State Board policy, are established and performing needs assessments

A student's attendance at a summer critical skills program may be made a condition of the student's promotion to the next grade level if, in spite of having been provided additional academic help through an in-school or after-school critical skills instructional support program, a third or eighth grade student is recommended by the student assistance team or a classroom teacher for additional academic help in language arts and/or mathematics in order to succeed at the next grade level.

Responsibility of the School:

It is the responsibility of the school to plan, deliver and evaluate the implementation of critical skill instruction support before, during and after school, and in the summer to children in the 3rd and 8th grade in accordance with WVBE policy and WVDE Guidance Document for Design and Delivery of Critical Skill Instructional Support for 3rd and 8th Graders. In carrying out this responsibility the school must address the following established processes that meet the requirements of critical skill support for 3rd and 8th grade students:

- ❖ adhere to the criteria established in the policy and guidance including identification, intervention and accountability;
- ❖ assist students in understanding their identified learning needs and provide guidance in the development of learning goals that will prepare them for success during the intervention process;
- ❖ monitor the progress of each student participating in before, during and after school and summer intervention programs and report progress to the county using the online student management and reporting system;
- ❖ work collaboratively through the Student Assistance Team to identify students requiring interventions in reading, language and mathematics;

- ❖ develop a process for involving parents as active members in the intervention process; and
- ❖ insure accurate information is documented within the Online Student Management System as it pertains to identification of students, structured interventions and academic progress.

WVC §18-2E-10 expressly provides that it is not to be construed to prohibit a classroom teacher from recommending the grade level retention of a student based upon the student's lack of mastery of the subject matter and lack of preparation for the subject at the next grade level. Nor may the statute be construed to affect the individualized education plans of exceptional students, or limit the authority of the Board to establish a summer program under existing laws.

Responsibility of the Parent:

It is the responsibility of the parent to assist the school and the student in meeting the goals of the interventions designed for the student. Through collaborative work, the school, the parent, and the student will improve the performance of students in grades 3 and 8 who are not mastering language arts and mathematics adequately for success at the next grade level. The parents will have the following responsibilities:

- ❖ communicate and partner with the school in implementation of the interventions instructional supports and designed to improve the performance of students in grades 3 and 8 who are not mastering language arts and mathematics adequately for success at the next grade level; and
- ❖ be an active participant in the intervention process by providing guidance and assistance to the student during the intervention processes.

Responsibility of the Student:

It is the responsibility of the 3rd and 8th grade student to work cooperatively with the school staff and the parent to improve their performance in mastering language arts and mathematics adequately for success at the next grade level. The students will have the following responsibilities:

- ❖ be actively engaged in the before, during or after school intervention process and summer interventions, if necessary; and
- ❖ be a responsible partner in the intervention process by establishing goals targeting identified learning needs and monitoring their own learning progress.

Definitions:

- ❖ Critical Skills in Reading, Language Arts and Mathematics – The acquisition of necessary skills that will allow students to perform at mastery as it relates to performance descriptors in reading/language arts and/or mathematics on WESTEST2, to perform at mastery on benchmark assessments like Acuity in reading/language arts and/or mathematics or to master reading/language arts and mathematics objectives as measured by classroom assessments.

- ❖ Identification of Students Needing Critical Skills Instruction – Students would be identified in need of Critical Skills instruction based on lack of mastery or proficiency on such measures as WESTEST2, Acuity Benchmark, classroom assessments and other identified specific diagnostic measures and who are recommended by their classroom teacher or student assistance team.
- ❖ Critical Skill Instruction Before School – The provision of instruction in reading/language arts and/or mathematics to students who have skill deficiencies as identified through summative, benchmark and/or classroom assessment measures. Instruction may be online or face-to-face but is research based in quality and specifically aligned to identified skill deficiencies.
- ❖ Critical Skill Instruction During School - The provision of Tier II and Tier III, of the Response to Intervention Process, instruction during the school day to students identified with critical skill deficiencies in reading/language arts and/or mathematics. Instruction may be online and/or face-to-face but is research based in quality and specifically aligned to identified skill deficiencies.
- ❖ Critical Skill Instruction After and In the Summer - The provision of instruction in reading/language arts and /or math to students who have skill deficiencies as identified through summative, benchmark and/or classroom assessment measures. Instruction may be online or face-to-face but is research based in quality and specifically aligned to identify skill deficiencies.
- ❖ Parent Involvement - The provision of structures to insure parent involvement to support their child’s critical skill development.
- ❖ Online Student Management Reporting System - An online Student Management and Reporting System that assists counties in the verification and monitoring of academic assistance provided before, during or after school through a critical skills instructional support focused on mastery of reading, language arts and mathematics objectives/learning targets.
- ❖ Annual Reports/Evaluation - Comprehensive report regarding the status of the critical skills instructional support provided to the Legislative Oversight Commission on Education Accountability, the Joint Committee on Government and Finance, and the Governor on November 1, 2010 and annually on November 1 each year thereafter. The report will include as a minimum the progress of instructional supports throughout the state, its effect on student achievement and the sources of funding both available to and used by the implementation.

[Home](#)

Adopted: August 9, 2010
Amended/Revised:

PRESTON COUNTY BOARD OF EDUCATION

FILE: 3 – CURRICULUM AND INSTRUCTION

File: 3-34 Special Instructional Programs/Concerns

Last Reviewed: 8-9-10

Next Review: 7-1-12

Preparing students for life in the 21st century requires that school systems provide programs that address a diverse spectrum issues and concerns. To that end, the Preston County Schools are directed to provide instruction in the following areas as appropriate.

R 3-34-1 AIDS/HIV Education

The goal of this policy is to assist in the protection of students by providing them with the knowledge and skills necessary to avoid behavior that will put them at risk of infection with the human immunodeficiency virus (HIV). A county instructional program shall include the following components. (WVC 18-2-7, 18-2-9, 18-5-15d, ;SBP 2520.06, 2422.4, 2422.45)

❖ **Instructional program**

- AIDS prevention education shall be integrated into current programs of study such as health, science, developmental guidance, and social studies at all appropriate grade levels.
- The program shall be comprehensive to provide not only knowledge about the disease AIDS, but also have a focus on the behaviors and skills necessary to prevent exposure to the virus.
- All high school students will, upon completion of the course requirements for graduation, have received appropriate AIDS prevention education. Such instruction shall normally be delivered within the health and science course requirements for graduation. The students who may have completed such classes prior to the implementation of this policy will be provided instruction at the most appropriate class available prior to their graduating.
- Guidelines, such as those published by the Centers for Disease Control and the January 29, 1988 MMWR shall be used in the curriculum development.

❖ **Staff development**

- Provisions shall be made for all school staff to receive in-service training about the nature of the AIDS epidemic and means of controlling its spread and the role of the school in providing education to prevent transmission.
- Educational personnel responsible for classroom instruction shall receive staff development that will enable them to implement effective AIDS education programs.
- Educational personnel responsible for delivering instruction shall periodically participate in staff development activities that will provide current information related to AIDS education.

❖ **Parent involvement**

- Parent or guardians shall be made aware of and invited to staff development programs related to AIDS prevention education

- As curricular materials are developed and/or adopted, parents or guardians shall be made aware of them. The AIDS curriculum and materials shall be available for parental examination.
- Parents may provide written notice to the school principal to exempt their children from AIDS instruction.

❖ **Curriculum development**

- The county shall provide a comprehensive AIDS education program.
- Such an AIDS prevention education curriculum shall be developed with the assistance of professional personnel, parents, and community representatives.
- The AIDS educational program shall be included in the broad comprehensive program of study devoted to Family Life Issues. This program of study shall include family life education, drug education, self-esteem, and sexually transmitted diseases.
(WVC §18-2-9 and §18-5-15d)

[Home](#)

R 3-34-2 Character Education

Preston County's approach to character education shall be an integrated and comprehensive approach to promote an understanding and inspire development of general character traits such as respect, responsibility, caring, citizenship, justice and fairness, and trustworthiness. Character Education utilizes existing curricula, the school culture, school functions, along with new and existing projects, programs and activities such as: Responsible Student Program, Life Skills Training, Peer Mediation, and Conflict Resolution.
(WVC §18-2-13)

R 3-34-3 Cardiopulmonary Resuscitation Instruction (CPR) and First Aid Training

Consistent with *SBP 2422.13 Cardiopulmonary Resuscitation Instruction* WVC §18-2-9 the Preston County Board of Education has directed that all students enrolled in the high schools shall receive instruction in Cardiopulmonary Resuscitation (CPR) and First Aid prior to graduating from high school. The CPR and First Aid instruction shall be provided to all sophomore students as an integral part of their physical education instruction that year. All instruction shall be carried out by qualified, trained, certified CPR instructors. The coordination of the CPR and First Aid instruction shall be the responsibility of the building principal. The instructor shall utilize such outside medical resources from the County Heart Association personnel and equipment as may be necessary and expedient to see that the program is efficiently and effectively completed.
(WVC §18-2-9; SBP2422.13)

[Home](#)

R 3-34-4 Physical Education

The West Virginia State Board of Education has determined that physical education shall be taught in all the public elementary and secondary schools in the State. At the secondary level a total of one unit of physical education and health shall be counted in the 24 units for graduation. It is further recommended that physical education-health and/or a planned program of intramural sports and activities be made available to all students in all four years of the high school curricula. Physical education programs are to be available equally to both sexes.

Each child enrolled in the public schools of Preston County shall actively participate in physical education classes during the school year to the level of his or her ability as follows:

- ❖ **Elementary school grades (K-4)** – Children in this age group shall receive no less than thirty minutes of physical education, including physical exercise and age appropriate physical activities at least three days per week.
- ❖ **Middle school grades (5-8)** – Students in this age group shall receive at least one full period of physical education, including physical exercise and age appropriate physical activities, each school day of one semester of the school year.
- ❖ **High school grades (9-12)** – Students in this age group shall be required to complete at least one full course credit of physical education, including physical exercise and age appropriate physical activities in order to meet graduation requirements. They shall also be offered the opportunity to enroll in an elective lifetime physical education course.

All Preston County Schools will participate in State Board of Education prescribed programs which incorporate fitness testing, reporting, recognition, fitness events and incentive programs which are designed for grades four through eight and the required high school course.

Preston County Schools will also participate in body mass index measures programs as prescribed by the State Board of Education.

[WVC §18-2-7a (b)(c)(e)]

[Home](#)

R 3-34-5 Permissible Religious Expression in the Schools

Consistent with the First Amendment to the United States Constitution, recent court cases and guidelines from the U. S. Department of Education, school sponsored religious services, prayers, or sectarian instruction of any kind is prohibited in all Preston County Schools. It shall be the responsibility of the principal to enforce compliance with these regulations and procedures.

Prayer in School:

- ❖ School sponsored prayer and other religious activities are prohibited. This prohibition includes prayer in locker rooms and arenas of athletic competition prior to a contest or any other school sponsored activity

- ❖ Students may engage in individual or in group prayer and religious discussions during non-instructional time during the school day as they engage in other comparable activities so long as those activities are non-disruptive to the educational mission of the school. (i.e., before and after school, lunch time, club periods)
- ❖ Moments of silence may be observed where individuals have a free choice to pray or not to pray silently. Teachers and other school personnel may not encourage or discourage students from praying.

Distribution and Reading of Religious Material:

- ❖ Students may distribute religious literature to their classmates on the same terms they would be permitted to distribute other literature that is unrelated to the school curriculum or activities.
- ❖ Students may read the Bible and other religious literature when not engaged in school activities the same as they would be permitted to read secular literature.

Religion in the Form of School Work:

- ❖ Students may express their beliefs about religion in the form of homework, artwork, and other written and oral assignments free of discrimination based on the religious content of their work. Student work must be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school.

Religion in the Curriculum:

- ❖ The schools may not provide religious instruction, but they may teach *about* religion so long as the instruction is approached from a historical or literature viewpoint. The Bible may be used as a text in such instances.
- ❖ The schools may teach about religious holidays, including their religious aspects, and they may celebrate the secular aspects of holiday; however, they may not observe holidays as religious events or promote such observance by students.
- ❖ Students do not have a constitutional right to be excused from lessons that may be inconsistent with their religious beliefs or practices (i.e. evolution in biology). Schools may make accommodations for students that will allow them to meet state curriculum requirements (i.e., alternative dress for physical education).

Neutrality of School Personnel:

- ❖ Teachers and school administrators, when acting in those capacities, are agents of the state and may not encourage or discourage religious activities and may not participate in such activities with the students. School personnel are considered to be agents of the state during the designated workday.
- ❖ All school personnel must remain neutral in the implementation of these guidelines. They can neither encourage nor discourage an activity because of its religious content. Personnel may act as monitors to assure student safety, but they may not be active participants or act in any way that would be viewed as fostering a particular belief.

Student Meetings and Student Dress Codes:

- ❖ Student religious groups must be given the same access to school facilities as nonreligious groups that are not related to the school curriculum.
- ❖ Religious groups must have the same access to bulletin boards as nonreligious groups.
- ❖ Students engaged in non-disruptive religious activities must abide by the same rules that are established for other student activities on campus.
- ❖ Dress codes must be religiously neutral.

Graduation Prayer

School officials may not mandate or organize prayer at graduation or select speakers for such events in a manner that favors religious speech such as prayer. However, the school system shall maintain a neutral position in the event students initiate and organize a student led prayer to be delivered during the graduation ceremony.

In all cases, the Preston County Board of Education disclaims any official endorsement of any religious ceremonies conducted by private citizens or students within or on school facilities.
(*Lee v. Weisman*, 112 S. Ct., 2649, 1992 and *Jones v. Clear Creek* 977 F.2d 963)

(*Religious Expression in Public Schools: A Statement of Principles*, U.S. Department of Education, 1998; U.S. Constitution, Court Cases in End Notes)

[Home](#)

R 3-34-6 Hunter Safety Program

The Superintendent of Schools, based upon his/her sole judgment, may offer a hunter safety orientation program to students in any of the grade levels sixth through twelfth grades over a two-week period during the school year as part of physical education classes, or as part of the general curriculum offered to students in any of these grade levels, or at the end of the school day. The Superintendent's decision shall be based upon the level of student interest and the availability of an appropriately trained instructor.

The program, if offered, shall be voluntary and in the event it is taught during a physical education class or any other class included in the school curriculum, those students who choose not to participate in the activity must participate in another educational activity. The program shall include instruction relating to:

- ❖ The protection of lives and property against loss or damage as a result of the improper use of firearms; and
- ❖ The proper use of firearms in hunting, sport competition and the care and safety of firearms in the home.

The hunter safety orientation program shall be conducted by an instructor certified by the Division of Natural Resources or who has other training necessary to conduct the program as determined by the state board. The instructor may use materials prepared by any national nonprofit membership organization which has as one of its purposes the training of people in marksmanship and the safe handling and use of firearms.

Students who complete the program shall receive a certificate of training from the Department of Natural Resources.
(WVC §18-2-8a)

[Home](#)

R 3-34-7 Disability History Week

The third week of October annually shall be designated as “Disability History Week” in order to increase the awareness and understanding of the history and contributions of people with disabilities to the state, nation, and world. During this week, each Pendleton County school must provide instruction on disability history, people with disabilities, and the disability rights movement and said instruction shall be integrated into the existing school curriculum. The instruction may be delivered by school personnel or guests and it may supplement existing lesson plans, occur in school assemblies, or be provided through other school activities.

(WVC 18-100-5)

R 3-34-8 Playing Taps at Veterans Funerals

The Preston County Board of Education supports the State Legislature in its belief that we should honor our veterans at the time of their death for the service they have given to the nation and its citizens. Therefore, the Board establishes the following guidelines for identifying students within the schools system who have an interest in performing the community service of playing taps for local veterans groups who are conducting military funerals:

- ❖ The Director of Secondary Curriculum shall receive information from the State Department of Education regarding the establishment of a registry of candidates capable of sounding Taps. This information shall be distributed to music and band teachers for their use in notifying capable students and obtaining the consent of their parents or guardians for voluntary registry as a candidate able to sound Taps during military honors funerals held within a reasonable distance from their residence;
- ❖ Students may receive credit toward community service or work based learning requirements of the county or other recognition that will be awarded to a student for the registry and sounding of Taps during military honors funerals;
- ❖ Students shall be limited to three excused absences per semester to perform these services;

- ❖ The Preston County Board of Education is not responsible for any costs associated with the program and may not be required to provide or pay for student transportation to funerals; and
- ❖ The Board is not liable for student supervision while absent to participate in funerals.
(WVC §18-2E-8e)

[Home](#)

Adopted: August 9, 2010
Amended/Revised:

PRESTON COUNTY BOARD OF EDUCATION

FILE: 3 – CURRICULUM AND INSTRUCTION

File: 10-16

File: 3-35 Local School Improvement Councils File: 3-35

Last Reviewed: 8-9-10

Next Review: 7-1-12

A local school improvement council shall be established at every school. This advisory group shall focus on improving the education program and operation of the school and it shall have the authority to request waivers of local or state rules, policies, and State Superintendent interpretations. It may also assist in the development of the Electronic Strategic School Improvement Plan and it may apply for grants and awards. The LSIC shall have cooperation from the school in implementing such programs and policies as it may adopt for the following purposes:

- ❖ Encourage parent involvement;
- ❖ Encourage business to provide time for employees to meet with teachers;
- ❖ Encourage involvement by the business community;
- ❖ Encourage volunteer and mentorship programs; and
- ❖ Foster utilization of school facilities for public community activities.

Organizational and Operational Guidelines

Membership:

The Local School Improvement Council membership shall consist of the following:

- ❖ The principal (who serves as an ex-officio member and is entitled to vote);
- ❖ Three teachers (elected by the faculty senate);
- ❖ One bus operator who transports students enrolled at the school and one other school service person, both of whom shall be elected by the school service personnel employed at the school;
- ❖ Three parents (elected by the school's parent-teacher organization). Under no circumstances may more than one parent member of the council be employed at the school in any capacity;
- ❖ Two at-large members (appointed by the principal); and
- ❖ In secondary schools, a student (elected by students or the student body president).
- ❖ At-large members may not be eligible for membership in any other council slots. One of these must reside in the school attendance area, and one must represent business or industry.
- ❖ Council members may only be replaced upon death, resignation, and failure to attend three consecutive meetings.
- ❖ In the case of a vacancy in an elected membership, the chair of the council shall appoint another qualified person to serve the unexpired term of the person being replaced. Replacements serve for the remainder of a term only.
- ❖ In the case of an appointed member of the council, the principal shall appoint a replacement as soon as practicable.

Elections:

- ❖ The principal shall arrange for elections prior to the 15th day of September each year to elect a council for the ensuing school year. Notice of elections must be given at least a week in advance. All these elections, to the extent practical, should be held within the same week. Special elections must be held throughout the year for replacements.
- ❖ Terms of office are for two years.

Meetings:

- ❖ As soon as practicable after the election of council members, but no later than October 1 of each school year, the principal shall convene an organizational meeting of the LSIC. Each member shall be notified in writing at least two days prior to the organizational meeting.
- ❖ The principal must distribute any information developed by the Department of Education on the operations and powers of the LSIC and its important role in improving student and school performance progress at the organizational meeting.
- ❖ Members must be given two employment days of advance written notice of all subsequent council meetings.
- ❖ Councils must meet at least once every nine weeks or equivalent grading period at the call of the chair or three-fourths of the members.
 - The school improvement council shall schedule any meeting that involves the issue of student discipline outside the regularly scheduled working hours of any school employee member of the council.
 - The school improvement council annually shall conduct a meeting to engage parents, students, school employees and other interested parties in a positive and interactive dialogue regarding effective discipline policies. The meeting shall afford ample time for dialogue to take place and the council must comply with any applicable provision of state, federal or county board policy, rule or law, as appropriate, regarding student privacy rights
- ❖ At the first meeting the principal must provide each member of the council with a copy of the current applicable code section and any existing State Board rules and regulations pertaining to the operation of the council.
- ❖ The LSIC shall meet with the Board at least annually. At this annual meeting, the local school improvement council chair, or another member designated by the chair, shall be prepared to address any matters as may be requested by the Board as specified in the meeting agenda provided to the council and may further provide any other information, comments or suggestions the local school improvement council wishes to bring to the Board's attention. Anything presented under this subsection shall be submitted to the Board in writing.

Organization, Power and Duties of the Council:

- ❖ The council shall elect from its membership a chair and two members to assist the chair in setting the agenda for each meeting. The chair shall serve a term of one year and no person may serve as chair for more than two consecutive terms.
- ❖ The council may receive and expend competitive grants and school of excellence awards.

- ❖ In order to promote innovations and improvements in the environment for teaching and learning at the school, a school improvement council shall receive cooperation from the school in implementing policies and programs it may adopt to:
 - Encourage the involvement of parent(s), guardian(s) or custodian(s) in their child's educational process and in the school;
 - Encourage businesses to provide time for their employees who are parent(s), guardian(s) or custodian(s) to meet with teachers concerning their child's education;
 - Encourage advice and suggestions from the business community;
 - Encourage school volunteer programs and mentorship programs; and
 - Foster utilization of the school facilities and grounds for public community activities.
- ❖ Each local school improvement council annually shall develop and deliver a report to the countywide council on productive and safe schools. The report shall include:
 - Guidelines for the instruction and rehabilitation of students who have been excluded from the classroom, suspended from the school or expelled from the school, the description and recommendation of in-school suspension programs, a description of possible alternative settings, schedules for instruction and alternative education programs and an implementation schedule for such guidelines. The guidelines shall include the following:
 - A system to provide for effective communication and coordination between school and local emergency services agencies;
 - A preventive discipline program which may include the responsible students program devised by the West Virginia board of education as adopted by the Board, pursuant to the provisions of WVC §18A-5-1(e); and
 - A student involvement program, which may include the peer mediation program or programs devised by the West Virginia board of education as adopted by the Board, pursuant to the provisions of WVC §18A-5-1(e); and
 - The report shall also include the local school improvement council's findings regarding its examination of the following, which also shall be reported to the county superintendent:
 - Disciplinary measures at the school; and
 - The fairness and consistency of disciplinary actions at the school. If the council believes that student discipline at the school is not enforced fairly or consistently, it shall transmit that determination in writing, along with supporting information, to the Superintendent. Within 10 days of receiving the report, the Superintendent, or designee, shall respond in writing to the council. The Board shall retain and file all such correspondence and maintain it for public review.
- ❖ Any report or communication made as required by this subdivision shall comply with any applicable provision of state, federal or county board policy, rule or law, as appropriate, regarding student privacy rights.

- ❖ The council may include in its report to the county-wide council on productive and safe schools provisions of *SBP 4373, Student Code of Conduct*, or any expansion of such policy which increases the safety of students in schools in this state and is consistent with the policies and other state laws.
- ❖ Councils may adopt their own guidelines and they may adopt all or any part of the guidelines proposed by other local school improvement councils which are not inconsistent with state laws, the policies of the West Virginia Board of Education or the policies of the county board.
- ❖ The school curriculum team, and not the council, has jurisdiction in all matters, which may fall within both its scope and that of the improvement council.
(WVC §18-5A-2; 18-5A-3 and SBP 2510)

[Home](#)

Adopted: August 9, 2010
Amended/Revised:

The "School Innovation Zones Act" is intended to provide principals and teachers with flexibility from the constraints of certain statutes, policies, rules, and interpretations. Innovation zones are to serve as testing grounds for innovative education reform programs at the school level that document educational strategies that enhance student success and increase the accountability of the state's public schools.

(WVC §18-2-5; §18-5B-1 thru §18-5B-9; SBP 3236)

Essential Conditions for Eligibility for Innovation Zone Designation

- ❖ The Innovation Zone application must include evidence of a significant contribution to preparing students for 21st century learning.
 - In determining the Innovation Zone focus, the school staff must determine what must be changed or improved to better prepare students with the knowledge and skills necessary for success in life and work in the 21st century.
 - The school staff must be able to defend their selection of the Innovation Zone focus based on the particular demographics and/or needs of their students and be consistent with West Virginia's Global 21 vision.
- ❖ The Innovation Zone application must provide documentation of a critical mass of support and significant capacity for replication and scalability.
 - The proposed innovation must be derived from the creative vision of the local school staff.
 - The proposed innovation must have the support and documented commitment to ensuring the success of the proposal from at least eighty percent of the faculty in a vote taken in accordance with W.Va. Code §18-5B-6.
 - The proposed innovation must provide documentation of support from parents, students, the county board of education, the local school improvement council and school business partners.
 - The Innovation Zone proposal must engage students, parents and appropriate community members using two-way communication strategies that inform the innovation implementation process.
- ❖ The Innovation Zone application must provide evidence of teacher collaboration and shared leadership.
 - The Innovation Zone proposal must identify any organizational barriers that would impede Innovation Zone implementation, and outline a process for addressing these barriers.
 - The Innovation Zone proposal must also include effective means of enhancing teacher leadership throughout the process.

- ❖ The Innovation Zone application must include a component of teacher professional growth.
 - The Innovation Zone proposal must include job-embedded professional development that is on-going throughout the initiative.
 - The professional development may be delivered in a variety of ways, including the implementation of professional learning communities.
 - Professional development activities must relate to the desired innovation, and support the implementation processes selected for the Innovation Zone.

Focus of Innovation Zones

- ❖ Innovation Zone applications may include in the project design, but not be limited to, the following 21st century curriculum and instructional components and processes:
 - 21st century curriculum components such as rigor and relevance in any content and integration of the 21st century skills (Thinking and Problem-Solving; Information/Communication Processing; Personal and Workplace Productivity Skills; Creativity and Innovation Skills; Student Self-Direction.)
 - 21st century instructional processes such as: Standards-Based Instruction; Problem-Based Learning; Contextual Learning; Performance Assessments; Classroom Assessments for Learning; Professional Learning Communities/Collaborative Teams; Technology Integration; Teacher-Facilitated/Student-Directed Learning.
- ❖ Innovation Zone applications may also include in the project design:
 - Strategies that ensure that each student is prepared fully at each grade level from early childhood through intermediate grade levels, including additional intervention strategies at grade levels three and eight to reinforce the preparation of students who are not prepared fully for promotion; or an emphasis in the secondary grade levels on ensuring that each student is prepared fully for college or other post-secondary education.
 - Strategies that allow academically advanced students to pursue academic learning above grade level or not available through the normal curriculum at the school.

Education Innovation Zone Guidelines and Application Process

- ❖ Innovation Zone application must follow the WVBE application timelines, as well as all application regulations indicated in law and policy; secure the necessary support and include all the components outlined in the official WVBE application and guidance documents that may be obtained from the WVDE.
- ❖ The application process will consist of two phases, each of which shall include documentation of approval by eighty percent of the eligible employees affected by the Innovation Zone proposal, in accordance with §126-75-6.
- ❖ In phase one; applicants must submit a WVBE Innovation Zone application seeking to be designated as an Innovation Zone. The application shall include a project design that meets the essential conditions outlined in §126-75-3 in this rule; is focused on one or more of the areas of focus outlined in §126-75-4; and that meets the requirements in §126-75-5.1 - 5.5.4.

- Interviews followed by site visits as needed will be conducted in phase one to assess the degree of technical assistance needed to complete the objectives, outcomes, timelines, persons responsible and budget details for successful implementation of the Innovation Zone plan and to determine eligibility for the Innovation Zone planning grant.
- Approval for designation as an Innovation Zone in phase one will include a planning grant awarded to assist with the study and research of the innovation strategy. Funding for the planning grant will be on a pro-rata basis with grants awarded, to the extent practicable, across geographic areas of the state, programmatic levels and in proportion to the number of teachers impacted by the innovation strategy.
- In phase two, the applicants from phase one who receive designation as an Innovation Zone by the WVBE and State Superintendent based on the evaluation criteria listed in §126-75-7, will receive technical assistance and support from the WVDE to develop an implementation plan for their Innovation Zone project design.
- The Innovation Zone implementation plan must fully describe the objectives, outcomes, timelines, persons responsible and budget necessary to implement the project design of the application submitted in phase one, and receive the approval of the WVBE Innovation Zone Selection Committee outlined in §126-75-9.
- Innovation Zone planning grants shall be used to study and prepare for the innovation strategy and to develop a plan for implementation of the strategy. The Innovation Zone implementation plan shall be submitted for a eighty percent approval vote of all eligible affected teachers, and all other requirements outlined in §126-75-6 of this policy.
- ❖ An Innovation Zone may request exception for any state or county policy, rule, statute, or interpretation except from an assessment program administered by the West Virginia Department of Education; any provision of law or policy required by the No Child Left Behind Act of 2001, Public Law No. 107-110 or other federal law; W.Va. Code §§18A-2-7; 18A-4-7A, 18A-4-7B, 18A-4-8 and 18A-4-8B, except as provided in W.Va. Code §18-5B-8 described in §126-75-5 of this rule; or any other information the state board requires.
- ❖ The WVBE shall consider applicants for designation as an Innovation Zone in the following order: (1) A school and groups of schools; (2) a group of schools seeking designation across the same subdivision or department of the schools; and (3) a school seeking designation of a subdivision or a department.
- ❖ In phase one the Innovation Zone application process, successful applicants will receive designation as an Innovation Zone based on the potential to meet the WVBE Innovation Zone evaluation criteria outlined in section §126-75-7 of this policy and following submission of a preliminary plan using the WVBE Innovation Zone application form to the WVBE Innovation Zone Selection Committee.
 - The WVBE Innovation Zone Selection Committee will make a recommendation to the WVBE for applicants who have the potential to meet the WVBE eligibility criteria identified in section §126-75-7 of this policy for designation as an Innovation Zone based on interviews and site visits by WVDE staff and the WVBE Innovation Zone Selection Committee.
 - The WVBE and State Superintendent shall notify applicants of their decision within sixty days of receipt of the Innovation Zone application.

- If the Innovation Zone application is disapproved, the WVBE and State Superintendent shall communicate the reasons for the disapproval to the applicant and make recommendations for improving the application.
- The Innovation Zone applicant may amend and resubmit the initial application to the WVBE Innovation Zone Selection Committee.
- ❖ In phase two of the Innovation Zone application process, the WVBE Innovation Zone Selection Committee and WVDE staff shall review Innovation Zone plans and approve those plans that fully describe the objectives, outcomes, timelines, persons responsible and budget necessary to implement the project design of the phase one application using a format and rubric provided by WVDE staff. The WVBE Innovation Zone Selection Committee shall recommend to the WVBE those applicants who have provided documentation of the study and research of the innovation strategy and who have a fully developed plan for implementation of the project design for the Innovation Zone.
 - The WVBE and State Superintendent shall notify Innovation Zone phase two applicants within sixty days of receipt of the plan, indicating that they may proceed with implementation of the Innovation Zone plan.
 - The notification in phase two of the application process will include WVDE technical assistance and support to assist with the implementation of the Innovation Zone plan.
 - If the Innovation Zone plan is disapproved in phase two, the WVBE and State Superintendent shall communicate the reasons for the disapproval to the applicant and make recommendations for improvement.
 - The Innovation Zone designee may amend and resubmit the application to the WVBE Innovation Zone Selection Committee.

Rights of Employees in an Innovation Zone

- ❖ An employee regularly employed at a school applying for or designated as an Innovation Zone whose job duties may be affected by implementation of the Innovation Zone or proposed plan may request a transfer to another school in the school district and the county board shall make every reasonable effort to accommodate the transfer.
- ❖ If the Innovation Zone plan includes a job posting that exceeds the qualification provided in section seven-a, article four, chapter eighteen-a of W.Va. Code, teachers in the county must approve the job posting by a majority vote in accordance with W.Va. Code §18-5B-8.
- ❖ During phases one and two of the application process an Innovation Zone plan shall be approved by eligible employees that are affected by the implementation of the Innovation Zone plan prior to submission of the plan to the county board of education in accordance with the regulations in W.Va. Code §18-5B-6:
 - An employee shall be eligible to vote in accordance with the provisions of this section if:
(1) The employee is regularly employed at the school; and (2) the employee's primary job duties will be affected by the implementation of the Innovation Zone plan.

- A panel consisting of the elected officers of the faculty senate of the school or schools, one representative of the service personnel employed at the school and three parent members appointed by the local school improvement council shall call the meeting required to vote on approval of the Innovation Zone designation and plan implementation.
- The panel shall determine which employees are eligible to vote in accordance with the provisions in W.Va. Code §18-5B-6, and shall conduct the votes and certify the results to the principal, the county superintendent and the president of the county board.
- The panel shall provide notice of the special meeting to all employees eligible to vote at least two weeks prior to the meeting and shall provide an absentee ballot to each employee eligible to vote who cannot attend the meeting to vote.
- A secret ballot vote shall be conducted at a special meeting of all employees regularly employed at the school who are eligible to vote in accordance with this section to determine the level of employee commitment for approval of an Innovation Zone designation or plan.
- At least eighty percent of the employees who are eligible to vote in accordance with this section must vote to apply for designation as an Innovation Zone and to approve the school's Innovation Zone plan.
- Both the Innovation Zone application for designation (phase one) and the plan for implementation (phase two) shall be approved by vote by eighty percent of the affected school employees and documentation of the same shall be submitted to the county superintendent and board for review.
- The county board shall within sixty days of receipt of the plan review the plan and with recommendations from the county superintendent report its support or concerns, or both, and return the plan and report to the school principal, faculty senate and local school improvement council.
- In phase two, the county board shall be given an opportunity to present its concerns with the plan, if any, to the WVBE during its review.

Progress Reviews and Annual Reports of Innovation Zones

- ❖ The WVBE shall review at least annually, the progress of the development or implementation of an Innovation Zone plan and provide an annual report on Innovation Zones and the progress of Innovation Zone plans to the Legislative Oversight Committee on Education Accountability.
- ❖ If, following such a review, the WVBE determines that a designated Innovation Zone has not made adequate progress toward developing or implementing its plan, the WVBE shall submit a report to the Innovation Zone identifying its areas of concern.
- ❖ The WVBE, and/or its designated committee, may conduct an additional review within six months of submitting a report identifying areas of concern.

- ❖ If, following such additional review, the WVBE and/or its designated committee, determines that the designated Innovation Zone has not made adequate progress toward developing or implementing its Innovation Zone plan, the WVBE may revoke the designation as an Innovation Zone, or rescind approval if there has been approval for implementation of the Innovation Zone.

Special Note: If an approved Innovation Zone plan includes a job posting that exceeds the qualification provided in §18A-4-7a, teachers in the county must approve the job posting by a majority vote in accordance with W.Va. Code §18-5B-8.

[Home](#)

Adopted: August 9, 2010
Amended/Revised:

PRESTON COUNTY BOARD OF EDUCATION FILE: 3 – CURRICULUM AND INSTRUCTION File: 3-37 Student Teachers	Last Reviewed: 8-9-10 Next Review: 7-1-12
---	--

While the college or university has the primary responsibility for pre-service education of teachers, the Preston County Board of Education recognizes that it has a responsibility to assist the college or university in providing experiences for student teachers. Therefore, the board pledges its cooperation with colleges or universities in the placement of student teachers in Preston County Schools. The Superintendent's designee shall supervise the placement of student teachers in the elementary and secondary schools. The student teacher shall be under the direction of the school principal as are other teachers and shall be considered a part of the school faculty.

The individual colleges and universities shall be responsible for conducting a pre-service security check of all student teacher candidates prior to placing them in the Preston County School System.

[Home](#)

Adopted: June 19, 1984
Amended/Revised:

PRESTON COUNTY BOARD OF EDUCATION
FILE: 3 – CURRICULUM AND INSTRUCTION
File: 3-38 Early Release of Seniors

Last Reviewed: 8-9-10
Next Review: 7-1-12

A June 26, 2007 memo from the State Superintendent of Schools reaffirmed that the Board may exercise its option to release seniors up to one week (five instructional days) prior to the end of the regular instructional term for students. The State Superintendent also granted an exception for the 2009-2010 school year which allows a release date of seniors of Friday, May 28, 2010. The calendars for the ensuing school years must adhere to the five instructional day rule.

[Home](#)

Adopted: August 9, 2010
Amended/Revised:

ENDNOTES

File: 3 Curriculum and Instruction

West Virginia Codes:

<u>Code</u>	<u>Topic of the Code</u>
§ 18-1-4 -----	Educational Goals.
§ 18-100-1 -----	Disability history week.
§ 18-2-5 -----	Power and duties of the State Board.
§ 18-2-6 -----	Alternative Programs.
§ 18-2-7 -----	Courses of study; language of instruction.
§ 18-2-7a-----	Programs in physical education .
§ 18-2-7b-----	Programs in drug prevention and violence reduction.
§ 18-2-7c-----	Program in personal finance
§ 18-2-7e-----	Body mass index measures
§ 18-2-8 -----	Course of study in fire prevention.
§ 18-2-8a-----	Course of study in firearms and firearm safety; hunter safety.
§ 18-2-9 -----	Required courses of instruction; violation and penalty; CPR and First Aid.
§ 18-2-34 -----	High school diplomas for war veterans
§ 18-2A-1 et seq-----	Codes dealing with the adoption of textbooks.
§ 18-2E-1 -----	Legislative purpose for educational programs.
§ 18-2E-1a-----	Assessment and accountability programs.
§ 18-2E-2 -----	National assessment of educational progress program testing.
§ 18-2E-3 -----	Summer School READS Grants.
§ 18-2E-3a-----	Honors and advanced placement courses.
§ 18-2E-3d-----	Summer School MATH Grants.
§ 18-2E-3f-----	Basic early childhood curriculum.
§ 18-2E-5 -----	Process for improving education; office of education performance audits; education standards; school accreditation and school system approval; unified plans.
§ 18-2E-6-----	Falsifying reports; penalty.
§ 18-2E-7-----	Computer education.
§ 18-2E-8-----	Creating jobs through education.
§ 18-2E-8e-----	Sounding TAPS for military funerals.
§ 18-2E-8f-----	Creating the “West Virginia Remembers Program”
§ 18-2E-9 -----	Establishing Virtual School.
§ 18-2E-10-----	Critical skills instructional support programs for third and eighth graders.
§ 18-5-15 -----	School term; exceptions; levies; ages of persons to whom schools are open.
§ 18-5-15b-----	Pledge of allegiance to the flag.

- § 18-5-18a-----Maximum pupil-teacher ratio.
- § 18-5-18-b-----School counselors in public schools.
- § 18-5-18c-----Early childhood programs.
- § 18-5-15d-----AIDS in-service training programs.
- § 18-5-19-----Alternative Programs.
- § 18-5-19b-----Adult education classes and programs; tuition; authority of county boards to contract with federal agencies.
- § 18-5-19c-----Payment of GED exam fees.
- § 18-5-21-----Free Textbooks.
- § 18-5-24-----Purchase and display of United States flag; penalty for failure to display.
- § 18-5-39-----Establishment of summer school programs; tuition.
- § 18-5-41-----Content based censorship of American History
- § 18-5-44-----Early Childhood Education Program
- § 18-5-45-----School Calendar
- § 18-5-46-----Teachers may not be required to change a grade.
- § 18-5A-2-----Local school improvement councils; elections.
- § 18-5A-6-----Establishment of school curriculum teams.
- § 18-5B-3-----School innovation zones; application for designation.
- § 18-5B-4-----Innovation zones; required plans; plan approval; state board rule.
- § 18-5B-5-----Approval of innovation zone plans; waiver of statutes, policies, rules or interpretations.
- § 18-5B-8-----Teacher vacancies in an innovation zone; job postings exceeding certain qualifications and requirements; approval of postings.
- § 18-8-1thru 10-----Codes relating to compulsory school attendance.
- § 18-8-11-----Driver's eligibility certificate
- § 18-9a-21-----Funding for alternative education programs.
- § 18-9A-22-----Standards for educational quality.
- § 18-100-1 et seq.----Disability history week.
- § 18-20-1-----Establishment of special programs and teaching services for exceptional children.
- § 18-20-4 et seq-----Reports of medical specialists; powers of the state superintendent;
- § 18-20-5-----Powers and duties of State Superintendent; no state or county rule, policy or standard for the education of exceptional children may exceed the requirements of federal law or regulations.
- § 18A-3-6-----Grounds for revocation of certificates.
- § 61-8-9a-----Child abuse.

State Board Policies:

Policy ----- Topic of the Policy

- SBP 2315----- Guidance and Counseling
- SBP 2418----- Alternative Education Programs for Disruptive Students
- SBP 2320----- Performance Based Accreditation System Accreditation.
- SBP 2340----- West Virginia Measures of Academic Progress
- SBP 2417----- Programs of Study for Limited English Proficiency Students
- SBP 2419----- Regulation for the Education of Students with Exceptionalities

SBP 2420 ----- Adult Education
SBP 2422.4 ----- Communicable Disease Control (AIDS Education Policy)
SBP 2422.45 ----- Exclusion of Students from AIDS and STD Instruction in Health Education Classes
SBP 2436.10 ----- Participation in Extracurricular Activities
SBP 2444.4 ----- GED Exams and Certification
SBP 2445.4 ----- Groupings for Textbook Adoptions
SBP 2450 ----- Virtual Distance Learning
SBP 2460 ----- Safety and Acceptable Use of the Internet
SBP 2470 ----- Use of Technology by Students and Educators
SBP 2510 ----- Assuring Quality of Education
SBP 2512 ----- Instructional Support for Third and Eighth Grade Students
SBP 2515 ----- Uniform Grading System
SBP 2520 ----- CSOs - Content Standards and Objectives Policies (Series of Policies)
SBP 2520.06 ----- Physical Education Goals
SBP 2525 ----- West Virginia's Universal Access to Early Education System
SBP 3236 ----- Education Innovation Zones
SBP 4110 ----- Attendance Policy
SBP 4350 ----- Collection, Maintenance and Disclosure of Student Data
SBP 4355 ----- High School Diploma for Veterans
SBP 5711 ----- Copyright-Protected Computer Software, Print and Non-Print Media

Federal References:

Documents

Americans with Disabilities Act of 1990 – Defines the guidelines school systems must follow in making reasonable accommodations for handicapped students and employees.

Family Educational Rights and Privacy Act of 1974 – Defines the procedures that must be followed by public school officials in the collection, maintenance and disclosure of student data.

First Amendment to the U.S. Constitution – Guarantees freedom of religion and free speech in our society, including schools. School personnel cannot engage in any behaviors that could be construed as impeding or encouraging a particular religion or religious practice.

No Child Left Behind Act – H.R.1, Title IX, Part E, Subpart 2 (9531)

PL 94-142 and IDEA 1997 (PL 105-17) – These two pieces of legislation define the rights of all handicapped children to have access and enjoy a free, appropriate educational opportunity.

Rehabilitation Act of 1973 (504) – The forerunner of ADA of 1990, and it also defines the rights of handicapped individuals. This law protects individuals who have a mental or physical impairment that significantly limits a major life activity. Personnel providing services to handicapped children should always consider the requirements of this Act in conjunction with IDEA when developing educational plans.

Title IX – Prohibits any type of discrimination on the basis of sex. This prohibition extends beyond athletics into the classroom, and Title IX has been the basis for allowing a student to sue and recover damages for sexual harassment on the part of a school employee.

U.S. Department of Education – Religious Expression in Public Schools: A Statement of Principles – This document discusses the rights of students in regards to religious expression within a school setting. It is a helpful document, but the guidelines contained within it must be practiced with great care, and it must be remembered that the courts may not have spoken on some of the principles espoused.

Relevant Court Cases:

Agostini v. Felton, 117 S.Ct. 1997 (1997) –Allowing a federally funded Title I program to serve disadvantaged children on a neutral basis on the premises of a sectarian school does not violate the Establishment Clause.

BOE v. Picco, 102 S.Ct. 2799 (1982) – Boards of education may not remove books from a library collection simply because the members disagree with their content. The court said the library is an “intellectual market place” and books can only be removed for reasons related to the educational mission of the school system. The same would apply to classroom materials and texts. Boards may set educational standards for such items, but they must be reasonable and educationally sound and related to their identified mission as an educational institution.

BOE v. Rowley, 102 S.Ct. 3034 (1982)– This is an important case because it established that school systems do not have to maximize the potential of handicapped children commensurate with the opportunity provided to their non-handicapped peers. The court said that students must be provided a “basic floor of opportunity” with no guarantee of a particular level of education once they enter the school. They are entitled to appropriate instruction and related services required to benefit from their educational opportunity, but you do not have to provide a “Lincoln when a Ford” meets the student’s requirements.

Edwards v. Aguillard, 107 S.Ct. 2573 (1987) – This case clearly established that schools may teach the theory of evolution without also teaching creationism. In fact, the court said that they could not teach creationism under any circumstance, nor could the state legislature forbid the teaching of evolution.

Engle v. Vitale, 82 S.Ct. 1261 (1962) – This is a landmark case that is still good today in which the court ruled that state prescribed prayer may not be required in schools. State sponsored prayer is still prohibited.

Hairston v. Drosick, 423 F.Supp. 180 (1976)– This case also supported the student’s rights to appropriate instruction and related services. It is important because the school system tried to link the child’s school attendance to a requirement that the mother come to school with her and attend to her special needs (she was spina bifida). The court soundly rejected such a notion and required the staff to provide the services.

Irving v. Tatro, 104 S.Ct. 337 (1984) – An important case that clearly states that many services that school employees would like to label as “medical” are in fact relatively simple procedures that can be performed by non-medical people once they have been trained. In this case, school personnel were required to become trained to perform catheterization of a student.

Jones v. Clear Creek, 977 F.2d. 963 (1992) – This circuit court decision declared that student initiated and student led prayer at graduation is permissible. School officials must stand clear of the entire process. This decision has not been tested at the Supreme Court level; therefore, use of this as a guideline does involve some risk.

Lau v. Nichols, 94 S. Ct. 786 (1974) – Non-English speaking students must be taught in their native language for a reasonable period of time to allow them to acquire English skills.

Lee v. Wiesman, 112 S.Ct. 2649 (1992) – Public school inclusion of “nonsectarian” prayer, led by local clergy, in a school graduation ceremony constituted impermissible establishment of religion under the 1st Amendment Establishment Clause.

Peck v. Upshur County BOE, 155 F.3d 274 (1996 WV Case) -- This 2-1 Fifth Circuit Court decision permits the distribution of Bibles in secondary schools so long as an outside group does it without any coercion and the Bibles are placed in a location where students may pick them up voluntarily. School officials must remain neutral. It is assumed that other holy books of other religions could be distributed in the same fashion.

Randolph County BOE v. Adams, 467 S.E.2d 150 (WV 1995) –All school students are entitled to free textbooks and whatever items are deemed necessary to accomplish the goals of the school system. Books and other school supplies are essential parts of the free public elementary and secondary schools of West Virginia. You may not charge for them.

Sante Fe Independent School District v. Doe, 120 S.Ct. 2366 (2000) –The school districts policy of allowing student led, student initiated prayer at football games violated the establishment clause. This ruling appears to apply to any kind of prayer associated with school-sponsored activities.

Stone v. Graham, 101 S.Ct. 192 (1980) The posting of the Ten Commandments on school property is a violation of the Establishment Clause.

[Home](#)