

**Policy 2370 - Alternative Delivery of Educational Programs (Revised)**

Policy 2370 was revised to incorporate the changes to WV policy 2510, effective July 1, 2022. Major changes were made to the WV Virtual School section.

This revised policy reflects current WV Policy 2510 and should be adopted to have accurate policies.

**Policy 2430 - District Sponsored Clubs and Activities (Revised)**

This policy was amended to reflect the change the WVBE made to its policy 2322, effective February 14, 2022. To gauge student involvement in their school community, districts and all public schools are encouraged to collect data related to student participation in extra- and co-curricular activities, community service, capstone experiences, internships, and other opportunities.

**Policy 2430.02 - Participation in Extra-Curricular Activities (Revised)**

This policy was revised due to the amendment to WVBE policy 2436.10 effective August 15, 2022 and policy 2322, effective February 14, 2022 (See policy 2430).

This revised policy reflects current WV Policy and should be adopted to have accurate policies.

**Policy 2522 - Instructional Materials Inspection and Right to File Complaint (New)**

See policy 2520.

This new policy reflects the current West Virginia Code and should be adopted to have accurate policies.

**Policy 2600 - Educational Program (Revised)**

See policy 2230.

This revised policy reflects current WV Policy 2510 and should be adopted to have accurate policies.

**Policy 2623 - Student Assessment (Revised)**

This policy was revised to reflect the changes to WV policy 2340, effective June 9, 2022.

This revised policy reflects current WV Policy 2340 and should be adopted to have accurate policies.

## **Policy Updates Summary – June 2023**

### **Policy 2510 – Adoption of Instructional Resources (Rescind)**

Prompted by changes to West Virginia State Board of Education policy 2445.40, Instructional Resources, we have moved and consolidated content related to the selection and adoption of instructional resources. This content can now be found at po2520 and ag2520.

### **Policy 2623 - Student Assessment (Revised)**

This policy was revised to reflect the changes to WV policy 2340, effective June 9, 2022.

This revised policy reflects current WV Policy 2340 and should be adopted to have accurate policies.

### **Policy 2120 - District and School Improvement (Revised)**

This policy was revised as a result of the amendment to WV policy 2322 effective February 14, 2022. WV policy 2322 suggests that all public schools collect data related to student participation in extra- and co-curricular activities, community service, capstone experiences, internships, and other opportunities to gauge student involvement. Additional language format was amended.

### **Policy 2230 - Program of Study Early and Elementary Learning Programs Grades Pre-K-5 (Revised)**

Policy 2230 was revised to incorporate the change to WV policy 2510, effective July 1, 2022. The term "Early Learning Programs" was changed to "Early and Elementary Programs. Additional minor language changes were made.

This revised policy reflects current WV Policy 2510 and should be adopted to have accurate policies.

### **Policy 2230.01 - Program of Study Middle Level Education (Revised)**

See policy 2230.

This revised policy reflects current WV Policy 2510 and should be adopted to have accurate policies.

### **Policy 2230.02 - Program of Study High School Program (Grades 9-12) (Replacement)**

See policy 2230.

This revised policy reflects current WV Policy 2510 and should be adopted to have accurate policies.

**Policy 8510.01 - Child Nutrition Standards (Revised)**

See policy 8510. Additionally, H.B. 3073, effective June 10, 2022, permits school districts to annually survey public school students about their eating on noninstructional days, remote learning, and virtual school days and the availability of nutritious food to them when schools are closed and address any needs identified in the survey.

This revised policy reflects current West Virginia Code and should be adopted to have accurate policies.

**Policy 3120.03 - Athletic Coaches (New)**

Pursuant to West Virginia State Board Policy 5202, beginning January 1, 2021, all applicants and all individuals who serve as a coach, including any licensed educators or professional personnel who may not hold a Coaching Authorization, shall complete CPR and Automated External AED training. This training shall be provided or authorized by the Board where the individual is employed.

This revised policy reflects the current WV State Board policy requirements and should be adopted to have accurate policies.

**Policy 3120.11 - Athletic Trainer (Revised)**

This policy is amended as a result of revisions to the Minimum Requirements for Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications as established in West Virginia State Board Policy 5202.

These requirements became effective January 15, 2021, and the revisions to WV State Board Policy 5202 and repealed provisions WV State Board Policy 5112, Athletic and Limited Football Trainers in the Public Schools reflect the current WV State Board policy Athletic Trainer requirements and such policy revisions should be adopted to have accurate policies.

**Policy 7540.01 - Technology Privacy (Revised)**

H.B. prohibits employers from (1) requesting, requiring or coercing an employee or potential employee to disclose a user name, password or other information that allows access to his or her personal account; (2) requesting, requiring or coercing an employee or potential employee to access his or her personal account in the presence of the employer; and (3) compelling an employee or potential employee to add the employer or an employment agency to his or her list of contacts that enables the employer or employment agency to access a personal account. *WV Code 21-5H-1(a)*.

There are important exceptions to these rules included in this policy. This revision reflects the current state of law and should be adopted in order to maintain accurate policies.

#### **Policy 8540 – Vending Machines (Revised)**

This policy amendment is a result of the West Virginia Board of Education revising State Board Policy 4321.1. The revisions will become effective January 2, 2018.

Additional language regarding the USDA requirements has been incorporated in to this policy.

These revisions reflect the current state of the law and should be adopted to maintain legally compliant policies.

#### **Policy 8600.04 - Bus Operation Certification (Revised)**

This policy has been revised to include language regarding the Bus Operator Recruitment and Training programs that was provided for during the last legislative session and in the newly established W.V. Code 18A-2-15.

This revised policy reflects the current West Virginia code and should be adopted to have accurate policies.

#### **Policy 8670 - Transportation by Limited Passenger Vehicles (Revised)**

With the passage of H.B. 4380, effective March 9, 2022, the Board may transport students to a school sponsored activity in any county owned or leased vehicle that does not meet school bus or public transport ratings so long as the maximum seating capacity of the vehicle is no more than 9 persons including the driver. Certified service personnel may now perform this task. Previously, only professional personnel were permitted to drive.

Two vehicles may now be used for a school sponsored activity instead of just one.

A Board must use a bus to transport 19 or more passengers.

This revised policy reflects current WV Code and should be adopted to have accurate policies.

Book	Policy Manual
Section	Volume 14, No. 2 - August 2022
Title	Revised Policy - Vol. 14, No. 2 - August 2022 - ALTERNATIVE DELIVERY OF EDUCATIONAL PROGRAMS
Code	po2370 for C&I review
Status	
Adopted	August 1, 2007
Last Revised	December 3, 2007

### **Revised Policy - Vol. 14, No. 2 - August 2022**

#### **2370 - ALTERNATIVE DELIVERY OF EDUCATIONAL PROGRAMS**

The Board of Education recognizes the need to provide alternative means by which students achieve the goals of the District.

The Superintendent shall prepare a plan for the alternative delivery of educational programs (hereinafter educational options) for use in meeting special needs. Such options may include: extended learning opportunities, summer school, home/hospital instruction, alternative settings for disruptive students, West Virginia Virtual School, District Virtual Learning, and West Virginia Option Pathway options, as follows.

##### **A. Extended Learning Opportunities**

1. Extended learning opportunities may include, but is not limited to: independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/Virtual education or other extended learning opportunities approved by the Superintendent.

~~Extended learning opportunities may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/Virtual education or other extended learning opportunities approved by the Superintendent.~~

2. Students may elect to participate in extended learning opportunities and may receive elective credit when approved by the District Board.
3. Expected Behavior in Safe and Support Schools West Virginia Board of Education policy 4373 shall be adhered to including, but not limited to, the provision of behavioral components in addition to academic coursework.

- ##### **B. Summer School – All summer school programs shall be submitted to the WVDE for approval, Schools may award credits earned from approved summer schools provided the instructional program is equivalent to that required during the regular school term. All summer school programs shall be submitted to the WVBE for approval by June 1 of each year.**

##### **C. Home/Hospital Services**

1. A student who, due to injury or illness as certified in writing by a licensed physician who specializes in the health conditions that may temporarily confine the student to home or hospital, for a period that has lasted or will last more than three (3) consecutive weeks will receive home/hospital instruction. this written statement from a licensed physician must include:
  - a. the specific reasons and the period of time the student must remain at home or in the hospital; and
  - b. the criteria or conditions under which the student will return to school, and the expected date of such return.
2. A written statement by a licensed physician who specializes in the health conditions must be resubmitted at least every three (3) months if a student's temporary home/hospital instruction is prolonged.
3. The Board may require that the parent ~~and/or~~ guardian obtain an opinion from a second licensed physician who specializes in the health conditions at the expense of the Board.
4. Home/hospital services must be designed to provide the student adequate opportunity to continue learning toward mastery of grade level content standards while they are temporarily confined to home or hospital. These services may not replace full time instruction on an ongoing basis. The expectation is that the student will return to the regular classroom.

5. The Board shall develop and implement within its attendance policy procedures which shall outline and define the delivery of home/hospital services.
6. Since home/hospital services are temporary in nature, the home/hospital teachers are responsible for facilitating instruction only for approved content standards for core courses (i.e., English language arts, mathematics, science, and social studies). The home/hospital services are guided by the student's classroom teacher(s), consequently, the home/hospital teacher must be in regular contact with the classroom teacher(s) to:
  - a. secure and understand units/lessons, instructional plans and instructional resources (including approved online and virtual options), and
  - b. establish procedures for the collection and return of student work to the classroom teacher(s) for feedback and assessment.
7. Home/Hospital instruction provided for an exceptional student who is unable to attend school temporarily because of an injury, illness, or health condition require a change in the student's placement to Out-of-School Environment (OSE) as defined by West Virginia State Board of Education policy 2419. The change of placement to GEE must be addressed by the student's IEP team and implemented in accordance with the requirements of West Virginia Board of Education policy 2419.
8. Home and/or hospital services may also be provided temporarily at the direction of the Superintendent for students who have not met the immunization requirements of WV Code 16-3-4.

#### D. Alternative Settings for Disruptive Students

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 West Virginia Board of Education policy 4373, Expected Behavior in Safe and Supportive Schools.

#### E. West Virginia Virtual School (WVVS) Options

The WVVS, as per WV Code 18-2E-9, was created to assure consistent, high quality education for West Virginia students while utilizing technology-delivered courses. In order for students to receive credit for an online or virtual course, they must be enrolled as full- or part-time students in West Virginia public schools. The WVVS only offers instruction for grades 6-12 through West Virginia Learns. For virtual courses, other than World Languages, containing more than twenty-five (25) students, districts shall provide their own instructor, either through the WVVS platform or district virtual school instruction program.

With the appropriate approval, the West Virginia Virtual School (WVVS) may provide additional course options to be taken through distance learning that will support the alternative delivery settings described in this policy. ~~In order for students to receive credit for an online or virtual course, they must be enrolled as full or part-time students in West Virginia public schools.~~

##### 1. Course Approval

- a. ~~Online or virtual courses offered for public school credit shall be approved by the West Virginia Department of Education. In order for students to receive credit for online or virtual courses, the Superintendent or designee shall verify that courses and providers are West Virginia Department of Education approved.~~ Online or virtual course content will be reviewed for correlation with the current West Virginia Board of Education content standards. Courses shall include appropriate instructional materials resources.
- b. Course providers will adhere to the State and Federal privacy regulations regarding students.

##### 2. Responsibilities

- a. The District Superintendent shall designate a WVVS virtual instruction program contact at the school level who will be responsible for registering students. Any costs incurred by the Virtual School contact are the responsibility of the local educational agency district.
- b. Each school is responsible for monitoring to assign student progress, proctoring exams, and posting student final grades to WVEIS.
- c. Each school is responsible for providing onsite technology and support to any student enrolled in a virtual or online course.
- d. The District is required to have a virtual instruction program policy.

##### 3. Funding

- a. The cost of WVVS shall provide funding for online and virtual courses based on legislative appropriations. ~~courses are the responsibility of the District.~~

- b. ~~Funding for online or virtual courses and associated materials may be provided through the school system's instructional budgets or grant awards. The WVVS may provide funding when available for online and virtual courses based on legislative appropriations specific to virtual instructions.~~
- c. ~~The District or the parent/guardian will be responsible for the tuition for the selected online or virtual course(s) if legislative funding has been expended, the course is taken during the summer, or the student has previously taken the same course. Funding for online or virtual courses and associated materials may be provided through District instructional budgets or grant awards.~~

#### 4. Instructional Resources

~~Appropriate instructional resources are provided for all courses within the WVVS. Credit recovery options are available through the WVVS. The District will select virtual/online resources that will be used to provide opportunities for credit recovery. This does not include resources used to deliver first-time course credit. When selecting additional credit recovery resources, the following protocols should be met:~~

- a. ~~verify that a District team of educators has reviewed the credit recovery program content for the respective courses to ensure that the material aligns with the approved content standards;~~
- b. ~~provide the WVDE with the name(s) of instructional resources used for credit recovery purposes; and~~
- c. ~~follow all state and district purchasing procedures when obtaining course content.~~

#### F. District Virtual Learning

As per WV Code 18-5F-1 et seq., a district or a multi-county district consortium may create a virtual instruction program for one or more schools serving any composition of grades Kindergarten through 12 by adopting a policy creating the program. When there is a multi-district consortium, districts in the consortium shall adopt a policy creating the virtual instruction program.

#### G. West Virginia Option Pathway

The Option Pathway is a blend of the Career Technical Education (CTE) Pathway and the High School Equivalency Assessment. This pathway provides an opportunity for the high school students behind their ninth grade cohorts a second opportunity to graduate on time rather than dropping out of school.

All alternative delivery of programs for K-12 must meet the standards and safeguards set forth in West Virginia Board of Education and local policies related to curriculum, instruction, and student support services.

Letters of agreement and/or contracts shall be used with external agencies, businesses, and individuals to clarify responsibilities in areas such as student supervision, public access to school facilities, finance and program accountability.

Prior approval of the educational option application (Form 2370 F1) by the Superintendent shall be required before a student participates in one of the available educational options. Prior permission of a parent or guardian shall also be required before a student under age eighteen (18) participates in one of the available educational options.

Participation in an educational option shall be in accordance with an instructional plan that will be developed based on the individual student's needs. The instructional plan will include:

- A. instructional goals that align with District's curriculum requirements;
- B. a description of the criteria and method for assessing student performance;
- C. an outline of specific instructional activities, materials and learning environments.

Participation is subject to the oversight of a credentialed teacher who will review the instructional plan, provide or supervise instruction, and evaluate student performance.

Student performance shall be evaluated as either pass or fail relative to the instructional objectives set forth in the instructional plan; letter grades shall not be awarded.

Credit shall be granted to the student upon successful completion of the program. The credit shall be placed on the student transcript.

Credits earned from educational options may be counted toward graduation requirements in accordance with applicable State law and administrative code.

A maximum of \_\_\_\_\_ credits earned from education options may be counted toward graduation requirements.

A maximum of \_\_\_\_\_ credits earned from educational options may be counted toward the student's Core Curriculum requirements.

The Superintendent shall develop the administrative guidelines necessary to implement this policy.

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West Virginia State Board of Education policy 2510



Book	Policy Manual
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Adopted	August 1, 2007
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### **Revised Policy - Vol. 14, No. 2 - August 2022**

#### **2430 - DISTRICT-SPONSORED CLUBS AND ACTIVITIES**

The Board of Education believes that the goals and objectives of this District are best achieved by a diversity of learning experiences, including those that are not conducted in a regular classroom but are directly related to the curriculum.

The purpose of curricular-related activities shall be to enable students to explore a wider range of individual interests than may be available in the District's courses of study but are still directly related to accomplishing the educational outcomes for students as adopted by the Board in Policy 2131.

For purposes of this policy, curricular-related activities, also known as co-curricular activities which are activities that are closely related to identifiable academic programs and/or areas of study that serve to complement academic and technical curricula, include ~~these activities~~ curricular activities such as career and technical education, linguistic, mathematics, scientific, forensic, theatrical, musical, journalistic, in which:

- A. the subject matter is actually taught or will be taught in a regularly offered course;
- B. the subject matter concerns the District's composite courses of study;
- C. participation is required for a particular course;
- D. participation results in academic credit.

No curricular-related activity shall be considered to be under the sponsorship of this Board unless it meets one (1) or more of the criteria stated above and has been approved by the Superintendent.

Such activities, along with extra-curricular activities (not directly related to courses of study), may be conducted on or off school premises by clubs, associations, and organizations of students sponsored by the Board and directed by a staff advisor. Once approved, schools must implement, in an equitable manner, co-curricular and extracurricular programs, at the appropriate instructional levels, that contribute to the success of students. Additionally, co-curricular activities may take place during the instructional day.

**[Note: Selection of the first option precludes selection of the second option]**

[ ] The Board expressly declines to create a limited open forum for clubs and activities, initiated by students that cannot meet one of the four criteria stated above.

[ ] The Board shall allow nondistrict-sponsored, student clubs and activities during noninstructional time, in accordance with the provisions in local Board Policy 5730 -- Equal Access For Nondistrict-Sponsored, Student Clubs and Activities. **[NOTE: In Board Policy 5730, pursuant to *Child Evangelism Fellowship of Md., Inc. v. Montgomery District Pub. Schs.*, 373 F.3d 589, the District should provide guidance about the ability for the distribution of flyers from noncounty-sponsored student clubs, activities, and any other non-school affiliated organization.]**

[ ] Noncurricular student activities that are initiated by parents or other members of the community may be allowed under the provisions of Policy 7510 - Use of District Facilities. The Board, however will not:

- A. ( ) assume any responsibility for the planning, conducting, or evaluating of such activities;
- B. ( ) provide any funds or other resources other than the school facility;
- C. ( ) allow any member of the District's staff to assist in the planning, conducting, or evaluating of such an activity during the hours s/he is functioning as a member of the staff.

No nondistrict-sponsored organization may use the name of the School System or any other name which would associate an activity with the District.

In order to be eligible for any nonacademic extra-curricular activity, a student must have maintained at least a 2.0 grade-point average as defined and described in West Virginia ~~State~~ Board of Education Policy 2436.10 and local Board Policy 2430.02.

The Student must not have received a failing grade in any course for the ( ) semester(s) ( ) grading period **[end of option]** prior to the ( ) semester ( ) grading period **[end of option]** in which s/he wishes to participate.

Students identified as disabled under West Virginia ~~State~~ Board of Education policy and the IDEA are subject to the eligibility standards established by this policy unless specifically exempted by the express terms of their individualized education program (IEP). An IEP can specify the criteria by which a grade will be determined for [a] course[s], given the individual student's disability.

Whenever a student becomes a member of a District-established student group or national organization such as National Honor Society, in order to remain a member, s/he must continue to meet all of the eligibility criteria and abide by the principles and practices established by the group or organization.

Students shall be fully informed of the curricular-related and extra-curricular activities available to them and of the eligibility standards established for participation in these activities. Students will be further informed that participation in extra-curricular activities is a privilege and not a right and that they may be prohibited from all or part of their participation in such activities by authorized school personnel; however, students should be provided some limited form of due process when they will be prohibited from all or part of their participation in such activities. **[NOTE: Such due process could be nothing more than a meeting that includes the explanation of the proposed removal from the activity and an opportunity for the student to respond or explain their version of events.]** District-sponsored activities shall be available to all students who elect to participate and who meet eligibility standards.

To gauge student involvement in their school community, the District and all public schools are encouraged to collect data related to student participation in extra- and co-curricular activities, community service, capstone experiences, internships, and other opportunities.

The Superintendent shall prepare administrative guidelines to implement a program of curricular-related clubs and activities and of extra-curricular activities. Such guidelines should ensure that the needs and interests of the students are properly assessed and procedures are established for continuing evaluation of each club and activity.

West Virginia Board of Education policy 2322

West Virginia ~~State~~ Board of Education Policy-policy 2436.10

West Virginia ~~State~~ Board of Education Policy-policy 2510

West Virginia ~~State~~ Board of Education Policy-policy 4373

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 West Virginia Board of Education policy 2322  
 West Virginia Board of Education policy 2436.10  
 West Virginia Board of Education policy 2510  
 West Virginia Board of Education policy 4373

Book Policy Manual 46-5093

Section Volume 14, No. 2 - August 2022

Title Revised Policy - Vol. 14, No. 2 - August 2022 - PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

Code po2430.02 for C&I Review

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Adopted August 1, 2007

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### Revised Policy - Vol. 14, No. 2 - August 2022

#### 2430.02 - PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

##### **Purpose**

The purpose of this policy is to establish academic eligibility criteria for students to participate in extra-curricular activities both during and after normal school hours.

##### **Applicability**

This policy applies only to interscholastic athletics [including cheerleading], student government, and class officers in grades 6-12. Excluded from this policy are co-curricular activities which are closely related to identifiable academic programs/areas of study and which serve to complement academic curricular activities such as vocational, linguistic, mathematic, scientific, forensic, theatrical, musical, journalistic and other similar academic co-curricular activities.

##### **Eligibility**

In order to participate in the extra-curricular activities to which this policy applies, a student must meet ~~all State and local attendance requirements and~~ the following:

- A. ~~adhere to all State and local attendance policies~~
- B. ~~Maintain~~ maintain a 2.0 average.
  1. A 2.0 average is defined as a grade-point average (GPA) of 2.0 or better on a scale where an "A" ~~mark earns~~ is given the value of four (4) points, a "B" is ~~awarded~~ given the value of three (3) points, a "C" is ~~worth~~ given the value of two (2) points, a "D" is given a value of one (1) point, and an "F" is ~~worth~~ given the value of 0 points.
  2. Schools which use a numerical grading system shall convert the grades to the corresponding letter grade. Each letter grade shall be assigned the appropriate value as set forth above, and the average thereof computed to determine whether the student is eligible. No enhanced value should be given for a "plus" or "minus" designation, such as "B+" or "C-"; all grades with the same letter designation have the same numerical value in the 4.0 scale.
  3. In computing a student's "grade-point average" (GPA) for purposes of this policy, all subjects undertaken by the student and for which a final grade is recorded are to be considered. Athletic practice, including cheerleading, may not be counted as a subject. The total number of classes taken is divided into the total number of "grade points" earned to determine the GPA. Classes for which a ~~pass/fail~~ Failure is awarded will be included in computing the GPA only if the student failed the class.
  4. The student's eligibility will be determined for each semester by ~~his/her the student's~~ GPA ~~from~~ the previous semester (or, in schools which do not use the traditional semester approach, during the previous eighteen (18) week period).
  5. If a student does not maintain a 2.0 average for the semester, s/he will be ineligible for participation in the following semester. Students not meeting eligibility requirements shall be reviewed at the mid-point of the second semester (the nine (9) week point) to determine whether the student has achieved a 2.0 average.
  6. If a student does not earn a 2.0 average by the end of the second semester, s/he may attend summer school to raise the GPA ~~so that s/he is to become~~ eligible for participation at the beginning of the next school year. For purposes of computing the GPA after summer school, all of the student's grades from the second semester plus ~~his/her the student's~~ grade from the summer school will be used to determine the GPA.

7. A student who has not achieved a 2.0 GPA for the previous semester may have his/her eligibility reinstated at midsemester if the student has attained at least a 2.0 GPA. In schools where the traditional semester approach is not used, the nine (9) week point shall be utilized in place of the midsemester.
8. In the case of students with exceptionalities as set forth in West Virginia Board of Education policy 2419, Regulations for the Education of Students with Exceptionalities, if grades are given, all grades received from placements in regular classrooms and special education classrooms should be included when computing the GPA. Exceptional students placed in ungraded programs will be eligible for participation in extra-curricular activities if their records indicate that they are making satisfactory progress in meeting the objectives of their IEP.
9. Students who have had a break in public school attendance for any reason may be required to establish eligibility after re-enrollment in the public school. ~~If the District accepts the~~ The transfer of credits/grades earned in ~~and transferred from~~ the non-public setting, then those credits/grades shall be used in determining academic eligibility. ~~If the District does not accept the transfer of credits/grades earned in the non-public setting, then eligibility must be established after re-enrollment in the public school setting.~~ Eligibility shall be gained at midsemester (nine (9) week point) if the student has attained at least a 2.0 GPA. In schools and/or ~~counties~~ districts where the traditional semester approach is not used, the nine (9) week point shall be utilized in place of the midsemester.
10. ~~Students who are entering public schools or other West Virginia Secondary School Activities Commission (WVSSAC) member schools for the first time will be eligible for participation as follows:~~
  - a. ~~Students who have not earned grades that the receiving school will accept for credit upon transfer will be eligible upon enrollment and must have a 2.0 GPA at the end of the semester in which they enroll to remain eligible.~~
  - b. ~~Students who have earned grades that the receiving school will accept for credit upon transfer must have earned a 2.0 GPA in the previous semester to be eligible upon enrollment. If not eligible upon enrollment, the student shall become eligible at the midsemester (nine (9) week point) if the student has attained at least a 2.0 GPA.~~

~~These students participating in an Option Pathway TASC program whose grade point average for the last semester before entering into the program was below 2.0 grade point average may become eligible if they achieve a 2.0 average or better the mid-point of the second semester (the nine (9) week point) in the same manner as students enrolled in the regular curriculum as outlined in West Virginia Board of Education policy 2436.10. Option students are only eligible to participate on extra-curricular activities at their designated home high school.~~

~~Student grades will be transcribed as follows each semester:~~

- a. ~~Academic Courses: P, S, or N (Pass, Satisfactory Progress, or Failure (N))~~
- b. ~~Career and Technical Education Courses will transcript a letter grade (A, B, C, D, or F)~~

~~A student who has an "N" in a TASC class is NOT eligible to participate. A student's report card must reflect a "P" or "S" for TASC classes.~~

11. ~~Students who are entering public schools or other Secondary Schools Activities Commission (SSAC) member schools for the first time will be eligible for participation as follows:~~ Homeschooled students participating in interscholastic athletics pursuant to WV Code 18-2-25(d) will be eligible for participation, provided that the student:
  - a. ~~Students who have not earned grades that the receiving school will accept for credit upon transfer will be eligible upon enrollment and must have a 2.0 GPA at the end of the semester in which they enroll to remain eligible.~~ ~~complies with the rules promulgated by the WVSSAC~~
  - b. ~~Students who have earned grades that the receiving school will accept for credit upon transfer must have earned a 2.0 GPA in the previous semester to be eligible upon enrollment. If not eligible upon enrollment, the student shall become eligible at the midsemester (nine (9) week point) if the student has attained at least a 2.0 GPA.~~ has demonstrated satisfactory evidence of academic progress for the immediately preceding year and that the student's average test results for the immediately preceding year are within or above the fourth stanine in all subject areas; and
  - c. ~~is enrolled in at least one virtual instructional course per semester, consistent with the applicable virtual instruction policies of the District in which the homeschooled student lives and the applicable virtual instruction policies of the WVBE. A homeschooled student who fails to receive a "C" grade or higher at the conclusion of the virtual instruction course or semester, whichever is earliest, shall be ineligible to continue participation and remain ineligible for the following semester~~
12. ~~A student receiving home instruction as defined by State law, shall be considered eligible for participation in interscholastic athletic events and other extracurricular activities offered by the Board who meet the following requirements:~~
  - a. ~~complies with the rules promulgated by the West Virginia Secondary School Activities Commission (WVSSAC) governing awards, all star games, parental consents, physical examinations and vaccinations applicable to all high school athletes;~~
  - b. ~~has demonstrated satisfactory evidence of academic progress for the immediate preceding year and that the student's average test results for the immediate preceding year are within or above the fourth stanine in all subject areas;~~

- c. ~~is enrolled in at least one virtual instructional course per semester, consistent with the applicable virtual instruction policies of the district in which the homeschooled student lives and the applicable virtual instructional policies of the WVDE. A homeschooled student who fails to receive a "C" grade or higher at the conclusion of the virtual instructional course or semester, whichever is earliest, shall be ineligible to continue participation and remain ineligible for the following semester;~~
- d. ~~has not reached the age of nineteen (19) by August 1 of the current year;~~
- e. ~~is an amateur who receives no compensation but participates solely for the educational, physical, mental, and social benefits of the activity; and~~
- f. ~~agrees to comply with all disciplinary rules of the WVSSAC and the district in which the student lives.~~

~~Eligibility is limited to participation in interscholastic athletic events and other extracurricular activities at the public secondary school serving the attendance zone in which the student lives, provided that a homeschooled student who leaves a member school during the school year is subject to the same transfer protocols that apply to member-to-member transfer. Reasonable fees may be charged to the student to cover the costs of participation in interscholastic athletic events and other extracurricular activities.~~

**B. ~~Meet State and local attendance requirements:~~**

- ~~1. Students shall be fully enrolled in a full day of high school and/or college credit-bearing courses during all four (4) years including the senior year.~~
- ~~2. Students must meet the attendance requirements of the Board of Education.~~

Fees may be required to help support the cost of extra-curricular activities; however, the fees should be kept to a minimum in order to further equal opportunity for participation regardless of economic status. If fees are to be paid by a student who cannot afford those fees, school officials shall develop options that will allow the student to participate.

~~To gauge student involvement in their school community, the District and all public schools are encouraged to collect data related to student participation in extra- and co-curricular activities, community service, capstone experiences, internships, and other opportunities.~~

~~[ ] The Board, in an effort to protect the health and safety of its extra-curricular activities students from illegal and/or performance-enhancing drug use and abuse, thereby setting an example for all other students of the District, shall adopt a policy for drug testing of activity students. (See policy 5530.01)~~

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- Legal
- West Virginia Board of Education policy 2510
  - West Virginia Board of Education policy 4373
  - West Virginia Board of Education policy 2436.10
  - WV Code 18-2-5
  - WV Code 18-2-25d



Book	Policy Manual
Section	Volume 15, No. 1 - April 2023
Title	Revised Policy - Vol. 15, No. 1 - April 2023 - INSTRUCTIONAL RESOURCES INSPECTION AND RIGHT TO FILE COMPLAINT
Code	po2522 for C&I review
Status	
Adopted	March 6, 2023

### Revised Policy - Vol. 15, No. 1 - April 2023

#### 2522 - INSTRUCTIONAL MATERIALS RESOURCES INSPECTION AND RIGHT TO FILE COMPLAINT

The School Board shall provide instructional materials and equipment, resources within budgetary constraints, to implement the District's County's educational goals and objectives and to meet students' needs. The primary objective of such instructional materials and equipment resources shall be to enrich, support, and implement the educational program of the school. Instructional materials resources used in the District County shall be consistent with the District County goals and objectives and the course descriptions established by the State Board of Education and the State standards.

~~Classroom teachers shall allow the following individuals to inspect Board-adopted instructional materials, supplemental instructional materials which do not require the approval of the Board, and books available in their classroom for students to read if they have a student enrolled in their class. Each classroom teacher shall comply with the request of any parent, custodian, or guardian to inspect instructional resources adopted by the county board, supplementary instructional resources, and books in the classroom that were not adopted by the county board that are available for students to read, subject to the following:~~

- ~~A. parent means a parent who has some allocation of physical custody of the child or who has some share of joint decision-making authority for the student; only the parent, custodian, or guardian of a child enrolled in the class may make a request;~~
- ~~B. grandparent means a grandparent of the child who has some allocation of physical custody of the child or who has provided to the school written permission of a parent to have access to the information provided herein; or the classroom teacher may require that the parent, custodian, or guardian schedule an appointment in order to inspect the instructional resources. The classroom teacher shall schedule the appointment within ten (10) business days of the request of the parent, custodian, or guardian; and~~
- ~~C. guardian means a person other than a parent or grandparent who, pursuant to a court order, acts in loco parentis for the student; as part of the inspection and upon request of the parent, custodian, or guardian, the classroom teacher shall demonstrate how the material relates to content standards adopted by the West Virginia Board of Education.~~

~~The classroom teacher may require a parent, grandparent, or guardian to schedule an appointment, however, if an appointment is required it shall be scheduled within ten (10) business days of the request.~~

~~It is the responsibility of the classroom teacher to demonstrate how the instructional material relates to the content standards adopted by the State Board of Education.~~

~~In all classes where reading a book or books will be required, these materials shall be included on a class syllabus, and the syllabus will be available to any parent, grandparent, or guardian upon request.~~

~~A parent, grandparent, or guardian may file a complaint with the superintendent if a classroom teacher fails to comply with this policy. This complaint shall be filed on a form provided by the superintendent and resolved within seven (7) business days. If the complaint has not been resolved within seven (7) days, the parent, grandparent, or guardian may file a complaint with the State Superintendent on a state provided form.~~

~~The Superintendent shall, by September 1 of each year, report the total number of complaints made pursuant to this policy to the State Superintendent.~~

~~For any class in which reading a book or books will be required, the classroom teacher shall include a list of books. The classroom teacher shall make the list available to any parent, custodian, or guardian of a child enrolled in the class upon request.~~

- ~~A. Any parent, custodian, or guardian may file a complaint with the County Superintendent, on a form developed and provided by the County Superintendent, if the classroom teacher fails to comply with any provision of this section. If the complaint is not resolved by the County Superintendent within seven business days, the parent, custodian, or guardian may file a complaint with the State Superintendent or designee. The State Superintendent shall make a form available for parents to file a complaint pursuant to this policy.~~

B. By September 1 of each year, the County Superintendent shall report to the State Superintendent the number of complaints filed the previous school year

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Book	Policy Manual
Section	Volume 14, No. 2 - August 2022
Title	Revised Policy - Vol. 14, No. 2 - August 2022 - EDUCATIONAL PROGRAM
Code	po2600 for C&I review
Status	
Adopted	August 1, 2007
Last Revised	November 2, 2020

### Revised Policy - Vol. 14, No. 2 - August 2022

#### 2600 - EDUCATIONAL PROGRAM

The Board of Education is committed to establishing rigorous academic standards and providing high-quality programs for every student in its schools. The Board will collaborate with parents, educators, communities, business and industry, and higher education to fulfill this commitment. It is imperative that the Board, the schools, the communities, students and families of students cooperate to establish high expectations for student performance and become actively involved in the education process, thereby enabling students to succeed in the classroom and the workplace, lead healthy, rewarding and productive lives, and participate responsibly in society.

The education program offered in the District is defined in broad terms as all of the education activities that take place during the instructional day and the school year. The education program provides opportunities for students to achieve high levels of learning in programs of study through approved content standards that prepare students to be lifelong learners and successful citizens in a competitive global society. The education program is based upon information provided through research relevant to best practices and promising next practices in teaching and learning. The education program is structured and based on three programmatic levels: Early and Elementary Learning Programs, Middle School Programs, and High School Programs. The Board shall establish policies and implement written procedures to define its education program in accordance with the definitions and requirements of WV West Virginia Board of Education policy 2510.

The Board shall provide the necessary resources, including technology, to ensure that students attain high standards of performance. At early levels, students will achieve proficiency in the basic skills of literacy, mathematics, science, social studies, the arts, and learning skills and technology tools. Achievement of these skills will provide the foundation for later intellectual challenges in all programs of study. Students will explore their interests and abilities and engage in relevant activities to help them understand the world of work. Technology will be a tool to help achieve these standards in all schools. The Board anticipates the provision of sufficient resources and support, including an adequate system of in person and/or online professional learning opportunities, appropriate instructional resources, and reliable assessment measures, to realize the goal of producing students who are college and career-ready as defined by the West Virginia Board of Education.

Schools, in cooperation with the Board, will determine their individual curriculum, West Virginia content standards-focused curricula are developed and approved at the local level, to ensure teaching methods, and instructional design, pursuant to this policy West Virginia Board of Education policy 2510, are utilized to assist students in achieving high levels of performance in the across applicable adopted and approved content standards. Appropriate accountability measures will ensure that students and guide educators to help students achieve high levels of performance.

The major purposes of this policy and West Virginia Board of Education policy 2510 are to improve the quality of learning and teaching in the District and to ensure that equal access to equitable educational opportunities are provided to for all students. Equal Equitable educational opportunities to include, but are not limited to: comparably high-quality programs of study, including exploring career development opportunities; student support programs; personnel; facilities; instructional resources; supplies; equipment; technology integration; and effective instructional practices. Given the demands of the global marketplace, it is essential that all students become lifelong learners prepared for successful entry into post-secondary education or the workplace.

Ensuring a quality education implies that a thorough and efficient education system exists that provides equal-equitable access to substantive curricular offerings and appropriate related services for all students. Providing such an education system shall be the goal of the Board of Education, its schools and the citizens of the District. This policy provides the basic structure for all education programs and student support services necessary for a thorough and efficient system of education to be available to all students. The elements of a thorough and efficient system of education are:

- A. high-quality education programs, student services and experiential learning opportunities;
- B. high quality administrative and instructional practices, personnel, facilities, instructional resources, technology integration, supplies and equipment;

- C. a safe and caring environment that fosters supportive relationships, is free from harassment, intimidation, bullying, discrimination and other inappropriate forms of conduct, and that involves parents;
- D. a demanding curriculum for all students, with emphasis on the core academic programs of study that are aligned with rigorous standards, learning skills and technology tools and are communicated to students, parents and communities; and
- E. accountability measures to ensure the public that a thorough and efficient system of education is being provided to students enrolled in the public schools of this District.

The Board shall plan, deliver, and evaluate the education programs and student support services necessary to implement a thorough and efficient system of public education. The programs of study and student support services mandated by regulations shall be made available to all students. In carrying out this responsibility, the Board may, by specific policy, memorandum of understanding and/or contract:

- A. cooperate with one (1) or more counties in establishing and maintaining joint programs;
- B. contract for services with public or private agencies having appropriate programs; and/or;
- C. coordinate and share programs, related services and resources with other organizations, agencies and local businesses.

The Board shall:

- A. collaborate with local business and community groups through establishment of partnerships and a District steering committee;
- B. be responsible for developing and implementing a strategic plan that results in systemic change in the areas of organizational culture, curriculum, instruction, school effectiveness, and student support through a continuous improvement process, based on the West Virginia Board of Education policy 2460, Educational Purpose and Acceptable Use of Electronic Resources, Technologies and the Internet and West Virginia Virtual School;
- C. distribute the Board's resources as determined by the plan;
- D. be accountable to the public through the annual West Virginia Report Card.

The Board of Education has adopted policies and implemented written procedures to define its education program for Early Learning, Middle Schools, and High Schools.

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Legal	WV Code 18-2-7d
	WV Code 18-2E-11
	WV Code 18C-9-2
	West Virginia Board of Education policy 2510
	West Virginia Board of Education policy 2460

Book Policy Manual

Section Volume 10, No. 2 - July 2018

Title Revised Vol. 10, No. 2 - STUDENT ASSESSMENT

Code po2623 for C&I review

Status

Adopted August 1, 2007

Last Revised September 21, 2015

## 2623 - STUDENT ASSESSMENT

The Board of Education shall assess student achievement and needs in all program areas in compliance with the law and rules of the West Virginia State Board of Education. The purpose will be to determine the progress of students and to assist them in attaining the content standards and objectives and the educational goals of this District.

At least annually, staff members will assess the proficiencies and needs of each student. Procedures for such assessments may include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs, and physical examinations.

The West Virginia Measures of Academic Progress (WV-MAP) is a comprehensive assessment system that measures student performance. These measures include the ~~West Virginia general summative assessment, the West Virginia alternate summative assessment, a mutually agreed upon grade 12 college readiness assessment, NAEP, and pilot tests and field tests sanctioned by West Virginia Department of Education.~~ West Virginia General Summative Assessment (WVGSA) for grade 3-8, the college- and career-readiness assessment for grade 11, the West Virginia Alternative Summative Assessment (WVASA) for grades three (3) through eight (8) and eleven (11), NAEP, the ELPA21, CTE technical assessments, and pilot tests and field tests sanctioned by West Virginia Department of Education.

The District shall analyze the assessment results, evaluate student, school, and District performance related to test results, use the data to increase student learning and improve school achievement ~~according to West Virginia State Board of Education policy 2320.~~

### Program Regulations

#### A. WEST VIRGINIA STATE-WIDE GENERAL SUMMATIVE ASSESSMENT OR THE WEST VIRGINIA STATE-WIDE ALTERNATIVE SUMMATIVE ASSESSMENT.

1. All public school students enrolled in ~~grades 3-11~~ three (3) through eight (8) and eleven (11) shall be assessed using the ~~West Virginia general~~ appropriate State-administered summative assessment, ~~either general or alternate or the West Virginia alternate summative assessment~~ at the grade level in which they are enrolled in the spring of each year.
  - a. The ~~West Virginia general summative assessment~~ WVGSA for grade three (3) through eight (8) assesses the content areas of ELA ("English, Language Arts") and mathematics ~~for in grades 3-11~~ three (3) through eight (8), and science in grades ~~5, 8, and 10~~ five (5) and eight (8).
  - b. The ~~West Virginia alternate summative assessment~~ assesses the content area of ELA and mathematics in ~~grades 3-11~~ grades 3-11 and science in grades 5, 8, and 10. The college- and career-readiness assessment is administered ~~as the general summative assessment in grade eleven (11).~~
  - c. The WVASA assesses the content area of ELA and mathematics in ~~grades three (3) through eight (8) and eleven (11)~~ grades three (3) through eight (8) and eleven (11) and science in grades five (5), eight (8), and eleven (11).

~~ESEA established a one percent (1%) cap on the number of proficient West Virginia alternate summative assessment scores that may be included in accountability measures at the school and District. West Virginia Department of Education will randomly select scores to count as proficient in calculations for any school or district whose number of students participating in the West Virginia alternate summative assessment exceeds the one percent (1%) cap. ESSA requires that for each assessed subject, the total number of students participating in the alternate assessment does not exceed one percent (1%) of the total number of all students in the State who are assessed in a given subject. ESSA has placed a one percent (1%) participation rate cap at the State level only. This cap is not applicable at the District or school level. ESSA places a one percent (1%) cap on participation, rather than replacing a cap on accountability proficiency rates for the alternate assessment as in previous years.~~

2. All English Language Learner ("ELL") public school students shall participate in the West Virginia general summative assessment or the West Virginia alternate summative assessment in the grade level in which they are enrolled. The ELL Committee will determine the appropriate accommodations, if any, using the ELL Assessment Participation Form. All English Learner ("EL") public school students shall participate in the appropriate WVGSAs in the grade level in which they are enrolled. The EL Committee will determine the appropriate language supports, if any, using the ELPA21 Assessment Participation Form.
- All public school ELL students eligible to participate in the State's English language proficiency assessment shall do so with accommodations as determined by their respective ELL Committees, IEP Teams, SAT Teams, or Section 504 Committees. The documentation procedure for ensuring accommodations are provided on the State's language proficiency assessment is outlined in the *West Virginia Guidelines for Participation in Statewide Assessments*. All public school EL students eligible to participate in the ELPA21 shall do so with accommodations as determined by their respective EL Committees, IEP Teams, or Section 504 Committees. The documentation procedure for ensuring accommodations are provided on the West Virginia ELPA21 is outlined in the *Participation Guidelines*.
  - When an ELL/EL student is also identified as a student with a disability under West Virginia Board of Education policy 2419, the IEP Team will determine the appropriate assessment and accommodations. The team membership should include an English language specialist. The IEP will address specific accommodations relevant to the identified disabilities in the IEP. The ELL/ELPA21 Assessment Participation Form will address language designated supports relevant to the ELL/EL status of a student.
  - When an ELL/EL student is also identified as a student with a disability under Section 504, the Section 504 Committee will determine the student's appropriate accommodations. The team membership should include an English language specialist. The Section 504 Plan will address the specific accommodations relevant to the identified disabilities in the Section 504 Plan. The ELL/ELPA21 Assessment Participation Form will address designated language supports relevant to the ELL/EL status of a student.
  - Former ELL students' West Virginia general summative assessment or the West Virginia alternate summative assessment scores will be included in the ELL subgroup for two (2) years after they have attained English proficiency. Former EL students' WVGSAs grade 11 college- and career-readiness assessment or WVASA scores will be included in the EL subgroup for two (2) years after they have attained English proficiency.
3. All public school students with disabilities who are eligible for services as defined in West Virginia Board of Education policy 2419 shall participate in the West Virginia general summative WVGSAs in grades three (3) through eight (8), grade eleven (11) college- and career-readiness assessment or the West Virginia alternate summative assessment WVASA at the grade level in which they are enrolled with appropriate designated supports and accommodations, if any, as determined by their IEP Team. The process for ensuring IEP accommodations are provided in the *Participation Guidelines*.
- All public school students with significant cognitive disabilities and whom meet the criteria for participation in the West Virginia alternate summative WVASA assessment as determined by their IEP Teams shall participate in the West Virginia alternate summative assessment WVASA. The process for ensuring IEP accommodations is provided in the *Participation Guidelines*.
  - All public school students with disabilities as defined by Section 504 shall participate in the West Virginia general summative WVGSAs or college- and career-readiness assessment in the grade level in which they are enrolled. Appropriate designated supports and accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan and incorporated into the West Virginia Education Information System (WVEIS).
  - All public school eligible students with disabilities under West Virginia Board of Education policy 2419 whose IEP placement is *Special Education: Out of School Environment, special education: out-of-school environment*, are to be assessed at the school in which the student is enrolled or an alternate testing site approved by the District Test Coordinator. All participating educators and students shall be required to follow all testing guidelines and security procedures set forth in this policy and in West Virginia Board of Education policy 2340.
4. All public school students with a SAT Plan shall participate in the West Virginia general summative assessment at the grade level in which they are enrolled with appropriate designated supports and accommodations, if any, as determined by their SAT Team.

#### B. TRANSITION MATHEMATICS AND ENGLISH LANGUAGE ARTS ASSESSMENT FOR SENIORS

All public school students enrolled in Transition Mathematics for Seniors and/or Transition English Language Arts for Seniors courses, with the exception of those who meet the criteria to take the West Virginia alternate summative assessment, will take mutually agreed upon assessment to determine whether a student has met the college and career readiness standards prior to graduation from high school. Students will take this assessment with accommodations as determined by their respective IEP Teams, SAT Teams, Section 504 Committees or ELL Committees in a specified testing window during their senior year.

Mathematics for Seniors and/or Transition English Language Arts for Seniors courses will be excused from taking the mutually agreed upon assessment upon provision of appropriate documentation of the West Virginia general summative assessment, ACT or SAT scores that meet the placement standard(s) prior to the beginning of the testing window for the mutually agreed upon assessment.

### C. NAEP

All public school students enrolled at grades 4, 8 and 12 who are part of the NAEP state sample shall participate in the NAEP, a component of the WV-MAP. Principals or their designee shall complete the required school questionnaires. Teachers of the sampled students shall complete the teacher questionnaire for the assessed target. The participant(s) of this test will be determined by a random sample at the national level. All students on the school roster shall be given the opportunity for selection. Students participating in the West Virginia alternate summative assessment WVASA and students with IEPs, SAT Plans, Section 504 Plans, or ELPA21 Assessment Participation Forms who cannot be accommodated whose accommodations are not allowed by NAEP may be excluded from participation or assessed and not scored after having been randomly selected. Any student being considered for exclusion should be reported to the NAEP State Coordinator West Virginia Department of Education.

All public school students enrolled in the grade sample selected to participate in an international assessment shall participate in the assessment. Principals or their designee shall complete the required school questionnaires. Teachers sampled shall complete the teacher questionnaire. The participant(s) of this test will be determined by a random sample at the national level. All students on the school roster shall be given the opportunity for selection. Students participating in the WVASA and students with IEPs, Section 504 Plans or ELPA21 Assessment Participation Forms who cannot be accommodated may be excluded.

All homebound public school students are to be assessed at the schools in which the students are enrolled or at alternate testing sites meeting requirements in test administration manuals and approved by the District Test Coordinators. All participating educators and students shall be required to follow all testing guidelines and security procedures set forth in this policy and West Virginia Board of Education policy 2340.

All public students enrolled in alternative education programs shall participate in the WV-MAP. The test scores for students in alternative programs shall be aggregated in the results of the home district/school of referral as defined by West Virginia Board of Education policy 4373.

Home-instructed (home-schooled) Home-schooled students may participate in the WV-MAP under standard conditions administered in the public schools of the District in which they reside. Each academic year, the home instructor must notify the District Test Coordinator of the intent to participate in the WV-MAP. Students in grades three (3) through eight (8) may participate in the West Virginia general summative WVGSA and students in grade eleven (11) may participate in the college-and career-readiness assessment provided that the home instructor notifies the District Test Coordinator of the intention to participate at least two (2) months prior to the testing window by a date to be determined by the West Virginia Department of Education. Home-instructed Home-schooled students will be assigned: 1) a location for testing with an approved educator who has completed the required training as an examiner/scribe and signed the West Virginia Board of Education Examiner's/Scribe's Secure Materials and Test Procedures Agreement, and 2) test dates by the District Test Coordinator during the testing window. All educators and home-instructed home-schooled students participating in the assessments of the WV-MAP shall be required to follow all testing guidelines and procedures set forth in this policy and West Virginia Board of Education policy 2340. Violations of these policies shall result in the loss of testing privileges. Home-schooled students who choose to participate in State assessments are not included in accountability measures. Home-schooled students who are enrolled part-time in public schools are considered as home-schooled students for assessment and accountability.

All nonpublic school students may participate in WV-MAP. Each academic year, the nonpublic school administrator must submit a Participation Form and a Verification of Certification Form to the Office of Assessment and to WVDE and to the district test coordinator in the district where the nonpublic school is located by a date to be determined by the WVDE. Nonpublic schools that choose not to participate in WV-MAP after submitting the Participation Form must notify both the West Virginia Department of Education (WVDE) and the District Test Coordinator in the District where the nonpublic school is located by a date to be determined by the Office of Assessment. The WVDE that they no longer intend to participate. Nonpublic schools which fail to provide notification are not eligible to participate in WV-MAP for a period of one (1) year. For WVGSA grades three (3) through eight (8), the District Test Coordinator, not the nonpublic school, will receive all testing material and release the testing materials to the nonpublic principal/assigned building level coordinator upon completion of the required training and receipt of signed West Virginia Board of Education Principal and/or Building Level Coordinator Secure Materials and Test Procedures Agreement (required annually). All educators and nonpublic school students participating in the assessments of the WV-MAP shall be required to follow all testing guidelines and procedures set forth in this policy. All educators who have access to secure test materials must be trained annually. The District Test Coordinator, in conjunction with the Principal/Building Level Coordinator at the participating nonpublic school, will determine training dates. Violations of this policy and West Virginia Board of Education policy 2340 shall result in the loss of testing privileges. Nonpublic students who participate in State assessments are not included in accountability measures. The West Virginia Board of Education shall provide an appeal process for the District when it is believed there are statistical errors in the assessment data. This appeal process shall be available to the District Superintendent as per West Virginia Board of Education policy 2320.

#### Administration Regulations

The WV-MAP assessment Assessments shall be administered according to the schedule published by the West Virginia Department of Education Office of Assessment. A reasonable effort shall be made to provide each student with a make-up test during the scheduled testing window. The Superintendent shall establish a District-testing window, which falls within the West Virginia Department of Education mandated testing window. Once established, no District's window may be changed without West Virginia Department of Education approval.

A District Test Coordinator who has completed training in administering the testing instruments used in this program shall manage the WV-MAP assessment program. The District Test Coordinator/Alternate District Test Coordinator or a West Virginia Department of Education trained designee shall be available either in person or by telephone during the testing windows to address any questions/concerns.

The District shall ensure that all appropriate District office staff are trained on security and school personnel are adequately trained in administration and security of WV-MAP assessments and the interpretation and use of test data. The District shall ensure that Principals and Building Level Coordinators, when designated by the Principal, must deliver adequate training and professional development to all educators who administer WV-MAP assessments. ~~Each District Test Coordinator shall develop and implement procedures regarding the administration of the WV-MAP and shall collaborate with District office staff and school personnel to develop and implement procedures for the analysis and application of test results.~~ The principal must be a currently employed educator who holds a valid West Virginia teaching license or certification granted by WVDE and has signed the *WVBE Principal's Secure Materials and Test Procedures Agreement*. The building level coordinator must be a currently employed educator who holds a valid West Virginia teaching license or certification granted by WVDE and has signed the *WVBE Building Level Coordinator's Secure Materials and Test Procedures Agreement*. Principals may designate assistant building level coordinator(s) to assist the building level coordinator.

The District Test Coordinator shall develop and implement procedures regarding the administration of WV-MAP assessments and shall collaborate with District office staff and school personnel to develop and implement procedures for the analysis and application of test results.

The District shall monitor test administration in its schools to ensure that appropriate assessments, with or without appropriate accommodations, are selected for students with disabilities under IDEA, students covered by Section 504, and EL so that they are appropriately included in assessments.

Public/nonpublic school educators who meet the definition of examiner shall administer any portion of the WV-MAP for children as assigned by the Principal or Building Level Coordinator. All requirements stipulated in the Appendices of the West Virginia Board of Education policy 2340, must be adhered to in all test administration, including pilot tests and field tests sanctioned by the West Virginia Department of Education. Any West Virginia public/nonpublic school employee involved in any phase of the testing program shall be trained in secure materials and/or assessment administration procedures as defined in policy.

An examiner:

- A. must be a currently employed educator and/or an approved employee of the State ~~or District or RESA~~, or a currently employed educator of a nonpublic school;

All nonpublic school educators must be approved by the ~~West Virginia Department of Education~~ WVDE.

- B. must hold a valid West Virginia teaching license or certification granted by the Office of Educator Effectiveness and Licensure;
- C. must have been trained and must have on file a signed Examiner's/Scribe's Secure Materials and Test Procedures Agreement for the purpose of administering or assisting with the administration of an assessment included in the WV-MAP, including pilot tests and field tests sanctioned by the West Virginia Department of Education;
- D. may be a substitute teacher or an aide serving as an examiner for ~~special needs~~ students with **exceptionalities** when instructionally assigned;

All aides must be providing services to the student during instruction and be approved by the West Virginia Department of Education.

- E. may not be a student teacher; unless s/he is a teacher in residence; and

"Teacher in Residence" is an intensively supervised and mentored residency program for prospective teachers during their senior year **in college** that refines professional practice skills and helps them gain the teaching experience needed to demonstrate competence as a prerequisite to certification to teach in West Virginia Public Schools. (WV Code 18A-3-1).

- F. may not administer WV-MAP assessments to family members. Decisions regarding potential conflicts of interests involving test administration will be the responsibility of the District **Test** Coordinator.

The District shall ensure that all Principals and Building Level Coordinators, as well as all other appropriate District office and school building level professional staff and personnel are, as appropriate, adequately trained in test administration, interpretation, and use of test data. All irregularities that represent cheating, security breaches, testing administration breaches, or copyright infringements shall be reported according to guidelines outlined in West Virginia Board of Education policy 2340.

Principals/Building Level Coordinators at nonpublic schools that administer any portion of the WV-MAP are required to have a valid West Virginia teaching license/certification, as do public school Principals and building level coordinators.

Any West Virginia nonpublic school employee involved in any component of the testing program shall be trained in appropriate assessment administration and test security procedures. Test administrators shall hold a valid West Virginia teaching license/certification and must be approved by the West Virginia Department of Education.

Any person who transcribes must: (1) be a trained examiner as defined by this policy, (2) sign the Scribe Verification Form at the conclusion of the transcription; and (3) list the name of each student whose work was transcribed, each student's enrollment grade and the parts of the test that were transcribed on the WVBE Scribe Verification Form. The form is to be sent to the Principal or Building Level Coordinator upon completion.

All allowable designated supports and testing accommodations identified on the student's current school year, finalized, ~~on-line~~ **online** IEP, Section 504 Plan, ~~SAT Plan or ELL or ELPA21~~ Assessment Participation Form must be provided during the test administration, as established in his/her plan. The Principal or Building Level Coordinator will identify students needing

accommodations and the designated accommodations shall be implemented by the examiner or through technology. Schools and the District ~~are to~~ shall monitor and report the implementation of accommodations as defined in the Participation Guidelines ~~to ensure accommodations are~~

- A. ~~consistent with the State's policies for accommodations;~~
- B. ~~appropriate for addressing a student's disability or language needs for each assessment administered;~~
- C. ~~consistent with accommodations provided to students during instruction and/or practice;~~
- D. ~~consistent with the assessment accommodations identified by a student's IEP Team or Section 504 Team for students with disabilities, or another process for an EL;~~
- E. ~~administered with fidelity to test administration procedures.~~

~~The examiner must report test irregularities on a testing irregularities form to the principal or District test coordinator, as appropriate.~~

All irregularities of student misconduct that represent student cheating, security breaches, testing administration breaches, or copyright infringements shall be reported according to guidelines outlined in this policy.

### **School or District Assessment**

- A. The school or District may develop assessments aligned with the content standards and objectives to drive instructional improvement for all students.

1. Assessment may include standard, non-standard:

- a.  performance assessments or portfolios;
- b.  observation performance data;
- c.  achievement checklists;
- d.  aptitude tests;
- e.  vocational inventories;
- f.  tests of mental ability;
- g.  demonstrations of student capability in non-school settings;
- h.  teacher-made tests and other assessments that are at the direction of and use by the classroom teacher.

2. ~~A formative assessment process and reporting system shall be used in grades Pre-K-3 to provide educators with information to inform instruction, personalize planning, and share individual students' progress with families in meaningful ways.~~ A formative assessment process and reporting system shall be used in all grades by teachers and students during instruction that provides actionable feedback used to adjust ongoing teaching and learning to improve students' achievement of intended learning outcomes. Formative assessment enables students to take responsibility for their own learning by engaging in self-assessment, reflection, goal-setting, self-monitoring and communicating their own progress. The formative assessment process includes ~~the use of any assessment methods and tools to provide a continuous stream of accurate evidence of learning.~~

3. All public school students may be assessed with the appropriate end-of-course ~~program of study~~ (EOC) tests at the grade level in which they are enrolled and taking the course. All public school eligible students with disabilities under West Virginia Board of Education policy 2419 or Section 504 will be assessed if necessary with the appropriate accommodations and/or with modifications as determined by their respective IEP Teams or Section 504 Committees or LEP Committees.

- B. The Board shall also require that:

1. any student performing below mastery on classroom assessments in reading/language arts or mathematics, shall be provided intervention through extra help, multiple instructional strategies, and extra time in the classroom and in other school settings, as other settings are appropriate;
2.  parents be informed of the testing program of the schools and of the special tests that are to be administered to their children;
3.  data regarding individual test scores be entered on the student's cumulative record, where it will be subject to the policy of this Board regarding student records;

4.  the results of each school-wide, program-wide, and District-wide test be made part of the public record.

The West Virginia Board of Education may provide through the ~~statewide~~ assessment program other optional testing or assessment instruments applicable to grade levels kindergarten through grade twelve which may be used by each school to promote student achievement ~~upon approval by the school curriculum team or the process for teacher collaboration to improve instruction and learning established by the faculty senate as provided in WV Code 18-5A-6.~~ The West Virginia Board of Education shall annually

publish and make available, electronically or otherwise, to school curriculum teams and teacher collaborative processes the optional testing and assessment instruments. ~~The failure of a school to use any optional testing and assessment may not be cited as a deficiency in any accreditation review of the school; nor may the exercise of its discretion in using the assessments and implementing the instructional strategies and programs that it determines best to promote student achievement at the school be cited as a deficiency in any accreditation review of the school or in the personnel evaluation of the Principal.~~

West Virginia State Board of Education policy 2510  
~~West Virginia State Board of Education policy 2320~~  
West Virginia State Board of Education policy 2340  
WV Code 18-2E-5 and 18-5A-6

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Legal                      West Virginia State Board of Education policy 2510  
                                 West Virginia State Board of Education policy 2340  
                                 WV Code 18-2E-5 and 18-5A-6



Book Policy Manual  
 Section Volume 15, No. 1 - April 2023  
 Title Rescind Policy - Vol. 15, No. 1 - April 2023 - ADOPTION OF INSTRUCTIONAL RESOURCES  
 Code po2510 for C&I review DELETE Policy  
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 Adopted January 4, 2010  
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### Rescind Policy - incorporated in Policy 2520 - Vol. 15, No. 1 - April 2023

#### ~~2510~~ ADOPTION OF INSTRUCTIONAL RESOURCES

~~"Instructional Resources" include print materials, electronic resources and systems, kit-based instructional materials, or combinations of such instructional resources which convey information to the student covering no less than eighty percent (80%) of the required content and skills approved by the West Virginia Board of Education (WVBE) for subjects taught in the public schools of the state.~~

~~It is the legal responsibility of the Board of Education to approve all instructional resources used as the primary sources and to ensure the resources meet the non-negotiable requirements established by the WVBE and cover no less than eighty percent (80%) of the required content and skills for a subject as approved by the WVBE. The Board may rely on an instructional material review completed by the West Virginia Department of Education (WVDE) to fulfill this requirement. For instructional resources adopted by the Board for use in the school year beginning July 1, 2019, and successive years, nothing limits or prevents the Board from adopting instructional resources approved and included on the current WVBE approved State multiple lists under those provisions for the duration of the adoption cycle if it chooses to do so.~~

~~The Board may not adopt or cause to be used in its schools any instructional resource unless the person, firm, or corporation offering the instructional resource for adoption or use has complied with WVBE policy 2445.40, except for the adoption of instructional resources approved and included on the current State multiple list.~~

~~This policy does not apply to the purchase of supplementary instructional resources, including, but not limited to, reading books, library books, reference books, or other supplementary instructional resources. These supplementary instructional resources shall be ordered, received, examined, and paid for in the same manner and by the same persons as other supplies and equipment.~~

~~The adoption period is based on the fiscal year (July 1st to June 30th) and, unless otherwise noted, is established for six (6) years. If otherwise noted, the adoption period will be defined by years and group.~~

~~If the Board chooses to furnish electronic instructional resources to its students and teachers, it shall provide reasonable access to these resources and the necessary computer equipment to students for completing assignments that require using the resources and equipment. All instructional resources furnished shall be the property of the Board and loaned to students and teachers on terms as the Board prescribes.~~

~~Successful vendors of student non-print materials shall meet student accessibility guidelines. All content must comply with the Americans with Disabilities Act of 1990, amended Section 508 of the Rehabilitation Act of 1973, and the Web Content Accessibility Guidelines (WCAG) 2.0.~~

#### ~~Gifts and Bribes to Influence Adoption of Instructional Resources~~

~~The Superintendent, any member of the Board or any other person who shall receive, solicit, or accept any gift, present, or thing of value to influence that individual in the vote of the adoption of instructional resources, print or electronic, or any combination thereof, or any person who shall either directly or indirectly give or offer to give any such gift, present, or thing of value to any person to influence that individual in voting for the adoption of instructional resources, print or electronic, or any combination thereof, shall be guilty of a felony, and, upon conviction thereof, shall be punished by confinement in a correctional facility for not less than one (1) year nor more than three (3) years. A Board member or employee may not act as sales agent or benefit personally by sales, either directly or indirectly, for any person, firm, or corporation that files an instructional resources statement with the State Superintendent.~~

~~The District process for the selection of primary instructional resources and supplemental instructional resources will be ( ) the same ( ) different.~~

~~{SELECT ONE}~~

~~Open Educational Resources (OER) will be considered as the primary instructional resources for District classrooms. The \_\_\_\_\_ [Committee or Title of Person] will be responsible for compiling the OER Resources~~

~~[OR]~~

~~District created resources will be considered as the primary instructional resources for District classrooms.~~

~~The \_\_\_\_\_ [Title of Person] will be responsible for forming the committee to create, review, and evaluation District created resources. The \_\_\_\_\_ [Title of Person] will make the final decision that all of the criteria, standards, and skills are met.~~

~~**District Instructional Resource ( ) Committee ( ) Committees**~~

~~OPTION 1~~

~~The Board will advertise positions for teachers to serve on the instructional resource committee. The \_\_\_\_\_ (committee or position) will establish a committee to review all applications and make recommendations to \_\_\_\_\_. ( ) The Board shall approve the members of the District Instructional Resource Committee.~~

~~[END OF OPTION 1]~~

~~OPTION 2~~

~~Principals or other administrators will nominate teachers applicable to the Instruction Resource adoption cycle and send recommended teachers' names to the \_\_\_\_\_. The \_\_\_\_\_ shall review the recommendations and select teachers for the District Instructional Resource Committee. ( ) The Board shall approve the members of the District Instructional Resource Committee.~~

~~OPTION 3~~

~~Other \_\_\_\_\_~~

~~[END OF OPTIONS]~~

~~Selection of Committee members will be based on the following considerations: subject and/or instructional level, multi-ethnic and multi-cultural diversification, geographic representation, professional experience, and membership rotation.~~

~~**Duties and Responsibilities of District Resource Committee**~~

~~All committee members will receive an orientation which will include a review of the State and District instructional resources adoption policies, ethic laws, current research and information related to the subject matter under consideration, an examination of the current program of studies, and a review of the District criteria for instructional resources selection. The \_\_\_\_\_ is responsible for the orientation process. Further, the committee members shall:~~

~~( ) ensure that the instructional materials meet State Board requirements and the eighty percent (80%) of content requirement.~~

~~[OR]~~

~~( ) rely on an instructional material review by the State Department of Education to ensure that they meet State Board requirements and the eighty percent (80%) of content requirement. [END OF OPTION]~~

~~( ) attend Instructional Resource Review Committee meetings.~~

~~( ) attend WVDE Instructional Material Coravan.~~

~~( ) share materials and information at the school level.~~

~~( ) evaluate all instructional materials and resources submitted for consideration based upon the established criteria for instructional resources selection. The evaluation will be based upon the content and academic value of the instructional resources.~~

~~( ) prepare a written rationale for each recommendation and submit final recommendations to the Superintendent and Board.~~

~~Process for Reviewing Instructional Resources~~

~~\_\_\_\_\_ request sample instructional materials from the State multiple to be sent to the Instructional Resource Committee.~~

~~\_\_\_\_\_ will determine review sites.~~

~~( ) Feedback forms will be provided at review sites.~~

~~X (-) Public will be notified of review sites.~~

~~X The Instructional Resource Committee will:~~

~~X (-) attend committee meetings;~~

~~X (-) review WVDE material rubrics;~~

~~X (-) review feedback forms;~~

~~X (-) vote its choice of instructional resources.~~

~~X (-) \_\_\_\_\_~~

#### ~~Process for Recommending Instructional Resources~~

~~X The recommendation(s) of the Instructional Resource Committee(s) shall be placed on the Board agenda on the (-) first meeting (-) second meeting of the month of \_\_\_\_\_.~~

~~X The Board of Education votes to approve selection of instructional materials.~~

~~X The \_\_\_\_\_ shall notify the WVDE of District selection by June 1st.~~

#### ~~Cost of Instructional Resources and Other Instructional Materials~~

~~It is the legal responsibility of the Board to provide the duly adopted, required instructional resources and items that are integral and fundamental part of the elementary and secondary education to students who are enrolled in the District free of charge. Those items "integral and fundamental" include basic paper, writing implements and computers, and other basic items that a student must have in order to participate in the curriculum. Items such as backpacks, tissues, baggies, hand sanitizer, specialized binders and folders are not considered "integral and fundamental". Instructional resources may be in a printed and bound or electronic format. An "electronic instructional resource" is defined as computer software, interactive videodisc, magnetic media, CD-ROM, computer courseware, online service, electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means. The Board, if it chooses to furnish electronic instructional resources to its students and teachers, shall provide reasonable access to these resources and the necessary computer equipment to students for completing assignments that require using the resources and equipment. All instructional resources furnished as provided in this section shall be the property of the Board and loaned to students and teachers on terms as each Board prescribes.~~

~~It is acceptable for schools and teachers to request that students purchase their own equipment for performance based classes such as band, orchestra, dance, theater, and choir. However, if a student cannot afford to buy items such as instruments and costumes, the Board will have in place a contingency plan to allow the student to fully participate in the class. No child shall be denied participation in any curricular offering or otherwise penalized because of his/her parents' or guardians' inability to pay.~~

~~A list of all approved instructional resources shall be maintained by the Superintendent and made available for the use of the professional staff.~~

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#### Legal

West Virginia State Board of Education policy 2445.40

West Virginia State Board of Education policy 2445.41

West Virginia State Board of Education policy 2445.4A

West Virginia State Board of Education policy 2510

WV Code 18-2A-1 through 9; 18-5A-6; 18-5-21

Randolph County Board of Education v. Adams, 196 W.Va. 9, 467 S.E. 2d 150, West Virginia Supreme Court of Appeal



Book Policy Manual  
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## 2623 - STUDENT ASSESSMENT

The Board of Education shall assess student achievement and needs in all program areas in compliance with the law and rules of the West Virginia State Board of Education. The purpose will be to determine the progress of students and to assist them in attaining the content standards and objectives and the educational goals of this District.

At least annually, staff members will assess the proficiencies and needs of each student. Procedures for such assessments may include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs, and physical examinations.

The West Virginia Measures of Academic Progress (WV-MAP) is a comprehensive assessment system that measures student performance. These measures include the ~~West Virginia general summative assessment, the West Virginia alternate summative assessment, a mutually agreed upon grade 12 college readiness assessment, NAEP, and pilot tests and field tests sanctioned by West Virginia Department of Education.~~ West Virginia General Summative Assessment (WVGSA) for grade 3-8, the college- and career-readiness assessment for grade 11, the West Virginia Alternative Summative Assessment (WVASA) for grades three (3) through eight (8) and eleven (11), NAEP, the ELPA21, CTE technical assessments, and pilot tests and field tests sanctioned by West Virginia Department of Education.

The District shall analyze the assessment results, evaluate student, school, and District performance related to test results, use the data to increase student learning and improve school achievement ~~according to West Virginia State Board of Education policy 2320.~~

### Program Regulations

#### A. WEST VIRGINIA STATE-WIDE GENERAL SUMMATIVE ASSESSMENT OR THE WEST VIRGINIA STATE-WIDE ALTERNATIVE SUMMATIVE ASSESSMENT.

1. All public school students enrolled in ~~grades 3-11~~ three (3) through eight (8) and eleven (11) shall be assessed using the ~~West Virginia general~~ appropriate State-administered summative assessment, ~~either general or alternate or the West Virginia alternate summative assessment~~ at the grade level in which they are enrolled in the spring of each year.
  - a. ~~The West Virginia general summative assessment~~ WVGSA for grade three (3) through eight (8) assesses the content areas of ELA ("English, Language Arts") and mathematics ~~for in grades 3-11~~ three (3) through eight (8), and science in grades ~~5, 8, and 10~~ five (5) and eight (8).
  - b. ~~The West Virginia alternate summative assessment assesses the content area of ELA and mathematics in grades 3-11 and science in grades 5, 8, and 10. The college- and career-readiness assessment is administered as the general summative assessment in grade eleven (11).~~
  - c. The WVASA assesses the content area of ELA and mathematics in grades three (3) through eight (8) and eleven (11) and science in grades five (5), eight (8), and eleven (11)

~~ESEA established a one percent (1%) cap on the number of proficient West Virginia alternate summative assessment scores that may be included in accountability measures at the school and District. West Virginia Department of Education will randomly select scores to count as proficient in calculations for any school or district whose number of students participating in the West Virginia alternate summative assessment exceeds the one percent (1%) cap. ESSA requires that for each assessed subject, the total number of students participating in the alternate assessment does not exceed one percent (1%) of the total number of all students in the State who are assessed in a given subject. ESSA has placed a one percent (1%) participation rate cap at the State level only. This cap is not applicable at the District or school level. ESSA places a one percent (1%) cap on participation, rather than replacing a cap on accountability proficiency rates for the alternate assessment as in previous years.~~

2. All English Language Learner ("ELL") public school students shall participate in the West Virginia general summative assessment or the West Virginia alternate summative assessment in the grade level in which they are enrolled. The ELL Committee will determine the appropriate accommodations, if any, using the ELL Assessment Participation Form. All English Learner ("EL") public school students shall participate in the appropriate WVGSAs in the grade level in which they are enrolled. The EL Committee will determine the appropriate language supports, if any, using the ELPA21 Assessment Participation Form.

- a. All public school ELL students eligible to participate in the State's English language proficiency assessment shall do so with accommodations as determined by their respective ELL Committees, IEP Teams, SAT Teams, or Section 504 Committees. The documentation procedure for ensuring accommodations are provided on the State's language proficiency assessment is outlined in the West Virginia Guidelines for Participation in Statewide Assessments. All public school EL students eligible to participate in the ELPA21 shall do so with accommodations as determined by their respective EL Committees, IEP Teams, or Section 504 Committees. The documentation procedure for ensuring accommodations are provided on the West Virginia ELPA21 is outlined in the Participation Guidelines.
- b. When an ELL EL student is also identified as a student with a disability under West Virginia Board of Education policy 2419, the IEP Team will determine the appropriate assessment and accommodations. The team membership should include an English language specialist. The IEP will address specific accommodations relevant to the identified disabilities in the IEP. The ELL ELPA21 Assessment Participation Form will address language designated supports relevant to the ELL EL status of a student.
- c. When an ELL EL student is also identified as a student with a disability under Section 504, the Section 504 Committee will determine the student's appropriate accommodations. The team membership should include an English language specialist. The Section 504 Plan will address the specific accommodations relevant to the identified disabilities in the Section 504 Plan. The ELL ELPA21 Assessment Participation Form will address designated language supports relevant to the ELL EL status of a student.
- d. Former ELL students' West Virginia general summative assessment or the West Virginia alternate summative assessment scores will be included in the ELL subgroup for two (2) years after they have attained English proficiency. Former EL students' WVGSAs grade 11 college- and career-readiness assessment or WVASA scores will be included in the EL subgroup for two (2) years after they have attained English proficiency.

3. All public school students with disabilities who are eligible for services as defined in West Virginia Board of Education policy 2419 shall participate in the West Virginia general summative WVGSAs in grades three (3) through eight (8), grade eleven (11) college- and career-readiness assessment or the West Virginia alternate summative assessment WVASA at the grade level in which they are enrolled with appropriate designated supports and accommodations, if any, as determined by their IEP Team. The process for ensuring IEP accommodations are provided in the Participation Guidelines.

- a. All public school students with significant cognitive disabilities and whom meet the criteria for participation in the West Virginia alternate summative WVASA assessment as determined by their IEP Teams shall participate in the West Virginia alternate summative assessment WVASA. The process for ensuring IEP accommodations is provided in the Participation Guidelines.
- b. All public school students with disabilities as defined by Section 504 shall participate in the West Virginia general summative WVGSAs or college- and career-readiness assessment in the grade level in which they are enrolled. Appropriate designated supports and accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan and incorporated into the West Virginia Education Information System (WVEIS).
- c. All public school eligible students with disabilities under West Virginia Board of Education policy 2419 whose IEP placement is Special Education: Out of School Environment, special education: out-of-school environment, are to be assessed at the school in which the student is enrolled or an alternate testing site approved by the District Test Coordinator. All participating educators and students shall be required to follow all testing guidelines and security procedures set forth in this policy and in West Virginia Board of Education policy 2340.

4. All public school students with a SAT Plan shall participate in the West Virginia general summative assessment at the grade level in which they are enrolled with appropriate designated supports and accommodations, if any, as determined by their SAT Team.

#### B. TRANSITION MATHEMATICS AND ENGLISH LANGUAGE ARTS ASSESSMENT FOR SENIORS

All public school students enrolled in Transition Mathematics for Seniors and/or Transition English Language Arts for Seniors courses, with the exception of those who meet the criteria to take the West Virginia alternate summative assessment, will take mutually agreed upon assessment to determine whether a student has met the college and career readiness standards prior to graduation from high school. Students will take this assessment with accommodations as determined by their respective IEP Teams, SAT Teams, Section 504 Committees or ELL Committees in a specified testing window during their senior year.

Mathematics for Seniors and/or Transition English Language Arts for Seniors courses will be excused from taking the mutually agreed upon assessment upon provision of appropriate documentation of the West Virginia general summative assessment, ACT or SAT scores that meet the placement standard(s) prior to the beginning of the testing window for the mutually agreed upon assessment.

### C. NAEP

All public school students enrolled at grades 4, 8 and 12 who are part of the NAEP state sample shall participate in the NAEP, a component of the WV-MAP. Principals or their designee shall complete the required school questionnaires. Teachers of the sampled students shall complete the teacher questionnaire for the assessed target. The participant(s) of this test will be determined by a random sample at the national level. All students on the school roster shall be given the opportunity for selection. Students participating in the West Virginia alternate summative assessment WVASA and students with IEPs, SAF Plans, Section 504 Plans, or ELL-ELPA21 Assessment Participation Forms who cannot be accommodated whose accommodations are not allowed by NAEP may be excluded from participation or assessed and not scored after having been randomly selected. Any student being considered for exclusion should be reported to the NAEP State Coordinator West Virginia Department of Education.

All public school students enrolled in the grade sample selected to participate in an international assessment shall participate in the assessment. Principals or their designee shall complete the required school questionnaires. Teachers sampled shall complete the teacher questionnaire. The participant(s) of this test will be determined by a random sample at the national level. All students on the school roster shall be given the opportunity for selection. Students participating in the WVASA and students with IEPs, Section 504 Plans or ELPA21 Assessment Participation Forms who cannot be accommodated may be excluded.

All homebound public school students are to be assessed at the schools in which the students are enrolled or at alternate testing sites meeting requirements in test administration manuals and approved by the District Test Coordinators. All participating educators and students shall be required to follow all testing guidelines and security procedures set forth in this policy and West Virginia Board of Education policy 2340.

All public students enrolled in alternative education programs shall participate in the WV-MAP. The test scores for students in alternative programs shall be aggregated in the results of the home district/school of referral as defined by West Virginia Board of Education policy 4373.

Home-instructed (home-schooled) Home-schooled students may participate in the WV-MAP under standard conditions administered in the public schools of the District in which they reside. Each academic year, the home instructor must notify the District Test Coordinator of the intent to participate in the WV-MAP. Students in grades three (3) through eight (8) may participate in the West Virginia general summative WVGSA and students in grade eleven (11) may participate in the college-and career-readiness assessment provided that the home instructor notifies the District Test Coordinator of the intention to participate at least two (2) months prior to the testing window by a date to be determined by the West Virginia Department of Education. Home-instructed Home-schooled students will be assigned: 1) a location for testing with an approved educator who has completed the required training as an examiner/scribe and signed the West Virginia Board of Education Examiner's/Scribe's Secure Materials and Test Procedures Agreement, and 2) test dates by the District Test Coordinator during the testing window. All educators and home-instructed home-schooled students participating in the assessments of the WV-MAP shall be required to follow all testing guidelines and procedures set forth in this policy and West Virginia Board of Education policy 2340. Violations of these policies shall result in the loss of testing privileges. Home-schooled students who choose to participate in State assessments are not included in accountability measures. Home-schooled students who are enrolled part-time in public schools are considered as home-schooled students for assessment and accountability.

All nonpublic school students may participate in WV-MAP. Each academic year, the nonpublic school administrator must submit a Participation Form and a Verification of Certification Form to the Office of Assessment and to WVDE and to the district test coordinator in the district where the nonpublic school is located by a date to be determined by the WVDE. Nonpublic schools that choose not to participate in WV-MAP after submitting the Participation Form must notify both the West Virginia Department of Education (WVDE) and the District Test Coordinator in the District where the nonpublic school is located by a date to be determined by the Office of Assessment. The WVDE that they no longer intend to participate. Nonpublic schools which fail to provide notification are not eligible to participate in WV-MAP for a period of one (1) year. For WVGSA grades three (3) through eight (8), the District Test Coordinator, not the nonpublic school, will receive all testing material and release the testing materials to the nonpublic principal/assigned building level coordinator upon completion of the required training and receipt of signed West Virginia Board of Education Principal and/or Building Level Coordinator Secure Materials and Test Procedures Agreement (required annually). All educators and nonpublic school students participating in the assessments of the WV-MAP shall be required to follow all testing guidelines and procedures set forth in this policy. All educators who have access to secure test materials must be trained annually. The District Test Coordinator, in conjunction with the Principal/Building Level Coordinator at the participating nonpublic school, will determine training dates. Violations of this policy and West Virginia Board of Education policy 2340 shall result in the loss of testing privileges. Nonpublic students who participate in State assessments are not included in accountability measures. The West Virginia Board of Education shall provide an appeal process for the District when it is believed there are statistical errors in the assessment data. This appeal process shall be available to the District Superintendent as per West Virginia Board of Education policy 2320.

#### Administration Regulations

The WV-MAP assessment Assessments shall be administered according to the schedule published by the West Virginia Department of Education Office of Assessment. A reasonable effort shall be made to provide each student with a make-up test during the scheduled testing window. The Superintendent shall establish a District-testing window, which falls within the West Virginia Department of Education mandated testing window. Once established, no District's window may be changed without West Virginia Department of Education approval.

A District Test Coordinator who has completed training in administering the testing instruments used in this program shall manage the WV-MAP assessment program. The District Test Coordinator/Alternate District Test Coordinator or a West Virginia Department of Education trained designee shall be available either in person or by telephone during the testing windows to address any questions/concerns.

The District shall ensure that all appropriate District office staff are trained on security and school personnel are adequately trained in administration and security of WV-MAP assessments and the interpretation and use of test data. The District shall ensure that Principals and Building Level Coordinators, when designated by the Principal, must deliver adequate training and professional development to all educators who administer WV-MAP assessments. ~~Each District Test Coordinator shall develop and implement procedures regarding the administration of the WV-MAP and shall collaborate with District office staff and school personnel to develop and implement procedures for the analysis and application of test results.~~ The principal must be a currently employed educator who holds a valid West Virginia teaching license or certification granted by WVDE and has signed the *WVBE Principal's Secure Materials and Test Procedures Agreement*. The building level coordinator must be a currently employed educator who holds a valid West Virginia teaching license or certification granted by WVDE and has signed the *WVBE Building Level Coordinator's Secure Materials and Test Procedures Agreement*. Principals may designate assistant building level coordinator(s) to assist the building level coordinator.

The District Test Coordinator shall develop and implement procedures regarding the administration of WV-MAP assessments and shall collaborate with District office staff and school personnel to develop and implement procedures for the analysis and application of test results.

The District shall monitor test administration in its schools to ensure that appropriate assessments, with or without appropriate accommodations, are selected for students with disabilities under IDEA, students covered by Section 504, and EL so that they are appropriately included in assessments.

Public/nonpublic school educators who meet the definition of examiner shall administer any portion of the WV-MAP for children as assigned by the Principal or Building Level Coordinator. All requirements stipulated in the Appendices of the West Virginia Board of Education policy 2340, must be adhered to in all test administration, including pilot tests and field tests sanctioned by the West Virginia Department of Education. Any West Virginia public/nonpublic school employee involved in any phase of the testing program shall be trained in secure materials and/or assessment administration procedures as defined in policy.

#### An examiner:

- A. must be a currently employed educator and/or an approved employee of the State ~~or District or RESA~~, or a currently employed educator of a nonpublic school;

All nonpublic school educators must be approved by the ~~West Virginia Department of Education~~ WVDE.

- B. must hold a valid West Virginia teaching license or certification granted by the Office of Educator Effectiveness and Licensure;
- C. must have been trained and must have on file a signed Examiner's/Scribe's Secure Materials and Test Procedures Agreement for the purpose of administering or assisting with the administration of an assessment included in the WV-MAP, including pilot tests and field tests sanctioned by the West Virginia Department of Education;
- D. may be a substitute teacher or an aide serving as an examiner for ~~special needs~~ students with exceptionalities when instructionally assigned;

All aides must be providing services to the student during instruction and be approved by the West Virginia Department of Education.

- E. may not be a student teacher; unless s/he is a teacher in residence; and

"Teacher in Residence" is an intensively supervised and mentored residency program for prospective teachers during their senior year ~~in college~~ that refines professional practice skills and helps them gain the teaching experience needed to demonstrate competence as a prerequisite to certification to teach in West Virginia Public Schools. (WV Code 18A-3-1).

- F. may not administer WV-MAP assessments to family members. Decisions regarding potential conflicts of interests involving test administration will be the responsibility of the District ~~Test~~ Coordinator.

The District shall ensure that all Principals and Building Level Coordinators, as well as all other appropriate District office and school building level professional staff and personnel are, as appropriate, adequately trained in test administration, interpretation, and use of test data. All irregularities that represent cheating, security breaches, testing administration breaches, or copyright infringements shall be reported according to guidelines outlined in West Virginia Board of Education policy 2340.

Principals/Building Level Coordinators at nonpublic schools that administer any portion of the WV-MAP are required to have a valid West Virginia teaching license/certification, as do public school Principals and building level coordinators.

Any West Virginia nonpublic school employee involved in any component of the testing program shall be trained in appropriate assessment administration and test security procedures. Test administrators shall hold a valid West Virginia teaching license/certification and must be approved by the West Virginia Department of Education.

Any person who transcribes must: (1) be a trained examiner as defined by this policy, (2) sign the Scribe Verification Form at the conclusion of the transcription; and (3) list the name of each student whose work was transcribed, each student's enrollment grade and the parts of the test that were transcribed on the WVBE Scribe Verification Form. The form is to be sent to the Principal or Building Level Coordinator upon completion.

All allowable designated supports and testing accommodations identified on the student's current school year, finalized, ~~on-line~~ online IEP, Section 504 Plan, ~~SAT Plan or ELL or ELPA21~~ Assessment Participation Form must be provided during the test administration, as established in his/her plan. The Principal or Building Level Coordinator will identify students needing



accommodations and the designated accommodations shall be implemented by the examiner or through technology. Schools and the District ~~are to~~ shall monitor and report the implementation of accommodations as defined in the Participation Guidelines to ensure accommodations are:

- A. consistent with the State's policies for accommodations;
- B. appropriate for addressing a student's disability or language needs for each assessment administered;
- C. consistent with accommodations provided to students during instruction and/or practice;
- D. consistent with the assessment accommodations identified by a student's IEP Team or Section 504 Team for students with disabilities, or another process for an EL;
- E. administered with fidelity to test administration procedures.

The examiner must report test irregularities on a testing irregularities form to the principal or District test coordinator, as appropriate.

All irregularities of student misconduct that represent student cheating, security breaches, testing administration breaches, or copyright infringements shall be reported according to guidelines outlined in this policy.

#### **School or District Assessment**

- A. The school or District may develop assessments aligned with the content standards and objectives to drive instructional improvement for all students.

1. Assessment may include standard, non-standard:
  - a. ( ) performance assessments or portfolios;
  - b. ( ) observation performance data;
  - c. ( ) achievement checklists;
  - d. ( ) aptitude tests;
  - e. ( ) vocational inventories;
  - f. ( ) tests of mental ability;
  - g. ( ) demonstrations of student capability in non-school settings;
  - h. ( ) teacher-made tests and other assessments that are at the direction of and use by the classroom teacher.

2. ~~A formative assessment process and reporting system shall be used in grades Pre-K-3 to provide educators with information to inform instruction, personalize planning, and share individual students' progress with families in meaningful ways.~~ A formative assessment process and reporting system shall be used in all grades by teachers and students during instruction that provides actionable feedback used to adjust ongoing teaching and learning to improve students' achievement of intended learning outcomes. Formative assessment enables students to take responsibility for their own learning by engaging in self-assessment, reflection, goal-setting, self-monitoring and communicating their own progress. The formative assessment process includes the use of any assessment methods and tools to provide a continuous stream of accurate evidence of learning.
3. All public school students may be assessed with the appropriate end-of-course/program of study (EOC) tests at the grade level in which they are enrolled and taking the course. All public school eligible students with disabilities under West Virginia Board of Education policy 2419 or Section 504 will be assessed if necessary with the appropriate accommodations and/or with modifications as determined by their respective IEP Teams or Section 504 Committees or LEP Committees.

- B. The Board shall also require that:
  1. any student performing below mastery on classroom assessments in reading/language arts or mathematics, shall be provided intervention through extra help, multiple instructional strategies, and extra time in the classroom and in other school settings, as other settings are appropriate;
  2. ( ) parents be informed of the testing program of the schools and of the special tests that are to be administered to their children;
  3. ( ) data regarding individual test scores be entered on the student's cumulative record, where it will be subject to the policy of this Board regarding student records;
  4. ( ) the results of each school-wide, program-wide, and District-wide test be made part of the public record.

The West Virginia Board of Education may provide through the statewide assessment program other optional testing or assessment instruments applicable to grade levels kindergarten through grade twelve which may be used by each school to promote student achievement upon approval by the school curriculum team or the process for teacher collaboration to improve instruction and learning established by the faculty senate as provided in WV Code 18-5A-6. The West Virginia Board of Education shall annually

publish and make available, electronically or otherwise, to school curriculum teams and teacher collaborative processes the optional testing and assessment instruments. ~~The failure of a school to use any optional testing and assessment may not be cited as a deficiency in any accreditation review of the school; nor may the exercise of its discretion in using the assessments and implementing the instructional strategies and programs that it determines best to promote student achievement at the school be cited as a deficiency in any accreditation review of the school or in the personnel evaluation of the Principal.~~

West Virginia State Board of Education policy 2510  
~~West Virginia State Board of Education policy 2320~~  
West Virginia State Board of Education policy 2340  
WV Code 18-2E-5 and 18-5A-6

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Legal                      West Virginia State Board of Education policy 2510  
                                 West Virginia State Board of Education policy 2340  
                                 WV Code 18-2E-5 and 18-5A-6

Book	Policy Manual
Section	Volume 14, No. 2 - August 2022
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Code	po2120 for C&I Review
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Adopted	August 1, 2007
Last Revised	November 2, 2020

### **Revised Policy - Vol. 14, No. 2 - August 2022**

#### **2120 - DISTRICT AND SCHOOL IMPROVEMENT**

The Board of Education supports the concept of District and school improvement as established by the West Virginia Board of Education and will seek to create and/or maintain effective schools as defined by WV Code and West Virginia Board policies.

The Board shall create, as needed, policies that support the School Improvement Process.

#### **DISTRICT IMPROVEMENT**

- A. The Board shall develop a District Strategic Plan and revise, pursuant to WV Code 18-2E-5 and applicable West Virginia Board of Education policy, the plan on an annual basis. The District Strategic Plan shall be for a period of no more than five (5) years and shall include the mission and goals of the School or the District to improve student, school, or District performance and progress.

The District Strategic Plan must contain procedures and activities to strengthen the District education program in order to increase student achievement and positively impact student outcomes. The plan addresses the following areas in the West Virginia Grants and Planning System (WVGPS) online platform:

1. core beliefs and mission;
2. improvement goals;
3. a plan that includes performance measures, strategies, action steps and professional learning;
4. a system for monitoring and supporting the implementation and effectiveness of activities;
5. an evaluation process; and
6. West Virginia Support for Improving Professional Practice (WVSIPP).

- B. The District Strategic Plan shall:

1. be prepared through a collaborative process by the District Leadership Team;
2. be facilitated by the Superintendent or appointed designees; and
3. be based on a comprehensive needs assessment, which includes relevant District-wide data. The plan shall incorporate information from School Strategic Plans and various stakeholders.

The leadership team includes members who have the expertise to examine District-wide practices, analyze student performance data, and determine effective improvement strategies. The team shall incorporate information from School Strategic Plans and various stakeholders.

- C. The District Strategic Plan shall be completed by July 1 of each year, for the upcoming academic year, shall be monitored and adjusted throughout the academic year as needed, and shall be revised annually as indicated by changes in student performance data and other information such as monitoring reports, accreditation results, or changes in school conditions.
- D. The District shall have a District Leadership Team that is responsible for supporting the continuous improvement of all schools and for identifying targeted support and assistance to the schools falling below acceptable performance. The District Leadership Team members are appointed by the Superintendent, comprised of school and District staff who have the expertise to examine District-wide practices, analyze student performance data, and determine effective improvement

strategies. The team may include such individuals as distinguished teachers, distinguished principals, special education professionals, Title I professionals, West Virginia Department of Education professionals, curriculum and instruction professionals, technology integration specialist and/or data analysis professionals.

The District School System Leadership Team shall have the following responsibilities:

1. District-wide student performance data is utilized to determine trends and priorities for improvement. This data may include local, State, and national summative and formative achievement data including attendance data, early warning indicators, graduation rates, discipline trends, and College- and Career-Readiness Progress measures;
 

To gauge student involvement in their school community, the District and all schools within the District are encouraged to collect data related to student participation in extra- and co-curricular activities, community service, capstone experiences, internships, and other opportunities.
2. Make recommendations for District-wide improvement priorities and school-specific support, including assistance for schools falling below acceptable standards of performance as identified in needs assessment and strategic planning at the school level; and assurance that all school leaders' annual evaluation goals are directly aligned to the strategic plan goals and weaknesses of schools' West Virginia Balanced Scorecards. The Superintendent or designee shall meet with the principal at least every sixty (60) days to review data and monitor progress toward the established goals;
3. Collaborate with parents, community stakeholders, school staff, District staff and School Leadership Teams in the formulation of the strategic plan, plan implementation, and continuous plan monitoring to address District-wide identified improvement needs, and student learning needs;
 

The school leadership team may include the same membership as the team preparing the strategic plan as appointed by the principal and may include representatives from other instructional teams, the faculty senate, and/or the LSIC.
4. Utilize the West Virginia Standards for Effective Schools, as stated in West Virginia Board of Education policy 2322, West Virginia System of Support and Accountability as a guide for self-assessment, decision-making, professional development, and strategic planning through conducting root cause analysis and needs assessment;
5. Review agency monitoring reports relevant to improvement priorities such as diagnostic review reports, audits, Title I monitoring results, special education monitoring results, technology integration issues, and any other reports the District Leadership Team finds helpful to inform deliberation and decision-making; and
6. Make additional recommendations concerning assistance needed by the District.

## SCHOOL IMPROVEMENT

- A. Every school shall develop and implement an Electronic School Strategic Improvement Plan.

The Plan outlines strategies and processes the school will implement to improve student performance and address student needs. The Plan adheres to the following criteria:

1. ~~A comprehensive needs assessment, which includes relevant school-wide data, will be created through a~~ **is developed through a** collaborative process by a school leadership team facilitated by the principal. The leadership team includes members who have the expertise to examine school-wide and classroom practices, analyze student performance data, and determine effective improvement strategies. The team incorporates information from various stakeholders and other school committees including the LISC, and teams.
2. Includes a comprehensive needs assessment identifying: 1) core beliefs and mission, 2) improvement goals, 3) a work plan that includes performance measures, strategies, action steps and professional learning 4) a system for monitoring and supporting the implementation and effectiveness of activities, which includes generating educator professional evaluation goals that are directly aligned to the strategic plan goals and with weaknesses on the school's West Virginia Balanced Scorecard. The principal shall meet with existing teams on an ongoing basis to review school-wide data and monitor progress toward the established goals. A school evaluation process completed prior to the closing of the preceding academic year should be monitored and adjusted throughout the school year as needed and be revised annually as indicated by changes in student performance school quality data.

- B. School Improvement Processes. The school leadership team utilizes the following processes to develop the school's strategic plan:

1. Analyze student performance and school quality data to determine trends and priorities. This data may include local, state and national summative and formative achievement data including attendance data, student grades, early warning indicators, graduation rates, discipline trends, and College and Career Ready Progress measures;
2. Utilize the West Virginia Standards for Effective Schools West Virginia Board of Education policy 2322 as a guide for self-assessment, decision-making, professional development, and strategic planning;
3. Review agency monitoring reports relevant to school improvement priorities such as diagnostic review, audits Title I monitoring results, special education monitoring results, and any other reports the School Leadership Team finds helpful to inform deliberation and decision-making;

4. Collaborate with parents, LSIC, community stakeholders, school staff, District staff and the District Leadership Team;
5. Make additional recommendations to the District Leadership Team concerning additional assistance that is needed for the school; and
6. Request and receive technical assistance from the District based on the measures set forth in WV policy 2322.

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Legal

West Virginia State Board of Education policy 2322

West Virginia State Board of Education policy 2510

WV Code 18-5A-5, 18-2E-5, 18-2E-6

Goals 2000 – Educate America Act



Book	Policy Manual
Section	Volume 14, No. 2 - August 2022
Title	Revised Policy - Vol. 14, No. 2 - August 2022 - PROGRAM OF STUDY EARLY AND ELEMENTARY LEARNING PROGRAMS GRADES PRE-K-5
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Adopted	August 1, 2007
Last Revised	November 2, 2020

### **Revised Policy - Vol. 14, No. 2 - August 2022**

#### **2230 - PROGRAM OF STUDY EARLY AND ELEMENTARY LEARNING PROGRAMS GRADES PRE-K-5**

Early and Elementary Learning Programs address the holistic needs of all students in grades Pre-K-5. A comprehensive approach to early and elementary learning is inclusive of a balanced focus on knowledge and skill-building as well as the development of positive dispositions to learning. This approach also provides the potential to improve child outcomes and close achievement gaps. Based on knowledge of child development and developmentally appropriate practices for learners, the following Early and Elementary Learning Programmatic levels are established: Early and Elementary Learning Readiness (Pre-K-Kindergarten); Early Learning Primary (Grades 1-2); and Early Learning Intermediate (Grades 3-5).

Early and Elementary Learning Programs promote a comprehensive approach to strengthening students' literacy proficiency and numeracy, specifically regarding the integration of language and communication, mechanics of reading, and content knowledge in developmentally appropriate contexts. To close the literacy and numeracy achievement gap gaps for all students by third grade, Early and Elementary Learning Readiness and Primary Programs support students' development of approaches to learning that provide eagerness for, and interest in, the processes of learning that lead to literacy proficiency. Opportunities to demonstrate literacy growth over time as part of a holistic approach to learning include, but are not limited to, measuring students' proficiency with reading development during the third grade year and beyond. Districts are afforded flexibility in determining and implementing methods to facilitate high quality early learning programming. Systemic data-driven processes, such as sustained professional learning, evidence-based coaching models, and other continuous quality improvement efforts are utilized to promote high quality classroom instruction in the early learning grades. The district is afforded flexibility in determining and implementing methods to facilitate high quality early learning programming. Systemic data-driven processes, such as sustained professional learning, evidence-based coaching models, and other continuous quality improvement efforts are utilized to promote high quality classroom instruction in the early learning grades.

**Early Learning Elementary Readiness (Grades Pre-K-Kindergarten)** Programs serving students enrolled in Early and Elementary Learning Readiness grades help students establish positive dispositions to learning and provide foundations for development across all domains and content areas to be successful in first grade and with lifelong learning. Emphases on social/emotional, cognitive, and motor development provide the foundations of the Early and Elementary Learning Readiness grades. To support school readiness efforts and to assure the use of developmentally effective methods for students prior to entering first grade, Early and Elementary Learning Readiness grades utilize West Virginia Board of Education policy 2525 approved school readiness framework per West Virginia's Universal Access to Quality Early Education System.

A primary component of the school readiness framework is the West Virginia Early Learning Reporting System (WV ELRS), a formative assessment process that provides ongoing individual and population outcome data to inform instruction, personalize learning, and share students' progress with families. The formative assessment process also ensures that developmentally appropriate interactions, competencies, experiences, and skills are measured effectively. Data reporting for West Virginia Pre-K occurs three (3) times per year per West Virginia State Board of Education policy 2525, and for Kindergarten at least one (1) time during the last reporting window using the WV ELRS.

#### **Early and Elementary Learning Primary Elementary (Grades 1-2)**

The Early and Elementary Learning Primary grades build on the comprehensive approach to personalizing learning inherent in the Early and Elementary Learning Readiness grades, and provide a context for the development of knowledge and skill building across all applicable content areas. Development continues to span across a broad spectrum for all students and is significant in the offering of daily instruction. Using a formative assessment process that provides data to inform instruction, personalize learning, and share students' progress with families, Grades 1 and 2 programs employ formative assessment methods to assure developmentally appropriate interactions, competencies, experiences, and skills are measured effectively. To gauge the extent to which students are progressing toward proficiency in English language arts and mathematics standards, it is recommended that the WV ELRS be utilized up to four (4) times per year for students in grades one and two.

#### **Early and Elementary Learning Intermediate (Grades 3-5)**

Students in the Early **and Elementary** Learning Intermediate grades are beginning the transition into middle childhood. An emphasis on the developmental levels of these students must be continued to support personalized learning, maintaining a balance between content specific focus and integration of content areas of study. While development continues to span across a broad spectrum for all students, the formative, interim, and summative assessment processes are utilized in the Early and Elementary Learning Intermediate grades as part of the instructional and continuous quality improvement processes to assure developmentally appropriate interactions, competencies, experiences, and skills are measured effectively.

The Program of Study for children enrolled in an early **and elementary** childhood education program shall be in accordance with West Virginia Board of Education policy 2510, as may be amended from time to time, and West Virginia Board of Education policy 2510, including any substantive amendments, is incorporated herein by reference.

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Legal                      West Virginia Board of Education policy 2510  
                                 West Virginia Board of Education policy 2460



46-5101

Book	Policy Manual
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Code	po2230.01
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Last Revised	February 1, 2021

**Revised Policy - Vol. 14, No. 2 - August 2022**

**2230.01 - PROGRAM OF STUDY MIDDLE SCHOOL EDUCATION**

Middle School Programming (Grades 6-8) builds on the results of early ~~childhood and elementary learning~~ education and transition students into the high school program. Successful middle school programs are characterized by a culture that is inviting, inclusive, and supportive of all. Significant academic learning experiences, characterized by rigorous content, vigorous instruction, and high expectations for all learners within a developmentally appropriate, safe, and supportive school are the norm. The middle school experience is challenging, exploratory, integrative, and relevant. Middle school educators use multiple learning and teaching approaches resulting in authentic engagement in active, purposeful learning. Students learn to understand important concepts, develop essential skills, and apply what they learn to real-world problems.

The environment and culture of middle school should lead to every student having ~~meaningful supportive relationships with~~ at least one ~~(1)~~ trusted adult advocate who is familiar with the student's academic development and personal goals. The creation of this learning community of both adults and students produces a stable and mutually respectful relationship that supports the students' personal, intellectual, ethical and social growth.

The programs of study will be taught by a team of qualified teachers. A diverse set of developmentally appropriate instructional strategies will scaffold students to mastery ~~and beyond~~ of the grade level content standards. The principal and a team of teachers will determine an adequate amount of time the academic needs of all students in the literacy skills of reading, writing, speaking and listening, and language in all content areas.

The program of study ~~( ) may also ( ) will~~ ~~[END OF OPTIONS]~~ integrate with ~~implement~~ a comprehensive ~~career exploration~~ ~~which will~~ ~~Career Exploration middle school experience. This experience may~~ include, but not be limited to: Career Technical Education foundational courses; stand-alone Career Exploration courses and mini-courses; field trips; guest speakers; and career mentors ~~as provided for under State Board rule. This program ( ) also may ( ) will~~ ~~[END OF OPTIONS]~~ ~~include courses developed with a focus on high need occupational areas within the area or region, agriculture, industrial arts, and family and consumer sciences.~~

The Program of Study for children enrolled in middle school education shall be in accordance with West Virginia Board of Education policy 2510, as may be amended from time to time, and West Virginia Board of Education policy 2510, including any substantive amendments, incorporated herein by reference.

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- Legal WV Code 18-2-7a
- WV Code 18-9D-19a
- West Virginia Board of Education policy 2510
- West Virginia Board of Education policy 2460



Book	Policy Manual	46-5102
Section	Volume 14, No. 2 - August 2022	
Title	Revised Policy - Vol. 14, No. 2 - August 2022 - PROGRAM OF STUDY HIGH SCHOOL PROGRAM (GRADES 9-12)	
Code	po2230.02 for C&I review	
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Last Revised	November 2, 2020	

### Revised Policy - Vol. 14, No. 2 - August 2022

#### **2230.02 - PROGRAM OF STUDY HIGH SCHOOL PROGRAM (GRADES 9-12)**

Each high school shall provide challenging and rigorous courses in the programs of study in grades 9-12 that enable students to achieve high levels of competence for academic and career development. High schools will incorporate WV policy 2520.19 West Virginia College and Career Readiness Dispositions and Standards for Student Success for Grades K-12. Students will be provided opportunities to develop intellectual, social/emotional, physical and technological capacities needed for successful transitioning beyond graduation, to ensure all students are college and career ready. Students will be provided the opportunity to develop foundational knowledge and skills for their success in a global society. The required courses outlined in West Virginia Board of Education policy 2510 are designed to build strong content knowledge and extend disciplines by engaging students in work of quality and substance. In grades 9 and 10, students build foundational knowledge and skills. In grades 11 and 12, students enter into personalized aspect of their Personalized Education Plan ("PEP"), focusing carefully on selected coursework that leads to the successful completion of their personal and academic goals. Each student's coursework will be designed to lead directly to placement in entry-level, credit-bearing academic college courses, completion of an industry-recognized certificate or license, a workforce training program, or job placement. Students who do not demonstrate mastery of the approved content standards shall be provided extra assistance and time through personalized learning and support.

Each high school shall work to help students prepare for post-secondary education success and to excel in the workforce through the formation of partnerships between the schools and community and technical colleges or public baccalaureate institutions. Pursuant to State law, the Advanced Career Education (ACE) programs are authorized to 1) prepare secondary students for success in post-secondary education and the workforce; and 2) provide more opportunities for secondary students to earn post-secondary college credits, certifications, and associate degrees. The ACE programs shall include pathways that consist of a curriculum that will lead to advanced certifications or an associate degree that has been deemed to satisfy a workforce need as determined by the Department of Commerce. Further, the ACE program shall meet the minimum objectives established in State law.

Pursuant to State law, the EDGE program provides the opportunity for the student to obtain articulated credits that count toward high school graduation requirements, as well as count toward the student's achievement of a certificate or associate degree. During the 8th grade year, the first phase of the student's PEP is developed to identify a career cluster program of study or course selections for grades 9 and 10 utilizing information gained from self-discovery and career investigation occurring in grades 6-8. Each student, in consultation with his/her parent and/or guardian and the school counselor, advisor, and/or Individualized Education Program Team (IEP Team), will have the opportunity to select a State-approved, broad career clusters and a program of his/her area of interest for future exploration in high school. The student may amend his/her PEP at the end of any semester as long as it does not interfere with the completion of graduation requirements and based on the availability of courses.

School counselors and/or student advisors shall actively engage the parent/guardian and student to discuss and finalize the PEP. Upon agreement to the final PEP, signatures of the student and parent and/or guardian are secured and the advisory and counselor sign to verify their input. The student and parent and/or guardian are provided a copy of the PEP.

Students shall review, update, and revise their PEP in collaboration with the school counselor, teachers, advisors, and parent and/or guardian. Review of the PEP will include academic offerings, career plans, review of various interests, learning styles, career inventories, and academic assessments to guide changes to course selections. Students may review, update, and revise their PEP at the end of any semester as long as it does not interfere with the completion of graduation requirements based on the availability of on-site and virtual courses, and other alternative means for earning high school credit.

During the 10th grade year, the second phase of the PEP is developed. Students identify course selections for grades 11-12 and determine postsecondary plans for the first year after high school.

Students may substitute one of the following in place of a course as listed in the applicable high school program of study: 1) an AP@ course; 2) an IB@ course; 3) an AC course; or 4) a dual credit or college course in accordance with approved this policy. The student's parent and/or guardian must approve by signing the student's PEP. Such substitution requests must be approved by the superintendent (or designee) and principal. The decision as to whether a substitute course will count as credit must be based on its applicability to the student's 5-year PEP, post-secondary goals, and/or program of study. Schools shall provide information regarding the availability of advanced courses to students and parents and strongly encourage students to take such courses based upon student interests and post-secondary goals.

The student and his/her parent and/or guardian must be advised of the decision of the Superintendent and the impact of the substitute course on the student's preparation for college, other postsecondary education or gainful employment identified in the student's PEP.

To ensure this process has been followed, the parent and/or guardian and student each must sign and receive a copy of the modified PEP.

The PEP may include co-curricular activities and extra-curricular activities.

For an eligible gifted student, a four (4) year education plan is developed during the 8th grade year by an IEP Team. The four (4) year plan replaces the PEP and includes the honors, College Board Advanced Placement® (hereinafter AP®), Advanced Careers (hereinafter AC), and/or International Baccalaureate (hereinafter IB) courses that must be provided for the student in grades 9-12. The courses required for graduation, indicated in West Virginia Board of Education policy 2510, require mastery of the WVBE and District Board of Education approved content standards. The District Board of Education must ensure high schools' schedules allow for mastery of the content standards of each course. When developing schedules, the principal and a team of teachers will determine the adequate amount of time necessary to achieve mastery of the approved content standards for each program of study and effectively address the academic needs of all students. If the staff develops a schedule with courses less than 8100 minutes and academic achievement is not at or above State proficiency for a minimum of two (2) years, the school will review and adjust their schedule based on student need and be approved by the District Board of Education. State approved Career Technical Education courses that lead to industry certifications or licenses requiring specific competencies or time-based instruction, shall be scheduled no less than ninety (90) consecutive minutes per day equaling 135 hours per course. The District must consider transportation times to and from District and multi-district CTE centers when developing those schedules.

The local Board of Education has the authority to increase graduation requirements for schools in its District. The Superintendent shall notify the WVBE of any changes in requirements beyond the State requirements.

The Board must ensure that students have access to at least four (4) College Board AP® courses annually (at least one from the content areas of English language arts, mathematics, science, and social studies). All AP® courses must have a syllabus approved through the College Board. All AP® courses shall be taught by a teacher who has completed the required professional learning as per West Virginia Board of Education policy 2510. Access to AP® courses may also be attained via West Virginia Virtual School AP® courses. West Virginia Board of Education policy 2510 requires that grades earned in an AP® course be weighted.

Courses needed for graduation require mastery of approved content standards. The completion of coursework will prepare all students for education, employment, and/or enlistment. Students should consult with their chosen post-secondary educational/training institution and scholarship program requirements when choosing course options and electives. The required courses build strong content knowledge and extend disciplines by engaging students in work of quality and substance. In grades 9 and 10, students build foundational knowledge and skills. In grades 11 and 12, students enter into the personalized aspect of their PEP, focusing carefully on selected coursework that leads to successful completion of their personal and academic goals. Each student's coursework will be designed to lead directly to placement in entry-level, credit-bearing academic college courses, completion of an industry recognized certificate or license, a workforce training program, or job placement. Students who do not demonstrate mastery of the approved content standards shall be provided extra assistance and time through personalized learning and support.

When developing schedules, the principal and a team of teachers will determine the adequate amount of time necessary to achieve mastery of the approved content standards for each program of study and effectively address the academic needs of all students. If the staff develops a schedule with courses less than 8100 minutes and academic achievement is not at or above state proficiency for a minimum of two (2) years, the school will review and adjust its schedule based on student need and be approved by the Board.

Students shall have access to at least four AP® courses annually (at least one from the content areas of English language arts, mathematics, science, and social studies). All AP® courses must have a syllabus approved through the College Board. All AP® courses shall be taught by a teacher who has completed the required professional learning. Access to AP® courses may also be attained via West Virginia Virtual Schools (WVVS) AP® courses. Grades earned in an AP® course must be weighted.

Students who do not meet the college- and career-readiness benchmarks on the West Virginia General Summative Assessment for English language arts and/or mathematics prior to their senior year may be enrolled in a designated transition English Language Arts course and/or a designated transition mathematics course even if they already have the required number of credits in that area. Students may enroll in a higher level course with agreement between the student, the student's parent and/or guardian, and the school to ensure the best interests and needs of each student are met.

The high school must offer students in grades 9-12 engaging and empowering career development learning opportunities that include: Structured, ongoing CTE experiences for career awareness, exploration, decision-making, and career preparation exposing students to all sixteen (16) career clusters. These offerings may be delivered within a Simulated Workplace/project-based hands-on environment.

A CTE program of study is aligned with the approved sixteen (16) career clusters and consists of four (4) courses identified for WVBE-approved CTE programs of study. Each career CTE program of study shall provide students a Simulated Workplace environment and the opportunity to obtain an industry recognized credential as part of the instructional program when applicable.

Multi-county Centers, District CTE centers, and comprehensive high schools must provide students with access to a programs of study based on the student population. Centers/schools with a population of:

- A. 0-400 students must offer a minimum of three (3) of the sixteen (16) nationally approved career clusters;
- B. 401-800 students must offer a minimum of four (4) of the sixteen (16) nationally approved career clusters; or
- C. 801+ students must offer a minimum of five (5) of the sixteen (16) nationally approved career clusters.

Students in grades 9 and 10 must have access to at least one CTE foundational course.

Students in grades 11 and 12 must have access to four (4) units in a CTE program of study and two (2) CTE electives.

State-approved CTE courses that lead to industry certifications or licenses requiring specific competencies or time-based instruction shall be scheduled no less than ninety (90) consecutive minutes per day equaling 135 hours per course. The Board must consider transportation times to and from District and multi-district CTE centers when developing those schedules.

**Students with IEPs**

Two (2) options exist for students with IEPs to complete a CTE program of study:

- A. All students in a CTE program of study must pass the respective program of safety exam with a score of 100 percent.
- B. Individual Work Ready Competencies (IWRC).

The Program of Study for children enrolled in grades nine (9) through twelve (12) shall be in accordance with West Virginia Board of Education policy 2510, as may be amended from time to time, and West Virginia Board of Education policy 2510, including any substantive amendments, is incorporated herein by reference.

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- Legal                    WV Code 18-2-7d
- WV Code 18-2E-11
- WV Code 18C-9-2
- West Virginia Board of Education policy 2510



46-5103

Book Policy Manual

Section Volume 14, No. 2 - August 2022

Title Revised Policy - Vol. 14, No. 2 - August 2022 - CHILD NUTRITION STANDARDS

Code po8510.01 for Norman Review

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Adopted August 1, 2007

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### **Revised Policy - Vol. 14, No. 2 - August 2022**

#### **8510.01 - CHILD NUTRITION STANDARDS**

Good nutrition enhances learning and the quality of life. The purpose of this policy is to ensure a school environment that promotes optimal nutrition for students.

#### **Operational Definitions**

- A. "Bottled water" or "Water" is defined as plain natural water with or without carbonation and containing no additives.
- B. "Beverages" and allowable limits will be determined and defined by USDA Smart Snacks guidelines, with the exception of caffeine. Caffeine is prohibited from being sold, served, or distributed in West Virginia public schools.
- C. "Child Nutrition Director" is defined as the person responsible for administering, planning, directing, assessing, implementing, and evaluating child nutrition programs in order to meet the nutritional and educational needs of students, as they relate to the child nutrition program; may also be titled as "Food Service Director" or "School Nutrition Director."
- D. "Competitive Foods" is defined as any food item that is sold in competition to the reimbursable school meal.
- E. "Food Service Area" is defined as any area on school premises where reimbursable meals are served and/or consumed by students.
- F. "School Day" for nutritional purposes, is defined by USDA guidelines as the period from midnight before to thirty (30) minutes after the official school day.
- G. "School Campus" is defined as a collection of buildings and grounds that belong to a given academic institution.
- H. **"Water bottle filling station" means a station to which the following apply:**
  1. **The station is designed to fill a bottle with water.**
  2. **The station dispenses filtered drinking water.**
  3. **The station may be integrated into a drinking fountain.**
  4. **The station shall be touchless for sanitary reasons.**

#### **Nutrition Standards for Child Nutrition Programs**

Nutrition standards for federally-funded school and child nutrition programs are determined at the federal level. The WVDE is responsible for technical assistance and compliance monitoring related to program implementation at the local level.

#### **Nutrition Standards for Competitive Foods and Beverages**

- A. The Smart Snacks in School nutrition standards apply to any foods sold to students during the school day on the school campus, including foods sold as fundraisers. Foods that do not meet these Federal standards cannot be sold to students on the school campus during the school day. Standards do not apply during non-school hours, on weekends, and at off school campus fundraising events, though local wellness policies may still apply. These standards apply to foods sold outside the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). The only exception is as per WV Code 18-2-6a where a District may permit the sale of healthy beverages and soft drinks in high schools.

- B. Food and beverage contracts must comply with West Virginia State Board of Education policy 8200, Purchasing Policies and Procedures Manual for Local Educational Agencies.
- C. Except for foods served in the school nutrition programs, no food shall be sold, served or distributed to students on elementary school campuses from the time the first child arrives until twenty (20) minutes after all students are served lunch.
- D. Food and beverages may not be sold, served or distributed in competition with the Federal child nutrition programs in school campus food service areas during the meal service periods.
- E. In addition to caffeine, the sale, service, or distribution of any foods or beverages containing non-nutritive/artificial sweeteners is prohibited.

### **A la Carte Sales**

To operate school-based nutrition programs as efficiently as possible, while maximizing federal reimbursement and minimizing the overall cost to the county, all meals must be priced and served as a unit. Only fluid milk and bottled water may be sold as a la carte items for breakfast and lunch at any grade level.

### **Availability of Drinking Water**

Schools participating in the NSLP must make potable water available to children at no charge where meals are served during the meal service. Schools shall make available water throughout the school day at no charge.

### **Water Bottle Policy**

**If a school has a water bottle filling station(s), students may bring water bottles for use during school and these requirements shall be followed:**

- A. **Water bottles must have secure caps.**
- B. **Students may not share water bottles.**
- C. **Empty bottles should, on a regular basis, be recycled (if appropriate), discarded, or taken home for sanitation and reuse.**
- D. **Students misusing water bottles will be subject to disciplinary action.**
- E. **( ) Teachers have discretion in determining classroom use.**
- F. **( ) Water bottles should not be used in ( ) computer labs, ( ) science labs, or ( ) the library.**
- G. **( ) Other \_\_\_\_\_**

### **Adequate Time for Meal Consumption**

Adequate time is necessary for student meal consumption. Each student shall be allowed a minimum of ten (10) minutes for breakfast and twenty (20) minutes for lunch after the student received the meal.

### **Staffing**

Each Superintendent shall designate a School Nutrition Program Director according to the criteria listed below. The school nutrition director must hold an authorization endorsed as school nutrition program director that is approved and issued by the WVDE. The School Nutrition Director is directly responsible for the management of the day-to-day operations of food service for all participating schools under the jurisdiction of the school.

The applicant for licensure must provide evidence of satisfying the following:

- A. at a minimum, hold a bachelor's degree and a minimum 2.5 overall GPA including six (6) semester hours of coursework related to nutrition, food, and/or food service management or WVDE approved training as provided by the OCN. The six (6) semester hours or approved training must be completed within ninety (90) days of the start date. The applicant for licensure must also provide evidence of at least eight (8) hours of food safety training obtained no more than five years prior to or within thirty (30) days of start date.
- B. Receive the recommendation of the Superintendent verifying that the applicant is the most qualified candidate for the position.

The Temporary Authorization for School Nutrition Directory shall be valid for three (3) school years.

The applicant for renewal of the Temporary Authorization for School Nutrition Program Director must provide evidence of satisfying the following:

- A. completion of twelve (12) clock hours of job-specific training each year related to child nutrition programs;



B. must maintain a valid food safety certification while employed in the school meal program.

### Wellness Policy

The Board must establish a local wellness policy for all schools participating in the NSLP and/or SBP under the jurisdiction of the Board. The District wellness policy is a Federal requirement that must include methods to promote student wellness, prevent and reduce childhood obesity, and provide assurance that school meals and other foods and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable Federal and State standards. The policy must include specific goals for nutrition promotion and education, physical activity, and other school-based activities that are designed to promote student wellness; standards and nutrition guidelines for all foods and beverages sold to students on the school campus during the school day that are consistent with Federal regulations; standards for all foods and beverages provided, but not sold to students during the school day; policies for food and beverage marketing that allow marketing and advertising of only those foods and beverages that meet Federal nutrition standards; and, a description of the public involvement, public updates, policy leadership, and evaluation plan. Provisions in the final Federal rule regulate that the Board must establish wellness policy leadership to the [ ] Superintendent or [ ] School Nutrition Director who have the authority and responsibility to ensure each school complies with the policy. The District and each school participating in the NSLP and/or SBP will inform the public about the content and implementation of the local school wellness policy. At a minimum, the Board must permit participation by the general public and the school community (including parents, students, and representatives of the school food authorities, teachers of physical education, school health professionals, the school board and school administrators) in the wellness policy process. The final rule requires State agencies to assess compliance with the wellness policy requirements as part of the general areas of the administrative review every three (3) years. The Board must conduct an assessment of the wellness policy every three (3) years, at a minimum. This assessment will determine compliance with the wellness policy, how the wellness policy compares to model wellness policies, and progress made in attaining the goals of the wellness policy. The USDA does not specify the frequency of updates to the local school wellness policy, as the need to update will vary based upon the content and structure of the Board's policy.

### Special Dietary Considerations and Food Allergies

- A. Special care and consideration must be taken regarding any and all scenarios where students with special dietary needs and food allergies are present.
- B. Only a parent, guardian, or designee for the parent/guardian as provided in writing to the school, may deliver outside foods and beverages to their own student at school. This does not apply to food that is provided for a special event inclusive of all students in the class.
- C. The wellness policy set and maintained at the District is a Federal requirement. Snacks provided to students during the school day will meet standards set by the District in accordance with its wellness policy. If the District chooses to allow outside foods to be made available for the general student population, it will communicate with parents/guardians acceptable foods and beverages that meet nutrition and safety standards for classroom snacks and celebrations. Students with special dietary needs and food allergies must be considered at all times when outside foods are provided in a general setting. Schools should operate with the utmost care and caution when allowing outside foods to be provided to students. The District must use its wellness policy to identify its plan to accommodate students with special dietary needs and food allergies when choosing to allow outside snacks to be provided. School health teams can serve as resources.
- D. Students with disabilities who have chronic conditions, including but not limited to asthma, diabetes, gastrointestinal disorders, cardiac disorders, and known food allergies are eligible for an Individualized Health Care Plan (IHCP) developed by the certified school nurse; a Section 504 Plan; or an Individualized Education Program (IEP) inclusive of a Medical Statement for Special Dietary Needs.
- E. As directed in West Virginia State Board of Education policy 2422.7, all schools are required to report any reactions resulting in the administration of epinephrine injections and administration of naloxone in the District. Other food safety concerns including contaminants such as drugs, chemicals, microorganisms and unknown substances, allergic reactions, medication incidents, etc. shall also be reported. The incidents shall be reported to the West Virginia Poison Center by calling 1-800-222-1222 after emergency medical services has transported the student or staff member to acute care. The notification should include the name of the student, the student's age and gender, date and the approximate time the incident occurred, symptoms observed, who administered the injection, the name of the school the student attends, a contact telephone number, if appropriate the rationale for administering the injection, the response to the epinephrine administration, the dose of epinephrine administered, and any other necessary elements to provide a complete report for the individual situation. The West Virginia Poison Center will provide the expertise during a potential concern and will work collaboratively with schools and parents/guardians and provide data upon request to the public schools, local boards of education, and annually to the State Superintendent of Schools.

### Feed to Achieve Emergency School Food Act - WV Code 18-5D-6

The Board recognizes the importance of gathering information from students to reduce food insecurity for students when schools are closed. A periodic assessment of the needs for District students and availability of District resources is helpful in determining what type of resources are available and needed to reduce food insecurity for students when they are not in school.

The expansion of the Shared Table Initiative to include a program to encourage the District schools to locate, participate in, and initiate programs to provide meals during summers and nonschool-day times when some children may not have access to healthy meals may assist in reducing food insecurity for many children.

The District may conduct an annual Districtwide survey of public-school students to determine their noninstructional or nontraditional remote learning and virtual school day eating patterns and the availability of nutritious food to them when schools are closed. The West Virginia Office of Child Nutrition may assist and facilitate with this survey to determine the need for supplemental food services. A student shall not be required, as part of any applicable program, to submit to a survey, analysis, or evaluation that reveals information as per Board policy 2416.

The District may collect and compile information regarding the availability of food resources in the District during noninstructional or nontraditional remote learning days as well as include a plan that includes virtual school students and distribute this information to all students. These resources may include any public, private, religious group, or charity that will provide food to children with food insecurity.

The District may investigate and implement any program that may facilitate this initiative including, but not limited to, entrepreneurship programs to foster innovation, utilizing participation in programs as a positive discipline option, and creating mentorship programs or other opportunities to participate in the feeding program.

The Board may provide an annual Districtwide or a coordinated regional training opportunity, with assistance from the West Virginia Office of Child Nutrition, that ensures any entity that potentially qualifies as a summer feeding site according to the District survey, is afforded the opportunity to receive training on the operation of a feeding site.

The District may provide its survey, a summary of its activities, and any findings or recommendations the Board has to the West Virginia Office of Child Nutrition at a date determined each year by that office.

Each school may include in its crisis response plan, created pursuant to WV Code, an assessment and plan to feed students during noninstructional or nontraditional remote learning days and public virtual school students that includes emergency situations that may require innovative ways to deliver food to student homes. Community support and resources should be utilized when creating this plan.

### **Accountability and Compliance**

As required by the Healthy and Hunger-Free Kids Act of 2010, the administrative review process in the NSLP and SBP has been established to utilize a unified accountability system designed to ensure that school food authorities offering school meals comply with program requirements. Additionally, this act requires state agencies to publicly disclose a summary of the administrative review results. These elements are expected to strengthen program integrity through a more robust, effective, and transparent process for monitoring school nutrition programs.

### **Feed to Achieve – Innovation Breakfast Delivery Strategies**

The Board shall establish and operate school nutrition programs under which, at a minimum, a nutritious breakfast and lunch are made available to all students enrolled in the schools of the District in accordance with WVBE standards. All schools are required to collaborate with the OCN to develop strategies and methods to increase the percentage of students participating in the school breakfast and lunch nutrition programs and adopt a delivery system approved by the OCN to ensure that all students are given an opportunity to eat breakfast. These approved systems shall include, but are not limited to: Grab-and-Go Breakfasts, Breakfast in the Classroom, or Breakfast After First Period.

### **Rewards and Penalties**

The District and its schools are prohibited from penalizing students due to unpaid and/or outstanding meal debt. This includes, but is not limited to: denial of meals, prohibition of participating in extra-curricular activities, the denial of participation in graduation, and/or the refusal of transcript requests. Students shall not be denied a meal or served an alternative meal as a result of unpaid meal debt. All communication addressing financial matters shall be directed to parents/guardians. Practices, including but not limited to, putting stickers or wristbands on children to remind parents/guardians to pay unpaid fees are prohibited. Schools are prohibited from identifying or stigmatizing students with meal debt or require them to complete chores or work in exchange for meals.

Food and beverages shall not be offered as a reward and/or used as a means of punishment or disciplinary action for any student during the school day.

West Virginia State Board of Education policy 4320  
 West Virginia State Board of Education policy 4321.01  
 42 U.S.C. 1751 et seq.  
 42 U.S.C. 1771 et seq.  
 Healthy, Hunger-Free Kids Act (42 U.S.C. 1779, et seq.)  
 WV Code 18-9G-1  
 WV Code 18-9G-2(4)  
 WV Code 18-9G-3(b)

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Legal West Virginia State Board of Education policy 4320  
 West Virginia State Board of Education policy 4321.01

42 U.S.C. 1751 et seq.

42 U.S.C. 1771 et seq.

Healthy, Hunger-Free Kids Act (42 U.S.C. 1779, et seq.)

WV Code 18-9G-1

WV Code 18-9G-2(4)

WV Code 18-9G-3(b)



46-5104

Book Policy Manual

Section Volume 13, No. 2 - May 2021

Title New Policy - Vol. 13, No. 2 - May 2021 - ATHLETIC COACHES

Code po3120.03 for Norman Review NEW

Status

**3120.03 - ATHLETIC COACHES**

Each person assigned as an Athletic Coach (paid or volunteer) must hold a valid Coaching Authorization; or a Professional Certificate (Teaching, Student Support, Administrative); or Long-Term or Short-Term Substitute Permit (for a teaching area). The Board may not employ an applicant in good faith on the anticipation the individual is eligible for a certificate.

Beginning January 1, 2021, all applicants and all individuals who serve as a coach, including any licensed educators or professional personnel who may not hold a Coaching Authorization, shall complete CPR and Automated External Defibrillator "AED" training provided or authorized by the Board where the individual is employed.

An applicant for an initial authorization for coaching licensure must provide evidence of completing the following criteria: hold a minimum of a high school diploma or TASC; be employed under a contract with a board of education to serve as a coach or authorized to be a volunteer coach; and complete approved training if the sport falls within the jurisdiction of the West Virginia Secondary School Activities Commission (WVSSAC), or approved local board of education training if the sport is not within the jurisdiction of the WVSSAC; and receive the recommendation of the district superintendent verifying that the applicant is the most qualified candidate for the position. The Coaching Authorization will be effective for the employment/assignment start date listed on the application or the date that the application was received by the WVDE, whichever occurs last. Beginning January 1, 2021, all applicants shall submit proof of completion of CPR and Automated External Defibrillator (AED) training provided or authorized by the district board of education where the individual is employed.

An applicant for renewal of authorization for coaching licensure must provide evidence of completing the following criteria: be employed under a contract with a West Virginia district board of education to serve as a coach or approved by the district board of education to be a volunteer coach; and receive the recommendation of the district superintendent verifying that the applicant is the most qualified candidate for the position and submit proof of completion of CPR and Automated External Defibrillator (AED) training provided or authorized by the district board of education where the individual is employed. The Coaching Authorization will be effective for the employment/assignment start date listed on the application or the date that the application was received by the WVDE, whichever occurs last.

A coach who previously received an authorization based on less than a high school diploma or TASC and has no break in service may continue to receive an authorization.

A coach who obtained certification and who has only completed the Sports First Aid and the Coaching Principles courses and whose certificate was not renewed for the academic year after the certificate's expiration must complete the WVSSAC course in order to renew the authorization.

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Legal WV Board of Education policy 5202

WV Code 18-2-25c



Book Policy Manual  
 Section Volume 13, No. 2 - May 2021  
 Title Revised Policy - Vol. 13, No. 2 - May 2021 - ATHLETIC TRAINER  
 Code po3120.11 for Norman Review  
 Status  
 Adopted November 1, 2011  
 Last Revised August 3, 2020

46-5105

### 3120.11 - ATHLETIC TRAINER

The Board of Education shall employ ~~an a registered~~ athletic trainer(s) or an individual(s) with limited football trainer authorization to serve during school football practices and games for grades 9, 10, 11, and 12. ~~High schools that do not have an athletic trainer or an individual with limited athletic trainer authorization may not participate in football practices and games.~~

~~Schools containing grades 9, 10, 11 and 12 that do not have an athletic trainer or an individual with limited athletic trainer authorization may not participate in football practices and games.~~

~~An individual serving an athletic trainer or limited football trainer may not have simultaneous coaching responsibilities in the same sport.~~

~~It is the responsibility of the athletic trainer or the limited football trainer to determine whether or not an injured student athlete participates in a game or practice.~~

~~A District may not employ an applicant in good faith on the anticipation that the applicant is eligible for a certificate. The Athletic and Limited Football Trainer Authorization will be effective for the Employment Start Date listed on the application or the date that the application was received by the WVDE, whichever occurs last.~~

~~[ ] The Board will employ an athletic trainer or limited football trainer for middle and junior high school football games and practices and games for grades 5, 6, 7, and 8.~~

~~[ ] Athletic trainer(s) will be assigned to work with other school athletic programs.~~

Each athletic trainer in attendance at an interscholastic sport at a high school or middle school who is a member of the West Virginia Secondary School Activities Commission (WVSSAC) must have completed a commission-approved concussion and head injury recognition and return-to-play protocol course annually. Any school that does not comply with these requirements shall be subject to disciplinary actions ordered by the WVSSAC.

An athletic trainer, on an annual basis, must take the sudden cardiac arrest training course approved by the Department of Education and Department of Health and Human Resources. The District may not employ an applicant in good faith on the anticipation that s/he is eligible for a certificate.

~~A person must be registered by the West Virginia Board of Physical Therapy in order to advertise or represent that s/he is an athletic trainer in West Virginia. An unregistered person may not use the initials "AT", "LAT", "CAT", and/or "ATC" or the words "registered athletic trainer" or "athletic trainer," or any other words, abbreviations, titles, or insignia that indicates he or she is an athletic trainer. However, the term "athletic trainer" may be used in secondary school settings by persons who, prior to July 1, 2011, were practicing athletic training under a West Virginia Board of Education athletic certification and in accordance with West Virginia Board of Education Policy 5112.~~

### Athletic and Limited Football Trainer Authorizations (WVBE policy 5202)

#### A. Athletic Trainer Authorization

~~A temporary authorization endorsed for athletic trainer may be issued to an individual who holds valid certification through the National Athletic Trainers Association Board of Certification Inc. for Athletic Trainers (NATABOC); and who has registered with the West Virginia Board of Physical Therapy, and who provides a copy of the valid registration from the West Virginia Board of Physical Therapy; and who receives the recommendation of the Superintendent of the employing district. The Athletic Trainer Authorization may be reissued annually upon application to the WVDE with documentation of current registration with the West Virginia Board of Physical Therapy and the recommendation of the superintendent of the employing district. Additionally, these individuals must attend the Athletic Trainer workshop.~~

~~B. The Athletic Trainer Authorization may be reissued annually upon application to the WVDE with documentation of current registration with the West Virginia Board of Physical Therapy and the recommendation of the superintendent of the~~

~~employing district:~~

C. Limited Football Trainer Authorization. If an athletic trainer cannot be obtained, the District shall employ a ~~licensed health care provider which shall include one of the following: an individual with a medical background that may include, but is not limited to:~~ physician, registered nurse, licensed practical nurse, nurse practitioner, chiropractor, physical therapist, occupational therapist, physician's assistant, paramedic, or emergency medical technician as a limited football trainer. To qualify for limited football trainer authorization, the District must:

1. post the position of ~~athletic trainer~~ Athletic Trainer with a closing date prior to the West Virginia Secondary School Activities Commission (WVSSAC) season start date for fall sports. If no authorized or authorization-eligible athletic trainer can be employed, the District may employ an individual who shall apply for a limited football trainer authorization from the list of health care professionals above; and
2. ~~the District, along with the candidate,~~ complete the appropriate WVDE application for licensure; and
3. submit a copy of a high school diploma or state-approved high school equivalency; and
4. submit documentation of a valid health care provider license; and
5. require the individual(s) seeking limited football trainer authorization to provide documentation of having completed an athletic trainer workshop/clinic sanctioned by the WVSSAC or provide assurance that the individual being hired will complete the WVSSAC athletic trainer workshop as per WVSSAC guidelines; and
6. submit the recommendation from the superintendent of the employing district.

D. Renewal of the Limited Football Trainer Authorization.

The Limited Football Trainer Authorization may be reissued annually upon application to the WVDE with documentation of a valid health care provider license and the recommendation of the superintendent of the employing district.

E. Student Support Certificate for Athletic Trainer.

Student Support Certificates for Athletic Trainer that were issued prior to July 1, 2011, may be renewed in accordance with renewal requirements for professional student support certificates, as described in WVBE Policy 5202. No Initial Professional Student Support Certificates for Athletic Trainer will be issued after July 1, 2011.

~~The athletic trainer possesses the essential knowledge, skills, attitudes, and credentials necessary to carry out the practices of prevention, evaluation, initial care, and physical rehabilitation of injuries sustained by students engaged in public school athletics. The athletic trainer has responsibility for the development, implementation, and management of the athletic training program. The duties of individuals with limited football trainer authorization are limited to evaluation, initial care, and referral of injuries sustained by students engaged in public school athletics.~~

~~Each athletic trainer in attendance at an interscholastic sport at a high school or middle school who is a member of the West Virginia Secondary School Activities Commission (WVSSAC) must have completed a commission approved concussion and head injury recognition and return to play protocol course annually. Any school that does not comply with these requirements shall be subject to disciplinary actions ordered by the WVSSAC.~~

~~An athletic trainer, on an annual basis, must take the sudden cardiac arrest training course approved by the Department of Education and Department of Health and Human Resources.~~

~~In the event the assigned athletic coach or athletic trainer is not able to be present, the District may assign one time only during the coaching/athletic trainer assignment season for that sport/activity, an individual with a medical background that shall include one (1) of the following: physician, registered nurse, licensed practical nurse, nurse practitioner, chiropractor, physical therapist, occupational therapist, physician's assistant, paramedic, or emergency medical technician to fulfill the duties of the athletic coach or athletic trainer for no more than three (3) consecutive days.~~

~~An individual serving as an athletic trainer or individuals with limited football trainer authorization may not have simultaneous coaching responsibilities in the same sport.~~

~~An athletic trainer or an individual with limited football trainer authorization must be in attendance at all senior high school football practices and games. The Superintendent may grant excuses from this requirement for individual practices or games based on illness, accident or unforeseen events. When an athletic trainer or an individual with limited football trainer authorization is not in attendance because of an illness, accident or other unforeseen event, the Superintendent must secure the attendance of other persons with specialized health related training as specified in this policy.~~

~~It is the responsibility of the athletic trainer or individual with limited football trainer authorization to determine whether or not an injured student athlete participates in a game or practice.~~

~~West Virginia State Board of Education policy 5112~~

~~West Virginia Board of Education policy 5202~~

~~WV Code 30-20A-1, et seq.~~

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Legal West Virginia Board of Education policy 5202

WV Code 30-20A-1, et seq.



Book Policy Manual  
 Section Volume 9, No. 2 - May 2017  
 Title Revised Policy - Vol. 9, No. 2 - May 2017 - TECHNOLOGY PRIVACY  
 Code po7540.01 for Norman Review  
 Status  
 Adopted August 1, 2007

46-5106

#### 7540.01 - TECHNOLOGY PRIVACY

The Board of Education recognizes its staff members' right to privacy in their personal lives. This policy serves to inform staff members of the Board's position with respect to staff-member privacy in the educational and workplace setting and to protect the Board's interests.

All District Technology Resources (as defined in Bylaw 0100) are the Board's property and are to be used primarily for business purposes. The Board retains the right to access and review all Information Resources (as defined in Bylaw 0100), including, but not limited to electronic and voice mail, computer files, data bases, and any other electronic transmissions contained in or used in conjunction with the Board's computer system/network, telephone system, electronic mail system, and voice mail system. Staff members should have no expectation that any personal information/data maintained, stored, or transmitted on or through such systems is confidential or private.

Review of such information may be done by the Board with or without the staff member's knowledge. The use of passwords does not guarantee confidentiality, and the Board retains the right to access information in spite of a password. ( ) All passwords or security codes must be registered with the Board [end of option]. A staff member's refusal to permit such access may be grounds for discipline up to and including discharge.

District Technology Resources are to be used for business and educational purposes. Personal messages via Board-owned technology should be limited in accordance with the Superintendent's guidelines. Staff members are encouraged to keep their personal records and personal business at home.

Because District Technology Resources are to be used primarily for business and educational purposes, staff members are prohibited from sending offensive, discriminatory, or harassing computer, electronic, or voice mail messages.

District Technology Resources must be used properly. Review of computer files, electronic mail, and voice mail will only be done in the ordinary course of business and will be motivated by a legitimate business reason. If a staff member's personal information is discovered, the contents of such discovery will not be reviewed by the Board, except to the extent necessary to determine if the Board's interests have been compromised. Any information discovered will be limited to those who have a specific need to know that information.

The administrators and supervisory staff members authorized by the Superintendent have the authority to search and access information electronically.

All District Technology Resources and District Information Resources are the property of the Board. Staff members shall not copy, delete, or remove any information/data contained on District Technology Resources without the express permission of the Superintendent or communicate any such information to unauthorized individuals. In addition, staff members may not copy software onto any District Technology Resources and may not bring software from outside sources for use on District Technology Resources without the prior approval of the \_\_\_\_\_. Such pre-approval shall include a review of any copyright infringements or virus problems associated with such outside software.

#### **Board access to an employee's or a potential employee's personal accounts is prohibited.**

##### **A. The Board shall not do any of the following:**

1. request, require or coerce an employee or a potential employee to disclose a username and password, password or any other authentication information that allows access to the employee's or potential employee's personal account;
2. request, require or coerce an employee or a potential employee to access the employee's or the potential employee's personal account in the presence of the Board, administrators, or supervisory staff members; or
3. compel an employee or potential employee to add the Board, administrators, or supervisory staff to the employee's or potential employee's list of contacts that enable the contacts to access a personal account.

B. **Nothing shall prevent the Board from:**

1. **accessing information about an employee or potential employee that is publicly available;**
2. **complying with applicable laws, rules or regulations;**
3. **requiring an employee to disclose a username or password or similar authentication information for the purpose of accessing:**
  - a. **Board-issued electronic device or District Technology Resources;**
  - b. **an account or service provided by the Board, obtained by virtue of the employee's employment relationship with the Board, or used for the Board's business purposes;**
4. **conducting an investigation or requiring an employee to cooperate in an investigation. The Board may require an employee to share the content that has been reported to make a factual determination, if the Board has specific information about an unauthorized transfer of the Board's proprietary information, confidential information or financial data, to an employee's personal account;**
5. **prohibiting an employee or potential employee from using a personal account during employment hours, while on Board time or for business purposes; or**
6. **requesting an employee to share specific content regarding a personal account for the purposes of ensuring compliance with applicable laws, regulatory requirements or prohibitions against work related employee misconduct, if the Board, administrators, or supervisory staff inadvertently receives the username, password or any other authentication information that would enable them to gain access to the employee's or potential employee's personal account through the use of an otherwise lawful technology that monitors the Board's network or Board-provided electronic devices for network security or data confidentiality purposes, then**

C. **the employer is not liable for having that information, unless the Board:**

1. **uses that information, or enables a third part to use that information, to access the employee or potential employee's personal account;**
2. **after the Board, administrators, or supervisory staff become aware that such information was received, do not delete the information as soon as is reasonable practicable, unless that information is being retained by the Board in connection with an ongoing investigation of an actual or suspected breach of the computer, network, or other data security. Where the Board knows, or through reasonable efforts, should be aware that its network monitoring technology is likely inadvertently to receive such information, the Board shall make reasonable efforts to secure that information.**

D. **Nothing in this section diminishes the authority and obligation of the Board to investigate complaints, allegations or the occurrence of sexual, racial, or other harassment as provided in this code.**

E. **As used in this policy, "personal account" means an account, service or profile on a social networking website that is used by an employee or potential employee exclusively for personal communications unrelated to any business purposes of the employer.**

West Virginia State Board of Education policy 2460  
 WV Code St. R. 126-41-1  
 WV Code 2-5H-1

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Legal West Virginia State Board of Education policy 2460  
 WV Code St. R. 126-41-1  
 WV Code 2-5H-1

46-5107

Book Policy Manual

Section Volume 10, No. 1 - December 2017

Title Revised Policy - Vol. 10, No. 1 - December 2017 - VENDING MACHINES

Code po8540 for Norman Review

Status

Adopted December 3, 2007

Last Revised June 18, 2012

### 8540 - VENDING MACHINES

The Board of Education recognizes that vending machines can produce revenues which are useful to augment programs and services to students and staff. It will, therefore, authorize such use in ~~County-District~~ facilities. ~~No product may be vended which would conflict or contradict with Federal, State, or local policies and regulations.~~

[ ] The installation, servicing, stocking, and maintenance of each machine, as well as the removal of all sales proceeds, must be contracted for with a reputable supplier of vending machines and their products. In this manner, the school will not be responsible for purchasing, storing and safeguarding the inventory, removing and accounting for the sales proceeds or remitting the corresponding consumer sales tax.

[ ] The school may stock the machines and remove the sales proceeds. Procedures at each school must be established to ensure that the stock is safeguarded and that all proceeds are receipted and deposited into the appropriate depository account(s).

It is the responsibility of the ( ) school principal ( ) other school personnel **[end of option]** to control vending machines and what products are placed in them. School personnel should obtain product analysis information from vendors upon which the decisions are made.

Food items and beverages available for sale to students in vending machines for consumption on the school campus during the school day shall comply with the current USDA Dietary Guidelines for Americans, the USDA Smart Snacks in School nutrition standards, WV Code and West Virginia State Board of Education policy 4321.1. "Campus" is defined as a collection of buildings and grounds that belong to a given academic institution. "School day", for nutritional purposes, is defined by USDA guidelines as the period from midnight before, to thirty (30) minutes after the end of the school day.

Foods and beverages may not be sold, served, or distributed in competition with the Federal child nutrition programs in school campus food service areas during the meal service periods.

In addition to caffeine, the sale, service, or distribution of any foods or beverages containing non-nutritive/artificial sweeteners is prohibited.

Except for foods served in the school nutrition programs, no food shall be sold, served or distributed in elementary schools from the time the first child arrives until twenty (20) minutes after all students are served lunch. Wherever and whenever foods are sold or otherwise offered on school premises both during and outside the school day, such foods should include nutritious choices.

Wherever and whenever foods are sold or otherwise offered on school premises both during and outside the school day, such foods should include nutritious choices.

Food and beverages sold in vending machines must meet USDA National School Nutrition Standards. Foods sold during the school day must limit total calories to no more than 200 per product/package; total fat to no more than thirty-five percent (35%) of calories per product/package excluding nuts, seeds or cheese; saturated fat no less than ten percent (10%) of the total calories; trans fat to less than or equal to 0.5 grams per product/package; sugar content to no more than thirty-five percent (35%) of calories per product excluding fruits; and sodium to no more than 200 milligrams per product/package. At all grade levels, it is recommended that only water, 100% fruit and /or vegetable juice and non-fat and/or 1% low-fat milk, flavored or unflavored be sold, served or distributed during the school day. However, W. Va. Code 18-2-6a permits the sale of other juice beverages with a minimum of twenty percent (20%) real juice.

No candy, soft drinks, chewing gum or flavored ice bars will be sold, served or distributed during the school day, except that, W. Va. State Code 18-2-6a permits the sale of soft drinks to students in county high schools except during breakfast and lunch periods. Fruity/vegetable juice portion sizes shall be limited to no more than four (4) ounces for elementary students and no more than eight (8) ounces for middle/high school students per product/package during the school day.

The sale, service or distribution of coffee and coffee-based products during the school day is prohibited.

Also prohibited during the school day is caffeine-containing beverages, with the exception of those containing trace amounts of naturally occurring caffeine substances; and the sale, service or distribution of any foods containing non-nutritive/artificial sweeteners.

Acceptable vended food items may be sold if nutritional validation is on file at the school. Validation may be in the form of a laboratory analysis of a specific item and shall be written on vending company letterhead and signed by an authorized company official. If nutritional labels are used as documentation, the school must provide access to that information at the time of review. Refer to <https://foodplanner.healthiergeneration.org/products> to see if the product has been approved by the USDA or enter information from the food or beverage into the Alliance for a Healthier Generation's Smart Snacks Product Calculator <https://foodplanner.healthiergeneration.org/calculator>

Soft drinks may be vended in high schools during the school day except during breakfast and lunch periods. Seventy-five percent (75%) of the profits from the sale of soft drinks shall be allocated by a majority vote of the faculty senate of each school and twenty-five percent (25%) of the profits from the sale of soft drinks shall be allocated to the purchase of necessary supplies by the principal of the school.

Soft drinks may not be vended during the school day.

All proceeds from vending machine sales are to be receipted and deposited into the appropriate school fund and account. Merchandise purchased for resale is to be purchased by check issued for that purpose. The purchase invoices are to be retained as documentation for the disbursements.

Periodically, a profit and loss statement, Form 8540 F1, is to be prepared to compare actual sales proceeds to the expected sales totals that should have been recognized from the amount of merchandise sold.

The Superintendent shall develop and implement administrative guidelines that will require that these conditions are adhered to on a continuing basis.

WV Code 18-2-6a

West Virginia State Board of Education ~~Policy policy 1224.1, Policy 4321.1 and Policy 4320~~

West Virginia State Board of Education policy 4320

West Virginia State Board of Education policy 4321.1

42 U.S.C. 1779

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WV Code 18-2-6a

West Virginia State Board of Education policy 1224.1

West Virginia State Board of Education policy 4320

West Virginia State Board of Education policy 4321.1

42 U.S.C. 1779

Book	Policy Manual
Section	Volume 14, No. 1 - February 2022
Title	Revised Policy - Vol. 14, No. 1 - February 2022 - BUS OPERATOR CERTIFICATION
Code	po8600.04 for Norman Review
Status	
Adopted	August 1, 2007
Last Revised	January 4, 2021

#### 8600.04 - BUS OPERATOR CERTIFICATION

It is the policy of the Board of Education that all bus operators hold proper certification under standards for school bus operators established within the West Virginia Code and West Virginia Board of Education policy, which include attainment of the age of twenty-one (21), possess a high school, GED, or TASC diploma from an accredited institution, proper training and experience, demonstrated competency, physical and mental/emotional capabilities, and passing the physical examination. It is also the purpose of this Board to protect its students from drivers whose certification is invalidated in the State of West Virginia.

The State Superintendent may, after ten (10) days' notice and upon proper evidence, suspend, revoke, or refuse to renew the certification or impose any condition upon the certification of any bus operator upon just and sufficient cause as set forth below. There is a rational nexus between the conduct set forth below and the performance of the job as an operator. For purposes of this policy, a conviction includes any plea of guilty, conditional pleas, or pleas of no contest.

- A. Failure to meet the physical and mental/emotional requirements set forth in WV policy 4336, as indicated from the results of any physical or psychological examination.
- B. Failure to pass the online examination.
- C. Failure to complete the annual minimum eighteen (18) hours of transportation-related professional development.
- D. Accumulation of ten (10) or more points on DMV driving record following initial certification or conviction of reckless driving, as defined by WV Code 17C-5-3, conviction for leaving the scene of an accident involving physical injury or death, as defined by WV Code 17C-4-1, or conviction for obstructing an officer or fleeing an officer as defined by WV Code 61-5-17.
- E. Conviction of a felony.
- F. Conviction of and/or DMV suspension or revocation of license on a charge of operating a motor vehicle while under the influence of alcohol, controlled substances, any other drugs or the combination thereof, or by a preponderance of evidence, including but not limited to, positive breath, or blood test, or field sobriety results, of operating a motor vehicle under the influence of same. The applicant/employee shall not be certified to operate a bus for at least two years subsequent to a first conviction, license suspension/revocation or WVDE certification suspension/revocation. For a second offense, license suspension/revocation, or WVDE certification suspension/revocation, certification shall be revoked and refused permanently.
- G. Failure of any drug or alcohol test administered by the operator's employer or submission of an adulterated specimen. Once notified, the operator must report to the collection site immediately. Failure or delay doing so will be considered a refusal which is equivalent to testing positive. The operator will not be certified to operate a bus for at least two (2) years subsequent to a first positive or adulterated test result unless the operator completes a return-to-duty process which includes consultation with a substance abuse professional. For a second positive test result or adulteration, certification shall be revoked and refused permanently.
- H. Intentional disengagement of bus safety equipment, including bus cameras, without prior authorization of county directors.
- I. Conviction of any charge involving sexual misconduct with a minor or student. The operator may also have certification renewal refused or certification suspended or revoked when it is shown by a preponderance of evidence that he/she has a consensual sexual or amorous relationship with a student irrespective of any criminal prosecution.
- J. A demonstration by a preponderance of evidence of frequent violations of traffic laws, sound safety practices, regulations, or ordinances while operating a bus, or any single violation while operating a bus that threatened the safety of student passengers, or other users of streets or roadways. Violations of WV Code 17E-1-14a, which make texting while driving a commercial motor vehicle a misdemeanor crime, will be deemed a single violation that threatened the safety of student passengers and/or other users of streets or roadways, regardless of whether an operator is prosecuted, if proven by a preponderance of evidence. Violations of WV Code 17C-14-15, which make talking on a cell phone while driving any vehicle a misdemeanor crime, if performed while operating a bus will be deemed a single violation that threatened the safety of

student passengers and/or other users of streets or roadways, given surrounding circumstances, regardless of whether an operator is issued a traffic ticket, if proven by a preponderance of evidence.

The State Superintendent may, after ten (10) days notice and upon proper evidence, suspend, revoke, or refuse to renew the certification or impose any condition upon the certification of any operator for intemperance, untruthfulness, cruelty, immorality, or use of fraudulent, unapproved, or insufficient credit to obtain the certificate only if there is a rational nexus between the conduct of the operator and the performance of the job.

With respect to conduct for which an operator has been disciplined by the Board with less than termination, or has been placed upon an improvement plan that s/he is meeting or has met as determined by the Board, the operator's certificate may not be revoked unless it can be proven by clear and convincing evidence that the operator has committed one of the offenses listed above and his/her actions render him/her unfit to operate a bus.

If an operator's certificate has been issued or renewed through an error, oversight, or misinformation, the State Superintendent may recall the certificate and make such corrections as will conform to the requirements of law and WVBE rules.

The Board shall notify the WVDE when an operator has resigned or has been terminated.

### **BUS OPERATOR CERTIFICATION TEST**

Notwithstanding any other provision of West Virginia Code to the contrary or any rules of the Board concerning school bus operator certification in effect on July 1, 2010, the certification test for school bus operators shall be required as follows, and school bus operator shall not be required to take the certification test more frequently for:

- A. substitute school bus operators and for school bus operators with regular employee status, but on a probationary contract, the certification test shall be administered annually;
- B. school bus operators with regular employee status and continuing contract status, the certification test shall be administered triennially, and;
- C. substitute school bus operators who are retired from a board and who at the time of retirement had ten (10) years of experience as a regular full-time bus operator, the certification test shall be administered triennially.

### **BUS OPERATOR RECRUITMENT AND TRAINING PROGRAMS**

The Board is permitted to establish locally funded recruitment and training programs for prospective bus operators in accordance with the section.

The programs are subject to the following:

- A. It has been submitted and approved by the West Virginia Department of Education;
- B. May only be used if the Board is unable to maintain an adequate number of bus operators or substitute bus operators in its pool or is experiencing a shortage in adequately staffing its school transportation system;
- C. The program includes requirements for program participants to submit to and pass pursuant to State law, a background check (See Board Policy 3121/Board Policy 4121), and submit to and pass pursuant to the West Virginia School Bus Transportation Policy and Procedures Manual (policy 4335), a drug screen (See Board Policy 4162);
- D. Specifies the amount, if any, of any stipend to be paid to program participants or any reimbursement of participant costs or other benefit upon successful completion, or any penalties for failure to complete the program;
- E. Program specifies any obligation, if any, on participants who successfully complete the program to apply or become employed by the county board as a bus operator or substitute bus operator for a period of time, and any penalty for failure to comply with any post program completion requirements; and
- F. The Board posts bus operator training program position openings on the Board website and may advertise them in other media. This post must include any appropriate qualifications.

A bus operator recruitment and training program that has been approved by the Department of Education must require that all of the requirements to become classified as a bus operator must be met for successful program completion.

Completion of a Board bus operator recruitment and training program does not entitle a participant to employment as a bus operator or substitute bus operator for the County Board providing the program, nor does completion of the training program establish any seniority for time spent in the program. Participants may only obtain employment status with the county upon completion of the program pursuant to proper bid and hiring process for an open regular or substitute bus operator position, in accordance with applicable statute.

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West Virginia Board of Education policy 1340

West Virginia Board of Education policy 4336

WV Code 17C-14-12

WV Code 18A-4-8e

WV Code 18A-4-8e(k)





Book Policy Manual

Section Volume 14, No. 2 - August 2022

Title Revised Policy - Vol. 14, No. 2 - August 2022 - TRANSPORTATION BY LIMITED PASSENGER VEHICLES

Code po8670 for Norman review

Status

Adopted April 21, 2009

Last Revised December 7, 2020

**Revised Policy - Vol. 14, No. 2 - August 2022**

**8670 - TRANSPORTATION BY LIMITED PASSENGER VEHICLES**

The Board may provide for professional ~~and service~~ employees with a valid driver's license to be certified to drive Board-owned, rented, or leased vehicle with a designed seating capacity of fewer than ten (10) occupants, ~~not~~ including the driver. These employees may use the vehicles to transport student for school-sponsored activities, but may not use the vehicles to transport students between school and home. Not more than ~~one (1)~~ two (2) of these vehicles may be used for any single school-sponsored activity. ~~All occupants in these vehicles shall wear restraints anytime the vehicle is in motion.~~ A bus ~~should~~ shall be used for more than nine (9) students and/or passengers on curricular and extra-curricular trips. ~~All occupants in these vehicles shall wear restraints anytime the vehicle is in motion.~~

~~Students may be transported to a school-sponsored activity in a vehicle that has a designed seating capacity of sixteen (16) or more passengers such as a charter or public transit bus which is not owned and operated by the Board but only if the owner proves to the Board that the vehicle and driver satisfy requirements established by the West Virginia Board of Education.~~

Students may not be transported to a school-sponsored activity in any District-owned vehicle that does not meet school bus or public transit ratings. This policy does not prohibit a parent from transporting ten (10) or fewer students in a privately-owned vehicle.

Students who are transported by limited passenger vehicles are expected to conduct themselves in the same manner required of students transported by school bus and shall be subject to all applicable disciplinary rules.

The Superintendent is responsible for developing and implementing the appropriate administrative guidelines for this policy.

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Legal WV Code 18-5-13



Book Policy Manual  
 Section Volume 10, No. 2 - July 2018  
 Title New - Vol. 10, No. 2 - EMBEDDED CREDIT  
 Code po2370.02 for C&I Review  
 Status

**2370.02 - EMBEDDED CREDIT**

Definition:

An Embedded Credit Course incorporates content standards and objectives for an embedded credit from one (1) credit bearing high school course into another (host) course(s) and allows students to earn credit for both. Embedded credit does not allow for two (2) courses in the same content area (e.g., Math III RT and Math IVTR) to be embedded into one (1) course.

The intent of embedded credit is not to create a time-shortened high school experience but rather to provide opportunities for students to participate in advanced academic and/or career/technical education courses without having to choose one over the other.

The Board shall permit, as per West Virginia Board of Education policy 2510, a student who masters the approved content standards for a credit bearing high school course that are embedded within a second course to receive credit for both courses. If these embedded credit courses are used to meet graduation requirements, the Board policy and alignment documentation must be reviewed by the West Virginia State Department of Education and approved by the West Virginia State Board of Education.

**Academic Progress and Credit Recovery** – a review of student progress must be held within a sufficient time period to allow the student to enroll in the actual course (if applicable) or a plan should be in place for possible recovery of that course credit.

Embedded Courses will be:

- Allied Health Science (Completer) for Transition ELA
- Automotive Technology (Completer) for Transition Mathematics
- Carpentry (Completer) for Transition Mathematics
- Collision Repair (Completer) for Transition Mathematics
- Electrical (Completer) for Transition Mathematics
- Law & Public Safety (Completer) for Transition to ELA
- Prostart Restaurant Management (Completer) for Transition ELA
- Therapeutic Services (Completer) for Transition ELA
- Welding (Completer) for Transition Mathematics

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The development of embedded courses requires that the teachers of both content areas determine alignment of the content standards for both courses. For the content area that will issue the embedded credit, the alignment review will adequately determine how gaps in standards and objectives will be addressed to ensure students have opportunities to demonstrate competency in both content areas.

Content standards or career/technical content skill sets may be integrated into class time, while some may need to be addressed through additional time allotted for pullout instruction, homework, extended projects, etc.

The embedded credit will be assessed through end-of-course assessment, portfolio, project-based performance assessment, or other methods for the student to demonstrate mastery of the embedded credit.

A review of student progress must be held within a sufficient time period to allow the student to enroll in the actual course (if applicable) or a plan should be in place for possible recovery of that course credit.

Students who attend CTE centers will have the opportunity to earn embedded credits in participating counties based upon the Memorandum of Understanding between the multi-county center and the participating counties.

A student may not earn more than two ( 2 ) units of required graduation credits through embedded credit.

Marion County Schools retains prerogative to withdraw embedded credit approval based upon assessment results or other exigent circumstances.

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