TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

SERIES 42
ASSURING THE QUALITY OF EDUCATION: REGULATIONS FOR EDUCATION PROGRAMS (2510)

§126-42-1. General.

1.1. Scope. -- This legislative rule establishes the regulations for all educational programs by improving the quality of teaching and learning in the public schools and ensuring that equal educational opportunities include, but are not limited to: rigorous high quality content standards, engaging instructional strategies, experiential learning programs, support programs, personnel, instructional resources, supplies, equipment, technology integration, and facilities.

1.2. Authority. -- W. Va. Constitution, Article XII, §2; and W. Va. Code §§18-1-1 and 4; 18-2-5 and 6; 18-2-7a; 18-2-39; 18-2E-4, 5, 7, 8, 9 and 10; 18-5A-4; and 18A-1-1.

1.3. Filing Date. -- May 8, 2024.

1.4. Effective Date. -- July 1, 2024.

1.5. Repeal of Former Rule. -- This legislative rule amends W. Va. 126CSR42, Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (Policy 2510), filed February 10, 2022, and effective July 1, 2022.

§126-42-2. Purpose.

2.1. The West Virginia Board of Education (WVBE) is committed to establishing rigorous academic standards and providing high quality programs in West Virginia's public schools. The WVBE and West Virginia Department of Education (WVDE) collaborate with parents, educators, communities, business and industry, and higher education to fulfill this commitment. Counties, the schools, communities, students, and families of students shall 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.

2.2. The education program offered in West Virginia schools 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 (Pre-K-Grade 5), Middle School (Grades 6-8), and High School (Grades 9-12). Each county shall establish policies and implement written procedures to define its education program in accordance with the definitions and requirements that follow.

2.3. Each county education program shall provide the necessary resources, including technology, to ensure that all students have the opportunity to attain high standards of performance. Beginning at the early levels, students will achieve proficiency in the basic skills of literacy, mathematics, science, social studies, the arts, learning skills, and the use of 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. Along with other instructional materials, technology will be a tool to help achieve these standards in all schools. The WVBE anticipates the provision of sufficient resources and support for educators, including 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 WVBE.

2.4. West Virginia content standards-focused curricula pursuant to this policy are developed and approved at the local level, to ensure teaching methods and instructional design are utilized to assist students in achieving high levels of performance across all applicable adopted and approved content standards. Appropriate accountability measures guide educators to help students achieve high levels of performance.

§126-42-3. Scope.

3.1. The major purposes of these regulations are to improve the quality of learning and teaching in public schools and to ensure access to equitable educational opportunities for all public school students. 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.

3.2. A thorough and efficient education system provides equitable access to substantive curricular offerings and appropriate related services for all students. Providing such an education system must be the goal of the WVBE, West Virginia Legislature (Legislature), WVDE, counties, schools, and the citizens of West Virginia. This policy provides the basic structure for all education programs and student support services necessary for a thorough and efficient system of education for all students. The elements of a thorough and efficient system of education are:

3.2.a. high quality education programs, student services, career exploration, and experiential learning opportunities;

3.2.b. high quality administrative and instructional practices, personnel, facilities, instructional resources, technology integration, supplies, and equipment;

3.2.c. a safe and caring environment that fosters supportive relationships, is free from harassment, intimidation, bullying, discrimination, and other inappropriate forms of conduct, and involves parents and the community;

3.2.d. an appropriately demanding curriculum for all students, with emphasis on the programs of study that are aligned with rigorous standards, learning skills and technology tools, and are communicated to students, parents, and communities; and

3.2.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 West Virginia.

§126-42-4. Early and Elementary Learning Programming (Pre-K-Grade 5).

4.1. Early and Elementary Learning Programs support students' development of approaches to learning through the Science of Reading and integration of the Mathematical Habits of Mind to bolster literacy and numeracy proficiency. Counties are afforded flexibility in implementing methods to facilitate high quality programming that incorporate all content areas identified in Charts I-III. 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 and elementary grades. A comprehensive approach to early and elementary learning (Pre-K-Grade 5) focuses on knowledge and skill building as well as development of positive dispositions to learning. This approach provides the structure to improve child outcomes, close achievement gaps in literacy and numeracy, and support children's abilities to meet their individual potentials. Based on developmentally appropriate practice, the following Early and Elementary Learning Programmatic levels are established: Early Learning Readiness (Pre-K-Kindergarten); Primary Elementary Learning (Grades 1-2); and Intermediate Elementary Learning (Grades 3-5).

4.1.a. Early Learning Readiness (Grades Pre-K-Kindergarten) help students establish positive dispositions to learning and provide foundations for development across all domains and contents areas to be successful in first grade and beyond. These programs include:

4.1.a.1. emphasizing social-emotional, cognitive, and motor development;

4.1.a.2. personalizing instruction based on the formative assessment process;

4.1.a.3. documenting student progress through the collection of authentic evidence;

4.1.a.4. utilizing the WVBE-approved school readiness framework per Policy 2525;

4.1.a.5. requiring the administration of the West Virginia Early Learning Reporting System (WVELRS) three times per year for students in Pre-K. The WVELRS is encouraged to be used with Kindergarten students but is optional;

4.1.a.6. measuring Kindergarten student proficiency in English language arts and mathematics through the administration of a state-approved and county adopted benchmark/screener. The screener shall be given to Kindergarten students at the beginning, middle, and end of the school year; and

4.1.a.7. personalized learning plans shall be utilized to help students who are demonstrating a deficiency in literacy and/or mathematics based upon benchmark/screener assessment results.

Chart I: Early Learning Readiness Pre-K and Kindergarten
Early Learning Readiness Programs provide responsive and developmentally appropriate environments, sufficient time allocations, and instructional practices necessary to create print and language rich environments that promote developmental growth and mastery of content and skills in all applicable state-approved content standards. Classrooms are designed and equipped to support discovery, small group and individual learning, exploration, and problem solving in an environment that supports

healthy social and emotional development. Classrooms must have sufficient physical space and quantity and variety of appropriate materials and resources to support student-centered learning. Educators should consistently use research-based instructional strategies to deliver content that is engaging and rigorous.

Domain	Additional Information and Related WVBE Policies
Social-Emotional	Universal Pre-K (Policy 2525) Pre-K Standards (Policy 2520.15) K-12 Student Success Standards (Policy 2520.19)
Cognitive	Content Standards for Pre-K (Policy 2520.15) English Language Arts (Policy 2520.1A) Mathematics (Policy 2520.2B) Science (Policy 2520.3C) Social Studies (Policy 2520.4) The Arts (Music and Visual Art) (Policy 2520.9) Technology and Computer Science (Policy 2520.14) Wellness Education (Policy 2520.5)
Physical Activity/Physical Education	Pre-K Content Standards (Policy 2520.15) Universal Pre-K (Policy 2525) Wellness Education (Policy 2520.5) West Virginia Universal Pre-K classrooms (school based and through collaborative partners) are required to offer at least 60 minutes of daily outdoor activity, weather permitting. Indoor time may be utilized when weather conditions are not conducive to outdoor activity. Kindergarten students shall have at least 30 minutes of physical education, including physical exercise and age-appropriate physical activities, for at least three days a week per W. Va. Code §18-2-7a. At least 50 percent of class time for physical education will be spent in moderate to vigorous intensity physical activity. Schools not having the number of certified physical education teachers or required physical setting may develop alternate programs to enable existing staff and physical settings to be used to meet this requirement. Alternate programs shall be submitted annually, prior to the first day of instruction, to the WVDE for approval.
Classroom Learning Environments, Routines, and Instructional Practices	Safe and Supportive Schools (Policy 4373) Universal Pre-K (Policy 2525) Tiered System of Support for Early Literacy and Numeracy (Policy 2512)

4.1.b. Primary Elementary Learning (Grades 1-2). The Primary Elementary Learning grades build on the comprehensive approach to personalizing learning inherent in the Early Learning Readiness grades and provide a context for the development of knowledge and skill building across all applicable content areas. Development continues to span a broad spectrum for all students and is significant in the offering of daily instruction. Personalized Learning plans shall be utilized to help students who are demonstrating a deficiency in literacy and/or mathematics based upon benchmark/screener assessment results.

4.1.b.1. Instruction in Grades 1 and 2 programs employ formative assessment methods to assure that 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, students shall be administered a state approved and county adopted benchmark/screener three times per year. WVELRS is available as an optional tool that may be used in addition to the required benchmark/screener in Grades 1 and 2.

Chart II: Primary Elementary Learning - Grades 1 and 2

Primary Elementary Learning Programs provide appropriate environments, sufficient time allocations, and instructional practices necessary to promote developmental growth and mastery of content and skills in all applicable state-approved content standards. Instructional activities should use an approach to ensure content areas are interrelated, not addressed in isolation. Classrooms are designed and equipped to support discovery, small group and individual learning, exploration, and problem solving in an environment that supports healthy social and emotional development. Educators should consistently use research-based instructional strategies to deliver content that is engaging and rigorous. Primary Elementary Learning programs should minimize transitions throughout the day to ensure that blocks of time are sufficient for student engagement and content integration.

Domain	Additional Information and Related WVBE Policies
Social-Emotional	K-12 Student Success Standards (Policy 2520.19)
Cognitive	Content Standards for English Language Arts (Policy 2520.1A) Mathematics (Policy 2520.2B) Science (Policy 2520.3C) Social Studies (Policy 2520.4) The Arts (Music and Visual Art) (Policy 2520.9) Technology and Computer Science (Policy 2520.14) Wellness Education (Policy 2520.5)
Physical Activity/Physical Education	Wellness Education (Policy 2520.5) Physical activity in the form of recess or informal physical activity shall be provided for at least 30 minutes daily. Physical activity may not be withheld as a disciplinary action against a student or to complete assignments. Students in Grades 1 and 2 shall have at least 30 minutes of physical education, including physical

	exercise and age-appropriate physical activities, for at least three days a week per W. Va. Code §18-2-7a. At least 50 percent of class time for physical education will be spent in moderate to vigorous-intensity physical activity. Schools not having the number of certified physical education teachers or required physical setting may develop alternate programs to enable existing staff and physical settings to be used to meet this requirement. Alternate programs shall be submitted annually, prior to the first day of instruction, to the WVDE for approval.
Classroom Learning Environments, Routines, and Instructional Practices	Safe and Supportive Schools (Policy 4373) Tiered System of Support for Early Literacy and Numeracy (Policy 2512)

4.1.c. Intermediate Elementary Learning (Grades 3-5). Students in Intermediate Elementary grades are beginning the transition into middle childhood. Instructional practices shall include content-specific focus while continuing to support literacy and numeracy skills in all subject areas. Personalized Learning plans shall be utilized to help Grade 3 students who are demonstrating a deficiency in literacy and mathematics based upon benchmark/screener assessment results. To ensure instruction meets the needs of all students, the formative, benchmark, and summative assessment data are used to make curricular decisions as part of the continuous improvement process.

4.1.c.1. Instruction in Grades 3-5 employ formative assessment methods to assure that 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, students shall be administered a state approved and county adopted benchmark/screener three times per year in Grades 3-5.

Chart III: Intermediate Elementary Learning - Grades 3-5	
Intermediate Elementary Learning Programs provide appropriate environments, sufficient time allocations, and instructional practices necessary to promote higher order thinking skills and mastery of content in all applicable state-approved content standards. Instructional activities shall use an approach to ensure content areas are interrelated, not addressed in isolation. Classrooms are designed and equipped to support discovery, small group and individual learning, exploration, and problem-solving in an environment that supports healthy social and emotional development. Students should be provided opportunities to develop the academic and social emotional skills necessary for the transition to middle school. Educators shall consistently use research-based instructional strategies to deliver content that is engaging and rigorous. Intermediate Elementary Learning programs should ensure sufficient blocks of time for student engagement and content integration.	
Domain	**Additional Information and Related WVBE Policies**
Social-Emotional	K-12 Student Success Standards (Policy 2520.19)

Cognitive	Content Standards for English Language Arts (Policy 2520.1A) Mathematics (Policy 2520.2B) Science (Policy 2520.3C) Social Studies (Policy 2520.4) The Arts (Music and Visual Art) (Policy 2520.9) Technology and Computer Science (Policy 2520.14) Wellness Education (Policy 2520.5)
Physical Activity/Physical Education	Wellness Education (Policy 2520.5) Physical activity in the form of recess or informal physical activity shall be provided for at least 30 minutes daily for all students. Physical activity may not be withheld as a disciplinary action against a student or to complete assignments. Students in Grades 3-5 shall have at least 30 minutes of physical education, including physical exercise and age-appropriate physical activities, for at least three days a week per W. Va. Code §18-2-7a. At least 50 percent of class time for physical education will be spent in moderate to vigorous-intensity physical activity. Schools not having the number of certified physical education teachers or required physical setting may develop alternate programs to enable existing staff and physical settings to be used to meet this requirement. Alternate programs shall be submitted annually, prior the first day of instruction, to the WVDE for approval.
Classroom Learning Environments, Routines, and Instructional Practices	Safe and Supportive Schools (Policy 4373) Tiered System of Support for Early Literacy and Numeracy (Policy 2512)

§126-42-5. Middle School Programming.

5.1. Foundations for High Quality Developmentally Appropriate Middle School Programming (Grades 6-8).

5.1.a. Middle School Programming builds on the results of Pre-K through Grade 5 programming and transitions 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 are the norm and are characterized by rigorous content, vigorous instruction, and high expectations for all learners within a developmentally appropriate, safe, and supportive school. 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 trusted adult advocate who is familiar with

the student's academic development and personal goals. Such a learning community of both adults and students produces a stable and mutually respectful relationship that supports students' personal, intellectual, ethical, and social growth.

Chart IV: Grades 6-8 Standards-focused Instruction

Middle school programs of study shall be taught by a team of qualified teachers. A diverse set of developmentally appropriate instructional strategies will scaffold students to mastery of the grade level content standards. The principal and a team of teachers will determine an adequate amount of time necessary to achieve mastery of the approved content standards for each course to effectively address the academic needs of all students in numeracy and the literacy skills of reading, writing, speaking and listening, and language in all content areas.

Content Areas	Required Courses for each Grade Level	Additional Information and Related WVBE Policies
English Language Arts (ELA)	ELA 6 ELA 7 ELA 8 or ELA 6 and Reading 6 ELA 7 and Reading 7 ELA 8 and Reading 8	To address literacy needs counties may choose to utilize a separate course code for reading in addition to the required ELA course. English Language Arts (Policy 2520.1A)
Mathematics	Math 6 Math 7 Math 8	Math 8 Substitutions: High School Algebra I for 8th Graders High School Math I for 8th Graders Mathematics (Policy 2520.2B)
Science	Science 6 Science 7 Science 8	Science (Policy 2520.3C)
Social Studies	Social Studies 6 Social Studies 7 WV Studies 8	Social Studies (Policy 2520.4)
Career Exploration Note: Counties will implement a comprehensive Career Exploration middle school experience. This experience may include but it is not limited to Career Technical Education (CTE) Exploratory	Embedded Career Exploration 6-8 **or** Career Exploration 6 Career Exploration 7 Career Exploration 8 **or** Future Careers 6-8 Regional Careers 6-8 Discover Your Future 6-8 or Career Exploration 6-8	In accordance with W. Va. Code §18-9D-19a, comprehensive middle schools must provide learning opportunities where students are provided: a comprehensive curriculum with embedded career exploration and project-based career activities; career development and counseling; and learning and life connection experiences for all students. All students will receive structured, on-going experiences for career awareness, exploration, decision-making, instructional Career and Technical Education (CTE) practices and career preparation exposing students to all 16 career clusters. Career development must include career exploration, entrepreneurial experiences, and/or Simulated Workplace learning for all students in Grades 6, 7, and 8. Students must document a personalized career portfolio that is transportable throughout the

Courses, stand-alone Career Exploration Courses, and mini courses (e.g., Home Economics, Home Repair, Robotics, etc.), field trips, guest speakers, and career mentors.		student's middle and high school career. Students may utilize career exploration, the Lexile® Career Database, CTE Exploratory Courses, Career Cruising®, and multiple learning activities to guide education and career planning.
Computer Science Note: Integrated Technology and Computer Science will be delivered within all content areas	Integrated Technology and Computer Science 6-8 Discovering Computer Science or a county-created computer science course	Students will be provided regular opportunities within the context of other coursework to master the 6-8 technology and computer science standards. Students will be provided sufficient opportunities in digital literacy, computer science, and technology skills to meet the 6-8 standards by the end of Grade 8. Technology and Computer Science (Policy 2520.14)
Music	Music 6-8 or Music 6 Music 7 Music 8	Grade-band and/or individual courses for Grades 6-8 in general music, choral, and instrumental music (band or orchestra) will be offered to all students during the middle school experience. Chorus or instrumental music may be substituted for a general music course at each grade level. The Arts (Music and Visual Art) (Policy 2520.9)
Visual Art	Visual Art 6-8 or Visual Art 6 Visual Art 7 Visual Art 8	Grade-band or individual courses for Grades 6-8 in visual art will be offered to all students during the middle school experience. The Arts (Music and Visual Art) (Policy 2520.9)
Wellness Education Note: Schools not having the number of certified physical teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. Alternate programs shall be submitted to the WVDE for approval.	Wellness Education 6 or PE 6 and Health 6 Wellness Education 7 or PE 7 and Health 7 Wellness Education 8 or PE 8 and Health 8	**Wellness Education:** Includes both physical education and health standards that must be taught each year in Grades 6-8. Physical education, including physical exercise and age-appropriate physical activities, must be provided the equivalent of at least one full period of each school day of one semester of the school year (W. Va. Code §18-2-7a). At least 50 percent of class time for physical education will be spent in moderate to vigorous intensity physical activity. **Physical Activity:** Opportunities will be provided for an additional 30 minutes of moderate to vigorous integrated physical activity daily to keep students physically active throughout the school year. Wellness Education (Policy 2520.5)

World Languages		A course in the same World Language is required to be offered for students in Grade 7 and Grade 8. Offering a World Language course in Grade 6 is encouraged. Counties may offer a high school credit-bearing World Language course in place of World Language in Grade 7 and Grade 8. World Languages (Policy 2520.7)
Social and Emotional Advisory System for Student Success		Through a Comprehensive School Counseling Program, middle schools will implement a continuous advisory system that provides students with meaningful supportive relationships and maximizes each student's personalized learning experience. The advisory system will be evidence- and standards-based to systemically address Policy 2520.19 and include the development of each student's Personalized Education Plan (PEP) (see Appendix D), career portfolio, social emotional, and other skills that enhance school success, and build competent, engaged citizens. K – 12 Student Success Standards (Policy 2520.19)

§126-42-6. High School Programming.

6.1. Grades 9 through 12 Standards-focused Instruction and Graduation Requirements.

Chart V: Grades 9-12 Standards-focused Instruction and Graduation Requirements
Foundations for High Quality Developmentally Appropriate High School Programming (Grades 9-12) The completion of high school coursework will prepare all students for post-secondary education, employment, enlistment, entrepreneurship, and everyday living. **Students should consult with their chosen post-secondary educational/training institution and scholarship program requirements when choosing course options and electives.** The required courses outlined below 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.

<table>
<tr><th colspan="3">22 total credits required --- 12 Prescribed --- 10 Personalized</th></tr>
<tr><td colspan="3">Beginning with the 2024-2025 freshman cohort graduation requirements will increase to 23 credits with the addition of a prescribed credit in Personal Finance.
2024-2025 freshman cohort graduation requirements: 23 total credits, including 13 prescribed, and 10 personalized.</td></tr>
<tr><th>Subject</th><th>Graduation Requirements</th><th>Personalized Course Options</th></tr>
<tr><td rowspan="2">English Language Arts (ELA)
4 credits</td><td>3 Prescribed Credits
English 9
English 10
English 11</td><td>Courses Required to be Offered
One credit from English 12 or Transition English Language Arts for Seniors or Creative Writing and Reading or Technical English Language Arts</td></tr>
<tr><td>1 Additional Personalized Credit from Course Options

Note: An Advanced Placement (AP®), Dual Credit, or International Baccalaureate (IB®) ELA course may be substituted for an equivalent ELA credit.

English Language Arts (Policy 2520.1A)</td><td>Additional Course Options
English Language Arts College Courses
County-created and Approved English Language Arts Courses based on student need and interest ensuring state standards for English are met</td></tr>
<tr><td rowspan="2">Mathematics
4 credits

Note: Beginning with the 2024-2025 freshman cohort, Math I Lab and Algebra I Support will no longer count toward a Mathematics graduation requirement. Beginning with the 2023-2024 school year counties may offer one credit of Introduction to Mathematical Application (Grades 9-12). Students may take Data</td><td>2 Prescribed Credits
Algebra I or Math I
Geometry or Math II

2 Additional Personalized Credits from Course Options

Note: An AP®, Dual Credit, or IB® Mathematics course may be substituted for an equivalent Mathematics credit.

Mathematics (Policy 2520.2B)</td><td>Courses Required to be Offered
Algebra II/Math III
Trigonometry/Pre-calculus/Math IV, Applied Statistics, Transition Mathematics for Seniors</td></tr>
<tr><td>Additional Course Options
Introduction to Mathematical Applications
AP® Computer Science A
Advanced Mathematical Modeling
Calculus
Statistics
Quantitative Reasoning
Mathematics college courses
Computer Science and Mathematics
County-created and Approved Math Courses higher than Math III or Algebra II
Financial Algebra/Mathematics
Data Science</td></tr>
</table>

Science as a personalized Mathematics credit.		
Science **3 credits**	**2 Prescribed Credits** Earth and Space Science Biology **1 Additional Personalized Credit from Course Options** Note: An AP®, Dual Credit, or IB® Science course may be substituted for an equivalent science credit. Science (Policy 2520.3C)	**Courses Required to be Offered** Chemistry Human Anatomy and Physiology Physics Physical Science **Additional Course Options** Environmental Science Forensics Science college courses Computer Science – GIS County-created and Approved Science Courses **CTE Courses:** AC Energy and Power (Courses 1-4) Animal and Plant Biotechnology CASE Principles of Agriculture Science-Plant Principles of Engineering Human Body Systems Natural Resources Management Therapeutic Services (Courses I, II, and III) CASE Food Science and Safety
Social Studies **4 credits**	**3 Prescribed Credits** World Studies or an AP® Social Studies Course United States (US) Studies* or US Studies Comprehensive, or AP® US History Civics (includes personal finance) or AP® Government and Politics** **1 Additional Personalized Credit from Course Options** Note: Students who take US Studies must utilize Contemporary Studies as their Personalized Credit unless they are utilizing JROTC Courses I-IV. **Students who utilize AP® Government and Politics or Dual Credit Civics must be provided instruction in the personal finance standards found in Civics.	**Courses Required to be Offered** Contemporary Studies Economics Geography World Studies **Additional Course Options** AP® Social Studies Courses IB® Social Studies Courses Financial Literacy Psychology Social Studies college courses Dual Credit Courses Sociology JROTC (Courses I-IV) County-created and Approved Social Studies Courses

	Beginning with the 2024-2025 freshman cohort Personal Finance will be removed from Civics to become a separate graduation requirement. Social Studies (Policy 2520.4)	
Personal Finance **1 Credit** **Beginning with the 2024-2025 freshman cohort, Personal Finance is a required credit.**	**1 Prescribed Credit** Personal Finance (1451) West Virginia Career-Readiness Programs of Study/Standards for Career Technical Education (Policy 2520.13)	**Note: While the Personal Finance credit will go into effect with the 2024-2025 freshman cohort, counties may choose to implement this requirement early. Students must take this course during their junior or senior year.**
Physical Education (PE) **1 credit**	**1 Prescribed Credit** PE 9-12, Integrated PE, or counties may choose to offer Extracurricular/Interscholastic PE both graded and non-graded. Wellness Education (Policy 2520.5)	**Additional Course Options** JROTC I and II will fulfill the 1 credit PE requirement Dual Credit Courses Other PE courses based on student need and interest paired with the integrated online course
Health **1 credit**	**1 Prescribed Credit** Health 9-12 Wellness Education (Policy 2520.5)	**Additional Course Options** Health College Courses Dual Credit Courses
The Arts **1 credit**	**1 Personalized Credit** Note: An AP®, Dual Credit, or IB® Arts course may be substituted for any Arts credit. The Arts (Policy 2520.9)	**Courses Required to be Offered** Four sequential courses in music (both choral and instrumental), visual art (general art and/or studio art), dance, theatre **Additional Course Options** Arts Offerings Arts College Courses **The following CTE courses will fulfill the 1 credit Arts requirement:** • Fundamentals of Illustration (1851) • Fundamentals of Graphic Design (1857) • Illustration (1861) • Graphic Design Applications (1859) • Ornamental Metal Work (1982) • Digital Imaging/Multimedia I (1431) • Drafting Techniques (1727) • Floriculture (0213) • Digital Photography (1515) • Millwork or Cabinet Making (2126 or 2127 or 2128 or 2129)

Personalized Education Plan (PEP) **4 credits**	**4 Personalized Credits** 4 credits in a CTE Program of Study or 4 credits that lead to post-secondary goals	Each student's PEP will identify a career cluster and either a CTE program of study or course work that will lead directly to college placement, attainment of an industry-recognized certificate or license, a workforce training program, or job placement (Appendix D). Best practices encourage students to experience the following: an AP®, IB®, dual credit, and/or Advanced Career (AC) course with corresponding examination, 2 credits in one world language, an additional science, a computer science, an online/digital learning experience, Grow Your Own (GYO) WV Teaching Pathway, entrepreneurial experiences, and/or 4 credits culminating in acquisition of industry-recognized CTE credential focused on career aspirations.
Career and Technical Education	See section 6.3: Career and Technical Education Career Technical Education (Policy 2520.13)	**Course Required to be Offered** One CTE course that teaches parenting skills **Recommendation** Beginning with the 2023-2024 school year, counties shall expand career exploration and offer CTE courses and CTE programs of study in Grades 9 and 10.
Community Readiness		Counties may allow students with the most significant cognitive disabilities to earn 4 credits in Community Readiness Training aligned with the post-secondary goals in the student IEP.
Electives	County Board of Education Members (CBEM) have the authority to set graduation requirements beyond the state minimum for schools in their counties. Students may typically earn up to 32 credits on a block schedule and up to 28 on a traditional schedule over their high school careers.	**When choosing electives, students should consult with their chosen post-secondary educational institution and review scholarship program requirements to make sure the electives are appropriate and acceptable.**
Computer Science	Technology and Computer Science (Policy 2520.14)	**Course Required to be Offered** One course in Computer Science **Additional Course Options** Computer Science in the Modern World AP® Computer Science Courses Information Technology (IT)

		Information Management Web Development Other courses based on student need and interest CTE Computer Science/IT Courses County-created Computer Science/IT Courses College Computer Science Courses
World Languages	World Languages (Policy 2520.7)	**Recommended College- and Career-Readiness Course Options:** Most four-year colleges and universities require the completion of at least two credits of the same world language before or during post-secondary studies. Students need to consult with their post-secondary educational institutions concerning world language requirements.
		Courses Required to be Offered Three levels of one world language Students who demonstrate proficiency in two languages (English and one additional) can receive the Seal of Biliteracy.
		Additional Course Options Other world languages and additional levels based on student need and interest AP® World Language World Language college courses
Driver Education	Driver Education (Policy 2520.8)	**Course Required to be Offered** One course in Driver Education
Social and Emotional Advisory System for Student Success		**Required** Through a Comprehensive School Counseling System, high schools will implement a continuous advisory system that provides students with meaningful supportive relationships and maximizes each student's personalized learning experience. The advisory system will be evidence- and standards-based to include the development of each student's PEP (see Appendix D), career portfolio, social other skills that enhance school success, and build competent, engaged citizens.

6.2. High School Scheduling.

6.2.a. High schools' schedules shall 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 years, the school will review and adjust its schedule based on student need and be approved by the CBEM.

6.2.b. 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 and shall be taught by a teacher who has completed the required professional learning (see Appendix B.). Access to AP® courses may also be attained via West Virginia Virtual School (WVVS) AP® courses. Grades earned in an AP® course must be weighted on students' transcripts.

6.2.c. 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/guardian, and the school to ensure the best interests and needs of each student are met.

6.3. Career and Technical Education (CTE).

CTE
The high school must offer students in Grades 9-12 engaging and empowering career development learning opportunities that include: Structured, on-going CTE experiences for career awareness, exploration, decision-making, and career preparation exposing students to all 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 16 career clusters and consists of four courses identified for WVDE-approved CTE programs of study (refer to Policy 2520.13). Each 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, county CTE centers, and comprehensive high schools must provide students with access to programs of study based on the student population. Centers/schools with a population of: • 0-400 students must offer a minimum of three of the 16 nationally approved career clusters; • 401-800 students must offer a minimum of four of the 16 nationally approved career clusters; or • 801+ students must offer a minimum of five of the 16 nationally approved career clusters. Students in Grades 9 and 10 must have access to at least one CTE course. Students in Grades 11 and 12 must have access to four units in a CTE program of study and two CTE electives. A CTE completer is defined in Policy 2520.13, Explanation of Terms. Counties' and/or schools must allow for mastery of the state-approved CTE content standards while ensuring industry certifications or licensing minute requirements are met. Counties be mindful of

transportation times to and from county and multi-county CTE centers when developing those schedules.

Approved West Virginia Career Clusters

Agriculture, Food, and Natural Resources
Architecture and Construction
Arts, A/V Technology, and Communication
Business Management and Administration
Education and Training
Finance
Government and Public Administration
Health Sciences
Hospitality and Tourism
Human Services
Information Technology
Law, Public Safety, Corrections, and Security
Manufacturing
Marketing
Science, Technology, Engineering, and Mathematics
Transportation, Distribution, and Logistics
West Virginia Specific Career

6.4. Grades 9 through 12 Alternative Means to Earn High School Credit.

6.4.a. CBEM shall provide alternative means for students to earn high school credit.

6.4.a.1. Students may substitute one of the following equivalent courses 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 county policy. The student's parent/guardian must approve by signing the student's PEP.

6.4.a.1.A. Such substitution requests must be approved by the county 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.

6.4.a.1.B. Students and their parent/guardian must be advised of the decision of the superintendent (or designee) and the impact of the substitute course on the student's preparation for college, other post-secondary education, or gainful employment identified in the student's PEP.

6.4.a.1.C. To ensure this process has been followed, the parent/guardian and student each must sign and receive a copy of, or have access to, the digital copy of the modified PEP.

6.4.a.1.D. Students may not receive dual credit for an AP® course.

6.4.a.2. Any student who successfully completes a high school level course (one meeting the

high school approved content standards and taught by a content-certified teacher) prior to Grade 9 shall receive full credit for that course toward graduation requirements. The student's permanent record for Grades 9-12 shall indicate completion of the courses. The grade for any credit-bearing course taken prior to Grade 9 becomes part of the student's permanent record and is calculated in the student's high school grade point average (GPA).

6.4.a.3. All students will receive appropriate grades and/or credit for all work completed while attending school, regardless of the duration of their enrollment period. Students cannot receive credit for the same course twice. When a student retakes a failed course, both grades shall be transcribed and the county grading policy will determine how these courses are calculated in the GPA.

6.4.a.3.A. No teacher may be required to change a student's grade on either an individual assignment, a report card, or transcript unless there is clear and convincing evidence that there was an error, per W. Va. §18-5-46.

6.4.b. West Virginia Option Pathway. The Option Pathway provides the opportunity for at-risk students, ages 16-21, who are enrolled in and attending a West Virginia public high school or attending a West Virginia Schools of Diversion and Transition (WVSDT) juvenile or adult instructional education program, to stay in school, complete a state-approved CTE program of study as defined in Policy 2520.13, pass the entire WVDE-approved high school equivalency assessment and receive a high school diploma.

6.4.c. Students who are enrolled in a WVSDT school should be offered the same marketable job skill opportunities that are provided to students in nonresidential settings as is practicable. WVSDT schools deliver rigorous personalized learning options while offering flexible scheduling and still meeting graduation requirements.

6.4.c.1. A WVSDT school operated by the WVBE will transfer graduation credits earned to a county for the awarding of a high school diploma. It is mandatory for counties to accept and recognize the transferred credit(s) toward the completion of the graduation requirements and issuance of a high school diploma.

6.4.c.2. Career Integrated Experiential Learning (CIEL), as defined in Policy 2444.4, is an alternate pathway for at-risk students.

6.4.d. A student who transfers into a West Virginia school from another state or county public school with different graduation requirements may not be able to complete the requirements for graduation. In such cases, the student's credits shall be evaluated by the county superintendent or designee in the receiving county to determine if one or more county and/or state requirements can be substituted with an equivalent course. Any courses requiring a waiver must be reviewed and approved by the State Superintendent of Schools or designee.

6.4.e. Counties may develop tests for the purpose of accelerating students by proving proficiency through assessment.

6.4.f. Counties may develop a policy that allows for credit-bearing workplace readiness experiences.

6.4.g. Virtual learning may be used to provide students opportunities to enroll in classes through

the WVVS or a county virtual instruction program (refer to Appendix C, Virtual Learning).

§126-42-7. School Responsibilities.

7.1. Schools shall implement WVBE and county policies as well as county and school procedures to ensure high quality delivery of their education program. In meeting this responsibility, schools shall address the following components of a high quality education program.

7.1.a. Administrative Practices.

7.1.a.1. Implement CBEM and WVBE policies and procedures.

7.1.a.2. Ensure that the school is safe and that the environment is conducive to learning and teaching per Policy 4373.

7.1.a.3. Assign students equitably among the classroom teachers, taking into consideration reasonable enrollment differences due to subject area and/or grade levels.

7.1.a.4. Ensure that all teachers and library/media professionals are provided a duty free planning period that is the length of the usual class period and is not less than 40 minutes per day (W. Va. Code §18A-4-14).

7.1.a.5. Participate in the West Virginia Education Information System (WVEIS) and other WVDE data collections through adherence to data collection calendars and guidance documentation, which are developed and maintained through the WVDE data governance structure per Policy 4350, to ensure compliance with state and federal reporting requirements and to support the population and sustainability of the state's longitudinal data system for educational decision making.

7.1.a.6. Implement a system to monitor absences and dropout rates and, when appropriate, develop plans to reduce the student absenteeism and dropout rates;

7.1.a.7. Ensure a process for timely, accurate, and complete entering of data into the WVEIS.

7.1.b. Content Focused Standards and Instruction. Each school shall offer rigorous instructional opportunities and strategies that are based on state content standards via county-determined instructional materials and teacher-created curricula. Specific requirements are outlined in sections 4, 5, and 6.

7.1.b.1. Prior to the beginning of each school year, the principal and teachers determine time allocations that, based on the needs of the students, maximize engaged instructional time, and limit disruptions during the instructional day within the regular and alternative school calendars for specific instructional programs.

7.1.b.2. School schedules shall be organized to maximize flexibility of academic learning time through a variety of strategies.

7.1.b.3. Flexible scheduling of students and staff shall be used to ensure that every student has the opportunity to achieve or exceed mastery of each content standard.

7.1.b.4. Principals shall ensure that educators:

7.1.b.4.A. implement content standards for learning and are aware of the instruction students have received prior to entering the grade level they teach and what the expectations are for students to be able to succeed at subsequent grade levels;

7.1.b.4.B. use instructional practices that are evidence- and research-based;

7.1.b.4.C. utilize the West Virginia Tiered System of Support (WVTSS) that is inclusive of high quality practices allowing all students to sustain significant progress, whether they are considered at-risk, exceeding grade-level expectations, or at any point along the continuum. The WVTSS emphasizes the integration of academics, behavior, and mental health as uniformly critical to student success, and focuses on the cohesive system of support rather than interventions alone;

7.1.b.4.D. develop and use assessments aligned with the content standards to drive instructional improvement for all students;

7.1.b.4.D.1. assessments may include standardized, non-standardized, performance assessments, end-of-course/program of study (EOC) exams, portfolios, observation performance data, achievement checklists, teacher-made tests, and other assessments that are at the direction of and for use by the classroom teacher; and

7.1.b.4.D.2. a formative assessment process shall be used in all grades to provide educators with information to inform instruction, personalize planning, and share individual students' progress with families in meaningful ways.

7.1.b.5. Principals shall monitor pupil performance related to the approved content standards of the school education program and work with teachers to make appropriate adjustments to the instructional program.

7.1.b.6. Principals and school personnel shall monitor and update records of student progress for student, parent, and teacher information.

7.1.c. Leadership. The principal fosters distributed leadership among staff, students, family, and community stakeholders, as appropriate, to create a shared understanding and commitment to improved student academic success. Schools shall ensure leadership meets the standards set forth in Policy 2322. In addition, each school shall:

7.1.c.1. ensure that parents have opportunities to be involved in the school and their child's education;

7.1.c.2. operate a faculty senate that facilitates school improvement through practices outlined in W. Va. Code §18-5A-5 and in accordance with Policy 3234;

7.1.c.3. operate a school curriculum team that establishes instructional programs and methods, based on the needs of the school, and that implements the state-approved content standards (W. Va. Code §18-5A-6);

7.1.c.4. analyze programs using a continuous system of program assessment and program improvement;

7.1.c.5. develop and implement a School Strategic Plan that is based on the identified needs of the students and is developed collaboratively by the Local School Improvement Council (LSIC), the principal, faculty senate, school technology team, school curriculum team, and other appropriate stakeholders.

7.1.c.6. maintain a LSIC that facilitates improvement of educational quality by encouraging the involvement of the school community in the operation of the school as outlined in W. Va. Code §18-5A-2 and by utilizing the waiver process when appropriate.

7.1.c.7. utilize a school technology team that collaborates with the school strategic planning committee to develop a comprehensive technology plan that includes Policy 2460.

7.1.d. Professional Learning. Each school shall have a process for developing, providing, and participating in programs for professional learning based on research, data, and Policy 5500.

7.1.d.1. ensure that professional staff participate in continuous high quality, sustained, and classroom-focused professional learning that increases the knowledge and skills required to create conditions that result in students achieving high levels of performance in the approved West Virginia content standards series (Policy 2520 series, W. Va. 126CSR44AA through 126CSR44U);

7.1.d.2. ensure that teachers participate in the county's intentional, coordinated efforts to provide a comprehensive system of support found in the professional learning component of the County Strategic Plan for all teachers and administrators per provisions of W. Va. Code §18A-3C-3;

7.1.d.3. ensure that all teachers who teach College Board AP® courses have completed the required professional learning for their content area and have received approval of their curriculum from the College Board. (See Appendix B.)

7.1.d.4. ensure that an administrator from each high school attends a College Board endorsed AP® related workshop once every two years. (See Appendix B.)

7.1.e. Special Education provides services and resources to meet the unique needs of all students with disabilities. Schools shall ensure special education requirements set forth in Policy 2419 are implemented.

7.1.e.1. Student Assistance Team (SAT). Schools shall ensure a Student Assistance Team (SAT) is operational to conduct the problem solving process for individual students whose academic, mental health, or behavior concerns are impeding their success in the school environment. This problem solving process is outlined more specifically in Policy 2419. However, the SAT process may be used to address the needs of all students, whether or not a multidisciplinary evaluation is being considered.

7.1.f. Alternate Delivery of Education Programs. The school shall follow county policies and procedures when providing for alternative delivery of education and service programs for students. A

thorough and efficient education must be available to all students, whether they are placed in regular or alternative programs.

7.1.g. School Counseling Program. Schools shall ensure school counseling programs adhere to W. Va. Code §18-5-18b, Policy 2315, Policy 5100, as well as the West Virginia Professional School Counselor Standards found in Policy 5100. School counselors will work collaboratively with other school staff to assist students with academic and post-secondary planning, including the opportunity to complete the Free Application for Federal Student Aid (FAFSA), that leads to seamless transitions to students' identified post-secondary option as required in Policy 2315.

7.1.g.1. Comprehensive School Counseling Program (CSCP). The CSCP is a proactive, systemic approach to assist students with the acquisition of attitudes, knowledge, skills, and behaviors necessary to maximize student success and preparation for a variety of post-secondary options. The WVDE provides assurances that the state comprehensive developmental guidance and counseling policy reflects provisions of Policy 2315. Policy 2520.19 outlines the attitudes, knowledge, skills, and behaviors essential to support all students in achieving everyday school success and in being college- and career-ready.

7.1.h. Health and Psychological Services. Emphasis is placed on preventive services, health promotion, and education to support academic success, reduce absenteeism, and promote lifetime health and wellness.

7.1.h.1. School health services are coordinated through the certified school nurse to provide early identification of health conditions and communicable diseases, daily support and care for students with specialized health care needs during the instructional day with linkage, and follow-up care to services as required in Policy 2422.7 and Policy 2423.

7.1.h.2. School psychological services facilitate the interpersonal and academic development of all students and foster the social/emotional health and the academic success of students. School psychologists assist teachers, professional support staff, and other school personnel with assessment information, academic and behavior intervention plans, and understanding student implications in relation to school performance and safe school considerations.

7.1.i. Diversity and Multicultural Education. To foster an environment of respect for the histories, cultures, and contributions of diverse groups, multicultural education awareness must be developed and embedded across all content areas per W. Va. Code §18-5-15a.

7.1.j. A hunter safety orientation program shall be offered at least once every spring semester in every middle school of the state as required by W. Va. Code §18-2-8a. The program shall be conducted by an instructor employed by or certified by the West Virginia Division of Natural Resources or who has other training necessary to conduct the program. At the option of each county board of education, the hunter safety orientation program may also be offered during the fall semester in any middle school in the state or may be offered in any high school in the state: Provided, that the demand to take the hunter safety orientation program is sufficient and that certified instructors are available. If there is an insufficient number of students at a middle school requesting or registering for the class in a given semester, the school shall not be required to conduct the class that semester. The hunter safety program is voluntary to students. The county board of education shall have the discretion to establish the minimum number of students requesting the safety orientation program class in a semester necessary to provide the class that

semester. The West Virginia Division of Natural Resources shall issue a certificate of training to any students who completed the hunter safety orientation program.

7.1.j.1. Counties who choose to offer hunter safety as part of, or as a credit bearing course, must create standards and provide credit through a certified teacher of record.

§126-42-8. County Board of Education Staff (CBES) Responsibilities.

8.1. County Board of Education Staff (CBES) Responsibilities. It is the responsibility of each county to plan, deliver, and evaluate the educational programs and student support services necessary to implement a thorough and efficient system of public education. The programs of student and student support services mandated by regulations must be available to all students.

8.1.a. Administrative Practices. The CBES shall ensure all components outlined in this policy are appropriately and effectively implemented.

8.1.a.1. Implement CBEM and WVBE policies and procedures.

8.1.a.2. Assure that all schools are safe and that the environment is conducive to learning, per Policy 4373.

8.1.a.3. Implement rules governing student attendance in Grades Kindergarten through 12:

8.1.a.3.A. Assure that all students, ages 6-17, are attending public schools or are exempt from compulsory public school attendance under the provisions of W. Va. Code §18-8-1 et seq.

8.1.a.3.B. Adjust and report the student attendance rate for the allowable deductions defined in Policy 4110.

8.1.a.3.C. All students shall be scheduled in the defined high school course work, college courses, CTE programs, credit recovery, Option Pathway, experiential learning, or virtual school courses for the full instructional day during Grades 9-12.

8.1.a.3.D. CBEM shall develop within their attendance policy the definition of compelling circumstances under which student may attend school for fewer than four full years and/or may be scheduled for courses for less than the full instructional day.

8.1.a.4. Provide assurances that the county comprehensive developmental guidance and counseling policy reflects provisions of Policy 2315.

8.1.a.4.A. The county school calendar shall meet the requirements of W. Va. Code §18-5-45 and Policy 3234 by providing: 180 separate days of instruction, with a minimum instructional day of 315 minutes for Kindergarten and Grades 1-5; 330 minutes for Grades 6-8; and 345 minutes for Grades 9-12.

8.1.a.4.B. Co-curricular activities may, by their nature, be scheduled within the school day.

8.1.a.4.C. Orientation programs for incoming Pre-K and Kindergarten-aged children are acceptable means of providing instructional time.

8.1.b. Alternate Delivery of Education Programs. The CBES shall implement policies and documented procedures when providing for alternative delivery of education and service programs for students. A thorough and efficient education must be available to all students, whether they are placed in regular or alternative programs.

8.1.b.1. Provisions of Policy 4373 and Policy 2520.19 shall be adhered to including, but not limited to, the provision of behavioral components in addition to academic coursework.

8.1.b.2. Students with disabilities may require an IEP meeting to determine whether their individualized needs can be met in alternative delivery of education programs. Any change in a student's placement must be addressed by the IEP Team and implemented in accordance with the requirements of Policy 2419.

8.1.b.3. Students with IEPs placed in an integrated general education environment (GEE) and requiring accommodations to be provided by the general education teacher must not exceed 30 percent of the total class enrollment. Students with IEPs placed in co-taught classrooms in which instructional responsibilities are shared between a special educator and a general educator in one physical space must not exceed 50 percent of the total class enrollment in accordance with the requirements of Policy 2419.

8.1.b.4. Schools may award credits earned from approved summer schools provided the instructional program is equivalent to that required during the regular school term. All county summer school programs shall be submitted to the WVBE for approval by June 1 of each year.

8.1.b.5. Homebound/Hospital Services.

8.1.b.5.A. A student who, due to injury or illness as certified in writing by a licensed physician who specializes in the health condition, that may temporarily confine a student to home or hospital for a period that has lasted or will last more than three consecutive weeks will receive home/hospital services. The written statement from a licensed physician must include:

8.1.b.5.A.1. the specific reasons and period of time that the student must remain at home or in the hospital; and

8.1.b.5.A.2. the criteria or conditions under which the student will return to school, and the expected date of such return.

8.1.b.5.B. A written statement by a licensed physician who specializes in the health condition must be resubmitted at least every three months if a student's temporary home/hospital instruction is prolonged.

8.1.b.5.C. The county may require that the parent/guardian obtain an opinion from a second licensed physician who specializes in the health condition at the expense of the county.

8.1.b.5.D. Home/hospital services must be designed to provide the student adequate opportunity to continue learning toward mastery of grade level content standards while he or she is

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.

8.1.b.5.E. Counties shall develop and implement within their attendance policy procedures which shall outline and define the delivery of home/hospital services.

8.1.b.5.F. Since home/hospital services are temporary in nature, the home/hospital teachers are responsible for facilitating instruction in courses with required content standards (i.e., English language arts, mathematics, science, and social studies). For cases in which home/hospital services may be necessary for a longer period of time, a process for renewal is required every three months. The home/hospital services are guided by the student's classroom teacher(s) therefore the home/hospital teacher must be in regular contact with the classroom teacher(s) to:

8.1.b.5.F.1. secure and understand units/lessons, instructional plans, and instructional resources (including approved online and virtual options), and

8.1.b.5.F.2. establish procedures for the collection, grading, and return of student work, as requested by the classroom teacher(s) for feedback and assessment.

8.1.b.5.G. Home/hospital services 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 Policy 2419. The change of placement to OSE and any appropriate changes to services will be received in the OSE setting, must be addressed by the student's IEP Team and implemented in accordance with the requirements of Policy 2419. For students with Section 504 plans, adjustments to accommodations may be necessary during home/hospital services. Upon return from home/hospital services, both IEP and/or Section 504 documents must be reviewed to ensure appropriate services are in place for re-entry in the school environment.

8.1.b.5.H. Home and/or hospital services may also be provided temporarily at the direction of the county superintendent for students who have not met the immunization requirements of W. Va. Code §16-3-4.

8.1.b.6. 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 Policy 4373.

8.1.b.7. WVVS Options (refer to Appendix C, Virtual Learning).

8.1.b.8. County Virtual Instruction Program (refer to Appendix C, Virtual Learning).

8.1.b.9. West Virginia Option Pathway. The Option Pathway is a blend of the CTE Pathway and the High School Equivalency (HSE) test. This pathway provides an opportunity for the high school students behind their 9th grade cohorts a second opportunity to graduate on time rather than dropping out of school.

8.1.c. Accountability for Alternative Programs.

8.1.c.1. All alternative delivery of programs for Kindergarten through Grade 12 must meet the standards and safeguards set forth in WVBE policies related to curriculum, instruction, and student support services.

8.1.c.2. 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.

8.2. Assessments**.** The school or county may develop assessments aligned with the content standards to drive instructional improvement for all students.

8.2.a. Assessments may include standardized, non-standardized, performance assessments, end-of-course/program of study (EOC) exams, portfolios, observation performance data, achievement checklists, teacher-made tests, and other assessments that are at the direction of and for use by the classroom teacher.

8.2.b. A formative assessment process shall be used in all grades to provide educators with information to inform instruction, personalize planning, and share individual students' progress with students and families in meaningful ways.

8.3. Compulsory School Attendance. W. Va. Code §18-8-1a requires compulsory school attendance to begin with the school year in which the sixth birthday is reached prior to July 1 of such year or upon enrolling in a publicly supported Kindergarten program and to continue to the seventeenth birthday or for as long as the student continues to be enrolled in a county after the seventeenth birthday.

8.4. Delivery and Evaluation of Education Programs and Support Services. It is the responsibility of each county to 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 must be made available to all students.

8.5. English as a Second Language Services. The county shall provide English as a Second Language services, or specially designed instruction, at no cost to parents, to meet the unique educational needs of an eligible limited English proficient student. English as a Second Language Services and content instruction conducted in the classroom and in other settings shall be provided as specified in the student's program of study and in accordance with Policy 2417.

8.6. Facilities. Counties shall ensure that facilities must be safe and well-maintained and meet the standards set forth in Policy 6200.

8.7. Information Systems. Counties shall participate in WVEIS and other WVDE data collections through adherence to data collection calendars and guidance documentation, which are developed and maintained through the WVDE data governance structure per Policy 4350, to ensure compliance with state and federal reporting requirements and to support the population and sustainability of the state's longitudinal data system for educational decision making.

8.8. Instructional Resources. See W. Va. Code §§18-2-5, 18-2-8, 18-2A-10, and 18-5-21, and Policy 2445.40.

8.9. Partnerships. Counties may choose to optimize the flexibility demonstrated and available within this and other WVBE policies to:

8.9.a. cooperate with one or more counties in establishing and maintaining joint programs;

8.9.b. contract for services with public or private agencies having appropriate programs; and/or

8.9.c. coordinate and share programs, related services, and resources with other organizations, agencies, and local businesses.

8.10. Special Education provides services and resources to meet the unique needs of all students with disabilities. Counties shall ensure special education requirements set forth in Policy 2419 are implemented.

8.11. Technology. The county shall ensure that each school has:

8.11.a. technology practices that facilitate student development in areas such as, but not limited to, computer skills, critical thinking and decision-making, application of academic knowledge in workplace programs, making informed career decisions, and meeting the requirements of Policy 2520.14; and

8.11.b. a technology infrastructure that has multiple applications for enabling students to achieve at higher academic levels.

8.11.c. adequate technology resources to support instruction.

8.12. Policy Development, Implementation, and Guidance**.** Counties shall develop procedures, guidelines, and technical assistance documents necessary to implement county policy, WVBE policy, and state law.

8.13. Transportation. See Policy 4336.

§126-42-9. County Board of Education Member (CBEM) Responsibilities.

9.1. The CBEM shall ensure the following.

9.1.a. Policy Development. CBEM shall create and adopt policy as outlined in Appendix A.

9.1.b. Extended Learning Opportunities (ELO). Students may elect to participate in extended learning opportunities and may receive elective credit when approved by the CBEM. Students may earn no more than six elective credits through the extended learning programs.

9.1.b.1. The CBEM shall review ELO through an application process from entities, including but not limited to, nonprofit organizations, after school programs, businesses, and trade associations who have an interest in offering ELO.

9.1.b.2. The county will then submit all county approved applications to WVDE for WVBE approval.

9.1.c. Graduation Requirements. The state graduation requirements total 22 credits. For the 2024-2025 Freshman cohort the state graduation requirement is 23 credits. See the High School Programming Chart for specific credits required for graduation.

9.1.c.1. The CBEM have the authority to increase graduation requirements for schools in their counties. The county superintendent shall notify the WVDE of any changes in requirements beyond the state requirements.

9.1.c.2. The courses required for graduation requiring mastery of the WVBE- and county-approved content standards shall be offered to all students.

9.1.c.3. Additional courses not identified in the High School Programming chart may be offered to afford students the opportunity to attain mastery of the approved content standards, to broaden and enrich their education, and to support academic and career development. Any elective offering must be based on WVBE-approved content standards if available or based on written content standards that are approved by the CBEM.

9.1.c.4. All students complete four credits of mathematics; however, a student's enrollment in a mathematics course for each year of high school must be determined by county policy.

9.1.d. Alternate Delivery of Education Programs. CBEM shall establish policies for alternative delivery of education and service programs for students. A thorough and efficient education must be available to all students, whether they are placed in regular or alternative programs.

9.1.d.1. Provisions of Policy 4373 and Policy 2520.19 shall be adhered to, including but not limited to, the provision of behavioral components in addition to academic coursework.

9.1.e. Personnel.

9.1.e.1. Supervisory/Administrative Staff. CBEM shall:

9.1.e.1.A. employ supervisory/administrative staff who are professionally certified administrators. CBEM are encouraged to have school administrators participate in the West Virginia School Leadership Network (W. Va. Code §18A-3-2(c)) as outlined in Policy 5500.03.

9.1.e.1.B. provide continuous, high quality, and sustained professional learning opportunities for principals through a variety of means that increase the principal's ability to be an instructional leader so that students can achieve high levels of performance in the approved West Virginia content standards.

9.1.e.2. Teaching Staff. CBEM shall:

9.1.e.2.A. employ highly qualified and certified teachers to implement each program of study;

9.1.e.2.B. ensure that professional staff members are working in the areas of endorsement specified on their certificates;

9.1.e.2.C. ensure that teachers have a specific knowledge of the approved content standards for all programmatic levels (Pre-K-12);

9.1.e.2.D. ensure that professional staff are provided continuous high quality, sustained, and classroom-focused professional learning as outlined in Policy 5500 that increases the knowledge and skills required to create conditions that result in students achieving high levels of performance in the approved West Virginia content standards series (Policy 2520 series, W. Va. 126CSR44AA through 126CSR44U);

9.1.e.2.E. ensure Alternative Education Programs, as outlined in Policy 4373, provide for the participation of content area certified teachers in the development of the academic curriculum and the assessment measures to determine mastery of approved content standards;

9.1.e.2.F. provide intentional, coordinated efforts to provide a comprehensive system of support that culminates into the professional learning component of the County Strategic Plan for all teachers and administrators per provisions of W. Va. Code §18A-3C-3;

9.1.e.2.G. ensure that all teachers and library/media professionals are provided a duty free planning period that is the length of the usual class period and is not less than 40 minutes per day (W. Va. Code §18A-4-14);

9.1.e.2.H. ensure that all teachers who teach College Board AP® courses have completed the required professional learning for their content area. (See Appendix B.)

9.1.e.2.I. ensure that an administrator from each high school attends a College Board endorsed AP® related workshop once every two years. (See Appendix B.)

9.1.e.2.J. ensure that all AP® coordinators attend an AP® Coordinator's workshop annually. (See Appendix B.)

9.1.e.2.K. annually provide training for all personnel, during a non-instructional day of the school term, in the study of diversity and multicultural education (W. Va. Code §18-5-15a).

9.1.e.3. Aides/Early Childhood Classroom Assistant Teaching Staff. CBEM shall:

9.1.e.3.A. employ aides and/or Early Childhood Classroom Assistant Teachers (ECCAT) to enhance the instructional environment and provide time to ensure educational quality in the classroom;

9.1.e.3.A.1. aides assist teachers with non-instructional duties and in instructional-related activities in appropriate programs. Duties may include, but are not limited to: a) clerical and technical assistance; b) in-class assistance; c) tutorial services; d) distribution of instructional resources; e) supervision of students in the instructional environment or as otherwise assigned (W. Va. Code §18A-5-8); f) assistance with technology utilization; and g) in some cases, performance of basic or specialized health care procedures.

9.1.e.3.A.1.(a). All Pre-K and Kindergarten classroom aides must hold an Early Classroom Assistant Teacher Permanent Authorization or Temporary Authorization (W. Va. Code §18-5-18).

9.1.e.3.A.1.(b). Any newly assigned aide to a Grade 1, 2, or 3 classroom must complete the requirements for an ECCAT, paraprofessional, or aide, including courses in the science of reading, numeracy, appropriate measures for exercising authority and control over students (W. Va. Code §18-5-18a).

9.1.e.3.A.1.(c). One ECCAT is assigned to a Kindergarten classroom if the class enrollment exceeds 10 students. One ECCAT, aide, paraprofessional, or interventionist is assigned to a Grade 1, 2, and 3 classroom if the class enrollment exceeds 12 students. (See chart at section 9.1.f.3.)

9.1.e.3.A.1.(d). All West Virginia classrooms shall have adequate supervision at all times. When students are on the premises, a West Virginia Pre-K participating program shall ensure that two adults are present with children per Policy 2525. One of the two adults may be an ECCAT.

9.1.e.3.A.1.(e). Additional personnel may be necessary to meet the individual needs of students with disabilities. Student needs are determined by the IEP team as set forth in Policy 2419.

9.1.e.3.A.1.(f). ECCATs and aides assigned to a school are scheduled by the principal.

9.1.e.3.A.1.(g). ECCATs hired or placed in classrooms shall be scheduled adequate planning time, as determined by the building principal, with the teacher to whom they are primarily assigned.

9.1.e.3.B. use community resources, when appropriate, in innovative ways on a volunteer, part-time, or contractual basis in order to complement, support, or extend the instructional program, including the provision of experiential learning opportunities.

9.1.f. Maximum Teacher-Pupil Ratios (see chart titled Maximum Teacher-Pupil Ratios). Per W. Va. Code §18-5-18a, CBEM shall provide sufficient personnel, equipment, and facilities as well ensure that each classroom does not exceed the enrollment guidelines.

9.1.f.1. Each school principal shall assign students equitably among the classroom teachers, taking into consideration reasonable enrollment differences due to subject area and/or grade levels.

9.1.f.2. Any Kindergarten teacher who has more than 20 pupils per session and any classroom teacher of Grades 4-6 who has more than 25 pupils shall be paid additional compensation based on the affected classroom teacher's average daily salary divided by 20 for Kindergarten teachers or 25 for teachers of Grades 4-6 for every day times the number of additional pupils enrolled up to the maximum pupils permitted in the teacher's classroom. All such additional compensation shall be paid exclusively from county funds.

9.1.f.3. Split grade classrooms must adhere to the ratio of the lowest grade level. Split grade classrooms must be determined per W. Va. Code §18-5-18a(b).

Maximum Teacher-Pupil Ratios		
Grade	**Maximum Enrollment**	**Exceptions**
Pre-K One ECCAT is required	20	0 *Includes classrooms having two or more grades that includes Pre-K*
Kindergarten One ECCAT is required for enrollments of more than 10	20	three additional with compensation *Includes classrooms having two or more grades one of which includes Kindergarten*
Grade 1 (effective SY 2023-24) Grade 2 (effective SY 2024-25) Grade 3 (effective SY 2025-26) One ECCAT/aide/paraprofessional or interventionist is required for enrollments of more than 12	25	0 *Includes classrooms having two or more grades that include Grades 1-3*
Grades 4-6	25	three additional with compensation
Additional Exemptions to Maximum Teacher Pupil Ratios		
Physical Education Grades 5-6 when in a middle school setting	Maximum Enrollment is at the discretion of the county[1]	
Choral and band/orchestral music	Maximum Enrollment is at the discretion of the county	
An exception may be made in Grades K-3 when time is utilized for adequate planning time between an ECCAT, aide, paraprofessional, or interventionist and the teacher to which they are primarily assigned. (See section 9.1.e.3.A.1.(g).)		

9.1.g. Policy Development, Implementation, and Guidance. CBEM have oversight of county procedures, guidelines, and technical assistance documents necessary to implement county policy, WVBE policy, and state law.

9.1.h. Uniform Grading. All counties must use the uniform grading rules established by the WVBE for those courses for which high school credit is to be awarded (W. Va. Code §18-2-5). The Non-weighted Course Grading Scale must be used for any courses taken for high school credit, other than courses that CBEM are required or choose to weight (see Weighted Course Grading Scale).

Non-weighted Course Grading Scale

Average	Grade	Quality Points
90-100	A	4.0
80-89	B	3.0
70-79	C	2.0
60-69	D	1.0
0-59	F	0

[1] W. Va. Code §18-5-18a states: "the State Superintendent is authorized, consistent with sound educational policy, (a) to permit on a statewide basis, in grades 4-6, more than twenty-five pupils per teacher for the purposes of instruction in physical education . . . ." Accordingly, for physical education classroom for Grades 5 and 6 located in a middle school, counties are given the discretion to determine the maximum number of students permitted per class taking into consideration health, safety, and instructional needs of students.

9.1.h.1. CBEM may, but are not required to, adopt this grading scale for use in courses or grade levels for which high school credit is not involved.

9.1.h.2. Counties shall issue weighted grades for AP® courses, AC courses, Dual Credit (Dual Credit weighted grades will begin with the 2020-21 9th grade cohort), and IB® courses for which high school credit is to be awarded. CBEM have discretionary authority to issue weighted grades for other advanced high school courses. Students transferring into a county will follow that county's policy on the weighting of other advanced high school courses with regard to class rank. Transcribed grades (including non-weighted and weighted) and grade point averages may not be changed once they are issued by a teacher and transcribed by a county unless a computation error occurred as verified by the teacher issuing the grade. Public school systems do not have the discretion to attribute a Pass/Fail credit with no quality points for courses merely because the student transferred from another public school system, home school, or non-public school system.

Weighted Course Grading Scale

Average	Grade	Quality Points
90-100	A	5.0
80-89	B	4.0
70-79	C	3.0
60-69	D	2.0
0-59	F	0

9.1.h.3. CBEM shall accept a transcript or other credential provided by a public school program, non-public school program, or home school program as record of a student's previous academic performance for the purpose of placement and credit assignment. CBES shall transcribe the student's letter grades and quality points from home school programs and non-public school programs denoting that the student received the credit from a source other than a program accredited through Policy 2330, and that the credit was accepted and recognized by a West Virginia public school pursuant to W. Va. Code §18-8-1a.

9.1.i. CBEM and all of those within their purview have the duty and responsibility to oversee educational equity.

§126-42-10. West Virginia Department of Education (WVDE) Responsibilities.

10.1. The WVDE has a primary leadership role in:

10.1.a. defining and developing the framework for education programs and services;

10.1.b. assisting counties to ensure delivery of these programs and student support services;

10.1.c. assuring the WVBE, the Legislature, and the public that a thorough and efficient system of education is being provided;

10.1.d. developing procedures, guidelines, and technical assistance documents necessary to implement WVBE policy and state law;

10.1.e. instituting a system for the coordination and delivery of high quality professional learning. Further, WVDE shall develop, provide, and participate in programs for professional learning based on W. Va. Code §18-2I-1. The West Virginia Professional Learning Reimagined Framework is developed around evidence-based research and supported by and Policy 5500;

10.1.e.1. providing capacity-building resources, high quality professional learning, and technical assistance to counties, IHEs, and related agencies;

10.1.f. encouraging the use of best practices based on quality, scientifically-based research at each programmatic level;

10.1.g. monitoring the implementation of education programs at the state and county level;

10.1.h. administering funds provided and/or authorized by the West Virginia Legislature and other sources; and

10.1.i. providing recommendations to the WVBE to update a plan for a thorough and efficient system of public education.

10.2. Content Standards. The WVDE shall work with stakeholders to oversee the development of content standards set forth in the Policy 2520 series (W. Va. 126CSR44AA through 126CSR44U).

10.3. Statewide Assessment Program. The WVDE shall ensure that public school students participate in the West Virginia Measures of Academic Progress (WV-MAP) identified in Policy 2340.

10.4. Special Education. The WVDE shall ensure special education requirements are implemented and provide technical assistance to assure compliance with federal law and applicable WVBE policy.

10.5. Stakeholder Input and Public Reporting. The WVDE shall:

10.5.a. be accountable to the public and the Legislature through the West Virginia Balanced Scorecard.

10.5.b. disseminate information concerning the content and implications of standards, policies, and state and federal laws to counties, IHEs, the business community, parents, professional organizations, educational agencies, and other individuals and groups.

10.5.c. maintain appropriate records and reports on the status of education programs and approved education personnel development programs.

10.6. State Superintendent of Schools Support. The WVDE shall work for and provide staff support to the State Superintendent of Schools and the WVBE.

10.7. WVVS (Appendix C, Virtual Learning). The WVDE provides virtual instruction through the WVVS and assists counties in developing county virtual instruction programs.

§126-42-11. West Virginia Board of Education (WVBE) Responsibilities.

11.1. The WVBE shall assist counties and other participating agencies in implementing and operating high quality education programs and related services to deliver a thorough and efficient system of public education. The WVBE shall:

11.1.a. oversee policy development procedures, guidelines, and technical assistance documents necessary to implement WVBE policy and state law.

11.1.b. serve as an advocating body to promote research-based best practices and capacity building for a thorough and efficient system of public education.

11.1.c. disseminate information to all stakeholders as applicable.

11.1.d. monitor the implementation and operation of educational programs and related student support services to ensure compliance with state and federal laws and policies.

11.1.e. receive, disburse, and administer state and federal funds designated for the implementation and operation of education programs and related services.

11.1.f. establish and implement the delivery of a thorough and efficient system of education carried out by the State Superintendent of Schools and the WVDE. The WVBE shall adopt standards for effective schools pertaining to all education programs, education personnel development, and related services.

11.1.g. adopt, in collaboration with West Virginia Higher Education Policy Commission (WV HEPC) and Council for Community and Technical College Education (CCTCE), uniform and specific college- and career-readiness standards as outlined in W. Va. Code §18-2-39.

11.1.h. establish partnerships with higher education, business and industry, labor, and community agencies to impact post-secondary opportunities for students.

11.1.i. maintain appropriate records and create required reports for various stakeholder audiences as applicable.

11.1.j. oversee a system for the coordination and delivery of high quality professional learning. Further, the WVBE shall oversee the coordination of the development of and participation in programs for professional learning (W. Va. Code §18-2I-1 and Policy 5500).

11.1.k. provide an effective mechanism for citizens to register concerns if citizens believe that elements of a thorough and efficient system of education are not being provided pursuant to constitutional provisions, statutes, and/or policy as outlined in Policy 7211.

11.1.k.1. The WVBE shall report progress toward attainment of state education goals to the public and the Legislature.

11.1.l. provide consideration for extenuating circumstances, and make exceptions when suitable alternatives are proposed, that ensure the attainment of the same or higher standards through the waiver process outlined in W. Va. Code §18-5A-3.

11.1.m. implement policies, programs, and structures to focus and target attention to educational equity and the elimination of educational gaps.

§126-42-12. Severability.

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

GLOSSARY OF TERMS

Acceptable Use Policy -- Implemented by counties to ensure safe and acceptable use of technology (Policy 2460).

Advanced Career (AC) -- Courses in a specific career field that ensure that the course is rigorous enough for students to meet college- and career-readiness standards. Two of the courses are considered foundational and two are more advanced, with the potential for students to earn dual credit.

Advanced Placement® (AP®) -- College-level courses offered in high school that provide students the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.

Advisory Council -- Definition found in Policy 2520.13, Explanation of Terms.

The Arts -- The programs of study for dance, music, theatre, and visual art.

Career Awareness -- The opportunity for students to learn about and develop an appreciation of the broad concepts related to work, career, and educational preparation.

Career Cluster -- Definition found in Policy 2520.13, Explanation of Terms.

Career Development -- The process through which a student comes to understand the world of work.

Career Exploration -- The opportunity within the education program for students to conduct self-assessment, access career information, examine multiple career options, and initiate education planning based on a tentative career focus.

Career Integrated Experiential Learning (CIEL) -- Definition found in Policy 2520.13, Explanation of Terms

Career Portfolio -- A compilation of student work assembled for the purpose of helping students reflect on their academic goals and progress and creating an archive of accomplishments of educational products and other documentation.

Career Technical Education (CTE) Centers -- Definition found in Policy 2520.13, Explanation of Terms.

County Board of Education Members (CBEM) -- The locally elected governing body charged with the operation of public schools in a county.

County Board of Education Staff (CBES) -- Office staff, including the county superintendent, employed by CBEM.

Class Period -- A block of time provided for instruction in a course within a program of study.

Co-curricular Activities -- Are closely related to identifiable academic programs and/or areas of study that serve to complement academic and technical curricula. Students should be permitted to participate in co-curricular activities, directly tied to the standards and/or programs of study, during the school day and beyond.

College Course -- Any course for which college credit is awarded (e.g., dual credit, regular college course).

Community Readiness -- Allows students with the most significant cognitive disabilities to earn four credits through community-based instruction and community-based work experiences. The four courses may count as electives or to fulfill the students four credit requirements for post-secondary goals as required by the Personalized Education Plan (PEP).

Comprehensive High School -- Definition found in Policy 2520.13, Explanation of Terms.

Comprehensive Middle School -- Connects middle school learning to high school programming by providing learning opportunities for all students integrating academic, social/emotional, and occupational standards.

Comprehensive School Counseling Program -- A program coordinated by a certified school counselor and delivered collaboratively by stakeholders to assist students in achieving academic, personal, and career goals (Policy 2315).

Content Standard -- A broad description of knowledge and skills that students are expected to acquire in a content area.

County/Counties -- Any reference to a county or counties within this policy includes the 55 county boards of education members and county board staff, and the WVBE as the supervisory authority of the West Virginia Schools for the Deaf and the Blind and schools/programs serving incarcerated youth and adults when applicable.

County Leadership Team -- Responsible for supporting the continuous improvement of all schools and for identifying target support and assistance to schools falling below acceptable performance.

County Strategic Plan -- Specifies how the county intends to strengthen the county education program in order to increase student achievement and positively impact other student outcomes (see section 7.1.d.2).

Curriculum -- An intentional learning plan to ensure students achieve the goals of the standards and is the responsibility of the CBEM, CBES, school administrators, and teachers. The curriculum represents the learning experience.

Diploma -- Formal documentation and recognition that a student has satisfactorily completed the graduation requirements of the state and county.

> Regular Diploma is awarded to all students who have satisfactorily completed the graduation requirements for the state and county.
>
> The state-defined alternate diploma is standards-based, aligned with state requirements for the regular high school diploma, and can be obtained within the time period for which the state ensures the availability of a free and appropriate public education (FAPE).

Dual Credit -- Provides students enrollment in both high school and college coursework. Such

coursework must meet both the specified course content standards for secondary offerings and the college course requirements.

Dual Enrollment -- Provide students enrollment in both the high school and Career Technical Center.

Early Childhood Classroom Assistant Teacher (ECCAT) -- Instructional support personnel for Pre-K through Grade 3 classrooms as outlined in Policy 5202.

Education Program -- A structure for defining, delivering, and being accountable for a thorough and efficient system of education. This structure is applicable at the state, county, and school levels.

Educational Equity -- The duty and responsibility of the education system to create environments, provide access, and structure supports for the individual child that will assist them in their social/emotional/ academic growth, regardless of their identity or background.

Electives -- Courses students may choose to study based on interest.

Eligible Students with Disabilities -- Students having one or more of the disabilities defined in 20 U.S.C. §1400 et. seq., The Individuals with Disabilities Education Act and Policy 2419 and who, by reason thereof, require special education and/or related services.

Eligible Students with Exceptionalities -- Students who are gifted or exceptional gifted as defined in the Policy 2419 and/or who meet the definition of eligible students with disabilities in this policy and the Policy 2419 and who, by reason thereof, need special education and related services.

Embedded Credit -- Incorporation of content standards for an embedded credit from one credit bearing high school course into another (host) course(s) and allows students to earn credit for both. There must be an 80 percent alignment of standards between the host course and original course to warrant embedded credit. Embedded credit does not allow for two courses in the same content area (e.g., English 11 and English 12) to be embedded into one course.

End-Of-Course/Program of Study Tests (EOC) -- Assessments that measure student achievement in a course based on the approved content standards for each course/program of study.

English Learners -- Students who, in accordance with the requirements of Policy 2417, have been determined to be Limited English Proficiency (LEP) and in need of specially designed instruction.

Exploratory CTE Course -- Definition found in Policy 2520.13, Explanation of Terms.

Extended Learning Opportunities -- The primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom.

Extracurricular Activities -- Activities that are not part of the required instructional day or curricular offerings but are under the supervision of the school. School facilities may be used for athletics, non-instructional assemblies, social programs, entertainment, and other similar activities. All rules and policies that apply to the instructional day also apply to extracurricular activities (Policy 2436.10).

Extra-curricular/Interscholastic Physical Education Graded -- A blended learning approach that combines a free online Physical Education (PE) course, monitored by the physical education teacher, with an extra-curricular/interscholastic activity or sport fulfilling the high school PE credit requirement. The physical education teacher may issue and transcript a grade for this course if the county chooses to utilize this option.

Extra-curricular/Interscholastic Physical Education Non-Graded -- Utilization of a sport or a physically active extra-curricular/interscholastic activity to fulfill the one credit PE requirement. The course must be transcribed as non-graded (pass/fail) if the county chooses to utilize this option.

Formative Assessment Process -- Used by teachers to guide daily instruction. Appropriate formative assessment processes provide data to inform classroom instruction. Various forms of evidence demonstrating students' progressions of learning across content areas are utilized to personalize learning.

Grade Level -- The class structure that is used to organize and deliver education within West Virginia public schools. The public school education experience is divided into levels, Pre-K-12.

Graduation Requirements -- The number of required and elective units of credit that must be earned by a student in order to be graduated from high school (see section 6.1).

High School Equivalency (HSE) Test -- Definition found in Policy 2444.4.

Homebound/Hospital Services -- Educational services for a student, due to injury or illness as certified in writing by a licensed physician who specializes in the health condition, temporarily confined to home or hospital for a period of more than three consecutive weeks.

Individualized Education Program (IEP) -- A written statement for each eligible student with a disability, gifted (Grades 1-8), and/or exceptional gifted student (Grades 9-12) that is developed, reviewed, and revised in accordance with Policy 2419.

Individual Work Ready Competencies (IWRC) -- Definition found in Policy 2520.13, Explanation of Terms.

Instructional Day -- Time allocated within the school day for the teaching and mastery of content standards.

Integrated Physical Education (PE) -- A blended learning approach that combines a free abbreviated online PE course, monitored by the PE teacher, with a physically active credit-bearing elective course (e.g. Show Choir, Dance, etc.). Students will receive both a PE credit and a credit for the physically active course if the county chooses to utilize this option.

International Baccalaureate Diploma Program (IB) -- A comprehensive two-year international curriculum designed for highly motivated secondary school students aged 16-19. IB is a rigorous pre-university course of study that leads to examinations. IB students may receive college credit for successful completion of IB courses.

Intervention -- Additional instruction and time, utilizing multiple strategies and assessments, to ensure student mastery of the content standards. The practice of removing students to receive extra support while attending any required course for intervention is discouraged.

Learning Skills -- The skills of information gathering, organizing, and communicating, critical thinking and problem-solving, personal and workplace productivity skills, and proficiency in the use of technology tools. Learning skills enable students to acquire new content knowledge and skills, connect new information to existing knowledge, and learn new ways of completing tasks using technology tools.

Literacy-rich Environment -- An environment that emphasis the importance of speaking, reading, and writing in all content areas. This environment involves the selection of materials that will facilitate language and literacy opportunities, reflection and thought regarding classroom design, and intentional instruction and facilitation by teachers and staff.

Local School Improvement Council (LSIC) -- A school advisory group composed of three teachers, three parents, two service employees, the principal, two at-large members appointed by the principal, and one student from a school enrolling students in Grade 7 or higher. The LSIC focuses on improving the education program and operation of the school; has authorization to request waivers of policy and State Superintendent of Schools interpretations; assists in the development of the Strategic Plan; and can apply for grants and awards.

Mastery -- Student has met the grade or course level expectations for the content standards.

Multi-county Center -- Definition found in Policy 2520.13, Explanation of Terms. Refer to Policy 3232.

Multicultural Education -- Educational strategies that provide students with information about the histories, cultures, and contributions of diverse groups.

Personalized Education Plan (PEP) -- A plan developed to guide students and their parent/guardian to thoughtfully explore individual interests and aptitudes in relation to academic and career planning. Each student's course selections are based on individual career aspirations and post-secondary plans.

Personalized Learning (PL) -- A process that counties and schools must use to ensure every learner is engaged in learning experiences that are relevant to their needs and maximize their growth.

Pre-Kindergarten (Pre-K) -- The voluntary education program for all four-year-old children and for three-year-old children with identified special needs that addresses the growth and development of children in the areas of social/emotional growth, the arts, physical health, language and literacy, mathematics, social studies, and science. West Virginia's Pre-K is a readiness system designed to promote the success of children in Kindergarten and lifelong learning (Policy 2525).

Prescribed Credits -- The required credit courses that are specifically prescribed to meet high school graduation requirements.

Personalized Course Credit Options -- Courses that may be personalized by student and school staff to meet graduation requirements based on the student's post-secondary plans.

Program of Study -- Definition found in Policy 2520.13, Explanation of Terms.

Programmatic Level -- A component of the Pre-K-12 educational spectrum that addresses the developmental needs of one age group of students. Programmatic levels described in this document

include Early Learning Programs (Grades Pre-K-5), Middle School Programming (Grades 6-8), and High School Programming (Grades 9-12).

Required Courses -- Courses that all students must complete.

School Curriculum Team -- Provides professional opportunities for teachers, administrators, and other school personnel that allow them to have a direct voice in the operation of their schools and to create a culture of shared decision-making focused on the ultimate goal of raising student achievement (W. Va. §18-5A-6).

School Day -- The time, inclusive of the instructional day, homeroom, class changes, breaks/recess, lunch, and other non-instructional activities.

School Improvement -- A continuous process to increase student achievement and positively affect other student outcomes. School improvement builds the capacity of all entities, both state and county, to improve student success at the school level.

School Strategic Plan -- Specifies how the school intends to increase student achievement and positively impact other student outcomes. The School Strategic Plan must be developed and implemented using a continuous improvement process, be based on all available data regarding student achievement, and align with the goals of the County Strategic Plan.

Seal of Biliteracy -- An award given by a school, county, or state recognizing students who have studied and attained proficiency in two or more languages.

Section 504 -- Section of the Rehabilitation Act of 1973 (29 U.S.C. §701) that prohibits discrimination by recipients of federal financial assistance. Section 504 provides a broad spectrum of protections against discrimination, which includes instruction, athletics, and extracurricular activities.

Semester -- A block of instructional time that is equivalent to at least one-half of the school year. For example, 90 instructional days are equal to a semester in a traditional school term of 180 instructional days.

Simulated Workplace -- Definition found in Policy 2520.13, Explanation of Terms.

Student Assistance Team (SAT) -- A school-based team consisting of at least three persons, including a school administrator or designee to serve as the chairperson, a current teacher(s), and other appropriate staff, who have specialized training in multi-tiered systems of support (MTSS), alternate educational placements, procedures for multidisciplinary evaluations, disciplinary procedures, and other school processes. This team meets regularly to conduct the problem-solving process for individual students whose academic, mental health, or behaviorial struggles are impeding their success in the school environment.

Technology Integration -- The use of technology throughout content areas to help students master the approved content standards, including standards found in Policy 2520.14, and become lifelong learners.

Technology Tools -- Electronic and digital resources that can support students and teachers in the delivery and testing of content. Technology tools, when integrated into classroom instruction, enable students to

access, manage, integrate, and evaluate information across content areas, construct new knowledge, and communicate efficiently with others.

Transcript -- A transcript is an official document that serves as a record of a student's academic journey issued by an entity authorized to provide education to a student. The transcript shall include the following information: entity issuing transcript (county/school, if applicable), courses taken, grades and credits earned, cumulative GPA, and date of graduation (if applicable).

Waiver -- The ability of the CBEM to grant exemptions from county policy requirements; and the ability of the WVBE to grant exemptions from state policy requirements .

West Virginia Early Learning Reporting System (WV ELRS) -- A data reporting system based on the formative assessment process that allows Pre-K through Grade 2 educators the opportunity to gauge the extent to which students are working toward development of proficiency across standards.

West Virginia Balanced Scorecard -- Information provided to parents and the general public on the quality of education in the public schools that is uniform and comparable among schools within and among the counties as defined in W. Va. Code §18-2E-4.

West Virginia Tiered System of Support (WVTSS) -- A framework which suggests flexible use of resources to provide relevant and appropriate academic, behavioral, and mental health support to enhance learning for all students.

Work Day for Teachers -- Time allocated for the instructional day and other activities such as homeroom, class changes, lunch, planning periods, and staff development that may not exceed eight clock hours.

Appendix A: Required County Board of Education Members (CBEM) Policies Resulting from Policy 2510

Policy	
Credit Recovery Policy	CBEM shall adopt policies and programs that allow students to recover credit for failed high school courses. Researched-based successful credit recovery programs require students to successfully master content rather than repeat an entire course. A county may also choose to offer a face-to-face, teacher-led credit recovery option utilizing their own instructional resources. When a student retakes a failed course through credit recovery both grades shall be transcribed and the county credit recovery policy or grading policy will determine how the GPA is calculated.
County Virtual Instruction Program Policy	A full-time or blended virtual school program beyond the WVVS requires CBEM or a multi-county consortium to adopt a virtual instruction program policy (W. Va. Code §18-5F-1) for one or more schools serving any composition of grades Kindergarten through 12. When there is a multi-county consortium, each county in the consortium shall adopt a policy creating the virtual instruction program. No eligible students in grades Kindergarten through 5 may participate in a virtual instruction program until after the program has been in operation for one full school year. See Appendix C, Virtual Learning, for more information.
Dual Credit Policy	CBEM shall adopt a policy (W. Va. Code §18B-1-1) that allows students to earn credit for completion of college courses and other advanced courses outside the school setting. Dual credit policies and revisions must be reviewed by the WVDE. If dual credit courses are used to meet graduation requirements, the alignment documentation must be reviewed by the WVDE. Counties must annually update dual credit course offerings in the online dual credit application.
Embedded Credit Policy	CBEM are encouraged to establish policy which permits 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 county policy and alignment documentation must be reviewed by the WVDE and approved by the WVBE.
Extended Learning Opportunities Policy	CBEM shall adopt an alternative education opportunities policy that facilitates implementation and participation in extended learning opportunity elective credit programs.
Grading Policy	CBEM shall adopt a policy for grading. The Uniform Grading Scale outlined in this policy shall be utilized for all credit bearing courses. The policy should also address GPA calculations.
Home School Policy	CBEM shall develop a policy for the process of enrolling a home school student into a public school.

	Note: A West Virginia student or a student from another state who is eligible to enroll in a public school in this state shall be enrolled in the same grade in a public school in West Virginia as the student was enrolled at the school or program from which the student transferred (W. Va. Code §18-8-1a.C).
Homework Policy	CBEM shall adopt a policy for student homework.
Instructional Resources	CBEM shall adopt a policy regarding the adoption of instructional resources per Policy 2445.40.

Appendix B: Training Required in Policy 2510

Training	
Advanced Placement® (AP®) Teacher Training	Teachers of AP® courses must attend an Advanced Placement Summer Institute (APSI) once every three years after completing the initial APSI. Teachers of AP® courses may also meet the requirement for attendance at the APSI by holding the Advanced Placement® credentials outlined in Policy 5202. Pre-AP® teachers must complete Pre-AP® professional learning prior to school implementation. Teachers of AP® courses will be exempt from attending the APSI during their rotation year if one of the following apply: • The teacher has a student passage rate (scores of 3 or higher) of at least 80 percent on the AP® exam in that course the year prior to attending training. • The teacher holds a current AP® advanced credential.
AP® Administrator and Coordinator Training	Administrator from each high school must attend a WVDE College Board endorsed AP®-related workshop once every two years; and AP® coordinators must attend an AP® Coordinator's workshop annually.
Multicultural Education Training	Annually provide a program for all personnel, during at least one non-instructional day of the school term, in global competence and the study of diversity and multicultural education as per W. Va. Code §18-5-15a.

Appendix C: Virtual Learning

<table>
<tr><td colspan="2">Virtual Learning

Virtual learning enables students to learn from remote sites, learn at times other than the normal school day, and learn at a different pace and gives students access to courses that would not be available in their schools.

Counties will offer a full-time virtual option for students in Grades 6-12, either through the WVVS or a county policy and vendor.</td></tr>
<tr><td>WVVS

The WVVS, as per W. Va. Code §18-2E-9, was created to assure consistent, high quality education for West Virginia students while utilizing technology-delivered courses. The WVVS only offers instruction for Grades 6-12 through West Virginia Learns. For virtual courses, other than World Languages, containing more than 25 students, counties shall provide their own instructor, either through the WVVS platform or a county virtual school instruction program.</td><td>County Virtual Instruction Program

As per W. Va. Code §18-5F-1 et seq., a CBEM or a multi-county 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-county consortium, CBEM in the consortium shall adopt a policy creating and monitoring the virtual instruction program.</td></tr>
<tr><td colspan="2">Policy</td></tr>
<tr><td>All counties are required to have a virtual instruction program policy.</td><td>The policy adopted by the CBEM pursuant to this section shall govern the virtual instruction program offered by the county or multi-county consortium.

The policy shall be consistent with W. Va. Code §18-5F-1 et seq., and may offer eligible students in Grades Kindergarten through 12 an online pathway for earning a high school diploma and, at a minimum, shall include the following:
• the scope, instructional model, and capacity for the virtual education program;
• assessment protocol and specific requirements for monitoring performance that are consistent with W. Va. Code §18-2E-5, including, but not limited to, students participating in county virtual instruction must participate in the statewide summative assessment;
• a plan for monitoring students receiving virtual instruction in accordance with pacing and completion of the required virtual</td></tr>
</table>

	coursework: Provided, that, if virtual instruction occurs in a public school classroom, then a teacher, professional personnel, professional educator, or paraprofessional employed by that county must be present to monitor students; • qualifications of faculty, which at a minimum shall include a teaching certificate issued pursuant to W. Va. Code §18A-3-1 et seq. and WVBE policies; and • requirement that any virtual school provider will comply with state and federal privacy laws.
Course Approval	
Online or virtual course content will be reviewed for correlation with the current WVBE content standards. Courses shall include appropriate instructional resources. Course providers will adhere to the state and federal privacy regulations regarding students.	Coursework offered through a virtual instruction program shall be aligned to the appropriate academic standards as required by state law and WVBE policies. After adopting a policy, the county or multi-county consortium may contract with virtual school vendors or utilize the West Virginia Virtual School.
Responsibilities	
The county superintendent shall designate a virtual instruction program contact at the school level who will be responsible for registering students. Any costs incurred by the county WVVS contact are the responsibility of the county. Each school is responsible to assign specific individuals to monitor student progress, proctor exams, and post student final grades to WVEIS. Each school is responsible for providing onsite technology and support to any student enrolled in a virtual or online course.	Counties shall annually provide to the WVDE Office of Teaching and Learning a copy of their virtual instruction program policy; a list of their chosen virtual school providers; number of students per grade level enrolled in their virtual instruction program; the number of students who are enrolled in the full-time virtual instruction program and the number who participated in a blended virtual instruction program; the number of students who were homeschooled, the number of students enrolled in a private school, and the number of students enrolled in a public school immediately preceding enrollment in the virtual instruction program; and how the students enrolled in a virtual instruction program performed academically as compared with students in a traditional classroom setting.
Funding	
The cost of WVVS courses are the responsibility of the county. The WVVS may provide funding, when available, for online and virtual courses based on legislative appropriations specific to virtual instruction.	An eligible student enrolled in a virtual instruction program shall be counted in the net enrollment of the county in which the student resides for the purposes of calculating and receiving state aid.

Funding for online or virtual courses and associated materials may be provided through county instructional budgets or grant awards.	
Instructional Resources	
Appropriate instructional resources are provided for all courses within the WVVS.	Each county must ensure its virtual program instructional resources meet the minimum WVDE Instructional Resources Criteria for each content area.
Credit recovery options are available through the WVVS.	Each county 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: • verify that a county 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; • provide the WVDE with the name(s) of instructional resources used for credit recovery purposes; and • follow all state and county purchasing procedures when obtaining course materials.

Appendix D: Personalized Education Plan (PEP) Development and Requirements

Personalized Education Plan Development

The Personalized Education Plan (PEP) guides students' course selections based on individual career aspirations and post-secondary plans. The PEP is developed for each student in consultation with the student's parent/guardian, school counselor, and advisor. The PEP is used to guide, personalize, and maximize each student's learning experience. Students continue to develop, update, and revise their PEP yearly using a thoughtful process that includes career investigation and self-discovery activities (e.g., interest, work values inventories) that assist students in identifying a career post-secondary education goal. Each student's individual assessment will be reviewed to ensure academic planning maximizes individual strengths, addresses weaknesses, and aligns with interests.

6th - 8th Grades School staff will provide a school-wide, systematic guidance and advisory approach to ensure that PEP planning and career exploration are multi-faceted and individualized, guiding students and their parent/guardian to thoughtfully explore individual interests and aptitudes in relation to academic and career planning. Beginning in 6th grade the advisor ensures each student has multiple opportunities to investigate careers in each of the 16 career clusters, explore post-secondary training options related to various careers, and complete a variety of self-discovery inventories.	**8th Grade** During the 8th grade year, the first phase of the student's PEP is developed to identify a career cluster program of study, and 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 the student's parent/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 cluster and a program of the area of interest for future exploration in high school. School counselors and/or student advisors 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/guardian are secured and the advisory and counselor sign to verify their input. The student and parent/guardian are provided a copy of and/or digital access to the PEP.
10th Grade During Grade 10, the second phase of the PEP is developed. Students identify course selections for Grades 11 and 12 and determine post-secondary plans for the first year after high school.	**9th – 12th Grades** Students review, update, and revise their PEP in collaboration with the school counselor, teachers, advisors, and parent/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 per this policy.	

If there is a course substitution, a notation must be made on the student's PEP indicating that the process has been followed and that the parent/guardian and students have clearly understood the impact of the course substitution. The parent/guardian and student each have signed and received a copy of the modified PEP.

For students with disabilities, the PEP and the transition section of the IEP should align to ensure that the student is working on a consistent set of goals that will facilitate movement from school to post-school activities in accordance with Policy 2419.

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

Ensure that students have the opportunity to complete the FAFSA as part of the senior year PEP review.

For an eligible gifted student, a four-year education plan is developed during Grade 8 by an IEP Team. The PEP can replace the four-year education plan. Also refer to Policy 2419.

Appendix E: Policies Cited in Policy 2510

Policy	Code of State Rules (CSR)	Title
2315	126CSR67	Comprehensive School Counseling Programs
2322	126CSR12	West Virginia Accountability System
2330	126CSR13C	Non-public School Accreditation
2340	126CSR14	West Virginia Measures of Academic Progress
2417	126CSR15	Regulations and English Language Proficiency Standards for English Learners and Alternate English Language Proficiency Standards for English Learners with Significant Cognitive Disabilities
2419	126CSR16	Regulations for the Education of Students with Exceptionalities
2422.7	126CSR25A	Standards for Basic and Specialized Health Care Procedures and Standards for the Possession and Use of Medical Cannabis By a Student
2423	126CSR51	Health Promotion and Disease Prevention
2436.10	126CSR26	Participation in Extracurricular Activities
2444.4	126CSR32	Issuance of the State of West Virginia High School Equivalency Diploma and the Administration of the West Virginia High School Equivalency Test, Option Pathway, and Mountaineer ChalleNGe Academy Graduation Pathway
2445.40	126CSR35	Instructional Resources
2460	126CSR41	Educational Purposes and Acceptable Use of Electronic Resources, Technologies, and The Internet
2510	126CSR42	Assuring the Quality of Education: Regulations for Education Programs
2512	126CSR30	Tiered System of Support for Early Literacy and Numeracy
2520.1A	126CSR44AA	West Virginia College- and Career-Readiness Standards for English Language Arts
2520.2B	126CSR44BB	West Virginia College- and Career-Readiness Standards for Mathematics
2520.3C	126CSR44CC	West Virginia College- and Career-Readiness Standards for Science
2520.4	126CSR44D	West Virginia College- and Career-Readiness Standards for Social Studies
2520.5	126CSR44E	West Virginia College- and Career-Readiness Standards for Wellness Education
2520.7	126CSR44G	West Virginia College- and Career-Readiness Standards for World Languages
2520.8	126CSR44H	West Virginia Driver Education Standards
2520.9	126CSR44I	West Virginia College- and Career-Readiness Standards for The Arts
2520.13	126CSR44M	West Virginia College- and Career-Readiness Programs of Study/Standards for Career Technical Education
2520.14	126CSR44N	West Virginia College- and Career-Readiness Standards for Technology and Computer Science
2520.15	126CSR44O	West Virginia Pre-K Standards (Ages 3-5)
2520.19	126CSR44U	West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12
2525	126CSR28	West Virginia's Universal Access to a Quality Early Education System
3234	126CSR73	School Calendar
4110	126CSR81	Attendance

Policy	Code of State Rules (CSR)	Title
4336	126CSR92	West Virginia School Bus Transportation Regulations, Procedures, and Specifications for the Design and Equipment of School Buses
4350	126CSR94	Procedures for the Collection, Maintenance, and Disclosure of Student Data
4373	126CSR99	Expected Behavior of Safe and Supportive Schools
5100	126CSR114	Approval of Educational Personnel Preparation Programs
5202	126CSR136	Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classification
5500	126CSR149	Professional Learning for West Virginia Educators
5500.03	126CSR147	Rules for Required Qualities, Proficiencies, and Leadership Skills for Principals
6200	126CSR172	Handbook on Planning School Facilities
7211	126CSR188	Conflict Resolution Process for Citizens