

**Policy 2510, Assuring the Quality of Education: Regulations for Education Programs
Executive Summary**

**West Virginia Department of Education
Division of Career Exploration and Student Engagement**

Policy Cycle: 60 day Comment Period Adoption of Policy
Policy Process: Revision Repeal and Replace New

Introduction: Policy 2510 is being revised to provide clarity and to incorporate language consistent with other policies, initiatives, and W. Va. Code.

Background: Policy 2510 defines the responsibilities and expectations for the regulation of education programs in West Virginia’s public schools.

Proposed Changes Policy 2510 has been revised for the purposes of adding a personal finance requirement and increasing graduation requirements from 22 to 23 credits beginning with the 2024-2025 Freshman cohort. The Early Learning and Elementary section has been revised to provide a cohesive alignment across middle school and high school grade levels. This includes language around physical activity (recess) for K-5, literacy and numeracy assessments, and changes to high school math credits. Additionally, language was added to provide clarity regarding grading and the transfer of students from other locations including the use of the uniform grading schedule and quality points. The glossary has been revised to contain consistent language found in other policies and initiatives. The revisions do not impact scheduling, required courses, or graduation requirements for the upcoming school year.

Impact: The policy provides guidance and answers questions posed by stakeholders. The revisions provide guidance regarding new requirements as referenced in W. Va. Code.

Action:

- Release for 60-day public comment
 - Approve by WVBE with effective date of 7/1/24.
-

Response to Comments: Comments were received by the following groups.

- Central Office Staff: 9
- Community Member: 2
- Higher Education: 2
- Legislator: 1
- Other: 2
- Principal: 8
- Professional Support: 5
- Service Personnel: 4
- Superintendent: 1
- Teacher: 46

Comments received resulted in the following changes to the proposed policy.

- Typographical / technical edits.
- Personal Finance Language was clarified.
- CTE language was modified to ensure there is a focus on mastery of standards.
- Career Integrate Experiential Learning language was modified to align with Policy 2444.4.
- Language concerning ECCAT planning time was added.
- A definition of transcript was added.

		<p>AC Energy and Power (Courses 1-4) Animal and Plant Biotechnology <u>CASE</u> Principles of Agriculture Science-Plant Principles of Engineering Human Body Systems Natural Resources Management Therapeutic Services (Courses I, II, and III) <u>CASE Food Science and Safety</u></p>
<p>Social Studies 4 credits</p>	<p>3 Prescribed Credits 1 Credit from World Studies or an AP® Social Studies Course 1 Credit from United States (US) Studies* or US Studies Comprehensive, or AP® US History 1 Credit from Civics (includes personal finance) or AP® Government and Politics**</p> <p>1 Additional Personalized Credit from Course Options</p> <p>*Beginning with the 2020-2021 9th grade cohort s<u>Note: Students who take US Studies must utilize Contemporary Studies as their Personalized Credit unless they are utilizing JROTC Courses I-IV.</u> **Students who utilize AP® Government and Politics or Dual Credit Civics must be provided instruction in the personal finance standards found in Civics.</p> <p><u>Beginning with the 2024-2025 freshman cohort Personal Finance will be removed from Civics to become a separate graduation requirement.</u></p> <p><u>Social Studies (Policy 2520.4)</u></p>	<p>Recommended College and Career Readiness Course Options and Courses Required to be Offered Contemporary Studies Economics Geography World Studies</p> <p>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</p>
<p>Personal Finance 1 Credit <u>Beginning with the 2024-2025 freshman cohort, Personal Finance is a required credit.</u></p>	<p>1 Prescribed Credit <u>Personal Finance (1451)</u></p> <p>Social Studies (Policy 2520.4) or <u>CTE Personal Financial Skills West Virginia Career-Readiness Programs of Study/Standards for Career Technical Education (Policy</u></p>	<p>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.</p>

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	2520.13)	
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. <u>Wellness Education (Policy 2520.5)</u>	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 <u>Wellness Education (Policy 2520.5)</u>	Additional Course Options Health College Courses Dual Credit Courses
The Arts 1 credit	1 Personalized Credit <u>Note:</u> An AP®, Dual Credit, or IB® Arts course may be substituted for any Arts credit. <u>The Arts (Policy 2520.9)</u>	Required to be Offered Four sequential courses in music (both choral and instrumental), visual art (general art and/or studio art), dance, theatre
		Course Options Arts Offerings Arts College Courses Arts College Courses
		The following CTE courses will fulfill the 1 credit Arts requirement: <ul style="list-style-type: none"> • 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) • <u>Millwork or Cabinet Making (2126 or 2127 or 2128 or 2129)</u>
Personalized Education Plan (PEP) 4 credits	4 Personalized Credits 4 credits in a CTE Program of Study <u>or</u> 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 for the 4 credits 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

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also be attained via West Virginia Virtual Schools (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
<p>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.</p> <p>A CTE program of study is aligned with the approved 16 career clusters and consists of four courses identified for WVDE-approved <u>CTE</u> programs of study (refer to W. Va. 126CSR44M, Policy 2520.13, West Virginia College and Career Readiness Programs of Study/Standards for Career and Technical Education (Policy 2520.13)). Each <u>CTE</u> 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.</p> <p>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:</p> <ul style="list-style-type: none">• 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. <p>Students in grades 9 and 10 must have access to at least one CTE foundational course. Students in grades 11 and 12 must have access to four units in a CTE program of study and two CTE electives.</p> <p>A CTE completer is defined in Policy 2520.13, Explanation of Terms.</p> <p><u>State approved CTE courses that lead to industry certifications or licenses requiring specific competencies or time-based instruction shall be scheduled no less than 90 consecutive minutes per day equaling 135 hours per course. Since time spent getting to and from off-site CTE programs does not count toward the required 135 hours per course, 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</u> consider transportation times to and from county and multi-county CTE centers when developing those schedules.</p>

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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 transitioning from the WVSDT schools must be provided with marketable job skills equal to those in nonresidential settings. Personalized learning options for students enrolled in WVSDT schools are intended to be rigorous in delivery yet flexible in terms of graduation requirements 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 WVDBE will transfer graduation credits earned to a county for the awarding of a high school diploma. ~~Counties are required to accept the transferred credit(s).~~ 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 W. Va. 126CSR32, Policy 2520.13, will be recognized as a CTE program of study for students in WVSDT who do not have opportunities to receive traditional CTE credits 2444.4, 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 (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.

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. ~~West Virginia Virtual School (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) Assessment 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

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9.1.e.3.A.1.(e). ~~ECCAT and Aides assigned to a school are scheduled by the principal.~~ 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). ECCAT 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 <i>Includes classrooms having two or more grades that includes Pre-K</i>
Kindergarten One ECCAT is required for enrollments of more than 10	20	three additional with compensation <i>Includes classrooms having two or more grades one of which includes Kindergarten</i>
<u>Grades 1-3 (effective SY 2023-24)</u> <u>Grade 2 (effective SY 2024-25)</u> <u>Grade 3 (effective SY 2025-26)</u> <u>One ECCAT/aide/paraprofessional or interventionist is required for enrollments of more than 12</u>	25	0 <i>Includes classrooms having two or more grades that include grades 1-3</i>

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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 (W. Va. 126CSR26, Policy 2436.10, ~~Participation in Extracurricular Activities~~).

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.

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

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) Assessment Test --- ~~Test Assessments Secondary Completion™ (TASC) which that demonstrate students' attainment of skills equivalent to those at the high school completion level~~ Definition found in Policy 2444.4.

Homebound/Hospital Services -- ~~General education placement used for students who are too symptomatic or too emotionally fragile to attend school in the school building.~~ 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 the 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

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recipients of federal financial assistance. Section 504 provides a broad spectrum of protections against discrimination, which includes instruction, athletics, and extracurricular activities.

~~Self-contained Special Education Classroom -- A classroom where students with the most significant disabilities with similar needs receive instruction in all academic subjects for a least 60 percent of their time.~~

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) -- The school advisory group that consists of at least three persons, including a school administrator or designee who must serve as the chairperson, a current teacher(s), and other appropriate professional staff. The SAT allows parents the opportunity to participate, review, and provide feedback regarding recommendations. Also see Policy 2419 for additional requirements.~~
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 behavioral 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 ~~W. Va. 126CSR44N~~, Policy 2520.14, ~~West Virginia College and Career Readiness Standards for Technology and Computer Science~~, and become lifelong learners.

~~Technology Tools -- Information and communication technologies such as computers, networking, and other technologies~~
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 Report Card~~ Balanced Scorecard -- Information provided to parents and the general public

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December 13, 2023 – February 12, 2024

Action

A/S Comment was accepted and supports the proposed policy.

A/C Comment was accepted and resulted in changes to the proposed policy.

N Comment was not accepted.

Date	Commenter	Comments	Action	Rationale
§126-42-6 High School Programming				
2023-12-21 21:10:16	Dodi Slaughter Buckhannon WV	Are counties required to have a transcript policy?	N	Counties are not required to have a policy; however, transcript has been defined in the Glossary of Terms.
2024-01-08 11:05:54	Abbi Kifer School Counselor Grant County Board of Education Mount Storm WV	It was mentioned that the Personal Finance requirement cannot be taken until the 11th or 12th grade year. Please consider changing this to allow 9th and/or 10th grade student to take this requirement. There is no flexibility in the schedules of our 11th and 12th grade students who attend our votech center. They only have four class periods in the afternoon at our school. This is the time they take math, science, history, and ELA. If 9th or 10th grade could take personal finance we would not have an issue in our schedule. This is a small rural school with one section 7-12th grade for core classes and most electives are taught virtually. The flexibility to offer this during the 9th and 10th grade year would be paramount. Thank you for your consideration.	N	Comment 1: W. Va. Code §18A-2-7c., Program in personal finance, states “(c)Beginning with the class of students entering the 9 th grade in the 2024-2025 school year and thereafter, each high school student shall complete one-half credit course of study in personal finance during their 11 th or 12 th grade year as a requirement for high school graduation. The State Board of Education shall develop and issue implementation guidance to local school boards and other education agencies as to curriculum, content matter standards, eligible teacher certification(s), and graduation requirements the course may fulfill before July 1, 2024. (d) Every student shall complete a course in personal

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				<p>finance prior to high school graduation.”</p> <p>The recommendation from stakeholders was to make the course a full credit course allowing both business teachers and those with a personal finance advanced credential to teach the course.</p>
2024-01-08 13:14:23	Carla King school counselor Mason County Career Center Point Pleasant WV	Under the Science requirements: Is the Principles of Agriculture Science the CASE course 0162, if so it should say "CASE Principles of Agriculture Science" Under the additional personalized credits for both math and reading, nothing is mentioned about the embedded courses through CTE	A/C	The correct course being referenced is CASE Principles of Agriculture Science – Plant.
2024-01-30 08:50:07	Dennis McGraw Assistant Principal Fayette Institute of Technology Oak Hill WV	Please do not eliminate the requirement for students with IEPs to pass a safety test with 100% accuracy. Safety is our number one priority and should not be compromised. I ask this as a CTE administrator and a parent of 2 CTE students.	N	Comment 2: This section was cleaned up to remove duplicated language. Per Policy 2520.13, West Virginia College- and Career-Readiness Programs of Study/Standards for Career Technical Education, all CTE students must pass a safety test with 100%.
2024-01-31 10:17:10	Charles Pack CTE Director Raleigh County Schools Beckley WV	The language below is not practical for career centers that serve multiple offsite high schools. Students are typically scheduled for 1/2 of day at a career center and most cannot get to the career center in time to receive a full 135 hours per course. If it were a requirement for this to occur, high schools would be unable to send students to career centers. Career centers would best be served by wording that requires mastery of competencies	A/C	Comment 3: Language was revised in the CTE chart to state “Counties’ and/or schools’ schedules must allow for mastery of the state-approved CTE content standards while ensuring industry certifications or licensing minute requirements are met.

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		"Since time spent getting to and from off-site CTE programs does not count toward the required 135 hours per course, counties must be mindful of transportation times to and from county and multi-county CTE centers when developing those schedules."		
2024-02-05 09:41:04	Matthew Call Director United Technical Center Clarksburg WV	Please remove the new, proposed language concerning travel to and from county and multi-county technical centers. This will negatively impact student instruction and could prevent students from attending Technical Centers. It will negative impact students by: 1. Moving away from a mastery of skill set model, 2. Lead to fewer courses being available to students making them less skilled and less credentialed, 3. May prevent students from attending Technical Centers at all due to diminished credit opportunities. This will negative impact schools and districts by: 1. Lengthening the school start and end times, 2. lengthening bus run times making students leave home earlier and/or return home later, 3. Pushing athletic/extracurricular opportunities later into the evening resulting in later home arrival times, 4. Shorten homework/study time outside of the school day for students. This new proposed language is a step back in thinking, practice, and student training by less course opportunities and fewer credentials for students. As a direct result this will lead to a less skilled, less trained, less credentialed workforce.	A/C	See Comment 3.
2024-02-05 10:52:21	Eric Younkins Instructor United Technical Center Clarksburg WV	Negatively impact schools/districts by: lengthening the school day start and end times and/or lengthening bus run times and/or	A/C	See Comment 3.

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		<p>pushing athletic/extracurricular activities later in the day</p> <p>Negatively impact students by: moving from a mastery of skills model to a time-based model and/or preventing student course credit opportunities due to time and will lead to less skilled students with fewer credentials and/or preventing students from taking CTE training opportunities due to lessened course credit offerings and/or allowing less time for study or work outside of the school day</p>		
2024-02-06 14:42:44	Mendy Marshall Director WVDE - Office of Adult Education Charleston WV	126-42-6 High School Programming. 6.4.c.2. Language needs to be changed to “Career Integrated Experiential Learning (CIEL), as defined in Policy 2444.4, is an alternate CTE pathway for at-risk students.”	A/C	Language was added.
2024-02-07 12:29:48	Rebecca Bowers-Call Director Fred W. Eberle Technical Center Buckhannon WV	Regarding 6.3 Career and Technical Education (CTE) - Requiring 135 hours per course and disallowing travel time within the school day will negatively impact students in the following ways: 1. moving from a mastery of skills model to a time-based model and/or 2. preventing student course credit opportunities due to time and will lead to less skilled students with fewer credentials and/or 3. preventing students from taking CTE training opportunities due to lessened course credit offerings and/or 4. allowing less time for study or work outside of the school day. It will also negatively impact schools/districts by: 1. lengthening the school day start and end times	A/C	See Comment 3.

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		and/or 2. lengthening bus run times and/or 3. pushing athletic/extracurricular activities later in the day		
2024-02-07 20:58:44	Charles Shumaker Teacher Fayette County BOE Fayetteville WV	6.3 CTE page 22. I teach the HVAC program at the Fayette Institute of Technology. Myself and the other instructors believe we should keep the 100% scoring for the safety test. We can not continue to lower our standards on everything in education. We follow Simulated Workplace protocols and in industry there are competency tests for all trades. If we lower our standards for our basic safety test, what does that say about our programs? No of us are against students that have IEPs. I have had some students with IEPs that do better than students without them. All of my students have passed the safety test with a 100%. Some the first try, some the third try but they do pass the test. In the trades shop the issues are always safety. We have saws, torches, sheet metal cutting machinery, hand and power tools, electrical wiring and electrical training stations. If a student gets injured severely and while investigating they realize a 100% wasn achieved by that student, policy or not it wont turn out well for the instructor or the school. We realize anyone can have a accident no matter the score on a safety test. But if we have a paper trail to a test score of 100% at least we have proof they were properly trained. For example if you have to make a 80% on a test to be a brain surgeon test and someone makes a 50% do we just let them? There is a reason we set criteria and scores for certain things individuals must accomplish in life. We give students the wrong perspective when in school its ok to be subpar but in the workplace	N	See Comment 2.

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		they will have a rude awaking on how everything isn't ok if they don't perform to certain standards. I do love my job and enjoy all students whether they have a IEP or not. The main thing we can't compromise on is safety!		
2024-02-08 10:16:57	Daniel P. Brown Electrical instructor Fayette Institute of Technology Oak Hill WV	<p>As Section 6.3 refers to CTE: Second paragraph last sentence reads, "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."</p> <p>I take issue with the struck language from this section! We, as CTE instructors, are required to give a Simulated Workplace experience and be responsible to the students, parents, community, and future employers that each of our students has been well trained and ready to participate in society. In short, how can I say that a student -- that was not asked to perform up to the expected safety standards of both the workplace and future employers -- is ready to accept an employment opportunity from an employer? The safety demands of the workplace environment are nonnegotiable. Furthermore, if I allow a student to move into my shop environment with a 70% or even a 90% on basic safety functions, are parents/guardians, yourself, or anyone else going to find it acceptable if the same student goes home missing digits or appendages, or even worse outcomes? I think not. I know that situation would be unacceptable to me. I can only speak for myself, and I am in no way telling students that they only have one chance to pass a safety test and then they are out. The whole point is to train students in the</p>	N	See Comment 2.

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		<p>safety/trade specific areas they struggle with to get them to a point of understanding. IEPs are a wonderful tool but should never, in my opinion, be used to hold a student to a lower expectation, especially where safety is involved. Remember, it may be your child that this person is working beside in the future. I prefer to think that I have done my best to teach each of my students how to keep not only themselves safe, but their co-workers as well.</p> <p>As to struck item #2, IWRCs, if a student cannot prove that they have learned the needed basic skills to go to work in a particular field, why would we want to set them, the employer, and ourselves up for failure? I feel like we have not done a favor for any involved party.</p> <p>In conclusion and review, I believe that students, ALL students, that require extra time or one-on-one attention with CTE endeavors should receive what they need from their instructors and from the system. However, failing to require an understanding of basic concepts and practices is NOT the pathway for a successful/ fruitful outcome.</p>		
2024-02-08 16:17:32	Melissa Farley Monongalia county schools Morgantown WV	<p>For students who were enrolled in Math 3TR, will they be able to finish their Math 3 pathway? Although the Math 3 variations are now removed from Policy 2510, it seems vital that students that took this two course approach to Math 3 be allowed to finish in their pathway to receive access to all Math 3 standards.</p>	A/S	Guidance allows students who have already taken Math 3TR to complete Math 4TR for credit.
2024-02-09 10:10:56	Jason Marling Principal John Marshall High	<p>The move to add Personal Finance to HS graduation requirements is a good addition to state requirements. That said, adding this full credit</p>		See Comment 1.

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	<p>School Glen Dale WV</p>	<p>course that must be taken during the 11th or 12th grade is going to make for a very difficult juggling act for a student in Career and Technical Education programs.</p> <p>An 11th grade example CTE schedule in an 8 period a day school: 1 – ELA (Required) 2 – Math (Required) 3 – SS (Required) 4 – Science (Required) 5 & 6 – CTE Block 7 – Personal Finance 8 – Lunch Period</p> <p>A 12th grade example CTE schedule in an 8 period a day school: 1 – ELA (Required) 2 – Math (Required) 3 – SS (Required) 4, 5, & 6 – CTE Block 7 - Elective 8 – Lunch Period</p> <p>Adding a full credit of Personal Finance allows an 11th or 12th grade student room for 1 elective their junior or senior year in a school with an 8 period day. If a school has a 7 period day, that student has no room for an elective. At our school, JMHS (enrollment 1035), we average around 200 students in 11th and 12th grade CTE block programs who will almost have to have a perfect schedule to fit this course. Any student who has failed courses, or missed another graduation</p>		
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		<p>requirement, as a 9th or 10th grader will struggle to fit this new elective and may be forced to drop a CTE program to fit it.</p> <p>Proposed solutions – make the course a ½ credit requirement, attainable during any year of HS – which seems to have been considered at least in early forms of the bill.</p>		
2024-02-09	<p>Pamala A. Knight Administrative Assistant – Secondary Education Harrison County Schools Clarksburg, WV</p>	<p>See the attached Comment Response Form.</p>		<p>See Comment 1.</p>
2024-02-11 14:48:13	<p>Michael Lambiotte Clarksburg WV</p>	<p>As a high school teacher, coach, and high school administrator in the public school system for 32 years and a strong supporter of vocational/technical education, I am very much opposed to Policy 2510.</p> <p>This policy would create a negative impact on students by moving from a mastery of skills model to a time-based model, preventing student course credit opportunities due to time and will lead to less skilled students with fewer credentials. It would also prevent the students from taking CTE training opportunities due to lessened course credit offerings, allowing less time for study or work outside of the school day.</p> <p>This would also create a negative impact on the districts by lengthening the school day start and end times, lengthening bus run times, and pushing athletic/extracurricular activities later in the day...more so than they are already for some.</p>	<p>A/C</p>	<p>See Comment 3.</p>

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		I urge each board supporter of this bill to establish a mock school week and follow exactly what you are proposing. See what their (your) day and week would be like. Sometime, the best way to understand is to embed yourself in what you are proposing. Respectfully, Michael Lambiotte		
2024-02-12 08:06:41	Melissa Wilkinson Teacher Roane-Jackson Technical Center LeRoy WV	The new language proposed in this policy disallows travel time for students being transported to and from technical centers as time in their educational day and requiring each CTE course to be 135 clock hours. *Moving from a mastery of skills model to a time-based model and/or *Preventing student course credit opportunities due to time and will lead to less skilled students with fewer credentials and/or *Preventing students from taking CTE training opportunities due to lessened course credit offerings and/or *allowing less time for study or work outside of the school day.	A/C	See Comment 3.
2024-02-12 08:06:44	patrick westmoreland teacher roane jackson tech center leroy wv	negatively impact students by: 1. moving from a mastery of skills model to a time-based model and/or 2. preventing student course credit opportunities due to time and will lead to less skilled students with fewer credentials and/or 3. preventing students from taking CTE training opportunities due to lessened course credit offerings and /or 4. allowing less time for study or work outside of the school day Negatively impact schools/districts by: 1. lengthening the school day start and end times	N	See Comment 3.

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		and/or 2. lengthening bus run times and/or 3. pushing athletic/extracurricular activities later in the day		
2024-02-12 08:07:12	Tonya Martin Teacher Roane-Jackson Technical Center Leroy WV	The new language proposed in this policy disallows travel time for students being transported to and from technical centers as time in their educational day and requires each CTE course to be 135 clock hours. This will negatively impact students by moving from a mastery-to-skills model to a time-based model; preventing student course credit opportunities due to time and will lead to less skilled students with fewer credentials; preventing students from taking CTE training opportunities due to lessened course credit offerings; and allowing less time for study or work outside of the school day. This policy will negatively impact schools/districts by lengthening the school day start and end times; lengthening bus run times; and pushing athletic/extracurricular activities later in the day.	A/C	See Comment 3.
2024-02-12 08:07:34	kyle willham Teacher Roane-Jackson Technical Center LeRoy WV	Negatively impact students by: 1) Allowing less time for study or work outside of the school day 2) Preventing student course credit opportunities due to time and will lead to lessened credit offerings. Negatively impact schools by: 1) Lengthening the school day start and end times. 2) Pushing athletic/extracurricular activities later in the day.	N	See Comment 3.
2024-02-12 08:08:06	Melissa Layhew Instructor Roane-Jackson Technical Center Leroy WV	The new language proposed in this policy disallows travel time for students being transported to and from Technical Centers as time in their educational day and requiring each CTE course to be 135 clock hours. This negatively impacts students by preventing student course credit opportunities due	A/C	See Comment 3.

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		to time and will lead to less skilled students with fewer credentials and/or preventing students from taking CTE training opportunities due to lessened course credit offerings. This negatively impacts schools/districts by lengthening bus run times and/or pushing athletic/extracurricular activities later in the day.		
2024-02-12 08:08:14	Jeff Merritt Embedded Math Teacher Roane-Jackson Technical Center Leroy WV	The new language proposed in this policy disallows travel time for students being transported to and from Technical Centers as time in their educational day and requiring each CTE course to be 135 clock hours. This will negatively impact students by preventing student course credit opportunities due to time and will lead to less skilled students with fewer credentials or preventing students from taking CTE training opportunities due to lessened course credit offerings or allowing less time for study or work outside of the school day. This will negatively impact schools by lengthening the school day start and end times and lengthening bus run times and pushing athletic/extracurricular activities later in the day.	A/C	See Comment 3.
2024-02-12 08:08:39	James Fields Teacher Roane -Jackson Technical Center Leroy WV	The new language proposed in this policy disallows travel time for students being transported to and from the Technical Centers as time in their educational day and requiring each CTE course to be 135 clock hours. This has a negative impact on students preventing student course credit opportunities due to time and will lead to less skilled students with fewer credentials and allowing less time for study or work outside school day.	A/C	See Comment 3.
2024-02-12 08:08:50	Alan Chapman Teacher	The new language proposed in this policy disallows travel time for students being transported to and	A/C	See Comment 3.

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	Roane-Jackson Technical Center Leroy WV	from Technical Centers as time in their educational day and requiring each CTE course to be 135 clock hours. This negatively impacts students by: moving from a mastery of skills model to a time-based model, preventing student course credit opportunities due to time and will lead to less skilled students with fewer credentials, preventing students from taking CTE training opportunities due to lessened course credit offerings, allowing less time for study or work outside of the school day. This negatively impacts schools/districts by: lengthening the school day start and end times, lengthening bus run times, pushing athletic/extracurricular activities later in the day.		
2024-02-12 08:08:53	Judy Williams Teacher Roane Jackson Technical Center Leroy West	The new language proposed in this policy disallows travel time for students being transported to and from Technical Centers as time in their educational day and requiring each CTE course to be 135 clock hours. This will negatively impact students by: Moving from a mastery of skills model to a time-based model and/or preventing student course credit opportunities due to time and will lead to less skilled students with fewer credentials and/or preventing students from taking CTE training opportunities due to lessened course credit offerings and/or allowing less time for study or work outside of the school day. Negatively impact schools/districts by: Lengthning the school day start and end times and/or lengthening bus run times and/or pushing athletic/extracurricular activities later in the day.	A/C	See Comment 3.
2024-02-12 08:09:29	Melissa Kuhl Instructor Roane-Jackson	The new language in this policy how travel time to and from technical centers counts in the students instructional day and requires all CTE courses,	A/C	See Comment 3.

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	Technical Center Leroy WV	including those taught at CTE centers to be 135 clock hours. This will negatively impact students, schools, districts, and CTE centers by lengthening the school day and pushing extracurricular activities, later in the day. This will negatively impact students by moving from mastery to a specific set of time. Students will not be able to pursue specific courses and career opportunities due to time, leading to less preparation for future career or college readiness. This will also lessen student training opportunities for students creating a less skilled workforce and decrease CTE course offerings at a time when the skills gap is a documented problem nationwide.		
2024-02-12 08:10:09	Donald Sheppard Technology Integration Specialist Roane-Jackson Technical Center Leroy WV	The revised policy requiring each CTE course to be 135 clock hours will negatively impact students by moving from a mastery of skills model to a time-based model. To meet the required clock hours will required a lengthen school day which in turn pushes athletics and extracurricular activities later in the day in addition to allowing students less time for study or work outside of the school day.	A/C	See Comment 3.
2024-02-12 08:10:22	MONICA Lee FRENCH Teacher Roane-Jackson Technical Center Leroy WV	The new language proposed in this policy disallows travel time for students being transported to and from Technical Centers as time in their educational day and requires each CTE course to be 135 clock hours. It will negatively impact students by: moving from a mastery of skills model to a time-based model and/or preventing student course credit opportunities due to time and will lead to less skilled students with fewer credentials and/or preventing students from taking CTE training opportunities due to lessened course credit offerings and/or allowing less time for study or	A/C	See Comment 3.

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		work outside of the school day. This is how it will negatively impact school/districts by: lengthening the school day start and end times and/or lengthening bus run times and/or pushing athletic/extracurricular activities later in the day.		
2024-02-12 08:10:41	Robert Greene Teacher Roane-Jackson Technical Center Leroy WV	The new language proposed in this policy disallows travel time for students being transported to and from Technical Centers as time in their educational day and requiring each CTE course to be 135 clock hours. Negatively impact students by: 1. moving from a masteryf skills model to a time-based model and/or 2. preventing student course credit opportunities due to time and will lead to less skilled students with fewer credentials and/or 3. preventing students from taking CTE training opportunities due to lessened course credit offerings and/or 4. allowing less time for study or work outside of the school day Negatively impact schools/districts by: 1. lengthening the school day start and end times and/or 2. lengthening bus run times and/or 3. pushing athletic/extracurricular activities later in the day	A/C	See Comment 3.
2024-02-12 08:11:29	Dana Hager Teacher Roane-Jackson Technical Center LeRoy WV	The new language proposed in this policy disallows travel time for students being transported to and from Technical Centers as time in their educational day and requiring each CTE course to be 135 clock hours. Moving from a mastery of skills model to a time-based model and/or preventing student course credit opportunities due to time and will	A/C	See Comment 3.

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		lead to less skilled students with fewer credential and/or preventing students from taking CTE training opportunities due to lessened course credit offerings and/or allowing less time for study or work outside the school day.		
2024-02-12 08:11:29	Julia Fern Bowen Teacher RJTC LeRoy WV	The policy that disallows travel time for students being transported to and from Technical schools as time in their educational day and requiring each CTE course to be 135 hours will negatively impact students by moving from a mastery of skills model to a time based model and will prevent student course credit opportunities due to time and will lead to less skilled students and fewer credits. It will also prevent students from taking CTE training due to lessened course credit. This will also allow less time for students to study or work outside of the school day. It negatively impacts the school by lengthening the school start and end times, bus run times and pushes athletic and extracurricular activities later in the day.	A/C	See Comment 3.
2024-02-12 08:11:32	David Wilkinson teacher Roane Jackson CTE LeRoy West	The new language proposed in this policy disallows travel time for students at the technical centers. Students will not achieve 135 clock hours! time based models will prevent students from getting course credit and other credentials. This policy will require longer school days.	A/C	See Comment 3.
2024-02-12 08:14:43	tom white teacher Roane Jackson Technical Center Evans WV	The new language in this policy disallows travel time for students being transported to and from technical centers as time in their educational day and required each CTE course to be 135 clock hours. Moving from a mastery of skills to a time based model and/or preventing students course credit opportunities due to time and will lead to	A/C	See Comment 3.

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		less skilled students with fewer credentials and/or preventing students from taking CTE training opportunities due to lessened course credit offerings and/or allowing less time for study or work outside of the school day. This will require longer school days! This will increase total cost for the schools.		
2024-02-12 08:15:38	Christy L Shouldis Teacher Roane/Jackson Technical Center Leroy WV	The new language proposed in this policy disallows travel time for students being transported to and from Technical Centers as time in their educational day and requiring each CTE course to be 135 clock hours. Negatively impact students by: 1. moving from mastery of skills model to a time-based model and/or 2. preventing student course credit opportunities due to time and will lead to less skilled students with fewer credentials and/or 3. preventing students from taking CTE training opportunities due to lessened course credit offerings and/or 4. allowing less time for study or work outside of the school day. Negativity impact schools/districts by: 1. lengthening the school day start and end times and /or 2. lengthening bus run times and/or 3. pushing athletic/extracurricular activities later in the day.	A/C	See Comment 3.
2024-02-12 08:17:45	Steven Love teacher Roane-Jackson Technical Center Leroy West	The revised policy 2510 disallows travel time for students to be transported to and from their technical center, this will negatively impact students by: 1. moving from a mastery of skills model to a time-based model and/or 2. preventing student course credit opportunities due to time and will lead to less skilled students with fewer credentials and/or	A/C	See Comment 3.

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		<p>3. preventing students from taking CTE training opportunities due to lessened course credit offerings and/or</p> <p>4. allowing less time for study or work outside of the school day</p> <p>It will negatively impact schools/ districts by:</p> <p>1. lengthening the school day start and end times and/or</p> <p>2. lenthening bus run times and/or</p> <p>3. pushing athletic/ extracurricular activities later in the day</p>		
<p>2024-02-12 08:23:48</p>	<p>thomas redman teacher roane jackson technical center leroy wv</p>	<p>Policy 2510 will negatively impact students by:</p> <p>1. moving from a mastery of skills model to a time based model and/or</p> <p>2. preventing student course credit opportunities due to time and will lead to less skilled students with fewer credentials and/or</p> <p>3. preventing students from taking CTE training opportunities due to lessened course credit offerings and/or</p> <p>4. allowing less time for study or work outside of the school day</p> <p>it will negatively impact schools/ districts by:</p> <p>1. lengthening the school day start and end times and/or</p> <p>2. lengthening bus run times and/or</p>	<p>A/C</p>	<p>See Comment 3.</p>

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		3. pushing athletic/ extracurricular activities later in the day		
2024-02-12 09:13:34	Todd Layhew Assistant Director Roane-Jackson Technical Center LeRoy West	The new language proposed in this policy disallows travel time for students being transported to and from Technical Centers as time in their educational day and requiring each CTE course to be 135 clock hours. This negatively impacts our students and schools/districts by: 1. moving from a mastery of skills model to a time-based model 2. preventing student course credit opportunities due to time and will lead to less skilled students with fewer credentials 3. preventing students from taking CTE training opportunities due to lessened course credit offerings 4. lengthening the school day start and end times 5. lengthening bus run times 6. pushing athletic/extracurricular activities later in the day	A/C	See Comment 3.
2024-02-12 10:16:18	Jennifer McWhorter Therapeutic Services Instructor United Technical Center Clarksburg WV	Moving from a mastery of skills model to a time-based model will negatively impact students because it will impede them the opportunity to become credentialed as Certified Nurse Aides and will affect employability upon graduation. It will prevent students from taking the CTE training course due to the lack of credentials and lessened course credit offerings, and will lead to less time for study and work outside the school day. These changes will negatively impact the school by lengthening the school start and end times, lengthen the bus run times and push extracurricular activities later in the day.	A/C	See Comment 3.

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2024-02-12 10:33:24	Ray Frazier Assistant Director United Technical Center Clarksburg WV	This policy will have a negative impact on students for several reasons. First and foremost, it will remove the emphasis from mastery of skill-sets to a focus on a time based model. Further, there will be fewer credentialing and program opportunities for students. Lastly, it will also result in longer bus run times, later starts in the day for extra-curricular activities, and lengthening the school day.	A/C	See Comment 3.
2024-02-12 10:33:37	Dr. Geraldine Beckett CTE Liaison Specialist Harrison County Schools Clarksburg WV	Taking Personal Finance out of the CTE business pathways as an elective of any kind was not wise, and the changes to the pathways gave no thought to the many students who will get certified in Microsoft programs in our high schools and want to fulfill an administrative asst./receptionist/office manager position. There is no program for them, and why are teachers NEVER asked our opinion. Changing the programs multiple times like this damages the programs and our ability to get participants and completers. Students get discouraged and have to take independent study classes with already busy teachers to finish up classes that are no longer offered because of these changes.....AGAIN. BCA I and II are staple classes in any business department. Not teaching Excel in a business pathway is tragic. Personal Finance class graduation requirement is good, but taking it out of the business pathways was not a wise decision.	N	State code requires all students to take Personal Finance before graduation.
2024-02-12 13:09:09	Jennifer Reaves EdTech Leader/ Technology Integration Specialist	Computer Science should be a required course in high school.	N	Comment 4: Computer Science coursework is required to be offered and while computer science is taught in most schools, and incorporated into many classes, at this time it will not be

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	Mylan Park Elementary Morgantown WV			required as a stand-alone graduation credit.
2024-02-12 14:47:00	Ben Cummings Director Roane-Jackson Technical Center Leroy WV We	<p>New language in the proposed policy change that would disallow travel time for students being transported to technical centers is very concerning. With the rural nature of much of our state meeting the 135 clock hours without an allowance for travel time is simply not achievable for many schools throughout our state. This will negatively impact students in a number of ways.</p> <p>First of all, this would move schools back to a time based system instead of a mastery based model. Secondly, if students are held to a strict 135 hours per class they will have less opportunities to advance and earn industry based credentials. In a welding shop, for example, students often earn industry certifications at their pace, not according to pre-determined times. Third, this move could force schools to have less course offerings for students to enroll in due to the lack of travel time allowance and a strict adherence to the 135 hour standard. Lastly, if the school day were to be lengthened, and in many cases it cannot, students would lose time outside of school to work, engage in athletics, or pursue other endeavors.</p> <p>Districts may be forced to alter school start and end times which could potentially lengthen the day for all students. This would impact elementary and middle school students as well in a negative manner due to bus routes needing to be altered. Bus expenses will almost certainly increase and if the day is lengthened already long days for high</p>	A/C	See Comment 3.

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		school students would become even longer if they are involved in athletic competitions/practices that would further extend into the evening hours.		
2024-02-12 15:06:23	Gay Stewart Professor West Virginia University Morgantown WV	Requiring computer science is strongly needed to help WV move into a better economic future.	N	See Comment 4.
2024-02-12 15:11:05	Chas Bunch Assistant Director Mid-Ohio Valley Technical Institute St. Marys WV	Adding that the 135 clock hours cannot include travel time to and from a CTE center creates a huge deterrent to students. Without this time, students would not be able to complete 2 courses per semester on a block schedule. This would also negatively impact the scope, productivity and offerings of the programs offered at CTE centers - both county centers and multi-county centers.	A/C	See Comment 3.
2024-02-12 15:15:38	Steven Becker Carpentry & Building Maintenance MOVTI St. Marys Wva	Disallowing students being transported to and from technical centers as time for their educational day and requiring each CTE course to be 135 clock hours is a bad idea, it is very hard to keep students engaged tasks now, it will be harder to keep them engaged with a longer day. And the students like hands on and not as much paper work.	A/C	See Comment 3.
2024-02-12 15:16:01	Julie Shiflet Director Secondary Education Pocahontas County Schools Buckeye West	Page 22--Students with IEPs--I disagree with striking out the requirement of students passing the safety exam with 100% or completing- IWRC. I did not see an alternative when removing both of these options, is there an alternative to this?	N	See Comment 2.
2024-02-12 15:16:29	Daniel Bunch Instructor MOVTI St. Marys 26170	Policy 2510 to me is really going to hurt the ones that matter, the kids. Disallowing travel time for students being transported to and from Technical Centers as their educational day will result in a few different issues. I believe we are going to see more kids drop out of school. A lot of these kids come to	A/C	See Comment 3.

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		our schools for one reason or the other, if its because they don like the traditional school setting or they are really interested in a skill set. Making them spend more time at school, or only receive 2 credits a year compared to 4 now is really going to put them behind the ball. Some will either quit coming to CTE schools or will drop out of school entirely. Please kick this out...not going to be a good outcome out with the policy. We are either going to have to extend school days, bus routes and/or pushing things farther in the day is going to result in some kids pulling out.		
2024-02-12 15:19:57	Alex Mossor Diesel Instructor Mid Ohio Valley Technical Institute Saint Marys W.V.	I do not think we should disallow the travel time for students being transferred to and from their career center is going to be beneficial for a few reasons. The first and main reason being that my students right now are able to gain 4 Credits in my class per year, if this were to pass they would only be able to gain 2 credits per year, so it is not hard to see that this will definitely cut down on the amount of students who are able to take my program, and also have enough credits to graduate on time. If this is a problem with my program then it will be a problem with other programs also. If less students are able to take CTE courses then we will definitely not be doing anything to fill the growing skills gap in this country.	A/C	See Comment 3.
2024-02-12 15:19:59	Paul Clark Law & Public Safety Instructor Mid Ohio Valley Technical Institute St Marys West	Having students moving from a mastery of skill model to a time-based model might sound good, but in practical terms, not being able to count travel time will hurt our students. The travel time to some of the further schools from our tech center would prevent students from being able to attend and get the credits they should. They will only have	A/C	See Comment 3.

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		<p>time to get half the credit because they are a few minutes short of getting it all. They will have to choose between getting training in the career they are interested in or staying at the home school to get their required credits. It will mean far less students getting practical skills in their chosen field. For some kids, this hands-on application is what ignites their desire to learn math, English and other subjects they hated before they understood how its used. In some ways it would be great if counties could pick up and send our students early, but these schools are scheduling transportation for grade school and high school kids together. Its impractical to actually do when you take all this into account. And even if we could, it would mean longer hours that might disincentivize students from attending CTE classes. Those longer hours would also take away from extra-curricular activities and time just to be a kid. Thank you for taking the time to consider this feedback.</p>		
2024-02-12 15:21:19	<p>Kevin Burns Automotive Instructor Mid-Ohio Valley Technical Institute St.Marys WV We</p>	<p>The policy to disallow travel time to count for students attending Technical Centers is wrong. This will lead to not being able to participate in CTE classes. The students that participate in CTE are not the average student to stay at the home high school and take elective courses. It is not fair that theses students that are learning a skill will be penalized just by spending 20 to 30 minutes each way traveling to and from the Tech. Center.</p>	A/C	See Comment 3.
2024-02-12 15:21:51	<p>Ashley Barnhart Health Science Instructor Mid Ohio Valley</p>	<p>There is a nationwide healthcare worker shortage. CTE allows for students to gain a head start and earn certification(s) prior to graduation allowing them to begin in the workforce immediately, likely easily obtaining the job due to their qualifications.</p>	A/C	See Comment 3.

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	Technical Institute St. Marys WV	Also, students can see that they do have an interest in healthcare and continue onto furthering their education. By not allowing the time students spend transporting to and from CTE centers, the amount of credits students are able to obtain as well as certifications they can earn will be hindered. Some students come to the CTE programs in order to obtain college credit, and this too will be eliminated. If the students can not use their transport time, it is ultimately doing a disservice to the youth in WV who are trying to get a head start on their post secondary plans/goals.		
2024-02-12 15:22:11	Kenneth Collins Instructor MOVTI Harrisville West	Disallowing travel time for students being transported to and from Technical Centers as time in their educational day and requiring CTE course 135 clock hours deters students from coming to CTE, I have students completing assignments on the bus and not having that will cause more students dropping out of school, My program is the only reason some of my students are in school, at the end of the day students of all classes need the opportunity to be successful.	A/C	See Comment 3.
2024-02-12 15:23:18	Misty Leithead Instructor Mid-Ohio Valley Technical Institute Saint Marys WV	As an instructor in career and technical education, I have seen the positive impact it has on students lives. Students leave our technical center prepared for a future in the workforce or for post-secondary education. If travel time to and from technical centers is not counted as part of the students educational day, and each CTE course is required to be 135 clock hours, many students will not be able to attend our center. Disallowing travel times and increasing the required CTE hours per course would severely limit the number of students who can attend a career center, depriving them of the	A/C	See Comment 3.

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		<p>opportunity to complete the required number of courses to be considered a program completer, and ultimately receive fewer credits for their time at our center. It is unacceptable that students should have to choose between participating in CTE and graduating from high school! Career and technical education is critical for todays workforce as it provides students with the opportunity to find their purpose, master skills, and start their journey towards a successful career.</p>		
<p>2024-02-12 15:24:07</p>	<p>April D. Redin Embedded English Instructor Mid-Ohio Valley Technical Institute St Marys WV</p>	<p>The new language proposed for policy 2510 disallowing travel time for students being transported to and from CTE centers to be included as educational time will prove to be detrimental to student learning for several reasons. This proposed change will interfere with the number of courses that students will be able to complete at CTE centers. CTE centers provide invaluable skills training and opportunities for WV students. If students are forced to take courses at their high schools rather than at their nearest CTE center simply because of time travel restraints, many students will lose the opportunity to take courses of interest and value and may become disengaged and unmotivated. In CTE centers across our state, many students earn credentials that allow them to immediately enter the workforce upon graduation for high school; additionally, CTE centers teach valuable life skills and improve student engagement. Limiting the number of CTE courses that students are able to take drastically limits opportunities for those students.</p>	<p>A/C</p>	<p>See Comment 3.</p>
<p>2024-02-12 15:24:54</p>	<p>Neil D Morehead Instructor</p>	<p>With the proposed changes to policy 2510 to "must have 135 clock hours" and not allowing travel time</p>	<p>A/C</p>	<p>See Comment 3.</p>

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	<p>Mid-Ohio valley technical institute St. Marys WV</p>	<p>to count for students will hurt students opportunities to learn the skills necessary to enter the work force. As an instructor, I see many student that the only reason they are in school is because of their ability to take CTE classes. The mastery skills model give a better bench mark for evaluating students achievements than just a time model. I teach EMT and our areas are in desperate need of EMTs and other entry level healthcare employee. Our programs offer student the ability to help their community. The changes proposed to 2510 will disincentive students from attending CTE centers and losing out on the opportunities offered to them for their future. We need more skilled workers in West Virginia to make up the loss of work force over the last few years. Thank you taking the time to review my thoughts.</p>		
<p>2024-02-12 15:47:52</p>	<p>Kyle Sandy Math Instructor Mid-Ohio Valley Technical Institute St Marys WV</p>	<p>West Virginia is a leading state for career and technical education, but current changes to this policy will negatively impact students with long travel times to their career centers. Not counting time spent traveling to and from off-site CTE programs toward the required 135 hours per course punishes students who live in rural areas and results in career and technical centers offering fewer classes to students who choose to attend. With the number of hours required to graduate increasing from 22 to 23, some students may have to choose between attending the career center or graduating on time. This will contribute to lower graduation rates and take away opportunities for students to explore career paths they may be interested in.</p>	<p>A/C</p>	<p>See Comment 3.</p>

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2024-02-12 15:58:22	Ryan K. Haught Director Mid-Ohio Valley Technical Institute St. Marys, WV	As we move away from required minutes for credit bearing courses and during a time when our states occupational demands are so critical in the areas such as health care and the skilled trades, I feel it is a mistake to "require" 135 hours (instead of "recommend") and to disallow travel time to count towards the accumulation of 135 hours in CTE. Putting students in a situation where they may only earn two credits instead of four credits (for example) may put many students in a situation where they have to choose between attending their county or multi-county technical center and graduating from high school. Or, limit his or her participation to only one year when they are enrolling in a two year program. Your proposed changes to Policy 2510 regarding travel time will decrease the opportunities students have while in high school, which is something I do not believe you want to do. As a result, students will have less time to explore a possible future career, to learn critical work-place skills, and to begin their path by earning work-force credentials and dual credit.	A/C	See Comment 3.
§126-42-9 County Board of Education Member (CBEM) Responsibilities				
2024-01-04 16:36:00	Christopher Toney Delegate WV House Beckley WV	Here is my comment for the Grades 1-3 planning. Is this what you are needing ? The original intention of House Bill 3035 was to ensure all ECCAT's have planning with the teachers. They are instructional aides to support reading and math achievement for the students in the classroom. It is imperative that the ECCAT's plan with the teachers so that they may prepare their own personal materials needed for lessons, provide data and feedback with the teacher to help them	A/C	Comment 5: Planning time for ECCATs has been added to the policy.

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		plan future lessons, and review and understand data on a larger scale during team planning with any additional aides or interventionist so that they may know how to accommodate and modify lessons for future instruction. Please consider aligning the policy language to allow for the ECCAT's to participate in each planning to better ensure the success of our students.		
2024-02-09 10:45:48	Ciara Redman LongTerm Substitute Ripley Elementary School Ripley WV	9.1.e.3.A.1.(c) Joint planning with my ECCAT is ESSENTIAL. We work in small groups throughout the day. My ECCAT is responsible for preparing her material for these groups. She reviews skills taught during large group instruction. It would require me to need extra planning to get both myself and her ready for each day. Also my ECCAT is in charge of teaching a 45 minute MCLASS group each day. She has to have planning time to prepare for this class. She is my CO-Teacher she will without question need time to plan each day!!	A/C	See Comment 5.
2024-02-09 11:05:14	Brooke Hosaflook ECCAT Ripley Elementary School Ripley WV	9.1.e.3.A.1.(c) Joint planning with my teacher is a must. I am in charge of getting my center stuff together each day. I also have a 45 minute time that I teach an Mclass group through Amplify everyday. I need that time to get stuff together for that. Having this time taken away would cause me to have to work more time at home. During joint planning we also take the time to discuss skills/behaviors that the kids are struggling on and how to help them. This 45 minutes is crucial to how we CO-Teach each and everyday.	A/C	See Comment 5.
2024-02-09 11:18:23	Shelly Wotring Teacher Ripley Elementary	9.1.e.3.A.1.(c) Joint planning is not a must have but can be beneficial. ECCATs need time to plan for small group instruction (MCLASS) and co teaching throughout the day. If they are required to go to	A/C	See Comment 5.

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	School RIPLEY West	specials with the class, some time should be set, each week, for ECCATs to prepare.		
2024-02-09 11:30:37	Courtney Casto Teacher Ripley Elementary School RIPLEY West	9.1.e.3.A.1.(c) I think our ECATs do need time to prep/plan for their groups (mclass) but that can be done in the morning or from 3-3:45. I think the most beneficial thing for our students would be for our ECATS to travel with students to their special classes. This is especially important when some of the special ed population is being placed with our class and those students need assistance. I also think it would be best if our ECATS covered the lunch duty for first grade daily. Behaviors would improve because the students know the expectations of their classroom teacher/ECATS.	A/C	See Comment 5.
2024-02-09 12:13:54	Erin Petry ECCAT/Paraprofessional Jackson County Board of Education RIPLEY West	9.1.e.3.A.1.(c) Joint planning with my Co-teacher is ESSENTIAL. We work in small groups throughout the day. I, as an ECCAT/Paraprofessional, am responsible for preparing my material for these groups. I reviews skills taught during large group instruction, co-teaching, and grading assignments. It would require an extra planning to get both myself ready for each day. Also, I am in charge of teaching a 45 minute MCLASS group each day. I use planning time to prepare for this class. ECCAT stands for Early Childhood Classroom ASSISTANT TEACHER, and without question need time to plan each day!!	A/C	See Comment 5.
2024-02-09 12:26:47	Marly Stevenson Service Personnel Jackson County Board of Education RIPLEY West	9.1.e.3.A.1.(c) Joint planning with my Teacher is ESSENTIAL. We work in small groups throughout the day. I am responsible for preparing the material for these groups. I review skills taught during large group instruction. Also I am in charge of teaching a 45 minute MCLASS group each day. I have to have planning time to prepare for this class.	A/C	See Comment 5.

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2024-02-09 12:41:03	Caressa Yates Service Personnel Jackson County Board of Education RIPLEY West	9.1.e.3.A.1.(c) As an ECCAT, joint planning with my teacher is ESSENTIAL. We work in small groups throughout the day. I am responsible for preparing my material for these groups. I reviews skills taught during large group instruction. It would require my teacher to need extra planning to get both myself and her ready for each day. I am also in charge of teaching a 45 minute MCLASS group each day. This class is an extra support for kids who are not considered at or above level. Being prepared for this group is crucial to ensure they get the maximum amount of knowledge that I can offer them. I need time to prepare for this class. I am a co-teacher in our classroom, I need time to plan and prepare so I can do my best in the classroom as well.	A/C	See Comment 5.
2024-02-09 13:24:39	Gena Frashier Teacher Jackson County Board of Education Ripley WV	9.1.e.3.A.1.(c) Joint planning with my ECCAT is ESSENTIAL. We work in small groups throughout the day. My ECCAT is responsible for preparing her material for these groups. She reviews skills taught during large group instruction. It would require me to need extra planning to get both myself and her ready for each day. Also my ECCAT is in charge of teaching a 45 minute MCLASS group each day. She has to have planning time to prepare for this class. She is my CO-Teacher she will without question need time to plan each day!!	A/C	See Comment 5.
2024-02-12	Joe Statler House of Delegates	Please see the attached letter	A/C	See Comment 5.
§126-42-5 Middle School Programming				
2024-01-31 15:31:31	Joseph L Cottrell 7th Grade Social Studies Teacher	Thank you for the policy change on SS 7.19 to 9th grade. Going from the dawn of civilization through the rebirth was too wide of a scope. I always get through the Middle Ages but I would never have	N	This comment goes to Policy 2520.4A.

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	Spencer Middle School Spencer WV	time to cover the Renaissance. The Renaissance could be a course to itself.		
§Glossary of Terms Comments				
2024-02-06 14:42:44	Mendy Marshall Director WVDE - Office of Adult Education Charleston WV	In the Glossary of Terms, High School Equivalency Assessment language needs to be changed to “High School Equivalency (HSE) Test – Definition found in Policy 2444.4.	A/C	The language has been corrected.
§126-42-3 Scope				
2024-02-08 10:16:57	Daniel P. Brown Electrical instructor Fayette Institute of Technology Oak Hill WV	I would refer you back to Scope Section 3.2c.,d.,e. .	N	Comment is unclear.
§126-42-1 General				
2024-02-08 10:45:20	Concerned Counselor	I was trying to find something about student enrollment. Is there somewhere that gives guidance on the enrollment process or a policy that addresses this?	N	Comment 6: A new policy addressing enrollment is currently under development.
2024-02-08 15:22:43	Hal Van Metre Attendance Director Berkeley County Schools Martinsburg wv	I am looking for guidance on student enrollment and do not see it anywhere. Can you please share with me where that is in 2510?	N	See Comment 6.
2024-02-08 15:32:50	Amanda Mays Assistant Superintendent Kanawha County Schools Charleston WV	I was unable to find any information on student enrollment guidelines. Where is that located in the policy?	N	See Comment 6.
2024-02-09 11:24:54	Brandy Fisher Attendance Director Mineral County Shcools Keyser WV	I would like to see some guidelines for student enrollment and withdrawal. Sometimes parents won give an address or tell us where they have moved to. We need formal guidelines on what we	N	See Comment 6.

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		can/should ask for upon enrollment and withdrawal.		
2024-02-12 13:09:09	Jennifer Reaves EdTech Leader/ Technology Integration Specialist Mylan Park Elementary Morgantown WV	Computer Science should be a required course in high school.	N	See Comment 4.
2024-02-12 15:06:23	Gay Stewart Professor West Virginia University Morgantown WV	It is fantastic for future economic outcomes for the state if computer science is to be required!!!	N	See Comment 4.
§126-42-7 School Responsibilities				
2024-02-08 11:30:28	Cyrena Harper Teacher Pendleton County BOE/ North Fork Elementary Circleville WV	I was unable to find any information on student enrollment guidelines. Where is this located in policy?	N	See Comment 6.
2024-02-09 11:24:54	Brandy Fisher Attendance Director Mineral County Schools Keyser WV	P. 21/22 I feel it is difficult to reach the 135 hours for the CTE programs. Bus travel time is mentioned, but you have to take that into account in the school day when students are coming and going between CTE centers and their home schools. We are limited by so much time as it is, is there anyway to shave a little time off?	A/C	See Comment 3.
§126-42-4 Early and Elementary Learning Programming (Pre-K-Grade 5)				
2024-02-09 13:01:17	Laura Hoggard Band and Choir and Gen Music Teacher Doddridge County Middle School WEST UNION WV	Policy 25.20 provides instruction for a variety of subjects. Music and Art Education should begin at the elementary level and be provided by Certified Music and Art Education Specialists, not a general education teacher. Please make this mandatory for elementary education. Many students enter Middle School with zero or very little prior instruction in Music and Art. We start ALL other subjects at the	N	Art and Music are required at all grade levels or grade bands. Elementary Education and Multi-Subject (K-8) educators are certified to teach Art and Music.

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		<p>elementary level, except Music and Art. If we want to BUILD something, we start with the foundation. By not requiring these subjects to be taught by a Music or Arts professional, we are communicating that it is not important. Our very own document, "Building a Comprehensive Arts Program" acknowledges there is no requirement at this level. In the same section of paragraphs (top of page 39), the document states, "Students without instruction in music fundamentals at this level, are less likely to succeed in Band, Chorus, Orchestra and other music electives at the upper grade level." By not requiring a music education professional with certification in music education, we are setting many of our students up for failure and disappointment. I would imagine the same is true for Art Education.</p> <p>https://wvde.us/wp-content/uploads/2018/01/22Building-a-Comprehensive-Arts-Program.pdf</p>		
2024-02-12 15:38:22	Counselor	Is a county no longer required to have a retention policy?	N	Retention is a county-level decision based on individual student needs.
§Appendix E Policies Cited in Policy 2510				
2024-02-09 14:15:18	Rochelle Chenoweth Attendance Director Randolph County Schools Elkins WV	<p>I would like Enrollment included in this policy. Students move and we lose track of them. Parents won always cooperate and give new address information. There is too much of an opportunity for a student to "vanish" and not tracked for safety purposes. For example, I have a family now who may be living out of state. I cannot reach the parent by address, phone or email.</p> <p>Enrollment/transfer issues pose a great problem for county schools. A State enrollment policy might</p>	N	See Comment 6.

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		provide some leverage for counties to tackle this issue. Thank you		
2024-02-11 14:48:13	Michael Lambiotte Clarksburg WV	I	N	
§126-42-11 West Virginia Board of Education (WVBE) Responsibilities				
2024-02-09 15:27:37	Devon Pearrell Charles Town WV	In reviewing, the policy, I did not see information pertaining to student enrollment or guidance when a student moves out of state and a county is unable to verify school enrollment at a new school. This guidance would be very beneficial to counties when attempting to locate students and/or families are hesitant to provide new school information.	N	See Comment 6.