

Policy ~~2210~~ 220 – Curriculum Development

Revised policy and repeal of Policy 2220 (Adoption of Programs of Study), Policy 2240 (Controversial Issues), Policy 2250 (Innovative Programs), Policy 2270 (Religion in the Curriculum), Policy 2330 (Homework), Policy 2413 (AIDS Education Program), Policy 2414 (Substance Abuse and Tobacco Education Program), Policy 2417 (Multicultural Education), Policy 2432 (Driver Education), Policy 2440 (Summer School), Policy 2575 (Service Learning), Policy 2623.01 (Intervention) effective upon passage

1st reading November 28, 2018

2nd reading

3rd reading

Statutory authority West Virginia Code 18-5A-6 and West Virginia Board of Education Policies 2423, 2510

Administrative Guidelines

- i. Adoption of Programs of Study
- ii. Controversial Issues
- iii. Homework
- iv. Summer School
- v. Intervention

The Board of Education recognizes its responsibility for the quality of the educational program of the schools. To this end, the curriculum shall be developed, evaluated, and adopted on a continuing basis and in accordance with a plan for curriculum growth established by the Superintendent with the assistance of the school curriculum teams in the County.

For purposes of this policy and consistent communication throughout the County, curriculum shall be defined as the courses of study, subjects, classes, and organized activities provided by the school.

The Board directs that the curriculum of this County:

- A. provide instruction in courses required by statute and State Department of Education regulations;
- B. allow for the development of individual talents and interests as well as recognize that learning styles of students may differ.

As educational leader of the County, the Superintendent shall be responsible to guide the school curriculum teams in the County as they help develop programs and methods for implementation of the curriculum based on State-approved instructional goals and objectives based on the needs of the individual schools, focusing on reading, composition, mathematics, science and technology. The Superintendent shall be responsible for the preparation of courses of study.

The Superintendent shall make progress reports to the Board annually.

The Superintendent may conduct such innovative programs as are deemed to be necessary to the continuing growth of the instructional program and to better ensure accomplishment of the County's educational goals.

The Superintendent shall report each such innovative program as well as the findings and recommendations of the school curriculum teams to the Board along with the objectives of such program as are recommended, evaluative criteria, and costs before it is initiated.

Adoption of Programs of Study

The Board of Education shall provide a comprehensive instructional program to serve the educational needs of the

students of this County. In furtherance of this goal and pursuant to law, the Board shall periodically adopt programs of study as well as determine the level of mastery which constitutes successful completion of a course.

No programs of study shall be taught in the schools of this County unless it has been approved by this Board. Elective offerings not based on West Virginia Board of Education content standards and objectives must have written content standards and objectives approved by the County Board of Education. Such optional elective courses may be made available by the Board based on student need and interest, but are not required to be made available.

The Superintendent shall recommend to the Board such programs of study as are deemed to be in the best interests of the students. The Superintendent's recommendation shall include the following information about each program of study:

- A. its applicability to students and an enumeration of those groups of students to be affected by it; and
- B. the intended content standards and objectives (CSOs), defined in terms of how the learning is applied.

Each program of study is intended to provide a basic framework for instruction and learning. Within this framework, each teacher shall use the program of study in a manner best designed to meet the needs of the students for whom s/he is responsible. Deviation from its content must be approved in accordance with the Superintendent's administrative guidelines.

Since one of the County's goals is to prepare students to enter the world of work, the Board directs that each program of study include as part of its learning accomplishments that students can demonstrate their willingness and ability to be punctual, to be present at the learning site each day unless absent for a legitimate reason, and to complete assignments on time and as directed. The Superintendent's guidelines should include recommendations to staff on how to instruct students in these important work ethics and how to include these learnings in the grades that students receive.

The Superintendent shall maintain a current list of all programs of study offered by this County.

The list shall include the data on each furnished with the recommendation for its adoption.

Controversial Issues

The Board of Education believes that the consideration of controversial issues has a legitimate place in the instructional program of the schools.

~~Properly introduced and conducted, the consideration of such issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop techniques for formulating and evaluating positions.~~

For purposes of this policy, a controversial issue is a topic on which opposing points of view have been promulgated by responsible opinion and/or likely to arouse both support and opposition in the community.

~~The Board will permit the introduction and proper educational use of controversial issues provided that their use in the instructional program:~~

- ~~A. is related to the instructional goals of the course of study and level of maturity of the students;~~
- ~~B. encourages open-mindedness and is conducted in a spirit of scholarly inquiry.~~

~~Controversial issues related to the program may be initiated by the students themselves provided they are presented in the ordinary course of classroom instruction and it is not substantially disruptive to the educational setting.~~

~~Controversial issues may not be initiated by a source outside the schools unless prior approval has been given by the principal.~~

~~When controversial issues have not been specified in the course of study, the Board will permit the instructional use of~~

~~only those issues which have been approved by the Superintendent and/or have been approved by the principal.~~

~~No classroom teacher shall be prohibited from providing reasonable periods of time for activities of a moral, philosophical, or patriotic theme. No student shall be required to participate in such activities if they are contrary to the religious convictions of the student or his/her parents or guardians.~~

~~The Board acknowledges that it may not adopt any policy or rule respecting or promoting an establishment of religion or prohibiting any student from the free, individual, and voluntary exercise or expression of the student's religious beliefs. However, such exercise or expression shall be limited to appropriate times and places such as lunch periods or other noninstructional time periods when students are free to associate.~~

~~The Board also recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents find objectionable. If after careful, personal review of the program lessons and/or materials, a parent indicates to the school that either the content or activities conflicts with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from a particular class for specified reasons. The student, however, will not be excused from participating in the course and will be provided alternate learning activities during times of such parent requested absences.~~

~~The Superintendent shall develop administrative guidelines for dealing with controversial issues and with parental concerns about program content or the use of particular materials.~~

Innovative Programs

~~The Board of Education shall promote continued improvement of the instructional and curricular program of the schools through all appropriate means. Members of the school staff and of the student body who wish to pursue a promising program for school improvement are encouraged to submit such programs to the Superintendent, for approval.~~

~~An innovative program design shall address the steps below, when appropriate to the project:~~

- ~~—A. Rationale~~
- ~~—B. Specific objectives~~
- ~~—C. Supportive research~~
- ~~—D. Budgeting~~
- ~~—E. In-service requirements~~
- ~~—F. Assessment of the learning~~
- ~~—G. Plans for broader implementation~~
- ~~—H. Methods for program evaluation~~

~~Each innovative program shall be consistent with the Board's objectives and long range plans and must comply with State and Federal laws and guidelines, including the Individuals with Disabilities Act.~~

Religion in the Curriculum

~~As a public entity, the County must comply with the U.S. Constitution's First Amendment requirement that the County neither establish religion in the schools nor prohibit students' free exercise of religion according to pertinent interpretation and application of those Constitutional provisions by the Courts. Accordingly, no Board employee will promote religion in the classroom or in the County's curriculum, or compel or pressure any student to participate in devotional exercises. Displays of a religious character must conform with Policy 8800 and AG 8800 A-C. Instructional activities shall not be permitted to advance or inhibit any particular religion or religion generally. Teachers shall forward requests for religious accommodation in instruction to the Superintendent.~~

An understanding of religions and their effects on civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, curriculum may include as appropriate to the various ages and attainments of the students, instruction about the religions of the world.

The Board acknowledges the degree to which a religious consciousness has permeated the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the schools system frequently contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may be religious in nature shall not, by itself, bar their use in the public schools. The Board directs that professional staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

The Board recognizes that religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the education of the school system's students, not for its conformity to religious principles. Students should receive unbiased instruction in the schools so they may privately accept or reject the knowledge thus gained, in accordance with their own religious tenets if any.

Accordingly, no student shall be exempted from completion of a required course of study on the grounds that compose of the instruction therein interferes with the free exercise of his/her religion. However, if after careful, personal review of the program's lessons and/or materials, a parent indicates to the school that either the content or activities conflict with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from particular class periods for specified reasons. The student will be provided with alternate learning activities during the times of such parent requested absence.

For the privacy of students whose parents request that they not take part in the particular class periods for specified reasons prior arrangements will be made for the student(s) to go to a supervised location where under the supervision of a staff member the student(s) will be provided with the alternate learning activities during the requested absence.

No classroom teacher shall be prohibited from providing reasonable periods of time for activities of a moral, philosophical, or patriotic theme. No student shall be required to participate in such activities if they are contrary to the religious convictions of the student or his/her parents or guardians.

The County's instructional materials shall not be designed to influence students to accept or reject a particular religious belief or point of view and the Superintendent shall prepare administrative guidelines to that affect.

The Board acknowledges that it may not adopt any policy or rule respecting or promoting an establishment of religion or prohibiting any student from the free, individual, and voluntary exercise or expression of the student's religious beliefs.

Complaints by students or the public regarding any such course of study will be handled in accordance with Board Policy 9130.

Homework

The Board of Education acknowledges the educational validity of out-of-school assignments as adjuncts to and extensions of the instructional program of the schools.

"Homework" shall refer to those assignments to be prepared outside of the school instructional day by the student or independently while in attendance at school.

The Superintendent shall develop rules administrative guidelines for the assignment of homework ~~according to these guidelines with the following provisions:~~

- A. Homework should be properly planned part of the curriculum, extending and reinforcing the learning experience of the school.
- B. Homework should help students learn by providing practice in the mastery of skills, experience in data

gathering, and integration of knowledge, and an opportunity to remediate learning problems.

- C. Homework should help develop the student's sense of responsibility by providing an opportunity for the exercise of independent work and judgement.
- D. The number, frequency, and degree of difficulty of homework assignments would be based on the ability and needs of the student and take into account other activities which make a legitimate claim on the student's time.
- E. As a valid educational tool, homework should be assigned with clear direction and its product carefully evaluated.
- F. The schools should recognize the role of parents by suggesting ways in which parents can assist the school in helping a student carry out assigned responsibilities.
- G. Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

AIDS Education Program

~~The goal of this policy is to assist in the protection of students by providing them with the knowledge and skills necessary to avoid behaviors that will put them at risk of infection with the human immunodeficiency virus (HIV) and other sexually transmitted diseases (STD).~~

All public schools containing any grades six through twelve ~~must~~ shall teach health education which includes instruction in the prevention, transmission and spread of AIDS and other sexually transmitted diseases. ~~Inclusion of AIDS education in curricular areas such as science, social studies and developmental guidance is warranted to assure total understanding of the disease and its consequences. West Virginia Board of Education Policy 2520.5, Health Content Standards and Objectives constitutes the course curriculum requirements. Materials used, including textbooks, should~~ shall be aligned with the content standards as prescribed by the West Virginia Board of Education.

~~An educational inservice~~ Training on the prevention, transmission and treatment of current communicable diseases shall include, but not limited to, human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS), shall be provided to all school personnel every two (2) years, ~~by the County Board of Education, as specified in W. Va. Code 18-2-9 and 18-5-15d.~~

~~The District shall assure that AIDS education is taught by qualified personnel who periodically participate in staff development activities that will provide current information related to AIDS education. The District must also assure the program is comprehensive and provides not only knowledge about the disease, but also has a focus on behaviors and skills to prevent exposure to the virus including abstinence.~~

~~The District must notify Parents/guardians that they have the right to~~ shall be permitted to attend staff development regarding AIDS and other STDs, examine course curriculum requirements and curricular materials and exempt their child from AIDS and other STD instruction, if they deem it advisable. The parent/guardian must give written notice to the principal exempting their child from AIDS other STD instruction, ~~on a form developed by the District. The form shall include:~~

- ~~A. health class and/or other assignments from which student will be excused;~~
- ~~B. information that clarifies that an alternative assignment will be given;~~
- ~~C. information that indicates that an annual review of materials and requests for exclusion are necessary.~~

~~Once the parents' request has been received, it is the responsibility of the principal to communicate this information to all appropriate personnel. The classroom teacher and other personnel are responsible for assuring that the parents' request is honored.~~

~~Failure to comply with components of this policy regarding exclusion of students from AIDS and other STD instruction may result in discipline.~~

Substance Abuse and Tobacco Education Program

~~The goal of this policy is to provide students with the knowledge and skills necessary to assist them in avoiding the use~~

of tobacco and/or nicotine, the abuse of alcohol and other legal or illegal substances. This policy is intended to promulgate a positive, pro-active approach to the control of alcohol, tobacco and/or nicotine, and other drugs.

A plan for implementing required kindergarten through 12th grade preventive education, as outlined in The Health Content Standards and Objectives in West Virginia State Board of Education policy 2520.5, shall be coordinated with Safe and Drug-Free School (Goals and Objectives) to provide a comprehensive kindergarten through 12th grade substance abuse prevention curriculum for all children. School administrators, Local School Improvement Councils and school curriculum teams shall assure that prevention education efforts are comprehensive, coordinated and age appropriate. Examples include: developmental guidance, advisor-advisee, peer involvement, after school programs and integration into instructional objectives.

School Partnership Development

Each school will establish community agency and organization partnerships that serve to provide the school with a variety of supports and resources to develop appropriate behaviors in safe and supportive schools. These partnerships may be both formal and informal as described in State Board policy 4373. Formal partnerships between community service agencies must be approved by the Board.

School Policy Dissemination and Training

To ensure understanding of substance abuse and tobacco/nicotine expected behaviors, each school shall develop and implement an ongoing awareness campaign for all students, staff, and parents/guardians.

Policy 5500 and Policy 5600 shall appear in the student and staff handbooks and if no handbook is available, a copy will be distributed to all students, parents, faculty, and staff.

The County and/or school shall develop and implement training for students and staff on these regulations and on means for effectively promoting the goals of this policy.

School Implementation Plan

Plans for the implementation of substance abuse and tobacco/nicotine programs and policies should be included within individual school strategic plans. The implementation plan shall reflect the particular needs of students and staff to study, learn, and work in a positive school climate/culture. To the maximum extent possible, the plan should be developed collaboratively with input from all stakeholders including, but not limited to parents, business leaders, community organizations, and State and local agencies. The plan should articulate and incorporate the partnership supports and resources that are available to the school through the County's formal and informal partnership agreements as well as through additional school level partnerships.

At a minimum, schools shall:

- A. establish leadership team (may be an existing team) to manage the design, monitoring, and improvement of school climate/culture;
- B. establish a process to gain school-wide input and commitment to school climate/culture improvement from students, staff, parents, and community;
- C. develop school-wide priorities for State Board policy 4373;
- D. analyze school climate/culture data annually;
- E. make data driven improvement decisions based on analysis of consistently tracked student behaviors;
- F. implement school-wide plans that provide appropriate interventions to support and reinforce expected behaviors;
- G. implement programs/practices that promote youth asset development to support expected student behaviors, positive education, and health outcomes;
- H. implement comprehensive and effective intervention programs/practices that target identified behaviors that

are disruptive to the educational process and that place students at higher risk of poor education and health outcomes;

- I. develop appropriate and reliable referral procedures for intensive intervention that enlist school and community partnerships; and
- J. evaluate school climate/culture improvement processes and revise as needed.

School Evaluation of Effectiveness

The school will review data annually to determine the effectiveness of their implementation plan. This data review may include but not be limited to the following outcome and process data sets:

- A. progress toward implementation plan goals and objectives;
- B. evidence of school climate/culture improvement efforts;
- C. required LSIC reports (WV Code 18-5A-2);
- D. trend analysis from school climate/culture survey tools (as available);
- E. summary data for incidents of inappropriate behavior and intervention responses to incidents; and
- F. evaluation data from training and staff development provided by the County, RESA, and/or WVDE.

This policy shall be submitted to the State Superintendent of Schools by July 1, 2012. Thereafter, any revision must be submitted to the State Superintendent of Schools.

The Board of Education shall provide access to training and technical assistance in research-based and effective models for prevention education in the areas of alcohol, tobacco and substance abuse. Training, technical assistance and support also be provided in the effective use of student assistance teams to identify students who are at-risk and to develop interventions to assure school success for these students.

Multicultural Education

Schools/school systems must develop and implement a multicultural program for faculty, staff and students that fosters an attitude of understanding and acceptance of individuals from a variety of cultural, ethnic, racial and religious backgrounds.

Multicultural education is a required component of the program of study to be taught to all students at all programmatic levels, pre-k-4, 5-8, and 9-12.

Driver Education

The Board of Education shall offer a program of driver education. A driver education course shall be made available to all secondary high school students without charge to students. The course may be offered in summer school in addition to the regular instructional term.

The purpose of this policy is to ensure that every secondary school student has the opportunity, at or about the time s/he reaches licensing age but prior to graduation, to enroll in a course of driver education designed to train him/her to drive skillfully and safely under all traffic and roadway conditions and circumstances. If a student has successfully completed a similar course in a secondary school of another state or in a commercial driving school or class and the course is accepted by the State Board as adequately meeting and complying with the course standards established by the State Board, then the requirements for offering the opportunity for that student to enroll in a driver education course has been fulfilled.

If there are not sufficient driver education courses available to meet all requests for the course, the Board shall act as quickly as possible to make sufficient courses available to fill those requests.

The Board, at its own discretion, may use either dealer loaned or leased vehicles or vehicles it has purchased.

Dealer loaned or leased vehicles shall be used only in compliance with the terms of a contract between the Board and the car dealer from which the vehicle(s) was acquired. Dealer loaned or leased vehicles shall be used for driver

~~education purposes only.~~

~~All vehicles, while in use for driver education shall be clearly marked indicating that the car is being used for driver education and/or being operated by a student. Such identification must be installed in such a manner as to be visible to other drivers from all directions.~~

~~Board owned driver education vehicles may be used for purposes in addition to driver education.~~

~~If the vehicles are available for additional purposes, such vehicles may be used at times not in conflict with the teaching of driver education and for school or county business.~~

~~Such use shall be authorized by Superintendent.~~

~~Only County personnel shall be allowed to operate Board owned vehicles.~~

~~Any identification on the car indicating "student driver" or "Driver Education" or similar designation shall be removed or covered prior to use for purposes other than driver education.~~

Summer School

The Board of Education may conduct a summer program of academic instruction and/or recreational activities for resident students of this County and such other students as the Board may admit subject to approval of the West Virginia Board of Education.

~~Summer school instruction shall be designed to provide opportunities for students to:~~

- ~~A. repeat classes failed in grades 9-12;~~
- ~~B. repeat classes failed prior to grade 9;~~
- ~~C. to earn additional credit toward graduation;~~
- ~~D. enrich a scholastic program;~~
- ~~E. explore new academic areas;~~
- ~~F. intervention;~~
- ~~G. remedial instruction;~~
- ~~H. accelerated instruction;~~
- ~~I. teaching of manual arts.~~

~~The Board shall annually approve a summer school program and submit the same to the State Board for approval. In order to support such a program of summer instruction, the Board will:~~

- ~~A. Employ professional staff;~~
- ~~B. employ school service personnel to perform related duties outside the regular school term;~~
- ~~C. make available school facilities as required;~~
- ~~D. purchase such books, materials, supplies, and equipment as may be necessary.~~

~~With regard to transportation, the Board does not accept responsibility for any student, except students with an IEP that requires participation in the summer school program.~~

The Superintendent shall be responsible for developing develop administrative guidelines for the operation of the summer school program which shall be consistent with Board policies and not conflict in any way with the administration of the regular school sessions of the County.

Service Learning

The Board of Education believes that participating actively in community service will enhance students' interpersonal skills and self-esteem, enable them to connect their academic learning to the real world, and make them aware of the wide range of opportunities for service that exist in any community.

The Board further believes that devoting time during a student's school years to serve others or the community as a whole may engender a life-long commitment to service, and, thereby, make this community or, any community where our graduates make a life, a better place.

~~Accordingly, The Board~~ therefore directs that ~~the Superintendent to provide~~ opportunities for learning through service be offered as a part of the ~~co-curricular of the County Schools~~ county curriculum.

Intervention

The Board of Education believes that students should be given every reasonable opportunity to learn the skills and acquire the knowledge necessary to demonstrate proficiency on State-mandated tests and locally-developed assessments. ~~Therefore, pursuant to State law, the Board will provide intervention for those students whose performance on these tests and assessments indicates a need for it.~~

~~The Board directs~~ The Superintendent ~~to~~ shall develop administrative guidelines ~~a plan~~ for intervention that ~~will~~ include:

- A. procedures for using diagnostic assessments;
- B. the classroom-based intervention strategies as well as other intervention strategies that will be used;
- C. procedures for the collection of student-performance data;
- D. procedures for using student performance data to evaluate the effectiveness of the intervention strategies and to evaluate the instructional program.

~~The Board further directs the Superintendent to review said plan and incorporate it in to the Electronic Strategic Improvement Plan for each school annually.~~

~~In addition, the Superintendent will report the results of the data analysis to the Board annually.~~