

Policy ~~2230~~ 221– Program of Study for Early Learning Programs (Grades PK through 5)

Renumbered policy effective upon passage

1st reading November 28, 2018

2nd reading

3rd reading

Statutory authority West Virginia Code 18-5-13, West Virginia Board of Education Policies 2510 and 2525

Administrative Guidelines

- i. Process for Placement, Promotion, Retention, and Acceleration of Students

The county shall provide for a curriculum of rigorous and challenging coursework, career-focused experiences, and awareness of postsecondary education and employment to all students in grades PK through 5. This curriculum shall comply with and / or exceed the requirements specified by West Virginia state law and West Virginia Board of Education (WVBE) policy.

Pre-Kindergarten Program

The Board recognizes that the West Virginia Universal Pre-Kindergarten Program exists as a collaborative partnership between the Board and a community partner(s) and is, in many ways, structured differently than programs in Kindergarten through 12th grade as a reflection of this partnership and its instructional purpose. As such, the Board defers regulation of this program to state policy and the County Collaborative Early Childhood Core Team unless otherwise noted in the Board's policies.

Uniform grading

All areas on which students are evaluated which represent instruction in the standards-focused curriculum as required by WVBE Policy 2510, including English language arts, mathematics, science, social studies, music, visual art, and wellness education, shall be graded as follows.

Numerical Grade Range	Letter Grade Assigned	Quality Points
90 – 100	A	4.0
80 – 89	B	3.0
70 – 79	C	2.0
60 – 69	D	1.0
0 – 59	F	0.0

Any areas on which students are evaluated in grades K through 5 which represent social / emotional, physical, or cognitive development, enrichment, exploration, and/or intervention, but which are not also represented in the standards-focused curriculum as required by WVBE Policy 2510, may be graded as follows. It shall be the responsibility of the principal of the school to establish at the beginning of the year if an area will be evaluated using this alternate grading scale.

Letter Grade Assigned	Qualitative Description
O	Outstanding performance
S	Satisfactory performance

U	Unsatisfactory performance
N	No grade assigned

Placement, Promotion, Retention, and Acceleration

Students shall be assigned to grade levels upon enrollment as appropriate to their social, emotional, and academic development. The Superintendent shall develop administrative guidelines to detail the process that schools shall use to place, promote, retain, and accelerate students, as appropriate, and the responsibilities and expectations of all involved stakeholders, including but not limited to students, teachers, principals, and parents.