WEST VIRGINIA LEGISLATURE

REGULAR SESSION, 1996

ENROLLED

Committee Substitute for

SENATE BILL NO. 300

(By Senator Tomblin, Mr. President, et al.)

PASSED March 8, 1996

In Effect From Passage
ENROLLED

COMMITTEE SUBSTITUTE
FOR
Senate Bill No. 300

(SENATORS TOMBLIN, MR. PRESIDENT, AND BOLEY,
BY REQUEST OF THE EXECUTIVE, original sponsors)

[Passed March 8, 1996; in effect from passage.]

AN ACT to amend and reenact sections one and four, article one, chapter eighteen of the code of West Virginia, one thousand nine hundred thirty-one, as amended; to amend and reenact section six, article two of said chapter; to amend and reenact sections four, five and seven, article two-e of said chapter; to further amend said article by adding thereto a new section, designated section eight; to amend and reenact section four, article five-a of said chapter; to amend and reenact section one, article one, chapter eighteen-a of said code; to amend
article three of said chapter by adding thereto a new section, designated section two-c; to amend and reenact section one, article three-a of said chapter; to further amend said article by adding thereto a new section, designated section two-b; and to amend article one, chapter eighteen-b of said code by adding thereto a new section, designated section one-e, all relating to creating jobs through education; defining “career clusters” and “work-based learning”; requiring the state board to report progress toward meeting educational goals; replacing certificates of proficiency with an electronic portfolio system; including information on statewide school report cards; establishing school accreditation and education standards; providing for high quality basic skills development and remediation in all public schools; utilizing technology in middle schools, junior high schools and high schools; stating comprehensive goals for jobs through education; increasing academic expectations and career development for all students; assessing student performance by grade level; focusing on basic skills in kindergarten through fourth grade; developing a rigorous curriculum; exploring career options; implementing an individualized student transition plan; choosing career majors; reporting by state school-to-work steering committee; increasing the ability of all students to meet higher academic expectations and become independent learners; establishing partnerships; creating guidelines for work-based learning; creating work-based opportunities in rural areas; creating guidelines for certification on the electronic portfolio of student skills, competencies and readiness for employment; addressing staff development; requiring a state board rule; establishing criteria for selecting schools of excellence; defining “principals academy” and “center for professional development”; requiring training through the principals academy; creating the “Principals Standards Advisory Council”; creating the “Principals Academy” within the center for professional development and adding penalties for failure to comply; requiring public education and higher education collab-
oration for the preparation of students for college and other post-secondary education; and requiring the higher education governing boards to promulgate a joint rule.

Be it enacted by the Legislature of West Virginia:

That sections one and four, article one, chapter eighteen of the code of West Virginia, one thousand nine hundred thirty-one, as amended, be amended and reenacted; that section six, article two of said chapter be amended and reenacted; that sections four, five and seven, article two-e of said chapter be amended and reenacted; that said article be further amended by adding thereto a new section, designated section eight; that section four, article five-a of said chapter be amended and reenacted; that section one, article one, chapter eighteen-a of said code be amended and reenacted; that article three of said chapter be amended by adding thereto a new section, designated section two-c; that section one, article three-a of said chapter be amended and reenacted; that said article be further amended by adding thereto a new section, designated section two-b; and that article one, chapter eighteen-b of said code be amended by adding thereto a new section, designated section one-e, all to read as follows:

CHAPTER 18. EDUCATION.

ARTICLE 1. DEFINITIONS; LIMITATIONS OF CHAPTER; GOALS FOR EDUCATION.

§18-1-1. Definitions.

1. The following words used in this chapter and in any proceedings pursuant thereto shall, unless the context clearly indicates a different meaning, be construed as follows:

(a) “School” means the pupils and teacher or teachers assembled in one or more buildings, organized as a unit;

(b) “District” means county school district;

(c) “State board” means the West Virginia board of education;
(d) "Board" means the county board of education;

(e) "State superintendent" means the state superintendent of free schools;

(f) "Superintendent" means the county superintendent of schools;

(g) "Teacher" means teacher, supervisor, principal, superintendent, public school librarian; registered professional nurse, licensed by the West Virginia board of examiners for registered professional nurses and employed by a county board of education, who has a baccalaureate degree; or any other person regularly employed for instructional purposes in a public school in this state;

(h) "Service personnel" means all nonteaching school employees not included in the above definition of "teacher";

(i) "Regular full-time employee" means any person employed by a county board of education who has a regular position or job throughout his employment term, without regard to hours or method of pay;

(j) "Career clusters" means broad groupings of related occupations; and

(k) "Work-based learning" means a structured activity that correlates with and is mutually supportive of the school-based learning of the student and includes specific objectives to be learned by the student as a result of the activity.

§18-1-4. Education improvement plan.

(a) The governor, the Legislature, the state board and the people of West Virginia agree that the education of their children is of utmost importance to the future well-being of the state and that the purpose of enacting education laws and providing funding to support a system of free schools is to assure that all of our children have every opportunity to secure an education which is
through and is provided in an efficient manner. The governor, the Legislature, the state board and the people of West Virginia further agree that improvements are needed in the education system of West Virginia if these objectives are to be met.

(b) Therefore, the governor, the Legislature, the state board and the people of West Virginia have established goals for themselves which are measurable and achievable through the combined efforts of the government, the school system and the people through an increased focus on the needs of children. These goals are:

1. All children entering the first grade will be ready for the first grade;
2. All students will have equal education opportunity;
3. Student performance on national measures of student performance will equal or exceed national averages and the performance of students falling in the lowest quartile will improve by fifty percent;
4. Ninety percent of ninth graders will graduate from high school;
5. High school graduates will be fully prepared for college, other post-secondary education or gainful employment. The number of high school graduates entering post-secondary education will increase by fifty percent; and
6. All working age adults will be functionally literate.

The intent of the governor, the Legislature and the state board is to pursue the accomplishment of these goals through strategies which focus on: (i) Early childhood development; (ii) improving the quality of teaching; (iii) technology and learning; (iv) helping at-risk students; (v) work force preparation; and (vi) restructuring and accountability in the education system.

(c) The state board shall report progress toward
meeting and achieving the goals, as set forth in subsec-
tion (b) of this section, to the governor and the Legisla-
ture at the beginning of the legislative session in each of
the next four years, beginning in the year one thousand
nine hundred ninety-seven, and shall include in such
report how the legislative priorities of the board address
attainment of the goals.

ARTICLE 2. STATE BOARD OF EDUCATION.

§18-2-6. Classification and standardization of schools; stan-
dards for degrees and diploma.

1 The state board shall make rules for the accreditation,
classification and standardization of all schools in the
state, except institutions of higher education, and shall
determine the minimum standards for the granting of
diplomas and certificates of proficiency by those schools.
2 Not later than the school year one thousand nine hun-
dred ninety-one, certificates of proficiency
3 including specific information regarding the graduate’s
4 skills, competence and readiness for employment or
5 honors and advanced education shall be granted, along
6 with the diploma, to every eligible high school graduate.

7 No institution of less than collegiate or university
8 status may grant any diploma or certificate of profi-
cency on any basis of work or merit below the minimum
9 standards prescribed by the state board.

10 No charter or other instrument containing the right to
11 issue diplomas or certificates of proficiency shall be
12 granted by the state of West Virginia to any institution
13 or other associations or organizations of less than
14 collegiate or university status within the state until the
15 condition of granting or issuing such diplomas or other
16 certificates of proficiency has first been approved in
17 writing by the state board.

18 Notwithstanding any other provisions of this section to
19 the contrary, the requirement for granting certificates of
20 proficiency shall be replaced by the requirement that
21 information be provided on an electronic portfolio
system established by the state board pursuant to section eight, article two-e of this chapter and issued to every high school graduate by the appropriate county board: Provided, That the requirements for granting certificates of proficiency shall be continued until such time as the electronic portfolio system has been made available to the county boards.

ARTICLE 2E. HIGH QUALITY EDUCATION PROGRAMS.

§18-2E-4. Better schools accountability; school, school district and statewide school report cards.

(a) For the purpose of providing information to the parents of public school children and the general public on the quality of education in the public schools which is uniform and comparable between schools within and among the various school districts, the state board shall prepare forms for school, school district and statewide school report cards and shall promulgate rules concerning the collection and reporting of data and the preparation, printing and distribution of report cards under this section. The forms shall provide for brief, concise reporting in nontechnical language of required information. Any technical or explanatory material a county board wishes to include shall be contained in a separate appendix available to the general public upon request.

(b) The school report cards shall include information as shall be prescribed by lawfully promulgated rule by the state board to give the parents of students at the school and the general public an indication of the quality of education at the school and other programs supportive of community needs, including, but not limited to, the following:

(1) Indicators of student performance at the school in comparison with the county, state, regional and national student performance, as applicable, including student performance by grade level in the various subjects measured pursuant to a uniform statewide assessment program adopted by the state board; school attendance rates; the percent of students not promoted to next
(2) Indicators of school performance in comparison with the aggregate of all other schools in the county and the state, as applicable, including average class size; percent of enrollments in courses in high school mathematics, science, English and social science; amount of time per day devoted to mathematics, science, English and social science at middle, junior high and high school grade levels; percentage distribution of students by career cluster as indicated on the individualized student transition plan; pupil-teacher ratio; number of exceptions to pupil-teacher ratio requested by the county board and the number of exceptions granted; the number of split-grade classrooms; pupil-administrator ratio; operating expenditure per pupil; county expenditure by fund in graphic display; and the average degree classification and years of experience of the administrators and teachers at the school;

(3) The names of the members of the local school improvement council, created pursuant to section two, article five-a of this chapter; and

(4) The name or names of the business partner or partners of the school.

In addition, every county board shall annually determine the number of administrators, classroom teachers and service personnel employed that exceeds the number allowed by the public school support plan and determine the amount of salary supplements that would be available per state authorized employee if all expenditures for the excess employees were converted to annual salaries for state authorized administrators, classroom teachers and service personnel within their county. The information shall be published annually in each school report card of each such county.

(c) The school district report card shall include the data for each school for each separately listed applicable indicator and the aggregate of the data for all schools, as
applicable, in the county for each indicator. The state-
wide school report card shall include the data for each
county for each separately listed indicator and the
aggregate for all counties for each indicator.

(d) The report cards shall be prepared using actual
local school, county, state, regional and national data
indicating the present performance of the school and
shall also include the state norms and the upcoming
year's targets for the school and the county board.

The state board shall provide technical assistance to
each county board in preparing the school and school
district report cards.

Each county board shall prepare report cards in
accordance with the guidelines set forth in this section.
The school district report cards shall be presented at a
regular school board meeting subject to applicable notice
requirements and shall be made available to a newspaper
of general circulation serving the district. The school
report cards shall be mailed directly to the parent or
parents of any child enrolled in that school. In addition,
each county board shall submit the completed report
cards to the state board which shall make copies avail-
able to any person requesting them.

The report cards shall be completed and disseminated
prior to the first day of January, one thousand nine
hundred eighty-nine, and in each year thereafter, and
shall be based upon information for the current school
year, or for the most recent school year for which the
information is available, in which case the year shall be
clearly footnoted.

(e) In addition to the requirements of subsection (c) of
this section, the school district report card shall list: (1)
The names of the members of the county board, the dates
upon which their terms expire and whether they have
attended an orientation program for new members
approved by the state board and conducted by the West
Virginia school board association or other approved
organizations, and other school board member training programs; and (2) the names of the county school superintendent and every assistant and associate superintendent and any training programs related to their area of school administration which they have attended. The information shall also be reported by district in the statewide school report card.

(f) The state board shall develop and implement a separate report card for nontraditional public schools pursuant to the appropriate provisions of this section to the extent practicable.

§18-2E-5. School accreditation; standards compliance board; approval status; intervention to correct impairments.

(a) The purpose of this section is to provide assurances that a thorough and efficient system of education is being provided for all West Virginia public school students on an equal education opportunity basis and that the high quality standards are being met. A system for the review of school district education plans, performance-based accreditation and periodic, random, unannounced on-site effectiveness reviews of district education systems, including individual schools within the districts, shall provide assurances that the high quality standards established in this section, are being met.

(b) On or before the first day of November, one thousand nine hundred ninety-six, the state board shall, in accordance with the provisions of article three-b, chapter twenty-nine-a of this code, establish and adopt high quality education standards in the following areas:

(1) Curriculum;
(2) Workplace readiness skills;
(3) Finance;
(4) Transportation;
(5) Special Education;
(6) Facilities;
(7) Administrative practices;
(8) Training of county board members and administrators;
(9) Personnel qualifications;
(10) Professional development and evaluation;
(11) Student and school performance;
(12) A code of conduct for students and employees; and
(13) Any other such areas as determined by the state board.

The standards shall assure that all graduates are prepared for gainful employment or for continuing post-secondary education and training and that schools and school districts are making progress in achieving the education goals of the state. Each school district shall submit an annual improvement plan designed around locally identified needs showing how the education program of each school in the district will meet or exceed the high quality standards.

A performance-based accreditation system shall be the only statewide system used for accrediting or classifying the public schools in West Virginia. The state board shall establish a schedule and shall review each school within a district and each county board for accreditation based on information submitted to the board under the performance-based accreditation system as set forth in subsection (c) of this section.

(c) On or before the first day of September, one thousand nine hundred ninety-six, the state board shall, in accordance with the provisions of article three-b, chapter twenty-nine-a of this code, establish by rule a system which measures the quality of education and preparation of students at each school based on measures of student and school performance, including, but not limited to, the following:
(1) The acquisition of student proficiencies as indicated by student performance by grade level measured, where possible, by a uniform statewide assessment program;

(2) School attendance rates;

(3) Student dropout rate;

(4) Percent of students promoted to next grade;

(5) Graduation rate;

(6) Average class size;

(7) Pupil-teacher ratio and number of exceptions to ratio requested by county boards and number granted;

(8) Number of split-grade classrooms;

(9) Percentage of graduates who enrolled in college; the percentage of graduates who enrolled in other post-secondary education; and the percentage of graduates who become fully employed within one year of high school graduation all as reported by the graduates on the assessment form attached to their individualized student transition plan, pursuant to section eight of this article and the percentage of graduates reporting;

(10) Pupil-administrator ratio;

(11) Parent involvement;

(12) Parent, teacher and student satisfaction;

(13) Operating expenditures per pupil;

(14) Percentage of graduates who attain the minimum level of performance in the basic skills recognized by the state board as laying the foundation for further learning and skill development for success in college, other post-secondary education and gainful employment and the grade level distribution in which the minimum level of performance was met;

(15) Percentage of graduates who received additional certification of their skills, competence and readiness for college, other post-secondary education or employment
above the minimum foundation level of basic skills.

The state board annually shall review the information submitted for each school and shall issue to every school:

(i) Full accreditation status; or (ii) probationary accreditation status.

Full accreditation status shall be given to a school when the school's performance on the above indicators is at a level which would be expected when all of the high quality education standards are being met. Probationary accreditation status shall be given to a school when the measure of the school's performance is below such level.

Whenever a school is given probationary accreditation status, the county board shall implement an improvement plan which is designed to increase the performance of the school to a full accreditation status level within one year.

(d) The state board shall establish and adopt standards of performance to identify seriously impaired schools and the state board may declare a school seriously impaired whenever extraordinary circumstances exist as defined by the state board. Whenever the state board determines that the quality of education in a school is seriously impaired, the state superintendent, with approval of the state board, shall appoint a team of three improvement consultants to make recommendations within sixty days of appointment for correction of the impairment. Upon approval of the recommendations by the state board, the recommendations shall be made to the county board. If progress in correcting the impairment is not made within six months of receipt of the recommendations, the state superintendent shall provide consultation and assistance to the county board to: (1) Improve personnel management; (2) establish more efficient financial management practices; (3) improve instructional programs and rules; or (4) make such other improvements as may be necessary to correct the impairment. If the impairment is not corrected within one year
of receipt of the recommendations, the district shall be
given probationary approval status or nonapproval
status.

(e) Whenever a school is given probationary status or
is determined to be seriously impaired and fails to
improve its status within one year, any student attending
such school may transfer once to the nearest fully
accredited school, subject to approval of the fully
accredited school and at the expense of the school from
which the student transferred.

(f) The state board shall issue one of the following
accreditation levels to each county board: (1) Full
approval; (2) conditional approval; (3) probationary
approval; or (4) nonapproval.

Full approval shall be given to a county board whose
education system meets or exceeds all of the high quality
standards adopted by the state board and whose schools
have all been given full accreditation status. Full
approval shall be for a period not to exceed four years.

Conditional approval shall be given to a county board
whose education system meets at least ninety-five
percent of the high quality standards adopted by the
state board and in which at least ninety percent of the
schools have been given full accreditation status pro-
vided no school is seriously impaired. Conditional
approval shall be for a period not to exceed one year:
Provided, That for counties that have fewer than ten
schools, the state board may grant conditional approval
without regard to the ninety percent based on the total
quality of the county education program.

Probationary approval shall be given to a county board
whose education system has met less than ninety-five
percent of the high quality standards, or which has
eleven percent or more schools in the district given
probationary status or serious impairment. Probationary
approval is a warning that the county board must make
specified improvements. If the number of schools in the
district given probationary status is not reduced to a number that would allow full accreditation to be granted in the following year, the county board shall be automatically given nonapproval. In addition, nonapproval shall be given to a county board which fails to submit an annual program plan or fails to demonstrate a reasonable effort to meet the high quality standards. The state board shall establish and adopt standards to identify school districts in which the program may be non-approved or the state board may issue nonapproval status whenever extraordinary circumstances exist as defined by the state board.

(g) Whenever nonapproval status is given to a county, the state board shall declare a state of emergency in the district and may intervene in the operation of the district to: (1) Limit the authority of the county superintendent and county board as to the expenditure of funds, the employment and dismissal of personnel, the establishment and operation of the school calendar, the establishment of instructional programs and rules and such other areas as may be designated by the state board by rule; (2) take such direct action as may be necessary to correct the impairment; and (3) declare that the office of the county superintendent is vacant.

(h) To assist the state board in determinations of the accreditation status of schools and the approval status of school districts under this section, the state board shall from time to time appoint an education standards compliance review team to make unannounced on-site reviews of the education programs in any school or school district in the state to assess compliance of the school or district with the high quality standards adopted by the state board, including, but not limited to, facilities, administrative procedures, transportation, food services and the audit of all matters relating to school finance, budgeting and administration.

The teams shall be composed of not more than ten persons, not more than half of whom may be members of
or currently employed by the state board, who possess
the necessary knowledge, skills and experience to make
an accurate assessment of such education programs. The
education standards compliance team shall report the
findings of its on-site reviews to the state board for
inclusion in the determination of a school's or district's
accreditation or approval status as applicable. The state
board shall encourage the sharing of information to
improve school effectiveness among the districts.

The state board shall make accreditation information
available to the Legislature, the governor, the general
public and to any individuals who request such informa-

(i) The state board shall fully implement the accredita-
tion system established under this article for all schools
on the first day of July, one thousand nine hundred
ninety-one, and may pilot test the system prior to that
date. The state board shall adopt rules in accordance
with the provisions of article three-b, chapter
twenty-nine-a of this code necessary to implement the
provisions of this article.

§18-2E-7. Providing for high quality basic skills development
and remediation in all public schools.

(a) The Legislature finds that teachers must be pro-
vided the support, assistance and teaching tools neces-
sary to meet individual student instructional needs on a
daily basis in a classroom of students who differ in
learning styles, learning rates and in motivation to learn.
The Legislature further finds that attaining a solid
foundation in the basic skills of reading, composition
and arithmetic is essential for advancement in higher
education, occupational and avocational pursuits and
that computers are an effective tool for the teacher in
corrective, remedial and enrichment activities. There-
fore, the state board shall develop a plan which specifies
the resources to be used to provide services to students
in the earliest grade level and moving upward as re-
sources become available based on a plan developed by
each individual school team.

This plan must provide for standardization of computer hardware and software, and for technology upgrade and replacement, for the purposes of achieving economies of scale, facilitating teacher training, permitting the comparison of achievement of students in schools and counties utilizing the hardware and software, and facilitating the repair of equipment and ensuring appropriate utilization of the hardware and software purchased for remediation and basic skills development.

The state board shall determine the computer hardware and software specifications after input from practicing teachers at the appropriate grade levels and with the assistance of education computer experts and the curriculum technology resource center.

Computer hardware and software shall be purchased either directly or through a lease-purchase arrangement pursuant to the provisions of article three, chapter five-a of this code in the amount equal to anticipated revenues being appropriated: Provided, That nothing in this section shall be construed to require any specific level of funding by the Legislature.

The state board shall develop and provide through the state curriculum technology resource center a program to ensure adequate teacher training, continuous teacher support and updates.

To the extent practicable, such technology shall be utilized to enhance student access to learning tools and resources outside of the normal school day, such as: Before and after school; in the evenings, on weekends and during vacations; and for student use for homework, remedial work, independent learning and career planning and adult basic education.

(b) The Legislature finds that the continued implementation of computer utilization under this section for high quality basic skills development and remediation in the
middle schools, junior high schools and high schools is necessary to meet the goal that high school graduates will be prepared fully for college, other post-secondary education or gainful employment. Further, such implementation should provide a technology infrastructure at the middle schools, junior high schools and high schools that has multiple applications in enabling students to achieve at higher academic levels. The technology infrastructure should facilitate student development in the following areas:

(1) Attaining basic computer skills such as word processing, spreadsheets, data bases, internet usage, telecommunications and graphic presentations;

(2) Learning critical thinking and decision-making skills;

(3) Applying academic knowledge in real life situations through simulated workplace programs;

(4) Understanding the modern workplace environment, particularly in remote areas of the state, by bringing the workplace to the school;

(5) Making informed career decisions based upon information on labor markets and the skills required for success in various occupations;

(6) Gaining access to labor markets and job placement;

(7) Obtaining information and assistance about college and other post-secondary education opportunities and financial aid; and

(8) Other uses for acquiring the necessary skills and information to make a smooth transition from high school to college, other post-secondary education or gainful employment.

Therefore, the state board shall extend the plan as set forth in subsection (a) of this section, and consistent with the terms and conditions in said subsection, to address the findings of this subsection regarding the continued
§18-2E-8. Creating jobs through education.

(a) Findings and intent. — The Legislature finds that the governor, the Legislature, the state board and the people of West Virginia established goals for education through an education summit and series of town meetings in the summer of the year, one thousand nine hundred ninety, and that these goals were codified in section four, article one of this chapter during the third extraordinary session of the Legislature of that year.

Among these goals is the goal that high school graduates will be prepared fully for college, other post-secondary education or gainful employment and that the number of high school graduates entering post-secondary education will increase by fifty percent. The Legislature finds that this goal reflects a fundamental belief that the result of a thorough and efficient system of free schools is that the youth of the state exit the system equipped with the skills, competencies and attributes necessary to succeed, to continue learning throughout their lifetimes and to attain economic self-sufficiency.

The Legislature further finds that the full preparation of youth as indicated in these findings cannot be accomplished by the school system alone, but requires the full and active partnership with parents and people from business, labor, higher education, economic development and other organizations and entities in the community that have an interest in providing quality education. Therefore, the intent of this section is to establish a policy framework and strategy for the state board in fulfilling its responsibility for the general supervision of free schools in order to encourage and utilize actively involved partnerships in the formulation of rules and practices to achieve the goal that high school graduates will be prepared fully for college, other post-secondary education or gainful employment, particularly in the
delivery of programs that provide work-based learning opportunities for students within the school or at the workplace. The Legislature recognizes that many skilled jobs require education beyond the high school level, that the goals of West Virginia include increased post-secondary attendance and that the goals for post-secondary education as set forth in section one-a, article one, chapter eighteen-b of this code include an increased focus within higher education on relevancy, responsiveness to business, industry, labor and community needs, and on the current and future work force needs of the state. Therefore, it is further the intent of this section to enhance the linkages between secondary and post-secondary education.

(b) Comprehensive goals for jobs through education. — The Legislature hereby establishes the following goals to be accomplished by the year two thousand one for all students in all schools:

1. The elimination of student grouping or tracking systems that result in high school students completing a general curriculum that does not prepare them fully for college, other post-secondary education or gainful employment;

2. The replacement of the general curriculum, as stated in subdivision (1) of this subsection, with a system of career clusters and education majors that increases the academic expectations for all students, includes a system of career information and guidance and incorporates structured work-based learning;

3. The requirement that every student, in consultation with his or her parents and school advisor, establish an individualized student transition plan covering grades nine through twelve and the first year beyond graduation from high school;

4. The active involvement of partners at the state, regional and local levels in assuring the full preparation of graduates for college, other post-secondary education
or gainful employment;

(5) The creation of a process through which qualified graduates will receive a portable credential that is recognized and valued by employers as an indicator of the skills, competence and readiness for employment of the graduates; and

(6) The implementation of continuous program assessment, program improvement and staff development.

(c) Increased academic expectations and career development for all students. — The Legislature finds that there is a need to establish higher academic expectations and a system of career development for all students that contains the following elements:

(1) Assessment. — The implementation of an assessment program that measures student performance by grade level and assesses student attainment of the basic academic foundation skills;

(2) Focus on basic skills in kindergarten through fourth grade. — The strengthening and refocusing of kindergarten through fourth grade in order to assure that all students perform at grade level at the completion of the fourth grade by concentrating on teaching the basics of reading, writing, mathematics and computer skills;

(3) Development of rigorous curriculum. — The development and implementation of a rigorous and relevant curriculum of basic academic requirements that lays a foundation for further learning and skill development. The proficiencies of the students shall be assessed at the end of the eighth grade and all students should attain the basic academic requirement levels by no later than the end of the tenth grade;

(4) Career exploration in grades five through eight. — The exploration by students in the fifth through eighth grades of their interests and abilities in career clusters through accessing information about occupational skills and labor markets;
(5) Creation and initial implementation of individual student transition plan for grades nine and ten. — The creation, by the end of the eighth grade, of the first two years of an individualized student transition plan that builds upon career awareness and exploration activities in the earlier grades and enables the student in consultation with his or her parents and school advisor to select a broad career cluster for further exploration in grades nine and ten;

(6) Choosing career majors for grades eleven through post-secondary. — The creation of the second part of the individualized student transition plan by the end of the tenth grade. The second part of the individualized student transition plan shall establish a career major for the final years of high school and the first year after high school that will prepare the student for college, other post-secondary education or gainful employment;

(7) Implementation of career majors. — The fulfillment of the secondary education component of the career major in grades eleven and twelve, including the successful completion of the necessary curriculum and participation in work-based learning experiences; and

(8) Completion of individualized student transition plan and assessment. — The completion of the individualized student transition plan in the first year following graduation from high school by attending college, other post-secondary education or securing gainful employment. The state board shall provide an assessment form to be completed by the student and returned to the high school upon the completion of the individualized student transition plan. The form shall provide for the student to report his or her success in completing the plan and the strengths and weaknesses of his or her education preparation.

(d) Report of recommendations on comprehensive career development. — To assist in the establishment of a comprehensive career development system, the state
school-to-work steering committee shall report to the
state board and the legislative oversight commission on
education accountability by the first day of November,
one thousand nine hundred ninety-six, the recommenda-
tions of the career guidance committee established
pursuant to the state school-to-work implementation
plan.

(e) Guidelines for increasing the ability of all students
to meet higher academic expectations and become self-
motivated learners. — Practices that increase the aca-
demic expectations for all students and help them to
succeed in achieving those higher expectations include,
but are not limited to:

(1) Utilizing instructional methods that require the
student to be a worker who is actively engaged in the
learning process;

(2) Utilizing methodologies that require students to
apply academic knowledge in practical situations and
problem solving;

(3) Utilizing computers and other technologies to
provide opportunities for creative instruction, both
individually and in groups in all subjects;

(4) Providing structured opportunities for students to
participate in credit and noncredit learning activities
outside the school that are integrated with and are an
extension of the school-based program of study for the
student through such activities as field trips, job shadow-
ing, community service, entrepreneurship develop-
ment, mentoring, internships, apprenticeships, school-
based enterprises in partnership with the private sector
and other cooperative learning experiences connected to
student education majors and school-based instructional
programs;

(5) Integrating and interrelating academic and techni-
cal content throughout the curriculum and ensuring
numerous opportunities for cross-disciplinary learning
to emphasize the importance of reading, writing, speak-
(6) Encouraging teachers to plan and work together and exercise their professional judgment in the classroom.

(f) Establishing partnerships. — As soon as practicable following the effective date of this section, the governor shall appoint or designate a "Jobs Through Education Employer Panel", to assure the high quality preparation of our youth for college, other post-secondary education or gainful employment. The jobs through education employer panel shall advise and assist the state board, the higher education governing boards and institutions, other post-secondary education training programs and agencies and employers in assuring that graduates are prepared fully for further education and training or gainful employment and shall perform other functions as set forth in this section. In providing such advice and assistance and in the performance of such other functions, the jobs through employer panel shall solicit input from the county steering committees.

As soon as practicable, following the effective date of this section, county boards shall appoint a county steering committee that includes parents and people from business, labor, higher education, economic development, local school improvement councils, faculty senates and other organizations and entities in the community as valuable partners in developing and implementing a system within the county that meets the intent of this section and adheres to the rules of the state board. The membership of the county steering committee and participation in the community and technical college district consortia committee, as created by section three-a, article three, chapter eighteen-b of this code, shall be coordinated to the extent that it is practical.

(g) Guidelines for work-based learning. — Work-based learning is a structured activity that correlates with and is mutually supportive of school-based learning for the
student, and includes specific objectives to be mastered by the student as a result of the activity. It is central to the education preparation process to develop within the student an awareness of the work environment and how the skills the student is acquiring will be applied in that environment. Broadly defined, work-based learning opportunities are activities that assist students to gain an awareness of the workplace, develop an appreciation of the relevancy of academic subject matter to workplace performance and gain valuable work experience and skills while exploring their occupational interests and abilities. Incorporating work-based learning as a central part of the education process and also as a final step in the formal education process includes, but is not limited to:

(1) Providing students in the early grades with activities such as field trips, career-oriented speakers in the classroom, courses such as junior achievement which are taught by volunteers in the classroom, job shadowing and other such activities to increase student awareness of the workplace; and

(2) Providing students in the later grades, including college and other post-secondary education, with activities such as structured community service, apprenticeships, internships, clinical experiences, cooperative education and other work-site placements, school-based enterprises, workplace simulations and entrepreneurial development, that provide students with more specific work experience in an occupational area associated with their education major.

To the extent possible, student work-based learning, and particularly workplace learning, should be jointly assessed by a school-based educator or advisor and a work-based mentor who possesses the skills set forth in the work-based learning objectives of the student, and who has been trained in mentoring and assessing student performance.

(h) Special consideration for providing work-based
learning in counties with few opportunities for employment. — Providing work-based learning opportunities for all students in counties with few employers will be particularly difficult. While the following additional examples of ways to increase opportunities for work-based learning are applicable for all counties, they are most important in counties with few employers. Additional examples include, but are not limited to:

1. Computer software that simulates workplace situations and problem solving;
2. Interactive and other technology to bring an exposure to the workplace into the classroom;
3. Community service;
4. Partnerships with city, state and county government for work-based placements;
5. Volunteer programs, such as junior achievement and other programs that utilize volunteers trained to deliver work-related instruction;
6. Assumption of recordkeeping and other measures by the schools, or through the use of community-based organizations or other intermediaries, that make it easier for small businesses to participate in accepting students for workplace learning;
7. Rural entrepreneurship through action learning programs;
8. School-based enterprises;
9. Projects through 4-H, scouts, junior ROTC and other school and nonschool student and civic organizations;
10. Multiple partnerships with existing employers, such as hospitals that have multiple departments;
11. Agricultural education, FFA projects and supervised work experience programs; and
12. Programs at vocational-technical education
The state board shall make recommendations to the Legislature by the first day of November, one thousand nine hundred ninety-six, on any further actions that may be appropriate to assist counties with few employers in providing work-based learning opportunities for all students.

(i) **Electronic portfolio of student accomplishments and preparation.** — For the purpose of better documenting the preparation of high school graduates for college, other post-secondary education or gainful employment, the state board shall develop an electronic portfolio which will be a permanent record for every student. The electronic portfolio shall be issued by the appropriate county board and shall include the accomplishments of the student during his or her education preparation. Upon request, students shall receive the contents of the electronic portfolio in written or computer readable form. The electronic portfolio shall be subject to the same confidentiality and disclosure laws and rules as any other student records. The electronic portfolio shall include, but not be limited to:

(1) Documentation of attendance, grades, accomplishments, education plans, education major interests, curriculum, special activities, honors and advanced education and other items appropriate for inclusion in the portfolio as determined by state board rule to present the accomplishments and achievements of the student;

(2) A separate area for the student to enter presentations, examples and other information on his or her special areas of interest and advanced achievement;

(3) Certification of student attainment of the minimum level of proficiency in the basic skills that lays the foundation for further learning and skill development for success in college, other post-secondary education or gainful employment; and

(4) Certification of the skills, competence and readiness
for college, other post-secondary education or employment, as indicated by: (i) College entrance tests; (ii) specialized assessments that measure the attainment of necessary skills and competencies required in the workplace; (iii) the attainment of industry recognized credentials, licensure or certification; (iv) the completion of nationally accredited technical education programs; (v) performance in specialized learning experiences such as paid and unpaid structured work-based learning in the private or public sectors, including, but not limited to, registered youth apprenticeships, internships, cooperative education, community service, entrepreneurship development and school-based enterprises in partnership with the private sector; and (vi) other indicators relevant to the student’s skills, competence and readiness for college, other post-secondary education or gainful employment.

(j) Guidelines for certification on the electronic portfolio of student skills, competencies and readiness for employment. -- The certification of student skills, competencies and readiness for a particular industry or occupation to be included on the electronic portfolio, including certification offered by an institution of higher education or other job training programs, shall require the approval of an appropriate entity designated by the jobs through education employer panel. Local education agencies, institutions of higher education and other job training programs desiring to issue such certification to meet local labor market or community needs and circumstances may apply to the panel for such approval. To the extent possible, such certification shall provide the student with a proficiency credential that is widely recognized and accepted within an industry or occupational area as a reliable indicator of the ability of the student. The jobs through education employer panel shall consult other established skill standards for use in certifying proficiency in skills, competencies and readiness within specific industries and occupations. The intent of these provisions is to provide a formal mecha-
nism for the ongoing alignment of the certification of student skills, competencies and readiness with current minimum requirements for success in the industry or occupational area for which the student is preparing, including requirements which will be met through additional education in college or other post-secondary education.

(k) **Staff development.** — Meeting the intent and objectives of this section will require a continued focus on staff development to increase the ability of teachers and administrators to employ various methodologies for strengthening the rigor, content and relevance of the learning process and help all students achieve at higher levels. Teachers and administrators must know about workplace requirements to help students internalize the relationship between learning in school and success in the careers they envision for themselves in adult life. The use of student assessment and program evaluation information continually to check and improve the curriculum, instruction, school climate and school organization and management, is critical to maintaining high quality instruction that is relevant to changing workplace requirements. Staff development opportunities shall include, but not be limited to:

1. Designation by the state board of exemplary counties and schools that have implemented comprehensive school-to-work systems as model demonstration sites to be visited and observed;

2. Collaboration and utilization of the resources of the state department of education, institutions of higher education, the center for professional development and county staff development councils for both in-service and preservice preparation programs;

3. Teacher and business exchange programs that enable teachers to gain exposure and experience in the workplace and business persons to gain exposure and experience in the schools;
(4) Structured programs or institutes that take educators into the workplace to observe the work environment and skills necessary to perform work tasks; and

(5) Staff development activities which include joint participation by public school, college and other post-secondary faculty where appropriate.

(l) **Study committee for staff development credits.** — There is hereby created a study committee to make recommendations on the feasibility of, and the possible process for, crediting staff development activities toward fulfilling the requirement for renewal of certificates, pursuant to section three, article three, chapter eighteen-a of this code, and the progression through the state minimum salary schedule, pursuant to section two, article four of said chapter. The committee shall consist of the chancellor of the university of West Virginia board of trustees, or a designee; the state superintendent, or a designee, who shall serve as chair of the committee; a member of the state board, to be selected by the state board; a representative of West Virginia university to be selected by the president of the university; a representative of Marshall university, to be selected by the president of the university; a representative of the West Virginia graduate college, to be selected by the president of the college; four classroom teachers to be appointed by the governor within thirty days of the effective date of this section; and the director of the center for professional development or a designee. Such committee shall report its recommendations to the legislative oversight commission on education accountability by the first day of January, one thousand nine hundred ninety-seven.

(m) **State board rule.** — On or before the first day of November, one thousand nine hundred ninety-six, the state board, with advice from the jobs through education employer panel, and in consultation with the higher education governing boards, shall adopt a rule in accordance with the provisions of article three-b, chapter twenty-nine-a of this code for the implementation of this
section. The rule shall allow flexibility for local variation to meet local circumstances and shall establish a five-year plan for phased implementation. The proposed rule developed pursuant to this section shall contain a financial impact statement as well as a job impact statement.

(n) Any study groups or committees created by the state board to assist in development of policies or rules for the implementation of this section shall contain significant representation by classroom teachers as defined by section one, article one, chapter eighteen-a of this code. Further, the state board shall include in its annual budget request sufficient funds to implement programs, policies or rules adapted to meet the goals set out in this section: Provided, That nothing in this section shall be construed to require any specific level of funding by the Legislature.

ARTICLE 5A. LOCAL SCHOOL INVOLVEMENT.

§18-5A-4. State board to establish criteria for selecting schools of excellence; annual school of excellence awards.

1 The state board of education shall promulgate rules, in accordance with the provisions of article three-b, chapter twenty-nine-a of this code, outlining criteria for the identification of schools of excellence. Such criteria shall include, but not be limited to, improvement in student achievement in comparison to state and national norms, improvement in reducing drop-out rates, improvement in standardized test scores, implementation of advanced or innovative programs, implementation of the goals and purposes of jobs through education as provided in section eight, article two-e of this chapter, improvement in parent and community involvement, improvement in parent, teacher and student satisfaction, improvement in student attendance and other factors which promote excellence in education. Such rules shall be promulgated by the first day of January, one thousand nine hundred ninety-one. Such rules may not prohibit
any school from applying for consideration as a school of excellence.

Each year, the state board shall select one high school, one middle or junior high school and one elementary school within each regional educational service agency district, and one vocational school selected on a statewide basis to be awarded school of excellence status.

The rules promulgated by the state board shall outline appropriate methods of recognizing and honoring the students, teachers and other employees and parents or members of the school community who have contributed to excellence in education at the school.

CHAPTER 18A. SCHOOL PERSONNEL.

ARTICLE 1. GENERAL PROVISIONS.

§18A-1-1. Definitions.

1 The definitions contained in section one, article one, chapter eighteen shall be applicable to this chapter. In addition, the following words used in this chapter and in any proceedings pursuant thereto shall, unless the context clearly indicates a different meaning, be construed as follows:

(a) "School personnel" means all personnel employed by a county board of education whether employed on a regular full-time basis, an hourly basis or otherwise. School personnel shall be comprised of two categories: Professional personnel and service personnel.

(b) "Professional personnel" means persons who meet the certification and/or licensing requirements of the state, and shall include the professional educator and other professional employees.

(c) "Professional educator" shall be synonymous with and shall have the same meaning as "teacher" as defined in section one, article one, chapter eighteen of this code. Professional educators shall be classified as:

(1) "Classroom teacher" — The professional educator
who has direct instructional or counseling relationship with pupils, spending the majority of his time in this capacity.

(2) "Principal" — The professional educator who as agent of the board has responsibility for the supervision, management and control of a school or schools within the guidelines established by said board. The major area of such responsibility shall be the general supervision of all the schools and all school activities involving pupils, teachers and other school personnel.

(3) "Supervisor" — The professional educator who, whether by this or other appropriate title, is responsible for working primarily in the field with professional and/or other personnel in instructional and other school improvement.

(4) "Central office administrator" — The superintendent, associate superintendent, assistant superintendent and other professional educators, whether by these or other appropriate titles, who are charged with the administering and supervising of the whole or some assigned part of the total program of the county-wide school system.

(d) "Other professional employee" means that person from another profession who is properly licensed and is employed to serve the public schools and shall include a registered professional nurse, licensed by the West Virginia board of examiners for registered professional nurses and employed by a county board of education, who has completed either a two-year (sixty-four semester hours) or a three-year (ninety-six semester hours) nursing program.

(e) "Service personnel" means those who serve the school or schools as a whole, in a nonprofessional capacity, including such areas as secretarial, custodial, maintenance, transportation, school lunch and as aides.

(f) "Principals academy" or "academy" means the academy created pursuant to section two-b, article
§18A-3-2c. Training through the principals academy.

(a) Principal training required. — After the first day of January, one thousand nine hundred ninety-seven, and subject to the provisions of subsection (c) of this section, every principal shall complete a training program through the principals academy at least once every four years.

(b) Admission to academy. — The academy and the persons attending such academy shall adhere to the following guidelines for admission to the academy:

(1) All persons assigned as a principal for the first time in a West Virginia school after the first day of March, one thousand nine hundred ninety-six, shall complete training through the academy: Provided, That if training through the academy is scheduled to begin within ninety days from the date of assignment, such person may complete the next scheduled training through the academy;

(2) All principals of schools which are designated by the state board as being on probationary status or as being seriously impaired, in accordance with section five, article two-e, chapter eighteen of this code, shall complete the next regularly scheduled training through the academy following the date of such designation: Provided, That if training through the academy is scheduled to begin within thirty days from the date of such designation, such principal may complete the next scheduled training through the academy;

(3) All principals who are subject to an improvement plan, in accordance with section twelve, article two of
this chapter, shall complete the next regularly scheduled training through the academy. Provided, That if training through the academy is scheduled to begin within thirty days from the date the principal is first subject to the improvement plan, then such principal may complete the next scheduled training through the academy;

(4) All principals who transfer to a school with a significantly different grade configuration shall complete the next regularly scheduled training through the academy: Provided, That if training through the academy is scheduled to begin within ninety days from the date such principal is transferred, then such principal may complete the next scheduled training through the academy; and

(5) All persons serving as school principals who are not described in subdivisions (1) through (4) of this subsection shall complete training through the academy at least once every four years from and after the first day of January, one thousand nine hundred ninety-seven.

(c) Academy and attendance subject to funding. — The requirement that principals attend the academy shall be subject to the availability of funds for the principals academy from legislative appropriation or from other sources. If such funds are insufficient to provide for the total cost of admission to the academy for those required to complete training, then the academy shall admit the persons described in subdivisions (1) through (5), subsection (b) of this section according to the priority in which the subdivisions appear in said subsection. If such funds are insufficient to provide for the admission of all the persons described in one or more of subdivisions (1) through (5), subsection (b) of this section, the academy is authorized to determine which persons described within the said subdivision or subdivisions shall be admitted and which shall not be admitted: Provided, That the principals academy shall make every effort to ensure that all principals attend once every four years from and after the first day of January, one thousand nine hundred...
ninety-seven: Provided, however, That nothing in this section shall be construed to require any specific level of funding by the Legislature.

(d) Principals standards advisory council. — To assist the state board in the performance of the duties described in subsection (e) of this section, there is hereby created a "Principals Standards Advisory Council", which shall consist of nine persons, as follows: The executive director, or designee, of the center for professional development, who shall serve as the ex-officio chair; three principals, one from an elementary school, one from a middle school or a junior high school, and one from a high school, and one county school superintendent, nominated by the state board and appointed by the governor; two representatives from higher education who teach in principal preparation programs, nominated by the chancellor of the state university system and appointed by the governor; and two citizen representatives who are knowledgeable on issues addressed in this section, appointed by the governor. Of the initial appointments, three of the members appointed shall serve for a term of three years, three members shall serve for a term of two years, and two members shall serve for a term of one year. All successive appointments shall be for a term of three years. Members of the council who are public employees shall be granted release time from their employment for attending meetings of the council. Members may be reimbursed for reasonable and necessary expenses actually incurred in the performance of their official duties by the center for professional development.

(e) Establishment of standards. — On or before the first day of October, one thousand nine hundred ninety-six, the state board shall approve and promulgate rules regarding the minimum qualities, proficiencies and skills that will be required of principals after the first day of January, one thousand nine hundred ninety-seven. The state board shall promulgate such rules after consultation with the principals standards advisory council.
created in subsection (d) of this section. The rule developed by the state board shall address at least the following:

(1) Staff relations, including, but not limited to, the development and use of skills necessary to make a positive use of faculty senates, to manage faculty and staff with courtesy and mutual respect, coach and motivate employees and to build consensus as a means of management;

(2) School community leadership qualities, including, but not limited to, the ability to organize and leverage community initiative, communicate effectively, work effectively with local school improvement councils, manage change, resolve conflict and reflect the highest personal values;

(3) Educational proficiencies, including, but not limited to, knowledge of curriculum, instructional techniques, student learning styles, student assessment criteria, school personnel performance, evaluation skills and family issues; and

(4) Administrative skills, including, but not limited to, organizational, fiscal, public policy and total quality management skills and techniques.

(f) Waivers. — Any person desiring to be relieved of the requirements of all or any part of this section may apply in writing to the state board for a waiver. Upon a showing of reasonable cause why relief should be granted, the state board may grant a waiver, upon such terms and conditions as the state board shall determine proper, as to all or any part of this section.

(g) Failure to comply. — Any person who fails or refuses to complete training through the academy, as required by the provisions of this section, and who fails to obtain a waiver, as described in subsection (f) of this section, shall be ineligible to be employed as, or serve in the capacity of, a principal.
(h) **Tracking of requirement.** — On or before the first day of January, one thousand nine hundred ninety-seven, the state board shall establish a system to track the progress of each person required to complete training through the academy and shall regularly advise such persons of their progress.

(i) **Payment of reasonable and necessary expenses and stipends.** — The center for professional development may reimburse persons attending the academy for reasonable and necessary expenses. Additionally, any person whose attendance occurs outside his or her employment term, as defined in section fifteen, article five, chapter eighteen of this code, may be entitled to a stipend to be determined by and paid by the center for professional development: *Provided,* That nothing in this section shall be construed to require any specific level of funding by the Legislature.

**ARTICLE 3A. CENTER FOR PROFESSIONAL DEVELOPMENT.**

§18A-3A-1. Center for professional development continued; intent; advisory council.

(a) Teaching is a profession that directly correlates to the social and economic well-being of a society and its citizens. Superior teaching is essential to a well educated and productive populace. The intent of this article is to recognize the value of professional involvement by experienced educators in building and maintaining a superior teaching force and to establish avenues for applying such involvement.

In furtherance of this intent, the center for professional development is continued and reestablished. The general mission of the center is to study matters relating to the quality of teaching and management in the schools of West Virginia and to promote the implementation of programs and practices to assure the highest quality in teaching and management. The center shall also perform such duties as are assigned to it by law.

The center shall consist of nine persons as members:
The secretary of education and the arts, ex officio; the state superintendent of schools, ex officio; one member of the state board of education, elected by the state board; two experienced educators, of whom one shall be a working classroom teacher, appointed by the governor by and with the advice and consent of the Senate; and four citizens of the state who are knowledgeable in matters relevant to the issues addressed by the center appointed by the governor by and with the advice and consent of the Senate. No two appointees shall be residents within the same region. The state superintendent of schools shall convene the first meeting of the center to elect a chair, vice chair and secretary.

The election and appointment of members shall be made as soon as possible after the effective date of this section. Of the initial appointed members, three shall be appointed for two-year terms and four shall be appointed for four-year terms. All successive appointments shall be for four-year terms.

The center for professional development shall meet at least quarterly and the appointed members shall be reimbursed for reasonable and necessary expenses actually incurred in the performance of their official duties from funds appropriated or otherwise made available for such purposes upon submission of an itemized statement therefor.

The center may employ and fix the compensation of an executive director and such other persons as may be necessary to carry out the mission and duties of the center. When practical, personnel employed by state higher education agencies and state, regional and county public education agencies shall be made available to the center to assist in the operation of projects of limited duration.

The center shall contract with existing agencies or agencies created after the effective date of this section or others to provide training programs in the most efficient manner. Existing programs currently based in agencies
of the state shall be continued in the agency of their
origin unless the center establishes a compelling need to
transfer or cancel the existing program. The center shall
recommend to the governor the transfer of funds to the
providing agency, if needed, to provide programs ap-
proved by the center.

(b) To assist the center for professional development in
the performance of its duties related to teacher educa-
tion and professional development, there is continued an
advisory council on professional development which
shall consist of eleven persons as follows: An employee
of the center who shall chair the advisory council; two
shall be professors or associate or assistant professors of
teacher education, one from a public institution and one
from a private institution of higher education in this
state offering programs leading to certification to teach
in the public schools of this state; two county school
superintendents, one of whom shall be from a district
with a student enrollment above the statewide average
and one of whom shall be from a district with a student
enrollment below such average; two school principals,
one of whom shall be from a school including elementary
grade levels and one of whom shall be from a school
including secondary grade levels; and four professional
instructional personnel, two of whom shall be from a
school including elementary grade levels and two of
whom shall be from a school including secondary grade
levels. To the extent possible, the principals and instruc-
tional personnel shall be appointed from the members of
county staff development councils. Except for the
employee of the center, the members shall be appointed
jointly by the secretary of education and the arts and the
state superintendent for two-year terms which overlap
so that one member from each of the classes shall be
appointed in each successive year, except that two
members from the professional instructional personnel
class shall be appointed in each successive year. No two
members of the council shall be from the same college or
university or school district. Members of the council
shall be granted release time from their employment for
attending meetings of the council.

Pursuant to the provisions of article ten, chapter four
of this code, the center for professional development and
advisory council shall continue to exist until the first day
of July, two thousand one.

(c) On or before the first day of January, one thousand
nine hundred ninety-seven, the center for professional
development shall develop and communicate to the state
board a curriculum for the principals academy. The
curriculum shall be based upon the minimum qualities,
proficiencies and skills necessary for principals and
recommended by the state board, pursuant to the terms
of section two-c, article three of this chapter.

(d) In accordance with section two-c, article three of
this chapter, the center shall be responsible for paying
reasonable and necessary expenses and any stipends for
persons attending the principals academy: Provided,
That nothing in this section shall be construed to require
any specific level of funding by the Legislature.


There is hereby established within the center for
professional development the “Principals Academy”.
Training through the principals academy shall include at
least the following:

(a) Training designed to build within principals the
minimum qualities, proficiencies and skills that will be
required of all principals pursuant to the rules of the
state board;

(b) Intensive summer training institutes; and

(c) Specialized training and professional development
programs for all principals, with special programs for
the following principals:

(1) Newly appointed principals;

(2) Principals of schools designated by the state board
as on probation or as seriously impaired;
(3) Principals subject to improvement plans; and
(4) Principals of schools with significantly different
grade level configurations.

CHAPTER 18B. HIGHER EDUCATION.

ARTICLE 1. GOVERNANCE.

§18B-1-1e. Public education and higher education collabora-
tion for the preparation of students for college
and other post-secondary education.

(a) Purpose. — The purpose of this section is as follows:
(1) To assist students in the planning and preparation
for success in college and other post-secondary educa-
tion if their education major interests require such
formal education after high school;
(2) To establish the minimum expected level of knowl-
edge, skill and competency a student must possess to be
prepared fully for college and other post-secondary
education at state institutions of higher education;
(3) To implement a method for communicating the
minimum level of knowledge, skill and competency to
students, parents, educators and counselors in the public
schools, and admissions officers, advisors and faculty in
the higher education institutions; and
(4) To assure that the teacher preparation programs in
state institutions of higher education prepare educators
to, at a minimum, deliver instruction necessary to
prepare students fully for college and other post-second-
ary education or gainful employment consistent with the
provisions of section eight, article two-e, chapter eigh-
teen of this code.

(b) Joint rule. — On or before the first day of October,
one thousand nine hundred ninety-six, the higher
education governing boards shall promulgate a joint rule
to achieve the purposes of subsection (a) of this section.
In the development of such rule, the governing boards shall consult with the state board and the jobs through education employer panel, established pursuant to section eight; article two–e, chapter eighteen of this code, and shall collaborate with the state board in the establishment of compatible practices within their separate systems.

(c) Assessment of student readiness. — To provide continuous assessment and program improvement in the preparation of high school students for success in college or other post-secondary education, the higher education governing boards shall communicate to the state board and the legislative oversight commission on education accountability by the first day of December in each year, beginning in December, one thousand nine hundred ninety-seven, or as soon thereafter as the establishment of an electronic portfolio system permits, the number of graduates from the public schools in the state by high schools who were accepted in the last calendar year for enrollment at each of the state institutions of higher education within one year of graduation, whose electronic portfolio indicated readiness for college or other post-secondary education, and whose knowledge, skill and competency were below the minimum expected levels for full preparation as defined by the governing boards. The governing boards also shall report the areas in which the knowledge, skill and competency of the students were below the minimum expected level. The state board shall provide information to each of the high schools of the state for graduates from the high school.
That Joint Committee on Enrolled Bills hereby certifies that the foregoing bill is correctly enrolled.

Chairman Senate Committee

Chairman House Committee

Originated in the Senate.

In effect from passage.

Clerk of the Senate

Clerk of the House of Delegates

President of the Senate

Speaker House of Delegates

The within is approved this the day of March, 1996.

Governor
PRESENTED TO THE
GOVERNOR
Date 3/5/90
Time 3:21 PM