

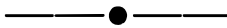
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OFFICE WEST VIRGINIA
SECRETARY OF STATE

WEST VIRGINIA LEGISLATURE

SECOND REGULAR SESSION, 2004



ENROLLED

COMMITTEE SUBSTITUTE
FOR

House Bill No. 4043

(By Delegates Mezzatesta, Williams, Renner, Perry, Paxton,
Swartzmiller and Shaver)



Passed March 13, 2004

In Effect July 1, 2004

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FOR

H. B. 4043

(BY DELEGATE MEZZATESTA, WILLIAMS, RENNER, PERRY,
PAXTON, SWARTZMILLER AND SHAVER)

[Passed March 13, 2004; in effect July 1, 2004.]

AN ACT to amend the code of West Virginia, 1931, as amended, by adding thereto a new section, designated §18-2E-3f, relating to establishing the priority for early childhood education in the basic skills of reading, mathematics and English language arts; making certain findings; stating intent and purpose; limiting scope of statewide assessments in early childhood; and requiring state board rule.

Be it enacted by the Legislature of West Virginia:

That the code of West Virginia, 1931, as amended, be amended by adding thereto a new section, designated §18-2E-3f, to read as follows:

ARTICLE 2E. HIGH QUALITY EDUCATIONAL PROGRAMS.

**§18-2E-3f. Building the basics early childhood curriculum;
legislative findings; state board rule.**

1 (a) *Legislative findings.* -- The Legislature makes the
2 following findings:

3 (1) Children entering early childhood education programs
4 have significant differences in their cognitive development,
5 mastery of the early basic skills and readiness for instruction in
6 a formal setting;

7 (2) Mastery of the basic skills of reading, mathematics and
8 English language arts is the foundation for all further learning
9 and, therefore, providing the instruction necessary for each
10 child to attain mastery in these basic skills must be the priority
11 for early childhood education programs;

12 (3) Deficiencies in the basic skills of reading, mathematics
13 and English language arts that persist in children beyond the
14 early childhood years become more difficult to overcome as
15 they retard further progress in building the basics and lead to
16 significant gaps in the basic knowledge needed to comprehend
17 more advanced content in other subject areas; and

18 (4) Intensive instruction, early detection and intervention to
19 correct student deficiencies in the basic skills of reading,
20 mathematics and English language arts during early childhood
21 education are more effective strategies for improving student
22 performance than the alternatives such as grade level retention,
23 social promotion and referral for special services and can lessen
24 the prevalence of low basic skills as a contributing factor in
25 student truancy, delinquency and dropout rates.

26 (b) *Intent and purpose.* -- The intent and purpose of this
27 section is to establish the priority for early childhood education
28 to provide intensive instruction in the basic skills of reading,
29 mathematics and English language arts, along with early

30 detection and intervention strategies to correct student deficiencies,
31 to address the findings of this section.

32 (c) *State board rule.* — On or before the first day of July,
33 two thousand four, the state board shall adopt rules to effectuate
34 the intent and purpose of this section, including, but not limited
35 to, provisions that address the following:

36 (1) Reading, mathematics and English language arts are the
37 only subjects that are required to be taught daily in kindergarten
38 through grade two early childhood education programs;

39 (2) Instruction in other subject matter in kindergarten
40 through grade two shall be oriented to reinforce instruction in
41 reading, mathematics and English language arts;

42 (3) Strategies for the early detection and intervention to
43 correct student deficiencies in reading, mathematics and
44 English language arts shall be employed throughout the
45 instructional term in each of the early childhood grades to help
46 students achieve mastery in these subjects, including allowing
47 flexibility in student schedules to provide additional time and
48 instruction for students who are below mastery in these subjects
49 in grades three and four;

50 (4) Accountability for student performance on the statewide
51 assessment of student performance in the early childhood
52 grades shall only include the basic skills of reading, mathematics
53 and English language arts; and

54 (5) Any other provisions considered necessary by the state
55 board to achieve the intent and purpose of this section.

That Joint Committee on Enrolled Bills hereby certifies that the foregoing bill is correctly enrolled.

Chairman Senate Committee

Chairman House Committee

Originating in the House.

In effect July 1, 2004.

Clerk of the Senate

Clerk of the House of Delegates

President of the Senate

Speaker of the House of Delegates

The within is approved this the 6th
day of April, 2004.

Governor

PRESENTED TO THE

GOVERNOR

DATE 3/3/67

TIME 10:00 a