

<p>PRESTON COUNTY BOARD OF EDUCATION  FILE: 3 – CURRICULUM AND INSTRUCTION  <b>File: 3-33 Critical Skills Instructional Support Programs  for Third and Eighth Grades</b></p>	<p>Last Reviewed: 8-9-10  Next Review: 7-1-12</p>
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The purpose of this policy is to provide rules that encourage and assist the Preston County Board of Education in providing critical skills instructional support for students in grades three and eight who are not mastering language arts and mathematics adequately for success at the next grade level. The instructional support is to occur during and after the instructional day and during the summer for students who are recommended by the student assistance team or their classroom teacher. The requirements of WVC §18-2E-10 are effective July 1, 2009 with the first programs to be instituted in summer of 2010.

If the Board determines that adequate funds are not available for full implementation of critical skills instructional supports in the county, the Board may implement its program in phases by first establishing critical skills instructional support in the third grade and then establishing critical skills instructional support for the eighth grade once the Board determines that adequate funds are available.

It shall be the responsibility of the State Board to take steps to ensure the employment of qualified teachers and service personnel under the existing statutes covering summer school and summer employment; create a formula or grant-based program for distributing appropriations or other funds for critical skills instructional support programs; and provide transportation, healthy foods, and supervision for participating students.

The WVDE has the primary responsibility for providing leadership in: 1) defining and developing the framework for the effective delivery of critical skill instructional support for students in grades 3 and 8; 2) assisting counties in the delivery of these instructional support through structures to maximize funding resources available; 3) developing online structures/systems to increase efficiency of delivery and accountability; and 4) designing reporting systems that assure the WVDE, Legislature and the Governor of monitored progress of critical skills instructional support.  
(WVC §18-2E-10; SBP 2512)

**Responsibility of the County Board of Education:**

It is the responsibility of the Board to plan, deliver and evaluate the implementation of critical skill instruction support before, during, and after school, and in the summer to children in the 3<sup>rd</sup> and 8<sup>th</sup> grade in accordance with WVBE policy and WVDE Guidance Document for Design and Delivery of Critical Skill Instructional Support for 3<sup>rd</sup> and 8<sup>th</sup> Graders. In carrying out this responsibility the county boards must address the following established processes that meet the requirements of critical skill support for 3<sup>rd</sup> and 8<sup>th</sup> grade students:

- ❖ systematic process for identification and monitoring of students receiving critical skill intervention before, during, and after school, and in the summer;
- ❖ delivery and monitoring of research based instructional support/interventions before, during, and after school, and in the summer;
- ❖ maximum utilization of online resources to insure access of instructional support before, during, and after school, and in the summer;

- ❖ maximum utilization of funding resources including Title I, Title II, IDEA, 21st Century Community Center Programs, and The American Recovery and Reinvestment Act (ARRA) funds to support instructional intervention in grades pre-k-8 to students not acquiring critical skills in reading and mathematics.
- ❖ employment of highly qualified teachers and service personnel for the delivery of instruction;
- ❖ parent involvement programs supporting critical skills development of their children;
- ❖ provision of adequate facility, equipment and services to support critical skills instructional support;
- ❖ annual electronic report of student progress in critical skill development; and
- ❖ assessment at the conclusion of the intervention program to measure student progress.

The Board may provide summer programs at a central location for qualifying third and eighth graders. However, the Board is prohibited from charging tuition for the critical skills instructional support programs, and it must ensure that student assistance teams, as already required under State Board policy, are established and performing needs assessments

A student's attendance at a summer critical skills program may be made a condition of the student's promotion to the next grade level if, in spite of having been provided additional academic help through an in-school or after-school critical skills instructional support program, a third or eighth grade student is recommended by the student assistance team or a classroom teacher for additional academic help in language arts and/or mathematics in order to succeed at the next grade level.

### **Responsibility of the School:**

It is the responsibility of the school to plan, deliver and evaluate the implementation of critical skill instruction support before, during and after school, and in the summer to children in the 3<sup>rd</sup> and 8<sup>th</sup> grade in accordance with WVBE policy and WVDE Guidance Document for Design and Delivery of Critical Skill Instructional Support for 3<sup>rd</sup> and 8<sup>th</sup> Graders. In carrying out this responsibility the school must address the following established processes that meet the requirements of critical skill support for 3<sup>rd</sup> and 8<sup>th</sup> grade students:

- ❖ adhere to the criteria established in the policy and guidance including identification, intervention and accountability;
- ❖ assist students in understanding their identified learning needs and provide guidance in the development of learning goals that will prepare them for success during the intervention process;
- ❖ monitor the progress of each student participating in before, during and after school and summer intervention programs and report progress to the county using the online student management and reporting system;
- ❖ work collaboratively through the Student Assistance Team to identify students requiring interventions in reading, language and mathematics;

- ❖ develop a process for involving parents as active members in the intervention process; and
- ❖ insure accurate information is documented within the Online Student Management System as it pertains to identification of students, structured interventions and academic progress.

WVC §18-2E-10 expressly provides that it is not to be construed to prohibit a classroom teacher from recommending the grade level retention of a student based upon the student's lack of mastery of the subject matter and lack of preparation for the subject at the next grade level. Nor may the statute be construed to affect the individualized education plans of exceptional students, or limit the authority of the Board to establish a summer program under existing laws.

### **Responsibility of the Parent:**

It is the responsibility of the parent to assist the school and the student in meeting the goals of the interventions designed for the student. Through collaborative work, the school, the parent, and the student will improve the performance of students in grades 3 and 8 who are not mastering language arts and mathematics adequately for success at the next grade level. The parents will have the following responsibilities:

- ❖ communicate and partner with the school in implementation of the interventions instructional supports and designed to improve the performance of students in grades 3 and 8 who are not mastering language arts and mathematics adequately for success at the next grade level; and
- ❖ be an active participant in the intervention process by providing guidance and assistance to the student during the intervention processes.

### **Responsibility of the Student:**

It is the responsibility of the 3rd and 8th grade student to work cooperatively with the school staff and the parent to improve their performance in mastering language arts and mathematics adequately for success at the next grade level. The students will have the following responsibilities:

- ❖ be actively engaged in the before, during or after school intervention process and summer interventions, if necessary; and
- ❖ be a responsible partner in the intervention process by establishing goals targeting identified learning needs and monitoring their own learning progress.

### **Definitions:**

- ❖ Critical Skills in Reading, Language Arts and Mathematics – The acquisition of necessary skills that will allow students to perform at mastery as it relates to performance descriptors in reading/language arts and/or mathematics on WESTEST2, to perform at mastery on benchmark assessments like Acuity in reading/language arts and/or mathematics or to master reading/language arts and mathematics objectives as measured by classroom assessments.

- ❖ Identification of Students Needing Critical Skills Instruction – Students would be identified in need of Critical Skills instruction based on lack of mastery or proficiency on such measures as WESTEST2, Acuity Benchmark, classroom assessments and other identified specific diagnostic measures and who are recommended by their classroom teacher or student assistance team.
- ❖ Critical Skill Instruction Before School – The provision of instruction in reading/language arts and/or mathematics to students who have skill deficiencies as identified through summative, benchmark and/or classroom assessment measures. Instruction may be online or face-to-face but is research based in quality and specifically aligned to identified skill deficiencies.
- ❖ Critical Skill Instruction During School - The provision of Tier II and Tier III, of the Response to Intervention Process, instruction during the school day to students identified with critical skill deficiencies in reading/language arts and/or mathematics. Instruction may be online and/or face-to-face but is research based in quality and specifically aligned to identified skill deficiencies.
- ❖ Critical Skill Instruction After and In the Summer - The provision of instruction in reading/language arts and /or math to students who have skill deficiencies as identified through summative, benchmark and/or classroom assessment measures. Instruction may be online or face-to-face but is research based in quality and specifically aligned to identify skill deficiencies.
- ❖ Parent Involvement - The provision of structures to insure parent involvement to support their child's critical skill development.
- ❖ Online Student Management Reporting System - An online Student Management and Reporting System that assists counties in the verification and monitoring of academic assistance provided before, during or after school through a critical skills instructional support focused on mastery of reading, language arts and mathematics objectives/learning targets.
- ❖ Annual Reports/Evaluation - Comprehensive report regarding the status of the critical skills instructional support provided to the Legislative Oversight Commission on Education Accountability, the Joint Committee on Government and Finance, and the Governor on November 1, 2010 and annually on November 1 each year thereafter. The report will include as a minimum the progress of instructional supports throughout the state, its effect on student achievement and the sources of funding both available to and used by the implementation.

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Adopted: August 9, 2010  
Amended/Revised: