

WEST VIRGINIA LEGISLATURE

2024 REGULAR SESSION

Enrolled

Senate Bill 806

By Senator Grady

[Passed March 7, 2024; in effect 90 days from
passage]

1 AN ACT to amend and reenact §18-2-12 of the Code of West Virginia, 1931, as amended; to
2 amend and reenact §18-5B-7 of said code; to repeal §18-5F-6 of said code; to repeal §18-
3 9A-7a of said code; to amend and reenact §18-9F-8 of said code; and to amend and
4 reenact §18A-3C-3 of said code, all relating to the Legislative Oversight Commission on
5 Education Accountability; removing required submission of plan to implement and update
6 computer science instruction and learning standards in the public schools; removing
7 required submission of annual report on innovation zones and the progress of innovation
8 zone plans; removing required report on all aspects of the program at the end of the first
9 year a virtual instruction program is implemented; removing required report on proposed
10 revisions to the calculation of the allowance for service personnel to provide additional
11 funded service personnel positions for lower-population density districts covering a large
12 geographic areas; revising School Building Authority reporting on the school access safety
13 and crisis response article to require the authority to report annually on its duties under the
14 article; and removing requirement for review of the progress of the implementation of the
15 comprehensive systems of support for teacher and leader induction and professional
16 growth.

Be it enacted by the Legislature of West Virginia:

ARTICLE 2. STATE BOARD OF EDUCATION.

§18-2-12. Computer science courses of instruction; learning standards; state board plan development.

1 (a) Legislative findings:

2 (1) Computer technology increasingly is pervasive in nearly every function of society from
3 consumer products to transportation, communications, electrical infrastructure, logistics,
4 agriculture, medical treatments, research, security, and financial transactions;

5 (2) The U. S. Bureau of Labor Statistics predicts that by 2024, there will be more than
6 800,000 new jobs in the STEM fields and more than two thirds of these directly will be in computing

7 occupations;

8 (3) Studying computer science prepares students to enter many career areas, both within
9 and outside of computing, teaching them logical reasoning, algorithmic thinking, design, and
10 structured problem-solving skills applicable in many contexts from science and engineering to the
11 humanities and business;

12 (4) Computer science is an established discipline at the collegiate and post-graduate
13 levels but, unfortunately, computer science concepts and courses have not kept pace in the K-12
14 curriculum, to the point that the nation faces a serious shortage of computer scientists at all levels
15 that is likely to continue for the foreseeable future; and

16 (5) Organizations such as the Computer Science Teachers Association, the International
17 Society for Technology in Education, and technology industry leaders have developed
18 recommendations for standards, curriculum, and instructional resources for computer technology
19 learning in K-12 schools.

20 (6) Foundational age-appropriate instruction in the computer science field for all students
21 beginning in elementary school with required and optional advanced computer science instruction
22 for middle school and high school students has become an important component of a well-
23 developed education. Computer science standards should align to relevant aspects of the field
24 such as computational thinking, block-based programming, text-based programming, network
25 communication, computer architecture, coding, application development, and cyber security.
26 Computer science education standards should be established to ensure students have the
27 fundamentals to be successful in a digital-driven world and the advanced knowledge to prepare
28 them for careers in or linked to computer science.

29 (b) Nothing in this section requires adoption or implementation of any specific
30 recommendation or any level of appropriation by the Legislature.

31 (c) Recognizing the importance of computer science instruction and how computer science
32 instruction will assist students in their transition to post-secondary opportunities, the state board

33 shall adopt a policy detailing the appropriate level of computer science instruction that shall be
34 available to students at each programmatic level.

35 (d) The West Virginia Department of Education shall develop and offer professional
36 development opportunities to ensure educators are equipped with the requisite knowledge and
37 skill to deliver computer science instruction as outlined in this section. The department may
38 partner with high-quality computer science professional learning providers in developing and
39 offering the professional development opportunities.

ARTICLE 5B. SCHOOL INNOVATION ZONES ACT.

§18-5B-7. Progress reviews and annual reports.

1 At least annually, the state board or its designated committee shall review the progress of
2 the development or implementation of an innovation zone plan. If, following such a review, the
3 state board determines that a designated school, group of schools, subdivision or department of a
4 group of schools, subdivision or department of a school or a school created by a state institution of
5 higher education in accordance with section nine of this article has not made adequate progress
6 toward developing or implementing its plan, the board shall submit a report to the designated
7 school, group of schools, subdivision or department of a group of schools, subdivision or
8 department of a school or a school created by a state institution of higher education in accordance
9 with section nine of this article identifying its areas of concern. The state board or its designated
10 committee may conduct an additional review within six months of submitting a report in
11 accordance with this section. If, following such additional review, the state board or its designated
12 committee determines that the designated school, group of schools, subdivision or department of
13 a group of schools, subdivision or department of a school or a school created by a state institution
14 of higher education in accordance with section nine of this article has not made adequate progress
15 toward developing or implementing its innovation zone plan, the state board may revoke the
16 designation as an innovation zone or, if the innovation zone plan has been approved in
17 accordance with section five of this article, rescind its approval of the plan.

**ARTICLE 5F. ACCESSIBILITY AND EQUITY IN PUBLIC EDUCATION
ENHANCEMENT ACT.**

§18-5F-6. Report to Legislative Oversight Commission on Education Accountability.

1 [Repealed.]

ARTICLE 9A. PUBLIC SCHOOL SUPPORT.

§18-9A-7a. Report on alternate method for funding student transportation costs required.

1 [Repealed.]

ARTICLE 9F. SCHOOL ACCESS SAFETY ACT.

§18-9F-8. Report.

1 The authority shall report to the Legislative Oversight Commission on Education
2 Accountability regarding its duties under this article, including but not limited to:

- 3 (1) County school access safety plans or annual plan updates;
4 (2) Allocations, transfers, and disbursements of School Access Safety Fund moneys; and
5 (3) Collaboration with the state board and the Division of Homeland Security and
6 Emergency Management in complying with the provisions of this article.

ARTICLE 3C. IMPROVING TEACHING AND LEARNING.

**§18A-3C-3. Comprehensive system for teacher and leader induction and professional
growth.**

1 (a) The intent of the Legislature is to allow for local-level implementation of comprehensive
2 systems of support for building professional practice consistent with sound educational practices
3 and resources available. In this regard, it is the intent of the Legislature that the comprehensive
4 systems of support shall incorporate support for improved professional performance that begins
5 with meaningful assistance for beginning teachers and leaders and also is targeted on
6 deficiencies identified through the educator personnel evaluation process and other professional
7 development needs identified in the strategic plans for continuous improvement of schools and

8 school systems. Further, because of significant variability among the counties, not only in the size
9 of their teaching force, distribution of facilities and available resources, but also because of their
10 varying needs, the Legislature intends for the implementation of this section to be accomplished in
11 a manner that provides adequate flexibility to the counties to design and implement a
12 comprehensive system of support for improving professional performance that best achieves the
13 goals of this section within the county. Finally, because of the critical importance of ensuring that all
14 teachers perform at the accomplished level or higher in the delivery of instruction that at least
15 meets the West Virginia Professional Teaching Standards, and because achieving this objective at
16 a minimum entails providing assistance to address the needs as indicated by the data informed
17 results of annual performance evaluations, including the self-assessed needs of the teachers
18 themselves, the Legislature expects the highest priority for county and state professional
19 development will be on meeting these needs and that the comprehensive systems of support for
20 improving professional practice will reflect substantial redirection of existing professional
21 development resources toward this highest priority.

22 (b) On or before July 1, 2018, the state board shall publish guidelines on the design and
23 implementation of a county-level comprehensive system of support for improving professional
24 practice. The purpose of the guidelines is to assist the county board with the design and
25 implementation of a system that best achieves the goals of this section within the county. The
26 guidelines may include examples of best practices and resources available to county boards to
27 assist them with the design and implementation of a comprehensive system of support and may
28 include guidelines for the design and implementation of a teacher leader framework committed to
29 improving the quality of instruction.

30 (c) Effective for the school year beginning July 1, 2018, and thereafter, a county board is
31 not eligible to receive state funding appropriated for the purposes of this section or any other
32 provision of law related to beginning teacher and principal internships and mentor teachers and
33 principals unless it has adopted a plan for implementation of a comprehensive system of support

34 for improving professional practice, the plan has been verified by the state board as meeting the
35 requirements of this section and the county is implementing the plan. The plan shall address the
36 following:

37 (1) The manner in which the county will provide the strong school-based support and
38 supervision that will assist beginning teachers in developing instructional and management
39 strategies, procedural and policy expertise, and other professional practices they need to be
40 successful in the classroom and perform at the accomplished level. Nothing in this subdivision
41 prohibits a school, or school system that was granted an exception or waiver, from §18A-3-2c of
42 this code prior to the effective date of this section from continuing implementation of the program in
43 accordance with the exception or waiver;

44 (2) The manner in which the county will provide the strong support and supervision that will
45 assist beginning principals in developing instructional leadership, supervisory, and management
46 strategies, procedural and policy expertise, and other professional practices they need to be
47 successful in leading continuous school improvement and performing at the accomplished level or
48 above;

49 (3) The manner in which the county, in cooperation with the teacher preparation programs
50 in this state, will provide strong school-based support and assistance necessary to make student
51 teaching a productive learning experience;

52 (4) The manner in which the county will use the data from the educator performance
53 evaluation system to serve as the basis for providing professional development specifically
54 targeted on the area or areas identified through the evaluation process as needing improvement. If
55 possible, this targeted professional development should be delivered at the school site using
56 collaborative processes, mentoring or coaching or other approaches that maximize use of the
57 instructional setting;

58 (5) The manner in which the county will use the data from the educator performance
59 evaluation system to serve as the basis for establishing priorities for the provision of county-level

60 professional development when aggregate evaluation data from the county's schools indicates an
61 area or areas of needed improvement;

62 (6) If a county uses master teachers, mentors, academic coaches, or any other
63 approaches using individual employees to provide support, supervision, or other professional
64 development or training to other employees for the purpose of improving their professional
65 practice, the manner in which the county will select each of these individual employees based
66 upon demonstrated superior performance and competence as well as the manner in which the
67 county will coordinate support for these employees. If the duties of the position are to provide
68 mentoring to an individual teacher at only one school, then priority shall be given to applicants
69 employed at the school at which those duties will be performed;

70 (7) The manner in which the county will use local resources available, including, but not
71 limited to, funds for professional development and academic coaches, to focus on the priority
72 professional development goals of this section;

73 (8) The manner in which the county will adjust its scheduling, use of substitutes,
74 collaborative planning time, calendar, or other measures as may be necessary to provide sufficient
75 time for professional personnel to accomplish the goals of this section as set forth in the county's
76 plan; and

77 (9) The manner in which the county will monitor and evaluate the effectiveness of
78 implementation and outcomes of the county system of support for improving professional practice.

79 (d) Effective the school year beginning July 1, 2020, and thereafter, appropriations for
80 supporting county level implementation of the comprehensive systems of support for teacher and
81 leader induction and professional growth pursuant to §18-9A-10 of this code and any new
82 appropriation which may be made for the purposes of this section shall be expended by county
83 boards only to accomplish the activities as set forth in their county plan pursuant to this section.
84 Effective the school year beginning July 1, 2020, and thereafter, any employee service or
85 employment as a mentor is not subject to the provisions of this code governing extra duty

86 contracts. A county board may adopt a teacher leader framework designed to accomplish the
87 purposes of this section related to teacher induction and professional growth and, if the county
88 board adopts a county salary supplement pursuant to §18A-4-5a of this code to provide additional
89 compensation to teachers who, in addition to teaching duties, are assigned other duties for new
90 teacher induction, improving professional practice and furthering professional growth among
91 teachers as set forth in the county's comprehensive system of support, then appropriations made
92 for supporting the purposes of this section may be applied to that salary supplement and other
93 associated costs which may include a reduction in the teaching load of the teacher leader.

94 (e) The Department of Education shall assist county boards with the design and
95 implementation of a teacher leader framework to accomplish the teacher induction and
96 professional growth aspects of their comprehensive systems of support pursuant to this section.

97 The goals of a teacher leader framework are to achieve:

98 (1) Increased student achievement and growth through the development of a shared
99 leadership structure at the school level;

100 (2) Broader dissemination and use of effective teacher strategies through an increase in
101 teacher collaboration; and

102 (3) Stronger and more positive school and district culture through the development and
103 retention of highly effective teachers.

104 (f) The Department of Education may form networks among schools or school systems, or
105 both, of comparable size and interests for the design and implementation of teacher leader
106 frameworks that are:

107 (A) Driven by varying district and school needs;

108 (B) Related to existing state and district initiatives;

109 (C) Designed to improve student achievement and growth; and

110 (D) Designed to fit district size, current culture for collaboration, and funding capacity.

111 (g) A teacher leader framework adopted by a county board must:

112 (1) Create specific roles and responsibilities, eligibility requirements, and compensation
113 plans for each teacher leader position, and clearly communicate these to teacher leaders,
114 administrators, and other stakeholders;

115 (2) Provide regular, targeted professional learning opportunities for teacher leaders, and
116 encourage redelivery within their respective schools;

117 (3) Provide time and opportunities for teacher leaders to collaborate with administrators,
118 curriculum staff, other teacher leaders, and teachers;

119 (4) Monitor and evaluate the effectiveness of the teacher leader program through surveys
120 from school administrators and school faculty; and

121 (5) Include teacher leaders in the school improvement planning process.