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WEST VIRGINIA LEGISLATURE
SECOND REGULAR SESSION, 2014

HB 4228

ENROLLED

COMMITTEE SUBSTITUTE
FOR

House Bill No. 4228

(By Delegates M. Poling, Perry, Lawrence,
Barrett, Young, Tomblin, Barill, Moye,
Cambell, Walker and Pethtel)

Passed March 8, 2014

In effect ninety days from passage.

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FOR

H. B. 4228

(BY DELEGATES M. POLING, PERRY, LAWRENCE,
BARRETT, YOUNG, TOMBLIN, BARILL, MOYE,
CAMPBELL, WALKER AND PETHTEL)

[Passed March 8, 2014; in effect ninety days from passage.]

AN ACT to repeal §11-8-16a of the Code of West Virginia, 1931, as amended; to repeal §18-2-17 of said code; to repeal §18-2E-5b and §18-2E-8b of said code; to repeal §18-2G-1, §18-2G-2 and §18-2G-3 of said code; to repeal §18-5-15e and §18-5-38 of said code; to repeal §18-7-1, §18-7-2 and §18-7-3 of said code; to repeal §18-9A-6b, §18-9A-14a and §18-9A-19 of said code; to repeal §18-9C-1, §18-9C-2, §18-9C-3, §18-9C-4, §18-9C-5, §18-9C-6, §18-9C-7 and §18-9C-8 of said code; to repeal §18A-3-1c and §18A-3-1d of said code; to repeal §18A-4-10b and §18A-4-14a of said code; to amend and reenact §18-2-5a and §18-2-13 of said code; to amend and reenact §18-2E-7 of said code; to amend and reenact §18-8-1a

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of said code; and to amend and reenact §18A-2-12 of said code, all relating to repealing or removing certain portions of education-related statutes that are no longer applicable or are expired; repealing the authorization for county boards of education with an excess levy in effect prior to Better Schools Amendment to propose an additional excess levy not exceeding one hundred percent and a period of five years; repealing an expired pilot program for the delivery of leftover foods from schools and penal institutions; repealing expired provisions for review of system of education performance audits; repealing an expired requirement for audit of state board policies; repealing the library media improvement grant program; repealing an expired requirement for study on school equity; repealing an expired provision governing county board meetings; repealing an adult literacy education program financed, in part, by a voluntary state income tax return check-off; repealing the appropriation and allocation, up to \$7 million. due to the increase in local share to Teachers Retirement System; repealing the incentive for administrative efficiency in public schools and its associated funding to the county boards of education; repealing a requirement for county boards of education to request funds to which they may be entitled; repealing the Better School Buildings Amendment and associated funding to county boards of education; repealing an expired study on training, certification, licensure and retraining of teachers; repealing a study of alternative certification programs that was required to be submitted to the Legislative Oversight Commission on Education Accountability by December 31, 2013; repealing the requirement to record and distribute exemplary teaching techniques and its associated bonuses to certain teachers; repealing an expired study on daily planning periods; providing that the State Board of Education need only file a single copy of a proposed rule with the Legislative Oversight Commission; removing the requirement that the State Board of Education contract with an independent agency to evaluate the results of character education and biannual reporting; changing the requirement from a school-by-school to a countywide plan for provision of technology and services to

students as part of the twenty-first century strategic learning plan; removing the requirement for semiannual reporting on the effect of the increased compulsory attendance age of students and the progress the state and county boards have made in implementing its associated requirements; and clarifying that the written evaluation system for employment performance of personnel must be conducted at least annually on professional personnel and removing related transitional language.

Be it enacted by the Legislature of West Virginia:

That §11-8-16a of the Code of West Virginia, 1931, as amended, be repealed; that §18-2-17 of said code be repealed; that §18-2E-5b and §18-2E-8b of said code be repealed; that §18-2G-1, §18-2G-2 and §18-2G-3 of said code be repealed; that §18-5-15e and §18-5-38 of said code be repealed; that §18-7-1, §18-7-2 and §18-7-3 of said code be repealed; that §18-9A-6b, §18-9A-14a and §18-9A-19 of said code be repealed; that §18-9C-1, §18-9C-2, §18-9C-3, §18-9C-4, §18-9C-5, §18-9C-6, §18-9C-7 and §18-9C-8 of said code be repealed; that §18A-3-1c and §18A-3-1d of said code be repealed; that §18A-4-10b and §18A-4-14a of said code be repealed; that §18-2-5a and §18-2-13 of said code be amended and reenacted; that §18-2E-7 of said code be amended and reenacted; that §18-8-1a of said code be amended and reenacted, and that §18A-2-12 of said code be amended and reenacted all to read as follows:

CHAPTER 18. EDUCATION.

ARTICLE 2. STATE BOARD OF EDUCATION.

§18-2-5a. Board rules to be filed with Legislature.

1 The State Board of Education shall file a copy of any rule
2 that it proposes to promulgate, adopt, amend or repeal under the
3 authority of the Constitution or of this code with the Legislative
4 Oversight commission on education accountability pursuant to
5 article three-b, chapter twenty-nine-a of this code. "Rule," as

6 used herein, means a regulation, standard, statement of policy,
7 or interpretation of general application and future effect.

§18-2-13. Character education integration.

1 (a) The state board shall establish a comprehensive approach
2 to integrate character education into all aspects of school culture,
3 school functions and existing curriculum.

4 (b) The state board shall require all public schools that
5 operate from preschool to grade twelve to develop and integrate
6 components of character development into their existing
7 curriculum. The schools may incorporate such programs as “life
8 skills”, “responsible students”, or any other program
9 encompassing any of the following components:

10 (1) Honesty;

11 (2) Caring;

12 (3) Citizenship;

13 (4) Justice;

14 (5) Fairness;

15 (6) Respect;

16 (7) Responsibility;

17 (8) Voting;

18 (9) Academic achievement;

19 (10) Completing homework assignments;

20 (11) Improving daily attendance;

21 (12) Avoiding and resolving conflicts;

22 (13) Alternatives to violence;

23 (14) Contributing to an orderly positive school environment;

24 (15) Participating in class;

25 (16) Resisting social peer pressures to smoke, drink and use
26 drugs;

27 (17) Developing greater self-esteem and self-confidence;

28 (18) Effectively coping with social anxiety;

29 (19) Increasing knowledge of the immediate consequences
30 of substance abuse;

31 (20) Increasing knowledge of the consequences of ones
32 actions;

33 (21) The corrupting influence and chance nature of
34 gambling; and

35 (22) The value of decent, honest work.

36 (c) Character education shall be integrated into each public
37 school curriculum by September 1, 2001.

38 (d) The state board shall assist county boards in developing
39 in-service training regarding integrated character education as
40 provided in this section.

41 (e) The State Department of Education is encouraged to
42 utilize any existing moneys available to the department for
43 existing character development programs, along with any new
44 funds appropriated for the purposes of this section, to secure the
45 maximum amount of any federal funding available for which the
46 state department is eligible to receive for implementing character
47 development in the schools.

ARTICLE 2E. HIGH QUALITY EDUCATIONAL PROGRAMS.

§18-2E-7. Providing for twenty-first century instruction and learning in all public schools.

1 (a) The Legislature finds that:

2 (1) The knowledge and skills children need to succeed in the
3 twenty-first century are changing dramatically and that West
4 Virginia students must develop proficiency in twenty-first
5 century content, technology tools and learning skills to succeed
6 and prosper in life, in school and on the job;

7 (2) Students must be equipped to live in a multitasking,
8 multifaceted, technology-driven world;

9 (3) The provision of twenty-first century technologies and
10 software resources in grades prekindergarten through twelve is
11 necessary to meet the goal that high school graduates will be
12 prepared fully for college, other post-secondary education or
13 gainful employment;

14 (4) This goal reflects a fundamental belief that the youth of
15 the state exit the system equipped with the skills, competencies
16 and attributes necessary to succeed, to continue learning
17 throughout their lifetimes and to attain self-sufficiency;

18 (5) To promote twenty-first century learning, teachers must
19 be competent in twenty-first century content and learning skills
20 and must be equipped to fully integrate technology to transform
21 instructional practice and to support twenty-first century skills
22 acquisition;

23 (6) For students to learn twenty-first century skills, students
24 and teachers must have equitable access to high quality, twenty-
25 first century technology tools and resources;

26 (7) When aligned with standards and curriculum,
27 technology-based assessments can be a powerful tool for
28 teachers; and

29 (8) Teachers must understand how to use technology to
30 create classroom assessments for accurate, timely measurements
31 of student proficiency in attainment of academic content and
32 twenty-first century skills.

33 (b) The state board shall ensure that the resources to be used
34 to provide technology services to students in grades
35 prekindergarten through twelve are included in a West Virginia
36 21st Century Strategic Technology Learning Plan to be
37 developed by the Department of Education as an integral
38 component of the county electronic strategic improvement plan
39 required in section five of this article. The provision of
40 technologies and services to students and teachers shall be based
41 on a county technology plan developed by a team that includes
42 school building-level professional educators and is aligned with
43 the goals and objectives of the West Virginia 21st Century
44 Strategic Technology Learning Plan. This plan shall be an
45 integral component of the county electronic strategic
46 improvement plan as required in section five of this article.
47 Funds shall be allocated equitably to county school systems
48 following peer review of the plans that includes providing
49 necessary technical assistance prior to submission and allows
50 timely review and approval by the West Virginia Department of
51 Education. Technology tools, including hardware, software,
52 network cabling, network electronics and related professional
53 development, shall be purchased pursuant to the provisions of
54 article three, chapter five-a of this code in the amount equal to
55 anticipated revenues being appropriated and based on the
56 approved county plans. County allocations that support this
57 legislation shall adhere to state contract prices: *Provided*, That
58 contingent upon approval of the county technology plan,
59 counties that identify, within that plan, specific software or
60 peripheral equipment not listed on the state contract, but
61 necessary to support implementation of twenty-first century
62 skills, may request the West Virginia Department of Education
63 to secure state purchasing prices for those identified items. Total
64 expenditure to purchase these additional items may not exceed

65 ten percent of the annual county allocation. To the extent
66 practicable, the technology shall be used:

67 (1) To maximize student access to learning tools and
68 resources at all times including during regular school hours,
69 before and after school or class, in the evenings, on weekends
70 and holidays and for public education, noninstructional days and
71 during vacations; and

72 (2) For student use for homework, remedial work,
73 independent learning, career planning and adult basic education.

74 (c) The implementation of this section should provide a
75 technology infrastructure capable of supporting multiple
76 technology-based learning strategies designed to enable students
77 to achieve at higher academic levels. The technology
78 infrastructure should facilitate student development by
79 addressing the following areas:

80 (1) Mastery of rigorous core academic subjects in grades
81 prekindergarten through eight by providing software, other
82 technology resources or both aligned with state standards in
83 reading, mathematics, writing, science, social studies, twenty-
84 first century learning skills and twenty-first century learning
85 tools;

86 (2) Mastery of rigorous core academic subjects in grades
87 nine through twelve by providing appropriate twenty-first
88 century technology tools aligned with state standards for
89 learning skills and technology tools;

90 (3) Attainment of twenty-first century skills outcomes for all
91 students in the use of technology tools and learning skills;

92 (4) Proficiency in new, emerging twenty-first century
93 content;

94 (5) Participation in relevant, contextual instruction that uses
95 dynamic, real-world contexts that are engaging and meaningful

96 for students, making learning relevant to life outside of school
97 and bridging the gap between how students live and how they
98 learn in school;

99 (6) Ability to use digital and emerging technologies to
100 manage information, communicate effectively, think critically,
101 solve problems, work productively as an individual and
102 collaboratively as part of a team and demonstrate personal
103 accountability and other self-directional skills;

104 (7) Providing students with information on post-secondary
105 educational opportunities, financial aid and the skills and
106 credentials required in various occupations that will help them
107 better prepare for a successful transition following high school;

108 (8) Providing greater access to advanced and other curricular
109 offerings than could be provided efficiently through traditional
110 on-site delivery formats, including increasing student access to
111 quality distance learning curricula and online distance education
112 tools;

113 (9) Providing resources for teachers in differentiated
114 instructional strategies, technology integration, sample lesson
115 plans, curriculum resources and online staff development that
116 enhance student achievement; and

117 (10) Providing resources to support basic skills acquisition
118 and improvement at the above mastery and distinguished levels.

119 (d) Developed with input from appropriate stakeholder
120 groups, the West Virginia 21st Century Strategic Technology
121 Learning Plan shall be an integral component of the electronic
122 strategic county improvement plan as required in section five of
123 this article. The West Virginia 21st Century Strategic
124 Technology Learning Plan shall be comprehensive and shall
125 address, but not necessarily be limited to, the following
126 provisions:

127 (1) Allocation of adequate resources to provide students with
128 equitable access to twenty-first century technology tools,
129 including instructional offerings and appropriate curriculum,
130 assessment and technology integration resources aligned to both
131 the content and rigor of state content standards as well as to
132 learning skills and technology tools;

133 (2) Providing students and staff with equitable access to a
134 technology infrastructure that supports the acquisition of twenty-
135 first century skills, including the ability to access information,
136 solve problems, communicate clearly, make informed decisions,
137 acquire new knowledge, construct products, reports and systems
138 and access online assessment systems;

139 (3) Inclusion of various technologies that enable and
140 enhance the attainment of twenty-first century skills outcomes
141 for all students;

142 (4) Collaboration with various partners, including parents,
143 community organization, higher education, schools of education
144 in colleges and universities, employers and content providers;

145 (5) Seeking of applicable federal government funds,
146 philanthropic funds, other partnership funds or any combination
147 of those types of funds to augment state appropriations and
148 encouraging the pursuit of funding through grants, gifts,
149 donations or any other sources for uses related to education
150 technology;

151 (6) Sufficient bandwidth to support teaching and learning
152 and to provide satisfactorily for instructional management needs;

153 (7) Protection of the integrity and security of the network, as
154 well as student and administrative workstations;

155 (8) Flexibility to adjust the plan based on developing
156 technology, federal and state requirements and changing local
157 school and county needs;

158 (9) Incorporation of findings based upon validation from
159 research-based evaluation findings from previous West Virginia-
160 based evaluation projects;

161 (10) Continuing study of emerging technologies for
162 application in a twenty-first century learning environment and
163 inclusion in the technology plan, as appropriate;

164 (11) An evaluation component to determine the effectiveness
165 of the program and make recommendations for ongoing
166 implementation;

167 (12) A program of embedded, sustained professional
168 development for teachers that is strategically developed to
169 support a twenty-first century education for all students and that
170 aligns with state standards for technology, integrates twenty-first
171 century skills into educational practice and supports the
172 implementation of twenty-first century software, technology and
173 assessment resources in the classroom;

174 (13) Providing for uniformity in technological hardware and
175 software standards and procedures;

176 (14) The strategy for ensuring that the capabilities and
177 capacities of the technology infrastructure is adequate for
178 acceptable performance of the technology being implemented in
179 the public schools;

180 (15) Providing for a comprehensive, statewide uniform,
181 integrated education management and information system for
182 data collection and reporting to the Department of Education as
183 provided in section twenty-six, article two of this chapter and
184 commonly referred to as the West Virginia Education
185 Information System;

186 (16) Providing for an effective model for the distance
187 delivery, virtual delivery or both types of delivery of instruction
188 in subjects where there exists low student enrollment or a
189 shortage of certified teachers or where the delivery method

190 substantially improves the quality of an instructional program
191 such as the West Virginia Virtual School;

192 (17) Providing a strategy to implement, support and maintain
193 technology in the public schools;

194 (18) Providing a strategy to provide ongoing support and
195 assistance to teachers in integrating technology into twenty-first
196 century instruction such as with technology integration
197 specialists;

198 (19) A method of allowing public education to take
199 advantage of appropriate bulk purchasing abilities and to
200 purchase from competitively bid contracts initiated through the
201 southern regional education board educational technology
202 cooperative and the America TelEdCommunications Alliance;

203 (20) Compliance with United States Department of
204 Education regulations and Federal Communications Commission
205 requirements for federal E-rate discounts; and

206 (21) Other provisions as considered appropriate, necessary
207 or both to align with applicable guidelines, policies, rules,
208 regulations and requirements of the West Virginia Legislature,
209 the board of Education and the Department of Education.

210 (e) Any state code and budget references to the Basic
211 Skills/Computer Education Program and the SUCCESS Initiative
212 will be understood to refer to the statewide technology initiative
213 referenced in this section, commonly referred to as the 21st
214 Century Tools for 21st Century Schools Technology Initiative.

ARTICLE 8. COMPULSORY SCHOOL ATTENDANCE.

§18-8-1a. Commencement and termination of compulsory school attendance; public school entrance requirements; exceptions.

1 (a) Notwithstanding the provisions of section one of this
2 article, compulsory school attendance begins with the school

3 year in which the sixth birthday is reached prior to September 1
4 of such year or upon enrolling in a publicly supported
5 kindergarten program and, subject to subdivision (3) of this
6 subsection, continues to the sixteenth birthday or for as long as
7 the student continues to be enrolled in a school system after the
8 sixteenth birthday.

9 (1) A child may be removed from such kindergarten program
10 when the principal, teacher and parent or guardian concur that
11 the best interest of the child would not be served by requiring
12 further attendance: *Provided*, That the principal shall make the
13 final determination with regard to compulsory school attendance
14 in a publicly supported kindergarten program.

15 (2) The compulsory school attendance provision of this
16 article shall be enforced against a person eighteen years of age
17 or older for as long as the person continues to be enrolled in a
18 school system, and may not be enforced against the parent,
19 guardian, or custodian of the person.

20 (3) Beginning with the 2011-2012 high school freshman
21 cohort class of students, and notwithstanding the provisions of
22 section one of this article, compulsory school attendance begins
23 with the school year in which the sixth birthday is reached prior
24 to September 1 of such year or upon enrolling in a publicly
25 supported kindergarten program and continues to the seventeenth
26 birthday or for as long as the student continues to be enrolled in
27 a school system after the seventeenth birthday.

28 (b) Attendance at a state-approved or Montessori
29 kindergarten, as provided in section eighteen, article five of this
30 chapter, is deemed school attendance for purposes of this
31 section. Prior to entrance into the first grade in accordance with
32 section five, article two of this chapter, each child must have
33 either:

34 (1) Successfully completed such publicly or privately
35 supported, state-approved kindergarten program or Montessori
36 kindergarten program; or

37 (2) Successfully completed an entrance test of basic
38 readiness skills approved by the county in which the school is
39 located. The test may be administered in lieu of kindergarten
40 attendance only under extraordinary circumstances to be
41 determined by the county board.

42 (c) Notwithstanding the provisions of this section and of
43 section five, article two of this chapter and section eighteen,
44 article five of this chapter, a county board may provide for
45 advanced entrance or placement under policies adopted by said
46 board for any child who has demonstrated sufficient mental and
47 physical competency for such entrance or placement.

48 (d) This section does not prevent a student from another state
49 from enrolling in the same grade in a public school in West
50 Virginia as the student was enrolled at the school from which the
51 student transferred.

CHAPTER 18A. SCHOOL PERSONNEL.

ARTICLE 2. SCHOOL PERSONNEL.

§18A-2-12. Performance evaluations of school personnel; professional personnel evaluation process; restrictions on requirements on lesson plans and record keeping by classroom teachers.

1 (a) The state board shall adopt a written system for the
2 evaluation of the employment performance of personnel, which
3 system shall be applied uniformly by county boards in the
4 evaluation of the employment performance of personnel
5 employed by the board.

6 (b) The system adopted by the state board for evaluating the
7 employment performance of professional personnel shall be in
8 accordance with the provisions of this section.

9 (c) For purposes of this section, "professional personnel",
10 "professional" or "professionals", means professional personnel

11 and other professional employees, as defined in section one,
12 article one of this chapter but does not include classroom
13 teachers, principals and assistant principals subject to the
14 evaluation processes established pursuant to section two, article
15 three-c of this chapter.

16 (d) In developing the professional personnel performance
17 evaluation system, and amendments thereto, the state board shall
18 consult with the Center for Professional Development created in
19 article three-a of this chapter. The center shall participate
20 actively with the state board in developing written standards for
21 evaluation which clearly specify satisfactory performance and
22 the criteria to be used to determine whether the performance of
23 each professional meets those standards.

24 (e) The performance evaluation system shall contain, but not
25 be limited to, the following information:

26 (1) The professional personnel positions to be evaluated;

27 (2) The frequency and duration of the evaluations, which
28 shall be of such frequency and duration as to insure the
29 collection of a sufficient amount of data from which reliable
30 conclusions and findings may be drawn, but at least annually;

31 (3) The evaluation shall serve the following purposes:

32 (A) Serve as a basis for the improvement of the performance
33 of the personnel in their assigned duties;

34 (B) Provide an indicator of satisfactory performance for
35 individual professionals;

36 (C) Serve as documentation for a dismissal on the grounds
37 of unsatisfactory performance; and

38 (D) Serve as a basis for programs to increase the
39 professional growth and development of professional personnel;

40 (4) The standards for satisfactory performance for
41 professional personnel and the criteria to be used to determine
42 whether the performance of each professional meets those
43 standards and other criteria for evaluation for each professional
44 position evaluated. Professional personnel, as appropriate, shall
45 demonstrate competency in the knowledge and implementation
46 of the technology standards adopted by the state board. If a
47 professional fails to demonstrate competency in the knowledge
48 and implementation of these standards, he or she will be subject
49 to an improvement plan to correct the deficiencies; and

50 (5) Provisions for a written improvement plan, which shall
51 be specific as to what improvements, if any, are needed in the
52 performance of the professional and shall clearly set forth
53 recommendations for improvements, including recommendations
54 for additional education and training during the professional's
55 recertification or license renewal process.

56 (f) A professional whose performance is considered to be
57 unsatisfactory shall be given notice of deficiencies. A
58 remediation plan to correct deficiencies shall be developed by
59 the employing county board and the professional. The
60 professional shall be given a reasonable period of time for
61 remediation of the deficiencies and shall receive a statement of
62 the resources and assistance available for the purposes of
63 correcting the deficiencies.

64 (g) No person may evaluate professional personnel for the
65 purposes of this section or professional educator for the purposes
66 of section two, article three-c of this chapter unless the person
67 has an administrative certificate issued by the state
68 superintendent and has successfully completed education and
69 training in evaluation skills through the center for professional
70 development, or equivalent education training approved by the
71 state board, which will enable the person to make fair,
72 professional, and credible evaluations of the personnel whom the
73 person is responsible for evaluating. After July 1, 1994, no

74 person may be issued an administrative certificate or have an
75 administrative certificate renewed unless the state board
76 determines that the person has successfully completed education
77 and training in evaluation skills through the center for
78 professional development or equivalent education and training
79 approved by the state board.

80 (h) Any professional whose performance evaluation includes
81 a written improvement plan shall be given an opportunity to
82 improve his or her performance through the implementation of
83 the plan. If the next performance evaluation shows that the
84 professional is now performing satisfactorily, no further action
85 may be taken concerning the original performance evaluation. If
86 the evaluation shows that the professional is still not performing
87 satisfactorily, the evaluator either shall make additional
88 recommendations for improvement or may recommend the
89 dismissal of the professional in accordance with the provisions
90 of section eight of this article.

91 (i) This subsection applies to all classroom teachers
92 irrespective of the process under which they are evaluated.

93 (1) Lesson plans are intended to serve as a daily guide for
94 teachers and substitutes for the orderly presentation of the
95 curriculum. Lesson plans may not be used as a substitute for
96 observations by an administrator in the performance evaluation
97 process. A classroom teacher, as defined in section one, article
98 one of this chapter, may not be required to post his or her lesson
99 plans on the Internet or otherwise make them available to
100 students and parents or to include in his or her lesson plans any
101 of the following:

102 (A) Teach and reteach strategies;

103 (B) Write to learn activities;

104 (C) Cultural diversity;

105 (D) Color coding; or

106 (E) Any other similar items which are not required to serve
107 as a guide to the teacher or substitute for daily instruction;

108 (2) The Legislature finds that classroom teachers must be
109 free of unnecessary paper work so that they can focus their time
110 on instruction. Therefore, classroom teachers may not be
111 required to keep records or logs of routine contacts with parents
112 or guardians;

113 (3) Nothing in this subsection may be construed to prohibit
114 classroom teachers from voluntarily posting material on the
115 Internet; and

116 (4) Nothing in article three-c of this chapter may be
117 construed to negate the provisions of of this subsection.

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

Danny Wells
Chairman, House Committee

[Signature]
Member ~~Chairman~~, Senate Committee

Originating in the House.

In effect ninety days fom passage.

Suzanne M. Sawyer
Clerk of the House of Delegates

Joseph M. Minard
Clerk of the Senate

[Signature]
Speaker of the House of Delegates

[Signature]
President of the Senate

The within is approved this the 31st
day of March, 2014.

Earl Ray Tomblin
Governor

PRESENTED TO THE GOVERNOR

MAR 20 2014

Time 10:45 am