

## RESOURCE DOCUMENT

### COMPLIANCE CHECKLIST: POLICY 2510

#### Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant **with half or less** of the items below.

The following items will be reviewed (1) by examining the school's master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

**(S\_,F\_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).**

Compliance	Core Areas of Policy 2510
Yes No	1. The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
Yes No	2. The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3,FB)
Yes No	<p>3. Note: Please review only the areas appropriate to the programmatic level of your school. (S3)</p> <p>Early Learning(Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9:</p> <ul style="list-style-type: none"> <li>✓ Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go! WV</i> Comprehensive Framework for School Readiness</li> <li>✓ Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of students' progress (Pages 6-8)</li> <li>✓ Utilizes standards-focused curriculum</li> <li>✓ Develops physical health and wellness</li> <li>✓ Develops global competence</li> <li>✓ Utilizes formative assessment processes</li> <li>✓ Utilizes technology integration</li> <li>✓ Develops student success and career readiness</li> <li>✓ Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9)</li> </ul> <p>Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:</p> <ul style="list-style-type: none"> <li>✓ Utilizes standards-focused curriculum</li> <li>✓ Provides physical education, physical activity and health/wellness education</li> <li>✓ Develops global competence</li> <li>✓ Utilizes technology integration</li> <li>✓ Utilizes formative assessment processes</li> <li>✓ Utilizes personalized career portfolios to develop career awareness</li> <li>✓ Offers visual arts, choral, and instrumental music courses</li> <li>✓ Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day</li> </ul>

	<p>Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:</p> <ul style="list-style-type: none"> <li>✓ Utilizes Standards-Focused Curriculum</li> <li>✓ Provides opportunities for world languages</li> <li>✓ Provides the 18 specified graduation requirements</li> <li>✓ Provides access to career technical education (CTE)</li> <li>✓ Develops student success and career readiness</li> <li>✓ Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration</li> <li>✓ Provides the requirement for 2 elective offerings</li> <li>✓ Implements career development</li> <li>✓ Utilizes a student advocate/advisor/mentor system</li> <li>✓ Implements a program/process to assure physical activity</li> <li>✓ Integrates technology</li> <li>✓ Develops and updates a personalized education plan (PEP)</li> <li>✓ Has alternative means to earn high school credit</li> <li>✓ Awards a regular and modified diploma</li> <li>✓ Is offered a high school credential</li> <li>✓ Provides alternative delivery of education programs</li> <li>✓ Provides AP courses and AP teachers complete required initial and on-going professional development</li> </ul>
<p><b>Yes No</b></p> <p><b>Yes No</b></p> <p><b>Yes No</b></p> <p><b>Yes No</b></p> <p><b>Yes No</b></p> <p><b>Yes No</b></p> <p><b>Yes No</b></p> <p><b>Yes No</b></p>	<p>4. The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:</p> <ul style="list-style-type: none"> <li>✓ Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.</li> <li>✓ Provides staff with a planning period at least 40 minutes.</li> <li>✓ Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)</li> <li>✓ Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)</li> <li>✓ Has a process for parental involvement in a student’s education. (S7,FC)</li> <li>✓ Has a system to monitor and reduce dropout rates. (S1,FB)</li> <li>✓ Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)</li> <li>✓ Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)</li> </ul>
<p><b>Yes No</b></p> <p><b>Yes No</b></p> <p><b>Yes No</b></p> <p><b>Yes No</b></p> <p><b>Yes No</b></p> <p><b>Yes No</b></p>	<p>5. The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)</p> <ul style="list-style-type: none"> <li>✓ Technology Team</li> <li>✓ Local School Improvement Council (LSIC)</li> <li>✓ Faculty Senate</li> <li>✓ School Curriculum Team</li> <li>✓ Student Assistance Team (SAT)</li> <li>✓ Leadership Team</li> </ul>