



UNIVERSITY
HIGH
SCHOOL

LOCAL SCHOOL IMPROVEMENT COUNCIL
ORIENTATION MATERIALS

2017-18

UHS LSIC Orientation Documents Summary

September 8, 2016

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LSIC Membership 2017-18

- Kim Greene Principal – Ex Officio Member kgreene@k12.wv.us
- Lisa Kukura, Parent, 2nd year of 2 year term lisakukura@gmail.com
- Mollie Hamilton, 1st of 2 year term Molliehamilton@gmail.com
- Megan Zeni, 1st year of 2 year term wwzenis@yahoo.com
- Jeff O’Neil, Faculty, 2nd year of 2 year term jloneil@access.k12.wv.us
- Carrie Beatty, Faculty, 2nd year of 2 year term cbeatty@access.k12.wv.us
- Jessica Eades, Faculty, 1st year of 2 year term rcottrill@access.k12.wv.us
- Jeannie Oiler, Faculty, 1st Yr of 2 year term joiler@k12.wv.us
- Nada Kisner, Business Partner, At Large member nkisner@mybank4.com

UHS LSIC 2017-18

Meeting Schedule

All meetings are held at 6:00 pm in the UHS Media Center unless otherwise notified. In case of inclement weather, meeting will follow the school policy (i.e. no school – no meeting).

- September 7, 2017
- October 12, 2017
- November 16, 2016
- December no meeting
- January 18 , 2018
- February 15, 2017
- March 15, 2017
- April 19 2017
- May 17, 2017

126CSR11A

TITLE 126

LEGISLATIVE EXEMPT RULE

BOARD OF EDUCATION

SERIES 11A

**LOCAL SCHOOL IMPROVEMENT COUNCILS: ENGAGING PARENTS, FAMILIES, STUDENTS, BUSINESS
AND COMMUNITY IN EDUCATION (2200)**

§126-11A-1. General.

1.1. Scope. -- This rule provides guidelines for the development of Local School Improvement Councils (LSICs) that promote parent, family, student, business and community engagement.

1.2. Authority. -- W. Va. Constitution, Article XII, §2 and W. Va. Code §§18-2-5 and 18-5A-1 through 3.

1.3. Filing Date. -- December 16, 2011.

1.4. Effective Date. -- January 17, 2012.

1.5. Repeal of a Former Rule. -- This legislative rule repeals and replaces W. Va. 126CSR11A "Parent Involvement in Education" (2200) filed March 13, 2008 and effective July 1, 2008.

§126-11A-2. Purpose.

2.1. Everyone in a community benefits from effective schools. The West Virginia Board of Education (hereinafter WVBE) believes that parent, family, business, and community engagement at early childhood, middle and adolescent levels is absolutely fundamental to a healthy system of public education. The WVBE further believes education is a shared responsibility. When parents, families, businesses, and members of the community are involved with schools, all children benefit. Adult participation sends the message that school is important and the work children do there is worthy of adult attention. Research on community and family involvement with schools has consistently shown that such involvement adds to the quality of the schools involved and makes a difference in children's behaviors and academic achievement.

2.2. The intent of this policy is to provide guidelines for establishing effective Local School Improvement Councils (hereinafter LSIC) that achieve their legislative purpose (W. Va. Code §18-5A-1). LSICs are the vehicle to promote the broader school community in efforts that support local initiatives to impact school effectiveness. LSICs shall assist the school and system in ensuring parental, family, business and community involvement is embedded in all aspects of the school and county strategic plan.

LSICs help develop and promote the school and system vision for excellence by being a catalyst for innovation.

2.2.a. Parents, as used in this policy, means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

2.2.b. Family includes family members (e.g. guardians, parents, aunts, brothers, grandparents) and significant others whose involvement may be important to the child.

2.2.c. Community refers to all of the individuals who reside in a common locality including: residents, businesses, social organizations and networks, faith-based organizations, and civic leaders.

§126-11A-3. Organization of Local School Improvement Councils.

3.1. Local School Improvement Councils LSICs represent the voice of the community's education stakeholders. Thus members contribute diverse expertise and insight to address complex issues and propose solutions that ultimately benefit students.

3.1.a. W. Va. Code §18-5A-2 defines the members of LSICs. While these members are entitled to vote, nothing prohibits expanding the membership of LSICs to include non-voting members or to request other stakeholders to participate in meetings of the LSIC.

3.1.b. Principals are encouraged to elect new LSIC members in May or June so that LSIC members are in place by July 1 and can play an active role in summer activities, strategic plan development, orientations and transition activities, etc. However, the school principal shall arrange for LSIC election of members to be held prior to the fifteenth day of September of each school year (W. Va. Code §18-5A-2).

3.1.c. The school principal shall ensure that all LSIC members receive appropriate training regarding the roles and responsibilities of LSIC members to create a highly effective LSIC. The West Virginia Department of Education (hereinafter WVDE) has developed online materials that may be used for LSIC member training sessions.

3.2. As soon as possible after the election of LSIC members, school principals are encouraged to convene the first meeting of the LSIC (as soon as practicable after July 1 of the current school year). However, the principal shall convene an organizational meeting of the LSIC (W. Va. Code §18-5A-2) no later than the first day of October of each school year. At this first meeting, the LSIC elects from its membership a chair and two members to assist the chair in setting the agenda for each LSIC meeting. The principal of the school shall not serve as the LSIC chair.

3.2.a. The LSIC must meet at least once every nine weeks or equivalent grading period at the call of the chair or by three fourths of its members.

3.2.a.1. All meetings of the LSIC must be open to the public in compliance with the provisions of the Open Governmental Proceedings Act (W. Va. Code §6-9A-2(6)).

3.2.b. Each LSIC shall adopt a set of bylaws or meeting procedures. The WVDE provides resources and technical assistance for conducting effective LSIC meetings.

§126-11A-4. Required Activities for All Local School Improvement Councils.

4.1. Each LSIC is vested with specific statutory and policy responsibilities and authorities that convey an expectation for high ethical behavior.

4.2. Each LSIC shall annually develop and deliver a report to the countywide council on productive and safe schools (W. Va. Code §18-5A-2 (I)).

4.3. Each LSIC may propose alternatives to the operation of the public school which will meet or exceed the high quality standards established by the WVBE and will increase administrative efficiency, enhance the delivery of instructional programs, promote community involvement, or improve the educational performance of the school generally.

4.3.a. The alternatives proposed by the LSIC may include matters which require the waivers of policies or rules promulgated by the WVBE or county board or state superintendent interpretations (W. Va. Code §18-5A-3). The WVBE has established procedures to receive waiver requests and take appropriate action.

4.3.b. The LSIC may also submit a written statement, with supporting reasons, to the legislative oversight commission on education accountability (hereinafter LOCEA) recommending a waiver of statute or legislative rule. LOCEA shall review and determine whether a recommendation should be made to the Legislature to waive such statute or rule.

4.4. Every school must develop and implement a five year school strategic plan (WVBE Policy 2510, Section 12.2.1). The plan must be prepared and monitored by the LSIC and other stakeholders as appropriate under the leadership of the school principal and in cooperation with faculty senate, school technology team and school curriculum team.

4.4.a. The five-year school strategic plan specifies how the school intends to increase student achievement and positively impact other student outcomes. The plan must be developed and implemented using a continuous improvement process, be based on all available data regarding student achievement and align with the goals of the district Five-Year System Strategic Plan.

4.4.b. The LSIC shall assist the school in embedding parental, family, business and community involvement strategies in all aspects of the strategic plan.

4.5. Each LSIC shall meet at least annually with the county board of education (W. Va. Code §§18-5A-2(I) and 18-5-14). The LSIC chair, or designee, shall be prepared to address any matters as may be requested by the county board and may provide any other information, comments or suggestions the LSIC wishes to bring to the county board's attention.

§126-11A-5. Expectations for Local School Improvement Councils: Desired Outcomes and Results.

5.1. When a community takes an interest in a school it shows and when a school truly is part of the community it shows. LSICs play a key role in establishing and maintaining that reciprocal relationship. By virtue of their position in the community, LSIC members have an established level of trust and respect; therefore, they can activate resources, rally support, effect change, and broadcast data and results.

5.2. Each LSIC shall operate from a concise and targeted action agenda that guides them in accomplishing and realizing their goals. The action agenda can be used to encourage collaboration with other school and community groups (e.g., PTA, PTO, boosters, faith-based community, civic groups) to achieve measurable outcomes.

5.2.a. The LSIC shall utilize data: student achievement, discipline, parent, student, staff and community surveys, the school's strategic plan, and other pertinent data to drive their action agenda.

5.2.b. The action agenda shall include high yield strategies that result in measureable school growth, improved student achievement, and innovation. These strategies shall foster the following guiding principles:

5.2.b.1. Providing a respectful, inclusive school community that welcomes all parents, families, community members and businesses to participate in all students' education.

5.2.b.2. Using many different modes of communication, including 21st century technology tools, to interact with parents and the broader community about education issues and ensuring parents, families, business and community members are encouraged to communicate with the school.

5.2.b.3. Developing more effective forms of school-to-home and home-to-school communications with all families each year about school programs and their children's progress.

5.2.b.4. Working together to support families' parenting skills and activities that prepare young children for school and promote ongoing achievement.

5.2.b.5. Providing information and ideas to parents and families about how to establish home environments to support children as students such as reading with children, engaging them in educational activities, helping them with homework and other curricular-related activities, decisions and planning.

5.2.b.6. Providing educational opportunities for educators about current research, model programs and best practices for engaging parents, families, and community members in improving student achievement.

5.2.b.7. Developing student leadership and student voice and celebrating successes of students to encourage student achievement.

5.2.b.8. Having high expectations for parents, families and community members to become partners in education to support school improvement and student success.

5.2.b.9. Involving businesses to enhance educational opportunities, career development, and experiential learning.

5.2.b.10. Collaborating with the community to connect students, families, and staff to expanded learning opportunities, community services, and civic participation. Ultimately strengthening school programs, family practices, and student learning and development.

5.2.c. The LSIC shall monitor and evaluate the implementation and impact of their action agenda. Outcomes of the action agenda shall be shared with the community and with the local board of education during the annual meeting between the board and the LSIC.

§126-11A-6. School Leadership and Local School Improvement Councils.

6.1. The school principal shall collaborate with the LSIC to establish, promote and maintain a safe and effective learning environment for all. It is the principal's responsibility to elevate the importance and voice of the LSIC.

6.1.a. The school's LSIC is a vital resource for connecting the school to families and the larger community.

6.1.b. The LSIC is a vehicle to activate or develop community partnerships and resources that support student learning and success.

§126-11A-7. County Board of Education Responsibilities.

7.1. Each county board of education shall meet with each LSIC at least annually. The local board identifies the issues they wish the LSIC to address (W. Va. Code §18-5-14(a)(1)(D)). The LSIC may also provide other information, comments or suggestions the council wishes to bring to the county board's attention. All information presented during the meeting shall also be submitted to the county board in writing.

7.1.a. Each county board shall report details of their meetings with LSICs to the state board at the conclusion of the school year, but no later than the first day of September each year (W. Va. Code §18-5-14 D (2)).

7.2. Each county board of education shall adopt and implement a policy that provides for parent, family, business and community involvement in the schools.

7.2.a. Each county policy shall promote parents, families, community and business members, through a variety of means, to become involved in children's education.

7.2.b. Each county policy shall meet the criteria for compliance with federal programs.

7.2.c. Each county policy shall be developed by a committee consisting of, but not limited to, classroom teachers, parents/family members of school-age children, community members, business

members, principals and other school personnel. The committee shall be representative of a variety of schools and shall include representation from early, middle and adolescent levels.

7.2.d. Each county shall provide training for teachers, parents and administrators, in cooperation with state and local agencies that would help realize the objectives set forth in the county policy.

7.3. Each county board of education's strategic plan shall be developed utilizing a collaborative strategic planning committee comprised of education personnel, parents, family, students, business, and community members. The collaborative approach assures involvement of all stakeholders in the planning for students' success. The county's strategic plan shall reflect the importance of stakeholder involvement and advocacy as critical elements of students' academic success, healthy living and emotional well-being.

7.3.a. The five-year school system strategic plan specifies how the county school system intends to strengthen the county education program in order to increase student achievement and positively impact other student outcomes.

7.3.b. Each county's strategic plan shall include an ongoing, two-way communication system that includes feedback mechanisms for parents, families, students, communities and school staff.

§126-11A-8. Severability.

8.1. If any provision of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

WEST VIRGINIA CODE

CHAPTER 18. EDUCATION.

ARTICLE 5A. LOCAL SCHOOL INVOLVEMENT.

§18-5A-1. Intent and purpose of article.

The intent of this article is to facilitate and encourage the involvement of the school community in the operation of the local schools to improve educational quality. This article is intended to establish processes at each school which provide opportunities for involvement of the school community in the operation of the local schools and to support local initiatives to improve school performance. It is not the intent of this article to restrict the ability of the county board of education in its efforts to effect county-wide school improvements.

§18-5A-2. Local school improvement councils; election.

(a) A local school improvement council shall be established at every school consisting of the following:

(1) The principal, who serves as an ex officio member of the council and is entitled to vote;

(2) Three teachers elected by the faculty senate of the school;

(3) One bus operator who transports students enrolled at the school and one school service person, each elected by the school service personnel employed at the school;

(4) Three parent(s), guardian(s) or custodian(s) of students enrolled at the school elected by the parent(s), guardian(s) or custodian(s) members of the school's parent teacher organization. If there is no parent teacher organization, the parent(s), guardian(s) or custodian(s) members shall be elected by the parent(s), guardian(s) or custodian(s) of students enrolled at the school in such manner as may be determined by the principal;

(5) Two at-large members appointed by the principal, one of whom resides in the school's attendance area and one of whom represents business or industry, neither of whom is eligible for membership under any of the other elected classes of members;

(6) In the case of vocational-technical schools, the vocational director. If there is no vocational director, then the principal may appoint no more than two additional representatives, one of whom represents business and one of whom represents industry;

(7) In the case of a school with students in grade seven or higher, the student body president or other student in grade seven or higher elected by the student body in those grades.

(b) Under no circumstances may more than one parent member of the council be then employed at that school in any capacity.

(c) The principal shall arrange for such elections to be held prior to the fifteenth day of September of each school year to elect a council and shall give notice of the elections at least one week prior to the elections being held. To the extent practicable, all elections to select council members shall be held within the same week.

(d) Parent(s), guardian(s) or custodian(s), teachers and service personnel elected to the council shall serve a two-year term and elections shall be arranged in such a manner that no more than two teachers, no more than two parent(s), guardian(s) or custodian(s) and no more than one service person are elected in a given year. All other non-ex officio members shall serve one-year terms.

(e) Council members may only be replaced upon death, resignation, failure to appear at three consecutive meetings of the council for which notice was given, or a change in personal circumstances so that the person is no longer representative of the class of

members from which appointed. In the case of a vacancy in an elected position, the chair of the council shall appoint another qualified person to serve the unexpired term of the person being replaced or, in the case of an appointed member of the council, the principal shall appoint a replacement as soon as practicable.

(f) As soon as practicable after the election of council members, and no later than the first day of October of each school year, the principal shall convene an organizational meeting of the school improvement council. The principal shall notify each member in writing at least two employment days in advance of the organizational meeting. At this meeting, the principal shall provide each member with the following:

(1) A copy of the current applicable sections of this code;

(2) Any state board rule or regulation promulgated pursuant to the operation of these councils; and

(3) Any information as may be developed by the department of education on the operation and powers of local school improvement councils and their important role in improving student and school performance and progress.

(g) The council shall elect from its membership a chair and two members to assist the chair in setting the agenda for each council meeting. The chair shall serve a term of one year and a person may not serve as chair for more than two consecutive terms. If the chair's position becomes vacant for any reason, the principal shall call a meeting of the council to elect another qualified person to serve the unexpired term. Once elected, the chair is responsible for notifying each member of the school improvement council in writing two employment days in advance of any council meeting.

(h) School improvement councils shall meet at least once every nine weeks or equivalent grading period at the call of the chair or by three fourths of its members.

(1) The school improvement council shall schedule any meeting that involves the issue of student discipline pursuant to subdivision (2), subsection (l) of this section, outside the regularly scheduled working hours of any school employee member of the council.

(2) The school improvement council annually shall conduct a meeting to engage parents, students, school employees and other interested parties in a positive and interactive dialogue regarding effective discipline policies. The meeting shall afford ample time for the dialogue and comply with any applicable provision of state, federal or county board policy, rule or law, as appropriate, regarding student privacy rights.

(i) The local school improvement council shall meet at least annually with the county board, in accordance with the provisions in section fourteen, article five of this chapter. At this annual meeting, the local school improvement council chair, or another member designated by the chair, shall be prepared to address any matters as may be requested by the county board as specified in the meeting agenda provided to the council and may further provide any other information, comments or suggestions the local school improvement council wishes to bring to the county board's attention. Anything presented under this subsection shall be submitted to the county board in writing.

(j) School improvement councils shall be considered for the receipt of school of excellence awards under section three of this article and competitive grant awards under section twenty-nine, article two of this chapter and may receive and expend such grants for the purposes provided in such section. In any and all matters which may fall within the scope of both the school improvement councils and the school curriculum teams authorized in section five of this article, the school curriculum teams have jurisdiction.

(k) In order to promote innovations and improvements in the environment for teaching and learning at the school, a school improvement council shall receive cooperation from the school in implementing policies and programs it may adopt to:

(1) Encourage the involvement of parent(s), guardian(s) or custodian(s) in their child's educational process and in the school;

(2) Encourage businesses to provide time for their employees who are parent(s), guardian(s) or custodian(s) to meet with teachers concerning their child's education;

(3) Encourage advice and suggestions from the business community;

(4) Encourage school volunteer programs and mentorship programs; and

(5) Foster utilization of the school facilities and grounds for public community activities.

(l) Each local school improvement council annually shall develop and deliver a report to the countywide council on productive and safe schools. The report shall include:

(1) Guidelines for the instruction and rehabilitation of students who have been excluded from the classroom, suspended from the school or expelled from the school, the description and recommendation of in-school suspension programs, a description of possible alternative settings, schedules for instruction and alternative education programs and an implementation schedule for such guidelines. The guidelines shall include the following:

(A) A system to provide for effective communication and coordination between school and local emergency services agencies;

(B) A preventive discipline program which may include the responsible students program devised by the West Virginia board of education as adopted by the county board, pursuant to the provisions of subsection (e), section one, article five, chapter eighteen-a of this code; and

(C) A student involvement program, which may include the peer mediation program or programs devised by the West Virginia board of education as adopted by the county board, pursuant to the provisions of subsection (e), section one, article five, chapter eighteen-a of this code; and

(2) The local school improvement council's findings regarding its examination of the following, which also shall be reported to the county superintendent:

(A) Disciplinary measures at the school; and

(B) The fairness and consistency of disciplinary actions at the school. If the council believes that student discipline at the school is not enforced fairly or consistently, it shall transmit that determination in writing, along with supporting information, to the county superintendent. Within ten days of receiving the report, the superintendent, or designee, shall respond in writing to the council. The county board shall retain and file all such correspondence and maintain it for public review.

(C) Any report or communication made as required by this subdivision shall comply with any applicable provision of state, federal or county board policy, rule or law, as appropriate, regarding student privacy rights.

(m) The council may include in its report to the county-wide council on productive and safe schools provisions of the State Board of Education policy 4373, student code of conduct, or any expansion of such policy which increases the safety of students in schools in this state and is consistent with the policies and other laws of this state.

(n) Councils may adopt their own guidelines established under this section. In addition, the councils may adopt all or any part of the guidelines proposed by other local school improvement councils, as developed under this section, which are not inconsistent with the laws of this state, the policies of the West Virginia Board of Education or the policies of the county board.

(o) The State Board of Education shall provide assistance to a local school improvement council upon receipt of a reasonable request for that assistance. The state board also may solicit proposals from other parties or entities to provide orientation training for local school improvement council members and may enter into contracts or agreements for that purpose. Any training for members shall meet the guidelines established by the state board.

§18-5A-2a. Local school improvement council modification for certain jointly established and across county schools

This section was omitted

§18-5A-3. Authority and procedures for local school improvement councils to request waivers of certain rules, policies and interpretations.

The intent of this section is to establish a mechanism which allows local school level initiatives to be designed and implemented to meet local school needs and circumstances. In accordance with this intent, a local school improvement council established under the provisions of this article may propose alternatives to the operation of the public school which alternatives will meet or exceed the high quality standards established by the state board and will increase administrative efficiency, enhance the delivery of instructional programs, promote community involvement in the local school system or improve the educational performance of the school generally. The proposal of the council shall set forth the objective or objectives to be accomplished under the proposal, how the accomplishment of such objective or objectives will meet or exceed the standards established by the state board, the indicators upon which the meeting of such standards should be judged and a projection of any funds to be saved by the proposal and how such funds will be reallocated within the school. The alternatives proposed by the council may include matters which require the waiver of policies or rules promulgated by the state or county board and state superintendent interpretations: Provided, That such request for waiver be submitted to the appropriate board adopting said rule or policy and that board may approve the waiver. When a county board does not act within two months after receiving a request for waiver of a county board policy or rule or disapproves such a request, the local school improvement council may seek an advisory opinion from the state board regarding the waiver request. The county board shall furnish the state board with copies of all waiver requests together with their response thereto: Provided, however, That when a local school improvement council votes to waive a state superintendent's interpretation, the state superintendent need only be notified that the local council intends to waive the state superintendent's interpretation: Provided further, That notwithstanding any other provisions of the law to the contrary, council is not prohibited from permitting off-site classrooms to be developed in conjunction with local businesses if those sites have met the requirements established by the local board and if sites are located off campus. For an alternative to be proposed, at least two thirds of the members must vote in favor thereof: And provided further, That if the alternative to be proposed relates to a waiver of policies or rules promulgated by the state or county board and state superintendent interpretations affecting employees, then prior to the proposal of the alternative, a majority of the local affected employee group involved must agree.

A council may also submit a written statement, with supporting reasons, to the legislative oversight commission on education accountability recommending a waiver of a statute or legislative rule, which the commission shall review and determine whether a recommendation should be made to the Legislature to waive such statute or rule.

When a council decides to propose an alternative, it shall forward a copy of the proposal to the state board and the affected local board. The state board shall acknowledge receipt of the proposed alternative, promptly review the proposed alternative in consultation with the county board or their agents and, in its discretion, approve implementation of the alternative or reply to the council within a reasonable time as to its reasons for not approving the proposed alternative. If the state board approves a proposed alternative, the state board shall provide appropriate notice to the local school improvement council and the county board and shall establish a process for evaluation of the operation of the alternative. Approval for the operation of the alternative may be continued or revoked at any time based on the results and findings of the evaluation.

The state board shall submit a report to the legislative oversight commission on education accountability and the governor on the first day of September of each year summarizing the proposed alternatives received, approved or rejected, continued or revoked during the preceding school year and the results and findings of the evaluations. The report shall specifically identify all policy, rule, and

interpretation waiver requests including those requests made to county boards by local school improvement councils received during the preceding year and the disposition of each.

§18-5A-4. State board to establish criteria for selecting schools of excellence; annual school of excellence awards.

The state board of education shall promulgate rules, in accordance with the provisions of article three-b, chapter twenty-nine-a of this code, outlining criteria for the identification of schools of excellence. Such criteria shall include, but not be limited to, improvement in student achievement in comparison to state and national norms, improvement in reducing drop-out rates, improvement in standardized test scores, implementation of advanced or innovative programs, implementation of the goals and purposes of jobs through education as provided in section eight, article two-e of this chapter, improvement in parent and community involvement, improvement in parent, teacher and student satisfaction, improvement in student attendance and other factors which promote excellence in education. Such rules shall be promulgated by the first day of January, one thousand nine hundred ninety-one. Such rules may not prohibit any school from applying for consideration as a school of excellence.

Each year, the state board shall select one high school, one middle or junior high school and one elementary school within each regional educational service agency district, and one vocational school selected on a statewide basis to be awarded school of excellence status.

The rules promulgated by the state board shall outline appropriate methods of recognizing and honoring the students, teachers and other employees and parents or members of the school community who have contributed to excellence in education at the school.

§18-5A-5. Public school faculty senates established; election of officers; powers and duties.

(a) There is established at every public school in this state a faculty senate which is comprised of all permanent, full-time professional educators employed at the school who shall all be voting members. Professional educators, as used in this section, means "professional educators" as defined in chapter eighteen-a of this code. A quorum of more than one half of the voting members of the faculty shall be present at any meeting of the faculty senate at which official business is conducted. Prior to the beginning of the instructional term each year, but within the employment term, the principal shall convene a meeting of the faculty senate to elect a chair, vice chair and secretary and discuss matters relevant to the beginning of the school year. The vice chair shall preside at meetings when the chair is absent. Meetings of the faculty senate shall be held during the times provided in accordance with subdivision (12), subsection (b) of this section as determined by the faculty senate. Emergency meetings may be held during noninstructional time at the call of the chair or a majority of the voting members by petition submitted to the chair and vice chair. An agenda of matters to be considered at a scheduled meeting of the faculty senate shall be available to the members at least two employment days prior to the meeting. For emergency meetings the agenda shall be available as soon as possible prior to the meeting. The chair of the faculty senate may appoint such committees as may be desirable to study and submit recommendations to the full faculty senate, but the acts of the faculty senate shall be voted upon by the full body.

(b) In addition to any other powers and duties conferred by law, or authorized by policies adopted by the state or county board or bylaws which may be adopted by the faculty senate not inconsistent with law, the powers and duties listed in this subsection are specifically reserved for the faculty senate. The intent of these provisions is neither to restrict nor to require the activities of every faculty senate to the enumerated items except as otherwise stated. Each faculty senate shall organize its activities as it considers most effective and efficient based on school size, departmental structure and other relevant factors.

(1) Each faculty senate shall control funds allocated to the school from legislative appropriations pursuant to section nine, article nine-a of this chapter. From those funds, each classroom teacher and librarian shall be allotted \$100 for expenditure during the instructional year for academic materials, supplies or equipment which, in the judgment of the teacher or librarian, will assist him or her in providing instruction in his or her assigned academic subjects or shall be returned to the faculty senate: *Provided*, That nothing contained herein prohibits the funds from being used for programs and materials that, in the opinion of the teacher, enhance student behavior, increase academic achievement, improve self esteem and address the problems of students at risk. The remainder of funds shall be expended for academic materials, supplies or equipment in accordance with a budget approved by the faculty senate. Notwithstanding any other provisions of the law to the contrary, funds not expended in one school year are available

for expenditure in the next school year: *Provided, however,* That the amount of county funds budgeted in a fiscal year may not be reduced throughout the year as a result of the faculty appropriations in the same fiscal year for such materials, supplies and equipment. Accounts shall be maintained of the allocations and expenditures of such funds for the purpose of financial audit. Academic materials, supplies or equipment shall be interpreted broadly, but does not include materials, supplies or equipment which will be used in or connected with interscholastic athletic events.

(2) A faculty senate may establish a process for members to interview or otherwise obtain information regarding applicants for classroom teaching vacancies that will enable the faculty senate to submit recommendations regarding employment to the principal. To facilitate the establishment of a process that is timely, effective, consistent among schools and counties, and designed to avoid litigation or grievance, the state board shall promulgate a rule pursuant to article three-b, chapter twenty-nine-a of this code to implement the provisions of this subdivision. The rule may include the following:

(A) A process or alternative processes that a faculty senate may adopt;

(B) If determined necessary, a requirement and procedure for training for principals and faculty senate members or their designees who may participate in interviews and provisions that may provide for the compensation based on the appropriate daily rate of a classroom teacher who directly participates in the training for periods beyond his or her individual contract;

(C) Time lines that will assure the timely completion of the recommendation or the forfeiture of the right to make a recommendation upon the failure to complete a recommendation within a reasonable time;

(D) The authorization of the faculty senate to delegate the process for making a recommendation to a committee of no less than three members of the faculty senate; and

(E) Such other provisions as the state board determines are necessary or beneficial for the process to be established by the faculty senate.

(3) A faculty senate may nominate teachers for recognition as outstanding teachers under state and local teacher recognition programs and other personnel at the school, including parents, for recognition under other appropriate recognition programs and may establish such programs for operation at the school.

(4) A faculty senate may submit recommendations to the principal regarding the assignment scheduling of secretaries, clerks, aides and paraprofessionals at the school.

(5) A faculty senate may submit recommendations to the principal regarding establishment of the master curriculum schedule for the next ensuing school year.

(6) A faculty senate may establish a process for the review and comment on sabbatical leave requests submitted by employees at the school pursuant to section eleven, article two of this chapter.

(7) Each faculty senate shall elect three faculty representatives to the local school improvement council established pursuant to section two of this article.

(8) Each faculty senate may nominate a member for election to the county staff development council pursuant to section eight, article three, chapter eighteen-a of this code.

(9) Each faculty senate shall have an opportunity to make recommendations on the selection of faculty to serve as mentors for beginning teachers under beginning teacher internship programs at the school.

(10) A faculty senate may solicit, accept and expend any grants, gifts, bequests, donations and any other funds made available to the faculty senate: *Provided*, That the faculty senate shall select a member who has the duty of maintaining a record of all funds received and expended by the faculty senate, which record shall be kept in the school office and is subject to normal auditing procedures.

(11) Any faculty senate may review the evaluation procedure as conducted in their school to ascertain whether the evaluations were conducted in accordance with the written system required pursuant to section twelve, article two, chapter eighteen-a of this code or pursuant to section two, article three-c, chapter eighteen-a of this code, as applicable, and the general intent of this Legislature regarding meaningful performance evaluations of school personnel. If a majority of members of the faculty senate determine that such evaluations were not so conducted, they shall submit a report in writing to the State Board of Education: *Provided*, That nothing herein creates any new right of access to or review of any individual's evaluations.

(12) A local board shall provide to each faculty senate a two-hour block of time for a faculty senate meeting on a day scheduled for the opening of school prior to the beginning of the instructional term and at least four additional two-hour blocks of time during noninstructional days, with each two-hour block of time scheduled once at least every forty-five instructional days. A faculty senate may meet for an unlimited block of time during noninstructional days to discuss and plan strategies to improve student instruction and to conduct other faculty senate business. A faculty senate meeting scheduled on a noninstructional day shall be considered as part of the purpose for which the noninstructional day is scheduled. This time may be used and determined at the local school level and includes, but is not limited to, faculty senate meetings.

(13) Each faculty senate shall develop a strategic plan to manage the integration of special needs students into the regular classroom at their respective schools and submit the strategic plan to the superintendent of the county board periodically pursuant to guidelines developed by the State Department of Education. Each faculty senate shall encourage the participation of local school improvement councils, parents and the community at large in developing the strategic plan for each school.

Each strategic plan developed by the faculty senate shall include at least: (A) A mission statement; (B) goals; (C) needs; (D) objectives and activities to implement plans relating to each goal; (E) work in progress to implement the strategic plan; (F) guidelines for placing additional staff into integrated classrooms to meet the needs of exceptional needs students without diminishing the services rendered to the other students in integrated classrooms; (G) guidelines for implementation of collaborative planning and instruction; and (H) training for all regular classroom teachers who serve students with exceptional needs in integrated classrooms.

§18-5A-6. Establishment of school curriculum teams; process for teacher collaboration to improve learning.

(a) There shall be established at each school in the state a school curriculum team composed of the school principal, the counselor designated to serve that school and no fewer than three teachers representative of the grades taught at the school and chosen by the faculty senate: In instances where the counselor is assigned to an elementary school or a combination elementary and middle school on less than a one-half time basis, a school curriculum team established at that school may meet on days when the counselor is not at the school and the principal shall consult with the counselor on the issues relevant to the meeting agenda.

(b) The purposes of this section are to implement the following goals:

(1) Provide professional opportunities for teachers, administrators and other school personnel that allow them to have a direct voice in the operation of their schools and to create a culture of shared decision-making focused on the ultimate goal of raising student achievement;

(2) Encourage the use of different, high-quality models of teaching, scheduling and other aspects of educational delivery that meet a variety of student needs;

(3) Increase high-quality educational opportunities for all students that close achievement gaps between high-performing and low-performing groups of public school students; and

(4) Provide public schools with increased school-level freedom and flexibility to achieve these purposes when they have achieved exceptional levels of results-driven accountability.

(c) Powers and duties of the school curriculum team. --

(1) Establish for use at the school the programs and methods to be used to implement a curriculum based on state-approved content standards that meet the needs of students at the individual school.

(A) The curriculum shall focus on reading, composition, mathematics, science and technology.

(B) The curriculum thus established shall be submitted to the county board which may approve for implementation at the school or may return to the curriculum team for reconsideration.

(2) Review the list of other, non-required testing and assessment instruments provided by the state board through the statewide assessment program as provided in section five, article two-e of this chapter. The curriculum team may select one or more tests or assessment instruments that are applicable to the grade levels at the school for use at the school to improve student learning.

(3) Establish for use at the school the assessments, instructional strategies and programs that it determines are best suited to promote student achievement and to achieve content standards for courses required by the state board. The curriculum team shall submit the established assessments, instructional strategies and programs to the county board which shall approve the recommendations for implementation at the school or shall return them to the curriculum team for reconsideration.

(d) Notwithstanding subsection (c) of this section, the school curriculum team established at a school that has achieved adequate yearly progress or has achieved an accreditation status of distinction or exemplary in accordance with section five, article two-e of this chapter, may use the assessments and implement the instructional strategies and programs consistent with the approved curriculum that it determines are best suited to promote student achievement at the school.

(1) The school may not be required to assess students using any specific assessment except the state summative assessment known as the WESTEST2 or any successor tests, the Alternative Performance Task Assessment, the Online Writing Assessment, and the National Assessment of Educational Progress (NAEP); and

(2) The school may not be required to employ any specific instructional strategy or program to achieve content standards for courses required by the state board, except as approved by the school curriculum team.

(e) If a school fails to achieve adequate yearly progress or if it receives any school approval level other than distinction or exemplary as set forth in section five, article two-e of this chapter, the curriculum team may not exercise the options provided in subsections (d) and (i) of this article until the school has regained one or more of these credentials.

(f) Nothing in this section exempts a school from assessments required by statute or state board policy including, but not limited to, the state summative assessment known as the WESTEST2 or any successor tests, the Alternative Performance Task Assessment, the Online Writing Assessment, and the National Assessment of Educational Progress (NAEP).

(g) The school curriculum team may apply for a waiver for instructional resources approved and adopted pursuant to article two-a of this chapter if, in the judgment of the team, the instructional resources necessary for the implementation of the instructional strategies and programs best suited to teach the school's curriculum are not available through the normal adoption process.

(h) The school curriculum team may apply for a grant from the state board to develop and/or implement remedial and accelerated programs to meet the needs of the students at the individual school.

(i) *Process for teacher collaboration.* --

(1) Notwithstanding the application and approval process established by article five-c of this chapter, at a school that has achieved adequate yearly progress or has achieved a school accreditation status of distinction or exemplary in accordance with section five, article two-e of this chapter, the faculty senate, with approval of the principal, may establish a process for teacher collaboration to improve instruction and learning.

(A) The collaborative process may be established in addition to, or as an alternative to, the school curriculum team provided for in subsection (a) of this section.

(B) The mission of the collaboration process is to review student academic performance based on multiple measures, to identify strategies to improve student performance and make recommendations for improvement to be implemented subject to approval of the principal.

(C) The teacher collaborative includes members the faculty senate determines are necessary to address the needed improvements in the academic performance of students at the school. If applicable, the collaborative may consist of multiple subject area subcommittees which may meet independently.

(2) If a collaborative process is established as an alternative to the school curriculum team, the teacher collaborative has all the powers and duties assigned to school curriculum teams.

(A) The collaborative process also may incorporate the functions of the Strategic Planning Committee, the Technology Team, and/or the School Support Team.

(B) When the functions of any or all of these committees are incorporated into the collaborative process, the school is not required to establish a separate committee for any one whose functions have been assumed by the collaborative.

§18-5A-3a. Waivers of statutes granted to public schools pursuant to recommendations submitted by local school improvement councils; limitations.

(a) The Legislature hereby grants a waiver from the statute or statutes indicated for the following school or schools pursuant to and for the purposes enumerated in the written statement recommending the waiver, with supporting reasons, approved by the local school improvement council of the respective schools and recommended by the Legislative Oversight Commission on Education Accountability in accordance with the provisions of section three of this article. The grant of a waiver to a statute means that the school or schools granted the waiver may implement the actions as specifically described in their written statement notwithstanding the provisions of this code from which they are specifically waived. These waivers are limited to the purposes as specifically described in the statement upon which the Legislative Oversight Commission on Education Accountability made its recommendation for a waiver to the Legislature and are expressly repealed for any modification or implementation of the described actions which changes those purposes. However, nothing in this section prohibits a local school improvement council school that has been granted a waiver from submitting a request to the Legislative Oversight Commission on Education Accountability for modifications, subject to approval in accordance with section three of this article.

(b) The following waivers are granted:

Section two-b, article three, chapter eighteen-a of this code is waived for the schools of Cabell County for the purpose of implementing a comprehensive new teacher induction program, which purposes are as more specifically described in the schools' written statement approved by the county board and submitted to the Legislative Oversight Commission on Education Accountability on February 24, 2011. *Note: WV Code updated with legislation passed through the 2013 1st Special Session*

Resources and Tips for Effective Local School Improvement Councils

- I. Tips for Council Operations
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- III. Members and Meetings
- IV. Problem-Solving Process
- V. Meeting Participation
- VI. Sample LSIC Meeting Evaluation Tool
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I. Tips for Council Operations

- 1) The LSIC chair should clarify what is expected of the Council for each item on a meeting's agenda.
- 2) Council members should have the opportunity to suggest agenda items at each meeting.
- 3) Council members need background information concerning laws, policies, and regulations affecting their advisory and decision-making roles.
- 4) Council members need access to the expertise and experience of central office personnel when providing advice or making decisions. Such communication keeps staff informed through the system, enables better decision making, and avoids the duplication of efforts.
- 5) Council meetings should be monitored to assure appropriate interaction and participation. That is, Council members need to be aware of how the meeting is progressing and how effectively all members are interacting.
- 6) Council members should recognize and attend to the importance of nonverbal communication. Nonverbal communication may reflect withdrawal, the desire to control, or the desire to communicate. Attention to these signals may facilitate more open communications.
- 7) Council members need to understand the importance of good listening skills and work to improve their individual listening skills.
- 8) Meeting agendas should be positive and productive. (Standard meeting courtesies can be practiced to bring this about, such as starting and stopping on time, allowing for some informal discussion and bonding activities early in the year, summarizing discussion, and checking for members' understanding.)
- 9) Councils should have good meetings, with members following principles such as setting ground rules early in the meeting, allowing everyone the opportunity to speak, attending meetings prepared to discuss agenda items, and being willing to listen to all views.
- 10) Council members should recognize that their role is to propose suggestions for improving the operations of a school. (They also have the power to seek waivers to state and local policies, rules, and regulations.)
- 11) Councils should set both long-term and short-term goals. The long-term goals are necessary to bring about substantive school improvement. The short-term goals enable a Council to reach and celebrate interim successes.
- 12) Councils should continuously evaluate their efforts. Monitoring progress helps people to see how close they are to achieving their goals.

II. Effective Local School Improvement Council Meetings Planning Considerations

Most effective school improvement council meetings share common features, such as written agendas, minutes, announcements, and reports. It is recommended that school improvement councils consider the following in planning their meetings:

- 1) **Agendas**—most councils make written agendas available to council members and audience members for each meeting.
- 2) **Minutes**—minutes taken at the meetings serve as an official record of discussions and decisions. Minutes from previous meetings may be distributed to council members at or before the next meeting.
- 3) **Correspondence/Announcements**—most councils place correspondence as an agenda item at the beginning of the meeting. Correspondence may include information such as announcements from the central office, reports from foundations, and requests for proposals.
- 4) **Reports**—reports are a way to present information to the council. A principal's report offers information about school programs and activities. Other reports summarize council committee work.
- 5) **Committees**—committees are a means of getting work done efficiently. Committee members meet outside of regular council meeting times. They investigate issues, read research, compile their findings, and report recommendations at the regular council meeting. Committees may include members who are not on the council.
- 6) **Seating Patterns and Meeting Places**—generally, council members sit together at tables that permit them to see and hear each other. Many councils arrange their seats so that audience members can see and hear them. The room should be comfortable and accommodate the size of the audience.
- 7) **Public Participation**—most councils have an official place on the agenda to hear the concerns of the people, or may invite presentations from nonmembers.

III. Members and Meetings

Each Council member is responsible for doing his/her part to make meetings productive. Between meetings, members should study the issues and generate possible solutions to problems. During meetings, they should represent their constituents, yet set aside self or constituent-group interests that may interfere with Council goals. Council members need to listen with open minds and make thoughtful, well-informed decisions. All Council members need to stick to the meeting agenda—members should present their viewpoints briefly and allow the meeting to move from one agenda item to the next.

IV. Problem-Solving Process

The steps in the process follow a traditional planning model:

- 1) *Assess Improvement Needs.* This step focuses on gathering data to identify areas in need of improvement. There are four primary sources of needs assessment data: (a) staff, parent, and student perception data; (b) student outcome data, including analysis of state and district test program results; (c) archival data such as attendance rates, vandalism, and mobility; and (d) recommendations from state and regional accreditation teams.
- 2) *Establish priorities.* After needs assessment results have been analyzed and reported, the improvement team should set priorities by ranking needs according to what must be accomplished. The team can write statements of problems to be solved and establish action objectives to address each problem statement. Efforts should be made to identify areas of strength as well as concerns.
- 3) *Develop school improvement plans.* The team should write an improvement plan for each improvement goal or objective. The plan should specify activities and a timeline to accomplish each objective. It is often helpful in the development of a plan to do a task analysis of the steps necessary to accomplish the objective.
- 4) *Identify resources and support needed.* To implement the improvement plans, new materials, equipment, facilities and other resources may be needed. Support from within and outside the district may be needed in coordinating logistics. Ongoing support to the personnel implementing improvement efforts is critical to sustaining reform efforts.
- 5) *Create a time frame for improvement efforts.* Timelines provide targets to achieve. However, realistic schedules must be established to avoid frustration and discouragement. Experience tells us that it is unrealistic to expect to implement improvement plans without some glitches. Creating the plan for the first time may take a year; renewing it yearly may take only a month or two.
- 6) *Implement the improvement plan.* Preparing to implement improvement plans involves creating awareness, setting expectations, assigning roles and responsibilities, and making logistical arrangements. The improvement team should communicate the scope of each plan to the entire faculty. A clear vision of what is to happen needs to be established. Actual implementation may be carried out by the school improvement team or by task forces of subcommittees.
- 7) *Monitor and evaluate progress.* This step determines if the plans implemented attained the improvement objectives. Evaluation requires careful collection of implementation data, clearly defined student outcome measures, and a willingness to impartially assess the success of the improvement plans. The principal will need to communicate often with the school improvement team and keep written records of progress made accomplishing each improvement objective.

V. Meeting Participation

School-Based Decision-making Teams

- 1) Do your homework. Take the time to understand the issues and to anticipate different perspectives. Write down a list of questions you need answered before you can make good decisions.
- 2) Put the interests of the school ahead of any self or constituent group interest. You may have been selected because you represent a particular point of view, but this does not mean that you are obligated to look out for the interests of only one type of child, one age group, one program, or one cause.
- 3) Be willing to listen and do not make snap decisions. Truly listening requires an open mind and a ready ear. Speak out if it appears that the team might take action without adequate information or discussion.
- 4) Attend to others while they are voicing their opinions, sampling interest, or exploring commitments to proposals. Avoid shuffling papers or engaging in side conversations while someone else is talking. Nonverbal expressions can give away how you really feel about a person or an idea. Encourage other members of the team to participate, including the quiet ones. Interrupt monopolizers and seek the viewpoints of others.
- 5) Stick to the issues and items on the agenda. Avoid bringing up or discussing irrelevant issues. Make your points briefly and move on. Ineffective teams allow members to repeat themselves, digress, reminisce, or needlessly provoke controversy with others. Tell people when they are "off the topic." Summarize the main points every 15-20 minutes. Ask members if they are ready to move on an item when you feel the issue has been adequately explored. Encourage opportunities for all members to suggest agenda items, and set time limits for discussion of each item on the agenda.

VI. Sample LSIC Meeting Evaluation Tool

	Yes	Some- times	No
1) The purpose of each meeting is clearly defined.	Y	S	N
2) We agree on what we want to accomplish by the end of the meeting.	Y	S	N
3) Team Members prepare for our meetings	Y	S	N
4) We review our progress during meetings.	Y	S	N
5) We allocate our use of meeting time well	Y	S	N
6) Major ideas and decisions are recorded during the meeting.	Y	S	N
7) We prioritize agenda items.	Y	S	N
8) We delegate some tasks to subcommittees.	Y	S	N
9) Everyone expresses their views in our meetings.	Y	S	N
10) We review and confirm what has been agreed upon and who will do what before adjourning.	Y	S	N

VII. Suggestions for Local School Councils

Become Familiar with Your School

Visit the school during the school day.

The real business of school happens during the school day. Council members who come to school when the students are there learn more about what is actually happening at the school.

You should accept invitations from the principal or teachers to visit. If no one invites you to the school, ask the principal to set up an in-school orientation for LSC members.

Attend School Functions and events.

School functions give Council members a better idea about school priorities.

Talk with staff and students.

While visiting the school and attending school functions, take time to talk informally with students and staff. In addition, your Council may want to attend or set up meetings to exchange ideas with faculty and students.

Learn the Ropes

Learn the basics of parliamentary procedure

Councils generally use parliamentary procedure to run their meetings and to make formal decisions.

Do your Homework

Request materials before the day of the meeting.

It is inconvenient for members to read materials at a meeting. Make sure you and other Council members pick up or receive important papers ahead of time.

Read important materials before discussing or approving them.

Local School Improvement Councils are flooded with materials. Consequently, members have to choose both which materials they will read and when they will read them. Often these are hard choices. If you are uncertain about what is most important, ask the principal or other Council members. Then do not forget to read those materials before the meeting when they will be discussed and/or approved.

Vote in an Informed Manner

Plan ahead so that Council members can do their homework.

If possible, provide council members with meeting materials in advance to allow time to become familiar with the items on the agenda.

Learn How to Inform Other LSC Members

Find out how to add something to the agenda.

When you want to share information or an idea with the rest of the Council, have your issue put on the agenda for the next meeting. Generally the chairperson is responsible for making out the agenda, but some LSICs hold agenda-setting meetings prior to their regular meetings. Since not all LSICs develop the agenda in the same way, you will have to find out how your Council does this. Once in a while, you may decide to present something to the LSIC at the last minute. In this case, the agenda should be amended at the start of the meeting—before other business is conducted. You simply make a motion to amend the agenda to include your presentation. Before the vote on your motion, the chairperson is likely to confer with you about what you want to say and where to put it on the agenda. Amending the agenda is a last-minute strategy; whenever possible, have your issue or presentation put on the agenda prior to the meeting.

Follow Through on your Responsibilities

Attend LSIC meetings regularly

Many LSICs spend time dealing with poor attendance and filling Council vacancies. Avoid this by going to all meetings.

Attend LSIC Committee meetings

Delegating specific jobs to committees can make your LSIC more effective. Because they seek broad input for their recommendations, LSIC committees usually welcome all at their meetings. Your participation on LSIC committees and attendance at their meetings should be a vital part of governing the school.

LSIC Information: Video Clips

The West Virginia Department of Education has developed, in conjunction with Local School Improvement Council Membership and county personnel across the state, video resources for schools and communities. These resources provide individual membership perspectives and information. The Modules are organized according to purpose, roles and responsibilities, challenges and solutions for effectiveness, and other pertinent areas of the Local School Improvement Council.

These video clips are posted according to membership representation on the LSIC or county title in blue. Click on the member or title you wish to access.

Visit the following web page to view the videos:

<http://wvde.state.wv.us/l sic/pd-videos.html>