Barbour County Schools

Comprehensive Educational Facilities Plan

2010-2020

100.013

Education Plan

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BARBOUR COUNTY SCHOOLS

EDUCATION PLAN

100.013

INTRODUCTION

The Barbour County School System is located in the north central part of West Virginia on the Allegheny Plateau, and includes part of the Laurel Ridge. The school system is composed of nine schools spanning grades Pre-Kindergarten through 12. Career and technical education and adult education are provided through the Philip Barbour High School Complex and the multi-county Fred Eberle Technical Center located in Buckhannon, West Virginia.

2006 Census data demonstrates an increase of 1.5 percent in overall county population from the year 2000 while the school population decreased 12 percent in the last eight years. 97.3 percent of the population is white. 15.4 percent of people are over age 65. The under age 18 population amounts to 21.10%. 72.1% of the county's population graduated from high school. Of people age 25 and older, only 11.8 percent have a BS degree. Of the 2,537 students: 1,163 are females; 1,358 are males; 2,456 are white, 30 are black; 1,617 are Low SES; and 425 are special needs. 101 students are home schooled or attend private school.

The people of Barbour County are very supportive of their schools. Governmental agencies, local news media, parent and teacher organizations, volunteer groups, civic organizations and others take great pride in their school system.

Barbour County Schools will build school and parent capacity for strong community and parental involvement to create partnerships that develop and maintain effective supports that augment student academic achievement.

A. PROPOSED EDUCATION SYSTEM

Barbour County Schools recognizes the priority that must be given to engaging students in active learning designed around the 21st Century Content Standards and Objectives, learning skills and technology standards as we prepare our students to be successful life-long learners who will be competing in the 21st century global marketplace. Our goal is to provide students with the skills necessary to adapt to the continual adaptation of technology and develop critical thinking and problem solving skills that will prepare them for future learning and employment. This is in accordance with the policies established by the West Virginia Board of Education.

The education system proposed for Barbour County for the years 2010-2020 is described in numerous sections of this Education Plan, Chapter 100.0l3, of the Comprehensive Educational Facilities Plan. The following points are addressed

consistent with the format requirements of Policy 6200, 100.013 A. (1 through 8). Most of these items receive further attention throughout the Education Plan

1. An analysis of the 2000 – 2010 Comprehensive Educational Facilities Plan revealed that the existing plan contained the data required in West Virginia Board of Education Policy 6200 which was sufficient to allow long-range planning decisions regarding educational direction and facility needs necessary to accomplish the desired goals of the ten year plan. However, the original plan was also amended to bring about positive changes and effectively improve Barbour County's ability to deliver the curriculum.

   While the 2000-2010 Comprehensive Educational Facilities Plan was not 100 percent completed as envisioned in 2000, approximately thirty eight percent (38%) of it was completed as amended. Amendments were necessary for a variety of reasons, not the least of which included financial issues and the need for improved educational facilities.

   The 2000-2010 Plan does not sufficiently support Barbour County's current education program due partially to the fact that it did not include changes in curricular emphasis such as the requirements of No Child Left Behind and the 21st Century Learning program. Also, the concepts of the middle childhood program may not be as effectively implemented in an organizational pattern that does not adhere to the middle school structure for all students in grades 5 through 8. Lastly, the 2000 Plan does not sufficiently address changes in technology, the global market place, social, political, and environmental issues that significantly impact what students from 2010 – 2020 need to know.

   West Virginia became the second state in the nation to join the Partnership for 21st Century Skills. Subsequently, the West Virginia Board of Education and the West Virginia Department of Education developed the state's 21st Century Learning Program. Changes in West Virginia Department of Education policies require transformations in how school systems operate and the achievement outcomes of 21st century students. Barbour County Schools will employ the 2010 – 2020 Comprehensive Educational Facilities Plan in fulfilling the 21st Century educational goals of the West Virginia Department of Education.

2. The education program offered in Barbour County Schools is defined in broad terms as all of the education activities that take place during the school day and the school year. The education program provides education opportunities for students to achieve high levels of learning in core subjects, 21st century content and 21st century learning skills and technology tools that prepare students to be lifelong learners and successful citizens in a competitive global digital society. The education program is based upon the best information available regarding effective

practices and information that is provided through scientifically based research so that the program of education is efficient and effective. The education program is structured and based on four programmatic levels: early childhood education (pre-kindergarten -4), middle level education (Grades 5 – 8), adolescent education (Grades 9 – 12), and adult education. With the exception of one, grades pre-kindergarten – 8 elementary/middle school, Barbour County Schools consist of three elementary schools serving grades pre-kindergarten through grade five, two elementary schools serving grades kindergarten through grade five, two middle schools serving grades six through eight, and one high school that serves grades nine through twelve.

Regardless of the grade pattern of the school facilities, it will be a goal to maintain the programs of study in a Pre-K (Pre-Kindergarten), K – grade 2 (Primary Elementary), grades 3- 4 (Intermediate Elementary) grades 5 –8 (Middle Level Education), or 9–12 (Adolescent Education) developmental pattern. Building and finances may hinder the ability to change the grade organization. It may require modification of current facilities or construction of new facilities to change the existing grade configurations.

Table III-1, Number of Elementary, Middle and High Schools Using Each Grade Configuration, provides information on the number of schools utilizing each of the grade configurations at the elementary and middle school levels.

Table III-1, Number of Elementary, Middle and High Schools Using Each Grade Configuration

	K - 5	Pre-K - 5	Pre-K - 8	6 - 8	9 - 12
No. of Schools	2	3	1	2	1

A listing of schools and grade span is provided on the following Table III-2, entitled 2008-2009 Organizational Pattern By School.

Table III-2, 2008-2009 Organization Pattern By School

SCHOOL NAME	GRADE SPAN
Belington Elementary School	Pre-K through Grade 5
Belington Middle School	Grades 6 through Grade 8
Junior Elementary	Pre-K through Grade 5
Kasson Elementary/Middle School	Pre-K through Grade 8
Mount Vernon Elementary	K through Grade 5
Philip Barbour High School Complex	Grades 9 through 12
Philippi Elementary School	Pre-K through Grade 5
Philippi Middle School	Grades 6 through Grades 8
Volga-Century Elementary	K through Grade 5

3. The school system will use a variety of class patterns consisting of self-contained classrooms, pullout programs and services, departmentalization, interdisciplinary teaming, large and small group instruction as well as one-on-one teaching and independent study. This will be necessary to address the needs of individual students and implement the 21st century Content Standards and Objectives, 21st century learning skills, and technology tools.

4. Barbour County Schools will utilize a variety of organizational patterns that will be determined by the needs and the resources available to provide the best possible instruction for its students. In accomplishing this goal, the school system will take into consideration the needs of students, the strengths of the personnel, physical facilities, financial resources and other appropriate factors to provide programs and services.

5. Generally, the vertical organization will follow the traditional Kindergarten to 12th grade pattern. Barbour County schools will utilize typical grade patterns; however, as needed, programs will be flexible in terms of providing ungraded or alternative means of grouping students.

The following table provides the economies of scale requirements contained in West Virginia Board of Education Policy 6200. Barbour County will strive to meet the minimum enrollments in schools.

Table III-3, Economies of Scale

SCHOOLS - GRADES	MINIMUM ENROLLMENTS
Elementary – Pre-K – Grade 5	360 students (or a minimum of 2 classes per grade of 22 students each)*
Elementary – Pre-K – Grade 4	240 students (or a minimum of 2 classes per grade of 22 students each)*
Middle – Grades 5 – 8	00 students**
Middle – Grades 6 – 8	450 students**
Jr. High – Grades 7 – 9	600 students**
High School – Grades 10 - 12	600 students***
High School – Grades 9 – 12	800 students***

*The number of early childhood, kindergarten, and students with exceptionalities may increase this minimum standard.

** 150 students per grade level minimum are recommended to achieve economies of scale at the intermediate level.

*** 200 students at each grade level are recommended to achieve economies of scale.

6. The number of instructional areas within each facility will be at a quantity to support standards for pupil/teacher ratios plus special education and related support services.

7. Instructional periods in each instructional day and the method of scheduling to be utilized in the various buildings is as follows:

The primary grades (Pre-K-2) will be organized on a self-contained basis reflecting the typical one-teacher-per-classroom pattern. Grades 3 and 4 may be organized in a manner that utilizes departmentalization. Departmentalization is contingent upon having two teachers per grade level. Schedules will be arranged to allow common planning and cooperative teaching, particularly in the content areas of language arts and mathematics.

It shall be a goal for all students in the elementary schools to have certified content specialists in art, music and physical education programs to supplement the instruction of regular classroom teachers and to address the 21st Century Content Standards and Objectives for these content areas. Also, it shall be a goal to have certified elementary school counselors provide guidance and counseling services at all elementary schools. The elementary school program will provide at least 315 minutes of instruction daily for grades K – 4.

The middle schools will be organized for interdisciplinary team planning. Teaming will be utilized to teach math, science, social studies, and reading/language arts, physical education, foreign language, and the encore curriculum. The encore curriculum includes the visual arts, music, and health. Technology will be integrated into the curriculum in all content areas and additional learning opportunities will be provided as resources allow. Advisor/advisee programs will be offered for career exploration and other requirements found in policy 2510. The middle school concept supports flexible schedules and grouping of students. The middle schools will generally provide seven instructional periods per day with 330 minutes of instruction.

The middle school presents a more desirable organizational structure. In terms of social development, it is preferred to group 5, 6, 7, and 8th graders together.

A combination of traditional scheduling with block scheduling at the high school level offers many advantages over either stand-alone model. This combined scheduling model will be utilized in order to provide the staffing required to implement the curriculum requirements mandated in policy 2510.

In the 9 – 12 high school, grade level will not necessarily dictate the year in which students must take required courses. As long as pre-requisites are met, students will have the latitude of building four-year schedules in order to have more flexibility in meeting the goals

that are identified in their five-year individual plans.

8. Career and technical education will be provided at ~~in~~ the Fred Eberle Technical Center and, in part, at the high school. The pre-career and technical education program includes career awareness at the elementary level, career exploration experiences at the middle school level with 8th graders developing a five-year education plan that will take them from school to work or higher education.

B. CURRICULUM PLAN

The Barbour County Board of Education recognizes the need to proactively plan and prepare for the future educational needs of the children of Barbour County. In order to proactively facilitate this process, it is appropriate for the Board to determine its educational mission and illuminate its core beliefs that provide the framework of its educational mission.

A. Characteristics of a High Quality School Program

There are many general characteristics of a quality school program but among the foremost is ensuring that all schools are safe and that the environment is conducive to learning.

The characteristics of a quality school program must support a vision that ensures every child's success as a citizen and worker in the 21st century. A quality program supports all aspects of curriculum, instruction, assessment, professional development, and the needs of diverse learners.

Knowledge, Understanding, Attitudes, Skills and Habits of Life

The Barbour County Board of Education provides the Mission Statement, Core Beliefs and Goals that set the stage for a curriculum that will support the development of knowledge, understanding, attitudes, skills and habits of life that students need.

Mission Statement:

The mission of Barbour County Schools is to provide educational excellence with "commitment to learning for all" in preparation for the challenges of the 21st century.

Core Beliefs:

We envision and believe in . . .

A. A community that is informed, involved, and focused on educational excellence.

B. Schools where everyone is physically and emotionally safe.

C. Schools where students, faculty, parents and community join to establish and nurture a learning partnership and set high expectations to ensure personal and academic excellence for all learners.

D. Schools where individual student learning is ensured through
E. data-driven decision making and faculty engagement in the implementation of research based best practices that support high quality instruction for all learners.

F. Schools where students and faculty will communicate effectively and work cooperatively.

G. Schools where, with faculty, parent and community support, students will develop creative expression and individual talents that will enable their success in the 21st century.

H. Schools where everyone takes responsibility for their own actions.

I. Schools where students are technologically literate and globally-minded.

J. Schools where students will think critically, solve problems and make informed choices.

K. Schools where students will demonstrate the rights and responsibilities of good citizenship.

L. Schools where students show respect toward themselves and others regardless of differences.

M. Schools where students develop the ability to become lifelong learners.

Strategic Goals:

Strategic Goal 1

All students will demonstrate an increase in their individual proficiency levels to mastery or above on the WESTEST 2 and other summative and formative assessments.

Objectives:

1. Student achievement for all subgroups of students will continuously increase in reading and language arts at the elementary level as measured by formative and summative assessments.
2. Student achievement for all subgroups of students will continuously increase in reading and language arts at the middle school level as measured by formative and summative assessments.
3. Student achievement for all subgroups of students will continuously increase in reading and language arts at the high school level as measured by formative and summative assessments.
4. Student achievement for all subgroups of students will continuously increase in mathematics at the elementary level as measured by formative and summative assessments.
5. Student achievement for all subgroups of students will continuously increase in mathematics at the middle school level as measured by formative and summative assessments.
6. Student achievement for all subgroups of students will continuously increase in mathematics at the high school level as measured by formative and summative assessments.

Strategic Goal 2

Students will be able to critically problem-solve in all subject areas.

Objective:

1. Students will perform at or above benchmark on formative and summative assessments using 21st century critical thinking skills.

Strategic Goal 3

Technology/21st Century – Students are able to utilize technology, as a tool in all subject areas, to learn the Content Standards and Objectives and improve 21st century skills through the integration of technology.

Objective:

1. Maintain, upgrade, and replace technologies in order to increase student achievement (based on operating systems/WIN XP or above)

Strategic Goal 4

Increase school and student safety.

Objectives:

1. Continue to increase safety in schools through building modifications as reflected in this Comprehensive Educational Facilities Plan.

2. Include safe schools designs in the Comprehensive Education Facilities Plan.

3. Decrease the number of students that are expelled for Level 4 offenses of the Student Code of Conduct.
4. Decrease the number of students that receive out-of-school suspensions for violations of the Student Code of Conduct.

5. Maintain zero (0) Safe School violations committed by adults in our schools.

6. Implement Positive Behavior Supports to decrease student discipline problems.

2. Groups in Need

The intent of Barbour County school personnel is to meet the needs of all students. This includes students with physical, mental and emotional challenges as well the wide range of talents experienced by gifted students.

Most students' needs are now being adequately accommodated; however, there are groups of students who must receive additional programs in order to fulfill the goals that apply to their individual needs. These groups include the following:

a. Three and four-year old children who need an enriched environment to assure adaptation to formal school at age five.

b. Five-year-students who need a pre-kindergarten experience in order to grow developmentally and enjoy success in the regular kindergarten program.

c. Students at all levels who experience learning difficulty but who are not eligible for special education or Title I programs.

d. Students who fail to recognize their achievement potential.

e. Students, at all levels, whose opportunities to take a wide variety of classes for basic education and enrichment are limited by the size of the school they attend.

3 There will be a tiered instructional model being used to meet the needs of all children.

Implement a 3 Tier Response to Intervention Model for Reading.

1. Screen all students K-6 three times per year with DIBELS (Dynamic Indicators of Basic Early Literacy Skills). Middle and high school will screen 3 times per year utilizing TOSWRF (Test Of Silent Word Reading Fluency).

2. Provide Tier 2 Intervention (either in the regular classroom or outside the classroom) for students failing to make benchmark. Utilize Co-Teaching to support Tier 2 efforts in the regular classroom to the extent possible.

3. Provide Tier 3 Intervention for all students significantly below benchmark.

4. Progress monitor all students receiving Tier 2 and Tier 3 interventions.

5. Assess students utilizing diagnostic assessments as necessary to determine their exact needs. Adjust student groups and teacher assignments in response to the needs of the students.

6. Provide LETRS (Language Essentials for Teachers of Reading and Spelling) training for teachers.

7. Provide in-school support (coaching, mentoring model) through a reading expert on an on-going basis (3 times per year) for teachers implementing the reading model to ensure it is being implemented correctly.

Implement a Tier 3 Response to Intervention Model for Mathematics

1. Research a mathematic model that parallels our current Reading RTI model. Devote some time during the monthly administrator forums to begin to develop this model.

2. Develop a five-year plan to implement the Math RTI mode

C. INSTRUCTIONAL PLAN

The following instructional plan presents the Barbour County Schools' program description and methods of instruction:

1. Major Components of Instructional Program

Barbour County endorses a research-based model that incorporates six key elements of 21st Century Learning. These key elements were described in "A Policymakers' Guide to 21st Century Skills" and are as follows:

- Core Subjects:

No Child Left Behind identifies these as English, reading or language arts; mathematics; science; foreign languages civics; government; economics; arts history; and geography. We believe the focus on core subjects must expand beyond basic competency to the understanding of core academic content at much higher levels.

- Learning Skills:

Learning skills comprise three broad categories:

- Information and communication skills
  - Information and media literacy
  - Communication skills
- Thinking and problem-solving skills
  - Critical thinking and systems thinking
  - Problem identification, formulation and solution
  - Creativity and intellectual curiosity
- Interpersonal and self-directional skills
  - Interpersonal and collaborative skills
  - Self-direction
  - Accountability and adaptability
  - Social responsibility

- 21st Century Tools:

  Students will learn to use 21st century tools to master the learning skills that are essential to everyday life and workplace productivity. This proficiency is known as ICT (Information and Communication Technologies) literacy, defined by the Programme for International Student Assessment as "the interest, attitude and ability of individuals to appropriately use digital technology and communication tools to access, manage, integrate and evaluate information; construct new knowledge; and communicate with others in order to participate effectively in society." This definition goes far beyond a narrow technical competency, which is a relatively low-level skill, to including higher-level skills, critical thinking and intelligent, creative and ethical use of technology.

- 21st Century Context

  Students will learn academic content through real-world examples, applications and experiences both inside and outside of school. Students are better learners when education is relevant, engaging and meaningful to their lives – they understand subjects better and retain more information.

  Learning skills will be taught in a 21st century context. Students need to be able to communicate and collaborate in a modern context using 21st century tools.

- 21st Century Content

  Education and business leaders identified three significant, emerging content areas that are critical to success in communities and workplaces:

  - Global awareness
  - Financial, economic, and business literacy
  - Civic literacy

- 21st Century Assessment

  States and districts need a broad array of assessments that measure student performance in the elements of a 21st century education. Standardized tests alone can measure only a few of the important skills and content students should learn. A balance of summative, formative, and performance based assessments provide the data necessary to guide instructional practices that impact student achievement to enable them to master the 21st Century Content Standards and Objectives, 21 Century Learning Skills, and technology tools.

  As required by the West Virginia Department of Education, Barbour County schools will continue to integrate 21st century skills such as communication skills, problem-solving skills, creativity and innovation, and technology tools into the core curriculum. The revisions to West Virginia's Content Standards and Objectives

broaden the scope of the curriculum to meet the needs of the twenty-first century learner by providing more focused and clearly defined performance tasks and expectations. The 21st Century Content Standards and Objectives became effective on July 1, 2008.

2. The instructional program will be structured into the following components which are described in West Virginia Board of Education Policy 2510.

Chart I: Pre-Kindergarten (Pre-k)

Chart I: Pre-kindergarten (Pre-k)	
Children in Pre-k will have daily opportunities for problem solving, critical thinking and active engagement in the given content areas.	Language and Literacy
	Mathematics
	Science
	Physical Health
	The Arts
	Social Studies
	Social/Emotional Development

The acquisition of oral language and literacy skills shall be a primary focus. Pre-k classrooms must provide print rich and language rich environments. Learning centers that support the chosen approved curricular framework are required for all pre-k classrooms including preschool special needs. These learning centers are to be intentionally designed to support learning and the development of critical thinking skills. Daily instruction in pre-k shall be individualized, based on informal and formal assessments, and address the West Virginia pre-k content standards and objectives (W. Va. 126CSR44O, WVBE Policy 2520.15, West Virginia Early Learning Standards Framework, Content Standards and Learning Criteria for West Virginia Pre-Kindergarten (WV Pre-k). Teachers shall utilize a variety of teaching strategies, including the integration of technology.
The focus for k-2 is building strong reading, English language arts, and math skills.

Chart II: Primary Elementary (K-2)	
In k-2 classrooms, the given content areas are taught daily. It is required, in accordance with scientifically based reading research, that, at a minimum, a daily-uninterrupted 90 minute reading/English language arts block be scheduled during which students are actively engaged in learning through whole group, small group and reading center activities. A minimum of 60 minutes of daily mathematics instruction is required.	Reading and English Language Arts Mathematics

In k-2 classrooms, not less than 30 minutes of physical education, including physical exercise and age appropriate physical activities, for not less than three days a week shall be provided. Schools which do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. The alternate programs shall be submitted to the WVDE and the Healthy Lifestyle Council for approval.	Physical Education
All content areas may be integrated into classroom instruction and must be taught in a manner that supports the acquisition of strong reading, language arts and mathematics skills. Specific content area instruction in the given content areas may or may not be offered daily. Sufficient emphasis must be placed on the given content areas to ensure that students master content knowledge and skills as specified in the 21st century content standards and objectives for each subject.	Science Social Studies Visual Art Music Health Learning Skills and Technology Tools

Instruction in k-2 classrooms will be individualized and driven by informal and formal assessments to help children attain the performance level of mastery or above as delineated in the approved West Virginia content standards and objectives. Strategies for early detection and intervention to correct student deficiencies in reading, language arts, and mathematics shall be employed throughout the instructional term in each of the primary elementary and intermediate elementary grades.

Components of career awareness and the application of technology shall be included during instruction in all subjects. The study of foreign language is encouraged. Students in k-2 classrooms shall be provided the opportunity to master the standards set forth in W. Va. 126CSR44N Policy 2520.14, 21st Century Learning Skills and Technology Tools Content Standards and Objectives for West Virginia Schools.

Chart III: Intermediate Elementary (Grades 3-4)

Children in intermediate elementary may be developmentally ready for instruction that is content area focused.

Chart III: Intermediate Elementary (3-4)	
Intermediate elementary students will be taught the given content areas. It is required, in accordance with scientifically based reading research, that, at a minimum, 90 minutes of reading and English language arts instruction be provided through whole group, small group and reading center activities as a block or throughout the school day. A minimum of 60 minutes of daily mathematics instruction is required. Sufficient emphasis must be placed on the following content areas to ensure that students master content knowledge and skills as specified in the 21st century content standards and objectives for each subject.	**Reading and English Language Arts** **Mathematics** **Science** **Social Studies**
Intermediate elementary students shall be provided not less than 30 minutes of physical education, including physical exercise and age appropriate physical activities, for not less than three days a week. Schools which do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. The alternate programs shall be submitted to the WVDE and the Healthy Lifestyle Council for approval.	**Physical Education**
These given content areas will be offered with frequency sufficient to achieve mastery of the West Virginia approved content standards and objectives for those areas and meet the needs of children.	**Visual Art** **Music** **Health** **Learning Skills and Technology Tools**

For intermediate elementary students, daily classroom instruction will be based on a variety of assessments that provide for the individualization of instruction. Schedules for intermediate elementary students shall allow the flexibility necessary to provide additional time and instruction for students who are below mastery in reading, English language arts, and mathematics. Teachers in intermediate elementary classrooms shall utilize a variety of instructional strategies, including the integration of technology, to assure that all students reach the performance level of mastery or above on the West Virginia content standards and objectives. Strategies for early detection and intervention to correct student deficiencies in reading, language arts, and mathematics shall be employed throughout the instructional term in each of the primary elementary and intermediate elementary grades. Components of career awareness and the application of technology shall be included during instruction in all subjects. The study of foreign language is encouraged. Students in intermediate elementary classrooms shall be provided the opportunity to master the standards set forth in Policy 2520.14.

Chart IV: Middle Level Education (Grades 5 – 8)

Middle level education provides unique, age-appropriate educational opportunities that challenge all students to use their minds well, providing them with the curriculum, instruction, assessment, support, learning skills, technology tools, and time they need to achieve rigorous academic standards.

Chart IV: Middle Level Education (Grades 5-8)	
These required core courses shall be taught daily by a team of qualified teachers. An intervention component will ensure mastery of the rigorous content standards and objectives at each grade level. The core courses (Reading and English/Language Arts, Mathematics/Algebra I, Science and Social Studies) will be offered within a block of time no less than 180 minutes. The principal and a team of teachers will determine time allocations that provide adequate time to achieve mastery of the West Virginia content standards and objectives for each of the required courses and effectively address the academic needs of students who are below mastery in the basic skills of reading, writing and mathematics. It is recommended that all students planning to enter the high school professional pathway will be enrolled in Algebra I in the 8th grade.	Reading and English Language Arts Mathematics/Algebra I Science Social Studies
Students in middle grades shall be provided not less than one full period of physical education, including physical exercise and age appropriate physical activities, each school day of one semester of the school year. Schools which do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. The alternate programs shall be submitted to the WVDE and the Healthy Lifestyle Council for approval.	Physical Education
These required courses are considered part of the encore curriculum and each course shall be taught as a separate subject. Students shall be enrolled in each course for a minimum of 18 weeks cumulative across grades 6-8.	Visual Art Music[1] Health[2]
Foreign language shall be offered annually.	Foreign Language[3]
These requirements shall be integrated into the middle level education as determined by the principal and the team of teachers.	Advisory/Comprehensive School Guidance and Counseling Career Exploration[4] Technology[5]

1. Choral and instrumental music must be offered no later than grade 6. Chorus or instrumental music may substitute for the required music course at each grade level.

2. Middle grades schools should recognize that healthy lifestyles and academic success are tightly interwoven. Therefore, schools should promote wellness programs that extend beyond the course requirements for physical education and health. This may be accomplished through strong intramural programs that focus

on skill development, sportsmanship and teamwork, while keeping the middle grades students physically active throughout the school year. Wellness programming should target the widespread behaviors that undermine the health and resulting capacity for personal success during adolescence. In accordance with W. Va. Code §18-2-9, instruction in CPR and First Aid shall be included in the health education curriculum in any of the grades six through eight as considered appropriate by the county board of education.

3. The teaching of foreign language in grades 5 and 6 is encouraged. A foreign language course, in the same foreign language, must be offered for students in grade 7 and grade 8. Implementation of the foreign language program should model best practice and promote positive proficiency outcomes.

4. Students in grades 5-8 should be provided with an adult advocate, advisor, or mentor who takes an interest in the student's successful learning, goal setting, career planning and personal growth. It is strongly recommended that schools implement an organized advisory program. Implementation of an advisory program allows schools to remove the randomness of interpersonal associations for students by personalizing their learning environment. The test scores and guidance information gathered by the American College Test (hereinafter ACT) EXPLORE, as well as other assessment data, will be used to assist 8th grade students in developing an individualized student transition plan. With guidance during well-planned activities, second semester 8th grade students, in consultation with their parents/guardian, advisor and counselor, will examine their EXPLORE results and determine the coursework and other requirements needed to achieve their postsecondary education and career goals. This is best accomplished by integrating these activities into an organized advisory program.

5. Students in grades 5-8 shall be provided the opportunities within the core courses to master the standards set forth in Policy 2520.14, Technology Content Standards and Objectives for West Virginia Schools. Students must be provided sufficient instruction and experience in technology applications to enable them by the end of 8th grade to demonstrate technology literacy and skills to meet the standards in grades k-8 set forth in Policy 2520.14.

6. An Individualized Student Transition Plan (hereinafter ISTP) covering grades 9-12 and the first year beyond graduation from high school is developed for every student in consultation with her/his parents/guardian and school counselor or advisor.

    A. During the 8th grade year, each student's ISTP plan is developed for grades 9 and 10. The ISTP is based upon previous career awareness, exploration activities, and a review of the student's ACT EXPLORE results. The 8th grade guidance/advisement program will focus on teaching students and their parents to read the ACT EXPLORE student reports so that they may understand how to use the information provided

within the Educational Planning and Assessment System (hereinafter EPAS) reports to transition to the level of performance required to meet the student's educational goals.

B. Each student, in consultation with his or her parents/guardian and school counselor or advisor, selects a broad career cluster for exploration in grades nine and ten and develops the ISTP based upon the choice of a career cluster. The student shall designate an educational pathway (professional or skilled) at this time. The student may amend his/her ISTP at the end of any semester.

C. For an eligible gifted student, a four-year education plan is developed during the 8th grade year by an IEP Team. The four-year education plan replaces the ISTP and includes the honors and Advanced Placement (hereinafter AP) and/or International Baccalaureate (hereinafter IB) classes that must be provided for the student in grades 9-12.

D. For eligible students with disabilities the ISTP is developed during the 8th grade by an IEP Team.

E. The parent(s)/guardian and student each sign and receive a copy of the ISTP.

F. Students will designate a concentration by the end of their 10th grade year.

Chart V (B) Adolescent (9-12) Graduation Requirements (Effective 2005-2006)	
These graduation requirements are effective for students entering grade 9 in the school year 2005-2006 through 2007-2008. Courses needed for graduation require mastery of approved content standards and objectives. Students who do not demonstrate mastery of the content standards and objectives shall be provided extra help and extra time through intervention strategies.	
Core Requirements (18 credits)	
Reading and English Language Arts	**4 credits** English 9, 10, 11, 12
Mathematics[1]	**3 credits** (3 credits required for entry pathway students entering 9th grade in 2005-2006) (4 credits required for all entering 9th grade students in 2006-2007)
Science[2]	**3 credits** CATS 9, and Two courses above the CATS 9 level
Social Studies	**4 credits** United States to 1900 World Studies to 1900 Twentieth and Twenty-First Centuries Civics/Government
Physical Education	**1 credit**
Health	**1 credit**
The Arts	**1 credit**

Electives	**3 credits** The remaining graduation requirements are to be electives.

Career Concentration Courses (3 Credits)[3]		
Professional Pathway	**Skilled Pathway**	**Entry Pathway**
Mathematics - 4 credits (at least 3 of the 4 credits must be Algebra I and above.)[1] Science - 4th credit (which must be above CATS 9)[2] Foreign Language - 2 credits in one language	Mathematics – 4 credits (at least 3 of the 4 credits must be Algebra I and above.) Concentration - 3 credits[3]	Mathematics – 3 credits (For students entering 9th grade in 2005-2006, three (3) mathematics credits are required with at least 2 of the 3 credits being Algebra I and above.) Mathematics – 4 credits (For students entering 9th grade in 2006-2007, four (4) mathematics credits are required with at least 2 of the 4 credits being Algebra I and above.) ConcentrationB3-4 credits[3]

Career Development	Prior to students selecting career concentrations, opportunities for career decision-making must be provided in grades 9-10.
Experiential Learning	All students must participate in an experiential learning experience at some time in grades 9-12. If credit is granted for these experiences, content standards and objectives will be developed and approved at the local level. (See Section 5.6.5.)

1. It is the intent that all students will take mathematics annually, but must take at least three mathematics classes in grades 9-12. If students begin the math sequence prior to grade 9, they should take other mathematics courses, which may include college courses, AP courses, virtual school courses, or other advanced offerings. This principle applies to all required course sequences. The mathematics courses selected for credit must be relevant to the student's concentration and pathway. Successful completion of Applied Math I and II is equivalent to an Algebra I credit and a credit for a course prior to Algebra I.

2. With Parental/Guardian consent, students with a declared skilled level major in vocational agriculture will, upon successful completion of a Robert C. Beach Vocational Agriculture credit in grade 11 or 12, be exempt from the third required unit of credit in science. To be eligible as a required unit for graduation, the vocational agriculture education course must: (1) build on the concepts and skills in CATS 9; (2) be taught at a level of greater complexity and depth than that of vocational agriculture courses in grades 9 and 10; (3) have WVBE approved content standards and objectives; and (4) receive WVBE approval as a vocational agriculture course that qualifies as a Robert C. Beach Vocational Agriculture credit. (See Section 13.78) The school shall: (1) have on file a Parental/Guardian Consent Form with signatures of the student, parent/guardian(s) and authorized school official, that acknowledges the

understanding that this class does not represent a substitute for the knowledge, skills and competencies of a third unit of science and that this course does not meet the requirement for the additional unit of laboratory science that West Virginia colleges and universities have for admission; and (2) review with the student and his/her parents/guardians, as verified by the Parental/Guardian Consent Form, that the required third unit of science must be successfully completed if a student should change his/her major from entry or skilled level vocational agriculture education prior to graduation from high school.

3. Concentration credits are to be taken by all students. Entry level career and technical students must complete four units in a concentration. The four concentration units provided students in entry-level technical majors and two of the concentration units at the skilled level must be consistent with those defined in the Required Technical Courses by Career Concentration technical assistance document published by the WVDE. Each technical concentration in a school shall obtain and maintain an appropriate industry recognized accreditation/certification, when one is available, and shall provide students the opportunity to obtain an industry-recognized credential as part of the instructional program.

Chart V (C) Adolescent (9-12) Graduation Requirements (Effective 2010-2011)	
These graduation requirements are effective for students entering grade 9 in the school year 2010-2011 and thereafter. Courses needed for graduation require mastery of approved 21st century content standards and objectives. Students who do not demonstrate mastery of the content standards and objectives shall be provided extra help and extra time through intervention strategies.	
Reading and English Language Arts	**4 credits** English 9, 10, 11, 12
Mathematics[1]	**4 credits**
Science[2]	**3 credits** Physical Science Biology or Conceptual Biology Chemistry or Conceptual Chemistry Physics
Social Studies[3]	**4 credits** World Studies to 1900 United States Studies to 1900 Twentieth and Twenty-First Centuries Studies Civics for the 21st Century
Physical Education	**1 credit**
Health	**1 credit**
The Arts[5]	**1 credit**
Electives	**2 credits** The remaining graduation requirements are to be electives.

Career Concentration Courses (4 Credits)[4]	
Professional Pathway	**Skilled Pathway**
Science - 4th credit (which must be above Physical Science) Foreign Language - 2 credits in one language Concentration – 1 additional credit required related to the selected career concentration	Concentration - 4 additional credits required related to the selected career concentration

Career Development	Prior to students selecting a concentration and pathway, opportunities for career decision-making must be provided in grades 9-10.
Experiential Learning	All students must participate in an experiential learning experience at some time in grades 9-12. If credit is granted for these experiences, content standards and objectives will be developed and approved at the local level. (See Section 5.6.5)
Technology	Students in grades 9-12 shall be provided integrated opportunities within the core requirements to master the standards for Policy 2520.14. It is recommended that all students take at least one course in technology applications during grades 9-12. It is also recommended that all students complete an online learning experience during grade 9-12.
Senior Year	All West Virginia high school students shall be fully enrolled in a full day of high school and/or college credit bearing courses. It is recommended that students complete a senior project to add rigor and relevance to the senior year.

[1]It is the intent that students in the professional pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended

course sequence, which may include college courses, AP courses or virtual school courses, for students in the professional pathway is Algebra I, Geometry, Algebra II, Trigonometry, and Pre-Calculus. The mathematics courses selected for credit must be relevant to the student's concentration. Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the State assessment College readiness benchmark for mathematics, shall be required to take a college transition mathematics course during their senior year.

It is also the intent that students in the skilled pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence in the skilled pathway is Algebra I, geometry, conceptual mathematics, college transition mathematics or Algebra II. College Transition Mathematics must be offered annually and will be counted as a mathematics credit.

Because of the extreme importance of mastery of the Algebra I content standards and objectives (CSOs), students who need additional time to master Algebra I CSOs may be identified at the local level using a data-based decision making process. Students who need additional time for Algebra I CSO mastery should complete the recommended math course sequence at a pace that is consistent with their ability levels. While research indicates the best option for scheduling additional time is to do so within the same year, scheduling options such as "double blocking" Algebra I, Algebra Support and Algebra I, or other similar options may be determined at the local level, as long as the priority of the selected option is to provide students the best possible opportunity to succeed in mastery of the Algebra I CSOs. Counties selecting a scheduling option that places students who need extra time into two separate math courses may grant students up to two math credits toward graduation upon successful course completion. It is further recommended that students who are in the most need of continuous math instruction be enrolled in at least one math course each year in high school.

[2]Physical Science, Biology or Conceptual Biology and Chemistry or Conceptual Chemistry shall be taken in consecutive order. Conceptual course credits may not be accepted by four-year higher education institutions. Life Science or Earth Science may be used in lieu of Chemistry or Conceptual Chemistry to satisfy graduation requirements for students entering 9th grade in 2008-09 and 2009-10. Life Science includes courses such as Human Anatomy and Physiology or Biology II. Any science course above Biology meets the requirements for the third science.

[3]Students shall take the high school social studies courses in the listed sequence to ensure maximum understanding of the material to be covered and alignment of content and State assessment. World Studies to 1900, United States Studies to 1900, Twentieth and Twenty-First Centuries Studies and Civics for the 21st Century shall be taken in consecutive order. The social studies content standards and objectives are constructed in such a way that information progresses sequentially through time periods and builds the foundation for successful achievement of the complex concepts that follow. The senior course, Civics for the 21st Century, has been written to deliver rich academic content within relevant context for students entering the world of work and college.

[4]The four credits taken by career/technical concentrators must be consistent with those identified for WVDE approved career/technical programs of study. Each career/technical concentration in a school shall obtain and maintain an appropriate industry-recognized accreditation/certification, when one is available, and shall provide students the opportunity to obtain an industry recognized credential as part of the instructional program.

[5]Students in Skilled Pathway concentrations that complete state approved career/technical courses that reflect creative and innovative arts content may substitute these courses for the arts credit required for graduation. Designation of these courses will be made by state-level administrators of career/technical and arts programs.

The following courses are approved for substitution:

1851 - Fundamentals of Illustration
1857 - Fundamentals of Graphic Design
1861 - Advanced Illustration
1859 - Advanced Graphic Design
1431 - Digital Imagining I
1727 - Drafting Techniques
0213 - Floriculture

Chart VI (A) Adolescent (9-12) Electives (Effective July 1, 2004 – June 30, 2008)		
	Electives Required To Be Offered	***Optional Electives***
Note: Any course offered in lieu of a graduation requirement must first receive a WVBE approved waiver before counting towards graduation.	*These courses must be offered at least in alternating years. (Effective 2004-2005)*	*These courses (or others) may be offered depending on need or student demand.*
READING AND ENGLISH LANGUAGE ARTS	*Journalism/Newspaper/ Yearbook* *Speech*	*Desk Top Publishing* *English college courses* *AP English* *Creative Writing* *Library/Media* *Technical Writing* *Broadcast Journalism*
MATHEMATICS	*Algebra I* *Algebra II* *Algebra III* *Applied Mathematics 1 and 2* *Geometry or Applied Geometry* *Pre-Calculus* *Trigonometry* *Technical Mathematics*	*Algebra/Geometry Preparation* *Calculus* *Conceptual Mathematics* *Integrated Mathematics I, II, III, and IV* *Probability and Statistics* *Mathematics college courses* *AP Mathematics courses*
SCIENCE	*Advanced Biology (11-12)* *Advanced Chemistry (11-12)* *Advanced Environmental/ Earth Science (11-12)* *Advanced Physics (11-12)* *Human Anatomy and Physiology* *CATS 10 (Effective for students entering grade 9 in school year 2005-2006)*	*Biology -Technical Conceptual (11-12)* *Chemistry - Technical Conceptual (11-12)* *Physics - Technical Conceptual (11-12)* *Science college courses* *AP Science courses*
SOCIAL STUDIES	*Economics* *Geography*	*Social Studies college courses* *AP Social Studies courses*
FOREIGN LANGUAGE	*Three levels of one foreign language*	*Other foreign languages based on student need and interest*
HEALTH	*Any courses required to satisfy a concentration*	*Other health courses based on student need and interest*
PHYSICAL EDUCATION[1]	*Any courses required to satisfy a concentration and one lifetime physical education course*[1]	*Other physical education courses based on student need and interest*
THE ARTS	*Four sequential levels of student achievement in music (both choral and instrumental), visual art (general art and/or studio art), dance, theatre*	*Other courses in the arts based on student need and interest*

CAREER CONCENTRATIONS	*Four specified courses within a concentration/pathway*	*Other courses based on student need and interest*
DRIVER EDUCATION	*One course*	*Other driver education courses based on student need and interest*

Chart VI (A) Adolescent (9-12) Electives Continued		
	Electives Required To Be Offered	**Optional Electives**
TECHNOLOGY	Students must be provided opportunities for advanced technology applications.	Information Technology Information Management Web Development Other courses based on student need and interest
TECHNICAL EDUCATION Note: Schools must provide students access to skilled and entry-level technical preparation in a minimum of four of the following career clusters: • Arts and Humanities • Business/Marketing • Engineering/Technical • Health • Human Services • Science/Natural Resources	80% of students in grades 9-10 must have access to at least one career/technical foundation course. One foundation course must be offered that teaches parenting skills	Other technical education courses based on student need and interest
	30% of students in grades 11-12 must have access to four units in a technical concentration and two technical electives	Other courses based on student need and interest
	An additional 30% of students in grades 11-12 must have access to two units in a technical concentration	Other courses based on student need and interest
4 CAREER DEVELOPMENT	Students must be provided opportunities for in-depth exploration of their chosen career cluster in grades 9-10 through formal coursework, web-based or independent studies, or other alternative means	

[1.] Schools which do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. The alternate programs shall be submitted to the WVDE and the Healthy Lifestyle Council for approval. Those schools needing to develop alternate programs shall not be required to implement this program until the school year commencing 2006.

Chart VI (B) Adolescent (9-12) Electives (Effective July 1, 2008)		
	Electives Required To Be Offered	**Optional Electives**
Note: Any course offered in lieu of a graduation requirement must first receive a WVBE approved waiver before counting towards graduation.[1]	These courses must be offered at least in alternating years. (Effective 2004-2005)	These courses (or others) may be offered depending on need or student demand.
COLLEGE BOARD AP COURSES **IB PROGRAM**	A minimum of four College Board AP Courses or the IB Program must be offered annually.	
READING AND ENGLISH LANGUAGE ARTS	Journalism/Newspaper/Yearbook Speech	Desk Top Publishing English college courses AP English Creative Writing Library/Media Technical Writing Broadcast Journalism
MATHEMATICS	Algebra II Algebra III Geometry or Applied Geometry Pre-Calculus Trigonometry Conceptual Mathematics College Transition Mathematics[2]	Calculus Integrated Mathematics I, II, III, and IV Probability and Statistics Mathematics college courses AP Mathematics courses
SCIENCE	Physics Earth Science Human Anatomy and Physiology	Conceptual Physics Science college courses Biology II Chemistry II Physics II AP Science courses
SOCIAL STUDIES	Economics Geography	Social Studies college courses AP Social Studies courses
FOREIGN LANGUAGE	Three levels of one foreign language	Other foreign languages based on student need and interest AP Foreign Language
HEALTH	Any courses required to satisfy a concentration	Other health courses based on student need and interest
PHYSICAL EDUCATION[3]	Any courses required to satisfy a concentration and one lifetime physical education course[3]	Other physical education courses based on student need and interest AP Physical Education
THE ARTS	Four sequential levels of student achievement in music (both choral and instrumental), visual art (general art and/or studio art), dance, theatre	Other courses in the arts based on student need and interest AP Arts Courses

Chart VI (B) Adolescent (9-12) Electives (Effective July 1, 2008) Continued		
	Electives Required To Be Offered	**Optional Electives**
CONCENTRATIONS	Four specified courses within a concentration	Other courses based on student need and interest
DRIVER EDUCATION	One course	Other driver education courses based on student need and interest
TECHNOLOGY	Students must be provided opportunities for advanced technology applications.	Information Technology Information Management Web Development Other courses based on student need and interest
CAREER/TECHNICAL EDUCATION Note: Schools must provide students access to concentrations in a minimum of four of the following career clusters: • Arts and Humanities • Business/Marketing • Engineering/Technical • Health Sciences • Human Services • Science/Natural Resources	80% of students in grades 9-10 must have access to at least one career-technical foundation course. One foundation course must be offered that teaches parenting skills	Other career/technical education courses based on student need and interest
	30% of students in grades 11-12 must have access to four units in a career/technical concentration and two career/technical electives	Other career/technical courses based on student need and interest
	An additional 30% of students in grades 11-12 must have access to two units in a career/ technical concentration	Other career/technical courses based on student need and interest
5 CAREER DEVELOPMENT	Students must be provided opportunities for in-depth exploration of their chosen career cluster in grades 9-10 through formal coursework, web-based or independent studies, or other alternative means	

1. Any College Board AP course or IB Program taught by a trained AP/IB teacher may substitute for a course related graduation requirement.

2. College Transition Mathematics must be offered annually based on results of the State's college readiness benchmark assessment.

3. Schools which do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. The alternate programs shall be submitted to the WVDE and the Healthy Lifestyle Council for approval.

Adult Education - Adult education is designed to meet the education, employment and training, economic, civic, cultural, social, and recreational needs of adults in the community served by public schools. These programs are offered by county boards of education, community-based organizations or RESAs and are described in Chart VII. Chart VII identifies programs of study that provide lifelong learning opportunities for adults so that they may maintain, acquire, or enhance functional and/or technical literacy.

CHART VII: Adult Education Programs*		
Adult Basic Education (ABE)	**Career and Technical Education Full- and Part-Time Classes**	**Job Specific Services to Business and Industry**
• Basic Literacy • Basic Skills Assessment • General Educational Development (GED) Preparation • Distance Learning • External Diploma Program (EDP) • English as a Second Language (ESL) • Institutional Education • Family Literacy Programs • Test Preparation for employment, college, military entrance exams • Career Exploration	Technical training is provided to assist adults seeking employment or enhancing their current employment. • Industrial and Technical • Computer Science • Business Education • Wood Products Technology • Aqua Culture • Hospitality • Health Care	• Workplace Education Programs • Job/Task Analysis • Training Material Development • Training Video Production • Technical Skill Training • Supervisory Training • Train-the-Trainer Program • Customized Skills Development Classes • Employee Assessment and Selection Service • Use of Career/Technical Facilities/Equipment • Referral to Other Agencies
Workforce Development Training for Special Populations		**Public Service Training**
Academic skills and technical training are provided for economically and community development. • Referral to Other Agencies • Workplace Readiness • Trade Readjustment Act • Clean Air Act • North American Free Trade Agreement		• Emergency Medical Training • Wastewater and Water Training • Firefighting Training • Hazardous Material Training

*To be delivered consistent with W. Va. 126CSR57, WVBE Policy 2420, Guidelines for Compliance with Adult Education Programs and Computation for Adults Enrolled Under the School Aid Formula, Adults in Net Enrollment .

Special Education:

Barbour County Schools is responsible for establishing and implementing an ongoing Child Find system to locate, identify, and evaluate students with disabilities residing in the district, between the ages of three and twenty-one, inclusive, regardless of the severity of the disability, gifted students from first through eighth grades and exceptional gifted students in grades nine through twelve who may need special education. The district is also responsible for coordinating with the West Virginia Department of Health and Human Resources (WV DHHR) regarding the Child Find system for children ages birth to three years.

The Child Find system must include all students suspected of needing special education and related services within the district's geographic boundaries who are:

1. Enrolled in public school;
2. Home schooled;
3. Enrolled in private schools, including religious schools, located in the district;
4. Not enrolled in school, including children ages birth through five;
5. Highly mobile students including migrant students;
6. Homeless students;
7. Wards of the state; or
8. Suspected of having a disability as defined in Chapter 4 even though the student has not failed or been retained in a course or grade and is advancing from grade to grade.

3. Organization of the Instructional Program

The primary grades (Pre-K-2) will be organized on a self-contained basis reflecting the typical one-teacher-per-classroom pattern. Grades 3 and 4 may be organized in a manner that utilizes departmentalization. Departmentalization is contingent upon having two teachers per grade level. Schedules will be arranged to allow common planning and cooperative teaching, particularly in the content areas of language arts and mathematics.

It shall be a goal for all students in the elementary schools to have certified content specialists in art, music and physical education programs to supplement the instruction of regular classroom teachers and to address the 21st Century Content Standards and Objectives for these content areas. Also, it shall be a goal to have certified elementary school counselors provide guidance and counseling services at all elementary schools. The elementary school program will provide at least 315 minutes of instruction daily for grades K – 4.

The middle schools will be organized for interdisciplinary team planning. Teaming will be utilized to teach math, science, social studies, and reading/language arts, physical education, foreign language, and the encore curriculum. The encore curriculum includes the visual arts, music, and health.

Advisor/advisee programs will be offered for career exploration and other requirements found in policy 2510. The middle school concept supports flexible schedules and grouping of students. The middle schools will generally provide seven instructional periods per day with 330 minutes of instruction.

The middle school presents a more desirable organizational structure. In terms of social development, it is preferred to group 5, 6, 7, and 8th graders together.

Block scheduling at the high school level offers many advantages over traditional scheduling. The block-scheduling format with four periods of 90 minutes each and a semester in length will be utilized providing the funding formula supports the staffing issues required to implement the curriculum requirements mandated in policy 2510.

In the 9 – 12 high school, grade level will not necessarily dictate the year in which students must take required courses. As long as pre-requisites are met, students will have the latitude of building four-year schedules in order to have more flexibility in meeting the goals that are identified in their five-year individual plans.

Technology will be integrated into the curriculum in all content areas and additional learning opportunities will be provided as resources allow.

D. OPERATIONS PLAN

New facility design will adhere to quality and performance standards that support 21st century curriculum and instruction.

1. The school system will provide an environment that encourages openness by seeking involvement of affected parties in day-to-day operation as well as long-range planning.

   Parent groups are provided the opportunity for input and to give suggestions by participating in developing various components of the many projects and activities of the school system. The Barbour County Board of Education web site. 5 year strategic planning committee, superintendent's advisory committee, Board of Education meetings, and individual school committees will also provide opportunities for the parents and the community to have input into the projects that will be utilized to improve the school system and to help plan future endeavors.

2. The community will be considered an extension of the school.

   a. The school system will convene educators, employers and public officials to engage in dialogues about community challenges and opportunities.

b. Barbour County schools will collaborate with community leaders to focus education programs and teacher professional development on business and industry needs.

c. School business partnerships will provide opportunities for students and teachers to utilize business sites for educational purposes, as well as utilize personnel and other resources from business in the school setting.

d. Students will be provided opportunities to learn core subjects through the lens of business contexts, settings and applications, i.e., visits to work places, work experiences and collaboration with business people

e. Partnerships with higher education resources in the north central region of West Virginia are being developed to augment collaborative activities to benefit students, teachers, and parents.

f. Libraries, auditoriums, and classrooms will be used for educational, recreational and community planning activities.

g. Performing groups and student project exhibits will be provided to community agencies.

h. Providing community service by collaborating with local health, emergency, and law enforcement agencies during times of emergency.

i. Barbour County will implement a plan to increase parent involvement at the secondary level.

3. Changes in the Teaching Learning Environment

A goal of the school system will be to improve the teaching-learning environment through these methods:

a. Modernization to 21st century standards of the physical environment through new construction, refurbishing certain schools, and continuing good maintenance of the existing facilities.

b. Consolidation of students and staff to facilities that enrich the curricular and extra-curricular opportunities available to students.

c. Schools will provide professional development for using telecommunications network for training teachers and administrators to improve the integration of 21st century tools and resources

d. Incentives for students to take more advanced programs.

e. Teachers will focus on individual learning styles, implementing varied teaching techniques, and methodologies to differentiate the 21st century Content Standards and Objectives.

f. Teachers will be empowered to reteach and enrich offerings to students through the use of a variety of techniques.

Principals will confirm that teachers are planning for, and students are actively engaged in learning, the new 21st Century Learning Content Standards and Objectives, through the review of lesson plans and principal walk-throughs.

a. Teachers grade and/or provide feedback to students on homework /projects on a timely basis.

b. Teachers will use direct instruction, guided practice, monitoring, reteaching, cooperative learning, and technology to differentiate their instructional delivery and maximize students' opportunity to learn.

c. Teachers will use assessment results to guide their instruction.

d. At the high school level, Honors, Advanced Placement, and Dual-Credit courses will be offered in accordance with student needs.

e. Technology will be integrated into the 21st century Content Standards and Objectives.

f. Writing will be incorporated into all subject areas.

g. Senior Projects will be required of all seniors, on a non-credit basis, as part of their graduation requirements.

h. Distance learning and virtual school opportunities may be offered to students if the results of the school's curriculum audit indicate there is a need for such an offering and the district/school cannot offer the course in any other fashion

4. Effects of Technology

a. Barbour County Schools will provide 21st Century hardware and a stable, state of the art 21st century infrastructure for the effective use of technology.
   - Provide computer technology equipment to each classroom for increased student access in order to enhance learning and improve student achievement.

- Provide handheld technology to students for increased access in order to enhance learning and improve student achievement
- Use funds from TFS Elementary, TFS Secondary, TI, and Ed Tech, to provide computers and other technological support materials to staff and students.

b. Barbour County will focus on 21st Century technology tools and and resources that improve achievement for all students, with special emphasis on high need and low SES students.
   - Provide computer equipment to each classroom for student-oriented demonstration, research, and record keeping.
   - Staff members will be evaluated using the six criteria established in the West Virginia Professional Personnel Evaluation Process on a regular basis.
   - Use funds from TFS Elementary, TFS Secondary, TI, and EdTech, to make computers and other technological support materials available to staff and students.
   - Implement techSteps learning resource as an integration tool for teachers to enable students to ready themselves for the 21st Century.
   - Use networked software to introduce, reinforce, and enrich core content areas as well as writing skills curriculum. At the elementary level, Compass Learning Software will be available for use. All schools will focus on Internet available resources.
   - Add keyboarding instruction in all elementary schools in 2nd and 3rd grade.
   - Transform Media Centers into Media/Technology Centers.

c. Barbour County will ensure that the use of telecommunications and internal connections in the schools that will enhance learning.

   - Keep up-to-date Web Site at all schools.
   - Provide improved communication among school, home, and community and a safe school environment through a maintained stable network, Internet (data lines), WVEIS, and telephone, long distance, cellular and paging service.
   - Provide long distance and local phone service at all new facilities, 8 pagers, 11 high bandwidth circuits (3 campuses with multi-link connectivity), and 1 existing andk25 new cellular lines.

d Barbour County will provide increased access for students and teachers to 21st Century tools and resources.
   - Upgrade antiquated equipment that no longer supports the functionality of existing software.
   - Expand lab size at each school to accommodate the largest class size.
   - Provide wireless connectability for student and teacher access.
   - Maintain the use of PDA's through grade 6 for the DIBELS initiative.

e. Utilize innovative strategies for providing rigorous and specialized courses that may not be available without the use of 21st Century tools and resources.

- Provide distance learning opportunities to students who cannot schedule a class due to conflict or lack of availability.

F Promote parental involvement and improved collaboration with community/home through the use of 21st Century tools and resources.

- Ensure all school facilities will have two-way communication (local and long distance phone service [wired and cellular] and digital radio communication) between the school facilities, emergency providers, service providers, educational support provides, etc., for essential communication activities.
- Establish, at each school, a two-way communication between the school and home utilizing strategies such as parent-teacher conferences, regular phone calls, web site, emails, newsletters, and meetings.
- Give opportunities to parents and community members for computer-based instruction.
- Provide access to the Internet, WVEIS, and maintain a stale network in order to maintain or provide improved communication between school, home, and community and provide a safe school environment.
- Provide parents with teacher access e-mail addresses at the beginning of each year, encouraging teachers to use e-mail as a preferred means of communication.
- Make available training sessions for parents at each school to receive instruction in Internet use, Internet safety, basic computer skills, and adult literacy workshops on assisting students with computer learning activities.

g. Provide professional development in using the telecommunications network for training teacher and administrations to improve integration of 21st Century tools and resources.

- Provide ongoing and sustained training of staff in the innovative strategies of technology integration into the curriculum through Compass Training, EdVenture Group providing training, WVDE provided training (such as techSteps), and TIS provided training.
- Provide an access e-mail account to all teachers, including necessary training for use and appropriate procedures.

h. Maintain and Repair all 21st Century tools and internal connections.

- Maintain/repair equipment in a timely manner.
- Replace and maintain equipment that is not functioning.
- Improve infrastructure and networking software to allow for improved technology integration, enhanced learning, and improved student achievement.

i. To collaborate with adult literacy provides to provide 21st century skills for community.

- Coordinate with Adult Basic Skills/GED Preparation Program Coordinator to provide technological support.
- Collaborate with all technology support providers within the county in order to provide adult literacy programs.

E. THE SUPPORT PLAN

Critical to the operation of an exemplary school system is the availability of quality support services. The Barbour County Board of Education is responsible for establishing policies and implementing written procedures to provide high quality delivery of its educational program, and strong leadership by principals is necessary for good schools and higher levels of student achievement. The principal's primary responsibility is instructional leadership and support within the school that creates a 21st century learning environment.

1. Many support services are essential to carry out the instructional plan as follows:

   Alternative Learning Center

   Barbour County Schools provides an alternative education program for a temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.

   Food Service

   A nutritious breakfast will be made available to all students enrolled in the school. In addition to the breakfast program, the lunch program will provide nutritious meals for all students who choose to participate. All schools will serve meals that meet the dietary guidelines set forth by the U. S. Dept. of Agriculture.

Guidance and Counseling

School counselors will work with individual students and groups of students through developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional, and physical needs including programs to identify and address the problems of potential school dropouts.

School Health Services

School health services will provide early identification of health problems and follow-up activities to facilitate and assure appropriate health/medical care as required. Emphasis will be placed on preventive health services and health education to reduce absenteeism and academic failure and promote lifelong health-enhancing behaviors.
Library/Media

Library Media services are made available to Barbour County public school students at every level. The services provided are an essential part of skill development and knowledge acquisition.

Transportation

Each student who requires county board provided transportation will have safe, efficient transportation to the extent necessary to assure the opportunity to participate in the county education program.

2. The support services will be more operationally efficient and effectively when the Strategic Plan goals and objectives related to technology have been accomplished.

F. PERSONNEL PLAN

Employees of the Barbour County School System are highly valued individuals. They are viewed as having a strong commitment to providing more opportunities for students to discover their potential and master skills that will prepare them for the 21st Century. Both professional and service personnel work together to meet the goals and benchmarks outlined in the county's strategic plan. The system continues to move forward in accomplishing its goals because of their dedication.

1. To effectively implement the curricula and instructional programs of Barbour County, personnel will be employed and allocated to each building as required by West Virginia Code and the West Virginia Board of Education Rules and Regulations. We will staff to meet the standards of a quality education program.

2. Professional staff efficiency will be addressed through greater utilization of technology tools and resources and by considering such factors as required pupil teacher ratios, the need for itinerant teachers in areas such as art, music and physical education as well as providers of related services such as speech and physical therapy.

3. Support staff efficiency will be addressed through various means and by ensuring the use of telecommunication and internal connections.

4. Technology Integration Specialist (TIS) will be integrated into the instructional delivery system as funding permits.

BARBOUR COUNTY

EDUCATION PLAN

100.013

APPENDICES

A Technology Infrastructure Review, SBA Form 158, for each of the Barbour County schools is provided on the following pages.

Belington Elementary School

Standard	Met	Not Met	Rational for Improvement	Cost to Meet Standard
1. Cabling complies with all applicable IEEE, EIA/TIA Standards	X			
2. Cabling complies with applicable state and local fire and building codes	X			
3. Cabling documents on hand includes schematics, cable lengths, equipment locations and certifications	X			
4. Cable trays, wire guides and supports provided and properly installed		X	None exist.	$9,550.00
5. Cabling enclosed and protected where accessible	X			
6. Cabling is uniform and clearly labeled at distribution frames, electronics and work stations.	X			
7. Adequate electrical circuites with isolated ground provided for all electronic equipment	X			
8. All exterior, non-fiber cable includes shielding and lightening arresters at building penetrations	n/a			
Network Subtotal				
Distance Learning Is distance learning utilized in this facility? **No** 9. Yes 10. If no, equipment needed and cost			Do not have a need at this time.	
Distance Learning Subtotal				
GRAND TOTAL ALL TECHNOLOGY				$9,550.00

(Use back of Form of Additional Sheets, if necessary)

Belington Middle School

Standard	Met	Not Met	Rational for Improvement	Cost to Meet Standard
1. Cabling complies with all applicable IEEE, EIA/TIA Standards	X			
2. Cabling complies with applicable state and local fire and building codes	X			
3. Cabling documents on hand includes schematics, cable lengths, equipment locations and certifications	X			
4. Cable trays, wire guides and supports provided and properly installed		X	None exist.	$5,870.00
5. Cabling enclosed and protected where accessible	X			
6. Cabling is uniform and clearly labeled at distribution frames, electronics and work stations.	X			
7. Adequate electrical circuites with isolated ground provided for all electronic equipment	X			
8. All exterior, non-fiber cable includes shielding and lightening arresters at building penetrations	n/a			
Network Subtotal				
Distance Learning Is distance learning utilized in this facility? **No** 9. Yes 10. If no, equipment needed and cost			Not used at this facility.	
Distance Learning Subtotal				
GRAND TOTAL ALL TECHNOLOGY				$5,870.00

(Use back of Form of Additional Sheets, if necessary)

Junior Elementary School

Standard	Met	Not Met	Rational for Improvement	Cost to Meet Standard
1. Cabling complies with all applicable IEEE, EIA/TIA Standards	X			
2. Cabling complies with applicable state and local fire and building codes	X			
3. Cabling documents on hand includes schematics, cable lengths, equipment locations and certifications	X			
4. Cable trays, wire guides and supports provided and properly installed		X	None exist.	$3,181.00
5. Cabling enclosed and protected where accessible	X			
6. Cabling is uniform and clearly labeled at distribution frames, electronics and work stations.	X		Need to have numbers and match panel.	
7. Adequate electrical circuites with isolated ground provided for all electronic equipment	X		Copper wire	
8. All exterior, non-fiber cable includes shielding and lightening arresters at building penetrations	n/a			
Network Subtotal				
Distance Learning Is distance learning utilized in this facility? **No** 9. Yes 10. If no, equipment needed and cost			Do not have a need at this time.	
Distance Learning Subtotal				
GRAND TOTAL ALL TECHNOLOGY				$3,181.00

(Use back of Form of Additional Sheets, if necessary)

Kasson Elementary/Middle School

Standard	Met	Not Met	Rational for Improvement	Cost to Meet Standard
1. Cabling complies with all applicable IEEE, EIA/TIA Standards	X			
2. Cabling complies with applicable state and local fire and building codes	X			
3. Cabling documents on hand includes schematics, cable lengths, equipment locations and certifications	X			
4. Cable trays, wire guides and supports provided and properly installed		X	None exist.	$9,104.00
5. Cabling enclosed and protected where accessible	X			
6. Cabling is uniform and clearly labeled at distribution frames, electronics and work stations.	X			
7. Adequate electrical circuites with isolated ground provided for all electronic equipment	X			
8. All exterior, non-fiber cable includes shielding and lightening arresters at building penetrations	n/a			
Network Subtotal				
Distance Learning Is distance learning utilized in this facility? **No** 9. Yes 10. If no, equipment needed and cost			No, there isn't a present need for distance learning at Kasson, and no future plans are presently in place.	
Distance Learning Subtotal				
GRAND TOTAL ALL TECHNOLOGY				$9,104.00

(Use back of Form of Additional Sheets, if necessary)

Mount Vernon Elementary School

Standard	Met	Not Met	Rational for Improvement	Cost to Meet Standard
1. Cabling complies with all applicable IEEE, EIA/TIA Standards	X			
2. Cabling complies with applicable state and local fire and building codes	X			
3. Cabling documents on hand includes schematics, cable lengths, equipment locations and certifications	X			
4. Cable trays, wire guides and supports provided and properly installed		X	None exist.	$3,181.00
5. Cabling enclosed and protected where accessible	X			
6. Cabling is uniform and clearly labeled at distribution frames, electronics and work stations.	X			
7. Adequate electrical circuites with isolated ground provided for all electronic equipment	X			
8. All exterior, non-fiber cable includes shielding and lightening arresters at building penetrations	n/a			
Network Subtotal				
Distance Learning Is distance learning utilized in this facility? **No** 9. Yes 10. If no, equipment needed and cost			No need anticipated.	
Distance Learning Subtotal				
GRAND TOTAL ALL TECHNOLOGY				$3,181.00

(Use back of Form of Additional Sheets, if necessary)

Philip Barbour High School Complex

Standard	Met	Not Met	Rational for Improvement	Cost to Meet Standard
1. Cabling complies with all applicable IEEE, EIA/TIA Standards	X			
2. Cabling complies with applicable state and local fire and building codes	X			
3. Cabling documents on hand includes schematics, cable lengths, equipment locations and certifications	X			
4. Cable trays, wire guides and supports provided and properly installed	X			
5. Cabling enclosed and protected where accessible	X			
6. Cabling is uniform and clearly labeled at distribution frames, electronics and work stations.	X			
7. Adequate electrical circuites with isolated ground provided for all electronic equipment	X			
8. All exterior, non-fiber cable includes shielding and lightening arresters at building penetrations	X			
Network Subtotal				
Distance Learning Is distance learning utilized in this facility? **Yes** 9. Yes 10. If no, equipment needed and cost	X		Minimal	
Distance Learning Subtotal				
GRAND TOTAL ALL TECHNOLOGY				

Philippi Elementary School

Standard	Met	Not Met	Rational for Improvement	Cost to Meet Standard
1. Cabling complies with all applicable IEEE, EIA/TIA Standards	X			
2. Cabling complies with applicable state and local fire and building codes	X			
3. Cabling documents on hand includes schematics, cable lengths, equipment locations and certifications	X			
4. Cable trays, wire guides and supports provided and properly installed		X		$9,115.00
5. Cabling enclosed and protected where accessible		X		$5,469.00
6. Cabling is uniform and clearly labeled at distribution frames, electronics and work stations.	X			
7. Adequate electrical circuites with isolated ground provided for all electronic equipment	X			
8. All exterior, non-fiber cable includes shielding and lightening arresters at building penetrations	n/a			
Network Subtotal				
Distance Learning Is distance learning utilized in this facility? **No** 9. Yes 10. If no, equipment needed and cost			Not at this time.	
Distance Learning Subtotal				
GRAND TOTAL ALL TECHNOLOGY				$14,584.00

(Use back of Form of Additional Sheets, if necessary)

Philippi Middle School

Standard	Met	Not Met	Rational for Improvement	Cost to Meet Standard
1. Cabling complies with all applicable IEEE, EIA/TIA Standards	X			
2. Cabling complies with applicable state and local fire and building codes	X			
3. Cabling documents on hand includes schematics, cable lengths, equipment locations and certifications	X			
4. Cable trays, wire guides and supports provided and properly installed		X		$11,395.00
5. Cabling enclosed and protected where accessible	X			
6. Cabling is uniform and clearly labeled at distribution frames, electronics and work stations.	X			
7. Adequate electrical circuites with isolated ground provided for all electronic equipment	X			
8. All exterior, non-fiber cable includes shielding and lightening arresters at building penetrations	n/a			
Network Subtotal				
Distance Learning Is distance learning utilized in this facility? **No** 9. Yes 10. If no, equipment needed and cost			Not in place.	
Distance Learning Subtotal				
GRAND TOTAL ALL TECHNOLOGY				$11,395.00

(Use back of Form of Additional Sheets, if necessary)

Volga-Century Elementary School

Standard	Met	Not Met	Rational for Improvement	Cost to Meet Standard
1. Cabling complies with all applicable IEEE, EIA/TIA Standards	X			
2. Cabling complies with applicable state and local fire and building codes	X			
3. Cabling documents on hand includes schematics, cable lengths, equipment locations and certifications	X			
4. Cable trays, wire guides and supports provided and properly installed		X	None Exist.	$3,181.00
5. Cabling enclosed and protected where accessible	X			
6. Cabling is uniform and clearly labeled at distribution frames, electronics and work stations.	X			
7. Adequate electrical circuites with isolated ground provided for all electronic equipment	X			
8. All exterior, non-fiber cable includes shielding and lightening arresters at building penetrations	n/a			
Network Subtotal				
Distance Learning Is distance learning utilized in this facility? **No** 9. Yes 10. If no, equipment needed and cost			No need at this point, need is not anticipated.	
Distance Learning Subtotal				
GRAND TOTAL ALL TECHNOLOGY				$3,181.00

(Use back of Form of Additional Sheets, if necessary)