

Minutes

The Barbour County Board of Education met in regular session at 6:00 p.m. on Monday, February 13, 2023, at the Philip Barbour High School Career Technical Education Center, 25 Horseshoe Drive, Belington, WV 26250.

David Everson, Ron Phillips, Jared Nestor, Joanne McConnell, Adam Starks, Members, and Jeffrey Woofter, Secretary, were present. Also in attendance were: Tonya Ferguson, Connie Mundy, Kira Randolph, Terry Suder, Lela Miller, Sharon Wamsley, Michael Randolph, Julie Bibey, Laura Morrison, Denise Losh, Michelle Fleming, David Neff, Kelly Hawkins, and Summer Knight..

Mrs. McConnell called the meeting to order at 6:00 p.m.

Mr. Nestor led the pledge to the flag.

Invocation by Mr. Nestor

A motion was made by Mr. Everson to approve the minutes of the January 23, 2023 meeting. The motion was seconded by Mr. Starks. After discussion, the motion passed four (4) to zero (0) with Mrs. McConnell abstaining.

Discussion –

School performance, student outcomes, academics –

Career Technical Education Center Presentation
2023/2024 School Calendar Hearing

The following delegations address the board:

Michael Randolph/Kira Randolph – regarding a football organization
Dr. Kristi Grassi – regarding WV Venom

Superintendents Recommendations –

1. Recommendation: Approve payment of bills for the period of January 18, 2023, through February 7, 2023, at a total expenditure of \$244,101.40.
2. Recommendation: Authorize February 15, 2023, payroll and federal withholdings not to exceed the amount of \$1,000,000.00 to be released in accordance with Federal Law.
3. Recommendation: Authorize the payment of utility bills and copier bills due before the next board meeting not to exceed \$60,000.00.
4. Recommendation: Approve the final total of January 27, 2023, payroll check, and federal withholdings in the amount of \$500,016.31.
5. Recommendation: Approve the final total of utility/copier bills in the amount of \$44,432.50.
6. Recommendation: Approve/Confirm fundraising activity requests as submitted (all candy sales will be done outside school hours)

Belington Elementary School (PTA) – projected revenue - \$500.00, \$2,000.00; (Preschool) - \$2,000.00

Belington Middle School (Science) – projected revenue - \$300.00; (Athletics) - \$500.00; (8th Grade) - \$250.00; (Student Council) - \$1,000.00

Kasson Elementary/Middle School (PTO) – projected revenue - \$500.00, \$1,000.00, \$2,000.00

Philip Barbour High School (HOSA) – projected revenue - \$1,000.00; (Softball) - \$500.00, \$500.00; (Student Council) - \$1,000.00; (Band) - \$1,000.00, \$2,000.00, \$2,000.00, \$3,000.00; (FBLA) - \$200.00; (Boys Basketball) - \$1,200.00; (Class of 2024) - \$500.00, \$500.00

Philippi Elementary School (PreK-4th grades) - \$5,000.00

Philippi Middle School (PBIS) – projected revenue - \$1,500.00; (Chorus) - \$245.00; (5th Grade) - \$300.00

7. Recommendation: Award bid to West Music to provide select musical items in the amount of \$9,993.22.
8. Recommendation: Approve/Confirm curricular trips.

All Barbour County Schools (All-County Concert) – to Philip Barbour High School on March 13, 2023

Belington Elementary School (Prek-K) – to Hovatters Zoo on May 11, 2023; (Preschool) – to Launch Pad on March 27, 2023

Belington Middle School (Honor Band) – to Philip Barbour High School on February 24-25, 2023
 Junior Elementary School (4th Grade) – to Canaan Tube Park on February 14, 2023
 Kasson Elementary/Middle School (5-8th Grades) – to Edge Sports complex on March 24, 2023;
 (PreK-4th Grades) – to Edge Sports complex on March 23, 2023
 Philip Barbour High School (Counseling Complex) – to Fairmont State University on April 27, 2023;
 (FBLA) – to Marshall University on March 12-14, 2023
 Philippi Middle School (Honor Band) – to Philip Barbour High School on February 24, 2023

9. Recommendation: Approve/Confirm the use of buildings and/or grounds.

Kasson Elementary/Middle School on March 1, 2023-May 2023 – requested by Crystal Gray for Girls on the Run
 Philip Barbour High School on every Sunday through April 2023 – requested by Doug Row for Barbour Co. Storm Youth Baseball practice; on March 6, 2023 – requested by James Poling for HSTA Parent meeting for 8th Graders; on March 13, 2023 – requested by Tonya Baker for All County Concert Rehearsal Day and Performance

10. Recommendation: Approve building/ground modifications.

Philip Barbour High School (2nd Floor computer lab) – install marker boards

11. Recommendation: Review revised policy 7200, Student Grading System, for 2nd reading.

STUDENT GRADING SYSTEM

1.0 Purpose. The purpose of the student grading system policy is to communicate student progress in meeting the West Virginia College and Career Readiness Standards (WVCCRS) & Barbour County Schools' College and Career Readiness Standards

1.1 Barbour County Schools expects each student to perform to the best of his/her ability. Each staff member will develop and maintain a climate that encourages and supports rigorous academic achievement and high standards of behavior.

1.2 Barbour County Schools will provide all students with highly rigorous instructional programs, assignments, tests, projects, and other instructional activities designed to promote individual learning and measure individual student performance.

2.0 Responsibility. The West Virginia Department of Education along with Barbour County Schools will determine standards that relate to the essential elements for grade level subjects and courses.

2.1 The standards will address skills needed for successful performance in the next grade or next course in a sequence of courses.

2.2 On-site administrators and school personnel are directed to provide for and monitor an educational climate that encourages and supports individual academic achievement and high standards of behavior.

3.0 Procedures. The Superintendent is directed to establish procedures for the purposes of promoting and ensuring fair and equitable grading practices in all Barbour County schools.

3.1 The Superintendent is directed to take the Student Grading System Procedures before the Barbour County Board of Education for annual review prior to August 15 of each school year.

3.2 A synopsis of the Student Grading System Procedures shall be published, along with this policy, in all student and faculty handbooks.

STUDENT GRADING SYSTEM PROCEDURES

1. There will be a consistent grade reporting system throughout Barbour County.

2. Grades Pre-K – K will use the reporting system designated below (See ELRS template):

Pre-K – K

Emerging – Partial Mastery in K

Developing – Partial Mastery in PK; progressing above partial mastery in K

At Standard – Mastery

Above Standard – Above Mastery

Grades 1-12

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 0 - 59

3. Certain courses at the high school level will be weighted given their formidable academic rigor.

Percentage	Letter	Regular Points	Weighted Honor Points	Weighted AP/DC Points
90 – 100%	A	4.0	4.5	5.0

80 – 89%	B	3.0	3.5	4.0
70 – 79%	C	2.0	2.5	3.0
60 – 69%	D	1.0	1.5	2.0
0 – 59%	F	0.0	0.0	0.0
	I Incomplete	0.0	0.0	0.0

- 3.1 A Weighted Course List will be reviewed, revised and adopted in the following manner:
- 3.1.1 The Curriculum Committee will meet in January to review the current Weighted Course List. If determined appropriate, the department chairs will revise the Weighted Course List.
 - 3.1.2 The Curriculum Committee will then submit the current or revised Weighted Course List to the faculty senate for their review no later than January 31.
 - 3.1.3 The faculty senate will review the list as submitted, or revise the list. The Weighted Course List will then be recommended to the principal for review.
 - 3.1.4 The principal may recommend the submitted list to the superintendent, or may edit the list given his/her administrative authority. The principal then will submit the recommendation to the superintendent no later than February 28.
 - 3.1.5 The superintendent will review the recommendation and either approve/authorize its implementation for the following school year or revise/edit as per his/her administrative authority, then authorize its implementation for the following school year no later than March 15.
 - 3.1.6 The superintendent will provide a copy to the BOE for review.
 - 3.1.7 The Weighted Course List will be attached to the synopsis of these procedures and be published in the student and faculty handbooks.
- 3.3 High school students will not be allowed to repeat a course once a passing grade has been attained with two exceptions. Students who receive a final semester grade of D (60%-69%) in the introductory math course or the entry level course of a foreign language program may repeat the course for mastery with the principal's approval.
- 3.3.1 The student **will** receive a semester grade but **will not** receive credit on his/her transcript.
 - 3.3.2 Repeating the course **will not** expunge the grade of D earned in the same class taken previously.
 - 3.3.3 Credit Recover - high school students who have failed a course may repeat the course as necessary to attain a passing grade and earn credit for the course. Uniform Grading Policy as prescribed in Policy 2510 must be followed.
 - 3.3.4 Students who have been absent from school have the right to make up, without penalty, all work missed during their absence.
 - 3.3.4.1 It is the student's responsibility* to request all makeup work within two instructional days of returning to school.
 - 3.3.4.2 The teacher is required to provide a list of all makeup work due within two instructional days of the student's request. The teacher must also ensure, either verbally or in writing, that the student knows the *date certain* the make up work must be completed and turned in.
 - 3.3.4.3 Once the teacher provides the student with a list of make up work, the student must complete all assignments and turn them in to the teacher within a period equal to the number of days missed.
 - 3.3.4.4 If this timeline is not met, the teacher may record a zero (0) in the grade book for that/those assignment(s) not turned in; no further extension to complete the work need be provided.
- * (This does not apply to Pre-K – 2, and identified students with special needs on a functional curriculum.)
4. Teachers shall issue a grade of I (*Incomplete*) to any student who has not completed their assigned work on the day grades are due to be turned in to the office.
- 4.1 All incomplete grades (except under unusual circumstances as determined by the principal) must be changed to a regular grade within five (5) instructional days after the end of the grading period.
 - 4.2 It is the responsibility of the classroom teacher to make this change.
5. Students may apply to audit a Core or Foreign Language Class prior to the start of each semester. Approval must be obtained from the teacher of the requested audited course and the principal. Parent approval for the request to audit a class must be submitted in writing to the principal. Credit will not be awarded for audited classes.
- 5.1 Any grade earned in a high school credit-generating course taken prior to grade 9 in a student's educational program shall be recorded on the student's high school transcript with the grade and credit earned.
 - 5.1.1 This grade will be included in the student's high school Cumulative GPA.
 - 5.1.2 The statement above is to be clearly visible on all course registration materials for middle school students and disseminated to middle school teachers of such courses.
 - 5.2 Students participating in online or virtual learning courses are responsible for securing and viewing all lessons and for the completion of all assignments.
 - 5.3 Students will be released to attend college with parent permission given the procedure outlined below:
 - 5.3.1 Students may not be released from high school to take courses at another institution that are already being offered at their high school;

- 5.3.2 Students will receive dual credit for college coursework if the college course meets both the specified course content standards for secondary offerings and the college course requirements. Students must apply to, and receive permission from, the principal and Superintendent or designee prior to the student taking the college course for dual credit;
- 5.3.3 Students earn .5 credit per 3-hour semester college course;
- 5.3.4 Students must supply an official college transcript to have the course entered on his/her high school transcript;
- 5.3.5 College grades WILL NOT BE WEIGHTED unless the course was previously approved by the Board to be an Honors Course: A = 4.0; B = 3.0; C = 2.0; D = 1.0. College Courses approved by the Board to be an Honors Course will be weighted according to section 3.1.
- 5.3.6 The college grade will be reflected in the student's high school transcript if it meets the definition for a dual credit course as defined in 5.3.2 with the credit as applied:

1 hour college credit course in a given semester = No high school credit
 2 hours college credit course in a given semester = No high school credit
 3 hours college credit course in a given semester = .5 high school credit
 4 hours college credit course in a given semester = .5 high school credit
 5 hours college credit course in a given semester = .5 high school credit
 6 hours college credit course in a given semester – 1.0 high school credit

- 5.3.7 Seniors must have a cumulative GPA of 3.0 or better and less than 5 unexcused absences at the end of the fifth semester in their junior year to be eligible for college release. Failure of any college courses in the first semester will result in a return to Philip Barbour High with a full schedule.
- 5.3.8 Juniors must have a cumulative GPA of 3.5 or better and less than 5 unexcused absences at the end of the third semester in their sophomore year to be eligible for college release during their junior year. Failure of any college courses will result in a return to Philip Barbour with a full schedule.

6. Citizenship/Comment sections of the report card or progress report will reflect behaviors such as: regard for school and individual classroom rules, punctuality, care of property, courtesy, etc. It is of prime importance that citizenship marks and academic grades be figured and maintained as different entities.

7. After a review of first semester grades, the parents of seniors who cannot earn sufficient credits to graduate shall be notified by certified mail within ten days after the end of the first semester. Based on a review of second semester grades, the parents of seniors who are not eligible to graduate at the scheduled graduation shall be notified by telephone. A letter shall be sent to the parents/student affirming the telephone conference about the student's non-eligibility to graduate.

- 7.1 The parents of juniors whose transcript reflects that they will be unable to earn the requisite credits to graduate at the end of their senior year shall be notified by certified mail no later than June 15.
- 7.2 An Honor Roll will be maintained at each middle and high school:
 - 7.2.1 Students earning a 3.0 – 3.59 average shall be listed on the school Honor Roll for publication or posting.
 - 7.2.2 Those students earning a 3.60 – 3.99 average shall be listed on the school's High Honor Roll for publication or posting.
 - 7.2.3 Those students earning a 4.0 or higher shall be listed on the Principal's Honor Roll for publication or posting.
 - 7.2.4 No student may be considered for honor status in any grading period in which he/she earns an F or I.

8. Teachers will meet at minimum in Professional Learning Communities (PLCs) during presidential election years to review each report card and make recommendations to the superintendent regarding revisions, if needed, to ensure each report card meets current standards as set by WVDE and Barbour County Board of Education and follows best practices.

- 8.1 These recommendations must be forwarded to the superintendent no later than May 1 of that same school year.
- 8.2 The superintendent or his/her designee will revise these procedures regarding reporting methodology, if appropriate, and submit to the Barbour County BOE for their review prior to August 15th of the next school year.
- 8.3 The superintendent or his/her designee will update all grading systems per the revised procedures and recommendations from the PLCs and administrative staff prior to the first grading period.

9. Evaluation of student progress is a primary responsibility of the teacher. Achievement, on the part of the student at the highest level of his/her ability, is a common goal of both school and home. While communication of student progress to parent(s) or guardian(s) will be a primary goal of the school, it is the student's basic responsibility, as determined by their ability and effort, to successfully complete all subject and/or course requirements.

- 9.1 Report cards will be issued within ten instructional days of the last day of each grading period.
- 9.2 Kindergarten and Pre-K report cards will be issued two times per school year.
- 9.3 The reporting dates will be determined annually and placed on the school calendar.
- 9.4 The school calendar will be published annually in student and faculty handbooks prior to August 15th of each school year.

- 9.5 In addition to the quarterly report cards, a mid-term progress report shall be sent home during the fifth week of the nine weeks period in the event that a student is experiencing academic difficulty in one or more subject areas.
 - 9.6 Academic difficulty is defined as student progress of less than a “C” or “Novice” in any course, or student behavior deemed not satisfactory in any class or as determined by the principal.
 - 9.7 Each school will send progress reports home for all students regardless of whether the student is experiencing academic difficulty.
 - 9.8 All teachers are required to send progress reports on all students.
10. If the parents of a child are separated or divorced, both parents have the right to be informed of their child’s progress in school unless there is a court order to the contrary.
- 10.1 Written reports and conferences on student progress will be made available to non-custodial parents on request unless forbidden by a court order on file in the principal’s office.
 - 10.2 To receive written reports and notification of conferences, a non-custodial parent will make such request in writing through the principal’s office (Must be completed annually; it is the parents responsibility to notify the school of any address change.).
11. The classroom teacher shall maintain a written and/or electronic record of student grades.
- 11.1 Final grade entries must be in the form of percentages.
 - 11.2 Teachers will turn in to the principal or his/her designee written or electronic student grades for each subject/course taught at the end of the school year.
 - 11.3 These records will be maintained by the school for the duration of the next school year.
 - 11.4 After that time, the grade book shall be returned to the teacher
12. Recommendation: Review revised policy 7610, Distance Learning and Virtual School Courses, for fourth reading.

CREDIT RECOVERY/VIRTUAL INSTRUCTION POLICY

1.0 Purpose:

Barbour County Schools may provide opportunities for virtual instruction (courses via the internet) through WV Virtual School or other state-approved vendors for students in grades 6-12 either in full virtual or a blended program (both virtual and traditional coursework). These courses will be available for high school credit for students in grades 9-12 and for students in eighth grade enrolled in a foreign language or Algebra I. Transfer credits from previous schools and/or homeschool will be accepted with appropriate documentation.

- 1.1 The school district recognizes that the preferred delivery system for coursework might be under direct teacher instruction; however, there are some circumstances in which alternative delivery is necessary.

2.0 Definitions:

2.1 Virtual program - a formal online education program in which a student learns:

- 2.1.1 Through an online instructional platform, with some element of student control over time, place, path or pace.
- 2.1.2 In a setting outside the traditional classroom; and
- 2.1.3 In such a way that the modalities of each student's learning path within a course or subject are connected to provide an integrated learning experience.- Only coursework offered through West Virginia Virtual School.

2.2 Eligible student - a student eligible for attendance in West Virginia public schools

2.3 EL – English learner

2.4 IEP – Individualized Education Program

2.5 Virtual course - any virtual state-approved pathway course that meets the specified state approved standards for that course.

3.0 Student Eligibility and Requirements.

- 3.1 All virtual school students will be enrolled as a student in the local school in which they reside, as outlined in Barbour County Board of Education Policy 8200.
- 3.2 Credit Recovery course eligibility – student must have a failing grade for the term (semester) or year.
- 3.3 Homeschooled/private school students, if they reenroll in Barbour County Schools less than one half of a day, are eligible to enroll in one or more virtual courses per semester. Participation in extracurricular activities such as sports and band are based on WVSSAC rules and guidelines.

- 3.4 Homebound students may use virtual learning as a supplement to extend homebound.
- 3.5 Private school/Home School students will be charged for the cost of tuition for each course they enroll in.
- 3.6 Parents and students must successfully complete a district defined virtual education orientation course.
- 3.7 Meet school system and/or state enrollment requirements for the course(s) in question including adhering to program/curriculum sequences.
- 3.8 It is mandatory that a minimum grade of a 60 be maintained (per grading period) on a numerical grade scale in virtual courses taken during the current academic year. Students failing to meet requirement will be transferred to brick/mortar classroom and unable to re-enroll in WVVS the upcoming year.
- 3.9 Have access to reliable internet.
- 3.10 Participants are required to complete and sign Technology Acceptable Use Policy 7600.
- 3.11 Maintain a minimum of weekly communication with the facilitator or instructor.
- 3.12 Have reliable transportation, when needed.
- 3.13 All students must be enrolled for a full schedule (blended or full virtual) and meet the requirements of WVDE Policy 2510.
- 3.14 Guidelines for taking a virtual course if student is attending school in the traditional manner:
 - 3.14.1 Students taking such course must be enrolled at their local school, as outlined in Barbour County Board of Education Policy 8200- School Attendance Areas.
 - 3.14.2 The school offers the course, but the student is unable to take it due to an unavoidable scheduling conflict, as determined by the principal.
 - 3.14.3 The district has expelled the student from the regular school setting and education services are to be continued.
 - 3.14.4 The school administration, the student's teachers, and the student's parents/guardians determine if the student requires a differentiated or accelerated learning environment.
 - 3.14.5 The course will serve as a supplement to extend homebound instruction.
 - 3.14.6 Any other specific condition which may warrant the use of virtual coursework for the student and is approved by the building principal.
- 3.15 A student must complete all requirements as outlined in Barbour County Schools Policy 7300 to be eligible to graduate.
- 3.16 Students with disabilities:
 - 3.16.1 Prior to enrollment of a student with a disability into one or more virtual education courses, the student's IEP/504 team must meet and consider whether an online instructional delivery method is appropriate for the student to receive a free appropriate public education in the least restrictive environment.
 - 3.16.2 The IEP/504 team should also determine whether the student's accommodations can be provided in a virtual learning environment. Due to the unique design of virtual learning, accommodations which are conducive to the virtual environment should be clearly described within the student's plan.
 - 3.16.3 School staff should also ensure confidentiality of student information pursuant to FERPA and IDEA.

4.0 Course Registration Process: The Virtual School Coordinator and building principal shall review each student's Virtual school schedule to ensure the student is compliant with WVDE Policy 2510 for their grade level or course of study. This registration process should be completed prior to the 1st instructional day in which the student intends to take the virtual school course. There will be a ten-day grace period for the beginning of the school year to get students enrolled in WV Virtual School courses.

5.0 Course Approval: It is the responsibility of the student to ensure that the course(s) meet NCAA Eligibility Guidelines.

6.0 Facilitation: A facilitator will be assigned to meet with the students who are taking virtual courses. Mandatory sessions will be required for the purposes of progress monitoring and testing. Course delivery and instruction are the responsibility of the course provider for WV Virtual School. Barbour County Schools and the school facilitator are not responsible for content or communication between the provider and the student.

7.0 Grading: Grades provided to the facilitator by the vendor will be recorded according to the grade percentages approved in Barbour County Schools grading policy, which will count towards the student's GPA. (WVDE Policy 2510 – Assuring the quality of Education: Regulations for Education Programs. Section 9.1.h Uniform Grading. Barbour County Policy 7200 Student Grading System.)

8.0 Funding and Course Materials: Barbour County Schools will assume the associated costs for a Virtual School Course when this option is offered as an alternative to a traditional school setting, at the decision of the school system.

9.0 Technology Access: Students enrolled in virtual coursework should have access to the internet (accessible via libraries, community learning centers, private homes)

10.0 Registration Deadlines:

Students should be registered within the first 10 days after the 1st instructional day per term.

11.0 Attendance:

11.1 Public school students participating in the virtual education option will be considered as being in attendance if the students are successfully progressing in the virtual education coursework. Successful progression will mean completing courses to graduate with one's four-year cohort. Students must be progressing successfully in the coursework and communicating weekly with facilitator. Students are required to submit assignments and interact on a weekly basis with the instructor or facilitator, or as determined by the course syllabus.

11.2 The school system reserves the right to set specific attendance requirements for each virtual course. The superintendent or his designee is authorized to develop alternate attendance policies for virtual courses, if students in such programs are given notice of the attendance requirements at enrollment. A student's failure to comply with such requirements may result in administrative action including, but not limited to, probation or removal from the class.

11.3 A student will not be permitted to enroll in virtual school the following school year if they have not met all state testing and WVDE accountability requirements the previous year. Students participating in virtual courses will be required to participate annually in the West Virginia General Summative Assessment or the SAT School Day assessment. The SAT School Day is a nationally recognized college- and career-readiness assessment administered by the College Board.

12.0 Course Progression: Students are required to progress through online courses at a rate comparable to the progression of a traditional class. Student performance will be monitored and reported on regular intervals consistent with a traditional day program by the facilitator they are assigned to at the school.

13.0 Instructor Responsibility: Instructors will be responsible to provide:

- a. Syllabus,
- b. Rigorous curriculum,
- c. Be Accessible,
- d. Progress monitoring,
- e. Timely Coursework Feedback,
- f. Final Grade.

14.0 Parents/Guardian Responsibility: Parents play a vital role in their child's education. Parents need to ensure there is access to the necessary technology. They need to monitor their child's progress and grades with the virtual courses. Parents need to provide support and encouragement as students are working on their online courses. It is important that parents provide a structure and guidance when helping their child to complete the coursework. Parents also need to be a liaison between the student and the teacher as needed. Parents should attend scheduled parent-teacher conferences or other meetings as arranged by the instructor.

15.0 Extracurricular Activities: Homeschooled students enrolled as at least half-time are eligible to participate in extracurricular activities in the school in which they are enrolled according to attendance zone. Students must meet all WVSSAC requirements for eligibility to participate in extracurricular activities.

16.0 Dropping Online Course/Transition Back to Traditional Course: Students may drop a virtual course within 5 days of commencement of the course without penalty and reenroll in a traditional class at school. Course drops must be requested in writing and submitted to the school principal. Beginning with the sixth day of the commencement of a WV Virtual School course and beyond, the student may not drop the virtual school course and return to regular school and is not eligible for reimbursement of tuition fees, if any were charged to the student for the cost of the course(s).

17.0 Assessment, Grading, Diploma: Any virtual program course taken for high school credit, regardless of the grade in which the course was taken, will be entered onto the student transcript at the semester and calculated in grade point averages, etc., this will affect sports eligibility and GPA. Barbour County's dual credit policy applies to identified virtual programs, as they become available. Course grades assigned to a student's transcript must follow the WV Uniform Grading Scale found in Barbour County School's Policy 7200.

18.0 Removal: Students may be removed from virtual to a traditional day program or returned to the traditional school setting for the following reasons:

18.1 Not maintaining a 60 percent, per grading period, in each virtual course.

- 18.2 Progression through coursework falls below the minimum comparable traditioncourse standard.
- 18.3 Cheating, falsifying information, plagiarizing.
- 18.4 School system policies, procedures, rules or regulations are violated, including rules governing the use of technology.
- 18.5 If any student has not begun the course after five days from the enrollment date, the student will be automatically removed, and their local school will be notified.

19.0 Student Support: Barbour County Schools is committed to provide all students with an equal opportunity to participate in and benefit from its virtual education program. We provide students with accessibility and supports through resources tailored to each student’s individual abilities and needs. Barbour County Schools ensures that all students, including students with disabilities, have available to them a free appropriate public education.

- 19.1 Instructor/Facilitator availability will be arranged.
- 19.2 Students who require accommodations, based upon their respective student plans, may receive such supports as assistive technologies, individualized support, or other accommodations conducive to the virtual environment. Such accommodations should be specified on the student’s IEP/504 plan. It is the responsibility of the student’s case manager to communicate, coordinate, implement and monitor the provision and effectiveness of the accommodations.
- 19.3 EL committee will meet to determine the most reasonable accommodations for virtual programs.

20.0 Student Responsibilities: Students should spend the first days making sure they are comfortable with the technology of online learning and capable of mastering the content. Computer/internet problems, on the part of the student, will not be accepted as reasons for delays or in meeting deadlines. Only through continuous communication and consistent work can students be successful in an online course. It is essential that students maintain regular contact with their facilitator or instructor and submit assignments on time. Once enrolled, students are on a probationary period for five days. If any student has not begun the course after five days from the enrollment date, the student will be automatically removed, and their local school will be notified.

21.0 Internet: Reliable home internet access is the responsibility of the family.

- 13. Recommendation: Approve contract with Smithson Psychological Services PLLC to provide Psychological Services.
- 14. Recommendation: Approve/Confirm requests for professional leave.
- 15. Recommendation: Accept the resignation of Mariah Gamble as a Multi-Categorical Teacher at Kasson Elementary/Middle School effective at the end of the 2022/2023 school year.
- 16. Recommendation: Accept the resignation of Angel Stull as Head Cross Country Coach at Philippi Middle School effective February 1, 2023.
- 17. Recommendation: Extend leave of absence for Jessica Jurick a professional employee at Philippi Middle School through June 1, 2023.
- 18. Recommendation: Approve leave of absence for Allyson Stewart a professional employee at Philippi Elementary School beginning February 6, 2023, for approximately 12 weeks.
- 19. Recommendation: Employ the following personnel for the 2022/2023 school year. **Employment is contingent upon certification and clearance of criminal convictions as defined in WV Codes §18-5-15c(d) and §15-2-24(d)**

Regular Employee Assignments 2022-23 (FY23)		
Name of Person	Location	Job ID: Position
	PMS	Job 4207: Language Arts Instructor
	KEMS	Job 4208: Mathematics/Social Studies Instructor
	PBHS, Itinerant	Job 4212: Educational Interpreter/Sign Language Specialist/Supervisory Aide/Transportation Aide
	PES, Itinerant	Job 4213: Multi-Categorical/Severely Profoundly Impaired Instructor w/Autism
Christina Mayle (move will take place with the 2023/2024 school year)	PBHS, Itinerant	Job 4214: Multi-Categorical w/Autism Instructor

	PMS, Itinerant	Job 4215: Physical Education/Health Instructor
	PBHS, Itinerant	Job 4216: Hearing Impaired/Visually Impaired/Multi-Categorical Instructor
	PBHS	Job 4217: Counselor
	PES, Itinerant	Job 4218: PreK/Prek Special Needs Instructor (half-time)
	PMS, Itinerant	Job 4219: Gifted/Multi-Categorical Instructor (half-time)
	PBHS	Job 4220: Mathematics Instructor
	PBHS	Job 4227: Mathematics Instructor
	PES	Job 4228: Title I Reading/Math Instructor
	BMS, Itinerant	Job 4229: Multi-Categorical w/Autism Instructor
	PES	Job 4230: Title I Reading/Math Instructor
	Central Office	Job 4234: School Psychologist
	PBHS, Itinerant	Job 4236: Multi-Categorical w/Autism Instructor
	PES, Itinerant	Job 4237: Multi-Categorical w/Autism Instructor
Brandon Brown	PBHS	Job 4231: Social Studies Instructor

Substitute Employee Assignments 2022-23

Name of Person	Location	Job ID: Position
	County	Job 4209: Restricted Short-Term Substitute Teacher(s)
	KEMS	Job 4210: Long Term Substitute Mathematics/Social Studies Instructor
	PES, Itinerant	Job 4211: Long Term Substitute Multi-Categorical/Severely Profoundly Impaired Instructor w/Autism
	County	Job 4221: Substitute Custodian(s)
Alicia Summerfield	County	Job 4222: Substitute LPN/Aide(s)
Leticia Riddle, Melissa Pharis	County	Job 4223: Substitute School Nurse RN(s)
	County	Job 4224: Substitute Cook(s)
Jeffrey Kirkpatrick	County	Job 4225: Substitute Bus Operator(s)
Chloe Mouser	County	Job 4226: Substitute Teacher(s)
	PMS	Job 4233: Long Term Substitute Music Instructor
Michael Croston	County	Job 4180: Substitute Custodian(s)
	PES	Job 4239: Long Term Substitute 2nd Grade Instructor
	County	Job 4247: Substitute Aide(s)

Extra-Curricular Employee Assignments 2022-23

Name of Person	Location	Job ID: Position
	PMS	Job 4189: Volunteer Assistant Softball Coach
Joe Freeman	PBHS	Job 4238: 2023 Bus Operator for Health Occupations Class (Extra-Curricular) (as needed)
	County	Job 4246: Homebound Instructor
	PES	Job 4273: Long Term Substitute 2nd Grade Instructor

20. Recommendation: Approve listed persons to enter the bus operator training program for Barbour County Schools.

Derek Everson _____

A motion was made by Mr. Phillips to approve agenda items 1-20 as recommended. The motion was seconded by Mr. Starks. After discussion, the motion passed five (5) to zero (0).

A motion was made by Mr. Phillips to approve agenda item 10 as recommended. The motion was seconded by Mr. Starks. After discussion, the motion passed three (3) to zero (0) with Mr. Nestor abstaining.

The board acted upon or discussed the following items:

1. Other

Next board meetings:

February 27, 2023, at 6:00 p.m. at the Board of Education Office (Regular Session)

Mrs. McConnell made a motion to adjourn into executive session at 7:34 p.m. to discuss legal issues. The motion was seconded by Mr. Everson and passed five (5) to zero (0).

The board returned to open session at 7:41 p.m. (No votes or decisions were made in executive session).

The meeting adjourned at 7:41 p.m.

President

Secretary