

Minutes

The Barbour County Board of Education met in regular session at 6:00 p.m. on Monday, May 13, 2024, at the Board of Education Office, 45 School Street, Philippi, WV 26416.

Ron Phillips, David Everson, Adam Starks, Jared Nestor, Joanne McConnell, Members, and Eddie Vincent, Secretary, were present. Also in attendance were: Gabrielle Rhodes, Randall Riley, Sabrina Holbert, Chrystal Riley, Trace Riley, Jennifer Carpenter, Susan Lundberg, Jennifer Whitlock, Becki Lambert, Pam Davis, Colin Sandy, Carolyn Sandy, Jordynn Plum, Megan R. Plum, Emily Denison, Sara Mayle, Lainey Mayle, Laura Harvey, Michael Harvey, Branden Mayle, Rebecca Mayle, Hartzel Mayle, Tiffany Helmick, Kevin Helmick, Bailey Helmick, Kailyn Helmick, Anastasia Green, Faith Green, Caleb Green, Faith Green, Terry Suder, Sharon Wamsley, Mary B. Hovatter, and David Neff.

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

Mr. Everson led the pledge to the flag.

Invocation by Mr. Everson

A motion was made by Mr. Everson to approve the minutes of the April 22, 2024, and April 29, 2024 board meetings. The motion was seconded by Mr. Nestor. After discussion, the motion passed five (5) to zero (0).

The board recognized the following:

Young Writer Winners

The board discussed the following items:

School performance, student outcomes, academics:

Attendance/Enrollment Report

Community In Schools

- Kasson Elementary/Middle School

The following delegations addressed the board:

Randall Riley – regarding Philip Barbour High School attendance and testing policy

Emily Denison – regarding her use of building's request

The FY 2025 Budget Hearing was conducted by the board.

Superintendents Recommendations –

1. Recommendation: Approve/Confirm fundraising activity requests as submitted (all candy sales will be done outside school hours)
 - A. Philip Barbour High School
 1. (Class of 2026) - \$500.00
 - B. Philippi Elementary School
 1. (3rd Grade) - \$300.00
 2. (3rd Grade) - \$800.00
 3. (PTO) - \$100.00
 4. (PTO) - \$5,000.00
2. Recommendation: Approve regular payroll in the amount of \$962,255.35.
3. Recommendation: Approve payment of bills in the amount of \$296,878.43.
4. Recommendation: Approve the final total of utility/copier bills in the amount of \$11,367.75.
5. Recommendation: Approve the final total of utility/copier bills in the amount of \$33,317.10.
6. Recommendation: Approve the final total of travel reimbursement check run in the amount of \$3,826.42.
7. Recommendation: Approve agreement with Vector Solutions in the amount of \$7,722,81.

8. Recommendation: Approve/Confirm curricular trips.
- A. Belington Elementary School
 - 1. (1st Grade) – to the Aquatic Center at Mylan Park on May 21, 2024
 - 2. (KidREACH) – to North Central WV Airport on May 7, 2024
 - B. Philip Barbour High School
 - 1. (FBLA) – to Orlando, Florida on June 28, 2024 to July 3, 2024
 - 2. (FFA) – to Barbour County Farm Location TBD on May 9, 2024
 - 3. (FFA) – to North Marion High School on May 15, 2024
9. Recommendation: Adopt the following curriculums for the 2024-2025 Math Instructional Resources adoption.
- Grades K-8, Curriculum Associates, i-Ready Math
Grades 9-12, McGraw Hill
10. Recommendation: Ratify the expulsion agreement for a student at Philip Barbour High School.
11. Recommendation: Approve/Confirm the use of buildings and/or grounds.
- A. Belington Middle School
 - 1. On May 19, 2024 – requested by Angela Carpenter-Robinson for Birthday party
 - B. Kasson Elementary/Middle School
 - 1. On May 13, 2024, through August 9, 2024 – requested by Cody & Olivia Bolyard for Off Season Basketball Practice
 - C. Philip Barbour High School
 - 1. On June 9-15, 2024 – requested by Heart and Hand House, Inc. for Church Work Camp
 - 2. On June 1, 2024, through July 31, 2024 – requested by Emily Denison for Private Volleyball Lessons
 - 3. On June 17-18, 2024 – requested by Jeff Walters and Brandon Antion for Emergency Response Training
 - D. Philippi Elementary School
 - 1. On September 1, 2024, through November 15, 2024 – requested by Brianna Shaw for Youth Cheer Practice
 - E. Philippi Middle School
 - 1. On May 19, 2024 – requested by Carla Boylen for Graduation Party
12. Recommendation: Approve building/ground modifications.
- A. Philip Barbour High School
 - 1. (ALC) – install electrical outlets
 - B. Philippi Elementary School
 - 1. (Back of the School) – install sign
13. Recommendation: Approve Multitude Foods as the provider for 10 Day Food Boxes (10 breakfast & 10 lunches) for summer food distribution.
14. Recommendation: Review revised policy 7520: Comprehensive School Counseling Program for second reading.

1.0 Scope

This policy sets forth requirements for pre-k-12 Comprehensive School Counseling Programs (CSCP) in Barbour County public schools.

2.0 Authority

West Virginia Board of Education Policy 2315: Comprehensive School Counseling Program.

3.0 Purpose

The Barbour County Board of Education recognizes the importance of establishing a CSCP in every Barbour County public school to support student academic success, college- and career-readiness, and social/emotional wellbeing. The CSCP is an integral part of the total school program and aligns with the school's mission. The CSCP is a proactive, systemic approach to assist students in acquiring attitudes, knowledge, skills, and behaviors necessary to maximize student success and preparation for a variety of postsecondary options. The CSCP incorporates a multi-tiered system of supports to provide universal prevention for all students, targeted interventions for at-risk students, and intensive interventions for the most at-risk students. The CSCP is standards-based and designed to address identified needs developmentally and sequentially within each programmatic level. The CSCP utilizes school and community data to identify student needs related to the CSCP and set annual priorities aligned with the school's strategic plan.

4.0 Definitions

Advisement. The process used by school counselors to make recommendations based on the appraisal of student tests, inventories, or other data. School counselors work with students through this process to help them plan for the future, realize opportunities, and maximize their potential. Advisement includes recommendations made by the counselor to assist the student with exploring services and opportunities available at the school and community, determining meaningful educational and career goals, selecting programs of study, and making appropriate course selections. Often

advisement is a collaborative process involving the school counselor, student, family members, teachers, and other relevant stakeholders, to assist the student and promote student success.

4.1 American School Counselor Association (ASCA). A professional organization supporting school counselors, school counseling students/interns, school counseling program directors/supervisors, and school counseling educators by providing ethical standards, professional standards, student standards, best practices, resources, and professional learning. The West Virginia School Counseling Model aligns with the ASCA National Model.

4.2 Appraisal. The process school counselors use to assess students' abilities, interests, skills, and achievements by analyzing tests, inventories, or other data. This process helps students develop short-term and long-term plans for academic, career, and social/emotional goals.

4.3 ASCA Code of Ethics. Specifies the obligation to follow the principles of ethical behavior necessary to maintain high standards of integrity, leadership, and professionalism. School counselors are bound to behave ethically, exhibiting the highest standards of practice. West Virginia school counselors must align their practices with the ASCA Code of Ethics. West Virginia school principals must be familiar with the ASCA Code of Ethics and its implications for school counselors.

4.4 Certified School Counselor. A school counselor who holds a master's degree in school counseling from an accredited university and certification in school counseling from the WVBE per W. Va. 126CSR136, Policy 5202, Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications (Policy 5202).

4.5 Collaboration. A partnership in which two or more individuals or organizations actively work together on a project or problem. School counselors collaborate with various educational and community stakeholders to develop and deliver the CSCP to support the success of all students.

4.6 Comprehensive Drop-Out Prevention Program. A comprehensive program designed to reduce the drop-out rate by meeting the needs of youth in at-risk situations, including students with disabilities.

4.7 Comprehensive School Counseling Program (CSCP) Plan. A school-level plan developed by each school annually, utilizing the CSCP Plan template, coordinate and implement a CSCP. The CSCP Plan is supported and monitored by the principal, who ensures the school counselor(s) collaborate with school leadership, the school counseling advisory council, and other stakeholders to review relevant data to guide the development of the annual plan. This data includes school data (various student assessments, attendance, discipline, drop-out rates, etc.) and community data (disasters, crime, poverty, domestic violence rates, etc.). Supplemental data (needs assessments, focus group results, etc.) is helpful to determine student needs and the CSCP focus. The CSCP Plan aligns with the school's mission and strategic plan.

4.8 Confidentiality. The right to privacy and the expectation that the school counselor/student relationship complies with all laws, policies, and ethical standards regarding confidentiality in the school setting. The counselor must ensure that personal information shared by the student or parents/guardians remains confidential unless the information pertains to harm to self or others. School counselors must adhere to Family Educational Rights and Privacy Act (FERPA), 20 USC 1232g; 34 CFR Part 99, guidelines and the ASCA Code of Ethics to protect personal student information.

4.9 Consultation. Provided by the school counselor to support a student's needs or to provide information to parents/guardians, teachers, other educators, and community agencies regarding strategies and resources to help students and families. School counselors exchange strategies, information, and resources with stakeholders to meet individual student needs. School counselors both offer and seek consultation. During the consultation process, school counselors serve as advocates for students to promote wellbeing and success in school.

4.10 Counseling. The professional assistance and support provided to a student or small group of students during transitions, heightened stress, critical change, crisis, or other situations impeding student wellbeing and success. Counseling provided by the school counselor is short-term and based on counseling theories and techniques effective in a school setting to promote academic, career, and social/emotional development. Counseling can be proactive and responsive and helps students identify problems, causes, potential consequences and benefits, alternatives, and outcomes so they can make decisions and take appropriate actions. School counselors use the WVCCRDSST to provide focus in the counseling process.

4.11 Crisis Response. Provides prevention, intervention, and follow-up to individual and school-wide crises that impact students, staff, or families. Crisis response is usually temporary and includes a variety of research-based interventions to support individual or group needs. Long-term reactions to a crisis may result in a referral to appropriate community or school-based resources and follow-up interventions. Principals and school counselors adhere to W. Va. 126CSR99, Policy 4373, Expected Behavior in Safe and Supportive Schools (Policy 4373), to develop the school crisis prevention and response plan.

4.12 Direct Services. In-person interactions between school counselors and students. Through the direct services of instruction, appraisal, advisement, and counseling, school counselors help students develop the knowledge, attitudes, and skills outlined in the WVCCRDSST and the West Virginia Pre-K Standards to help students improve wellbeing, achievement, attendance, and discipline. Through each of these direct services, the school counselor and students work toward a specific goal.

4.13 Equity and Access. The process of reforming practices, policies, and procedures at the school, county, and state level to ensure all students have equal access to relevant programs, courses, resources, and activities regardless of race, ethnicity, social class, family background, ability, sexual orientation, or gender.

4.14 Family Educational Rights and Privacy Act (FERPA), 20 USC 1232g; 34 CRF Part 99. Provides legal guidance for disclosure of personally identifiable student information, including education records. Without a legitimate educational interest, individuals, including school officials, may not access student records without parental consent. School counselors must be familiar with and follow federal guidelines of the Family Policy Compliance Office in the U.S. Department of Education.

4.15 Group Counseling. Provided for small groups of students experiencing similar difficulties that impede school success. Group counseling sessions may include personal concerns, relational concerns, behavioral issues, school adjustment issues, attendance problems, academic concerns, or developmental issues. Small group counseling is skills-based, helping students with similar concerns develop strategies that improve personal and school success. Small group counseling is typically scheduled during a non-instructional time or is staggered between class periods, minimizing absences during instruction while building coping and school success skills. Group counseling in schools is short-term and typically occurs for 30-50 minutes once a week for four-seven weeks. School counselors refer students who need more intensive therapeutic counseling to school-based or community mental health professionals.

4.16 Indirect Services. Include consultation, collaboration, and referral. School counselors provide indirect services to support student success and to promote equity and access for all students.

4.17 Individual Counseling. A helping process implemented by a professional with a certification in counseling that uses various evidence-based techniques and strategies to help individual students explore academic, career, and social/emotional issues which may impede healthy development or academic progress. Individual counseling aims to assist students with addressing barriers and improving success at school, at home, and in the community. Individual counseling in the school setting is short-term in nature. School counselors refer students who need more intensive therapeutic counseling to school-based or community mental health professionals.

4.18 Informed Consent. Involves seeking written permission from parents/guardians of minors for services typically not provided by certified school staff and is required when students receive services from non-school employees. Students under the age of consent may assent to school counseling services offered by the school counselor without parental permission because the comprehensive school counseling program is a required school component of W. Va. 126CSR42, Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (Policy 2510). Therefore, school counselors are not required to seek parental permission for students to benefit from components of the school counseling program, with the exception of administering student needs assessments. As a best practice, counselors may inform parents/guardians when students receive school counseling services if the information does not conflict with students' desire for confidentiality.

4.19 Instruction. The process school counselors use to teach the school counseling curriculum to deliver the West Virginia Pre-K Standards and the WVCCRDSSES. School counselors provide instruction in classrooms, large groups, small groups, and individually. Instruction intends to help all students maximize their potential by enhancing academic, college/career, and social/emotional development and improving achievement, attendance, and discipline outcomes.

4.20 Needs Assessments. A supplemental method school counselors may use to solicit additional information from students and relevant stakeholders about needs identified in school data. Needs assessments help contextualize the problems by providing input on what is contributing to the identified need. The contextual information gathered helps school counselors respond with more effectively targeted interventions. When conducting student needs assessments or other student surveys, school counselors adhere to The Protection of Pupil Rights Amendment (PPRA), 20 USC 1232h; 34 CFR Part 98, in the U.S. Department of Education.

4.21 Personalized Education Plan (PEP). Developed collaboratively, involving students, parents/guardians, teacher advisors, and school counselors as a part of the personalized student planning process. The PEP identifies the student's career interests and courses needed for graduation and assists with high school and postsecondary goal planning. Policy 2510 and the West Virginia School Counseling Model outline grade-level expectations for completing the PEP.

4.22 Personalized Student Planning. Provides opportunities for students to plan, monitor, and manage their academic, college and career, and social/emotional development. The school counselor works closely with the school leadership team to plan ongoing opportunities during the school day for career exploration and self-discovery at all programmatic levels. Personalized planning allows the student to develop academic and social/emotional skills, identify interests, maximize strengths, minimize weaknesses, set and reach personal and educational goals and realize their career aspirations.

4.23 Postsecondary. Includes educational and career options available to students after high school (e.g., two and four-year colleges, certificate programs, on-the-job training, apprenticeship programs, and the military).

4.24 Referral. Initiated when students' needs extend beyond the school counselor's role, training, and responsibilities. School counselors provide appraisal, advisement, personalized student planning, and counseling services through short-term targeted approaches. When students need support beyond short-term services or counseling, a school counselor's ethical duty is to provide a referral to school-based or community resources for additional assistance or information.

4.25 School Counseling Advisory Council. A group of stakeholders, invited by the school counselor(s), and reflecting the community's diversity to include students, parents, teachers, school counselors, administrators, school board

members, business leaders, and community members. The advisory council meets a recommended minimum of two times per year to provide feedback on the CSCP goals, developed and explained by the school counselor(s); to review program results based on the school counselor(s) data; and to make recommendations about the CSCP. The advisory council members also serve as advocates for the program.

4.26 School Counselor Administrative Activities. The 20 percent of a school counselor's time set aside for activities related to defining, managing, and assessing the CSCP. In addition, the school counselor may spend a small portion of the 20 percent providing fair-share responsibilities if the percent does not exceed that of the other school staff in the building and the responsibilities do not require the school counselor to take a disciplinary role.

4.27 Social/Emotional Development. The process through which both students and adults gain the knowledge, skills, and dispositions to develop healthy identities, identify and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain healthy and supportive relationships, and make responsible decisions.

4.28 Stakeholders. Any person who assists with or benefits from the school counseling program and includes students, school staff, school leadership, parents, community leaders, community members, higher education, and workforce leaders.

4.29 West Virginia College- and Career-Readiness Dispositions and Standards for Student Success (WVCCRDS). Standards that describe the attitudes, knowledge, skills, and behaviors essential to support K-12 students in achieving everyday school success and being college- and career-ready and are outlined in W. Va. 126CSR44U, Policy 2520.19, West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12 (Policy 2520.19). The WVCCRDS are critical to the holistic development of all students and require integration into all aspects of each student's educational experience utilizing all school staff and key community stakeholders through a variety of delivery modalities. The WVCCRDS are the foundational standards for each CSCP.

4.30 West Virginia CSCP Plan Template. Provides a standardized format for West Virginia school counselors, administrators, and stakeholders to plan, coordinate, and assess the CSCP. This plan is not a binding, unchangeable document but a guidepost for the program focus in the school year. The school counselor develops the plan in collaboration with school administrators and other stakeholders to provide an organized, integrated, and planned sequential, needs-based approach aligned with the school's strategic plan. The West Virginia CSCP Plan aligns with requirements outlined in this policy, the West Virginia School Counseling Model, and the ASCA National Model.

4.31 West Virginia Pre-K Standards (Ages 3-5). Standards for children enrolled in pre-k that are grounded in scientific child development research, children's approaches to learning, and effective educational practices outlined in W. Va. 126CSR44O, Policy 2520.15, West Virginia Pre-K Standards (Ages 3-5) (Policy 2520.15). The ability to use appropriate strategies is vital to implementing these standards. School counselors use these standards when working with pre-k students to guide counseling practices and offer high-quality early education environments and experiences that are responsive to individual children and maximize learning.

4.32 West Virginia Professional School Counselor Standards (WVPSCS). Standards that describe the essential skills, knowledge, dispositions, and behaviors all West Virginia professional school counselors must possess. W. Va. 126CSR142, Policy 5310, Performance Evaluation of Professional Personnel and Athletic Coaches (Policy 5310), outlines the standards. These standards align with best practices to guide school counselors to improve program effectiveness and student success. A performance level rubric is available to guide school counselors in accomplishing all the significant facets of effective school counseling practice.

4.33 West Virginia School Counseling Model. The model provides consistency and standardization for school counseling programs in West Virginia. The West Virginia School Counseling Model aligns with the ASCA National Model promoting best practices, professionalism, and ethical standards. In addition, the model outlines the components of an equitable and inclusive comprehensive school counseling program that are integral to the school's mission and created to impact academic success and social-emotional wellbeing for all students.

4.34 West Virginia School Crisis Prevention and Response Plan. The plan outlined by Policy 4373, to be developed by the school crisis and response planning team, utilizing the WVDE Crisis Prevention and Response Plan Template, which contains the requirements for school-specific plans. The template aligns with the Safe Schools Initiative of the School Building Authority of West Virginia and West Virginia Homeland Security and Emergency Management per W. Va. Code §18-9F-9.

4.35 West Virginia Tiered System of Support (WVTSS). A three-tiered system of student support that aligns with the West Virginia School Counseling Model that provides universal prevention, targeted interventions, and intensive interventions through direct and indirect services to support success and wellbeing.

5.0 Responsibilities

5.1 The county board of education shall ensure that:

5.1.a appropriate and effective implementation of all components outlined in this policy to ensure that every student has access to a CSCP coordinated by full-time certified school counselors as defined in Policy 5202; and

5.1.b a CSCP policy for schools aligned with requirements outlined in this policy is submitted for approval to the WVDE. The initial and subsequent revisions will be submitted to the WVDE by October 1 of each school year; and

5.1.c a comprehensive drop-out prevention program utilizing the expertise of school counselors and any other appropriate resources is implemented per W. Va. Code §18-5-18b.

5.2 The county central office shall ensure that:

5.2.a principals and school counselors are provided professional learning opportunities and appropriate resources to effectively implement the components outlined in this policy;

5.2.b each school's CSCP aligns with the West Virginia School Counseling Model and the applicable WVBE policies: Policy 5310, Policy 4373, Policy 2520.15, Policy 2520.19, and Policy 2510; and

5.2.c a CSCP Plan is developed and implemented at each school.

5.3 The school shall ensure that:

5.3.a each student benefits from a CSCP through appropriate and effective implementation of all components outlined in this policy.

5.3.b in accordance with W. Va. Code §18-5-18b, school counselors spend at least 80 percent of work time in a direct counseling relationship with students to provide both direct and indirect services that support student success. School counselors shall devote no more than 20 percent of work time to administrative activities which include planning, managing, and assessing the CSCP according to the West Virginia School Counseling Model and as defined in this policy;

5.3.c school counselors, in collaboration with the principal, school leadership team, school counseling advisory council, or other stakeholders, develop an annual CSCP Plan, utilizing the West Virginia CSCP Plan Template;

5.3.d school counselors are supported in the establishment and convening of the school counseling advisory council to develop and assess the CSCP. The school counselors develop agendas and plan meetings to inform stakeholders about the CSCP. The advisory council meets at least two times per year to discuss school data, CSCP priorities, assessment, and annual student impact goals. The school counselors analyze and incorporate feedback from the advisory council;

5.3.e the CSCP utilizes student, school, and community data to identify student needs, annual CSCP goals aligned with the school's strategic plan, and evidence-based practices to address student needs;

5.3.f through a collaborative partnership and an integrated delivery model involving school counselors, school leadership team, and other stakeholders, all students are provided opportunities to achieve the foundational standards established in the West Virginia Pre-K Standards (Ages 3-5) and the WVCCR DSSS;

5.3.g the CSCP includes the program delivery components: integrated delivery of WVCCR DSSS, instruction, appraisal, advisement, personalized student planning, counseling, consultation, collaboration, and referrals;

5.3.h the CSCP Plan is supported and monitored by the principal to assure that students benefit from the implementation of the CSCP;

5.3.i school counselors adhere to FERPA guidelines, ASCA Ethical Standards, confidentiality laws/guidelines, and informed consent;

5.3.j school counselors are evaluated by the school principal as defined in Policy 5310 and per the WVPCS; and

5.3.k the school counselor is a member of the school crisis prevention and response planning team and is involved in developing and updating the school crisis prevention and response plan per Policy 4373.

6.0 Components of a Comprehensive School Counseling Program (CSCP)

6.1 The CSCP is based on data-informed decisions, integral to the school's academic mission, and designed to have a significant positive impact on student wellbeing and success. This section defines components of a standards-focused and evidence-based CSCP.

6.2 The following student and professional practice standards define the CSCP.

6.2.a The West Virginia Pre-K Standards, outlined in Policy 2520.15, guide school counselors in offering high quality early education environments and experiences that are responsive to individual students and maximize learning. These are the foundational standards for the development and implementation of a CSCP in pre-K.

6.2.b The WVCCR DSSS, outlined in Policy 2520.19, are the foundational standards for developing and implementing a CSCP in elementary, middle, and high schools.

6.2.c The West Virginia School Counselor Professional Standards, outlined in Policy 5310, provide the necessary guidance, framework, and evaluation to assist all school counselors with self-assessment and implementation of exemplary practices that impact student achievement, attendance, behavior, and general wellbeing.

6.2.d The ASCA Ethical Standards for School Counselors specify the principles of ethical behavior necessary to

maintain the highest standard of integrity, leadership, and professionalism. These standards guide school counselors' decision-making and help standardize professional practice to protect students and school counselors.

6.3 School counselors manage the CSCP to encompass planning and activities to address the needs of all students. A school-level CSCP Plan is developed by each school annually, utilizing the West Virginia CSCP Plan Template. The CSCP Plan includes the essential components of an effective CSCP. The principal supports and monitors the CSCP Plan and promotes collaboration between the school counselor(s), school leadership, the school counseling advisory council, and other stakeholders to review applicable data to guide the annual plan development. This data includes school data (i.e., various student assessments, attendance, discipline, drop-out rates) and community data (i.e., disasters, crime, poverty, domestic violence rates). Supplemental data (i.e., needs assessments, focus group results) are helpful to determine student needs and the CSCP focus. The CSCP Plan aligns with the school's mission and strategic plan.

6.4 School counselors deliver direct and indirect services through the WVTSS framework, a multi-tiered system of support that promotes equity and access for all students and fosters student wellbeing, achievement, and success.

6.5 School counselors provide direct student services to help students develop the knowledge, attitudes, and skills outlined in the West Virginia Pre-K Standards and the WVCCRDSSES. The following are direct services provided through the CSCP.

6.5.a Instruction. School counseling instruction is a direct service that includes teaching a school counseling curriculum by incorporating student standards from the West Virginia Pre-K Standards or the WVCCRDSSES. Instruction occurs in classrooms, large groups, small groups, or individually. School counselors may provide instruction through direct instruction, team teaching, or assisting in learning activities. The focus of instruction is to assist students in developing needed skills for improvement in social-emotional wellbeing, achievement, attendance, or discipline.

6.5.b Appraisal. Appraisal is a direct service provided by school counselors to individual students to analyze and assess students' abilities, interests, skills, and achievement through the appraisal of student tests, inventories, universal screeners, or other data. This process involves the interpretation, assessment, and feedback leading to the development of academic, career, and social/emotional plans.

6.5.c Advisement. Advisement is a direct service provided to individual students through which school counselors make recommendations based on the appraisal of tests, inventories, and other data to help students make decisions for their future.

6.5.d Personalized Student Planning. Personalized student planning is a direct student service that provides students with opportunities to plan, monitor, and manage their academic, college and career, and social/emotional development. Personalized planning allows students to develop academic and social/emotional skills, identify interests, maximize strengths, minimize weaknesses, set and reach personal and educational goals, and realize their career aspirations. The school counselor works closely with the school leadership team to plan ongoing opportunities during the school day for career exploration and self-discovery at all programmatic levels. The Personalized Education Plan (PEP), described in Policy 2510, is part of the personalized student planning process and is developed for each student, starting in 8th grade. The PEP is developed in consultation with the student's parent and/or guardian, school counselor, and/or teacher advisor and is used to guide, personalize, and maximize each student's learning experience.

6.5.e Counseling. Counseling is a direct service provided through individual counseling or group counseling to provide professional assistance and support. Counseling is provided during transitions, heightened stress, critical change, crisis (crisis response), or other situations impeding student success. It is short-term and based on counseling theories and techniques that are effective in a school setting to promote academic, career, and social/emotional development.

6.6 School counselors provide indirect student services to support student success and promote equity and access for all students. School counselors work with parents/guardians, teachers, administrators, school staff, community stakeholders, and other partners to address the needs of students in the school. The following are indirect services delivered through the CSCP.

6.6.a Consultation. Consultation is an indirect service that involves providing information, opinions, and recommendations to individuals who support students' needs. It also involves seeking information from an expert about student needs. School counselors both offer and seek consultation.

6.6.b Collaboration. Collaboration is an indirect service school counselors provide when working with multiple individuals on a common goal and sharing responsibility for the associated tasks. Refer to the West Virginia School Counseling Model for examples of collaboration that occur within the CSCP.

6.6.c Referral. Referral is an indirect service a school counselor provides when a student's needs extend beyond the school counseling roles, training, and/or responsibilities. School counselors provide instructional, advisement, and counseling services through brief, targeted approaches. When students need support beyond short-term services or counseling, a school counselor's ethical duty is to refer students and parents/guardians to school or community resources for additional assistance or information.

6.7 The CSCP is designed with continuous assessment and improvement in mind. The program is regularly assessed through data analysis and reports (i.e., CSCP Program Assessment, Classroom and Small Group Results Report,

Closing the Gap Results Report) to determine its effectiveness and impact on student wellbeing and success.

15. Recommendation: Review revised policy 6120: Drug-Free Workplace for second reading.

1. PURPOSE.

1.1 The West Virginia Board of Education and the Barbour County Board of Education recognize the need to provide a high quality work environment. The use of alcohol and/or illegal drugs is a health and safety hazard and inhibits productivity.

2. RESPONSIBILITY.

2.1 The Board and administrative staff will be responsible for the administration of this policy.

2.2 Barbour County Schools shall assure full compliance with all regulations that define a drug-free workplace. The unlawful manufacture, distribution, dispensation, possession, or uses of a controlled substance and/or alcohol are prohibited on school property or in conjunction with school related activities. Additionally, no employee shall report for work on any West Virginia Department of Education or Barbour County schools project, whether on-site or in the field, while under the influence of alcohol and/or an illegal drug. Compliance is mandatory. Violations are subject to severe sanctions including but not limited to termination of employment

2.3 It shall be the responsibility of the Barbour County Board of Education to establish a drug awareness program for Barbour County Schools employees to provide information on the following: the Employee Assistance Program; the dangers of drug-abuse in the workplace; the establishment and maintenance of a drug free workplace; the penalties for workplace drug-abuse; available drug-free literature.

3. DEFINITIONS.

3.1 **Alcohol:** Alcoholic beverages and any other intoxicating liquid, which contains alcohol.

3.2 **Contractor:** Any department, division, unit, or any person responsible for the performance of work under a contract.

3.3 **Controlled Substance:** A Federally regulated substance listed in Exhibit A and/or Schedule I through V of Section 202 of the Controlled Substance Act (2 U.S.C. 812) And West Virginia Code 60A-2-201, et seq., (which may be amended from time to time), when taken into the body, may impair one's mental faculties and/or physical performance.

3.4 **Conviction:** A finding or guilty (including a plea of nolo contendere) or the imposition of a sentence, or both, by any judicial body charged with the responsibility to determine violations of the Federal or state criminal Drug Statutes.

3.5 **Criminal Drug Statute:** A criminal statute involving the manufacture, distribution, dispensation, use, or possession of any controlled substance.

3.6 **Drug-Free Workspace:** A worksite where work is performed in connection with the employees of Barbour County Schools. The workplace shall include facilities, property, guidelines, offices, structures, automobiles, trucks, trailers, other vehicles, and parking areas, whether owned or leased by the agency or entity.

3.7 **Employee:** Any person who works full-time, part-time, or under contract, including management or temporary staff who are directly engaged in the performance of work pursuant to the mission of the Barbour County Board of Education.

3.8 **Federal Agency:** An agency as that term is defined in Section 552(f) of Title IV, United state Code.

3.9 **Grantee:** Any department, division, unit, or any person responsible for the performance of work under the provisions of the federal grant.

3.10 **Illegal Drugs:** Any drug, which is not legally obtainable and is being used in a manner or for a purpose other than as prescribed.

3.11 **Legal Drugs:** Prescribed drugs and over-the-counter drugs, which have been legally obtained and are being used solely for the purpose for which they were manufactured or as prescribed by a physician.

4. CONTENT.

4.1 It is the policy of the West Virginia Department of Education and of the Barbour County Board of Education to ensure that its workplaces are free of illegal drugs and controlled substances by prohibiting the unlawful manufacture, distribution, possession or use, without medical authorization, of illegal or controlled substances and/or alcohol; the reporting to work under the influence of a non-medically prescribed controlled substance or alcohol; or possession of non-medically prescribed paraphernalia.

This policy is applicable while employees are engaged in any work-related activity, which includes performance of agency business during regularly scheduled workdays, meal breaks, and/or occasions have a connection with the job or the agency.

- 4.2 Possession and/or distribution of a controlled substance will be dealt with promptly in accordance with legal and administrative disciplinary procedures. Employee’s who are in violation of the provision of the Drug-Free Workplace Act shall be subject to disciplinary action up to and including termination and/or may be required to satisfactorily participate in a drug rehabilitation or assistance program. Rehabilitation will be provided according to the guidelines of the Public Employees Insurance Agency and the Barbour County Employee Assistance Program.
- 4.3 The Barbour County Board of Education will take appropriate personnel action in accordance with this policy. When an offense, at the workplace, is deemed by the Superintendent, of the magnitude to warrant it, an employee may be dismissed from employment by the Board of Education, after due process. Reasons for suspension or dismissal may be misuse of state property, insubordination, incompetence, willful neglect of duty, reporting for work under the influence of alcohol, narcotics, or other illegal controlled substances, fraud, activities involving conflict of interest and violations of law and/or policy of the state and County Board of Education. Suspension or dismissal may be effective immediately; however, action shall be initiated within ten (10) working days of knowledge of the offence.
- 4.4 State or county agencies that are contractors or grantees of federal contracts or grants amounting to at least \$25,000.00 are subject to suspension of payments and termination of the contract or grant for violations of any of the requirements of the drug-free workplace if they make a false initial certification, or if the number of drug-related conviction of employees indicates that the employees indicates that the employer has not made a good faith effort to maintain a drug-free workplace.
- 4.5 The policy’s primary goal is to ensure that alcohol and illegal drug and/or controlled substance use is eliminated in the workplace and that the Barbour County Board of Education workplace is safe, healthful, productive, and secure for its students, employees and citizens. As a condition of employment with the Barbour County Board of Education, employees shall:
 - 1) abide by the terms of this policy; compliance is mandatory; and
 - 2) notify their supervisor or department head of any criminal drug statute conviction for a violation occurring in the workplace, no later than 5 days after such conviction; and
 - 3) sign the “Drug-Free Workplace Verification Statement”
- 16. Recommendation: Approve contract with K&K Insurance for student insurance for the 2024-2025 school year.
- 17. Recommendation: Approve/Confirm requests for professional leave.
- 18. Recommendation: Ratify the unpaid suspension of a service employee at Junior Elementary School, starting April 16, 2024, and ending May 10, 2024.
- 19. Recommendation: Accept the resignation/retirement of Rebecca Green as an ECCAT/Supervisory Kindergarten Aide/Transportation Aide at Philippi Elementary School effective at the end of the 2023/2024 school year.
- 20. Recommendation: Accept the resignation of Morgan Bowman as a PreK Instructor at Kasson Elementary/Middle School effective June 30, 2024.
- 21. Recommendation: Accept the resignation of Sandra Haller as a substitute school nurse effective April 26, 2024.
- 22. Recommendation: Accept the resignation of Courtney Crites as a First Grade Instructional Aide at Philippi Elementary School effective at the end of the day on May 10, 2024.
- 23. Recommendation: Accept the resignation of Robin Delaney as Therapeutic Services Instructor at Philip Barbour High School effective April 26, 2024.
- 24. Recommendation: Accept the resignation of Racheal Painter-Krizner as the Head Cross Country Coach at Philippi Middle School effective April 30, 2024.
- 25. Recommendation: Eliminate the following service positions for the 2024-2025 school year.

Position	Location	Funding Source	FTE
LPN/Special Needs Aide/Supervisory Aide/Transportation Aide	PMS	State Aid/County	1

26. Recommendation: Approve the following list of new positions to be created for the 2024-2025 school year to allow the school system to meet the needs of students and fluctuations in funding and student populations.

Position	Location	Funding Source	FTE
Preschool special needs instructor	PES – Itinerant	State Aid/County	1 (increase from .5 to full day)
Special Needs Aide/Supervisory Aide/Transportation Aide	PMS – Itinerant	State Aid/County	1 (modification of LPN/Aide... position)

27. Recommendation: Employ the following personnel for the 2023/2024 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 2023-24 (FY24)		
Name of Person	Location	Job ID: Position
	Philip Barbour High School	JobID: 18126 Counselor
	Junior Elementary School	JobID: 18135 Music Instructor (half-time)
	Philippi Middle School	JobID: 18136 Language Arts Instructor
	Kasson Elementary & Middle School	JobID: 18142 Itinerant Multi-Categorical w/Autism Instructor
Sarah Harris	Philip Barbour High School	JobID: 18143 Itinerant Physical Education/Health/Parenting Instructor
	Philippi Middle School	JobID: 18144 Elementary Education Instructor (5th Grade)
	Philippi Middle School	JobID: 18145 Itinerant Multi-Categorical w/Autism Instructor
	Philippi Middle School	JobID: 18146 Itinerant Multi-Categorical w/Autism Instructor
	Philippi Elementary School	JobID: 18150 Itinerant Preschool/Preschool Special Needs Instructor (half-time)
	Philip Barbour High School	JobID: 18152 Itinerant Educational Interpreter/Sign Language Specialist/Supervisory Aide/Transportation Aide
	Kasson Elementary & Middle School	JobID: 18153 Language Arts/Art Instructor/Virtual School Facilitator
	Philip Barbour High School	JobID: 18154 Itinerant Multi-Categorical w/Autism Instructor
	Philippi Middle School	JobID: 18244 Mathematics Instructor
	Philip Barbour High School	JobID: 18245 Counselor
	Philippi Middle School	JobID: 18246 Itinerant Counselor
	Philip Barbour High School	JobID: 18248 Mathematics Instructor
	Philip Barbour High School	JobID: 18249 Mathematics Instructor
	Philip Barbour High School	JobID: 18250 Mathematics Instructor
	Philippi Middle School	JobID: 18251 Mathematics Instructor
	Belington Elementary School	JobID: 18252 Elementary Education Instructor (Kindergarten)
	Kasson Elementary/Middle School	JobID: 18253 Itinerant Multi-Categorical w/Autism Instructor
	Philip Barbour High School	JobID: 18254 Itinerant Hearing Impaired/Visually Impaired/Multi-Categorical Instructor
	Kasson Elementary/Middle School	JobID: 18255 Mathematics/Social Studies Instructor
Jaime Kittle	Belington Middle School	JobID: 20766 Language Arts Instructor

Substitute Employee Assignments 2023-24		
Name of Person	Location	Job ID: Position
Jeffrey Tacy	Barbour Board Office	JobID: 18137 Substitute Custodian(s)
	Barbour Board Office	JobID: 18138 Substitute LPN/Aide(s)
	Barbour Board Office	JobID: 18139 Substitute School Nurse RN(s)
	Barbour Board Office	JobID: 18140 Substitute Cook(s)
Rebecca Littles, Amanda Barker	Barbour Board Office	JobID: 18141 Substitute Secretary(s)
	Barbour Board Office	JobID: 18147 Substitute Teacher(s)
	Barbour Board Office	JobID: 18148 Restricted Short-Term Substitute Teacher(s)
	Barbour Board Office	JobID: 18149 Substitute Bus Operator(s)

Extra-Curricular Employee Assignments 2023-24		
Name of Person	Location	Job ID: Position
Kimberly Swick	Philip Barbour High School	JobID: 18256 (1) Cook
Paula Townsend	Barbour Board Office	JobID: 19622 Speech-Language Pathologist - Extended School Year (Summer 2024) (Extra-Curricular)
	Barbour Board Office	JobID: 19624 Special Education Instructor for School Age Students-Home Based - Extended School Year (Summer2024) (Extra-Curricular)

28. Recommendation: Employ the following personnel for the 2024/2025 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 2024-25 (FY25)		
Name of Person	Location	Job ID: Position
	Philippi Middle School	JobID: 19661 Itinerant LPN/Special Needs Aide/ Supervisory Aide/Transportation Aide
	Philippi Middle School	JobID: 19663 Itinerant Multi-Categorical w/Autism Instructor
Lana Weese	Philip Barbour High School	JobID: 20898 Therapeutic Services Instructor
	Junior Elementary School	JobID: 20899 Music Instructor (half-time)
	Belington Elementary School	JobID: 20900 Librarian/Media Specialist - Itinerant
Letha Uzenski	Kasson Elementary & Middle School	JobID: 20901 Elementary Education Instructor (5th Grade)
Madisen Tallman	Philip Barbour High School	JobID: 18121 Information Technology/Business Education Instructor
	Philippi Middle School	JobID: 21181 Science Instructor
	Kasson Elementary & Middle School	JobID: 21182 Itinerant Multi-Categorical w/Autism Instructor
	Barbour Board Office	JobID: 21185 Bus Operator, Route 24
	Philip Barbour High School	JobID: 21186 Itinerant Educational Interpreter/Sign Language Specialist/Supervisory Aide/Transportation Aide
	Kasson Elementary & Middle School	JobID: 21368 Itinerant Multi-Categorical w/Autism Instructor
	Philip Barbour High School	JobID: 21386 Mathematics Instructor
	Philip Barbour High School	JobID: 21388 Mathematics Instructor
	Philippi Middle School	JobID: 21370 Itinerant Multi-Categorical w/Autism Instructor
	Kasson Elementary & Middle School	JobID: 21381 Language Arts/Art Instructor/Virtual School Facilitator

	Philippi Middle School	JobID: 21396 Mathematics Instructor
	Philippi Middle School	JobID: 21397 Mathematics Instructor
	Philippi Middle School	JobID: 21398 Itinerant Multi-Categorical w/Autism Instructor
	Philippi Middle School	JobID: 21400 Language Arts Instructor
	Philip Barbour High School	JobID: 21369 Counselor
	Philip Barbour High School	JobID: 21376 Counselor
	Philippi Middle School	JobID: 21384 Counselor (Itinerant)

Substitute Employee Assignments 2024-25 (FY25)		
Name of Person	Location	Job ID: Position
David Neff	Barbour Board Office	JobID: 21028 Substitute Administrator(s)
	Barbour Board Office	JobID: 21029 Substitute Custodian(s)
	Barbour Board Office	JobID: 21030 Substitute LPN/Aide(s)
	Barbour Board Office	JobID: 21031 Substitute School Nurse RN(s)
	Barbour Board Office	JobID: 21032 Substitute Cook(s)
	Barbour Board Office	JobID: 21033 Substitute Secretary(s)
David Neff, Melinda Tharp	Barbour Board Office	JobID: 21034 Substitute Teacher(s)
	Barbour Board Office	JobID: 21035 Restricted Short-Term Substitute Teacher(s)
	Barbour Board Office	JobID: 21036 Substitute Bus Operator(s)
Rebecca Green, Debra Bolyard, Rebecca Littles	Barbour Board Office	JobID: 21037 Substitute Aide(s)

Extra-Curricular Employee Assignments 2024-25 (FY25)		
Name of Person	Location	Job ID: Position
	Philippi Middle School	JobID: 19658 Head Girls Basketball Coach
	Philip Barbour High School	JobID: 19681 Volunteer Assistant Boys Soccer Coach
Raymond Hicks	Philippi Middle School	JobID: 18123 Head Boys Basketball Coach
	Belington Middle School	JobID: 18116 Volunteer Assistant Cross Country Coach
Phil Perkins	Belington Middle School	JobID: 18124 Head Girls Soccer Coach
Robert Antion	Philip Barbour High School	JobID: 20895 Volunteer Assistant Football Coach
Gabrielle Kyle	Philip Barbour High School	JobID: 20897 Volunteer Assistant Volleyball Coach
Brittany Johnson	Belington Middle School	JobID: 21004 Head Girls Basketball Coach
Dannielle Summerfield	Belington Middle School	JobID: 21007 Volunteer Assistant Volleyball Coach
	Philip Barbour High School	JobID: 21038 Athletic Trainer (Winter Sports)
	Philip Barbour High School	JobID: 21040 Athletic Trainer (Fall Sports)

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

A motion was made by Mr. Starks to approve agenda items 1-17 except item 8.b.3 as recommended. The motion was seconded by Mr. Phillips. After discussion, the motion passed five (5) to zero (0).

A motion was made by Mr. Everson to approve agenda item 8.b.3 as recommended. The motion was seconded by Mr. Nestor. After discussion, the motion failed zero (0) to five (5).

Mrs. McConnell made a motion to adjourn into executive session at 6:53 p.m. to discuss personnel/legal. The motion was seconded by Mr. Phillips and passed five (5) to zero (0).

The board returned to open session at 7:29 p.m. (No votes or decisions were made in executive session).

A motion was made by Mr. Phillips to approve agenda items 18-29 except JobID: 18124 in agenda item 18 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. Everson to approve JobID: 18124 in agenda item 18 as recommended. The motion was seconded by Mr. Nestor. After discussion, the motion passed four (4) to 1 (1) with Mr. Nestor voting Nay.

The board acted upon or discussed the following items:

1. FBLA Funding Request
2. Philip Barbour High School Track Funding Request
3. Other
 - CTE Center project

Next board meetings:

May 28, 2024, at 6:00 p.m. at the Board of Education Office (Regular Session)

The meeting adjourned at 8:15 p.m.

President

Secretary