

School Building Authority of West Virginia  
**EVALUATION INSTRUMENT**  
Previous Comprehensive Educational Facility Plan (CEFP)  
From **October 2019** To **February 2020**  
**SBA FORM 100-A**

**NOTE: THIS FORM MAY BE SUBSTITUTED FOR A SIMILAR DIGITAL INSTRUMENT**

West Virginia Code §18-9D-16(G) and West Virginia Board of Education Policy 6200 requires all LEAs to submit an objective evaluation of the ten-year Comprehensive Educational Facilities Plan (CEFP). This evaluation shall be completed by the CEFP committee established by the local board to plan the upcoming ten-year plan consisting of community members and professional staff from each high school attendance area. The committee will familiarize themselves with the state board requirements of the plan and the current CEFP prior to completing this evaluation form. All amendments to the plan since the inception of the previous ten-year plan will be objectively evaluated for its effectiveness and completeness of projects within that plan. The following should be used to effectuate this evaluation of the previous CEFP and also be used as a means to improve future plans.

**(1 – Poor Rating; 3 – Adequately met the need or requirement; 5 – Excellent Rating)**

1. Did the CEFP contain all data required in State Board Policy 6200?  
1      2      3      4      **5**
  
2. Was the data sufficient to allow prudent long-range planning decisions to be made regarding the educational direction and facility needs necessary to accomplish the desired goals of the ten-year plan?  
1      2      3      4      **5**
  
3. Was the original plan significantly amended during the ten-year cycle? Yes \_\_\_\_\_ No **X**  
If the original plan was altered:
  - (a) Did alternations in the plan generally prove to be positive changes?  
1      2      3      4      5
  
  - (b) Did the amended plan effectively improve the LEA's ability to deliver the curriculum?  
1      2      3      4      5
  
  - (c) Were the amendments generally politically initiated rather than educationally motivated?  
1      2      3      4      5
  
4. Were local and SBA funds used effectively for individual school projects that further the overall goals of the ~~county~~ plan and the goals of the SBA as defined in 18-9D-16(d)?  
1      2      3      4      **5**
  
5. To what degree has/will the projects identified in the ten year plan be effectively completed during this planning period?  
25%    50%    70%    80%    85%    **90%**    95%    100%

Comments relative to the major issues (positive and negative) that led to the conclusion of the evaluation committee in Items 1 thru 5. (Additional comments may be attached)

**Positive** - 2010 CEFP addressed four of the seven Prioritized Facility Needs (#1,2,6,7)

**Positive** - 2010 CEFP addressed four items of concern listed in all three attendance areas (#1,2,6,7)

**Positive** - 2010 CEFP addressed items and areas of concern list n two of the three programmatic levels (#1,2,6,7)

**Positive** - Recently received an SBA Grant to combine the satellite classes of Meadowdale into the main campus of East Dale Elementary (Presentation Fall 2019 by Superintendent Farley)

**Negative** - 2010 CEFP did not address the middle school facility issues in Mannington and Monongah Area and or North Marion Area Middle Schools (prioritized as # 3)

**Negative** - 2010 CEFP did not address the elementary (East Park and Pleasant Valley) school facility issues in our East Fairmont Attendance Area (prioritized as # 4)

**Negative** - 2010 CEFP did not address elementary school facility issues (Watson and Whitehall) in our Fairmont Senior Attendance Area (prioritized as # 5)

**Negative** - 2010 CEFP Elementary Gymnasiums were never addressed

Comments relative to improving the plan to be developed for the upcoming ten-year planning cycle.

- a. Additions to Watson Elementary to eliminate modular classrooms
- b. Additions to Whitehall Elementary to eliminate modular classrooms
- c. Gymnasium at Barrackville Elementary/Middle School
- d. Additions at Barrackville Elementary/Middle to eliminate modular classrooms
- e. Gymnasium at Fairview Elementary School
- f. Gymnasium at Rivesville Elementary/Middle School
- g. Additions to Rivesville Elementary/Middle School to eliminate modular classrooms
- h. Walls to be established at East Dale and Watson Elementary School to eliminate open concept
- i. Gymnasium at Monongah Middle School
- j. Gymnasium at Mannington Middle School
- k. Additional gymnasium at North Marion High School
- l. New North Marion Attendance Area Middle Schools for Mannington and Monongah

List Committee Members below:

Vicki	Bombard	Principal	Barrackville Elementary Middle
Carol	Brooks	Mayor	Town of Worthington
Mel	Coleman	Principal	Fairview Elementary
Karen	Decker	Principal	Watson Elementary
Rockie	DeLorenzo	Administrative Assistant	MCBOE Central Office
Janie	DeVaul	Principal	Blackshere Elementary
Rusty	DeVito	Principal	North Marion High
Melissa	DeWitt	Principal	East Dale Elementary
Nick	Fantasia	Business Community	Manta, Nick L. Fantasia
Randall	Farley	Superintendent	Marion County Board of Education
Karen	Finamore	Principal	Fairmont Senior High

Ray	Frazier	Principal	Marion County Technical Center Marion County Adult and Community Education Center
Tyson	Furgason	Principal	Rivesville Elementary Middle
Rick	Garcia	Commissioner	Marion County Commission
Gia	Deasy	Administrative Assistant	Marion County Schools
Bill	Glasscock	Mayor	Town of Farmington
Brad	Harker	Principal	Monongah Middle
Kim	Higgins	Principal	Monongah Elementary
Jessica	Holt	Principal	East Park Elementary
Lurita	Jenkins	Citizen	City of Farmington
Steve	Malnick	Administrative Assistant	MCBOE Central Office
Brad	Merrifield	Mayor	City of Fairmont
Barbara	Metcalfe	Mayor	Town of Pleasant Valley
Jay	Michael	Principal	East Fairmont Middle
Kim	Middlemas	Principal	Pleasant Valley Elementary
Dick	Moore	Business Community	Dick Moore Agency, Nationwide Insurance
Scott	Morris	Principal	Jayenne Elementary
Nan	Murray	Principal	White Hall Elementary
Andy	Neptune	Administrative Assistant	MCBOE Central Office
Chad	Norman	Administrative Assistant	MCBOE Central Office
Travus	Oates	Principal	Barnes Alternative Learning Center
Rick	Ott	Principal	Mannington Middle
John	Palmer	Mayor	Town of Monongah
Steve	Rodriguez	Principal	Fairview Middle
Kevin	Rogers	President	Rogers Electrical Company, Inc.
Ray	Shadrick	Mayor	City of Mannington
Rob	Shaffer	Principal	West Fairmont Middle
Tina	Shaw	President	Marion County Chamber of Commerce
Dave	Tonkin	Mayor	Town of Barrackville
Mary Lynn	Westfall	Principal	East Fairmont High
Dixie	Yann	President	FSU Board of Governors

Mr. Chad A. Norman - Administrative Assistant of Technology, Transportation, and Child Nutrition \_\_\_\_\_

Committee Chairperson

Date

SBA 100-A

## 100.010 Goals and Objectives

### A. Goals for Curriculum Delivery Models:

#### Objective 1.1

Given the policies of the West Virginia Board of Education, Marion County will provide instruction that will provide the knowledge and skills students need to succeed in a competitive and changing global society.

#### Objective 1.2

Given the standard/mandates adopted by the West Virginia Board of Education, School Building Authority and adequate financial resources, Marion County will maintain safe instructional facilities that are necessary to support the educational programs.

#### Objective 1.3

Given adequate financial resources, Marion County will provide facilities and infrastructure to promote life long-learning.

#### Objective 1.4

Marion County will recruit and retain staff who will utilize a variety of strategies in the delivery of the college and career readiness, and support professional development programs to improve their knowledge and skills

#### Objective 1.5

Marion County with students with disabilities subgroup will show growth in achievement in both English Language Arts and math at all three programmatic levels.

#### Objective 1.6

Marion County Low SES subgroup will show growth in English Language Arts using a variety of teaching models at the middle and secondary levels.

#### Objective 1.7

Marion County will improve student career counseling at the middle and secondary level.

#### Objective 1.8

Marion County will provide professional development for staff on the appropriate role of technology in our schools and student's lives and how to integrate it into classroom lessons and curriculum.

#### Objective 1.9

Marion County Schools CEFP 2020100.010 Goals & Objectives

Given the availability of funds, Marion County will provide the teachers and students with technology that will develop their skills and enable them to live in the digital world.

B. Goals for Grade Configurations:

Objective 1.1

Given the policies of the West Virginia Board of Education, the School Building Authority and adequate funds, Marion County will organize instructional facilities that will be configured in a Pre-K to Grade 4, Grade 5 to Grade 8 and Grade 9 to Grade 12 pattern.

Objective 1.2

Marion County will provide a Universal Pre-K program in all attendance areas.

Objective 1.3

Marion County will provide alternative learning options for students and at risk students.

C. Goals for Maximum / Minimum School Sizes, Optimal Student Populations:

Marion County Schools Building Utilization Percentage

Based on 2019-2020 School Year

Ideal Building Utilization Percentage is 85%

School	Building Utilization Percentage
Barrackville Elementary/Middle School	64%
Blackshere Elementary School	66%
East Dale Elementary School	65%
East Fairmont High School	67%
East Fairmont Middle School	63%
East Park Elementary School	72%
Fairmont Senior High School	79%
Fairview Elementary School	65%
Fairview Middle School	45%
Jayenne Elementary School	73%
Mannington Middle School	29%
Marion County Adult and Community Education Center	75%
Marion County Tech Center	85%

Marion County Schools CEFP 2020100.010 Goals & Objectives

Monongah Elementary School	64%
Monongah Middle School	32%
North Marion High School	74%
Pleasant Valley School	85%
Rivesville Elementary/Middle School	63%
Watson Elementary School	101%
West Fairmont Middle School	68%
Whitehall Elementary School	71%

Objective 1.1

Given the availability of funds, Marion County will renovate and maintain facilities in a manner that complies with all criteria required by regulatory agencies.

Objective 1.2

Given adequate financial resources, Marion County will have an on-going preventive maintenance program.

Objective 1.3

Given adequate financial resources, Marion County will develop classrooms that will create a well-integrated, learner-center environment focused on collaboration, problem solving and communication with the use of technology.

Objective 1.4

Given adequate financial resources and sufficient student enrollment, Marion County will ensure that the number of instructional areas within each facility support standards for pupil/teacher ratios, including Special Education and related support services.

D. Goals for the Number of Facilities that can be Effectively Maintained, given Resources Available:

Objective 1.1

All Marion County Schools will meet Fire Marshall regulations.

Objective 1.2

Marion County will provide facilities to meet ADA regulations.

Objective 1.3

All Marion County Schools will strive to meet the requirements for safe and secure entry and exit.

## Marion County Schools CEFP 2020100.010 Goals & Objectives

### Objective 1.4

Marion County Schools will develop and coordinate agreements with local agencies for crisis management, intervention and response.

### Objective 1.5

Marion County Schools will coordinate community resources for acute care during a crisis and for aid in post crisis recovery.

### Objective 1.6

Marion County Schools will sponsor collaboration forums with local enforcement and judicial agencies to study, design and implement abuse, threat and violence prevention programs.

## E. Goals for Community Expectations:

### Objective 1.1

As required, Marion County will maintain a school based LSIC.

### Objective 1.2

Given the School Building Authority requirements, Marion County will conduct a formal public hearing to obtain citizen input to the CEFP prior to presentation of the plan for approval.

### Objective 1.3

Marion County will engage in activities that will enhance College and Career Readiness.

### Objective 1.4

Marion County will develop a system-wide culture of support, trust, and collaboration among all stakeholders, including the county office, and the Board of Education that is focused on creating conditions for all students' academic success in a safe and drug-free learning environment for all students.

### Objective 1.5

Marion County Schools will fully implement learning skills into the Strategic Plan for elementary, middle and high schools.

## Executive Summary

### Background Information

### CEFP Process Goals

### Initial Consensus Opinions of All Attendance Areas:

### Overall Goals and Objectives



## 100.011 Community Analysis

### Executive Summary

A survey of the community’s history provides a background against which present conditions acquire meaning. The following aspects of a county’s development should be studied carefully in regard to each school community. Please use maps and charts when available.

#### A. Population characteristics and density patterns.

##### COUNTY’S GROWTH RATES

During the fifty year period from 1950 to 2000, Marion County’s population fluctuated downward by 21.5 percent. The population had minimal growth in 2011 and 2012. However, growth continued to decrease from 2013 through 2017. The estimate provided in 2017 of 56337 represents a decrease of 312 individuals since the 2011 census.

Table 1. County Population and Growth Rates by Year, 2011 through 2017

Year	Population	Change
2011	56649	0.20%
2012	56727	0.14%
2013	56651	-0.13%
2014	56722	0.13%
2015	56690	-0.06%
2016	56477	-0.37%
2017	56337	-0.62%

Source: U.S. Department of Commerce, Bureau of the Census, Population Estimates Branch.

**FUTURE PROJECTIONS :** Future projections for Marion County (Table 2) calculate a continued decline between 2020 and 2030. From 2010 to 2020, Marion County actually increased in population by 295. However, future predictions reflect a decline from 2020 through 2030 by 1165.

##### POPULATION PROJECTIONS CHART

Table 2. County Population Projections, 2000 through 2035

Year	Population	Change
2000	56598	—
2010	56418	-180
2015	56771	+353
2020	56713	-58
2025	56328	-385
2030	55548	-780

Source: U.S. Department of Commerce, Bureau of the Census, Population Estimates Branch.

B. Population changes due to migration patterns and to fluctuations in the birth rate.

Birth rate numbers have remained above 600 annually regardless of population change with the exception of 2016 when Marion County had the greatest decrease in population.

Death rates numbers have stayed between 660- 691 individuals annually.

International migration reflects a positive trend between 2011 through 2017. This is evident in school increases in the English Language Learner (ELL) population.

Domestic migration was highest in 2011 and 2012 with increases well over 100. However, this trend reversed in 2013.

**POPULATION MIGRATION TABLE**

Table 3. State Migration of Residents Including Births and Deaths

Year	Population Change	Number of Births	Number of Deaths	International Migration	Domestic Migration	Net Migration	Percent Change
2011	105	633	673	30	117	147	
2012	123	612	675	19	171	190	
2013	19	672	661	37	-60	-23	
2014	45	625	682	37	105	142	
2015	66	694	673	46	13	59	
2016	-233	528	691	18	-143	-125	
2017	-140	616	686	13	-81	-68	

Source: U.S. Census Bureau

C. Changes in land usage (residential, commercial and industrial)

The city of Fairmont adopted /updated their comprehensive plan in November of 2018. See link below: <https://www.fairmontwv.gov/DocumentCenter/View/2197/FairmontCompPlanOfficial>

No major changes in land usage (residential, commercial and industrial) are noted within the city or within the county at this time. The Fairmont Board of Zoning Appeals files application for variances to zoning regulations. No major changes beyond variance, conditional or general appeal have been addressed within the city limits. The City of Fairmont Comprehensive Plan is to review and update the the City’s ordinance to encourage flexibility and adaptive re use to ensure the current housing stock can meet future demands. The recently adopted comprehensive plan outlines many goals for improving residential living such as providing more moderate income level housing, promoting living in historic neighborhoods. The plan also outlines a mission to address neglected properties through land banks and converting such property for productive use.

D. Major highways and street networks and their probable future development

**LINK to County Maps without Hillshade**

**See links below for county maps.**

<https://gis.transportation.wv.gov/CountyMapsApp/>

<https://gis.transportation.wv.gov/GISCountyMaps/PDF-WhiteBackground/MarionSHEET%202WB.pdf>

<https://wvdot.maps.arcgis.com/apps/MapSeries/index.html?appid=3edb7edeb3f942389d00e9146833ee9>

Marion County has 1,053.4 miles of Core Maintenance projects at 1,496 total sights. Projects include 170 sites(166.8 miles ) of ditching, 447 sites (317.4 miles) of patching, and 351 sites ( 149 miles) of stabilization. (See links below for maintenance projects).

<https://wvdot.maps.arcgis.com/apps/MapSeries/index.html?appid=3edb7edeb3f942389d00e9146833ee9>

<https://transportation.wv.gov/Documents/SecondaryRoadsMaintenanceInitiative2019SecondHalf/MarionCounty.pdf>

Source: West Virginia Department of Transportation.

E. Changes in socio-economic patterns resulting in population shifts within the community

**Overall population shifts combined with median income information & free/reduced lunch information**

Median incomes have been slightly increasing over the last 10 years. However, the number of free and reduced lunch students have increased steadily since 2015. The number of students receiving free and reduced lunch has increased since 2009. This current school year 54.42% of Marion County's school population qualifies for Free & Reduced Lunch. Approximately 4, 156 students qualify for Free & Reduced Lunch for the 2020-21 school year. Marion County Schools currently has nine (9) schools qualifying for Community Eligibility Provision (CEP). (The CEP is a non pricing meal service option for schools in low income districts) The CEP schools include: Watson Elementary, Jayenne Elementary, Blackshere Elementary, East Park Elementary School, Fairview Elementary School, Mannington Middle School, Monongah Elementary School, Monongah Middle School, and Rivesville Elementary/Middle School.

**INCOME AND LUNCH PROGRAM TABLE**

Table 4. Socio-economic patterns within the community 2009-2017

Year	Median Income (Dollars)	Free & Reduced Lunch (# of students)
2009	22414	4092
2010	24012	4077
2011	25990	4144
2012	26216	3987
2013	26235	3906
2014	27098	3306
2015	27238	3998
2016	27093	4313
2017	28781	4307

Source: U.S. Census Bureau and National Center for Education Statistics

F. Condition and value based upon current property assessments

Median home values have increased since 2010. The largest gains are noted from 2014-2017.

**MORTGAGE VALUE TABLE**

Table 5. Median Home Value 2010-2017

Year	Home Value	Percent Change
2010	87500	—
2011	87900	.46%
2012	88300	.46%
2013	91500	3.6%
2014	94600	3.4%
2015	99800	5.5%
2016	107100	7.3%
2017	110100	2.8%

Source: U.S. Census Bureau

G. Availability of community services - libraries, recreational areas, health services, public assembly space and emergency response services including the support of Homeland Security.

**LIBRARIES**

The Marion County Public Library System (MCPL) is made up of the Main Library in Fairmont and two branch libraries. Branch libraries are: Mannington Public Library, Mannington WV and

Fairview Public Library, Fairview WV. The Marion County Public Library has two bookmobiles. The MCPL bookmobile provides library services to rural areas, schools and other locations in Marion County. The MCPL also has a digital bookmobile. This digital bookmobile serves as a transport vehicle to carry STEM services to rural areas, schools, and other locations in Marion County. Programs provided by the Digital Bookmobile include Robotics, Sewing Device Training, 3D Printing, and more. The Digital Bookmobile also houses technologies such as DVDs, CDs, Audiobooks, and GoChip Beam TV and Movie Mobile Hotspots.

In addition to these libraries, the Ruth Ann Musick Library is located on the campus of Fairmont State University, Fairmont WV . There is also an Express Library in White Hall, WV

**Recreational Areas/Parks**

Marion County is home to two state parks: Valley Falls State Park and Pricketts Fort State Park.

Marion County Parks and Recreation (MCPARC) features amenities such as disc golf, FIDO’s Backyard( dog park), Geocaching, Rail Trails, Sports Facilities, and a Wave Pool. Parks include: 12th Street Pool-Fairmont WV, Curtisville Lake Park and Campground-Curtisville, WV, East Marion Park and Pavillions-Fairmont WV, Guyses Run Fishing Park, Colfax WV, Hutchinson Park- Hutchinson, WV, Mary Lou Retton Youth Park -Fairmont , Worthington Park-Worthington WV, and “For the Kids” Soccer Complex- Fairmont WV.

**In addition, Fairmont has several city parks:**

5th Street Park	5th Street
Bellview Park	Brooks Drive and Liberty Avenue
Gateway Connector Park	Blaine Street and Orr Street
Morgantown Avenue Park	Morgantown Ave.
Morris Park	Morris Park, Fairmont
*Norwood Park	Morgantown, Ave & Suncrest Blvd.
Palatine Park	Everest Drive
Veterans Square	Adams Street
Windmill Park	900 Ogden Ave

\*Norwood Park is to be transformed into a facility that offers uses for multiple ages and is universally designed (UA). The new playground design will be “barrier free”. The Disability Action Center ( local nonprofit) and Novelis (local company) have partnered on this project with the City of Fairmont and the Fairmont Parks Commission.

**Additional parks in Marion County include:**

Bellview Park	Fulton Street, Bellview
Hough Park	Mannington WV
Farmington No. 9 Memorial Park	Mannington, WV
Worthington Park	Worthington WV

The City of Fairmont also supported Fairmont Central Church of Nazarene in reclaiming property for a neighborhood soccer field (THE FIELD OF TREASURE) on Walnut Avenue in Fairmont WV.

**Camp Grounds** Marion County has three campgrounds: Curtisville Lake Campground, Swisher Hill Campground and Sagebrush Round-Up Campground.

**Health Services**

Marion County residents medical needs are being met by WVU medicine, Fairmont Regional Medicine and the Monongahela Valley Assoc. Heath centers. Mental Health services are provided through various independent mental health providers as well as United Summit Center, Solace Behavioral Healthcare Services, Valley Community Mental Health, and Brighter Pathways Inc. Addiction treatment services are expanding in the Marion County area to address the growing need. (i.e Fairmont Opiod Addiction Treatment, Alpha Chemical Dependency Treatment Program, Sirena Solutions, Inpatient Opiate Center)

**Emergency Response Services**

H. Employment opportunities

The top 10 employers in Marion County in ranked order according to Workforce West Virginia (2019)

Marion County Board of Education
Fairmont State University
Murray American Energy Inc.
First Energy Corp.
<b>*Alecto Healthcare Services</b>
Wal-Mart Associates Inc.
TPUSA-FHCS, Inc.
City of Fairmont
Blue Gold Mine Services, LLC
Novelis Corporation

*\*Alecto Healthcare Services closed August 2019*

Unemployment rates had decreased between 2010 and 2017. However, due to decreasing population 470 less people are actually are employed. Current Workforce WV data indicates that the August 2019 unemployment rate was 8.6 . Currently, the August 2020 unemployment rate has risen to 9.0.

Table 6. Civilian Labor Force, Employment & Unemployment 2010-2017

Year	Civilian Labor Force	Employment	Unemployment	Unemployment Rate
2010	26640	24700	1940	7.30
2011	26740	24900	1840	6.90
2012	26830	25100	1730	6.40
2013	26750	25160	1590	5.90
2014	26420	24830	1590	6.00
2015	25960	24170	1780	6.90
2016	25640	23960	1680	6.50
2017	25560	24230	1330	5.20

Source: WorkForce West Virginia

- I. Parental expectations of the school
- J. Citizen attitudes and aspirations in general

Marion County Schools conducted the **WE survey suite** in the fall of 2019. Three sets of surveys were conducted in order to glean information from instructional staff, community and students.

**WE LEARN** Student Surveys collected data from 3,292 Marion County Students Grades 6-12.

**WE TEACH** Instructional Staff Surveys collected data from 500 Marion County instructional staff respondents.

**WE SUPPORT** Community Surveys collected data from 532 parents and community respondents.

The **WE surveys** measured respondents perceptions on **RIGOR, RELEVANCE, and RELATONSHIPS** in schools.

**Survey Results:**

**We Learn/Students Responses**

<p><b>RIGOR - means critical thinking taking place on a regular basis. Over half of the items in this section reflect Marion County students responding higher than the national results. No positive items on the survey varied in response to the national average by &gt; 4%.</b></p>	<p><i>Items scored at or above the national average include: problem solving with more than one answer, teachers expectation to apply learning to real life, doing more challenging work, high expectations for all students, teacher expectations to work w/ different groups of classmates, assignments require organization &amp; management of information, given more difficult things to read as the year progresses,</i></p>
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<p><b>RELEVANCE-</b> enables a student to connect what they are learning to their experiences. No positive items on the survey varied in response to the national average by &gt; 4%.</p>	<p><i>Items scored at or above the national average include: some of my classes combine different subjects, i am taught to use computers &amp; internet in a responsible way</i></p>
<p><b>RELATIONSHIPS-</b>are developed through a culture of respect, caring and concern for one another. No positive item on the survey varied in response to the national average by &gt; 4%.</p>	<p><i>Items scored at or above the national average include: my teachers care about me, my teachers help me, my teachers help each other, my teachers care if I participate in class, I help my teacher, doing well in sports is rewarded, my teacher knows my interests, I encourage other students to do their best.</i></p>

**We Teach/Instructional Staff Responses**

<p><b>RIGOR -</b> means that critical thinking takes place on a regular basis. The majority of the positive items on the survey exceeded the national average. Few varied in response to the national average by &gt; 2% . There were two survey items that varied from the national response by 10%. ( Those survey items referred to the use of rubrics for scoring guides to measure student proficiency and making a classroom assessment more challenging than the current state test.</p>	<p><i>Items scored at or above the national average include: in class m students discuss and solve open ended questions/problems, staff is expected to provide opportunities for students to discuss/solve open ended questions, I encourage students to create original solutions to complex problems, I design assessments that encourage student creativity, student reading level is measured regularly, students are expected to work w/ different groups of students, struggling &amp; disengaged students receive support, I use assessment to plan &amp; adjust instruction, I encourage students to demonstrate understanding in a variety of ways,</i></p>
<p><b>RELEVANCE-</b> enables students to connect what they are learning to their experiences. The majority of the positive items on the survey exceeded the national average. Only two survey items were below the national average by &lt;2%.</p>	<p><i>Items scored at or above the national average include: staff expected to use a variety of instruction strategies to help students learn, I use performance based assessments to reflect how well my students have learned, I encourage students to explore things they find interesting, staff are expected to do interdisciplinary planning and projects, students can apply what I am teaching to their everyday lives, I use info &amp; communication technology, I connect learning in my classroom to the community, I encourage students to use multiple resources when solving problems, encourage students to work w/others to solve problems, I teach students to use info &amp; communication technology responsibly, I reach out to colleagues to identify successful practices</i></p>



<p><b>RELATIONSHIPS</b> -are developed through a culture of respect, caring and concern for one another. All positive items on this portion of the survey were at or above the national average with the exception of one. ( Staff are expected to give students frequent feedback. This item varied by 6%)</p>	<p><i>Items scored at or above the national average include: I can freely express my opinions and concerns to the administration, staff respect students, staff help each other, school reaches out to all students to meet their individual needs, teachers are enthusiastic about what they teach, am aware of students' interests, m colleagues are a source of encouragement, I know my students' academic interests and goals, students talk about academic problems/concerns with me, I am a source of encouragement for my students, I know what my students are passionate about.</i></p>
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**We Support/ Community Survey**

<p><b>RIGOR</b>-means the critical thinking takes place on a regular basis. Positive items on this portion of the survey that did not meet national average varied by 1% to 10%. The largest discrepancy (10%) noted that the state standards are not challenging enough for the students in this district.</p>	<p><i>Items scored at or above the national average include: students of all abilities receive equal encouragement in school, students should be taught how to manage their personal finances, reading and writing strategies should be taught in high school, students who struggle academically should get extra support.</i></p>
<p><b>RELEVANCE</b>-enables students to connect what they are learning to their experiences. Positive items on this portion of the survey that did not meet national average varied by 2% to 20%. The greatest percentage of difference was in relationship to the importance of theatre/drama and sports.</p>	<p><i>Items scored at or above the national average include: students should get practical experience in the workforce before graduating, ethics should be taught in school, music is an important part of this school district, school programs are aligned with community expectations,</i></p>
<p><b>RELATIONSHIPS</b> —developed though a culture of respect, caring and concern for one another. Positive items on this portion of the survey that did not meet national averages varied by 1% to 9%. The greatest percentage of difference was in regarding to the community knowing the goals of the school/district.</p>	<p><i>Items scored at or above the national average include: I have volunteered in the school/district, small class size is important for student learning, I would recommend the school district to my family and friends, I get useful information from this school/district on how well students are learning, the school district is a source of pride in the community, school administrators are respected in the community.</i></p>

K. Study of school attendance zones as they relate to the dispersion of the county school population

School attendance zones have remained aligned with EAST/EAST FAIRMONT HIGH SCHOOL, WEST/FAIRMONT SENIOR HIGH SCHOOL, and NORTH/NORTH MARION HIGH SCHOOL areas of the county. Feeder schools into the three high schools have remained consistent since the previous CEFP planning document. (See Table 7 County Feeder School Pattern) One “new” school (East Fairmont Middle School) is evident in this current plan. East Fairmont Middle School aligns with the east feeder school pattern. East Fairmont Middle School reflects the replacement of East Fairmont Junior High School and the inclusion of 5th and 6th grades from the three feeder elementary school programs. No changes in feeder school programs aside from the formation of East Fairmont Middle School has occurred since the last county plan.

Table 7. County Feeder School Pattern

<b>Elementary School</b>	<b>Middle School</b>	<b>High School</b>
Watson Elementary Jayenne Elementary White Hall Elementary	West Fairmont Middle School Rivesville Elementary/Middle School	Fairmont Senior High School
East Dale Elementary East Park Elementary Pleasant Valley Elementary	East Fairmont Middle School	East Fairmont High School
Blackshere Elementary Fairview Elementary Monongah Elementary	Mannington Middle School Fariview Middle School Monongah Middle School Barrackville Elementary/Middle School	North Marion High School

Source: District

**School Populations**

<b><u>SCHOOL YEAR</u></b>	<b><u>WEST ATTENDANCE AREA-FAIRMONT SENIOR</u></b>	<b><u>EAST ATTENDANCE AREA -EAST FAIRMONT HIGH SCHOOL</u></b>	<b><u>NORTH ATTENDANCE AREA -NORTH MARION HIGH SCHOOL</u></b>
<u>2010-2011</u>	<u>2725</u>	<u>2227</u>	<u>2520</u>
<u>2011-2012</u>	<u>2682</u>	<u>2192</u>	<u>2473</u>
<u>2012-2013</u>	<u>2783</u>	<u>2210</u>	<u>2480</u>
<u>2013-2014</u>	<u>2818</u>	<u>2140</u>	<u>2472</u>
<u>2014-2015</u>	<u>2886</u>	<u>2494</u>	<u>2880</u>
<u>2015-2016</u>	<u>2943</u>	<u>2472</u>	<u>2794</u>
<u>2016-2017</u>	<u>2960</u>	<u>2473</u>	<u>2766</u>
<u>2017-2018</u>	<u>2916</u>	<u>2406</u>	<u>2677</u>
<u>2018-2019</u>	<u>2440</u>	<u>2891</u>	<u>2645</u>
<u>2019-2020</u>	<u>2900</u>	<u>2729</u>	<u>2336</u>

School attendance zone populations vary across EAST-WEST-NORTH attendance areas by approximately 200 to 500 students. Historically, Fairmont Senior attendance area (WEST) sustains the largest population of students. Historically, East Fairmont High School attendance area sustains the lowest population of students.

**County Wide Enrollment**

SCHOOL YEAR	COUNTY WIDE STUDENT ENROLLMENT
2010-2011	8132
2011-2012	8035
2012-2013	8165
2013-2014	8100
2014-2015	8270
2015-2016	8236
2016-2017	8230
2017-2018	7999
2018-2019	7998
2019-2020	7985

From 2010 to 2020 Marion County School had a decrease in overall student enrollment of approximately 147 students. Enrollment peaked from 2014-2017 with an enrollment of over 8,200 students. Marion County school population has reflected a decreasing trend starting in the 2017-18 school year through the present.

100.012 Population and Enrollment Study

100.0121

The following statistics are essential components of the enrollment projections:

A. Population trends.

1. Marion County

Marion County has maintained a steady population over the past eight years, with totals at or near 56,500 people. A slight decrease has been documented with 197 students less over the eight year period , 2010 - 2017.

**[INCLUDE YOUR COUNTY’S GROWTH RATES TABLE BELOW** – Reference the [Analytics Section](#) on Dude Solutions 360.

As indicated the data below shows a decrease of 197 students over an 8 year period.

Table 1. County Population and Growth Rates by Year, 2010 through 2017.

Year	Population	Change
2010	56,534	0.0
2011	56,649	0.2
2012	56,727	.14
2013	56,651	-.13
2014	56,722	.13
2015	56,690	-.06
2016	56,477	-.38
2017	56,337	-.62

Source: U.S. Department of Commerce, Bureau of the Census, Population Estimates Branch

2. Each school community

The student enrollment in Marion County is reflected in the table below.

Table 2. School Community Enrollment by Year, 2010 through 2017.

School	2010	2011	2012	2013	2014	2015	2016	2017
Barrackville	392	387	378	357	374	356	360	347
Rivesville	346	353	359	372	376	379	376	355
East Dale	696	701	729	686	517	486	487	490
East Park	382	389	374	361	282	296	312	305

Marion County Schools CEF 2020100.012 Population and Enrollment Study

Fairview Elementary	169	186	178	208	186	171	178	171
Jayenne	318	345	356	350	359	388	408	388
Monongah Elem.	351	358	363	360	344	344	332	354
Pleasant Valley	271	260	257	258	179	194	202	200
Watson	450	400	436	429	414	407	436	450
White Hall	232	242	237	241	260	277	225	226
Blackshere	416	408	408	395	390	389	356	344
Fairview Middle	149	150	155	161	195	200	187	190
Mannington Middle	363	344	374	363	339	318	307	289
Monongah Middle	215	218	209	199	194	211	235	221
West Fairmont Middle	644	632	628	662	652	630	667	665
East Fairmont Middle	363	361	367	354	761	708	711	679
East Fairmont High	812	767	785	769	755	766	740	732
Fairmont Senior	722	685	734	732	786	811	812	842
North Marion	813	774	769	779	805	775	774	761
Total	8,104	7,960	8,096	8,036	8,168	8,076	8,105	8,009

Source: West Virginia Department of Education, ZoomWV.

B. Birth rates and the number of births.

**From 2011 to 2017 the number of resident births has decreased by a total of 7 students. See table below for yearly information regarding these births.**

[INCLUDE YOUR COUNTY'S BIRTH RATES TABLE BELOW – Reference the [Analytics Section](#) on Dude Solutions 360.

**The total number of births decreased by 7 from 2011 to 2017.**

Table 3. County vs State Rate of Births by Year, 2010 through 2017.

Year	Population Change	Number of Births	Number of Deaths
2011	105	633	673
2012	123	612	675
2013	19	672	661
2014	45	625	682
2015	66	694	673
2016	-233	628	691
2017	-140	626	686

Source: U.S. Department of Commerce, Bureau of the Census, Population Estimates Branch.

C. Public school enrollment figures and trends for the past ten years.

**From 2010 to 2017 the number of students enrolled has decreased by 95 students which equates to .011%. See table below for a breakdown of data by school.**

**MARION COUNTY’S SCHOOL ENROLLMENT TABLE BELOW** – References: [ZoomWV](#), Enrollment Tab. Also reference the “Historical School Composition (SY10-11 to SY17-18)” spreadsheet link found under the “Related Links” section.

Table 4. County’s Enrollment Rates by School, by year 2010 through 2017.

School	2010	2011	2012	2013	2014	2015	2016	2017
Barrackville	392	387	378	357	374	356	360	347
Rivesville	346	353	359	372	376	379	376	355
East Dale	696	701	729	686	517	486	487	490
East Park	382	389	374	361	282	296	312	305
Fairview Elem	169	186	178	208	186	171	178	171
Jayenne	318	345	356	350	359	388	408	388
Monongah Elem	351	358	363	360	344	344	332	354
Pleasant Valley	271	260	257	258	179	194	202	200
Watson	450	400	436	429	414	407	436	450
White Hall	232	242	237	241	260	277	225	226
Blackshere	416	408	408	395	390	389	356	344
Fairview Middle	149	150	155	161	195	200	187	190
Mannington Middle	363	344	374	363	339	318	307	289
Monongah Middle	215	218	209	199	194	211	235	221
WFMS	644	632	628	662	652	630	667	665
EFMS	363	361	367	354	761	708	711	679
EFHS	812	767	785	769	755	766	740	732
FSHS	722	685	734	732	786	811	812	842
NMHS	813	774	769	779	805	775	774	761
Total	8,104	7,960	8,096	8,036	8,168	8,076	8,105	8,009

Source: West Virginia Department of Education, ZoomWV.

D. Historic non-public school enrollment figures, as available.

**[INCLUDE YOUR COUNTY’S ENROLLMENT FIGURES BELOW** – Reference the [Analytics Section](#) on Dude Solutions 360.

**Fairmont Catholic Grade School Enrollment information is included below.**

Fairmont Catholic	2010	2011	2012	2013	2014	2015	2016	2017
	182	191	201	200	202	190	178	150

E. Trends of dropout and attrition rates for the past ten years.

**From 2010 to 2019 the number of school dropout rates has decreased by 1.6%. See table below for a breakdown.**

**INCLUDE YOUR COUNTY’S DROPOUT TREND RATES TABLE BELOW** – Reference [ZoomWV](#), Dropouts

**Table 5. County’s Dropout Rates by School, by year 2010 through 2017 from data from each of the three high schools East Fairmont High School, Fairmont Senior High School and North Marion High School.**

School	2010	2011	2012	2013	2014	2015	2016	2017
Marion County Schools	2.1	1.2	1.2	1.1	.5	.6	.5	.5

Source: West Virginia Department of Education, ZoomWV.

F. Ten-year enrollment projections per school calculated by an approved method which considers the above components.

Marion County Schools CEFP 2020100.012 Population and Enrollment Study

School	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Barrackville	362	362	364	367	370	376	381	389	400	410
Blackshere	347	346	338	336	338	339	344	349	354	359
East Dale	473	472	447	445	443	443	447	457	467	474
East Park	356	353	359	366	366	365	369	374	379	385
Fairview Elem.	170	170	170	170	172	173	175	177	179	181
Jayenne	387	386	367	361	360	362	369	380	390	399
Monongah Elem	323	322	306	294	288	286	289	295	302	308
Pleasant Valley	195	194	181	176	175	176	178	182	185	189
Rivesville	343	341	329	327	327	327	328	330	333	328
Watson	391	392	374	370	366	366	370	377	389	401
WhiteHall	211	195	190	185	183	183	185	185	185	185
Fairview Middle	219	229	238	250	258	260	258	256	252	251
Mannington Middle	277	277	278	290	304	312	312	306	298	294
Mongongah Middle	223	23	223	232	244	251	252	247	241	238
West Fairmont Middle	692	689	702	732	763	792	795	781	762	753
East Fairmont Middle	716	711	743	775	810	831	834	819	801	793
East Fairmont High	725	699	701	704	707	717	735	758	795	814
Fairmont Senior High	851	816	812	821	826	837	857	884	928	953
North Marion High	737	724	719	726	731	740	759	784	823	845
Total	7,998	7,910	7,841	7,927	8,031	8,136	8,237	7,573	8,463	8,560

*Note: Pursuant to the West Virginia Board of Education (WVBE) Policy 6200, the population and enrollment study was completed using a cohort survival model. The cohort survival model is an empirically-vetted and statistically robust methodology that has been used by researchers and practitioners for decades in projecting enrollment counts. The method creates 10-year enrollment projections that can be used to inform the Comprehensive Educational Facilities Plan for each school facility. For scenarios where census-based birth data is not available (e.g., West Virginia Schools for the Deaf and Blind, Vocational Centers), an autoregressive model was specified. Specifically, vocational*



*center projections include information from feeder schools to further inform the predictions. All the aforementioned projections should be interpreted with more caution as time progresses within the prediction (e.g., the value for the 10th year enrollment projection for a school is less certain than the 1st year enrollment projection). Uncertainty bands (i.e., standard errors) are included for each year of the projection to illustrate potential variability that theoretically could be observed. In general, the uncertainty bands tend to widen as the projection extends further into the future. The 10-year projections are expected to be updated annually and using more recent data points will mitigate uncertainty in estimates as they gradually become near-term projections.*

## 100.013 Educational Plan – Educational System Plan

### 100.0131

The Educational Plan proposed for this ten-year planning period provides a standard against which existing facilities can be measured (e.g., how well do the facilities support the goals defined in the plan). This includes an analysis of the current educational program and projections of the planned educational program.

Marion County Schools, with an administrative and instructional staff of 738 professionals, is located in north central West Virginia along the Interstate 79 corridor. The school system is composed of nineteen schools spanning grades Pre-K through 12 plus a separate alternative leaning center, a technical center, and an adult education center.

The enrollment has been constant at approximately 565 students per grade level for a total of 7,838 on the 2018-2019 second month enrollment report and a total of 7,966 on the 2019-2020 second month enrollment report. White students represent 89.9 percent of the total student population, 4.55 percent are black and 5.49 percent are identified as “other”. The school system has a low socioeconomic population (Low SES) of 43.8%.

The people of Marion County are very supportive of their schools. Since 1950, Marion County has operated with a school levy that has provided many improvements in the schools that include major additions, roofs, lockers, HVAC, electrical and lighting upgrades. Governmental agencies, local news media, parent and teacher organizations, local school improvement councils, volunteer groups, civic organizations and others take great pride in their school system.

The Marion County school system considers the recommendations of its many committees, councils and other individuals and groups to strengthen the total program. This approach to governing was evidenced in past local school improvement council county meetings and in the Marion County Board of Education’s appointment of over 20 persons volunteering for the CEFP Committee, who represented a broad segment of the population in the county, to facilitate the development of the plan that will address school facility needs during the period of 2020-2030. Additional members were solicited from the schools and the committee was given the authority to add members during the process.

#### A. Educational System Plan

Provide a description of the educational system proposed for this ten-year planning CEFP and how it will improve instructional delivery.

Because what is tested is what is taught, schools have moved to presenting course content in a highly directed, prescribed manner. Curricular maps provide detailed instructions to teachers about what WV College and Career Readiness standards are to be covered, how and when. Technology is used often because it brings a consistency to this process. The emphasis is on teaching efficiently and effectively to

prescribed standards monitored by accountability tests. With this in mind, this education plan is consistent with the required policies of the West Virginia Board of Education.

The education proposed for Marion County for the years 2020-2030 is described in numerous sections of the Education Plan, Chapter 100.013 A (1 through 7). Most of these items receive further attention throughout the Education Plan.

1. Describe how the existing plan does not meet statutory law, WVBE and county policies, goals and objectives and how the new plan will meet these requirements.

An analysis of the 2010-2020 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 directions and facility needs 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 Marion County's ability to deliver the curriculum.

While the 2010-2020 Comprehensive Educational Facilities Plan was not 100 percent completed as envisioned in 2010, it was nearly 60% completed as amended. Amendment(s) were necessary for a variety of reasons, not the least of which were financial issues and the need for improved educational facilities.

The 2010-2020 plan does not sufficiently support Marion County's current education program due partially to the fact that it did not include changes in curricular emphasis such as the requirements for the Every Student Succeeds Act and the West Virginia College and Career Readiness framework for schools. In addition, the plan does not sufficiently address current changes in technology, the global market place and significant social, political, and environmental issues that impact what students from 2020-2030 need to know. Since the development of the West Virginia College and Career Readiness framework the Marion County school system intends that the Comprehensive Educational Facilities Plan for 2020-2030 support the implementation of this systematic approach that will help the students of Marion County and the state of West Virginia to compete globally and to thrive in an effective productive manner.

The new Comprehensive Educational Facilities Plan will support the goals as educational needs are translated into facility needs.

2. Determine whether the school system will be organized on a K-5, 6-8, 9-12, or some other pattern.

The Marion County school system is predominately, but not totally, organized on a Pre-K-4, 5-8, 9-12 pattern. All grades 9 through 12 are served at the high schools. Where it is necessary to vary the grade pattern, it will be a goal to maintain the curriculum plan as if the grade were located in a Pre-K, K-1-4, 5-8, or 9-12 school.

While it is a goal of the school system to be organized in a Pre-K, K, 1-4, 5-8, and 9-12 pattern, buildings and finances encumber the ability to do so. It may require modifications on current facilities or construction of new facilities to change the existing grade configuration. However, it should be noted that in some cases there exists a school within a school due to programmatic configurations in certain buildings.

#### Number of Elementary and Middle Schools Using Each Grade Configuration

	Pre-K-3	Pre-K-4	Pre-K-8	4-8	5-8	9-12
No. of Schools	1	8	2	1	4	3

#### 2019-2020 Organization Pattern By School

SCHOOL NAME	GRADE SPAN
Barrackville Elementary/Middle School	Pre-K, K and Grades 1 through 8
Rivesville Elementary/Middle School	Off Site Pre-K, K and Grades 1 through 8
East Dale Elementary School	Pre-K, K and Grades 1 through 4
East Park Elementary School	Pre-K, K and Grades 1 through 4
Fairview Elementary School	Pre-K, K and Grades 1 through 3
Jayenne Elementary School	Pre-K, K and Grades 1 through 4
Monongah Elementary School	Pre-K, K and Grades 1 through 4
Pleasant Valley Elementary School	Off Site Pre-K, K and Grades 1 through 4
Watson Elementary School	Pre-K, K and Grades 1 through 4
White Hall Elementary School	Off Site Pre-K, K and Grades 1 through 4
Blackshere Elementary School	Pre-K, K and Grades 1 through 4
Fairview Middle School	Grades 4 through 8
Mannington Middle School	Grades 5 through 8
Monongah Middle School	Grades 5 through 8
West Fairmont Middle School	Grades 5 through 8
East Fairmont Middle School	Grades 5 through 8
East Fairmont High School	Grades 9 through 12
Fairmont Senior High School	Grades 9 through 12
North Marion High School	Grades 9 through 12

- Determine whether the typical one-teacher-per-class pattern will be followed, or whether teaching teams will be utilized.

The Marion County school system will use a variety of class patterns. There will be self-contained classes, 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 curriculum.

4. Determine whether there will be self-contained or departmentalized classroom instruction.

The Marion County school system will use 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 and best practices from current educational research, intellectual stimulation, physical facilities, financial resources, and other appropriate factors to provide programs and services. With this noted, there will be self-contained classes, pullout programs and services, departmentalization, interdisciplinary teaming, large and small group instruction as well as one on one teaching and independent study.

5. Determine whether there will there be typical grade patterns or will there be an ungraded or flexible grouping of students.

Generally, the vertical organization of the schools will follow the traditional Pre-Kindergarten to 12th grade pattern. Marion 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.

Pre-Kindergarten programs will be available in all high school attendance areas but may not be available in all elementary schools.

Collaborative partners provide Pre-K and Head Start child care facilities.

The five separate Head Start Centers for Pre-K are:  
Rivesville, Mannington, West Fairmont, Edgemont and Fairmont

The six Child Care Centers are:  
Bright Beginnings, Heart Junction, Learning Land, Pierpont, Sunbeam and Wonderland

The Barnes Learning Center will provide an alternative program for potential dropouts and at risk students, as well as a credit recovery program for county students.

Career and Technical Education will provide modern instruction and training along with building positive industry relationships leading to a skilled workforce for the demands of modern occupations.

Adult and Community Education will establish an environment that offers high quality educational opportunities while serving a diverse population to assist the adult learner to become proficient and productive citizens in the 21st Century workplace.

6. Determine the maximum or minimum enrollment and total number of instructional areas in each building.

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

7. Determine the method of scheduling to be utilized in each building (traditional, block, flexible, year-round, or other). Indicate the number of periods in each instructional day.

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

The primary grades (Pre-K-2) will be organized on a self-contained basis, that is, the typical one teacher per class 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 collaborative teaching, particularly in the skill subjects of language arts and mathematics.

Each Pre-K shall provide, at a minimum, 1500 minutes per week.

It shall be a goal for all students in the elementary schools to have certified content specialists in art, music, media, and physical education programs to supplement the instruction of regular classroom teachers. Also, it is a goal to have certified school counselors in every school to provide guidance and counseling services. The elementary school program will provide at least 315 minutes of instruction daily for grades K-5

The middle schools will be organized for interdisciplinary team planning. Teaming will be utilized to teach math, science, social studies, English Language Arts, physical education and the related arts. The related arts segment will include foreign language, art, music, technology and other related arts classes. Career exploration will be incorporated into the curriculum with a focus on individual student personal education plans. The middle school concept supports flexible schedules and grouping of students. The middle schools will generally provide seven to eight instructional periods a day, a minimum of 330 instructional minutes.

In the four-year high schools, grade level will not necessarily dictate the year in which students must take required courses. As long as prerequisites 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 Personal Education Plan.

8. Determine the plan for providing vocational/technical education.

Career and Technical Education will be provided at the Marion County Technical Center and, in part, at the regular high school level. 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 personal education plan that will guide them into college career readiness pathways.

[District Name Here]

## 100.013 Educational Plan – Curriculum Delivery Plan

### 100.0131

The Educational Plan proposed for this ten-year planning period provides a standard against which existing facilities can be measured (e.g., how well do the facilities support the goals defined in the plan). This includes an analysis of the current educational program and projections of the planned educational program.

#### B. Curriculum Delivery Plan

Provide a description of the curriculum plan including the knowledge, understanding, attitudes, skills and habits of life that should be developed through the experiences provided for children.

1. Determine the general characteristics of a high-quality school program.
2. Determine whether there are any students whose needs are not being adequately accommodated. (e.g., students with exceptionalities, gifted, etc.)



[District Name Here]

100.013 Educational Plan – Instructional Delivery Plan

100.0131

The Educational Plan proposed for this ten-year planning period provides a standard against which existing facilities can be measured (e.g., how well do the facilities support the goals defined in the plan). This includes an analysis of the current educational program and projections of the planned educational program.

C. Instructional Delivery Plan

Provide a description of the instruction plan including the program description and methods of instruction.

1. 1. Determine the major components of the instructional program (e.g., general course of study; career and technical and adult or community education; special education; driver education; physical education; co-curricular activities; computerization and technology; or advanced courses in science, math, language arts, and social studies, etc.).
2. Determine whether the instructional program will be organized into semester subject matter units, mini-courses, core programs, experimental learning units, or some other basis?

## 100.013 Educational Plan – Operations Plan

### 100.0131

The Educational Plan proposed for this ten-year planning period provides a standard against which existing facilities can be measured (e.g., how well do the facilities support the goals defined in the plan). This includes an analysis of the current educational program and projections of the planned educational program.

#### D. Operations Plan

A description of the operations plan including the design and conduct of the teaching and learning environment.

1. Explain how instructional and learning needs will drive new facility design.

New facility design will adhere to quality and performance standards that support both curriculum and instruction. 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. Often, notifications and copies of plans are sent to parents with the suggestion that they respond with their comments and suggestions. The Marion County Board of Education web site 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. Determine whether the educational environment will extend beyond the classroom (e.g., into the community).

The community will be considered an extension of the school.

- a. The school system will convene educators, employees and public officials to engage in dialogues about community challenges and opportunities.
- b. Marion County Schools will collaborate with community leaders to focus educational programs and teacher professional development to create individuals who are college and career ready.
- 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, Pierpont Community and Technical College, Fairmont State University, West Virginia University and Marshall University, will be crucial in developing lifelong learners.
  - 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. Schools will provide community services and support with programs such as canned food drives, Relay for Life, St. Jude's, WVU Children's Hospital, United Way, Toys for Tots, Special Olympics and the Literacy Campaign –for grade level reading.
3. Determine what, if any, major changes in the teaching-learning environment are anticipated to more fully achieve the county's/state's educational goals.

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

- a. Modernize College and Career Readiness standards of the physical environment through new construction, refurbishing certain schools, and continuing good maintenance of the new existing facilities
- b. Provide professional development for using telecommunications network, online instruction, and webinars for training instructional leaders to improve the integration of college and career readiness tools and resources
- c. Encourage students to take more advanced opportunities
- d. Focus on individual student and their learning styles, implementing varied teaching techniques and methodologies with the emphasis on rigor, relevance, and relationships

- e. Encourage instructional leaders to support and challenge students through the use of a variety of techniques including but not limited to:
  1. Differentiated Instruction
  2. Scaffold Instruction
  3. Project based learning
4. Determine whether and how technology will be utilized for integration and/or instruction.
  - a. **Marion County Schools will provide 21<sup>st</sup> Century hardware, software in a 21<sup>st</sup>Century Infrastructure to effectively implement effective technology Integration.**
    - Marion County Schools will continue to replace computers and technology hardware on a four to five-year cycle.
    - Teacher laptops will be refreshed every three years.
    - Teachers will implement the county adopted software programs.
    - Principals will utilize WVDE technology programs, software and instructional tools to disaggregate student data and provide learning opportunities for all students.
  - b. **Marion County Schools will use 21<sup>st</sup> Century Technology tools and software to enhance Instruction and improve student achievement. An emphasis will be placed on at risk and low ses students.**
    - Marion County elementary teachers will utilize county adopted software programs that are aligned with our learning objectives.
    - Marion County teachers will continue the writing practice through all core areas. A continued emphasis will remain on writing.
    - Marion County secondary teachers will embrace county adopted secondary software applications to enhance instruction.
    - Marion County will implement the WVDE and Marion County Schools supported instructional programs.
  - c. **Marion County will ensure that the use of telecommunications and Internal connections will support and enhance learning.**
    - Marion County Schools will utilize Tools for Schools Funding and Local Legislative Share to provide students and teachers computers and the latest technology.
    - Marion County Schools will provide data lines, internal connections, and internet for all classrooms and work areas.
    - Marion County Schools will continue to take advantage of E-rate opportunities for upgrades to data lines and switches.
    - Marion County Schools will continue to upgrade the county web site using web hosting funds to provide community access to board policies and agendas as well as other central office functions.
    - Marion County Instructors will continue to utilize the internet to access online textbooks, conduct research, and monitor student achievement through online gradebooks.

- Marion County students will continue to utilize the internet to access online textbooks, conduct research, and monitor student achievement through online gradebooks.
  - Marion County Instructors, Counselors, and School Administrators will utilize WVEIS and WVEIS WOW to update basic student information, transcription of grades, and emergency contacts to educate, and care for the whole child.
  - Marion County Schools will continue to upgrade bandwidth to allow for streaming of data and current initiatives that will augment student achievement.
  - Marion County Schools will replace all the current classroom access points by 2025 to support new technology.
- d. **Marion County Schools will continue to provide increased access for students and teachers for 21<sup>st</sup> Century Technology Tools and Resources.**
- Marion County Schools will provide enough devices for each child to have a device while at school.
  - Marion County Schools will provide a comprehensive One to One initiative in grades K-12, with the possibility of the children taking the devices home.
  - Marion County Schools will utilize mobile classroom(s) “Steam Bus” and additional opportunities to expose the students to various technology applications.
- e. **Marion County Schools will continue to promote parental involvement and enhanced collaboration with community and home using 21<sup>st</sup> Century tools and resources.**
- Continued utilization of automated telephone contact – School Messenger
  - Continued utilization of Online Gradebooks
  - Continued utilization of the marionboe.com site
  - Continued utilization of email communication
- f. **Marion County Schools will continue to provide meaningful professional development for utilization of technology and 21<sup>st</sup> Century tools and resources.**
- Marion County Schools will provide professional development in the latest technology applications.
  - Marion County Schools will look to employ at least ½ time TIS in every school to address technology student issues and provide professional development for teachers.
  - Marion County Schools will look to resurrect the Marion County Summer Technology Academy.
- g. **Marion County Schools will maintain and repair all 21<sup>st</sup> Century tools and Internal connections**
- Marion County Schools will continue to employ the number of certified technicians needed to maintain the number of computers and equipment in our county.
  - Marion County Schools will staff the NOC Center to maintain its high functioning capabilities.
  - Marion County will continue to incorporate Deep Freeze to protect the devices.
  - Marion County will continue to add computers to the NOC.
  - Marion County Schools will continue to upgrade to the newest operating system and version of Windows.

- h. **Marion County Schools will provide services in collaboration with the WVDE and adult literacy programs, to maximize the use of technology.**
- Marion County Schools will maintain community access to site-based computer instruction (e.g. TOC Labs/adult literacy provider collaboration).
  - Marion County Schools will provide adult learners with GED preparation course work, TASC preparation, basic skills tutorials, and support services.

## 100.013 Educational Plan – Support Plan

### 100.0131

The Educational Plan proposed for this ten-year planning period provides a standard against which existing facilities can be measured (e.g., how well do the facilities support the goals defined in the plan). This includes an analysis of the current educational program and projections of the planned educational program.

#### E. Support Plan

Provide a description of the support plan.

1. Determine the kinds of support services that are essential to carry out the instructional plans (e.g., cafeteria/food service, health services, library/media center, transportation, guidance, educational technology support, Alternative Learning Center).

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

#### **Barnes Alternative Learning Center**

The Barnes Learning Center provides an alternative educational setting for at-risk students in Marion County. It provides services to all three county high schools and all seven middle schools. Barnes is a nationally recognized Positive Behavior Instructional Support school and the only alternative learning center to have that recognition. It is a state model alternative learning center offering a day proactive program and an evening expelled program as well. It also has a day report center school. Barnes provides credit recovery programs in the day, evening, and summer programs.

The Learning center boasts a fully certified staff of 18 professionals and 6 service personnel. All staff members have the Alternative Learning Certification and a full time counselor. Barnes embed school based mental health into all programmatic levels. The center's goals are to help students recover credits, get caught up academically, and focus on repairing student behaviors to return them back into the traditional school setting. Overall, the center assists Marion County in helping schools meet graduation rate requirements and decrease discipline incidents that occur within the school year.

#### **Adult and Community Education**

Adult and Community Education has developed partnerships throughout the educational and civic community to offer services and support to the students, educators, and citizens of Marion County. Support services may include but are not limited to partnerships with Pierpont Community and Technical College, and Fairmont Work Force. Full Circle is a program offered by the Fairmont Work Force that assists job seekers with skills needed to enter today's job market. The Marion County Adult and Community Education Center is an Official TASC Testing Site and offers free Microsoft Office Certification.

**Career and Community Education**

Career and Technical Education will provide instruction and training with a strong set of support services. These services may include but are not limited to:

- a. industry certifications
- b. industry training courses
- c. state and national certifications
- d. secondary academic instructions
- e. secondary special needs support
- f. career and technical student organizations
- g. EDGE Credit
- h. Partnership with Pierpont Community and Technical College

The Simulated Workplace Program is implemented to give students authentic workplace experiences. Career and technical Education in Marion County serves the dual mission of preparing students to be career and college ready.

**Food Services/Child Nutrition**

A nutritious breakfast and lunch will be made available to all students enrolled in the school. All meals will 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. These programs will be used to identify and address the problems of potential school dropouts and students impacted by the substance misuse epidemic leading to Adverse Childhood Events (ACE).

**School Health Services**

School health services will provide early identification of health problems followed by 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, academic failure, and promote lifelong health-enhancing behaviors. School nurses oversee and implement students' health care plans designed and aligned with physicians' orders.

**Transportation**

Each student Pre-K, K-12 who requires county board provided transportation will have safe, efficient transportation to the extent necessary to assure the opportunity to participate in the county educational programs in accordance to WV Policy 4336.

2. Determine how these services will be more operationally efficient in the new plan.

The support services will be more operationally efficient and effective when the Strategic Plan goals and objectives have been accomplished. The county will not only provide computer



technology technicians to address ongoing technology services but also monitor the efficiency of all other related services.

## [Marion County]

### 100.013 Educational Plan – Personnel Plan

#### 100.0131

The Educational Plan proposed for this ten-year planning period provides a standard against which existing facilities can be measured (e.g., how well do the facilities support the goals defined in the plan). This includes an analysis of the current educational program and projections of the planned educational program.

#### F. Personnel Plan

Describe the personnel plan including professional and support services staff.

Employees of the Marion County School System are highly valued. 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 College and Career Readiness. Both professional and service personnel work together to achieve the standards for the county's students. The system continues to move forward in accomplishing its goals because of their education.

1. Determine what allocation of staff will be made (to each building) to implement the educational plan.

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

2. Describe how professional staff efficiency will be addressed in this plan (for example, teacher-pupil ratio, itinerant teachers, teachers traveling within the building).

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

3. Describe how support staff efficiency will be addressed in this plan.

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

4. Describe how a Technology Integration Specialist (TIS) will be integrated into the instructional delivery system.

Marion County Schools will look to employ at least ½ time TIS in every school to address technology student issues and provide professional development for teachers.

**BARNES LEARNING CENTER** **MARION COUNTY**  
**SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA**  
**TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION**

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
<b>General Network/Communications</b>				
1.Cabling complies with all applicable IEEE.EINTIA 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 & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6.Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with is olated ground provided for all electronic equipment	x			\$
8. All exterior, non-fiber cable includes shielding & lightening arrestors at building penetrations	x			\$
<b>Network Subtotal</b>				\$
<b>Distance Learning</b>				
Is distance learning utilized in this facility?				
9. Yes	X			\$
10. If no, equipment needed and cost				
<b>Distance Learning Subtotal</b>				\$
<b>GRAND TOTAL ALL TECHNOLOGY</b>	9			\$

**BARRACKVILLE ELEMENTARY MIDDLE SCHOOL** **MARION COUNTY**  
**SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA**  
**TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION**

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
<b>General Network/Communications</b>				
1.Cabling complies with all applicable IEEE.EINTIA 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 & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6. Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment	x			\$
8. All exterior, non-fiber cable includes shielding & lightening arrestors at building penetrations	x			\$
<b>Network Subtotal</b>				\$
<b>Distance Learning</b>				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
<b>Distance Learning Subtotal</b>				\$
<b>GRAND TOTAL ALL TECHNOLOGY</b>		9		\$

**BLACKSHERE ELEMENTARY SCHOOL** **MARION COUNTY**  
**SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA**  
**TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION**

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
<b>General Network/Communications</b>				
1. Cabling complies with all applicable IEEE.EINTIA 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 & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6. Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment	x			\$
8. All exterior, non-fiber cable includes shielding & lightning arrestors at building penetrations	x			\$
<b>Network Subtotal</b>				\$
<b>Distance Learning</b>				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
<b>Distance Learning Subtotal</b>				\$
<b>GRAND TOTAL ALL TECHNOLOGY</b>		9		\$

**EAST DALE ELEMENTARY SCHOOL** **MARION COUNTY**  
**SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA**  
**TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION**

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
<b>General Network/Communications</b>				
1. Cabling complies with all applicable IEEE.EINTIA 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 & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6. Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment	x			\$
8. All exterior, non-fiber cable includes shielding & lightning arrestors at building penetrations	x			\$
<b>Network Subtotal</b>				\$
<b>Distance Learning</b>				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
<b>Distance Learning Subtotal</b>				\$
<b>GRAND TOTAL ALL TECHNOLOGY</b>		9		\$

**EAST PARK ELEMENTARY SCHOOL** **MARION COUNTY**  
**SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA**  
**TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION**

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
<b>General Network/Communications</b>				
1. Cabling complies with all applicable IEEE.EINTIA 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 & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6. Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment	x			\$
8. All exterior, non-fiber cable includes shielding & lightning arrestors at building penetrations	x			\$
<b>Network Subtotal</b>				\$
<b>Distance Learning</b>				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
<b>Distance Learning Subtotal</b>				\$
<b>GRAND TOTAL ALL TECHNOLOGY</b>		9		\$

<b>EAST FAIRMONT HIGH SCHOOL</b>	<b>MARION COUNTY</b>
<b>SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA</b>	
<b>TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION</b>	

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
<b>General Network/Communications</b>				
1. Cabling complies with all applicable IEEE.EINTIA 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 & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6. Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment	x			\$
8. All exterior, non-fiber cable includes shielding & lightning arrestors at building penetrations	x			\$
<b>Network Subtotal</b>				\$
<b>Distance Learning</b>				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
<b>Distance Learning Subtotal</b>				\$
<b>GRAND TOTAL ALL TECHNOLOGY</b>		9		\$

<b>EAST FAIRMONT MIDDLE SCHOOL</b>	<b>MARION COUNTY</b>
<b>SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA</b>	
<b>TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION</b>	

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
<b>General Network/Communications</b>				
1. Cabling complies with all applicable IEEE.EINTIA 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 & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6. Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment	x			\$
8. All exterior, non-fiber cable includes shielding & lightning arrestors at building penetrations	x			\$
<b>Network Subtotal</b>				\$
<b>Distance Learning</b>				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
<b>Distance Learning Subtotal</b>				\$
<b>GRAND TOTAL ALL TECHNOLOGY</b>		9		\$

**FAIRVIEW ELEMENTARY SCHOOL** **MARION COUNTY**  
**SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA**  
**TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION**

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
<b>General Network/Communications</b>				
1. Cabling complies with all applicable IEEE.EINTIA 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 & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6. Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment	x			\$
8. All exterior, non-fiber cable includes shielding & lightening arrestors at building penetrations	x			\$
<b>Network Subtotal</b>				\$
<b>Distance Learning</b>				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
<b>Distance Learning Subtotal</b>				\$
<b>GRAND TOTAL ALL TECHNOLOGY</b>		9		\$

**FAIRVIEW MIDDLE SCHOOL** **MARION COUNTY**  
**SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA**  
**TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION**

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
<b>General Network/Communications</b>				
1. Cabling complies with all applicable IEEE.EINTIA 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 & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6. Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment	x			\$
8. All exterior, non-fiber cable includes shielding & lightning arrestors at building penetrations	x			\$
<b>Network Subtotal</b>				\$
<b>Distance Learning</b>				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
<b>Distance Learning Subtotal</b>				\$
<b>GRAND TOTAL ALL TECHNOLOGY</b>		9		\$

**FAIRMONT SENIOR HIGH SCHOOL** **MARION COUNTY**  
**SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA**  
**TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION**

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
<b>General Network/Communications</b>				
1. Cabling complies with all applicable IEEE.EINTIA 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 & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6. Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment	x			\$
8. All exterior, non-fiber cable includes shielding & lightning arrestors at building penetrations	x			\$
<b>Network Subtotal</b>				\$
<b>Distance Learning</b>				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
<b>Distance Learning Subtotal</b>				\$
<b>GRAND TOTAL ALL TECHNOLOGY</b>		9		\$

**JAYENNE ELEMENTARY SCHOOL** **MARION COUNTY**  
**SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA**  
**TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION**

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
<b>General Network/Communications</b>				
1. Cabling complies with all applicable IEEE.EINTIA 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 & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6. Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment	x			\$
8. All exterior, non-fiber cable includes shielding & lightning arrestors at building penetrations	x			\$
<b>Network Subtotal</b>				\$
<b>Distance Learning</b>				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
<b>Distance Learning Subtotal</b>				\$
<b>GRAND TOTAL ALL TECHNOLOGY</b>		9		\$

**MANNINGTON MIDDLE SCHOOL** **MARION COUNTY**  
**SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA**  
**TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION**

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
<b>General Network/Communications</b>				
1. Cabling complies with all applicable IEEE.EINTIA 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 & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6. Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment	x			\$
8. All exterior, non-fiber cable includes shielding & lightning arrestors at building penetrations	x			\$
<b>Network Subtotal</b>				\$
<b>Distance Learning</b>				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
<b>Distance Learning Subtotal</b>				\$
<b>GRAND TOTAL ALL TECHNOLOGY</b>		9		\$

**MARION COUNTY TECHNICAL CENTER** **MARION COUNTY**  
**SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA**  
**TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION**

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
<b>General Network/Communications</b>				
1. Cabling complies with all applicable IEEE.EINTIA 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 & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6. Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment	x			\$
8. All exterior, non-fiber cable includes shielding & lightning arrestors at building penetrations	x			\$
<b>Network Subtotal</b>				\$
<b>Distance Learning</b>				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
<b>Distance Learning Subtotal</b>				\$
<b>GRAND TOTAL ALL TECHNOLOGY</b>		9		\$

**MARION COUNTY ADULT EDUCATION CENTER** **MARION COUNTY**  
**SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA**  
**TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION**

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
<b>General Network/Communications</b>				
1. Cabling complies with all applicable IEEE.EINTIA 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 & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6. Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment	x			\$
8. All exterior, non-fiber cable includes shielding & lightning arrestors at building penetrations	x			\$
<b>Network Subtotal</b>				\$
<b>Distance Learning</b>				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
<b>Distance Learning Subtotal</b>				\$
<b>GRAND TOTAL ALL TECHNOLOGY</b>		9		\$

**MONONGAH ELEMENTARY SCHOOL** **MARION COUNTY**  
**SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA**  
**TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION**

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
<b>General Network/Communications</b>				
1. Cabling complies with all applicable IEEE.EINTIA 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 & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6. Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment	x			\$
8. All exterior, non-fiber cable includes shielding & lightning arrestors at building penetrations	x			\$
<b>Network Subtotal</b>				\$
<b>Distance Learning</b>				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
<b>Distance Learning Subtotal</b>				\$
<b>GRAND TOTAL ALL TECHNOLOGY</b>		9		\$

**MONONGAH MIDDLE SCHOOL** **MARION COUNTY**  
**SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA**  
**TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION**

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
<b>General Network/Communications</b>				
1. Cabling complies with all applicable IEEE.EINTIA 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 & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6. Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment	x			\$
8. All exterior, non-fiber cable includes shielding & lightning arrestors at building penetrations	x			\$
<b>Network Subtotal</b>				\$
<b>Distance Learning</b>				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
<b>Distance Learning Subtotal</b>				\$
<b>GRAND TOTAL ALL TECHNOLOGY</b>		9		\$

**NORTH MARION HIGH SCHOOL** **MARION COUNTY**  
**SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA**  
**TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION**

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
<b>General Network/Communications</b>				
1. Cabling complies with all applicable IEEE.EINTIA 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 & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6. Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment	x			\$
8. All exterior, non-fiber cable includes shielding & lightning arrestors at building penetrations	x			\$
<b>Network Subtotal</b>				\$
<b>Distance Learning</b>				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
<b>Distance Learning Subtotal</b>				\$
<b>GRAND TOTAL ALL TECHNOLOGY</b>		9		\$

**PLEASANT VALLEY ELEMENTARY SCHOOL** **MARION COUNTY**  
**SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA**  
**TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION**

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
<b>General Network/Communications</b>				
1. Cabling complies with all applicable IEEE.EINTIA 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 & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6. Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment	x			\$
8. All exterior, non-fiber cable includes shielding & lightening arrestors at building penetrations	x			\$
<b>Network Subtotal</b>				\$
<b>Distance Learning</b>				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
<b>Distance Learning Subtotal</b>				\$
<b>GRAND TOTAL ALL TECHNOLOGY</b>		9		\$

**RIVESVILLE ELEMENTARY/MIDDLE SCHOOL MARION COUNTY  
SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA  
TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION**

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
<b>General Network/Communications</b>				
1. Cabling complies with all applicable IEEE.EINTIA 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 & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6. Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment	x			\$
8. All exterior, non-fiber cable includes shielding & lightning arrestors at building penetrations	x			\$
<b>Network Subtotal</b>				\$
<b>Distance Learning</b>				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
<b>Distance Learning Subtotal</b>				\$
<b>GRAND TOTAL ALL TECHNOLOGY</b>		9		\$

**WATSON ELEMENTARY SCHOOL** **MARION COUNTY**  
**SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA**  
**TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION**

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
<b>General Network/Communications</b>				
1. Cabling complies with all applicable IEEE.EINTIA 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 & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6. Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment	x			\$
8. All exterior, non-fiber cable includes shielding & lightning arrestors at building penetrations	x			\$
<b>Network Subtotal</b>				\$
<b>Distance Learning</b>				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
<b>Distance Learning Subtotal</b>				\$
<b>GRAND TOTAL ALL TECHNOLOGY</b>		9		\$

**WEST FAIRMONT MIDDLE SCHOOL** **MARION COUNTY**  
**SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA**  
**TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION**

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
<b>General Network/Communications</b>				
1. Cabling complies with all applicable IEEE.EINTIA 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 & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6. Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment	x			\$
8. All exterior, non-fiber cable includes shielding & lightening arrestors at building penetrations	x			\$
<b>Network Subtotal</b>				\$
<b>Distance Learning</b>				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
<b>Distance Learning Subtotal</b>				\$
<b>GRAND TOTAL ALL TECHNOLOGY</b>		9		\$

**WHITE HALL ELEMENTARY SCHOOL** **MARION COUNTY**  
**SCHOOL BUILDING AUTHORITY OF WEST VIRGINIA**  
**TECHNOLOGY INFRASTRUCTURE REVIEW AND EVALUATION**

STANDARD	MET	NOT MET	RATIONALE FOR IMPROVEMENT	COST TO MEET STANDARD
<b>General Network/Communications</b>				
1. Cabling complies with all applicable IEEE.EINTIA 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 & supports provided and properly installed.	x			\$
5. Cabling enclosed & protected where accessible	x			\$
6. Cabling is uniform and clearly labeled at distribution frames, electronics and workstations	x			\$
7. Adequate electrical circuits with isolated ground provided for all electronic equipment	x			\$
8. All exterior, non-fiber cable includes shielding & lightning arrestors at building penetrations	x			\$
<b>Network Subtotal</b>				\$
<b>Distance Learning</b>				
Is distance learning utilized in this facility? 9. Yes 10. If no, equipment needed and cost	x			\$
<b>Distance Learning Subtotal</b>				\$
<b>GRAND TOTAL ALL TECHNOLOGY</b>		9		\$