

*Giles County Public Schools*

# **STANDARDS OF QUALITY**

## **SIX-YEAR PLAN**

**2006-2012**

**November , 2006**

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## ***... F O R E W O R D ...***

BACKGROUND: The climate of Giles County Schools is one of fostering continuous improvement. The potential that exists for the students of Giles County is unlimited. Some of the major factors that contribute to this potential are:

1. Giles County Schools has embarked upon a number of significant educational initiatives. These include: site-based decision making, SACS certification, accreditation, Adequate Yearly Progress, public information activities, parent and community involvement, and many others.
2. The consistent emphasis on "positive" accomplishments has established the belief among employees and community members that this is a quality school system.
3. The collaboration between and among county agencies, all with a common goal of establishing the best possible community in which to live, work, learn, and play continues to improve on a regular basis.
4. The increasing recognition by numerous agencies (the State Department of Education, the office of the Governor of Virginia, and the U.S. Department of Education) demonstrates that Giles County is becoming a leader within the Southwest region, if not in all of Virginia.
5. The stabilizing student population and supportive financial base, especially the cooperation between the School Board and the Board of Supervisors, provide a foundation for improvement.

6. State-level concerns regarding funding, disparity, and educational needs of rural areas are all being addressed by Giles County Schools. This contributes to expanding opportunities for the system.
7. The availability of talented, creative and dedicated individuals provides an invaluable resource for new and sustained programs.

Description: The Six-Year Plan is used as a means to develop a clear, concise, and encompassing set of short- and long-range goals for Giles County Schools. Such action will result in the focusing of current and future resources and energies into the continuing improvement of the school system. The result is the establishment of the means to fulfill the school systems and the community's collectively shared goals.

PROCESS: The following steps are designed as the means of utilizing existing programs, personnel, and requirements to achieve the recommended proposal.

- **Vision Statement:** A shared statement of the "Vision" and "Beliefs" of our school system is the cornerstone of this proposal. With a common vision, the ability exists to focus energy, personnel, and resources.

- **Mission Statement:** The manner in which our vision is achieved is the purpose of the mission statement. This statement serves to identify how the goals and objectives of Giles County Schools are to be approached in the efforts to achieve the system's vision.

- **The Six-Year Plan:** This serves as an encompassing "umbrella" for identifying the school division's goals. The result is a standard against which proposals for implementation of new ideas can be measured. New programs and proposals can be effectively judged as to their appropriateness for application. The available resources and energies can then be effectively and efficiently focused. The format for the six-year plan (attached as Appendix A) shall follow that of the school improvement process and includes the following:

- Biennial Plan**
  - Student Achievement Plan**
  - Spending Plan**
  - Remediation Plan**

SIX-YEAR PLAN DEVELOPMENT: The division-wide goals identified in the Six-Year Plan have been developed from the foundation up rather than a top-down basis. The following steps were included:

- I. Needs Assessment:
  - A. Identification of needs assessment data:
    - School Report Cards – (State and Local)
    - Accreditation standards
    - State-Division testing data
    - Internal assessment survey / studies
    - Self-study reports
    - Individual site data

- B. Needs assessment review and program recommendations:
  - Administrative review of needs assessment information
  - S.O.Q. Committee review of needs assessment information
  - Individual school review
  - Other Advisory Committees and/or individual review

II. Goal Identification

- A. Identification of "key" goals - specific division-wide goals to be considered
- B. Development and refinement of goal and objective statements

III. Verification:

- A. Six-Year goal recommendations were reviewed with those groups (S.O.Q., Administrators, etc.) providing initial input.
- B. Proposed goals distributed for review/comment.

IV. Approval:

- A. Final review/refinement - Administrative Staff
- B. Presented for final Board of Education review/adoption

**SUMMARY:** The following plan is designed to provide a structural framework for achieving integration and focusing of our school system's resources and efforts toward the achievement of our "Vision".

## *Standards of Quality Advisory Committee*

Amy Gilmer, Community Member & MMS  
Parent

Betsy Wood  
Teacher, Narrows High School

Steve Brady, Asst. Principal  
Narrows High School

Chris Davis  
Parent, Narrows High School

Ron Whitehead, Community Member &  
School Board Member

Jeff Bucklen  
Teacher, Narrows Elementary/Middle

Jared Rader, Principal  
Macy McClaugherty School

Kristi Porter  
Teacher, Macy McClaugherty

Don Lowe  
Teacher, Narrows High School

Greg Brown  
Principal, Giles High

Alvin Jones  
Teacher, Giles Technology Center

Frances Breedlove-Croy  
Community Member/Retired Teacher

Traci Evans  
Parent, Macy McClaugherty School &  
Teacher, Narrows Elementary/Middle

Howard Kanter  
Celanese Contact & Community Member

Lynette Lowe, Parent & Teacher  
Narrows Elementary/Middle

Janet Millirons  
EEMS & GHS Parent

This committee served as the working group during the 2005-2006 school year in the preparation of this document. Their hard work is sincerely appreciated.

Members in Advisory Capacity:

Scott Meade, Assist. Superintendent

Dr. Terry E. Arbogast, II, Superintendent

Trisha Young, Personnel Director/Director of Testing

## ***STANDARDS OF QUALITY***

### § 22.1-253.13:6 Standards 6-C. Planning and public involvement.

C. Each local school board shall revise, extend, and adopt biennially a division wide six-year improvement plan which shall be developed with staff and community involvement. Each public school shall prepare a biennial plan which shall be given consideration by its school board in the development of the division wide six-year improvement plan. The division wide six-year improvement plan shall include the objectives of the school division, an assessment of the extent to which these objectives are being achieved, a forecast of enrollment changes, a plan for managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations, and evaluation of the appropriateness of providing certain regional services in cooperation with neighboring school divisions, a plan for implementing such regional services when appropriate, a technology component consistent with the Six-Year Technology Plan for Virginia adopted by the Board of Education, and will include the Division's plan for on-line assessment. A report shall be presented by each school board to the public by November 1 of each odd-numbered year on the extent to which the objectives of the division wide six-year improvement plan have been met during the previous two school years.

# ***SCHOOL DIVISION GOALS AND OBJECTIVES***

## **A. Generally**

The school division is committed to excellence in education, equality of educational opportunity, and the recognition of each student's individuality. Inasmuch as students differ in their rate of physical, mental, emotional, and social growth and vary in their needs and abilities, learning opportunities shall be provided that are consistent with personal development and potential. Programs shall emphasize diagnostic and prescriptive instruction, allowing an individual approach to each student's learning style and educational needs.

The educational program shall introduce each student to a variety of interest and subject areas that offer exposure to the range of opportunities available in later years. These experiences produce the basis for further education and future employment. As students demonstrate increased maturity, they may assume more responsibility for the decisions regarding their education.

The school environment should be responsive and conducive to learning. The physical environment facilitates and enhances the learning experiences available to each student. A responsive environment includes competent, dedicated teachers using a variety of techniques and a classroom atmosphere where students can function and develop according to their abilities. Safety, physical comfort, and appearance also are vital environmental components.

## **B. Standards of Quality and Objectives**

The school board accepts the overall goals of public education as expressed by the standards of quality legislated by the Virginia General Assembly and implemented by State Board of Education regulations.

## **C. Standards of Quality--Programs and Services**

The board commits itself to providing programs and services as stated in the Standards of Quality only to an extent proportionate to funding thereof provided by the General Assembly.

Adopted: November 11, 1996

Source: Giles County Public Schools Policy Manual; File: AE

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Legal Refs.: Code of Virginia, 1950, as amended, Section 22.1-253.13:1

**STANDARDS OF QUALITY**  
**SIX-YEAR PLAN**  
**GOALS AND OBJECTIVES**

# GOAL 1 - CLIMATE

*An educational environment that is conducive to learning and appropriate to instructional expectations shall be established.*

## OBJECTIVES

1. Data regarding satisfaction with the school system will be gathered from all relevant sources and utilized in program review.
  - a. A division-wide system of data collection shall be established. This system may include input from teachers, students, parents and administrators and shall address each schools individual and general needs.

Timeline: Yearly  
Evaluation: Six Year plan - Biennial Plan
  
2. There will be an organized and continuing effort to assess and improve the status of working conditions and staff morale.
  - a. A division-wide commitment to Quality Management and Site-based decision making shall be continued.

Timeline: Yearly  
Evaluation: Six Year Plan - Biennial Plan
  
  - b. Each school shall develop a means of assessing staff and teacher morale through the use of better communication between the administrators and employees.

Timeline: Yearly Update - November  
School Biennial Plan  
Evaluation: Biennial Evaluations
  
3. School facilities shall be reviewed to insure a safe and conducive educational environment. Additionally, efforts to assess the educational environment shall be implemented on a division-wide basis as well as on an individual basis for each school.
  - a. Continuation of employment of Resource Officers/Giles County Deputies to implement education, prevention, and safety in our schools.

Timeline: Yearly  
Evaluation: Giles County Sheriffs Department and Local School Division
  
  - b. Yearly reviews of drug/violence data.

Timeline: Yearly  
Evaluation: State & School Discipline & Violence Reports
  
  - c. Efforts shall be made to assess the development of problems between groups of students.

Timeline: Yearly  
Evaluation: IACT Meetings

- d. Monthly and yearly reviews of each schools compliance with safety procedures shall be established.  
Timeline: Yearly  
Evaluation: Monthly Maintenance and Garage Reports
  - e. Establishment of a committee of students, teachers, administrators and parents shall be done to address learning environment issues.  
Timeline: Yearly  
Evaluation: Six Year Plan
4. There will be an organized and continuing effort to assess and improve student SOL scores through remediation (small group and individualized), after-school instruction, and SOL Saturday, with support from technology support staff and ARDT Coordinator.
- a. Remediation  
Timeline: Biennial/Yearly  
Evaluation: SOL Results
  - b. After School Remediation  
Timeline: Biennial/Yearly  
Evaluation: SOL Results

## GOAL 2 - PLANNING

*A system for on-going program improvement shall be developed.*

### OBJECTIVES

1. Available materials will be utilized for pre/post testing to evaluate the ability to plan SOL instruction and remediation, and to identify at-risk students. These materials may include the following: data disaggregator, Flanagan and Mott, released tests, PALS, Breakthrough to Literacy, and ARDT.  
Timeline: Yearly  
Evaluation: Six Year Plan – Biennial Plan
2. Secure and evaluate pacing guides and teacher lesson plans to maximize and implement SOL mastery.  
Timeline: Yearly  
Evaluation: Six Year Plan - Biennial Plan
3. Schedule and plan instruction so as to maximize time on task in the classroom, computer labs, and individual instruction for mastery of SOL objectives.  
Timeline: Yearly  
Evaluation: Six Year Plan - Biennial Plan
4. Evaluate and track at-risk students in core classes.  
Timeline: Yearly  
Evaluation: Six Year Plan - Biennial Plan
5. A follow-up program of gathering data from graduates and school withdrawals will be used in program review and improvement.  
Timeline: Yearly  
Evaluation: Six Year Plan – Biennial Plan

## GOAL 3 - STAFF DEVELOPMENT

*Programs to enhance professional growth and development of personnel at all levels shall be pursued.*

### OBJECTIVES

1. Professional development programs will be designed to provide for involvement in the development and implementation of programs and activities.
  - a. Review of data to determine needs and goals

School Accreditations	Instructional Personnel Reports
SOL scores	Master Degree Coursework
Instructional Technology Resource Teachers (ITRT)	Special Needs Issues
Teacher Projects	State Sponsored Certifications

Timeline: Yearly - November  
Evaluation: Six Year Plan Yearly Update (reference: Climate #1, Planning #1)
  - \*b. Professional Development opportunities shall be provided through programs established by individual sites and through division wide planning initiatives. Such programs may include course offerings, release time for personnel, teacher work days for instructional purposes and summer workshops.

Timeline: Yearly - November  
Evaluation: Six Year Plan - Yearly Update  
School Biennial Evaluation
2. Efforts to recruit and retain the most qualified personnel possible shall be continued
  - a. Review of recruitment efforts, mentor program, and evaluation systems.
  - b. Tuition Assistance Program
  - c. Graduate Degree Programs

Timeline: Yearly - November  
Evaluation: Six Year Plan - Biennial Plan
3. Continue division-wide Professional Development Council for planning and evaluation purposes.

Timeline: Yearly  
Evaluation: Six Year Plan Yearly Update

\* Requires inclusion in School Biennial Plan if goal is to be addressed.

## **GOAL 4 - CURRICULUM AND INSTRUCTION**

*Instructional opportunities and placement that increase students' potential for achieving success as adults shall be provided.*

### OBJECTIVES

- \*1. Continuation and expansion of programs to improve student success from pre-kindergarten through graduation.  
Timeline: Yearly - November  
Evaluation: Six Year Plan - Biennial Plan  
School Biennial Plan
  
2. To align the curriculum to meet the No Child Left Behind (NCLB) and Standards of Learning (SOL) requirements.  
Timeline: Yearly  
Evaluation: Six Year Plan - Biennial Plan  
School Biennial Plan
  
3. To maximize the use of technology to meet curriculum and instruction requirements.  
Timeline: Yearly - November  
Evaluation: Six Year Plan - Biennial Plan  
School Biennial Plan
  
4. Provide recognition for educational achievement by students as well as by educational personnel.  
Timeline: Yearly - November  
Evaluation: Six Year Plan - Biennial Plan  
School Biennial Plan

\* Requires inclusion in School Biennial Plan if goal is addressed.

## GOAL 5 - COMMUNICATIONS

*Continued improvement shall be sought through a community that is informed and involved in school operations.*

### OBJECTIVES

- \*1. The program of student, school, parent and community information and involvement shall be continued and periodically reviewed and upgraded  
Timeline: Yearly - November  
Evaluation: Six Year Plan - Biennial Plan  
School Biennial Plan
  
- \*2. New and continuing partnership efforts with existing and other school partners shall be pursued.  
Timeline: Yearly - November  
Evaluation: Six Year Plan - Biennial Plan  
School Biennial Plan
  
3. Foster an open-door policy to inform and seek input from the business community.  
Timeline: Yearly - November  
Evaluation: Six Year Plan - Biennial Plan  
School Biennial Plan
  
4. As mandated by the State of Virginia, a portion of all teacher evaluations will be their effectiveness at communicating clear goals and instructional procedures to students and being flexible in scheduling meetings with parents as well as using multiple modes of communication.  
Timeline: Yearly  
Evaluation: Teacher Evaluations & Observations

\* Requires inclusion in School Biennial Plan if goal is to be addressed.

# ENROLLMENT FORECAST

The following information is based upon the best available enrollment data. Included in the development of these projections were historical enrollment data, longitudinal studies of yearly enrollments, analysis of enrollment changes between September and June, and an analysis of the most recent triennial census data.

It should be emphasized that several factors can affect and influence any enrollment projection figures. Changes in economic conditions, variances in retention rates, dropout rates, and student transfers all have the possibility of changing the pupil enrollment forecast.

Based upon the best available data the following interpretations can be made:

The enrollment decline as experienced during 1984 – 1990 stabilized during the 1994-2000 time frame and projections indicate a slight gain during 2000 – 2006 (Reference Appendix B ‘Weldon Cooper Center for Public Service Document’).

- 1984 - 1990 - loss of 702 students	avg. yearly loss -	-117
- 1990 - 1996 - loss of 149 students	avg. yearly loss -	-30
- 1994 - 2000 - loss of 109 students	avg. yearly loss -	-18
- 2000 - 2006 - gain of 37 students	avg. yearly gain -	+6
- 2006 - 20011 - loss of 93 students	avg. yearly loss -	-18

Based upon the above projections the following summaries can be made with regard to enrollment forecast:

1. While enrollment projections may be influenced by numerous factors all indicators are that the enrollment of Giles County Public Schools shall maintain a relatively stable population over the next six year period.
2. Enrollment projections indicate a stable enrollment projection among all magisterial districts.
3. While individual year enrollments at certain grades and at certain sites may vary this is mitigated by an overall stability in enrollment.
4. In some attendance areas, not only is the previously projected decline in enrollment being stabilized - it is being reversed. Enrollment increases should be monitored closely for potential impact on future needs.

Source: [www.coopercenter.org/demographics](http://www.coopercenter.org/demographics)

## 2000 CENSUS DATA

GILES COUNTY BY DISTRICT						
DISTRICT	TOTAL	WHITE	BLACK	ASIAN/ PAC. IS.	AM. IND./ ESKIMO	OTHER
Central	5417	5276	127	8	1	5
Eastern	5598	5444	144	3	6	1
Western	5351	5324	13	13	1	-
Giles County	16366	16044	284	24	8	6

GILES COUNTY BY TOWN						
TOWN	TOTAL	WHITE	BLACK	ASIAN/ PAC. IS.	AM. IND./ ESKIMO	OTHER
Glen Lyn	151	164	6	-	-	-
Narrows	2111	2065	5	11	1	-
Pearisburg	2729	2030	31	3	-	-
Pembroke	1134	973	90	-	1	-
Rich Creek	665	667	2	1	-	-
Giles County	6050	5899	134	15	2	0

GILES COUNTY BY AGE GROUP						
DISTRICT	TOTAL	WHITE	BLACK	ASIAN/ PAC. IS.	AM. IND./ ESKIMO	OTHER
18 and Over	12989	12496	224	18	7	5
Under 18	3668	3548	60	6	1	1
Giles County	16657	16226	284	24	8	6

GILES COUNTY - PERCENTAGE OF ETHNIC GROUPS		
Ethnic Group	Total Percentage	Under 18 Percentage
White	97.41	98.12
Black	1.58	1.66
Asian	.19	.17
Other	.82	.06

**INFORMATION REFERENCE:**  
 Census Printout  
[www.census.gov](http://www.census.gov)

## **ENROLLMENT MANAGEMENT PLAN**

While enrollment projections can provide a broad view of population changes and instructional needs, they must be considered as only one part of the total picture. In establishing the future for the students of Giles County, consideration must also be extended to historical precedents, instructional needs, funding availability, and community concerns.

In an effort to improve the instructional quality and cost efficiency of school system operations, numerous steps have been taken over the past several years. At the end of 1989-90 school year, Rich Creek Elementary was closed and moved into Narrows Elementary School; King Johnston Elementary was phased out and closed with the students incorporated into Macy McClaugherty Elementary School. At the end of the 1990-91 school term, the Alternative Education Program was redesigned and relocated. During the early 1980's, similar efforts were undertaken in the Pembroke, Eggleston, and Newport areas.

All schools are currently aligned in a K-7 and 8-12 configuration with the exception of the Giles Technology Center. Enrollment projections show no major changes during 2006-2009 that would affect this configuration.

# STATUS REPORT

## 2000 - 2006 Six-Year Plan

The Six-Year Plan, as designed through state legislation, is to serve as an on-going and evolving nature. The development of the 2006-2012 plan attempts to pull together all state and local instructionally related plans into one document that establishes the guiding principles for continual improvement. To share the progress made at each school, copies of the 1998-99 and the 1999-00 biennial plan evaluations are provided as evidence of progress toward continual improvement. The Goal areas and Objectives from the previous plan are listed below. Each school's annual evaluation of their progress toward those goals and objectives are maintained at the School Board Office.

Goal #1: To establish an educational environment that is conducive to learning and appropriate to instructional expectations.

Objectives:
1. Data regarding satisfaction with the school system will be gathered and utilized in program review.
2. There will be an organized and continuing effort to assess and improve the status of working conditions and staff morale.
3. School facilities shall be reviewed to insure a safe and conducive educational environment. Additionally, efforts to assess the educational environment shall be implemented on a division-wide basis as well as on an individual basis for each school.

Goal #2: A system for on-going personnel and program improvement shall be developed.

Objectives:
1. Data regarding various aspects of school system operations shall be regularly gathered from students, staff, parents and community.
2. A follow-up program of gathering data from graduates and school withdrawals will be used in program review and improvement.
3. Long range six year plan is based on data derived at school and division levels and includes development of long range priorities and objectives. Plans will include funds required to achieve prioritized objectives.

Goal #3: Programs to enhance personnel growth and development at all levels shall be pursued.

Objectives:
1. Professional development programs will be designed to provide for involvement in the development and implementation of programs and activities.
2. Efforts to recruit and retain the most qualified personnel possible shall be continued.
3. Continue division-wide Professional Development Council for planning and evaluation purposes.

Goal #4: Provide instructional opportunities and placement that increase students' potential for achieving success as adults.

Objectives:
1. Continuation and expansion of programs to improve student success upon graduation (i.e. career guidance, school to life transition programs, higher student expectations, advanced academic programs, increasing post-secondary attendance rates, programs of work-study/co-op/etc.)
2. A system of technology "integration" shall be pursued within appropriate grade levels and subjects.
3. Means of providing increased recognition for students who demonstrate increased achievement shall be continued.

Goal #5: Promotion of continued improvement will be sought through a community that is informed and involved in school operations.

Objectives:
1. The program of student, school, parent and community information and involvement shall be continued and periodically reviewed and upgraded.
2. New and continuation partnership efforts with the G.C.P.F.E.F., and other school partners, shall be pursued.
3. As mandated by the State of Virginia, a portion of all teacher evaluations will be their effectiveness at communicating clear goals and instructional procedures to students and being flexible in scheduling meetings with parents as well as using multiple modes of communication.

## **TECHNOLOGY COMPONENT**

Standard 27.1 - .53... of the Standards of Quality requires the inclusion of a technology component consistent with the Six-Year Technology Plan for Virginia as adopted by the State Board of Education. As of this date, the Technology Plan for the State of Virginia and the Giles County Public Schools Technology Plan for both the secondary and elementary program areas have been completed and approved and include the division's plan for online assessment. Copies of the plans are available through the office of the Superintendent of Schools.

# REGIONAL SERVICES

Giles County Public Schools actively pursues involvement in those regional programs which serve to meet the needs of students and staff. These programs cover a wide variety of activities some of which are financially supported while others are regional organizations or initiatives which require no financial participation.

## Administrative Regional Associations

WVPEC Leadership

Adult and Continuing Education

Dual Enrollment Program

Regional Gifted Education Group

Southwest Virginia Governor's School for Science and Technology

New River Valley Vocational Assessment Center

Project PERT

Career Pathways Association

Blue Ridge West Technology Consortium

### **Western Virginia Public Education Consortium (WVPEC)**

Utilizing the latest developments in technology, WVPEC will initiate and nurture systemic, sustainable, and collaborative efforts aimed at the improvement of learning conditions for all students in the WVPEC service area.

### **Adult and Continuing Education**

Giles County Public Schools cooperates with New River Community College in providing adult and continuing education classes from the community college at school sites within the county.

### **Dual Enrollment Program**

Giles County Schools participates with New River Community College in the state approved Virginia Plan for Dual Enrollment.

This program makes it possible for certain high school juniors and seniors to meet the requirements for high school graduation, while simultaneously earning college credit under guidelines approved by the Virginia Department of Education and the Virginia Community College System. Eligible students may attend classes on the New River Campus or, if they meet admission requirements, four selected classes offered during the school day at Giles High School.

### **Regional Gifted Education Group**

The Roanoke Regional Council for Gifted Education is comprised of representatives from the counties/cities in Region VI (Counties: Alleghany, Botetourt, Craig, Floyd, Franklin, Giles, Henry, Montgomery, Patrick, Pittsylvania, Pulaski, and Roanoke; Cities: Clifton Forge, Covington, Danville, Martinsville, Radford, Roanoke, and Salem). The council is an affiliate of the state organization, The Virginia Association for the Education of Gifted. It is an advocacy organization which provides opportunities for parents, students, educators, and community members to become better informed regarding the needs of the gifted. RRCGE publishes a newsletter and sponsors meetings and conferences about gifted education. Every other year a regional conference is sponsored.

### **Southwest Virginia Governor's School for Science and Technology**

Students from Bland, Carroll, Galax, Giles, Pulaski, and Wythe counties and Radford City Public Schools are selected to attend a regular-year, half-day program at Pulaski County High School. Programs are designed to give students a greater awareness of the applications of science and math technology and an opportunity to develop skills needed at the college and professional level.

### **New River Valley Vocational Assessment Center**

This center is located at Blacksburg High School, and has the responsibility of conducting comprehensive vocational evaluations of students with disabilities in grades 8-12. The Montgomery County School System serves as the fiscal agent for this project, with costs shared by Montgomery County, Floyd County, Giles County, and Radford City School Divisions.

Comprehensive vocational evaluations are incorporated into the required triennial evaluations of students with disabilities. The students are selected by a school-based committee which reviews Phase I Assessment data.

**Project PERT (Post-Secondary Education Rehabilitation Transition)**

Project PERT is a cooperative effort of the Virginia Department of Education, the Virginia Department of Rehabilitative Services, the Virginia Association of Rehabilitation Facilities, and the Giles County Public Schools System.

This program is available to students with disabilities, to assist with transition from school to post-secondary education, vocational training, employment, and independence.

**Career Pathways Association**

Career Pathways is a coherent, articulated sequence of rigorous academic and career/technical courses, commencing in the ninth grade and leading to an associate degree, baccalaureate degree and beyond, an industry-recognized certificate, and/or licensure. The Career Pathway is developed, implemented, and maintained in partnership among secondary and post-secondary education, business, and employers.

**Blue Ridge West Technology Consortium**

Part of the Title II Part D Grant, federal funding is provided to enhance technology in the Blue Ridge West Technology Consortium.

# Appendixes

Sample Format for School Plans

Weldon Cooper Population Documents

*found at:*

<http://www.ccps.virginia.edu/publications/SPOTLIGHT11.pdf>