

STATE OF WEST VIRGINIA
COUNTY OF HAMPSHIRE TO WIT:

The Hampshire County Board of Education held a special meeting, their twenty-sixth (26th) meeting of the 2020-2021 school year, on Wednesday, May 5, 2021, at the Offices of the Hampshire County Board of Education Office.

The following Board members were in attendance: Miss Debra Ann Champ, President; Mr. Ed Morgan, Vice President and Mr. Bernard Hott, Mrs. Deadre Rinker and Mr. Matthew Trimble, members.

PURPOSE: A special meeting was held for the purpose of approving the bond resolution and conducting a calendar hearing. A regular meeting followed.

President Champ called the meeting to order at 11:54 a.m.

Prayer was given by Superintendent Pancione followed by the Pledge of Allegiance.

I. Superintendent Pancione recommended that Board members approve the agenda.

Mrs. Rinker moved approval with Mr. Morgan seconding the motion that passed unanimously.

II. APPEARANCE(S):

There were no appearances.

III. CALENDAR HEARING:

Public Comments: There were no public comments.

IV. BOND RESOLUTION:

Superintendent Pancione recommended that Board members consider and act upon a proposed resolution relating to The Board of Education of the County of Hampshire, West Virginia, Public School Bonds, Series 2021, declaring the Board's official intent to award the sale of the Bonds to the highest responsive bidder, to set forth the interest rate on the Bonds, to provide for the possibility of redemption of the Bonds prior to their maturity, and to appoint and designate a Registrar and Paying Agent for the Bonds.

Mr. Morgan moved approval with Mrs. Rinker seconding the motion that passed unanimously.

V. Recognitions:

Pro-Start students

The following students took second place in the West Virginia Heat ProStart State competition: Kevin Howard, Aryell Helms and Arthur Matthews. Students had to complete a one (1) minute TikTok video showing them cooking a food item of choice.

Coaches and Athletes

Michael Dufrene, Principal at Hampshire High, will take the lead for recognition of coaches and athletes at Hampshire High for outstanding achievement for their efforts to represent Hampshire County at the State level. **(This will be held at a later date.)**

VI. APPROVAL OF MINUTES:

Superintendent Pancione recommended that Board members approve the April 20, 2021 Board of Education minutes.

Mrs. Rinker moved approval with Mr. Trimble seconding the motion that passed unanimously.

VII. INFORMATIONAL ITEMS:

Board members were given the following informational items:

- A. A copy of the approved indirect cost rates for fiscal year 2021-2022.
- B. Rachel Sulser, Agriculture Teacher at Hampshire High, has applied for and received a 2021 EntreAGGrant in the amount of \$49,027.60, to assist in launching the school's start-up entrepreneurial agriculture venture.
- C. Sara Dailey, Teacher at Slanesville Elementary, received a grant in the amount of \$364.54 from Golden Holtan funding through the West Virginia Council of Teachers of Mathematics for her project entitled "Making the Skyline Measurable".
- D. A copy of the Final State Aid Computations for 2021-2022.

BOND RESOLUTION (Continued):

Board members met with Bond Counsel via TEAMS.

After their presentation, Superintendent Pancione recommended that Board members approve the revised resolution as presented.

Mr. Morgan moved approval with Mrs. Rinker seconding the motion that passed unanimously.

VIII. CONSENT AGENDA ITEMS:

Superintendent Pancione recommended that Board members approve the following consent agenda items (A and B):

- A. School Item:
Fundraisers:
Romney Elementary:
 Medical Donation: hat day
Hampshire High:
 HOSA and DECA: Krispy Kreme doughnut sales
 Prom: plant sales from this years' prom (after use)

- B. Finance Items:
 Bills to be paid
 Budget revisions

Mr. Morgan moved approval with Mr. Trimble seconding the motion that passed unanimously.

Superintendent Pancione recommended that Board members approve the following consent agenda items for personnel:

- C. Personnel Items:
 - 1. Transfer and Employment of Professional Personnel:
 - a. Employ Forrest Taylor as a Substitute Teacher (001-30) effective May 7, 2021
 - b. Employ Jarrett Hott as a Substitute Teacher (001-30) effective May 7, 2021 pending certification
 - c. Re-employ Autumn Jones, on a second year contract, as a Kindergarten Teacher at Capon Bridge Elementary (209-01) effective for the 2021-2022 school year. (This action removes her name for the preferred recall list.)
 - d. Re-employ Tara Lupton, on a second year contract, as a Grade 3 Teacher at Romney Elementary (206-03) effective for the 2021-2022 school year. (This action will remove her from the preferred recall list.)
 - e. Transfer Robert Colebank from Grade 3 Teacher at John J. Cornwell Elementary to Grade 4 Teacher at Romney Elementary (206-04) effective for the 2021-2022 school year.
 - f. Re-employ Patricia Crowley, on a second year contract, as a Special Education Teacher at Capon Bridge Middle and John J. Cornwell Elementary (401/204-07) effective for the 2021-2022 school year. (This action removes her name from the preferred recall list.)
 - g. Re-employ Joseph DiDiana, on a second year contract, as a Special Education Teacher at Capon Bridge Middle (401-08) effective for the 2021-2022 school year. (This action removes his name from the preferred recall list.)
 - h. Transfer Andrea Fields from Special Education Teacher at Romney Elementary to Special Education Teacher at Romney Middle (402-09) effective for the 2021-2022 school year. (This action will remove her name from the transfer list.)
 - i. Employ Erin Surber as a Special Education Teacher at Romney Middle (402-10) effective for the 2021-2022 school year.
 - j. Employ Christopher Alt as the Automotive Technology Instructor at Hampshire High (501-11) effective for the 2021-2022 school year.

- k. Employ Marlene Hedrick as a Special Education Teacher at Hampshire High (501-12) effective for the 2021-2022 school year.
- l. Transfer Nicole Nealis from Special Education Teacher at Capon Bridge Middle to Special Education Teacher at Hampshire High (501-13) effective for the 2021-2022 school year.
- m. Employ Jordan Richardson as a Special Education Teacher at Hampshire High (501-15) effective for the 2021-2022 school year.
- n. Employ Courtney Walker as an Art Teacher at Hampshire High (501-17) effective for the 2021-2022 school year.
- o. Re-employ Maria Hampton as a Foreign Language/Spanish Teacher at Capon Bridge Middle and Romney Middle (401/402-20) effective for the 2021-2022 school year.
- p. Employ Jade Saul as a Music Teacher at Capon Bridge Middle and Hampshire High (401/501-21) effective for the 2021-2022 school year.
- q. Employ Lacey Cale as an Itinerant Physical Education Teacher for Hampshire County Schools (001-23) effective for the 2021-2022 school year.
- r. Remove Charlotte Woleslagle from the transfer list and assign her to Special Education Teacher at Augusta Elementary (201-106) effective for the 2021-2022 school year.
- s. Remove Karen Davis from the transfer list and assign her to Grade 3 Teacher at John J Cornwell Elementary (204-26) effective for the 2021-2022 school year.

2. Transfer and employment of Service Personnel:

- a. Re-Employ Kimberly Campbell, on a continuing contract, as an Itinerant Classroom Aide/Transportation Aide at Augusta Elementary (201-01) effective for the 2021-2022 school year. (This action removes her name from the preferred recall list.)
- b. Remove Sherri Miller from the transfer list and assign her to Itinerant Classroom Aide/Transportation Aide/ECCAT/Pre-Kindergarten at Capon Bridge Elementary (209-03) effective for the 2021-2022 school year.
- c. Re-Employ Danielle Popp, on a continuing contract, as Itinerant Classroom Aide/Transportation Aide with a transportation run at Capon Bridge Elementary (209-04) effective for the 2021-2022 school year. (This action removes her name from the preferred recall list.)
- d. Re-employ Talauna Boyer, on a third year contract, Itinerant Classroom Aide/Transportation Aide/ECCAT/Kindergarten at Romney Elementary (206-07) effective for the 2021-2022 school year. (This action removes her name from the preferred recall list.)
- e. Re-employ Patricia Price, on a second year contract, as an Itinerant Classroom Aide/Transportation Aide with a transportation run at Hampshire High (501-11) effective for the 2021-2022 school year. (This action removes her name from the preferred recall list.)
- f. Transfer Diane Anderson, Custodian/Cook at Augusta Elementary, to Head Custodian/Cook at John J. Cornwell Elementary (204-15) effective for the 2021-2022 school year.
- g. Transfer Heather Belt from Itinerant Classroom Aide/Transportation Aide at Hampshire High to Itinerant Classroom Aide/Transportation Aide/ECCAT Pre-School at Romney Elementary (206-17) effective for the 2021-2022 school year.

- h. Transfer Leah Shawen from Itinerant Classroom Aide/Transportation Aide at Capon Bridge Elementary to Itinerant Classroom Aide/Transportation Aide at Romney Middle (402-18) effective for the 2021-2022 school year.
 - i. Employ Gidget Slater as a School Bus Operator Route RM8 (001-19) effective for the 2021-2022 school year.
 - j. Transfer Jesse Hughart from School Bus Operator for Route HH4 to School Bus Operator for Route HH6 (001-20) effective for the 2021-2022 school year.
3. Resignation of Service Personnel:
- a. Donna Charlton as a substitute aide effective April 21, 2021
4. Transfer and Employment of Extracurricular Personnel:
- a. Employ Brittany Cunningham, Adrienne Kesner, Alyssa Landis, Cindy Shriver, and Brooke Snyder as Summer School Teachers- Elementary (001-64) effective May 7, 2021
 - b. Employ Stephanie Buckley as a Summer School Teacher- Middle (001-65) effective May 7, 2021
 - c. Employ Nancy Lease and Lisa Meadows, Summer School Teachers- High School (001-66) effective May 7, 2021
 - d. Employ Sharon Ayers, Debra Belt, and Rhonda Loy as Summer School Cooks (001-67) effective June 14, 2021 with two additional prep days.
 - e. Employ Desiree Fritsch, Kimberly Grace, Haley Greathouse, Andrea Kerns, Cynthia Price, Charlotte Woleslagle, and Erin Wyer as Substitute Summer School Teachers (001-69) effective June 14, 2021
 - f. Employ Forrest Taylor as Assistant Football Coach at Hampshire High (2 positions) (501-01) effective for the 2021-2022 season of the sport.
 - g. Employ Kelly Miller as Head Cheerleading Coach at Capon Bridge Middle (401-02) effective for the 2021-2022 season of the sport.
 - h. Employ Amber Hibbard as Head Volleyball Coach at Capon Bridge Middle (401-03) effective for the 2021-2022 season of the sport.
 - i. Employ Kali Gardner as the Summer Sports Cook (001-06) effective August 2, 2021 plus one prep day.
 - j. Employ Kali Gardner as a Substitute for Summer Programs (001-07) effective June 14, 2021
 - k. Employ Caitlyn Johnson as the Extended School Year Social Worker (001-08) effective June 7, 2021
5. Resignation of Extracurricular Personnel:
- a. Patty Lipps as Assistant Cross Country Coach for Hampshire High effective April 30, 2021.
6. Other:
- a. Rescind the transfer of Adrienne Kesner, and reassign her to Pre-School Teacher at Romney Elementary, (this transfer no longer exists).
 - b. Rescind the transfer of Julie Wilson, and reassign her to Pre-School Teacher at Romney Elementary, (this transfer no longer exists).

- c. Rescind the transfer of Nancy Montgomery, and reassign her to Itinerant Classroom Aide/Transportation Aide/ECCAT/Kindergarten at Augusta Elementary, (this transfer no longer exists).
- d. Rescind the transfer of Debbie Twigg, and reassign her to Itinerant Classroom Aide/Transportation Aide/ECCAT/Kindergarten at Springfield Elementary (this transfer no longer exists).
- e. Rescind the transfer of Christmas Hinkle, and reassign her to Itinerant Classroom Aide/Transportation Aide/ECCAT/Pre-Kindergarten at Springfield Elementary (this transfer no longer exists).
- f. Rescind posting P21-001-68 Cook II- Summer School/ Energy Express for lack of need. (The Energy Express Program is not occurring this summer.)
- g. Approve the Mutual Consent- change in schedule of Timothy Funkhouser, Cook/Custodian at Slanesville Elementary effective May 10, 2021.
- h. Permission to post for a Kindergarten Teacher at Augusta Elementary.
- i. Permission to post for an Itinerant Classroom Aide/Transportation Aide/ECCAT/Kindergarten at Augusta Elementary.
- j. Permission to post for a Special Education Teacher at Slanesville Elementary.
- k. Permission to post for an Itinerant Classroom Aide/Transportation Aide at Slanesville Elementary.
- l. Permission to post for a County School Psychologist.
- m. Permission to post for School Bus Operators (4 positions) for Summer School.
- n. Permission to post for School Nurses for Summer School.
- o. Permission to post for Summer School Custodians.
- p. Permission to post for a Kindergarten Teacher at Slanesville Elementary.

Mrs. Rinker moved approval with Mr. Trimble seconding the motion that passed unanimously.

Superintendent Pancione recommended that Board members go into executive session to discuss personnel issues.

Mr. Morgan made a motion to go into executive session with Mrs. Rinker seconding the motion that passed unanimously. Executive session began at 1:23 p.m. Board members returned to regular session at 1:52 p.m. after Mrs. Rinker made a motion to return to regular session with Mr. Morgan seconding the motion that passed unanimously.

IX. PRESENTATIONS:

LSIC information from the following schools was shared:

Augusta Elementary

The following staff members were in attendance: Mrs. Brenda Omph, Principal; Amy Funk, Academic Coach; Barbara Ray, Second Grade Teacher and parent and Greg McBride and Kylee Haines, students. Grey and Kylee demonstrated a recent project entitled "Max Found Two Sticks". This project included the construction of musical instruments.

- I. **Strategic Plan---** The last 2 years our PLCs have focused on improving instruction and we feel that our data reflects the changes we've implemented. For this particular lesson, the entire class invited me in for an impromptu concert and then shared the deeper meaning they had gained from this engaging, standards based, hands on project. At Augusta Elementary, we want learning to be rigorous, meaningful, and fun.

Last year Augusta Elementary took on the iReady program. Throughout that first year we analyzed and monitored our data. We reviewed reports and different ways to view the data. Through many discussions in our PLC meetings, we determined as a staff that we really needed to drill-down and focus more on individual student needs and growth. As a result of these conversations, we noted the need to increase student growth in Both Reading and Math. From these discussions, we identified growth goals for our Strategic Plan.

75% of students in grades 1-5 will meet or exceed their typical growth target in Reading with 25% of those students meeting stretch growth.

75% of students in grades 1-5 will meet or exceed their typical growth target in math with 25% of those students meeting stretch growth.

I will increase, to 100%, meetings with students who receive Academic Intervention Plans (AIPs) during the 2020-21 school year.

- II. **Data Results:** Amy Funk
See attached forms

III. **The Pandemic & Parent Involvement:** Barb Ray

1. **Consistent communication with students/parents**
2. **Reward activities for Virtual students**
3. **Streamed daily announcements**
4. **Virtual presentations through Teams**
5. **Teacher recorded instruction**

IV. **Specific School Needs:** Brenda Omps

1. **One to one Fridays**
2. **Continuation of the use of the technology we've learned**
3. **Continuation of Tutoring and Academic Supports**
4. **New Facilities**
5. **Better plan for grounds work---mowing/weed-eating**

V. **Celebrations, growth, and future goals:**

1. **We survived the year**
2. **The growth and Willingness of our staff to embrace technology**
3. **The overall willingness to put students first**
4. **The growth and academic level coming out of our PreK**
5. **IReady data.....very few students in the red**
6. **Goals: to continue to work on increasing rigor and to become the highest performing school in the county.**

Slanesville Elementary

The following staff members were in attendance: Mrs. Jodie Long, Principal; Lindsey McNelis, PTO President and parent and Melanie Meck, Academic Coach.

ELA Goal: 70% of students will achieve typical growth as determined by the iReady diagnostic from BOY to EOY. Kindergarten will use PALS to determine reading growth. PreK and Kindergarten math growth will be based on letter identification.

**Students took their BOY iReady assessment in September. At that time, we had 51 students utilizing the virtual learning platform. We were remote during the designated window for the MOY diagnostic. Students returned to the building in January and B/M students completed the MOY diagnostic at the end of January/beginning of February. Virtual students were invited into the building to complete their MOY diagnostic, and we had 90% participation.

Steps taken to achieve the goal:

- Differentiated instruction/tiered intervention provided by the SPED teacher, PSP, academic coach, Title I teacher, classroom teacher
- Compelling conversations – data meetings to discuss students of concern and steps taken to address concerns
- SAT meetings
- Tutoring
- iReady lessons geared to individual student level
- Accelerated Reader
- Writing instruction across all content areas
- Progress monitoring
- Monthly PLCs

*Once the Covid restrictions are lifted and teachers are responsible for one learning platform, we will resume with data notebooks, peer tutoring, and student engagement activities.

Math Goal: 70% of students will achieve typical growth as determined by the iReady diagnostic from BOY to EOY. Pre-K and Kindergarten math growth will be based on number identification.

Steps taken to achieve the goal:

- Differentiated instruction/tiered intervention provided by the SPED teacher, PSP, academic coach, Title I teacher, classroom teacher
- Compelling conversations – data meetings to discuss students of concern and steps taken to address concerns
- SAT meetings
- Tutoring
- iReady lessons geared to individual student level

*Due to parent and teacher request, we are planning to purchase Reflex Math for the upcoming school year.

Attendance Goal: Due to the various learning formats that are being implemented as a result of Covid 19, attendance will be based on work completion while remote. When students are in the building, attendance will follow the normal attendance protocol.

*Once students return to B/M, we will resume looking at attendance percentages to track our attendance goal. We will strive to achieve a 95% or greater attendance rate. We currently make parent contact when students miss school two or more days in a row or fail to attend to virtual learning for two or more days in a row. Ten absences result in referral to the county attendance director.

Not part of the Strategic Plan - Student Engagement Goal: The current focus is on work completion and engagement with TEAMS meetings. When students are in the building, student engagement will be imbedded into instruction utilizing best practices for student engagement.

**I was able to bring 47 students back into the building from virtual. This was possible by reaching out to every parent via phone conferencing and discussing the benefits of their child being B/M. I also reinforced the safety protocols that we are following at SES to ensure the safety of ALL staff and students. We currently have only 21 students utilizing the virtual learning platform, with 92% of those being successful.

Relevant data, areas of growth, areas needing attention:

BOY ELA iReady:

At the completion of the fall i-Ready benchmark, the principal, teachers, and academic coach met to discuss the benchmark results and group students for interventions, prioritize for SAT and homework club. The percentage of students, by grade level, that scored on grade level or above were:

K	41%
1	9%
2	11%
3	45%
4	32%
5	26%

*BOY ELA and Math data may be unreliable due to virtual students testing outside of the school setting.

After the winter iReady Diagnostic 2 was completed, (in January/February immediately following a return from remote learning) the Team met to discuss the data results, analyze student progress, group students for interventions with the Title I Reading specialist, Special Education teachers and Professional Support Personnel. The percentage of students by grade level that performed on or above grade level at Diagnostic 2 were:

K	70%,
1	26%,
2	43%,
3	69%,
4	35%,
5	44%

Significant growth between iReady ELA Diagnostic 1 and Diagnostic 2 was noted school wide. The percentage of students demonstrating any amount of measurable growth from Diagnostic 1 to Diagnostic 2 were:

K 71%,
1 82%,
2A 83%,
2B 92%,
3A 71%,
3B 76%,
4A 80%,
4B 57%,
5 60%.

These were great gains considering the tumultuous year students and teachers have had this school year with inconsistencies due to remote learning off and on.

Slanesville Math iReady Data 2020-2021

Diagnostic #2: After the administration of the mid-year diagnostic, which took place in January and February after returning from over two months of remote learning, we noted the following percentage of students at each grade level achieved on or above grade level:

K 39%,
1 22%,
2 13%,
3 7%,
4 31%,
5 15%

We were pleased to see increases in the number of students performing on or above grade level at each grade.

We noted every classroom had a large percentage of students showing growth from Diagnostic 1 to Diagnostic 2, even though the child may not be performing on grade level yet. Students with growth in Mathematics from Diagnostic 1 to Diagnostic 2 by class:

K 70%,
1 70%,
2A 83%,
2B 58%,
3A 100%,
3B 67%,
4A 60%,
4B 76%,
5 72%,

***MOY ELA and Math data may be unreliable due to the immediate assessment upon returning to B/M from virtual.**

Efforts to improve learning during the pandemic:

Virtual Fridays have proven beneficial by giving teachers the time necessary to meet with and plan for our virtual learners.

I have reached out to parents and gotten struggling students back into the building.

Teachers have worked diligently on the Schoology platform to provide equitable instructional opportunities for virtual students.

We have utilized Fridays to bring students into the building for extra help and skill reinforcement. We have provided and encouraged students to participate in the after-school tutoring program. We had been vigilant in the SAT process, looking at students who are struggling and how we may best meet their needs.

We have held conferences with parents to address academic concerns and allow for unique opportunities for their child to have one-on-one time with the teacher either in person or virtually. During remote learning, teachers held TEAMS meetings daily and utilized the TEAMS platform to conference with students and provide additional one-on-one instruction.

Specific School Needs:

One more full-time special education teacher – During the current school year, we have been operating with one full-time special education teacher. This has kept us from extending service times for students who would benefit from it. Through collaboration as well as pull-out services, our special education teacher has only been providing the minimal amount of service time while still remaining in compliance. Next year, we will be in a situation with a student who is going to need more services than our one teacher can provide. An extra teacher would not only take care of this but would also provide necessary tier 3 intervention support. The vision of the special education department is to work with students more on grade level and support grade level learning through limited pull out support. With two full-time special educators, both pull out (as needed) and collaborative teaching would be possible.

One kindergarten teacher – We currently have four kindergarten students that we had to send to Augusta Elementary or Capon Bridge Elementary. These students have siblings at Slanesville Elementary and will be returning after next year as first graders. By providing Slanesville Elementary with an additional kindergarten classroom teacher, we would be able to keep our students at Slanesville Elementary who are supposed to be here and allow them the opportunity to forge those relationships with their classmates. It also gives us an opportunity to understand their academic needs in order to plan for any necessary accommodations. The additional classroom would also allow for smaller numbers in kindergarten which statistics prove is fundamental in providing the best learning opportunity for children during these foundational years.

One full-time para-professional (aide) – We need a Parapro at Slanesville Elementary for MANY reasons. First and foremost, we are losing two of our resource teachers in the afternoon next year. These teachers were responsible for evening bus duty. A parapro would be designated for evening bus duty five days a week. Also, the parapro would be our designated “first-things-first” monitor. Currently I am holding this in my office, but there are times when I have things that I need to do and can’t properly assist these students. With a parapro in charge of “first-things-first”, students would have a designated person to report to when they have work to complete before recess. This parapro would also be utilized to provide coverage necessary for preschool teachers to have their lunch. An 8:15-4:15 schedule would allow for the necessary coverages and responsibilities that we need at Slanesville Elementary since we are losing two of our resource teachers who are currently providing duty coverage.

One half-time cook – We currently have ONE cook at our school. Our custodian helps to serve food when he needs to be managing custodial duties. If a student gets sick in a classroom or if a toilet overflows during a lunch shift, we have no custodian to handle the situation. Additionally, when spring arrives and outside maintenance is necessary, our custodian has a difficult time keeping up with his inside and outside duties. This has much to do with the fact that he's delegated to be in the cafeteria during all three lunch shifts to serve food. An additional half-time cook would allow our custodian to focus on his custodial duties. Additionally, when our cook needs to be off work, a half-time cook would already be on staff to take over the duties in the kitchen. This year it has been quite the hardship to fill the cook position when Mrs. Ayers needed to be off.

Reflex Math Program – According to MOY iReady Math data, only 21% of our students performed at or above grade level. iReady focuses on numbers and operations first, and that is where our basic math facts lie. The Reflex program provides the math practice that teachers don't necessarily have time to provide in addition to their daily math instruction. Parents are NOT taking the time to practice the math facts at home. This program would prove to be an invaluable resource. It's engaging for students, so they are motivated to complete lessons, earn tokens, and ultimately retain the math facts necessary to improve their math fluency. The recommendation for Reflex is 15 minutes, three times a week. This is a very reasonable amount of time that could easily be incorporated along with the iReady recommended minutes.

Describe how you are increasing parent involvement in your school.

The pandemic has taken away a bulk of our parent involvement opportunities within the building. Because of this, we have had to work extra hard keeping parents in the loop. Teachers utilize the Remind system, email, and phone calls to communicate on a daily/weekly basis. Teachers keep phone logs to document phone conversations. Our school Facebook page has served an important purpose during the pandemic, allowing parents to see things taking place within our school since they can't be part of many activities that they would normally take part in. I have maintained an open-door policy and encouraged parents to reach out to me either in person or via phone/email to address any and all concerns. I have included virtual students in our AR challenge and recognized students both B/M and virtual who are achieving their goals. I utilize the all-call system on a regular basis to reach parents with important information.

Celebrations, growth, and future goals of the school

Our staff and students have had 100% buy-in in our Bucket Filler program. Students are working hard every day to make good choices and earn coins for their classrooms. We have celebrated at the end of each grading period with a Bucket Filler incentive. In addition, we have been focusing on the 7 Habits of Happy Kids to stress the importance of leadership and accountability. I've visited all classes seven times this year to read a story and teach each Habit starting with Habit #1 – Be Proactive. The feedback from the community through our Facebook page has been nothing but positivity and praise. To hear Pre-K students sing about being proactive and truly understand what that means is something to be proud of. Our accelerated reader program has been a reason to celebrate. I purchased 100-point club trophies to present to students who reach this outstanding milestone. Each Friday, teachers choose a Leader of the week. These students receive a leader necklace, a certificate, a shout out, and get to call home. Parents love getting those phone calls. As we move to more normal times, I'm excited to include parent volunteers in our award celebrations. I'm looking forward to getting volunteers in to read to classes and excited to get the Watch Dog program back in action.

Throughout the school year, our PTO has provided our staff and students with treats, incentives, and even purchased a new TV for our library to replace the worn-out smartboard. Recess baskets were also purchased by the PTO and been utilized as we practice pod separation during recess times. Our water problem at Slanesville Elementary has been fixed with new sand filters being installed. Thank you to all who made this possible. We now have clean, clear drinking water once the water fountains are back in working order.

The Mustang Garden yielded a lot of crops last year and is currently being used as a classroom for our new, Garden Club. Students are participating in hands-on learning about the basics of gardening including plant care, native plants, soil, pollinators, water management, herbs, and composting. This is a free club available to elementary students in Hampshire County. Thank you to Candace Delong and Susan Parker for this amazing opportunity.

48% of students at Slanesville Elementary performed at or above grade level on the MOY ELA iReady diagnostic.

Slanesville Elementary is a wonderful school with amazing community support. Teachers have worked diligently this year to provide instruction to students in and out of the building. They model high expectations and expect the best from all students. They work collaboratively to assure that they are doing everything they can to give each and every student the best education possible. Although this year has been a challenging one, I've had the best support from my staff and community members. Thanks to everyone for making my first year as principal a successful one.

Romney Elementary

The following staff members were in attendance: C. Nicole Morris, Principal; Brian Hott, CFO for FNB and parent; Ashley See, First Grade Teacher and Cindy Price, Special Education Teacher.

2020-2021 Strategic Plan:

- Please list goals and briefly discuss them.
 - Achievement/Growth – 100% of students will make a year's growth on various assessments (75% typical, 25% stretch on I Ready).
 - Attendance – 95% daily rate
 - Student Engagement – Teachers will implement Kagan Structures in instruction and use the SWIVL camera to record teaching for self-reflection and class inter-visitations to observe best practices in other classrooms.
- Provide relevant data used in making decisions concerning the goals and objectives in the Plan.

I-Ready, PALS, and teacher observation will be used to determine student growth for each student. WV Zoom Educator Dashboard will be checked consistently to monitor attendance, including tracking students with chronic absenteeism. Student engagement is monitored via principal formal observations, informal walkthroughs, Kagan Coaching, SWIVL Camera recording, and classroom visits.

Achievement

Reading I-Ready

- 19% in Tier I
- 63% in Tier 2
- 17% in Tier 3

Grade (% Complete)	Progress to Typical Growth	0% Growth	70+% Growth	Typical	Stretch
1 (89%)	86%	22%	12%	46%	24%
2 (95%)	83%	10%	10%	40%	11%
3 (82%)	73%	24%	7%	45%	25%
4 (92%)	40%	43%	13%	30%	17%
5 (88%)	105%	28%	0%	52%	21%

% Tier I by Domain	1 st	2 nd	3 rd	4 th	5 th
Phonological Awareness	58%	79%	100%	100%	100%
Phonics	47%	31%	67%	62%	87%
High-Frequency Words	47%	66%	93%	89%	100%
Vocabulary	42%	29%	56%	28%	29%
Comprehension: Literature	46%	34%	60%	40%	46%
Comprehension: Informational Text	47%	30%	55%	28%	31%

Math I-Ready

- 15% in Tier I
- 65% in Tier 2
- 20% in Tier 3

Grade (% Complete)	Progress to Typical Growth	0% Growth	70+% Growth	Typical	Stretch
K (88%)	97%	18%	22%	48%	30%
1 (74%)	100%	18%	14%	52%	36%
2 (77%)	59%	19%	11%	37%	9%
3 (52%)	77%	18%	30%	27%	12%
4 (92%)	52%	30%	14%	34%	2%
5 (81%)	75%	23%	10%	42%	8%

% Tier I by Domain	K	1st	2nd	3rd	4th	5th
Number and Operations	52%	40%	28%	30%	34%	29%
Algebra and Algebraic Thinking	48%	60%	28%	15%	25%	35%
Measurement and Data	60%	36%	37%	30%	30%	33%
Geometry	70%	50%	32%	18%	18%	29%

Attendance

- 95.2% YTD
- 15% chronic

Highlight meaningful and/or new action steps.

- Defer engagement strategies until 2021-2022 with a plan to re-implement in the fall. Our leadership team has acknowledged that these are important steps in improving instruction that we will bring back next year, without question.
- Strategic planning, data analysis, progress monitoring, collaboration – all continue and all have served us in making progress since we returned in-person.
- Leadership will meet again to review attendance action steps for next year, as well as positive behavior plans (with implementation of Capturing Kids’ Hearts).

Describe how you’ll monitor progress toward goals.

- Grade-level PLCs and Leadership, review data.
- Teacher-individual student data talks
- Teacher-whole class data talks
- Principal-teacher data talks
- Evaluation process for individual teachers
- Informal debrief after walkthrough observations
- SWIVL camera debrief
- Share out of “good things” with staff
- SAT process for individual students

Share relevant data (would be local data)

- Areas of growth
 - I-Ready Growth – 1st, 2nd, 3rd, 5th grade reading; K and 1st Math
 - 3rd Grade comprehension and 1st grade sight words
 - 3rd Grade Writing and Comprehension, particularly Informational Text
 - Anecdotally, teachers have noticed a significant leap upon our return. This could be attributed to thinking students would be worse off, but returning was clearly a major benefit for so many students.
- Areas needing attention
 - Vocabulary (particularly 4th and 5th)
 - 4th and 5th informational text
 - Sight Words
 - Students showing 0% growth and virtual students
 - Bridging gaps

Describe your efforts to improve learning during the pandemic.

- Weekly phone calls/check-ins

- Students invited in on Fridays for additional support
- Teachers maintained call logs and reported concerns to principal; SAT process for students who were struggling or disengaged; principal calls
- “Observations” of Schoology courses and Teams sessions
- Identification of non-negotiable best practices that were to be in place in every grade
 - List for remote and in-person learning
 - Daily independent reading, Spiral math fact practice, Daily writing, consistent practice in I-Ready (meeting minutes each week), high-quality instruction with implementation of engagement strategies during in-person
 - Instructional videos during remote learning and continued for virtual students when we returned
- Strategic grouping using Title I Intervention Staff and PSPs upon return to full-time learning

Specific School Needs

- Describe how this would improve student performance or the overall effectiveness of the school in the community.
 - Social Work/BCBA/Full-time guidance – supporting students and families with mental health, emotional, behavioral interventions
 - PSPs – 2-3 to provide opportunities for small group instruction and additional interventions
 - Title I Staff (3) – With our Title I staff we are able to provide interventions at each grade level. Upon returning in person, we quickly realized that the steps we already had in place to provide support for our students at various levels was going to be how we bridged the gap that was deepened by the pandemic closures.
 - Special Education Staff – We are able to provide special education services at each grade and developmental level. We are also able to use the expertise of our special education staff to provide interventions for students in the SAT process, separate from IEP services. It is another team of professionals that are available to our students.
 - Highly qualified teachers

Describe how you are increasing parent involvement in your school, including parent communication during the pandemic.

- Virtual Grade Level Expectations sessions in September
- Title I family involvement – Digital Math Escape Room, Book Trails
- Weekly calls, newsletter, Facebook group, Schoology, Remind, Seesaw

- Would like to have a question/answer session for parents in the fall

Celebrations, growth, and future goals of the school.

- We are embracing the opportunity to rebuild going into next year.
 - Leadership Team – discussing potential structures to put in place next year to address recovery
 - We have been forced to restructure special education with personnel changes and developed a schedule that will best support our students.
 - With personnel changes in resource staff, we are able to have resource teachers do lunch duty so that teachers are freed up for other opportunities, including Title I and Special Education.
 - We know that our staff needs additional training, support, and coaching on small group, targeted instruction.
 - Considering other PD opportunities – vocabulary, CGLR offerings, Capturing Kids’ Hearts
- Identifying changes we made for COVID that are better for our school and so we will continue with those structures (i.e., parent pick-up in the bus loop; grade-level recess times for some grades; staggered dismissal, offering Teams meetings)
- When we held our Parent Advisory Committee meeting for Title I, our parents who attended were overwhelmingly grateful for the support during remote learning, particularly the instructional videos and Teams sessions.
- We have a lot of strength across grade level teams and have discussed what we will need to continue to do to continue to grow. We know through hiring for open positions we have an opportunity to strengthen the grade teams impacted. We have discussed, “What does it mean to be a teacher at Romney Elementary,” and reflected on individual practice through this discussion.
- Our Title I team sponsors a variety of reading challenges throughout the year. They are competitions with different themes (i.e., Caldecott and Newberry books, Expert Challenge, Wordy Bird Challenge).

X. NON-CONSENT ITEMS:

- A. Superintendent Pancione recommended that Board members approve the third reading and subsequent adoption of Policy 4108 – Removal of Substitute School Service Personnel Based upon Unavailability.

Mrs. Rinker moved approval with Mr. Morgan seconding the motion that passed unanimously.

B. Superintendent Pancione recommended that Board members approve the third reading and subsequent adoption of Policy 6035 – Chromebook and Other Electronic Devices.

Mrs. Rinker moved approval with Mr. Trimble seconding the motion that passed unanimously.

C. Superintendent Pancione recommended that Board members approve the third reading and subsequent adoption of Policy 4080 – Drug Free Workplace.

Mr. Hott moved approval with Mr. Morgan seconding the motion that passed unanimously.

D. Superintendent Pancione recommended that Board members approve the following groups to use county buses throughout the summer for extracurricular activities: Mountain View School, Redland United Methodist Church, Hope Christian Church, Community Involvement for Kids, Camp Tall Timbers and the Potomac Center.

Mrs. Rinker moved approval with the addition of School Bus Operators cleaning and sanitizing the buses after use. Mr. Hott seconded the motion that passed unanimously.

E. Superintendent Pancione recommended that Board members approve revisions to Policy 3350 – Physical Education Credit (Alternative Policy).

Mr. Morgan moved approval with Mrs. Rinker seconding the motion that passed unanimously.

F. Superintendent Pancione recommended that Board members award the architectural/ engineering and design services for the work included in the Bond Passage in 2020 to McKinley Architecture and Engineering.

Mr. Trimble moved approval with Mr. Morgan seconding the motion that passed unanimously.

G. Superintendent Pancione recommended that Board members approve contracting with an attorney or law firm to conduct deed searches and clarification for various properties owned by the County Board.

Mrs. Rinker moved approval with Mr. Trimble seconding the motion that passed unanimously.

OTHER: Superintendent Pancione shared that Bond Counsel had sold the bonds to Robert W. Baird & Co., Inc. at a rate of 1.014924% (the lowest percentage they had heard of in 23 years). This rate will save the taxpayers approximately \$4.5 million.

The meeting was adjourned at 4:27 p. m.

Jeffrey Pancione, Secretary
Hampshire County Board of Education

Debra Ann Champ, President
Hampshire County Board of Education