

STATE OF WEST VIRGINIA  
COUNTY OF HAMPSHIRE TO WIT:

The Hampshire County Board of Education held a regular meeting, their twenty-seventh (27<sup>th</sup>) meeting of the 2021-2022 school year, on Monday, March 7, 2022, at the Offices of the Hampshire County Board of Education. Local School Improvement Council meetings were also held.

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

President Champ called the meeting to order at 5:31 p.m.

Prayer was given by Mr. Hott followed by the Pledge of Allegiance.

Mrs. Pam Slocum, Personnel Director, chaired the meeting in the absence of Superintendent Jeff Pancione.

I. Mrs. Slocum recommended that Board members approve the agenda.

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

### **LSIC's**

#### **5:30 p.m. Capon Bridge Elementary**

The following staff was in attendance: Mr. John Ferraro, Principal; Jennifer Morris, Reading Specialist; Teresa Thorne, Academic Coach and Ann Huffman, Teacher.

1. 2020-2021 Strategic Plan:

a. Please list goals and briefly discuss them.

70% of CBES students will increase by 1 grade level as measured on the pre math assessment.

70% of CBES students will increase by 1 grade level as measured on the Pre Reading assessment.

CBE will continue implementing school-wide expectations and monitor them with PBIS.

These goals were chosen to encourage learning and order. At the heart of education is learning. In order for students to learn, there must be rules, discipline and systems of rewards.

b. Provide relevant data used in making decisions concerning the goals and objectives in the Plan.

The goals and objectives of the plan were decided in a series of school leadership team meetings.

c. Highlight meaningful and/or new action steps.

We now have a dedicated academic coach.

Title 1 Reading Specialists will provide intervention for students in need of extra help. Professional Support Personnel will also provide academic assistance to students who need additional help.

Students who meet behavioral expectations will be celebrated every 9 weeks.

All students participate in OLWEUS with the guidance counselor.

A Social Worker is also assisting CBE students.

Classroom aides have been added to our first-grade classrooms.

All grade levels have small group reading. Some classrooms have small group math instruction.

A. Thorne, K. Miller, A. Jones, B. Saville, A. Foster, T. Thorne participating Debbie Diller cohorts for reading and small group instruction.

PLCs for data and teacher driven professional learning.

PSPs work with K-5th grades in reading and math.

d. Describe how you'll monitor progress toward goals.

Review iready data after screening dates. Monitor WVEIS and classroom student discipline system.

Tier II and III progress monitor frequently.

2. Describe your efforts to improve learning this school year as you continue to face challenges associated with the pandemic. (Both last and this year)

Middle, Elementary Reading Club (MERC) – Students from CBE and CBMS gather together once a week to work on reading skills, increase time on task, instill a joy of reading and foster a sense of community between the two schools.

The first-grade aides have been assets to our school.

Having the opportunities to utilize Kagan structures once again.

This was from question 1, but also applies here:

All grade levels have small group reading. Some classrooms have small group math instruction.

A. Thorne, K. Miller, A. Jones, B. Saville, A. Foster, T. Thorne participating Debbie Diller cohorts for reading and small group instruction.

PLCs for data and teacher driven professional learning.

PSPs work with K-5th grades in reading and math.

A. Share relevant data (would be local data)

1. Areas of growth

2. Areas needing attention

Information added to the strategic plan.

Reading:

In September 2021, students in grades 1-5 completed the iReady reading diagnostic test. Results were as follows: Schoolwide 16% of students scored on or above grade level. Per grade level students scoring on or above grade level: First- 6%; Second-9%; Third-33%; Fourth-20%; Fifth-16%.

December 2021, students in grades 1-5 completed the iReady reading diagnostic test. Results were as follows: AT OR ABOVE GRADE LEVEL: Schoolwide 33% of students scored on or above grade level. Per grade level students scoring on or above grade level: First- 21%; Second-12%; Third-55%; Fourth-19%; Fifth-22%.

Information added to the strategic plan.

Math:

September 2021, students were given the iReady math diagnostic test. Schoolwide 6% of students were on or above grade level. Grade level results are the following: First Grade-4% students on or above grade level; Second grade-no students were at grade level; Third grade-5% of students on or above grade level; Fourth grade-2% of students were on or above grade level; Fifth grade-6% of students were on grade level.

December 2021, students in grades 1-5 completed the iReady math diagnostic test. Results were as follows: AT OR ABOVE GRADE LEVEL: Schoolwide 26% of students scored on or above grade level. Per grade level students scoring on or above grade level: First- 23%; Second-15%; Third-25%; Fourth-16%; Fifth-18%.

#### Percentage of Students Who Changed Placement on IReady

Grade Level	Reading		Math	
	M.O.Y	E.O.Y	M.O.Y	E.O.Y
School	44%		48%	
County	45%		37%	
Kindergarten	54%		45%	
County	25%		28%	
First	25%		36%	
County	54%		38%	
Second	41%		44%	
County	48%		52%	
Third	65%		66%	
County	38%		39%	
Fourth	36%		42%	
County	48%		48%	
Fifth	48%		54%	

3. Celebrations, growth, and future goals of the school.

CBE has low turnover for professional and support staff. Our comradery supersedes the desire to work elsewhere. Despite being a border school, we're holding on to, attracting and retaining great staff members.

A greenhouse was added over the summer and the staff are collaborating with the WVU Extensions Office to provide teaching and practicum lessons for students.

CBE was the recipient of a Cacapon Institute grant to have trees planted on our campus. Students will be involved in the planting/installation of the trees. This will allow students an opportunity to see one of their school endeavors into and throughout adulthood.

CBE will be adding a new gym, and outdoor classroom.

### **5:50 p.m. Capon Bridge Middle**

The following staff was in attendance: Mrs. Ann Downs, Principal; Mrs. Jacqueline McCartney, Assistant Principal; Michael Everson, Seventh Grade Teacher; Sue Davis, Teacher; Amy Funk, Academic Coach; James Nemith, Counselor and Carter Smith, Hayden Davis and Della Knight, students.

## **I. Strategic Plan Goals**

*"Be kind, work hard, and LEARN Together!" The mission of CBMS is to create a learning environment where ALL of us care about others, demonstrate respect, and collaborate to accomplish goals. Our purpose is to inspire ALL stakeholders to work hard, think critically, and learn the skills necessary to reach their highest potential as a person and a member of society.*

### **Goal 1:**

**Capon Bridge Middle School will build a positive and safe school climate with the implementation of Capturing Kids' Hearts, Kagan Grouping, and the Positive Behavior Intervention and Supports program (PBIS) without raising above the average of .7% per student. (This is taking in to consideration the extremely low percentile of discipline per student last year 2020-2021 during the pandemic.)**

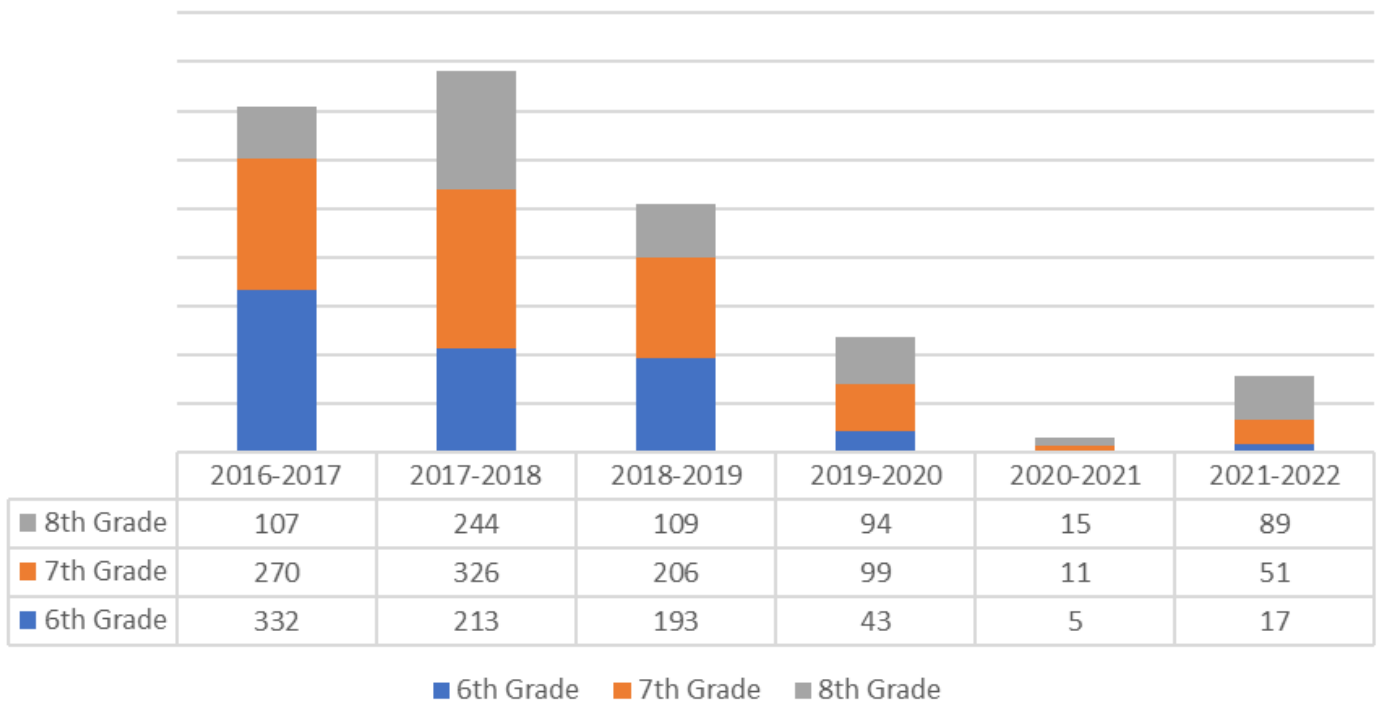
### **Action Steps Taken:**

- Capturing Kids Hearts retraining in August for all staff and program implemented in every classroom throughout school and focused on with our CSI action plan in the fall/winter:
  - Greeting students at classroom door
  - Beginning class with "Good Things"
  - Social contracts developed and posted in every classroom
  - High Five used to redirect student attention

- Affirmations given to students and staff—focus on positive
- Positive Launch at the end of class
- School-wide classroom management plan for consistency—developed by Leadership Team
- Staff non-negotiable expectations taught by administrators and signed by all staff
- School mission statement to guide student focus—developed by Leadership Team
- Personalized mission statements developed and posted by all staff
- 6<sup>th</sup> grade Transition Day was held in August - Bobcat Bash to support incoming 6<sup>th</sup> graders and introduce school expectations – held in August of 2021.
- Leadership and faculty meeting schedule set with defined times and agendas
- School-wide expectations taught to students 1<sup>st</sup> day of school and re-taught when students returned in January
- Lunch intervention for students with classroom/ minor behavior infractions
- Student Handbook taught first two weeks of school in Advisory
- Changed school schedule—streamlined, less transitions
- Student Support at the beginning of each day with the following focuses:
  - Mondays—Advisory – recovery work with students and career guidance
  - Tuesday—iReady practice--ELA
  - Wednesday— recovery work with students
  - Thursday—iReady practice--Math
  - Friday—Continued recovery work and career guidance with small group meetings
- Positive Behavior Intervention and Support (Multi –tiered System of Support)
  - a. **Tier 1 interventions (universal) – classroom management plans, Capturing Kids’ Hearts, Bobcat Bucks, recognition assemblies**
  - b. **Tier 2 interventions: Small group mentoring, reteaching during student support, support groups with counselor, lunch interventions, after school intervention**
  - c. **Tier 3 interventions: SAT team referrals, parent/team conferences, referrals to counselor, referrals to social worker, referrals to alternative education**
- Discipline data analyzed and shared with Leadership Team
- Increased celebrations, assemblies, and school spirit activities
- Redesigned Bobcat Bucks used to reinforce positive student behavior—students may “purchase” items using Bobcat Bucks at lunch – Cart in morning accessible to students
- Alternative Education Transition Classroom having a positive effect
- Social worker referrals – social worker visits with students very successful
- Thursday morning bus duty band playing on Thursdays

Goal 1 Data: Discipline/ Office Referral Data

### Discipline by Year and Grade



**Discussion/ Analysis:**

- Not only did each grade level’s total discipline referrals decrease during the last three years, specific groups of students also had a decrease in discipline numbers, as tracked from students’ 6<sup>th</sup> grade year to 8<sup>th</sup> grade year. (For example, the same group of students had 213 discipline referrals their 6<sup>th</sup> grade year, 206 referrals during their 7<sup>th</sup> grade year, and only 56 referrals during their 8<sup>th</sup> grade year through March 13<sup>th</sup>).
- Capturing Kids’ Hearts program implementation had a profound positive effect on school culture and resulted in a decrease in discipline referrals.
- Lunch intervention significantly supported students in reflecting on their behavior and creating a plan for making better choices. This intervention prevented numerous office referrals and lessened the amount of students suspended or placed in after school detention or suspension
- School-wide classroom management plan provided clear expectations, structure, and consistency among teachers and grade levels.
- PBIS award events and Bobcat Bucks reinforced positive student behavior and provided an incentive for students to make positive choices with behavior and academic performance

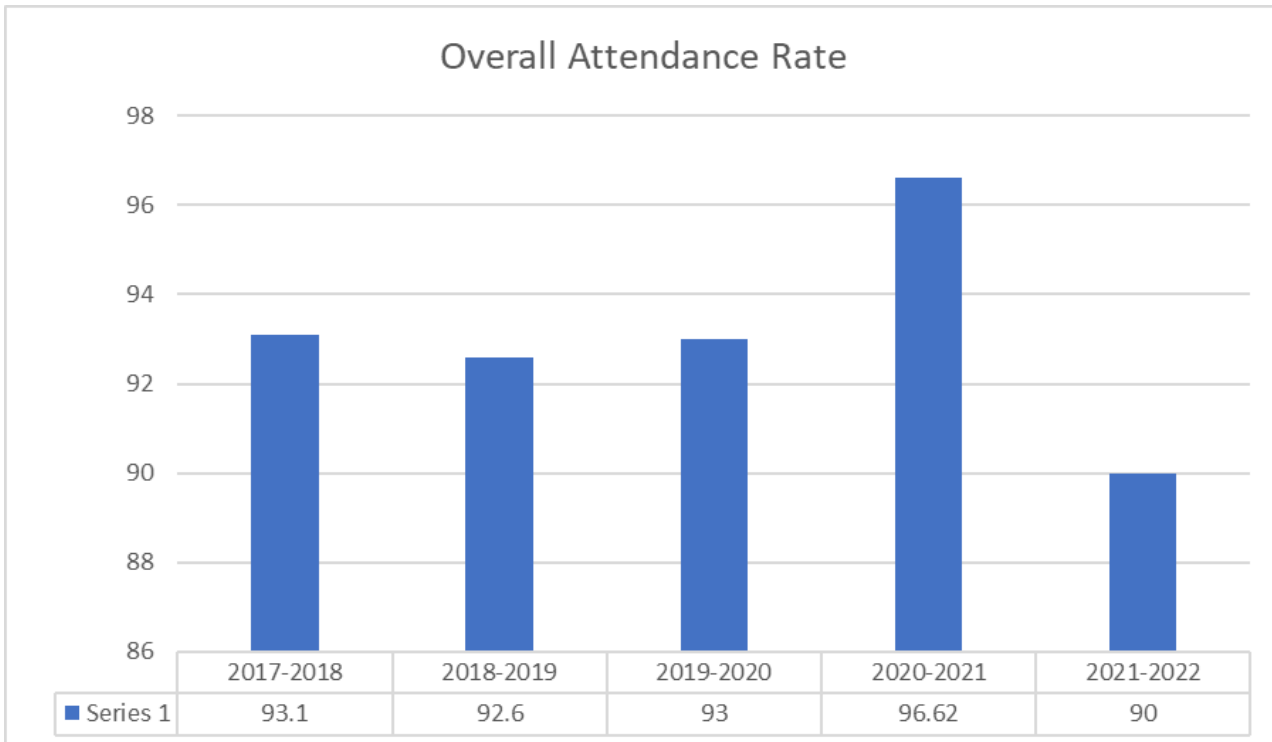
**Goal 2:**

**Capon Bridge Middle School will increase the overall school attendance rate by 1% annually and decrease the number of chronically absent students by 5%.**

Action Steps Taken

- Student Attendance Tracking—in student planner
- Homeroom teachers foster positive relationships with their students and encourage students weekly.
- Parent communication about importance of school attendance
- Parent contact/ conferences
  - Administrator reviewed student attendance during all parent calls/ conferences
  - Homeroom teachers contact parents of students who are absent
  - Parent conferences with team and/or counselor and administrator scheduled for students with chronic absences
  - Social work referrals are made with home visits and monthly rewards
- Focus on chronic absent students—mentoring and counselor/SAT referrals and after school tutoring referrals

2 Data: (Zoom WVe)



Chronic Absence Rate:

2021-2022- 36%

2020 – 2021 7.77%

2019-2020 (through March 13<sup>th</sup>, 2020)—21.78%

2018-2019—23.71%

### Discussion/ Analysis:

- Overall School Attendance Rate: 96.62
- Increase in overall attendance rate of 4%
- Decrease in chronic absence rate of 12% from 2019-2020 school year
- Attendance is a focus during the 2022-2023 school year
- **Absent students continue learning through Schoology lessons and work with I ready and IXL**
- Continue interventions, mentoring, counseling, and phone calls for students who are chronically absent
- Add more individualized incentives for students with chronic absences (focus on shorter time frame)**g:**

### **Goal 3:**

**60% of students will demonstrate growth in ELA and Math from the Fall Benchmark to the Spring Summative Assessments by June 1, 2020. 2.5% of students will increase to proficiency in ELA and Math Summative Assessments from previous test administration.**

### Action Steps Taken

- English and math standards analyzed with teachers, coaches, and administrators in August and throughout year
- iReady training—August and February
- iReady program implemented faithfully in all math and ELA classrooms and homeroom student support
- iReady data and student progress analyzed frequently by administration, instructional coaches, and teachers
- Student data chats—student/ teacher discussions about iReady data
- After school tutoring and intervention—offered three days per week for all students
- After school intervention with social worker
- Grade level Professional Learning Communities (PLC's) meet weekly with academic coaches and administrator
- PLC data binders kept by each teacher
- APL and Kagan instructional strategies required in all classrooms—agendas, objectives, bell ringers, etc.
- Added Learning targets posted with higher level questioning



- Kagan training will occur in June
- Literacy focus across all curricular areas
- Math curriculum mapping and timeline developed and followed by math teachers
- Training in partnership with SREB and Christie Edwards – focus on higher level questions and unit design
- Go Math textbooks and online resources utilized in all math classrooms
- Differentiated, targeted intervention groups weekly in English and math
- Classes led by science teachers
- Academic content teams meet a minimum of once a month to examine data, align curriculum, share resources and strategies, and focus on standards
- Academic content teams establish and lead their own agendas
- New ELA textbook adoption
- Weekly grade level meetings—discuss student progress, student needs, common strategies
- Principal/asst. principal daily walkthroughs and observations – in 75% of all classrooms weekly
- Weekly check of lesson plans on schoology
- Observations of teams meetings with teachers and students
- Class walkthrough/ lesson plan check form—clear expectations and feedback provided to teachers
- Peer walkthroughs—teachers visit other classrooms to observe classroom strategies - two times this year
- Special education teacher and general education teacher have defined schedules for co-planning
- Weekly special education meetings with ongoing professional development with support from county special education coordinator and principal
- Special education mentor – Wells
- New teacher mentor – Dove
- Academic Coaches – Thorne and Funk
- Monthly support from WVDE—Sabrina Skidmore
- Diagnostic review with WVDE and feedback with Sabrina Skidmore
- Leadership connection with WVDE

Question Number 2: How did we improve learning during Pandemic?

Iready data from September 2020 to January 2021 revealed the following general observations:  
(information attached)

Last year's summative data (Information attached)

All our data points to a continuation of learning and growth. We continue to focus on rigor, standards and student engagement. We need to continue this with Kagan cooperative classrooms and higher level questioning. We hopefully can continue our partnership with SREB and Christie Edwards which will be very instrumental with our focus on math and mathematical thinking.

We will continue the emphasis on math with our new assistant principal who is a former math coach. She will continue providing continuous feedback to our math teachers and co teachers. This is an area that needs attention county wide.

Question 3:

### Next Steps for Continued Growth

- Kagan training scheduled for June
- Technology and Special Education training scheduled for August
- Continued use of iReady program for 2022-2023 school year
- Continued use of IXL program for 2022-2023
- Continued use of Schoology
- More emphasis on Student leadership
- Outdoor classrooms for continued learning outside
- More PE equipment to grow our health and wellness with students
- School based social worker
- Integrated curriculum
- Just in time learning for all students
- Continued partnership with SREB and Christie Edwards in collaboration with Romney Middle and Universal Unit Design focusing on priority standards
- Redesigned master schedule with ninety-minute blocks for all ELA and Math classes 6 - 8

### **Specific School Needs**

- Special Education training—providing accommodations for students in general education classroom; ongoing support for new special educators
- Co-teacher training and support
- Technology training for teachers and students—Microsoft Teams, shared documents, interactive programs, Schoology
- Continued support for new teachers with new teacher mentor
- Increased Internet and technology access for all students at home
- SUBSTITUTES
- Continued support and partnership with the board office and school board

## Future Goal

- Our future goal is to sustain a positive school culture and to increase high expectations for student learning, engagement, and test scores. We will also focus on increased connections and positive partnerships with parents, community organizations, and local businesses to achieve school goals.
- Continued increase in higher level questioning and project-based learning in all classrooms.

### CBMS iReady Data 2021-2022

	Grade/Period	Teacher	Diagnostic 1 Proficiency	Diagnostic 2 Proficiency	Difference In Proficiency #1 to #2	% Students with Growth #1 - #2
<b>Math</b>						
Collab	6 (3/4)	Vogt	11%	19%	+8%	75%
Gen. Ed	6 (6/7)	Vogt	18%	35%	+17%	91%
Gen. Ed.	6 (8/9)	Vogt	17%	31%	+14%	74%
Resource	6 (1/2)	Shaffer	0%	0%	+0%	50%
Resource	6 (3/4)	Shaffer	0%	0%	+0%	50%
Gen	7 (1)	Hibbard	42%	44%	+2%	56%
Gen	7(2)	Hibbard	27%	52%	+25%	70%
Collab	7 (3/4)	Hibbard	0%	0%	+0%	75%
Collab	7 (8/9)	Hibbard	11%	0%	-11%	67%
Alt.Ed	7 (3/4)	J. Didiana/Ruckman	25%	20%	-5%	80%
Resource	7 (1/2)	Shaffer	0%	0%	+0%	100%
Resource	7 (3/4)	Shaffer	0%	0%	+0%	0%
Gen	8 (1)	Didiana/Hall	25%	41%	+16%	71%
Gen	8 (2)	Didiana/Hall	24%	33%	+9%	85%
Collab	8 (3/5)	Didiana/Hall	0%	4%	+4%	71%
Collab	8 (6/7)	Didiana/Hall	4%	0%	-4%	73%
Alt Ed	8	J. DiDiana/Ruckman	0%	0%	+0%	100%
Resource	8 (1/2)	Shaffer	0%	0%	+0%	71%
Resource	8 (3/4)	Shaffer	0%	0%	+0%	100%
<b>Reading</b>						
Gen. Ed.	6 (3/4)	Keiter	22%	35%	+13%	52%
Collab	6 (6/7)	Keiter	16%	17%	+1%	28%
Gen	6 (3/4)	Szabo	27%	43%	+16%	65%

Resource	6 (1/2)	Dorsch	0%	0%	+0%	0%
Resource	6 (3/4)	Dorsch	0%	0%	+0%	25%
Collab	7 (1/2)	Szabo	28%	30%	+2%	53%
Collab	7 (8/9)	Szabo	0%	15%	+15%	80%
Gen	7 (3)	McCormick	64%	71%	+7%	52%
Gen	7 (8/9)	McCormick	52%	59%	+7%	63%
Resource	7 (1/2)	Dorsch	0%	0%	+0%	0%
Resource	7 (/3/4)	Dorsch	0%	0%	+0%	100%
Alt. Ed.	7 (1/2)	J.Didiana/McCormick	0%	0%	+0%	60%
Collab	8 (1/2)	Carbaugh	8%	18%	+10%	80%
Collab	8 (3/5)	Carbaugh	8%	21%	+13%	77%
Gen	8 (6)	Carbaugh	40%	57%	+17%	62%
Gen	8 (7)	Carbaugh	52%	63%	+11%	71%
Resource	8 (1/2)	Dorsch	0%	0%	+0%	83%
Resource	8 (3/4)	Dorsch	0%	0%	+0%	57%
Alt. Ed	8 (1/2)	J.Didiana/McCormick	0%	0%	+0%	0%

- Percentage of students meeting Typical Growth in Reading
- Percentage of students meeting Stretch Growth in Reading
- Percentage of students meeting Typical Growth in Math
- Percentage of students meeting Stretch Growth in Math
- Reading School-Wide
- Math School-Wide
- Reading Growth School-Wide
- Math Growth School-Wide
- Percentage of students meeting Typical Growth in Reading
- Percentage of students meeting Stretch Growth in Reading
- Percentage of students meeting Typical Growth in Math

- Percentage of students meeting Stretch Growth in Math
- Reading School-Wide
- Math School-Wide
- Reading Growth School-Wide
- Math Growth School-Wide

**REGULAR MEETING: 6:30 p.m. (After a short recess – 6:12 p.m. – 6:30 p.m.)**

II. APPEARANCE(S):

There were no appearances.

III. HIGHLIGHT:

The following students were recognized as February CAKE (Catching a Kid Excelling) recipients:

Augusta Elementary – **Hailey Gordon** – Hailey is a ray of sunshine in our school! She is kind and thoughtful, always thinking of others. For example, in her free time, she uses her drawing talent to create pretty pictures and cards to make someone's day. Hailey is a wonderful peer buddy to classmates in need and sets a fabulous example of what friendship and character look like for all of us. Academically, Hailey has grown leaps and bounds since the beginning of the year. She has made remarkable growth because she never gives up and pushes herself to learn new things and always tries her best. We are so proud of her accomplishments. Hailey is a joy to have in class!

Capon Bridge Elementary – **Adelyn Reno** – Adelyn is a kind and caring young lady who works to do her best and is an excellent model for her classmates.

John J. Cornwell Elementary - **Bryson Stewart** – Bryson is a wonderful student. He gives his best effort in each third-grade subject. He especially excels in Reading/ELA. His love of reading both fictional and informational texts is reflected in his contributions to classroom discussions. Along with classroom work, Bryson also excels in his respectful attitude. He is kind to each classmate and respectful to all adults at our school.

Romney Elementary - **Gracelyn Andrews** – Gracelyn is a pre-kindergarten student in Mrs. Julie Wilson's class. Since starting pre-k, Gracelyn has blossomed into an enthusiastic pre-schooler. She is independent and is using more words each day to communicate her wants and needs and to talk with her friends. She has also made progress academically with letter, shape, and number recognition and rote counting. She is a wonderful and model pre-k student.

Slanesville Elementary – **Remington Hiatt** – Remington has met his AR goal, is 100% fluent in Reflex and has been chosen to represent the 2<sup>nd</sup> grade in the county’s Young Writers contest. Remington has excellent behavior and is always wanting to achieve more than is every asked of him.

Springfield-Green Spring Elementary - **Everson Shanholtz** - Everson excels both in reading and math. He is well on his way to learn all 80 high frequency words taught in kindergarten. He also exceeds expectations in his physical abilities during physical education. But what catches my attention the most is his creative mind in art projects, dance and acting. I can’t wait to see where all this will take him!

Capon Bridge Middle –

6<sup>th</sup> Grade – **Dorothy Blau** – Dorothy spends her time doing school work, sewing, and listening to music. She also likes to write. She is very creative and hardworking.

7<sup>th</sup> Grade – **Mackenzie Swisher** - Mackenzie is really nervous and excited about the upcoming cheerleading competition. She and her team have practiced all year for this competition. She is a very hardworking student.

8<sup>th</sup> Grade – **Lilian Blau** – Lilian is one of the most talented artists we have seen at our school. She has drawn pictures for the Christmas edition of the Hampshire Review, self-portraits and other artistic works this year for art class. She is very creative and ready to take more classes at the high school as a freshman.

Romney Middle –

6<sup>th</sup> Grade – **Makinley Shaffer** – Mackinley is hard working and goes the extra mile to earn a grade rather than just getting by. She is determined and pleasant to peers and staff.

7<sup>th</sup> Grade – **Spencer Daughtery** – Spencer excels in everything he does. He is a very kind young man who helps others as well as being a positive role model.

8<sup>th</sup> Grade – **Harley Sandridge** – Harley is kind hearted, a true friend, dependable, reliable and a helper.

Hampshire High –

9<sup>th</sup> Grade – **Leah Strawn** - Leah is optimistic and enthusiastic. She does a phenomenal job in the classroom.

10<sup>th</sup> Grade – **Carlina Sardo** – Carlina is always helpful. She is a hard worker and a great planner.

11<sup>th</sup> Grade – **Ethan Burkett** – Ethan is an excellent student. He is always helpful to teachers.

12<sup>th</sup> Grade – **Pierce Cartwright** – Pierce is always engaged and has an excellent work ethic.

IV. INFORMATIONAL ITEM:

Board members were given the following informational item:

A copy of February's attendance report as submitted by Attendance Director Amy Haines.

V. APPROVAL OF MINUTES:

Mrs. Slocum recommended that Board members approve the February 21, 2022 Board of Education minutes.

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

VI. CONSENT AGENDA ITEMS:

Mrs. Slocum recommended that Board members approve the following consent agenda items for finance:

A. Finance Items:

- Bills to be paid
- Budget revisions
- Treasurer's Report
- Transfer Between Funds

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

Mrs. Slocum requested an executive session to discuss personnel issues. Mr. Trimble moved approval with Mr. Morgan seconding the motion that passed unanimously. Executive session began at 6:43 p.m. Board members returned to regular session at 7:03 p.m. after Mr. Trimble made a motion for return to regular session with Mr. Hott seconding the motion that passed unanimously. No action was taken in executive session.

Mrs. Slocum recommended that Board members approve the following consent agenda items for personnel:

B. Personnel Items:

1. Transfer and Employment of Professional Personnel:
  - a. Employ Ryan Stewart as a long-term Science Teacher at Hampshire High (501-130) effective March 9, 2022.
2. Resignation and Retirement of Professional Personnel:
  - a. Approve the resignation of Mitchell Coak as a substitute Teacher, effective February 23, 2022.
3. Transfer and Employment of Service Personnel:
  - a. Employ Lorrie Chandler as a substitute Custodian (001-36) effective March 9, 2022.

- b. Employ Candice Fletcher as a substitute Aide (001-38) effective March 9, 2022.
  - c. Employ Hayley Bolyard as a substitute Aide (001-38) effective March 9, 2022.
  - d. Employ Maja-Lisa Broderick as a substitute Aide (001-38) effective March 9, 2022.
  - e. Employ Sara Longerbeam as a substitute Aide (001-38) effective March 9, 2022.
  - f. Employ Lisa Fields as a substitute Secretary (001-39) effective March 9, 2022.
  - g. Employ Elizabeth Lowery as a School Bus Operator for Route HH4 (001-115) effective March 9, 2022.
4. Resignation and Retirement of Service Personnel:
- a. Approve the resignation of Edwin Hawk as the School Bus Operator Route HH4, effective February 28, 2022.
  - b. Approve the resignation of Sara Longerbeam as an Itinerant Classroom Aide/ Transportation Aide effective February 28, 2022.
5. Transfer and Employment of Extracurricular Personnel:
- a. Employ Peggy Stafford as a Transportation Aide for Route CB12 (001-71) effective March 9, 2022.
  - b. Employ Lydia Moreland as a homebound teacher (001-28) effective March 9, 2022.
6. Resignation of Extracurricular Personnel:
- a. Approve the resignation of Amanda Haslacker as Assistant Swim Coach at Hampshire High, effective March 7, 2022.
  - b. Approve the resignation of Lisa Lease as Head Swim Coach at Hampshire High, effective March 7, 2022.
7. Other:
- a. Amend the effective date for Jena Uhrich as an Itinerant Art Teacher for Hampshire County Schools to March 8, 2022.
  - b. Approve the seniority drawing for substitute aides: 1) Maja-Lisa Broderick, 2) Hayley Bolyard, 3) Candice Fletcher 4) Sara Longerbeam.
  - c. Approve the Memorandum of Understanding with Community Access Inc to provide employment training opportunities within the Pre- Employment Transition Services to increase successful post-secondary outcomes for students with disabilities.
  - d. Permission to post for a Transition/Pre-Employment Transition Services Coordinator for up to 24 hours per week.
8. Volunteers:
- a. Augusta Elementary: Courtney Sowers
  - b. Capon Bridge Elementary: Amanda Mantz
  - c. Capon Bridge Middle: Raven Conneway
  - d. Hampshire High: Michael Brinker and Lucas Moreland
  - e. Romney Elementary: Jessica Simmons
  - f. Romney Middle: Cecilia Fagga and Courtney Sowers
  - g. Springfield-Green Spring Elementary: David Allen, Jessica Imperio, Austin Riggelman, Jessica Riggelman, Lindsey Snyder, Ashley Wilson and Julie Wotring



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

VII. NON-CONSENT AGENDA ITEMS:

A. Mrs. Slocum recommended that Board members approve the Schedule of Proposed Levy Rates for the fiscal year ended June 30, 2023.

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

B. Mrs. Slocum recommended that Board members approve revisions to Policy 4020 Vacation (change 8 vacation days for 240 and 252 employees to 10 vacation days for 240 and 252 employees).

Mr. Morgan moved approval stating that this wasn't the days that everyone wanted but at least it was a start with Mr. Trimble seconding the motion that passed unanimously.

The meeting was adjourned at 7:10 p. m.

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Pam Slocum, Acting Secretary  
Hampshire County Board of Education

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Debra A. Champ, President  
Hampshire County Board of Education