

Minutes

The Barbour County Board of Education met in regular session at 6:00 p.m. on Monday, December 9, 2019, at the Board of Education Office, 45 School Street, Philippi, WV 26416.

David Everson, Eric Ruf, Adam Starks, and Ron Phillips, Members, and Jeff Kittle, acting as Secretary, were present. Joanne McConnell, Member, was absent. Also in attendance were: Brian Moats, Michael Ferguson, Ruston Seaman, David Neff, Connie Mundy, and Marija Ilic.

Mr. Ruf called the meeting to order at 6:00 p.m.

Mr. Ruf led the pledge to the flag.

Invocation by Mr. Ruf

A motion was made by Mr. Everson to approve the minutes of the November 12, 2019 and November 18, 2019 meetings. The motion was seconded by Mr. Starks. After discussion, the motion passed four (4) to zero (0).

The following delegations address the board:

Ruston Seaman – regarding Bright Futures

Superintendents Recommendations –

1. Recommendation: In compliance with Attendance Policy 8200, approve requests for in-county out-of-zone attendance for school year 2019/2020 contingent upon compliance with pupil-teacher ratio.
2. Recommendation: Approve payment of bills for the period of November 13, 2019, through December 3, 2019, at a total expenditure of \$117,915.87.
3. Recommendation: Authorize the December 13, 2019, payroll and federal withholdings not to exceed the amount of \$1,000,000.00 to be released in accordance with Federal Law.
4. Recommendation: Authorize the payment of utility bills and copier bills due before the next board meeting not to exceed \$30,000.00.
5. Recommendation: Approve the final total of November 27, 2019, payroll check and federal withholdings in the amount of \$511,298.51.
6. Recommendation: Approve the final total of utility/copier bills in the amount of \$15,186.87.
7. Recommendation: Approve/Confirm fundraising activity requests as submitted (all candy sales will be done outside school hours)

Belington Middle School (Cheerleading) – projected revenue - \$500.00
Kasson Elementary/Middle School (Robotics) – projected revenue - \$400.00, \$500.00,
\$500.00; (School) - \$0.00
Philip Barbour High School (Skills USA) – projected revenue - \$500.00
Philippi Elementary School (PTO) – projected revenue - \$100.00
Philippi Middle School (Title I) – projected revenue - \$0.00; (Boys Basketball) - \$900.00

8. Recommendation: Approve/Confirm curricular trips.
Junior Elementary School (4th Grade) – to Charleston on May 15, 2020; (2nd Grade) – to Prickett's Fort on April 20, 2020
Kasson Elementary/Middle School (School) – to Wheeling on March 10, 2020
Philip Barbour High School (FFA) – to Huntington on December 18, 2019
9. Recommendation: Approve educational leave request for a student at Philip Barbour High School.
10. Recommendation: Approve educational leave request for a student at Philippi Middle School.
11. Recommendation: Ratify the expulsion agreement for a student at Philip Barbour High School.
12. Recommendation: Approve building/ground modifications.

Belington Middle School (Cafeteria/Lobby/Library) – install wall-mounted touch panels
Kasson Elementary/Middle School (Area by Gym) – install water fountain

13. Recommendation: Approve/Confirm the use of buildings and/or grounds.

Kasson Elementary/Middle School on November 17, 2019 – requested by Dawn Carey for Birthday Party; on January 4, 2020 – requested by Twila Matlick for Family Christmas

Philip Barbour High School on December 10, 2019 – requested by Gene Hovatter for BCLA Christmas Dinner; on December 19, 2019 – requested by Megan Ruppert for Choir Concert

14. Recommendation: Review revised policy 7200, Student Grading System for first reading.

1.0 Purpose. The purpose of the student grading system policy is to communicate student progress in meeting the West Virginia & Barbour County Schools’ Content Standards and Objectives.

1.1 Barbour County Schools expects each student to perform to the best of his/her ability. Each staff member will develop and maintain a climate that encourages and supports rigorous academic achievement and high standards of behavior.

1.2 Barbour County Schools will provide all students with highly rigorous instructional programs, assignments, tests, projects, and other instructional activities designed to promote individual learning and measure individual student performance.

2.0 Responsibility. The West Virginia Department of Education along with Barbour County Schools will determine Content Standards and Objectives that relate to the essential elements for grade level subjects and courses.

2.1 The Content Standards and Objectives will address skills needed for successful performance in the next grade or next course in a sequence of courses.

2.2 On-site administrators and school personnel are directed to provide for and monitor an educational climate that encourages and supports individual academic achievement and high standards of behavior.

3.0 Procedures. The Superintendent is directed to establish procedures for the purposes of promoting and ensuring fair and equitable grading practices in all Barbour County schools.

3.1 The Superintendent is directed to take the Student Grading System Procedures before the Barbour County Board of Education for annual review prior to August 15 of each school year.

3.2 A synopsis of the Student Grading System Procedures shall be published, along with this policy, in all student and faculty handbooks.

STUDENT GRADING SYSTEM PROCEDURES

1. There will be a consistent grade reporting system throughout Barbour County.

2. Grades Pre-K – 5 will use the reporting system designated below:

Pre-K –K

AM = Above Mastery
M = Mastery
PM = Partial Mastery
N = Novice

1-5

A = Excellent
B = Good
C = Average
D = Below Average
F = Failing

The performance descriptors are consistent with the descriptors provided in the West Virginia Content Standards and Objectives. The standard deviation between each level is consistent with current practice and provides the objectivity required.

Above Mastery: Exceeds grade level expectations; above average performance;
Mastery: Meets grade level expectations; average performance
Partial Mastery: Inconsistent performance on skills taught; below average performance
Novice: Little or no understanding of skills taught; poor performance

Performance Measures

PK-K

1-5

Above Mastery = 90 - 100 A = 90 – 100
Mastery = 80 – 89 B = 80 – 89
Partial Mastery 60 – 79 C = 70 – 79
Novice 0 – 59 D = 60 – 69
F = 0 - 59

- 2.1 No plus or minus indicators shall be included on any grade 6-12 report card.
- 2.2 Pre-K – 5 report cards may include +/- indicators in areas such as fine arts, physical education and work habits/self management. Progress in these designated areas may be reported using the following indicators in grades Pre-K – 5:
 - + = Consistently observed (strength at this time)
 - X = Showing progress
 - = Needs more time and practice (weakness at this time)

3. Middle school and high school (grades 6 – 12) will use a traditional letter grade reporting system.

3.1 Certain courses at the high school level will be weighted given their formidable academic rigor.

Percentage	Letter	Regular Points	Weighted Honor Points	Weighted AP/DC Points
90 – 100%	A	4.0	4.5	5.0
80 – 89%	B	3.0	3.5	4.0
70 – 79%	C	2.0	2.5	3.0
60 – 69%	D	1.0	1.5	2.0
0 – 59%	F	0.0	0.0	0.0
	I Incomplete	0.0	0.0	0.0

3.2 A Weighted Course List will be reviewed, revised and adopted in the following manner:

- 3.2.1 The Curriculum Committee will meet in January to review the current Weighted Course List. If determined appropriate, the department chairs will revise the Weighted Course List.
- 3.2.2 The Curriculum Committee will then submit the current or revised Weighted Course List to the faculty senate for their review no later than January 31.
- 3.2.3 The faculty senate will review the list as submitted, or revise the list. The Weighted Course List will then be recommended to the principal for review.
- 3.2.4 The principal may recommend the submitted list to the superintendent, or may edit the list given his/her administrative authority. The principal then will submit the recommendation to the superintendent no later than February 28.
- 3.2.5 The superintendent will review the recommendation and either approve/authorize its implementation for the following school year or revise/edit as per his/her administrative authority, then authorize its implementation for the following school year no later than March 15.
- 3.2.6 The superintendent will provide a copy to the BOE for review.
- 3.2.7 The Weighted Course List will be attached to the synopsis of these procedures and be published in the student and faculty handbooks.

3.3 High school students will not be allowed to repeat a course once a passing grade has been attained with two exceptions. Students who receive a final semester grade of D (60% -69%) in the introductory math course or the entry level course of a foreign language program may repeat the course for mastery with the principal's approval.

- 3.3.1 The student **will** receive a semester grade but **will not** receive credit on his/her transcript.
- 3.3.2 Repeating the course **will not** expunge the grade of D earned in the same class taken previously.
- 3.3.3 High school students who have failed a course may repeat the course as necessary to attain a passing grade and earn credit for the course.
- 3.3.4 Students who have been absent from school have the right to make up, without penalty, all work missed during their absence.
 - 3.3.4.1 It is the student's responsibility* to request all makeup work within two instructional days of returning to school.
 - 3.3.4.2 The teacher is required to provide a list of all makeup work due within two instructional days of the student's request. The teacher must also ensure, either verbally or in writing, that the student knows the *date certain* the make up work must be completed and turned in.
 - 3.3.4.3 Once the teacher provides the student with a list of make up work, the student must complete all assignments and turn them in to the teacher within a period equal to the number of days missed.
 - 3.3.4.4 If this timeline is not met, the teacher may record a zero (0) in the grade book for that/those assignment(s) not turned in; no further extension to complete the work need be provided.

* (This does not apply to Pre-K – 2, and identified students with special needs on a functional curriculum.)

4. Teachers shall issue a grade of I (*Incomplete*) to any student who has not completed their assigned work on the day grades are due to be turned in to the office.

4.1 All incomplete grades (except under unusual circumstances as determined by the principal) must be changed to a regular grade within five (5) instructional days after the end of the grading period.

- 4.2 It is the responsibility of the classroom teacher to make this change.
5. Students may apply to audit a Core or Foreign Language Class prior to the start of each semester. Approval must be obtained from the teacher of the requested audited course and the principal. Parent approval for the request to audit a class must be submitted in writing to the principal. Credit will not be awarded for audited classes.
- 5.1 Any grade earned in a high school credit-generating course taken prior to grade 9 in a student's educational program shall be recorded on the student's high school transcript with the grade and credit earned.
- 5.1.1 This grade will be included in the student's high school Cumulative GPA.
- 5.1.2 The statement above is to be clearly visible on all course registration materials for middle school students and disseminated to middle school teachers of such courses.
- 5.2 Students participating in online or virtual learning courses are responsible for securing and viewing all lessons and for the completion of all assignments. Online coursework must be taken on campus during the regular instructional day and will be supervised. Course will only be accepted from the West Virginia Department of Education or West Virginia Institutions of Higher Education.
- 5.3 Students will be released to attend college with parent permission given the procedure outlined below:
- 5.3.1 Students may not be released from high school to take courses at another institution that are already being offered at their high school;
- 5.3.2 Students will receive dual credit for college coursework if the college course meets both the specified course content standards for secondary offerings and the college course requirements. Students must apply to, and receive permission from, the principal and Superintendent or designee prior to the student taking the college course for dual credit;
- 5.3.3 Students earn .5 credit per 3-hour semester college course;
- 5.3.4 Students must supply an official college transcript to have the course entered on his/her high school transcript;
- 5.3.5 College grades **WILL NOT BE WEIGHTED** unless the course was previously approved by the Board to be an Honors Course: A = 4.0; B = 3.0; C = 2.0; D = 1.0. College Courses approved by the Board to be an Honors Course will be weighted according to section 3.1.
- 5.3.6 The college grade will be reflected in the student's high school transcript if it meets the definition for a dual credit course as defined in 5.3.2 with the credit as applied:
- 1 hour college credit course in a given semester = No high school credit
 2 hours college credit course in a given semester = No high school credit
 3 hours college credit course in a given semester = .5 high school credit
 4 hours college credit course in a given semester = .5 high school credit
 5 hours college credit course in a given semester = .5 high school credit
 6 hours college credit course in a given semester – 1.0 high school credit
- 5.3.7 Seniors must have a cumulative GPA of 3.0 or better and less than 5 unexcused absences at the end of the fifth semester in their junior year to be eligible for college release. Failure of any college courses in the first semester will result in a return to Philip Barbour High with a full schedule.
- 5.3.8 Juniors must have a cumulative GPA of 3.5 or better and less than 5 unexcused absences at the end of the third semester in their sophomore year to be eligible for college release during their junior year. Failure of any college courses will result in a return to Philip Barbour with a full schedule. Students with a 3.0 will be grandfathered in for the 2017-2018 school year only.
6. Citizenship/Comment sections of the report card or progress report will reflect behaviors such as: regard for school and individual classroom rules, punctuality, care of property, courtesy, etc. It is of prime importance that citizenship marks and academic grades be figured and maintained as different entities.
7. After a review of first semester grades, the parents of seniors who cannot earn sufficient credits to graduate shall be notified by certified mail within ten days after the end of the first semester. Based on a review of second semester grades, the parents of seniors who are not eligible to graduate at the scheduled graduation shall be notified by telephone. A letter shall be sent to the parents/student affirming the telephone conference about the student's non-eligibility to graduate.
- 7.1 The parents of juniors whose transcript reflects that they will be unable to earn the requisite credits to graduate at the end of their senior year shall be notified by certified mail no later than June 15.
- 7.2 An Honor Roll will be maintained at each middle and high school:
- 7.2.1 Students earning a 3.0 – 3.59 average shall be listed on the school Honor Roll for publication or posting.
- 7.2.2 Those students earning a 3.60 – 3.99 average shall be listed on the school's High Honor Roll for publication or posting.
- 7.2.3 Those students earning a 4.0 or higher shall be listed on the Principal's Honor Roll for publication or posting.

- 7.2.4 No student may be considered for honor status in any grading period in which he/she earns an F or I.
8. Teachers will meet at minimum in Professional Learning Communities (PLCs) during presidential election years to review each report card and make recommendations to the superintendent regarding revisions, if needed, to ensure each report card meets current standards as set by WVDE and Barbour County Board of Education and follows best practices.
 - 8.1 These recommendations must be forwarded to the superintendent no later than May 1 of that same school year.
 - 8.2 The superintendent or his/her designee will revise these procedures regarding reporting methodology, if appropriate, and submit to the Barbour County BOE for their review prior to August 15th of the next school year.
 - 8.3 The superintendent or his/her designee will update all grading systems per the revised procedures and recommendations from the PLCs and administrative staff prior to the first grading period.

 9. Evaluation of student progress is a primary responsibility of the teacher. Achievement, on the part of the student at the highest level of his/her ability, is a common goal of both school and home. While communication of student progress to parent(s) or guardian(s) will be a primary goal of the school, it is the student's basic responsibility, as determined by their ability and effort, to successfully complete all subject and/or course requirements.
 - 9.1 Report cards will be issued within ten instructional days of the last day of each grading period.
 - 9.2 Kindergarten and Pre-K report cards will be issued two times per school year.
 - 9.3 The reporting dates will be determined annually and placed on the school calendar.
 - 9.4 The school calendar will be published annually in student and faculty handbooks prior to August 15th of each school year.
 - 9.5 In addition to the quarterly report cards, a mid-term progress report shall be sent home during the fifth week of the nine weeks period in the event that a student is experiencing academic difficulty in one or more subject areas.
 - 9.6 Academic difficulty is defined as student progress of less than a "C" or "Novice" in any course, or student behavior deemed not satisfactory in any class or as determined by the principal.
 - 9.7 Each school may opt to send progress reports home for all students regardless of whether the student is experiencing academic difficulty.
 - 9.8 The principal of each school will advise the superintendent in writing by August 15th of each school year whether or not the school will be sending progress reports home to all students or only those in academic difficulty.
 - 9.9 All teachers are required to send progress reports on all students as denoted by the school-wide decision.

 10. If the parents of a child are separated or divorced, both parents have the right to be informed of their child's progress in school unless there is a court order to the contrary.
 - 10.1 Written reports and conferences on student progress will be made available to non-custodial parents on request unless forbidden by a court order on file in the principal's office.
 - 10.2 To receive written reports and notification of conferences, a non-custodial parent will make such request in writing through the principal's office (Must be completed annually; it is the parents responsibility to notify the school of any address change.).

 11. The classroom teacher shall maintain a written and/or electronic record of student grades.
 - 11.1 Middle and high school final grade entries must be in the form of percentages.
 - 11.2 Teachers will turn in to the principal or his/her designee written or electronic student grades for each subject/course taught at the end of the school year.
 - 11.3 These records will be maintained by the school for the duration of the next school year.
 - 11.4 After that time, the grade book shall be returned to the teacher.

 15. Recommendation: Review new policy 7620, Primary Instructional Materials Adoption for first reading.
 - 1.0 **Purpose.** The purpose of the primary instructional materials policy is to establish the procedures for educators to follow for the review, selection, and adoption of the primary instructional resources to be used in Barbour County Schools (BCS). Further, the procedures established will ensure that State Code, West Virginia Board of Education (WVBE) Policies and Barbour County Procedures are followed so that the instructional materials that are selected meet the needs of students, educators, and the community.

 - 2.0 **Responsibility.** Barbour County Schools shall furnish free of charge the necessary instructional resources to students. Electronic instructional resources and computer equipment necessary for students to complete assignments shall be provided as needed. All instructional resources furnished as provided in this section shall be the property of Barbour County Schools and loaned to students and teachers on terms as the Board has prescribed.

2.1 The primary instructional resources must meet 100% of the non-negotiable requirements established by the WVBE and cover no less than 80% of the general criteria and 80% of the specific criteria for a subject as approved by the WVBE. BCS may rely on the instructional material review completed by the West Virginia Department of Education (WVDE) to fulfill this requirement.

2.2 The Procedures that Barbour County School will follow to adopt instructional materials are outlined in Barbour County Policy 7620.P.

2.3 At a properly noticed meeting, the Barbour County Board of Education's will vote to approve instructional materials that are being recommended by the instructional materials adoption committee.

2.4 BCS will provide an annual report of the instructional resources adopted to the WVBE.

3.0 This policy does not apply to the purchase of supplementary instructional resources, including, but not limited to, reading books, library books, reference books, or other supplementary instructional resources.

4.0 A county board member or employee may not act as sales agent or benefit personally by sales, either directly or indirectly, for any person, firm, or corporation that files an instructional resources statement with the State Superintendent.

5.0 **Authority.** W.Va. Code §18-2A-1 et. seq.; State Board Policy 2445.40.

Instructional Materials Adoption Procedures

1. There will be a consistent process for adopting primary instructional materials, both printed and electronic, that will be the primary materials utilized for instructional purposes.
2. The Chair of the adoption committee will be the Director of Curriculum and Instruction or designee. The duties of the Chair shall consist of the following:
 - 2.1 By December 15th, the Chair shall initiate the formation of the adoption committee by requesting that principals nominate teacher(s) from their school that instruct the subject for which materials are being adopted. All schools are to be represented.
 - 2.2 The Chair shall request from vendors the samples that are to be reviewed in January.
 - 2.3 The Chair will train the committee on the adoption process, the criteria used for evaluation, and the ethics laws in regards to instructional resource review and evaluation.
 - 2.4 The Chair shall provide to the committee the reviews of the materials completed by the WVDE and/or provide the forms for materials review to ensure that the criteria listed below in 4.1-4.3 are met.
 - 2.5 The Chair, in coordination with the Director of Technology, will ensure that software/technology being adopted is compatible with county technology resources.
 - 2.6 The Chair will coordinate professional development with the vendor to provide training for staff on newly adopted instructional resources as needed.
 - 2.7 The Chair is responsible for the purchase of instructional materials and coordinating available funds to meet all of the needs of the instructional program.
 - 2.8 The Chair will submit the recommendation to the Board of the committee the materials being recommended for adoption in May.
 - 2.9 The Chair will submit a report to the WVBE of the materials adopted by the committee by June 1st.
3. The composition of the adoption committee shall consist of teachers of the subject area as recommended by the principal of each school.
4. The duties and responsibilities of the adoption committee shall consist of the following:
 - 4.1 Ensure that the primary instructional resources meet the equity, accessibility, and format requirements of inter-ethnic, equal opportunity, format, bias, and freedom from reference to Common Core State Standards (per WV Code §18-2E-1b-1). All primary instructional resources must meet 100% of the Non-Negotiable Criteria.
 - 4.2 Ensure that 80% of the General Criteria standards are met. General Criteria consist of: thinking and problem-solving skills, information and communication skills, personal and workplace productivity skills, developmentally appropriate instructional resources and strategies, career development and global citizenship, assessments, organization, presentation, and format.

4.3 Ensure that 80% of the Specific Criteria standards are met. Specific Criteria consists of the current WV College- and- Career-Readiness Standards for a given content area. The committee may elect to utilize the WVDE review results for 4.1 through 4.3.

5. The adoption committee will agree by consensus of the committee what materials will be recommended to the Board to be approved for adoption. If no consensus can be reached, then a majority vote of the membership of the adoption committee will determine which material is selected.
6. Committee members are prohibited from working directly with vendors/publishers.
16. Recommendation: Approve a Memorandum of Understanding with Integrated Community Engagement Collaborative.
17. Recommendation: Approve transportation travel requests.

<u>Date</u>	<u>Destination</u>	<u>No. Buses</u>
Belington Elementary School (PTA) 12/05/2019	Elkins	6
Philip Barbour High School (Band) 11/21/2019	White Sulphur Springs	1
Philippi Elementary School (KidReach) 12/19/2019	Morgantown	1

18. Recommendation: Approve/Confirm requests for professional leave.
19. Recommendation: Employ the following personnel for the 2019/2020 school year. **Employment is contingent upon certification and clearance of criminal convictions as defined in WV Codes §18-5-15c(d) and §15-2-24(d)**

Regular Employee Assignments 2019-20		
Name of Person	Location	Job ID: Position
	PBHS, Itinerant	Job 2554: Multi-Categorical Instructor w/Autism
	PES, itinerant	Job 2555: Multi-Categorical/Severely Profoundly Impaired Instructor w/Autism
	PES, Itinerant	Job 2556: PreK/Prek Special Needs Instructor (half-time)
	PMS, Itinerant	Job 2557: Gifted/Multi-Categorical Instructor (half-time)
	PBHS	Job 2558: Option Pathway Instructor/Mathematics Instructor
	PBHS	Job 2559: Mathematics Instructor
	PBHS, Itinerant	Job 2560: School Nurse - RN (half-time)
	PMS	Job 2573: Science Instructor
Kelli Kittle	Kasson	Job 2577: Special Education Aide/Supervisory Aide/Transportation Aide
Gerald Furby	PBHS, ALC	Job 2579: Alternative Learning Center Instructor/Virtual School Facilitator
Cynthia Mayle	PES	Job 2580: Secretary

Substitute Employee Assignments 2019-20		
Name of Person	Location	Job ID: Position
	County	Job 2566: Substitute Teacher(s)
	County	Job 2567: Substitute Bus Operator(s)
	County	Job 2568: Long Term Substitute Option Pathway Instructor/Mathematics Instructor
Shannon Goshert	PMS	Job 2574: Long Term Substitute Science Instructor
	PES, Itinerant	Job 2575: Long Term Substitute Multi-Categorical/Severely Profoundly Impaired Instructor w/Autism

	PES, Itinerant	Job 2576: Long Term Substitute Multi-Categorical w/Autism Instructor
Katheryn Rinehart	PMS	Job 2578: Long Term Substitute 5th Grade Teacher
	PES, Itinerant	Job 2562: Long Term Substitute Multi-Categorical/Severely Profoundly Impaired Instructor w/Autism
	PES, Itinerant	Job 2565: Long Term Substitute Multi-Categorical w/Autism Instructor

Extra-Curricular Employee Assignments 2019-20		
Name of Person	Location	Job ID: Position
	PBHS	Job 2561: Head Boys Track Coach
Danielle Rush, Angela McDaniel	County	Job 2571: (1-2) Mentor Teacher(s) (Extra-Curricular)
Glen Auvil	PMS	Job 2572: Volunteer Assistant Boys Basketball Coach
	PBHS	Job 2581: Athletic Trainer (Winter Sports)

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

A motion was made by Mr. Phillips to approve agenda items 1-15 and items 17-20 as recommended. The motion was seconded by Mr. Starks. After discussion, the motion passed four (4) to zero (0).

Mr. Everson made a motion to adjourn into executive session at 6:23 p.m. to discuss legal issues. The motion was seconded by Mr. Starks and passed four (4) to zero (0).

The board returned to open session at 6:44 p.m. (No votes or decisions were made in executive session).

A motion was made by Mr. Starks to approve agenda item 16 as recommended. The motion was seconded by Mr. Everson. After discussion, the motion passed four (4) to zero (0).

The board acted upon or discussed the following items:

1. FY 2021 Loss Control Questionnaire
2. Weighted Courses for Philip Barbour High School
3. Other

Next board meetings:

December 16, 2019, at 6:00 p.m. at Kasson Elementary/Middle School (Regular Session)
January 13, 2020, at 6:00 p.m. at Belington Middle School (Regular Session)

The meeting adjourned at 6:47 p.m.

President

Secretary