SCOTT COUNTY SCHOOL BOARD
MINUTES OF REGULAR MEETING, TUESDAY, JANUARY 9, 2018

The Scott County School Board met for a regular meeting on Tuesday, January 9, 2018, at the Scott County School Board Office in Gate City, Virginia, with the following members present:

William "Bill" R. Quillen, Jr., Chairman   **ABSENT:** None
David M. Templeton, Vice Chairman
Linda D. Gillenwater
Larry L. Horton
Gail L. McConnell
L. Stephen "Steve" Sallee, Jr.

OTHERS PRESENT: John I. Ferguson, Superintendent; Jason Smith, Assistant Superintendent; K.C. Linkous, Clerk Of The Board/Human Resource Manager; Beverly Stidham, Deputy Clerk/Purchasing Agent; Will Sturgill, School Board Attorney; Robert Sallee, Maintenance Supervisor; Rhonda Kilgore, Teacher/Virginia Professional Educators Representative; Lisa Bevins, Teacher/VEA Representative and Amanda Clark, Heritage TV.

CALL TO ORDER/MOMENT OF SILENCE/*PLEDGE OF ALLEGIANCE*: Board Member William Quillen called the meeting to order at 6:30 p.m. The audience observed a moment of silence and Mr. Templeton led in citing the *Pledge of Allegiance*.

ELECTION OF BOARD CHAIRMAN: Superintendent Ferguson presided and asked for nominations for School Board Chairman. Ms. Gillenwater nominated Mr. Quillen, seconded by Mr. McConnell, all members voting aye.

ELECTION OF VICE CHAIRMAN: Chairman Quillen asked for nominations for Vice Chairman and Mr. Horton nominated Mr. Templeton, seconded by Mr. Sallee, all member voting aye.

ELECTION OF CLERK OF THE BOARD: On a motion by Mr. Horton, seconded by Mr. McConnell, all members voting aye with Mr. Quillen abstaining, the Board approved Ms. K.C. Linkous as Clerk of the Board.

ELECTION OF DEPUTY CLERK OF THE BOARD: On a motion by Mr. Templeton, seconded by Mr. Horton, all members voting aye, the Board approved Ms. Beverly Stidham as Deputy Clerk of the Board.

APPROVAL OF AGENDA: Chairman Quillen stated that Item 8: Recognition of Mrs. Dawn Williams & Mrs. Donna Rowlett needs to be removed and added to the February meeting agenda.
On a motion by Mr. Sallee, seconded by Mr. Horton, all members voting aye, the Board approved the amended agenda of the January 9, 2018 regular board meeting.

APPROVAL OF DECEMBER 5, 2017 MEETING MINUTES: On a motion by Mr. Horton, seconded by Mr. McConnell, all members voting aye, the Board approved the December 5, 2017, Regular Meeting Minutes as submitted.

APPROVAL OF CLAIMS: On a motion by Mr. Templeton, seconded by Ms. Gillenwater, all members voting aye, the Board approved claims as follows:
School Operating Fund invoices & payroll in the amount of $927,725.36 as shown by warrants #8123552- 8123816 & electronic payroll direct deposit in the amount of $1,124,400.73 & electronic payroll tax deposits in the amount of $512,779.61. Cafeteria Fund invoices & payroll in the amount of $79,958.76 as shown by warrants #1018296-1018336 & electronic payroll direct deposit in the amount of $30,712.10 & electronic payroll tax deposit in the amount of $12,871.43. Head Start invoices & payroll totaling $79,632.58 as shown by warrants #15179-15254 (15199, 15206 Voided).

APPROVAL OF BOARD MEETING DATES: On a motion by Mr. Templeton, seconded by Mr. Sallee, all members voting aye, the board approved the School Board meeting dates as follows:

SCOTT COUNTY SCHOOL BOARD PROPOSED MEETING DATES
Location: Scott County School Board Office
Time: 6:30 p.m.

FEBRUARY 6, 2018 (Tuesday) – 6:15 p.m. Public Hearing on the Proposed 2018-2019 School Budget
Scott County Career & Technical Center
6:30 p.m. Regular Board Meeting

MARCH 6, 2018 (Tuesday)

APRIL 10, 2018 (Tuesday)

MAY 1, 2018 (Tuesday)

JUNE 5, 2018 (Tuesday)

JUNE 26, 2018 (Tuesday) 2017-2018 Budget Close Out Meeting

JULY 10, 2018 (Tuesday)

AUGUST 7, 2018 (Tuesday)

SEPTEMBER 4, 2018 (Tuesday)

OCTOBER 2, 2018 (Tuesday)

NOVEMBER 8, 2018 (Thursday)

DECEMBER 4, 2018 (Tuesday)

JANUARY 8, 2019 (Tuesday)

APPROVAL OF BUDGET COMMITTEE FOR FISCAL YEAR 2018-2019: Superintendent Ferguson asked if Mr. Templeton and Mr. Sallee would continue to serve on the Budget Committee for Fiscal year 2018-2019. On a motion by Ms. Gillenwater, seconded by Mr. McConnell, all members voting aye, the Board approved Mr. Steve Sallee and Mr. David Templeton to serve on the Budget Committee for the fiscal year 2018-2019.

APPROVAL OF HEAD START FINANCIAL BREAKDOWN FOR NOVEMBER, 2017:
On a motion by Mr. McConnell, seconded by Mr. Templeton, all members voting aye, the Board approved the Head Start Financial Breakdown for November, 2017 as follows:

Expenses for November, 2017	$128,755.09
Total In-Kind	$ 44,511.14

APPROVAL OF EARLY HEAD START FINANCIAL BREAKDOWN FOR NOVEMBER, 2017: On a motion by Mr. Templeton, seconded by Mr. Horton, all members voting aye, the Board approved the Early Head Start Financial Breakdown for November, 2017 as follows:

Expenses for November, 2017	$57,398.18
Total In-Kind	$ 2,675.86

APPROVAL OF HEAD START COST ALLOCATION PLAN: On a motion by Ms. Gillenwater, seconded by Mr. McConnell, all members voting aye, the Board approved the Head Start Cost Allocation Plan. (Appendix H)

APPROVAL OF HEAD START & EARLY HEAD START QUARTERLY REPORT FOR FALL 2017: On a motion by Mr. Sallee, seconded by Mr. Horton, all members voting aye, the Board approved the Head Start and Early Head Start Fall 2017 Quarterly Report. (Appendix I)

MAINTENANCE UPDATE: Mr. Robert Sallee, Maintenance Supervisor, presented an update on roofing projects at the county schools. Mr. Sallee stated that Rye Cove High School has been prioritized as the first school needing a new roof. Mr. Sallee explained that he is trying to obtain a loan for Rye Cove High roofing project and would like to go out to bid first for the new roof on the second floor classrooms and repairing the gym roof.

Mr. Sallee also stated that he is going out to bid for the Twin Springs water treatment sewer project.

CLOSED MEETING: Mr. Templeton made a motion to enter into closed meeting at 7:00 p.m. to discuss teachers, teaching assistants, coaches and principals as provided in Section 2.2-3711 A (1) of the *Code of Virginia*, as amended. Motion was seconded by Mr. McConnell, all members voting aye.

RETURN FROM CLOSED MEETING: All members returned from closed meeting at 8:50 p.m. and on a motion by Mr. Templeton, seconded by Mr. McConnell, the Board returned to regular session and Mr. Templeton cited the following certification of the closed meeting:

CERTIFICATION OF CLOSED MEETING

WHEREAS, the Scott County School Board has convened a closed meeting on this date pursuant to an affirmative recorded vote and in accordance with the provisions of the Freedom of Information Act; and

WHEREAS, Section 2.2-3711 of the Code of Virginia requires certification, by this Scott County School Board that such meeting was conducted in conformity with Virginia law;

NOW, THEREFORE, BE IT RESOLVED that the Scott County School Board hereby certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification resolution applies and (ii) only such public matters as were identified in the motion convening the closed meeting were heard, discussed or considered by the Scott County School Board in the closed meeting.

ROLL CALL VOTE

Ayes: Linda Gillenwater, Larry Horton, Gail McConnell, Bill Quillen, Steve Sallee, David Templeton
Nays: None   ABSENT DURING VOTE: None   ABSENT DURING MEETING: None

APPROVAL OF SUBSTITUTE TEACHERS: On the recommendation of Mr. Jason Smith, Assistant Superintendent and on a motion by Mr. Templeton, seconded by Mr. Horton, all members voting aye, the Board approved Matthew Spears, Linda Munsey, Hannah Balthis, Melissa Dillman and Matthew McClellan as substitute teachers.

RESIGNATIONS: On the recommendation of Mr. Jason Smith, Assistant Superintendent and on a motion by Mr. Horton, seconded by Mr. Sallee, all members voting aye, the Board approved the resignation request of Ms. Melissa Trinkle, cross country coach GCHS, effective December 6, 2017.

On the recommendation of Mr. Jason Smith, Assistant Superintendent and on a motion by Mr. McConnell, seconded by Ms. Gillenwater, all members voting aye, the Board approved the resignation request of Ms. Amanda Green, teacher, effective January 5, 2018.

EMPLOYMENT: Mr. Jason Smith, Assistant Superintendent wanted to present a list of coaches to be voted on and the board had a discussion as to present this list now or in the Spring.

Mr. Sallee made a motion to present the list of coaches tonight to be voted on individually, seconded by Mr. Templeton, motion passed 5-1:

Roll Call Vote: Ms. Gillenwater-Aye, Mr. Horton-Nay, Mr. McConnell-Aye, Mr. Quillen-Aye, Mr. Sallee-Aye, Mr. Templeton-Aye.

On the recommendation of Mr. Jason Smith, Assistant Superintendent and on a motion by Mr. Sallee, seconded by Mr. McConnell, the Board voted 4-2 to approve the employment of Mr. Chris Akers as

Head Football Coach at Gate City High School, effective the 2018 season (*Ayes*: Mr. Quillen, Mr. McConnell, Mr. Sallee, Mr. Horton; *Nays*: Ms. Gillenwater, Mr. Templeton).

On the recommendation of Mr. Jason Smith, Assistant Superintendent and on a motion by Mr. Sallee, seconded by Mr. McConnell, the Board voted 3-3 on Mr. Tim Burke as First Assistant Football Coach at Gate City High School and therefore this recommendation did not pass (*Ayes*: Mr. Quillen, Mr. McConnell, Mr. Sallee; *Nays*: Ms. Gillenwater, Mr. Horton, Mr. Templeton).

On the recommendation of Mr. Jason Smith, Assistant Superintendent and on a motion by Mr. Sallee, seconded by Mr. Horton, all members voting aye, the Board approved the employment of Mr. Aaron Daugherty as Assistant Football Coach at Gate City High School, effective the 2018 season.

On the recommendation of Mr. Jason Smith, Assistant Superintendent and on a motion by Mr. McConnell, seconded by Mr. Sallee, all members voting aye, the Board approved the employment of Mr. Fred Selfe as Assistant Football Coach at Gate City High School effective the 2018 season.

On the recommendation of Mr. Jason Smith, Assistant Superintendent and on a motion by Mr. Horton, seconded by Mr. Sallee, all members voting aye, the Board approved the employment of Mr. Jamie Hackney as Assistant Football Coach at Gate City High School effective the 2018. Season.

BOARD MEMBER COMMENTS: Ms. Gillenwater wished Ms. Amanda Green the best in her new endeavor.

ADJOURNMENT: There being no further business, the Board adjourned at 9:05 p.m.

William "Bill" R. Quillen, Jr., Chairman

K.C. Linkous, Clerk

APPENDIX H

HEAD START COST
ALLOCATION PLAN

SCOTT COUNTY PUBLIC SCHOOL HEAD START
COST ALLOCATION PLAN

Purpose/General Statements

The purpose of this cost allocation plan is to summarize, in writing, the methods and procedures Scott County Public School Head Start will use to allocate costs to various grant

OMB Circular A-122, "Cost Principles for Non-Profit Organizations," establishes the principles for determining costs of grants, contracts, and other agreements with the Federal Government. Scott County Public School Head Start's cost allocation plan is based on the direct allocation method described in OMB Circular A-122. The direct allocation method treats all costs as direct costs except general administration and general expenses.

Direct costs are those that can be identified specifically with a particular final cost objective. Indirect costs are those that have been incurred for common or joint objectives and cannot be readily identified with a particular final cost objective.

Only costs that are allowable, in accordance with the cost principles, will be allocated to benefiting programs by Scott County Public School Head Start.

General Approach

The general approach of Scott County Public School Head Start in allocating costs to particular grants and contracts is as follows:

A. All allowable direct costs are charged directly to grants.
B. Allowable direct costs that can be identified to more than one grant are prorated individually as direct costs using a base most appropriate to the particular cost being prorated.
C. All other allowable general and administrative costs (cost that benefit all grant programs and cannot be identified to a specific program) are allocated to grants using a base that results in an equitable distribution.

Program/Funding Source Detail

Program	Funding Source	Description
Head Start	U.S. Department of Health & Human Services & Scott County Public School System (non-federal share)	Comprehensive child development program including education, health, and social services designed for 3 to 4 year olds from families with incomes below the federal poverty guidelines.

Early Head Start	U.S. Department of Health & Human Services & Scott County Public School System (non-federal share)	Comprehensive child development program including education, health, and social services designed for 6 week infants to 3 year olds from families with incomes below the federal poverty guidelines.

Allocation of Costs

The following information summarizes the procedures that will be used by Scott County Public School Head Start:

A. **Mental Health Services** – All mental health services costs are charged directly to the program benefiting from the service. Expenses that benefit more than one program are allocated based on the number of children served per program divided by the total number of children served.

B. **Training** – All training costs are charged directly to the program benefiting from the service associated with the cost of training. Expenses that benefit more than one program are allocated based on the number of full time personnel in program divided by the total number of full time personnel. If training expenses are associated with the cost of training parents and benefits more than one program, costs will be allocated based on the number of children served per program divided by the total number of children served.

C. **Payroll/Fringe** – Salaries and wages are charged directly to the grant program for which work has been completed. Payroll expenses that benefit more than one program are allocated based on the percentage of time spent on program and documented through the use of time sheets reflecting time distribution for employees. Fringe benefits are charged directly to the grant program for which work has been completed. Due to the limited amount of funding available, health/vision insurance and dental insurance are not allocated for employees benefiting from one or more programs. Fringe benefits for employees who are assigned to one or more programs will be allocated to the program in which the majority of their wages are charged.

D. **Health Services** – All health services are charged directly to the program benefiting from the service. Expenses that benefit more than one program are allocated based on the number of children served per program divided by the total number of children served.

E. **Audit Fees** – All audit fees are charged directly to the program benefiting from the services. Expenses that benefit more than one program are allocated based on the number of centers in the program divided by the total number of centers.

F. **Contractual Services** – All contractual services are charged directly to the program benefiting from the service. Expenses that benefit more than one program are allocated based on the number of centers in the program divided by the total number of centers.

G. **Maintenance & Repair** – All maintenance and repair expenses are charged directly to the program benefiting from the service. Expenses that benefit more than one program are allocated based on the number of centers in the program divided by the total number of centers.

H. **Maintenance Service Contract (Copier Lease)** – All maintenance service contract expenses are charged directly to the program benefiting from the service. Expenses that benefit more than one program are allocated based on the number of children served per program divided by the total number of children served.

I. **Utilities** – All utility expenses are charged directly to the program benefiting from the service.

J. **Postage** – All postage expenses are charged directly to the program benefiting from the service. Expenses that benefit more than one program are allocated based on the number of centers in the program divided by the total number of centers.

K. **Telephone** – All telephone expenses are charged directly to the program benefiting from the service. Expenses that benefit more than one program are allocated based on the number of centers in the program divided by the total number of centers.

L. **Child Liability Insurance** – All child liability insurance expenses are charged directly to the program benefiting from the service. Expenses that benefit more than one program are allocated based on the number of children served per program divided by the total number of children served.

M. **Rent** – All rent expenses are charged directly to the program benefiting from the service. Expenses that benefit more than one program are allocated based on the number of employees per program in shared space & time allotted to

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program divided by the total number of employees in shared space. This cost allocation will be implemented as funding is available.

N. **Local Travel** – All local travel expenses are charged directly to the program benefiting from the service. Expenses that benefit more than one program are allocated based on the number of children served per program divided by the total number of children served.

O. **Field Trips** – All field trip expenses are charged directly to the program benefiting from the service. Expenses that benefit more than one program are allocated based on the number of children served per program divided by the total number of children served.

P. **Out of Town Travel** – All out-of-town travel expenses are charged directly to the program benefiting from the service. Expenses that benefit more than one program are allocated based on the number of full time personnel in program divided by the total number of full time personnel. If out-of-town travel expenses are associated with the cost of travel for parents and benefits more than one program, costs will be allocated based on the number of children served per program divided by the total number of children served.

Q. **Parent Activities** – All parent activities expenses are charged directly to the program benefiting from the service. Expenses that benefit more than one program are allocated based on the number of children served per program divided by the total number of children served.

R. **Association, Dues, Fees, & Subscriptions** – All association, dues, fees, and subscription expenses are charged directly to the program benefiting from the service. Expenses that benefit more than one program are allocated based on the number of children served per program divided by the total number of children served OR number of centers in the program divided by the total number of centers, OR number of full time personnel in program divided by the total number of full time personnel, whichever is applicable to the expense.

S. **Office Supplies** – All office supplies are charged directly to the program benefiting from the service. Expenses that benefit more than one program are allocated based on the number of children served per program divided by the total number of children served. Centers are required to complete supply request forms, which are maintained at the Head Start office. Supplies are stored and properly organized by program and distributed as needed.

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T. **Food Supplies** – All food supplies are charged directly to the program benefiting from the service. Expenses that benefit more than one program are allocated based on the number of children served per program divided by the total number of children served. Centers are required to complete supply request forms for all non-meal preparation supplies, which are maintained at the Head Start office. Supplies are stored and properly organized by program and distributed as needed.

U. **Food Service Supplies** – All food service supplies are charged directly to the program benefiting from the service. Expenses that benefit more than one program are allocated based on the number of children served per program divided by the total number of children served.

V. **Medical & Dental Supplies** – All medical and dental supplies are charged directly to the program benefiting from the service. Expenses that benefit more than one program are allocated based on the number of children served per program divided by the total number of children served. Centers are required to complete supply request forms for all medical and dental supplies, which are maintained at the Head Start office. Supplies are stored and properly organized by program and distributed as needed.

W. **Janitorial Supplies** – All janitorial supplies are charged directly to the program benefiting from the service. Expenses that benefit more than one program are allocated based on the number of centers per program divided by the total number of centers. Centers are required to complete supply request forms for all janitorial supplies, which are maintained at the Head Start office. Supplies are stored and properly organized by program and distributed as needed.

X. **Educational Supplies** – All educational supplies are charged directly to the program benefiting from the service. Expenses that benefit more than one program are allocated based on the number of children served per program divided by the total number of children served.

Y. **Discretionary Center Funds** – All expenses associated with discretionary center funds are charged directly to the program benefiting from the service. Center Teachers and Family Resource Specialists are allotted a monthly amount of discretionary funding for classroom supplies. These expenditures can be tracked and charged directly to the program in which the Teacher or Family Resource Specialists is assigned.

Z. **Health Examinations** – All health examination expenses are charged directly to the program benefiting from the service. Due to the limited amount of funding available, health examination expenses are not allocated for employees benefiting from one or more programs. Health examination expenses for employees who are assigned to one or more programs will be allocated to the program in which the majority of their wages are charged.

AA. **Construction** – All construction expenses are charged directly to the program benefiting from the service. Expenses that benefit more than one program are allocated based on the number of centers in the program divided by the total number of centers.

Cost Allocation Methodology

Costs that benefit more than one program are allocated based on the ratio described as follows:

LINE ITEM	HEAD START %	EARLY HEAD START %	ALLOCATION METHODOLOGY
Mental Health Services (1630)	88%	12%	= Number of Children in Grant Program (HS: 173, EHS: 24) divided by the Total Number of Children Served (197)
Training (20-3800)	80%	20%	= Number of Full Time Personnel in Grant Program (HS: 28, EHS: 7) divided by the Total Number of Personnel (35)
	88%	12%	= Number of Children in Grant Program (HS: 173, EHS: 24) divided by the Total Number of Children Served (197)
Payroll/Fringe (6560/2000)	Director, Child Development Services Coordinator, & Administrative Assistant/Fiscal Officer		
	85%	15%	= Number of Hours Spent on Each Project per Year (HS: 1,760, EHS: 320 hours) divided by the Total Number of Hours (2080)
	EHS Family Resource Specialist		
	30%	70%	= Number of Hours Spent on Each Project per Year (HS: 576, EHS: 1,344) divided by the Total Number of Hours (1920)
Health Services (3110)	88%	12%	= Number of Children in Grant Program (HS: 173, EHS: 24) divided by the Total Number of Children Served (197)
Audit Fee (3120)	75%	25%	= Number of Centers in Grant Program (HS: 9, EHS: 3) divided by the Total Number of Centers (12)
Contractual Services (3210)	75%	25%	= Number of Centers in Grant Program (HS: 9, EHS: 3) divided by the Total Number of Centers (12)
Maintenance & Repair (3310)	75%	25%	= Number of Centers in Grant Program (HS: 9, EHS: 3) divided by the Total Number of Centers (12)
Maintenance Service Contract (3320)	88%	12%	= Number of Children in Grant Program (HS: 173, EHS: 24) divided by the Total Number of Children Served (197)

Postage (5201)	75%	25%	= Number of Centers in Grant Program (HS: 9, EHS: 3) divided by the Total Number of Centers (12)
Telephone (5202)	75%	25%	= Number of Centers in Grant Program (HS: 9, EHS: 3) divided by the Total Number of Centers (12)
Child Liability Insurance (5300)	88%	12%	= Number of Children in Grant Program (HS: 173, EHS: 24) divided by the Total Number of Children Served (197)
Rent (5400)	88%	12%	= Number of Employees per Program in Shared Space (4) divided by Total number of Employees in Shared Space (10) = 10% per employee x monthly cost (800) = $80 per employee x % of time allotted (3 employees @ 85/15 (HS/EHS) = $68/$12 x 3 employees = $204/$36; 1 employee @ 30/70 (HS/EHS) = $24/$56) = $204+24 (HS) $228+Remaining employee costs of $480 = $708, (EHS) $92
Local Travel (5501)	88%	12%	= Number of Children in Grant Program (HS: 173, EHS: 24) divided by the Total Number of Children Served (197)
Field Trips (5502)	88%	12%	= Number of Children in Grant Program (HS: 173, EHS: 24) divided by the Total Number of Children Served (197)
Out of Town Travel (5504)	80%	20%	= Number of Full Time Personnel in Grant Program (HS: 28, EHS: 7) divided by the Total Number of Personnel (35)
	88%	12%	= Number of Children in Grant Program (HS: 173, EHS: 24) divided by the Total Number of Children Served (197)
Parent Activities (5505)	88%	12%	= Number of Children in Grant Program (HS: 173, EHS: 24) divided by the Total Number of Children Served (197)
Assoc., Dues, & Fees (5801)	88%	12%	= Number of Children in Grant Program (HS: 173, EHS: 24) divided by the Total Number of Children Served (197)
	75%	25%	= Number of Centers in Grant Program (HS: 9, EHS: 3) divided by the Total Number of Centers (12)
	80%	20%	= Number of Full Time Personnel in Grant Program (HS: 28, EHS: 7) divided by the Total Number of Personnel (35)

Office Supplies (6001)	88%	12%	= Number of Children in Grant Program (HS: 173, EHS: 24) divided by the Total Number of Children Served (197)
Food Supplies (6002)	88%	12%	= Number of Children in Grant Program (HS: 173, EHS: 24) divided by the Total Number of Children Served (197)
Food Service Supplies (6002A)	88%	12%	= Number of Children in Grant Program (HS: 173, EHS: 24) divided by the Total Number of Children Served (197)
Medical & Dental Supplies (6004)	88%	12%	= Number of Children in Grant Program (HS: 173, EHS: 24) divided by the Total Number of Children Served (197)
Janitorial Supplies (6005)	75%	25%	= Number of Centers in Grant Program (HS: 9, EHS: 3) divided by the Total Number of Centers (12)
Educational Supplies (6013)	88%	12%	= Number of Children in Grant Program (HS: 173, EHS: 24) divided by the Total Number of Children Served (197)
Health Examinations (6018)	80%	20%	= Number of Full Time Personnel in Grant Program (HS: 28, EHS: 7) divided by the Total Number of Personnel (35)
Construction (8100)	75%	25%	= Number of Centers in Grant Program (HS: 9, EHS: 3) divided by the Total Number of Centers (12)
Equipment (8101)	88%	12%	= Number of Children in Grant Program (HS: 173, EHS: 24) divided by the Total Number of Children Served (197)

APPENDIX I
HEAD START & EARLY HEAD START QUARTERLY REPORT FOR FALL 2017

Scott County Public School Head Start

&

Early Head Start

Quarterly Report Fall 2017

OUR MISSION

Guiding low-income families with young children toward self-sufficiency and success in school.

305 Legion Street
Weber City, VA 24290
(276) 386-6051
26-386-7281 (fax)
scottcounty.headstart@sctv.coop
www.scottcountyheadstart.org

Quarterly Report Fall 2017

S cott County Public School Head Start continues to provide high quality early childhood education, involving parents in all services and activities throughout the program. The promotion of school readiness is at the focal point and is delivered through a program that is developmentally appropriate, child centered, family-focused, comprehensive and community based. Developmental goals for children are supported, along with employment and self sufficiency goals

Kathy Wilcox, Director
Scott County Public School
Head Start

for adults as well as support for parents in their role as their child's first and foremost teacher.

Fall Analysis of Data:

Strengths:
- Opened 3 Early Head Start Classrooms
- C.L.A.S.S. Observations Above National Average in all Domains
- C.L.A.S.S. Fall 2017 Averages Show Gains From Fall 2016 Averages
- Reached 100% Full Enrollment Through Recruitment Efforts

Improvement Goals:

- Increase Participation in Family Engagement School Readiness Events
- Increase Support to Families to Promote the Child's Regular Attendance.
- Improve Classroom Management and Practices Through Positive Strategies.
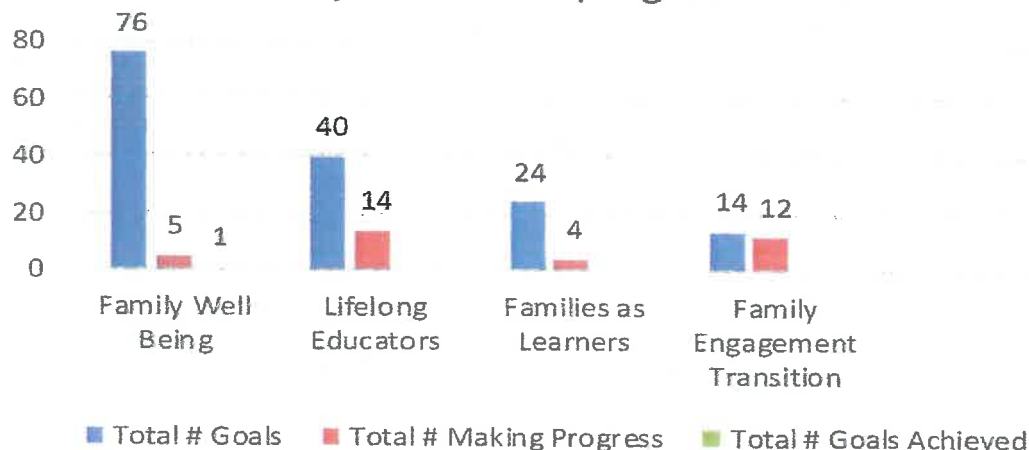- Improve the Method of Delivery of Dental Services to Children.

Quarterly Report Fall 2017

Head Start Family Outcomes Goals
of Family Partnership Agreements - 154

	Family Well Being	Lifelong Educators	Families as Learners	Family Engagement Transition
Total # Goals	76	40	24	14
Total # Making Progress	5	14	4	12
Total # Goals Achieved	1			

■ Total # Goals   ■ Total # Making Progress   ■ Total # Goals Achieved

Early Head Start Outcomes Goals: 19 Family Well Being
   0 Lifelong Educators
   14 Families as Learners
   1 Family Engagement Transition

SCOTT COUNTY PUBLIC SCHOOL HEAD START
AVERAGE MONTHLY ATTENDANCE FALL

Center	Aug.	Sept.	Oct.	Nov.
Duffield 1	94	89	86	89
Duffield 2	96	94	87	91
Dungannon	93	88	90	87
Nickelsville	95	90	83	88
Shoemaker 1	92	85	91	75
Shoemaker 2	94	80	88	84
Shoemaker 3	92	88	92	91
Shoemaker 4	97	93	90	88
Weber City	89	95	95	90
Total ADA	94%	89%	89%	87%

EARLY HEAD START—Average Monthly Attendance - FALL

Center	Sept.	Oct.	Nov.
EHS Duffield	90%	87 %	86%
EHS Weber City 1		94%	84%
EHS Weber City 2		80%	71%
Total ADA	90%	87%	80%

FAMILY ENGAGEMENT REPORT

Quarterly Report Fall 2017

Head Start & EHS October 2017
School Readiness Activity: Mathematical Thinking

Center	Families	Enrolled Children	Family Siblings	Family Mothers	Family Fathers	Other Family Members
Duffield 1	3	17	0	3	1	0
Duffield 2	6	18	1	4	1	4
Dungannon	5	19	0	5	2	0
Nickelsville	3	16	0	3	1	2
Shoemaker 1	8	17	3	6	4	0
Shoemaker 2	9	16	3	5	1	5
Shoemaker 3	5	13	1	5	1	0
Shoemaker 4	6	17	0	3	0	3
Weber City	10	19	2	7	4	4
EHS Duffield	5	5	1	4	3	0
EHS Weber City1	1	1	1	1	0	0
EHS Weber City 2	4	4	1	2	1	2
Total	65	162	13	48	19	20

Head Start November 2017
School Readiness Activity: Language & Literacy/ Open House in Classrooms

Center	Families	Enrolled Children	Family Siblings	Family Mothers	Family Fathers	Other Family Members
Duffield 1	8	8	0	7	3	0
Duffield 2	5	5	1	4	0	3
Dungannon	8	8	0	8	0	0
Nickelsville	6	7	3	6	3	0
Shoemaker 1	6	6	1	6	3	0
Shoemaker 2	7	7	2	5	4	1
Shoemaker 3	5	5	3	5	1	1
Shoemaker 4	7	7	1	6	3	2
Weber City	8	9	3	7	1	1
EHS Duffield	4	4	2	4	1	0
EHS Weber City1	6	6	4	5	1	2
EHS Weber City 2	7	7	3	7	2	1
Total	60	62	14	54	18	8

Quarterly Report Fall 2017

Head Start Enrollment by Eligibility Based on 178 Children Served
(Cumulative)

2.00% 14.00%
15.00%
10.00%
60.00%

- Income Below 100% - (106)
- Over Income - (17)
- Income 100 < 130% - (26)
- Foster Care - (4)
- Public Assistance - (25)

Head Start Income Status of Current Fall Enrollment - 2017-2018

Public Assistance - 23	▬	13.00%
Foster Care - 2	▪	2.00%
Income 100 < 130% - 26	▬	15.00%
Over Income - 16	▬	9.00%
Income Below 100% - 104	▬▬▬▬▬▬	60.00%

0.00 0.10 0.20 0.30 0.40 0.50 0.60 0.70

Head Start Income Status of Current Fall Enrollment 2017

Public Assistance - 3	▬	13.00%
Foster Care - 2	▬	8.00%
Income 100 < 130% - 2	▬	8.00%
Over Income - 2	▬	8.00%
Income Below 100% - 15	▬▬▬▬▬	63.00%

0.00% 10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00%
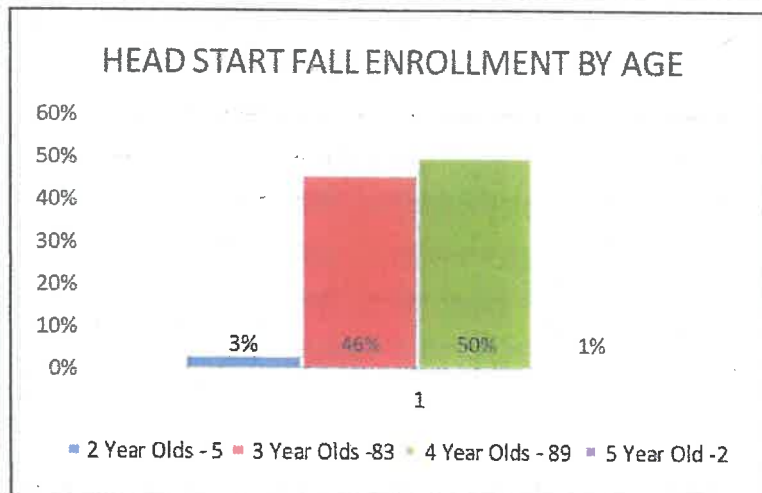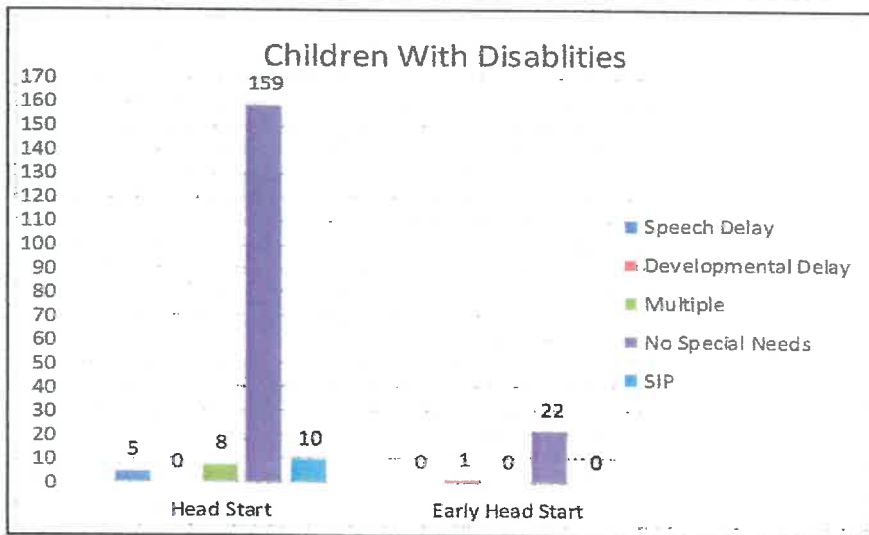
Current Head Start Enrollment	-	100% Full Enrollment
Head Start IEP/ Enrollment	-	12% (19/159)
Early Head Start IEP	-	1 Child
Waitlist	-	12 Participants on Waitlist

Quarterly Report Fall 2017

- Total Number of Head Start Children Served — 178
- Total Number of Early Head Start Children Served—26
- Total Number of Head Start Families Served — 163
- 81 Two Parent Families
- 82 Single Parent Families
- 13 EHS Two Parent Families
- 11 EHS Single Parent Families
- Average Head Start Monthly Enrollment — 171
- Total Number of Head Start Volunteers—312
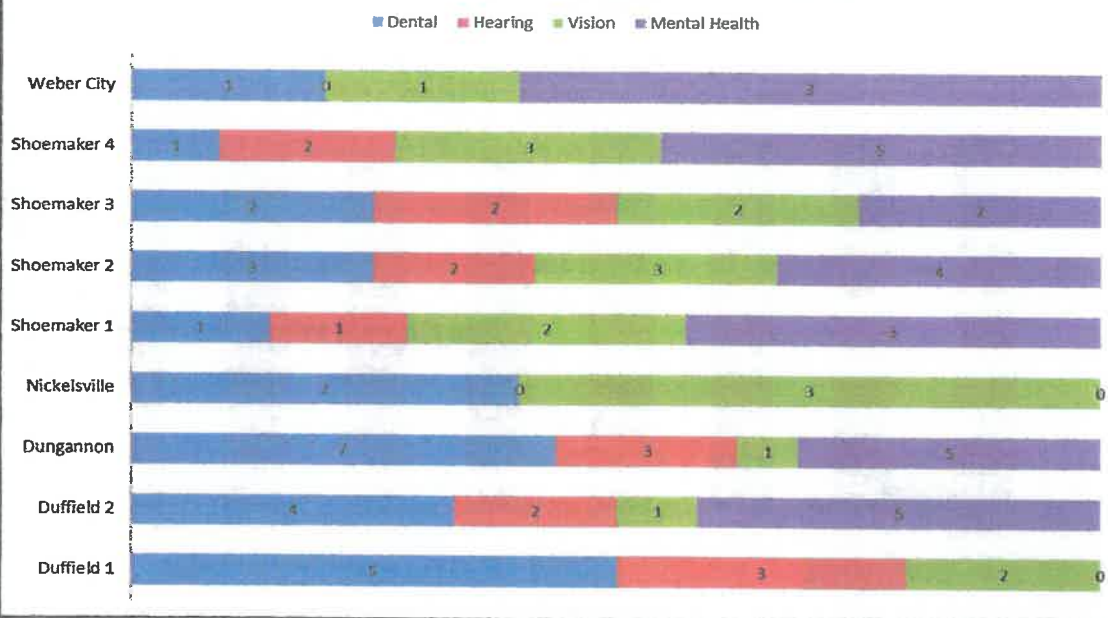- Total Number of Early Head Start Volunteers—92

Children With Disablities

Legend:
- Speech Delay
- Developmental Delay
- Multiple
- No Special Needs
- SIP

Head Start: 5, 0, 8, 159, 10
Early Head Start: 0, 1, 0, 22, 0

HEAD START FALL ENROLLMENT BY AGE

- 2 Year Olds - 5 — 3%
- 3 Year Olds - 83 — 46%
- 4 Year Olds - 89 — 50%
- 5 Year Old - 2 — 1%

EARLY HEAD START FALL ENROLLMENT BY AGE

0—12 MONTH	6
13—24 MONTH	6
25—36 MONTH	12

Quarterly Report Fall 2017

Head Start Health Screening Referrals - Fall 2017

Legend: Dental · Hearing · Vision · Mental Health

Categories: Weber City, Shoemaker 4, Shoemaker 3, Shoemaker 2, Shoemaker 1, Nickelsville, Dungannon, Duffield 2, Duffield 1

Head Start Medical Insurance - Fall 2017

	Duffield 1	Duffield 2	Dungannon	Nickelsville	Shoemaker 1	Shoemaker 2	Shoemaker 3	Shoemaker 4	Weber City	TOTAL
Medicaid	16	18	17	19	17	17	15	11	15	144
Private	2	0	4	2	0	2	1	6	3	20
Other	3	0	0	0	0	0	1	0	0	4
None	0	2	0	0	2	0	2	1	2	10
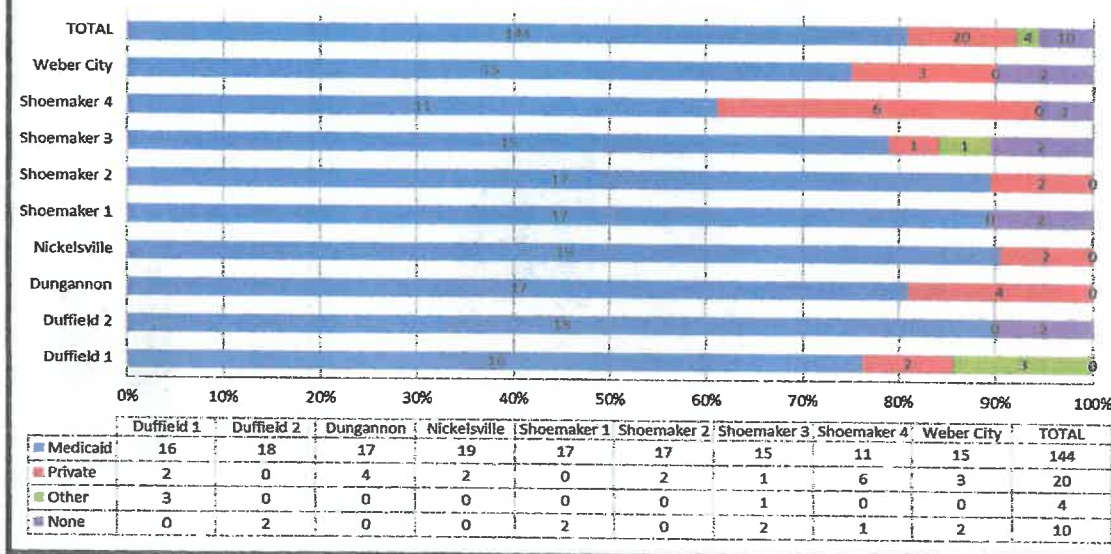
EARLY HEAD START Health Screenings

Dental	3 Exams	0 Referrals
Hearing	20 Screened	8 Referrals
Vision	22 Screened	1 Receiving Services

EARLY HEAD START Medical Insurance

Medicaid	22
Private	2
Both	0
None	0

Quarterly Report Fall 2017

BMI at Enrollment - Head Start
Fall 2017

	Duffield 1	Duffield2	Dungannon	Nickelsville	Shoemaker 1	Shoemaker 2	Shoemaker 3	Shoemaker 4	Weber City
Obese	5	4	1	3	7	3	1	6	6
Overweight	1	2	2	2	2	5	3	0	3
Healthy Weight	14	13	14	15	9	10	14	10	11
Underweight	1	1	3	1	1	1	1	2	0
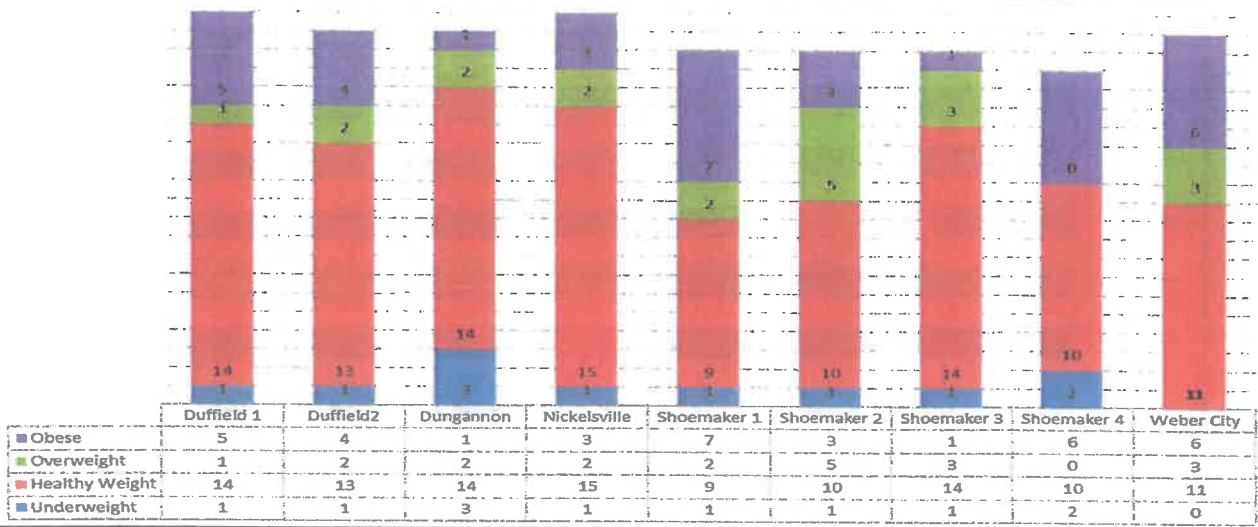
Head Start Body Mass Index - Fall 2017

- Obese - 36
- Overweight - 20
- Healthy Weight - 110
- Underweight - 11
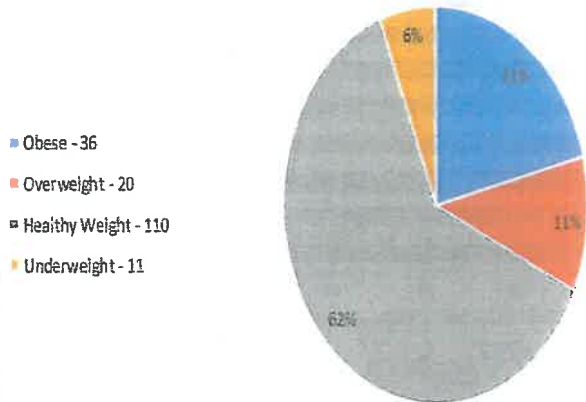
Head Start
Dental & Medical Home
Fall 2017

At Enrollment — Dental Home 127, Medical Home 169
At Current Enrollment — Dental Home 151, Medical Home 170

■ At Enrollment   ■ At Current Enrollment
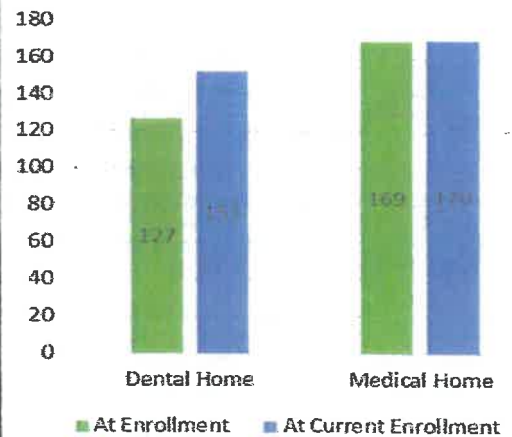
EHS Body Mass Index Fall 2017

■ EHS Duffield   ■ EHS Weber City 1   ■ EHS Weber City 2

(Categories: Underweight, Healthy Weight, Overweight, Obese Weight)

EHS Medical & Dental Home

Medical Home	24
Dental Home	10
Up to Date Immunizations	24

CHILD OUTCOMES
Fall Quarter 2017
PALS PreK

Phonological Awareness Literacy Screening

P honological Awareness Literacy Screening (PALS) was developed by the University of Virginia's Curry School of Education through a grant provided by the Virginia Department of Education. Children are evaluated in six emergent literacy fundamentals to assess their knowledge. The six literacy fundamentals include: name writing, alphabet knowledge, beginning sound awareness, print and word awareness, rhyme awareness, and nursery rhyme awareness. The results can then be used to guide teachers and caregivers to advance literacy development. Fifty four percent of Virginia Head Start grantees report using PALS-PreK as their literacy assessment tool. Scott County Public School Head Start is one of the programs using PALS-PreK to assess our student's progress. PALS scores are reported to the Virginia Department of Education.

ALPHABET KNOWLEDGE

NAME WRITING

Name Writing is an important step in the development of literacy skills. One of the first attempts at writing usually begins with learning to write his or her name. According to Marcia Inverizzi et al (2004) the scoring of name writing is a measure of a child's cognitive process as they start to understand a connection

In the fall, 33% of Scott County Head Start Students met the developmental range.
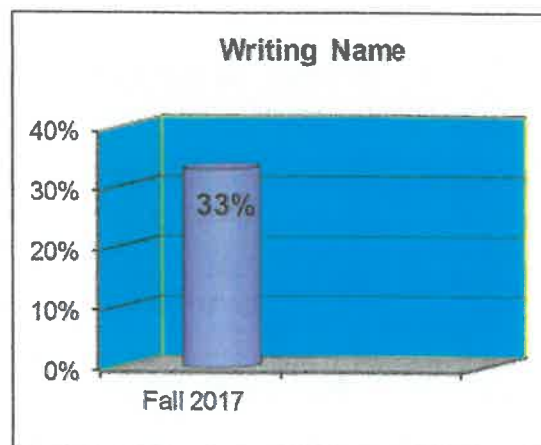
Alphabet Knowledge is also known as the "gateway to literacy" (2004), by combining an understanding of letter recognition with phonemic awareness. PALS PreK assesses a child's knowledge in a three tier process. If a child has an understanding of the uppercase letters, the lowercase recognition test is given. If a child has an understanding of the lowercase letters, the letter sound is assessed to see if they can correlate a sound with the right letter.
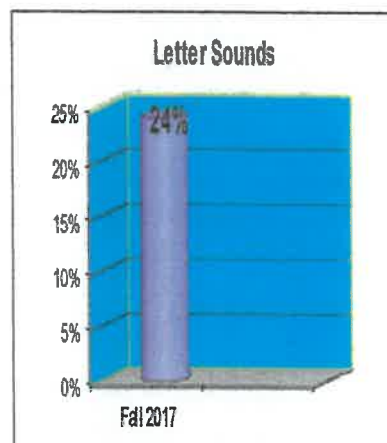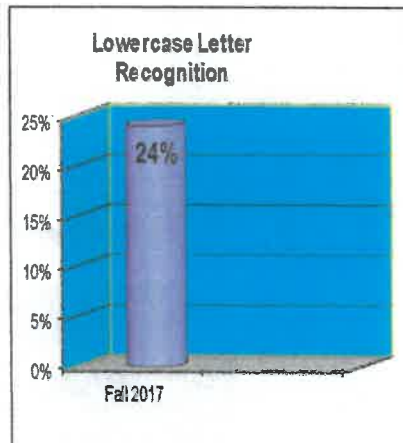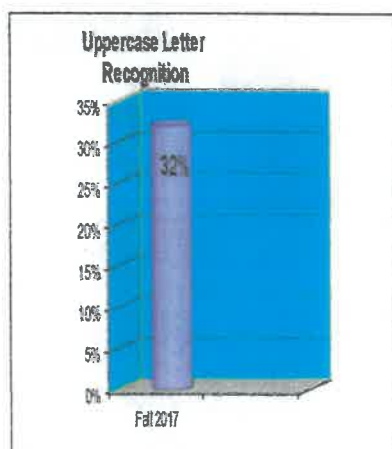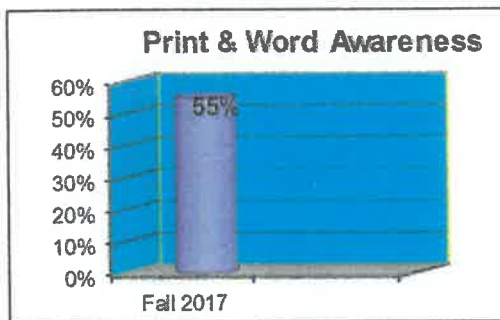

♦ *In the fall , some Scott County Head Start Students met the developmental range.*

Graphs show fall 2017 Scores of Scott County Head Start Students.
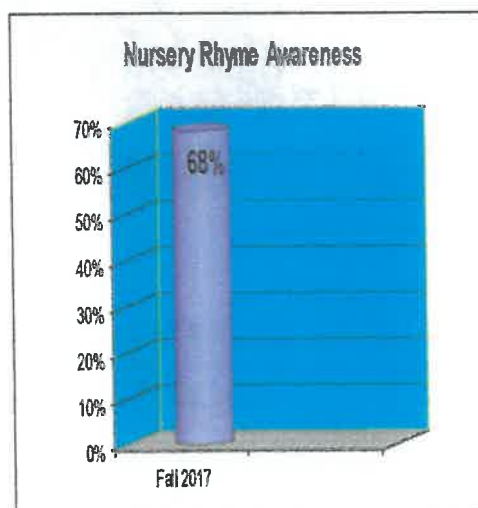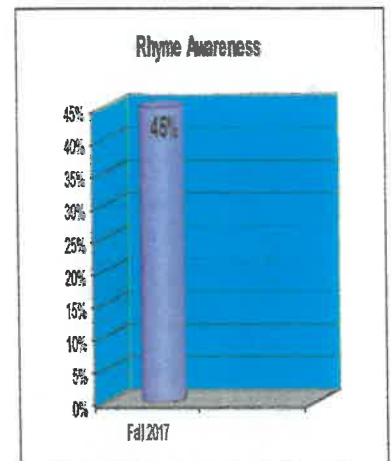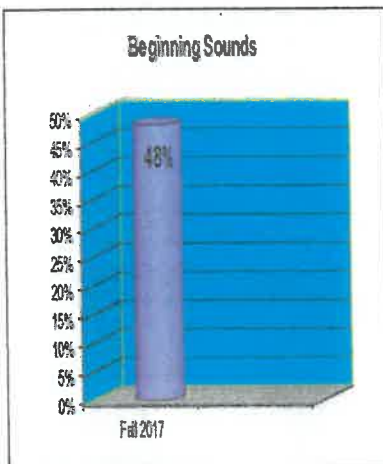
CHILD OUTCOMES

PRINT AND WORD AWARENESS

Print & Word Awareness

60%
50%
40%
30%
20%
10%
0%

55%

Fall 2017

Print and Word Awareness is one of the most important steps in learning to read. The realization that writing represents the sounds of words that are spoken helps preschoolers build reading fundamentals. Students are assessed on their knowledge of the structure and function of book parts by asking students to differentiate between letters, words and pictures in a book. Students are also assessed on the concept of a word by recognizing familiar words in a book.

BEGINNING SOUND AWARENESS AND RHYME AWARENESS

Beginning Sound Awareness and Rhyme Awareness is a significant step in a child's ability to learn to read because it tests the ability to manipulate sound units within spoken words. Students are shown picture cards and asked to identify the beginning sound of the picture. According to Inverizzi (2004), the knowledge of nursery rhymes has a direct positive impact on a student's ability to read and spell over the next three years.

Beginning Sounds

50%
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%

48%

Fall 2017

Rhyme Awareness

45%
40%
35%
30%
25%
20%
15%
10%
5%
0%

46%

Fall 2017

Nursery Rhyme Awareness

70%
60%
50%
40%
30%
20%
10%
0%

68%

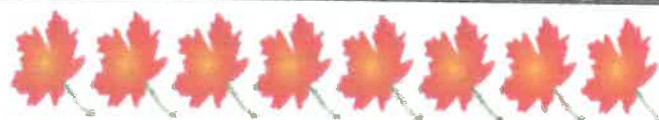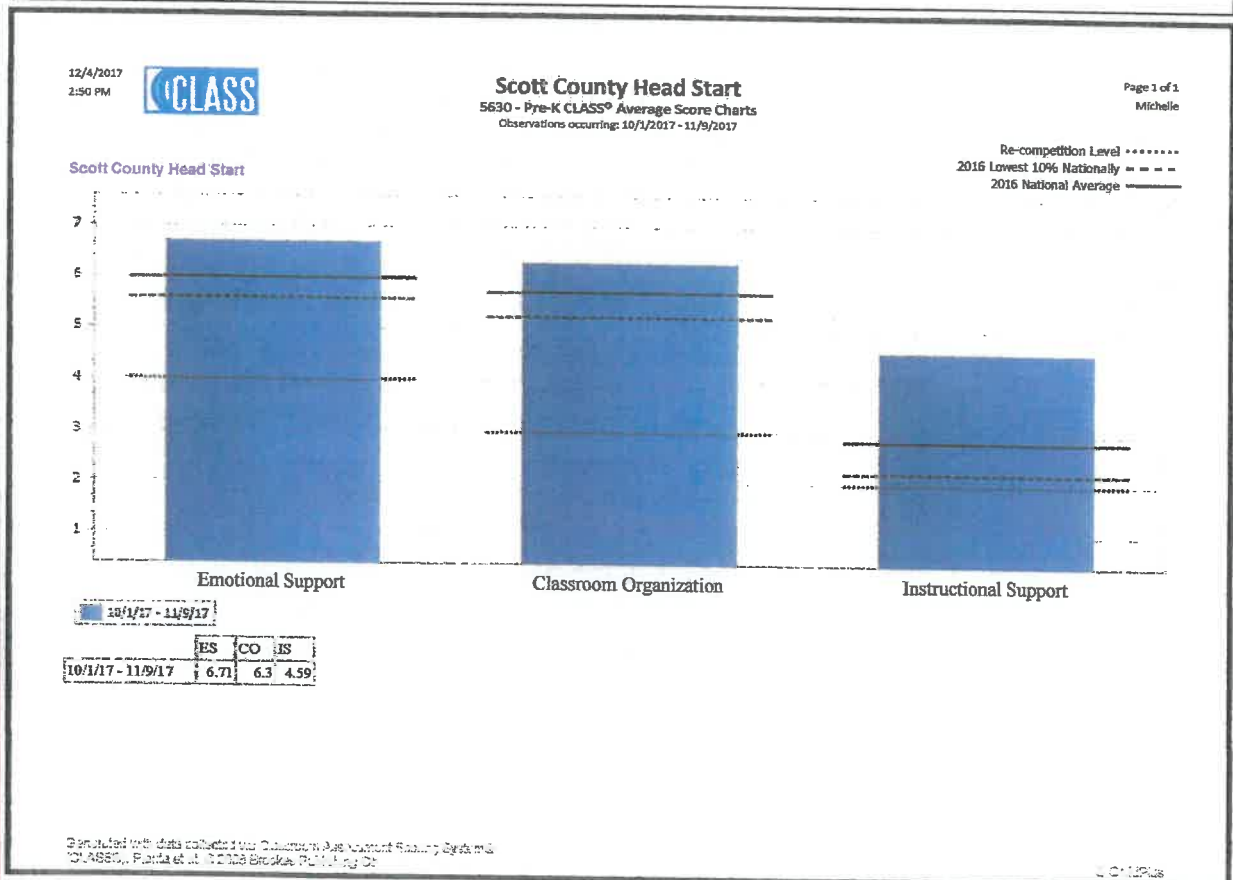Fall 2017

The Classroom Assessment Scoring System (CLASS) is an observation instrument developed to assess classroom quality in preschool through third grade classrooms. The Office of Head Start has adopted CLASS as the observational tool to monitor classroom quality nationwide. Classrooms are observed and rated on a scale of 1-7 with 7 being the highest score possible. The following graph compares Scott County Public School Head Starts Fall 2017 ongoing monitoring scores to Head Start scores nationwide. Programs across the nation must average a certain score in each domain. This is the re-competition level shown in the graph.

Emotional Support (ES): 6.71. This domain includes a broad array of classroom processes related to the teacher's ability to support social and emotional functioning in the classroom.

Classroom Organization (CO) 6.3. This domain includes a broad array of classroom processes related to the organization and management of students' behavior, time, and attention in the classroom.

Instructional Support (IS): 4.59. This domain includes a broad array of ways teachers effectively implement the curriculum to support children's cognitive and language development.

Quarterly Report Fall 2017

| 12/4/2017 2:50 PM | CLASS | Scott County Head Start 5630 - Pre-K CLASS® Average Score Charts Observations occurring: 10/1/2017 - 11/9/2017 | Page 1 of 1 Michelle |

Re-competition Level ········
2016 Lowest 10% Nationally – – – –
2016 National Average ──────

Scott County Head Start

	ES	CO	IS
10/1/17 - 11/9/17	6.71	6.3	4.59

Emotional Support   Classroom Organization   Instructional Support

FALL SCHOOL READINESS BASELINE SCORES

Quarterly Report Fall 2017

1. ***APPROACHES TO LEARNING: COGNITIVE SELF-REGULATION (Executive Functioning)***
   Children will be able to set goals, develop plans, complete tasks and maintain concentration over time.
   COR Advantage A
   - 51% of 3 Year Olds on Level 3: Children will express a plan with a simple sentence and follow through.
   - 34% of 4 Year Olds on Level 5: Children will spend at least 20 minutes carrying out or elaborating on initial plan.

2. ***APPROACHES TO LEARNING: COGNITIVE SELF-REGULATIONS (Executive Functioning)***
   Children will increase their skills in problem solving by recalling past knowledge or experience.
   COR Advantage C
   - 3% of 3 Year Olds on Level 4: Children will recall 3 or more things that he/she did and/or the details of something that happened.
   - 5% of 4 Year Olds on Level 5: Children will recall without prompting, the sequence of 3 or more things he/she did or that happened.

3. ***SOCIAL & EMOTIONAL DEVELOPMENT: SELF-REGULATION***
   Children will engage in socially acceptable behaviors by recognizing and regulating emotions.
   COR Advantage D
   - 37 % of 3 Year Olds on Level 3: Children will verbalize an emotion and give a reason for it
   - 28 % of 4 Year Olds on Level 5: Children will exercise self-control by using appropriate words/actions.

4. ***LANGUAGE & LITERACY: LANGUAGE AND COMMUNICATION***
   Children will comprehend and use increasing complex and varied vocabulary.
   COR Advantage L
   - 16% of 3 Year Olds on Level 4: Children will use the pronouns he, she, him, her, his, and hers correctly.
   - 17% of 4 Year Olds on Level 5: Children will use a clause that starts with when, if, or since in a complex sentence.

5. **LANGUAGE & LITERACY: LITERACY**
   Children will identify and discriminate between sounds and phonemes in language, and show a growing awareness of beginning and ending sounds of words.
   COR Advantage N
   - 7% of 3 Year Olds on Level 3: Children will spontaneously say real or made-up rhyming words
   - 16% of 4 Year Olds on Level 5: Children will point out that two words (real/made up) start with the same sound.

6. **LANGUAGE & LITERACY: LITERACY**
   Children will identify letters and attend to the beginning letters and sounds in familiar words.
   COR Advantage O
   - 39% of 3 Year Olds on Level 3: Children will identify a letter.
   - 37% of 4 Year Olds on Level 4: Children will identify 10 or more letters and meet the developmental benchmarks for the end of the year PALS assessment.

7. **LANGUAGE & LITERACY: LITERACY**
   Children will use letter-like shapes, symbols, and letters to convey meaning.
   COR Advantage R
   - 32% of 3 Year Olds on Level 3: Children will write discrete letter-link forms.
   - 31% of 4 Year Olds on Level 5: Children will combine letters to form words (other than his or her name) for a purpose.

8. **COGNITION: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY**
   Children will increase their skills in thinking symbolically and engaging in sociodramatic play.
   COR Advantage AA
   - 7% of 3 Year Olds on Level 4: Children will engage in repetitive pretend play scenarios.
   - 22% of 4 Year Olds on Level 5: Children will play with two or more children, stepping out of pretend play to give directions to another person
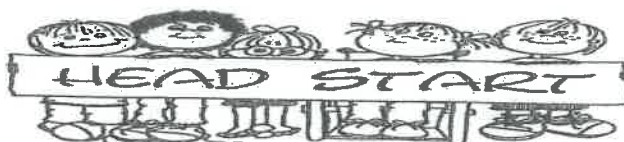
HEAD START

9. **COGNITION: *MATHEMATICS DEVELOPMENT***

Children will demonstrate increasing ability to count, connecting number words and symbols to the objects counted, with the awareness that the last number describes the total.

COR Advantage S

36%   of 3 Year Olds on Level 3: Children will consistently count up to 10 objects.

22%   of 4 Year Olds on Level 5: Children will count more than 10 objects and say the last number counted to tell how many.

10. **COGNITION: MATHEMATICS DEVELOPMENT**

Children will describe the position of objects in relation to other objects and themselves; recognize and describe simple geometric shapes.

COR Advantage T

68%   of 3 Year Olds on Level 3: Children will recognize and name two-dimensional shapes (circle, square, triangle, and rectangle).

17%   of 4 Year Old on Level 5: Children will describe what makes a shape a shape (identifies shape attributes).

11. ***PERCEPTUAL MOTOR AND PHYSICAL DEVELOPMENT: HEALTH, SAFETY, AND NUTRITION***

Children will understand and perform personal care tasks and practice healthy habits.

COR Advantage K

36%   of 3 Year Olds on Level 4: Children will perform a personal care task independently.

14%   of 4 Year Olds on Level 5: Children will make a healthy choice & explain why it is good for him or her.

12. ***PERCEPTUAL MOTOR AND PHYSICAL DEVELOPMENT: GROSS MOTOR/FINE MOTOR***

Children will demonstrate age appropriate physical development.

COR Advantage I

78%   of 3 Year Olds on Level 3: Children will alternate feet going up & down steps & jump lifting both feet off ground.

37%   of 4 Year Olds on Level 4: Child will strike a large moving object with his or hand or foot.

COR Advantage J

26%   of 3 Year Olds on Level 4: Children will manipulate small objects with dexterity and precision.

36%   of 4 Year Olds on Level 5: Children will use tripod grasp to write or draw a letter, numeral, or closed figure.