

# SCOTT COUNTY VIRGINIA SCHOOLS

Phone: 276-386-6118 Fax: 276-386-2684 <http://scott.k12.va.us>

## Board Meeting Agenda

### (PUBLIC HEARING & REGULAR MEETING)

**Date:** February 7, 2017

**Time:** 6:15 p.m. **Public Hearing** & 6:30 p.m. **Regular Meeting**

**Location:** Scott County Career & Technical Center Auditorium  
387 Broadwater Avenue, Gate City, VA 24251



1. Call To Order – 6:15 p.m.: **Public Hearing** on Proposed 2017-2018 School Budget & **Adjournment**
2. Call To Order – 6:30 p.m.: **Regular Meeting**
3. Moment of Silence Followed by *Pledge of Allegiance*
4. Items to Add to Agenda/Approval of Agenda
5. Approval of Minutes of January 3, 2017 Regular Organizational Meeting of the Board
6. Approval of Claims
7. Recognition/Resolution of School Board Appreciation Month – February 2017
8. Recognition/Resolution of School Board Clerks – February 20-24 School Board Clerk Appreciation Week
10. Recognition of Hunter Davis – Essay Winner Western Region in the Dominion & Library of Virginia's student writing contest.
11. Public Comment
12. Head Start Training – Kathy Wilcox, Head Start Director
  - A. Overview of 2016 Performance Standards
  - B. Roles & Responsibilities of School Board
  - C. Approval of Head Start Revised Impasse Procedures
  - D. Approval of Head Start Financial Breakdown for December, 2016
13. Superintendent's Report
  - A. Approval/Discussion of Alternative Accreditation Plans
  - B. Superintendents Annual School Report
  - C. Approval/Discussion of Additional English Classes for 2017-2018 Curriculum
14. Closed Meeting: Motion to Enter (Specify Items)/Motion to Return to Regular Meeting/Closed Meeting Certification
15. Items by Supervisor of Personnel and Student Services: Jason Smith
  - A. Approval of Overnight Field Trip Requests
  - B. Personnel
  - C. Other
16. Board Member Comments
17. Adjournment

**Next Meeting:** Scott County School Board Office - March 7, 2017 Regular Meeting – 6:30 p.m.

**DRAFT**  
**SCOTT COUNTY SCHOOL BOARD**  
**MINUTES OF REGULAR MEETING, TUESDAY, JANUARY 3, 2017**

The Scott County School Board met for a regular meeting on Tuesday, January 3, 2017, at the Scott County Career & Technical Center in Gate City, Virginia, with the following members present:

William "Bill" R. Quillen, Jr., Chairman  
 L. Stephen "Steve" Sallee, Jr., Vice Chairman  
 Linda D. Gillenwater  
 Larry L. Horton  
 Gail L. McConnell  
 David M. Templeton

**ABSENT:** None

**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; Kathy Musick, Virginia Professional Educators Representative; Nancy Godsey, Citizen; Nick Shepherd, Kingsport Times News; 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. Horton led in citing the *Pledge of Allegiance*.

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

**ELECTION OF VICE CHAIRMAN:** Chairman Quillen asked for nominations for Vice Chairman and Ms. Gillenwater nominated Mr. Templeton, seconded by Mr. McConnell, all member voting aye.

**ELECTION OF CLERK OF THE BOARD:** On a motion by Mr. Sallee, seconded by Mr. Horton, all members voting aye, 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:** On a motion by Mr. Templeton, seconded by Mr. McConnell, all members voting aye, the Board approved the agenda of the January 3, 2017 regular board meeting as presented.

**APPROVAL OF DECEMBER 6, 2016 MEETING MINUTES:** On a motion by Mr. Horton, seconded by Mr. Sallee, all members voting aye, the Board approved the December 6, 2016, Regular Meeting Minutes as submitted.

**APPROVAL OF CLAIMS:** On a motion by Mr. McConnell, seconded by Mr. Templeton, all members voting aye, the Board approved claims as follows:

School Operating Fund invoices & payroll in the amount of \$000,000.00 as shown by warrants #0000000-0000000 & electronic payroll direct deposit in the amount of \$0,000,000.00 & electronic payroll tax deposits in the amount of \$000,000.00. Cafeteria Fund invoices & payroll in the amount of \$000,000.00 as shown by warrants #0000000-0000000 & electronic payroll direct deposit in the amount of \$00,000.00 & electronic payroll tax deposit in the amount of \$00.000.00. Head Start invoices & payroll totaling \$00,000.00 as shown by warrants #00000-00000.

**APPROVAL OF BOARD MEETING DATES:** On a motion by Mr. Horton, 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 7, 2017 (Tuesday) – 6:15 p.m. Public Hearing on the Proposed 2017-2018 School Budget  
 Scott County Career & Technical Center  
 6:30 p.m. Regular Board Meeting

MARCH 7, 2017 (Tuesday)

APRIL 4, 2017 (Tuesday)

MAY 2, 2017 (Tuesday)

JUNE 6, 2017 (Tuesday)

JUNE 27, 2017 (Tuesday) 2016-2017 Budget Close Out Meeting

JULY 6, 2017 (Thursday)

AUGUST 8, 2017 (Tuesday)

SEPTEMBER 7, 2017 (Thursday)

OCTOBER 3, 2017 (Tuesday)

NOVEMBER 9, 2017 (Thursday)

DECEMBER 5, 2017 (Tuesday)

JANUARY 9, 2018 (Tuesday)

**APPROVAL OF BUDGET COMMITTEE FOR FISCAL YEAR 2017-2018:** Superintendent Ferguson asked for two volunteers to serve on the 2017-2018 Budget Committee and Mr. Sallee who served on the committee in the past and Mr. Templeton who served last year, stated they would continue to serve. On a motion by Mr. McConnell, seconded by Mr. Horton, all members voting aye, the Board approved the Fiscal Year 2017-2018 Budget Committee.

**APPROVAL OF FIRST HALF OF SECOND SEMESTER SCHOOL ALLOCATIONS:** On a motion by Mr. McConnell, seconded by Mr. Sallee, all members voting aye, the Board approved the first half of second semester school allocations for 2016-2017 as follows:

**APPROVAL OF HEAD START FINANCIAL BREAKDOWN FOR NOVEMBER, 2016:** On a motion by Mr. Templeton, seconded by Mr. Horton, all members voting aye, the Board approved the Head Start Financial Breakdown for November, 2016 as follows:

Expenses for November, 2016	\$112,922.07
Administrative Costs	\$ 16,146.85
Nonfederal In-Kind	\$ 41,894.21

**CLOSED MEETING:** Mr. Sallee made a motion to enter into closed meeting at 6:37 p.m. to discuss teachers, teaching assistants and coaches 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 7:25 p.m. and on a motion by Mr. Sallee, seconded by Mr. McConnell, the Board returned to regular session and Mr. Sallee 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. McConnell seconded by Mr. Horton all members voting aye, the Board approved Tiffany Gilreath, Jared Finch, Brooklyn Hensley, Stephanie Perry, Lauren Williams and Victoria Arnold as substitute teachers.

**EMPLOYMENT:** 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. Christopher Mann, non-stipend baseball coach, Gate City Middle School, effective January 3, 2017.

On the recommendation of Mr. Jason Smith, Assistant Superintendent and on a motion by Mr. Templeton, seconded by Mr. Sallee, all members voting aye, the Board approved the employment of Mr. Brent Spivey, non-stipend baseball coach, Gate City Middle School, effective January 3, 2017.

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 the employment of Mr. Wes Fleming, non-stipend baseball coach, Gate City Middle School, effective January 3, 2017.

On the recommendation of Mr. Jason Smith, Assistant Superintendent and on a motion by Mr. Sallee, seconded by Mr. McConnell, all members voting aye the Board approved the employment of Mr. Jason Jenkins, non-stipend baseball coach, Gate City Middle School, effective January 3, 2017.

On the recommendation of Mr. Jason Smith, Assistant Superintendent and on a motion by Mr. Sallee, seconded by Mr. McConnell, all members voting aye the Board approved the employment of Ms. Glenda Edens, Teaching Assistant, effective January 3, 2017.

**BOARD MEMBER COMMENTS:** Chairman Quillen stated that Superintendent Ferguson will be meeting with local legislators on Thursday, January 5, 2017 at 6:00 p.m. at the Higher Education Center in Abingdon if anyone would like to go.

Mr. Templeton thanked the Board for their support during his first year and also for electing him Vice Chairman for 2017.

Mr. Sallee congratulated Mr. Quillen and Mr. Templeton for their appointments as Chairman and Vice Chairman.

**ADJOURNMENT:** There being no further business, the Board adjourned at 7:35 p.m.

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

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K.C. Linkous, Clerk



## CERTIFICATE of RECOGNITION

*By virtue of the authority vested by the Constitution of Virginia in the Governor of the Commonwealth of Virginia, there is hereby officially recognized:*

### **SCHOOL BOARD APPRECIATION MONTH**

**WHEREAS**, the education of Virginia's school-aged children is the foundation upon which the economic, social, and intellectual strength of our Commonwealth is built; and

**WHEREAS**, local school boards devote themselves to providing a high-quality education for all students in the Commonwealth; and

**WHEREAS**, the leadership of our school boards affects the development and future of our children and ensures that students are prepared to compete in local, state, national, and global economies; and

**WHEREAS**, locally elected and appointed school board members play an important role in representative democracy, as the decisions of local school boards directly influence instruction in Virginia's public schools; and

**WHEREAS**, school board members work with parents, businesses, educational professionals, and other community members to create and sustain an educational vision for our students; and

**WHEREAS**, the Commonwealth of Virginia is proud of our educational system and appreciates the efforts of local school board members to make the Virginia public school system a great place in which to educate our youth; and

**WHEREAS**, we can all take this opportunity to thank Virginia's school board members for their leadership and support of a public school system from which the entire Commonwealth benefits;

**NOW, THEREFORE**, I, Terence R. McAuliffe, do hereby recognize February 2017 as **SCHOOL BOARD APPRECIATION MONTH** in our **COMMONWEALTH OF VIRGINIA**, and I call this observance to the attention of all our citizens.



  
Governor

  
Secretary of the Commonwealth

# **FEBRUARY 20-24, 2017**

## **SCHOOL BOARD CLERK APPRECIATION WEEK**

Dear School Board Chairman, Superintendent, and PR Contacts:

The VSBA Board of Directors has designated the third week in February as VSBA School Board Clerk Appreciation Week, with a goal of building awareness of the role board clerks play in assisting school board members, superintendents, and our local schools. Please plan now to show your local clerks you appreciate their work.

Recognizing local school board clerks for a job well done takes a concentrated effort on the part of all those they serve: school board members, superintendents, administrators, school staff, students, and the community. Even though showing appreciation should be a year-round process, taking advantage of the designated VSBA School Board Clerk Appreciation Week assures that these vital employees receive some of the thanks they deserve.

The VSBA encourages all school boards to take the opportunity to acknowledge your local board clerk by officially designating the third week in February as School Board Clerk Appreciation Week. Several resources and suggestions are included in this packet, and superintendents will receive a hard copy of this information, as well as VSBA Certificates of Appreciation for your clerk.

Sincerely,

Robert L. Hundley, Jr.  
VSBA President

Gina G. Patterson  
Executive Director

January 3, 2017

Dear Mr. John Ferguson:

Congratulations! Hunter Davis, a senior at Gate City High School, is the Western Regional winner in Dominion and the Library of Virginia's student writing contest about leadership and outstanding African Americans.

On Wednesday, February 1, 2017, both the student and the school will be honored at Dominion and the Library of Virginia's ***Strong Men & Women in Virginia History*** celebration at the Marriott Hotel, 500 E. Broad, Richmond, Va. We are enclosing an invitation in the hope that you may be able to join us for this special evening and recognition of the essay winners.

We are in communication with the school's principal about how the recognition will be handled that evening. I am enclosing a copy of Hunter's essay as well as a list of other winners, their schools, and the prizes that will be awarded that evening. Should you have questions, please call me at (804) 692-3722.

Sincerely,



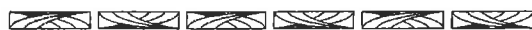
Gregg Kimball

Director of Public Services and Outreach  
Library of Virginia

Enclosures   2017 Essay Winners  
                  2017 Strong Men & Women Honorees  
                  Edited Essay  
                  Hotel Directions  
                  Invitation

cc:   Ms. Brenda Jones  
      Mr. Mike Lane

# STRONG MEN & WOMEN



## IN VIRGINIA HISTORY

### DOMINION AND THE LIBRARY OF VIRGINIA'S 2017 STUDENT WRITING CONTEST WINNERS

#### CENTRAL REGION

Grace Lu — sophomore

*Prize:* MacBook Air

*School:* Douglas Freeman High School

Henrico County

*Principal:* Andrew Mey

*School award:* \$1,000

#### EASTERN REGION

Indya Gipson — junior

*Prize:* MacBook Air

*School:* Nansemond River High School

Suffolk

*Principal:* Daniel O'Leary

*School award:* \$1,000

#### NORTHERN REGION

Meenakshi Balan — junior

*Prize:* MacBook Air

*School:* Thomas Jefferson High School

for Science and Technology

Fairfax County

*Principal:* Evan Glazer

*School award:* \$1,000

#### WESTERN REGION

Hunter Davis — senior

*Prize:* MacBook Air

*School:* Gate City High School

Scott County

*Principal:* Mike Lane

*School award:* \$1,000

## **Western Region Essay Winner**

*Hunter Davis  
Gate City High School  
Scott County*

If I were to stand in front of you and speak, the first opinions many would form about me would be a result of my speech impediment. Sadly, many would not get past this superficial physicality. People have avoided me, called me names, and treated me differently all of my life. I realize this is their ignorance and not my inadequacy, but that does not change the fact that this unfair treatment is hurtful.

Why are people scared of others who are different? Despite its promise of being the land of the free and a place of equality, America is divided on so many ideas and principles, and, oftentimes, people are not treated fairly. For some, this stems from a difference regarding race, religion, economic status, or political and social views. No matter the cause, America will only become a place of unity when its citizens value diversity more than uniformity. People must continue to strive for the fair treatment of others.

One person who worked tirelessly for equality was Clarence M. Dunnville, Jr. Despite the fact that the Ku Klux Klan set a cross on fire on his front lawn when he was nine, he has dedicated his life to fighting for the fair treatment of others. He picketed segregated theaters and participated in sit-ins to desegregate lunch counters. In addition, he continues to fight to break the cycle of the school-to-prison pipeline. Dunnville is an inspiration to anyone who, despite being discriminated against, believes in the possibility of a world where all people are treated fairly.

I would like to help those kids who have felt hate and depression most of their lives and show them that they are not alone. I want them to know that there is someone in this world who feels the same as they do. I want to bring all these kids together and let them feel the love and kindness they have been missing all throughout their lives. I would like for these children to learn how to communicate their feelings with one another and be able to find others who are hurting so that they can help fill those broken hearts with love and care.

## Sec. 642 Powers and Functions of Head Start Agencies

 [eclkc.ohs.acf.hhs.gov/policy/head-start-act/sec-642-powers-and-functions-head-start-agencies](https://eclkc.ohs.acf.hhs.gov/policy/head-start-act/sec-642-powers-and-functions-head-start-agencies)

Sec. 642 [42 U.S.C. 9837]

(a) Authority- To be designated as a Head Start agency under this subchapter, an agency shall have authority under its charter or applicable law to receive and administer funds under this subchapter, funds and contributions from private or local public sources that may be used in support of a Head Start program, and funds under any Federal or State assistance program pursuant to which a public or private nonprofit or for-profit agency (as the case may be) organized in accordance with this subchapter, could act as grantee, contractor, or sponsor of projects appropriate for inclusion in a Head Start program. Such an agency shall also be empowered to transfer funds so received, and to delegate powers to other agencies, subject to the powers of its governing board and its overall program responsibilities. The power to transfer funds and delegate powers shall include the power to make transfers and delegations covering component projects in all cases where this will contribute to efficiency and effectiveness or otherwise further program objectives.

(b) Family and Community Involvement; Family Services- To be so designated, a Head Start agency shall, at a minimum, do all the following to involve and serve families and communities:

(1) Provide for the regular and direct participation of parents and community residents in the implementation of the Head Start program, including decisions that influence the character of such program, consistent with paragraphs (2)(D) and (3)(C) of subsection (c).

(2) Seek the involvement of parents, community residents, and local business in the design and implementation of the program.

(3) Establish effective procedures--

(A) to facilitate and seek the involvement of parents of participating children in activities designed to help such parents become full partners in the education of their children; and

(B) to afford such parents the opportunity to participate in the development and overall conduct of the program at the local level, including transportation assistance as appropriate.

(4) Offer (directly or through referral to local entities, such as entities carrying out Even Start programs under subpart 3 of part B of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6381 et seq.), public and school libraries, and entities carrying out family support programs) to such parents--

(A) family literacy services; and

(B) parenting skills training.

(5) Offer to parents of participating children substance abuse counseling (either directly or through referral to local entities), if needed, including information on the effect of drug exposure on infants and fetal alcohol syndrome.

(6) At the option of such agency, offer (directly or through referral to local entities) to such parents--

(A) training in basic child development (including cognitive, social, and emotional development);

(B) assistance in developing literacy and communication skills;

(C) opportunities to share experiences with other parents (including parent-mentor relationships);

(D) health services, including information on maternal depression;

(E) regular in-home visitation; or

(F) any other activity designed to help such parents become full partners in the education of their children.

(7) Provide, with respect to each participating family, a family needs assessment that includes consultation with such parents (including foster parents, grandparents, and kinship caregivers, where applicable), in a manner and language that such parents can understand (to the extent practicable), about the benefits of parent involvement and about the activities described in this subsection in which such parents may choose to be involved (taking into consideration their specific family needs, work schedules, and other responsibilities).

(8) Consider providing services to assist younger siblings of children participating in its Head Start program to obtain health services from other sources.

(9) Perform community outreach to encourage individuals previously unaffiliated with Head Start programs to participate in its Head Start program as volunteers.

(10)(A) Inform custodial parents in single-parent families that participate in programs, activities, or services carried out or provided under this subchapter about the availability of child support services for purposes of establishing paternity and acquiring child support.

(B) Refer eligible parents to the child support offices of State and local governments.

(11) Provide to parents of limited English proficient children outreach and information, in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.

(12) Provide technical and other support needed to enable parents and community residents to secure, on their own behalf, available assistance from public and private sources.

(13) Promote the continued involvement of the parents (including foster parents, grandparents, and kinship caregivers, as appropriate) of children that participate in Head Start programs in the education of their children upon transition of their children to school, by working with the local educational agency--

(A) to provide training to the parents

(i) to inform the parents about their rights and responsibilities concerning the education of their children; and

(ii) to enable the parents--

(I) to understand and work with schools in order to communicate with teachers and other school personnel;

(II) to support the schoolwork of their children; and

(III) to participate as appropriate in decisions relating to the education of their children; and

(B) to take other actions, as appropriate and feasible, to support the active involvement of the parents with schools, school personnel, and school-related organizations.

(14) Establish effective procedures for timely referral of children with disabilities to the State or local agency providing services under section 619 or part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.), and collaboration with that agency, consistent with section 640(d)(3).

(15) Establish effective procedures for providing necessary early intervening services to children with disabilities prior to an eligibility determination by the State or local agency responsible for providing services under section 619

or part C of such Act, consistent with section 640(d)(2).

(16) At the option of the Head Start agency, partner with an institution of higher education and a nonprofit organization to provide college students with the opportunity to serve as mentors or reading partners for Head Start participants.

(c) Program Governance- Upon receiving designation as a Head Start agency, the agency shall establish and maintain a formal structure for program governance, for the oversight of quality services for Head Start children and families and for making decisions related to program design and implementation. Such structure shall include the following:

**(1) GOVERNING BODY-**

(A) IN GENERAL- The governing body shall have legal and fiscal responsibility for the Head Start agency.

(B) COMPOSITION- The governing body shall be composed as follows:

(i) Not less than 1 member shall have a background and expertise in fiscal management or accounting.

(ii) Not less than 1 member shall have a background and expertise in early childhood education and development.

(iii) Not less than 1 member shall be a licensed attorney familiar with issues that come before the governing body.

(iv) Additional members shall--

(I) reflect the community to be served and include parents of children who are currently, or were formerly, enrolled in Head Start programs; and

(II) are selected for their expertise in education, business administration, or community affairs.

(v) Exceptions shall be made to the requirements of clauses (i) through (iv) for members of a governing body when those members oversee a public entity and are selected to their positions with the public entity by public election or political appointment.

(vi) If a person described in clause (i), (ii), or (iii) is not available to serve as a member of the governing body, the governing body shall use a consultant, or an other individual with relevant expertise, with the qualifications described in that clause, who shall work directly with the governing body.

(C) CONFLICT OF INTEREST- Members of the governing body shall--

(i) not have a financial conflict of interest with the Head Start agency (including any delegate agency);

(ii) not receive compensation for serving on the governing body or for providing services to the Head Start agency;

(iii) not be employed, nor shall members of their immediate family be employed, by the Head Start agency (including any delegate agency); and

(iv) operate as an entity independent of staff employed by the Head Start agency.

(D) EXCEPTION- If an individual holds a position as a result of public election or political appointment, and such position carries with it a concurrent appointment to serve as a member of a Head Start agency governing body, and such individual has any conflict of interest described in clause (ii) or (iii) of subparagraph (C)--

(i) such individual shall not be prohibited from serving on such body and the Head Start agency shall report such conflict to the Secretary; and

(ii) if the position held as a result of public election or political appointment provides compensation, such individual shall not be prohibited from receiving such compensation.

(E) RESPONSIBILITIES- The governing body shall

(i) have legal and fiscal responsibility for administering and overseeing programs under this subchapter, including the safeguarding of Federal funds;

(ii) adopt practices that assure active, independent, and informed governance of the Head Start agency, including practices consistent with subsection (d)(1), and fully participate in the development, planning, and evaluation of the Head Start programs involved;

(iii) be responsible for ensuring compliance with Federal laws (including regulations) and applicable State, tribal, and local laws (including regulations); and

(iv) be responsible for other activities, including--

(I) selecting delegate agencies and the service areas for such agencies;

(II) establishing procedures and criteria for recruitment, selection, and enrollment of children;

(III) reviewing all applications for funding and amendments to applications for funding for programs under this subchapter;

(IV) establishing procedures and guidelines for accessing and collecting information described in subsection (d)(2);

(V) reviewing and approving all major policies of the agency, including--

(aa) the annual self-assessment and financial audit;

(bb) such agency's progress in carrying out the programmatic and fiscal provisions in such agency's grant application, including implementation of corrective actions; and

(cc) personnel policies of such agencies regarding the hiring, evaluation, termination, and compensation of agency employees;

(VI) developing procedures for how members of the policy council are selected, consistent with paragraph (2)(B);

(VII) approving financial management, accounting, and reporting policies, and compliance with laws and regulations related to financial statements, including the--

(aa) approval of all major financial expenditures of the agency;

(bb) annual approval of the operating budget of the agency;

(cc) selection (except when a financial auditor is assigned by the State under State law or is assigned under local law) of independent financial auditors who shall report all critical accounting policies and practices to the governing body; and

(dd) monitoring of the agency's actions to correct any audit findings and of other action necessary to comply with applicable laws (including regulations) governing financial statement and accounting practices;

(VIII) reviewing results from monitoring conducted under section 641A(c), including appropriate followup activities;

(IX) approving personnel policies and procedures, including policies and procedures regarding the hiring, evaluation,

compensation, and termination of the Executive Director, Head Start Director, Director of Human Resources, Chief Fiscal Officer, and any other person in an equivalent position with the agency;

(X) establishing, adopting, and periodically updating written standards of conduct that establish standards and formal procedures for disclosing, addressing, and resolving--

(aa) any conflict of interest, and any appearance of a conflict of interest, by members of the governing body, officers and employees of the Head Start agency, and consultants and agents who provide services or furnish goods to the Head Start agency; and

(bb) complaints, including investigations, when appropriate; and

(XI) to the extent practicable and appropriate, at the discretion of the governing body, establishing advisory committees to oversee key responsibilities related to program governance and improvement of the Head Start program involved.

## (2) POLICY COUNCIL-

(A) IN GENERAL- Consistent with paragraph (1)(E), each Head Start agency shall have a policy council responsible for the direction of the Head Start program, including program design and operation, and long- and short-term planning goals and objectives, taking into account the annual communitywide strategic planning and needs assessment and self-assessment.

### (B) COMPOSITION AND SELECTION-

(i) The policy council shall be elected by the parents of children who are currently enrolled in the Head Start program of the Head Start agency.

(ii) The policy council shall be composed of--

(I) parents of children who are currently enrolled in the Head Start program of the Head Start agency (including any delegate agency), who shall constitute a majority of the members of the policy council; and

(II) members at large of the community served by the Head Start agency (including any delegate agency), who may include parents of children who were formerly enrolled in the Head Start program of the agency.

### (C) CONFLICT OF INTEREST- Members of the policy council shall-

(i) not have a conflict of interest with the Head Start agency (including any delegate agency); and

(ii) not receive compensation for serving on the policy council or for providing services to the Head Start agency.

(D) RESPONSIBILITIES- The policy council shall approve and submit to the governing body decisions about each of the following activities:

(i) Activities to support the active involvement of parents in supporting program operations, including policies to ensure that the Head Start agency is responsive to community and parent needs.

(ii) Program recruitment, selection, and enrollment priorities.

(iii) Applications for funding and amendments to applications for funding for programs under this subchapter, prior to submission of applications described in this clause.

(iv) Budget planning for program expenditures, including policies for reimbursement and participation in policy council activities.

(v) Bylaws for the operation of the policy council.

(vi) Program personnel policies and decisions regarding the employment of program staff, consistent with paragraph (1)(E)(iv)(IX), including standards of conduct for program staff, contractors, and volunteers and criteria for the employment and dismissal of program staff.

(vii) Developing procedures for how members of the policy council of the Head Start agency will be elected.

(viii) Recommendations on the selection of delegate agencies and the service areas for such agencies.

(3) POLICY COMMITTEES- Each delegate agency shall create a policy committee, which shall--

(A) be elected and composed of members, consistent with paragraph (2)(B) (with respect to delegate agencies);

(B) follow procedures to prohibit conflict of interest, consistent with clauses (i) and (ii) of paragraph (2)(C) (with respect to delegate agencies); and

(C) be responsible for approval and submission of decisions about activities as they relate to the delegate agency, consistent with paragraph (2)(D) (with respect to delegate agencies).

(d) Program Governance Administration-

(1) IMPASSE POLICIES- The Secretary shall develop policies, procedures, and guidance for Head Start agencies concerning--

(A) the resolution of internal disputes, including any impasse in the governance of Head Start programs; and

(B) the facilitation of meaningful consultation and collaboration about decisions of the governing body and policy council.

(2) CONDUCT OF RESPONSIBILITIES- Each Head Start agency shall ensure the sharing of accurate and regular information for use by the governing body and the policy council, about program planning, policies, and Head Start agency operations, including--

(A) monthly financial statements, including credit card expenditures;

(B) monthly program information summaries;

(C) program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency;

(D) monthly reports of meals and snacks provided through programs of the Department of Agriculture;

(E) the financial audit;

(F) the annual self-assessment, including any findings related to such assessment;

(G) the communitywide strategic planning and needs assessment of the Head Start agency, including any applicable updates;

(H) communication and guidance from the Secretary; and

(I) the program information reports.

(3) TRAINING AND TECHNICAL ASSISTANCE- Appropriate training and technical assistance shall be provided to the members of the governing body and the policy council to ensure that the members understand the information

the members receive and can effectively oversee and participate in the programs of the Head Start agency.

(e) Collaboration and Coordination- To be so designated, a Head Start agency shall collaborate and coordinate with public and private entities, to the maximum extent practicable, to improve the availability and quality of services to Head Start children and families, including carrying out the following activities:

(1) Conduct outreach to schools in which children participating in the Head Start program will enroll following the program, local educational agencies, the local business community, community-based organizations, faith-based organizations, museums, and libraries to generate support and leverage the resources of the entire local community in order to improve school readiness.

(2)(A) In communities where both a public prekindergarten program and a Head Start program operate, collaborate and coordinate activities with the local educational agency or other public agency responsible for the operation of the prekindergarten program and providers of prekindergarten, including outreach activities to identify eligible children.

(B) With the permission of the parents of children enrolled in the Head Start program, regularly communicate with the schools in which the children will enroll following the program, to--

(i) share information about such children;

(ii) collaborate with the teachers in such schools regarding professional development and instructional strategies, as appropriate; and

(iii) ensure a smooth transition to school for such children.

(3) Coordinate activities and collaborate with programs under the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.), the agencies responsible for administering section 106 of the Child Abuse Prevention and Treatment Act (42 U.S.C. 5106a) and parts B and E of title IV of the Social Security Act (42 U.S.C. 621 et seq., 670 et seq.), programs under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.), Even Start programs under subpart 3 of part B of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6381 et seq.), programs under section 619 and part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.), and other entities providing early childhood education and development programs or services, serving the children and families served by the Head Start agency.

(4) Take steps to coordinate activities with the local educational agency serving the community involved and with schools in which children participating in the Head Start program will enroll following the program, including--

(A) collaborating on the shared use of transportation and facilities, in appropriate cases;

(B) collaborating to reduce the duplication and enhance the efficiency of services while increasing the program participation of underserved populations of eligible children; and

(C) exchanging information on the provision of noneducational services to such children.

(5) Enter into a memorandum of understanding, not later than 1 year after the date of enactment of the Improving Head Start for School Readiness Act of 2007, with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of the Head Start agency, that shall--

(A)(i) provide for a review of each of the activities described in clause (ii); and

(ii) include plans to coordinate, as appropriate, activities regarding--

(I) educational activities, curricular objectives, and instruction;

(II) public information dissemination and access to programs for families contacting the Head Start program or any of the preschool programs;

(III) selection priorities for eligible children to be served by programs;

(IV) service areas;

(V) staff training, including opportunities for joint staff training on topics such as academic content standards, instructional methods, curricula, and social and emotional development;

(VI) program technical assistance;

(VII) provision of additional services to meet the needs of working parents, as applicable;

(VIII) communications and parent outreach for smooth transitions to kindergarten as required in paragraphs (3) and (6) of section 642A(a);

(IX) provision and use of facilities, transportation, and other program elements; and

(X) other elements mutually agreed to by the parties to such memorandum;

(B) be submitted to the Secretary and the State Director of Head Start Collaboration not later than 30 days after the parties enter into such memorandum, except that--

(i) where there is an absence of publicly funded preschool programs in the service area of a Head Start agency, this paragraph shall not apply; or

(ii) where the appropriate local entity responsible for managing the publicly funded preschool programs is unable or unwilling to enter into such a memorandum, this paragraph shall not apply and the Head Start agency shall inform the Secretary and the State Director of Head Start Collaboration of such inability or unwillingness; and

(C) be revised periodically and renewed biennially by the parties to such memorandum, in alignment with the beginning of the school year.

(f) Quality Standards, Curricula, and Assessment- To be so designated, each Head Start agency shall--

(1) take steps to ensure, to the maximum extent practicable, that children maintain the developmental and educational gains achieved in Head Start programs and build upon such gains in further schooling;

(2) establish a program with the standards set forth in section 641A(a)(1), with particular attention to the standards set forth in subparagraphs (A) and (B) of such section;

(3) implement a research-based early childhood curriculum that--

(A) promotes young children's school readiness in the areas of language and cognitive development, early reading and mathematics skills, socio-emotional development, physical development, and approaches to learning;

(B) is based on scientifically valid research and has standardized training procedures and curriculum materials to support implementation;

(C) is comprehensive and linked to ongoing assessment, with developmental and learning goals and measurable objectives;

(D) is focused on improving the learning environment, teaching practices, family involvement, and child outcomes across all areas of development; and

(E) is aligned with the Head Start Child Outcomes Framework developed by the Secretary and, as appropriate, State early learning standards;

(4) implement effective interventions and support services that help promote the school readiness of children participating in the program;

(5) use research-based assessment methods that reflect the characteristics described in section 641A(b)(2) in order to support the educational instruction and school readiness of children in the program;

(6) use research-based developmental screening tools that have been demonstrated to be standardized, reliable, valid, and accurate for the child being assessed, to the maximum extent practicable, for the purpose of meeting the relevant standards described in section 641A(a)(1);

(7) adopt, in consultation with experts in child development and with classroom teachers, an evaluation to assess whether classroom teachers have mastered the functions discussed in section 648A(a)(1);

(8) use the information provided from the assessment conducted under section 641A(c)(2)(F) to inform professional development plans, as appropriate, that lead to improved teacher effectiveness;

(9) establish goals and measurable objectives for the provision of health, educational, nutritional, and social services provided under this subchapter and related to the program mission and to promote school readiness; and

(10) develop procedures for identifying children who are limited English proficient, and informing the parents of such children about the instructional services used to help children make progress towards acquiring the knowledge and skills described in section 641A(a)(1)(B) and acquisition of the English language.

(g) Funded Enrollment; Waiting List- Each Head Start agency shall enroll 100 percent of its funded enrollment and maintain an active waiting list at all times with ongoing outreach to the community and activities to identify underserved populations.

(h) Technical Assistance and Training Plan- In order to receive funds under this subchapter, a Head Start agency shall develop an annual technical assistance and training plan. Such plan shall be based on the agency's self-assessment, the communitywide strategic planning and needs assessment, the needs of parents and children to be served by such agency, and the results of the reviews conducted under section 641A(c).

(i) Financial Management- In order to receive funds under this subchapter, a Head Start agency shall document strong fiscal controls, including the employment of well-qualified fiscal staff with a history of successful management of a public or private organization.

- \* A statement of the impasse issue
- \* The names and addresses of the members designated by the School Board and the Policy Council to serve on the Mediation Committee.

3. The Head Start Director and the Superintendent of Scott County Schools will collect and provide the following information to the Mediation Committee: minutes of meeting, any taped discussions, interviews, program documents, and any other pertinent data. The three person team is responsible for reviewing all documents, interviewing, and researching in order to make an objective decision. If necessary, they may request additional information or conduct interviews.
4. When an impasse occurs, both parties must commit to resolve the issues in good faith. The Mediation Committee members representing the Policy Council and the School Board will, within ten (10) working days of receiving notice of the impasse, attempt resolution of the impasse on an informal basis. Within this period of ten (10) working days, the Mediation Committee members will send written notice of the resolution of the impasse to the Policy Council, the School Board, and the Regional Office.

### **STEP 3**

1. If no resolution is reached with a mediator, it will become necessary to enter into Special negotiations. These special negotiations are sometimes referred to as "Binding Arbitration." It is imperative that both parties understand that the decision reached by the arbitrator is binding for all parties.
2. The Scott County Policy Council and the Scott County School Board must select a mutually agreeable arbitrator whose decision is final.
3. The Head Start Director will notify the Policy Council and the Regional Office in writing that an impasse is to be resolved by Arbitration. The notice shall include the following:
  - \* A statement of the impasse issue
  - \* The name and address of the Arbitrator appointed by the School Board and the Policy Council.
4. The Head Start Director and the Superintendent of Scott County Schools will collect and provide the following information to the Arbitrator: minutes of meeting, any taped discussions, interviews, program documents, and any other pertinent data. The Arbitrator is responsible for reviewing all documents, interviewing, and researching in order to make an objective decision. If necessary, they may request additional information or conduct interviews.
5. After the arbitrator has made the decision, it is shared with all parties involved in the dispute within 2 working days. The findings and decisions of the Arbitrator will be final and binding on the Policy Council and School Board. The School Board, Policy Council, and Regional Office will be notified in writing by the Arbitrator of their decision within five (5) working days after the decision is rendered.

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\_\_\_\_\_  
Chair, Head Start Policy Council

\_\_\_\_\_  
Chair, Scott County Public School Board

\_\_\_\_\_  
Division Superintendent, Scott County Public Schools

*Approved by the Policy Council:*

*Approved by the School Board:*

Effective Date: \_\_\_\_\_

# **SCOTT COUNTY PUBLIC SCHOOL HEAD START**

## **Breakdown for the Month of December 2016**

Head Start expense for the month of December:  
\$136,219.03

Administrative cost:	\$16,054.76
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Nonfederal In-kind:	\$53,195.48
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**ATTACHMENT TO MONTHLY FINANCIAL REPORT  
FOR THE MONTH OF DECEMBER 2016**

**PERSONNEL**

Personnel category is for all Head Start Staff and Substitute Teacher Assistants. Administrative cost for the program includes the Director, Administrative Assistant/Fiscal Officer, Payroll Clerk and Receptionist/Data Secretary. Administrative cost must not exceed 15% of our grant.

**FRINGE BENEFITS**

The fringe rate for salaried personnel is 42%. This includes Taxes, Retirement, Group Life, Health, and Dental Insurance.

**TRAVEL**

Travel includes Out-of Town Travel for Parents and Staff for State and Regional Head Start Association meetings.

**EQUIPMENT**

No equipment was purchased.

**SUPPLIES**

Supplies Category includes Office, Educational, Janitorial, Medical, and Dental.

**OTHER**

Other categories include Mental Health, Health Services, Audit Fee, Maintenance & Repairs, Maintenance Service, Utilities, Postage, Telephone, Rent, Local Travel, Field Trips, Parent Activities, Association, Dues, Fees, Medical, Dental, & Janitorial Supplies, Food Supplies, Food Service Supplies, Transition, Discretionary Funds, Health Examination. Checks received in the amount of \$3,005.00 from Santa's Helpers was credited back to Educational Supplies.

**Food Supplies-USDA Report for the month of: November 2016**

Credited back to the Food Supply Line Item was \$14,179.70.

Operating Days: 18

Number of Centers: 7

Total Attendance: 2,466

Food Service by Type: Breakfasts 2,337, Lunches 2,439 and Snacks 2,227.

**TRAINING AND TECHNICAL ASSISTANCE**

T & TA line item cost is \$643.17.

**Credits Card One thru Six expenses were \$4,832.38**

**EXPENSES:** Expenses for the month of December were \$136,219.03. This leaves a budget balance of \$74,209.51.

**NON-FEDERAL IN-KIND**

In-kind for the month of December was \$53,195.48 .This leaves an In-Kind balance of 0.00 for FY2016 to be donated.

**ADMINISTRATIVE COST**

Administrative Cost for the month of December is 1% of our budget that includes the Head Start budget and Non-Federal In-kind and our Administrative Cost for the year is 14%.

SCOTT COUNTY PUBLIC SCHOOL HEAD START  
FINANCIAL MONITORING REPORT DECEMBER 16

	YTD BUDGET	OTHER/HS	TOTAL	MONTHLY	PREVIOUS	EXPENSES	BUDGET
	ACTUAL	FUNDS	BUDGETED	EXPENSES	EXPENSES	TO DATE	BALANCE
SALARY	\$ (21,770.44)		\$ (21,770.44)	\$ 79,959.47	\$ 617,990.75	\$ 697,950.22	\$ (101,729.91)
MENTAL HEALTH SERVICES	\$ (272.50)		\$ (272.50)		\$ 1,260.00	\$ 1,260.00	\$ (272.50)
FRINGE	\$ 152,808.43		\$ 152,808.43	\$ 15,602.34	\$ 113,339.09	\$ 128,941.43	\$ 137,206.09
TRAINING	\$ 2,905.47		\$ 2,905.47	\$ 643.17	\$ 12,464.03	\$ 13,107.20	\$ 2,262.30
EDUCATIONAL TRAINING	\$ 1,039.77		\$ 1,039.77		\$ 300.23	\$ 300.23	\$ 1,039.77
HEALTH SERVICES	\$ 2,861.41		\$ 2,861.41	\$ 80.00	\$ 317.40	\$ 397.40	\$ 2,781.41
AUDIT FEE	\$ 3,000.00		\$ 3,000.00	\$ 3,000.00	\$ -	\$ 3,000.00	\$ -
MAINTENANCE & REPAIRS	\$ 993.64		\$ 993.64	\$ 2,633.70	\$ 7,380.43	\$ 10,014.13	\$ (1,640.06)
COPIER CONTRACT SERVICES	\$ (579.63)		\$ (579.63)	\$ 1,603.44	\$ 7,864.48	\$ 9,467.92	\$ (2,183.07)
UTILITIES	\$ (5,973.36)		\$ (5,973.36)	\$ 2,444.92	\$ 16,035.00	\$ 18,479.92	\$ (8,418.28)
POSTAGE	\$ 689.50		\$ 689.50	\$ 376.00	\$ 435.14	\$ 811.14	\$ 313.50
TELEPHONE	\$ (1,244.28)		\$ (1,244.28)	\$ 1,214.22	\$ 8,422.14	\$ 9,636.36	\$ (2,458.50)
RENT	\$ 5,600.00		\$ 5,600.00	\$ -	\$ 3,200.00	\$ 3,200.00	\$ 5,600.00
LOCAL TRAVEL	\$ 1,778.10		\$ 1,778.10	\$ 46.00	\$ 560.65	\$ 606.65	\$ 1,732.10
FIELD TRIPS	\$ 153.86		\$ 153.86	\$ 370.88	\$ 1,546.14	\$ 1,917.02	\$ (217.02)
OUT-OF-TOWN TRAVEL	\$ 4,706.57		\$ 4,706.57	\$ 30.75	\$ 1,054.43	\$ 1,085.18	\$ 4,675.82
PARENT ACTIVITIES	\$ 2,120.74		\$ 2,120.74	\$ 356.18	\$ 1,071.26	\$ 1,427.44	\$ 1,764.56
ACCOCIATION, DUES AND FEES,	\$ (252.10)		\$ (252.10)	\$ 865.00	\$ 926.10	\$ 1,791.10	\$ (1,117.10)
OFFICES SUPPLIES	\$ 5,241.23		\$ 8,246.23	\$ 635.26	\$ 3,307.27	\$ 3,942.53	\$ 7,610.97
FOOD SERVICE	\$ 26,178.36		\$ 40,358.06	\$ 23,734.63	\$ 63,833.21	\$ 87,567.84	\$ 16,623.43
USDA REIMBURSEMENT	\$ 14,179.70				\$ -	\$ -	\$ -
FOOD SERVICE SUPPLIES	\$ 632.70		\$ 632.70	\$ -	\$ 1,367.30	\$ 1,367.30	\$ 632.70
MEDICAL AND DENTAL SUPPLIES	\$ (4,015.10)		\$ (4,015.10)	\$ 90.09	\$ 4,652.16	\$ 4,742.25	\$ (4,105.19)
JANITORIAL SUPPLIES	\$ 1,874.40		\$ 1,874.40	\$ 48.23	\$ 984.04	\$ 1,032.27	\$ 1,826.17
VEHICLE & EQUIPMENT SUPPLIE	\$ -		\$ -		\$ -	\$ -	\$ -
EDUCATIONAL SUPPLIES	\$ 6,937.79	\$ 3,005.00	\$ 9,942.79	\$ 1,597.59	\$ 2,416.55	\$ 4,014.14	\$ 8,345.20
TRANSITION	\$ -		\$ -		\$ -	\$ -	\$ -
DISCRETIONARY FUNDS	\$ 3,187.80		\$ 3,187.80	\$ 67.14	\$ 63.82	\$ 130.96	\$ 3,120.66
HEALTH & WELLNESS	\$ 889.48		\$ 889.48		\$ 29.57	\$ 29.57	\$ 889.48
EQUIPMENT	\$ -		\$ -		\$ -	\$ -	\$ -
CHILD LIABILITY INSURANCE	\$ 747.00		\$ 747.00	\$ 820.02	\$ -	\$ 820.02	\$ (73.02)
<b>GRAND TOTAL</b>	<b>\$ 204,418.54</b>	<b>\$ 3,005.00</b>	<b>\$ 210,428.54</b>	<b>\$136,219.03</b>	<b>\$ 870,821.19</b>	<b>\$ 1,007,040.22</b>	<b>\$74,209.51</b>

	ADMINISTRATIVE	COST FOR	DEC. 2016				TOTAL ADM IK
			PERCENT			COST	% COST
Admin Personnel	Salary &Fringe	\$ 13,851.32	100	\$ 13,851.32	Salary &Fringe	Office Space \$2,988.08	47 \$ 1,404.40
ott	Travel	\$ 30.75	11	\$ 3.38	Travel		
office	Supplies	\$ 635.26	30	\$ 69.88	Supplies		
janitor	Supplies	\$ 48.23	30	\$ 5.31	Supplies		
audit	Other	\$ 3,000.00	100	\$ 330.00	Other		
main&rep	Other	\$ 80.00	100	\$ 8.80	Other		
maint.serv	Other	\$ 873.71	30	\$ 96.11	Other		
util.	Other	\$ 322.07	11	\$ 35.43	Other		
postage	Other	\$ 376.00	30	\$ 41.36	Other		
tele.	Other	\$ 343.80	2	\$ 37.82	Other		
rent	Other		47	\$ -	Other		
local trav	Other	\$ 46.00	11	\$ 5.06	Other		
Assoc/Dues	Other	\$ 865.00	30	\$ 95.15	Other		
Health and Wellness	Other		11	\$ -	Other		
Foodservice Supplies	Other		30	\$ -	supplies		
Training	T&TA	\$ 643.17	11	\$ 70.75	T&TA		
<b>TOTAL</b>		<b>\$ 21,115.31</b>		<b>\$ 14,650.36</b>		<b>TOTAL</b>	<b>\$ 1,404.40</b>
\$ 16,054.76	TOTAL MONTH	\$ 0.01					
\$ 177,655.44	TOTAL YEAR	\$ 0.14					

SCOTT COUNTY PUBLIC SCHOOL HEAD START  
INKIND REPORT-DECEMBER 2016

IN-KIND	BUDGET	RECORDED THIS MONTH	RECORDED PREVIOUSLY	RECORDED TO DATE	IN-KIND REMAINING
PARENTS AND VOLUNTEERS	\$ 133,275.00	\$ 22,543.62	\$ 138,043.25	\$ 160,586.87	\$ (27,311.87)
SCHOOL DISTRICT	\$ 148,496.00	\$ 24,329.94	\$ 207,996.18	\$ 232,326.12	\$ (83,830.12)
DONATIONS	\$ 38,183.00	\$ 6,321.92	\$ 46,076.58	\$ 52,398.50	\$ (14,215.50)
<b>TOTAL</b>	<b>\$ 319,954.00</b>	<b>\$ 53,195.48</b>	<b>\$ 392,116.01</b>	<b>\$ 445,311.49</b>	<b>\$ (125,357.49)</b>

# Scott County Public School Head Start Expenses by Vendor Detail

December 2016

	Date	Memo	Account	Debit	Credit	Balance
Bank of America-Platinum Plus	Bank of America-Platinum Plus					
	12/13/2016	Price Less Foods-policy council meeting	5505 · Parent Activities	16.86		16.86
	12/13/2016	Cindy Raymond-Conference	20-3800 · Training	20.00		36.86
	12/13/2016	Kathy Wilcox-Conference	20-3800 · Training	20.00		56.86
	12/13/2016	Pam Pruitt-Conference	20-3800 · Training	20.00		76.86
	12/13/2016	Ana Martinez-Conference	20-3800 · Training	20.00		96.86
	12/13/2016	Kara Pippin-Conference	20-3800 · Training	20.00		116.86
	12/13/2016	Cheddars Cafe	20-3800 · Training	24.59		141.45
	12/13/2016	Amazon	6013 · Educational Supplies	26.63		168.08
	12/13/2016	Walmart-policy council meeting	5505 · Parent Activities	75.52		243.60
	12/13/2016	Clock Tower Restaurant	20-3800 · Training	33.80		277.40
	12/13/2016	Clock Tower Restaurant	20-3800 · Training	42.04		319.44
	12/13/2016	Chili's	20-3800 · Training	32.59		352.03
	12/13/2016	Steak n Shake	20-3800 · Training	15.93		367.96
	12/13/2016	Exxon Express	20-3800 · Training	35.01		402.97
	12/13/2016	Stonewall Jackson Hotel	20-3800 · Training	323.76		726.73
	12/20/2016	kohls p.o. 4431 reimb. by santa helper	6013 · Educational Supplies	1,000.00		1,726.73
	12/20/2016	kohls p.o. 4431 reimb. by santa helper	6013 · Educational Supplies	700.00		2,426.73
	12/20/2016	pizza plus p.o. 2066 nigh at the museum	5505 · Parent Activities	237.45		2,664.18
	12/20/2016	dollar tree p.o. 2078	6013 · Educational Supplies	102.00		2,766.18
	12/20/2016	verizon-phone supplies	6001 · Office Supplies	60.20		2,826.38
	12/20/2016	cdw gov-p.o. 2062 replace duff 1 projector	6013 · Educational Supplies	479.00		3,305.38
	12/20/2016	subway-parent meeting	5505 · Parent Activities	72.00		3,377.38
	12/20/2016	food city-to be reimb by santa helper	6013 · Educational Supplies	1,455.00		4,832.38
Total Bank of America-Platinum Plus	Total Bank of America-Platinum Plus			4,832.38	0.00	4,832.38
<b>TOTAL</b>				<b>4,832.38</b>	<b>0.00</b>	<b>4,832.38</b>

## John Ferguson

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**From:** Wallace, Michelle (DOE) <Michelle.Wallace@doe.virginia.gov>  
**Sent:** Wednesday, December 21, 2016 12:33 PM  
**To:** John Ferguson; Tammy Quillen  
**Cc:** Rabil, Beverly (DOE)  
**Subject:** FW: Alternative Accreditation Plans-Graduation Cohort 50 or Fewer  
**Attachments:** request\_graduation\_cohort\_-50.doc

To Division Superintendent and School Improvement Contacts

Scott County	Twin Springs High
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The school mentioned above has had an "Alternative Accreditation Plan- Graduation Cohort of 50 or Fewer" in the past. Alternative Accreditation Plan- Graduation of 50 or Fewer applications will go before the Board of Education during the April Virginia Board of Education (VBOE) meeting. Application renewals will be due on February 17, 2017. Please find the application attached to this e-mail and also on this website: [http://www.doe.virginia.gov/support/school\\_improvement/academic\\_reviews/index.shtml](http://www.doe.virginia.gov/support/school_improvement/academic_reviews/index.shtml).

**Timeline:**

February 17- Alternative Accreditation Plans due to the Office of School Improvement (OSI) to Michelle Wallace, [Michelle.Wallace@doe.virginia.gov](mailto:Michelle.Wallace@doe.virginia.gov) for review by OSI and the Executive Team

February 20-March 3- Divisions will be notified if changes are necessary

April 26, 2017- Board of Education Accountability Meeting- Division Superintendents should hold this date and may be asked to attend this meeting.

April 27, 2017- Board of Education Meeting-First review of plans- Division Superintendents should hold this date and may be asked to attend this meeting. Note: In the past, first review has been waived and the plans have been acted on during the first review. If plans are not acted on during this meeting, then they will go before the VBOE during the May meeting.

**Next steps if the plan is approved:**

June-July- Review school data

July 1- Notify Michelle Wallace of the intent to use or not use the Alternative Accreditation Plan-Graduation Cohort 50 or Fewer.

Plans will not be needed if the school is *Fully Accredited* by meeting the accreditation benchmark for the Graduation Completion Index. All data will need to be submitted to OSI in accordance with the approved plan. The school will be marked as *Partially Accredited* until all data is reviewed by OSI and a determination made on the accreditation status. **Note:** Schools which are accredited due to SB368 are expected to review data and submit to OSI as explained above so that the school's rating based on data can be determined.

*Michelle Wallace, Ed.D.*  
School Improvement Coordinator  
Office of School Improvement  
Virginia Department of Education  
101 North 14th Street

Revised 8-7-12  
COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

**REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN –  
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (§§ 22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

*Subject to the provisions of 8 VAC 20-131-350 . . . schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark.*

The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

*In accordance with the provisions of 8 VAC 20-131-350 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of special purpose schools. Such requests must include documentation of the need for the waiver. Waiver requests for special purpose schools and schools with a graduation cohort of 50 or fewer student will be considered based upon specified criteria. All applications must be submitted to the Board for consideration at least 90 days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request. The chair of the local school board and the division superintendent are requested to be in attendance at the Board of Education meeting when the proposal is considered.*

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

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Date Approved by the Local School Board

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Signature – Chairman of the School Board

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Submission Date

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Signature – Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN TEMPLATE**  
**GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

**School Name:**

**Division Name:**

**School Address:**

**Contact Person:**

**Phone Number:**

**Email:**

**Proposed Duration of Plan:**

**Grade Levels Served:**

**Number of Students Enrolled by Grade:**

**Rationale:**

If this school has a graduation cohort of 50 or fewer students and the school does not meet the 85% Graduation Completion Index (GCI) benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the GCI alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

**List the additional performance criteria on which you propose to base the school's accreditation and provide a proposed points award for meeting each criteria. The GCI cannot be changed. Additional criteria proposed must be objective, measurable, and directly address the school's graduation rate. (This will be different for each school. The Virginia Index of Performance may provide useful indicators that may be considered. This information can be found at [http://www.doe.virginia.gov/statistics\\_reports/va\\_index\\_performance\\_awards/index.shtml](http://www.doe.virginia.gov/statistics_reports/va_index_performance_awards/index.shtml))**

Description of Additional Criteria	Points Added to GCI for Meeting Criteria

The criteria listed above will be applied to the GCI only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students

according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- No bonus points assigned for 0-14 students. A written appeal to the State Superintendent of Public Instruction will be submitted.
- Maximum of five (5) points for cohorts of 15-20 students.
- Maximum of four (4) points for cohorts of 21-40 students.
- Maximum of three (3) points for cohorts of 41-50 students.

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than 15 students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

**List those individuals who were involved in the development of the proposed plan.**

COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

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Date Approved by the Local School Board

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Signature – Chairman of the School Board

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Submission Date

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Signature – Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN TEMPLATE**  
**GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

**School Name:** Twin Springs High School

**Division Name:** Scott

**School Address:** 273 Titan Lane Nickelsville, VA 24271

**Contact Person:** Jordan Mullins

**Phone Number:** 276.479.2185

**Email:** jordan.mullins@scottschools.com

**Proposed Duration of Plan:** Five Years, including 2016-2017 accreditation cycle

**Grade Levels Served:** 8-12

**Number of Students Enrolled by Grade:** 8<sup>th</sup> – 49; 9<sup>th</sup> – 47; 10<sup>th</sup> – 41; 11<sup>th</sup> – 54; 12<sup>th</sup> 49

**Rationale:**

If this school has a graduation cohort of 50 or fewer students and the school does not meet the 85% Graduation Completion Index (GCI) benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the GCI alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

**List the additional performance criteria on which you propose to base the school's accreditation and provide a proposed points award for meeting each criteria. The GCI cannot be changed. Additional criteria proposed must be objective, measurable, and directly address the school's graduation rate. (This will be different for each school. The Virginia Index of Performance may provide useful indicators that may be considered. This information can be found at [http://www.doe.virginia.gov/statistics\\_reports/va\\_index\\_performance\\_awards/index.shtml](http://www.doe.virginia.gov/statistics_reports/va_index_performance_awards/index.shtml))**

Description of Additional Criteria	Points Added to GCI for Meeting Criteria
GCI bonus for 30% of students enrolled in Dual Enrollment classes	1
GCI bonus for 50% of graduates enrolling in post-secondary education, joining the military, or obtaining full time employment	1
GCI bonus for 25% of students receiving CTE certification	1
GCI bonus for 80% of students graduating with an Advanced or Standard diploma	1

The criteria listed above will be applied to the GCI only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- No bonus points assigned for 0-14 students. A written appeal to the State Superintendent of Public Instruction will be submitted.
- Maximum of five (5) points for cohorts of 15-20 students.
- Maximum of four (4) points for cohorts of 21-40 students.
- Maximum of three (3) points for cohorts of 41-50 students.

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than 15 students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

**List those individuals who were involved in the development of the proposed plan.**

**Jordan Mullins**

**Bridgett Rose-Barnette**

### Twin Springs High School

Grade Level	Standard Diploma	Advanced Diploma
Seniors	43%	45%
Juniors	30%	59%
Sophomores	37%	59%
Freshman	32%	64%

Grade Level	Percent enrolling in post-secondary education	Percent obtaining a full time job
Seniors	76%	24%

Grade Level	Percentage of students that have taken dual enrollment courses
Seniors	37%
Juniors	31%

Grade Level	Percentage of students receiving Career and Technical Certification
Seniors	88%
Juniors	63%

**Twin Springs High School  
8<sup>th</sup> Grade**

<b>Student Status</b>	<b>Point Value</b>	<b>Number of Students</b>	<b>Point Value</b>	<b>GCI Rating</b>
<b>Board Recognized Diploma in SOA</b>	<b>100</b>	<b>45</b>	<b>4500</b>	
<b>Still Enrolled</b>	<b>70</b>	<b>0</b>	<b>0</b>	
<b>GED</b>	<b>75</b>	<b>0</b>	<b>0</b>	
<b>Certificate of Completion</b>	<b>25</b>	<b>4</b>	<b>100</b>	
<b>Drop Out</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>TOTAL</b>		<b>49</b>	<b>4600</b>	<b>93.8</b>
<b>GCI bonus when 50% or more graduates enroll in post-secondary education, join the military, or obtain a full time job</b>	<b>+1</b>		<b>1</b>	
<b>GCI bonus for 50% of students earning an advanced or standard diploma</b>	<b>+1</b>		<b>1</b>	
<b>GCI bonus when 25% of students receive CTE certification</b>	<b>+1</b>			
<b>CGI BONUS POINT TOTAL</b>			<b>2</b>	
<b>FINAL CGI TOTAL</b>				<b>95.8</b>

**Twin Springs High School  
9<sup>th</sup> Grade**

<b>Student Status</b>	<b>Point Value</b>	<b>Number of Students</b>	<b>Point Value</b>	<b>GCI Rating</b>
<b>Board Recognized Diploma in SOA</b>	<b>100</b>	<b>45</b>	<b>4500</b>	
<b>Still Enrolled</b>	<b>70</b>	<b>0</b>	<b>0</b>	
<b>GED</b>	<b>75</b>	<b>0</b>	<b>0</b>	
<b>Certificate of Completion</b>	<b>25</b>	<b>2</b>	<b>50</b>	
<b>Drop Out</b>	<b>0</b>	<b>1</b>	<b>0</b>	
<b>TOTAL</b>		<b>48</b>	<b>4550</b>	<b>94.7</b>
<b>GCI bonus when 50% or more graduates enroll in post-secondary education, join the military, or obtain a full time job</b>	<b>+1</b>		<b>1</b>	
<b>GCI bonus for 50% of students earning an advanced or standard diploma</b>	<b>+1</b>		<b>1</b>	
<b>GCI bonus when 25% of students receive CTE certification</b>	<b>+1</b>			
<b>CGI BONUS POINT TOTAL</b>			<b>2</b>	
<b>FINAL CGI TOTAL</b>				<b>96.7</b>

**Twin Springs High School  
10<sup>th</sup> Grade**

<b>Student Status</b>	<b>Point Value</b>	<b>Number of Students</b>	<b>Point Value</b>	<b>GCI Rating</b>
<b>Board Recognized Diploma in SOA</b>	<b>100</b>	<b>39</b>	<b>3900</b>	
<b>Still Enrolled</b>	<b>70</b>	<b>0</b>	<b>0</b>	
<b>GED</b>	<b>75</b>	<b>0</b>	<b>0</b>	
<b>Certificate of Completion</b>	<b>25</b>	<b>2</b>	<b>50</b>	
<b>Drop Out</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>TOTAL</b>		<b>41</b>	<b>3950</b>	<b>96.3</b>
<b>GCI bonus when 50% or more graduates enroll in post-secondary education, join the military, or obtain a full time job</b>	<b>+1</b>		<b>1</b>	
<b>GCI bonus for 50% of students earning an advanced or standard diploma</b>	<b>+1</b>		<b>1</b>	
<b>GCI bonus when 25% of students receive CTE certification</b>	<b>+1</b>			
<b>CGI BONUS POINT TOTAL</b>			<b>2</b>	
<b>FINAL CGI TOTAL</b>				<b>98.3</b>

**Twin Springs High School  
11<sup>th</sup> Grade**

<b>Student Status</b>	<b>Point Value</b>	<b>Number of Students</b>	<b>Point Value</b>	<b>GCI Rating</b>
<b>Board Recognized Diploma in SOA</b>	<b>100</b>	<b>48</b>	<b>4800</b>	
<b>Still Enrolled</b>	<b>70</b>	<b>0</b>	<b>0</b>	
<b>GED</b>	<b>75</b>	<b>0</b>	<b>0</b>	
<b>Certificate of Completion</b>	<b>25</b>	<b>6</b>	<b>150</b>	
<b>Drop Out</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>TOTAL</b>		<b>54</b>	<b>4950</b>	<b>91.6</b>
<b>GCI bonus when 50% or more graduates enroll in post-secondary education, join the military, or obtain a full time job</b>	<b>+1</b>		<b>1</b>	
<b>GCI bonus for 50% of students earning an advanced or standard diploma</b>	<b>+1</b>		<b>1</b>	
<b>GCI bonus when 30% of students are enrolled in dual enrollment courses</b>	<b>+1</b>		<b>1</b>	
<b>CGI BONUS POINT TOTAL</b>				
<b>FINAL CGI TOTAL</b>			<b>3</b>	<b>94.6</b>

**Twin Springs High School  
12<sup>th</sup> Grade**

<b>Student Status</b>	<b>Point Value</b>	<b>Number of Students</b>	<b>Point Value</b>	<b>GCI Rating</b>
<b>Board Recognized Diploma in SOA</b>	<b>100</b>	<b>43</b>	<b>4300</b>	
<b>Still Enrolled</b>	<b>70</b>	<b>0</b>	<b>0</b>	
<b>GED</b>	<b>75</b>	<b>0</b>	<b>0</b>	
<b>Certificate of Completion</b>	<b>25</b>	<b>6</b>	<b>150</b>	
<b>Drop Out</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>TOTAL</b>		<b>49</b>	<b>4450</b>	<b>90.8</b>
<b>GCI bonus when 50% or more graduates enroll in post-secondary education, join the military, or obtain a full time job</b>	<b>+1</b>		<b>1</b>	
<b>GCI bonus for 50% of students earning an advanced or standard diploma</b>	<b>+1</b>		<b>1</b>	
<b>GCI bonus when 30% of students are enrolled in dual enrollment courses</b>	<b>+1</b>		<b>1</b>	
<b>CGI BONUS POINT TOTAL</b>			<b>3</b>	
<b>FINAL CGI TOTAL</b>				<b>93.8</b>

# SCOTT COUNTY VIRGINIA SCHOOLS

## SCHOOL BOARD MEMBERS

Linda D. Gillenwater  
Larry L. Horton  
Gail L. McConnell  
William R. Quillen, Jr.  
L. Stephen Sallee, Jr.  
David M. Templeton



## DIVISION SUPERINTENDENT

John I. Ferguson  
340 East Jackson Street  
Gate City, Virginia 24251  
Phone: (276) 386-6118  
Fax: (276) 386-2684

Mr. Ferguson,

I would like to request that we add the following Secondary English classes to our curriculum.

- I. Honors English 10
- II. Honors English 11

I have also attached a course description for each of the following English classes.

Thank you for your consideration.

Sincerely,

Jennifer Frazier

A handwritten signature in cursive script, appearing to read "Jennifer B. Frazier", is written over the printed name.

Supervisor of Secondary Education and School Nutrition

**ENGLISH 9****Grade: 9****Prerequisite: English 8****Credit: One**

English 9 is designed for students in 9<sup>th</sup> grade. The course may be taken in either the fall or spring semester. Standards included in this course are: communication, reading, writing, and research. Students will: make planned oral presentations; produce, analyze, and evaluate auditory, visual, and written media messages; apply knowledge of word origins, derivations, and figurative language to extend vocabulary development; read, comprehend, and analyze a variety of literary texts and nonfiction texts; develop narrative, expository, and persuasive writings; self-edit and peer-edit writing; use print, electronic databases, online resources, and other media to create a research project. A high school graduation credit will be received for successful completion of this course.

**ENGLISH 10****Grade: 10****Prerequisite: English 9****Credit: One**

English 10 is designed for students in 10<sup>th</sup> grade. The course may be taken in either the fall or spring semester. Standards included in this course are: communication, reading, writing, and research. Students will: participate in, collaborate in, and report on small group learning activities; analyze, produce, examine similarities and differences between visual and verbal media messages; apply knowledge of word origins, derivations, and figurative language; read, comprehend, and analyze literary texts of different cultures and eras; read, interpret, analyze, and evaluate nonfiction texts; develop a variety of writing to persuade, interpret, analyze, and evaluate; self-edit and peer-edit writing; collect, evaluate, organize, and present information to create a research project. A high school graduation credit will be received for successful completion of this course.

**ENGLISH 10 HONORS****Grade: 10****Prerequisite: English 9****Credit: One**

English 10 Honors is designed for students in 10<sup>th</sup> grade. The course may be taken in either the fall or spring semester. The regular English 10 standards in communication, reading, writing, and research will be met in this course. In addition, this course will be more challenging due to the reading pace, the depth of analysis, public speaking component, and the expected quality of writing. The literary selections will cover a large breadth in history and depth in culture in order to provide a provoking and long-lasting experience for the student. The faster reading pace means students will be required to read and analyze more works than the regular English 10 students. This course involves a consistent homework load. This class will also lay the foundations of college level written and oral expression and serve to deepen the students' investigation and critical evaluation of literature, history, theory, and rhetoric. During the completion of this course, the student will have sound experience in writing from both the persuasive/argumentative and analytical modes, both of which are necessary for the college and business communities. The student will generate a rational approach to criticism and analysis of their own and other written work. The expectation will be for high quality and quantity as students meet and exceed state standards.

**ENGLISH 11****Grade: 11****Prerequisite: English 10****Credit: One**

English 11 is designed for students in 11<sup>th</sup> grade. The course may be taken in either the fall or spring semester. Standards included in this course are: communication, reading, writing, and research. Students will: make informative and persuasive presentations; examine how values and points of view are included or excluded and how media influences beliefs and behaviors; apply knowledge of word origins, derivations, and figurative language; read, comprehend, and analyze relationships among American literature, history, and culture. Students are required to take and pass the Standards of Learning End of Course test to receive a verified credit for English 11.

**ENGLISH 11 HONORS****Grade: 11****Prerequisite: English 10****Credit: One**

English 11 Honors is designed for students in 11<sup>th</sup> grade. The course may be taken in either the fall or spring semester. The regular English 11 standards in communication, reading, writing, and research will be met in this course. In addition, this course will be more challenging due to the reading pace, the depth of analysis, public speaking component, and the expected quality of writing. This course will expand upon writing skills through a variety of expository and creative papers with a special focus on the research process and the thesis-based research paper, argument, and literary analysis. The literary selections will cover a large breadth in history and depth in culture in order to provide a provoking and long-lasting experience for the student. Literature will be studied in conjunction with the U.S. History course; however, students will be required to read more than the regular English 11 students, and the complexity of the work will increase. This course involves a consistent homework load of both short-term and long-term assignments. This class will also lay the foundations of college level written and oral expression and serve to deepen the students' investigation and critical evaluation of literature, history, theory, and rhetoric. The expectation will be for high quality and quantity as students meet and exceed state standards.

**ENGLISH 12****Grade: 12****Prerequisite: English 11****Credit: One**

English 12 is designed for students in 12<sup>th</sup> grade. The course may be taken in either the fall or spring semester. Standards included in this course are: communication, reading, writing, and research. Students will: make a formal oral presentation; examine how values and points of view are included or excluded and how media influences beliefs and behaviors; apply knowledge of word origins, derivations, and figurative language; read, comprehend, and analyze the development of British literature and literatures of other cultures; read and analyze a variety of nonfiction texts; develop expository and informational analyses, and persuasive/argumentative writings; write, revise, and edit writing; write documented research papers. A high school graduation credit will be received for successful completion of this course.

**ENGLISH 12 DUAL ENROLLMENT****Grade: 12****Prerequisite: English 11 & VPT Placement Test****Credit: One (high school) / Six hours (college)**

ENG 111: Introduces students to critical thinking and the fundamentals of academic writing. Through the writing process students refine topics: develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities will include exposition and argumentation with at least one researched essay. ENG 112: Continues to develop college writing with increased emphasis on critical essays, argumentation, and research, developing these competencies through the examination of a range of texts about the human experience. Requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage.

**AP ENGLISH LANGUAGE & COMPOSITION****Grade: 12****Prerequisite: English 11**

Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.

**Credit: One (high school) / varies (college)**

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. A high school graduation credit will be received for successful completion of this course. Students can also earn college credit based on successful completion of the AP English Literature and Composition Exam. Please refer to college admission websites for score requirements.