

**SCOTT COUNTY SCHOOL BOARD
MINUTES OF REGULAR MEETING, TUESDAY, MAY 7, 2019**

The Scott County School Board met for a regular meeting on Tuesday, May 7, 2019 at the Scott County School Board Central Office, 340 E. Jackson Street, Gate City, VA 24251 at 6:30 p.m. with the following members present:

David Templeton, Vice-Chairman
Larry L. Horton
Gail L. McConnell
Linda Gillenwater
Lon Stephen "Steve" Sallee, Jr.

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

OTHERS PRESENT: John I. Ferguson, Division Superintendent; Jason Smith, Assistant Superintendent; William Sturgill, School Board Attorney; Beverly Stidham, Purchasing Agent, School Board Clerk; Angela Johnson, Head Start Clerk/School Nutrition Agent/Deputy/Clerk of the Board; Robert Sallee, Maintenance Supervisor; Kathy Musick, VPE Representative; Doris Boitnoitt, VEA Representative; Amanda Clark, Heritage TV; Cheyenne Hensley, Gate City Middle School, FCCLA; Shelda Hensley, Gate City Middle School, FCCLA; Scot Fleming, Gate City Middle School Teacher, SCEA President; Brooke Robinson, Rye Cove High School, FCCLA; Ashley McMurray, Gate City Middle School, FCCLA; Haven Weems, Gate City Middle School, FCCLA; Michael Griffin, Rye Cove High School, FCCLA; Amber Robinette, Scott County Career and Technical Center, FCCLA; Amy Cole, Scott County Career and Technical Center, FCCLA; Chloe Webb, Scott County Career & Technical Center, FCCLA; Zac Bishop, Scott County Career & Technical Center, FCCLA; Jeff Kegley, Scott County Career & Technical Center Instructor; Kenneth Essick, Scott County Career & Technical Center, FCCLA; Melanie McMurray, Teacher, Scott County Career & Technical Center, FCCLA; Billy Nash, Instructor Scott County Career & Technical Center-FCCLA; Kathy Wilcox, Head Start Director; Amy Anderson, Rye Cove High School, FCCLA; Amy Coats, Tammy Cassell, Rye Cove High School, Teacher/FCCLA; Beverly Musick, Gate City Middle School, Teacher/FCCLA; Debbie Kilgore, Gate City High School, Teacher, FCCLA; Charles Young, Parent; Avery Young, Rye Cove High School, FCCLA; Chris Gibbs, Virginia Retirement Specialist Representative; Bert Gibson, Gate City Middle School, FCCLA; Cole Shelton, Gate City High School, FCCLA; Dakota Menard, Scott County Career & Technical Center.

CALL TO ORDER/MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE: Vice-Chairman David Templeton called the regular meeting of the Scott County School Board to order at 6:30 p.m. and welcomed everyone to the meeting. The members and audience observed a moment of silence and Mr. Larry Horton led in citing the *Pledge of Allegiance*.

APPROVAL OF AGENDA: After Board discussion of adding Public Comment to 6B on the agenda, and moving #7- the recognition of FCCLA STAR Events of Scott County Students to #6 and moving #6 on the agenda of the Presentation by Chris Gibbs, Virginia Retirement Specialist, to discuss a Special Pay Plan with the Board to #7 on the agenda, the Board Vice-Chairman asked for a nomination to approve the agenda.

On a motion by Ms. Linda Gillenwater, seconded by Mr. Gail McConnell, all members voting aye, the Board voted to approve the Agenda as amended and noted above.

APPROVAL OF MINUTES – APRIL 11, 2019: On a motion by Mr. Gail McConnell, seconded by Mr. Larry Horton, all members voting aye, the Board voted to approve the minutes of the April 11, 2019 regular meeting as presented at the meeting.

APPROVAL OF CLAIMS: On a motion by Mr. Larry Horton, seconded by Mr. Gail McConnell, all members voting aye, the Board voted to approve the claims on May 7, 2019 as follows:

School operating fund invoices and payroll direct deposit in the amount of \$771,472.14 as shown by warrants #8128389-8128639; electronic payroll direct deposit in the amount of \$1,239,006.94 as shown by electronic tax deposits in the amount of \$912,784.55. Cafeteria fund invoices and payroll in the amount of \$147,648.83 as shown by warrants #1019237-1019288 & electronic payroll direct deposit in the amount of \$39,940.95. Electronic payroll tax deposits in the amount of \$13,519.59. Head Start invoices totaling \$66,342.02 as shown by warrants #20348-20438.

RECOGNITION OF FCCLA STAR EVENT WINNERS & PARTICIPANTS FROM SCOTT COUNTY CAREER & TECHNICAL CENTER:

Superintendent Ferguson recognized all of the students that participated and placed in the 2019 FCCLA Star Events and congratulated each one on their accomplishments and thanked them for representing Scott County in such a fine manner. The student list is as follows:

TWIN SPRINGS:

Focus on Children Sr.: Neveah Darnell, 3rd place in State and Silver Medal

SCOTT COUNTY CAREER AND TECHNICAL CENTER:

Abigail Rhoton: evaluator and host

Amy Cole: food innovations 1st in State – silver medal and trophy; \$6,000 dollar scholarship to Sullivan University and spirit of FCCLA State Award

Amber Robinette: Life Event Planning- 3rd in State Gold Medal

Zac Bishop-Illustrated Talk, gold medal and trophy, 1st in State

Chloe Webb, Early Childhood, silver medal- 3rd In State

RYE COVE HIGH SCHOOL:

Parliamentary Procedures: Roscoe Haines, Vivian Boles, Zac Baker, Matthew Rhoton, Ellie Edds, Madaline Love, Emma Gibson Jr. Division,- 3rd in State, Bronze Medal

Entrepreneurship: Michael Griffin-3rd in State, scholarship, \$2,000 and \$6,000 to Sullivan University

Abby Vicars- Evaluator

Nevin Haines – Star Attendant and Host

Environmental Ambassador: Taylor Anderson, Sierra Adams- 1st Gold Medal

Life Event Planning Jr Division. – Evan Roach, Myranda Brown, 4th and Silver

Sports Nutrition Sr. Division: Brooke Robinson, Trista Snow-Silver Medal

Illustrated Talk: Ashton Horton and Kristen Jones – 3rd and Gold

Career Investigation Jr. Division – Silver Medal-Avery Young

GATE CITY MIDDLE AND GATE CITY HIGH SCHOOL:

Focus on Children: 3rd Place-Daniel Hensley, Alexas Bellamy, Destiny Hensley

Cole Shelton and Kert Gibson-Sports Nutrition-Sr. Division; Gold 2nd Place and each earned 2 scholarships-\$1500 scholarship from the Culinary Institute of America and \$750 scholarship from Johnson and Wales

Life event planning-Hailey Musick and Sophie Lane – 3rd –Gold
Life event planning-Gold and Trophy Haven Weems, Abby Gollehon, Cheyenne Hensley
Macey Mullins and Andrew Casey – 3rd Silver Sports Nutrition-Jr. Division
Samantha Jerrell-Star Attendant
Abby Shelton-Career Investigation-Sr. Division-Silver Medal, 3rd in State

Hanna Musick was recognized for being the 2019-2020 FCCLA 1st Vice-President representing Scott County.

Marah Mullins was also recognized for being the 2018-2019 FCCLA State President representing Scott County well this past year.

Superintendent Ferguson also recognized the Scott County Career and Technical Center SkillsUSA State Contest participants and winners for the 2019 competition. They are as follows: In Carpentry, the Instructor is Jeff Kegley, District Winner, 1st place is Dakota Menard, placing 9th in the State competition; In Customer Service in Veterinarian Services, the Instructor is Dr. Nancy Johnson, 1st place District Winner is Hannah Kelliher, Hannah also placed 5th in the State competition; In Electrical Residential Wiring, Billy Nash is the Instructor- Placing 1st Place in the District and Being the 1st Place Gold Medalist on the State level is Benjamin Dingus; In Fantasy Mannequin, Annette Parker is the Instructor with 2 Participants- Michaela Lane placed 2nd in the District and 4th place in the State; Paige Seaver placed 30th in the State competition; Nursing Assisting (Demo), Farrah Lane is the instructor with Kenneth Essick placed 1st in the District and 7th in the State competition. Veterinary Assisting, Instructor, Dr. Nancy Johnson had 2 state participants, Jasmine Rogers placing 3rd place in the District and 7th place in the State competition; while Abigail Wells placed 6th place in the State competition.

PRESENTATION BY CHRIS GIBBS, SPECIAL PAY PLAN (APPENDIX A) Mr. Chris Gibbs spoke to the Board to inform them of an Optional-Special Pay Plan (403-b) pension plan for receiving the following: to allow the employee an option of having a plan to utilize funds for A. Unused sick leave. B. Unused Business leave. C. Retirement incentive payment (if available). These monies would be deposited into an account with no charges upon deposit, distribution, or transfer with a current interest rate of 1.50%. The current rate is subject to change monthly he noted. He explained to the Board how the account would be funded and the options that the Board would have and the options that the employees would have.

PUBLIC COMMENT: Scot Fleming, President of Virginia Educator's Association, spoke to the Board and offered thanks for their support of the teachers of Scott County.

HEAD START APPROVALS-MS KATHY WILCOX:

APPROVAL OF HEAD START FINANCIAL REPORT, MARCH 2019: (Appendix B) On a motion by Mr. Gail McConnell, seconded by Mr. Steve Saltee, all members voting aye, the Board voted to approve the March 2019 Head Start Financial report as presented by Ms. Kathy Wilcox, Head Start Director.

APPROVAL OF EARLY HEAD START FINANCIAL REPORT, MARCH 2019: (Appendix C) On a motion by Mr. Larry Horton, seconded by Mr. Steve Saltee, all members voting aye, the Board voted to approve the March 2019 Early Head Start Financial report as presented by Ms. Kathy Wilcox, Head Start Director.

APPROVAL OF 2019-2020 CRITERIA, RECRUITMENT, SELECTION & ENROLLMENT: (Appendix D) On a motion by Mr. Larry Horton, seconded by Ms. Linda Gillenwater, all members voting aye, the Board voted to approve the 2019-2020 Scott County Public School Head Start and Early Head Start Eligibility and Enrollment Priorities as presented by Ms. Kathy Wilcox, Head Start Director.

APPROVAL OF 2018-2019 EARLY HEAD START SELF-ASSESSMENT: (Appendix E)

On a motion by Mr. Gail McConnell, seconded by Mr. Larry Horton, all members voting aye, the Board voted to approve the 2018-19 Scott County Early Head Start Self-Assessment as presented by Ms. Kathy Wilcox, Head Start Director.

APPROVAL OF FY 2019 EARLY HEAD START CONTINUATION APPLICATION/PROGRAM GOALS & OBJECTIVES: (Appendix F)

On a motion by Ms. Linda Gillenwater, seconded by Mr. Steve Sallee, all members voting aye, the Board voted to approve the 2018-2019 Scott County Early Head Start Continuation Application/Program Goals and Objectives as presented by Ms. Kathy Wilcox, Head Start Director.

APPROVAL OF FY 2019 EARLY HEAD START TRAINING AND TECHNICAL ASSISTANCE PLAN: (Appendix G)

On a motion by Mr. Gail McConnell, seconded by Mr. Larry Horton, all members voting aye, the Board voted to approve the 2018-2019 Scott County Early Head Start Training and Technical Assistance plan as presented by Ms. Kathy Wilcox, Head Start Director.

APPROVAL OF FY 2019 HEAD START/EARLY HEAD START SALARY SCALE: (Appendix H)

On a motion by Mr. Steve Sallee, seconded by Ms. Linda Gillenwater, all members voting aye, the Board voted to approve the 2018-2019 Scott County Head Start/Early Head Start Salary Scale as presented by Ms. Kathy Wilcox, Head Start Director.

APPROVAL OF PAGE 7 REVISION TO COST ALLOCATION METHODOLOGY: (Appendix I)

On a motion by Mr. Larry Horton, seconded by Mr. Steve Sallee, all members voting aye, the Board voted to approve the revision on page 7 to the Scott County Head Start allocation methodology plan as presented by Ms. Kathy Wilcox, Head Start Director.

Ms. Kathy Wilcox, Head Start Director reviewed the April 2019 Head Start Director's Report with the Board and explained that this report was for informational purposes only. With no questions from the Board, the Board moved to the next agenda item.

APPROVAL OF COURSEWORK FOR 2019-2020 ACADEMIC YEAR: (Appendix J) Mr. Greg Ervin, Director of Scott County Career & Technical Center explained to the Board the benefits of having Programming 1 and Advanced Programming 2 for the upcoming Academic year to expand students' knowledge of computer technology, to make students accessible in the computer support specialist workforce and in the field of computer systems and programming and software development. He asked the Board to consider adding these much needed courses to the curriculum at the Scott County Career and Technical Center for the upcoming 2019-2020 Academic Year.

On a motion by Mr. Steve Sallee, seconded by Ms. Linda Gillenwater, all members voting aye, the Board voted to approve Programming 1 and Advanced Programming 2 for the upcoming Academic Year at the Scott County Career & Technical Center.

APPROVAL OF SPECIAL EDUCATION PLAN AS PRESENTED BY BRENDA ROBINETTE, SPECIAL EDUCATION SUPERVISOR: (Appendix K) Ms. Brenda Robinette, Special Education Supervisor, spoke to the Board on behalf of the Special Education Program and gave an update on some of the changes and the anticipated needs for the upcoming 2019-2020 Academic year. She gave a report of the implementation of the 2017-2018 Annual Plan. She did speak to the fact of the proportionate set-aside of funds in the amount of \$13,096.31 for 8 students with disabilities who are either being homeschooled or attending a private school. Ms. Robinette gave a description of the 2019-2021 budget outline of VIB Flow Through funds for the Board's review.

APPROVAL OF 2019-2020 VIB FLOW THROUGH FUNDS: (APPENDIX L) After discussion of the grant, Ms. Robinette asked the Board for the approval to submit the application for the grant money for VIB flow through grant monies of \$801,254.00.

On a motion by Mr. Steve Sallee, seconded by Mr. Larry Horton, all members voting aye, the Board voted to approve the total proposed budget for 2019-2021 VIB Flow Through Special Education funds in the amount of \$801,254.00.

APPROVAL OF 2019-2020 PRESCHOOL GRANT FUNDS: (APPENDIX M) After discussion and a description of the Preschool Grant funds and outlining how these funds will be used for the upcoming 2019-2020 Academic Year, Ms. Robinette asked the Board for their approval of Preschool Grant Funds in the amount of \$31,671.00.

On a motion by Mr. Gail McConnell, seconded by Mr. Steve Sallee, all members voting aye, the Board voted to approve the 2019-2020 Preschool Grant funds as presented by Ms. Brenda Robinette in the amount of \$31,671.00 for the 2019-2020 Academic Year.

APPROVAL OF 2018-2023 SCOTT COUNTY GIFTED PLAN: (APPENDIX N) – Ms. Robinette explained to the Board that the Gifted Plan for Scott County had previously been approved; however, due to the recommended changes from the Virginia Department of Education, she is requesting approval as highlighted in the handouts for the Board's review. She went on to explain that Scott County Public Schools' local plan for the education of the gifted was developed in September, 2018. It was then sent to the VDOE for approval but with these recommendations for change as noted above, she noted the changes as highlighted in their packets and noted that she needed their approval again for these changes.

On a motion by Mr. Steve Sallee, seconded by Mr. Larry Horton, all members voting aye, the Board voted to approve the changes as noted by Ms. Brenda Robinette as recommended by the Virginia Department of Education for the local plan for the Scott County Gifted Plan for 2018-2023.

SUPERINTENDENT'S REPORT:

Superintendent Ferguson reviewed for informational purposes only the 2019-2020 School insurance rates with the Board. There being no questions at this time, the Board moved to the next item under Superintendent's Report.

APPROVAL OF 2019-2020 VSBA MEMBERSHIP SERVICES: On a motion by Mr. Gail McConnell, seconded by Mr. Steve Sallee, all members voting aye, the Board voted to approve the \$2500.00 fee for the 2019-2020 VSBA membership services as presented by Superintendent Ferguson.

2019-2020 KINDERGARTEN REGISTRATION: Superintendent Ferguson shared with the Board the preliminary figures for early Kindergarten Pre-registration. He shared that 151 students had pre-registered so far to date.

Superintendent Ferguson noted that in the Board's packet they will find an invitation to the 2018-2019 Annual County Awards Celebration to be held at the Scott County Career and Technical Center.

CLOSED MEETING: Mr. Steve Sallee made a motion to enter into closed meeting at 7:35 p.m. to discuss Head Start personnel, Teachers, Principals, and Central Office Staff as provided in Section 2.2-3711 of the Code of Virginia, as amended, the motion was seconded by Mr. Gail McConnell, all members voting aye.

RETURN FROM CLOSED MEETING: All members present returned from the closed meeting at 9:30 p.m. with a roll call vote being held, and on a motion by Mr. Steve Sallee, seconded by Mr. Gail

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 the date pursuant to an affirmative recorded vote and in accordance with the provisions of the Freedom of the 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: David Templeton, Steve Sallee, Gail McConnell, Larry Horton, and Linda Gillenwater. (Chairman Bill Quillen was present for Closed Meeting only)

NAYS: None.

ABSENT DURING MEETING: None.

APPROVAL OF SUPERINTENDENT'S CONTRACT RENEWAL:

On a motion by Mr. Steve Sallee, seconded by Mr. Gail McConnell, all members voting aye, the Board voted to approve the renewal of Mr. John I. Ferguson's Superintendent's Contract.

ITEMS BY ASSISTANT SUPERINTENDENT JASON SMITH: PERSONNEL:

APPROVAL OF 2018-2019 MENTOR STIPENDS: On a motion by Mr. Steve Sallee, seconded by Ms. Linda Gillenwater, all members voting aye, the Board voted to approve the following list of Mentor Stipends for new hires and provide them with a \$500.00 stipend for the 2018-2019 Academic Year:

School:	Mentor:	Mentee:
Duffield	Tiffany Scott	Mollie Berry
Gate City High	Amanda Salyer	Courtney Humbert
Gate City High	Barry Wolfe	Derek Bryant
Gate City Middle	Dawn Williams	Allison Jerrell
Nickelsville	Laura Hammonds	Veronica Koypchenko
SCCTC	Melanie McMurray	Michael Larkin
Weber City Elementary	Shannon Pillion	Michelle Arrington
Weber City Elementary	April Osborne	Jared Finch

APPROVAL OF OVERNIGHT FIELD TRIP REQUEST: On a motion by Mr. Larry Horton, seconded by Mr. Steve Sallee, all members voting aye, the Board voted to approve the overnight field trip request of Scott County Career and Technical Center, Gate City Middle School, Gate City High School, Twin Springs High School, and Rye Cove High School for the FCCLA National Conference to Anaheim California on June 29, 2019-July 6, 2019 for the STAR event competition and leadership conference.

EMPLOYMENT:

On a motion by Mr. Steve Sallee, seconded by Mr. Larry Horton, all members voting aye, the Board voted to approve the employment of George Mann, teacher, effective for the 2019-2020 school year.

On a motion by Mr. Gail McConnell, seconded by Mr. Steve Sallee, all members voting aye, the Board voted to approve the employment of Jenny Dixon, Early Head Start Teacher, effective July 1, 2019.

On a motion by Mr. Steve Sallee, seconded by Mr. Larry Horton, all members voting aye, the Board voted to approve the employment of Faith Ramsey, Early Head Start Teacher, effective July 1, 2019.

On a motion by Ms. Linda Gillenwater, seconded by Mr. Gail McConnell, all members voting aye, the Board voted to approve the employment of Morgan Campbell, Assistant Teacher, Head Start, effective July 1, 2019.

On a motion by Mr. Larry Horton, seconded by Mr. Steve Sallee, all members voting aye, the Board voted to approve the employment of Summer Meade, Assistant Teacher, Head Start, effective July 1, 2019.

On a motion by Mr. Gail McConnell, seconded by Mr. Steve Sallee, all members voting aye, the Board voted to approve the employment of Ricky Addington, teacher, effective for the 2019-2020 school year.

On a motion by Mr. Steve Sallee, seconded by Mr. Gail McConnell, all members voting aye, the Board voted to approve the employment of Christy Miller, Principal, effective for the 2019-2020 school year.

BOARD MEMBER COMMENTS:

Mr. Larry Horton wished to thank all of the teachers and staff for a job well done and congratulated all of the students and staff that were represented by the FCCLA and STAR events and for representing Scott County well.

Mr. Gail McConnell echoed these sentiments for the students on a fine job with the recognitions and for the teachers and staff for a job well done.

Mr. Bill Quillen also wanted to thank the teachers and staff for a job well done. He thanked Mr. David Templeton for filling in at tonight's meeting as Chairman during the meeting prior to closed session and thanked the Board for their understanding and help during his health issues.

Mr. David Templeton also wished our students well and offered his congratulations on their accomplishments with the FCCLA events and STAR events recognized at tonight's meeting and offered his thanks and appreciation to our teachers and staff for a job well done.

Ms. Linda Gillenwater expressed her sincere appreciation to the staff and teachers of the County for making a difference and also echoed everyone's congratulations to the students recognized at tonight's meeting.

Mr. Steve Sallee also spoke of his gratitude to our teachers and staff for their hard work and dedication to our students.

ADJOURNMENT: There being no further business to discuss, the regular meeting of the Scott County School Board was adjourned at 9:42 p.m.

David Templeton, Vice- Chairman

Beverly Stidham, Clerk

Appendix Page for May 7, 2019

- A.** Special Pay Plan – 403 b
- B.** Head Start Financial Report, March 2019
- C.** Early Head Start Financial Report, March 2019
- D.** 2019-2020 Criteria, Recruitment, Selection, & Enrollment for Head Start
- E.** 2018-2019 Early Head Start Self-Assessment
- F.** FY 2019 Early Head Start Continuation Application/Program Goals & Objectives
- G.** FY 2019 Early Head Start Training and Technical Assistance Plan
- H.** FY 2019 Head Start/Early Head Start Salary Scale
- I.** Revision to Cost Allocation Methodology for Head Start
- J.** 2019-2020 coursework approval for SCCTC presented by Mr. Greg Ervin
- K.** Special Education Plan
- L.** 2019-2020 approval of VIB grant flow through funds
- M.** 2019-2020 approval of preschool grant funds
- N.** Approval of 2018-2023 revision of Gifted Plan for Scott County

Memo

To: School Board Members
From: Jason Smith, Assistant Superintendent
Date: May 7, 2019
Re: Optional- Special Pay Plan (403-b)

- I. Pension Plan (403b) for receiving the following:
 - a. Unused sick leave
 - b. Unused business leave
 - c. Retirement incentive payment (if available)
- II. The money will be sent to GWN Securities to be deposited into an account platform containing a VALIC fixed account. There are no charges upon deposit, distribution, or transfer.
- III. The current interest rate is 1.50%. This rate is subject to change on a monthly basis.
- IV. Employees have three choices
 - a. Leave the money in the VALIC fixed interest option (FIO) account.
 - b. Transfer the money to an existing retirement account
 - c. Take the money as a cash distribution. This option will generate Federal and State Income withholding. In addition, the IRS 10% premature distribution penalty may be imposed depending on the age of the employee at the time of distribution.
- V. Money will not be sent by Scott County Schools until June 30th or thereafter as designated by the Scott County School Board. Your account should be funded by the middle of July.
- VI. You will receive a confirmation in the mail of your account from the Wytheville office of Virginia Retirement Specialists, Inc. as soon as the information becomes available. Thereafter, you will receive QUARTERLY statements from GWN Securities.

VII. The advantage of this account will be the savings in Social Security and Medicare taxes that both the employer and employee will save.

**SCOTT COUNTY PUBLIC SCHOOL HEAD START
HEAD START FINANCIAL REPORT
GRANT #03CH3469-05 (1/1/19-12/31/19)**

MARCH 2019

REVENUE	CURRENT MONTH	YTD	APPROVED FUNDING	UNCOLLECTED FUNDING	%
Federal Funds	88,733.59	294,103.70	1,325,484.00	1,031,380.30	78%
USDA	14,226.59	28,480.86	-	-	
Donations, Other Revenue	-	831.42	-	-	
TOTAL \$	102,960.18	\$ 323,415.98	\$ 1,325,484.00	\$ 1,031,380.30	78%

EXPENSES	CURRENT MONTH	YTD	BUDGETED FUNDING	AVAILABLE FUNDING	%
PERSONNEL					
Payroll Expenses	68,574.36	207,226.28	838,976.00	631,749.72	75%
Fringe	25,178.17	76,166.65	319,785.00	243,618.35	76%
TRAVEL					
Out of Town Travel	-	-	1,500.00	1,500.00	100%
SUPPLIES					
Office Supplies	812.52	1,117.22	8,000.00	6,882.78	86%
Postage	26.40	26.40	1,000.00	973.60	97%
Food Supplies	11,986.44	16,301.59	34,950.86	18,649.27	53%
Food Service Supplies	-	-	2,000.00	2,000.00	100%
Educational Supplies	65.53	3,941.74	23,880.42	19,938.68	83%
Medical & Dental Supplies	-	-	1,500.00	1,500.00	100%
Janitorial Supplies	158.91	158.91	2,000.00	1,841.09	92%
CONTRACTUAL					
Mental Health Services	375.00	375.00	2,500.00	2,125.00	85%
OTHER					
Rent	1,600.00	3,200.00	9,600.00	6,400.00	67%
Utilities	2,374.47	3,110.32	21,000.00	17,889.68	85%
Telephone	1,098.17	3,057.19	14,400.00	11,342.81	79%
Child Liability Insurance	-	-	740.00	740.00	100%
Maintenance & Repair	899.91	1,344.68	20,000.00	18,655.32	93%
Local Travel	152.96	295.11	2,300.00	2,004.89	87%
Parent Activities	109.91	265.21	3,500.00	3,234.79	92%
Audit Fee (Accounting & Legal)	-	-	2,750.00	2,750.00	100%
Publications, Ads, & Printing	1,560.28	3,244.72	14,500.00	11,255.28	78%
Health Services	171.24	171.24	3,125.00	2,953.76	95%
Field Trips	-	-	1,000.00	1,000.00	100%
Discretionary Funds	29.06	127.63	3,300.00	3,172.37	96%
Health Examinations	72.91	72.91	250.00	177.09	71%
Assoc. Dues & Fees	95.00	235.00	1,840.00	1,605.00	87%
Training	1,959.26	2,945.24	20,399.00	17,453.76	86%
TOTAL \$	117,300.50	\$ 323,383.04	\$ 1,354,796.28	\$ 1,031,413.24	76%

IN-KIND (NON-FEDERAL SHARE)	CURRENT MONTH	YTD	IN-KIND BUDGETED	IN-KIND REMAINING	%
Parents & Volunteer	18,000.34	35,129.75	51,838.00	16,708.25	32%
School District	24,032.51	72,230.47	243,750.00	171,519.53	70%
Donations	3,401.92	10,902.36	35,783.00	24,880.64	70%
TOTAL \$	45,434.77	\$ 118,262.58	\$ 331,371.00	\$ 213,108.42	64%

ADMINISTRATIVE COST	CURRENT MONTH	YTD	ADMIN. COST BUDGETED	ADMIN. COST REMAINING
Personnel	13,434.20	39,906.68	159,915.00	120,008.32
Travel	-	-	165.00	165.00
Supplies	105.06	135.53	1,300.00	1,164.47
Other	2,736.50	6,519.74	31,796.00	25,276.26
TOTAL \$	16,275.76	\$ 46,561.95	\$ 193,176.00	146,614.05

MAR. ADMIN. COST	1.0%
YTD ADMIN. COST	2.8%

**SCOTT COUNTY PUBLIC SCHOOL HEAD START
HEAD START PROGRAM
FINANCIAL REPORT SUMMARIZATION
GRANT #03CH3469-05 (1/1/19-12/31/19)**

MARCH 2019

REVENUES: \$88,733.59 – Federal Funds, \$14,226.59 – USDA (February)

EXPENSES:

Personnel

- Payroll/Fringe: Head Start staff (contracted/non-contracted) payroll & fringe benefits.

Supplies

- Office & Postage: General expenses for program.
- Food Supplies: USDA meals purchased for centers & non-food meal preparation supplies.
- Educational Supplies: General expenses for program.
- Janitorial Supplies: General expenses for program.

Other

- Rent: Office rent, March & April 2019.
- Utilities: Utility service for centers & HS office.
- Telephone: Telephone/internet service for office & centers.
- Maintenance & Repair: Pest control & routine maintenance fees for centers.
- Local Travel: Gasoline for program vehicles & mileage reimbursement to staff.
- Parent Activities: Mileage reimbursement & refreshments for policy council meetings.
- Publications, Ads, & Printing: Copier contracts for office & centers.
- Health Services: Dental services for program children.
- Discretionary Funds: Reimbursements to education staff for classroom supplies.
- Health Examinations: Required health screenings for staff.
- Association, Dues, & Fees: Annual membership renewal.
- Training: VA Head Start Association Conference fees, out-of-town meals purchased during training.

In-Kind Match: \$45,434.77. The remaining in-kind for the budget period is 64%.

Administrative Costs: \$16,275.76. The year-to-date administrative cost is 2.8%, not to exceed 15%.

Credit Card Expenses: \$4,110.15. See attached credit card expense report.

Scott County Public School Head Start Custom Transaction Detail Report March 2019

Name	Memo	Account	Debit	Credit	Balance
Bank of America-Platinum Plus	4689-VAHSA conferenc	20-3800 · Training	2,010.00		-2,010.00
Bank of America-Platinum Plus	refreshments for PBIS leadership training w/Joe	20-3800 · Training	42.06		-2,052.06
Bank of America-Platinum Plus	2275-pediatric first aid/cpr certificaion	20-3800 · Training	30.00		-2,082.06
Bank of America-Platinum Plus	Feb. 2019	20-3800 · Training		0.30	-2,081.76
Bank of America-Platinum Plus	refund for one night stay for out of town training	20-3800 · Training		188.52	-1,893.24
Bank of America-Platinum Plus	meal for Cat in the Hat	5505 · Parent Activities	20.08		-1,913.32
Bank of America-Platinum Plus	quickbooks for March 2019	6001 · Office Supplies	112.80		-2,026.12
Bank of America-Platinum Plus	2777-styrofoam food cartons for field trip	6002 · Food Supplies	29.58		-2,055.70
Bank of America-Platinum Plus	2776-storage containers for classrooms	6013 · Educational Supplies	20.54		-2,076.24
Bank of America-Platinum Plus	2772-pencils for Dr. Seuss week	6013 · Educational Supplies	30.00		-2,106.24
Bank of America-Platinum Plus	2774-letterboard	6013 · Educational Supplies	9.99		-2,116.23
Bank of America-Platinum Plus	2780-CDA renewal application fee	20-3800 · Training	150.00		-2,266.23
Bank of America-Platinum Plus	staff training	20-3800 · Training	82.72		-2,348.95
Bank of America-Platinum Plus	sontainers for field trip lunch	6002 · Food Supplies	9.86		-2,358.81
Bank of America-Platinum Plus	2786-supplies	6002 · Food Supplies	17.94		-2,376.75
Bank of America-Platinum Plus	2786-supplies	6005 · Janitorial Supplies	17.37		-2,394.12
Bank of America-Platinum Plus	10695027-hands on museum field trip team 1	6013 · Educational Supplies	870.25		-3,264.37
Bank of America-Platinum Plus	10695028-hands on museum field trip team 2	6013 · Educational Supplies	710.25		-3,974.62
Bank of America-Platinum Plus	2786-supplies	6013 · Educational Supplies	135.53		-4,110.15
			4,298.97	188.82	-4,110.15

**SCOTT COUNTY PUBLIC SCHOOL HEAD START
EARLY HEAD START FINANCIAL REPORT
GRANT #03HP00004902 (9/1/18-8/31/19)**

MARCH 2019

REVENUE	CURRENT MONTH	YTD	APPROVED FUNDING	UNCOLLECTED FUNDING	%
Federal Funds	38,095.15	186,983.48	378,506.00	191,522.52	51%
USDA	2,134.93	12,671.74	-	-	-
Donations, Other Revenue	-	983.00	-	-	-
TOTAL	\$ 40,230.08	\$ 200,638.22	\$ 378,506.00	\$ 191,522.52	51%

EXPENSES	CURRENT MONTH	YTD	BUDGETED FUNDING	AVAILABLE FUNDING	%
PERSONNEL					
Payroll Expenses	14,439.39	118,125.87	202,403.00	84,277.13	42%
Fringe	4,596.62	41,569.24	93,348.00	51,778.76	55%
TRAVEL					
Out of Town Travel	-	-	1,000.00	1,000.00	100%
SUPPLIES					
Office Supplies	9.99	9.99	3,000.00	2,990.01	100%
Postage	-	-	100.00	100.00	100%
Food Supplies	2,086.23	13,622.71	20,300.74	6,678.03	33%
Food Service Supplies	-	-	1,000.00	1,000.00	100%
Educational Supplies	670.72	1,001.92	20,983.00	19,981.08	95%
Medical & Dental Supplies	19.96	39.92	1,000.00	960.08	96%
Janitorial Supplies	76.90	134.42	1,000.00	865.58	87%
CONTRACTUAL					
Mental Health Services	-	-	1,000.00	1,000.00	100%
EQUIPMENT					
Medical & Dental Equipment	12,468.96	12,468.96	12,468.00	(0.96)	0%
OTHER					
Rent	-	-	-	-	0%
Utilities	289.71	1,531.61	4,500.00	2,968.39	66%
Telephone	230.42	1,398.37	3,000.00	1,601.63	53%
Child Liability Insurance	-	-	144.00	144.00	100%
Maintenance & Repair	226.20	2,337.71	6,760.00	4,422.29	65%
Local Travel	-	82.33	660.00	577.67	88%
Parent Activities	-	-	600.00	600.00	100%
Audit Fee (Accounting & Legal)	-	-	1,000.00	1,000.00	100%
Publications, Ads, & Printing	-	-	500.00	500.00	100%
Health Services	-	52.10	1,000.00	947.90	95%
Field Trips	-	203.96	4,067.00	3,863.04	95%
Discretionary Funds	-	31.90	1,320.00	1,288.10	98%
Transition	-	-	500.00	500.00	100%
Health Examinations	-	-	300.00	300.00	100%
Assoc. Dues & Fees	75.00	885.86	1,500.00	614.14	41%
Training	-	20.00	8,707.00	8,687.00	100%
TOTAL	\$ 35,190.10	\$ 193,516.87	\$ 392,160.74	\$ 198,643.87	51%

IN-KIND (NON-FEDERAL SHARE)	CURRENT MONTH	YTD	IN-KIND BUDGETED	IN-KIND REMAINING	%
Parents & Volunteer	4,226.65	40,771.61	73,463.00	32,691.39	45%
School District	845.15	6,467.07	9,150.00	2,682.93	29%
Donations	3,466.98	13,078.53	12,015.00	(1,063.53)	-9%
TOTAL	\$ 8,538.78	\$ 60,317.21	\$ 94,628.00	\$ 34,310.79	36%

ADMINISTRATIVE COST	CURRENT MONTH	YTD	ADMIN. COST BUDGETED	ADMIN. COST REMAINING
Personnel	2,203.32	15,672.69	30,020.00	14,347.31
Travel	-	-	200.00	200.00
Supplies	2.00	2.00	600.00	598.00
Other	120.66	1,135.63	4,208.00	3,072.37
TOTAL	\$ 2,325.98	\$ 16,810.32	\$ 35,028.00	18,217.68

MAR. ADMIN. COST	0.5%
YTD ADMIN. COST	3.6%

**SCOTT COUNTY PUBLIC SCHOOL HEAD START
EARLY HEAD START PROGRAM
FINANCIAL REPORT SUMMARIZATION
GRANT #03HP00004902 (9/1/18-8/31/19)**

MARCH 2019

REVENUES: \$38,095.15 – Federal Funds, \$2,134.93 – USDA (February)

EXPENSES:

Personnel

- Payroll/Fringe: EHS staff (contracted/non-contracted) payroll & fringe benefits.

Supplies

- Office Supplies: General program expenses.
- Food Supplies: USDA meals purchased for centers & non-food meal preparation supplies.
- Educational Supplies: General program expenses.
- Medical & Dental Supplies: General program expenses.
- Janitorial Supplies: General program expenses.

Equipment

- Medical & Dental Equipment: Hearing & Vision Screening Equipment purchased.

Other

- Utilities: Utility service for centers.
- Telephone: Telephone/internet service for centers.
- Maintenance & Repair: Routine maintenance charges for centers.
- Assoc. Dues, & Fees: Annual fire permit fee.

In-Kind Match: \$8,538.78. The remaining in-kind for the budget period is 36%.

Administrative Costs: \$2,325.98. The year-to-date administrative cost is 3.6%, not to exceed 15%.

Credit Card Expenses: \$336.82. See attached credit card expense report.

Scott County Public School Head Start
Custom Transaction Detail Report
March 2019

Name	Memo	Account	Debit	Credit	Balance
Powell Valley National Bank	2762-office supplies	6001 · Office Supplies	9.99		-9.99
Powell Valley National Bank	2769-infant formula	6002 · Food Supplies	37.98		-47.97
Powell Valley National Bank	2762-food supplies	6002 · Food Supplies	75.17		-123.14
Powell Valley National Bank	2782-dental supplies	6004 · Medical & Dental Supplies	19.96		-143.10
Powell Valley National Bank	2773-notebooks for Dr. Seuss week	6013 · Educational Supplies	33.00		-176.10
Powell Valley National Bank	2770-toys for classroom	6013 · Educational Supplies	36.98		-213.08
Powell Valley National Bank	2771-vacuum toy for classroom	6013 · Educational Supplies	49.99		-263.07
Powell Valley National Bank	2769-safety locks	6013 · Educational Supplies	49.98		-313.05
Powell Valley National Bank	2782-storage supplies	6013 · Educational Supplies	23.77		-336.82
			336.82	0.00	-336.82

**SCOTT COUNTY PUBLIC SCHOOL HEAD START AND EARLY HEAD START
ELIGIBILITY AND ENROLLMENT PRIORITIES
2019-2020**

To be eligible for services in Scott County, children must be age 6 weeks to 4 years old. For Head Start, a child must turn 3 years old by the date used to determine eligibility for public school, and be no older than the age required to attend school. According to Virginia Law, a child must be 5 years old by **September 30** of the current year to attend Kindergarten.

Children enrolled as income eligible remain eligible through the second year of their enrollment in Head Start. An income eligible child may be enrolled as of his/her third birthday when it falls after September 30 of the current enrollment year and may be enrolled in Head Start for three years. To enroll for a third year of Head Start, family income must be re-verified.

Any enrollment slots remaining may be filled from the prioritized by area waiting list of over-income children, as long as the income-eligible waiting list under 100% has been exhausted. The total over income children may not exceed 10% of the funded enrollment. Over-income children enrolled in a given year are not automatically eligible the following year, but must again be screened for eligibility.

An additional 35% of children may be between 100-130% of the federal poverty line if the program ensures that it has followed the above criteria. The program has established and implemented outreach, and enrollment policies and procedures to ensure it is meeting the needs of pregnant woman or children, and children with disabilities, before serving children that do not meet the following criteria:

Head Start

1. Age eligible children returning from the preceding school year.
2. Early Head Start transition
3. Foster child or homeless
4. Family is eligible or receiving public assistance through TANF (Temporary Assistance for Needy Families) or the SSI (Supplemental Security Income) program.
5. Income eligible child under 100% of poverty level with a suspected or documented disability.
6. Child with family income at greatest % below 100% of poverty level
7. Oldest income eligible child under 100% of poverty level.
8. Child with special family circumstances. For example: A single parent working or in school, a child in the care of a relative, or a child of an incarcerated parent.

**SCOTT COUNTY PUBLIC SCHOOL HEAD START AND EARLY HEAD START
ELIGIBILITY AND ENROLLMENT PRIORITIES
2019-2020**

Early Head Start

1. Age eligible children returning from the preceding school year.
2. Foster child or homeless
3. Family is eligible or receiving public assistance through TANF (Temporary Assistance for Needy Families) or the SSI (Supplemental Security Income) program.
4. Income eligible child under 100% of poverty level with a suspected or documented disability.
5. Child with family income at greatest % below 100% of poverty level and is working or attending school.
6. Income eligible child under 100% of poverty level.
7. Child with special family circumstances. For example: A single parent working or in school, a child in the care of a relative, or a child of an incarcerated parent.

Key insights from the annual self-assessment which is conducted to evaluate the program's progress toward meeting goals, compliance with regulatory requirements, and the effectiveness of professional development and family engagement systems in promoting school readiness.

305 Legion Street (276) 386-6051
Weber City, VA 24290 centraloffice@scottcountyheadstart.org

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INTRODUCTION

PROGRAM DESCRIPTION

Scott County Public School Head Start (SCPSHS) began in Scott County as an eight-week summer program in 1965. The Rural Areas Development Association, Inc. (RADA) was the fiscal agent & grantee for the Head Start program. In 1995, the Head Start grant was awarded to Scott County Public Schools, who serves as the fiscal agent and grantee today. In addition to the Head Start grant, an Early Head Start grant was awarded to Scott County Public Schools in 2017. The program currently operates three full calendar year, 8-hour per day center-based classrooms and is funded to serve 24 children ages six weeks to three years.

CONTEXT FOR SELF ASSESSMENT

SCPSHS conducts self-assessment activities annually in accordance with Head Start Performance Standard 1302.102(b)(2) to evaluate service quality and work performance as well as influence continuous quality improvement.

The Self-Assessment team is comprised of management, staff, Policy Council representatives, School Board members, parents, and community partners. This team evaluates the program in targeted areas using a strength based approach and collaborative inquiry to analyze data collected.

Data sources reviewed by the Self-Assessment team include child and family outcomes data, professional development data, ongoing monitoring data, and other applicable program data.

Discoveries and recommendations from the Self-Assessment team will be used to inform program planning and continuous improvement.

SELF-ASSESSMENT METHODOLOGY

The self-assessment consists of the following focus areas:

1. **Program Management and Quality Improvement**
 - Evaluate the program's effectiveness in providing staff with professional development trainings and opportunities to enhance their knowledge and skills within the scope of their job responsibilities.
 - Evaluate how the program uses data to identify program strengths, needs, and areas needing improvement & how the program evaluates progress toward achieving program goals and compliance with program performance standards, and assess the effectiveness of professional development.
 - Evaluate the program's structure of governance for making effective decisions related to program design and implementation.
 - Evaluate the effectiveness of the program's involvement of parents in program operations and active engagement of Policy Council in the direction of the program.
2. **Education and Child Development Services**
 - Evaluate the program's school readiness efforts in alignment with the Head Start Early Learning Outcomes Framework (HSELOF), and Virginia early learning standards.
 - Evaluate the program's teaching practices to ensure the promotion of progress toward school readiness and high-quality learning experiences for children.
 - Evaluate the program's effectiveness in ensuring teaching staff are prepared to implement curriculum and support children's progress towards school readiness.
3. **Health Services**
 - Evaluate the effectiveness of the service area's ongoing monitoring procedures and practices in ensuring children's health needs are identified and addressed promptly.
 - Evaluate the program's ability to promote mental health and social and emotional well-being through the use of mental health consultants to support staff.
 - Evaluate the program's effectiveness to maintain and monitor effective oral health practices and nutrition services that meet nutritional needs and accommodate feeding requirements and allergies.
 - Evaluate the program's process for monitoring and maintaining healthy and safe environments.
4. **Family and Community Engagement Services**
 - Evaluate the program's ability to effectively establish a positive goal-oriented relationship with families, impact family wellbeing and promote family engagement in children's learning and development by first identifying areas of strength followed by opportunities for improvement.
5. **Fiscal Infrastructure**

- Evaluate the program's effectiveness in developing and implementing a budget to sustain management, staffing structures, and the delivery of services that support the needs of enrolled children and families.
- Evaluate the program's ability to implement a fiscal management system that supports the organization's ongoing capacity to execute its budget over time and meet the needs of the organization.
- Evaluate the program's effectiveness of control over and accountability for all funds, property, and assets.
- Evaluate the program's compliance with application, prior approval, and reporting requirements for facilities purchased, constructed, or renovated with Head Start funds.

6. **ERSEA: Eligibility, Selection, Enrollment, and Attendance**

- Evaluate the program's effectiveness in enrolling children who are categorically eligible or who meet defined income-eligibility requirements including at least 10% filled by children eligible for services under IDEA.
- Evaluate the program's system used to monitor attendance data to support families in promoting individual child attendance and inform program improvements where monthly attendance rates indicate systematic attendance issues.
- Evaluate the program is submitting accurate monthly enrollment numbers to HSES.

SELF-ASSESSMENT RESULTS

The Self-Assessment team identified program strengths and successes that can potentially be built upon to support continuous improvement. In addition, goal areas for program improvement and action steps discussed from the self-assessment are delineated under the six focus areas. Management will utilize the information to make decisions about program operations that will seek to improve service delivery and close any identified gaps in the program's overall performance.

Program Management & Quality Improvement

Strengths

- Positive working relationship with Scott County Public Schools.
- Exceeds the required service duration hours for Early Head Start.
- Strong working relationship with Smart Beginnings and Virginia Quality.
- Effective system for reporting program operations and financial status to Board and Policy Council.
- Offers families and community information about our program through social media and website.
- Ongoing and effective communication system between staff and families through phone calls, text, home visits, social media, conferences, email, and written mail.

Areas of Improvement

1. *Need for a system of peer observation and mentoring implemented across program.*

Action Steps	Time Frame	Team Member
Discuss peer observation needs during performance appraisals	2019-2020	CDSC
Design schedule for peer observations for Teachers.	2019-2020	CDSC
Provide peer observation opportunities for Teachers and Family Resource Specialist.	2019-2020	CDSC

2. *Enrich coaching opportunities to enhance professional development.*

Action Steps	Time Frame	Team Member
Conduct a Teacher Self-Assessment survey with new staff or as needed.	2019-2020	CDSC
Design coaching schedule based on the needs of individual staff.	2019-2020	CDSC

3. *Provide intentional professional development in language and literacy for infants.*

Action Steps	Time Frame	Team Member
Research professional development opportunities in language and literacy.	2019-2020	CDSC
Provide professional development during pre-service training.	2019-2020	CDSC
Design coaching schedule based on the needs of individual staff.	2019-2020	CDSC

4. *Expand staff knowledge and abilities on data entry.*

Action Steps	Time Frame	Team Member
In-service training will be provided to staff regarding Child Plus and data entry.	August 2019	Mgmt. Team

5. *Revise system of professional development for new staff.*

Action Steps	Time Frame	Team Member
Create timeline of required trainings.	2019-2020	Mgmt. Team
Create orientation training materials.	2019-2020	Mgmt. Team

6. *Review self-assessment data and program goals during quarterly meetings.*

Action Steps	Time Frame	Team Member
Discuss progress, outcomes, and challenges of self-assessment data and program goals.	2019-2020	Mgmt. Team

7. *Revise the program's method of engaging families in carrying out parent committee responsibilities.*

Action Steps	Time Frame	Team Member
Review responsibilities of parent committee via performance standards.	2019-2020	Mgmt. Team
Create a plan for carrying out parent committee responsibilities.	2019-2020	Mgmt. Team
Design a summary report to enhance effective communication between policy council and parent committee.	2019-2020	Mgmt. Team

8. *Increase parent representation at Policy Council meetings.*

Action Steps	Time Frame	Team Member
Provide orientation to parents on the purpose of policy council.	2019-2020	FRS
Ensure each classroom maintains a policy council member and alternate.	2019-2020	FRS

Education and Child Development Services

Strengths

- Third adult in each classroom and multiple curricula resources enhancing classroom quality.
- Partnership with Infant/Toddler Specialist of United Way
- Curriculum and assessment is aligned with the Head Start Early Learning Outcomes Framework.
- Strong system to encourage family literacy implemented across program.
- Collaborative Early Childhood Fair related to Child Find/Recruitment.
- Partnerships with EI and community agencies related to disabilities services.
- Smooth transition process to Head Start through family partnerships and staff collaboration efforts.
- LEA provides one SLP for all Early Head Start classrooms.
- All licenses are current, posted, and filed in main office.
- EI therapists provide services within the classrooms.
- Collaboration between Head Start and Early Head Start education staff.

Areas of Improvement

1. *Provide staff training in dual language and culturally diverse environments to increase awareness.*

Action Steps	Time Frame	Team Member
Provide training during pre-service and staff development meetings.	2019-2020	CDSC
Utilize community members/resources during in-service meetings and program planning.	2019-2020	CDSC
Explore sign language curricula and training opportunities.	2019-2020	CDSC

2. *Expand on-going training including special needs and disabilities to staff and families.*

Action Steps	Time Frame	Team Member
During pre-service, continue to provide overview/information from Early Intervention and SLP.	2019-2020	CDSC
Provide training related to special needs for families with children with disabilities.	2019-2020	CDSC
Provide training on using ASQ and COR data to write individualized plans.	2019-2020	CDSC
Explore vocabulary curriculum and other ways of targeting vocabulary on weekly lesson plans.	2019-2020	CDSC

Develop a system of ongoing COR training and monitoring.	2019-2020	CDSC
Provide training in conflict resolution.	2019-2020	CDSC

3. Design an informational handout on the disability referral process.

Action Steps	Time Frame	Team Member
Create informational pamphlet for families of children referred to EI.	2019-2020	CDSC
Share pamphlet with staff during pre-service and add to Center forms manual.	2019-2020	CDSC

4. Ensure maximum educational opportunities through field trip experiences.

Action Steps	Time Frame	Team Member
Discuss previous field trip experiences with education staff.	2019-2020	Mgmt. Team
Explore additional field trip experiences.	2019-2020	Mgmt. Team
Educate staff on field trip requirements.	2019-2020	Mgmt. Team

5. Enhance program's transition process from Early Head Start to Head Start.

Action Steps	Time Frame	Team Member
Revise procedure to include child present during transition home visit.	2019-2020	CDSC
Review orientation process with staff.	2019-2020	Mgmt. Team
Review transition paperwork requirements during pre-service.	2019-2020	CDSC

Health Services

Strengths

- Timely health referrals.
- Strong relationships with community partners including WIC, Clinch River Health Services, Lenowisco Health District, and Frontier Health.
- Hearing and vision screening equipment purchased for program use.
- Health services screening equipment provides more documentation for families and medical professionals.
- Partnered with families to maintain raised gardens at all sites.
- Timely communication ensuring parents are advised of their child's health status.
- Teaching staff is MAT, pediatric first aid, and CPR certified. FRS staff are pediatric first aid certified.

- Early Head Start staff reinforce safety rules regularly throughout the year.
- Well maintained classrooms and playgrounds.
- Promote safe and healthy environments through ongoing monitoring.

Areas of Improvement

1. *Improve oral health partnerships.*

Action Steps	Time Frame	Team Member
Provide an additional dental fair for Early Head Start.	2019-2020	FRS
Explore additional dental services.	2019-2020	FRS
Provide oral health education to families and staff.	2019-2020	FRS

2. *Increase parent understanding of Early Head Start health requirements.*

Action Steps	Time Frame	Team Member
Utilize parent meetings and orientation to educate parents on required health documentation.	2019-2020	FRS

3. *Provide the opportunity for children and families to gain knowledge in growing and harvesting a vegetable garden.*

Action Steps	Time Frame	Team Member
Collaborate with families, LEA, Master Gardeners, and community to educate children on best practices in gardening.	2019-2020	Mgmt. Team
Extension staff to conduct gardening classes for staff and parents.	2019-2020	Mgmt. Team

4. *Explore options for MAT and First Aid/CPR training to staff.*

Action Steps	Time Frame	Team Member
Research MAT trainers.	2019-2020	Mgmt. Team
Implement plan for an onsite First Aid/CPR instructor.	2019-2020	Mgmt. Team

5. *Ensure all centers have safe plate outlet covers.*

Action Steps	Time Frame	Team Member
Purchase and install safe plate outlet covers for Weber City site.	2019-2020	Mgmt. Team
Utilize Health and Safety checklist.	2019-2020	Mgmt. Team

6. *Revise monitoring process for pre-employment background checks.*

Action Steps	Time Frame	Team Member
Review policy and make changes as needed.	August 2019	Mgmt. Team

Family and Community Engagement Services

Strengths

- Monthly family engagement events focus on specific school readiness activities.
- Family Assessment is aligned with PFCE framework.
- The Early Head Start strengthens the support to the community.
- Strong father-figure participation throughout classrooms.
- Positive rapport between teachers and families.

Areas of Improvement

1. *Explore possibility of using an automated message system for program updates and events.*

Action Steps	Time Frame	Team Member
Contact LEA and/or IT for more information.	2019-2020	Mgmt. Team

2. *Review parenting curriculum options.*

Action Steps	Time Frame	Team Member
Meet with Frontier Health to discuss parenting curriculum.	August 19	Mgmt. Team
Explore potential parenting curricula.	August 19	Mgmt. Team

3. *Increase family engagement and parent committee attendance.*

Action Steps	Time Frame	Team Member
Survey families about availability for attending events.	May 19	FRS
Create a calendar of events to meet needs of families.	June 19	Mgmt. Team

Fiscal Infrastructure

Strengths

- Access to comprehensive fringe benefits package to attract qualified applicants for employment.
- Strong financial transparency and fiscal oversight.
- Positive working relationship between grantee and staff.
- Effective cost allocation methods.

Areas of Improvement

1. *Increase infant/toddler workforce.*

Action Steps	Time Frame	Team Member
Collaborate with local colleges to attain prospective employees.	2019-2020	Mgmt. Team
Participate in local job fairs.	2019-2020	Mgmt. Team

2. Increase volunteer opportunities.

Action Steps	Time Frame	Team Member
Create parent/volunteer calendar per classroom.	May 19	FRS
Create a list of volunteer opportunities for families.	May 19	FRS
Create a list of community volunteer resources.	2019-2020	Mgmt. Team
Contact community resources and schedule volunteer hours.	2019-2020	Mgmt. Team

3. Revise Financial Manual.

Action Steps	Time Frame	Team Member
Review Financial Manual and make changes as needed.	2019-2020	AA/FO

4. Secure permanent notice of federal interest postings on facilities.

Action Steps	Time Frame	Team Member
Explore options for permanent signs.	July 19	AA/FO
Purchase signs.	August 19	AA/FO

5. Improve the method of staff timesheets.

Action Steps	Time Frame	Team Member
Explore time sheet options.	May 19	AA/FO
Training staff on new time sheet method.	August 19	AA/FO
Implement new time sheets.	August 19	AA/FO

6. Improve staff wellness initiatives.

Action Steps	Time Frame	Team Member
Research methods for staff wellness.	May 19	AA/FO
Submit survey to staff.	May 19	AA/FO
Implement wellness initiatives based on survey results.	August 19	AA/FO

7. Implement initiatives to increase staff morale.

Action Steps	Time Frame	Team Member
Research initiatives for increasing morale.	May 19	AA/FO
Submit survey to staff.	May 19	AA/FO

Implement initiatives based on survey results.	August 19	AA/FO
--	-----------	-------

ERSEA: Eligibility, Selection, Enrollment, and Attendance

Strengths

- Effective use of Facebook for recruitment.
- Maintains steady waitlist.

Areas of Improvement

1. *Ensure children attend school on a regular basis.*

Action Steps	Time Frame	Team Member
Revise and reinforce program's attendance policy with staff and families.	2019-2020	Mgmt. Team
Staff will be trained to implement strategies that promote children's attendance.	2019-2020	Mgmt. Team
FRS will monitor attendance in ChildPlus and be in regular communication with education staff. FRS will make the appropriate follow-up contact as required. Teachers will give attendance report to each family during conferences.	2019-2020	FRS
FRS will alert parents to the number of absences during routine family service contacts.	2019-2020	FRS
Classroom staff will include a listing of children's names with perfect attendance in the program newsletter and the classroom parent board.	2019-2020	Education Staff

CONCLUSION

Scott County Public School Head Start continues to strive for high performance and high-quality service delivery by utilizing program data to inform the decision making process and continuous quality improvement efforts. The insight received during this year's self-assessment will be used to assist the management team with implementing an improvement plan. The success of the improvement plan based on action steps and suggested time frames will be tracked and monitored to measure progress during quarterly data management team meetings.

The 2019 Early Head Start Self-Assessment has been presented and approved by the Scott County Public School Head Start Policy Council and the Scott County School Board of Directors.

Director, Head Start

Date

Chairperson, Policy Council

Date

Chairman, School Board

Date

Scott County Public School
Early Head Start Program
FY 2019
Continuation Grant Application



**Scott County
Head Start**

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SECTION I. PROGRAM DESIGN & APPROACH TO SERVICE DELIVERY

SUB-SECTION A: GOALS

1. Program Goals, Measurable Objectives, and Expected Outcomes

SCPSHSP has no updates or changes to the Program Goals, Measurable Objectives, and Expected Outcomes.

Program Goal 1: To prepare children to be ready to succeed developmentally, academically, and socially.	
Objectives	
1. To strengthen the ability of teachers and parents to improve the vocabulary of enrolled children. Expected Outcome (Children will have age appropriate receptive and expressive vocabulary.)	
Progress/Outcomes	Challenges
3 out of 4 completed checkpoints show 55% of the children have age appropriate receptive and expressive vocabulary.	Evolving transitional process (children aging out of early and enrolling new children mid-year).
Activities or Action Steps to Meet Objective:	
2. Promote strategies to increase children's attendance in the center. Expected Outcome (Each center will maintain a monthly average attendance of 85%.)	
Progress/Outcomes	Challenges
As of April 2019, 4 out of 9 months the 85% average was met. Four of the 5 months that the 85% was not met, the average was between 80% and 84%. July was the lowest month.	The pattern of absenteeism presents itself at times when Early Head Start children have siblings in Head Start. If Head Start is closed due to inclement weather or spring break, attendance is generally low.
Activities or Action Steps to Meet Objective:	
3. Increase quality classroom interactions. Expected Outcome (Teachers will be knowledgeable in the I/T CLASS tool and the indicators assessed.)	
Progress/Outcomes	Challenges
Teachers have received training in CLASS/ITERS. 8% increase in PQA (Adult child interaction scores). Both Early Head Start centers were rated in VQRIS. One center received a '4' and the other received a '5'.	Staff turnover in one classroom.
Activities or Action Steps to Meet Objective:	
1. Provide training to teachers in infant/toddler CLASS. 2. Utilize Teachstone CLASS video library. 3. Participate in the Virginia Quality Rating & Improvement System (VQRIS). Data, Tools, or Methods for Tracking Progress Above:	

1. Program Quality Assessment (PQA) 2. CLASS Observation tool/ITERS.	
4. Increase teachers' knowledge and skills in supporting age appropriate social/emotional competence. Expected Outcome (Implementation of an evidence based framework of social/emotional skills for infants and toddlers.)	
Progress/Outcomes	Challenges
Pyramid Model Implementation Process: Leadership team attended Program-Wide Implementation Leadership Team training. All staff participated in Pyramid Model training. Leadership team reviewed program wide PBS Benchmarks of Quality with staff. Leadership team has meet on a monthly basis. The program got staff buy-in. Families and Staff voted on 3 Program Wide Expectations and a mascot. The expectations are as follows: Be Safe, Be Respectful, and Be Helpful. The Mascot is Hootie the Owl. An owl costume, small stuffed owl, stuffed turtle, and turtle puppet were purchased as resources. Teachers sharing strategies with each other.	Ensure that all staff utilize the Pyramid Model. Staff turnover
Activities or Action Steps to Meet Objective: 1. Collaborate with Infant/Toddler Mental Health Specialist. 2. Part of the Leadership team attended the following TA system's organized trainings to support PBIS Implementation: Prevent Teach Reinforce – Young Children (module 3), Teaching Pyramid Infant – Toddler Observation Scale Training (TPITOS) 3. Pyramid Model training planned for pre-service. Data, Tools, or Methods for Tracking Progress Above: 1. Program Quality Assessment (PQA) 2. TPITOS observations 3. ITERS	

Program Goal 2: Actively engage families to participate in program opportunities to support their child's development and achievement of family goals.

Objectives	
1. Plan Family Engagement events to accommodate families' working schedules. Expected Outcomes (Families will increase attendance in Family Engagement Days/Nights.)	
Progress/Outcomes	Challenges

Monitoring data reflected that families' schedules varied by classroom. One center has a well working system for family engagement; families consistently participate in center activities. The other center has inconsistent attendance for these events.	Working parents with varying schedules.
Activities or Action Steps to Meet Objective: 1. Survey families regarding availability for attending events. 2. Create a calendar of yearly family engagement events. Data, Tools, or Methods for Tracking Progress Above: 1. Surveys 2. ChildPlus Family Engagement Tracking	
2. Design and implement new strategies / resources appropriate for Early Head Start family engagement events that will maximize parent's participation. Expected Outcomes (Families will increase attendance in Family Engagement Days/Nights.)	
Progress/Outcomes	Challenges
There has been an increase in family participation at one center.	Monitoring reflected the need to implement more strategies to support individual classrooms & families.
Activities or Action Steps to Meet Objective:	

Program Goal 3: Cultivate and maintain safe, secure, and healthy environments that support children's learning and development.	
Objectives	
1. Install security cameras at each site. Increase safety of children and staff.	
Progress/Outcomes	Challenges
Security Cameras have been installed in each classroom and on playgrounds.	Due to lack of high speed internet, it is hard to ensure that all cameras are running at all times. The cameras are monitored on a daily basis.
Activities or Action Steps to Meet Objective: 1. Obtain quotes for security cameras. 2. Select vendor for security camera installation. 3. Oversee installation. Data, Tools, or Methods for Tracking Progress Above: 1. Purchase Order 2. Invoice Statement Form	
2. Install Safe Plate Outlet Covers in the Weber City EHS centers.	
Progress/Outcomes	Challenges

Tamper resistant receptacles were installed throughout the building.	Safe plate outlet covers did not provide for the safest protection.
Activities or Action Steps to Meet Objective: 1. Research safe outlet covers/receptacles. 2. Purchase tamper resistant receptacles. 3. Contact maintenance for installation. 4. Oversee installation. Data, Tools, or Methods for Tracking Progress Above: 1. Purchase Order 2. Invoice Statement form 3. Maintenance Tracking form	
3. Purchase t-shirts and assign individual colors to each classroom. Expected Outcomes (Increase safety on field trips.)	
Progress/Outcomes	Challenges
T-shirts were purchased for each classrooms.	When it is time to reorder, ensuring that the same color is available for each classroom.
Activities or Action Steps to Meet Objective: 1. Research vendors for t-shirts. 2. Purchase t-shirts from vendor. 3. Distribute t-shirts to classrooms. Data, Tools, or Methods for Tracking Progress Above: 1. Purchase Order 2. Invoice Statement form	

Program Goal 4: Strengthen opportunities for professional development and career growth. Expected Outcome (Teachers will have the opportunity to increase their skills and knowledge.)	
Objectives	
1. Provide opportunities for teachers to improve and refine teaching practices.	
Progress/Outcomes	Challenges
EHS teachers participated in peer observations.	Center coverage Staff Turnover
Activities or Action Steps to Meet Objective: 1. Design a schedule for peer observations. 2. Provide targeted training. Data, Tools, or Methods for Tracking Progress Above: 1. Peer observation schedule 2. Training records	

2. Assess teachers and support staffs' skills, knowledge, strengths, and needs to create a professional development plan. Expected Outcomes (Individualized professional development plan for each teacher and EHS support staff.)	
Progress/Outcomes	Challenges
Conducted a teacher self-assessment survey with new staff. Designed a coaching schedule based on the needs of individual staff.	Staff turnover Time management
Activities or Action Steps to Meet Objective:	

3. Alignment of School Readiness Goals with Early Learning Outcomes

No additions, deletions, or changes were made to the School Readiness Goals.

4. Governing Body/Policy Council Involvement in Establishing Program Goals

No additions, deletions, or changes were made to the Program Goals.

SUB-SECTION B: SERVICE DELIVERY

1. Service and Recruitment Area (1302.11(a), 1302.13)

SCPSHSP has no updates or changes to the service area.

2. Needs of Children and Families (1302.11(b), Special Instruction on Community Assessment)

2a. Number of Eligible Children Under Five Years of Age

Of the 23,177 county residents in Scott County, 1,173 are under 5 years of age.

Approximately 28.7% of Scott County's population under 18 years of age are below the federal poverty level (US Census). 97.7% of residents are white with .8% being African American, .3% American Indian and Alaska Native, .2% Asian, .1% Native Hawaiian and Other Pacific Island, .9% Two or more Races, and 1.3% Hispanic or Latino. The US Census American

Community Survey 5-year estimate reports there are 4,421 females 16 years and over in the Scott County labor force with 1,334 having children under 6 years of age.

According to the Scott County Department of Social Services, there are currently 10 children under the age of 5 in foster care. During the 2018-2019 school year, SCPSHS served 2 infants and toddlers from the Scott County Foster Care program. Infant Toddler Connection currently serves 24 children in Scott County. An additional two referrals have been made to this agency. Of the 24 children served, 7 are enrolled in the Early Head Start program, 5 of which have developmental delays and 2 with speech delays. SCPSHSP currently serves seven children with a documented IFSPs and 2 children with suspected disabilities. As evidence above, SCPSHS recruitment efforts include actively locating and recruiting children with disabilities, those that are homeless, and those in foster care.

Five dentists provide oral care services in Scott County however, only one office accepts Medicaid patients. SCPSHS has partnered with this dental office to provide dental screenings for enrolled children.

3. Proposed Program Option(s) and Funded Enrollment Slots (1302 Subpart B, HSPPS Compliance Table)

SCPSHS does not propose to change or convert the number of funded enrollment slots.

4. Centers and Facilities

SCPSHS does not propose any changes to the service locations or any minor renovations/repairs. SCPSHS does not have facilities activities subject to 1303 Subpart E.

5. Eligibility, Recruitment, Selection, Enrollment, and Attendance (1302.13, 1302.14, 1320.15, 1302.16)

SCPSHSP has made no updates or changes to the recruitment and selection criteria.

6. Education and Child Development (1320 Subpart C)

SCPSHSP has made no updates or changes to the education and child development.

7. Health (1302 Subpart D)

Beginning in July 2019, the Health and Nutrition Services Coordinator will utilize the Teaching Pyramid Infant/Toddler Observation Scale (TPITOS) in each center to support children and staff in promoting social/emotional development.

8. Family and Community Engagement (1302 Subpart E)

8c. Program's Research-based Parenting Curriculum

SCPSHS has investigated various research-based parenting curriculums. The program staff met with Training and Technical Assistance (T/TA) Early Childhood Specialist to discuss and review Head Start Compendium of Parenting Interventions and to review costs, culturally relevant practices, and accessibility. SCPSHS also contacted other agencies to gather information on their implemented curriculum. The program reviewed child outcomes data to assess the domains of learning. Nurturing Parenting Program was chosen to help professionals working with parents to promote positive and effective parenting behaviors that support children's social and emotional development. Our program is partnering with Frontier Health. The agency will be providing the training. This curriculum is designed for ages 0 to 5 years.

9. Services for Children with Disabilities (1302 Subpart F)

SCPSHSP has made no updates or changes to serving children with disabilities

10. Transition (1302 Subpart G)

SCPSHSP has no updates or changes to transition services.

11. Services to Enrolled Pregnant Women (1302 Subpart H)

SCPSHS does not provide services to enrolled pregnant women.

12. Transportation

SCPSHSP has made no updates or changes to the transportation services.

SECTION C: GOVERNANCE, ORGANIZATIONAL, & MGMT. STRUCTURES

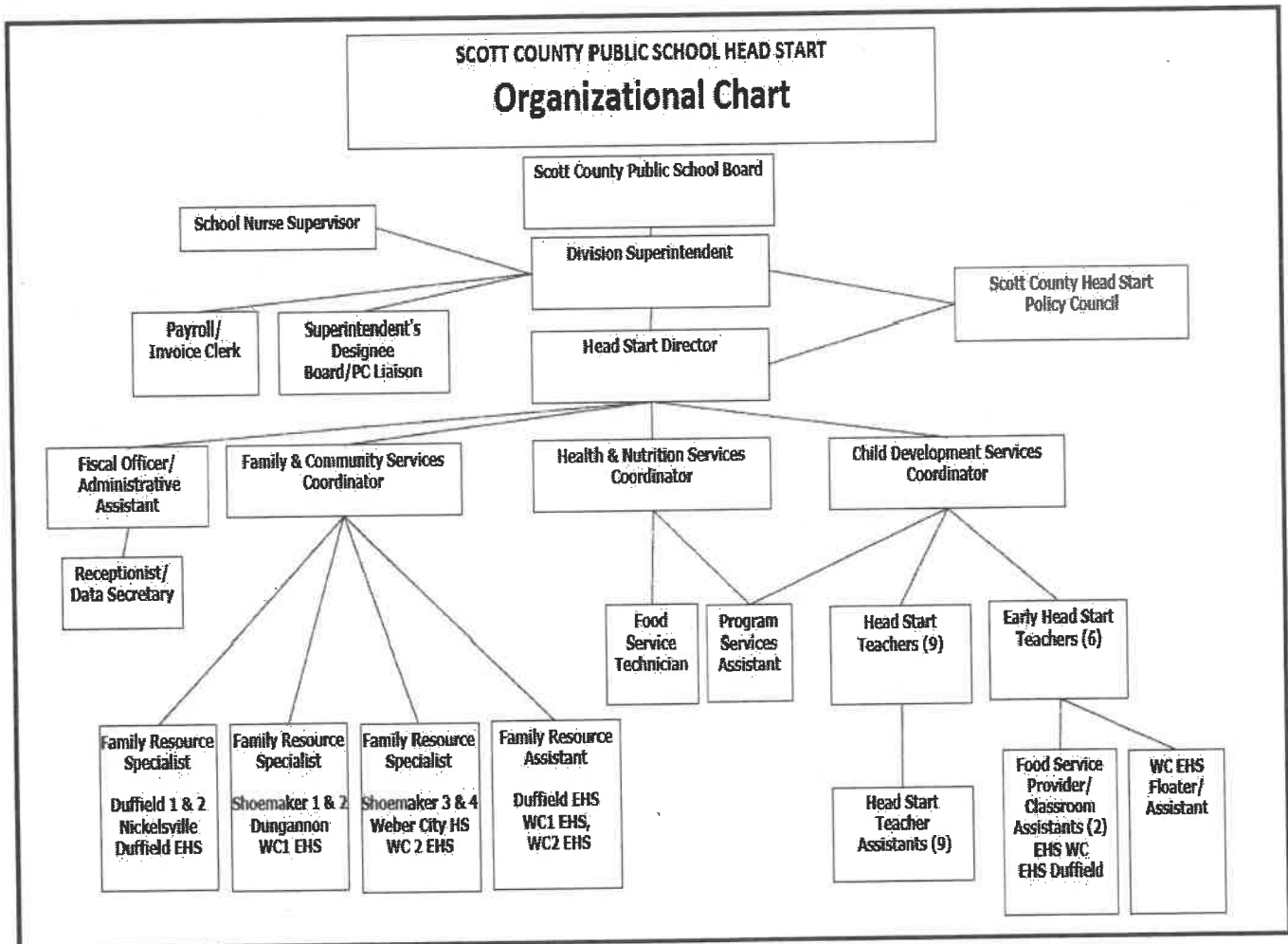
1. Governance

SCPSHSP has no updates or changes to Governance.

2. Human Resource Management (1302 Subpart I)

a. Organizational Chart

April, 2019



2d.2 Program's Approach to Implementing Research-based Coordinated Coaching

Strategy

Our Practice Based Coaching consists of utilizing the TPITOS (Teaching Pyramid Infant-Toddler Observation Scale), ITERS, and the PQA (Program Quality Assessment) which provide the coordinated coaching strategy for education staff. Based on these tools, we determine the intensity of coaching necessary to identify strengths, areas of needed support, and which staff would benefit most from coaching.

3. Program Management and Quality Improvement (1302 Subpart J)

3b. System to Ensure Continuous Program Improvement Utilizing Data & Supervision

SCPSHS has a systematic, ongoing process to provide supervision to the staff. TPITOS (Teaching Pyramid Infant-Toddler Observation Scale) and Program Quality Assessment (PQA for Infants and Toddler) will be used to monitor and support individual staff professional development.

3c. Ensuring Budget and Staffing Patterns Promote Continuity of Care

SCPSHS management system ensures that the budget and staffing patterns promote continuity of care by ensuring that children and their teacher remain together for more than one year. Each classroom has 2 credentialed teachers with a ratio of 4 to 1. A floater/substitute will be utilized to provide additional support to individual children. Two Food Service Providers/Substitute Assistants will work 5.5 hours per day to provide additional support to staff and children. Additionally, a Family Resource Assistant will work 7 hours per week in each classroom to provide support to children and their families. In addition to education staff, SCPSHS employs a Program Services Assistant, three Family Resource Specialists, a Family and Community Services Coordinator, and a Receptionist/Data Secretary who devotes 5% of their time working with early head start families. The Health and Nutrition Services Coordinator devotes 10% of their time working with early head start families and the Child Development

Coordinator, Director, and Fiscal Officer/AA devotes 15% of their time working with early head start families. The yearly calendar allows for 20 days of Pre-Service and In-Service training and professional development opportunities. The SCPSHS annual training plan addresses state and federal mandates and initiatives, program needs, center needs, and individual staff needs. SCPSHS will meet the requirements for full-day, full-year comprehensive services by providing 8 hours per day, 5 days per week for 220 days for a total of 1,760 hours per year for all children.

SECTION II. BUDGET AND BUDGET JUSTIFICATION NARRATIVE

1. Detailed Narrative

The Scott County Public School Head Start refunding letter projects **\$363,656** in federal funds to successfully operate the Early Head Start program for the project period at a funded enrollment total of 24 children. In addition, the training and technical assistance funding allocation will be **\$8,707**. Non-federal matching funds in the amount of **\$93,091** will be achieved through the implementation of this project. The total Early Head Start budget for this project period is **\$465,454**. The justification for budgeted line items will be detailed below along with methods used to project costs for the on-going budget.

1a. PERSONNEL

Scott County Public School Head Start has allocated a total of **\$180,117** of federal funds for payment of contracted, full-time employees. These funds will be used to pay for the salaries of six Early Head Start Teachers. The average annual salary for an Early Head Start Teacher is \$23,560. Three Family Resource Specialists, the Family & Community Services Coordinator, the Receptionist/Data Secretary, and the Program Services Assistant devote 5% of their time working with Early Head Start children and families. The Health & Nutrition Services Coordinator devotes 10% of their time working with Early Head Start children and families.

Additionally, the Head Start Director, Child Development Services Coordinator, and the Administrative Assistant/Fiscal Officer devotes 15% of their time working with Early Head Start children and families.

Scott County Public School Head Start works to ensure wages are reasonable and comparable to wages paid by other organizations in the area. The rates of pay offered to employees of the Early Head Start program are reasonable for the job responsibilities.

PERSONNEL		
CHILD HEALTH & DEVELOPMENT		
Program Managers & Content Area Experts		\$8,376
Child Development Services Coordinator	\$8,376	
Teachers / Infant Toddler Teachers		\$141,357
Teacher, Credentialed (Degree)	\$25,520	
Teacher, Credentialed (Degree)	\$25,520	
Teacher, Credentialed	\$23,360	
Teacher, Credentialed	\$23,360	
Teacher, Credentialed	\$22,449	
Teacher, Credentialed	\$21,148	
Health/Mental Health Services Personnel		\$3,675
Health & Nutrition Svcs. Coordinator	\$3,675	
Other Child Services Personnel		\$838
Program Services Assistant	\$838	
FAMILY & COMMUNITY PARTNERSHIP		
Program Managers & Content Area Experts		\$2,325
Family & Community Svcs. Coordinator	\$2,325	
Other Family & Community Partnership Personnel		\$4,245
Family Resource Specialist	\$1,578	
Family Resource Specialist	\$1,533	
Family Resource Specialist	\$1,134	
PROGRAM DESIGN & MANAGEMENT		
Head Start/Early Head Start Director		\$10,473
Head Start Director	\$10,473	
Clerical Personnel		\$1,502
Receptionist/Data Secretary	\$1,502	
Fiscal Personnel		\$7,326
Administrative Assistant/Fiscal Officer	\$7,326	
PERSONNEL TOTAL		\$180,117

1b. FRINGE BENEFITS

Scott County Public School Head Start has allocated **\$80,710** of the total requested federal funds for payment of Early Head Start employee fringe benefits. The allocated funds will provide payments for the program's share of payroll taxes, insurance, retirement, and other fringe benefits. Scott County Public School Head Start and Scott County Public Schools have worked to create a fringe/benefits package that helps to acquire and retain qualified applicants for positions within the program.

FICA - This line item represents the program's share of Medicare and Social Security taxes. The amount is calculated at 7.65% of total salaries (contracted and non-contracted) paid by this project. The following calculation is used to determine this line item ($\$217,406 \times 7.65\% = \$16,632$).

WORKER'S COMPENSATION - This line item represents the program's share of worker's compensation insurance costs. The amount is calculated at .28% of total salaries (contracted and non-contracted) paid by this project. The following calculation is used to determine this line item ($\$217,406 \times .28\% = \609).

UNEMPLOYMENT - This line item represents the program's share of unemployment costs. The monthly employer cost of unemployment is .38% of total salaries (contracted & non-contracted). The following calculation is used to determine this line item ($\$217,406 \times .38\% = \826).

HEALTH INSURANCE - This line item represents the program's share of health insurance costs. Scott County Public School Head Start offers health insurance to contracted employees,

working 40 hours or more per week. The monthly employer cost for each employee is contingent upon the coverage type. The employer portion of employee only coverage is \$460, employee plus one dependent is \$550, and employee plus two or more dependents is \$725. The program anticipates 83% (5) of contracted staff will enroll/remain enrolled in employer provided health insurance. Based on this percentage, the program's estimated health insurance cost is \$28,680. The following calculation is used to determine this line item ($4 @ \text{emp. only rate } \$460 \times 12, 1 \text{ emp.} + 1 \text{ rate } \$550 \times 12 = \$28,680$).

HEALTH INSURANCE CREDIT – This line item represents the program's share of health insurance credit costs. The program pays a health insurance credit for all contracted employees, working 40 hours or more per week. The monthly employer cost of the health insurance credit is 1.2% of each employee's gross earnings. The following calculation is used to determine this line item ($\$180,117 \times 1.2\% = \$2,161$).

DENTAL INSURANCE - This line item represents the program's share of dental insurance costs. Scott County Public School Head Start offers dental insurance to contracted employees, working 40 hours or more per week. The monthly employer cost of dental insurance for each covered employee is \$20. The program anticipates 83% (5) of contracted staff will enroll/remain enrolled in employer provided dental insurance. Based on this percentage, the program's estimated dental insurance cost is \$1,200. The following calculation is used to determine this line item ($5 \times \$20 \times 12 = \$1,200$).

GROUP LIFE - This line item represents the program's share of group life insurance costs. Scott County Public School Head Start offers group life insurance to contracted employees, working 40 hours or more per week. The monthly employer cost of group life insurance is 1.31%

of each employee's gross earnings. The following calculation is used to determine this line item ($\$180,117 \times 1.31\% = \$2,360$).

RETIREMENT/HYBRID - This line item represents the program's share of retirement costs. Scott County Public School Head Start offers retirement through the Virginia Retirement System to contracted employees, working 40 hours or more per week. Employees hired after July 2014 are enrolled in the new Hybrid VRS retirement plan. The monthly required employee contribution for eligible employees is 5% of gross earnings. The monthly employer cost of retirement is 15.68% of gross earnings. The following calculation is used to determine this line item ($\$180,117 \times 15.68\% = \$28,242$).

The fringe rate for the Early Head Start program is approximately 45% of total contracted personnel expenses.

FRINGE BENEFITS		
Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance		\$18,067
FICA	\$16,632	
Worker's Compensation	\$609	
Unemployment	\$826	
Health / Dental / Life Insurance		\$34,401
Health Insurance	\$28,680	
Health Insurance Credit	\$2,161	
Dental Insurance	\$1,200	
Group Life Insurance	\$2,360	
Retirement		\$28,242
VRS/Hybrid Retirement	\$28,242	
FRINGE BENEFITS TOTAL		\$80,710

1c. TRAVEL

Scott County Public School Head Start has budgeted **\$3,000** for travel expenses incurred by staff and parents while attending beneficial training appropriate to Early Head Start. These line

item expenses are based on traditional expenses incurred for travel by the program. The following calculation is used to determine this line item (*6 meetings per year x \$500 per meeting = \$1,000*).

TRAVEL	
Staff Out-of-Town Travel	\$3,000
TRAVEL TOTAL	\$3,000

1d. SUPPLIES

Scott County Public School Head Start has budgeted **\$33,276** to purchase supplies necessary for this project. The program has evaluated the existing supply expenditures to develop the supply budget.

OFFICE SUPPLIES - has been allotted at \$3,100 for the ongoing budget. These expenditures include the cost of consumable office supplies such as file folders, copier paper, pen, scissors, and printer cartridges. Of the total office supply budget, \$100 has been allotted for postage.

FOOD SUPPLIES - has been allotted at \$8,629 for the ongoing budget. These expenditures include the purchase of nutritional food supplies for children in the center. These funds are in addition to USDA funds the program will apply for. Expenditures from this line item may include non-food supplies for center meal preparation, field trips, food experiences, and meals purchased for all volunteers, who donate three hours per day in the classroom and staff members, who are required to eat with the children. Of the total budgeted line item, \$1,000 has been allotted for food service supplies. These expenditures include the cost incurred for the replacement of appliances and the purchase of chlorine test strips used in the centers.

CLASSROOM/EDUCATION SUPPLIES - has been allotted at \$19,047 for the ongoing budget. These expenditures include the cost of diapers, wipes, and training pants for three Early Head Start classrooms. The estimated cost is \$2,100 (\$350 monthly x 12). The remaining amount will be budgeted for consumable supplies, COR Advantage, PQA, Kindermusik, and any additional classroom/education supplies needed. The estimated cost is \$16,947 for the budget period (24 children/220 days = \$3.21 per day/child).

MEDICAL & DENTAL SUPPLIES - has been allotted at \$1,000 for the ongoing budget. These expenditures include the cost of toothbrushes, toothpaste, and medical supplies such as First Aid kits.

JANITORIAL SUPPLIES - has been allotted at \$1,500 for the ongoing budget. Expenditures from this line item include the cost to clean centers.

SUPPLIES		
Office Supplies		\$3,100
Office Supplies	\$3,000	
Postage	\$100	
Food Supplies		\$8,629
Food Supplies	\$7,629	
Food Service Supplies	\$1,000	
Classroom / Educational Supplies		\$19,047
Medical & Dental Supplies		\$1,000
Janitorial Supplies		\$1,500
SUPPLIES TOTAL		\$33,276

1e. CONTRACTUAL

MENTAL HEALTH SERVICES - has been allotted at \$1,500 for the ongoing budget. The Scott County Public School Head Start has a contract through Frontier Health, Inc. for child observations and other mental health services.

SCPSHS provides high quality, cost effective services for the children and families of this area and has a strong base for the creation of this on-going budget. Every line item has been determined by program standards and the cost incurred in this application is reasonable in light of the services that it will provide to participating children and families.

CONTRACTUAL	
Health / Disabilities Services	\$1,500
CONTRACTUAL TOTAL	\$1,500

1f. OTHER

Scott County Public School Head Start has allotted **\$65,053** for the payment of line items within the “Other” category of the ongoing budget. The majority of the expenditures within this category are explained by line item.

UTILITIES, TELEPHONE - has been allotted at \$7,500 for the ongoing budget. Utilities has been calculated at \$4,500 for the budget period or \$375 per month for one center. Telephone has been calculated at \$3,000 for the budget period. These expenditures include the costs of phone and internet in each classroom. This service will be provided at an approximate cost of \$250 per month.

CHILD LIABILITY - has been allotted at \$144 for the ongoing budget. Scott County Public Schools has child accident insurance with Scholastic Insurance Company. This line item has been calculated at \$12 monthly.

BUILDING MAINTENANCE / REPAIR - has been allotted at \$7,193 for the ongoing budget. These expenditures include the cost of routine pest control maintenance by a licensed

exterminator at a yearly cost of \$110. Additionally, the program expects to pay \$7,083 in costs for maintenance to the playground, center classrooms, and other repairs as needed.

LOCAL TRAVEL - has been allotted at \$660 for the ongoing budget. The program will have a mileage reimbursement rate of \$.505 per mile when staff use personal vehicles for work-related travel. Mileage reports for reimbursement are submitted and paid monthly. This line item has been calculated at 109 miles per month.

SUBSTITUTES – has been allotted at \$37,289 for the payment of non-contracted (part-time) personnel. Two Food Service Providers/Classroom Assistants work 5.5 hours per day, 220 days at the rate of \$7.25 per hour. The budgeted cost of each position is \$8,773. One Floater/Educational Assistant works 4 hours per day, 200 days at the rate of \$7.25 per hour. The budgeted cost of this position is \$5,800. One Family Resource Assistant works 7 hours per day, 3 days a week for approximately 49 weeks at the rate of \$8.50 per hour. The budgeted cost of this position is \$8,747. Scott County Public School Head Start estimates the cost of additional substitutes working in the centers at approximately 365 hours at the rate of \$7.25 per hour. The budgeted cost of these positions is \$2,696. The Payroll/Invoice Clerk is employed by Scott County Public Schools and provides financial assistance including payroll/accounts payable & receivable support to the program. This position is budgeted at a cost of \$2,500.

PARENT SERVICES / ACTIVITIES - has been allotted at \$600 for the ongoing budget. These expenditures include mileage reimbursement to parents for policy council meetings. This line item has been calculated at \$25.00 per child x 24 children = \$600.

ACCOUNTING & LEGAL SERVICES - has been allotted at \$1,000 for the ongoing budget. An audit is conducted every year by the Scott County's contracted auditors.

PUBLICATIONS / ADVERTISING / PRINTING – has been allotted at \$500 for the ongoing budget. These expenditures include the cost of a copier rental.

HEALTH SERVICES (MEDICAL & DENTAL CARE) - has been allotted at \$1,000 for the ongoing budget. These expenditures include the cost of payments for any medical or dental expenses incurred by the children participating in the program.

FIELD TRIPS - have been allotted at \$4,067 for the ongoing budget. These expenditures include the admission, transportation, and any additional costs for children and families while on program field trips.

DISCRETIONARY FUNDS - have been allotted at \$1,800 for the ongoing budget. Discretionary funds are used by classroom and family resource staff to purchase educational items for individual classrooms. Each classroom receives up to \$30 per month. The Family Resource Specialists receives up to \$20 per month to purchase family engagement materials that promote school readiness. All purchases must be pre-approved by supervisors and receipts must be submitted for reimbursement. This line item has been calculated at $\$30 \times 3 \text{ classrooms} \times 12 \text{ months} + \$20 \times 3 \text{ classrooms} \times 12 \text{ months}$.

TRANSITION - funds have been allotted at \$500 for the ongoing budget. These expenditures include the cost of Resource Fair, Early Intervention into Head Start Fair, and appropriate children's books.

HEALTH WELLNESS - has been allotted at \$300 for the ongoing budget. This line item will be used to reimburse staff for costs incurred with meeting the requirements for staff health physicals and TB screenings. The reimbursement is not to exceed \$50 per person.

ASSOCIATION, DUES, FEES, & MARKETING - has been allotted at \$2,500 for the ongoing budget. These expenditures include the cost of licensing the centers, journal subscriptions, job advertisements, recruitment materials, and pre-employment screenings for the Early Head Start program.

OTHER		
Utilities, Telephone		\$7,500
Utilities	\$4,500	
Telephone	\$3,000	
Building & Child Liability Insurance		\$144
Building Maintenance / Repair		\$7,193
Local Travel		\$660
Substitutes		\$37,289
Parent Services		\$600
Accounting & Legal Services		\$1,000
Publications / Advertising / Printing		\$500
Health Services		\$1,000
Field Trips		\$4,067
Discretionary Funds		\$1,800
Transition		\$500
Health Wellness		\$300
Association, Dues, Fees, & Marketing		\$2,500
OTHER TOTAL		\$65,053

1g. ADMINISTRATIVE COSTS

SCPSHS will not exceed the 15% limitation on administrative costs. The administrative costs will be reviewed monthly by the Administrative Assistant/Fiscal Officer and the Director to determine the actual administrative cost to be used to calculate the administrative and programmatic cost on the monthly financial report made available to policy council and the school board.

The 15% maximum allowable administrative costs for the Early Head Start program of Scott County Public School Head Start is **\$69,818** (\$465,454 x 15%). The below listed chart details the budget allocations for administrative cost per line item category.

PERSONNEL	%	BUDGET	ADMIN. COST
Director	100	\$10,473	\$10,473
AA/Fiscal Officer	100	\$7,326	\$7,326
Receptionist/Data Secretary	56	\$1,502	\$841
Superintendent (In-Kind)	100	\$3,060	\$3,060
FRINGE (45%)			
Director	100	\$4,713	\$4,713
AA/Fiscal Officer	100	\$3,297	\$3,297
Receptionist/Data Secretary	56	\$676	\$379
Superintendent (In-Kind)	100	\$1,377	\$1,377
TRAVEL			
Out-of-Town Travel	19	\$3,000	\$570
SUPPLIES			
Office	19	\$3,000	\$570
Postage	19	\$100	\$19
OTHER			
Building Maintenance & Repairs	19	\$7,193	\$1,367
Local Travel	19	\$660	\$125
Accounting & Legal Services (Audit Fee)	100	\$1,000	\$1,000
Publications, Advertising, & Printing	19	\$500	\$95
Association, Dues, Fees, & Marketing	19	\$2,500	\$475
Bond Insurance (In-Kind)	100	\$363	\$363
T&TA	19	\$8,707	\$1,654
TOTAL			\$37,704

Administrative Cost calculated for the budget period is 8% (\$37,704/\$465,454). The administrative cost of 19% is calculated by the number of Early Head Start administrative employees (3) divided by the number of total full-time Early Head Start employees (16).

2. Delegate Agency Agreement, Partnership Contract, & Any Single Item Costing More than \$150,000

SCPSHS does not have any delegate agency agreement or partnership contracts. The program is not requesting the purchase of any single item costing more than \$150,000 in the “Contractual” or “Other” budget categories.

3. Planned Use of Cost-of-living Adjustment (COLA)

SCPSHS has budgeted a 2% cost of living (COLA) increase for all Early Head Start positions. The budget cost of COLA is \$6,325. Of the total amount, \$3,497 has been allocated to personnel and \$2,828 has been allocated to fringe. These increases are reflected in the personnel and fringe benefits portion of the budget.

When cost of living, quality, or other improvement funds are allocated to the program, Policy Council and the School Board determine the allocation of funds. COLA funds are applied to all steps on the salary scale.

4. Organization’s Financial & Property Management & Internal Controls

SCPSHS ensures the highest standards of business and ethical practices surrounding the custody and use of federal resources. The program’s strong internal controls and balanced oversight ensure effectiveness of program operations, reliability of financial reporting, and compliance with applicable laws and regulations. The governing body, policy council, and staff work in conjunction to plan the program’s financial management system.

The program maintains effective internal controls through highly qualified staff. Employees understand their responsibilities, limits to their authority, and are knowledgeable, mindful, and committed to upholding the ethical and behavioral standards set forth by the program. The Head Start Director and Scott County Public Schools Division Superintendent Designee regularly monitor adherence to program policies, fiscal controls, and expenditures. The program ensures

the segregation of duties between the authorization of costs, the actual disbursement of funds, and the process for claiming reimbursements. The budget to actual reports are in place and used by the AA/Fiscal Officer to monitor financial activity. Financial statements are presented on a monthly basis to Policy Council and School Board for approval. Financial policies and procedures are updated on an as needed basis to maintain effective internal controls.

5. Non-Federal Match

Scott County Public School Head Start will provide the non-federal match and in-kind from center volunteers, donations from the community, and the Scott County Public School system.

VOLUNTEER MATCH	AMOUNT
Parents/families volunteering in the centers, home visits, field trips, family engagement days, scheduled program meetings, medical/dental appointments, at home parent & child activities. Community members volunteering in the centers, including the Foster Grandparent program (6.1 hours x \$15.96 (\$11.01 x 45%) x 220 days x 3 centers) amount rounded	\$64,153
Policy Council meetings (3 members x 2.5 hours x 12 meetings x \$46.40 (\$32.00 x 45%))	\$4,176
Frontier mental health services (1 hour x 12 months x \$100 x 3 centers)	\$3,600
TOTAL	\$71,929

ALLOWABLE SPACE COST MATCH	AMOUNT
Commercial Rental Space (Owned by Scott County Tobacco Warehouse and provide to EHS for one site at no charge.) 3,265 sq. ft. x \$3.68 (utilized land value \$12,000)	\$12,015
TOTAL	\$12,015

SCOTT COUNTY SCHOOL BOARD MATCH	TOTAL
Public Employees Blanket Position Bond Policy	\$363
Property & Contents, General Liability	\$907
Utilities (Duffield Early Head Start electricity & water/sewer) \$46 + \$170 x 12 months	\$2,592
Insurance on Early Head Start bus	\$570
Technical Assistance Cost: School Nurse 1 hr. x \$27.81 x 1 center x 10 months	\$278

Administration: Division Superintendent and/or designee signs off on purchasing, grant applications for federal funds, signs all Federal Cash Transaction reports & Federal Status reports, and provides technical assistance in all personnel and fringe areas. 5 hrs per mo. x \$73.95 (\$51.00 x 45%) x 12 months	\$4,437
TOTAL	\$9,147

TOTAL **\$93,091.00**

6. Non-Federal Share Match Waiver

SCPSHS is not requesting a non-federal share match waiver.

7. Administrative Cost Waiver

SCPSHS is not requesting a 15% limitation on development and administrative costs waiver.

8. Enrollment Reduction Request

SCPSHS is not requesting an enrollment reduction.

9. Conversion

SCPSHS is not requesting a conversion.

10. Purchase, Construction, or Major Renovation of Facilities

SCPSHS is not requesting funds for the purchase, construction, or major renovation of program facilities.

11. Equipment

SCPSHS is not requesting funds for the purchase of equipment as defined in 45 CFR 75.2.

SCOTT COUNTY PUBLIC SCHOOL HEAD START

FY 2019 Training and Technical Assistance Plan

Early Head Start

Total T/TA Budget = \$8,707

Date Submitted: 5/7/2019

Training Category	Specific Training and/or Supplies	Classroom	Content Area	Parents	Administration
Staff Development	CDA Credentialing	Two Teachers @ 425 = 850			
	CDA Renewal	Two (2) Teacher x \$75 = \$150			
	Family Service Training	Recruitment/ Final Rule Partnership \$200 (Curriculum)			
	Pre / In-service Training	High Scope Infant/ Toddler Trainer for two days =\$4,400 MAT Certification for 1 staff = \$100 Pediatric First Aid/CPR Certification for 2 staff = \$54.00			
Conferences and Workshops	Out-of-Town Training (Registration, food, and lodging)	Social & Emotional Foundations for Early Learning Training Pyramid Model	Content Area Staff 2 x \$400 = \$800 Infant Toddler Conference		Two (2) Management Staff x \$400 = \$800
	Local Training (Registration and food)	6 Staff for 2 days at ETSU ECE Conference x \$135 = \$810		Two (2) parents for 2 days at ETSU ECE Conference x \$97 = \$194	
	On-line Training	One staff for High Scope @ \$275 = \$275			
Publications/Supplies	Resource Development			Publication Cost for Guides/Checklists \$74	
Column Total		6,839	\$800	\$268	\$800
Grand Total			\$8,707		

**SCOTT COUNTY PUBLIC SCHOOL HEAD START
SALARY SCALE**

POSITION DESCRIPTIONS

DIR. - Director, 240 day employee, 85/15% HS/EHS
AA/FO - Administrative Assistant/Fiscal Officer, 240 day employee, 85/15% HS/EHS
CDSC - Child Development Services Coordinator, 240 day employee, 85/15% HS/EHS
FCSC - Family Community Services Coordinator, 220 day employee, 95/5% HS/EHS
HNHC - Health & Nutrition Services Coordinator, 240 day employee, 90/10% HS/EHS
FRS - Family Resource Specialist, 200 day employee, 95/5% HS/EHS
REC/DS - Receptionist/Data Secretary, 220 day employee, 95/5% HS/EHS

HS Teacher (Degree) - Head Start Teacher, Degree, 190 day employee
HS Teacher (CDA) - Head Start Teacher, CDA, 190 day employee
RA - Resource Assistant, 190 day employee
TA - Teacher Assistant, 190 day employee
PSA - Program Services Assistant, 190 day employee 95/5% HS/EHS
EHS Teacher (AA/BS) - Early Head Start Teacher, AA/BS, 240 day employee
EHS Teacher (CDA) - Early Head Start Teacher, CDA, 240 day employee

	DIR.	AA/FO	CDSC	FCSC	HNHC	FRS	REC/DS	HS TEACHER (DEGREE)	HS TEACHER (CDA)	RA	TA/PSA	EHS TEACHER (AA/BS)	EHS TEACHER (CDA)
0	\$50,012	\$44,416	\$45,788	\$35,027	\$32,287	\$22,674	\$21,353	\$33,405	\$20,701	\$19,235	\$16,758	\$22,875	\$20,939
1	\$50,512	\$44,860	\$46,246	\$35,377	\$32,610	\$22,901	\$21,567	\$33,739	\$20,908	\$19,427	\$16,926	\$23,103	\$21,148
2	\$51,017	\$45,309	\$46,708	\$35,731	\$32,936	\$23,130	\$21,782	\$34,076	\$21,117	\$19,622	\$17,095	\$23,334	\$21,359
3	\$51,527	\$45,762	\$47,175	\$36,088	\$33,265	\$23,361	\$22,000	\$34,417	\$21,328	\$19,818	\$17,266	\$23,568	\$21,573
4	\$52,043	\$46,219	\$47,647	\$36,449	\$33,598	\$23,595	\$22,220	\$34,761	\$21,542	\$20,016	\$17,438	\$23,803	\$21,789
5	\$52,563	\$46,682	\$48,124	\$36,814	\$33,934	\$23,831	\$22,442	\$35,109	\$21,757	\$20,216	\$17,613	\$24,041	\$22,007
6	\$53,089	\$47,148	\$48,605	\$37,182	\$34,273	\$24,069	\$22,667	\$35,460	\$21,975	\$20,418	\$17,789	\$24,282	\$22,227
7	\$53,620	\$47,620	\$49,091	\$37,554	\$34,616	\$24,310	\$22,893	\$35,815	\$22,194	\$20,623	\$17,967	\$24,525	\$22,449
8	\$54,156	\$48,096	\$49,582	\$37,929	\$34,962	\$24,553	\$23,122	\$36,173	\$22,416	\$20,829	\$18,147	\$24,770	\$22,673
9	\$54,697	\$48,577	\$50,078	\$38,309	\$35,312	\$24,798	\$23,353	\$36,535	\$22,640	\$21,037	\$18,328	\$25,018	\$22,900
10	\$55,244	\$49,063	\$50,578	\$38,692	\$35,665	\$25,046	\$23,587	\$36,900	\$22,867	\$21,247	\$18,511	\$25,268	\$23,129
11	\$55,797	\$49,554	\$51,084	\$39,079	\$36,022	\$25,297	\$23,823	\$37,269	\$23,095	\$21,460	\$18,696	\$25,520	\$23,360
12	\$56,355	\$50,049	\$51,595	\$39,469	\$36,382	\$25,550	\$24,061	\$37,642	\$23,326	\$21,674	\$18,883	\$25,776	\$23,594
13	\$56,918	\$50,550	\$52,111	\$39,864	\$36,746	\$25,805	\$24,302	\$38,018	\$23,560	\$21,891	\$19,072	\$26,033	\$23,830
14	\$57,488	\$51,055	\$52,632	\$40,263	\$37,113	\$26,063	\$24,545	\$38,398	\$23,795	\$22,110	\$19,263	\$26,294	\$24,068
15	\$58,062	\$51,566	\$53,158	\$40,665	\$37,484	\$26,324	\$24,790	\$38,782	\$24,033	\$22,331	\$19,456	\$26,557	\$24,309
16	\$58,643	\$52,081	\$53,690	\$41,072	\$37,859	\$26,587	\$25,038	\$39,170	\$24,274	\$22,555	\$19,650	\$26,822	\$24,552
17	\$59,229	\$52,602	\$54,227	\$41,483	\$38,238	\$26,853	\$25,288	\$39,562	\$24,516	\$22,780	\$19,847	\$27,090	\$24,798
18	\$59,822	\$53,128	\$54,769	\$41,897	\$38,620	\$27,121	\$25,541	\$39,957	\$24,761	\$23,008	\$20,045	\$27,361	\$25,046
19	\$60,420	\$53,659	\$55,317	\$42,316	\$39,006	\$27,393	\$25,797	\$40,357	\$25,009	\$23,238	\$20,245	\$27,635	\$25,296
20	\$61,024	\$54,196	\$55,870	\$42,740	\$39,396	\$27,667	\$26,055	\$40,760	\$25,259	\$23,470	\$20,448	\$27,911	\$25,549
21	\$61,634	\$54,738	\$56,429	\$43,167	\$39,790	\$27,943	\$26,315	\$41,168	\$25,512	\$23,705	\$20,652	\$28,190	\$25,805
22	\$62,251	\$55,285	\$56,993	\$43,599	\$40,188	\$28,223	\$26,578	\$41,580	\$25,767	\$23,942	\$20,859	\$28,472	\$26,063
23	\$62,873	\$55,838	\$57,563	\$44,035	\$40,590	\$28,505	\$26,844	\$41,996	\$26,025	\$24,182	\$21,068	\$28,757	\$26,323
24	\$63,502	\$56,397	\$58,139	\$44,475	\$40,996	\$28,790	\$27,113	\$42,415	\$26,285	\$24,423	\$21,278	\$29,045	\$26,586
25	\$64,137	\$56,960	\$58,720	\$44,920	\$41,406	\$29,078	\$27,384	\$42,840	\$26,548	\$24,668	\$21,491	\$29,335	\$26,852
26	\$64,778	\$57,530	\$59,307	\$45,369	\$41,820	\$29,369	\$27,658	\$43,268	\$26,813	\$24,914	\$21,706	\$29,628	\$27,121
27	\$65,426	\$58,105	\$59,900	\$45,823	\$42,238	\$29,662	\$27,934	\$43,701	\$27,081	\$25,163	\$21,923	\$29,925	\$27,392

**SCOTT COUNTY PUBLIC SCHOOL HEAD START
SALARY SCALE**

28	\$66,080	\$58,686	\$60,499	\$46,281	\$42,661	\$29,959	\$28,214	\$44,138	\$27,352	\$25,415	\$22,142	\$30,224	\$27,666
29	\$66,741	\$59,273	\$61,104	\$46,744	\$43,087	\$30,259	\$28,496	\$44,579	\$27,626	\$25,669	\$22,364	\$30,526	\$27,943
30	\$67,409	\$59,866	\$61,715	\$47,211	\$43,518	\$30,561	\$28,781	\$45,025	\$27,902	\$25,926	\$22,587	\$30,831	\$28,222
31	\$68,083	\$60,465	\$62,332	\$47,683	\$43,953	\$30,867	\$29,068	\$45,475	\$28,181	\$26,185	\$22,813	\$31,140	\$28,504
32	\$68,764	\$61,069	\$62,956	\$48,160	\$44,393	\$31,175	\$29,359	\$45,930	\$28,463	\$26,447	\$23,041	\$31,451	\$28,789
33	\$69,451	\$61,680	\$63,585	\$48,642	\$44,837	\$31,487	\$29,653	\$46,389	\$28,747	\$26,711	\$23,272	\$31,766	\$29,077
34	\$70,146	\$62,297	\$64,221	\$49,128	\$45,285	\$31,802	\$29,949	\$46,853	\$29,035	\$26,979	\$23,504	\$32,083	\$29,368
35	\$70,847	\$62,920	\$64,863	\$49,619	\$45,738	\$32,120	\$30,249	\$47,322	\$29,325	\$27,248	\$23,739	\$32,404	\$29,662

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)	260 day employees		
	85%	15%	= Number of Hours Spent on Each Project per Year (HS: 1,760, EHS: 320) divided by the Total Number of Hours (2080)
	240 day employees		
	90%	10%	= Number of Hours Spent on Each Project per Year (HS: 1920, EHS: 192) divided by the Total Number of Hours (1920)
	220, 200, & 190 day employees		
	95%	5%	= Number of Hours Spent on Each Project per Year (220 day – HS: 1760, EHS: 90) (200 day – HS: 1600, EHS: 80) (190 day – HS: 1520, EHS: 74) divided by the Total Number of Hours (220 day – 1760) (200 day – 1600) (190 day – 1520)
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)

**REPORT ON IMPLEMENTATION
OF THE 2017-2018 ANNUAL PLAN**

Submit a report indicating the extent to which the annual plan for the 2017-2018 school year has been implemented (*Code of Virginia*, Section 22.1-215). (Maximum capacity of each text box is 975 characters.)

Proportionate Set-Aside (PSA) funds were spent on 3 students @ \$1,304.65 each = \$3,913.65. In addition, PSA funds were set-aside for 5 additional students who denied special education services in the amount of \$6,523.26, which was not spent. Monies for salaries for 2017-2018 spent = \$770,924.41. Of this amount, \$2,713 was money held over from 2016.

Materials and supplies to include: safety vests, wipes and gloves, assessments (vineland, KTEA and Woodcock Johnson), IPADs, boardmakers, adaptive tables, reading programs, sensory motor activities, printers, an ELMO with projector, social skills activities at the total cost of \$12,274.38.

2019-2020 SPECIAL EDUCATION CEIS AND PROPORTIONATE SET ASIDE

Each local school division shall ensure Comprehensive Coordinated Early Intervening Services and Coordinated Early Intervening Services and Proportionate Set-aside requirements have been addressed.

Is your school division required to set aside 15% for Comprehensive Coordinated Early Intervening Services or voluntarily setting aside upto 15% of Part B funds for Coordinated Early Intervening Services?

Enter Yes or No

No

If yes, provide a brief narrative of how funds will be used. An information packet requesting additional information will be sent at a later time.

Is your school division required to set aside funds for parentally-placed students in private schools or students identified during child find?

Enter Yes or No

Yes

If no, explain why the division is not required and if yes, explain how funds will be used. The actual budget will be determined when the division submits its data in the Proportionate Set-Aside (speced-PSA) application.

Funds will be used for speech services.

EXPENDITURE ACCOUNTS	OBJECT CODE	Section 611		Section 619	
		(D) CEIS	(E) Proportionate Set-Aside	(D) CEIS	(E) Proportionate Set-Aside
Personal Services	1000		13,096.31		53 students
Employee Benefits	2000				
Purchased Services	3000				goes back into budget
Internal Services	4000				if not used
Other Services	5000				
Materials / Supplies	6000				
Capital Outlay	8000				
TOTAL PROPOSED BUDGET		0.00	13,096.31	0.00	0.00

PROPOSED USE OF PART B, SECTION 611 FUNDS
GRANT PERIOD: JULY 1, 2019 – SEPTEMBER 30, 2021

In narrative format, please provide a description and budget outline of all personnel (i.e., teachers, instructional assistants, administrators, clerical, support personnel, and others) to be supported in whole or in part with IDEA, Part B, Section 611 grant funds (with proposed amounts and FTEs).

\$764,498.69 will be spent for the partial salaries for 14 elementary special education teachers including 4 secondary special education teachers. \$13,096.31 is proportionale set-aside funds (In the event that 8 students identified with disabilities who are either being homeschooled or attending a private school request special education services.)

In narrative format, please provide a detailed description and budget outline of all additional activities, goods and services to be supported with IDEA, Part B, Section 611 grant funds.

\$15,000.00 will be spent on instructional materials to include such items as: testing materials, art supplies, IPADs, furniture for classrooms, special equipment, etc. \$2,000.00 will be used for contracted services to pay for such items as: transportation costs for foster children, Independent Education Testing, or therapy. \$3,000.00 will be used for travel.

**Virginia Department of Education
SPECIAL EDUCATION FEDERAL PROGRAM
PROPOSED GRANT BUDGET**

Part B, Section 611, Flow-Through Funds (July 1, 2019-September 30, 2021)

Complete column C, by allocating PROPOSED grant funds to object code categories 1000 through 8000. A description of the object code categories is available on the VDOE's Web site. See the instruction tab for the Web address. In determining appropriate assignment of items to object codes, applicants are strongly encouraged to consult with the individual(s) within the LEA who have responsibility for completing the Annual School Report – Financial Section.

List all equipment items costing five thousand dollars (\$5,000) or more and also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc., to be purchased with grant funds, and provide information on proposed out-of-state/country travel to be supported with grant funds.

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) Budget	(D) CEIS	(E) Proportionate Set-aside	(F) Total Budget
Personal Services	1000	764,498.69	0.00	13,096.31	777,595.00
Employee Benefits	2000		0.00	0.00	0.00
Purchased Services	3000	2,000.00	0.00	0.00	2,000.00
Internal Services	4000		0.00	0.00	0.00
Other Services	5000	3,000.00	0.00	0.00	3,000.00
Materials / Supplies	6000	15,000.00	0.00	0.00	15,000.00
Capital Outlay	8000		0.00	0.00	0.00
TOTAL PROPOSED BUDGET		784,498.69	0.00	13,096.31	797,595.00

Proposed Equipment: List items costing \$5,000 or more. Also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc.

(4) I-PADS

Proposed Out-of State/Country Travel (destination, purpose, estimated cost, number of people):

Handle with Care Physical Restraint Training - estimated cost \$3,000.00 for 3 people. Last year this training was in TN.

PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT)**GRANT PERIOD: JULY 1, 2019 – SEPTEMBER 30, 2021**

In narrative format, please provide a description and budget outline of all personnel (i.e., teachers, instructional assistants, administrators, clerical, support personnel, and others) to be supported in whole or in part with IDEA, Part B, Section 619 grant funds (with proposed budget amounts and FTEs).

\$29,079 will be used to assist in the partial salary for one preschool special education teacher.

In narrative format, please provide a detailed description and budget outline of all additional activities, goods and services to be supported with IDEA, Part B, Section 619 grant funds.

\$3,000.00 for instructional materials for three preschool classrooms.

Virginia Department of Education
PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT) APPLICATION
PROPOSED GRANT BUDGET

Part B, Section 619, Preschool Funds (July 1, 2019-September 30, 2021)

Complete column C, by allocating PROPOSED grant funds to object code categories 1000 through 8000. A description of the object code categories is available on the VDOE's Web site. See the instruction tab for the Web address. In determining appropriate assignment of items to object codes, applicants are strongly encouraged to consult with the individual(s) within the LEA who have responsibility for completing the Annual School Report – Financial Section.

List all equipment items costing five thousand dollars (\$5,000) or more, and also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc., to be purchased with grant funds; and provide information on proposed out-of-state/country travel to be supported with grant funds.

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) Budget	(D) CEIS	(E) Proportionate Set-aside	(F) Total Budget
Personal Services	1000	29,079.00	0.00	0.00	29,079.00
Employee Benefits	2000		0.00	0.00	0.00
Purchased Services	3000		0.00	0.00	0.00
Internal Services	4000		0.00	0.00	0.00
Other Services	5000		0.00	0.00	0.00
Materials / Supplies	6000	3,000.00	0.00	0.00	3,000.00
Capital Outlay	8000		0.00	0.00	0.00
TOTAL PROPOSED BUDGET		32,079.00	0.00	0.00	32,079.00

Proposed Equipment: List items costing \$5,000 or more. Also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc.

Proposed Out-of State/Country Travel (destination, purpose, estimated cost, number of people):

Special Education Annual Plan

1. Report of Implementation of the 2017-2018 Annual Plan
2. Proportionate Set-Aside Funds \$13,096.31 for 8 students with disabilities who are either being homeschooled or attending a private school
3. Description of budget outline for 2019-2021 VI B Flow Through funds
4. Total proposed budget for 2019-2021 Flow Through funds \$801,254.00 **NEED APPROVAL**
5. Description of Preschool Grant funds
6. Total proposed budget for 2019-2021 Preschool Grant \$31,671.00 **NEED APPROVAL**

\$ 408 gain
pre school

3913.45 speech private school

5- home school students
set aside

\$ 6523.24

**REPORT ON IMPLEMENTATION
OF THE 2017-2018 ANNUAL PLAN**

Submit a report indicating the extent to which the annual plan for the 2017-2018 school year has been implemented (*Code of Virginia*, Section 22.1-215). (Maximum capacity of each text box is 975 characters.)

Proportionate Set-Aside (PSA) funds were spent on 3 students @ \$1,304.65 each = \$3,913.65. In addition, PSA funds were set-aside for 5 additional students who denied special education services in the amount of \$6,523.26, which was not spent. Monies for salaries for 2017-2018 spent = \$770,924.41. Of this amount, \$2,713 was money held over from 2016.

Materials and supplies to include: safety vests, wipes and gloves, assessments (vineland, KTEA and Woodcock Johnson), IPADs, boardmakers, adaptive tables, reading programs, sensory motor activities, printers, an ELMO with projector, social skills activities at the total cost of \$12,274.38.

2019-2020 SPECIAL EDUCATION CEIS AND PROPORTIONATE SET ASIDE

Each local school division shall ensure Comprehensive Coordinated Early Intervening Services and Coordinated Early Intervening Services and Proportionate Set-aside requirements have been addressed.

Is your school division required to set aside 15% for Comprehensive Coordinated Early Intervening Services or voluntarily setting aside upto 15% of Part B funds for Coordinated Early Intervening Services?

Enter Yes or No

No

If yes, provide a brief narrative of how funds will be used. An information packet requesting additional information will be sent at a later time.

Is your school division required to set aside funds for parentally-placed students in private schools or students identified during child find?

Enter Yes or No

Yes

If no, explain why the division is not required and if yes, explain how funds will be used. The actual budget will be determined when the division submits its data in the Proportionate Set-Aside (spced-PSA) application.

Funds will be used for speech services.

EXPENDITURE ACCOUNTS	OBJECT CODE	Section 611		Section 619	
		(D) CEIS	(E) Proportionate Set-Aside	(D) CEIS	(E) Proportionate Set-Aside
Personal Services	1000		13,096.31		
Employee Benefits	2000				
Purchased Services	3000				
Internal Services	4000				
Other Services	5000				
Materials / Supplies	6000				
Capital Outlay	8000				
TOTAL PROPOSED BUDGET		0.00	13,096.31	0.00	0.00

PROPOSED USE OF PART B, SECTION 611 FUNDS
GRANT PERIOD: JULY 1, 2019 – SEPTEMBER 30, 2021

In narrative format, please provide a description and budget outline of all personnel (i.e., teachers, instructional assistants, administrators, clerical, support personnel, and others) to be supported in whole or in part with IDEA, Part B, Section 611 grant funds (with proposed amounts and FTEs).

\$768,157.69 will be spent for the partial salaries for 14 elementary special education teachers including 4 secondary special education teachers. \$13,096.31 is proportionale set-aside funds (In the event that 8 students identified with disabilities who are either being homeschooled or attending a private school request special education services.)

In narrative format, please provide a detailed description and budget outline of all additional activities, goods and services to be supported with IDEA, Part B, Section 611 grant funds.

\$15,000.00 will be spent on instructional materials to include such items as: testing materisla, art supplies, IPADs, furniture for classrooms, special equipment, etc. \$2,000.00 will be used for contracted services to pay for such items as: transportation costs for foster children, Independent Education Testing, or therapy. \$3,000.00 will be used for travel.

**Virginia Department of Education
SPECIAL EDUCATION FEDERAL PROGRAM
PROPOSED GRANT BUDGET**

Part B, Section 611, Flow-Through Funds (July 1, 2019-September 30, 2021)

Complete column C, by allocating PROPOSED grant funds to object code categories 1000 through 8000. A description of the object code categories is available on the VDOE's Web site. See the instruction tab for the Web address. In determining appropriate assignment of items to object codes, applicants are strongly encouraged to consult with the individual(s) within the LEA who have responsibility for completing the Annual School Report - Financial Section.

List all equipment items costing five thousand dollars (\$5,000) or more and also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc., to be purchased with grant funds, and provide information on proposed out-of-state/country travel to be supported with grant funds.

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) Budget	(D) CEIS	(E) Proportionate Set-aside	(F) Total Budget
Personal Services	1000	768,157.69	0.00	13,096.31	781,254.00
Employee Benefits	2000		0.00	0.00	0.00
Purchased Services	3000	2,000.00	0.00	0.00	2,000.00
Internal Services	4000		0.00	0.00	0.00
Other Services	5000	3,000.00	0.00	0.00	3,000.00
Materials / Supplies	6000	15,000.00	0.00	0.00	15,000.00
Capital Outlay	8000		0.00	0.00	0.00
TOTAL PROPOSED BUDGET		788,157.69	0.00	13,096.31	801,254.00

Proposed Equipment: List items costing \$5,000 or more. Also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc.

(4) I-PADs

Proposed Out-of State/Country Travel (destination, purpose, estimated cost, number of people):

Handle with Care Physical Restraint Training - estimated cost \$3,000.00 for 3 people. Last year this training was in TN.

PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT)**GRANT PERIOD: JULY 1, 2019 – SEPTEMBER 30, 2021**

In narrative format, please provide a description and budget outline of all personnel (i.e., teachers, instructional assistants, administrators, clerical, support personnel, and others) to be supported in whole or in part with IDEA, Part B, Section 619 grant funds (with proposed budget amounts and FTEs).

\$28,671 will be used to assist in the partial salary for one preschool special education teacher.

In narrative format, please provide a detailed description and budget outline of all additional activities, goods and services to be supported with IDEA, Part B, Section 619 grant funds.

\$3,000.00 for instructional materials for three preschool classrooms.

Virginia Department of Education
PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT) APPLICATION
PROPOSED GRANT BUDGET

Part B, Section 619, Preschool Funds (July 1, 2019-September 30, 2021)

Complete column C, by allocating PROPOSED grant funds to object code categories 1000 through 8000. A description of the object code categories is available on the VDOE's Web site. See the instruction tab for the Web address. In determining appropriate assignment of items to object codes, applicants are strongly encouraged to consult with the individual(s) within the LEA who have responsibility for completing the Annual School Report – Financial Section.

List all equipment items costing five thousand dollars (\$5,000) or more, and also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc., to be purchased with grant funds, and provide information on proposed out-of-state/country travel to be supported with grant funds.

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) Budget	(D) CEIS	(E) Proportionate Set-aside	(F) Total Budget
Personal Services	1000	28,671.00	0.00	0.00	28,671.00
Employee Benefits	2000		0.00	0.00	0.00
Purchased Services	3000		0.00	0.00	0.00
Internal Services	4000		0.00	0.00	0.00
Other Services	5000		0.00	0.00	0.00
Materials / Supplies	6000	3,000.00	0.00	0.00	3,000.00
Capital Outlay	8000		0.00	0.00	0.00
TOTAL PROPOSED BUDGET		31,671.00	0.00	0.00	31,671.00

Proposed Equipment: List items costing \$5,000 or more. Also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc.

Proposed Out-of State/Country Travel (destination, purpose, estimated cost, number of people):

Gifted Plan for Scott County 2018-2023

SCPS local plan for the education of the gifted was developed in September of 2018. It was then sent to the VDOE for approval. The VDOE made recommendations for change. The changes are highlighted in yellow and can be found on the following pages: 5, 6, 7, 19, and 21. **NEED APPROVAL FOR THESE CHANGES.**

Gifted Plan for Scott County 2018-2023

SCPS local plan for the education of the gifted was developed in September of 2018. It was then sent to the VDOE for approval. The VDOE made recommendations for change. The changes are highlighted in yellow and can be found on the following pages: 5, 6, 7, 19, and 21. **NEED APPROVAL FOR THESE CHANGES.**

Scott County Public Schools

Local Plan for the Education of the Gifted

2018-2023

LEA#	084		
Superintendent	Mr. John I Ferguson		
Mailing Address	340 E. Jackson St., Gate City, VA 24251		
Gifted Education Coordinator/Designee	Brenda Robinette/Supervisor & Sarah Medukas/Coordinator/Teacher	Title Address Telephone E-mail	Supervisor/340 E. Jackson St. Gate City, VA 24251 (276) 386-6118 <i>brenda.robinette@scottschools.com</i> Coordinator/303 Academy Rd., Hilton, VA 24258 (276) 386-7430 <i>sarah.medukas@scottschools.com</i>
Local School Board Chairperson	Mr. Bill Quillen		
Date Approved by School Board	September 4, 2018		

Double Click on this Sentence to Insert School Division Name

Local Plan for the Education of the Gifted

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the *Regulations Governing Educational Services for Gifted Students*. School divisions, working in conjunction with their school boards, should determine the appropriate timeframe of applicability for their division's gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division's plan does not need to correspond to the collection year of their technical review. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia Department of Education's Web site [Gifted Ed Homepage - http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml](http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml)

Section 8VAC20-40-60A of the *Regulations* states that, "Each school board shall submit a comprehensive plan for the education of gifted students to the Department of Education (DOE) for technical review on a schedule determined by the Department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations." To assist school divisions and school boards in complying with section 8VAC20-40-60A, the Virginia Department of Education has created this template for developing Local Plans for the Education of the Gifted (revised January 2011). This public document addresses all aspects of local services for gifted students, including, but not limited to, the area(s) of giftedness the school division will serve, an operational definition of giftedness in the division and its supporting identification procedures, program services, professional development, curriculum development, and parent and community involvement.

Each section of the plan should address specific procedures and information for each area of giftedness identified by the school division. If a school division identifies students in general intellectual aptitude (GIA) and specific academic aptitude-mathematics (SAA-M), then the section for referral procedures, for example, should reflect the specific referral procedures for GIA and SAA-M. Throughout the local plan template, school divisions may need to copy and paste the drop down boxes, the insert text form fields, and any pertinent information for each area of giftedness identified by the division. In order to be able to 'choose an item' from a drop down box, simply right click on the highlighted 'choose an item' wording and the drop down arrow should appear on the right. Right clicking on the arrow will then allow the drop down box choices to appear. If certain procedures or policies apply to more than one area of giftedness, simply copy and paste the drop down selection box to reflect all areas of giftedness that are applicable to the procedures or policy.

Once the completed comprehensive local plan for the education of gifted students has been approved by the local school board, the plan shall be accessible to the public through the division's Web site. The division shall ensure that printed copies of the plan are available to citizens who do not have online access.

Double Click on this Sentence to Insert School Division Name
 For more information, contact the Virginia Department of Education specialist for
 Governor's Schools and Gifted Education at 804-225-2884.
General Information regarding the Gifted Program in Scott County Public Schools

In section 8VAC20-40-40A of the *Regulations*, divisions are required to screen, refer, identify, and serve gifted students in at least general intellectual aptitude or specific academic aptitude. School divisions may identify and serve gifted students in career and technical aptitude or visual or performing arts aptitude, or both, at their discretion. On the chart below, please indicate all areas of giftedness that are identified and served within the division. Please copy and paste any additional rows as might be needed to address all areas in Specific Academic Aptitude and/or Visual and/or Performing Arts that are identified by the school division.

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) - Choose an item.	Insert grades
Career and Technical Aptitude (CTA)	Insert grades
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	Insert grades

(Please highlight, copy, and insert SAA and/or VPA rows as necessary to reflect all areas of giftedness served by the school division.)

Double Click on this Sentence to Insert School Division Name

Part I: Statement of Philosophy and Local Operational Definition of Giftedness for the School Division (8VAC20-40-60A.1)

A. Division Statement of Philosophy for the Education of Gifted Students

The Gifted Program, Gifted and Talented Education (GATE) of Scott County Public Schools incorporates the district standards and benchmarks at a rate and level commensurate with the student's learning abilities. A gifted/talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. A gifted/talented student exhibits high performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field. Scott County Public Schools believe in the importance of providing a program for gifted students which allows for differentiated learning experiences to meet the needs of students from all ethnic and socio-economic groups. Some strategies used to assist students in achieving; include, but are not limited to: independent study, classroom adaptations, curriculum compacting, acceleration, and enrichment. GATE provides a learning environment which compliments as well as extends the existing curriculum of the county's schools.

Valid and systematic identification, including multiple selection criteria, are used in identifying gifted students from the K-12 student population. To ensure that a qualitatively differentiated program is provided, gifted education includes curriculum to meet both the cognitive and social/emotional needs of students. Support services, including materials and staff are provided. Services provided through GATE will enable gifted students to demonstrate skills in communication, problem solving, and self-directed learning that reflects individual uniqueness. GATE is designed to assist students in reaching their greatest potential/cognitive needs so that they may develop maximum knowledge, skills, and abilities in becoming lifelong learners and responsible citizens. Curriculum is chosen to provide challenging and unique opportunities in order to maximize learning potential. Scott County Public School's Vision is: "Every Child, Every Opportunity."

GATE strives to meet the needs of each diverse learner by:

- Understanding the needs of each student
- Planning to meet those needs
- Identifying each student's interests
- Challenging each student to reach their fullest potential
- Providing appropriate resources
- Instructing with flexibility
- Adjusting pacing, providing flexible groupings, and allowing for acceleration

B. Division Operational Definition of Giftedness

This section should include an operational definition for each area of giftedness (general intellectual aptitude, specific academic aptitude, visual and/or performing arts aptitude, or career and technical aptitude) identified and served by the division. An operational definition provides the concrete, observable, and/or measurable criteria for 'giftedness' used by the division in the identification process. Such a definition might include a listing of the evidence of student readiness for gifted educational services, e.g. evidence of gifted behaviors as determined by a valid and

Double Click on this Sentence to Insert School Division Name
reliable teacher checklist or evidence of superior academic performance based on a
norm-referenced assessment of aptitude.

SCPS recognize giftedness as a definable set of learning characteristics found in the student population. Gifted students are those identified as possessing outstanding abilities and are capable of high performance. They require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. These include, but are not limited to, in-class differentiation, advanced curricular offerings, and enrichment. Gifted students in SCPS include those who demonstrated achievement or potential in General Intellectual Ability as well as the following measures:

- Teacher Assessment Rating Scale
- Academic Performance
- Pal's Assessment
- SAGES-2
- Otis-Lennon Ability Test
- Woodcock Johnson III
- Interview (Student)
- Non-verbal test of intelligence

Part II: Program Goals and Objectives (8VAC20-40-60A.2)

This section should include goals and objectives for the school division's gifted education program. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

A. Identification:

Goal:

Formalize GATE screening, referral, and identification process for SCPS. Students will be identified for eligibility through a process utilizing a multi-criteria approach, **yearly**.

Objectives:

Further develop and formalize screening and referral procedure. To provide an on-going screening process of selection of students who perform or show potential for performance at high levels of accomplishment. Continue refinement of evaluation procedure to include student profiles/interviews into the selection process as a means of identifying gifted students. Pursue evaluation of underserved populations.

B. Delivery of Services:

Goal:

To review and reinforce the efforts of classroom teachers to provide appropriate differentiated instruction with the classroom **on a weekly basis**.

Local Plan for the Education of the Gifted

Double Click on this Sentence to Insert School Division Name

Objectives:

Focus on strategies that are research-based and proven effective for gifted learners.

Provide opportunities for gifted students to interact both academically and socially beyond the regular school day.

C. Curriculum and Instruction:

Goal:

Develop resources for a differentiated curriculum for GATE in SCPS, on-going.

Objectives:

Continue to develop resources for a differentiated curriculum according to changing needs, which is standards-based and appropriate for the instructional needs of gifted.

Promote use of out-of-classroom resources, such as Holton Governor's School, dual enrollment, SVETN, and distance learning.

Goal:

Curriculum and instruction for gifted students in SCPS will provide small group and individual learning opportunities, resources, and experiences that meet the needs and promote the talents of gifted students in grades K-12, weekly.

Objectives:

All students identified as gifted will have appropriately differentiated curriculum and instruction in the regular classroom.

All students identified as gifted as gifted will have access to honors and/or advanced level courses including dual enrollment and Advanced Placement (AP) courses at the secondary level.

D. Professional Development:

Goal:

Train classroom teachers in Gifted/Talented Education for each school in SCPS, yearly.

Objectives:

Double Click on this Sentence to Insert School Division Name
Offer staff development to build understanding of GATE. Improve skills of entire staff in serving the needs of gifted learners.

E. Equitable Representation of Students:

Goal:

Implement strategies to ensure equitable representation of diverse student populations in the gifted program.

Objectives:

Utilize multi-criteria approach for identification of gifted, to include: student performance, observations, rating scales, individual or group assessments, record of previous accomplishments such as honors/awards/grades.

Utilize non-verbal test of intelligence.

F. Parent and Community Involvement:

Goal:

Enhance communication regarding the gifted program to parents, students, and community members. (survey, brochure, advisory committee meetings, website)

Objectives:

Raise the community's awareness of the specific needs of gifted learners through a website.

Involve the Gifted Advisory Committee (GATE Committee) in soliciting ideas of communication of information about gifted education to the community.

Facilitate community support in meeting the instructional needs of gifted students.

Inviting community members to lead various learning activities with gifted students, example: STEM Day.

Part III: Screening, Referral, Identification, and Service Procedures

A. Screening Procedures (8VAC20-40-60A.3)

This section should provide screening procedures for each area of giftedness identified and served by the division. These procedures should include the annual review of student data used to create a pool of potential candidates for further assessment. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Double Click on this Sentence to Insert School Division Name

Screening Procedures for General Intellectual Aptitude

For clarification, SCPS employs a Gifted Education Coordinator/Teacher (referred to as the GATE Coordinator throughout this document) at the school level to teach and oversee the requirements of the program. SCPS also has a Gifted Education Supervisor at the Division Level as the liaison between the VDOE and the School Board Office and collaborating directly with the GATE Coordinator/Teacher.

The search for and identification of gifted students is an on-going process. This process is conducted by the school principal, the school librarian, the GATE Coordinator and the classroom teacher. All transfer students, previously identified, are also placed in the screening pool. Particular attention is paid to special populations, including students from low socio-economic backgrounds, culturally diverse, handicapped or Limited English Proficient groups. Upon completion of a referral form, teachers submit students' names to the building principal or GATE Coordinator who presents them to the School-Based Team at the respective school.

Information is collected on the nominated students during the screening phase. Assessment in the areas of general intellectual ability and specific academic ability are completed based on the area for which the student is nominated. Data collected through both objective and subjective assessments is measured against the criteria SCPS uses to determine individual eligibility for the GATE Program. Assessment tools include: achievement tests, cognitive measures, parent rating scales, teacher rating scales, observations, student interview, and student performance assessments. Developmentally appropriate quantitative and qualitative identification measures include:

Quantitative measure:

- Verbal
- Standardized achievement measures in the appropriate academic areas

Qualitative measures:

- Teacher completion of behavioral rating scale
- Student performance samples in the appropriate academic content areas
- Parent information and completion of behavioral rating scales
- Observations
- Student interview

The initial screening criteria are used to create the pool of candidates. The criteria include but is not limited to, the following:

- K-3 PALS Assessment, Assess Test, Teacher Assessment Rating Scale, Overall Academic Performance, SAGES-2
- 4-8 Teacher Assessment Rating Scale, Overall Academic Performance, SAGES-2, State SOL Assessment
- 9-12 Teacher Assessment Rating Scale, Overall Academic Performance, Woodcock Johnson III, State SOL Assessment (score 500 or above)

The screening process will be completed within sixty calendar days of the parent signing the consent for assessment and returning to the GATE Coordinator. The School Psychologist, who routinely assist with the identification of students with disabilities, may find students who should be considered for

Local Plan for the Education of the Gifted

Double Click on this Sentence to Insert School Division Name
identification as twice-exceptional gifted. These students may be potential candidates for the gifted program.

In SCPS this is especially true for Speech and Language Impaired students, Autistic Students, and Other Health Impaired students.

Nomination procedures and forms for assessment of gifted and talented students are communicated in a form and language that the families can understand. If necessary, depending on student need, an interpreter may be required to assist with forms and/or meetings. GATE program awareness and overview of the assessment procedures and services are disseminated to families and faculties prior to the screening and nomination process. No child is excluded from consideration for identification.

B. Referral Procedures (8VAC20-40-60A.3)

This section provides referral procedures for each area of giftedness identified and served by the division. These procedures shall permit referrals from parents or legal guardians, teachers, professionals, students, peers, self, or others. These procedures should include to whom referrals are submitted and the timeline for the division to provide parents/guardians with the results of the eligibility process. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Referral procedures for General Intellectual Aptitude

Referral Procedures

Each year, students are reviewed for possible GATE identification as they show evidence of consistent need for differentiation of content and process above and beyond that provided by the regular school curriculum.

The GATE Coordinator solicits referrals of students to the GATE Program from the classroom teachers. With the assistance of the school librarians, parents are informed of the referral process through school announcements, faculty meetings, PTO meetings, and websites. The GATE Coordinator makes all of the appropriate forms available to parents and classroom teachers. These include, but are not limited to, Parent Permission to Test, Parent Nomination, and Professional Staff Nomination. Completed forms should be returned to the GATE Coordinator, the School Librarian or the Building Principal. Though referrals are accepted any time, direct nominations of students are solicited once a year by the individual school's GATE Coordinator. Direct referrals may be made by anyone. To initiate a referral, the individual must contact the school's principal, Gate Coordinator, or the student's teacher. The referee must complete a referral form and return the form to the school's principal or GATE Coordinator.

Once a referral is made, the GATE Coordinator contacts the parent(s) and seeks permission for an evaluation and data collection. Once permission is received, the GATE Coordinator begins a file, reviews data collected, and records information relevant to the identification process and records the data on an identification profile.

Double Click on this Sentence to Insert School Division Name

Data is collected on the referred student and includes scores on standardized ability and/or achievement tests, student achievement within the curriculum, student grades within specific academic areas, and other information as appropriate. The referral information (including parent permission, test scores, and any other data) is presented to the respective School-Based Committee for review. The students screened, including direct referrals and transfer students, may advance to formal assessment after all referral information is verified and reviewed. All data is kept confidential. Multiple criteria are gathered for students demonstrating remarkable ability in a subject(s). Students showing only one to a few criteria are monitored for further need. Students are identified who demonstrate an active need for differentiation. Multiple criteria may include the following:

- Classroom performance
- Student work samples
- Consistent high scores on achievement measure
- Grades from classwork
- Anecdotal records of student motivation and achievement
- Competitions, contests and awards
- Extracurricular activities

Students entering SCPS who were placed in a gifted program will be referred and tested for placement in SCPS' GATE Program and will be placed if the student meets the criteria established by SCPS. This process will be completed within nine weeks of the student entering SCPS.

C. Identification Procedures (8VAC20-40-60A.3)

This section provides identification procedures for each area of giftedness identified and served by the division. Identification in GIA programs shall be K-12 and must include a nationally norm-referenced aptitude test. Identification in SAA programs shall be K-12 or as assessment instruments exist to support identification, and must include either a nationally norm-referenced aptitude or achievement test. Identification in CTA and VPA programs shall be at the discretion of the school division. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

1. Multiple Criteria Listing (8 VAC 20-40-40D.3)

This section includes the three or more categories that divisions shall include to develop a profile or composite for each student being considered. This listing of categories should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: Selection of either item 5a or 5b or both counts as a single category.

General Intellectual Aptitude

KEY:

K-3 - ^

4th 8th - #

9th-12th - *

Double Click on this Sentence to Insert School Division Name

- ☒ 1. ^#* Assessment of appropriate student products and student performance
- ☒ 2. ^#* Record of observation of in-class behavior
- ☒ 3. ^#* Appropriate rating scales, checklists, or questionnaires
- ☐ 4. ^#* Individual interview
- ☒ 5a. ^#* Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA) and/or
- ☒ 5b. ^#* Individual or group-administered, nationally norm-referenced achievement test(s)
- ☒ 6. #* Record of previous achievements (awards, honors, grades, etc.)
- ☒ 7. ^# Additional valid and reliable measures or procedures

Specify: S.O.L. Test Results, PALS Assessment, ASSESS Test

2. Additional identification information for General Intellectual Aptitude

The School-Based Committee (SBC) at each school meets to review the initial data collected on students in the identification process. The GATE Coordinator begins the identification file. A student profile is developed using all data collected on each student. This profile is evaluated by the SBC to determine if the student is eligible for GATE services. This committee includes: classroom teacher, counselor, administrator, and the school GATE Coordinator. This process is completed within ninety instructional days of receipt of parental permission to evaluate.

Identification in the area of General Intellectual Aptitude is conducted to find and serve the students whose intellectual functioning is extremely high in one or more areas/disciplines and evaluated according to age norms. SCPS selects and uses evaluative instruments that do not have racial or cultural bias, are valid and reliable measures, and are administered by personnel who have been trained in their use.

SCPS does not discriminate in its identification, assessment, and program offerings on the basis of sex, race, gender, culture, language, disability, religion, or citizenship. Multi-criteria are used for identification, assessment, and placement in the gifted education program.

Both informal and formal formats are used. Formal testing includes the appropriate standardized ability tests such as the Otis-Lennon Ability Test, and achievement tests such as SAGES and the Woodcock Johnson. Informal assessment consists of student work files, in-class performance, special activities, and observation by teacher. The SBC analyzes the information compiled on a student before final placement decisions are made. The determination of eligibility for gifted services is always a committee decision.

Entrance to and exit from the GATE Program is flexible and can be considered at any time during the school year. Discussion about best possible placement options are reviewed and communicated among all committee members. It is the responsibility of the GATE Coordinator to notify parents of the results of

Local Plan for the Education of the Gifted

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the process. If identified, parents receive notice about the identification assessment and placement of their child. Once permission for placement is received from the parent(s), a Gifted Education Plan (GEP) is developed Local Plan for the Education of the Gifted and implemented for the student. The GATE Coordinator is responsible for providing the Division Coordinator and the Building Principal with a list of students that have been identified for inclusion in the GATE Program.

Confidentiality procedures in all SCPS are adhered to. Gifted students' records and data are kept five years after dropping from the program, transferring to another school outside of SCPS' jurisdiction, or after graduation with a Standard or Advanced Studies Diploma.

D. Placement Procedures (8VAC20-40-60A.3)

This section provides procedures for the placement of gifted students in each area of giftedness identified and served by the division. These procedures include information about the identification and placement committee.

1. Identification/Placement Committee (8VAC 20-40-40D)

- a. This section includes the number of persons comprising the Identification/Placement Committee by category.

Click here to select area of giftedness.

☒ Classroom Teacher(s)

☒ Gifted Education Resource Teacher(s)

☐ Counselor(s)

☒ School Psychologist(s)

☐ Assessment Specialist(s)

☒ Principal(s) or Designee(s)

☒ Gifted Education Coordinator

☒ Other(s) Specify: Librarian and Reading Specialist

b. Type of Identification/Placement Committee

This section indicates the type of Identification/Placement Committee the division uses.

☒ School-level

☐ Division-level

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Based on a review of information gathered during the assessment process, the SBC recommends placement for students whose data reflect that the GATE Program placement is the most appropriate educational setting. It is the function of the selection committee to review and evaluate each student's profile. The committee may recommend additional information, as needed, either formal or informal, on a student to assist in determining eligibility for services in the GATE Program. Provisions are made to assure fair screening and assessment of students with disabilities, culturally diverse students, and the economically disadvantaged.

Parents are notified in writing of the results of the assessment within ninety-days following the signing of the consent for assessment. The district gets written permission of the parents before a student is placed in SCPS' GATE Program.

Once parent permission is signed, documentation verifying selection and placement, and eligibility determination is kept in the student's permanent record. A parent(s) has the right to refuse placement of their child in the GATE Program. If the parent fails to sign the permission for placement, the student will not be placed in the GATE Program.

Students who do not meet the criteria for placement may be nominated and reassessed after one full calendar year. Once the student is identified as gifted, that identification will remain through graduation. A parent may request at any time that their child be removed from the program. They will be required to complete an exit form to be placed in the student's cumulative record.

2. Eligibility (8VAC20-40-60A.3)

This section includes a chart detailing all criteria that could be considered in the identification process for a specific area of giftedness identified by the division. A description of the eligibility process used by the committee to make decisions regarding eligibility for services shall follow the chart. It includes a timeline for making eligibility decisions within 90 instructional days of the school division's receipt of the parent's(s') or legal guardian's(s') consent for assessment.

General Intellectual Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
PAL's Assessment	Classroom Teacher/ Reading Specialist	Classroom Teacher/ Reading Specialist	Classroom Teacher
Teacher Assessment Rating Scale	Classroom Teacher	School Gifted Coordinator/Teacher	School Gifted Coordinator
Academic Performance	Classroom Teacher	Classroom Teacher	Classroom Teacher
SAGES-2	School Gifted Coordinator/Teacher	School Gifted Coordinator/Teacher	School Gifted Coordinator/Teacher

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Otis-Lennon Ability Test	School Gifted Coordinator/Teacher	School Gifted Coordinator/Teacher	School Gifted Coordinator/Teacher
Woodcock Johnson III	Reading Specialist	Reading Specialist	Reading Specialist/School Gifted Coordinator/Teacher

After the screening procedure is completed and all data is collected the gifted coordinator/teacher proceeds with the eligibility process of identification. All criteria for placement is listed on the permission to evaluate form. The division does not allow any one single criterion to deny access to gifted program services. The School-Based Team at the respective school meets to review the collected data. An identification profile is completed for each student. The profile documents eligibility and the area of giftedness. All procedures included in the identification and placement process are completed within a 90-day working period.

The results of the cognitive test scores (OLSAT), achievement test scores (SAGES-2, Woodcock Johnson III), Teacher Assessment Rating, SOL State Assessment (Grades 4-12), and Overall Academic Performance are assigned a point value. Points are tabulated from the preceding data and determines whether or not the child enters the program. Based upon this information available, School-Based Team makes the following recommendation:

- The student is eligible
- The student is not eligible
- Further consideration is needed before a decision may be reached

If the student is found to be eligible, the parent/guardian is notified by letter and requested to sign permission to participate. If a student is found ineligible, the parent/guardian is advised that they may appeal the committee's decision and request a copy of the appeals procedure. This must be initiated within 15 school days.

3. Determination of Services (8VAC20-40-60A.3)

This section describes the process of determining appropriate educational services for identified K-12 students.

General Intellectual Aptitude

The School-Based Team determines eligibility. Placement of gifted students in grades K-12 is determined by scores achieved from criteria listed on the appropriate matrix, and/or other specific guideline requirements. Program options provided for each individual gifted student is determined by a summarization of the individual student's profile. Each program is carefully selected to coincide with the general intellectual ability of each student. With all members of the

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School-Based Team in agreement, placement of gifted students in grades K-12 is determined by scores achieved from criteria listed on the appropriate matrix, and/or other specific guideline requirements.

Program options are provided for each student that qualifies for the gifted program. In grades K7, a comprehensive program of challenging and intellectual tasks are implemented in order to enhance and enrich a student's superior ability and performance. In grades 8-12, program options are based on specific criteria, intellectual ability and/or interest of the identified student.

Gifted students (9-12) wanting to participate in the Residential Governor's School Program and Dual Enrollment classes must meet specified guidelines of the program before participation is permitted. Service options are as follows:

- The student demonstrates aptitude and performance potential to the extent that differentiated learning options are necessary to meet his/her needs.
- The student does not, at this time, exhibit ability and performance to the degree that services beyond those provided by the general curriculum are necessary to meet his/her needs.

Parents will be notified by letter of the appropriate services and of their right to and the process of appeal.

Part IV: Notification Procedures (8VAC20-40-60A.4)

This section includes the procedures used for (a) notifying parents/guardians when the individual identification process is initiated; (b) requesting permission for individual testing and/or collection of additional information; (c) requesting permission for provision of appropriate service options; and, (d) parents/guardians wishing to file an appeal of the identification outcome, change in placement, or exit decision. Any procedural differences pertaining to a specific area of giftedness identified by the division should be clearly indicated.

General Intellectual Aptitude

Once a student has been referred for formal assessment through the general screening process, as a transfer or directly by a parent or other person, the referral is recorded at the school. A letter that provides information about the division's gifted programs is sent to the parent, explaining the formal assessment and identification process, and requests written permission for testing and data collection. No action is taken until permission has been received. If there is no response, at least two additional attempts to obtain permission (by letter and phone) will be made. Documentation of attempts to contact the parent will be maintained. The process between nomination and the eligibility decision is completed within a 90-day working period. After the School-Based Team has made a determination, a second letter is sent to the parent noting the

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decision of the committee and requesting permission for placement in the program. If a student is declared eligible, services available are listed on the Permission to Participate Form. Parents must sign the permission to participate form before services may begin. If a student is found not eligible, included in the identification notification is the indication that the parent/guardian has the right to appeal the identification decision.

Part V: Change in Instructional Services (8VAC20-40-60A.5)

This section includes the policy for written notification to parents or legal guardians of identification and placement decisions, including initial changes in placement procedures or exit policy from the program.

General Intellectual Aptitude

Students who fail to maintain academic and social responsibilities will be placed on probation from GATE sponsored activities for a nine-week period. Parents are notified of the probationary status. After the nine-week period, the student's performance will be re-evaluated by the SchoolBased Team to determine if a change of placement or initiation of the exit procedure is appropriate and permission to proceed is required. If exit is recommended, parents are notified of the decision and the appeals process. Parent/Guardian, teachers, and/or students may request a change in placement at any time. A Change in Placement Form may be obtained from the County's Gifted Coordinator. Any Change in Placement will be kept in the student's cumulative record.

Students who exit the program must complete the initial screening process and meet all criteria for eligibility in order to re-enter the program. When the student exits the gifted program, they are ineligible to receive services provided through the gifted program.

Appeals

If a parent or guardian is not in agreement with the decision of the School-Based Team, then that parent/guardian has the right to appeal the decision within fifteen (15) working days after receiving written notification of the decision. The following must be followed in the appeals process:

1. The county gifted coordinator must be contacted by the parent/guardian within fifteen (15) working days after they receive a written notification of the decision.
2. After the school gifted coordinator has been contacted, the parent/guardian will be given an Appeal of Placement Decision Form which includes a written statement of the reason for the appeal.
3. Once the gifted coordinator has received the completed Appeal of Placement Decision Form, it is the coordinator's responsibility to schedule a hearing within fifteen (15) working days.
4. The Appeals Committee shall consist of the Superintendent or his designee, the School

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Gifted Coordinator, and the Supervisor of Elementary and/or Secondary Education
(depending on the level of appeal), a majority of who shall not have served on the
School-Based Team.

5. The Appeals Committee may request that other individuals attend a hearing. Information is made available pertaining to the case, including any valid information from outside the school system.
6. It will be the responsibility of the parent/guardian and/or student to attend the hearing and to present the appeal and any supporting information concerning the appeal.
7. The Appeals Committee's decision must be made within fifteen (15) working days of the hearing. This decision will be forwarded to the school's School-Based Team, who will notify the parent/guardian in writing of the decision.
8. A parent/guardian, who is not in agreement with the decision, has the final right of appeal to the Scott County School Board through the Superintendent of schools.

Part VI: Evidence of Appropriate Service Options (8VAC20-40-60A.10)

This section provides evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week to (i) work with their age-level peers, (ii) work with their intellectual and academic peers, (iii) work independently; and (iv) foster intellectual and academic growth of gifted students. Parents and legal guardians shall receive assessment of each gifted student's academic growth. Career and Technical aptitude programs and Visual and/or Performing Arts programs are offered at the discretion of the school division.

A. Service Options are Continuous and Sequential

This section provides evidence that the division's program of curricula and instruction for gifted learners is continuous and sequential. GIA programs need to provide evidence from kindergarten through twelfth grade. SAA programs need to provide evidence that service options are continuous and sequential from identification until twelfth grade.

General Intellectual Aptitude

SCPS offers services to gifted students in grades K-12. when a student is identified as eligible for services under General Intellectual Aptitude, pull-out enrichment activities, acceleration, and inclass differentiation are the main tools used in grades K-7 to meet the student's intellectual needs,

Beginning at the 8th grade level and continuing through to the 12th the Summer Governor's School programs, academic team, and year-long Governor's school opportunities become available. Should a student be identified as requiring services for a specific academic aptitude, honors and advanced placement courses, dual enrollment, and independent study supplement the services offered to support the student's identified needs. I looking at the new Profile of a Graduate, SCPS offers Career Readiness and Mentorship Programs to GATE students.

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B. Service Options Provide Instructional Time with Age-level Peers

This section includes a description of the instructional strategies or program model that allows gifted students to interact with their age-level peers during the school day and week.

General Intellectual Aptitude

Enrichment activities are provided to gifted students and to age-level peers each day/week by their classroom teachers. Gifted students are encouraged to interact with age-appropriate peers during class presentations, games, and group activities. Differentiation of instruction is paramount to the learning and success of all students. Teachers provide learning opportunities that support the intellectual, social, and personal development of each learner. Teacher support and interaction is essential in promoting positive perceptions. When challenged, encouraged, and supported, gifted children will respond as their peers and develop a strong self-concept and take pride in their work. At different times during the week, students may be selected to work with peers who have multiple ability levels so that each student can appreciate the strengths of one another as well as their weaknesses. Gifted students may at times take the lead but at other times must learn to take a "back seat", so to speak, and support their peers when they are chosen to lead. The development of leadership and teamwork skills are critical to the development of each student. SCPS goal for all students is: "Every Child, Every Opportunity".

C. Service Options Provide Instructional Time with Intellectual and Academic Peers

This section includes a description of the instructional strategies used in the division to accelerate and enrich the content for gifted learners beyond the gradelevel or course expectations for all learners. The description should include how these academic needs are met during the school day and week.

General Intellectual Aptitude

Scott County's Plan for Gifted Education is based on the recognition of differences in all students, including the diversity within the gifted learner. The curriculum framework for the identified gifted student will be differentiated in content, process (teaching/learning methods), and product.

Emphasis of the curriculum is placed on academic rigor, complexity and abstractedness. This multi-faceted approach enhances the study of problems, issues, and themes of interest to the student. Much of the curriculum framework is derived from the works of Joseph S. Renzulli (1978) and Benjamin Bloom's Taxonomy of Basic Skills (1984). The flexibility of these models allows for the ever-changing needs of gifted learners.

Content and strategies of the curriculum allow for creative thinking, task management, critical reasoning, and problem solving skills. The gifted curriculum provides learning experiences that replace, supplement, complement, and enhance that of the general population.

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The framework will result in the following products:

- A strong foundation in the knowledge of basic skills, research and technological skills to provide a continuous avenue for learning and Appreciation
- Thinking skills to problem solve in every concrete or abstract areas of productivity
- Communication skills in a variety of means and forms that will enhance the continuity of all learning

Students in K-7 have opportunities to interact with intellectual and academic peers through cluster grouping within core subjects as well as through participation in enrichment activities outside the school day, including participation in academically oriented competitions (e.g., Spelling Bee, STEAM Day, Field Trips). Students in K-7 also participate in weekly pull out enrichment activities with their intellectual peers. For students in grades 8-12, there are a variety of interscholastic competitions at the state and regional level including Academic Team. They also are with intellectual peers in honors class/governor school programs.

D. Service Options Provide Instructional Time to Work Independently

This section includes a description of the instructional strategies or program model used in the division to allow gifted learners to work independently during the school day and week.

General Intellectual Aptitude

In order to accommodate the needs of the gifted student in Scott County Schools, various methods of differentiation are utilized. The instructional strategies used have improved student achievement, as well as increased critical thinking, problem solving abilities, and creativity. The framework for a differentiated curriculum includes, but is not limited to:

- Modeling thinking strategies, such as logical thinking, decision making, and evaluation
- Using thematic and interdisciplinary approaches to focus on SOL themes, issues, and real life problems
- Homogeneous and heterogeneous groups will experience small group problem-solving opportunities
- Encourage independent study in order to develop skills and knowledge in areas of personal interest
- Provide a selection of courses with rigorous academic content
- Provide students with opportunities to analyze, synthesize, evaluate and engage in divergent thinking
- Provide students with an array of technological instruments for exploratory researchbased projects
- Posing open-ended questions that require higher-level thinking

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E. Service Options Foster Intellectual and Academic Growth

This section includes a description of the instructional strategies used in the division to foster intellectual and academic growth during the school day and week.

General Intellectual Aptitude

Services for students who are eligible for the gifted program in the area of General Intellectual Aptitude and Specific Academic Aptitude are provided in K12 general education classrooms in the form of differentiated instruction and challenging work. Activities involving critical thinking and higher-level processing skills are encouraged through differentiated instruction. Instruction may include small group or individual work. In addition, advanced materials related to Virginia Standards of Learning may be provided to enhance instruction.

Levels/Grades	General Intellectual Aptitude (GIA)
Primary Grades K-3	<ul style="list-style-type: none"> • Acceleration based on content and student needs • Differentiated Instruction • Individual time in the classroom • Pull Out Group Sessions • Summer Session STEM
Elementary Grades 4-5	<ul style="list-style-type: none"> • Acceleration based on content and student needs • Differentiated Instruction
	<ul style="list-style-type: none"> <input type="checkbox"/> Individual time in the classroom <input type="checkbox"/> Pull Out Group Sessions <input type="checkbox"/> Summer Session STEM
Middle School Grades 6-7	<ul style="list-style-type: none"> <input type="checkbox"/> Differentiated Instruction Pull Out Group Sessions <input type="checkbox"/> Summer Session STEM
High School Grades 8-12	<ul style="list-style-type: none"> <input type="checkbox"/> Honors Courses <input type="checkbox"/> Advanced Placement <input type="checkbox"/> Dual Enrollment <input type="checkbox"/> Governor's School <input type="checkbox"/> Guidance Career Counseling <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Summer School College Participation

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At the upper intermediate and high school levels, students are counseled and encouraged to take classes with challenging and rigorous curriculum. Such classes include honors, dual enrollment, advance placement, and academic year Governor's School classes (if the student meets the qualifications).

F. Procedures for Assessing Academic Growth in Gifted Students

This section includes a description of the procedures used by the division to assess the academic growth for gifted learners.

General Intellectual Aptitude

Real-time growth reporting for all students is currently provided through access to the district electronic grade book. Grades for coursework as well as teacher comments provide a snapshot of student progress and growth.

Teachers:

- give performance feedback to students before, during and after instruction
- collect sufficient assessment data to support accurate reports of student progress
- provide opportunities for students to assess their own progress and performance
- use assessment of student progress to establish new learning goals

SCPS use multiple procedures to assess the academic growth for gifted learners. SCPS recognize that gifted learners perform at different levels and it is important to monitor student progress. Whether the material is new in terms of depth, difficulty, or originality, the gifted learner is required to build upon prior knowledge. Appropriate objectives are measureable and utilize a wide array of assessments that are valid and reliable.

Examples are:

- Report Cards
- Progress Reports
- Benchmark Testing
- SOL
- Accelerated Reading
- PALS Testing
- Rubrics
- Student Self-Assessment
- Peer Evaluations
- Conferences

Evaluation should be an ongoing and continuous process. The following evaluative techniques are used to monitor the curricula success for gifted learners:

- Norm-Referenced Tests

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- Authentic Assessments (e.g., portfolios, projects, presentations, writing assessments, exhibitions)
- Standards-Based Assessments (e.g., Virginia Standards of Learning)
- Locally Developed Assessments (e.g., grade level, department, subject area assessments)
- Direct Classroom Observations
- Surveys filled out by students, parents, teachers, administrators, and mentors
- Discussion with students, parents, and teachers
- Academic achievement
- Standardized Test (PSAT, SAT)
- AP Tests/End of Course Tests
- Self-evaluations
- Dual enrollment credits
- Community Service

In addition to the above, Scott County Public Schools uses Student Growth Measures to track the success of gifted students, such as SOL assessments and End-of-Course Assessments. Students are tracked from elementary through high school and charted along the way to show the success of students.

Part VII: Program of Differentiated Curriculum and Instruction (8VAC20-40-60A.11)

The Regulations Governing Educational Services for Gifted Students defines appropriately differentiated curriculum and instruction as curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers. This section provides a description of the school division's appropriately differentiated curriculum and instruction demonstrating accelerated and advanced content for gifted learners.

General Intellectual Aptitude

The curriculum framework is based upon the Principles of Differentiated Curriculum for the Gifted prepared by the National/State Leadership Training Institute on the Gifted. As previously stated, emphasis of the curriculum is placed on academic rigor, complexity and abstractedness. This multi-faceted approach enhances the study of problems, issues, and themes of interest to the student. Much of the curriculum framework is derived from the works of Joseph S. Renzulli

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(1975) and Benjamin Bloom's Taxonomy of Basic Skills (1984). The flexibility of these models allows for the ever-changing needs of gifted learners.

Content and strategies of the curriculum allow for originality of thought and production, fluency of ideas, intellectual curiosity, independence, creative thinking, task management, critical reasoning, and problem solving skills. The gifted curriculum provides learning experiences that replace, supplement, complement, and enhance that of the general population. The curriculum is designed to be different even though a major part of the responsibilities for gifted education rests with the classroom teacher. The GATE teacher and the classroom teachers work hand-in-hand to expand the educational experiences offered to gifted students in order to develop their potential.

In order to meet the needs of students who are identified as eligible for services under the General Intellectual Abilities category, SCPS expects teachers of the gifted to integrate multiple disciplines in a given area of study. The teacher is expected to present comprehensive, related, and mutually reinforcing experiences within an area of study.

Teachers are encouraged to focus their assignments so that students can learn using open-ended tasks. The classroom will be a place where students develop products that challenge existing ideas and produce "new" ideas. Further, the classroom will provide an environment where new techniques, materials, and forms can be explored. In such a classroom, students will be free to develop self-understanding, to recognize his/her own abilities, and to become self-directed. Student learning accentuates higher order processes incorporating critical and creative thinking skills, problem solving, decision-making, research, reasoning and metacognition. Learning experiences are created to allow for concept development through integrated content and indepth study of major ideas, issues, and problems of interest to students. Specifically, in designing qualitative differentiation for gifted students, teachers plan and carry out varied approaches to content, process, and product at an appropriate level and pace based on student differences in readiness, interest and learning needs. A differentiated classroom may include the following:

Content:

- Extends the prescribed curriculum utilizing advanced skills and concepts
- Presents content related to broad-based issues, problems or themes
- Integrates multiple disciplines into an area of study
- Organizes content to accentuate abstraction, complexity, challenge, depth, ambiguity, and open-endedness

Process:

- Promotes in-depth investigation of teacher-selected and student-selected topics to accentuate the development and application of advanced research skills
- Provides opportunities for students to strengthen critical thinking, problem solving, creative thinking and decision making skills
- Fosters ongoing organizational, time management and perseverance skills
- Allows students opportunities to seek, define and solve complex real-world problems

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Product:

- Allows students to demonstrate knowledge, skills, and understanding using varied modes of expression
- Encourages product development that challenges existing ideas and produces new solutions
- Establishes specific criteria for a quality product and provides ongoing assessment and feedback during product development

Part VIII: Policies and Procedures for Access to Programs and Advanced Courses
(8VAC20-40-60A.12)

This section provides the school division's policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with the learning needs of the gifted student.

General Intellectual Aptitude

The Scott County School Board is committed to providing equal opportunity for every student to achieve maximum intellectual, social, emotional and physical growth and to ensuring that each student be equipped to communicate effectively with other people, to be competent both in the work place and in higher education and to feel confident of the ability to make creative and constructive decisions in his/her life.

Students are provided opportunities for class selection based on prior performance and needs. In consultation with faculty, guidance, and gifted coordinators and facilitators, student enrollment in appropriate and specific classes is determined by grades and scores, performance, prerequisites, and recommendations.

File: IGBB - PROGRAMS FOR GIFTED STUDENTS

The Scott County School Board shall approve a comprehensive plan for the education of gifted students that includes the components identified in Board of Education regulations. The plan for the education of gifted students shall be accessible through the division's website and the division will ensure that printed copies of the plan are available to citizens who do not have online access. The school division has uniform procedures for screening, referring, identifying, and serving students in kindergarten through twelfth grade who are gifted in general intellectual or specific academic aptitude. The school division will provide written notification to and seek written consent from parents and legal guardians to conduct any required assessment to determine a referred student's eligibility for the division's gifted education program, and provide services for an identified gifted student in the division's gifted education program. The School Board may establish a local advisory committee composed of parents, school personnel, and other community members appointed by the School Board. The committee will reflect the ethnic and geographical composition of the school division. If established, the committee will annually

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review the division's plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the committee will be submitted annually in writing to the division superintendent and the School Board.

File: IGBI - ADVANCED PLACEMENT CLASSES AND SPECIAL PROGRAMS

Students and their parents shall be notified of the availability of dual enrollment, the International Baccalaureate program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. Students and their parents shall also be notified of the program with a community college to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma. The superintendent shall promulgate regulations to implement this policy, which shall ensure the provision of timely and adequate notice to students and their parents.

Service options available are as follows from the Linwood Holton Governor's School:

- Advanced Multimedia Applications
- Anatomy and Physiology
- Appalachian History
- Astronomy
- Creative Writing
- Engineering Methods and Computer Programming
- Engineering and Robotics
- Environmental Science and Related Problems
- History of Western Civilization
- History of World Civilization
- Principles of Physics
- Probability and Statistics

Other service options available through Virtual Virginia Advanced Placement Courses are:

- ☐ Art History
- Biology
- Calculus AB
- Calculus BC
- Chemistry
- Chinese Language and Culture
- Computer Science A
- English language & Composition
- English literature & Composition
- Environmental Science
- European History
- French Language & Culture

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- Government & Politics: US
- Human Geography
- Latin Vergil
- Macro Economics
- Physics B
- Psychology
- Spanish Language
- Statistics
- US History
- World History
- Arabic I, II, III
- Chemistry (Advanced & Honors) **Part IX: Personal and Professional Development (8VAC20-40-60A.13)**

School divisions must provide evidence of professional development based on the following teacher competencies outlined in 8VAC20-542-310 below.

1. Understanding of principles of the integration of gifted education and general education, including:
 - a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and
 - b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.
2. Understanding of the characteristics of gifted students, including:
 - a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;
 - b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and
 - c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).
3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:
 - a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;
 - b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;
 - c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;
 - d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;

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- e. The evaluation of data collected from student records such as grades, honors, and awards;
 - f. The use of case study reports providing information concerning exceptional conditions; and
 - g. The structure, training, and procedures used by the identification and placement committee.
4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:
 - a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;
 - b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and
 - c. The development of learning environments that guide students to become selfdirected, independent learners.
 5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:
 - a. The integration of multiple disciplines into an area of study;
 - b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;
 - c. The development of analytical, organizational, critical, and creative thinking skills;
 - d. The development of sophisticated products using varied modes of expression;
 - e. The evaluation of student learning through appropriate and specific criteria; and
 - f. The development of advanced technological skills to enhance student performance.
 6. Understanding of contemporary issues and research in gifted education, including:
 - a. The systematic gathering, analyzing, and reporting of formative and summative data; and
 - b. Current local, state, and national issues and concerns.

Professional Development:

Teachers in Scott County Public Schools participate annually in one or more of the following professional development opportunities related to gifted education:

- On-going professional development opportunities in curriculum differentiation
- On-going collaborative meetings with teachers
- Summer regional professional development opportunities
- Consultation with Division Gifted Coordinator
- State or national seminars or conferences
- Professional development opportunities provided by Scott County Public Schools

Local Plan for the Education of the Gifted

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- Professional readings that focus on techniques for identifying gifted students, models and strategies which promote academic rigor, principles of curriculum differentiation, social /emotional needs of gifted students, and other issues and/or concerns relevant to the gifted student

Part X: Procedures for Annual Review of Effectiveness (8VAC20-40-60A.14)

This section provides the procedures for the annual review of the effectiveness of the school division's gifted education program, including the review of screening, referral, identification, and program procedures toward the achievement of equitable representation of students, the review of student outcomes and the academic growth of gifted students. School divisions may decide to focus on one or more areas to review each year. However, reviews shall be based on multiple criteria and shall include multiple sources of information.

Annual Reviews of the SCPS Program for Gifted Education Includes:

Procedures for Equitable Referral and Identification of Students	Review of Student Outcomes	Academic Growth of Gifted Students
Collect and analyze referral and identification data to evaluate the effectiveness of revisions made to the Gifted Education Student Profiles	Collect and analyze student outcome data to evaluate the effectiveness of student performance	Collect and analyze data which measures the academic growth of gifted students

Review also includes the following:

- Review of the Individual school programs to determine effectiveness in providing planned enhancement and enrichment
- Development of Annual Report of Accomplishments of the Gifted
- Program for review by the Gifted Advisory Board
- Presentation of report to the School Board
- Receiving School Board approval for the local plan

Part XI: Procedures for the Establishment of the Local Advisory Committee (8VAC20-4060B)

Each school division may establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall reflect the ethnic and geographical composition of the school division. This section should include the school division's procedures for the establishment of the local advisory committee for the gifted program if the division has elected to establish a committee.

Local Plan for the Education of the Gifted

Double Click on this Sentence to Insert School Division Name

Local Advisory Committee:

Members of the Gifted Advisory Board include parents, representatives from the schools, central office representative, and the superintendent or designee. Advisory meetings are held two times per year, one each semester. Meetings may be either: sit-down or by e-mail.

A website is available to provide a continuous information resource for parents and community regarding gifted education.

Part XII: Assurances (8VAC20-40-60A.6; A.7; A.8; A.9)

In accordance with the *Regulations Governing Educational Services for Gifted Students*, the following assurance must be provided by the school division:

- Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations;
- Assurances that (i) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases; (ii) identification procedures are constructed so that those procedures may identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability; (iii) standardized tests and other measures have been validated for the purpose of identifying gifted students; and (iv) instruments are administered and interpreted by trained personnel in conformity with the developer's instructions;
- Assurances that accommodations or modifications determined by the school division's special education Individual Education Plan (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student's gifted education services; and
- Assurances that a written copy of the school division's approved local plan for the education of the gifted is available to parents or legal guardians of each referred student, and to others upon request.

Pursuant to these requirements, I hereby certify that the school division is in compliance with this language.

Division Superintendent's Signature

Printed Name

Date

Local Plan for the Education of the Gifted

Local Gifted/Talented Plan Review Committee (2018 – 2023)

<p>Gina Fuller P.O. Box 1208 Gate City, VA 24251 276-386-6055</p> <p>Sarah Medukas 199 Clyde Williams Ave. Gate City, VA 24251 423-335-3433</p> <p>Reagan Mullins PO Box 554 Gate City, VA 24251 423-914-7298</p>	<p>Brenda Robinette PO Box 1646 Gate City, VA 24251 276-386-6118 Ext. 121</p> <p>Kelsey Taylor 4727 Alley Valley Rd. Ft. Blackmore, VA 423-677-5022</p>
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Local Gifted/Talented Advisory Committee (2018-2023)

<p>Pam Bellamy</p> <p>Randy Compton</p> <p>Sandra Craft</p> <p>Eileen Deckard</p> <p>Judy Flanary</p> <p>Markeeta Gillenwater</p>	<p>Andy Jones</p> <p>Allison Kimbler</p> <p>Renee' Light</p> <p>Brenda Robinette</p> <p>Chad Robinette</p> <p>Stacy Wood</p>
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STUDENT INFORMATION REFERRAL FORM

For General Intellectual Aptitude

School: _____

Date: _____

Student's Full Name: _____

Parent's Name(s): _____

Home Address: _____

Home Phone: _____

Date of Birth: _____

Present Age: _____ Present Grade: _____

Referred By: (Check Below)

____ Teacher ____ Parent ____ Peer ____ Self ____ Other

Signature: _____

**SCOTT COUNTY PUBLIC SCHOOLS
TEACHER ASSESSMENT RATING SCALE
REFERRAL FOR ACADEMICALLY GIFTED (K-12)***

Student: _____ Date: _____

School: _____ Grade: _____

Relationship to Student: _____ Teacher _____ Parent _____ Peer/Self _____ Other _____

Signature: _____

Parent's Address: _____

Phone: _____

Performance Data: Performance – Overall Average: _____

State SOL and/or PALS/Assess Test _____

Teacher Checklist: Teacher Assessment Teacher: _____

Below is a list of characteristics, which are found, in various combinations, in gifted children. This list is designed to obtain teacher estimates of their observance of these characteristics in students. Please read the statement carefully and place an "X" in the appropriate place according to the following scale of values.

	Never	Rarely	Occasionally	Considerable Degree	Always
1. Has a keen power of observation	1	2	3	4	5
2. Sees ordinary things in unusual ways					
3. Has interest and knowledge far beyond grade level expectations					
4. Possesses unusual communication skills (verbal and/or written)					
5. Demonstrates a liking for new ways of doing things					
6. Shows interest in creating, inventing, and brainstorming					
7. Shows intense curiosity and desire to learn					
8. Questions accepted practices, concepts and ideas					
9. Can concentrate for long periods of time when interested in a subject					
10. Uses higher level thinking process, like critical reasoning, divergence of thought, and sophisticated analysis of information					
11. Shows a serious attitude toward learning					
12. Demonstrates a breadth of information in advanced areas					
TOTAL					

*Joseph Renzulli (1978)

SCOTT COUNTY PUBLIC SCHOOLS

Form (GT-2)

Dear _____:

Your child, _____, has been nominated as possibly qualifying for admission to a program for Academically Gifted Students.

Our identification procedure for admission to the program may include the following items of assessment:

- (1) Review of academic progress
- (2) Teacher checklist and assessment of student product performance
- (3) SAGES – 2 Screening Assessment for Gifted Students
- (4) Individual intelligence test (OLSAT)
- (5) State Standards of Learning Assessment
- (6) PALS
- (7) Assess Test
- (8) Woodcock Johnson III

The individual intelligence test (OLSAT) will be given by the Instructors of the Gifted.

Please complete the attached parental permission form either giving or denying permission for complete assessment and return the form to me at the school as soon as possible.

You will be notified if your child is eligible for the program and your consent to place him/her in the program will be requested at that time. If you have any questions or concerns, please do not hesitate to give me a call at your child's school.

Sincerely,

School Coordinator

SCOTT COUNTY PUBLIC SCHOOLS PERMISSION SCREEN/EVALUATE

Student's Full Name: _____

Address: _____

Date of Birth: _____ Phone No: _____

School: _____ Grade: _____ Race: _____ Gender: _____

_____ I give permission for screening to be completed and the intelligence test (OLSAT) to be administered.

Parent's Signature: _____ Date: _____

_____ I deny permission for screening to be completed and the intelligence test (OLSAT) to be administered.

Parent's signature: _____ Date: _____

Form (GT-3)

SCOTT COUNTY SCHOOL SYSTEM

Date: _____

Dear _____:

As you know, your child has been considered for placement in the Scott County Academically Gifted Program. It is the recommendation of the Pupil Study (Identification/Placement) Committee that _____ is eligible for services as an identified intellectually gifted student.

The following is a brief description by grade levels of the services that are available for your child to receive:

- Primary (K-3) – In-class differentiation and a weekly enrichment pull-out class
- Middle (4-7) – In-class differentiation and a weekly enrichment pull-out class
- Secondary (8-12) – Academically Gifted Education Plan of choice for Advanced Classes, Honors Classes, Dual-Enrollment Classes, Academic Competition Team (9-12), AIM Scholar Program, and/or Technology-Computer Based Challenges, Governor's School.

Please sign below (and return the form to school) giving or denying permission for your child's participation in the placement as described above. We would appreciate your completing the attached parent inventory and returning it to school.

This gifted program is another example of the dedication of the Scott County Public Schools meeting the individual needs of all students. We hope your child will find the gifted program both enjoyable and beneficial.

Sincerely,

School Coordinator

PERMISSION TO PARTICIPATE

_____ I give permission for my child's participation in the gifted program.

_____ I do not give my permission for my child's participation in the gifted program.

(Parent's Signature)

(Date)

SCOTT COUNTY PUBLIC SCHOOLS

Form (GT-7)

GIFTED PROGRAM PARENT INVENTORY

The information requested on this inventory will be helpful in providing appropriate educational experiences for your child. Your help in providing the information is appreciated. Please feel free to attach additional sheets or to call to provide information.

Pupil's Name _____ Date _____
School _____ Birthdate ____/____/____ Grade _____

1. What do you feel are your child's strongest talents or skills? _____

2. What problems or weaknesses does your child have? _____

3. Please indicate any significant conditions or stresses your child is undergoing which might influence school performance. _____

4. What (if you are aware of any) are your child's educational and vocational aspirations? _____

5. What activities occupy your child's time after school and weekends? (Hobbies, special lessons, etc.) _____

6. How would you describe your child's attitudes toward school? (Activities enjoyed or disliked, enthusiasm, criticisms, relations with adults, etc.) _____

7. What kinds of skills or characteristics would you like to see your child develop through this program? _____

8. What suggestions do you have for meeting your child's needs in this program? _____

Name: _____ Relationship to child: _____

SCOTT COUNTY SCHOOL SYSTEM

Form (GT-8)

DATE: _____

Dear _____:

As you know, your child has been (A) considered for placement in the Scott County Academically Gifted Program or (B) for re-evaluation. After reviewing your child's assessment results, the Pupil Study (Identification/Placement) Committee has determined that _____ is not eligible for placement or continued services in the Gifted Program. In accordance with state guidelines, it is necessary to establish rigorous criteria for determining program eligibility. Although your child possesses high abilities, based on our established criteria, the committee feels that program placement or continued service is not in your child's best interest at this time.

If you have any questions, please feel free to call or to come by the school. If you are not in agreement with the committee's decision, you have a right to appeal to a division-wide appeals committee. Forms of Appeal may be obtained at the School Board Office, from the Gifted Resource Teacher, or School Coordinator. Please contact the County's Coordinator of Gifted Education at 276.386.6118 within fifteen (15) days following receipt of this written notification, if you wish to initiate appeal proceedings.

Your child may be re-referred and re-evaluated for the Scott County Gifted Program during the next school year, if you so desire. Scott County Public Schools will continue to educate your child according to his/her needs and abilities.

Sincerely,

Gifted Coordinator

SCOTT COUNTY SCHOOLS GIFTED PROGRAM – STUDENT PROFILE

Form GT-4 (K-3)

IDENTIFICATION MATRIX GRADES K-3

SCHOOL: _____

DATE: _____

STUDENT'S FULL NAME: _____

PARENT'S NAME: _____

HOME ADDRESS: _____

HOME PHONE: _____ DATE OF BIRTH: ____/____/____

PRESENT AGE: _____ PRESENT GRADE: _____

ASSESSMENT CRITERIA	Please circle appropriate block in each area for scoring						
ASSESSMENT AREAS (Points)	7	6	5	4	3	2	1
ABILITY TEST (Otis Lennon-DIQ)	140	139-135	134-130	129-125	124-120	119-115	114-110
OBSERVATION Teacher Assessment (Points)					3 60-50	2 49-40	1 39-30
SAGES – 2 Test-Math/Science (Screening Assessment)					99-95	94-90	89-84
SAGES – 2 Test-Language Arts/Social Studies (Screening Assessment)					99-95	94-90	89-84
PERFORMANCE Overall Grade Average					A 100-95	B 94-86	C 85-78
Eligibility Requirements K-3 = 13 Points							
(Revised Nov. 2005)				TOTAL			
POINTS: _____							

PLACEMENT COMMITTEE REPORT*

____ ELIGIBLE FOR PLACEMENT

____ INELIGIBLE FOR PLACEMENT

COMMENTS: _____

DATE: _____

SIGNATURE

POSITION

**SCREENING COMMITTEE REPORT
GENERAL INTELLECTUAL APTITUDE
GRADES K-3**

Form GT-4 (K-3)

STUDENT'S FULL NAME: _____ **DATE:** ____/____/____

GRADE: _____

CRITERIA	3 OUTSTANDING	2 ABOVE AVERAGE	1 AVERAGE
ASSESSMENT PERFORMANCE			
TEACHER CHECKLIST			
SAGES-2 SCREENING ASSESSMENT			
PALS/ASSESS TEST			

_____ **RECOMMENDED FOR COMPLETE ASSESSMENT**

_____ **NOT RECOMMENDED FOR COMPLETE ASSMENT**

SIGNATURE

POSITION

SCOTT COUNTY SCHOOLS GIFTED PROGRAM – STUDENT PROFILE

Form GT-5 (4-8)

IDENTIFICATION MATRIX GRADES 4-8

SCHOOL: _____

DATE: _____

STUDENT'S FULL NAME: _____

PARENT'S NAME: _____

HOME ADDRESS: _____

HOME PHONE: _____

PRESENT AGE: _____ DATE OF BIRTH: ____/____/____

PRESENT GRADE: _____

ASSESSMENT CRITERIA

ASSESSMENT AREAS (Points)

Please circle appropriate block in each area for scoring

ABILITY TEST

(Otis Lennon-DIQ)

7	6	5	4	3	2	1
140	139-135	134-130	129-125	124-120	119-115	114-110

OBSERVATION

Teacher Assessment (Points)

				3	2	1
				60-50	49-40	39-30

SAGES – 2 Test-Math/Science
(Screening Assessment)

				99-95	94-90	89-84
--	--	--	--	-------	-------	-------

SAGES – 2 Test-Language Arts/Social Studies
(Screening Assessment)

				99-95	94-90	89-84
--	--	--	--	-------	-------	-------

SOL (State)

1 point for advanced

ENGLISH
MATH

--	--	--	--	--	--	--

PERFORMANCE

Overall Grade Average

				A 100-95	B 94-86	C 85-78
--	--	--	--	-------------	------------	------------

Eligibility Requirements
4 – 8 = 16 points

(Revised Nov. 2005)

POINTS: _____

TOTAL

PLACEMENT COMMITTEE REPORT*

____ ELIGIBLE FOR PLACEMENT

____ INELIGIBLE FOR PLACEMENT

COMMENTS: _____

DATE: _____

SIGNATURE

POSITION

SCREENING COMMITTEE REPORT
GENERAL INTELLECTUAL APTITUDE
Grades 4 - 8

Form GT-5 (4-8)

STUDENT'S FULL NAME: _____ **DATE:** ____/____/____

GRADE: _____

CRITERIA	3 OUTSTANDING	2 ABOVE AVERAGE	1 AVERAGE
ASSESSMENT PERFORMANCE			
TEACHER CHECKLIST			
SAGES-2 SCREENING ASSESSMENT			
SOL STATE			

_____ **RECOMMENDED FOR COMPLETE ASSESSMENT**

_____ **NOT RECOMMENDED FOR COMPLETE ASSMENT**

SIGNATURE

POSITION

Form GT-6 (9-12)

SCOTT COUNTY SCHOOLS GIFTED PROGRAM – STUDENT PROFILE

IDENTIFICATION MATRIX

GRADES 9-12

SCHOOL: _____

DATE: _____

STUDENT'S FULL NAME: _____

PARENT'S NAME: _____

HOME ADDRESS: _____

HOME PHONE: _____ DATE OF BIRTH: _____

PRESENT AGE: _____ DATE OF BIRTH: ____/____/____

DATE OF BIRTH: / /

PRESENT GRADE: _____

ASSESSMENT CRITERIA		Please circle appropriate block in each area for scoring						
ASSESSMENT AREAS (Points)		7	6	5	4	3	2	1
ABILITY TEST (Otis Lennon-DIQ)		140	139-135	134-130	129-125	124-120	119-115	114-110
OBSERVATION						3	2	1
Teacher Assessment (Points)						60-50	49-40	39-30
WOODCOCK JOHNSON III						99-95	94-90	89-84
SOL (State) 1 pt. for advanced	ENGLISH MATH							
PERFORMANCE Overall Grade Average						A 100-95	B 94-86	C 85-78
Eligibility Requirements 9-12 = 16 points								
(Revised Nov. 2005)								
POINTS: _____					TOTAL			

PLACEMENT COMMITTEE REPORT*

ELIGIBLE FOR PLACEMENT

PLACEMENT COMMITTEE REPORT*

 ELIGIBLE FOR PLACEMENT

_____ INELIGIBLE FOR PLACEMENT

COMMENTS: _____

DATE: _____

DATE: _____

SIGNATURE

POSITION

SCREENING COMMITTEE REPORT
GENERAL INTELLECTUAL APTITUDE
Grades 9 - 12

STUDENT'S FULL NAME: _____ **DATE:** ____/____/____

GRADE: _____

CRITERIA	3 OUTSTANDING	2 ABOVE AVERAGE	1 AVERAGE
ASSESSMENT PERFORMANCE			
TEACHER CHECKLIST			
WOODCOCK JOHNSON III			
SOL STATE			

_____ **RECOMMENDED FOR COMPLETE ASSESSMENT**

_____ **NOT RECOMMENDED FOR COMPLETE ASSMENT**

SIGNATURE

POSITION

**SCOTT COUNTY PUBLIC SCHOOLS
340 EAST JACKSON STREET
GATE CITY VA 24251**

Dear _____:

Careful consideration is given to determine which children derive the greatest benefit from the Gifted Program. Emphasis has been placed on children who are identified through:

1. Responsibility to Task Completion
2. Superior Academic Achievement

Students in the Gifted Program are continuously evaluated to determine if they are meeting these qualifications.

A review of your child's school performance by the Identification/Placement Committee indicates that he/she is not working up to his/her potential. Therefore, he/she is no longer eligible for special enrichment activities designed for gifted students or has been placed on probationary status for one grading period. If you are not in agreement with the committee's decision, you have the right of appeal to a division-wide appeals committee. Please contact me at 276.386.6118 within fifteen (15) days following receipt of this written notification if you wish to initiate appeal proceedings.

Should your child's future performance show marked improvement, you may request that the school's Child Study Committee for Gifted Students reevaluate him/her in light of the county's present program. Please contact the school for a conference.

We hope that your child will work hard to improve so that he/she may be included in future activities.

Sincerely,

**Brenda P. Robinette
Gifted Coordinator**

**Sarah Medukas
School Gifted Coordinator**

**SCOTT COUNTY PUBLIC SCHOOLS
GATE CITY VA 24251**

PARENTAL/STUDENT REQUEST FOR GIFTED PROGRAM EXIT

FULL NAME OF STUDENT: _____

SCHOOL: _____ **GRADE:** _____

I no longer wish for my child to participate in the Scott County Gifted Program, nor to be considered as an identified general intellectually gifted student. I understand that should my child wish to re-enter the program in the future, it would be necessary that he/she complete the initial identification procedures and requalify under current program criteria.

Signature of Parent

Date

SCOTT COUNTY SCHOOL SYSTEM
APPEAL OF PLACEMENT DECISION

STUDENT'S NAME: _____

SCHOOL: _____ **GRADE:** _____

SCHOOL PRESENTLY ATTENDING: _____

State the reason(s) why you disagree with the Placement Committee's decision.

What do you think would be the appropriate placement for this student?

Parent/Guardian(s) Signature

Date

SCOTT COUNTY PUBLIC SCHOOLS
GATE CITY VA 24251

APPEAL COMMITTEE'S DECISION

STUDENTS NAME: _____

SCHOOL: _____ GRADE: _____

Date of Eligibility/Placement Committee's Decision: _____

Parent/Guardian of Student: _____

Nature of Appeal: _____

Decision of the Appeal Committee: _____

Reason(s) for Decision: _____

Member	Position	Date
Member	Position	Date
Member	Position	Date
Member	Position	Date
Member	Position	Date

Date

To Whom it May Concern:

This is to inform you of the meeting of the Local Advisory Committee of the Scott County Gifted Program.

The meeting will be held on ____/____/____ at 3:00 pm in the Scott County School Board Office conference room.

The agenda will be as follows:

-
-
-
-
-

If you are unable to attend this meeting, please call the School Board Office at 276.386.6118.

Sincerely,

**Brenda P. Robinette
Gifted Coordinator**

**Sarah Medukas
School Gifted Coordinator**