

SCOTT COUNTY SCHOOL BOARD

MINUTES OF REGULAR MEETING, TUESDAY, JUNE 2, 2020

The Scott County School Board met for their regular meeting on Tuesday, June 2, 2020 at 6:30 p.m. at the Scott County Career & Technical Center, 387 Broadwater Avenue, Gate City, VA 24251 with the following members present:

David Templeton, Chairman

ABSENT: None

Lon Stephen "Steve" Sallee, Jr., Vice-Chairman

Linda D. Gillenwater

Gail L. McConnell

Robin Hood

William "Bill" Houseright

OTHERS PRESENT: John I. Ferguson, Division Superintendent; Jason Smith, Assistant Superintendent; Will Sturgill, School Board Attorney; Beverly Stidham, Clerk of the Board/Purchasing Agent; Angela Johnson, Deputy Clerk/School Nutrition Agent/Head Start Payroll Clerk; Kathy Musick, VEA Representative; Makayla Jaramillo, NEA Representative/Teacher; Amanda Clark, Heritage TV.

CALL TO ORDER/MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE: Chairman Templeton called the June 2, 2020 regular meeting of the Scott County School Board to order at 6:30 p.m. and welcomed everyone to the meeting. After asking everyone to observe a moment of silence, Chairman Templeton asked Ms. Linda Gillenwater to lead in citing the *Pledge of Allegiance*.

APPROVAL OF AGENDA: With the following addendums added to the agenda as follows: Under Superintendent Items the addition of 8H. Approval of Head Start Transportation Waiver Request and moving Item No. 10. And 11. (Discussion/Approval of 2020 Graduation and Discussion/Approval of Spring 2020 Coaching Contracts) After No. 12 to be discussed after the Return from Closed Session.

On a motion by Mr. Steve Sallee, seconded by Ms. Linda Gillenwater, all members voting aye, the Board voted to approve the agenda as amended.

APPROVAL OF MAY 5, 2020 REGULAR MEETING MINUTES: On a motion by Mr. Gail McConnell, seconded by Mr. Steve Sallee, all members voting aye, the Board voted to approve the May 5, 2020 regular meeting minutes as presented.

APPROVAL OF MAY 14, 2020 SPECIAL CALLED MEETING MINUTES: On a motion by Ms. Linda Gillenwater, seconded by Mr. Gail McConnell, all members voting aye, the Board voted to approve the May 14, 2020 special called meeting minutes as presented.

APPROVAL OF CLAIMS: On a motion by Mr. Steve Sallee, seconded by Ms. Linda Gillenwater, all members voting aye, the Board voted to approve the claims as follows:

School operating fund invoices and payroll in the amount of \$863,924.31 as shown by warrants #8131261-8131366 (with checks #8130888 and #8131102 voided) & electronic payroll deposit in the amount of \$1,319,329.30 & electronic tax deposits in the amount of \$510,522.21. Cafeteria fund invoices & payroll in the amount of \$88,225.35 as shown by warrants #1019865-1019893; electronic payroll direct deposit for cafeteria in the amount of \$39,771.32; and electronic tax deposits in the amount of \$12,220.64. Head Start invoices totaling \$180,477.16 as shown by warrants #21415-21483.

PRESENTATION BY MAKAYLA JARAMILLO-RECOGNITION OF SCEA SCHOLARSHIP PROGRAM:

Makayla Jaramillo presented to the Board 3 individual recipient names that received \$250.00 each from the SCEA Scholarship program. There was one recipient from each High School: Loren Vermillion-Gate City High School, Katie Bledsoe-Twin Springs High School, and Hannah Fields-Rye Cove High School. She shared with the Board that she would like to bring the recipients to a Board meeting in the future to give the Board an opportunity to congratulate the students in person on receiving the grant.

PUBLIC COMMENT: There was no public comment at the June 2, 2020 regular meeting.

SUPERINTENDENT'S REPORT:

DISCUSSION/UPDATE ON COVID-19 AS IT RELATES TO SCHOOL RE-OPENING FOR THE 2020-2021 ACADEMIC YEAR: (APPENDIX A) Superintendent Ferguson informed the Board of new guidelines going into Phase 2 of possible reopening of School for the 2020-2021 Academic Year and stressed the importance of social distancing and emphasized that guidelines would be met by the VA Dept. of Health and how it relates to transportation, classroom use, and other criteria. Superintendent Ferguson presented a press release from the Governor's office announcing an education work group that will help guide the process for a safe, equitable reopening of schools in Virginia. With this work group, there will be a path charted out to determine how schools can safely reopen later this year. The group will be comprised of representatives from Virginia's public and private early childhood, K-12, and higher education systems, and includes teachers, superintendents, parents, college presidents, state agency personnel, special education advocates, museum directors, and student perspectives.

SRO/SSO INCENTIVE GRANT PROGRAM: Superintendent Ferguson informed the Board of the Governor's release of the \$95 million Criminal Justice grant and emphasized to the Board that Scott County applied for a grant for five (5) additional school resource officers and received that amount and grant award in the amount of \$335,165 in grant monies with the School division's part being \$63,650.00 for the 2020-2021 school year. This would increase Scott County's school resource officers to 10 from the current 5. After discussion from the Board, Mr. Ferguson asked if the Board was willing to accept the financial responsibility that the School division would incur since this was an annual obligation of the grant and reiterated that the Division's responsibility was \$63,650.00. He also informed them that the grant was renewable each year. He then stated the Board would need to put this in the form of a motion if no further questions or comments were to be made.

On a motion by Mr. Steve Sallee, seconded by Mr. Robin Hood, all members voting aye, the Board voted to approve the SRO Incentive Grant Program and Scott County School Division's portion of the grant in the amount of \$63,650.00 to obtain five (5) additional school resource officers for the school system for the 2020-2021 school year.

APPROVAL OF 2020-2021 GRANT APPLICATIONS: (APPENDIX B)

On a motion by Mr. Bill Houseright, seconded by Mr. Gail McConnell, all members voting aye, the Board voted to approve the 2020-2021 grant applications as follows:

TITLE I, PART A-Improving Basic Programs (level funding) \$789,605.53

Title II, Part A – Teacher Quality (level funding) \$115,285.59

Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students (amount not know at this time: participation in the State Consortium)

Title IV, Part A – Student Support & Academic Enrichment (level funding) \$59,765.03

Title IV, Part B – 21st Century Community Learning Center (Approximate Amounts)

Duffield Primary School	\$159,329
Nickelsville Elementary	\$159,329
Shoemaker Elementary	\$159,329

IDEA, Part B – Special Education (level funding) \$797, 595

IDEA, Part B – Special Education (Preschool) \$32,079

Perkins Career & Technical Education \$63,124.18

CARES Act ESSERF \$669,819.49

Superintendent Ferguson reemphasized that with the exception of the CARES Act that the School Board applies for the above grants annually.

APPROVAL OF EARLY HEAD START FINANCIAL REPORT, APRIL 2020: (APPENDIX C) On a motion by Mr. Steve Sallee, seconded by Mr. Bill Houseright, all members voting aye, the Board voted to approve the April 2020 Early Head Start financial report as presented by Superintendent Ferguson on behalf of Head Start Director Kathy Wilcox.

APPROVAL OF HEAD START FINANCIAL REPORT, APRIL 2020: (APPENDIX D) On a motion by Mr. Steve Sallee, seconded by Mr. Robin Hood, all members voting aye, the Board voted to approve the April 2020 Head Start financial report as presented by Superintendent Ferguson on behalf of Head Start Director Kathy Wilcox.

APPROVAL OF HEAD START SELF-ASSESSMENT RESULTS 2020: (APPENDIX E) On a motion by Mr. Gail McConnell, seconded by Mr. Steve Sallee, all members voting aye, the Board voted to approve the 2020 Head Start Self-Assessment results as presented by Superintendent Ferguson on behalf of Head Start Director Kathy Wilcox.

Superintendent Ferguson reviewed with the Board the May 2020 Head Start Director's Report on behalf of Head Start Director Kathy Wilcox. With no discussion and no questions being raised in regards to the report, the next agenda item was presented.

APPROVAL OF HEAD START TRANSPORTATION WAIVER REQUEST: (APPENDIX F) On a motion by Mr. Gail McConnell, seconded by Mr. Bill Houseright, all members voting aye, the Board voted to approve the Head Start Transportation Waiver Request Grant #03CH011328 as presented by Superintendent Ferguson on behalf of Head Start Director Kathy Wilcox.

CLOSED MEETING: Mr. Steve Sallee made a motion to enter into closed meeting at 6:55 p.m. to discuss Teachers, Coaches, Principals, Secretaries, Custodians, Mechanics, and School Resource Officers 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 9:10 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. Steve 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, Linda Gillenwater, Bill Houseright, and Robin Hood.

NAYS: None.

ABSENT DURING THE MEETING: None.

DISCUSSION/APPROVAL OF 2020 GRADUATION: GATE CITY HIGH SCHOOL, TWIN SPRINGS HIGH SCHOOL, AND RYE COVE HIGH SCHOOL: After discussion of Graduation, the Board decided to set dates for all three high schools without assigning dates to specific schools at this time and setting an alternate date since Graduation will be held outside for all three High Schools. The Board decided that there would be a limit of 6 attendees per student and that the criteria for the dates and the ceremony would be determined by the VA Dept. of Health for guidelines. The dates set at this time are June 25, 26, and 27, 2020 with the alternate dates being July 9, 10, and 11, 2020.

On a motion by Mr. Robin Hood, seconded by Mr. Bill Houseright, all members voting aye, the Board voted to secure the dates of June 25, 26, and 27, 2020 at 7:00 p.m. as Graduation Dates with alternative dates being July 9, 10, and 11, 2020 to be determined by each school. The Schools and the Scott County School Board will be in consultation for the guidelines of Graduation in conjunction with the VA Dept. of Health for dates of the Graduation ceremony and the criteria to be met. The Board set a limit of six (6) attendees for each student.

DISCUSSION/APPROVAL OF SPRING 2020 COACHING CONTRACTS:

On a motion by Mr. Steve Sallee, seconded by Mr. Gail McConnell, all members voting aye, the Board voted to approve the Full Supplement for the Spring 2020 Sports Coaching Contracts.

ITEMS BY ASSISTANT SUPERINTENDENT JASON SMITH:

PERSONNEL:

RESIGNATIONS:

On an amended motion to accept a resignation request from Laura Pascual, a motion was made by Mr. Steve Sallee, seconded by Mr. Gail McConnell, all members voting aye, the Board approved the resignation request from Laura Pascual, custodian, effective April 9, 2020.

On a motion by Mr. Gail McConnell, seconded by Ms. Linda Gillenwater, all members voting aye, the Board voted to accept the resignation request of Brian Powers, Head Girls' Basketball Coach, Twin Springs High School, effective April 30, 2020.

On a motion by Ms. Linda Gillenwater, seconded by Mr. Gail McConnell, all members voting aye, the Board voted to accept the resignation request of Oakley Hartsock, custodian, effective April 17, 2020.

On a motion by Mr. Steve Sallee, seconded by Mr. Bill Houseright, all members voting aye, the Board voted to accept the resignation request of Tiffany Hanna, teacher, effective at the end of the 2019-2020 school year.

EMPLOYMENT:

On a motion by Mr. Steve Sallee, seconded by Ms. Linda Gillenwater, all members voting aye, the Board voted to accept the employment of Lindsey Davidson, teacher, effective for the 2020-2021 school year.

On a motion by Mr. Gail McConnell, seconded by Mr. Robin Hood, all members voting aye, the Board voted to accept the employment of Kaitlyn Cole, teacher, effective July 1, 2020.

On a motion by Mr. Steve Sallee, seconded by Mr. Bill Houseright, all members voting aye, the Board voted to accept the employment of Shannon Kessler, teacher, effective for the 2020-2021 school year.

On a motion by Mr. Gail McConnell, seconded by Mr. Steve Sallee, all members voting aye, the Board voted to accept the employment of Olivia Green, teacher, effective for the 2020-2021 school year.

RETIREMENT:

On a motion by Mr. Gail McConnell, seconded by Mr. Robin Hood, all members voting aye, the Board voted to approve the retirement request of Sheila King, teacher, effective July 1, 2020.

On a motion by Mr. Steve Sallee, seconded by Mr. Bill Houseright, all members voting aye, the Board voted to approve the retirement request of Darlene Quillen, teacher, effective at the end of the 2019-2020 school year.

On a motion by Ms. Linda Gillenwater, seconded by Mr. Gail McConnell, all members voting aye, the Board voted to approve the retirement request of Teresa Ladd, teacher, effective at the end of the 2019-2020 school year.

On a motion by Mr. Steve Sallee, seconded by Mr. Bill Houseright, all members voting aye, the Board voted to approve the retirement request of Cindy Dorton, Principal, effective July 1, 2020.

NON-RENEWAL:

On a motion by Mr. Steve Sallee, seconded by Mr. Robin Hood, all members voting aye, the Board voted for the non-renewal of Aaron Trent's contract, effective at the end of the 2019-2020 school year.

The Board discussed an alternate date for the FY 2020 Budget Close-Out Meeting with Graduation being set for the date first set for June 25th.

On a motion by Mr. Robin Hood, seconded by Mr. Gail McConnell, all members voting aye, the Board voted to change the FY 2020 Budget Close-Out Meeting to Wednesday, June 24, 2020 at 4:00 p.m. to be held at the Scott County Career & Technical Center.

BOARD MEMBER COMMENTS:

Mr. Bill Houseright commented that in these uncertain times he wanted everyone to know that they are doing a great job and he wanted to thank everyone for the job they are doing.

Mr. Robin Hood wished to congratulate all of those retiring. He spoke a special note of appreciation to Ms. King for the job she has done with the Rye Cove High School Band and noted she would be truly missed.

Mr. Gail McConnell stated he was glad to see everyone back together and in person.

Mr. Steve Sallee congratulated the SCEA scholarship recipients and stated to Everyone to stay safe.

Ms. Linda Gillenwater wished everyone a Happy Retirement.

Mr. David Templeton echoed these sentiments to everyone retiring and wished them a Happy Retirement and stated that he and the Board appreciated all of the hard work they had done.

ADJOURNMENT: With there being no further business to discuss, the Board adjourned the regular meeting at 9:25 p.m.



David Templeton, Chairman



Beverly Stidham, Clerk

APPENDIX FOR JUNE 2, 2020 REGULAR MEETING MINUTES:

- A. UPDATE ON COVID-19 AS IT RELATES TO SCHOOL RE-OPENING FOR THE 2020-21 ACADEMIC YEAR**
- B. APPROVAL OF 2020-21 GRANT APPLICATIONS:**
 - TITLE 1, PART A**
 - TITLE II, PART A**
 - TITLE III, PART A**
 - TITLE IV, PART A**
 - TITLE IV, PART B**
 - IDEA, PART B**
 - IDEA, PART B, PRESCHOOL**
 - PERKINS, CAREER & TECHNICAL EDUCATION**
 - CARES ACT**
- C. APPROVAL OF EARLY HEAD START FINANCIAL REPORT, APRIL 2020**
- D. APPROVAL OF HEAD START FINANCIAL REPORT, APRIL 2020**
- E. APPROVAL OF HEAD START SELF-ASSESSMENT RESULTS 2020**
- F. APPROVAL OF HEAD START TRANSPORTATION WAIVER REQUEST**

Coronavirus Disease 2019 (COVID-19)

Considerations for Schools

Updated May 19, 2020

As some communities in the United States open K-12 schools, CDC offers the following considerations for ways in which schools can help protect students, teachers, administrators, and staff and slow the spread of COVID-19. Schools can determine, in collaboration with state and local health officials to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the local community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community. School-based health facilities may refer to CDC's Guidance for U.S. Healthcare Facilities and may find it helpful to reference the Ten Ways Healthcare Systems Can Operate Effectively During the COVID-19 Pandemic. These considerations are meant to supplement—not replace—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply.

Guiding Principles to Keep in Mind

The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:

- **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events.
- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- **Highest Risk:** Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as handwashing, staying home when sick) and environmental cleaning and disinfection are important principles that are covered in this document. Fortunately, there are a number of actions school administrators can take to help lower the risk of COVID-19 exposure and spread during school sessions and activities.

Promoting Behaviors that Reduce Spread

Schools may consider implementing several strategies to encourage behaviors that reduce the spread of COVID-19.

- **Staying Home when Appropriate**
- Educate staff and families about when they/their child(ren) should stay home and when they can return to school.
 - Actively encourage employees and students who are sick or who have recently had close contact with a person with COVID-19 to stay home. Develop policies that encourage sick employees and students to stay at home without fear of reprisal, and ensure employees, students, and students' families are aware of these policies. Consider not having perfect attendance awards, not assessing schools based on absenteeism, and offering virtual learning and telework options, if feasible.
 - Staff and students should stay home if they have tested positive for or are showing COVID-19 symptoms.
 - Staff and students who have recently had close contact with a person with COVID-19 should also stay home and monitor their health.
- CDC's criteria can help inform when employees should return to work:
 - If they have been sick with COVID-19
 - If they have recently had close contact with a person with COVID-19

- **Hand Hygiene and Respiratory Etiquette**

- Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).

- **Cloth Face Coverings**

- Teach and reinforce use of cloth face coverings. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students) as feasible, and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings.
 - **Note:** Cloth face coverings should not be placed on:
 - Children younger than 2 years old
 - Anyone who has trouble breathing or is unconscious
 - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.

- **Adequate Supplies**

- Support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible) and no-touch/foot-pedal trash cans.

- **Signs and Messages**

- Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering).
- Broadcast regular announcements on reducing the spread of COVID-19 on PA systems.
- Include messages (for example, videos) about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school social media accounts).
- Find free CDC print and digital resources on CDC's communications resources main page.

Maintaining Healthy Environments

Schools may consider implementing several strategies to maintain healthy environments.

- **Cleaning and Disinfection**

- Clean and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible, or cleaned between use.
- If transport vehicles (e.g., buses) are used by the school, drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings). To clean and disinfect school buses or other transport vehicles, see guidance for bus transit operators.
- Develop a schedule for increased, routine cleaning and disinfection.
- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children. Use products that meet EPA disinfection criteria.
- Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

when using these products to prevent children or themselves from inhaling toxic fumes.

- **Shared Objects**

- Discourage sharing of items that are difficult to clean or disinfect.
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- Avoid sharing electronic devices, toys, books, and other games or learning aids.

- **Ventilation**

- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.

- **Water Systems**

- To minimize the risk of Legionnaire's disease and other diseases associated with water, take steps to ensure that all water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown. Drinking fountains should be cleaned and sanitized, but encourage staff and students to bring their own water to minimize use and touching of water fountains.

- **Modified Layouts**

- Space seating/desks at least 6 feet apart when feasible.
- Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.
- Create distance between children on school buses (e.g., seat children one child per row, skip rows) when possible.

- **Physical Barriers and Guides**

- Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
- Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times (e.g., guides for creating "one way routes" in hallways).

- **Communal Spaces**

- Close communal use shared spaces such as dining halls and playgrounds with shared playground equipment if possible; otherwise, stagger use and clean and disinfect between use.
- Add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least 6 feet apart.

- **Food Service**

- Have children bring their own meals as feasible, or serve individually plated meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the safety of children with food allergies. ■
- Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.
- If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing food and utensils and ensure the safety of children with food allergies. ■

Maintaining Healthy Operations

Schools may consider implementing several strategies to maintain healthy operations.

- **Protections for Staff and Children at Higher Risk for Severe Illness from COVID-19**


- Offer options for staff at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework, modified job responsibilities that limit exposure risk).

- Offer options for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities).
- Consistent with applicable law, put in place policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions.
- **Regulatory Awareness**
 - Be aware of local or state regulatory agency policies related to group gatherings to determine if events can be held.
- **Gatherings, Visitors, and Field Trips**
 - Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size to the extent possible.
 - Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county).
 - Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible.
 - Pursue options to convene sporting events and participation in sports activities in ways that minimizes the risk of transmission of COVID-19 to players, families, coaches, and communities.
- **Identifying Small Groups and Keeping Them Together (Cohorting)**
 - Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
 - Limit mixing between groups if possible.
- **Staggered Scheduling**
 - Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.
 - When possible, use flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts) to help establish policies and practices for social distancing (maintaining distance of approximately 6 feet) between employees and others, especially if social distancing is recommended by state and local health authorities.
- **Designated COVID-19 Point of Contact**
 - Designate a staff person to be responsible for responding to COVID-19 concerns (e.g., school nurse). All school staff and families should know who this person is and how to contact them.
- **Participation in Community Response Efforts**
 - Consider participating with local authorities in broader COVID-19 community response efforts (e.g., sitting on community response committees).
- **Communication Systems**
 - Put systems in place for:
 - Consistent with applicable law and privacy policies, having staff and families self-report to the school if they or their student have symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with health information sharing regulations for COVID-19 ☒ (e.g. see “Notify Health Officials and Close Contacts” in the **Preparing for When Someone Gets Sick** section below) and other applicable federal and state laws and regulations relating to privacy and confidentiality, such as the Family Educational Rights and Privacy Act (FERPA).
 - Notifying staff, families, and the public of school closures and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation).
- **Leave (Time Off) Policies and Excused Absence Policies**
 - Implement flexible sick leave policies and practices that enable staff to stay home when they are sick, have been exposed, or caring for someone who is sick.
 - Examine and revise policies for leave, telework, and employee compensation.
 - Leave policies should be flexible and not punish people for taking time off, and should allow sick employees to stay home and away from co-workers. Leave policies should also account for employees who need to stay home with their children if there are school or childcare closures, or to care for sick family members.

- Develop policies for return-to-school after COVID-19 illness. CDC's criteria to discontinue home isolation and quarantine can inform these policies.
- **Back-Up Staffing Plan**
 - Monitor absenteeism of students and employees, cross-train staff, and create a roster of trained back-up staff.
- **Staff Training**
 - Train staff on all safety protocols.
 - Conduct training virtually or ensure that social distancing is maintained during training.
- **Recognize Signs and Symptoms**
 - If feasible, conduct daily health checks (e.g., temperature screening and/or or symptom checking) of staff and students.
 - Health checks should be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. School administrators may use examples of screening methods in CDC's supplemental Guidance for Child Care Programs that Remain Open as a guide for screening children and CDC's General Business FAQs for screening staff.
- **Sharing Facilities**
 - Encourage any organizations that share or use the school facilities to also follow these considerations.
- **Support Coping and Resilience**
 - Encourage employees and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.
 - Promote employees and students eating healthy, exercising, getting sleep, and finding time to unwind.
 - Encourage employees and students to talk with people they trust about their concerns and how they are feeling.
 - Consider posting signages for the national distress hotline: 1-800-985-5990, or text TalkWithUsto 66746

Preparing for When Someone Gets Sick

Schools may consider implementing several strategies to prepare for when someone gets sick.

- **Advise Staff and Families of Sick Students of Home Isolation Criteria**
 - Sick staff members or students should not return until they have met CDC's criteria to discontinue home isolation.
- **Isolate and Transport Those Who are Sick**
 - Make sure that staff and families know that they (staff) or their children (families) should not come to school, and that they should notify school officials (e.g., the designated COVID-19 point of contact) if they (staff) or their child (families) become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case.
 - Immediately separate staff and children with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow CDC guidance for caring for oneself and others who are sick.
 - Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms. School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people. See: What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection.
 - Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility. If you are calling an ambulance or bringing someone to the hospital, try to call first to alert them that the person may have COVID-19.
- **Clean and Disinfect**
 - Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting
 - Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection products  , including storing products securely

away from children.

- **Notify Health Officials and Close Contacts**

- In accordance with state and local laws and regulations, school administrators should notify local health officials, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA) [\[7\]](#).
- Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop.

Other Resources

[Latest COVID-19 Information](#)

[COVID-19 Frequently Asked Questions](#)

[Cleaning and Disinfection](#)

[People at Higher Risk](#)

[Guidance for Businesses and Employers](#)

[Managing Stress and Coping](#)

[Guidance for Schools and Childcare Centers](#)

[HIPAA and COVID-19](#) [\[8\]](#)

[COVID-19 Prevention](#)

[CDC Communication Resources](#)

[Handwashing Information](#)

[Community Mitigation](#)

[Face Coverings](#)

[OSHA Guidance on Preparing Workplaces for COVID-19](#) [\[9\]](#)

[Social Distancing](#)

[\[10\]](#)

Page last reviewed: May 19, 2020



For Immediate Release: May 18, 2020

Contacts: Office of the Governor: Alena Yarmosky, Alena.Yarmosky@governor.virginia.gov

Governor Northam Announces Education Work Group to Help Guide Process for Safe, Equitable Reopening of Schools

Education stakeholders will develop recommendations to ensure continuity of learning and address the needs of all Virginia students

RICHMOND—Governor Ralph Northam today announced a diverse set of education stakeholders participating in the Commonwealth's COVID-19 Education Work Group to help chart a path forward for determining how schools can safely reopen later this year.

The group is comprised of representatives from Virginia's public and private early childhood, K-12, and higher education systems, and includes teachers, superintendents, parents, college presidents, state agency personnel, special education advocates, museum directors, and student perspectives. This wide variety of education stakeholders represent the whole of Virginia's education system and come from every region of the Commonwealth.

Secretary of Education Atif Qarni formed the work group and chaired its first meeting on April 23. Since then, the work group has been focused on developing recommendations to align policies throughout the Commonwealth's preK-20 education system and ensure continuity of learning.

"I am deeply grateful for Virginia's educators, administrators, school nutrition workers, support staff, parents, and students for the ways they have adapted to new learning environments over the past two months," said **Governor Northam**. "As we make decisions about the path forward, this panel will help ensure that we are best supporting rural students, English language learners, students of color, and students with special needs. School closures have been necessary to protect health and safety, but lost class time has a disproportionate impact on

Virginia's most vulnerable and economically disadvantaged students. That's why equity will remain at the forefront as we determine when and how we can safely and responsibly return to in-person learning."

The work group is chaired by Secretary of Education Atif Qarni, and is staffed by Deputy Secretary Education Fran Bradford, State Council of Higher Education Director Peter Blake, and State Superintendent of Public Instruction Dr. James Lane. These four individuals comprise the steering committee for the COVID-19 Education Work Group.

"As we begin to think about how Virginia's education system can operate in the summer and fall, it is crucial that we have the advice of a diverse, thoughtful group of education leaders," said **Secretary of Education Atif Qarni**. "This group will use their expertise to guide our approach and help ensure that all voices are heard and all recommendations are made through the lens of equity."

Members of Virginia's COVID-19 Education Work Group include:

Steering Committee

- **Atif Qarni**, Secretary of Education, Chair of COVID-19 Education Work Group
- **Fran Bradford**, Deputy Secretary of Education for Higher Education and Museums
- **Peter Blake**, Director, State Council of Higher Education for Virginia
- **Dr. James Lane**, Superintendent of Public Instruction, Virginia Department of Education

Work Group Members

- **Jenna Conway**, Chief School Readiness Officer, Office of the Governor
- **Holly Coy**, Assistant Superintendent for Policy, Communications, and Equity, Virginia Department of Education
- **Dr. Laurie Forlano**, Deputy Commissioner for Population Health, Virginia Department of Health
- **Jennifer O. Macdonald**, Director, Division of Child and Family Health, Virginia Department of Health
- **Dr. Lynn Clayton Prince**, Director of Special Education, Powhatan County Public Schools and President-Elect, Virginia Council of Administrators of Special Education
- **Pam Simms**, Program Director, Gladys H. Oberle School
- **Dr. Donna Henry**, Chancellor, University of Virginia's College at Wise and Chair, Council of Presidents in Virginia
- **Dr. Michael Rao**, President, Virginia Commonwealth University
- **Taylor Reveley**, President, Longwood University
- **Dr. Makola Abdullah**, President, Virginia State University
- **Dr. Sharon Morrissey**, Senior Vice Chancellor, Virginia Community College System
- **Dr. John Downey**, President, Blue Ridge Community College
- **Dr. Eric Williams**, Superintendent, Loudoun County Public Schools
- **Dr. Jared Cotton**, Superintendent, Chesapeake Public Schools
- **Dr. Dennis Carter**, Superintendent, Smyth County Schools
- **Kathy Burcher**, Representative, Virginia Education Association
- **Melinda Bright**, Representative, Virginia Education Association

- **Dr. Travis Burns**, Principal, Northumberland High School and President, Virginia Association of Secondary School Principals
- **Dr. Andrew Buchheit**, Principal, T. Clay Wood Elementary School and President, Virginia Association of Elementary School Principals
- **Ann-Marie Ward**, Council Treasurer, Virginia Parent Teacher Association
- **Pamela Croom**, President-Elect, Virginia Parent Teacher Association
- **Teddy Martin II**, Member, Henry County School Board and Regional Chair, Virginia School Boards Association
- **Karen Corbett-Sanders**, Chair, Fairfax County School Board
- **Grace Creasey**, Executive Director, Virginia Council for Private Education
- **Robert Lambeth**, President, Council of Independent Colleges in Virginia
- **Dr. Larry Stimpert**, President, Hampden-Sydney College
- **Dr. Tiffany Franks**, President, Averett University
- **Dan Gecker**, President, Virginia Board of Education
- **Marianne Radcliff**, Representative, State Council of Higher Education for Virginia
- **Jared Calfee**, Executive Director, Virginia21
- **Rich Conti**, Director, Science Museum of Virginia
- **Dr. Betty Adams**, Executive Director, Southern Virginia Higher Education Center
- **Ingrid Grant**, Member, Governor's African American Advisory Board
- **Hyun Lee**, Member, Governor's Asian Advisory Board
- **Diana Brown**, Member, Governor's Latino Advisory Board
- **Ashley Marshall**, Chair, Virginia Council on Women
- **Shan Lateef**, Rising Senior, Thomas Jefferson High School for Science and Technology and Governor's STEM Phenom Award Winner
- **Andrea Johnson**, 2020 Virginia Teacher of the Year, High School Language Arts Teacher, Salem City Schools
- **David Walrod**, Middle School Learning Disabilities Teacher, Fairfax County Public Schools
- **Cheryl Lacy**, ESL Teacher, Norfolk Public Schools
- **Dr. Sandy Curwood**, Director, Office of School Nutrition, Virginia Department of Education
- **Dr. Anand Rao**, Past President, Faculty Senate of Virginia and Professor of Communication, University of Mary Washington
- **Dr. Evie Terrono**, President-Elect, Virginia Conference of the American Association of University Professors and Professor of Art History, Randolph-Macon College
- **Angela Moore**, Special Education Nursing Specialist, Chesterfield County Public Schools
- **Brett Welch**, Elementary School Counselor, Henrico County Public Schools

On March 13, Governor Northam directed all K-12 schools in Virginia to close for a minimum of two weeks in response to the spread of COVID-19. On March 23, Governor Northam was one of the first governors in the country to issue a statewide order closing schools for the remainder of the academic year. The Virginia Department of Education established the Continuity for Learning (C4L) Task Force consisting of more than 120 teachers, leaders, and collaborating educational partners across Virginia to help school divisions to develop and implement continuous learning plans in partnership with local county health departments, families, staff, and local boards of education.

Virginia's COVID-19 Education Work Group will develop recommendations on key issues schools must address before reopening and help determine how to ensure continuity of learning for Virginia students from cradle to classroom to career. After this guidance is developed, the work group will transition to focus on long-term recovery plans to include addressing learning gaps and social emotional needs of students resulting from school closures.

In the coming weeks, Governor Northam will outline a roadmap for Virginia schools, colleges, and universities to return to in-person learning in a safe, equitable, and responsible manner. The data-driven and science-based approach will include recommendations from the COVID-19 Education Work Group, and will be coordinated with the Forward Virginia plan to gradually ease public health restrictions. The Forward Virginia plan is grounded in federal CDC guidelines, and includes specific goals to contain the spread of the virus through increased testing, contact tracing, and ensuring adequate medical capacity.

###

Translations | ▼

2020-21 SCHOOL YEAR

Recommendation for approval of grant applications as follows:

Title I, Part A - Improving Basic Programs (level funding) \$789,605.53

Title II, Part A - Teacher Quality (level funding) \$115,285.59

**Title III, Part A - Language Instruction for Limited English Proficient and Immigrant Students
(amount not known at this time: participation in the State Consortium)**

Title IV-Part A - Student Support & Academic Enrichment (level funding) \$59,765.03

Title IV-Part B - 21st Century Community Learning Center (Approximate amounts)

Duffield Primary School \$159,329

Nickelsville Elementary School \$159,329

Shoemaker Elementary School \$159,329

IDEA; Part B - Special Education (level funding) \$797,595

IDEA; Part B - Special Education Preschool \$32,079

Perkins Career & Technical Education \$63,124.18

CARES Act ESSERF \$669,819.49

**SCOTT COUNTY PUBLIC SCHOOL HEAD START
EARLY HEAD START FINANCIAL REPORT
GRANT #03HP00004903 (9/1/19-8/31/20)**

APRIL 2020

REVENUE	CURRENT MONTH	YTD	APPROVED FUNDING	UNCOLLECTED FUNDING	%
ACF - OHS	23,845.45	206,111.55	372,363.00	166,251.45	45%
CACFP	2,049.72	13,338.03	-	-	
Donations, Other Revenue	-	521.00	-	-	
TOTAL	\$ 25,895.17	\$ 219,970.58	\$ 372,363.00	\$ 166,251.45	45%

EXPENDITURES	CURRENT MONTH	YTD	BUDGETED FUNDING	AVAILABLE FUNDING	%
PERSONNEL: \$189,334					
Payroll Expenses (Contracted)	13,831.25	117,793.23	189,334.00	71,540.77	38%
FRINGE: \$82,425					
FICA	1,231.99	11,052.32	16,667.00	5,614.68	34%
Worker's Compensation	-	-	610.00	610.00	100%
Unemployment	13.91	78.95	828.00	749.05	90%
Medical/Dental Insurance	1,565.98	14,744.32	32,152.00	17,407.68	54%
Life Insurance	181.19	1,577.02	2,480.00	902.98	36%
Retirement	2,202.29	19,530.31	29,688.00	10,157.69	34%
TRAVEL: \$3,024					
Out of Town Travel	-	18.40	3,024.00	3,005.60	99%
SUPPLIES: \$31,591					
Office Supplies	-	86.16	3,000.00	2,913.84	97%
Postage	-	-	100.00	100.00	100%
Food Supplies	1,223.26	14,196.49	20,967.03	6,770.54	32%
Food Service Supplies	143.76	156.35	1,000.00	843.65	84%
Classroom/Ed. Supplies	497.13	1,837.93	17,383.00	15,545.07	89%
Medical & Dental Supplies	16.74	33.48	1,000.00	966.52	97%
Transition Supplies	-	-	500.00	500.00	100%
Janitorial Supplies	172.22	822.94	1,500.00	677.06	45%
CONTRACTUAL: \$1,620					
Mental Health Services	52.50	255.00	1,620.00	1,365.00	84%
EQUIPMENT: \$0					
N/A	-	-	-	-	0%
OTHER: \$55,662 - T&TA: \$8,707					
Rent	-	-	-	-	0%
Utilities	223.72	1,669.10	4,500.00	2,830.90	63%
Telephone	142.93	1,579.26	3,000.00	1,420.74	47%
Maintenance & Repair	-	100.00	7,193.00	7,093.00	99%
Local Travel	-	90.75	660.00	569.25	86%
Parent Activities	-	-	600.00	600.00	100%
Audit Fee (Accounting & Legal)	-	700.00	1,000.00	300.00	30%
Publications, Ads, & Printing	-	-	500.00	500.00	100%
Health Services	45.00	75.00	1,000.00	925.00	93%
Field Trips	-	299.25	4,067.00	3,767.75	93%
Discretionary Funds	-	166.75	1,800.00	1,633.25	91%
Health Examinations (Staff)	-	-	300.00	300.00	100%
Assoc. Dues & Fees	-	84.00	2,500.00	2,416.00	97%
Payroll Expenses (Non-Contracted)	2,536.68	30,552.46	28,542.00	(2,010.46)	-7%
Training	(235.10)	421.39	8,707.00	8,285.61	95%
TOTAL	\$ 23,845.45	\$ 217,920.86	\$ 386,222.03	\$ 168,301.17	44%

EXPENDITURE DETAIL

Payroll Expenses (Contracted)	April payroll, contracted staff.
Fringe	April fringe benefits, contracted & non-contracted staff.
Supplies	General expenses for program including CACFP meals purchased for centers.
Contractual	Mental health services, February 2020
Utilities/Telephone	Utility/telephone expenses for centers.
Health Services	Dental examinations for enrolled children.
Payroll Expenses (Non-Contracted)	April payroll, non-contracted staff.
Training	VA Head Start Association Conference fees returned, Zoom subscription

IN-KIND (NFS)	CURRENT MONTH	YTD	IN-KIND BUDGETED	IN-KIND REMAINING	%
Parents & Volunteer	6,032.79	55,023.91	68,271.00	13,247.09	19%
School District	-	8,936.28	9,205.00	268.72	3%
Donations	2,178.00	18,365.72	15,615.00	(2,750.72)	-18%
TOTAL	\$ 8,210.79	\$ 82,325.91	\$ 93,091.00	\$ 10,765.09	12%

ADMINISTRATIVE COST	CURRENT MONTH	YTD	ADMIN. COST BUDGETED	ADMIN. COST REMAINING
Personnel	1,543.33	18,608.24	21,700.00	3,091.76
Fringe	402.19	4,423.20	7,078.00	2,654.80
Travel	-	2.94	484.00	481.06
Supplies	12.06	33.92	496.00	462.08
Other	(6.45)	1,305.17	6,993.00	5,687.83
TOTAL	\$ 1,951.13	\$ 24,373.47	\$ 36,751.00	12,377.53

APR. ADMIN. COST	0.5%
YTD ADMIN. COST	5.7%

CREDIT CARD TRANSACTIONS (Powell Valley National Bank)

MEMO	OBJ. CODE	DEBIT	CREDIT	BALANCE
VAHSA Conference fees returned	20-3800	\$ -	\$ (385.00)	\$ (385.00)
Zoom video conferencing subscription 1365	20-3800	\$ 149.90	\$ -	\$ (235.10)
Medical/Dental supplies 1342	6004	\$ 16.74	\$ -	\$ (218.36)
Educational supplies 1342	6013	\$ 197.21	\$ -	\$ (21.15)
Classroom supplies 1354	6013	\$ 128.00	\$ -	\$ 106.85
Classroom supplies 1355	6013	\$ 14.00	\$ -	\$ 120.85
Food supplies 1342	6002A	\$ 10.47	\$ -	\$ 131.32

SCOTT COUNTY PUBLIC SCHOOL HEAD START
HEAD START FINANCIAL REPORT
GRANT #03CH011328-01 (1/1/20-12/31/20)

APRIL 2020

REVENUE	CURRENT MONTH	YTD	APPROVED FUNDING	UNCOLLECTED FUNDING	%
ACF - OHS	96,438.83	397,059.20	1,348,584.00	951,524.80	71%
CACFP	10,551.36	23,579.12	-	-	
Donations, Other Revenue	-	-	-	-	
TOTAL	\$ 106,990.19	\$ 420,638.32	\$ 1,348,584.00	\$ 951,524.80	71%

EXPENDITURES	CURRENT MONTH	YTD	BUDGETED FUNDING	AVAILABLE FUNDING	%
PERSONNEL: \$800,493					
Payroll Expenses (Contracted)	57,912.01	231,339.34	800,493.00	569,153.66	71%
FRINGE: \$321,282					
FICA	4,778.46	19,233.01	67,104.00	47,870.99	71%
Worker's Compensation	-	-	2,456.00	2,456.00	100%
Unemployment	292.21	481.97	3,333.00	2,851.03	86%
Medical/Dental Insurance	8,877.35	34,124.71	112,386.00	78,261.29	70%
Life Insurance	766.68	3,066.73	10,486.00	7,419.27	71%
Retirement	9,245.14	38,385.23	125,517.00	87,131.77	69%
TRAVEL: \$2,757 - T&TA: \$4,858					
Out of Town Travel	-	1,080.06	7,615.00	6,534.94	86%
SUPPLIES: \$38,828					
Office Supplies	591.46	1,229.58	7,444.00	6,214.42	83%
Postage	401.05	406.85	922.00	515.15	56%
Food Supplies	6,613.46	27,743.76	31,873.12	4,129.36	13%
Food Service Supplies	71.43	71.43	2,111.00	2,039.57	97%
Classroom/Ed. Supplies	1,501.24	6,100.25	15,947.00	9,846.75	62%
Medical & Dental Supplies	-	-	1,666.00	1,666.00	100%
Transition Supplies	-	-	166.00	166.00	100%
Janitorial Supplies	663.87	681.32	2,278.00	1,596.68	70%
CONTRACTUAL: \$4,140					
Mental Health Services	120.00	292.50	4,140.00	3,847.50	93%
EQUIPMENT: \$0					
N/A	-	-	-	-	0%
OTHER: \$160,685 - T&TA: \$15,541					
Rent	800.00	4,000.00	9,600.00	5,600.00	58%
Utilities	2,345.09	4,833.56	20,400.00	15,566.44	76%
Telephone	886.34	3,924.06	13,960.00	10,035.94	72%
Maintenance & Repair	1,487.02	1,512.02	7,534.00	6,021.98	80%
Local Travel	74.81	284.61	2,265.00	1,980.39	87%
Parent Activities	16.86	106.86	3,312.00	3,205.14	97%
Audit Fee (Accounting & Legal)	-	-	2,778.00	2,778.00	100%
Publications, Ads, & Printing	1,634.15	5,618.95	13,055.00	7,436.05	57%
Health Services	225.00	225.00	3,111.00	2,886.00	93%
Field Trips	600.00	1,070.00	2,200.00	1,130.00	51%
Discretionary Funds	44.21	143.90	3,360.00	3,216.10	96%
Health Examinations (Staff)	50.00	126.31	300.00	173.69	58%
Assoc. Dues & Fees	48.93	306.43	2,136.00	1,829.57	86%
Payroll Expenses (Non-Contracted)	8,001.39	32,907.66	76,674.00	43,766.34	57%
Training	(480.10)	1,609.67	15,541.00	13,931.33	90%
TOTAL	\$ 107,568.06	\$ 420,905.77	\$ 1,372,163.12	\$ 951,257.35	69%

EXPENDITURE DETAIL

Payroll Expenses (Contracted)	April payroll, contracted staff.
Fringe	April fringe benefits, contracted & non-contracted staff.
Supplies	General expenses for program including CACFP meals purchased.
Mental Health Services	February mental health services.
Rent	HS office rent, May 2020.
Utilities/Telephone	Utility/telephone expenses for centers & central office.
Maintenance & Repair	Routine lawn maintenance, pest control, & general repairs in centers.
Local Travel	Staff mileage reimbursement, gasoline for program vehicles.
Parent Activities	Meal purchased for Cat in the Hat volunteer.
Publications, Ads, & Printing	Copier contracts, April fees for outdoor vinyl billboard advertisement.
Health Services	Dental examinations for program children.
Field Trips	Hands On Museum admission fees.
Discretionary Funds	April discretionary spending for education and/or family resource staff.
Health Examinations (Staff)	Required physical/tb exams for program staff.
Assoc., Dues, & Fees	Sam's club membership fees.
Payroll Expenses (Non-Contracted)	April payroll, non-contracted staff.
Training	CDA renewal fees, CLASS observer recertification, Zoom subscription

IN-KIND (NFS)	CURRENT MONTH	YTD	IN-KIND BUDGETED	IN-KIND REMAINING	%
Parents & Volunteer	26,979.02	73,696.69	133,087.00	59,390.31	45%
School District	-	136.09	159,076.00	158,939.91	100%
Donations	271.56	2,527.14	44,983.00	42,455.86	94%
TOTAL	\$ 27,250.58	\$ 76,359.92	\$ 337,146.00	\$ 260,786.08	77%

ADMINISTRATIVE COST	CURRENT MONTH	YTD	ADMIN. COST BUDGETED	ADMIN. COST REMAINING
Personnel	9,396.23	37,418.44	118,098.00	80,679.56
Fringe	3,669.36	14,640.17	37,850.00	23,209.83
Travel	-	75.60	686.00	610.40
Supplies	115.95	165.06	958.00	792.94
Other	384.92	2,041.14	25,923.00	23,881.86
TOTAL	\$ 13,566.46	\$ 54,340.41	\$ 183,515.00	129,174.59

APR. ADMIN. COST	0.9%
YTD ADMIN. COST	3.6%

CREDIT CARD TRANSACTIONS (Bank of America)

MEMO	OBJ. CODE	DEBIT	CREDIT	BALANCE
CLASS Observer recertification 1349	20-3800	\$ 250.00	\$ -	\$ 250.00
CDA renewal fees 1339	20-3800	\$ 125.00	\$ -	\$ 375.00
Water heater & parts for Shoemaker EHS 1 1350	3310	\$ 403.37	\$ -	\$ 778.37
Hands on Discovery field trip admission fees 4819	5502	\$ 600.00	\$ -	\$ 1,378.37
Cat in the Hat volunteer meal purchased	5505	\$ 16.86	\$ -	\$ 1,395.23
Lice spray for classrooms 1345	6005	\$ 315.40	\$ -	\$ 1,710.63
Diapering Supplies 1334	6013	\$ 268.85	\$ -	\$ 1,979.48
VAHSA Conference fees returned	20-3800	\$ -	\$ (1,005.00)	\$ 974.48
Zoom Video conferencing subscription 1366	20-3800	\$ 149.90	\$ -	\$ 1,124.38
Stamps 1358	5201	\$ 401.05	\$ -	\$ 1,525.43
Membership fees 1353	5801	\$ 45.00	\$ -	\$ 1,570.43
Quickbooks subscription fees, April 2020	6001	\$ 141.00	\$ -	\$ 1,711.43
DVD resources & modeling clay 1359	6013	\$ 21.60	\$ -	\$ 1,733.03
Classroom supplies 1351	6013	\$ 273.00	\$ -	\$ 2,006.03
Classroom supplies 1352	6013	\$ 196.10	\$ -	\$ 2,202.13

Classroom supplies 1356	6013	\$	264.00	\$	-	\$	2,466.13
WC plumbing supplies 4818	3310	\$	1,413.37	\$	-	\$	3,879.50
E-learning resources 1375	6013	\$	492.80	\$	-	\$	4,372.30
E-learning resources 1374	6013	\$	70.40	\$	-	\$	4,442.70
E-learning resources 1373	6013	\$	149.72	\$	-	\$	4,592.42
E-learning resources 1372	6013	\$	73.64	\$	-	\$	4,666.06
E-learning resources 1371	6013	\$	191.71	\$	-	\$	4,857.77
E-learning resources 1370	6013	\$	422.40	\$	-	\$	5,280.17



HEAD START SELF-ASSESSMENT 2020

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.

Scott County Public School Head Start

305 Legion Street
Weber City, VA 24290

(276) 386-6051
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

- Highly qualified management team members overseeing health, family service, education, & administration.
- Relatively low turnover/high retention rate for management staff who oversee program service areas.
- Effective system for reporting program operations to school board & policy council.
- Annual program governance training for policy council representatives.

Areas of Improvement

1. Strengthen information technology infrastructure.

Action Steps	Time Frame	Team Member
Research IT consultants for contract work & select consultant utilizing the cost comparison process.	2020-2021	Mgmt. Team
Continue to research and utilize methods for telework for all staff.	2020-2021	Mgmt. Team
Purchase systems with telework capabilities as necessary.	2020-2021	HR/FO

2. 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.	2020-2021	Mgmt. Team
Create a plan for carrying out parent committee responsibilities.	2020-2021	Mgmt. Team
Design a summary report to enhance effective communication between policy council & parent committee.	2020-2021	Mgmt. Team

3. Increase parent representation at Policy Council meetings.

Action Steps	Time Frame	Team Member
Provide orientation to parents on the purpose of policy council.	2020-2021	FRS
Ensure each classroom maintains a policy council member and alternate.	2020-2021	FRS

4. 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.	2020-2021	Mgmt. Team
Create a system of documenting progress on goals.	2020-2021	Mgmt. Team

5. Enhance infectious disease management protocols.

Action Steps	Time Frame	Team Member
Research OSHA guidelines.	2020-2021	HSC
Research licensing policies regarding additional sanitation methods.	2020-2021	HSC

6. Update center policies and procedures.

Action Steps	Time Frame	Team Member
Revise crisis plan to include pandemic plan	Aug. 2020	Mgmt. Team
Revise respective center procedures.	Aug. 2020	CDSC, FCSC, HSC
Review updated center policies and procedures with staff during pre-services.	Aug. 2020	Mgmt. Team

Education and Child Development Services

Strengths

- Extra support in each center through Friday Assistants and Family Resource Specialist
- Five out of Six centers rated with VQIRS with one center achieving a level 5 rating.
- Multiple curricula resources enhancing classroom quality.
- Our Program's 2018 Federal CLASS Review scores show scores above the national average from 2019 grantee reviews.
- On-going CLASS training is a high priority for staff development.
- Strong system to encourage family literacy implemented across program.
- Partnerships with LEA and community agencies related to disabilities services.
- LEA provides SLP for all Head Start classrooms.

- Well written disabilities service plan.
- Smooth transition process to Kindergarten through family and staff collaboration efforts. Families receive resource packets for Kindergarten bound children.
- Implementation of HighScope literacy curriculum resource "Let's Read it Again!"
- Revised and updated lesson plan procedures with an emphasis in vocabulary, transitions, and DLL's activities.
- Utilization of technology to provide educational resources in response to the closure of schools due to COVID 19.

Areas of Improvement

1. 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 LEA and SLP.	Aug. 2020	CDSC
Provide targeted training related to special needs for families with children with disabilities.	2020-2021	CDSC
Provide training to staff on specific disabilities through LEA.	2020-2021	CDSC
Provide opportunities for shared trainings with LEA Special Education staff and SLP.	2020-2021	CDSC
Provide opportunities for SLP to provide trainings to staff during in-service meetings.	2020-2021	CDSC
Provide specific training to education staff in phonological and phonemic awareness teaching strategies.	2020-2021	CDSC
Provide specific training in the development of children's self-regulation skills.	2020-2021	CDSC, HSC
Provide additional training in conflict resolution.	2020-2021	CDSC, HSC
Continue to support staff's training and knowledge in children's social / emotional development and implementation of the Pyramid Model.	2020-2021	CDSC, HSC

2. Enhance the system of individualization strategies.

Action Steps	Time Frame	Team Member
Research COR Portfolio to create individualized data and reports for DLL's and children with IEP's.	July 2020	CDSC
Obtain financial support to purchase COR Portfolio.	Aug 2020	HR/FO
Provide targeted training to FRS on individualizing	2020-2021	CDSC
Devise a schedule with SLP for group time meetings to individualize classroom strategies in language development for all children enrolled.	2020-2021	SLP, CDSC, Education Staff

Closely monitor child outcomes data and written individualization plans.	2020-2021	CDSC
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3. Enhance strategies in the quality of COR data.

Action Steps	Time Frame	Team Member
Closely monitor COR notes entered into the system for quality.	2020-2021	CDSC
Train new classroom aids in quality anecdotal note taking and observing children.	Aug/ Sept. 2020	CDSC
Provide updated training to all education staff on observations and COR Advantage.	2020-2021	CDSC
Explore option of possibly reducing the amount of COR objectives to lessen the amount of observations needed.	2020-2021	CDSC

4. Explore options for additional CLASS training and additional program observers.

Action Steps	Time Frame	Team Member
Send selected staff to CLASS reliability training as opportunity presents.	2020-2021	CDSC
Provide financial support to staff for certification as needed.	2020-2021	HR/FO
Implement a plan for additional outside CLASS observers to observe in centers.	2020-2021	CDSC

5. Update school readiness goals action plan.

Action Steps	Time Frame	Team Member
Add Pyramid Model to action steps of school readiness goals action plan.	2020-2021	CDSC

6. Expedite child study process in speech to achieve services sooner.

Action Steps	Time Frame	Team Member
Create a timeline with SLP on obtaining parental signatures that utilizes teachers and family resource staff.	July 2020	CDSC
SLP will create a Head Start Correspondence Log to document attempts to communicate with families and whom will provide follow up to obtain signatures.	July 2020	SLP
Work with FRS and Teachers to ensure additional home visits are scheduled as needed.	2020-2021	CDSC

Health Services

Strengths

- Monitoring process for staff background checks (pre-employment & follow-up).

- Two certified CPR/First Aid instructors on staff
- Teaching Pyramid Observation Tool (TPOT) has been utilized and results used to inform staff training and Pyramid Model implementation
- Dental partnerships formed and utilized during fall and winter months, allowing for three additional screenings, including two full day in-classroom education/screening opportunities
- Strong community partnerships with community agencies, including SCPS, Anthem, AppCAA, and local health department.
- Training opportunities provided to HSC to enhance knowledge and growth in Practice Based Coaching and Pyramid Model Implementation
- Growing Health Advisory Committee comprised of parents and community members committed to the health and safety of Head Start children and families.

Areas of Improvement

1. Ensure ongoing care and extended follow-up care

Action Steps	Time Frame	Team Member
Use screening summary form to inform parents of screening results.	2020-2021	HSC & CDSC
Establish a follow-up procedure to connect with parents when additional health needs are identified.	2020-2021	HSC & CDSC

2. Enhance parent education regarding HS Health Requirements and importance of medical/dental homes

Action Steps	Time Frame	Team Member
Utilize orientation/open house as a platform for educating parents/guardians as to requirements and the importance behind the requirements (physicals, dental screens, immunizations, follow up care, etc).	2020-2021	HSC
Create a way to deliver information to parents regarding requirements virtually when HSC is unavailable to attend orientation/open house events.	2020-2021	HSC

3. Obtaining required health documentation in a timely manner

Action Steps	Time Frame	Team Member
Develop a system for contacting parents during summer months to remind and encourage timely submission of required paperwork.	2020-2021	HSC
Utilize parent/teacher conferences, home visits, and parent meetings to remind and encourage families to obtain physicals and dental screens.	2020-2021	HSC, FRS

4. Purchase thermometers that provide accurate and timely readings.

Action Steps	Time Frame	Team Member
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Research recommended thermometers for infants/toddlers.	2020-2021	HSC
Compare best prices and purchase thermometers for each center.	2020-2021	HSC/FO
Provide training to staff on the proper use of new thermometers.	2020-2021	HSC

5. Construct a healthier, more diverse breakfast and snack menu

Action Steps	Time Frame	Team Member
Consult with CACFP resources to explore options for designing a menu that incorporates fresh fruits and vegetables	2020-2021	HSC
Give teachers nutrition based activities and ideas to encourage HS children to try a new variety of nutrient dense foods.	2020-2021	HSC

6. 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, Anthem Healthkeepers, and community resources to educate children on best practices in gardening.	2020-2021	HSC
Invite extension staff to conduct gardening classes for staff and parents.	2020-2021	HSC

Family and Community Engagement Services

Strengths

- Parents who are unable to attend in-person parenting workshops, can access the Ready Rosie video library to help to enhance, develop, and practice their parenting skills.
- Monthly Family Engagement Events focus on specific school readiness skills.
- Family Assessment tool is used survey parents, plan parent training, and evaluate program outcome results.
- The Early Head Start Program strengthens the support to the community.
- Strong father figure participation on field trips.
- Through outreach events, family services staff have a positive presence in the community with agencies and families.
- The program utilizes Foster Grandparents to share experiences and skills with the children (example: One FGP is fluent in sign language)
- Children are responsive to family resource specialists in developing relationships.
- Effective two-way communication with all families.

Areas of Improvement

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

Action Steps	Time Frame	Team Member
Contact LEA and/ or IT for more information.	2020-2021	HR/FO

2. Revisit the delivery of family literacy initiatives, including financial literacy

Action Steps	Time Frame	Team Member
Review the required family literacy activities in the Head Start Act with all staff	August 2020	FCSC
Send information about financial literacy resources to all families	2020-2021	FRS
Incorporate more training opportunities for parents	2020-2021	FCSC

3. Revise the timeline and delivery for Ready Rosie Workshops.

Action Steps	Time Frame	Team Member
Introduce parents to Ready Rosie at parent orientation.	August 2020	FCSC
Provide parents with a schedule that includes meeting frequency/ dates and workshop topics	August 2020	FCSC
Offer workshops as an hour of "Lunch and Learning".	2020-2021	FCSC
Monitor participation through attendance and workshop evaluations.	2020-2021	FCSC
Analyze data for program effectiveness	2020-2021	FCSC

4. Improve the classroom orientation process.

Action Steps	Time Frame	Team Member
Review the orientation process with all staff at pre-service	August 2020	Mgmt. Team
Review health and dental screenings with parents and program timelines for obtaining child physicals	August 2020	HSC
Review system for the implementation and tracking of C.H.A.T.T.E.R	August 2020	Mgmt. Team

5. Create more opportunities for parents to participate in program workshops.

Action Steps	Time Frame	Team Member
Host workshops at different locations in the county	2020-2021	FCSC
If parents are unable to attend, use recording or livestream them on Head Start website	2020-2021	FCSC

Fiscal Infrastructure

Strengths

- Planning & development process for the program's budget committee.
- Budget monitoring methods used enable governing body to effectively oversee budget decisions.
- Fair, measurable, & consistent cost allocation methods.
- Strong financial transparency & fiscal oversight from school board and policy council.
- Separation of responsibilities between grantee & Head Start fiscal staff to ensure system of checks & balances.
- Access to comprehensive fringe benefits package to attract qualified applicants for employment.
- Program's method for securing permanent notice of federal interest.
- Fiscal staff have a high level of education & experience to support the fiscal complexities of the program.

Areas of Improvement

1. Explore accounting software systems compatible with multi-funding source needs.

Action Steps	Time Frame	Team Member
Research vendors for accounting software systems.	April 2020	HR/FO
Obtain quotes from vendors.	May 2020	HR/FO
Purchase accounting software system as funding permits.	July 2020	HR/FO

2. Revise Financial Manual.

Action Steps	Time Frame	Team Member
Review Financial Manual & make changes as needed.	2020-2021	HR/FO

3. Increase skilled hourly workforce.

Action Steps	Time Frame	Team Member
Continue collaboration with local colleges to attain prospective employees.	2020-2021	Mgmt. Team
Explore alternative methods for advertising job vacancies to include online employment-related search engines.	2020-2021	HR/FO
Participate in local job fairs.	2020-2021	Mgmt. Team

4. Improve staff wellness initiatives to increase staff morale.

Action Steps	Time Frame	Team Member
Research methods for staff wellness.	2020-2021	Mgmt. Team
Submit survey to staff.	2020-2021	Mgmt. Team
Implement wellness initiatives based on survey results.	2020-2021	Mgmt. Team

5. Improve the process of documenting in-kind contributions.

Action Steps	Time Frame	Team Member
Research electronic methods for the documentation & submission of in-kind contributions.	2020-2021	HR/FO
Explore electronic in-kind solutions used by other programs.	2020-2021	HR/FO
Implement improved in-kind documentation process based on research findings.	2020-2021	Mgmt. Team

6. Improve tracking system for maintenance repairs.

Action Steps	Time Frame	Team Member
Revise maintenance report training during pre-service, stressing the importance of maintaining safe environments.	2020-2021	Mgmt. Team
Continue working with Maintenance Department of SCPS until able to hire contractor for Head Start.	2020-2021	HR/FO
Create ChildPlus maintenance tracking form.	2020-2021	HR/FO
Implement new tracking system.	2020-2021	HR/FO

ERSEA: Eligibility, Selection, Enrollment, and Attendance

Strengths

- Effective use of Facebook for recruitment
- Collaborative Early Childhood Fair and events related to Child Find/ Recruitment
- Convenience of online application
- Since undergoing the Under-Enrollment Monitoring process through OHS, the program has maintained an average monthly enrollment of 97% or better

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.	2020-2021	Mgmt. Team
Staff will be trained to implement strategies that promote children's attendance.	2020-2021	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	2020-2021	FRS

required. Teachers will give attendance report to each family during conferences.		
Alert parents to the number of absences during routine family service contacts.	2020-2021	FRS
Include a listing of children's names with perfect attendance in the program newsletter and the classroom parent board.	2020-2021	Education Staff

2. Enhance the program's recruitment strategies to ensure a wait list of eligible children.

Action Steps	Time Frame	Team Member
Solicit parent testimonials for program website.	2020-2021	Mgmt. Team
Purchase marketing materials that include information about the website to promote online applications.	2020-2021	Mgmt. Team
Utilize staff, families, and community members to place recruitment signs in high traffic areas.	2020-2021	Mgmt. Team
Ask agencies to post recruitment information on their Facebook pages.	2020-2021	Mgmt. Team
Update and follow program Recruitment Plan and Under-Enrollment Action Plan.	2020-2021	Mgmt. Team

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 2020 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

June 1, 2020

**Head Start Transportation Waiver Request
Office of Head Start**

Grant # 03CH011328

Scott County Public School Head Start is requesting a Transportation Waiver for the 2020-2021 School Year.

Scott County Public School Head Start has been in operation since the summer of 1965. Transportation for Head Start enrolled children has been provided consistently over the past 40 plus years by the grantee, Scott County Public Schools, with few school bus accidents.

On an annual basis, the school division purchases, operates, and maintains school buses; hires and trains bus drivers; develops and supervises bus routes throughout the mountainous terrain of rural Scott County, Virginia, transporting Head Start enrolled children along with elementary, middle, and high school students. This is free service to parents and the program because the school division realizes the majority of Head Start children have no other means of getting to school. We anticipate an increase in the actual number of bus riders based on the high cost of fuel for all families.

Scott County Public School Head Start requests a waiver from the requirement that each Head Start child be transported in a safety restraint (Transportation Child Safety Restraint System requirement 1303.71(d) and 1303.72(a)(1) and from the Transportation Bus Monitor requirement 1303.72 (a)(4).

**Grantee's Justification for Requesting a Transportation Waiver
Barriers to Meeting the Transportation Child Safety Restraint System Requirement
1303.71 (d) 1303.72(a)(1)**

1. Despite the fact that SCPSHS provides a child safety restraint for each enrolled child, safety restraints cannot be used on any of our buses. As per Department of Education Pupil Transportation Services; the Operational Assessment that was done in April 2009, by Mr. Michael Brown, states that we can no longer use the Star Seat child safety restraint system on our buses. According to Mr. Brown, our bus seats do not conform to safety standards, as far as securing the seat.
2. Historically, the majority of the funded enrollment of 173 children depends on the school division to provide transportation to and from school. These children will be unable to get to school if they do not ride the school bus. Without doubt, not providing school bus transportation for Head Start enrollees would cause significant disruption to the Head Start program as attendance and enrollment would suffer greatly.

3. Having no bus service for Head Start children means that services will be denied to children from rural, isolated southern Appalachia where there is no public transportation and where families have limited personal transportation. The high cost of gasoline coupled with the fact that, in Virginia, personal automobiles must be inspected annually for safety standards, causes a hardship for many families. Very few, if any, families have more than one automobile and that one automobile takes Mom or Dad to work - not children to school. Automobiles which do not pass the inspection must be repaired or cannot be tagged and put on the road.
4. Having no Head Start services would have critical implications for those 140 low-income children and their families. Children denied the opportunity to attend Head Start will enter kindergarten unprepared for the rigors of the Virginia Kindergarten Standards of Learning; unprepared to interact appropriately with their peers one-on-one or in a group situation; unprepared by lacking those emergent literacy skills needed to fully compete with students who have had more positive early childhood experiences. Equally important, Head Start parents will be denied the opportunity to learn how to fully advocate for their child throughout their child's public school experience. Finally, parents will be denied the opportunity to be exposed to developmentally appropriate practice in the educational system in Scott County. During the past school year, twenty two parents underwent substitute teacher assistant training in best practices and were gainfully employed on a part-time basis as a Friday Assistant and/or a substitute in the Head Start classroom. Countless other Head Start parents have earned their Child Development Associate credential through Head Start involvement and are competent to work in the child care arena.
5. Historically, bus drivers reserved the seat directly behind the driver for Head Start children. Head Start staff provide parent training in bus safety and pedestrian safety and stress the important role of the parent in working closely with the bus driver and teacher by putting their child on the bus in the morning and getting their child off the bus in the afternoon to further ensure their child's safety while riding a school bus. With this waiver, we will be able to continue to provide bus transportation to those parents who must use it to get their child to the Head Start program/center.

Barriers to Meeting the Transportation Bus Monitor Regulations (1303.72 (a)(4):

1. Although the school system would be willing for non-school personnel (volunteers or paid monitors) to ride the bus, there is simply no room for additional riders.
2. There are not enough people in a county of 25,000 plus population who would be available for two runs per day for 173 days per year to cover 50 buses throughout the county.

3. Even if we were able to identify 50 monitors in a given year, it would pose a challenge for Head Start to find funding for the personnel wages, training, Tuberculosis testing, physical examinations and background checks.
4. Historically it is a challenge even for the school system to find, train, certify and keep qualified transportation staff albeit offering a higher pay rate for drivers than Head Start could offer Bus Monitors.

Conclusion

It is the opinion of both Policy Council and the School Board that the collaborative relationship we have had in place for the past 40 plus years is the best effort we can give toward providing low-income parents transportation access to Head Start services in our rural county. There is no public transportation system in place, therefore; no opportunity to utilize or contract with such a service.

Not providing transportation could result in our being unable to meet the 85% attendance requirement as stated in the Performance Standards, as well as impact negatively on our ability to maintain full enrollment. Due to the serious lack of resources for all families in Scott County, such as no movie theaters, no colleges or universities, no shopping malls, few grocery stores, no hospitals, and few restaurants, low-income families look to Head Start to provide family gatherings and social events. Low-income families vie for enrollment in Head Start because of our reputation for helping parents prepare their child for kindergarten. Without this waiver, impoverished children will be denied Head Start services, simply because they could not ride a school bus to school.

Sincerely,



Kathy Wilcox

cc: Shellie Peters
Early Head Start-Child Care Partnerships Program Specialist
Administration for Children and Families
U.S. Department of Health and Human Services
Administration for Children and Families
801 Market St., Suite 8300
Philadelphia, PA 19107-3134

