SCOTT COUNTY SCHOOL BOARD

MINUTES OF REGULAR MEETING, FEBRUARY 2, 2021

The Scott County School Board met for their regular meeting on Tuesday, February 2, 2021 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 Gillenwater
Gail L. McConnell
Robin Hood
William "Bill" Houseright

OTHERS PRESENT: John I. Ferguson, Division Superintendent (via skype); Jason Smith, Assistant Superintendent; Will Sturgill, School Board Attorney; Beverly Stidham, Purchasing Agent/School Board Clerk; Angela Johnson, Head Start Payroll Clerk/School Nutrition Agent/ School Board Deputy Clerk; Adam Keith, Assistant Principal, Scott County Career & Technical Center; Greg Ervin, Principal, Scott County Career & Technical Center; Robert Sallee, Maintenance Supervisor; Kathy Musick, VPE Representative; Blane Clark, Citizen and Representative for Jr. ROTC.

CALL TO ORDER/MOMENT OF SILENCE/*PLEDGE OF ALLEGIANCE*: Chairman Templeton called the regular meeting of the Scott County School Board to order at 6:30 p.m. and welcomed everyone to the meeting. After doing so, he asked everyone present to observe a moment of silence and then Mr. Gail McConnell led in citing the *Pledge of Allegiance.*

ITEMS TO ADD TO THE AGENDA/APPROVAL OF AGENDA: On a motion by Mr. Gail McConnell, seconded by Mr. Steve Sallee, all members voting aye, the Board voted to approve the agenda as presented.

APPROVAL OF JANUARY 5, 2021 ORGANIZATIONAL MEETING MINUTES: On a motion by Mr. Bill Houseright, seconded by Ms. Linda Gillenwater, all members voting aye, the Board voted to approve the January 5, 2021 Organizational regular meeting minutes of the School Board meeting as written.

APPROVAL OF CLAIMS: On a motion by Mr. Steve Sallee, seconded by Mr. Gail McConnell, all members voting aye, the Board voted to approve the claims as follows:
School operating fund invoices and payroll in the amount of $733,971.55 as shown by warrants #8132482-8132631 and ck # 9002413 with (voided ck # 8132112,8132266,8132388) and electronic payroll direct deposit in the amount of $1,354,387.57 & electronic tax deposits in the amount of $514,419.19. Cafeteria fund invoices & payroll in the amount of $164,364.24 as shown by warrants #1020117-1020155; electronic payroll direct deposit for cafeteria in the amount of $41,407.68; and electronic tax deposits in the amount of $12,575.85. Head Start totaling $101,065.93 as shown by warrants #22156-22252.

RECOGNITION/RESOLUTION OF SCHOOL BOARD APPRECIATION MONTH-FEBRUARY, 2021: Chairman Templeton turned the meeting over to Assistant Superintendent Jason Smith for recognitions of our School Board members for School Board Appreciation Month. Mr. Jason Smith read aloud a resolution from the VSBA (Virginia School Board Association) honoring school board members across the

state of Virginia for their public service and dedication to the school districts in which they serve. Each School Board member was presented a certificate of recognition and a proclamation from the Governor of Virginia acknowledging February as School Board Appreciation Month. There were also many acknowledgments from schools for the Board members to take home that evening.

RECOGNITION/RESOLUTION OF SCHOOL BOARD CLERK APPRECIATION WEEK-FEBRUARY 15-19, 2021: Mr. Jason Smith acknowledged that the week of February 15-19, 2021 will be School Board Clerk Appreciation week and honored Ms. Beverly Stidham, Clerk of the Board and Ms. Angie Johnson, Deputy Clerk of the Board for the work they do in assisting with the duties related to preparing for the Board meeting and keeping minutes of the Board minutes. He expressed his appreciation for their dedication.

PRESENTATION: MR. BLANE CLARK-DISCUSSION OF POSSIBLE JR. ROTC PROGRAM FOR SCOTT CO. SCHOOLS: Mr. Blane Clark presented some information to the Board regarding the possibility of starting a Jr. ROTC program in Scott County. He explained that the Military provides the partial cost of this program and is not an added expense to the curriculum to the school system. Mr. Clark stated the importance of this program in his life and the impact that the military had on his life and the life experiences that this program and the military itself afforded him. He pointed out the benefits that this program offers to young people such as teaching Service to the Nation, Citizenship, Discipline, Sense of Duty to Something other than Oneself. He asked the Board to consider the value of this program for students in our County for the leadership, and other values that this could offer. Mr. Jason Smith asked Mr. Clark to leave his contact information and he indicated that he would leave all of this with the Clerk.

PUBLIC COMMENT: There were no public comments made at this meeting.

SUPERINTENDENT'S REPORT: Superintendent Ferguson joined the meeting remotely and first of all thanked each Board member and the Clerks for their support of Public Education and the Clerks for the record keeping and their job in preparation for the meeting. He led the meeting for the Superintendent's Report and covered the following items.
VA ASSOCIATION OF SCHOOL SUPERINTENDENTS: For informational purposes, Superintendent Ferguson shared with the Board that this year in a show of solidarity and acknowledgment of how all Virginia's Superintendents have extended themselves above and beyond their leadership responsibilities in meeting the challenges of the Pandemic, the VASS Board of Directors voted unanimously to suspend the Superintendent of the Year application process. By doing so, all current Virginia Superintendents will be recognized and honored as Virginia's Superintendents of the Year for 2020-2021. Superintendent Ferguson pointed out that there are 132 Superintendents that will be receiving this award this year. Each one is to be congratulated for their hard work. Superintendent thanked his staff for all of their support and Congratulated all of the Superintendents for this award especially those in Region VII.

DISCUSSION/APPROVAL OF SOCIAL-EMOTIONAL LEARNING CURRICULUM: (APPENDIX A): Superintendent Ferguson discussed with the Board about the new curriculum being presented in the schools that will be presented by the School guidance counselors in elementary and secondary for the social/emotional learning curriculum. After a few questions by the Board, Chairman Templeton asked for a motion from the Board.

On a motion by Mr. Gail McConnell, seconded by Mr. Steve Sallee, all members voting aye, the Board voted to approve the Social/Emotional Curriculum (Appendix A) as presented by Superintendent Ferguson.

**ANNOUNCEMENT OF CORONAVIRUS RESPONSE & RELIEF SUPPLEMENTAL APPROPRIATION:
(APPENDIX B):** Scott County was awarded Coronavirus Response and Relief Supplemental Appropriations (CRRSA) and Secondary School Emergency Relief (ESSER) II Fund allocations for each school division. These allocations are based on each school division's relative share of Title 1, Part A, Federal Fiscal Year 2020 Funds. The attached appendix will outline the funds and what the funds can be used for. E.g. (Superintendent's Memo #012-21) Superintendent Ferguson emphasized that this is the fourth allotment of money to be awarded and this is like the other grant monies which will have to be expended out before it can be reimbursed. Superintendent Ferguson stated this grant money cannot be used for stipends.

REVIEW OF ANNUAL SCOTT COUNTY AUDIT-INFORMATIONAL PURPOSES: Superintendent Ferguson gave the Board a copy of the annual audit for Fiscal Year ended June 30, 2020. The Comprehensive Annual Financial report was completed for the School Board and the County of Scott by Bostic, Tucker and Company, P.C. With no questions being raised, the next agenda item was presented. This document will not be added to the minutes as an appendix but is on file at the Central Office, 340 E. Jackson St. Gate City, VA 24251.

PRESENTATION FOR ROOFING ISSUES IN SCHOOLS BY ROBERT SALLEE, MAINTENANCE SUPERVISOR: (APPENDIX C): Mr. Robert Sallee presented a power point presentation to the Board outlining the priority schools in greatest need of new roofs, and roof repair. He gave details to current repairs that his maintenance team have made recently and the age of roofs for each school in our School District. He stressed that two of the major issues are age of our roofs and money. The Board asked some questions about prioritizing some of our schools and how to repair to utilize our resources to address the problem we have in the most efficient manner. Discussion between the Board and Mr. Sallee continued and with no further questions, the next agenda was presented.

APPROVAL OF EARLY HEAD START FINANCIAL REPORT, NOVEMBER 2020: (APPENDIX D): On a motion by Mr. Steve Sallee, seconded by Ms. Linda Gillenwater, all members voting aye, the Board voted to approve the November 2020 Early Head Start Financial Report as presented by Superintendent Ferguson on behalf of Head Start Director, Cindy Raymond.

APPROVAL OF HEAD START FINANCIAL REPORT, NOVEMBER 2020: (APPENDIX E): On a motion by Mr. Gail McConnell, seconded by Mr. Bill Houseright, all members voting aye, the Board voted to approve the November 2020 Head Start Financial Report as presented by Superintendent Ferguson on behalf of Head Start Director, Cindy Raymond.

APPROVAL OF EARLY HEAD START FINANCIAL REPORT, DECEMBER 2020: (APPENDIX F): On a motion by Mr. Steve Sallee, seconded by Ms. Linda Gillenwater, all members voting aye, the Board voted to approve the December 2020 Early Head Start Financial Report as presented by Superintendent Ferguson on behalf of Head Start Director, Cindy Raymond.

APPROVAL OF HEAD START FINANCIAL REPORT, DECEMBER 2020 (PRELIMINARY): (APPENDIX G): On a motion by Mr. Gail McConnell, seconded by Mr. Bill Houseright, all members voting aye, the Board voted to the approve the Preliminary December 2020 Head Start Financial Report as presented by Superintendent Ferguson on behalf of Head Start Director, Cindy Raymond.

APPROVAL OF HEAD START CARRYOVER REQUEST APPLICATION: (APPENDIX H): On a motion by Mr. Bill Houseright, seconded by Mr. Steve Sallee, all members voting aye, the Board voted to approve the Head Start Carryover Request Application as presented by Superintendent Ferguson on behalf of Head Start Director, Cindy Raymond.

APPROVAL OF HEAD START SALARY SCALE (revised): (APPENDIX I): On a motion by Mr. Gail McConnell, seconded by Ms. Linda Gillenwater, all members voting aye, the Board voted to approve the Head Start salary scale as presented by Superintendent Ferguson on behalf of Head Start Director, Cindy Raymond.

Superintendent Ferguson presented the January 2021 Director's Report and the Fall 2020 Head Start Quarterly Report on behalf of Head Start Director, Cindy Raymond. With no concerns or questions raised, the next agenda item was presented.

CLOSED MEETING: Mr. Steve Sallee made a motion to enter into closed meeting at 7:42 p.m. to discuss Teachers, Coaches, Principals, Maintenance Staff, 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 returned from closed meeting at 9:34 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, Linda Gillenwater, Gail McConnell, Robin Hood and Bill Houseright.
NAYS: None.
ABSENT DURING THE MEETING: None.

ITEMS BY ASSISTANT SUPERINTENDENT JASON SMITH:
PERSONNEL:
RESIGNATION:

On a motion by Mr. Steve Sallee, seconded by Mr. Gail McConnell, all members voting aye, the Board voted to accept the resignation of Kayli Compton, assistant softball coach, effective February 2, 2021 (1/2 stipend).

On a motion by Mr. Gail McConnell, seconded by Mr. Steve Sallee, all members voting aye, the Board voted to accept the resignation of Kristin Carter, Teacher, effective February 2, 2021.

EMPLOYMENT:

On a motion by Mr. Steve Sallee, seconded by Mr. Bill Houseright, all members voting aye, the Board voted to approve the employment of Lisa Hazlett, non-stipend Cross Country Coach, Gate City High School, effective February 2, 2021

On a motion by Mr. Steve Sallee, seconded by Ms. Linda Gillenwater, all members voting aye, the Board voted to approve the employment of Kayla Williams, part-time interpreter, effective January 1, 2021.

On a motion by Mr. Gail McConnell, seconded by Mr. Bill Houseright, all members voting aye, the Board voted to approve the employment of Jason Taylor, non-stipend baseball coach, Gate City High School, effective February 2, 2021.

On a motion by Mr. Steve Sallee, seconded by Mr. Gail McConnell, all members voting aye, the Board voted to approve the employment of Jason Jenkins, non-stipend baseball coach, Gate City High School, effective February 2, 2021.

On a motion by Mr. Steve Sallee, seconded by Mr. Gail McConnell, all members voting aye, the Board voted to approve the employment of Brent Spivey, non-stipend baseball coach, Gate City High School, effective February 2, 2021.

On a motion by Mr. Bill Houseright, seconded by Mr. Steve Sallee, all members voting aye, the Board voted to approve the employment of Matt Reed, non-stipend baseball coach, Gate City High School, effective February 2, 2021.

On a motion by Mr. David Templeton, seconded by Mr. Gail McConnell, all members voting aye, the Board voted to approve the employment of Chandler Pendleton, non-stipend baseball coach, Gate City High School, effective February 2, 2021.

On a motion by Mr. Steve Sallee, seconded by Mr. Bill Houseright, all members voting aye, the Board voted to approve the employment of Mikey Cox, non-stipend baseball coach, Gate City High School, effective February 2, 2021.

On a motion by Mr. David Templeton, seconded by Mr. Bill Houseright, all members voting aye, the Board voted to approve the employment of Jason Wood, non-stipend softball coach, Gate City High School, effective February 2, 2021.

On a motion by Mr. Steve Sallee, seconded by Mr. Gail McConnell, all members voting aye, the Board voted to approve the employment of Brittany Bishop, assistant softball coach, Gate City High School, effective February 2, 2021. (1/2 stipend)

On a motion by Mr. Robin Hood, seconded by Mr. Gail McConnell, all members voting aye, the Board voted to approve the employment of Iris Shephard, non-stipend cross country coach, Rye Cove High School, effective February 2, 2021

On a motion by Mr. Robin Hood, seconded by Mr. Steve Sallee, all members voting aye, the Board voted to approve the employment of Lucas Lane, non-stipend football coach, Rye Cove High School, effective February 2, 2021.

On a motion by Mr. Gail McConnell, seconded by Mr. Robin Hood, all members voting aye, the Board voted to approve the employment of Jon Hill, non-stipend softball coach, Rye Cove High School, effective February 2, 2021.

APPROVAL OF SUBSTITUTE TEACHER:

On a motion by Mr. David Templeton, seconded by Mr. Gail McConnell, all members voting aye, the Board voted to approve the Substitute teacher list as presented.

APPROVAL OF RELIGIOUS EXEMPTION: On a motion by Mr. Steve Sallee, seconded by Mr. Gail McConnell, all members voting aye, the Board voted to approve the Religious Exemption students as presented by Assistant Superintendent Jason Smith.

Student #03042002
Student #07122012
Student #01082010
Student #08162009
Student #12192007
Student #03042002

APPROVAL OF EXTENSION OF FFCRA LEAVE: (APPENDIX J): (FAMILIES FIRST CORONAVIRUS RELIEF ACT)- On a motion by Mr. David Templeton, seconded by Mr. Steve Sallee, all members voting aye, the Board voted to approve the extension of the FFCR (Families First Coronavirus Relief Act) which would extend this leave until March 31, 2021. The attached appendix will outline the details of this Act.

BOARD MEMBER COMMENTS: Mr. David Templeton began by thanking everyone in the Schools for all of the gifts for School Board appreciation and for the great job everyone is doing. He thanked Beverly Stidham and Angie Johnson for Clerk Appreciation Week and the contributions they make to the Board.

Mr. Bill Houseright echoed Chairman Templeton's comments and wished to extend his appreciation to all staff for everything they are doing in our schools.

Mr. Robin Hood also wanted to express these same sentiments of thanks to everyone for the great job they are doing and to thank everyone for the gifts. Mr. Hood thanked Mr. Robert Sallee for the good job on his presentation on behalf of the Maintenance department.

Mr. Gail McConnell thanked everyone for the great job everyone is doing out in the schools and for everything that had been done for the School Board members for School Board Appreciation. He stated he was glad to be back.

Ms. Linda Gillenwater expressed her appreciation to all the Principals, Assistant Principals, and staff for the outstanding job during this time.

Mr. Steve Sallee stated he feels the same way that the other Board members have expressed and wants to convey his appreciation to all staff for a job well done during the Pandemic and He wishes for everyone to stay safe and well.

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, Chairman

Beverly Stidham, Clerk of the Board

Appendix for February 2, 2021 Regular Meeting Minutes:

A. Discussion/Approval of Social-Emotional Learning Curriculum
B. Announcement of Coronavirus Response & Relief Supplemental Appropriation
C. Presentation by Robert Sallee for Roofing Issues in Schools
D. Approval of Early Head Start Financial Report, November 2020
E. Approval of Head Start Financial Report, November 2020
F. Approval of Early Head Start Financial Report, December 2020
G. Approval of Early Head Start Financial Report, December 2020 (Preliminary)
H. Approval of Head Start Carryover Request Application
I. Approval of Head Start Salary Scale (Revised)
J. Approval of Extension of FFCRA Leave (Families First Coronavirus Relief Act)

Preview to the SSIS SEL Classwide Intervention Program (2020 Edition)

The **SSIS™ SEL Edition Classwide Intervention Program (SEL CIP)** has been used by thousands of teachers and mental health professionals to develop and improve social emotional skills for children ages 4 to 14. This intervention program and related SSIS assessments – *SEL Brief Scales and the Screening/Progress Monitoring Scales* -- have a substantial evidence-base. The SEL CIP continues to be inspired by (a) the burgeoning research on the importance of social emotional learning to the academic and social wellbeing of children and youth and (b) the conceptual and policy work of the Collaborative for Academic, Social and Emotional Learning (CASEL). Specifically, this universal intervention program, recognized as a **CASEL *SELect program*** in 2018, provides teachers and other educational professionals with a *S.A.F.E.R. ---Sequenced, Active, Focused, Explicit, and Responsive* -- way to teach children up to 30 social emotional skills aligned with one or more of the CASEL Five competency domains (CASEL, 2013).

The SEL CIP's 10 Core SEL Skill Units require **less than 2% of annual instructional time** to implement and has been shown via U.S. Department of Education funded studies by independent researchers to have a **triple-positive impact** – increases in SEL skills, decreases in many problem behaviors, and increase in academic engagement and achievement – for many elementary students!

The 2020 Edition of the SEL CIP expands on the effectiveness of the 2017 SSIS CIP program by providing:

- 7 new SEL Skill Units, for a total of 30 units comprising 90 lessons with role-play application in 180 common social situations experienced by children at school and in their communities;
- 100% digitally delivered intervention resources for classroom-based or remote instruction.
- 45 engaging and informative supplemental TIPS (Teaching Important Positive Skills) set to song by "Mr. Parker," a thoughtful and musical school psychologist.

The effective use of the SEL CIP is further supported by sound multi-informant, time-efficient assessments that are content aligned with the CIP Skill Units. The release in August, 2020, of the Student, Teacher, and Parent versions of the **SSIS SEL Brief Scales** and the **SSIS SEL Brief + Mental Health Scales** provides CIP users valuable information that can be used for aligning and evaluating instructional programs with students' SEL strengths and weaknesses in mind.

Finally, a new website at www.ssiscolab.com brings all the training and implementation resources for this evidence-based program together in one location. Visit this dynamic website often to stay up with the growing family of CIP resources and the forthcoming **Home Instructional Program (HIP)** and the **Preschool Instructional Program (PIP)**.

Enjoy the opportunity to teach students about the powerful SEL skills they all possess and how they can use these skills to advance their social and academic development and the development of others around them!

The Authors

Stephen N. Elliott, PhD, Professor, Arizona State University

Steve is an educational psychologist and the Mickelson Foundation Professor in the Sanford School of Social and Family Dynamics. Steve has collaborated with colleagues and students to author hundreds of research articles, books, and chapters focusing on ways to assess and improve the social and academic performance of all students. He also is the co-author of the Social Skill Improvement System (SSIS), the assessment upon which the series of SSIS SEL Brief Scales are based. His contributions to psychology and education have earned him recognition as a Fellow in the American Educational Research Association and Senior Scientist in the American Psychological Association.

Frank M. Gresham, PhD, Professor, Louisiana State University

Frank is a school psychologist in the Department of Psychology at LSU. He has researched the development, assessment, and intervention of children's social behavior for five decades. His research contributions concerning children's social skills are numerous and pervasive in the school psychology and special education literature. He is the lead author of the Social Skills Improvement System (SSIS), which is the foundation for the SSIS SEL Brief Scales.

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Introduction to the CIP

The SSIS™ SEL Edition Classwide Intervention Program (CIP) is to be used by teachers and mental health professionals to develop and improve social emotional skills for children ages 4 to 14. This intervention program and the assessments that support its use (i.e., SSIS SEL Brief Scales, SSIS SEL Edition Screening/Progress Monitoring Scales, SSIS SEL Edition Teacher, Parent, and Student Forms) have origins in substantial evidence-based history dating back to 1991 with the publication of the Social Skills Intervention Guide (Elliott & Gresham, 1991), the original Social Skills Improvement System Classwide Intervention Program (SSIS CIP; Elliott & Gresham, 2007a), and the revised SSIS Intervention Guide (Elliott & Gresham, 2008).

This SSIS SEL Edition CIP was inspired by (a) the burgeoning research on the importance of social emotional learning (SEL) to the academic and social well-being of children and youth and (b) the conceptual and policy work of the Collaborative for Academic, Social, and Emotional Learning (CASEL). Specifically, this universal intervention program provides teachers and other educational professionals with a SAFER—Sequenced, Active, Focused, Explicit, and Responsive—way to teach children ages 4 to 14 social emotional skills (30 skill units available) that represent one or more of the CASEL five core competencies (CASEL, 2012). These five core competencies are 1) self-awareness (recognizing one's emotions, values, and being able to assess one's strengths and weaknesses); 2) self-management (being able to handle one's own emotions and behavior so that they do not interfere with accomplishment of social tasks); 3) social awareness (demonstrating understanding and empathy for the feelings of others); 4) relationship skills (establishing and maintaining healthy interpersonal relationships in groups and dealing effectively with conflict); and 5) responsible decision making (making ethical and constructive choices about one's personal and interpersonal behaviors).

The SSIS SEL Edition CIP expands on the success of the earlier SSIS CIP by providing

- more social emotional skill units (30) and more lessons to use while teaching, all mapped to the five CASEL SEL core competencies;

- increased focus on children's recognition and control of emotions associated with effective social interactions; and

- digitally delivered intervention resources that include digital lessons (PDF files), video models, Skill Steps Cue Cards, Emotions Cue Card, Role-Play Cards, Student Engagement Records, and an Intervention Integrity and Outcome Evaluation Report for communications and enhanced involvement with all students.

History of the SSIS SEL Edition CIP

Children's successes in school can be measured in many ways, such as good grades on a report card, high scores on statewide achievement tests, an exemplary performance during a recital, or a high ranking in a tournament or league. Often, students who excel in school continue achieving success long after their academic careers have ended. At the core of most achievement in school and beyond is the ability of a student to exhibit prosocial and emotional behaviors

that promote positive and healthy interactions with others, preparing the student to skillfully deal with challenges that are encountered frequently on the path to success.

Over the past decade, there has been an explosion of interest in social emotional learning. Research has indicated that SEL programs can be effective in not only improving social and emotional skills, but also in reducing problem behaviors and improving academic performance (Weissberg, Durlak, Domitrovich, & Gullotta, 2015). There are now more than 500 evaluations of various types of SEL programs nationally and internationally. These programs have documented changes in social and emotional skills in children and youth from preschool through higher education. Most SEL programs have focused on school-based interventions; however, other programs have included parent training, afterschool programs, and community-based organizations (Albright & Weissberg, 2010; Durlak, Weissberg, & Pacan, 2010).

There are now SEL programs operating in thousands of schools across the United States and other countries such as Great Britain, Australia, Netherlands, and Norway. Illinois was the first state to develop SEL standards for students from preschool through high school. All 50 states have SEL standards for preschool children and several other states have integrated SEL into their academic learning standards (Weissberg et al., 2015).

The SSIS has a long history of providing technically sound assessments and effective interventions for children's social skills. Beginning in 1990 with the publication of the Social Skills Rating System (SSRS™, Gresham & Elliott, 1990), the focus was on the assessment of social skills, problem behaviors, academic competence, and the treatment of 10 critical social skills utilizing an evidence-based Intervention Guide (Elliott & Gresham, 1991). This commitment to an integrated and aligned assessment and intervention system for all students continued with the publication of the SSIS Performance Screening Guide (Elliott & Gresham, 2007b), SSIS Rating Scales (Gresham & Elliott, 2008), SSIS Classwide Intervention Program (Elliott & Gresham, 2007a), and SSIS Intervention Guide (Elliott & Gresham, 2008). The SSRS and SSIS assessments have been recognized by many researchers as a highly regarded and well respected social emotional assessment (Crowe, Beauchamp, Catroppa, & Anderson, 2011; Humphrey et al., 2011; Halle & Darling-Churchill, 2016) and the SSIS CIP has been documented as a highly effective evidence-based intervention program (DiPerna, Lei, Bellinger, & Cheng, 2015; DiPerna, Lei, Bellinger, & Cheng, 2016; DiPerna, Lei, Cheng, Hart, & Bellinger, 2017).

The social skills and academic enabling behaviors included in the latest social emotional learning movement have been core tenets of the SSIS and SSRS for decades and continue to be central to the assessment and development of social emotional functioning. This knowledge and experience gained as the result of this body of work has been incorporated into the new and significantly expanded SSIS SEL Edition Classwide Intervention Program.

In 2018, CASEL announced that the SSIS SEL Edition Classwide Intervention Program (CIP) qualified as "a SELect program for elementary students." To learn more about CASEL's evaluation of CIP visit www.casel.org/guide/programs.

Defining Social Emotional Learning (SEL)

Social emotional learning has been defined as a process of acquiring and effectively applying the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy, establish and maintain positive relationships, and make responsible decisions (CASEL, 2012). Specifically, social emotional skills are learned behaviors and emotions that result in positive interactions with others. Children typically learn these skills by observing how other people relate to one another and through interactions with family members and peers. Playing games with other children, participating in group activities, and observing their parents' conversations are all common examples of situations from which children learn social and emotional skills. SEL is the process whereby children and adolescents are provided with the opportunities to learn, acquire, and practice social emotional competencies that are needed for life success (Oberle, Domitrovich, Meyers, & Weissberg, 2016). Children and youth who possess SEL competencies have the ability to think and behave in a manner that helps them accomplish important tasks in school

and life (Zins, Weissberg, Wang, & Wahlberg, 2004). Having the core social emotional skills is important for effective communication with peers and teachers, helps in achieving academic goals, and increases motivation to learn.

Social emotional skills have two important qualities. First, social emotional skills consist of both verbal and nonverbal behaviors. For example, taking turns in a conversation involves both talking and listening. Often, paying attention to a speaker's physical movements is as important as or more important than hearing the words spoken. For example, a child who is staring out the window during a classroom lesson but claims to be listening is not demonstrating the behavior of a good listener. Second, behaviors considered appropriate for one situation might not be appropriate for another. For instance, cooperation is encouraged when doing group work but not when taking a test. Collectively, these factors stress the interactive, context-specific nature of social emotional skills making classrooms instructionally rich places to teach, learn, and practice these skills!

The Social Emotional Skills Taught

The SSIS SEL Edition CIP is, in effect, a developmental curriculum focusing on 30 social emotional skills that are important to educators, parents, and students (see Table 1.1) with each CIP skill primarily representing one of the five CASEL core competences. Collectively, across all 30 units there are three self-awareness skills, eight self-management skills, six social awareness skills, seven relationship skills, and six responsible decision making skills. Skills from Units 1 through 10 are considered core skills because they are foundational and in many ways prerequisites to the developmentally more advanced skills in Units 11 through 30.

The SSIS SEL Edition CIP is flexible. Although most children ages 4 to 14 will need to learn or to improve many of the 30 skills, the skills taught should ideally be based on a comprehensive screening that identifies students' existing strengths and areas in need of improvement. In other words, the SSIS SEL Edition CIP does not have a prescriptive set of skills that must be taught to children of a certain age. Generally, however, Units 1 through 6 are appropriate for students ages 4 to 6; Units 1 through 10 are appropriate for students ages 6 to 10; and Units 11 through 30 are appropriate for students ages 11 to 14.

Given the SSIS SEL Edition CIP's flexibility, users can create a semester or year-long intervention designed to focus on all 30 skills or alternatively a 5- or 6-week intervention customized to focus on five skills identified as in need of improvement for the majority of students. It is recommended, however, regardless of the number of skills selected, to teach these units in their numerical order due to the developmental sequence outlined previously.

The Instructional Approach for Teaching Social Emotional Skills

The SSIS SEL Edition CIP uses a structured and explicit lesson format comprised of six phases to teach each skill. These phases reflect educational best practices, including prepare, present, practice, review, assess, and generalize, while expanding on the three T's of teaching 1) tell what will be taught, 2) teach, and 3) tell what was taught and how it can be used. These pedagogical principles were incorporated into the lesson plans' design to maximize student learning, retention, and application. The six-phase instructional format of the SSIS SEL Edition CIP and the related actions of a teacher (or mental health professional) and students in each phase are summarized in Table 1.2.

This skill-focused six-phase lesson format is initiated with the *Tell* phase by a teacher or mental health professional, but quickly becomes student-centered with the subsequent five phases; all students are expected to talk/write about the skill, model and practice the skill with classmates, evaluate their progress in using the skill, and finally, think about situations outside of school where they can use the skill. This process of teacher–student interactions typically is repeated in three lessons per week per skill. As a result of repeating this structured, explicit six-phase process multiple times for a given skill, students easily engage in the learning process and, in most cases, come to "own" the many opportunities afforded them to learn and refine the use of new skills.

Table 1.1   Alignment of the SSIS SEL Edition CIP Units With the CASEL Core Competencies

CIP unit #	CIP skill	CASEL core competency
1	Listen to others	Self-management
2	Say please and thank you	Relationship skills
3	Follow the rules	Self-management
4	Pay attention to your work	Self-management
5	Ask for help	Self-awareness
6	Take turns when you talk	Relationship skills
7	Get along with others	Relationship skills
8	Stay calm with others	Self-management
9	Do the right thing	Responsible decision making
10	Do nice things for others	Social awareness
11	Tell others about your skills	Self-awareness
12	Own your actions	Responsible decision making
13	Express your feelings	Self-management
14	Respect other people's things	Responsible decision making
15	Do your part in a group	Responsible decision making
16	Ask others to do things with you	Relationship skills
17	Introduce yourself to others	Relationship skills
18	Stay calm when pushed or hit	Self-management
19	Stand up for others	Social awareness
20	Make others feel better	Social awareness
21	Make compromises	Relationship skills
22	Be positive about the future	Self-awareness
23	Listen to different ideas	Responsible decision making
24	Use appropriate language when upset	Self-management
25	Show concern for others	Social awareness
26	Forgive others	Social awareness
27	Say when there is a problem	Responsible decision making
28	Take criticism without getting upset	Self-management
29	Show kindness to others when they are upset	Social awareness
30	Resolve disagreements calmly	Relationship skills

Table 1.2 The SSIS SEL Edition CIP Six-Phase Instructional Process

Instructional phase	Research-based component with description of teacher and student actions
Tell	**Coaching (Teacher).** Teacher defines the social emotional skill and Key Words, asks students about the importance of and the emotions associated with the skill, and specifies the steps to perform the targeted social behavior.
Show	**Modeling (Teacher).** Teacher presents models of positive and negative social emotional skills using pictures and/or video clips and leads a discussion with students to stimulate thinking about appropriate ways to express emotions and accomplish social behavior objectives.
Do	**Discussing and Modeling (Students).** Students review and discuss the definition, importance, and Skill Steps; then a few students act out a teacher-guided role-play situation to stimulate discussion and feedback from other students.
Practice	**Behavioral Rehearsal (Students).** Students practice the skill via role-play situations with classmates; teacher reinforces students' appropriate skill practice and provides feedback to improve adherence to the Skill Steps.
Monitor Progress	**Assessment of Skill Use (Students and Teacher).** Students reflect on and rate their own progress; teacher encourages self-monitoring and provides feedback about Skill Steps needing improvement.
Generalize	**Applying Skills in Multiple Settings.** Students and teacher discuss using the skill in a variety of situations; teacher encourages students to practice and recognize they control using the skill.

Tools That Support High-Quality Instruction

A number of instructional and assessment tools have been developed to ensure the SSIS SEL Edition CIP is time-efficient, engaging, and effective for both teachers and students. Specifically, 11 tools are provided with each unit and are identified and briefly described in Table 1.3. These tools help ensure that the Skill Steps are taught with consistency and fidelity to the overall instructional approach, a necessary condition for evaluating the intended outcomes of any intervention approach. Further description of each of these tools follows in chapter 2.

Table 1.3 The SSIS SEL Edition CIP Instructional Support Tools

Instructional tools	Description and use of the tools
Scripted lessons	Detailed scripts guiding what teachers/mental health professionals do and say in each phase of each of the three lessons for all 30 units. Collectively, these scripts create a manual-based step-by-step guide for teaching a skill and managing the support tools needed to engage students.
Digital Lessons	Accessible and engaging presentation slides coordinated with the scripted lesson plans. Complete sets of slides are provided for each lesson in Units 1 through 30. Digital Lessons for Units 1 through 30 include introduction and review of the Skill Steps, introduction of video clips and role plays, and opportunities to monitor progress and to discuss places where skills can be used outside the classroom.
Skill Steps Cue Cards	Cards that list the Skill Steps for Units 1 through 30; designed to be posted in the classroom. May also be shared with parents to facilitate communication and help with skill generalization.
Emotions Cue Card	One card with six emoji faces illustrating key emotions for students to use to identify emotions they and others experience in various social situations.
Videos	Realistic video clips depicting positive and negative models of social behavior in school settings.
Role-Play Cards	Printable cards (six for each of the 30 units) providing students with role-play situations to act out, practice, and reinforce their social emotional skills.
Student Engagement Record	A common, individualized worksheet usable with all lessons in each of the 30 units; students write the Skill Steps, document emotions associated with the skill, track their progress through the lessons, and indicate possible use of the skill in situations outside of school.
Certificates of Completion	Certificates for two age groups (preschool through early elementary and upper elementary/middle school) awarded to students who complete the program.
Parent Letters [English & Spanish versions]	Two standard letters for parents 1) to introduce the program, its expected benefits, the skills to be taught to and practiced by students, and the parents' possible role in the program, and 2) to document outcomes at the end of the program.
Intervention Integrity and Outcome Evaluation Report	Worksheet that helps teachers track the implementation of the 30 units and rate their perceived effectiveness.
Screening/Progress Monitoring Scales	An assessment tool used to identify the relative strengths and weaknesses of all students in five SEL competency domains and three academic functioning areas; useful at the beginning and end of an intervention program to evaluate and document improvement and areas where more intervention might be needed.

Uses and Benefits of the SSIS SEL Edition CIP

The SSIS SEL Edition CIP is designed primarily as a universal or Tier 1 intervention to be used classwide in general education or special-education classrooms, or even schoolwide, for all students. It can also be used as the primary intervention component in Tier 2 (targeted intervention) or Tier 3 (intensive intervention) support services for students who need extra time to develop and use their social emotional skills. When used as part of Tier 2 and 3 intervention services, other SSIS SEL Edition assessments and related intervention strategies for reducing co-occurring problem behaviors may be necessary. In sum, it is fair to characterize the SSIS SEL Edition CIP as a flexible and inclusive intervention program designed to teach all students ages 4 to 14 core and advanced social emotional skills aligned with the CASEL competencies. Figure 1.1 provides a summary of how the SSIS SEL Edition CIP, along with the SSIS SEL Edition assessment tools, complete a comprehensive multi-tiered student support system for all students.
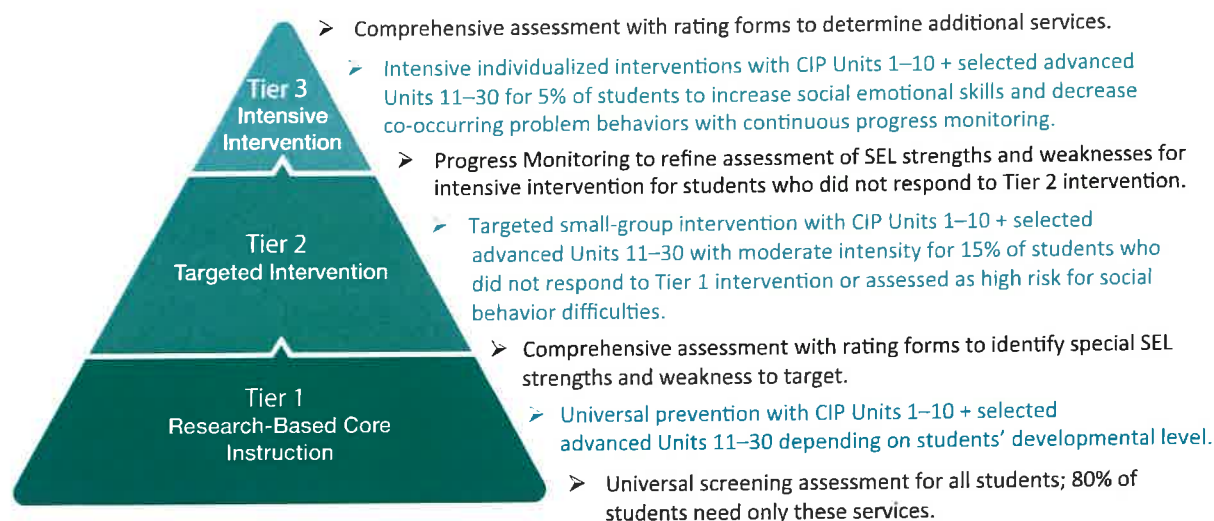
The pyramid tiers and their descriptions:

Tier 3 — Intensive Intervention
- Comprehensive assessment with rating forms to determine additional services.
- Intensive individualized interventions with CIP Units 1–10 + selected advanced Units 11–30 for 5% of students to increase social emotional skills and decrease co-occurring problem behaviors with continuous progress monitoring.
- Progress Monitoring to refine assessment of SEL strengths and weaknesses for intensive intervention for students who did not respond to Tier 2 intervention.

Tier 2 — Targeted Intervention
- Targeted small-group intervention with CIP Units 1–10 + selected advanced Units 11–30 with moderate intensity for 15% of students who did not respond to Tier 1 intervention or assessed as high risk for social behavior difficulties.
- Comprehensive assessment with rating forms to identify special SEL strengths and weakness to target.

Tier 1 — Research-Based Core Instruction
- Universal prevention with CIP Units 1–10 + selected advanced Units 11–30 depending on students' developmental level.
- Universal screening assessment for all students; 80% of students need only these services.

Figure 1.1 The SSIS SEL Edition CIP and assessments in a multi-tiered support system for all students.

Implementing a social emotional skills improvement program can have many benefits and a number of researchers have documented how children's social behavior relates to long-term academic achievement (DiPerna, Volpe, & Elliott, 2005; Malecki & Elliott, 2002; Wentzel, 1993). Specifically, students who possess higher levels of social emotional skills have been shown to be more successful academically than students who possess lower levels of the skills. These results have even been shown to exist across an extended period of time.

For example, a major multiyear study that looked at both the social and academic skills of students while in third grade and then again in eighth grade showed that students' scores on their eighth-grade academic achievement tests were better predicted by scores on their third-grade social skills assessments than their third-grade academic assessments (Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo, 2000). Such results demonstrate the far-reaching effects early social skill development can have on important outcomes such as academic success and well-being.

A major advantage of this program is the ease that it can be added to the existing curriculum of both general and special-education classrooms. While many intervention programs of this type require individual or small-group sessions, this program can be used by teachers with the entire classroom of students—among peers and in the environment where social skills are used and modeled daily. Not only are the social emotional skills taught in this program related to developing appropriate and effective relationships with peers and adults, but they are also related to behaviors likely to lead to improved academic performance.

Overall, research suggests that social emotional skills can be characterized as an academic enabler (DiPerna & Elliott, 1999; Wentzel, 1993). In other words, students with more developed social emotional skills tend to be more successful in classrooms. These students generally pay more attention, work better with others, ask questions when needed, and respect other points of view. Spending time teaching and improving fundamental social skills is critical to instruction. In the long run, time invested in this instruction pays dividends in both quality and quantity of time that can later be spent on academic instruction (e.g., by spending less class time dealing with behavior problems, there is more time left for teaching). As social emotional skills improve classwide, the time students are engaged in learning can increase.

Conclusions

The SSIS SEL Edition CIP is SAFER—Sequenced, Active, Focused, Explicit, and Responsive (Oberle et al., 2016). That is, the program is *Sequenced* as evidenced by its connected and coordinated set of activities within and across all units; *Active* because it utilizes active, engaging forms of learning such as coaching, modeling, role playing, behavioral rehearsal, and performance feedback; *Focused* because all of the units emphasize social and emotional skills; *Explicit* because it targets specific social and emotional skills; and is *Responsive* because it can be customized to include authentic, cultural-relevant rloe play situations.

The SSIS SEL Edition CIP is effective. As evidenced by several rigorous independent investigations (DiPerna et al., 2015; DiPerna et al., 2017), the original SSIS CIP (what the SSIS SEL Edition CIP is based on) has been shown to increase significantly both the social and academic skills of elementary students.

Socially and emotionally healthy children communicate effectively, cooperate with peers, and achieve more at school. It's important to give children opportunities and support for developing fundamental social emotional skills, such as listening, taking turns, and controlling emotions when upset. As documented in research, prosocial behavior and positive peer interactions can enhance children's social and academic development. Some students may have a greater need to improve their social behaviors than others, but given the important role that social emotional skills play in learning and in life, all students can benefit from explicit instruction.

User's Guide to the Skill Unit Lessons

Unit 1: Listen to Others	SEL Competency: Self-Management

Definition: When we listen, we use our ears and our eyes. We look at the person talking. We also think when we listen. We hear and think about what he or she is saying. Then, we do something to show we are listening. We can nod our heads or say, "Okay. I understand."

Specific Objectives

Students will be able to

1. talk about the importance of listening to others,

2. name feelings associated with listening to others,

3. identify positive examples of listening to others, and

4. show how to exhibit nonverbal behaviors that indicate active listening, followed by verbal or motor responses that indicate comprehension of the message or lesson.

Resources Needed

- Digital Lesson Unit 1
- Skill Steps Cue Card for posting
- Video 1.1 (positive model)
- Video 1.2 (negative model)
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 29 minutes; 13 slides

Lesson 2: 25 minutes; 13 slides

Lesson 3: 21 minutes; 11 slides

Unit 2: Say Please and Thank You

SEL Competency: Relationship Skills

Definition: The little words please and thank you are powerful. When you want to get someone's attention to ask him or her for help or information, use the word please. When somebody responds to you and provides what you have asked for, use the words thank you. By also speaking in a polite voice tone, these words become even more powerful.

Specific Objectives

Students will be able to

1. talk about the importance of saying please and thank you,

2. name feelings associated with this skill,

3. identify positive examples of this skill, and

4. show how to use the skill of saying please and thank you to advance relationships with others.

Resources Needed

- Digital Lesson Unit 2
- Skill Steps Cue Card for posting
- Video 2.1 (positive model)
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 28 minutes; 14 slides

Lesson 2: 22 minutes; 14 slides

Lesson 3: 22 minutes; 10 slides

Unit 3: Follow the Rules

SEL Competency: Self-Management

Definition: Rules tell us how to do things correctly. Good rules focus on safe and positive behaviors. When you follow the rules, you should check if you know the rule, then think what to do, ask others if you have questions about what to do, and then finally do what the rule says.

Specific Objectives

Students will be able to

1. talk about the importance of following the rules at school or in the community,

2. name feelings associated with following the rules,

3. identify positive examples of this skill, and

4. show how to follow the rules.

Resources Needed

- Digital Lesson Unit 3
- Skill Steps Cue Card for posting
- Video 3.1 (positive model)
- Video 3.2 (negative model)
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 30 minutes; 15 slides

Lesson 2: 22 minutes; 13 slides

Lesson 3: 22 minutes; 13 slides

Unit 4: Pay Attention to Your Work — SEL Competency: Self-Management

Definition: When you pay attention to your work, especially when it is noisy or when somebody is bothering you, you should think, focus, and do. That is, think what you need to learn or do, focus by looking at the teacher or material and by ignoring others, and finally do what is needed to complete the work.

Specific Objectives

Students will be able to

1. talk about the importance of paying attention to their work,
2. name feelings associated with paying attention to their work,
3. identify positive examples of this skill, and
4. show how to pay attention to their work.

Resources Needed

- Digital Lesson Unit 4
- Skill Steps Cue Card for posting
- Video 4.1 (positive model)
- Video 4.2 (positive model)
- Video 4.3 (negative model)
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 27 minutes; 15 slides

Lesson 2: 25 minutes; 12 slides

Lesson 3: 21 minutes; 8 slides

Unit 5: Ask for Help — SEL Competency: Self-Awareness

Definition: When asking for help from an adult or peer, get the person's attention, then make a request for help or assistance in a nice way.

Specific Objectives

Students will be able to

1. talk about the importance of asking for help,
2. name feelings associated with asking for help,
3. identify positive examples of asking for help, and
4. show how to get a person's attention and then request his or her help in a positive way.

Resources Needed

- Digital Lesson Unit 5
- Skill Steps Cue Card for posting
- Video 5.1 (positive model)
- Video 5.2 (negative model)
- Video 5.3 (negative model)
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 26 minutes; 13 slides

Lesson 2: 22 minutes; 15 slides

Lesson 3: 22 minutes; 14 slides

Unit 6: Take Turns When You Talk   SEL Competency: Relationship Skills

Definition: When you take turns when talking with others, you have to listen, do something to show you are listening, talk after the person stops talking, and then wait for a response. If you repeat these steps, you are having a turn-taking conversation!

Specific Objectives

Students will be able to

1. talk about the importance of taking turns when talking with others,
2. name feelings associated with taking turns when talking with others,
3. identify positive examples of this skill, and
4. show how to take turns when they talk with others.

Resources Needed

- Digital Lesson Unit 6
- Skill Steps Cue Card for posting
- Video 6.1 (positive model)
- Video 6.2 (negative model)
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 25 minutes; 14 slides

Lesson 2: 24 minutes; 16 slides

Lesson 3: 24 minutes; 14 slides

Unit 7: Get Along With Others   SEL Competency: Relationship Skills

Definition: Getting along with others means talking in nice voices to each other, sharing space and materials, taking turns, and playing and working well together. People who get along are said to cooperate.

Specific Objectives

Students will be able to

1. talk about the importance of getting along with other people,
2. identify feelings associated with getting along with others,
3. recognize positive examples of this skill, and
4. show the Skill Steps for getting along with other people.

Resources Needed

- Digital Lesson Unit 7
- Skill Steps Cue Card for posting
- Video 7.1 (positive model)
- Video 7.2 (negative model)
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 28 minutes; 16 slides

Lesson 2: 21 minutes; 14 slides

Lesson 3: 21 minutes; 7 slides

Unit 8: Stay Calm With Others — SEL Competency: Self-Management

Definition: Staying calm with others means we don't get mad or lose our temper with others. Instead, we think about our feelings, stay relaxed, and talk things out so everybody can work or play well together.

Specific Objectives

Students will be able to

1. talk about the importance of staying calm with others,
2. name feelings associated with staying calm with others,
3. identify positive examples of this skill, and
4. show how to stay calm with others.

Resources Needed

- Digital Lesson Unit 8
- Skill Steps Cue Card for posting
- Video 8.1 (positive model)
- Video 8.2 (negative model)
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 29 minutes; 15 slides

Lesson 2: 21 minutes; 15 slides

Lesson 3: 21 minutes; 12 slides

Unit 9: Do the Right Thing — SEL Competency: Responsible Decision Making

Definition: Doing the right thing involves following rules and helping others when they need it.

Specific Objectives

Students will be able to

1. talk about the importance of doing the right thing for oneself and others,
2. name feelings associated with doing the right thing,
3. identify positive examples of this skill, and
4. show how to do the right thing in a variety of situations.

Resources Needed

- Digital Lesson Unit 9
- Skill Steps Cue Card for posting
- Video 9.1 (positive model)
- Video 9.2 (negative model)
- Video 9.3 (negative model)
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 27 minutes; 14 slides

Lesson 2: 22 minutes; 15 slides

Lesson 3: 22 minutes; 13 slides

Unit 10: Do Nice Things for Others

SEL Competency: Social Awareness

Definition: When we do nice things for others we show we understand their situation and want to be helpful and hopefully make them feel better.

Specific Objectives

Students will be able to

1. talk about the importance of doing nice things for others,
2. name feelings associated with doing nice things for others,
3. identify positive examples of this skill, and
4. show how to do nice things for others.

Resources Needed

- Digital Lesson Unit 10
- Skill Steps Cue Card for posting
- Video 10.1 (positive model)
- Video 10.2 (positive model)
- Video 10.3 (negative model)
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 28 minutes; 14 slides

Lesson 2: 22 minutes; 15 slides

Lesson 3: 22 minutes; 11 slides

Unit 11: Tell Others About Your Skills

SEL Competency: Self-Awareness

Definition: Talking about your skills means telling others what you believe you can do well and what things you may need to improve. When you tell others about your skills, it is best to describe your skills accurately without exaggerating or bragging. Be confident and polite when you talk about your skills and others will listen better.

Specific Objectives

Students will be able to

1. talk about when to tell others about his or her skills,
2. name feelings associated with telling others about skills,
3. identify positive examples of this skill, and
4. show how to properly tell others about his or her skills.

Resources Needed

- Digital Lesson Unit 11
- Skill Steps Cue Card for posting
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 26 minutes

Lesson 2: 26 minutes

Lesson 3: 24 minutes

Unit 12: Own Your Actions   SEL Competency: Responsible Decision Making

Definition: Talking about owning your actions means understanding that in most situations you have choices and make decisions followed by actions that you control. Because you are the one making the decision to act in a certain way—sometimes good and sometimes not so good—you are responsible for the action. That is, you own your actions.

Specific Objectives

Students will be able to

1. talk about the importance of owning their actions,

2. name feelings associated with owning their actions,

3. identify positive examples of this skill, and

4. show how to own their actions in different situations.

Resources Needed

- Digital Lesson Unit 12
- Skill Steps Cue Card for posting
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 25 minutes

Lesson 2: 25 minutes

Lesson 3: 23 minutes

Unit 13: Express Your Feelings   SEL Competency: Self-Management

Definition: Expressing your feelings means showing others how you feel. Showing others how you feel often involves what you say and also how you look, especially the expression on your face.

Specific Objectives

Students will be able to

1. talk about the importance of expressing feelings,

2. name feelings that can occur when expressing feelings with others,

3. identify positive examples of this skill, and

4. show how to express feelings in a variety of situations.

Resources Needed

- Digital Lesson Unit 13
- Skill Steps Cue Card for posting
- Video 13.1 (negative model)
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 26 minutes

Lesson 2: 26 minutes

Lesson 3: 23 minutes

Unit 14: Respect Other People's Things   SEL Competency: Responsible Decision Making

Definition: Respecting other people's things means asking the owner's permission when you want to borrow something, taking care of it so it isn't damaged, and returning it to the owner when you said you would.

Specific Objectives

Students will be able to

1. talk about the importance of respecting other people's things,
2. name feelings associated with respecting other people's things,
3. identify positive examples of this skill, and
4. show how to respect other people's things.

Resources Needed

- Digital Lesson Unit 14
- Skill Steps Cue Card for posting
- Video 14.1 (negative model)
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 27 minutes

Lesson 2: 23 minutes

Lesson 3: 23 minutes

Unit 15: Do Your Part in a Group   SEL Competency: Responsible Decision Making

Definition: Doing your part in a group means listening to the ideas of others, helping with the work, encouraging others to work together, and sometimes being the leader.

Specific Objectives

Students will be able to

1. talk about the importance of doing their part in a group,
2. identify feelings associated with doing their part in a group,
3. recognize positive examples of this skill, and
4. show the Skill Steps for doing their part in a group.

Resources Needed

- Digital Lesson Unit 15
- Skill Steps Cue Card for posting
- Video 15.1 (positive model)
- Video 15.2 (positive model)
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 25 minutes

Lesson 2: 24 minutes

Lesson 3: 23 minutes

Unit 16: Ask Others to Do Things With You   SEL Competency: Relationship Skills

Definition: When you ask someone to do something with you, you invite him or her to join you, and sometimes others, in an activity. Although it sounds simple, asking others to do things with you involves several behaviors, such as making eye contact with the person, smiling, introducing yourself, and making the person feel included. These things are important, especially if who you're asking is someone you don't know well.

Specific Objectives

Students will be able to

1. talk about the importance of asking others to do things with them,
2. name feelings associated with asking others to do things with them,
3. identify positive examples of this skill, and
4. show how they can ask others to do things with them.

Resources Needed

- Digital Lesson Unit 16
- Skill Steps Cue Card for posting
- Video 16.1 (positive model)
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 26 minutes

Lesson 2: 25 minutes

Lesson 3: 23 minutes

Unit 17: Introduce Yourself to Others   SEL Competency: Relationship Skills

Definition: Introducing yourself to others means telling someone new your name and perhaps where you are from or what you do. Although it sounds simple, it involves behaviors such as making eye contact with the person, smiling, saying hi or hello, and taking turns talking with the new person or people you have just met so you can learn who they are too.

Specific Objectives

Students will be able to

1. talk about the importance of introducing themselves to others,
2. name feelings that can occur when introducing themselves to others,
3. identify positive examples of this skill, and
4. show how to introduce themselves to others.

Resources Needed

- Digital Lesson Unit 17
- Skill Steps Cue Card for posting
- Video 17.1 (positive model)
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 26 minutes

Lesson 2: 24 minutes

Lesson 3: 23 minutes

Unit 18: Stay Calm When Pushed or Hit　　　SEL Competency: Self-Management

Definition: Staying calm when pushed or hit means keeping your emotions in control so you do not show you are upset or angry when someone pushes or hits you, either on purpose or by accident. This can be hard to do sometimes, but it is an important skill that helps keep you safe and shows other people alternative ways to get along.

Specific Objectives

Students will be able to

1. talk about the importance of staying calm when pushed or hit,
2. identify feelings associated with staying calm when pushed or hit,
3. recognize positive examples of this skill, and
4. show how to stay calm when in a situation where someone gets pushed or hit.

Resources Needed

- Digital Lesson Unit 18
- Skill Steps Cue Card for posting
- Video 18.1 (positive model)
- Video 18.2 (negative model)
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 26 minutes

Lesson 2: 23 minutes

Lesson 3: 23 minutes

Unit 19: Stand Up for Others　　　SEL Competency: Social Awareness

Definition: Standing up for others shows you care about somebody and are willing to challenge others who are treating him or her unfairly or differently from others.

Specific Objectives

Students will be able to

1. talk about the importance of standing up for others,
2. name feelings associated with standing up for others,
3. identify positive examples of this skill, and
4. show how they can stand up for others in different situations.

Resources Needed

- Digital Lesson Unit 19
- Skill Steps Cue Card for posting
- Video 19.1 (negative model)
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 26 minutes

Lesson 2: 23 minutes

Lesson 3: 23 minutes

Unit 20: Make Others Feel Better   SEL Competency: Social Awareness

Definition: Making others feel better shows you care and giving someone some attention by saying something nice is likely to make him or her feel a little better.

Specific Objectives

Students will be able to

1. talk about the importance of trying to make others feel better,
2. name feelings associated with making others feel better,
3. identify positive examples of this skill, and
4. show how they can make others feel better in different situations.

Resources Needed

- Digital Lesson Unit 20
- Skill Steps Cue Card for posting
- Video 20.1 (positive model)
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 26 minutes

Lesson 2: 24 minutes

Lesson 3: 23 minutes

Unit 21: Make Compromises   SEL Competency: Relationship Skills

Definition: The skill of making compromises can be complex. It requires a number of communication and relationship skills, such as making eye contact, asking questions, taking turns in conversation, staying calm, considering what is most important, making suggestions, respecting other people, and giving something up.

Specific Objectives

Students will be able to

1. talk about the importance of making compromises,
2. name feelings associated with making compromises,
3. identify positive examples of this skill, and
4. show how they can make compromises in different situations.

Resources Needed

- Digital Lesson Unit 21
- Skill Steps Cue Card for posting
- Video 21.1 (positive model)
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 26 minutes

Lesson 2: 23 minutes

Lesson 3: 24 minutes

Unit 22: Be Positive About the Future · SEL Competency: Self-Awareness

Definition: Being positive about your future is not always easy, especially when you have had a few bad or negative experiences. Being positive requires you to have some hope and trust in other people that if you work hard, things will turn out well. Positive thinking also requires you to focus on the good outcomes rather than the bad ones.

Specific Objectives

Students will be able to

1. talk about the importance of being positive about the future,
2. name feelings associated with trying to be positive about the future,
3. identify positive examples of this skill, and
4. show how they can be positive about the future in different situations.

Resources Needed

- Digital Lesson Unit 22
- Skill Steps Cue Card for posting
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 27 minutes

Lesson 2: 23 minutes

Lesson 3: 24 minutes

Unit 23: Listen to Different Ideas · SEL Competency: Responsible Decision Making

Definition: Listening to different ideas from other people is not always easy. Being able to change your position and accept an alternative idea from another person requires a willingness to get along with someone.

Specific Objectives

Students will be able to

1. talk about the importance of listening to different ideas,
2. name feelings associated with listening to different ideas,
3. identify positive examples of this skill, and
4. show how they can listen to different ideas in different situations.

Resources Needed

- Digital Lesson Unit 23
- Skill Steps Cue Card for posting
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 26 minutes

Lesson 2: 25 minutes

Lesson 3: 23 minutes

Unit 24: Use Appropriate Language When Upset

SEL Competency: Self-Management

Definition: Using appropriate language when upset means expressing your feelings and concerns accurately without swearing or saying negative things about others.

Specific Objectives

Students will be able to

1. define what it means to be appropriate and talk about the importance of using appropriate language,

2. recognizing feelings associated with being upset,

3. identifying positive examples of this skills, and

4. demonstrating they can use appropriate language in role-play situations.

Resources Needed

- Digital Lesson Unit 24
- Skill Steps Cue Card for posting
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 24 minutes

Lesson 2: 25 minutes

Lesson 3: 26 minutes

Unit 25: Show Concern for Others

SEL Competency: Social Awareness

Definition: Showing concern for others means attending to others who are sad, upset, or sick by listening and showing you care about their feelings and situation.

Specific Objectives

Students will be able to

1. talk about the importance of showing concern for others,

2. identify common feelings associated with expressing concern for others,

3. recognize social situations where other people are sad, upset, or sick and may need help,

4. show they can demonstrate the skill in authentic role-play situations.

Resources Needed

- Digital Lesson Unit 25
- Skill Steps Cue Card for posting
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 24 minutes

Lesson 2: 25 minutes

Lesson 3: 26 minutes

Unit 26: Forgive Others

SEL Competency: Social Awareness

Definition: Forgiving others means showing others through words and actions that you have stopped feeling angry or upset with them because they said or did something wrong or disrespectful to you. You are ready to move on.

Specific Objectives

Students will be able to

1. define forgiveness and list several reasons why it is important to forgive others.

2. identify feelings of resentment or vengeance and how they can release these feelings,

3. recognize that forgiveness is a deliberate decision on their part,

4. show they can effectively demonstrate the steps of forgiving others.

Resources Needed

- Digital Lesson Unit 26
- Skill Steps Cue Card for posting
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 26 minutes

Lesson 2: 25 minutes

Lesson 3: 23 minutes

Unit 27: Say When There is a Problem

SEL Competency: Responsible Decision Making

Definition: Saying when there is a problem involves taking responsibility to tell others the truth when you have a concern or have done something wrong that needs to be corrected.

Specific Objectives

Students will be able to

1. explain why it is important to be responsible and tell others when there is a problem,

2. identify the feelings involved in being truthful about a problem situation,

3. recognize situations involving others where it may be difficult to say there is a problem,

4. demonstrate the ability to recognize a problem and how to communicate to others in authority.

Resources Needed

- Digital Lesson Unit 27
- Skill Steps Cue Card for posting
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 25 minutes

Lesson 2: 25 minutes

Lesson 3: 27 minutes

Unit 28: Take Criticism without Getting Upset

SEL Competency: Self-Management

Definition: Takes criticism without getting upset means being able to listen to others and accept their concerns about you or your work while remaining calm and respectful.

Specific Objectives

Students will be able to

1. define criticism and list several reasons why it is important to be able to accept criticism without getting upset,

2. discuss typical feelings associated with receiving negative feedback about your work or appearance,

3. identify recommended ways to respond constructively to negative feedback or criticism,

4. show the ability to response to others who provide you negative feedback and positive feedback.

Resources Needed

- Digital Lesson Unit 28
- Skill Steps Cue Card for posting
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 26 minutes

Lesson 2: 25 minutes

Lesson 3: 23 minutes

Unit 29: Show Kindness to Others When They are Upset

SEL Competency: Social Awareness

Definition: Show kindness to others when they are upset or in need of help means being able to tell others and show through your actions that you care about their feelings and you can relate to their situation.

Specific Objectives

Students will be able to

1. name reasons it is important to be empathic and kind to others, even people you do not know well,

2. identify common feelings one has who is kind to other people,

3. explain why being kind to others may be healthy for you,

4. show safe and helpful ways to be kind to others when they are upset.

Resources Needed

- Digital Lesson Unit 29
- Skill Steps Cue Card for posting
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 24 minutes

Lesson 2: 25 minutes

Lesson 3: 26 minutes

Unit 30: Resolve Disagreements Calmly SEL Competency: Relationship Skills

Definition: Resolving disagreements calmly means talking in a respectful way with another person about a conflict situation so that you can understand their perspective and find a solution you both agree on.

Specific Objectives

Students will be able to

1. define the skill and list reasons why it is an important skill to have,

2. identify common feelings associated with interpersonal disagreements,

3. explain what it means to be able to take another person's perspective,

4. demonstrate you can carry out the steps to solve disagreements with others in a respectful and calm manner.

Resources Needed

- Digital Lesson Unit 30
- Skill Steps Cue Card for posting
- Emotions Cue Card for posting
- Role-Play Cards
- Student Engagement Record

Time Estimates

Lesson 1: 26 minutes

Lesson 2: 25 minutes

Lesson 3: 23 minutes

COMMONWEALTH of VIRGINIA
Department of Education

DATE: January 22, 2021

TO: Division Superintendents

FROM: James F. Lane, Ed.D., Superintendent of Public Instruction

SUBJECT: **Coronavirus Response and Relief Supplemental Appropriations Act -
ESSER II 90 Percent LEA Awards**

The Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act Elementary and Secondary School Emergency Relief (ESSER) II Fund allocations for each school division are attached (Attachment B). The allocations are based on each school division's relative share of Title I, Part A, Federal Fiscal Year 2020 funds. Attachment A contains the Additional Required Special Terms and Conditions for Grant Awards or Cooperative Agreements. The terms of the grant award are provided in Attachment C.

The CRRSA Act includes all allowable uses of ESSER funds specified under the CARES Act. The additional uses of funds included in the CRRSA Act are also allowable under the CARES Act ESSER Fund. A list of allowable uses of funds is provided in Attachment D.

The CRRSA Act does not include equitable services provisions under the ESSER II Fund. Instead, a separate funding stream under the Governor's Emergency Education Relief (GEER) II Fund is specified for services for non-public schools. The application process for equitable services under the GEER II Fund will be administered by the Virginia Department of Education. Additional guidance on this process, to include whether school divisions will have a role in the administration of services for non-public schools under the GEER II Fund, is anticipated from the U.S. Department of Education in the near future.

Fiscal records in the Online Management of Education Grant Awards (OMEGA) application available on the Single Sign-on for Web Systems portal indicate that the majority of divisions have 100 percent of CARES Act ESSER formula funds remaining. Prior to requesting reimbursement for CRRSA ESSER II funds, school divisions must have expended and requested reimbursement through OMEGA for all CARES Act ESSER formula funds excluding funds reserved for equitable services.

The CRRSA Act ESSER II Fund instructions for accessing the funding application and supporting documents were provided to school division CARES Act contacts via email.

Applications will be due on April 1, 2021. The period of performance for the award is March 13, 2020 through September 30, 2023. Questions about the allocations or application process should be directed to CAREsgrantapp@doe.virginia.gov.

JFL/ls

Attachments

    A. Additional Required Special Terms and Conditions for Grant Awards or Cooperative Agreements (Word)
    B. CRRSA Act ESSER II Fund 90 Percent LEA Allocations (XLS)
    C. CRRSA Act ESSER II Fund Terms of Grant Award (Word)
    D. CRRSA Act ESSER II Fund Allowable Uses of Funds (Word)

ADDITIONAL REQUIRED SPECIAL TERMS AND CONDITIONS
FOR GRANT AWARDS OR COOPERATIVE AGREEMENTS

A. Intellectual Property
(i.e. papers, reports, forms, materials, creations, or inventions (intangible property))

Special Terms and Conditions for Intellectual Property apply for all grants or cooperative agreements, regardless of funding source (General, Special, Federal).

Additionally, Federally funded grants or cooperative agreements must meet the requirements of the specific federal grant, such as making any work (e.g., materials, tools, processes, systems) developed freely available to the public, ensuring any websites developed meet government or industry recognized standards for accessibility, and the requirements of **2 CFR §200.315 Intangible Property**, are met.

SECTION I.   Grants or Cooperative Agreements under which no Intellectual Property will be created

> If grant or cooperative agreement deliverables DO NOT include creation/development of Intellectual Property, the following special terms are applicable to the grant or cooperative agreement:
>
> **INTELLECTUAL PROPERTY**: **The parties agree that no Intellectual Property will be created in performance of this grant or cooperative agreement.**

B. Suspension and Debarment Compliance – Non-Procurement Covered Transactions

According to 2 CFR §200.213, non-federal entities are subject to the non-procurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 CFR part 180. These regulations restrict awards, subawards, and contracts with certain parties that are debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities.

All recipients of federal funds through this transaction must comply with 2 CFR 180, Subpart C as a condition of participation in this transaction, and must include similar terms or conditions in lower-tier covered transactions.

C. Federal Funding in Public Announcements

When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal funding, U.S. Department of Education sub-grantees shall clearly state:

1. the percentage of the total costs of the program or project which will be financed with Federal funding;
2. the dollar amount of Federal funds for the project or program; and
3. the percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.

Recipients must comply with these conditions under Division H, Title V, Section 505 of Public Law 113-76. Consolidated Appropriations Act, 2014.

D. Prohibition of Text Messaging and Emailing While Driving During Official Federal Grant Business

Federal grant recipients, sub-recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email while driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

E. Monitoring and Reporting

1. VDOE and auditors shall have access to sub-recipient records and financial statements as necessary to meet monitoring requirements.

2. Project reimbursement and amendment requests must be made utilizing VDOE's automated system Online Management of Education Grant Awards (OMEGA). Exceptions may be granted by VDOE grants managers via notice on the Notification of Grant Award if project reimbursement submissions are expected to be minimal during the award period.

3. Reimbursement may be requested prior to an activity, after the expenditure of funds, where payment in advance of an activity is required. This includes but is not limited to airfare, deposits, and registrations. The LEA is responsible for reconciling expenses after the activity has occurred. Reimbursement may be requested for the difference of expenses higher than the previously requested amount. Expenses lower than the previously requested amount must be repaid via a credit on a reimbursement request within 30 days of the completed activity.

VIRGINIA DEPARTMENT OF EDUCATION
CORONAVIRUS RESPONSE AND RELIEF SUPPLEMENTARY APPROPRIATIONS ACT (CRRSA)
ELEMENTARY & SECONDARY SCHOOL EMERGENCY RELIEF (ESSER) II FUND - 90% LEA ALLOCATIONS
JANUARY 2021

DIVISION NO	SCHOOL DIVISION	90% LEA ALLOCATIONS
001	ACCOMACK COUNTY PUBLIC SCHOOLS	$ 5,956,306.09
002	ALBEMARLE COUNTY PUBLIC SCHOOLS	$ 5,109,581.94
003	ALLEGHANY COUNTY PUBLIC SCHOOLS	$ 1,965,083.65
004	AMELIA COUNTY PUBLIC SCHOOLS	$ 955,662.45
005	AMHERST COUNTY PUBLIC SCHOOLS	$ 3,251,180.62
006	APPOMATTOX COUNTY PUBLIC SCHOOLS	$ 1,726,862.29
007	ARLINGTON COUNTY PUBLIC SCHOOLS	$ 8,395,507.72
008	AUGUSTA COUNTY PUBLIC SCHOOLS	$ 4,434,968.55
009	BATH COUNTY PUBLIC SCHOOLS	$ 271,464.18
010	BEDFORD COUNTY PUBLIC SCHOOLS	$ 5,378,493.14
011	BLAND COUNTY PUBLIC SCHOOLS	$ 429,959.95
012	BOTETOURT COUNTY PUBLIC SCHOOLS	$ 1,339,266.78
013	BRUNSWICK COUNTY PUBLIC SCHOOLS	$ 2,406,464.55
014	BUCHANAN COUNTY PUBLIC SCHOOLS	$ 4,541,890.69
015	BUCKINGHAM COUNTY PUBLIC SCHOOLS	$ 2,190,366.51
016	CAMPBELL COUNTY PUBLIC SCHOOLS	$ 5,189,341.54
017	CAROLINE COUNTY PUBLIC SCHOOLS	$ 2,835,980.18
018	CARROLL COUNTY PUBLIC SCHOOLS	$ 3,710,448.28
019	CHARLES CITY COUNTY PUBLIC SCHOOLS	$ 568,045.67
020	CHARLOTTE COUNTY PUBLIC SCHOOLS	$ 2,358,000.42
021	CHESTERFIELD COUNTY PUBLIC SCHOOLS	$ 22,893,748.15
022	CLARKE COUNTY PUBLIC SCHOOLS	$ 565,505.86
023	CRAIG COUNTY PUBLIC SCHOOLS	$ 575,452.95
024	CULPEPER COUNTY PUBLIC SCHOOLS	$ 4,560,941.39
025	CUMBERLAND COUNTY PUBLIC SCHOOLS	$ 1,474,809.04
026	DICKENSON COUNTY PUBLIC SCHOOLS	$ 2,870,184.46
027	DINWIDDIE COUNTY PUBLIC SCHOOLS	$ 2,666,475.27
028	ESSEX COUNTY PUBLIC SCHOOLS	$ 1,437,968.00
029	FAIRFAX COUNTY PUBLIC SCHOOLS	$ 82,982,674.07
030	FAUQUIER COUNTY PUBLIC SCHOOLS	$ 2,626,858.01
031	FLOYD COUNTY PUBLIC SCHOOLS	$ 1,643,128.35
032	FLUVANNA COUNTY PUBLIC SCHOOLS	$ 1,210,697.15
033	FRANKLIN COUNTY PUBLIC SCHOOLS	$ 6,556,218.11
034	FREDERICK COUNTY PUBLIC SCHOOLS	$ 4,806,078.19
035	GILES COUNTY PUBLIC SCHOOLS	$ 1,615,425.96
036	GLOUCESTER COUNTY PUBLIC SCHOOLS	$ 2,448,045.07
037	GOOCHLAND COUNTY PUBLIC SCHOOLS	$ 1,049,997.67
038	GRAYSON COUNTY PUBLIC SCHOOLS	$ 2,398,661.38
039	GREENE COUNTY PUBLIC SCHOOLS	$ 1,491,893.72
040	GREENSVILLE COUNTY PUBLIC SCHOOLS	$ 1,637,972.30
041	HALIFAX COUNTY PUBLIC SCHOOLS	$ 4,973,722.12

VIRGINIA DEPARTMENT OF EDUCATION
CORONAVIRUS RESPONSE AND RELIEF SUPPLEMENTARY APPROPRIATIONS ACT (CRRSA)
ELEMENTARY & SECONDARY SCHOOL EMERGENCY RELIEF (ESSER) II FUND - 90% LEA ALLOCATIONS
JANUARY 2021

DIVISION NO	SCHOOL DIVISION	90% LEA ALLOCATIONS
042	HANOVER COUNTY PUBLIC SCHOOLS	$ 3,714,318.96
043	HENRICO COUNTY PUBLIC SCHOOLS	$ 34,872,307.47
044	HENRY COUNTY PUBLIC SCHOOLS	$ 8,037,504.61
045	HIGHLAND COUNTY PUBLIC SCHOOLS	$ 159,894.21
046	ISLE OF WIGHT COUNTY PUBLIC SCHOOLS	$ 2,114,255.79
047	JAMES CITY COUNTY	$ 3,731,184.02
048	KING GEORGE COUNTY PUBLIC SCHOOLS	$ 1,371,409.15
049	KING AND QUEEN COUNTY PUBLIC SCHOOLS	$ 683,610.77
050	KING WILLIAM COUNTY PUBLIC SCHOOLS	$ 792,845.92
051	LANCASTER COUNTY PUBLIC SCHOOLS	$ 1,291,500.28
052	LEE COUNTY PUBLIC SCHOOLS	$ 5,383,058.58
053	LOUDOUN COUNTY PUBLIC SCHOOLS	$ 4,840,848.80
054	LOUISA COUNTY PUBLIC SCHOOLS	$ 3,013,815.46
055	LUNENBURG COUNTY PUBLIC SCHOOLS	$ 1,772,946.57
056	MADISON COUNTY PUBLIC SCHOOLS	$ 1,207,355.97
057	MATHEWS COUNTY PUBLIC SCHOOLS	$ 675,310.93
058	MECKLENBURG COUNTY PUBLIC SCHOOLS	$ 5,152,855.22
059	MIDDLESEX COUNTY PUBLIC SCHOOLS	$ 1,208,393.42
060	MONTGOMERY COUNTY PUBLIC SCHOOLS	$ 6,047,398.28
062	NELSON COUNTY PUBLIC SCHOOLS	$ 1,646,926.55
063	NEW KENT COUNTY PUBLIC SCHOOLS	$ 821,432.81
065	NORTHAMPTON COUNTY PUBLIC SCHOOLS	$ 2,247,839.04
066	NORTHUMBERLAND COUNTY PUBLIC SCHOOLS	$ 1,550,184.97
067	NOTTOWAY COUNTY PUBLIC SCHOOLS	$ 2,724,836.08
068	ORANGE COUNTY PUBLIC SCHOOLS	$ 2,353,538.14
069	PAGE COUNTY PUBLIC SCHOOLS	$ 2,811,625.28
070	PATRICK COUNTY PUBLIC SCHOOLS	$ 2,143,186.56
071	PITTSYLVANIA COUNTY PUBLIC SCHOOLS	$ 6,855,980.41
072	POWHATAN COUNTY PUBLIC SCHOOLS	$ 892,844.52
073	PRINCE EDWARD COUNTY PUBLIC SCHOOLS	$ 3,143,231.00
074	PRINCE GEORGE COUNTY PUBLIC SCHOOLS	$ 2,221,098.66
075	PRINCE WILLIAM COUNTY PUBLIC SCHOOLS	$ 39,124,565.05
077	PULASKI COUNTY PUBLIC SCHOOLS	$ 3,618,543.42
078	RAPPAHANNOCK COUNTY PUBLIC SCHOOLS	$ 503,634.07
079	RICHMOND COUNTY PUBLIC SCHOOLS	$ 1,033,659.90
080	ROANOKE COUNTY PUBLIC SCHOOLS	$ 4,340,714.11
081	ROCKBRIDGE COUNTY PUBLIC SCHOOLS	$ 1,839,628.49
082	ROCKINGHAM COUNTY PUBLIC SCHOOLS	$ 4,837,828.10
083	RUSSELL COUNTY PUBLIC SCHOOLS	$ 3,642,540.11
084	SCOTT COUNTY PUBLIC SCHOOLS	$ 2,795,001.53
085	SHENANDOAH COUNTY PUBLIC SCHOOLS	$ 3,643,603.12

VIRGINIA DEPARTMENT OF EDUCATION
CORONAVIRUS RESPONSE AND RELIEF SUPPLEMENTARY APPROPRIATIONS ACT (CRRSA)
ELEMENTARY & SECONDARY SCHOOL EMERGENCY RELIEF (ESSER) II FUND - 90% LEA ALLOCATIONS
JANUARY 2021

DIVISION NO	SCHOOL DIVISION	90% LEA ALLOCATIONS
086	SMYTH COUNTY PUBLIC SCHOOLS	$ 4,275,869.88
087	SOUTHAMPTON COUNTY PUBLIC SCHOOLS	$ 1,925,536.11
088	SPOTSYLVANIA COUNTY PUBLIC SCHOOLS	$ 10,099,491.40
089	STAFFORD COUNTY PUBLIC SCHOOLS	$ 6,335,588.56
090	SURRY COUNTY PUBLIC SCHOOLS	$ 688,267.00
091	SUSSEX COUNTY PUBLIC SCHOOLS	$ 1,795,734.06
092	TAZEWELL COUNTY PUBLIC SCHOOLS	$ 6,120,036.52
093	WARREN COUNTY PUBLIC SCHOOLS	$ 3,085,533.65
094	WASHINGTON COUNTY PUBLIC SCHOOLS	$ 5,923,029.22
095	WESTMORELAND COUNTY PUBLIC SCHOOLS	$ 1,999,066.57
096	WISE COUNTY PUBLIC SCHOOLS	$ 7,667,132.13
097	WYTHE COUNTY PUBLIC SCHOOLS	$ 3,514,271.65
098	YORK COUNTY PUBLIC SCHOOLS	$ 2,321,395.73
101	ALEXANDRIA CITY PUBLIC SCHOOLS	$ 15,491,977.50
102	BRISTOL CITY PUBLIC SCHOOLS	$ 4,120,244.20
103	BUENA VISTA CITY PUBLIC SCHOOLS	$ 711,499.13
104	CHARLOTTESVILLE CITY PUBLIC SCHOOLS	$ 4,481,992.77
106	COLONIAL HEIGHTS CITY PUBLIC SCHOOLS	$ 2,104,772.74
107	COVINGTON CITY PUBLIC SCHOOLS	$ 764,384.19
108	DANVILLE CITY PUBLIC SCHOOLS	$ 13,212,918.05
109	FALLS CHURCH CITY PUBLIC SCHOOLS	$ 144,027.63
110	FREDERICKSBURG CITY PUBLIC SCHOOLS	$ 3,492,618.17
111	GALAX CITY PUBLIC SCHOOLS	$ 2,061,950.00
112	HAMPTON CITY PUBLIC SCHOOLS	$ 24,400,757.11
113	HARRISONBURG CITY PUBLIC SCHOOLS	$ 5,264,012.41
114	HOPEWELL CITY PUBLIC SCHOOLS	$ 5,579,623.96
115	LYNCHBURG CITY PUBLIC SCHOOLS	$ 12,651,532.25
116	MARTINSVILLE CITY PUBLIC SCHOOLS	$ 3,919,117.74
117	NEWPORT NEWS CITY PUBLIC SCHOOLS	$ 36,575,089.77
118	NORFOLK CITY PUBLIC SCHOOLS	$ 50,449,126.91
119	NORTON CITY PUBLIC SCHOOLS	$ 841,612.33
120	PETERSBURG CITY PUBLIC SCHOOLS	$ 10,066,654.18
121	PORTSMOUTH CITY PUBLIC SCHOOLS	$ 20,797,553.72
122	RADFORD CITY PUBLIC SCHOOLS	$ 1,059,324.85
123	RICHMOND CITY PUBLIC SCHOOLS	$ 54,683,344.95
124	ROANOKE CITY PUBLIC SCHOOLS	$ 23,039,852.51
126	STAUNTON CITY PUBLIC SCHOOLS	$ 2,786,686.28
127	SUFFOLK CITY PUBLIC SCHOOLS	$ 12,180,448.36
128	VIRGINIA BEACH CITY PUBLIC SCHOOLS	$ 36,709,197.65
130	WAYNESBORO CITY PUBLIC SCHOOLS	$ 3,253,869.80
131	WILLIAMSBURG CITY	$ 1,203,766.44

VIRGINIA DEPARTMENT OF EDUCATION
CORONAVIRUS RESPONSE AND RELIEF SUPPLEMENTARY APPROPRIATIONS ACT (CRRSA)
ELEMENTARY & SECONDARY SCHOOL EMERGENCY RELIEF (ESSER) II FUND - 90% LEA ALLOCATIONS
JANUARY 2021

DIVISION NO	SCHOOL DIVISION	90% LEA ALLOCATIONS	
132	WINCHESTER CITY PUBLIC SCHOOLS	$	3,646,161.83
134	FAIRFAX CITY PUBLIC SCHOOLS	$	1,007,128.61
135	FRANKLIN CITY PUBLIC SCHOOLS	$	2,552,350.59
136	CHESAPEAKE CITY PUBLIC SCHOOLS	$	22,751,987.64
137	LEXINGTON CITY PUBLIC SCHOOLS	$	196,488.91
138	EMPORIA CITY PUBLIC SCHOOLS	$	1,672,835.76
139	SALEM CITY PUBLIC SCHOOLS	$	1,674,194.96
142	POQUOSON CITY PUBLIC SCHOOLS	$	206,728.80
143	MANASSAS CITY PUBLIC SCHOOLS	$	4,349,083.45
144	MANASSAS PARK CITY PUBLIC SCHOOLS	$	1,124,995.81
202	TOWN OF COLONIAL BEACH PUBLIC SCHOOLS	$	1,023,799.76
207	TOWN OF WEST POINT PUBLIC SCHOOLS	$	143,061.72
218	VIRGINIA SCHOOL FOR THE DEAF AND BLIND	$	300,385.95
917	DEPARTMENT OF JUVENILE JUSTICE	$	539,819.58
	Total	$	845,352,520.20

Virginia Department of Education
Office of ESEA Programs

Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act
Elementary and Secondary School Emergency Relief (ESSER) II Fund
Terms of Grant Award

Grant Details

- **Authorized by**: Virginia Department of Education (VDOE)

- **Recipient and Grant Award Amount:** The recipients and grant award amounts for the CRRSA ESSER II Fund are specified in Superintendent's Memorandum #012-21, January 22, 2021.

- **Grant Authority**: This grant is authorized under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act of 2021.

- **Fund Source:** Federal

- **Grant Award Number:** S425D210008

- **Project Code:** APE50195

- **Grant Award Type:** Federal Fiscal Year 2021

- **Catalog of Federal Domestic Assistance (CFDA) Number:** 84.425D

Award Period

Regulatory provisions for projects funded under the CRRSA Act ESSER II Fund allow for the expenditure of funds from March 13, 2020 – September 30, 2023. Reimbursements requests must be submitted to VDOE by November 15, 2023.

Terms and Conditions

Grant recipients are responsible for: 1) adhering to the ESSER II Fund provisions outlined in the CRRSA Act; 2) adhering to the regulations in the United States Department of Education's General Administrative Regulations (EDGAR) in 34 of the Code of the Federal Regulations (CFR); and 3) adhering to the regulations in 2 CFR 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Please refer to EDGAR and CFR documents for additional information.

Additional Information

Prior to requesting reimbursement for CRRSA ESSER II funds, school divisions must have expended and requested reimbursement through OMEGA for all CARES Act ESSER formula funds excluding funds reserved for equitable services. Reimbursements may be processed once funds are distributed from Object Code 0000 to the other object codes in OMEGA. To distribute amounts from Object Code 0000, the OMEGA budget originator needs to submit a budget transfer request by selecting "Change my object code budget:" from the "I want to…" list. Funds will be available for reimbursement when the budget transfer has been approved by all required reviewer levels and the transfer has the status "Transfer Completed." For assistance with OMEGA, please contact OMEGA Support at (804) 371-0993 or OMEGA.support@doe.virginia.gov.

Coronavirus Response and Relief Supplemental Appropriations Act
Elementary and Secondary School Emergency Relief II Fund
Uses of Funds

The Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act was signed into law on December 27, 2020. CRRSA Act Elementary and Secondary School Emergency Relief (ESSER) II uses of funds include all allowable uses of ESSER funds specified under the CARES Act. The additional uses of funds included in the CRRSA Act are also allowable under the CARES Act ESSER Fund. The full list of allowable uses of funds specified under Section 313(d) of the CRRSA Act is below.

- Activities authorized by the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), and the McKinney-Vento Homeless Education Assistance Act;
- Coordination of LEA preparedness and response efforts to improve coordinated responses with other agencies to prevent, prepare for, and respond to coronavirus;
- Providing principals and other school leaders with the resources necessary to address school needs;
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth;
- Developing and implementing procedures and systems to improve LEA preparedness and response efforts;
- Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases;
- Purchasing supplies to sanitize and clean LEA facilities;
- Planning for and coordinating during long-term closures, including how to provide meals, technology for online learning, guidance on IDEA requirements, and ensuring other educational services can continue to be provided consistent with all applicable requirements;
- Purchasing educational technology (including hardware, software, and connectivity) for students served by the LEA that aids in regular and substantive educational interactions between students and their classroom teachers, including assistive technology or adaptive equipment;
- Providing mental health services and supports;
- Planning and implementing activities related to summer learning and supplemental afterschool programs and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care;
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing

homelessness, and children and youth in foster care, of the local educational agency, including by:

- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction;
- Implementing evidence-based activities to meet the comprehensive needs of students;
- Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
- Tracking student attendance and improving student engagement in distance education;

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement; and
- Other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff.

PRIORITY 1 ROOFS

School	Age of Roof	Total Square Feet	Estimated Cost (@ $14/sf)
Duffield Primary	28 years	22,382sf	$313,348
Fort Blackmore	27 years	16,324sf	$228,536
Hilton Elementary	31 years	32,612sf	$456,568
Shoemaker Elementary	33 years	19,024sf	$266,336
Weber City Elementary	26 years	37,813sf	$529,382
Rye Cove Intermediate	26 years	31,536sf	$441,504
Rye Cove High	26 years	9,996sf	$139,944
Twin Springs High	34 years	54,866sf	$768,124
Career & Tech Center	28 years	75,400sf	$1,055,600

Total = $4,199,342

SCOTT COUNTY PUBLIC SCHOOL HEAD START
EARLY HEAD START FINANCIAL REPORT
GRANT #03HP000049-04 (9/1/20-8/31/21)

NOVEMBER 2020

GRANT AWARDS	FUNDING TYPE	FEDERAL SHARE	IN-KIND (NFS)	TOTAL FUNDING
03HP000049-04-00	Continuation	372,363.00	93,091.00	465,454.00
03HP000049-04-01 (COVID-19)	Supplement	21,091.00	-	21,091.00
03HP000049-04-02 (COLA/QI)	Supplement	42,273.00	-	42,273.00
	TOTAL $	435,727.00	$ 93,091.00	$ 528,818.00

REVENUE	CURRENT MONTH	YTD	AWARDED FUNDING	UNCOLLECTED FUNDING	%
ACF - OHS	29,372.90	88,981.85	435,727.00	346,745.15	80%
Donations, Other Revenue	-	-	-	-	
TOTAL $	29,372.90	$ 88,981.85	$ 435,727.00	$ 346,745.15	80%

EXPENDITURES	CURRENT MONTH	YTD	BUDGETED FUNDING	AVAILABLE FUNDING	%
PERSONNEL: $212,630					
Payroll Expenses (Full-Time)	16,862.20	52,251.60	212,630.00	160,378.40	75%
PERSONNEL TOTAL	16,862.20	52,251.60	212,630.00	160,378.40	75%
FRINGE: $97,115					
FICA	1,359.67	4,277.72	19,080.00	14,802.28	78%
Worker's Compensation	-	-	697.00	697.00	100%
Unemployment	2.13	24.48	948.00	923.52	97%
Medical/Dental Insurance	1,604.03	4,812.09	39,204.00	34,391.91	88%
Life Insurance	225.95	677.85	1,346.00	668.15	50%
Retirement	2,847.84	8,534.04	35,840.00	27,305.96	76%
FRINGE TOTAL	6,039.62	18,326.18	97,115.00	78,788.82	81%
TRAVEL: $586 - T&TA: $586 = $1,172					
Out of Town Travel	-	-	1,172.00	1,172.00	100%
TRAVEL TOTAL	-	-	1,172.00	1,172.00	100%
SUPPLIES: $44,182					
Office Supplies	-	522.16	3,000.00	2,477.84	83%
Postage	-	-	100.00	100.00	100%
Food Supplies	-	460.28	5,629.00	5,168.72	92%
Food Service Supplies	-	-	3,000.00	3,000.00	100%
Classroom/Ed. Supplies	391.05	468.05	23,453.00	22,984.95	98%
Medical & Dental Supplies	-	108.50	3,000.00	2,891.50	96%
Transition Supplies	-	-	500.00	500.00	100%
Janitorial Supplies	533.40	752.44	5,500.00	4,747.56	86%
SUPPLIES TOTAL	924.45	2,311.43	44,182.00	41,870.57	95%
CONTRACTUAL: $9,620					
Mental Health Services	-	-	1,620.00	1,620.00	100%
Other Contractual Services	-	500.00	8,000.00	7,500.00	94%
CONTRACTUAL TOTAL	-	500.00	9,620.00	9,120.00	95%
EQUIPMENT: $0					
Equipment	-	-	-	-	0%
EQUIPMENT TOTAL	-	-	-	-	0%
OTHER: $62,887 - T&TA: $8,121 = $71,008					
Rent	240.00	480.00	1,560.00	1,080.00	0%
Utilities	206.27	282.42	4,500.00	4,217.58	94%
Telephone	251.77	673.75	2,374.00	1,700.25	72%
Child Liability Insurance	-	-	-	-	0%
Maintenance & Repair	1,354.24	1,704.24	7,610.00	5,905.76	78%
Local Travel	28.00	28.00	500.00	472.00	94%

Parent Activities	17.21	17.21	600.00	582.79	97%
Audit Fee (Accounting & Legal)	-	-	1,000.00	1,000.00	100%
Publications, Ads, & Printing	-	-	2,208.00	2,208.00	100%
Health Services	-	-	1,000.00	1,000.00	100%
Field Trips	-	-	1,000.00	1,000.00	100%
Discretionary Funds	-	69.40	1,800.00	1,730.60	96%
Health Examinations (Staff)	-	-	250.00	250.00	100%
Assoc. Dues & Fees	7.97	598.97	1,700.00	1,101.03	65%
Other Payroll Expenses (Part-Time)	1,174.73	4,456.73	36,785.00	32,328.27	88%
Training	-	-	8,121.00	8,121.00	100%
OTHER TOTAL	3,280.19	8,310.72	71,008.00	62,697.28	88%
BUDGET TOTAL	$ 27,106.46	$ 81,699.93	$ 435,727.00	$ 354,027.07	81%

CACFP FUNDING

REVENUE	CURRENT MONTH	YTD	ESTIMATED REIMBURSEMENT		
CACFP	2,511.31	2,511.31	34,848.00		
TOTAL	$ 2,511.31	$ 2,511.31	$ 34,848.00		

EXPENDITURES	CURRENT MONTH	YTD	CACFP BUDGET	EST. FUNDING AVAILABLE	%
FRINGE					
FICA	108.93	298.80	426.00	127.20	30%
Unemployment	0.11	3.06	13.00	9.94	76%
FRINGE TOTAL	109.04	301.86	439.00	137.14	31%
SUPPLIES					
Food Supplies	695.79	3,010.30	27,192.00	24,181.70	89%
Food Service Supplies	37.61	63.76	1,569.00	1,505.24	96%
SUPPLIES TOTAL	733.40	3,074.06	28,761.00	25,686.94	89%
OTHER					
Local Travel	-	-	80.00	80.00	100%
Other Payroll Expenses (Part-Time)	1,424.00	3,906.00	5,568.00	1,662.00	30%
OTHER TOTAL	1,424.00	3,906.00	5,648.00	1,742.00	31%
CACFP BUDGET TOTAL	$ 2,266.44	$ 7,281.92	$ 34,848.00	$ 27,566.08	79%

CACFP NET INCOME	$ 244.87	$ (4,770.61)	
PROGRAM NET INCOME	$ 2,511.31	$ 2,511.31	

EXPENDITURE DETAIL

Payroll Expenses (Full-Time)	November payroll, full-time staff.
Fringe	November fringe benefits, full-time & part-time staff.
Supplies	General expenses for program.
Rent	HS office rent, November & December 2020.
Utilities/Telephone	Utility/telephone expenses for centers.
Maintenance & Repair	Routine maintenance expenses, install of iWave air purification system in centers.
Local Travel	Gasoline for program vehicles.
Parent Activities	Refreshments purchased for parent meetings.
Association, Dues, & Fees	PV interest fees.
Other Payroll Expenses (Part-Time)	November payroll, part-time staff.

IN-KIND (NFS)	CURRENT MONTH	YTD	IN-KIND BUDGETED	IN-KIND REMAINING	%
Parents & Volunteer	2,572.81	9,543.40	68,271.00	58,727.60	86%
School District	639.08	1,715.08	9,205.00	7,489.92	81%
Donations	2,893.67	9,940.84	15,615.00	5,674.16	36%
TOTAL	$ 6,105.56	$ 21,199.32	$ 93,091.00	$ 71,891.68	77%

ADMINISTRATIVE COST	CURRENT MONTH	YTD	AC BUDGETED	AC	REMAINING
Personnel	1,743.26	5,262.53	22,328.00		17,065.47
Fringe	479.08	1,392.80	7,466.00		6,073.20
Travel	-	-	82.00		82.00
Supplies	37.34	89.22	462.00		372.78
Other	338.47	746.61	13,268.00		12,521.39
TOTAL $	2,598.15 $	7,491.16 $	43,606.00		36,114.84

NOV. ADMIN. COST	0.54%
YTD ADMIN. COST	1.54%

CREDIT CARD TRANSACTIONS

MEMO	OBJ. CODE	DEBIT	CREDIT	BALANCE
PV Credit Card:				
Interest fees, Oct 20	5801	$ 7.97	$ -	$ 7.97
CC Statement for purchase discrepancy	6013	$ -	$ (0.01)	$ 7.96
Activity trays for remote learning 11/2-11/13	6013	$ 40.00	$ -	$ 47.96
Training pants	6013	$ 99.96	$ -	$ 147.92
Supplies for remote learning 11/2-11/13	6013	$ 51.10	$ -	$ 199.02
Supplies for remote learning 11/2-11/13	6013	$ 200.00	$ -	$ **399.02**

BOA Credit Card:

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

NOVEMBER 2020

GRANT AWARDS	FUNDING TYPE	FEDERAL SHARE	IN-KIND (NFS)	TOTAL FUNDING
03CH011328-01-00	Baseline	1,348,584.00	337,146.00	1,685,730.00
03CH011328-01-02 (COVID-19)	Supplement	130,063.00	-	130,063.00
03CH011328-01-03 (COLA/QI)	Supplement	81,564.00	-	81,564.00
	TOTAL $	1,560,211.00	$ 337,146.00	$1,897,357.00

REVENUE	CURRENT MONTH	YTD	AWARDED FUNDING	UNCOLLECTED FUNDING	%
ACF - OHS	130,373.16	1,317,311.87	1,560,211.00	242,899.13	16%
Donations, Other Revenue	-	1,500.00	-	-	
TOTAL $	130,373.16	$ 1,318,811.87	$ 1,560,211.00	$ 242,899.13	16%

EXPENDITURES	CURRENT MONTH	YTD	BUDGETED FUNDING	AVAILABLE FUNDING	%
PERSONNEL: $848,973					
Payroll Expenses (Full-Time)	68,095.52	693,820.07	848,973.00	155,152.93	18%
PERSONNEL TOTAL	68,095.52	693,820.07	848,973.00	155,152.93	18%
FRINGE: $345,895					
FICA	5,164.43	55,095.66	71,463.00	16,367.34	23%
Worker's Compensation	-	2,142.56	2,617.00	474.44	18%
Unemployment	8.23	615.88	3,548.00	2,932.12	83%
Medical/Dental Insurance	10,503.98	104,036.98	123,827.00	19,790.02	16%
Life Insurance	912.50	9,168.76	10,748.00	1,579.24	15%
Retirement	11,408.66	114,068.39	133,692.00	19,623.61	15%
FRINGE TOTAL	27,997.80	285,128.23	345,895.00	60,766.77	18%
TRAVEL: $2,757 - T&TA: $4,858 = $7,615					
Out of Town Travel	-	1,080.06	7,615.00	6,534.94	86%
TRAVEL TOTAL	-	1,080.06	7,615.00	6,534.94	86%
SUPPLIES: $118,891					
Office Supplies	1,168.89	9,697.73	10,444.00	746.27	7%
Postage	7.75	414.60	922.00	507.40	55%
Food Supplies	1,346.13	4,936.15	14,294.00	9,357.85	65%
Food Service Supplies	983.71	2,311.10	5,111.00	2,799.90	55%
Classroom/Ed. Supplies	3,649.13	64,079.85	64,010.00	(69.85)	0%
Medical & Dental Supplies	416.48	6,794.19	11,666.00	4,871.81	42%
Transition Supplies	-	-	166.00	166.00	100%
Janitorial Supplies	2,147.55	10,301.00	12,278.00	1,977.00	16%
SUPPLIES TOTAL	9,719.64	98,534.62	118,891.00	20,356.38	17%
CONTRACTUAL: $14,140					
Mental Health Services	-	382.50	4,140.00	3,757.50	91%
Other Contractual Services	-	1,400.00	10,000.00	8,600.00	86%
CONTRACTUAL TOTAL	-	1,782.50	14,140.00	12,357.50	87%
EQUIPMENT: $0					
Equipment	-	-	-	-	0%
EQUIPMENT TOTAL	-	-	-	-	0%
OTHER: $210,656 - T&TA: $15,541 = $226,197					
Rent	1,564.95	10,154.75	9,600.00	(554.75)	-6%
Utilities	1,010.81	10,976.60	20,400.00	9,423.40	46%
Telephone	777.58	11,865.50	13,960.00	2,094.50	15%
Child Liability Insurance	-	753.50	-	(753.50)	0%
Maintenance & Repair	6,285.05	81,965.93	47,534.00	(34,431.93)	-72%

	CURRENT MONTH	YTD	BUDGET		%
Local Travel	-	372.23	2,265.00	1,892.77	84%
Parent Activities	172.54	279.40	3,312.00	3,032.60	92%
Audit Fee (Accounting & Legal)	-	-	2,778.00	2,778.00	100%
Publications, Ads, & Printing	1,143.90	15,466.42	13,055.00	(2,411.42)	-18%
Health Services	-	225.00	3,111.00	2,886.00	93%
Field Trips	-	1,828.07	2,200.00	371.93	17%
Discretionary Funds	109.87	942.13	3,360.00	2,417.87	72%
Health Examinations (Staff)	103.98	682.50	300.00	(382.50)	-128%
Assoc. Dues & Fees	-	4,420.07	2,136.00	(2,284.07)	-107%
Other Payroll Expenses (Part-Time)	2,718.48	61,165.92	85,145.00	23,979.08	28%
Training	246.88	18,870.16	17,041.00	(1,829.16)	-11%
OTHER TOTAL	$ 14,134.04	$ 219,968.18	$ 226,197.00	$ 6,228.82	3%
BUDGET TOTAL	$ 119,947.00	$ 1,300,313.66	$ 1,561,711.00	$ 261,397.34	17%

CACFP FUNDING

REVENUE	CURRENT MONTH	YTD	ESTIMATED REIMBURSEMENT		
CACFP	12,147.75	45,908.26	110,080.00		
TOTAL	$ 12,147.75	$ 45,908.26	$ 110,080.00		

EXPENDITURES	CURRENT MONTH	YTD	CACFP BUDGET	EST. FUNDING AVAILABLE	%
FRINGE					
FICA	72.80	374.18	574.00	199.82	35%
Unemployment	0.20	1.94	17.00	15.06	89%
FRINGE TOTAL	73.00	376.12	591.00	214.88	36%
SUPPLIES					
Food Supplies	8,488.45	41,397.42	93,004.00	51,606.58	55%
Food Service Supplies	683.46	3,002.79	7,985.00	4,982.21	62%
SUPPLIES TOTAL	9,171.91	44,400.21	100,989.00	56,588.79	56%
OTHER					
Local Travel	174.73	321.39	1,000.00	678.61	68%
Other Payroll Expenses (Part-Time)	951.57	4,890.97	7,500.00	2,609.03	35%
OTHER TOTAL	1,126.30	5,212.36	8,500.00	3,287.64	39%
CACFP BUDGET TOTAL	$ 10,371.21	$ 49,988.69	$ 110,080.00	$ 60,091.31	55%

CACFP NET INCOME	$ 1,776.54	$ (4,080.43)
PROGRAM NET INCOME	$ 12,202.70	$ 14,417.78

EXPENDITURE DETAIL

Payroll Expenses (Full-Time)	November payroll, full-time staff.
Fringe	November fringe benefits, full-time and part-time staff.
Supplies	General expenses for program, including COVID-19 supplies for remote learning.
Rent	Storage unit rentals, HS office rent Nov & Dec. 2020.
Utilities/Telephone	Utility and telephone expenses for HS office and centers.
Maintenance & Repair	Routine maintenance expenses, installation of iWave air purification system in centers.
Parent Activities	Refreshments for parent meetings, Policy Council kits.
Publications, Ads, & Printing	Copier contracts for HS office and centers.
Discretionary Funds	Reimbursements to staff for the purchase of center supplies.
Health Examinations	Expenses for staff medical examinations.
Payroll Expenses (Part-Time)	November payroll, part-time staff.
Training	CLASS Observer recertification, Resource books.

IN-KIND (NFS)	CURRENT MONTH	YTD	IN-KIND BUDGETED	IN-KIND REMAINING	%
Parents & Volunteer	5,803.71	142,021.45	133,087.00	(8,934.45)	-7%
School District	11,608.60	167,314.96	159,076.00	(8,238.96)	-5%
Donations	4,044.72	38,976.91	44,983.00	6,006.09	13%
TOTAL $	21,457.03	$ 348,313.32	$ 337,146.00	$ (11,167.32)	-3%

ADMINISTRATIVE COST	CURRENT MONTH	YTD	AC BUDGETED	AC REMAINING
Personnel	10,456.28	110,887.69	118,098.00	7,210.31
Fringe	4,013.88	42,489.40	37,850.00	(4,639.40)
Travel	-	75.60	686.00	610.40
Supplies	232.69	1,431.76	958.00	(473.76)
Other	1,739.77	22,649.42	25,923.00	3,273.58
TOTAL $	16,442.62	$ 177,533.87	$ 183,515.00	5,981.13

NOV. ADMIN. COST	1.1%
YTD ADMIN. COST	11.8%

CREDIT CARD TRANSACTIONS

MEMO	OBJ. CODE	DEBIT	CREDIT	BALANCE
PV Credit Card:				
BOA Credit Card:				
Postage to mail family engagement surveys	5201	$ 7.75	$ -	$ 7.75
Items for parent bags	5505	$ 129.45	$ -	$ 137.20
Items for parent bags	5505	$ 33.00	$ -	$ 170.20
Quickbooks subscription, Nov. 20	6001	$ 141.00	$ -	$ 311.20
Item on backorder, credited back to account	6013	$ -	$ (18.94)	$ 292.26
Playdough for remote learning 11/2-11/13	6013	$ 41.86	$ -	$ 334.12
Remote learning supplies 11/2-11/13	6013	$ 328.87	$ -	$ 662.99
Remote learning supplies 11/2-11/13	6013	$ 485.50	$ -	$ 1,148.49
Remote learning supplies 11/2-11/13	6013	$ 332.88	$ -	$ 1,481.37
Playdough for remote learning 11/2-11/13	6013	$ 49.24	$ -	$ 1,530.61
Puzzles, Magna tiles, Sand, Playdough	6013	$ 270.36	$ -	$ 1,800.97
Chalk for remote learning 11/2-11/13	6013	$ 26.64	$ -	$ 1,827.61
Chalk & colored pencils for remote learning	6013	$ 70.66	$ -	$ 1,898.27
Remote learning supplies 11/2-11/13	6013	$ 70.00	$ -	$ 1,968.27
Food thermometers for centers	6002A	$ 108.43	$ -	**$ 2,076.70**

SCOTT COUNTY PUBLIC SCHOOL HEAD START
EARLY HEAD START FINANCIAL REPORT
GRANT #03HP000049-04 (9/1/20-8/31/21)

DECEMBER 2020

GRANT AWARDS	FUNDING TYPE	FEDERAL SHARE	IN-KIND (NFS)	TOTAL FUNDING
03HP000049-04-00	Continuation	372,363.00	93,091.00	465,454.00
03HP000049-04-01 (COVID-19)	Supplement	21,091.00	-	21,091.00
03HP000049-04-02 (COLA/QI)	Supplement	42,273.00	-	42,273.00
	TOTAL $	435,727.00	$ 93,091.00	$ 528,818.00

REVENUE	CURRENT MONTH	YTD	AWARDED FUNDING	UNCOLLECTED FUNDING	%
ACF - OHS	34,297.86	123,279.71	435,727.00	312,447.29	72%
Donations, Other Revenue	168.00	168.00	-	-	
TOTAL $	34,465.86	$ 123,447.71	$ 435,727.00	$ 312,447.29	72%

EXPENDITURES	CURRENT MONTH	YTD	BUDGETED FUNDING	AVAILABLE FUNDING	%
PERSONNEL: $212,630					
Payroll Expenses (Full-Time)	16,862.20	69,113.80	212,630.00	143,516.20	67%
PERSONNEL TOTAL	16,862.20	69,113.80	212,630.00	143,516.20	67%
FRINGE: $97,115					
FICA	1,565.17	5,842.89	19,080.00	13,237.11	69%
Worker's Compensation	-	-	697.00	697.00	100%
Unemployment	6.28	30.76	948.00	917.24	97%
Medical/Dental Insurance	1,604.03	6,416.12	39,204.00	32,787.88	84%
Life Insurance	225.95	903.80	1,346.00	442.20	33%
Retirement	2,847.84	11,381.88	35,840.00	24,458.12	68%
FRINGE TOTAL	6,249.27	24,575.45	97,115.00	72,539.55	75%
TRAVEL: $586 - T&TA: $586 = $1,172					
Out of Town Travel	-	-	1,172.00	1,172.00	100%
TRAVEL TOTAL	-	-	1,172.00	1,172.00	100%
SUPPLIES: $44,182					
Office Supplies	-	522.16	3,000.00	2,477.84	83%
Postage	-	-	100.00	100.00	100%
Food Supplies	513.40	973.68	5,629.00	4,655.32	83%
Food Service Supplies	-	-	3,000.00	3,000.00	100%
Classroom/Ed. Supplies	210.58	678.63	23,453.00	22,774.37	97%
Medical & Dental Supplies	58.15	166.65	3,000.00	2,833.35	94%
Transition Supplies	-	-	500.00	500.00	100%
Janitorial Supplies	581.21	1,333.65	5,500.00	4,166.35	76%
SUPPLIES TOTAL	1,363.34	3,674.77	44,182.00	40,507.23	92%
CONTRACTUAL: $9,620					
Mental Health Services	-	-	1,620.00	1,620.00	100%
Other Contractual Services	500.00	1,000.00	8,000.00	7,000.00	88%
CONTRACTUAL TOTAL	500.00	1,000.00	9,620.00	8,620.00	90%
EQUIPMENT: $0					
Equipment	-	-	-	-	0%
EQUIPMENT TOTAL	-	-	-	-	0%
OTHER: $62,887 - T&TA: $8,121 = $71,008					
Rent	-	480.00	1,560.00	1,080.00	0%
Utilities	146.35	428.77	4,500.00	4,071.23	90%
Telephone	170.31	844.06	2,374.00	1,529.94	64%
Child Liability Insurance	-	-	-	-	0%
Maintenance & Repair	1,500.00	3,204.24	7,610.00	4,405.76	58%

	CURRENT MONTH	YTD	BUDGET		%
Local Travel	17.00	45.00	500.00	455.00	91%
Parent Activities	-	17.21	600.00	582.79	97%
Audit Fee (Accounting & Legal)	455.00	455.00	1,000.00	545.00	55%
Publications, Ads, & Printing	-	-	2,208.00	2,208.00	100%
Health Services	-	-	1,000.00	1,000.00	100%
Field Trips	-	-	1,000.00	1,000.00	100%
Discretionary Funds	-	69.40	1,800.00	1,730.60	96%
Health Examinations (Staff)	-	-	250.00	250.00	100%
Assoc. Dues & Fees	-	598.97	1,700.00	1,101.03	65%
Other Payroll Expenses (Part-Time)	3,596.38	8,053.11	36,785.00	28,731.89	78%
Training	525.00	525.00	8,121.00	7,596.00	94%
OTHER TOTAL	6,410.04	14,720.76	71,008.00	56,287.24	79%
BUDGET TOTAL $	31,384.85	$ 113,084.78	$ 435,727.00	$ 322,642.22	74%

CACFP FUNDING

REVENUE	CURRENT MONTH	YTD	ESTIMATED REIMBURSEMENT	
CACFP	4,975.18	7,486.49	34,848.00	
TOTAL $	4,975.18	$ 7,486.49	$ 34,848.00	

EXPENDITURES	CURRENT MONTH	YTD	CACFP BUDGET	EST. FUNDING AVAILABLE	%
FRINGE					
FICA	43.02	341.82	426.00	84.18	20%
Unemployment	0.11	3.17	13.00	9.83	76%
FRINGE TOTAL	43.13	344.99	439.00	94.01	21%
SUPPLIES					
Food Supplies	2,041.88	5,052.18	27,192.00	22,139.82	81%
Food Service Supplies	-	63.76	1,569.00	1,505.24	96%
SUPPLIES TOTAL	2,041.88	5,115.94	28,761.00	23,645.06	82%
OTHER					
Local Travel	-	-	80.00	80.00	100%
Other Payroll Expenses (Part-Time)	828.00	4,734.00	5,568.00	834.00	15%
OTHER TOTAL	828.00	4,734.00	5,648.00	914.00	16%
CACFP BUDGET TOTAL $	2,913.01	$ 10,194.93	$ 34,848.00	$ 24,653.07	71%

CACFP NET INCOME $	2,062.17	$ (2,708.44)	
PROGRAM NET INCOME $	5,143.18	$ 7,654.49	

EXPENDITURE DETAIL

Payroll Expenses (Full-Time)	December payroll, full-time staff.
Fringe	December fringe benefits, part-time & full-time staff.
Supplies	General expenses for program.
Other Contractual Services	Cleaning fees.
Utilities/Telephone	Utility/telephone expenses for centers.
Maintenance & Repair	Awning installed at DEHS.
Local Travel	Gasoline for program vehicles.
Audit Fee	19/20 audit fees.
Other Payroll Expenses (Part-Time)	December payroll, part-time staff.
Training	Ready Rosie curriculum.

IN-KIND (NFS)	CURRENT MONTH	YTD	IN-KIND BUDGETED	IN-KIND REMAINING	%
Parents & Volunteer	3,401.10	12,944.50	68,271.00	55,326.50	81%
School District	544.58	2,259.66	9,205.00	6,945.34	75%
Donations	1,419.79	11,360.63	15,615.00	4,254.37	27%
TOTAL $	5,365.47	$ 26,564.79	$ 93,091.00	$ 66,526.21	71%

ADMINISTRATIVE COST	CURRENT MONTH	YTD	AC BUDGETED	AC	REMAINING
Personnel	1,749.69	7,012.22	22,328.00		15,315.78
Fringe	480.79	1,873.59	7,466.00		5,592.41
Travel	-	-	82.00		82.00
Supplies	40.68	129.90	462.00		332.10
Other	3,027.93	3,774.54	13,268.00		9,493.46
TOTAL $	5,299.09	$ 12,790.25	$ 43,606.00		30,815.75

DEC. ADMIN. COST	1.09%
YTD ADMIN. COST	2.64%

CREDIT CARD TRANSACTIONS

MEMO	OBJ. CODE	DEBIT	CREDIT	BALANCE
PV Credit Card:				
N/A				

BOA Credit Card:				
N/A				

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

PRELIMINARY REPORT - DECEMBER 2020

GRANT AWARDS	FUNDING TYPE	FEDERAL SHARE	IN-KIND (NFS)	TOTAL FUNDING
03CH011328-01-00	Baseline	1,348,584.00	337,146.00	1,685,730.00
03CH011328-01-02 (COVID-19)	Supplement	130,063.00	-	130,063.00
03CH011328-01-03 (COLA/QI)	Supplement	81,564.00	-	81,564.00
	TOTAL $	1,560,211.00	$ 337,146.00	$ 1,897,357.00

REVENUE	CURRENT MONTH	YTD	FUNDING	UNCOLLECTED FUNDING	%
ACF - OHS	169,791.76	1,487,103.63	1,560,211.00	73,107.37	5%
Donations, Other Revenue	5,609.77	7,109.77	7,109.77	-	
TOTAL $	175,401.53	$ 1,494,213.40	$ 1,567,320.77	$ 73,107.37	5%

EXPENDITURES	CURRENT MONTH	YTD	BUDGETED FUNDING	AVAILABLE FUNDING	%
PERSONNEL: $848,973					
Payroll Expenses (Full-Time)	71,778.05	765,598.12	848,973.00	83,374.88	10%
PERSONNEL TOTAL	71,778.05	765,598.12	848,973.00	83,374.88	10%
FRINGE: $345,895					
FICA	5,647.09	60,742.75	71,463.00	10,720.25	15%
Worker's Compensation	-	2,142.56	2,617.00	474.44	18%
Unemployment	(1,001.28)	(385.40)	3,548.00	3,933.40	111%
Medical/Dental Insurance	10,503.98	114,540.96	123,827.00	9,286.04	7%
Life Insurance	912.50	10,081.26	10,748.00	666.74	6%
Retirement	11,408.66	125,477.05	133,692.00	8,214.95	6%
FRINGE TOTAL	27,470.95	312,599.18	345,895.00	33,295.82	10%
TRAVEL: $2,757 - T&TA: $4,858 = $7,615					
Out of Town Travel	-	1,080.06	7,615.00	6,534.94	86%
TRAVEL TOTAL	-	1,080.06	7,615.00	6,534.94	86%
SUPPLIES: $118,891					
Office Supplies	6,238.41	15,936.14	10,444.00	(5,492.14)	-53%
Postage	-	414.60	922.00	507.40	55%
Food Supplies	1,876.35	6,812.50	14,294.00	7,481.50	52%
Food Service Supplies	161.60	2,472.70	5,111.00	2,638.30	52%
Classroom/Ed. Supplies	5,699.02	69,778.87	64,010.00	(5,768.87)	-9%
Medical & Dental Supplies	349.96	7,144.15	11,666.00	4,521.85	39%
Transition Supplies	-	-	166.00	166.00	100%
Janitorial Supplies	270.25	10,571.25	12,278.00	1,706.75	14%
SUPPLIES TOTAL	14,595.59	113,130.21	118,891.00	5,760.79	5%
CONTRACTUAL: $14,140					
Mental Health Services	180.00	562.50	4,140.00	3,577.50	86%
Other Contractual Services	2,000.00	3,400.00	10,000.00	6,600.00	66%
CONTRACTUAL TOTAL	2,180.00	3,962.50	14,140.00	10,177.50	72%
EQUIPMENT: $0					
Equipment	-	-	-	-	0%
EQUIPMENT TOTAL	-	-	-	-	0%
OTHER: $210,656 - T&TA: $15,541 = $226,197					
Rent	204.95	10,359.70	9,600.00	(759.70)	-8%
Utilities	1,198.97	12,175.57	20,400.00	8,224.43	40%
Telephone	1,166.42	13,031.92	13,960.00	928.08	7%
Child Liability Insurance	-	753.50	-	(753.50)	0%

	Current Month	YTD	Budget	Est. Funding Available	%
Maintenance & Repair	32,065.22	114,031.15	47,534.00	(66,497.15)	-140%
Local Travel	32.07	404.30	2,265.00	1,860.70	82%
Parent Activities	-	279.40	3,312.00	3,032.60	92%
Audit Fee (Accounting & Legal)	2,795.00	2,795.00	2,778.00	(17.00)	-1%
Publications, Ads, & Printing	1,252.68	16,719.10	13,055.00	(3,664.10)	-28%
Health Services	-	225.00	3,111.00	2,886.00	93%
Field Trips	-	1,828.07	2,200.00	371.93	17%
Discretionary Funds	-	942.13	3,360.00	2,417.87	72%
Health Examinations (Staff)	-	682.50	300.00	(382.50)	-128%
Assoc. Dues & Fees	698.65	5,118.72	2,136.00	(2,982.72)	-140%
Other Payroll Expenses (Part-Time)	5,344.69	66,510.61	85,145.00	18,634.39	22%
Training	4,054.42	22,924.58	17,041.00	(5,883.58)	-35%
OTHER TOTAL	$ 48,813.07	$ 268,781.25	$ 226,197.00	$ (42,584.25)	-19%
BUDGET TOTAL	$ 164,837.66	$ 1,465,151.32	$ 1,561,711.00	$ 96,559.68	6%

CACFP FUNDING

REVENUE	CURRENT MONTH	YTD	ESTIMATED REIMBURSEMENT	
CACFP	22,957.94	68,866.20	110,080.00	
TOTAL	$ 22,957.94	$ 68,866.20	$ 110,080.00	

EXPENDITURES	CURRENT MONTH	YTD	CACFP BUDGET	EST. FUNDING AVAILABLE	%
FRINGE					
FICA	52.86	427.04	574.00	146.96	26%
Unemployment	0.51	2.45	17.00	14.55	86%
FRINGE TOTAL	53.37	429.49	591.00	161.51	27%
SUPPLIES					
Food Supplies	10,291.87	51,689.29	93,004.00	41,314.71	44%
Food Service Supplies	498.92	3,501.71	7,985.00	4,483.29	56%
SUPPLIES TOTAL	10,790.79	55,191.00	100,989.00	45,798.00	45%
OTHER					
Local Travel	166.38	487.77	1,000.00	512.23	51%
Other Payroll Expenses (Part-Time)	691.03	5,582.00	7,500.00	1,918.00	26%
OTHER TOTAL	857.41	6,069.77	8,500.00	2,430.23	29%
CACFP BUDGET TOTAL	$ 11,701.57	$ 61,690.26	$ 110,080.00	$ 48,389.74	44%

CACFP NET INCOME	$ 11,256.37	$	7,175.94
PROGRAM NET INCOME	$ 21,820.24	$	36,238.02

EXPENDITURE DETAIL

Payroll Expenses (Full-Time)	December payroll, full-time staff.
Fringe	December fringe benefits, full-time and part-time staff.
Supplies	General expenses for program.
Mental Health Services	October services.
Other Contractual Services	Sanitization services.
Rent	Storage unit rental fees.
Utilities/Telephone	Utility/telephone expenses for HS office and centers.
Maintenance & Repair	Flooring install at DF & SM1&2, Awning install at SM and DF.
Local Travel	Mileage reimbursement, Gasoline purchase for program vehicles.
Audit Fee	19/20 audit fee.
Publications, Ads, & Printing	Copier contracts for HS office and centers.
Payroll Expenses (Part-Time)	December payroll, part-time staff.
Training	Ready Rosie curriculum, VHSA Health Institute, Training resources.

IN-KIND (NFS)	CURRENT MONTH	YTD	IN-KIND BUDGETED	IN-KIND REMAINING	%
Parents & Volunteer	10,639.83	152,661.28	133,087.00	(19,574.28)	-15%
School District	4,372.06	171,687.02	159,076.00	(12,611.02)	-8%
Donations	3,497.71	42,474.62	44,983.00	2,508.38	6%
TOTAL $	18,509.60 $	366,822.92 $	337,146.00 $	(29,676.92)	-9%

ADMINISTRATIVE COST	CURRENT MONTH	YTD	AC BUDGETED	AC REMAINING
Personnel	14,269.73	125,157.42	118,098.00	(7,059.42)
Fringe	4,351.87	46,841.27	37,850.00	(8,991.27)
Travel	-	75.60	686.00	610.40
Supplies	455.61	1,887.37	958.00	(929.37)
Other	8,051.72	30,701.14	25,923.00	(4,778.14)
TOTAL $	27,128.93 $	204,662.80 $	183,515.00 $	(21,147.80)

DEC. ADMIN. COST	1.8%
YTD ADMIN. COST	13.6%

CREDIT CARD TRANSACTIONS

MEMO	OBJ. CODE	DEBIT	CREDIT	BALANCE
PV Credit Card:				
BOA Credit Card:				
Registration fees for 2 staff to attend training	20-3800	$ (700.00)	$ -	$ (700.00)
Training - working lunch	20-3800	$ (79.68)	$ -	$ (779.68)
1 yr. business prime membership	5801	$ (79.00)	$ -	$ (858.68)
Quickbooks fees, Dec. 2020	6001	$ (141.00)	$ -	$ (999.68)
Laptops for remote work	6001	$ (4,796.00)	$ -	$ (5,795.68)
Christmas decorations for office	6001	$ (68.92)	$ -	$ (5,864.60)
Remote family engagement supplies	6013	$ (162.47)	$ -	$ (6,027.07)
Educational supplies for remote learning	6013	$ (923.12)	$ -	$ (6,950.19)
Prep tables for kitchens	6002A	$ (465.98)	$ -	$ (7,416.17)

Scott County Public School

Head Start

Carryover Request – Equipment Purchase
Purchase
Supplement: COVID-19 One-Time Funding
#03CH011328-01 to 03CH011328-02

COVID-19 One-Time Funding Carryover Request

Planned Use of Carryover Funds

Scott County Public School Head Start is requesting to carryover funds from grant #03CH011328-01 for the purchase of a 4-wheel drive vehicle. These funds were awarded as a supplemental one-time funding award in the amount of $130,063 (HS - $123,033; EHS - $7,030) to be spent on actions or activities to prevent, prepare for, and respond to COVID-19.

These funds were allotted into the SUPPLIES and OTHER object class categories and made available to the program in July 2020. At that time, program staff began purchasing items needed to safely reopen school. The program anticipated the hiring of additional part-time personnel to assist in the deep cleaning and sanitizing of classrooms. As the 2020-2021 school year began, a new need developed and the program found hiring additional janitorial staff would not be the best utilization of resources.

Scott County is a rural county located on the southern edge of the Southwest Virginia Coalfields. Most populated areas are located near rivers or large creeks, in county valleys, and in close proximity to natural passageways through mountain chains. The county also has periodic flash flooding in the late winter to early spring and snowfall in late fall to winter. Due to a combination of weather conditions and the rural terrain, many program participants live in areas throughout the service area inaccessible without four-wheel drive capability.

During COVID-19, many enrolled children and their families have relied on remote delivery of meals and educational supplies. There are approximately 10% of children currently receiving virtual services and all children receive remote services one day per week. Effective November 1, 2020, the Scott County School System closed in-person services for a two-week period. Additionally, on December 8, 2020, the Scott County School System closed all in-person

services with a return date of January 18, 2021. During this closure, program staff have continued to ensure meals and supplies are provided to all children. As the number of COVID-19 cases in Southwest Virginia continues to rise, the program may face additional in-person service closures and as weather conditions worsen, the program may face difficulties meeting this remote delivery of service without the assistance of a four-wheel drive vehicle. All vehicles currently in the program's fleet do not have four-wheel drive capability.

As a result, Scott County Public School Head Start is proposing to carryover $24,163 (HS - $23,487; EHS - $676) of remaining COVID-19 funding to purchase a 2021 Ford Explorer. Since this equipment would benefit both Early Head Start and Head Start families, the cost of this purchase would be allocated between two grant programs, #03CH011328 and #03HP000049.

Estimates provided by the school system's Purchasing Agent, suggests our program could purchase a 2021 Ford Explorer in the price range of $26,600 - $32,225. The program would follow federal regulations governing procurement and also the purchasing policies and procedures approved by the Scott County Board of Supervisors. Scott County Public School Head Start believes this purchase to be necessary and reasonable for the performance of both the Head Start and Early Head Start program.

SCOTT COUNTY PUBLIC SCHOOL HEAD START
SALARY SCALE

ADMINISTRATION:
DIR. - Director, 260 day employee, 85/15% HS/EHS
HR/FO - HR/Fiscal Officer, 260 day employee, 85/15% HS/EHS
REC/DS - Receptionist/Data Secretary, 220 day employee, 95/5% HS/EHS
FAMILY SERVICES:
FCSC - Family Community Services Coordinator, 220 day employee, 95/5% HS/EHS
FRS - Family Resource Specialist, 200 day employee, 95/5% HS/EHS
HEALTH SERVICES:
HSC - Health Services Coordinator, 240 day employee, 70/30% HS/EHS
PN RN - Program Nurse, RN, 240 day employee 70/30% HS/EHS
PN LPN - Program Nurse, LPN, 240 day employee 70/30% HS/EHS

EDUCATION:
CDSC - Child Development Services Coordinator, 240 day employee, 70/30% HS/EHS
HST (Degree) - Head Start Teacher, Degree, 190 day employee
HST (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 40/60% HS/EHS
EHST (AA/BS) - Early Head Start Teacher, AA/BS, 240 day employee
EHST (CDA) - Early Head Start Teacher, CDA, 240 day employee

STEP	ADMINISTRATION			FAMILY SERVICES		HEALTH SERVICES			EDUCATION						
	DIR.	HR/FO	REC/DS	FCSC	FRS	HSC	PN (RN)	PN (LPN)	CDSC	HST (DEGREE)	HST (CDA)	RA	TA/PSA	EHST (AA/BS)	EHST (CDA)
0	$51,012	$45,304	$21,780	$35,728	$23,127	$32,933	$30,639	$25,788	$43,111	$34,073	$21,115	$19,620	$17,093	$23,333	$21,358
1	$51,522	$45,757	$21,998	$36,085	$23,359	$33,262	$30,945	$26,046	$43,542	$34,414	$21,326	$19,816	$17,264	$23,566	$21,571
2	$52,038	$46,215	$22,218	$36,446	$23,592	$33,595	$31,255	$26,306	$43,978	$34,758	$21,539	$20,014	$17,437	$23,801	$21,787
3	$52,558	$46,677	$22,440	$36,810	$23,828	$33,931	$31,567	$26,569	$44,417	$35,106	$21,755	$20,214	$17,611	$24,039	$22,005
4	$53,084	$47,144	$22,664	$37,178	$24,067	$34,270	$31,883	$26,835	$44,861	$35,457	$21,972	$20,416	$17,787	$24,280	$22,225
5	$53,614	$47,615	$22,891	$37,550	$24,307	$34,613	$32,202	$27,103	$45,310	$35,811	$22,192	$20,621	$17,965	$24,523	$22,447
6	$54,151	$48,091	$23,120	$37,926	$24,550	$34,959	$32,524	$27,374	$45,763	$36,169	$22,414	$20,827	$18,145	$24,768	$22,672
7	$54,692	$48,572	$23,351	$38,305	$24,796	$35,308	$32,849	$27,648	$46,221	$36,531	$22,638	$21,035	$18,326	$25,016	$22,898
8	$55,239	$49,058	$23,585	$38,688	$25,044	$35,661	$33,178	$27,925	$46,683	$36,896	$22,865	$21,245	$18,509	$25,266	$23,127
9	$55,791	$49,549	$23,821	$39,075	$25,294	$36,018	$33,509	$28,204	$47,150	$37,265	$23,093	$21,458	$18,695	$25,518	$23,359
10	$56,349	$50,044	$24,059	$39,465	$25,547	$36,378	$33,845	$28,486	$47,621	$37,638	$23,324	$21,672	$18,881	$25,774	$23,592
11	$56,913	$50,545	$24,299	$39,860	$25,803	$36,742	$34,183	$28,771	$48,098	$38,014	$23,557	$21,889	$19,070	$26,031	$23,828
12	$57,482	$51,050	$24,542	$40,259	$26,061	$37,109	$34,525	$29,059	$48,579	$38,394	$23,793	$22,108	$19,261	$26,292	$24,066
13	$58,057	$51,561	$24,788	$40,661	$26,321	$37,481	$34,870	$29,349	$49,064	$38,778	$24,031	$22,329	$19,454	$26,555	$24,307
14	$58,637	$52,076	$25,036	$41,068	$26,584	$37,855	$35,219	$29,643	$49,555	$39,166	$24,271	$22,552	$19,648	$26,820	$24,550
15	$59,224	$52,597	$25,286	$41,479	$26,850	$38,234	$35,571	$29,939	$50,051	$39,558	$24,514	$22,778	$19,845	$27,088	$24,796
16	$59,816	$53,123	$25,539	$41,893	$27,119	$38,616	$35,927	$30,238	$50,551	$39,953	$24,759	$23,006	$20,043	$27,359	$25,044
17	$60,414	$53,654	$25,794	$42,312	$27,390	$39,002	$36,286	$30,541	$51,057	$40,353	$25,007	$23,236	$20,244	$27,633	$25,294
18	$61,018	$54,191	$26,052	$42,735	$27,664	$39,392	$36,649	$30,846	$51,567	$40,756	$25,257	$23,468	$20,446	$27,909	$25,547
19	$61,628	$54,733	$26,313	$43,163	$27,941	$39,786	$37,015	$31,155	$52,083	$41,164	$25,509	$23,703	$20,650	$28,188	$25,803
20	$62,245	$55,280	$26,576	$43,594	$28,220	$40,184	$37,385	$31,466	$52,604	$41,576	$25,764	$23,940	$20,857	$28,470	$26,061
21	$62,867	$55,833	$26,842	$44,030	$28,502	$40,586	$37,759	$31,781	$53,130	$41,991	$26,022	$24,179	$21,065	$28,755	$26,321
22	$63,496	$56,391	$27,110	$44,471	$28,787	$40,992	$38,137	$32,099	$53,661	$42,411	$26,282	$24,421	$21,276	$29,042	$26,584
23	$64,131	$56,955	$27,381	$44,915	$29,075	$41,402	$38,518	$32,420	$54,198	$42,835	$26,545	$24,665	$21,489	$29,333	$26,850
24	$64,772	$57,524	$27,655	$45,364	$29,366	$41,816	$38,903	$32,744	$54,740	$43,264	$26,810	$24,912	$21,704	$29,626	$27,119

25	$ 65,420	$ 58,100	$ 27,931	$ 45,818	$ 29,659	$ 42,234	$ 39,292	$ 33,071	$ 55,287	$ 43,696	$ 27,079	$ 25,161	$ 21,921	$ 29,922	$ 27,390
26	$ 66,074	$ 58,681	$ 28,211	$ 46,276	$ 29,956	$ 42,656	$ 39,685	$ 33,402	$ 55,840	$ 44,133	$ 27,349	$ 25,413	$ 22,140	$ 30,222	$ 27,664
27	$ 66,735	$ 59,268	$ 28,493	$ 46,739	$ 30,256	$ 43,083	$ 40,082	$ 33,736	$ 56,398	$ 44,575	$ 27,623	$ 25,667	$ 22,361	$ 30,524	$ 27,940
28	$ 67,402	$ 59,860	$ 28,778	$ 47,206	$ 30,558	$ 43,514	$ 40,483	$ 34,073	$ 56,962	$ 45,020	$ 27,899	$ 25,923	$ 22,585	$ 30,829	$ 28,220
29	$ 68,076	$ 60,459	$ 29,066	$ 47,679	$ 30,864	$ 43,949	$ 40,888	$ 34,414	$ 57,532	$ 45,471	$ 28,178	$ 26,183	$ 22,811	$ 31,137	$ 28,502
30	$ 68,757	$ 61,063	$ 29,356	$ 48,155	$ 31,172	$ 44,388	$ 41,297	$ 34,758	$ 58,107	$ 45,925	$ 28,460	$ 26,444	$ 23,039	$ 31,449	$ 28,787
31	$ 69,444	$ 61,674	$ 29,650	$ 48,637	$ 31,484	$ 44,832	$ 41,710	$ 35,106	$ 58,688	$ 46,385	$ 28,744	$ 26,709	$ 23,269	$ 31,763	$ 29,075
32	$ 70,139	$ 62,291	$ 29,946	$ 49,123	$ 31,799	$ 45,281	$ 42,127	$ 35,457	$ 59,275	$ 46,848	$ 29,032	$ 26,976	$ 23,502	$ 32,081	$ 29,366
33	$ 70,840	$ 62,914	$ 30,246	$ 49,614	$ 32,117	$ 45,733	$ 42,548	$ 35,812	$ 59,868	$ 47,317	$ 29,322	$ 27,246	$ 23,737	$ 32,402	$ 29,659
34	$ 71,549	$ 63,543	$ 30,548	$ 50,111	$ 32,438	$ 46,191	$ 42,974	$ 36,170	$ 60,466	$ 47,790	$ 29,615	$ 27,518	$ 23,974	$ 32,726	$ 29,956
35	$ 72,264	$ 64,178	$ 30,854	$ 50,612	$ 32,762	$ 46,653	$ 43,403	$ 36,531	$ 61,071	$ 48,268	$ 29,912	$ 27,793	$ 24,214	$ 33,053	$ 30,255

Memo

To: School Board Members

From: Jason Smith, Assistant Superintendent

Date: **February 2, 2021**

Re: FFCRA

Attached is information on FFCR (Families First Coronavirus Relief Act). We would like to extend this leave until March 31, 2021. We can reevaluate at the March meeting for further consideration.

From:	Carla Carter
Sent:	Tuesday, December 29, 2020 8:03 AM
To:	Jason Smith
Subject:	FW: ***WARNING, External Mail***COVID Relief Bill: Tax credits for paid leave extended to March 31

FYI
Didn't know if you got this

From: ThinkHR <no-reply@thinkhr.com>
Sent: Tuesday, December 29, 2020 6:08 AM
To: Carla Carter <Carla.Carter@scottschools.com>
Subject: ***WARNING, External Mail***COVID Relief Bill: Tax credits for paid leave extended to March 31

Federal Law Alert

COVID Relief Bill: Tax credits for paid leave extended to March 31

A new $900 billion coronavirus relief bill became law and answers the question of whether federal Emergency Paid Sick Leave (EPSL) and Emergency Family and Medical Leave (EFMLA) will be extended.

The answer is yes, but it's an option, not a requirement. Here's what employers need to know:

- Offering EPSL and EFMLA after December 31 will become *optional* for employers.
- An employee will no longer be entitled by law to take EPSL or EFMLA, even if they have a qualifying reason.
- Employers who choose to offer these paid leaves can still receive a tax credit if they follow the current EPSL and EFMLA rules, including job protection.
- The extension of the tax credit will be available for leaves taken through March 31, 2021.
- Employees will not get new hours to use—the unused portion of their original allotment that remains on January 1 is how much they will be able to use through March 31. For instance, if an employee who was entitled to 80 hours of EPSL between April 1 and December 31 used 40 of those hours in 2020, they'd have 40 hours left to use between January 1 and March 31, 2021.
- There is a *possible* exception when an employee's EFMLA bank could reset if employers use the calendar year or another fixed FMLA tracking period that starts before March 31 *and* the DOL fails to readopt the regulations they wrote related to EFMLA. We expect the IRS, DOL, or both, to provide guidance soon that will clear up whether certain employers will need to offer additional hours. We will update Comply as information becomes available.

The new law also extends or revives several other types of economic assistance from previous coronavirus-related legislation, some of which are listed below. These aspects of the law are outside the scope of our services, so we are unable to answer follow-up questions. Some of the notable provisions include:

- Individual payments of $600 for people with incomes at or below $75,000 and $600 per dependent child, with payments phased out for higher incomes
- A $300 weekly supplemental unemployment benefit, through March 14, 2021

- Extension of Pandemic Unemployment Assistance (for gig workers and the self-employed) and Pandemic Emergency Unemployment Compensation (for those who run out of state unemployment insurance benefits), through March 14, 2021
- Reopening and refunding of the Paycheck Protection Program (see your financial or tax advisor for additional information)

We have many resources related to EPSL and EFMLA available on Comply. We will be updating our content to indicate that the program becomes optional on January 1.