

Budget & Personnel Meeting

Wednesday, June 3, 2026 5:30 PM

District Office Conference Room (MS/HS), 1351 Jefferson Road, Jefferson, PA 15344

1. Public Comment

2. Budget (Morrison, Pratt, Pochron)

2.1. 2026-2027 Final Budget Presentation- Mrs. Foringer

2.2. CEP Program 2026-2027

2.3. First Student Bus Contract Update

3. Personnel (Pochron, Shaffer, Pratt)

3.1. Executive Session

3.2. Elementary Staffing Presentation & Discussion- Mr. Silbaugh

3.3. Extracurricular Personnel: Rehire Athletic Director 2026-2027

3.4. Extracurricular Personnel: Rehire Associate Athletic Director-2026-2027

3.5. Extracurricular Personnel: Coach Resignation Varsity Baseball

3.6. Extracurricular Personnel: Weight Room Volunteer

3.7. Administrative Personnel: Additional Duties Stipends

3.8. Summer Workers 2026

3.9. K-12 Special Education Position Hiring Timeline

3.10. Approval of Extended Assignment Substitute Teacher Daily Rate

3.11. Scheduling Spring Sports Exit Interview

Budget Meeting
May 11, 2026

- New 26-27 Assessment Values – constant
- 26-27 PDE index is 5.2 % - could raise 1.51 mils (\$225,000)

\$50,000 - \$75
\$100,000 - \$150
\$150,000 - \$225
\$200,000 - \$300

2011-12 23.0909
2012-13 23.65
2013-14 24.24
2014-15 25.63
2015-16 27.11
2016-17 27.11
2017-18 28.08
2018-19 29.00

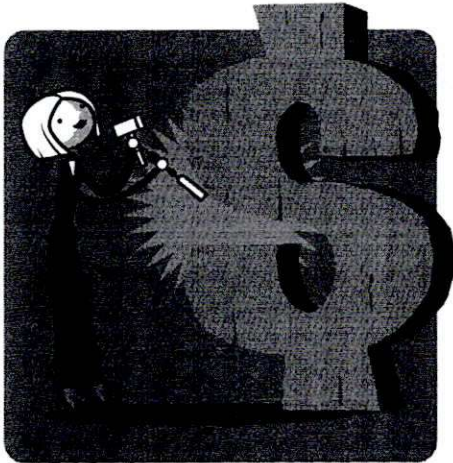
- Health insurance increases from ACSHIC is approx. 8.3%
- cost to district approx. \$170,000
- 26-27 Governor's Budget - BEF \$18,748 increase, \$46,083 increase Spec Ed Funding, and RTL grant \$50,000 increase. Legislation for cyber charter reimb \$39K? Safety and Security Grant unknown?
- 26-27 Homestead/Farmstead Money – constant no increase
- Committed money \$1,500,000 – ear marked for future capital projects and \$500,000 for OPEB
- Overall Fund Balance is approximately \$3,000,000

Costs from this budget/conversations:

- Ind health ins = \$11,455 yearly after employee contributions
Family health ins = \$32,340 yearly after employee contributions
- 2 retirements in budget
- Aides (13 aides) costs approximately \$470,000 not including health ins
- 75% of teaching staff on top step
- Votech costs increasing \$250,000 in 2 last years
- Special Ed costs since 2017-18 school year increased \$450,000
- pushed back athletic uniforms one year to buy band uniforms
- New bus contract – increase of \$100,000 – working on eliminating a big bus and possibly a small bus

JEFFERSON-MORGAN SCHOOL DISTRICT

2026-27 TENTATIVE BUDGET



DRAFT # 1

May 11, 2026

**Jefferson-Morgan School District
 Budget Detail Report
 Expenditure**

Account Number / ASN		25-26 BUDGETED Expenditures	25-26 YTD EXPENITURES	26-27 PROJECTED EXPENDITURES
10 General Fund				
10-1110-120-000-10-00/0422	ELEMENTARY TEACHER SALARIES	1,466,000	911,809	1,511,625
10-1110-120-000-20-00/1880	MIDDLE SCHOOL SALARIES	363,650	221,379	336,000
10-1110-120-000-30-00/0427	SECONDARY TEACHER SALARIES	1,388,000	848,848	1,411,600
10-1110-120-003-30-00/2475	SALARIES BAND	50,563	31,252	51,494
10-1110-120-212-10-00/2354	A.B.G. SALARIES	122,560	60,129	125,256
10-1110-122-000-10-00/0423	ELEMENTARY SUBSTITUTES	60,000	50,162	60,000
10-1110-122-000-30-00/0428	SECONDARY SUBSTITUTES	70,000	51,260	70,000
10-1110-123-000-10-00/0425	ELEMENTARY HOMEBOUND	1,000	0	1,000
10-1110-123-000-30-00/0430	SECONDARY HOMEBOUND	1,500	0	1,500
10-1110-150-000-10-00/0426	ELEMENTARY CLERICAL/AIDE SUBS	7,500	2,788	7,500
10-1110-150-000-30-00/0431	SECONDARY CLERICAL/AIDE SUBS	5,000	4,923	5,000
10-1110-150-001-10-00/1206	ELEMENTARY AIDE	26,300	34,193	27,140
10-1110-150-001-30-00/1207	SECONDARY XEROX CLERK	31,090	21,035	32,074
10-1110-210-000-00-00/0729	HEALTH INSURANCE-RETIRED PERSONS	140,000	105,071	157,000
10-1110-210-000-10-00/0432	ELEMENTARY HEALTH INSURANCE	488,790	337,690	480,615
10-1110-210-000-20-00/2025	GROUP INSURANCE	86,380	63,717	93,435
10-1110-210-000-30-00/0433	SECONDARY HEALTH INSURANCE	399,350	320,092	444,625
10-1110-210-001-10-00/1825	HEALTH INSURANCE-AIDE	1,200	0	1,200
10-1110-210-003-30-00/2282	HEALTH INSURANCE/BAND	28,910	21,608	31,270
10-1110-210-212-10-00/2361	A.B.G. HEALTH INSURANCE	52,600	25,907	42,725
10-1110-213-000-10-00/0494	ELEMENTARY LIFE INSURANCE	2,775	2,046	2,775
10-1110-213-000-20-00/2026	LIFE INSURANCE	660	495	660
10-1110-213-000-30-00/0536	SECONDARY LIFE INSURANCE	2,380	1,782	2,380
10-1110-213-001-10-00/1826	LIFE INSURANCE	132	0	132
10-1110-213-001-30-00/1827	LIFE INSURANCE - COPY	132	99	132
10-1110-213-003-30-00/2476	BAND LIFE INSURANCE	132	99	132
10-1110-213-212-10-00/2360	A.B.G. LIFE INSURANCE	264	165	264
10-1110-220-000-10-00/0434	ELEMENTARY SOCIAL SECURITY	112,200	73,711	115,640
10-1110-220-000-20-00/1886	MIDDLE SCHOOL SOCIAL SECURITY	27,820	16,883	25,690
10-1110-220-000-30-00/0435	SECONDARY SOCIAL SECURITY	106,000	69,201	107,990
10-1110-220-001-10-00/1717	SOCIAL SECURITY CONTRIBUTIONS	2,011	2,529	2,076
10-1110-220-001-30-00/1718	SOCIAL SECURITY CONTRIBUTIONS	2,378	1,609	2,455
10-1110-220-003-30-00/2478	BAND - Social Security Contributions	3,868	2,391	3,940
10-1110-220-212-10-00/2355	A.B.G. SOCIAL SECURITY	9,375	4,600	9,585
10-1110-230-000-10-00/0436	ELEMENTARY RETIREMENT	500,000	325,191	507,750
10-1110-230-000-20-00/1888	MIDDLE SCHOOL RETIREMENT	123,640	75,269	112,800
10-1110-230-000-30-00/0437	SECONDARY RETIREMENT	471,980	296,870	474,155

**Jefferson-Morgan School District
 Budget Detail Report
 Expenditure**

Account Number / ASN		25-26 BUDGETED Expenditures	25-26 YTD EXPENITURES	26-27 PROJECTED EXPENDITURES
10 General Fund				
10-1110-230-001-10-00/1828	RETIREMENT	8,942	11,626	9,120
10-1110-230-001-30-00/1721	RETIREMENT CONTRIBUTIONS	10,570	7,152	10,775
10-1110-230-003-30-00/2480	BAND - Retirement Contributions	17,192	10,626	17,300
10-1110-230-212-10-00/2356	A.B.G. RETIREMENT	41,670	20,444	42,075
10-1110-240-000-10-00/0438	ELEMENTARY TUITION REIMBURSEMENT	7,500	1,858	7,500
10-1110-240-000-20-00/2044	TUITION REIMBURSEMENT	2,000	1,839	2,000
10-1110-240-000-30-00/0439	SECONDARY TUITION REIMBURSEMENT	5,000	4,709	5,000
10-1110-250-000-10-12/0405	ELEMENTARY UNEMPLOYMENT	4,250	1,062	4,500
10-1110-250-000-20-00/1890	MIDDLE UNEMPLOYMENT	1,000	0	1,100
10-1110-250-000-30-00/0441	SECONDARY UNEMPLOYMENT	4,000	135	4,500
10-1110-250-001-30-00/1830	UNEMPLOYMENT COMP - COPY	85	0	90
10-1110-250-003-30-00/2481	BAND - Unemployment Compensation	250	0	250
10-1110-260-000-10-00/0442	ELEMENTARY WORKER'S COMPENSATION	13,000	13,000	15,000
10-1110-260-000-20-00/1892	MIDDLE SCHOOL WORKER'S COMP	4,000	4,000	4,200
10-1110-260-000-30-00/0443	SECONDARY WORKER'S COMPENSATION	12,000	6,317	13,000
10-1110-260-001-30-00/1832	WORKMEN'S COMPENSATION - COPY	450	0	475
10-1110-260-003-30-00/2482	Band - Workmen's Compensation	725	0	725
10-1110-270-000-00-00/0967	BENEFITS-BUYBACK (SICK PERSONAL)	5,000	7,300	5,000
10-1110-340-000-00-00/0496	PIANO TUNING - MUSIC DEPT.	500	0	500
10-1110-340-000-10-00/1667	TECH SUPPORT/SERVICES -	5,000	5,000	5,000
10-1110-340-000-20-00/2045	TECHNICAL SERVICES	5,000	4,999	5,000
10-1110-340-000-30-00/0537	TECH SUPPORT/SERVICES -	5,000	5,000	5,000
10-1110-390-000-10-00/0008	OTHER PURCH PROF & TECH SVCS	500	0	500
10-1110-390-000-20-00/2046	OTHER PURCH PROF & TECH SVCS	500	0	500
10-1110-390-000-30-00/0009	OTHER PURCH PROF & TECH SVCS	500	322	500
10-1110-390-001-30-00/2092	PURCHASED PROFESSIONAL	25,000	35,368	25,000
10-1110-415-000-30-12/1670	UNIFORM CLEANING - BAND	1,000	905	1,000
10-1110-430-103-10-12/0726	REPAIRS - INSTRUMENTS	500	0	500
10-1110-430-103-30-12/1672	REPAIRS - INSTRUMENTS	2,500	1,856	2,500
10-1110-432-000-20-00/2047	REPAIRS/MAINT-EQUIP	4,000	0	4,000
10-1110-432-000-30-00/0797	MAINT/UPGRADE OF TECHNOLOGY EQUIP	8,000	8,053	8,000
10-1110-432-890-30-00/1756	ACCESS FUND EXPENDITURES	1,000	0	1,000
10-1110-513-000-10-00/0015	CONTRACTED CARRIERS-EDUCAT.TRIPS	4,000	2,100	4,500
10-1110-513-000-20-00/2048	CONTRACTED CARRIERS	1,250	325	1,250
10-1110-513-000-30-00/0016	CONTRACTED CARRIERS-EDUCAT. TRIPS	3,000	1,000	3,000
10-1110-513-101-10-00/1191	CONTRACTED CARRIERS-BAND &	2,500	515	2,500
10-1110-513-101-30-00/1192	CONTRACTED CARRIERS-BAND &	6,000	4,429	6,000

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10 General Fund				
10-1110-513-102-00-00/0717	CONTRACTED CARRIERS-ACADEMIC	3,000	885	3,000
10-1110-513-102-30-00/1195	CONTRACTED CARRIERS-ACADEMIC	2,000	1,138	2,000
10-1110-561-000-30-00/0018	TUITION TO OTHER LEA IN STATE	120,000	30,843	120,000
10-1110-562-000-00-00/2042	TUITION TO OTHER LEA - CYBER	250,000	48,606	250,000
10-1110-580-000-10-00/0019	TRAVEL - ELEMENTARY STAFF	400	400	400
10-1110-580-000-20-00/2049	TRAVEL/CONFERENCE EXPENSE	1,000	0	1,000
10-1110-580-000-30-00/0020	TRAVEL - SECONDARY STAFF	250	172	250
10-1110-610-000-10-00/0021	GENERAL SUPPLIES - ELEMENTARY	5,000	4,296	5,000
10-1110-610-000-20-00/1902	GENERAL SUPPLIES - MIDDLE SCHOOL	2,300	2,300	2,300
10-1110-610-000-30-00/0022	SECONDARY GENERAL SUPPLIES	4,000	4,000	4,000
10-1110-610-007-10-00/3076	COMPENSATORY TIME OWED - GEN	0	2,504	0
10-1110-611-000-10-00/0445	ELEMENTARY ART SUPPLIES	1,000	884	1,000
10-1110-611-000-30-02/1673	SECONDARY ART SUPPLIES	2,500	2,051	2,500
10-1110-611-010-20-00/1904	STEM SUPPLIES - MIDDLE SCHOOL	1,000	411	1,000
10-1110-611-010-30-06/1674	STEM SUPPLIES - HIGH SCHOOL	1,500	1,148	1,500
10-1110-611-011-20-00/1905	SUPPLIES-MATH DEPT	500	500	500
10-1110-611-011-30-11/1675	MATH DEPT SUPPLIES	1,250	1,250	1,250
10-1110-612-000-10-00/0446	ELEMENTARY PHYS. ED. SUPPLIES	600	0	600
10-1110-612-000-30-08/1680	SECONDARY PHYS ED SUPPLIES	500	495	500
10-1110-613-000-10-00/0447	ELEMENTARY MUSIC SUPPLIES	500	0	500
10-1110-613-000-30-00/0455	SHEET MUSIC	750	200	750
10-1110-613-010-30-12/1681	SHEET MUSIC-CHORUS	500	29	500
10-1110-614-000-10-00/0448	ELEMENTARY WORKBOOKS/TESTS	5,000	5,000	5,000
10-1110-615-000-10-00/0449	ELEMENTARY SCIENCE SUPPLIES	500	188	500
10-1110-616-000-10-00/0450	ELEM. TEACHING SUPP.-SPECIAL PROJ.	1,500	2,697	1,500
10-1110-616-000-30-13/1683	SECONDARY LABORATORY SUPPLIES	2,000	244	2,000
10-1110-618-000-10-00/0510	ELEM. XEROX ROOM SUPPLIES	8,500	3,469	8,500
10-1110-618-000-20-00/2053	SUPPLIES-PRINTER	1,000	0	1,000
10-1110-618-000-30-00/0460	SECONDARY XEROX ROOM SUPPLIES	8,500	2,293	8,500
10-1110-618-001-10-00/1907	XEROX TONER - CLASSROOMS	1,250	0	1,250
10-1110-618-002-20-00/2385	TONER-CLASSROOMS MIDDLE	1,000	0	1,000
10-1110-618-002-30-00/1908	XEROX TONER - CLASSROOMS	1,750	0	1,750
10-1110-619-000-30-00/0461	SECONDARY HOME EC SUPPLIES	1,000	0	1,000
10-1110-619-101-30-00/0511	SECONDARY TEST SCAN SHEETS - STAFF	750	0	750
10-1110-619-103-20-00/2054	SUPPLIES-REPORT CARDS-DISC/DEFICIEN	750	467	750
10-1110-619-103-30-00/0513	REPT.CARD DISCIPLINE/DEFIC. REPTS.	400	0	400
10-1110-619-104-10-00/0796	TECHNOLOGY	10,000	10,000	10,000

**Jefferson-Morgan School District
Budget Detail Report
Expenditure**

Account Number / ASN		25-26 BUDGETED Expenditures	25-26 YTD EXPENITURES	26-27 PROJECTED EXPENDITURES
10 General Fund				
10-1110-619-104-30-00/0514	TECHNOLOGY SUPPLIES/SOFRWARE-H.S.	10,000	10,000	10,000
10-1110-640-000-10-00/0023	ELEMENTARY TEXTBOOKS	30,000	29,984	20,000
10-1110-640-000-10-01/3205	Supplies -	22,000	7,306	0
10-1110-640-000-20-00/1911	TEXTBOOKS	5,000	4,160	5,000
10-1110-640-000-30-00/0024	SECONDARY TEXTBOOKS	7,500	3,957	5,000
10-1110-640-000-30-01/3206	Supplies	22,000	12,305	0
10-1110-750-000-10-00/0025	TECHNOLOGY EQUIP-ORIGINAL/ADDTL	23,000	22,195	23,000
10-1110-750-000-20-00/2056	EQUIPMENT-ORIG & ADDITIONAL	23,000	22,000	23,000
10-1110-750-000-30-00/0026	TECHNOLOGY	3,000	648	3,000
10-1110-750-010-10-00/0760	FURNITURE (ELEM.)	2,500	1,305	2,500
10-1110-750-010-20-00/2107	EQUIPMENT-ORIG & ADDITIONAL	500	0	500
10-1110-750-104-30-00/0856	CLASSROOM FURNITURE - SECONDARY	2,500	2,500	2,500
10-1110-752-000-30-12/1685	EQUIP-MUSIC DEPT/INSTRUMENTAL	1,500	1,500	1,500
10-1110-753-000-30-12/1686	EQUIP-MUSIC DEPT/CHORAL	1,500	1,033	1,500
10-1110-760-000-10-00/0027	ELEMENTARY XEROX COPIER LEASE	16,000	13,077	16,000
10-1110-760-000-30-00/0028	SECONDARY XEROX COPIER LEASE	16,000	12,649	16,000
10-1110-760-010-00-00/0762	EQUIP REPLACE-MUSIC	1,500	0	1,500
10-1110-760-010-30-12/1687	EQUIP REPLACE-MUSIC	1,500	1,500	1,500
10-1110-760-020-00-12/1688	EQUIP REPLACE-MUSIC DEPT/CHORAL	500	0	500
10-1110-810-000-30-12/1690	MUSIC FEES/BAND & CHORUS	250	250	250
10-1110-811-000-10-00/0525	FEES - KNOWLEDGE BOWL	100	0	100
10-1110-811-000-30-00/0526	FEES - KNOWLEDGE BOWL	100	44	0
10-1110-812-000-30-00/0527	FEES - SCIENCE OLYMPIAD	250	0	250
10-1110-813-000-30-00/1033	OTHER FEES	1,500	0	1,500
10-1240-561-000-10-00/1034	TUITION TO OTHER LEA IN STATE	15,000	11,683	15,000
10-1240-561-000-30-00/1035	TUITION TO OTHER LEA IN STATE	160,000	6,998	160,000
10-1241-120-000-10-00/0048	LEARNING SUPPORT TEACHERS	414,880	242,202	485,840
10-1241-120-000-30-00/0049	LEARNING/EMOTIONAL SUPPORT	317,040	183,478	322,240
10-1241-120-271-10-00/1846	SALARY - AIDES (SPECIAL EDUCATION)	200,950	127,211	227,770
10-1241-120-271-30-00/1916	SALARY - AIDES (SPECIAL EDUCATION)	98,380	65,743	102,300
10-1241-210-000-10-00/0050	HEALTH INSURANCE	130,790	109,912	154,090
10-1241-210-000-30-00/0051	HEALTH INSURANCE	114,160	83,565	113,580
10-1241-210-271-10-00/1847	HEALTH INSURANCE - AIDES	30,000	22,019	30,000
10-1241-210-271-30-00/1918	HEALTH INSURANCE - AIDES	7,500	6,114	15,000
10-1241-213-000-10-00/0548	LIFE INSURANCE	924	693	924
10-1241-213-000-30-00/0550	LIFE INSURANCE	530	396	530
10-1241-213-271-10-00/1848	LIFE INSURANCE - AIDES	1,056	748	1,056

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 Expenditure**

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10 General Fund				
10-1241-213-271-30-00/1919	LIFE INSURANCE - AIDES	530	297	530
10-1241-220-000-10-00/0052	SOCIAL SECURITY CONTRIBUTIONS	31,740	18,502	37,166
10-1241-220-000-30-00/0053	SOCIAL SECURITY CONTRIBUTIONS	24,255	14,002	24,650
10-1241-220-271-10-00/1851	SOCIAL SECURITY CONTRIBUTIONS	15,375	9,732	17,408
10-1241-220-271-30-00/1920	SOCIAL SECURITY CONTRIBUTIONS-AIDES	5,515	5,029	7,825
10-1241-230-000-10-00/0054	RETIREMENT CONTRIBUTIONS	141,060	75,122	163,195
10-1241-230-000-30-00/0055	RETIREMENT CONTRIBUTIONS	107,795	62,382	108,240
10-1241-230-271-10-00/1852	RETIREMENT CONTRIBUTIONS	68,320	38,601	76,435
10-1241-230-271-30-00/1923	RETIREMENT CONTRIBUTIONS-AIDES	24,500	22,353	34,362
10-1241-250-000-10-00/0058	UNEMPLOYMENT COMPENSATION	1,250	0	1,300
10-1241-250-000-30-00/0059	UNEMPLOYMENT COMPENSATION	1,250	0	1,250
10-1241-250-271-10-00/1925	UNEMPLOYMENT-AIDES	600	0	600
10-1241-250-271-30-00/1926	UNEMPLOYMENT-AIDES	150	0	150
10-1241-260-000-10-00/0060	WORKMEN'S COMPENSATION	2,400	2,162	3,500
10-1241-260-000-30-00/0061	WORKMEN'S COMPENSATION	2,400	2,162	3,500
10-1241-260-271-10-00/1930	WORKMEN'S COMPENSATION-AIDES	2,000	137	2,200
10-1241-260-271-30-00/1931	WORKMEN'S COMPENSATION	750	750	800
10-1241-322-000-00-00/2031	INTER UNIT SPECIAL ED SERVICES	200,000	171,139	200,000
10-1241-329-000-10-00/1862	PROFESSIONAL ED	40,000	50,281	40,000
10-1241-441-000-00-00/1935	CLASSROOM RENTAL FROM I/U	9,000	3,765	9,000
10-1241-610-000-10-00/0071	GENERAL SUPPLIES - ELEM. SUPPORT	4,000	3,139	4,000
10-1241-610-000-30-00/0072	GENERAL SUPPLIES-SECONDARY	1,000	1,000	1,000
10-1241-640-000-10-00/0073	BOOKS - ELEMENTARY SUPPORT	750	500	750
10-1241-640-000-30-00/0074	BOOKS - SECONDARY SUPPORT	750	500	750
10-1243-610-000-10-00/0989	GENERAL SUPPLIES - ELEM GIFTED	200	0	200
10-1243-610-000-20-00/2432	GENERAL SUPPLIES - MIDDLE SCHOOL	250	230	250
10-1243-610-000-30-00/0990	GENERAL SUPPLIES-SECONDARY GIFTED	100	0	100
10-1243-890-000-10-00/0993	MISCELLANEOUS EXPENDITURES	150	0	150
10-1243-890-000-20-00/2433	MISCELLANEOUS EXPENDITURES -	250	30	250
10-1243-890-000-30-00/0994	MISCELLANEOUS EXPENDITURES	50	0	50
10-1290-599-000-00-00/0101	I.U. ADMINISTRATIVE SERVICES	5,000	0	5,000
10-1390-564-000-30-00/1036	TUITION TO VO-TECH	525,000	368,919	635,000
10-1410-522-000-30-00/2000	AUTOMOTIVE LIABILITY INSURANCE	3,000	0	4,000
10-1490-120-411-00-00/2017	WAGES-TITLE I	187,456	115,172	128,476
10-1490-210-411-00-00/2022	HEALTH INSURANCE	30,040	22,597	42,725
10-1490-210-421-00-00/2059	HEALTH INSURANCE	0	140	0
10-1490-210-421-10-00/3208	Federal Program Teachers - Group Insurance	28,157	19,512	28,445

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Budget Detail Report
Expenditure**

Account Number / ASN		25-26 BUDGETED Expenditures	25-26 YTD EXPENITURES	26-27 PROJECTED EXPENDITURES
10 General Fund				
10-1490-210-431-10-00/3207	Federal Program Teachers - Title IV Health Ins	14,000	17,752	14,000
10-1490-213-411-00-00/2023	LIFE INSURANCE	378	198	378
10-1490-213-421-00-00/2039	LIFE INSURANCE - FEDERAL PROGRAM	0	99	0
10-1490-220-411-00-00/2018	SOCIAL SECURITY CONTRIBUTIONS	14,339	8,758	9,830
10-1490-230-411-00-00/2019	RETIREMENT CONTRIBUTIONS	63,735	39,159	42,075
10-1490-322-431-01-00/3040	Federal Title IV - Prof Ed Ser - Prior Yr	0	13,005	0
10-2120-120-000-10-00/2558	Elem. Guidance Salary	85,738	50,546	87,110
10-2120-120-000-30-00/0147	GUIDANCE COUNSELOR SALARY	86,416	53,179	87,859
10-2120-210-000-10-00/2559	Elem. Guidance Health Ins.	1,200	828	1,200
10-2120-210-000-30-00/0148	HEALTH INSURANCE	30,040	22,456	32,495
10-2120-213-000-10-00/2560	Elem. Guidance Life Insurace	132	99	132
10-2120-213-000-30-00/0556	LIFE INSURANCE	132	99	132
10-2120-220-000-10-00/2561	Elem. Guidance Social Security	6,560	3,867	6,665
10-2120-220-000-30-00/0149	SOCIAL SECURITY CONTRIBUTIONS	6,610	4,068	6,721
10-2120-230-000-10-00/2562	Elem. Guidance Retirement	29,150	17,185	29,260
10-2120-230-000-30-00/0150	RETIREMENT CONTRIBUTIONS	29,380	18,218	29,515
10-2120-250-000-10-00/2563	Elem. Guidance Unemployment	220	0	225
10-2120-250-000-30-00/0152	UNEMPLOYMENT COMPENSATION	225	0	250
10-2120-260-000-10-00/2564	Elem. Guidance Workman's Comp.	1,100	1,100	1,400
10-2120-260-000-30-00/0153	WORKMEN'S COMPENSATION	850	0	1,000
10-2120-390-000-10-00/0952	ACHIEVEMENT TEST SCORING	1,000	0	1,000
10-2120-390-000-30-00/0953	ACHIEVEMENT TEST SCORING	1,000	541	1,000
10-2120-513-000-30-00/0156	BUSES-CLGE FAIR/VO-TECH/CAREER DAY	1,500	0	1,500
10-2120-890-000-30-00/0769	MISC. EXPENSES - GUIDANCE	3,000	1,014	3,000
10-2211-110-000-30-00/2778	Technology Admin Salary	69,931	51,103	72,753
10-2211-110-000-30-01/3156	Tech support summer worker	10,000	5,488	10,000
10-2211-210-000-30-00/2779	Tech Admin - Health Insurance	30,040	22,457	32,495
10-2211-213-000-30-00/2780	Tech Admin - Life Insurance	132	99	132
10-2211-220-000-30-00/2781	Tech Admin - SS	5,400	3,909	5,565
10-2211-220-000-30-01/3157	Tech support summer worker	765	420	765
10-2211-230-000-30-00/2782	Tech Admin - Retirement Contr	23,777	17,375	24,438
10-2211-250-000-30-00/2783	Tech Admin - Unemployment Com	180	0	200
10-2211-260-000-30-00/2784	Tech Admin- WC	700	0	725
10-2211-430-000-30-00/2786	Tech Admin - MMS Main & Repairs	7,000	7,000	7,000
10-2211-432-000-30-00/2788	Tech Admin- Repairs & Maint	3,500	211	3,500
10-2211-580-000-30-00/2785	Tech Admin - Travel/conference	1,000	0	1,000
10-2211-810-000-30-00/2789	Tech Admin - Dues And Fees	500	0	500

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10 General Fund				
10-2250-120-000-10-00/0170	ELEMENTARY LIBRARIAN SALARY	61,160	37,637	79,160
10-2250-210-000-10-00/0173	HEALTH INSURANCE	10,560	7,915	11,455
10-2250-213-000-10-00/0558	LIFE INSURANCE	132	99	132
10-2250-220-000-10-00/0175	SOCIAL SECURITY CONTRIBUTIONS	4,678	2,879	6,115
10-2250-230-000-10-00/0177	RETIREMENT CONTRIBUTIONS	20,795	12,797	26,560
10-2250-250-000-10-00/0181	UNEMPLOYMENT COMPENSATION	160	0	200
10-2250-260-000-10-00/0183	WORKMEN'S COMPENSATION	565	137	800
10-2250-610-000-10-00/0187	GENERAL SUPPLIES - ELEM. LIBRARY	250	221	250
10-2250-610-000-30-00/0188	GENERAL SUPPLIES - SEC. LIBRARY	250	242	250
10-2250-640-000-10-00/0189	LIBRARY	750	0	750
10-2250-640-000-30-00/0190	LIBRARY	1,500	388	1,500
10-2250-810-000-10-00/0561	FOLLETT SOFTWARE MAINT./UPGRADES	5,000	3,195	5,000
10-2270-330-000-10-00/1021	STAFF DEVELOPMENT/ACT 48	2,500	2,029	2,500
10-2270-330-000-30-00/1022	STAFF DEVELOPMENT/ACT 48	2,500	264	2,500
10-2270-580-000-30-00/1946	STAFF DEVELOPMENT/ACT 48 TRAVEL	400	0	400
10-2270-580-001-10-00/1998	STAFF DEVELOPMENT/ACT 48 TRAVEL	400	0	400
10-2270-610-411-10-00/1947	GENERAL SUPPLIES	3,458	0	0
10-2310-310-000-00-00/0562	RECORDING SECRETARY - BOARD	600	0	600
10-2310-320-100-00-00/1813	GASB 34 IMPLEMENTATION	8,000	0	8,000
10-2310-331-000-00-00/0563	ANNUAL DISTRICT AUDIT	20,000	0	20,000
10-2310-332-000-00-00/2079	BOARD POLICY UPDATES	8,500	8,411	9,000
10-2310-525-000-00-00/0210	BONDING INSURANCE (E&O)	19,000	18,400	20,000
10-2310-529-000-00-00/1951	OTHER INSURANCE	7,000	7,000	8,000
10-2310-540-000-00-00/0211	ADVERTISING - LEGAL	1,500	0	1,500
10-2310-540-001-00-00/2078	ADVERTISING	6,000	252	6,000
10-2310-580-000-00-00/0212	TRAVEL/CONFERENCE EXPENSE	100	0	100
10-2310-810-000-00-00/0215	DUES AND FEES	2,500	300	2,500
10-2320-150-000-00-00/1014	BOARD TREASURER'S STIPNED	600	0	600
10-2320-310-000-00-00/1713	OFFICIAL/ADMINISTRATIVE SVCS	250	0	250
10-2320-525-000-00-00/0220	BOARD TREASURER'S BOND	1,000	623	1,000
10-2320-610-000-00-00/0221	GENERAL SUPPLIES - BOARD TREASURER	250	0	250
10-2330-150-000-00-00/0222	CLARKSVILLE BOROUGH - J. SAVAGE	1,854	1,350	1,854
10-2330-150-101-00-00/0564	JEFFERSON BOROUGH - M. BROADWATER	2,266	1,650	2,266
10-2330-150-102-00-00/0565	JEFFERSON TOWNSHIP - MARY DAVIS	9,270	6,750	9,270
10-2330-150-103-00-00/0566	MORGAN TOWNSHIP - JEAN REDMAN	7,313	5,325	7,313
10-2330-150-104-00-00/0567	RICES LANDING BOROUGH - K.	2,678	1,950	2,678
10-2330-220-000-00-00/0223	SOCIAL SECURITY CONTRIBUTIONS	142	103	142

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10 General Fund				
10-2330-220-101-00-00/1733	SOCIAL SECURITY CONTRIBUTIONS	173	126	173
10-2330-220-102-00-00/1734	SOCIAL SECURITY CONTRIBUTIONS	709	517	709
10-2330-220-103-00-00/1735	SOCIAL SECURITY CONTRIBUTIONS	559	407	559
10-2330-220-104-00-00/1736	SOCIAL SECURITY CONTRIBUTIONS	205	149	205
10-2330-525-000-00-00/0227	BONDING INSURANCE	4,500	2,814	4,750
10-2330-610-000-00-00/0228	POSTAGE/ENVELOPES/TAX DUPLICATES	7,500	4,744	7,500
10-2350-331-000-00-00/0720	OTHER LEGAL SERVICES RENDERED	16,000	6,877	16,000
10-2360-110-000-00-00/0230	SALARY OF SUPERINTENDENT	121,840	89,036	125,495
10-2360-150-000-00-00/0231	SALARY OF SUPT. SECRETARY	0	2,480	0
10-2360-210-000-00-00/0232	HEALTH INSURANCE	30,040	19,977	32,495
10-2360-213-000-00-00/0573	LIFE INSURANCE	500	396	500
10-2360-220-000-00-00/0233	SOCIAL SECURITY CONTRIBUTIONS	9,320	6,811	9,600
10-2360-230-000-00-00/0234	RETIREMENT CONTRIBUTIONS	41,425	30,272	42,155
10-2360-240-000-00-00/0905	TUITION REIMBURSEMENT	0	6,246	0
10-2360-250-000-00-00/0235	UNEMPLOYMENT COMPENSATION	365	0	365
10-2360-260-000-00-00/0236	WORKMEN'S COMPENSATION	1,200	137	1,400
10-2360-580-000-00-00/0241	TRAVEL/CONFERENCE EXPENSE	750	132	1,000
10-2360-610-000-00-00/0242	GENERAL SUPPLIES	1,250	782	1,250
10-2360-610-010-00-00/0574	POSTAGE	1,000	11	1,000
10-2360-760-000-00-00/1952	XEROX PRINTER/COPIER LEASE	1,800	550	1,800
10-2360-810-000-00-00/0246	DUES/FEES/SUBSCRIPTIONS	10,000	19,600	10,000
10-2360-890-000-00-00/0247	MISC EXPENDITURES	1,000	2,300	1,000
10-2380-110-000-10-00/0248	SALARY - ELEMENTARY PRINCIPAL	102,132	74,626	104,954
10-2380-110-000-20-00/1865	SALARY-MIDDLE SCHOOL PRINCIPAL	20,000	14,615	25,000
10-2380-110-000-30-00/0249	SALARY - JR/SR HIGH PRINCIPAL	92,431	67,546	95,253
10-2380-110-010-10-00/0576	SALARY-ASST. ELEMENTARY PRINCIPAL	72,431	52,930	75,253
10-2380-150-000-10-00/0250	SALARY - ELEMENTARY SECRETARY	41,184	30,096	42,432
10-2380-150-000-30-00/0251	SALARY - JR/SR HIGH SECRETARY	38,293	27,983	40,310
10-2380-210-000-10-00/0252	HEALTH INSURANCE	71,612	51,953	75,065
10-2380-210-000-30-00/0253	HEALTH INSURANCE	41,812	30,344	43,795
10-2380-213-000-10-00/0579	LIFE INSURANCE	396	297	396
10-2380-213-000-30-00/0580	LIFE INSURANCE	264	198	264
10-2380-220-000-10-00/0254	SOCIAL SECURITY CONTRIBUTIONS	10,965	8,012	11,280
10-2380-220-000-20-00/1837	SOCIAL SECURITY - MIDDLE SCHOOL	1,530	1,118	1,915
10-2380-220-000-30-00/0255	SOCIAL SECURITY CONTRIBUTIONS	10,000	7,308	10,370
10-2380-220-010-10-00/2437	Elementary Asst Prin - SS Contributions	5,540	4,049	5,760
10-2380-230-000-10-00/0256	RETIREMENT CONTRIBUTIONS	48,725	35,605	49,507

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10 General Fund				
10-2380-230-000-20-00/1838	RETIREMENT CONTRIBUTIONS	6,800	4,969	8,400
10-2380-230-000-30-00/0257	RETIREMENT CONTRIBUTIONS	44,450	32,480	45,535
10-2380-230-010-10-00/2505	Elem Asst Prin - Retirement Contributions	24,625	17,996	25,278
10-2380-250-000-10-00/0260	UNEMPLOYMENT COMPENSATION	700	0	750
10-2380-250-000-30-00/0261	UNEMPLOYMENT COMPENSATION	425	0	500
10-2380-260-000-10-00/0262	WORKMEN'S COMPENSATION	1,150	137	1,300
10-2380-260-000-30-00/0263	WORKMEN'S COMPENSATION	2,200	2,162	2,500
10-2380-320-000-10-00/0770	CONTRACT - GBC LAMINATOR (ELEM.)	400	0	400
10-2380-320-000-30-00/1812	REPAIRS-LAMINATOR (SECONDARY)	400	0	400
10-2380-432-000-10-00/0581	OFFICE EQUIP.-REPAIRS/MAINT.	300	0	300
10-2380-580-000-10-00/0266	TRAVEL/CONFERENCES-ELEM PRINCIPAL	250	24	250
10-2380-580-000-20-00/1839	TRAVEL/CONFERENCES - MIDDLE	150	0	150
10-2380-580-000-30-00/0267	TRAVEL/CONFERENCE-HS PRINCIPAL	300	0	300
10-2380-610-000-10-00/0268	SUPPLIES/POSTAGE-ELEMENTARY	4,000	2,506	4,250
10-2380-610-000-30-00/0269	SUPPLIES/POSTAGE-H.S. OFFICE	4,500	662	4,500
10-2380-750-000-30-00/0722	OFFICE FURNITURE - H.S. OFFICE	2,500	0	2,500
10-2380-751-000-30-00/0723	EQUIPMENT - NEW (H.S. OFFICE)	1,000	0	1,000
10-2380-760-000-10-00/1957	XEROX MACHINE RENTAL-ELEM. OFFICE	1,800	550	1,800
10-2380-760-000-30-00/1958	XEROX MACHINE RENTAL-H.S. OFFICE	1,800	113	1,800
10-2380-810-000-10-00/0276	DUES AND FEES	300	236	300
10-2380-810-000-20-00/1965	DUES AND FEES	750	408	750
10-2380-810-000-30-00/0277	DUES AND FEES	750	0	750
10-2380-890-000-10-00/0278	MISC EXPENDITURES	500	0	500
10-2380-890-000-30-00/0279	MISC EXPENDITURES	2,300	442	2,300
10-2380-890-002-20-00/2082	NATIONAL HONOR SOCIETY	750	448	1,000
10-2380-890-002-30-00/2083	NATIONAL HONOR SOCIETY	750	750	750
10-2419-130-000-00-00/2807	Nurse - Salary	77,560	47,729	78,860
10-2419-131-360-00-00/3120	PCCD Sch Safe & Mental Grant - Salaries	0	18,512	0
10-2419-132-000-00-00/2808	Substitutes - School Nurse	2,500	2,761	2,500
10-2419-210-000-00-00/2809	School Nurse- Group Insurance	30,040	22,457	32,495
10-2419-213-000-00-00/2810	School Nurse Life Insurance	132	99	132
10-2419-220-000-00-00/2811	School Nurse - SS Contr	6,125	3,862	6,225
10-2419-220-360-00-00/3162	PCCD Sch Safe & Mental Grant - SS Cont	0	1,416	0
10-2419-230-000-00-00/2812	School Nurse - Retirement Contributions	27,220	16,228	27,330
10-2419-250-000-00-00/2813	School Nurse- Unemploy Comp	225	0	250
10-2419-260-000-00-00/2814	School Nurse - WComp	850	0	900
10-2419-330-000-00-00/2815	Contracted Services-Doctor/Dentist	4,500	4,164	5,000

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10 General Fund				
10-2419-610-000-00-00/2816	School Nurse- General Supplies	2,000	2,022	2,000
10-2419-760-000-00-00/2819	School Nurse - Equipment-replacement	500	0	500
10-2511-110-000-00-00/2820	Salary-Business Administrator	107,477	78,541	110,300
10-2511-150-000-00-00/2821	Salary- Business Secretary	49,560	36,217	51,060
10-2511-151-000-00-00/2822	Salary - Payroll A/P and A/R	44,560	33,848	46,060
10-2511-210-000-00-00/2823	Business Office-health insurance	90,120	67,370	97,485
10-2511-213-000-00-00/2824	Business Office-Life Insurance	396	297	396
10-2511-220-000-00-00/2825	Business Office-SS Contrib	15,415	11,369	15,870
10-2511-230-000-00-00/2826	Business Office-Retirement	68,500	50,526	69,675
10-2511-250-000-00-00/2827	Business Office-Unemploy Comp	600	25	600
10-2511-260-000-00-00/2828	Business Office - WC	2,300	2,024	2,800
10-2511-331-000-00-00/2829	ProSoft Budgetary Acct Module	4,600	4,600	4,750
10-2511-332-000-00-00/2830	ProSoft Requisition Pkg	1,800	1,800	1,900
10-2511-333-000-00-00/2831	ProSoft Personnel Pkg	4,950	4,950	5,150
10-2511-334-000-00-00/2832	ProSoft Payroll Software	5,400	5,400	5,500
10-2511-335-000-00-00/2833	ProSoft Direct Deposit Module	900	1,341	900
10-2511-340-000-00-00/2835	Courier & UPS services	200	0	200
10-2511-550-000-00-00/2837	Business Office Printing and Binding	2,000	1,399	2,000
10-2511-580-000-00-00/2838	Business Office - Travel & Conf Exp	1,500	3,234	1,500
10-2511-590-000-00-00/2839	Business Office -Misc Purch Services	1,500	2,460	1,500
10-2511-610-000-00-00/2840	Bus Office -General supplies & postage	4,000	1,984	4,000
10-2511-640-000-00-00/2841	Bus Office - books and periodicals	250	0	250
10-2511-750-000-00-00/2842	Bus Office-Equipment	500	500	500
10-2511-810-000-00-00/2844	Bus Office - Dues and Fees	2,000	2,285	2,000
10-2511-890-000-00-00/2845	Bus Office- Misc Exp	1,300	2,150	1,300
10-2611-110-000-00-00/2846	Salary-Mainteneance Supervisor	88,678	56,911	84,300
10-2611-180-000-00-00/2848	Custodial Staff Salaries	481,100	336,631	494,790
10-2611-181-000-00-00/2847	Custodial Substitutes/Overtime	50,000	28,744	50,000
10-2611-210-000-00-00/2849	Custodial & Maint-Health	220,180	177,347	258,235
10-2611-213-000-00-00/2850	Custodial & Main -Life Insurance	1,584	1,078	1,584
10-2611-220-000-00-00/2851	Custodial & Maint-SS Cont	47,410	32,216	48,125
10-2611-230-000-00-00/2852	Custodial & Maint - Retirement	210,700	140,519	211,315
10-2611-250-000-00-00/2853	Custodial & Maint - Unemploy Comp	1,900	0	2,200
10-2611-260-000-00-00/2854	Custodial & Maint - WC	5,200	2,757	6,000
10-2611-350-000-00-00/2856	Custodial & Maint - Building Sec System Fees	5,000	5,558	5,500
10-2611-390-000-00-00/2857	Misc Repairs /Maintenance	26,773	30,121	26,000
10-2611-390-001-10-00/2858	Misc Repairs - Combustion Service	35,000	13,570	36,000

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10 General Fund				
10-2611-390-001-30-00/2859	Misc Repairs - Combustion Service	35,000	13,570	36,000
10-2611-411-000-00-00/2860	Disposal Services	40,000	20,763	40,000
10-2611-421-000-00-00/2861	Natural Gas	55,000	55,262	55,000
10-2611-421-001-00-00/2862	Natural Gas - Fieldhouse	9,500	5,484	9,500
10-2611-421-002-00-00/2863	Natural Gas - Maintenance Bldg	3,500	3,000	3,500
10-2611-422-000-10-00/2864	Electricity-Elementary	65,000	56,111	70,000
10-2611-422-000-30-00/2865	Electricity - High School	70,000	60,743	75,000
10-2611-422-001-00-00/2866	Electricity - Fieldhouse	8,000	6,905	10,000
10-2611-422-002-00-00/2867	Electricity - Other	1,000	231	1,000
10-2611-424-000-00-00/2868	Water/Sewage	40,000	19,156	40,000
10-2611-431-000-00-00/2869	Fire Extinguisher Services	1,500	1,823	1,750
10-2611-433-000-00-00/2870	Repairs/Maintenance - Vehicles	9,000	5,115	9,000
10-2611-460-000-00-00/2871	Extermination Services	3,000	2,136	4,000
10-2611-490-000-00-00/2872	Other Purchased Prop Services	5,000	5,158	5,500
10-2611-522-000-00-00/2873	Commerical Auto Liability Ins	11,000	11,000	12,500
10-2611-523-000-00-00/2874	General Prop & Liab Ins	35,000	35,000	37,000
10-2611-529-000-00-00/2875	Other Insurance	8,000	8,000	9,000
10-2611-530-000-00-00/2876	Telephone Bills	60,000	33,353	60,000
10-2611-599-000-00-00/2877	Other Misc Purchased Services	300	0	300
10-2611-610-000-10-00/2878	General Supplies-Elem Bldgs & Grounds	26,500	15,297	27,000
10-2611-610-000-30-00/2879	General Supplies - HS Bldg & Grounds	26,500	15,455	27,000
10-2611-626-000-00-00/2882	Gasoline/Diesel Fuel	9,000	5,159	9,000
10-2611-750-000-10-00/2883	Equipment - Original & Addit'l	7,500	4,069	5,000
10-2611-750-000-30-00/2884	Equipment - Original & Addit'l	7,500	4,905	5,000
10-2611-760-000-30-00/2888	MAINTENANCE-EQUIP REPLACEMENT	20,000	303,250	0
10-2611-810-000-00-00/2885	Dues & Fees (DEP)	1,250	0	1,500
10-2611-890-000-00-00/2886	Misc Expenditures	2,500	2,642	2,500
10-2611-890-001-00-00/2975	MISC EXPENDITURES - PROJECTS	9,392	0	5,000
10-2660-120-000-10-00/2097	School Police - PCCD grant	0	32,711	0
10-2660-120-000-30-00/1182	School Police	90,000	36,915	90,000
10-2660-120-360-10-00/3182	PCCD Sch Safe & Mental Grant - Salaries	0	1,475	0
10-2660-220-000-10-00/2406	School Police SS - PCCD grant	0	2,502	0
10-2660-220-000-30-00/1205	School Police - SS Contributions	5,500	2,824	5,500
10-2660-220-360-10-00/3193	PCCD Sch Safe & Mental Grant - SS Cont	0	113	0
10-2660-610-000-00-00/0874	GENERAL SUPPLIES - RESOURCE	6,000	1,983	6,000
10-2700-513-000-00-00/0352	REGULAR STUDENT TRANSPORTATION	730,000	526,680	802,000
10-2700-513-001-00-00/1978	TRANSPORTATION-SPECIAL ED	3,000	650	3,000

**Jefferson-Morgan School District
 Budget Detail Report
 Expenditure**

Account Number / ASN		25-26 BUDGETED Expenditures	25-26 YTD EXPENITURES	26-27 PROJECTED EXPENDITURES
10 General Fund				
10-2700-513-002-10-00/1976	TRANSPORTATION-STUDENT OTHER	330,450	150,950	358,000
10-3200-130-150-00-00/0884	SALARIES-ATHLETIC DIRECTOR	8,240	6,286	8,488
10-3200-130-150-01-00/3197	Ath Dir-Game Managers	2,760	0	2,760
10-3200-130-151-00-00/0885	SALARIES-BASEBALL	8,580	2,860	6,000
10-3200-130-152-00-00/0886	SALARIES-BASKETBALL BOYS	7,245	4,453	6,800
10-3200-130-153-00-00/0887	SALARIES-BASKETBALL BOYS 7-8	6,373	4,500	4,635
10-3200-130-154-00-00/0888	SALARIES-BASKETBALL GIRLS	6,250	6,250	6,295
10-3200-130-155-00-00/0890	SALARIES-BASKETBALL GIRLS 7-8	4,841	1,591	4,865
10-3200-130-156-00-00/0889	SALARIES-CHEERLEADERS	7,025	4,776	7,235
10-3200-130-157-00-00/0891	SALARIES-FOOTBALL	17,827	18,570	15,430
10-3200-130-158-00-00/0892	SALARIES-GOLF	4,297	4,297	2,750
10-3200-130-159-00-00/0893	SALARIES-SOFTBALL GIRLS	7,600	1,583	7,830
10-3200-130-161-00-00/0895	SALARIES-VOLLEYBALL	6,365	6,365	6,556
10-3200-130-162-00-00/0896	SALARIES-WEIGHTLIFTING	3,169	2,113	3,263
10-3200-130-163-00-00/0897	SALARIES-WRESTLING	7,380	6,559	7,600
10-3200-130-166-00-00/2367	SALARY-JR. HIGH VOLLEYBALL	7,982	5,595	5,762
10-3200-130-170-00-00/2372	SALARY-SOFTBALL 7-8	4,635	4,568	4,704
10-3200-130-171-00-00/2439	SALARIES-7/8th GRADE FOOTBALL	5,180	4,600	4,738
10-3200-130-172-00-00/2442	SALARIES - 7/8TH GRADE WRESTLING	4,828	1,500	4,850
10-3200-130-173-00-00/3198	Athletic Trainer Salaries	53,600	36,539	54,900
10-3200-131-000-10-00/1774	EXTRACURRICULAR SALARIES	8,000	0	8,000
10-3200-131-000-30-00/1773	EXTRACURRICULAR SALARIES	60,000	0	60,000
10-3200-132-000-30-00/1980	INTRUCTIONAL DESIGN TEAM SALARY	3,500	0	3,500
10-3200-213-173-00-00/3204	Athletic Trainer Life Ins	121	66	121
10-3200-220-000-00-00/0362	SOCIAL SECURITY CONTRIBUTIONS	3,000	0	3,000
10-3200-220-000-10-00/2327	SOCIAL SECURITY CONTRIBUTIONS	1,000	0	1,000
10-3200-220-000-30-00/2328	SOCIAL SECURITY CONTRIBUTIONS	5,000	0	5,000
10-3200-220-150-00-00/1722	SOCIAL SECURITY CONTRIBUTIONS	840	481	840
10-3200-220-151-00-00/1760	SOCIAL SECURITY CONTRIBUTIONS	656	219	459
10-3200-220-152-00-00/1745	EMPLYR'S SHR OF FICA/MEDICARE	555	340	525
10-3200-220-153-00-00/1746	EMPLYR'S SHR FICA/MEDICARE	500	344	355
10-3200-220-154-00-00/1747	EMPLYR'S SHR OF FICA/MEDICARE	478	478	425
10-3200-220-155-00-00/1723	SOCIAL SECURITY CONTRIBUTIONS	370	122	375
10-3200-220-156-00-00/1738	SOCIAL SECURITY CONTRIBUTIONS	537	365	555
10-3200-220-157-00-00/1724	SOCIAL SECURITY CONTRIBUTIONS	1,364	1,421	1,180
10-3200-220-158-00-00/1725	SOCIAL SECURITY CONTRIBUTIONS	329	329	210
10-3200-220-159-00-00/1761	SOCIAL SECURITY CONTRIBUTIONS	582	121	600

Jefferson-Morgan School District
 Budget Detail Report
 Expenditure

Account Number / ASN		25-26 BUDGETED Expenditures	25-26 YTD EXPENITURES	26-27 PROJECTED EXPENDITURES
10 General Fund				
10-3200-220-161-00-00/1726	SOCIAL SECURITY CONTRIBUTIONS	487	487	502
10-3200-220-162-00-00/2329	SOCIAL SECURITY CONTRIBUTIONS	242	161	250
10-3200-220-163-00-00/1748	EMPLY'S SHR OF FICA/MEDICARE	565	502	582
10-3200-220-166-00-00/2400	Social Security Contributions - JR. HIGH	610	428	440
10-3200-220-170-00-00/2401	Social Security Contributions - SOFTBALL 7-8	355	349	360
10-3200-220-171-00-00/2440	SOCIAL SECURITY-7/8TH GRADE	397	352	365
10-3200-220-172-00-00/2443	SOCIAL SECURITY - 7/8TH GRADE	370	115	372
10-3200-220-173-00-00/3199	Athletic Trainer SS	4,100	2,795	4,200
10-3200-230-000-00-00/0363	RETIREMENT CONTRIBUTIONS	5,000	0	5,000
10-3200-230-000-10-00/2330	RETIREMENT CONTRIBUTIONS	9,000	0	9,000
10-3200-230-000-30-00/2331	RETIREMENT CONTRIBUTIONS	37,000	0	37,000
10-3200-230-151-00-00/1763	RETIREMENT CONTRIBUTIONS	976	326	976
10-3200-230-152-00-00/1749	EMPLYR'S SHR OF RETIREMENT	2,463	956	2,463
10-3200-230-153-00-00/2402	RETIREMENT CONTRIBUTIONS -	2,166	0	0
10-3200-230-154-00-00/2403	RETIREMENT	2,125	1,313	2,000
10-3200-230-155-00-00/1739	RETIREMENT CONTRIBUTIONS	1,645	271	1,645
10-3200-230-156-00-00/2104	RETIREMENT CONTRIBUTIONS	2,388	1,624	2,460
10-3200-230-157-00-00/1728	RETIREMENT CONTRIBUTIONS	6,061	4,651	6,000
10-3200-230-159-00-00/1764	RETIREMENT CONTRIBUTIONS	2,585	538	1,000
10-3200-230-161-00-00/1730	RETIREMENT CONTRIBUTIONS	2,165	812	1,000
10-3200-230-162-00-00/2332	RETIREMENT CONTRIBUTIONS	1,077	718	1,110
10-3200-230-163-00-00/1750	EMPLYR'S SHR OF RETIREMENT	2,509	1,673	1,700
10-3200-230-166-00-00/2404	RETIREMENT CONTRIBUTIONS-JR HIGH	2,713	1,902	2,000
10-3200-230-170-00-00/2405	RETIREMENT CONTRIBUTIONS-SOFTBALL	1,575	765	800
10-3200-230-171-00-00/2441	RETIREMENT CONTR. - 7/8TH GRADE	1,765	0	0
10-3200-230-172-00-00/2444	RETIREMENT CONTR. - 7/8TH GRADE	1,641	0	1,500
10-3200-230-173-00-00/3200	Athletic Trainer Retirement	18,225	11,115	18,440
10-3200-250-000-00-00/0364	UNEMPLOYMENT COMPENSATION	500	0	0
10-3200-250-173-00-00/3201	Athletic Trainer Unemployment	150	0	200
10-3200-260-173-00-00/3202	Athletic Trainer W/C	800	0	850
10-3200-330-000-00-00/0606	ATHLETIC TRAINER	0	4,500	0
10-3200-410-157-00-00/0689	RECOND/CLEANING UNIFORMS-FOOTBALL	18,000	13,404	18,000
10-3200-513-151-00-00/0679	CONTRACTED CARRIERS-BASEBALL	2,000	0	2,200
10-3200-513-152-00-00/0680	CONTRACTED CARRIERS-BASKETBALL	4,000	5,513	4,000
10-3200-513-153-00-00/0681	CONTR.CARR.-BASKETBALL BOYS 7-8	2,500	2,500	2,500
10-3200-513-154-00-00/0682	CONTRACTED CARRIER-BASKETBALL	3,250	2,552	3,300
10-3200-513-155-00-00/0683	CONTR.CARR.-BASKETBALL GIRLS 7-8	2,250	0	2,300

**Jefferson-Morgan School District
Budget Detail Report
Expenditure**

Account Number / ASN		25-26 BUDGETED Expenditures	25-26 YTD EXPENTURES	26-27 PROJECTED EXPENDITURES
10	General Fund			
10-3200-513-156-00-00/1697	CONTRACTED CARRIERS -	1,750	1,632	1,800
10-3200-513-157-00-00/0684	CONTRACTED CARRIERS-FOOTBALL	4,000	4,172	4,000
10-3200-513-159-00-00/0685	CONTRACTED CARRIERS-SOFTBALL	2,500	0	2,500
10-3200-513-161-00-00/0687	CONTRACTED CARRIERS-VOLLEYBALL	3,500	2,248	3,500
10-3200-513-163-00-00/0688	CONTRACTED CARRIERS-WRESTLING	3,000	194	3,000
10-3200-513-166-00-00/1203	CONTRACTED CARRIERS - JR. HIGH	2,500	1,261	2,500
10-3200-513-170-00-00/2373	CONTRACTED CARRIERS - SOFTBALL 7-8	2,000	840	2,000
10-3200-513-171-00-00/2447	CONTRACTED CARRIERS - 7/8TH GRADE	1,750	1,034	1,800
10-3200-513-172-00-00/2453	CONTRACTED CARRIERS - 7/8TH GRADE	1,750	0	1,800
10-3200-599-000-00-00/0375	SECURITY SERVICES	9,000	10,153	10,000
10-3200-610-150-00-00/0639	SUPPLIES-ATHLETIC DIRECTOR	9,000	6,092	9,000
10-3200-610-150-01-00/2396	SUPPLIES-FIELD SOD	10,000	2,700	10,000
10-3200-610-151-00-00/0640	SUPPLIES-BASEBALL	1,000	38	1,000
10-3200-610-152-00-00/0641	SUPPLIES-BASKETBALL BOYS	1,000	1,000	1,000
10-3200-610-153-00-00/0642	SUPPLIES-BASKETBALL BOYS 7-8	1,000	0	1,000
10-3200-610-154-00-00/0643	SUPPLIES-BASKETBALL GIRLS	1,000	927	1,000
10-3200-610-156-00-00/0785	SUPPLIES-CHEERLEADERS	500	500	500
10-3200-610-157-00-00/0646	SUPPLIES-FOOTBALL	2,250	2,225	2,400
10-3200-610-158-00-00/0647	SUPPLIES-GOLF	1,400	781	1,400
10-3200-610-159-00-00/0648	SUPPLIES-SOFTBALL GIRLS	1,000	599	1,000
10-3200-610-161-00-00/0650	SUPPLIES-VOLLEYBALL	1,000	989	1,000
10-3200-610-163-00-00/0652	SUPPLIES-WRESTLING	1,500	325	1,500
10-3200-610-164-00-00/0786	SUPPLIES-TRAINER	3,500	3,558	3,750
10-3200-610-170-00-00/2374	SUPPLIES-SOFTBALL 7-8	500	332	500
10-3200-614-000-00-00/0605	OTHER MISCELLANEOUS SUPPLIES	750	0	750
10-3200-615-000-10-00/1183	ELEMENTARY YEARBOOK	0	690	0
10-3200-760-000-30-00/0787	EQUIP.(BAND)-REPLACEMENT	2,500	153	5,000
10-3200-760-150-00-00/0788	EQUIPMENT-ATHLETIC DIRECTOR	20,000	18,385	25,000
10-3200-760-169-00-00/1879	SOCCER/RIFLE COSTS	5,500	0	5,500
10-3200-810-000-00-00/0380	FEES-MUSIC FESTIVALS (BAND)	500	0	500
10-3200-810-000-30-00/0791	FEES-MUSIC FESTIVALS (CHORUS)	500	440	500
10-3200-810-150-00-00/0774	DUES & FEES-ATHLETIC DIRECTOR	5,000	2,790	5,000
10-3200-810-157-00-00/0779	DUES & FEES-FOOTBALL	500	332	500
10-3200-810-158-00-00/0780	DUES & FEES-GOLF	800	1,232	1,200
10-3200-810-161-00-00/0783	DUES & FEES-VOLLEYBALL	500	175	500
10-3200-810-163-00-00/0784	DUES & FEES-WRESTLING	2,750	2,930	2,750
10-3200-810-172-00-00/2456	DUES AND FEES - 7/8TH GRADE	500	375	500

**Jefferson-Morgan School District
 Budget Detail Report
 Expenditure**

Account Number / ASN		25-26 BUDGETED Expenditures	25-26 YTD EXPENITURES	26-27 PROJECTED EXPENDITURES
10 General Fund				
10-3200-890-150-00-00/0693	MISC EXPENSES-ATHLETIC DIRECTOR	1,250	598	1,250
10-3200-890-151-00-00/0694	MISC EXPENSES-BASEBALL	250	0	250
10-3200-890-152-00-00/0695	MISC EXPENSES-BASKETBALL BOYS	250	200	250
10-3200-890-153-00-00/1188	MISC EXPENSES-BOYS BASKETBALL 7/8	250	125	250
10-3200-890-154-00-00/0696	MISC EXPENSES-BASKETBALL GIRLS	250	200	250
10-3200-890-155-00-00/1189	MISC EXPENSES-GIRLS BASKETBALL 7/8	250	155	250
10-3200-890-156-00-00/0697	MISC EXPENSES-CHEERLEADERS	250	0	250
10-3200-890-157-00-00/0698	MISC EXPENSES-FOOTBALL	1,250	1,250	1,250
10-3200-890-159-00-00/0700	MISC EXPENSES-SOFTBALL GIRLS	250	0	250
10-3200-890-161-00-00/0701	MISC EXPENSES-VOLLEYBALL	250	250	250
10-3200-890-162-00-00/0702	MISC EXPENSES-WEIGHTLIFTING	1,500	0	1,500
10-3200-890-163-00-00/0703	MISC EXPENSES-WRESTLING	2,000	2,000	2,000
10-3200-890-166-00-00/2522	MISC. EXPENSES-JR. HIGH VOLLEYBALL	250	0	250
10-3200-890-170-00-00/2523	MISC. EXPENDITURES-SOFTBALL 7-8	250	104	250
10-3200-890-171-00-00/2451	MISC. EXPENDITURES - 7/8TH GRADE	250	250	250
10-3200-890-172-00-00/2457	MISC. EXPENDITURES - 7/8TH GRADE	250	0	250
10-3200-891-152-00-00/0704	GAME WORKERS-BASKETBALL BOYS	850	1,479	850
10-3200-891-153-00-00/0705	GAME WORKERS-BASKETBALL BOYS 7-8	500	200	500
10-3200-891-154-00-00/0706	GAME WORKERS-BASKETBALL GIRLS	1,200	1,325	1,200
10-3200-891-155-00-00/0707	GAME WORKERS-BASKETBALL GIRLS 7-8	500	0	500
10-3200-891-157-00-00/0708	GAME WORKERS-FOOTBALL	3,000	2,560	3,000
10-3200-891-161-00-00/0709	GAME WORKERS-VOLLEYBALL	850	400	850
10-3200-891-163-00-00/0710	GAME WORKERS-WRESTLING	650	585	700
10-3200-891-166-00-00/2368	GAME WORKERS-JR. HIGH VOLLEYBALL	500	0	500
10-3200-891-172-00-00/2458	GAME WORKERS - 7/8TH GRADE	350	0	350
10-3300-580-411-00-00/2527	Community Services - Homeless	100	0	0
10-5110-890-000-00-00/1985	SINKING FUND BANK FEES	2,000	431	2,000
10-5110-912-000-00-00/1002	PRINCIPAL PAYMENTS - BONDS	790,000	780,432	790,000
10-5250-939-000-00-00/0392	FUND TRANSFERS - CAFETERIA FUND	120,000	170,000	125,000
10 Fund (E) TOTALS		16,525,000	11,358,291	17,038,208
FINAL TOTALS FOR REPORT		16,525,000	11,358,291	17,038,208

Budget meeting – June 3, 2026

Expenditures = \$17, 017, 100

Revenues = \$16,843,985

Difference still needed = \$173,058

Previous facts:

2017-18 28.08 milage

2018-19 29.00 milage and currently holding

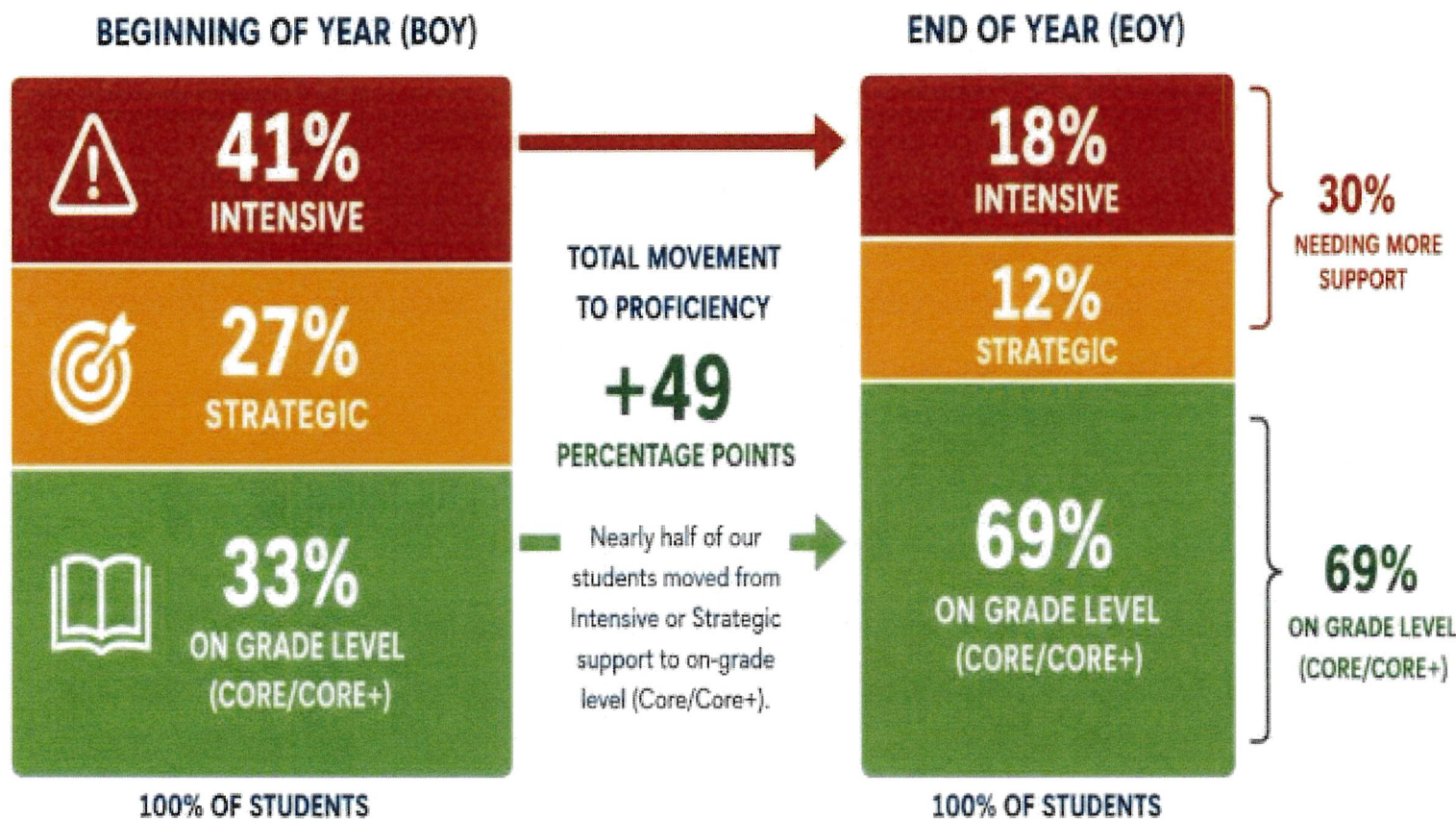
	Basic Ed Funding	Local Funding	Total Budget		Salaries/Benefits		Special Ed Costs		Transportation Costs	
21-	\$	\$	\$		\$		\$		\$	
22	5,634,000.00	3,807,000.00	15,019,000.00	63%	10,979,906.00	73%	2,001,000.00	13%	988,000.00	7%
22-	\$	\$	\$		\$		\$		\$	
23	5,750,000.00	3,798,000.00	15,393,000.00	62%	11,332,696.00	74%	2,001,926.00	13%	994,000.00	6%
23-	\$	\$	\$		\$		\$		\$	
24	5,950,000.00	3,713,000.00	15,900,000.00	61%	11,311,732.00	71%	2,187,846.00	14%	1,010,100.00	6%
24-	\$	\$	\$		\$		\$		\$	
25	6,175,000.00	3,678,000.00	16,350,000.00	60%	11,687,012.00	71%	2,266,681.00	14%	1,036,520.00	6%
25-	\$	\$	\$		\$		\$		\$	
26	6,188,000.00	3,623,000.00	16,525,000.00	59%	12,174,697.00	74%	-	0%	-	0%

Potential Impacts of 2 First Grade Classrooms

- Currently, 26:1 Student to Teacher Ratio
- 6 and 7 Strategic and Intensive Students Per Classroom
- Less Immediate Feedback/Reduction in Individual Student Attention
- Increase in Class Management Time = Decrease in Instructional Time = Less Time Exploring Topics In-Depth
- Decreased Differentiated Instruction/Reduced Personalized Pacing and Instruction
- Less Engagement for All Students/Students May Feel Less Relaxed and Comfortable To Ask Questions and/or Engage in the Lesson
- First Grade Year is the Strongest/Critical Predictor of Reading Success



WE DIDN'T JUST CHANGE NUMBERS—WE CHANGED OUTCOMES. | *That's the power of a strong system.*



KEY TAKEAWAYS

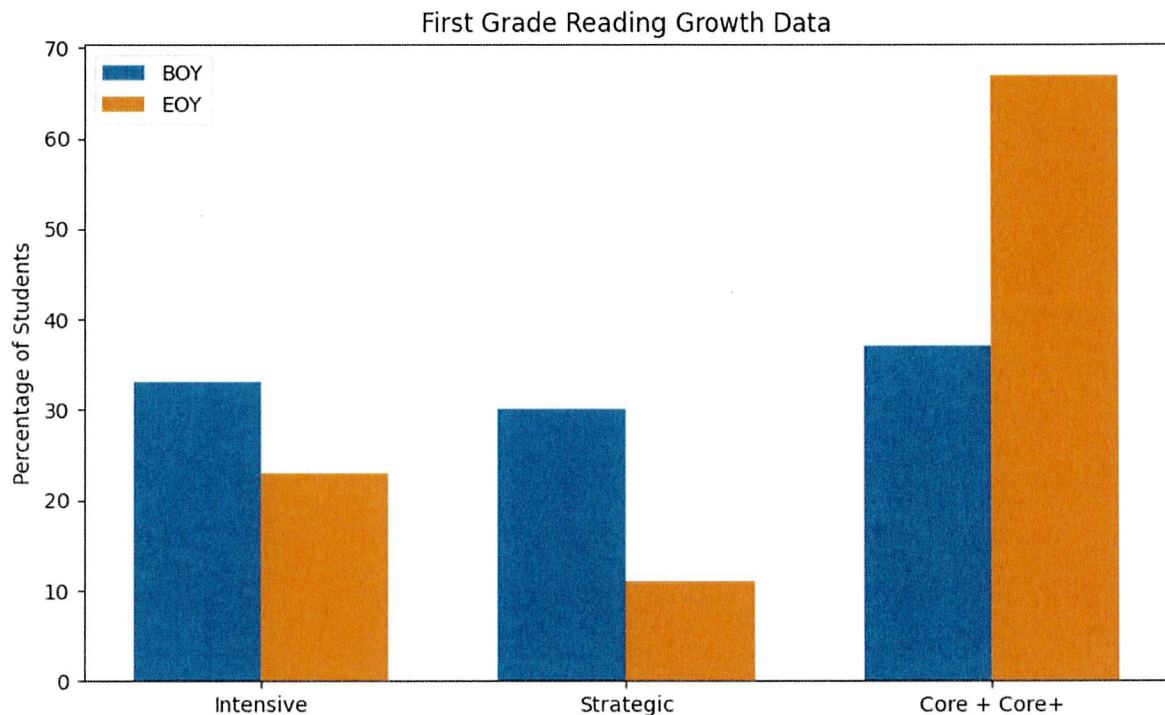
- On-grade level proficiency (Core/Core+) increased from 33% to 69%
- 49 percentage points of students moved from needing more support to on-grade level.
- Our reading plan, instructional support, and interventions are making a measurable difference.

OUR INVESTMENT IN 3 FIRST GRADE TEACHERS MAKES A DIFFERENCE.

These results show that our staffing, instructional strategies, and MTSS support are driving meaningful growth and helping more of our youngest learners become confident readers.

First Grade CKLA Literacy Growth Summary

The first grade team demonstrated measurable literacy growth during the first year of CKLA implementation. Students moved out of intervention categories and into benchmark proficiency categories.



Key Growth Highlights

- Students in the Intensive category decreased from 33% to 23%.
- Students in the Strategic category decreased from 30% to 11%.
- Students meeting benchmark expectations (Core/Core+) increased from 37% to 67%.
- This represents a 30-point increase in students reading at or above benchmark expectations.
- This growth occurred during the first year of CKLA implementation.
- Maintaining three first-grade teachers supports smaller instructional groups, targeted phonics instruction, and immediate intervention support.
- First grade is a critical foundational reading year where early intervention has the greatest long-term impact.

Suggested Talking Point for the School Board

Our first grade team demonstrated substantial literacy growth during the first year of CKLA implementation. The percentage of students requiring Intensive and Strategic support decreased significantly, while the percentage of students meeting benchmark expectations

increased from 37% to 67%. Maintaining three first-grade teachers will allow us to continue targeted phonics instruction, small-group intervention, and early literacy acceleration during this critical foundational year.

Sign up for our monthly newsletter for updates on free videos, reading instruction strategies, and more!



Developmental Milestones

Literacy Accomplishments: Grade 1

By: Catherine Snow, Susan Burns, Peg Griffin

The Committee for the Prevention of Reading Difficulties in Young Children has compiled detailed lists of literacy accomplishments for children of different ages. Find out what the typical child can do in first grade.

Below are highlights of typical literacy acquisition, supported by decades of research. The timing of these accomplishments depends on maturational and experiential differences among children, as well as the curriculum provided by a school.

- Makes a transition from emergent to “real” reading.
- Reads aloud with accuracy and comprehension any text that is appropriately designed for the **first half of grade 1**.
- Accurately decodes orthographically regular, one-syllable words and nonsense words (e.g., *sit*, *zot*), using print-sound mappings to sound out unknown words.
- Uses letter-sound correspondence knowledge to sound out unknown words when reading text.
- Recognizes common, irregularly spelled words by sight (*have*, *said*, *where*, *two*).
- Has a reading vocabulary of 300 to 500 words, sight words and easily sounded out words.
- Monitors own reading and self-corrects when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word.
- Reads and comprehends both fiction and nonfiction that is appropriately designed for grade level.
- Shows evidence of expanding language repertory, including increasing appropriate use of standard more formal language registers.
- Creates own written texts for others to read.
- Notices when difficulties are encountered in understanding text.
- Reads and understands simple written instructions.

- Predicts and justifies what will happen next in stories.
- Discusses prior knowledge of topics in expository texts.
- Discusses how, why, and what-if questions in sharing nonfiction texts.
- Describes new information gained from texts in own words.
- Distinguishes whether simple sentences are incomplete or fail to make sense; notices when simple texts fail to make sense.
- Can answer simple written comprehension questions based on material read.
- Can count the number of syllables in a word.
- Can blend or segment the phonemes of most one-syllable words.
- Spells correctly three- and four-letter short vowel words.
- Composes fairly readable first drafts using appropriate parts of the writing process (some attention to planning, drafting, rereading for meaning, and some self-correction).
- Uses invented spelling/phonics-based knowledge to spell independently, when necessary.
- Shows spelling consciousness or sensitivity to conventional spelling.
- Uses basic punctuation and capitalization.
- Produces a variety of types of compositions (e.g., stories, descriptions, journal entries), showing appropriate relationships between printed text, illustrations, and other graphics.
- Engages in a variety of literary activities voluntarily (e.g., choosing books and stories to read, writing a note to a friend).

See literacy accomplishments for other age groups

- [Birth to Three-Year-Old Accomplishments](#)
- [Three- and Four-Year-Old Accomplishments](#)
- [Kindergarten Accomplishments](#)
- [Second-Grade Accomplishments](#)
- [Third-Grade Accomplishments](#)

Citation

Excerpted from: Snow, C. E., Burns, S. M., & Griffin, P. Editors. (1998). Preventing Reading Difficulties in Young Children. National Research Council, National Academy of Sciences. Courtesy of National Academy Press. Reprinted with permission.

Reprints

1.1 Foundational Skills

BIG IDEA: Emerging reading involves the use of pictures, symbols, and text to gain information and derive meaning.

ESSENTIAL QUESTION: How do I acquire and practice pre-reading skills?

B. PRINT CONCEPTS

Standard	Concepts and Competencies	Supportive Practices
1.1 1.B Demonstrate understanding of the organization and basic features of print.	The learner will: <ul style="list-style-type: none"> Recognize and distinguish features of a sentence. (e.g., capitalization, spaces, punctuation, complete thought) 	The adult will: <ul style="list-style-type: none"> Model print concepts while using different forms of text and genre. (e.g., big books, names, poems) Read to students daily. Provide hands-on experience (e.g., small groups, independent, learning stations) with text. Provide opportunities to distinguish between a phrase and a sentence. Use print and digital-text materials for functional purposes.

C. PHONOLOGICAL AWARENESS

Standard	Concepts and Competencies	Supportive Practices
1.1 1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	The learner will: <ul style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. 	The adult will: <ul style="list-style-type: none"> Provide oral practice with: <ul style="list-style-type: none"> Distinguishing long and short vowel sounds. Counting, pronouncing, blending, and segmenting syllables in spoken and written words. Producing one-syllable words with consonant blends and digraphs. Isolating and pronouncing initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words. Adding or substituting individual sounds (phonemes) in one-syllable words to make new words. Provide hands-on experiences. (e.g., small groups, independent, learning stations)

D. PHONICS AND WORD RECOGNITION

Standard	Concepts and Competencies	Supportive Practices
1.1 1.D Know and apply grade-level phonics and word analysis skills in decoding words.	The learner will: <ul style="list-style-type: none"> Identify common consonant digraphs, final-e, and common vowel teams. Decode one- and two-syllable words with common patterns. Read grade-level words with inflectional endings. (An inflectional ending changes the meaning of the base word and creates a new word with a different meaning.) Read grade-appropriate, irregularly spelled words. (e.g., was, Wednesday, again, Earth) 	The adult will: <ul style="list-style-type: none"> Provide hands-on experience. (e.g., small groups, independent, learning stations) Provide experiences for: <ul style="list-style-type: none"> Identifying consonants, digraphs, final-e, and common vowel teams. Decoding one- and two-syllable words. Reading grade-level words with inflectional endings. Reading grade-appropriate, irregularly spelled words. Use print and digital-text materials for functional purposes.

E. FLUENCY

Standard	Concepts and Competencies	Supportive Practices
1.1 1.E Read with accuracy and fluency to support comprehension.	The learner will: <ul style="list-style-type: none"> • Read on-level texts with purpose and understanding. • Read on-level texts orally with accuracy, appropriate rate, and expression in successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	The adult will: <ul style="list-style-type: none"> • Include self-selected reading opportunities. • Provide a variety of on-level texts. • Provide daily opportunities to practice reading on-level texts and high-frequency words. • Post high-frequency words in the classroom. (e.g., word wall) • Incorporate high-frequency words into meaningful context.

1.2 Reading Informational Text

BIG IDEAS: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information.
ESSENTIAL QUESTIONS: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?

A. KEY IDEAS AND DETAILS – MAIN IDEA

Standard	Concepts and Competencies	Supportive Practices
1.2 1.A Identify the main idea and retell key details of a text.	The learner will: <ul style="list-style-type: none"> • Identify the main idea. • Know the details of a text can be used to support a topic or main idea. • Provide relevant details from a text which support the main idea. 	The adult will: <ul style="list-style-type: none"> • Provide and read a variety of appropriate informational texts. • Model identifying main idea and supporting details. • Provide multiple opportunities to identify main idea and supporting details. • Model retelling of key details.

B. KEY IDEAS AND DETAILS – TEXT ANALYSIS

Standard	Concepts and Competencies	Supportive Practices
1.2 1.B Ask and answer questions about key details in a text.	The learner will: <ul style="list-style-type: none"> • Use specific details from the text to answer questions. • Answer “who” or “what” the text is about. • Answer “how” and/or “why” questions using specifics from the text. • Generate questions about specific details in the text. 	The adult will: <ul style="list-style-type: none"> • Ask directed questions about a text. • Encourage students to generate questions about specific details in the text. • Provide peer-to-peer opportunities to discuss informational texts. • Model proper questioning techniques. • Ask “who,” “what,” “how,” and “why” questions.

C. KEY IDEAS AND DETAILS

Standard	Concepts and Competencies	Supportive Practices
1.2 1.C Describe the connection between two individuals, events, ideas, or pieces of information in a text.	The learner will: <ul style="list-style-type: none"> • Find similarities and differences between two individuals, events, ideas, or pieces of information in a text. • Answer cause-and-effect questions about events, ideas, and information in a text. 	The adult will: <ul style="list-style-type: none"> • Model making connections. • Provide learning centers and a classroom library where students can interact independently with texts. • Ask prompting questions.

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E. CRAFT AND STRUCTURE – TEXT STRUCTURE

Standard	Concepts and Competencies	Supportive Practices
<p>1.2 1.E Use various text features and search tools to locate key facts or information in a text.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Use table of contents to locate information. • Use index or digital-text search feature to locate key facts or information. • Use headings and captions to locate key facts or information. 	<p>The adult will:</p> <ul style="list-style-type: none"> • Model the use of text features to identify key facts. • Provide multiple opportunities to interact with informational texts. • Identify and define text features. • Use print and digital text materials for functional purposes.

F. CRAFT AND STRUCTURE – VOCABULARY

Standard	Concepts and Competencies	Supportive Practices
<p>1.2 1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Connect prior knowledge to unfamiliar words. • Make predictions about word meanings. • Participate in discussions about unfamiliar words. • Use strategies to look up unfamiliar words. 	<p>The adult will:</p> <ul style="list-style-type: none"> • Provide experiences to engage with picture/text connections. (e.g., cooking, construction, gardening) • Provide concrete materials in learning centers to assist students in connecting prior knowledge to new words or phrases. • Model how to use context and text features to define unknown words. • Model researching unfamiliar words in a text.

G. INTEGRATION OF KNOWLEDGE AND IDEAS – DIVERSE MEDIA

Standard	Concepts and Competencies	Supportive Practices
<p>1.2 1.G Use the illustrations and details in a text to describe its key ideas.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Refer to specific text details. • Describe illustrations in a text in detail to answer specific questions about the text. 	<p>The adult will:</p> <ul style="list-style-type: none"> • Provide various experiences to engage with picture/text connections. (e.g., cooking, construction, gardening) • Model and provide practice using illustrations and details in text to describe key ideas. • Prompt students to refer back to text.

H. INTEGRATION OF KNOWLEDGE AND IDEAS – EVALUATING ARGUMENTS

Standard	Concepts and Competencies	Supportive Practices
<p>1.2 1.H Identify the reasons an author gives to support points in a text.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Identify the evidence an author uses. • Refer to specific text details. 	<p>The adult will:</p> <ul style="list-style-type: none"> • Model and provide practice identifying text supports. • Prompt students to refer back to text.

I. INTEGRATION OF KNOWLEDGE AND IDEAS – ANALYSIS ACROSS TEXTS

Standard	Concepts and Competencies	Supportive Practices
<p>1.2 1.I Identify basic similarities in and differences between two texts on the same topic.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Recognize that texts have similar components that can be compared and contrasted. (e.g., main ideas, details) • Participate in strategies that provide opportunities to compare and contrast texts and/or components of texts. (e.g., Venn diagrams, T-charts) 	<p>The adult will:</p> <ul style="list-style-type: none"> • Use structural supports (e.g., graphic organizers) to compare and contrast texts. • Model and provide practice identifying similarities and differences in text.

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J. VOCABULARY ACQUISITION AND USE

Standard	Concepts and Competencies	Supportive Practices
<p>1.2 1.J Use words and phrases acquired through conversations, reading, and being read to, and respond to texts, including words that signal connections and relationships between the words and phrases.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Talk about pictures and text using new vocabulary words or phrases. • Use new vocabulary in the context of dramatic play, daily routines, and classroom conversations. • Use new vocabulary when asking questions or describing situations or objects. • Use new vocabulary from a variety of content areas. • Use context clues to understand word and sentence meanings. • Classify conceptual categories of words. (e.g., animals, colors, foods) 	<p>The adult will:</p> <ul style="list-style-type: none"> • Use Tier III vocabulary daily and throughout different contexts. • Provide opportunities for oral language practice. • Assist students in connecting new vocabulary to prior knowledge. • Read appropriate informational text. • Use vocabulary daily and throughout different contexts. • Use think-alouds to share how a fluent reader navigates through informational text. • Explore similarities and differences in words, meanings, and concepts. • Interactively use a vocabulary word wall to teach, reinforce, and encourage the use of new words. • Directly teach increasingly sophisticated words with examples and non-examples.

K. VOCABULARY ACQUISITION AND USE

Standard	Concepts and Competencies	Supportive Practices
<p>1.2 1.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Recognize words or phrases that are unfamiliar to them. • Connect prior knowledge to unfamiliar words. • Make predictions about word meanings. • Use strategies to look up unfamiliar words. • Talk about connections between familiar and unfamiliar words or phrases that mean similar things. (e.g., grass, lawn) • Participate in discussions about unfamiliar words. 	<p>The adult will:</p> <ul style="list-style-type: none"> • Model researching unfamiliar words in a text. • Provide experiences to engage with picture/text connections. (e.g., cooking, construction, gardening) • Model how to use context and text features to define unknown words.

L. RANGE OF READING

Standard	Concepts and Competencies	Supportive Practices
<p>1.2 1.L Read and comprehend literary nonfiction (historical fiction) and informational text on grade level, reading independently and proficiently.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Ask and answer questions about text being read aloud. • Share relevant prior knowledge about text being read aloud. • Respond to and build on comments from other children. • Use ideas gained in group reading activities in other daily routines, learning centers, and activities. 	<p>The adult will:</p> <ul style="list-style-type: none"> • Select appropriate informational text. • Provide a variety of opportunities to demonstrate comprehension through different modalities. (e.g., multiple choice, oral retell, drawing pictures)

1.3 Reading Literature

BIG IDEAS: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information.

ESSENTIAL QUESTIONS: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?

A. KEY IDEAS AND DETAILS – THEME

Standard	Concepts and Competencies	Supportive Practices
1.3 1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.	The learner will: <ul style="list-style-type: none"> • Retell story in sequential order. • Recall key details of a story. • Use a variety of strategies to retell a story. (e.g., picture cards, dramatic play, illustration) • Identify the central message or lesson. 	The adult will: <ul style="list-style-type: none"> • Select appropriate literary text. • Model retelling with key details. • Provide multiple opportunities to practice retelling. • Provide students digital media opportunities to reinforce sequencing skills. • Ask questions that support the use of sequencing. (e.g., “What was the first thing that happened?” “What happened after?”)

B. KEY IDEAS AND DETAILS – TEXT ANALYSIS

Standard	Concepts and Competencies	Supportive Practices
1.3 1.B Ask and answer questions about key details in a text.	The learner will: <ul style="list-style-type: none"> • Use specific details from story to answer questions. • Answer “who” or “what” the story is about. • Answer “how” and/or “why” questions using specifics from the story. • Generate questions about specific details in the story. 	The adult will: <ul style="list-style-type: none"> • Select appropriate literary text. • Ask probing questions about text. • Use reader-response journals.

C. KEY IDEAS AND DETAILS – LITERARY ELEMENTS

Standard	Concepts and Competencies	Supportive Practices
1.3 1.C Describe characters, settings, and major events in a story, using key details.	The learner will: <ul style="list-style-type: none"> • Identify narrative elements. (e.g., characters, setting, major events) • Use descriptive vocabulary when responding to questions and prompts. 	The adult will: <ul style="list-style-type: none"> • Select appropriate literary text. • Provide opportunities to identify narrative elements of a text. • Use reader-response journals.

D. CRAFT AND STRUCTURE – POINT OF VIEW

Standard	Concepts and Competencies	Supportive Practices
1.3 1.D Identify who is telling the story at various points in a text.	The learner will: <ul style="list-style-type: none"> • Demonstrate understanding that a narrator tells the story. • Understand that who is telling the story can change. • Identify when the narrator changes. 	The adult will: <ul style="list-style-type: none"> • Select appropriate literary texts that offer a change in narrator. • Model identifying who is telling the story at various points in a text. • Use reader-response journals.

E. CRAFT AND STRUCTURE – TEXT STRUCTURE

Standard	Concepts and Competencies	Supportive Practices
<p>1.3 1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> Engage with a variety of text. (e.g., fables, folklore, fairy tales, nursery rhymes, tall tales, dramas, poetry, picture books, storybooks, nonfiction text, recipes, web pages, menus, phone books, maps) Understand that different types of text are used for different purposes. Choose texts on identified need or purpose. Discuss differences stories and informational texts. 	<p>The adult will:</p> <ul style="list-style-type: none"> Select appropriate literary and informational text. Provide a wide variety of texts. Model how to determine and explain the difference between a book that tells a story and a book that gives information. Use reader-response journals.

F. CRAFT AND STRUCTURE – VOCABULARY

Standard	Concepts and Competencies	Supportive Practices
<p>1.3 1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> Recognize and label basic feeling words and phrases. Recognize and label sensory words and phrases. Discuss personal reactions to words and phrases. 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide a variety of text that include sensory and/or emotional words and phrases. Model identifying sensory and emotional vocabulary in a text. Use reader-response journals.

G. INTEGRATION OF KNOWLEDGE AND IDEAS – SOURCES OF INFORMATION

Standard	Concepts and Competencies	Supportive Practices
<p>1.3 1.G Use illustrations and details in a story to describe characters, settings, or events.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> Demonstrate understanding that the “setting” is where the story takes place. Demonstrate understanding that “characters” are people or animals who have a role in the story. Connect illustrations to the text. Describe the relationship between the illustrations and the text. 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide a variety of text with vivid details and illustrations. Use reader-response journals.

H. INTEGRATION OF KNOWLEDGE AND IDEAS – TEXT ANALYSIS

Standard	Concepts and Competencies	Supportive Practices
<p>1.3 1.H Compare and contrast the adventures and experiences of characters in stories.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> Understand that characters within the same story or characters from different stories can be compared and contrasted. Participate in strategies that provide opportunities to compare and contrast the experiences of characters. (e.g., Venn diagrams, T-charts, dramatic role-play) 	<p>The adult will:</p> <ul style="list-style-type: none"> Select appropriate literary texts. Model finding similarities and differences between stories. Use reader-response journals.

LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

I. VOCABULARY ACQUISITION AND USE – STRATEGIES

Standard	Concepts and Competencies	Supportive Practices
<p>1.3 1.I Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Recognize words or phrases that are unfamiliar to them. • Connect prior knowledge to unfamiliar words. • Make predictions about word meanings. • Use strategies to look up unfamiliar words. • Talk about connections between familiar and unfamiliar words or phrases that mean similar things. (e.g., grass, lawn) • Participate in discussions about unfamiliar words. 	<p>The adult will:</p> <ul style="list-style-type: none"> • Provide a variety of text that include sensory and/or emotional words and phrases. • Model identifying sensory and emotional vocabulary in a text. • Use reader-response journals.

J. VOCABULARY ACQUISITION AND USE

Standard	Concepts and Competencies	Supportive Practices
<p>1.3 1.J Use words and phrases acquired through conversations, reading, and being read to, and respond to texts, including words that signal connections and relationships between the words and phrases.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Talk about pictures and text using new vocabulary words or phrases. • Use new vocabulary in the context of dramatic play, daily routines, and classroom conversations. • Use new vocabulary when asking questions or describing situations or objects. • Use new vocabulary from a variety of content areas. • Use context clues to understand word and sentence meanings. • Classify conceptual categories of words. (e.g., animals, colors, foods) 	<p>The adult will:</p> <ul style="list-style-type: none"> • Use vocabulary daily and throughout different contexts. • Assist students in connecting new vocabulary to prior knowledge. • Directly teach increasingly sophisticated words with examples and non-examples. • Read appropriate literary text. • Provide opportunities for oral language practice. • Use think-alouds to share how a fluent reader navigates through literary text. • Explore similarities and differences in words, meanings, and concepts. • Interactively use a vocabulary word wall to teach, reinforce, and encourage the use of new words. • Use reader-response journals.

K. RANGE OF READING

Standard	Concepts and Competencies	Supportive Practices
<p>1.3 1.K Read and comprehend literature on grade level, reading independently and proficiently.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Ask and answer questions about text being read aloud. • Share relevant prior knowledge about text being read aloud. • Respond to and build on comments from other students. • Use ideas gained in group reading activities in other daily routines, learning centers, and activities. 	<p>The adult will:</p> <ul style="list-style-type: none"> • Provide multiple opportunities to read on grade-level text. • Use reader-response journals.

1.4 Writing

BIG IDEAS: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge.

ESSENTIAL QUESTIONS: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?

A. INFORMATIVE/EXPLANATORY

Standard	Concepts and Competencies	Supportive Practices
1.4 1.A Write informative/explanatory texts to examine a topic and convey ideas and information.	The learner will: <ul style="list-style-type: none"> • Create a picture about a particular nonfiction topic and write about it. • Use common spelling patterns, phonemic awareness, and spelling conventions when writing. 	The adult will: <ul style="list-style-type: none"> • Model writing using a combination of drawing and writing. • Provide frequent opportunities to dictate and/or write. • Provide opportunities to engage in shared, interactive, and independent writing. • Use journals where students can write about specific topics of interest. • Encourage students to draw and talk about topics of interest.

B. INFORMATIVE/EXPLANATORY – FOCUS

Standard	Concepts and Competencies	Supportive Practices
1.4 1.B Identify and write about one specific topic.	The learner will: <ul style="list-style-type: none"> • Respond to writing prompts on a specific topic. • Choose a specific topic to write about. 	The adult will: <ul style="list-style-type: none"> • Provide opportunities for whole group or small group discussion on a topic before writing. • Provide opportunities to engage in shared, interactive, and independent writing. • Model writing on a single topic. • Provide a topic for writing. • Conference with students and provide feedback. (e.g., using district writing rubrics, reading program)

C. INFORMATIVE/EXPLANATORY – CONTENT

Standard	Concepts and Competencies	Supportive Practices
1.4 1.C Develop the topic with two or more facts.	The learner will: <ul style="list-style-type: none"> • Brainstorm main ideas on a chosen topic. (e.g., topic—bats, ideas—helpful, mammal, scary) • Choose a main idea to focus writing on topic. • Generate relevant details that support the chosen topic. • Include two or more facts when writing. 	The adult will: <ul style="list-style-type: none"> • Provide opportunities to engage in shared, interactive, and independent writing. • Model developing a topic with two or more facts. • Conference with students and provide feedback. (e.g., using district writing rubrics, reading program)

D. INFORMATIVE/EXPLANATORY – ORGANIZATION

Standard	Concepts and Competencies	Supportive Practices
1.4 1.D Group information and provide some sense of closure.	The learner will: <ul style="list-style-type: none"> • Use graphic organizers to logically organize and group information. • Logically organize and group information when writing. • Include an ending sentence. 	The adult will: <ul style="list-style-type: none"> • Provide opportunities to engage in shared, interactive, and independent writing. • Model organizational structure and ending sentences. • Conference with students and provide feedback. (e.g., using district writing rubrics, reading program)

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E. INFORMATIVE/EXPLANATORY – STYLE

Standard	Concepts and Competencies	Supportive Practices
1.4 1.E Choose words and phrases for effect.	The learner will: <ul style="list-style-type: none"> • Use vivid and precise language. 	The adult will: <ul style="list-style-type: none"> • Provide opportunities to engage in shared, interactive, and independent writing. • Model using vivid and precise language. • Conference with students and provide feedback. (e.g., using district writing rubrics, reading program)

F. INFORMATIVE/EXPLANATORY – CONVENTIONS OF LANGUAGE

Standard	Concepts and Competencies	Supportive Practices
1.4 1.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	The learner will: <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. 	The adult will: <ul style="list-style-type: none"> • Model using grade-appropriate conventions. • Model using grade-appropriate proofreading skills. • Provide opportunities to engage in shared, interactive, and independent writing. • Conference with students and provide feedback. (e.g., using district writing rubrics, reading program)

G. OPINION/ARGUMENTATIVE

Standard	Concepts and Competencies	Supportive Practices
1.4 1.G Write opinion pieces on familiar topics.	The learner will: <ul style="list-style-type: none"> • Participate in discussions about fact and opinion. • Generate an opinion and write about it. • Use common spelling patterns, phonemic awareness, and spelling conventions when writing. 	The adult will: <ul style="list-style-type: none"> • Model writing an opinion piece. • Facilitate discussions about fact and opinion. • Conference with students and provide feedback. (e.g., using district writing rubrics, reading program) • Provide opportunities to engage in shared, interactive, and independent writing.

H. OPINION/ARGUMENTATIVE – FOCUS

Standard	Concepts and Competencies	Supportive Practices
1.4 1.H Form an opinion by choosing among given topics.	The learner will: <ul style="list-style-type: none"> • Choose topic. • State an opinion. 	The adult will: <ul style="list-style-type: none"> • Provide a variety of topics for writing. • Provide examples of differences between fact and opinion. • Model how to choose a topic and form an opinion. • Conference with students and provide feedback. (e.g., using district writing rubrics, reading program) • Provide opportunities to engage in shared, interactive, and independent writing.

LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

I. OPINION/ARGUMENTATIVE – CONTENT

Standard	Concepts and Competencies	Supportive Practices
1.4 1.I Support the opinion with reasons related to the opinion.	The learner will: <ul style="list-style-type: none"> Participate in discussions supporting opinions. Generate relevant reasons that support the opinion. 	The adult will: <ul style="list-style-type: none"> Model how to support an opinion. Provide frequent opportunities for writing and dictating stories. Provide opportunities to engage in shared, interactive, and independent writing. Confer with students and provide feedback. (e.g., using district writing rubrics, reading program)

J. OPINION/ARGUMENTATIVE – ORIENTATION

Standard	Concepts and Competencies	Supportive Practices
1.4 1.J Create an organizational structure that includes reasons and provides some sense of closure.	The learner will: <ul style="list-style-type: none"> Use graphic organizers to logically organize and group information. Logically organize and group reasons when writing. Include an ending sentence. 	The adult will: <ul style="list-style-type: none"> Model structure that includes reasons. Model closing sentences. Confer with students and provide feedback. (e.g., using district writing rubrics, reading program) Provide opportunities to engage in shared, interactive, and independent writing.

K. OPINION/ARGUMENTATIVE – STYLE

Standard	Concepts and Competencies	Supportive Practices
1.4 1.K Use a variety of words and phrases.	The learner will: <ul style="list-style-type: none"> Use vivid and precise language. 	The adult will: <ul style="list-style-type: none"> Model using a variety of words and phrases in writing. Provide opportunities to engage in shared, interactive, and independent writing. Confer with students and provide feedback. (e.g., using district writing rubrics, reading program)

L. OPINION/ARGUMENTATIVE – CONVENTIONS OF LANGUAGE

Standard	Concepts and Competencies	Supportive Practices
1.4 1.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	The learner will: <ul style="list-style-type: none"> Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. 	The adult will: <ul style="list-style-type: none"> Model using grade-appropriate conventions. Model using grade-appropriate proofreading skills. Provide opportunities to engage in shared, interactive, and independent writing. Confer with students and provide feedback. (e.g., using district writing rubrics, reading program)

M. NARRATIVE

Standard	Concepts and Competencies	Supportive Practices
1.4 1.M Write narratives to develop real or imagined experiences or events.	The learner will: <ul style="list-style-type: none"> Write about a real or imagined experience or event. Use common spelling patterns, phonemic awareness, and spelling conventions when writing. 	The adult will: <ul style="list-style-type: none"> Model using grade-appropriate conventions. Model using grade-appropriate proofreading skills. Provide opportunities to engage in shared, interactive, and independent writing. Confer with students and provide feedback. (e.g., using district writing rubrics, reading program)

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N. NARRATIVE – FOCUS

Standard	Concepts and Competencies	Supportive Practices
<p>1.4 1.N Establish who and what the narrative will be about.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Generate ideas for writing. • Understand that “who” a story will be about refers to the person, animal, or animated object that the story will be about. • Understand that “what” a story will be about refers to the sequenced events that happen to the references “who.” • Respond when asked “who” or “what” a story is about, and follow through when drawing about or dictating the story. 	<p>The adult will:</p> <ul style="list-style-type: none"> • Facilitate discussions about characters and events. • Provide frequent opportunities for writing and dictating stories. • Provide opportunities to engage in shared, interactive, and independent writing. • Conference with students and provide feedback. (e.g., using district writing rubrics, reading program)

O. NARRATIVE – CONTENT

Standard	Concepts and Competencies	Supportive Practices
<p>1.4 1.O Include thoughts and feelings to describe experiences and events.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Participate in discussions describing experiences and events. • Include thoughts and feelings related to experiences and events. 	<p>The adult will:</p> <ul style="list-style-type: none"> • Talk about an event or experience including thoughts and feelings. • Facilitate discussions about familiar and unfamiliar events. • Provide opportunities to engage in shared, interactive, and independent writing. • Conference with students and provide feedback. (e.g., using district writing rubrics, reading program)

P. NARRATIVE – ORGANIZATION

Standard	Concepts and Competencies	Supportive Practices
<p>1.4 1.P Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Understand stories can be told about a single event or several loosely linked events. • Understand that a single event is made up of a series of smaller events that are in a sequence. (e.g., first, next, last, before) • Sequence two or more events using temporal words. • End with a closing sentence. 	<p>The adult will:</p> <ul style="list-style-type: none"> • Model using two or more sequential events through writing. • Model using temporal words to signal order of events. • Provide opportunities to practice sequencing. (e.g., graphic organizers, illustrations) • Engage students using digital media to reinforce sequencing skills. • Ask questions relating to sequencing. (e.g., first, before, next, last) • Model writing a closing sentence. • Conference with students and provide feedback. (e.g., using district writing rubrics, reading program) • Provide opportunities to engage in shared, interactive, and independent writing.

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Q. NARRATIVE – STYLE

Standard	Concepts and Competencies	Supportive Practices
1.4 1.Q Use a variety of words and phrases.	The learner will: <ul style="list-style-type: none"> • Use vivid and precise language. 	The adult will: <ul style="list-style-type: none"> • Model using a variety of words and phrases in writing. • Provide opportunities to engage in shared, interactive, and independent writing. • Conference with students and provide feedback. (e.g., using district writing rubrics, reading program) • Use a variety of text to understand how authors use different words and phrases.

R. NARRATIVE – CONVENTIONS OF LANGUAGE

Standard	Concepts and Competencies	Supportive Practices
1.4 1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	The learner will: <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. 	The adult will: <ul style="list-style-type: none"> • Model using grade-appropriate conventions. • Model using grade-appropriate proofreading skills. • Provide opportunities to engage in shared, interactive, and independent writing. • Conference with students and provide feedback. (e.g., using district writing rubrics, reading program)

T. PRODUCTION AND DISTRIBUTION OF WRITING – WRITING PROCESS

Standard	Concepts and Competencies	Supportive Practices
1.4 1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	The learner, with guidance and support, will: <ul style="list-style-type: none"> • Understand that drawings and dictation convey meaning to an audience. • Understand writing may have to be changed to make meaning more clear. • Share work with others. • Participate in discussions about their work. • When prompted make changes to work based on feedback. • Respond to questions and suggestions from peers. • Add details to strengthen writing as needed. 	The adult will: <ul style="list-style-type: none"> • Model asking and answering questions about a peer’s writing (focused on details of the writing). • Assure a supportive environment where students feel confident enough to share their work. • Use explicit prompts to encourage the use of both positive and constructive feedback. (e.g., “I liked when ...” “I wonder ...”) • Model how to provide feedback to peers. • Model how details strengthen writing. • Provide frequent opportunities for writing and dictating stories. • Provide opportunities to engage in shared, interactive, and independent writing.

U. TECHNOLOGY AND PUBLICATION

Standard	Concepts and Competencies	Supportive Practices
1.4 1.U With guidance and support, use a variety of digital tools to produce and publish writing, including collaboration with peers.	The learner, with guidance and support, will: <ul style="list-style-type: none"> • Use a variety of digital tools to produce and publish writing. 	The adult will: <ul style="list-style-type: none"> • Provide opportunities to use available technology. • Model use of available technology.

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V. CONDUCTING RESEARCH

Standard	Concepts and Competencies	Supportive Practices
<p>1.4 1.V Participate in individual or shared research and writing projects.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Ask adults or peers for explanations or information using why, how, where, and when. (e.g., “Why do leaves turn color?” “Why does Jamal like pizza?”) • Use a variety of resources with teacher support (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information. 	<p>The adult will:</p> <ul style="list-style-type: none"> • Encourage students to research why, how, where, and when answers to questions. • Provide materials (e.g., videos, books, magazines, technology), structure, and opportunities to create an individual or shared research project. • Model/guide procedures for how to research a project. • Model/guide how to write about research.

W. CREDIBILITY, RELIABILITY, AND VALIDITY OF SOURCES

Standard	Concepts and Competencies	Supportive Practices
<p>1.4 1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>The learner, with guidance and support, will:</p> <ul style="list-style-type: none"> • Respond to prompts which require reference to prior experiences. • Relate prior experiences in learning to a current topic. • Recall information from experiences. • Use a variety of resources with teacher support (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information. 	<p>The adult will:</p> <ul style="list-style-type: none"> • Model connecting prior experiences in learning to answer a question. • Model gathering information from sources to respond to a question.

X. RANGE OF WRITING

Standard	Concepts and Competencies	Supportive Practices
<p>1.4 1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Engage in writing opportunities including journaling. • Revisit previous work. • Respond to writing prompts. • Choose to write independently during play. 	<p>The adult will:</p> <ul style="list-style-type: none"> • Provide frequent opportunities for writing. • Provide opportunities to engage in shared, interactive, and independent writing. • Provide a variety of materials and opportunities to write daily and over time. (e.g., journals, “author’s” chair, projects) • Provide opportunities and encourage students to revisit prior work. • Encourage persistence in drawing/dictation/writing.

1.5 Speaking and Listening

BIG IDEAS: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose.

ESSENTIAL QUESTIONS: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?

A. COMPREHENSION AND COLLABORATION – COLLABORATIVE DISCUSSION

Standard	Concepts and Competencies	Supportive Practices
<p>1.5 1.A Participate in collaborative conversations with peers and adults in small and larger groups.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Communicate using detail related to topic being discussed. • Pose questions related to topic being discussed. • Allow wait time before responding. • Engage in turn-taking. 	<p>The adult will:</p> <ul style="list-style-type: none"> • Encourage asking questions to find out more information. • Provide and monitor multiple opportunities for conversations throughout the day. • Explicitly restate comments made by students and encourage those responding to add further detail, or contribute further to the topic being discussed. • Encourage students to restate comments made by peers. • Model appropriate participation in discussions. (e.g., polite interactions, one person speaking at a time, asking questions) • Embed opportunities to “turn and talk” to share ideas on a topic. • Model appropriate conversation skills. (e.g., tone, volume, turn-taking, active listening, eye contact)

B. COMPREHENSION AND COLLABORATION – CRITICAL LISTENING

Standard	Concepts and Competencies	Supportive Practices
<p>1.5 1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Respond to a question with an answer or details related to the topic being discussed. • Generate “who,” “what,” “when,” and “where” questions. • Ask “What does that mean?” 	<p>The adult will:</p> <ul style="list-style-type: none"> • Provide opportunities for asking and answering questions. • Engage in conversation about topics of interest daily. • Provide multiple opportunities to listen to text read aloud or through other media. (e.g., video, YouTube, listening centers) • Ask “who,” “what,” “when,” and “where” questions. • Ask students to identify facts from text. • Invite students to discuss how they would react to a situation if they were the character in the story.

C. COMPREHENSION AND COLLABORATION – EVALUATING INFORMATION

Standard	Concepts and Competencies	Supportive Practices
<p>1.5 1.C Ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Ask for clarification. (e.g., “What do you mean?” “I don’t understand”) 	<p>The adult will:</p> <ul style="list-style-type: none"> • Model asking for help or clarifying information. • Model oral discussion techniques. • Provide opportunities for oral language use. • Promote active listening and attention to key ideas and details.

Languages and Literacy Development Glossary

Alliteration—The repetition of initial consonant sounds.

Antonym—A word that is the opposite of another word.

Basic Features of Print—Letters, words, and sentences

Characterization—The method an author uses to reveal characters and their various personalities.

Choral Reading—Reading of a text where an adult or an experienced reader reads a line of text and student repeats the line.

Collaboration—The action of working with someone to produce or create something.

Collaborative Conversations—Also called reciprocal conversation; knowing and following the back and forth rules of conversation.

Compare—Place together characters, situations, or ideas to show common or differing features in literary selections.

Context Clues—Information from the reading that identifies a word or group of words.

Conventions of Language—Mechanics, usage, and sentence completeness.

Credibility—The quality of being believable or worthy of trust.

Decoding—Analyzing text to identify and understand individual reading.

Dialogic Reading—An effective strategy to enhance vocabulary, oral language skills, and comprehension.

Dictation—The act of saying words aloud to be written down.

Emergent Literacy—One stage of literacy development; reading and writing behaviors that precede and develop into convention and literacy.

Environmental Print—The print of everyday life; symbols, signs, numbers, colors, and logos found within the environment.

Expressive Language—Being able to convey messages using words.

Evaluate—Examine and judge carefully.

Explanatory—Something that makes things more clear; intended to make people understand something by describing it or giving the reasons for it.

Fine Motor—Demonstrate increased control of hand and eye coordination; using hands and fingers such as in writing, painting, drawing, modeling clay, or pinching clothespins.

Fluency—The clear, easy, written or spoken expression of ideas. Freedom from word-identification problems which might hinder comprehension in silent reading or the expression of ideas in oral reading.

Genre—A category used to classify literary works, usually by form, technique, or content (prose, poetry).

Guided Reading—Teachers work with students at their instructional level to guide them in using context, visual, and structural cues.

Homophone—One of two or more words pronounced alike, but different in spelling or meaning (hair/hare; road/rode).

Informative—Something that contains useful, helpful, or relevant information or details.

Literary/Story Elements—The essential techniques used in literature (characterization, setting, plot, theme, problem, solution).

Literary Devices—Tools used by the author to enliven and provide voice to the writing (dialogue, alliteration).

Main Idea—The most important or central thought of a paragraph or larger section of text, which tells the reader what the text is about.

Narrative—A story, actual or fictional, expressed orally or in writing.

Onset—A sound in word that comes before the vowel.

Phonemic Awareness—Ability to hear and identify parts of spoken language and auditory divide into phonemes.

Phoneme—A sound unit of speech.

Phonics—A way of teaching reading that stresses sound symbol relationships; refers to the relationship between the letters and letter sounds of language.

Phonological Awareness—A broad term that includes phonemic awareness. In addition to phonemes, phonological awareness refers to larger spoken units such as rhymes, words, syllables, and onsets and rimes.

Picture Walk—A pre-reading strategy that is an examination of the text looking at pictures to gain an understanding of the story and to illicit story related language in advance of reading the story.

Point of View—The way in which an author reveals characters, events, and ideas in telling a story; the vantage point from which the story is told.

Print Awareness—Ability to understand how print works.

Project-Based Learning—An instructional approach built upon authentic learning activities that engage student interest and motivation.

Reading Critically—Reading in which a questioning attitude, logical analysis, and inference are used to judge the worth of text; evaluating relevancy and adequacy of what is read; the judgment of validity or worth of what is read, based on sound criteria.

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D. PRESENTATION OF KNOWLEDGE AND IDEAS – PURPOSE, AUDIENCE, AND TASK

Standard	Concepts and Competencies	Supportive Practices
<p>1.5 1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Use an appropriate voice level for the situation. • Share experiences and tell stories clearly with relevant detail. • Use appropriate pacing. • Speak clearly enough to be understood. 	<p>The adult will:</p> <ul style="list-style-type: none"> • Provide opportunities for oral language use. • Model appropriate oral presentation skills. • Encourage use of appropriate volume and pacing. • Speak to and engage students in group and individual conversations daily. • Re-phrase student’s sentence structure or grammar by repeating the sentence properly.

E. PRESENTATION OF KNOWLEDGE AND IDEAS – CONTEXT

Standard	Concepts and Competencies	Supportive Practices
<p>1.5 1.E Produce complete sentences when appropriate to task and situation.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Recognize and express own knowledge, thoughts, and ideas in an appropriate manner using complete sentences. • Understand and produce simple and compound sentences. 	<p>The adult will:</p> <ul style="list-style-type: none"> • Provide opportunities for oral language use. • Model speaking in complete sentences. • Reinforce complete sentence responses to questions. • Encourage students to express own knowledge and ideas using complete sentences. • Provide opportunities to engage in shared language activities. • Create an environment in which students have the opportunity to share knowledge and events through speaking and listening to one another.

F. INTEGRATION OF KNOWLEDGE AND IDEAS – MULTIMEDIA

Standard	Concepts and Competencies	Supportive Practices
<p>1.5 1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Enhance oral presentations with a visual display. (e.g., smart board) 	<p>The adult will:</p> <ul style="list-style-type: none"> • Provide opportunities for oral language use. • Provide materials and time to produce a visual display. • Provide guidance (e.g., rubric) for expected displays. • Model the use of visual displays to clarify ideas.

G. CONVENTIONS OF STANDARD ENGLISH

Standard	Concepts and Competencies	Supportive Practices
<p>1.5 1.G Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Use a variety of sentence structures. • Match correct subject-verb agreement. • Use most parts of speech correctly. • Use common, proper, and possessive nouns. • Use past, present, and future tense. • Use personal, possessive, and indefinite pronouns. • Use adjectives. • Use conjunctions. • Use articles. • Use demonstratives. 	<p>The adult will:</p> <ul style="list-style-type: none"> • Model the proper use of standard English when speaking. • Provide multiple opportunities for oral language practice and use.

				With 2 Homerooms		
Grade	Total	Pulled ELA	Pulled Math	Avg Gen Ed ELA Size	Avg Gen Ed Math Size	Retained?
PK	14	N/A	N/A			
K	39	TBD	TBD	19.5	19.5	?
1	52	3	3	24.5	24.5	?
2	58	8	8	25	25	
3	56	11	6	22.5	25	
4	67	10	4	28.5	31.5	
5	51	7	7	22	22	
6	66	13	9	26.5	28.5	
Totals	403	52	37			
		Pulled for ELA	12.9%			
		Pulled for Math	9.1%			
Total ELA & Math Students			89.00			
Total Special Edu Students Pulled			22.08%			

Extended Assignment Substitute Teachers Guidelines

Purpose

The Extended Assignment Substitute Teachers category is intended for substitute teachers serving in assignments that require sustained instructional responsibilities beyond traditional day to day substitute coverage. This designation provides consistent expectations and compensation practices across the district.

Definition

An Extended Assignment Substitute Teacher assignment is defined as an **assignment exceeding 14 consecutive school days** in the same position that requires the substitute teacher to assume regular instructional and classroom responsibilities.

Responsibilities

An employee assigned as an Extended Assignment Substitute Teacher may be expected to perform duties including, but not limited to:

- Delivering daily instruction aligned to district curriculum and teacher lesson plans
- Developing lesson plans when plans are not provided
- Grading assignments, assessments, and coursework
- Maintaining student records and attendance
- Managing classroom behavior and routines
- Communicating with administration, staff, students, and parents as appropriate
- Participating in meetings, professional development, and collaboration activities related to the assignment
- Maintaining continuity of instruction during the teacher's absence

Qualifications

To be eligible for Extended Assignment Substitute Teacher compensation, the substitute employee should:

- Hold an active Pennsylvania teaching certificate, substitute certification, or appropriate emergency certification as deemed necessary by the administration
- Demonstrate satisfactory performance and reliability in prior substitute assignments
- Be recommended by the building principal or district administration
- Be assigned to the same instructional position for more than 14 consecutive school days

- Be expected to perform instructional responsibilities beyond general classroom supervision
- Be approved by the Board of School Directors when applicable

Administrative Determination

The determination of whether an assignment qualifies as an Extended Assignment Substitute Teacher assignment shall be made by district administration based on the responsibilities and expectations of the assignment. Approval may be granted at the discretion of the Superintendent or designee.

Compensation

Approved Extended Assignment Substitute Teacher assignments shall be compensated at the Board approved daily rate currently established for this category.