



"To Build Knowledge and Skills for Success Today and Tomorrow"

AGENDA for December 20, 2022
6:00 PM School Board Meeting (Executive Session to follow)
Board Room, Williams Administration Building
Zoom Link: <https://sdk12.zoom.us/j/99132508696>

1. Call meeting to order/roll call
2. **Pledge of Allegiance**
3. Agenda
4. Consent Agenda
 - 4.a. Regular Meeting on November 14, 2022
 - 4.b. Personnel
 - 4.c. Claims for Payment
 - 4.d. Open Enrollment, In District Transfer and/or Transfer of Athletic Eligibility
 - 4.e. Request For Reduction In Hours
5. Open Forum
6. Recognitions
 - 6.a. District Teachers Receive \$500.00 Gift Cards for School Programs
 - 6.b. Foothills Community Church Donates Thanksgiving Baskets
 - 6.c. SBHS Academy Partners with Meals On Wheels
 - 6.d. SBHS Speech & Debate Coach Earns Diamond Award
7. Presentation
 - 7.a. Union Center Depository
 - 7.b. CTE Innovative Equipment Grant
 - 7.c. Capital Outlay and Technology Proposal
 - 7.d. Preliminary Capital Outlay Budget
8. Action Items
 - 8.a. Financial Reports
 - 8.b. Advertisement for Bids - SBHS Academy Building and Whitewood Elementary HVAC Systems
 - 8.c. Amend General Fund Budget
 - 8.d. Set the Date and Time for the 2023 School Board Election
 - 8.e. Review School Board Policy JFCE: Anti-Bullying/Harrassment of Students
 - 8.f. Review School Board Policy JGB: Restraint and Seclusion
9. Discussion Items
 - 9.a. ASBSD Legislative Review
 - 9.b. 2023-24 School Calendar
 - 9.c. School Improvement Plans
 - 9.d. Christmas Break
10. Reports
 - 10.a. Administrators

- 10.b. Board Members
- 10.c. BHSSC
- 10.d. Superintendent
- 11. Upcoming Calendar Events

- 12. Executive Session (SDCL 1-25-2)
- 13. Adjournment

MEETING MINUTES, Monday, November 14, 2022
5:30 PM School Board Meeting - Amended
Board Room, Williams Administration Building

Board Members Present: Charlie Wheeler, Lee Spring, Sandy Cass, Justin Jutting, Terry Koontz, Aaron Odegaard, Joseph Urbaniak, Darrell Vig and Holly Good.

Others Present: Wayne Wormstadt, Brett Burditt, Tanya Ludwick, Pete Wilson, Michael Schultz, David Olson, Chantal Ligtenberg, Katy Jutting, Sarah Scherer, Chrissy Peterson, Rhonda Ramsdell, Beth Johnson, Adam Lalicker, Tere Froelich and other community members.

Regular board meeting called to order at 5:30 PM

Call meeting to order/roll call

Pledge of Allegiance

Agenda

MOTION by Koontz, seconded by Vig, and Carried to approve the Agenda as presented.

Consent Agenda

MOTION by Cass, seconded by Jutting, and Carried to approve the Consent Agenda as presented.

Minutes Regular Meeting on October 11, 2022

Personnel

New Hire (Support Staff): Vikki Morell, food service worker, district-wide, \$15.00/hr, eff. 10/11/2022. Change in Hourly Rate (Support Staff): Sophia Meyer, food service worker, Stagebarn Middle School, pay increase \$16.10/hr to \$16.45/hr, level 2, eff. 10/11/2022; Christian Kotab, technology, district-wide, \$24.00/hr to \$25.50/hr. New Hire (Extracurricular): Rance Sivertsen, .5 FTE assistant wrestling coach, Sturgis Williams Middle School, \$999.00, eff. for the 2022-23 school year; Chase Arneson, rural basketball coach, \$1,998.00, eff. for the 2022-23 school year. Contract Amendment (Extracurricular): Bryce Leonhardt, .5 FTE assistant wrestling coach, Sturgis Williams Middle School, \$1,251.00, eff. for the 2022-23 school year; Seth Keszler, assistant wrestling coach, Stagebarn Middle School, \$1,998.00, eff. for the 2022-23 school year; Stephanie Paget, assistant special Olympics coach, district-wide, \$1,998.00, eff. for the 2022-23 school year. Change of Assignment (Extracurricular): Tyler Lewis, assistant wrestling coach to head wrestling coach, Stagebarn Middle School, \$2,383.00, eff. for the 2022-23 school year. Resignation (Certificated): Jennifer Rogers, teacher, Stagebarn Middle School, eff. end of the 2022-23 school year. Resignation (Support Staff): Sheri Cranmore, special services paraprofessional, Piedmont Valley Elementary, eff. 11/30/2022; Teresa White, custodian, Sturgis Brown High School, eff. 10/27/2022; Cassi Mason, paraprofessional, Piedmont Valley Elementary, eff. 11/18/2022. Resignation (Extracurricular): Jennifer Rogers, cross-country coach, Stagebarn Middle School, eff. end of the 2022-23 school year; Deb Cano, volleyball head coach, Sturgis Brown High School, eff. end of the 2022-23 school year.

Claims for Payment

3e Elctr, Rpr 814.99; AZ Shrdng, Sply 245.50; AB Bsns, Ls 1636.67; AB Wldng, Sply 2454.31; AJ Sply, 475.18; Advncd Pymnts, Offcl 15590.68; Allnz, Trvl 45.58; Amzn, Sply, 7509.97; Amrcn Inn, Ldgng 891.92; Grdcm, Sply 150.00 Arch Inc, Svc 58674.00; ASBSD, Trng 807.62; K Ashton, Lnch Rfnd 108.20; Bttry Str, Sply 161.86; Brnrd Food, Food 1069.48; Bst Wstrn, Ldgng 219.98; BH Wtr, Utlty 95.70; BH Chmcl, Sply 6313.54; BH Pst Cntrl, Svc 155.00; BH Pnr, Pblsh 467.42; BHSS, Tnt 29899.70; BHSU, Tnt 320.00; Blck Art, Sply 403.37 Bmgrs, Eqpmnt 853.91; Bkcrtr, Sply -120.00; Cash-Wa, Food 59017.27; CBH, Fuel 1834.85; CDW-G, Sply 4175.21; Cntry Bsns, Cps 808.25; Cntryink, Utlty 57.13; Cty Smmrst, Utlty 2590.17; Cmmtch, Rprs 24153.51; Cmptr Vllg, Rprs 2718.00; CnvY Ths, Sply 150.00; Crss Prvntn, Sply 44.49; Dkta Bttry, Eqpmnt 1520.80; Dkta Bus, Actvts 7925.00; Dkta Pttrs, Sply 759.28; Dlt Air, 675.20; Dlt Dntl, Insrnc 15521.36; Dlt Edctn, Sply -481.79; Est Sd Dry, Milk 11534.53; Eby, Sply 106.39; Ecolab, Svc 400.00; EMC, Ins 2392.23; Enng Prpn, Utlty 555.75; Eric Armin, Svs 64.75; Fth Indpdnt, Pblshng 205.82; Frm Svc, Rprs 665.67; Ftc Ftns, Eqpmnt 436.00; Flnn Scntfc, Sply 672.92; Fllt Schl Sltns5, Sply 917.38; Gry Brnk, Rprs 1924.79; Gnpro, Rprs 444.13; Gldn Wst, Utlty 528.40; Grnd Elctr, Utlty 308.89; Grndsty, Ldgng 600.00; Grmm Pmp, Rprs 88.58; Grzly Indstrl, Rprs 145.99; Grcry Mrt, Supplies 99.35; Grssnrbg Implmnt, Sply 392.03; Hggtry Msc, Rprs 483.96; Hrlw Bus, Bus Service 168398.49; Hauff, Sply 475.00; Hrtlnd Applnc, Eqpmnt 649.99; Hrtzbrg, Sply 1672.05; Home Med, Eqpmnt, 18,912.54; lcv, Sply 850.00; Imgn Lrng, Lcnc 300.00; Innvtv Offc, Sply 31122.33; Intrst Battery, Sply 173.60; g Jensen, Mlg 459.24; Jrry Refrgrtn, Rprs 80.00; JW Pppr, Sply 589.37; Ktm Rstrnt, Sply 509.60; Kffr Snttn, Utlty 1276.91; Kncht, Sply 2145.13; Kully Sply, Sply 898.76; Lkvw Golf, Sply 294.00; Lstng Imprsn, Sply 375.00; Lncln Elctr, Utlty 1808.00; Ls Endz Clng, Clng Cntrct 20510.00; Lrp Pblctns, Rgstrn 150.00; Lynns, Sply 522.88; Mcgll, Sply 988.11; Mrc, Cpr Ls 1751.45; S Matthew, Rfnd 50.00; Md Food, Sply 564.06; R Meyer, Food 48.50; Mdc, Utlty 5698.96; Mdcntnt Tstng, Wtr Tstng 479.00; Mdwstrn Mchncl, Svs 551.80; Milbrnsds, Sply 1297.50; MDU, Utlty 5971.45; MSC, Sply 1817.95; NASN, Dues 280.00; Nvgt 360, Svc 3494.50; Nies & Karras, Svc 825.00; Noetic Lrng, Rgstrn 345.00; Nrthnd Scrts, Intrst 141250.00; NW Pip, Sply 336.61; Ots, Rprs 1238.12; Ovrhd Doo, Svc 297.32; Pn O Gld, Bread 3,805.70; J Patrick, Sply 500.00; Pypal, Rgstrn 102.00; Prsn Edctn, Sply 6765.95; Prfrmnc Foods, Food 26638.87; Prfrmnc Hlth, Sply 50.04; Ptny Bws, Pstg 841.20; PMA, Debt Pmnt 151515.15; Qlty Inn, Ldgng 665.00; Qull, Sply 947.76; Rmkt, Ldgng 222.56; Rsmss Svc, Rprs 56398.73; Read Ntrl, Sftwr 280.67; Rfs Sltns, Utlty 606.00; Rchtr Tr, Rprs 1238.45; Ricoh, Cpr Ls 5846.36; Rversd Tech, Eqpmnt 51745.20; Rsnbm Sgns, Eqpmnt 6632.67; Rnnng, Sply 47.99; Rshmr Offc, Sply 338.38; Rshmr Std Cncl, Rgstrn 140.00; Sams, Sply 2407.83; Savvas, Crrclm 5235.94; Schlstc Mgzns, Sply 104.39; Schl Spclty, Sply 563.32; Scptwn, Sply 26.50; Scll Cnstrctn, PVE Addtn 423444.14; SD DOE, Food 259.40; SD DOHS, Ttn 6044.04; SDIAAA, Rgstrn 130.00; Srvll, Mps 3,795.99; Shrtn, Ldgng 198.90; H Siemonsma, Lnch Rfnd 114.05; SNA, Memshp 53.00; SODAK SACA, Trvl 461.24; Slr Snd, Sply 948.39; Spdy Lb, Rprs 189.45; Sprt Hill, Sply 69.13; Stn Hstn, Sply 41.00; Stpls, Sply 7377.32; Strgs Ace, Sply 959.99; Strgs Coffee, Sply 47.84; Strgs Napa, Sply 297.72; Strgs Strkrs, Sply 264.00; Cty Strgs, Utlty 7441.96; Smmt Fire, Rprs 294.25; Sn Lf, Inscr 413.53; Sprm Schl, Sply 79.49; Snrgstc Lvng, Sply 475.00; Taylor Msc, Eqpmnt 822.00 Tchrs Py Tchrs, Sply 178.14; Temp Tech, Rprs 465.14; C Thrall, Sply 50.00; Tie Offc, Tnt 7550.00; Cntr Dsblts, Rgstrn 800.00; VAMC, Utlty 4423.82; Vanway, Sply 217.80; Vrzn, Ht Spt 180.24; Vsbl Dffrc, Cntr Clng 9501.75 Wlmrt, Sply 773.07; Wtrt, Sply 224.72; Wellfully, Dontn 126.90; Wllmrk, Insrnc 219077.00; WR Elctr, Utlty 1733.58; Wex, Fuel 3328.70; WW Wtr, Utlty 66.00; Wilson Cntrctng, 4000.00, Zoom, Sply 202.35. Cash Recap for month ending October 31, 2022: General Fund: Begin Bal 4980997.17; Petty Cash 100.00; Cash Change 2000.00; Advance Pymt 16489.81; Cash in Bank 782344.52; Investments PSBK 4180062.84; Unemployment Savings 11791.11; Investments in CD 561753.51; Investments in CD over 90 Days 1063152.68; Transfer In 0.00; Revenue: Local Taxes 229017.85; Other Sources 69614.12; State

1021797.00; Federal 196843.94; Other Sources 14731.06; Total Revenue 1532003.97; To Be Acct'd For: 6513001.14; Transfer Out 0.00; Expenditures 1952147.76; Ending Bal October 31, 2022: 4560853.38; Petty Cash 100.00; Cash Change 2000.00; Advance Pymt 16489.81; Cash in Bank 786259.08; Investments Savings 3756004.49; Unemployment Savings 11795.12; Investments CD 561753.51; Investments CD over 90 Days 1063152.68; Capital Outlay: Begin Bal 2994290.19; Cash in Bank 351625.50; Investments PSBK 2642664.69; Investments US Treasuries 2000000.00; Transfer In 0.00, Revenue Local Taxes 136065.52; Other Sources 321.66; State 0.00; Federal 0.00; Other 3934.69, Total Revenue 140321.87; To Be Acct'd For: 3134612.06; Transfer Out:0.00; Expenditures 229544.52; Ending Balance: 2905067.54; Cash in Bank: 122080.98; Invest, Savings: 2782986.56; Investments US Treasuries 2000000.00; Spec Serv: Begin Bal 569088.32; Cash in Bank 54738.98; Investments Savings 514349.34; Revenue Local Taxes 76352.71; Other Sources 180.48; State 86701.00; Federal 60280.00; Other Sources 3077.96; Total Revenue 226592.15; To Be Acct'd For 795680.47; Expenditures: 366250.64; Ending Bal: 429429.83; Cash in Bank: 78050.57; Investment, Savings 351379.26; Investments, CD 0.00; Fund 41: Beg Bal -186338.98; Cash in Bank -186338.98; Revenue: Federal 186339.00; Total Revenue 186339.00; To Be Acct'd For 0.02; Expenditures 423444.14; Ending Bal October 31, 2022 -423444.12; Cash in Bank -423444.12; Food Service: Beg Bal 778228.12; Cash Change 0.00; Cash in Bank 8762.65; Investments, Savings 769465.47; Investments, CD 0.00; Transfers In 0.00; Revenue: State 0.00; Federal 89122.70; Other Sources 71843.46; Total Revenue 160966.16; To Be Acct'd For 939194.28; Transfer Out 0.00; Expenditures 151279.53; End Bal October 31: 787914.75; Cash Change 0.00; Cash In Bank 107487.39; Investments, Savings 680427.36; Investments of 90 Days 0.00; Enterprise: Beg Bal 112603.72; Cash Change 0.00; Cash in Bank 41686.22; Investments, Savings 70917.50; Revenue; Other Sources 18867.68; Total Revenue 18867.68; To Be Acct'd For 131471.40; Expenditures 13569.18; End Bal October 31: 117902.22; Cash Change 0.00; Cash in Bank 46869.54; Investment, Savings 71032.68; Custodial: Beg Bal 317454.62; Cash in Bank 112683.63; Investments, Savings 154670.63; Investments, CD 50100.36; Revenue: Other Sources 28485.99; Total Revenue 28485.99; To Be Acct'd For 345940.61; Expenditures 19778.89; End Bal October 31: 326161.72; Cash In Bank 112915.43; Investments, Savings 163146.29; Investment CD 50100.00.

Open Enrollment, In District Transfers

Volunteers

Community members who have volunteered to work in schools throughout the district:
Chelsey Sudbeck and Hunter Harrison.

Surplus items

Conflict of Interest Waivers

No waivers presented.

Open Forum

Parent, Bethany Martin, and community member, Curt Daniels, expressed their concerns about using CNN-10 and other sources on current events in the school setting.

Recognitions

Booster Club for donation of sound system

The district expressed their appreciation to the Booster Club for the purchase of a new sound system for the Sturgis Brown High School west gym.

SBHS Ford Brothers compete at the INFR

SBHS student, Jackson and brother Kashton Ford competed in Las Vegas the week of Oct. 17 at the Indian National Finals Rodeo. Kashton ended up 8th in bareback riding and Jackson finished in the top 15 in saddle bronc.

State Cross-Country Standings

The 2022 SDHSAA state high school cross country meet took place in Huron on Saturday, Oct. 22. Team standings include: SBHS class AA boys 5k team took 4th place, SBHS class AA girls 5k team took 7th place.

Food Service Employees

Sophie Meyer, FS Manager at Stagebarn, has earned her School Nutrition Association Level 2 Certification. This is earned by completing the required hours of training in four key areas of school nutrition. Other SNA Certified staff are: Sheri Crowser-Level 3, Colleen Sletten-Level 4, Laurie Lorius-Level 4, Valerie Curtis-Level 4, Rhonda Ramsdell-Level 4.

SBHS Journalism Students Receive State Awards

Instructors Tere Froelich and Timmi Keisel attended the Annual State Journalism Convention at SDSU in Brookings. SBHS journalism students represented their school well with three superior photos, seven superior articles, two honorable mention photos, four excellent photos and five excellent articles. The 2022 yearbook received an excellent score, while the newspaper had the highest superior score in the state. All these awards combined made SBHS the overall sweepstakes winner at the state convention.

Presentation(s)

SBHS FFA Team (5:45 pm)

The SBHS FFA Team presented a skit talking about the Western Legacy Development Corporation.

Bear Butte Creek Historical Preservation Project

Ross Lamphere provided an update on the Bear Butte Creek Historic Preservation Project.

District Assessment Presentation - Beth Johnson

Curriculum/Technology Director, Beth Johnson presented the district assessment information for the district.

Activities Fall Report - Mike Schultz

Activities Director, Mike Schultz presented the activities fall report.

Five-Year Capital Outlay Plan

Business Manager, Brett Burditt presented the capital outlay budget for FY24.

Action Items

Financial Reports

MOTION by Vig, seconded by Koontz, and Carried to approve the Financial Reports as presented.

Amend December 12 School Board Meeting Start Time

MOTION by Koontz, seconded by Odegaard, and Carried to amend the start time of the board meeting from 5:30 pm to 6:00 pm.

Board Resolution - Approve Issuance of Capital Outlay Certificates for SBHS Cafeteria Project

MOTION by Koontz, seconded by Urbaniak, and Carried to issue limited tax general obligation certificates in the amount of \$5,000,000.00 for the school district to fund school improvements including: to construct and equip the cafeteria expansion and improve district facilities and to pay the costs of issuing the Certificates.

Cass: Yea, Good: Yea, Jutting: Yea, Koontz: Yea, Odegaard: Yea, Spring: Yea, Urbaniak: Yea, Vig: Yea, Wheeler: Yea

Approve Lease with A&B Business Solutions, Inc.

MOTION by Vig, seconded by Good, and Carried to accept the copier/printer lease with A&B Business Solutions, Inc. for 60 months at a price of \$5,494.86/month.

Approve Site Visit Schedule

MOTION by Vig, seconded by Jutting, and Carried to amend the schedule from a three-day site visit to a five-day visit starting in December.

Cass: Yea, Good: Yea, Jutting: Yea, Koontz: Yea, Odegaard: Yea, Spring: Yea, Urbaniak: Yea, Vig: Yea, Wheeler: Yea

American Education Week Resolution

MOTION by Koontz, seconded by Urbaniak, and Carried to proclaim Nov. 13-19, 2022, as American Education Week in Meade School District and invite our schools and communities to observe it.

Amend Capital Outlay Budget

MOTION by Koontz, seconded by Jutting, and Carried to amend the capital outlay budget by \$360,256.00 for the debt payment on the 2022 series CO certificates, cost of issuance and the special services van.

Reject Bid from All American Roofing & Sales, Inc.

MOTION by Urbaniak, seconded by Cass, and Carried to reject the bid from All American Roofing & Sales, Inc. for the SWMS Grunwald Gym Re-roof Project due to unsatisfactory payment terms of 40% down upon acceptance of the bid as defined in their bid submittal.

Approve Bid from Rapid Exteriors

MOTION by Good, seconded by Spring, and Carried to accept the bid from Rapid Exteriors in the amount of \$140,000.00 with an additional 10-year warranty amount of \$1,800.00 for the SWMS Grunwald Gym Re-roof Project.

Approve Bid from Skyline Engineering, Inc.

MOTION by Odegaard, seconded by Vig, and Carried to accept the bid from Skyline Engineering, Inc. in the amount of \$39,000.00 for engineering and architectural services for the SBHS Academy building and Whitewood Elementary HVAC systems.

Special Education Transportation Rate

MOTION by Urbaniak, seconded by Vig, and Carried to increase the hourly rate by \$2.00/hr. while transporting preschool students.

Discussion Items

2023-24 and 2024-25 School Calendars

Mr. Wormstadt updated the Board on the process for the 2023-24 and 2024-25 school calendars. Draft calendar proposals will be presented at the December board meeting. Final approval is tentatively set for the January board meeting. The topic of exploring a 4-day school week was discussed. The Board would like to hear a proposal from the MEA, teachers and staff and build off their information. Mr. Wormstadt will create a schedule and timeline and present it at the December board meeting.

Thanksgiving Break - November 23-25, 2022

Mr. Wormstadt would like to remind everyone that Thanksgiving break will start on Wednesday, Nov. 23 - Friday, Nov. 25. School will resume on Monday, Nov. 28 for students and staff. The business office will be open until noon on Wednesday, Nov 23 and closed for the remainder of the break. The superintendent's office will be closed over Thanksgiving break.

ASBSD Delegate Assembly

The ASBSD 2022-23 Legislative Delegate Assembly is scheduled for Friday, Nov. 18 in Pierre. Board members will have an opportunity to discuss the legislative resolutions and positions. Joseph Urbaniak will be representing the board during the Delegate Assembly. Lee Spring is the alternate delegate.

Reports

Administrators

Nothing reported.

Board Members

Wheeler mentioned a superintendent evaluation has to be completed every six months the first three years he is employed with the district. An executive session will be scheduled at the December board meeting.

BHSSC

Koontz reported on the BHSSC meeting. Koontz mentioned she toured the Spearfish, Sturgis and Rapid City BHSSC facilities.

Superintendent

Mr. Wormstadt added that he will be working with Human Resources on new hiring procedures and practices. He talked about a tutoring program called Paper, an online platform. He mentioned the Buildings & Grounds Committee met with the City of Sturgis on future development and growth within the district and the long-term plan with the City. Lastly, he discussed his focus will be to work with the board, administration and staff to create a system of continuous school improvement throughout the district.

Upcoming School Board Events

Nov 16 - ASBSD Wednesday's with Wade

Nov 18 - ASBSD Delegate Assembly

Nov 23-25 - No School- Thanksgiving Holiday

Nov 28 - B&G Committee Meeting

Nov 28 - Policy Committee Meeting

Adjournment

MOTION by Vig, seconded by Spring, and Carried to adjourn.

Charles M. Wheeler, President

Brett Burditt, Business Manager

Tanya Ludwick, Recorder

Meade School District
Claims for Payment
December 12, 2022

| VENDOR | DESCRIPTION | AMOUNT |
|---------------------------|-----------------------|-----------------|
| 329 DESIGN | SUBSCRIPTION | 138.00 |
| | | <u>138.00</u> |
| A&B BUSINESS | COPIER LEASE | 1,281.34 |
| | | <u>1,281.34</u> |
| A&B WELDING | SUPPLIES | 12.09 |
| A&B WELDING | SUPPLIES | 200.81 |
| A&B WELDING | SUPPLIES | 75.00 |
| A&B WELDING | SUPPLIES | (110.00) |
| A&B WELDING | SUPPLIES | 80.60 |
| | | <u>258.50</u> |
| ABCMOUSE | SUBSCRIPTION | 59.40 |
| | | <u>59.40</u> |
| ADVANCED PAYMENTS | FINGERPRINTS | 129.75 |
| ADVANCED PAYMENTS | WORKER VB SWMS | 120.00 |
| ADVANCED PAYMENTS | OFFICIAL GBB STAGE | 80.00 |
| ADVANCED PAYMENTS | FB CHAIN GANG STAGE | 20.00 |
| ADVANCED PAYMENTS | FB CHAIN GANG SWMS | 40.00 |
| ADVANCED PAYMENTS | FB CHAIN GANG SWMS | 30.00 |
| ADVANCED PAYMENTS | OFFICIAL WR SWMS | 121.80 |
| ADVANCED PAYMENTS | OFFICIAL WR SWMS | 112.92 |
| ADVANCED PAYMENTS | OFFICIAL GBB STAGE | 120.00 |
| ADVANCED PAYMENTS | OFFICIAL SWMS GBB | 80.00 |
| ADVANCED PAYMENTS | REGISTRATION WR | 250.00 |
| ADVANCED PAYMENTS | REGISTRATIONS | 120.00 |
| ADVANCED PAYMENTS | REGISTRATION WR GIRLS | 300.00 |
| ADVANCED PAYMENTS | REGISTRATION WR | 125.00 |
| ADVANCED PAYMENTS | OFFICIAL WR | 167.92 |
| ADVANCED PAYMENTS | OFFICIAL WR | 178.48 |
| ADVANCED PAYMENTS | WORKER WR | 75.00 |
| ADVANCED PAYMENTS | WORKER WR | 75.00 |
| | | <u>2,145.87</u> |
| AED | EQUIPMENT | 1,359.84 |
| | | <u>1,359.84</u> |
| AL CORNELLA REFRIGERATION | REPAIRS | 170.00 |
| AL CORNELLA REFRIGERATION | REPAIRS | 145.00 |
| | | <u>315.00</u> |
| AMAZON | SUPPLIES | 23.75 |
| AMAZON | SUPPLIES | (50.95) |

| | | |
|----------------|-------------------|-----------------|
| AMAZON | EQUIPMENT | 32.94 |
| AMAZON | SUPPLIES | 50.32 |
| AMAZON | SUPPLIES | 36.67 |
| AMAZON | MEMBERSHIP | 15.96 |
| AMAZON | SUPPLIES | 89.95 |
| AMAZON | SUPPLIES | 30.72 |
| AMAZON | SUPPLIES | 106.06 |
| AMAZON | SUPPLIES | 54.97 |
| AMAZON | SUPPLIES | 16.26 |
| AMAZON | SUPPLIES | 92.40 |
| AMAZON | SUPPLIES | 22.98 |
| AMAZON | EQUIPMENT | 18.99 |
| AMAZON | SUPPLIES | (23.75) |
| AMAZON | SUPPLIES | 168.58 |
| AMAZON | SUPPLIES | 53.85 |
| AMAZON | SUPPLIES | 109.88 |
| AMAZON | SUPPLIES | 5.01 |
| AMAZON | TITLE SUPPLIES | 37.95 |
| AMAZON | EQUIPMENT | 149.99 |
| AMAZON | SUPPLIES | 60.08 |
| | | <u>1,102.61</u> |
| AMICK SOUND | MONITORING | 200.00 |
| | | <u>200.00</u> |
| ANDERSON, JON | REPAIRS | 2,351.10 |
| ANDERSON, JON | REPAIRS | 1,326.00 |
| | | <u>3,677.10</u> |
| APP.GRADECAM | SUBSCRIPTION | 149.99 |
| | | <u>149.99</u> |
| APPLE | TITLE SUPPLIES | 27.99 |
| | | <u>27.99</u> |
| ASBSD | TRAINING | 175.00 |
| | | <u>175.00</u> |
| B AND H PHOTO | SUPPLIES | 279.98 |
| | | <u>279.98</u> |
| BALLARD SPAHR | SERVICES FOR DEBT | 7,500.00 |
| | | <u>7,500.00</u> |
| BARNEY'S SIGNS | REPAIRS | 306.12 |
| | | <u>306.12</u> |

| | | |
|---------------------|--------------|------------------|
| BENNETT TRANS | SNOW REMOVAL | 1,750.00 |
| BENNETT TRANS | SNOW REMOVAL | 1,400.00 |
| | | <u>3,150.00</u> |
| | | |
| BERNARD FOOD | FOOD | 2,183.37 |
| | | <u>2,183.37</u> |
| | | |
| BH WATER | UTILITIES | 408.70 |
| BH WATER | UTILITIES | 135.30 |
| | | <u>544.00</u> |
| | | |
| BH CHEMICAL | SUPPLIES | 449.03 |
| BH CHEMICAL | SUPPLIES | 111.93 |
| BH CHEMICAL | SUPPLIES | 1,543.85 |
| BH CHEMICAL | EQUIPMENT | 5,956.99 |
| BH CHEMICAL | SUPPLIES | 255.84 |
| BH CHEMICAL | ICE MELT | 2,549.11 |
| BH CHEMICAL | SUPPLIES | 2,002.91 |
| BH CHEMICAL | SUPPLIES | 1,262.25 |
| BH CHEMICAL | SUPPLIES | 1,632.82 |
| BH CHEMICAL | SUPPLIES | 139.98 |
| BH CHEMICAL | SUPPLIES | 589.73 |
| BH CHEMICAL | SUPPLIES | 68.40 |
| BH CHEMICAL | SUPPLIES | 562.31 |
| BH CHEMICAL | SUPPLIES | 102.60 |
| BH CHEMICAL | SUPPLIES | 496.78 |
| BH CHEMICAL | SUPPLIES | 68.40 |
| BH CHEMICAL | SUPPLIES | 203.28 |
| BH CHEMICAL | SUPPLIES | 366.04 |
| | | <u>18,362.25</u> |
| | | |
| BLACK HILLS COUNCIL | SERVICES | 7,700.00 |
| | | <u>7,700.00</u> |
| | | |
| BH ENERGY | UTILITIES | 7,445.84 |
| BH ENERGY | UTILITIES | 39,967.32 |
| | | <u>47,413.16</u> |
| | | |
| BH FARMERS MARKET | FOOD | 22.51 |
| BH FARMERS MARKET | FOOD | 179.20 |
| | | <u>201.71</u> |
| | | |
| BH PEST | SERVICES | 155.00 |
| BH PEST | SERVICES | 175.00 |
| | | <u>330.00</u> |

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| BHSS | RATE ADJUST | 1,512.56 |
| BHSS | RATE ADJUST | (313.96) |
| BHSS | SPEECH SERVICES | 5,794.79 |
| BHSS | TUITION | 1,098.30 |
| BHSS | TUITION | 1,203.60 |
| BHSS | TUITION | 1,003.20 |
| BHSS | TUITION | 692.40 |
| | | <hr/> |
| | | 10,990.89 |
| | | |
| BH URGENT CARE | EMPLOYMENT PHYSICAL | 95.00 |
| | | <hr/> |
| | | 95.00 |
| | | |
| BH WORKS | TUITION | 375.00 |
| | | <hr/> |
| | | 375.00 |
| | | |
| BSN SPORTS | EQUIPMENT | 6,003.20 |
| BSN SPORTS | EQUIPMENT | 98.94 |
| | | <hr/> |
| | | 6,102.14 |
| | | |
| CAMMACK RANCH | REPAIRS | 9.15 |
| | | <hr/> |
| | | 9.15 |
| | | |
| CAPITAL ONE | SUPPLIES | 277.57 |
| CAPITAL ONE | TITLE SUPPLIES | 52.58 |
| CAPITAL ONE | SUPPLIES | 149.36 |
| CAPITAL ONE | SUPPLIES | 50.42 |
| | | <hr/> |
| | | 529.93 |
| | | |
| CAROLINA BIOLOGICAL | SUPPLIES | 206.55 |
| | | <hr/> |
| | | 206.55 |
| | | |
| CASH-WA | FOOD/SUPPLIES | 2,151.80 |
| CASH-WA | FOOD | 33.84 |
| CASH-WA | FOOD/SUPPLIES | 749.91 |
| CASH-WA | FOOD | 1,056.58 |
| CASH-WA | FOOD/SUPPLIES | 911.79 |
| CASH-WA | FOOD/SUPPLIES | 5,693.48 |
| CASH-WA | FOOD/SUPPLIES | 1,526.49 |
| CASH-WA | FOOD | 372.83 |
| CASH-WA | FOOD/SUPPLIES | 1,563.64 |
| CASH-WA | FOOD/SUPPLIES | 1,403.86 |
| CASH-WA | FOOD | 910.60 |
| CASH-WA | FOOD/SUPPLIES | 1,938.37 |
| CASH-WA | FOOD | 3,047.36 |
| CASH-WA | FOOD/SUPPLIES | 1,893.74 |
| CASH-WA | FOOD/SUPPLIES | 2,312.52 |
| CASH-WA | FFVP | 280.72 |

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|-------------------------|-------------------------|------------------|
| CASH-WA | FOOD | 1,300.42 |
| CASH-WA | FOOD/SUPPLIES | 1,489.03 |
| CASH-WA | FOOD | 1,713.93 |
| CASH-WA | FOOD/SUPPLIES | 934.04 |
| CASH-WA | FOOD/SUPPLIES | 133.21 |
| CASH-WA | FOOD | 782.59 |
| CASH-WA | FOOD CREDIT | (12.43) |
| | | <u>32,188.32</u> |
| CBH COOP | FUEL | 1,294.63 |
| CBH COOP | FUEL | 273.95 |
| CBH COOP | FUEL | 747.27 |
| CBH COOP | FUEL | 519.37 |
| | | <u>2,835.22</u> |
| CDW-G | SUPPLIES | 856.20 |
| CDW-G | IPAD | 73.99 |
| | | <u>930.19</u> |
| CMC COMMUNITY HALL | RENTAL | 2,145.00 |
| | | <u>2,145.00</u> |
| CENTRAL RESTAURANT | EQUIPMENT | 4,263.89 |
| | | <u>4,263.89</u> |
| CHILD & ADULT NUTRITION | FOOD | 259.40 |
| | | <u>259.40</u> |
| COCA-COLA | CONCESSIONS CREDIT | (429.00) |
| COCA-COLA | CONCESSIONS SUPPLIES | 1,039.00 |
| COCA-COLA | CONCESSION SUPPLIES | 1,547.50 |
| | | <u>2,157.50</u> |
| COLLIERS SECURITIES | NEW CERTIFICATES SERIES | 35,000.00 |
| | | <u>35,000.00</u> |
| COMMTECH | 911 SERVICE | 103.84 |
| COMMTECH | REPAIR | 250.00 |
| | | <u>353.84</u> |
| COMPUTER VILLAGE | REPAIRS | 387.00 |
| COMPUTER VILLAGE | REPAIRS | 387.00 |
| COMPUTER VILLAGE | REPAIRS | 130.00 |
| COMPUTER VILLAGE | LABOR | 8,500.00 |
| COMPUTER VILLAGE | REPAIRS | 130.00 |
| COMPUTER VILLAGE | REPAIRS | 99.00 |

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| COMPUTER VILLAGE | REPAIRS | 387.00 |
| COMPUTER VILLAGE | REPAIRS | 245.00 |
| COMPUTER VILLAGE | REPAIRS | 130.00 |
| COMPUTER VILLAGE | REPAIRS | 15.00 |
| COMPUTER VILLAGE | REPAIRS | 130.00 |
| COMPUTER VILLAGE | REPAIRS | 130.00 |
| | | <hr/> |
| | | 11,320.00 |

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|--------------|----------|-------|
| COPY COUNTRY | SUPPLIES | 68.75 |
| | | <hr/> |
| | | 68.75 |

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| CREATIVE LEARNING | SUPPLIES | 77.71 |
| | | <hr/> |
| | | 77.71 |

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| D&R SERVICE | REPAIRS | 281.63 |
| D&R SERVICE | REPAIRS | 742.66 |
| D&R SERVICE | REPAIRS | 229.07 |
| D&R SERVICE | REPAIRS | 354.90 |
| D&R SERVICE | REPAIRS | 215.51 |
| D&R SERVICE | REPAIRS | 187.65 |
| D&R SERVICE | REPAIRS | 177.24 |
| D&R SERVICE | REPAIRS | 1,047.03 |
| | | <hr/> |
| | | 3,235.69 |

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| DSG | SUPPLIES | 16.56 |
| DSG | SUPPLIES | 150.51 |
| | | <hr/> |
| | | 167.07 |

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| DELPHI CREATIVITY | SUPPLIES | 2,149.92 |
| | | <hr/> |
| | | 2,149.92 |

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| DELTA DENTAL | DENTAL BUS | 2,500.00 |
| DELTA DENTAL | INSURANCE | 16,268.74 |
| | | <hr/> |
| | | 18,768.74 |

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|-------|----------|--------|
| DEMCO | SUPPLIES | 210.01 |
| | | <hr/> |
| | | 210.01 |

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| EAST SIDE DAIRY | MILK | 104.65 |
| EAST SIDE DAIRY | MILK | 156.77 |
| EAST SIDE DAIRY | MILK | 208.89 |
| EAST SIDE DAIRY | MILK | 117.27 |

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| EAST SIDE DAIRY | MILK | 39.09 |
| EAST SIDE DAIRY | MILK | 183.65 |
| EAST SIDE DAIRY | MILK | 274.45 |
| EAST SIDE DAIRY | MILK | 432.04 |
| EAST SIDE DAIRY | MILK | 183.24 |
| EAST SIDE DAIRY | MILK | 379.51 |
| EAST SIDE DAIRY | MILK | 104.65 |
| EAST SIDE DAIRY | MILK | 104.65 |
| EAST SIDE DAIRY | MILK | 170.21 |
| EAST SIDE DAIRY | MILK | 104.65 |
| EAST SIDE DAIRY | MILK | 210.12 |
| EAST SIDE DAIRY | MILK | 287.48 |
| EAST SIDE DAIRY | MILK | 354.27 |
| EAST SIDE DAIRY | MILK | 222.33 |
| EAST SIDE DAIRY | MILK | 471.54 |
| EAST SIDE DAIRY | MILK | 314.77 |
| EAST SIDE DAIRY | MILK | 78.18 |
| EAST SIDE DAIRY | MILK | 91.62 |
| EAST SIDE DAIRY | MILK | 196.27 |
| EAST SIDE DAIRY | MILK | 117.23 |
| EAST SIDE DAIRY | MILK | 169.19 |
| EAST SIDE DAIRY | MILK | 287.06 |
| EAST SIDE DAIRY | MILK | 156.52 |
| EAST SIDE DAIRY | MILK | 195.81 |
| EAST SIDE DAIRY | MILK | 286.74 |
| EAST SIDE DAIRY | MILK | 390.34 |
| EAST SIDE DAIRY | MILK | 208.16 |
| EAST SIDE DAIRY | MILK | 521.20 |
| EAST SIDE DAIRY | MILK | 117.68 |
| EAST SIDE DAIRY | MILK | 39.50 |
| EAST SIDE DAIRY | MILK | 105.06 |
| EAST SIDE DAIRY | MILK | 143.53 |
| | | <hr/> |
| | | 7,528.32 |
| EDUCATION ASSOCIATES | CURRICULUM | 2,265.00 |
| | | <hr/> |
| | | 2,265.00 |
| ES COMMUNITY HALL | HALL RENTAL | 75.00 |
| | | <hr/> |
| | | 75.00 |
| EMC INSURANCE | PROPERTY INSURANCE | 427.37 |
| | | <hr/> |
| | | 427.37 |
| EMC | INSURANCE | 2,288.80 |
| EMC | LIFE INSURANCE | 140.52 |
| | | <hr/> |
| | | 2,429.32 |

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|-----------------------|--------------|-----------------|
| ENNING PROPANE | UTILITIES | 975.00 |
| ENNING PROPANE | UTILITIES | 594.75 |
| | | <u>1,569.75</u> |
| EPCO | SUPPLIES | 215.68 |
| | | <u>215.68</u> |
| FAITH INDEPENDENT | MINUTES | 188.13 |
| | | <u>188.13</u> |
| FIRST CHOICE PRODUCTS | SUPPLIES | 194.52 |
| | | <u>194.52</u> |
| FLINN SCIENTIFIC | SUPPLIES | 87.67 |
| | | <u>87.67</u> |
| FLOSPORTS | REGISTRATION | 194.50 |
| | | <u>194.50</u> |
| FIRST | REGISTRATION | 792.38 |
| | | <u>792.38</u> |
| GOLDEN WEST | INTERNET | 31.58 |
| GOLDEN WEST | INTERNET | 47.58 |
| GOLDEN WEST | INTERNET | 39.58 |
| GOLDEN WEST | INTERNET | 31.58 |
| GOLDEN WEST | INTERNET | 33.98 |
| GOLDEN WEST | TELEPHONE | 48.58 |
| GOLDEN WEST | TELEPHONE | 151.39 |
| GOLDEN WEST | TELEPHONE | 48.58 |
| GOLDEN WEST | TELEPHONE | 49.63 |
| GOLDEN WEST | TELEPHONE | 49.45 |
| | | <u>531.93</u> |
| GRAND ELECTRIC | UTILITIES | 138.79 |
| GRAND ELECTRIC | UTILITIES | 191.85 |
| | | <u>330.64</u> |
| GREAT WESTERN TIRE | REPAIRS | 718.64 |
| | | <u>718.64</u> |
| GREENSCAPE | REPAIRS | 537.42 |
| GREENSCAPE | REPAIRS | 89.49 |
| GREENSCAPE | REPAIRS | 108.94 |
| GREENSCAPE | REPAIRS | 96.88 |
| GREENSCAPE | REPAIRS | 320.60 |

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| GREENSCAPE | REPAIRS | 190.78 |
| GREENSCAPE | REPAIRS | 231.62 |
| GREENSCAPE | REPAIRS | 85.00 |
| GREENSCAPE | REPAIRS | 85.00 |
| GREENSCAPE | REPAIRS | 170.00 |
| GREENSCAPE | REPAIRS | 85.00 |
| GREENSCAPE | REPAIRS | 85.00 |
| GREENSCAPE | REPAIRS | 85.00 |
| GREENSCAPE | REPAIRS | 260.00 |
| GREENSCAPE | REPAIRS | 65.00 |
| GREENSCAPE | REPAIRS | 970.25 |
| GREENSCAPE | REPAIRS | 1,166.25 |
| | | <hr/> |
| | | 4,632.23 |
| | | |
| GROCERY MART | SUPPLIES | 42.97 |
| | | <hr/> |
| | | 42.97 |
| | | |
| GROSSENBURG IMPLEMENT | SUPPLIES | 47.93 |
| | | <hr/> |
| | | 47.93 |
| | | |
| HARLOW'S BUS | BUS SERVICES | 157,880.08 |
| | | <hr/> |
| | | 157,880.08 |
| | | |
| HAUFF | STAFF APPRECIATION | 3,923.00 |
| HAUFF | STAFF APPRECIATION | 2,425.81 |
| | | <hr/> |
| | | 6,348.81 |
| | | |
| HERTZBERG | SUPPLIES | 624.65 |
| HERTZBERG | SUPPLIES | 1,302.89 |
| HERTZBERG | SUPPLIES | 1,599.31 |
| | | <hr/> |
| | | 3,526.85 |
| | | |
| HYATT | LODGING | 1,575.00 |
| | | <hr/> |
| | | 1,575.00 |
| | | |
| INFINITE CAMPUS | SOFTWARE | 4,623.00 |
| | | <hr/> |
| | | 4,623.00 |
| | | |
| INNOVATIVE OFFICE | SUPPLIES | 65.84 |
| INNOVATIVE OFFICE | SUPPLIES | 105.24 |
| INNOVATIVE OFFICE | SUPPLIES | 105.24 |
| INNOVATIVE OFFICE | SUPPLIES | 119.86 |
| | | <hr/> |
| | | 396.18 |

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|------------------------|----------------------|------------------|
| INTERSTATE BATTERY | SUPPLIES | 96.80 |
| INTERSTATE BATTERY | SUPPLIES | 48.40 |
| INTERSTATE BATTERY | SUPPLIES | 48.40 |
| | | <u>193.60</u> |
| IRON HORSE INN | TITLE NIGHT SUPPLIES | 344.00 |
| | | <u>344.00</u> |
| JW PEPPER & SON | SUPPLIES | 230.99 |
| JW PEPPER & SON | SUPPLIES | 169.34 |
| JW PEPPER & SON | SUPPLIES | 41.54 |
| | | <u>441.87</u> |
| KAPLAN EARLY LEARNING | EQUIPMENT | 416.46 |
| | | <u>416.46</u> |
| KEY CITY GLASS | REPAIRS | 15.00 |
| | | <u>15.00</u> |
| KIEFFER SANITATION | UTILITIES | 709.33 |
| KIEFFER SANITATION | UTILITIES | 603.81 |
| | | <u>1,313.14</u> |
| KNECHT'S | SUPPLIES | 17.78 |
| KNECHT'S | SUPPLIES | 345.35 |
| | | <u>363.13</u> |
| KULLY SUPPLY | SUPPLIES | 31.32 |
| | | <u>31.32</u> |
| LEARNING A-Z | SOFTWARE | 128.00 |
| | | <u>128.00</u> |
| LEARNING WITHOUT TEARS | SUPPLIES | 2,933.00 |
| | | <u>2,933.00</u> |
| LIBERTY CHEVROLET | REPAIRS | 385.63 |
| LIBERTY CHEVROLET | REPAIRS | 1,835.15 |
| | | <u>2,220.78</u> |
| LOOSE ENDZ CLEANING | CLEANING CONTRACT | 20,460.00 |
| | | <u>20,460.00</u> |
| LOWE ROOFING | REPAIRS | 232.77 |
| | | <u>232.77</u> |

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|------------------------|-----------------------------|----------------|
| LYNNS | SUPPLIES | 26.26 |
| LYNNS | SUPPLIES | 6.99 |
| LYNNS | SUPPLIES | (1.60) |
| LYNNS | SUPPLIES | 233.96 |
| LYNNS | SUPPLIES | 135.76 |
| LYNNS | SUPPLIES | (76.80) |
| | | <hr/> 324.57 |
| MARCO | COPIER LEASE | 1,751.45 |
| | | <hr/> 1,751.45 |
| MARRIOTT | LODGING | 1,052.85 |
| | | <hr/> 1,052.85 |
| MEIERHENRY SARGENT LLP | ISSUANCE COSTS CERTIFICATES | 8,700.00 |
| | | <hr/> 8,700.00 |
| MENARDS | SUPPLIES | 165.12 |
| MENARDS | EQUIPMENT | 55.32 |
| MENARDS | EQUIPMENT | 18.78 |
| MENARDS | SUPPLIES | 77.86 |
| MENARDS | SUPPLIES | 364.21 |
| MENARDS | SUPPLIES | 16.48 |
| MENARDS | SUPPLIES | 21.99 |
| | | <hr/> 719.76 |
| MID-AMERICAN CHEMICALS | SUPPLIES | 307.34 |
| | | <hr/> 307.34 |
| MIDCO | INTERNET | 800.39 |
| MIDCO | PHONE | 1,164.53 |
| MIDCO | TELEPHONE | 83.05 |
| MIDCO | TELEPHONE | 104.79 |
| MIDCO | INTERNET | 1,500.39 |
| MIDCO | INTERNET | 600.39 |
| MIDCO | INTERNET | 500.39 |
| MIDCO | TELEPHONE | 48.74 |
| MIDCO | TELEPHONE | 1,175.12 |
| MIDCO | TELEPHONE | 104.34 |
| MIDCO | TELEPHONE | 49.95 |
| MIDCO | TELEPHONE | 48.74 |
| MIDCO | TELEPHONE | 104.34 |
| MIDCO | TELEPHONE | 471.65 |
| | | <hr/> 8,557.98 |

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| MIDCONTINENT TESTING | WATER TESTING | 46.00 |
| | | <u>46.00</u> |
| MINITEX | SUPPLIES | 114.00 |
| | | <u>114.00</u> |
| MITCHELL SCHOOL DISTRICT | REGISTRATION | 482.00 |
| | | <u>482.00</u> |
| MDU | UTILITIES | 651.52 |
| MDU | UTILITIES | 20,060.21 |
| MDU | UTILITIES | 34,021.97 |
| | | <u>54,733.70</u> |
| MR TIRE | REPAIR | 25.00 |
| | | <u>25.00</u> |
| NARMISA | SUPPLIES | 22.90 |
| | | <u>22.90</u> |
| NSDA | DUES | 40.00 |
| | | <u>40.00</u> |
| NIES & KARRAS | LEGAL SERVICES | 1,743.00 |
| | | <u>1,743.00</u> |
| NIMCO | TATU SUPPLIES | 955.85 |
| | | <u>955.85</u> |
| NW PIPE | SUPPLIES | 80.70 |
| NW PIPE | SUPPLIES | 145.15 |
| NW PIPE | SUPPLIES | 180.66 |
| | | <u>406.51</u> |
| OREILLYS | SUPPLIES | 22.99 |
| | | <u>22.99</u> |
| PAN O GOLD | BREAD | 133.46 |
| PAN O GOLD | BREAD | 32.58 |
| PAN O GOLD | BREAD | 84.52 |
| PAN O GOLD | BREAD | 109.44 |
| PAN O GOLD | BREAD | 208.00 |
| PAN O GOLD | BREAD | 146.76 |
| PAN O GOLD | BREAD | 165.00 |
| PAN O GOLD | BREAD | 197.50 |

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| PAN O GOLD | BREAD | 130.40 |
| PAN O GOLD | BREAD | 66.48 |
| PAN O GOLD | BREAD | 116.82 |
| PAN O GOLD | BREAD | 87.12 |
| PAN O GOLD | BREAD | 218.98 |
| PAN O GOLD | BREAD | 181.16 |
| PAN O GOLD | BREAD | 163.74 |
| PAN O GOLD | BREAD | 136.36 |
| | | <hr/> |
| | | 2,178.32 |
| PERFORMANCE FOODS | FFVP | 1,605.60 |
| PERFORMANCE FOODS | FFVP-PVE | 1,284.48 |
| PERFORMANCE FOODS | FOOD | 2,119.67 |
| PERFORMANCE FOODS | FOOD | 1,216.90 |
| PERFORMANCE FOODS | FOOD | 2,089.41 |
| PERFORMANCE FOODS | FOOD | 154.58 |
| PERFORMANCE FOODS | FOOD/SUPPLIES | 1,214.63 |
| PERFORMANCE FOODS | FOOD CREDIT | (555.25) |
| PERFORMANCE FOODS | FOOD CREDIT | (42.99) |
| PERFORMANCE FOODS | FOOD | 1,516.46 |
| PERFORMANCE FOODS | FFVP PVE | 566.40 |
| PERFORMANCE FOODS | FFVP | 708.00 |
| PERFORMANCE FOODS | FOOD | 779.72 |
| PERFORMANCE FOODS | FOOD | 1,776.04 |
| PERFORMANCE FOODS | FFVP STEL | 613.88 |
| PERFORMANCE FOODS | FFVP PVE | 7.40 |
| PERFORMANCE FOODS | FOOD | 1,002.29 |
| PERFORMANCE FOODS | FFVP PVE | 205.68 |
| PERFORMANCE FOODS | FOOD | 2,387.38 |
| PERFORMANCE FOODS | FOOD | 515.74 |
| | | <hr/> |
| | | 19,166.02 |
| PIEDMONT CITY | UTILITIES | 811.39 |
| | | <hr/> |
| | | 811.39 |
| PIONEER DRAMA | SUPPLIES | 501.00 |
| | | <hr/> |
| | | 501.00 |
| PIZZA HUT | SUPPLIES | 424.75 |
| PIZZA HUT | SUPPLIES | 75.57 |
| | | <hr/> |
| | | 500.32 |
| POPPLERS MUSIC | SUPPLIES | 94.30 |
| POPPLERS MUSIC | SUPPLIES | 287.65 |
| | | <hr/> |
| | | 381.95 |

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| QUALITY INN | LODGING | 963.00 |
| QUALITY INN | CR LODGING | (26.60) |
| | | <u>936.40</u> |
| QUILL | SUPPLIES | 605.27 |
| QUILL | SUPPLIES | 859.40 |
| QUILL | SUPPLIES | 102.26 |
| QUILL | SUPPLIES | 146.75 |
| QUILL | SUPPLIES | 102.84 |
| QUILL | SUPPLIES | 816.80 |
| | | <u>2,633.32</u> |
| RCAS | REGISTRATION | 195.21 |
| | | <u>195.21</u> |
| RAPID DIGITAL | WEBSITE HOSTING | 319.50 |
| | | <u>319.50</u> |
| RAPID EXTERIORS | GRUNWALD ROOF MATERIALS ONLY | 50,000.00 |
| | | <u>50,000.00</u> |
| RASMUSSEN | SUPPLIES | 58.92 |
| | | <u>58.92</u> |
| RATWIK, ROSZAK & MALONEY | LEGAL SERVICES | 144.00 |
| | | <u>144.00</u> |
| READ NATURALLY | SOFTWARE | 115.50 |
| | | <u>115.50</u> |
| REFUSE | UTILITIES | 522.28 |
| | | <u>522.28</u> |
| REHBERG, MEGAN | MILEAGE | 232.66 |
| REHBERG, MEGAN | MILEAGE | 352.00 |
| | | <u>584.66</u> |
| RICHTERS TIRE | REPAIRS | 1,336.81 |
| RICHTERS TIRE | REPAIRS | 118.80 |
| | | <u>1,455.61</u> |
| RICOH | COPIER LEASE | 1,366.26 |
| RICOH | COPIES | 2,134.63 |
| | | <u>2,134.63</u> |

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| RUNNING | SUPPLIES | 18.99 |
| RUNNING | SUPPLIES | 25.18 |
| RUNNING | SUPPLIES | 99.98 |
| | | <hr/> |
| | | 144.15 |
| RUSHMORE OFFICE | SUPPLIES | 11.67 |
| | | <hr/> |
| | | 11.67 |
| SAM'S | SUPPLIES | 36.64 |
| SAM'S | SUPPLIES | 52.03 |
| SAM'S | SUPPLIES | 49.56 |
| SAM'S | CREDIT FEES | (28.12) |
| | | <hr/> |
| | | 110.11 |
| SASD | REGISTRATION | 175.00 |
| | | <hr/> |
| | | 175.00 |
| SCHOLASTIC BOOK | SUPPLIES | 996.88 |
| | | <hr/> |
| | | 996.88 |
| SCHOOL SPECIALTY | SUPPLIES | 46.00 |
| SCHOOL SPECIALTY | SUPPLIES | 85.60 |
| SCHOOL SPECIALTY | SUPPLIES | 117.78 |
| SCHOOL SPECIALTY | SUPPLIES | 6.40 |
| SCHOOL SPECIALTY | SUPPLIES | 30.03 |
| SCHOOL SPECIALTY | LAMINATOR | 1,978.64 |
| | | <hr/> |
| | | 2,264.45 |
| SCULL CONSTRUCTION | PVE ADDITION | 403,826.78 |
| | | <hr/> |
| | | 403,826.78 |
| SD HUMAN | TUITION | 47.66 |
| SD HUMAN | TUITION | 5,498.85 |
| SD HUMAN | TUITION | 245.57 |
| SD HUMAN | TUITION | 117.21 |
| | | <hr/> |
| | | 5,909.29 |
| SERVALL | APRONS | 20.35 |
| SERVALL | MOPS WW | 75.92 |
| SERVALL | MOPS SWMS | 156.20 |
| SERVALL | APRONS | 47.36 |
| SERVALL | MOPS STEL | 73.12 |
| SERVALL | APRONS | 41.95 |
| SERVALL | APRONS | 32.42 |
| SERVALL | MATS SBHS | 558.91 |
| SERVALL | SHOP TOWELS SBHS | 18.66 |

| | | |
|---------------------|--------------------|----------|
| SERVALL | APRONS | 21.60 |
| SERVALL | MOPS WW | 36.82 |
| SERVALL | MOPS STEL | 73.12 |
| SERVALL | APRONS | 81.87 |
| SERVALL | MOPS STAGE | 239.40 |
| SERVALL | APRONS | 32.42 |
| SERVALL | APRONS | 62.69 |
| SERVALL | MOPS PVE | 86.00 |
| SERVALL | MOPS WW | 75.92 |
| SERVALL | APRONS | 82.92 |
| SERVALL | MOPS SWMS | 20.77 |
| SERVALL | MOPS STEL | 73.12 |
| SERVALL | APRONS | 35.74 |
| SERVALL | APRONS | 32.42 |
| SERVALL | MATS SBHS | 629.46 |
| SERVALL | SHOP TOWELS SBHS | 18.66 |
| SERVALL | APRONS | 19.93 |
| SERVALL | MOPS WW | 36.82 |
| SERVALL | MOPS STEL | 57.29 |
| SERVALL | APRONS | 62.80 |
| SERVALL | MATS STAGEBARN | 239.40 |
| SERVALL | APRONS | 84.85 |
| SERVALL | MOPS PVE | 86.00 |
| SERVALL | MOPS WW | 75.92 |
| SERVALL | CR FOR DBL PAYMENT | (86.00) |
| | | <hr/> |
| | | 3,204.83 |
| SERVPRO | SERVICES | 885.60 |
| | | <hr/> |
| | | 885.60 |
| SEVERSON DIRT WORKS | REPAIRS | 337.18 |
| SEVERSON DIRT WORKS | REPAIRS | 481.63 |
| | | <hr/> |
| | | 818.81 |
| SNA | DUES | 53.00 |
| | | <hr/> |
| | | 53.00 |
| STAGE PARTNERS | SUPPLIES | 500.00 |
| | | <hr/> |
| | | 500.00 |
| STAPLES | SUPPLIES | 108.47 |
| STAPLES | SUPPLIES | 779.52 |
| STAPLES | SUPPLIES | 449.12 |
| | | <hr/> |
| | | 1,337.11 |

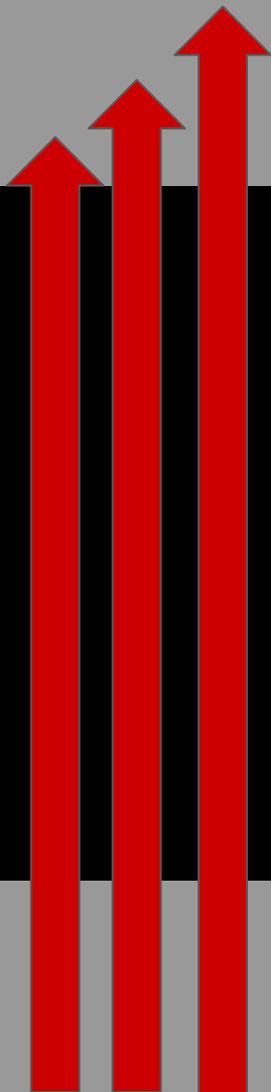
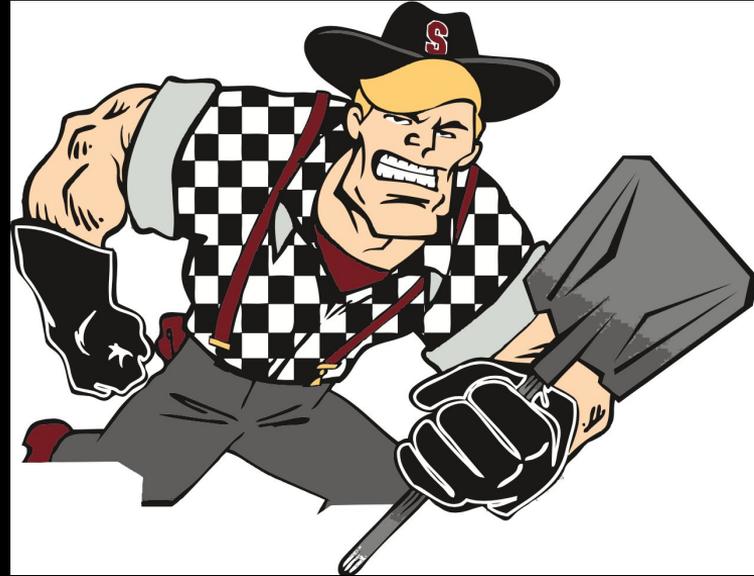
| | | |
|--------------------------|-----------|----------|
| STURGIS ACE | SUPPLIES | 63.36 |
| STURGIS ACE | SUPPLIES | 23.96 |
| STURGIS ACE | SUPPLIES | 43.98 |
| STURGIS ACE | SUPPLIES | (3.87) |
| STURGIS ACE | EQUIPMENT | 14.99 |
| STURGIS ACE | EQUIPMENT | 12.99 |
| STURGIS ACE | SUPPLIES | 148.05 |
| STURGIS ACE | EQUIPMENT | 19.99 |
| STURGIS ACE | SUPPLIES | 6.36 |
| STURGIS ACE | EQUIPMENT | 6.00 |
| STURGIS ACE | EQUIPMENT | 13.99 |
| STURGIS ACE | SUPPLIES | 13.98 |
| STURGIS ACE | SUPPLIES | 14.98 |
| STURGIS ACE | SUPPLIES | 30.99 |
| STURGIS ACE | SUPPLIES | 35.98 |
| STURGIS ACE | SUPPLIES | 38.98 |
| STURGIS ACE | SUPPLIES | 20.97 |
| STURGIS ACE | SUPPLIES | 51.53 |
| STURGIS ACE | SUPPLIES | 31.99 |
| STURGIS ACE | SUPPLIES | 5.99 |
| STURGIS ACE | SUPPLIES | 25.96 |
| STURGIS ACE | SUPPLIES | 56.97 |
| STURGIS ACE | SUPPLIES | 15.99 |
| STURGIS ACE | EQUIPMENT | 25.99 |
| STURGIS ACE | SUPPLIES | 37.98 |
| STURGIS ACE | SUPPLIES | 29.98 |
| STURGIS ACE | SUPPLIES | 25.99 |
| STURGIS ACE | SUPPLIES | 11.99 |
| STURGIS ACE | SUPPLIES | 24.99 |
| STURGIS ACE | SUPPLIES | 46.97 |
| STURGIS ACE | SUPPLIES | 9.54 |
| STURGIS ACE | SUPPLIES | 19.99 |
| STURGIS ACE | REPAIRS | 3.50 |
| STURGIS ACE | SUPPLIES | 13.18 |
| STURGIS ACE | SUPPLIES | 279.90 |
| STURGIS ACE | SUPPLIES | 33.98 |
| | | <hr/> |
| | | 1,258.09 |
| STURGIS COMMUNITY CENTER | SUPPLIES | 30.00 |
| | | <hr/> |
| | | 30.00 |
| STURGIS MOTORSPORTS | SUPPLIES | 30.99 |
| | | <hr/> |
| | | 30.99 |

| | | |
|------------------------|----------------|-----------------|
| STURGIS NAPA | SUPPLIES | 158.61 |
| STURGIS NAPA | SUPPLIES | 25.47 |
| STURGIS NAPA | SUPPLIES | 180.49 |
| | | <u>364.57</u> |
| STURGIS POLICE RESERVE | SECURITY | 800.00 |
| | | <u>800.00</u> |
| STURGIS CITY | UTILITIES | 369.61 |
| STURGIS CITY | UTILITIES | 265.31 |
| STURGIS CITY | UTILITIES | 1,296.41 |
| STURGIS CITY | UTILITIES | 1,975.91 |
| STURGIS CITY | UTILITIES | 2,380.49 |
| STURGIS CITY | UTILITIES | 391.16 |
| | | <u>6,678.89</u> |
| SUMMIT FIRE | SERVICES | 304.00 |
| SUMMIT FIRE | SERVICES | 334.75 |
| | | <u>638.75</u> |
| SUMMIT SIGNS | EQUIPMENT | 30.00 |
| | | <u>30.00</u> |
| SUN LIFE | INSURANCE | 3,508.00 |
| | | <u>3,508.00</u> |
| SUPER 8 | LODGING | 712.28 |
| | | <u>712.28</u> |
| TEACHERS PAY TEACHERS | TITLE SUPPLIES | 5.33 |
| TEACHERS PAY TEACHERS | SUPPLIES | 15.44 |
| TEACHERS PAY TEACHERS | TITLE SUPPLIES | 28.72 |
| TEACHERS PAY TEACHERS | TITLE SUPPLIES | 70.33 |
| | | <u>119.82</u> |
| TEMP TECHNOLOGY | REPAIRS | 105.49 |
| | | <u>105.49</u> |
| TIE OFFICE | TUITION | 7,137.50 |
| | | <u>7,137.50</u> |
| TOM'S TS | TATU SUPPLIES | 206.05 |
| | | <u>206.05</u> |
| TURBIVILLE ELECTRIC | SUPPLIES | 275.84 |
| | | <u>275.84</u> |

| | | |
|--------------------|-------------------|-------------------|
| VANCLEAVE, LYNN | LUNCH REFUND | 23.50 |
| | | <u>23.50</u> |
| VERIZON | HOT SPOT | 133.49 |
| VERIZON | MI-FI | 46.75 |
| | | <u>180.24</u> |
| VISIBLE DIFFERENCE | CLEANING CONTRACT | 9,501.75 |
| | | <u>9,501.75</u> |
| WALMART | SUPPLIES | 5.78 |
| WALMART | SUPPLIES | 118.00 |
| | | <u>123.78</u> |
| WEBSTAUANTSTORE | SUPPLIES | 1,039.71 |
| | | <u>1,039.71</u> |
| WELLMARK | INSURANCE | 219,167.00 |
| WELLMARK | INSURANCE FEES | 380.00 |
| | | <u>219,547.00</u> |
| WEX | FUEL | 4,326.53 |
| | | <u>4,326.53</u> |
| WILSON, FRED | SUPPLIES TITLE | 100.00 |
| | | <u>100.00</u> |
| WILSON, NATHANIEL | SERVICES | 427.50 |
| | | <u>427.50</u> |
| WRISTBANDS.COM | SUPPLIES | 187.99 |
| | | <u>187.99</u> |
| EMBE | REGISTRATION | 165.96 |
| EMBE | REGISTRATION | 165.96 |
| | | <u>331.92</u> |
| ZOOM | SUPPLIES | 202.35 |
| | | <u>202.35</u> |

| | |
|--------------------|---------------------|
| GENERAL FUND | \$ 602,378.26 |
| CAPITAL OUTLAY | \$ 136,885.65 |
| SPECIAL EDUCATION | \$ 66,169.13 |
| DEBT SERVICE | \$ 403,826.78 |
| FOOD SERVICE | \$ 79,966.38 |
| ENTERPRISE | <u>\$ 11,927.32</u> |
| TOTAL EXPENDITURES | \$ 1,301,153.52 |

**2023-2024
Capital Outlay
Technology
Recommendations**



VALUES

- Instructional & Practical Versatility
- Technology Integration & Professional Development
- Ease of Deployment
- Cost savings over time
- Life and quality of product
- Reliable product support



Student 1:1 Needs

| Grade | Student Needs | Devices that suit |
|--|--|---|
| K-12 | All students need access to web browser | iPads /Chromebooks |
| 5-8 | All students need access to web browser | iPads /Chromebooks |
| 9-12 38% of courses @ SBHS need access to high processing speeds and increased RAM. | Science → iBooks Art needs → Photoshop & Apple Suite Journalism → Adobe Creative Suite ICT → Apple AV software CAD & Machining → Design software | iPads/ Macbooks iPads/ Macbooks PC/ Macbooks Macbook PC/ Macbooks |

Device Comparison

PC→ HP 850 (State bid)

Cost includes:

- Protective Case
- Device Protection (4yrs)
- MDM

\$1078

Device comparison:

Processing
Power
Storage 128G
RAM (memory)
Exterior

**Battery Life

15 hrs | 20 hrs

MACBOOKS

Cost includes:

- Protective Case
- Device Protection (4yrs)
- MDM
- PD for staff

\$1078

Values

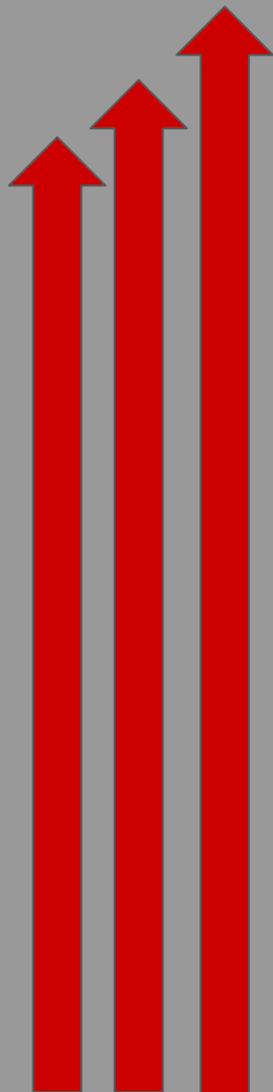
- Instructional & Practical versatility in the classroom
- Technology Integration & Professional Development
- Ease of Deployment
- Cost savings over time
- Life and quality of product
- Reliable product support



Recommendation:

**Teachers &
9-12 Students**

MacBooks



Questions?

Student 1:1 Needs

| Grade | Student Needs | Devices that suit |
|--|--|---|
| K-12 | All students need access to web browser | iPads /Chromebooks |
| 5-8 | All students need access to web browser | iPads /Chromebooks |
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Student 1:1 Needs

| Grade | Student Needs | Devices that suit |
|--|---|--|
| K-12 | All students need access to web browser | iPads /Chromebooks |
| 5-8 | All students need access to web browser | iPads /Chromebooks |
| 9-12 38% of courses @ SBHS need access to high processing speeds and increased RAM. | Science → iBooks Art needs → Photoshop & Apple Suite Journalism & ICT → Adobe Creative Suite & Apple AV software CAD & Machining → Design software | iPads/ Macbooks iPads/ Macbooks PC/ Macbooks PC/ Macbooks |

Cost / Device Comparison

CHROMEBOOK

Cost includes:

- Protective Case
- Device Protection (3yrs)
- MDM
- 12% breakage rate

\$467

IPADS

Cost includes:

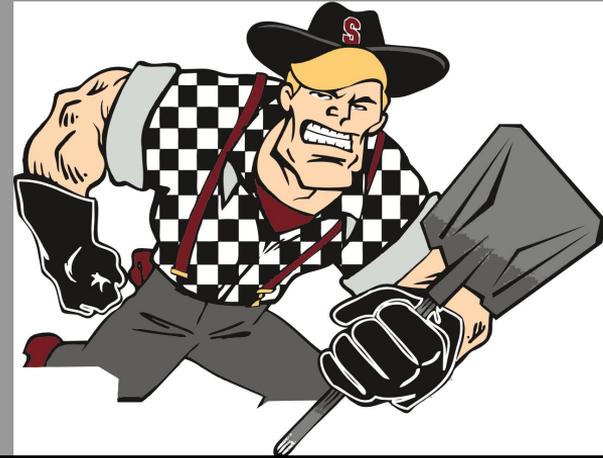
- Protective Case or Case/Keyboard combo
- Device Protection (4yrs)
- MDM
- 2 - 7% breakage rate (case dependent)
- PD for staff

\$448

| Device | Year 1 | Year 2 | Year 3 | Year 4 |
|--|----------|----------|---|---|
| Chromebooks End of life = three years | \$155.66 | \$155.66 | \$155.66 New Purchase (no trade in value) | ? |
| Apple iPads | \$107 | \$107 | \$107 | \$107 New Purchase Min. trade in value of \$100 |

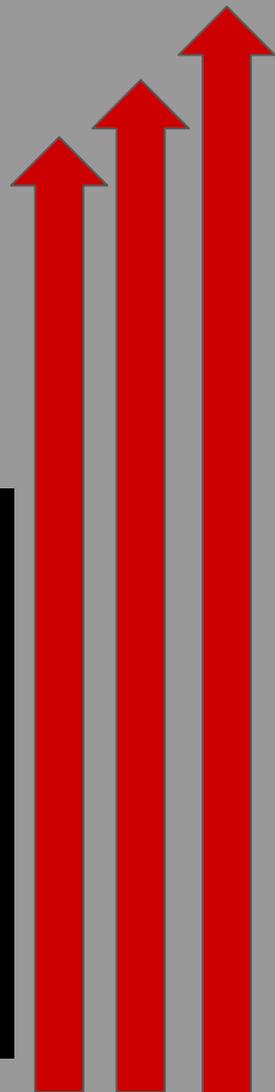
Values

- ✓ Instructional & Practical versatility
- ✓ Technology Integration
- ✓ Professional Development
- ✓ Ease of Deployment
- ✓ Cost savings over time
- ✓ Life and quality of product
- ✓ Reliable product support



Recommendation

**K-8
iPads**



Questions?



Meade's 1:1 Path

| 1:1 @ HS | iPads | 1:1 @ MS | Growth | 1:1 District | Computer Labs | COVID BHOLL | Repairs (Est.) |
|--------------------|---------|----------|---------|--------------------|---------------|-------------|----------------|
| 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-22 | 2022-23 |
| \$655K | \$155K | \$284K | \$121K | \$2.1M | \$318K | \$243K | \$70K |
| \$1,215,000 | | | | \$2,731,000 | | | |



Total Cost and Rollout for Whole District

2023-24
5-8 iPads
9-12
Macbooks

2024-25
Teacher
Macbooks
K - 4 iPads

2025-26
Replacements
as needed
****Figures already**
account for
average district
growth

2026-27
Replacements
as needed

\$1,578,377.25 + **\$678,318** = **\$ 2,234,344**

Leased over 4 years with

0% interest

Outright purchase
subsidized with
revenue from 2023
buyback

Final Questions?

21 CAPITAL OUTLAY EXPENDITURES

2022-2023 2023-2024

STURGIS ELEMENTARY

| | | | |
|-------------------------|-------------------------------------|---------------|---------------|
| 21 1111 000 325 000 100 | COPIER LEASE | 4,000 | 0 |
| 21 1111 000 421 000 100 | REPLACEMENT TEXTBOOKS | 2,000 | 2,000 |
| 21 1111 000 421 000 100 | NEW CURRICULUM | 19,000 | 24,100 |
| 21 1111 000 422 000 100 | 7 MINDSETS SUBSCRIPTION | | 1,665 |
| 21 1111 000 422 000 100 | BRAINPOP/MYSTERY SCIENCE | 4,100 | 4,100 |
| 21 1111 000 422 000 100 | MUSIC EXPRESS (THEMES & VARIATIONS) | 175 | 175 |
| 21 1111 000 422 000 100 | ED CLUB-TYPING SOFTWARE | 1,200 | 1,200 |
| 21 1111 000 422 000 100 | NWEA | 8,000 | 8,000 |
| 21 1111 000 422 000 100 | INFINITE CAMPUS | | 1,000 |
| 21 1111 000 422 000 100 | ESGI MONITORING SOFTWARE | 1,350 | 1,350 |
| 21 1111 000 422 000 100 | CAMPUS LEARN | 550 | 0 |
| 21 1111 000 422 000 100 | CLASS SOLVER SOFTWARE | | 675 |
| 21 1111 000 422 000 100 | ADVENTURE TO FITNESS | 200 | 200 |
| 21 1111 000 422 000 100 | WASHBURN SOFTWARE | 125 | 0 |
| 21 1111 000 471 000 100 | DATA SERVER | 8,000 | 0 |
| 21 1111 000 471 000 100 | INSTRUCTIONAL HARDWARE Ipad | | 1,380 |
| 21 1111 000 473 000 100 | MILESTONE LICENSING | 900 | 900 |
| 21 1111 000 473 000 100 | COMPUTER LICENSING SHI | 4,000 | 4,000 |
| 21 1111 000 473 000 100 | COMPUTER LICENSING AVI | 1,100 | 0 |
| 21 1111 000 473 000 100 | RUCKUS LICENSING | 5,000 | 5,000 |
| 21 1111 000 479 000 100 | ADJUSTABLE BB HOOPS PE | | 7,500 |
| 21 1111 000 479 000 100 | DOCUMENT CAMERA AND PROJECTORS | 3,000 | 0 |
| 21 1111 000 479 000 100 | INSTRUCTIONAL HARDWARE | | 6,120 |
| 21 1111 000 479 000 100 | ACCESS POINTS | 1,000 | 0 |
| 21 1111 000 479 000 100 | CLASSROOM DESKS AND CHAIRS | 17,260 | 11,000 |
| | | 80,960 | 80,365 |

PIEDMONT VALLEY ELEMENTARY

| | | | |
|-------------------------|-------------------------------------|--------|--------|
| 21 1111 000 325 000 110 | COPIER LEASE | 4,300 | 0 |
| 21 1111 000 421 000 110 | NEW CURRICULUM | 18,000 | 22,575 |
| 21 1111 000 421 000 110 | REPLACEMENT TEXTBOOKS | 2,000 | 2,000 |
| 21 1111 000 422 000 110 | BRAINPOP/MYSTERY SCIENCE | 3,600 | 3,600 |
| 21 1111 000 422 000 110 | 7 MINDSETS SUBSCRIPTION | | 1,665 |
| 21 1111 000 422 000 110 | MUSIC EXPRESS (THEMES & VARIATIONS) | 175 | 175 |
| 21 1111 000 422 000 110 | ED CLUB-TYPING SOFTWARE | 1,200 | 1,200 |
| 21 1111 000 422 000 110 | NWEA | 8,400 | 8,400 |
| 21 1111 000 422 000 110 | INFINITE CAMPUS | | 1,000 |
| 21 1111 000 422 000 110 | ESGI MONITORING SOFTWARE | 1,309 | 1,309 |
| 21 1111 000 422 000 110 | CAMPUS LEARN | 510 | 0 |
| 21 1111 000 422 000 110 | WASHBURN | 125 | 0 |
| 21 1111 000 422 000 110 | ADVENTURE TO FITNESS | 200 | 0 |
| 21 1111 000 422 000 110 | DREAMBOX | 9,000 | 9,000 |
| 21 1111 000 422 000 110 | LEXIA | 9,000 | 9,000 |
| 21 1111 000 471 000 110 | DATA SERVER | 8,000 | 0 |
| 21 1111 000 471 000 110 | INSTRUCTIONAL HARDWARE Ipad | | 1,380 |
| 21 1111 000 473 000 110 | COMPUTER LICENSING SHI | 3,500 | 3,500 |
| 21 1111 000 473 000 110 | COMPUTER LICENSING AVI | 1,000 | 0 |
| 21 1111 000 473 000 110 | MILESTONE LICENSING | 2,500 | 2,500 |
| 21 1111 000 473 000 110 | RUCKUS LICENSING | 5,000 | 5,000 |
| 21 1111 000 479 000 110 | ACCESS POINTS | 1,000 | 0 |
| 21 1111 000 479 000 110 | COMPUTER LAB PRINTER/ACCESSORIES | 1,500 | 0 |

| | | | |
|-------------------------|------------------------------------|---------------|----------------|
| 21 1111 000 479 000 110 | STUDENT/STAFF DESKS NEW CLASSROOMS | 12,000 | 26,500 |
| 21 1111 000 479 000 110 | REPLACEMENT DESKS AND CHAIRS | 0 | 7,500 |
| 21 1111 000 479 000 110 | MUSIC RISERS | 2,800 | 0 |
| 21 1111 000 479 000 110 | WOBBLE CHAIRS FIRST GRADE | 1,600 | 0 |
| 21 1111 000 479 000 110 | DOCUMENT CAMERAS & PROJECTORS | 3,000 | 0 |
| 21 1111 000 479 000 110 | INSTRUCTIONAL HARDWARE | | 6,120 |
| | | 99,719 | 112,424 |

CENTRAL MEADE CO. SCHOOL

| | | | |
|-------------------------|-------------------------------------|---------------|---------------|
| 21 1111 000 325 000 121 | COPIER LEASE | 3,490 | 0 |
| 21 1111 000 421 000 121 | NEW CURRICULUM | 1,200 | 2,620 |
| 21 1111 000 421 000 121 | REPLACEMENT TEXTBOOKS | 250 | 250 |
| 21 1111 000 422 000 121 | MYSTERY SCIENCE | 425 | 425 |
| 21 1111 000 422 000 121 | MUSIC EXPRESS (THEMES & VARIATIONS) | 90 | 90 |
| 21 1111 000 422 000 121 | ED CLUB-TYPING SOFTWARE | 250 | 250 |
| 21 1111 000 422 000 121 | CAMPUS LEARN | 60 | 0 |
| 21 1111 000 422 000 121 | NWEA | 660 | 660 |
| 21 1111 000 422 000 121 | ESGI MONITORING SOFTWARE | 235 | 235 |
| 21 1111 000 422 000 121 | DREAMBOX | 1,620 | 1,620 |
| 21 1111 000 422 000 121 | LEXIA | 1,200 | 1,200 |
| 21 1111 000 422 000 121 | WASHBURN SOFTWARE | 125 | 0 |
| 21 1111 000 471 000 121 | INSTRUCTIONAL HARDWARE ipad | | 460 |
| 21 1111 000 473 000 121 | COMPUTER LICENSING SHI | 600 | 600 |
| 21 1111 000 473 000 121 | COMPUTER LICENSING AVI | 180 | 0 |
| 21 1111 000 473 000 121 | RUCKUS LICENSING | 1,500 | 1,500 |
| 21 1111 000 473 000 121 | MILESTONE LICENSING | 600 | 600 |
| 21 1111 000 479 000 121 | ACCESS POINTS | | 1,600 |
| 21 1111 000 479 000 121 | INSTRUCTIONAL HARDWARE | | 2,040 |
| 21 1111 000 479 000 121 | DOCUMENT CAMERAS/PROJECTORS | 1,000 | 0 |
| | | 13,485 | 14,150 |

ATALL

| | | | |
|-------------------------|-------------------------------------|--------------|--------------|
| 21 1111 000 325 000 122 | COPIER LEASE | 1,175 | 0 |
| 21 1111 000 421 000 122 | NEW CURRICULUM | 400 | 500 |
| 21 1111 000 421 000 122 | REPLACEMENT TEXTBOOKS | 150 | 150 |
| 21 1111 000 422 000 122 | MYSTERY SCIENCE | 106 | 106 |
| 21 1111 000 422 000 122 | MUSIC EXPRESS (THEMES & VARIATIONS) | 25 | 25 |
| 21 1111 000 422 000 122 | ED CLUB-TYPING SOFTWARE | 70 | 70 |
| 21 1111 000 422 000 122 | NWEA | 110 | 110 |
| 21 1111 000 422 000 122 | ESGI MONITORING SOFTWARE | 235 | 235 |
| 21 1111 000 422 000 122 | DREAMBOX | 270 | 270 |
| 21 1111 000 422 000 122 | CAMPUS LEARN | 15 | 0 |
| 21 1111 000 422 000 122 | LEXIA | 275 | 275 |
| 21 1111 000 422 000 122 | WASHBURN SOFTWARE | 125 | 0 |
| 21 1111 000 471 000 122 | INSTRUCTIONAL HARDWARE ipad | | 460 |
| 21 1111 000 473 000 122 | COMPUTER LICENSING SHI | 150 | 150 |
| 21 1111 000 473 000 122 | COMPUTER LICENSING AVI | 60 | 0 |
| 21 1111 000 473 000 122 | RUCKUS LICENSING | 250 | 250 |
| 21 1111 000 479 000 122 | ACCESS POINTS | | 800 |
| 21 1111 000 479 000 122 | INSTRUCTIONAL HARDWARE | | 2,040 |
| 21 1111 000 479 000 122 | DOCUMENT CAMERAS/PROJECTORS | 500 | 0 |
| | | 3,916 | 5,441 |

ELM SPRINGS

| | | | |
|-------------------------|-------------------------------------|--------------|--------------|
| 21 1111 000 325 000 123 | COPIER LEASE | 1,175 | 0 |
| 21 1111 000 421 000 123 | NEW CURRICULUM | 400 | 500 |
| 21 1111 000 421 000 123 | REPLACEMENT TEXTBOOKS | 150 | 600 |
| 21 1111 000 422 000 123 | MYSTERY SCIENCE | 106 | 106 |
| 21 1111 000 422 000 123 | MUSIC EXPRESS (THEMES & VARIATIONS) | 25 | 25 |
| 21 1111 000 422 000 123 | ED CLUB-TYPING SOFTWARE | 70 | 70 |
| 21 1111 000 422 000 123 | NWEA | 110 | 110 |
| 21 1111 000 422 000 123 | ESGI MONITORING SOFTWARE | 235 | 235 |
| 21 1111 000 422 000 123 | CAMPUS LEARN | 15 | 0 |
| 21 1111 000 422 000 123 | DREAMBOX | 270 | 270 |
| 21 1111 000 422 000 123 | LEXIA | 275 | 275 |
| 21 1111 000 422 000 123 | WASHBURN SOFTWARE | 125 | 0 |
| 21 1111 000 471 000 123 | INSTRUCTIONAL HARDWARE ipad | | 460 |
| 21 1111 000 473 000 123 | COMPUTER LICENSING SHI | 150 | 150 |
| 21 1111 000 473 000 123 | COMPUTER LICENSING AVI | 60 | 0 |
| 21 1111 000 473 000 123 | RUCKUS LICENSING | 250 | 250 |
| 21 1111 000 479 000 123 | ACCESS POINTS | | 800 |
| 21 1111 000 479 000 123 | INSTRUCTIONAL HARDWARE | | 2,040 |
| 21 1111 000 479 000 123 | DOCUMENT CAMERAS/PROJECTORS | 500 | 0 |
| | | 3,916 | 5,891 |

HEREFORD

| | | | |
|-------------------------|-------------------------------------|--------------|--------------|
| 21 1111 000 325 000 124 | COPIER LEASE | 1,175 | 0 |
| 21 1111 000 421 000 124 | NEW CURRICULUM | 400 | 500 |
| 21 1111 000 421 000 124 | REPLACEMENT TEXTBOOKS | 150 | 150 |
| 21 1111 000 422 000 124 | MYSTERY SCIENCE | 106 | 106 |
| 21 1111 000 422 000 124 | MUSIC EXPRESS (THEMES & VARIATIONS) | 25 | 25 |
| 21 1111 000 422 000 124 | ED CLUB-TYPING SOFTWARE | 70 | 70 |
| 21 1111 000 422 000 124 | NWEA | 110 | 110 |
| 21 1111 000 422 000 124 | ESGI MONITORING SOFTWARE | 235 | 235 |
| 21 1111 000 422 000 124 | CAMPUS LEARN | 15 | 0 |
| 21 1111 000 422 000 124 | DREAMBOX | 270 | 270 |
| 21 1111 000 422 000 124 | LEXIA | 275 | 275 |
| 21 1111 000 422 000 124 | WASHBURN SOFTWARE | 125 | 0 |
| 21 1111 000 471 000 124 | INSTRUCTIONAL HARDWARE ipad | | 460 |
| 21 1111 000 473 000 124 | COMPUTER LICENSING SHI | 150 | 150 |
| 21 1111 000 473 000 124 | COMPUTER LICENSING AVI | 60 | 0 |
| 21 1111 000 473 000 124 | RUCKUS LICENSING | 250 | 250 |
| 21 1111 000 479 000 124 | ACCESS POINTS | | 800 |
| 21 1111 000 479 000 124 | INSTRUCTIONAL HARDWARE | | 2,040 |
| 21 1111 000 479 000 124 | DOCUMENT CAMERAS/PROJECTORS | 500 | 0 |
| | | 3,916 | 5,441 |

OPAL

| | | | |
|-------------------------|-------------------------------------|-------|-----|
| 21 1111 000 325 000 125 | COPIER LEASE | 1,250 | 0 |
| 21 1111 000 421 000 125 | NEW CURRICULUM | 400 | 500 |
| 21 1111 000 421 000 125 | REPLACEMENT TEXTBOOKS | 150 | 150 |
| 21 1111 000 422 000 125 | MYSTERY SCIENCE | 106 | 106 |
| 21 1111 000 422 000 125 | MUSIC EXPRESS (THEMES & VARIATIONS) | 25 | 25 |
| 21 1111 000 422 000 125 | ED CLUB-TYPING SOFTWARE | 70 | 70 |
| 21 1111 000 422 000 125 | NWEA | 110 | 110 |
| 21 1111 000 422 000 125 | ESGI MONITORING SOFTWARE | 235 | 235 |

| | | | | | | | | |
|----|------|-----|-----|-----|-----|-----------------------------|--------------|--------------|
| 21 | 1111 | 000 | 422 | 000 | 125 | CAMPUS LEARN | 15 | 0 |
| 21 | 1111 | 000 | 422 | 000 | 125 | DREAMBOX | 270 | 270 |
| 21 | 1111 | 000 | 422 | 000 | 125 | LEXIA | 275 | 275 |
| 21 | 1111 | 000 | 422 | 000 | 125 | WASHBURN SOFTWARE | 125 | 0 |
| 21 | 1111 | 000 | 471 | 000 | 125 | INSTRUCTIONAL HARDWARE ipad | | 460 |
| 21 | 1111 | 000 | 473 | 000 | 125 | COMPUTER LICENSING SHI | 125 | 125 |
| 21 | 1111 | 000 | 473 | 000 | 125 | COMPUTER LICENSING AVI | 60 | 0 |
| 21 | 1111 | 000 | 473 | 000 | 125 | RUCKUS LICENSING | 250 | 250 |
| 21 | 1111 | 000 | 479 | 000 | 125 | ACCESS POINTS | | 800 |
| 21 | 1111 | 000 | 479 | 000 | 125 | INSTRUCTIONAL HARDWARE | | 2,040 |
| 21 | 1111 | 000 | 479 | 000 | 125 | DOCUMENT CAMERAS/PROJECTORS | 500 | 0 |
| | | | | | | | 3,966 | 5,416 |

WHITEWOOD ELEMENTARY

| | | | | | | | | |
|----|------|-----|-----|-----|-----|-------------------------------------|---------------|---------------|
| 21 | 1111 | 000 | 325 | 000 | 140 | COPIER LEASE | 5,000 | 0 |
| 21 | 1111 | 000 | 421 | 000 | 140 | NEW CURRICULUM | 3,000 | 5,000 |
| 21 | 1111 | 000 | 421 | 000 | 140 | REPLACEMENT TEXTBOOKS | 500 | 500 |
| 21 | 1111 | 000 | 422 | 000 | 140 | MYSTERY SCIENCE | 500 | 500 |
| 21 | 1111 | 000 | 422 | 000 | 140 | 7 MINDSETS SUBSCRIPTION | | 390 |
| 21 | 1111 | 000 | 422 | 000 | 140 | MUSIC EXPRESS (THEMES & VARIATIONS) | 175 | 175 |
| 21 | 1111 | 000 | 422 | 000 | 140 | ED CLUB-TYPING SOFTWARE | 230 | 230 |
| 21 | 1111 | 000 | 422 | 000 | 140 | NWEA | 1,110 | 1,110 |
| 21 | 1111 | 000 | 422 | 000 | 140 | ESGI MONITORING SOFTWARE | 240 | 240 |
| 21 | 1111 | 000 | 422 | 000 | 140 | CAMPUS LEARN | 90 | 0 |
| 21 | 1111 | 000 | 422 | 000 | 140 | WASHBURN SOFTWARE | 350 | 0 |
| 21 | 1111 | 000 | 471 | 000 | 140 | INSTRUCTIONAL HARDWARE ipad | | 460 |
| 21 | 1111 | 000 | 473 | 000 | 140 | COMPUTER LICENSING SHI | 1,000 | 1,000 |
| 21 | 1111 | 000 | 473 | 000 | 140 | COMPUTER LICENSING AVI | 300 | 0 |
| 21 | 1111 | 000 | 473 | 000 | 140 | MILESTONE LICENSING | 600 | 600 |
| 21 | 1111 | 000 | 473 | 000 | 140 | RUCKUS LICENSING | 2,500 | 2,500 |
| 21 | 1111 | 000 | 479 | 000 | 140 | MACBOOK CART | 3,000 | 3,000 |
| 21 | 1111 | 000 | 479 | 000 | 140 | ACCESS POINTS | 1,000 | 6,400 |
| 21 | 1111 | 000 | 479 | 000 | 140 | INSTRUCTIONAL HARDWARE | | 2,040 |
| 21 | 1111 | 000 | 479 | 000 | 140 | DOCUMENT CAMERAS/PROJECTORS | 1,000 | 0 |
| 21 | 1111 | 000 | 549 | 000 | 140 | PLAYGROUND EQUIPMENT | 10,000 | 0 |
| | | | | | | | 30,595 | 24,145 |

SWMS

| | | | | | | | | |
|----|------|-----|-----|-----|-----|-----------------------------|--------|--------|
| 21 | 1121 | 000 | 325 | 000 | 200 | COPIER LEASE | 8,200 | 0 |
| 21 | 1121 | 000 | 421 | 000 | 200 | REPLACEMENT TEXTBOOKS | 1,000 | 1,000 |
| 21 | 1121 | 000 | 421 | 000 | 200 | NEW CURRICULUM | 14,000 | 45,000 |
| 21 | 1121 | 000 | 422 | 000 | 200 | NWEA | 10,000 | 1,000 |
| 21 | 1121 | 000 | 422 | 000 | 200 | INFINITE CAMPUS | | 1,000 |
| 21 | 1121 | 000 | 422 | 000 | 200 | BSN SPORTS | 150 | 150 |
| 21 | 1121 | 000 | 422 | 000 | 200 | CAMPUS LEARN | 540 | 0 |
| 21 | 1121 | 000 | 422 | 000 | 200 | LEXIA | 3,700 | 3,700 |
| 21 | 1121 | 000 | 471 | 000 | 200 | MACBOOK | 10,000 | 0 |
| 21 | 1121 | 000 | 471 | 000 | 200 | INSTRUCTIONAL HARDWARE ipad | | 1,380 |
| 21 | 1121 | 000 | 471 | 000 | 200 | SERVER | | 8,000 |
| 21 | 1121 | 000 | 473 | 000 | 200 | COMPUTER LICENSING SHI | 3,000 | 3,000 |
| 21 | 1121 | 000 | 473 | 000 | 200 | COMPUTER LICENSING AVI | 350 | 0 |
| 21 | 1121 | 000 | 473 | 000 | 200 | RUCKUS LICENSING | 5,000 | 5,000 |

| | | | | | | | | |
|----|------|-----|-----|-----|-----|-------------------------------|---------------|---------------|
| 21 | 1121 | 000 | 473 | 000 | 200 | MILESTONE LICENSING | 3,000 | 3,000 |
| 21 | 1121 | 000 | 479 | 000 | 200 | MACBOOK CARTS | 3,000 | 0 |
| 21 | 1121 | 000 | 479 | 000 | 200 | ACCESS POINTS | 1,000 | 0 |
| 21 | 1121 | 000 | 479 | 000 | 200 | COMMONS/OTHER FURNITURE | 2,500 | 0 |
| 21 | 1221 | 000 | 479 | 000 | 200 | TEACHER DESK/EQUIPMENT | 2,000 | 0 |
| 21 | 1221 | 000 | 479 | 000 | 200 | PE EQUIPMENT | 6,000 | 0 |
| 21 | 1221 | 000 | 479 | 000 | 200 | INSTRUCTIONAL HARDWARE | | 6,120 |
| 21 | 1121 | 000 | 479 | 000 | 200 | DOCUMENT CAMERAS & PROJECTORS | 2,500 | 0 |
| | | | | | | | 75,940 | 78,350 |

STAGEBARN MIDDLE SCHOOL

| | | | | | | | | |
|----|------|-----|-----|-----|-----|-------------------------------------|---------------|---------------|
| 21 | 1121 | 000 | 325 | 000 | 201 | COPIER LEASE | 5,000 | 0 |
| 21 | 1121 | 000 | 421 | 000 | 201 | NEW CURRICULUM | 12,000 | 45,000 |
| 21 | 1121 | 000 | 421 | 000 | 201 | REPLACEMENT TEXTBOOKS | 1,000 | 1,000 |
| 21 | 1121 | 000 | 422 | 000 | 201 | MUSIC EXPRESS (THEMES & VARIATIONS) | 175 | 175 |
| 21 | 1121 | 000 | 422 | 000 | 201 | NWEA | 8,300 | 8,300 |
| 21 | 1121 | 000 | 422 | 000 | 201 | INFINITE CAMPUS | | 1,000 |
| 21 | 1121 | 000 | 422 | 000 | 201 | ADOBE CREATIVE SUITE | 2,650 | 0 |
| 21 | 1121 | 000 | 422 | 000 | 201 | CAMPUS LEARN | 500 | 0 |
| 21 | 1121 | 000 | 471 | 000 | 201 | MACBOOKS | 20,000 | 0 |
| 21 | 1121 | 000 | 471 | 000 | 201 | INSTRUCTIONAL HARDWARE ipad | | 1,380 |
| 21 | 1221 | 000 | 471 | 000 | 201 | SERVER | | 8,000 |
| 21 | 1121 | 000 | 473 | 000 | 201 | COMPUTER LICENSING SHI | 2,700 | 2,700 |
| 21 | 1121 | 000 | 473 | 000 | 201 | COMPUTER LICENSING AVI | 300 | 0 |
| 21 | 1121 | 000 | 473 | 000 | 201 | RUCKUS LICENSING | 5,000 | 5,000 |
| 21 | 1121 | 000 | 473 | 000 | 201 | MILESTONE LICENSING | 2,800 | 2,800 |
| 21 | 1121 | 000 | 479 | 000 | 201 | MACBOOK CARTS | 3,000 | 0 |
| 21 | 1121 | 000 | 479 | 000 | 201 | ACCESS POINTS | 1,000 | 0 |
| 21 | 1121 | 000 | 479 | 000 | 201 | MICROSCOPES | 1,600 | 0 |
| 21 | 1121 | 000 | 479 | 000 | 201 | ART TABLES | 1,200 | 0 |
| 21 | 1121 | 000 | 479 | 000 | 201 | INSTRUCTIONAL HARDWARE | | 6,120 |
| 21 | 1121 | 000 | 479 | 000 | 201 | DOCUMENT CAMERAS & PROJECTORS | 2,500 | 0 |
| | | | | | | | 69,725 | 81,475 |

STURGIS BROWN HIGH SCHOOL

| | | | | | | | | |
|----|------|-----|-----|-----|-----|-------------------------------|--------|--------|
| 21 | 1131 | 000 | 325 | 000 | 400 | COPIER LEASE | 7,000 | 0 |
| 21 | 1131 | 000 | 421 | 000 | 400 | NEW CURRICULUM | 40,000 | 53,000 |
| 21 | 1131 | 000 | 421 | 000 | 400 | REPLACEMENT TEXTBOOKS | 1,000 | 1,000 |
| 21 | 1131 | 000 | 422 | 000 | 400 | ADOBE CREATIVE SUITE | 5,300 | 5,300 |
| 21 | 1131 | 000 | 422 | 000 | 400 | NWEA | 10,400 | 10,400 |
| 21 | 1131 | 000 | 422 | 000 | 400 | INFINITE CAMPUS | | 1,000 |
| 21 | 1131 | 000 | 422 | 000 | 400 | KUTA | 550 | 550 |
| 21 | 1131 | 000 | 422 | 000 | 400 | CAMPUS LEARN | 800 | 0 |
| 21 | 1131 | 000 | 422 | 000 | 400 | ALL DATA | 970 | 970 |
| 21 | 1131 | 000 | 471 | 000 | 400 | MACBOOKS | 70,000 | 0 |
| 21 | 1131 | 000 | 471 | 000 | 400 | INSTRUCTIONAL HARDWARE ipad | | 1,380 |
| 21 | 1131 | 000 | 473 | 000 | 400 | EDGENUITY | 20,000 | 20,000 |
| 21 | 1131 | 000 | 473 | 000 | 400 | LICENSING-SHI | 4,700 | 4,700 |
| 21 | 1131 | 000 | 473 | 000 | 400 | LICENSING-AVI | 100 | 0 |
| 21 | 1131 | 000 | 473 | 000 | 400 | RUCKUS LICENSING | 5,000 | 5,000 |
| 21 | 1131 | 000 | 473 | 000 | 400 | MILESTONE LICENSING | 4,500 | 4,500 |
| 21 | 1131 | 000 | 479 | 000 | 400 | ACCESS POINTS | 1,000 | 0 |
| 21 | 1131 | 000 | 479 | 000 | 400 | DOCUMENT CAMERAS & PROJECTORS | 2,500 | 0 |
| 21 | 1131 | 000 | 479 | 000 | 400 | INSTRUCTIONAL HARDWARE | | 6,120 |

| | | | |
|-------------------------|-------------------------|----------------|----------------|
| 21 1131 000 479 000 400 | WHITE BOARDS CLASSROOMS | | 6,000 |
| 21 1131 000 479 000 400 | FACS STOVES | 6,000 | 0 |
| 21 1131 000 479 000 400 | STUDENT DESKS | 20,000 | 24,000 |
| | | 199,820 | 143,920 |

PSYCHOLOGICAL SERVICES

| | | | |
|--------------------------------|-------|--------------|----------|
| 21 2149 000 471 000 000 | IPADS | 6,500 | 0 |
| | | 6,500 | 0 |

DISTRICT LIBRARIES

| | | | |
|-------------------------|------------------------|---------------|---------------|
| 21 2222 000 473 000 100 | DESTINY LICENSING STEL | 1,025 | 1,025 |
| 21 2222 000 560 000 100 | LIBRARY MEDIA STEL | 3,000 | 3,000 |
| 21 2222 000 473 000 110 | DESTINY LICENSING PVE | 1,025 | 1,025 |
| 21 2222 000 560 000 110 | LIBRARY MEDIA PVE | 3,000 | 3,000 |
| 21 2222 000 560 000 120 | LIBRARY MEDIA RURAL | | 600 |
| 21 2222 000 473 000 140 | DESTINY LICEINSING WW | 870 | 870 |
| 21 2222 000 560 000 140 | LIBRARY MEDIA WW | | 600 |
| 21 2222 000 473 000 200 | DESTINY LICENSING SWMS | 1,025 | 1,025 |
| 21 2222 000 560 000 200 | LIBRARY MEDIA SWMS | 4,000 | 4,000 |
| 21 2222 000 473 000 201 | DESTINY LICENSING SBMS | 1,025 | 1,025 |
| 21 2222 000 560 000 201 | LIBRARY MEDIA SBMS | 4,000 | 4,000 |
| 21 2222 000 473 000 400 | DESTINY LICENSING SBHS | 1,025 | 1,025 |
| 21 2222 000 560 000 400 | LIBRARY MEDIA SBHS | 3,500 | 3,500 |
| | | 23,495 | 24,695 |

TECHNOLOGY IN SCHOOLS

| | | | |
|-------------------------|------------------|---------------|---------------|
| 21 2227 000 472 000 000 | AD MANAGER/AESOP | 2,500 | 2,500 |
| 21 2227 000 472 000 000 | CONTENT FILTER | 11,500 | 15,000 |
| 21 2227 000 472 000 000 | AUVIK SOFTWARE | 20,000 | 20,000 |
| 21 2227 000 472 000 000 | DATA PLANE | 1,200 | 1,200 |
| 21 2227 000 472 000 000 | MOSYLE LICENSING | 17,500 | 17,500 |
| 21 2227 000 473 000 000 | LICENSING | 10,000 | 10,000 |
| | | 62,700 | 66,200 |

STEL ADMINISTRATION

| | | | |
|-------------------------|-------------------------------|---------------|--------------|
| 21 2410 000 471 000 100 | COMPUTER | 1,600 | 0 |
| 21 2410 000 472 000 100 | FRONTLINE TECHNOLOGY | 3,079 | 3,079 |
| 21 2410 000 472 000 100 | SCHOOL MESSENGER | 850 | 850 |
| 21 2410 000 479 000 100 | SURVELLIANCE SYSTEM UPRGRADES | 63,000 | 0 |
| | | 66,929 | 3,929 |

PVE ADMINISTRATION

| | | | |
|-------------------------|-------------------------------|---------------|--------------|
| 21 2410 000 471 000 110 | COMPUTER | 1,600 | 0 |
| 21 2410 000 472 000 110 | FRONTLINE TECHNOLOGY | 3,079 | 3,079 |
| 21 2410 000 472 000 110 | SCHOOL MESSENGER | 850 | 850 |
| 21 2410 000 479 000 110 | FIRE PROOF FILE CABINES | | 4,750 |
| 21 2410 000 479 000 110 | SURVELLIANCE SYSTEM UPRGRADES | 6,000 | 0 |
| | | 11,529 | 8,679 |

RURAL ADMINISTRATION

| | | | |
|-------------------------|----------------------|--------------|--------------|
| 21 2410 000 471 000 120 | COMPUTERS | 800 | 0 |
| 21 2410 000 472 000 120 | FRONTLINE TECHNOLOGY | 1,540 | 1,540 |
| 21 2410 000 472 000 120 | FRONTLINE TECHNOLOGY | | |
| 21 2410 000 472 000 121 | SCHOOL MESSENGER | 850 | 850 |
| | | 3,190 | 2,390 |

WHITEWOOD ADMINISTRATION

| | | | |
|-------------------------|----------------------|-------|-------|
| 21 2410 000 471 000 140 | COMPUTERS | 800 | 0 |
| 21 2410 000 472 000 140 | FRONTLINE TECHNOLOGY | 1,540 | 1,540 |
| 21 2410 000 472 000 140 | SCHOOL MESSENGER | 850 | 850 |
| | | <hr/> | |
| | | 3,190 | 2,390 |

SWMS ADMINISTRATION

| | | | |
|-------------------------|----------------------|-------|-------|
| 21 2410 000 471 000 200 | COMPUTER | 1,600 | 0 |
| 21 2410 000 472 000 200 | FRONTLINE TECHNOLOGY | 3,079 | 3,079 |
| 21 2410 000 472 000 200 | SCHOOL MESSENGER | 850 | 850 |
| 21 2410 000 479 000 200 | SECURITY CAMERAS | 3,500 | 0 |
| | | <hr/> | |
| | | 9,029 | 3,929 |

SBMS ADMINISTRATION

| | | | |
|-------------------------|----------------------|-------|-------|
| 21 2410 000 471 000 201 | COMPUTERS | 1,600 | 0 |
| 21 2410 000 472 000 201 | FRONTLINE TECHNOLOGY | 3,079 | 3,079 |
| 21 2410 000 472 000 201 | SCHOOL MESSENGER | 850 | 850 |
| | | <hr/> | |
| | | 5,529 | 3,929 |

SBHS ADMINISTRATION

| | | | |
|-------------------------|------------------------|--------|-------|
| 21 2410 000 471 000 400 | COMPUTERS | 1,600 | 0 |
| 21 2410 000 471 000 400 | SECURITY CAMERA SERVER | 27,000 | 0 |
| 21 2410 000 472 000 400 | FRONTLINE TECHNOLOGY | 3,079 | 3,079 |
| 21 2410 000 472 000 400 | SCHOOL MESSENGER | 850 | 850 |
| | | <hr/> | |
| | | 32,529 | 3,929 |

CURRICULUM OFFICE

| | | | |
|-------------------------|-------------------|-------|-------|
| 21 2490 000 325 000 000 | COPIER LEASE | 1,500 | 0 |
| 21 2490 000 479 000 000 | OFFICE CHAIR/DESK | 2,000 | 2,000 |
| | | <hr/> | |
| | | 3,500 | 2,000 |

BUSINESS OFFICE

| | | | |
|-------------------------|----------------|-------|--------|
| 21 2529 000 325 000 000 | COPIER LEASE | 3,500 | 0 |
| 21 2529 000 471 000 000 | COMPUTERS | | 3,200 |
| 21 2549 000 479 000 000 | PHONE UPGRADE | | 1,000 |
| 21 2321 000 550 000 000 | VEHICLE | | 55,000 |
| 21 2529 000 479 000 000 | PAPER SHREDDER | 1,500 | 0 |
| | | <hr/> | |
| | | 5,000 | 59,200 |

STEL

| | | | |
|-------------------------|-------------------------------|--------|--------|
| 21 2542 000 323 000 100 | BOILER REPLACEMENT BB SECTION | 50,000 | 34,000 |
| 21 2549 000 323 000 100 | RELACE CARPET BB SECTION | | 25,000 |
| 21 2549 000 479 000 100 | PHONE UPGRADE | | 24,000 |
| 21 2535 000 323 000 100 | REPLACE CONTROLS FRONT DOOR | 10,000 | |
| | | <hr/> | |
| | | 60,000 | 83,000 |

FRANCIS CASE

| | | | |
|-------------------------|--------------------|--------|--------|
| 21 2535 000 323 000 105 | WINDOW REPLACEMENT | 10,000 | |
| 21 2542 000 479 000 105 | BOILER REPLACEMENT | | 10,000 |
| 21 2549 000 479 000 102 | PHONE UPGRADE | | 2,000 |
| | | <hr/> | |
| | | 10,000 | 12,000 |

PIEDMONT VALLEY ELEMENTARY

| | | | | | | | | |
|----|------|-----|-----|-----|-----|--|----------------|---------------|
| 21 | 2139 | 000 | 479 | 000 | 110 | AED | 3,000 | 0 |
| 21 | 2535 | 000 | 530 | 000 | 110 | SEPTIC SYSTEM UPGRADE FOR 8 CLASSROOMS | 89,500 | 0 |
| 21 | 2543 | 000 | 323 | 000 | 110 | PARKING LOT REPAIR | | 50,000 |
| 21 | 2549 | 000 | 479 | 000 | 110 | PHONE UPGRADE | | 15,000 |
| 21 | 2533 | 000 | 319 | 000 | 110 | A&E ARCH. INC. PVE CLASSROOMS | 48,000 | 0 |
| 21 | 2533 | 000 | 319 | 000 | 110 | BH COUNCIL DAVIS- BACON | 7,700 | |
| 10 | 2535 | 000 | 323 | 000 | 110 | EXTERIOR IMPROVEMENTS | 40,000 | |
| | | | | | | | 188,200 | 65,000 |

WHITEWOOD

| | | | | | | | | |
|----|------|-----|-----|-----|-----|----------------------|---------------|----------------|
| 21 | 2535 | 000 | 323 | 000 | 140 | INTERIOR PAINT | 20,000 | 20,000 |
| 21 | 2542 | 045 | 520 | 000 | 140 | HVAC UPGRADE ESSER 2 | | 150,000 |
| 21 | 2549 | 000 | 479 | 000 | 140 | PHONE UPGRADE | | 7,000 |
| 21 | 2543 | 000 | 323 | 000 | 140 | PARKING LOT REPAIR | | 6,000 |
| | | | | | | | 20,000 | 183,000 |

ELM SPRINGS

| | | | | | | | | |
|----|------|-----|-----|-----|-----|-----------------------|---------------|----------|
| 21 | 2535 | 000 | 323 | 000 | 123 | FACILITY IMPROVEMENTS | 50,000 | 0 |
| | | | | | | | 50,000 | 0 |

UNION CENTER FORMER SCHOOL

| | | | | | | | | |
|----|------|-----|-----|-----|-----|-----------------------|---------------|----------|
| 21 | 2535 | 000 | 323 | 000 | 121 | INTERIOR IMPROVEMENTS | 15,000 | 0 |
| | | | | | | | 15,000 | 0 |

CENTRAL MEADE COUNTY SCHOOL

| | | | | | | | | |
|----|------|-----|-----|-----|-----|-----------------------|---|---------------|
| 21 | 2543 | 000 | 323 | 000 | 121 | EXTERIOR IMPROVEMENTS | 0 | 15,000 |
| | | | | | | | | 15,000 |

ATALL

| | | | | | | | | |
|----|------|-----|-----|-----|-----|------------------------------|---|---------------|
| 21 | 2535 | 000 | 323 | 000 | 122 | INTERIOR IMPROVEMENTS/SIDING | 0 | 10,000 |
| | | | | | | | | 10,000 |

SWMS

| | | | | | | | | |
|----|------|-----|-----|-----|-----|---------------------------------|----------------|----------------|
| 21 | 2549 | 000 | 479 | 000 | 200 | FLAG POLE | 15,000 | 0 |
| 21 | 2542 | 000 | 479 | 000 | 200 | GRUNWLAD ENTRANCE DOOR 1 OF 2 | | 50,000 |
| 21 | 2542 | 000 | 479 | 000 | 200 | REPLACE EAST LOCKER ROOM DOOR | | 2,000 |
| 21 | 2549 | 000 | 323 | 000 | 200 | GRUNWALD GYM IMPROVEMENTS | 15,000 | 0 |
| 21 | 2535 | 000 | 323 | 000 | 200 | REPLACE GRUNWALD ROOF | 138,575 | 91,800 |
| 21 | 2549 | 000 | 479 | 000 | 200 | WATER FOUNTAINS | 5,000 | 0 |
| 21 | 2549 | 000 | 479 | 000 | 200 | PHONE UPGRADE | | 14,000 |
| 21 | 2549 | 000 | 549 | 000 | 200 | WHEEL CHAIR LIFT GRUNWALD LOBBY | 25,000 | 0 |
| | | | | | | | 198,575 | 157,800 |

STAGEBARN MIDDLE SCHOOL

| | | | | | | | | |
|----|------|-----|-----|-----|-----|-------------------|---------------|---------------|
| 21 | 2543 | 000 | 323 | 000 | 201 | SITE IMPROVEMENTS | 10,000 | 25,000 |
| 21 | 2549 | 000 | 479 | 000 | 201 | PHONE UPGRADE | | 21,000 |
| | | | | | | | 10,000 | 46,000 |

WILLIAMS ADMIN BUILDING

| | | | | | | | | |
|----|------|-----|-----|-----|-----|----------------------|----------------|----------|
| 21 | 2535 | 045 | 520 | 000 | 202 | CLASSROOM RENOVATION | 500,000 | 0 |
| | | | | | | | 500,000 | 0 |

STURGIS BROWN HIGH SCHOOL

| | | | | | | | | |
|----|------|-----|-----|-----|-----|---|--------|---|
| 21 | 2535 | 000 | 323 | 000 | 400 | CONCRETE BUS AREA | 10,000 | 0 |
| 21 | 2535 | 000 | 323 | 000 | 400 | REPLACE CARPET BUS. BLDG. | 15,000 | 0 |
| 21 | 2542 | 000 | 323 | 000 | 400 | LED UPGRADE BUSINESS BLDG./MATH HALLWAY | 30,000 | 0 |

| | | | |
|-------------------------|---------------------------------------|----------------|----------------|
| 21 2542 000 323 000 400 | SEAL EXTERIOR WEST GYM | | 90,000 |
| 21 2535 045 520 000 400 | ACADEMY HVAC/WINDOWS/LIGHTING ESSER 2 | | 150,000 |
| 21 2535 000 323 000 400 | NETWORK/CABLING UPGRADE | | 118,000 |
| 21 2533 000 319 000 400 | CMAR PRE-CON FEE SCULL | 5,000 | 0 |
| 21 2533 000 319 000 400 | ARCH. INC. A&E FEES KITCHEN COMMONS | 305,000 | 0 |
| 21 2535 045 520 000 400 | BUSINESS BLG. HVAC | 90,000 | 0 |
| 21 2549 000 479 000 400 | PHONE UPGRADE | | 15,000 |
| 21 2549 000 549 000 400 | WELDING SHOP TANK MANIFOLD SYSTEM | 10,000 | 0 |
| 21 2535 000 323 000 400 | ROOF REPLACEMENT - PHASE 4 | 60,000 | 0 |
| | | 525,000 | 373,000 |

CONTRACTED BUS SERVICE

| | | | |
|-------------------------|----------------------|----------------|----------------|
| 21 2555 000 331 000 000 | HARLOW'S BUS SERVICE | 165,000 | 165,000 |
| | | 165,000 | 165,000 |

BUILDINGS & GROUNDS

| | | | |
|-----------------------------|-------------------------------|---------------|--------|
| 21 2549 000 325 000 000 | COPIER LEASE | 850 | 0 |
| 21 2543 000 323 000 000 | ROAD REPAIR | 10,000 | 0 |
| 21 2549 000 471 000 000 | COMPUTERS | | 3,000 |
| 21 2549 000 479 000 000 | PHONE UPGRADE | | 1,000 |
| 21 2549 000 479/549/550 000 | CUSTODIAL & MAINTENANCE EQUIP | 25,000 | 25,000 |
| | | 35,850 | 29,000 |

CENTRAL COPY

| | | | |
|-------------------------|--------------|---------------|----------|
| 21 2574 000 325 000 000 | COPIER LEASE | 30,000 | 0 |
| | | 30,000 | 0 |

SPECIAL SERVICES- ADMIN.

| | | | |
|-------------------------|------------------|--------------|--------------|
| 21 2710 000 325 000 000 | COPIER LEASE | 1,900 | 0 |
| 21 2710 000 479 000 000 | OFFICE EQUIPMENT | 1,700 | 2,500 |
| | | 3,600 | 2,500 |

LONG TERM DEBT PAYMENTS

| | | | |
|-------------------------|-------------------|------------------|------------------|
| 21 5000 000 611 000 000 | PRINCIPAL | 1,658,919 | 2,600,000 |
| 21 5000 000 612 000 000 | INTEREST | 595,574 | 765,000 |
| 21 5000 000 613 000 000 | FISCAL AGENT FEES | 6,000 | 6,000 |
| | | 2,260,493 | 3,371,000 |

ACTIVITIES

| | | | |
|-----------------------------|---------------------------------|--------|--------|
| 21 6105 000 479 000 400 | BOYS SOCCER UNIFORMS | | 3,500 |
| 21 6207 000 479 000 400 | GIRLS SOCCER UNIFORMS | | 3,500 |
| 21 6912 000 479 000 400 | CHEER UNIFORMS | 6,000 | 0 |
| 21 6101 000 479 000 415 | GOAL POST PADS WOODLE FIELD | | 1,000 |
| 21 6102 000 479 000 400 | WEST GYM WALL PADS | 7,000 | 0 |
| 21 6102 000 323 000 400 | WEST GYM FLOOR STRIP & PAINT | | 35,000 |
| 21 6102 000 479 000 110 | OLD PVE GYM POLE PADS | | 2,800 |
| 21 6101 000 479 000 400 | FOOTBALL HELMETS/SHOULDER PADS | 9,100 | 5,000 |
| 21 6101 000 479 000 200/201 | FOOTBALL HELMETS/SHOULDER PADS | | 10,000 |
| 21 6205 000 479 000 200 | VOLLEYBALL STANDARDS SWMS | | 5,000 |
| 21 6101 000 549 000 201 | SCOREBOARD @ SBMS | 20,000 | 0 |
| 21 6101 000 479 000 201 | STORAGE SHED SBMS | 12,000 | 0 |
| 21 6101 000 549 000 201 | PORTABLE BLEACHERS @ SBMS | 15,000 | 15,000 |
| 21 6101 000 479 000 400 | FOOTBALL 4 PERSON BLOCKING SLED | 5,200 | 0 |
| 21 6500 000 550 000 000 | REPLACE SCOOPER BUS | 59,000 | 0 |

**MEADE 46-1
2023-2024 BUDGET SUMMARY
CAPITAL OUTLAY**

| REVENUE: | FY 23 | FY 24 | Difference |
|-----------------|------------------|------------------|-------------------|
| LOCAL | 5,893,000 | 6,080,000 | 187,000 |
| FEDERAL | 843,000 | 569,000 | -274,000 |
| SALE OF SURPLUS | 0 | 320,000 | 320,000 |
| FUND BALACE | 0 | 2,500,000 | 2,500,000 |
| TOTALS: | 6,736,000 | 9,469,000 | 2,733,000 |
| | | | 0.40573 |

| EXPENDITURES | FY23 | FY24 | Difference |
|--------------------------|--------------------|--------------------|--------------------|
| STEL INSTRUCTIONAL | \$80,960 | \$80,365 | -\$595 |
| PVE INSTRUCTIONAL | \$99,719 | \$112,424 | \$12,705 |
| RURAL INSTRUCTIONAL | \$29,199 | \$36,229 | \$7,030 |
| WW INSTRUCTIONAL | \$30,595 | \$24,145 | -\$6,450 |
| SWMS INSTRUCTIONAL | \$75,940 | \$78,350 | \$2,410 |
| SBMS INSTRUCTIONAL | \$69,725 | \$81,475 | \$11,750 |
| SBHS INSTRUCTIONAL | \$199,820 | \$143,920 | -\$55,900 |
| CENTRAL COPY LEASE | \$30,000 | \$0 | -\$30,000 |
| LIBRARY SERVICES | \$24,695 | \$24,695 | \$0 |
| TECHNOLOGY DEPT. | \$62,700 | \$66,200 | \$3,500 |
| BUSINESS OFFICE | \$5,000 | \$59,200 | \$54,200 |
| FOOD SERVICE | \$0 | \$0 | \$0 |
| SPECIAL SERVICES | \$10,100 | \$2,500 | -\$7,600 |
| ADMINISTRATION | \$137,025 | \$31,175 | -\$105,850 |
| OPERATIONS/CONST. | \$1,612,625 | \$973,910 | -\$638,715 |
| CONTRACTED BUS | \$165,000 | \$165,000 | \$0 |
| ACTIVITIES | \$133,300 | \$73,800 | -\$59,500 |
| DEBT SERVICE | \$2,886,493 | \$3,997,000 | \$1,110,507 |
| TRANSFER TO GF | \$0 | \$0 | \$0 |
| TRANSFER TO CAP PROJECTS | \$920,000 | \$2,500,000 | \$1,580,000 |
| CONTINGENCY | 163,104 | 145,866 | -\$17,238 |
| | \$6,736,000 | \$8,596,254 | \$1,860,254 |

27.62%

| | FUND 10 | FUND 21 | FUND 22 | FUND 41 | FUND 51 | FUND 53 | |
|----------------------------|--------------|----------------|------------------|-------------|--------------|------------|------------|
| November 1, 2022 | GENERAL FUND | CAPITAL OUTLAY | SPECIAL SERVICES | PVE | FOOD SERVICE | ENTERPRISE | CUSTODIAL |
| BEGINNING BALANCES | 4,560,853.38 | 2,905,067.54 | 429,429.83 | -423,444.12 | 787,914.75 | 117,902.22 | 326,161.72 |
| PETTY CASH | 100.00 | | | | | | |
| CASH CHANGE | 2,000.00 | | | | | | |
| ADVANCE PAYMENTS | 16,489.81 | | | | | | |
| CASH IN BANK | 786,259.08 | 122,080.98 | 78,050.57 | -423,444.12 | 107,487.39 | 46,869.54 | 112,915.43 |
| INVESTMENTS, SAVINGS | 3,756,004.49 | 2,782,986.56 | 351,379.26 | | 680,427.36 | 71,032.68 | 163,146.29 |
| UNEMPLOYMENT SAVINGS | 11,795.12 | | | | | | |
| INVESTMENTS, CD | 561,753.51 | | | | | | 50,100.00 |
| INVESTMENTS, CD | 1,063,152.68 | | | | | | |
| INVESTMENT US TREASURIES | | 2,000,000.00 | | | | | |
| REVENUE: | | | | | | | |
| LOCAL TAXES | 2,628,107.76 | 2,085,334.52 | 1,170,133.91 | | | | |
| OTHER SOURCES | 43,035.41 | 2,353.69 | 1,317.34 | | | | |
| STATE | 178,318.02 | | 86,701.00 | | | | |
| FEDERAL | 953,935.00 | | 89,783.00 | 423,444.00 | 80,637.18 | | |
| OTHER SOURCES | 17,868.79 | 7,465.38 | 3,650.85 | | 86,037.79 | 11,549.14 | 49,868.68 |
| TOTAL REVENUE | 3,821,264.98 | 2,095,153.59 | 1,351,586.10 | 423,444.00 | 166,674.97 | 11,549.14 | 49,868.68 |
| TO BE ACCT'D FOR: | 8,382,118.36 | 5,000,221.13 | 1,781,015.93 | -0.12 | 954,589.72 | 129,451.36 | 376,030.40 |
| TRANSFER OUT: | | 141,250.00 | | | | | |
| EXPENDITURES | 1,943,818.55 | 469,966.16 | 359,653.82 | 403,826.78 | 176,731.20 | 7,707.63 | 43,407.57 |
| ENDING BALANCES 11/30/2022 | 6,438,299.81 | 4,389,004.97 | 1,421,362.11 | -403,826.90 | 777,858.52 | 121,743.73 | 332,622.83 |
| PETTY CASH | 100.00 | | | | | | |
| CASH CHANGE | 2,000.00 | | | | | | |
| ADVANCE PAYMENTS | 16,489.81 | | | | | | |
| CASH IN BANK | 1,555,876.31 | 12,313.82 | 146,779.51 | -403,826.90 | 96,494.53 | 50,591.91 | 124,902.94 |
| INVESTMENTS, SAVINGS | 4,863,833.69 | 4,376,691.15 | 1,274,582.60 | | 681,363.99 | 71,151.82 | 157,619.89 |
| UNEMPLOYMENT SAVINGS | 11,799.00 | | | | | | |
| INVESTMENTS, CD | 561,753.51 | | | | | | |
| INVESTMENTS, CD | 1,063,152.68 | | | | | | 50,100.00 |
| INVESTMENT US TREASURIES | | 2,001,883.42 | | | | | |

GENERAL FUND

| | |
|---------------------------------------|---------------------|
| FIRST INTERSTATE BANK SAVINGS 6112 | 4,863,833.69 |
| FIRST INTERSTATE UNEMPLOYMENT SAVINGS | 11,799.00 |
| FIRST INTERSTATE BANK CHECKING 7107 | 1,555,876.31 |
| FIRST INTERSTATE BANK CD | 561,753.51 |
| PIONEER BANK CD | 1,063,152.68 |
| TOTAL GENERAL FUND | 8,056,415.19 |

CAPITAL OUTLAY

| | |
|-------------------------------------|----------------------|
| FIRST INTERSTATE BANK SAVINGS 6112 | 4,376,691.15 |
| FIRST INTERSTATE BANK CHECKING 7107 | 12,313.82 |
| FUNDS AT FISCAL AGENT | 5,000,000.00 |
| US TREASURIES | 2,001,883.42 |
| TOTAL CAPITAL OUTLAY | 11,390,888.39 |

SPECIAL EDUCATION

| | |
|-------------------------------------|---------------------|
| FIRST INTERSTATE BANK SAVINGS 6112 | 1,274,582.60 |
| FIRST INTERSTATE BANK CHECKING 7107 | 146,779.51 |
| TOTAL SPECIAL EDUCATION | 1,421,362.11 |

FOOD SERVICE

| | |
|-------------------------------------|-------------------|
| FIRST INTERSTATE BANK SAVINGS 6112 | 96,494.53 |
| FIRST INTERSTATE BANK CHECKING 7107 | 681,363.99 |
| TOTAL FOOD SERVICE | 777,858.52 |

ENTERPRISE

| | |
|-------------------------------------|-------------------|
| FIRST INTERSTATE BANK SAVINGS 6112 | 71,151.82 |
| FIRST INTERSTATE BANK CHECKING 7107 | 50,591.91 |
| TOTAL CONCESSION | 121,743.73 |

TOTAL ALL FUNDS

21,768,267.94

| | |
|-------------------------------------|------------------|
| ALICE HAYES SCHOLARSHIP | 6,717.77 |
| CD, CENTRAL, GRIMSBO SCHOLARSHIP | 3,632.11 |
| PSBK/CD CNTRL, KEY CITY RIDING CLUB | 3,591.29 |
| CD, CENTRAL, SIGMAN | 500.00 |
| CD, CENTRAL, WOODLE SCHOLARSHIP | 10,525.30 |
| PSBK, CENTRAL, BROWN SCHOLARSHIP | 678.37 |
| PSBK, CENTRAL FLEXIBLE CAFETERIA | 46,316.19 |
| ALEN SIGMAN MEMORIAL | 1,251.04 |
| | 73,212.07 |

TOTAL ALL FUNDS INVESTED

21,841,480.01

Brett Burditt -Business Manager Meade 46-1

| Fund: 10 GENERAL FUND | | | | | | |
|-----------------------|---|----------------|--------------|--------------|-------------|----------------|
| Account Number | Description | Revised Budget | During Month | To Date | % of Budget | Budget Balance |
| 10 1110 000 | AD VALOREN TAXES | 8,133,149.00 | 2,574,448.99 | 2,990,794.52 | 36.77 | 5,142,354.48 |
| 10 1112 000 | AD VALOREM MOBILE HOMES | 170,000.00 | 52,591.72 | 65,059.60 | 38.27 | 104,940.40 |
| 10 1120 000 | PRIOR YEAR AD VALOREM | 45,000.00 | 1,067.05 | 3,673.31 | 8.16 | 41,326.69 |
| 10 1140 000 | UTILITY TAXES | 215,000.00 | 0.00 | 0.00 | 0.00 | 215,000.00 |
| 10 1190 000 | PENALTIES AND INTEREST | 40,000.00 | 5,726.51 | 8,713.16 | 21.78 | 31,286.84 |
| 10 1510 000 | INVESTMENT EARNINGS | 10,000.00 | 6,981.20 | 20,314.58 | 203.15 | (10,314.58) |
| 10 1510 011 | INVESTMENT EARNINGS | 0.00 | 0.00 | 115.34 | 0.00 | (115.34) |
| 10 1510 020 | INVESTMENT EARNINGS | 0.00 | 3.88 | 14.86 | 0.00 | (14.86) |
| 10 1510 107 | INVESTMENT EARNINGS | 0.00 | 0.00 | 415.20 | 0.00 | (415.20) |
| 10 1710 000 | ADMISSIONS | 60,000.00 | 5,315.00 | 32,358.00 | 53.93 | 27,642.00 |
| 10 1740 000 | RENTALS, COCURRICULAR ACTIVITY | 0.00 | 0.00 | 105.00 | 0.00 | (105.00) |
| 10 1790 000 | OTHER PUPIL ACTIVITY INCOME | 15,000.00 | 0.00 | 0.00 | 0.00 | 15,000.00 |
| 10 1910 000 | RENTALS | 18,000.00 | 2,900.80 | 15,370.20 | 85.39 | 2,629.80 |
| 10 1920 000 | CONTRIBUTIONS AND DONATIONS | 50,000.00 | 0.00 | 0.00 | 0.00 | 50,000.00 |
| 10 1920 200 | CONTRIBUTIONS AND DONATIONS | 0.00 | 0.00 | 500.00 | 0.00 | (500.00) |
| 10 1920 400 | CONTRIBUTIONS AND DONATIONS | 0.00 | 0.00 | 15,360.00 | 0.00 | (15,360.00) |
| 10 1950 000 | REFUND PRIOR YEARS' EXPENDITURES | 30,000.00 | 0.00 | 58,640.68 | 195.47 | (28,640.68) |
| 10 1971 000 | INSURANCE PREMIUMS | 16,000.00 | 50.00 | 8,087.00 | 50.54 | 7,913.00 |
| 10 1971 200 | INSURANCE PREMIUMS | 0.00 | 350.00 | 350.00 | 0.00 | (350.00) |
| 10 1971 400 | INSURANCE PREMIUMS | 0.00 | 25.00 | 25.00 | 0.00 | (25.00) |
| 10 1973 000 | MEDICAID | 43,000.00 | 0.00 | 27,032.31 | 62.87 | 15,967.69 |
| 10 1990 000 | OTHER | 15,000.00 | 0.00 | 1,011.16 | 6.74 | 13,988.84 |
| 10 1990 120 | OTHER | 0.00 | 191.09 | 1,746.04 | 0.00 | (1,746.04) |
| 10 1990 140 | OTHER | 0.00 | 1,046.63 | 1,139.95 | 0.00 | (1,139.95) |
| 10 1990 200 | OTHER | 0.00 | 10.00 | 155.10 | 0.00 | (155.10) |
| 10 1990 201 | OTHER-STAGEBARN | 0.00 | 0.00 | 389.93 | 0.00 | (389.93) |
| 10 1990 400 | OTHER | 0.00 | 325.50 | 325.50 | 0.00 | (325.50) |
| | Subtotal: REVENUE FROM LOCAL SOURCES | 8,860,149.00 | 2,651,033.37 | 3,251,696.44 | 36.70 | 5,608,452.56 |
| 10 2110 000 | COUNTY APPORTIONMENT | 335,000.00 | 37,308.90 | 186,756.42 | 55.75 | 148,243.58 |
| | Subtotal: REV FROM INTERMEDIATE SOURCES | 335,000.00 | 37,308.90 | 186,756.42 | 55.75 | 148,243.58 |
| 10 3111 030 | STATE AID | 12,143,490.00 | 953,935.00 | 5,036,291.00 | 41.47 | 7,107,199.00 |
| 10 3112 030 | STATE APPORTIONMENT | 210,000.00 | 0.00 | 0.00 | 0.00 | 210,000.00 |
| 10 3114 030 | BANK FRANCHISE TAX | 100,000.00 | 0.00 | 0.00 | 0.00 | 100,000.00 |
| 10 3119 030 | GAMING REVENUE | 7,500.00 | 0.00 | 0.00 | 0.00 | 7,500.00 |
| 10 3129 048 | TATU GRANT | 0.00 | 0.00 | 1,000.00 | 0.00 | (1,000.00) |
| 10 3900 030 | OTHER STATE REVENUE | 6,000.00 | 0.00 | 311.64 | 5.19 | 5,688.36 |
| 10 3910 030 | NATIONAL GUARD RENT | 5,700.00 | 0.00 | 0.00 | 0.00 | 5,700.00 |
| | Subtotal: REVENUE FROM STATE SOURCES | 12,472,690.00 | 953,935.00 | 5,037,602.64 | 40.39 | 7,435,087.36 |
| 10 4121 000 | NATIONAL MINERALS | 25,000.00 | 23,890.68 | 23,890.68 | 95.56 | 1,109.32 |
| 10 4122 000 | TAYLOR GRAZING | 14,500.00 | 12,954.58 | 12,954.58 | 89.34 | 1,545.42 |
| 10 4131 000 | NATIONAL FOREST LANDS | 15,000.00 | 0.00 | 0.00 | 0.00 | 15,000.00 |
| 10 4151 014 | FFV GRANT | 59,841.00 | 11,436.76 | 27,114.70 | 45.31 | 32,726.30 |
| 10 4151 040 | GRANTS-FEDERAL THRU STATE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 10 4153 044 | TITLE IV | 38,091.00 | 0.00 | 0.00 | 0.00 | 38,091.00 |
| 10 4158 042 | TITLE I | 585,305.00 | 47,392.00 | 120,245.00 | 20.54 | 465,060.00 |
| 10 4158 047 | TITLE I- 1003 SCHOOL IMPROV. | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 10 4159 503 | TITLE II PART A | 188,250.00 | 18,954.00 | 38,135.00 | 20.26 | 150,115.00 |
| 10 4161 000 | VOCATIONAL EDUCATION | 51,529.00 | 28,394.00 | 31,608.00 | 61.34 | 19,921.00 |

| Fund: 10 GENERAL FUND | | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|--|------------------------------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| <u>Account Number</u> | <u>Description</u> | | | | | |
| 10 4190 045 | ESSR II | 14,700.00 | 0.00 | 14,624.00 | 99.48 | 76.00 |
| 10 4191 246 | ESSR3 LEARNING LOSS | 462,407.00 | 35,296.00 | 71,260.00 | 15.41 | 391,147.00 |
| Subtotal: REVENUE FROM FEDERAL SOURCES | | 1,454,623.00 | 178,318.02 | 339,831.96 | 23.36 | 1,114,791.04 |
| Fund Total: | | 23,122,462.00 | 3,820,595.29 | 8,815,887.46 | 38.13 | 14,306,574.54 |
| Fund: 21 CAPITAL OUTLAY | | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
| <u>Account Number</u> | <u>Description</u> | | | | | |
| 21 1110 000 | AD VALOREM TAXES | 6,065,256.00 | 2,046,231.24 | 2,294,479.71 | 37.83 | 3,770,776.29 |
| 21 1112 000 | AD VALOREM MOBILE HOMES | 145,000.00 | 37,467.10 | 46,065.74 | 31.77 | 98,934.26 |
| 21 1120 000 | PRIOR YEARS' AD VALOREM TAXES | 30,000.00 | 1,636.18 | 3,804.00 | 12.68 | 26,196.00 |
| 21 1190 000 | PENALTIES AND INTEREST ON TAXES | 10,000.00 | 2,353.69 | 3,615.10 | 36.15 | 6,384.90 |
| 21 1510 000 | INVESTMENTS EARNINGS | 3,000.00 | 6,016.38 | 14,316.19 | 477.21 | (11,316.19) |
| 21 1510 107 | INVESTMENT EARNINGS | 0.00 | 0.00 | 217.38 | 0.00 | (217.38) |
| 21 1510 108 | INVESTMENT EARNINGS | 0.00 | 1,883.42 | 1,883.42 | 0.00 | (1,883.42) |
| 21 1510 120 | INVESTMENT EARNINGS | 0.00 | 0.00 | 126.22 | 0.00 | (126.22) |
| 21 1510 121 | INVESTMENT EARNINGS | 0.00 | 0.00 | 508.11 | 0.00 | (508.11) |
| 21 1510 122 | INVESTMENT EARNINGS | 0.00 | 0.00 | 271.54 | 0.00 | (271.54) |
| Subtotal: REVENUE FROM LOCAL SOURCES | | 6,253,256.00 | 2,095,588.01 | 2,365,287.41 | 37.82 | 3,887,968.59 |
| 21 4190 045 | ESSR II | 710,000.00 | 1,449.00 | 613,981.00 | 86.48 | 96,019.00 |
| 21 4900 021 | OTHER FEDERAL REVENUE QSCB | 253,000.00 | 0.00 | 0.00 | 0.00 | 253,000.00 |
| Subtotal: REVENUE FROM FEDERAL SOURCES | | 963,000.00 | 1,449.00 | 613,981.00 | 63.76 | 349,019.00 |
| 21 5125 022 | CAPITAL OUTLAY CERTIFICATE PRC | 0.00 | 5,000,000.00 | 5,000,000.00 | 0.00 | (5,000,000.00) |
| 21 5130 000 | SALE OF SURPLUS PROPERTY | 0.00 | 0.00 | 466.70 | 0.00 | (466.70) |
| Subtotal: OTHER SOURCES | | 0.00 | 5,000,000.00 | 5,000,466.70 | 0.00 | (5,000,466.70) |
| Fund Total: | | 7,216,256.00 | 7,097,037.01 | 7,979,735.11 | 110.58 | (763,479.11) |
| Fund: 22 SPECIAL EDUCATION | | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
| <u>Account Number</u> | <u>Description</u> | | | | | |
| 22 1110 000 | AD VALOREM TAXES | 3,265,553.00 | 1,148,235.19 | 1,287,539.06 | 39.43 | 1,978,013.94 |
| 22 1112 000 | AD VALOREM MOBILE HOMES | 85,000.00 | 21,024.51 | 25,849.61 | 30.41 | 59,150.39 |
| 22 1120 000 | PRIOR YEARS' AD VALOREM TAXES | 18,000.00 | 874.21 | 2,026.80 | 11.26 | 15,973.20 |
| 22 1190 000 | PENALTIES AND INTEREST ON TAXES | 8,000.00 | 1,317.34 | 2,021.24 | 25.27 | 5,978.76 |
| 22 1510 000 | INVESTMENT EARNINGS | 400.00 | 1,752.09 | 3,507.08 | 876.77 | (3,107.08) |
| 22 1920 000 | CONTRIBUTIONS AND DONATIONS | 0.00 | 0.00 | 252.00 | 0.00 | (252.00) |
| 22 1972 000 | MEDICAID DIRECT SERVICES TITLE XIX | 20,000.00 | 1,898.76 | 4,877.59 | 24.39 | 15,122.41 |
| 22 1973 000 | MEDICAID | 5,000.00 | 0.00 | 4,219.00 | 84.38 | 781.00 |
| Subtotal: REVENUE FROM LOCAL SOURCES | | 3,401,953.00 | 1,175,102.10 | 1,330,292.38 | 39.10 | 2,071,660.62 |
| 22 3121 030 | EXCEPTIONAL CHILDREN- STATE AID | 748,742.00 | 86,701.00 | 433,505.00 | 57.90 | 315,237.00 |
| Subtotal: REVENUE FROM STATE SOURCES | | 748,742.00 | 86,701.00 | 433,505.00 | 57.90 | 315,237.00 |
| 22 4175 041 | SPECIAL ED - IDEA - PART B | 867,849.00 | 88,489.00 | 147,453.00 | 16.99 | 720,396.00 |
| 22 4186 043 | SPECIAL ED - PRESCHOOL GRANTS | 16,868.00 | 1,294.00 | 2,610.00 | 15.47 | 14,258.00 |
| Subtotal: REVENUE FROM FEDERAL SOURCES | | 884,717.00 | 89,783.00 | 150,063.00 | 16.96 | 734,654.00 |
| Fund Total: | | 5,035,412.00 | 1,351,586.10 | 1,913,860.38 | 38.01 | 3,121,551.62 |
| Fund: 31 DEBT SERVICE QZAB 2010 | | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
| <u>Account Number</u> | <u>Description</u> | | | | | |
| 31 1510 000 | INVESTMENT EARNINGS | 0.00 | 0.00 | 427.74 | 0.00 | (427.74) |
| Subtotal: REVENUE FROM LOCAL SOURCES | | 0.00 | 0.00 | 427.74 | 0.00 | (427.74) |
| 31 5110 000 | OPERATING TRANSFERS IN | 40,000.00 | 0.00 | 40,000.00 | 100.00 | 0.00 |
| Subtotal: OTHER SOURCES | | 40,000.00 | 0.00 | 40,000.00 | 100.00 | 0.00 |

Fund: 31 DEBT SERVICE QZAB 2010

| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|-----------------------|--------------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| Fund Total: | | 40,000.00 | 0.00 | 40,427.74 | 101.07 | (427.74) |

Fund: 32 DEBT SERVICE QSCB 2010

| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|--------------------------------------|------------------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| 32 1510 000 | INVESTMENT EARNINGS | 0.00 | 7,648.75 | 21,493.89 | 0.00 | (21,493.89) |
| Subtotal: REVENUE FROM LOCAL SOURCES | | 0.00 | 7,648.75 | 21,493.89 | 0.00 | (21,493.89) |
| 32 5110 000 | OPERATING TRANSFERS IN | 586,191.00 | 292,765.15 | 292,765.15 | 49.94 | 293,425.85 |
| Subtotal: OTHER SOURCES | | 586,191.00 | 292,765.15 | 292,765.15 | 49.94 | 293,425.85 |
| Fund Total: | | 586,191.00 | 300,413.90 | 314,259.04 | 53.61 | 271,931.96 |

Fund: 41 PIEDMONT VALLEY ELEMENTARY

| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|--|------------------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| 41 4191 046 | ESSR3 GENERAL | 2,828,762.00 | 423,444.00 | 932,821.00 | 32.98 | 1,895,941.00 |
| Subtotal: REVENUE FROM FEDERAL SOURCES | | 2,828,762.00 | 423,444.00 | 932,821.00 | 32.98 | 1,895,941.00 |
| 41 5110 000 | OPERATING TRANSFERS IN | 920,000.00 | 0.00 | 0.00 | 0.00 | 920,000.00 |
| Subtotal: OTHER SOURCES | | 920,000.00 | 0.00 | 0.00 | 0.00 | 920,000.00 |
| Fund Total: | | 3,748,762.00 | 423,444.00 | 932,821.00 | 24.88 | 2,815,941.00 |

Fund: 51 FOOD SERVICE

| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|--|---|-----------------------|---------------------|----------------|--------------------|-----------------------|
| 51 1510 000 | INVESTMENT EARNINGS | 100.00 | 936.63 | 3,159.90 | 3,159.90 | (3,059.90) |
| 51 1610 000 | SALES TO PUPILS | 691,000.00 | 79,409.70 | 241,575.17 | 34.96 | 449,424.83 |
| 51 1620 000 | SALES TO ADULTS | 20,000.00 | 2,438.00 | 8,099.33 | 40.50 | 11,900.67 |
| 51 1630 000 | A LA CARTE SALES | 10,000.00 | 67.90 | 180.70 | 1.81 | 9,819.30 |
| 51 1660 000 | OTHER SALES | 35,000.00 | 2,963.31 | 9,425.33 | 26.93 | 25,574.67 |
| 51 1690 000 | MISC REVENUE FROM OTHER SOURCE | 1,500.00 | 0.00 | 382.76 | 25.52 | 1,117.24 |
| 51 1950 000 | REFUND OF PRIOR YEARS' EXPEND | 0.00 | 0.00 | 30.48 | 0.00 | (30.48) |
| Subtotal: REVENUE FROM LOCAL SOURCES | | 757,600.00 | 85,815.54 | 262,853.67 | 34.70 | 494,746.33 |
| 51 4811 000 | FEDERAL REIMBURSEMENT-SCHOOL LUNCH | 591,000.00 | 68,098.45 | 144,540.08 | 24.46 | 446,459.92 |
| 51 4812 000 | FEDERAL REIMBURSEMENT-SCHOOL BREAKFAST | 100,000.00 | 11,257.85 | 22,666.14 | 22.67 | 77,333.86 |
| 51 4813 000 | FEDERAL REIMBURSEMENT-AFTER SCHOOL CARE | 700.00 | 835.92 | 1,560.33 | 222.90 | (860.33) |
| 51 4814 000 | FEDERAL REIMBURSEMENT SUMMER PROGRAM | 10,000.00 | 0.00 | 2,034.88 | 20.35 | 7,965.12 |
| 51 4815 000 | FEDERAL REIMBURSEMENT MILK | 0.00 | 444.96 | 993.33 | 0.00 | (993.33) |
| 51 4820 000 | DONATED FOOD | 15,000.00 | 7,345.45 | 35,567.95 | 237.12 | (20,567.95) |
| Subtotal: REVENUE FROM FEDERAL SOURCES | | 716,700.00 | 87,982.63 | 207,362.71 | 28.93 | 509,337.29 |
| Fund Total: | | 1,474,300.00 | 173,798.17 | 470,216.38 | 31.89 | 1,004,083.62 |

Fund: 53 ENTERPRISE FUND

| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|--------------------------------------|---------------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| 53 1316 015 | DRIVERS EDUCATION | 16,313.00 | 0.00 | 0.00 | 0.00 | 16,313.00 |
| 53 1510 000 | INVESTMENT EARNINGS | 0.00 | 0.00 | 245.21 | 0.00 | (245.21) |
| 53 1510 019 | INVESTMENT EARNINGS | 0.00 | 119.14 | 119.14 | 0.00 | (119.14) |
| 53 1660 000 | OTHER SALES | 55,477.00 | 2,881.00 | 26,008.50 | 46.88 | 29,468.50 |
| 53 1660 400 | OTHER SALES | 54,000.00 | 0.00 | 52,094.00 | 96.47 | 1,906.00 |
| 53 1982 019 | LATCHKEY SERVICES | 50,000.00 | 8,549.00 | 15,989.00 | 31.98 | 34,011.00 |
| Subtotal: REVENUE FROM LOCAL SOURCES | | 175,790.00 | 11,549.14 | 94,455.85 | 53.73 | 81,334.15 |
| Fund Total: | | 175,790.00 | 11,549.14 | 94,455.85 | 53.73 | 81,334.15 |

Fund: 61 NON EXPENDABLE CUSTODIAL

| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|-----------------------|--------------------------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| 61 1790 280 | ALICE-LESTER HAYES SCHOLARSHIP | 0.00 | 0.00 | 8.96 | 0.00 | (8.96) |
| 61 1790 315 | GRIMSBO SCHOLARSHIP | 0.00 | 8.68 | 8.68 | 0.00 | (8.68) |

Fund: 61 NON EXPENDABLE CUSTODIAL

| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|--------------------------------------|--------------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| 61 1790 470 | WOODLE GOLF | 0.00 | 0.00 | 0.21 | 0.00 | (0.21) |
| Subtotal: REVENUE FROM LOCAL SOURCES | | 0.00 | 8.68 | 17.85 | 0.00 | (17.85) |
| Fund Total: | | 0.00 | 8.68 | 17.85 | 0.00 | (17.85) |

Fund: 66 EXPENDABLE CUSTODIAL FUND

| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|--------------------------------------|----------------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| 66 1790 070 | WM BROWN | 0.00 | 0.00 | 6.72 | 0.00 | (6.72) |
| 66 1790 085 | CAFETERIA FUND | 0.00 | 11,951.16 | 61,035.56 | 0.00 | (61,035.56) |
| 66 1790 452 | ALEN SIGMAN MEMORIAL | 0.00 | 0.00 | 8.67 | 0.00 | (8.67) |
| Subtotal: REVENUE FROM LOCAL SOURCES | | 0.00 | 11,951.16 | 61,050.95 | 0.00 | (61,050.95) |
| Fund Total: | | 0.00 | 11,951.16 | 61,050.95 | 0.00 | (61,050.95) |

Fund: 71 HIGH SCHOOL CUSTODIAL FUND

| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|--------------------------------------|-----------------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| 71 1790 009 | ACADEMIC | 0.00 | 0.00 | 250.65 | 0.00 | (250.65) |
| 71 1790 010 | ANNUAL | 0.00 | 1,810.00 | 4,177.00 | 0.00 | (4,177.00) |
| 71 1790 020 | ART | 0.00 | 0.00 | 375.00 | 0.00 | (375.00) |
| 71 1790 093 | Class of 2023 | 0.00 | 0.00 | 1,129.00 | 0.00 | (1,129.00) |
| 71 1790 094 | CLASS OF 2024 | 0.00 | 0.00 | 1,087.00 | 0.00 | (1,087.00) |
| 71 1790 095 | CLASS OF 2025 | 0.00 | 0.00 | 1,020.00 | 0.00 | (1,020.00) |
| 71 1790 096 | CLASS OF 2026 | 0.00 | 0.00 | 1,095.00 | 0.00 | (1,095.00) |
| 71 1790 135 | CULINARY ARTS | 0.00 | 150.00 | 171.00 | 0.00 | (171.00) |
| 71 1790 190 | FFA | 0.00 | 14,855.00 | 19,734.08 | 0.00 | (19,734.08) |
| 71 1790 200 | FCCLA | 0.00 | 399.00 | 948.00 | 0.00 | (948.00) |
| 71 1790 320 | VICA | 0.00 | 0.00 | 14.00 | 0.00 | (14.00) |
| 71 1790 410 | MEMORIAL SCHOLARSHIPS | 0.00 | 0.00 | 2,000.00 | 0.00 | (2,000.00) |
| 71 1790 414 | COKE SCHOLARSHIP | 0.00 | 0.00 | 1,068.00 | 0.00 | (1,068.00) |
| 71 1790 450 | S CLUB | 0.00 | 757.09 | 19,283.69 | 0.00 | (19,283.69) |
| 71 1790 520 | SPANISH | 0.00 | 0.00 | 630.00 | 0.00 | (630.00) |
| 71 1790 530 | SPEECH | 0.00 | 0.00 | 171.00 | 0.00 | (171.00) |
| 71 1790 540 | STUDENT COUNCIL | 0.00 | 0.00 | 3,384.35 | 0.00 | (3,384.35) |
| 71 1790 550 | DRAMA-THESPIANS | 0.00 | 461.00 | 474.00 | 0.00 | (474.00) |
| Subtotal: REVENUE FROM LOCAL SOURCES | | 0.00 | 18,432.09 | 57,011.77 | 0.00 | (57,011.77) |
| Fund Total: | | 0.00 | 18,432.09 | 57,011.77 | 0.00 | (57,011.77) |

Fund: 72 CENTRAL CUSTODIAL FUND

| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|--------------------------------------|--------------------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| 72 1790 220 | STURGIS ELEMENTARY | 0.00 | 8,523.02 | 15,160.02 | 0.00 | (15,160.02) |
| 72 1790 230 | STUDENT COUNCIL-PIEDMONT | 0.00 | 460.25 | 8,973.38 | 0.00 | (8,973.38) |
| 72 1790 260 | WHITEWOOD | 0.00 | 0.00 | 1,708.00 | 0.00 | (1,708.00) |
| Subtotal: REVENUE FROM LOCAL SOURCES | | 0.00 | 8,983.27 | 25,841.40 | 0.00 | (25,841.40) |
| Fund Total: | | 0.00 | 8,983.27 | 25,841.40 | 0.00 | (25,841.40) |

Fund: 73 MIDDLE SCHOOL CUSTODIAL FUND

| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|--------------------------------------|----------------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| 73 1790 540 | SWMS STUDENT COUNCIL | 0.00 | 8,444.07 | 12,263.31 | 0.00 | (12,263.31) |
| 73 1790 550 | SBMS STUDENT COUNCIL | 0.00 | 2,049.41 | 6,100.18 | 0.00 | (6,100.18) |
| Subtotal: REVENUE FROM LOCAL SOURCES | | 0.00 | 10,493.48 | 18,363.49 | 0.00 | (18,363.49) |
| Fund Total: | | 0.00 | 10,493.48 | 18,363.49 | 0.00 | (18,363.49) |

| | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|--------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| Grand Total: | 41,399,173.00 | 13,228,292.29 | 20,723,948.42 | 50.06 | 20,675,224.58 |

EXPENDITURE REPORT FUND, FUNCTION, OPR UNIT
EXHIBIT D

| Account Number | Account Description | Revised Budget | During Month | To Date | Balance at EOM | Encumbrances | Unencumbered | % of Budget |
|----------------|---|----------------|--------------|----------------|----------------|--------------|----------------|-------------|
| 10 | GENERAL FUND | | | | | | Balance | |
| 1111 | REGULAR TERM | \$5,703,266.00 | \$467,153.16 | \$1,456,461.15 | \$4,246,804.85 | \$2,568.08 | \$4,244,236.77 | 25.58 |
| 1112 | SUMMER TERM | \$29,763.00 | \$0.00 | \$0.00 | \$29,763.00 | \$0.00 | \$29,763.00 | 0.00 |
| 1121 | REGULAR TERM | \$3,723,461.00 | \$300,434.33 | \$917,860.96 | \$2,805,600.04 | \$4,098.69 | \$2,801,501.35 | 24.76 |
| 1122 | SUMMER TERM | \$12,000.00 | \$2,667.98 | \$4,628.45 | \$7,371.55 | \$0.00 | \$7,371.55 | 38.57 |
| 1131 | REGULAR TERM | \$3,053,718.00 | \$261,546.11 | \$816,523.94 | \$2,237,194.06 | \$15,489.95 | \$2,221,704.11 | 27.25 |
| 1132 | SUMMER TERM-INCLUDES PROJ EASY | \$15,419.00 | \$1,585.46 | \$3,315.82 | \$12,103.18 | \$0.00 | \$12,103.18 | 21.50 |
| 1142 | TITLE I PRESCHOOL | \$33,119.00 | \$3,001.91 | \$9,351.88 | \$23,767.12 | \$235.29 | \$23,531.83 | 28.95 |
| 1190 | OTHER REGULAR PROGRAMS | \$3,115.00 | \$0.00 | \$0.00 | \$3,115.00 | \$0.00 | \$3,115.00 | 0.00 |
| 1210 | PROGRAMS FOR GIFTED & TALENTED | \$67,495.00 | \$5,604.66 | \$16,928.21 | \$50,566.79 | \$0.00 | \$50,566.79 | 25.08 |
| 1250 | CULTURALLY DIFFERENT | \$24,848.00 | \$1,335.16 | \$3,024.90 | \$21,823.10 | \$0.00 | \$21,823.10 | 12.17 |
| 1273 | HELPING DISADV CHILD MEET STAN | \$541,373.00 | \$46,067.71 | \$160,064.50 | \$381,308.50 | \$3,016.00 | \$378,292.50 | 30.12 |
| 2113 | SOCIAL WORK SERVICES | \$74,033.00 | \$5,395.41 | \$16,284.55 | \$57,748.45 | \$0.00 | \$57,748.45 | 22.00 |
| 2116 | Title I attendance & Social work | \$5,000.00 | \$0.00 | \$0.00 | \$5,000.00 | \$0.00 | \$5,000.00 | 0.00 |
| 2122 | COUNSELING SERVICES | \$686,363.00 | \$56,413.97 | \$172,783.05 | \$513,579.95 | \$1,284.17 | \$512,295.78 | 25.36 |
| 2128 | TITLE I PARENTAL INVOLVEMENT ACTIVITIES | \$6,900.00 | \$956.51 | \$1,056.51 | \$5,843.49 | \$1,318.75 | \$4,524.74 | 34.42 |
| 2133 | DENTAL SERVICES | \$6,000.00 | \$0.00 | \$0.00 | \$6,000.00 | \$0.00 | \$6,000.00 | 0.00 |
| 2134 | NURSE SERVICES | \$250,031.00 | \$19,081.22 | \$55,813.35 | \$194,217.65 | \$1,148.11 | \$193,069.54 | 22.78 |
| 2139 | OTHER HEALTH SERVICES | \$6,000.00 | \$406.92 | \$462.19 | \$5,537.81 | \$2,491.62 | \$3,046.19 | 49.23 |
| 2212 | INSTRUCTION/CURRICULUM DEVELOP | \$107,121.00 | \$1,333.14 | \$9,010.40 | \$98,110.60 | \$181.75 | \$97,928.85 | 8.58 |
| 2213 | INSTRUCT STAFF TRAINING SERV | \$0.00 | \$0.00 | \$310.70 | (\$310.70) | \$0.00 | (\$310.70) | 0.00 |
| 2214 | TITLE I PROFESSIONAL DEVELOPMENT | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 2219 | OTHER IMPROV. OF INSTRUCT SERV | \$15,000.00 | \$0.00 | \$0.00 | \$15,000.00 | \$0.00 | \$15,000.00 | 0.00 |
| 2222 | SCHOOL LIBRARY SERVICES | \$208,952.00 | \$18,338.01 | \$55,475.85 | \$153,476.15 | \$2,798.51 | \$150,677.64 | 27.89 |
| 2227 | TECHNOLOGY IN SCHOOL | \$403,150.00 | \$24,426.23 | \$126,760.56 | \$276,389.44 | \$0.00 | \$276,389.44 | 31.44 |
| 2311 | SERVICE AREA DIRECTION | \$345,000.00 | \$103.43 | \$346,317.43 | (\$1,317.43) | \$0.00 | (\$1,317.43) | 100.38 |
| 2314 | ELECTION SERVICES | \$10,000.00 | \$0.00 | \$0.00 | \$10,000.00 | \$0.00 | \$10,000.00 | 0.00 |
| 2315 | LEGAL SERVICES | \$12,000.00 | \$825.00 | \$1,780.50 | \$10,219.50 | \$0.00 | \$10,219.50 | 14.84 |
| 2317 | AUDIT SERVICES | \$36,000.00 | \$0.00 | \$0.00 | \$36,000.00 | \$0.00 | \$36,000.00 | 0.00 |
| 2319 | OTHER BOARD OF ED SERVICES | \$61,385.00 | \$4,854.47 | \$25,638.96 | \$35,746.04 | \$1,215.74 | \$34,530.30 | 43.75 |
| 2321 | OFFICE OF THE SUPERINTENDENT | \$274,077.00 | \$21,847.48 | \$119,761.55 | \$154,315.45 | \$0.00 | \$154,315.45 | 43.70 |
| 2322 | COMMUNITY RELATIONS SERVICES | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 2410 | OFFICE OF THE PRINCIPAL | \$1,567,019.00 | \$129,071.54 | \$595,986.13 | \$971,032.87 | \$1,079.50 | \$969,953.37 | 38.10 |
| 2490 | OTHER SUPPORT SERVICES-SCH ADM | \$126,496.00 | \$10,027.57 | \$72,076.46 | \$54,419.54 | \$0.00 | \$54,419.54 | 56.98 |
| 2529 | OTHER FISCAL SERVICES | \$383,506.00 | \$30,373.30 | \$152,304.27 | \$231,201.73 | \$0.00 | \$231,201.73 | 39.71 |
| 2542 | CARE & UPKEEP OF BUILDING SERV | \$924,300.00 | \$86,364.32 | \$316,521.31 | \$607,778.69 | \$0.00 | \$607,778.69 | 34.24 |
| 2543 | CARE & UPKEEP OF GROUNDS SERV | \$67,567.00 | \$1,357.48 | \$11,655.72 | \$55,911.28 | \$0.00 | \$55,911.28 | 17.25 |
| 2545 | VEHICLE SERVICING & MAINTANCE | \$63,400.00 | \$5,876.90 | \$16,915.33 | \$46,484.67 | \$0.00 | \$46,484.67 | 26.68 |
| 2546 | SECURITY SERVICES | \$151,750.00 | \$2,119.04 | \$4,902.79 | \$146,847.21 | \$0.00 | \$146,847.21 | 3.23 |
| 2547 | LAND AND BUILDING RENTAL | \$11,500.00 | \$0.00 | \$920.00 | \$10,580.00 | \$75.00 | \$10,505.00 | 8.65 |
| 2549 | OTHER OPERATION/MAINT OF PLANT | \$1,862,859.00 | \$146,181.77 | \$735,702.21 | \$1,127,156.79 | \$12,636.84 | \$1,114,519.95 | 40.17 |
| 2553 | MONITORING SERVICES | \$684.00 | \$0.00 | \$0.00 | \$684.00 | \$0.00 | \$684.00 | 0.00 |
| 2555 | CONTRACTED SERVICES | \$1,163,763.00 | \$154,942.71 | \$449,675.06 | \$714,087.94 | \$0.00 | \$714,087.94 | 38.64 |
| 2562 | FOOD PREPERATION/DISPENSING | \$59,841.00 | \$14,353.93 | \$35,319.13 | \$24,521.87 | \$0.00 | \$24,521.87 | 59.02 |
| 2574 | PRINTING, PUBLISHING, DUPLICATIN | \$99,330.00 | \$14,298.07 | \$36,031.15 | \$63,298.85 | \$4,036.53 | \$59,262.32 | 40.34 |
| 2642 | RECRUITMENT/PLACEMENT SERVICE | \$4,050.00 | \$129.50 | \$2,432.50 | \$1,617.50 | \$0.00 | \$1,617.50 | 60.06 |
| 6000 | COCURRICULAR ACTIVITIES | \$0.00 | \$0.00 | \$950.00 | (\$950.00) | \$0.00 | (\$950.00) | 0.00 |
| 6101 | FOOTBALL | \$80,416.00 | \$10,298.38 | \$31,262.94 | \$49,153.06 | \$0.00 | \$49,153.06 | 38.88 |
| 6102 | BASKETBALL | \$57,193.00 | \$4,335.58 | \$10,098.78 | \$47,094.22 | \$3,080.00 | \$44,014.22 | 23.04 |
| 6103 | WRESTLING | \$41,973.00 | \$3,124.24 | \$7,574.28 | \$34,398.72 | \$6,160.00 | \$28,238.72 | 32.72 |

EXPENDITURE REPORT FUND, FUNCTION, OPR UNIT
EXHIBIT D

| Account Number | Account Description | Revised Budget | During Month | To Date | Balance at EOM | Encumbrances | Unencumbered Balance | % of Budget |
|----------------|--------------------------------|-----------------|----------------|----------------|-----------------|--------------|-------------------------|-------------|
| 6104 | GOLF | \$7,422.00 | \$1,600.77 | \$3,164.32 | \$4,257.68 | \$1,760.00 | \$2,497.68 | 66.35 |
| 6105 | BOYS SCOOCER | \$14,299.00 | \$2,821.75 | \$13,105.55 | \$1,193.45 | \$0.00 | \$1,193.45 | 91.65 |
| 6202 | GIRLS BASKETBALL | \$57,744.00 | \$7,233.39 | \$14,792.36 | \$42,951.64 | \$3,080.00 | \$39,871.64 | 30.95 |
| 6204 | GIRLS GOLF | \$7,372.00 | \$414.85 | \$1,253.00 | \$6,119.00 | \$1,760.00 | \$4,359.00 | 40.87 |
| 6205 | VOLLEYBALL | \$48,667.00 | \$6,746.71 | \$20,539.13 | \$28,127.87 | \$1,100.00 | \$27,027.87 | 44.46 |
| 6207 | GIRLS SOCCER | \$13,825.00 | \$3,639.45 | \$8,572.87 | \$5,252.13 | \$0.00 | \$5,252.13 | 62.01 |
| 6500 | TRANSPORATION | \$173,000.00 | \$22,860.96 | \$49,379.93 | \$123,620.07 | \$0.00 | \$123,620.07 | 28.54 |
| 6901 | TRACK | \$75,580.00 | \$4,334.93 | \$16,300.69 | \$59,279.31 | \$8,470.00 | \$50,809.31 | 32.77 |
| 6902 | CROSS COUNTRY | \$29,495.00 | \$5,680.36 | \$11,205.25 | \$18,289.75 | \$2,090.00 | \$16,199.75 | 45.08 |
| 6903 | BAND | \$15,139.00 | \$1,481.39 | \$3,161.52 | \$11,977.48 | \$0.00 | \$11,977.48 | 20.88 |
| 6904 | CHOIR | \$11,338.00 | \$631.68 | \$1,922.67 | \$9,415.33 | \$1,320.00 | \$8,095.33 | 28.60 |
| 6905 | DEBATE | \$25,733.00 | \$1,237.35 | \$4,136.43 | \$21,596.57 | \$5,170.00 | \$16,426.57 | 36.17 |
| 6906 | DRAMA | \$22,000.00 | \$1,252.62 | \$5,133.99 | \$16,866.01 | \$4,301.00 | \$12,565.01 | 42.89 |
| 6907 | DECLAM | \$6,510.00 | \$751.30 | \$1,465.41 | \$5,044.59 | \$1,100.00 | \$3,944.59 | 39.41 |
| 6909 | YEARBOOK | \$7,331.00 | \$555.87 | \$1,687.92 | \$5,643.08 | \$0.00 | \$5,643.08 | 23.02 |
| 6911 | FFA | \$6,009.00 | \$498.35 | \$1,504.94 | \$4,504.06 | \$0.00 | \$4,504.06 | 25.04 |
| 6912 | BLACK MAGIC | \$7,541.00 | \$1,999.26 | \$5,024.64 | \$2,516.36 | \$1,100.00 | \$1,416.36 | 81.22 |
| 6913 | CHEERLEADERS | \$15,182.00 | \$3,556.88 | \$10,708.00 | \$4,474.00 | \$1,100.00 | \$3,374.00 | 77.78 |
| 6914 | CLASS/KNOW | \$29,320.00 | \$2,234.29 | \$6,750.50 | \$22,569.50 | \$0.00 | \$22,569.50 | 23.02 |
| 6915 | ACTIVITY DIRECTOR | \$228,104.00 | \$15,079.01 | \$91,353.18 | \$136,750.82 | \$7,974.83 | \$128,775.99 | 43.55 |
| 6916 | LEGO COMPETITION | \$2,000.00 | \$0.00 | \$0.00 | \$2,000.00 | \$0.00 | \$2,000.00 | 0.00 |
| 6917 | WEIGHT ROOM TRAINER | \$15,000.00 | \$0.00 | \$0.00 | \$15,000.00 | \$0.00 | \$15,000.00 | 0.00 |
| 6918 | RURAL ACTIVITIES | \$26,741.00 | \$10,355.58 | \$14,412.47 | \$12,328.53 | \$0.00 | \$12,328.53 | 53.90 |
| 10 | GENERAL FUND | \$23,225,588.00 | \$1,951,199.35 | \$7,085,518.24 | \$16,140,069.76 | \$103,240.36 | \$16,036,829.40 | 30.95 |
| 21 | CAPITAL OUTLAY | | | | | | | |
| 1111 | REGULAR TERM | \$240,498.00 | \$46,389.35 | \$172,075.81 | \$68,422.19 | \$1,477.95 | \$66,944.24 | 72.16 |
| 1121 | REGULAR TERM | \$145,665.00 | \$4,282.22 | \$63,240.62 | \$82,424.38 | \$1,057.96 | \$81,366.42 | 44.14 |
| 1131 | REGULAR TERM | \$199,795.00 | \$5,873.81 | \$100,110.75 | \$99,684.25 | \$525.75 | \$99,158.50 | 50.37 |
| 2139 | OTHER HEALTH SERVICES | \$3,000.00 | \$0.00 | \$0.00 | \$3,000.00 | \$1,400.00 | \$1,600.00 | 46.67 |
| 2149 | OTHER PSYCHOLOGICAL SERVICES | \$6,500.00 | \$0.00 | \$5,992.00 | \$508.00 | \$0.00 | \$508.00 | 92.18 |
| 2222 | SCHOOL LIBRARY SERVICES | \$24,695.00 | \$5,917.38 | \$5,917.38 | \$18,777.62 | \$13,302.33 | \$5,475.29 | 77.83 |
| 2227 | TECHNOLOGY IN SCHOOL | \$62,700.00 | \$0.00 | \$52,120.03 | \$10,579.97 | \$852.75 | \$9,727.22 | 84.49 |
| 2410 | OFFICE OF THE PRINCIPAL | \$133,525.00 | \$60,041.20 | \$90,619.10 | \$42,905.90 | \$0.00 | \$42,905.90 | 67.87 |
| 2490 | OTHER SUPPORT SERVICES-SCH ADM | \$3,500.00 | \$0.00 | \$0.00 | \$3,500.00 | \$0.00 | \$3,500.00 | 0.00 |
| 2529 | OTHER FISCAL SERVICES | \$5,000.00 | \$277.46 | \$2,071.35 | \$2,928.65 | \$0.00 | \$2,928.65 | 41.43 |
| 2533 | ARCHITECTURE/ENGINEER SERVICES | \$568,450.00 | \$58,674.00 | \$209,182.41 | \$359,267.59 | \$0.00 | \$359,267.59 | 36.80 |
| 2535 | CONSTRUCTION AND IMPROVEMENTS | \$1,108,075.00 | \$8,591.63 | \$818,473.05 | \$289,601.95 | \$24,954.48 | \$264,647.47 | 76.12 |
| 2542 | CARE & UPKEEP OF BUILDING SERV | \$80,000.00 | \$48,080.00 | \$48,080.00 | \$31,920.00 | \$0.00 | \$31,920.00 | 60.10 |
| 2543 | CARE & UPKEEP OF GROUNDS SERV | \$20,000.00 | \$0.00 | \$10,000.00 | \$10,000.00 | \$10,000.00 | \$0.00 | 100.00 |
| 2549 | OTHER OPERATION/MAINT OF PLANT | \$95,850.00 | \$26,192.33 | \$35,850.50 | \$59,999.50 | \$15,000.00 | \$44,999.50 | 53.05 |
| 2555 | CONTRACTED SERVICES | \$165,000.00 | \$0.00 | \$0.00 | \$165,000.00 | \$0.00 | \$165,000.00 | 0.00 |
| 2574 | PRINTING,PUBLISHING,DUPLICATIN | \$30,000.00 | \$2,732.52 | \$7,398.16 | \$22,601.84 | \$0.00 | \$22,601.84 | 24.66 |
| 2710 | SPECIAL ED ADMIN COSTS | \$3,600.00 | \$174.91 | \$874.54 | \$2,725.46 | \$0.00 | \$2,725.46 | 24.29 |
| 2756 | MULTIPLE DISABILITIES | \$5,600.00 | \$24.20 | \$5,524.20 | \$75.80 | \$0.00 | \$75.80 | 98.65 |
| 5000 | DEBT SERVICES-LSE PURCHASE PMT | \$2,615,149.00 | \$51,200.00 | \$1,884,345.54 | \$730,803.46 | \$0.00 | \$730,803.46 | 72.05 |
| 6101 | FOOTBALL | \$78,300.00 | \$0.00 | \$69,474.82 | \$8,825.18 | \$0.00 | \$8,825.18 | 88.73 |
| 6102 | BASKETBALL | \$7,000.00 | \$0.00 | \$5,001.35 | \$1,998.65 | \$6,003.20 | (\$4,004.55) | 157.21 |
| 6500 | TRANSPORATION | \$59,000.00 | \$0.00 | \$0.00 | \$59,000.00 | \$0.00 | \$59,000.00 | 0.00 |
| 6912 | BLACK MAGIC | \$6,000.00 | \$0.00 | \$0.00 | \$6,000.00 | \$0.00 | \$6,000.00 | 0.00 |
| 6913 | CHEERLEADERS | \$0.00 | \$0.00 | \$5,688.46 | (\$5,688.46) | \$0.00 | (\$5,688.46) | 0.00 |

EXPENDITURE REPORT FUND, FUNCTION, OPR UNIT
EXHIBIT D

| Account Number | Account Description | Revised Budget | During Month | To Date | Balance at EOM | Encumbrances | Unencumbered Balance | % of Budget |
|----------------|-----------------------------------|----------------|--------------|----------------|----------------|--------------|----------------------|-------------|
| 7000 | CONTINGENCIES (BUDGET ONLY) | \$3,354.00 | \$0.00 | \$0.00 | \$3,354.00 | \$0.00 | \$3,354.00 | 0.00 |
| 8110 | OPERATING TRANSFERS OUT | \$1,546,000.00 | \$292,765.15 | \$332,765.15 | \$1,213,234.85 | \$0.00 | \$1,213,234.85 | 21.52 |
| 21 | CAPITAL OUTLAY | \$7,216,256.00 | \$611,216.16 | \$3,924,805.22 | \$3,291,450.78 | \$74,574.42 | \$3,216,876.36 | 55.42 |
| 22 | SPECIAL EDUCATION | | | | | | | |
| 1221 | PGMS-STDNT WITH MILD-MOD DISAB | \$1,960,933.00 | \$162,701.91 | \$505,970.57 | \$1,454,962.43 | \$789.55 | \$1,454,172.88 | 25.84 |
| 1222 | PGMS-STDNT WITH SEVERE DISAB | \$1,279,912.00 | \$116,487.59 | \$357,514.79 | \$922,397.21 | \$644.57 | \$921,752.64 | 27.98 |
| 1223 | DAY PROGRAMS | \$150,000.00 | \$25,487.83 | \$48,037.82 | \$101,962.18 | \$0.00 | \$101,962.18 | 32.03 |
| 1224 | RESIDENTIAL PROGRAMS | \$100,000.00 | \$0.00 | \$0.00 | \$100,000.00 | \$0.00 | \$100,000.00 | 0.00 |
| 1226 | EARLY CHILDHOOD PROGRAMS | \$117,233.00 | \$10,701.78 | \$33,397.15 | \$83,835.85 | \$2,976.20 | \$80,859.65 | 31.03 |
| 1227 | PROLONGED ASSISTANCE PROGRAMS | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 2113 | SOCIAL WORK SERVICES | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 2134 | NURSE SERVICES | \$0.00 | \$5,430.29 | \$10,860.58 | (\$10,860.58) | \$0.00 | (\$10,860.58) | 0.00 |
| 2139 | OTHER HEALTH SERVICES | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 2149 | OTHER PSYCHOLOGICAL SERVICES | \$269,800.00 | \$5,619.98 | \$193,461.87 | \$76,338.13 | \$5,400.00 | \$70,938.13 | 73.71 |
| 2159 | OTHER SPEECH PATHOLOGY SERVICE | \$541,450.00 | \$5,777.82 | \$234,226.94 | \$307,223.06 | \$1,365.95 | \$305,857.11 | 43.51 |
| 2172 | OCCUPATIONAL THERAPY | \$88,900.00 | \$71.74 | \$44,650.79 | \$44,249.21 | \$23.98 | \$44,225.23 | 50.25 |
| 2179 | OTHER THERAPY SERVICES | \$73,200.00 | \$0.00 | \$24,949.87 | \$48,250.13 | \$0.00 | \$48,250.13 | 34.08 |
| 2212 | INSTRUCTION/CURRICULUM DEVELOP | \$23,900.00 | \$138.07 | \$1,768.44 | \$22,131.56 | \$1,923.62 | \$20,207.94 | 15.45 |
| 2213 | INSTRUCT STAFF TRAINING SERV | \$0.00 | \$825.20 | \$825.20 | (\$825.20) | \$0.00 | (\$825.20) | 0.00 |
| 2710 | SPECIAL ED ADMIN COSTS | \$294,746.00 | \$23,477.93 | \$116,127.59 | \$178,618.41 | \$996.15 | \$177,622.26 | 39.74 |
| 2730 | SPECIAL EDUCATION-TRANSP COSTS | \$0.00 | \$459.24 | \$910.65 | (\$910.65) | \$0.00 | (\$910.65) | 0.00 |
| 2736 | MULTIPLE DISABILITIES | \$25,000.00 | \$0.00 | \$0.00 | \$25,000.00 | \$0.00 | \$25,000.00 | 0.00 |
| 2741 | OTHER HEALTH IMPAIRED | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 2744 | PRESCHOOL (AGE 3-5) | \$0.00 | \$58.61 | \$58.61 | (\$58.61) | \$49.25 | (\$107.86) | 0.00 |
| 2750 | OTHER SPECIAL EDUCATION COSTS | \$150,710.00 | \$0.00 | \$0.00 | \$150,710.00 | \$0.00 | \$150,710.00 | 0.00 |
| 2752 | SERIOUS EMOTIONALLY DISTURBED | \$0.00 | \$193.07 | \$4,065.78 | (\$4,065.78) | \$0.00 | (\$4,065.78) | 0.00 |
| 2753 | MENTAL RETARDATION | \$0.00 | \$3,159.89 | \$12,972.46 | (\$12,972.46) | \$0.00 | (\$12,972.46) | 0.00 |
| 2756 | MULTIPLE DISABILITIES | \$0.00 | \$475.47 | \$2,455.52 | (\$2,455.52) | \$0.00 | (\$2,455.52) | 0.00 |
| 2757 | ORTHOPEDIC IMPAIRMENTS | \$0.00 | \$475.47 | \$2,455.53 | (\$2,455.53) | \$0.00 | (\$2,455.53) | 0.00 |
| 2760 | SPEECH/LANGUAGE IMPAIRMENTS | \$0.00 | \$475.47 | \$2,455.53 | (\$2,455.53) | \$0.00 | (\$2,455.53) | 0.00 |
| 2762 | AUTISM | \$0.00 | \$1,264.67 | \$5,167.37 | (\$5,167.37) | \$0.00 | (\$5,167.37) | 0.00 |
| 22 | SPECIAL EDUCATION | \$5,075,784.00 | \$363,282.03 | \$1,602,333.06 | \$3,473,450.94 | \$14,169.27 | \$3,459,281.67 | 31.85 |
| 32 | DEBT SERVICE QSCB 2010 | | | | | | | |
| 5000 | DEBT SERVICES-LSE PURCHASE PMT | \$303,691.00 | \$141,250.00 | \$141,250.00 | \$162,441.00 | \$0.00 | \$162,441.00 | 46.51 |
| 32 | DEBT SERVICE QSCB 2010 | \$303,691.00 | \$141,250.00 | \$141,250.00 | \$162,441.00 | \$0.00 | \$162,441.00 | 46.51 |
| 41 | PIEDMONT VALLEY ELEMENTARY | | | | | | | |
| 7500 | CAPITAL OUTLAY | \$3,748,762.00 | \$403,826.78 | \$1,336,647.90 | \$2,412,114.10 | \$0.00 | \$2,412,114.10 | 35.66 |
| 41 | PIEDMONT VALLEY ELEMENTARY | \$3,748,762.00 | \$403,826.78 | \$1,336,647.90 | \$2,412,114.10 | \$0.00 | \$2,412,114.10 | 35.66 |
| 51 | FOOD SERVICE | | | | | | | |
| 2561 | SERVICE AREA DIRECTION | \$122,021.00 | \$10,436.06 | \$48,230.09 | \$73,790.91 | \$0.00 | \$73,790.91 | 39.53 |
| 2562 | FOOD PREPERATION/DISPENSING | \$1,443,972.00 | \$173,668.87 | \$473,625.83 | \$970,346.17 | \$5,754.39 | \$964,591.78 | 33.20 |
| 2563 | FOOD DELIVERY SERVICES | \$7,000.00 | \$221.72 | \$845.49 | \$6,154.51 | \$0.00 | \$6,154.51 | 12.08 |
| 2642 | RECRUITMENT/PLACEMENT SERVICE | \$0.00 | \$0.00 | \$53.25 | (\$53.25) | \$0.00 | (\$53.25) | 0.00 |
| 51 | FOOD SERVICE | \$1,572,993.00 | \$184,326.65 | \$522,754.66 | \$1,050,238.34 | \$5,754.39 | \$1,044,483.95 | 33.60 |
| 53 | ENTERPRISE FUND | | | | | | | |
| 2569 | OTHER FOOD SERVICES | \$109,477.00 | \$0.00 | \$66,305.00 | \$43,172.00 | \$6,348.81 | \$36,823.19 | 66.36 |
| 3500 | CUSTODY AND CARE OF CHILDREN | \$59,725.00 | \$6,753.10 | \$20,798.61 | \$38,926.39 | \$0.00 | \$38,926.39 | 34.82 |
| 3900 | Drivers Education | \$16,314.00 | \$0.00 | \$17.39 | \$16,296.61 | \$0.00 | \$16,296.61 | 0.11 |
| 53 | ENTERPRISE FUND | \$185,516.00 | \$6,753.10 | \$87,121.00 | \$98,395.00 | \$6,348.81 | \$92,046.19 | 50.38 |
| 66 | EXPENDABLE CUSTODIAL FUND | | | | | | | |

EXPENDITURE REPORT FUND, FUNCTION, OPR UNIT
EXHIBIT D

| Account Number | Account Description | Revised Budget | During Month | To Date | Balance at EOM | Encumbrances | Unencumbered Balance | % of Budget |
|----------------|-------------------------------------|----------------|--------------|-------------|----------------|--------------|-------------------------|-------------|
| 6900 | COMBINED ACTIVITIES | \$0.00 | \$17,513.98 | \$50,059.75 | (\$50,059.75) | \$0.00 | (\$50,059.75) | 0.00 |
| 66 | EXPENDABLE CUSTODIAL FUND | \$0.00 | \$17,513.98 | \$50,059.75 | (\$50,059.75) | \$0.00 | (\$50,059.75) | 0.00 |
| 71 | HIGH SCHOOL CUSTODIAL FUND | | | | | | | |
| 6900 | COMBINED ACTIVITIES | \$0.00 | \$18,472.18 | \$58,920.77 | (\$58,920.77) | \$0.00 | (\$58,920.77) | 0.00 |
| 71 | HIGH SCHOOL CUSTODIAL FUND | \$0.00 | \$18,472.18 | \$58,920.77 | (\$58,920.77) | \$0.00 | (\$58,920.77) | 0.00 |
| 72 | CENTRAL CUSTODIAL FUND | | | | | | | |
| 6900 | COMBINED ACTIVITIES | \$0.00 | \$1,382.58 | \$6,331.00 | (\$6,331.00) | \$0.00 | (\$6,331.00) | 0.00 |
| 72 | CENTRAL CUSTODIAL FUND | \$0.00 | \$1,382.58 | \$6,331.00 | (\$6,331.00) | \$0.00 | (\$6,331.00) | 0.00 |
| 73 | MIDDLE SCHOOL CUSTODIAL FUND | | | | | | | |
| 6900 | COMBINED ACTIVITIES | \$0.00 | \$6,038.83 | \$13,781.93 | (\$13,781.93) | \$0.00 | (\$13,781.93) | 0.00 |
| 73 | MIDDLE SCHOOL CUSTODIAL FUND | \$0.00 | \$6,038.83 | \$13,781.93 | (\$13,781.93) | \$0.00 | (\$13,781.93) | 0.00 |

Meade School District 46-1

12/12/2022

| General Fund | Budget | Amended | Change |
|---------------------------------------|------------------|-------------------|-----------------|
| Expenditures | 7/11/2022 | 12/12/2022 | |
| Title I 1003 School Improvement grant | \$0 | \$35,000 | \$35,000 |
| ARP Homeless II Grant | \$0 | \$24,996 | <u>\$24,996</u> |
| | | | \$59,996 |
| Revenue | | | |
| Title I 1003 School Improvement grant | \$0 | \$35,000 | \$35,000 |
| ARP Homeless II Grant | \$0 | \$24,996 | <u>\$24,996</u> |
| | | | \$59,996 |

The Business manager is requesting the Meade School District 46-1 Board of Education amend general fund budget by 59,996 for Title 1 School Improvement Grant at STEL and the ARP Homeless grant



"To Build Knowledge and Skills for Success Today and Tomorrow"

File: JFCE

ANTI-BULLYING/HARASSMENT OF STUDENTS

Bullying and harassment of students are not tolerated by the Meade School District. The school district is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Therefore, the school district prohibits harassment or bullying.

Bullying and harassment are repetitive, intentional, harmful behaviors initiated by one or more students and directed toward another student or students which create a hostile school environment including, but not limited to, the following:

- Physical – harmful action or threat of harmful action against another person;
- Verbal, Written or Electronic – threatening, unkind, abusive or hurtful communication to a person or about a person;
- Emotional – taunting or other conduct intended to upset, exclude, or embarrass a person;
- Sexual – conduct or communication based on actual or perceived trait or characteristic of a person because of gender and/or initiation of unwarranted or unwelcome sexual advances, or
- Racial – rejection, exclusion, isolation, or embarrassment of a person because of ethnicity.

This policy applies while students are on school property; while in school-owned or school-operated vehicles; while attending or engaged in school-sponsored activities, or while using school equipment.

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion.

Retaliation against a person because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding is prohibited. An individual who knowingly files a false harassment complaint and a person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall a person who is found to have retaliated against another in violation of this policy. A student found to have retaliated or filed a false complaint in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.

The building principal, school counselor or principal's designee will be responsible for investigating all complaints by students alleging bullying or harassment. All documentation associated with a complaint shall be maintained by the building principal.

BULLYING/HARASSMENT INVESTIGATION PROCEDURES

Students who feel that they have been bullied or harassed should:

- Communicate to the perpetrator that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the perpetrator, the individual should ask a teacher, counselor, principal, or other adult in charge to help.
- If the bullying or harassment does not stop, or the individual does not feel comfortable confronting the perpetrator, the individual should:
 - tell a teacher, counselor, principal or other adult in charge; and
 - write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including:
 - what, when and where it happened;
 - who was involved;
 - exactly what was said or what the perpetrator did;
 - witnesses to the bullying or harassment;
 - what the student said or did, either at the time or later;
 - how the student felt; and
 - how the perpetrator responded.
- The incident needs to be reported to the building principal as soon as possible.

FORMAL COMPLAINT PROCEDURE

An individual who believes that he/she has been harassed or bullied will notify the principal, school counselor, or principal-designee. The investigator may request that the individual complete the Harassment/Bullying Formal Complaint form and turn over evidence of the incident, including, but not limited to, letters, tapes, or pictures. Information received during the investigation is kept confidential to the extent possible.

The principal or the alternate investigator, with permission from the principal, has the authority to initiate an investigation in the absence of a written complaint.

INVESTIGATION PROCEDURE

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The length of the investigation is governed by the facts and complexity of each individual case but should be completed within 30 calendar days of the complaint. The superintendent may approve an extension in special circumstances. The investigator will interview the complainant and the alleged perpetrator. The alleged perpetrator may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.

When a formal complaint has been filed, and upon completion of the investigation, the investigator will make written findings and conclusions.

RESOLUTION OF THE COMPLAINT

Following the completion of his/her own investigation or upon receipt of an alternate investigator's report, the principal may investigate further, if deemed necessary, and make a determination of any appropriate additional steps which may include discipline.

The principal will file a written report documenting any disciplinary action taken or any other action taken in response to the complaint. The remedial actions taken by the principal, including disciplinary action where appropriate, should be designed to prevent further bullying or harassment. The principal, or designee, will monitor the effectiveness of the remedial actions taken by contacting the complainant during the month following the investigation resolution. These contacts should be included in the documentation. If further remedial actions are necessary, the case shall remain open with ongoing monitoring and documentation. The complainant, the alleged perpetrator and the investigator will receive notice as to the conclusion of the investigation. The principal will maintain a log of all complaints, findings, and actions taken, and will maintain all documentation related to a complaint investigation during the duration of the perpetrator's school years.

POINTS TO REMEMBER IN THE INVESTIGATION

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and promptly investigated.
- No retaliation will be taken against complainant/individuals involved in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion.

Adopted March 13, 2012

ANTI-HARASSMENT/BULLYING FORMAL COMPLAINT FORM

Name of complainant: _____

Date of complaint: _____

Name of alleged harasser or bully: _____

Date and place of incident or incidents: _____

Description of misconduct: _____

Name of witnesses (if any) : _____

Evidence of harassment or bullying, i.e., letters, photos, etc. (attach evidence if possible):

Any other information:

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature:

Date:

ANTI-HARASSMENT/BULLYING WITNESS STATEMENT FORM

Name of witness:

Position of witness:

Date of testimony, interview:

Description of incident witnessed:

Any other information:

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature:

Date:



"To Build Knowledge and Skills for Success Today and Tomorrow"

File: JGB

Restraint and Seclusion

I. **Policy Rationale and Philosophy:**

Reasonable efforts should be made to prevent the use of restraint and the use of seclusion. A non-aversive effective behavioral system should be used to create a learning environment that promotes the use of evidence-based behavioral interventions, thus enhancing academic and social behavioral outcomes for all students.

The District believes that the school environment should be one in which the care, safety, and welfare of all students and staff members are priorities. Efforts to promote positive interactions and solutions to potential conflict should be extensive. In the event that an individual's behavior presents a threat of imminent harm to self or others the use of approved physical intervention or seclusion strategies to maintain a safe environment may be used as a last resort.

II. **Definitions:**

a. Physical Restraint:

- i. The use of physical contact that immobilizes or reduces the ability of a student to move their arms, legs, body, or head freely. Such term does not include a physical escort, mechanical restraint, or chemical restraint.
- ii. Physical restraint does not include brief, but necessary physical contact for the following or similar purposes:
 1. To break up a fight;
 2. To knock a weapon away from a student's possession;
 3. To calm or comfort;
 4. To assist a student in completing a task/response if the student does not resist the contact;
 5. To prevent an impulsive behavior that threatens the student's immediate safety (i.e. running in front of a car).

b. Seclusion:

The involuntary isolation of a student in a room, enclosure or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier. It does not include a timeout.

c. Time Out:

A behavioral intervention in which a student, for a limited and specified time, is separated from the class within the classroom or in a non-locked setting for the purpose of self-regulating and controlling his or her own

behavior. In a timeout, the student is not physically restrained or prevented from leaving the area by physical barriers.

III. Requirements for the use of Physical Restraint:

Physical restraint may be used only when there is an immediate risk of physical harm to the student or others and no other safe and effective intervention is possible. If physical restraint is applied the staff member must:

- a. implement in a manner that is age and developmentally appropriate;
- b. ensure safety of other students and protect the dignity and respect of the student involved. Combine use with other approaches (non-physical interventions are always preferred) that will diminish the need for physical intervention in the future;
- c. use the least amount of force necessary, for the least amount of time necessary;
- d. continually observe the student in restraint for indications of physical or mental distress;
- e. contact appropriate emergency entities according to district crisis policy if at any point the staff assesses that the intervention is insufficient to maintain safety of all involved;
- f. remove the student from physical restraint immediately when the immediate risk of physical harm to self or others has dissipated; following the use of physical restraint, the individual should be assessed for injury or psychological distress and monitored as needed following the incident.

IV. Prohibited Practices for Use of Restraints:

Staff members are not to use any unauthorized physical restraints. This includes but is not limited to:

- a. Prone restraint, which is physical pressure applied to any part of the student's body to keep the student in a face down position on the floor or other surface, except when the use is necessary and reasonable in manner and moderate in degree;
- b. Any form of physical restraint that involves the intentional, knowing, or reckless use of any technique that involves the use of pinning down a student by placing knees to the torso, head, and or neck of the student;
- c. Using any method that is capable of causing loss of consciousness or harm to the neck or restricting respiration in any way;
- d. Uses pressure point, pain compliance, or joint manipulation techniques;
- e. Corporal punishment;
- f. Dragging or lifting of the student by the hair or ear or by any type of mechanical restraint;
- g. Deprivation of basic needs;
- h. Chemical restraint;
- i. Mechanical restraint (that does not include devices used by trained school personnel, or by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed);
- j. Using other students to assist with the hold or restraint;

- k. Securing a student to another student or fixed object;
- l. Aversive behavioral interventions; or
- m. Seclusion in a locked room or area.

V. Requirement for Use of Seclusion:

Given a threat of immediate risk of physical harm to the student or others, the following principles must always be applied:

- a. A room or area used for seclusion must:
 - i. provide for adequate space, lighting, ventilation, clear visibility and the safety of the student; and
 - ii. not be locked.
- b. Staff must:
 - i. implement in a manner that is age and developmentally appropriate;
 - ii. ensure safety of other students and protect the dignity and respect of the student involved;
 - iii. the least amount of time necessary;
- c. staff must continually observe the student for the duration of the seclusion;
- d. if at any point the staff assesses that the intervention is insufficient to maintain safety of all involved, emergency personnel will be contacted;
- e. seclusion ceases when the immediate risk of physical harm to self or others has dissipated;
- f. upon each use of seclusion, the student shall be assessed for injury or psychological distress and monitored as needed following the incident.

VI. Prohibited for Use of Seclusion:

- a. Use of seclusion in any environment that does not meet the above criteria.
- b. Deprivation of basic needs;
- c. Seclusion shall not be used;
 - i. As a form of discipline/punishment
 - ii. As a means to coerce, retaliate or in a manner that endangers a student;
 - iii. For the convenience of staff;
 - iv. As a substitute for an educational program;
 - v. As a substitute for less restrictive alternatives;
 - vi. As a substitute for inadequate staff; and/or
 - vii. As a substitute for positive behavior supports or other crisis prevention.

VII. Reporting and De-Briefing Requirements after the use of Physical Restraint or Seclusion:

- a. The staff member(s) using physical restraint or seclusion shall complete all district required reports and document staff's observations of the student.
 - i. As soon as possible under the circumstances the staff member(s) using physical restraint or seclusion shall inform the appropriate school administrator of the use of physical restraint or seclusion.

- ii. The District's Incident Report shall be completed upon occurrences of physical restraint or seclusion.
 - iii. Completion of the form and submission of the Incident Report to the appropriate administrator must be done the same day the staff member(s) used physical restraint or seclusion.
 - iv. An administrator shall attempt to contact the parent/guardian during the same day of incident.
 - v. A copy of the Incident Report must be made available to parent/guardian by the administrator within 24 hours after receipt of the Incident Report.
- b. The administration shall conduct a debriefing with all involved staff and parents and, if appropriate, the student;
- i. Debrief utilizing the District's Debriefing Form.
 - ii. evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs;
 - iii. During the debrief, if the behavior is noted as a pattern of dangerous behavior that leads to the use of restraint and/or seclusion, a Functional Behavior Assessment, and/or a Behavior

VIII. Complaint:

- a. A parent/guardian who feels that a school employee violated this policy may file a complaint pursuant to Policy KL: Public Complaints
- b. If the student is a student with a disability, the parent/guardian of the student with a disability may file a complaint with the South Dakota Department of Education, Office of Special Education instead of filing a complaint pursuant to Policy KL: Public Complaints.

Adopted Oct. 2018

2023-2024 School Calendar A

Revised 12/1/2022

| August 2023 | | | | | | |
|-------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| September 2023 | | | | | | |
|----------------|----|----|----|----|----|----|
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| October 2023 | | | | | | |
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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| November 2023 | | | | | | |
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| 19 | 20 | 21 | X | X | X | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| December 2023 | | | | | | |
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | X | 23 |
| 24 | X | X | X | X | X | 30 |
| 31 | | | | | | |

| January 2024 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | X | X | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| February 2024 | | | | | | |
|---------------|----|----|----|----|----|----|
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| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | X | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | | |

| March 2024 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | 1 | 2 |
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | X | X | X | X | X | 30 |
| 31 | | | | | | |

| April 2024 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
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| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| May 2024 | | | | | | |
|----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| Open House Schedule | | |
|---|----------------------|-----------------------------|
| Sturgis Williams Middle School | Tuesday | 3:00 - 5:00 (August 22) |
| Stagebarn Middle School | Tuesday | 3:00 - 5:00 (August 22) |
| Sturgis Brown High School | Tuesday | 5:00 - 7:00 (August 22) |
| Rural | Tuesday | 1:00 - 3:00 (August 23) |
| Sturgis Elementary | Tuesday | 2:00 - 4:00 (August 22) |
| Whitewood Elementary | Tuesday | 2:00 - 4:00 (August 22) |
| Piedmont Valley Elementary | Tuesday | 2:00 - 4:00 (August 22) |
| In-service (No students) | Mon, Tue, Wed | August 21 - 23, 2023 |
| First Day of School | Thursday | August 24, 2023 |
| Labor Day (No School) | Fri & Mon | September 1 & 4, 2023 |
| Homecoming (half day) | Friday | September 22, 2023 |
| Parent-Teacher Conference | | |
| High School | Mon & Thus | October 2 & 5, 2023 |
| Middle School | Tue & Thurs | October 3 & 5, 2023 |
| Elem., Rural & Whitewood | Mon & Thus | October 2 & 5, 2023 |
| In-service (No students) | Friday | October 6, 2023 |
| Native American Day (No School) | Monday | October 9, 2023 |
| Thanksgiving (No School) | Wed, Thurs, Fri | November 22 - 24, 2023 |
| Christmas Vacation (No School) | Fri thru Tue | December 22 - January 2 |
| In-service (No students) MLK Day | Monday | January 15, 2024 |
| President's Day (No School) | Monday | February 19, 2024 |
| Parent-Teacher Conference | | |
| High School | Mon & Thus | Feb 26 & 29 |
| Middle School | Tue & Thurs | Feb 27 & 29 |
| Elem., Rural & Whitewood | Mon & Thus | Feb 26 & 29 |
| In-service (No students) | | March 1, 2024 |
| Spring Break (No School) | Friday | March 8, 2022 |
| Easter Break (No School) | Monday-Friday | March 25 - 29, 2024 |
| In-service (No students) | Friday | April 19, 2024 |
| Graduation | Sunday | May 19, 2024 |
| Last Day of School (half day) | Wednesday | May 22, 2024 |

- First or Last day of school
- X No School
- In-Service
- Parent-Teacher Conferences are 4:00 to 7:00 PM each day.
- Half Day

Any snow days will be made up by adding additional days on February 19 or March 8, 2024

Quarter End Dates

| | | |
|------------------|-----|---------|
| October 27, 2023 | 1st | 43 days |
| January 12, 2024 | 2nd | 44 days |
| March 15, 2024 | 3rd | 41 days |
| May 22, 2024 | 4th | 42 days |

Trimester End Dates

| | | |
|-------------------|-----|---------|
| November 15, 2023 | 1st | 56 days |
| February 23, 2024 | 2nd | 59 days |
| May 22, 2024 | 3rd | 55 days |

| | Student days | In-service days | PT Conference |
|--------------|--------------|-----------------|---------------|
| August | 6 | 3 | |
| September | 19 | | |
| October | 20 | 1 | 1 |
| November | 19 | | |
| December | 15 | | |
| January | 20 | 1 | |
| February | 20 | | 1 |
| March | 14 | 1 | |
| April | 21 | 1 | |
| May | 16 | | |
| Total | 170 | 7 | 2 |

2023-2024 School Calendar B

Revised 12/1/2022

| August 2023 | | | | | | |
|-------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| September 2023 | | | | | | |
|----------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | | 2 |
| 3 | | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| October 2023 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| November 2023 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | | | | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| December 2023 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | | | 23 |
| 24 | | | | | | 30 |
| 31 | | | | | | |

| January 2024 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| February 2024 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | | |

| March 2024 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | | 30 |
| 31 | | | | | | |

| April 2024 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| May 2024 | | | | | | |
|----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| Open House Schedule | | |
|---|------------------------|-----------------------------|
| Sturgis Williams Middle School | Tuesday | 3:00 - 5:00 (August 22) |
| Stagebarn Middle School | Tuesday | 3:00 - 5:00 (August 22) |
| Sturgis Brown High School | Tuesday | 5:00 - 7:00 (August 22) |
| Rural | Tuesday | 1:00 - 3:00 (August 22) |
| Sturgis Elementary | Thursday | 2:00 - 4:00 (August 24) |
| Whitewood Elementary | Thursday | 2:00 - 4:00 (August 24) |
| Piedmont Valley Elementary | Thursday | 2:00 - 4:00 (August 24) |
| In-service (No students) | Tue, Wed, Thurs | August 22 - 24, 2023 |
| First Day of School | Monday | August 28, 2023 |
| Labor Day (No School) | Fri & Mon | September 1 & 4, 2023 |
| Homecoming (half day) | Friday | September 22, 2023 |
| Parent-Teacher Conference | | |
| High School | Mon & Thurs | October 2 & 5, 2023 |
| Middle School | Tue & Thurs | October 3 & 5, 2023 |
| Elem., Rural & Whitewood | Mon & Thurs | October 2 & 5, 2023 |
| In-service (No students) | Friday | October 6, 2023 |
| Native American Day (No School) | Monday | October 9, 2023 |
| Thanksgiving (No School) | Wed, Thurs & Fri | November 22 - 24, 2023 |
| Christmas Vacation (No School) | Thurs - Tue | Dec 21, 2023 - Jan 2, 2024 |
| In-service (No students) MLK Day | Monday | January 15, 2024 |
| President's Day (No School) | Monday | February 19, 2024 |
| Parent-Teacher Conference | | |
| High School | Mon & Thurs | February 26 & 29, 2024 |
| Middle School | Tue & Thurs | February 27 & 29, 2024 |
| Elem., Rural & Whitewood | Mon & Thurs | February 26 & 29, 2024 |
| In-service (No students) | Friday | March 1, 2024 |
| Spring Break (No School) | Friday | March 8, 2024 |
| Easter Break (No School) | Fri & Mon | March 29 - April 1, 2024 |
| In-service (No students) | Friday | April 19, 2024 |
| Graduation | Sunday | May 19, 2024 |
| Last Day of School (half day) | Wednesday | May 22, 2024 |

- First or Last day of school
- No School
- In-Service
- Parent-Teacher Conferences are 4:00 to 7:00 PM each day.
- Half Day

Any snow days will be made up by adding additional days on February 19, March 8 or April 1, 2024.

| | Student days | In-service days | PT Conference |
|--------------|--------------|-----------------|---------------|
| August | 4 | 3 | |
| September | 19 | | |
| October | 20 | 1 | 1 |
| November | 19 | | |
| December | 14 | | |
| January | 20 | 1 | |
| February | 20 | | 1 |
| March | 18 | 1 | |
| April | 20 | 1 | |
| May | 16 | | |
| Total | 170 | 7 | 2 |

Quarter End Dates

| | | |
|------------------|-----|---------|
| October 27, 2023 | 1st | 41 days |
| January 12, 2024 | 2nd | 43 days |
| March 15, 2024 | 3rd | 41 days |
| May 22, 2024 | 4th | 45 days |

Trimester End Dates

| | | |
|-------------------|-----|---------|
| November 15, 2023 | 1st | 54 days |
| February 23, 2024 | 2nd | 58 days |
| May 22, 2024 | 3rd | 58 days |

Piedmont Valley Elementary School

2022-23

School Improvement Plan

Mission Statement

“To Build Knowledge and Skills for Success Today and Tomorrow”

Developed by the members of the Piedmont Valley Elementary School Improvement Plan Team:

- Ethan Dschaak- Principal
- Beth Johnson- Assistant Principal
- Heidi Kraft- Counselor
- Dan McIntire- Counselor
- Molly Salter-Kindergarten Lead Teacher
- Casey Kieffer- 1st Grade Lead Teacher
- Katie Harrington- 2nd Grade Lead Teacher
- Becky Weber- 3rd Grade Lead Teacher
- Jessica Bernhagen - 4th Grade Lead Teacher

Plan Components

| | |
|--------------------------------------|---|
| Mission, Vision and Belief Statement | 2 |
| Needs Assessment | 3 |
| School Profile | 7 |
| Goal Selection | 7 |
| Assessments | 8 |
| Interventions/Strategies | 8 |
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I. Mission, Vision and Belief Statement

The purpose of this School Improvement Plan is to improve student learning at Piedmont Valley Elementary, which is consistent with the district's mission. This plan is an ongoing document which will be reviewed and revised annually.

Our Mission:

“To Build Knowledge and Skills for Success Today and Tomorrow”

Our Vision:

“Meade School District will work in conjunction with its community to provide excellent academics and co-curricular activities that develop life-long learners and productive citizens.”

Our Belief Statements:

We believe that...

- Every individual is a lifelong learner.
- Learning requires a commitment from students, teachers, administration, support staff, parents and the community.
- The cornerstones of learning are integrity, empathy, responsibility, honesty, respect and accountability.
- Every student has the right to a quality education and the responsibility to achieve it.
- All students have the potential to be productive members of society.
- The needs of students should be our first priority.
- Diversity among people is to be valued.
- People are our greatest resource.
- Schools must provide a safe environment for teaching and learning.
- Effective schools must have high expectations for students and staff.
- Learning is enhanced by a positive and supportive environment that fosters creativity, self-confidence and success.
- Students are capable of making decisions, with proper guidance, and are responsible for their own actions.
- Our school system is accountable to our community.
- Change is essential for growth and improvement.

II. Needs Assessment

Data retreat process

Piedmont Valley Elementary holds a data retreat during the August inservice prior to the start of the school year every year. The process begins earlier with the district’s testing coordinator compiling data from the previous year’s South Dakota State Assessment (a direct comparison to the standards) as well as Spring data from NWEA (a norm comparison to other students of the same age and ability). The assessment coordinator analyzes the data to determine students’ strengths and weaknesses at the district, building, and grade levels. The compiled data is sent on to Piedmont prior to the beginning of the school year. If the data suggests that a weakness is school-wide, then the leadership team determines what professional development would best assist the staff as a whole. At the October inservice, teachers meet as grade levels and determine where appropriate changes to grade level curriculum, instruction, and interventions would best benefit students for that school year. They revise their units accordingly.

Performance

The following data is compiled from both the results of the South Dakota State Assessment for Piedmont Valley Elementary for the 2021-22 school year and the Winter scores from MAP Growth testing on the NWEA testing platform.

Math

Based on data from the Winter NWEA assessment, students need universal support in the geometry strand, specifically reasoning with shapes and their attributes target area. The target area, or the specific skill deficiency, was identified by using NWEA’s Learning Continuum in conjunction with the Class Breakdown. If the same standard showed up as a skill development area in all grades on the continuum, then that became the target skill for the grade level to focus on. For geometry, the strand showed up as a low area, if not the lowest, for each grade level. Additionally, grades one and two demonstrated a need for a deeper understanding of Measurement and Data while grades three and four show a deficiency in Number and Operations. See Figure 1 for specific target areas for each of the grade levels.

Fig. 1

| Grade Level | Strand | Target Standards |
|--------------|--------------------|--|
| Whole School | Geometry | 1-4G.A. Reasoning with Shapes and their attributes |
| Grades 1 & 2 | Measurement & Data | 1-2.MD. Measure, estimate, add, and subtract lengths, time, and money in standard units. |

| | | |
|--------------|-----------------------|--|
| Grades 3 & 4 | Number and Operations | 2-4 NBT.2a-c Whole numbers: -Place Value -Multiplication -Division 2-4. NF.3 Fractions: Represent and Solve word Problems |
|--------------|-----------------------|--|

ELA

Based on data from the Winter NWEA assessment and the South Dakota State Assessment, students need universal support in reading informational text. Students struggle with identifying the author's purpose and point of view across multiple genres, finding key ideas and details to support the student's conclusion or inferences. These same skills are lacking in students' understanding of literature in grades one and two. The state assessment showed a concerning area of need in writing across every genre. A focus area that would support student writing is increasing student writing across genres with special emphasis on the conventions of writing. In supporting students as writers, it will assist them in developing a deeper understanding of the lagging reading skills.

| Grade Level | Strand | Target Standards |
|--------------|---------------------------------|--|
| Whole School | Language | L.1 Conventions |
| Grade 1 | Literature & Informational Text | 1.RL.1-3 <ul style="list-style-type: none"> Retell stories by using key details to describe characters, settings, and major events; ask and answer questions about key details; and demonstrate understanding of their central message or lesson. ----- 1.RI.1-3 <ul style="list-style-type: none"> Ask/answer questions to identify the main topic and key details. Describe connections between individuals, events, ideas, or pieces of information. |
| Grade 2 | Literature & Informational Text | 2.RL.1-3 <ul style="list-style-type: none"> Identify or summarize central ideas, key details, and the sequence of events by using the 5 W and How questions and answers; and be able to use that evidence to determine character traits or author's lesson or message in stories from diverse cultures. Describe, in detail, actions of characters in response to major events and challenges. ----- 2.RI.1-3 <ul style="list-style-type: none"> Ask/answer 5 W and How questions to understand main topic and key details of larger text as well as shorter paragraphs. Identify and describe connections to explain how information is presented or connected within text, such as series of historical events, |

| | | |
|---------|--------------------|--|
| | | scientific ideas or concepts, or technical procedure steps. |
| Grade 3 | Informational Text | <p>3.RI.1-3</p> <ul style="list-style-type: none"> • Ask and answer adequate questions about the text, referring explicitly to the text, to adequately determine the main idea, identify the key details, and explain their importance to the main idea. • Adequately explain the relationship between ideas, key events, or concepts in a historical, scientific, or technical procedures text and adequately use language that pertains to time, sequence, and cause/effect. |
| Grade 4 | Informational Text | <p>4.RI.1-3</p> <ul style="list-style-type: none"> • Adequately identify and summarize central ideas/key events and be able to explain explicit details, using this supporting evidence to adequately support answers and to adequately justify/explain inferences. • Adequately summarize the text, determine the main idea, and explain how the details support the main idea. • Adequately explain events, steps in procedures, ideas, or concepts in a historical, scientific, or technical text, including the details that support that reasoning. |

Perception data

Piedmont Valley Elementary uses a variety of informal methods to gauge the perception of the staff, the students, and the community. Feedback from staff members is frequently obtained through conversations in Principal Common Planning time and monthly meetings between the grade level team leader and the head administrator. Staff members indicate through informal, ongoing conversations that they believe they work in a positive and professional climate. They also shared that although they have a paraprofessional at each grade level, the teachers are unsure as to how to utilize the extra personnel in the classroom.

Student perception is gathered informally as well. Teachers sporadically ask for students' feelings on the school climate in their classrooms through surveys and discussions. Administrators and counselors have ongoing conversations about patterns of student behavior and their effects on the school climate based on incidents brought forward by the students. Overall, students share that PVE has a positive school climate.

Community perception is gathered through discussions with the PTA and key parents who volunteer in the school. Additionally, the Meade School District hosted a school board meeting in March of 2022 to hear directly from the Piedmont/Summerset constituents. The largest area of concern seems to be when will Piedmont be returning to pre-pandemic parental involvement.

Demographic Data

The Piedmont Valley Elementary School is a community school serving various communities on the eastern edge of Meade County. Some of these communities include Piedmont, Stagebarn, and Summerset.

Piedmont Valley Elementary has 528 students with an expected increase of 72 kindergarteners for the 2022-23 school year. 85% of the student population is white with the remaining 15% of the student population being comprised of Hispanic, Native American, Black, Asian or two or more races. 55% percent of the student population is male. Currently, PVE has one section of Junior Kindergarten, five sections of Kindergarten, five sections of 1st grade, five sections of 2nd grade, five sections of 3rd grade, and four sections in 4th grade. Highly qualified teachers teach 100% of the classes with a teacher-student ratio of 1:21.3 in accordance with the federal Elementary and Secondary Education Act. Due to the COVID-19 Pandemic, Free and Reduced lunch data is not up to date.

III. School Profile

Based on enrollment data, 55% of our K-4 student body are female students and 45% are male. Of the tested students (3rd and 4th grade), female students outperformed male students in ELA in grades three and four as well as in Math in grade four. Third grade females were 60% proficient in ELA and male students were 50% proficient. In 4th grade, females performed at 50% proficient as compared to 43% proficiency rate for fourth grade males. Third grade boys reached 76% proficiency compared to their female peers at 68% proficiency rate in math. Both of these groups scored higher than the district and state averages.

IV. Goal Selection

1. Academic Improvement

Goal 1- Math : As a result of teachers providing targeted interventions in the areas of measurement and data, number operations, and geometry, students' state Math scores will increase to the pre-pandemic school average of 55% proficient or advanced.

Goal 2- ELA: As a result of teachers providing targeted interventions in areas of identifying and analyzing author's purpose, point of view, and his/her use of key ideas and details in informational text as well as fostering students abilities as writers in the same areas, students' state ELA scores will increase to the pre-pandemic school average of 59% of students who are proficient and advanced.

Metrics for goals 1 & 2: PVE will use the achievement indicators from the State assessments, NWEA, and proficiency rubrics from teachers' backwards planned units.

2. Professional Development

Goal: Teachers will participate in professional development designed around the State Assessment Interim Testing Tools for Teachers as a whole group during the October, January, and February inservices and in small groups. The professional development will allow teachers to explore effective intervention strategies for use both during regular classroom time as well as during targeted intervention sessions.

Metrics: In addition to administration's observations of classrooms, teachers will provide planning notes from PLC sessions that detail progress in using the Interim Testing Tools provided by the State.

V. Assessments

In addition to the South Dakota State Assessment, Piedmont Valley Elementary School will continue to use NWEA three times a year which will provide information on students' progression toward the academic goals. Additionally, teachers will continue to develop and intentionally use standards-based formative assessment tools in their classes.

Classroom assessments, NWEA growth assessments, South Dakota State Assessment, and state interim tests will provide feedback on student progress toward the annual goals. Kindergarten ongoing assessments will come from ESGI and benchmarked classroom assessments.

VI. Interventions/Strategies

Piedmont Valley Elementary will continue to use a 25 minute end-of-day session Mondays through Thursdays in all grade levels, specifically for interventions. Teachers will use classroom formatives, NWEA data, and interim assessments to determine which students need additional support and present an intervention lesson for those students during the designated intervention time. Additionally, teachers will use inservice time for professional development on the state provided interim assessment tools, cooperative learning and instructional strategies.

VII. Staff Development

PASS training and targeted professional development will provide teachers with support in providing specific interventions for struggling students. Staff training will include an intervention specific training in the use of the Learning Continuum Report from NWEA during the pre-school inservice in August. Teachers are also collaborating in content as well as grade level teams on backwards unit designs to target skills necessary for student learning. These skills will be aligned to the Learning Continuum to provide preventative support. Finally, teachers will

participate in breakout sessions in January and February to develop their individual professional goals.

Staff participates in Crisis Prevention workshops once a year to learn deescalation and prevention strategies. This model, in conjunction with Positive Behavioral Intervention Supports (PBIS) have been Piedmont Valley Elementary's primary model for classroom and building management. Training is provided annually.

VII. Documentation

Piedmont Valley Elementary Student Teacher Accountability Reporting System Report Card (STARS)
NWEA District Report

Sturgis Brown High School

2022-2023 School Improvement Plan

Mission Statement

“To Build Knowledge and Skills for Success Today and Tomorrow”

Developed by the members of the Sturgis Brown High School School Improvement Plan Team:

- Pete Wilson – SBHS Principal
- Joe Williams – SBHS Assistant Principal
- Coleen Keffeler – SBHS Assistant Principal
- Mike Schultz – SBHS Activities Director
- Jenece Holzbauer – PASS Team member
- Lauren Jahn – PASS Team member
- Bryce Leonhardt – PASS Team member
- Jennifer Loftin – PASS Team member
- Jordan Proefrock – PASS Team member

The Meade School District does not discriminate on the basis of gender, color, disability, national origin, race, creed, religion, homelessness, marital status, pregnancy or age in the education programs or activities it offers or to admission to or employment in its education programs or activities. Inquiries concerning Title VI or Title IX may be referred to Maranda McGillvray, 1230 Douglas Street, Sturgis, SD 57785, 605-347-4454. Inquiries concerning ADA may be referred to Brett Burditt, 1230 Douglas Street, Sturgis, SD 57785, 605-347-2523. Inquiries concerning Section 504 may be directed to Deb Wilburn, 1230 Douglas Street, Sturgis, SD 57785, 605-347-4770. Inquiries concerning Title X, Section C may be referred to Chrissy Peterson, 1230 Douglas Street, Sturgis SD 57785, 605-347-4770. Inquiries may also be directed to the Kansas City Office, Office of Civil Rights, US Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114-3302, 816-268-0550, Fax: 816-823-1404, TDD: 877-521-2172, Email: OCR.KansasCity@ed.gov

Sturgis Brown High School

School Improvement Plan

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Mission, Vision and Belief Statements

Our Mission:

"To Build Knowledge and Skills for Success Today and Tomorrow"

Our Vision:

"Meade School District will work in conjunction with its community to provide excellent academics and co-curricular activities that develop life-long learners and productive citizens."

Our Belief Statements:

We believe that...

- Every individual is a lifelong learner.
- Learning requires a commitment from students, teachers, administration, support staff, parents and the community.
- The cornerstones of learning are integrity, empathy, responsibility, honesty, respect and accountability
- Every student has the right to a quality education and the responsibility to achieve it.
- All students have the potential to be productive members of society.
- The needs of students should be our first priority.
- Diversity among people is to be valued.
- People are our greatest resource.
- Schools must provide a safe environment for teaching and learning.
- Effective schools must have high expectations for students and staff.
- Learning is enhanced by a positive and supportive environment that fosters creativity, self-confidence and success.
- Students are capable of making decisions, with proper guidance, and are responsible for their own actions.
- Our school system is accountable to our community.
- Change is essential for growth and improvement.

The District strives to embed the statements above into all extracurricular, co-curricular and learning environments. It is important to model what the District values working closely with stakeholders to create empathetic and cooperative schools. A question kept at the forefront is, "What is best for the student".

School Profile

Sturgis is a rural community of approximately 6,700 people located in the northern Black Hills. The district encompasses 3,200 square miles with students from rural and urban Sturgis, Whitewood, Summerset, Faith, White Owl, New Underwood, Rapid City, Black Hawk, and Piedmont. Learners arrive from several communities, we are limited in ethnic diversity with a transient population, low socioeconomic status, and single-parent households. Since Covid in 2020, all students received a free lunch because of federal programs. Students must now apply for free and reduced lunch, and we only have 23% of the SBHS student body qualified for free/reduced lunch, which is down from the years before the federal free lunch program.

Significant challenges include student effort regarding postsecondary preparedness, attendance issues, dropout rate, and student involvement. We continuously addressed these challenges by increasing rigor, relevance, and relationships in the classroom and using various techniques. We implemented a Scooper Time within our schedule where students are able to improve relationships with their teacher and also gives them time during the school day to receive one-on-one help when needed.

We address student apathy, vandalism, and drug/tobacco use by encouraging students to be more involved in school and community activities. Over the past few years, activities and organizations including the After School Program, Youth Leadership Team, career technical student organizations, have thrived due to engaging activities, such as the choice's simulation, career fair, youth internship opportunities, and attending school competitions at post secondary institutions. We have a partnership with ABC (Action for the Betterment of our Community) within the community which provides many services to our students both in and out of school. In addition, re-emerging clubs have made a difference in building student morale.

Additional new cameras have been installed or upgraded throughout the school for the safety and security of students and staff members. Furthermore, the school's front entrance was remodeled before the start of the 2016-17 school year for added security and aesthetics.

Needs Assessment

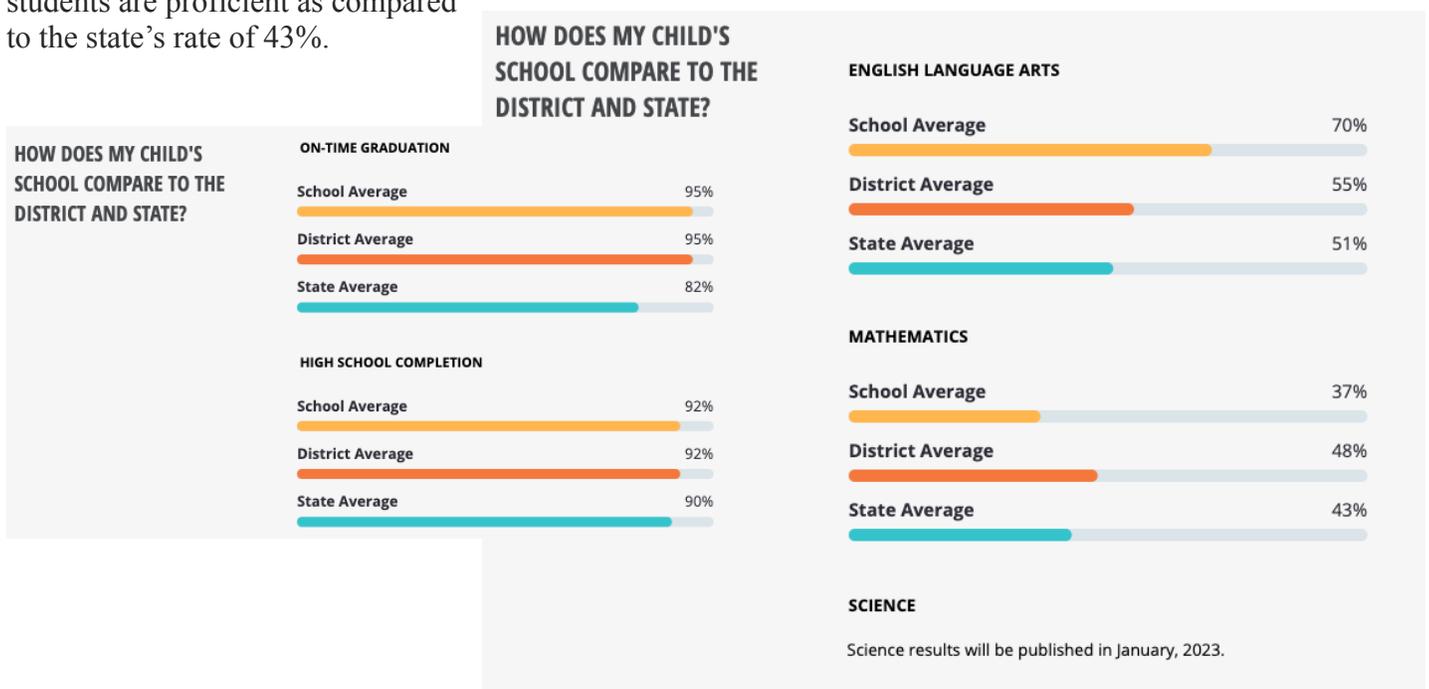
Over the past few years, our school district has undergone several changes in curriculum, district assessments, and state assessments. We update our assessments based on the standards in each curriculum and following the state requirement. Including all this, we have implemented common semester tests between classes and aligned pacing guides so teachers teach the same concepts in similar courses. We wanted to ensure that no matter the class or teacher, the student would leave the class with the same knowledge. This will help students be successful when they enter the next course in the sequence.

Since Covid in 2020, we moved to an A/B block scheduling format. We continually monitor data to make informed decisions about our areas of need. Some of the data that we gather for making decisions are the NWEA and MAP Growth assessments, the South Dakota State Assessment testing, and the formal assessments we make for each class. These data gathering points will help the new curriculum director, as we refine our focus on using data to drive decisions. We will continue to use these data mechanisms to help make decisions for improvement.

We have surveys that students take every year that help us focus on different areas of improvement and areas that we need to continue to do a good job. Students feel the staff is knowledgeable, caring, and teachers set the bar high for achievement. Teachers are willing to help and they make the atmosphere inviting for students. Some of the areas that we need to improve upon are the timeliness of feedback to students, making study halls (now Scooper Time) more productive, and for students to feel safe in the school.

According to 2021-22 data, Sturgis Brown High School had a 95% on-time graduation rate, which topped the state's overall rate at 82%. That is students that graduate in four years. For the same year, 57% of the seniors were college and career ready compared to the state's rate of 50%.

From the state assessment for juniors, the 2021-22 data shows that 70% of students are proficient in English Language Arts, which topped the state's overall rate of 51%. However, in math, 37% of the students are proficient as compared to the state's rate of 43%.



Selection of Goals

The following data is from the South Dakota DOE Report Card for Sturgis Brown High School. The goals set for 2022-2023 were set based on data from our assessments, surveys from our students, and the teachers' collaboration on different curriculum teams. Some of those assessments include, NWEA and MAP Growth testing, NCRC (National Career Readiness Certificate), ACT, state assessments, and formative assessment that were staff developed.

The following goals are a result of Strategic Planning.

1. Academic Preparation

Goal: Sturgis Brown High School (SBHS) will provide students with a climate that promotes a rigorous academic curriculum and activity programs that prepare each student to be academic and workplace ready.

Metrics: SBHS will set achievement indicators (state assessment, ACT, MAP and district assessments) and monitor annual progress; monitor participation rates in activities; and conduct student surveys yearly to help set priorities.

Action Steps:

1. Curriculum will be reviewed annually to assure alignment with the South Dakota content standards and that student educational needs are being met.
2. Communicate to parents the offerings that are available, especially Advance Placement, Dual Credit and Career & Technical Education, through parent/teacher conferences, open houses and the district website. When students are registering for classes, we will improve parent involvement with the development of their child's schedule and path to graduation.

2. Professional Development

Goal: SBHS will develop a comprehensive Professional Development Plan for faculty/staff.

Metrics: Faculty/staff surveys will be used to determine the progress of the Professional Development Plan. We will also use data from different assessments to help develop professional development.

Action Steps:

1. The curriculum director and SBHS staff will create an annual professional development plan utilizing input from faculty members utilizing surveys, Department Head Committee, Instructional Council, and the Preparing All Students for Success Team (PASS team).
2. SBHS will create opportunities for teachers to experience vertical and horizontal collaboration through in-service and department meetings.

3. Human Resources

Goal: SBHS will promote a safe and positive work environment.

Metrics: The success of this goal will be monitored through input and feedback from high school faculty/staff.

Action Steps:

1. SBHS will promote collaboration among classroom teachers.
2. SBHS will follow guidelines to keep class sizes at appropriate levels.
3. SBHS will provide a competitive compensation and benefit package for employees within constraints of the budget.

4. Facilities and Technology

Goal: SBHS will develop and implement a comprehensive Facility Master Plan that will guide all infrastructure and technology decisions. The tech committee will help in the decisions.

Metrics: Capital outlay resources to support the plan will be monitored. Administrators will provide feedback on progress of the plan with school board approval for any changes.

Action Steps:

1. SBHS will develop a Facility Master Plan and communicate the components of the plan to internal and external audiences. SBHS will take input from all stakeholders.
2. SBHS will include building site plans as a part of the High School's Facility Master Plan.
3. SBHS will include technology improvements and related professional development training opportunities.

5. Department Goals

ELA/Social Studies/Fine Arts:

Goal: As a result of (insert an action step from the below list), (student group) will be able to (insert common core standard utilized by the lesson plan's learning target). What will I do to accomplish this goal?

Metrics: Through unit tests and other data collecting assessments we will see growth.

Action Steps:

1. Laminated goal statements with action steps and results in lesson plans.
2. Printing PDF and practice test questions on power standards from state tests.
3. Make a word wall of which language should be emphasized.
4. Consider removing some mandatory testing and replacing and supplementing with semester finals or projects.
5. Block out time at an administrative or district level to accurately follow through with expectations.

Math:

Goal: Improve student performance in solving equations and inequalities in one variable (Concepts and Procedures Target I), as well as representing and solving equations and inequalities graphically (Concepts and Procedures Target J).

Metrics: Through unit tests and other data collecting assessments we will measure growth and progress.

Action Steps:

1. Teach them to graph inequalities with colors – identifying overlapping regions.
2. Use of Desmos and Graphing Calculators to support understanding.
3. Activities for Student Practice.
 - a. Kuta software
 - b. Formative Assessment
 - c. Our current student practice assignments/quizzes/tests are used for formative assessments.
4. Determine if there is a need to put additional skill review/interim assessments in place for skill maintenance?

Science

Goal: Increase the students ability to use the periodic table to determine element properties and chemical reaction outcomes based on patterns of electrons and knowledge of chemical composition. Standards HS-PS1.1 and HS-PS1.2.

Metrics: Through unit tests and other data collecting assessments we will see growth.

Action steps:

1. Be better about explaining why/how reactive compounds work.
2. Be better about explaining how/why the octet rule works.
3. Add stars into physical science.
4. Nuclear vs chemical reactions.
 - a. How to identify what chemicals are in Bohr models and Iodine lab.
 - b. Do we understand why on a model level is something endothermic or exothermic?
 - c. Nuclear, Fission, Fusion, Radioactive Decay. Replacement video with fission, fusion, and radioactivity in the sun for lab to bring back to physical Science
5. Structure and Function, Inheritance of Traits, Genetic Variation (LS3).
6. Spend more time on meiosis and mitosis.

CTE/PE

Goal: Incorporate graphic literacy into our curriculum.

Metrics: Students will be able to read and interpret data from a graph with proficiency.

Action Steps:

1. In Fitness, students will interpret one rep max charts.
2. In Culinary Arts, students will interpret annual sales charts in order to create menu forecasting.
3. In Horticulture, students will compile data to create a graphical analysis of seed growth.
4. In ICT, students will use Excel to create functioning spreadsheets.
5. In Woodshop, students will review previous lumber costs to predict the price of a product.

Assessments

Classroom assessments, semester tests, MAP Growth assessments, state assessments, NCRC, ACT and SAT data will provide feedback on student progress toward the annual goals. Classroom assessment and semester tests will provide data to all grades on setting goals for future years. MAP Growth assessments will provide data on student progress throughout the year in the 9th and 10th grades helping teachers set goals for coming years. State assessments, NCRC, ACT, and SAT data will help set goals for the entire school ensuring that students are career ready when they leave our building. Data from all assessments will help align the curriculum vertically and horizontally to help staff improve test scores and better prepare students for their career.

Intervention Strategies

SBHS uses a 90 minute class period in the A/B scheduling design to implement interventions. Teachers utilize Scooper Time every other day to support students and give them additional support in the areas of their need. Teachers will use professional development time to discuss different teaching strategies that help students. Teachers will use data from the different assessments to find areas that need extra support in each curriculum area. Those conversations will drive the professional development needs for the school and the PASS team will implement ways to help teachers be more effective in the classroom raising student achievement.

Staff Development

2022-2023 Sturgis Brown High School and Meade School District
Types of Professional Development Offered at the high school and district level:

August 22 - 25, 2022

ALICE Training, CPI Training, Instructional Council and Grade Level Meetings.

October 7, 2022

Data and assessment training. K-12 Instructional Council and Grade Level Meetings.

January 16, 2023

Semester Test data exploration. Data and assessment training. Evaluate horizontal and vertical alignment.

February 17, 2023

K-12 Instructional Council and Grade Level Meetings.

Documentation

Sturgis Brown High School's Report Card as on SD Stars website.

<https://sdschools.sd.gov/Nimble/asp/Main.aspx>

STURGIS ELEMENTARY
School Improvement Plan
Revised: 2022 for 22-23 School Year

Mission Statement:

“To Build Knowledge and Skills for Success Today and Tomorrow”

SCHOOL IMPROVEMENT PLANNING TEAM:

Beth Johnson: Curriculum Director
Chrissy Peterson: Special Services Director
Chantal Ligtenberg: Sturgis Elementary Principal
Katy Jutting: Sturgis Elementary Assistant Principal
Taylor Anderson: PASS member and teacher
Kelli Stagner: PASS member and teacher
Kristi Dahl: PASS member and teacher
Wanda Russell: PASS member and teacher
Nicole Turner: PASS member and teacher

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- People are our greatest resource.
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SCHOOL PROFILE:

Sturgis Elementary School is staffed by highly qualified teachers. There are several teachers per grade level as well as five highly qualified intervention teachers. The music, physical education and STEM teachers are highly qualified. There are ten classroom paraprofessionals, 1 library paraprofessional and 1 in-school suspension monitor that are highly qualified. The 1.75 FTE of guidance counselors are highly qualified. The teacher experience of the staff at Sturgis Elementary School ranges from 30 years to 1 year.

Enrollment has maintained around 550 students the last three years. Student demographics have majority classified as white ethnicity. In addition, there are students that represent African American, Asian, Native American and Hispanic ethnicity.

NEEDS ASSESSMENT:

Enrollment Demographics:

| Ethnicity | 21-22 | 20-21 | 19-20 | 18-19 |
|----------------------------------|--------|--------|--------|--------|
| Hispanic/Latino | 5.75% | 5.32% | 4.38% | 3.99% |
| American Indian/Alaskan Native | 2.88% | 2.40% | 2.69% | 2.77% |
| Asian | 0.16% | 0.34% | 0.67% | 0.87% |
| Black/African American | 0.64% | 0.51% | 1.18% | 0.87% |
| Native Hawaiian/Pacific Islander | 0 | 0 | 0 | 0.17% |
| White | 84.66% | 85.25% | 86.03% | 86.48% |
| Two or More Races | 5.91% | 6.17% | 5.05% | 4.85% |

Attendance Demographics

| Ethnicity | 21-22 | 20-21 |
|----------------------------------|-------|-------|
| Hispanic/Latino | 45% | 69% |
| American Indian/Alaskan Native | 45% | 58%% |
| Asian | 100% | 100% |
| Black/African American | 75% | 100% |
| Native Hawaiian/Pacific Islander | 0 | 0 |
| White | 88% | 93% |
| Two or More Races | 71% | 76% |

- *There was no state reporting for attendance during the 19-20 school year*

| | Chronic Absenteeism | Attendance Rate |
|-----------|---------------------|-----------------|
| 2016-2017 | | 72.81% |
| 2017-2018 | 11% | 94% |
| 2018-2019 | 10% | 94% |
| 2020-2021 | 12% | 90% |
| 2021-2022 | 20% | 84% |

| English Language Arts | | | | | | | | |
|--|-------------------|---------------------|-------------------|--|--|-------------------|---------------------|-------------------|
| 2016-2017 | | | | | | | | |
| 3 rd Grade 58% Proficient | Below Standard | At/Near Standard | Above Standard | | 4 th Grade 59% Proficient | Below Standard | At/Near Standard | Above Standard |
| Reading | 35 | 4 | 25 | | Reading | 22 | 48 | 30 |
| Writing | 14 | 55 | 32 | | Writing | 22 | 48 | 31 |
| Listening | 13 | 65 | 22 | | Listening | 15 | 65 | 21 |
| Research & Inquiry | 17 | 50 | 33 | | Research & Inquiry | 16 | 52 | 32 |
| 2017-2018 | | | | | | | | |
| 3 rd Grade 58% Proficient | Below Standard | At/Near Standard | Above Standard | | 4 th Grade 60% Proficient | Below Standard | At/Near Standard | Above Standard |
| Reading | 19 | 54 | 26 | | Reading | 21 | 48 | 30 |
| Writing | 17 | 53 | 29 | | Writing | 20 | 47 | 33 |
| Listening | 12 | 72 | 17 | | Listening | 8 | 63 | 29 |
| Research & Inquiry | 15 | 52 | 33 | | Research & Inquiry | 15 | 56 | 29 |
| 2018-2019 | | | | | | | | |
| 3 rd Grade 74% Proficient | Below Standard | At/Near Standard | Above Standard | | 4 th Grade 58% Proficient | Below Standard | At/Near Standard | Above Standard |
| Reading | 11 | 52 | 37 | | Reading | 19 | 51 | 31 |
| Writing | 7 | 51 | 42 | | Writing | 17 | 53 | 30 |
| Listening | 10 | 58 | 32 | | Listening | 6 | 64 | 30 |
| Research & Inquiry | 19 | 69 | 13 | | Research & Inquiry | 20 | 53 | 27 |
| 2020-2021 | | | | | | | | |
| 3 rd Grade 65% Proficient | Below Standard | At/Near Standard | Above Standard | | 4 th Grade 63% Proficient | Below Standard | At/Near Standard | Above Standard |
| Reading | 20 | 47 | 32 | | Reading | 14 | 52 | 34 |
| Writing | 18 | 53 | 29 | | Writing | 18 | 60 | 22 |
| Listening | 13 | 67 | 20 | | Listening | 5 | 68 | 27 |

| | | | | | | | |
|--------------------|----|----|----|--------------------|----|----|----|
| Research & Inquiry | 15 | 47 | 38 | Research & Inquiry | 15 | 56 | 29 |
|--------------------|----|----|----|--------------------|----|----|----|

2021-2022

| 3 rd Grade 71% Proficient | Below Standard | At/Near Standard | Above Standard | 4 th Grade 57% Proficient | Below Standard | At/Near Standard | Above Standard |
|--|----------------|------------------|----------------|--|----------------|------------------|----------------|
| Reading | 13 | 45 | 46 | Reading | 19 | 49 | 30 |
| Writing | 14 | 107 | 84 | Writing | 21 | 131 | 36 |
| Listening | 13 | 43 | 48 | Listening | 12 | 64 | 22 |
| Research and Inquiry | 7 | 52 | 45 | Research and Inquiry | 11 | 51 | 25 |

Math
2016-2017

| 3 rd Grade 64% Proficient | Below Standard | At/Near Standard | Above Standard | 4 th Grade 58% Proficient | Below Standard | At/Near Standard | Above Standard |
|--|----------------|------------------|----------------|--|----------------|------------------|----------------|
| Concepts and Procedures | 11 | 38 | 51 | Concepts and Procedures | 32 | 39 | 29 |
| Problem-Solving and Modeling & Data Analysis | 7 | 45 | 48 | Problem-Solving and Modeling & Data Analysis | 26 | 53 | 22 |
| Communicate Reasoning | 5 | 48 | 47 | Communicate Reasoning | 20 | 57 | 23 |

2017-2018

| 3 rd Grade 66% Proficient | Below Standard | At/Near Standard | Above Standard | 4 th Grade 64% Proficient | Below Standard | At/Near Standard | Above Standard |
|--|----------------|------------------|----------------|--|----------------|------------------|----------------|
| Concepts and Procedures | 20 | 32 | 48 | Concepts and Procedures | 24 | 36 | 40 |
| Problem-Solving and Modeling & Data Analysis | 11 | 42 | 47 | Problem-Solving and Modeling & Data Analysis | 19 | 52 | 29 |
| Communicate Reasoning | 11 | 46 | 44 | Communicate Reasoning | 15 | 52 | 33 |

2018-2019

| 3 rd Grade 71% Proficient | Below Standard | At/Near Standard | Above Standard | 4 th Grade 69% Proficient | Below Standard | At/Near Standard | Above Standard |
|--|----------------|------------------|----------------|--|----------------|------------------|----------------|
| Concepts and Procedures | 12 | 36 | 52 | Concepts and Procedures | 10 | 35 | 55 |
| Problem-Solving and | 5 | 51 | 45 | Problem-Solving and | 10 | 53 | 36 |

| | | | | | | | | |
|--|----------------|------------------|----------------|--|--|----------------|------------------|----------------|
| Modeling & Data Analysis | | | | | Modeling & Data Analysis | | | |
| Communicate Reasoning | 4 | 49 | 47 | | Communicate Reasoning | 10 | 50 | 40 |
| 2020-2021 | | | | | | | | |
| 3rd Grade 71% Proficient | Below Standard | At/Near Standard | Above Standard | | 4th Grade 62% Proficient | Below Standard | At/Near Standard | Above Standard |
| Concepts and Procedures | 17 | 31 | 52 | | Concepts and Procedures | 19 | 32 | 49 |
| Problem-Solving and Modeling & Data Analysis | 13 | 37 | 51 | | Problem-Solving and Modeling & Data Analysis | 22 | 43 | 35 |
| Communicate Reasoning | 10 | 44 | 46 | | Communicate Reasoning | 5 | 42 | 53 |

2021-2022

| | | | | | | | | |
|--|----------------|------------------|----------------|--|--|----------------|------------------|----------------|
| 3rd Grade 77% Proficient | Below Standard | At/Near Standard | Above Standard | | 4th Grade 57% Proficient | Below Standard | At/Near Standard | Above Standard |
| Concepts and Procedures | 14 | 31 | 52 | | Concepts and Procedures | 24 | 34 | 40 |
| Problem-Solving and Modeling & Data Analysis | 13 | 37 | 51 | | Problem-Solving and Modeling & Data Analysis | 24 | 49 | 25 |
| Communicate Reasoning | 10 | 44 | 46 | | Communicate Reasoning | 26 | 43 | 29 |

Sturgis Elementary implements the NWEA Growth Math and Growth Reading as an assessment tool that is used three times a year for grades 1-4. Kindergarten has an in-district tri-annual assessment that is utilized. The results of these assessments allow teachers to view specific information on the academic strengths and weaknesses of each student. Teachers can access several reports including the learning continuum which helps to identify learning targets for groups of students.

Data Analysis of ELA

Strengths in Reading and Writing:

- Central Ideas (Claim 1/Target 2)
- Language and Vocabulary Use (Claim 2/Target 8)
- Listen/Interpret (Claim 3/Target 4)

Weaknesses in Reading and Writing:

- Text Structures/Text Features (Claim 1/Target 13)
- Edit (Claim 2/Target 9)
- Use of Evidence (Claim 4/Target 4)

Data Analysis of Math

Strengths:

- Solve problems involving the 4 operations and identify and explain patterns in arithmetic (Target D)
- Use place value understanding and properties of operations to perform multi-digit arithmetic (Target E)
- Solve problems involving measurement and estimation of intervals of time, liquid, volumes and masses of objects (Target G)
- Represent and interpret data (Target H)
-

Weaknesses:

- Multiply and divide by 100 (Target C)
- Geometric Measurement: Understand concepts of area and relate area to multiplication and addition (Target I)
- Geometric Measurement: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

NEEDS:

- We need to increase our attendance percentages of all students. Specifically, we need to increase our attendance percentages of

the following ethnicity groups: Hispanic, Native American and two or more races.

- All gap groups show a concern in student growth when compared to the overall school.
- Many students in our gap groups are the students who also struggle with regular school attendance.
- Students need additional interventions with math concepts
- Students need additional interventions with ELA concept

ACTION PLAN:

SCHOOL LEVEL:

Actions from previous three years:

- Staff participated in a book study, The Wild Card, during the 19-20 school to discuss and experiment with ways to an educator's creative breakthrough in the classroom.
- During the 19-20 school year as well as during the 20-21 school year, a heavier focus during professional development and in-service days has had data analysis as a focal point.
- During the 20-21 school year, a house system has been developed to building relationships on a vertical level (K-4) to increase student achievement/attendance and further foster a positive culture within the building. We will continue to build upon and improve our practices as we enter the 22-23 school year with emphasis on team building activities within our house meetings.
- During the 21-22 school year, staff participated in a book study, Ridiculously Amazing Schools. During the 22-23 school year we will implement feedback from individual surveys on how we can continue to improve the culture of our school such as with student announcements, saying the Pledge of Allegiance together as a school, and conducting more staff meetings.

- All teachers were offered the opportunity to attend the Ron Clark Academy National Conference via online webinar which provided professional development for creative instruction, room transformations, and the newly developed “house system” for our school.
- Our front lobby of our school has been transformed to make our school a place that students feel excited to come. New bright colored paints, fun furniture, reading nooks, framed pictures of students from the previous year participating in fun activities, and a TV to broadcast announcements and additional pictures.

Actions for the 22-23 School Year:

- Professional development to continue to increase student engagement in the classroom as well as an entire school. Additionally, professional development on the cultural differences and how we build relationships with our families.
- Continued professional development for new K-2 teachers for our supplement phonic program, Secret Stories.
- Continued actions/activities to increase a positive culture in our school through the House System.
- Increase of staff members on the playground in the morning to welcome students.
- Student Council members serving as greeters to the playground in the morning.
- Continued use of the 7 Mindset curriculum in our guidance class.
- Continuation of fun activities and celebrations to have our students desire to come to school.

ATTENDANCE:

Communication With Parents:

- Parents receive a district required notification letter of absences when they have missed over 7 days during a trimester (NOTE: Covid related absences at this time are exempted).
- Administrators make personal phone calls to parents of students are having quite a few absences without doctors' notes and promote school attendance and offer support.
- Administrators set up personal meetings with parents of students that are continue to be frequently absent from school.
- Administrators and the district's Truancy Officer visit homes of families that continually have issues with students getting to school.
- Factual information on the importance of school attendance are submitted in school monthly newsletters and other means of social media.

Communication with Students:

- Classroom teachers celebrate when 100% of their classroom is in attendance by posting a sign on their door.
- Administrators and teachers have private discussions with students that tend to miss a great deal of school.

READING:

- Grade levels have reviewed pacing guides and timeline of when standards from our curriculum are addressed. Staff have collaborated on areas where our curriculum does not reach certain topics/concepts/standards.
- Special education teachers continue to receive professional development on the new ELA curriculum purchased for special education. They are in their fourth year of implementation. The curriculum matches what is being taught in the general classroom.

- All special education teachers and kindergarten and first grade teachers will utilize the Heggerty curriculum to fill in the gaps within our ELA curriculum.
- All K-2 teachers and Title teachers utilize Secret Stories curriculum to set strong foundations in phonemic awareness.
- What I Need (WIN) time is incorporated during the school day. During this allotted time, all third and fourth grade students are grouped based on concepts they need instruction on by their level of understanding. ELA concepts are primarily addressed during this time. This will be the third year of implementation.
- Students receive time each day to work on Lexia which is an individually paced online software that works on phonics, word decoding and comprehension.
- To promote free reading by our students, reading nooks have been developed in our front lobby of our school.

MATH:

- Grade levels have reviewed pacing guides and timeline of when standards from our curriculum are addressed. Staff have collaborated on areas where our curriculum does not reach certain topics/concepts/standards.
- Sturgis Elementary is in its third year of new math curriculum implementation. Teachers will continue professional development in this area.
- Additional Title I services/support will be provided, K-4, in the area of math to all students.
- Students will receive time each day to work at their individual math levels on the Dreambox online program.

ACADEMIC ASSISTANCE:

A Needs Assessment is done at the end of the year to identify students that would benefit from summer school. During the month of June, services are provided to these identified students to attempt to boost

our efforts in their academic progress in reading and math. In the Fall of each year, assessments are conducted on students to assist in identifying students that are in need of some additional interventions. Classroom data and the continuation of the tri-annual assessment continues to be used in identifying students with needs throughout the year. Students that make minimal or no academic gains with the intervention assistance are referred to our Student Solution Teach (SST) to determine if further testing and/or considerations need to be made for special education.

MODES OF MONITORING GOALS:

- Progress monitoring of all students in grades 1-4 using the NWEA Map Growth assessment for math and reading. K will also be using a tri-annual assessment. This will also guide necessary interventions.
- Smarter Balanced summative results for grades 3 and 4.
- Attendance monitoring.

PARENT INVOLVEMENT

Parents are provided with professional development at the local level. Parents are encouraged to attend the following events: Open House, Family Engagement activities, PTA meetings, parent/teacher conferences, and parenting classes. Information is disseminated to parents through monthly newsletters, district web site, parent displays, brochures, formal and informal meetings, personal phone calls, emails, social media, and the School Messenger Program.

Parents of students who we have school attendance concerns shall receive letters of notifications of accumulated days they have missed. They may receive phone calls or have personal meetings with administration to try to increase attendance. Facts about school attendance and promoting good school attendance are stated on social media and monthly newsletters. The district's social worker and resource officer also assist with home visit of families where a child's school attendance is poor.

Sturgis Elementary has partnered with Behavior Management Systems (BMS) to provide counseling services and bridge our resources between home and school. The counselor is provided an office space in our school. School Guidance counselors provide guidance lessons weekly that are age appropriate to the social needs of the students. Students that struggle with social skills and/or developing friendships are seen in social groups to increase skills. School counselors have sent out informational emails regarding mental health on a weekly basis. School psychologists provided presentations to teachers on mental health, growth mindset, and classroom management strategies that are successful.

TRANSITION

Fourth grade staff do the following things during their last year at Sturgis Elementary to promote a position transition to the middle school their fifth-grade year:

- Popcorn schedule of students during WIN time
- Rotation to different teachers during science and social studies

- Letter grades for Spelling (as we are currently a standard based report card)

At the end of the fourth grade year we select students from the fifth grade to come and visit with our fourth grade students about the changes they will experience in the upcoming year. Additionally, all fourth graders go and visit the fifth-grade building and listen to a presentation by the principal. Parents are offered an informational meeting about the changes with the transition to a new building.

FISCAL REQUIREMENTS

- **Intervention Support:** 5 FTE of certificated staff as intervention teachers in literacy (one per grade level). 2 FTE paraprofessionals to assist in K-4 math interventions and oversee students on the Dreambox and Lexia Programs.
- **Self -Paced Supplemental Programs:** licensing for Dreambox and Lexia
- **Phonetic supplemental Program:** Secret Story curriculum and staff training
- **Assessment:** NWEA licensure renewal

Sturgis Williams Middle School

2022-23

School Improvement Plan



Mission Statement

"To Build Knowledge and Skills for Success Today and Tomorrow"

Developed by the members of the Sturgis Williams Middle School
School Improvement Plan Team:

- ❖ Chad Hedderman - Principal
- ❖ Amanda Christensen - Assistant Principal
- ❖ Katy Jutting - Assistant Principal
- ❖ Natalie Serbousek - Counselor
- ❖ Sarah Lyons - Counselor
- ❖ Amara Striebel - 5th Grade Lead Teacher
- ❖ Kim Petersen - 6th Grade Lead Teacher
- ❖ Alli Steckelberg - 7th Grade Co-Lead Teacher
- ❖ Kirby Jones - 7th Grade Co-Lead Teacher
- ❖ Megan Oviatt - 8th Grade Lead Teacher

I. Mission, Vision and Belief Statement

Our Mission:

“To Build Knowledge and Skills for Success Today and Tomorrow”

Our Vision:

“Meade School District will work in conjunction with its community to provide excellent academics and co-curricular activities that develop life-long learners and productive citizens.”

Our Belief Statements:

We believe that...

- Every individual is a lifelong learner.
- Learning requires a commitment from students, teachers, administration, support staff, parents and the community.
- The cornerstones of learning are integrity, empathy, responsibility, honesty, respect and accountability.
- Every student has the right to a quality education and the responsibility to achieve it.
- All students have the potential to be productive members of society.
- The needs of students should be our first priority.
- Diversity among people is to be valued.
- People are our greatest resource.
- Schools must provide a safe environment for teaching and learning.
- Effective schools must have high expectations for students and staff.
- Learning is enhanced by a positive and supportive environment that fosters creativity, self-confidence and success.
- Students are capable of making decisions, with proper guidance, and are responsible for their own actions.
- Our school system is accountable to our community.
- Change is essential for growth and improvement.

The District strives to embed the statements above into all extracurricular, co-curricular, and learning environments. It is important to model what the District values working closely with stakeholders to create empathetic and cooperative schools. A question kept at the forefront is, “What is best for the student.”

III. School Profile

Sturgis Williams Middle School is staffed by highly qualified teachers. There are several teachers per grade level. The music, physical education, STEM, and art teachers are highly qualified. In addition, there are two classroom paraprofessionals, one library paraprofessional, and one in-school suspension monitors that are highly qualified. The 1.80 FTE of professional school counselors are highly qualified. The teaching experience average of the staff at Sturgis Williams Middle School is 15 years.

Enrollment has maintained around 516 students the last three years. The majority of student demographics are classified as white ethnicity. In addition, there are students that represent African American, Asian, Native American and Hispanic ethnicity.

III. Comprehensive Needs Assessment

On an annual basis, our Professional Learning Communities (PLCs) review the Comprehensive Needs Assessment as well as current needs of the students. These groups make adjustments accordingly to reflect the changes in our dynamics. Preliminary student data from the past school year is provided to instructional staff at the end of each year. The assessment coordinator along with the building level administrators and leadership teams assist instructional staff in the reflection of the data. A building level data retreat occurs in the Fall of each year. The most recent data retreat occurred on October 7, 2022. Ongoing reflection on data occurred throughout the school year to make adjustments for this school year and also make preparations for the 2022-2023 school year.

| Year | Chronic Absenteeism | Attendance Rate |
|-------------|----------------------------|-------------------------|
| 2017 - 2018 | 15.5% | 89.5% |
| 2018 - 2019 | 14.5% | 87.5% |
| 2019 - 2020 | No Data due to COVID-19 | No Data due to COVID-19 |
| 2020 - 2021 | 15% | 90% |

| English Language Arts | | | | | | | | | | |
|-----------------------|-------|------------|---------|-------|--|-----------|-------|------------|---------|-------|
| 5th Grade | Above | Proficient | At/Near | Below | | 6th Grade | Above | Proficient | At/Near | Below |
| 2018 | 26% | 38% | 21% | 15% | | 2018 | 14% | 37% | 28% | 21% |
| 2019 | 19% | 17% | 33% | 31% | | 2019 | 20% | 35% | 29% | 16% |
| 2021 | 19% | 41% | 21% | 20% | | 2021 | 14% | 34% | 28% | 23% |
| Math | | | | | | | | | | |
| 5th Grade | Above | Proficient | At/Near | Below | | 6th Grade | Above | Proficient | At/Near | Below |
| 2018 | 18% | 35% | 29% | 18% | | 2018 | 13% | 25% | 37% | 25% |
| 2019 | 21% | 29% | 36% | 14% | | 2019 | 13% | 23% | 35% | 28% |
| 2021 | 23% | 18% | 30% | 30% | | 2021 | 10% | 29% | 36% | 25% |
| English Language Arts | | | | | | | | | | |
| 7th Grade | Above | Proficient | At/Near | Below | | 8th Grade | Above | Proficient | At/Near | Below |
| 2018 | 18% | 48% | 19% | 16% | | 2018 | 21% | 39% | 26% | 14% |
| 2019 | 17% | 40% | 23% | 19% | | 2019 | 17% | 40% | 28% | 15% |
| 2021 | 15% | 38% | 25% | 22% | | 2021 | 19% | 41% | 21% | 20% |
| Math | | | | | | | | | | |
| 7th Grade | Above | Proficient | At/Near | Below | | 8th Grade | Above | Proficient | At/Near | Below |
| 2018 | 22% | 29% | 29% | 20% | | 2018 | 21% | 29% | 27% | 24% |
| 2019 | 15% | 32% | 23% | 30% | | 2019 | 26% | 20% | 31% | 23% |
| 2021 | 20% | 23% | 36% | 21% | | 2021 | 10% | 28% | 39% | 23% |

The following have been identified as strengths and weaknesses:

| English Language Arts | | |
|------------------------------|---|--|
| | Strengths | Weaknesses |
| Grade 5 | <p><u>NWEA</u>: Informational Text <u>South Dakota State Assessment</u>: Listening Literary Text</p> <ul style="list-style-type: none"> • Word Meanings • Analysis Within & Across Texts <p>Research & Inquiry</p> <ul style="list-style-type: none"> • Analyze Information/Sources <p>Informational Writing</p> <ul style="list-style-type: none"> • Write/Revise Brief Texts <p>Narrative Writing</p> <ul style="list-style-type: none"> • Write/Revise Brief Texts <p>Opinion Writing</p> <ul style="list-style-type: none"> • Compose Full Texts | <p>NWEA: Literature <u>South Dakota State Assessment</u>: Informational Text</p> <ul style="list-style-type: none"> • Text Structures & Features • Language Use • Central Ideas • Key Details <p>Literary Text</p> <ul style="list-style-type: none"> • Key Details • Text Structures & Features • Language Use <p>Research & Inquiry</p> <ul style="list-style-type: none"> • Cite Evidence <p>Writing</p> <ul style="list-style-type: none"> • Edit |
| Grade 6 | <p>NWEA: Vocabulary and Acquisition Use <u>South Dakota State Assessment</u>: Listening Informational Text</p> <ul style="list-style-type: none"> • Word Meanings • Key Details <p>Literary Text</p> <ul style="list-style-type: none"> • Key Details <p>Research & Inquiry</p> <ul style="list-style-type: none"> • Analyze/Integrate Information | <p>NWEA: Informational Text <u>South Dakota State Assessment</u>: Informational Text</p> <ul style="list-style-type: none"> • Central Ideas <p>Literary Text</p> <ul style="list-style-type: none"> • Central Ideas • Reasoning & Evidence • Analysis Within & Across Texts • Text Structures & Features • Language Use <p>Argumentative Essay</p> <ul style="list-style-type: none"> • Compose Full Texts <p>Explanatory Essay</p> <ul style="list-style-type: none"> • Write/Revise Brief Writes • Compose Full Texts <p>Narrative Essay</p> <ul style="list-style-type: none"> • Compose Full Texts <p>Writing</p> <ul style="list-style-type: none"> • Edit |

| English Language Arts | | |
|------------------------------|---|--|
| | Strengths | Weaknesses |
| Grade 7 | NWEA: Literature <u>South Dakota State Assessment:</u> Listening Informational Text <ul style="list-style-type: none"> • Word Meanings • Reasoning & Evidence • Language Use Literary Text <ul style="list-style-type: none"> • Analysis Within & Across Texts Explanatory Essay <ul style="list-style-type: none"> • Compose Full Texts | NWEA: Informational Text Vocabulary: Acquisition & Use <u>South Dakota State Assessment:</u> Literary Text <ul style="list-style-type: none"> • Key Details • Central Ideas • Word Meanings Argumentative Essay <ul style="list-style-type: none"> • Write/Revise Brief Writes Explanatory Essay <ul style="list-style-type: none"> • Write/Revise Brief Writes Narrative Essay <ul style="list-style-type: none"> • Compose Full Texts Writing <ul style="list-style-type: none"> • Language & Vocabulary Use • Edit |
| Grade 8 | NWEA: Vocabulary: Acquisition & Use <u>South Dakota State Assessment:</u> Listening Informational Text <ul style="list-style-type: none"> • Analysis Within & Across Texts • Language Use • Central Ideas Research & Inquiry <ul style="list-style-type: none"> • Use Evidence Writing <ul style="list-style-type: none"> • Language and Vocabulary Use | NWEA: Literature Informational Text <u>South Dakota State Assessment:</u> Informational Text <ul style="list-style-type: none"> • Text Structures & Features Literary Text <ul style="list-style-type: none"> • Central Ideas • Text Structures & Features Research & Inquiry <ul style="list-style-type: none"> • Analyze/Integrate Information • Evaluate Information/Sources Explanatory Essay <ul style="list-style-type: none"> • Write/Revise Brief Texts • Compose Full Texts Narrative Essay <ul style="list-style-type: none"> • Compose Full Texts Writing <ul style="list-style-type: none"> • Edit |

| Math | | |
|----------------|---|---|
| | <i>Strengths</i> | <i>Weaknesses</i> |
| Grade 5 | <p><u>NWEA:</u> Number and Operations <u>South Dakota State Assessment:</u></p> <ul style="list-style-type: none"> • Understand the place value system. • Use equivalent fractions as a strategy to add and subtract fractions. • Apply and extend previous understandings of multiplication and division to multiply and divide fractions. • Convert like measurement units within a given measurement system. • Represent and interpret data. | <p><u>NWEA:</u> Geometry <u>South Dakota State Assessment:</u></p> <ul style="list-style-type: none"> • Analyze patterns and relationships. • Perform operations with multi-digit whole numbers and with decimals to hundredths. • Understand concepts of volume and relate volume to multiplication and to addition. • Graph points on the coordinate plane to solve real-world and mathematical problems. • Classify two-dimensional shapes into categories based on their properties. |
| Grade 6 | <p><u>NWEA:</u> Statistics and Probability <u>South Dakota State Assessment:</u></p> <ul style="list-style-type: none"> • Understand ratio concepts and use ratio reasoning to solve problems. • Apply and extend previous understandings of multiplication and division to divide fractions by fractions. • Reason and solve one-variable equations and inequalities. • Solve real-world and mathematical problems involving area, surface area, and volume. | <p><u>NWEA:</u> Geometry <u>South Dakota State Assessment:</u></p> <ul style="list-style-type: none"> • Compute fluently with multi-digit numbers and find common factors and multiples. • Apply and extend understanding of the numbers to the system of rational numbers. • Apply and extend understandings of arithmetic to algebraic expressions. |
| Grade 7 | <p><u>NWEA:</u> Real and Complex Number System <u>South Dakota State Assessment:</u></p> <ul style="list-style-type: none"> • Draw, construct, and describe geometrical figures and describe the relationship between them. • Draw informal comparative inferences about two populations. • Use random sampling to draw inferences about a population. | <p><u>NWEA:</u> Geometry <u>South Dakota State Assessment:</u></p> <ul style="list-style-type: none"> • Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. • Investigate chance processes and develop, use, and evaluate probability models. |

| Math | | |
|----------------|--|---|
| | <i>Strengths</i> | <i>Weaknesses</i> |
| Grade 8 | <u>NWEA: Statistics & Probability</u> <u>South Dakota State Assessment:</u> <ul style="list-style-type: none"> • Understand the connections between proportional relationships, lines, and linear equations. • Analyze and solve linear equations and pairs of simultaneous linear equations. • Use functions to model relationships between quantities. • Understand congruence and similarity using physical models, transparencies, and geometry software. • Investigate patterns of association in bivariate data. | <u>NWEA: Geometry</u> <u>South Dakota State Assessment:</u> <ul style="list-style-type: none"> • Understand and apply the Pythagorean theorem. • Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. |
| Science | | |
| | <i>Strengths</i> | <i>Weaknesses</i> |
| Grade 6 | <u>NWEA: Earth and Space Science</u> | <u>NWEA: Life Science</u> |
| Grade 7 | <u>NWEA: Earth and Space Science</u> | <u>NWEA: Physical Science</u> |
| Grade 8 | <u>NWEA: Physical Science</u> | <u>NWEA: Life Science</u> |

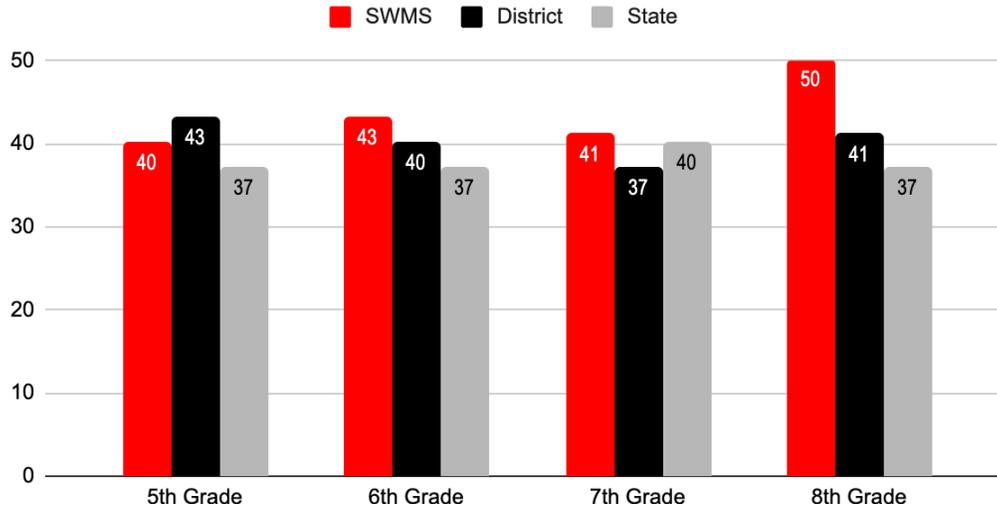
Based on the data collected, all gap groups show a concern in student growth when compared to the overall school. Many students in our gap groups are the students who also struggle with regular school attendance. Students need additional interventions with math and ELA concepts.

Sturgis Williams Middle School implements NWEA Growth English Language Arts, Math, and Science as an assessment tool that is used triannually. The results of these assessments allow teachers to view specific information on the academic strengths and weaknesses of each student. Teachers can access several reports including the learning continuum which helps to identify learning targets for groups of students.

Based on the identified strengths and weaknesses, PLCs developed and implemented many interventions. Based on the interventions in the 2021-2022 school year, below is the data from the South Dakota State Assessment.

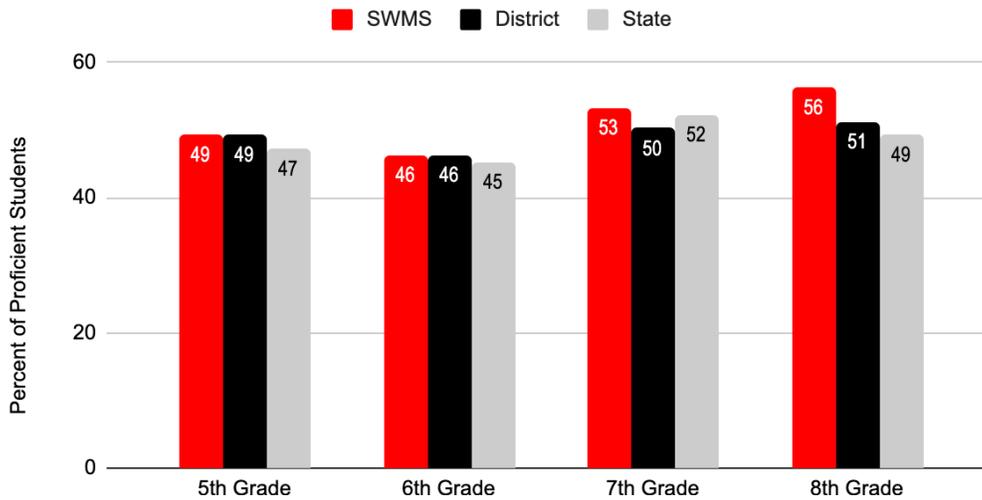
SD State Math Assessment Results 2022

SWMS Grade Level Comparison



SD State ELA Assessment Results 2022

SWMS Grade Level Comparison



IV. Reform Strategies

Academics:

SWMS utilizes many school wide reform strategies. The general education and special services staff focus on the individual needs of students by re-teaching and supporting students in the areas where they exhibit weaknesses. Students are instructed in a variety of strategies in whole group, small group, and individual settings. Instructional strategies follow the methodology of guided curriculum instruction. To determine if students' needs have been met, teachers examine classroom work, informal math, reading, and science assessments, and results of the standards-based assessments that are given three times per year. In addition, we utilize the state assessment to make comparisons on the percentage of our proficiencies. All reform strategies are consistent with the district goals and ways in which we measure the instructional needs of students' district-wide.

Students' progress is continually monitored through informal assessments, curriculum assessments, and tri-annual assessment. PLCs monitor the data and alter students receiving intervention based on growth and/or mastery of a concept. Based on need, some students may receive more intense support while others may only need maintenance of effort. Weekly, PLCs meet and alter support of students based on data. If additional support is needed, parents and teachers work together and enroll students in the After School Program. In this time, students have the opportunity to have individual assistance in standard specific content.

Attendance:

In regards to attendance, parents receive a district-required notification letter of absences when they have missed five days unexcused, and seven and ten days excused in a semester along with factual information on the importance of school attendance. Administrators make personal phone calls to parents of students who are having quite a few absences without a doctor's note and promote school attendance. Administrators also schedule personal meetings with parents of students who continue to be frequently absent from school. In addition, school administration and the district's Truancy Officer visit homes of families that continually have issues with students getting to school.

Teachers and administrators have private conversations with the students that tend to miss a great deal of school. In the 19-20 school year, truancy classes were held for students and parents who had more than 15 absences in the year. Parents were rewarded with gift cards for attending.

In addition to specific instruction, students have an advisory time called Scooper Time. During Scooper Time, students meet with a specific teacher and set goals for behavior, academics and participate in team building activities.

Parent Involvement:

Parents are provided with professional development at the local level. Parents are encouraged to attend the following events: Open House, PTA meetings, parent/teacher conferences, and parenting classes. Information is disseminated to parents through newsletters, district websites, parent displays, brochures, formal and informal meetings, personal phone calls, email, social media, and the School Messenger program.

Parents of students who have school attendance concerns receive letters of notifications of accumulated days missed. They may receive phone calls or have personal meetings with administration to try to increase attendance. Facts about school attendance and promoting good school attendance are stated on social media. The district's social worker and resource officer also assist with home visits of families where a child's school attendance is poor.

V. Instructional Strategies

Teachers take time from one PLC session per week to analyze their weekly, formative data, determine which students need additional support and present an intervention lesson for those students during the designated intervention time. Additionally, teachers will use PLC time for professional development on the state provided interim assessment tools, cooperative learning and instructional strategies, and designing focused intervention lessons.

In regards to strengthening the academic program and instructional standards, during our professional development days, vertical alignment of content and grade level expectations will be revisited and modified to best meet the needs of our students. In addition to the vertical alignment, pacing guides will be used to ensure that all academic standards have been taught. The building administrators frequently drop in to the classrooms to provide feedback to teachers. During these drop ins, administrators provide advice, rationale, and encouragement to keep rigor and expectations high. During PLC meetings, teachers discuss the latest trends in education and share successful instructional strategies.

We have specialized classes for our accelerated learners. These classes allow teachers to challenge students. Based on NWEA and SD State Assessment data, we monitor the effectiveness of the accelerated courses.

In addition to the South Dakota State Assessment, Sturgis Williams Middle School will continue to use NWEA three times a year which will provide information on student progression toward the academic goals. Additionally, teachers will assign individualized skills practice for students using the NWEA Map Skills program.

VI. At Risk Strategies

Mental Health:

At Sturgis Williams Middle School we focus on educating the whole child. We know that if students' basic needs aren't met, students will not be able to retain information in the classroom. SWMS partners with various agencies to provide counseling services and bridge our resources between home and school. Behavior Management Services, Youth and Family Services, and Action for the Betterment of the Community (ABC) all have representatives that visit students on campus to offer mental health and addiction support. The counselors are provided an office space in our school. Our professional school counselors encourage healthy choices and personal health through the TATU (Teens Against Tobacco Use) program.

In addition, the counselors at SWMS provide counseling services to students upon request. During Life Skills, counselors provide support and provide healthy, age-appropriate strategies for coping with life's challenges. Students that struggle with social skills and/or developing friendships are seen in social groups to increase skills. The small group topics target issues such as: self-esteem, social skills, study skills, anxiety, impulse control, LGBTQ issues, grit, perseverance, and mindfulness. School counselors have sent out informational emails regarding mental health on a weekly basis. School psychologists provided presentations to teachers on mental health, growth mindset, and classroom management strategies that are successful.

Secondary Education:

In order to prepare students for post secondary education and the workforce, Sturgis Williams Middle School offers High School Credit for advanced math students so they can take AP courses while in high school. Also, middle school students visit Black Hills State University to learn more about careers and fields of study (Women in Science). Lastly, 6th, 7th & 8th Grade Counseling Lessons focused on planning for the future and options after high school.

Behavior Interventions:

Through expectations and explicit instruction, behavior can be managed and in many cases prevented. At the beginning of the year, administrators hold grade level assemblies to talk about expectations and school wide rules. In addition, the Discipline Matrix is also displayed for all students. This document is a tiered approach to specific behavior concerns with corresponding consequences for each action. If specific students need additional support, they are placed on a behavior contract. During that meeting, the student, parents, and school representatives agree to the terms and conditions of the contract. Positive behavior is also rewarded. We have school-wide incentives, such as "Caught You Being Good" and other ways to promote positive behavior.

Professional Development:

There will be a continuation of a focus on data analysis this next school year. Teachers will use PLC time for professional development on the state provided interim assessment tools, cooperative learning and instructional strategies, and designing focused intervention lessons. The District has seven built in PD days into the school calendar. Data Digs and District-wide break out sessions relating to instructional strategies, mental health and de-escalating behavior received positive feedback; therefore, we plan to do that again. Staff book studies, especially since we partner with the University of Sioux Falls, have been popular among teachers.

Student Services:

School Counselors will facilitate a pre-assessment and post-assessment to evaluate student mental health and knowledge of different items in the guidance curriculum. Pre and post assessments will be compared to evaluate effectiveness. School Counselors will also provide a needs assessment to parents, as well as a post-year assessment to gauge program effectiveness and identify additional areas of need.

Rural Schools

2022-23

School Improvement Plan

Mission Statement

“To Build Knowledge and Skills for Success Today and Tomorrow”

The Meade School District does not discriminate on the basis of gender, color, disability, national origin, race, creed, religion, homelessness, marital status, pregnancy or age in the education programs or activities it offers or to admission to or employment in its education programs or activities. Inquiries concerning Title VI or Title IX may be referred to Jeff Ward, 1230 Douglas Street, Sturgis, SD 57785, 605-347-4454. Inquiries concerning ADA may be referred to Brett Burditt, 1230 Douglas Street, Sturgis, SD 57785, 605-347-2523. Inquiries concerning Section 504 may be directed to Deb Wilburn-Kerstiens, 1230 Douglas Street, Sturgis, SD 57785, 605-347-4770. Inquiries concerning Title X, Section C may be referred to Chrissy Peterson, 1230 Douglas Street, Sturgis SD 57785, 605-347-4770. Inquiries may also be directed to the Kansas City Office, Office of Civil Rights, US Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114-3302, 816-268-0550, Fax: 816-823-1404, TDD: 877-521-2172, Email: OCR.KansasCity@ed.gov

Mission, Vision and Belief Statements

Our Mission:

"To Build Knowledge and Skills for Success Today and Tomorrow"

Our Vision:

"Meade School District will work in conjunction with its community to provide excellent academics and co-curricular activities that develop life-long learners and productive citizens."

Our Belief Statements:

We believe that...

- Every individual is a lifelong learner.
- Learning requires a commitment from students, teachers, administration, support staff, parents and the community.
- The cornerstones of learning are integrity, empathy, responsibility, honesty, respect and accountability
- Every student has the right to a quality education and the responsibility to achieve it.
- All students have the potential to be productive members of society.
- The needs of students should be our first priority.
- Diversity among people is to be valued.
- People are our greatest resource.
- Schools must provide a safe environment for teaching and learning.
- Effective schools must have high expectations for students and staff.
- Learning is enhanced by a positive and supportive environment that fosters creativity, self-confidence and success.
- Students are capable of making decisions, with proper guidance, and are responsible for their own actions.
- Our school system is accountable to our community.
- Change is essential for growth and improvement.

School Profiles

The rural schools' total enrollment for grades K-8 is 94 students. For the 2021-2022 school year, enrollment is as follow: Atall has seven students. Elm Springs has seven students. Hereford has twelve students. Opal has thirteen students Central Meade County has fifty-five students. A majority of students are identified as Caucasian.

Needs Assessment

Data retreats are held annually in the fall of each school year. Smarter Balanced assessment data as well as data from our tri-annual assessment are analyzed by the administrators and the assessment coordinator. Based on the information, the desired outcomes of the retreat are determined. Staff do a horizontal and vertical assessment of the data to determine what specific areas that can be targeted areas of improvement in reading and math. The overall umbrella goal is for a continued increase in student achievement assessed by students' achievement on state testing.

Throughout the school year there is ongoing monitoring of students' progress with the use of the tri- annual assessments. Students identified as needing additional support receive interventions through our special education programs.

Strategic Plan

1. Academic Preparation

Goal: The District will provide students with a climate that promotes a rigorous academic curriculum and activity programs that prepare each student to be academic and workplace ready.

Metrics: The District will set achievement indicators (South Dakota Assessments ACT, NWEA) and monitor annual progress; monitor participation rates in activities; and conduct student surveys.

Action Steps:

1. Curriculum will be reviewed annually to assure alignment with the South Dakota content standards and that student educational needs are being met.
2. Provide problem-based learning activities at all grade levels and in all content areas.
3. In math, teachers will assign skills in Dreambox related to a student's low NWEA math areas.
4. In reading, teachers will analyze NWEA data and assign related individual practice in Lexia.
5. For math and reading, students will complete the recommended daily usage for Dreambox and Lexia.
6. For math and reading, teachers will create a plan of action for student's low NWEA area.
7. Teachers will differentiate instruction through flexible grouping and extension and enrichment activities embedded in our Wonders and enVisions curriculum. They will also use online supplemental programs such as Khan Academy.
8. Students will receive weekly STEAM instruction that emphasizes inquiry-based learning and critical thinking.

2. Professional Development

Goal: The District will develop a comprehensive Professional Development Plan for faculty/staff.

Metrics: Faculty/staff surveys will be used to determine the progress of the Professional Development Plan.

Action Steps:

1. The District will create an annual professional development plan utilizing input from faculty and staff members utilizing staff surveys, Instructional Council, Teacher Advisory Council, and Preparing All Students for Success Teams.
2. The District will create opportunities for teachers to experience vertical collaboration through content area meetings and horizontal collaboration through grade level meetings.

Assessments

Classroom assessments and the triannual assessments will provide feedback on student progress toward the annual goals. The SBAC results will be the summative test used to check annual progress and for setting goals for the following year. NWEA will be used for the triannual assessments.

Stagebarn Middle School

2022-23

School Improvement Plan

Mission Statement

“To Build Knowledge and Skills for Success Today and Tomorrow”

Developed by the members of the Stagebarn Middle School School Improvement Plan Team:

- Dave Olson- Principal
- Beth Johnson- Assistant Principal
- Maria Hartung- Counselor
- Dan McIntire- Counselor
- Alice Arthur- 5th Grade Lead Teacher
- Trent Doerges- 6th Grade Lead Teacher
- Jimi Feist-7th Grade Lead Teacher
- Jessica Henrichsen- 8th Grade Lead Teacher

Plan Components

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I. Mission, Vision and Belief Statement

The purpose of this School Improvement Plan is to improve student learning at Stagebarn Middle School, which is consistent with the district's mission. This plan is an ongoing document which will be reviewed and revised annually.

Our Mission:

“To Build Knowledge and Skills for Success Today and Tomorrow”

Our Vision:

“Meade School District will work in conjunction with its community to provide excellent academics and co-curricular activities that develop life-long learners and productive citizens.”

Our Belief Statements:

We believe that...

- Every individual is a lifelong learner.
- Learning requires a commitment from students, teachers, administration, support staff, parents and the community.
- The cornerstones of learning are integrity, empathy, responsibility, honesty, respect and accountability.
- Every student has the right to a quality education and the responsibility to achieve it.
- All students have the potential to be productive members of society.
- The needs of students should be our first priority.
- Diversity among people is to be valued.
- People are our greatest resource.
- Schools must provide a safe environment for teaching and learning.
- Effective schools must have high expectations for students and staff.
- Learning is enhanced by a positive and supportive environment that fosters creativity, self-confidence and success.
- Students are capable of making decisions, with proper guidance, and are responsible for their own actions.
- Our school system is accountable to our community.
- Change is essential for growth and improvement.

II. Needs Assessment

Data retreat process

Stagebarn Middle School holds a data retreat during the August inservice prior to the start of the school year every year. The process begins earlier with the district's testing coordinator compiling data from the previous year's South Dakota State Assessment (a direct comparison to the standards) as well as Spring data from NWEA (a norm comparison to other students of the same age and ability). The assessment coordinator analyzes the data to determine students' strengths and weaknesses at the district, building, and grade levels. The compiled data is sent on to Stagebarn prior to the beginning of the school year. If the data suggests that a weakness is school-wide, then the leadership team determines what professional development would best assist the staff as a whole and plans instructional development for the August inservice.

The fall data retreat also informs teachers where appropriate changes to grade level curriculum, instruction, and interventions would best benefit students for that school year. They revise their units accordingly. In the 2021-22 school year, teachers developed standards based assessments for each unit. These assessments will serve as benchmarks for monitoring students progress on standards mastery in the upcoming school year.

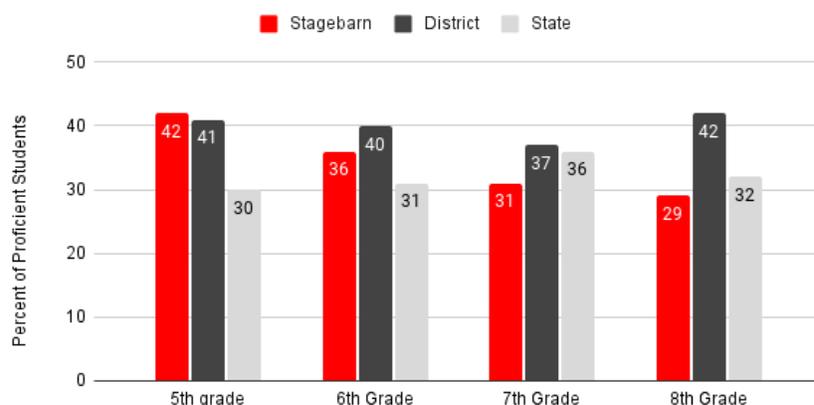
Performance

The following data is compiled from both the results of the South Dakota State Assessment for Stagebarn Middle School for the 2021-22 school year and the Winter scores from MAP Growth testing on the NWEA testing platform.

Fig. 1

SD State Math Assessment Results 2022

Stagebarn Grade Level Comparison



Math

Based on data from the South Dakota State Math Assessment, students in grade 5 show a 42% proficiency rate which is one percentage point above the district's proficiency rate and 12% above the South Dakota state's proficiency rate. Students in grades 6-8 perform below the district at an average of 3.28% but

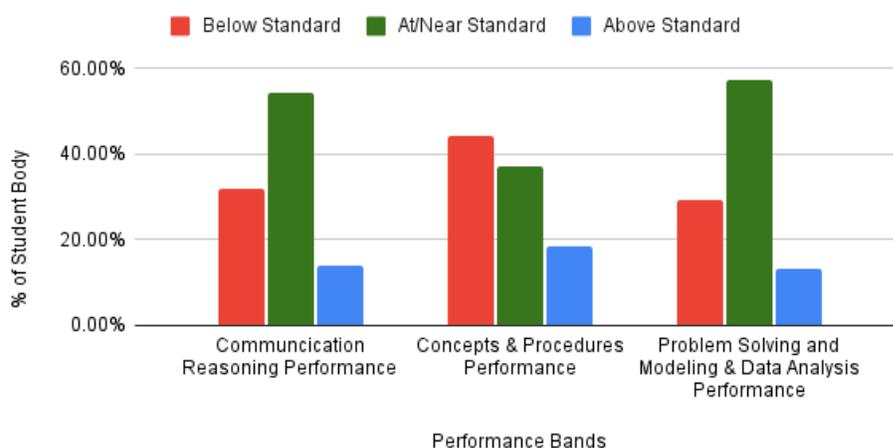
above the state in 6th grade by 5% margin. Grades 7 and 8 demonstrate an average proficiency of 4% less than the state (Fig. 1).

A deeper dive into the state assessment results reveals that as a whole school, students struggle in the area of Concepts and Procedures with 35% of our student body's results below proficiency (Fig. 2). A universal strength for the students is in the areas of Problem Solving, Modeling, and Data Analysis.

Fig. 2

Stagebarn Math Strengths & Weaknesses

SD State Math Assessment Data by Performance Band



The South Dakota Department of Education provides a Mathematics Summative Assessment Blueprint that breaks each tested performance band into claims and further breaks those claims down into assessment targets based on the standard and its subcomponents. Cross referencing the South Dakota State Assessment results, the assessment blueprint, and the Winter NWEA data shows that students need additional support in a number of areas. For the purposes of specific targeted support, the grade levels will focus on students' understanding of adding, subtracting, multiplying, and dividing fractions.

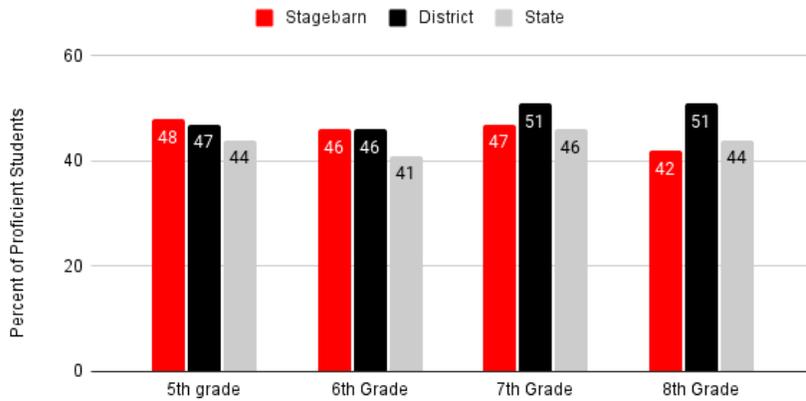
ELA

In ELA, Stagebarn students in 5th grade outperformed the district and the state by 1% and 4% respectively. 6th graders' performance matched district performance and outperformed the state with 46% of the students demonstrating proficiency compared to the state's 41% proficiency. In 7th Grade, 47% of students were proficient compared to 51% at the district level and 46% at the state level. Finally, 8th grade showed a 42% proficiency rate which is 9% below the district's performance and 2% below the state's proficiency percentage (Fig. 4).

Fig. 4

SD State ELA Assessment Results 2022

Stagebarn Grade Level Comparison



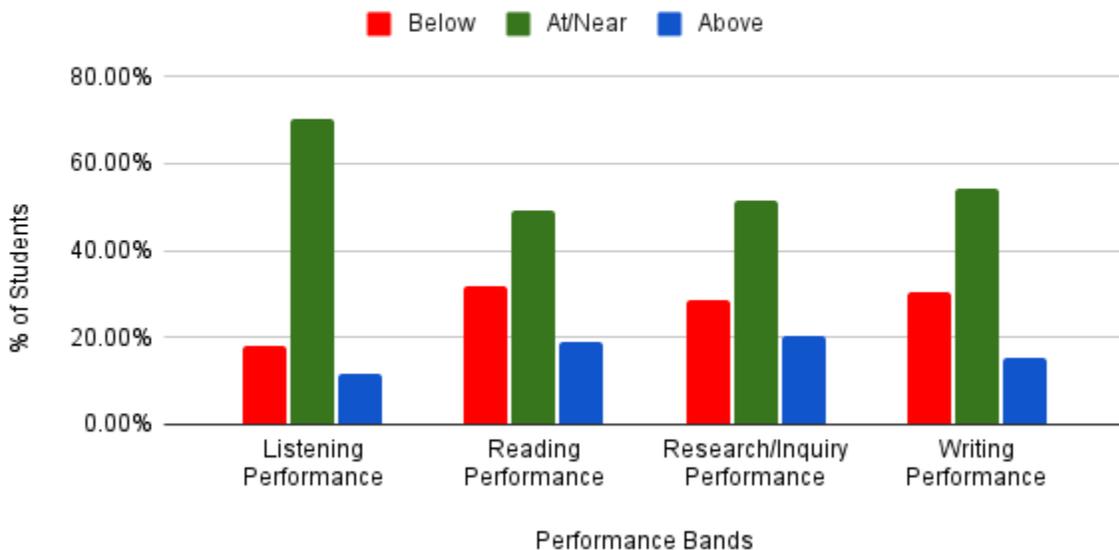
State Assessment also show that 32% of students are not proficient in the Reading performance band (Fig. 5) Cross referencing state assessment results as well as the winter NWEA results reveals that as a whole school, students struggle in the target area of language use in both informational text and literary texts which includes understanding connotation, denotation, and figurative language

and their effects on the overall piece of literature. Reading makes up the bulk of the state ELA assessment with the Language Use strand assessed twice as it appears in both literature and informational text. Universal strengths for the students are in the area of informational text; specifically, interpreting and explaining how information is presented within or across texts and making an inference or drawing a conclusion about a text in order to compare it to another.

Fig. 5

Stagebarn ELA Strengths & Weaknesses

SD ELA Assessment 2022



Science

Science needs assessment is based off of data from the Winter NWEA scores because the state is reviewing and revising cut scores for the state assessment. The 2021-22 school year is only the second year the state test has been administered and so is still under a calibration process. Student performance in science is as expected. The standards for each grade level focus on a specific band of science (Life, Earth & Space, and Physical Science); therefore, students' strengths are typically the strand that they are currently receiving instruction in and their weakness is the strand they have not yet studied. However, science teachers notice a drop in strands that have previously been taught. Therefore, the science team has planned spiral review practice to bring forward older concepts so students do not forget them.

Perception data

Stagebarn Middle School uses a variety of informal methods to gauge the perception of the staff, the students, and the community. Feedback from staff members is frequently obtained through conversations in grade level PLCs. Additionally, administration invites grade level teams into the decisions that affect teaching and learning. Staff members indicate through informal, ongoing conversations that they believe they work in a positive and professional climate. They also share that with the newly scheduled intervention time, they are unsure about how to provide effective interventions for struggling students.

Student perception is gathered informally as well. Teachers sporadically ask for students' feelings on the school climate in their classrooms through surveys and discussions.

Administrators and counselors have ongoing conversations about patterns of student behavior and their effects on the school climate based on incidents brought forward by the students. This year, administration has observed an increase in derogatory language toward minority groups on campus.

Community perception is gathered through discussions with the PTA and key community members from the different religious sects in the surrounding area. Additionally, the Meade School District hosted a school board meeting in March of 2022 to hear directly from the Piedmont/ Summerset constituents. Community members are looking forward to building a new high school in the Meade School District along the I-90 corridor.

Demographic Data

Stagebarn Middle School (SMS) is a public school operating in the Meade School District 46-1. The school is located in Summerset, South Dakota, and services students from the surrounding communities which includes Summerset and Piedmont. SMS accommodates a large number of open enrollment students, as the school district boundary cuts the community of Summerset in half, and also the school is located near the district boundary. Open enrollment students primarily come from the Rapid City Area School District.

III. School Profile

Stagebarn Middle school is in its 4th year of operation. In the school's inaugural year (2018-19), SMS served grades 5-7, and has included the 8th grade starting in the 2019-20 school year. SMS currently has a 5-8 student enrollment of 442 students. Of the 442 students, 13% of the student population are minorities with two or more races making up the majority of the 13%. Due to housing developments in the community and surrounding areas, enrollment is expected to increase steadily for the foreseeable future.

SMS is staffed with 27 highly qualified FTE and 1 FTE enrolled in the alternative certification program through the state. All students at SMS participate in the four core subjects daily and have a seven or nine week encore rotation depending on how many sections the class is. All students participate in all encore rotations, which include: PE, Fitness, Art, STEM, and Spanish. Extracurricular activities offered at SMS include: Cross Country, Volleyball, Football, Wrestling, Basketball (boys and girls), Track, Oral Interp/Debate, Knowledge Bowl, Drama, First Lego League, Honors Choir/Band, Student Council, Culture Club, and Spanish Club.

IV. Goal Selection

1. Academic Improvement

Goal 1- Math: As a result of teachers providing targeted interventions in the areas of adding, subtracting, multiplying, and dividing fractions, students' state Math scores will increase to the pre-pandemic school average of 55% proficient or advanced.

Goal 2- ELA: As a result of teachers providing targeted interventions in areas of identifying and analyzing author's use of figurative language in informational and literary texts, students' state ELA scores will increase to the pre-pandemic school average of 59% of students who are proficient and advanced.

Metrics for goals 1 & 2: Stagebarn will use the achievement indicators from the State assessments, NWEA, and proficiency rubrics from teachers' backwards planned units.

2. Professional Development

Goal: Teachers will participate in professional development designed around the State Assessment Interim Testing Tools for Teachers as a whole group during the October, January, and February inservices and in small groups (PLCS). The professional development will allow teachers to explore effective intervention strategies for use both during regular classroom time as well as during targeted intervention sessions.

Metrics: In addition to administration's observations of classrooms, teachers will provide planning notes from PLC sessions that detail progress in using the Interim Testing Tools provided by the State.

3. School Climate

Goal: Administration will increase student opportunities for exploring, understanding, and accepting diversity.

Metrics: The school's culture club will provide one event during the school day per grading period with a different cultural focus e.g. celebrations of the arrival of spring from around the world. Administration will partner with the Lakota community for a school-wide assembly on Lakota heritage.

V. Assessments

In addition to the South Dakota State Assessment, Stagebarn Middle School will continue to use NWEA three times a year which will provide information on student progression toward the academic goals. Additionally, teachers will continue to develop and intentionally use standards-based formative assessment tools in their classes, revising their backwards unit designs to incorporate these quick tools for future use.

VI. Interventions/Strategies

Stagebarn will continue to use a 45 minute class period in all grade levels, specifically for interventions. Teachers will take time from one PLC session per week to analyze their weekly, formative data, determine which students need additional support and present an intervention lesson for those students during the designated intervention time. Additionally, teachers will use PLC time for professional development on the state provided interim assessment tools, cooperative learning and instructional strategies, and designing focused intervention lessons.

VII. Staff Development

PASS training and targeted professional development will provide teachers with support in providing specific interventions for struggling students. Staff training will include an intervention specific training in the use of the Learning Continuum Report from NWEA during the pre-school inservice in August. Teachers are also collaborating in content as well as grade level teams on backwards unit designs to target skills necessary for student learning. These skills will be aligned to the Learning Continuum to provide preventative support. Finally, teachers will participate in breakout sessions in January and February to develop their individual professional goals.

VII. Documentation

Stagebarn Student Teacher Accountability Reporting System Report Card (STARS)
NWEA District Report



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

2022-2023

Title I Schoolwide (SW) Plan

District:

Meade School District

School:

Whitewood Elementary

Building Principal:

Brit Porterfield

Select One:

Initial Plan for new SW Program

Revised Plan for a school currently operating an approved
SW Program

SD DOE Title I Representative

Jennifer Palmer

Date Completed:

6/6/2019

Introduction

The recently reauthorized Elementary and Secondary Education Act (ESEA), commonly known as ESSA, requires certain components be included in planning for a schoolwide program and in the writing of a schoolwide plan. By completing the provided template, schools will develop a new plan or update current schoolwide/school improvement plans that will meet the new requirements. If completing the template for a new SW program, the Comprehensive Needs Assessment (CNA) – Component 1 section must be completed. Otherwise that section is optional and may be used as a tool to re-evaluate the SW program that is in place, as long as the school and LEA assure that a CNA has been conducted at some point in the monitoring/revision process required under the law (Section 1114(b)(3))

- The plan shall be developed or revised with the involvement of:
 - Parents;
 - Other members of the community to be served;
 - Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
 - The local education agency;
 - To the extent feasible, tribes and tribal organizations present in the community; and
 - If appropriate
 - Specialized instructional support personnel;
 - Technical assistance providers; School staff; and
 - If the plan relates to a secondary school, students and other individuals determined by the school;
- The plan shall be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- If appropriate and applicable, the plan shall be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The narrative sections in the template must be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Schools must annually review the plan and revise, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

The budget implication sections must be sufficient in detail to show how Title I funds support the schoolwide program and provide students with a well-rounded education. These sections must match the information in the Consolidated Application Budget.

Evidence-Based Resources – [Click Here](#) for links to sources that may help provide evidence-based research that may be used to support certain strategies and/or interventions.

Special Notes:

- 1) If a schoolwide school uses funds to establish or enhance a preschool program for children, be sure to address the program in the appropriate component section(s). **Section 1114(c)**
- 2) If schoolwide services are delivered by a non-profit or for-profit external provider, be sure to address their expertise in using evidence-based or other effective strategies to improve student achievement in the appropriate component section(s). **Section 1114(d)**
- 3) If, in a secondary school operating a SW program, funds are used for dual or concurrent enrollment programs, be sure to address such program and the flexibility of funds in the appropriate component section(s). **Section 1114(e)(1) & (2)**

Component 1: §1114(b):

Comprehensive Needs Assessment (CNA)

(CNA description optional if “Revised Plan” is marked on the title page**)**

To ensure that a school’s comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students’ most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Briefly describe the school's Comprehensive Needs Assessment (CNA) process.

Narrative: Whitewood Elementary’s school wide plan is reviewed annually by the Title I School Wide Advisory Committee who review the current needs of the students and make adjustments according to these needs. This committee consists of parents, teachers, and district-wide staff members. Parents are encouraged to attend the following events: Open House, Family Engagement activities, parent-teacher conferences, and parenting classes. Information is disseminated to parents through monthly newsletters, the district website, quarterly district-wide newsletter, parent displays, brochures, formal and informal meetings, personal phone calls and emails, and School Messenger.

Preliminary student data from the present school year is provided to instructional staff at the end of each year. The assessment coordinator asks the instructional staff to reflect on certain questions when looking over their students’ data. Data retreats are held in the fall of the new school year to further analyze the data vertically and horizontally. The district assessment coordinator is available to assist teachers in interpreting student assessment data and developing goals and instructional strategies to meet the needs of individual students.

In the 2021-2022 school year, two days of professional development will be devoted to last year’s data and the beginning-of-the-year data in the fall to determine strengths and weaknesses in the overall student-grade levels as well as for individual students. Also, the district’s professional development will focus on fostering teacher efficacy.

Summarize the results and conclusions:

Component 1: §1114(b):

Narrative: Data from the end-of-year MAP assessments for 2021-22

First Grade: Math: 50% Met proficiency; ELA: 64% Met proficiency

Second Grade: Math: 85% Met proficiency; ELA: 62% Met proficiency

Third Grade: Math: % Met proficiency; ELA: 57% Met proficiency

Fourth Grade: Math: 67% Met proficiency; ELA: 67% Met proficiency

Fifth Grade: Math: 44% Met proficiency; ELA: 66% Met proficiency

Conclusions from district tri-annual assessment data:

71% of the WW students met proficiency for their grade level in the area of math.

76.5% of the WW students met proficiency for their grade level in the area of ELA.

Data from Smarter Balanced Assessment for 2021-22:

Third grade: ELA: 66% Level 4 and Level 3; Math: 44% Level 4 and Level 3

Fourth grade: ELA: 70% Level 4 and Level 3; Math: 70% Level 4 and Level 3

Fifth grade: ELA: 45% Level 4 and Level 3; Math: 45% Level 4 and Level 3

Conclusions from Smarter Balanced assessment data:

62% of the WW students scored at Level 4 or Level 3 for their grade level in the area of ELA.

56% of the WW students scored at Level 4 or Level 3 for their grade level in the area of math.

A data retreat was held on November 2, 2018. Teachers reviewed the beginning of year MAP assessments to determine weaknesses that were evidenced by those assessments:

Kindergarten:

ELA: Foundational skills

Math: Numbers and operations—understand place value, counting, cardinality

Grade 1:

ELA: Foundational skills—phonics, consonants, decoding, high frequency words, rhyming

Math: Measurement and Data—length, money, time, weight/mass, problem solving with unit

Grade 2:

ELA: Literature and informational text

Math: Numbers and Operations—whole numbers (place values) and compare and order whole numbers

Grade 3:

ELA: Informational text

Math: Geometry

Grade 4:

ELA: Literary text: language, craft, structure, use of language (conventions)

Math: Fractions—equivalent and comparing

Grade 5: Fractions

ELA: Informational text

Component 1: §1114(b):

Budget Implications: 1.9 instructional staff; Lexia and Dreambox are intervention programs that provide students with supplemental instruction and grade level standards.

Component 2: §1114(b) (7)(A)(i):

Provide a description of schoolwide reform strategies, that may include interventions that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

Evidence: Evidence-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable. **Include a description of how the reform strategies will be evaluated for effectiveness.**

Narrative: The general education teachers, intervention teacher, and special services staff focus on the individual needs of students by re-teaching and supporting them in areas in which they exhibit weaknesses in and implement reform strategies through a concerted effort. Students are instructed in a variety of strategies in whole group, small group, and individual settings. Skills-based technology programs will also be used to supplement learning. Instructional strategies will follow the methodology of guided curriculum instruction. In math, the emphasis will be on problem-solving with students exploring mathematical strategies and explaining mathematical reasoning. In reading, the emphasis will be on using proven strategies for guided reading as well as exploration into cross-curricular activities such as inquiry units. All reform strategies are consistent with the district goals and ways in which we measure the instructional needs of students district-wide. Building level meetings will address the progress of students and ways in which to meet their individual needs. Progress monitoring by teachers is used to generate discussions about curriculum, classroom practices, and needs in the school.

Budget Implications (this must be reflected in the budget in the Consolidated Application): 1.9 instructional staff

Benchmark/Evaluation: Students' progress is continually monitored through informal assessments and the tri-annual MAP assessments. Teachers find the MAP reports helpful in determining student need. Teachers use this data to develop goals for their students in the areas of math and ELA. At the end of the year, teachers revisit the MAP data to determine how their students progressed in the past year. Building-level teams monitor the data and determine intervention groups or additional assistance based on growth and/or mastery of a concepts or standards. In addition, the state assessment will be utilized to make comparisons on the percentages of our proficiencies. Based on need, some students may receive more intense support while others may only need maintenance of effort. Intervention groups and other assistance to students is a dynamic process based on assessment (formal or informal) results.

Component 3: §1114(b) (7)(A)(ii):

Provide a description of schoolwide reform strategies that: **1)** use methods and instructional strategies that strengthen the academic program in the school; **2)** increase the amount and quality of learning time; **and 3)** help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Evidence: Evidence-based research strategies or activities that strengthen and enrich the academic program by: extending the school day; embedding reading and/or mathematics curricula into other instructional areas; or other strategies as appropriate. **Include a description of how the reform strategies will be evaluated for effectiveness.**

Narrative: Whitewood Elementary utilizes two supplemental online programs to assist in the intervention of all students. Lexia is an online program that works on phonics, decoding and comprehension. It is a PK through 5th grade program. Each student works at his or her individual level. Educators monitor progress and provide mini lessons to students when they are unable to work through a certain portion of their program. Dreambox is an online math supplemental program that is utilized by all students. This program also assesses students' individual levels and provides them with lessons and activities at their level. In addition, teachers are able to assign grade-level content to their students to supplement what is being taught in the classroom. Both programs allow for differentiation and the ability to meet the needs of all students. Intervention teachers, the administrator, and classroom teachers collaborate on the use of the data from these programs to provide interventions through small group and individual student settings.

Whitewood Elementary has a PreK classroom open to all four-year-olds who will enter K the subsequent year. The PreK class will be held on Tuesday and Thursdays. This program will provide early intervention to students to ease their transition to into Kindergarten. Instruction will focus on providing students with foundational skills in literacy and math, while also teaching important social skills needed for a school setting. In turn, this program will strengthen the overall academic program in the school.

Whitewood Elementary will begin an after-school program for the 2021-2022 school year. This program will provide individualized instruction to students. The program will also provide enrichment opportunities with music, STEAM, sports, and other options available.

A Needs Assessment is done at the end of each year to identify students that would benefit from summer school. During the month of June, summer school services are provided to these identified students to attempt to boost our efforts in their academic progress in reading and math.

In the Fall of each year, along with the consideration of the Needs Assessment and the first trimester tri-annual assessment, a CORE assessment is conducted on students to assist in identifying students that are in need of some additional interventions. Classroom data and the continuation of administering the CORE and tri-annual assessments continue to be used in identifying students with needs throughout the year. Students that make minimal or no academic gains with the intervention assistance are referred to our Student Solution Team (formerly TAT) to determine if further testing and consideration need to be made for special education services.

The daily schedule at Whitewood includes three 15 minutes recess for grades K-3 and a 15 minute lunch period. Students in grades 4-5 do not have the afternoon 15 minute recess to allow for more instructional time. They do, however, receive additional physical education time to compensate.

Component 3: §1114(b) (7)(A)(ii):

Concerted attempts are made to protect learning time during the school day and school year.

To provide time for more STEAM-based activities, students receive an additional 60 minutes of time in their computer/technology special each week. With this additional time, students will explore LEGO's STEAM curriculum, Code.org's CS curriculum, and engineering principles.

A full-time gifted educator is employed by the district to serve students with giftedness in grades K-7. The gifted educator evaluates students for eligibility, provides weekly enrichment classes, offers consultation to classroom teachers in how to differentiate to the gifted child, and gives information to families on special clubs, activities, camps, and classes for their child in the gifted program.

Students at Whitewood participate in choir, robotics/science club, student council, honors and festival choir, DARE, computer instruction, and library presentations to enhance their overall experiences at the school. The Whitewood PTO provides opportunities for after school events, school assemblies, and buses for field trips to add to the students learning opportunities.

Budget Implications: 1.9 instructional staff; salary and supplies for summer-school program; Dreambox and Lexia Intervention programs; salary and supplies for after-school program

Benchmark/Evaluation: Teachers and administrator check the progress of students utilizing the Dreambox and Lexia programs at least once every two weeks. Discussions are held between teacher/administrator or teacher/interventionist to make adjustments to time students are allowed to work on the programs or to determine if interventionist or teacher will teach the supplemental skills lessons identified by the program. Our goal is to have students at or near grade level skills completion at the end of the school year.

Results of Smarter Balanced assessment and MAP assessments gives us indicators as to effectiveness of interventions and curriculum.

Student interest in other activities is monitored by participation numbers (Festival/honor choir, student council, robotics/science club, etc.) Approximately 25 students participated in Robotics Club this past year. Approximately 45 students participated in the after-school programming.

Teachers for the Title-supported summer school program conduct pre and post assessments to determine growth of individual students who participate in the program. This data is part of the other assessment data gathered throughout the year so adjustments can be made annually.

Kindergarten data will help determine the effectiveness of the PreK program. SASD reviewed the PreK program as well, awarding it an Exemplary status.

Component 4: §1114(b) (7)(A)(iii):

Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.

Evidence: Evidence-based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

Each classroom receives guidance activities from our school counselor one time a week. In addition, counselors provide individual and small group sessions. The school counselor also discusses career awareness with students. Our school social worker is also available to assist families with needs they may need. One specific task of our social worker is supporting and maintaining organization of our Backpack Program through the Feeding SD Program. The counselor and social worker make referrals to area mental health services if they feel students and/or their families would benefit from these. Students in fifth grade partake in the DARE program. The 5th grade teacher and administrator complete surveys as to the effectiveness of the DARE program.

Whitewood Elementary has a PreK classroom open to all four-year-olds. The PreK class hold two sections: one on Monday/Tuesday, the other on This program will provide early intervention to students to ease their transition to into Kindergarten. Instruction will focus on providing students with foundational skills in literacy and math, while also teaching important social skills needed for a school setting.

Component 4: §1114(b) (7)(A)(iii):

All teachers and administrators received training, and other support staff received training regarding effective usage and implementation of several Apple applications. Updated training is provided to staff periodically. The district utilizes a train-the-trainer model so staff can be trained or updated by utilizing in-house personnel. These trainers are also available to provide coaching to staff through the course of a school year. Paraprofessionals also received training from the school psychologists on topics such as a classroom management, mindfulness, etc.

The Meade School District offers a mentor program for new teachers to the profession and/or district which provide guidance, direction and point of contact. The new teachers involved with a mentor teacher are surveyed at the end of the school year to determine the effectiveness of their support. The staff at Whitewood Elementary is always ready in any way needed.

Whitewood Elementary also utilizes the State's mentorship program with its new staff members. Staff members are paired with a mentor teacher, and they attend the program's various meetings and abide by their requirements.

Building level administrators are directly involved in the implementation and improvement of skills through participation in the PASS training process, teacher evaluations and classroom observation/discussion. Teachers are made aware of professional development opportunities in which they may attend trainings, conferences, or workshop that support identified goals. Whitewood Elementary has a Preparing All Students for Success (PASS) team that lead professional development in the school with the train-the-trainer model. Professional development for 2021-2022 will focus again on addressing students' educational and social needs following the pandemic. Inservice time is also allowed for grade level and department meetings. At these meetings teachers can give input and make determinations about curriculum and assessment resources and training needed to support these. Teachers are surveyed for their input on desired professional development as well as effectiveness of professional development and technology implementations.

Meade School District employs approximately 207 FTE certificated staff, 130 FTE classroom/playground support staff, and 13 administrators. Staff members' credentials are reviewed on an annual basis to ensure they have the correct certifications. Currently, all certificated staff and classroom paraprofessionals are highly qualified. If an employee is not highly qualified, a Plan of Intent is written for that individual. Meade School District ensures all staff on Plans of Intent are following through on the courses they need and/or taking the necessary Praxis exams.

Meade School District uses the school website, Applitrack, and ASBSD Teacher Placement for recruitment purposes. When the district is having difficulties filling a position, advertisements in the local newspaper classified ads is used to find applicants. Due to the location of the district, positions are typically filled in the areas of certification which ensures there are no disparities with students being taught by inexperienced or out-of-field teachers.

Whitewood Elementary collaborates with Youth and Family Services Rural Pre-age 5 program to identify and direct services to families of children needing early intervention services. That intervention sometimes leads to referrals to the Early Intervention Program offered by the special

Component 4: §1114(b) (7)(A)(iii):

services department of the district. Whitewood Elementary conducts a spring kindergarten and preschool screening event which provides the school and district with insights on needs of children entering kindergarten or who may need earlier interventions.

Budget Implications: 1.9 teachers

Benchmark/Evaluation:

The teacher mentor program is evaluated at the end of the year by sending new teachers a questionnaire as to how effective they felt the guidance they received from their mentor was.

PASS leadership receives feedback from all district staff through surveys. Teachers are also surveyed as to ideas for future PD.

Triannual assessments are conducted three times per school year—beginning, middle, end of year. These assessments provide the data teachers need to design/adjust instructional focus based on needs that show from the data. MAP reports give teachers data needed to make decisions on student achievement and needed instructional and intervention processes.

Evidence-Based Research Resources



Meade School District 46-1
STURGIS BROWN HIGH SCHOOL

ACTIVITIES OFFICE
Mike Schultz, Activities Director Holly Kopplin, Admin. Assistant

12930 E. Hwy. 34
Sturgis, SD 57785-6400
(605) 347-2686
605-347-4487
Fax (605) 347-0225

“To Build Knowledge and Skills for Success Today and Tomorrow”

Board Report – December; Submitted by Mike Schultz, Activities Director

All high school winter activities have now started for the 2022-23 school year. Middle school wrestling and girls basketball started in November and their season will be concluding before the holiday break. Oral Interp ended their season at the state meet. Middle School and High School winter music concerts are being performed throughout December. Middle School boys basketball will begin in January after the middle school girls basketball and wrestling have ended.

The following are the participation numbers for each of our winter activities:

Sturgis Brown High School

Boys Basketball – 49 participants
Girls Basketball – 34 participants
Boys/Girls Wrestling – 55/5 participants
Debate – 24 participants
One Act Play – 28 participants

Stagebarn Middle School

Girls 7th/8th Grade Basketball – 13/5
Wrestling – 25

Sturgis Williams Middle School

Girls 7th/8th Grade Basketball – 14/14
Wrestling – 40

Outstanding State Performance

The Scooper Oral Interp team participated in the state meet in Mitchell on Friday and Saturday, December 2nd & 3rd, 2022. They brought home a Team Excellence Award that is awarded to teams with at least 4 Superior ratings at the state meet. The following are the Superior Award winners:

Non-original oratory: Jordyn Richter
Humorous reading: Abby Johnson
Storytelling: Jag Weyer
Poetry: Carlie Johnson
Duet: Carlie Johnson and Brooke Holly
Reader’s Theater: Carlie Johnson, Brooke Holly, Jag Weyer, Rylee Conover, and Abby Johnson

Congratulations to Coach Megan Oviatt and the Oral Interp students.

Coaching Award

Coach Blake Proefrock was voted South Dakota West Region Girls Cross Country Coach of the Year. Congratulations to Coach Proefrock on this award!

**MEADE SCHOOL DISTRICT 46-1
BUILDINGS & GROUNDS DEPARTMENT**

"To Build Knowledge and Skills for Success Today and Tomorrow"



Todd Battles

Maintenance Foreman

12940 E. HIGHWAY 34

STURGIS, SD 57785

Phone: 605-347-2649

Fax: 605-347-3363

E-mail: todd.battles@k12.sd.us

December 12, 2022

Re: School Board Meeting

The crew has been busy with snow removal and deicing.

The capital outlay process is moving ahead quickly with many contractors sending in proposals to be vetted and brought to the board in the upcoming months for consideration.

The office has been very busy behind the scenes to collect information and help the engineers and architects prepare for the HVAC at the academy and Whitewood. Also, time is being spent to keep moving forward on the Sturgis Brown High School cafeteria and kitchen.

The apartment at the Old Union Center school has been completed and we are awaiting some furnishings to finish the project.

Winter sports have begun, and the custodial staff has been working hard to schedule and to keep our facilities running seamlessly.

We are continually catching up on work orders to help the staff and students to have a safe and inviting environment.

RE: Meade 46-1 School Board Report
From: Beth Johnson, Curriculum, Technology, and Assessment Director
Subject: December 2022 Board Report

Accreditation: The Meade School District accreditation desk audit is scheduled for January 23, 2023. All 25 required components have been uploaded for the audit.

Curriculum: As previously mentioned, we are streamlining some processes throughout the district and moving toward uniformity. The accreditation process revealed the necessity to have a standardized lesson plan template for teachers in which the district ensures that the lesson addresses the standard’s depth and intention. Already, some administrators annually request lesson plans from their staff, and all teachers, during the evaluation process, are required to provide information about the lessons being observed; therefore, this is not a new practice so much as standardizing a pre-existing practice.

We have selected a software platform, PlanBook, already widely used by teachers around the district on which we can store these standardized lesson plans. As an added benefit, teachers can begin to address horizontal alignment through the collaborative capabilities of the software. A soft rollout will occur this spring with interested teachers having full access to begin planning on the platform if they choose. Conversations with the Instructional Council and district administrators will help in creating reasonable expectations for full implementation in the 2024-25 school year.

Social Studies is still under discussion at the state level. There are two upcoming hearings from the Board of Education regarding the standards: February 11th in Pierre and April 17th in Rapid City. The curriculum office is compiling information from these hearings to share with the board in the new year.

Technology: Part of the technology department’s strategic planning includes reviewing instructional hardware in classrooms and making a plan to upgrade end of life equipment. Ten years ago, we had to purchase 2-3 pieces of equipment to get to the ideal classroom; one where technology was seamlessly incorporated and equally accessible by staff and students. Now, we can eliminate some equipment because manufacturers are combining tools. One of the first areas we will be addressing is the use of Smartboards in the district. Currently, the Smart Boards are at end of life which means they sometimes work but not without a lot of help. Most teachers would say that the reliability of Smart Boards as instructional tools is not very good. Rather than continuing to purchase software for devices that might not support it, we are choosing to conduct a proof of concept for new, short-throw interactive laser projectors for two classrooms in the district. The installation of this new equipment will occur this spring. Throughout the spring and into next fall, the tech department will monitor and gather feedback from teachers on the ease of use and the technology’s integration in the classroom. The intention is to provide district staff with the opportunity to interact with the hardware on a small scale before we commit to a large purchase. If the proof of concept hardware we are experimenting with proves to be a good fit, then we will replace the instructional hardware that fails with the upgraded projectors.

A group of teachers, administrators, and technicians met to discuss the 1:1 technology options available in the district for the next 1:1 technology cycle. Largely determined by budget constraints and curriculum concerns, teachers were presented with one option. The discussion of the options was favorable with teachers appreciating the attention to current challenges with the same devices, and troubleshooting of the technology team. See the recommendation here: [1:1 Technology Recommendation](#)

Principal of Rural Schools

Sarah Scherer
Office: 605-985-5532.
Cell: 605-484-0449
Sarah.scherer@k12.sd.us

Rural Schools

Central Meade County School, Elm Springs,
Atall, Opal, and Hereford.



To: Mr. Wormstadt
From: Sarah Scherer
Re: December, 2022 Board Report

Enrollment Numbers: At the current time

Atall: 9
Opal: 14
Hereford: 11
Elm Springs: 6
Central Meade County School: 57

Total Students in Rural: 97

Student of the Month: Teachers will choose a student of the month throughout the year based on the Character Traits for that month. November- November- Responsibility and Hard Work :Being accountable for one's own actions and choices without blaming others.

CMCS: Camri Cobb in Kindergarten CMCS: Leigha Long in 8th Grade

Music Programs:

Christmas Program prepared by Amy Richards, rural music teacher, are as follows:

- o Dec. 13 - Atall @ school basement
- o Dec. 14 - Opal @ Opal Hall
- o Dec. 15 - CMCS @ Central Meade County Community Center
- o Dec. 19 - Hereford @ Hereford Hall
- o Dec. 20 - Elm Springs @ Elm Springs Hall
- **All programs will begin at 6:00 PM**

Other Items:

- Every month NewsCenter1 award a nominated teacher with a \$500 gift card in a partnership with First Interstate Bank. This gift card can be used for anything that might extend outside of their normal funding. Amy Richards was been selected as a November's winner of this grant program.
- KOTA/KEVN. Reached out because they are am doing a series on members in the community who are giving back. Tina Johnston, Elm Springs paraprofessional, was nominated by one of the parents at her school, Casey Matt. She spoke about the great work Ms. Johnson does as a paraprofessional at the school and how the kids really enjoy her.
- On Friday December 2nd ,the Rural Basketball Teams accepted a donation for the Union Center Community Center for the amount of \$500. West River Electric Association Operation Roundup, provides funds that will help any charitable projects for organizations, groups, families, or individuals within the service territory of West River Electric.

PIEDMONT VALLEY ELEMENTARY

16159 SECOND STREET.

“TO BUILD KNOWLEDGE AND SKILLS FOR SUCCESS TODAY AND TOMORROW”

PHONE: 605.787.5295

FAX: 605.787.5954

PIEDMONT, SD 57769

605.787.5295

To: Mr. Wormstadt
From: Ethan Dschaak
Re: Board Report
Date: 12.12.22

Veterans Day Activities:

Long time National Guard member Anson Juelf’s was our distinguished speaker for the 2022 Veterans Day Program on Nov. 11th. He did a wonderful job speaking about his experiences in the National Guard and his over-seas deployments. We also invited a number of “distinguished” guests (local veterans) and sang a number of patriotic American songs. Our Veterans and students loved it!

Christmas Program Preparation:

On Tuesday, Dec. 6th Piedmont Valley Elementary will be having their annual Christmas / Holiday Music program. This event will be held at Stagebarn Middle School. The times for the program are as follows:

3rd Grade Music Performance: 5:30 PM
4th Grade Drama Performance: 6:30 PM
4th Grade Music Performance: 6:45 PM

4th Grade Spelling Bee:

Piedmont Valley Elementary will be hosting a school spelling bee for 4th grade in conjunction with Scripps Spelling Bee. Students have been working hard and staff has conducted preliminary contests in preparation for the “final round” on Dec. 15th. The kids are excited for this great event!

Students of the Month:

During the month of November students are selected for Student of the Month based on citizenship.

Second

Tracen Brownell
Amelia Kitchens.
Darius Powell
Brooklyn Fondren
Melonie Bestgen
Jamie Demeritt
Audrey Andelt
Ryker Clark
Lucian Knadel-Boyler
Olivia Mendyka

Third

Tripp Burress
Mackenzie Clauson
Linoln Odegaard
Layla Cox
Maggie Streeter
Cambridge Sheperd
Joshua Brown.
Marela Langstaff
Josselin Hunt
Judson Milstead

Fourth

Lars Rehberg
Kaylea Whitman
Beck Johnston
Loralei Porter
Brogan Ewing
Riley Herndon
Jazmyn Shattuck
Luke Tryon



Meade School District 46-1
STURGIS BROWN HIGH SCHOOL

Pete Wilson, Principal
Mike Schultz, Activities Director

Joe Williams, Asst. Principal
Coleen Keffeler, Asst. Principal

12930 E. Hwy. 34
Sturgis, SD 57785-6400
(605) 347-2686
Toll-Free 888-568-3514
Fax (605) 347-0225

“To Build Knowledge and Skills for Success Today and Tomorrow”

School Board Meeting

December 12, 2022

What’s happening:

The Academy continued its tradition of having a Thanksgiving meal together. The dinner was again donated by the staff from the Academy and Lynn’s Dakota Mart.

Tuesday, December 6, the Junior Achievement Excellence through Ethics Program brought local business leaders to the high school to discuss ethics with senior students. The volunteers prompted students to learn the importance of ethics and challenged students to consider how ethical dilemmas are a part of everyday life. Nearly 9,000 South Dakota middle and high school students from over 30 communities will learn from community leaders about the importance of ethics through this program.

On December 9, we hosted the Sno-Ball Dance from 8:00 to 11:00 for 9-12 graders. Student council sponsored this dance, and outside guests could attend as a date.

We are conducting our winter NWEA Map Growth testing before the break in three different areas; Reading, Math, and Science. This test, given in the fall, winter, and spring, helps develop goals for the year and determine standards that need additional support. On December 14, 11th graders will take the NCRC test (National Career Readiness Certificate). This test is used to determine career readiness and helps the CTE department.

Blake Proefrock, SBHS Girls and Boys Cross Country Coach, was named the AA West Girls Cross Country Coach of the Year.

Tayten Smeenck. SBHS senior earned 5th place at the Western Dakota Technical College Welding Competition.

Sturgis Brown High School received one of 17 CTE Innovative Equipment Grants from the SD Department of Education. SBHS received \$170,580, which will be used to implement an Electronics/Robotics Program for the 2023-2024 school year.

Students of the Month for November are 9th grade - Cael Glodt; 10th grade - Amiya Brewer; 11th grade - Izaiah Baker; 12th grade - Abbie Culver; Staff - Ashley Bilbrey

STURGIS ELEMENTARY

1121 Ball Park Road
Sturgis, SD 57785
Phone: 605-347-2386
Fax: 605-347-3769



Chantal Ligtenberg - Principal
E-mail - Chantal.Ligtenberg@k12.sd.us
Katy Jutting- Assistant Principal
E-mail - Katy.Jutting@k12.sd.us

To: Mr. Wayne Wormstadt
From: Chantal Ligtenberg
Re: December 2022 Board Report

SASD Legislative Committee: As a member of the committee, I attended a meeting in Pierre on December 6. All parent groups were represented. We had open dialogue about potential bills coming through this year by the House and Senate. We were presented information by SDDOE, BOR, and South Dakota School Board Association.

Fourth Grade Spelling Bee: All fourth-grade students took a spelling challenge. The finalists from the grade will participate in our annual spelling bee on December 7 at 8:45. The winner will proceed to the regional spelling bee.

Music Program: The first and second graders will have their music program on December 15 at 5:30 p.m. and 6:30 p.m. at the Grunwald Gym.

Monthly House Meeting: Our “houses” will be coming together on Dec. 16. The character trait focus is on strength. The following are the Essential 15 focus:

- If someone wins a game or does something well, congratulate that person
- If you win or do well at something, do not brag. If you lose do not show anger.

Scholars of the Month: *(Students selected based on “Character Count” traits the student is exhibiting)*

KINDERGARTEN:

Sawyer Teppo
Sutton Engle
Rita Serfling
Raemie Klug
Allie Brown
Kace Leetch

FIRST GRADE:

Lincoln Wilson
Lilliana Swedlund
Madeline Steffey
Dominic Dalke
Willow Boschee

SECOND GRADE

Olivia Oliver
Faith Jackson
Charity Jackson
Sawyer Sigman
Raegan Clement

THIRD GRADE:

Sebastian Ruff
Sadie Red Owl
Kennan Hammerstrom
Bryson Potter
Camden Whelchel

FOURTH GRADE:

Talon Bryant
Ethan Abell
Greyson Fields
Landry Wilson
Kalia Flemming
James Mitchell

To: Mr. Wormstadt
From: David Olson
Subject: December Board Report
Date: 12/7/2022

Semester Tests

8th graders at SMS will be taking semester tests prior to winter break this year. This is a great opportunity for students to get experience taking semester tests prior to high school and learning how to study for them.

Winter Programs

Stagebarn hosted the PVE 3rd and 4th grade winter programs this year, and it was a good evening! The gym was at capacity with the large amount of people who attended the programs. We will continue to work with PVE with any future program needs. The SMS choir concert will be on Thursday, December 8th in the gym.

Thanksgiving Meals

The SMS student council did their annual fundraiser to help support local families and were able to donate 12 full Thanksgiving meals to families from our school. We are proud of our students for focusing on supporting families in our community!

2023-24 School Year

We have been working with Mr. Wormstadt and SWMS on preliminary staffing and scheduling for both middle schools. We are hoping to have a finalized plan within the first few months of the new year.

Students of the Month

5th Grade

Curiosity/Interest: Sophia Leir
Grit: Rylan Torno
Responsibility: Lainey Jez
Citizenship (Stallion): Baylee Cammack
Compassion: Ayla Bestgen

6th Grade

Curiosity/Interest: Lane Applegate
Grit: Eloise Cracco
Responsibility: DJ Rodriguez
Citizenship (Stallion): Atticus Pauling
Compassion: Paxson Campnell

7th Grade

Curiosity/Interest: Haley Ahlstrom
Grit: Aydan Rhodes
Responsibility: Eleanor Nondorf
Citizenship (Stallion): Kohlee Herringer
Compassion: Gordon Larsen

8th Grade

Curiosity/Interest: Carson Hautala
Grit: Kyerlan Kaski
Stallion: Natalie Cook
Citizenship (Stallion): Miranda Rude
Scooper: Charlie Knutson





Sturgis Williams Middle School

Meade School District 46-1

1425 Cedar Street
Sturgis, SD 57785
(605) 347-5232

Chad Hedderman, Principal

Katy Jutting, Assistant Principal

"WE ARE AN EDUCATIONAL COMMUNITY DEDICATED TO EMBRACING LEARNING, INSPIRING INDIVIDUALITY, AND EMPOWERING STUDENTS."

To: Mr. Wormstadt

From: Chad Hedderman SWMS Principal



Mrs. Hill choir student performed at the community center on Dec. 5th and will be performing at the Music soup supper on Dec. 11th.



SWMS Student Council raised enough food for 36 Thanksgiving Baskets for families in our area!



Mrs. Neilan's STEM class had a Zoom conference with an astronaut from the Space Force! Thank you to Mrs. Neilan for setting this up for her classes!



6th Grade students enjoying the Bowling party as a reward for creating the most Thanksgiving Baskets!

Other Items:

- Wrestling is coming to a close and the kids have done an amazing job this season!! At the Rapid City tournament last weekend **22** students placed 1st or 2nd place!
- Penny Wars have started. Money will be used to buy gifts for the Angel Tree.
- StarBase is working with our 5th graders on exploring STEM activities.
- Christmas vacation is from Dec. 22nd – Jan 3rd.

Whitewood Elementary

To Build Knowledge and Skills for Success Today and Tomorrow

Important Dates:

Dec. 2 - Report Cards Sent Home

Dec. 16 - Christmas Program

Dec. 22 - Jan. 3 - Christmas Break

Wranglers of the Month:

- Torsten Osowski
- Casen Robley
- Christinice Gross
- Matthew Baird
- Logan Hale
- Ian Schneller



or

<https://vimeo.com/>



News and Updates

2022 National ESEA Distinguished School:

•At the National ESEA Conference, a short video will be played to highlight the amazing achievements of our staff, students, and community. Please scan the QR code in the corner of this document to access the video.

Library Fundraiser:

•Whitewood Elementary students raised funds to purchase some additional titles for the library.

Handle with Care:

We are in the preliminary stages of implementing "Handle with Care," a program where police and emergency personnel notify a school when they encounter a child at a traumatic scene. School staff can then use trauma-informed practices, while providing/ referring students to additional services.





Rhonda Ramsdell, Director * 605-347-3601 * Rhonda.ramsdell@k12.sd.us

Date: December 7, 2022

To: Mr. Wayne Wormstadt and School Board Members

Subject: School Board Report

Donations: The Piedmont Chamber of Commerce donated over 1000.00 to pay off all lunch balances at Piedmont Valley Elementary and Stagebarn Middle School in November. Sturgis Williams Middle School received an anonymous donation of 300.00 which was applied to the lunch accounts of 8 students with debt. Another community member donated 300.00 on December 7th to SWMS which paid off all lunch debt! A donation was also received from the SBHS Student Council to fund over 500.00 in student lunches! We continue to be amazed at the generosity of the communities we work in.

Past Dues: Districtwide past due balances have been hovering in the \$3500.00 range. While still higher than past years, this represents a drop of about \$1500.00 from the high point set earlier this school year. This is due to generous donations and the diligence of managers and staff who have been reaching out to families to walk them through the application process and set up payment plans.

We wish you all a very restful and happy Christmas Season!

Respectfully submitted,

Rhonda Ramsdell



To: School Board Members
From: Chrissy Peterson
Re: December Board Report 2022

Merry Christmas!!

Our school nurses coordinate the Delta Dental Mobile Bus to come to Meade School District two times each year. The bus was at Sturgis Elementary November 14-18, saw 29 students and did \$31,164 worth of dental work!! The school nurses receive money from the Sturgis Rally Charities each year. The cost to bring the dental bus to Meade School District each time is \$2500, so we got an awesome return on our investment. This takes a lot of extra work for our nursing program but it is obviously worth it! Thanks to our super fantastic school nurses, Heidi Komes, Natasha Geigle, Amber Fondren, and Julie Dobler! We most appreciate what you do to help our students!

Every five years the South Dakota Department of Education, Special Education Programs (SEP) conducts a review in every district for the purpose of assessing compliance in the implementation of the Individual with Disabilities Education Act (IDEA) and the Administrative Rules of South Dakota. Meade School District's Special Education Department had an on-site focus on November 30 and December 1. The review results were OUTSTANDING and the team found the department to be in full compliance and in great shape! Now that the review is over the special education team is glad to get back to what they do best and that is supporting students.

I have been re-appointed to a three-year term for the SD Department of Education Committee of Practitioners. Our committee's duties are to advise the Department of Education concerning any proposed or final State rule or regulation pursuant to ESEA, Title I.

I wish you a blessed and joyous holiday season!

Proposed Timeline for Research of Four Day School Week

If the board chooses to move forward, I am proposing a timeline designed to give ample time to research, present, and hear from constituents. This is designed to give focus to research and multiple points to review and gather feedback. This is not a comprehensive document and is to serve only as an outline.

Step 1 Define what the board wants to be researched and assign committee to research

- Is this district wide or building or grade level specific?
- Impact to learning, students, families, daycare, and business?
- District impact on transportation, food service, negotiated agreements, and overall logistics?
- Who is part of research?
- Other

Step 2 Research Committee

- Sets timeline for reporting back to the board
- May or may not include site visits to schools with four day school week

Step 3 Presentation from Research Committee

- Include positives, negatives, and obstacles to overcome
- What questions are still unanswered?
- Give three public meetings

Step 4 Gather feedback from student/staff/parent/community

- Online surveys for feedback and feedback from public meetings reported to board
- MAY require Step 2-4 to be repeated if too many questions are left unanswered

Step 5 Build a plan

- Based on board parameters

Step 6 Present plan to public

- Three public meetings

Step 7 Gather feedback from student/staff/parent/community

- Online surveys for feedback and feedback from public meetings reported to board

Step 8 Board Decision