



**Board of Directors' Work Session
November 7, 2024, 6:30 PM
District Office, 210 N Park St.**

1. Call meeting to order
2. Flag salute
3. Modifications to the agenda
4. Approval of the agenda
5. Superintendent report
6. Fall student learning data – Erin Dell (white)
7. Draft questions for Board Positions 1 and 2 interviews (green)
8. Review draft Directors and Superintendent Operating Leadership Practices (tan)
9. Review and affirm district vision and goals (gray)
10. Review website listening post information (buff)
11. Board Communiques
 - A. Finalize Edition III Mathematical Thinking Perspectives vs. “Mimicking the Teacher” (pink)
 - B. Prepare Materials, Supplies, and Operating Costs (MSOCs) Edition (lavender)
12. Next meeting – November 20, 2024 Regular Business Meeting, District Office, 6:30 PM
13. Adjourn

Individuals with disabilities who may need a modification to participate in a meeting should contact the superintendent's office, at 509-685-6800, ext. 1002, no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that special arrangements can be made.

**Chewelah School District #36, 210 N Park Street, P.O. Box 47, Chewelah, Washington 99109, www.chewelah.k12.wa.us
Telephone: (509) 685-6800 ext. 1001, FAX (509) 935-8605, E-mail: jperrins@chewelak12.us**

Summer School Students 2024
i-Ready Scores Spring to Fall

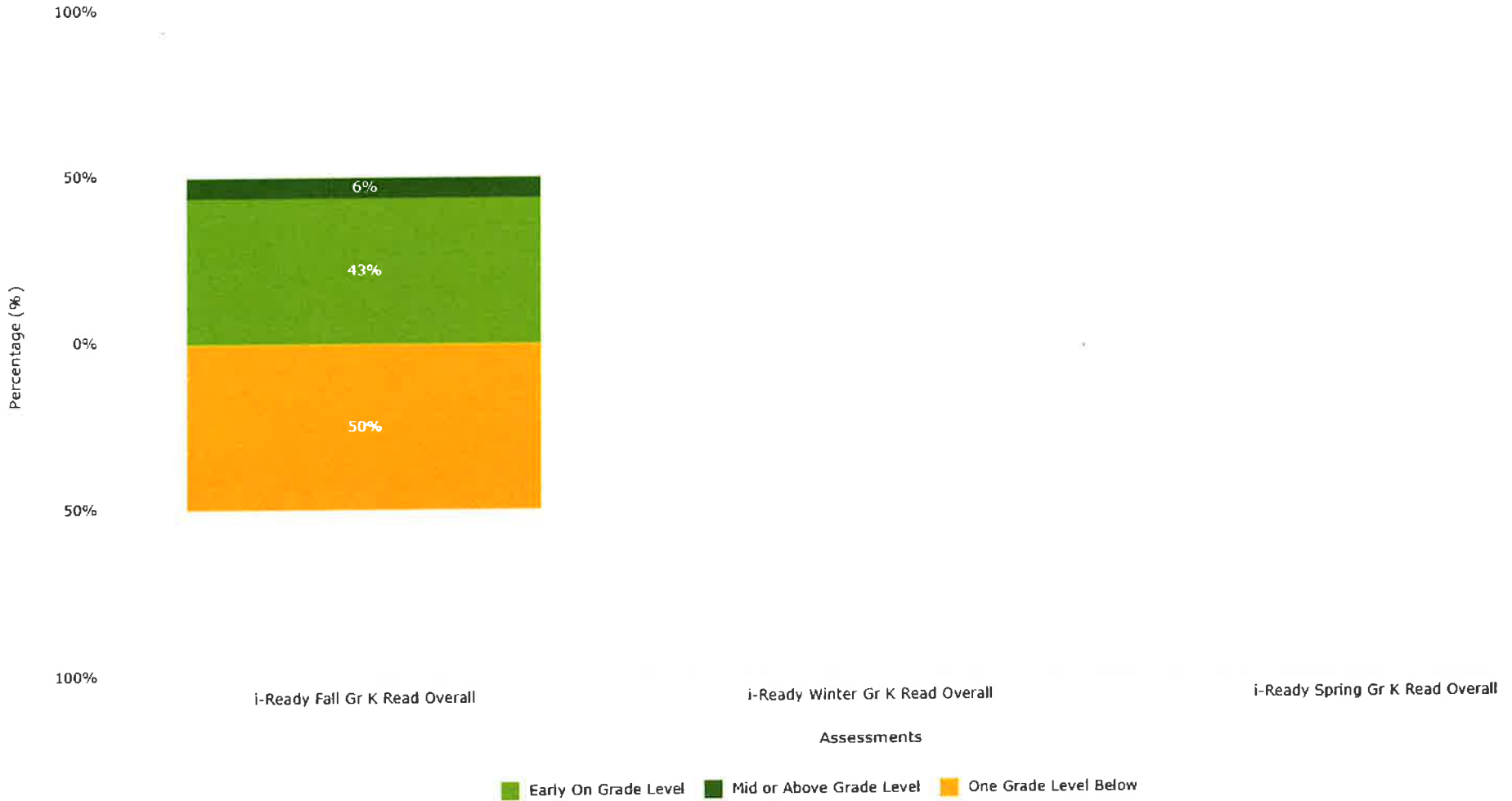
Reading		
Spring	Fall	Score Change
397	389	-8
414	400	-14
375	389	14
387	387	0
385	380	-5
400	379	-21
435	385	-50
461	430	-31
450	400	-50
423	431	8
533	515	-18
517	554	37
487	481	-6
469	454	-15
494	446	-48
401		
503	462	-41
366	396	30
429	419	-10
430	424	-6
479	462	-17
455	423	-32
516	512	-4
472	498	26
500	484	-16
525	502	-23
478	461	-17
442	446	4
508	486	-22
484	493	9
421	400	-21
545	533	-12
428	474	46
520	560	40
563	516	-47
487	518	31
491	512	21
574	565	-9
482	514	32
512	533	21
Average Score Change		-6
Median Score Change		-9

Math		
Spring	Fall	Score Change
392	368	-24
388	394	6
355	335	-20
357	341	-16
363	350	-13
365	359	-6
392	393	1
408	381	-27
380	303	-77
415	377	-38
442	433	-9
441	444	3
441	415	-26
428	420	-8
449	404	-45
366		
408	392	-16
386	362	-24
414	407	-7
408	405	-3
430	413	-17
395	400	5
448	444	-4
366	386	20
449	354	-95
452	441	-11
375	388	13
439	437	-2
432	408	-24
433	420	-13
	399	
431	426	-5
433	450	17
477	420	-57
458	458	0
412	428	16
416	433	17
485	472	-13
438	437	-1
451	432	-19
Average Score Change		-14
Median Score Change		-10

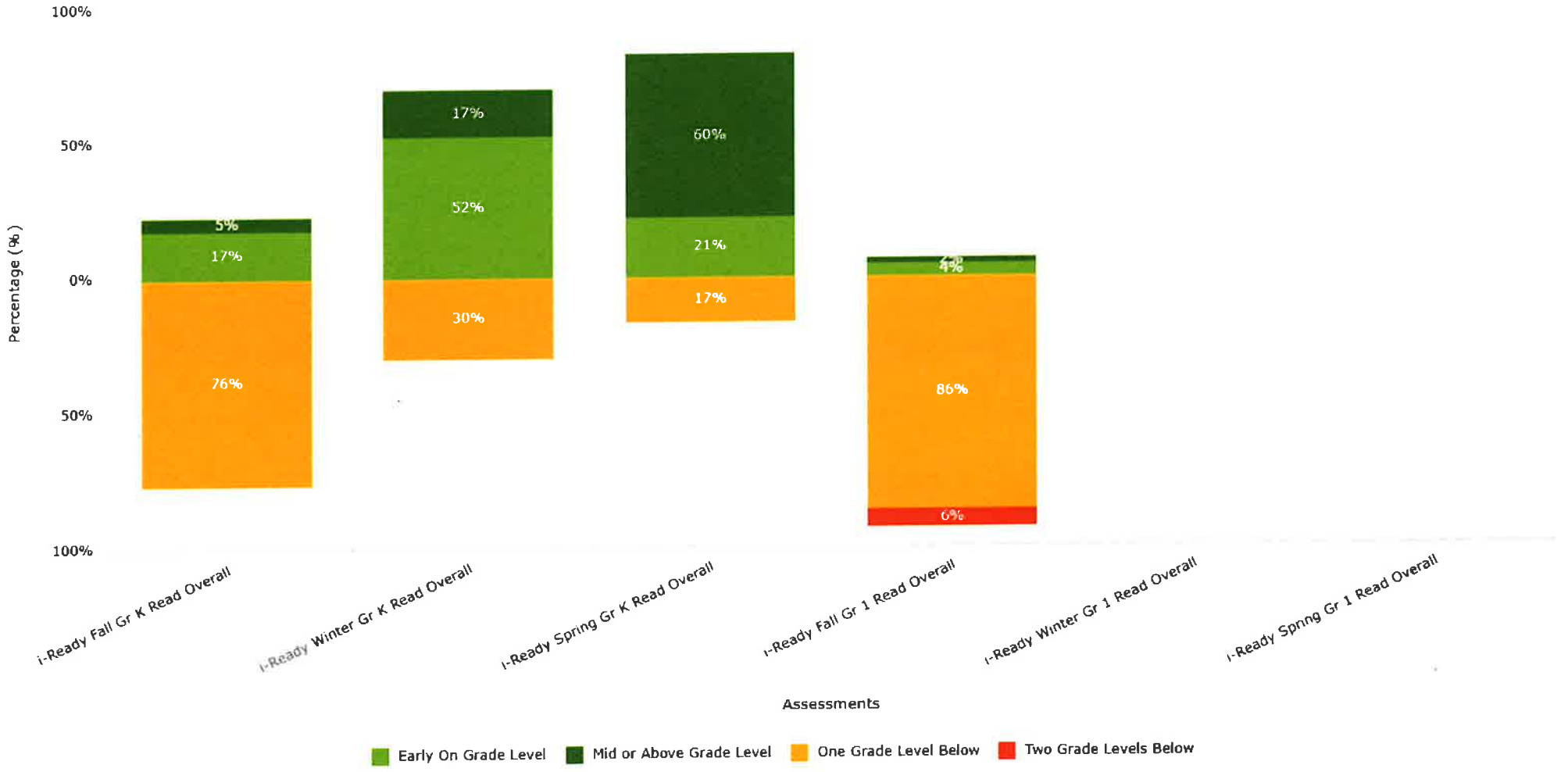
Reading

Assessment Test Performance Level Percentages

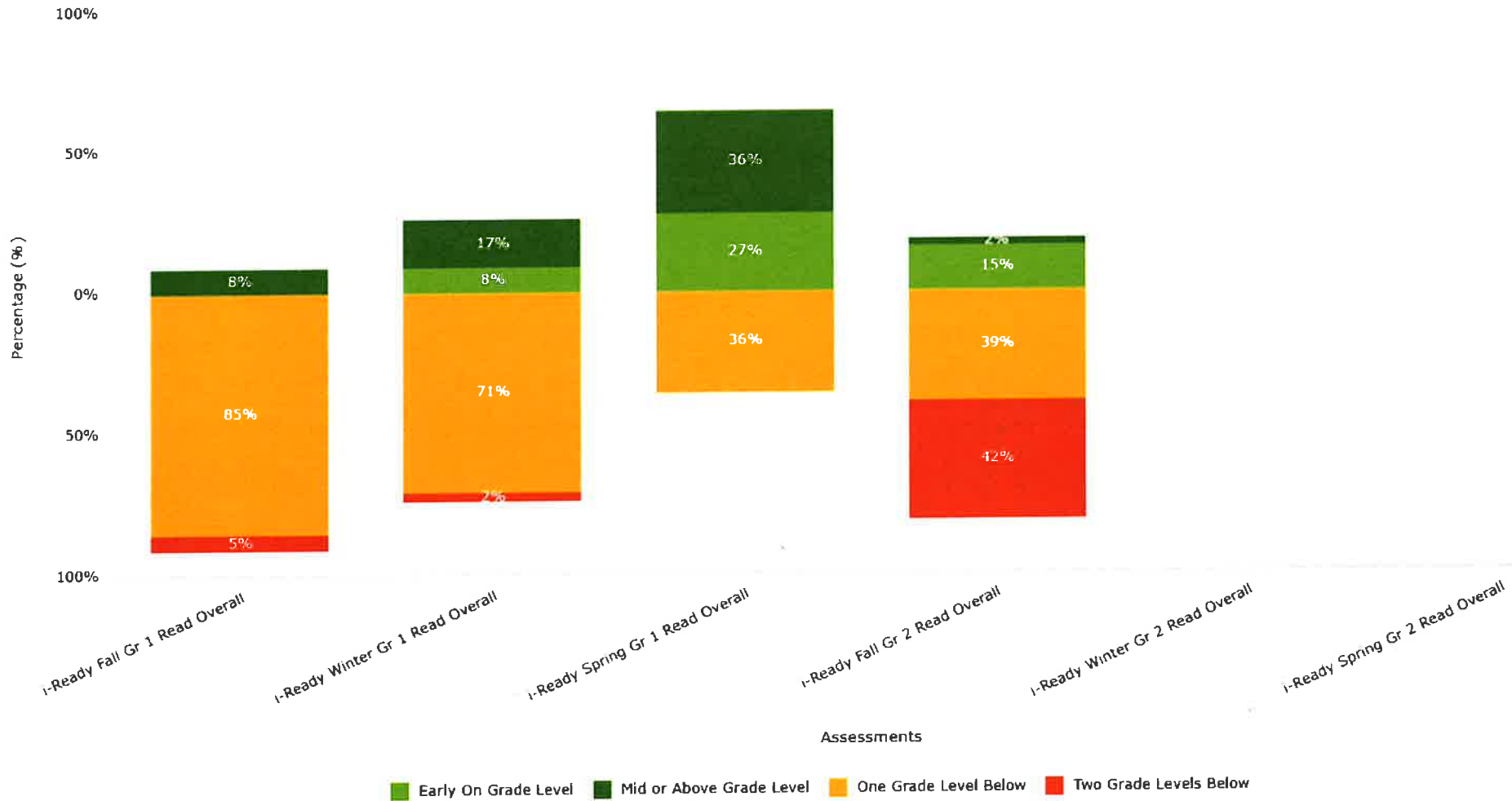
for 2024/25 Kindergarten students taken during 2024/25



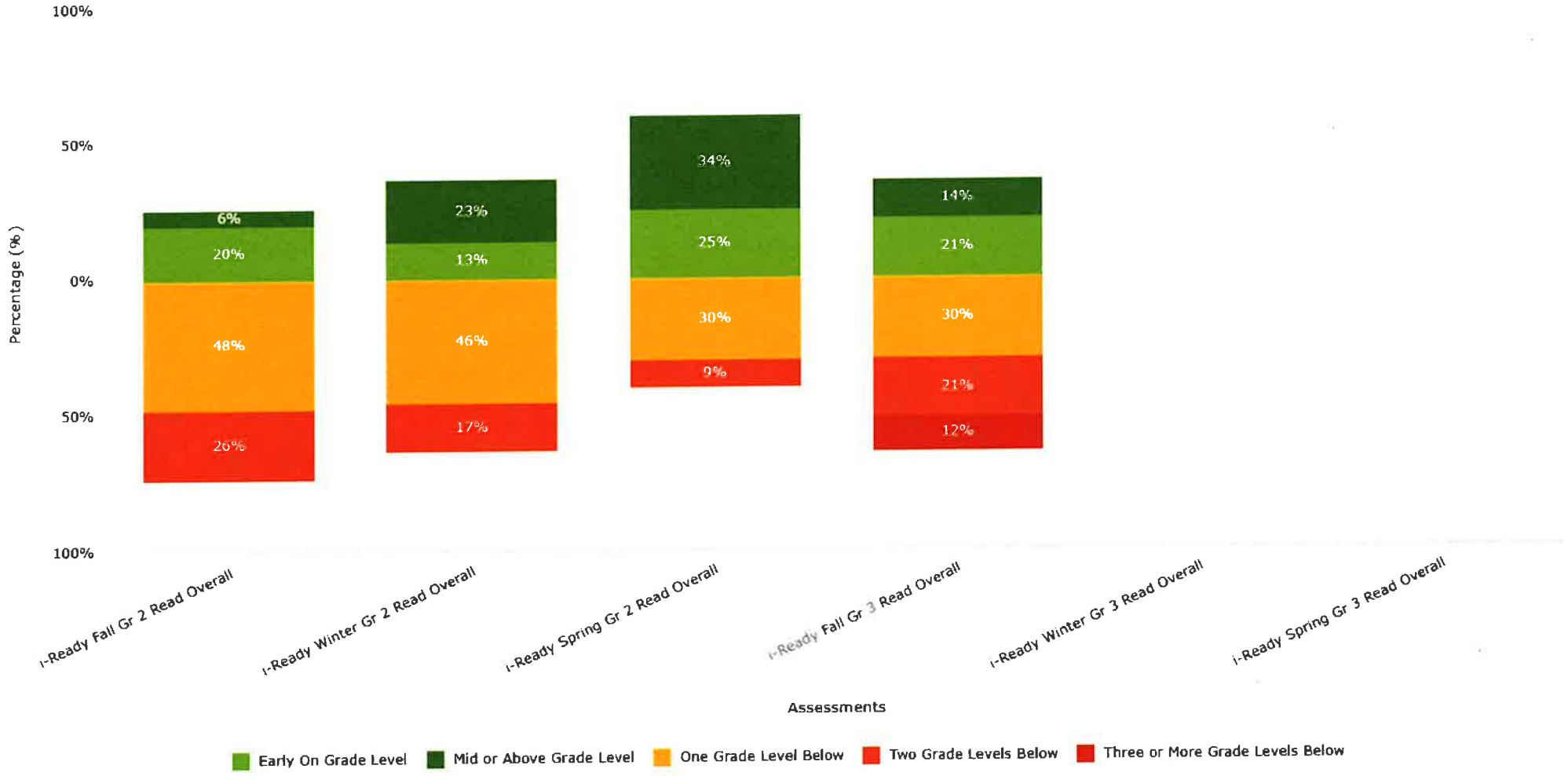
Assessment Test Performance Level Percentages
for 2024/25 1st Grade students taken during 2023/24, 2024/25



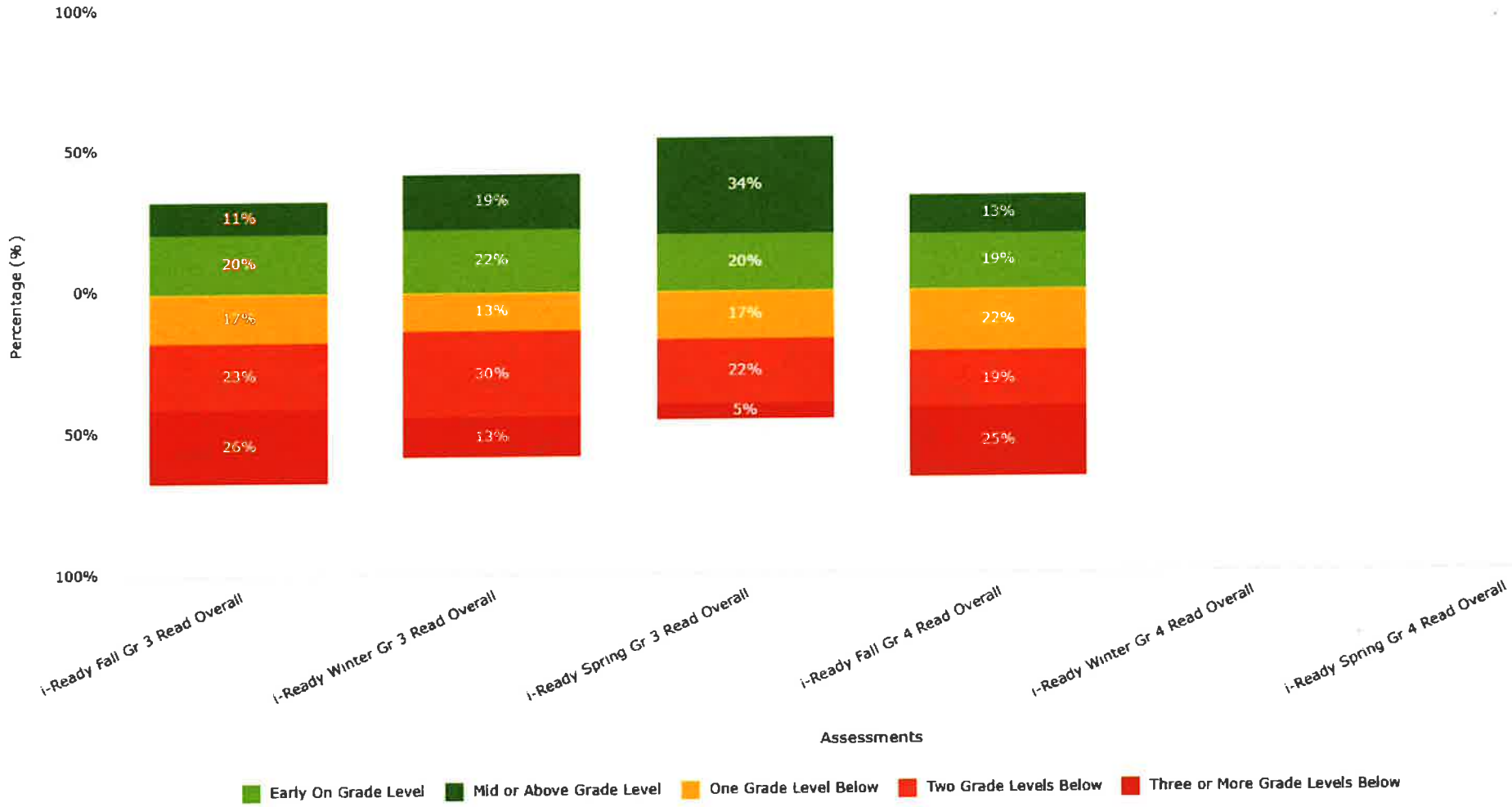
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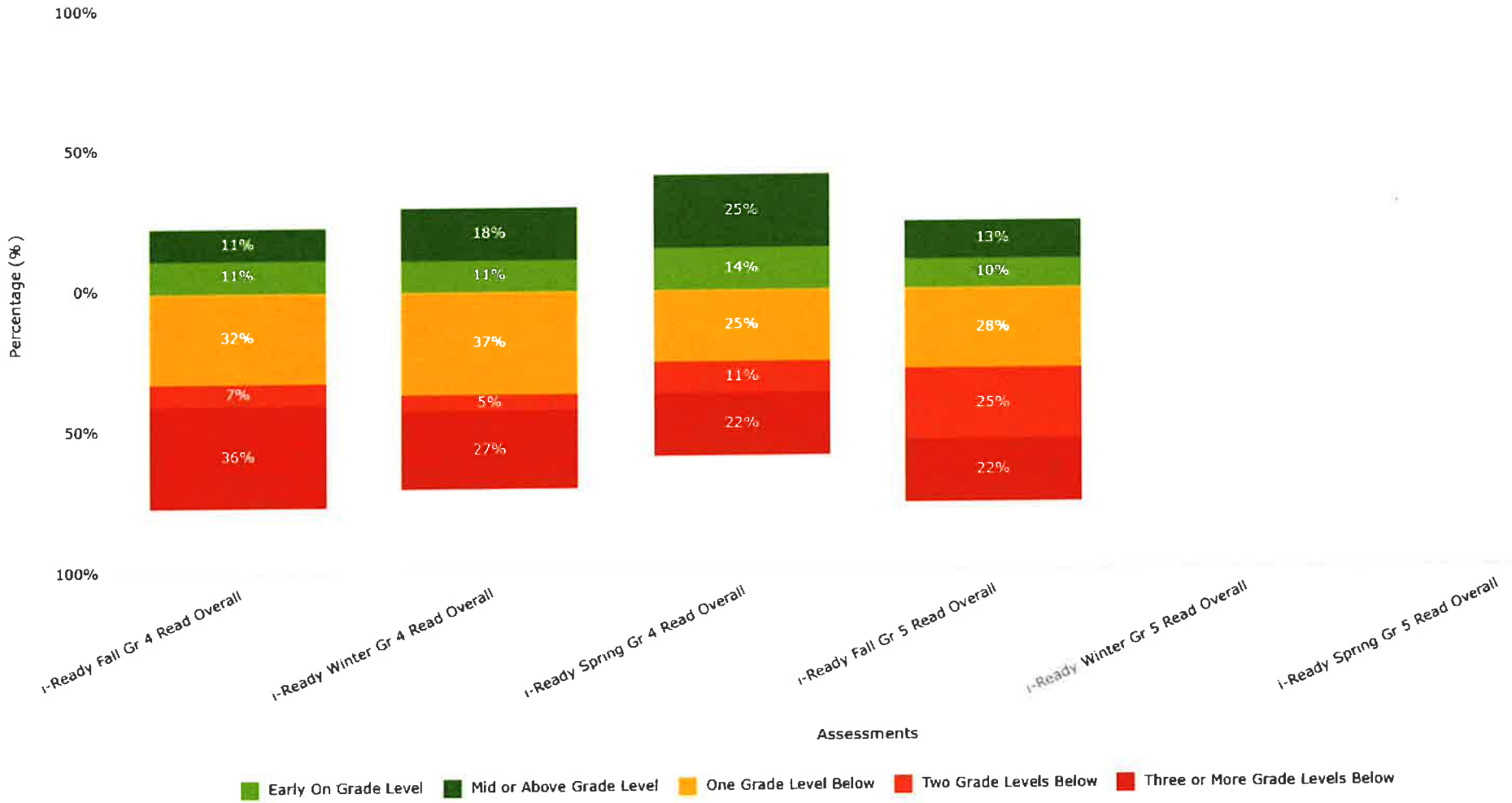
Assessment Test Performance Level Percentages
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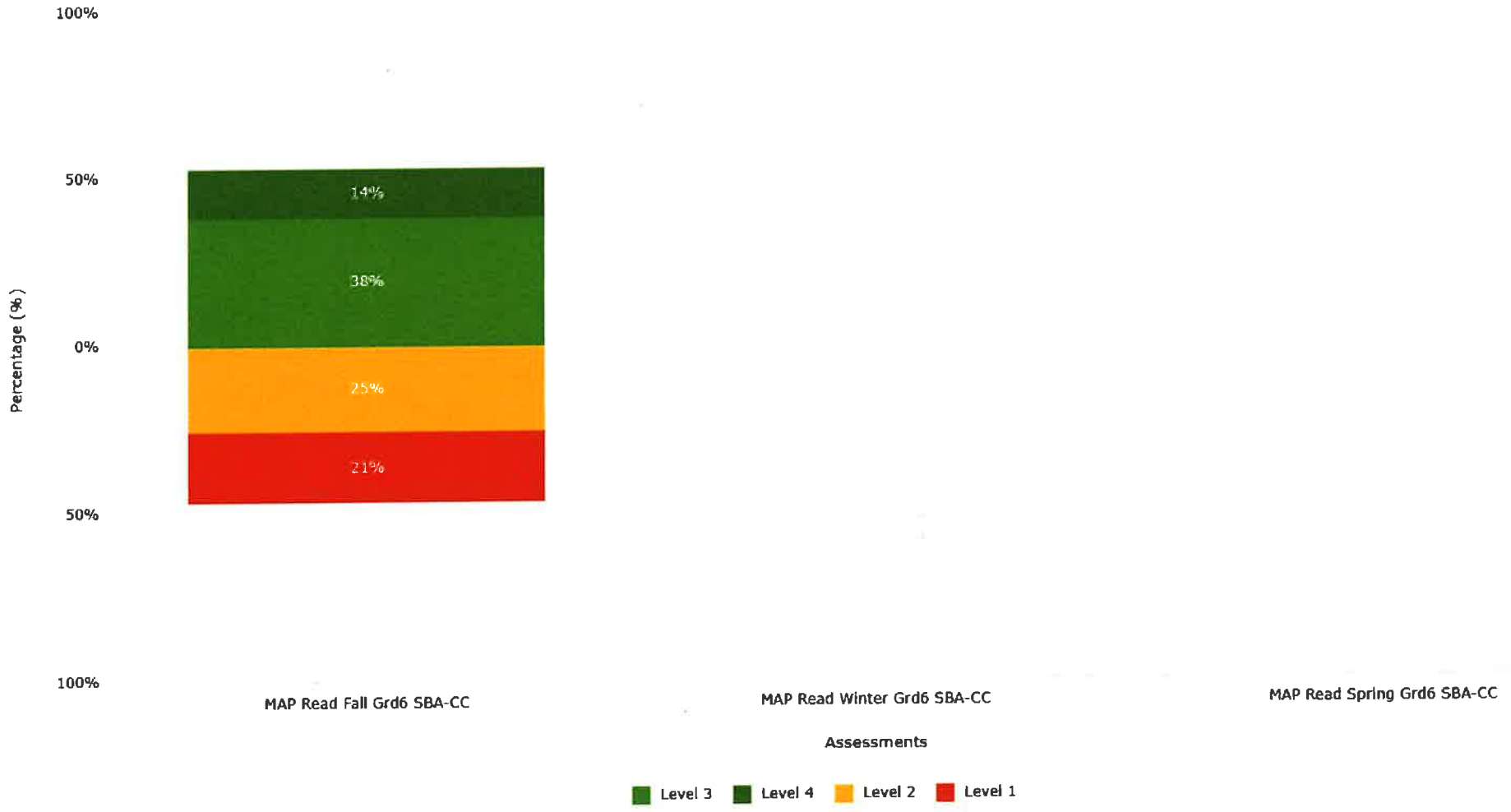
Assessment Test Performance Level Percentages
for 2024/25 4th Grade students taken during 2023/24,2024/25



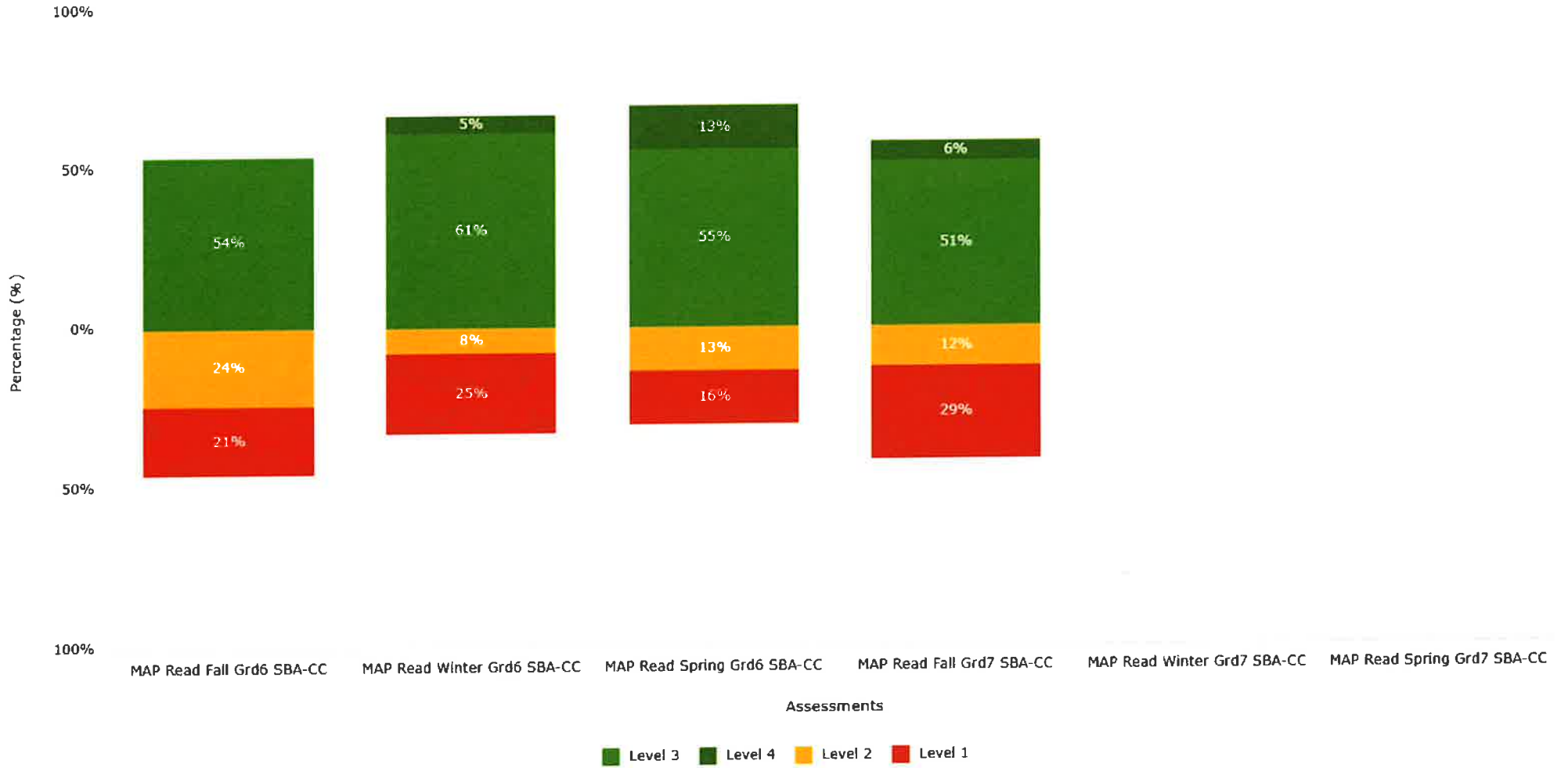
Assessment Test Performance Level Percentages
for 2024/25 5th Grade students taken during 2023/24,2024/25



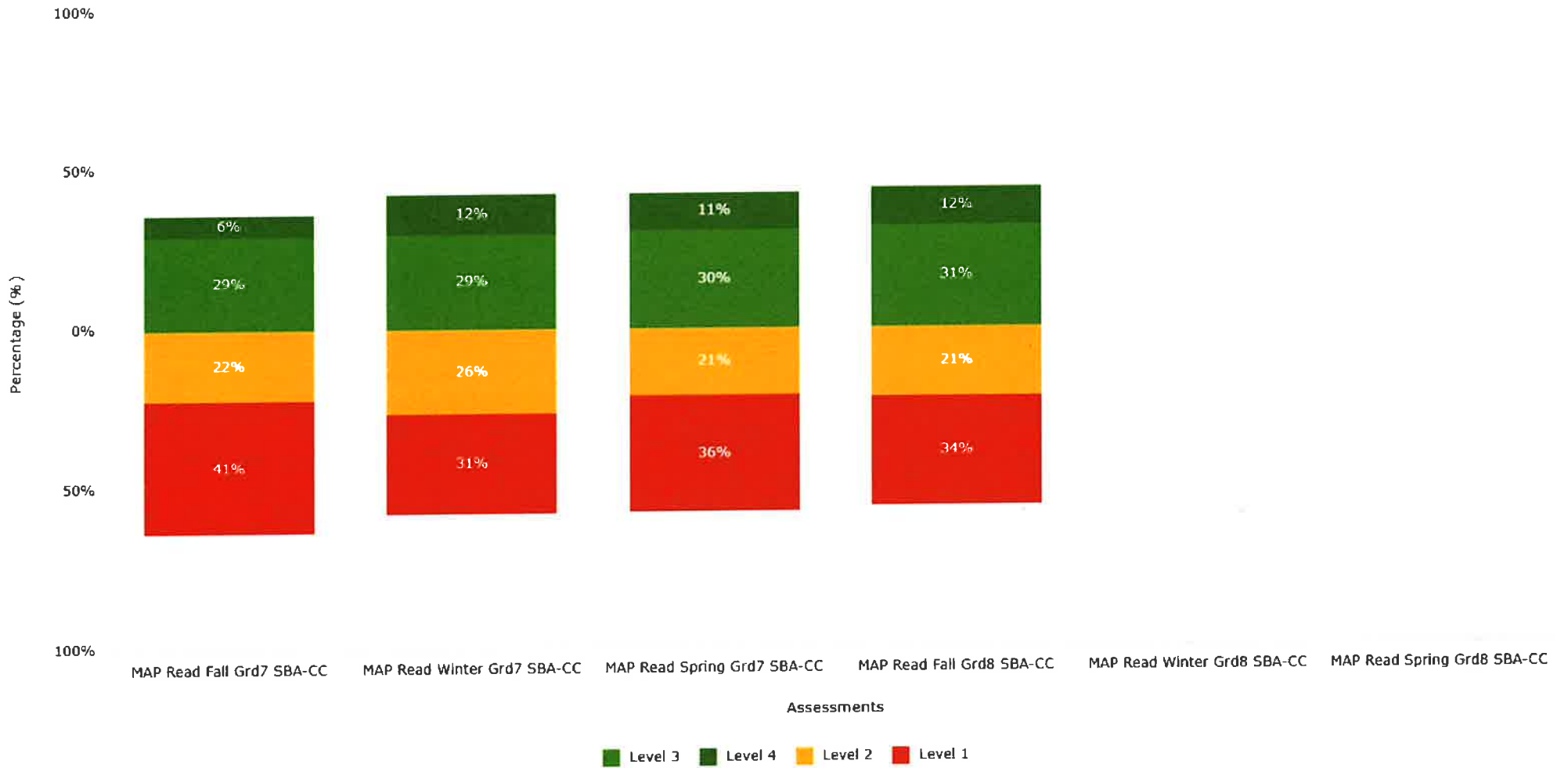
Assessment Test Performance Level Percentages
for 2024/25 6th Grade students taken during 2023/24,2024/25



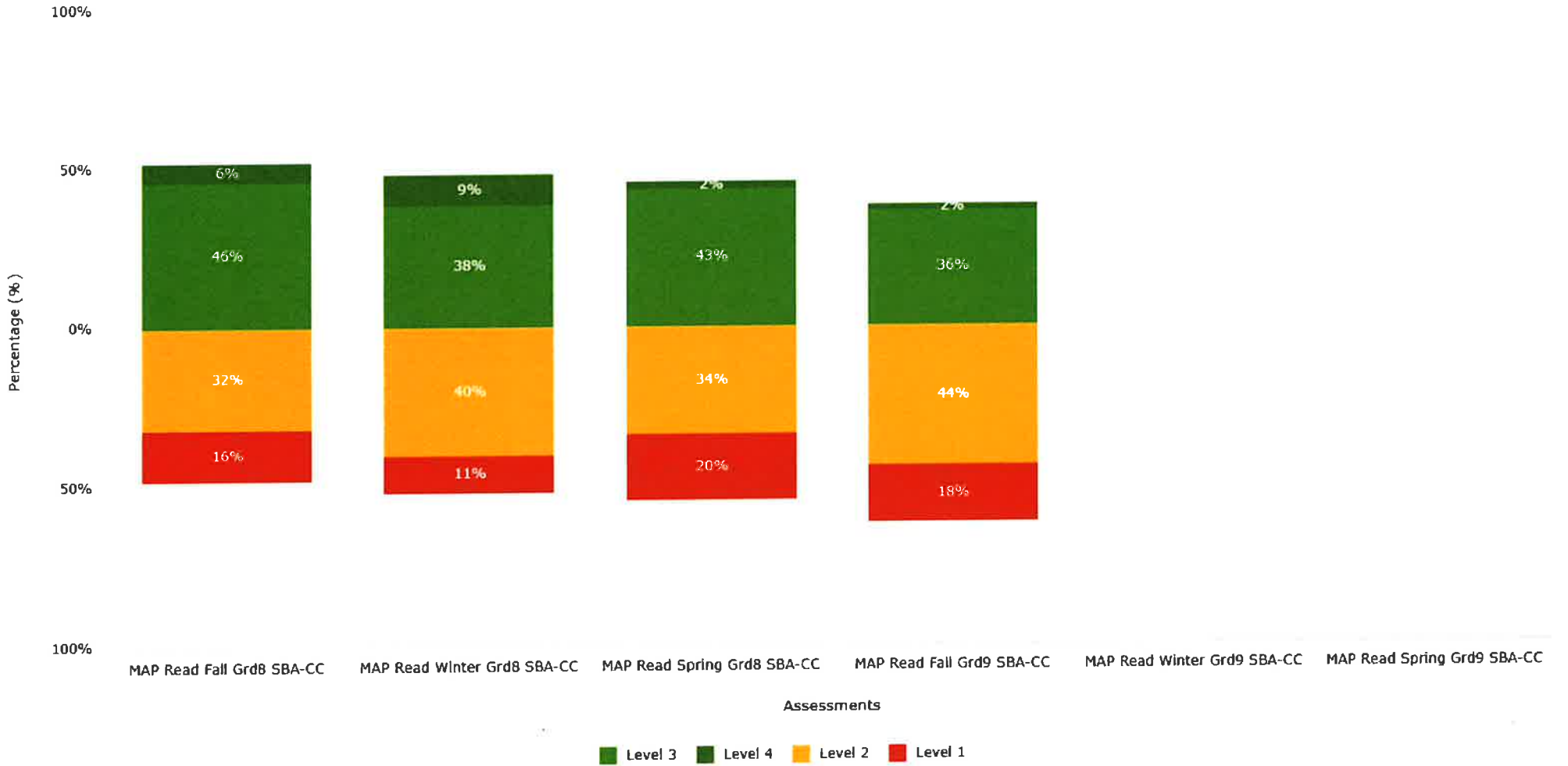
Assessment Test Performance Level Percentages
for 2024/25 7th Grade students taken during 2023/24,2024/25



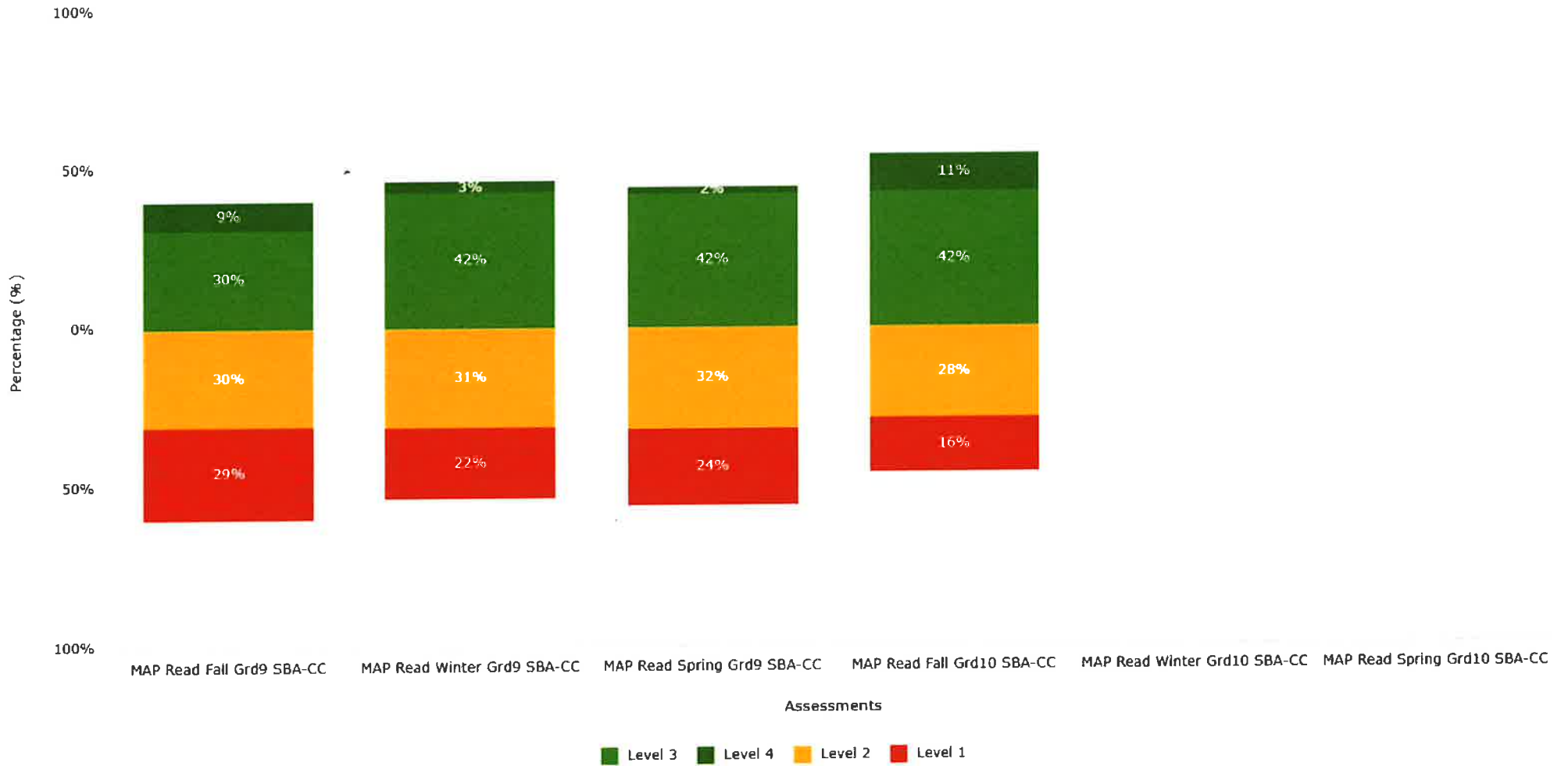
Assessment Test Performance Level Percentages
 for 2024/25 8th Grade students taken during 2023/24,2024/25



Assessment Test Performance Level Percentages
for 2024/25 9th Grade students taken during 2023/24,2024/25

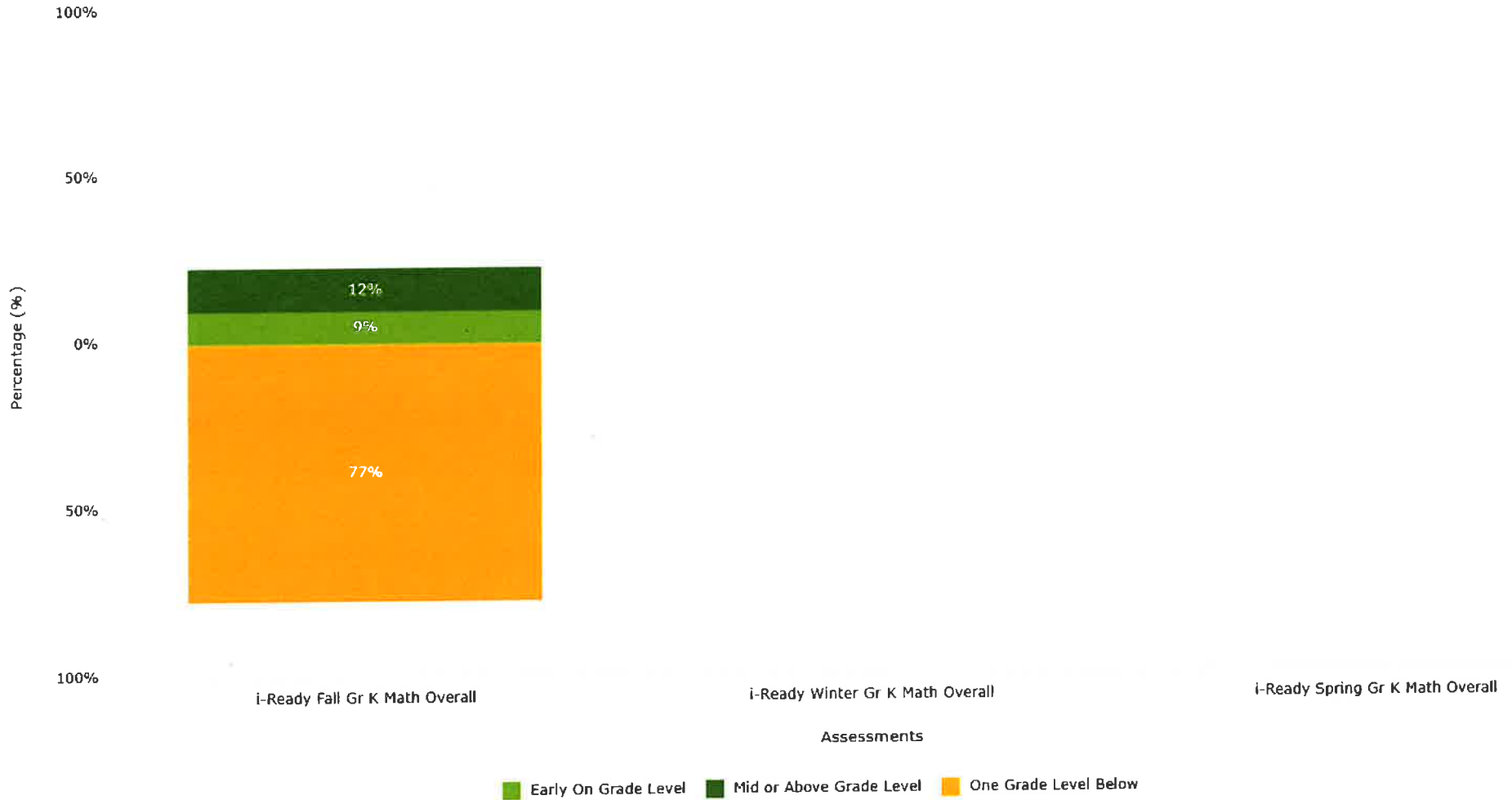


Assessment Test Performance Level Percentages
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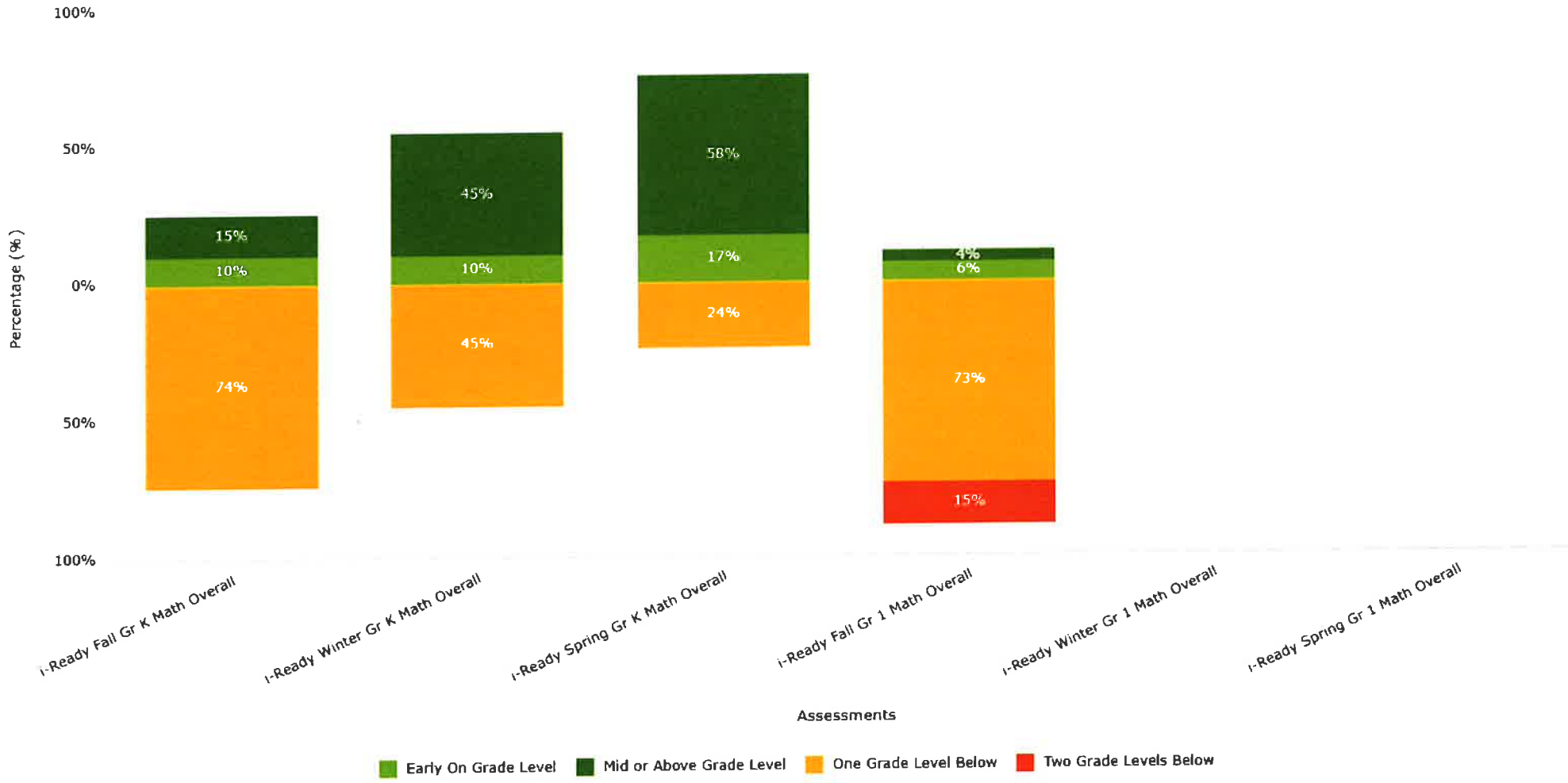


Math

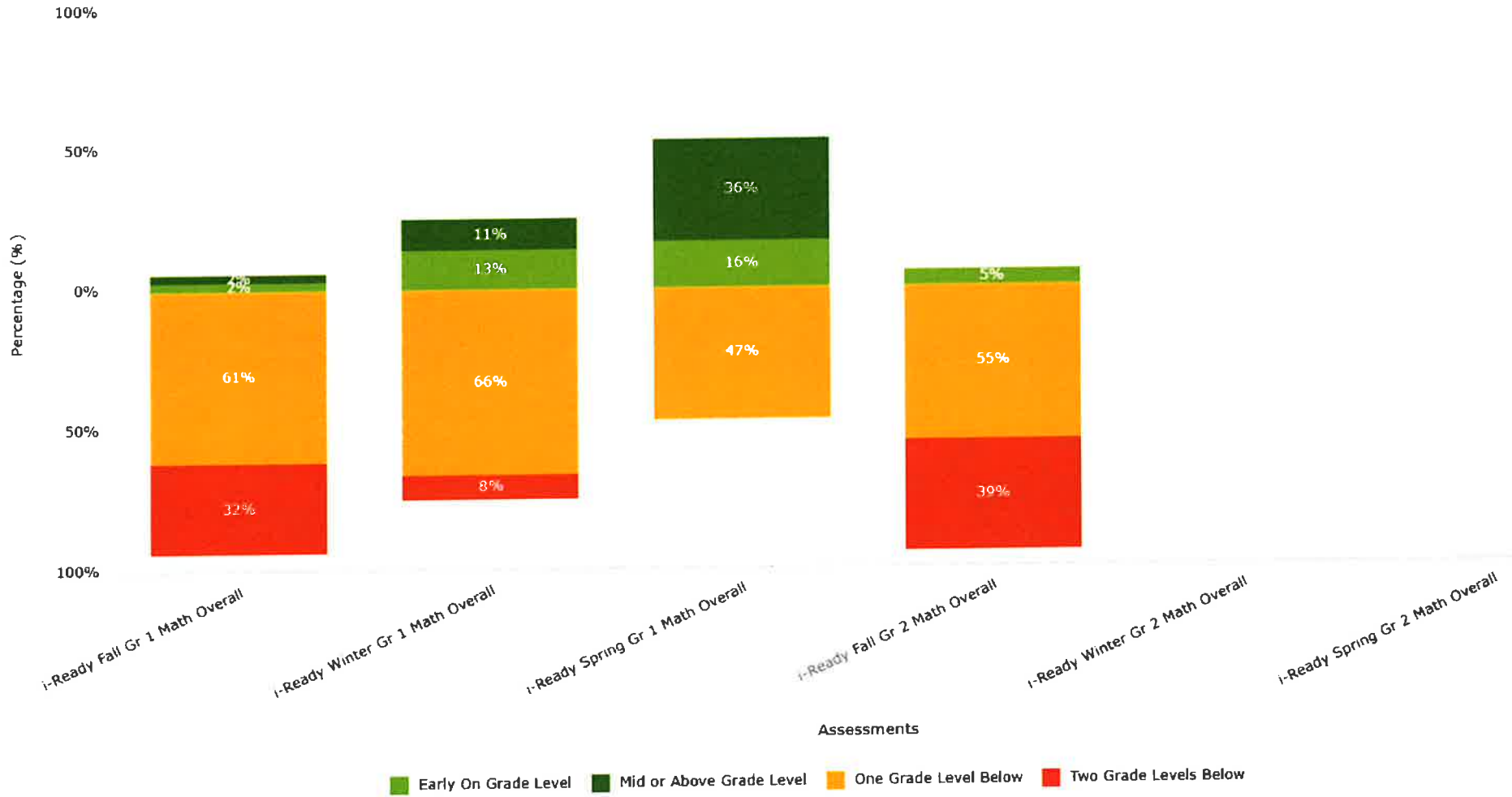
Assessment Test Performance Level Percentages for 2024/25 Kindergarten students taken during 2024/25



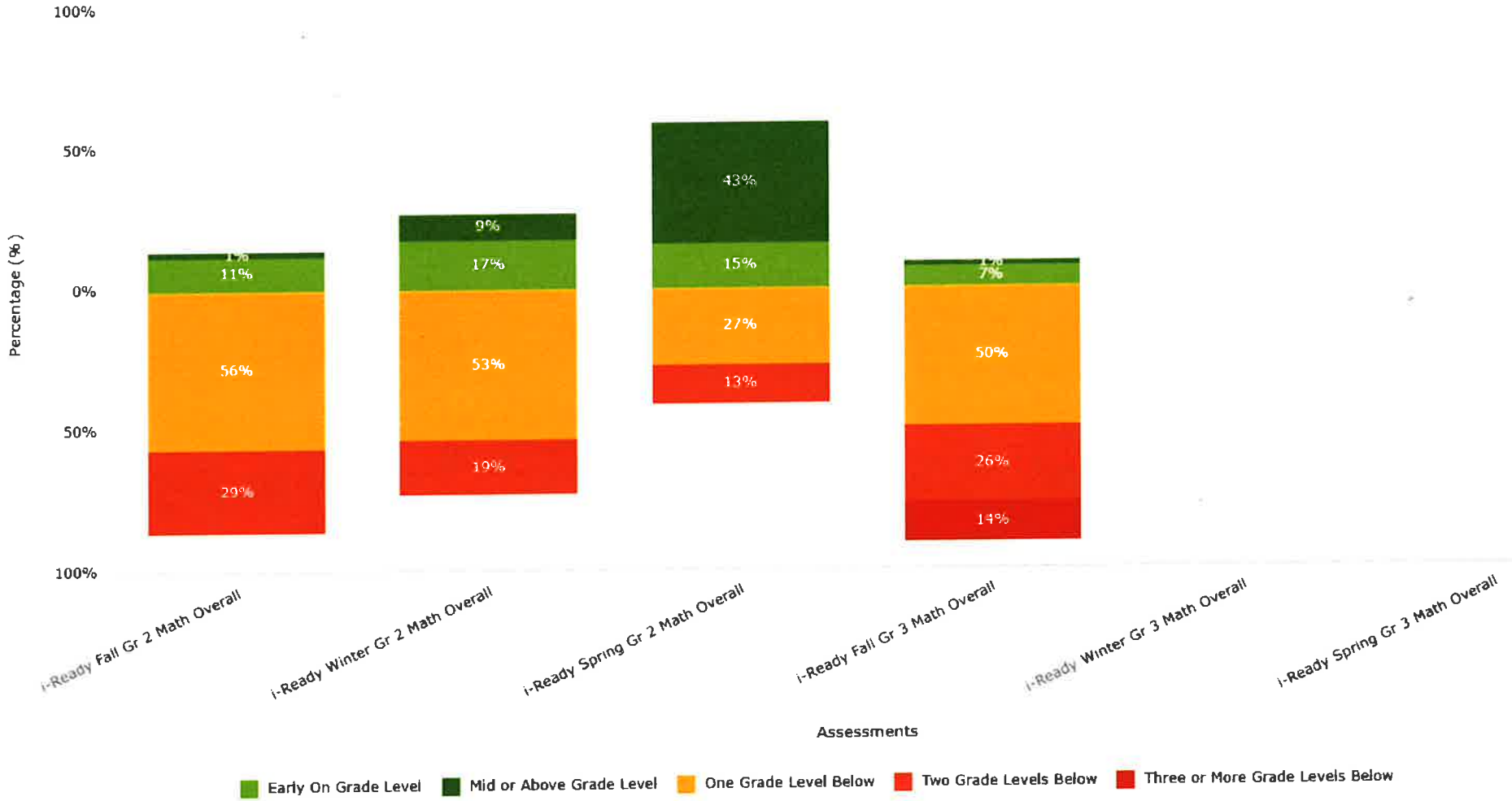
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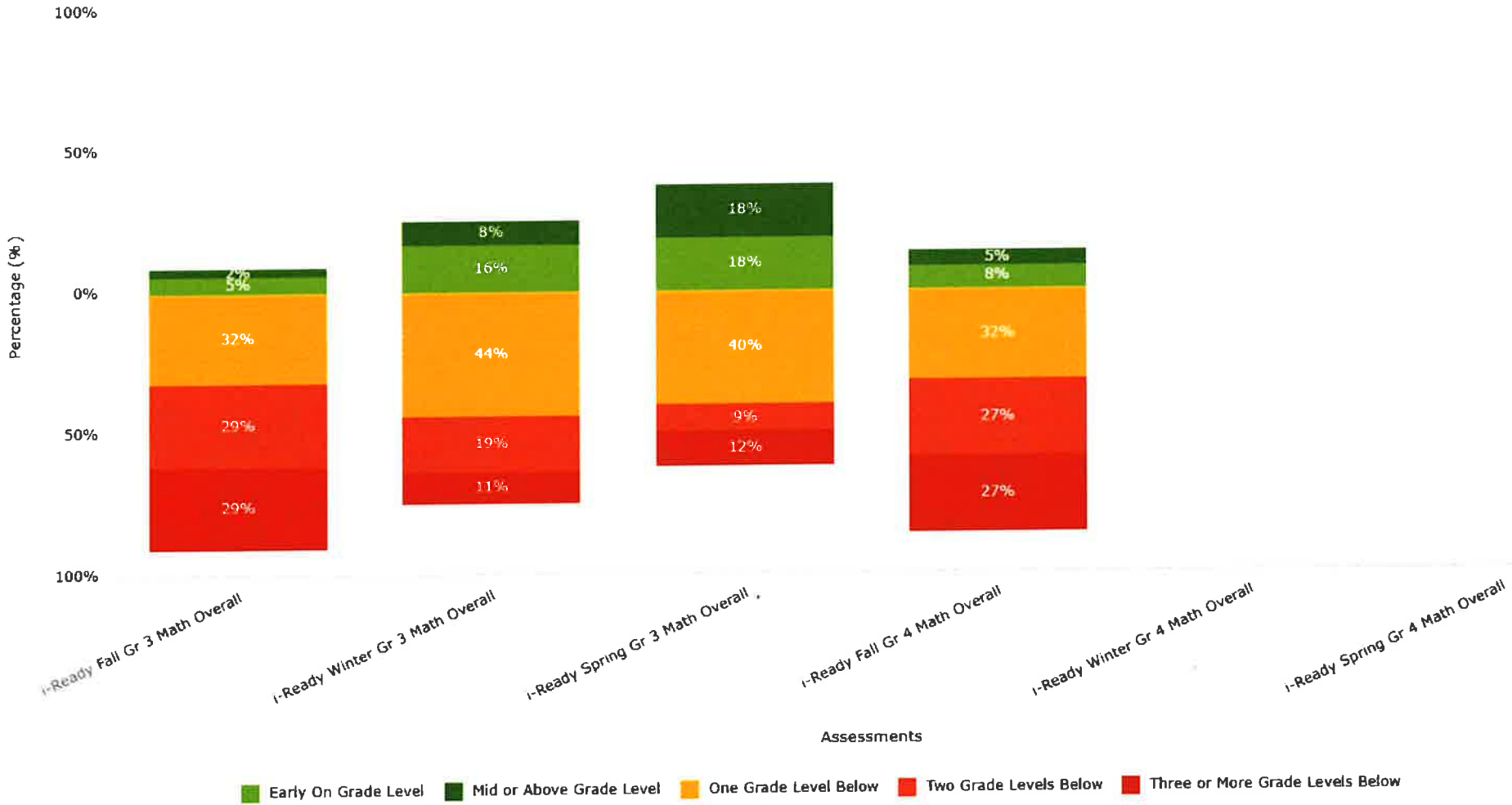
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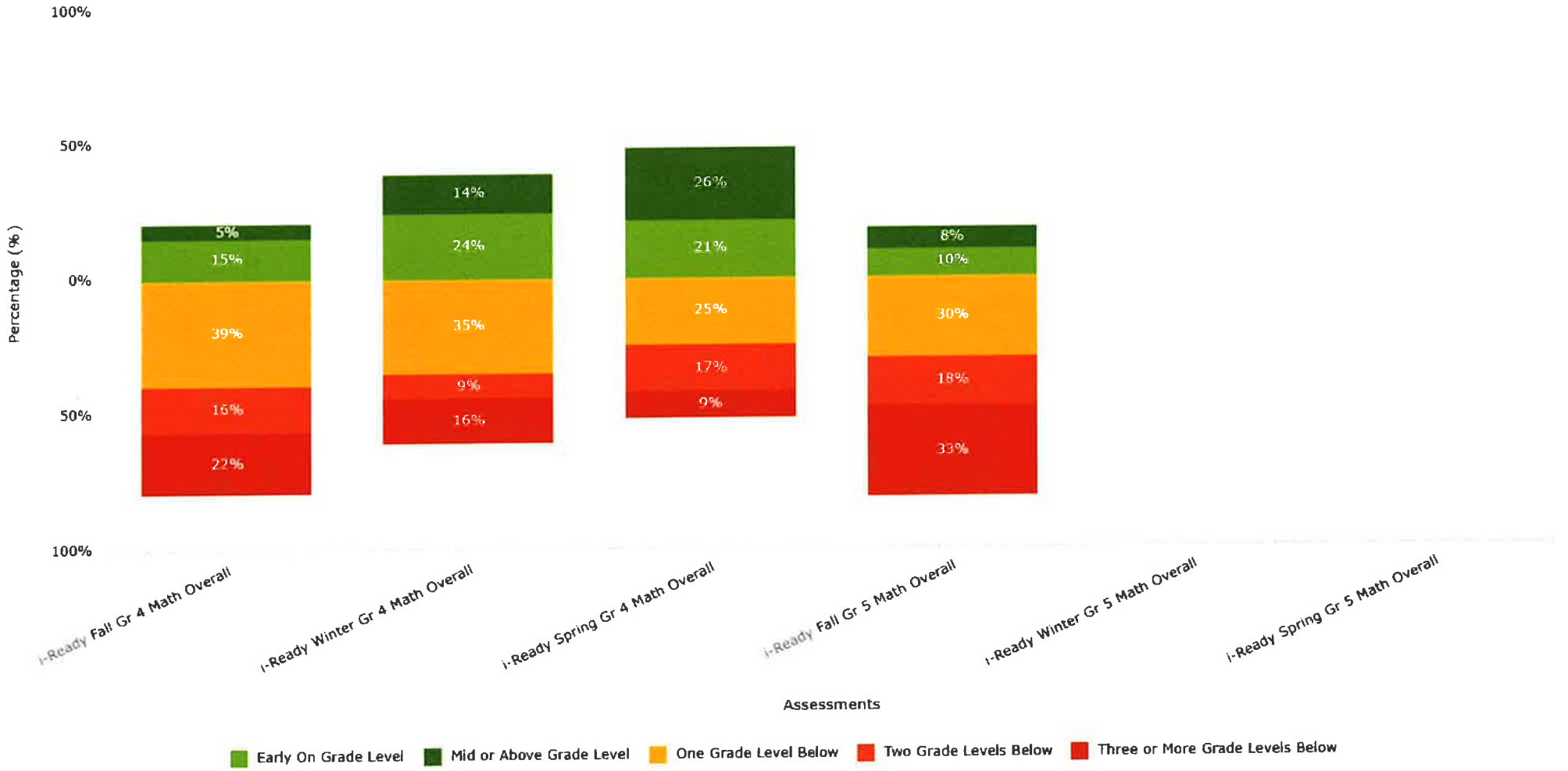
Assessment Test Performance Level Percentages
for 2024/25 3rd Grade students taken during 2023/24,2024/25



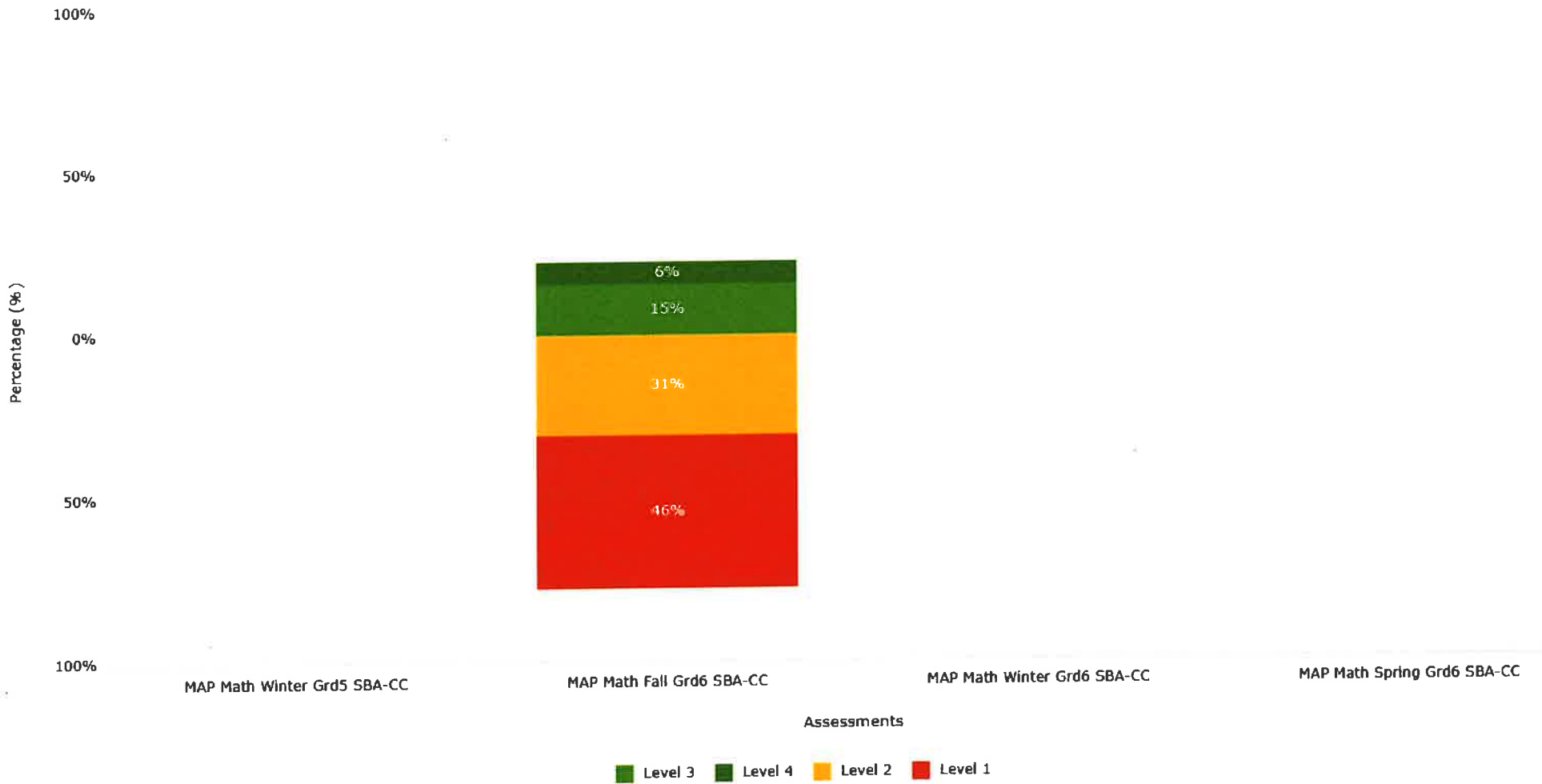
Assessment Test Performance Level Percentages
for 2024/25 4th Grade students taken during 2023/24,2024/25



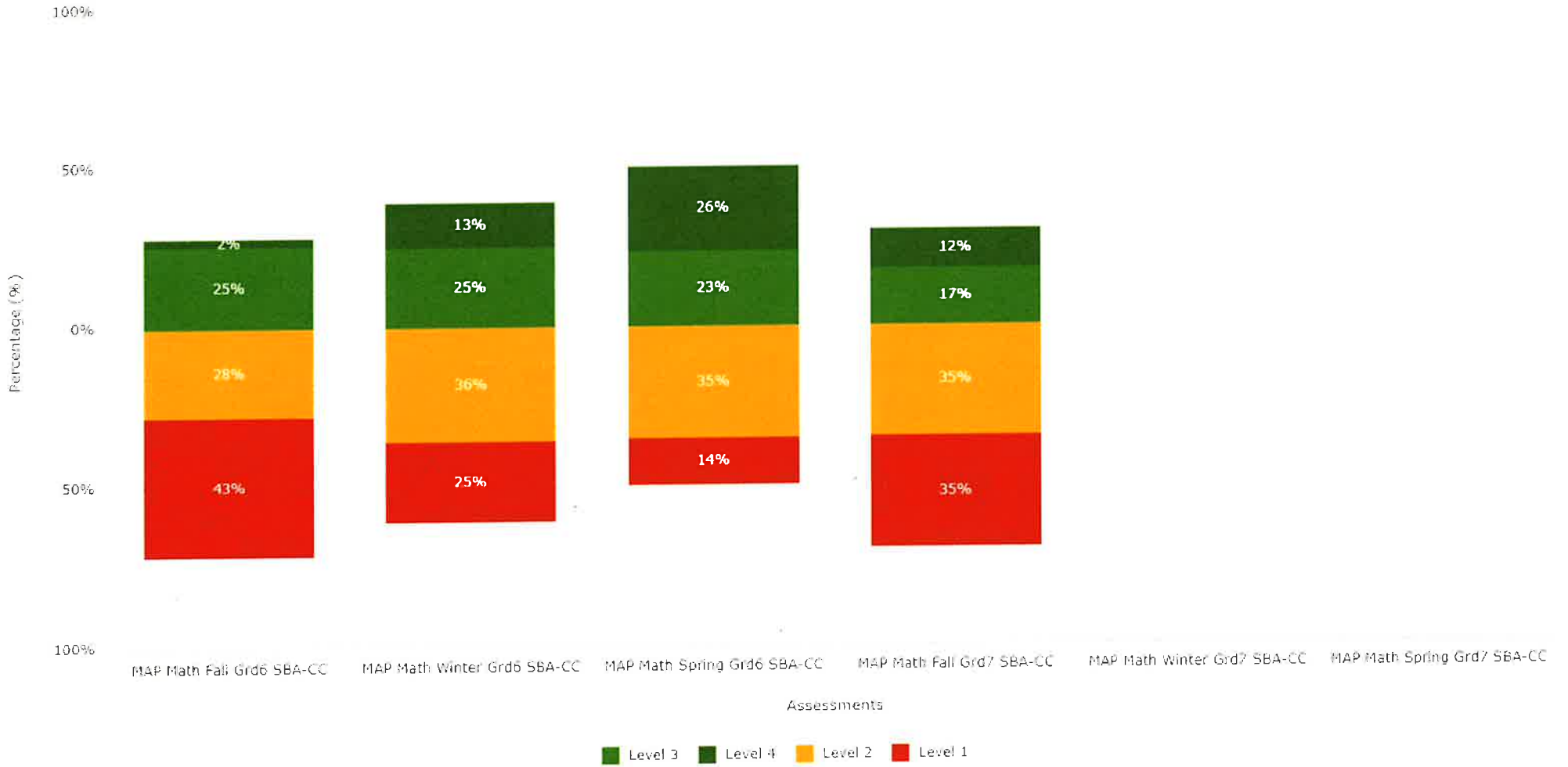
Assessment Test Performance Level Percentages
for 2024/25 5th Grade students taken during 2023/24,2024/25



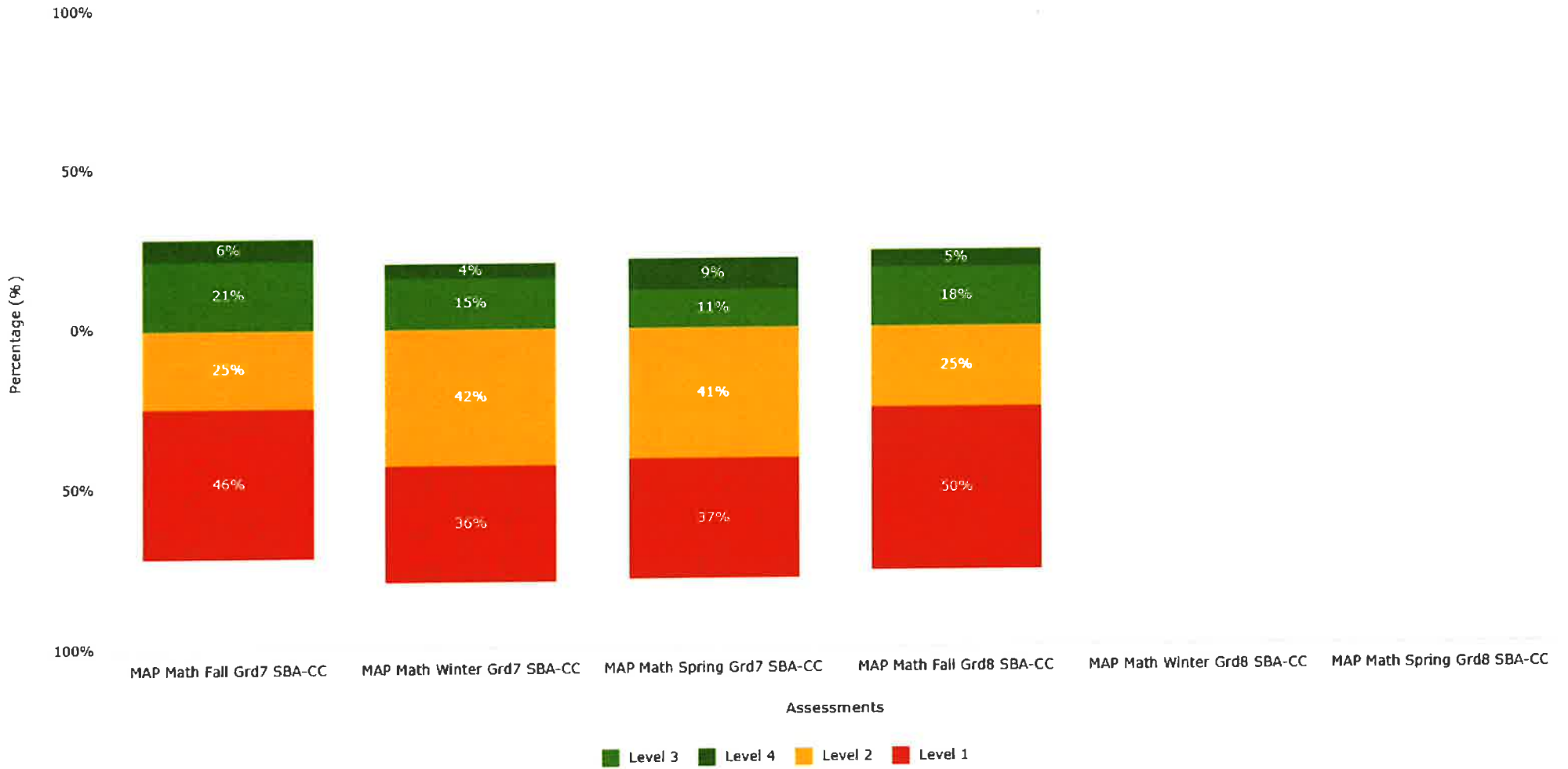
Assessment Test Performance Level Percentages
for 2024/25 6th Grade students taken during 2023/24,2024/25



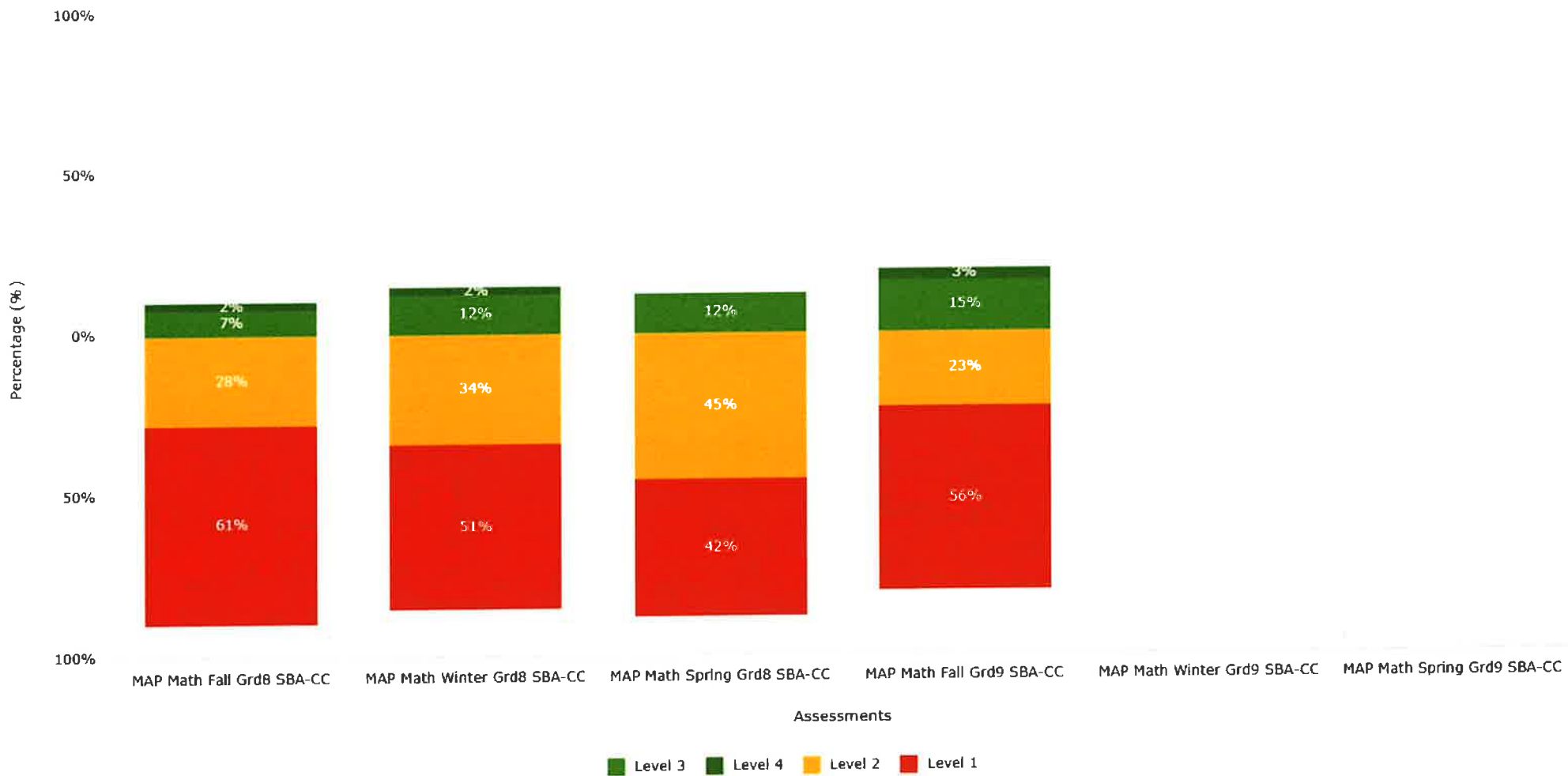
Assessment Test Performance Level Percentages
for 2024/25 7th Grade students taken during 2023/24, 2024/25



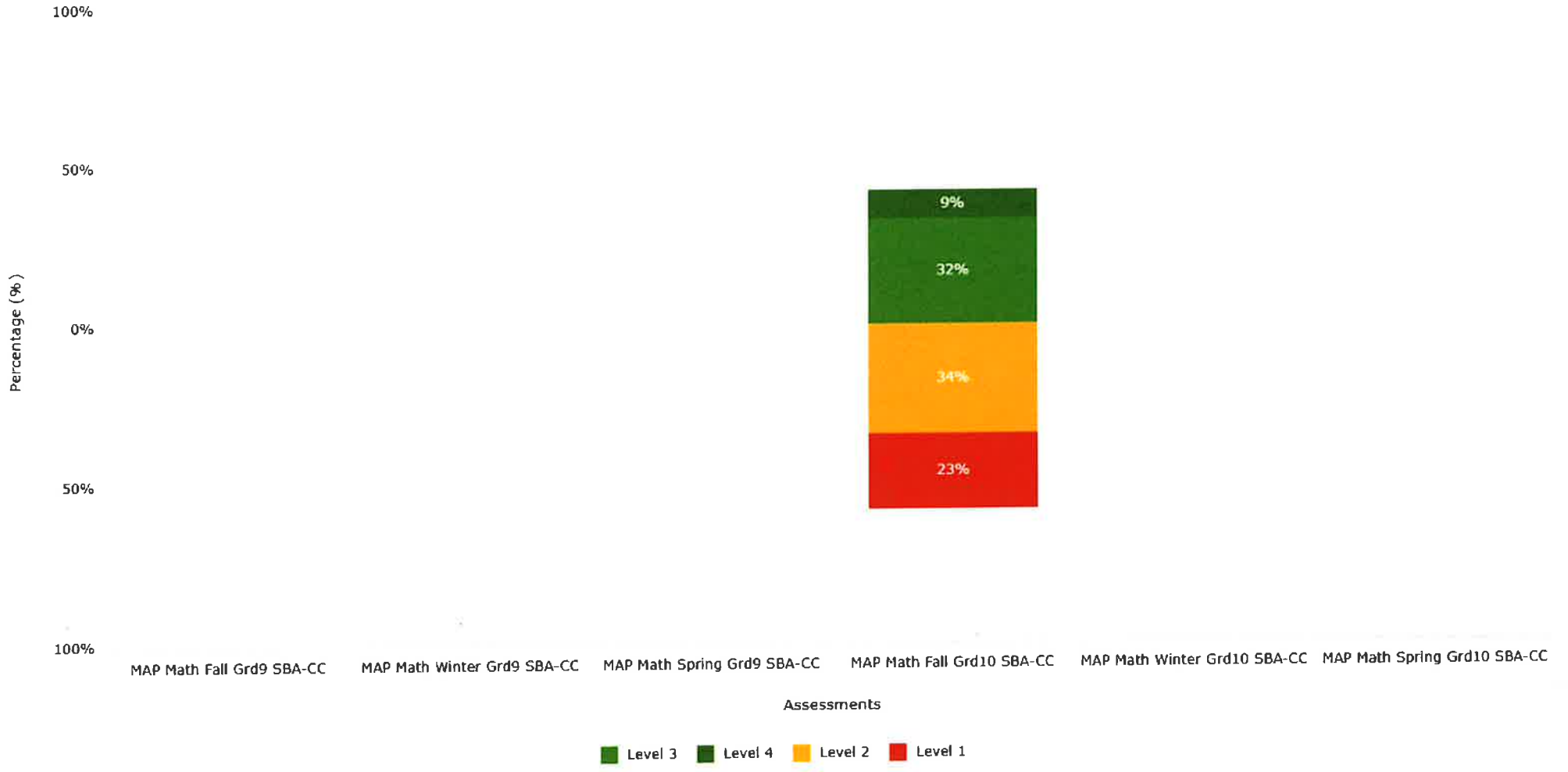
Assessment Test Performance Level Percentages
for 2024/25 8th Grade students taken during 2023/24,2024/25



Assessment Test Performance Level Percentages
for 2024/25 9th Grade students taken during 2023/24,2024/25



Assessment Test Performance Level Percentages
for 2024/25 10th Grade students taken during 2024/25



SCHOOL BOARD VACANCY

Potential Interview Questions

Submitted by individual board members

- In your own words, what is the role/job of a board member?
- How do you envision your relationship with current board members, the superintendent, and the community?
- What positive changes have you seen in the Chewelah School District, and what do you feel are the District's opportunities for growth?
- Can you explain in general terms how the District is funded (state funding, grants, levies)?
- Why do you want to be a school board director?
- What qualifications/experiences/learnings would you bring/commit to the position?
- What influence/impact do you wish to have? Please give an example.
- Would it ever be appropriate for a school district employee to prevent a parent from having information about their child's medical or mental health needs, or their child's gender transition or pronouns?



Directors and Superintendent Operating Leadership Practices

For the purpose of enhancing teamwork among members of the board and between the board and administration, we, the Board of Directors, do hereby publicly commit ourselves collectively and individually to the following operating protocol.

ROLES AND RESPONSIBILITIES

Successful organizations are the results of strong and effective leadership. In order for members of our team to be active players, they must know their roles.

Roles of the Board and Superintendent

SCHOOL BOARD – GOVERNS (Guides/Directs)	SUPERINTENDENT---MANAGES (Administers/Operates)
Decides What	Decides How
Requests Information	Seeks and Provides Information
Considers Issues	Provides Recommendations
Creates, Reviews, Adopts Policy	Recommends, Implements Policy. Develops Procedures
Approves and Reviews Plans	Implements Plans
Monitors Progress	Reports Progress
Contracts with Personnel	Supervises and Evaluates Personnel
Approves and Reviews Budget	Formulates Budget
Represents Public Interests	Acts in Public Interest
Sets vision & goals. Advances district mission	Manages day to day operations
Advocates for students, the district and public education	Ensure best learning for all students

What Our Roles Do Not Encompass

The role of the School Board is not to:	The role of the Superintendent is not to:
Carry out policies or micro-manage or develop budgets	Make policies
Direct any staff other than the Superintendent	Direct the Board
Create surprises	Create surprises
Abdicate Board responsibility	Assume Board responsibilities
Press narrow personal agenda	Press narrow personal agenda
As individuals, make promises that would appear binding upon the Board and/or District	Discourage open discussion and feedback
Engage in issues of conflict of interest	Create surprises for the board

BOARD OPERATING PROTOCOLS

We, the members of the Board of Directors of the Chewelah School District, are committed to serving the children and citizens of this community. We will strive to provide a high-quality public education, which meets the needs of all the children in our district.

To achieve that goal, we have established this operating protocol, which will serve as a code of conduct and ethics to help govern our actions at meetings and in our roles as directors.

We believe that the success of the Chewelah School District depends on a shared vision among the school board, staff, parents and community, and we will try to the best of our ability to uphold these aspirations.

<p>Board Meetings</p> <p>Board meetings provide the forum for where decisions are made.</p>	<p>We will:</p> <ul style="list-style-type: none">• Strive to hold efficient, succinct, and equitable meetings.• Review agenda items prior to board meetings.• Request any additional information from the board president or superintendent.• Ask the board president or superintendent to place an item on the agenda instead of bringing it up unexpectedly at the meeting.• Ensure that surprises to the board or superintendent are the exception and not the rule.• Expect the board president to be cautious of time and observe the board's protocol.• Refer additional facts and information needed by the board to the superintendent for follow-up.
<p><u>Executive Sessions</u> will be held when specific needs arise as allowed by law. These needs include:</p> <ul style="list-style-type: none">• Acquiring or selling real estate• Qualifications of an application for employment by the board• Qualifications of a candidate for appointment to elective office such as a school director.	<p>Regarding Executive Sessions</p> <p>We will:</p> <ul style="list-style-type: none">• Be extremely sensitive to the legal ramifications of executive session meetings and comments• Respect the confidentiality of all privileged information, including that discussed in executive session.• Discuss a permissible topic in executive session, but take final actions in public, as is required by the Open Public Meetings Act.

<ul style="list-style-type: none"> • Discussion with legal counsel of enforcement actions, litigation or potential litigation. 	
<p>Communications Between the Board and Staff</p>	<p>The following communications procedures are established:</p> <p>A. Staff Communications to the Board</p> <ul style="list-style-type: none"> • All reports to the board or individual board members from principals, supervisors, teachers, or other staff members shall be submitted through the superintendent. • Personal complaints and criticism received by board members will be referred to the appropriate supervisor or superintendent. • This will not deny any staff member's right to appeal to the board regarding administrative decisions, provided that the superintendent will have been notified of the forthcoming appeal and that it is processed according to the applicable procedures on complaints and grievances. <p>B. Board Communications to Staff</p> <ul style="list-style-type: none"> • All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the superintendent. • The superintendent will employ all such media as are appropriate to keep staff fully informed of the board's priorities, concerns and actions. • Requests for information from staff by board members will be taken to the superintendent. The superintendent will provide the information in a timely manner. <p>C. Visits to the Schools</p> <ul style="list-style-type: none"> • The typical process is for individual board members to inform the principal of their visit to the school or classrooms. • Such visits will be regarded as expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. • Official visits by board members will be carried on only under board authorization and with the full knowledge of staff, including the superintendent and principal. <p>D. Social Interaction</p> <ul style="list-style-type: none"> • Staff and board members share a keen interest in the schools and in education. When they meet at social affairs and other functions, informal discussion on such matters

	<p>as educational trends, issues, and innovations can be anticipated.</p> <ul style="list-style-type: none"> • Discussions of personalities or staff grievances are not appropriate.
<p>Working with district staff about our own children</p>	<p>In order to work effectively with district staff about our own children, we agree to:</p> <ul style="list-style-type: none"> • Remember we are parents (grandparents) first. • Follow the same process that we expect all parents to follow: meet with the teacher first, then follow the chain of command. • Be clear that we are speaking to the teacher as a parent (i.e., "My child is having this problem _____ How can I help them?") • Understand that sometimes our spouse or significant other may be the right person to handle the situation. • Inform the superintendent of the situation regardless of the resolution.

<p>Board and Community Interaction</p> <p>Communication between board members and community (complaints or concerns)</p>	<p>The board encourages public input through a variety of print and electronic media.</p> <p>In order to respond effectively to community members who share a concern or complaint with us, we agree to:</p> <ul style="list-style-type: none"> • Remember that receiving information from an individual or group is not the same as having total knowledge of the topic or issue. There are usually two sides to every concern. • Utilize the 6 Rs to ensure the person speaking feels values and heard: <ul style="list-style-type: none"> ○ Receive by listening openly to what the other person is saying. ○ Repeat by paraphrasing back or asking questions for clarification. ○ Request what the person sees as a solution to the problem and/or what they want you to do with the information. ○ Review the real options the person has available to them within the district policies or processes. ○ Redirect the person into the appropriate place in the system: (Listening Post)
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	<ul style="list-style-type: none"> ▪ Encourage patrons to present their own issue to the person who can properly and expeditiously address their issues. ▪ If appropriate, explain the district complaint policy and how to access it. ○ Report to the superintendent <ul style="list-style-type: none"> ▪ Call the superintendent to give him a heads-up about the constituent issue so that the superintendent is able to understand the total picture. ▪ Describe our response to the constituent so that the superintendent hears directly from us and does not get caught in the middle.
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<p>Board Conduct</p>	<p>We will:</p> <ul style="list-style-type: none"> • Lead by example. We use words and actions that create a positive impression on an individual, the board, or the district. Build trust among staff and administration • Base our decisions on the available facts and not independent judgment. • Not yield to individuals or special interest groups. • Represent the needs and interests of all the children in the district as outlined in the district's mission statement. • Not abuse our official positions • Not use district facilities, resources, or position for the purpose of advancing the interest of ourselves or any other individual or individuals. • Make every attempt to attend all board functions, including committee meetings. • Serve on committees as a silent observer or active participant, as defined by the board. • Accept responsibility for all board decisions, regardless of how we voted and not offer a different opinion outside the boardroom. • Take no private actions that will compromise the board or administration. • Endeavor to hear all members' opinions and listen objectively. • Encourage debate and differing points of view. • Conduct discussions with care and respect.
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The Board's Authority

We recognize:

- That only the board as a whole has authority.
- That individual board members do not have authority.
- That the board chairperson is the spokesperson for the board.
- That the board emphasizes planning, policy-making, and public relations rather than being involved in the management of school operations.
- That an individual board member will not take unilateral action.
- That individual directors do not give direction. Direction is given by the board as a whole.

We will:

- Exercise oversight responsibilities through policy, planning, advocacy and public relations.
- Avoid attempts to micro-manage the schools.
- Delegate the management of the schools to the superintendent.
- Set clear goals for the superintendent.

Board-Superintendent Relationship

- Surprises to the board or the superintendent will be the exception, not the rule.
- The board recognizes the superintendent as the chief executive officer and expects recommendations, proposals and suggestions on most matters before the board.
- The board chairperson meets with the superintendent and keeps all board members informed of board matters/information.
- Prior to a board meeting, each board member is encouraged to review agenda items with the Superintendent, ask questions to best understand the corresponding issues.

<p>Board Professional Development</p>	<p>We will:</p> <ul style="list-style-type: none"> • Conduct an annual self-evaluation. • Address any individual problems, such as poor meeting attendance or leaks of confidential information. • Model life-long learning. • Participate in opportunities that provide professional growth. • Encourage members to take advantage of opportunities to inform themselves about current educational issues through individual study and participation in programs providing needed information. • Encourage members to disseminate information to other members.
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<p>Board and Superintendent Roles in Negotiations</p>	<p>We will:</p> <ul style="list-style-type: none"> • Define the philosophical and financial parameters for negotiations. • Trust our negotiating team to do the best job that they can. • Remind staff that there is a process in place, that the staff and district each have an identified negotiating team, and that any questions or issues need to go through the defined negotiation process. • Adopt and stand behind the final contracts. • Avoid conflicts of interests. (i.e. board members with family members as employees of the district)
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Adopted:
Chewelah School District Board of Directors
Revised:

CHEWELAH BOARD OF DIRECTORS 2023-24 GOALS



Vision

"Chewelah School District engages and empowers students and staff through challenging, rigorous 21st Century learning in a safe, caring environment"



Policy

Monitor and support policy implementation and updates



Governance & Team Leadership

The Chewelah School District commits to a culture of responsive, respectful, student-centered problem solving, where high expectations are met and where students, staff and families feel they belong.

Receive and review quarterly reports by administration reflecting relationship/culture progress among staff, students, and parents.

Community Leadership

- Be visible in community and at school events.
- Engage in 2-way communication activities.
- Promote District initiatives in the community through organized public forums and venues beyond board meetings.
- Communicate District expectations and support student/staff achievement goals on a regular basis.

Accountability

By June 2024 75% of all students P-12 will achieve proficiency in core subject areas as measured by SBA or District level standard-based assessments.

- a. Establish classroom/building assessment and measure a GS (Guaranteed Standard) quarterly.
- b. Expect written unit plans by staff for GS by June 2024.
- c. Participate in student assessment training for board members.



Chewelah Promise

We teach to ready our younger generations.

Chewelah School District “Listening Post”

If a citizen has a question about a school-specific issue, staff member, event or student, it is appropriate to begin that dialogue at the level most closely associated with the issue. Contact information for all schools and district departments are listed below. School District

Phone number is 509-685-6800 ext _____

Who to contact & how

Teacher

For issues or questions regarding your child’s learning progress, class activities or classroom environment, contact the teacher.

Email contacts for staff can be found in the staff directories of individual school websites

School Counselors

For issues or questions regarding your child’s mental and social well-being or career, and academic well-being contact school counselor

Gess Counselor: Renee Jungblom, rjungblom@chewelahk12.us, ext. 4010
Jenkins Counselor: Vanessa Bigler, vbigler@chewelahk12.us, ext. 2011
Quartzite Counselor: Kellie Tanner, ktanner@chewelahk12.us, ext 2012

Principals

Issues or questions regarding school environment, safety, staff performance, school activities and events, contact the principal.

Gess Elementary Principal: Julie Price, jprice@chewelahk12.us, ext. 4002
Gess Assistant Principal: Stephanie Clark, sclark@chewelahk12.us, ext. 4123
Jenkins Principal: Shawn Anderson, sanderson@chewelahk12.us, ext. 2002
Jenkins Assistant Principal: Tom Skok, tskok@chewelahk12.us, ext. 2003
Quartzite Learning Principal: Erin Dell, edell@chewelahk12.us, ext. 2129

Special Education

For issues or questions regarding students with learning disabilities, 504 accommodations or inquiries about special services, contact Special Education Director Sarah Gregory.
sgregory@chewelahk12.us, ext. 1121



Transportation

For issues or questions regarding student transportation, contact Transportation Supervisor Wade Hanley
whanley@chewelahk12.us ext. 1700

Food Services

For issues or questions regarding meals, food services and nutrition, contact Food Service Supervisor Katt Hanlan
khanlan@chewelahk12.us ext. 4126

Technology

For issues or questions regarding district or building technology, contact Director of Technology, Nick Cook, ncook@chewelahk12.us, ext. 5000

Career & Technical (CTE), Alternative Learning, Title Programs, Grants, Highly Capable

Issues or questions regarding these programs, contact Director of Student Support Services Erin Dell at edell@chewelahk12.us or ext. 1005

Maintenance & Facilities

For issues or questions regarding facility maintenance, grounds maintenance and capital projects, contact Maintenance and Facilities Supervisor, Jason Tapia jtapia@chewelahk12.us ext. 1015 or Secretary, Renee Whitley rwhitley@chewelahk12.us ext. 5015

Human Resources

For issues or questions regarding employment opportunities, contact Administrative Secretary Katy Gaffney kgaffney@chewelahk12.us ext. 1001

Business Office

For issues or questions regarding finance or budgeting, contact Business Manager Mara Schneider, mschneider@chewelahk12.us ext. 1004

Chewelah Board of Directors and Superintendent

Superintendent

Issues or questions regarding the district, policies or procedures, contact Superintendent, Jason Perrins, jperrins@chewelahk12.us ext. 1002

Board of Directors

The Board of Directors represent the community. They are interested in listening to feedback, ideas, and suggestions to help further the mission and growth of the district to better serve students. Citizens may also bring issues to the attention of the Board by writing to the School Board or by telephoning or e-mailing individual Board members. Citizens are reminded that all written communications addressed to school officials, including e-mail messages, may be considered public records. Citizens are encouraged to try to resolve issues with teachers, school principals, other district personnel or the superintendent before bringing matters to the Board. Board members are not responsible for addressing complaints. If you have a complaint or concern, please contact the appropriate person or department as illustrated in this listening post so that the appropriate individual can work with you to resolve your concern.

To send a group email to the school board members and superintendent, use this email address:

chewelahlisteningpost@chewelahk12.us

The superintendent will respond to your email.

To send a message to individual board members

Theolene Bakken, tbakken@chewelahk12.us

Dr. Donna Eastabrooks destabrooks@chewelahk12.us

Dan Krouse, dkrouse@chewelahk12.us





BOARD OF DIRECTORS COMMUNIQUE

November 2024

Edition III

Board Members

**T.O. Bakken, Donna
Eastabrooks, Dan Krouse**

Mathematical Thinking Practices vs. “Mimicking the Teacher”

“Thinking is a necessary precursor to learning and if students are not thinking, they are not learning” (Liljedahl, 2021, p.5).

In 2011 Washington State passed the curriculum expectation/standard of Mathematical Thinking practices being embedded within the teaching of mathematical instruction K12. Since little/to no professional learning was widely implemented to assist teachers, little change in mathematical achievement has been revealed.

Fifteen years of research by Canadian mathematicians/teachers reveal for students to “think mathematically”, they need to be engaged in problem solving tasks in which they get stuck, think, experiment, try, fail, and apply their new knowledge in novel ways to get unstuck.

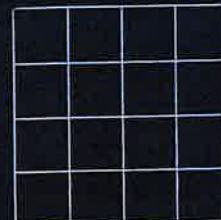
This is vs. mimicking the teacher in which students complete a task/solve a task in patterns that have just been demonstrated to them. If the practice examples did not match the task students were asked to do, students were often way off track or completely stuck. [This is not saying some facts/formulas are not required.]

Mathematical thinking involves the 1) types of tasks used in classrooms, 2) how collaborative groups are used in classrooms, 3) where students work in the classroom and yes, even how the furniture is arranged, 4) what homework looks like, 5) how to evaluate thinking, and 6) use formative assessment. Chewelah’s Professional Learning Plan includes monthly, after school learning/training K-8 in mathematical thinking with a highly qualified Math Coach.

Example of a Primary age thinking task. **How many squares are in the image below?**

**Email Board Members &
Superintendent**

Email comments and question to:
chewelahliseningpost@chewelahk12.us



Insurance and Utility Estimates for Board

Materials & Supplies					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025*
MSOC Apportionment (less Utilities/Insurance above)	\$ 520,701.87	\$ 629,115.28	\$ 679,099.54	\$ 751,478.45	\$ 731,675.79
Percent Increase over Previous Year		20.82%	7.95%	10.66%	-2.64%
MSOC Expenditures	\$ 1,153,186.82	\$ 1,220,050.24	\$ 1,620,870.69	\$ 1,816,874.57	\$ 1,973,715.65
Less Utilities & Insurance (above)	\$ (319,415.46)	\$ (335,344.16)	\$ (403,099.84)	\$ (456,614.00)	\$ (549,877.56)
Total Expenditures	\$ 833,771.36	\$ 884,706.08	\$ 1,217,770.85	\$ 1,360,260.57	\$ 1,423,838.09
Percent Increase over Previous Year		6.11%	37.65%	11.70%	4.67%
Expenditures (over)/under Revenues	\$ (313,069.49)	\$ (255,590.80)	\$ (538,671.31)	\$ (608,782.12)	\$ (692,162.30)
Percent Spent Over Funding	60.12%	40.63%	79.32%	81.01%	94.60%

*2024-2025 YEAR IS AN ESTIMATE

Transportation					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025*
Transportation Apportionment	\$ 457,395.21	\$ 567,089.12	\$ 628,235.63	\$ 715,540.62	\$ 713,883.06
Percent Increase over Previous Year		23.98%	10.78%	13.90%	-0.23%
Transportation Expenditures	\$ 441,989.37	\$ 651,001.98	\$ 695,695.19	\$ 671,894.86	\$ 800,000.00
Total Expenditures	\$ 441,989.37	\$ 651,001.98	\$ 695,695.19	\$ 671,894.86	\$ 800,000.00
Percent Increase over Previous Year		47.29%	6.87%	-3.42%	19.07%
Expenditures (over)/under Revenues	\$ 15,405.84	\$ (83,912.86)	\$ (67,459.56)	\$ 43,645.76	\$ (86,116.94)
Percent Spent Over Funding	-3.37%	14.80%	10.74%	-6.10%	12.06%

*2024-2025 YEAR IS AN ESTIMATE

Insurance and Utility Estimates for Board

Utilities and Insurance					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025*
Utilities and Insurance Apportionment (revenue)	\$ 196,145.60	\$ 237,429.03	\$ 251,174.53	\$ 284,998.73	\$ 276,678.81
Percent Increase over Previous Year		21.05%	5.79%	13.47%	-2.92%
Utility Expenditures 9700-65	\$ 211,639.33	\$ 237,106.62	\$ 274,325.35	\$ 271,107.74	\$ 292,000.00
Insurance Expenditures 9700-68-7520	\$ 107,776.13	\$ 98,237.54	\$ 128,774.49	\$ 185,506.26	\$ 257,877.56
Total Expenditures	\$ 319,415.46	\$ 335,344.16	\$ 403,099.84	\$ 456,614.00	\$ 549,877.56
Percent Increase over Previous Year		4.99%	20.20%	13.28%	20.43%
Expenditures (over)/under Revenues	\$ (123,269.86)	\$ (97,915.13)	\$ (151,925.31)	\$ (171,615.27)	\$ (273,198.75)
Percent Spent Over Funding	62.85%	41.24%	60.49%	60.22%	98.74%

COVID year - lower enrollment basis for insurance

*2024-2025 YEAR IS AN ESTIMATE

Special Education					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025*
SPED Apportionment	\$ 1,069,170.45	\$ 1,150,923.06	\$ 1,264,585.46	\$ 1,615,376.83	\$ 1,608,772.89
Percent Increase over Previous Year		7.65%	9.88%	27.74%	-0.41%
SPED Expenditures	\$ 1,120,731.15	\$ 1,141,477.84	\$ 1,330,809.65	\$ 1,684,813.95	\$ 1,814,000.00
Other SPED Expenditures (ESSER)	\$ 4,993.74	\$ 122,026.97	\$ 135,423.39	\$ 55,578.21	\$ -
Total Expenditures	\$ 1,125,724.89	\$ 1,263,504.81	\$ 1,466,233.04	\$ 1,740,392.16	\$ 1,814,000.00
Percent Increase over Previous Year		12.24%	16.04%	18.70%	4.23%
Expenditures (over)/under Revenues	\$ (56,554.44)	\$ (112,581.75)	\$ (201,647.58)	\$ (125,015.33)	\$ (205,227.11)
Percent Spent Over Funding	5.29%	9.78%	15.95%	7.74%	12.76%

*2024-2025 YEAR IS AN ESTIMATE