

EAST BUCHANAN COMMUNITY SCHOOL DISTRICT
AGENDA - Regular School Board Meeting
March 12, 2025 at 5:00 p.m. in Library - Outside Library Entrance

1. **CALL TO ORDER /MISSION STATEMENT** - To challenge students to think critically, communicate effectively, develop values and contribute to society.
2. **PUBLIC FORUM** - During this time we welcome interested persons who may wish to present comments, suggestions, or concerns in regard to any programs operated by the school district. However, an item must be included on the Agenda before the Board can officially act upon it.
3. **APPROVE AGENDA**
4. **APPROVE CONSENT AGENDA**
 - a. Minutes from Regular Meeting on February 13, 2025
 - b. Personnel Changes
https://docs.google.com/spreadsheets/d/1JmAtWeBe41FIU84hzS2yzW5Ov6Wjnx4B_Gx8nQBJAE/edit?gid=626273134#gid=626273134
 - c. List of Bills
 - d. Financial Reports
5. **COMMUNITY/PROGRAM PRESENTATIONS**
6. **ADMINISTRATIVE UPDATES & REPORTS**
 - a. Elementary Update
 - b. Secondary Update
 - c. District Update
 - d. Facilities Update
7. **AGENDA**
 - a. Consider Approval of DCAP (District Career and Academic Plan)
 - b. Budget / Property Tax Notice - Discussion Item
 - c. Consider Approval of Budget Guarantee Resolution
 - d. Consider Open Enrollment Applications
8. **STUDENT QUESTIONS**
9. **#BUCPR1DE**
10. **CLOSED SESSION:** Iowa Code 21.5(1)(a) To review or discuss records which are required or authorized by state and federal law to be kept confidential or to be kept confidential as a condition for the board's possession or receipt of federal funds.
11. **CLOSED SESSION:** Iowa Code 21.5(1)(a) To review or discuss records which are required or authorized by state and federal law to be kept confidential or to be kept confidential as a condition for the board's possession or receipt of federal funds.
12. **CLOSED SESSION ACTION**
13. **ADJOURN**

**East Buchanan Community School District
Regular Board Meeting Minutes – February 13, 2025**

Call to Order- President Andy Sperflage called the meeting to order at 5:00pm. The board recited the East Buchanan Mission Statement. Board members present were Scott Cooksley, Andrew Maas, Tim Recker, Andy Sperflage, and Heather Steffens. Administrators attending were Superintendent Kory Kelchen, Principal Eric Dockstader, Dean of Students Nathan Reck, and Board Secretary Teresa Knipper. Several visitors attended the meeting. Motion carried with all ayes unless noted otherwise.

Approve Agenda- Motion by Maas, second by Recker to approve the agenda as presented.

Approve Consent Agenda- Motion by Cooksley, second by Steffens to approve the consent agenda. Items included on the consent agenda: minutes from the regular meeting on January 8, 2025 and special meeting/work session on January 22, 2025; retirement of Paula McGraw at the end of current contract; retirement of Mike Kerkove as of 12/31/2025; resignation of Eric Dockstader at the end of current contract; title change for Nathan Reck from Dean of Students to Elementary Principal; hiring of Shyla Bagge for Work Experience Coordinator for the 25-26 school year.; expenditures listed; and financial reports.

Administrative Updates and Reports- Reck presented winter screening data which showed growth from fall to winter for literacy and math scores. Students were awarded certificates for top 5 scores and for top 5 growth from fall to winter. BLT meetings have been focusing on literacy. Preschool registration is March 5th. Dockstader reported ISASP testing is in March which will be observed by the state. Kelchen reported that principal interviews will begin February 25th and gave updates on the legislative session in regards to education. The Denovo facilities assessment was presented to the board which showed the district's priorities. A work session with Denovo will be set up.

Out of State Field Trip Request – Motion by Recker, second by Steffens to approve the out of state field trip as presented by middle school teachers and students for an elective field trip to museums in Chicago.

Recker left the meeting at 5:30 pm.

Facility Use Guideline Policy 905.1R1 – Motion by Cooksley, second by Maas to approve Facility Use Guideline Policy 905.1 R1 as presented.

Second Reading of Board Policies – Motion by Steffens, second by Cooksley to approve the second reading of board policies 200-205 as presented.

Open Enrollment Request – Motion by Cooksley, second by Maas to approve the open enrollment request as recommended by Kelchen.

BucPr1de- Chad Lamker for organizing the girls regional wrestling meet and Kevin Hesner for getting the technology ready for it. Shout out to girls wrestling for accomplishments at state by the team and individuals and thanks to Kayla Gallup for organizing the assembly honoring the girls wrestling team. Shout out to Nurse Tracy and custodial staff for keeping illness to a minimum.

Adjourn- Motion by Steffens, second by Maas to adjourn the meeting at 5:41 pm

The above are not official minutes until approved at the next regular board meeting. A copy of the official minutes may be viewed in the office of the Board Secretary any Monday through Friday between 8:00am and 4:00pm.

2024 - 2025 Personnel Changes

SB Mtg date	Employee	Type	Position	Notice Date	Effective Date	Contract Issued
3/12/2025	Ludwig, Derick	Hire	JH/HS Principal	2/27/2025	7/1/25	
3/12/2025	Conrad, Ben	Volunteer	Basketball Coach			
3/12/2025	White, Lee	Resignation	HS Assistant Basketball	3/10/2025	3/10/25	

P.O. Box 151
244 W. Jackson St.
Winthrop, IA 50682
lwhite@east-buc.k12.ia.us
March 10, 2025

Mr. Kory Kelchen, Mr. Chad Lamker, & Board of Education
414 5th St. N.
Winthrop, IA 50682

Dear Mr. Kelchen, Mr. Lamker, and School Board of Education,

After much consideration, I feel that this is the right time for me to step away from coaching boys basketball. I have greatly appreciated the district allowing me to coach basketball at the various levels for the last 25 years.

I believe that the program is in great hands with Coach Hutton and he will do everything that he can to build our program up to where it needs to be. We coached together well, it is just for personal reasons and personal pursuits, that I feel this is the appropriate time for me to step away. I told Coach Hutton that if there was a way that I could help him out, that he should feel comfortable asking me, as that relationship has nothing to do with my decision. It has been an honor of mine to be able to serve as an assistant boys' coach under Chad, Troy, and Craig for the last nine seasons. I am hopeful that you can find a competent replacement to assist the program moving forward.

I have enjoyed my time coaching the young men of our district and will most definitely miss that when the season starts but I have 3 nephews that I want to be able to watch perform themselves this winter. I wish the young men and the program success in the future and take away many positive memories of being a part of the program for so long. With all this being said, this is my official resignation from the assistant boys basketball coaching position I have held since 2016.

Sincerely,

Lee R. White

Lee R. White

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Invoice Amount</u>
AGVAFS	AgVantage FS	GREENHOUSE LP	399.30
AGVAFS	AgVantage FS	GREENHOUSE LP	577.18
			976.48
AHLECOON	Ahlers & Cooney, P.C.	Legal Services	247.50
			247.50
ALLIUTIL	ALLIANT ENERGY	GAS/ELECTRIC	20,691.56
			20,691.56
APPLPLUSCE	Appliance Plus US Cellular	SUPPLIES	48.16
			48.16
BLACKHAWK	BLACK HAWK WAST DISP, INC.	GARBAGE	893.00
			893.00
CAPISANI	CAPITAL SANITARY SUPPLY CO. INC.	B&G SUPPLIES	72.98
			72.98
CDWG	CDW GOVERNMENT, INC	AWS Consumption	556.17
			556.17
CEDAFALL	CEDAR FALLS CSD	OPEN ENROLLMENT	28,081.04
			28,081.04
CRAEA	CENTRAL RIVERS AEA	SUPPLIES	200.00
CRAEA	CENTRAL RIVERS AEA	Network Services	1,000.00
			1,200.00
CHILJEFF	Childers, Jeff	SNOW REMOVAL	1,703.25
			1,703.25
CITYLAUN	CITY LAUNDERING CO.	TRANSPORTATION PURCHASED SERVICE	61.64
			61.64
CITYWINT	CITY OF WINTHROP	WATER/SEWER	758.94
			758.94
COPYSYST	COPY SYSTEMS INC	COPIER MAINTENANCE	144.70
COPYSYST	COPY SYSTEMS INC	COPIER STAPLES	227.00
			371.70
DEPTTRAN	DEPARTMENT OF EDUCATION	BUS INSPECTIONS	100.00
			100.00
DHS	DHS CASHIER 1ST FL.	STATE MEDICAID MATCH	3,711.33
			3,711.33
DUNLMOTO	DUNLAP MOTORS, INC	SUPPLIES	14.54
			14.54
EBTELEPH	EAST BUCHANAN COOP TELEPHONE	TELEPHONE	2,686.71
			2,686.71
EDGEOIL	Edgewood Oil, Inc.	TRANSPORTATION SUPPLIES	126.50
			126.50
INDENAPA	Etten Enterprises LLC	PARTS	924.99

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Invoice Amount</u>
			924.99
HAWKCOMM	HAWKEYE COMMUNITY COLLEGE	CONCURRENT CLASSES	65,807.61
			65,807.61
HOTLUNCH	HOT LUNCH PROGRAM	PRESCHOOL SNACKS	269.92
			269.92
IASBO	IA ASSOC OF SCH BUS OFFICIALS	CONFERENCE	245.00
			245.00
INDECSD	INDEPENDENCE CSD	CONCURRENT ENROLLMENT	313.04
			313.04
IASB	IOWA ASSOC OF SCHOOL BOARDS	CONFERENCE FEES	350.00
			350.00
ICN	IOWA COMMUNICATIONS NETWORK	ICN SERVICES	449.25 *
			449.25
JOHNDEERE	JOHN DEERE FINANCIAL	SUPPLIES	19.42
			19.42
JOSTENS	JOSTEN'S	DIPLOMAS	331.65
			331.65
KAYCHAP	KAY L. CHAPMAN CPA PC	AUDIT	4,250.00
			4,250.00
LINNCOOP	LINN CO-OPERATIVE OIL CO	GAS/DIESEL	0.28
LINNCOOP	LINN CO-OPERATIVE OIL CO	GAS/DIESEL	434.75
LINNCOOP	LINN CO-OPERATIVE OIL CO	GAS/DIESEL	2,435.12
			2,870.15
MACHANDR	Machacek, Andrew	DOT physical	110.00
			110.00
NICKGROC	Nick's Grocery	FCS SUPPLIES	85.76
NICKGROC	Nick's Grocery	FCS SUPPLIES	45.79
			131.55
HOGLBUSMN	North Central Intl LLC	BUS PARTS	137.24
			137.24
OELWPUBL	OELWEIN PUBLISHING COMPANY	ADVERTISING	212.40
			212.40
PITBOWINC	PITNEY BOWES, INC.	POSTAGE METER SUPPLIES	91.29
PITBOWINC	PITNEY BOWES, INC.	POSTAGE METER LEASE	222.06
			313.35
PRESTOX	PRESTO-X	KITCHEN-PEST SERVICE	76.03 *
			76.03
SCHMJANI	SCHMITZ JANITORIAL SUPPLY	JANITORIAL SUPPLIES	69.80
			69.80
SCHOBUSS	SCHOOL BUS SALES CO	VAN/BUS REPAIR	33.95

Unposted; Batch Description Invoices-March 2025; Fund Description GENERAL FUND,
MANAGEMENT FUND

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Invoice Amount</u>
			33.95
SCHWMELL	Schweitzer, Mellisa	DOT PHYSICAL	110.00
			110.00
SUINSURANC	SU Insurance Company	Break/Fix Insurance	13,327.00
			13,327.00
SUPEWELD	SUPERIOR WELDING SUPPLY	IND ARTS SUPPLIES	391.89
			391.89
SWISCOHR	SWISHER & COHRT	LEGAL SERVICES	40.00
			40.00
TIMBBILL	TIMBERLINE BILLING SERVICE LLC	MEDICAID PURCH SERVICE	383.24
			383.24
TNTREPA	TNT REPAIR & RECOVERY LLC	TIRES	1,887.36
TNTREPA	TNT REPAIR & RECOVERY LLC	TIRE REPAIRS	268.00
			2,155.36
UNIVPEDI	Universal Pediatrics	PURCHASED SERVICE	1,116.00
			1,116.00
USCELL	US CELLULAR	DISTRICT CELL PHONE	283.79
			283.79
VANMETER	VAN METER ELECTRIC SUPPLY CO	ELECTRICAL SUPPLIES	325.83 *
			325.83
VERNTRUE	VERN'S TRUE VALUE HARDWARE	SUPPLIES	57.75
			57.75
VITASOUR	VitalSource	College Textbooks	38.99
			38.99
WAGEWORKS	WAGEWORKS	FSA ADMIN FEE	48.75
WAGEWORKS	WAGEWORKS	FSA ADMIN FEE	48.75
WAGEWORKS	WAGEWORKS	FSA ADMIN FEE	48.75
			146.25
WALMART	WALMART COMMUNITY BRC	FCS SUPPLIES	38.95
			38.95
WAVESHEL	WAVERLY-SHELL ROCK CSD	OPEN ENROLLMENT TUITION	432.18
			432.18
WESTDELA	WEST DELAWARE CSD	FY25 OPEN ENROLLMENT	13,881.78
			13,881.78
WESTMUSI	WEST MUSIC COMPANY	SUPPLIES	28.47
WESTMUSI	WEST MUSIC COMPANY	BAND INSTRUMENT REPAIR	147.50
			175.97
WINTBUIL	WINTHROP BUILDING SUPPLY	SUPPLIES	44.33
			44.33 *

Batch Total: 172,166.16

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Invoice Amount</u>	
ABCECAMPUS	ABC E Campus	TEXTBOOK	87.68	1
			<u>87.68</u>	
AMAZON	Amazon	SUPPLIES	40.58	1
AMAZON	Amazon	SUPPLIES	113.88	1
AMAZON	Amazon	SUPPLIES	23.74	1
AMAZON	Amazon	SUPPLIES	159.76	1
AMAZON	Amazon	SUPPLIES	24.95	1
			<u>362.91</u>	
CASEYS	Caseys	GAS	42.72	1
			<u>42.72</u>	
PARTSTOWN	Parts Town	B&G SUPPLIES	269.30	1
			<u>269.30</u>	
UPS	UPS	ups billing	24.39	1
			<u>24.39</u>	
WALMART	WALMART COMMUNITY BRC	FCS SUPPLIES	114.40	1
WALMART	WALMART COMMUNITY BRC	FCS SUPPLIES	289.50	1
			<u>403.90</u>	
			Batch Total:	<u>1,190.90</u>
			Report Total:	<u>1,190.90</u>

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Invoice Amount</u>
CEDAFALL	CEDAR FALLS CSD	OPEN ENROLLMENT	4,422.08
			<hr/>
			4,422.08
WESTMUSI	WEST MUSIC COMPANY	TROMBONE	4,495.00
			<hr/>
			4,495.00
			<hr/>
			Batch Total: 8,917.08
			Report Total: 8,917.08

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Invoice Amount</u>
FEDEMIKE	FEDERER, MICHAEL	BBall Official 02/11/25	150.00 <u>2</u>
			150.00
GIBBJOE	GIBBS, JOE	HS BBall Official 2/7/25	160.00 <u>2</u>
			160.00
GRAWDAN	Grawe, Dan	Boys BBall Official 2/11/25	160.00 <u>2</u>
			160.00
KELLKEAT	Kelly, Keaton	Boys BBall Official 2/7/25	75.00 <u>2</u>
			75.00
MURPMARK	MURPHY, MARK	Official 2/11/25	150.00 <u>2</u>
			150.00
RUSSTRYS	Russell, Trystin	Official 2/7 & 2/10	185.00 <u>2</u>
			185.00
SADLDENN	SADLER, DENNIS	HS /MS BBall Official 2/7/25	150.00 <u>2</u>
			150.00
SCHNWAYN	SCHNIER, WAYNE	HS BBall Official 2/7/25	150.00 <u>2</u>
			150.00
			150.00
Report Total:			1,180.00

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Invoice Amount</u>
AMERCANC	AMERICAN CANCER SOCIETY	Donation Check	1,589.62
			1,589.62
BEARJANI	Bear, Janice	Judge Speech 2/24/25	110.00
			110.00
BREAKT1D	Breakthrough T1D	Donation check	1,353.14
			1,353.14
BUCHDAIRPR	Buchanan County Dairy Producers	Cost of mix for non-profit	270.00
			270.00
CHASCARD	CHASE CARD SERVICES	Student Council Supplies	79.16
CHASCARD	CHASE CARD SERVICES	Props and set pieces for play	58.12
CHASCARD	CHASE CARD SERVICES	Prom favors, tickets, decor, photo spot	906.31
CHASCARD	CHASE CARD SERVICES	Hotel Rooms Boys State Wrestling	2,653.95
CHASCARD	CHASE CARD SERVICES	Hotel Rooms Cheer-State Wrestling	751.14
CHASCARD	CHASE CARD SERVICES	Boys Track Equipment	84.94
CHASCARD	CHASE CARD SERVICES	FBLA Membership for conf	32.00
CHASCARD	CHASE CARD SERVICES	Hotel Rooms Girls State Wrestling	2,366.82
			6,932.44
FUSOCARO	Fuson, Carolyn	Speech Judge 2/24/25	110.00
			110.00
HOFFALEX	Hoffner, Alex	Speech Judge 2/24/25	110.00
			110.00
HOFFMELA	Hoffner, Melanie	Speech Judge 2/24/25	110.00
			110.00
HUEGHEAT	Huegel, Heather	Invites for Prom from Zazzle -Repayment	201.40
			201.40
IOWAFBLA	IOWA FBLA	FBLA Conf Hotel Rooms	1,540.00
IOWAFBLA	IOWA FBLA	FBLA Conference	1,050.00
			2,590.00
IAHSAA	IOWA HIGH SCHOOL ATHLETIC ASSOCIATION	State wrestling wristband - coach	132.00
			132.00
IAHSGCA	IOWA HIGH SCHOOL GOLF COACHES ASSOCIATION	Coaches Membership fee golf	45.00
			45.00
IHSSA	IOWA HIGH SCHOOL SPEECH ASSOCIATION	Speech Registration	70.00
IHSSA	IOWA HIGH SCHOOL SPEECH ASSOCIATION	State Speech Entry Fee	65.00
			135.00
JWPEPPER	J.W. PEPPER & SON, INC.	4 Chords: A Choral Medley Accompaniment	40.30
			40.30
HOUGE	Jaida Houge Choreography	Jazz & Pom Choreography	800.00
			800.00

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Invoice Amount</u>
LILLIMONI	Lillie, Monique	Speech Judge 2/24/25	110.00
			110.00
LONGLOIS	Long, Lois	Speech Judge 2/24/25	110.00
			110.00
BEAULAND	Lucy's Soil Source Inc.	hanging baskets	724.88
			724.88
PUTZDAN	Putz, Daniel	Judge Speech 2/24/25	110.00
			110.00
RIESMARY	Ries, Mary Sue	Judge Speech 2/24/25	110.00
			110.00
RITEBITE	RITE BITE FUNDRAISING	Boys BBall Fundraiser	924.00
			924.00
RUSSTRYS	Russell, Trystin	Boys BBall Official 2/17 & 2/18	220.00
			220.00
TRIRIVER	TRI RIVERS CONFERENCE	Gate Receipt for IE Speech	180.00
			180.00
WALMART	WALMART COMMUNITY BRC	FCCLA Valentine's Day Treats	105.08
WALMART	WALMART COMMUNITY BRC	COOKIES	30.00
			135.08
WINTBUIL	WINTHROP BUILDING SUPPLY	Materials for play set	819.39
			819.39

Batch Total: 17,972.25

Report Total: 17,972.25



<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Invoice Amount</u>
BIMBBAKE	BIMBO BAKERIES USA	Bread products	672.05
			<u>672.05</u>
EMSDETER	EMS DETERGENT SERVICES CO.	Supplies	12.00
			<u>12.00</u>
MARTBROT	MARTIN BROTHERS	Food Purchased	5,201.59
			<u>5,201.59</u>
NICKGROC	Nick's Grocery	Food Purchased	26.57
			<u>26.57</u>
PERFFOOD	PERFORMANCE FOODSERVICE	Food/Supplies Purchased	15,060.55
			<u>15,060.55</u>
PRAIFARM	PRAIRIE FARMS DAIRY, INC.	Dairy	3,368.76
			<u>3,368.76</u>
WALMART	WALMART COMMUNITY BRC	Food Purchased	174.17
			<u>174.17</u>
			<u>24,515.69</u>
		Batch Total:	24,515.69
		Report Total:	24,515.69

East Buchanan Community School District
Cash Summary Report

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24
10-GENERAL FUND						
Beginning Balance	1,528,451.82	1,163,382.24	751,315.60	834,136.45	1,759,906.93	1,754,589.05
Revenue	471,644.57	147,381.10	636,363.99	1,576,136.61	610,614.40	843,579.64
Expenditures	836,714.15	559,447.74	553,543.14	650,366.13	615,932.28	727,285.02
Ending Balance	1,163,382.24	751,315.60	834,136.45	1,759,906.93	1,754,589.05	1,870,883.67
21-ACTIVITY FUND						
Beginning Balance	87,662.12	91,145.23	92,180.73	103,923.09	109,287.59	109,022.88
Revenue	9,059.13	6,913.14	24,641.12	19,158.24	14,907.78	15,454.09
Expenditures	5,576.02	5,877.64	12,898.76	13,793.74	15,172.49	17,978.51
Ending Balance	91,145.23	92,180.73	103,923.09	109,287.59	109,022.88	106,498.46
22-MANAGEMENT FUND						
Beginning Balance	262,581.63	26,426.30	25,838.89	51,392.23	76,837.27	92,033.49
Revenue	3,603.81	418.84	26,659.59	273,383.44	19,474.22	6,019.46
Expenditures	239,759.14	1,006.25	1,106.25	247,938.40	4,278.00	1,000.00
Ending Balance	26,426.30	25,838.89	51,392.23	76,837.27	92,033.49	97,052.95
33-SAVE						
Beginning Balance	2,809,867.27	2,679,488.94	2,756,068.15	2,739,416.44	2,703,265.80	2,762,501.09
Revenue	77,173.16	76,579.21	112,252.32	78,512.30	59,235.29	73,975.55
Expenditures	207,551.49	0.00	128,904.03	114,662.94	0.00	22,312.50
Ending Balance	2,679,488.94	2,756,068.15	2,739,416.44	2,703,265.80	2,762,501.09	2,814,164.14
36-PPEL						
Beginning Balance	314,010.84	267,109.43	245,696.66	265,088.02	445,396.14	465,308.78
Revenue	4,171.97	6,200.76	32,817.75	180,308.12	24,420.44	25,583.00
Expenditures	51,073.38	27,613.53	13,426.39	0.00	4,507.80	31,608.74
Ending Balance	267,109.43	245,696.66	265,088.02	445,396.14	465,308.78	459,283.04
40-DEBT SERVICE						
Beginning Balance	39,869.90	43,511.19	43,184.74	47,553.32	13,900.40	16,980.44
Revenue	210,821.29	173.55	4,368.58	23,709.58	60,442.54	35,449.56
Expenditures	207,180.00	500.00	0.00	57,362.50	57,362.50	34,792.50
Ending Balance	43,511.19	43,184.74	47,553.32	13,900.40	16,980.44	17,637.50
61-NUTRITION FUND						
Beginning Balance	191,194.54	185,377.66	206,597.70	193,866.90	191,481.56	183,875.31
Revenue	7,289.48	33,188.85	104,932.48	73,790.63	61,522.39	55,205.16
Expenditures	13,106.36	11,968.81	117,663.28	76,175.97	69,128.64	67,300.41
Ending Balance	185,377.66	206,597.70	193,866.90	191,481.56	183,875.31	171,780.06
less: Received on Acct	2,957.37	18,950.11	14,870.48	15,222.05	13,065.00	11,124.20
	182,420.29	187,647.59	178,996.42	176,259.51	170,810.31	160,655.86
72-FLEX SPENDING ACCT FUND						
Beginning Balance	7,653.24	4,335.85	5,341.29	6,251.77	6,656.65	7,311.88
Revenue (contributions)	2,086.99	2,059.99	2,259.99	2,329.99	2,329.99	3,259.67
Expenditures (claims)	5,404.38	1,054.55	1,349.51	1,925.11	1,674.76	1,282.17
Ending Balance	4,335.85	5,341.29	6,251.77	6,656.65	7,311.88	9,289.38
EMPLOYER'S PAYROLL EXPENSE:						
Gross Wages-hourly	78,507.94	22,492.17	46,672.45	96,966.93	98,555.75	89,709.87
Gross Wages-contract	305,036.73	301,768.96	331,598.48	333,280.97	339,546.33	334,976.95
	383,544.67	324,261.13	378,270.93	430,247.90	438,102.08	424,686.82
Employer paid deductions	61,626.73	60,228.03	67,900.51	66,391.12	64,059.37	63,431.25
Employer paid IPERS	31,366.92	29,628.38	34,984.74	39,964.86	40,731.10	39,374.33
Employer paid FICA	28,313.51	23,943.97	28,160.19	32,338.89	32,956.32	31,875.36
	121,307.16	113,800.38	131,045.44	138,694.87	137,746.79	134,680.94
TOTAL	504,851.83	438,061.51	509,316.37	568,942.77	575,848.87	559,367.76

East Buchanan Community School District
Cash Summary Report

	Jan-25	Feb-25	FY25YTD	FY24 YTD-FEB
10-GENERAL FUND				
Beginning Balance	1,870,883.67	1,787,606.34	1,528,451.82	2,162,495.30
Revenue	522,224.49	830,262.60	5,638,207.40	5,963,336.82
Expenditures	605,501.82	903,091.36	5,451,881.64	6,600,652.05
Ending Balance	1,787,606.34	1,714,777.58	1,714,777.58	1,525,180.07
21-ACTIVITY FUND				
Beginning Balance	106,498.46	93,709.44	87,662.12	89,816.84
Revenue	10,917.89	9,302.19	110,353.58	123,964.16
Expenditures	23,706.91	7,265.14	102,269.21	94,746.29
Ending Balance	93,709.44	95,746.49	95,746.49	119,034.71
22-MANAGEMENT FUND				
Beginning Balance	97,052.95	88,771.38	262,581.63	203,146.70
Revenue	6,045.43	3,534.87	339,139.66	200,606.04
Expenditures	14,327.00	1,000.00	510,415.04	271,263.11
Ending Balance	88,771.38	91,306.25	91,306.25	132,489.63
33-SAVE				
Beginning Balance	2,814,164.14	3,051,579.13	2,809,867.27	2,794,533.64
Revenue	237,414.99	59,325.96	774,468.78	1,770,016.89
Expenditures	0.00	0.00	473,430.96	1,802,632.86
Ending Balance	3,051,579.13	3,110,905.09	3,110,905.09	2,761,917.67
36-PPEL				
Beginning Balance	459,283.04	467,415.52	314,010.84	459,321.82
Revenue	9,163.32	5,229.72	287,895.08	500,004.53
Expenditures	1,030.84	19,230.62	148,491.30	307,588.72
Ending Balance	467,415.52	453,414.62	453,414.62	651,737.63
40-DEBT SERVICE				
Beginning Balance	17,637.50	18,597.04	39,869.90	28,354.28
Revenue	965.06	567.48	336,497.64	352,543.96
Expenditures	5.52	500.00	357,703.02	127,047.50
Ending Balance	18,597.04	18,664.52	18,664.52	253,850.74
61-NUTRITION FUND				
Beginning Balance	171,780.06	177,939.97	191,194.54	288,880.62
Revenue	53,575.27	59,468.65	448,972.91	486,287.85
Expenditures	47,415.36	67,327.22	470,086.05	540,864.65
Ending Balance	177,939.97	170,081.40	170,081.40	234,303.82
less: Received on Acct	11,717.60	14,166.30		0.00
	166,222.37	155,915.10	170,081.40	234,303.82
72-FLEX SPENDING ACCT FUND				
Beginning Balance	9,289.38	8,234.65	7,653.24	6,775.52
Revenue (contributions)	2,329.95	2,329.95	18,986.52	20,960.86
Expenditures (claims)	3,384.68	386.88	16,462.04	18,737.92
Ending Balance	8,234.65	10,177.72	10,177.72	8,998.46
EMPLOYER'S PAYROLL EXPENSI				
Gross Wages-hourly	80,676.40	107,447.24	621,028.75	673,317.17
Gross Wages-contract	334,087.65	334,012.93	2,614,309.00	2,647,385.58
	414,764.05	441,460.17	3,235,337.75	3,320,702.75
Employer paid deductions	63,980.21	62,419.83	510,037.05	495,090.38
Employer paid IPERS	38,363.64	40,637.73	295,051.70	301,179.54
Employer paid FICA	31,175.91	33,218.18	241,982.33	245,361.16
	133,519.76	136,275.74	1,047,071.08	1,041,631.08
TOTAL	548,283.81	577,735.91	4,282,408.83	4,362,333.83

Fund: 21 ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Ending Balance</u>
21 0000 729 000	Fund Balance	0.00	0.00	0.00	0.00
21 6111 729 910	DRAMA	14,630.33	0.00	473.00	15,103.33
21 6120 729 910	SPEECH	190.85	0.00	0.00	190.85
21 6210 729 910	MUSIC CLUB	281.66	0.00	85.00	366.66
21 6220 729 910	PEP BAND	2,625.13	0.00	0.00	2,625.13
21 6221 729 910	MUSIC TRIP	3,014.15	0.00	0.00	3,014.15
21 6600 729 920	ATHLETICS	15,243.26	5,404.07	4,231.50	14,070.69
21 6645 729 920	CROSS COUNTRY	46.50	0.00	0.00	46.50
21 6693 729 920	CHEERLEADING	2,405.31	0.00	0.00	2,405.31
21 6694 729 920	DANCE TEAM	500.41	0.00	84.00	584.41
21 6710 729 920	BOYS' BASKETBALL	632.12	480.00	1,745.00	1,897.12
21 6720 729 920	FOOTBALL	2,059.63	0.00	0.00	2,059.63
21 6730 729 920	BASEBALL	1,464.73	0.00	0.00	1,464.73
21 6740 729 920	BOYS' TRACK	9.87	0.00	0.00	9.87
21 6760 729 920	BOYS' GOLF	2,987.22	494.91	0.00	2,492.31
21 6790 729 920	WRESTLING	254.82	0.00	0.00	254.82
21 6810 729 920	GIRLS BASKETBALL	187.29	0.00	0.00	187.29
21 6815 729 920	VOLLEYBALL	597.00	0.00	0.00	597.00
21 6835 729 920	SOFTBALL	0.00	0.00	0.00	0.00
21 6840 729 920	GIRLS TRACK	318.32	0.00	0.00	318.32
21 6860 729 920	GIRLS' GOLF	96.93	0.00	0.00	96.93
21 7010 729 950	FBLA	4,939.50	0.00	1,499.52	6,439.02
21 7011 729 950	HS STUDENT COUNCIL	3,069.90	0.00	0.00	3,069.90
21 7012 729 950	SPANISH CLUB	997.45	0.00	0.00	997.45
21 7013 729 950	NHS	1,062.24	0.00	0.00	1,062.24
21 7017 729 950	SKILLS USA	69.22	0.00	0.00	69.22
21 7020 729 950	NEWSPAPER	2,236.84	0.00	0.00	2,236.84
21 7021 729 950	ROBOTICS CLUB	905.71	0.00	0.00	905.71
21 7022 729 950	ESPORTS	304.85	0.00	0.00	304.85
21 7023 729 950	FCCLA	128.09	0.00	0.00	128.09
21 7026 729 950	FFA	15,845.81	39.95	25.00	15,830.86
21 7027 729 950	ART CLUB	0.00	0.00	0.00	0.00
21 7040 729 950	MS STUDENT COUNCIL	350.59	0.00	0.00	350.59
21 7049 729 950	PBIS	127.12	0.00	0.00	127.12
21 7051 729 950	CAMP WAPSIE	26.13	0.00	0.00	26.13
21 7080 729 950	CLASS OF 2025	2,494.46	0.00	0.00	2,494.46
21 7081 729 950	CLASS OF 2026	2,824.69	0.00	0.00	2,824.69
21 7082 729 950	CLASS OF 2027	680.43	0.00	0.00	680.43
21 7083 729 950	CLASS of 2028	583.76	0.00	0.00	583.76
21 8000 729 910	ANNUAL	6,571.82	0.00	0.00	6,571.82
21 8001 729 910	BUCCANEER CLUB	76.47	0.00	0.00	76.47
21 8004 729 910	INTEREST	2,868.83	0.00	312.96	3,181.79
Fund Total: 21		<u>93,709.44</u>	<u>6,418.93</u>	<u>8,455.98</u>	<u>95,746.49</u>

RECEIPTS	MONTH	PRIOR RECEIPT	YEAR TO DATE
Student Breakfast	\$1,404.40	\$10,099.15	\$11,503.55
Student Lunch	\$11,108.80	\$62,925.70	\$74,034.50
Adult Breakfast	\$25.60	\$177.60	\$203.20
Adult Lunch	\$625.65	\$3,225.25	\$3,850.90
Alacarte	\$6,158.20	\$33,494.85	\$39,653.05
Snacks	\$2,184.34	\$7,505.73	\$9,690.07
Federal Breakfast	\$2,487.48	\$11,326.74	\$13,814.22
Federal Lunch	\$14,474.90	\$61,395.86	\$75,870.76
State Breakfast	\$164.56	\$303.77	\$468.33
State Lunch	\$608.78	\$84.47	\$693.25
Supply Chain Assistance Fund	\$0.00	\$0.00	\$0.00
Other Revenues/conv fees	\$247.00	\$2,495.00	\$2,742.00
Rebate/donations	\$0.00	\$4,225.00	\$4,225.00
Interest	\$549.82	\$5,177.67	\$5,727.49
TOTAL INCOME	\$40,039.53	\$202,436.79	\$242,476.32

2024-2025
East Buchanan
Hot Lunch
Report

EXPENDITURES	MONTH	PRIOR EXPENSE	YEAR TO DATE
Food	\$26,756.05	\$106,976.65	\$133,732.70
Supplies	\$397.93	\$4,022.71	\$4,420.64
Student Meal Debt	\$0.00	\$3,302.02	\$3,302.02
Purchased Services/Nelnet	\$417.20	\$1,802.93	\$2,220.13
Equipment/repairs	\$21.86	\$7,391.47	\$7,413.33
Travel/Trainings	\$0.00	\$160.00	\$160.00
Other Purchased Services	\$0.00	\$0.00	\$0.00
Salaries	\$14,803.44	\$71,622.91	\$86,426.35
Benefits	\$5,066.57	\$29,405.43	\$34,472.00
TOTAL EXPENDITURES	\$47,463.05	\$224,684.12	\$272,147.17

DAYS MEALS SERVED	
July	0
August	6
September	20
October	21
November	0
December	0
January	0
February	0
March	0
April	0
May	0
June	0
TOTALS	47

MEALS SERVED	MONTH	PRIOR BALANCE	YEAR TO DATE
Paid Student Breakfasts	784	5629	6413
Reduced Student Breakfasts	108	828	936
Free Student Breakfasts	583	4190	4773
Second Breakfasts	4	32	36
Adult Breakfast	16	111	127
Student Guest Breakfasts	0	0	0
Complimentary Breakfasts	0	0	0
TOTAL BREAKFAST SERVED	1495	10790	12285

Paid Student Lunches	4462	25274	29736
Reduced Student Lunches	603	3353	3956
Free Student Lunches	1998	10890	12888
Second Lunches	2	4	6
Adult Lunches	129	684	813
Student Guest Lunches	0	0	0
Complimentary Lunches	0	0	0
TOTAL LUNCHES SERVED	7194	40205	47399

Lunch Status	Free	Reduced	Paid	Total
Free	150	52	368	570

Feb 28,
2025

**EAST BUCHANAN CSD
TREASURER'S REPORT - FY 2025**

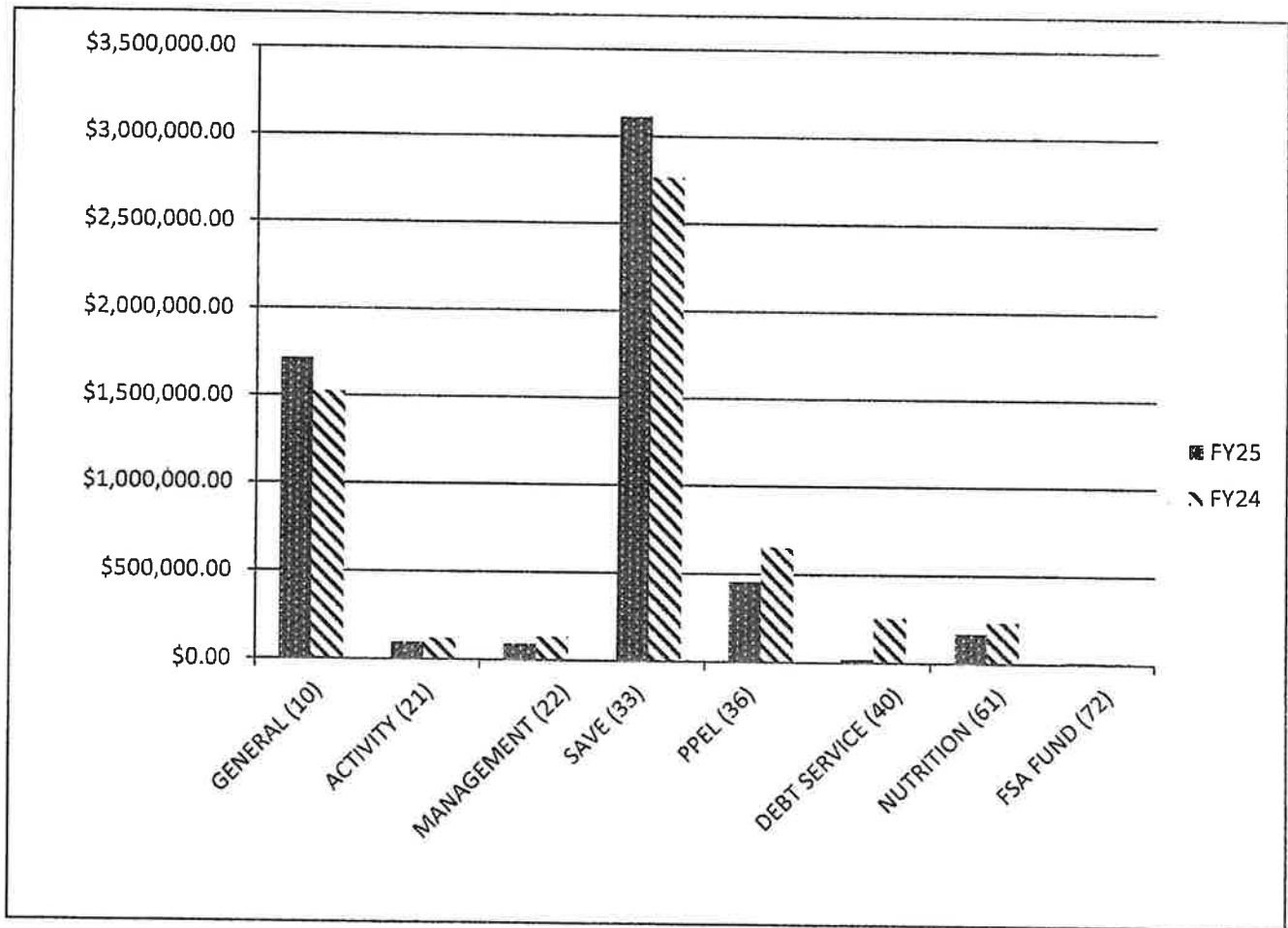
MONTH BY FUND:		Feb-25			
Fund	#	Beginning Fund Balance	+ Revenues	- Expenditures	Ending Fund Balance
General	10	\$ 1,787,606.34	\$ 830,262.60	\$ 903,091.36	\$ 1,714,777.58
Activity	21	\$ 93,709.44	\$ 9,302.19	\$ 7,265.14	\$ 95,746.49
Management	22	\$ 88,771.38	\$ 3,534.87	\$ 1,000.00	\$ 91,306.25
SAVE	33	\$ 384,487.85	\$ 50,916.95	\$ -	\$ 435,404.80
SAVE	33	\$ 2,667,091.28	\$ 8,409.01	\$ -	\$ 2,675,500.29
PPEL	36	\$ 467,415.52	\$ 5,229.72	\$ 19,230.62	\$ 453,414.62
Debt Service	40	\$ 18,597.04	\$ 567.48	\$ 500.00	\$ 18,664.52
Debt Service	40	\$ -	\$ -	\$ -	\$ -
Nutrition	61	\$ 177,939.97	\$ 39,601.56	\$ 47,460.13	\$ 170,081.40
Nutrition	61	\$ -	\$ 19,867.09	\$ 19,867.09	\$ -
FSA	72	\$ 8,234.65	\$ 2,329.95	\$ 386.88	\$ 10,177.72
Custodial	91	\$ -	\$ -	\$ -	\$ -
		<u>\$ 5,693,853.47</u>	<u>\$ 970,021.42</u>	<u>\$ 998,801.22</u>	<u>\$ 5,665,073.67</u>

BY BANK ACCOUNT

Fund	#	Beginning Fund Balance	+ Revenues	- Expenditures	Ending Fund Balance	Outstanding Deposits	Outstanding Checks	Ending Bank Balance	Bank Acct
General	10	\$ 2,162,495.30	\$ 14,625,387.99	\$ 15,073,105.71	\$ 1,714,777.58				
Management	22	\$ 203,146.70	\$ 673,888.56	\$ 785,729.01	\$ 91,306.25				
FSA	72	\$ 6,775.52	\$ 50,001.40	\$ 46,599.20	\$ 10,177.72				
					<u>\$ 1,816,261.55</u>	\$ -	\$ 2,285.54	\$ 1,818,547.09	XX009
Activity	21	\$ 89,816.84	\$ 280,729.77	\$ 274,800.12	\$ 95,746.49				
Custodial	91	\$ -	\$ -	\$ -	\$ -				
					<u>\$ 95,746.49</u>	\$ -	\$ 2,086.00	\$ 97,832.49	XX306
SAVE	33	\$ 2,783,364.55	\$ 963,542.19	\$ 1,071,406.45	\$ 2,675,500.29	\$ -	\$ -	\$ 2,675,500.29	XX1520
SAVE	33	\$ 11,169.09	\$ 1,936,052.42	\$ 1,511,816.71	\$ 435,404.80				
PPEL	36	\$ 459,321.82	\$ 973,855.89	\$ 979,763.09	\$ 453,414.62				
Debt Service	40	\$ 28,354.28	\$ 924,287.01	\$ 933,976.77	\$ 18,664.52				
					<u>\$ 907,483.94</u>	\$ -	\$ -	\$ 907,483.94	XX900
Debt Service	40	\$ -	\$ 1,142,066.25	\$ 1,142,066.25	\$ -	\$ -	\$ -	\$ -	UMB
Nutrition	61	\$ 288,880.62	\$ 1,110,848.58	\$ 1,229,647.80	\$ 170,081.40	\$ -	\$ -	\$ 170,081.40	XX603

CASH SUMMARY REPORT EAST BUCHANAN COMMUNITY SCHOOL February 2025

Fund Description	Beginning	Revenues	Expenditures	FY25 Ending	FY24 End Balance	Difference
GENERAL (10)	\$1,787,606.34	\$830,262.60	\$903,091.36	\$1,714,777.58	\$1,525,180.07	\$189,597.51
ACTIVITY (21)	\$93,709.44	\$9,302.19	\$7,265.14	\$95,746.49	\$119,034.71	(\$23,288.22)
MANAGEMENT (22)	\$88,771.38	\$3,534.87	\$1,000.00	\$91,306.25	\$132,489.63	(\$41,183.38)
SAVE (33)	\$3,051,579.13	\$59,325.96	\$0.00	\$3,110,905.09	\$2,761,917.67	\$348,987.42
PPEL (36)	\$467,415.52	\$5,229.72	\$19,230.62	\$453,414.62	\$651,737.63	(\$198,323.01)
DEBT SERVICE (40)	\$18,597.04	\$567.48	\$500.00	\$18,664.52	\$253,850.74	(\$235,186.22)
NUTRITION (61)	\$177,939.97	\$59,468.65	\$67,327.22	\$170,081.40	\$234,303.82	(\$64,222.42)
FSA FUND (72)	\$8,234.65	\$2,329.95	\$386.88	\$10,177.72	\$8,998.46	\$1,179.26
TOTAL				\$5,665,073.67	\$5,687,512.73	(\$22,439.06)



Certified Budget compared to Actual Revenues/Expenditures - All Funds

		FY25 Certified Budget	as of 02/28/25	over / (under) budget
Taxes Levied on Property	1	\$ 3,409,879.00	\$ 2,048,229.03	
Utility Replacement Excise Tax	2	\$ 43,479.00	\$ 21,482.54	
Income Surtaxes	3	\$ 212,109.00	\$ 212,108.70	
Tuition\Transportation Received	4	\$ 720,000.00	\$ 390,622.53	
Earnings on Investments	5	\$ 136,000.00	\$ 155,167.02	
Nutrition Program Sales	6	\$ 192,000.00	\$ 138,935.27	
Student Activities and Sales	7	\$ 113,000.00	\$ 57,163.83	
Other Revenues from Local Sources	8	\$ 135,000.00	\$ 100,763.49	
Revenue from Intermediary Sources	9	\$ -	\$ -	
State Foundation Aid	10	\$ 4,314,924.00	\$ 2,597,514.40	
Instructional Support State Aid	11	\$ -		
Other State Sources	12	\$ 872,700.00	\$ 476,282.91	
Two Tier Assessment Limitation Repl	13	\$ 41,697.00	\$ -	
Title I Grants	14	\$ 70,000.00	\$ 7,534.04	
IDEA and Other Federal Sources	15	\$ 470,000.00	\$ 327,860.63	
Total Revenues	16	\$ 10,730,788.00	\$ 6,533,664.39	
General Long-Term Debt Proceeds	17	\$ -	\$ -	
Transfers In	18	\$ 560,313.00	\$ 217,312.50	
Proceeds of Fixed Asset Dispositions	19	\$ -	\$ 2,210.00	
Special Items/Upward Adjustments	20	\$ -	\$ -	
Total Revenues & Other Sources	21	\$ 11,291,101.00	\$ 6,753,186.89	\$ (4,537,914.11)
Beginning Fund Balance	22	\$ 4,813,192.36	\$ 4,813,192.36	
Total Resources	23	\$ 16,104,293.36	\$ 11,566,379.25	
*Instruction	24	\$ 5,890,300.00	\$ 2,955,108.44	\$ (2,935,191.56)
Student Support Services	25	\$ 300,000.00	\$ 140,216.97	
Instructional Staff Support Services	26	\$ 659,700.00	\$ 307,293.77	
General Administration	27	\$ 351,500.00	\$ 203,343.65	
School/Building Administration	28	\$ 450,000.00	\$ 254,858.11	
Business & Central Administration	29	\$ 145,000.00	\$ 93,072.29	
Plant Operation and Maintenance	30	\$ 900,000.00	\$ 738,883.28	
Student Transportation	31	\$ 652,500.00	\$ 269,289.46	
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*Total Support Services (lines 25-32)	32A	\$ 3,458,700.00	\$ 2,006,957.53	\$ (1,451,742.47)
*Noninstructional Programs	33	\$ 425,000.00	\$ 283,758.76	\$ (141,241.24)
Facilities Acquisition and Construction	34	\$ 1,428,000.00	\$ 1,511.12	
Debt Service	35	\$ 633,638.00	\$ 275,975.00	
AEA Support - Direct to AEA	36	\$ 234,259.00	\$ 140,555.40	
*Total Other Expenditures (lines 34-36)	36A	\$ 2,295,897.00	\$ 418,041.52	\$ (1,877,855.48)
Total Expenditures	37	\$ 12,069,897.00	\$ 5,663,866.25	
Transfers Out	38	\$ 560,313.00	\$ 217,312.50	
Other Uses	39	\$ -	\$ -	
Total Expenditures & Other Uses	40	\$ 12,630,210.00	\$ 5,881,178.75	\$ (6,749,031.25)
Ending Fund Balance	41	\$ 3,474,083.36	\$ 5,685,200.50	
Total Requirements	42	\$ 16,104,293.36	\$ 11,566,379.25	

This report shows the district's progress towards staying on budget according to the certified budget published and approved. The expenditures with * must stay below the budgeted amount to avoid having to revise the budget by May 31st of each fiscal year. Revenues and expenses will continue for the fiscal year until the Certified Annual Report (CAR) is completed in September.

Certified Budget compared to Actual Budget - General Fund Only

		Certified Budget	as of 2/28/25	over / (under) budget
Taxes Levied on Property	1	\$ 2,597,103	\$ 1,560,015	
Utility Replacement Excise Tax	2	\$ 33,116	\$ 16,362	
Income Surtaxes	3	\$ 212,109	\$ 212,109	
Tuition\Transportation Received	4	\$ 720,000	\$ 390,623	
Earnings on Investments	5	\$ 50,000	\$ 46,977	
Nutrition Program Sales	6			
Student Activities and Sales	7	\$ 1,000	\$ 1,187	
Other Revenues from Local Sources	8	\$ 100,000	\$ 38,816	
Revenue from Intermediary Sources	9			
State Foundation Aid	10	\$ 4,314,924	\$ 2,597,514	
Instructional Support State Aid	11	\$ -		
Other State Sources	12	\$ 170,000	\$ 64,955	
Two Tier Assessment Limitation Repl	13	\$ 31,758		
Title 1 Grants	14	\$ 70,000	\$ 7,534	
IDEA and Other Federal Sources	15	\$ 300,000	\$ 88,176	
Total Revenues	16	\$ 8,600,010	\$ 5,024,267	
General Long-Term Debt Proceeds	17	\$ -	\$ -	
Transfers In	18	\$ -	\$ -	
Proceeds of Fixed Asset Dispositions	19	\$ -	\$ 60	
Special Items/Upward Adjustments	20	\$ -	\$ -	
Total Revenues & Other Sources	21	\$ 8,600,010	\$ 5,024,327	\$ (3,575,683)
Beginning Fund Balance	22	\$ 980,469	\$ 980,469	
Total Resources	23	\$ 9,580,479	\$ 6,004,796	
Instruction	24	\$ 5,500,000	\$ 2,737,407	\$ (2,762,593)
Student Support Services	25	\$ 300,000	\$ 139,629	
Instructional Staff Support Services	26	\$ 625,000	\$ 272,234	
General Administration	27	\$ 324,000	\$ 93,696	
School/Building Administration	28	\$ 450,000	\$ 246,708	
Business & Central Administration	29	\$ 145,000	\$ 93,072	
Plant Operation and Maintenance	30	\$ 670,000	\$ 354,963	
Student Transportation	31	\$ 430,000	\$ 228,129	
This row is intentionally left blank	32			
Total Support Services (lines 25-32)	32A	\$ 2,944,000	\$ 1,428,431	\$ (1,515,569)
Noninstructional Programs	33	\$ -	\$ -	\$ -
Facilities Acquisition and Construction	34	\$ -	\$ -	
Debt Service	35	\$ -	\$ -	
AEA Support - Direct to AEA	36	\$ 234,259	\$ 140,555	
Total Other Expenditures (lines 34-36)	36A	\$ 234,259	\$ 140,555	\$ (93,704)
Total Expenditures	37	\$ 8,678,259	\$ 4,306,393	
Transfers Out	38	\$ 7,000	\$ -	
Other Uses	39			
Total Expenditures & Other Uses	40	\$ 8,685,259	\$ 4,306,393	\$ (4,378,866)
Ending Fund Balance	41	\$ 895,220	\$ 1,698,402	
Total Requirements	42	\$ 9,580,479	\$ 6,004,796	

Green= started and needs to be looked at and completed

Yellow=Added or pulled in from earlier plan, needs visited and finalized

District Career and Academic Plan: 2024-2025

District and School: _____ East Buchanan CSD and East Buchanan Middle and High School _____

State Approved Career Information System (CIS): _____ My Academic Plan _____

Date District Career and Academic Plan was last revised: _____

District Career and Academic Plan Section Outline:

Initial Section: <u>Annual School Board Review</u>	Section 5: <u>Essential Components of ICAP</u>	Section 6: <u>EAESA Advisement</u>
Section 1: <u>District Team Members</u>	<u>Essential Component #1</u>	Section 7: <u>District Integration</u>
Section 2: <u>District Statement Summary</u>	<u>Essential Component #2</u>	
Section 3: <u>Course Planning</u>	<u>Essential Component #3</u>	
Section 4: <u>Work-Based Learning</u>	<u>Essential Component #4</u>	
	<u>Essential Component #5</u>	

The District Career and Academic Plan (DCAP) is a roadmap for district implementation of career development and student's ICAP. Each bolded & boxed section should be completed and updated by the DCAP team each year as part of the revision process. Data and prior RPP evaluation should be considered in the yearly updates as well as the foundations of the ICAP process; scaffolded, inclusive, embedded and reflective.

Points to consider when completing the summaries for each section connected to foundations of ICAP: Inclusive, Scaffolded, Reflective and Integrated.

- Identify how internal and external team members collaborate to holistically implement self-understanding at each grade level.
- What data is utilized for each section? As part of the revision process, data should be a focus for yearly consideration and improvement. At minimum, data should be referenced and used for both the board review section and the district summary portion.
- Who are the team members assigned in grades 8-12 and what are their assigned roles in the implementation of the District Plan?
- How will completion of each essential component contribute to the successful completion of high school, including student identified and ICAP activity supported postsecondary education and career options and goals?
- How is reflection incorporated in each of the 5 Essential Components?
- What are your student outcomes? How does the team know that all students are included and connected to their ICAP?
- Add hyperlinks to relevant documents when applicable (meeting minutes, communication materials, lesson plans, syllabus, district websites, etc.)

Initial Section: Annual Review of Board of Directors (School Board) _____ [DATE]

Topics to discuss with the board: A link to board minutes/presentation can be included to support this section.

Due to changes in district reporting requirements, evidence must include board minutes indicating the DCAP was shared.

- Review of prior [YEAR] Implementation and Goals set, attained, revised
- Data to support goal attainment
 - Prior year RPP evaluation/rubric score and movement to update and improve based upon feedback
 - DCAP team reflection/insight
 - Consider the Foundations of the ICAP process: Inclusive, scaffolded, embedded and reflective
- Present current/upcoming [YEAR] Goals;
 - Data reviewed to implement change
 - Focus for DCAP team
 - Connection to district integration (Portrait of a Graduate, Comprehensive School Counseling Plan, Future Ready Initiatives, etc)
- Present how stakeholder participation benefits students, community, parents, and recruit District Team membership
- Student ICAP utilization including CIS and ICAP outcome

Section 1: District Team

The district team plays a crucial role in implementing ICAP, bringing together required members including school administrator(s), counselor(s), teachers (including career and technical education instructors), and the person responsible for work-based learning. It also includes representatives from various backgrounds such as those working with special populations, postsecondary institutions, workforce/industry stakeholders, parents, and students.

In addition to drafting the DCAP, the team strategically aligns ICAP with district educational goals and ensures compliance with established standards. The evaluation rubric assesses their active engagement and collaboration in achieving ICAP objectives, emphasizing their role in promoting meaningful educational outcomes and comprehensive student support initiatives. Team members collaborate to establish, implement, review, and coordinate ICAP activities, regularly consulting with employers, state and local workforce agencies, higher education institutions, and postsecondary training programs to ensure alignment with regional and state workforce needs. It is essential that the team's work goes beyond membership lists; their contributions should be clearly evident in the connection to district goals, initiatives, and the effective implementation of ICAP for all students.

Please note, a school district with more than one attendance site for grades 8 through 12 should create one, district-wide team with designees as needed.

District Team Members

List the current DCAP team members. Required team members are marked with an *.

	Names of Stakeholders	School/Organization/Company	DCAP Role
Secondary principal/administrator(s)*:	Eric Dockstader	East Buchanan MS/HS	Liason to School Board/Member of DCAP Team/Principal
Secondary school counselor(s)*:	Kelly Henderson	East Buchanan MS/HS	Member of DCAP Team/School Counselor
Secondary CTE teachers*:	Tiffany Bowers Jon Doese	FCS/FCCLA FFA	FCS/CTE Instructor FFA/Ag/CTE Instructor

	Luke Kirby	Industrial Tech/Skills USA	Industrial Tech/CTE Instructor
	Brenda Schnell	Business/FBLA	Business/CTE Instructor
Secondary teachers*:	Charles Heuer	Special Education Teacher, East Buchanan HS	School Advisor
	Alecia Schoonover	Physical Education Teacher, East Buchanan MS/HS	School Advisor
Work-based Learning Coordinator*:	Keith Halverson	Central Rivers AEA	Coordinator
	Shyla Bagge	Central Rivers AEA	Special Education Coordinator
Secondary instructional support staff/ paraprofessional:	Barb Reed	East Buchanan MS/HS	Instructional Leader
	Chad Lamker	East Buchanan MS/HS	Instructional Leader
	Beth Auer	East Buchanan MS/HS	Paraprofessional in HS
	Melissa Trumbauer	Geater School to Work Coordinator	School Contact
Postsecondary CTE faculty/Concurrent enrollment partners, administration, etc:	David Grunklee	Hawkeye Community College	CC Contact
Middle school representation (school counselor, administrator, etc.)	Eric Dockstader	East Buchanan MS/HS	Principal
	Kelly Henderson	East Buchanan MS/HS	School Counselor
Members of local workforce development boards:	Gerald Dennie, Chair	Buchanan County Economic Development	Community Advisor

Member of regional economic development organization:	Lisa Kremer	Buchanan County Economic Development	Community Advisor
Local business and industry representatives:	Rod McGraw Marilyn Steinkamp Andy Sperfslage	Financial Decisions Group School Auditor Local Farmer	Community Advisor Community Advisor Community Advisor
Parents and students:			
Representatives of special populations: (ex: gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out-of-work-individuals, English-language learners (ESOL), homeless, foster care, active duty military, corrections).	Charles Heuer Alisa Nelson	Special Education Teacher. East Buchanan HS School Social Worker, East Buchanan and Independence Schools	School Advisor School Advisor
Representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth:	Paula McGraw	Families Inc At-Risk, East Buchanan MS/HS	Community Advisor School Advisor
Other stakeholders desired:	Cliffy Franzen	Collins Aerospace/Former Parent	Community Advisor

Section 2: District Plan Statement Summary:

***Big look for's: Are we setting goals? Are we looking at data? Has the data been addressed? This is more of a narrative. These two, section 1 and 2 are almost the same thing. -Delete this statement when finished using

Section 2: District Plan Statement Summary:

Consider and include in your summary:

- Identified district goals connected to data, prior evaluation or other methods of implementation **We need actual goals listed here.**
- Data points and data sources that were used in the formation of the district goals for student ICAP completion
- Points of collaboration with internal and external stakeholders
- Methods of communication and connection with students, their families and their community
- Connection to prior year rubric score and steps taken to evaluate prior DCAP and improve with DCAP team reflection
- Foundations of the DCAP Process: Inclusive, Scaffolded, Reflective and Integrated
- Future ready goals, district Portrait of a Graduate (PoG), State of Iowa Career and College Readiness definition can also be included in this section.

Statement Summary can be included below or attached/linked from another document source.

Our district plan is strategically designed to achieve our identified goals, driven by comprehensive data analysis and collaboration with both internal and external stakeholders.

Identified District Goals: Our district's overarching goals are centered around ensuring every student successfully completes their Individual Career and Academic Plan (ICAP). **Place actual goals here**

Data Points and Sources: We analyze student performance data and graduation rates. Our 4 year graduation rate of 89.93%, while our 5 year graduation rate is 92.51%. We also analyze post-secondary enrollment statistics, and our percentage for students of last year Seniors who went off to college was 58%, compared to 42% entering the workforce. We also look at feedback from student surveys to help determine district goals regarding ICAP completion. Additionally, we relied on input from our district committee members to ensure a comprehensive understanding of student needs and aspirations.

Collaboration with Stakeholders: Collaboration is at the heart of our district plan. We engage in partnerships with both education and industry stakeholders, including teachers, administrators, counselors, local businesses, colleges, and community organizations. By fostering these collaborations, we aim to support students in achieving their ICAP goals. We meet 2 times a year with the CTE Advisory Committee to collaborate about all things CTE. **Do we need to link our agenda and minutes from CTE Meeting here?**

Communication and Connection: We use several methods of communication to connect with students, their families, and the broader community. This includes regular updates through weekly emails, parent-teacher conferences, social media platforms, and community events. By maintaining open lines of communication, we ensure that all stakeholders are informed and involved in the ICAP process.

Connection to Prior Year Rubric Score and Evaluation: Reflecting on our prior year's performance, we assessed our district's rubric score and identified areas for need of improvement in ICAP implementation. We chose to focus on the areas that scored low, such as our district plan summary, our FASFA advisement, our postsecondary exploration, as well as the presentation of the DCAP to our school board. Foundations of the DCAP Process includes four different levels. Inclusive, scaffolded, reflective, and integrated. We strive to continue to improve our academic plan by moving over on the continuum from the inclusive foundation to the integrated foundation, which ensures our plan is embedded in coursework, is system based, and connects to our initiatives.

Section 3: Four-Year plan including yearly review and revision grades 8-12:

Prepare the student for successful completion of the core curriculum developed by the state board of education by the time the student graduates from high school.

- 4-year plan is created in 8th grade
- Parent/guardian signs acknowledgment of review
- Plan is reviewed each year by student/family
- Student and family are advised on progress towards graduation
- Connection to the ICAP essential components/student reflection
- **Concurrent enrollment opportunities are included and shared with students/parent/guardians***
- Course selection and concurrent enrollment is tied to student's postsecondary goals/planning
- **Industry recognized credentials, career academy apprenticeship, pre-apprenticeship, internships are identified and incorporated into planning**

*****LOOK AT SLIDE 34 TO MAKE SURE WE ARE HITTING ALL PIECES**

8th Grade: Creation of 4-year plan of coursework that meets graduation requirements & supports student's current postsecondary plan

8th grade	Activity/Experience to Support students 4-year plan portion of ICAP:	Timeline & embedded:	Staff Members included:	Resources used including CIS:
4-year plan is completed	<ul style="list-style-type: none"> ● Student outcomes are included ● Connection to essential components ● Parent/guardian involvement/communication ● Concurrent enrollment connection 	When and where each year is this completed?	<ul style="list-style-type: none"> ● Who/what group will coordinate this event/activity? ● How is a team/system approach utilized? 	Description should include how each resource is used and connected to the activity/experience
Advisement of coursework supporting graduation	MAP to fulfill all		Kelly Henderson, counselor	
Advisement of coursework to support postsecondary goals	8th grade orientation in Spring		Kelly Henderson, counselor	
Parent or Guardian signs acknowledgement of plan	8th grade orientation in Spring and MAP		Kelly Henderson, counselor	
	Four Year Plan		Kelly Henderson, counselor	

Grades 9-12: Student reviews plan each year for graduation progress and alignment to postsecondary goal(s); parent/guardian are included and advised in the yearly review.

- Plan is reviewed each year by student and family
- Student and family are advised on progress towards graduation
- Connection to the ICAP essential components/student reflection

- **Concurrent enrollment opportunities are addressed and shared with students/parent/guardians***
- Course selection and concurrent enrollment is tied to a student's postsecondary goals/planning
- Industry recognized credentials, career academy, apprenticeship, pre-apprenticeship, internships are identified and incorporated into planning and yearly revisions.

Grade:	Activity/Experience to Support Students 4-year plan portion of ICAP:	Timeline & embedded: When and where each year is this completed?	Staff Members included:	Resources used including CIS:
9th Grade	<ul style="list-style-type: none"> ● Student outcomes are included ● Connection to essential components ● Parent/guardian involvement/communication ● Concurrent enrollment connection and incorporation ● The Special Education Teacher will review classes and work study options with students with IEP's. This will be done at their annual IEP meetings. 		<ul style="list-style-type: none"> ● Who/what group will coordinate this event/activity? ● How is a team/system approach utilized? Special Education Teacher/LEA/Students/Student Parents/General Education Teachers	Description should include how each resource is used and connected to the activity/experience
10th Grade	<ul style="list-style-type: none"> ● The Special Education Teacher will review classes and work study options with students with IEP's. This will be done at their annual IEP meetings. 		Special Education Teacher/LEA/Students/Student Parents/General Education Teachers	
11th Grade	<ul style="list-style-type: none"> ● Work Experience- ● Students and their families are introduced to work experience through the AEA provided Work Experience Coordinator. Local community business partnerships are reviewed with students and families to gauge interest in future potential placements. ● students participate in community work experiences based on individual needs as listed within student's IEPs. 		Special Education Teacher/LEA/Students/Student Parents/General Education Teachers	

	<ul style="list-style-type: none"> ● Placement with community partnership/industry based on student career interest, preference, and need. ● Academic preparation and follow up driven through Iowa Core, electives, IEP goals ● Student Assessment related to Employability Skills Goal Rubric based on needs identified through student's IEP meeting as listed within the student's IEP. ● Student reflection sought during initial exposure at potential work experience sites (students require additional exposure & preparation prior to permanent placement. 		
12th Grade	<ul style="list-style-type: none"> ● Work Experience- ● Students and their families are introduced to work experience through the AEA provided Work Experience Coordinator. Local community business partnerships are reviewed with students and families to gauge interest in future potential placements. ● students participate in community work experiences based on individual needs as listed within student's IEPs. ● Placement with community partnership/industry based on student career interest, preference, and need. ● Academic preparation and follow up driven through Iowa Core, electives, IEP goals ● Student Assessment related to Employability Skills Goal Rubric based on needs identified through student's IEP meeting as listed within the student's IEP. ● Student reflection sought during initial exposure at potential work experience sites (students require additional exposure & 		Special Education Teacher/LEA/Students/ Student Parents/ General Education Teachers

	<ul style="list-style-type: none"> preparation prior to permanent placement. Vocational Rehab: They work with student populations and families to set up job/school/adulthood. 			
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*Districts are highly encouraged to link a copy of their course handbook or other document(s) that outline their SYP/concurrent enrollment policies to their DCAP template. This can be done within the course planning section above or with a direct link included below this statement. For additional information on SYP, the [Iowa Department of Education's SYP website](#) provides a guide as well as additional resources to support districts.

Section 4: Work-Based Learning Incorporated into the student's ICAP

"Identify the coursework and work-based-learning needed in grades nine through twelve to support the student's postsecondary education and career options"

For additional detailed information on WBL including implementation, activity clarification, integration strategies and ICAP connection, please refer to the [Iowa Department of Education's Work-Based Learning Guide](#).

Work- Based Learning: Defined as, "sustained project-based learning in partnership with an employer, simulated work experiences aligned with industry-recognized credentials (IRC), high-quality pre-apprenticeships aligned to an apprenticeship, student learner programs, internships and apprenticeships."

Grade:	Activity/Experience to Support career-based learning each year; Identification of each of the 3 elements:	Academic Preparation	Connection to Industry/Career Development	Academic Follow-up
11-12	<ul style="list-style-type: none"> Include how all students are advised of opportunities and have access Connection to essential components & course planning. Student outcomes are detailed Connected IRCs (IRC information) Employability skill highlights 	All students are required to take Workplace Readiness Students who	Johnson Plumbing and Heating ABCM Nursing Home	

	<p>opportunity receive an interview, and their interests/talents/and experiences are taken into account, and then placed for a semester at a job placement for at least 10 hours a week, for a semester. Students have to create standards they want to reach, goals, and employability skills they work on and will learn.</p>	<p>choose to go through the WBL process follow a process of interviews and classroom work to prepare for on the job work.</p> <p>Students work 1:1 with staff to create goals and set standards that they will work towards through their time at the job placement</p>	<p>Minela Saric Burco Farms Frye Cattle Fareway Iowa Engineering Processes Fairchild Feed and Supply</p>	
<p>9 - 12</p>	<p>Supervised Agricultural Experience (SAE)</p> <ul style="list-style-type: none"> - All students are advised of what SAE's are when they enroll in an agricultural course. The teacher provides them access to resources to keep their records on their experience. - SAE's are essential to course components by practicing what they have learned in class and through their experience. Each student "learns to do" through the classroom and "does to learn". - Student outcomes are detailed through journals and FFA award applications. - IRC's are available to students who wish to earn them. Youth Quality Care for Animals (YQCA) is a popular one for students who work with animals. - Students develop skills throughout their experience to help them with employability upon graduation. 	<p>Agricultural education coursework prepares students for their individual SAE projects</p>	<p>Various agricultural enterprises are utilized, dependent on student interests.</p>	<p>Each grading period each SAE is graded</p>

<p>Career Connected Learning: Career Exploration*: For this section, it can include but is not limited to: authentic projects, career immersion experiences, classroom speakers, professional skills workshops, informational interviews, job shadows, mock interviews, school-based enterprises w/o industry recognized credential (IRC), career exploratory events or other experiences/events that incorporate academic preparation, connection to industry and academic follow-up and do not fall within the outlined language of work-based learning.</p>				
Grade:	Activity/Experience to Support career-based learning and experience each year; Identification of each of the 3 elements:	Academic Preparation	Connection to Industry/Career Development	Academic Follow-up
	<ul style="list-style-type: none"> • Include how all students are advised of opportunities and have access • Connection to essential components & course planning. • Student outcomes are detailed • Included employability skills 			
	Kayla Gallup: Career Math			
	Luke Kirby: Industry approach to his courses			
	Put a link to the handbook in here for "all students are advised of opportunities and have access"			
9 - 12	<p>Supervised Agricultural Experience (SAE)</p> <ul style="list-style-type: none"> - All students are advised of what SAE's are when they enroll in an agricultural course. The teacher provides them access to resources to keep their records on their experience. - SAE's are essential to course components by practicing what they have learned in class and through their experience. Each student "learns to do" through the classroom and 	<p>Agricultural education coursework prepares students for their individual SAE projects</p>	<p>Various agricultural enterprises are utilized, dependent on student interests.</p>	<p>Each grading period each SAE is graded</p>

	<p>“does to learn” .</p> <ul style="list-style-type: none"> - Student outcomes are detailed through journals and FFA award applications. - IRC's are available to students who wish to earn them. Youth Quality Care for Animals (YQCA) is a popular one for students who work with animals. - Students develop skills throughout their experience to help them with employability upon graduation. 			

* The elements of academic preparation, partnership between education and industry and academic follow-up must be incorporated in the experience listed above. If one of these elements is not incorporated into the career experience, it would be considered Essential Component #3 and should be included with that section.

Section 5: Essential Components 1-5

For each Essential Component, the following should be included in the description:

- An overview of the activity/experience
- **Reflection must be included for each activity/experience:**
 - provide evidence of reflection and how the reflection information is used (i.e: by the student, connected to the other components and/or by the DCAP team/internally to further engage and enhance ICAP implementation.
- A connection to course planning and review is present and detailed
- An overview of the intended student outcome is included for this component
- FAFSA/financial aid connection

Essential Component #1: Self-Understanding (assessments, inventories, reflections)

Students shall engage in developmentally appropriate inventories and assessments that promote self-understanding, the connection to work, and engage in **meaningful reflective activities about the results.**

Self-understanding can include but is not limited to:

- Interest inventories
- Work values assessments
- Learning styles inventories
- Abilities strengths and skills assessments
- Career cluster inventories and career assessments
- Noncognitive skills assessments

Grade:	Description of Activity/Experience to Support students Essential Component #1 (additional details for elements to include are found in overview of Section 5)	Timeline & embedded: When and where each year is this completed?	Staff Members included: <ul style="list-style-type: none"> • Who/what group will coordinate this event/activity? • How is a team/system approach utilized? 	Resources used including CIS: Description should include how each resource is used and connected to the activity/experience.
8th Grade	<p>My Academic Plan</p> <ul style="list-style-type: none"> • Students take <u>career interest surveys</u> and learn about multiple career choices • Small group/individual conferences <p>HS Orientation</p> <ul style="list-style-type: none"> • Create a <u>4 year plan</u> 	<p>8th grade careers Explore Semester 2</p> <p>Second Semester</p>	<p>Kelly Henderson, Counselor, Brenda Schnell, Business Teacher</p> <p>Guidance Counselor and HS/MS Principal</p>	<p><u>East Buchanan Course Description</u></p>
9th Grade	<p><u>My Academic Plan</u></p> <ul style="list-style-type: none"> • Students take <u>career interest surveys</u> and learn about multiple career choices <p>Small group/individual conferences</p> <p>AFNR</p> <ul style="list-style-type: none"> - Agricultural students complete a survey and explore career options based on results of their survey 	<p>Spring, yearly</p> <p>1st Semester</p>	<p>Kelly Henderson, Counselor</p> <p>Jon Doese, Agriculture Teacher</p>	<p>My Academic Plan</p> <p><u>Agexplorer.com</u> - This is used to survey students interest in career</p>

				fields within the agriculture
10th Grade	<p>Workplace Readiness class</p> <p><u>Interest tests</u></p> <p>Ag 2 (Animal and Plant Science)</p> <ul style="list-style-type: none"> - Students explore careers related to the subject 	<p>During semester</p> <p>1st and 2nd Semester</p>	<p>Brenda Schnell Business Teacher</p> <p>Jon Doese, Agriculture Teacher</p>	<p>Included in the career presentation project</p> <p><u>Plant Science</u> <u>Animal Science</u></p> <ul style="list-style-type: none"> - Focuses on careers within the plant and animal sectors of agriculture
11th Grade	<p>Workplace Readiness class</p> <p><u>Interest tests</u></p> <p>Ag 2 (Animal and Plant Science)</p> <ul style="list-style-type: none"> - Students explore careers related to the subject 	<p>During semester</p> <p>1st and 2nd Semester</p>	<p>Brenda Schnell Business Teacher</p> <p>Jon Doese, Agriculture Teacher</p>	<p>Included in the career presentation project</p> <p><u>Plant Science</u> <u>Animal Science</u></p> <ul style="list-style-type: none"> - Focuses on careers within the plant and animal sectors of agriculture
12th Grade	<p>Workplace Readiness class</p> <p><u>Interest tests</u></p> <p>Agricultural Business</p> <ul style="list-style-type: none"> - Students explore careers related to the subject 	<p>During semester</p> <p>2nd Semester</p>	<p>Brenda Schnell Business Teacher</p> <p>Jon Doese, Agriculture Teacher</p>	<p>Included in the career presentation project</p> <p><u>Agricultural Business</u></p> <ul style="list-style-type: none"> - Focuses on specific careers with the agribusiness sector

Essential Components #2 Career Information - Understanding the World of Work (state and national wage, earning, employment outlook)

Students shall research careers based on self-understanding results and engage in meaningful reflection about the findings.

Career information shall include, but is not limited to:

- State and national wage earnings
 - Employment outlook data for a given occupation
 - Education and training requirements
- Job descriptions including such information as:
 - Essential duties
 - Aptitudes
 - Work conditions
 - Physical demands

Grade:	Activity/Experience to Support students Essential Component #2: (additional details for elements to include are found in overview of Section 5)	Timeline & embedded: When and where each year is this completed?	Staff Members included: • Who/what group will coordinate this event/activity? • How is a team/system approach utilized?	Resources used including CIS: Description should include how each resource is used and connected to the activity/experience
8th Grade	Job Shadow/career research	During year	8th grade exploratory class/Kelly Henderson	Class researches career, prepares resume, cover letter, and job application
9th Grade	Job Shadow/career research AFNR - Students will choose three careers based on their survey results and create a visual representation of each career by displaying important information related to the career.	Every 4 years 1st Semester	Job Fairs Jon Doese, Agriculture Teacher	agexplorer.com - Allows students to see the variety of careers within the entire AFNR Cluster

10th Grade	<p>Job Shadow/career research project</p> <p>Animal Science</p> <ul style="list-style-type: none"> - Students will identify one career that is of interest to them in relation to their class. - Students will create a visual representation of the chosen career by displaying important information related to the chosen career. <p>Plant Science</p> <ul style="list-style-type: none"> - Students will identify one career that is of interest to them in relation to their class. - Students will create a visual representation of the chosen career by displaying important information related to the chosen career. 	During year 1st Semester 1st Semester	<p>Workplace Readiness class/Kelly Henderson</p> <p>Jon Doese, Agriculture Teacher</p> <p>Jon Doese, Agriculture Teacher</p>	<p>Class researches career, prepares resume, cover letter, and job application</p> <p><u>Animal Science</u></p> <ul style="list-style-type: none"> - Activity is used as a classroom activity <p><u>Plant Science</u></p> <ul style="list-style-type: none"> - Activity is used as a classroom activity
11th Grade	<p>Job Shadow/career research project</p> <p>Animal Science</p> <ul style="list-style-type: none"> - Students will identify one career that is of interest to them in relation to their class. - Students will create a visual representation of the chosen career by displaying important information related to the chosen career. <p>Plant Science</p> <ul style="list-style-type: none"> - Students will identify one career that is of interest to them in relation to their class. 	During year 1st Semester 1st Semester	<p>Workplace Readiness class/Kelly Henderson</p> <p>Jon Doese, Agriculture Teacher</p> <p>Jon Doese, Agriculture Teacher</p>	<p>Class researches career, prepares resume, cover letter, and job application</p> <p><u>Animal Science</u></p> <ul style="list-style-type: none"> - Activity is used as a classroom activity <p><u>Plant Science</u></p>

	<ul style="list-style-type: none"> - Students will create a visual representation of the chosen career by displaying important information related to the chosen career. 			<ul style="list-style-type: none"> - Activity is used as a classroom activity
12th Grade	<p>Job Shadow/career research project</p> <p>Agricultural Business</p> <ul style="list-style-type: none"> - Students will identify one career that is of interest to them in relation to their class. - Students will create a visual representation of the chosen career by displaying important information related to the chosen career. 	<p>During year</p> <p>2nd Semester</p>	<p>Workplace Readiness class/Kelly Henderson</p> <p>Jon Doese, Agriculture Teacher</p>	<p>Class researches career, prepares resume, cover letter, and job application</p> <p><u>Agricultural Business</u></p> <ul style="list-style-type: none"> - Allows students to research a particular career of interest

Essential Component #3: Career Exploration Experiences

Students shall engage in activities that reveal connections among school-based instruction, career clusters, and the world of work and engage in meaningful reflection.

If all 3 elements of WBL are present (Academic preparation, connection to industry & academic follow-up) the event listed below is a Career-Based Experience or WBL experience and should be included in the WBL section of the DCAP.

Career exploration experiences may be face-to-face or virtual and may include, but are not limited to

- Job/worksite tours
- Career days or career fairs
- Career connected authentic projects
- Lunch and learn activities
- Speakers (virtual/in-person)

Grade:	Activity/Experience to Support students Essential Component #3:	Timeline & embedded:	Staff Members included:	Resources used including CIS:
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	(additional details for elements to include are found in overview of Section 5)	When and where each year is this completed?	Who/what group will coordinate this event/activity? How is a team/system approach utilized?	Description should include how each resource is used and connected to the activity/experience.
8th Grade				
9th Grade				
10th Grade	Job Shadow	During year	Workplace Readiness class teacher/Mrs. Henderson	Class researches career, prepares resume, cover letter, and job application
11th Grade	Job Shadow	During year	Workplace Readiness class teacher/Mrs. Henderson	Class researches career, prepares resume, cover letter, and job application
12th Grade	Job Shadow	During year	Workplace Readiness class teacher/Mrs. Henderson	Class researches career, prepares resume, cover letter, and job application

Essential Component #4: Postsecondary Exploration

Students shall engage in activities to explore relevant postsecondary education and training options related to career interests and **engage in meaningful reflection on the exploration experience including a connection to the student's current postsecondary thoughts/goals.**

Postsecondary exploration activities may be face-to-face or virtual and may include, but are not limited to:

- Postsecondary options research and connection
- Site or campus visits
- Career, employment, or college fairs in which the focus is exploration of postsecondary options

- Visits with recruiters and representatives of postsecondary education and training options.
- Includes all areas of postsecondary exploration

Grade:	Activity/Experience to Support Students Essential Component #4: (additional details for elements to include are found in overview of Section 5)	Timeline & embedded: When and where each year is this completed?	Staff Members included: • Who/what group will coordinate this event/activity? • How is a team/system approach utilized?	Resources used including CIS: Description should include how each resource is used and connected to the activity/experience.
8th Grade				
9th Grade				
10th Grade				
11th Grade				
12th Grade				

Essential Component #5: Career and Postsecondary Decision

Students shall complete relevant activities to meet their postsecondary goals consistent with the plan and stated postsecondary intention and engage in meaningful reflection on the connection to the prior essential components and the student's current career and postsecondary thoughts/goals.

Relevant career and postsecondary decision activities may include, but are not limited to:

- Activities, assignment, portfolio development/collection, etc. in which the student establishes and connects current postsecondary/career plans and sets goals/action steps.
- Completion of required college or university admission or placement examinations; military requirements.
- Completion of relevant entrance/training applications and documents
- Job applications, résumés, and cover letters
- Attainment of industry recognized credential (IRC)
- Career, industry, college or military visits/interactions
- Review and comparison of award letters
- Completion requirements for different postsecondary options, such as annual financial aid requirements, the role of remedial courses, course-of-study requirements and the role of the academic advisor
- Completion of financial aid and scholarship applications
- Individual or small group goal setting with staff/teacher/counselor/advisor in which the student sets their intention connected to Essential Components 1-4 and course sequence/planning
- Activities/experiences that include an alignment between postsecondary goals/plan and course planning/course completion.

Grade:	Activity/Experience to Support students Essential Component #5: (additional details for elements to include are found in overview of Section 5)	Timeline & embedded: When and where each year is this completed?	Staff Members included: • Who/what group will coordinate this event/activity? • How is a team/system approach utilized?	Resources used including CIS: Description should include how each resource is used and connected to the activity/experience.
8th Grade	Job application, resume, cover letters	8th Grade Exploratory	Brenda Schnell, Business Teacher Kelly Henderson, High School Counselor	4 Year Plan Artifact: <u>Student Work: B. Rosburg</u> Activity Resume Artifact: <u>Student Work: A.Kress</u>
9th Grade				
10th Grade	Job application, resume, cover letter	Workplace Readiness Class	Brenda Schnell, Business Teacher	Connected to career research project and job shadowing
11th Grade	Job application, resume, cover letter	Workplace Readiness Class	Brenda Schnell, Business Teacher	Connected to career research project and job shadowing

12th Grade	Job application, resume, cover letter	Workplace Readiness Class	Brenda Schnell, Business Teacher	Connected to career research project and job shadowing
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***Use the slide 55 to help make sure we include portfolios and capstone?

Section 6: FAFSA Advisement:

Prior to graduation, all students must be advised on how to successfully complete the Free Application For Federal Student Aid (FAFSA)

For additional information on the addition of FAFSA to ICAP, please review the [FAFSA addition to ICAP guidance](#). The [FAFSA ICAP Toolkit](#) also provides clarification, examples, scaffolding and resources.

Considerations for this section:

- Financial aid & FAFSA vocabulary
- Return on investment (ROI)
- Process for completion & reasons for FAFSA completion regardless of plans or income
- Connections to financial aid including scholarships & all connections to state and federal aid (Last Dollar Scholarship, Iowa specific scholarships, Iowa Financial aid form, merit scholarships, etc.)
- FAFSA verification and other FAFSA complications
- State-wide resources for student and family support of FAFSA completion (Iowa College Aid, ICAN, Latino Access Network, etc)
- Parent/guardian & family engagement
- Activities and exploration experiences connected to Essential Component 4 and Essential Component 5

Grade:	Activity/Experience to support FAFSA Advisement	Timeline & embedded: When and where each year is this completed?	Staff member(s) included in implementation/role:	Resources used including CIS:
8th Grade	<ul style="list-style-type: none"> • Provide an overview of the activity/experience • Connection is present to connect with Essential Components including #4 & #5 • Parent/guardian communication is provided to support all students • An overview of the intended student outcome is included 		<ul style="list-style-type: none"> • Who/what group will coordinate this event/activity? • How is a team/system approach utilized? 	Description should include how each resource is used and connected to the activity/experience
9th Grade				

10th Grade					
11th Grade					
12th Grade					

***The FASFA toolkit is on slide 59. Make sure we are referencing with #4 and #5, and there are examples in the toolkit. May be more general not actually lessons or activities, but more broad.

Section 7: District plan integration

As outlined in 281.49 (279), the DCAP shall include, "Integration of the career plan within connected district initiatives and other facets of the school district's comprehensive school counseling program."

Ensuring connection and integration with the comprehensive school counseling plan as specified in 281.12.3. Districts are encouraged to consult the updated Iowa School Counseling Framework for further details. The school counseling plan should be linked or included with the annual DCAP submission to the RPP.

For this section, districts should highlight the following connections with the school counseling plan* and DCAP:

- Curriculum delivery related to career and academic domains
 - Individual student planning: ongoing, developmentally appropriate and aligned to support the student ICAP
 - Responsive services as connected within an MTSS framework to support career and academic planning and success
 - Integration of MTSS and school counseling is included in the School Counseling Framework
 - System support: collaboration between the DCAP team and school counselor(s), professional development and overall program management.
- *Please be mindful to not include any identifying student information within the inclusion of links to this template and through the school counseling plan.

Additional considerations for this section:

- How will the district implement current best practices for working with students on their career plans in grades 8-12, K-12 and how does the district team stay current with such best practices?
- How ICAP is included and coordinated into both classroom and other aspects of the school district's educational initiatives.
- What is the current comprehensive plan for career implementation and connection to District Portrait of a Learner and/or the State Of Iowa's definition of College and Career Readiness?
- How does the district team research and keep current on local, regional, state and national occupational outlook data?
- Upon review of the prior year DCAP, what revisions have been made to update to the DCAP to best implement each student's ICAP?
- Connection to district initiatives and student outcomes

District plan integration clarification can be included below or attached/linked from another document source.

NOTICE OF PUBLIC HEARING -PROPOSED PROPERTY TAX LEVY Proposed EAST BUCHANAN Property Tax Levy Fiscal Year July 1, 2025 - June 30, 2026		
Location of Public Hearing: High School Library	Date of Public Hearing: 3/26/2025	Time of Public Hearing: 05:00 PM
Location of Notice on School Website: https://www.eastbuchananschools.com/		

At the public hearing any resident or taxpayer may present oral or written objections to, or arguments in favor of the proposed tax levy. After the hearing of the proposed tax levy, the Board will publish notice and hold a hearing on the proposed budget.

		Current Year Final Property Tax Dollar Levy FY 2025	Budget Year Effective Property Tax Dollar Levy (No change in Property Tax Dollars Levied) FY 2026	Budget Year Proposed Property Tax Dollar Levy FY 2026
General Fund Levy	1	2,533,382	2,533,382	2,463,693
Instructional Support Levy	2	63,721	63,721	29,068
Management	3	345,593	345,593	494,092
Amana Library	4	0	0	0
Voted Physical Plant and Equipment	5	331,032	331,032	337,331
Regular Physical Plant and Equipment	6	81,523	81,523	83,074
Reorganization Equalization	7	0	0	0
Public Education/Recreation (Playground)	8	0	0	0
Debt Service	9	54,628	54,628	261,449
Grand Total	10	3,409,879	3,409,879	3,668,707
		Current Year Final Property Tax Rate FY 2025	Budget Year Effective Property Tax Rate (No change in Property Tax Dollars Levied) FY 2026	Budget Year Proposed Property Tax Rate FY 2026
Grand Total Levy Rate		13.80324	13.54549	14.57366
Property Tax Comparison		Current Year Property Taxes	Proposed Property Taxes	Percent Change
Residential property with an Actual/Assessed Value of \$100,000/\$110,000		640	760	18.75
Commercial property with an Actual/Assessed Value of \$300,000/\$330,000		2,823	3,398	20.37

Note: Actual/Assessed Valuation is multiplied by a Rollback Percentage to get to the Taxable Valuation to calculate Property Taxes. Residential and Commercial properties have the same Rollback Percentage at 150.000 Actual/Assessed Valuation. The Proposed Property taxes assume a 10% increase in property values for the year as a comparison to the current year.

Reasons for tax increase if proposed exceeds the current:

The district's early retirement program helps the district manage the General Fund budget by reducing personnel costs. The program is funded by the Management Fund. The district's property and casualty insurance cost reflects increases due to state and national natural disaster events.

BUDGET GUARANTEE RESOLUTION

2025-2026

RESOLVED, that the Board of Directors of EAST BUCHANAN community school district, will levy property taxes for fiscal year 2025-2026 for the regular program budget adjustment as allowed under section 257.14, Code of Iowa.

Motion was made by:

Second was made by:

Motion Carried:

Teresa Knipper
Board Secretary

Andy Sperflage
Board President

OPEN ENROLLMENT IN

NAME	GRADE	RESIDENT DISTRICT
Zabel, Emma	10	Jesup

**Remainder of 24-25 School Year

OPEN ENROLLMENT OUT

NAME	GRADE	RECEIVING DISTRICT
Brady, Whitney	9th	North Linn
Fogel, Madalynn	7th	Independence
Gericke, Jack	10th	North Linn
McGrath, Brody	10th	North Linn
McGrath, Piper	7th	North Linn
Opitz, Rigley	K	Starmont

Currently attending Liberty Christian

