

LAPWAI SCHOOL DISTRICT #341
BOARD OF TRUSTEES - REGULAR MONTHLY MEETING
Lapwai School District Office, 404 S Main St, Lapwai, Idaho
Monday, November 16, 2015 - 5:00 pm - Agenda

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|--------------------|---|
| | 1) Call to Order |
| | A. Pledge of Allegiance |
| | B. Roll Call |
| <u>Page</u> | 2) A. Consent Agenda |
| 2 | A. Approval of Minutes – October 19, 2015 |
| 4 | B. Budget Report/Balance Sheet |
| 23 | C. Payment of Current Bills |
| 27 | D. Associated Student Body Accounts |
| | 3) Discussion Items |
| | A. Middle/High School PLC Presentation |
| 29,39, | B. Administrator’s Reports – Superintendent, Athletic Director, Principals, SPED Director |
| 55,105 | |
| | 4) Unscheduled Delegations (please call at least 3 days prior to the meeting to be included) |
| | A. |
| | 5) Action Items |
| | A. Gear Up Field Trip – WSU in Pullman on 11/17/15 |
| 124 | B. Athletic Handbook Approval |
| 136 | C. ISBA Memo on needing 4 Members to go into Executive Session |
| | D. |
| | 6) Executive Session – Idaho Code Section 74-206(1)(a)& (b) (Personnel), (Student Issue) (If 4 of 5 Board Members are present as per Idaho Code Section 74-201(1) |
| | A. New Hire – Boys and Girls Middle School Basketball Coach – John Williamson |
| | B. Superintendent Classroom Observations and Data Collection |
| | 7) Adjourn |

LAPWAI SCHOOL DISTRICT #341

School Board Minutes

Regular Meeting

October 19, 2015

The Board of Trustees of School District #341 met in regular session in the Board Room of the District Office. Board Chair Samuels-Allen called the meeting to order at 5:02 p.m. after which the board led those in attendance in the Pledge of Allegiance. Roll Call was made, present were Trustees Samuels-Allen, Bell, and Johnson. Trustee Meisner and Garcia were absent. Board Chair Samuels-Allen presided at the meeting. Also attending were Clerk Weeks and Superintendent Aiken. The audience included Lori Ravet, Teri Wagner, D'Lisa Penney-Pinkham, David Kronemann, Julie Clark, Renee Calkins, and Steve Clack.

Trustee Bell moved and Trustee Johnson seconded that the consent agenda be approved as presented. The consent agenda included updated meeting minutes, payment of bills as presented, budget report, balance sheet, and ASB accounts. A vote was taken and the motion passed.

Steve Clack of Goffinet and Clack presented the Audit Report for the 2014-2015 Fiscal Year. He highlighted the improvement in the financial condition of the district and that there were no findings or recommendations. Trustee Bell moved and Trustee Johnson seconded to approve the Audit Report as presented. A vote was taken and the motion passed.

Julie Clark and Renee Calkins gave a short presentation on the Elementary PBIS PLC activities in which they are involved. Of special note was that bullying referrals are in line with national norms.

Superintendent Aiken, Elementary Principal Wagner, Secondary Principal Penney-Pinkham, Special Education Director Ravet, and Athletic Director Kronemann all touched on their reports and activities. Superintendent Aiken stated he was planning to schedule the annual Impact Aid Meeting for November 18, 2015 at 5:00pm at the High School Commons.

The Master Agreement for the 2015-2016 School Year was presented to the board. Trustee Bell moved and Trustee Johnson seconded to approve the Master Agreement as presented. A vote was taken and the motion passed.

Job descriptions for the following positions were presented for review again this month.

- Superintendent
- Principal
- Special Services Director
- Teacher

Trustee Johnson moved and Trustee Bell seconded to approve the referenced job descriptions as presented. A vote was taken and the motion passed.

The topic of district vehicles was discussed. Currently the district has three vehicles in use, a 1996 Subaru Impreza, a 2004 Nissan Frontier, and a 1978 Chevrolet Pickup. The Subaru is drivable but very worn out. The Nissan is in use by the Maintenance Supervisor and the 1978 Chevy is used for district deliveries. Pending grants may make it possible to upgrade the Nissan. The Subaru was deemed to be in need of more immediate replacement. Trustee Bell moved to purchase an all-wheel drive 4-door vehicle with specifications similar to the Subaru in an amount not to exceed \$25,000. Trustee Johnson seconded the motion which was passed.

Superintendent Aiken presented the most recent Facilities Maintenance Plan along with the Maintenance Supervisor's "To Do/Wish List" for review. No action taken.

The following policies were presented for review.

- Policy 703.3 – Wellness
- Policy 204.5.1 – Federal Impact Aid Policy
- Policy 204.5.2 – Federal Impact Aid Procedures

No changes were deemed to be needed, no action taken.

The First Reading of Policy 204.5 – Statement of Compliance and Assurance was held. Minor revisions were made. Trustee Bell moved and Trustee Johnson seconded to approve the updated Policy 204.5 – Statement of Compliance and Assurance as presented. A vote was taken and the motion passed.

Trustee Bell moved and Trustee Johnson seconded to enter into executive session as provided under Idaho Code Section 74-206(1)(a) and (b). A roll call vote was taken with all three board members present voting aye at 7:59pm. The general tenor of the executive session was discussion of student and personnel issues. Trustee Bell moved that the board leave executive session and reconvene in regular session. Trustee Johnson seconded the motion, which was passed at 8:28pm.

The following list of personnel actions were presented to the Board.

Agenda Item:

- 6A. Resignation – Middle School Boys and Girls Basketball Coach – Ray Ellenwood
- 6B. New Hire – Girl's Assistant Basketball Coach – Tami Church

Trustee Bell moved to approve Agenda Items 6A and 6B as presented. Trustee Johnson seconded the motion which was passed.

Trustee Johnson moved and Trustee Bell seconded to adjourn. A vote was taken and the motion passed.

Board Chair Samuels-Allen declared the meeting adjourned at 8:29 p.m.

Clerk

Board Chair

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
GENERAL FUND							
REVENUE							
100-411200-000	DISTRICT SUPPLEMENTAL TAXES	0.00	0.00	0.00	0.00	0%	0%
100-411400-000	DISTRICT TORT REVENUE	33,798.00CR	0.00	946.73CR	32,851.27CR	0%	3%
100-411900-000	OTHER TAXES	0.00	0.00	49.68CR	49.68	0%	0%
100-413000-000	PENALTY & INT--DELINQUENT TAXES	3,000.00CR	0.00	1,142.24CR	1,857.76CR	0%	38%
100-415000-000	EARNINGS ON INVESTMENTS	1,700.00CR	0.00	824.05CR	875.95CR	0%	48%
100-419900-000	OTHER LOCAL REVENUE	40,000.00CR	70.00CR	9,861.98CR	30,138.02CR	0%	25%
100-419901-000	DRIVERS ED.--STUDENT FEES	2,500.00CR	0.00	500.00CR	2,000.00CR	0%	20%
100-419903-000	GRANTS	0.00	0.00	8,000.00CR	8,000.00	0%	0%
**TOTAL LOCAL REVENUE		80,998.00CR	70.00CR	21,324.68CR	59,673.32CR	0%	26%
100-431100-000	STATE APPORTIONMENT	2,336,882.00CR	0.00	1,150,900.47CR	1,185,981.53CR	0%	49%
100-431200-000	TRANSPORTATION SUPPORT REVENUE	133,163.00CR	0.00	67,417.27CR	65,745.73CR	0%	51%
100-431401-000	SED SUPPORT	20,000.00CR	0.00	18,657.50CR	1,342.50CR	0%	93%
100-431600-000	SCHOOL IMPROVEMENT GRANT REVENUE	0.00	0.00	0.00	0.00	0%	0%
100-431800-000	BENEFIT APPORTIONMENT	314,492.00CR	0.00	161,046.76CR	153,445.24CR	0%	51%
100-431900-000	OTHER STATE SUPPORT	100,864.00CR	2,847.00CR	2,847.00CR	98,017.00CR	3%	3%
100-431901-000	EARLY COMPLETERS-DUAL CREDIT	2,500.00CR	0.00	0.00 (	2,500.00)	0%	0%
100-431902-000	STATE MATH/SCI REQUIREMENT	2,500.00CR	0.00	0.00 (	2,500.00)	0%	0%
100-431904-000	REMEDIATION	13,000.00CR	0.00	0.00 (	13,000.00)	0%	0%
100-431930-000	STATE TECHNOLOGY SUPPORT	31,160.00CR	0.00	0.00	31,160.00CR	0%	0%
100-432100-000	DRIVER EDUCATION REVENUE	3,125.00CR	0.00	0.00	3,125.00CR	0%	0%
100-437000-000	LOTTERY/ADD'L STATE MAINTENANCE	99,520.00CR	0.00	71,916.00CR	27,604.00CR	0%	72%
100-438000-000	REVENUE IN LIEU OF TAXES	2,606.00CR	0.00	0.00	2,606.00CR	0%	0%
100-438001-000	REV. IN LIEU-AG. EQUIP.	2,160.00CR	0.00	1,080.00CR	1,080.00CR	0%	50%
**TOTAL STATE REVENUE		3,061,972.00CR	2,847.00CR	1,473,865.00CR	1,588,107.00CR	0%	48%
100-442000-000	UNRESTRICTED FED REVENUE (FOREST	200.00CR	0.00	0.00	200.00CR	0%	0%
100-445900-000	OTHER FEDERAL INCOME	0.00	0.00	0.00	0.00	0%	0%
100-445901-000	MEDICAID PAYMENTS	246,000.00CR	0.00	61,814.88CR (	184,185.12)	0%	25%
100-448200-000	IMPACT AID P.L. 81-874	2,100,000.00CR	0.00	1,685,715.41CR	414,284.59CR	0%	80%
**TOTAL FEDERAL REVENUE		2,346,200.00CR	0.00	1,747,530.29CR	598,669.71CR	0%	74%
100-320000-000	BEGINNING BALANCE - BUDGET	450,000.00CR	0.00	0.00	450,000.00CR	0%	0%
100-453000-000	SALE OF PROPERTY	500.00CR	0.00	0.00	500.00CR	0%	0%
100-460000-000	TRANSFERS FROM OTHER FUNDS	0.00	0.00	1,224.42CR	1,224.42	0%	0%
TOTAL OTHER REVENUE		450,500.00CR	0.00	1,224.42CR	449,275.58CR	0%	0%
***TOTAL REVENUE		5,939,670.00CR	2,917.00CR	3,243,944.39CR	2,695,725.61CR	0%	55%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
E L E M E N T A R Y							
100-512110-000	ELEMENTARY TEACHER SALARIES	759,365.00	0.00	123,567.52	635,797.48	0%	16%
100-512115-000	ELEMENTARY NON-CERTIFIED SALARIES	53,500.00	0.00	9,319.12	44,180.88	0%	17%
100-512116-000	DETENTION SALARIES	500.00	0.00	0.00	500.00	0%	0%
100-512160-000	ELEMENTARY TEACHER SUBSTITUTES	20,000.00	0.00	2,875.95	17,124.05	0%	14%
100-512200-000	ELEMENTARY FRINGE BENEFITS	143,250.00	0.00	23,244.22	120,005.78	0%	16%
100-512210-000	ELEMENT. LIFE/EMP. ASSIST.	1,920.00	0.00	601.83	1,318.17	0%	31%
100-512220-000	EMPLOYER FICA	74,711.00	0.00	7,139.24	67,571.76	0%	10%
100-512270-000	WORKER'S COMPENSATION	5,274.00	0.00	3,917.00	1,357.00	0%	74%
100-512280-000	SICK LEAVE RETIRE.	12,047.00	0.00	1,578.77	10,468.23	0%	13%
100-512290-000	RETIREMENT BENEFIT	108,232.00	0.00	12,400.06	95,831.94	0%	11%
100-512320-000	MUSIC EQUIPMENT REPAIR	610.00	0.00	0.00	610.00	0%	0%
100-512321-000	ELEMENTARY PURCHASED SERVICES	8,000.00	609.12	1,103.80	6,896.20	8%	14%
100-512322-000	COPIER RENTAL	7,500.00	719.20	1,914.70	5,585.30	10%	26%
100-512380-000	ELEMENTARY TRAVEL	1,200.00	0.00	0.00	1,200.00	0%	0%
100-512381-000	INCENTIVE TRAVEL	0.00	0.00	0.00	0.00	0%	0%
100-512410-000	ELEMENT. FIXED MATERIALS	14,000.00	3,108.46	7,351.32	6,648.68	22%	53%
100-512410-100	TEACHER SUPPLIES	3,800.00	0.00	824.98	2,975.02	0%	22%
100-512410-101	SUPPLIES-ID COMM FOUNDATION GRANT	0.00	0.00	0.00	0.00	0%	0%
100-512412-000	MUSIC SUPPLIES	1,000.00	0.00	0.00	1,000.00	0%	0%
100-512415-000	MATERIALS --ART	1,000.00	0.00	1,340.99	(340.99)	0%	134%
100-512440-000	ELEMENTARY TEXTBOOKS	20,000.00	0.00	25,374.12	(5,374.12)	0%	127%
**TOTAL ELEMENTARY PROGRAM		1,235,909.00	4,436.78	222,553.62	1,013,355.38	0%	18%
S E C O N D A R Y P R O G R A M							
100-515110-000	HS CERTIFIED SALARIES	678,816.00	0.00	113,947.94	564,868.06	0%	17%
100-515113-000	DRIVER EDUCATION SALARIES	5,000.00	0.00	0.00	5,000.00	0%	0%
100-515115-000	HS CLASSIFIED SALARIES	23,306.00	0.00	6,227.62	17,078.38	0%	27%
100-515160-000	HS SUBSTITUTE SALARIES	20,000.00	0.00	4,742.50	15,257.50	0%	24%
100-515162-000	HS IN-SCHOOL SUSPENSION	500.00	0.00	0.00	500.00	0%	0%
100-515200-000	HS FRINGE BENEFITS	109,643.00	0.00	19,094.02	90,548.98	0%	17%
100-515210-000	HS LIFE INSURANCE BENEFIT	2,208.00	0.00	500.90	1,707.10	0%	23%
100-515220-000	HS EMPLOYER FICA	64,051.00	0.00	9,729.85	54,321.15	0%	15%
100-515270-000	HS WORKER'S COMPENSATION	4,521.00	0.00	3,506.00	1,015.00	0%	78%
100-515280-000	HS SICK LEAVE BENEFIT	10,291.00	0.00	1,635.52	8,655.48	0%	16%
100-515290-000	HS PERSI BENEFIT	92,458.00	0.00	15,765.38	76,692.62	0%	17%
100-515321-000	COPIER RENTAL	7,000.00	398.50	4,922.79	2,077.21	6%	30%
100-515322-000	HS PURCHASE SERVICES	8,000.00	0.00	2,636.90	5,363.10	0%	33%
100-515332-000	STATE MATH/SCI REQUIREMT	5,000.00	0.00	0.00	5,000.00	0%	0%
100-515380-000	HS TRAVEL	1,500.00	0.00	0.00	1,500.00	0%	0%
100-515410-000	H.S. FIXED MATERIALS	10,000.00	0.00	6,627.14	3,372.86	0%	66%
100-515410-100	TEACHER SUPPLIES	2,800.00	143.98	337.17	2,462.83	5%	12%
100-515410-101	SUPPLIES - ICF GRANT	0.00	0.00	0.00	0.00	0%	0%
100-515411-000	DRIVERS ED. MATERIALS	250.00	0.00	0.00	250.00	0%	0%
100-515413-000	GYM SIGNS	0.00	0.00	0.00	0.00	0%	0%
100-515417-000	MATERIALS -- ART	1,000.00	0.00	0.00	1,000.00	0%	0%
100-515421-000	MATERIALS -- MUSIC	500.00	1,796.90	10,326.42	(9,826.42)	359%	999%
100-515441-000	H.S. TEXTBOOKS	20,000.00	0.00	1,013.37	18,986.63	0%	5%
**TOTAL SECONDARY PROGRAM		1,066,844.00	2,339.38	198,168.52	868,675.48	0%	19%
E X C E P T C H I L D P R O G							
100-521110-000	RESOURCE ROOM TEACHER SALARIES	207,835.00	0.00	45,803.73	162,031.27	0%	22%
100-521115-000	RESOURCE ROOM AIDES' SALARIES	120,407.00	0.00	5,576.32	114,830.68	0%	5%
100-521160-000	EXCEPT. CHILD CERT. SUBSTITUTES	10,000.00	0.00	508.50	9,491.50	0%	5%
100-521200-000	RESOURCE ROOM FRINGE BENEFITS	72,812.00	0.00	9,633.64	63,178.36	0%	13%
100-521210-000	EXCEPT. LIFE/EMP. ASSIST.	1,136.00	0.00	217.20	918.80	0%	19%
100-521220-000	EMPLOYER FICA	31,446.00	0.00	8,065.51	23,380.49	0%	26%
100-521270-000	WORKER'S COMPENSATION	2,220.00	0.00	1,777.00	443.00	0%	80%
100-521280-000	SICK LEAVE RETIRE.	5,053.00	0.00	1,359.51	3,693.49	0%	27%
100-521290-000	RETIREMENT BENEFIT	45,399.00	0.00	12,213.73	33,185.27	0%	27%
100-521300-000	TUITION TO N. I. C. H.	33,525.00	0.00	1,568.00	31,957.00	0%	5%
100-521310-000	MEDICAID BILLING SVCS	24,000.00	0.00	4,145.45	19,854.55	0%	17%
100-521311-000	MEDICAID MATCH	70,000.00	15,000.00	52,500.00	17,500.00	21%	75%
100-521380-000	TRAVEL - PURCHASED SVCS	1,000.00	0.00	0.00	1,000.00	0%	0%
100-521410-000	RESOURCE ROOM MAT.	10,000.00	2,700.00	11,278.00	(1,278.00)	27%	113%
100-521410-100	TEACHER SUPPLIES	1,000.00	0.00	0.00	1,000.00	0%	0%
100-521414-000	SPED SUPPLIES	1,500.00	0.00	0.00	1,500.00	0%	0%
100-521440-000	SPED TEXTBOOKS	0.00	0.00	0.00	0.00	0%	0%
**TOTAL EXCEPTIONAL CHILD PROGRAM		637,333.00	17,700.00	154,646.59	482,686.41	3%	24%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
P R E S C H O O L P R O G							
100-522110-000	EXCEPTIONAL PRESCHOOL SALARIES	69,788.00	0.00	12,861.00	56,927.00	0%	18%
100-522160-000	EXCEPTIONAL PRESCHOOL SUBSTITUTES	2,000.00	0.00	0.00	2,000.00	0%	0%
100-522200-000	PRESCHOOL FRINGE BENEFITS	13,140.00	0.00	2,662.50	10,477.50	0%	20%
100-522210-000	PRESCHOOL LIFE/EMP. ASSIST.	192.00	0.00	61.64	130.36	0%	32%
100-522220-000	EMPLOYER FICA	6,497.00	0.00	789.07	5,707.93	0%	12%
100-522270-000	WORKER'S COMPENSATION	459.00	0.00	294.00	165.00	0%	64%
100-522280-000	SICK LEAVE RETIRE.	1,045.00	0.00	209.49	835.51	0%	20%
100-522290-000	RETIREMENT BENEFIT	9,387.00	0.00	1,757.24	7,629.76	0%	19%
100-522410-000	CLASSROOM SUPPLIES	350.00	0.00	0.00	350.00	0%	0%
100-522410-429	TEACHER SUPPLIES	200.00	0.00	0.00	200.00	0%	0%
100-522411-000	CLASSROOM SUPPLIES-PS-DISTRICT	0.00	0.00	0.00	0.00	0%	0%
**TOTAL PRESCHOOL PROGRAM		103,058.00	0.00	18,634.94	84,423.06	0%	18%
S C H O O L A C T I V I T I E S							
100-532100-000	SCHOOL ACTIVITY SALARIES	65,000.00	0.00	19,072.31	45,927.69	0%	29%
100-532200-000	SCHOOL ACTIVITIES FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-532210-000	EMPLOYEE LIFE INS	0.00	0.00	11.87	(11.87)	0%	0%
100-532220-000	EMPLOYER FICA	4,973.00	0.00	1,439.56	3,533.44	0%	29%
100-532270-000	WORKER'S COMPENSATION	351.00	0.00	266.00	85.00	0%	76%
100-532280-000	SICK LEAVE RETIRE.	410.00	0.00	57.33	352.67	0%	14%
100-532290-000	RETIREMENT BENEFIT	3,679.00	0.00	506.45	3,172.55	0%	14%
100-532310-000	SCHOOL ACT. DUES/SERVICES	1,000.00	1,884.46	2,706.46	(1,706.46)	188%	271%
100-532380-000	SCHOOL ACT. TEACHER TRAVEL	7,000.00	0.00	776.34	6,223.66	0%	11%
100-532410-000	ACTIVITY SUPPLIES	600.00	0.00	0.00	600.00	0%	0%
100-532550-000	ATHLETIC EQUIPMENT	0.00	0.00	2,233.71	(2,233.71)	0%	0%
**TOTAL SCHOOL ACTIVITY PROGRAM		83,013.00	1,884.46	27,070.03	55,942.97	2%	33%
G U I D A N C E P R O G.							
100-611110-000	GUIDANCE SALARIES - ELEMENTARY	0.00	0.00	0.00	0.00	0%	0%
100-611111-000	GUIDANCE SALARIES - SECONDARY	26,130.00	0.00	5,186.50	20,943.50	0%	20%
100-611200-000	GUIDANCE FRINGE BENEFITS	3,770.00	0.00	628.32	3,141.68	0%	17%
100-611210-000	GUIDANCE LIFE/EMP. ASSIST.	96.00	0.00	30.78	65.22	0%	32%
100-611220-000	EMPLOYER FICA	2,287.00	0.00	441.97	1,845.03	0%	19%
100-611270-000	WORKER'S COMPENSATION	161.00	0.00	143.00	18.00	0%	89%
100-611280-000	SICK LEAVE RETIRE.	377.00	0.00	75.23	301.77	0%	20%
100-611290-000	RETIREMENT BENEFIT	3,385.00	0.00	1,763.25	1,621.75	0%	52%
100-611310-000	HEALTH/GUIDANCE PURCHASE SERVICES	4,500.00	3,521.00	3,521.00	979.00	78%	78%
100-611311-000	SUPPLIES - CLW PAPER GRANT	0.00	0.00	0.00	0.00	0%	0%
100-611380-000	GUIDANCE TRAVEL	0.00	0.00	0.00	0.00	0%	0%
100-611410-000	ATTEND. /GUIDANCE/HEALTH-ELEMENT.	500.00	0.00	0.00	500.00	0%	0%
100-611410-102	TEACHER SUPPLY - D PENNEY	200.00	0.00	0.00	200.00	0%	0%
100-611411-000	ATTEND. /GUIDANCE/HEALTH-SECONDARY	0.00	0.00	0.00	0.00	0%	0%
**TOTAL GUIDANCE PROGRAM		41,406.00	3,521.00	11,790.05	29,615.95	9%	28%
A N C I L L A R Y P R O G.							
100-616110-000	ANCILLARY SALARIES - CDS & PSYCOL.	36,128.00	0.00	14,713.32	21,414.68	0%	41%
100-616115-000	NON CERT ANCILLARY SALARY	0.00	0.00	20,157.76	(20,157.76)	0%	0%
100-616200-000	ANCILLARY FRINGE BENEFITS	6,599.00	0.00	8,959.14	(2,360.14)	0%	136%
100-616210-000	EMPLOYEE LIFE INSUR	240.00	0.00	132.87	107.13	0%	55%
100-616220-000	EMPLOYER FICA	3,269.00	0.00	3,217.26	51.74	0%	98%
100-616270-000	WORKER'S COMPENSATION	231.00	0.00	1,075.00	(844.00)	0%	465%
100-616280-000	SICK LEAVE RETIRE.	538.00	0.00	560.04	(22.04)	0%	104%
100-616290-000	RETIREMENT BENEFIT	4,837.00	0.00	3,856.58	980.42	0%	80%
100-616300-000	CDS CONTRACT	325,000.00	10,972.00	67,478.25	257,521.75	3%	21%
100-616410-000	ANCILLARY SUPPLIES	800.00	0.00	0.00	800.00	0%	0%
**TOTAL SPECIAL SERVICES PROGRAM		377,642.00	10,972.00	120,150.22	257,491.78	3%	32%
I N S T R U C T I O N A L I M P							
100-621110-000	SALARIES - INSTRUCTIONAL IMPROVEME	30,279.00	0.00	0.00	30,279.00	0%	0%
100-621115-000	SALARIES - N/C INSTR IMPROVE	0.00	0.00	0.00	0.00	0%	0%
100-621200-000	FRINGE	0.00	0.00	0.00	0.00	0%	0%
100-621210-000	LIFE	0.00	0.00	0.00	0.00	0%	0%
100-621220-000	FICA	2,316.00	0.00	0.00	2,316.00	0%	0%
100-621280-000	UUSL	382.00	0.00	0.00	382.00	0%	0%
100-621290-000	PERSI	3,428.00	0.00	0.00	3,428.00	0%	0%
100-621310-000	INSTRUCT. IMPROVE. - CREDIT REIMB	8,000.00	0.00	575.00	7,425.00	0%	7%
100-621311-000	MENTORING PURCHASED SERVICES	32,280.00	0.00	4,829.98	27,450.02	0%	15%
100-621313-000	GIFTED/TALENTED TRAINING	0.00	0.00	0.00	0.00	0%	0%
100-621380-000	TRAVEL/TRNG.	100.00	850.00	2,684.86	(2,584.86)	850%	999%
100-621410-000	MENTORING SUPPLIES	100.00	0.00	51.24	48.76	0%	51%
**TOTAL INSTRUCTION IMPROVEMENT		76,885.00	850.00	8,141.08	68,743.92	1%	11%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
E D U C . M E D I A							
100-622110-000	LIBRARY SALARIES - ELEMEN & SECOND	0.00	0.00	0.00	0.00	0%	0%
100-622111-000	AUDIOVISUAL SALARIES - ELEM & SEC	0.00	0.00	0.00	0.00	0%	0%
100-622115-000	LIBRARY CLASSIFIED SALIES	19,660.00	0.00	3,276.66	16,383.34	0%	17%
100-622160-000	LIBRARY SUBSTITUTES	1,000.00	0.00	0.00	1,000.00	0%	0%
100-622200-000	LIBRARY FRINGE BENEFITS	6,354.00	0.00	1,059.00	5,295.00	0%	17%
100-622210-000	LIB./TECH. LIFE/EMP. ASSIST.	96.00	0.00	31.51	64.49	0%	33%
100-622220-000	EMPLOYER FICA	2,067.00	0.00	328.38	1,738.62	0%	16%
100-622270-000	WORKER'S COMPENSATION	146.00	0.00	110.00	36.00	0%	75%
100-622280-000	SICK LEAVE RETIRE.	328.00	0.00	58.34	269.66	0%	18%
100-622290-000	RETIREMENT BENEFIT	2,945.00	0.00	490.79	2,454.21	0%	17%
100-622323-000	VALNET COMMUNICATIONS	4,610.00	0.00	2,440.00	2,170.00	0%	53%
100-622410-000	LIBRARY MATERIALS--ELEMENTARY	5,000.00	120.79	331.72	4,668.28	2%	7%
100-622410-100	SCHOOL LIBRARY ACCESS GRANT \$5000	0.00	0.00	0.00	0.00	0%	0%
100-622410-316	TEACHER SUPPLY - DRISHINSKI	0.00	0.00	0.00	0.00	0%	0%
100-622412-000	LIBRARY MATERIALS--SECONDARY	5,000.00	359.99	359.99	4,640.01	7%	7%
**TOTAL EDUCATIONAL MEDIA PROGRAM		47,206.00	480.78	8,486.39	38,719.61	1%	18%
T E C H N O L O G Y							
100-623110-000	TECHNOLOGY CERTIFIED SALARY	70,877.00	0.00	12,167.16	58,709.84	0%	17%
100-623115-000	TECHNOLOGY SALARY	11,239.00	0.00	2,611.58	8,627.42	0%	23%
100-623200-000	TECHNOLOGY FRINGE BENEFITS	7,539.00	0.00	1,256.50	6,282.50	0%	17%
100-623210-000	TECHNOLOGY LIFE BENEFIT	96.00	0.00	32.00	64.00	0%	33%
100-623220-000	TECHNOLOGY FICA BENEFIT	6,859.00	0.00	990.25	5,868.75	0%	14%
100-623270-000	TECHNOLOGY WORKERS COMP.	484.00	0.00	376.00	108.00	0%	78%
100-623280-000	TECHNOLOGY SICK LEAVE BENEFIT	1,130.00	0.00	182.22	947.78	0%	16%
100-623290-000	TECHNOLOGY PERSI BENEFIT	10,149.00	0.00	1,519.56	8,629.44	0%	15%
100-623310-000	TECHNOLOGY PURCHASE SERVICES	5,000.00	0.00	4,616.03	383.97	0%	92%
100-623323-000	TECHNOLOGY INTERNET COMMUNICATIONS	2,000.00	0.00	844.00	1,156.00	0%	42%
100-623410-000	TECHNOLOGY SUPPLIES/MATERIALS	2,500.00	31.52	190.50	2,309.50	1%	8%
100-623411-000	TECHNOLOGY--ELEMENTARY	40,000.00	0.00	1,232.07	38,767.93	0%	3%
100-623412-000	TECHNOLOGY SECONDARY	40,000.00	34.97	8,107.30	31,892.70	0%	20%
**TOTAL INSTRUCT. TECHNOLOGY		197,873.00	66.49	34,125.17	163,747.83	0%	17%
S C H O O L B O A R D							
100-631115-000	CLERK-TREASURER SALARIES--BD OF ED	0.00	0.00	0.00	0.00	0%	0%
100-631200-000	BOARD FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-631210-000	EMPLOYEE LIFE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-631220-000	EMPLOYER FICA	0.00	0.00	0.00	0.00	0%	0%
100-631270-000	WORKER'S COMPENSATION	0.00	0.00	0.00	0.00	0%	0%
100-631280-000	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-631290-000	RETIREMENT BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-631310-000	BOARD PURCH. SERVICE	39,000.00	734.10	17,532.80	21,467.20	2%	45%
100-631410-000	SUPPLIES - SCHOOL BOARD	650.00	32.92	487.24	162.76	5%	75%
**TOTAL BOARD OF EDUCATION PROGRAM		39,650.00	767.02	18,020.04	21,629.96	2%	45%
D I S T R I C T A D M I N.							
100-632110-000	DISTRICT ADMINISTRATION SALARIES	104,709.00	0.00	34,903.00	69,806.00	0%	33%
100-632115-000	DISTRICT ADMIN. CLASSIFIED	45,280.00	0.00	15,093.32	30,186.68	0%	33%
100-632200-000	DISTRICT FRINGE BENEFITS	20,634.00	0.00	6,878.00	13,756.00	0%	33%
100-632210-000	DISTRICT LIFE/EMP. ASSIST.	336.00	0.00	106.80	229.20	0%	32%
100-632220-000	EMPLOYER FICA	13,053.00	0.00	4,069.95	8,983.05	0%	31%
100-632270-000	WORKER'S COMPENSATION	921.00	0.00	697.00	224.00	0%	76%
100-632280-000	SICK LEAVE RETIRE.	2,150.00	0.00	716.64	1,433.36	0%	33%
100-632290-000	RETIREMENT BENEFIT	19,314.00	0.00	6,438.12	12,875.88	0%	33%
100-632310-000	BANK FEES / GRANT SVCS	40,000.00	5,154.56	17,060.76	22,939.24	13%	43%
100-632322-000	COPIER RENTAL	4,000.00	350.72	1,333.57	2,666.43	9%	33%
100-632333-000	DISTRICT COMMUNICATIONS	4,000.00	72.02	6,530.91	(2,530.91)	2%	163%
100-632380-000	DISTRICT TRAVEL--GENERAL	7,500.00	0.00	1,205.75	6,294.25	0%	16%
100-632380-100	TRAVEL--IMPACT AID DIRECTOR	0.00	0.00	0.00	0.00	0%	0%
100-632390-000	DISTRICT PURCHASED SERVICES	50,000.00	4,035.86	25,075.85	24,924.15	8%	50%
100-632410-000	DISTRICT SUPPLIES	4,000.00	85.98	681.68	3,318.32	2%	17%
100-632412-000	DISTRICT SUBSCRIPTIONS	400.00	0.00	203.99	196.01	0%	51%
100-632490-000	SALES TAX	0.00	0.00	0.00	0.00	0%	0%
**TOTAL DISTRICT ADMINISTRATION		316,297.00	9,699.14	120,995.34	195,301.66	3%	38%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
S C H O O L A D M I N .							
100-641110-000	SCHOOL ADMIN SALARIES	220,796.00	0.00	33,493.32	187,302.68	0%	15%
100-641115-000	ADMINISTRATIVE NON-CERTIFIED	69,910.00	0.00	11,394.84	58,515.16	0%	16%
100-641200-000	SCHOOL ADMIN FRINGE BENEFITS	45,384.00	0.00	7,477.14	37,906.86	0%	16%
100-641210-000	SCHOOL ADMIN. LIFE/EMP. ASSIST.	768.00	0.00	259.04	508.96	0%	34%
100-641220-000	EMPLOYER FICA	25,711.00	0.00	3,747.70	21,963.30	0%	15%
100-641270-000	WORKER'S COMPENSATION	1,815.00	0.00	1,284.00	531.00	0%	71%
100-641280-000	SICK LEAVE RETIRE.	4,235.00	0.00	696.49	3,538.51	0%	16%
100-641290-000	RETIREMENT BENEFIT	38,045.00	0.00	5,900.57	32,144.43	0%	16%
100-641323-000	SCHOOL COMMUNICATIONS	16,500.00	95.81	19,454.28	(2,954.28)	1%	118%
100-641380-000	SCHOOL ADMIN. TRAVEL	2,000.00	0.00	0.00	2,000.00	0%	0%
100-641410-000	ELEMENT. ADMIN. MATERIALS	2,000.00	0.00	260.15	1,739.85	0%	13%
100-641411-000	SECOND. ADMIN. MATERIALS	2,000.00	314.80	1,043.29	956.71	16%	52%
100-641412-000	DUES/SUBSCRIPTIONS/REGISTRATIONS	1,500.00	0.00	1,550.00	(50.00)	0%	103%
**TOTAL SCHOOL ADMINISTRATION		430,664.00	410.61	86,560.82	344,103.18	0%	20%
C U S T O D I A L							
100-661115-000	CUSTODIAL SALARIES	115,374.00	0.00	34,484.85	80,889.15	0%	30%
100-661165-000	CUSTODIAL SUBSTITUTES	10,000.00	0.00	7,208.46	2,791.54	0%	72%
100-661200-000	CUSTODIAL FRINGE BENEFITS	42,459.00	0.00	13,134.60	29,324.40	0%	31%
100-661210-000	CUSTODIAL LIFE/EMP. ASSIST.	384.00	0.00	126.50	257.50	0%	33%
100-661220-000	EMPLOYER FICA	12,839.00	0.00	3,917.11	8,921.89	0%	31%
100-661270-000	WORKER'S COMPENSATION	7,938.00	0.00	5,829.00	2,109.00	0%	73%
100-661280-000	SICK LEAVE RETIRE.	1,989.00	0.00	603.03	1,385.97	0%	30%
100-661290-000	RETIREMENT BENEFIT	17,867.00	0.00	5,411.69	12,455.31	0%	30%
100-661322-000	CUSTODIAL PURCHASED SERVICES	0.00	0.00	103.00	(103.00)	0%	0%
100-661330-000	UTILITIES	190,000.00	13,607.29	55,189.13	134,810.87	7%	29%
100-661410-000	CUSTODIAL SUPPLIES	24,000.00	1,485.64	15,612.21	8,387.79	6%	65%
100-661710-000	PROPERTY/LIABILITY INSURANCE	38,915.00	0.00	0.00	38,915.00	0%	0%
100-661711-000	LIABILITY INSURANCE	0.00	0.00	38,915.00	(38,915.00)	0%	0%
**TOTAL BUILDINGS-CARE PROGRAM		461,765.00	15,092.93	180,534.58	281,230.42	3%	39%
M A I N T. N O N S T U - O C C							
100-663310-000	PURCHASE SERV.--MAINT/BUS BARN	5,000.00	13.96	942.54	4,057.46	0%	19%
100-663311-000	PURCHASE SERV.--ELEM. NON-OCCUP.	0.00	0.00	600.00	(600.00)	0%	0%
100-663312-000	PURCHASE SERV.--SECOND. -NON-OCCUP.	2,000.00	131.95	509.95	1,490.05	7%	25%
100-663315-000	PURCHASE SERV--DIST. -NON-OCCUP.	500.00	0.00	0.00	500.00	0%	0%
100-663330-000	MAINT. BLDG. UTILITIES	500.00	42.15	210.75	289.25	8%	42%
100-663410-000	MATERIALS--MAINT/BUS BARN FAC.	3,000.00	225.86	1,805.81	1,194.19	8%	60%
100-663415-000	MATERIALS--DIST. -NON-OCCUP.	2,000.00	0.00	0.00	2,000.00	0%	0%
**TOTAL GEN. MAINT. --NON-OCCUPIED		13,000.00	413.92	4,069.05	8,930.95	3%	31%
M A I N T E N A N C E							
100-664115-000	GENERAL MAINTENANCE SALARIES	41,620.00	0.00	13,832.52	27,787.48	0%	33%
100-664200-000	MAINTENANCE FRINGE BENEFITS	10,317.00	0.00	3,140.40	7,176.60	0%	30%
100-664210-000	MAINTENANCE LIFE/EMP. ASSIST.	96.00	0.00	27.74	68.26	0%	29%
100-664220-000	EMPLOYER FICA	3,973.00	0.00	1,298.43	2,674.57	0%	33%
100-664270-000	WORKER'S COMPENSATION	2,457.00	0.00	1,804.00	653.00	0%	73%
100-664280-000	SICK LEAVE RETIRE.	654.00	0.00	213.88	440.12	0%	33%
100-664290-000	RETIREMENT BENEFIT	5,879.00	0.00	1,921.32	3,957.68	0%	33%
100-664310-000	PURCHASE SERVICE--MAINT/BUS BARN	500.00	0.00	0.00	500.00	0%	0%
100-664311-000	PURCHASE SERVICE--ELEMENTARY	20,000.00	2,465.43	36,242.20	(16,242.20)	12%	181%
100-664312-000	PURCHASE SERVICE--SECONDARY	20,000.00	2,500.87	25,055.48	(5,055.48)	13%	125%
100-664312-101	PURCH SVCS - STAGE REFURB GRANT	0.00	0.00	0.00	0.00	0%	0%
100-664410-000	MATERIALS--MAINT./BUS BARN	500.00	0.00	53.05	446.95	0%	11%
100-664411-000	MATERIALS--ELEMENTARY	10,000.00	0.00	2,764.17	7,235.83	0%	28%
100-664412-000	MATERIALS--SECONDARY	10,000.00	1,166.40CR	9,656.92	343.08	11%	97%
100-664415-000	MATERIALS--PRESCHOOL/KIND.	500.00	0.00	0.00	500.00	0%	0%
100-664550-000	MAINTENANCE EQUIPMENT	60,000.00	0.00	4,680.00	55,320.00	0%	8%
**TOTAL MAINTENANCE-BLDGS & EQUIP		186,496.00	3,799.90	100,690.11	85,805.89	2%	54%
G R O U N D S C A R E							
100-665310-000	PURCHASE SERVICE--GROUNDS	27,000.00	2,528.00	12,235.21	14,764.79	9%	45%
100-665410-000	MATERIALS--GROUNDS	23,000.00	458.56	1,838.22	21,161.78	2%	8%
100-667310-000	SCHOOL SAFETY PURCH SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-667410-000	SECURITY SUPPLIES	10,000.00	0.00	3,450.67	6,549.33	0%	35%
**TOTAL GROUNDS MAINTENANCE		60,000.00	2,986.56	17,524.10	42,475.90	5%	29%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
TRANSPORTATION							
100-681115-000	TRANSP. SALARIES--TO SCHOOL @ 50%	52,339.00	0.00	11,329.02	41,009.98	0%	22%
100-681120-000	TRANSP. SALARIES--MECHANIC @ 85%	31,475.00	0.00	10,491.64	20,983.36	0%	33%
100-681125-000	TRANSP. SALARIES--SUPV. @ 50%	16,948.00	0.00	5,649.32	11,298.68	0%	33%
100-681165-000	TRANSP. SALARIES--SUBS @ 50%	2,000.00	0.00	393.87	1,606.13	0%	20%
100-681200-000	TRANSP. FRINGE BENEFITS @ 50%	10,145.00	0.00	3,972.66	6,172.34	0%	39%
100-681201-000	TRANSP. FRINGE BENEFITS @ 85%	6,706.00	0.00	1,203.64	5,502.36	0%	18%
100-681210-000	TRANSP. LIFE INSURANCE @ 50%	192.00	0.00	82.22	109.78	0%	43%
100-681211-000	TRANSP. LIFE INSURANCE @ 85%	96.00	0.00	19.12	76.88	0%	20%
100-681220-000	TRANSP. EMPLOYER FICA/MDC @ 50%	6,994.00	0.00	2,308.91	4,685.09	0%	33%
100-681221-000	TRANSP. EMPLOYER FICA/MDC @ 85%	2,921.00	0.00	0.00	2,921.00	0%	0%
100-681270-000	TRANSP. WORKERS COMP @ 50%	3,478.00	0.00	4,511.00	1,033.00	0%	130%
100-681271-000	TRANSP. WORKERS COMP @ 85%	1,630.00	0.00	0.00	1,630.00	0%	0%
100-681280-000	TRANSP. SICK LEAVE @ 50%	481.00	0.00	260.19	220.81	0%	54%
100-681281-000	TRANSP. SICK LEAVE @ 85%	1,000.00	0.00	147.36	852.64	0%	15%
100-681290-000	TRANSP. PERSI BENEFIT @ 50%	8,992.00	0.00	2,284.60	6,707.40	0%	25%
100-681291-000	TRANSP. PERSI BENEFIT @ 85%	4,322.00	0.00	1,323.88	2,998.12	0%	31%
100-681310-000	BUS CONTRACT REPAIRS @ 85%	15,000.00	82.39	1,735.59	13,264.41	1%	12%
100-681311-000	PHYSICALS/DRUG TESTING @ 50%	1,300.00	75.00	597.85	702.15	6%	46%
100-681312-000	PHYSICALS/DRUG TESTING @ 85%	0.00	0.00	103.00	103.00	0%	0%
100-681317-000	TRAINING-DIST./IAPT/STN/NAPT @ 50%	0.00	0.00	0.00	0.00	0%	0%
100-681318-000	TRAINING SDE DRIVER/TECH @ 85%	400.00	0.00	20.00CR	420.00	0%	4%
100-681319-000	BUS BARN UTILITIES @ 50%	14,000.00	544.69	2,795.05	11,204.95	4%	20%
100-681320-000	TRANSP. 100% CELL PHONE @ 50%	360.00	30.00	150.00	210.00	8%	42%
100-681345-000	TRANSP. IN-LIEU-OF @ 50%	1,500.00	0.00	95.46	1,404.54	0%	6%
100-681380-000	TRAVEL-SDE DRIVER/TECH TRGN @ 85%	700.00	0.00	100.00	600.00	0%	14%
100-681381-000	TRAVEL-DIST/IAPT/STN/NAPT @ 50%	0.00	0.00	0.00	0.00	0%	0%
100-681410-000	TECHN. COVERALLS/RAGS @ 50%	1,000.00	0.00	0.00	1,000.00	0%	0%
100-681420-000	TRANSP. BUS FUEL/FLUIDS @ 50%	25,000.00	2,001.17	4,241.89	20,758.11	8%	17%
100-681424-000	TRANSP. BUS OILS/LUBRICANTS @ 85%	2,000.00	0.00	0.00	2,000.00	0%	0%
100-681425-000	BUS REPAIR PARTS @ 85%	13,000.00	719.36	5,104.98	7,895.02	6%	39%
100-681426-000	BUS OFFICE SUPPLIES/POSTAGE @ 50%	1,000.00	46.00	46.00	954.00	5%	5%
100-681427-000	BUS FACILITY & BUS CLEANING @ 50%	0.00	0.00	0.00	0.00	0%	0%
100-681428-000	BUS RADIOS-SDE APPROVAL @ 85%	0.00	0.00	0.00	0.00	0%	0%
100-681429-000	HAND TOOLS @ 85% - 400 CAP	500.00	0.00	0.00	500.00	0%	0%
100-681710-000	TRANSP. FACILITY INS. --@ 50%	300.00	0.00	300.00	0.00	0%	100%
**TOTAL PUPIL TO SCHOOL TRANSPORT.		225,779.00	3,498.61	59,227.25	166,551.75	2%	26%
100-682115-000	TRANSP. SALARIES--ACTIVITY/SHUTTLE	10,000.00	0.00	2,764.00	7,236.00	0%	28%
100-682270-000	WORK COMP	427.00	0.00	346.00	81.00	0%	81%
100-682310-000	PURCHASE SERVICES--NON ALLOW	300.00	0.00	0.00	300.00	0%	0%
100-682410-000	TRANSPORTATION MAT' LS--NON-ALLOW.	250.00	0.00	0.00	250.00	0%	0%
**TOTAL TRANSP. ACTIVITY PROGRAM		10,977.00	0.00	3,110.00	7,867.00	0%	28%
TRANSP-OTHER VEH							
100-683310-000	PURCHASE SERVICES-NON ALLOWABLE	1,000.00	2.14	83.96	916.04	0%	8%
100-683410-000	SUPPLIES-NON ALLOWABLE	400.00	0.00	0.00	400.00	0%	0%
100-683710-000	TRANSP. FAC. INSURANCE-NON ALLOW.	0.00	0.00	0.00	0.00	0%	0%
**TOTAL GENERAL TRANSP. NON-ALLOW.		1,400.00	2.14	83.96	1,316.04	0%	6%
NON INSTRUCTION							
100-710220-000	FOOD EMPLOYER FICA	9,510.00	0.00	1,483.61	8,026.39	0%	16%
***TOTAL NON-INSTRUCTION		9,510.00	0.00	1,483.61	8,026.39	0%	16%
CAPITAL							
100-810520-000	CONSTRUCTION	19,980.00	0.00	0.00	19,980.00	0%	0%
100-810540-000	CAPITAL EQUIPMENT-VEHICLES	0.00	0.00	0.00	0.00	0%	0%
***TOTAL CAPITAL ASSETS		19,980.00	0.00	0.00	19,980.00	0%	0%
100-920800-000	TRANSFERS TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
100-950850-000	CONTINGENCY RESERVE	296,983.00	0.00	0.00	296,983.00	0%	0%
***TOTAL OTHER SERVICES		296,983.00	0.00	0.00	296,983.00	0%	0%
***TOTAL EXPENDITURES		5,939,670.00	78,921.72	1,396,065.47	4,543,604.53	1%	24%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
N E Z P E R C E TRIBE ELEMENTARY							
230-320000-000	BEGINNING BALANCE	2, 731.00CR	0.00	0.00	2, 731.00CR	0%	0%
230-419900-000	NEZPERCE TRIBE ELEM. ENRICH. GRANT	0.00	0.00	0.00	0.00	0%	0%
	***TOTAL REVENUE	2, 731.00CR	0.00	0.00	2, 731.00CR	0%	0%
230-512410-000	ELEMENT. ENRICHMENT SUPPLIES	2, 731.00	0.00	0.00	2, 731.00	0%	0%
	***TOTAL EXPENDITURES	2, 731.00	0.00	0.00	2, 731.00	0%	0%
TRIBAL GRANTS- NATIVE ARTS							
231-320000-000	BEG. BAL. - NPT GRANT NATIVE ARTS	7, 872.00CR	0.00	0.00	7, 872.00CR	0%	0%
231-419900-000	NEZ PERCE TRIBE GRANT- NATIVE ARTS	0.00	0.00	0.00	0.00	0%	0%
231-419901-000	EVERGREEN COL ART GRANT	0.00	0.00	0.00	0.00	0%	0%
	***TOTAL REVENUE	7, 872.00CR	0.00	0.00	7, 872.00CR	0%	0%
231-515310-000	PURCHASED SERVICES - ARTS	0.00	0.00	569.17 (	569.17)	0%	0%
231-515410-000	ART SUPPLIES	7, 872.00	0.00	1, 926.71	5, 945.29	0%	24%
231-621310-000	G/T SPECIALIST HONORARIUMS	0.00	0.00	0.00	0.00	0%	0%
	***TOTAL EXPENDITURES	7, 872.00	0.00	2, 495.88	5, 376.12	0%	32%
GRANTS - NEZ PERCE TRIBE & OTHERS							
232-320000-000	BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
232-419900-000	NEZ PERCE TRIBE GRANT	0.00	0.00	0.00	0.00	0%	0%
232-419901-000	NPT GRANT - ELEM ASP PROGRAM	0.00	0.00	18, 000.00CR	18, 000.00	0%	0%
232-419902-000	NPT GRANT - HS VISUAL ARTS	0.00	0.00	0.00	0.00	0%	0%
232-419903-000	NPT GRANT - HS ADVANCED ACADEMICS	0.00	0.00	5, 000.00CR	5, 000.00	0%	0%
232-419904-000	NPT GRANTS-DISTRICT MENTAL HEALT	0.00	0.00	0.00	0.00	0%	0%
232-419905-000	TECHNOLOGY PILOT GRANT	0.00	0.00	0.00	0.00	0%	0%
232-419906-000	NPT GRANT-2015-CULTURALLY RESPONSIVE	0.00	0.00	5, 000.00CR	5, 000.00	0%	0%
	***TOTAL REVENUE	0.00	0.00	28, 000.00CR	28, 000.00	0%	0%
232-512110-000	AFTER SCHOOL TEACHER SALARIES	0.00	0.00	712.50 (	712.50)	0%	0%
232-512210-000	LIFE INS BENEFIT	0.00	0.00	1.80 (	1.80)	0%	0%
232-512220-000	FICA	0.00	0.00	54.51 (	54.51)	0%	0%
232-512270-000	WORKERS COMP	0.00	0.00	0.00	0.00	0%	0%
232-512280-000	UNUSED SICK LEAVE	0.00	0.00	8.98 (	8.98)	0%	0%
232-512290-000	PERSI	0.00	0.00	80.65 (	80.65)	0%	0%
232-515410-000	HIGH SCHOOL SUPPLIES	0.00	0.00	177.45 (	177.45)	0%	0%
232-515313-000	PURCH SERVICES ADVANCED ACADEMICS	0.00	1, 500.00	1, 500.00 (	1, 500.00)	0%	0%
232-515412-000	NPT GRANT VISUAL ARTS SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
232-515416-000	NPT - CULTURALLY RESPONSIVE SUPPLIES - 2	0.00	0.00	373.25 (	373.25)	0%	0%
232-515550-000	CAPITAL EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
232-611314-000	P/S-NPT MENTAL HEALTH GRANT	0.00	0.00	0.00	0.00	0%	0%
232-623410-000	IPADS GRANT TECHNOLOGY	0.00	0.00	0.00	0.00	0%	0%
232-611414-000	NPT MENTAL HEALTH SUPPLIES	0.00	828.03	1, 230.35 (	1, 230.35)	0%	0%
232-623415-000	TECHNOLOGY PILOT GRANT SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	***TOTAL EXPENDITURES	0.00	2, 328.03	4, 139.49	4, 139.49CR	0%	0%
NEXPERCE TRIBE - LITERATURE GRT							
234-320000-000	BEGINNING BALANCE	3, 644.00CR	0.00	0.00 (	3, 644.00)	0%	0%
234-419900-000	NEZPERCE TRIBE LITERATURE REV	0.00	0.00	0.00	0.00	0%	0%
	***TOTAL REVENUE	3, 644.00CR	0.00	0.00	3, 644.00CR	0%	0%
234-515300-000	PURCHASE SERVICES	0.00	0.00	0.00	0.00	0%	0%
234-515410-000	SUPPLIES- LITERATURE	3, 644.00	0.00	0.00	3, 644.00	0%	0%
	***TOTAL EXPENDITURES	3, 644.00	0.00	0.00	3, 644.00	0%	0%
N E Z P E R C E TRIBE JOB SKILLS							
235-320000-000	JOB SKILLS CARRYOVER	7, 800.00CR	0.00	0.00	7, 800.00CR	0%	0%
235-419900-000	NEZPERCE TRIBE SPECIAL SERVICE GRT	0.00	0.00	0.00	0.00	0%	0%
	***TOTAL REVENUE	7, 800.00CR	0.00	0.00	7, 800.00CR	0%	0%
235-515115-000	JOB SKILLS SALARY	7, 210.00	0.00	335.75	6, 874.25	0%	5%
235-515220-000	JOB SKILLS EMPLOYER FICA	551.00	0.00	25.69	525.31	0%	5%
235-515270-000	JOB SKILLS WORKERS COMP	39.00	0.00	29.00	10.00	0%	74%
235-521310-000	JOB SKILLS	0.00	0.00	0.00	0.00	0%	0%
	***TOTAL EXPENDITURES	7, 800.00	0.00	390.44	7, 409.56	0%	5%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
NPT - MENTOR ARTISTS PLAYWRIGHTS							
236-320000-000	PLAYWRIGHTS CARRYOVER	0.00	0.00	0.00	0.00	0%	0%
236-419900-000	NEZPERCE TRIBE PLAYWRIGHTS GRANT	0.00	0.00	0.00	0.00	0%	0%
***TOTAL REVENUE		0.00	0.00	0.00	0.00	0%	0%
236-515310-000	PURCHASE SERVICE	0.00	0.00	0.00	0.00	0%	0%
236-515380-000	TRAVEL	0.00	0.00	0.00	0.00	0%	0%
236-515410-000	SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
***TOTAL EXPENDITURES		0.00	0.00	0.00	0.00	0%	0%
STATE VOCATIONAL							
243-432410-000	STATE VOC. ED.--AG. PROGRAM/\$8208	10,260.00CR	0.00	0.00	10,260.00CR	0%	0%
243-432420-000	STATE VOC. ED.--BUSINESS PROGRAM	8,550.00CR	0.00	0.00	8,550.00CR	0%	0%
***TOTAL REVENUE		18,810.00CR	0.00	0.00	18,810.00CR	0%	0%
243-515112-000	VOC. ED. AG. SALARIES	1,694.00	0.00	0.00	1,694.00	0%	0%
243-515210-000	EMPLOYEE ASSIST. PLAN	0.00	0.00	0.00	0.00	0%	0%
243-515200-000	VOC. ED. FRINGE BENEFIT	377.00	0.00	0.00	377.00	0%	0%
243-515220-000	VOC. ED. EMPLOYER FICA	158.00	0.00	0.00	158.00	0%	0%
243-515270-000	VOC. ED. WORKERS COMPENSATION	11.00	0.00	8.00	3.00	0%	73%
243-515280-000	VOC. ED. SICK LEAVE BENEFIT	26.00	0.00	0.00	26.00	0%	0%
243-515290-000	VOC. ED. PERSI BENEFIT	234.00	0.00	0.00	234.00	0%	0%
243-515382-000	VOC. ED. TRAVEL--AG. PROGRAM	2,000.00	0.00	0.00	2,000.00	0%	0%
243-515412-000	VOC. ED. SUPPLIES--AG. PROGRAM	5,000.00	41.41	1,184.40	3,815.60	1%	24%
243-515552-000	VOC. ED. EQUIPMENT--AG. PROGRAM	760.00	0.00	0.00	760.00	0%	0%
**TOTAL AG. PROGRAM		10,260.00	41.41	1,192.40	9,067.60	0%	12%
243-515313-000	VOC. ED. BUSINESS P/S	0.00	0.00	0.00	0.00	0%	0%
243-515383-000	VOC. ED. TRAVEL--BUSINESS PROGRAM	3,065.00	0.00	0.00	3,065.00	0%	0%
243-515413-000	VOC. ED. SUPPLIES--BUSINESS PROG.	5,485.00	99.34	1,348.16	4,136.84	2%	25%
243-515553-000	VOC. ED. EQUIPMENT--BUSINESS	0.00	0.00	0.00	0.00	0%	0%
**TOTAL BUSINESS PROGRAM		8,550.00	99.34	1,348.16	7,201.84	1%	16%
***TOTAL EXPENDITURES		18,810.00	140.75	2,540.56	16,269.44	1%	14%
NPT READING GRANT							
244-320000-000	NP TRIBE READING BEGIN. BALANCE	0.00	0.00	0.00	0.00	0%	0%
244-431900-000	NP TRIBE READING GRANT REV.	0.00	0.00	0.00	0.00	0%	0%
***TOTAL REVENUE		0.00	0.00	0.00	0.00	0%	0%
244-611410-000	READING GRANT SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
***TOTAL EXPENDITURES		0.00	0.00	0.00	0.00	0%	0%
SUBSTANCE ABUSE PREVENTION							
246-320000-000	BEG. BALANCE- SUBSTANCE ABUSE PREVENTION	4,278.00CR	0.00	0.00	4,278.00CR	0%	0%
246-419900-000	NEZPERCE TRIBE-NIMIPOO HEALTH REV	0.00	0.00	0.00	0.00	0%	0%
246-439000-000	GRANT INCOME	100,000.00CR	0.00	0.00	100,000.00CR	0%	0%
***TOTAL REVENUE		104,278.00CR	0.00	0.00	104,278.00CR	0%	0%
246-515111-000	SALARIES	51,016.00	0.00	7,636.66	43,379.34	0%	15%
246-515200-000	FRINGE	11,309.00	0.00	1,884.82	9,424.18	0%	17%
246-515210-000	LIFE	96.00	0.00	50.50	45.50	0%	53%
246-515220-000	FICA	4,768.00	0.00	715.88	4,052.12	0%	15%
246-515270-000	WORKERS COMP	337.00	0.00	255.00	82.00	0%	76%
246-515280-000	UUSL	785.00	0.00	133.39	651.61	0%	17%
246-515290-000	PERSI	7,055.00	0.00	1,077.82	5,977.18	0%	15%
246-515310-000	PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
246-515311-000	PURCHASED SERVICES - SPFG	19,684.00	1,052.00	5,024.36	14,659.64	5%	26%
246-515381-000	TRAVEL	0.00	0.00	876.27	(876.27)	0%	0%
246-512410-000	ELEM DRUG FREE YTH SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
246-515380-000	PURCHASED SERVICES	2,214.00	0.00	0.00	2,214.00	0%	0%
246-515410-000	HS DRUG FREE YTH SUPPLIES	2,064.00	0.00	0.00	2,064.00	0%	0%
246-515411-000	SUPPLIES - SPFG	4,950.00	40.49	155.46	4,794.54	1%	3%
246-920800-000	INDIRECT COSTS	0.00	0.00	603.00	(603.00)	0%	0%
***TOTAL EXPENDITURES		104,278.00	1,092.49	18,413.16	85,864.84	1%	18%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
CHAPTER I FUND							
251-445100-000	FEDERAL ASSISTANCE	105,139.00CR	0.00	9,758.73CR	95,380.27CR	0%	9%
251-445101-000	SCHOOL IMPROVEMENT ASSISTANCE	181,649.00CR	0.00	102,967.23CR	78,681.77CR	0%	57%
***TOTAL REVENUE		286,788.00CR	0.00	112,725.96CR	174,062.04CR	0%	39%
251-512110-000	TEACHER SALARIES--ELEMENTARY	59,222.00	0.00	10,215.67	49,006.33	0%	17%
251-512115-000	TEACHER AIDES--ELEMENTARY	8,570.00	0.00	1,175.82	7,394.18	0%	14%
251-512200-000	ELEMENTARY FRINGE BENEFITS	10,692.00	0.00	1,689.00	9,003.00	0%	16%
251-512210-000	ELEMENT. LIFE/EMP. ASSIST.	192.00	0.00	48.50	143.50	0%	25%
251-512220-000	EMPLOYER FICA	6,616.00	0.00	748.42	5,867.58	0%	11%
251-512270-000	WORKER'S COMPENSATION	467.00	0.00	321.00	146.00	0%	69%
251-512280-000	SICK LEAVE RETIRE.	1,090.00	0.00	178.27	911.73	0%	16%
251-512290-000	RETIREMENT BENEFIT	9,790.00	0.00	1,480.72	8,309.28	0%	15%
251-512310-000	E.S. PURCHASED SERVICES	500.00	0.00	0.00	500.00	0%	0%
251-512410-000	ELEMENTARY SUPPLIES & MATERIALS	0.00	0.00	0.00	0.00	0%	0%
251-512111-000	SCHOOL IMPROVEMENT GRANT SALARIES	123,150.00	0.00	23,249.30	99,900.70	0%	19%
251-512201-000	FRINGE - SIG	18,853.00	0.00	3,949.62	14,903.38	0%	21%
251-512211-000	LIFE INS BENEFIT - SIG	288.00	0.00	143.86	144.14	0%	50%
251-512221-000	EMPLOYER FICA - SIG	10,863.00	0.00	2,005.64	8,857.36	0%	18%
251-512271-000	WORKER'S COMP - SIG	767.00	0.00	616.00	151.00	0%	80%
251-512281-000	UNUSED SICK LEAVE - SIG	1,789.00	0.00	147.41	1,641.59	0%	8%
251-512291-000	PERSI - SIG	16,075.00	0.00	3,190.83	12,884.17	0%	20%
251-512311-000	SIG PURCHASED SERVICES	6,864.00	5,533.60	23,679.70 (	16,815.70)	81%	345%
251-512411-000	SIG SUPPLIES	3,000.00	0.00	33,864.80 (	30,864.80)	0%	999%
251-632115-000	ADMIN. SALARIES	8,000.00	0.00	2,666.64	5,333.36	0%	33%
251-632200-000	ADMINISTRATIVE FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
251-632210-000	LIFE INSURANCE	0.00	0.00	5.20 (	5.20)	0%	0%
251-632220-000	EMPLOYER FICA	0.00	0.00	188.99 (	188.99)	0%	0%
251-632270-000	WORKER'S COMPENSATION	0.00	0.00	0.00	0.00	0%	0%
251-632280-000	SICK LEAVE RETIREMENT	0.00	0.00	33.60 (	33.60)	0%	0%
251-632290-000	RETIREMENT BENEFIT	0.00	0.00	301.88 (	301.88)	0%	0%
251-632410-000	ADMINISTRATION SUPPLIES/MATERIALS	0.00	0.00	0.00	0.00	0%	0%
***TOTAL EXPENDITURES		286,788.00	5,533.60	109,900.87	176,887.13	2%	38%
TITLE VI-B FUND							
257-320000-000	VI-B CARRYOVER	0.00	0.00	0.00	0.00	0%	0%
257-445000-000	FEDERAL ASSISTANCE -- PART B	120,732.00CR	0.00	12,693.45CR	108,038.55CR	0%	11%
257-445600-000	FEDERAL ASSISTANCE--IEP SOFTWARE	0.00	0.00	0.00	0.00	0%	0%
***TOTAL REVENUE		120,732.00CR	0.00	12,693.45CR	108,038.55CR	0%	11%
257-521110-000	CERTIFIED SALARY	0.00	0.00	0.00	0.00	0%	0%
257-521115-000	AIDES - SPECIAL FLOWTHROUGH	70,573.00	0.00	11,910.52	58,662.48	0%	17%
257-521200-000	FRINGE BENEFITS-TITLE VI-B	28,024.00	0.00	4,529.00	23,495.00	0%	16%
257-521210-000	LIFE/EMP. ASSIST. PLAN	480.00	0.00	151.31	328.69	0%	32%
257-521220-000	EMPLOYER FICA	7,543.00	0.00	1,141.09	6,401.91	0%	15%
257-521270-000	WORKER'S COMPENSATION	532.00	0.00	403.00	129.00	0%	76%
257-521280-000	SICK LEAVE RETIRE.	1,242.00	0.00	228.76	1,013.24	0%	18%
257-521290-000	RETIREMENT BENEFIT	11,161.00	0.00	1,860.94	9,300.06	0%	17%
257-521410-000	MATERIALS -- FLOWTHROUGH	1,177.00	0.00	2,374.00 (	1,197.00)	0%	202%
***TOTAL EXPENDITURES		120,732.00	0.00	22,598.62	98,133.38	0%	19%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
T I T L E VI-B P R E S C H O O L							
258-320000-000	PRESCHOOL CARRYOVER-PRIOR	0.00	0.00	0.00	0.00	0%	0%
258-445600-000	TITLE VI-B PRE-SCHOOL REVENUE	2,964.00CR	0.00	0.00	2,964.00CR	0%	0%
***TOTAL REVENUE		2,964.00CR	0.00	0.00	2,964.00CR	0%	0%
258-522110-000	CERTIFIED TEACHER SALARIES	0.00	0.00	0.00	0.00	0%	0%
258-522115-000	NON-CERTIFIED SALARIES	1,770.00	0.00	0.00	1,770.00	0%	0%
258-522200-000	BENEFITS	684.00	0.00	0.00	684.00	0%	0%
258-522210-000	LIFE/EMP. ASSIST. PLAN	0.00	0.00	0.00	0.00	0%	0%
258-522220-000	EMPLOYER FICA	188.00	0.00	0.00	188.00	0%	0%
258-522270-000	WORKER'S COMPENSATION	13.00	0.00	10.00	3.00	0%	77%
258-522280-000	SICK LEAVE RETIRE.	31.00	0.00	0.00	31.00	0%	0%
258-522290-000	RETIREMENT BENEFIT	278.00	0.00	0.00	278.00	0%	0%
***TOTAL EXPENDITURES		2,964.00	0.00	10.00	2,954.00	0%	0%
T I T L E VI-B REAP							
262-320000-000	BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
262-443000-000	REAP GRANT REVENUE / \$18,921	27,796.00CR	0.00	2,416.62CR	25,379.38CR	0%	9%
***TOTAL REVENUE		27,796.00CR	0.00	2,416.62CR	25,379.38CR	0%	9%
262-512115-000	ELEMENTARY CLASSIFIED SALARY	16,634.00	0.00	2,808.82	13,825.18	0%	17%
262-512200-000	FRINGE BENEFITS	6,284.00	0.00	1,011.00	5,273.00	0%	16%
262-512210-000	LIFE INSURANCE BENEFIT	0.00	0.00	29.14 (	29.14)	0%	0%
262-512220-000	FICA BENEFIT	1,753.00	0.00	292.21	1,460.79	0%	17%
262-512270-000	WORKERS COMP. BENEFIT	241.00	0.00	94.00	147.00	0%	39%
262-512280-000	SICK LEAVE BENEFIT	289.00	0.00	51.88	237.12	0%	18%
262-512290-000	PERSI BENEFIT	2,595.00	0.00	432.40	2,162.60	0%	17%
***TOTAL EXPENDITURES		27,796.00	0.00	4,719.45	23,076.55	0%	17%
T I T L E VII-A INDIAN EDUCATION							
267-320000-000	BEGINNING FUND BALANCE	0.00	0.00	0.00	0.00	0%	0%
267-443000-000	FEDERAL ASSISTANCE - VII-A	86,000.00CR	0.00	11,693.11CR	74,306.89CR	0%	14%
***TOTAL REVENUE		86,000.00CR	0.00	11,693.11CR	74,306.89CR	0%	14%
267-512410-000	CULTURAL ENRICHMENT SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
267-515110-000	NEZ PERCE LANGUAGE INSTRUCTOR	6,582.00	0.00	1,468.82	5,113.18	0%	22%
267-515115-000	TUTORING	0.00	0.00	0.00	0.00	0%	0%
267-515210-000	EMPLOYEE ASSIST. PLAN	0.00	0.00	0.00	0.00	0%	0%
267-515220-000	EMPLOYER FICA	0.00	0.00	196.28 (	196.28)	0%	0%
267-515270-000	WORKER'S COMPENSATION	0.00	0.00	267.00 (	267.00)	0%	0%
267-515280-000	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
267-515290-000	RETIREMENT BENEFIT	0.00	0.00	0.00	0.00	0%	0%
267-515300-000	HIGH SCHOOL PURCHASED SVCS	0.00	0.00	2,663.00 (	2,663.00)	0%	0%
267-515410-000	CULTURAL ENRICHMENT SUPPLIES	0.00	0.00	410.09 (	410.09)	0%	0%
267-611115-000	ATTEND CLERK & LIAISON	8,333.00	0.00	1,430.50	6,902.50	0%	17%
267-611200-000	LIAISON FRINGE BENEFITS	0.00	0.00	498.50 (	498.50)	0%	0%
267-611210-000	LIFE/EMP. ASSIST. PLAN	0.00	0.00	23.24 (	23.24)	0%	0%
267-611220-000	EMPLOYER FICA	0.00	0.00	302.46 (	302.46)	0%	0%
267-611270-000	WORKER'S COMPENSATION	0.00	0.00	0.00	0.00	0%	0%
267-611280-000	SICK LEAVE RETIREMENT	0.00	0.00	50.60 (	50.60)	0%	0%
267-611290-000	RETIREMENT BENEFIT	0.00	0.00	454.65 (	454.65)	0%	0%
267-632110-000	COORDINATOR SALARY	10,000.00	0.00	2,787.50	7,212.50	0%	28%
267-632116-000	SECRETARY'S SALARY	35,596.00	0.00	5,873.00	29,723.00	0%	16%
267-632200-000	SECRETARY'S FRINGE BENEFITS	11,487.00	0.00	1,302.82	10,184.18	0%	11%
267-632210-000	EMPLOYEE ASSIST. PLAN	96.00	0.00	31.53	64.47	0%	33%
267-632220-000	EMPLOYER FICA	5,508.00	0.00	455.34	5,052.66	0%	8%
267-632270-000	WORKER'S COMPENSATION	389.00	0.00	36.00	353.00	0%	9%
267-632280-000	SICK LEAVE RETIRE.	698.00	0.00	73.28	624.72	0%	10%
267-632290-000	RETIREMENT BENEFIT	6,273.00	0.00	576.00	5,697.00	0%	9%
267-632310-000	PURCHASED SERVICES	1,038.00	546.96	770.52	267.48	53%	74%
267-632380-000	ADMIN. TRAVEL	0.00	0.00	1,245.88 (	1,245.88)	0%	0%
267-632410-000	ADMIN MATERIALS	0.00	0.00	187.56 (	187.56)	0%	0%
***TOTAL EXPENDITURES		86,000.00	546.96	21,104.57	64,895.43	1%	25%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
J O M F U N D							
269-320000-000	J.O.M. BEGINNING BALANCE	20,000.00CR	0.00	0.00	20,000.00CR	0%	0%
269-445900-000	FEDERAL ASSISTANCE	22,000.00CR	0.00	0.00	22,000.00CR	0%	0%
***TOTAL REVENUE		42,000.00CR	0.00	0.00	42,000.00CR	0%	0%
269-512300-000	PURCHASED SERVICES	6,000.00	0.00	0.00	6,000.00	0%	0%
269-512310-000	CULTURAL ENRICHMENT	1,000.00	0.00	0.00	1,000.00	0%	0%
269-512380-000	JOM TRAVEL	0.00	0.00	0.00	0.00	0%	0%
269-512390-000	J.O.M. SUMMER SCHOOL	5,000.00	0.00	0.00	5,000.00	0%	0%
269-512410-000	CULTURAL SUPPLIES/MATERIALS	1,000.00	0.00	0.00	1,000.00	0%	0%
269-515110-000	CERTIFIED SALARIES - ASP - S/S	5,611.00	0.00	475.00	5,136.00	0%	8%
269-515115-000	CLASSIFIED SALARIES	0.00	0.00	0.00	0.00	0%	0%
269-515210-000	LIFE INS BENEFIT	0.00	0.00	0.80 (	0.80)	0%	0%
269-515220-000	EMPLOYER FICA	2,026.00	0.00	33.07	1,992.93	0%	2%
269-515270-000	WORKERS COMP	0.00	0.00	0.00	0.00	0%	0%
269-515280-000	UNUSED SICK LEAVE BENEFIT	0.00	0.00	5.98 (	5.98)	0%	0%
269-515290-000	PERSI	0.00	0.00	53.77 (	53.77)	0%	0%
269-515300-000	PURCHASE SERVICES	2,000.00	0.00	3,728.00 (	1,728.00)	0%	186%
269-515310-000	CULTURAL ENRICHMENT SERVICES	2,000.00	0.00	0.00	2,000.00	0%	0%
269-515410-000	JOM CULTURAL SUPPLIES	1,000.00	0.00	0.00	1,000.00	0%	0%
269-611115-000	JOM COORDINATOR	8,374.00	0.00	0.00	8,374.00	0%	0%
269-611200-000	FRINGE BENEFIT	3,591.00	0.00	0.00	3,591.00	0%	0%
269-611210-000	LIFE/EMP. ASSIST. PLAN	0.00	0.00	7.37 (	7.37)	0%	0%
269-611220-000	EMPLOYER FICA	0.00	0.00	0.02CR	0.02	0%	0%
269-611270-000	WORKER'S COMPENSATION	0.00	0.00	0.00	0.00	0%	0%
269-611280-000	SICK LEAVE RETIRE.	0.00	0.00	1.65 (	1.65)	0%	0%
269-611290-000	RETIREMENT BENEFIT	0.00	0.00	0.00	0.00	0%	0%
269-632115-000	J.O.M. SECRETARY	0.00	0.00	0.00	0.00	0%	0%
269-632200-000	SECRETARY FRINGE	0.00	0.00	0.00	0.00	0%	0%
269-632210-000	LIFE INS. BENEFIT	0.00	0.00	0.00	0.00	0%	0%
269-632220-000	EMPLOYER FICA	0.00	0.00	0.00	0.00	0%	0%
269-632270-000	WORKERS COMP	0.00	0.00	0.00	0.00	0%	0%
269-632280-000	RETIREMENT SICK LEAVE	0.00	0.00	0.00	0.00	0%	0%
269-632290-000	RETIREMENT BENEFIT	0.00	0.00	0.00	0.00	0%	0%
269-632310-000	ADMIN. PURCHASE SERVICES	0.00	0.00	0.00	0.00	0%	0%
269-632380-000	COMMITTEE TRAVEL EXPENSES	0.00	0.00	3,148.76 (	3,148.76)	0%	0%
269-632410-000	SUPPLIES	4,398.00	0.00	265.88	4,132.12	0%	6%
269-632550-000	EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
269-920800-000	FUND TRANSFERS -- INDIRECT COST	0.00	0.00	0.00	0.00	0%	0%
***TOTAL EXPENDITURES		42,000.00	0.00	7,720.26	34,279.74	0%	18%

T I T L E I I A I M P V T E A C H Q U A L I T Y

271-320000-000	ESTIMATED BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
271-445900-000	FEDERAL TITLE II-A REVENUE	31,669.00CR	0.00	2,374.13CR	29,294.87CR	0%	7%
***TOTAL REVENUE		31,669.00CR	0.00	2,374.13CR	29,294.87CR	0%	7%
271-512110-000	CERTIFIED SALARIES	0.00	0.00	0.00	0.00	0%	0%
271-512200-000	FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
271-512210-000	EAP./LIFE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
271-512220-000	FICA BENEFIT	0.00	0.00	0.00	0.00	0%	0%
271-512270-000	WORKERS COMPENSATION	0.00	0.00	86.00 (	86.00)	0%	0%
271-512280-000	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
271-512290-000	PERSI BENEFIT	0.00	0.00	0.00	0.00	0%	0%
271-621110-000	STAFF DEVELOPMENT SALARIES	21,000.00	0.00	5,191.93	15,808.07	0%	25%
271-621210-000	STAFF DEVELOPMENT LIFE INS.	0.00	0.00	16.83 (	16.83)	0%	0%
271-621220-000	STAFF DEVELOP. FICA BENEFIT	1,607.00	0.00	371.66	1,235.34	0%	23%
271-621270-000	WORKERS COMPENSATION	113.00	0.00	0.00	113.00	0%	0%
271-621280-000	STAFF DEVELOP. SICK LEAVE	265.00	0.00	61.64	203.36	0%	23%
271-621290-000	STAFF DEVELOP. PERSI BENEFIT	2,377.00	0.00	542.43	1,834.57	0%	23%
271-621310-000	STAFF DEVELOPMENT	6,307.00	0.00	466.00	5,841.00	0%	7%
271-621380-000	TITLE II STAFF TRAVEL	0.00	169.60	284.35 (	284.35)	0%	0%
271-621410-000	STAFF DEVELOPMENT SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
271-920800-000	INDIRECT COST--TITLE II-A	0.00	0.00	0.00	0.00	0%	0%
***TOTAL EXPENDITURES		31,669.00	169.60	7,020.84	24,648.16	1%	22%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
G E A R - U P G R A N T							
278-320000-000	GEAR-UP BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
278-431900-000	GEAR UP - OTHER STATE REVENUE	0.00	0.00	0.00	0.00	0%	0%
278-445000-000	GEAR-UP GRANT REVENUE	41,064.00CR	0.00	4,863.61CR	36,200.39CR	0%	12%
***TOTAL REVENUE		41,064.00CR	0.00	4,863.61CR	36,200.39CR	0%	12%
278-515110-000	GEAR UP CERT. SALARIES	0.00	0.00	2,333.32 (	2,333.32)	0%	0%
278-515115-000	GEAR UP SALARIES	24,989.00	0.00	2,742.78	22,246.22	0%	11%
278-515200-000	FRINGE BENEFIT	6,284.00	0.00	1,047.32	5,236.68	0%	17%
278-515210-000	LIFE INSURANCE BENEFIT	96.00	0.00	19.10	76.90	0%	20%
278-515220-000	EMPLOYER FICA	2,392.00	0.00	460.94	1,931.06	0%	19%
278-515270-000	WORKER'S COMPENSATION	169.00	0.00	128.00	41.00	0%	76%
278-515280-000	SICK LEAVE BENEFIT	279.00	0.00	48.83	230.17	0%	18%
278-515290-000	PERSI BENEFIT	2,504.00	0.00	429.04	2,074.96	0%	17%
278-515380-000	STUDENT TRAVEL	0.00	0.00	0.00	0.00	0%	0%
278-515410-000	GEAR UP SUPPLIES	2,038.00	0.00	391.99	1,646.01	0%	19%
278-621310-000	STAFF CONFERENCE/TRAINING	2,313.00	0.00	1,235.70	1,077.30	0%	53%
278-621380-000	STAFF TRAVEL	0.00	0.00	395.40 (	395.40)	0%	0%
***TOTAL EXPENDITURES		41,064.00	0.00	9,232.42	31,831.58	0%	22%
ELEMENTARY COUNSELING GRANT							
284-443000-000	ELEMENTARY COUNSELING GRANT REVENUE	239,747.00CR	0.00	0.00	239,747.00CR	0%	0%
284-460000-000	TRANSFERS IN FROM OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
***TOTAL REVENUE		239,747.00CR	0.00	0.00	239,747.00CR	0%	0%
284-611110-000	ELEM COUNSELING GRANT SALARIES	115,386.00	0.00	28,430.47	86,955.53	0%	25%
284-611200-000	FRINGE BENEFIT	6,076.00	0.00	2,281.66	3,794.34	0%	38%
284-611210-000	LIFE INS. BENEFIT	0.00	0.00	107.04 (	107.04)	0%	0%
284-611220-000	FICA BENEFIT	9,292.00	0.00	2,336.00	6,956.00	0%	25%
284-611270-000	WORKERS COMP. BENEFIT	656.00	0.00	500.00	156.00	0%	76%
284-611280-000	SICK LEAVE BENEFIT	1,530.00	0.00	375.69	1,154.31	0%	25%
284-611290-000	PERSI BENEFIT	13,749.00	0.00	3,123.40	10,625.60	0%	23%
284-611300-000	PURCHASED SERVICES	88,830.00	93.24	93.24	88,736.76	0%	0%
284-611410-000	SUPPLIES	4,228.00	4,393.47	21,539.37 (	17,311.37)	104%	509%
284-920800-000	INDIRECT COSTS	0.00	0.00	621.42 (	621.42)	0%	0%
***TOTAL EXPENDITURES		239,747.00	4,486.71	59,408.29	180,338.71	2%	25%
C H I L D N U T R I T I O N							
290-320000-000	EST. BEG. BAL.--SCHOOL LUNCH	90,000.00CR	0.00	0.00 (	90,000.00)	0%	0%
290-415000-000	EARNINGS ON INVESTMENTS	0.00	0.00	0.00	0.00	0%	0%
290-416100-000	SCHOOL FOOD SERVICE	7,000.00CR	0.00	558.02CR	6,441.98CR	0%	8%
290-416200-000	LUNCH SALES--ALA CARTE	0.00	0.00	516.98CR	516.98	0%	0%
290-419900-000	OTHER REVENUE	500.00CR	0.00	0.00	500.00CR	0%	0%
290-445500-000	NSLP - LUNCH REVENUE	180,000.00CR	0.00	29,318.98CR	150,681.02CR	0%	16%
290-445501-000	FEDERAL SUPPORT--COMMODITIES	13,000.00CR	0.00	0.00	13,000.00CR	0%	0%
290-445502-000	NSLP - SUMMER LUNCH REVENUE	12,000.00CR	0.00	14,175.41CR	2,175.41	0%	118%
290-445503-000	NSLP - BREAKFAST REVENUE	75,000.00CR	0.00	11,589.45CR	63,410.55CR	0%	15%
290-445504-000	NSLP - SNACK REVENUE	25,000.00CR	0.00	203.28CR	24,796.72CR	0%	1%
290-460000-000	INTERFUND TRANSFER	0.00	0.00	0.00	0.00	0%	0%
***TOTAL REVENUE		402,500.00CR	0.00	56,362.12CR	346,137.88CR	0%	14%
290-710115-000	FOOD SERVICE SALARIES--REGULAR	90,300.00	0.00	20,881.10	69,418.90	0%	23%
290-710200-000	FRINGE BENEFITS-FOOD SERVICES	31,758.00	0.00	5,292.96	26,465.04	0%	17%
290-710210-000	LIFE/EMP. ASSIST. PLAN	576.00	0.00	185.76	390.24	0%	32%
290-710220-000	EMPLOYER FICA	0.00	0.00	0.00	0.00	0%	0%
290-710270-000	WORKER'S COMPENSATION	5,786.00	0.00	4,384.00	1,402.00	0%	76%
290-710280-000	SICK LEAVE RETIRE.	1,538.00	0.00	350.74	1,187.26	0%	23%
290-710290-000	PERSI BENEFIT	13,817.00	0.00	2,957.46	10,859.54	0%	21%
290-710310-000	FOOD SERVICE - PURCHASED SERVICES	1,500.00	380.17	381.22	1,118.78	25%	25%
290-710410-000	FOOD SERVICE--NON-FOOD SUPPLIES	7,000.00	814.02	2,987.26	4,012.74	12%	43%
290-710411-000	FOOD SERVICE--FOOD SUPPLIES	213,225.00	11,861.38	37,417.15	175,807.85	6%	18%
290-710412-000	FOOD SERVICE--MILK	24,000.00	2,920.01	7,102.82	16,897.18	12%	30%
290-710413-000	FOOD SERVICE--COMMODITIES	13,000.00	2,241.88	4,206.65	8,793.35	17%	32%
290-710550-000	FOOD SERVICE EQUIPMENT	0.00	0.00	538.90 (	538.90)	0%	0%
***TOTAL EXPENDITURES		402,500.00	18,217.46	86,686.02	315,813.98	5%	22%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
F R E S H F R U I T/V E G. G R T.							
291-320000-000	BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
291-445500-000	FRESH FRUIT/VEG. GRANT	16,455.00CR	0.00	1,206.22CR	15,248.78CR	0%	7%
291-460000-000	INTERFUND TRANSFER	2,750.00CR	0.00	0.00	2,750.00CR	0%	0%
***TOTAL REVENUE		19,205.00CR	0.00	1,206.22CR	17,998.78CR	0%	6%
291-710115-000	FRUIT/VEG. PREP SALARIES	1,300.00	0.00	285.43	1,014.57	0%	22%
291-710116-000	FRUIT/VEG. ADMIN. SALARIES	950.00	0.00	56.04	893.96	0%	6%
291-710200-000	FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
291-710270-000	WORKERS COMP. BENEFIT	107.00	0.00	80.00	27.00	0%	75%
291-710280-000	SICK LEAVE BENEFIT	28.00	0.00	4.33	23.67	0%	15%
291-710290-000	PERSI BENEFIT	255.00	0.00	38.65	216.35	0%	15%
291-710310-000	PURCHASE SERVICES	0.00	0.00	0.00	0.00	0%	0%
291-710410-000	SUPPLIES/MATERIALS	250.00	0.00	0.00	250.00	0%	0%
291-710411-000	FOOD SUPPLIES	13,565.00	1,299.35	2,425.82	11,139.18	10%	18%
291-710412-000	ADMIN. SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
***TOTAL EXPENDITURES		16,455.00	1,299.35	2,890.27	13,564.73	8%	18%
B O N D I N T./R E D E M P. FUND							
310-320000-000	BIRF BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
310-412510-000	BIRF LEVY TAXES-NEZPERCE COUNTY	244,413.00CR	0.00	6,675.69CR (	237,737.31)	0%	3%
310-415000-000	INVESTMENT EARNINGS	300.00CR	0.00	3.95CR	296.05CR	0%	1%
310-419900-000	REVENUE-SAVINGS FROM BOND REFI	0.00	0.00	0.00	0.00	0%	0%
310-438000-000	REVENUE IN LIEU OF PROPERTY TAX	0.00	0.00	0.00	0.00	0%	0%
310-439000-000	STATE BOND GUARANTY REV.	35,000.00CR	0.00	42,766.95CR	7,766.95	0%	122%
***TOTAL REVENUE		279,713.00CR	0.00	49,446.59CR	230,266.41CR	0%	18%
310-911610-000	BIRF PRINCIPAL	195,000.00	0.00	195,000.00	0.00	0%	100%
310-912620-000	BIRF INTEREST	84,213.00	0.00	44,543.75	39,669.25	0%	53%
310-913691-000	BIRF FEES	500.00	0.00	0.00	500.00	0%	0%
***TOTAL EXPENDITURES		279,713.00	0.00	239,543.75	40,169.25	0%	86%
BUS DEPRECIATION							
421-320000-000	BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
421-431200-000	TRANSPORTATION DEPRECIATION REV	10,837.00CR	0.00	0.00	10,837.00CR	0%	0%
***TOTAL REVENUE		10,837.00CR	0.00	0.00	10,837.00CR	0%	0%
421-810520-000	BUS PURCHASE	10,837.00	0.00	0.00	10,837.00	0%	0%
***TOTAL EXPENDITURES		10,837.00	0.00	0.00	10,837.00	0%	0%
S C H O L A R S H I P F U N D							
710-320000-000	BEGINNING BALANCE-SCHOLARSHIP FUND	0.00	0.00	0.00	0.00	0%	0%
710-415000-000	EARNINGS ON INVESTMENTS	0.00	0.00	2.50CR	2.50	0%	0%
710-419210-000	TONY HIGHEAGLE/ JOHNSON SCH REV.	0.00	0.00	0.00	0.00	0%	0%
710-419215-000	ROGER VAN HOUTEN SCHOLARSHIP REV.	0.00	0.00	0.00	0.00	0%	0%
710-419220-000	DAN P. HIGHEAGLE SCHOLARSHIP REV.	0.00	0.00	20.00CR	20.00	0%	0%
710-419225-000	NELLIE WOODS SCHOLARSHIP REVENUE	0.00	0.00	0.00	0.00	0%	0%
710-419230-000	MARK PATTERSON SCHOLARSHIP REVENUE	0.00	0.00	12.00CR	12.00	0%	0%
710-419235-000	RON WHEELER SCHOLARSHIP	0.00	0.00	0.00	0.00	0%	0%
710-419240-000	CHRISTINA WALKER GARRISON	0.00	0.00	0.00	0.00	0%	0%
710-419250-000	GARRETT LEIGHTON ELEM. MEM. FUND	0.00	0.00	108.00CR	108.00	0%	0%
710-419255-000	JEFF WILSON MEMORIAL SCHOLARSHIP	0.00	0.00	20.00CR	20.00	0%	0%
710-419260-000	ALEC REUBEN SCHOLARSHIP	0.00	0.00	0.00	0.00	0%	0%
710-419270-000	LAPWAI MERIT SCHOLARSHIP	0.00	0.00	0.00	0.00	0%	0%
***TOTAL REVENUE		0.00	0.00	162.50CR	162.50	0%	0%
710-720300-000	SCHOLARSHIP EXPENSES	0.00	0.00	0.00	0.00	0%	0%
710-720310-000	TONY HIGHEAGLE/JOHNSON SCH EXP.	0.00	0.00	0.00	0.00	0%	0%
710-720315-000	ROGER VAN HOUTEN SCHOLARSHIP EXP.	0.00	0.00	0.00	0.00	0%	0%
710-720320-000	DAN P. HIGHEAGLE SCHOLARSHIP EXP.	0.00	0.00	0.00	0.00	0%	0%
710-720325-000	NELLIE WOODS SCHOLARSHIP EXPENSE	0.00	0.00	0.00	0.00	0%	0%
710-720330-000	MARK PATTERSON SCHOLARSHIP EXP.	0.00	0.00	0.00	0.00	0%	0%
710-720335-000	RON WHEELER SCHOLARSHIP EXPENSE	0.00	0.00	0.00	0.00	0%	0%
710-720340-000	CHRISTINA WALKER-GARRISON	0.00	0.00	0.00	0.00	0%	0%
710-720350-000	GARRETT LEIGHTON ELEM. MEM. FUND	0.00	0.00	0.00	0.00	0%	0%
710-720355-000	JEFF WILSON MEMORIAL EXPENSE	0.00	0.00	0.00	0.00	0%	0%
710-720360-000	ALEC REUBEN EXPENSE	0.00	0.00	500.00 (	500.00)	0%	0%
710-720370-000	LAPWAI MERIT EXPENSE	0.00	0.00	500.00 (	500.00)	0%	0%
710-950000-000	CONTINGENCY RESERVE--SCHOLARSHIPS	0.00	0.00	0.00	0.00	0%	0%
***TOTAL EXPENDITURES		0.00	0.00	1,000.00	1,000.00CR	0%	0%

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
GENERAL FUND				
100-111100-000	CASH IN BANK--GENERAL FUND	285,005.37	2,917.00	287,922.37
100-111109-000	PAYROLL CHECKING	0.00	0.00	0.00
100-111300-000	PETTY CASH	0.00	0.00	0.00
100-112100-000	INVESTMENTS--LGIP #1037	643,016.85	0.00	643,016.85
100-112110-000	INVESTMENTS-DISNEY PLAYGRND #1269	4,201.75	0.00	4,201.75
100-112120-000	SAVINGS ACCOUNT--WELLS FARGO	1,678,859.37	0.00	1,678,859.37
100-113100-000	TAXES RECEIVABLE	1,328.34	0.00	1,328.34
100-114100-000	STATE SUPPORT RECEIVABLE	0.00	0.00	0.00
100-114101-000	INTEREST RECEIVABLE	0.00	0.00	0.00
100-114200-000	RECEIVABLE	106.21	0.00	106.21
100-114230-000	INTERFUND RECEIVABLE	0.00	0.00	0.00
100-114290-000	LOCAL REVENUE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		2,612,517.89	2,917.00	2,615,434.89
100-213000-000	ACCOUNTS PAYABLE	0.00	79,262.70CR	79,262.70CR
100-217100-000	SALARIES PAYABLE	0.00	0.00	0.00
100-217200-000	BENEFITS PAYABLE	0.00	0.00	0.00
100-218350-000	SALES TAX PAYABLE - IDAHO	337.94CR	0.00	337.94CR
100-218351-000	SALES TAX PAYABLE - N P COUNTY	0.00	0.00	0.00
100-218703-000	PAYROLL WITHHOLDINGS - OTHER	0.00	0.00	0.00
100-218903-000	PAYROLL ADVANCES	700.00	0.00	700.00
100-221100-000	DEFERRED REVENUES	2,201.95CR	0.00	2,201.95CR
100-320200-000	FUND BALANCE - GENERAL FUND	2,610,678.00CR	76,004.72	2,534,673.28CR
***TOTAL LIABILITIES & FUND BAL.		2,612,517.89CR	3,257.98CR	2,615,775.87CR
NEZPERCE TRIBE ELEMENTARY				
230-111100-000	CASH IN BANK--NEZPERCE ELEMENTARY	2,730.89	0.00	2,730.89
230-114100-000	REVENUE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		2,730.89	0.00	2,730.89
230-211200-000	DUE TO OTHER FUNDS	0.00	0.00	0.00
230-213000-000	ACCOUNTS PAYABLE--NEZPERCE ELEM.	0.00	0.00	0.00
230-217100-000	SALARIES PAYABLE--NEZPERCE ELEM.	0.00	0.00	0.00
230-217200-000	BENEFITS PAYABLE--NEZPERCE ELEM.	0.00	0.00	0.00
230-320200-000	FUND BALANCE- NPT ELEMENTARY	2,730.89CR	0.00	2,730.89CR
***TOTAL LIABILITIES & FUND BAL.		2,730.89CR	0.00	2,730.89CR
TRIBAL GRANTS- NATIVE ARTS				
231-111100-000	CASH - NPT GRANT NATIVE ARTS	2,954.98	0.00	2,954.98
231-114100-000	REVENUE RECEIVABLE--NEZPERCE G/T	0.00	0.00	0.00
231-114200-000	INTERFUND RECEIVABLE--NEZPERCE G/T	0.00	0.00	0.00
***TOTAL ASSETS		2,954.98	0.00	2,954.98
231-211200-000	INTERFUND PAYABLE--NPT GRANT	0.00	0.00	0.00
231-213000-000	ACCOUNTS PAYABLE--NPT GRANT	0.00	0.00	0.00
231-320200-000	FUND BALANCE - FUND 231	2,954.98CR	0.00	2,954.98CR
***TOTAL LIABILITIES & FUND BAL.		2,954.98CR	0.00	2,954.98CR
GRANTS - NEZ PERCE TRIBE & OTHERS				
232-111100-000	CASH IN BANK--NEZPERCE TRIBE GRANTS	48,259.88	0.00	48,259.88
232-114100-000	REVENUE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		48,259.88	0.00	48,259.88
232-213000-000	ACCOUNTS PAYABLE	0.00	2,328.03CR	2,328.03CR
232-320200-000	FUND BALANCE - FUND 232	48,259.88CR	2,328.03	45,931.85CR
***TOTAL LIABILITIES & FUND BAL.		48,259.88CR	0.00	48,259.88CR

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
NEXPERCE TRIBE - LITERATURE GRT				
234-111100-000	CASH IN BANK--NEZPERCE LIT GRANT	3,607.51	0.00	3,607.51
	***TOTAL ASSETS	3,607.51	0.00	3,607.51
234-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
234-320200-000	FUND BALANCE - NPT LITERATURE GRANT	3,607.51CR	0.00	3,607.51CR
	***TOTAL LIABILITIES & FUND BAL.	3,607.51CR	0.00	3,607.51CR
N E Z P E R C E TRIBE JOB SKILLS				
235-111100-000	CASH IN BANK--NEZPERCE SPEC. SERV.	7,295.15	0.00	7,295.15
235-114100-000	REVENUE RECEIVABLE	0.00	0.00	0.00
	***TOTAL ASSETS	7,295.15	0.00	7,295.15
235-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
235-320200-000	FUND BALANCE- NEZPERCE TRIBE JOB SKILLS	7,295.15CR	0.00	7,295.15CR
	***TOTAL LIABILITIES & FUND BAL.	7,295.15CR	0.00	7,295.15CR
NPT - MENTOR ARTISTS PLAYWRIGHTS				
236-111100-000	CASH IN BANK--NEZPERCE PLAYWRIGHTS	0.00	0.00	0.00
236-114100-000	REVENUE RECEIVABLE	0.00	0.00	0.00
	***TOTAL ASSETS	0.00	0.00	0.00
236-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
236-320200-000	FUND BALANCE--NEZPERCE PLAYWRIGHTS	0.00	0.00	0.00
	***TOTAL LIABILITIES & FUND BAL.	0.00	0.00	0.00
S T A T E V O C A T I O N A L				
243-111100-000	CASH IN BANK--STATE VOC ED.	2,399.81CR	0.00	2,399.81CR
243-114100-000	SUPPORT RECEIVABLE	0.00	0.00	0.00
	***TOTAL ASSETS	2,399.81CR	0.00	2,399.81CR
243-211200-000	INTERFUND PAYABLES	0.00	0.00	0.00
243-213000-000	ACCOUNTS PAYABLE	0.00	140.75CR	140.75CR
243-217100-000	SALARIES PAYABLE	0.00	0.00	0.00
243-217200-000	BENEFITS PAYABLE	0.00	0.00	0.00
243-320200-000	FUND BALANCE - FUND 243	2,399.81	140.75	2,540.56
	***TOTAL LIABILITIES & FUND BAL.	2,399.81	0.00	2,399.81
NPT READING GRANT				
244-111100-000	NP TRIBE READING GT--CASH IN BANK	722.94	0.00	722.94
244-114100-000	REVENUE RECEIVABLE	0.00	0.00	0.00
	***TOTAL ASSETS	722.94	0.00	722.94
244-211200-000	INTERFUND PAYABLE	0.00	0.00	0.00
244-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
244-320200-000	FUND BALANCE	722.94CR	0.00	722.94CR
	***TOTAL LIABILITIES & FUND BAL.	722.94CR	0.00	722.94CR
SUBSTANCE ABUSE PREVENTION				
246-111100-000	CASH IN BANK--DRUG FREE YTH	13,033.42CR	0.00	13,033.42CR
246-114000-000	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
246-114200-000	INTERFUND RECEIVABLES	0.00	0.00	0.00
	***TOTAL ASSETS	13,033.42CR	0.00	13,033.42CR
246-211200-000	INTERFUND PAYABLE	0.00	0.00	0.00
246-213000-000	ACCOUNTS PAYABLE	0.00	1,092.49CR	1,092.49CR
246-217100-000	SALARIES PAYABLE	0.00	0.00	0.00
246-217200-000	BENEFITS PAYABLE	0.00	0.00	0.00
246-320200-000	FUND BALANCE - SUBSTANCE ABUSE PREVENTIC	13,033.42	1,092.49	14,125.91
	***TOTAL LIABILITIES & FUND BAL.	13,033.42	0.00	13,033.42

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
C H A P T E R I F U N D				
251-111100-000	CASH IN BANK--TITLE I	8,358.69	0.00	8,358.69
251-114100-000	ASSISTANCE REC' BL--CHAPTER I	0.00	0.00	0.00
***TOTAL ASSETS		8,358.69	0.00	8,358.69
251-211200-000	INTERFUND PAYABLES	0.00	0.00	0.00
251-213000-000	ACCOUNTS PAYABLE	0.00	5,533.60CR	5,533.60CR
251-217100-000	CONTRACTS PAYABLE--CHAPTER I	0.00	0.00	0.00
251-217200-000	BENEFITS PAYABLE	0.00	0.00	0.00
251-320200-000	FUND BALANCE - FUND 251	8,358.69CR	5,533.60	2,825.09CR
***TOTAL LIABILITIES & FUND BAL.		8,358.69CR	0.00	8,358.69CR
T I T L E VI-B F U N D				
257-111100-000	CASH IN BANK--TITLE VI-B	9,905.17CR	0.00	9,905.17CR
257-114100-000	REVENUE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		9,905.17CR	0.00	9,905.17CR
257-211200-000	INTERFUND PAYABLES	0.00	0.00	0.00
257-213000-000	ACCOUNTS PAYABLE--VI-B	0.00	0.00	0.00
257-214000-000	CONTRACTS PAYABLE--VI-B	0.00	0.00	0.00
257-217100-000	CONTRACTS PAYABLE	0.00	0.00	0.00
257-217200-000	BENEFITS PAYABLE	0.00	0.00	0.00
257-320200-000	FUND BALANCE - FUND 257	9,905.17	0.00	9,905.17
***TOTAL LIABILITIES & FUND BAL.		9,905.17	0.00	9,905.17
T I T L E VI-B P R E S C H O O L				
258-111100-000	CASH IN BANK -- VI-B PRE-SCHOOL	10.00CR	0.00	10.00CR
258-114100-000	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		10.00CR	0.00	10.00CR
258-211200-000	INTERFUND PAYABLES	0.00	0.00	0.00
258-213000-000	VI-B PRESCHOOL ACCOUNTS PAYABLE	0.00	0.00	0.00
258-217100-000	VIB PRESCHOOL SALARIES PAYABLE	0.00	0.00	0.00
258-217200-000	VIB PRESCHOOL BENEFITS PAYABLE	0.00	0.00	0.00
258-320200-000	FUND BALANCE - FUND 258	10.00	0.00	10.00
***TOTAL LIABILITIES & FUND BAL.		10.00	0.00	10.00
T I T L E VI-B R E A P				
262-111100-000	CASH IN BANK--REAP GRANT	2,302.83CR	0.00	2,302.83CR
262-114100-000	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		2,302.83CR	0.00	2,302.83CR
262-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
262-217100-000	SALARIES PAYABLE	0.00	0.00	0.00
262-217200-000	BENEFITS PAYABLE	0.00	0.00	0.00
262-320200-000	FUND BALANCE - REAP	2,302.83	0.00	2,302.83
***TOTAL LIABILITIES & FUND BAL.		2,302.83	0.00	2,302.83

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
T I T L E VII-A INDIAN EDUCATION				
267-111100-000	CASH IN BANK--TITLE VII IND. ED.	8,864.50CR	0.00	8,864.50CR
267-114100-000	REVENUE RECEIVABLE -- TITLE V	0.00	0.00	0.00
***TOTAL ASSETS		8,864.50CR	0.00	8,864.50CR
267-213000-000	ACCOUNTS PAYABLE--TITLE V	0.00	546.96CR	546.96CR
267-217100-000	CONTRACTS PAYABLE--TITLE V	0.00	0.00	0.00
267-217200-000	BENEFITS PAYABLE	0.00	0.00	0.00
267-320200-000	FUND BALANCE - TITLE VII-A	8,864.50	546.96	9,411.46
***TOTAL LIABILITIES & FUND BAL.		8,864.50	0.00	8,864.50
J O M F U N D				
269-111100-000	CASH IN BANK--JOM	32,586.98	0.00	32,586.98
269-114100-000	ASSISTANCE REC' BL--JOM	0.00	0.00	0.00
269-114200-000	INTERFUND RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		32,586.98	0.00	32,586.98
269-211200-000	INTERFUND PAYABLE	0.00	0.00	0.00
269-213000-000	ACCOUNTS PAYABLE -- J O M	0.00	0.00	0.00
269-217100-000	CONTRACTS PAYABLE--JOM	0.00	0.00	0.00
269-217200-000	BENEFITS PAYABLE	0.00	0.00	0.00
269-320200-000	FUND BALANCE - JOM	32,586.98CR	0.00	32,586.98CR
***TOTAL LIABILITIES & FUND BAL.		32,586.98CR	0.00	32,586.98CR
T I T L E IIA IMPV TEACH QUALITY				
271-111100-000	CASH IN BANK--TITLE II IMPV T QUAL	4,477.11CR	0.00	4,477.11CR
271-114000-000	RECEIVABLE--TITLE II	0.00	0.00	0.00
***TOTAL ASSETS		4,477.11CR	0.00	4,477.11CR
271-211200-000	INTERFUND PAYABLE	0.00	0.00	0.00
271-213000-000	ACCOUNTS PAYABLE--TITLE II	0.00	169.60CR	169.60CR
271-217100-000	SALARIES PAYABLE	0.00	0.00	0.00
271-217200-000	BENEFITS PAYABLE	0.00	0.00	0.00
271-320200-000	FUND BALANCE - TITLE II-A	4,477.11	169.60	4,646.71
***TOTAL LIABILITIES & FUND BAL.		4,477.11	0.00	4,477.11
G E A R - U P G R A N T				
278-111100-000	CASH IN BANK--GEAR-UP GRANT	1,374.37	0.00	1,374.37
278-114000-000	REVENUE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		1,374.37	0.00	1,374.37
278-211200-000	INTERFUND PAYABLE	0.00	0.00	0.00
278-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
278-217100-000	SALARIES PAYABLE	0.00	0.00	0.00
278-217200-000	BENEFITS PAYABLE	0.00	0.00	0.00
278-320200-000	FUND BALANCE - GEAR UP GRANT	1,374.37CR	0.00	1,374.37CR
***TOTAL LIABILITIES & FUND BAL.		1,374.37CR	0.00	1,374.37CR
ELEMENTARY COUNSELING GRANT				
284-111100-000	CASH IN BANK--ELEM COUNS GRANT	54,062.08CR	0.00	54,062.08CR
284-114100-000	REVENUE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		54,062.08CR	0.00	54,062.08CR
284-213000-000	ACCOUNTS PAYABLE	0.00	4,486.71CR	4,486.71CR
284-217100-000	SALARIES PAYABLE	0.00	0.00	0.00
284-217200-000	BENEFITS PAYABLE	0.00	0.00	0.00
284-320200-000	FUND BALANCE - ELEMENTARY COUNSELING GR	54,062.08	4,486.71	58,548.79
***TOTAL LIABILITIES & FUND BAL.		54,062.08	0.00	54,062.08

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
C H I L D N U T R I T I O N				
290-111100-000	CASH IN BANK -- FOOD SERVICE	57,169.15	0.00	57,169.15
290-111300-000	PETTY CASH	30.00	0.00	30.00
290-114200-000	INTERFUND RECEIVABLE	0.00	0.00	0.00
290-114500-000	REVENUE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		57,199.15	0.00	57,199.15
290-213000-000	ACCOUNTS PAYABLE	0.00	18,217.46CR	18,217.46CR
290-217100-000	FOOD SERVICE CONTRACTS PAYABLE	0.00	0.00	0.00
290-217200-000	BENEFITS PAYABLE	0.00	0.00	0.00
290-234100-000	LOAN PAYABLE	0.00	0.00	0.00
290-320200-000	FUND BALANCE - CHILD NUTRITION	57,199.15CR	18,217.46	38,981.69CR
***TOTAL LIABILITIES & FUND BAL.		57,199.15CR	0.00	57,199.15CR
F R E S H F R U I T / V E G . G R T .				
291-111100-000	CASH IN BANK--FRUIT/VEG. GRANT	384.70CR	0.00	384.70CR
291-114000-000	REVENUE RECEIVABLE	0.00	0.00	0.00
291-114200-000	INTERFUND RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		384.70CR	0.00	384.70CR
291-211200-000	INTERFUND PAYABLES	0.00	0.00	0.00
291-213000-000	ACCOUNTS PAYABLE	0.00	1,299.35CR	1,299.35CR
291-217100-000	SALARIES PAYABLE	0.00	0.00	0.00
291-217200-000	BENEFITS PAYABLE	0.00	0.00	0.00
291-320200-000	FUND BALANCE - FFVP	384.70	1,299.35	1,684.05
***TOTAL LIABILITIES & FUND BAL.		384.70	0.00	384.70
B O N D I N T . / R E D E M P . F U N D				
310-111100-000	CASH IN BANK--BOND INT./REDEMP. FD	101,078.78CR	0.00	101,078.78CR
310-112100-000	INVESTMENTS--BIR FUND #2770	7,997.33	0.00	7,997.33
310-113100-000	TAXES RECEIVABLE--NEZ PERCE CO.	17,620.02	0.00	17,620.02
310-114000-000	REVENUE RECEIVABLE	0.00	0.00	0.00
310-114101-000	INTEREST RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		75,461.43CR	0.00	75,461.43CR
310-211200-000	INTERFUND PAYABLE	0.00	0.00	0.00
310-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
310-216100-000	BONDS PAYABLE	0.00	0.00	0.00
310-221000-000	DEFERRED REVENUES--NEZ PERCE CO.	16,534.65CR	0.00	16,534.65CR
310-320200-000	FUND BALANCE - BOND REDEMPTION FUND	91,996.08	0.00	91,996.08
***TOTAL LIABILITIES & FUND BAL.		75,461.43	0.00	75,461.43
B U S D E P R E C I A T I O N				
421-111100-000	CASH IN BANK--BUS DEPRECIATION	0.00	0.00	0.00
421-114000-000	REVENUE RECEIVABLE	0.00	0.00	0.00
421-114101-000	INTEREST RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		0.00	0.00	0.00
421-211200-000	INTERFUND PAYABLE	0.00	0.00	0.00
421-213000-000	ACCOUNTS PAYABLE--BUS DEP	0.00	0.00	0.00
421-320200-000	FUND BALANCE - BUS DEPRECIATION	0.00	0.00	0.00
***TOTAL LIABILITIES & FUND BAL.		0.00	0.00	0.00

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
S C H O L A R S H I P F U N D				
710-111100-000	CASH IN BANK -- SCHOLARSHIP FUND	1,605.09	0.00	1,605.09
710-112010-000	INV-- T. HIGHEAGLE-JOHNSON #1209	32.57	0.00	32.57
710-112015-000	INVESTMENTS -- R. VAN HOUTEN #1502	9.36	0.00	9.36
710-112020-000	INVESTMENTS -- D HIGHEAGLE #1208	89.04	0.00	89.04
710-112025-000	INVESTMENTS -- N. WOODS #1503	550.49	0.00	550.49
710-112030-000	INVESTMENTS -- M. PATTERSON #1210	954.09	0.00	954.09
710-112035-000	INVESTMENTS -- R. WHEELER	0.00	0.00	0.00
710-112040-000	INVESTMENTS--JEFF WILSON #2713	42.50	0.00	42.50
710-112050-000	INVESTMENTS--G. LEIGHTON #2715	1,939.80	0.00	1,939.80
710-112060-000	INVESTMENTS--ALEC REUBEN #3119	930.83	0.00	930.83
710-112070-000	INVESTMENTS - MERIT SCHOLARSP 2714	469.92	0.00	469.92
710-114000-000	REVENUE RECEIVABLE	0.00	0.00	0.00
710-114101-000	INTEREST RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		6,623.69	0.00	6,623.69
710-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
710-320200-000	FUND BALANCE - SCHOLARSHIP FUND	6,623.69CR	0.00	6,623.69CR
***TOTAL LIABILITIES & FUND BAL.		6,623.69CR	0.00	6,623.69CR

ACCOUNTS PAYABLE

100-213000-000	ACCOUNTS PAYABLE	0.00	79,262.70CR	79,262.70CR
230-213000-000	ACCOUNTS PAYABLE--NEZPERCE ELEM.	0.00	0.00	0.00
231-213000-000	ACCOUNTS PAYABLE--NPT GRANT	0.00	0.00	0.00
232-213000-000	ACCOUNTS PAYABLE	0.00	2,328.03CR	2,328.03CR
234-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
235-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
236-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
243-213000-000	ACCOUNTS PAYABLE	0.00	140.75CR	140.75CR
251-213000-000	ACCOUNTS PAYABLE	0.00	5,533.60CR	5,533.60CR
257-213000-000	ACCOUNTS PAYABLE--VI-B	0.00	0.00	0.00
258-213000-000	VI-B PRESCHOOL ACCOUNTS PAYABLE	0.00	0.00	0.00
267-213000-000	ACCOUNTS PAYABLE--TITLE V	0.00	546.96CR	546.96CR
269-213000-000	ACCOUNTS PAYABLE -- J O M	0.00	0.00	0.00
271-213000-000	ACCOUNTS PAYABLE--TITLE II	0.00	169.60CR	169.60CR
278-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
284-213000-000	ACCOUNTS PAYABLE	0.00	4,486.71CR	4,486.71CR
290-213000-000	ACCOUNTS PAYABLE	0.00	18,217.46CR	18,217.46CR
291-213000-000	ACCOUNTS PAYABLE	0.00	1,299.35CR	1,299.35CR
310-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
ACCOUNTS PAYABLE		0.00	111,985.16CR	111,985.16CR

C A S H I N B A N K

100-111100-000	CASH IN BANK--GENERAL FUND	285,005.37	2,917.00	287,922.37
230-111100-000	CASH IN BANK--NEZPERCE ELEMENTARY	2,730.89	0.00	2,730.89
231-111100-000	CASH - NPT GRANT NATIVE ARTS	2,954.98	0.00	2,954.98
232-111100-000	CASH IN BANK--NEZPERCE TRIBE GRANTS	48,259.88	0.00	48,259.88
234-111100-000	CASH IN BANK--NEZPERCE LIT GRANT	3,607.51	0.00	3,607.51
235-111100-000	CASH IN BANK--NEZPERCE SPEC. SERV.	7,295.15	0.00	7,295.15
236-111100-000	CASH IN BANK--NEZPERCE PLAYWRIGHTS	0.00	0.00	0.00
243-111100-000	CASH IN BANK--STATE VOC ED.	2,399.81CR	0.00	2,399.81CR
244-111100-000	NP TRIBE READING GT--CASH IN BANK	722.94	0.00	722.94
246-111100-000	CASH IN BANK--DRUG FREE YTH	13,033.42CR	0.00	13,033.42CR
251-111100-000	CASH IN BANK--TITLE I	8,358.69	0.00	8,358.69
257-111100-000	CASH IN BANK--TITLE VI-B	9,905.17CR	0.00	9,905.17CR
258-111100-000	CASH IN BANK -- VI-B PRE-SCHOOL	10.00CR	0.00	10.00CR
262-111100-000	CASH IN BANK--REAP GRANT	2,302.83CR	0.00	2,302.83CR
267-111100-000	CASH IN BANK--TITLE VII IND. ED.	8,864.50CR	0.00	8,864.50CR
269-111100-000	CASH IN BANK--JOM	32,586.98	0.00	32,586.98
271-111100-000	CASH IN BANK--TITLE II IMPV T QUAL	4,477.11CR	0.00	4,477.11CR
278-111100-000	CASH IN BANK--GEAR-UP GRANT	1,374.37	0.00	1,374.37
284-111100-000	CASH IN BANK--ELEM COUNS GRANT	54,062.08CR	0.00	54,062.08CR
290-111100-000	CASH IN BANK -- FOOD SERVICE	57,169.15	0.00	57,169.15
291-111100-000	CASH IN BANK--FRUIT/VEG. GRANT	384.70CR	0.00	384.70CR
310-111100-000	CASH IN BANK--BOND INT./REDEMP. FD	101,078.78CR	0.00	101,078.78CR
421-111100-000	CASH IN BANK--BUS DEPRECIATION	0.00	0.00	0.00
710-111100-000	CASH IN BANK -- SCHOLARSHIP FUND	1,605.09	0.00	1,605.09
*****TOTAL CASH IN BANK		255,152.60	2,917.00	258,069.60

(VEND RNG: 000000-ZZZZZZ; DATE RNG: 00/00/00-99/99/99; ALL FUNDS; BANK CD: 1)									
VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	MO-YR	AMOUNT
000415	100-665310-000	000000	11/16/15	M16413	9597	SPRINKLER SYSTEM WNTERIZATION	1	11-2015	135.00
	**SUB-TOTAL: ACEY'S LANDSCAPE								135.00
001440	100-661330-000	000000	11/16/15	000000	802520379	PROPANE 450 GALS HS	1	11-2015	432.00
001440	100-661330-000	000000	11/16/15	000000	802321030	CREDIT 1.0 ES	1	11-2015	5.00CR
	**SUB-TOTAL: AMERIGAS-LEWISTON								427.00
002360	100-681425-000	000000	11/16/15	T16397	S19189	1/2 CONV. TUBING 50' FOR BUS WIRING	1	11-2015	16.45
	**SUB-TOTAL: AUTO PAINT AND PARTS								16.45
002420	100-661330-000	000000	11/16/15	000000	5908020000	ELECTRIC HS TRACK	1	11-2015	241.18
002420	100-661330-000	000000	11/16/15	000000	5908020000	ELECTRIC TRACK LIGHTS	1	11-2015	313.25
002420	100-661330-000	000000	11/16/15	000000	5908020000	ELECTRIC PUMP	1	11-2015	97.37
002420	100-661330-000	000000	11/16/15	000000	5908020000	ELECTRIC STORAGE TECH	1	11-2015	19.76
002420	100-661330-000	000000	11/16/15	000000	5908020000	ELECTRIC MS/HS	1	11-2015	4,229.91
002420	100-661330-000	000000	11/16/15	000000	5908020000	ELECTRIC CABINET SHOP	1	11-2015	37.75
002420	100-661330-000	000000	11/16/15	000000	5908020000	ELCTRIC AG SHOP	1	11-2015	176.83
002420	100-681319-000	000000	11/16/15	000000	5908020000	ELECTRIC BUS SHOP	1	11-2015	143.69
002420	100-661330-000	000000	11/16/15	000000	5908020000	ELECTRIC ES	1	11-2015	2,544.28
	**SUB-TOTAL: AVISTA UTILITIES								7,804.02
002480	100-665310-000	000000	11/16/15	M16356	15-525	REPLACE BROK VALCE FB FIELD	1	11-2015	810.00
	**SUB-TOTAL: B & C DEVELOPMENT, INC.								810.00
002550	100-664312-000	000000	11/16/15	M16395	46506	POWER VAC BOILER AND CHIMNEY AG SHOP	1	11-2015	550.00
	**SUB-TOTAL: B & F POWER VAC								550.00
003060	100-663410-000	000000	11/16/15	M16420	1143971-01	VARIOUS SIZE BITS COBALT	1	11-2015	165.09
	**SUB-TOTAL: BITTERROOT BOLT & CHAIN CO.								165.09
003140	100-661410-000	000000	11/16/15	000000	9689983	TECH UNIFORMS 10/20	1	11-2015	22.20
003140	100-661410-000	000000	11/16/15	000000	9687961	TECH UNIFORMS 10/13	1	11-2015	22.20
003140	100-661410-000	000000	11/16/15	000000	9685932	TECH UNIFORMS 10/06	1	11-2015	22.20
003140	100-661410-000	000000	11/16/15	000000	9692014	TECH UNIFORMS 10/27	1	11-2015	22.20
003140	100-661410-000	000000	11/16/15	000000	9683915	TECH UNIFORMS 09/29	1	11-2015	22.20
	**SUB-TOTAL: BLUE RIBBON LINEN SUPPLY, INC.								111.00
003810	100-616300-000	000000	11/16/15	000000	OCTOBER	PHYSICAL THERAPY 10/1-10/29	1	11-2015	2,275.00
	**SUB-TOTAL: BUILDING BLOCKS PEDIATRIC THERAPY								2,275.00
006440	284-611410-000	000000	11/16/15	H16317	110120150245	ESSC EQUIPMENT	1	11-2015	2,153.96
006440	284-611410-000	000000	11/16/15	H16318	11106123	ESSC SUPPLIES	1	11-2015	804.08
	**SUB-TOTAL: COSTCO								2,958.04
007880	100-622410-000	000000	11/16/15	E16443	5731248	LIBRARY BOOKS FOR THE LIBRARY	1	11-2015	120.79
	**SUB-TOTAL: DEMCO								120.79
007940	100-521311-000	000000	11/16/15	000000	10/23/15	MEDICAID MATCH	1	11-2015	10,000.00
007940	100-521311-000	000000	11/16/15	000000	10/29	MEDICAID MATCH	1	11-2015	5,000.00
	**SUB-TOTAL: DEPT OF H&W, DIV OF MGMT SVCS								15,000.00
009875	100-521410-000	000000	11/16/15	H16416	1566	TIER 3 READING SEATS SPECIAL SERVICES	1	11-2015	2,700.00
	**SUB-TOTAL: FAILURE FREE READING								2,700.00
010220	290-710411-000	000000	11/16/15	F16370	8173818	FOOD 10/26	1	11-2015	644.34
010220	291-710411-000	000000	11/16/15	F16371	8166585	FOOD 10/7	1	11-2015	755.21
010220	290-710411-000	000000	11/16/15	F16371	8173819	FOOD 10/26	1	11-2015	191.61
010220	291-710411-000	000000	11/16/15	F16269	8144008	FOOD 09/28 BALANCE CHCK#21603	1	11-2015	28.62
010220	291-710411-000	000000	11/16/15	F16371	8151676	FOOD 10/05	1	11-2015	515.52
010220	290-710411-000	000000	11/16/15	F16370	8159204	FOOD 10/12	1	11-2015	483.18
010220	290-710411-000	000000	11/16/15	F16371	8159205	FOOD 10/12	1	11-2015	364.58
010220	290-710411-000	000000	11/16/15	F16370	8166584	FOOD 10/19	1	11-2015	733.20
010220	290-710411-000	000000	11/16/15	F16370	8151675	FOOD 10/05	1	11-2015	758.20
	**SUB-TOTAL: FOOD SERVICES OF AMERICA								4,474.46
010740	100-664311-000	000000	11/16/15	M16401	15-1217	REPAIR CHAIR LIFT BELT AND TENSIONERS	1	11-2015	170.00
010740	100-664312-000	000000	11/16/15	M16426	15-1223	EMERGENCY LIGHTING REPAIR AND LAMINAT	1	11-2015	207.50
	**SUB-TOTAL: GEM ELECTRIC, INC								377.50
010880	100-664312-000	000000	11/16/15	M16414	0041010	REPAIR OF DOOR LOCK AND CONCESSIONS I	1	11-2015	97.95
	**SUB-TOTAL: GEORGE'S LOCK & KEY SERVICE								97.95
011420	100-665310-000	000000	11/16/15	M15478	630	MONTHLY MAINTENANCE AGREEMENT	1	11-2015	1,583.00
	**SUB-TOTAL: GREENLEAF LANDSCAPE								1,583.00
011480	100-664312-000	000000	11/16/15	M16387	127765	REPLACE COUPLER FOR HEAT PUMP	1	11-2015	105.00
011480	100-664312-000	000000	11/16/15	M16387	127766	AG SHOP BOILER REPAIR	1	11-2015	484.10
	**SUB-TOTAL: GUARDIAN - PLUMBING, HEATING								589.10
011620	100-663312-000	000000	11/16/15	008550	48518AE-1	LATCH DOOR/IN USE	1	11-2015	5.95
011620	100-663312-000	000000	11/16/15	008550	48518AE-1	HANDICAP TOILET	1	11-2015	126.00
011620	100-665410-000	000000	11/16/15	M16407	91089-1	AIR COMPRESSOR IRRIGATION	1	11-2015	123.00
	**SUB-TOTAL: HAHN RENTAL CENTER, INC								254.95
011710	100-621380-000	000000	11/16/15	000000	208710	LODGING CDA 10/13-10/15 PBIS	1	11-2015	170.00
011710	100-621380-000	000000	11/16/15	000000	207927	LODGING CDA 10/13-10/15 PBIS	1	11-2015	170.00
011710	100-621380-000	000000	11/16/15	000000	208708	LODGING CDA 10/13-10/15 PBIS	1	11-2015	170.00
011710	100-621380-000	000000	11/16/15	000000	208709	LODGING CDA 10/13-10/15 PBIS	1	11-2015	170.00
011710	100-621380-000	000000	11/16/15	000000	208707	LODGING CDA 10/13-10/15 PBIS	1	11-2015	170.00
	**SUB-TOTAL: HAMPTON INN & SUITES-CDA								850.00
012228	100-631310-000	000000	11/16/15	D16456	AS PER AGREEMENT	BUSINESS SVCS- CLERK	1	11-2015	576.55
012228	100-632390-000	000000	11/16/15	D16456	AS PER AGREEMENT	BUSINESS SVCS- BUSINESS MANAGER	1	11-2015	4,035.86
	**SUB-TOTAL: HIGHLAND JOINT SCHOOL DISTRICT								4,612.41

VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	MO-YR	AMOUNT
012545	100-623410-000	000000	11/16/15	H16345	7565070	WIRING SUPPLIES	1	11-2015	31.52
012545	100-641411-000	000000	11/16/15	H16347	94961	METAL SHELVING	1	11-2015	63.57
012545	100-661410-000	000000	11/16/15	M16386	8575340	RYOBI BATTERY AND CHARGER	1	11-2015	131.78
012545	100-623412-000	000000	11/16/15	H16365	5015673	AG SHOP PHONE SUPPLIES	1	11-2015	34.97
**SUB-TOTAL: HOME DEPOT CREDIT SERVICES									261.84
012900	100-632310-000	000000	11/16/15	D16437	300001480	MEMBERSHIP FEE	1	11-2015	450.00
**SUB-TOTAL: I.A.S.A.									450.00
013380	232-515313-000	000000	11/16/15	H16326	34180-1	IDLA CLASSES	1	11-2015	1,500.00
**SUB-TOTAL: IDAHO DIGITAL LEARNING									1,500.00
013780	100-681426-000	000000	11/16/15	000000	C11294	SPECIAL PLATE- BUS	1	11-2015	23.00
013780	100-681426-000	000000	11/16/15	000000	C15701	SPECIAL PLATE- BUS	1	11-2015	23.00
**SUB-TOTAL: ITD-SPECIAL PLATES									46.00
014160	100-683310-000	000000	11/16/15	000000	350872	CELL PHONE (AW) 790-1737	1	11-2015	2.14
014160	100-681320-000	000000	11/16/15	000000	350872	CELL PHONE (AW) 790-1737	1	11-2015	30.00
014160	100-663330-000	000000	11/16/15	000000	350872	CELL PHONE(DS) 7901732	1	11-2015	42.15
**SUB-TOTAL: INLAND CELLULAR TELEPHONE CO.									74.29
016130	100-632310-000	000000	11/16/15	000000	110115	GRANT WRITING SVCS	1	11-2015	2,585.60
016130	100-632310-000	000000	11/16/15	D16425	INDIRECT2015	INDIRECT COSTS ESSC	1	11-2015	1,818.96
016130	246-515311-000	000000	11/16/15	000000	110115	SPF GRANT EVALUATOR SVCS	1	11-2015	800.00
**SUB-TOTAL: KAMIAH GRANTS & ASSOCIATES									5,204.56
016320	290-710410-000	000000	11/16/15	F16445	3973308	FOOD SERVICE SUPPLIES	1	11-2015	72.42
016320	290-710410-000	000000	11/16/15	F16321	3969998	KITCHEN SUPPLIES TOWELS BAR	1	11-2015	39.75
016320	100-512410-000	000000	11/16/15	F16434	3971823	OFFICE SUPPLIES	1	11-2015	1,999.00
016320	100-512410-000	000000	11/16/15	E16405	3966552	CLASSROOM AND OFFICE SUPPLIES	1	11-2015	889.66
**SUB-TOTAL: KCDA PURCHASING COOPERATIVE									3,000.83
016340	100-515421-000	000000	11/16/15	H16309	95120	VARIOUS INSTRUMENT REPAIR	1	11-2015	485.00
016340	100-515421-000	000000	11/16/15	H16096	96957	MUSIC INSTRUMENTS	1	11-2015	800.00
016340	100-515421-000	000000	11/16/15	H16309	95117	VARIOUS INSTRUMENT REPAIR	1	11-2015	400.90
016340	100-515421-000	000000	11/16/15	H16309	95118	VARIOUS INSTRUMENT REPAIR	1	11-2015	111.00
**SUB-TOTAL: KEENEY BROS. MUSIC CENTER, INC									1,796.90
017000	100-661330-000	000000	11/16/15	000000	3.3075.01	W/S/G-AG SHOP	1	11-2015	394.17
017000	100-661330-000	000000	11/16/15	000000	5.9970.01	GRBGE-ES	1	11-2015	1,045.00
017000	100-661330-000	000000	11/16/15	000000	5.9983.01	GRBGE-REYNOLDS	1	11-2015	22.50
017000	100-661330-000	000000	11/16/15	000000	4.3145.01	W/S/G-ATHLETIC FIELD	1	11-2015	654.88
017000	100-661330-000	000000	11/16/15	000000	3.1575.01	W/S/G-MS/HS	1	11-2015	1,575.53
017000	100-681319-000	000000	11/16/15	000000	5.9982.01	GRBGE-BUS BARN	1	11-2015	315.00
017000	100-661330-000	000000	11/16/15	000000	5.9975.01	GRBGE-JONES	1	11-2015	22.50
017000	100-661330-000	000000	11/16/15	000000	2.1882.01	W/S-STORAGE TECH	1	11-2015	115.36
017000	100-661330-000	000000	11/16/15	000000	3.1571.01	W/S ART & PE BUILDING	1	11-2015	736.74
**SUB-TOTAL: CITY OF LAPWAI									4,881.68
017140	100-512321-000	000000	11/16/15	E16410	OCTOBER	ADULT GUEST LUNCH PASSES	1	11-2015	80.00
017140	100-512321-000	000000	11/16/15	E16410	AUG/SEPT	ADULT MONITORS ES	1	11-2015	108.00
017140	100-512321-000	000000	11/16/15	E16410	AUG/SEPT	ADULT GUEST LUNCH PASSES	1	11-2015	32.00
017140	100-512321-000	000000	11/16/15	E16410	OCTOBER	ADULT MONITORS ES	1	11-2015	72.00
**SUB-TOTAL: LAPWAI SCHOOL LUNCH PROGRAM									292.00
017160	100-532310-000	000000	11/16/15	D16457	BPA/YEARBOOK	DONATION OF CONCESSION STIPENED	1	11-2015	1,884.46
**SUB-TOTAL: LAPWAI STUDENT BODY									1,884.46
017225	246-515411-000	000000	11/16/15	H16433	WALMART 01408	REIMB. FOR SPG GRANT SURVEY INCENTIVE!	1	11-2015	24.50
**SUB-TOTAL: SHAWNA LEIGHTON									24.50
018000	100-631310-000	000000	11/16/15	D16393	381441	EMPLOYMENT ADS	1	11-2015	103.14
018000	100-631310-000	000000	11/16/15	000000	116904	LEGALS BUDGET SUMMARY	1	11-2015	54.41
**SUB-TOTAL: LEWISTON MORNING TRIBUNE									157.55
019660	290-710412-000	000000	11/16/15	F16369	135325829	MILK 10/12	1	11-2015	450.17
019660	290-710412-000	000000	11/16/15	F16369	135325784	MILK 10/08	1	11-2015	224.73
019660	290-710412-000	000000	11/16/15	F16369	135325743	MILK 10/05	1	11-2015	377.43
019660	290-710412-000	000000	11/16/15	F16369	135325704	MILK 10/01	1	11-2015	272.02
019660	290-710412-000	000000	11/16/15	F16369	135326054	MILK 10/29	1	11-2015	259.30
019660	290-710412-000	000000	11/16/15	F16369	135326015	MILK 10/26	1	11-2015	424.01
019660	290-710412-000	000000	11/16/15	F16369	135325948	MILK 10/21	1	11-2015	338.52
019660	290-710412-000	000000	11/16/15	F16369	135325910	MILK 10/19	1	11-2015	349.10
019660	290-710412-000	000000	11/30/15	F16369	135325869	MILK 10/15	1	11-2015	224.73
**SUB-TOTAL: MEADOW GOLD DAIRIES, INC.									2,920.01
019880	100-664312-000	000000	11/16/15	M16423	IW606	AUDITORIUM ROOF LEAKS	1	11-2015	486.11
**SUB-TOTAL: METALWORKS OF MONTANA, INC									486.11
020280	100-664311-000	000000	11/16/15	M16255	S88549	REPAIR OF RESTROOM WATER VALVE	1	11-2015	1,898.63
**SUB-TOTAL: MIKE'S MECHANICAL SERVICES,LLC									1,898.63
020360	100-681311-000	000000	11/16/15	000000	254475	DOT AND COLLECTION FEE P. KERBY	1	11-2015	75.00
**SUB-TOTAL: MINERT & ASSOCIATES, INC.									75.00
021820	100-681319-000	000000	11/16/15	000000	000285-000	SEWER BUS BARN	1	11-2015	86.00
021820	100-661330-000	000000	11/16/15	000000	000282-000	SEWER ES	1	11-2015	731.00
021820	100-661330-000	000000	11/16/15	000000	000286-000	SEWER REYNOLDS	1	11-2015	43.00
021820	100-661330-000	000000	11/16/15	000000	000283-000	SEWER JONES	1	11-2015	43.00
**SUB-TOTAL: NEZ PERCE TRIBE -UTILITIES DIV									903.00
022120	243-515412-000	000000	11/16/15	H16212	17145692	WELDING GAS	1	11-2015	41.41
**SUB-TOTAL: NORCO, INC									41.41

(VEND RNG: 000000-ZZZZZZ; DATE RNG: 00/00/00-99/99/99; ALL FUNDS; BANK CD: 1)									
VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	MO-YR	AMOUNT
022140	100-611310-000	000000	11/16/15	D16430	OCTOBER 20, 2015	SCHOOL HEALTH SERVICES	1	11-2015	3,521.00
022140	290-710310-000	000000	11/16/15	F16446	LAPWAI MIDDLE/HIGH	FOOD LICENSE RENEWAL	1	11-2015	190.00
022140	290-710310-000	000000	11/16/15	F16446	LAPWAI ELEMENTARY	FOOD LICENSE RENEWAL	1	11-2015	190.00
**SUB-TOTAL: NORTH CENTRAL DISTRICT HEALTH									3,901.00
022260	290-710413-000	000000	11/16/15	F16369	S10368930	COMMODITIES 10/09	1	11-2015	1,274.25
022260	290-710411-000	000000	11/16/15	F16369	S10370345	FOOD 10/23	1	11-2015	1,406.38
022260	290-710411-000	000000	11/16/15	F16369	SC030650	CREDIT - S10370344	1	11-2015	111.92CR
022260	290-710411-000	000000	11/16/15	F16369	S10368933	FOOD 10/09	1	11-2015	1,062.89
022260	290-710413-000	000000	11/16/15	F16369	S10368932	COMMODITIES 10/09	1	11-2015	967.63
022260	290-710411-000	000000	11/16/15	F16369	S10370344	FOOD 10/23	1	11-2015	2,427.57
022260	290-710411-000	000000	11/16/15	F16369	S10368931	FOOD 10/09	1	11-2015	2,297.56
**SUB-TOTAL: NORTHWEST DISTRIBUTION SERVICE									9,324.36
022580	100-665410-000	000000	11/16/15	M16419	3834-341345	TRACK SEALANT	1	11-2015	139.80
022580	100-665410-000	000000	11/16/15	M16419	3834-341025	TRACK SEALANT SILICONE AND WHEEL COV	1	11-2015	156.87
**SUB-TOTAL: O'RIELLY AUTOMOTIVE, INC.									296.67
022880	100-512410-000	000000	11/16/15	E16277	673842105-01	PBIS INCENTIVES	1	11-2015	71.22
022880	100-512410-000	000000	11/16/15	E16350	673771388-01	PBIS ANTI BULLY POSTERS	1	11-2015	80.91
**SUB-TOTAL: ORIENTAL TRADING COMPANY									152.13
023160	100-641323-000	000000	11/09/15	000000	58894891	PHONE CALLS SCHOOL ADMIN HS/MS	1	11-2015	39.63
023160	100-632333-000	000000	11/09/15	000000	58894891	PHONE CALLS DO	1	11-2015	72.02
023160	100-641323-000	000000	11/09/15	000000	58894891	PHONE CALLS SCHOOL ADMIN ES	1	11-2015	56.18
023160	290-710310-000	000000	11/09/15	000000	58894891	PHONE CALLS FOOD SVC	1	11-2015	0.17
023160	100-663310-000	000000	11/09/15	000000	58894891	PHONE CALLS MAINT.	1	11-2015	10.06
023160	100-663310-000	000000	11/09/15	000000	58894891	PHONE CALLS TRANSPORTATION	1	11-2015	3.90
**SUB-TOTAL: PAETEC									181.96
023300	100-664311-000	000000	11/16/15	M16042	01-0225112	PEST CONTROL ES	1	11-2015	37.80
023300	100-664312-000	000000	11/16/15	M16042	01-0225111	PEST CONTROL HS	1	11-2015	37.80
**SUB-TOTAL: PARAMOUNT PEST CONTROL, INC									75.60
024700	246-515411-000	000000	11/16/15	H16286	P933000891KXK40Q	COALITION SUPPLIES	1	11-2015	15.99
**SUB-TOTAL: PURCHASE ADVANTAGE CARD									15.99
025060	284-611300-000	000000	11/16/15	000000	ESSC GRANT	MILEAGE MOSCOW 10/30 MEDICAID TRAINING	1	11-2015	46.62
025060	284-611300-000	000000	11/16/15	000000	ESSC GRANT	MILEAGE MOSCOW 10/29 MEDICAID TRAINING	1	11-2015	46.62
**SUB-TOTAL: LORI RAVET									93.24
025760	100-512322-000	000000	11/16/15	000000	95674218	COPIES ES	1	11-2015	320.70
025760	100-632322-000	000000	11/16/15	000000	95687085	MPC5502 B/W COPIES DO	1	11-2015	71.50
025760	100-632322-000	000000	11/16/15	000000	95687085	MPC5502 COLOR COPIES DO	1	11-2015	49.65
025760	100-515321-000	000000	11/16/15	000000	95674218	COPIER RENTAL HS	1	11-2015	398.50
025760	100-512322-000	000000	11/16/15	000000	95674218	COPIER RENTAL ES	1	11-2015	398.50
025760	100-512321-000	000000	11/16/15	000000	95674218	COPIES HS	1	11-2015	317.12
025760	100-632322-000	000000	11/16/15	000000	95687085	MPC5502 COPIER RENTAL DO	1	11-2015	229.57
**SUB-TOTAL: RICOH USA, INC.									1,785.54
026280	100-664311-000	000000	11/16/15	M16451	99065	FLOODING IN ES CAFETERIA	1	11-2015	234.00
**SUB-TOTAL: ROTO ROOTER SEWER SERVICE									234.00
027740	232-611414-000	000000	11/16/15	E16379	00217	TRAUMA ROOM FURNITURE AND SUPPLIES	1	11-2015	828.03
**SUB-TOTAL: SHOPKO STORES OPERATING CO., L									828.03
028100	100-616300-000	000000	11/16/15	000000	10/26-10/30	STUDENT SERVICES	1	11-2015	1,560.00
028100	100-616300-000	000000	11/16/15	000000	10/19-10/23	STUDENT SERVICES	1	11-2015	1,785.00
**SUB-TOTAL: SNAKE RIVER REHABILITATION									3,345.00
028160	100-616300-000	000000	11/16/15	000000	7419781	SPEECH/LANG SVCS 10/19-10/23	1	11-2015	1,800.00
028160	100-616300-000	000000	11/16/15	000000	7404056	SPEECH/LANG SVCS 10/12-10/16	1	11-2015	1,752.00
028160	100-616300-000	000000	11/16/15	000000	7436765	SPEECH/LANG SVCS 10/26-10/30	1	11-2015	1,800.00
**SUB-TOTAL: SOLIANT HEALTH INC									5,352.00
028480	284-611410-000	000000	11/16/15	H16318	34394	ESSC GRANT SUPPLIES	1	11-2015	1,388.87
028480	100-521411-000	000000	11/16/15	H16415	1425620481	SPED INK TONER	1	11-2015	340.98
028480	243-515413-000	000000	11/16/15	H16417	1425613271	HOLE PUNCH	1	11-2015	24.99
028480	267-632310-000	000000	11/16/15	H16351	1412531621	INDIAN ED TONER	1	11-2015	546.96
028480	100-641411-000	000000	11/16/15	H16341	1410764651	OFFICE SUPPLIES 336	1	11-2015	210.65
028480	100-622412-000	000000	11/16/15	H16338	1412000861	LIBRARY TONER	1	11-2015	359.99
028480	100-632410-000	000000	11/16/15	D16376	1416626091	FAX MACHINE TONER	1	11-2015	85.98
028480	100-512410-000	000000	11/16/15	E16385	1418368741	OFFICE ID BADGES	1	11-2015	67.67
028480	100-641411-000	000000	11/16/15	H16337	40920	OFFICE BADGE SUPPLIES	1	11-2015	40.58
028480	284-611410-000	000000	11/16/15	H16318	43728	ESSC GRANT SUPPLIES	1	11-2015	46.56
028480	100-515410-100	000000	11/16/15	H16332	14095658691	T.STACY TONER	1	11-2015	143.98
**SUB-TOTAL: STAPLES CREDIT PLAN									3,257.21
029290	100-661410-000	000000	11/16/15	M16404	350457073	CUSTODIAL SUPPLIES	1	11-2015	264.00
029290	100-661410-000	000000	11/16/15	M16274	349892869	CUSTODIAL SUPPLIES	1	11-2015	57.68
029290	100-661410-000	000000	11/16/15	M16274	347462285	CUSTODIAL SUPPLIES	1	11-2015	430.01
029290	100-661410-000	000000	11/16/15	M16274	349778654	CUSTODIAL SUPPLIES	1	11-2015	25.44
029290	100-661410-000	000000	11/16/15	M16274	348265166	CUSTODIAL SUPPLIES	1	11-2015	129.28
029290	100-661410-000	000000	11/16/15	M16274	349892869	CUSTODIAL SUPPLIES	1	11-2015	57.68
029290	100-661410-000	000000	11/16/15	M16247	350660916	CREDIT-URINAL 4OZ	1	11-2015	25.44CR
029290	100-661410-000	000000	11/16/15	M16404	350457073	CUSTODIAL SUPPLIES	1	11-2015	264.00
029290	100-661410-000	000000	11/16/15	M15011	347577561	CREDIT-FLOOR FINISH	1	11-2015	155.10CR
029290	100-661410-000	000000	11/16/15	M16247	350660916	CREDIT-URINAL 4OZ	1	11-2015	25.44CR
029290	100-664412-000	000000	11/16/15	M16013	342313350	CREDIT-WP-8 SPORTS FLOOR 450 POLY	1	11-2015	583.20CR
029290	100-661410-000	000000	11/16/15	M16036	347577579	CREDIT-FLOOR FINISH	1	11-2015	104.44CR
029290	100-661410-000	000000	11/16/15	M15011	347577561	CREDIT-FLOOR FINISH	1	11-2015	155.10CR
029290	100-661410-000	000000	11/16/15	M16274	349778654	CUSTODIAL SUPPLIES	1	11-2015	25.44
029290	100-661410-000	000000	11/16/15	M16274	348265166	CUSTODIAL SUPPLIES	1	11-2015	129.28
029290	100-661410-000	000000	11/16/15	M16274	347462285	CUSTODIAL SUPPLIES	1	11-2015	430.01

(VEND RNG: 000000-ZZZZZZ; DATE RNG: 00/00/00-99/99/99; ALL FUNDS; BANK CD: 1)									
VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	MO-YR	AMOUNT
029290	100-661410-000	000000	11/16/15	M16036	347577579	CREDIT-FLOOR FINISH	1	11-2015	104.44CR
029290	100-664412-000	000000	11/16/15	M16013	342313350	CREDIT-WP-8 SPORTS FLOOR 450 POLY	1	11-2015	583.20CR
	**SUB-TOTAL: SUPPLYWORKS								76.46
029340	100-664312-000	000000	11/16/15	M16312	123950	WALK IN FREEZER REPAIR	1	11-2015	532.41
	**SUB-TOTAL: SWANSON REFRIGERATION								532.41
029360	100-664311-000	000000	11/16/15	M16020	30945	ANNUAL WATER ANALYSIS & TREATMENT	1	11-2015	125.00
	**SUB-TOTAL: SWATCO								125.00
029440	290-710411-000	000000	11/16/15	F16268	510050338	FOOD 10/05	1	11-2015	514.66
029440	290-710410-000	000000	11/16/15	F16268	510260349	NON FOOD 10/26	1	11-2015	429.30
029440	290-710410-000	000000	11/16/15	F16268	5101090329	NON FOOD 10/19	1	11-2015	24.95
029440	290-710411-000	000000	11/16/15	F16268	510190329	FOOD 10/19	1	11-2015	661.81
029440	290-710410-000	000000	11/16/15	F16268	510120319	NON FOOD 10/12	1	11-2015	127.60
029440	290-710411-000	000000	11/16/15	F16268	510120319	FOOD 10/12	1	11-2015	413.83
029440	290-710410-000	000000	11/16/15	F16268	510260349	NON FOOD 10/26	1	11-2015	78.20
029440	290-710410-000	000000	11/16/15	F16268	510050338	NON FOOD 10/05	1	11-2015	41.80
	**SUB-TOTAL: SYSCO FOOD SERVICE, INC.								2,292.15
029465	246-515311-000	000000	11/16/15	H16409	11-6-15	LCC ADVERTISEMENT	1	11-2015	252.00
	**SUB-TOTAL: TA'C TITO'OQAN								252.00
030720	100-681310-000	000000	11/16/15	M16378	10077189	HEATING OIL BUS BARN	1	11-2015	26.35
030720	100-661330-000	000000	11/16/15	M16378	10077189	HEATING OIL AG SHOP	1	11-2015	136.28
	**SUB-TOTAL: THIESSEN OIL CO.								162.63
032120	290-710411-000	000000	11/16/15	F16429	C20997723	KITCHEN MACARONI	1	11-2015	13.49
	**SUB-TOTAL: URM STORES, INC.								13.49
032240	100-631410-000	000000	11/16/15	D16406	5152	SCHOOL BOARD DINNER	1	11-2015	32.92
032240	243-515413-000	000000	11/16/15	H16342	5139	BUSINESS ESSENTIAL REWARD	1	11-2015	74.35
	**SUB-TOTAL: VALLEY FOODS								107.27
032260	100-663410-000	000000	11/16/15	000000	OCTOBER	CHEVY PU 15.908 GALS	1	11-2015	34.14
032260	100-663410-000	000000	11/16/15	000000	OCTOBER	NISSAN PU 12.409 GALS	1	11-2015	26.63
032260	100-681420-000	000000	11/16/15	000000	OCTOBER	DIESEL FUEL 879.246 GALS BUSES	1	11-2015	2,001.17
032260	100-681310-000	000000	11/16/15	000000	OCTOBER	WHITE VAN 26.116 GALS	1	11-2015	56.04
032260	100-665410-000	000000	11/16/15	000000	OCTOBER	GAS CANS 18.116 GALS	1	11-2015	38.89
	**SUB-TOTAL: VALLEY GAS								2,156.87
032650	100-632310-000	000000	11/16/15	000000	125A10426399	FSA MONTHLY FEE	1	11-2015	125.00
032650	100-632310-000	000000	11/16/15	000000	PRVIOUS MONTH	FSA MONTHLY FEE	1	11-2015	125.00
032650	100-632310-000	000000	11/16/15	000000	125A10426399	AFLAC FEXL PLAN FEE	1	11-2015	50.00
	**SUB-TOTAL: WAGeworks								300.00
032700	271-621380-000	000000	11/16/15	000000	STEP TRAINING	MILEAGE OROFINO 12/10 AND 12/11	1	11-2015	84.80
032700	271-621380-000	000000	11/16/15	000000	STEP TRAINING	MILEAGE OROFINO 11/18 AND 11/19	1	11-2015	84.80
	**SUB-TOTAL: TERI WAGNER								169.60
033200	100-681425-000	000000	11/16/15	T16352	0050069-IN	PURGE TANK BUS NO. 9	1	11-2015	299.98
033200	100-681425-000	000000	11/16/15	T16411	0050415-IN	VARIOUS FILTERS	1	11-2015	402.93
	**SUB-TOTAL: WESTERN MOUNTAIN BUS SALES								702.91
H28488	251-512311-000	000000	11/16/15	E16431	264	CONSULTANT FEES FOR TRAINING	1	11-2015	5,533.60
	**SUB-TOTAL: REACH EDUCATION CONSULTING								5,533.60
	***GRAND TOTAL - VENDOR COUNT: 67								113,077.65

(Rprt: 05 - ASB; Dates: 00/00/00-10/31/15; PRINT: 11/10/15 8:10:31 AM)

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ASSOCIATED STUDENT BODY FUND				
750-111100-000	CASH IN BANK-- ASB	25,971.52	3,063.41CR	22,908.11
750-111110-000	PETTY CASH	1,000.00	0.00	1,000.00
750-112100-000	LGIP - ASB FUND #3120	6,903.22	0.00	6,903.22
	TOTAL STUDENT BODY ASSETS	33,874.74	3,063.41CR	30,811.33
STUDENT BODY FUNDS				
750-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
750-218350-000	SALES TAX PAYABLE	1,398.30CR	775.93	622.37CR
750-223100-000	HIGH SCHOOL STUDENT BODY	939.46CR	0.00	939.46CR
750-223107-000	MIDDLE SCHOOL STUDENT BODY	26.69CR	0.00	26.69CR
750-223110-000	AT RISK FUND	1,258.39CR	0.00	1,258.39CR
750-223120-000	JUNE BOYER MEMORIAL FUND	14.34CR	0.00	14.34CR
750-223125-000	CONCESSIONS	2,833.66CR	645.68	2,187.98CR
	TOTAL GENERAL STUDENT BODY FUNDS	6,470.84CR	1,421.61	5,049.23CR
ATHLETIC FUNDS				
750-223200-000	GENERAL ATHLETIC FUND	3,600.44CR	266.87	3,333.57CR
750-223201-000	FOOTBALL	1,028.21CR	36.24	991.97CR
750-223202-000	FOOTBALL FUNDRAISERS	43.18CR	1,392.14CR	1,435.32CR
750-223210-000	VOLLEYBALL	1,001.94CR	53.66CR	1,055.60CR
750-223211-000	VOLLEYBALL FUNDRAISERS	5,523.27CR	2,887.71	2,635.56CR
750-223220-000	GIRLS BASKETBALL	0.00	0.00	0.00
750-223221-000	GIRLS BASKETBALL FUNDRAISERS	992.62CR	0.00	992.62CR
750-223230-000	BOYS BASKETBALL	0.00	0.00	0.00
750-223231-000	BOYS BASKETBALL FUNDRAISERS	665.14	0.00	665.14
750-223240-000	TRACK	1,590.97CR	0.00	1,590.97CR
750-223250-000	CHEER	4,799.34CR	319.64	4,479.70CR
	TOTAL ATHLETICS	17,914.83CR	2,064.66	15,850.17CR
CLASSES				
750-223400-000	STUDENT COUNCIL	487.76CR	18.48CR	506.24CR
750-223401-000	SENIOR CLASS	514.24CR	0.00	514.24CR
750-223402-000	JUNIOR CLASS	0.00	0.00	0.00
750-223403-000	SOPHOMORE CLASS	0.00	0.00	0.00
750-223404-000	FRESHMAN CLASS	0.00	0.00	0.00
	TOTAL CLASSES	1,002.00CR	18.48CR	1,020.48CR
CLUBS				
750-223521-000	YEARBOOK	532.08	1,110.00	1,642.08
750-223523-000	DRAMA	3,349.60CR	0.00	3,349.60CR
750-223530-000	LIBRARY	640.33CR	6.00CR	646.33CR
750-223532-000	INDIAN CLUB	2,770.15CR	175.35	2,594.80CR
750-223533-000	BOOSTER CLUB	329.19CR	0.00	329.19CR
750-223534-000	HONOR SOCIETY	296.10CR	0.00	296.10CR
750-223536-000	MS YEARBOOK	100.00CR	100.00	0.00
750-223538-000	CLASS OF 2017 PARENTS FUNDRAISERS	186.17CR	0.00	186.17CR
750-223539-000	CLASS OF 2016 PARENT FUNDRAISERS	0.00	386.55CR	386.55CR
750-223540-000	FRENCH CLUB	3,168.40CR	0.00	3,168.40CR
750-223541-000	PEP CLUB	390.37CR	0.00	390.37CR
750-223547-000	FFA	534.43CR	480.25CR	1,014.68CR
750-223548-000	FAIR PIGS	5,750.00	0.00	5,750.00
750-223549-000	AISES CONFERENCE	661.54CR	0.00	661.54CR
750-223553-000	BAND-MUSIC	24.41CR	0.00	24.41CR
750-223555-000	NEZ PERCE LANGUAGE	165.92CR	0.00	165.92CR
750-223556-000	BPA	202.15	916.93CR	714.78CR
750-223560-000	SEL SCHOLARSHIP	100.00CR	0.00	100.00CR
750-223561-000	CAP AND GOWN	87.45CR	0.00	87.45CR
750-223562-000	MAPP	56.92CR	0.00	56.92CR
750-223564-000	INCENTIVE	136.34CR	0.00	136.34CR
750-223565-000	DRUG FREE SCHOOLS	45.50CR	0.00	45.50CR
750-223566-000	SOS - SOURCES OF STRENGTH CLUB	1,928.48CR	0.00	1,928.48CR
	TOTAL CLUBS	8,487.07CR	404.38CR	8,891.45CR
	TOTAL PAYABLES AND STUDENT FUNDS	33,874.74CR	3,063.41	30,811.33CR

REFR#	DESCRIPTION	AMOUNT	DATE
267712	VBFR - FAN CLOTH ORDERS	350.00CR	10/01/15
267713	CHEER UNIFORM PMTS -	64.00CR	10/01/15
267714	MSVB CLARKSTON - GATE	155.00CR	10/01/15
267715	MSVB CLARKSTON- CONCESSIONS	224.25CR	10/01/15
267716	MSVB CLARKSTON- CLUB SALES STUDENT COUNCIL	65.50CR	10/01/15
267717	BPA- VENDING MACHINE ITEMS DONATED	202.87CR	10/01/15
267718	FBFR - FAN CLOTH 2	1,293.00CR	10/01/15
267719	ASB CARD- SUNCERIA POWAUKEE	25.00CR	10/06/15
267720	BPA- ICE CREAM SUNDAE SALES - DONATION	57.55CR	10/06/15
267721	HSVB GENESEE- GATE	409.00CR	10/06/15
267722	HSVB GENESEE- CONCESSIONS	409.51CR	10/06/15
267723	CHEER UNIF- BB MARI MILLS	174.00CR	10/07/15
267724	CHEER UNIF-BB MARI MILLS	200.00CR	10/07/15
267725	HSVB GENESEE- CLUB SALES SR PARENT FR	386.55CR	10/06/15
267726	SR PROJ- ALYSSA GUZMAN CHRISTMAS BASKET FR	65.80CR	10/09/15
267727	BPA- VENDING MACHINE - DONATED	118.59CR	10/12/15
267728	STUDENT COUNCIL DONATION	11.00CR	10/12/15
267729	ASB CARD- SIMSIN HEAVYRUNNER	50.00CR	10/13/15
267730	VBFR- WILDCAT FAN GEAR	1,795.00CR	10/13/15
267731	UNUSED MONEY-VB TRIP TO SILVERWOOD 10/10/15	1.48CR	10/13/15
267732	NIEA CONF FR- FRYBREAD SALE MRS. JOHNSON	71.70CR	10/13/15
267733	YR BK ADV- HAPPY DAY CORP	150.00CR	10/13/15
267734	ASB CARD CAMERON OWENS	25.00CR	10/13/15
267735	YR BK ADV- SYLVAN FURNITURE	25.00CR	10/13/15
267736	BPA DONATION - GEORGIE KERBY	80.00CR	10/13/15
267737	NIEA CONF FR MRS JOHNSON & ALYSSA GUZMAN	112.73CR	10/14/15
267738	YR BOOK ADV- MARY LYNN WALKER	25.00CR	10/14/15
267739	SR PROJ FR- ALYSSA GUZMAN X-MAS BASKET BAKE S	8.25CR	10/14/15
267740	HSVB PRAIRIE- GATE	609.00CR	10/13/15
267741	HSVB PRAIRIE- CONCESSIONS	672.95CR	10/13/15
267742	HSVB PRAIRIE- CLUB SALES FFA- DONATION	129.50CR	10/13/15
267743	HSVB PRAIRIE- CLUB FFA 50/50 TICKETS	31.00CR	10/13/15
267744	ASB CARD- REBECCA PIERCE	25.00CR	10/15/15
267745	MSFB TIMBERLINE- GATE	168.75CR	10/15/15
267746	MSFB TIMBERLINE- CONCESSIONS	130.85CR	10/15/15
267747	MSFB TIMBERLINE- CLUB SALES BPA DONATION	68.56CR	10/15/15
267748	ASB CARD- SAM SILVER	25.00CR	10/16/15
267749	LIBRARY FINE- MARTIN HERNANDEZ "THE UGLY TRUT	6.00CR	10/19/15
267750	HSFB CV- GATE	1,050.00CR	10/16/15
267751	HSFB CV- CONCESSIONS SR NIGHT	624.35CR	10/16/15
267752	HSFB CV- SR NIGHT CLUB SALES DONATION	319.75CR	10/16/15
267753	CHEER UNIFORM BB- MARISSA PENNEY	150.00CR	10/19/15
267754	ASB CARD- DANTE BAHEZA (NPT)	25.00CR	10/19/15
267755	FBFR- FAN GEAR (2-2)	188.00CR	10/19/15
267756	CHEER UNIFORM BB- MARISSA PENNEY	230.00CR	10/21/15
267757	STUDENT COUNCIL DONATIONS	10.00CR	10/21/15
267758	ASB CARD- MARQUE WILSON (NPT)	25.00CR	10/22/15
267759	TRIBAL SRS- ACIVITY CARDS 9@ \$40	360.00CR	10/22/15
267760	YEARBOOK ADV - TAMI CHURCH	25.00CR	10/26/15
267761	YEARBOOK ADV- JENNY WILLIAMS	25.00CR	10/26/15
267762	VBFR - SHIRT SALE BARB MCCLAIN	10.00CR	10/26/15
267763	MSFB LEWIS CTY- GATE	252.00CR	10/22/15
267764	MSFB LEWIS CTY- CONCESSIONS BPA WORKERS	218.54CR	10/22/15
267766	MSFB LEWIS CTY- CLUB SALES INDIAN CLUB DONATI	50.26CR	10/22/15
267767	YEARBOOK ADV- VALLEY FOODS	225.00CR	10/26/15
267768	VBFR- SHIRT SALE CONNIE DESJARLAIS	10.00CR	10/26/15
267769	ASB CARD- ANTHONY SHOUP	25.00CR	10/27/15
267770	DWN PMT YEARBOOK - JOANDRA WILSON	25.00CR	10/27/15
267771	BPA- VENDING MACHINE, DONATED ITEMS	289.36CR	10/27/15
267772	ID BEV- 3RDQ COMMISSION, CONCESSIONS	18.44CR	10/29/15
267773	SR PROJ FR- ALYSSA GUZMAN BAKE SALE, DONATION	70.25CR	10/29/15
***	TOTAL	12,648.34CR	

REFR#	VENDOR	AMOUNT	DATE	DESCRIPTION
004355	WALSWORTH PUBLISHING COMPANY	1,680.00	10/01/15	1ST PMT - YEARBOOK
004356	YVETTE WHITMEN dba CLOUD LINE DESIG	50.00	10/01/15	CHEER UNIFORM ALTERATIONS
004357	STAPLES CREDIT PLAN	6.49	10/08/15	QTR WRAPPERS BKPG
004358	CULDESAC GRU	450.00	10/08/15	AMBULANCE SERV SEP 2015 SPORTS
004359	FAN CLOTH	790.00	10/08/15	CHEER FUNDRAISING
004360	VALLEY FOODS	1,048.85	10/08/15	INDIAN CLUB ORDER
004361	GONZAGA UNIVERSITY	635.76	10/08/15	24 TKTS SCARRYWOOD HSVB TM BLDG
004362	GONZAGA UNIVERSITY	64.00	10/09/15	HSVBFR- 24 TKTS TO GONZAGA VB GM
004363	IDAHO BEVERAGES	1,400.50	10/08/15	SEPT CONCESSIONS ORDERS
004364	URM STORES, INC.	59.12	10/08/15	INDIAN CLUB- HOT CHOCOLATE
004365	URM STORES, INC.	50.23	10/08/15	CONCESSIONS ORDER SEPT
004366	FAN CLOTH	3,865.00	10/09/15	VBFR FAN APPARELL ORDER
004367	BRIAN PALMER	25.00	10/12/15	MSVB CLARKSTON - REF. TRAVEL EXP
004368	FLORAL ARTISTRY	159.00	10/12/15	WRAP ROSES- SR NIGHT VOLLEYBALL
004369	DAN MARSH	40.00	10/12/15	ANNL FOOTBALL COMM ASSIGNER FEE
004370	WELLS FARGO BANK	39.75	10/13/15	5 HOMECOMING TIARAS
004371	OMNI CHEER	248.56	10/13/15	PURPLE CHEER GEAR ORDER
004372	VERNA JOHNSON	184.43	10/14/15	NIEA CONF FR- VERNA J & ALYSSA G EXP
004373	STATE TAX COMMISSION	1,398.30	10/15/15	QRTLY SALES TAX JUL-SEP 2015
004374	REFPAY.COM	1,000.00	10/15/15	UPLOAD FUNDS BB SEASON REFPAY
004375	BSN SPORTS	596.41	10/22/15	VBFR- FAN GEAR
004376	WALMART COMMUNITY	118.70	10/22/15	INDIAN CLUB- ROASTER, ELEC FRY PN
004377	STAPLES CREDIT PLAN	10.98	10/26/15	INK STAMP PADS- GAME CASH BOXES
004378	LAPWAI SCHOOL DISTRICT #341	980.67	10/26/15	SEP-OCT SPORTS SALARIES VB
004379	CULDESAC GRU	450.00	10/27/15	AMBULANCE SERV- FB 10/15, 16, 22
004380	ID HIGH SCHOOL ACT. ASSO.	35.00	10/28/15	ACTIV CRD-ASST CHEER, DEL RAE KIPP
004381	DIANE YELLOWROBE	15.00	10/29/15	REPL CK#4088 5/28/14 YRBK REFUND
004382	KITT'S RIVERSIDE RESTAURANT	325.00	10/29/15	FB PLAYOFF DINNER- 60 PPL
***	TOTAL	15,726.75		

SUPERINTENDENT

Board Report

November 2015



**Together, we ensure all students
will reach their full potential.**

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Together, we ensure all students will reach their full potential.

kíiye pecepelíhniku' wapáyat'as mamáy'asna hipewc'éeyu' cúukwenin'.

We will all work to help the children become knowledgeable.



Frequent Monitoring of Teaching and Learning:

- ☐ Milepost Uploads, Tim Jones
- ☐ T.I.D.E., Tim Jones
- ☐ Teachscape Apps
- ☐ **Data:** Superintendent Classroom Observations

High Standards and Expectations:

- ☐ Accountability Plan in Idaho
- ☐ 21st Century Community Learning Center Grant
- ☐ Attendance Court Updates
- ☐ **Research:** Achievement Gap vs. Opportunity Gap
Paul C. Gorksi
- ☐ ISAT Preparation in the Couer d' Alene School District

Effective School Leadership:

- ☐ Superintendents Weekly Update
- ☐ Superintendents Cabinet

High Levels of Collaboration and Communication:

- ☐ Schedule Patsy's Visit: November 30th
- ☐ Food Service
- ☐ S.T.E.P.
- ☐ Open Discussion
- ☐ Meeting Evaluation

Please Sign-In

Superintendent SMART Goal:

In order to sustain a focus relentlessly committed to school improvement, the superintendent will ensure all administration team meetings include relevant research and data during the 2015-2016 school year as evidenced by meeting agendas, minutes, and evaluations.

Together, we ensure all students will reach their full



Thursday, October 22, 2015

Thank you for taking a moment to thoughtfully review the following information:

Why is taking regular and accurate attendance each period in Schoolmaster a critical responsibility for teachers at Lapwai Middle-High School?

1. The state of Idaho funds public schools by average daily attendance.
2. Parents are reviewing attendance in Family Link.
3. The school board reviews school attendance at every board meeting.
4. The Lapwai School District Attendance Court reviews student attendance records with parents. This committee includes the superintendent, prosecuting attorney, and representatives from behavioral health, probation, and social services.
5. Severe truancy issues are referred to Tribal Court. Our attendance records become evidence in a court of law on a regular basis.
6. Domain four in Charlotte Danielson describes our professional responsibility to maintain accurate records.

The inconsistency with taking attendance in Schoolmaster became glaringly obvious yesterday during the hearings by the Lapwai School District Attendance Court. For example, one student appeared absent an entire day yet was present for 7th period. The errors were noticeable by students, parents, and the members of the court. Honestly, it was disappointing and somewhat embarrassing.

As the attendance court administrator, I will be reviewing Schoolmaster attendance records daily. I will be in contact with staff where failure to take attendance becomes a pattern of behavior. This contact will be formal and in writing.

Thank you for your urgency and assistance in this matter. Please do not hesitate to contact me if I can provide additional assistance.

With Great Gratitude,

Dr. David M. Aiken
Superintendent, Federal Programs Director
Lapwai School District #341
(208) 843-2622 extension 202
daiken@lapwai.org

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www.lapwaidistrict.org

Parents and Guardians: Complete an Impact Aid Student Information Form and be entered to win an adult athletic season pass worth \$80. One elementary and one middle-high school drawing winner.

**Lapwai School District 341
Student Impact Aid Survey Form**

Student Information		SURVEY DATE: NOVEMBER 2, 2015	
School (please circle)	Lapwai Elementary or Middle/High School		
First Name			
Last			
Date of Birth			
Grade			
Physical Address			
City			
ID/Zip			
Trust Property? PLEASE CIRCLE	YES	OR	NO
Allotment Number?			
Property Owner?			
Parent/Guardian Employment			
Enter information in this section if either parent or guardian spent more than 50 percent of his or her working time on federal property (whether as an employee or self-employed).			
Parent/Guardian Name			
Employer			
Dept.			
Address of Federal Property			
Please fill in the above boxes with complete and accurate information			
Please list any other students you have attending Lapwai Schools			
Name:	DOB	Grade	ES or MS/HS
			ES or MS/HS
			ES or MS/HS
			ES or MS/HS
			ES or MS/HS
			ES or MS/HS

*By signing this form I am certifying the above information is correct as of November 2, 2015 and give permission for Lapwai School District to verify this information with Tribal Housing, BIA, and Human Resources.

Signature of Parent/Guardian _____

Date: _____



Student Information Forms are available at Parent-Teacher Conferences, all school offices, and on our district website at: lapwaidistrict.org/impactaid

November 2, 2015

Lapwai School District #341
404 S Main Street
Lapwai, Idaho 83540

Dear Lapwai High School Football Team,

It is great honor that we support you on your exciting fight to the next phase of football playoffs. Both Mike and I are alumni of Lapwai High School and football has always been our passion and Mike use to coach football for LHS after we graduated from college in Montana-Western. During his coaching career our family use to be involved from late practices, to team dinners, and Wildcat Spirit. Our children were raised on the football field from High School, College, Palouse Thunder days, to Coaching.

With that being said our family would love to sponsor a breakfast, lunch, or pizza dinner during your travels to Glens Ferry, ID; our family's monetary donation of \$300.00 is in honor of our late son Michael "BB" Bisbee III, an avid Baby Wildcat player and Lapwai High School supporter.

Safe travels and Warhoops to the sky for you WILDCATS!

Thank you.

Best,



Mike & Roberta Bisbee Jr. Family (Lapwai Alumni)

Micah Bisbee, our son in Heaven Michael "BB" Bisbee, Madden Bisbee, and Memphis Bisbee

What is Title I?

Title I provides financial assistance to local educational agencies and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

What are Title funds for?

Title I funds must be used to promote:

1. High academic/achievement for all children;
2. A greater focus on teaching and learning;
3. Flexibility to stimulate local initiatives coupled with responsibility for student performance;
4. Improved linkages among schools, parents and communities.

What was the Lapwai School District awarded?

Our total allocation for the 2015-2016 school year is \$105,056.

\$31,648 was set aside for professional development.

How are Title funds utilized in the Lapwai School District?

- 1) The salary and benefits for:
 - One full time elementary reading teacher
 - Three full time elementary reading tutors
- 2) These funds are also used to pay our educational support professionals to attend the same trainings and professional development that our teachers are receiving.

Why are Title funds allocated to primarily to the elementary school?

The middle-high school has existing support through Title VII Indian Education, J.O.M., Upward Bound - University of Idaho, Educational Talent Search - Lewis-Clark State College, and GearUp.

Discussion of ideas and an opportunity for input:

David M. Aiken
Superintendent, Federal Programs Director
Lapwai School District # 341
208-843-2622 ext. 202
daiken@lapwai.org

Together, we ensure all students will reach their full potential.



LAPWAI SCHOOL DISTRICT #341
404 S. Main St.
Lapwai, Idaho 83540
(208) 843-2622

Wednesday, November 04, 2015

Anthony Johnson, Chairman
Nez Perce Tribe
P.O. Box 305
Lapwai ID 83540

It is with the greatest confidence I write this letter of support for the Nez Perce Tribe in their pursuit of a brownfields assessment grant from the Environmental Protection Agency. The Lapwai School District would like to offer our full support as the Tribe addresses blight, vacant structures, and potential contaminants in Lapwai and vicinity. Please provide this request with serious consideration and thoughtful review.

The Nez Perce Tribe consistently models the utmost urgency and care for the environment. We regularly utilize their departments as resources to ensure the health and safety of our students. I celebrate the dedication to reuse and redevelop the brownfields in Lapwai which are complicated by issues such as mold, lead paint, and asbestos.

Again, thank you for your full support and consideration of this assessment grant request. Please do not hesitate to contact me should I be able to provide additional information or answer any questions.

Sincerely,

Dr. David M. Aiken
Superintendent, Federal Programs Director
Lapwai School District #341
(208) 843-2622 extension 202
daiken@lapwai.org

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www.lapwaidistrict.org



LAPWAI SCHOOL DISTRICT #341

404 S. Main St.

Lapwai, Idaho 83540

(208) 843-2622

The following letter was sent to Senator Mike Crapo, Senator Jim Risch, and Representative Raul Labrador on Thursday, November 05, 2015:

I am writing today regarding the Bipartisan Budget Act of 2015, specifically as it relates to a Federal education program called Impact Aid. As you know, Impact Aid offsets lost taxes for 1,200 public school districts because of nontaxable Federal property like military installations, Native American reservations, low-rent housing facilities, and national laboratories. Impact Aid funds are 30% of the operating budget in the Lapwai School District.

Funding for our schools is an investment in our future and, specifically for Impact Aid districts like mine, a Federal partnership that helps ameliorate undue burden on local communities. By failing to adequately increase Impact Aid funding, Congress places an indiscriminate burden on our school budget, impacting millions of students nationwide.

Our communities have weathered the recession, sequestration, and funding stagnation by making tough decisions like reducing staff and programs. With the additional \$25 billion in non-defense discretionary investments made available through the Bipartisan Budget Act of 2015, I urge you to support federally impacted schools by advocating for a minimum \$10 million increase in Impact Aid as proposed by the House and at a minimum maintain Federal Properties funding included in both the House and Senate bills. Increased funding for Impact Aid is required to meet school districts' basic financial needs.

Sincerely,

Dr. David M. Aiken
Superintendent, Federal Programs Director
Lapwai School District #341
(208) 843-2622 extension 202
daiken@lapwai.org

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www.lapwaidistrict.org

UPCOMING MUSIC EVENTS LAPWAI SCHOOL DISTRICT

Wednesday, December 2, 5:30 P.M.	6 th Grade, MS/HS Band, MS/HS Choir Concert	High School Gym
Wednesday, December 9, 5:30 P.M.	Kindergarten through Fifth Grade Music Concert	Elementary Gym
Tuesday, March 8, 5:30 P.M.	Kindergarten through Fifth Grade Music Concert	Elementary Gym
Tuesday, March 15, 5:30 P.M.	6 th Grade, MS/HS Band, MS/HS Choir Concert	High School Gym
Wednesday, May 5, 7:00 P.M.	Sound of Music Musical	High School Auditorium
Thursday, May 6, 7:00 P.M.	Kindergarten through Twelfth Grade Sound of Music Musical	High School Auditorium
Friday, May 7, 7:00 P.M.	Kindergarten through Twelfth Grade Sound of Music Musical	High School Auditorium





LAPWAI ELEMENTARY SCHOOL

LAPWAI SCHOOL DISTRICT #241

Box 247

Lapwai ID 83540

(208) 843-2960/2952

To: Board of Trustees
From: Teri Wagner
Date: November 10, 2015
RE: November Board Back-Up

Building Documents-Attached

- Attendance
- Lesson Plan Checks
- Classroom Observations
- Family/Community Contact Report
- Friday Professional Learning Agendas
- Professional Learning Calendar
- Newsletter
- Enrollment
- Student Body Funds

Professional Learning

Professional Learning Teams meet Wednesday mornings from 7-8 AM

- ELA (English Language Arts)
- Math
- Behavior

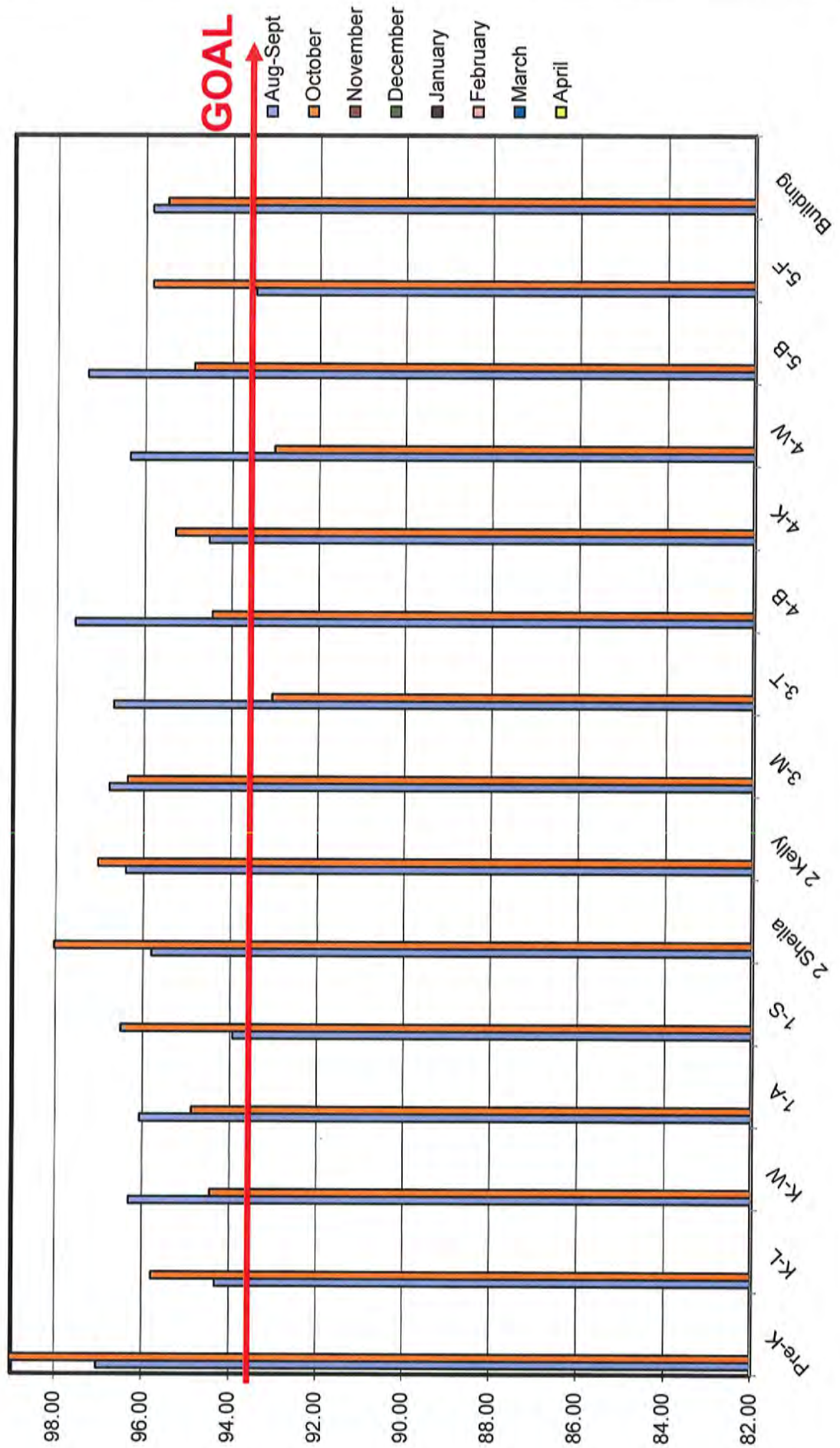
Family/Community Involvement

- | | |
|------------------------------|----------------|
| • Parent Teacher Conferences | November 5 & 6 |
| • Veterans Day Activities | November 11 |
| • Student Success Assemblies | November 20 |
| • Music Concert | December 9 |

Together, we ensure all students will reach their full potential.

kiiye pecepelihniku' wapáyat'as mamáy'asna hipewc'éeyu'ciúukwenin'.

LAPWAI ELEMENTARY SCHOOL ATTENDANCE 2015-16



Lesson Plan Checks

	8/31	9/8	9/14	9/21	9/28	10/5	10/12	10/19	10/26	11/2	11/9	11/16	11/23	11/30	12/7	12/14	1/4	1/11
Arthur	x	x	x	x	x	x	x	x	x	x	x							
Baldwin	x	x	x	x	x	x	x	x	x	x	x							
Blyleven	x	x	x	x	x	x	x	x										
Cleveland	x	x	x	x	x	x	x	x	x	x	x							
Finnell	x	x	x	x	x	x	x	x	x	x	x							
Hewett	x	x	x	x	x	x	x	x	x	x	x							
Hillman	x	x	x	x	x	x		x	x		x							
Jones	x	-	x	x	x	x	x	x	x	x	x							
Kirk	x	x	x	x	x	x	x	x	x		x							
Latella	x	x	x	x	x	x	x	x	x	x	x							
McKarcher	x	x	x	x	x	x	x	x	x	x	x							
Melton	x	x	x	x		x	x			x	x							
Raml	x	x	x	x	x	x	x	x	x	x	x							
Sliger	x	x	x	x	x	x	x	x	x	x	x							
Terry	x	x	x	x	x	x	x	x	x									
Westbrook	x	x	x	x	x	x	x	x	x	x	x							
Woodford	x	x	x	x	x	x	x	x	x	x	x							

**Classroom Walkthroughs, Observations and/or Conferences
2015-2016 First Semester**

	8/25	8/31	9/8	9/14	9/21	9/28	10/5	10/12	10/19	11/2	11/9	11/16	11/23
Arthur	o	o			o	o	c	c		o			
Baldwin	o	o		o	o	o	co		cecc		o		
Blyleven	o	o			o	o	c	o	cecc		o		
Clark		o	o	o			co	o			o		
Cleveland		o		o		o	o	cecc			o		
Finnell	o	o		o	o	o	c	cecc			o		
Hewett	o		o	o	o	o	c	o		o			
Hillman	o	o	o	o		o	c	o		o			
Jones	-		o	o		o	c	o		cecc	c		
Kirk	o	o		o		o	c	cecc			o		
Latella	o		o	o	o	o	c	o	oc		o		
McKarcher		o	o	o	o	o	c	o			cecc		
Melton			o	o		o	o				cecc		
Raml			o	o		o	o		o	cecc			
Sliger	o			o	o	o	c	o			o		
Terry		o	o	o	o	o	co				cecc		
Westbrook	o	o		o	o	o	c	o			o		
Woodford	o	o		o			co		cecc		o		

o = observation
c = conference
e = evaluation

**Family, Community, School Partnerships
Contact Report
2015-2016**

	August September	October	November	December January	February	March	April	May June	Totals
Arthur	200	218							
Baldwin	278	132 + 1							
Blenden	45	15							
Blyleven	1530	1047							
Cardenas -Cooley	15	9							
Clark	165	111							
Cleveland	41	~212							
Doeringsfeld	39	32							
Finnell	243	144 + 1							
Hewett	395	273 + 1							
Hill	30	12							
Hillman	149	152 + 1							
Jones/Henry	35/46	28							
Kirk	1638	1160							
Latella	188	160							
McKarcher	126	153							
Melton	277	535							
Raml	97	40							
Sliger	150	140							
Terry	406								
Wagner	63	304							
Westbrook	146	111							
Woodford	1781	1153							
Total	8413	6141 + 4							

Together, we ensure all students will reach their full potential.

Our Team Norms

Listen Respectfully
Start and end on time; stay focused/paced
Discuss/Speak Respectfully (3 before me)
Assume Positive Intent
Learn New Things
Have Fun/Appreciate Humor

Time: 3:40-6:30 PM

Location: Traci's Room

Dinner: Provided

Bring: Laptops
 Snacks and drinks

LT Member	Sign in
Kelly Hillman	
Julie Clark	
Cassie Westbrook	
Traci McKarcher	
Beau Woodford	
Heather Kirk	
Lori Ravet	
Becky Schmidt	
Teri Wagner	
David Aiken	
Patsy Guglielmino	
Christina Tondevoid	

1. Quick review of norms
2. **Celebrations** (10 minutes)
3. Is on-time arrival a concern at PLCs and professional learning activities? (5)
4. Share Current Work of **PLCs** (10 minutes)
How are you meeting the challenge of modeling and ensuring that best practice teaching/engagement strategies are used in PLCs?
5. Minutes from last meeting THANK YOU Heather!
 (5 minutes)
6. Dialog vs. Discussion
Discuss building-wide ELA SMART goal (40)

ELA STAR READING GOAL:

Eighty percent of Lapwai students in grades K-5 will show moderate/expected scaled score growth for the 2015-2016 academic year as evidenced by STAR Reading or STAR Early Literacy fall to spring benchmark assessments.

- Analyze grade level **growth** data to determine if the goal is **realistic** as a building goal.
- Determine if the goal is **specific** for grades K and 1 (2).
- Craft a building goal based on the growth data analysis.
- What are the implications for the building-wide **math** goal?

7. Develop a **Cycle of Work** Based on Data-FALL

- Assessment System-finalize assessment calendar (30)
- Core Instruction
- Tier II and Tier III
- Data Analysis
- Leadership Team

8. Review Comprehensive Plan Report and update **WISE Tool** (40 minutes)

IDD254S370

idP3Uj

WISE Tool – School Improvement Focus

- Implement RtI
 - Feedback to students
- Teacher observations by peers (peer coaching)
- Engagement
- Questioning and Discussion Techniques
- *Students' Expectations for Themselves (Hattie's #1)*
- *Vocabulary Instruction*

9. Review evaluations of previous professional learning activities and discuss professional learning activities for Nov. 13, Dec. 11, and Dec. 18. (30)

- ISAT 2 (3-5)
- Data mtgs. (math)
- Instruction (Danielson)
- Student Expectations-Hattie/Heather ☺

10. Develop agenda for next LT meeting(s) and **evaluate** meeting effectiveness (10 minutes)

Agenda
Professional Learning
Friday, October 23, 2015
Christina - Room 217
Teri - Room 208

Our Meeting Norms

Listen respectfully
 Start and end on time; stay focused/paced
 Discuss/Speak respectfully (3 before me)
 Assume positive intent
 Learn new things
 Have fun/Appreciate humor

	1:25-2:25	2:30-3:30
K-2	Math with Christina in Traci's Room	ELA RtI with Teri in Heather's Room
3-5	ELA RtI with Teri in Heather's Room	Math with Christina in Traci's Room

Small Group Discussion

Goal 1: Consolidate understanding of new learning from time with educational consultants on October 9th and 16th

Goal 2: Ensure new learning is applied to accelerate student achievement

1. Announcements (5)
 - Concert schedule
 - Report cards
 - Halloween
 - Teri gone, Patsy here, observations, coaching opportunities
 - Adjust for pacing AND keep to the **integrity of the program/routines**
 - Use the adopted curriculum-we don't have time for much else (sample schedule)
2. Why do we need a systems approach to our STAR Assessments? (5)
3. BRAINSTORM (3)
4. What was your most important learning from your phone conversation or grade level time with Lexie/Shelby? (10)
5. What was your second most important learning from your phone conversation or grade level time with Lexie/Shelby? (10)
6. Tier II reading intervention could be improved by _____? (5)
7. Identify a scheduling practice or instructional strategy that is working well or a concern that needs a solution for *Reach for Reading* or *Reach into Phonics*. (10)
8. What questions do you still have? (5)

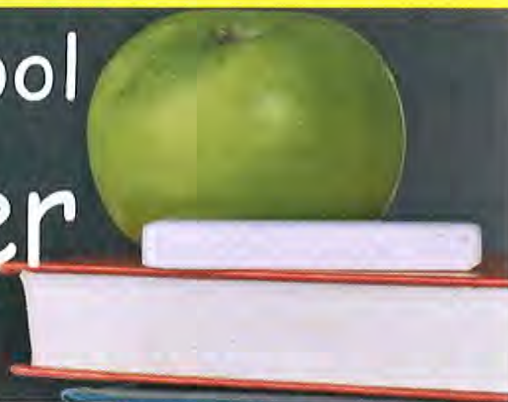
NOVEMBER 2015

PROFESSIONAL LEARNING AND ASSESSMENT

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4 PLCs 7-8 AM	5 PT Conferences	6 PT Conferences	7
8	9	10	11 PLCs 7-8 AM	12	13 Math—Christina	14
15	16	17	18 PLCs 7-8 AM <i>Evaluation Training</i>	19 <i>Evaluation Training</i>	20 Rtl Lexie/Shelby <i>Rtl Leadership Team</i>	21
22	23	24	25 Thanksgiving Holiday	26 Thanksgiving Holiday	27 Thanksgiving Holiday	28
29	30 ELA STAR Leadership Team	1	2 PLCs 7-8 AM	3	4	5

Lapwai Elementary School Parent Newsletter

November 2015



UPCOMING EVENTS

- November 5th & 6th
Parent-Teacher
Conferences
- November 20th
K-2 Awards Assembly
12:00
3-5 Awards Assembly
12:35
- November 25th-27th
Thanksgiving Holiday
- December 1st-3rd
Lapwai Elementary
School Book Fair

Parent-Teacher Conferences: A Tip Sheet for Parents

As a parent, you are your child's first and most important teacher. You and your child's teacher have something in common: You both want your child to learn and do well. When parents and teachers talk to each other, each person can share important information about your child's talents and needs. Each person can also learn something new about how to help your child. Parent-teacher conferences are a great way to start talking to your child's teachers. This tip sheet suggests ways that you can make the most of parent-teacher conferences so that everyone wins, especially your child.

What should you expect?

- ☐ **A two-way conversation.** Like all good conversations, parent-teacher conferences are best when both people talk *and* listen. The conference is a time for you to learn about your child's progress in school: Ask to see data about your child's attendance, grades, and test scores. Find out whether your child is meeting school expectations and academic standards. This is also a time for the teacher to learn about what your child is like at home. When you tell the teacher about your child's skills, interests, needs, and dreams, the teacher can help your child more.
- ☐ **Emphasis on learning.** Good parent-teacher conferences focus on how well the child is doing in school. They also talk about how the child can do even better. To get ready for the conversation, look at your child's homework, tests, and notices before the conference. Be sure to bring a list of questions that you would like to ask the teacher.
- ☐ **Opportunities and challenges.** Just like you, teachers want your child to succeed. You will probably hear positive feedback about your child's progress *and* areas for improvement. Be prepared by thinking about your child's strengths and challenges beforehand. Be ready to ask questions about ways you and the teacher can help your child with some of his or her challenges.

What should you talk to the teacher about?

- ☐ **Progress.** Find out how your child is doing by asking questions like: Is my child performing at grade level? How is he or she doing compared to the rest of the class? What do you see as his or her strengths? How could he or she improve?
- ☐ **Assignments and assessments.** Ask to see examples of your child's work. Ask how the teacher gives grades.
- ☐ **Your thoughts about your child.** Be sure to share your thoughts and feelings about your child. Tell the teacher what you think your child is good at. Explain what he or she needs more help with.
- ☐ **Support learning at home.** Ask what you can do at home to help your child learn. Ask if the teacher knows of other programs or services in the community that could also help your child.
- ☐ **Support learning at school.** Find out what services are available at the school to help your child. Ask how the teacher will both challenge your child and support your child when he or she needs it.
- ☐ **Make a plan.** Write down the things that you and the teacher will each do to support your child. You can do this during the conference or after. Write down what you will do, when, and how often. Make plans to check in with the teacher in the coming months.
- ☐ **Schedule another time to talk.** Communication should go both ways. Ask how you can contact the teacher. And don't forget to ask how the teacher will contact you too. There are many ways to communicate—in person, by phone, notes, email. Make a plan that works for both of you. Be sure to schedule at least one more time to talk in the next few months.
- ☐ **Talk to your child.** The conference is all about your child, so don't forget to include him or her. Share what you learned.

Growth Mindset: What's it all about?

New research shows that the way parents and teachers talk about abilities and learning can have powerful effects on their kids' beliefs. Certain types of seemingly positive praise like "You're smart at this!" can backfire and make children more likely to avoid challenges or give up in the future when something is difficult. Fortunately, the same research also shows that there are many things that we can do to help children develop into resilient learners.

Stanford University's professor Carol Dweck has spent decades studying how people think about intelligence. Dweck and her colleagues have found that people tend to hold one of two very different perspectives about intelligence. One perspective is called a **fixed mindset**. That's the belief that intelligence is fixed at birth and doesn't change or changes very little with practice. It's the belief that intelligence is like eye color. You're stuck with whatever you're born with.

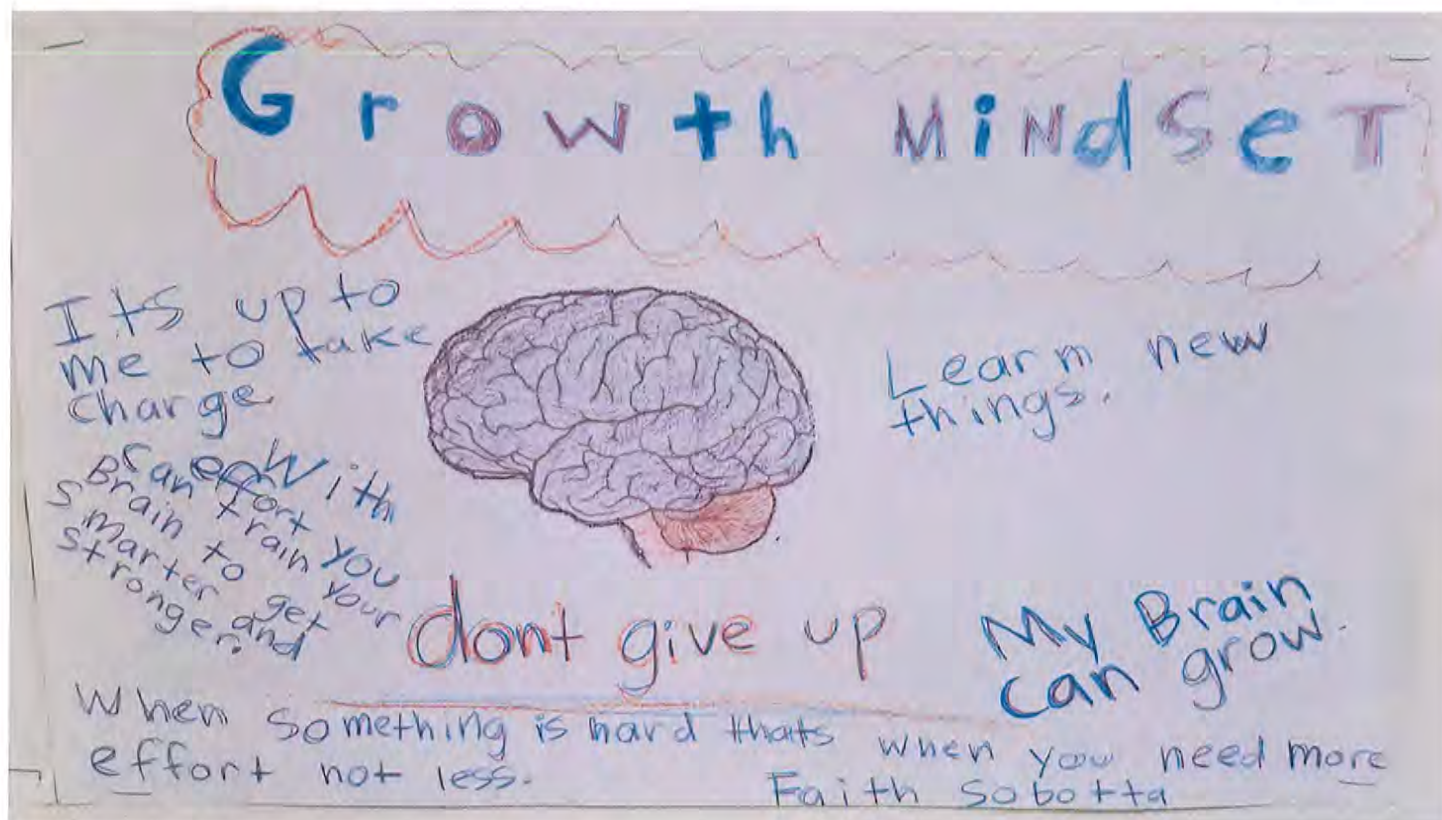
The other perspective is called a **growth mindset**. A growth mindset is the belief that intelligence improves through study and practice. In other words, people with a growth mindset think intelligence is like a muscle that grows stronger with training.

For children with a fixed mindset, the classroom can be a scary place. They see school as the place where their abilities are evaluated, not as a place where their abilities are developed. Their goal in school tends to be to show that they are smart or at least to avoid looking dumb. For them, mistakes are a sign that they lack talent.

For children with a growth mindset, the classroom is a more exciting and less judgmental place. They believe they can develop their ability, and they understand that the classroom is just the place to do that. Children with a growth mindset tend to see challenges as opportunities to grow because they understand that they can improve their abilities by pushing themselves. If something is hard, they understand it will push them to get better.

Action Ideas

- Instead of praising kids for being smart when they understand something quickly, praise them when they work hard to accomplish something difficult. This tells them that you value hard work, and that hard work is what leads to success.
- Make mistakes in front of your kids, have a positive reaction to those mistakes, and openly reflect on what could be learned from the mistake. Try to show that *it's all about learning*, not about *being right*.
- Get excited when your child makes a mistake and help her think through what could be learned from it. Even mistakes that seem careless can be good learning opportunities. For example, if your child forgot to study enough for an important test, it might be an opportunity to learn about prioritization and to-do-lists.



The following link provides a great toolkit for parents to use.

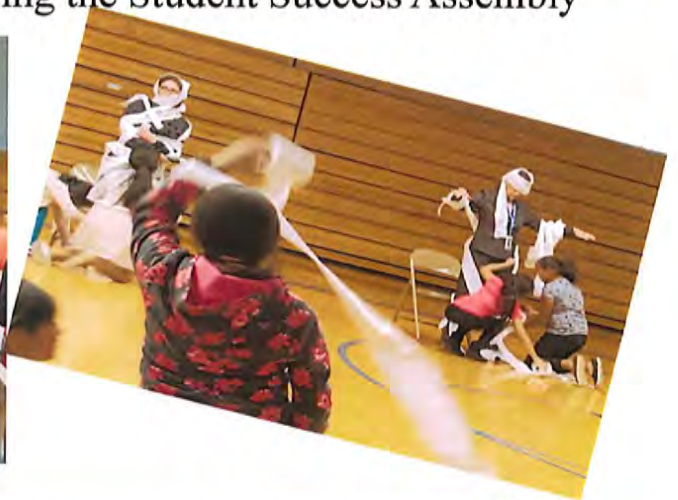
<https://www.mindsetkit.org/growth-mindset-parents/how-parents-can-instill-growth-mindset>

CELEBRATE SUCCESSFUL STUDENTS

GRADE	CLASS	STUDENT OF MONTH for the month of October	MOST IMPROVED for the month of October
K	Mrs. Latella	Kambrin McCulley	Terance Greene
K	Miss Westbrook	K. C. George	Joslyn McCormack-Marks
1 ST	Mrs. Arthur	Ella Payne	Keyon Henry
1st	Mrs. Sliger	Candace Toacheenie	Susan Tewawina
2nd	Mrs. Hewett	Grace Klein	Olivia Allen
2nd	Mrs. Hillman	Valentina Villa	Tevante Greene
Art	Mrs. Raml	Douglas Arthur	Tevante Greene
3 rd	Mrs. McKarcher	Alexia Villavicencio	DaRon Wheeler
3 rd	Mrs. Terry	Marina Ellenwood	Divarius Bisbee
4 th	Mr. Blyleven	Samara Smith and Jordyn McCormack-Marks	Mathias Fox
4 th	Mrs. Kirk	Ayanna Oatman Pinkham	Vincent Villa
5 th	Mrs. Baldwin	Joshua Wasson	JLee Enick
5 th	Mrs. Finnell	Krisalyn Bisbee	Quillius James
Art	Mrs. Raml	JLee Enick	Angel Rodriguez



Students celebrating positive behavior during the Student Success Assembly



*'Kiiye pecepeliñniku' wapáyat'as mamáy'asna
hipewc'éeyu' cúukwenin'.*

Together, we ensure all students will reach their full potential.

Lapwai School District No. 341
Lapwai Elementary School
Student Body Funds
October 2015

		Beginning		Deposits		Disbursements		Ending
		Balance						Balance
General Fund		\$7,545.64				\$151.91		\$7,393.73
Library/Book Fair		\$62.53						\$62.53
Book Orders		\$33.50						\$33.50
2nd Grade		\$69.60						\$69.60
3rd Grade		0						
5th Grade		\$58.59						\$58.59
Art		\$8.50						\$8.50
Attendance		\$0.00						\$0.00
Parent Group		\$734.15						\$734.15
Humanities		\$1,000.00						1,000.00
Total		\$9,430.41						\$9,360.60

monthly
bank
statement
deposits

MONTH	PREVIOUS BALANCE	TOTAL DEPOSITS
October	\$9,512.51	\$0.00
YEAR	ENDING BALANCE	TOTAL WITHDRAWALS
2015	\$9,360.60	\$151.91

deposits

deposit no.	date	amount	description	reconciled
TOTAL		\$0.00		

withdrawals

type	date	amount	for	reconciled
check	10/6/2015	\$100.11	supplies	yes
check	10/7/2015	\$51.80	supplies	yes
TOTAL		\$151.91		

Analyzed Business Checking - PF

Account number: **801013418** ■ October 1, 2015 - October 31, 2015 ■ Page 1 of 1

**WELLS
FARGO**

LAPWAI SCHOOL DISTRICT 341
LAPWAI ELEMENTARY SCHOOL
STUDENT BODY
PO BOX 247
LAPWAI ID 83540-0247

Questions?

Available by phone 24 hours a day, 7 days a week:
1-800-CALL-WELLS (1-800-225-5935)

Online: wellsfargo.com

Write: Wells Fargo Bank, N.A. (113)
P.O. Box 6995
Portland, OR 97228-6995

Account summary

Analyzed Business Checking - PF

Account number	Beginning balance	Total credits	Total debits	Ending balance
801013418	\$9,512.51	\$0.00	-\$151.91	\$9,360.60

Debits

Checks paid

Number	Amount	Date	Number	Amount	Date
3751	100.11	10/14	3752	51.80	10/13

\$151.91 Total checks paid

\$151.91 Total debits

Daily ledger balance summary

Date	Balance	Date	Balance	Date	Balance
09/30	9,512.51	10/13	9,460.71	10/14	9,360.60

Average daily ledger balance **\$9,422.63**

Student Population as of 10/29/15

For Homeroom Names: All

Head Count (main and ancillary enrollments)

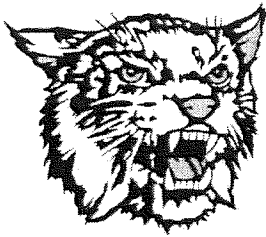
Ethnic Codes:		<H>	<I>	<M>	<W>	<Total>
Grade Level: PK						
Male:	---	---	4	---	1	5
Female:	---	---	2	---	1	3
Total:	---	---	6	---	2	8
Grade Level: KG						
Male:	---	---	16	---	2	18
Female:	---	---	16	---	3	19
Total:	---	---	32	---	5	37
Grade Level: 01						
Male:	---	1	16	1	1	19
Female:	---	1	15	1	5	22
Total:	---	2	31	2	6	41
Grade Level: 02						
Male:	---	---	13	1	1	15
Female:	---	---	17	---	3	20
Total:	---	---	30	1	4	35
Grade Level: 03						
Male:	---	1	15	---	1	17
Female:	---	1	17	2	3	23
Total:	---	2	32	2	4	40
Grade Level: 04						
Male:	1	2	18	---	3	24
Female:	---	2	23	2	3	30
Total:	1	4	41	2	6	54
Grade Level: 05						
Male:	---	1	17	---	2	20
Female:	---	---	16	1	1	18
Total:	---	1	33	1	3	38
Code Totals:						
Male:	1	5	99	2	11	118
Female:	---	4	106	6	19	135
Total:	1	9	205	8	30	253

Ethnic Codes Legend:

B - Black or African American
M - Two or more races

H - Hispanic or Latino
W - White

I - American Indian or Alaska N:



LAPWAI MIDDLE/HIGH SCHOOL

Phone: (208) 843-2241, X205

dpinkham@lapwai.org

To: Board of Trustees

From: Dr. Pinkham, LMS-LHS

Subject: Board Report for November 2015

1st quarter: There were 113 students who had 4 A's or more!

LMS-LHS Building Smart Goal: D & F Initiative

Purpose: To identify students with D's & F's, and develop a system to close the achievement gap.

Goal: Lapwai Middle-High Staff will reduce the number of F's by 15% as measured from 2014-2015 Schoolmaster data to 2015-2016 Schoolmaster data.

Results/Accomplishments: Teachers differentiate instruction for struggling students, and students receive fewer D's and F's with best practice interventions. The percent of failing grades decreases.

Contents

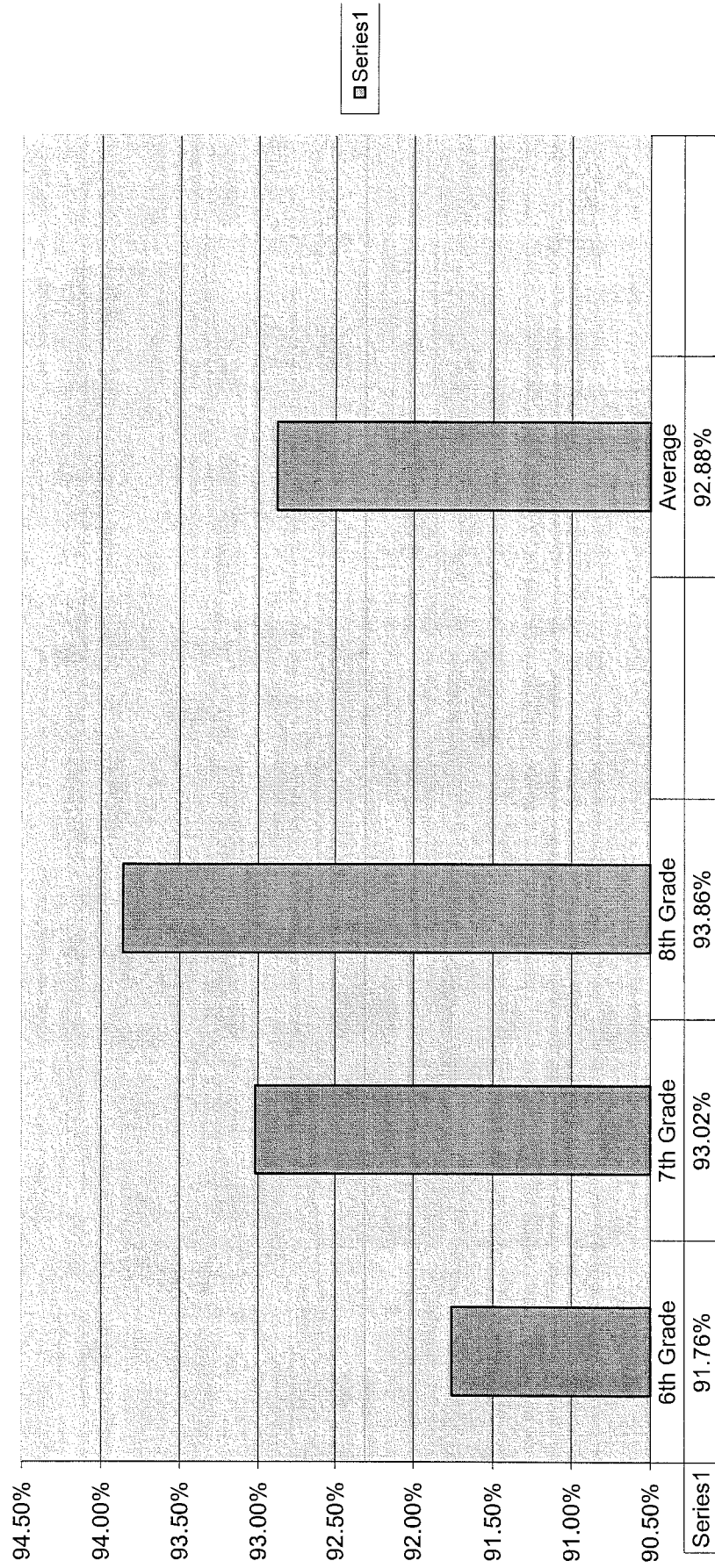
1. Middle School Attendance Report
2. High School Attendance Report
3. Lesson Plan Check
4. Parent Contact Log
5. Walkthroughs/observations log
6. Leadership Team Meeting Agenda
7. PLC Agenda/Minutes
8. Friday PD Agendas
9. LMS-LHS 2nd Quarter Newsletter (Created by Vickie Coats)

Events and Upcoming Events at Lapwai Middle/High School

OCTOBER	National Bully Prevention Month (Wear Orange), National Domestic Violence Awareness Month (Wear Purple)
10-2	NO SCHOOL, National Custodial Appreciation day
10-8	Accreditation Training with Dale Kleinert
10-9	Away Varsity football at Genessee
10-12-16 th	National School Lunch Week
10-12	Middle school volleyball at Moscow, High school volleyball @ Grangeville
10-13	LSD Admin Team Meeting, PBIS Tier 2 Training in CDA, Delegation to NIEA in Portland, Senior Night volleyball game, LCSC Talent Search Middle School field trip to University of Idaho
10-14	National Indian Education Association Convention, Portland, Middle school volleyball at Sacajawea, Senior field trip to LCSC PT
10-15	Middle school football HOME game against Timberline
10-16	SENIOR NIGHT, Football game against CV. Wear Purple!
10-19	SCHOOL BOARD MEETING, Middle school volleyball at Clarkston, JV football at CV
10-21	UNITY DAY. WEAR ORANGE!
10-22	SCHOOL ASSEMBLY last hour, Middle school football HOME game against Lewis County
10-23	High school football at Potlatch
10-26	Leadership Team meeting 3:40-7:00
10-28-29 th	Principal's Network (Wagner-Pinkham in Boise)
10-30	Grading Day (End of the first quarter)
Nov 5-6	Fall Parent-Teacher Conferences
Nov 6 th	LAPWAI FOOTBALL TEAM GOES TO GLENN'S FERRY AND WINS 2 nd playoff game!
NOVEMBER	American Education Week, National Educational Support Prof. Day, Maintenance Employee Appreciation Day
Nov 9 th	6 th grade attends UI Field Trip
Nov 10 th	SENIOR ACADEMIC NIGHT 5-7PM hosted by Cultural Responsive PLC
Nov 11 th	Veteran's Day
Nov 12 th	MS Boys Basketball game, home against Orofino, 4:30 & 7PM
Nov 13 th	PBIS Prof. Development
Nov 16 th	November School Board Meeting
Nov 17 th	Gear Up hosts WSU Field Trip
Nov 18 th	IMPACT AID MEETING
Nov 18-19 th	S.T.E.P. -Charlotte Danielson Training in Orofino, LMS-LHS and L.E.S. Representatives attend
Nov 25 th	Thanksgiving break begins
Dec 2nd	LMS-LHS BAND/CHOIR CONCERT 5:30 High School Gym

"Together, we ensure all students will reach their full potential."

Attendance Summary
Lapwai Middle School
6th- 8th Grades
10/01/15 - 10/29/15



6th Grade	91.76%
7th Grade	93.02%
8th Grade	93.86%
Average	92.88%

06th Grade ADA From 10/01/15 to 10/29/15 (20.00 Normal Track Days)

For Grade Level: 06

Excused Codes: EA, SI, DR Unexcused Codes: UA, SA, TR

Periods: 1, 2, 3, 4, 5, 6, 7

Treating All Enrollments as 1.0 FTE

	**** FINAL TOTALS ****			Averages	Percents
	Male	Female	Totals		
Appearing in Report	28	16	44		
Membership Days	560.00	320.00	880.00	20.00	
Non-membership Days	0.00	0.00	0.00	0.00	
Scheduled Days	560.00	320.00	880.00	20.00	
Days Present	519.50	288.00	807.50	18.35	91.76%
Days Absent	40.50	32.00	72.50	3.63	8.24%
Days Excused Absent	34.00	28.00	62.00	3.10	7.05%
Days Unexcused Absent	6.50	4.00	10.50	0.53	1.19%
Average Daily Membership	28.00	16.00	44.00		
Average Daily Attendance	25.98	14.40	40.38		
Enrolled Prior To 10/01/15	28	16	44		
Adds	0	0	0		
Drops	0	0	0		
Enrolled On 10/29/15	28	16	44		

07th Grade ADA From 10/01/15 to 10/29/15 (20.00 Normal Track Days)

For Grade Level: 07

Excused Codes: EA, SI, DR Unexcused Codes: UA, SA, TR

Periods: 1, 2, 3, 4, 5, 6, 7

Treating All Enrollments as 1.0 FTE

**** FINAL TOTALS ****

	Male	Female	Totals	Averages	Percents
Appearing in Report	21	12	33		
Membership Days	405.00	240.00	645.00	19.55	
Non-membership Days	0.00	0.00	0.00	0.00	
Scheduled Days	404.00	240.00	644.00	19.52	
Days Present	380.50	219.50	600.00	18.18	93.02%
Days Absent	23.50	20.50	44.00	2.20	6.82%
Days Excused Absent	19.00	19.50	38.50	1.93	5.97%
Days Unexcused Absent	4.50	1.00	5.50	0.28	0.85%
Average Daily Membership	20.25	12.00	32.25		
Average Daily Attendance	19.02	10.98	30.00		
Enrolled Prior To 10/01/15	20	12	32		
Adds	1	0	1		
Drops	1	0	1		
Enrolled On 10/29/15	20	12	32		

08th Grade ADA From 10/01/15 to 10/29/15 (20.00 Normal Track Days)

For Grade Level: 08

Excused Codes: EA, SI, DR Unexcused Codes: UA, SA, TR

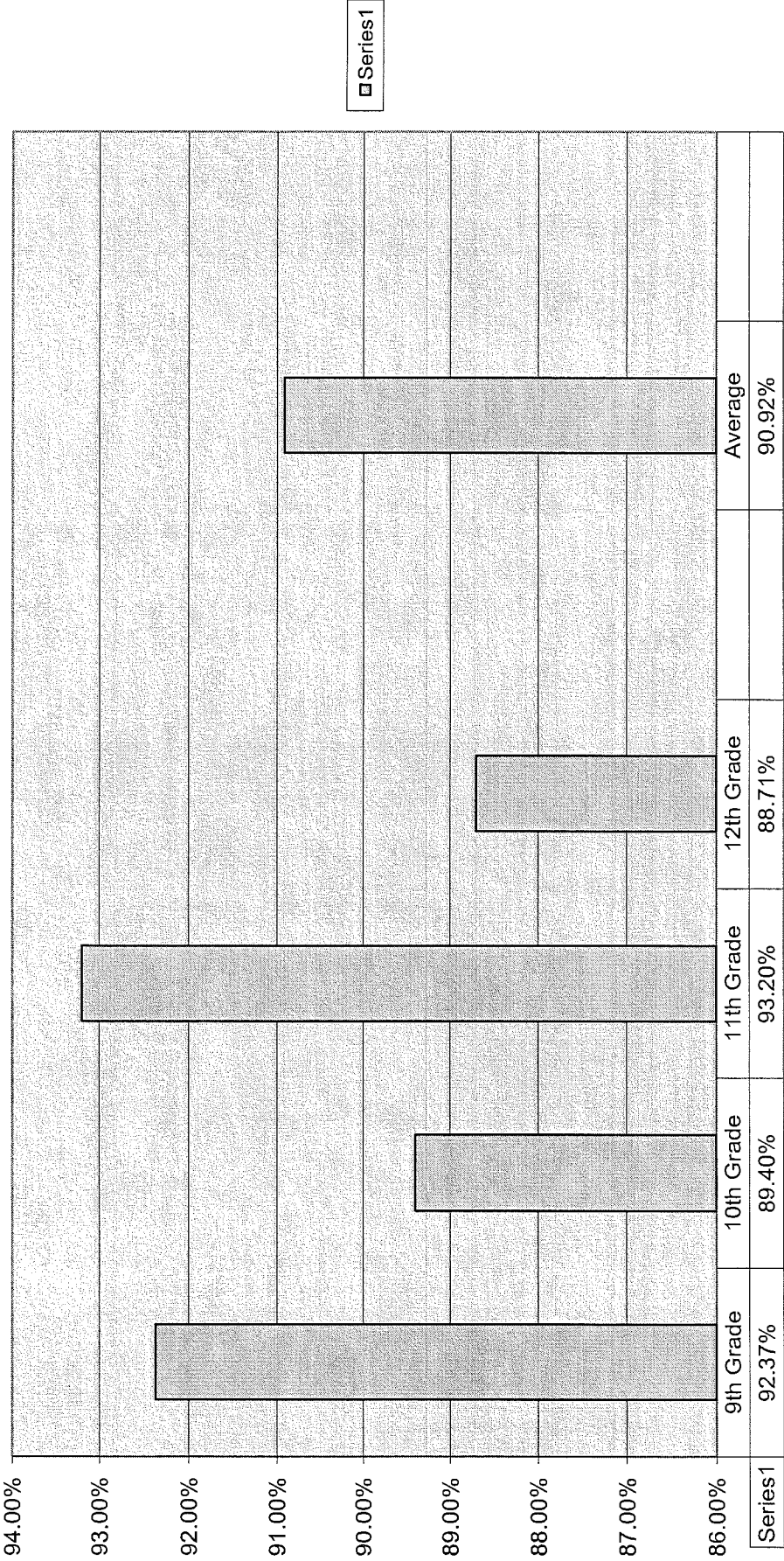
Periods: 1, 2, 3, 4, 5, 6, 7

Using FTE as Entered

**** FINAL TOTALS ****

	Male	Female	Totals	Averages	Percents
Appearing in Report	20	13	33		
Membership Days	400.00	260.00	660.00	20.00	
Non-membership Days	0.00	0.00	0.00	0.00	
Scheduled Days	400.00	260.00	660.00	20.00	
Days Present	384.50	235.00	619.50	18.77	93.86%
Days Absent	15.50	25.00	40.50	2.02	6.14%
Days Excused Absent	12.00	22.00	34.00	1.70	5.15%
Days Unexcused Absent	3.50	3.00	6.50	0.33	0.98%
Average Daily Membership	20.00	13.00	33.00		
Average Daily Attendance	19.23	11.75	30.98		
Enrolled Prior To 10/01/15	20	13	33		
Adds	0	0	0		
Drops	0	0	0		
Enrolled On 10/29/15	20	13	33		

Attendance Summary
 Lapwai High School
 9th - 12th Grades
 10/01/15 to 10/29/15



9th Grade	92.37%
10th Grade	89.40%
11th Grade	93.20%
12th Grade	88.71%
Average	90.92%

09th Grade ADA From 10/01/15 to 10/29/15 (20.00 Normal Track Days)

For Grade Level: 09

Excused Codes: EA, SI, DR Unexcused Codes: UA, SA, TR

Periods: 1, 2, 3, 4, 5, 6, 7

Treating All Enrollments as 1.0 FTE

**** FINAL TOTALS ****

	Male	Female	Totals	Averages	Percents
Appearing in Report	17	21	38		
Membership Days	340.00	420.00	760.00	20.00	
Non-membership Days	0.00	0.00	0.00	0.00	
Scheduled Days	340.00	420.00	760.00	20.00	
Days Present	320.50	381.50	702.00	18.47	92.37%
Days Absent	19.50	38.50	58.00	2.90	7.63%
Days Excused Absent	17.50	32.00	49.50	2.48	6.51%
Days Unexcused Absent	2.00	6.50	8.50	0.42	1.12%
Average Daily Membership	17.00	21.00	38.00		
Average Daily Attendance	16.02	19.07	35.10		
Enrolled Prior To 10/01/15	17	21	38		
Adds	0	0	0		
Drops	0	0	0		
Enrolled On 10/29/15	17	21	38		

10th Grade ADA From 10/01/15 to 10/29/15 (20.00 Normal Track Days)

For Grade Level: 10

Excused Codes: EA, SI, DR Unexcused Codes: UA, SA, TR

Periods: 1, 2, 3, 4, 5, 6, 7

Treating All Enrollments as 1.0 FTE

**** FINAL TOTALS ****

	Male	Female	Totals	Averages	Percents
Appearing in Report	12	13	25		
Membership Days	240.00	260.00	500.00	20.00	
Non-membership Days	0.00	0.00	0.00	0.00	
Scheduled Days	240.00	260.00	500.00	20.00	
Days Present	216.00	231.00	447.00	17.88	89.40%
Days Absent	24.00	29.00	53.00	2.65	10.60%
Days Excused Absent	16.00	26.00	42.00	2.10	8.40%
Days Unexcused Absent	8.00	3.00	11.00	0.55	2.20%
Average Daily Membership	12.00	13.00	25.00		
Average Daily Attendance	10.80	11.55	22.35		
Enrolled Prior To 10/01/15	12	13	25		
Adds	0	0	0		
Drops	0	0	0		
Enrolled On 10/29/15	12	13	25		

11th Grade ADA From 10/01/15 to 10/29/15 (20.00 Normal Track Days)

For Grade Level: 11

Excused Codes: EA, SI, DR Unexcused Codes: UA, SA, TR

Periods: 1, 2, 3, 4, 5, 6, 7

Treating All Enrollments as 1.0 FTE

	**** FINAL TOTALS ****			Averages	Percents
	Male	Female	Totals		
Appearing in Report	19	24	43		
Membership Days	380.00	480.00	860.00	20.00	
Non-membership Days	0.00	0.00	0.00	0.00	
Scheduled Days	380.00	480.00	860.00	20.00	
Days Present	347.50	454.00	801.50	18.64	93.20%
Days Absent	32.50	26.00	58.50	2.92	6.80%
Days Excused Absent	26.00	17.50	43.50	2.17	5.06%
Days Unexcused Absent	6.50	8.50	15.00	0.75	1.74%
Average Daily Membership	19.00	24.00	43.00		
Average Daily Attendance	17.38	22.70	40.08		
Enrolled Prior To 10/01/15	19	24	43		
Adds	0	0	0		
Drops	0	0	0		
Enrolled On 10/29/15	19	24	43		

12th Grade ADA From 10/01/15 to 10/29/15 (20.00 Normal Track Days)

For Grade Level: 12

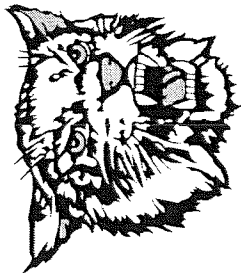
Excused Codes: EA, SI, DR Unexcused Codes: UA, SA, TR

Periods: 1, 2, 3, 4, 5, 6, 7

Treating All Enrollments as 1.0 FTE

**** FINAL TOTALS ****

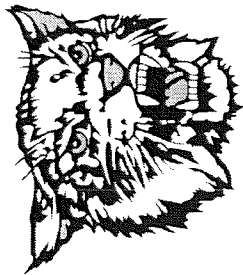
	Male	Female	Totals	Averages	Percents
Appearing in Report	15	16	31		
Membership Days	300.00	320.00	620.00	20.00	
Non-membership Days	0.00	0.00	0.00	0.00	
Scheduled Days	300.00	320.00	620.00	20.00	
Days Present	259.50	290.50	550.00	17.74	88.71%
Days Absent	40.50	29.50	70.00	3.50	11.29%
Days Excused Absent	28.00	25.00	53.00	2.65	8.55%
Days Unexcused Absent	12.50	4.50	17.00	0.85	2.74%
Average Daily Membership	15.00	16.00	31.00		
Average Daily Attendance	12.98	14.53	27.50		
Enrolled Prior To 10/01/15	15	16	31		
Adds	0	0	0		
Drops	0	0	0		
Enrolled On 10/29/15	15	16	31		



Lesson Plan Checks For LMS-LHS

Staff Member	August 31- Sept 4	September 7-11	September 14-18	Sept 21- 25	Sept 28-Oct 1	Oct 5-9	Oct 12- 16	Oct 19- 23	Oct 26- 30	Nov 2- 6	Nov 9- 13	Nov 16-20	Nov 23-27	Nov 30- Dec 4	Dec 7- 11
Sheryl Bentz	x	x	x	x	x	x	x	x	x	x	x				
Devin Boyer	x	x	x	x	x	x	x	x							
Brad Carpenter	x	x	x	x	x	x	x	x	x	x	x				
Iris Chimburas	x	x	x	x	x	x	x	x	x	x					
Patrick Cleveland		x	x	x	x	x	x	x	x	x					
Tami Church	x	x	x	x	x	x		x	x	x					
Nancy Dahl	x	x	x	x	x	x	x	x	x	x					
Peggy Fiske	x	x	x	x	x	x	x	x	x	x	x				
Verna Johnson	x	x	x			x	x	x	x	x					
Georgie Kerby	x	x	x	x	x	x	x	x	x	x					
Ken Kessler	x	x	x	x	x	x	x	x	x	x					
Josh Leighton, Jr.	x	x	x	x	x	x	x	x	x	x					
Julie Morrison	x	x	x	x	x	x	x	x	x	x					
David Palmer	x	x	x	x	x	x	x	x	x	x					
Valerie Ridinger					x	x	x	x	x	x					
Georgia Sobotta	x	x	x	x	x	x	x	x	x	x	x				
Tina Stacy	x	x	x	x	x	x	x	x	x	x	x				
Mary Lynn Walker	x	x	x	x	x	x	x	x	x	x	x				

"Together, we ensure all students will reach their full potential."



Parent Contacts For LMS-LHS

Staff Member	August 2015	September 2015	October 2015	November 2015	December 2015	January 2016	February 2016	March 2016	April 2016	May 2016
Sheryl Bentz	0	86	88							
Devin Boyer	25									
Brad Carpenter	4									
Iris Chimburas	100	201	216							
Tami Church	41		222							
Patrick Cleveland			38							
Nancy Dahl		40	112							
Valerie Ridinger		20	19							
Peggy Fiske			62							
Verna Johnson			4							
Georgie Kerby		64	148							
Ken Kessler	0	56	120							
Josh Leighton, Jr.	46	73								
Julie Morrison			69							
David Palmer	23	166	236							
Georgia Sobotta	12	31	32							
Tina Stacy	20	29								
Mary Lynn Walker	60	79	87							
Jan Barnett (IDLA)		41								



Lapwai Middle-High School

X= walk through
IO= informal observation
FO: formal observation
C= conference
E= evaluation

CERTIFIED STAFF WALK THROUGHS

	Prep Hour	Time	9/22	9/24	9/29	10/1	10/5	10/8	10/ 12	10/ 19	10/ 20	10/ 22	10/ 23	11/ 2	11/3	11/4	11/ 9	11/ 10	11/ 11
Sheryl Bentz	6 th	1:35		IO				IO						X	IO				
Devin Boyer	6 th	1:35			IO			IO	IO		X					C, FO			
Brad Carpenter	2 nd , 4 th	9:13 11:39		IO	IO			IO	X					X					
Iris Chimburas	2 nd , 4 th	9:13 11:39		IO				IO	C FO	E				X					
Tami Church	7 th	2:33		IO	IO							X			IO		X		
Patrick Cleveland	4 th	11:09					IO		X					X					
Nacy Dahl				IO					IO		X			X					
Peggy Fiske	4 th	11:39						IO	IO					X			X		
Verna Johnson				IO	IO						X				IO		X		
Georgie Kerby	6 th	1:35		IO					IO			X		C	FO		X		
Ken Kessler	3 rd	1:11	IO				IO	IO			C	FO					X		
Josh Leighton	7 th	2:33			IO	IO	IO					X							
Julie Morrison	6 th	1:35		IO		IO						X		X	IO		C	FO	
Dave Palmer	3 rd	10:11		IO	IO			IO						X	IO		C	FO	
Valerie Ridinger	1 st	8:15		IO IO				IO				X		X	IO		X		
Tina Stacy	5 th	12:37						IO	IO					X			X		
Georgia Sobotta			IO									X							
Marylynn Walker	2 nd	9:13		IO								X			IO		X	C	FO

Together, we ensure all students will reach their full potential.

The Compelling "WHY"	The "WHAT"	The "HOW"
Student achievement	CCSS	The Instructional Framework

Our Team Norms

Start on time	Listen Respectfully
Attend faithfully	Start and end on time; stay focused/paced
Set and monitor goals regularly	Discuss/Speak respectfully (3 before me)
Maintain professionalism and positivity	Assume Positive Intent
Leave other business outside the door	Learn New Things
	Have Fun/Appreciate Humor

Seven Characteristics of High Performing Groups:

1. Maintain a clear focus.
2. Embrace a spirit of inquiry.
3. Put data at the center.
4. Honor commitments to learners and learning.
5. Cultivate relational trust.
6. Seek equity.
7. Assume collective responsibility.

LT Member	Sign in-Time
Patsy Guglielmino	3:38
David Aiken	Absent
Lori Ravet	3:40
Josh Nellesen	3:40
D'Lisa Pinkham	3:40
Sheryl Bentz	3:30
Georgie Kerby	3:38
Bahiyyih Hansen	3:38
David Kronemann	Absent
Georgia Sobotta	3:38
Julie Morrison	3:40

Time: 3:40-7:00 PM

Location: Randi Bennett's Room

Snacks: Provided

Bring: Binders, agenda, minutes, sign in sheets, and drinks

Goal: Lapwai Middle-High Staff will reduce the number of F's by 15% as measured from 2014-2015 Schoolmaster data to 2015-2016 Schoolmaster data.

AGENDA SUMMARY:

1. Minutes
2. Lesson plans and components of an effective lesson
3. D & F Initiative update. Short term goal: First quarter percentiles.
4. Academic vocabulary goal: Action Plan
5. Intellectual Engagement goal: Action Plan
6. PBIS Action Plan
7. PLC effectiveness: commitment to learners and learning and meeting norms
8. Evaluations of PD
9. Accreditation plans
10. PD calendar
11. LT calendar
12. LSD enrollment survey
13. LT evaluation

Patsy's question: Looking at our agendas and minutes, she is having trouble seeing where the action is and where the action will get to the result....so, what we do each week that is **actionable**? How can we enhance our agendas to ensure we are working on actionable items?

1. **Minutes** from 9/28/15 (Thank you Sheryl) (5 min 3:50-3:55)
Reviewed the minutes – Accepted as read
2. **Activity:** (Instructional Framework for Teaching: Planning and Preparation, Domain 1, (30 min 3:55-4:25)

Effective learning → Effective teaching → Effective planning and preparation

1. Lesson Plan Design using a “Conver-Station” engagement strategy – **We spent ½ hour on this activity. We hope to do this with the whole staff at some point. Our homework will be to dig deeper into research in lesson design so that we will be prepared to lead the staff in a similar discussion.**

- **Station 1:** What are essential components of an effective lesson design?
 - ✓ Partners use the poster of “beginning, middle, end” to fill in components
- **Station 2:** Add image “I do, we do, you do” ...add to the poster, or enhance with details
- **Station 3:** Join two teams together with posters. Use “The lesson planning organizer” to add thoughts to the posters and discussion
- **Station 4:** WHOLE GROUP COLLABORATION
 - ✓ Compare and contrast
 - ✓ Which attributes of lesson design were consistent?
 - ✓ Which attributes could we agree upon as lesson plan norms?

(Engagement strategy lesson objective: move students during small group discussions to deepen conversations.

Questions to consider: 1) How does this strategy encourage student-led conversations? 2) What are the benefits of using movement during class discussions? 3) How could this strategy be adapted to other activities? See conver’sation’ video on The Teaching Channel, at <https://www.teachingchannel.org/videos/conver-stations-strategy>, 3.20 minutes).

3. D & F Initiative update (midterm to first quarter progress) (30 min 4:25-4:55)

1. What actionable steps needed to be in place to be able to measure D’s & F’s at midterms (4 weeks in)?
2. What does the School Master grade book data show?
3. Are we able to measure whether D’s and F’s are diminishing or more prevalent?
4. Did we accomplish our short term goals? – **We spent a lot of time discussing the following questions. We also created the actionable list at the end of these minutes.**
 - Family Link webinar and directions: yes
 - Family Link up and linked to gradebook: yes
 - Family Link log in information shared: yes
 - Are all grades linked via School Master? No
 - Did teachers call parents of students who had D’s and F’s?
 - Did teachers identify reasons for failing grades? (ability, attendance, behaviors)
 - Did teachers give students strategies to improve academic performance?
 - Did teachers change/improve any instructional practices?
 - Are students given progress reports in a timely manner?
 - Were eligibility checks able to be conducted?
 - Freshman Night goals:
 - ✓ How can we improve students getting interventions?

5. Next steps in the D & F initiative: _____

GOAL AND ACTION PLAN DEVELOPMENT

L.T. will work on school-wide instructional goals, based on student data and needs, using CCSS and Instructional Framework. LT members will brainstorm and work together to create

actionable items. We spent time discussing our action plans, what they would look like, where we would focus and how it connects to the D & F initiative.

- C&I – Tier 2 Reading and Grading for Learning
- PBIS – Behavior
- Cultural Responsiveness – Student Centered and Discussion Techniques
- A&I – Academic Vocabulary

Academic Vocabulary

Draft action plan: building-wide goal for explicit instruction and deepening vocabulary understanding and reading comprehension

- Review action plan goals and steps.
- Provide feedback.
- Professional development date: December 4, 11, or 18 (or split the 2 hours up)
-

Intellectual Engagement (INSTRUCTION & STRATEGIES TO INCREASE ENGAGEMENT)

Connect CCSS and the Instructional Framework (Danielson) to student engagement

Student-centered classrooms:

- What does that shift in the classroom look like?
- Who does the talking and discussion?
- QUESTIONING STRATEGIES
- DISCUSSION TECHNIQUES

PBIS Action Plan (Behaviors and grading practices)

PBIS training debrief

Restart button

Next Pro D opportunity

4. Meeting efficiency, data collection, dissemination of LT to PLC's, dissemination of PLC work, and importance of communication between PLC's

1. DATA:

- Agenda with actionable items set and emailed to admin and team 2 days prior to Wednesday. (Why is this important?)
- Sign in sheets each Wednesday?
- Minutes capture the focus and work toward goal attainment?

2. How do we keep team norms alive?

3. PLC post-conference with building leader. One PLC per week.

5. Accreditation Team:

1. Need 3 external reviewers: Dan Hull, Randi, maybe Sue....(boys basketball state)
2. Accreditation Team: LT members, open to other staff, and compensation available
3. Schedule meeting times:
 - November _____, and _____
 - December _____, and _____

6. Professional Development and Academic Calendar (10 min 6:25-6:35)

Date	Topic	Facilitator/PLC
Nov. 13	PBIS	PBIS
Nov. 20	NPL	CR

Dec. 4		
Dec. 11		
Dec. 18		
Jan. 8		
Jan. 15		
Jan. 29		

7. Patsy LT dates: Tuesdays

December LT will be Dec. 1st.

1. **October 26**
2. December 1
3. February 2 and 23 (2 days in February)
4. March 8
5. April 26
6. May 24
7. June _____ (All day)

8. Meeting evaluation (5 minutes)

Meeting adjourned at _7:09_

Actionable Steps

- **Past practice ... last year**
 - Some teachers do them every week, some don't
- **Rhonda (Who did it?)**
 - **Mid term progress reports**
 - Picked up a column ... Tim?
 - 7 grades per student
- **Old tech? New tech?**
 - **Family link**
 - **Mail**
 - **Give to student**
 - **What Pro D is needed**
- **Involving students in conversation**

Agenda for Professional Learning

Friday, October 23rd, 2015, Library 1:30 PM

Our Meeting Norms

Listen respectfully
Start and end on time; stay focused/paced
Discuss/Speak respectfully (3 before me)
Assume positive intent
Learn new things
Have fun, appreciate humor

Our 7 Qualities of a High Performing PD Team:

1. Maintain a clear focus.
2. Embrace a spirit of inquiry.
3. **Put data at the center.**
4. Honor commitments to learners and learning.
5. Cultivate relational trust.
6. Seek equity.
7. Assume collective responsibility.

PROFESSIONAL TRAINING OPPORTUNITY PROVIDED BY THE NEZ PERCE TRIBE

Trainers: Jeanette Pinkham (Indian Parent Education Committee) & Joni Williams

GOALS: Stewards of Children mission is to empower people to prevent child sexual abuse and to raise awareness of the prevalence and consequences of child sexual abuse by educating adults about the steps they can take to prevent, recognize, and react responsibly to child sexual abuse.

Objectives: Staff will be trained to identify, report and respond to child abuse.

Instructional Framework: Danielson: Professional Responsibilities

- **IDAHO STATE DEPARTMENT OF EDUCATION CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS:**
 - Principle IX - Duty to Report. A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code. Unethical conduct includes, but is not limited to:
 - a. Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity);
 - b. Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment or neglect)
 - c. Failure to comply with Section 33-512B, Idaho Code, (suicidal tendencies and duty to warn);
 - d. Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official.

AGENDA:

1:30-1:35	Welcome and introductions
1:35-2:10	Video #1
2:10-2:25	Group Discussion
2:25-3:00	Video #2
3:00-3:15	Group Discussion
3:15-3:30	Wrap up and Evaluations/Certificates


Resources: <http://www.esd113.org/domain/261> "Compassionate and Trauma Sensitive School"


Trauma -Defined

The Greek word "trauma" means an injury or wound.

Trauma is not an event but a response to an experience in which the individual's response has been compromised (both mind and body).

Enduring Consequences:
"Bruises Fade but the Memories Last Forever."

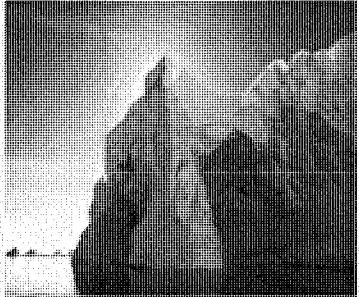





The Heart of Learning and Teaching:
Compassion, Resilience, and Academic Success

Ecological and Systemic Views of Trauma

When we see a child with traumatic affect, we are seeing the tip of an iceberg that extends into family and community.





The Heart of Learning and Teaching:
Compassion, Resilience, and Academic Success

WHAT ARE THE ADVERSE CHILDHOOD EXPERIENCES (ACEs)?

As defined by Drs. Anda and Felitti (2009)

1. Child physical abuse.
2. Child sexual abuse.
3. Child emotional abuse.
4. Emotional neglect.
5. Physical neglect.
6. Mentally ill, depressed or suicidal person in the home.
7. Drug addicted or alcoholic family member.
8. Witnessing domestic violence against the mother.
9. Loss of a parent to death or abandonment, including abandonment by parental divorce.
10. Incarceration of any family member for a crime.



**The Heart of
Learning and Teaching:**
Compassion, Resiliency, and Academic Success

ACEs and School Performance

Those of us who work in the schools already know, intuitively, that there is a dose-response relationship between adverse childhood experiences and student learning. Several studies (Delaney-Black et al, 2002; Sanger et al., 2000; Shonk & Cicchetti, 2001), including one conducted here in Washington (Grevstad, 2007), reveal that students dealing with trauma and trying to play chess in hurricanes . . .



- are two-and-one-half times more likely to fail a grade;
- score lower on standardized achievement test scores;
- have more receptive or expressive language difficulties;
- are suspended or expelled more often; and,
- are designated to special education more frequently.



**The Heart of
Learning and Teaching:**
Compassion, Resiliency, and Academic Success

Challenges: Fostering Teacher Resiliency

Resilient students need resilient teachers. Good content teaching requires modeling of skills, and attitudes. If teachers themselves are barely coping, if teachers cannot bounce back from the challenges they face, how are they to sustain the strength needed to promote resiliency among their students?

(Wolpow and Askov, 2008)

Can't teach what you don't know . . .



The Heart of
Learning and Teaching:
Compassion, Resiliency, and Academic Success

Childhood Resiliency

Childhood resiliency requires a shift in thinking from what is “**wrong**” with “**problem**” children who are casualties of negative/pathological factors,



to the study of what is “**right**” with children, what it is about them and their support environment that **enables** them to adapt, and in some cases **thrive**, despite the traumatic stressors in their lives.

(Rutter, 1990; Masten, Best and Garmezy, 1990; Wolin & Wolin, 1993)



The Heart of
Learning and Teaching:
Compassion, Resiliency, and Academic Success

Present: Iris Chimburas, Georgia Sobotta, Jenny Williams, Tina Stacy(ab), MLW, David Penney, Nancy Dahl

Group Norms:

Start on time
Regular & punctual attendance
Have a clear goal
Stay on task
Listen to other members
One person to speak at a time
Leave other business outside the door

Smart Goal for 2015-Focus is on High Characteristic of High Performing Schools:

#4 High Levels of Collaboration and Communication
#5 Curriculum, Instruction and Assessment Aligned with Standards

PLC Smart Goal:

By May of the 2015-2016 school year, as measured by the self assessment "Adapted Equitable Classroom Instructional Best Practices Rubric", all teachers will demonstrate at least 80% of the culturally responsive best teaching practices.

Agenda: Articles, Native American Heritage Month, Senior Drop Out Prevention Night

Homework: Modify current action plan

Effectiveness of Meeting: 3 out of 3

Next week's agenda: Native American Heritage Month, Charlotte Danielson Framework/Equity Rubric

Review previous minutes

Review minutes

Fundraiser for Tina and Family

- Silent Auction 8-3pm in High School Lobby, Breakfast Burritos, Sick Leave Bank,
- Items for Silent Auction (Wildcat package included)
- Send out information Nez Perce mass email, send flyers to different people to post in offices

Native American Heritage Month

-MISBEHAVIOR is an ongoing issue and needs to be addressed by ADMINISTRATION AND ALL PLC's. It is not a separate issue and affects/inhibits all

PLC's work. **Recommendation that we use our PD days to identify students misbehaving and develop a Behavioral Plan.**

- Bahi's Leadership class- working on Native American Display for Cafeteria
- Asked D'Lisa if we could take down her bulletins in the "Student Work" space and our Projector Space so we use it for our school events. Will take down immediately as ART CLASS is hanging their student work as well.
- Our Spirits Don't Speak English video- presents along with speaker in designated classrooms
- Cultural Fair- sessions for students/cultural fair in gym, bring in community to present
- Invite Circle of Elders and Elders in for event with select students
- Teachers need to teach 1 lesson per week using our new resources
- Music in cafeteria during morning and lunch
- Honor Walk-students dressed in regalia with school flags/tribal flags/staff
- School Flag- student create school flag to represent Lapwai Middle High School

Senior Student and Family Support Group

- Revise current action plan to fit just the Seniors
- Nov. 10th 5-7pm during college application week
- work with College and Career Readiness
- Iris- create flyers to send home to students
- Nelleson- financial aid help, scholarship info, credit info ready, chrome books if needed,
- Thursday of that week college recruiters will be in the building
- Application available earlier now (next year)
- talk with Randy at U of I, Travis of LCSC

Mary Lynn Walker
Janet Enney
Jimmy Williams
Stacy Schatz
Nancy Wahl

November 2015

1	2	3	4	5	Flag Competition- announcement today Invite Circle of Elders, PLC to choose	
8	9	10	11	12			13	14
				11 th Veteran's Day- Flowers from 6 th grade students at flag raising ceremony.		
15	16	17	18	19	20	21
				Bahi Leadership Bulletin Board Student Activity		
22	23	24	25				26	27	28
				24 th Native Dress/Honor Walk Traditional Snack for team (fruit, jerky, water, blue corn chips, note) Half Time performance-specific dancers, hand drum singers, display our new school flag Carry over into game Elder Section/Tea		
29	30	Notes:				

Assessment and Instruction
PLC Roll Sheet

Date: 11-4-15

Name	Time
Jim	6:51
Jim Morrison	6:59
Cherie Coats	7:00
Sheryl Bentz	6:50
Kam	7:02
Lee Byr	7:05
	7:10

Together, we ensure all students will reach their full potential.

Minutes Curriculum and Instruction PLC

Wednesday, November 4th, 2015

Room 161 7:00 AM

Our Meeting Norms

Regular & punctual attendance	Have a clear goal
Stay on task	Discuss/Speak respectfully (3 before me)
Leave other business outside the door	Meeting minutes by the next week

AGENDA AND MINUTES MUST BE TURNED IN TODAY TO RHONDA OR D'LISA. PLC's minutes will be copied and delivered by Curriculum and Instruction today.

Our 7 Qualities of a High Performing PD Team:

1. Maintain a clear focus.
2. Embrace a spirit of inquiry.
3. Put data at the center.
4. Honor commitments to learners and learning.
5. Cultivate relational trust.
6. Seek equity.
7. Assume collective responsibility.

PLC Member	Sign in-Time
Sheryl Bentz	6:50
Vickie Coats	7:00
Julie Morrison	6:59
Brad Carpenter	7:02
Verna Johnson	6:51
Devin Boyer	7:05
Patrick Cleveland	7:10

7:00-7:15 – We reviewed the minutes from the leadership team and from our meeting last week. Iris is willing to teach the intensive vocabulary to the sixth graders. Brad will deliver the material to her so that she can begin planning.

ENTRY TASK:

1. Review Norms & Minutes –
2. Review PLC Expectations Document: All Professional Learning Community Agendas to Include: (place document in PLC binder)
 - i. Norms Embedded in the Agenda
 - ii. Mission Statement
 - iii. Review Team Norms, Minutes, and Agenda
 - iv. Professional Learning Community Goals Embedded in the Agenda
 - v. Research Review or WISE Tool School Improvement Planning
 - vi. Monitoring Progress Toward Goals and Action Plans with Data
 - vii. Set Agenda for Next Meeting
 - viii. Evaluate Meeting Effectiveness
3. REVIEW Overall Learning Objectives:
 1. Staff will identify as-risk students using grade reports.
 2. Staff will identify the reasons students are at risk.
 3. Staff will develop a plan to address at-risk students, and differentiate learning, employ strategies, and begin interventions.
 4. Staff will have a clearly delineated protocol to address, report grade concerns.

7:15-7:50 PLC Group Work –

BUILDING GOAL: Shorter, attainable SMART goals: review data, monitor and track data in shorter increments.

4. **FURTHER ACTION PLANS:** Begin working on an action plan for academic vocabulary.
 - a. Write action plan – Continue writing, finalize hopefully
 - i. Questions:
 1. How much did the material cost to begin with?
 2. If it became an elective for high school, how would it fit on the transcripts?
5. **BOOK REVIEW:**
 - a. Vocabulary for the Common Core by Marzano – Continue discussion
 - b. Look at the material that Dr. Pinkham shared with us – Tabled until next time

Together, we ensure all students will reach their full potential.

CENTERED AROUND THE INITIATIVE TO SUPPORT AT-RISK STUDENTS and ADDRESS the D&F Initiative, or the PLC's designated SMART GOAL that supports this initiative.

6. Meeting evaluation and set agenda for next week (10 minutes) Meeting adjourned at _7:55_____
- a. Next time begin planning how we will present our action plan to the staff and PD for the staff.
 - b. Word lists for staff – narrowing down and planning for staff input

MINUTES:

Lapwai High School-Middle School Positive Behavior Interventions Supports

11/4/15

Agenda for Professional Learning

Meeting location: Hansen Classroom

Our Meeting Norms

Listen respectfully

Start and end on time; stay focused/paced

Discuss/Speak respectfully (3 before me)

Assume positive intent

Learn new things

Have fun, appreciate humor

Our 7 Qualities of a High Performing PD Team:

1. Maintain a clear focus.
2. Embrace a spirit of inquiry.
3. Put data at the center.
4. Honor commitments to learners and learning.
5. Cultivate relational trust.
6. Seek equity.
7. Assume collective responsibility.

GOAL:

Lapwai

Staff will reduce the number of F's by 15% as measured from 2014-2015 Schoolmaster data to 2015-2016 Schoolmaster data.

Name/role	Arrival time
Bahiyih Hansen Facilitator	
David Kronemann Co-Facilitator	
Valerie Ridinger Minute taker	
Stacey Kinnick Minute taker-sub	
Scott Ollar SWIS Data analyst	
Brett Bovard Time keeper	
Josh Leighton SWIS Data analyst	

Middle-High

AGENDA

1. Entry task Virtues pick.
2. Read norms.
3. Review/agree on minutes from last meeting.
4. Sharing of Action plan template (Scott)
5. Behavioral Forms. Changed.
6. Re-teaching expectations to teachers. Lesson plan for technology violation misbehavior. Who will develop the lesson plan to help the teachers re-teach?
7. When are we doing PD? How much time? Who is presenting? What?
8. What ideas do we have for re-teaching expectations after break? Lessons? Assembly?
9. Separating our PBIS team into two subgroups: one group for Tier 1 (with student involvement in this team) and another for Tier 2, we hope to do this after the Christmas break.
10. Meeting effectiveness 1-5 (1 low Effectiveness- 5 Excellence).

Notes: _____

PBIS – PLC Wednesday, 10/28/15

General Discussion/Updates:

- Reviewed meeting minutes and norms.
- Bahiyyih facilitated a short session about a quality (this week's was Assertiveness) to prompt discussion and bring us back to important values – how we see these in ourselves and others, and as reminders for how we can work to see these qualities in our students.
- At Monday's Leadership Team meeting, all PLC's were asked to record all goals and steps in an action plan.
 - Action plans were handed in at the beginning of the school year, but has not really be revisited since.
 - We know there are actions being taken, but there is no documentation.
 - Scott has volunteered to maintain our Action Plan.
- Last week we began issuing the survey – so far 7th, 8th, and 10th graders have taken the survey.
 - Next week on the 3rd and 4th, all other grades will take the survey.
- We looked at the Minor form.
 - Mr. Kronneman suggested simply treating the blue forms as though they do not exist to the students.
 - As they are not a form of punishment, they are simply for documentation purposes and as such should not be known to the students.
- With regards to the Major form, we reiterated the importance of the teacher calling home to follow up on the form.
 - There have been suggestions to change "Action Taken" to "Action Recommended" – this allows the teacher to at least make a recommendation for follow-up action after the form has been filled out and the teacher has called home.
- Yesterday, Bahiyyih spoke with Connie and Dr. Pinkham and we have some spending money to make purchases for rewards, etc.
- There is a tentative awards assembly scheduled for next week – it is important for all to teach and re-teach school wide expectations to the students.
- What about a display for our acknowledgement weekly winners?

Goals:

- Get the acknowledgement/reward system in motion again; assembly agenda.
- Re-evaluate our Action Plan with the Matrix.

2014-2015 S.M.A.R.T. Goal Action Plan: PBIS

Purpose: Involve students in creating behavioral expectations throughout school facilities

Directions: Each class, meaning each student, 6th -12, provide answers to 10 questions (provided by Survey Monkey, and thank you Stacy) concerning behavioral expectations. This is done in the library (thank you Mrs. Coats, for the use of your resources and time).

Goal: Fewer 'write ups', discipline actions; allowing teachers more time to teach and administrators time to eat lunch.

Rationale: Inclusion of the students in creating their expectations, allowing students ownership of the expectations, will reduce the amount of disciplinary actions necessary.

Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Timeline <i>By When?</i> <i>(Day/Month)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed</i> <i>(financial, human, political & other)</i>	Potential Barriers <i>A. What individuals or organizations might resist?</i> <i>B. How?</i>	Communications Plan <i>Who is involved?</i> <i>What methods?</i> <i>How often?</i>
Step 1: Write the survey.	Stacy	Already completed. Stacy's fast.	A. Library, laptops, teachers, students B. (see 'A')	A. Teachers may not wish to take time away from their classrooms. Some students may not wish to participate. B. Not show, or write much on their thoughts.	Involved are all students in the MS-HS (incl 6th). Students answer survey questions using the library's laptops. PBIS would like to do this annually.
Step 2: Each classroom teacher, 6-12, brings their students to the library to take and complete the survey.	Teachers, students, and Mrs. Coats.	ASAP, by the middle of Nov. '15.	A. Library, laptops, time. B. Students, see 'A'	For 'A' and 'B' for this step, see answers for "Step 1."	Students, teachers, Mrs. Coats and 'her' library.

Step 3: PBIS will spend time analyzing the data and come up w/a list of behavioral expectations using student input.	The PBIS team.	Prior to the holiday break of '15-'16 school year.	<p>A. The completed surveys and our time.</p> <p>B. Either hard copies to study, or laptops, for digging through the information provided by students.</p>	<p>A. Some students may say they were not here the day the survey was taken, so they're immune???</p> <p>B.</p>	<p>The PBIS team is involved</p> <p>We will read each survey and categorize the opinions and requests from the students in order to create a list of expectations.</p> <p>Each year we would like to do this.</p>
Step 4: 'Publish' our list of expectations created for any by students, and have teachers re-teach those expectations in their classrooms.	Teachers	Within a week of being given the list of expectations.	<p>A. Teachers</p> <p>B. 10-20 minutes of time in the classroom.</p>	<p>A. Some teachers may say they don't have time, some students may be absent the day expectations are taught and discussed.</p> <p>B. By omission.</p>	<p>Everyone in the school is involved.</p> <p>Teaching and discussion of the expectations are to take place in the classrooms.</p> <p>Re-teaching should be done as often as necessary, and should be targeted to those expectations being abused the most.</p>
Step 5:			<p>A.</p> <p>B.</p>	<p>A.</p> <p>B.</p>	

Evidence Of Success (How will you know that you are making progress? What are your benchmarks?)

The PBIS team would like to see a reduction in disciplinary actions taken, especially in the categories of electronic devices being used, disrespect, and disruption.

Evaluation Process (*How will you determine that your goal has been reached? What are your measures?*)

Within 1-3 months we should see a reduction in blue and yellow forms for the categories mentioned above, under “Evidence Of Success.”

Minutes for College & Career Readiness

Wednesday, November 4th, 2015, Jan Barnett's Room (#360) 7:00am

Our 7 Qualities of a High Performing PD Team:

1. Maintain a clear focus.
2. Embrace a spirit of inquiry.
3. Put data at the center.
4. Honor commitments to learners and learning.
5. Cultivate relational trust.
6. Seek equity.
7. Assume collective responsibility.

Member Attendance	Signature	Time
Josh Nellesen		
Georgie Kerby		
Jan Barnett		
Tami Church		
Jennifer Johnson		
Ken Kessler		
Dave Palmer		

7:00 Reading of Norms and Minutes – Ken Kessler; Jennifer Johnson

7:10 Discussion of Action Plans

1. Dr. Pinkham joined us to discuss the Read Naturally Program
 - a. We discussed Response to Intervention (past and present)
 - i. 30% of our students at the elementary level are in Special Forces
 - ii. STAR data provides us with information regarding identifying students who need reading interventions
 - b. Read Naturally intervention product
 - i. Dr. Pinkham is demonstrated what the proficiency chart looked like
 - ii. She mentioned that after 6 weeks of monitoring then a Special Forces assessment is needed
2. Very few of our students are at grade level in Reading
 - a. We need to focus on establishing a core
 - b. We should wait to jump right into Tier II interventions
3. What can we do to include reading development in our everyday instruction? What will work the best?
 - a. We discussed the idea of Mrs. Coats and Ms. Johnson taking a few students at a time once the program gets established.
 - b. There was talk about having Mrs. Kerby doing something in her room with the 9th graders.
 - c. We have 100 seats to use at the MS/HS level
 - i. Special Forces have their own separate seats.

Together, we ensure all students will reach their full potential.

- d. May not focus on Tier III or Tier I students; may be able to focus on Tier II depending on data
- 4. Invite Mr. Ahlers and Mrs. Coats to come in to demonstrate and teach us how the program works and how to increase our reading measures
 - a. We will need to make opportunity decisions when deciding which students to pull
 - b. Start in the ELA classes
 - c. Pull students out o be progress monitored
 - d. Bahi and Jen having scheduled time to monitor students
 - i. 2-3 times per week (3-4 students at one time)
 - ii. We need to have a live person to monitor the cold reads, etc.
 - iii. We have plenty of technology (Ipads, Chromes books, etc.)
 - e. Do a diagnostic and pinpoint a benchmark
 - f. RN does a majority of the data collection within the program
- 5. Benchmark Assessment Live
 - a. Has 150 seats with a diagnostic tool we can utilize
 - b. Mrs. Coats may be able to do interventions as well
 - c. Crossroad students were a pilot group
- 6. Take all the data to help create a schedule to get program going.
 - a. Will need to follow the program exactly as it is designed in order to see its effectiveness
 - b. Use the 'fresh' data rather than the initial fall data to identify 50+ students
 - c. Narrow it down form the 2 benchmarks
 - d. Add more in January (?)

Evaluation: 2.5

8:05 Evaluate and Close Meeting

Agenda for College & Career Readiness

Wednesday, November 11th, 2015, Jan Barnett's Room (#360) 7:00am

Our Meeting Norms

- | | |
|----------------------------|--|
| Listen respectfully | Start and end on time; stay focused/ paced |
| Discuss/Speak respectfully | Assume positive intent |
| Learn new things | Have fun, appreciate humor |

Our 7 Qualities of a High Performing PD Team:

8. Maintain a clear focus.
9. Embrace a spirit of inquiry.
10. Put data at the center.
11. Honor commitments to learners and learning.
12. Cultivate relational trust.
13. Seek equity.
14. Assume collective responsibility.

Members: Josh Nellesen, Georgie Kerby, Jan Barnett, Tami Church, Jennifer Johnson, Ken Kessler, Dave Palmer

Action Plan for next Wednesday

- I. Invite Mr. Ahlers and Mrs. Coats to come in during our next meeting and provide us with more knowledge regarding the Read Naturally (Live) program.
 - a. Use this information in combination of other collected data to find potential students to pilot the program.
- II. Look at collected data
 - a. Identify 50+ students to initiate a pilot
 - b. Consider looking at the 9th graders first

Career and College Readiness PLC

Lapwai High School

Date: Wednesday, October 28, 2015

Jan Barnett's Room (#360)

"Together, we ensure that all students will reach their full potential."

Member Attendance	Signature	Time
Josh Nellesen		
Georgie Kerby		
Jan Barnett		
Tami Church		
Jennifer Johnson		
Ken Kessler		
Dave Palmer		

Team Norms

- Listen respectfully
- Discuss/Speak respectfully
- Learn new things
- Start and end on time
- Assume positive intent
- Have fun, appreciate humor

Our 7 Qualities of a High Performing PD Team

1. Maintain a clear focus
2. Embrace a spirit of inquiry
3. Put data at the center
4. Honor commitments to learners and learning
5. Cultivate relational trust
6. Seek equity
7. Assume collective responsibility

Members: Josh Nellesen, Georgie Kerby, Jan Barnett, Tami Church, Jennifer Johnson, Ken Kessler, Dave Palmer

7:00 Reading of Norms and Minutes

7:10 Discussion of Action Plans

- I. D & F list calculations
 - a. Team will continue action plan regrading calculation of F Data. Percentage and Possible Quarter Grades to compare to last year.

- II. **This Plan is on suspension until completion of Read Naturally-Honor Roll Bulletin Board –**
As soon as grades are out Josh Nellesen will print out grades and Jennifer Johnson will create bulletin board.
- III. Reading Interventions as new action plans
 - a. D’Lisa will attend our PLC and explain the process of this RN. Staff requested training during a PD to ensure everyone understands.
 - b. Team will look at RN Live.

7:55 Evaluation of meeting



School Year 2015-2016 2nd Quarter

LAPWAI MIDDLE/HIGH SCHOOL

TOGETHER WE ENSURE
THAT ALL STUDENTS WILL REACH THEIR FULL POTENTIAL!



Home of the Wildcats!

Important Contact Info:

Principal

Dr. Pinkham 843-2241 x205

Dean of Students/Athletic Director

Mr. Kronemann 843-2241 x206

Main Office secretary

Rhonda Taylor 843-2241

Attendance secretary

Mrs. Stavros 843-2241

Lapwai District Office

843-2622

Counseling office

Mr. Nellesen 843-2241 x 204

Upward Bound

Mr. Bennet 843-2241 x217

Bus Route info

843-2681

Substance Abuse Project Coordinator

Ms. Leighton 843-2241 x219

Gear Up Tutor

Jennifer Johnson 843-2241 x355

Indian Education Office

Jenny Williams 843-2241 x122

Let us know

- If your phone number, address, or email address have changed, contact the school office.
- If you would like to receive your newsletter via email, please contact vcoats@lapwai.org
- If you have any question or comments regarding the newsletter, please email vcoats@lapwai.org or call 843-2241 x 213

• Dates to Remember!

- Oct 30: End of 1st Quarter, Grading Day, No School
- Nov 4: Attendance Drawing!
- Nov 5-6: Parent Conf. No School
- Nov 25-27: Thanksgiving Holiday- No School
- Dec 8: ASVAB Testing, Juniors
- Dec 21-Jan 1: Winter Holiday-No School
- Jan 18: Martin Luther King Day Holiday-No school
- Jan 22: End of 2nd quarter. Grading, No school

Please see Athletic Schedule on pages 8-9.

You Go Girl!



Our very own Betsy Spaulding runs away with top honors at the Nez Perce County Fair!

Check out the details on page 11.



Supaman

Lapwai Middle-High School welcomed Native Hip-Hop artist Supaman to our school on October 20th. He spoke to the students about the strengths we can all cultivate in our own lives that make us more resilient and shared his outlook on life. He entertained all with his music, his

humor, his inspirational advice and his magical presence.



Check out Supaman's song "Why" on Youtube at <https://www.youtube.com/watch?v=OiVU-W9VT7Q>, featuring world champion dancer Acosia Red Elk



In September the Lapwai Middle-High School student body attended an assembly hosted by the Nez Perce County Sheriff's Office. The assembly presentation "On the Safe Side" provided students with stories of hope from role models who were able to take the adversity in their life, learn from it, and create positive change.



**Congratulations
to our Homecoming
King and Queen:
José Ortiz and Ione Chimburas**

COUNSELOR'S CORNER

Greetings from the Counselor's Corner:

This is an exciting month in the counseling office. We have done several one-on-one Career and College Guidance Sessions. If you are interested in setting up a meeting to discuss graduation or future planning for your young learner, please contact our office.

Juniors and Seniors will be taking a trip to the College and Career Fair in Spokane, Washington. This trip is based on recommendations from parents, teachers, and academics.

There will be a handful of college visits coming up, so please talk to your student about their plans for the future. We will be headed to Washington State University next month. The Counseling Office has been flooded with Scholarship Opportunities for Juniors and Seniors. If you would like copies or websites, please email ASAP at jnellesen@lapwai.org

College and Career Planning and help with academics is offered most days after school in the library. If you need some extra help or direction, please grab your students and stop in.

For additional information on careers and college planning, try these two informative websites: www.nextstepsidaho.gov or <http://labor.idaho.gov/dnn/idahocareerinformation.aspx>

jnellesen@lapwai.org

208-843-2241 ext # 206



Interested in basketball? It is right around the corner.

- Middle School Boys Basketball starts on the 28th.

- High School Girls start Nov. 2nd.

- High School Boys start Nov. 13th.

- Middle School Girls start Jan. 4th.

-

Make sure you have all of your paper work in to Mr. Kronemann. If you played a fall sport, you should be covered, but if you are not sure, come double check.

Your Fall sport **MUST** be complete before you can participate in the winter sport. Any questions, please let Mr. Kronemann know.

Mr. David Kronemann
Dean of Students and Athletic Director



Crossroads Classroom News

Solo Green and Verna Johnson visited our Crossroads classroom this week. Students appreciated his inspirational messages of hope and healing. Thank you Solo, for your support and the reminder that we are all interconnected, valued members of the same community.



Solo Greene and Verna Johnson

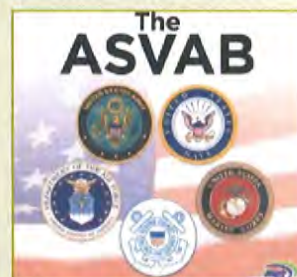
Qe'ciyew'yew'!

Lapwai High School Juniors will be taking the ASVAB (Armed Services Vocational Aptitude Battery) on

Tuesday, Dec 8th. The

"Student" ASVAB is a great career assessment tool that can help you identify which

career areas best suit you. Because this is an aptitude test it doesn't just tell you what you are currently good at, it will also tell you what you may be good at learning. You may know nothing about electronics but your scores may say you have the ability to learn electronics.



The ASVAB does not obligate you to anything. It is just a test used by the military to determine if you are qualified to join and what area or areas you would excel in. Your scores are not only used to determine which service you are qualified to join, but also which jobs within that service you are qualified to do. The

higher you score the more career options you have. In addition, your score can directly affect your eligibility for bonuses and money for school.



Indian Parent Committee

The Lapwai Schools Title VII/JOM Indian Parent Committee is holding its Annual Meeting October 28th 5:30 p.m., Lapwai High School, room 120.

All parents are invited to attend.

The Lapwai Indian Parent Committee also has two vacancies to fill. Please submit a letter of interest to Dave Penney, Indian Education Director, 404 S. Main, Lapwai, ID 83540 or drop your letter off at the high school by November 5th. Qualifications - you are a parent or legal guardian of an Indian student enrolled in the Lapwai School District.

Clubs and Activities!

Activities under IHSAA—Basketball, Cheer, Football, Track, Volleyball. Contact: David Kronneman

FFA—Contact: Devin Boyer

Gear Up — Contact: Jennifer Johnson

Idaho Drug Free Youth (IDFY) —Contact: Jenny Williams

Nez Perce Tribal Police Explorers —Contact: Mike Stegner

Student Council—Student Council members for the 2014-2015 school year will be announced soon. Contact: Sheryl Bentz

Cheerleading —Coach: Catherine Bigman

BPA—Meeting twice monthly in Ms. Kerby's room, 341. BPA (Business Professionals of America) is a club not a class. It is similar to FFA, but it deals with business instead of agriculture. Contact: Georgie Kerby.

Indian Club —Contact: Jenny Williams.

Lapwai High School's Native American Club will have their first meeting on Tuesday, September 8th at 12:15 pm. The meeting will be held in room 120. We will be having many fundraiser, some service projects and students will need to sign a contract. Participation at meeting and projects are critical for a successful year. Looking forward to seeing you. The NWIYC is being held in Seattle this year.



Upward Bound —Upward Bound is a member program of Bridge Idaho, an organization dedicated to college access and attainment for low-income and first-generation students. Contact: Randi Bennett.

PLCs!

What are all the teachers doing at school before 7 am on Wednesdays, lately even before the sun comes up? Participating in "PLC Teams", that's what!

PLC stands for "Professional Learning Community", a group of educators collaborating to improve teaching skills and academic performance of students.

In Lapwai School District, all staff members at both schools participate on a PLC Team.

Here at Lapwai Middle-High School our PLC Teams include:

1. Curriculum and Instruction
2. Positive Behavior Intervention and Supports (PBIS)
3. College and Career Readiness
4. Culturally Responsive

Teams meet once a week to work on a goal or on a set of goals that tie into our overall goal for the entire school.



Lapwai Community Coalition

Red Ribbon Week

The Lapwai Community Coalition and the Lapwai Middle/High School students will be celebrating Red Ribbon Week Oct 23-31. Student will be signing pledges to be drug free that state "These Paws Don't Touch Drugs". Also on Wed the 28th it will be "Team Up Against Drugs" where students will wear their favorite team Jerseys to support no drug use.

The Red Ribbon Campaign started when drug traffickers in Mexico City, murdered DEA Agent KiKi Camarana in 1985. This began the continuing tradition of displaying Red Ribbons as a symbol of intolerance towards the use of drugs. The mission of the Red Ribbon Campaign is to present a unified and visible commitment towards the creation of DRUG FREE AMERICA.



Reflect your Respect

DRESS CODE

Student's dress, grooming and personal property will be of such a nature that they will be **non-disruptive** to the educational process or functions of the school, and will be such that they are not detrimental to the health and safety of the students.

Clothing and other personal property (including hats) must not be offensive or obscene and may not advertise or depict the use of alcohol, tobacco, illegal drugs, violence or gang affiliation.

Clothing must be school appropriate with no unnecessary exposure (breasts, bellies, and bottoms must be completely covered at all times). Tube tops, backless shirts, one-armed tanks, halter tops, crop tops, or muscle shirts may not be worn. No undergarments may be seen. Bandanas are not permitted on school grounds.

Hoods may not be worn in any classroom. If any clothing is a disruption to learning, it must be remedied. Your attire must allow you to effectively engage with teachers and students during class discussions.

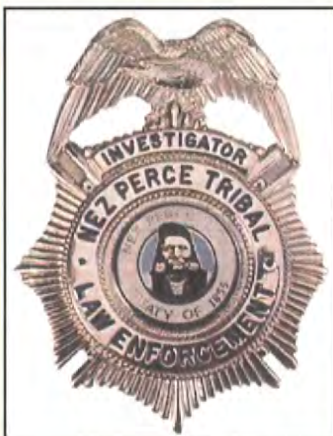
Students who wear objectionable clothing will be asked to change into something more presentable. Refusal to comply with this rule may result in suspension of the offending student until such time as compliance is met.

SRO Stegner's Report:

Greetings and welcome back to students and staff. I would like to remind every student who drives to school, that you must have a valid driver's license (Idaho code 49-301).

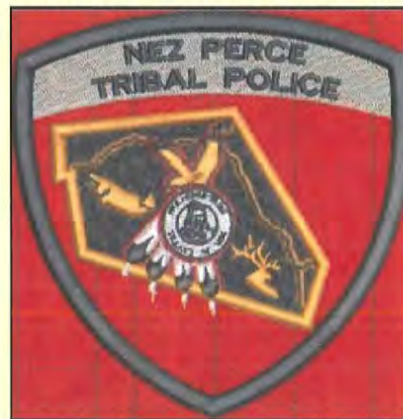
If you need help with getting a driver's license, please contact me and I will help you. When driving to and from school (including lunch),

obey all traffic laws and watch for pedestrians. My new office is where Mrs. Shubert's office was last year (front office, #209, phone ext. 209). Be Safe



Explorer News:

Our Explorers took 3rd place overall in the Orofino's Lumberjack parade!! We have 16 members signed up for this year so far. High School Explorer meetings are every Tuesday at 7 pm in the cafeteria unless notified. High School students, if you missed the opportunity to sign up for Explorers and want to, contact me ASAP! 7th and 8th grade students who wish to sign up for Exploring Club, meetings are every Wednesday during lunch in the library. Be Safe



It's in the Handbook

FIGHTING, HITTING, AND/OR PUSHING

Lapwai Middle/High School has a **zero tolerance policy** for aggressive and unsafe behavior. In keeping with this policy, the safety of students, staff and visitors is of utmost importance while on school grounds and at school sponsored events. Fighting, hitting, and/or pushing may cause physical harm or damage to school property. Students are expected to show respect and dignity for peers by keeping their hands and feet to themselves, as well as refrain from activities involving horseplay and/or unsafe behavior.

From the Desk of Mrs. Barnett

"Only the educated are free." —Epictetus, 55-135 AD

IDLA November begins in the middle of Unit 4. Keep current on all work. Foreign language students ask Ms. B about a shortcut to write accents online.

PLATO November 3 is day 48 of 89 this semester. Keep current on all work by checking the day you should be on according to your syllabus.

STUDY SKILLS November goals: 9th grade: eCIS register and begin, 10th grade: Writing Skills: papers for English II, 11th grade: SAT practice on Khan, 12th grade: Senior Project-Nov. 4th FINAL DRAFT due on research paper.

Nov. 5-6 progress check with Mrs. Kerby, ONLY 6 WEEKS (not counting Thanksgiving & Christmas Breaks) until Project Presentations!



Library Notes from Mrs. Coats

Tips for picking out just the right book:

- 1— Read the title, check out the picture on the cover. Yes, sometimes you CAN tell a book by it's cover.
- 2— Read what it says inside the cover and on the back of the book. Does it sound interesting?
- 3— Open it up and read the first few sentences, or a couple paragraphs. Do you like the author's "voice"?
- 4— Ask Mrs. Coats for help in picking a book. Be sure to tell her what you like: Adventure, scary stories, romance, real life stories, fantasies?
- 5— Already have a book you loved? Look for a book by that same author!
- 6— Once you take it home, give it a chance. Some books don't really get great until you get into them a bit. But, if you just can't get into it, don't give up! Reading should be fun! You just need to find the right book! Take it back and get another one!

Lapwai Middle/High School Library offers books for check out and computers for research and information as well as space for students to socialize and relax.



Class Notes

From Stacey Kennick in Lapwai High School's Special Forces room:

During the first quarter, the High School Special Forces team has been working in the curriculum "Brainology." Brainology teaches students the difference between a 'fixed' mindset and a 'growth' mindset. By changing one's mindset to a growth mindset, students are able to see themselves more as learners that learn from mistakes instead of failing to attempt something due to the level of challenge or fear of possible failure.

In this first quarter, we have focused mainly on the parts of the brain, and what we can do to optimize its potential, such as getting plenty of sleep, exercising it (learning) and feeding it well. As we continue through the first quarter, we're going to be learning about challenges, stress and the affects it has on our brains as we try to think and learn through stressful situations.

In Mr. Bovard's room, students are working on algebraic equations in one hour, and factoring bigger numbers in another. Students have the opportunity to ask about questions they struggled on in their homework as well as learn about new concepts before they're taught in their math classes.



High School Sports

Boys Basketball

Date:	Opponent:	Location	Time:
11/13	Practice/Tryouts	Lapwai	TBD
11/28	First "Legal" day of Competition		
12/4	Wallace Tournament	Wallace	6 pm
12/5	Wallace Tournament	Wallace	6 pm
12/9	@ Logos	Moscow	6/7:30
12/11	Pomeroy	Lapwai	5/6:30
12/18	@ Prairie*	Cottonwood	6/7:30
12/21	@ Inchelium ^	Inchelium	2 pm
12/22	@ Wellpinit^	Wellpinit	2 pm
1/5	CV*	Lapwai	6/7:30
1/8	Potlatch*	Lapwai	6/7:30
1/14	@ Troy*	Troy	6/7:30
1/16	Genesee*	Lapwai	6/7:30
1/19	@ CV*	Kooskia	6/7:30
1/23	@Pomeroy*	Pomeroy	3:30/5
1/28	@ Kamiah*	Kamiah	6/7:30
1/30	@ Genesee*	Genesee	6/7:30
2/2	Summit	Lapwai	6/7:30
2/4	Prairie*	Lapwai	6/7:30
2/6	@ Potlatch*	Potlatch	6/7:30
2/9	Troy*	Lapwai	6/7:30
2/11	Kamiah (Senior Night)*	Lapwai	6/7:30

^Quad with Girls Team

*League Game

Head Coach: Rebecca Miles

Athletic Director: David Kronemann

Date:	Opponent:	Location	Time:
11/2	First Day of Practice	Lapwai, ID	TBD
11/13	First Day of Legal Competition		
11/20	Bengal Shootout	Lewiston, ID	TBD
11/21	Bengal Shootout	Lewiston, ID	TBD
11/24	Salmon River (Varsity Only)	Lapwai, ID	5 pm PST
12/1	Kamiah*	Lapwai, ID	6/7:30
12/3	@CV*	Kooskia, ID	6/7:30
12/5	@Potlatch*	Potlatch, ID	6/7:30
12/8	Troy*	Lapwai, ID	6/7:30
12/14	Prairie*	Lapwai, ID	6/7:30
12/17	Genesee*	Lapwai, ID	6/7:30
12/21	@Inchelium^	Inchelium, WA	2 pm
12/22	@Wellpinit^	Wellpinit, WA	2 pm
1/7	CV*	Lapwai, ID	6/7:30
1/9	Potlatch (Senior Night)*	Lapwai, ID	6/7:30
1/12	@Kamiah*	Kamiah, ID	6/7:30
1/13	@Timberlake	Spirit Lake, ID	6/7:30
1/15	@Troy*	Troy, ID	6/7:30
1/21	@Prairie*	Cottonwood, ID	6/7:30
1/23	@Genesee*	Genesee, ID	6/7:30
1/26	@Salmon River (Varsity Only)	Riggins, ID	6 pm MST

^Quad with Boys Team

*League Game

Head Coach: Eric Spencer

Athletic Director: David Kronemann



Lady Wildcats

Lapwai Middle/High School Athletic Director: David Kronemann

In order to participate in Lapwai Middle/High School Athletics, athletes must:

- Attend all practices (students not attending the practice prior to a game will be ineligible for that contest).
- Travel with the team unless prior arrangements have been made. (Parents must sign-out athletes).
- **Maintain a "C" or better in all classes.**
- Be at school ALL DAY on game day.
- Be drug and alcohol free.
- Behave appropriately at all times (no detention or behavior forms).
- Respect team mates and coaches.
- Respect equipment.
- Use appropriate language.

For additional information on athletics, please visit www.whitepineleague.com.

Middle School Sports

Boys Basketball

Date: Opponent: Location Time:

10/28	First Day of Practice	Lapwai, ID	TBD
11/11	First Day of Legal Competition		
11/12	Orofino	Lapwai, ID	4:30/6
11/17	@Asotin	Asotin, WA	4:30/6
11/19	@Grangeville	Grangeville, ID	4:30/6
11/24	@Prairie	Cottonwood, ID	4:30/6
12/1	Kamiah	Lapwai, ID	4:30/6
12/3	@Orofino	Orofino, ID	4:30/6
12/8	Asotin	Lapwai, ID	4:30/6
12/10	Grangeville	Lapwai, ID	4:30/6
12/15	Prairie	Lapwai, ID	4:30/6
12/17	@Kamiah	Kamiah, ID	4:30/6

^Quad with Boys Team

*League Game

Head Coach: Raymond Ellenwood
Assistant Coach: Brooklyn Baptiste
Athletic Director: David Kronemann



Date:	Opponent:	Location	Time:
1/4	First Day of Practice	Lapwai	TBD
1/19	Sacajawea	Lapwai	4:30 and 6
1/21	Pullman	Lapwai	4:30 and 6
1/26	Jenifer	Lapwai	4:30 and 6
1/28	@Moscow	MHS	4:30 and 6
2/2	@Sacajawea	SJHS	4:30 and 6
2/4	Clarkston	Lapwai	4:30 and 6
2/9	@Pullman	LMS	4:30 and 6
2/11	@Jenifer	JJHS	4:30 and 6
2/16	Moscow	Lapwai	4:30 and 6
2/18	@Clarkston	LMS	4:30 and 6

Head Coach: Raymond Ellenwood
Assistant Coach: Brooklyn Baptiste
Athletic Director: David Kronemann

Girls Basketball

In order to participate in Lapwai Middle/High School Athletics, athletes must:

- Attend all practices (students not attending the practice prior to a game will be ineligible for that contest).
- Travel with the team unless prior arrangements have been made. (Parents must sign-out athletes).
- **Maintain a "C" or better in all classes.**
- Be at school ALL DAY on game day.
- Be drug and alcohol free.
- Behave appropriately at all times (no detention or behavior forms).
- Respect team mates and coaches.
- Respect equipment.
- Use appropriate language.

For additional information on athletics, please visit www.whitepineleague.com.

Wildcat Alumni

Awarded First Place Scholarship!

Washington D.C. (July 20th-24th, 2015) Mykel Johnson, Nez Perce, of Lapwai, Idaho was one of five first place winner's of the 2015 Young Native Writer's Essay Contest. The contest which was open to Native American high school students enrolled in grades 9-12, had over 100 submissions. This year's essay theme was to "Select an image from your individual tribe and write about how it represents your people." Miss Johnson's chose the Nez Perce Trail as her image and her winning essay can be viewed on the Holland & Knight Law Firm website at <http://nativewriters.hklaw.com>

Miss Johnson was awarded a \$2,500 scholarship which was sponsored by the National Museum of the American Indian, National Indian Education Association and the Holland and Knight Law Firm. Johnson represented the Nez Perce Nation on an all expense paid trip to Washington D.C. for Scholar's Week from July 20th-24th, 2015 which included sight-seeing, spending time at the many prominent sites including the National Museum of the American Indian, networking with Native American professionals, state representatives, and learning about future internships as well as working with Ojibwa author, Brenda J. Child. The students built great memories and learned much about each other as well as being hosted by the generosity of the "locals" in D.C..



The winners were a diverse group from a variety of tribes and are pictured here at the award ceremony with NMAI Director, Kevin Grover. (Left to Right) A'ali'ikumakani Dukelow, -Native Hawaiian, Amy Igri Lowndes, -(Inupiat), Kevin Grover, Mykel Johnson-Nez Perce, and Sage Storm Harvey, -Navajo Nation. (Essay Winner, not pictured, Amelia Kennedy Thomas-Seneca).

Miss Johnson is currently attending Washington State University in Pullman, Washington.



BPA had their organization meeting and members are in the process of deciding what

competition they want to compete in and will start working on them next week.

Members are in the process of designing Wildcat shirts to sell! So watch for your chance to purchase one soon!

BPA members will also be selling World's Greatest Chocolate Bars in a couple of weeks.



The GEAR UP Program provides opportunities for **tenth and eleventh grade students** and will follow these students through graduation. Jennifer Johnson is the new GEAR UP tutor for this school year and will be

available for assistance throughout the day in classrooms and will work one-on-one or with small groups of students both during and after school.

What is GEAR UP designed to do?

- Increase the academic performance of students
- Increase postsecondary preparation
- Increase graduation rates and postsecondary attendance rates in Idaho
- Increase ability to plan for the future, set and accomplish goals
- Increase the knowledge of postsecondary education options, preparation and financing
- Increase family involvement in school.

Have a great year and feel free to contact Jennifer Johnson or Candace Hoisington, Coordinator for more information about the program and the scholarships made available to all GEAR UP students.



Lapwai Students Wow the Judges!!!

Congratulations to all of the FFA students who participated in the fair! Here is how things turned out for them:

Betsy Spaulding took a 1300 pound market steer to the Nez Perce county



fair where she placed third in class in her market class on Thursday. Friday she completed for Showmanship. She won the Senior Division for Showmanship and then had to compete against all of the other divisions to win Overall Showman in the beef department. By winning Overall Showman she then moved on to compete in the Round Robin where you are required to show a sheep, a goat, a fat steer, a feeder steer, pig, and chickens. They also have showman from all of those departments competing in the Round

Robin as well. The person who shows all the species the best wins the Round Robin, and our Betsy did just that! She was the Top Showman for the 2015 Nez Perce County Fair!



Betsy Spaulding with her prize steer

In the swine department, we had Tommy Williams, Teegan Tucker, Jon Pierce, Imani Mitchell, Courage LoneBear, Micah Bisbee, Evelyn Bohnee, Ivory Williams, Rebecca Pierce, and Kalela Reuben competing. Thursday for Quality Showing; Tommy, Teegan, Rebecca, Evelyn, Micah, and Kalela all represented Lapwai in the Grand Champion Round. Of the 15 animals competing in the Grand Champion Drive, 11 of them were bred and raised by Betsy Spaulding.



Evelyn Bohnee

Friday for Showmanship in the swine department, we had a great run! All of them made it to Champion Round. Ivory Williams and Teegan Tucker won the overall FFA Showman in the Swine Department and moved on to compete against the other divisions to determine who would be the Grand and Reserve Champion of the Swine Showman for 2015. Ivory Williams was the Reserve Champion overall for the swine department, where he then had the opportunity to compete in the Round robin against Betsy and other showman.

Lapwai FFA goat department flourished as well. Thursday they all competed with Boer Goats in Quality and were all awarded blue ribbons! KC Lussoro, Kelani Smith, and Lucy Bohnee all went back for the Champion drive for Overall Grand and Reserve Champion Market goat. Friday they also competed in Fitting and Showing where Lucy Bohnee was awarded Grand Champion Showman and KC Lussoro was awarded Reserve Champion Showman!

Amil Mitchell went out on a limb this year and showed a lamb at the fair. She was our only participant in this department and did very well for her first year competing. She placed third in the market class and was the Grand Champion FFA showman for the sheep department!

Britnee Lussoro



I would like to thank all of the parent and community members who came out to the fair and supported these amazing kids. They put a great deal of time and effort into these projects and enjoy seeing their hometown crowd there cheering them. A special thank you to the Clearwater River Casino and Nez Perce Tribe for their support during the Saturday evening sale. You truly inspire our students to push themselves outside of their comfort zone, just being a presence and supporting these young people.

Devin Boyer



Amil Mitchell

LAPWAI SCHOOL DISTRICT

2015-2016 AFTER SCHOOL PROGRAMS AND TUTORING OPPORTUNITIES

Lapwai Elementary - After School Program, 1st - 5th grade

Monday-Thursday

After School until 5:00 p.m.

Bussing available to those on a route

Information: 843-2960

Lapwai Middle School - After School Program, 6th - 8th grade

Monday-Wednesday

3:30-4:30

Mrs. Chimburas: Room 140

Information: 843-2241

Lapwai High School - After School Program, 9th - 12th grade

Monday-Thursday

3:30-4:30

Mrs. Stacy: Room 331

Information: 843-2241

GearUp Tutoring, 10th - 11th grade

Tuesday-Thursday

3:30-4:30

Ms. Johnson: Room 355

Information: 843-2241

(Tutoring on Fridays by Appointment)

Lapwai High School Saturday School, 9th - 12th grade

January 9th

January 16th

March 12th

May 7th

May 21st

Information: 843-2241

Mrs. Stacy: Room 331

Information: 843-2241

Resources:

Dr. David M. Aiken
Superintendent
(208) 843-2622 ext. 202
daiken@lapwai.org

Teri Wagner
Elementary Principal
(208) 843-2960 ext. 312
twagner@lapwai.org

Dr. D'Lisa Pinkham
Middle-High Principal
(208) 843-2241 ext. 205
dpinkham@lapwai.org

Lori Ravét
Special Education Director
(208) 843-2960, (208) 843-2241
lravet@lapwai.org

Josh Nellesen
Middle-High Guidance Counselor
(208) 843-2241 ext. 204
jnellesen@lapwai.org

David Kronemann
Dean of Students
Athletic Director
(208) 843-2241 ext. 206
dkronemann@lapwai.org

Together, we ensure all students will reach their full potential.

www.familylink.lapwai.org



(Click on Middle-High School)
(Scroll down to the bottom of the page)
(Click on "Lapwai Middle-High School Family Link")

Temporary password: wildcats14

My password is: _____

LAPWAI SPECIAL FORCES

Board Back Up/ November 2016

Special education is a service, not a place.

Special educators and general educators work collaboratively to teach all students.

All students are general education students first.

All students are entitled to access to the core curriculum.

All students can learn.

Setting high expectations for all students and engaging all learners is essential.

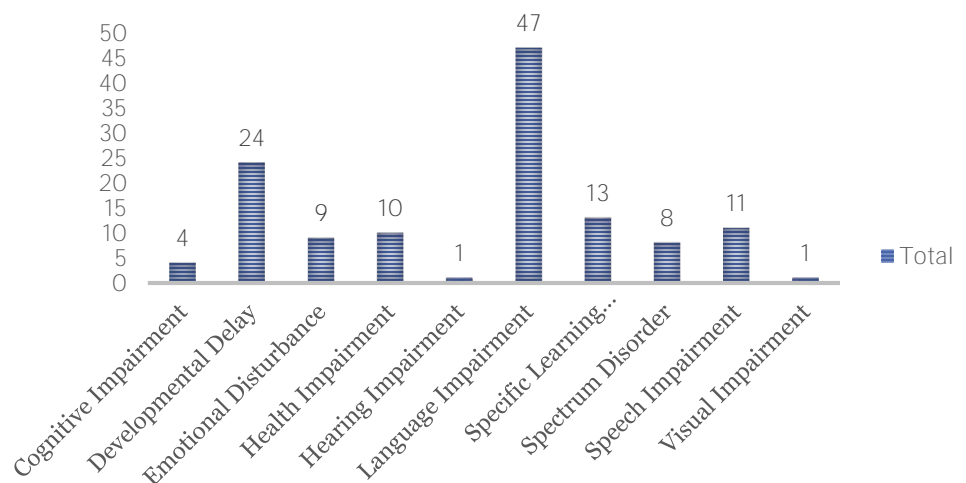
SPECIAL EDUCATION IS A TEAM EFFORT

What happens in school represents only one part of a young person's life. Special Education interventions alone cannot stem the waxing tide of academic and behavior-related challenges that too often impede a student's learning or that of others and affect an individual's entire life; the best interventions alone are not enough. What we as educators must first do is embrace our collective responsibility for all of our students. This kind of integrated vision requires all adults in a community and school to make connections, nurture relationships, and build the collaborations needed to establish consistent and coherent supports for appropriate behavior—in school and out—and to ensure that all students of any color, ability, gender, or race have ready—and realistic—models of achievement and access to opportunities that lead to career success.

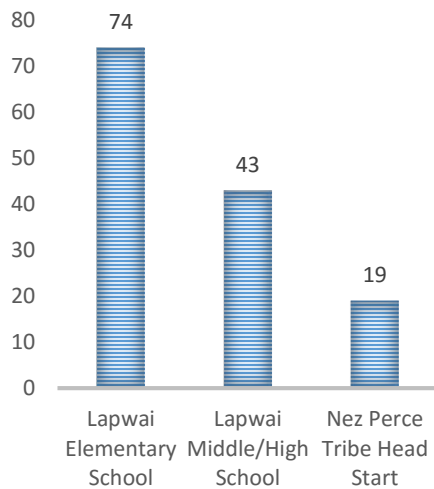
A good principle to keep in mind is that as a student's need intensifies and becomes more urgent, he or she will require attention from someone with greater expertise. Just as patients with problems that are difficult to solve are referred to health specialists, so must students with persistent or severe problems receive instruction from expert educators.



LAPWAI SPECIAL EDUCATION SERVICES



STUDENTS SERVED BY SCHOOL



NEW ACCOUNTABILITY FRAMEWORK RAISES THE BAR FOR STATE SPECIAL EDUCATION PROGRAMS

To improve the educational outcomes of America's 6.5 million children and youth with disabilities, the U.S. Department of Education has announced a major shift in the way it oversees the effectiveness of states' special education programs.

Until now, the Department's primary focus was to determine whether states were meeting procedural requirements such as timelines for evaluations, due process hearings and transitioning children into preschool services. While these compliance indicators remain important to children and families, under the new framework known as Results-Driven Accountability (RDA), the Department will also include educational results and outcomes for students with disabilities in making each state's annual determination under the Individuals with Disabilities Education Act (IDEA).

"Every child, regardless of income, race, background, or disability can succeed if provided the opportunity to learn," U.S. Secretary of Education Arne Duncan said. "We know that when students with disabilities are held to

high expectations and have access to the general curriculum in the regular classroom, they excel. We must be honest about student performance, so that we can give all students the supports and services they need to succeed."

This change in accountability represents a significant and long-overdue raising of the bar for special education. Last year, when the Department considered only compliance data in making annual determinations, 41 states and territories met requirements. This year, however, when the Department includes data on how students are actually performing, only 18 states and territories meet requirements.

IDEA requires the Department to make annual decisions for states in four categories: meet requirements, need assistance, need intervention, or need substantial intervention. Under Results-Driven Accountability, the Department has made the following determinations for this year based on 2012-13 data.

- **Meets Requirements**

Florida, Georgia, Indiana, Kansas, Massachusetts, Minnesota, Missouri, Nebraska, New Hampshire, New Jersey, Pennsylvania, Vermont, Virginia, Wisconsin, Wyoming, Federated States of Micronesia, Marshall Islands, Palau

- **Needs Assistance**

Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, Hawaii, Idaho, Illinois, Iowa, Kentucky, Louisiana, Maine, Maryland, Michigan, Mississippi, Montana, Nevada, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Washington, West Virginia, American Samoa, Commonwealth of Northern Marianas, Guam, Puerto Rico

- **Needs Intervention**

California, Delaware, District of Columbia, Texas, Bureau of Indian Education, Virgin Islands

"Less than 10 percent of our nation's eighth graders with IEPs are scoring proficient in reading, according to the best available data. We can and must do better," said Michael Yudin, acting assistant secretary for special education and rehabilitative services. "RDA is about using the accountability framework to provide states with incentives and support to implement evidence-based strategies to improve results and outcomes for students with disabilities."

IDEA requires the primary focus of federal and state monitoring to be on improving educational results and functional outcomes for all children with disabilities and ensuring that each state meets the program requirements under IDEA. In particular, the law places an emphasis on those requirements that are the most closely related to improving educational and early intervention results for children with disabilities. The Department has worked extensively with states to ensure meaningful access to special education and related services for students with disabilities and has noted significant improvements in compliance over the last several years. However, educational outcomes in reading and math, as well as graduation rates, for students with disabilities continue to lag. With this year's IDEA determinations, the Department used multiple outcome measures that include students with disabilities' participation in state assessments, proficiency gaps between students with disabilities and all students, as well as performance in reading and math on the National Assessment of Educational Progress (NAEP) to produce a more comprehensive and thorough picture of the performance of children with disabilities in each state.

The eleven characteristics of schools with high-achieving students with disabilities are as follow:

1. A pervasive emphasis on curriculum alignment with the state framework.
2. Systems to support curriculum alignment. There were “people present in the school whose job it was to support fidelity of implementation; to help teachers who had never done standards-based instruction.” Since “it is not always easy to teach to standards, [there needs to be] people whose job it is to make sure it is happening and to support teachers in knowing how to do it.”
3. An emphasis on inclusion and access to the general education curriculum. The schools carefully planned “how kids were included in the content. Students were included in meaningful ways in a community of students their own age, and special ed. teachers worked with general ed. teachers who knew the content.” Quenemoen explained: “If you want a kid with disabilities to learn algebra, get him to a teacher who knows algebra.”
4. Culture and practices that support high standards and students' achievement. Everyone at these schools, from bus drivers and cooks to teachers and superintendents, is on the same page. All adults were there to “help every child learn—and learn to high levels.”
5. Well-disciplined academic and social environments. These schools expected the students to behave and had systematic, school-wide approaches for ensuring appropriate behavior. With proactive behavioral management techniques, students were not behaving in ways that interfered with their own learning—or anyone else's.
6. The use of student assessment data to inform decision making. These schools “didn't rely on large-scale, state-wide assessments to get their data. They used formative assessments; their teachers talked about data and about student work.”
7. Unified practice supported by targeted professional development. These schools had mentoring systems in place to help teachers implement the programs, strategies, and approaches they had learned.
8. Access to targeted resources to support key initiatives. These schools “used their data to figure out where things were working and where they were not. They developed their training and their support to coach people so that [their own] problem areas could be addressed.”
9. Effective staff recruitment, retention, and deployment.
10. Flexible leaders and staff working effectively in a dynamic environment. The leaders in these schools “welcome change.”
11. The determination that effective leadership is essential to success.

Disability and the Education System

Laudan Aron and Pamela Loprest

SUMMARY

Education is important for all children, but even more so for children with disabilities, whose social and economic opportunities may be limited. In this article, Laudan Aron and Pamela Loprest assess how well the nation's education system is serving students with disabilities.

Aron and Loprest trace the evolution of the special education system in the United States from its origins in the civil rights movement of the mid-twentieth century. They note the dual character of federal legislation, which both guarantees eligible children with disabilities the right to a "free, appropriate public education in the least restrictive setting" and establishes a federal funding program to help meet this goal. They then review the types of services and accommodations these children receive from infancy through young adulthood.

The special education system has given children with disabilities much greater access to public education, established an infrastructure for educating them, helped with the earlier identification of disabilities, and promoted greater inclusion of these children alongside their nondisabled peers. Despite these advances, many problems remain, including the over- and underidentification of certain subgroups of students, delays in identifying and serving students, and bureaucratic, regulatory, and financial barriers that complicate the program for everyone involved.

More important, the authors show that special education students still lag behind their nondisabled peers in educational achievements, are often held to lower expectations, are less likely to take the full academic curriculum in high school, and are more likely to drop out of school. Only limited evidence is available on the effectiveness of specific special education services or on how to improve student achievement for this important subgroup of students.

Improving the system will require better ways of understanding and measuring both ends of the special education continuum, namely, what services special education children need and receive, and what academic outcomes these students achieve. Without stronger evidence linking these two aspects of the system, Aron and Loprest argue, researchers will be unable to gauge the efficacy of the services now being delivered or to formulate effective reforms to the system as a whole.

www.futureofchildren.org

*Laudan Aron is a senior program officer in the Division of Behavioral and Social Sciences and Education at the National Research Council in Washington, D.C.
Pamela Loprest is director of the Income and Benefits Policy Center at the Urban Institute in Washington, D.C.*

VOL. 22 / NO. 1 / SPRING 2012

It is difficult to overstate the importance of the nation's education system for children with disabilities and their families. Education is important for all children, of course, but for those with disabilities or special needs it can mean the difference between a socially fulfilling, intellectually stimulating, and economically productive life and a future with few of these qualities. Education also has the potential to affect children's health by influencing their ability to advocate for themselves, manage chronic health conditions, and navigate complex medical, insurance, and social service systems during childhood and later in life.

An early childhood or preschool program or a child's elementary school is often the first regular contact a family has with a professional child-serving system. While children with obvious congenital, physical, or sensory disabilities are likely to have been identified and served within the health care system before starting school, many disabilities (particularly learning disabilities and behavioral disorders) and developmental delays are not identified or may not emerge before a child begins school. Many disabilities, moreover, are actually manifestations of physical or mental limitations within specific social or environmental contexts, and of the behavioral or performance expectations of socially defined roles within those contexts. In these cases, school represents a new and changing context within the life of a child, so new approaches and accommodations may be needed even for children whose conditions and limitations have been long known.

In this article, we offer a brief history of the legal underpinnings of the nation's special education system, explaining how and why the existing system has evolved as it has. We

THE FUTURE OF CHILDREN

highlight the dual nature of the law, which both defines civil rights for a class of protected persons and establishes a funding stream for programs and services to support these persons.

We then present basic information profiling special education students in the United States and the types of services and accommodations they receive. These services in principle are wide ranging, from providing early intervention to coordinating care to helping students transition from high school to postsecondary education or employment and training. The critical importance of early identification and prevention of childhood disabilities is now widely established. Intervening early and effectively can redirect the health and educational trajectory of many children with disabilities, especially those with specific learning disabilities, and can also prevent the onset of secondary disabilities. In addition to offering regular educational activities and any special educational services and interventions a child with a disability may need, schools are settings where a variety of other child- and family-centered services can be delivered and coordinated.¹ These services can be critical for children with disabilities and their families, especially for those who are poor, have limited English skills, or are precariously housed. Schools also have a particularly important role to play in helping students (and teens who leave school) transition successfully to postsecondary education and job training, employment, and independent living in adulthood. These transition points in the lives of children are important and can be especially challenging for young people with disabilities and their families.²

The discussion then turns to a review of the costs of special education (and related funding issues) and the educational outcomes that children with disabilities are achieving. These two aspects of the system often raise the greatest concerns: not only is the system expensive and growing more so over time, but a substantial gap in educational outcomes remains between children with disabilities and other children. A final section discusses some implications for practice and policy.

HISTORY AND LEGAL CONTEXT

The nation's current approach to educating children with disabilities is the product of dramatic shifts in disability law and public policy over the past four decades. Before the 1970s no major federal laws specifically protected the

civil or constitutional rights of Americans with disabilities. Public policies were generally directed at veterans with disabilities returning home from two world wars. The civil rights movement of the 1960s led to a major shift in the “disability rights movement” from one primarily focused on social and therapeutic services to one focused on political and civil rights.³

A critical turning point came with the passage of the Rehabilitation Act of 1973— especially Section 504 of the act, which banned recipients of federal funds from discriminating against people with disabilities. For the first time, a federal law stated that excluding or segregating an individual with a disability constituted discrimination. It also challenged the assumption that disadvantages faced by people with disabilities, such as low educational attainment or unemployment, were the inevitable result of limitations stemming from the disability itself rather than from societal barriers or prejudices. Because almost all public schools receive federal funds, Section 504 also applied to them. The law entitles children to a public education comparable to that provided to children who do not have disabilities, with disability broadly defined to include any person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment.⁴

While Section 504 helped establish greater access to an education by removing intentional and unintentional barriers, a more proactive law protecting the educational rights of children with disabilities came two years later with the passage in 1975 of the Individuals with Disabilities Education Act (IDEA).⁵ IDEA established the right of children with disabilities to attend public schools, to receive services designed to meet their needs free of charge, and, to the greatest extent possible, to receive instruction in regular education classrooms alongside nondisabled children. These core substantive rights at the heart of IDEA are embodied in the phrase “a free, appropriate, public education in the least restrictive environment.” Part B of IDEA authorizes federal grants to states to cover some of the costs of special education services for preschool and school-aged children aged three to twenty-one.

Unlike Section 504, IDEA does not cover all children with disabilities. The law has a twopronged eligibility standard— children must have at least one of a list of specific impairments, and they must need special education and related services *by reason of such impairments* (note that this definition is primarily a medical or diagnostic one, with some functional criteria added). The specific impairments and disabilities listed in the law are mental retardation (also known as intellectual disabilities); hearing impairments, including deafness; speech or language impairments; visual impairments, including blindness; serious emotional disturbance; orthopedic impairments; autism; traumatic brain injury; other health impairments; specific learning disabilities; deaf-blindness; and multiple disabilities requiring special education and related services. Children aged three through nine who experience “developmental delays” in their physical, cognitive, communication, social or emotional, or adaptive development are also eligible for special education and related services.

In 1986 Part C of IDEA was established as a federal grant program focused on younger children (birth through age two) with disabilities. Its goals are to enhance the development of infants and toddlers with disabilities; reduce educational costs by minimizing the future need for special education; maximize the likelihood of independent living in adulthood; and enhance families’ capacity to meet their children’s needs. Part C provides states with federal grants to develop and administer a comprehensive statewide system of early-intervention services for any child under age three who has a disability or significant delay in development.

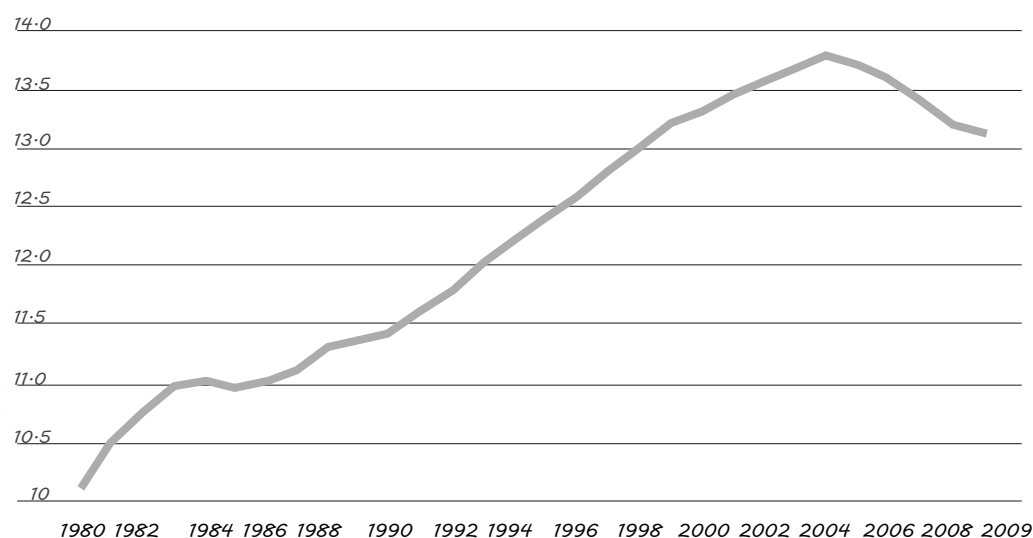
As a relatively young program, IDEA continues to evolve. Amendments to the law in 1997 focused on improving students’ access to the general education classroom and curriculum, developing more accurate and appropriate assessments of academic achievement, implementing better disciplinary procedures and alternative placement options, and bolstering transition services and supports for students aging out of special education. The most recent amendments, enacted in 2004, were designed to promote better accountability for results, enhance parent involvement, encourage the use of proven practices and materials, and reduce administrative burdens for teachers, states, and local school districts.

The development of the nation's special education system has come in the midst of major and ongoing attempts to reform the general public education system. Significant influences include the standards-based reform movement, which led to and was then accelerated by the federal No Child Left Behind law of 2002; the school choice and public charter school movement; and the growing need for “alternative” schools and programs for students who for a variety of reasons are not succeeding in regular public schools.⁶

SPECIAL EDUCATION STUDENTS

IDEA has thrown open the doors of public education to children with disabilities. Before its passage in 1975, only one in five children with identified disabilities attended public school, and many states explicitly excluded children with certain types of disabilities from school; these included children who were blind or deaf, and children labeled “emotionally disturbed” or “mentally retarded.” More than 1 million children with disabilities had no access to the public school system and often lived in state institutions with limited or no educational or rehabilitation services. Many of the 3.5 million children with disabilities who did attend school were warehoused in segregated facilities with little or no effective instruction. By the 2004–05 school year, thirty years after IDEA was first enacted, more than 6.7 million children (13.8 percent of all students nationally) were receiving special education services through the law. Another 295,000 infants and toddlers and their families were served under Part C.⁷ Since peaking in the middle of the decade, the number of special education students has been gradually declining, and as of the 2009–10 school year, stood at 6.5 million, or 13.1 percent, of all students (figure 1).

Figure 1· Proportion of the National Student Population in Special Education, 1980–81 to 2009–10 Department of Education, various years).



Learning disabilities are the most common disability among special education students today. For many years, almost half of special education students were classified as having a specific learning disability as their primary disability. The share of special education students with learning disabilities fell from 46 percent in 2000–01 to 38 percent in 2009–10, but these

Source: National Center for Education Statistics, *Digest of Education Statistics* (Washington, D.C.: Institute of Education Sciences, U.S.

students still remained the single largest disability group (figure 2).

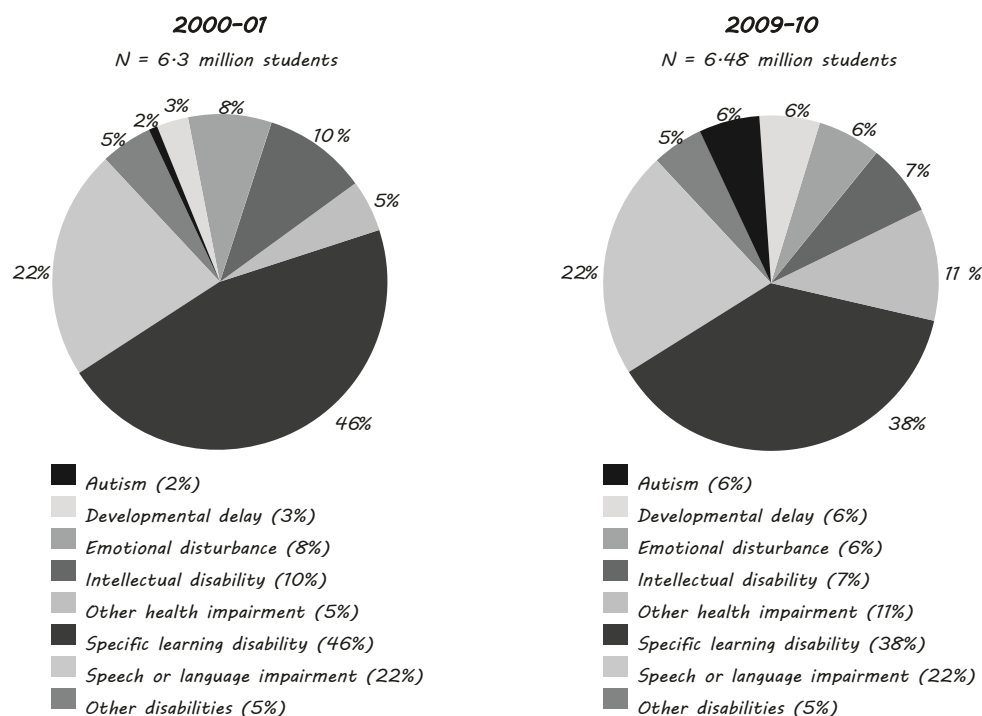
Like many other childhood conditions that are on the rise (see the article in this volume by Halfon and others⁸), it is unclear how much of the growth in learning disabilities is a true increase in prevalence or a reflection of our new understanding and ability to identify the problem. When IDEA was passed, learning disabilities were neither well-known nor understood. Today, the causes of learning disabilities are still unclear, but an explosion of research and program and policy attention has focused on this class of disorders.

Definitions—both diagnostic and programmatic—have evolved over time. IDEA regulations define a specific learning disability as a disorder in one or more of the basic psychological processes involved in understanding or using spoken or

written language that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Contributing conditions include perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disabilities can also affect executive function skills, such as impulse control, flexibility, planning, and organizing, as well as social and emotional skills. The regulations make clear, however, that learning problems resulting primarily from visual, hearing, or motor disabilities; mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantage are not specific learning disabilities under the law. Specific learning disabilities

Figure 2. Special Education Population by Disability

Figure 2.



are an important group of disorders for the special education population, both because so many students have them and because by definition they affect learning.

The next most common type of disability, affecting 22 percent of all special education students in 2009–10, is speech or language impairment. “Other health impairments,” a catchall category for students whose health conditions reduce their abilities to perform in the educational

Source: Janie Scull and Amber Winkler, “Shifting Trends in Special Education” (Washington, D.C.: Thomas B. Fordham Institute, 2011),

setting, account for 11 percent of special education students.⁹ Mental retardation accounts for 7 percent of special education students, and autism, developmental delay, and emotional disturbance each account for 6 percent. Like specific learning disabilities, the shares of students classified as having mental retardation and emotional disturbance has declined since 2000, but other disabilities have increased. The share of students with autism rose from 2 percent to 6 percent of all special education students over the past decade, and the share of those with “other health impairments” more than doubled.

Some of these trends in the share of special education students with certain disabilities, such as autism, are mirroring changes documented in national population-based surveys of children’s health and, like these sources, may be reflecting both true changes in prevalence as well as improvements in awareness, identification, and diagnosis. Some observers have speculated that students who would have been classified as having a learning disability in the past are now classified as having autism or “other health impairment.” Most of the information on special education students comes from administrative data, however, and is therefore influenced by many factors in addition to students’ disabling conditions. These factors include how students are referred, evaluated, and identified for special education services. Given the very real, and often perverse, financial incentive structures within the special education system, state and local policies and practices designed to influence if and how students are identified and served are another important factor. Large state-by-state variation in overall (and disability-specific) identification rates suggest that many considerations other than underlying prevalence of disability are at play.

Disability profiles also vary with students' age—speech or language impairments and developmental delays are common among preschoolers, while elementary school students are most commonly diagnosed with speech or language impairments and specific learning disabilities. Students aged twelve and older are most often diagnosed with learning disabilities, and they are less likely than their younger counterparts to be diagnosed with speech and language impairments and more likely to have mental retardation or an emotional disturbance.¹⁰

The limitations and service needs of children vary greatly depending on the types of disabilities involved. Combining special education students into small groups defined by disability types with similarities in service needs eases discussion of program outcomes, policies, and practices. In 2001 Wade Horn and Douglas Tynan proposed segmenting the special education student population into three distinct subgroups: children with significant developmental disabilities and sensory and physical impairments; children with milder forms of neurological conditions, such as learning disabilities and attention deficit/hyperactivity disorder; and those with conduct or behavioral problems (the groups can and do overlap with one another).¹¹ The first group includes children who were the primary target of the original IDEA legislation—a relatively small share of special education students today. Each of these groups requires a distinct set of services and disability-related accommodations, such as medical services, learning-related interventions, or behavioral supports. Alternate groupings have been used by several long-term special education studies—such as the Special Education Elementary Longitudinal Study and the National Longitudinal Transition Study—and recommended by the President's Commission on Excellence in Special Education. These organizational schemes differ somewhat from one another, but all are efforts to simplify differences in service needs among special education students.

While the disability profile of special education students is largely similar for students from different racial or ethnic groups (the most common category for all groups, for example, is specific learning disabilities), overall rates of identification do vary by race and ethnicity. In 2005, for example, the share of students aged six through twenty-one identified for services under IDEA ranged from 6.3 percent of Asian school-age children to 14.1 percent of white children and 16.7 percent of African American children. For American Indian and Hispanic school-age children, the shares were 15.8 and 11.8 percent, respectively. Serious concerns have been raised for many years about the overrepresentation of African American students in special education. For example, non-Hispanic African American students are almost three times as likely as other students to be identified as needing special education services for mental retardation and nearly two and a half times more likely to be identified as needing services for emotional disturbance.¹²

Disproportionate representation has also been documented along dimensions such as family income, native language, and gender (boys are more likely to be identified as needing special education than girls), but much of the policy and research focus has centered on the overrepresentation of African American students.¹³ The 2004 amendments to the law required states to establish policies to prevent inappropriate overidentification by race or ethnicity and to track (dis)proportionality on the basis of race and ethnicity over time. Many factors are thought to contribute to this problem, including poverty, institutional racism, biased standardized testing, and low numbers of teachers and other school professionals from diverse backgrounds. States typically respond to criticism regarding the overrepresentation of African American students by providing more teacher awareness training, examining the way students are identified and placed, and improving the way students at risk for reading problems are monitored and served. There has been little systematic analysis of the causes and consequences of overrepresentation or of the effectiveness of attempted solutions.

A related challenge has been the identification of learning disabilities among English language learner students. Many of these students have been incorrectly identified as having learning disabilities, while others with true learning disabilities have gone unidentified. The needs of students who are both learning English and learning disabled represent an important and evolving area of attention within the educational research and practice communities.

A critical and closely monitored aspect of special education has to do with where students are served. In addition to providing them with “a free and appropriate education,” IDEA requires schools to serve students in “the least restrictive environment,” meaning that to the greatest extent possible, special education students should be kept in

“regular” classrooms alongside their nondisabled peers. While almost all (about 95 percent) special education students are enrolled in regular schools, many spend a portion of their school day outside this classroom.¹⁴ Gradually, an increasing number of these children have been spending most of their school day in general education classes. In 2008–09, for example, 58 percent of them spent 80 percent or more of their day in a regular classroom, up from 46 percent in 1995–96 (figure 3).

The educational environments of students also vary by their age and type of disability. Regular classrooms are the most common setting for special education students in all age groups, but older students are more likely than their younger counterparts to spend portions of their school day away from their regular classrooms, often going to separate classrooms for specialized instruction. Similarly, students with speech or language impairments, developmental delays, visual impairments, and specific learning disabilities are much more likely to spend large shares of their day in a regular classroom compared with students with mental retardation, multiple disabilities, or deaf-blindness.¹⁵

EDUCATION SERVICES FOR CHILDREN WITH DISABILITIES

Once a child is deemed eligible for special education services, a team that includes the child’s parents and representatives of the public education system is charged with developing an individualized education program that outlines academic goals and incorporates all the services and supports necessary to meet the child’s unique needs.

Services and supports can include transportation; speech-language pathology and audiology services; psychological services; physical and occupational therapy; therapeutic recreation; counseling services including rehabilitation counseling, orientation, and mobility services; medical services for diagnostic or evaluation purposes; school health services; social work services in school; and parent counseling and training.

Within schools and classrooms, special education students can benefit from a variety of approaches and supports, including curriculum modification, small-group or individual instruction, and teachers who are especially skilled in motivating students, adapting instructional materials, teaching reading skills and language arts, and managing student behaviors. Specific accommodations might include tutors or aides, more time for students to take tests, alternative tests or assessments, modified grading standards, slower-paced instruction, shorter or different assignments, more frequent feedback, a reader or interpreter, a peer tutor, or special behavior management approaches and programs.

IDEA requires states to identify, locate, and evaluate all children from birth to age twenty-one who are in need of early intervention or special education services. In practice, children enter the program in many different ways, and they are also often assessed, identified, and then served quite differently. Two groups of students who have received more systematic attention by researchers and program planners are those who struggle with reading and those with behavioral problems. We describe recent innovative approaches for intervening successfully with these students. Because the importance of children’s experiences before they reach school age (whether or not they have a disability) is also well established, we also discuss the types of services preschool-age children can receive through the Part C special education system before they start their formal schooling.

Response to Intervention

The reauthorization of IDEA in 2004 changed the law about how children with specific learning disabilities could be identified by allowing an approach known as response to intervention (RTI). Rather than identify learning disabilities by documenting a discrepancy between a student’s ability (usually measured by IQ) and his or her academic achievement (usually measured by grades and standardized test results), RTI calls for a tiered process of instruction in which schools identify struggling students early and then deliver a variety of appropriate instructional interventions.¹⁶ In theory, RTI should benefit all students (including those who previously did not qualify for special education services) because it requires that all essential components of reading instruction be delivered as part of the core curriculum.¹⁷ Schools using RTI must deliver scientific, research-based reading instruction to all students in the general education classroom; screen

all children early to determine if they are at risk for learning disabilities; monitor the progress of all at-risk children to determine if they are benefiting from instruction; and use programs or curricula correctly and as intended.

Like many aspects of the special education system, RTI is still being developed and refined, and its effectiveness in reducing the number of students with specific learning disabilities remains unproven. At best, it may be an effective driver of schoolwide instructional improvement, one that also prevents the misidentification of learning disabilities (poor instruction sometimes leads to children being identified as having a disability) and that allows schools to intervene early with students with true learning disabilities. But some observers are concerned that school districts can use RTI to delay and limit access to full-blown special education services. Because RTI often takes place over a number of years, with new teachers and approaches each year, it has the potential to serve as a bureaucratic means for delaying a full evaluation and identification of a learning disability. Districts' desires to contain high special education costs lend credibility to this viewpoint (more on this point later). These tensions reflect a more general discussion within education circles about the need to improve teaching by differentiating instruction for *all* students and to limit special education services to a smaller number of students with more disabling conditions.¹⁸

Positive Behavioral Interventions and Supports

Can and should students with behavioral problems and other disabilities be disciplined? This question has been a major focus of special education law and regulations, in part because schools are struggling with how to manage disciplinary problems, which appear to be increasing among students with disabilities, and in part because these students are most likely to be negatively affected by zero-tolerance discipline policies and other high-stakes testing and accountability measures. IDEA requires that disabilities be taken into account when students are disciplined. Schools must also conduct functional behavioral assessments and use positive behavioral supports with students who are at risk for expulsion, alternative school placement, or suspension of more than ten days. *Positive behavioral support* is a general term that refers to the application of behavioral analysis to achieve functional behavior changes; positive behavioral interventions and supports are often based on functional behavioral assessments and involve long-term strategies designed to reduce inappropriate behavior, teach more appropriate behavior, and provide supports necessary for successful outcomes.¹⁹

Originally an alternative to traditional behavioral approaches for students with severe disabilities who engaged in extreme forms of self-injury and aggression, positive behavioral interventions and supports are now used both schoolwide and for individual students with and without disabilities.²⁰ Schoolwide interventions can include evaluating the school environment—classrooms, hallways, cafeteria—to determine where and when problems are likely to occur; creating strategies to prevent the identified problems; teaching all students rules and routines to encourage desirable behavior; responding to inappropriate student behavior with correction and reteaching procedures; establishing behavior support teams to monitor effectiveness of prevention strategies; and using data collection (direct behavioral observation, office discipline referrals, interviews with staff and family members) and analysis to identify students who are at risk for school failure. More intensive, individualized interventions include drawing on functional behavioral assessments to monitor and modify behavior plans as necessary (the responsibility of behavior support teams); ensuring that all adults in the school understand what skills these students are learning so that all settings in the school environment can be arranged in ways that reduce problem behavior and encourage appropriate behavior; and delivering effective instructional strategies, aggression replacement training, counseling, and classroom supports. Students with chronic or intense behavioral problems might also receive “wraparound” services that coordinate services and input from home, community, and school.

Early Intervention and Transition to Schooling

Early intervention is based on the now widely accepted idea that identifying children's needs and providing services early in their lives can avoid or alleviate future service needs by lessening the effects of a disabling condition and in some cases

actually reducing the occurrence of additional disabling conditions. Early intervention services include screening, assessment, referral, and treatment and tend to be less specialized, intrusive, and costly than “higher order” services.

Early intervention services are provided to children with disabilities through several public programs. In addition to Part C of IDEA, states offer early intervention services under Title V of the Maternal and Child Health program and the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) component of Medicaid. Part B of IDEA also provides services to children aged three to five. The group of children receiving early intervention services through Part C includes infants and toddlers with diagnosed medical conditions (many of whom had low birth weight) that put them at risk for developmental delay and toddlers who are showing developmental delay, meaning a gap between their actual development and age-appropriate expectations.²¹ In 2005 about 2.4 percent of the population under age three and their families were receiving services through Part C. It is unclear what fraction of the eligible population this represents, since each state has different criteria and to date no study has estimated the numbers of eligible children.

Other programs that provide educational services to low-income preschool children with disabilities include Head Start (three- and four-year-olds) and Early Head Start (under age three). About 12 percent of Head Start students have disabilities, half of which are identified during the program year and half before joining the program. Almost all of these children receive special education and related services.²² A similar percentage of children in Early Head Start has disabilities.

Despite the widespread recognition of the value of early intervention, the programs face several challenges to their effectiveness: reaching eligible children is difficult (often the neediest children are hardest to reach), resources are limited, needed services are not always available for eligible children, and transitioning from programs serving young children to those serving preschool and school children can be complicated and uneven. Evidence shows that high-quality early intervention at young ages can provide long-term cost savings.²³ However, because these savings accrue over time and across public programs (such as education, health, or criminal justice), the full impact of longterm savings may not be taken into account in individual program decisions.

Eligibility, services, program structures, and access to early intervention programs vary greatly from state to state. Under Part C, for example, states must serve all eligible children and families but have a great deal of latitude in setting eligibility criteria. State choices in developing their eligibility criteria are influenced by concerns over numbers of eligible children and costs. For example, states are allowed to serve children who are *at risk* of a developmental delay, but only four states have opted to do so, in part because of funding concerns.²⁴

Identification and access to screening services constitute another challenge. Each state is responsible for implementing a Child Find program that locates, identifies, and refers all children in need of early intervention or special education services. Each Child Find program is required to include procedures for screening child health and development. Screening is also mandated under Medicaid’s EPSDT Program and is required of pediatric health care providers who deliver routine health supervision services such as preventive care and well-child visits. For low-income children with disabilities, screening through EPSDT is a potentially powerful tool because it mandates coverage for certain medically necessary health care services identified through the screening. But many families do not have access to these screening services. A recent report found that, in nine states, four of ten Medicaid-enrolled children eligible for EPSDT did not receive any of the required screenings and that the screenings were incomplete for nearly 60 percent of those who did receive them. This record comes despite requirements that all eligible Medicaid recipients be notified within sixty days of enrollment about available EPSDT services and amid multiple other forms of state outreach activities and provider incentives. According to the states, barriers to completing screenings include cultural or family beliefs that screenings are not necessary, the unwillingness or inability of families to take time off work to take their child to the screening, limited access to providers, and incorrect contact information for beneficiaries.²⁵

Finally, transitions for young children from early childhood programs to preschool to school are not always smooth.²⁶ When a child receiving Part C services reaches age two and a half, IDEA requires a meeting between the Part C service agency, parents, and the

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local education agency to determine continuing eligibility for special education services and to ensure a smooth effective transition to preschool. Disconnects can and do occur, however, because of the number of agencies involved in determining eligibility for preschool special services, the number of agencies in the community (private, nonprofit, for profit, and Early Head Start programs) involved in providing these services, and the variety of ways and settings in which young children receive early intervention services.²⁷ Similar challenges occur when children with disabilities transition from the preschool setting into the school system or move from one state or school district into another.

FUNDING

Special education programs are funded by a combination of federal, state, and local government programs. The most recent comprehensive estimates of total public expenditures on special education come from a special study for the 1999–2000 school year.²⁸ Special study is required to gather this information because states are not obligated to give detailed state and local breakdowns of special education spending to the federal government. In the 1999–2000 school year, the United States spent an estimated \$50 billion on special education services and an additional \$27.3 billion in general education funds for those special education students who spent part of their time in general education classroom settings, for a total \$77.3 billion.

This total represents about 21 percent of total U.S. spending on elementary and secondary education that year—a substantial increase from 1977–78, when total spending on students with disabilities was about 17 percent of total education spending. Most of this increase is attributable to an increase in the number of children in special education rather than to an increase in per-pupil costs.

Federal funding has always been a relatively small share of total expenditures on special education. In 2010 federal funding on special education through IDEA was \$12.5 billion, most of it in the form of grants to help states pay the additional costs of providing early intervention, special education, and related services to children from birth through age twenty-one. The federal government also makes discretionary grants to states for personnel development and training, technology and technical assistance, and parent information centers.²⁹ Federal funding levels for special education have been relatively flat since 2004, with the exception of a significant infusion of special funds under the American Recovery and Reinvestment Act of 2009.³⁰

When IDEA was enacted, its intention was to help states provide special education by funding a portion of the additional, or “excess,” cost of special education over general education. The original legislation set the maximum federal contribution at 40 percent of the estimated excess cost of educating children with disabilities, but federal funding has never come close to this “full funding” cap. In 2010, federal grants to the states under IDEA, Part B, covered about 17 percent of the excess cost for special education students. In the 1999–2000 school year, schools spent 90 percent more on the average school-age special education student (including general and special education funding) than on the average general education student.³¹

As total special education spending has increased and federal spending has remained flat, state funding for special education has declined, leaving local school districts to cover the difference. In the 1987–88 school year, states funded 56 percent of special education expenditures, local school districts 36 percent, and the federal government 8 percent. In 1999–2000, the distribution was 45 percent from states, 46 percent from local school districts, and 9 percent from the federal government.³²

Financing structures can provide incentives that influence the way children are identified for special education services, the services they receive, and the settings in which they receive them. For example, financing structures that provide additional state funding per special education student can encourage identification at the local level on the margin. Studies show that in states that switched from distributing their special education funding based on the number of children enrolled in special education, resources used, or past actual spending to a distribution based largely on the total number of children in the school, the number of students identified as having a disability and being eligible for special education fell.³³ On the federal level as well, the formula for distributing state grant funds has been tweaked in an effort to limit overidentification of special needs children; a portion of the grant funds is now based on each state's share of school-age children and children in poverty.

At the same time, financing incentives also exist to underidentify students eligible for special education. The “excess” cost of education for a child in special education coupled with legal protections that mandate services (that might be provided for the rest of a student's education) and an increasing share of funding coming from local school districts provides incentives for school districts to limit identification of children for special education services. Which incentive effect predominates is unclear and likely differs by school district or state given different sets of incentives.

Variation in Spending across Disability Type

The range of educational needs among students served by the special education program leads to significant differences in expenditures. Children with specific learning disabilities and speech or language impairment made up the majority of children in special education and had the lowest per-pupil expenditures, \$10,558 and \$10,958, respectively, in 1999–2000.³⁴ The highest expenditures were on children with multiple disabilities (\$20,095) and on those who were placed in private settings after the public school has been found unable to provide an appropriate education (\$25,580). These “high-cost” children are the focus of some efforts to reduce special education spending. The 2004 reauthorization of IDEA allowed states to put up to 10 percent of their federal grants into state risk pools to aid local districts with high-need, high-cost students. The growth in total special education expenditures is not caused by growth in the number of high-cost children, however, but primarily by the increase in numbers of children across all categories of disability.

Variation in Spending across States

Studies of special education spending across several states have uncovered dramatic differences in spending. Nationally, as noted, average spending on special education students is 90 percent higher than spending on general education students. But it is 57 percent higher in Alabama, for example, and 155 percent higher in Maryland.³⁵ These ratios also reflect differences in general education spending: states that spend more on general education also tend to spend more on special education.

SPECIAL EDUCATION AND OUTCOMES

IDEA and Section 504 are widely credited with improving access to education for young people with disabilities and establishing an infrastructure for educating them, as shown in figure 1. The next important question is the extent to which special education has been successful in meeting the educational needs of students with disabilities and improving their educational achievement.

To answer this question, one must first ask whether special education programs are serving the right students, and whether these students are being identified in a timely manner and given the most appropriate and effective services. As suggested by the overrepresentation of African Americans, some children may be inappropriately placed in special education, while others may go unidentified or not receive the services they require. Clearly, many needy students who eventually receive special education did not receive the early intervention services to which they were entitled.

Accurate measures of outcomes for special education students are also needed, including appropriate measures of academic achievement, attendance, grade promotion, and engagement in school activities. Assessing these outcomes is challenging because of the heterogeneity of the students' capacities and school experiences and a paucity of data on in-school outcomes for these students. The lack of good data even on the interventions and inputs—the types and amounts of services special education children receive—further compromises the ability to measure the effectiveness of interventions. In addition, there is no agreement on whether the right measure of academic achievement should be appropriate standardized testing or some alternative assessment. Even the benchmarks for outcomes are not clearly agreed upon and may vary across students with disabilities. IDEA's requirement that each student have an individualized education program and goals reflects this difficulty in measuring progress.

Perhaps an even greater challenge to assessing student outcomes lies in separating the effects attributable to specific educational practices from other intervening and coexisting factors such as socioeconomic circumstances and need for supportive services. For this and other reasons, relatively little research has been conducted on the effectiveness of specific special education practices or programs. Of course, these difficulties mirror similar problems in measuring and improving outcomes for general education. In addition, the impact of special education for most students with disabilities is intertwined with their general education experiences and opportunities, including whether they have access to the full range of general education options. Finally, studies have found that the limited expectations of teachers and parents for many students with disabilities can lessen the effectiveness of an educational program.³⁶

That said, we report on a set of measures that are available on educational and postsecondary outcomes for students in special education. These measures clearly suggest that there is room for improvement. We look specifically at assessments of educational progress, school completion rates, postsecondary outcomes, and the transition to adulthood.

Educational Assessments

One measure of the academic progress of students in special education is performance on standardized achievement tests. Since passage of No Child Left Behind, students with disabilities must be included in state testing and assessed against the same standard of proficiency as other students to determine whether schools are making the required “adequate yearly progress” toward goals for academic proficiency.³⁷ The intention is to hold schools accountable for the performance and progress of all students, including those with disabilities. Results indicate continuing problems. For example, in 2003–04, among schools nationwide with subgroups of students with disabilities large enough to be counted separately, students in 36 percent of them did not make the required progress.³⁸

Debate continues on the appropriateness of using the same tests and standards for assessing students with and without disabilities and on the use of accommodations in test taking. Some argue that many students with disabilities have inherent learning difficulties and start with lower test scores and so should be held to different standards while still maintaining progress toward goals.³⁹ In the late 1990s, the U.S. Department of Education began to allow states to make testing accommodations for students with disabilities who need them, and in the early 2000s states were allowed to use alternative assessments and modified standards for a small percentage of students with disabilities, particularly those with cognitive disabilities.⁴⁰ However, states report continuing challenges in developing and validating alternate assessments (such as portfolios of work), including costs related to development. This area would be a useful place for federal assistance and coordination.

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Because of differences in the way states identify the students who take assessment tests, the tests and standards that are used, and the testing accommodations they may provide, clear comparisons and interpretations of the results of state assessments are difficult to make. Comparing results over time, even for the same state, is complicated by changes in the composition of special education students and in policies, such as test accommodations, that can directly influence who participates in standard assessments as well as the results.

Given these caveats, results from the National Assessment of Educational Progress (NAEP) standardized test, which is conducted in the same way in all states and which changes only slowly over time, provide useful information on the achievement and progress of students with disabilities.

These results suggest some progress but also point to substantial gaps between students with disabilities and their nondisabled peers. Academic achievement trends from 2003 through 2007 measured by the NAEP showed significant increases in average reading and math scores for children in fourth grade who received IDEA services. But in each of these years, students in special education had significantly lower scores than other students.⁴¹ In the 2009 reading assessment for twelfth graders, 64 percent of students with disabilities but 24 percent of other students tested below basic proficiency; in math 76 percent of students with disabilities and 34 percent of other students fell below basic proficiency.⁴² Other grade-level assessments show similar gaps. Several reasons account for the lower scores among students with disabilities. The factors cited by one study were type of disability, cognitive ability, race, income, parental expectations, school absenteeism, and disciplinary problems. Grades, school mobility, and repeating a grade level were not significantly related to test scores.⁴³

Graduation Rates

Another important educational outcome is the rate at which students with disabilities either graduate from or drop out of high school. Measurement of graduation rates can be complicated. Results from national studies that track secondary school students with disabilities found that 70 percent of the teenagers with disabilities who were out of school in 2003 had received a regular graduation diploma or certificate of completion, up from 54 percent in 1987⁴⁴ and not far below the 74 percent graduation rate for all public school students in 2002–03.⁴⁵ However, far fewer special education students receive regular diplomas than do those in general education. In 2005, 46 percent of youth receiving IDEA services graduated with a regular diploma, compared with 75 percent for all students.⁴⁶ High school completion rates also differ substantially across disability type. For example, students with sensory disabilities have much higher graduation rates than students with emotional disturbance.

Evidence is limited on how best to improve graduation rates for students with disabilities. One recent study in Chicago found that ninth grade course performance is a strong predictor of graduation rates for these students. This study also found that high absence rates are an important factor explaining why students with disabilities have poorer course performance than students without identified disabilities.⁴⁷

Postsecondary Outcomes and the Transition to Adulthood

Many studies have found that students with disabilities have poorer outcomes in the years after high school than their peers without disabilities, including lower rates of postsecondary schooling and employment, greater involvement with the criminal justice system, and lower likelihood of living independently.⁴⁸ Other dimensions to consider for these students (but less often measured) are quality of life, satisfaction, and social and civic engagement. Relatively little is known about the relationship of the school program to these life outcomes for those with disabilities.

Recognizing the difficulties some youth face as they transition to adulthood from schooling, IDEA requires that transition planning be provided to all special education students starting no later than age sixteen. One obvious problem is that students who drop out of school at age sixteen may never receive these services. Transition services may include coordination of services (such as vocational training, case management, and benefit counseling) in and outside of schools, assessments of students' interests and aptitudes, help with gathering information on and choosing among relevant opportunities, and planning for necessary supports including assistive technology. The 2004 amendments to IDEA require that transition planning be based on students' "strengths," not just their preferences and interests, and that the process be "results-oriented." In 2001 almost 90 percent of special education high school students were receiving transition planning, with two-thirds of parents satisfied with these services.⁴⁹ Nonetheless, the extent to which current planning services are improving outcomes for students with disabilities has not been clearly demonstrated, although research has shown the potential for positive impact.⁵⁰

Given the importance of higher education for future economic well-being, one area of concern for students with disabilities is their relatively low participation in postsecondary schooling. One study found that in 2005, 46 percent of students with disabilities were enrolled in postsecondary education within four years of leaving high school, mostly in community colleges or vocational, technical, or business schools.⁵¹ This rate represents a good deal of progress since 1990 when only 27 percent of these youth were enrolled in postsecondary education. But it is still substantially below the enrollment rate of 63 percent in the general population. Other studies find that adults with disabilities have significantly lower levels of postsecondary school completion than those without disabilities, even among the subgroup who had a disability during their school years.⁵²

Another concern is whether youth are being appropriately prepared for employment, given the low rate of employment among adults with disabilities. Employment rates among youth with disabilities just out of high school were similar to those of other youth without disabilities in 2005—roughly 60 percent. However, employment rates at this age reflect schooling choices as well as employment choices—unemployed youth attending school are of less concern than those who are neither working nor in school. In 2003, 30 percent of students with disabilities were not participating in schooling, employment, or job training in the years immediately after high school. This lack of engagement varied considerably by disability status. For example, more than half of students with mental retardation had not engaged in any of these activities compared with 17 percent of students with learning disabilities.⁵³

Opportunities for vocational or career training opportunities and vocational assessments of interest and aptitude are part of students' transition planning that can improve employment outcomes. Coordinating job training, both while students are still in school and after they leave, with available workforce options from other public programs such as those funded through the Workforce Investment Act and Vocational Rehabilitation is also important. Even as the focus on transition planning in IDEA has been strengthened, many challenges remain in preparing and supporting special education students for the transition to adulthood. Enhancing the ability of secondary school students to advocate for their needs in various settings, improving access to supports and services after high school, and coordinating services across postsecondary education, health, mental health, and human services are all areas of intervention that need to be improved.⁵⁴

Additional transition issues concern children with disabilities in the juvenile justice system, alternative education systems, and the foster care system. Special education children are disproportionately represented in all three systems, and their transition to adulthood is particularly complicated and difficult.⁵⁵ Challenges to receiving appropriate educational services in these settings are compounded by the particular difficulties that lead children to be in these systems and the specific challenges these systems face. The need for coordination between the public education system and these other systems goes well beyond transition planning to extend throughout the educational experience.

IMPLICATIONS FOR PRACTICE AND POLICY

The nation's special education system, like the legal and regulatory framework that underpins it, has evolved considerably since IDEA was first passed in 1975. Along with the efforts of parents and educators and greater societal awareness about disability issues, IDEA has clearly led to better access to public education for students with disabilities, an established infrastructure for educating children with disabilities, earlier identification of disabilities in children, and greater inclusion of these children in classrooms with their nondisabled peers. Despite these advances, special education students still lag behind their nondisabled peers in educational achievements, are often held to lower expectations, are less likely to take the full academic curriculum in high school, and are more likely to drop out of school. Nor is there much evidence regarding the basic effectiveness of many services that special education students receive (at considerable expense and bureaucratic complexity) or whether these services improve student achievement.

Over the years many studies have documented fundamental problems with IDEA. In 2002 a President's Commission on Excellence in Special Education determined the system to be "in need of fundamental re-thinking, a shift in priorities, and a new commitment to individual needs."⁵⁶ Among the problems they identified were financial incentives to define an increasing share of school-age children as having a disability, adversarial procedures between parents and schools that contributed to unnecessary litigation, and a major redirection of financial resources from regular education to special education. Other studies have demonstrated states' noncompliance with the many administrative and procedural requirements of the program, as well as the federal government's lack of funding and ineffectiveness in enforcing the law.⁵⁷

Despite widespread agreement that the special education system is not working as it should or could, opinions differ over how it should be fixed. Policy makers, advocates for children with disabilities, and researchers increasingly have called for financing reforms and for more accountability measures similar to those introduced in the No Child Left Behind Act.⁵⁸ Many of the 1997 and 2004 amendments to the law were designed to increase accountability and flexibility regarding financing; these amendments addressed but did not fully resolve perverse state incentives to increase identification of special education students. Families of children with disabilities, disability rights groups, and other advocates and supporters of IDEA have sharply opposed calls for fundamental changes to the special education system.⁵⁹ They believe the program is well conceived and properly structured but has been poorly funded, implemented, and enforced.

These tensions around reform reflect the law itself. IDEA constitutes a blend of civil rights law and state grant programs. The dual nature and purpose of the law has contributed to the creation of different stakeholders, with different goals, at the grassroots level. The major stakeholders in civil rights laws tend to be the individuals who are protected by the law—in this case, children and youth with disabilities and their families and supporters. The major stakeholders in grant programs are the recipients of the grants, in this case state and local educational agencies, school boards, their staffs, and other professionals who are supported financially by the grants. In addition, the natural course of reform for government programs with limited resources is to debate priorities and make trade-offs among them. But the civil rights requirements of IDEA limit the ability to make trade-offs because states are required to provide all services necessary for a "free and appropriate education." Part of the ongoing challenge for program financing is how to divide these costs across the three levels of government, given the already increasing share borne by local districts and tight budgets at all levels.

Another challenge for the special education system is the adversarial nature of the program. The many legal conflicts that arise between parents and schools can be counterproductive for children and their educational success and costly for

school systems. To some extent, these conflicts arise because parents play an integral role—one that is required by law—in the team that develops their child’s individualized service plan. The incentives for parents to obtain the most help for their child may differ from those for school systems that are trying to balance educational needs and budgets. In some cases, parents feel that school systems are trying to avoid mandated responsibilities and need to be held accountable legally. In any case, the role of parents in education generally as well as in special education is essential. Children without parents who can advocate for them are often the least well served, in general and special education, and these are often children from families who are already socially and economically disadvantaged. Forming a less adversarial system that can serve the broader community of children needing special services is an important challenge.

Reforming special education cannot be done in isolation; it requires integration with reforms being made in general education. The large amount of time that many special education students spend in general education settings is one argument for this integration. Another is the absence of a bright line between many of the needs of special education students and those of other students. Efforts such as response to intervention and positive behavioral interventions and supports demonstrate this fact by creating school environments that are more conducive to positive behaviors and to learning for everyone. These efforts, when implemented as designed, break down a legal and programmatic firewall that has existed between the general and special education systems. They may serve as models for other aspects of the special education system and point the way for better serving not only children with disabilities but all students.

Despite calls for increased funding and the need for reform, little evidence exists to suggest that additional federal funding or better enforcement will improve student outcomes or solve many of the problems experienced by schools and families alike. More evidence on the impacts of special education services on achievement and student outcomes is necessary to gauge the efficacy of the money being spent. Pinpointing the causes of the gap between special education and other students’ outcomes and determining how to reduce this gap effectively requires ongoing research. That in turn requires better data on outcomes as well as services provided across special education students of all ages. In addition, greater efforts are needed to develop and standardize appropriate assessments of academic achievement for students with disabilities. Finally, given the vast differences in service needs and outcomes across students of different disability types, attention needs to focus on understanding how all these issues affect different subgroups of special education students.

The direction special education might take in the next few decades is uncertain. Clearly, providing children with disabilities equal access to public education and protecting this important civil right should not be undone. But aspects of the current program appear to be both unsustainable and unwise—unsustainable because of the cost and unwise given evidence of the continuing gap between outcomes for students in special education and their nondisabled peers. Together those responsible for the general and special education systems must craft solutions that make education special for all students while not leaving children with disabilities behind.

TO THE ATHLETE

By participation on an athletic team, you become a member of a very ambitious and energetic group of young people. Athletic competition between individuals or teams involves more than the final score. Excellence in athletics demands fair play, sportsmanship, understanding, and an appreciation of good teamwork. Achieving your personal goals and the goals of your team requires hard work and commitment. You will subject yourself to vigorous training and self-discipline. In return, you will receive the unique benefits of team sports. Through your participation and example, you will promote successful athletics at your school.

The first day of tryouts is the first day of practice and is the official start of that sport season. Not every student can make the team. If you qualify, you take upon yourself the responsibility of becoming the very best athlete and team member possible. This includes maintaining academic eligibility, abiding by rules set forth by your coach, school and athletic teams, and setting high standards for your own behavior. Your commitment to the team, coach, the law and your own athletic performance requires that you refrain from the use or possession of alcohol, tobacco, or drugs. Remember that participation in athletics is not considered to be a right but a privilege.

CODE OF ETHICS

It is the duty of all concerned with the secondary athletic program to:

- ♦ Emphasize ideals of sportsmanship, ethical conduct and fair play.
- ♦ Eliminate behavior or conditions which tend to detract from the best values of the game
- ♦ Stress the values derived from playing the game fairly.
- ♦ Show courtesy to visiting teams and officials.
- ♦ Respect the integrity and judgment of sports officials.
- ♦ Establish a cordial relationship between visitors and hosts.
- ♦ Achieve a thorough understanding and acceptance of the rules of the game and the standards of eligibility.
- ♦ Encourage leadership, use of initiative and good judgment by the players on the team.
- ♦ Recognize that the purpose of athletics is to promote the physical, mental, moral, social and emotional well being of the individual participants.
- ♦ Remember that an athletic contest is only a game, not a matter of life or death for player, coach, school, officials, fans, community, state or nation.
- ♦ Refrain from hazing, any form of harassment and any form of bullying as defined in the Rules and Regulations of the Lapwai School District.

DISTRICT ATHLETIC PHILOSOPHY

The Lapwai School District strives to offer a productive athletic program based on the belief that young men and women benefit socially, emotionally and physically from athletic participation. It is the mission of the district to provide an appropriate athletic program that represents the best interest of the student athlete, one which focuses on the philosophy of the district and which is implemented according to established policies.

The major objective of the athletic program in the Lapwai School District shall be to provide wholesome opportunities in which students can benefit from their experiences and acquire favorable habits and attitudes of social and group living necessary in a democratic world.

Leadership of athletic personnel must be of the highest quality in order to exemplify to athletes the desired type of individual to be developed from participation in the district athletic program.

The athletic program must always be in conformity with general objectives of the school and must operate in harmony with policies of the school district. The athletic program must function as an integral part of the total curriculum and should contribute to the development of a well educated individual who is capable of becoming a productive member of our society.

Further, it shall be the goal(s) of the athletic programs of the Lapwai School District to:

- ♦ Assist all students in acquiring an effective, well balanced education.
- ♦ Provide opportunities for students to resolve problems and to confront situations similar to those encountered in our society.
- ♦ Provide a laboratory experience in which there are opportunities for:
 - Physical, mental and emotional growth and development.
 - Acquisition and development of special skills through participation in activities of each student's choice.
 - Participation in team play with the development of loyalty, cooperation, fair play and related social traits.
 - Directed leadership and supervision that stresses self-discipline, self-motivation, excellence in performance and the acquisition of ideals of good sportsmanship that make for gracious winning and the ability to accept defeat.
 - Development of an interest in athletic programs on the part of the student body, faculty and community as well as a feeling of unity and worthiness on the part of everyone involved.
 - Achievement of goals as set by the school, the district and the individual student.
 - Development of values and ideals that will lead to worthy use of leisure time in later life, either as a participant or spectator.
 - Participation by the most highly skilled athletes.
- ♦ Promote the overall effectiveness of all components of the program.
- ♦ Enhance the level of interest on the part of all participants and increase attendance at each event.
- ♦ Provide quality athletic facilities.
- ♦ Encourage athletic personnel and athletes to strive for excellence in performance that will result in successful teams.

SPECIAL NOTICE ON HAZING, HARRASSMENT AND BULLYING

All student athletes representing the Lapwai School District are expected to adhere to all rules in this handbook. The Lapwai School District Administration and Coaching Staff will enforce a NO TOLERANCE POLICY in regards to instances of hazing, harassment and bullying.

Hazing, harassment and bullying can and will be considered a major violation and may result in suspension and/or expulsion from participation.

Definitions

Hazing – Requiring another student to perform humiliating or unnecessary tasks by coercion of any type.

Harassment – Inappropriate interactions of physical or verbal nature, characterized as offensive, which place a student in an embarrassing or humiliating situation.

Bullying - Intentional, repeated hurtful acts, words or other behavior, such as name-calling, threatening and/or shunning other students.

STUDENT ELIGIBILITY

Team Participation

- ♦ Most sports have two levels of competition based on grade level. Coaches may reduce or cut participation at the junior varsity and varsity levels of participation in volleyball, cheerleading, basketball. Each coach that is involved with a team that must reduce the number of participants will have evaluation process in written form. The evaluation process and requirements will be discussed with each athlete and a written copy sent home to explain the criteria to parents. During the try-out period, participants will be given equal attention.
- ♦ Participants may be moved to higher levels of competition after tryouts, as athletic ability, physical maturity, or age warrants at the discretion of the coaches of the teams involved. The final decision rests with the head coach. Idaho High School Activities Association regulations prohibit the following:
 - ♦ More than four years combined participation in 9th through 12th grade.
 - ♦ 7th or 8th grade students participating with 9th grade or higher levels.
 - ♦ It is not permissible for a student to participate on a team that is lower than his/her current grade level (senior on a JV team, 8th grader on a 7th grade team)
- ♦ A student may participate for two different athletic teams during the same season as long as the following criteria are met:
 - Both coaches of the athletic teams involved mutually agree to it.
 - Receives athletic director's approval.
 - There is a written practice schedule plan for the athlete.
 - There is a game participation plan for the athlete.
 - There is a sport of choice for the athlete, if games are scheduled simultaneously.
 - All plans and agreements are to be signed by the athlete, parents/guardians, both coaches of the teams involved and athletic director.

ELIGIBILITY/ACADEMIC STANDING

A student becomes ineligible for athletics upon completion of the sport season in which he/she turns twenty years of age.

- ♦ A student cannot participate in more than 8 consecutive semesters in grades 9 through 12.
- ♦ A student must be an amateur (having never been paid to play that sport).
- ♦ A student must establish residency requirements. (IHSAA)
- ♦ A student must abide by all rules set forth by the coach, the department, the school and the Idaho High School Activities Association.

Academic Eligibility

To be academically eligible for athletics or driver education, a student must be enrolled full time in his/her school, on target to graduate based on District graduation requirements, and have received passing grades and earned credits in the required number of courses during the previous semester. Equivalency is determined by the following criteria:

- **Grades 9 -12**
 - 4 classes available Must pass 3
 - 5 classes available Must pass 4
 - 6 classes available Must pass 5
 - 7 classes available Must pass 5
 - 8 classes available Must pass 6
- **Grade 7 & 8**
 - All first quarter 7th graders are eligible.
 - Retained 7th/8th graders do not fall under this rule.
 - Eligibility will be based on previous quarter grades.

Summer School

Students in 9th-12th grades who have not passed the required number of classes for eligibility may use the classes in summer school to meet eligibility under the following guidelines.

- The number of classes that have to be made up must not equal more than 2.
- The student must complete the entire summer school program and have passing grades for all summer school classes.
- At the school wide first and second scheduled progress reports, the student must have passing grades in all subjects to remain eligible for participation.

Students in 7th/8th grade who have not passed the required number of classes for eligibility may use the classes in summer school to meet eligibility under the following guidelines.

- The student must have passed at least 3 core classes at the fourth quarter grading period.
- The student must complete the entire summer school program and have passing grades for all summer school classes.
- At the school wide first and second scheduled progress reports, the student must have passing grades in all subjects to remain eligible for participation.

Academic Assistance Program

Lapwai School District Requirement

- Lapwai Middle/High School students with less than a **2.75** cumulative G.P.A. earning lower than a 70% in any class will be required to participate in the Academic Assistance Program.

Criteria

- Athletic Director/Principal/Parent/Student initiated grade checks will take place bi-weekly.
- AAP students must earn a 70% or higher in every class.
- AAP students with less than a 70% in any class will be required to attend after school study table with that particular teacher, as well as, Saturday School (when offered).

Other Eligibility Requirements:

- ♦ It is recommended that a student have a medical examination before each year of participation. It is mandatory to have a physical examination prior to participation in the 7th, 9th and 11th grade. The cost of the examination is borne by the parents or legal guardian. Physical exams must be taken and on file with the school prior to the first day of practice in the 7th, 9th and 11th grades. Physical exams for 9th and 11th graders must be taken after May 1 to be valid for the upcoming school year.
- ♦ A student/athlete must have medical insurance through their family or purchased through the school.
- ♦ A student/athlete must have a student activity card.
- ♦ A student/athlete must have all required participation forms turned in and have all outstanding balances paid before participating in the desired activity.

Practice and Events:

- ♦ Team practice may be scheduled every school day. Team members are expected to be punctual in reporting.
- ♦ In case of necessary absence from practice, report to the coach/coaches or the athletic director if the coach is not available.
- ♦ Team members who have a regular physical education class will be expected to participate in that class the day of competition.
- ♦ Student athletes will not be allowed to participate in an event or athletic practice if they are not in attendance in school the entire day. An exception to this rule may be granted by the principal or athletic director.

Dropping from an Athletic Team:

- ♦ Any athlete who quits a team after ten (10) days practice may not participate in another sport until the sport from which he/she dropped has ended, unless agreed upon by the coaches of those sports involved and the athletic director.
- ♦ Pay to participate fee is forfeited if an athlete drops after 10 practices.

General Requirements to Earn a Lapwai High School Letter:

- ♦ Complete the entire sports season from the day you start your first practice through the completion of the last contest of that sport season.
- ♦ Be a participant in good standing throughout the entire season.
- ♦ Be a member of the team for all practices and games, unless the coach gives prior approval for an absence (for example: sickness or injury).
- ♦ Fulfill any other requirements listed by the coach of that sport-coaches discretion.
- ♦ **Letters will only be issued at the Varsity level.**

Athletic Trips:

- ♦ All student athletes must travel to and from events (and practices when appropriate) with the team. Only upon written request by the parents/guardian, on the accepted Travel Release Form will consideration be given for alternate transportation.
- ♦ Travel Waiver Forms will be turned in 24 hours before the scheduled athletic event.
- ♦ Behavior on the bus during trips should be such that it reflects favorably on the athletic program.
- ♦ Intentionally taking any articles from host schools is inexcusable and is grounds for immediate dismissal from the team.

Equipment and Uniforms:

- ♦ Athletic equipment and uniforms are loaned to team members by the student body. Parts of some or all uniforms may be deemed disposable and/or fitted to the athlete and require the athlete to purchase those parts or pieces.
- ♦ Lost equipment or uniforms must be paid for by the team member who was issued the uniform or by his or her parents/guardian.

School Standards:

- ♦ Appearance: Athletics in the secondary schools is a voluntary program. Students are not obligated to participate and participation is not required for promotion or graduation. A student is not required to have athletic credits for college entrance. Thus, competition in the secondary schools is a privilege and not a right. Accompanying that privilege is the responsibility of the athlete to conform to standards established for school athletic teams. The athlete should dress neatly and be well groomed at all times.
- ♦ Conduct: The manner in which athletes act and appear on campus is very important. Athletes should be leaders who are respected by their fellow students and who work for the betterment of the school and the entire student body.
- ♦ Exhibitionists: Displaying of inappropriate affection in public is in poor taste. Hazing, fighting, and other unacceptable behaviors are certainly not in the best interest of school spirit and could lead to suspension or expulsion from the team and/or school.

On the Field and Court:

- ♦ Each coach will specify field and court regulations/procedures. Athletes are expected to obey these regulations/procedures and to conduct themselves in an acceptable manner.
- ♦ In athletic competition, a successful athlete never uses profanity or illegal tactics. He/she learns quickly that losing, as well as winning, is part of the game. Athletes should be gracious in defeat and modest in victory.
- ♦ Athletes should demonstrate self-control at all times.

- ♦ Officials in a game or event are there for the purpose of ensuring both teams that they will receive a fair opportunity. Officials do not lose a game for you.

Suspension from Extracurricular Activities:

Participation in extracurricular activities is a privilege and not a right. As representatives of their school and District, students participating in such activities are expected to meet high standards of behavior.

The Board believes that the safety and welfare of other students may be adversely affected when students who are involved in school activities commit major infractions or repeated minor infractions at school or during school activities, and/or are involved in drug use or to the criminal conduct in any location.

- ♦ Activity Suspension as a Result of a School Suspension
A student will be immediately suspended from all extracurricular activities when he/she receives a suspension (including in school suspension) from school for any reason.

Consequences:

- The activity suspension is automatic, is for the duration of the school suspension, and runs concurrent with the school suspension.
- This type of activity suspension cannot be appealed.

Activity Suspension for Drug Use or Other Criminal Conduct, in Any Location, During the Scholastic Year

A student may be suspended from extracurricular activities when it reasonably appears to the principal or designee that he/she has been involved with drug use or other criminal conduct **in any location, either on or off campus, during the sports season.** This does not include infractions such as minor civil or traffic violations.

Infractions Which Occur on Out-of-School Trips

During an out-of-school trip, if the authorized person in charge of the activity determines that a student should be sent home early because of criminal conduct, drug use or a major infraction, the Superintendent's designee will notify the parent/guardian and/or law enforcement, and ask him/her to take charge of the return of the student. The parent/guardian will assume any expenses incurred for the return of the student.

School related drug use is a violation which occurs on **any school premises or at any school sponsored activity, regardless of location** including, but not be limited to buildings, facilities, and grounds on the school campus, school buses, school parking areas and the location of any school sponsored activity. This includes instances in which the conduct occurs off the school premises but impacts a school activity.

Non-school related drug use is a violation which occurs **during the scholastic year in a location off a school campus and in a situation not associated with a school sponsored activity.** This violation applies when it reasonably appears to the principal or designee that an extracurricular student, during the sport or activity season, has violated this policy, including an arrest for drug use.

FIRST VIOLATION (GRADES 7-12 ACCUMULATIVE) THE STUDENT ATHLETE SHALL:

- ♦ Be suspended from participation for 1/3 of the athletic contests for the season that the athlete is currently participating in. The length of the suspension will be determined on the number of scheduled regular season contests. The suspension may also continue into the next sport season during that school year in order to fulfill the suspension. This could include regional and state playoffs. When the athlete has successfully completed the terms of the suspension, the athlete will return to the team and dress, travel

and be eligible to compete in all regular and post season contests remaining. Upon return from the suspension, the athlete must earn back playing time and/or their prior position on the team's depth chart as established by team expectations and policies.

- ♦ If the violation was for possession, use or consumption of alcohol or drugs, or being knowingly present in a situation where there is possession or consumption of alcohol or drugs, the student will not only be suspended for 1/3 of the contests, but also must promptly enroll in, attend and complete a drug and alcohol program approved by the athletic director.
- ♦ Complete ten hours of community service. All community service placements will be the responsibility of the athlete. Placements must be approved by the athletic director. Completion of service work is mandatory.
- ♦ The first major violation could also result in an immediate expulsion from the program if agreed upon by the coach/coaches with the approval of the athletic director.

SECOND VIOLATION (GRADES 7-12 ACCUMULATIVE) THE STUDENT ATHLETE SHALL:

- ♦ Be barred from participation in any interscholastic athletic program, whether to practice or to participate in games or events for one calendar year.

THIRD VIOLATION (GRADES 7-12 ACCUMULATIVE) THE STUDENT ATHLETE SHALL:

- ♦ The student shall be ineligible to participate in interscholastic athletics for the remainder of the student's high school career.

Determination of Violations:

The determination of whether a student/athlete has violated the major rules of the athletic code shall be made by the athletic director. If a student/athlete is accused of violating any major rules, he/she and the parents or guardian shall be notified by the athletic director or school administrator. The notice shall generally describe the violation and date and place of its occurrence.

It shall be the responsibility of the student/athlete and his or her parents or guardian to contact the athletic director and arrange a meeting prior to the next scheduled contest in the student/athlete's particular sport. Next contest shall also include travel via district transportation if a team were to leave a day in advance to attend an activity. In the event of their failure to timely comply with this requirement, they will be deemed to have waived their right to meet with the athletic director and to present evidence.

At the meeting with the athletic director, the student and his/her parent or guardian may respond to the accusation and present any evidence refuting the accusation or explaining the student/athlete's conduct. Following such meeting and after further investigation, if any, as the athletic director deems necessary, he shall determine whether the student/athlete committed the violation. If the athletic director determines that it is probable that the student/athlete committed the violation, he shall find the violation to have been committed. After consultation with the student/athlete's coach, he shall determine the penalty to be assessed within the provisions set forth above.

The student/athlete and his or her parents/guardian shall be notified in writing of the finding of the athletic director and any penalty assessed. If the student/athlete and his or her parents/guardian are dissatisfied with the determination made by the athletic director, then within five (5) days of their receipt of written notice of the

athletic director's decision, the student and his or her parents/guardian may make a written request to the principal for a review of the athletic director's decision. The principal shall thereupon meet with the student/athlete, his or her parents/guardian and, after such review and investigation as the principal deems necessary, he/she shall notify the student/athlete and his or her parents/guardians in writing of his/her decision to either affirm, reverse or modify the decision of the athletic director. The principal's decision in this matter shall be considered final.

Suspension from participation or competition will be continuous through the appeals process unless the determination of guilt has been reversed or modified by the principal in the appeal.

Failure on the part of a student/athlete to complete obligations for counseling or community service in a timely manner may result in imposition of additional suspensions or penalties by the athletic director. Additionally, if the student/athlete has not completed these obligations for a violation by the end of the season during which the violation occurred, the unfulfilled portion of the obligation shall automatically carry over into the next interscholastic program in which he or she is a participant. Coaches in that program, along with the athletic director, will work with the student/athlete in completion of obligations. The cost of drug and alcohol counseling will be paid by the student, his or her parents or guardians.

Violation of intermediate rules:

Use of tobacco:

FIRST VIOLATION (Grades 7-12 ACCUMULATIVE) THE STUDENT ATHLETE SHALL:

- Be suspended from one contest at his or her level of regular play.
- Promptly enroll in the Tobacco Free You program at St. Joseph's Regional Medical Center or another tobacco cessation class approved by the athletic director. The athlete will provide the athletic director with a course schedule and estimated completion date. Attendance and completion are mandatory. Any expenses incurred are the responsibility of the athlete.
- Complete five hours of community service. All community service placements will be the responsibility of the athlete. Placements must be approved by the athletic director and completion of the service work is mandatory.

SECOND VIOLATION (Grades 7-12 ACCUMULATIVE) THE STUDENT ATHLETE SHALL:

- A second violation will be treated as a FIRST MAJOR VIOLATION to include the 1/3 season suspension, community service and enrollment in the tobacco cessation course.

THIRD VIOLATION (Grades 7-12 ACCUMULATIVE) THE STUDENT ATHLETE SHALL:

- A third violation will be treated as a SECOND MAJOR VIOLATION.

FOURTH VIOLATION (Grades 7-12 ACCUMULATIVE) THE STUDENT ATHLETE SHALL:

- The student shall be ineligible to participate in interscholastic athletics for the remainder of the student's high school career.

Violation of minor rules:

- ◆ Use of profane or obscene language or gestures.
- ◆ Poor standards or personal appearance.
- ◆ Violate curfew set by coach.
- ◆ Tardy to practices or unexcused absence from practice.

The coach will determine the penalties for minor violation rules. If a question arises from the coach about the infraction or penalty, the athletic director will make the decision.

DEFINITIONS

Activity Suspension: suspended students shall not travel, dress in uniform, associate or participate with the team or group at its scheduled event(s). Suspended students may be allowed to participate in practices/meetings; however, the principal or designee may deem it necessary for students to be withheld from practices/meetings for the duration of the suspension.

Controlled Substances: are defined in 21 USC Section 812 and include, but are not limited to opiates, opium derivatives, hallucinogenic substance, including cocaine, and cannabis and synthetic equivalents or the substance contained in the plant, any material, compound mixture or preparation with substances having a depressant effect on the central nervous system, and stimulants.

District Official: includes, but is not limited to, teacher, school counselor, coach, activities director, principal, assistant principal, or District administrator.

Drugs: shall include any alcohol or malt beverage, any inhalant, any controlled substance, any illegal substance, any abused substance, any look-alike or counterfeit drug, any medication not approved and registered by the school authorities and/or any substance which is intended to alter mood, and/or any substance which is misrepresented and sold or distributed as a restricted or illegal drug.

Drug Paraphernalia: all equipment, products and materials of any kind which are used, intended for use, or designed for use, in planting, propagating, cultivation, growing harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substances as defined in this policy.

Event: match, game, meet, or other competitive event, including regional and/or State tournaments or competitions. Events also included performances.

Extracurricular Activities: district and/or school authorized activities which take place outside of the regular school day and do not involve class credit, including, but not limited to athletics, student organizations, cheerleading and approved club sports.

Knowingly Present: for the purpose of this policy, “knowingly present” shall mean that a student attended a gathering of two (2) or more individuals at which one or more of the attendees (other than the student at issue) were using or in possession of drug paraphernalia, controlled substances, drugs, or alcohol or tobacco and the student knew or reasonably should have known that such use or possession was occurring.

Non-Sanctioned Sports – a non-sanctioned sport is any sport at the secondary level which is not under the sponsorship, direction or control of the District not sanctioned by Idaho High School Activities Association

On any school premises or at any school sponsored activity, regardless of location: shall included, but not limited to buildings, facilities, and grounds on the school campus, school busses, school parking areas; and the location of any school sponsored activity. This includes instances in which the conduct occurs off the school premises but impacts a school related activity.

Reasonable Suspicion: an act of judgment by a District employee or independent contractor which leads to a reasonable and prudent belief that a student is in violation of this policy. Said judgment shall be based on training in recognizing the signs and symptoms of drug, alcohol, and tobacco use. The fact that a student has previously disclosed use of a controlled substance shall not be deemed a factor in determining suspicion at a later date.

Scholastic Year: a period of time beginning with the first day of the fall extracurricular activities season and ending with the last day of school.

School/Event Days: include those days when school is in session and days when activity events occur.

put in packet

David Aiken

From: sync_superintendents2-bounces@idsbalist.org on behalf of Karen Echeverria <karen@idsba.org>
Sent: Thursday, October 29, 2015 1:31 PM
To: 'sync_region1@idsbalist.org'; 'sync_region2@idsbalist.org'; 'sync_region3@idsbalist.org'; 'sync_region4@idsbalist.org'; 'sync_region5@idsbalist.org'; 'sync_region6@idsbalist.org'; 'sync_region7@idsbalist.org'; 'sync_region8@idsbalist.org'
Cc: 'sync_superintendents3@idsbalist.org'; 'sync_superintendents1@idsbalist.org'; 'sync_superintendents4@idsbalist.org'; 'sync_superintendents2@idsbalist.org'; 'sync_superintendents6@idsbalist.org'; 'sync_superintendents7@idsbalist.org'; 'sync_superintendents5@idsbalist.org'; 'sync_superintendents8@idsbalist.org'
Subject: [Sync_superintendents2] What Constitutes a 2/3 Majority
Attachments: Untitled attachment 00203.txt

Question: If we have a five member board, how many affirmative votes does it take to go into Executive Session?

Answer: Section 74-206(1) states that, "An executive session shall be authorized by a two-thirds (2/3) vote of the governing body." Therefore, it will take four members of a five member board to vote yes to go into Executive Session. Three members only constitutes 60% not 66 2/3%.

We recently had the opportunity to participate in an Open Meeting Law workshop conducted by the Attorney General (AG), Lawrence Wasden, and Brian Kane, one of his Chief Deputies. At that time, the AG confirmed that it takes four out of five members to agree to go into executive session.

However, he also went one step further. We questioned him about a five member Board that may have two vacancies or where two Board members may be absent from the meeting. Mr. Kane replied that the Board should hurry and fill one of those vacant seats or get one of the other members to quickly attend the meeting because the Board could not go into executive session until there were four members who voted in the affirmative to go into executive session.

Bottom line – no matter the reason or the condition, it takes four affirmative votes to move into executive session if you have a five member board. For those boards with three members, it will take two affirmative votes; for those boards with six members, it will take four affirmative votes; for those Boards with seven, eight, or nine members, it will take six affirmative votes.

See you in a couple of weeks! *Karen*

Karen L. Echeverria

Executive Director

Idaho School Boards Association

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