

LAPWAI SCHOOL DISTRICT #341
BOARD OF TRUSTEES - REGULAR MONTHLY MEETING
Lapwai School District Office, 404 S Main St, Lapwai, Idaho
Wednesday, February 17, 2016 - 5:00 pm - Agenda

- | | |
|--------------------|--|
| | 1) Call to Order |
| | A. Pledge of Allegiance |
| | B. Roll Call |
| <u>Page</u> | 2) A. Consent Agenda |
| 2 | A. Approval of Minutes – January 20, 2016 |
| 3 | B. Budget Report/Balance Sheet |
| 22 | C. Payment of Current Bills |
| 26 | D. Associated Student Body Accounts |
| | 3) Discussion Items |
| | A. Middle/High School Choir |
| | B. Middle/High School PBIS PLC Presentation |
| 30, 45, | C. Administrator’s Report – Superintendent, Athletic Director, Principals, SPED Director |
| 51, 68, | |
| 153 | |
| | 4) Unscheduled Delegations (please call at least 3 days prior to the meeting to be included) |
| | A. |
| | 5) Action Items |
| | A. Emergency Closure – February 8, 2016 |
| 248 | B. Policy – First Reading - Academic Intervention – 502.11 |
| 249 | C. Northwest Indian Youth Conference – Spokane – March 28-31, 2016 |
| | 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 74-206(1)) |
| | A. Superintendent Evaluation |
| | 7) Adjourn |

LAPWAI SCHOOL DISTRICT #341

School Board Minutes

Regular Meeting

January 20, 2016

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 5:03 p.m. after which the board led those in attendance in the Pledge of Allegiance. Roll Call was made, present were Trustees Samuels-Allen, Meisner, Garcia, and Bell. Trustee Johnson was absent. Board Chair Samuels-Allen presided at the meeting. Also attending was Superintendent Aiken and Clerk Weeks. The audience included Heather Kirk and Janell Williams.

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

Heather Kirk, 4th Grade Teacher, and Janell Williams, Reading Tutor, of the Elementary English Language Arts PLC gave a short presentation on their activities.

Superintendent Aiken, Elementary School Principal Wagner, Middle/High School Principal, and Special Education Director Ravet touched on their reports and activities.

Tonia Garcia, had a question for the board regarding mandatory reporting of student abuse. Superintendent Aiken will respond with the details of the district's policy and procedures in this area within the week.

The topic of purchasing a 65 passenger bus was discussed. The Bus Manager had identified the highest need for replacement being a larger bus for activity trips. Considering funding has improved, the importance of updating the bus fleet while we can was discussed. The Post Falls School District had bid and purchased a 65 passenger bus for \$85,649, less trade-in of \$1,500. The vendor, Western Mountain Bus Sales, was willing to sell the same bus to the Lapwai School District for the same terms. One bus would be traded in. Trustee Bell moved and Trustee Garcia seconded to approve the purchase of this bus along with the old bus being traded in. A vote was taken and the motion passed.

The timing of the February Board meeting dates was discussed. The regular date falls on a Holiday. After discussion, the consensus was to have the board meeting on Wednesday, February 17.

The diploma awarded by Lapwai High School does not have a crest. Various crests were presented for review. Comment was taken for which one to pick. It was thought it would be a nice addition to the diploma. No board action taken. Administration will work on an update before the vendor deadline of February 1.

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

Board Chair Samuels-Allen declared the meeting adjourned at 7:07 p.m.

Clerk

Board Chair

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
GENERAL FUND							
REVENUE							
100-411400-000	DISTRICT TORT REVENUE	33,798.00CR	266.40CR	21,943.40CR	11,854.60CR	1%	65%
100-411900-000	OTHER TAXES	0.00	0.00	548.24CR	548.24	0%	0%
100-413000-000	PENALTY & INT--DELINQUENT TAXES	3,000.00CR	62.62CR	1,702.04CR	1,297.96CR	2%	57%
100-415000-000	EARNINGS ON INVESTMENTS	1,700.00CR	0.00	2,182.61CR	482.61	0%	128%
100-419900-000	OTHER LOCAL REVENUE	40,000.00CR	30,582.65CR	44,520.88CR	4,520.88	76%	111%
100-419901-000	DRIVERS ED.--STUDENT FEES	2,500.00CR	100.00CR	800.00CR	1,700.00CR	4%	32%
100-419903-000	GRANTS	0.00	0.00	11,977.16CR	11,977.16	0%	0%
**TOTAL LOCAL REVENUE		80,998.00CR	31,011.67CR	83,674.33CR	2,676.33	38%	103%
100-431100-000	STATE APPORTIONMENT	2,336,882.00CR	0.00	1,612,225.65CR	724,656.35CR	0%	69%
100-431200-000	TRANSPORTATION SUPPORT REVENUE	133,163.00CR	0.00	94,440.71CR	38,722.29CR	0%	71%
100-431401-000	SED SUPPORT	20,000.00CR	0.00	26,136.14CR	6,136.14	0%	131%
100-431800-000	BENEFIT APPORTIONMENT	314,492.00CR	0.00	225,600.50CR	88,891.50CR	0%	72%
100-431900-000	OTHER STATE SUPPORT	100,864.00CR	0.00	3,791.25CR	97,072.75CR	0%	4%
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	REMEDATION	13,000.00CR	0.00	0.00 (	13,000.00)	0%	0%
100-431930-000	STATE TECHNOLOGY SUPPORT	31,160.00CR	0.00	17,421.00CR	13,739.00CR	0%	56%
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	1,302.80CR	1,303.20CR	0%	50%
100-438001-000	REV. IN LIEU-AG. EQUIP.	2,160.00CR	0.00	1,620.00CR	540.00CR	0%	75%
**TOTAL STATE REVENUE		3,061,972.00CR	0.00	2,054,454.05CR	1,007,517.95CR	0%	67%
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	5,875.86CR	118,700.66CR (	127,299.34)	2%	48%
100-448200-000	IMPACT AID P.L. 81-874	2,100,000.00CR	390,758.18CR	2,076,473.59CR	23,526.41CR	19%	99%
**TOTAL FEDERAL REVENUE		2,346,200.00CR	396,634.04CR	2,195,174.25CR	151,025.75CR	17%	94%
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	427,645.71CR	4,334,527.05CR	1,605,142.95CR	7%	73%

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	309,203.89	450,161.11	0%	41%
100-512115-000	ELEMENTARY NON-CERTIFIED SALARIES	53,500.00	0.00	24,038.15	29,461.85	0%	45%
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	4,592.95	15,407.05	0%	23%
100-512200-000	ELEMENTARY FRINGE BENEFITS	143,250.00	0.00	58,110.55	85,139.45	0%	41%
100-512210-000	ELEMENT. LIFE/EMP. ASSIST.	1,920.00	0.00	1,056.63	863.37	0%	55%
100-512220-000	EMPLOYER FICA	74,711.00	0.00	23,671.35	51,039.65	0%	32%
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	4,535.94	7,511.06	0%	38%
100-512290-000	RETIREMENT BENEFIT	108,232.00	0.00	38,967.96	69,264.04	0%	36%
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	120.00	1,865.80	6,134.20	2%	23%
100-512322-000	COPIER RENTAL	7,500.00	950.61	5,079.29	2,420.71	13%	68%
100-512380-000	ELEMENTARY TRAVEL	1,200.00	0.00	0.00	1,200.00	0%	0%
100-512410-000	ELEMENT. FIXED MATERIALS	14,000.00	224.98	8,154.87	5,845.13	2%	58%
100-512410-100	TEACHER SUPPLIES	3,800.00	194.85	1,144.54	2,655.46	5%	30%
100-512412-000	MUSIC SUPPLIES	1,000.00	0.00	203.55	796.45	0%	20%
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	1,490.44	511,257.58	724,651.42	0%	41%
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	284,471.73	394,344.27	0%	42%
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	15,026.48	8,279.52	0%	64%
100-515160-000	HS SUBSTITUTE SALARIES	20,000.00	0.00	13,480.00	6,520.00	0%	67%
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	47,735.05	61,907.95	0%	44%
100-515210-000	HS LIFE INSURANCE BENEFIT	2,208.00	0.00	872.00	1,336.00	0%	39%
100-515220-000	HS EMPLOYER FICA	64,051.00	0.00	25,374.85	38,676.15	0%	40%
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	4,058.05	6,232.95	0%	39%
100-515290-000	HS PERSI BENEFIT	92,458.00	0.00	39,306.92	53,151.08	0%	43%
100-515321-000	COPIER RENTAL	7,000.00	765.78	5,212.57	1,787.43	11%	74%
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	152.00	1,348.00	0%	10%
100-515410-000	H.S. FIXED MATERIALS	10,000.00	1,360.34	8,745.72	1,254.28	14%	87%
100-515410-100	TEACHER SUPPLIES	2,800.00	10.95CR	490.47	2,309.53	0%	18%
100-515411-000	DRIVERS ED. MATERIALS	250.00	0.00	0.00	250.00	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	0.00	11,665.43	(11,165.43)	0%	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	2,115.17	463,747.54	603,096.46	0%	43%
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	114,721.20	93,113.80	0%	55%
100-521115-000	RESOURCE ROOM AIDES' SALARIES	120,407.00	0.00	13,940.80	106,466.20	0%	12%
100-521160-000	EXCEPT. CHILD CERT. SUBSTITUTES	10,000.00	0.00	3,460.05	6,539.95	0%	35%
100-521200-000	RESOURCE ROOM FRINGE BENEFITS	72,812.00	0.00	24,084.10	48,727.90	0%	33%
100-521210-000	EXCEPT. LIFE/EMP. ASSIST.	1,136.00	0.00	408.60	727.40	0%	36%
100-521220-000	EMPLOYER FICA	31,446.00	0.00	15,063.40	16,382.60	0%	48%
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	2,516.72	2,536.28	0%	50%
100-521290-000	RETIREMENT BENEFIT	45,399.00	0.00	22,610.28	22,788.72	0%	50%
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	250.24	9,403.16	14,596.84	1%	39%
100-521311-000	MEDICAID MATCH	70,000.00	0.00	67,500.00	2,500.00	0%	96%
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	0.00	11,708.97	(1,708.97)	0%	117%
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	250.24	288,762.28	348,570.72	0%	45%

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	30,329.00	39,459.00	0%	43%
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	5,953.25	7,186.75	0%	45%
100-522210-000	PRESCHOOL LIFE/EMP. ASSIST.	192.00	0.00	101.10	90.90	0%	53%
100-522220-000	EMPLOYER FICA	6,497.00	0.00	2,066.91	4,430.09	0%	32%
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	471.05	573.95	0%	45%
100-522290-000	RETIREMENT BENEFIT	9,387.00	0.00	4,107.13	5,279.87	0%	44%
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%
**TOTAL PRESCHOOL PROGRAM		103,058.00	0.00	43,322.44	59,735.56	0%	42%
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	40,720.40	24,279.60	0%	63%
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	28.03 (	28.03)	0%	0%
100-532220-000	EMPLOYER FICA	4,973.00	0.00	3,079.06	1,893.94	0%	62%
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	143.83	266.17	0%	35%
100-532290-000	RETIREMENT BENEFIT	3,679.00	0.00	1,284.30	2,394.70	0%	35%
100-532310-000	SCHOOL ACT. DUES/SERVICES	1,000.00	0.00	2,706.46 (	1,706.46)	0%	271%
100-532380-000	SCHOOL ACT. TEACHER TRAVEL	7,000.00	0.00	3,508.50	3,491.50	0%	50%
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	0.00	53,970.29	29,042.71	0%	65%
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	12,966.25	13,163.75	0%	50%
100-611200-000	GUIDANCE FRINGE BENEFITS	3,770.00	0.00	1,570.80	2,199.20	0%	42%
100-611210-000	GUIDANCE LIFE/EMP. ASSIST.	96.00	0.00	45.51	50.49	0%	47%
100-611220-000	EMPLOYER FICA	2,287.00	0.00	1,104.91	1,182.09	0%	48%
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	185.12	191.88	0%	49%
100-611290-000	RETIREMENT BENEFIT	3,385.00	0.00	4,271.88 (	886.88)	0%	126%
100-611310-000	HEALTH/GUIDANCE PURCHASE SERVICES	4,500.00	0.00	3,521.00	979.00	0%	78%
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%
**TOTAL GUIDANCE PROGRAM		41,406.00	0.00	23,808.47	17,597.53	0%	58%
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	36,783.30 (	655.30)	0%	102%
100-616115-000	NON CERT ANCILLARY SALARY	0.00	0.00	50,905.42 (	50,905.42)	0%	0%
100-616200-000	ANCILLARY FRINGE BENEFITS	6,599.00	0.00	22,397.85 (	15,798.85)	0%	339%
100-616210-000	EMPLOYEE LIFE INSUR	240.00	0.00	341.27 (	101.27)	0%	142%
100-616220-000	EMPLOYER FICA	3,269.00	0.00	8,079.74 (	4,810.74)	0%	247%
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	1,394.86 (	856.86)	0%	259%
100-616290-000	RETIREMENT BENEFIT	4,837.00	0.00	9,835.57 (	4,998.57)	0%	203%
100-616300-000	CDS CONTRACT	325,000.00	24,615.00	153,230.50	171,769.50	8%	47%
100-616410-000	ANCILLARY SUPPLIES	800.00	0.00	0.00	800.00	0%	0%
**TOTAL SPECIAL SERVICES PROGRAM		377,642.00	24,615.00	284,043.51	93,598.49	7%	75%
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	1,496.00	6,504.00	0%	19%
100-621311-000	MENTORING PURCHASED SERVICES	32,280.00	0.00	4,829.98	27,450.02	0%	15%
100-621380-000	TRAVEL/TRNG.	100.00	355.11	3,436.42 (	3,336.42)	355%	999%
100-621410-000	MENTORING SUPPLIES	100.00	0.00	51.24	48.76	0%	51%
**TOTAL INSTRUCTION IMPROVEMENT		76,885.00	355.11	9,813.64	67,071.36	0%	13%

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	8,191.65	11,468.35	0%	42%
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	2,647.50	3,706.50	0%	42%
100-622210-000	LIB./TECH. LIFE/EMP. ASSIST.	96.00	0.00	54.95	41.05	0%	57%
100-622220-000	EMPLOYER FICA	2,067.00	0.00	825.89	1,241.11	0%	40%
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	140.27	187.73	0%	43%
100-622290-000	RETIREMENT BENEFIT	2,945.00	0.00	1,226.99	1,718.01	0%	42%
100-622323-000	VALNET COMMUNICATIONS	4,610.00	1,220.00	3,660.00	950.00	26%	79%
100-622410-000	LIBRARY MATERIALS--ELEMENTARY	5,000.00	488.12	1,583.68	3,416.32	10%	32%
100-622410-100	SCHOOL LIBRARY ACCESS GRANT \$5000	0.00	0.00	0.00	0.00	0%	0%
100-622412-000	LIBRARY MATERIALS--SECONDARY	5,000.00	0.00	755.99	4,244.01	0%	15%
**TOTAL EDUCATIONAL MEDIA PROGRAM		47,206.00	1,708.12	19,196.92	28,009.08	4%	41%
T E C H N O L O G Y							
100-623110-000	TECHNOLOGY CERTIFIED SALARY	70,877.00	0.00	30,417.90	40,459.10	0%	43%
100-623115-000	TECHNOLOGY SALARY	11,239.00	0.00	5,218.78	6,020.22	0%	46%
100-623200-000	TECHNOLOGY FRINGE BENEFITS	7,539.00	0.00	3,141.25	4,397.75	0%	42%
100-623210-000	TECHNOLOGY LIFE BENEFIT	96.00	0.00	56.00	40.00	0%	58%
100-623220-000	TECHNOLOGY FICA BENEFIT	6,859.00	0.00	2,550.35	4,308.65	0%	37%
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	435.93	694.07	0%	39%
100-623290-000	TECHNOLOGY PERSI BENEFIT	10,149.00	0.00	3,798.90	6,350.10	0%	37%
100-623310-000	TECHNOLOGY PURCHASE SERVICES	5,000.00	0.00	4,653.52	346.48	0%	93%
100-623323-000	TECHNOLOGY INTERNET COMMUNICATIONS	2,000.00	0.00	1,477.00	523.00	0%	74%
100-623410-000	TECHNOLOGY SUPPLIES/MATERIALS	2,500.00	0.00	190.50	2,309.50	0%	8%
100-623411-000	TECHNOLOGY--ELEMENTARY	40,000.00	0.00	2,841.63	37,158.37	0%	7%
100-623412-000	TECHNOLOGY SECONDARY	40,000.00	0.00	9,682.47	30,317.53	0%	24%
**TOTAL INSTRUCT. TECHNOLOGY		197,873.00	0.00	64,840.23	133,032.77	0%	33%
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	4,035.86	23,209.56	15,790.44	10%	60%
100-631410-000	SUPPLIES - SCHOOL BOARD	650.00	28.13	535.32	114.68	4%	82%
**TOTAL BOARD OF EDUCATION PROGRAM		39,650.00	4,063.99	23,744.88	15,905.12	10%	60%
D I S T R I C T A D M I N.							
100-632110-000	DISTRICT ADMINISTRATION SALARIES	104,709.00	0.00	61,080.25	43,628.75	0%	58%
100-632115-000	DISTRICT ADMIN. CLASSIFIED	45,280.00	0.00	26,413.31	18,866.69	0%	58%
100-632200-000	DISTRICT FRINGE BENEFITS	20,634.00	0.00	12,036.50	8,597.50	0%	58%
100-632210-000	DISTRICT LIFE/EMP. ASSIST.	336.00	0.00	186.90	149.10	0%	56%
100-632220-000	EMPLOYER FICA	13,053.00	0.00	7,086.36	5,966.64	0%	54%
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	1,254.12	895.88	0%	58%
100-632290-000	RETIREMENT BENEFIT	19,314.00	0.00	11,266.71	8,047.29	0%	58%
100-632310-000	BANK FEES / GRANT SVCS	40,000.00	2,882.25	26,220.37	13,779.63	7%	66%
100-632322-000	COPIER RENTAL	4,000.00	0.00	2,185.08	1,814.92	0%	55%
100-632333-000	DISTRICT COMMUNICATIONS	4,000.00	80.39	7,347.98	(3,347.98)	2%	184%
100-632380-000	DISTRICT TRAVEL--GENERAL	7,500.00	251.83	1,579.53	5,920.47	3%	21%
100-632390-000	DISTRICT PURCHASED SERVICES	50,000.00	576.55	34,437.62	15,562.38	1%	69%
100-632410-000	DISTRICT SUPPLIES	4,000.00	237.42	1,705.80	2,294.20	6%	43%
100-632412-000	DISTRICT SUBSCRIPTIONS	400.00	0.00	293.99	106.01	0%	73%
**TOTAL DISTRICT ADMINISTRATION		316,297.00	4,028.44	193,791.52	122,505.48	1%	61%

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	83,733.30	137,062.70	0%	38%
100-641115-000	ADMINISTRATIVE NON-CERTIFIED	69,910.00	0.00	28,374.56	41,535.44	0%	41%
100-641200-000	SCHOOL ADMIN FRINGE BENEFITS	45,384.00	0.00	18,692.85	26,691.15	0%	41%
100-641210-000	SCHOOL ADMIN. LIFE/EMP. ASSIST.	768.00	0.00	490.82	277.18	0%	64%
100-641220-000	EMPLOYER FICA	25,711.00	0.00	9,555.10	16,155.90	0%	37%
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	1,673.11	2,561.89	0%	40%
100-641290-000	RETIREMENT BENEFIT	38,045.00	0.00	14,674.55	23,370.45	0%	39%
100-641323-000	SCHOOL COMMUNICATIONS	16,500.00	69.32	22,817.92	(6,317.92)	0%	138%
100-641380-000	SCHOOL ADMIN. TRAVEL	2,000.00	0.00	487.80	1,512.20	0%	24%
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	0.00	1,159.29	840.71	0%	58%
100-641412-000	DUES/SUBSCRIPTIONS/REGISTRATIONS	1,500.00	0.00	1,550.00	(50.00)	0%	103%
**TOTAL SCHOOL ADMINISTRATION		430,664.00	69.32	184,753.45	245,910.55	0%	43%
C U S T O D I A L							
100-661115-000	CUSTODIAL SALARIES	115,374.00	0.00	62,021.46	53,352.54	0%	54%
100-661165-000	CUSTODIAL SUBSTITUTES	10,000.00	0.00	9,747.60	252.40	0%	97%
100-661200-000	CUSTODIAL FRINGE BENEFITS	42,459.00	0.00	23,789.25	18,669.75	0%	56%
100-661210-000	CUSTODIAL LIFE/EMP. ASSIST.	384.00	0.00	227.47	156.53	0%	59%
100-661220-000	EMPLOYER FICA	12,839.00	0.00	6,805.20	6,033.80	0%	53%
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	1,085.72	903.28	0%	55%
100-661290-000	RETIREMENT BENEFIT	17,867.00	0.00	9,748.31	8,118.69	0%	55%
100-661322-000	CUSTODIAL PURCHASED SERVICES	0.00	0.00	103.00	(103.00)	0%	0%
100-661330-000	UTILITIES	190,000.00	16,657.31	110,830.31	79,169.69	9%	58%
100-661410-000	CUSTODIAL SUPPLIES	24,000.00	1,181.46	23,818.36	181.64	5%	99%
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	17,838.77	292,920.68	168,844.32	4%	63%
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	15.68	988.78	4,011.22	0%	20%
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	126.00	887.95	1,112.05	6%	44%
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	0.00	252.90	247.10	0%	51%
100-663410-000	MATERIALS--MAINT/BUS BARN FAC.	3,000.00	48.57	2,068.67	931.33	2%	69%
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	190.25	4,798.30	8,201.70	1%	37%
M A I N T E N A N C E							
100-664115-000	GENERAL MAINTENANCE SALARIES	41,620.00	0.00	24,176.31	17,443.69	0%	58%
100-664200-000	MAINTENANCE FRINGE BENEFITS	10,317.00	0.00	5,271.75	5,045.25	0%	51%
100-664210-000	MAINTENANCE LIFE/EMP. ASSIST.	96.00	0.00	48.14	47.86	0%	50%
100-664220-000	EMPLOYER FICA	3,973.00	0.00	2,252.79	1,720.21	0%	57%
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	371.08	282.92	0%	57%
100-664290-000	RETIREMENT BENEFIT	5,879.00	0.00	3,333.48	2,545.52	0%	57%
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	457.35	40,917.31	(20,917.31)	2%	205%
100-664312-000	PURCHASE SERVICE--SECONDARY	20,000.00	3,088.55	33,010.14	(13,010.14)	15%	165%
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	4,910.36	5,089.64	0%	49%
100-664412-000	MATERIALS--SECONDARY	10,000.00	375.16	14,923.98	(4,923.98)	4%	149%
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	3,921.06	135,752.39	50,743.61	2%	73%
G R O U N D S C A R E							
100-665310-000	PURCHASE SERVICE--GROUNDS	27,000.00	995.00	17,136.21	9,863.79	4%	63%
100-665410-000	MATERIALS--GROUNDS	23,000.00	747.35	4,724.42	18,275.58	3%	21%
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	1,742.35	25,311.30	34,688.70	3%	42%

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	26,518.73	25,820.27	0%	51%
100-681120-000	TRANSP. SALARIES--MECHANIC @ 85%	31,475.00	0.00	18,360.37	13,114.63	0%	58%
100-681125-000	TRANSP. SALARIES--SUPV. @ 50%	16,948.00	0.00	9,886.31	7,061.69	0%	58%
100-681165-000	TRANSP. SALARIES--SUBS @ 50%	2,000.00	0.00	605.13	1,394.87	0%	30%
100-681200-000	TRANSP. FRINGE BENEFITS @ 50%	10,145.00	0.00	8,052.78	2,092.22	0%	79%
100-681201-000	TRANSP. FRINGE BENEFITS @ 85%	6,706.00	0.00	2,106.37	4,599.63	0%	31%
100-681210-000	TRANSP. LIFE INSURANCE @ 50%	192.00	0.00	145.56	46.44	0%	76%
100-681211-000	TRANSP. LIFE INSURANCE @ 85%	96.00	0.00	33.46	62.54	0%	35%
100-681220-000	TRANSP. EMPLOYER FICA/MDC @ 50%	6,994.00	0.00	4,586.77	2,407.23	0%	66%
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	542.03 (	61.03)	0%	113%
100-681281-000	TRANSP. SICK LEAVE @ 85%	1,000.00	0.00	257.88	742.12	0%	26%
100-681290-000	TRANSP. PERSI BENEFIT @ 50%	8,992.00	0.00	4,816.46	4,175.54	0%	54%
100-681291-000	TRANSP. PERSI BENEFIT @ 85%	4,322.00	0.00	2,316.79	2,005.21	0%	54%
100-681310-000	BUS CONTRACT REPAIRS @ 85%	15,000.00	310.00	7,192.87	7,807.13	2%	48%
100-681311-000	PHYSICALS/DRUG TESTING @ 50%	1,300.00	250.00	847.85	452.15	19%	65%
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	16.76	3,24CR	403.24	4%	0%
100-681319-000	BUS BARN UTILITIES @ 50%	14,000.00	1,770.15	6,801.97	7,198.03	13%	49%
100-681320-000	TRANSP. 100% CELL PHONE @ 50%	360.00	0.00	180.00	180.00	0%	50%
100-681345-000	TRANSP. IN-LIEU-OF @ 50%	1,500.00	89.64	411.30	1,088.70	6%	27%
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	1,644.96	7,814.84	17,185.16	7%	31%
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	423.30	7,775.52	5,224.48	3%	60%
100-681426-000	BUS OFFICE SUPPLIES/POSTAGE @ 50%	1,000.00	0.00	46.00	954.00	0%	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	58.44	441.56	0%	12%
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	4,504.81	114,368.19	111,410.81	2%	51%
100-682115-000	TRANSP. SALARIES--ACTIVITY/SHUTTLE	10,000.00	0.00	7,482.87	2,517.13	0%	75%
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	273.29 (	23.29)	0%	109%
**TOTAL TRANSP. ACTIVITY PROGRAM		10,977.00	0.00	8,102.16	2,874.84	0%	74%
TRANSP-OTHER VEH							
100-683310-000	PURCHASE SERVICES-NON ALLOWABLE	1,000.00	45.66	220.29	779.71	5%	22%
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	45.66	220.29	1,179.71	3%	16%
NON INSTRUCTION							
100-710220-000	FOOD EMPLOYER FICA	9,510.00	0.00	3,503.98	6,006.02	0%	37%
***TOTAL NON-INSTRUCTION		9,510.00	0.00	3,503.98	6,006.02	0%	37%
CAPITAL							
100-810520-000	CONSTRUCTION	19,980.00	0.00	19,688.44	291.56	0%	99%
100-810540-000	CAPITAL EQUIPMENT-VEHICLES	0.00	0.00	23,568.00 (	23,568.00)	0%	0%
***TOTAL CAPITAL ASSETS		19,980.00	0.00	43,256.44	23,276.44CR	0%	216%
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	66,938.73	2,793,286.48	3,146,383.52	1%	47%

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	620.00	2, 761.14	5, 110.86	8%	35%
231-621310-000	G/T SPECIALIST HONORARIUMS	0.00	0.00	0.00	0.00	0%	0%
	***TOTAL EXPENDITURES	7, 872.00	620.00	3, 330.31	4, 541.69	8%	42%
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	6, 073.55 (	6, 073.55)	0%	0%
232-512210-000	LIFE INS BENEFIT	0.00	0.00	14.06 (	14.06)	0%	0%
232-512220-000	FICA	0.00	0.00	456.99 (	456.99)	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	76.48 (	76.48)	0%	0%
232-512290-000	PERSI	0.00	0.00	687.51 (	687.51)	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	144.75	1, 939.50 (	1, 939.50)	0%	0%
232-515412-000	NPT GRANT VISUAL ARTS SUPPLIES	0.00	0.00	1, 558.81 (	1, 558.81)	0%	0%
232-515416-000	NPT - CULTURALLY RESPONSIVE SUPPLIES - 2	0.00	0.00	742.60 (	742.60)	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	0.00	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	144.75	12, 957.30	12, 957.30CR	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	600.75	3, 043.25	0%	16%
	***TOTAL EXPENDITURES	3, 644.00	0.00	600.75	3, 043.25	0%	16%
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	996.63	6, 213.37	0%	14%
235-515220-000	JOB SKILLS EMPLOYER FICA	551.00	0.00	76.24	474.76	0%	14%
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	1, 101.87	6, 698.13	0%	14%

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	10,500.00CR	240.00	0%	102%
243-432420-000	STATE VOC. ED.--BUSINESS PROGRAM	8,550.00CR	0.00	6,912.78CR	1,637.22CR	0%	81%
***TOTAL REVENUE		18,810.00CR	0.00	17,412.78CR	1,397.22CR	0%	93%
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	42.96	2,132.47	2,867.53	1%	43%
243-515552-000	VOC. ED. EQUIPMENT--AG. PROGRAM	760.00	0.00	0.00	760.00	0%	0%
**TOTAL AG. PROGRAM		10,260.00	42.96	2,140.47	8,119.53	0%	21%
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	944.44	2,622.16	2,862.84	17%	48%
243-515553-000	VOC. ED. EQUIPMENT--BUSINESS	0.00	0.00	0.00	0.00	0%	0%
**TOTAL BUSINESS PROGRAM		8,550.00	944.44	2,622.16	5,927.84	11%	31%
***TOTAL EXPENDITURES		18,810.00	987.40	4,762.63	14,047.37	5%	25%
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	38,090.88CR	61,909.12CR	0%	38%
***TOTAL REVENUE		104,278.00CR	0.00	38,090.88CR	66,187.12CR	0%	37%
246-515111-000	SALARIES	51,016.00	0.00	20,189.06	30,826.94	0%	40%
246-515200-000	FRINGE	11,309.00	0.00	4,712.05	6,596.95	0%	42%
246-515210-000	LIFE	96.00	0.00	83.77	12.23	0%	87%
246-515220-000	FICA	4,768.00	0.00	1,881.69	2,886.31	0%	39%
246-515270-000	WORKERS COMP	337.00	0.00	255.00	82.00	0%	76%
246-515280-000	UUSL	785.00	0.00	327.17	457.83	0%	42%
246-515290-000	PERSI	7,055.00	0.00	2,818.79	4,236.21	0%	40%
246-515310-000	PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
246-515311-000	PURCHASED SERVICES - SPFG	19,684.00	800.00	8,681.93	11,002.07	4%	44%
246-515381-000	TRAVEL	0.00	2,181.23	6,201.05	(6,201.05)	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	0.00	155.46	4,794.54	0%	3%
246-920800-000	INDIRECT COSTS	0.00	0.00	603.00	(603.00)	0%	0%
***TOTAL EXPENDITURES		104,278.00	2,981.23	45,908.97	58,369.03	3%	44%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
CHAPTER I FUND							
251-445100-000	FEDERAL ASSISTANCE	105,139.00CR	0.00	36,283.87CR	68,855.13CR	0%	35%
251-445101-000	SCHOOL IMPROVEMENT ASSISTANCE	181,649.00CR	0.00	121,888.99CR	59,760.01CR	0%	67%
	***TOTAL REVENUE	286,788.00CR	0.00	158,172.86CR	128,615.14CR	0%	55%
251-512110-000	TEACHER SALARIES--ELEMENTARY	59,222.00	0.00	25,539.16	33,682.84	0%	43%
251-512115-000	TEACHER AIDES--ELEMENTARY	8,570.00	0.00	2,939.55	5,630.45	0%	34%
251-512200-000	ELEMENTARY FRINGE BENEFITS	10,692.00	0.00	4,222.50	6,469.50	0%	39%
251-512210-000	ELEMENT. LIFE/EMP. ASSIST.	192.00	0.00	82.22	109.78	0%	43%
251-512220-000	EMPLOYER FICA	6,616.00	0.00	2,073.77	4,542.23	0%	31%
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	425.48	664.52	0%	39%
251-512290-000	RETIREMENT BENEFIT	9,790.00	0.00	3,701.77	6,088.23	0%	38%
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	48,549.18	74,600.82	0%	39%
251-512201-000	FRINGE - SIG	18,853.00	0.00	9,874.05	8,978.95	0%	52%
251-512211-000	LIFE INS BENEFIT - SIG	288.00	0.00	236.99	51.01	0%	82%
251-512221-000	EMPLOYER FICA - SIG	10,863.00	0.00	4,378.02	6,484.98	0%	40%
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	540.80	1,248.20	0%	30%
251-512291-000	PERSI - SIG	16,075.00	0.00	6,725.39	9,349.61	0%	42%
251-512311-000	SIG PURCHASED SERVICES	6,864.00	0.00	27,869.65 (	21,005.65)	0%	406%
251-512411-000	SIG SUPPLIES	3,000.00	0.00	34,230.11 (	31,230.11)	0%	999%
251-632115-000	ADMIN. SALARIES	8,000.00	0.00	4,666.62	3,333.38	0%	58%
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	9.10 (	9.10)	0%	0%
251-632220-000	EMPLOYER FICA	0.00	0.00	330.59 (	330.59)	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	58.80 (	58.80)	0%	0%
251-632290-000	RETIREMENT BENEFIT	0.00	0.00	528.29 (	528.29)	0%	0%
251-632410-000	ADMINISTRATION SUPPLIES/MATERIALS	0.00	0.00	0.00	0.00	0%	0%
	***TOTAL EXPENDITURES	286,788.00	0.00	177,919.04	108,868.96	0%	62%

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	24,159.38CR	96,572.62CR	0%	20%
257-445600-000	FEDERAL ASSISTANCE--IEP SOFTWARE	0.00	0.00	19,813.22CR	19,813.22	0%	0%
	***TOTAL REVENUE	120,732.00CR	0.00	43,972.60CR	76,759.40CR	0%	36%
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	29,543.41	41,029.59	0%	42%
257-521200-000	FRINGE BENEFITS-TITLE VI-B	28,024.00	0.00	10,961.00	17,063.00	0%	39%
257-521210-000	LIFE/EMP. ASSIST. PLAN	480.00	0.00	239.35	240.65	0%	50%
257-521220-000	EMPLOYER FICA	7,543.00	0.00	2,975.62	4,567.38	0%	39%
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	532.00	710.00	0%	43%
257-521290-000	RETIREMENT BENEFIT	11,161.00	0.00	4,585.11	6,575.89	0%	41%
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	51,613.49	69,118.51	0%	43%

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	2,964.00CR	0.00	0%	100%
***TOTAL REVENUE		2,964.00CR	0.00	2,964.00CR	0.00	0%	100%
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	4,607.31CR	11,630.76CR	16,165.24CR	17%	42%
***TOTAL REVENUE		27,796.00CR	4,607.31CR	11,630.76CR	16,165.24CR	17%	42%
262-512115-000	ELEMENTARY CLASSIFIED SALARY	16,634.00	0.00	7,022.05	9,611.95	0%	42%
262-512200-000	FRINGE BENEFITS	6,284.00	0.00	2,527.50	3,756.50	0%	40%
262-512210-000	LIFE INSURANCE BENEFIT	0.00	0.00	51.62 (	51.62)	0%	0%
262-512220-000	FICA BENEFIT	1,753.00	0.00	730.52	1,022.48	0%	42%
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	124.07	164.93	0%	43%
262-512290-000	PERSI BENEFIT	2,595.00	0.00	1,081.00	1,514.00	0%	42%
***TOTAL EXPENDITURES		27,796.00	0.00	11,630.76	16,165.24	0%	42%
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	14,932.84CR	43,389.05CR	42,610.95CR	17%	50%
***TOTAL REVENUE		86,000.00CR	14,932.84CR	43,389.05CR	42,610.95CR	17%	50%
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	3,672.05	2,909.95	0%	56%
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	364.83 (	364.83)	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	3,576.25	4,756.75	0%	43%
267-611200-000	LIAISON FRINGE BENEFITS	0.00	0.00	1,396.25 (	1,396.25)	0%	0%
267-611210-000	LIFE/EMP. ASSIST. PLAN	0.00	0.00	33.14 (	33.14)	0%	0%
267-611220-000	EMPLOYER FICA	0.00	0.00	533.25 (	533.25)	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	88.94 (	88.94)	0%	0%
267-611290-000	RETIREMENT BENEFIT	0.00	0.00	799.18 (	799.18)	0%	0%
267-632110-000	COORDINATOR SALARY	10,000.00	0.00	5,887.50	4,112.50	0%	59%
267-632116-000	SECRETARY'S SALARY	35,596.00	0.00	14,682.50	20,913.50	0%	41%
267-632200-000	SECRETARY'S FRINGE BENEFITS	11,487.00	0.00	3,257.05	8,229.95	0%	28%
267-632210-000	EMPLOYEE ASSIST. PLAN	96.00	0.00	54.59	41.41	0%	57%
267-632220-000	EMPLOYER FICA	5,508.00	0.00	1,459.86	4,048.14	0%	27%
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	208.91	489.09	0%	30%
267-632290-000	RETIREMENT BENEFIT	6,273.00	0.00	1,794.47	4,478.53	0%	29%
267-632310-000	PURCHASED SERVICES	1,038.00	59.86	830.61	207.39	6%	80%
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	59.86	43,448.91	42,551.09	0%	51%

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	2,200.00	3,411.00	0%	39%
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	3.53 (	3.53)	0%	0%
269-515220-000	EMPLOYER FICA	2,026.00	0.00	159.08	1,866.92	0%	8%
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	27.70 (	27.70)	0%	0%
269-515290-000	PERSI	0.00	0.00	249.04 (	249.04)	0%	0%
269-515300-000	PURCHASE SERVICES	2,000.00	0.00	4,127.00 (	2,127.00)	0%	206%
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	2,806.44 (	2,806.44)	0%	0%
269-632410-000	SUPPLIES	4,398.00	0.00	1,889.25	2,508.75	0%	43%
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	11,471.04	30,528.96	0%	27%

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	10,658.68CR	21,010.32CR	0%	34%
***TOTAL REVENUE		31,669.00CR	0.00	10,658.68CR	21,010.32CR	0%	34%
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	8,249.59	12,750.41	0%	39%
271-621210-000	STAFF DEVELOPMENT LIFE INS.	0.00	0.00	26.45 (	26.45)	0%	0%
271-621220-000	STAFF DEVELOP. FICA BENEFIT	1,607.00	0.00	600.45	1,006.55	0%	37%
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	100.17	164.83	0%	38%
271-621290-000	STAFF DEVELOP. PERSI BENEFIT	2,377.00	0.00	888.55	1,488.45	0%	37%
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	0.00	1,473.95 (	1,473.95)	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	0.00	11,891.16	19,777.84	0%	38%

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	17,617.13CR	23,446.87CR	0%	43%
***TOTAL REVENUE		41,064.00CR	0.00	17,617.13CR	23,446.87CR	0%	43%
278-515110-000	GEAR UP CERT. SALARIES	0.00	0.00	5,833.30	(5,833.30)	0%	0%
278-515115-000	GEAR UP SALARIES	24,989.00	0.00	7,005.99	17,983.01	0%	28%
278-515200-000	FRINGE BENEFIT	6,284.00	0.00	2,812.32	3,471.68	0%	45%
278-515210-000	LIFE INSURANCE BENEFIT	96.00	0.00	42.81	53.19	0%	45%
278-515220-000	EMPLOYER FICA	2,392.00	0.00	1,179.54	1,212.46	0%	49%
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	124.79	154.21	0%	45%
278-515290-000	PERSI BENEFIT	2,504.00	0.00	1,111.43	1,392.57	0%	44%
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	239.99	1,798.01	0%	12%
278-621310-000	STAFF CONFERENCE/TRAINING	2,313.00	0.00	1,769.70	543.30	0%	77%
278-621380-000	STAFF TRAVEL	0.00	0.00	1,515.93	(1,515.93)	0%	0%
***TOTAL EXPENDITURES		41,064.00	0.00	21,763.80	19,300.20	0%	53%
ELEMENTARY COUNSELING GRANT							
284-443000-000	ELEMENTARY COUNSELING GRANT REVENUE	239,747.00CR	33,402.13CR	107,573.74CR	132,173.26CR	14%	45%
284-460000-000	TRANSFERS IN FROM OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
***TOTAL REVENUE		239,747.00CR	33,402.13CR	107,573.74CR	132,173.26CR	14%	45%
284-611110-000	ELEM COUNSELING GRANT SALARIES	115,386.00	0.00	59,385.60	56,000.40	0%	51%
284-611200-000	FRINGE BENEFIT	6,076.00	0.00	5,704.15	371.85	0%	94%
284-611210-000	LIFE INS. BENEFIT	0.00	0.00	177.96	(177.96)	0%	0%
284-611220-000	FICA BENEFIT	9,292.00	0.00	4,965.57	4,326.43	0%	53%
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	808.83	721.17	0%	53%
284-611290-000	PERSI BENEFIT	13,749.00	0.00	7,014.93	6,734.07	0%	51%
284-611300-000	PURCHASED SERVICES	88,830.00	0.00	1,593.24	87,236.76	0%	2%
284-611410-000	SUPPLIES	4,228.00	641.76	28,303.30	(24,075.30)	15%	669%
284-920800-000	INDIRECT COSTS	0.00	0.00	621.42	(621.42)	0%	0%
***TOTAL EXPENDITURES		239,747.00	641.76	109,075.00	130,672.00	0%	45%
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	2,932.06CR	2,932.06	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	20,188.28CR	106,510.22CR	73,489.78CR	11%	59%
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	8,271.73CR	42,863.05CR	32,136.95CR	11%	57%
290-445504-000	NSLP - SNACK REVENUE	25,000.00CR	1,202.04CR	4,557.84CR	20,442.16CR	5%	18%
290-460000-000	INTERFUND TRANSFER	0.00	0.00	0.00	0.00	0%	0%
***TOTAL REVENUE		402,500.00CR	29,662.05CR	171,596.60CR	230,903.40CR	7%	43%
290-710115-000	FOOD SERVICE SALARIES--REGULAR	90,300.00	0.00	43,990.97	46,309.03	0%	49%
290-710200-000	FRINGE BENEFITS-FOOD SERVICES	31,758.00	0.00	13,232.40	18,525.60	0%	42%
290-710210-000	LIFE/EMP. ASSIST. PLAN	576.00	0.00	324.60	251.40	0%	56%
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	741.02	796.98	0%	48%
290-710290-000	PERSI BENEFIT	13,817.00	0.00	6,464.05	7,352.95	0%	47%
290-710310-000	FOOD SERVICE - PURCHASED SERVICES	1,500.00	145.82	588.71	911.29	10%	39%
290-710410-000	FOOD SERVICE--NON-FOOD SUPPLIES	7,000.00	170.59	3,666.34	3,333.66	2%	52%
290-710411-000	FOOD SERVICE--FOOD SUPPLIES	213,225.00	8,700.88	65,416.69	147,808.31	4%	31%
290-710412-000	FOOD SERVICE--MILK	24,000.00	2,613.37	13,667.55	10,332.45	11%	57%
290-710413-000	FOOD SERVICE--COMMODITIES	13,000.00	2,445.30	10,599.51	2,400.49	19%	82%
290-710550-000	FOOD SERVICE EQUIPMENT	0.00	0.00	538.90	(538.90)	0%	0%
***TOTAL EXPENDITURES		402,500.00	14,075.96	163,614.74	238,885.26	3%	41%

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	2,176.43CR	8,079.65CR	8,375.35CR	13%	49%
291-460000-000	INTERFUND TRANSFER	2,750.00CR	0.00	0.00	2,750.00CR	0%	0%
***TOTAL REVENUE		19,205.00CR	2,176.43CR	8,079.65CR	11,125.35CR	11%	42%
291-710115-000	FRUIT/VEG. PREP SALARIES	1,300.00	0.00	781.83	518.17	0%	60%
291-710116-000	FRUIT/VEG. ADMIN. SALARIES	950.00	0.00	354.92	595.08	0%	37%
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	14.37	13.63	0%	51%
291-710290-000	PERSI BENEFIT	255.00	0.00	128.67	126.33	0%	50%
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	1,868.79	6,197.12	7,367.88	14%	46%
291-710412-000	ADMIN. SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
***TOTAL EXPENDITURES		16,455.00	1,868.79	7,556.91	8,898.09	11%	46%
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	2,007.59CR	164,353.57CR (	80,059.43)	1%	67%
310-415000-000	INVESTMENT EARNINGS	300.00CR	0.00	9.96CR	290.04CR	0%	3%
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	2,007.59CR	207,130.48CR	72,582.52CR	1%	74%
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	84,212.50	0.50	0%	100%
310-913691-000	BIRF FEES	500.00	0.00	0.00	500.00	0%	0%
***TOTAL EXPENDITURES		279,713.00	0.00	279,212.50	500.50	0%	100%
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	6.41CR	6.41	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	35.00CR	35.00	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	21.00CR	21.00	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	189.00CR	189.00	0%	0%
710-419255-000	JEFF WILSON MEMORIAL SCHOLARSHIP	0.00	0.00	35.00CR	35.00	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	286.41CR	286.41	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%

(Rprt: 01 - MAIN; Dates: 00/00/00-02/29/16; PRINT: 02/11/16 9:31:55 AM)

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
GENERAL FUND				
100-111100-000	CASH IN BANK--GENERAL FUND	115,207.30	172,650.94CR	57,443.64CR
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	489,035.99	0.00	489,035.99
100-112110-000	INVESTMENTS-DISNEY PLAYGRND #1269	4,204.91	0.00	4,204.91
100-112120-000	SAVINGS ACCOUNT--WELLS FARGO	1,259,576.63	600,000.00	1,859,576.63
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		1,869,459.38	427,349.06	2,296,808.44
100-213000-000	ACCOUNTS PAYABLE	0.00	66,642.08CR	66,642.08CR
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	33.52CR	0.00	33.52CR
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	104.04	0.00	104.04
100-221100-000	DEFERRED REVENUES	2,201.95CR	0.00	2,201.95CR
100-320200-000	FUND BALANCE - GENERAL FUND	1,867,327.95CR	360,706.98CR	2,228,034.93CR
***TOTAL LIABILITIES & FUND BAL.		1,869,459.38CR	427,349.06CR	2,296,808.44CR
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	2,740.55	0.00	2,740.55
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		2,740.55	0.00	2,740.55
231-211200-000	INTERFUND PAYABLE--NPT GRANT	0.00	0.00	0.00
231-213000-000	ACCOUNTS PAYABLE--NPT GRANT	0.00	620.00CR	620.00CR
231-320200-000	FUND BALANCE - FUND 231	2,740.55CR	620.00	2,120.55CR
***TOTAL LIABILITIES & FUND BAL.		2,740.55CR	0.00	2,740.55CR
GRANTS - NEZPERCE TRIBE & OTHERS				
232-111100-000	CASH IN BANK--NEZPERCE TRIBE GRANTS	37,258.79	0.00	37,258.79
232-114100-000	REVENUE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		37,258.79	0.00	37,258.79
232-213000-000	ACCOUNTS PAYABLE	0.00	144.75CR	144.75CR
232-320200-000	FUND BALANCE - FUND 232	37,258.79CR	144.75	37,114.04CR
***TOTAL LIABILITIES & FUND BAL.		37,258.79CR	0.00	37,258.79CR

(Rprt: 01 - MAIN; Dates: 00/00/00-02/29/16; PRINT: 02/11/16 9:31:55 AM)

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
NEXPERCE TRIBE - LITERATURE GRT				
234-111100-000	CASH IN BANK--NEZPERCE LIT GRANT	3,006.76	0.00	3,006.76
	***TOTAL ASSETS	3,006.76	0.00	3,006.76
234-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
234-320200-000	FUND BALANCE - NPT LITERATURE GRANT	3,006.76CR	0.00	3,006.76CR
	***TOTAL LIABILITIES & FUND BAL.	3,006.76CR	0.00	3,006.76CR
N E Z P E R C E TRIBE JOB SKILLS				
235-111100-000	CASH IN BANK--NEZPERCE SPEC. SERV.	6,583.72	0.00	6,583.72
235-114100-000	REVENUE RECEIVABLE	0.00	0.00	0.00
	***TOTAL ASSETS	6,583.72	0.00	6,583.72
235-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
235-320200-000	FUND BALANCE- NEZPERCE TRIBE JOB SKILLS	6,583.72CR	0.00	6,583.72CR
	***TOTAL LIABILITIES & FUND BAL.	6,583.72CR	0.00	6,583.72CR
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.	13,637.55	0.00	13,637.55
243-114100-000	SUPPORT RECEIVABLE	0.00	0.00	0.00
	***TOTAL ASSETS	13,637.55	0.00	13,637.55
243-211200-000	INTERFUND PAYABLES	0.00	0.00	0.00
243-213000-000	ACCOUNTS PAYABLE	0.00	987.40CR	987.40CR
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	13,637.55CR	987.40	12,650.15CR
	***TOTAL LIABILITIES & FUND BAL.	13,637.55CR	0.00	13,637.55CR
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	549.61CR	0.00	549.61CR
246-114000-000	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
246-114200-000	INTERFUND RECEIVABLES	0.00	0.00	0.00
	***TOTAL ASSETS	549.61CR	0.00	549.61CR
246-211200-000	INTERFUND PAYABLE	0.00	0.00	0.00
246-213000-000	ACCOUNTS PAYABLE	0.00	2,981.23CR	2,981.23CR
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	549.61	2,981.23	3,530.84
	***TOTAL LIABILITIES & FUND BAL.	549.61	0.00	549.61

(Rprt: 01 - MAIN; Dates: 00/00/00-02/29/16; PRINT: 02/11/16 9:31:56 AM)

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	19,746.18CR	0.00	19,746.18CR
251-114100-000	ASSISTANCE REC'BL--CHAPTER I	0.00	0.00	0.00
***TOTAL ASSETS		19,746.18CR	0.00	19,746.18CR
251-211200-000	INTERFUND PAYABLES	0.00	0.00	0.00
251-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
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	19,746.18	0.00	19,746.18
***TOTAL LIABILITIES & FUND BAL.		19,746.18	0.00	19,746.18
T I T L E VI-B F U N D				
257-111100-000	CASH IN BANK--TITLE VI-B	7,640.89CR	0.00	7,640.89CR
257-114100-000	REVENUE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		7,640.89CR	0.00	7,640.89CR
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	7,640.89	0.00	7,640.89
***TOTAL LIABILITIES & FUND BAL.		7,640.89	0.00	7,640.89
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	2,954.00	0.00	2,954.00
258-114100-000	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		2,954.00	0.00	2,954.00
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	2,954.00CR	0.00	2,954.00CR
***TOTAL LIABILITIES & FUND BAL.		2,954.00CR	0.00	2,954.00CR
T I T L E VI-B REAP				
262-111100-000	CASH IN BANK--REAP GRANT	4,607.31CR	4,607.31	0.00
262-114100-000	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		4,607.31CR	4,607.31	0.00
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	4,607.31	4,607.31CR	0.00
***TOTAL LIABILITIES & FUND BAL.		4,607.31	4,607.31CR	0.00

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.	14,932.84CR	14,932.84	0.00
267-114100-000	REVENUE RECEIVABLE -- TITLE V	0.00	0.00	0.00
***TOTAL ASSETS		14,932.84CR	14,932.84	0.00
267-213000-000	ACCOUNTS PAYABLE--TITLE V	0.00	59.86CR	59.86CR
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	14,932.84	14,872.98CR	59.86
***TOTAL LIABILITIES & FUND BAL.		14,932.84	14,932.84CR	0.00
J O M F U N D				
269-111100-000	CASH IN BANK--JOM	28,836.20	0.00	28,836.20
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		28,836.20	0.00	28,836.20
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	28,836.20CR	0.00	28,836.20CR
***TOTAL LIABILITIES & FUND BAL.		28,836.20CR	0.00	28,836.20CR
T I T L E IIA IMPV TEACH QUALITY				
271-111100-000	CASH IN BANK--TITLE II IMPV T QUAL	1,232.48CR	0.00	1,232.48CR
271-114000-000	RECEIVABLE--TITLE II	0.00	0.00	0.00
***TOTAL ASSETS		1,232.48CR	0.00	1,232.48CR
271-211200-000	INTERFUND PAYABLE	0.00	0.00	0.00
271-213000-000	ACCOUNTS PAYABLE--TITLE II	0.00	0.00	0.00
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	1,232.48	0.00	1,232.48
***TOTAL LIABILITIES & FUND BAL.		1,232.48	0.00	1,232.48
G E A R - U P G R A N T				
278-111100-000	CASH IN BANK--GEAR-UP GRANT	1,596.51	0.00	1,596.51
278-114000-000	REVENUE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		1,596.51	0.00	1,596.51
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	1,596.51CR	0.00	1,596.51CR
***TOTAL LIABILITIES & FUND BAL.		1,596.51CR	0.00	1,596.51CR
ELEMENTARY COUNSELING GRANT				
284-111100-000	CASH IN BANK--ELEM COUNS GRANT	33,402.13CR	33,402.13	0.00
284-114100-000	REVENUE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		33,402.13CR	33,402.13	0.00
284-213000-000	ACCOUNTS PAYABLE	0.00	641.76CR	641.76CR
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	33,402.13	32,760.37CR	641.76
***TOTAL LIABILITIES & FUND BAL.		33,402.13	33,402.13CR	0.00

(Rprt: 01 - MAIN; Dates: 00/00/00-02/29/16; PRINT: 02/11/16 9:31:56 AM)

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	61,671.36	29,662.05	91,333.41
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		61,701.36	29,662.05	91,363.41
290-213000-000	ACCOUNTS PAYABLE	0.00	14,075.96CR	14,075.96CR
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	61,701.36CR	15,586.09CR	77,287.45CR
***TOTAL LIABILITIES & FUND BAL.		61,701.36CR	29,662.05CR	91,363.41CR
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	215.10	2,176.43	2,391.53
291-114000-000	REVENUE RECEIVABLE	0.00	0.00	0.00
291-114200-000	INTERFUND RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		215.10	2,176.43	2,391.53
291-211200-000	INTERFUND PAYABLES	0.00	0.00	0.00
291-213000-000	ACCOUNTS PAYABLE	0.00	1,868.79CR	1,868.79CR
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	215.10CR	307.64CR	522.74CR
***TOTAL LIABILITIES & FUND BAL.		215.10CR	2,176.43CR	2,391.53CR
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	14,922.76	2,007.59	16,930.35
310-112100-000	INVESTMENTS--BIR FUND #2770	8,003.34	0.00	8,003.34
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		40,546.12	2,007.59	42,553.71
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	24,011.47CR	2,007.59CR	26,019.06CR
***TOTAL LIABILITIES & FUND BAL.		40,546.12CR	2,007.59CR	42,553.71CR
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	1,725.09	0.00	1,725.09
710-112010-000	INV-- T. HIGHEAGLE-JOHNSON #1209	32.61	0.00	32.61
710-112015-000	INVESTMENTS -- R. VAN HOUTEN #1502	9.36	0.00	9.36
710-112020-000	INVESTMENTS -- D HIGHEAGLE #1208	89.12	0.00	89.12
710-112025-000	INVESTMENTS -- N. WOODS #1503	550.91	0.00	550.91
710-112030-000	INVESTMENTS -- M. PATTERSON #1210	954.81	0.00	954.81
710-112035-000	INVESTMENTS -- R. WHEELER	0.00	0.00	0.00
710-112040-000	INVESTMENTS--JEFF WILSON #2713	42.54	0.00	42.54
710-112050-000	INVESTMENTS--G. LEIGHTON #2715	1,941.26	0.00	1,941.26
710-112060-000	INVESTMENTS--ALEC REUBEN #3119	931.53	0.00	931.53
710-112070-000	INVESTMENTS - MERIT SCHOLARSP 2714	470.37	0.00	470.37
710-114000-000	REVENUE RECEIVABLE	0.00	0.00	0.00
710-114101-000	INTEREST RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		6,747.60	0.00	6,747.60
710-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
710-320200-000	FUND BALANCE - SCHOLARSHIP FUND	6,747.60CR	0.00	6,747.60CR
***TOTAL LIABILITIES & FUND BAL.		6,747.60CR	0.00	6,747.60CR

ACCOUNTS PAYABLE

100-213000-000	ACCOUNTS PAYABLE	0.00	66,642.08CR	66,642.08CR
230-213000-000	ACCOUNTS PAYABLE--NEZPERCE ELEM.	0.00	0.00	0.00
231-213000-000	ACCOUNTS PAYABLE--NPT GRANT	0.00	620.00CR	620.00CR
232-213000-000	ACCOUNTS PAYABLE	0.00	144.75CR	144.75CR
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	987.40CR	987.40CR
251-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
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	59.86CR	59.86CR
269-213000-000	ACCOUNTS PAYABLE -- J O M	0.00	0.00	0.00
271-213000-000	ACCOUNTS PAYABLE--TITLE II	0.00	0.00	0.00
278-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
284-213000-000	ACCOUNTS PAYABLE	0.00	641.76CR	641.76CR
290-213000-000	ACCOUNTS PAYABLE	0.00	14,075.96CR	14,075.96CR
291-213000-000	ACCOUNTS PAYABLE	0.00	1,868.79CR	1,868.79CR
310-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
ACCOUNTS PAYABLE		0.00	85,040.60CR	85,040.60CR

C A S H I N B A N K

100-111100-000	CASH IN BANK--GENERAL FUND	115,207.30	172,650.94CR	57,443.64CR
230-111100-000	CASH IN BANK--NEZPERCE ELEMENTARY	2,730.89	0.00	2,730.89
231-111100-000	CASH - NPT GRANT NATIVE ARTS	2,740.55	0.00	2,740.55
232-111100-000	CASH IN BANK--NEZPERCE TRIBE GRANTS	37,258.79	0.00	37,258.79
234-111100-000	CASH IN BANK--NEZPERCE LIT GRANT	3,006.76	0.00	3,006.76
235-111100-000	CASH IN BANK--NEZPERCE SPEC. SERV.	6,583.72	0.00	6,583.72
236-111100-000	CASH IN BANK--NEZPERCE PLAYWRIGHTS	0.00	0.00	0.00
243-111100-000	CASH IN BANK--STATE VOC ED.	13,637.55	0.00	13,637.55
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	549.61CR	0.00	549.61CR
251-111100-000	CASH IN BANK--TITLE I	19,746.18CR	0.00	19,746.18CR
257-111100-000	CASH IN BANK--TITLE VI-B	7,640.89CR	0.00	7,640.89CR
258-111100-000	CASH IN BANK -- VI-B PRE-SCHOOL	2,954.00	0.00	2,954.00
262-111100-000	CASH IN BANK--REAP GRANT	4,607.31CR	4,607.31	0.00
267-111100-000	CASH IN BANK--TITLE VII IND. ED.	14,932.84CR	14,932.84	0.00
269-111100-000	CASH IN BANK--JOM	28,836.20	0.00	28,836.20
271-111100-000	CASH IN BANK--TITLE II IMPV T QUAL	1,232.48CR	0.00	1,232.48CR
278-111100-000	CASH IN BANK--GEAR-UP GRANT	1,596.51	0.00	1,596.51
284-111100-000	CASH IN BANK--ELEM COUNS GRANT	33,402.13CR	33,402.13	0.00
290-111100-000	CASH IN BANK -- FOOD SERVICE	61,671.36	29,662.05	91,333.41
291-111100-000	CASH IN BANK--FRUIT/VEG. GRANT	215.10	2,176.43	2,391.53
310-111100-000	CASH IN BANK--BOND INT./REDEMP. FD	14,922.76	2,007.59	16,930.35
421-111100-000	CASH IN BANK--BUS DEPRECIATION	0.00	0.00	0.00
710-111100-000	CASH IN BANK -- SCHOLARSHIP FUND	1,725.09	0.00	1,725.09
*****TOTAL CASH IN BANK		211,698.08	85,862.59CR	125,835.49

VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	MO-YR	AMOUNT
001440	100-661330-000	000000	02/17/16	000000	802681086	PROPANE 234.1 GALS ES	1	02-2016	273.90
	**SUB-TOTAL:	AMERIGAS-LEWISTON							273.90
001640	100-621380-000	000000	02/17/16	D16691	ED LAW SEMINAR	REGISTRATION. DAVID AIKEN	1	02-2016	260.00
	**SUB-TOTAL:	ANDERSON, JULIAN & HULL, LLP							260.00
002040	100-664412-000	000000	02/17/16	M16620	34388	NUMBER SIGNS FOR HS	1	02-2016	309.26
	**SUB-TOTAL:	ASE MANUFACTURING							309.26
002360	100-681425-000	000000	02/17/16	T16661	S20359	BAND CLAMP	1	02-2016	28.64
	**SUB-TOTAL:	AUTO PAINT AND PARTS							28.64
002420	100-661330-000	000000	02/17/16	000000	5908020000	ELECTRIC ES	1	02-2016	2,612.04
002420	100-681319-000	000000	02/17/16	000000	5908020000	ELECTRIC BUS SHOP	1	02-2016	489.05
002420	100-661330-000	000000	02/17/16	000000	5908020000	ELECTRIC CABINET SHOP	1	02-2016	298.69
002420	100-661330-000	000000	02/17/16	000000	5908020000	ELECTRIC MS/HS	1	02-2016	5,911.78
002420	100-661330-000	000000	02/17/16	000000	5908020000	ELECTRIC AG SHOP	1	02-2016	223.50
002420	100-661330-000	000000	02/17/16	000000	5908020000	ELECTRIC STORAGE TECH.	1	02-2016	337.52
002420	100-661330-000	000000	02/17/16	000000	5908020000	ELECTRIC TRACK PUMP	1	02-2016	8.24
002420	100-661330-000	000000	02/17/16	000000	5908020000	ELECTRIC TRACK LIGHTS	1	02-2016	17.27
002420	100-661330-000	000000	02/17/16	000000	5908020000	ELECTRIC HS TRACK	1	02-2016	841.68
	**SUB-TOTAL:	AVISTA UTILITIES							10,739.77
003060	100-683310-000	000000	02/17/16	T16659	1149202-01	DRILL BIT FOR DRIVER TRAINING CAR	1	02-2016	45.66
	**SUB-TOTAL:	BITTERROOT BOLT & CHAIN CO.							45.66
003140	100-661410-000	000000	02/17/16	000000	9718497	TECH UNIFORMS 1/26	1	02-2016	22.20
	**SUB-TOTAL:	BLUE RIBBON LINEN SUPPLY, INC.							22.20
003300	100-665410-000	000000	02/17/16	M16552	11340	GRAVEL FOR TENNIS COURTS AND PARKI	1	02-2016	288.67
003300	100-665410-000	000000	02/17/16	M16552	11352	GRAVEL FOR TENNIS COURTS AND PAKRI	1	02-2016	142.54
	**SUB-TOTAL:	BOYER GRAVEL							431.21
003810	100-616300-000	000000	02/17/16	000000	JANUARY	PHYSICAL THERAPY	1	02-2016	2,080.00
	**SUB-TOTAL:	BUILDING BLOCKS PEDIATRIC THERAPY							2,080.00
005001	100-616300-000	000000	02/17/16	000000	083	OT SERVICES 1/13-2/10	1	02-2016	5,907.50
005001	100-616300-000	000000	02/17/16	000000	082	OT SERVICES 12/16-1/7	1	02-2016	2,826.25
	**SUB-TOTAL:	JACLYN CHAVEZ							8,733.75
005325	232-515313-000	000000	02/17/16	H16689	2768	CIS JUNIOR ACCOUNT B212708	1	02-2016	100.00
	**SUB-TOTAL:	CIS - DEPARTMENT OF LABOR							100.00
005540	100-681319-000	000000	02/17/16	000000	38961	ANNUAL REPEATER SERVICE	1	02-2016	720.20
	**SUB-TOTAL:	CLARK COMMUNICATIONS, INC							720.20
006890	243-515413-000	000000	02/17/16	H16592	676571	SUPPLIES FOR SR. CLASS PROJECTS	1	02-2016	50.00
	**SUB-TOTAL:	CULLIGAN							50.00
009230	100-681345-000	000000	02/17/16	000000	JANUARY	IN LIEU OF TRANSPORTATION	1	02-2016	58.32
	**SUB-TOTAL:	RALEIGH ELLENWOOD							58.32
010020	100-664312-000	000000	02/17/16	M16631	32905	FIRE ALARM SERVICE	1	02-2016	256.92
	**SUB-TOTAL:	FISHER SYSTEMS, INC.							256.92
010030	100-512410-100	000000	02/17/16	D16623	216754	D. MELTON PHYSICAL ACTIVITY INCENT	1	02-2016	194.85
	**SUB-TOTAL:	FITNESS FINDERS, INC.							194.85
010220	291-710411-000	000000	02/17/16	F16616	8253513	FOOD 1/18	1	02-2016	220.53
010220	290-710411-000	000000	02/17/16	F16615	8260404	FOOD 1/25	1	02-2016	911.53
010220	290-710411-000	000000	02/17/16	F16615	8253512	NON FOOD 1/18	1	02-2016	357.61
010220	291-710411-000	000000	02/17/16	F16616	8260405	FOOD 1/25	1	02-2016	623.66
010220	290-710410-000	000000	02/17/16	F16615	8253512	FOOD 1/18	1	02-2016	161.79
010220	291-710411-000	000000	02/17/16	F16616	8239766	FOOD 1/4	1	02-2016	449.58
010220	290-710411-000	000000	02/17/16	F16615	8239764	FOOD 1/4	1	02-2016	701.29
010220	290-710411-000	000000	02/17/16	F16615	8246702	FOOD 1/11	1	02-2016	564.80
010220	291-710411-000	000000	02/17/16	F16616	8246705	FOOD 1/11	1	02-2016	575.02
	**SUB-TOTAL:	FOOD SERVICES OF AMERICA							4,565.81
010680	100-664412-000	000000	02/17/16	M16656	40215	ALUM. STRIKE PLATE	1	02-2016	65.90
	**SUB-TOTAL:	GATEWAY MATERIALS, INC.							65.90
010740	100-664312-000	000000	02/17/16	M16469	16-1257	DO, AND GYM LIGHTS, HVAC, BLEACHEF	1	02-2016	1,551.50
	**SUB-TOTAL:	GEM ELECTRIC, INC							1,551.50
010880	100-664312-000	000000	02/17/16	M16632	0041865	LOCK AND CYLINDER REPLACEMENTS HS	1	02-2016	80.00
010880	100-664312-000	000000	02/17/16	M16643	0041868	REPIN CYLINDER GEAR UP ROOM	1	02-2016	110.00
	**SUB-TOTAL:	GEORGE' S LOCK & KEY SERVICE							190.00
011420	100-665310-000	000000	02/17/16	M16553	711	MONTHLY MAINTENANCE AGREEMENT	1	02-2016	995.00
	**SUB-TOTAL:	GREENLEAF LANDSCAPE							995.00
011620	100-663312-000	000000	02/17/16	O08550	48518A1-1	HANDICAP TOILET	1	02-2016	126.00
	**SUB-TOTAL:	HAHN RENTAL CENTER, INC							126.00
012040	100-661410-000	000000	02/17/16	M16605	9142990476	HVAC FILTERS	1	02-2016	80.21
012040	100-661410-000	000000	02/17/16	M16605	9142954511	DOUBLE FACE FOAM TAPE	1	02-2016	27.98
	**SUB-TOTAL:	HD SUPPLY FACILITIES							108.19
012228	100-632380-000	000000	02/17/16	D16668	AS PER AGREEMENT	DAY ON TEH HILL EXPENSES	1	02-2016	251.83
012228	100-632390-000	000000	02/17/16	D16688	AS PER AGREEMENT	BUSINESS SVCS - BUSINESS MANAGER	1	02-2016	576.55
012228	100-631310-000	000000	02/17/16	D16688	AS PER AGREEMENT	BUSINESS SVCS-BOARD CLERK	1	02-2016	4,035.86

VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	MO-YR	AMOUNT
**SUB-TOTAL: HIGHLAND JOINT SCHOOL DISTRICT									4,864.24
013700	100-521310-000	000000	02/17/16	000000	20105135	ADMIN FEE(3512.62)	1	02-2016	250.24
**SUB-TOTAL: IDAHO STATE BILLING SVCS, INC.									250.24
014140	100-681310-000	000000	02/17/16	T16529	28231A-IN	BUS WINDSHIELD	1	02-2016	310.00
**SUB-TOTAL: INLAND AUTO GLASS, INC.									310.00
016130	100-632310-000	000000	02/17/16	000000	20116	GRANT WRITING SVCS	1	02-2016	2,585.60
016130	246-515311-000	000000	02/17/16	000000	020116	SPF GRANT EVALUATOR SVCS	1	02-2016	800.00
**SUB-TOTAL: KAMIAH GRANTS & ASSOCIATES									3,385.60
016320	100-661410-000	000000	02/17/16	M16617	3995451	BINDER INDEX TABS	1	02-2016	17.50
016320	284-611410-000	000000	02/17/16	E16682	300000827	SHARPIE MARKERS	1	02-2016	40.98
016320	100-632410-000	000000	02/17/16	E16682	300000827	PENS AND PENCILS	1	02-2016	28.38
016320	100-661410-000	000000	02/17/16	M16617	3995450	CUSTODIAL SUPPLIES	1	02-2016	13.85
016320	100-661410-000	000000	02/17/16	M16617	3995452	ANT LICE SPRAY	1	02-2016	131.40
016320	100-661410-000	000000	02/17/16	M16617	3993840	CUSTODIAL OFFICE SUPPLIES	1	02-2016	45.00
016320	100-661410-000	000000	02/17/16	M16569	3995449	CUSTODIAL OFFICE SUPPLIES	1	02-2016	27.70
016320	100-661410-000	000000	02/17/16	M16617	300000639	CREDIT CONST. 12X18 SKY BLUE	1	02-2016	24.50CR
016320	100-661410-000	000000	02/17/16	M16617	393840	MSDS FILES SUPPLIES	1	02-2016	45.00
016320	100-515410-000	000000	02/17/16	H16681	300000826	COLORLED PAPER	1	02-2016	51.48
016320	100-515410-000	000000	02/17/16	H16679	300000825	WHITE COPY PAPER	1	02-2016	1,232.80
016320	100-512410-000	000000	02/17/16	E16670	3999665	VARIOUS PAPER	1	02-2016	135.99
016320	100-515410-000	000000	02/17/16	H16641	3995863	OFFICE SUPPLIES	1	02-2016	73.63
016320	290-710410-000	000000	02/17/16	F16508	3999179	KITCHEN SUPPLIES	1	02-2016	8.80
016320	100-515410-000	000000	02/17/16	H16641	300000095	OFFICE SUPPLIES	1	02-2016	2.43
**SUB-TOTAL: KCDA PURCHASING COOPERATIVE									1,830.44
017000	100-661330-000	000000	02/17/16	000000	3.3075.01	W/S/G-AG BUILDING	1	02-2016	303.91
017000	100-661330-000	000000	02/17/16	000000	5.9975.01	GRBGE-JONES	1	02-2016	30.50
017000	100-661330-000	000000	02/17/16	000000	5.9970.01	GRBGE-ES	1	02-2016	1,123.00
017000	100-661330-000	000000	02/17/16	000000	5.9983.01	GRBGE-REYNOLDS	1	02-2016	30.50
017000	100-661330-000	000000	02/17/16	000000	3.1575.01	W/S/G-HS/MS	1	02-2016	1,618.66
017000	100-681319-000	000000	02/17/16	000000	5.9982.01	GRBGE-BUS BARN	1	02-2016	317.00
017000	100-661330-000	000000	02/17/16	000000	4.3145.01	W/S-ATHLETIC FIELD	1	02-2016	331.71
017000	100-661330-000	000000	02/17/16	000000	3.1571.01	W/S-ART & PE BLDG	1	02-2016	757.68
017000	100-661330-000	000000	02/17/16	000000	2.1882.01	W/S-STORAGE TECH	1	02-2016	115.36
**SUB-TOTAL: CITY OF LAPWAI									4,628.32
017140	100-512321-000	000000	02/17/16	E16410	JANUARY	ADULT MONITORS ES	1	02-2016	72.00
017140	100-512321-000	000000	02/17/16	E16410	JANUARY	ADULT GUEST LUNCH PASSES ES	1	02-2016	48.00
**SUB-TOTAL: LAPWAI SCHOOL LUNCH PROGRAM									120.00
017225	246-515381-000	000000	02/17/16	000000	CADCA	MILEAGE JULIAETTA-GRANGEVILL	1	02-2016	83.38
017225	246-515381-000	000000	02/17/16	000000	1667009/1667008	REIMB. TAXI SHUTTLE VA/MD 01-31-02	1	02-2016	38.94
017225	246-515381-000	000000	02/17/16	000000	CADCA	PER DIEM BOISE 3/9-3/11	1	02-2016	103.50
**SUB-TOTAL: SHAWNA LEIGHTON									225.82
019200	231-515410-000	000000	02/17/16	H16545	5177-36	NATIVE ARTS SUPPLIES	1	02-2016	620.00
**SUB-TOTAL: MARSH'S TRADING POST									620.00
019660	290-710412-000	000000	02/17/16	F16612	135327107	MILK 1/28	1	02-2016	216.43
019660	290-710412-000	000000	02/17/16	F16612	135326820	MILK 1/4	1	02-2016	554.12
019660	290-710412-000	000000	02/17/16	F16612	135326858	MILK 1/7	1	02-2016	359.19
019660	290-710412-000	000000	02/17/16	F16612	135326904	MILK 1/11	1	02-2016	362.24
019660	290-710412-000	000000	02/17/16	F16612	135326945	MILK 1/14	1	02-2016	216.43
019660	290-710412-000	000000	02/17/16	F16612	135326991	MILK 1/18	1	02-2016	396.90
019660	290-710412-000	000000	02/17/16	F16612	135327026	MILK 1/21	1	02-2016	221.01
019660	290-710412-000	000000	02/17/16	F16612	135327068	MILK 1/25	1	02-2016	287.05
**SUB-TOTAL: MEADOW GOLD DAIRIES, INC.									2,613.37
019720	246-515381-000	000000	02/17/16	H16610	CCI	MILEAGE KAMIAH-BOISE 03/6-03/12	1	02-2016	249.91
019720	246-515381-000	000000	02/17/16	H16610	CCI	PER DIEM BOISE 03/09-03/12	1	02-2016	103.50
**SUB-TOTAL: MELANIE MILLS									353.41
020360	100-681311-000	000000	02/17/16	000000	256391	DOT AND COLLECTION FEE K. THORNBURG	1	02-2016	75.00
020360	100-681311-000	000000	02/17/16	000000	256391	ANNUAL PROGRAM FEE	1	02-2016	175.00
**SUB-TOTAL: MINERT & ASSOCIATES, INC.									250.00
020800	290-710310-000	000000	02/17/16	000000	USDA FOODS COUNCIL	MILEAGE POST FALLS 03/03/16	1	02-2016	145.26
**SUB-TOTAL: ANN MUNSTERMANN-WEBER									145.26
021560	100-664311-000	000000	02/17/16	M16621	301086	VAC REPAIRS	1	02-2016	197.35
**SUB-TOTAL: WALTER E. NELSON									197.35
021820	100-681319-000	000000	02/17/16	000000	000285-000	SEWER-BUS BARN	1	02-2016	172.00
021820	100-661330-000	000000	02/17/16	000000	000282-000	SEWER-ES	1	02-2016	1,462.00
021820	100-661330-000	000000	02/17/16	000000	000283-000	SEWER-JONES	1	02-2016	86.00
021820	100-661330-000	000000	02/17/16	000000	000286-000	SEWER-REYNOLDS	1	02-2016	86.00
**SUB-TOTAL: NEZ PERCE TRIBE -UTILITIES DIV									1,806.00
022120	243-515412-000	000000	02/17/16	H16212	17767528	WELDING GAS	1	02-2016	42.96
**SUB-TOTAL: NORCO, INC									42.96
022260	290-710411-000	000000	02/17/16	F16614	S10377739	FOOD 1/22 ES	1	02-2016	249.90
022260	290-710411-000	000000	02/17/16	F16614	S10377737	FOOD 1/22 ES	1	02-2016	242.58
022260	290-710413-000	000000	02/17/16	F16614	S10376479	COMM. 1/8 ES	1	02-2016	1,294.40
022260	290-710411-000	000000	02/17/16	F16614	S10376480	FOOD 1/8 ES	1	02-2016	759.76
022260	290-710411-000	000000	02/17/16	F16614	S10377736	FOOD 1/22 HS	1	02-2016	199.92
022260	290-710411-000	000000	02/17/16	F16614	S10377735	FOOD 1/22 HS	1	02-2016	1,365.62
022260	290-710413-000	000000	02/17/16	F16614	S10376477	COMM. 1/8 HS	1	02-2016	1,150.90

VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	MO-YR	AMOUNT
022260	290-710411-000	000000	02/17/16	F16614	S10376478	FOOD 1/8 HS	1	02-2016	1,209.59
022260	290-710411-000	000000	02/17/16	F16614	S10377738	FOOD 1/22 ES	1	02-2016	536.48
**SUB-TOTAL: NORTHWEST DISTRIBUTION SERVICE									7,009.15
023060	100-664312-000	000000	02/17/16	M16649	F331000	BI ANNUAL RANGE HOOD INSPECTION AM	1	02-2016	282.00
**SUB-TOTAL: OXARC, INC.									282.00
023080	246-515381-000	000000	02/17/16	H16541	CER. PREV. TRAINING	LODGING M. MILLS BOISE 1/18-1/21	1	02-2016	356.00
023080	246-515381-000	000000	02/17/16	000000	CER. PREV. TRAINING	LODGING S. LEIGHTON BOISE 1/18-1/21	1	02-2016	356.00
**SUB-TOTAL: OXFORD SUITES BOISE HOTEL									712.00
023160	100-681319-000	000000	02/17/16	000000	59138424	PHONE CALLS TRANSPORTATION	1	02-2016	4.99
023160	100-632333-000	000000	02/17/16	000000	59138424	PHONE CALLS MISC DO	1	02-2016	3.28
023160	100-641323-000	000000	02/17/16	000000	59138424	PHONE CALLS SCHOOL ADMIN HS/MS	1	02-2016	31.15
023160	100-663310-000	000000	02/17/16	000000	59138424	PHONE CALLS MAINTENANCE	1	02-2016	15.68
023160	267-632310-000	000000	02/17/16	000000	59138424	PHONE CALLS IND. ED	1	02-2016	4.86
023160	290-710310-000	000000	02/17/16	000000	59138424	PHONE CALLS FOOD SVC	1	02-2016	0.56
023160	100-641323-000	000000	02/17/16	000000	59138424	PHONE CALLS SCHOOL ADMIN	1	02-2016	38.17
023160	100-632333-000	000000	02/17/16	000000	59138424	PHONE CALLS DO	1	02-2016	77.11
**SUB-TOTAL: PAETEC									175.80
023840	100-681345-000	000000	02/17/16	000000	JANUARY	IN LIEU OF TRANSPORTATION	1	02-2016	14.04
**SUB-TOTAL: ANDRE PICARD									14.04
024020	100-632410-000	000000	02/17/16	D16647	888166	POSTAGE MACHINE SUPPLIES	1	02-2016	124.07
**SUB-TOTAL: PITNEY BOWES									124.07
024420	267-632310-000	000000	02/17/16	H16557	112046	LABELS INDIAN EDUCATION	1	02-2016	55.00
**SUB-TOTAL: PRINTCRAFT PRINTING, INC.									55.00
025780	100-512322-000	000000	02/17/16	000000	5040098441	COPIES ES NEW COPIER 1/22/16	1	02-2016	350.15
025780	100-512322-000	000000	02/17/16	000000	96198262	COPIES ES 11/10/15-12/07/15	1	02-2016	376.93
025780	100-512322-000	000000	02/17/16	000000	96198262	COPIES ES 12/07/15-01/05/16	1	02-2016	223.53
025780	100-515321-000	000000	02/17/16	000000	96198262	COPIES HS 11/11/15-12/10/15	1	02-2016	352.77
025780	100-515321-000	000000	02/17/16	000000	96198262	COPIES HS 12/10/15-01/05/16	1	02-2016	122.15
025780	100-515321-000	000000	02/17/16	000000	5040098441	COPIES HS NEW COPIER 1/22/16	1	02-2016	290.86
**SUB-TOTAL: RICOH USA, INC									1,716.39
026280	100-664312-000	000000	02/17/16	M16663	391899	FLOOR DRAIN CLOG HS	1	02-2016	234.00
**SUB-TOTAL: ROTO ROOTER SEWER SERVICE									234.00
026380	100-681425-000	000000	02/17/16	T16658	3001447874	TURN/TAIL LAMP	1	02-2016	9.36
026380	100-681425-000	000000	02/17/16	T16658	3001483099	TURN/TAIL LAMP	1	02-2016	18.72
026380	100-681425-000	000000	02/17/16	T16677	3001514515	HEADLIGHT BULBS FOR BUS #3	1	02-2016	33.90
**SUB-TOTAL: RUSH INTERNATIONAL TRUCK-LEWI									61.98
027900	100-616300-000	000000	02/17/16	000000	326808	BEHAVIOR INTERVENTION 2	1	02-2016	857.50
027900	100-616300-000	000000	02/17/16	000000	326824	BEHAVIOR INTERVENTION 2	1	02-2016	2,826.25
027900	100-616300-000	000000	02/17/16	000000	326809	BEHAVIOR INTERVENTION 2	1	02-2016	1,995.00
**SUB-TOTAL: SL START & ASSOCIATES, LLC									5,678.75
028100	100-616300-000	000000	02/17/16	000000	01/25-01/29	STUDENT SERVICES	1	02-2016	1,867.50
028100	100-616300-000	000000	02/17/16	000000	01/18/16-01/22/16	STUDENT SERVICES	1	02-2016	1,215.00
**SUB-TOTAL: SNAKE RIVER REHABILITATION									3,082.50
028160	100-616300-000	000000	02/17/16	000000	7648877	SPEECH/LANG SVCS 1/25-1/29	1	02-2016	1,800.00
028160	100-616300-000	000000	02/17/16	000000	7632037	SPEECH/LANG SVCS 1/19-1/22	1	02-2016	1,440.00
028160	100-616300-000	000000	02/17/16	000000	7616034	SPEECH/LANG SVCS 1/11-1/15	1	02-2016	1,800.00
**SUB-TOTAL: SOLIANT HEALTH INC									5,040.00
028480	100-515410-100	000000	02/17/16	H16558	1492647741	B. CARPENTER CREDIT FOR BINDERS	1	02-2016	112.05CR
028480	100-515410-100	000000	02/17/16	H16639	1493129621	B. CARPENTER CLASS SUPPLIES	1	02-2016	101.10
028480	100-681425-000	000000	02/17/16	T16607	50327	CREDIT AZ FILE	1	02-2016	59.97CR
028480	100-632410-000	000000	02/17/16	D16598	1483833091	OFFICE SUPPLIES	1	02-2016	36.99
028480	100-512410-000	000000	02/17/16	E16625	1490769771	TONER OFFICE PRINTER	1	02-2016	88.99
028480	284-611410-000	000000	02/17/16	H16318	49379	ESSC GRANT OFFICE SUPPLIES	1	02-2016	600.78
028480	100-681425-000	000000	02/17/16	T16607	493262	OFFICE SUPPLIES	1	02-2016	169.30
028480	243-515413-000	000000	02/17/16	H16628	39625	CLASSROOM BUSINESS TONER	1	02-2016	706.47
028480	100-681425-000	000000	02/17/16	T16607	49662	CREDIT AZ FILES	1	02-2016	99.35CR
028480	100-632410-000	000000	02/17/16	D16575	36343	SUPPLIES FOR BINDER PRESENTATION	1	02-2016	47.98
028480	243-515413-000	000000	02/17/16	H16619	49647	SR. PROJECT SUPPLIES	1	02-2016	187.97
**SUB-TOTAL: STAPLES CREDIT PLAN									1,668.21
029050	100-681345-000	000000	02/17/16	000000	JANUARY	IN LIEU OF TRANSPORTATION	1	02-2016	17.28
**SUB-TOTAL: CHRISTINA STUK									17.28
029290	100-661410-000	000000	02/17/16	M16634	356973115	DUST FILTER BAGS	1	02-2016	138.00
**SUB-TOTAL: SUPPLYWORKS									138.00
029340	100-664312-000	000000	02/17/16	M16580	127262	REPAIR WALK IN FREEZER HS	1	02-2016	574.13
**SUB-TOTAL: SWANSON REFRIGERATION									574.13
029360	100-664311-000	000000	02/17/16	M16020	31029	WATER ANALYSIS AND TREATMENT 1/14/16	1	02-2016	130.00
029360	100-664311-000	000000	02/17/16	M16020	31066	WATER ANALYSIS AND TREATMENT 2/2/16	1	02-2016	130.00
**SUB-TOTAL: SWATCO									260.00
029440	290-710411-000	000000	02/17/16	F16613	601250345	FOOD 1/25	1	02-2016	539.99
029440	290-710411-000	000000	02/17/16	F16613	601040345	FOOD 1/4	1	02-2016	552.53
029440	290-710411-000	000000	02/17/16	F16613	601110349	FOOD 1/11	1	02-2016	509.28
**SUB-TOTAL: SYSCO FOOD SERVICE, INC.									1,601.80
030720	100-681319-000	000000	02/17/16	M16378	01078022	HEATING OIL BUS BARN	1	02-2016	66.91

*** ACCOUNTS PAYABLE *** LAPWAI SCHOOL DISTRICT #341									
(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
030720	100-661330-000	000000	02/17/16	M16378	01078022	HEATING OIL AG SHOP	1	02-2016	187.37
	**SUB-TOTAL: THIESSEN OIL CO.								254.28
032240	100-631410-000	000000	02/17/16	D16627	5224	SCHOOL BOARD MEETING SUPPLIES	1	02-2016	28.13
	**SUB-TOTAL: VALLEY FOODS								28.13
032260	100-681420-000	000000	02/17/16	000000	JANUARY	BUS FUEL 21.295 GALS	1	02-2016	44.06
032260	100-663410-000	000000	02/17/16	000000	JANUARY	NISSAN PU 11.857 GALS	1	02-2016	24.53
032260	100-663410-000	000000	02/17/16	000000	JANUARY	SUBURU 9.177 GALS	1	02-2016	24.04
032260	100-681420-000	000000	02/17/16	000000	JANUARY	DIESEL FUEL 851.543 GALS	1	02-2016	1,600.90
	**SUB-TOTAL: VALLEY GAS								1,693.53
032320	100-622323-000	000000	02/17/16	000000	1239	KOHA FEES FOR QUARTER	1	02-2016	437.50
032320	100-622323-000	000000	02/17/16	000000	1239	MEMBER FEES FOR QUARTER	1	02-2016	782.50
	**SUB-TOTAL: VALNet CAPITAL								1,220.00
033080	100-665410-000	000000	02/17/16	M16633	IRRIGATION IN-12332	PARTS FOR IRRIGATION MACHINE	1	02-2016	316.14
033080	100-661410-000	000000	02/17/16	M16626	KATOM	FLOOR MATS	1	02-2016	657.12
033080	100-681318-000	000000	02/17/16	T16652	BROADWAY INDUSTRIAL	CABLE FOR DRIVERS ED CAR	1	02-2016	16.76
033080	246-515381-000	000000	02/17/16	H16522	CADCA	LODGING DAVID MILES	1	02-2016	445.00
033080	246-515381-000	000000	02/17/16	H16522	CADCA	LODGING MELANIE MILLS 01/24-1/29	1	02-2016	445.00
033080	100-623411-000	000000	02/17/16	E16551	NEWEGG	CREDIT TONER FOR LASER PRINTER	1	02-2016	72.59CR
033080	100-623411-000	000000	02/17/16	E16551	NEWEGG	TONER FOR LASER PRINTER	1	02-2016	72.59
033080	100-622410-000	000000	02/17/16	E16595	OFFICESMART	DK1221 LABELS FOR LIBRARY BOOKS	1	02-2016	18.64
033080	232-515313-000	000000	02/17/16	H16653	U OF IDAHO	U OF I 2 DUAL CREDIT STUDENT REQL	1	02-2016	14.00
033080	232-515313-000	000000	02/17/16	H16654	LCSC	LCSC 3 DUAL CREDIT STUDENT REQUEST	1	02-2016	30.75
033080	100-621380-000	000000	02/17/16	D16591	1-69402	SCHOOL IMPROVEMENT PD LUNCH	1	02-2016	95.11
	**SUB-TOTAL: WELLS FARGO BANK								2,038.52
033200	100-681425-000	000000	02/17/16	T16606	0051510-IN	COMPLETE CYLUNDER ASSM.	1	02-2016	322.70
	**SUB-TOTAL: WESTERN MOUNTAIN BUS SALES								322.70
093025	100-622410-000	000000	02/17/16	E16600	371454	AR BOOKS FOR LIBRARY	1	02-2016	469.48
	**SUB-TOTAL: MIDAMERICA BOOKS								469.48
***GRAND TOTAL - VENDOR COUNT: 65									88,021.83

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ASSOCIATED STUDENT BODY FUND				
750-111100-000	CASH IN BANK-- ASB	38,001.68	7,356.77	45,358.45
750-111110-000	PETTY CASH	1,000.00	0.00	1,000.00
750-112100-000	LGIP - ASB FUND #3120	6,906.88	0.00	6,906.88
	TOTAL STUDENT BODY ASSETS	45,908.56	7,356.77	53,265.33
STUDENT BODY FUNDS				
750-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
750-218350-000	SALES TAX PAYABLE	1,862.92CR	1,324.29	538.63CR
750-223100-000	HIGH SCHOOL STUDENT BODY	943.12CR	0.00	943.12CR
750-223107-000	MIDDLE SCHOOL STUDENT BODY	826.69CR	0.00	826.69CR
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	6,248.62CR	1,571.14CR	7,819.76CR
	TOTAL GENERAL STUDENT BODY FUNDS	11,154.08CR	246.85CR	11,400.93CR
ATHLETIC FUNDS				
750-223200-000	GENERAL ATHLETIC FUND	3,308.46CR	5,832.00CR	9,140.46CR
750-223201-000	FOOTBALL	1,356.68CR	1,031.71CR	2,388.39CR
750-223202-000	FOOTBALL FUNDRAISERS	1,223.33CR	0.00	1,223.33CR
750-223210-000	VOLLEYBALL	1,055.60CR	0.00	1,055.60CR
750-223211-000	VOLLEYBALL FUNDRAISERS	1,476.65CR	0.00	1,476.65CR
750-223220-000	GIRLS BASKETBALL	1,717.00CR	898.07CR	2,615.07CR
750-223221-000	GIRLS BASKETBALL FUNDRAISERS	1,597.12CR	728.58	868.54CR
750-223230-000	BOYS BASKETBALL	2,103.05CR	565.33	1,537.72CR
750-223231-000	BOYS BASKETBALL FUNDRAISERS	6,239.06CR	714.88	5,524.18CR
750-223240-000	TRACK	1,380.97CR	2,598.93CR	3,979.90CR
750-223250-000	CHEER	973.55	995.74	1,969.29
	TOTAL ATHLETICS	20,484.37CR	7,356.18CR	27,840.55CR
CLASSES				
750-223400-000	STUDENT COUNCIL	925.30CR	123.34CR	1,048.64CR
750-223401-000	SENIOR CLASS	514.24CR	70.65CR	584.89CR
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	1,439.54CR	193.99CR	1,633.53CR
CLUBS				
750-223521-000	YEARBOOK	272.99	1,725.80	1,998.79
750-223523-000	DRAMA	3,349.60CR	0.00	3,349.60CR
750-223530-000	LIBRARY	646.08CR	23.95CR	670.03CR
750-223532-000	INDIAN CLUB	2,507.72CR	0.00	2,507.72CR
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	0.00	0.00	0.00
750-223538-000	CLASS OF 2017 PARENTS FUNDRAISERS	186.17CR	0.00	186.17CR
750-223539-000	CLASS OF 2016 PARENT FUNDRAISERS	386.55CR	474.00CR	860.55CR
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	2,006.38CR	354.92CR	2,361.30CR
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	2,792.24CR	779.38CR	3,571.62CR
750-223560-000	SEL SCHOLARSHIP	100.00CR	0.00	100.00CR
750-223561-000	CAP AND GOWN	115.65CR	0.00	115.65CR
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	1,488.48CR	346.70	1,141.78CR
750-223567-000	BOOSTER PTO FUNDRAISERS	0.00	0.00	0.00
	TOTAL CLUBS	12,830.57CR	440.25	12,390.32CR
	TOTAL PAYABLES AND STUDENT FUNDS	45,908.56CR	7,356.77CR	53,265.33CR

REFR#	DESCRIPTION	AMOUNT	DATE
289901	TRIBAL PASSES 2- D.REUBEN & J.WAPATO	80.00CR	01/04/16
289902	BPA- REIMB FOR ADVISOR DUES LSD	20.00CR	01/04/16
289903	TRACK- REIMB LST YR PORTABLE RESTROOM RENTAL	1,217.96CR	01/04/16
289904	GBB - MLCA GAME 12/30 GATE	137.00CR	01/04/16
289905	GBB- MLCA GAME 12/30 CONCESSIONS	182.26CR	01/04/16
289906	GBB- MLCA GAME 12/30 CLUB SALES, YR BK DONATE	47.00CR	01/04/16
289907	SPRTS POSTERS-FND RSG DONATION/ALL AMER PUBL	29.40CR	01/05/16
289908	INCH/WEL GM CXLD- UNUSED PORTION PER DIEM	1,780.00CR	01/05/16
289909	HSGB - LADYCAT THRO A THON DONATION, E. BOHNE	35.00CR	01/05/16
289910	HSGB- LADY CAT THROW A THON DONATION, E. BOHNE	25.00CR	01/05/16
289911	HSGB- LADY CAT THROW A THON DONATION, J. WILSC	20.00CR	01/05/16
289912	HSGB- LADYCAT THROW A THON DONATION, J. WILSON	20.00CR	01/05/16
289913	HSGB- LADYCAT THROW A THON DONATE, T&M WHITNE	100.00CR	01/05/16
289914	HSGB- LADYCAT THROW A THON DONATE, T&M WHITNE	50.00CR	01/05/16
289915	HSGB- LADYCAT THROW A THON DONATE, T&M WHITNE	100.00CR	01/05/16
289916	BPA- SHIRT SALES	140.55CR	01/06/16
289917	HSBB CV - GATE	738.00CR	01/06/16
289918	HSBB CV - CONCESSIONS	724.75CR	01/06/16
289919	HSBB CV - CLUB SALES, FFA DONATIONS	404.85CR	01/06/16
289920	SR PROJ- MICAH BISBEE FR-CATERED DINNER DONAT	1,006.00CR	01/07/16
289921	SR PROJ- MICAH BISBEE FR AUCTION- DONATION	2,970.00CR	01/07/16
289922	BPA NATLS- PMT FR/JONATHAN PIERCE	586.00CR	01/07/16
289923	SR PROJ- MICAH BISBEE DONATE/ BISBEE & KERBY	457.00CR	01/08/16
289925	HSGBB CV - GATE	361.00CR	01/07/16
289926	HSGBB CV - CONCESSIONS	301.25CR	01/07/16
289927	HSGBB CV - CLUB SALES/SR PROJ, LANCE BAPTISTE	610.50CR	01/07/16
289928	TRIBAL SENIOR PASSES- 10 @ \$40	400.00CR	01/11/16
289929	HSBB POTLATCH - GATE	881.00CR	01/08/16
289930	HSBB POTLATCH - CONCESSIONS	861.25CR	01/08/16
289931	HSBB POTLATCH - CLUB SALES (SR PARENTS) DONAT	474.00CR	01/08/16
289932	HSGB POTLATCH - GATE	777.00CR	01/09/16
289933	HSGB POTLATCH - CONCESSIONS	680.20CR	01/09/16
289934	HSGB POTLATCH - CLUB SALES, FFA DONATIONS	190.25CR	01/09/16
289935	LIBRARY FINE- LOST BOOK, KAYDEN COMER PENNEY	14.95CR	01/13/16
289936	BPA T-SHIRT SALES	273.88CR	01/13/16
289937	SENIOR PROJ - MICAH BISBEE DONATION	30.00CR	01/15/16
289938	HSGBB - LADYCAT THROW A THON DONATION	10.00CR	01/15/16
289939	SR PROJ- MICAH BISBEE, CASH DONATION- UNKNOWN	20.00CR	01/19/16
289940	ID BEV REBATE- REIMB GEN ATHL FOR HURDLES	2,306.68CR	01/19/16
289941	HSBB GENESEE - GATE	1,017.00CR	01/16/16
289942	HSBB GENESEE - CONCESSIONS	722.00CR	01/16/16
289943	HSBB GENESEE - CLUB SALES DONATION	225.50CR	01/16/16
289944	SR PROJ- RANIESHA EREVIEW SPAGHETTI FEED FR	240.55CR	01/21/16
289945	MSGBB PULLMAN - GATE	177.00CR	01/20/16
289946	MSGBB PULLMAN - CONCESSIONS	179.50CR	01/20/16
289947	MSGBB PULLMAN - CLUB SALES STDT CNCL DONATED	57.04CR	01/20/16
289948	ID BEV- 4TH QTR 2015 COMMISSION	33.94CR	01/25/16
289949	CHEER FR- T SHIRT SALE, IDA ANN PINKHAM	28.00CR	01/26/16
289950	YR BOOK PMT- ANTHONY SHOUP	40.00CR	01/26/16
289951	SR PROJ- TAYLOR WHITNEY, DONATE SHRINERS HSPT	63.95CR	01/26/16
289952	SR PROJ- HARLEY ELLENWOOD, DONATE KIDNEY TRNS	20.00CR	01/26/16
289953	MSGBB JENIFER JH - GATE	254.00CR	01/26/16
289954	MSGBB JENIFER JH - CONCESSIONS	311.25CR	01/26/16
289955	MSGBB JENIFER JH - CLUB SALES, DONATED	66.30CR	01/26/16
289956	LIBRARY FINE - LOST BOOK FEE, AMY KLINE	5.00CR	01/29/16
289957	LIBRARY FINE- LOST BOOK, SUZI QUINTAL, PRAIRI	10.00CR	01/29/16
289958	SR PROJ- MICAH BISBEE, BEVERLY WINN DONATION	100.00CR	01/29/16
289959	GBFR- LADY CAT THROW A THON, AMIL MITCHELL	10.00CR	01/29/16
289960	HSFB- REIMB- IHSAA STATE PLAYOFFS COSTS	1,031.71CR	01/29/16
289961	GBFR- LADY CAT THROW-A-THON, RAY ELLENWOOD	40.00CR	01/29/16
***	TOTAL	23,695.47CR	

REFR#	VENDOR	AMOUNT	DATE	DESCRIPTION
004424	LAPWAI SCHOOL DISTRICT #341	1,227.34	01/05/16	SPORTS SALARIES NOV-DEC
004425	SANTA'S WHOLESALE SUPPLY	240.18	01/06/16	3 BX OF 100, 10" WREATH RINGS
004426	COSTCO	404.52	01/06/16	3 CAKES FOR FB BANQUET 12/10/15
004427	SCHOOL SPECIALTY INC	44.96	01/06/16	FRAUDSTOPPER SELF SEAL DEP BGS
004428	MCDONALD'S	54.70	01/06/16	CONCESSIONS- CHS BRGRS/MCCHKNS
004429	HAHN RENTAL CENTER, INC	135.00	01/06/16	RENTAL POPCORN MAKER- CONCESS
004430	FLORAL ARTISTRY	31.80	01/06/16	1 WRAP ROSE WHT & BL, GBB SR NITE
004431	STATE TAX COMMISSION	1,862.92	01/07/16	QTRLY SALES TAX OCT-DEC 2015
004432	JAMES FIANDER	500.00	01/11/16	2 HR/2 DAYS SKILLS TRNG W/HSBB TEAM
004433	IDAHO BEVERAGES	1,136.50	01/11/16	DECEMBER CONCESSIONS PURCHASES
004434	URM STORES, INC.	390.14	01/11/16	DEC CONCESSIONS
004435	LITTLE CAESAR'S PIZZA	55.08	01/11/16	SR PROJ- DESIREE REYNOLDS PIZZAS
004436	NEZ PERCE TRIBE-FINANCE DEPT	130.00	01/11/16	13 HI GLOSS PICS/BOYS BB FR
004437	BUSINESS PROFESSIONALS OF AMER	40.00	01/11/16	BPA DUES- POX POX YOUNG
004438	VALLEY FOODS	453.49	01/11/16	DECEMBER CONCESSIONS
004440*	SPENCER, ERIC	208.98	01/12/16	REIMB-GBB SR PICS SR NITE/ WALMART
004441	LIDS TEAM SPORTS	554.01	01/13/16	BBB TEAM SHIRTS
004442	NORTH WEST DESIGN AND ADVERTISING	368.33	01/13/16	GBB SHOOTING SHIRTS
004443	BSN SPORTS	1,124.63	01/13/16	BBB SCOREBOOK & BALLS
004444	MARY ELLENWOOD	6.00	01/13/16	REFUND LIBRARY FINE - MARTIN HERNANDEZ
004445	WALMART COMMUNITY	66.24	01/14/16	FBFR- SUPPLIES FOR BNQT
004446	WALSWORTH PUBLISHING COMPANY	1,810.40	01/14/16	YR BK- 2ND INSTALLMENT
004447	NEZ PERCE TRIBAL CHILDREN'S HOME	610.50	01/15/16	DONATION- SR PROJECT, LANCE BAPTISTE
004448	REBECCA MILES	248.88	01/19/16	REIMB-SCOREBOOKS BB 4@ 10.95
004449	OMNI CHEER	938.38	01/19/16	CHEER UNIF ORDER#P0528089
004450	LITTLE CAESAR'S PIZZA	60.00	01/19/16	BPA-12 PIZZA'S @ \$5
004451	SHANNON WHEELER-FRUMTHA	412.00	01/29/16	BBFR SCREEN PRINT ON BB SHIRTS
004452	PRAIRIE HIGH SCHOOL	410.00	01/29/16	BPA- 41 STUDENT REG REGIONAL CONF
021857*	WELLS FARGO BANK	813.72	01/12/16	BBB- WALLACE BB TRNMT 12/4 HOTEL
***	TOTAL	14,338.70		

REFR#	VENDOR	AMOUNT	DATE	DESCRIPTION
000011	REFPAY.COM	2,000.00	01/06/16	UPLOAD FUNDS BB SEASON JAN-FEB
***	TOTAL	2,000.00		

SUPERINTENDENT

Board Report

February 2016



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

Contents

February 2016 Superintendent's Newsletter.....	pgs. 1-2
Educational Summit Meeting Agenda.....	pg. 3
PERSI Training.....	pg. 4
Power Outage Tribune Article.....	pg. 5
Nez Perce Language Support Letter.....	pg. 6
Region II Superintendents Meeting Agendas - January at the U of I, February at LCSC.....	pg. 7-8
Recent Superintendent's Weekly Update.....	pgs. 9-13

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.



**"WE CAN'T BE
CREATIVE IF WE
REFUSE TO BE
CONFUSED.
CHANGE ALWAYS
STARTS WITH
CONFUSION."**

*"Margaret Wheatley
"Willing to be Disturbed"*

**Is your growth
mindset open to
listening to
colleagues and
outside resources?**
Margaret Wheatley

**Superintendent's
Newsletter for Staff
February 2016**



Beyond the Growth Mindset - Resources to Deepen Mindset Professional Learning

To be curious about how someone else interprets things, we have to be willing to admit that we're not capable of figuring things out alone. If our solutions don't work as well as we want them to, if our explanations of why something happened don't feel sufficient, it's time to begin asking others about what they see and think. When so many interpretations are available, I can't understand why we would be satisfied with superficial conversations where we pretend to agree with one another.

Sometimes we hesitate to listen for differences because we don't want to change. We're comfortable with our lives, and if we listened to anyone who raised questions, we'd have to get engaged in changing things. If we don't listen, things can stay as they are and we won't have to expend any energy. But most of us do see things in our life or in the world that we would like to be different. If that's true, we have to listen more, not less. And we have to be willing to move into the very uncomfortable place of uncertainty.

We can't be creative if we refuse to be confused. Change always starts with confusion; cherished interpretations must dissolve to make way for the new. Of course it's scary to give up what we know, but the abyss is where newness lives. Great ideas and inventions miraculously appear in the space of not knowing. If we can move through the fear and enter the abyss, we are rewarded greatly. We rediscover we're creative.

<http://margaretwheatley.com/>

**Does your growth
mindset truly believe
all students can
achieve standards?**

Josh Shipp



**"Every kid is just
one caring adult
away from being a
success story."**

- Josh Shipp

Josh Shipp aka "The Teen Whisperer" is a former at-risk foster kid turned teen advocate. His documentary TV series *Teen Trouble* on A&E followed his ground-breaking work with teens. He is the author of the national bestseller *"The Teen's Guide to World Domination"*, and was listed on Inc. Magazine's 30 under 30 list. His free newsletter includes exclusive strategies for educators and parents.

"Your imperfections make you human, your humanity makes you influential."

"If today sucks...it's your fault, if today is awesome...it's your fault."

"You are awesome, stop shrinking to make others feel comfortable."

<http://joshshipp.com/>

**TO "FIND YOUR
VOICE" YOU MUST
FIRST HAVE THE
COURAGE TO OPEN
YOUR MOUTH.**

JOSH SHIPP.COM



Being closed to outside opinions, ideas, and coaching is symptomatic of a fear of change or a fear of being wrong:



Sometimes we hesitate to listen for differences because we don't want to change. We're comfortable with our lives, and if we listened to anyone who raised questions, we'd have to get engaged in changing things. If we don't listen, things can stay as they are and we won't have to expend any energy. - Margaret Wheatley

Nine Characteristics of High Performing Schools

Openness is a process by which people make themselves vulnerable to others by sharing information, influence, and control. Openness initiates a kind of reciprocal trust. Sharing knowledge also increases vulnerability because with knowledge comes power. - Page 46

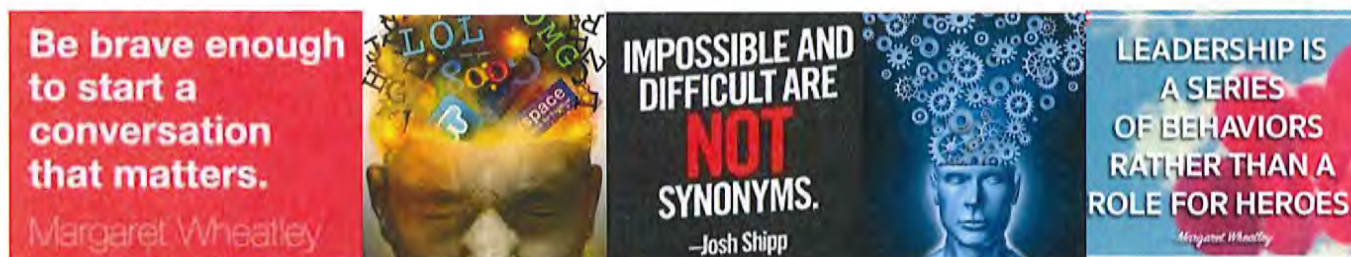
A first step toward effective communication and collaboration is recognizing the importance of listening. - Page 59

Students don't need you to be their friend, they need you to be their teacher:

As an authority figure, as a parent or teacher or role model or whatever, you're supposed to be the one who stands by the students you care about and holds them accountable no matter what. It's your responsibility to establish and enforce the rules and consequences, draw the boundaries. It's up to you to maintain a stable, loving environment where students feels secure. - Josh Shipp

Nine Characteristics of High Performing Schools

Turnaround teachers, those that succeed with at-risk students, focus on the strengths of all students; they especially empower overwhelmed youth to see themselves as survivors rather than as victims. They help students process adversity in their lives, to see adversity as impermanent, and to see setbacks not as pervasive but as surmountable or temporary. - Page 109





Lapwai Educational Summit Meeting
Monday, February 22, 2016
Richard Halfmoon Chambers
8:30 a.m. - 10:30 a.m.

Introduction - Joyce McFarland and Dr. David M. Aiken

Song Performed by the Lapwai Middle-High School Choir - Dr. Cleveland

Lapwai Elementary School - Teri Wagner

Lapwai Middle-High School - Dr. D'Lisa Pinkham

Introductions: David Kronemann: Dean of Students, Athletic Director
 Josh Nellesen: Guidance Counselor

Special Forces - Lori Ravét

State Tribal Education Partnership - Joyce McFarland

Annual Impact Questionnaire Results Summary - Dr. David M. Aiken

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

LAPWAI STAFF YOU ARE INVITED

FEBRUARY 11TH, 2016

HIGH SCHOOL LIBRARY

4:00PM-6:00PM



A Representative from Persi will be in the District for a Training.



GO! Late Career (2 hours)

- Retirement Options
- Contingent Annuitant
 - Pop Up
- Benefit Estimates
- Choice Plan Distribution
 - PERSI & Taxes
- Working in Retirement

Great for those employees who are close to retirement, this will help them understand their options and the retirement process

Benefit estimates may be provided



The Second PERSI workshop, will be Tuesday May 24th, 2016.

Covering the Mid-Career (1hr) 4:00PM-5:00PM

- | | |
|----------------------|-----------------------------|
| • Choice Plan | • Purchase of Service |
| • Death Benefit | • Budgeting/Debt Management |
| • Disability Benefit | • Buyback |
| • Retirement Formula | • Release of Information |
| • Rule of 80/90 | • Investment strategy |
| • Service Retirement | • MyPersi tour |

Designed for those that are mid-career or later who are now starting to consider what retirement means to them and the benefits PERSI offers.

I ENCOURAGE YOU TO ATTEND BOTH SESSIONS, AS THEY ARE BOTH INFORMATIVE AND BENEFICIAL.

If you have questions please call Connie at the District office 843-2622ext201.

Lapwai power outage cancels school Monday

LAPWAI — A power outage in Lapwai affected 770 customers Monday morning and resulted in school being canceled.

The outage about 6:30 a.m. was caused by an equipment problem in a substation that serves the Lapwai area, according to Avista spokeswoman Debbie Simock. Simock said power was restored to most customers by about 8:45 a.m., with the rest up by 10:25 a.m.

It wasn't known whether a second outage affecting about 30 customers in the same area in the afternoon was related, Simock said.

When the decision was made to cancel school for the day, Avista representatives had not been able to share the cause of the outage and it wasn't clear when it would be restored, Lapwai School District Superintendent David Aiken said.



LAPWAI SCHOOL DISTRICT #341

404 S. Main
Lapwai, Idaho 83540
(208) 843-2622

Tuesday, February 09, 2016

To Whom It May Concern:

Please accept this letter of support for the *Niimípuum Tit'wáatit Curriculum Project*. The Lapwai School District has a long and successful partnership with the Nez Perce Language Program. Currently, all students, preschool through twelfth grade, receive language instruction. The class at the high school is dual credit with students earning both high school and college credit. The program instructors plan thoughtfully to ensure engaging instruction. We take great pride in our collaboration, striving for sustainable language revitalization.

It has always been the clear objective of the Nez Perce Language Program to provide innovative instruction to capture student interest in the language. The Lapwai School District supports the *Niimípuum Tit'wáatit Curriculum Project* in order to continue this dedication to innovation. We are excited to support the opportunity to design and implement an interactive, hands-on curriculum connecting Nez Perce land, language, culture, and tradition with lesson-specific field trips and on-site activities.

Please do not hesitate to contact me should I be able to provide additional information. Thank you for providing the *Niimípuum Tit'wáatit Curriculum Project* with your strongest time and consideration.

Most Sincerely,

Dr. 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.
www.lapwaidistrict.org

Idaho School Superintendents Association

Region I & II

Cottonwood #242

René Forsmann

Culdesac #342

Alan Felgenhauer

Genesee #282

Wendy Moore

Highland #305

Brad Baumberger

Kamiah #304

Fred Mercer

Kendrick #283

Dr. Lindsay Park

Lapwai #341

Dr. David Aiken

Lewiston #340

Dr. Robert Donaldson

Moscow #281

Dr. Greg Bailey

Mountain View #244

Kent Stokes

Nezperce #302

Dennis Kachelmier

Orofino #171

Robert Vian

Potlatch #285

Jeff Cirka

Troy #287

Dr. Christy Castro

Whitepine #288

Dennis Coulter

AGENDA

January 20, 2015 • 9:30 A.M.

University of Idaho

- | | | |
|------|---|--|
| I. | WELCOME AND INTRODUCTIONS | |
| II. | APPROVE MINUTES OF DECEMBER 16, 2015 MEETING | |
| III. | SLATE OF OFFICERS AND REPRESENTATION | |
| | President | Dr. Greg Bailey (Moscow) |
| | Vice President | Dr. Bob Donaldson (Lewiston) |
| | Secretary | Jeff Cirka (Potlatch) |
| | Treasurer | Dr. Bob Donaldson (Lewiston) |
| | IHSAA Representative | Jeff Cirka (Potlatch) |
| | IDLA Representative | René Forsmann (Cottonwood) |
| | ISSE Representative | René Forsmann (Cottonwood) |
| | Finance Committee | Wendy Moore (Genesee) |
| | Idaho School District Council | Jeff Cirka (Potlatch) |
| | ISSA Legislative Committee | Dr. Bob Donaldson (Lewiston) |
| | ALPAC/Tech Prep | Fred Mercer (Kamiah) |
| | Idaho State Accreditation Com. | René Forsmann (Cottonwood) |
| | ISSA Regional Board Rep | Dr. Bob Donaldson (Lewiston) |
| | YEA | Brad Baumberger (Highland) |
| | State Supt. Council | Dr. Bob Donaldson (Lewiston) /
Dr. David Aiken (Lapwai) |
| IV. | GUEST REPORTS | |
| V. | STANDING REPORTS | |
| | A. Legislative | Bob Donaldson |
| | B. IDLA/IEN | Brad Patzer |
| | C. ISSE | René Forsmann / Amy Sigler |
| | D. SBOE | Bill Goesling |
| | E. U of I | Taylor Raney & Matt Coulter |
| | F. LCSC | Heather VanMullem |
| | G. Idaho Div. of PTE | Joanne Clovis |
| | H. Post Secondary Transition | Danielle Hardy |
| | I. IHSAA | Jeff Cirka |
| | J. Finance | Wendy Moore |
| | K. ISDC | Jeff Cirka |
| | L. ISSA | Rob Winslow @ 11:20am |
| | M. SDE | Tim Hill @ 11:00am |
| | N. Rural Schools | Harold Ott |
| | O. Supt. of Instruction/ SDE | Chuck Zimmerly @ 11:10am |
| | P. State Supt. Council | Bob Donaldson / David Aiken |
| VI. | OTHER | |
| | • U OF I EDUCATION PROGRAM (DR. CORI MANTLE-BROMLEY & DR. TAYLOR RANEY) | |
| | • YOUTH ENDOWMENT OF ACTIVITIES FOUNDATION (BRAD BAUMBERGER) | |
| | • EDUCATION NORTHWEST PRESENTATION (DR. HELLA BEL HADJ AMOR) | |
| | • DISCUSSION REGARDING LEGISLATIVE ISSUES IMPACTING REGION I & II | |
| | • U OF I PRESIDENT PRESENTATION (PRES. CHUCK STABEN 11:30AM) | |
| | • OTHER | |

Idaho School Superintendents Association

Region II

Cottonwood #242

René Forsmann

Culdesac #342

Alan Felgenhauer

Genesee #282

Wendy Moore

Highland #305

Brad Baumberger

Kamiah #304

Fred Mercer

Kendrick #283

Dr. Lindsay Park

Lapwai #341

Dr. David Aiken

Lewiston #340

Dr. Robert Donaldson

Moscow #281

Dr. Greg Bailey

Mountain View #244

Kent Stokes

Nezperce #302

Dennis Kachelmier

Orofino #171

Robert Vian

Potlatch #285

Jeff Cirka

Troy #287

Dr. Christy Castro

Whitepine #288

Dennis Coulter

AGENDA

February 10, 2016 • 9:00 A.M.
LCSC Center for Arts and History
415 Main Street, Lewiston, ID

- | | | |
|------|--|--|
| I. | WELCOME AND INTRODUCTIONS | |
| II. | APPROVE MINUTES OF JANUARY 20, 2016 MEETING | |
| III. | III. SLATE OF OFFICERS AND REPRESENTATION | |
| | President | Dr. Greg Bailey (Moscow) |
| | Vice President | Dr. Bob Donaldson (Lewiston) |
| | Secretary | Jeff Cirka (Potlatch) |
| | Treasurer | Dr. Bob Donaldson (Lewiston) |
| | IHSAA Representative | Jeff Cirka (Potlatch) |
| | IDLA Representative | René Forsmann (Cottonwood) |
| | ISSE Representative | René Forsmann (Cottonwood) |
| | Finance Committee | Wendy Moore (Genesee) Absent |
| | Idaho School District Council | Jeff Cirka (Potlatch) |
| | ISSA Legislative Committee | Dr. Bob Donaldson (Lewiston) |
| | ALPAC/Tech Prep | Fred Mercer (Kamiah) |
| | Idaho State Accreditation Com. | René Forsmann (Cottonwood) |
| | ISSA Regional Board Rep | Dr. Bob Donaldson (Lewiston) |
| | YEA | Brad Baumberger (Highland) |
| | State Supt. Council | Dr. Bob Donaldson (Lewiston) /
Dr. David Aiken (Lapwai) |
| IV. | GUEST REPORTS | |
| V. | STANDING REPORTS | |
| | A. Legislative | Bob Donaldson |
| | B. IDLA/LEN | Brad Patzer (Absent) |
| | C. ISSE | René Forsmann / Amy Sigler |
| | D. SBOE | Bill Goesling |
| | E. U of I | Taylor Raney & Matt Coulter |
| | F. LCSC | Heather VanMullem |
| | G. Idaho Div. of PTE | Joanne Clovis |
| | H. Post Secondary Transition | Rob Lohrmeyer |
| | I. IHSAA | Jeff Cirka |
| | J. Finance | Wendy Moore (Absent) |
| | K. ISDC | Jeff Cirka |
| | L. ISSA | Rob Winslow @ 9:45am |
| | M. SDE | Tim Hill @ 9:15am |
| | N. Rural Schools | Harold Ott |
| | O. Supt. of Instruction/ SDE | Chuck Zimmerly @ 9:30am |
| | P. State Supt. Council | Bob Donaldson / David Aiken |
| VI. | OTHER | |
| | • WELCOME (LCSC PRESIDENT TONY FERNANDEZ & PROVOST LORI STINSON) | |
| | • CALL IN REPORTS (TIM, CHUCK, AND ROB) | |
| | • LEGISLATIVE ISSUES & DAY ON THE HILL EVENT | |
| | • LUNCH WILL BE SERVED @11:30 HOSTED BY LCSC (ACADEMIC DEAN MARY FLORES) | |
| | • OTHER | |

Superintendent's Weekly Update

Friday, February 5, 2016

One ongoing opportunity for improvement at Lapwai Middle-High School has been student cell phone use.

In addition to increased consistency with cell phone procedures and policies, parents received the pictured letter.

This message has also been posted on the district Facebook page. Our page now has 511 followers. Our messages are viewed and shared frequently, often in the thousands.



Lapwai Middle High School

404 S Main St
Lapwai, Idaho 83540
Phone (208) 843-2241
Fax: (208) 843-5289

Dear Parent/Guardian,

- We appreciate your assistance in curbing our highest miss-behavior to date; **improper cell phone** (and other electronic devices) **usage**.
- With the exceptions of lunchtime, medical, and court ordered requirements, cell phones and other electronic devices are to be turned off and out of sight.
- Consequences for misuse of electronic devices are as follows: For the **1st and 2nd violations** cell phones and other electronic devices will be confiscated and held in the office until the end of the school day, at which time students may pick up their equipment.

On the 3rd violation, parents/guardians are contacted and required to pick up the device at the front office in the Middle/High School and conference with an administrative member.

Please return to the school signed

Parent/Guardian signature: _____

FAFSA NIGHT

February 10, 2016 5-7PM in the Library at LHS

Please join us next week.

University of Idaho Upward Bound
LCSC Financial Aid and New Student Recruitment





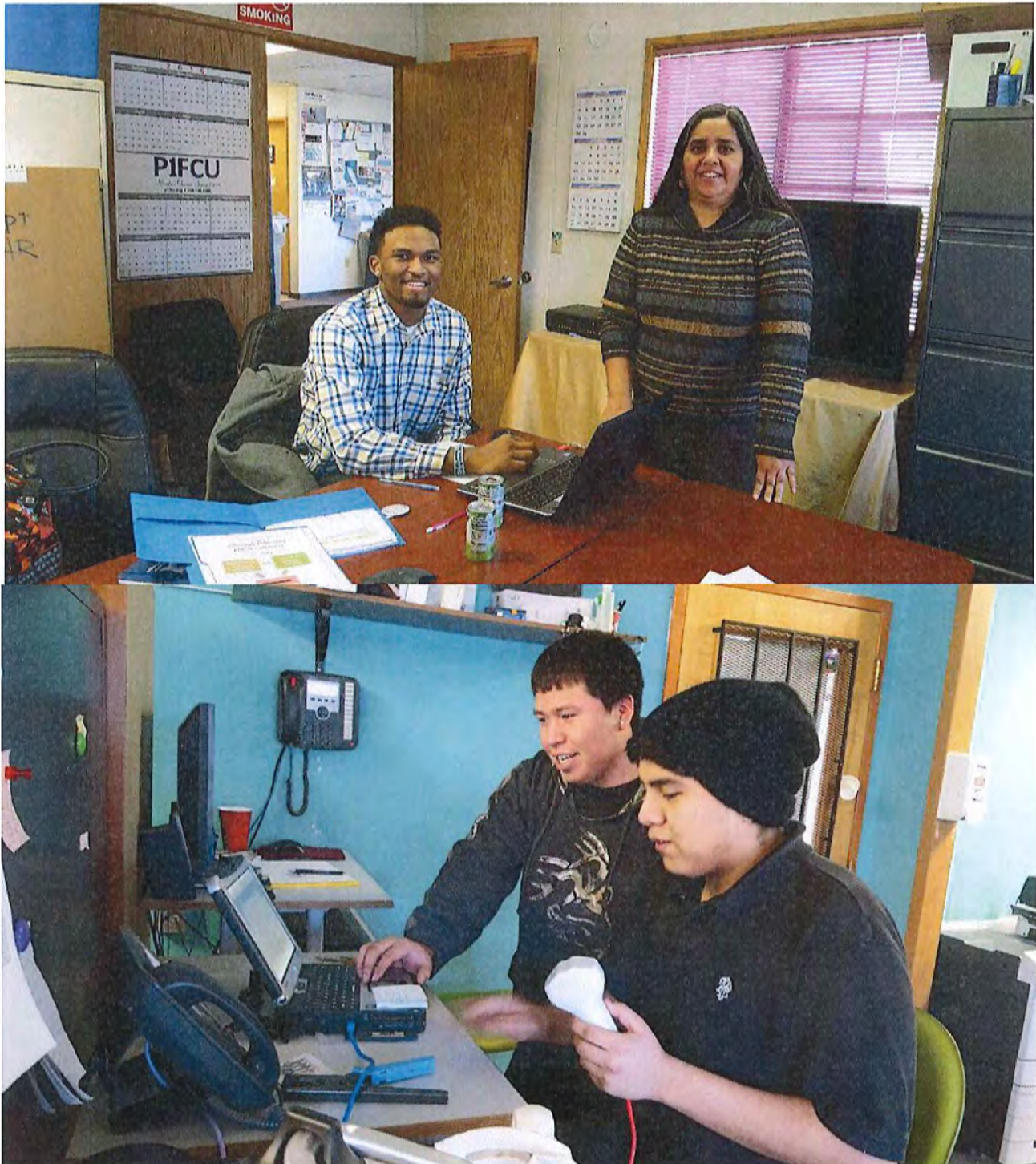
Joyce McFarland, Nez Perce Tribe Education Department Manager, and Josh Nellesen, Academic Guidance Counselor, coordinated opportunities for all seniors to job shadow Nez Perce Tribe employees this week on Groundhogs Day, February 2nd.

Joyce McFarland: "Just like a mentoring relationship, Job Shadow had an equal impact on the Adult Supervisors. Makes you appreciate one's work when seen through the eyes of a young person. I'm glad we got the inaugural event off the ground. Now hopefully we can make Job Shadow on Groundhogs Day an annual event."









Bus#	VIN	Model Year	Depr Amount	Mileage 6-2015	Depr Date	Yr	2016-2017	Yr	2017-2018
7	1GDHG31K3RF528248	1994	26,986	162930					
10	4DRGSAAN4TA071009	1996	56,907	161099					
4	1HVBBAAL51H378104	2001	\$56,153	93711	6/30/2001				
8	4DRBGAAN82A948708	2002	\$64,073	55833	6/30/2003				
5	1GBJG312161171283	2006	\$49,131	102166	6/30/2006	12	\$1,102		
6	1GBJG312861169398	2006	\$45,703	86533	6/30/2006	12	\$1,025		
9	4UZABRDU99CAJ1850	2009	\$74,555	73910	6/30/2008	10	\$2,408	11	\$2,006
11	4UZABRDTXBCAX3805	2011	\$80,558	56067	6/30/2011	7	\$4,496	8	\$3,747
3	4UZABRDUXGCHG3775	2016	\$81,110	0	6/30/2016	2	\$11,267	3	\$9,389
					Totals		\$20,298		\$15,142

Athletic Report

2015-2016 Basketball Season:

Boys are undefeated, and heading into our district tournament with the #1 seed.

Girls are headed to state for second year in a row under Coach Spencer.

- Only two losses this year. Both to the same school, Timberlake High School, which is a 3A school.

Parent Contacts: (For Girls and Boys)

- Actual Meetings: 4
- Conversations In Person: 5
- Telephone: Several per day. Mostly over dates and times.

Academics:

- All students maintained their eligibility from first semester. We had one student regain her eligibility.
- Learning Lunch was very successful.

Games:

I have received very positive feedback from our games in terms of logistics and the overall process of what it takes to put on a basketball game. However, there is always room for growth.

- Concessions
 - o From feedback I have received, concessions have gone very well. No reports of missing/stolen money. Clubs were able to be very successful on raising money for themselves.
 - o Able to purchase a new popcorn machine.
 - o Growth Opportunity:
 - Work on developing a system of allowing multiple clubs to partake in any one event.
 - Ms. Kerby is working on developing a system to train different club members and club advisors, so she isn't have to spend multiple nights at the school.
- Sportsmanship
 - o No real major concerns. The obvious presence of an administrator, I feel, has helped greatly.
 - o Working on developing a Sportsmanship Banner (see attached) for the gym.
 - o Working with students to understand what to "chant" and what not to. Hope to get ASB and Cheer to help with this next year.

Meetings:

- Whitepine League:
 - o Once a month:
 - Next meeting 2/10/16
 - Last meeting 1/13/16 (see attached minutes)
 - o Scheduling done for Football and Volleyball for next year
 - o Basketball will begin after state.
 - Confirmed for Avista Tournament next year
 - Wanting to put on our own composed of primarily Native American Dominate Schools (Wellpinit, White Swan, etc)
- Bi-State (Middle School):
 - o Currently only girls' volleyball and basketball.
 - o Thinking of putting only boys' basketball in to Bi-State.
 - Closer schools
 - Less travel
 - Trying to determine the burden to other league.
- Middle School Whitepine League
 - o Currently only Football, Boys' Basketball, Track

- Last meeting 2/10/16 (See attached Agenda)
- IHSAA:
 - Kelly Caldwell (Genesee Principal and AD) represents us and our league to the IHSAA when necessary.
 - Stay in contact through email when needed

New Handbook:

After the implementation of our new Athletic Handbook, there as a slight “learning curve” for parents and athletes alike, but for the most part it has been a very positive transition.

Currently we are working on already revising it to make it better (a living document). Areas of opportunity are:

- Attendance→ Dr. Aiken is working with our attendance policy to include language to ensure that students understand the importance of coming to school. He is currently working on a draft for next year.
- Consequences for violations of code
- Putting the Drug Testing Policy in the Handbook
- Adding to the Sportsmanship definition (Wildcat Way!) (See proposed banner) as well as consequences.

Financials:

- Currently all sports are in the “black” with exception of cheer, but that will be taken care of soon.

Junior High AD Meeting

Wednesday, February 10th – 7:00 a.m. at Craigmont

1. Please bring your volleyball schedule so that we can make sure that we all have Summit with one team (8th only), and that we have worked out what we can with Highland and Culdesac splitting.
2. Prairie is hosting the junior high volleyball tournament on Saturday, February 27th. We will take 10-7th grade and 10-8th grade teams. \$60 per team. Let Cheyenne Hudson know if you plan to attend @ Hudson@sd242.org Highland is the only team to commit with a 7th and 8th grade team (that I know of).
3. Track – Kamiah Jr./Sr. High would like to go back to a 4:00 start time. Katie, do you know if Lapwai would like the same start time? We will discuss this, but I feel it should be the host school's decision on the start time.
4. Track Schedule: Typically, Kamiah and Lapwai create the schedule for the junior highs around the needs of the high school schedule. They will let us know dates, times for junior high meet, and then we need to confirm what meets we will attend.
5. How many athletes do we put in each event? Which meets are more restricted than others?
6. 8/11 man football schedules. We should have these for the May meeting. Who will build the 8-man schedule (Dennis Kachelmaier last year)? 11-man (Rick Wilcox last year)?
7. Last year, Dorie Nelsen built the boys basketball schedule.
8. Last year, Brad Baumberger built the girls basketball schedule.
9. What day do we want to meet in May? May 11th is the H.S. Principal/AD meeting.

Welcome To Lapwai High School

WHERE SPORTSMANSHIP IS AN EXPECTATION!

**So Please
Let The Players Play.
Let The Coaches Coach.
Let The Officials Officiate.
Let The Spectators Be Positive**



THE WILDCAT WAY!

- A. Call to order John Carnahan, Logos – Sarah Wiggum, Potlatch – Katie Ball, Kamiah – David Kroneman, Lapwai – Kurt Bradley, Nezperce – Absent, CV – Dorie Nelsen, Timberline – Brad Baumberger, Highland – Lindsey Parkins, Culatesac – Steven Kirkland, Kendrick – Darrah Eggers, Deary – Todd Nygaard, Prairie – James Stoner, Troy – George Watson, Summit – Kelly Caldwell, Genesee
- B. Minutes of December meeting (James)
- C. Financial Report
 - a. Account balance \$2448.85 Checking, \$808.56 in savings \$3,257.41 total
 - b. Taxes due January 20th. Taxes will be covered by host school and not WPL, so as not to be taxed twice.
- D. League Action-email/phone/fax
 - a. none
- E. Old Business
 - a. Reminder--VB schedules to Kelly to put into google calendar
 - b. Reminder--FB schedules to Kolby to put into google calendar – Contact Scott Thompson - sthompson@garpal.net
 - c. Mercy rule for football -
- F. New business
 - a. Basketball Districts SOP (Travis, James)
 - i. Brackets and dates (updated since last meeting)
 - ii. Regional & State play-in games—dates, times, location – Regional playin for D1 @ Wallace 5pm. Girls – 2/11, Boys 2/25. State playin for D1 @ Highland 1pm. Girls 2/13, Boys 2/27.
 - b. IHSAA upcoming meeting Jan. 20 – Kelly will attend to hear all “Final” readings. Mercy rule for football will be decided at this time. Representation will be discussed. Volleyball and basketball will most likely get 2.25 for 2016-2017. 2017-2018 will be 1.5.
 - c. Track meet locations
 - i. WPL Meet—April 30 Kamiah as verified by Katie. This is a change. Please pass this on. WPL meet will medal first 3 in individual events and 1st place in relay events. Katie will call and talk to Wallace about medals for regionals.
 - ii. Regionals—May 13-14 Kamiah -
 - iii. Track meets, questions etc.
 - d. District Softball and Baseball locations
 - i. Baseball--Airport, Church, Kendrick, Clearwater or Orofino? – Confirmed in Orofino by Kolby – May 13-14.
 - ii. Softball—Airport, Kendrick, Prairie or Orofino? – Confirmed in Orofino by Kolby – May 13-14. Baseball is supposed to be up north and Softball down south. 6 teams for softball in the state tournament. It would be nice to have state baseball and softball at Orofino. This would require the baseball teams to travel south 2 years in a row. This would put softball and baseball in the same region of the state during the same year. WPL is in favor of moving baseball to the south this year, so that state baseball can be in Orofino next year.
 - e. Baseball and Softball schedules to district commissioners by February 15
 - f. YEA – Brad Baumberger presented information and handed out a pamphlet. Look it over and direct any questions to Brad. See the website for specific guidelines for each sport.
<http://www.yeafoundation.org/>

G. Agenda items for next month

Meeting Feb. 10th at 2pm at LCSC

H. Adjourn



LAPWAI ELEMENTARY SCHOOL

LAPWAI SCHOOL DISTRICT #241

Box 247

Lapwai ID 83540

(208) 843-2960/2952

To: Board of Trustees
From: Teri Wagner
Date: February 10, 2016
RE: February Board Back-Up

Building Documents-Attached

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

Professional Learning

Professional Learning Teams meet Wednesday from 7-8 AM

- ELA (English Language Arts)
- Math
- Behavior

Professional Learning Focus

- Danielson Framework for Teaching
- Best Practice English/Language Arts Instruction-Vocabulary
- Best Practice English/Language Arts Interventions and Data Analysis
- Self-Reported Grades (J. Hattie Research)
- Preparing for the 2016 Administration of ISAT 2.0-Lewiston
- Idaho Principals Network-Boise

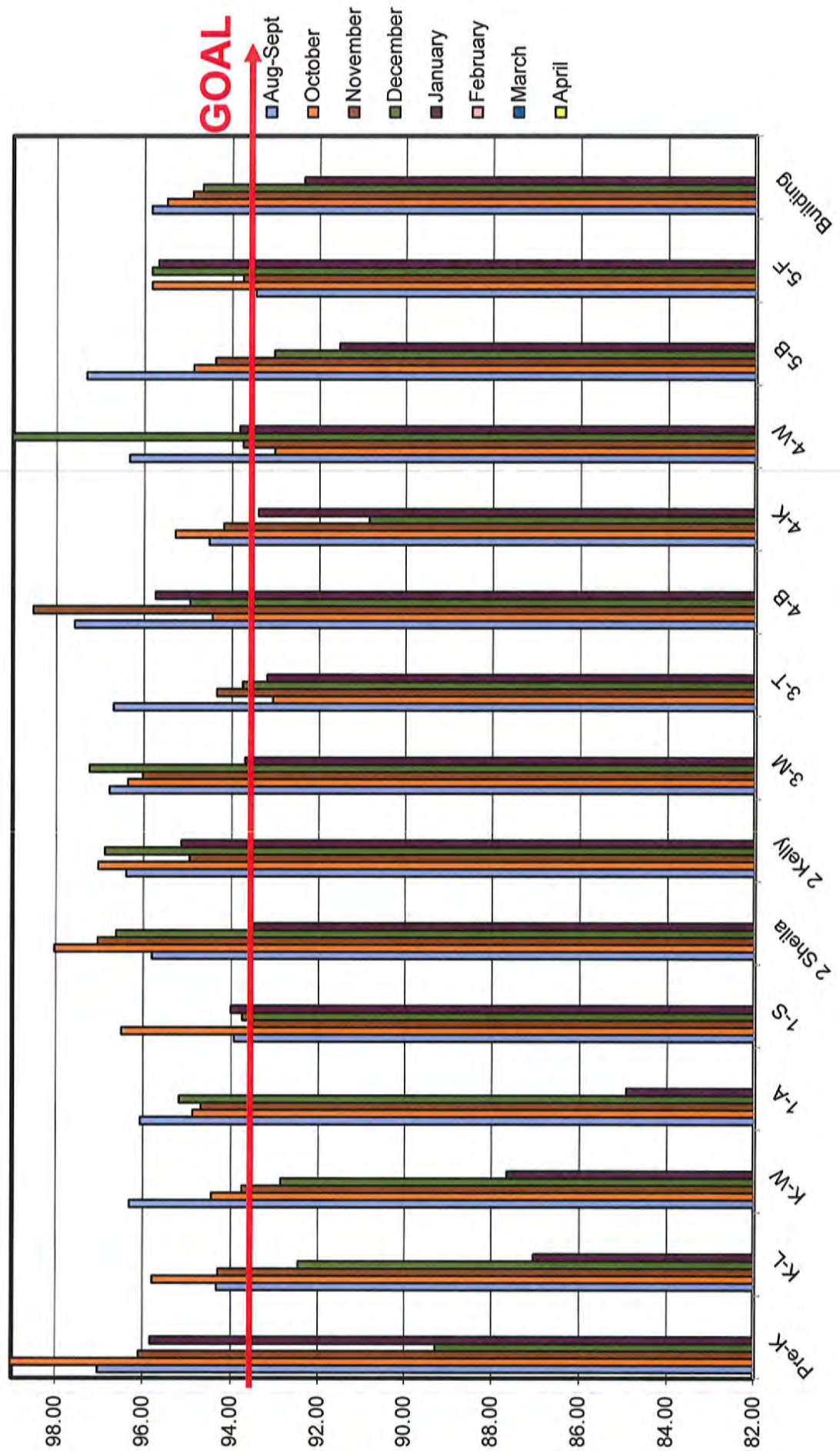
Family/Community Involvement

- Newsletter
- Growing up Film Preview for Parents February 9
- STEP-Cultural Pedagogy Cohort February 19
- STEP-NCLT February 23
- STEP-Family Engagement February 24
- Kindergarten Family Fun Night February 25
- Success Assemblies February 26

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

kliye pecepelihniku' wapáyat'as mamáy'asna hipewc'éeyu'cúukwenin'.

LAPWAI ELEMENTARY SCHOOL ATTENDANCE 2015-16



Lesson Plan Checks

Second Semester 2015-2016

	1/25	2/1	2/8	2/16	2/23	2/29	3/7	3/14	3/21	4/4	4/11	4/18	4/25	5/2	5/9	5/16	5/23
Arthur	x	x	x														
Baldwin	x	x	x														
Blyleven		x	x														
Cleveland	x	x	x														
Finnell			x														
Hewett	x	x	x														
Hillman	x	x	x														
Jones	x		x														
Kirk	x	x	x														
Latella	x	x	x														
McKarcher	x	x	x														
Melton		x	x														
Raml	x	x	x														
Sliger	x	x	x														
Terry	x	x															
Westbrook	x	x	x														
Woodford	x	x	x														

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

	1/25	2/1	2/8	2/16	2/23	2/29	3/7	3/14	3/21	4/4	4/11	4/18	4/25	5/2	5/9	5/16	5/23
Arthur	o		o														
Baldwin		o, c, o	o														
Blyleven	o, c	o, c	o														
Clark		c	c														
Cleveland	o		o														
Finnell		o	o, c														
Hewett	o		o														
Hillman	o		o, c														
Jones			c														
Kirk		o	o														
Latella	o, c	o, c	o														
McKarcher		o	o														
Melton			o														
Raml			o														
Sliger	o		o														
Terry		o	o, c														
Westbrook		c	o														
Woodford		o	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	202 + 1	173	214					
Baldwin	278	132 + 1	167	174	144					
Blenden	45	15	35	19	11					
Blyleven	1530	1047		435	566					
Cardenas -Cooley	15	9	15	14						
Clark	165	111	130	134	100 + 1					
Cleveland	41	~212	511	450	354					
Doeringsfeld	39	32	66	15	32					
Finnell	243	144 + 1	228 + 1	205	131					
Hewett	395	273 + 1	429 + 1	185 + 1	360					
Hill	30	12	21	12	33					
Hillman	149	152 + 1	112	103 + 1	116					
Jones/Henry	35/46	28	72	41	107					
Kirk	1638	1160		516	508					
Latella	188	160	160 + 1	124	174					
McKarcher	126	153	117 + 1	63	69					
Melton	277	535		59	260					
Raml	97	40	45	15 + 1	54					
Sliger	150	140	112	96	96					
Terry	406		521	489						
Wagner	63	304	322	57	311					
Westbrook	146	111	162 + 1	165	145					
Woodford	1781	1153	606	590	708					
Total	8413	6141 + 4	4024+6	4134	4493 + 1					

The second number in the column indicates a presentation by a community member in the classroom. Our school goal is two per classroom per year.

Agenda
Professional Learning
Friday, January 29, 2015
McKarcher's Room

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

******Bring STAR Data (Math Growth Report), and/or AIMS scores (Fall and Winter)**

Announcements

- Informal observations
- Formal evaluation schedule
- Chuck Petras-SEL
- Valentine Celebration
- Good of the group

Celebrate Success

Collaborative Meeting Goals

Goal 1: Analyze classroom and grade level data to determine the effectiveness of **CORE** math instruction.
(Is Engage working and how do you know?)

Answer each question below.

1. What does the winter **data** say about improved student learning? (upward movement of Tier II & III, maintenance of Tier I students)
2. What is working? How do you know?
What is not working? How do you know?
Are there adjustments that need to be made in order to support strong **CORE** instruction?
(focus, schedule, materials, etc.)
3. How is the **PACING** this year compared to last year?

Goal 2: Using the **Math Intervention Meeting** sheet, determine the effectiveness of **Tier II** interventions for students at your classroom/grade level.

Goal 3: Using the **Math Intervention Meeting** sheet, determine the effectiveness of **Tier III** interventions of students in your classroom/at your grade level.

Goal 4: Evaluate meeting effectiveness to improve professional learning at Lapwai Elementary School.

Agenda
Professional Learning
ELA Improvement
Lexie and Shelby
Friday, February 5, 2016

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

Morning Consulting Sessions

Consulting Sessions	Teacher(s)	Topic	Room #
8:30-9:15	Becca Cindy D. Nizohni <i>Susan</i>	Tier III Intervention	206
9:15-10:15	Sara Hill Colleen Michelle	Tier III Intervention	206
10:15-10:40	Dena Heather Teri	Para use during <i>Reach</i>	206
10:40-11:50	Dena Becky S. Janell Rhoda Cassidy Sara Henriksen	Tier II Intervention	206
12:25-1:15	Brenna Traci	Scheduling ELA Time <i>Reach</i>	206

Afternoon Professional Learning Activity Goals

Best Practice Vocabulary Instruction

- Goal 1 Celebrate recent accomplishments in ELA
- Goal 2 Close read comprehension article, identify 3-5 points of most significance, and discuss application
- Goal 3 Identify best practice resources for increasing fluency, building background knowledge and improving academic vocabulary
- Goal 4 Evaluate Meeting Effectiveness

Welcome



Lapwai Elementary

Opening Activity



Shanahan on Literacy



Research

Vocabulary in kindergarten and first grade is a significant predictor of reading comprehension in the middle and secondary grades.

Cunningham, 2006; Cunningham & Stanovich, 1997; Ouel & Dale, 1995; Denton et al. 2011

How Many Words?

- Children need to learn 2,000 to 3,000 new words each year from 3rd grade onward.
- In 1st and 2nd grade, children need to learn 800+ words per year.
- Children who are behind by 1st grade have a hard time making up the gap.

Biemiller, Nagy & Anderson

Importance of Knowledge

- Similar history of research (Kintsch 1998, most of John Guthrie's work, Adams 2009...)
- Makes sense as knowledge of words and knowledge of the world go together
- Take a look at SBAC and PARCC

Topics and References in Third Grade SBAC and PARCC Sample Tests

- Babe Ruth
- Smithsonian
- Alaska
- Native peoples
- Japan & Japanese art
- National Geographic Society
- Indonesia
- Animal communication
- U.S. Congress
- Animal mating
- Gills
- Animal traits
- Vertebrate
- Amphibian
- Larva
- Pupa
- Lifecycle
- Mammals
- Mass-produced

"The Baseball Study," Recht & Leslie (1988)

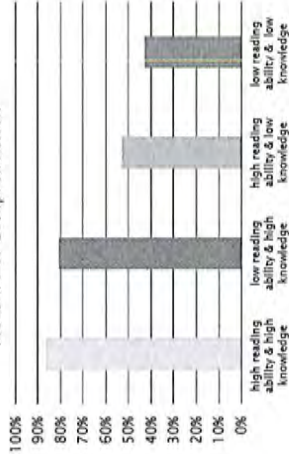


"The Baseball Study," Recht & Leslie (1988)

Compared reading comprehension for four categories of students:

High reading ability High knowledge of baseball	Low reading ability Low knowledge of baseball
High reading ability Low knowledge of baseball	Low reading ability High knowledge of baseball

Measure of Comprehension



Errors in Comprehension



Findings

- Knowledge of the topic had a MUCH bigger impact on comprehension than generalized reading ability did. (pg. 18)
- With sufficient prior knowledge, "low ability" students performed similarly to higher ability students. (pg. 19) The difference in their performance was not statistically significant.

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: 3:40-7:00 PM (200 minutes)
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 and minutes** from last meeting-THANK YOU Heather!
(5 minutes)
2. **Analyze Winter Benchmark Data** (50 minutes)
ELA-Beau, Heather, Julie, Becky
Math-Cassie, Kelly, Christina, Lori
Use the data to answer the following questions about our system making **fact-based** statements. Be prepared to present your findings to the rest of the leadership team.

Core Instruction

- What does the winter data say about improved students learning in core instruction? (upward movement of Tier I & III, maintenance of Tier I students)
- Are there any adjustments that need to be made in order to support strong core instruction? (schedule, materials, para educators, etc.)
- Based on the winter benchmark screening data, which grades might need additional support?

Tier II

- To what degree did students who need additional support receive that support?
- Are the interventions working? How do we know?
- Do we need to adjust the intervention system regarding conditions for successful intervention? (student placement, schedule, amount of time, evidence based materials, well trained interventionists, students placed using data, data meetings, etc.)

Tier III

- To what degree did students who need additional support receive that support?
- Are the interventions working? How do we know?
- Do we need to adjust the intervention system regarding conditions for successful intervention? (schedule, evidence based materials, well trained interventionists, data meetings, etc.)

FEBRUARY 2016

PROFESSIONAL LEARNING AND ASSESSMENT

SUN	MON	TUE	WED	THU	FRI	SAT
	1 STAR Early Lit and Reading <i>Leadership Team</i>	2	3 PLCs 7-8 AM	4	5 RtI Lexie/Shelby Vocabulary	6
7	8	9	10 PLCs 7-8 AM	11	12 ELA Vocabulary Focus	13
14	15 Presidents' Day Holiday	16	17 PLCs 7-8 AM	18	19 Danielson Framework for Teaching	20
21	22 STAR MATH	23	24 PLCs 7-8 AM	25	26 Heather Self Reported Grades	27
28	29	1	2 PLCs 7-8 AM	3	4 RtI Lexie/Shelby Reach Grades 1, 2 Interventions	5

Student Population as of 01/31/16

By Homeroom

Head Count (main and ancillary enrollments)

Ethnic Codes:		<H>	<I>	<M>	<U>	<W>	<Total>
Grade Level: PK							
Male:	---	---	4	---	---	1	5
Female:	---	---	2	---	---	1	3
Total:	---	---	6	---	---	2	8
Grade Level: KG							
Male:	---	---	16	---	---	1	17
Female:	---	---	16	---	---	3	19
Total:	---	---	32	---	---	4	36
Grade Level: 01							
Male:	---	---	16	---	---	1	17
Female:	---	1	15	1	---	4	21
Total:	---	1	31	1	---	5	38
Grade Level: 02							
Male:	---	---	13	1	1	1	16
Female:	---	---	17	---	---	3	20
Total:	---	---	30	1	1	4	36
Grade Level: 03							
Male:	---	1	15	---	---	1	17
Female:	---	1	18	3	---	4	26
Total:	---	2	33	3	---	5	43
Grade Level: 04							
Male:	1	2	16	---	---	3	22
Female:	---	2	22	2	---	3	29
Total:	1	4	38	2	---	6	51
Grade Level: 05							
Male:	---	1	17	---	---	2	20
Female:	---	---	16	1	---	1	18
Total:	---	1	33	1	---	3	38
Code Totals:							
Male:	1	4	97	1	1	10	114
Female:	---	4	106	7	---	19	136
Total:	1	8	203	8	1	29	250

Ethnic Codes Legend:

B - Black or African American

H - Hispanic or Latino

I - American Indian or Alaska Native

M - Two or more races

U - Invalid

W - White

Lapwai School District No. 341
Lapwai Elementary School
Student Body Funds
January 2016

		Beginning		Deposits		Disbursements	Ending
		Balance					Balance
General Fund		\$7,039.73		\$965.00			\$8,004.73
Library/Book Fair		\$62.53		\$2,314.19		\$2,271.19	\$105.53
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					\$10,014.60

Analyzed Business Checking - PF

Account number: 801013418 ■ January 1, 2016 - January 31, 2016 ■ Page 1 of 2



LAPWAI SCHOOL DISTRICT 341
LAPWAI ELEMENTARY SCHOOL
STUDENT BODY
404 S MAIN ST
LAPWAI ID 83540-6131

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	\$9,006.60	\$3,279.19	-\$2,271.19	\$10,014.60

Credits

Deposits

Effective date	Posted date	Amount	Transaction detail
	01/19	2,272.19	✓ Deposit
	01/19	1,007.00	✓ Deposit
		\$3,279.19	Total deposits
		\$3,279.19	Total credits

Debits

Checks paid

Number	Amount	Date
3755	2,271.19	01/25
	\$2,271.19	Total checks paid
	\$2,271.19	Total debits

Daily ledger balance summary

Date	Balance	Date	Balance	Date	Balance
12/31	9,006.60	01/19	12,285.79	01/25	10,014.60
Average daily ledger balance		\$9,868.89			

monthly bank statement

MONTH	PREVIOUS BALANCE	TOTAL DEPOSITS
January	\$9,006.60	\$3,279.19
YEAR	ENDING BALANCE	TOTAL WITHDRAWALS
2016	\$10,014.60	\$2,271.19

deposits

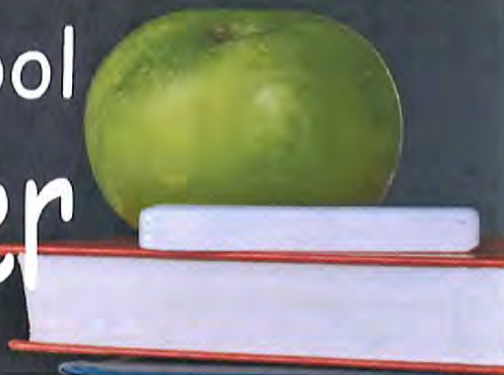
deposit no.	date	amount	description	reconciled
	1/19/2016	\$2,272.19	book fair	yes
	1/19/2016	\$1,007.00	misc	yes
TOTAL		\$3,279.19		

withdrawals

type	date	amount	for	reconciled
check	1/16/2016	\$2,271.19	book fair	yes
TOTAL		\$2,271.19		

Lapwai Elementary School Parent Newsletter

JANUARY 2016



UPCOMING EVENTS

January 29, 2016

- K-2 Awards Assembly
12:00 p.m.
- 3-5 Awards Assembly
12:35 p.m.

February 15, 2016

- No School
President's Day

February 26, 2016

- K-2 Awards Assembly
12:00 p.m.
- 3-5 Awards Assembly
12:35 p.m.

March 17, 2016

- Silverwood
Reading Is The Ticket
deadline to earn ticket.

Happy New Year!

Letter from the Principal

It's the start of a new year – and the halfway point in this school year. So it's a great time to take stock and make any needed adjustments. There is no skill that will help your child more in school than reading. And reading, like other skills, gets better with practice. By encouraging your child to read at home each day, you show him/her that it matters. Make reading a fun part of your family routine. Your child may enjoy reading to you or taking turns with you reading pages or chapters. Talk to your child about what he/she is reading. Think about your child's interests and help him/her find books or articles about them. Our school and local libraries are great resources.



Reading

Is The Ticket!

In the next few days your child will be bringing home information on how to earn a free ticket to Silverwood Theme Park. All they have to do is document ten hours of recreational reading and return the completed form by March 17, 2016. Watch for details!

Lapwai Elementary Students are:

Respectful Responsible Safe





CELEBRATE SUCCESSFUL STUDENTS

GRADE	CLASS	STUDENT OF MONTH for the month of November	MOST IMPROVED for the month of November
K	Mrs. Latella	Jesse James	Tamina Littlefish
K	Miss Westbrook	Sophie Penney	Brackston Adkins
1st	Mrs. Arthur	Talia Calkins	Kodi Greene
1st	Mrs. Sliger	Anna Marie Allen	Jacob Arthur
2nd	Mrs. Hewett	Dana Lesh & Taya Yearout	
2nd	Mrs. Hillman	Jaelyn McCormack-Marks	Darius Rickman
Art	Mrs. Raml	Kariana Covery	Keenan Henry
3 rd	Mrs. McKarcher	Elijah Cashin	Isias Johnson
3 rd	Mrs. Terry	Ama Creutzberg	Nalonni Simpson
4 th	Mr. Blyleven	Noel Penney	Elicia Bullock & Keira Bybee
4 th	Mrs. Kirk	Qubilah Mitchell	Jenna Draper
4 th	Mr. Woodford	Nevaeh Lacy	Christopher Bohnee
5 th	Mrs. Baldwin	Wanbli Chimburas	Jaishaun Sherman
5 th	Mrs. Finnell	Kelsey Williamson	Lamar Greene
Art	Mrs. Raml	Abigail Whitman	Shawn Wittman

It Matters: Motivation

Experts say the "mid-year slump"—a time when some kids lose enthusiasm for learning—is real. February is a good time to review your child's progress and promote success. To do this:

1. **Look over** your child's report card. Ask her teacher for suggestions on helping your child do her best. Communicate with the teacher throughout the year.
2. **Be creative.** Read books and do activities that relate to what your child is studying. Visit fun, safe, educational websites that will reinforce learning.
3. **Recommit to organization.** Make sure your child's schoolwork and supplies are in order. Help her clean out her backpack and restock her study space.
4. **Set exciting goals.** Help your child set a specific goal: "I want to finish a chapter book." Plan how she'll do it: "I'm going to read one chapter a day." Then applaud her efforts! Be sure to cheer for all her hard work, not just the end result. —The Parent Institute

*'Kīye pecepelíhniku' wapáyat'as mamáy'asna
hipewc'éeyu' cúukwenin'.*

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



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 January 2016 to Feb 10th 2016

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.

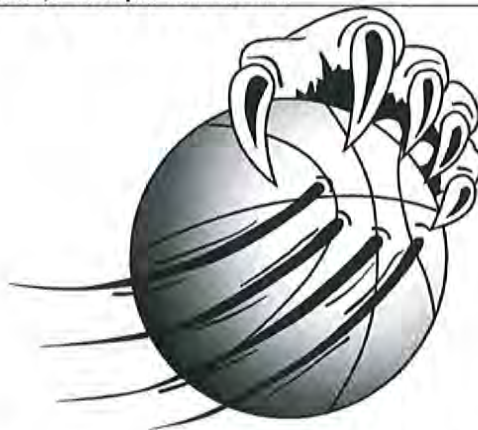
Goal: Lapwai Middle-High Staff will reduce the number of F's by 15% as measured from 2014-2015 Schoolmaster data to 2015-2016 Schoolmaster data.

Contents

1. Middle School Attendance Report
2. High School Attendance Report
3. Lesson Plan Check
4. Parent Contact Log
5. Leadership Team Meeting Agenda
6. PLC Agenda/Minutes
7. Friday PD Agendas
8. PBIS SWIS-Behavior Data
9. Celebrate Lapwai Middle-High School Bright Spots in Learning Photos

Events and Upcoming Events at Lapwai Middle/High School

1-26	Dr. Aiken information observations in building
1-28	Lapwai School District Attendance Court
1-29	Professional Development focused on Grading for Learning, PBIS and Academic Vocabulary
2-1	Patsy G (Capacity Builder) in the District, Admin Team PLC, LMS-LHS Instructional Rounds
2-2	Patsy G in the District, Leadership Team, NPT STEP and LHS Job Shadowing
2-4	ISAT Training in Lewiston for Pinkham, Jones, Coats, Ravet, and Wagner, HS Boys BB against Prairie
2-5	Pro D Grading for Learning with WSU COE Dr. Watson, Girls BB Districts against Troy
2-8	Power Outage: SCHOOL CANCELED
2-9	Boys BB against Troy
2-10	HS FAFSA Senior Night in library, 5-7 Pm
2-11	Boys BB Senior Night, Kamiah, Special Forces PLC 7 AM
2-12	Girls District Game, LCSC
2-13	Sadie Hawkins Dance 9-12
2-18-2-19	Girls BB STATE, Boys BB Districts
2-25 2-26	Pinkham and Wagner to Boise, Principal's Network



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



LMS-LHS Lesson Plans for January 2016

Staff Member	Jan 19-21 Date received	standards	Acad Vocab	Jan 25-29 Date received	standards	Acad Vocab	Feb 1-5 Date received	standards	Acad Vocab
Sheryl Bentz	x	x	x	1/24	x	x	x	x	x
Devin Boyer									
Brad Carpenter	1/20	x	x	1/24	x	X			
Iris Chimburas	1/21	x	x	1/30	x	x			
Patrick Cleveland	x	x	x	x	x	x	x	x	x
Tami Church									
Nancy Dahl				x	x	x	x	x	x
Peggy Fiske	1/20	x	x	1/25	x	x			
Verna Johnson	1/19	x					2/5	x	x
Georgie Kerby	1/19	x	x	1/25	x	x	2/5	x	x
Ken Kessler	x	x	x	1/24	x	x	1/31	x	x
Josh Leighton, Jr.	1/20	x	x	x	x	x	2/5	x	x
Julie Morrison	1/19	x	x	x	x	x	2/5	x	x
David Palmer	1/19	x	x	x	x	x	2/5	x	x
Valerie Ridinger	1/19	x	x	x	x	x	2/5	x	x
Georgia Sobotta	1/19	x	x	x	x	x	x	x	x
Tina Stacy	1/19	x	x	x	x	x	x	x	x
Mary Lynn Walker	1/19	x	x	x	x	x	x	x	x

LMS-LHS PARENT-FAMILY CONTACTS 2015-2016



Staff Member	December 2015	January 2016	February 2016	March 2016	April 2016	May 2016
Sheryl Bentz	120	56				
Devin Boyer						
Brad Carpenter	5	43				
Iris Chimburas	216	143				
Tami Church	78					
Patrick Cleveland	446	354				
Valerie Ridinger	8	20				
Nancy Dahl						
Peggy Fiske	42	42				
Verna Johnson	21					
Georgie Kerby	67	62				
Ken Kessler	95					
Josh Leighton, Jr.	30	35				
Julie Morrison	33	28				
David Palmer	148	172				
Georgia Sobotta	20	28				
Tina Stacy	12	18				
Mary Lynn Walker	141	47				
Jan Barnett	42	70				

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

Essential question: How is your current work making progress toward our building goal?

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

Start on time
Attend faithfully
Set and monitor goals regularly
Maintain professionalism and positivity
Leave other business outside the door

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

KEEPER: _____

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	
David Aiken	
Lori Ravet	
Josh Nellesen	
D'Lisa Pinkham	
Sheryl Bentz	
Georgie Kerby	
Bahiyiyh Hansen	
David Kronemann	
Georgia Sobotta	
Julie Morrison	

Our Team Norms

Time: 3:40-7:00 PM

Location: District Office Conference Room

Dinner: Provided

Bring: Binders, agenda/minutes

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.

2014-2015 F's: 147 F's 2015-2016: To reduce 15%: 125 F's

AGENDA:

1. **Minutes** from 12/1/15: LT members read minutes (copies provided) and make any corrections needed (Thank you Sheryl) (5 min 3:50-3:55)
2. Patsy share out (10 min) Activity, discussion, entry task question?
3. REVIEW FROM LAST MEETING: GOAL AND ACTION PLAN DEVELOPMENT & **PLC REPORTS** (30 min)
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.
 - CCR – READ LIVE DISCUSSION: Tier 2 Reading
 - Grading for Learning
 - PBIS – Behavior

- Cultural Responsiveness – 28 point rubric and Danielson Framework
- C&I – Academic Vocabulary, ISAT, Writing

- DATA ANALYSIS: D&F INITIATIVE: STAR READING, STAR MATH, ATTENDANCE, SWIS (1 ½ hours)**
 - STAR: Discussion technique: 3-point conversation: partners and a data point (the partners focus their data analysis on the one piece of data, and make only FACT-BASED STATEMENTS)
 - Partners share out whole group what the data showed.
 - D & F DATA: Compare last year's first semester progress with this year's progress.
 - Crunch the numbers (in small teams)
 - Analysis: Questions to ask....
- Overall D & F Initiative Status Report: COMPARISON/CORRELATION
 - Ability (STAR correlation)
 - Behavior
 - Attendance
 - Other
- Next steps:
- Accreditation update (15 min)
- PLC 6 weeks of ACTIONABLE ITEMS Planning and Prep time (40 min)
 - Evaluate PLC actionable items. Patsy feedback. By the end of Leadership Team, each PLC facilitator/team will have planned out the actionable work items that their PLC will work on each Wednesday, to work toward their identified focus of last month. PLC facilitators will monitor the progress and intentionally plan the agenda around the actionable items.
 - Brainstorm and planning time: Peer review and round robin sticky note sharing (each team peer reviews each other's 6 weeks of planning, writing clarification questions, suggestions, and feedback on a sticky note.
 - PLC team gets to review their peer's feedback
- PD and LT dates:

Date	Topic	Facilitator/PLC
Jan. 8	ISAT-TIDE	
Jan. 15	CIS	C&I PLC
Jan. 29	PBIS-Lesson Plan-Grading for Learning	DP, DK (PBIS 15 min)
Feb 5	Grading for Learning (Dr. Watson)	C&I PLC, DP & DK
Feb 12	Grading for Learning (Dr. Watson)	
Feb 19		
Feb 26		
March 4		
March 11		
March 18	GRADING DAY	
March 25	PTC's	
April 1	SPRING BREAK	
April 8		
April 15		
April 22		
April 29		

May 6		
May 13	National Indian Holiday	
May 20		
May 27	GRADUATION	
June 3	Grading Day	Last day for staff

Patsy LT dates: Tuesdays

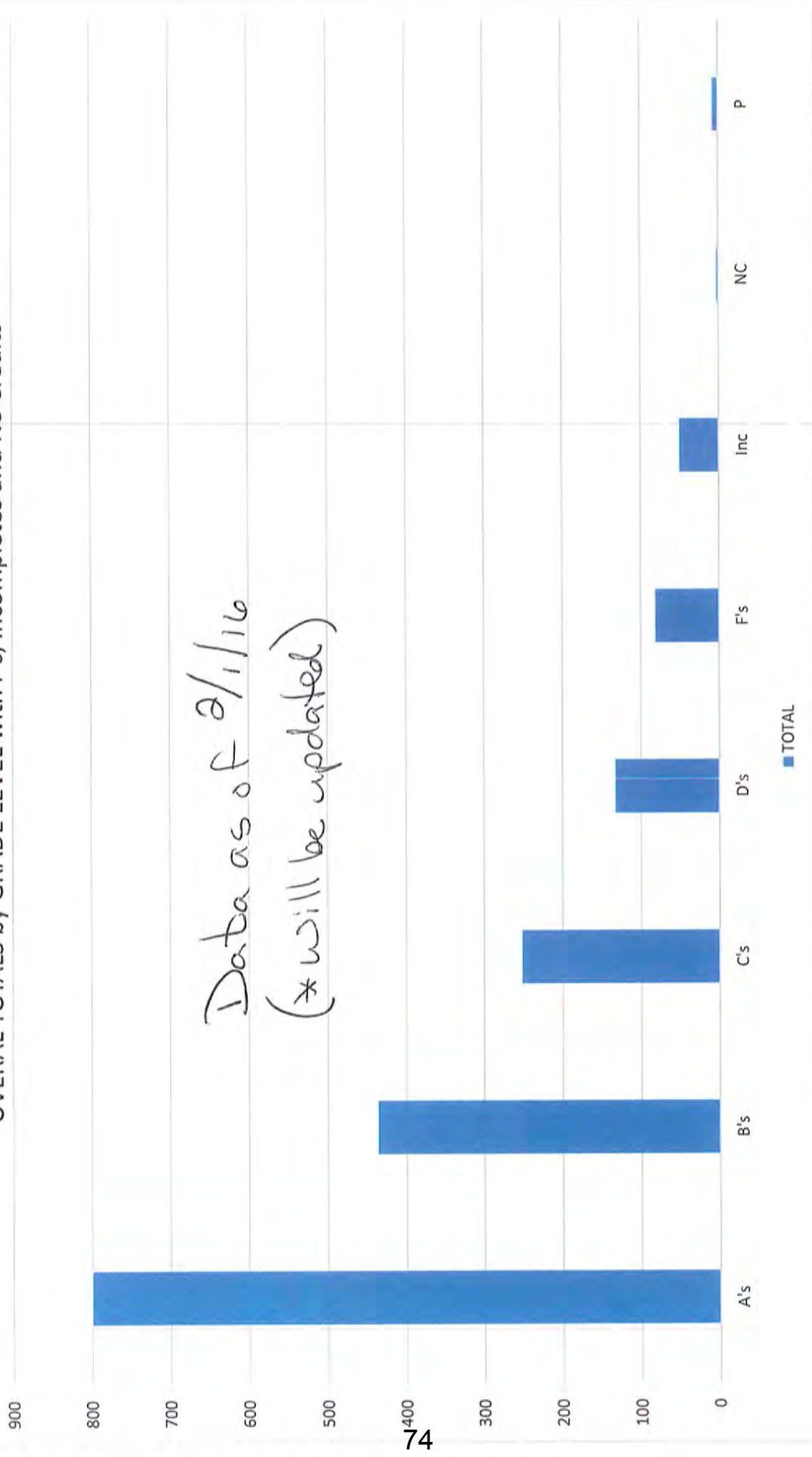
- a. February 2 and 23 (2 days in February)
- b. March 8
- c. April 26
- d. May 24
- e. June ____ (All day)

10. Meeting **evaluation** (5 minutes)

Meeting adjourned at _____

SEMESTER 1 FINAL MARKS 2015-16 A's, B's, C's, D's, F's, Inc, NC, P

OVERAL TOTALS by GRADE LEVEL with F's, Incompletes and No Credits



A's	B's	C's	D's	F's	INC	NC	P
799	436	251	132	81	50	2	7

SEMESTER 1 FINAL MARKS 2015-16

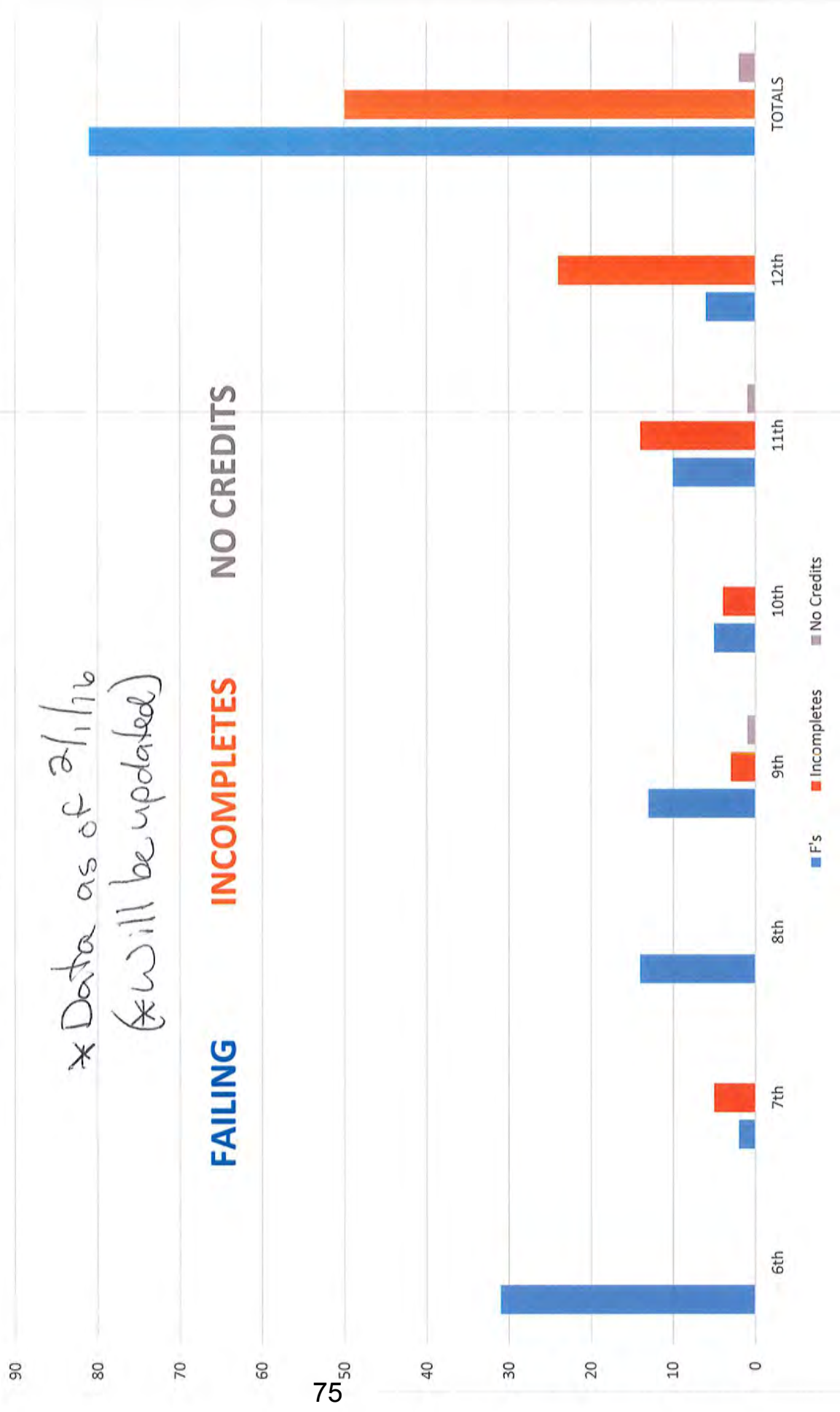
OVERAL TOTALS by GRADE LEVEL with F's, Incompletes and No Credits

* Data as of 2/1/16
(*will be updated)

FAILING

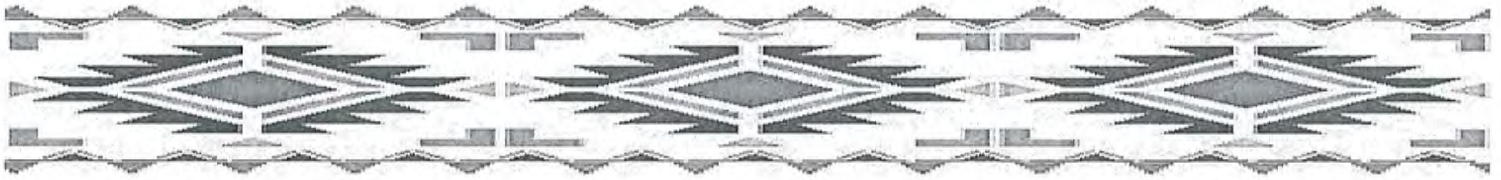
INCOMPLETES

NO CREDITS



SPECIAL FORCES PLC for 2-11-16

CULTURAL RESPONSIVENESS

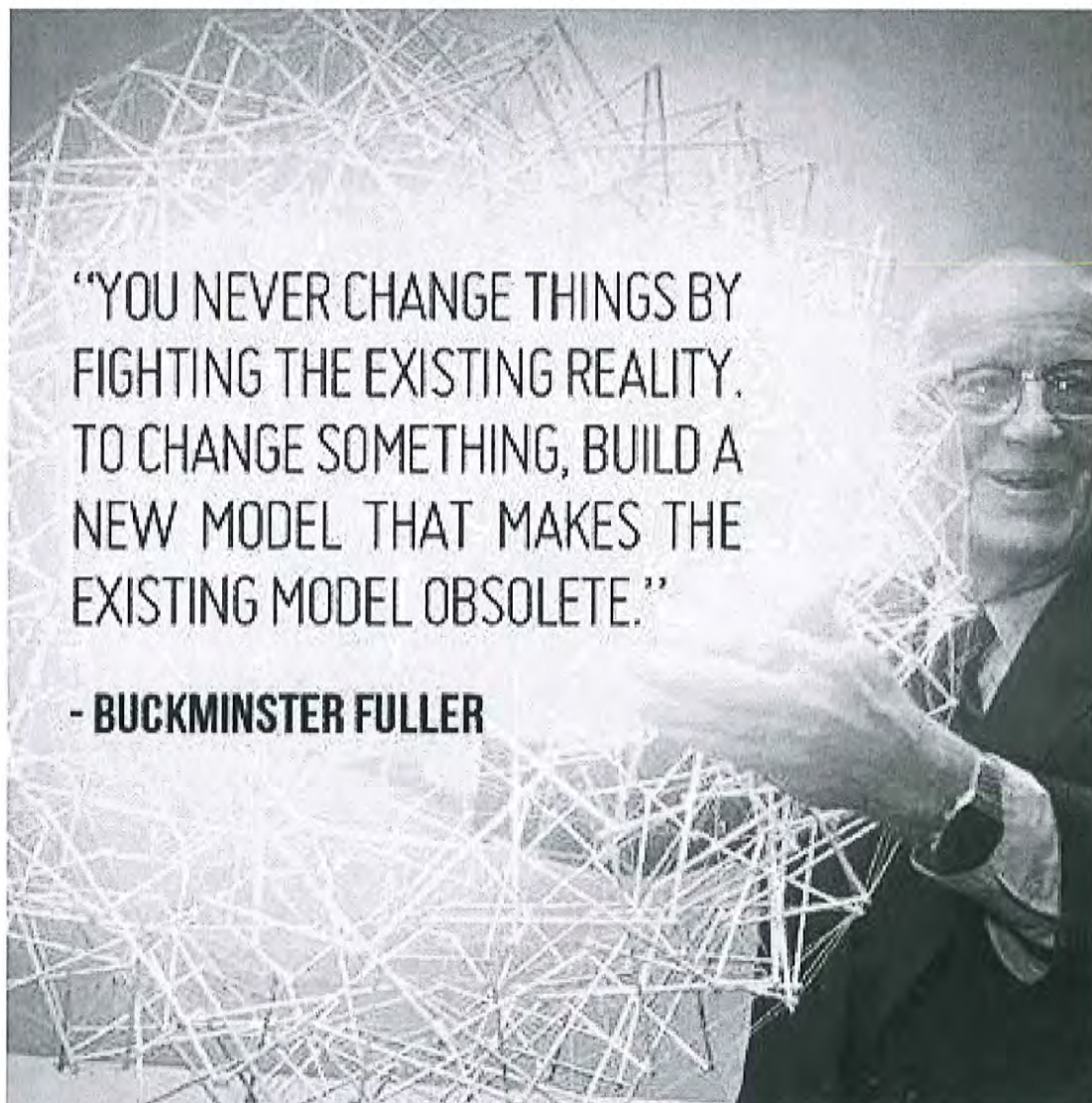


PONDERINGS:

(Quote # 1): "How a child is taught affects his image of himself, which in turn, influences what he will dare and care to learn. The interdependence of the two is inescapable." ~ Barbara Biber

"Learning and Personality Development: A Point of View," introduction, Bank Street College of Education Publication (March 1961).

(Quote # 2):



What is Cultural Responsiveness?

“Cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures. It includes adjusting your own and your organization’s behaviors based on what you learn. Cultural responsiveness is not something you master once and then forget... cultural responsiveness is not about trying to change others to be more like you. It is about cultivating an open attitude and new skills in yourself. Cultural responsiveness involves exploring and honoring your own culture, while at the same time learning about and honoring other people’s cultures.” *Excerpted from Empowering Skills for Family Workers: The Comprehensive Curriculum of the New York State Family Development Credential*

*How do you define “**cultural responsiveness**” as it pertains to your student population?*

As **special education reform** efforts shift to focus on early intervening in general education classrooms, an important aspect of redressing disproportionality remains teachers’ access to resources and professional learning opportunities that can help them redesign learning environments to address the educational needs of their increasingly diverse students.

This approach is called *culturally responsive teaching*, which is defined by Ladson-Billings (1995) as possessing these **eight principles**:

- Communication of High Expectations
- Active Teaching Methods
- Teacher as Facilitator
- Inclusion of Students who are Culturally and Linguistically Diverse Communication of High Expectations
- Cultural Sensitivity
- Reshaping the Curriculum
- Student-Controlled Classroom Discourse
- Small Group Instruction and Academically- Related Discourse

How do you see/not see these 8 principles in your Special Forces in your daily work?

What Are the Characteristics of Culturally Responsive Teachers?

Villegas and Lucas (2002) encourage teacher educators to critically examine their programs and systematically interweave six salient characteristics throughout the coursework, learning experiences, and fieldwork of prospective teachers to better prepare culturally responsive teachers to work successfully in culturally and linguistically diverse classrooms. Below is a brief description of the *six characteristics*.

SOCIOCULTURAL CONSCIOUSNESS means understanding that one's way of thinking, behaving, and being is influenced by race, ethnicity, social class, and language. Therefore, prospective teachers must critically examine their own sociocultural identities and the inequalities between schools and society that support institutionalized discrimination to maintain a privileged society based on social class and skin color. Teacher candidates must inspect and confront any negative attitudes they might have toward cultural groups.

AN AFFIRMING ATTITUDE TOWARDS STUDENTS FROM CULTURALLY DIVERSE BACKGROUNDS significantly impacts their learning, belief in self, and overall academic performance. By respecting cultural differences and adding education related to the culture of the students, programs become inclusive.

COMMITMENT AND SKILLS TO ACT AS AGENTS OF change enable the prospective teacher to confront barriers/obstacles to change, and develop skills for collaboration and dealing with chaos. As agents of change, teachers assist schools in becoming more equitable over time. **CONSTRUCTIVIST VIEWS** of learning contend that all students are capable of learning, and teachers must provide scaffolds between what students already know through their experiences and what they need to learn. Constructivist teaching promotes critical thinking, problem solving, collaboration, and the recognition of multiple perspectives.

LEARNING ABOUT STUDENTS' past experiences, home and community culture, and world both in and outside of school helps build relationships and increase the prospective teachers' use of these experiences in the context of teaching and learning.

CULTURALLY RESPONSIVE TEACHING STRATEGIES support the constructivist view of knowledge, teaching, and learning. As teachers assist students to construct knowledge, build on their personal and cultural strengths, and examine the curriculum from multiple perspectives, an inclusive classroom environment is created.

A KEY PRINCIPLE OF OUR SPECIAL FORCES WORK: WHO ARE THE ADVOCATES FOR OUR SpForces STUDENTS?

Professional Learning results in improved learning for students who have been marginalized from the academic and social curricula of the U. S. public school system. Professional learning provides opportunities for teachers to explore and understand the influence of individual cultural identity and values on individual and systems practices, as well as expand their professional knowledge of the sociocultural dimensions of learning, and its impact assessed through student involvement and performance in academic and social curricula.

Special Forces PLC Entry Task and Evaluation for 2-11-16

Individual task:

Entry Task: My definition of "culture" is:	
List a "metaphor" or "artifact" that connects to your cultural identity:	

What "CULTURAL RESPONSIVENESS" IS **NOT**...

Elbow partner:

It is not....	

Evaluation: Special Forces & Cultural Responsiveness are critical to academic achievement and the closing of the achievement gap because.....

Becoming culturally responsive and culturally competent is a **journey**, and it begins by having a strong cultural identity as an educator. It is important to be aware of the Indigenous learning theories and Western frameworks that affect student learning. Once teachers have a foundation of knowledge with these concepts, they can begin to be reflective about their own teaching practices, as well as the diverse needs of their Indigenous students. Battiste (2002) summarizes this process best. In order to affect reform, educators need to:

- Make a conscious decision to nurture Indigenous knowledge, dignity, identity, and integrity by making a direct change in school philosophy, pedagogy, and practice.
- Develop missions and purposes that carve out time and space to connect with the wisdom and traditions of Indigenous knowledge.
- Teach holistic and humanistic connections to local and collective relationships.
- Generate educational space that allows them to be challenging, caring, inspiring, and alert to their students' intellectual travails and attuned to their inner conditions.
- Make educational opportunities for students to come together in community with people who bring out their holistic better selves. (Battiste 2002, 31)

Sign-In Sheet

Culturally Responsive PLC

1/20/16 7:00 a.m. LMS Room 140

Name	Signature
Iris Chimburas	
Dave Penney	<i>DAVE PENNEY</i>
Georgia Sobotta	<i>Georgia Sobotta</i>
Tina Stacey	<i>Tina Stacey</i>
MaryLynn Walker	<i>Mary Lynn Walker</i>
Jenny Williams	<i>Jenny Williams</i>
D'Lisa	<i>D'Lisa</i>

Culturally Responsive PLC January 20, 2016 Meeting Minutes

Present: Iris Chimburas, Georgia Sobotta, Jenny Williams, Tina Stacy, MLW, David Penney

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:

- ◆ Creating confidence and restore pride within our students
- ◆ Establishing an atmosphere of trust and encouragement that fosters respect and honor
- ◆ Establishing positive relationships with tribes, school, and families to promote collaboration and support

#4 High Levels of Collaboration and Communication

#5 Curriculum, Instruction and Assessment Aligned with Standards

PLC Smart Goal:

EACH AND EVERY year our CULTURALLY RESPONSIVE Professional Learning Committee will make it a priority to create confidence and restore pride within our students while establishing positive relationships with tribes, school, and families to promote collaboration and support. This will be measured by the Culturally Responsive Professional Learning Committee's growing yearly calendar, PLC sponsored events, PLC's Motivational Nights, PLC's Humanities Nights, PLC's Native American Heritage Month, and PLC's continuing events.

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: Charlotte Danielson, PD training, aligning with our STEP goals and 27 point Culturally Responsive Rubric

Homework: finish articles

Effectiveness of Meeting: 3 out of 3

Next week's agenda: STEP

Review minutes

Nez Perce Grant- need to see how it is going to directly benefit Lapwai Middle High School and to ensure that our needs are a priority

Highest priority of our PLC is the Cultural Responsive Care. Ensuring that our STUDENT'S NEEDS are a top priority/ academics/wellness is at the forefront.

Article- submitted

Charlotte Danielson

Domain #3- 3B

- Using Questioning and Discussion Techniques
 - Limiting it to only 5 high leverage strategies that work with our school culture
 - list of resources and websites if teachers want more
 - begin researching
 - Allow teacher discussion time for collaborating and questioning
 - model techniques
 - took Charlie Daniels and aligned it with our 27 point Culturally Responsive Equitable Best Practices for teachers

Aligning new curriculum to rubric-high leverage questioning, highlight what we see in the curriculum's core that applies to our overall Charlotte Danielson goals.

Charlotte Danielson needs to also align with our Cultural Standards

Cult. Standards of students- needs to still be embedded in our 27 point rubric and teaching the whole child.

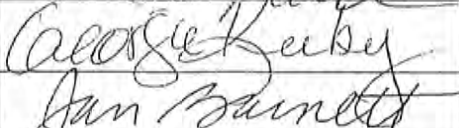


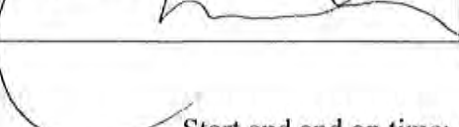
Discussed the importance of Culturally Responsive Care- still needs to be at the forefront. What can we control?

Survey of teachers again beginning of PD training and then survey at the end to see if anything has changed.

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

Agenda for College & Career Readiness

Wednesday, January 20, 2016, Jan Barnett's Room (#360) 7:00am

Member Attendance	Signature	Time
Dave Palmer		6:55
Georgie Kerby		7:00
Jan Barnett		6:50
Josh Nellesen		7:00
Ken Kessler		7:00
Tami Church		6:50

Our Meeting Norms

Listen respectfully
Discuss/Speak respectfully
Learn new things

Start and end on time; stay focused/ paced
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, Ken Kessler, Dave Palmer

Agenda

7:00 Reading of Norms and Minutes

7:10 Discussion of Action Plans

- I. Create action plan for IDLA/SBAC
 - a. What kind of intervention will we have for students who are not proficient on the SBAC
 - i. There is a free IDLA class for students to take to help become proficient
 - b. Who will be integrating practice opportunities?
 - c. How often will they integrate practice opportunities?
 - d. How will we ensure Accountability? Lesson plans? Walkthroughs?

7:55 Evaluate and Close Meeting

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

Minutes for College & Career Readiness

Wednesday, January 20, 2016, 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		
Ken Kessler		
Dave Palmer		

7:00 Reading of Norms and Minutes

Team discussed PD on Friday. There is a need for additional training for staff if we are going to continue the use of CIS in the classroom. The training did not allow staff to get on line and work with CIS.

Team will be introducing CIS in several of the computers classes though out the school.

Agenda – Read Live

Team reviewed – list of students receiving intervention and will have that list for Interventionist at semester.

Read Live Intervention is currently being used in Study Center but not in all classrooms.

ISAT by SBAC – Do the students who do not show proficient in ISAT need to be placed in mandatory ISAT Intervention Class.

The students at this time do not want to take ISAT Prep. Does Admin want to place student or look at the mandatory placement of students that do not show proficient.

MATH Department also discussed some of the ISAT MATH interventions and placement. MATH department will meet tomorrow at 1:00pm to follow up on placement.

PATHWAYS TO SUCCESS- Team ID'd students that would possibly be successful in and advanced opportunities class.

The 6th graders and 7th graders that teachers felt would be able to handle the 8 in 6 program were registered for IDLA and will be part of an honors class for accelerated learning.

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

GEAR UP – all Juniors that have been enrolled in the EdReady Boot Camp will take part in the Feb 6th ACT. These students have been working on college readiness and will be doing a web based course to boost our ACT scores.

8:05 Evaluate and Close Meeting

Assessment and Instruction
PLC Roll Sheet

Date: 1/20/16

Name	Time
Vickie Coats	6:55
Julie Morrison	6:58
Sheryl Bantz	6:55
Patricia Caudel	6:55
Brian C	7:07
Deer Boyd	7:12
DPink	7:30

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

Agenda Curriculum and Instruction PLC

Wednesday, January 20, 2016

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	
Vickie Coats	
Julie Morrison	
Brad Carpenter	
Verna Johnson	
Devin Boyer	
Patrick Cleveland	

7:00-7:15

ENTRY TASK:

1. Library – All staff emergency procedures review
2. Review Norms & Minutes –
3. 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
4. REVIEW Overall Learning Objectives:
 1. Staff will identify at-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 – Academic Vocab

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

5. FURTHER ACTION PLANS:

1. January 29 PD Academic Vocabulary – Round tables share what we are working on, Sheryl could demonstrate her activity and form, any other ideas.
2. ISAT Practice schedule – additions or changes?
3. Writing across curriculum – Common Core Writing 6-12 standards

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 _____

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

Minutes Curriculum and Instruction PLC

Wednesday, January 20, 2016

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	6:55
Vickie Coats	6:55
Julie Morrison	6:58
Brad Carpenter	7:07
Devin Boyer	7:12
Patrick Cleveland	6:55

7:00-7:15

ENTRY TASK:

1. Library – All staff emergency procedures review
2. Review Norms & Minutes –
3. 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
4. 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 – Academic Vocab

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

5. FURTHER ACTION PLANS:

1. January 29 PD Academic Vocabulary – Round tables share what we are working on, Sheryl could demonstrate her activity and form, any other ideas. MaryLynn's powerpoint can be shared with the staff. We want to see a copy of her vocabulary notebook.
2. ISAT Practice schedule – additions or changes? We discussed the issues we are finding with practicing the ISAT. Vickie wondered if we can spend some time on the 29th reviewing how it is going and sharing any ideas we have come up with. Real test starts right after spring break (April 4th)

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

3. Writing across curriculum – Common Core Writing 6-12 standards tabled until next week.

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 8:00

MINUTES:

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

Lapwai High School-Middle School
Positive Behavior Interventions Supports
Agenda for Professional Learning

Meeting date: 1/20/16

Name	Arrival time
Bahiyyih Hansen	6:55am
Valerie Ridinger	6:50AM
Josh Leighton	6:55am
David Kronemann	7:00am

Meeting location: Hansen Classroom

Our Meeting Norms

Listen respectfully

Start and end on time; stay focused/paced

Discuss/Speak respectfully (2 before me)

Assume positive intent

Learn new things

Have fun, appreciate humor

Our 7 Qualities of a High Performing PLC 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 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

1. Entry task Virtues pick. **Moderation**
2. Read norms & 7 qualities of high performing PLC team. Focus for the meeting?

3. Revisit the norms as our team has undergone a few changes, especially in the number of members.

4. Review/agree on minutes from last meeting. Mr. Leighton read and agreed.

5. Basic functions of PBIS team. Rotation of responsibilities.

Name	January	February	March	April	May	June
Hansen	Facilitator	Data Analyst	Time-keeper	Minutes	Facilitator	Data Analyst
Ridinger	Minutes	Facilitator	Data Analyst	Time-keeper	Minutes	Facilitator
Leighton	Time-keeper	Minutes	Facilitator	Data Analyst	Time-keeper	Minutes
Kronemann	Data Analyst	Time-keeper	Minutes	Facilitator	Data Analyst	Time-keeper

6. Team data Analysis. Log in to SWIS

What is an area(s) of need?

What intervention(s) can we apply?

7. Discuss the Google Drive Calendar created by Mr. Kronemann.

https://calendar.google.com/calendar/render?mode=day&date=20160107T174436#main_7%7Cmonth

-Can we project some events/activities from here until the BEGINNING of the next school year with plans: What?

- Why?
- Where?
- When?
- Who?

8. Tier 2 training CDA Feb 10th. Mr. Kessler, Ms. Bentz will be coming.

9. Possible PBIS presentation to the school board in February 17th.

What should we share?

- Triangle data from last year to this year
- Activities done so far and the upcoming/calendar
- Senior video for the booster

Who? Hansen and maybe Kronemann

Meeting effectiveness: 1-5: 5

PBIS – PLC Wednesday,

General Discussion/Updates:

- Reviewed meeting minutes and norms.
- Bahiyyih facilitated a short session about a quality (this week's was Moderation) 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.
- Because the role of data analyst will rotate among team members according to month, it is important for ALL team members to become familiar with the SWIS Dashboard (www.pbisapps.org).
 - Technology is our number one violation by far.
- Mr. Kronemann discussed using upperclassmen going through Lapwai MS/HS expectations and traditions with the 6th graders on the first day of school.
 - Teachers review expectations with classes, cap it off with an assembly at the end of the day (Activity Schedule).
 - Use this assembly to introduce the ASB, etc. A launching point to set the ball rolling for the school year.
- Teachers and students return from Spring Break Monday, April 4th.
 - Last year, the PBIS Team created "The Bell Lap" booster and video.
 - What can we do for a booster this year?
 - Testing begins upon our return from Spring Break.
 - Mrs. Coats keeps data on how classes perform during testing (behaviorally).
 - Friendly competition for rewards among those classes that behave the best during testing and the transitions pertaining to testing.
- In the past, the elementary school has dedicated a particular virtue to each month (i.e. February is the month of "Respect") of the school year.
- Discussed the possibility of bringing back the Advisory Period - one set time each day, or each day it is used.

- It can be used for a variety of purposes such as College & Career Readiness, PBIS expectations and re-teach activities, fire drills, etc.
- What about dedicating a day every so often for re-teaching expectations?
 - For example, "Re-Teach Wednesday", where teachers do a short activity or some way to concisely review expectations with the students.
- Mr. Kessler and Ms. Bentz will be joining us for our Tier 2 Training February 10th.
- PBIS presentation to the school board will be Wednesday, February 17th.
 - Can show the board the expectations video created by the seniors.

Goals:

-

Culturally Responsive PLC January 27, 2016 Meeting Minutes

Present: Iris Chimburas, Georgia Sobotta, Jenny Williams, Tina Stacy, MLW, David Penney, Joyce McFarland, Alicia Wheeler

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:

- ❖ Creating confidence and restore pride within our students
- ❖ Establishing an atmosphere of trust and encouragement that fosters respect and honor
- ❖ Establishing positive relationships with tribes, school, and families to promote collaboration and support

#4 High Levels of Collaboration and Communication

#5 Curriculum, Instruction and Assessment Aligned with Standards

PLC Smart Goal:

EACH AND EVERY year our CULTURALLY RESPONSIVE Professional Learning Committee will make it a priority to create confidence and restore pride within our students while establishing positive relationships with tribes, school, and families to promote collaboration and support. This will be measured by the Culturally Responsive Professional Learning Committee's growing yearly calendar, PLC sponsored events, PLC's Motivational Nights, PLC's Humanities Nights, PLC's Native American Heritage Month, and PLC's continuing events.

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: STEP

Homework:

Effectiveness of Meeting: 3 out of 3

Next week's agenda: Calendar Alignment

Review minutes

STEP GRANT- tentative dates for June and August trainings –credit available, going to survey teachers.

PACKET- continue all STEP activities- TEA coaching, NCLT teams, WISE tool indicators chosen and action plans.

Obj. 2- Technical Assistance Priorities

Native Education Research Summit-targeting cultural responsive strategies to improve the academic achievement of AI/AN students.

Obj. 3- Creating an online databank- STEP website to benefit all teachers- culturally responsive lessons

WISE Tool- changes and new program, Lapwai HS using ASSIST- STEP using Wise Tool

Culturally Responsive budget- NPTEC meeting with Gov. –Joyce sending information out to PLC

Identify Culturally Responsive Classroom Management Standards- looking at what works in our schools, getting the input from tribal members, looking at the social/emotional well-being of the child first, stress management classes/wellness classes, positive learning experiences-getting out of Lapwai to experience life, field experiences,

STEP Grant- new goal of closing the achievement gap, Joyce will send more information

Integrate – Culturally Responsive Teaching and Common Core Standards- help close the achievement gap- looking at the STEP cultural standards and seeing how it aligns or is already aligned with what we are doing in the classroom.

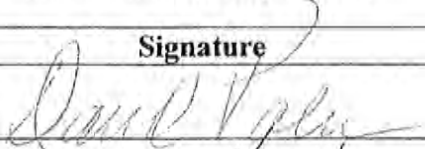
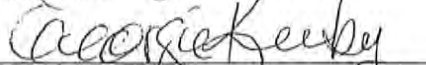
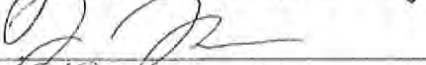
Assessment and Instruction
PLC Roll Sheet

Date: 1/27/16

Name	Time
Vickie Coats	6:55
Sheryl Bentz	6:55
Patricia Clement	6:55
Julie Morrison	7:03
Barry Ann	7:04
Deen Booy	7:04
Dee Pinkhan	7:50

Agenda for College & Career Readiness

Wednesday, January 27, 2016, Jan Barnett's Room (#360) 7:00am

Member Attendance	Signature	Time
Dave Palmer		6:55
Georgie Kerby		6:55
Jan Barnett		6:58
Josh Nellesen		7:00
Ken Kessler		7:00
Tami Church		

Our Meeting Norms

Listen respectfully

Discuss/Speak respectfully

Learn new things

Start and end on time; stay focused/ paced

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, Ken Kessler, Dave Palmer

Agenda

7:00 Reading of Norms and Minutes

7:10 Discussion of Action Plans

1. Create action plan for IDLA/SBAC
 - a. What kind of intervention will we have for students who are not proficient on the SBAC
 - i. Make sure they are in the correct classes
 - b. Who will be integrating practice opportunities?
 - c. How often will they integrate practice opportunities?
 - d. How will we ensure Accountability? Lesson plans? Walkthroughs?

7:55 Evaluate and Close Meeting

Agenda for Career and College Readiness

Wednesday, January 27, 2016

All members were in attendance.

Read Live –

Team reviewed list of students that are enrolled in read live.

Jan collected the list of read live.

Mrs. Hansen will be coming into Jan Barnett's classroom in the afternoon to observe the read live process. She will also have access to do the reading intervention in the classroom.

Currently there are only three literacy SBAC prep students. There is one student set up in SBAC Math.

The intervention is not required at this time. Jan Barnett signed up several students but they were not willing to do the intervention.

Currently the Read Live being doing in Mrs. Barnett's room is not required.

During intervention time in Mrs. Barnett's room the students are working on Vocabulary in between study skills time.

Team developed two possible math courses for next year. These are courses that are currently available in another school district. We are going to use these courses in the course description handbook.

Integrated Algebra/Geometry A & B

Course Number(s): 02074G1011, 02074G1012

Open to: 11, 12

Credit: 2

Fees: None

Prerequisite: Successful completion of Algebra I A & B. This course is required for students who have not obtained the math proficiency score on the ISAT. This course is recommended for those students who have passed Algebra I but need further instruction in Algebra I topics and an introduction to Geometry topics.

Content: This course will address the topics covered in the 10th grade state standards; Number and Operations, Measurement, Algebra, Geometry and Data Analysis, Probability and Statistics with an emphasis on Reviewing Algebra I topics and introducing Geometry topics. This class is not an approved NCAA math course.*

Math Modeling A & B

Course Number(s): 02201G1021, 02201G1022

Open to: 11, 12

Credit: 2

Fees: None

Prerequisite: Geometry A & B

Content: This course emphasizes making mathematics applicable to real-life situations and scenarios. Topics such as direct and inverse variation, data analysis, matrices, and functions will be addressed in practical settings and help give meaning to these abstract topics. This course is designed for students who want additional practice and understanding of Algebra I and Geometry topics and an introduction to Algebra II topics.**

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

Lapwai High School-Middle School
Positive Behavior Interventions Supports
Agenda for Professional Learning

Meeting date: 1/27/16

Name	Arrival time
Bahiyyih Hansen	6:55
Valerie Ridinger	6:45
Josh Leighton	6:58
David Kronemann	7:03

Meeting location: Hansen Classroom

Our Meeting Norms

Listen respectfully

Start and end on time; stay focused/paced

Discuss/Speak respectfully (1 before me)

Assume positive intent

Learn new things

Have fun, appreciate humor

Our 7 Qualities of a High Performing PLC 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 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

1. Entry task Virtues pick. **ENTHUSIASM**
2. Read norms & 7 qualities of high performing PLC team. Focus for the meeting?
3. Review/agree on minutes from last meeting. Mr. Leighton read and agreed.
4. Basic functions of PBIS team. Rotation of responsibilities.

Name	January	February	March	April	May	June
Hansen	Facilitator	Data Analyst	Time-keeper	Minutes	Facilitator	Data Analyst
Ridinger	Minutes	Facilitator	Data Analyst	Time-keeper	Minutes	Facilitator
Leighton	Time-keeper	Minutes	Facilitator	Data Analyst	Time-keeper	Minutes
Kronemann	Data Analyst	Time-keeper	Minutes	Facilitator	Data Analyst	Time-keeper

5. *Academic and Behavior Supports for at-Risk Students*: Book read pg 6-11.
6. Development of teacher continuum, with questions for self-assessment of where they are at.

Classroom Management: Self-Assessment

Classroom Management Practice	Rating	
1. I have arranged my classroom to minimize crowding and distraction	Yes	No
2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).	Yes	No
3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).	Yes	No
4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).	Yes	No
5. I provided each student with multiple opportunities to respond and participate during instruction.	Yes	No
6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing)	Yes	No

7. <i>I actively supervised my classroom (e.g., moving, scanning) during instruction.</i>	Yes	No
8. <i>I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.</i>	Yes	No
9. <i>I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).</i>	Yes	No
10. <i>In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.</i>	Yes	No
Overall classroom management score: 10-8 "yes" = "Super" 7-5 "yes" = "So-So" <5 "yes" = "Improvement Needed"	# Yes _____	

7. Upcoming PD opportunities for PBIS to present:

- Jan 29th Grading for Learning and lesson planning (10-15 min PBIS present).
What should we talk about?
- Feb 5th Grading for Learning Part 1 (10-15 min PBIS present).
- Feb 12th Grading for Learning Part 2 (10-15 min PBIS present).
- March 18th PBIS PREP for after break RE-teach (entire PD)

What to do with all these dates and times? re-teach wed? presentation of calendar?
further training for staff? self-assessment?

Meeting effectiveness: 1-5: 5

PBIS – PLC Wednesday,

General Discussion/Updates:

- Reviewed meeting minutes and norms.
- Bahiyyih facilitated a short session about a quality (this week's was Enthusiasm) 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.
- Team member roles will switch next week as it is a new month.
- Julie Clark has supplied Mrs. Hansen with a book pertaining to PBIS.
 - Materials to enhance teacher understanding on concepts such as classroom management, positive reinforcement, etc.
 - Mrs. Hansen also began combing through books and materials that have been given to us as gifts from previous Tier 1 Trainings.
- The team read an excerpt from a book about universal supports for implementation.
 - The item that stuck out most to team members was the importance of "Buy-in".
 - Another item is the assumption that because we are professionals, that we are all on the same page of knowledge and practices and is often overlooked that teachers and staff require different types of supports based upon their needs but supports nonetheless.
 - Family involvement is yet another important component of buy-in and support.
 - How do we get family involvement in PBIS without actually added family members to the team?
 - Mr. Kronemann suggested a sort of "Family Night" to educate parents and families about how PBIS works and the school runs on it.
 - Where are we and what needs to be done to develop our capacity as individuals, even if just a little bit?
 - How can our teachers receive help and coaching? Everyone is in a different place with different needs. How do we have this conversation in a way that others do not feel threatened? This is about a growth mindset and helping others move forward in a positive way.

- Mrs. Hansen shared a classroom management self-assessment for possible review with staff during this Friday's PD.
 - staff will evaluate their classroom practices for reflection.
 - The team tiered our staff as a group.
- The next time the PBIS team has time with the staff is at this Friday's PD.
 - We have time the next three Fridays (10-15 minutes)
 - We have a tentative date again with staff on March 11th..

Goals:

- Touch base about re-teaching ideas such as "Re-Teach Wednesdays".

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

Minutes for College & Career Readiness

Wednesday, February 3, 2016, 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		7:00
Georgie Kerby		6:55
Jan Barnett		6:50
Tami Church		6:55
Ken Kessler		7:00
Dave Palmer		6:50

7:00 Reading of Norms and Minutes

Review of Leadership Team- Discuss the D and F initiative.

Course Description for Reading and Math intervention courses. ISAT MATH READING LANGUAGE

What is the policy for placement in these intervention courses?

Read Live Master Schedule.

Placing 7th and 8th graders into reading intervention courses.

Discussion of Course Description Hand Book and Course Request Information.

8:05 Evaluate and Close Meeting

Assessment and Instruction
PLC Roll Sheet

Date: 2-3-16

Name	Time
Sheryl Bantz	6:45
Vickie Coats	6:55
Julie Morrison	6:35
Brenda Anderson	6:55
Patricia Anderson	7:05
Dee Doy	7:05

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

Agenda Curriculum and Instruction PLC

Wednesday, February 3, 2016

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	
Vickie Coats	
Julie Morrison	
Brad Carpenter	
Devin Boyer	
Patrick Cleveland	

7:00-7:15

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 at-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 – Academic Vocab

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

4. FURTHER ACTION PLANS:

1. February 5th PD Academic Vocabulary – Finalize plans 45 minutes.
2. List 2 of school-wide vocabulary
3. Writing across curriculum – Common Core Writing 6-12 standards

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.

5. Meeting evaluation and set agenda for next week (10 minutes)
- Meeting adjourned at _____

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

Minutes Curriculum and Instruction PLC

Wednesday, February 3, 2016

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	6:45
Vickie Coats	6:55
Julie Morrison	6:35
Brad Carpenter	6:55
Devin Boyer	7:05
Patrick Cleveland	7:05

7:00-7:15

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 at-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 – Academic Vocab

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

4. FURTHER ACTION PLANS:

1. Leadership Team Meeting Review – We discussed the leadership team meeting notes
2. Accelerated Reading & Accelerated Math – Look at the research and if it is compelling we can propose it to the school board. Look at RTIforSuccess.org.
3. February 5th PD Academic Vocabulary – Finalize plans 45 minutes. Discussion sheet for round table. Facilitators at each table will record the idea. Order of PD time: Sheryl- Introduction share Kinnick 5 minutes, Bentz 5 minutes, Round table – word lists (members at each table), Group guided sharing – team members record ideas from each table, Closure – Talk about sharing ideas from table discussions with whole staff.
4. List 2 of school-wide vocabulary – At round table choose 15 words from the large list to create our next school wide list from.

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

5. Writing across curriculum – Common Core Writing 6-12 standards -

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.

5. Meeting evaluation and set agenda for next week (10 minutes)

Meeting adjourned at _7:58__

MINUTES:

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

Lapwai High School-Middle School
Positive Behavior Interventions Supports
Agenda for Professional Learning

Meeting date: 2/3/16

Name	Arrival time
Bahiyyih Hansen	6:55 am
Valerie Ridinger	6:50 am
Josh Leighton	6:58am
David Kronemann	7:00 am

Meeting location: Hansen Classroom

Our Meeting Norms

Listen respectfully
Start and end on time; stay focused/paced
Discuss/Speak respectfully (1 before me)
Assume positive intent
Learn new things
Have fun, appreciate humor

Our 7 Qualities of a High Performing PLC 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 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

1. Entry task Virtues pick. Unity
2. Read norms & 7 qualities of high performing PLC team. Focus for the meeting?

3. Review/agree on minutes from last meeting. Mr. Leighton read and agreed.
4. Basic functions of PBIS team. Rotation of responsibilities.

Name	February	March	April	May	June
Hansen	Data Analyst	Time-keeper	Minutes	Facilitator	Data Analyst
Ridinger	Facilitator	Data Analyst	Time-keeper	Minutes	Facilitator
Leighton	Minutes	Facilitator	Data Analyst	Time-keeper	Minutes
Kronemann	Time-keeper	Minutes	Facilitator	Data Analyst	Time-keeper

5. Development of teacher continuum; Analyzing data collected at Friday's afternoon PD. How may we assist teachers in moving forward?
6. Data Analysis - are we ready to tackle our second highest behavior? (*Disruption*)
7. Establish how to move forward with "Re-Teach Wednesday" Initiative.
8. Upcoming PD opportunities for PBIS to present:
 - Feb 5th Grading for Learning Part 1 (10-15 min PBIS present).
 - Feb 12th Grading for Learning Part 2 (10-15 min PBIS present).
 - March 18th PBIS PREP for after break RE-teach (entire PD)

What to do with all these dates and times? re-teach wed? presentation of calendar?
further training for staff? self-assessment?

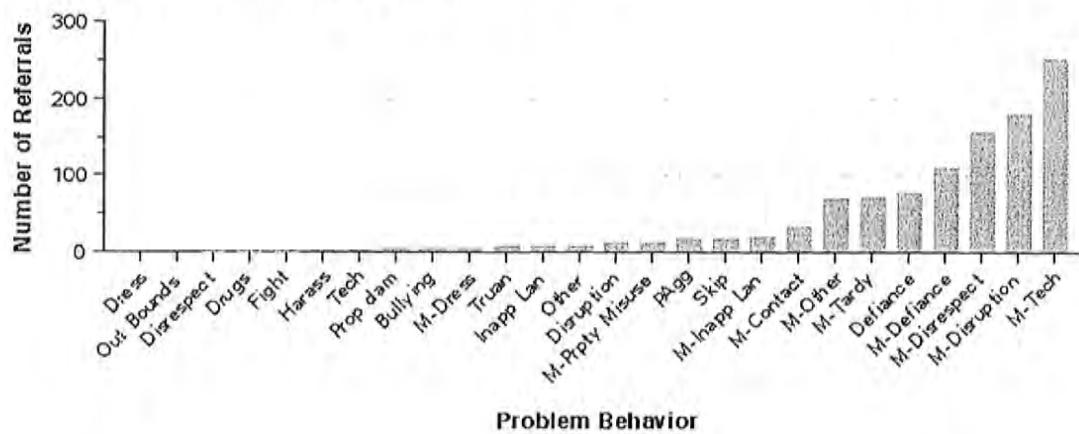
Meeting effectiveness: 1-5: 5

Bahi:

Data Analysis

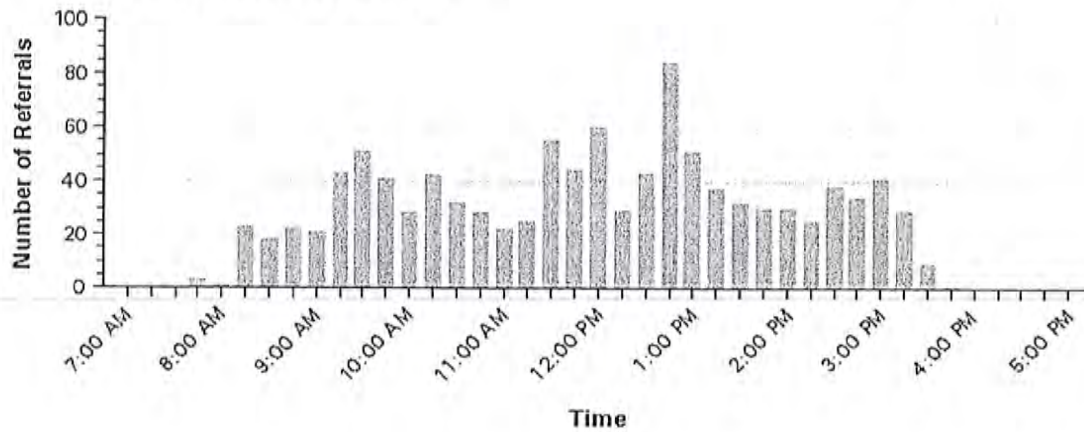
Referrals by Problem Behavior

All, Aug 1, 2015 - Jul 31, 2016



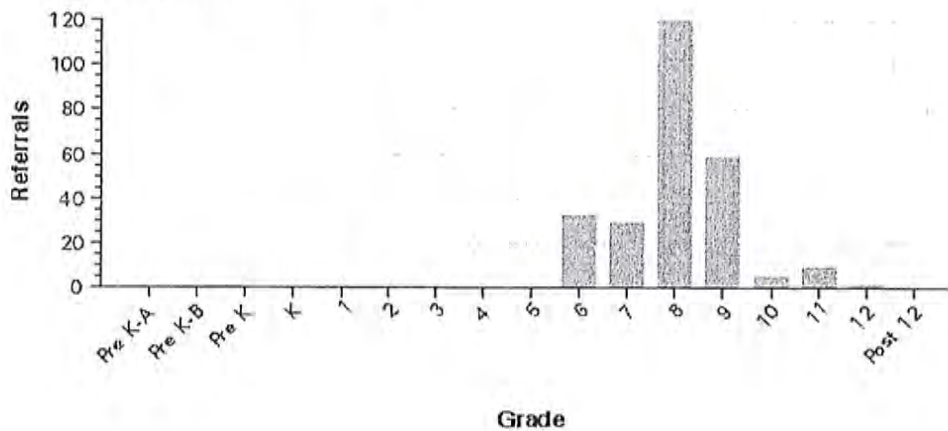
Referrals by Time

All, Aug 1, 2015 - Jul 31, 2016



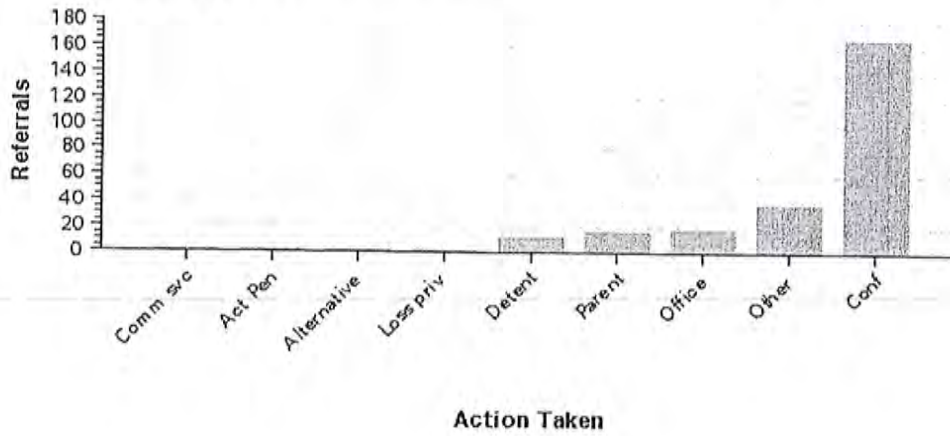
Referrals by Grade

Drill Down



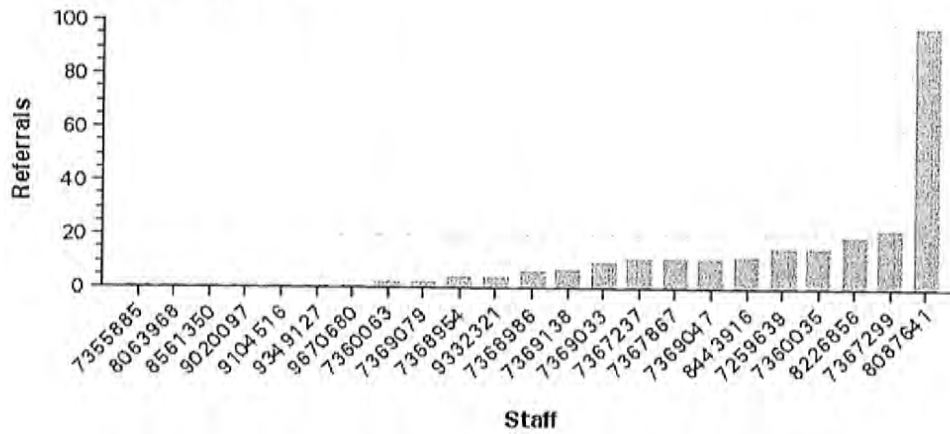
Referrals by Action Taken

Drill Down



Referrals by Staff

Drill Down



The issue: How to move evidence based practices into the classroom.

Peer Coaching...

- Teachers assisting other teachers in the act of improving teaching and learning.

Why peer coach?

- If 100 people attended a training, how many would implement without peer coaching or systematic planned follow-up?

Peer Coaching, Observation and Feedback,

Objective, systematic feedback

- Support scaffolding and growth
- Connects teacher behavior to student behavior
- Both teachers benefit from systematic observations

Follow-up discussions regarding method and professional practice

Opportunity to observe other teachers focus on specific issue of concern as identified by the observed teacher

Expands professional dialogue

Benefits of Peer Coaching

- Reduces isolation
- Share ideas and practices
- Transfer-of-training
- Supports risk taking
- Synergistic effect

Guidelines for Peer Coaching

- Peer coaching has nothing to do with evaluation. It is observation-based and specific, not general.
- Peer coaching is based on professional, not social dialogue.
- Interactions should be collegial rather than competitive in nature.
- Peer coaching should be supportive rather than evaluative.
- Interactions between the coach and the inviting teacher should be confidential.
- The focus of coaching visits should change to meet the needs of the inviting teacher.

Peer Coaching Components

- Pre-conference (5 – 10 minutes)
- Observation (20 – 50 minutes)
- Post-conference (10 – 30 minutes)

Post-Conference Teacher Objectives

- Express feelings about the lesson.
- Recall student behaviors observed during the lesson to support feelings
- Recall own behavior during the lesson
- Compare teacher behavior performed with teacher behavior desired.
- Make inferences to the achievement of the purposes of the lesson
- Analyze why the student behaviors were/were not performed.
- Generate future plans

Post-Observation: Coach Objectives

- Describe rather than judge.
- Assist teacher in identifying specific causes and effects
- Share ideas rather than give advice
- Explore alternatives rather than give solutions
- Provide feedback valuable for the receiver rather than the giver and only give the amount the receiver can use.

How they did it...

Identify Quantifiable Variables

- Data
- Survey
- Classroom self-assessment

Training: Universal Classroom (Effective Teaching) Strategies

- Pre-correction Strategy
- Active Participation (Student Engagement)
- Teacher-Student Interactions

Training: Peer Coaching

- Conferencing skills
- Feedback
- Observation and data collection
- Scheduling
- The greatest challenge!

What does research tell us about providing feedback to improve professional practice?

- Graphic feedback more powerful than verbal or written feedback.
- Feedback with reinforcement or goal setting is more powerful than just feedback.
- Daily and weekly feedback more powerful than monthly feedback.

- Feedback on performance compared to a standard performance was found to be the most powerful.

Putman, R.F., Handler, M., & Davis, C. (2004), Establishing Active Supervision Practices and Systems, May Institute.

Taking it further...

- Reduce the number of critical teaching behaviors identified to support through peer coaching
- Lengthen the time between coaching sessions
- Self select peer coaches
- Provide graphed feedback in addition to verbal and written feedback
- Compare to a standard
- Teachers self monitor critical teaching behaviors
- Expand Peer Coaching
 - Literacy
 - Level of questions

Additional Systems of Support

- Could reading coaches provide feedback/coach teachers in the area of classroom management?

Post Organizer: Review

- The PBIS Team saw their job was to guarantee children are in classrooms in which student-teacher interactions meet the standard of 4 to 1, and students are engaged in learning.
- How can Peer Coaching support this statement?

Meeting effectiveness: 1-5: 5

PBIS – PLC Wednesday,

General Discussion/Updates:

- R- started meeting, all in attendance.
- R -read norms. Virtue card; Unity - each staff talked about their thoughts on virtue.
- J- Reading of minutes from 1/27
- R - Discussion of data self assessment., B - Shared (chart) data of assessment. & teachers acceptance of survey, two staff did not turn in. Short discussion about mentoring/coaching of staff.

that need/want help. B- Functional behavior assessment-Portland State university website, K- discussion example of a student he and staff are working with. Assessment tool for pinpointing behaviors. R- Is this what we need to start looking into? PBIS is a framework and systems from outside to supplement PBIS. possible testing with 2 HS-2MS higher scoring teachers.PSU- training manual,

K - discussed one of his goals for behaviors -research and trainings

R- Discussion moved to behaviors- tackling next highest > Disruption, example phones coming out and the distraction has now happened. K- talking with parents is helping. B- Looking at charts/data and individual grades and who needs to be targeted. Group discussion of individual students and behaviors as well as staff that needs help with behavior and who could we pair with to mentor them??? J- mentoring of MS staff and possible team mentoring. B- not sure what it looks like and how we do this? K- Looking at HS data and possible intervention and students. B- bring more data and will have more discussion FBA things we can do and implement.

B- Sharing with staff on Friday, keep informed of what is going on.

B- will pick up reteach wed, next meeting, K-quick discussion(65 sec) every other wed.and etc. (phones like redbull at night)

Meeting effectiveness: 5

Goals:

-

Sign-In Sheet

Culturally Responsive PLC

2/3/16 7:00 a.m. LMS Room 140

Name	Signature
Iris Chimburas	
Dave Penney	<i>Dave Penney</i>
Georgia Sobotta	<i>Georgia Sobotta</i>
Tina Stacey	<i>Tina Stacey</i>
MaryLynn Walker	<i>Mary Lynn Walker</i>
Jenny Williams	<i>Jenny Williams</i>

Culturally Responsive PLC February 3, 2016 Meeting Minutes

Present: Iris Chimburas, Georgia Sobotta, Jenny Williams, Tina Stacy, MLW, David Penney

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:

- ◆ Creating confidence and restore pride within our students
- ◆ Establishing an atmosphere of trust and encouragement that fosters respect and honor
- ◆ Establishing positive relationships with tribes, school, and families to promote collaboration and support

#4 High Levels of Collaboration and Communication

#5 Curriculum, Instruction and Assessment Aligned with Standards

PLC Smart Goal:

EACH AND EVERY year our CULTURALLY RESPONSIVE Professional Learning Committee will make it a priority to create confidence and restore pride within our students while establishing positive relationships with tribes, school, and families to promote collaboration and support. This will be measured by the Culturally Responsive Professional Learning Committee's growing yearly calendar, PLC sponsored events, PLC's Motivational Nights, PLC's Humanities Nights, PLC's Native American Heritage Month, and PLC's continuing events.

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: Calendar/PD day

Homework:

Effectiveness of Meeting: 3 out of 3

Next week's agenda: PD/Grant

Review minutes

Calendar Ideas/Review/Activity for Grandparents- similar to senior night/freshmen night- Grandparent Night, part of grant to bring in more Elders into the schools. (Forums, share concerns, ask questions, informing them of supports) Shared article "American Indian/Alaskan Native Grandparents Raising Grandchildren: Findings from the Census 2000 Supplementary Survey

PD Day ideas- Culturally Responsive Care

The effects of Intergenerational Historical Trauma

Putting our students first- remembering the whole child-well being of our students

At-Risk students- What are we doing for them? Lives outside of school? How do we view our students? What support systems are in place? (alternative schedule, block schedule, safe room, student goals being met?)

Guest speaker- Robbie Paul, Lollie McCoven (Nez Perce Tribal Member)

Culturally Responsive PLC goals- revisit what our group is all about

Josh Shipp.com- website, team whisperer

Bringing in an Elder

Teacher/Student positive interaction in the classroom

2-5-16

123

GRADING FOR LEARNING

Agenda for Professional Learning

Friday, January 29, 2016, 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

Parking Deck: To help keep focus of planned agenda.

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.

GOALS: How can we align our lesson plan design, instructional practices, and grading practices to have a system that supports student mastery of common core standards and learning outcomes?

LEARNING OBJECTIVES:

1. PBIS update (15 minutes)
2. Lesson Plan Design (30 minutes) (Iris & D'Lisa)
3. Part 1: Grading for Learning Research
 - a. What is grading for learning?
 - b. Self-Assessment: What are our current grading practices?
 - c. What are some quick wins in grading practices that we could begin now?
4. Part 2: (February 5th with Dr. Francene Watson, WSU)
5. Part 3: (February 12th with Dr. Francene Watson, WSU)

Friday PD 1-29-16 ENTRY TASK

Are we successfully differentiated teachers?

1	Are we willing to teach in whatever way is necessary for students to learn best, even if that approach doesn't match our own preferences?	Y or N
2	Do we have the courage to do what works, not just what's easiest?	
3	Do we actively seek to understand our students' knowledge, skills, and talents so we can provide an appropriate match for their learning needs? And once we discover their strengths and weaknesses, do we actually adapt our instruction to respond to their needs?	
4	Do we continually build a large and diverse repertoire of instructional strategies so we have more than one way to teach?	
5	Do we organize our classrooms for students' learning or for our teaching?	
6	Do we keep up to date on the latest research about learning, students' developmental growth, and our content specialty areas?	
7	Do we ceaselessly self-analyze and reflect on our lessons — including our assessments — searching for ways to improve?	
8	Are we open to critique?	
9	Do we push students to become their own education advocates and give them the tools to do so?	
10	Do we regularly close the gap between knowing what to do and really doing it?	

Name _____ Grade Levels _____

PRE & POST Fifteen Fixes for Broken Grades (Ken O'Connor)

Fixes for Practices that Distort Achievement			
PRE	Fixes 1-6	POST	POST 2
	Fix 1: Don't include student behaviors (effort, participation, adherence to class rules, etc) in grades; include only achievement		
	Fix 2: Don't reduce marks on "work" submitted late; provide support for the learner		
	Fix 3: Don't give points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of achievement		
	Fix 4: Don't punish academic dishonesty with reduced grades; apply other consequences and reassess to determine actual level of achievement		
	Fix 5: Don't consider attendance in grade determination; report absences separately		
	Fix 6: Don't include group scores in grades; use only individual achievement evidence		
Fixes for Low-Quality or Poorly Organized Evidence			
PRE	Fixes 7-10	POST	POST 2
	Fix 7: Don't organize information in grading records by assessment methods or simply summarize into a single grade; organize and report evidence by standards/learning goals		
	Fix 8: Don't assign grades using inappropriate or unclear performance standards; provide clear descriptions of achievement expectations		
	Fix 9: Don't assign grades based on student's achievement compared to other students; compare each student's performance to preset standards		
	Fix 10: Don't rely on evidence gathered using assessments that fail to meet standards of quality; rely only on quality assessments		
Fixes for Inappropriate Grade Calculations			
PRE	Fixes 11-12	POST	POST 2
	Fix 11: Don't rely only on the mean; consider other measures of central tendency and use professional judgment		
	Fix 12: Don't include zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement or use "I" for Incomplete or Insufficient Evidence		
Fixes to Support Learning			
PRE	Fixes 13-15	POST	POST 2
	Fix 13: Don't use information from formative assessments and practice to determine grades; use only summative evidence		
	Fix 14: Don't summarize evidence accumulated over time when learning is developmental and will grow with time and repeated opportunities; in those instances, emphasize more recent achievement		
	Fix 15: Don't leave students out of the grading process. Involve students; they can and should play key roles in assessment and grading and promote achievement		

GRADING FOR LEARNING: BRAINSTORMING SESSION

Date: 1-22-16, 11:30

Attendees: Dr. Francene Watson, WSU T&L, fwatson@wsu.edu

D'Lisa, Principal, dpinkham@lapwai.org

Dr. Aiken, Superintendent, daiken@lapwai.org

David Kronemann, Dean of Students, dkronemann@lapwai.org

Josh Nellesen, Academic Guidance Counselor, jnellesen@lapwai.org

Subject: Grading for Learning Professional Development

Potential PD: February 5, 12, 19

Agenda:

1. Review LMS-LHS goal for "grading for learning"
2. Identify Pro D topics and resources
3. Identify possible Pro D days

Recent "Grading for Learning" Goals:

Description:

Lapwai Middle-High School staff are currently working on shifting grading strategies to focus on grading for learning. Grading for learning refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. It allows teachers to focus on standards-based content and separate the impacts of work ethic, behaviors, and attendance from the grading report. Lapwai Middle-High School staff are currently in phase one of the Grading for Learning initiative for the 2015-2016 school year. Staff have acknowledged and identified the instructional shifts in the Common Core Learning Standards and Charlotte Danielson's Instructional Framework for Teaching as key resources. Staff are identifying problems of practice in grading and reporting systems, and using best-practice research to implement professional development. Phase two of the Grading for Learning initiative is to align grading practices whole-school through agreed upon norms using best practice resources, and phase three is to implement common grading practices.

Activity: Identify Current Grading Practices & Problems of Practice

The Lapwai Middle-High School staff are currently analyzing their grading practices as part of the school-wide "D & F Initiative." Not only are staff identifying the reasons why students might be failing (ability, behavior, or attendance), they are also evaluating how they grade and assess student learning. Lapwai Middle-High School staff continue to evaluate their own grading practices as they evaluate their implementation of Danielson's Framework for Teaching indicators within Domain 3: Instruction. Lapwai Middle-High School staff developed personal professional growth goals for the 2015-2016 school year. Lapwai Middle-High School staff use the Schoolmaster Gradebook system to report grades and currently upload grades and assignments to the Family Link system, allowing students and parents the ability to monitor their academic progress. Professional development on Family Link required staff to ensure that

Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London, UK: Routledge.

O'Connor, Ken. *A Repair Kit for Grading: Fifteen Fixes for Broken Grades with DVD* (2nd Edition) (Assessment Training Institute, Inc.) 2nd Edition.

Stiggins, R. J., D. A. Frisbie, and P. A. Griswold (1989). Inside high school grading practices: Building a research agenda. *Educational Measurement: Issues and Practices*, Summer, 5-13.

Stiggins, Richard J., Judith A. Arter, Jan Chappuis, and Stephen Chappuis. *Classroom Assessment for Student Learning: Doing It Right -- Using It Well*. Princeton, NJ: Educational Testing Service, 2006.

Wormeli, R. (2006, Summer). Accountability: Teaching through assessment and feedback, not grading. *American Secondary Education*, 34(3), 14-27.

GRADING FOR LEARNING

Today's Agenda in a



PBIS

LESSON
PLAN DESIGN

GRADING FOR
LEARNING

PBIS

LESSON PLAN DESIGN

Lesson planning made easy...

www.planbook.com

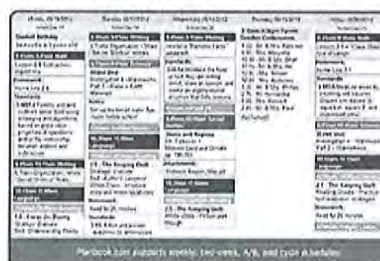
www.planbook.com

(\$12/year)

- Develop custom schedules for each class.
- View and print lessons by day, week, or class.
- Create class templates for any day of the week.
- Connect to national, state and local standards.
- Attach files and links to your lessons.
- Adjust your lesson schedule with a single click.
- Allow students to view your plans online.
- Share your plans with other teachers.
- Easily re-use lessons from one year to the next.

RESOURCES & EXAMPLES:

IRIS
TINA
JULIE
NANCY
OTHER



GRADING FOR LEARNING

Ken O'Connors 15 Quick Fixes: A place to begin...

We first begin by assessing and evaluating what we currently do.
 We then analyze what best-practices say grading for learning should be.
 We identify the quick fixes that we can begin.
 We shift our grading practices to a fair, systematic grading practice that is fair in each classroom, for each student, at each grade level.

Feedback vs Assessment

Feedback: Holding up a mirror to students, showing them what they did and comparing it what they should have done – There's no evaluative component!

Assessment: Gathering data so we can make a decision

Greatest Impact on Student Success: **Formative** feedback

ASSESSMENT

FORMATIVE

ASSESSMENT FOR LEARNING

- "For Learning"
- "For students"
- Formulated during the learning activity

80%

SUMMATIVE

20%

ASSESSMENT OF LEARNING

- THE END! (Not daily)
- **Summative assessment** (or summative evaluation) refers to the assessment of participants where the focus is on the outcome of a program. This contrasts with formative assessment, which summarizes the participants development at a particular time.

Assessment OF Learning

- Still very important
- Summative, final declaration of proficiency, literacy, mastery
- Grades used
- Little impact on learning from feedback
- 20%

Assessment FOR Learning 80%

- Grades rarely used, if ever
- Marks and feedback are used
- Share learning goals with students from the beginning
- Make adjustments in teaching a result of formative assessment data
- Provide descriptive feedback to students
- Provide opportunities for student for self-and peer assessment

– O'Connor, p. 98

Working Definition of Mastery (Wormeli)

Students have mastered content when they demonstrate a thorough understanding as evidenced by doing something substantive with the content beyond merely echoing it. Anyone can repeat information; it's the masterful student who can break content into its component pieces, explain it and alternative perspectives regarding it cogently to others, and use it purposefully in new situations.

•A

•B

•C

•I, IP, NE, or NTY

I = Incomplete
 IP = In Progress
 NE = No Evidence
 NTY = Not There Yet

Once we cross over into D and F(E) zones, does it really matter? We'll do the same two things:
Personally investigate and take corrective action

Teacher Action	Result on Student Achievement
Just telling students # correct and incorrect	Negative influence on achievement
Clarifying the scoring criteria	Increase of 16 percentile points
Providing explanations as to why their responses are correct or incorrect	Increase of 20 percentile points
Asking students to continue responding to an assessment until they correctly answer the items	Increase of 20 percentile points
Graphically portraying student achievement	Increase of 26 percentile points

— Marzano, CAGTW, pgs 5-6

If we do not allow students to re-do work, we deny the growth mindset so vital to student maturation, and we are declaring to the student:

- This assignment had no legitimate educational value.
- It's okay if you don't do this work.
- It's okay if you don't learn this content or skill.

None of these is acceptable to the highly accomplished, professional educator.

SELF-ASSESSMENT PRE-SURVEY

Video: Toxic Grading Practices (6 and a half minutes)
<https://www.youtube.com/watch?v=jduiAnm-O3w>

Ken O'Connor's Fix #1

https://www.youtube.com/watch?v=krhDWMCx_Tq&list=PLWsOWZaPPJsLmhhgJlElm8bsxxOOlaKpf&index=1 (7 min)

<https://www.youtube.com/watch?v=dGcjhaQuXK8&index=1&list=PLuvVt8qnnldlo8l-oMbboiNgzNtwDPq8hr> (2:36 min)

QUICK FIXES:

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

GRADING FOR LEARNING

GUEST: Dr. Francene Watson, WSU COE, T&L



Agenda for Professional Learning

Friday, February 5th, 2016, 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

Parking Deck: To help keep focus of planned agenda.

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.

GOALS: How can we align our lesson plan design, instructional practices, and grading practices to have a system that supports student mastery of common core standards and learning outcomes?

LEARNING OBJECTIVES:

1. C&I PLC: ACADEMIC VOCABULARY (45 minutes) 1:30-2:15
2. Planbook.com update (1 min)
3. Teacher supply money: \$200 for resources (1 min)
4. Review Part 1: Grading for Learning Research (5 min) 2:15-3:30
 - a. What is grading for learning?
 - b. Self-Assessment: What are our current grading practices?

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

c. What are some quick wins in grading practices that we could begin now? (Ken O'Connor resources 15 fixes)

5. Part 2: (February 5th with Dr. Francene Watson, WSU)

CELEBRATE!

STUDENT ACHIEVEMENTS IN ACADEMICS AND THE ARTS

LAPWAI MIDDLE-HIGH SCHOOL BRIGHT SPOTS IN LEARNING!

Mrs.
Morrison's 7th
Hour Students
Focus on
Growth
Mindsets



LHS Seniors Job Shadow at the Tribe, Thanks to Mr. Nellesen and Joyce McFarland



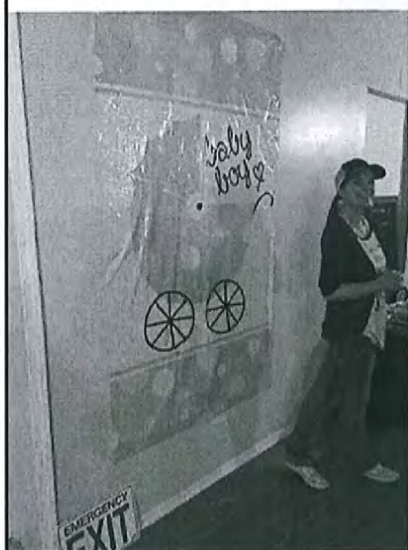
Basketball School Spirit: Lapwai and Prairie



**Congrats to
Olivia
Sheldon.
We
celebrated
her
retirement.
She will be
missed!**



Congrats to Kelly Wagner and her new son!



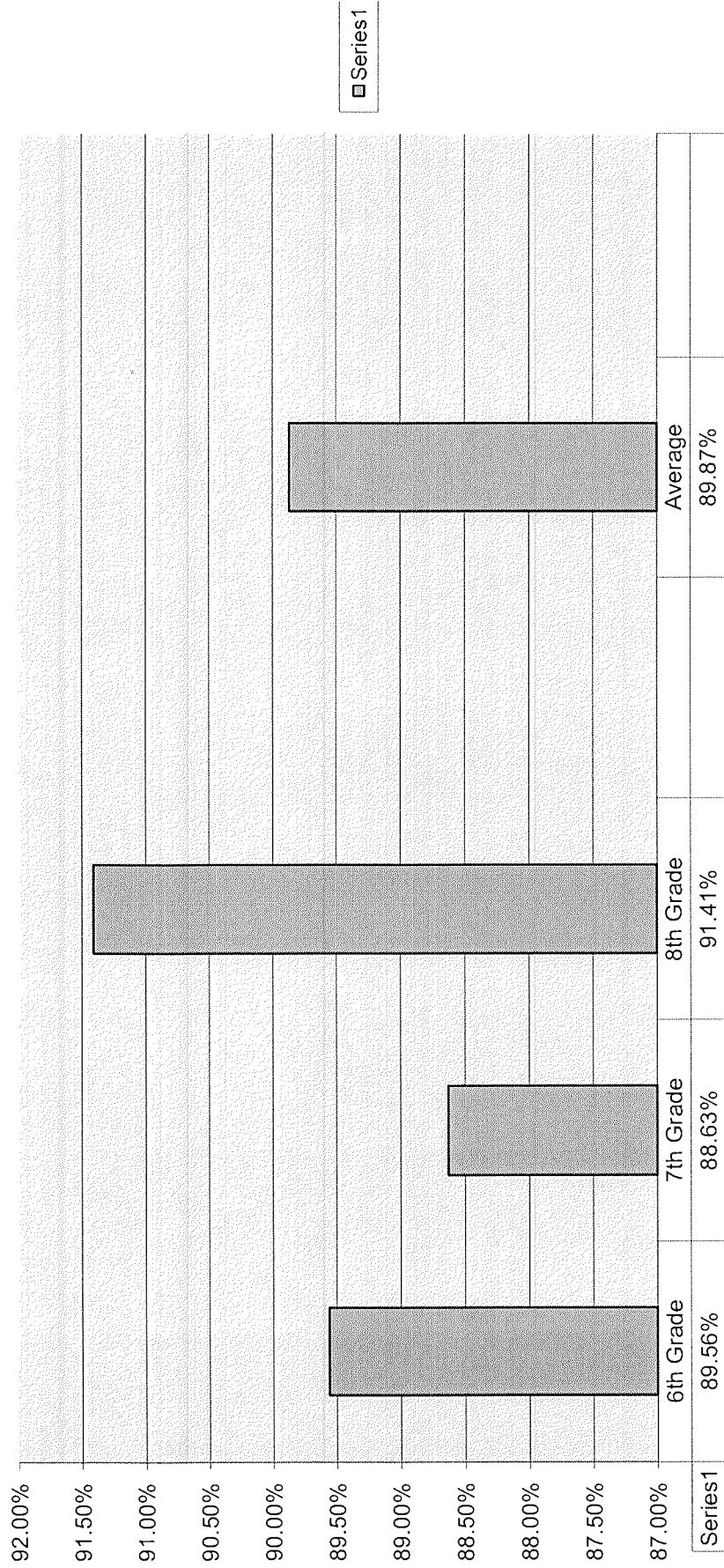
**The baby shower was
hosted at our very own
Andi Peter's new
business!**



Hard working high
school students catch
some z's before
basketball practice...



Attendance Summary
Lapwai Middle School
6th - 8th Grades
1/04/16 - 1/29/16



6th Grade	89.56%
7th Grade	88.63%
8th Grade	91.41%
Average	89.87%

06th Grade ADA From 01/04/16 to 01/29/16 (18.00 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 ****

	Male	Female	Totals	Averages	Percents
Appearing in Report	28	16	44		
Membership Days	502.00	288.00	790.00	17.95	
Non-membership Days	0.00	0.00	0.00	0.00	
Scheduled Days	502.00	288.00	790.00	17.95	
Days Present	464.00	243.50	707.50	16.08	89.56%
Days Absent	38.00	44.50	82.50	4.58	10.44%
Days Excused Absent	30.00	29.50	59.50	3.31	7.53%
Days Unexcused Absent	8.00	15.00	23.00	1.28	2.91%
Average Daily Membership	27.89	16.00	43.89		
Average Daily Attendance	25.78	13.53	39.31		
Enrolled Prior To 01/04/16	27	16	43		
Adds	1	0	1		
Drops	0	0	0		
Enrolled On 01/29/16	28	16	44		

07th Grade ADA From 01/04/16 to 01/29/16 (18.00 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 ****			Averages	Percents
	Male	Female	Totals		
Appearing in Report	20	12	32		
Membership Days	360.00	216.00	576.00	18.00	
Non-membership Days	0.00	0.00	0.00	0.00	
Scheduled Days	360.00	216.00	576.00	18.00	
Days Present	321.50	189.00	510.50	15.95	88.63%
Days Absent	38.50	27.00	65.50	3.64	11.37%
Days Excused Absent	35.00	26.00	61.00	3.39	10.59%
Days Unexcused Absent	3.50	1.00	4.50	0.25	0.78%
Average Daily Membership	20.00	12.00	32.00		
Average Daily Attendance	17.86	10.50	28.36		
Enrolled Prior To 01/04/16	20	12	32		
Adds	0	0	0		
Drops	0	0	0		
Enrolled On 01/29/16	20	12	32		

08th Grade ADA From 01/04/16 to 01/29/16 (18.00 Normal Track Days)

For Grade Level: 08

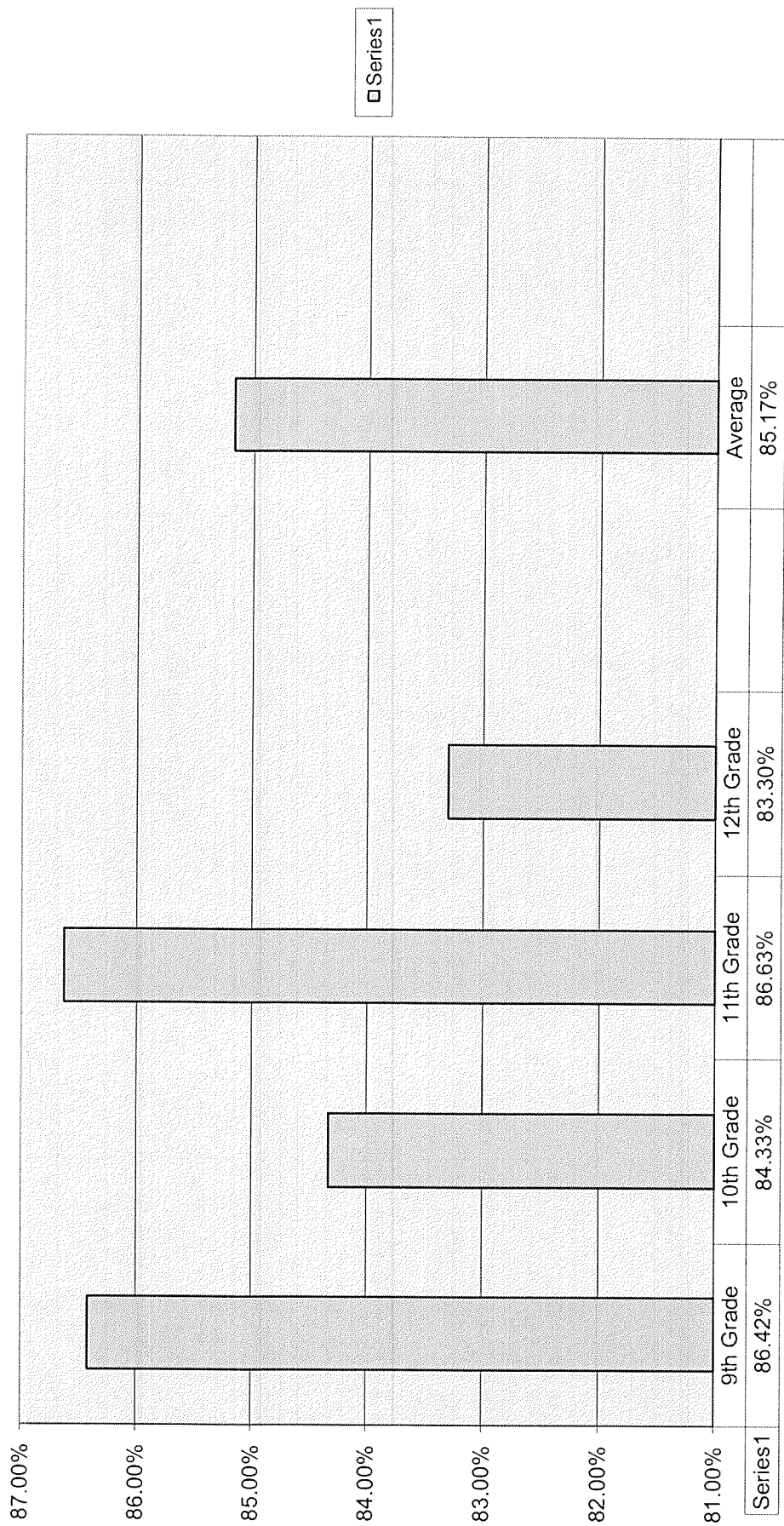
Excused Codes: EA, SI, DR Unexcused Codes: UA, SA, TR

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

Using FTE as Entered

	**** FINAL TOTALS ****			Averages	Percents
	Male	Female	Totals		
Appearing in Report	20	13	33		
Membership Days	360.00	234.00	594.00	18.00	
Non-membership Days	0.00	0.00	0.00	0.00	
Scheduled Days	360.00	234.00	594.00	18.00	
Days Present	326.00	217.00	543.00	16.45	91.41%
Days Absent	34.00	17.00	51.00	2.83	8.59%
Days Excused Absent	21.50	16.00	37.50	2.08	6.31%
Days Unexcused Absent	12.50	1.00	13.50	0.75	2.27%
Average Daily Membership	20.00	13.00	33.00		
Average Daily Attendance	18.11	12.06	30.17		
Enrolled Prior To 01/04/16	20	13	33		
Adds	0	0	0		
Drops	0	0	0		
Enrolled On 01/29/16	20	13	33		

Attendance Summary
Lapwai High School
9th - 12th Grades
1/04/16 to 1/29/16



9th Grade	86.42%
10th Grade	84.33%
11th Grade	86.63%
12th Grade	83.30%
Average	85.17%

09th Grade ADA From 01/04/16 to 01/29/16 (18.00 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	18	21	39		
Membership Days	318.00	378.00	696.00	17.85	
Non-membership Days	0.00	0.00	0.00	0.00	
Scheduled Days	318.00	378.00	696.00	17.85	
Days Present	272.00	329.50	601.50	15.42	86.42%
Days Absent	46.00	48.50	94.50	5.25	13.58%
Days Excused Absent	27.50	44.00	71.50	3.97	10.27%
Days Unexcused Absent	18.50	4.50	23.00	1.28	3.30%
Average Daily Membership	17.67	21.00	38.67		
Average Daily Attendance	15.11	18.31	33.42		
Enrolled Prior To 01/04/16	16	21	37		
Adds	2	0	2		
Drops	1	0	1		
Enrolled On 01/29/16	17	21	38		

10th Grade ADA From 01/04/16 to 01/29/16 (18.00 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	200.00	234.00	434.00	17.36	
Non-membership Days	0.00	0.00	0.00	0.00	
Scheduled Days	198.00	234.00	432.00	17.28	
Days Present	173.50	192.50	366.00	14.64	84.33%
Days Absent	24.50	41.50	66.00	3.67	15.21%
Days Excused Absent	18.50	34.50	53.00	2.94	12.21%
Days Unexcused Absent	6.00	7.00	13.00	0.72	3.00%
Average Daily Membership	11.11	13.00	24.11		
Average Daily Attendance	9.64	10.69	20.33		
Enrolled Prior To 01/04/16	12	13	25		
Adds	0	0	0		
Drops	1	0	1		
Enrolled On 01/29/16	11	13	24		

11th Grade ADA From 01/04/16 to 01/29/16 (18.00 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	18	25	43		
Membership Days	324.00	450.00	774.00	18.00	
Non-membership Days	0.00	0.00	0.00	0.00	
Scheduled Days	324.00	450.00	774.00	18.00	
Days Present	261.00	409.50	670.50	15.59	86.63%
Days Absent	63.00	40.50	103.50	5.75	13.37%
Days Excused Absent	47.00	26.50	73.50	4.08	9.50%
Days Unexcused Absent	16.00	14.00	30.00	1.67	3.88%
Average Daily Membership	18.00	25.00	43.00		
Average Daily Attendance	14.50	22.75	37.25		
Enrolled Prior To 01/04/16	18	25	43		
Adds	0	0	0		
Drops	0	0	0		
Enrolled On 01/29/16	18	25	43		

12th Grade ADA From 01/04/16 to 01/29/16 (18.00 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

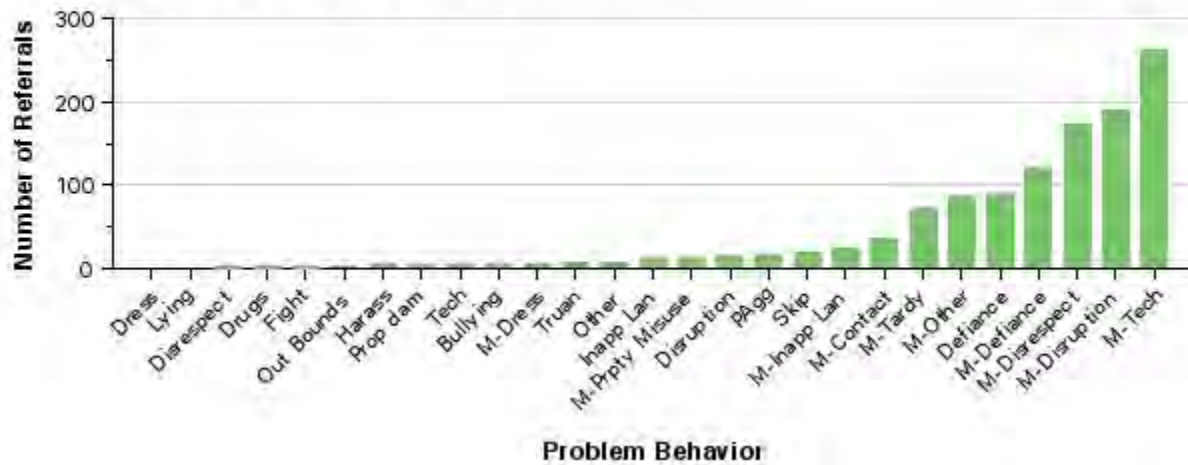
Treating All Enrollments as 1.0 FTE

**** FINAL TOTALS ****

	Male	Female	Totals	Averages	Percents
Appearing in Report	15	17	32		
Membership Days	270.00	293.00	563.00	17.59	
Non-membership Days	0.00	0.00	0.00	0.00	
Scheduled Days	270.00	293.00	563.00	17.59	
Days Present	210.00	259.00	469.00	14.66	83.30%
Days Absent	60.00	34.00	94.00	5.22	16.70%
Days Excused Absent	24.50	16.50	41.00	2.28	7.28%
Days Unexcused Absent	35.50	17.50	53.00	2.94	9.41%
Average Daily Membership	15.00	16.28	31.28		
Average Daily Attendance	11.67	14.39	26.06		
Enrolled Prior To 01/04/16	15	16	31		
Adds	0	1	1		
Drops	0	0	0		
Enrolled On 01/29/16	15	17	32		

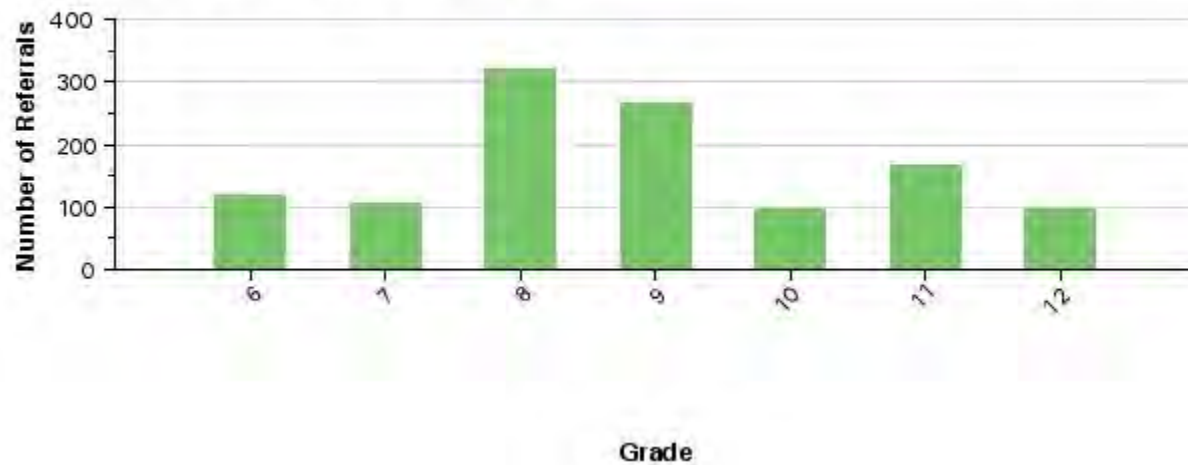
Referrals by Problem Behavior

All, Aug 1, 2015 - Feb 11, 2016



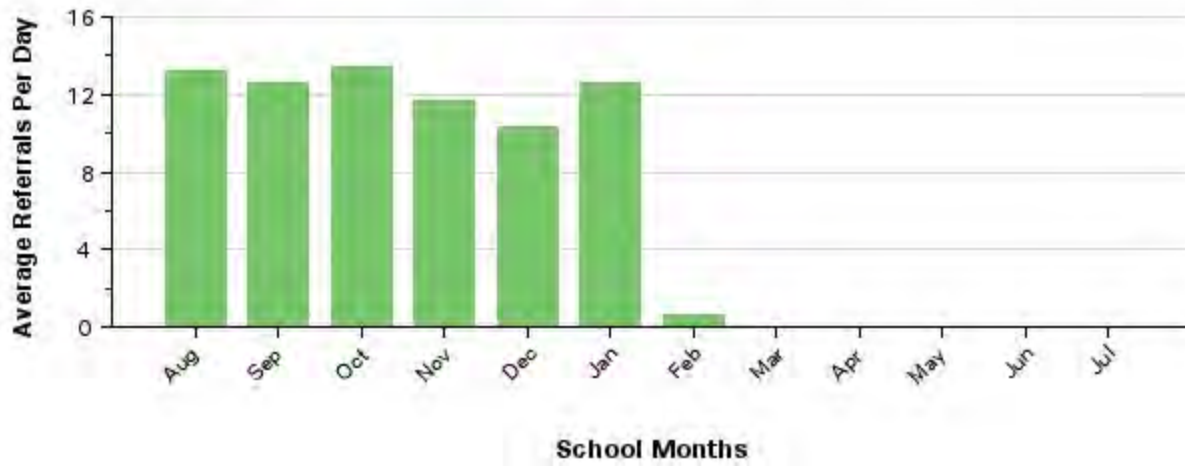
Referrals by Grade

All, Aug 1, 2015 - Feb 11, 2016



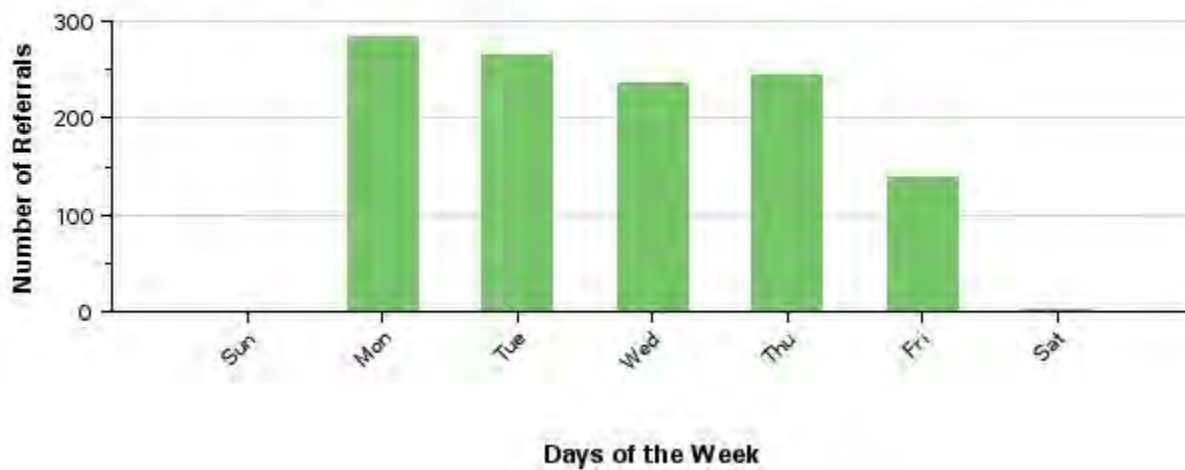
Average Referrals Per Day Per Month

All, 2015-16



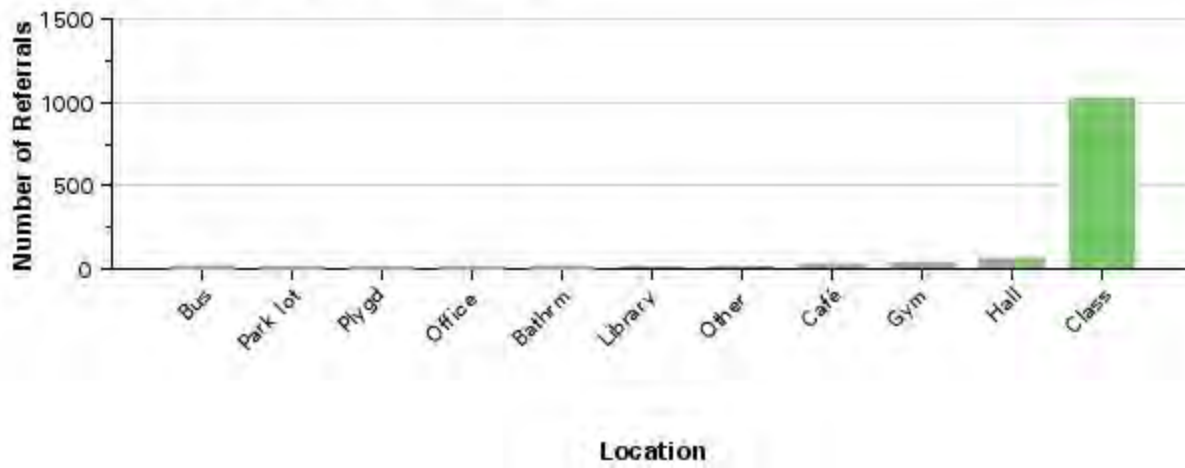
Referrals by Day Of Week

All, Aug 1, 2015 - Feb 11, 2016



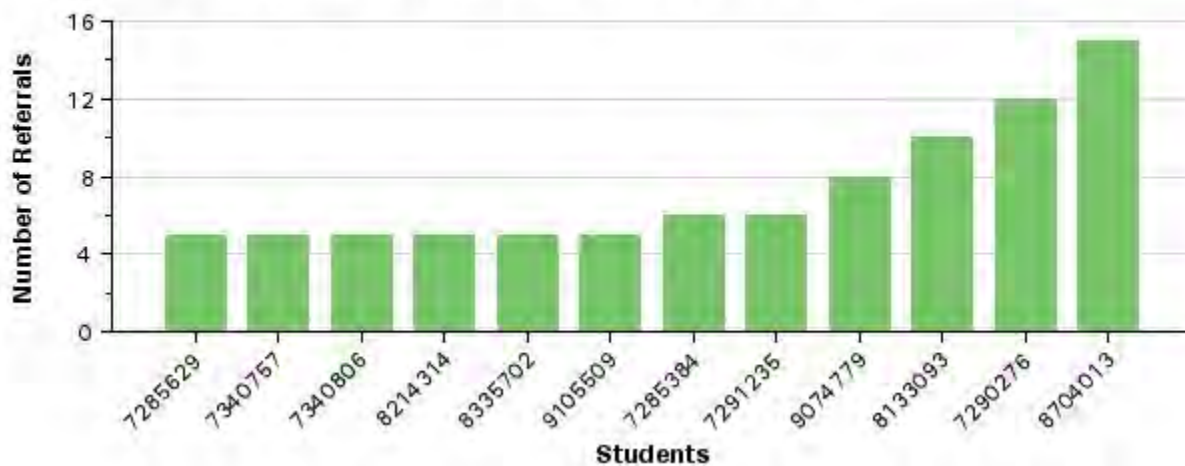
Referrals by Location

All, Aug 1, 2015 - Feb 11, 2016



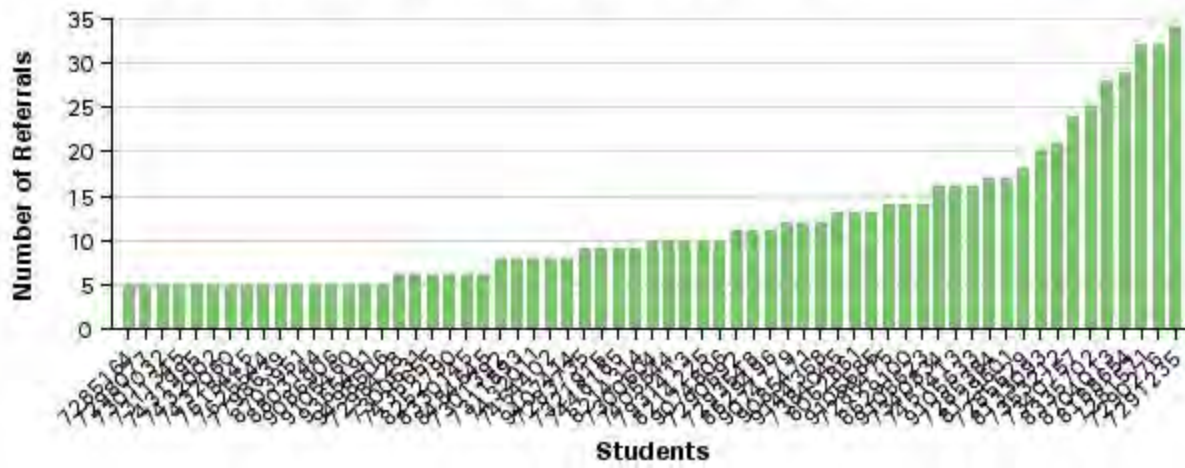
Referrals by Student

Major, Aug 1, 2015 - Feb 11, 2016, At Least 5 Referrals



Referrals by Student

Minor, Aug 1, 2015 - Feb 11, 2016, At Least 5 Referrals





LAPWAI SPECIAL FORCES

Board Back Up/ February 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: A SERVICE, NOT A SENTENCE



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.

Contents

Special Education: A Service, Not a Sentence	1
Eligibility Categories	4
Autism Spectrum Disorder	5
Developmental Delay	6
Intellectual Disability	7
Emotional Disturbance	8
Other Health Impairment (OHI)	9
Hearing Impairment	9
Specific Learning Disability	10
Speech or Language Impairment: Language	12
Speech or Language Impairment: Speech	13
Headstart, Developmental Preschool & Kindergarten team	15
1 st Grade team	16
2 nd & 3 rd grade team	17
4 th & 5 th Grade Team	18
Middle school team	19
crossroads	20
Highschool team	21
Elementary School Counseling Grant Data	22
Special Forces PLC Team Roles	24
Relational Trust: The Glue that Binds a Professional Learning Community	35
Trust and Professional Learning Communities	36
Relational Trust and Professional Learning Communities	37
Method	38
Findings	40
Theme 1: Trust Develops as Teachers are in Relationship	40
Theme 2: Relational Trust Requires Establishing Group Norms Around RiskTaking and Change Orientation in Order to Foster a Safe, Comfortable Climate for Professional Growth	41
Theme 3: Relational Trust Supports Effective Collaboration	42
Theme 4: The Principal is Central in Establishing a Climate of Trust	42
Theme 5: Faculty Requisite Trust of the Principal is Paramount	43
Discussion	44
Conclusion	46
References	47
Special forces plc minutes Thursday, February 4, 2016	51

Special Forces PLC Team Roles	51
Optimism	53
Learned Optimism	53
Review of January 28th PLC Evaluation Responses	55
Flipped Class	60
Objective	60
ABSTRACT	66
EXTANT EVIDENCE OF BAD APPLE EFFECTS	67
BOUNDARY CONDITIONS	69
BAD APPLE TEAM MEMBERS	70
Types of Bad Apple Team Members	70
Responses to Negative Members	74
Antecedents to Defensiveness	75
NEGATIVE PSYCHOLOGICAL STATES	77
More Complex Psychological Effects of Negative Teammates	78
Defensive Behavioral Reactions	79
MODERATORS OF THE BAD APPLE EFFECT	80
GROUP TRANSITION MECHANISMS	82
GROUP CONSTRUCTS	83
NEGATIVE MEMBER'S EFFECTS ON GROUP PROCESSES AND OUTCOMES	84
DISCUSSION	86
FUTURE RESEARCH	88
CONCLUSION	90
NOTES	90
ACKNOWLEDGMENT	90
REFERENCES	90

ELIGIBILITY CATEGORIES

To demonstrate eligibility for special education services all three of the following criteria must be met and documented. This is often called the three-prong test for eligibility.

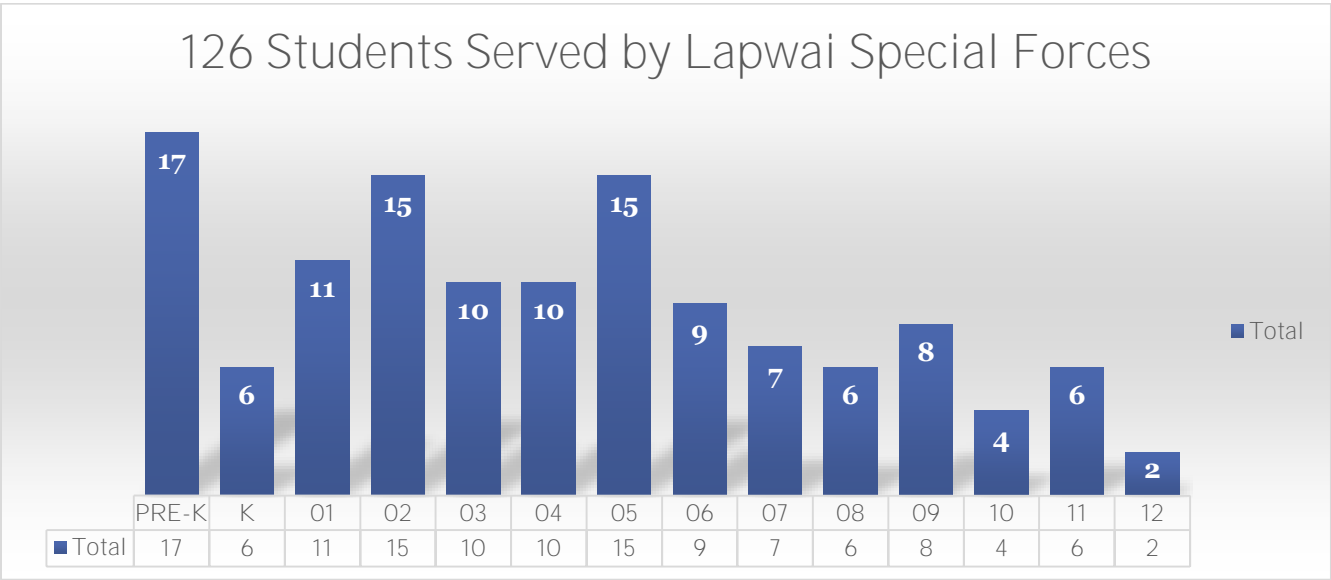
The Eligibility Report documents each of the following three criteria:

- 1. the student has a disability according to the established Idaho criteria;
- 2. the student’s condition adversely affects educational performance; and
- 3. the student needs specially designed instruction.

The State Eligibility Requirements are defined in the 2015 Edition of the Idaho Special Education Manual

Adverse Impact: A determination made by the evaluation team that the student’s progress is impeded by the disability to the extent that the student’s educational performance measures significantly and consistently below the level of similar age peers preventing the student from benefiting from general education. Educational performance refers the student’s performance in academic achievement, developmental and or functional skills. The phrases “adverse impact” and “adverse effect” are used interchangeably.

Needs Specially Designed Instruction: Special education is specially designed instruction, provided at no cost to the parents, to meet the unique needs of a student with a disability. Specially designed instruction means adapted, as appropriate to meet the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student’s disability and to ensure access of the child to the general curriculum so that he or she can meet Idaho Content Standards or Idaho Core Standards that apply to all students.



DISABILITY CATEGORIES

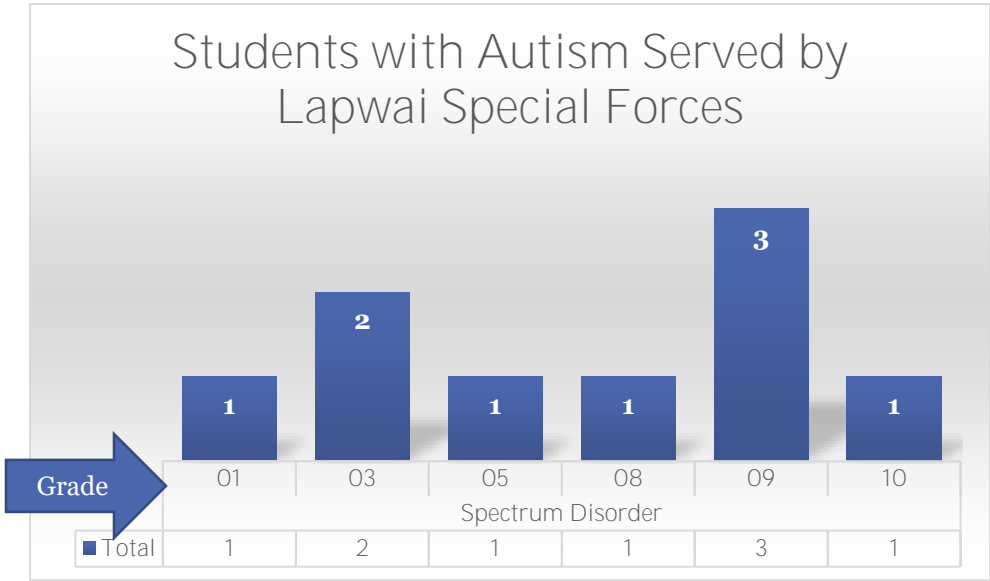
Autism Spectrum Disorder

An Autism Spectrum Disorder is a developmental disability, generally evident in the early developmental period, significantly affecting verbal or nonverbal communication and social interaction, and adversely affecting educational performance.

- 1. Persistent deficits in social communication and social interaction across multiple contexts, currently or by history;
- 2. Symptoms must be present in the early developmental period, but may not become fully manifest until social demands exceed limited capacities, or may be masked by learned strategies in later life.
- 3. Other characteristics often associated with autism include, but are not limited to, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and hyper- or hyporeactivity to sensory input.
- 4. Characteristics vary from mild to severe as well as in the number of symptoms present and are not primarily the result of intellectual disability, developmental delay, or an emotional disturbance.

State Eligibility Criteria for Autism: An evaluation team will determine that a student is eligible for special education services as a student with autism when all of the following criteria are met:

- 1. The student has a developmental disability, generally evident in the early developmental period that significantly affects social communication and social interaction;
- 2. The student must meet the disability definition (above) of an autism spectrum disorder as determined by an evaluation team to include a school psychologist and a speech-language pathologist (a team must consider a private evaluation
- 3. or diagnosis provided by a parent from a psychiatrist, a physician or a licensed psychologist as meeting the definition of autism spectrum disorder);
- 4. The student's condition adversely affects educational performance;
- 5. The student needs specially designed instruction.



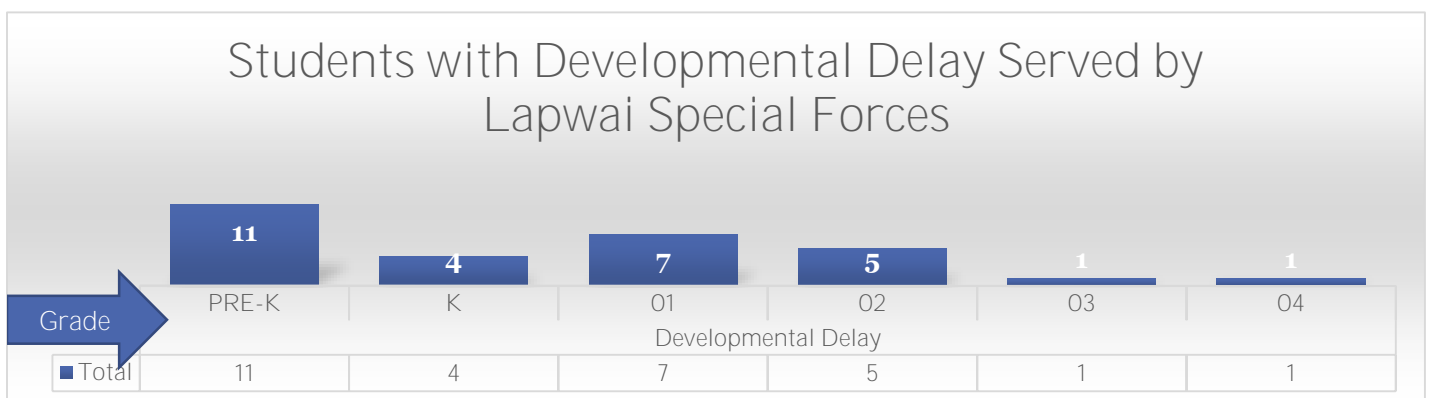
Developmental Delay

The term developmental delay may be used only for students ages three (3) until their tenth (10th) birthday who are experiencing developmental delays as measured by appropriate diagnostic instruments and procedures in one or more of the following areas:

1. cognitive development – includes skills involving perceptual discrimination, memory, reasoning, academic skills, and conceptual development;
2. physical development – includes skills involving coordination of both the large and small muscles of the body (i.e., gross, fine, and perceptual motor skills);
3. communication development – includes skills involving expressive and receptive communication abilities, both verbal and nonverbal;
4. social or emotional development – includes skills involving meaningful social interactions with adults and other children including self-expression and coping skills; or
5. adaptive development – includes daily living skills (e.g., eating, dressing, and toileting) as well as skills involving attention and personal responsibility.

State Eligibility Criteria for Developmental Delay: An evaluation team may determine that a student is eligible for special education services as a student with a developmental delay when all of the following criteria are met:

1. The student is at least three (3) years of age but less than ten (10) years of age.
2. The student has developmental and/or learning problems that are not primarily the result of limited English proficiency, cultural difference, environmental disadvantage, or economic disadvantage.
3. The student meets either of the following two criteria, in one or more of the broad developmental areas listed below.
 - a. Criteria:
 - i. The student functions at least 2.0 standard deviations below the mean in one broad developmental area (30 percent delay in age equivalency, or functions at or below the 3rd percentile).
 - ii. The student functions at least 1.5 standard deviations below the mean in two or more broad developmental areas (25 percent delay in age equivalency, or functions at or below the 7th percentile).
 - b. Broad Developmental Areas:
 - i. Cognitive skills (e.g., perceptual discrimination, memory, reasoning, pre-academic, and conceptual development);
 - ii. Physical skills (i.e., fine, gross, and perceptual motor skills);
 - iii. Communication skills (i.e., including verbal and nonverbal, and
 - iv. receptive and expressive); 4) Social or emotional skills; or
 - v. Adaptive skills, including self-help skills.
4. The student's condition adversely affects educational performance.
5. The student needs specially designed instruction.



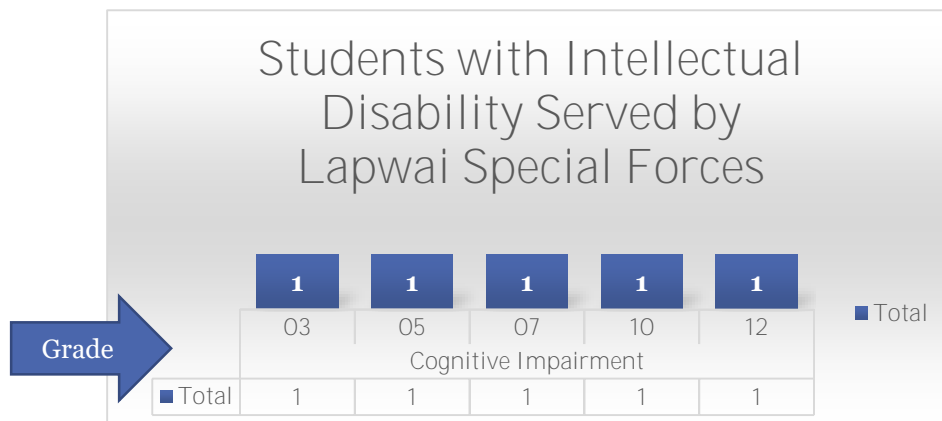
Intellectual Disability

Intellectual Disability is defined as significantly sub-average intellectual functioning that exists concurrently with deficits in adaptive behavior. These deficits are manifested during the student's developmental period, and adversely affect the student's educational performance.

State Eligibility Criteria for Intellectual Disability: An evaluation team will determine that a student is eligible for special education services as a student with an intellectual disability when all of the following criteria are met:

1. The student has a full-scale intelligence standard score (IQ) at or below 70, plus or minus the standard error of measurement (at the 95 percent confidence level) of the test being used, based on an assessment by a licensed psychologist or certified school psychologist using an individually administered intelligence test.
2. The student exhibits concurrent deficits in adaptive functioning unexpected for his or her age in at least two of the following areas: communication, selfcare, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health, or safety.
3. The student's condition adversely affects educational performance.
4. The student needs specially designed instruction.

Caution is advised when assessing students with cultural and language issues to prevent inappropriate identification of these students as having an intellectual disability. When determining eligibility, tests measuring intellectual ability shall be used with care; that is, only those tests designed and normed for the population being tested may be used. Tests measuring intellectual ability that are translated into another language by the examiner or an interpreter yield invalid test results and shall not be used.



Mild	<ul style="list-style-type: none"> • 85% of ID Population • Can generally learn reading, writing, and math skills between third- and sixth-grade levels. May have jobs and live independently.
Moderate	<ul style="list-style-type: none"> • 10% of ID Population • May be able to learn some basic reading and writing. Able to learn functional skills such as safety and self-help. Require some type of oversight/supervision.
Severe	<ul style="list-style-type: none"> • 5% of ID Population • Probably not able to read or write, although they may learn self-help skills and routines. Require supervision in their daily activities and living environment.
Profound	<ul style="list-style-type: none"> • 1% of ID Population • Require intensive support. May be able to communicate by verbal or other means. May have medical conditions that require ongoing nursing and therapy.

Emotional Disturbance

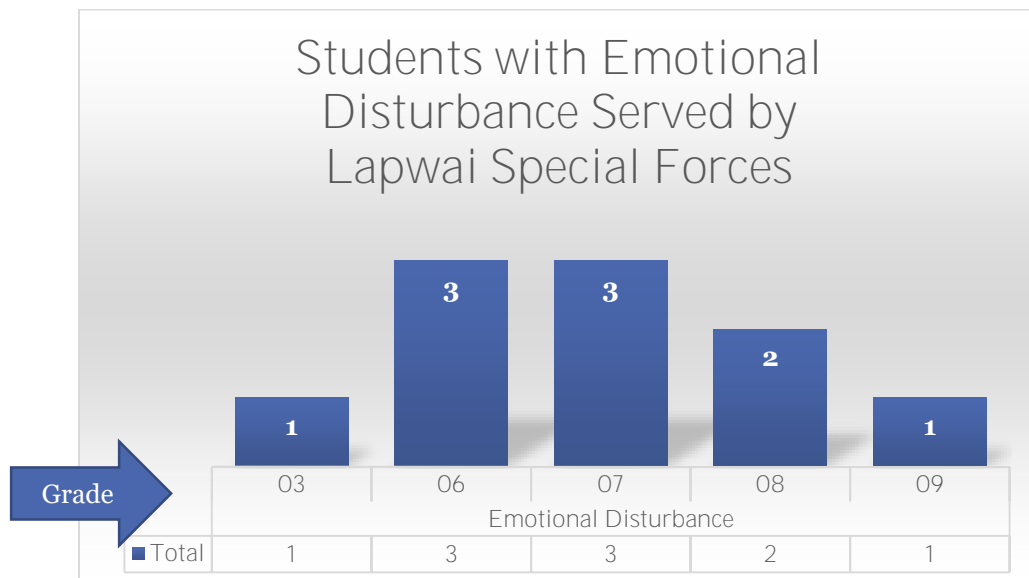
A student with an emotional disturbance exhibits one or more of the following characteristics over a long period of time, and to a marked degree, that adversely affects his or her educational performance:

1. an inability to learn that is not primarily the result of intellectual disability; hearing, vision, or motor impairment, or other health impairment;
2. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances;
3. a general pervasive mood of unhappiness or depression;
4. a tendency to develop physical symptoms or fears associated with personal or
5. school problems; or
6. Schizophrenia.

The term does not include students who are socially maladjusted unless it is determined they have an emotional disturbance.

State Eligibility Criteria for Emotional Disturbance: An evaluation team will determine that a student is eligible for special education services as a student with emotional disturbance when all of the following criteria are met:

1. The student has been documented exhibiting characteristics consistent with the criteria (a-f in this section) by one or more of the following: school psychologist, licensed psychologist, psychiatrist, physician, or certified social worker.
2. The student has been observed exhibiting one or more of the six (6) behavioral or emotional characteristics listed in the definition of emotional – behavioral disability.
3. The characteristic(s) has been observed:
 - a. for a long period of time (at least 6 months); and
 - b. by more than one knowledgeable observer; and
 - c. in more than one setting; and
 - d. at a level of frequency, duration, and/or intensity that is
 - e. significantly different from other students' behavior in the same or similar circumstances.
4. The student's condition adversely affects educational performance in the area of academics, peer and teacher interaction, participation in class activities, and/or classroom conduct.
5. The student needs specially designed instruction.



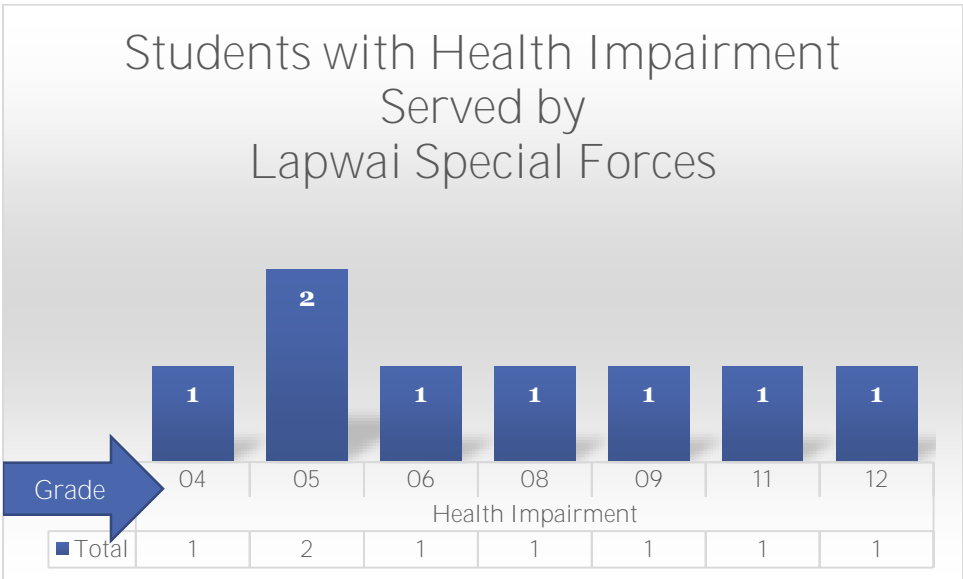
Other Health Impairment (OHI)

A student classified as having Other Health Impairment exhibits limited strength, vitality, or alertness, including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems. These health problems may include, but are not limited to, asthma, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), cancer, diabetes, epilepsy, Fetal Alcohol Syndrome, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette syndrome, and stroke to such a degree that it adversely affects the student’s educational performance.

A student with ADD/ADHD may also be eligible under another category (generally specific learning disability or emotional disturbance) if he or she meets the criteria for that other category and needs special education and related services. All students with a diagnosis of ADD/ADHD are not necessarily eligible to receive special education under the IDEA, just as all students who have one of the other conditions listed under other health impairment are not necessarily eligible, unless it is determined to adversely affect educational performance and require specially designed instruction.

State Eligibility Criteria for Other Health Impairment: An evaluation team will determine that a student is eligible for special education services as a student with an Other Health Impairment when all of the following criteria are met:

- 1. The student exhibits limited strength, vitality, or alertness, including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems.
- 2. The student has been diagnosed by a physician with a condition consistent with an Other Health Impairment described above. In the case of ADD/ADHD, an educational determination may be provided by a school psychologist. Diagnosis from a licensed psychologist or other diagnostician must be considered by the evaluation team.
- 3. The student’s condition adversely affects educational performance.
- 4. The student needs specially designed instruction.

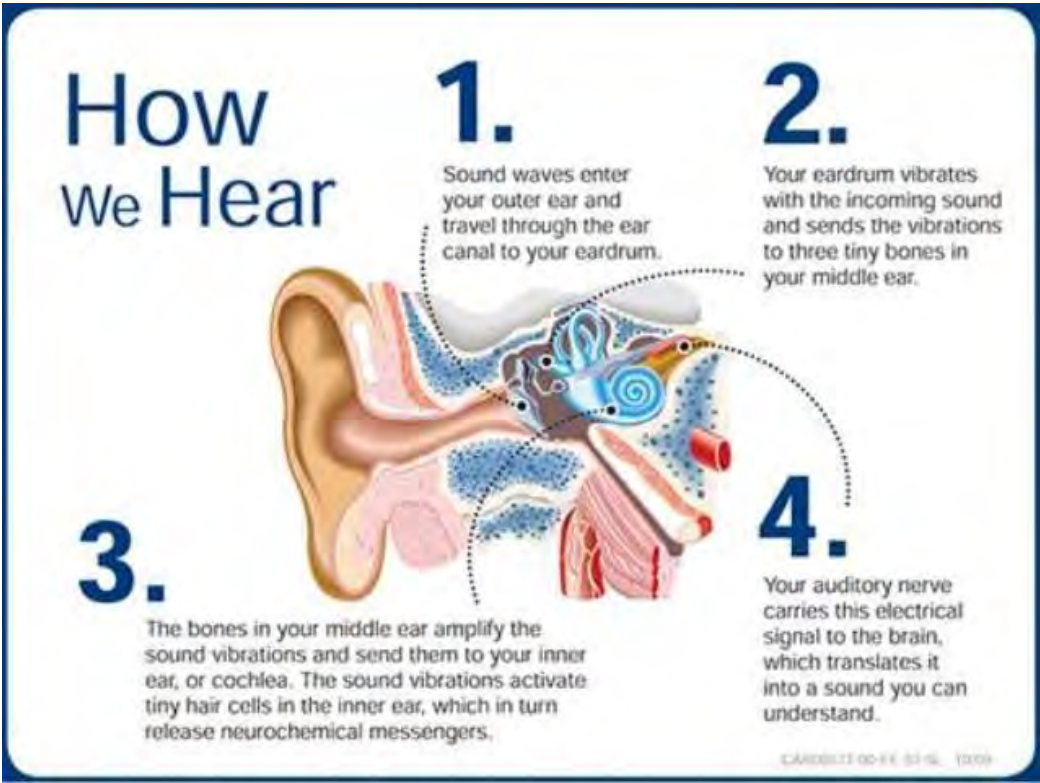


Hearing Impairment

The IDEA disability category of hearing impairment describes a permanent or fluctuating hearing loss that adversely affects a student’s educational performance but is not included under the category of deafness.

State Eligibility Criteria for Hearing Impairment: An evaluation team will determine that a student is eligible for special education services as a student with a hearing impairment when all of the following criteria are met:

- 1. The student does not qualify as deaf.
- 2. The student is diagnosed by an otologist, audiologist or physician as having a substantial hearing loss.
- 3. The student’s condition adversely affects educational performance.
- 4. The student needs specially designed instruction.



Specific Learning Disability

Specific Learning Disability (SLD) means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage. Only a school age child may be identified as a student with a specific learning disability.

State Eligibility Criteria for Specific Learning Disability: In determining whether a child has an SLD, the child must meet at a minimum, the following criteria:

The student does not make sufficient progress in response to effective, evidence-based instruction and intervention for the child's age or to meet state-approved grade-level standards when provided with learning experiences and instruction appropriate for the child's age or State approved grade level standards in one or more of the following areas:

- 1) Oral expression;
- 2) Listening comprehension;
- 3) Written expression;
- 4) Basic reading skills;
- 5) Reading comprehension;
- 6) Reading fluency
- 7) Mathematics calculation; or
- 8) Mathematics problem solving.

AND

b. The student demonstrates low achievement in the area(s) of suspected disability listed above as evidenced by a norm-referenced, standardized achievement assessment. For culturally and linguistically diverse students, the preponderance of evidence must indicate low achievement.

AND

c. The student demonstrates a pattern of strengths and weaknesses in psychological processing skills that impact learning.

AND

d. The student's lack of achievement is not primarily the result of:

- 1) A visual, hearing, or motor impairment;
- 2) Intellectual disability
- 3) Emotional disturbance
- 4) Environmental, cultural or economic disadvantage
- 5) Limited English Proficiency
- 6) A lack of appropriate instruction in reading, including the essential components of reading;
- 7) A lack of appropriate instruction in math.

AND

e. The disability adversely impacts the student's educational performance and the student requires specially designed instruction.

Evaluation Procedures:

In order to demonstrate the initial eligibility criteria under this category, the following procedures must be followed.

i. Evidence of insufficient progress in response to effective, evidence-based instruction and intervention indicates the student's performance level and rate of improvement are significantly below that of grade-level peers. This is documented/demonstrated with the following data:

a) Data that helps establish that the core curriculum is effective for most students. The most recent whole grade performance data to verify appropriate instruction in the area(s) of concern may include results from the standards-based assessment system. If the referred student belongs to a population of students whose performance is regularly disaggregated, whole grade data for the disaggregated group should also be reviewed and considered.

b) Information documenting that prior to, or as part of, the referral process, the student was provided appropriate instruction in general education settings. Appropriate instruction includes consideration of both child specific information and whole grade performance data. Child specific data regarding appropriate instruction may include: (1) verification that core (universal) instruction was provided regularly; (2) data indicating that the student attended school regularly to receive instruction; (3) verification that core instruction was delivered according to its design and methodology by qualified personnel; and (4) verification that differentiated instruction in the core curriculum was provided.

c) Data-based documentation of student progress during instruction and intervention using standardized, normreferenced progress monitoring measures in the area of disability.

d) A record of an observation of the student's academic performance and behavior in the child's learning environment (including the general classroom setting) has been conducted by an evaluation team member other than the student's general education teacher. The purpose of the observation is to document how the areas of concern impact the student's performance in the classroom. The observation should also document the name and title of the observer and the site, date, and duration of the observation. The team must decide to:

1. Use information from an observation in routine classroom instruction and monitoring of the child's performance that was conducted before the child was referred for an evaluation; or

2. Have at least one member of the team conduct an observation of the child's academic performance in the educational environment after the child has been referred for an evaluation, and parental consent has been obtained.

AND

ii. Evidence of low achievement in one or more of the suspected area(s). These include:

- a) Oral expression;
- b) Listening comprehension;
- c) Written expression;
- d) Basic reading skills;
- e) Reading comprehension;
- f) Reading fluency
- g) Mathematics calculation; or
- h) Mathematics problem solving

This evidence must indicate performance that is significantly below the mean on a cluster, composite, or two (2) or more subtest scores of a norm-referenced, standardized, achievement assessment in the specific academic area(s) of suspected disability. There are cases when the use of norm-referenced assessment is not appropriate, for example, students who are culturally and linguistically diverse.

AND

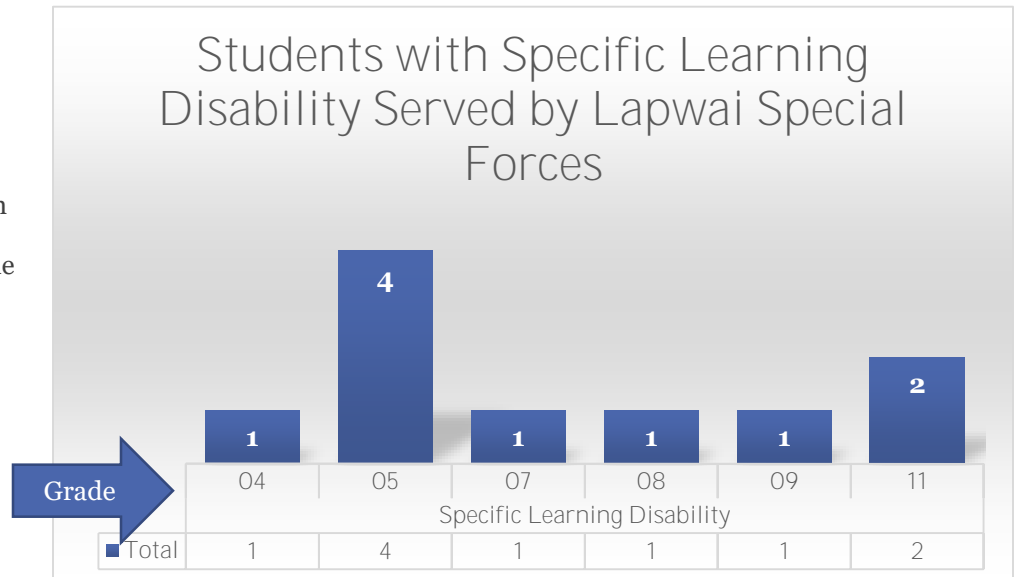
iii. Evidence of a pattern of strengths and weaknesses in psychological processing skills that impact learning. An assessment of psychological processing skills is linked to the failure to achieve adequately in the academic area(s) of suspected disability and must rely on standardized assessments.

These assessments must be conducted by a professional who is qualified to administer and interpret the assessment results. The student's performance on a psychological processing assessment demonstrates a pattern of strengths and weaknesses that help explain why and how the student's learning difficulties occur. Such tests may include measures of memory, phonological skills, processing speed as well as other measures which explicitly test psychological processing.

AND

iv. The following criteria must be considered when evaluating the student's low achievement. The team must determine that the student's learning difficulty is not primarily the result of:

- a) a visual, hearing, or motor impairment
- b) an intellectual disability
- c) an emotional disturbance
- d) environmental or economic disadvantage
- e) cultural factors
- f) Limited English Proficiency (LEP)



Speech or Language Impairment: Language

A language impairment exists when there is a disorder or delay in the development of comprehension and/or the uses of spoken or written language and/or other symbol systems. The impairment may involve any one or a combination of the following:

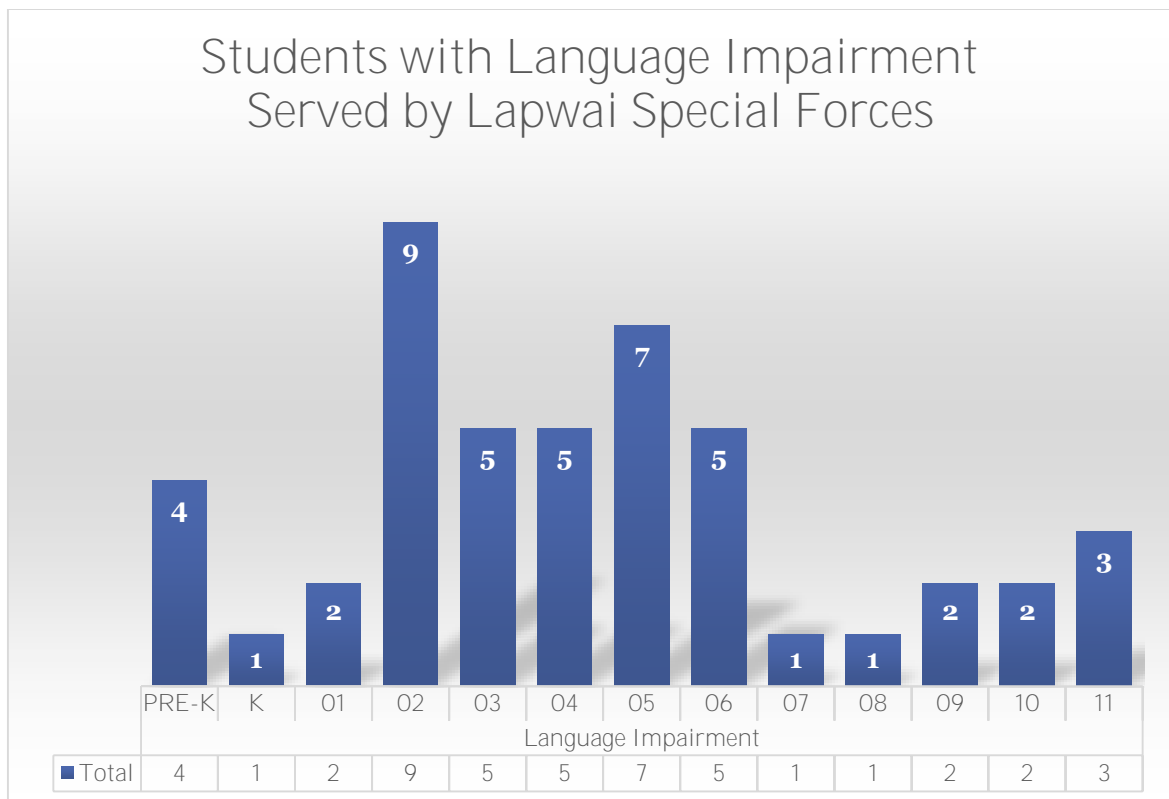
1. the form of language (morphological and syntactic systems);
2. the content of language (semantic systems); and/or
3. the function of language in communication (pragmatic systems).

A language disorder does not exist when language differences are due to non-standard English or regional dialect or when the evaluator cannot rule out environmental, cultural, or economic disadvantage as primary factors causing the impairment.

State Eligibility Criteria for Language Impairment: An evaluation team will determine that a student is eligible for special education and related services as a student who has a language impairment when all of the following criteria are met:

1. At least two procedures, at least one of which yields a standard score, are used to assess receptive language and/or expressive language.
2. The student has attained scores on a standardized measure that are 1.5 standard deviations or more below the mean, or at or below the 7th percentile, in either receptive or expressive language.
3. The student's disability adversely affects educational performance.
4. The student needs specially designed instruction. (Speech/language therapy can be specially designed instruction or a related service.)

Caution is advised when evaluating a student whose native language is other than English. The acquisition of the English language is not to be mistaken as a language impairment



Speech or Language Impairment: Speech

The term speech impairment includes articulation/phonology disorders, voice disorders, or fluency disorders that adversely impact a child's educational performance. The following eligibility criteria and minimum assessment procedures have been established for all three types of speech impairments.

a. Articulation/Phonology Disorder

Definition: Articulation is the ability to speak distinctly and connectedly. Articulation disorders are incorrect productions of speech sounds including omissions, distortions, substitutions, and/or additions that may interfere with intelligibility. Phonology is the process used in our language that has common elements (sound patterns) that affect different sounds. Phonology disorders are errors involving phonemes, sound patterns, and the rules governing their combinations.

An articulation/phonology disorder exists when:

1. the disorder is exhibited by omissions, distortions, substitutions, or additions;
2. the articulation interferes with communication and calls attention to itself; and
3. the disorder adversely affects educational or developmental performance.

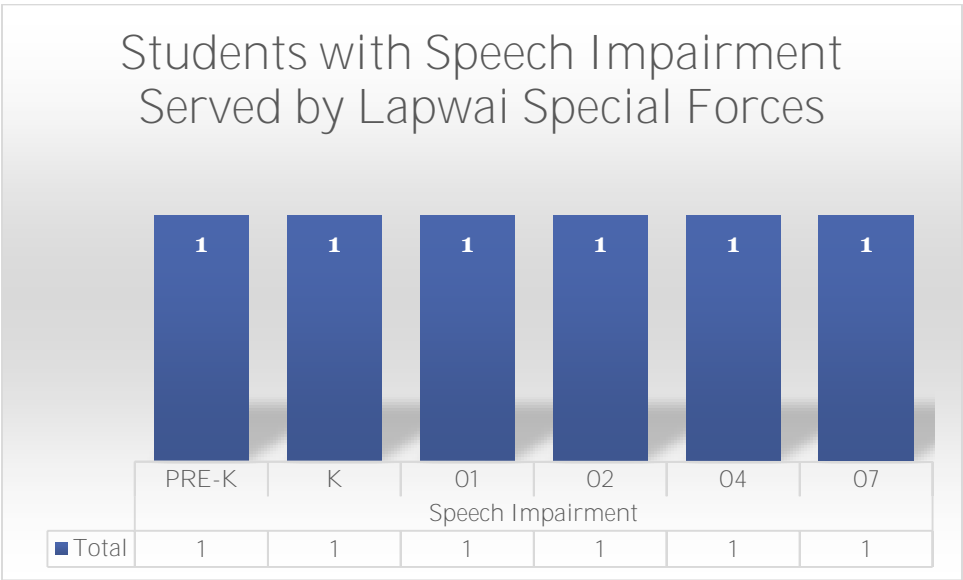
An articulation/phonology disorder does not exist when:

1. errors are temporary in nature or are due to temporary conditions such as dental changes;

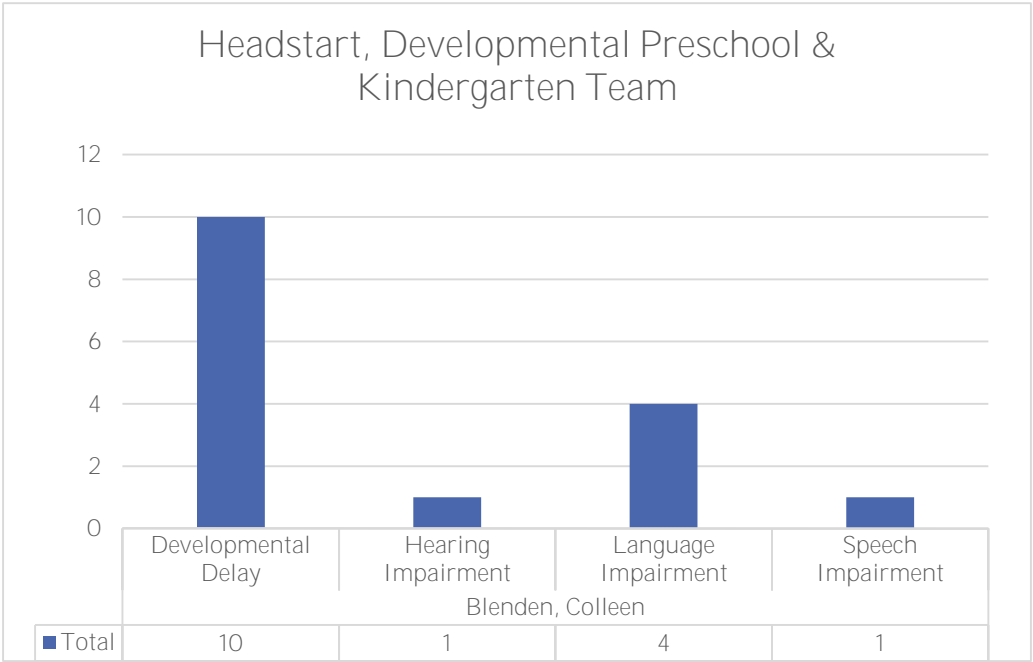
2. differences are due to culture, bilingualism or dialect, or from being non-English speaking;
3. or there are delays in developing the ability to articulate only the most difficult blends of sound or consonants within the broad range for the student's age.

State Eligibility Criteria for Articulation/Phonology Disorder: An evaluation team will determine that a student is eligible for special education and related services as a student who has an articulation/phonology disorder (speech impairment) when all of the following criteria are met:

1. At least two procedures are used to assess the student, one of which yields a standard score.
2. The student must have a score that is at least 1.5 standard deviations below the mean, or at or below the 7th percentile, on a standardized articulation/phonological assessment, or the speech impairment is judged as moderate on the standardized measure for students ages three (3) through twenty-one (21) years.
3. The student's disability adversely affects educational performance.
4. The student needs specially designed instruction. (Speech/language therapy can be specially designed instruction or a related service.)



HEADSTART, DEVELOPMENTAL PRESCHOOL & KINDERGARTEN TEAM



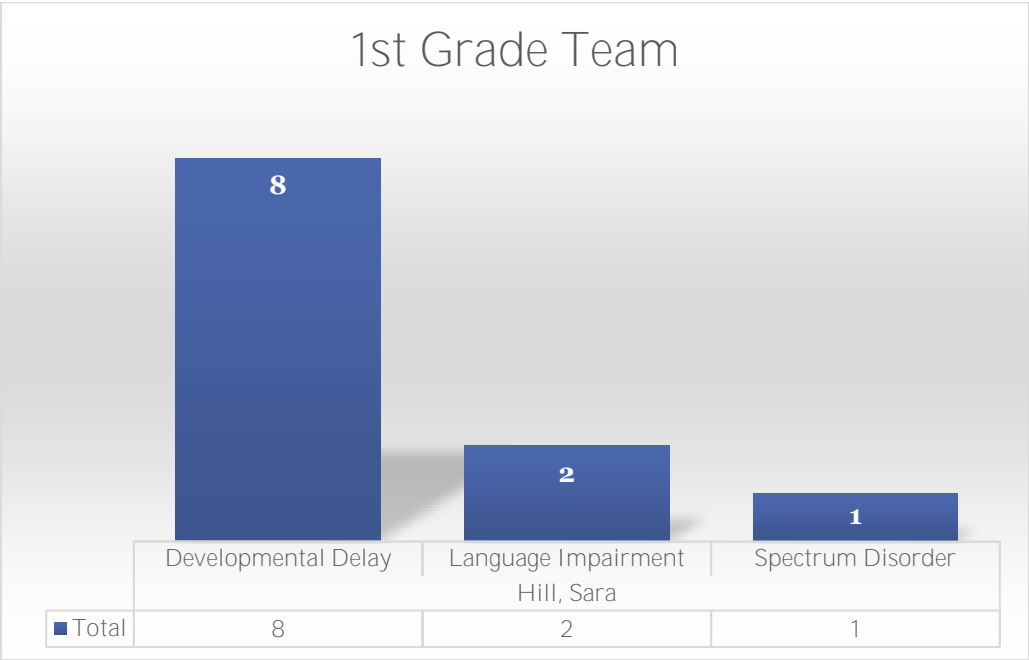
Lead Teacher: Colleen Blenden



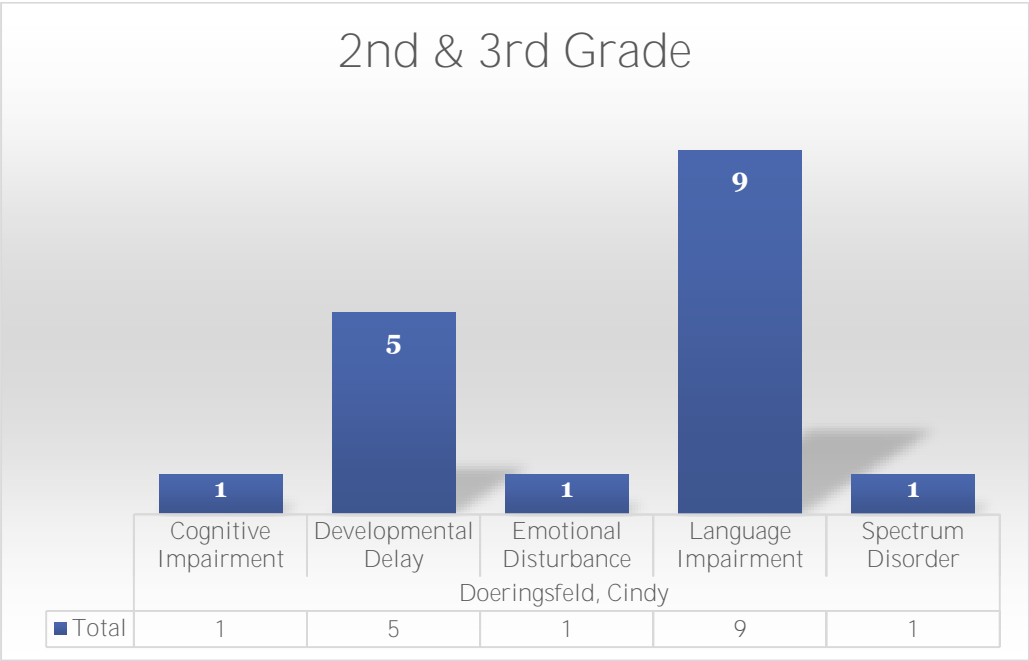
Intervention Specialist: Michelle Cox



1ST GRADE TEAM



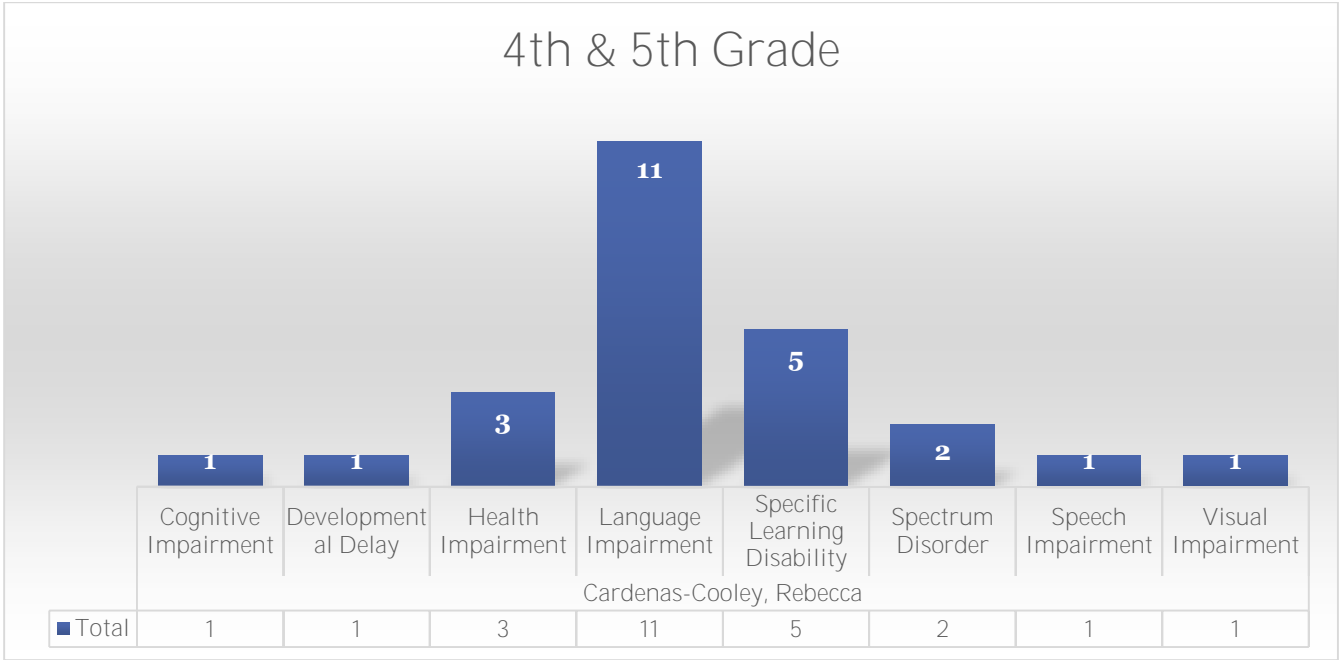
Lead Teacher: Sara Hill (Middle)
Habilitative Intervention Professional & Psychosocial Rehabilitation Specialist: Bonnie Franke (Right)
Interventional Specialist: Amber Zornes (Left)



Lead Teacher: Cindy Doeringsfeld
Intervention Specialist: Susan Kash-Kash



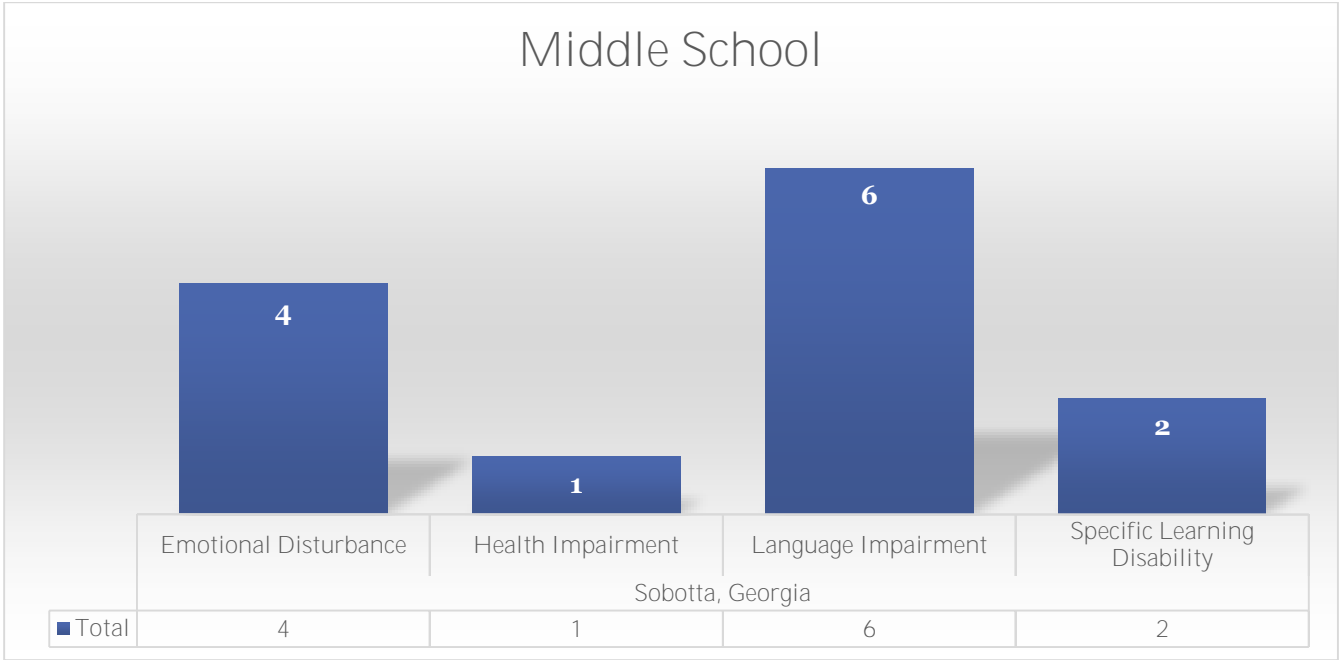
4TH & 5TH GRADE TEAM



Lead Teacher: Rebecca Cooley
Intervention Specialist: Nizhoni Ellenwood

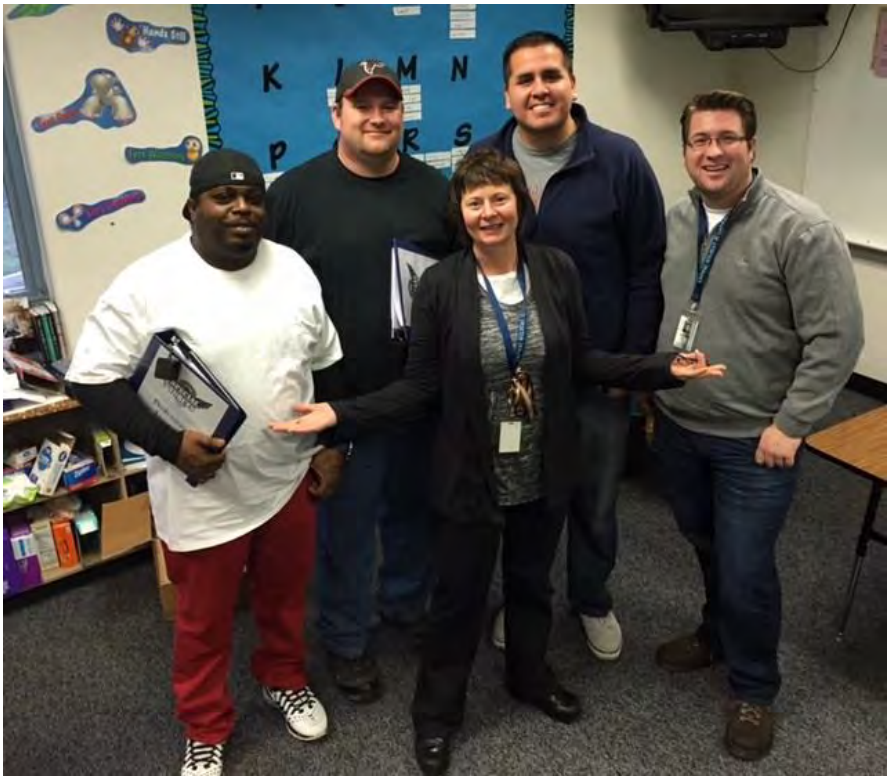
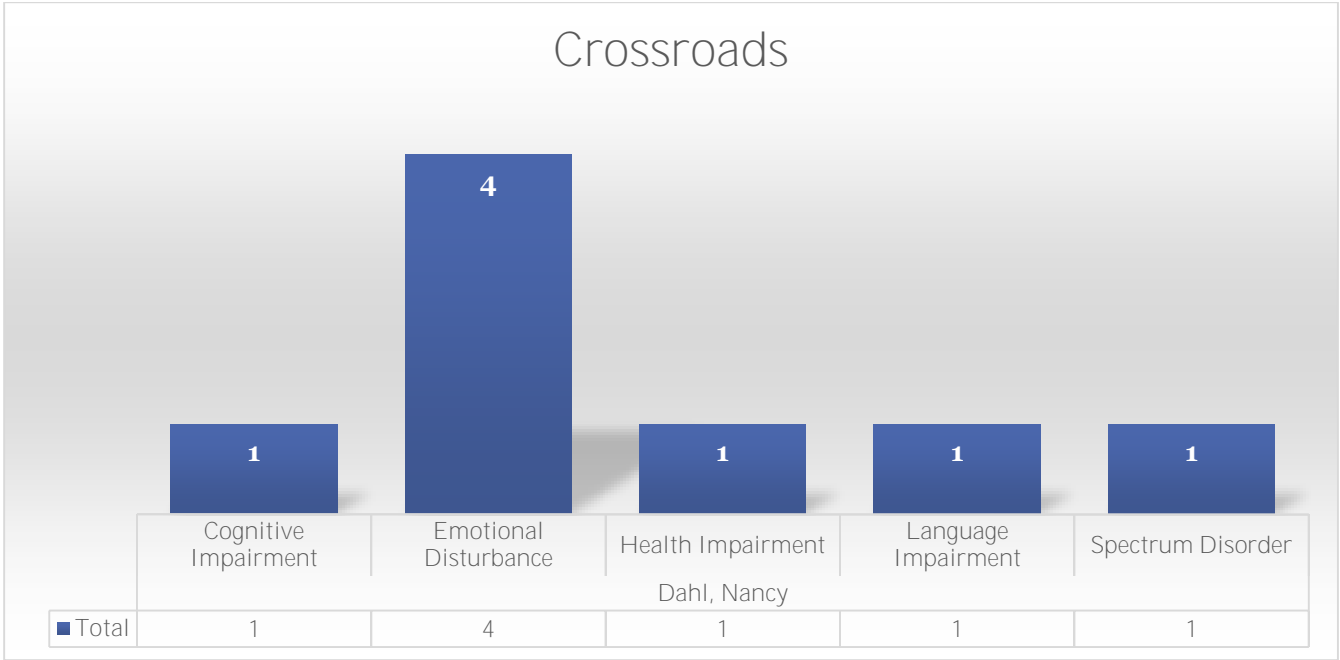


MIDDLE SCHOOL TEAM



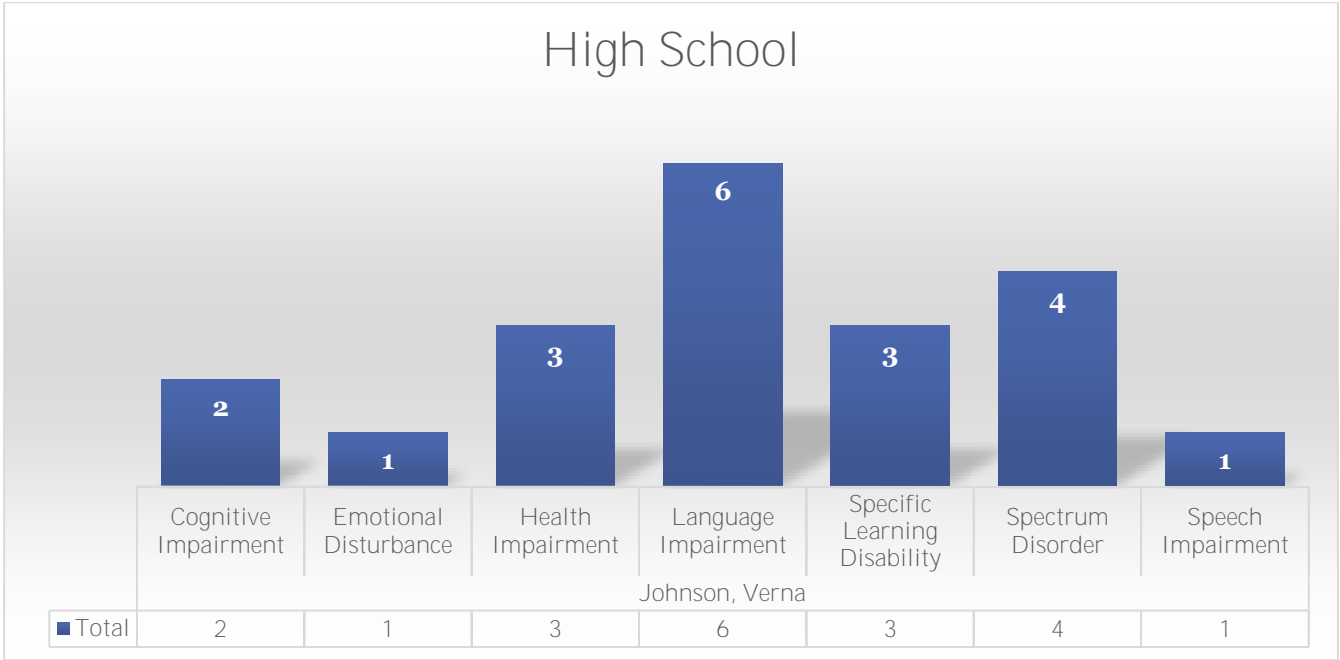
Lead Teacher: Georgia Sobotta
Intervention Specialist: Scott Ollar





Lead Teacher: Nancy Dahl
From Left to Right
Behavior Coach: Deaneal McKnight, Behavior Coach: Buck Walker
Psychosocial Rehabilitation Specialists:
Danny Lleun & Alex Goodwin

HIGHSCHOOL TEAM

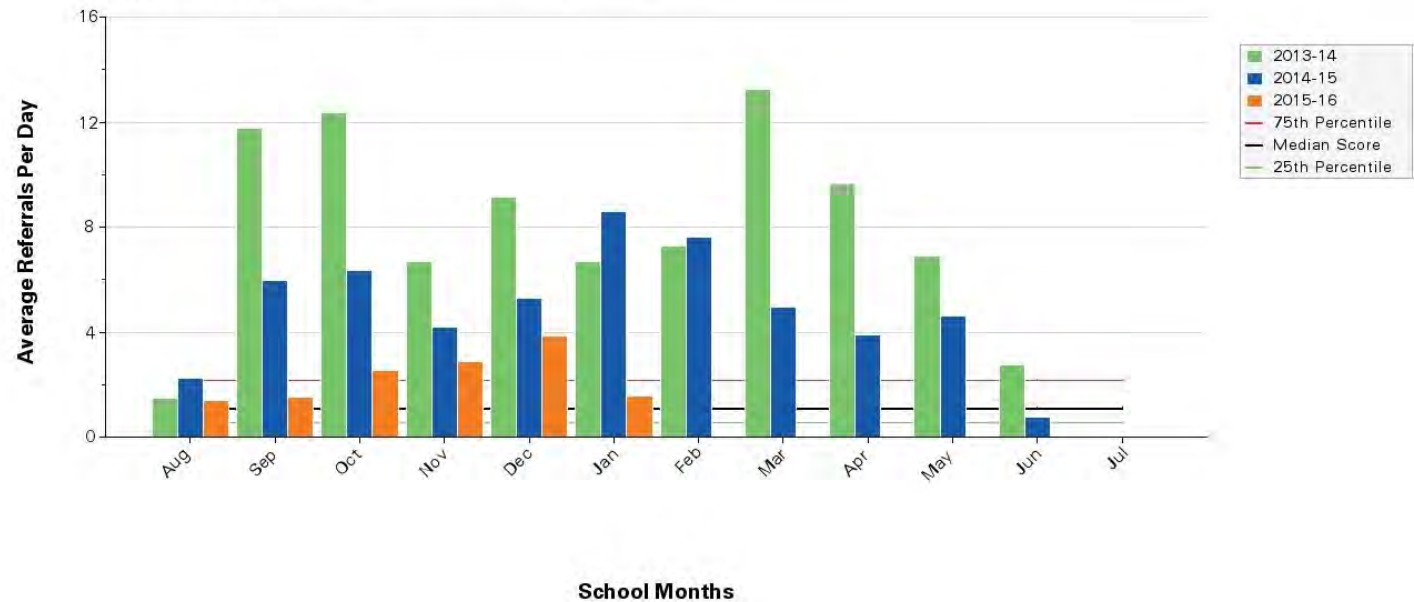


ELEMENTARY SCHOOL COUNSELING GRANT DATA



Average Referrals Per Day Per Month - Multi-Year

All, 2013-14 - 2015-16





LAPWAI SCHOOL DISTRICT

Special Forces Team
"De Oppresso Liber"

Special Forces Professional Learning Community

Sign-In

Thursday, January 28, 2016

First	Last	Sign In Time At or before 7:00 am	*Sign In Time After 7:00 am	Signature
Shabie	Anouar	6:54		Shabie Anouar
Colleen	Blenden	excused		Sick Leave (Recovering from Hospitalization)
Brett	Bovard			Mother had bypass surgery
Rebecca	Coolley	6:45		R. Coolley
Michelle	Cox	6:59		Michelle Cox
Nancy	Dahl	6:58		Nancy Dahl
Cindy	Doeringsfeld	6:56		Cindy Doeringsfeld
Nizhoni	Ellenwood	6:54		Nizhoni Ellenwood
Bonnie	Franke	6:53		Bonnie Franke
Alex	Goodwin	6:51		Alex Goodwin
Sara	Hill	6:53		Sara Hill
Verna	Johnson	excused		Husband is ill - Responsible for all
Susan	Kash-Kash	6:55		Susan Kash-Kash
Stacey	Kinnick	6:55		Stacey Kinnick
Danny	Lleun	6:55		Danny Lleun
Deaneal	McKnight	6:56		Deaneal McKnight
Scott	Ollar	6:56		Scott Ollar
Lori	Ravet	6:30		Lori Ravet
Georgia	Sobotta	6:59		Georgia Sobotta
Kelly	Wagner	6:59		Kelly Wagner
Buck	Walker	6:50		Buck Walker
Amber	Zornes	6:50		Amber Zornes
On Time Compliance		100 %	%	

*If you arrived after 7:00 am, please meet with Mrs. Ravet in the Elementary Director's Office immediately after this morning's meeting.



SPECIAL FORCES PLC MINUTES

Thursday, January 28, 2016

WINNING TEAMS ...

Trust each other
Respect each other
Understand each other
Enjoy each other

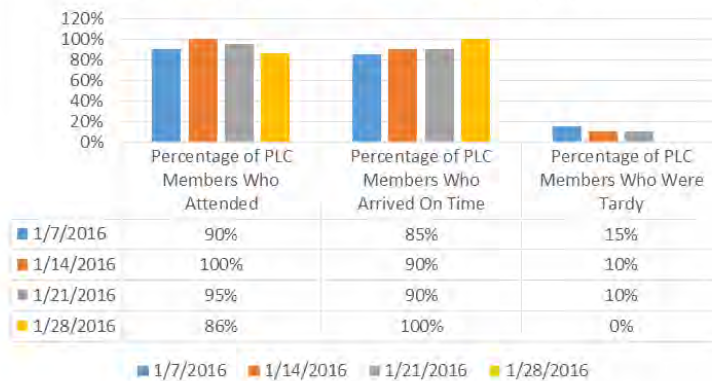


© 1997 Teamwork Association

SPECIAL FORCES PLC TEAM ROLES

Facilitator: Lori Ravét
Material Organizer: Colleen Blenden
Time Keeper: Rebecca Cooley
Gastro Engineer: Brett Bovard
Chart Visualizer: Nizhoni Ellenwood
Recorder/Note Taker: Amber Zornes

Special Forces PLC Attendance/Tardy Rate



Every PLC Member Arrived On Time—Way to Go Team!



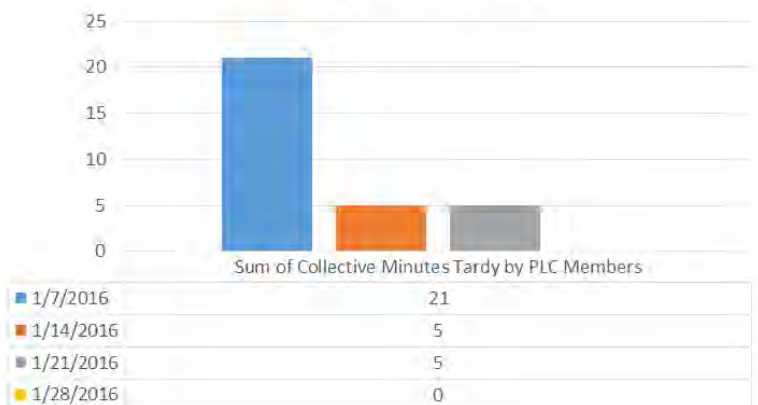
Taking Care of

Our

Team (Excused Absences)

- Colleen is recovering from her illness that required hospitalization
- Brett's mother has had major bypass surgery requiring his presence and support
- Verna's husband is ill requiring her to take care of her 3 custodial grandchildren (3, 2, and 1) and transport them to Head Start which doesn't open until after PLC start time

Total Group Minutes Tardy

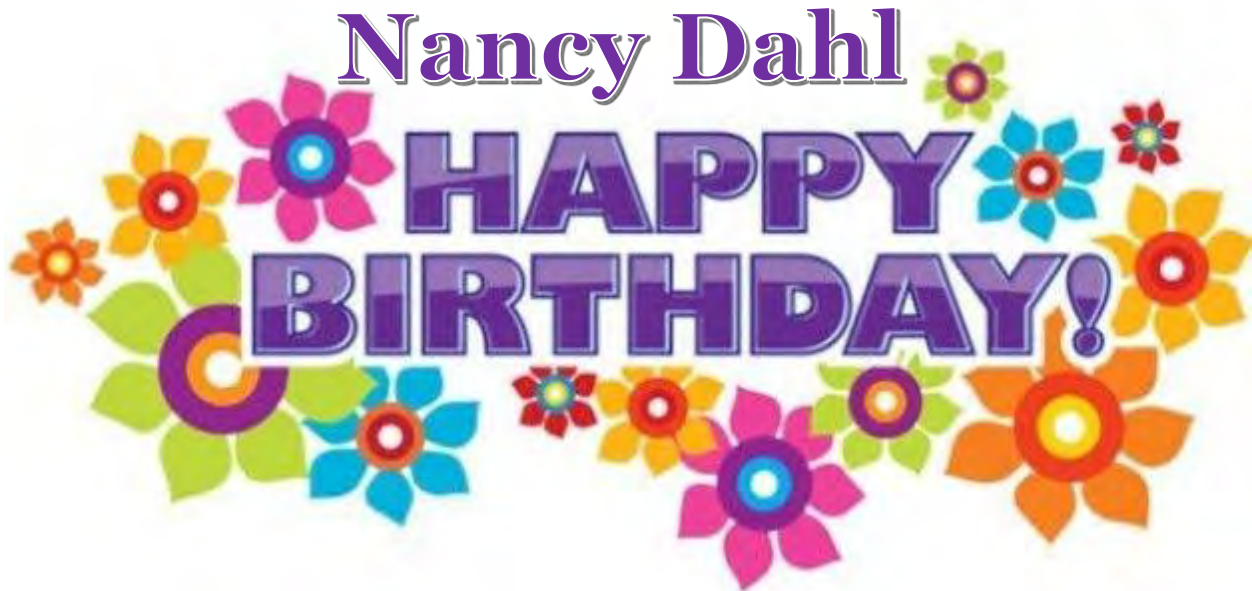


Together, we ensure all students will reach their full potential.



SPECIAL FORCES PLC MINUTES

Announcements



GOOGLE CLASSROOM

We will be using Google Classroom to assist the work that our PLC is doing. As our PLC works together to collect data from assessments and collaborates to improve student learning, we need a way we can easily do this in a digital space that would allow for collaboration. This tool is also a good way for me to model how we could improve digital collaboration with our students.

Google Classroom is a tool that many teachers have started using in the classroom to improve the digital workflow with students and can be used to help improve digital collaboration with, and between, students.

This classroom will allow for easy communication and sharing of data/resources with our PLC team members and others who are here to support the work of the PLC. This also creates a single location where all of the data, information, work of our PLC can be found so that as new people are added to the PLC or new instructional leaders are needed to support our work, all of it can be found very quickly.

Special Forces Team Members have all been sent an email with an invitation inviting you to join the classroom. CHECK YOUR EMAIL.

1. Review Team Norms, Minutes, and Agenda

Review of Team Minutes from January 21, 2016

2. Norms Embedded in the Agenda

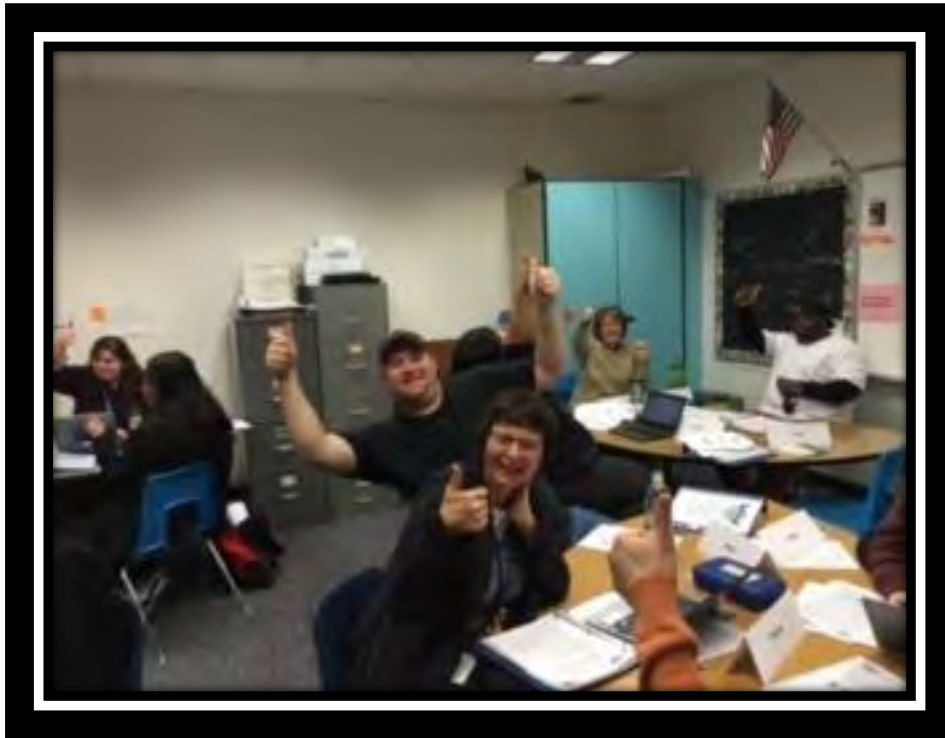
Together, we ensure all students will reach their full potential.



SPECIAL FORCES PLC MINUTES

We will check our email daily

Because our staff is spread across the district and provides support in many classes, email is a primary form of communication. The Special Forces team voted on a team norm that all members would check their email daily for updated communication. There was a united consensus that a daily check of email would become standard practice for Special Forces Team Members.



Our Special Forces team is not just working on PLC norms, we are building a Team Charter. What is a Team Charter? Simply put, a Team Charter is a plan of how our team will work together; an agreement involving everyone to set values, achievable standards, and protocols of communication for the team.

With everyone being involved in this critical activity, the team will change from one that relies on policy and job description to one that bases its actions on team work and values. The process of creating this document will build team spirit and enthusiasm for the team's goals, enabling every

member to see the bigger picture and suggest ways to apply it to their everyday work.

The charter also serves as a useful document to share with new team members, as well as other teams. This charter will make it easier for new team members to get up and running faster by explaining processes and communication team norms which are usually not written down and would take time to figure out. As for other PLCs in the district,

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



SPECIAL FORCES PLC MINUTES

sharing our charter will give a quick and easy overview of what our team does, who is responsible for what area and how the team operates. This sets a benchmark for others and decreases miscommunication and false expectations.

During this PLC, our team will review the data on team participation gathered from our January 21st evaluation and continue to brainstorm, write, and agree on PLC Norms. The focus of today's PLC will be writing a team norm based on building trust within the team. In preparation, the team reviewed the following items which were the result of a brainstorming session during the January 21st PLC:

- Hold each other accountable.
- Be teachable
- Cell phones should be silent.
- Members should practice their “active listening” skills and remind one another to do the same.
- Make decisions by identifying options, debating their value openly, and trying to address individual concerns before voting.
- Specifics about students and teacher remain in the room.
- We will start at 7:00 am and end at 8:00 am every Thursday
- Team Player: Be willing to put the team first before yourself and to help others.
- Team members should fully participate by sharing ideas; voting on decisions; engaging in discussions.
- Team members should assume positive intent by keeping negative comments at bay.
- Be respectful of others ideas, opinions, and personalities.
- Team members should remain open to new ideas and the ideas of others.
- Focused intent.
- We will use multiple forms of participation (large group, small group, partners, written input), so that members have multiple opportunities to share.
- Positive Attitude—Being open-minded and respectful of the group's process.
- Team members should respect diverse personalities and appreciate humor.
- Team members should show willingness to be honest and tackle those tough issues as well as simple ones.
- Accountability—holding yourself to the group norms.
- Good communication—open dialogue, receptiveness, and be comfortable/willing to share ideas.
- Be on time.
- Be respectful of others' ideas by actually listening.
- Keep all PLC matters between PLC
- Team decisions made with freedom from hierarchical constraints (all decisions honored) with freedom to disagree with plan of action by consensus.

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



Special Forces PLC Minutes

Review evaluation data from January 21st PLC to assist in forming goals:

Summary of Responses
20 responses

Did every member of your group join in the team's discussion?



Yes	20	100%
No	0	0%

Did each member of your group listen attentively as others spoke?



Yes	20	100%
No	0	0%



Special Forces PLC Minutes

Did one or two members of your group dominate the discussions?



Yes 3 15%

No 17 85%

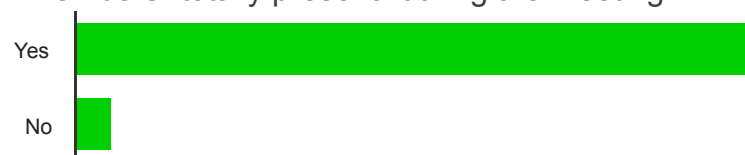
Were all members of your group prepared for the meeting when they arrived (i.e. PLC Binder, Pen, Pencil, etc.)?



Yes 17 85%

No 3 15%

Were all members "totally present" during the meeting?





Special Forces PLC Minutes

Yes 19 95%

No 1 5%

What aspect of your personality adds the most value to the team?

- My positive attitude.
- I'm outspoken and want to know instructions so that we can accomplish our goals.
- Caring: That deep desire to help our kids learn and become positive contributing members of our...world. 2) Attitude: Seeing the team and our mission as a positive force in our kids' lives...NOT seeing our kids as 'they' or 'them', but as the bright eyed little individual buggers that they are.
- Sensitivity
- Adaptability
- empathy
- Drive and Determination
- To look outside the box; there's always another door that can be opened (aka option) creativity I'm very practical and insist on concrete examples!
- Sense of humor (always important to lighten the mood Dedication
- being willing to be a part of the group
- I sparkle and am an outgoing person.
- I like to add my opinion and communicate my experiences with other members.
- Attitude.
- kindness and big heart
- Integrity - to do what is RIGHT
- Lots of teaching experience and a love of sharing these great gifts!

Activity:

Groups jigsawed the research article, "Relational Trust: The Glue that Binds a Professional Learning Community."

A note-taker was selected in each group and accessed the norms document in our Special Force PLC Google Classroom.

Based on the research article presented, each team summarized key points of the article and then wrote a norm based on trust that will be suggested a Special Forces Team Norm. These notes were shared across the PLC via a shared note-taking document within our Google Classroom.

Cindy Doeringsfeld's Group



Special Forces PLC Minutes



Group members: Cindy, Deaneal, Michelle, Shabie

Summary of Cranston Article: Dynamics of professional relationships begin with the principal. The principal sets the tone for how relationships are built within the school environment. If the principal does not cater to the small aspects of community, then there will be chaos. Strong people skills are needed. Article discussed the methodological approach to this specific research (Qualitative Phenomenological). Focus groups over a period of 6 months to investigate the research question. Robust social relationships among faculty are critical to producing relational trust. Trust is the base of everything for establishing group

norms, relationships among staff need to be established to work together for a common goal. Principals having a massive influence on whether they like something or not. Principals and staff need to be consistent in order to build trust. Trust isn't given, it's earned.

NORM:

We will build our social relationships as they are essential to building trust between staff.

Sara Hill's Group

Group members: Susan, Stacey, Alex, Sara, Amber

The organic trust requires a consensus of strong social bonds, Relational trust-safe comfortable communication.

NORM:

We will create and maintain a safe, comfortable environment for PLC members to share their ideas.



Rebecca Cooley's Group

Becca, Nizhoni, Danny, Bonnie, Georgia



Trust:

Action means more than just words

Building collaborative partnership

It is built over time

Being able to build a foundation where we can work upon and know that the others in our group will help and support our needs

NORM:

We will build trust that over time will create an environment that promotes following through, being collaborative, and helping to meet each other's needs.



Special Forces PLC Minutes

Nancy's Dahl's Group

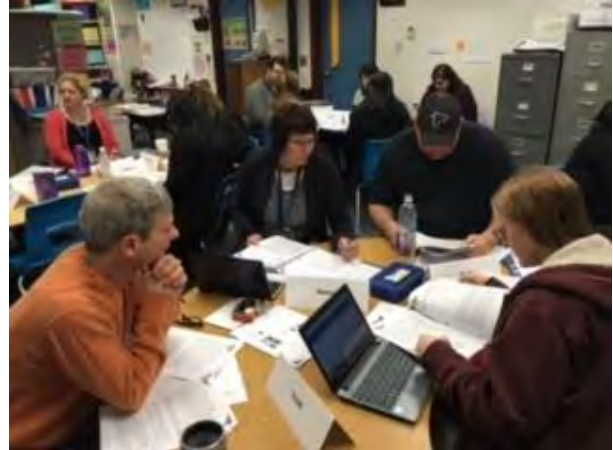
Nancy, Buck, Kelly, Scott

NORM:

We will make time, both in and out of the PLC group, to work collaboratively and creatively to solve real problems that are occurring in our classrooms.

"Genuine relationships" means genuine relationships. Trust isn't built in a meeting - it's built over dozens of positive, collaborative interactions in which teachers and administrators work together to solve problems. Formative assessment of teachers, where risk and experimentation is viewed positively, helps to create positive outcomes.

Trust develops, and people learn from one another, when they have shared values and see one another consistently honoring those values.



3. Professional Learning Community Goals Embedded in the Agenda

4. Research Review

What type of research should be reviewed by our team?

Scholarly/Academic sources are items that are written by academics and experts. They are aimed at an audience who are academics, experts, or students. They are not intended for a general audience. Scholarly articles are not necessarily peer reviewed, but peer reviewed articles are always scholarly.

Peer Review describes the process that an article goes through before it can be published in a scholarly/academic journal. Peer-reviewed articles are also often called Academic, Scholarly, or Refereed.

In academic publishing, the goal of peer review is to assess the quality of articles submitted for publication in a scholarly journal. Before an article is deemed appropriate to be published in a peer-reviewed journal, it must undergo the following process:

The author of the article must submit it to the journal editor who forwards the article to experts in the field. Because the reviewers specialize in the same scholarly area as the author, they are considered the author's peers (hence "peer review").

These impartial reviewers are charged with carefully evaluating the quality of the submitted manuscript. The peer reviewers check the manuscript for accuracy and assess the validity of the research methodology and procedures. If appropriate, they suggest revisions. If they find the article lacking in scholarly validity and rigor, they reject it.



Special Forces PLC Minutes

Because a peer-reviewed journal will not publish articles that fail to meet the standards established for a given discipline, peer-reviewed articles that are accepted for publication exemplify the best research practices in a field.

The following research or articles were used to develop this PLC Agenda:

Cranston, J. (2011). Relational Trust: The Glue that Binds a Professional Learning Community. *Alberta Journal of Educational Research*, 59-72.

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). *Learning by Doing*. Bloomington: Solution Tree Press.

Richardson, J. (2008). Norms Put the 'Golden Rule' into Practice for Groups. In A. Jolly, *Team to Teach: A Facilitator's Guide to Professional Learning Teams*. Oxford: National Staff Development Council.

Riordan, C., & O'Brien, K. (2012, April). For Great Teamwork, Start with a Social Contract. *Harvard Business Review*.

5. Monitoring Progress Toward Goals and Action Plans with Data

Our Team will begin examining Special Education student data and developing goals once the foundation of our team practice has been established as evidenced by the completion of team norms and a team charter.

6. Set Agenda for Next Meeting

Listening

- How will we encourage listening?
- How will we discourage interrupting?

Confidentiality

- Will the meetings be open?
- Will what we say in the meeting be held in confidence?
- What can be said after the meeting?

Decision Making

- How will we make decisions?
- Will we reach decisions by consensus?
- How will we deal with conflict?

Participation

- How will we encourage everyone's participation?
- Will we have an attendance policy?

Expectations

- What do we expect from members?
- Are there requirements for participation?

Communication





Special Forces PLC Minutes

- If we have a conflict with a team member, do we discuss that conflict with others?
- What do we do if we disagree with a team decision?
- Does silence mean consent?
- Is it okay to take our discontent with a team member outside of the team (i.e. talk to other staff, etc.)?
- How will we deal with open hostility?
- How will we deal with passive-aggressive behavior (talking behind others' backs, going to a building administrator or superintendent rather than dealing with the issue within the team, etc.)

7. Evaluate Meeting Effectiveness

The evaluation will be sent as a Google Form via email at the conclusion of the Special Forces PLC. Please complete the evaluation before leaving school today.

Evaluation Questions:

1. Did every member of your group join in the team's discussion?
2. Did each member of your group listen attentively as others spoke?
3. Did one or two members of your group dominate the discussions?
4. Were all members of your group prepared for the meeting when they arrived (i.e. PLC Binder, Pen, Pencil, etc.)?
5. Participation versus engagement is the difference between those that are sitting in the meeting – and participating by just showing up – and those that are adding to the conversation because they are engaged. In other words, you can participate without being engaged. Engagement is the step beyond participation. Were all members of your group actively engaged?
6. I believe the following statement should be a Special Forces Group Norm: We will create and maintain a safe, comfortable environment for PLC members to share their ideas.
7. I believe the following statement should be a Special Forces Group Norm: We will build trust in each other by following through, being collaborative, and helping to meet each other's needs over time.
8. I believe the following statement should be a Special Forces Group Norm: We will make time, both in and out of the PLC group, to work collaboratively and creatively to solve real problems that are occurring in our classrooms.
9. I believe the following statement should be a Special Forces Group Norm: We will build our social relationships as they are essential to building trust between staff.
10. What is one key issue/attitude/behavior that creates distrust within a team and for you personally?
11. What is one key issue/attitude/behavior that is necessary to create trust within a team and for you personally?

Alberta Journal of Educational Research, Vol. 57, No. 1, Spring 2011, 59-72



Special Forces PLC Minutes

RELATIONAL TRUST: THE GLUE THAT BINDS A PROFESSIONAL LEARNING COMMUNITY

Jerome Cranston

University of Manitoba

This article examines how principals describe the nature of relationships and presence (or absence) of relational trust among teachers, and between the teachers and the principal in the discourse of professional learning communities. Participants were 12 school principals from urban, suburban, and rural communities in Manitoba. In the discourse of learning communities, the notion of trust is articulated as being relational in its orientation and developed around group norms of safety, risk-taking, and change orientation. The existence of relational trust appears to have the effect of fostering collaboration and promoting willingness among staff to grow professionally. The study also suggests the important role that principals play in establishing relational trust as a precondition for the growth of a professional learning community. Because relational trust appears to be critical to the functioning of a professional learning community, it may be unlikely that substantive school improvement can be achieved without close attention to it.

DuFour and Eaker (1998) and Hord (2004) contend that the most promising avenue for creating sustained, substantive school improvement is by developing the ability of the teaching staff, or faculty, to function as a professional learning community. As much as professional learning communities are considered by most to be a best practice, little research examines the nature of the relationships that must exist in order to build and sustain professional learning communities and the role that principals play in developing these relationships (Little, 2003).

Although intuitively obvious to some, the human interactions in a professional learning community have proven difficult to capture (Little, 2003). Little states, "Relatively little research examines the specific interactions by which professional community constitutes a resource for teacher learning and innovations in teaching practice" (p. 914). Toole and Louis (2002) argue that an examination of the shape and values of professional learning communities from the "voices from the field" is an "area ripe for additional research" (p. 274).

Thus in this study I sought the oral accounts of 12 principals who would not only bring the perspectives of their roles as leaders, but whose work is very much situated in the daily interactions among faculty in the ongoing dynamics of a school. A diverse pool of principals representing varied contexts and viewpoints was sought. Nine of the participants were female and three were male. Seven were from private or independent schools and five from public schools. Two small schools were represented, as were four large schools, and six medium-sized schools. Finally, urban, suburban, and rural school communities were each



Special Forces PLC Minutes

represented in this study. Bringing key “voices from the field” into conversation allows us to gain a more complete understanding of principals’ perceptions of what kinds of adult relationships are required and how these relationships develop in schools striving to become professional learning communities.

Trust and Professional Learning Communities

Even without a precise definition of a professional learning community, an understanding of the human relations that exist in schools offers significant insight into leadership studies (Spillane & Louis, 2002). A professional learning community, however defined, often has as one of its purposes the development of the kinds of adult relationships that can support individual change in classrooms across a whole school (Spillane & Louis, 2002; Toole & Louis, 2002). The principal plays a key role in nurturing these relationships, which ultimately affect the extent to which schools can be characterized as professional learning communities (Barth, 2006; Hord, 1997; Sparks, 2005). Crow, Hausman, and Scribner (2002) emphasize the importance of relationships in their model of professional learning communities that comprise three concentric circles. The innermost circle represents the relationships that exist between teachers and children, and the outermost ring signifies the relationships between the teaching faculty and the community at large. The middle ring represents relations among the faculty in a school. It is this middle ring, which mediates between the outside world and the inner workings of the classroom, that is the focus of this article. The terrain wherein principals and members of a faculty engage in their work with one another is not necessarily obvious to the outside community, or even to the students in a classroom. Therefore, exploring this middle circle of faculty interaction provides an entry into an exploration of principals’ understandings of what constitutes effective relationships among teachers and between teachers and principals.

Tschannen-Moran and Hoy (1998) assert that trust among faculty may well be the foundation of school effectiveness, which complements Barth’s (1990) sentiment that positive adult relationships in schools are the basis of school improvement. As Tschannen-Moran (2004) states,

Professional learning communities are based on trust that teachers and principals will act with the best interests of students in mind by researching best practices and pursuing data to bolster decision making (Elmore, Peterson, & McCarthy, 1996; Goldring & Rallis, 1993; Louis et al., 1996). (pp. 107108)

The outer ring of community tends to have this sort of expectation of the trustworthiness of teachers. However, in the faculty, the notion of trust is even more nuanced; it takes into account everything from care for one another to the ability to withstand serious critique. Fullan (1999) claims that in order to improve student outcomes school-wide, success will only be possible “if organizational members develop trust and compassion for each other” (p. 37). According to Hargreaves (2007), strong and sustainable professional learning communities are



Special Forces PLC Minutes

Characterized by strong cultures of trusted colleagues who value each other personally and professionally, who are committed to their students, who are willing to discuss and disagree about evidence and data that can inform them about how to improve their practices in ways that benefit their students—and who are willing to challenge one another’s practice in doing so. (p. 188)

It is evident that among faculty members looking to improve their schools as professional learning communities, a commitment to trust is frequently regarded as an important precondition.

Relational Trust and Professional Learning Communities

Although there are various conceptualizations of trust (for other examples, see Etzioni, 1988; Fukuyama, 1995), a useful delineation that will provide a structure for this study is offered by Bryk and Schneider (2002). Bryk and Schneider present three conceptions of trust, specifically, organic, contractual, and relational trust. The first, organic trust, is based on the absolute belief in the moral authority of an institution. This type of trust, requiring both consensus about beliefs and a shared moral vision, is unconditional and results in strong social bonds and a relatively clear institutional identity. A strong cultural group in a community might have organic trust among its members who all possess knowledge of the expectations and the behaviors necessary to keep their traditions going and essentially agree on them. Schools with particular charters such as a specifically religious character may have certain aspects of their trust relationships that are organic, unquestioned, and assumed. Although organic notions of trust might work in some organizational contexts, the presumption of some sort of long-term shared history inherent in situations where organic trust might function well is not appropriate in the diverse, pluralistic social environment found in most schools today.

A second conception of organizational trust, namely, contractual trust, according to Bryk and Schneider (2002), is largely instrumental. In this form of trust, mutual performance expectations among contracting parties are narrowly defined and breaches are easily observed. Contractual trust implies the potential for one party to breach a contract and be held accountable, but usually there is some distance between the two parties. The trust required in most business transactions, which are often conducted while either party retains some degree of anonymity or at least professional distance, can be contractual without seeming to be cold. Also the limited nature of contracts allows for specifications of the entire scope of a promised transaction. How could the expectations around a teacher’s work ever be reducible to a few clear-cut statements or a binary understanding of “job done” versus “job not done”? This second type of social trust also appears not to fit organizational analyses of schools because performance expectations for teachers, although arguably instrumental in part, are multiple and interrelated such that separating one teacher’s effect on one student, for example, is unrealistic. When a contractual trust concept is applied to schools, it becomes difficult to determine if teachers are meeting diverse expectations. The expectations of what teachers are to do are not as clear or easy to delineate as they may be in some other types of organizations where expectations are often simply unitary and measures of success are more quantifiable.

Noting the theoretical inadequacies of organic and contractual trust for analyzing the adult relationships in schools, Bryk and Schneider (2002) propose the notion of relational trust, anchored in the social



Special Forces PLC Minutes

exchanges attached to key role relationships found in schools. The interrelationships that can be formed among teacher, parent, student, and administrator groups are the focus of this approach. Relational trust describes the extent to which there is consonance with respect to each group's understanding of its and the other group's expectations and obligations. For example, when a principal holds views about his or her own responsibilities and the responsibilities of teachers that are consistent with those held by the teachers themselves, then there is a match in assumed values, which in turn begins to build a foundation for the growth of trust. In order for relational trust to grow and be reinforced, however, both principal and teachers must observe the behavior of the other as consistent with these mutually held expectations. Bryk and Schneider argue that relational trust is an appropriate organizational property of schools because "its constitutive elements are socially defined in the reciprocal exchanges among participants in a school community, and its presence (or absence) has important consequences for the functioning of the school" (p. 22). In order to discover whether relational trust is indeed a key factor in building a foundation for professional learning communities, we look to the discourse in which principals engage about relationships, trust, and their schools as learning communities.

Method

A naturalistic inquiry approach was used to examine principals' perceptions of professional learning communities (Lincoln & Guba, 1985; Patton, 1990). This approach to research focuses on naturally occurring activities in natural settings (Hatch, 2002). An extensive literature review provided a foundation of disciplinary knowledge and research on professional learning communities (Boote & Beile, 2005). The literature review guided the development of the focus group and individual interview questions (Kruger & Casey, 2000).

Following operational definitions established by Statistics Canada (Ertl & Plante, 2004), this study included 12 principals, two thirds of whom were female. Just over half of the principals came from private schools, and just under half from public schools. One sixth of the principals came from small schools, half from medium-sized schools, and one third from large schools. The 12 schools were geographically located in a mix of urban, suburban, and rural communities throughout Manitoba. In addition, two thirds of the principals worked in elementary schools (i.e., schools that offer kindergarten to grade 6 or most elementary grades), a quarter worked in secondary schools (i.e., schools that offer grades 7-12 or most secondary grades), and one of the 12 worked in a mixed school (i.e., a school that offers all elementary and secondary grades.) Table 1 illustrates the operational definitions used in the study to determine school size as small, medium, or large.

Two focus groups ($n=6$ for each) and 12 individual interviews were held over six months to investigate the general research question: What characteristics are identified by principals in their conceptions of schools as professional learning communities? Two 90-minute sessions with the focus groups were followed by semistructured individual interviews with the same 12 participants over a five-month period (Kvale, 1996).



Special Forces PLC Minutes

Table1

School Size as Defined by Statistics Canada (Ertl & Plante, 2004)

		<i>School type</i>		
		<i>Elementary</i>	<i>Secondary</i>	<i>Mixed</i>
School size	Small	Less than 200 students	Less than 300 students	Less than 60 students
	Medium	200 to 350 students	300 to 700 students	60 to 200 students
	Large	More than 350 students	More than 700 students	More than 200 students

The focus groups allowed participants to interact and state ideas, perceptions, and beliefs that they might not have expressed had they only been interviewed individually (Gall, Gall, & Borg, 2003). The subsequent individual interviews were designed to extend, further describe, and understand the meanings of the responses made by the focus groups participants (Kvale, 1996). Each individual interview lasted between 45 and 75 minutes. Kvale contends that followup interviews such as these can provide an opportunity to probe more deeply with individuals than focus groups would allow, to clarify participants responses by asking supplemental questions, and to pay more attention to significant nonverbal cues.

The methodological approach used in the analysis was designed to produce data that could undergo a form of thematic analysis (Boyatzis, 1998; Fereday & Muir-Cochrane, 2006). Thematic analysis allowed for a variety of priorities or topics to emerge (Boyatzis, 1998). The process involves the classification of themes through “careful reading and re-reading of the data” (Rice & Ezzy, 1999, p. 258) that “is a form of pattern recognition within the data, where emerging themes become the categories for analysis” (Fereday & Muir-Cochrane, 2006, pp. 34). Unlike a template approach to thematic analysis (Crabtree & Miller, 1999), in which a template is created from a codebook and then is applied as a means of organizing data in the form of text, this approach to analysis began with all the discernible content of the data (i.e., the entire transcripts of the two focus groups and the 12 interviews, 320 pages of double-spaced text) so that the possibility of discovering themes not identified in the extant body of related research, that is, unanticipated themes, could emerge.

The process was iterative: as analysis progressed, themes were clarified, refined, and amended. The thematic analysis followed a customary procedure for conducting such types of qualitative analysis (Coffey & Atkinson, 1996), which consists of two major stages before moving on to synthesizing the data with wider theory and literature. First, the focus group and interview transcripts were read and reread carefully to identify emerging codes and potential categories. This involved a process of reducing the text to small units, organizing, and reorganizing according to an initial category, thus creating a large mass of data segments and annotations (McLeod, 2001). I acknowledge that the categories identified did not stem only



Special Forces PLC Minutes

from the data, but were indisputably influenced by the literature review and my experience and values (Ryan & Bernard, 2000). Although it is accepted that these factors contribute to the conceptualizing process, I took care to ensure that the categories reflected the data and that the categories fitted the data rather than forcing the data to fit the categories.

Comparing and contrasting techniques (Tesch, 1990) were used to establish categorical boundaries, systematically assign data segments to categories, summarize the content of each category, and search for negative cases. The purpose of these analytical procedures was to detect conceptual similarities, to refine the differences between categories, and to discover patterns. This process led to the establishment of the broader themes from the data and was a continuation of an inductive process in which the broader themes fitted the categories. This resulted in a composite account of the principals' experiences drawing on the strong and recurrent themes found across categories (Boyatzis, 1998).

Findings

In analyzing the discourse of principals about relational trust and its role in schools striving to develop as professional learning communities, five key themes emerged that seemed to be shared among the study participants regardless of their unique school context or experience. The five themes offered as propositions are: trust develops as teachers are in relationship; relational trust requires establishing group norms around risk-taking and change orientation in order to foster a safe, comfortable climate for professional growth; relational trust supports effective collaboration; the principal is central in establishing a climate of trust; and the faculty requisite trust of the principal is paramount. These themes appear to support the assertion that robust social relationships among faculty and between faculty members and a principal are critical preconditions for the formation of a professional learning community (Toole & Louis, 2002). Using pseudonyms to provide the participants with anonymity, excerpts are presented to illustrate the selected themes.

Theme 1: Trust Develops as Teachers are in Relationship

A number of the participants expressed views about the influence of faculty relationships on the development of trust. They noted variously how the inherently interconnected roles that teachers play as members of a faculty enable and necessitate that they not only know each other, but that they develop trusting relationships. Principal Mist, for example, commented on the power that trusting relationships have on reflective teaching practice, "It [school improvement] all comes back to community, relationships, rapport and trust." In addition, Principal White noted that trust among faculty only develops as teachers work together and discuss matters of importance when she explained, "I think that it [trust] develops more from working together and discussing how students are performing across the grades, and what we can do to support their learning." Or as Principal Cyan remarked, "I think collaboration will only come about when there is no longer that sort of wondering, „well, what's this person all about?'" Comments



Special Forces PLC Minutes

such as these appear to suggest that the participants regarded the adult relationships in the school as critical to the development of faculty trust.

Theme 2: Relational Trust Requires Establishing Group Norms Around RiskTaking and Change Orientation in Order to Foster a Safe, Comfortable Climate for Professional Growth

The principals expressed beliefs that relational trust develops when group norms are such that complex conversations about change and school improvement can occur in an atmosphere of respect. Principal Teal suggested that norms of trust were prerequisites for building professional learning communities. As she explained,

It was years ago that I first started learning about professional learning communities and I knew right away that I wanted to have one functioning in any school that I was in. The amount of work that it took was enormous to get us to the place where our norms were established and trust could be built. And, then we began to have conversations about changing our practice and improving student learning.

Many of these principals identified a normative school climate as the strongest facilitator for developing the kind of trust that supports teachers as they move toward establishing a professional learning community.

Principal Mist stated, "One of the assumptions I've always had is that you need to have established some ground rules among staff before you can have effective conversations about student learning." In addition, Principal White remarked, "I don't think we can get people to change unless they feel that there is trust, and that it's safe to change. You need to have a climate of trust that supports change, and then you will see progress." It appears that these principals regarded the institution of shared group norms of safety, risk-taking, and change orientation as mechanisms for teachers to trust each other so that they might collectively address compelling problems of student learning.

The corollary also appeared to be true. When asked to describe the factors that could limit the development of schools as professional learning communities, the participants remarked that a lack of trust among the teaching staff was an impediment. Principal Cyan noted, "Just as trust facilitates the growth of professional learning communities, a lack of trust could foster cultures of fear or defensiveness that inhibits their development." Risk-taking without a precondition of trust would appear to be unlikely. Principal Mustard described why lack of trust could be a limiting factor for a school trying to become a professional learning community when she suggested, "There's a fear of putting things on the table. I think the lack of trust is the real inhibitor to a professional learning community."

The principals indicated that trust allows teachers to feel comfortable with each other and to work and learn more effectively together. Principal Khaki commented, "In a professional learning community, the word *community* is paramount and teaching is better if there is trust." Principal Green viewed trust as an essential element of her conception of a professional learning community when she noted, "Professionally,



Special Forces PLC Minutes

teachers need to feel comfortable with their colleagues so that other teachers can come into their rooms and perhaps help them to grow and to develop.”

These principals believe that relational trust promotes a sense of comfort and security that allows teachers to open up and share, which in turn leads them to begin to question their work more effectively. The ability to take critiques comfortably and be open to changing methods contributes to the faculty’s overall collective professional growth. As Principal Sienna observed, “It requires a lot of trust for people to feel like they can move out of their teaching comfort zones. It’s difficult to get that.” Trust among faculty was seen as essential for the kind of learning and unlearning that might lead to school-wide professional growth among teachers.

Theme 3: Relational Trust Supports Effective Collaboration

The principals in this study believe that trust and respect among faculty are fundamental if teachers are expected to open up and discuss their ideas about teaching and learning with colleagues. They believe that trust among faculty can lead to collaboration and reflective dialogue. As Principal Coral noted, “I think trust is the foundation ... We can’t jump into collective professional development until people have had the opportunity to develop trust in each other ... Then I think collaboration will occur.” Principal Blue noted that trust is the basis for the kind of teacher collaboration required to be a professional learning community by suggesting, “In order to see collaboration as a staff, people need to trust each other, which leads to an openness to share ideas and have conversations about where they see room for improvement.” The participants regarded relational trust as a necessary social condition that allowed teachers to come together and work collaboratively on ideas that could potentially improve teaching to benefit students’ learning.

Theme 4: The Principal is Central in Establishing a Climate of Trust

The participants commented that principals assist schools in becoming professional learning communities by supporting the performance of teachers through being connected to all members of their faculty and through developing strong relational trust between themselves and their faculty. The participants mentioned that as principals, they play a key role in developing and nurturing a school climate that reinforces the practices required of professional learning communities. As Principal Mist said, “Norms get set in lots of ways. Principals have a massive influence on that, whether they like it or. A nod from them can wreck a conversation or improve it. We try sometimes to avoid being so influential, but it happens.” In addition, Principal Green commented, “What keeps staff relations at a good level is the fact that my office door is always open. There’s listening, a lot of talking, a lot of communication and a lot of individual reassurance.”

Other indicators of the important role that principals play in developing relational trust occurred when participants remarked that they needed to stay connected with the faculty, interact with them, and



Special Forces PLC Minutes

exchange information regularly. Principal Khaki noted that teachers look to the principal to maintain organizational stability by offering cohesion. "They're looking for us to bring some stability and build some cohesion and calmness, whatever is needed in that day. We have a perspective on the staff's state of mind as we do our rounds." In their estimation, when principals are connected to faculty, teachers feel valued and are more likely to commit to school-wide improvement efforts.

Principal Cyan commented on the effort required to establish a trusting relationship with the teaching staff when she stated, "It takes an enormous amount of energy to extend yourself to become a group of people who can move forward together to improve student learning and it requires trust."

These principals noted that although nurturing the kinds of relationships between teachers that leads to the types of behaviors and dispositions required to develop schools as professional learning communities was difficult, it was their responsibility as leaders to work with teachers to establish a climate of trust.

Theme 5: Faculty Requisite Trust of the Principal is Paramount

These principals also expressed beliefs that the trust shown toward them by their respective faculty members had a profound effect on their abilities to nurture their schools as professional learning communities. Principal Cyan remarked that before one can embark on conversations about becoming a professional learning community, "You first have to have their [the teachers] trust." Principal White supported this notion of trust of principal as a requisite condition when she reiterated, "You need to build their trust."

As Principal Sienna remarked, her faculty's trust in her as principal was crucial because as she commented, "I push, I influence, I discuss ... I'm in the center of a web of relationships ensuring that everyone is somehow connected." The participants expressed the strong belief that trust between the collective faculty and the principal is a critical factor in developing schools as professional learning communities, and that the lack of it will doom principals to failure. Principal Mustard commented, "What inhibits us from moving forward as a professional learning community is a lack of trust. Teachers sometimes wonder, „Why is administration doing this?□"

The principals noted that members of a faculty look to the principal to see if she or he is consistent in words, actions, and deeds before deciding on the extent to which they will commit to follow the principal as leader. The participants commented that trust between faculty and principal was of critical importance to their effective functioning as leaders in their schools. Principal Mist explained the effect of broken trust on leadership when he said, "Although we learn management and leadership in graduate school, you soon realize that all of the theory can become meaningless in a heartbeat and it can turn on a very small thing. Leadership really comes down to trust." Principal Olive stated on another occasion, "Trust is a very interesting thing. We all know that trust can be lost very easily. Trust is built with experiences where the principal does things that make you feel like you can have confidence in her to keep her word."



Special Forces PLC Minutes

These principals believed that trust is best developed when teachers perceive few gaps between what the principal says and does. Principal Mustard articulated that trust is based on authenticity when she noted that she found herself telling faculty, "What you see here is what you get. In order to see real improvement school-wide we need each other. There is an interdependence built on the notion that I need the faculty to trust me and I need to trust them." Principal Olive commented that trust between the faculty and principal was built incrementally over time as she observed, "Trust is built on daily interaction. Every day you have to be a consistent person. You have got to be there for them and be very consistent. I think that is how you build trust." In this regard, these principals acknowledged that trust was not given blindly. It had to be earned.

Trust was seen as an essential element in successful school improvement initiatives in the professional community, especially if teachers were to follow and support a principal's efforts to improve student outcomes school-wide. Principal Mist claimed, "I have a good level of trust with my staff. I tested it not too long ago and had a difficult situation that turned out well in the end. The staff trusted me, they hung in there with me and it worked out."

Principal Sienna remarked that in order to develop functional trusting relationships between herself and her teachers collectively, there was a requirement for vigilance over relational boundaries, "You have to be able to step back from the relationships that you have individually with teachers in order to make good decisions that impact the entire staff." In addition, Principal Green reported that with trust there needed to be a positive relationship between the principal and teachers so that they could discuss important matters of teaching and learning. She said, "Trust and communication are necessary because if staff feels there is a hidden agenda ... you will have problems. There needs to be an openness of communication if you want to see improvements." These principals expressed beliefs that building and sustaining one-to-one relationships with the teachers via communicative and supportive behaviors was one of the overarching trust-promoting behaviors of the principal.

Discussion

The naturalistic approach used in this study involved two six-member focus groups followed by individual interviews. In this case, the focus groups preceded the individual interviews because it was hoped that the collective nature of a small group might stimulate participants to recognize and state feelings, perceptions, and beliefs that they might not express if interviewed individually (Gall et al., 2003). The follow-up interviews were opportunities for principals to reveal their individual thought processes and to reflect further on what had emerged in the focus group discussion. Revisiting comments made during the focus group sessions allowed for deeper probing to uncover individual meanings and interpretations (Gall et al., 2003; Kvale, 1996). Although there are strengths to a methodological approach that uses focus groups and individual interviews such as allowing participants to answer questions as they see fit and allowing the researcher to probe deeper into initial responses to gain more detailed answers, there are inherent weaknesses, namely, that standardized questions may constrain and limit the naturalness and relevance of the responses (Gall et al., 2003; Patton, 1990). Arguably, participant observation of a self-identified



Special Forces PLC Minutes

effective professional learning community at work might have proved to be more naturalistic than the focus groups and interviews, and might have provided complementary or contradictory data to the words of the study's participants (Gall et al., 2003). Yet even this approach to research has its weaknesses: such an approach would require a group to be identified or to self-identify as an effective professional learning community, would necessitate extensive amounts of time in the field observing the group, and is subject to bias as the observer documents and then interprets the data he or she feels is noteworthy (Gall et al., 2003).

Because this study was limited in size to 12 distinct principals' voices, and because larger samplings might generate other findings or emphases in the findings of this particular study, it is important to note that this study is not intended to reflect the perceptions of the more than 800 principals employed in all Manitoba schools. However, the results of this intensive, narrative-based, and interactive research study support Toole and Louis's (2002) assertion that the kinds and quality of the adult relationships that exist in schools affect understandings of professional learning communities.

The findings clearly emphasize the importance of trusting relationships among faculty and between teachers and the principal and align with much of the literature on professional learning communities. Positive professional relationships among faculty enhance teaching and support students' learning in a school (Barth, 2006). The key element in developing the kinds of collegial relationships that encourage professional conversations, allow teachers to share their expertise and accumulated wisdom, and provide opportunities for collective learning—all constitutive elements of professional learning communities—is trust (Barth; Toole & Louis, 2002). The principals in this study clearly indicated that not only was trust necessary to build professional learning communities, but that a lack of trust impeded all movement toward its development. This aligns well with Hargreaves (2007), who suggests that trust is the backbone of a strong and sustaining professional learning community. Trust was seen as an indispensable resource for school improvement efforts.

The principals in this study identified relational trust as conceptualized by Bryk and Schneider (2002) as the strongest facilitating factor for developing schools as professional learning communities. These principals regarded relational trust as the non-negotiable social condition that acts as a foundation for the kinds of mature adult relationships necessary in professional learning communities. Although the principals viewed the constitutive role of structural support conditions on their perceptions of professional learning communities, they indicated that relational trust was the glue required to cohere teaching staff to a common purpose of improving students' outcomes school-wide. Consequently, it appears that principals need to understand that supportive conditions alone such as time and spaces to meet do not ensure the changes required in teachers' collective practices for schools to become professional learning communities. As was evident in the responses of the principals in this study, trust provided the foundation for dealing with sensitive issues or topics that otherwise would be left unattended regardless of their importance. At its core, then, trust is interpersonal; it exists in some state between two people. In a group, interpersonal connections become multifold, complex, and interdependent. These principals viewed themselves as brokers of relationships among teachers, which is important because the aggregate status of organizational trust in turn strongly influences the cohesiveness and effectiveness of any school (Groenewegen, 2006).



Special Forces PLC Minutes

As Tschannen-Moran and Hoy (1998) assert, trust is a complex concept that is difficult to define. However, as is evident in the findings of this study, relational trust is foundational to the functioning of school systems and is generated in the middle concentric circle of intra-faculty relations. School systems are built on the belief that parents can trust that teachers are doing what they should be doing in classrooms and that principals are doing what they should be doing in their offices. Ultimately, a school is entrusted with facilitating learning in all children (Kochanek, 2005). Similarly, relational trust is vital in schools because teachers need to be able to assume that their colleagues are acting appropriately behind classroom doors (Kochanek, 2005).

In order to see the kind of change necessary for students to improve learning outcomes school-wide, principals need to do more than listen to the facts and circumstances discussed by faculty. They need to form and nurture trusting relationships that allow them to go beneath the surface matters typically discussed among teachers and engage them in conversations at deeper emotional levels about student achievement school-wide (Ciancutti & Steding, 2001). Finally, principals need to realize that to build trust with teachers, "it takes time, effort, and considerable resources," and the establishment of a proper environment (Jones & George, 1998).

Conclusion

A primary purpose of this study was to provide a meaningful description of principals' perceptions of the adult relationships required for schools striving to be professional learning communities. The five themes identified are perhaps somewhat predictable if taken individually, but taken together they provide a basis for practitioners and researchers to understand better what constitutes principals' notions of relational trust, as well as the significant role that it plays in understanding how a diverse group of teachers might potentially be transformed into an effective, professional learning community. In the discourse of learning communities, the notion of trust is articulated as being relational in its orientation and developed around group norms of safety, risk-taking, and change orientation, which have the effect of fostering collaboration and promote willingness among faculty to grow professionally. In addition, the final two themes speak specifically of the important role that principals play in establishing relational trust as a precondition for the growth of a professional learning community.

The findings of this study indicate that principals' professional knowledge, expertise, and determination to nurture their teaching staffs as professional learning communities will fall flat if relational trust among the faculty is absent. Importantly, in this sense, trust requires increased focus on and visibility of the adult social relationships in schools. Relational trust has to be built and sustained, and it has to be active. Principals need work continually in the social network of the school to nurture trust, and this takes time, commitment, and effective communication.

Given the importance that these principals placed on the development of trusting relationships, future research is needed to deepen understandings of how relational trust works and is nurtured in professional learning communities. In addition, future studies about what is required for trust to be regained if it is lost may be instructive for those who seek to develop schools as professional learning communities.



Special Forces PLC Minutes

References

- Barth, R.S. (1990). *Improving schools from within: Teachers, parents, and principals can make the difference*. San Francisco, CA: Jossey-Bass.
- Barth, R.S. (2006). Relationships within the schoolhouse. *Educational Leadership*, 63(6), 9-13.
- Boote, D.N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature reviews in research preparation. *Educational Researcher*, 34(6), 3-15.
- Boyatzis, R.E. (1998). *Transferring qualitative information: Thematic analysis and code development*. Thousand Oaks, CA: Sage.
- Bryk, A., & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. New York: Russell Sage Foundation.
- Ciancutti, A., & Steding, T.L. (2001). *Built on trust: Gaining a competitive advantage in any organization*. Chicago, IL: Contemporary Books.
- Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data: Complementary research strategies*. Thousand Oaks, CA: Sage.
- Crabtree, B., & Miller, W. (1999). A template approach to text analysis: Developing and using codebooks. In B. Crabtree & W. Miller (Eds.), *Doing qualitative research* (pp. 163-177). Newbury Park, CA: Sage.
- Crow, G.M., Hausman, C.S., & Scribner, J.P. (2002). Reshaping the role of the school principal. In J. Murphy (Ed.), *The educational challenge: Redefining leadership for the 21st century* (pp. 189-210). Chicago, IL: University of Chicago Press.
- DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student learning*. New York: National Educational Services.
- Ertl, H., & Plante, J. (2004). *Connectivity and learning in Canada's schools*. Statistics Canada–Science, Innovation and Electronic Information Division, Catalogue No. 56F0004MIE–No. 011. Retrieved March 22, 2006, from: www.statcan.ca/english/research/56F0004MIE/56F0004MIE2004011.pdf
- Etzioni, A. (1988). *The moral dimension: Toward a new economics*. New York: Free Press.
- Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International Journal of Qualitative Methods*, 5(1). Retrieved December 9, 2008, from: http://www.ualberta.ca/~iiqm/backissues/5_1/pdf/fereday.pdf
- Fullan, M. (1999). *Change forces: The sequel*. Philadelphia, PA: Falmer Press.
- Fukuyama, F. (1995). *Trust: Social virtues and the creation of prosperity*. New York: Free Press.
- Gall, M.D., Gall, J.R., & Borg, W.R. (2003). *Educational research: An introduction*. Toronto, ON: Allyn & Bacon.
- Groenewegen, P.P. (2006). Trust and the sociology of the professions. *European Journal of Public Health*, 16(1), 3-6.
- Hargreaves, A. (2007). Sustainable professional learning communities. In L. Stoll & K.S. Louis (Eds.), *Professional learning communities: Divergence, depth and dilemmas* (pp. 181-196), London: McGraw Hill.
- Hatch, J.A. (2002). *Doing qualitative research in education settings*. Albany, NY: SUNY Press.
- Hord, S. (1997). Professional learning communities: What are they and why are they important. *Southwest Educational Development Laboratory Issues ... About Change*, 6(1), 1-9. Retrieved September 28, 2005, from: www.sedl.org/change/issues/issues61.html



Special Forces PLC Minutes

- Hord, S. (2004). Professional learning communities: An overview. In S. Hord (Ed.), *Learning together, leading together: Changing schools through professional learning communities* (pp. 5-14), New York: Teachers College Press.
- Jones, G.R., & George, J.M. (1998). The experience and evolution of trust: Implications for cooperation and teamwork. *Academy of Management Review*, 23(3), 531-546.
- Kochanek, J.R. (2005). *Building trust for better schools: Research-based practices*. Thousand Oaks, CA: Corwin Press.
- Kruger, R.A., & Casey, M.A. (2000). *Focus groups: A practical guide for applied research* (3rd ed.). Thousand Oaks, CA: Sage.
- Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage.
- Lincoln, Y., & Guba, E. (1985). *Naturalistic inquiry*. Thousand Oaks, CA: Sage.
- Little, J.W. (2003). Inside teacher community: Representations of classroom practice. *Teachers College Record*. Retrieved January 28, 2005, from: <http://www.tcrecord.org>
- McLeod, J. (2001). *Qualitative research in counselling and psychotherapy*. Thousand Oaks, CA: Sage.
- Patton, M. (1990). *Qualitative evaluation and research methods*. Newbury Park, MD: Sage.
- Rice, P., & Ezzy, D. (1999). *Qualitative research methods: A health focus*. Melbourne: Oxford University Press.
- Ryan, G.W., & Bernard, H.R. (2000). Data management and analysis methods. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 769-802). Thousand Oaks, CA: Sage.
- Sparks, D. (2005). Leading for transformation in teaching, learning and relationships. In R. DuFour, R. Eaker, & R. DuFour (Eds.), *On common ground: The power of professional learning communities* (pp. 155-176), Bloomington, IN: National Educational Services.
- Spillane, J.P., & Louis, K.S. (2002). School improvement process and practices: Professional learning for building instructional capacity. In J. Murphy (Ed.), *The educational leadership challenge: Redefining leadership for the 21st century* (pp. 83-104), Chicago, IL: University of Chicago Press.
- Tesch, R. (1990) *Qualitative research: Analysis types and software tools*. Philadelphia, PA: Falmer Press.
- Toole, J., & Louis, K.S. (2002). Professional learning communities in international education. In K. Leithwood & P. Hallinger (Eds.), *The second international handbook of educational leadership* (pp. 245-279), Dordrecht, Netherlands: Kluwer Academic.
- Tschannen-Moran, M. (2004). *Trust matters: Leadership of successful schools*. San Francisco, CA: Jossey-Bass.
- Tschannen-Moran, M., & Hoy, W. (1998). Trust in schools: A conceptual and empirical analysis. *Journal of Educational Administration*, 36(4), 334-352.

Jerome Cranston is an assistant professor of educational administration in the Faculty of Education at the University of Manitoba. His current research interests are in personnel management, human relations, and the ethical dimensions of school leadership.

Copyright of Alberta Journal of Educational Research is the property of Alberta Journal of Educational Research and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use.



LAPWAI SCHOOL DISTRICT

Special Forces Team
"De Oppresso Liber"

Special Forces Professional Learning Community

Sign-In

Thursday, February 4, 2016

First	Last	Sign In Time At or before 7:00 am	*Sign In Time After 7:00 am	Signature
Shabie	Anouar	6:50		Shabie Anouar
Colleen	Blenden			Sick Leave
Brett	Bovard	7:55		Brett Bovard
Rebecca	Cooley	6:45		R. Cooley
Michelle	Cox			Michelle Cox 6:59
Nancy	Dahl	7:45		Nancy Dahl
Cindy	Doeringsfeld	7:50		Cindy Doeringsfeld
Nizhoni	Ellenwood	6:59		Michelle 1 Cr.
Bonnie	Franke	6:58		Bonnie Franke
Alex	Goodwin	6:54		Alex Goodwin
Sara	Hill	6:54		Sara Hill
Verna	Johnson			
Susan	Kash-Kash	6:55		Susan Kash-Kash
Stacey	Kinnick	6:49		Stacey Kinnick
Danny	Lleun	6:55		Danny Lleun
Deaneal	McKnight	6:55		Deaneal McKnight
Scott	Ollar	6:50 am		Scott Ollar
Lori	Ravet	6:30		Lori Ravet
Georgia	Sobotta	7:00		Georgia Sobotta
Kelly	Wagner			Maternity leave
Buck	Walker			Stomach Flu & taking care of his father
Amber	Zornes	6:45		Amber Zornes
On Time Compliance		100 %	0 %	

*If you arrived after 7:00 am, please meet with Mrs. Ravet in the Elementary Director's Office immediately after this morning's meeting.



Special Forces PLC Minutes

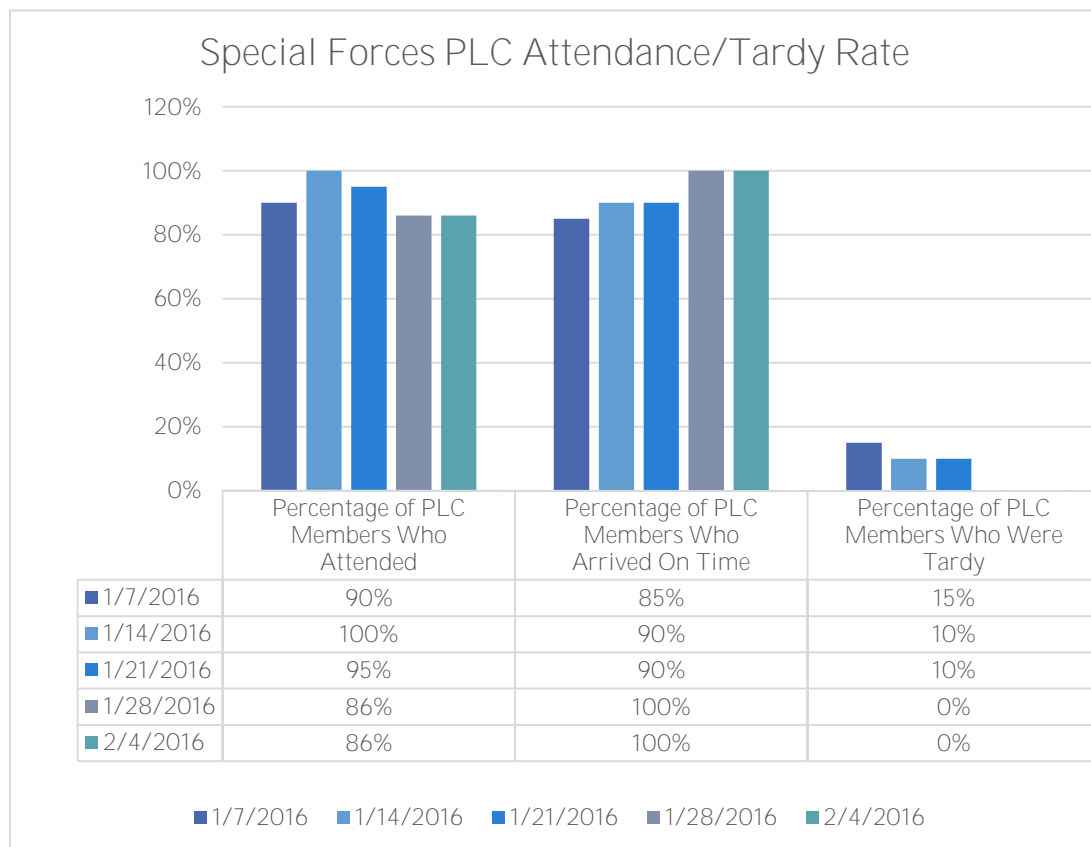
February 4th, 2016

SPECIAL FORCES PLC MINUTES THURSDAY, FEBRUARY 4, 2016

SPECIAL FORCES PLC TEAM ROLES

Facilitator: Lori Ravét
 Material Organizer: Colleen Blenden
 Time Keeper: Rebecca Cooley
 Gastro Engineer: Brett Bovard
 Chart Visualizer: Nizhoni Ellenwood
 Recorder/Note Taker: Amber Zornes

GROUP NORM: WE WILL CHECK OUR EMAIL DAILY





ANNOUNCEMENTS/CELEBRATION



Congratulations to our Speech and Language Pathologist, Kelly Wagner, on the birth of her baby boy, Joseph Franklin Wagner!



This little guy has a great birth story. His mother actually attended our January PLC last week even though she had already started having contractions. She took notes for her group and then left for the hospital!

Positive Attitude Award



Special Forces PLC Minutes

February 4th, 2016

Michelle Cox and Bonnie Franke

These two work with some of our kids with the most challenging behaviors at our Elementary School. And yet, they ALWAYS have a smile on their face and are quick to laugh. They are carriers of joy!

OPTIMISM

One of the most prominent advocates of positive thinking is Professor Martin Seligman - an American psychologist famous for his work on learned optimism. Seligman's work emphasizes happiness rather than success and he believes that that optimism is one of the most important factors. What matters, he argues, is the way that people interpret what happens to them and how they think about a positive or negative event in their lives.

All people have an internal dialogue - we talk to ourselves constantly, analyzing situations, making judgements about events and either questioning or reinforcing our perceptions of the world around us.

According to Seligman, when faced with an event where something negative happens, people can choose to place either a temporary or a permanent frame around it. People have an internal dialogue where they might say to themselves, 'This is my fault. It's going to get worse and there is nothing I can do about it. It will last forever'. Others, however, might say to themselves, 'What happened was out of my control. The situation is only temporary and, I can change things for the better.' The reverse holds for when people experience good events, the pessimistic thinker views the effects as temporary, whereas the optimistic thinker will embrace the positive situation and place a permanent frame around it. Seligman's believes that optimistic learners achieve more during their school years and throughout their lives.

LEARNED OPTIMISM

Seligman's extensive research across a number of sectors and industries shows that people who have an optimistic mindset achieve more positive outcomes than those with a negative mindset.

Applying this to a school setting, learners who are optimistic about events and situations will frequently achieve more than those who are pessimistic. For optimistic learners, failure to achieve a learning outcome or to pass a test will be a one-off event, specific to that test, perhaps bad luck or an off day. For pessimistic learners, such failure will be viewed as ongoing, typical of their lives, likely to occur again and most certainly their own fault.

Optimistic learners are, therefore, much more able to overcome barriers to learning and persevere until learning outcomes are achieved. Pessimistic learners, by contrast, internalize failure and usually stop trying.



Special Forces PLC Minutes

February 4th, 2016

One of the underpinning principles of Seligman's work is that people can learn to be optimistic and to change the nature of their internal dialogue so that they react positively to events, regardless of whether they are good or bad. Schools that have implemented learned optimism programs deploy a range of strategies to enable young people to think more positively. They help learners to recognize and understand their typical responses to different situations and develop new, more effective ways to interpret events and overcome perceived barriers to their learning.

Such schools recognize that the language that we use to communicate with others and with ourselves can have a major influence on how we think and feel. Proponents of learned optimism believe that by changing our habitual vocabulary, we can change the way we think and feel and consequently achieve more positive outcomes. The use of positive language is an integral part of learned optimism programs.

Schools also recognize that for young people to achieve success, they must be able develop persistence - the ability not to give up in the face of failure. Seligman believes that optimistic self-talk (internal dialogue) is the key to developing persistence.



Special Forces PLC Minutes

February 4th, 2016

REVIEW OF JANUARY 28TH PLC EVALUATION RESPONSES

Did every member of your group join in the team's discussion?



Yes	17	100%
No	0	0%

Did each member of your group listen attentively as others spoke?



Yes	17	100%
No	0	0%



Special Forces PLC Minutes

February 4th, 2016

Did one or two members of your group dominate the discussions?



Yes	2	11.8%
No	15	88.2%

Were all members of your group prepared for the meeting when they arrived (i.e. PLC Binder, Pen, Pencil, etc.)?



Yes	16	94.1%
No	1	5.9%

Participation versus engagement is the difference between those that are sitting in the meeting – and participating by just showing up – and those that are adding to the conversation because they are engaged. In



Special Forces PLC Minutes

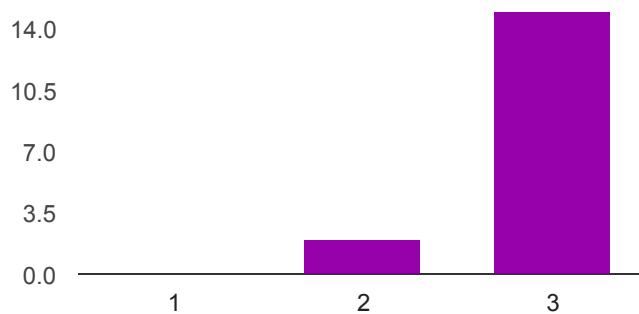
February 4th, 2016

other words, you can participate without being engaged. Engagement is the step beyond participation. Were all members of your group actively engaged?



Yes	16	94.1%
No	1	5.9%

I believe the following statement should be a Special Forces Group Norm: We will create and maintain a safe, comfortable environment for PLC members to share their ideas.



Absolutely Not:	1	0	0%
	2	2	11.8%
Totally Agree:	3	15	88.2%

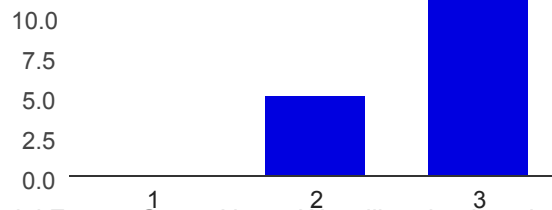


Special Forces PLC Minutes

February 4th, 2016

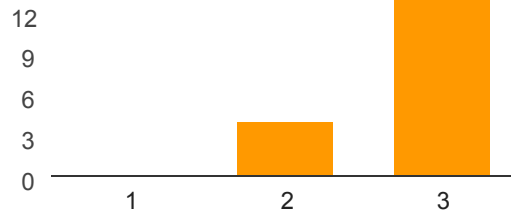
I believe the following statement should be a Special Forces Group Norm: We will build trust in each other by following through, being collaborative, and helping to meet each other's' needs over time.

Absolutely Not: 1 0 0%
 2 5 31.3%
 Totally Agree: 3 11 68.8%



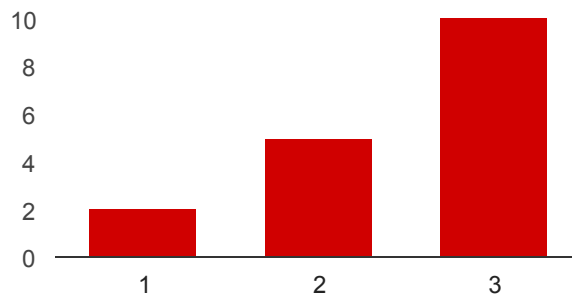
I believe the following statement should be a Special Forces Group Norm: We will make time, both in and out of the PLC group, to work collaboratively and creatively to solve real problems that are occurring in our classrooms.

Absolutely Not: 1 0 0%
 2 4 23.5%
 Totally Agree: 3 13 76.5%



I believe the following statement should be a Special Forces Group Norm: We will build our social relationships as they are essential to building trust between staff.

Absolutely Not: 1 2 11.8%
 2 5 29.4%
 Totally Agree: 3 10 58.8%





Special Forces PLC Minutes

February 4th, 2016

What is one key issue/attitude/behavior that creates distrust within a team and for you personally?

- Being left out of the 'click'/loop - exclusion, and gossiping instead of openly solving problems. dishonesty
- Not being fare between staff members.
- Constant show of not being able to be reliable or being someone in the team you know will help or be there for you as another team member in all situations especially that of a crisis; dominant negative attitude; sexual harassment.
- Lying failure to engage
- Saying one thing and doing another. Lack of preparation complaining about others
- For me, a lack of honest discussion about hurt feelings or confusion. If you have an issue that should be addressed and isn't, then chances are the hurt and confusion will only intensify and erode a situation far more than it had to be.
- Being Unsupported by my team, especially my leader.
- Someone's attitude towards things, dishonesty Not being verbal to others.
- Lack of team effort.
- Team members that do not maintain a positive attitude, or receptiveness.
- Feeling separate from certain groups due not knowing about what they are talking about, due to not being a lead teacher.

What is one key issue/attitude/behavior that is necessary to create trust within a team and for you personally?

- To create the trust, it is necessary to listen and respond with an open-minded approach.
- listening/hearing what others have to say whether there is an agreement or not Respectfully participating in the conversation/discussion. Honesty actions
- Time. I think it takes time to create enough trust for teams to be "norming." Being able to collaborate and work together therefore building trust.
- Openness w/each other, w/o judgement. (BTW, I was the one in our group that didn't bring their folder to the meeting [left it in the car], that's why I marked 'NO' on the
- 'prepared' question.)
- Consistent communication and actions
- Knowing you can rely on other team members to be supportive, cooperative, and give you feedback when necessary in a positive way.
- positive intent
- Learning to be positive towards team members and leaving other issue outside of the meetings.
- Being social with all staff members so that trust is built. Social interactions are very important
- Being respectful of others, appreciate each other and what they have to say.
- Keeping your word.
- Trust is built over time and is reflected in actions.

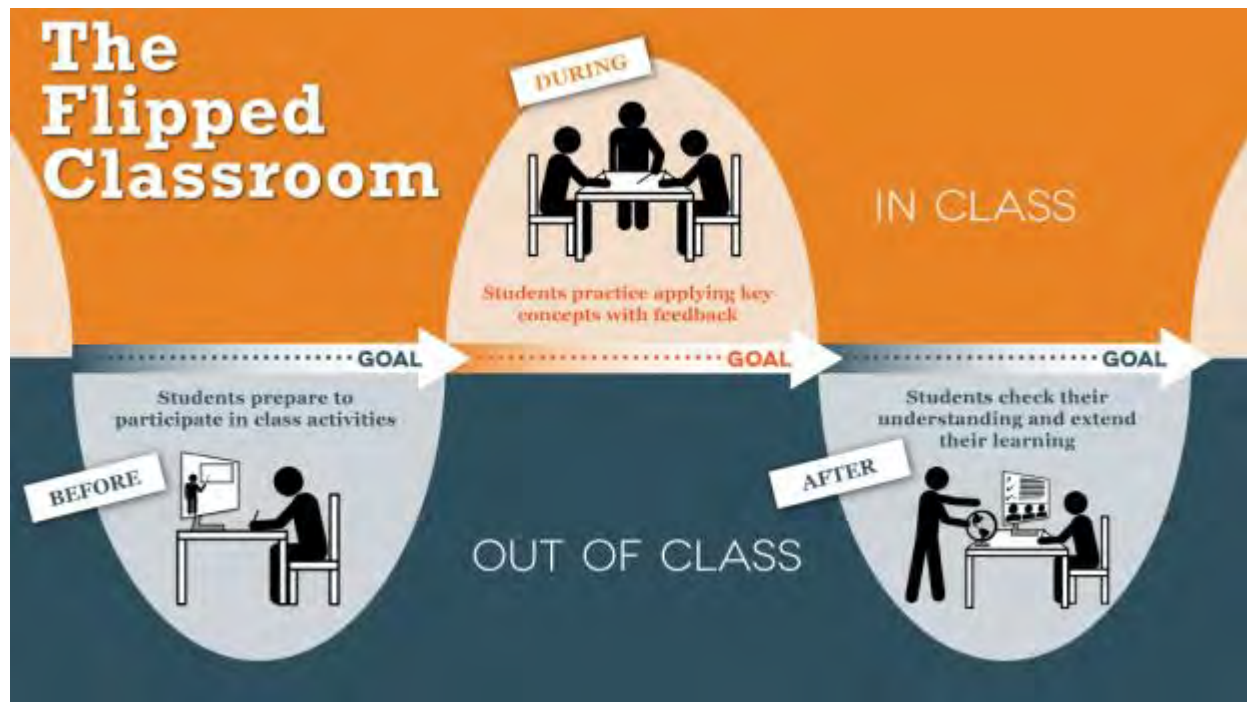
Review Team Norms, Minutes, Agenda, and Flipped Class Assignment

- a. Review of Team Minutes from January 28, 2016
- b. Review February 4 Agenda
- c. Review Flipped Class Assignment



Special Forces PLC Minutes

February 4th, 2016



FLIPPED CLASS

A flipped class is one that inverts the typical cycle of content acquisition and application so that students gain necessary knowledge before class, and instructors guide students to actively and interactively clarify and apply that knowledge during class. Like the best classes have always done, this approach supports instructors playing their most important role of guiding their students to deeper thinking and higher levels of application. A flipped class keeps student learning at the center of teaching.

Special Forces PLC Members were assigned a video within the SF Google Classroom by Patrick Lencioni who is a nationally recognized expert on leadership and organizational health in preparation to participate in PLC activities.

OBJECTIVE

What is an I CAN Statement? In a nutshell, I CAN statements are simple sentences designed by the teacher or the department. (Secondary folks often choose something a little different, such as "As an artist, I will...") Either way, these statements are based off the power standards or learning objectives from the curriculum, but they are written in student-friendly language. I CAN statements break down lofty objectives into learning targets students can read and understand. They cover specific learning for each lesson, and there can be more than one I CAN statement for each Power Standard. The following I CAN statement is for the purpose of this Thursday's PLC.



Special Forces PLC Minutes

February 4th, 2016

I Can:

Determine the theme or central idea

Analyze how specific details shape the development of the theme

Analyze how themes build on one another

Present an objective summary

Group members were asked to take a moment and visit our Google Classroom for activities that were assigned to prepare them for the PLC. There was a video presentation that the PLC facilitator requested that members watch and be prepared to discuss during our PLC. The facilitator also included the research article that team members would jigsaw and discuss as they write their team norms and develop our team charter. Members were not required to read this article before class, but it was provided for those who need time to process material and research unfamiliar vocabulary prior to being in a group reading activity and discussion.

The objective for this reading was aligned to the following common core standard:

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.



Special Forces PLC Minutes

February 4th, 2016

Research Review: 5 Dysfunctions of a Team



Collaborative Note Taking/Group Discussion

Cindy Doeringsfeld's Group	Sara Hill's Group	Georgia Sobotta's Group	Brett Bovard's Group
<ul style="list-style-type: none"> • Holding each other accountable • absence of trust • inattention of results • lack of commitment • great relationships are built on ability to disagree • If you don't weigh in you don't buy in • Fear of confrontation • Quantitative data vs. confrontation 	<p>-5 Dysfunctions of a team.</p> <p>Not all watched the video and some watched but do not remember</p> <p>-Domino effect - Conflict without trust is politics</p> <p>-You owe it to the people around you to hold them accountable.</p>	<p>all members watched video GS's aha: being vulnerable, also the conversation when the speaker talked about when his friend married his SIL and how they argued in a healthy way.</p> <p>SO's aha: the many mentions of religion was a big turn off for him, and so he just skimmed it and didn't tune in.</p> <p>SK's aha: husband and I watched it together. We noted that we both felt that if the LEADERSHIP isn't</p>	<p>everyone in the group watched the video. important to share thoughts, trust is very important</p> <p>there are different kinds of trust</p> <p>a team is not built the same, if one team member thinks negative it can lead to one member or more feeling the same way</p> <p>being vulnerable enough so that your team knows who you are.</p>



Special Forces PLC Minutes

February 4th, 2016

<ul style="list-style-type: none"> <input type="checkbox"/> AHA-made you more aware of the fact that we could be that person. <input type="checkbox"/> UH-OH We need to be aware of ourselves and hold ourselves accountable. 	<p>-Conflict is a good thing but can quickly escalate into a larger issue or spread to other things. - Consistent lack of trust.</p> <p>AHA- Conflict without trust can stop any potential progress.</p> <p>UH-OH- Can we really say no? Sometimes we feel like we can't.</p>	<p>vulnerable, that it's really hard for workers to be truthful and vulnerable too.</p> <p>BIG AHA: that the vulnerability needs to start from the top down.</p> <p>BIG UH OH: turn off when religion was mentioned.</p>	<p>being humble and being able to admit your mistakes</p> <p><u>AHA & UH OH</u></p> <p>AHA- having that vulnerability, being able to accept other teammates input or suggestion without negativity</p> <p>AHA- a "do as i say" leader won't take a team far.</p> <p>UH OH- having to face fear of speaking up to the team.</p>
---	---	--	--

Summary of 5 Dysfunctions of a Team: Patrick Lencioni

Like it or not, all teams are potentially dysfunctional. This is inevitable because they are made up of fallible, imperfect human beings. From the basketball court to the executive suite, politics and confusion are more the rule than the exception. However, facing dysfunction and focusing on teamwork is particularly critical at the top of an organization because the executive team sets the tone for how all employees work with one another.

A former client, the founder of a billion dollar company, best expressed the power of teamwork when he once told me, "If you could get all the people in the organization rowing in the same direction, you could dominate any industry, in any market, against any competition, at any time."

Whenever I repeat this adage to a group of leaders, they immediately nod their heads, but in a desperate sort of way. They seem to grasp the truth of it while simultaneously surrendering to the impossibility of actually making it happen.

Fortunately, there is hope. Counter to conventional wisdom, the causes of dysfunction are both identifiable and curable. However, they don't die easily. Making a team functional and cohesive requires levels of courage and discipline that many groups cannot seem to muster.

Addressing the Dysfunctions:

To begin improving your team and to better understand the level of dysfunction you are facing, ask yourself these simple questions:

Do team members openly and readily disclose their opinions?

Are team meetings compelling and productive?

Does the team come to decisions quickly and avoid getting bogged down by consensus?

Do team members confront one another about their shortcomings?

Do team members sacrifice their own interests for the good of the team?

Although no team is perfect and even the best teams sometimes struggle with one or more of these issues, the finest organizations constantly work to ensure that their answers are "yes." If you answered "no" to many of these questions, your team may need some work.

The first step toward reducing politics and confusion within your team is to understand that there are five dysfunctions to contend with, and address each that applies, one by one.



Special Forces PLC Minutes

February 4th, 2016

Dysfunction #1: Absence of Trust

This occurs when team members are reluctant to be vulnerable with one another and are unwilling to admit their mistakes, weaknesses or needs for help. Without a certain comfort level among team members, a foundation of trust is impossible.

Dysfunction #2: Fear of Conflict

Teams that are lacking on trust are incapable of engaging in unfiltered, passionate debate about key issues, causing situations where team conflict can easily turn into veiled discussions and back channel comments. In a work setting where team members do not openly air their opinions, inferior decisions are the result.

Dysfunction #3: Lack of Commitment

Without conflict, it is difficult for team members to commit to decisions, creating an environment where ambiguity prevails. Lack of direction and commitment can make employees, particularly star employees, disgruntled.

Dysfunction #4: Avoidance of Accountability

When teams don't commit to a clear plan of action, even the most focused and driven individuals hesitate to call their peers on actions and behaviors that may seem counterproductive to the overall good of the team.

Dysfunction #5: Inattention to Results

Team members naturally tend to put their own needs (ego, career development, recognition, etc.) ahead of the collective goals of the team when individuals aren't held accountable. If a team has lost sight of the need for achievement, the business ultimately suffers.

The Rewards Striving to create a functional, cohesive team is one of the few remaining competitive advantages available to any organization looking for a powerful point of differentiation. Functional teams avoid wasting time talking about the wrong issues and revisiting the same topics over and over again because of lack of buy-in. Functional teams also make higher quality decisions and accomplish more in less time and with less distraction and frustration. Additionally, "A" players rarely leave organizations where they are part of a cohesive team.

Successful teamwork is not about mastering subtle, sophisticated theories, but rather about embracing common sense with uncommon levels of discipline and persistence. Ironically, teams succeed because they are exceedingly human. By acknowledging the imperfections of their humanity, members of functional teams overcome the natural tendencies that make teamwork so elusive.

Review of Research #2:

Group members participated in a jigsaw activity that will be continued during next week's PLC (see attached research article)



Special Forces PLC Minutes

February 4th, 2016

HOW, WHEN, AND WHY BAD APPLES SPOIL THE BARREL: NEGATIVE GROUP MEMBERS AND DYSFUNCTIONAL GROUPS

Research in Organizational Behavior: An Annual Series of Analytical Essays and Critical Reviews Research in Organizational Behavior, Volume 27, 175–222 Copyright r 2006 by Elsevier Ltd.

Monitoring Progress Toward Goals and Action Plans with Data

Our Team will begin examining Special Education student data and developing goals once the foundation of our team practice has been established as evidenced by the completion of team norms and a team charter.

Evaluate Meeting Effectiveness

The evaluation was sent as a Google Form via email following the conclusion of the Special Forces PLC. Team members were responsible for completing and submitting the evaluation by noon on Friday morning.



Special Forces PLC Minutes

February 4th, 2016

HOW, WHEN, AND WHY BAD APPLES SPOIL THE BARREL: NEGATIVE GROUP MEMBERS AND DYSFUNCTIONAL GROUPS

Will Felps, Terence R. Mitchell and Eliza Byington

ABSTRACT

This paper presents a review and integrative model of how, when, and why the behaviors of one negative group member can have powerful, detrimental influence on teammates and groups. We define the negative group member as someone who persistently exhibits one or more of the following behaviors: withholding effort from the group, expressing negative affect, or violating important interpersonal norms. We then detail how these behaviors elicit psychological states in teammates (e.g. perceptions of inequity, negative feelings, reduced trust), how those psychological states lead to defensive behavioral reactions (e.g. outbursts, mood maintenance, withdrawal), and finally, how these various manifestations of defensiveness influence important group processes and dynamics (e.g. cooperation, creativity). Key mechanisms and moderators are discussed as well as actions that might reduce the impact of the bad apple. Implications for both practice and research are discussed.

Research in Organizational Behavior: An Annual Series of Analytical Essays and Critical Reviews Research in Organizational Behavior, Volume 27, 175–222 Copyright
r 2006 by Elsevier Ltd.

All rights of reproduction in any form reserved

ISSN: 0191-3085/doi:10.1016/S0191-3085(06)27005-9

175

Organizations are increasingly relying on the work team model to capture efficiencies and create value, with estimates predicting that as much as half of the U.S. workforce will be working in teams by the year 2010 (Stewart, Manz, & Sims, 1999). Indeed, most models of the “organization of the future”, such as networked, clustered or horizontal forms, are implicitly or explicitly based on teams as the central organizing unit. As groups have become more common, so has the importance of scholarly efforts to understand their potentialities and limitations (see for reviews Cohen & Bailey, 1997; Hackman, 1987; Ilgen, 1999; Ilgen, Hollenbeck, Johnson, & Jundt, 2005; Kozlowski & Bell, 2003). However, all teams are not equal, and as the literature continues to evolve, we are beginning to understand how and why these differences emerge.

In this vein, researchers have noted that, while some teams achieve cohesion between members, a mutually supportive ethos, and high collective efficacy, other groups exhibit divisiveness, conflict, as well as the tendency to “burn themselves up” (Kozlowski & Bell, 2003). As noted by Hackman (2002) “Some project groups do turn out to be more frustrating than fulfilling, more a source of angst than of learning. Teams can stress their members, alienate them from one another, and undermine their confidence in their own abilities” (p. 29). Many groups fail, but our understanding of how and why this occurs is limited.



Special Forces PLC Minutes

February 4th, 2016

To date, the academic literature tends to highlight group-level phenomena (Kozlowski & Bell, 2003) such as group paranoia (Kramer, 2001), group think (Janis, 1982; Moorhead, Neck, & West, 1998) and low group efficacy (Gully, Incalcaterra, Joshi, & Beaubien, 2002) as the culpable forces behind ineffective teams. While these group-level variables are surely important, this paper argues that, in some cases, a single, toxic team member may be the catalyst for group-level dysfunction. This is a perspective echoed in Keyton's (1999) review of dysfunctional teams, which states that in most models of group process or performance "group members are [treated as] equal or interchangeable" and that there is a paucity of "attention to difficult group members" (p. 492). He goes on to claim that "[s]ometimes the source of the dysfunction is one individual" (p. 493).

Upon first blush, Keyton's statement seems obvious. Indeed, the common idiom "a bad apple spoils the barrel" captures the core idea of negative individuals having an asymmetric and deleterious effect on others. In a Harvard Business Review article, Wetlaufer (1994) talks about "team destroyers", taking for granted that persistent negative behavior can have huge repercussions on group functioning. In an HR Magazine cover story on "hard-core offenders", Andrews (2004) describes how "egregious employee behavior can cripple employee morale" (p. 43). Similarly, in an article on training, Tyler (2004) urges, "[b]efore the whole bunch spoils, train managers to deal with poor performers" and says these "bad apples" are "like a cancer that spreads throughout the entire workplace" (p. 77). But despite this provocative rhetoric, the truth is that we currently know very little about how, when, or why a negative member might have an asymmetric effect on teammates, group processes, or group outcomes.

Moreover, academic theory is almost totally silent about these issues. Indeed, given current accounts, it is unclear exactly how a negative individual would persist in a group, or have powerful effects if they did. For example, in his influential work on how groups influence individuals, Hackman (1976) suggested that members co-regulate each other's behavior through ambient and discretionary stimuli to effectively produce uniformity among members (p. 1473). Recently, Lepine and Van Dyne (2001) suggested four potential peer responses to low performers: training, compensation, motivation, or rejection. In both of these seminal and recent models, the roseate conclusion seems to be that difficult teammates will be rehabilitated, ousted, or teammates will compensate for them.

In contrast, we are interested in the instances when constructive responses are not available or utilized and when negative behavior persists day after day with little recourse. These scenarios may result when the harmful person has seniority, political connections, task expertise, or when teammates choose ineffective response strategies. We believe these scenarios describe the circumstances under which the "bad apple spoils the barrel", through a profound and harmful effect on the group. In other words, the focus of this paper are those situations where the group functions poorly, and may alternately fail or disband as a result of one member's actions. By integrating and extending prior work, we detail which negative behaviors are a threat to effective group functioning, the conditions under which groups are able to deal with negative behavior; how negative members influence the thoughts, feelings, and behaviors of teammates; and the mechanisms by which these "bad apples" can provoke dysfunctional group dynamics. We conclude with a discussion of what can be done to alleviate these negative effects and, perhaps, "save the barrel".

EXTANT EVIDENCE OF BAD APPLE EFFECTS

The central goal of this paper is to explain how, when, and why negative group members might have a powerful, asymmetric effect on the group. But first, it is important to firmly establish that this effect occurs at all. To date, the primary evidence relevant to the "bad apple" phenomenon has been the linkage between member personality and group



Special Forces PLC Minutes

February 4th, 2016

outcomes. And indeed, the evidence here is remarkably robust even if the causal explanations are sparse or non-existent. This personality-based research has found that how low the lowest teammate is on the variables of conscientiousness, agreeableness, and emotional stability is usually a strong predictor of group-level variables. The ostensible implication is that the “worst” group member can have important effects. We briefly review the relevant studies below.

Across several companies, [Barrick, Stewart, Neubert, and Mount \(1998\)](#) researched how members’ personalities affected group outcomes in 51 manufacturing-related work teams. They were surprised to find that the lowest team member’s score for conscientiousness, agreeableness, and emotional stability was a good predictor of social cohesion ($r = 0.14, 0.38, 0.34$ respectively), communication ($r = 0.29, 0.50, 0.50$), team conflict ($r = 0.39, 0.51, 0.40$), and perceptions of equitable workload sharing ($r = 0.30, 0.62, 0.33$). Moreover, across these group process variables and across the three personality dimensions, these worst member correlations were substantially stronger predictors than the team’s mean personality scores or the highest (e.g. “best”) person’s score. For the outcome variable of task performance, the scores for the least conscientious and agreeable member predicted team performance fairly well ($r = 0.34$ and 0.32 respectively).

The findings of [Barrick et al. \(1998\)](#) are not isolates. Indeed, an increasingly common practice is to actually operationalize “group personality” as the lowest member’s score. Theoretically, this is predicated on [Steiner’s \(1972\)](#) argument that the weakest link is particularly important in conjunctive tasks. In the laboratory study of [Lepine, Hollenbeck, Ilgen and Hedlund \(1997\)](#), using the Team Interactive Decision Exercise (TIDE), they test the role of the personality variable of conscientiousness on group performance, and find that the lowest member’s score is an important predictor ($r = 0.18$), but that the mean score is not. They use this as evidence that the task is a conjunctive one. Similarly, [Neuman and Wright \(1999\)](#) conducted a study of teams of human resource professionals, and found that the lowest member’s score for conscientiousness and agreeableness predict group performance ($r = 0.36$ and 0.27 respectively), and to do so over and above cognitive ability. Chatman and Barsade operationalized collectivism as agreeableness and found that less agreeable members depressed the cooperativeness of more agreeable members, but that the reverse did not hold true. Again, this indicates an asymmetric effect of negative teammates, as defined by their personality. Finally, in one of the few studies linking emotional stability to group performance, [Camacho and Paulus \(1995\)](#) compared the creativity of groups with different combinations of member social anxiety. Teams composed of all socially anxious (e.g. emotionally unstable) members came up with relatively few ideas ($M = 45.8$); while teams composed of all socially calm members were much more creative ($M = 85.5$); but most interesting and relevant to our purposes, teams composed of two anxious and two stable members performed about as badly ($M = 53.2$) as the group with all socially anxious members – again indicating an asymmetric effect of negative individuals.

However, while these results are interesting, and provide broad support for the “bad apple” phenomenon, they are not adequate. First, they are theoretically inadequate in that most were post hoc findings that were not central to the original questions under investigation. Second and more importantly, the personality approach to understanding the bad apple phenomenon is inherently problematic. There are many situational variables which inhibit or enable the behavioral expression of personality in the workplace ([Tett & Burnett, 2003](#)). For example, in many cases, a person with low conscientiousness can force themselves to act thoughtfully and carefully, at least for a while ([Tett & Burnett, 2003](#)). But it is the behavioral expressions of negativity, not personalities, that upsets others and blocks key group processes. A direct focus on the asymmetric influence hypothesis requires moving away from distal personality measures to more proximal causal variables of actual negative behaviors and dysfunctional group processes. A recent review of the relationship between personality and group outcomes says it better than we can:



Special Forces PLC Minutes

February 4th, 2016

“Future research should focus on refining our understanding of how personality traits are related to the task and interpersonal behaviors in group processes. The inattention to mediating mechanisms is exacerbated in the literature by the tendency to focus on desirable behaviors (e.g. helping, cooperation). For the most part, undesirable behaviors such as malingering, social loafing, dishonesty, and sabotage have been ignored. We suspect, in short, that many of the process theories need to explicate the negative individual behaviors that cause poor group performance” (Moynihan & Peterson, 2001, p. 340).

After briefly discussing the boundary conditions of this paper, we return to this challenge of Moynihan and Peterson’s, and attempt to specify precisely which negative behaviors cause which dysfunctional reactions, group processes, and group outcomes.

BOUNDARY CONDITIONS

McGrath (1984) defines a group as “an entity that interacts, is interdependent, mutually aware, with a past and an anticipated future” (p. 6). We are employing this definition and narrowing the scope of our analysis to small groups for several related reasons. First, we believe that destructive behavior will be particularly impactful in small groups, which are often characterized by a high degree of interaction and interdependence (Wageman, 2000), two factors that are predicted to make dysfunctional behavior both more salient and disruptive. Second, and as a consequence of their interdependence, small groups tend to be less tolerant of negative behaviors than independent individuals (Liden et al., 1999). Members of small groups have a greater motivation to identify and address behavior, which threatens the group. The third reason for focusing on a small group context is that these groups have properties that facilitate responses to negative group member behavior. Small groups build a consensual social reality that is negotiated through reoccurring interaction and discussion (Hardin & Higgins, 1996), which in turn facilitates other members responding as a coordinated coalition (Lyons, Mickelson, Sullivan, & Coyne, 1998). In sum, we delimit our focus to the small group simply because it is “where the action is” – where a negative group member will have an increased impact, but also where the group will have stricter standards, social norms about appropriate behavior, and the potential to build coalitions. While chronically dysfunctional people may have impacts in many settings, small groups are a particularly appropriate venue for investigating their effects.

We also limit our focus to a subset of the behaviors, which might be considered “negative”. A dysfunctional member’s behavior inhibits essential group functions, processes, and goals. As such, we chose a pan-group definition of a bad apple member as individuals who chronically display behavior which asymmetrically impairs group functioning. Three parts of this definition bear noting. First, for the purpose of this analysis, who counts as a bad apple is defined by their pattern of behaviors in a particular group setting. These negative behaviors might variously be a function of dysfunctional roles, dispositions, negative life events, substance abuse, some combination of these, or something else entirely. By defining negative team members in terms of clearly observable behavior – rather than these varied and more distal contributors – much more specific predictions can be made. Second, for the purposes of this paper, a group member is considered negative only to the extent that their behavior violates norms that are empirically supported as necessary for effective group functioning. Specifically, we are investigating group members who violate norms of equity, positive affect, and appropriate social functioning. We will elaborate on the support and relevancy of these categories in our discussion on types of negative group members. Finally, we would assert that this definition is not tautological despite the fact that bad apple behaviors are defined as a function of their effects on group performance. Tautologies are redundant statements that do not add understanding and which are true by virtue of their logical form alone. In contrast, our definition of what would constitute bad apples is open to revision and disconfirmation and, as we will see, includes fairly elaborate predictions of unfolding effects and underlying processes. Moreover, we would argue that our definition is completely consistent with other prevalent theories. For example, work on organizational citizenship behavior is defined as a function of the



Special Forces PLC Minutes

February 4th, 2016

contextual behaviors that contribute to organizational functioning, and even more broadly, personality (defined as tendencies to express behavior) is often empirically linked to expressions of behavior.

BAD APPLE TEAM MEMBERS

Types of Bad Apple Team Members

In researching dysfunctional group dynamics, we identified three categories of difficult team member behavior, which are especially likely to “spoil the barrel” if left unchecked: withholding of effort, being affectively negative, and violating important interpersonal norms. These categories emerged from an analysis of the major categories of behavior that are needed for a group to be successful. First, and most simply, members must contribute adequate effort by working towards group goals with intensity and persistence (Mitchell, 1997). Second, group members must perform “emotional labor” by regulating their expressions of feelings to facilitate comfortable and positive interpersonal interactions within the group (Hochschild, 1983; Morris & Feldman, 1996). Finally, members must perform “contextually”, by not violating or detracting from the organizational, social, and psychological environment, which they inhabit (Motowidlo, Borman, & Schmit, 1997). Contextual performance is accomplished through expressions of interpersonal respect and adherence to interpersonal norms (Tyler & Blader, 2001). Our paper reviews evidence, which suggests that under certain circumstances, group members who persistently and consistently under-perform these three types of behavior can have a severe impact on group functioning.

Withholders of effort intentionally dodge their responsibilities to the group and free ride off the efforts of others. Behavioral examples of withholding effort consist largely of not doing something – of not completing tasks or contributing adequate time, not taking on risks or responsibilities, or not disclosing aptitudes in the hope that others will compensate. While these behaviors have alternately been labeled shirking (by economists), free riding (by sociologists), and social loafing (by psychologists), Kidwell and Bennett (1993) convincingly argue that these terms just describe different reasons and contexts in which people withhold effort from the collective. We agree and refer to all three literatures when discussing withholders of effort. Second, a person may continually express a negative mood or attitude. We call this kind of member affectively negative, employing the broad usage of affect to encompass the triumvirate of emotion, mood, and attitude (c.f. Brief, 1998). To assess this construct, Furr and Funder (1998) combined measures of depression, happiness, satisfaction, and self-esteem. Then, from an analysis of a series of dyadic interactions, Furr and Funder constructed behavioral profiles of this sort of individual, who they call personally negative. They found that “personally negative” individuals were more likely to exhibit an awkward interpersonal style and to more frequently express pessimism, anxiety, insecurity, and irritation. Diverging from Furr and Funder, we are interested in those individuals who are especially high in these dimensions. Moreover, as noted previously, the focus is behaviors rather than the personality variables that underlie those behaviors, since it is behavioral expressions rather than internal states that will impact other group members.

Finally, those that detract from the group’s contextual environment by violating interpersonal norms of respect are called interpersonal deviants (Robinson & Bennett, 1995; Bennett & Robinson, 2000). Bennett and Robinson have conducted a series of studies to try to understand which workplace behaviors are consistently considered deviant. They have found seven common behaviors which are reliably assessed as deviant: making fun of someone, saying something hurtful, making an inappropriate ethnic or religious remark, cursing at someone, playing mean pranks, acting rudely, and publicly embarrassing someone. For our purposes, these seven behaviors define the category of interpersonal deviance.



Special Forces PLC Minutes

February 4th, 2016

Note that these three categories are not all encompassing – not everyone considered an “undesirable” group member is eligible for “negative member” status. For example, many characteristics like shyness, lacking a sense of humor, or being unpredictable do not enter into our definition because they are unlikely to seriously disrupt important group processes. Instead, the focus is on negative interpersonal behaviors, whose persistence would have important harmful effects on the dynamics, processes, and team outcomes. Other harmful behaviors like theft, cheating, sabotage, or vandalism are excluded since they affect the organization rather than teammates (c.f. [Robinson & Bennett, 1995](#)). Similarly, we do not include group members with distinctive demographic backgrounds or those who have divergent opinions about the best way to accomplish group goals ([O’Leary-Kelly, 2005](#)). Although some group members may consider these characteristics difficult to deal with, both demographic diversity and divergent opinions may improve group functioning, and are consequently of a qualitatively different variety than our three destructive behaviors (e.g. [Nemeth & Kwan, 1987](#)). Further, we omit individuals who are motivated to achieve group goals but do not have the requisite ability. While poor performance can certainly diminish group performance, this low performance does not depend on negative interpersonal reactions for its effect, and indeed tends to evoke sympathy and compensation from teammates ([Jackson & Lepine, 2003](#); [Taggar & Neubert, 2004](#)). Moreover, to the extent that these individuals have negative effects, they are likely to be additive rather than asymmetric. Finally, given the focus on “spoiled barrels”, there is little reference to whistleblowers, positive deviants, change leaders, or exceptional individuals who carry the group (c.f. [Warren, 2003](#)).

At this point, we can display [Fig. 1](#), which depicts the organization of this paper. We have described above the three categories of behavior that define what we call a bad apple group member. Initially, when these behaviors surface or are noticed they might be described as episodic (box 1). Our next section described how the group will try to change the behavior or perhaps oust the negative member. If that doesn’t work, we are left with a more persistent and chronic problem (box 2). It is at this point where negative psychological reactions become more apparent (box 3) and we will discuss the factors that may make this situation better or worse (the moderators in box 4). The negative psychological states will lead to defensive behaviors by group members (box 5) and through the mechanisms of aggregation, spillover, and sensemaking, these behaviors will come to influence group processes (box 6) and group outcomes (box 7).

Note again that the underlying message and contribution of this paper is not that one bad group member can cause groups to fail or disband. We already know that a bad apple can sometimes spoil the barrel (see [Barrick et al, 1998](#); [Chen & Bachrach, 2003](#); [Camacho & Paulus, 1995](#); [Dunlop &](#)

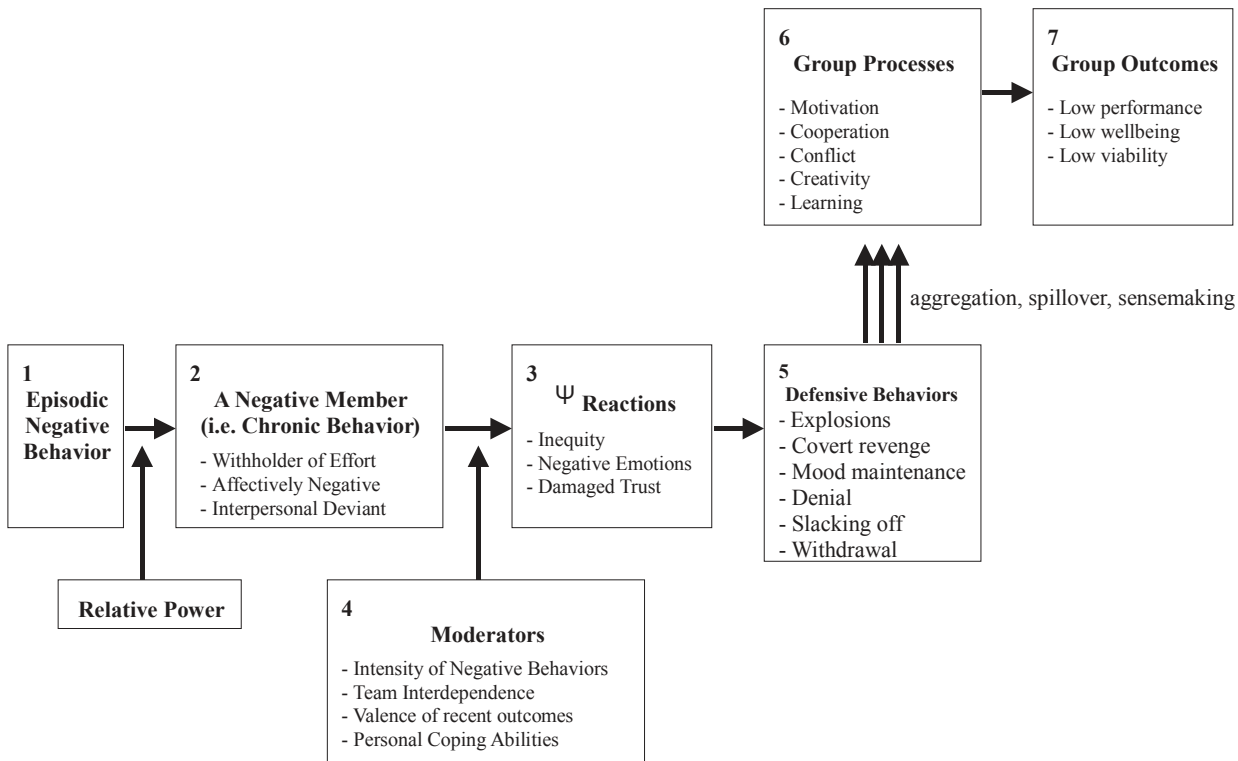


Fig. 1.

The Bad Apple Phenomenon Aggregation, Spillover, Sensemaking.

Lee, 2004; Haythorn, 1953; Neuman & Wright, 1999). Instead, our analysis shows how this process evolves over time, how individual reactions become group dysfunction, and describes the major steps involved. It confronts the questions of why, when, and how this happens. And in the process we will discover some research areas where our knowledge is solid and some other areas where more work needs to be done. These are the focus and contribution of the paper.

Responses to Negative Members

Several research efforts have investigated initial responses to the sort of people we designate as withholders of effort, affectively negative, and interpersonal deviants. The following section concerns itself with a description of these responses.

Across disparate literatures, the same reactions to negative behavior crop up again and again under different labels. We believe that these reactions can be parsimoniously collapsed into three classes of teammate response – motivational intervention, rejection, and defensiveness. Each of these three responses have a common foundation; the desire to improve an aversive experience. However, where these responses differ is in their aims – e.g. towards either changing the negative person's behavior (motivational intervention), removing negative people (rejection), or protecting one's own self (defensiveness). If either the motivation intervention or rejection is successful, the negative member never becomes a bad apple or spoils the barrel. But it is still important to review these three responses in greater detail.

We define the motivational intervention as those acts of teammates which intend to change negative behavior through the application of influence tactics (Orcutt, 1973). The literature provides evidence that the motivating response is a common reaction to both withholders of effort (Jackson & Lepine, 2003) and interpersonal deviants (Taggar & Neubert, 2004; Schachter, 1951), but is used less frequently with affectively negative individuals. It seems as though teammates lack efficacy in boosting a teammate's negative moods, and so tend to reject affectively negative individuals rather than attempt to motivate them (Helweg-Larsen, Sadeghian, & Webb, 2002). This is an example of the broader finding from the attributional research literature that motivating responses are particularly likely when the focal person's behavior is ascribed to controllable causes (Jackson & Lepine, 2003; Green & Mitchell, 1979; Sampson & Brandon, 1964; Taggar & Neubert, 2004; Weiner, 1993).

In any case, when team members do believe change is possible, motivating actions may include the withholding of praise, respect, or resources until behavior changes (Hackman, 1976), subtle and not so subtle confrontations (Lepine & Van Dyne, 2001; Lubit, 2004), formal administration of punishments (Liden et al., 1999; Hackman, 1976), or demands of apology and compensation (Bies, Tripp, & Kramer, 1997). A classic example of teammates motivating a negative member can be found in the Hawthorne studies (Homans, 1950). When a person was not working hard enough (what the men at the plant called a "chiseler") co-workers would "bing" the man on the upper arm and criticize his laziness. This was remarkably effective, more so than managerial supervision or incentives. In another early ethnography, Rosabeth Moss Kanter (1972) reviews how the Oneida community used "public criticism" as a formal mechanism to ensure that those who deviated from the norm were provided "enlightening" feedback. Of course, these formal and informal punishments might be coupled with positive reinforcement for more desirable behaviors. Whether explicit or implicit, punishments or rewards, a motivational response means that teammates will try to bring negative members back into the fold by changing their behavior.

Multiple taxonomies also identify rejection as a common response to negative members, especially after motivational attempts fail (Orcutt, 1973). For our purposes, rejection can be defined as those acts which intend to minimize or eliminate interaction with the negative member. There is evidence that rejection is a common response for withholders of effort (Lepine et al., 1997), for affectively negative individuals (Coyne, 1976; Furr & Funder, 1998; Helweg-Larsen et al., 2002), and for interpersonal deviants (Taggar & Neubert, 2004; Schachter, 1951). Like motivational responses, research on attributions has been instrumental in predicting when rejection will occur – namely when negative behavior is ascribed to stable and uncontrollable causes (Jackson & Lepine, 2003; Green & Mitchell, 1979; Sampson & Brandon, 1964; Schachter, 1951; Taggar & Neubert, 2004; Weiner, 1993).

The most prototypical example of rejection would involve ejecting a negative individual from the group. Lacking this option, members of groups with a fixed constituency will change the “psychological composition” (Festinger, 1950) of the group by ostracizing negative members, reducing social interaction, talking at rather than with, exclusion from decisions, or removing responsibilities that require them to interact with others (Hackman, 1976; Lepine et al., 1997). Alternately, when ostracism is unfeasible due to organizational constraints such as seniority or formal role sets, the difficult person may be “rejected” in more subtle ways. Teammates can restructure work to decrease task interdependence, or segment responsibilities so that goals and rewards are less interdependent. As a concrete example, faculty at a university might decide to forego an integrated curriculum in order to avoid having to interact with a frustrating individual. In summary, this response type entails rejecting the negative individuals through expulsion, psychological distancing, or altering task interdependence to reduce the impact of the negative behavior.

If they work, both motivational interventions and rejection are fairly constructive responses to a negative individual. They represent what is probably a minor distraction from task performance; a bump in the group’s unfolding path towards goal attainment. It could even be argued that these two responses might serve as mastery experiences (Bandura, 1986) that could strengthen members’ efficacy in dealing with difficult social situations, and reaffirm the group’s normative order (Dentler & Erickson, 1959). While little empirical evidence exists about the net effect of motivating or rejecting a negative individual, we would suggest that the ultimate consequence will be modest, either way. However, more severe effects can be expected if motivation or rejection isn’t possible – that is if the social context is constrained in such a way that group members are powerless to motivate or reject.

Accordingly, the final category of response is defensiveness. For our purposes, defensiveness is defined as those acts which intend to protect and repair one’s own sense of autonomy, status, self-esteem, or wellbeing. Manifestations of defensiveness can include lashing out, revenge, unrealistic appraisals, distraction, various attempts at mood maintenance, and withdrawal. When motivation and rejection fail, groups are faced with the dilemma of a negative member who they cannot change or get rid of, the primary condition under which a “bad apple” might “spoil the barrel”. As such, defensiveness will be a major focus of our analysis and is discussed in much greater detail as we proceed.

Antecedents to Defensiveness

As mentioned above, a motivation intervention or rejection requires that teammates have some power. When unempowered, teammates become frustrated and defensive. According to Janis and Mann’s (1977) model of decision-making, members of groups become defensive when all decision alternatives have low probabilities for success. In the case of the bad apple, frustration is caused by an individual who behaves in dysfunctional ways, has a negative impact on personal well-being, impedes performance – and yet, due to organizational constraints on acceptable social action – cannot be easily reformed or rejected. When there’s no viable way to deal with a harmful person, but members are still strongly influenced by them, the only recourse is defensive self protection.

The inclusion of defensiveness as a reaction to a negative member recognizes that peoples’ reactions to difficult circumstances (especially if attempts to change the situation fail or cannot be tried) are often less than rational. Moreover, in contrast to responses like rejection or motivation, defensiveness does not resolve the negative member problem; rather, it can intensify the problem as teammates either withdraw or lash out in emotionally motivated attempts to protect themselves. In the following section, we discuss the two key factors that promote defensiveness: a lack of power and the basic psychological tendency to react strongly to negative behavior. In conjunction, these two answer the question of why bad apples can have asymmetric negative effects on others.

Low Power Situations

Group members can be relatively powerless either because the negative member has power or because the group member in question does not. The negative member’s power may originate from social resources, such as personal connections to

higher ups, prestigious degrees, or knowledge of “where the skeletons are buried” (Morrill, 1995). Power could also originate from structural characteristics, such as instances when others are highly dependant on the negative individual for unique knowledge or skills (Robinson & O’Leary-Kelly, 1998), or when the negative individual is placed at a critical juncture in workflow (i.e. a secretary or facilitator) (Doerr, Mitchell, Schriesheim, Freed, & Zhou, 2002). Finally, power can be formal, such as whenever the negative individual has direct control over the allocation of rewards and punishments. Whether leaders are more or less likely to be bad apples is an unanswered empirical question. Organizations will probably attempt to avoid hiring or promoting difficult individuals for leadership positions, but research suggests that dysfunctional people do hold leadership positions with some frequency (Ashforth, 1994; Pearson, Andersson, & Porath, 2000).

Finally, teammates themselves may not have the power needed to respond to a negative member. In many cases group members may look to their leader to punish a deviant group member (Butterfield, Trevino, & Ball, 1996). Poor leadership may allow a negative person to persist in their destructive activity. Relatedly, the group members may lack the resources or empowerment to enact change. Kirkman and Rosen (1999) suggest that members of the groups with low empowerment will not have the decision-making authority, responsibility, adequate experience, or confidence to take decisive action. Thus, powerlessness constrains the available response behaviors. But paradoxically, this powerlessness in the face of threat is also extremely frustrating and is actually likely to intensify psychological reactions to bad apple behavior.

Bad is Stronger than Good

As reviewed by Baumeister, Bratslavsky, Finkenauer, and Vohs (2001), “bad is stronger than good” in many areas of human psychology. Negative cognitions, feelings, and events will usually produce larger, more consistent, and long-lasting effects as compared to equivalent positive thoughts, feelings, and events. Manifested in varied and subtle ways, this pervasive phenomenon holds across information interpretation, impression formation, relationship maintenance, experiencing emotions, memory, learning, and health (Baumeister et al, 2001; Lewicka, Czapinski, & Peeters, 1992; Rozin & Royzman, 2001; Taylor, 1991). Lewicka et al. (1992) and Skowronski and Carlston (1989) have found that the strength of bad over good also holds in social environments, where negative interpersonal interactions elicit uncertainty, anxiety or fear, such that processing these events becomes a high priority.

Adaptability is the rationale underlying Baumeister’s arguments for the relative salience and influence of negativity. Generally, negative events have greater survival implications and denote more information than positive events about the environment. According to Baumeister et al., the strength and salience of bad over good “may in fact, be a general principle or law of psychological phenomena possibly reflecting the innate predispositions of the psyche or at least the almost inevitable adaptation of each individual to the exigencies of life” (p. 323).

The “bad is stronger than good” effect is especially noticeable in the social realm. Studying romantic relationships, Gottman and coworkers (Gottman & Krokoff, 1989; Levenson & Gottman, 1985) found that the frequency, intensity, and reciprocity of negative interactions are much more predictive of marital satisfaction and divorce than are positive interactions. Gottman’s (1994) rule of thumb is that positive interactions must outnumber negative ones by a ratio of 5:1 if the relationship is to have a good chance of success. Additionally, Baumeister et al. (2001) review nine studies which compare the effects of social support and social undermining across diverse populations. They summarize their findings by saying that “[t]aken together, these studies suggest that helpful aspects of one’s social network bear little or no relation to depression, well-being, and social support satisfaction, while upsetting or unhelpful aspects do. Bad interactions have stronger, more pervasive, and longer lasting effects” (p. 340).

Recent research in organizations has also explored the topic of negative relationships and behavior, confirming that bad is often stronger than good in this setting. Gersick, Bartunek, and Dutton (2000) conducted numerous interviews with academics about relationships that influenced their careers. While positive relationships were more frequent according to the academics’ self-reports, the negative ones were reported to be very important with a substantial impact on career success. A recent paper by Labianca and Brass (in press) finds that while negative relationships may be rare (constituting

between 1–8% of ties), they have greater impact on job satisfaction and organizational commitment than do positive or neutral associations. These scholars also find that negative effects are most pronounced in high density, high interdependence situations (e.g. teams). Finally, in a study of fast food restaurants, [Dunlop and Lee \(2004\)](#) compared the effects of organizational citizenship behaviors and deviant workplace behaviors. They found that deviant behaviors explained considerably more of the variance in subjective and objective work group outcomes than did the citizenship behaviors.

A lack of power is what prevents reform or rejection, and the “bad is stronger than good phenomenon” is what allows negative team members to have an asymmetrically strong effect on others. By extension, this asymmetric effect explains why dysfunctional individuals are an important concern for groups. In interdependent teams where people depend on each other, these intense psychological reactions are more likely to spillover beyond dyadic interactions to influence the broader social environment. As noted by [Baumeister et al. \(2001\)](#), “in order for a system to function effectively, each component of the system must do its part.” At the level of the individual’s relation to the group, bad is undeniably stronger than good; any individual part can prevent the system from functioning; but no individual part can by itself cause the system to succeed. This is especially true of social groups marked by a division of labor” (p. 358). In summary, the conjoint of intense psychological reactions at the individual level, and spillover effects onto group dynamics underlies the assertion that a “bad apple can spoil the barrel”.

NEGATIVE PSYCHOLOGICAL STATES

In this case, we are confronted with a situation where a member’s behavior is persistently and consistently negative. The bad behavior is noticed and influential in its effects on group members who do not have the power or wherewithal to enact change. What happens now? We will review the likely psychological states that emerge in response to each of the three negative member behavioral categories.

The Withholder of Effort. A bad apple who withholds effort from the collective triggers some undesired cognitions. If free riding persists, teammates face the challenge of correcting equity imbalances in input to outcome ratios relative to others ([Adams, 1963](#)). Research finds that the most common referent that people look to for social comparison (the “other” in the equity formulation) are the peers one works with every day ([Kulik & Ambrose, 1992](#)). It follows that social loafing by a teammate can be a major source of distress, as it violates effort norms and takes advantage of other members’ good-faith contributions. It is also important to note that being under-rewarded, as is the case here, produces stronger psychological effects than being over-rewarded (e.g. [Bloom, 1999](#)) – another example of “bad being stronger than good”. As such, perceptions of inequity will arise when group members compare their own contributions to those of a withholder of effort in their team, and will result in a desire to restore equity by reducing contributions ([Jackson & Harkins, 1985](#); [Schroeder, Steel, Woodell, & Bembeneck, 2003](#)). However, due to task interdependence, this scenario creates a dilemma for contributing group members in which they are motivated to avoid being a “sucker” and decrease their own contributions to the group – but in doing so they risk rupturing relations with other members and compromising group outcomes themselves. Thus, withholders of effort produce feelings of inequity with no easy resolution in a team environment.

The Affectively Negative Individual. Affectively negative individuals influence their teammates’ affect (including attitudes, moods and emotions). Empirical work has shown that simply observing another person’s expressions of affect can generate those feelings in others. [Hatfield, Cacioppo, and Rapson’s \(1994\)](#) book *Emotional Contagion* describe how the diffusion of affect is “unintentional, uncontrollable and largely inaccessible to awareness” (p. 5), picked up unconsciously through facial expressions, vocalizations (e.g. tone, intensity, volume), postures, and movement. Using a confederate trained to display positive and negative affect, [Barsade \(2002\)](#) found that subjects working together on a task partially adopted the confederate’s mood. Even more simply, subjects observing angry facial expressions quickly become angry themselves ([Dimberg & Ohman, 1996](#)). The negative emotions engendered by bad apple behavior may also be long lasting. Whereas a positive emotion (i.e. compassion) wears off relatively quickly, researchers find that when they give someone a

negative feeling (i.e. anger) to concentrate on, the physiological effects last over 5h (Rein, McCraty, & Atkinson, 1995). An extension of the negativity bias would suggest that individuals will pay more attention to negative others and are therefore prone to use negative others as a referent for social comparisons, give negative emotional information more credibility, experience negative emotions for a longer period, and ruminate more on negative events (Baumeister et al., 2001; Rozin & Royzman, 2001). However, this hypothesis is tempered by the lack of support for Barsade's (2002) hypothesis that negative affect would spread more completely through the group than positive affect. Clearly, more research is needed to understand if and when negative affect will have an asymmetric effect.

The Interpersonal Deviant. As described earlier, the interpersonal deviance category is defined by seven behaviors (e.g. making fun of a teammate, acting rudely, saying something hurtful, etc). It is therefore somewhat broader than the withholding effort and affectively negative categories. Despite that breadth, we believe that these behaviors have similar goals and most importantly, similar consequences. More specifically, the main effect of an interpersonal deviant is to undermine trust in that individual. In teams, this can be problematic, since members depend on each other to take advantage of division of labor efficiencies or develop transactive memory models (Wageman, 2000). Conversely, distrust in a group member requires increased monitoring of the interpersonal deviant, and can distract from task performance. Like inequity and negative emotions, trust is also asymmetric, easier to damage than it is to build (Lewicki & Bunker, 1995).

More Complex Psychological Effects of Negative Teammates

The above discussion suggests some simple, direct effects of each type of negative behavior – namely that withholding effort produces perceptions of inequity, affective negativity spreads contagiously to teammates, and interpersonal deviance engenders distrust. However, beyond direct effects, each of these states can also have a secondary impact on the other two. With respect to inequity, although Adams' original focus was on cognition, other research has clearly demonstrated that inequity also produces strong emotional reactions (Goodman, 1977), and one can expect trust in a difficult team member to deteriorate. With respect to emotions, negative feelings trigger the search for mood-congruent cues (Meyer, Dayle, Meeham, & Harman, 1990), and ambiguous social information is more likely to be interpreted as inequitable or signaling untrustworthiness. Finally, since trustworthy behavior is generally expected, a secondary consequence of distrust is negative feelings such as anger, anxiety, and fear (Kramer & Wei, 1999). The “collateral damage” is potentially extensive.

Moreover, to fully consider the effect of any one specific negative member requires other considerations. For example, imagine a person who is severely depressed. They are highly likely to be affectively negative, but they might also be unmotivated to put forth much energy into tasks – e.g. withholding effort from the group. Or consider the interpersonal deviant who yells and bullies at the slightest provocation while concomitantly expressing pessimistic attitudes. A benefit of understanding the primary and secondary effects of each class of bad apple behavior is that these combinations can be addressed. At the current time, little evidence exists to guide predictions of how these behaviors might interrelate. However, at least three theoretical possibilities exist. One alternative is that multiple behaviors will be largely independent (i.e. be additive) such that someone who displays two categories of behaviors will have double the impact of a member who engages in only one. Another possibility is that there is a limit to how upsetting one individual can be, with multiple types of negative behavior drawing from the same reservoir of defensiveness. A third option is that different types of negative behavior will interact to reinforce and compound each other, resulting in ultimately larger impacts on teammates.

Finally, it seems to us that while negative affect can definitely cause unconstructive outcomes, the withholding of effort and particularly interpersonal deviance can cause even more acute negative effects. The interpersonal deviant directly and powerfully threatens other members and challenges the normative integrity of the group as a whole. Given the interdependence of groups, the sense of inequity produced by a withholder of effort will likely also be quite distressing. In contrast, affective negativity may have a smaller effect size since it operates through the less direct (and arguably less powerful) mechanism of contagion. But again, these are conjectures for future research. To the best of our knowledge, no

studies have compared the effect sizes of these negative behaviors against each other. Next, the discussion elaborates on the consequences of teammate psychological states on behaviors.

Defensive Behavioral Reactions

Generally, defensive responses are self-protective efforts to cope with a negative internal state. This negative state might arise from threats to autonomy (Ashforth, 1989), identity (Aquino & Douglas, 2003), self-esteem (Baumeister, Dale, & Sommer, 1998) or general well-being (Berkowitz, 1989). Persistent and consistent harmful behavior by a negative member challenges these core concerns and leads to ongoing perceptions of threat. These threats can be countered in two ways – externally or internally. Externally directed responses include acting against the negative member to restore feelings of autonomy, identity, self-esteem, and well-being. Internally directed responses involve taking steps to change one’s own moods, emotions, or appraisals. Our subsequent discussion will include external forms of defensiveness, such as emotional explosions or revenge, as well as more internally focused efforts, such as mood maintenance, distraction, denial, and withdrawal from the group. However, while different, both types of defensiveness are caused by the same psychological states, and both lead to dysfunctional group processes and outcomes.

When experiencing aversive events, people often react emotionally (Berkowitz, 1989). Following Bies et al. (1997), we call this defensive response “exploding”. Exploding is a direct and intense release of negative feelings, and is usually motivated by the desire to dominate or attack a frustrating person (Aquino, Galperin, & Bennett, 2004). However, explosions often lead to retaliation from those who are the target of these emotional releases. As such, they can sometimes result in an escalating tit-for-tat spiral of retaliation (Andersson & Pearson, 1999).

Additionally, rather than emotionally exploding, a person can defend themselves through the more controlled act of revenge. Revenge is motivated by a desire to restore perceptions of equity and justice. As noted by Bies et al. (1997) “Any perceived inequities on the job or violations of fairness norms can motivate revenge” (p. 21). Using their extensive interviews, they go on to note what kinds of things provoke revenge and uncover precisely what we would call bad apple behaviors. “Violations include bosses or co-workers who shirk their job responsibilities, take undue credit for a team’s performance, or outright steal ideas” (p. 21). Morrill’s (1995) ethnography, *The Executive Way* documents that managers are often loath to confront each other directly, but are still ingenious in the ways they sabotage those who frustrate them. For example, Morrill tells of coworkers who enact revenge by giving the “perpetrator” wrong information, distorted files, or sending them on “wild goose chases”. However, experiments in the lab point out an inherent difficulty of revenge in the team settings. Using a social dilemma framework, Chen and Bachrach (2003) found that when a single individual free rides across experimental trials it led to an asymmetric and precipitous decline in teammate contributions. One interpretation of this finding is that offended members wanted to restore equity perceptions, but could not get even without also harming themselves and their group. This prevented the group as a whole from provisioning the social good and meant that all members were worse off. Chen and Bachrach’s study underscores that in interdependent teams, confining the effect of revenge acts is often difficult. Next, we turn to internal manifestations of defensiveness.

When feeling emotionally negative, people often take action to improve their mood. Mood maintenance behaviors are efforts to improve one’s affect and can be either consciously or unconsciously motivated (Baumeister, Heatherton, & Tice, 1994; Thayer, 1996). For group members, examples may include the seeking out of positive social interactions – i.e. lunch outings, happy hour, etc. – or more individual mood elevators like taking breaks, eating, or smoking. While perfectly functional for the individual, mood maintenance may have an adverse affect on the group. Indeed, a laboratory study by Tice, Bratslavsky, and Baumeister (2001) found that repairing negative emotions takes precedent to considerations of task performance when people are emotionally depleted. As such, people at their wits end might socialize with others, eat a treat, or surf the internet, but tend to direct attention away from the task performance.

Said another way, a negative member can be a distraction. In an article by Andrews (2004), one interviewee stated: “If you’ve ever been in a situation where you feel offended by the behavior of a coworker – you know that you can’t bring your

best effort to work. Emotionally, intellectually and behaviorally, you're just not going to be all there" (p. 45). Supporting this assertion, field work by [Pearson et al. \(2000\)](#) found that over one half of those who experienced incivility at work reported that they lost time worrying about the uncivil incident and its future consequences. Other research on affect also confirms that feelings of anxiety, anger, or sadness tend to distract and demotivate ([George & Brief, 1996](#)).

A fourth form of defensiveness is denial, a strategy by which an individual avoids dealing with negative events by behaving as if group problems are not occurring, significant, or the result of the negative member. Denial has been evocatively described as "a primitive and desperate method of coping with otherwise intolerable conflict, anxiety, and emotional distress or pain" ([Laughlin \(1970, p. 57\)](#), originally cited in [Brown \(1997\)](#)). However, the interdependence of group work and the persistence of negative behavior conspire to make denial at best only a temporary stop-gap to the negative group member problem. One can only override genuine emotions for so long before becoming emotionally depleted (e.g. [Baumeister et al., 1994](#)) and suffering the explosive effects mentioned above.

The final defensive response we will explore is withdrawal from the group. Social interactions are often stressful, and are likely to be more so in the presence of a negative teammate. As such, a particularly easy, and hence probable, response is to withdraw into oneself by not fully engaging in the group ([Bergman & Volkema, 1989](#); [Bies et al., 1997](#)). [Pearson and Porath \(2005\)](#) document that 20% of the workers they interviewed report that they reduced their rate of work as a result of incivility and 10% said they deliberately cut back the amount of time they spent at work. [Pearson et al. \(2000\)](#) find that over 25% of individual who were targets of incivility acknowledged withdrawing from work situations. They summarize their findings by noting,

Through all phases of our study, people told us that after being targets they ceased voluntary efforts. Some stopped helping newcomers; others stopped offering assistance to colleagues. Additionally, targets reduced their contributions to the organization as a whole, whether by pulling themselves off task forces and committees, or by reducing efforts to generate or inspire innovation (p. 130).

More extremely, teammates might even exit the group to escape the negative thoughts and feelings induced by a negative member. Pearson et al.'s data is instructive, finding that half of the individuals interviewed contemplated leaving their jobs after being the target of incivility, and a full 12% reported actually quitting.

We have reached a point in our discussion where the negative members' behaviors have undermined perceptions of equity, mood, and trust. Members may respond defensively to these psychological states via explosions, revenge, mood maintenance, distraction, denial, and withdrawal. In sum, withholding effort, affective negativity, and interpersonal deviance can each trigger defensive thoughts and behaviors with powerful consequences.

MODERATORS OF THE BAD APPLE EFFECT

Thus far, we have reviewed the factors that motivate members of teams to respond defensively to a difficult individual. However, this response is moderated by several factors, which influence when bad behavior will impact the psychological reactions and subsequent actions of teammates. Specifically, four variables emerge from the literature that seem especially important in determining perceived impact severity – (1) intensity of the negative behaviors exhibited, (2) the group's interdependence,

(3) whether outcomes are successes or failures, (4) and the teammates' coping abilities.

Intensity of Negative Behaviors. The potency and frequency of negative behavior will determine its perceived intensity. First, of the three classes of behavior that have been identified as likely to elicit a group response (e.g. withholding effort, affective negativity, and interpersonal deviance), each has a range of severity. One affectively negative individual might be extremely pessimistic, while another might be only mildly depressed. Indeed, the widely employed "circumplex" model of emotion is based on an intensity dimension ([Larsen & Diener, 1992](#)), as is [Ajzen's \(2001\)](#) conceptualization of attitude. Similarly, the withholder of effort might slack off a little or do next to nothing. The literature on social loafing recognizes

this and measures free riding as a continuous variable (Karau & Williams, 1993). Further, the interpersonal deviant might purposefully sabotage other's efforts or display the milder behavior of mean-spirited criticism. Robinson and Bennett's (1995) inductive typology of interpersonal deviance is supportive, finding that people naturally categorize deviance from mild to severe. In sum, potency is a central part of theories of effort, affect, and deviance. Second, in addition to the behaviors exhibited, the frequency of those actions is likely to play a role in perceptions of intensity. In an interesting analogy, Cunningham, Barbee, and Druen (1997) suggest that aversive behaviors can be thought of as "social allergens", where increased exposure leads to increased sensitivity. However, this fascinating hypothesis has yet to be tested. Regardless, more potent and frequent negative member behaviors will have a greater impact on teammates.

Interdependence. If the group is highly interdependent, then dysfunctional behavior is of more consequence. Groups can be interdependent to varying degrees in terms of tasks, goals, feedback, or rewards (Wageman, 2000). Highly interdependent groups have more interaction and the content of that interaction is more central to accomplishing the work task. As such, high interdependence means there are more opportunities for affect to contagiously spread to others and a greater chance for interpersonal attacks. In addition, the inequity caused by shirking is more noticeable and meaningful when members are interdependent and receive rewards based mainly on group accomplishment. Whereas a group that is not interdependent allows members to "do their own thing", a highly interdependent group provides less opportunity for avoidance. The experience of threat is ever-present, and so is the chance of acrimonious interpersonal conflict. This is especially problematic since interdependent tasks necessitate that a group maintains higher quality social relationships in order to effectively coordinate their activities (Gittell, 2003).

Outcomes. Work team outcomes can exert a powerful influence on the perceived severity of negative member behavior. After a team failure occurs, the negative member behaviors are more salient, and thus more influential. According to attribution theory (Weiner, 1980, 1995), failure triggers the process of determining causal factors, and relatively innocuous behavior can be reclassified as a significant threat to team functioning. If unchangeable, this newly salient dysfunction provokes the defensive reactions we have detailed. In addition the severity of the outcome can influence the response. This assertion is supported by Mitchell and Wood's (1980; Mitchell, Green, & Wood, 1981) research, which gave nurse managers scenarios of offenses that nurses had actually committed. In one condition, the nurse had left down a bed rail and the patient fell out and broke a hip, while in another the nurse had made the same mistake, but the patient did not fall. The punishments that managers recommended in the first condition were quite severe, including dismissal and probation. The punishments were much milder in the second condition, with the most common response being a verbal reminder of hospital procedure. Accordingly, reactions by group members to negative behavior will be more extreme when the behavior results in failure outcomes, and when those failure outcomes are more consequential.

Coping Skills. Finally, individuals are also likely to differ in their personal coping skills. A high locus of control would lead to beliefs that life events and reactions to life events are controlled internally. If teammates have high self-esteem, they know that their essential needs will be met. If they have high generalized self-efficacy, then they are likely to have confidence that either the negative member or the situation can be changed. Further, if they are calm (low neuroticism), then their reactions will be extreme. Notably, the work by Judge and his coworkers on core self-evaluations integrates and aggregates these four classic psychological variables – providing compelling reasons and evidence for conceptualizing and measuring a single underlying construct (Erez & Judge, 2001; Judge, Locke, Durham, & Kluger, 1998; Judge, Van Vianen, & De Pater, 2004). These self-attributes are useful because they change the meaning of threatening situations. For example, someone with a highly positive core self-evaluation might interpret interpersonally deviant behavior as merely a nuisance rather than a substantial threat. Or they might find a silver lining to the situation, such as a chance to learn conflict management skills. Using such mental techniques, those with high core self-evaluations are likely to be motivated and able to reconstruct the meaning of the bad apple's behaviors to be less negative. In summary, if a teammate has extensive coping resources then negative behaviors will have less intense psychological impact.

GROUP TRANSITION MECHANISMS

Thus far, we have defined the behaviors that make someone a negative group member and described how chronic display of those behaviors can subsequently influence other individuals to feel and act defensively. So far, this description has been initially unidirectional, then dyadic. However, we mentioned at the beginning of this paper that most of the research on team effectiveness has focused on how team attributes and processes result in effective team performance. At this point in our analysis, we will explore how individual states and actions transition to group constructs and behavior, and move from one conceptual level to the next.

One of the major shifts in team research documented by [Ilgen et al. \(2005\)](#) is that more emphasis is being placed on multilevel theoretical and analytical contributions. Ilgen elaborates on the fact that organizations are multilevel and that many of the variables central to understanding teams appear at the group level as well as the individual level. He also points out that there are many parallel constructs, ones that have both an individual and team counterpart. For example, motivational constructs such as efficacy and emotional constructs like mood can be construed at both these levels. Theoretically, these collective constructs are usually assembled from individual interactions. When A talks to B, and B responds in some way, we have what [Weick \(1979\)](#) calls a “double interact”. It is the structure and function of these double interacts that are the building blocks of collective constructs. These “[c]ollective structures emerge, are transmitted, and persist through the actions of members of the collective” ([Morgeson & Hofmann, 1999, p. 53](#)). We support Morgeson and Hofmann’s notion that “[i]ntegrating across levels may provide a more veridical account of organizational phenomena” (p. 249). The question for the moment is how these individual interactions, which we have described are translated into group constructs and then into group action. We describe three mechanisms below: addition, spillover, and sensemaking.

Additive Defensiveness. The simplest and most obvious transition occurs using an additive mechanism. Obviously, the more types of negative behavior, and the more interactions with team members, the more negative psychological states and defensive behaviors will accrue. [Brass, Butterfield, and Skaggs \(1998\)](#) discuss how the impact of a negative member on a team depends on the ratio of contacts the person has with group vs. non-group members. [Duffy, Ganster, and Pagon \(2002\)](#) summarize their discussion of social undermining behaviors by commenting that “their efforts add up over time” (p. 233).

Spillover Effects. A different mechanism for moving from dyadic exchange to group level constructs is caused by what we call a spillover effect. The subtle and automatic form of spillover occurs through the process of modeling behaviors. Seeing others act antisocially makes those behaviors more mentally accessible and lowers inhibitions about behaving in a similar fashion. Bandura’s famous “Bobo the Clown” studies demonstrate that even strangers can be influential models of antisocial behavior ([Bandura, Ross, & Ross, 1963](#)). These social learning effects are likely to be even stronger in groups. Indeed, a paper entitled “Monkey See, Monkey Do” by [Robinson and O’Leary-Kelly \(1998\)](#) found precisely that; the more interdependent the social context, the greater the effects of social learning. Keaton (1999) even suggests that these other team members can become “secondary provokers” or negative members themselves. In short, through mimicry and modeling, spillover effects of negative thoughts, feelings, and actions can move from individual to group level characteristics.

Spillover can also be seen in the phenomenon of displaced aggression. While we are often able to use regulatory skills to control frustration in the moment, as those resources are expended, group members become more likely to lash out at others ([Muraven & Baumeister, 2000](#)). Sometimes those others are entirely removed from the situations and people who are the source of frustration ([Marcus-Newhall, Pederson, Carlson, & Miller, 2000](#)). Research shows that provoked participants readily displace aggression onto blameless individuals (e.g. [Worchel, Hardy, & Hurley, 1976](#)), especially when social and status hierarchies constrain direct expression of aggression – e.g. in comparatively low power situations ([Marcus-Newhall et al., 2000](#)). [Folger and Skarlicki \(1998\)](#) describe this sort of spillover as a “popcorn model” of aggression, where aggression or violence can ricochet throughout a group; setting off one individual after another and lowering everyone’s inhibitions.

Just as contagion serves as a mechanism for spreading mood from A to B, it can also spread from B to C, C to D and so on; spillover occurs when team members' individual responses to the bad apple start to have an impact on other team members, an "interaction breeds similarity" effect (Brass et al., 1998, p. 25). In one of the more definitive pieces of evidence to date, Barsade's (2002) article on the "ripple effect" found that a confederate displaying physical manifestations of negative affect (e.g. posture, mannerisms, facial expressions) was able to engender negative moods in groups, and multi-level modeling techniques (HLM) affirmed that these effects permeated the group above and beyond dyadic contagion. Bartel and Saavedra (2000, p. 197) describe this effect in their research, stating that "Group members come to develop mutually shared moods and emotion". Evidence of these affective spillover effects has accumulated in recent years (Bakker & Schaufeli, 2000; George, 1990; Totterdell, Kellett, Teuchmann, & Briner, 1998). The transfer of affect is largely automatic and subconscious, occurring through mimicry and psychological feedback (Hatfield et al, 1994).

Sensemaking Effects. More conscious processes can occur as well. In many cases a negative member may act out in a public context (e.g. bully a teammate, refuse to contribute in a social problem solving context) or behave so egregiously that it requires sensemaking by one or more team members (Weick, 1995). The recipient of an attack, or an observer of one, may seek out the advice and interpretation of other team members or even outsiders. Social communication can be an important part of individual sensemaking (Hardin & Higgins, 1996). Pearson and Porath found that over 90% of people who were treated badly (i.e. uncivilly) say they sought the counsel of someone else. Moreover, research by Rime, Finkenauer, Luminet, Zech, and Philippot, (1998) describes the process of "secondary social sharing" where those who have heard about frustrating interactions themselves share it with others. Rime's research indicates that this secondary social sharing occurs with surprising frequency – around two thirds of the time negative events are shared a second time. Finally, their studies show that such sharing is especially likely to happen when the event is intense or negative (Christophe & Rime, 1997; Luminet, Bouts, Delie, Manstead, & Rime, 2000).

An obvious outcome of this sensemaking process is that people agree that the negative member is different and dysfunctional and the group tries to change or reject this person. However, it is also possible that neither response is viable (described earlier), and under these circumstances the negative effects are likely to have a wider and more substantial impact on the team. Lacking power to enact change prompts group member sensemaking about one's own relationship to the group. When a group has lost its instrumental ability to effectively enforce norms, elicit cooperation and achieve goals, members may no longer recognize the team as a desirable entity with which to be associated. When members lose faith in the groups of which they are a part, it is called de-identification (Dutton, Dukerich, & Harquail, 1994). One of the major drives behind identifying with a collective is the desire to be part of something positive that enhances one's own self concept (Dutton et al., 1994). As the group loses its positive ethos, members de-identify from the collective and categorize themselves more as an individual and less as a part of the group. As members physically and psychologically disengage, the character of the group is marked by decreasing commitment to group goals and dissatisfaction with team membership (Ouwerkerk, Ellemers, & de Gilder, 1999). In closing, it is sufficient to say that the individual actions of a negative member can spread in various ways to the group – through aggregation, spillover, and sensemaking – and that it is through these transformational mechanisms that dyadic effects come to be a group level phenomenon – i.e. a spoiled barrel.

GROUP CONSTRUCTS

We have argued that the individual and dyadic effects of the negative member can be transmuted into group constructs – what Cohen and Bailey (1997) call group psychosocial traits – through the mechanisms of aggregation, spillover, and sensemaking. In the abstract, group constructs are mental heuristics to think about qualities of a collective (Morgeson & Hofmann, 1999). However, when recognized and internalized by group members, group psychosocial traits come to have a life of their own and exist apart from individuals. As Weick and Roberts (1993) point out, people "construct their actions while envisaging a social system of joint action" (p. 363). In short, we act as if social groups have a character of their own, and so, in a way, it comes to be true.

NEGATIVE MEMBER'S EFFECTS ON GROUP PROCESSES AND OUTCOMES

Effective groups have two meta-skills – their members produce as individuals, and together as a group they effectively coordinate and integrate individual action into a coherent whole constituting a group output (Hackman, 1987). This first skill, the ability to produce, depends on having a team that is motivated, capable, and able to learn and change. These are the basic building blocks for performance, without which there would be little to integrate. The second skill, group integrative actions, includes the group processes of productive conflict and cooperation (Smith et al., 1994). Having a bad apple in a group will have a negative impact on the group production related processes of motivation, creativity, and learning and on the integrative processes of cooperation and conflict. Without these processes in place, groups fail.

Motivation. Motivation to perform is central to work behavior (Mitchell, 1997). We have already discussed how motivation at the individual level could suffer and, in addition, influence collective motivational constructs such as group efficacy (Gully et al., 2000). Teams with lower efficacy exert less effort, set lower goals, and perform less well than group with higher efficacy (Gully et al., 2000). Beyond efficacy, a negative group affective tone also has a deleterious affect on group performance (George, 1990). Negative moods and emotions engendered by the negative member will distract other team members from focusing on the task. This distraction might take the form of ruminating on the negative interactions or gossiping about them with others (Burt & Knez, 1995; Rimes et al., 1998). This assertion is consistent with the findings of Grawitch, Munz, and Kramer (2003) that negative group moods focus attention on interpersonal issues and away from task concerns. Lastly, recent work by van Knippenberg (2000; van Knippenberg & van Schie, 2000) suggests that since the prototype of a “good” employee is usually a motivated employee, group members who categorize themselves as part of a healthy group will conform to that identity by displaying more task motivation. Thus, if a destructive group member causes de-identification, there is likely to be a decrease in task effort and persistence as the team members deviate from the “good worker” prototype (see also Hogg, 2000 and Shamir, 1990). In summary, having a negative member in the group will decrease motivation through the processes of lowered efficacy, distraction (e.g. gossiping, affective rumination, and mood maintenance), and de-identification.

Creativity and Learning. Creative problem solving is seen to be increasingly important in groups (Paulus, 2000). In a recent article (Amabile, Barsade, Mueller, & Staw, 2005) shows that positive affect facilitates cognitive variation and yields new associations, thereby enhancing creativity in a linear fashion. But creativity also depends on several fragile conditions, including the free exchange of ideas, confidence that innovation is possible, and the motivation to create (West, 2002). Further, the creative process of coming up with new ideas is intimately related to the group’s ability to learn. The same safe and motivated environment that allows groups to come up with new ideas also allows them to learn and remember effective methods of action (West, 2002). While learning and creativity are not synonymous, both involve an intellectual openness to new possibilities, and are consequently coupled together here.

The negative member’s behavior can have a major effect on the creative and learning processes in groups. In inequitable situations, such as with a withholder of effort, teammates are unlikely to be motivated to contribute to the collective pool of ideas or to teach and learn from others (West, 2002). In addition, numerous empirical studies have found that negative feelings have a chilling effect on creativity for individuals (see for a review Isen, 2000) and on groups (Grawitch et al., 2003). Specifically, research exploring the contagion of the negative emotion of social anxiety has discovered that the worst (i.e. most socially anxious) group member exerts a powerful asymmetric effect on team creativity (Camacho & Paulus, 1995). Similar to our affectively negative individual, the most socially anxious person paralyzed other members’ ability to creatively perform. Finally, threat generally hinders inventiveness by restricting one’s behavior to well-established patterns (West, 2002; Staw, Sandelands, & Dutton, 1981). A similar logic holds true for learning in groups. A perception of threat triggers defensive reactions aimed towards self-protection (Aquino & Douglas, 2003). Groups composed of self-protective members will not feel safe, and so will be reluctant to do things like admit a knowledge deficit or ask for help in developing competencies (Edmondson, 1999, 2002), which will impede learning. Finally, given that knowledge can be a source of power, those who do not identify with the group are more likely to hoard information and

ideas for political purposes (Jones & George, 1998). If, by engendering a hostile atmosphere, a negative member may cause the group to be mute about problem areas and engage in political use of knowledge. Again, group learning is likely to suffer. In sum, equity perceptions, group affective tone, feelings of safety, and identification each play an important role in prompting creativity and learning but will be undermined by the behaviors of a negative group member.

We now shift our attention to the ways that a negative member may influence the integrative processes necessary to coordinate various members' efforts. These integrative processes may be especially compromised as team members rush meetings to hasten their escape from negative interactions, and succumb to the common bias of coordination neglect (Heath & Staudenmayer, 2000).

Cooperation. Cooperation is perhaps the most quintessentially "integrative" component of group work. One way bad apples inhibit cooperation is by undermining what has been called "depersonalized trust" or the "positive expectation or presumption that interpersonal risks can be assumed with a reasonable degree of confidence that others [in the group] will not betray or violate the trust" (Kramer & Wei, 1999, p. 146). A central facet of depersonalized trust is the knowledge that others will abide by norms of civil behavior. When a negative member steals credit or spreads negative gossip, other employees' begin to lose confidence (i.e. decrease their expectations) that cooperation will result in mutually beneficial outcomes. Kramer and Wei note that a violation "may create problems that undermine the smooth exchanges, disclosures, affirmations, and validations associated with groupbased trust (p. 147). According to rational models of human behavior, as expectancies worsen, so will the motivation to cooperate (Bommer, Miles, & Grover, 2003). Identity theory makes similar predictions along less calculative premises of human behavior. Lind and Tyler's (1988) group value model of behavior argues that cooperation is an expressive sign of feeling respected and respecting others. When people identify with the group, they feel a moral duty to cooperate (Kramer & Goldman, 1995) and sometimes do so even when it is not in their best interest (Brann & Foddy, 1988; Dawes, van de Kragt, & Orbell, 1990). On the other hand, when people categorize themselves as individuals rather than as members of a group, they withdraw from collective life by thinking and acting more selfishly (Kramer, Brewer, & Hanna, 1996). In sum, decreased perceptions of depersonalized trust provide an instrumental rationale for avoiding cooperation; and de-identification produces expressive reasons for eschewing cooperation.

Conflict. Group conflict was once considered anathema (Robbins, 1974). However, recent thinking and research indicates that under certain circumstances, conflict can benefit groups. Specifically, a distinction is drawn between relational conflict (i.e. about the person) and task conflict (i.e. about how to work). While relational conflict indeed detracts and distracts, task conflict can actually serve to reinforce social responsibilities, enhance decision quality by checking assumptions, and clarify group members' mental models (Jehn, 1995; Tjosvold, 1998). It seems likely that the interpersonal deviant and the withholder of effort are likely to provoke both immediate and sustained relational conflict by breaking important norms such as mutual respect and parity of effort. Evidence suggests that even the affectively negative individual may prompt conflict by causing reactions of irritation, condescension, and humorlessness (Furr & Funder, 1998). And as other group members rebuke or retaliate against this member, relational tensions will escalate (Andersson & Pearson, 1999). Moreover, some of the resulting hostility is likely to be "displaced" towards other group members (MarcusNewhall et al., 2000), increasing overall relational conflict. Finally, by creating a threatening psychological environment, a negative member could also cause people to retreat inwards, resulting in hesitance to engage in constructive task conflict, since it may result in unpleasant acrimony. As such, the groups with a negative member might experience relatively more interpersonal conflict along with relatively less task conflict – a doubly counter productive state of affairs. However, this is a place where our knowledge is somewhat speculative and more empirical evidence would be useful.

In conclusion, through various individual cognitions (e.g. inequity, negative mood, and distrust) and group level constructs (e.g. lower mood, potency, safety, and group-based trust), the key processes that make groups effective (e.g. motivation, creativity, learning, cooperation, and task conflict) will be undermined.

Group Outcomes. These individual and group effects mean that the ultimate outcomes for the group include poor performance, low viability (e.g. a weakened social structure), and an unhappy team. Group performance will suffer as measured in terms of quantity, quality, and timeliness. The link between group processes and group outcomes is a rich and wellresearched topic (see [Cohen & Bailey, 1997](#); [Campion, Medsker, & Higgs, 1993](#); [McGrath, 1984](#)). So as not to reinvent the wheel, we will merely reiterate that group behavioral variables such as motivation, creativity, cooperation, and conflict are central mediators between inputs such as group member's abilities and the key outcomes of performance, worker well-being, and group viability. However, one interesting long-term consequence of the negative member invites further elaboration. Since members of dysfunctional groups are likely to be dissatisfied and to de-identify, we would expect increased absenteeism and turnover ([Pelled & Xin, 1999](#)), each of which have significant negative impacts on group functioning ([Mitchell & Lee, 2001](#)). In fact, the desire to avoid a negative member may even explain additional variance in turnover that would not surface in traditional predictors like job satisfaction. For example, [Mitchell and Lee \(2001\)](#) note that events like fights with a coworker may act as a "shock" that precipitates leaving. Moreover, since the best employees have greater job mobility, they are often the most likely to leave ([Mitchell & Lee, 2001](#)). As the best group members jump ship, one can imagine a downward spiral in group performance, unfolding over time.

DISCUSSION

Over the last half century, a clearer understanding has emerged about the power of collectives to reconstruct the goals, behaviors, and perceptions of the individual to serve the needs of the group. However, it is often overlooked that people conform and converge largely because they want to; they want to belong and have clear expectations about normatively appropriate behavior ([Baumeister & Leary, 1995](#); [Salancik & Pfeffer, 1978](#); [Sherif, 1935](#)). Sometimes individuals behave in ways that do not benefit the group; sometimes individuals are negative, refuse to contribute effort or break important group norms. This behavior presents a challenge at both practical and theoretical levels. Practically, chronic expressions of harmful behaviors allow these people to become a figurative thorn in the groups' side – clearly a distraction and possibly a "destroyer" of the group itself ([Wetlaufer, 1994](#)). Theoretically, these negative behaviors threaten our standard assumptions about groups as homogeneous structures capable of cohesive action (e.g. [Hackman, 1976](#)). And yet, despite the importance of the topic, the field has yet to find the theoretical traction that would allow for a complete and coherent understanding of the key issues implicated by these negative group members.

Our analysis and review attempts to fill that gap. We present an unfolding model that describes the prototypical process by which one individual behaving badly might have a profoundly negative impact on the group. We suggest that the three most salient and important behaviors of a negative member are the withholding of effort, the demonstration of negative affect, and the violation of important interpersonal norms. At the beginning of this process, team members will react by trying to change this negative behavior. If that fails, the attribution becomes that the person's behavior is stable and intractable. Next, members will look to reject the person. But when this is not possible due to social constraints, more defensive psychological reactions and behaviors are likely to occur. Defensiveness is an especially intense experience due to two factors – the aversiveness of not having the control over the environment (i.e. low power), and due to the psychological principle that bad experiences are hard to ignore, require attention and sensemaking, and consume large amounts of time and energy (i.e. bad is stronger than good). The direct reactions to this persistent and unchangeable negative member are the feeling of inequity when confronted with someone withholding effort, the spreading of negative affect to other members through contagion, and the loss of confidence and trust in an interpersonal deviant. These negative states lead to defensive behaviors.

Defensiveness is associated with dysfunctional behaviors such as explosions, revenge, mood maintenance, distraction, denial, and withdrawal. These reactions are especially likely to occur when the negative behaviors of the negative member are intense, when the group is interdependent or experiences bad outcomes, and when group members lack the coping skills to deal with the situation. Moving forward in this unfolding process, it is through additive, spillover and sensemaking

mechanisms that these behaviors come to influence group psychosocial constructs such as group mood, group potency, and psychological safety. As a result, group activities such as motivated effort, cooperation, coordination, creativity, learning, and helpful conflicts are decreased and diminished, eventually resulting in poor group performance, lower well-being, and possibly team collapse.

It is important to note, however, that the negative member phenomenon does not explain every instance of group dysfunction. Other factors such as lack of organizational support, work-family issues, inadequate member competencies, or unclear directions provide a host of alternative causes. In other words, there is reason to be cautious in applying a bad apple label to a particular member when confronted with a dysfunctional group. The fundamental attribution error (Ross, Amabile, & Steinmetz, 1977) and the sinister attribution error (Kramer & Wei, 1999) both argue that people have a penchant for pinning ambiguous problems on an individual group member, particularly those that are disliked (Naquin & Tynan, 2003). By doing so, groups might incorrectly label someone a bad apple and blame them for negative outcomes. Moreover, a group may succumb to the cognitive “performance-cue” bias, where outcome success unduly influences judgment and recollection of the event (Staw, 1975). For example, if a group’s project is unsatisfactory to members, they are likely to look backwards and judge ambiguous or marginal behavior as dysfunctional. Moreover, cognitive psychology research finds that when someone is in a negative frame of mind, negative behaviors will be more easily and clearly recalled (Meyer et al., 1990). Finally, in these same situations, there is a motivational bias to blame someone for bad outcomes. In order to protect the image of the group and the member’s self-esteem, the least proto-typical member is often used as a scapegoat for what was really a collective failure (Eagle & Newton, 1981; Marques, Abrams, & Serodio, 2001).

This presents a troubling methodological conundrum – people who are “positive deviants” or “devil’s advocates” will likely be resented for not conforming, and thus will be scapegoated and derided, particularly when negative outcomes have recently occurred. That is, dissent will likely lead to a negative halo which may increase reportage of the person as expressing bad apple behaviors of withholding effort, negative affectivity, and interpersonal deviance. This would seem to present a threat to the validity of survey measures of the effects of bad apples. So, how is a researcher to know if bad apples caused negative outcomes or if negative outcomes caused someone to be labeled a bad apple? One admittedly imperfect resolution would be to assess factors we already know to be associated with scapegoating – such as opinion deviance and recent negative feedback – and show that bad apple behaviors explain incremental variance. Another approach is to have a confederate display bad apple behaviors in a laboratory context and to show asymmetric effects in a context where the performance-cue bias is not operable. We should also add that while opinion deviance may lead to some bad apple labeling, it is unlikely that such behavior will have the same extreme effects. First, opinion deviance may in fact lead to positive outcomes (Nemeth & Staw, 1989). Second, it is less likely to be taken personally and result in the same negativity caused by bad apple actions. But clearly, the relative effect of opinion deviants and bad apples is an issue needing more research.

Our initial examination of the frequency of spoiled barrels suggested that while negative members who persist over time and eventually produce dysfunctional groups are probably not ubiquitous,¹ their effects are substantial. Teams may identify negative members and their destructive behaviors – but organizational constraints may limit the group’s ability to remedy the situation. We have suggested that the negativity bias and various processes of social interaction operate to make the negative member behaviors disproportionately recognized, informative and influential.

But what explains why theorists have overlooked this fundamental dynamic about responses to negative individuals? One reason seems to be that scholars have considered it “beyond the scope” of their own works. Mitchell’s research looks at leader’s responses to poor performing workers, and consequently did not need to contend with situations of low empowerment (Mitchell et al., 1981; Mitchell & O’Reilly, 1983; Mitchell & Wood, 1980). In addition, that research focused on individuals, not teams. Lepine and Van Dyne (2001) are more overt, explicitly assuming that “the peer who notices the low-performing coworker is competent and capable is committed to the group and the group’s goals and that situational factors do not overly constrain peer responses” (p. 69). In short, they assume away the problem that we are interested in –

e.g. when “bad apples might spoil the barrel”. We relax those assumptions, and propose that there are hosts of situations when teammates are not powerful, competent, capable, committed, or unconstrained – in short, situations where teammates are unempowered.

A second reason is that most researchers have only examined parts of our overall picture and have captured just a small portion of what unfolds over time. The typical study may look at only two or three variables such as how negative affect can spread through a group (Barsade, 2002) or how a coworker who withholds effort causes other team members to have feelings of inequity (Jackson & Harkins, 1985). In addition, some authors focus on immediate individual reactions (the front end of our analyses) like motivational and isolation attempts by coworkers (Lepine & Van Dyne, 2001) while others focus on the relationships between group psychosocial traits like low-efficacy and outcomes like group motivation or performance (Gully et al., 2002); relationships that are the last step in our analysis. Still others look at how personality variables (e.g. low conscientiousness or low agreeableness) affect the very distal dependant variable of team performance (Barrick et al., 1998; Haythorn, 1953), but confess ignorance when it comes to explaining why negative individuals have such a large asymmetric effect on the group.

In looking over the totality of our presentation we know that we have introduced a number of “sets” of states and behaviors at the individual and group level. Some things are included, some excluded. We have tried to be precise about what is in or out, partly through our definition of what constitutes a negative member (e.g. withholding effort, negative affectivity, and interpersonal deviance). These three sets of behavior drive much of what follows in terms of states and actions. However, it is also important to recognize that our guide for inclusion or exclusion was the research literature itself. We focused on phenomena that people have written about and empirically researched. Obviously, some things were omitted due to these judgment calls but we are fairly confident that we have not overlooked any major components for our review.

FUTURE RESEARCH

We have presented a model that captures how the effects of the behaviors of a negative group member unfold over time and across conceptual levels. While many of the pairwise relationships that adjoin neighboring stages of our analysis (see Fig. 1) are well documented; it is the distal and mediating aspects of our approach that need more work. In addition, we have little idea about the combinational properties of our states and behaviors at both the individual and group level. Which states are most important or when are they important? How do they combine: additively, multiplicatively? Are there thresholds which must be surpassed for effects to occur and if so what are they? In addition, we present our analysis in a lock step fashion over time. In reality both individual and group psychological actions and reactions may occur simultaneously and interact over time. Some stages may take longer, others shorter. There is lots of research left to be done.

However, there are major problems with conducting such research. Because we are describing offensive behaviors and intense reactions, field research would seem to be most appropriate. Also, the dynamic nature and extended time frame point to field investigation. Extreme behaviors and lengthy periods of interaction are hard to capture in the laboratory. However, the chances of actually observing a bad apple spoil the barrel is low since such events are infrequent and organizations are not particularly likely to encourage or support such invasive research. Moreover, questionnaires are also problematic, given the retrospective biases discussed above. And, as we have suggested, the process is complex, especially with respect to identification of causal and mediating mechanisms. A more refined and detailed analysis would usually be most easily accomplished with laboratory research. However, the use of ad hoc groups, the lack of real world outcomes and the ethical problems with creating real negative experiences all mitigate against choosing to conduct this research solely in the lab. What is left?

We would suggest a combination of traditional research strategies along with some less frequently used methods. First, laboratory studies could be used to confirm some of the less emotionally charged and less temporally extended links depicted in Fig. 1. For example, we could demonstrate through manipulation (e.g. using a confederate) that certain bad apple behaviors cause negative psychological reactions and defensive behaviors. We could, for example, have one confederate embarrass or be rude to another confederate and observe the consequences for other team members in terms of perceived trust and defensive behaviors such as mood maintenance. We could also use scenarios or scripted film clips to obtain similar responses. Second, in the field, we could have employees respond to questionnaires describing bad apple experiences and how the person and their group responded.

Beyond these traditional strategies, we would suggest two other research techniques that could contribute to our understanding. We could use qualitative techniques to investigate groups struggling with a bad apple. In particular, a mainstay of the recent spate of reality TV shows (e.g. *The Apprentice*, *Real World*, *Survivor*, etc.) is the inclusion of a “bad apple” member with whom others are required to interact. These videos constitute a rich archive of real people coping with bad apples over time in interdependent circumstances. Finally, we should add that the bad apple phenomenon takes place at two levels – the individual and the group. Any research that attempts to encompass both parts of the process will require both measurement and the use of analytic techniques that are appropriate for these multiple levels. For example, one promising alternative is the use agent-based computer simulations, which allow for a better understanding of the dynamic and multi-level relations that occur in groups. Variables such as group size, empowerment, and negative relations could all be modeled in this context (Kitts, Macy, & Flache, 1999). In short, conducting bad apple research, because of the negative behaviors and emotions, extended time dimension, and multiple levels presents a number of challenges. However, the problem is real, its effects can be dramatic, and it is worthy of study.

Our analysis also underscores the importance of practical responses to the bad apple phenomenon, such as selection, placement, and training. For example, it seems clear that to the extent management can identify people who deleteriously influence others with negative affective attributes and a damaging disregard for group norms (such as mutual respect and equality of effort), such people should not be hired, or at least not placed in groups. Letters of recommendation, psychological tests, and work group simulations can all help assess these attributes. Once the person is hired and placed in a group, then ways to attenuate a destructive group member’s effects include structuring the task to minimize interdependence or, more plausibly, limiting the negative member’s power by not selecting them as a leader or facilitator. In addition, groups can be trained in ways to handle destructive behaviors when they occur. Management may also work to minimize dysfunctional behaviors – for example by monitoring and punishing group members who consistently flout group norms or withhold effort. To do this requires expanding what is included in performance appraisals beyond task performance to including measures of the frequency and potency of negative behaviors.

Whether in organizations or other types of groups, our dynamic and unfolding perspective implicates two key leverage points for dealing with negative members. First, empowerment is critical to effective resolution of the difficult member dilemma (e.g. rejection or motivation). Groups can empower themselves by building coalitions or by reinforcing relationships threatened by spillover effects. Additionally, leaders with structural authority (i.e. a team coach or therapist) can intervene to motivate or expel a negative member, or they can provide tools to empower the team (e.g. Hackman, 2002). For example, a select group of progressive firms are using what is called 360-degree feedback, where peers formally comment on each other’s behavior. However, at this point, we know very little about the effectiveness, or relative effectiveness, of selection, group training, interventions, placement, firing, or team empowerment, in resolving the bad apple problem.

Second, this model highlights how important it is to quickly mobilize a response. Rather than members remaining in a psychological state of defensiveness, a quick response minimizes the individual and group level effects of a negative member. Moreover, as we have touched on, there is some speculation that there may be some vicious cycles instigated by a negative member. Nipping this harmful behavior in the bud, so to speak, would avoid these downward spirals.

CONCLUSION

Over the last 20 years, the field of organizational research has seen a dramatic increase in the study of negative behavior at work. Some of these actions violate internal rules and external laws – e.g. discrimination, sexual harassment, violence, stealing, and dishonest reporting. Our focus is different. It is on legal, but negative, interpersonal behaviors within a team context. Almost all of us have either had the personal experience of working with someone who displayed bad apple behaviors or had a friend, coworker, or spouse who has shared such stories with us. When this process starts to unfold at work, it consumes inordinate amounts of time, psychological resources, and emotional energy. We believe that our personal and indirect experience with such circumstances underlie many people's reluctance to fully commit to teams, despite the enthusiasm of psychologists and proclamations of popular management authors.

We have presented an analysis of when, how, and why such reactions occur. We notice the behaviors, they offend us, reduce our enthusiasm, change our mood and may ultimately lead us to personally de-identify or leave the group, with a high likelihood that the group itself will perform poorly, fail, or disband. Hopefully, our description of this process can clarify our thinking, initiate research that confirms or disconfirms the relationships proposed, and eventually lead to strategies that decrease bad apple effects. In conclusion, we believe that the bad apple phenomenon is real and important, and that its inclusion in future organizational research will help us to understand and improve dysfunctional groups.

NOTES

1. While not ubiquitous, that does not mean bad apples are a rarity in groups. The reason is simple arithmetic. Since groups contain several people (for sake of example, let us say seven), even a small number of bad apples (say 2% of individuals) could produce a significant percentage of groups containing at least one bad apple (e.g. $72\% \frac{1}{4} 14\%$).

ACKNOWLEDGMENT

The authors would like to thank Anne O'Leary-Kelly for her insightful comments on an earlier draft of this paper.

REFERENCES

- Adams, J. S. (1963). Toward an understanding of inequity. *Journal of Abnormal and Social Psychology*, 67, 422–436.
- Ajzen, I. (2001). Nature and operation of attitudes. *Annual Review of Psychology*, 52, 27–58.
- Amabile, T. M., Barsade, S. G., Mueller, J. S., & Staw, B. M. (2005). Affect and creativity at work. *Administrative Science Quarterly*, 50(3), 367–403.
- Andersson, L. M., & Pearson, C. M. (1999). Tit for tat? The spiraling effect of workplace incivility. *Academy of Management Review*, 24, 452–471.
- Andrews, L. W. (2004). Hard-Core Offenders. *HR Magazine*, 49 (12), 45–55.
- Aquino, K., & Douglas, S. (2003). Identity threat and antisocial behavior in organizations: The moderating effects of individual differences, aggressive modeling, and hierarchical status. *Organizational Behavior and Human Decision Processes*, 90(1), 195–208.
- Aquino, K., Galperin, B. L., & Bennett, R. J. (2004). Social status and aggressiveness as moderators of the relationship between interactional justice and workplace deviance. *Journal of Applied Social Psychology*, 34(5), 1001–1029.
- Ashforth, B. E. (1989). The experience of powerlessness in organizations. *Organizational Behavior and Human Decision Processes*, 43, 207–242.
- Ashforth, B. E. (1994). Petty tyranny in organizations. *Human Relations*, 47, 755–778.
- Bakker, A. B., & Schaufeli, W. B. (2000). Burnout contagion processes among teachers. *Journal of Applied Social Psychology*, 30, 2289–2308.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A., Ross, D., & Ross, S. A. (1963). Imitation of film-mediated aggressive models. *Journal of Abnormal & Social Psychology*, 66(1), 3–11.
- Barrick, M. R., Stewart, G. L., Neubert, M. J., & Mount, M. K. (1998). Relating member ability and personality to work-team processes and team effectiveness. *Journal of Applied Psychology*, 83(3), 377–391.
- Barsade, S. G. (2002). The ripple effect: Emotional contagion and its influence on group behavior. *Administrative Science Quarterly*, 47, 644–675.
- Bartel, C. A., & Saavedra, R. (2000). The collective construction of workgroup moods. *Administrative Science Quarterly*, 45, 197–231.
- Baumeister, R. F., Bratslavsky, E., Finkenauer, C., & Vohs, K. D. (2001). Bad is stronger than good. *Review of General Psychology*, 5, 323–370.
- Baumeister, R. F., Dale, K., & Sommer, K. L. (1998). Freudian defense mechanisms and empirical findings in modern social psychology: Reaction formation, projection, displacement, undoing, isolation, sublimation, and denial. *Journal of Personality*, 66, 1081–1124.
- Baumeister, R. F., Heatherton, T. F., & Tice, D. M. (1994). *Losing control: How and why people fail at self-regulation*. San Diego, CA: Academic Press.

- Baumeister, R. F., & Leary, M. R. (1995). The need to belong – desire for interpersonal attachments as a fundamental human-motivation. *Psychological Bulletin*, 117(3), 497–529.
- Bennett, R. J., & Robinson, S. L. (2000). Development of a measure of workplace deviance. *Journal of Applied Psychology*, 85, 349–360.
- Bergman, T. J., & Volkema, R. J. (1989). Understanding and managing interpersonal conflict at work: Issues, interactive processes, and consequences. In: M. Rahim (Ed.), *Managing conflict: An interdisciplinary approach* (pp. 7–19). New York: Praeger.
- Berkowitz, L. (1989). Frustration–aggression hypothesis: Examination and reformulation. *Psychological Bulletin*, 106, 59–73.
- Bies, R. J., Tripp, T. M., & Kramer, R. M. (1997). At the breaking point: Cognitive and social dynamics of revenge in organizations. In: J. Greenberg & R. Giacalone (Eds), *Anti-social behavior in organizations* (pp. 18–36). Thousand Oaks, CA: Sage.
- Bloom, M. (1999). The performance effects of pay dispersion on individuals and organizations. *Academy of Management Journal*, 42, 25–40.
- Bommer, W. H., Miles, E. W., & Grover, S. L. (2003). Does one good turn deserve another? Coworker influences on employee citizenship. *Journal of Organizational Behavior*, 24, 181–196.
- Brann, P., & Foddy, M. (1988). Trust and the consumption of a deteriorating resource. *Journal of Conflict Resolution*, 31, 615–630.
- Brass, D. J., Butterfield, K. D., & Skaggs, B. C. (1998). Relationships and unethical behavior: A social network perspective. *Academy of Management Review*, 23(1), 14–31.
- Brief, A. P. (1998). *Attitudes in and around organizations*. Thousand Oaks, CA: Sage.
- Brown, A. D. (1997). Narcissism, identity, and legitimacy. *Academy of Management Review*, 22(3), 643–686.
- Burt, R. S., & Knez, M. (1995). Kinds of 3rd-party effects on trust. *Rationality and Society*, 7(3), 255–292.
- Butterfield, K. D., Trevino, L. K., & Ball, G. A. (1996). Punishment from the manager's perspective: A grounded investigation and inductive model. *Academy of Management Journal*, 39(6), 1479–1512.
- Camacho, M. L., & Paulus, P. B. (1995). The role of social anxiousness in group brainstorming. *Journal of Personality and Social Psychology*, 68(6), 1071–1080.
- Campion, M. A., Medsker, G. J., & Higgs, A. C. (1993). Relations between work group characteristics and effectiveness – implications for designing effective work groups. *Personnel Psychology*, 46(4), 823–850.
- Chen, X. P., & Bachrach, D. G. (2003). Tolerance of free-riding: The effects of defection size, defection pattern, and social orientation in a repeated public goods dilemma. *Organizational Behavior and Human Decision Processes*, 90(1), 139–147.
- Christophe, V., & Rime, B. (1997). Exposure to the social sharing of emotion: Emotional impact, listener responses and secondary social sharing. *European Journal of Social Psychology*, 27(1), 37–54.
- Cohen, S. G., & Bailey, D. E. (1997). What makes teams work: Group effectiveness research from the shop floor to the executive suite. *Journal of Management*, 23(3), 239–290.
- Coyne, J. C. (1976). Depression and response of others. *Journal of Abnormal Psychology*, 85(2), 186–193.
- Cunningham, M. R., Barbee, A. P., & Drues, P. B. (1997). Social allergens and the reactions that they produce. In: R. M. Kowalski (Ed.), *Aversive interpersonal behaviors* (pp. 133–165). New York: Plenum Press.
- Dawes, R. M., van de Kragt, A. J. C., & Orbell, J. M. (1990). Cooperation for the benefit of us – not me, or my conscience. In: J. Mansbridge (Ed.), *Beyond self-interest* (pp. 16–55). Chicago: University of Chicago Press.
- Dentler, R. A., & Erikson, K. T. (1959). The function of deviance in groups. *Social Problems*, 7, 98–107.
- Dimberg, U., & Ohman, A. (1996). Behold the wrath: Psychophysiological responses to facial stimuli. *Motivation and Emotion*, 20, 149–182.
- Doerr, K. H., Mitchell, T. R., Schriesheim, C. A., Freed, T., & Zhou, X. H. (2002). Heterogeneity and variability in the context of flow lines. *Academy of Management Review*, 27(4), 594–607.
- Duffy, M. K., Ganster, D. C., & Pagon, M. (2002). Social undermining in the workplace. *Academy of Management Journal*, 45(2), 331–351.
- Dunlop, P. D., & Lee, K. (2004). Workplace deviance, organizational citizenship behavior, and business unit performance: The bad apples really do spoil the whole barrel. *Journal of Organizational Behavior*, 25, 67–80.
- Dutton, J. E., Dukerich, J. M., & Harquail, C. V. (1994). Organizational images and member identification. *Administrative Science Quarterly*, 39(2), 239–263.
- Eagle, J., & Newton, R. (1981). Scapegoating in small groups: An organizational approach. *Human Relations*, 34, 283–301.
- Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350–383.
- Edmondson, A. C. (2002). The local and variegated nature of learning in organizations: A group-level perspective. *Organization Science*, 13(2), 128–146.
- Erez, A., & Judge, T. A. (2001). Relationship of core self-evaluations to goal setting, motivation, and performance. *Journal of Applied Psychology*, 86(6), 1270–1279.
- Festinger, L. (1950). Informal social communication. *Psychological Review*, 57, 271–282.
- Folger, R., & Skarlicki, D. P. (1998). A popcorn metaphor for workplace violence. In: R. W. Griffin, A. O'Leary-Kelly & J. Collins (Eds), *Dysfunctional behavior in organizations: Violent and deviant behavior*, (Vol. 23, pp. 43–81). Greenwich: JAI Press Monographs in organizational behavior and relations.
- Furr, R. M., & Funder, D. C. (1998). A multimodal analysis of personal negativity. *Journal of Personality and Social Psychology*, 74, 1580–1591.
- George, J. M. (1990). Personality, affect and behavior in groups. *Journal of Applied Psychology*, 75, 107–116.
- George, J. M., & Brief, A. P. (1996). Motivational agendas in the workplace: The effects of feelings on focus of attention and work motivation. In: B. M. Staw & L. L. Cummings (Eds), *Research in Organizational Behavior* (Vol. 18, pp. 75–109). Greenwich, CT: JAI Press.
- Gersick, C. J. G., Bartunek, J. M., & Dutton, J. E. (2000). Learning from academia: The importance of relationships in professional life. *Academy of Management Journal*, 43(6), 1026–1044.
- Gittell, J. H. (2003). A theory of relational coordination. In: K. S. Cameron, J. E. Dutton & R. E. Quinn (Eds), *Positive organizational scholarship: Foundations of a new discipline*. San Francisco, CA: Berrett-Koehler Publishing.

- Goodman, P. S. (1977). Social comparison processes in organizations. In: B. M. Staw & G. R. Salancik (Eds), *New directions in organizational behavior* (pp. 97–132). Chicago: St. Clair Press.
- Gottman, J. M. (1994). *Why marriages succeed or fail*. New York: Simon & Schuster.
- Gottman, J. M., & Krokoff, L. J. (1989). Marital interaction and satisfaction: A longitudinal view. *Journal of Consulting and Clinical Psychology*, 57, 47–52.
- Grawitch, M. J., Munz, D. C., & Kramer, T. J. (2003). Effects of member mood states on creative performance in temporary workgroups. *Group Dynamics – Theory Research and Practice*, 7(1), 41–54.
- Green, S. G., & Mitchell, T. R. (1979). Attributional processes in leader–member interactions. *Organizational Behavior and Human Performance*, 23, 429–458.
- Gully, S. M., Incalcaterra, K. A., Joshi, A., & Beaubien, J. M. (2002). A meta-analysis of teamefficacy, potency, and performance: Interdependence and level of analysis as moderators of observed relationships. *Journal of Applied Psychology*, 87(5), 819–832.
- Hackman, J. R. (1976). Group influences on individuals. In: M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1455–1552). Palo Alto, CA: Consulting Psychologists Press.
- Hackman, J. R. (1987). The design of work teams. In: J. Lorsch (Ed.), *Handbook of organizational behavior* (pp. 315–342). Englewood Cliffs, NJ: Prentice-Hall.
- Hackman, J. R. (2002). *Leading teams: Setting the stage for great performances*. Cambridge, MA: Harvard University Press.
- Hardin, C. D., & Higgins, E. T. (1996). Shared reality: How social verification makes the subjective objective. In: R. M. Sorrentino & E. T. Higgins (Eds), *Handbook of motivation and cognition: The interpersonal context* (Vol. 3, pp. 28–84). New York: Guilford Press.
- Hatfield, E., Cacioppo, J., & Rapson, R. L. (1994). *Emotional contagion*. New York: Cambridge University Press.
- Haythorn, W. (1953). The influence of individual members on the characteristics of small groups. *Journal of Abnormal and Social Psychology*, 48(2), 276–284.
- Heath, C., & Staudenmayer, N. (2000). Coordination neglect: How lay theories of organizing complicate coordination in organizations. In: B. M. Staw & R. I. Sutton (Eds.), *Research in Organizational Behavior* (Vol. 22, pp. 153–191). Greenwich, CT: JAI Press.
- Helweg-Larsen, M., Sadeghian, P., & Webb, M. S. (2002). The stigma of being pessimistically biased. *Journal of Social and Clinical Psychology*, 21(1), 92–107.
- Hochschild, A. R. (1983). *The managed heart*. Berkeley, CA: University of California Press.
- Hogg, M. A. (2000). Self-categorization and subjective uncertainty resolutions: Cognitive and motivational facets of social identity and group membership. In: J. P. Forgas, K. D. Williams & L. Wheeler (Eds), *The social mind: Cognitive and motivational aspects of interpersonal behavior* (pp. 323–349). New York: Cambridge University Press.
- Homans, G. C. (1950). *The human group*. New York: Harcourt, World, and Brace Inc.
- Ilgen, D. R. (1999). Teams embedded in organizations: Some implications. *American Psychologist*, 54, 129–139.
- Ilgen, D. R., Hollenbeck, J. R., Johnson, M., & Jundt, D. (2005). Teams in organizations: From input-process-output models to IMOI models. *Annual Review of Psychology*, 56, 517–543.
- Isen, A. M. (2000). Positive affect and decision making. In: M. Lewis & J. M. Haviland-Jones (Eds.), *Handbook of emotions* (2nd ed., pp. 417–435). New York: Guilford Press.
- Jackson, J. M., & Harkins, S. G. (1985). Equity in effort: An exploration of the social loafing effect. *Journal of Personality and Social Psychology*, 49, 1199–1206.
- Jackson, C. L., & Lepine, J. A. (2003). Peer responses to a team's weakest link: A test and extension of Lepine and van Dyne's model. *Journal of Applied Psychology*, 88(3), 459–475.
- Janis, I. (1982). *Groupthink* (2nd ed.). Boston: Houghton-Mifflin.
- Janis, I. L., & Mann, L. (1977). *Decision making: A psychological analysis of conflict, choice, and commitment*. New York: The Free Press.
- Jehn, K. A. (1995). A multi-method examination of the benefits and detriments of intragroup conflict. *Administrative Science Quarterly*, 40(2), 256–282.
- Jones, G. R., & George, J. M. (1998). The experience and evolution of trust: Implications for cooperation and teamwork. *Academy of Management Review*, 23(3), 531–546.
- Judge, T. A., Locke, E. A., Durham, C. C., & Kluger, A. N. (1998). Dispositional effects on job and life satisfaction: The role of core evaluations. *Journal of Applied Psychology*, 83(1), 17–34.
- Judge, T. A., Van Vianen, A. E. M., & De Pater, I. E. (2004). Emotional stability, core selfevaluations, and job outcomes: A review of the evidence and an agenda for future research. *Human Performance*, 17(3), 325–346.
- Kanter, R. M. (1972). *Commitment and community: Communes and Utopias in sociological perspective*. Cambridge, MA: Harvard University Press.
- Karau, S. J., & Williams, K. D. (1993). Social loafing: A meta-analytic review and theoretical integration. *Journal of Personality and Social Psychology*, 65(4), 681–706.
- Keyton, J. (1999). Analyzing interaction patterns in dysfunctional teams. *Small Group Research*, 30(4), 491–518.
- Kidwell, R. E., & Bennett, N. (1993). Employee propensity to withhold effort – a conceptual model to intersect 3 avenues of research. *Academy of Management Review*, 18(3), 429–456.
- Kirkman, B. L., & Rosen, B. (1999). Beyond self-management: Antecedents and consequences of team empowerment. *Academy of Management Journal*, 42(1), 58–74.
- Kitts, J. A., Macy, M. W., & Flache, A. (1999). Structural learning: Attraction and conformity in task-oriented groups. *Computational & Mathematical Organization Theory*, 5(2), 129–145.
- Kozlowski, S. W. L., & Bell, B. S. (2003). Work groups and teams in organizations. In: W. C. Borman, D. R. Ilgen & R. J. Klimoski (Eds), *Handbook of psychology: Industrial and organizational psychology*, (Vol. 12, pp. 333–375). London: Wiley.
- Kramer, R. M. (2001). Organizational paranoia: Origins and dynamics. *Research in Organizational Behavior*, 23, 1–42.
- Kramer, R. M., Brewer, M. B., & Hanna, B. A. (1996). Collective trust and collective action: The decision to trust as a social decision. In: R. M. Kramer & T. R. Tyler (Eds), *Trust in organizations: Frontiers of theory and research* (pp. 357–389). Thousand Oaks, CA: Sage.
- Kramer, R. M., & Goldman, L. (1995). Helping the group or helping yourself? Social motives and group identity in resource dilemmas. In: D. A. Schroeder (Ed.), *Social dilemmas*. New York: Praeger.

- Kramer, R. M., & Wei, J. C. (1999). Social uncertainty and the problem of trust in social groups: The social self in doubt. In: T. R. Tyler, R. M. Kramer & P. J. Oliver (Eds), *The psychology of the social self*. Mahwah, NJ: Erlbaum.
- Kulik, C. T., & Ambrose, M. L. (1992). Personal and situational determinants of referent choice. *Academy of Management Review*, 41, 55–67.
- Labianca, G., & Brass, D. J. (In Press). Extending the social ledger: Correlates and outcomes of negative relationships in workplace social networks. *Administrative Science Quarterly*.
- Larsen, R. J., & Diener, E. (1992). Problems and promises with the circumplex model of emotion. *Review of Personality and Social Psychology*, 13, 25–59.
- Laughlin, H. P. (1970). *The ego and its defenses*. New York: Appleton-Century-Crofts.
- Liden, R. C., Wayne, S. J., Judge, T. A., Sparrowe, R. T., Kraimer, M. L., & Franz, T. M. (1999). Management of poor performance: A comparison of manager, group member, and group disciplinary decisions. *Journal of Applied Psychology*, 84(6), 835–850.
- Lind, A. E., & Tyler, T. R. (1988). *The social psychology of procedural justice*. New York: Plenum Press.
- Lepine, J. A., Hollenbeck, J. R., Ilgen, D. R., & Hedlund, J. (1997). Effects of individual differences on the performance of hierarchical decision-making teams: Much more than g. *Journal of Applied Psychology*, 82(5), 803–811.
- Lepine, J. A., & Van Dyne, L. (2001). Peer responses to low performers: An attributional model of helping in the context of groups. *Academy of Management Review*, 26(1), 67–84.
- Levenson, R. W., & Gottman, J. M. (1985). Physiological and affective predictors of change in relationship satisfaction. *Journal of Personality and Social Psychology*, 45, 587–597.
- Lewicki, R. J., & Bunker, B. B. (1995). Trust in relationships: A model of trust development and decline. In: B. B. Bunker & J. Z. Rubin (Eds), *Conflict, cooperation, and justice*. San Francisco: Jossey-Bass.
- Lewicka, M., Czapinski, J., & Peeters, G. (1992). Positive–negative asymmetry or ‘When the heart needs a reason’. *European Journal of Social Psychology*, 22, 425–434.
- Lubit, R. H. (2004). *Coping with toxic managers, subordinates, and other difficult people*. Upper Saddle River, NJ: Prentice-Hall.
- Luminet, O., Bouts, P., Delie, F., Manstead, A. S. R., & Rime, B. (2000). Social sharing of emotion following exposure to a negatively valenced situation. *Cognition and Emotion*, 14(5), 661–688.
- Lyons, R. F., Mickelson, K. D., Sullivan, M. J. L., & Coyne, J. C. (1998). Coping as a communal process. *Journal of Social and Personal Relationships*, 15(5), 579–605.
- Marcus-Newhall, A., Pederson, W. C., Carlson, M., & Miller, N. (2000). Displaced aggression is alive and well: A meta-analytic review. *Journal of Personality and Social Psychology*, 78, 670–689.
- Marques, J. M., Abrams, D., & Serodio, R. G. (2001). Being better by being right: Subjective group dynamics and derogation of in-group deviants when generic norms are undermined. *Journal of Personality and Social Psychology*, 81(3), 436–447.
- McGrath, J. E. (1984). *Groups: Interaction and performance*. Englewood Cliffs, NJ: Prentice-Hall.
- Meyer, J. D., Dayle, M., Meeham, M. E., & Harman, A. K. (1990). Toward a better specification of the mood-congruity effect in recall. *Journal of Experimental Psychology*, 26, 465–480.
- Mitchell, T. R. (1997). Matching motivational strategies with organizational contexts. In: L. L. Cummings & B. M. Staw (Eds.), *Research in Organizational Behavior* (Vol. 19, pp. 57–149). Greenwich, CT: JAI Press.
- Mitchell, T. R., Green, S. G., & Wood, R. E. (1981). An attributional model of leadership and the poor performing subordinate: Development and validation. In: L. L. Cummings & B. M. Staw (Eds.), *Research in Organizational Behavior* (Vol. 3, pp. 197–234). Greenwich, CT: JAI Press.
- Mitchell, T. R., & Lee, T. W. (2001). The unfolding model of voluntary turnover and job embeddedness: Foundations for a comprehensive theory of attachment. In: B. M. Staw & R. I. Sutton (Eds.), *Research in Organizational Behavior* (Vol. 23, pp. 189–246). Greenwich, CT: JAI Press.
- Mitchell, T. R., & O'Reilly, C. A. (1983). Managing poor performance and productivity in organizations. *Research in Personnel and Human Resources Management*, 1, 201–234.
- Mitchell, T. R., & Wood, R. E. (1980). Supervisor's responses to subordinate poor performance: A test of an attributional model. *Organizational Behavior and Human Performance*, 25, 123–138.
- Moorhead, G., Neck, C. P., & West, M. S. (1998). The tendency toward defective decision making within self-managing teams: The relevance of groupthink for the 21st century. *Organizational Behavior and Human Decision Processes*, 73(2–3), 327–351.
- Morgeson, F. P., & Hofmann, D. A. (1999). The structure and function of collective constructs: Implications for multilevel research and theory development. *Academy of Management Review*, 24(2), 249–265.
- Morrill, C. (1995). *The executive way: Conflict management in corporations*. Chicago: University of Chicago Press.
- Morris, J. A., & Feldman, D. C. (1996). The dimensions, antecedents, and consequences of emotional labor. *Academy of Management Review*, 21, 986–1000.
- Motowidlo, S. J., Borman, W. C., & Schmit, M. J. (1997). A theory of individual differences in task and contextual performance. *Human Performance*, 10, 71–83.
- Moynihan, L. M., & Peterson, R. S. (2001). A contingent configuration approach to understanding the role of personality in organizational groups. In: B. M. Staw & R. I. Sutton (Eds.), *Research in Organizational Behavior* (Vol. 23, pp. 327–378). Greenwich, CT: JAI Press.
- Muraven, M., & Baumeister, R. F. (2000). Self-regulation and depletion of limited resources: Does self-control resemble a muscle? *Psychological Bulletin*, 126(2), 247–259.
- Naquin, C. E., & Tynan, R. O. (2003). The team halo effect: Why teams are not blamed for their failures. *Journal of Applied Psychology*, 88(2), 332–340.
- Nemeth, C. J., & Kwan, J. L. (1987). Minority influence, divergent thinking and detection of correct solutions. *Journal of Applied Social Psychology*, 17(9), 788–799.
- Nemeth, C. J., & Staw, B. M. (1989). The tradeoffs of social control and innovation within groups and organizations. In: L. Berkowitz (Ed.), *Advances in experimental social psychology*, (Vol. 22, pp. 175–210). New York: Academic Press.
- Neuman, G. A., & Wright, J. (1999). Team effectiveness: Beyond skills and cognitive ability. *Journal of Applied Psychology*, 84(3), 376–389.
- O'Leary-Kelly, A. M. (2005). A stranger among us: How do groups react to deviant members? Paper presented at AOM meetings in Honolulu, Hawaii.
- Orcutt, J. D. (1973). Societal reaction and the response to deviation in small groups. *Social Forces*, 52, 259–267.

- Ouwerkerk, J. W., Ellemers, N., & de Gilder, D. (1999). Social identification, affective commitment and individual effort on behalf of the group. In: N. Ellemers, R. Spears & B. J. Doosje (Eds), *Social identity: Context, commitment, and content* (pp. 184–204). Oxford: Blackwell.
- Paulus, P. B. (2000). Groups, teams, and creativity: The creative potential of idea-generating groups. *Applied Psychology – An International Review*, 49(2), 237–262.
- Pearson, C. M., Andersson, L. M., & Porath, C. L. (2000). Assessing and attacking workplace incivility. *Organizational Dynamics*, 29(2), 123–137.
- Pearson, C. M., & Porath, C. L. (2005). On the nature, consequences and remedies of workplace incivility: No time for “nice”? Think again. *Academy of Management Executive*, 19(1), 7–18.
- Pelled, L. H., & Xin, K. R. (1999). Down and out: An investigation of the relationship between mood and employee withdrawal behavior. *Journal of Management*, 25(6), 875–895.
- Rein, G., McCraty, R., & Atkinson, M. (1995). The physiological and psychological effect of compassion and anger. *Journal of Advancement in Medicine*, 8(2), 87–105.
- Rime, B., Finkenauer, C., Luminet, O., Zech, E., & Philippot, P. (1998). Social sharing of emotion: New evidence and new questions. In: W. Stroebe & M. Hewstone (Eds), *European Review of Social Psychology* (Vol. 9, pp. 145–189). Chichester, UK: Wiley.
- Robbins, S. P. (1974). *Managing organizational conflict: A nontraditional approach*. Upper Saddle River, NJ: Prentice-Hall.
- Robinson, S. L., & Bennett, R. J. (1995). A typology of deviant workplace behaviors: A multidimensional scaling study. *Academy of Management Journal*, 38, 555–572.
- Robinson, S. L., & O’Leary-Kelly, A. M. (1998). Monkey see, monkey do: The influence of work groups on the antisocial behavior of employees. *Academy of Management Journal*, 41(6), 658–672.
- Ross, L., Amabile, T. M., & Steinmetz, J. L. (1977). Social roles, social control, and biases on social-perception processes. *Journal of Personality and Social Psychology*, 35, 485–494.
- Rozin, P., & Royzman, E. B. (2001). Negativity Bias, negativity dominance, and contagion. *Personality and Social Psychology Review*, 5, 296–320.
- Sampson, E. E., & Brandon, A. C. (1964). The effect of role and opinion deviation on small group behavior. *Sociometry*, 27, 261–281.
- Salancik, G. R., & Pfeffer, J. (1978). Social information-processing approach to job attitudes and task design. *Administrative Science Quarterly*, 23(2), 224–253.
- Schachter, S. (1951). Deviation, rejection, and communication. *Journal of Abnormal and Social Psychology*, 46, 190–207.
- Schroeder, D. A., Steel, J. E., Woodell, A. J., & Bembeneke, A. F. (2003). Justice within social dilemmas. *Personality and Social Psychology Review*, 7(4), 374–387.
- Shamir, B. (1990). Calculations, values, and identities: The sources of collectivistic work motivation. *Human Relations*, 43, 313–332.
- Sherif, M. (1935). A study of some social factors in perception. *Archives of psychology*, 27(187), 1–60.
- Skowronski, J. J., & Carlston, D. E. (1989). Negativity and extremity biases in impression formation – a review of explanations. *Psychological Bulletin*, 105(1), 131–142.
- Smith, K. G., Smith, K. A., Olian, J. D., Sims, H. P., Jr., O’Bannon, D. P., & Skully, J. (1994). Top management team demography and process: The role of social integration and communication. *Administrative Science Quarterly*, 39, 412–438.
- Staw, B. M. (1975). Attribution of causes of performance – general alternative interpretation of cross-sectional research on organizations. *Organizational Behavior and Human Performance*, 13(3), 414–432.
- Staw, B. M., Sandelands, L. E., & Dutton, J. E. (1981). Threat-rigidity effects in organizational behavior: A multi-level analysis. *Administrative Science Quarterly*, 26, 501–524.
- Steiner, I. D. (1972). *Group process and productivity*. New York: Academic Press.
- Stewart, G. L., Manz, C. C., & Sims, H. P., Jr. (1999). *Team work and group dynamics*. New York: Wiley.
- Taggar, S., & Neubert, M. (2004). The impact of poor performers on team outcomes: An empirical examination of attribution theory. *Personnel Psychology*, 57(4), 935–968.
- Taylor, S. E. (1991). Asymmetrical effects of positive and negative events: The mobilizationminimization hypothesis. *Psychological Bulletin*, 110, 67–85.
- Tett, R. P., & Burnett, D. D. (2003). A personality trait-based interactionist model of job performance. *Journal of Applied Psychology*, 88(3), 500–517.
- Thayer, R. E. (1996). *The origin of everyday moods: Managing energy, tension, and stress*. New York: Oxford University Press.
- Tice, D. M., Bratslavsky, E., & Baumeister, R. F. (2001). Emotional distress regulation takes precedence over impulse control: If you feel bad, do it!. *Journal of Personality and Social Psychology*, 80(1), 53–67.
- Tjosvold, D. (1998). Co-operative and competitive approaches to conflict: Accomplishments and challenges. *Applied Psychology: An International Review*, 47, 285–342.
- Totterdell, P., Kellett, S., Teuchmann, K., & Briner, R. B. (1998). Evidence of mood linkage in work groups. *Journal of Personality and Social Psychology*, 74(6), 1504–1515.
- Tyler, K. (2004). One bad apple: Before the whole bunch spoils, train managers to deal with poor performers. *HR Magazine*, 49n(12), 77–86.
- Tyler, T. R., & Blader, S. L. (2001). Identity and prosocial behavior in groups. *Group processes and intergroup relations*, 4(3), 207–226.
- van Knippenberg, D. (2000). Group norms, prototypicality, and persuasion. In: D. J. Terry & M. A. Hogg (Eds), *Attitudes, behavior, and social context: The role of norms and group membership* (pp. 157–170). Mahwah, NJ: Lawrence Erlbaum.
- van Knippenberg, D., & van Schie, E. C. M. (2000). Foci and correlates of organizational identification. *Journal of Occupational and Organizational Psychology*, 73(2), 137–147.
- Wageman, R. (2000). The meaning of interdependence. In: M. E. Turner (Ed.), *Groups at work: Advances in theory and research*. Hillsdale, NJ: Erlbaum.
- Warren, D. E. (2003). Constructive and destructive deviance in organizations. *Academy of Management Review*, 28(4), 622–632.
- Weick, K. E. (1979). *The social psychology of organizing* (2nd ed.). Reading, MA: AddisonWesley.
- Weick, K. E. (1995). *Sensemaking in organizations*. Thousand Oaks, CA: Sage.
- Weick, K. E., & Roberts, K. H. (1993). Collective mind and organizational reliability: The case of flight operations on an aircraft carrier deck. *Administrative Science Quarterly*, 38, 357–381.

- Weiner, B. (1980). A cognitive (attribution)-emotion-action model of motivated behavior: An analysis of judgments of help-giving. *Journal of Personality and Social Psychology*, 39, 186–200.
- Weiner, B. (1993). On sin versus sickness: A theory of perceived responsibility and social motivation. *American Psychologists*, 48(9), 957–965.
- Weiner, B. (1995). *Judgments of responsibility: A foundation for a theory of social conduct*. New York: Guilford.
- West, M. A. (2002). Sparkling fountains or stagnant ponds: An integrative model of creativity and innovation implementation in work groups. *Applied Psychology – An International Review*, 51(3), 355–387.
- Wetlauffer, S. (1994). The team that wasn't. *Harvard Business Review*, 72(6), 22–38.
- Worchel, S., Hardy, T. W., & Hurley, R. (1976). The effects of commercial interruption of violent and non-violent films on viewer's subsequent aggressiveness. *Journal of Experimental Social Psychology*, 12(2), 220–232.

STUDENT PERSONNEL

Series 500

Policy Title: Academic Intervention Code: 502.11

Students identified as requiring academic support in 6th through 12th grades will be required to enroll in intervention electives to provide assistance in addition to core classes. If assessment data or class performance and grades indicate the student is not performing at grade level, this additional intervention will become mandatory. The principal and guidance counselor will schedule intervention electives for students identified as requiring academic support.

88% 8:58 AM

41st Annual

Northwest Indian Youth Conference

March 28th-31st

Where: Spokane, Washington
Convention Center.

334 W Spokane Falls Blvd, Spokane

Who's Hosting: Coeur d'Alene Tribe

Host Hotel: Double Tree by Hilton

322 N Spokane Falls Ct

Spokane, WA 99201

(844)736-9570

Event word "NWIYC"

Theme: "Qhest Life is the Best Life"

Registration Fee: Youth- \$175.00

Chaperone- \$75.00

Register at:

youthprogramscda.com



Frank Waln

Cheyenne Brady

Dr. Pearl
Yellowman

JR Redwater

