

**LAPWAI SCHOOL DISTRICT #341**  
**BOARD OF TRUSTEES - REGULAR MONTHLY MEETING**  
**Lapwai School District Office, 404 S Main St, Lapwai, Idaho**  
**Monday, May 20, 2019 - 5:30 pm**  
**Agenda**

- 1) Call to Order
  - A. Pledge of Allegiance
  - B. Roll Call

**Page**

**2**

**4**

**24**

**28**

- 2) A. Consent Agenda – Action Item
  1. Approval of Minutes – April 15, 2019
  2. Budget Report/Balance Sheet
  3. Payment of Current Bills
  4. Associated Student Body Accounts

- 3) Unscheduled Delegations (please call at least 3 days prior to the meeting to be included)

- 4) Discussion Items

**31, 46,  
64, 96,  
97**

- A. 21<sup>st</sup> Century Learning Center – Elementary ASP – Candace Hoisington
- B. Administrator’s Reports – Principals, Sped Director, Athletic Director,  
Superintendent

- 5) Action Items

**105**

**111**

**115**

**116**

**117**

**118**

**119, 136**

**156**

- A. Indian Parent Committee Bylaws
- B. Transportation Plan for 2019-2020
- C. Resignation – Elementary Teacher – Cindy Latella
  - Secondary Teacher – Sheila Scott
  - Dean of Students – David Kronemann
  - Boys Basketball Coach – Bob Sobotta
- D. Middle/High School Handbook, Code of Conduct, and Athletic Code
- E. Replace Stair Chairlift with Elevator at Elementary School

**170**

- 6) Board Training – School Safety

- 7) Adjourn

LAPWAI SCHOOL DISTRICT #341  
School Board Minutes  
Regular Meeting  
April 15, 2019

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 4:32 pm. The Board then led those in attendance in the Pledge of Allegiance. Roll Call was made, present were Trustees Samuels-Allen, Bell, and Johnson. Trustee McArthur and Kipp were absent. Also attending was Superintendent Aiken and Clerk Weeks. David Kronemann, Teri Wagner, D'Lisa Penney, and Lori Ravet along with three others were in the audience.

Trustee Bell moved and Trustee Johnson 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.

Elementary Principal Wagner let her report stand as submitted.

Principal Penney reported that an auction for the children's home brought in over \$18,000 and the Prom well and maybe it could be at the Clarkston Country Club next year. Attendance is remaining good.

Special Education Director Ravet had limited discussion on her report.

Athletic Director Kronemann talked about continued delays in spring sports due to rain and the shortage of baseball officials. He has worked on basketball schedules as well.

Trustee Kipp arrived to take her seat on the board at 4:51pm.

Superintendent Aiken talked about the upcoming student cabinet luncheon. He also highlighted the positive outcome of the recent bus spot inspection. Attendance at both schools is remaining strong.

The Indian Parent Committee Bylaws were not available to the Board before the meeting. The consensus was to consider it a first reading and to bring it back next month.

The First Reading of the following policies was presented to the Board.

- Delete Policy 402.4 – Retirement
- Delete Policy 402.3 – Signed Receipt for Contract

Trustee Bell moved to approve the deletion the referenced policies. Trustee Kipp seconded the motion. A vote was taken and the motion passed.

The resignation of the following was presented to the board.

- Paraprofessional – Janell Williams
- Math Teacher – Thomas Tucker
- Food Service – Elementary – Sandra Maggi

Trustee Kipp moved and Trustee Johnson seconded to accept the resignations as presented. A vote was taken and the motion passed.

The Board Training topic was the recent attendance at the National School Boards Association Conference by Superintendent Aiken and Trustee Samuels-Allen.

Trustee Kipp moved and Trustee Bell seconded to enter into Executive Session under Idaho Code 74-206(1)(b) for a student issue. A roll call vote was taken with all four members present voting aye at 5:34pm. The meeting then moved to the adjacent conference room. The general tenor of the executive session was discussion of the stated student issue. Trustee Bell moved and Trustee Kipp seconded to leave executive session at 6:41pm. A vote was taken and the motion passed.

Trustee Kipp moved and Trustee Bell seconded to approve acting on the plan for Student A as discussed in executive session. A vote was taken and the motion passed.

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

Board Chair Samuels-Allen declared the meeting adjourned at 6:42pm.

---

Board Chair

---

Clerk

---

Date

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
GENERAL FUND							
REVENUE							
100-411400-000	DISTRICT TORT REVENUE	36,856.00CR	88.16CR	25,622.98CR	11,233.02CR	0%	70%
100-411900-000	OTHER TAXES	0.00	0.00	51.54CR	51.54	0%	0%
100-413000-000	PENALTY & INT--DELINQUENT TAXES	3,000.00CR	54.26CR	1,813.61CR	1,186.39CR	2%	60%
100-415000-000	EARNINGS ON INVESTMENTS	25,000.00CR	0.00	49,335.40CR	24,335.40	0%	197%
100-419900-000	OTHER LOCAL REVENUE	40,000.00CR	4,745.62CR	88,351.35CR	48,351.35	12%	221%
100-419901-000	DRIVERS ED.--STUDENT FEES	2,500.00CR	0.00	2,300.00CR	200.00CR	0%	92%
100-419903-000	GRANTS	0.00	0.00	18,099.00CR	18,099.00	0%	0%
**TOTAL LOCAL REVENUE		107,356.00CR	4,888.04CR	185,573.88CR	78,217.88	5%	173%
100-431100-000	STATE APPORTIONMENT	2,596,234.00CR	284,058.79CR	2,630,305.98CR	34,071.98	11%	101%
100-431200-000	TRANSPORTATION SUPPORT REVENUE	109,837.00CR	10,315.86CR	116,094.27CR	6,257.27	9%	106%
100-431401-000	SED SUPPORT	50,000.00CR	641.78CR	22,241.83CR	27,758.17CR	1%	44%
100-431800-000	BENEFIT APPORTIONMENT	347,841.00CR	38,025.97CR	352,891.96CR	5,050.96	11%	101%
100-431900-000	OTHER STATE SUPPORT	158,056.00CR	0.00	99,818.50CR	58,237.50CR	0%	63%
100-431901-000	EARLY COMPLETERS-DUAL CREDIT	0.00	0.00	0.00	0.00	0%	0%
100-431902-000	STATE MATH/SCI REQUIREMENT	2,700.00CR	0.00	0.00	2,700.00CR	0%	0%
100-431904-000	REMEDATION	13,000.00CR	0.00	12,016.00CR	984.00CR	0%	92%
100-431930-000	STATE TECHNOLOGY SUPPORT	95,252.00CR	0.00	100,210.00CR	4,958.00	0%	105%
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	74,359.00CR	0.00	72,904.00CR	1,455.00CR	0%	98%
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	2,160.00CR	0.00	0%	100%
**TOTAL STATE REVENUE		3,455,170.00CR	333,042.40CR	3,409,945.34CR	45,224.66CR	10%	99%
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	65.95CR	65.95CR	65.95	0%	0%
100-445901-000	MEDICAID PAYMENTS	305,775.00CR	0.00	0.00	305,775.00CR	0%	0%
100-448200-000	IMPACT AID P.L. 81-874	2,500,000.00CR	0.00	3,134,186.91CR	634,186.91	0%	125%
**TOTAL FEDERAL REVENUE		2,805,975.00CR	65.95CR	3,134,252.86CR	328,277.86	0%	112%
100-320000-000	BEGINNING BALANCE - BUDGET	800,000.00CR	0.00	0.00	800,000.00CR	0%	0%
100-453000-000	SALE OF PROPERTY	0.00	0.00	420.00CR	420.00	0%	0%
100-460000-000	TRANSFERS FROM OTHER FUNDS	8,556.00CR	0.00	4,300.05CR	4,255.95CR	0%	50%
TOTAL OTHER REVENUE		808,556.00CR	0.00	4,720.05CR	803,835.95CR	0%	1%
***TOTAL REVENUE		7,177,057.00CR	337,996.39CR	6,734,492.13CR	442,564.87CR	5%	94%

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	835,868.00	65,605.46	613,669.68	222,198.32	8%	73%
100-512115-000	ELEMENTARY NON-CERTIFIED SALARIES	86,637.00	6,768.04	67,245.62	19,391.38	8%	78%
100-512116-000	DETENTION SALARIES	0.00	0.00	420.30CR	420.30	0%	0%
100-512160-000	ELEMENTARY TEACHER SUBSTITUTES	20,000.00	5,089.68	13,469.72	6,530.28	25%	67%
100-512200-000	ELEMENTARY FRINGE BENEFITS	60,928.00	5,955.66	53,600.94	7,327.06	10%	88%
100-512210-000	ELEMENT. LIFE/EMP. ASSIST.	1,824.00	132.33	1,207.97	616.03	7%	66%
100-512220-000	EMPLOYER FICA	76,763.00	6,075.95	54,368.67	22,394.33	8%	71%
100-512230-000	HEALTH INSURANCE - ELEM	96,596.00	5,660.59	51,288.55	45,307.45	6%	53%
100-512270-000	WORKER'S COMPENSATION	7,777.00	624.33	5,767.38	2,009.62	8%	74%
100-512280-000	SICK LEAVE RETIRE.	12,391.00	955.20	8,894.13	3,496.87	8%	72%
100-512290-000	RETIREMENT BENEFIT	111,325.00	8,581.65	79,905.39	31,419.61	8%	72%
100-512320-000	MUSIC EQUIPMENT REPAIR	3,000.00	0.00	0.00	3,000.00	0%	0%
100-512313-000	GRANT FUNDED PURCHASED SERVICES	0.00	0.00	55.35	( 55.35)	0%	0%
100-512321-000	ELEMENTARY PURCHASED SERVICES	8,000.00	0.00	5,896.65	2,103.35	0%	74%
100-512322-000	COPIER RENTAL	8,000.00	379.93	5,653.83	2,346.17	5%	71%
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	0.00	14,257.75	( 257.75)	0%	102%
100-512410-100	TEACHER SUPPLIES	3,800.00	0.00	1,536.08	2,263.92	0%	40%
100-512412-000	MUSIC SUPPLIES	2,000.00	0.00	4,803.62	( 2,803.62)	0%	240%
100-512413-000	GRANT FUNDED SUPPLIES	0.00	0.00	311.03	( 311.03)	0%	0%
100-512415-000	MATERIALS --ART	1,500.00	0.00	1,838.46	( 338.46)	0%	123%
100-512440-000	ELEMENTARY TEXTBOOKS	25,000.00	0.00	6,700.23	18,299.77	0%	27%
**TOTAL ELEMENTARY PROGRAM		1,376,609.00	105,828.82	990,050.75	386,558.25	8%	72%
S E C O N D A R Y P R O G R A M							
100-515110-000	HS CERTIFIED SALARIES	712,093.00	59,341.23	534,201.14	177,891.86	8%	75%
100-515113-000	DRIVER EDUCATION SALARIES	5,000.00	0.00	0.00	5,000.00	0%	0%
100-515115-000	HS CLASSIFIED SALARIES	122,768.00	5,572.37	50,660.09	72,107.91	5%	41%
100-515160-000	HS SUBSTITUTE SALARIES	25,000.00	3,785.00	17,432.50	7,567.50	15%	70%
100-515200-000	HS FRINGE BENEFITS	93,224.00	5,249.16	47,242.44	45,981.56	6%	51%
100-515210-000	HS LIFE INSURANCE BENEFIT	1,584.00	118.91	1,079.94	504.06	8%	68%
100-515220-000	HS EMPLOYER FICA	73,293.00	5,626.01	49,414.95	23,878.05	8%	67%
100-515230-000	HEALTH INSURANCE - HS	37,459.00	3,689.87	34,087.88	3,371.12	10%	91%
100-515270-000	HS WORKER'S COMPENSATION	7,425.00	576.81	5,064.33	2,360.67	8%	68%
100-515280-000	HS SICK LEAVE BENEFIT	11,757.00	670.07	6,039.25	5,717.75	6%	51%
100-515290-000	HS PERSI BENEFIT	105,625.00	7,942.43	71,554.05	34,070.95	8%	68%
100-515313-000	GRANT FUNDED PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-515321-000	COPIER RENTAL	9,000.00	250.84	5,288.90	3,711.10	3%	59%
100-515322-000	HS PURCHASE SERVICES	8,000.00	41.00	4,533.00	3,467.00	1%	57%
100-515380-000	HS TRAVEL	3,000.00	0.00	712.20	2,287.80	0%	24%
100-515410-000	H. S. FIXED MATERIALS	12,000.00	631.50	13,837.47	( 1,837.47)	5%	115%
100-515410-100	TEACHER SUPPLIES	2,800.00	0.00	1,487.90	1,312.10	0%	53%
100-515411-000	DRIVERS ED. MATERIALS	250.00	0.00	64.77	185.23	0%	26%
100-515413-000	GRANT FUNDED SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
100-515417-000	MATERIALS -- ART	3,000.00	0.00	2,296.83	703.17	0%	77%
100-515421-000	MATERIALS -- MUSIC	12,000.00	103.63	1,714.75	10,285.25	1%	14%
100-515441-000	H. S. TEXTBOOKS	25,000.00	0.00	9,981.95	15,018.05	0%	40%
**TOTAL SECONDARY PROGRAM		1,270,278.00	93,598.83	856,694.34	413,583.66	7%	67%
E X C E P T C H I L D P R O G							
100-521110-000	RESOURCE ROOM TEACHER SALARIES	218,531.00	18,405.23	165,824.57	52,706.43	8%	76%
100-521115-000	RESOURCE ROOM AIDES' SALARIES	18,743.00	3,187.75	28,689.75	( 9,946.75)	17%	153%
100-521160-000	EXCEPT. CHILD CERT. SUBSTITUTES	15,000.00	1,064.00	9,121.00	5,879.00	7%	61%
100-521200-000	RESOURCE ROOM FRINGE BENEFITS	20,231.00	2,036.91	18,332.19	1,898.81	10%	91%
100-521210-000	EXCEPT. LIFE/EMP. ASSIST.	576.00	43.81	386.00	190.00	8%	67%
100-521220-000	EMPLOYER FICA	20,847.00	1,883.03	16,924.15	3,922.85	9%	81%
100-521230-000	HEALTH INSURANCE - EXCEPT CHILD	18,399.00	1,528.70	13,207.32	5,191.68	8%	72%
100-521270-000	WORKER'S COMPENSATION	2,112.00	191.45	1,728.25	383.75	9%	82%
100-521280-000	SICK LEAVE RETIRE.	3,245.00	297.73	2,682.53	562.47	9%	83%
100-521290-000	RETIREMENT BENEFIT	29,149.00	2,674.90	24,100.53	5,048.47	9%	83%
100-521300-000	TUITION TO N. I. C. H.	20,000.00	5,510.00	18,850.00	1,150.00	28%	94%
100-521310-000	SPED PURCHASED SERVICES	18,346.00	0.00	0.00	18,346.00	0%	0%
100-521311-000	MEDICAID MATCH	88,155.00	0.00	0.00	88,155.00	0%	0%
100-521380-000	TRAVEL - PURCHASED SVCS	1,000.00	0.00	1,277.02	( 277.02)	0%	128%
100-521410-000	RESOURCE ROOM MAT.	5,000.00	0.00	1,820.46	3,179.54	0%	36%
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	7,889.41	( 6,389.41)	0%	526%
100-521440-000	SPED TEXTBOOKS	5,000.00	0.00	0.00	5,000.00	0%	0%
**TOTAL EXCEPTIONAL CHILD PROGRAM		486,834.00	36,823.51	310,833.18	176,000.82	8%	64%

(Rprt: 01 - MAIN; Dates: 00/00/00-05/31/19; PRINT: 05/15/19 1:37:14 PM)

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	62,187.00	5,182.25	46,640.25	15,546.75	8%	75%
100-522160-000	EXCEPTIONAL PRESCHOOL SUBSTITUTES	2,000.00	0.00	0.00	2,000.00	0%	0%
100-522200-000	PRESCHOOL FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-522210-000	PRESCHOOL LIFE/EMP. ASSIST.	96.00	8.00	71.77	24.23	8%	75%
100-522220-000	EMPLOYER FICA	4,910.00	344.31	3,043.89	1,866.11	7%	62%
100-522230-000	HEALTH INSURANCE - PRESCHOOL	9,200.00	764.35	6,857.65	2,342.35	8%	75%
100-522270-000	WORKER'S COMPENSATION	497.00	40.42	363.78	133.22	8%	73%
100-522280-000	SICK LEAVE RETIRE.	784.00	65.30	587.70	196.30	8%	75%
100-522290-000	RETIREMENT BENEFIT	7,040.00	586.63	5,279.67	1,760.33	8%	75%
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		87,264.00	6,991.26	62,844.71	24,419.29	8%	72%
S C H O O L A C T I V I T I E S							
100-532100-000	SCHOOL ACTIVITY SALARIES	80,000.00	6,660.59	85,449.81	( 5,449.81)	8%	107%
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	9.80	80.73	( 80.73)	0%	0%
100-532220-000	EMPLOYER FICA	6,120.00	508.04	6,523.14	( 403.14)	8%	107%
100-532230-000	HEALTH INSURANCE - SCHOOL ACTIVITIES	0.00	477.68	3,063.25	( 3,063.25)	0%	0%
100-532270-000	WORKER'S COMPENSATION	620.00	51.95	648.25	( 28.25)	8%	105%
100-532280-000	SICK LEAVE RETIRE.	1,008.00	49.11	453.82	554.18	5%	45%
100-532290-000	RETIREMENT BENEFIT	4,528.00	461.65	4,260.82	267.18	10%	94%
100-532310-000	SCHOOL ACT. DUES/SERVICES	5,000.00	0.00	5,688.77	( 688.77)	0%	114%
100-532380-000	SCHOOL ACT. TEACHER TRAVEL	10,000.00	0.00	9,867.86	132.14	0%	99%
100-532410-000	ACTIVITY SUPPLIES	20,000.00	0.00	32,432.65	( 12,432.65)	0%	162%
100-532550-000	ATHLETIC EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
**TOTAL SCHOOL ACTIVITY PROGRAM		127,276.00	8,218.82	148,469.10	21,193.10CR	6%	117%
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	61,223.00	5,101.91	45,917.19	15,305.81	8%	75%
100-611200-000	GUIDANCE FRINGE BENEFITS	7,539.00	628.25	5,654.25	1,884.75	8%	75%
100-611210-000	GUIDANCE LIFE/EMP. ASSIST.	96.00	8.00	70.10	25.90	8%	73%
100-611220-000	EMPLOYER FICA	5,260.00	436.02	3,924.74	1,335.26	8%	75%
100-611230-000	HEALTH INSURANCE - GUIDANCE	0.00	0.00	0.00	0.00	0%	0%
100-611270-000	WORKER'S COMPENSATION	533.00	44.70	402.29	130.71	8%	75%
100-611280-000	SICK LEAVE RETIRE.	866.00	72.20	649.80	216.20	8%	75%
100-611290-000	RETIREMENT BENEFIT	7,784.00	648.65	5,837.86	1,946.14	8%	75%
100-611310-000	HEALTH/GUIDANCE PURCHASE SERVICES	4,500.00	0.00	0.00	4,500.00	0%	0%
100-611380-000	GUIDANCE TRAVEL	0.00	0.00	0.00	0.00	0%	0%
100-611410-000	ATTEND./GUIDANCE/HEALTH-ELEMENT.	500.00	0.00	0.00	500.00	0%	0%
100-611410-102	TEACHER SUPPLY - D PENNEY	200.00	0.00	0.00	200.00	0%	0%
**TOTAL GUIDANCE PROGRAM		88,501.00	6,939.73	62,456.23	26,044.77	8%	71%
A N C I L L A R Y P R O G.							
100-616110-000	ANCILLARY SALARIES - CDS & PSYCOL.	226,045.00	19,707.50	151,232.50	74,812.50	9%	67%
100-616115-000	NON CERT ANCILLARY SALARY	185,431.00	23,475.40	222,431.86	( 37,000.86)	13%	120%
100-616200-000	ANCILLARY FRINGE BENEFITS	25,915.00	1,752.57	15,773.13	10,141.87	7%	61%
100-616210-000	EMPLOYEE LIFE INSUR	912.00	132.48	1,153.80	( 241.80)	15%	127%
100-616220-000	EMPLOYER FICA	33,460.00	3,373.36	29,535.45	3,924.55	10%	88%
100-616230-000	HEALTH INSURANCE - ANCILLARY	45,998.00	8,560.25	73,520.31	( 27,522.31)	19%	160%
100-616270-000	WORKER'S COMPENSATION	3,390.00	350.49	3,037.53	352.47	10%	90%
100-616280-000	SICK LEAVE RETIRE.	5,511.00	566.19	4,906.98	604.02	10%	89%
100-616290-000	RETIREMENT BENEFIT	49,513.00	5,086.72	44,084.51	5,428.49	10%	89%
100-616300-000	CDS CONTRACT	200,000.00	21,510.00	165,934.81	34,065.19	11%	83%
100-616410-000	ANCILLARY SUPPLIES	800.00	0.00	2,300.01	( 1,500.01)	0%	288%
**TOTAL SPECIAL SERVICES PROGRAM		776,975.00	84,514.96	713,910.89	63,064.11	11%	92%

(Rprt: 01 - MAIN; Dates: 00/00/00-05/31/19; PRINT: 05/15/19 1:37:15 PM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
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%
100-621230-000	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
100-621270-000	WORKERS COMP	235.00	0.00	0.00	235.00	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	4,000.00	0.00	6,137.72 (	2,137.72)	0%	153%
100-621311-000	INSTRUCTIONAL IMPROVEMENT PURCHASED SER	45,420.00	0.00	5,557.56	39,862.44	0%	12%
100-621380-000	TRAVEL/TRNG.	0.00	0.00	2,401.82 (	2,401.82)	0%	0%
100-621410-000	MENTORING SUPPLIES	100.00	0.00	0.00	100.00	0%	0%
**TOTAL INSTRUCTION IMPROVEMENT		86,160.00	0.00	14,097.10	72,062.90	0%	16%
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	23,487.00	4,473.60	38,959.25 (	15,472.25)	19%	166%
100-622160-000	LIBRARY SUBSTITUTES	1,000.00	0.00	570.00	430.00	0%	57%
100-622200-000	LIBRARY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-622210-000	LIB./TECH. LIFE/EMP. ASSIST.	96.00	15.23	138.42 (	42.42)	16%	144%
100-622220-000	EMPLOYER FICA	1,873.00	342.22	3,023.95 (	1,150.95)	18%	161%
100-622230-000	HEALTH INSURANCE - MEDIA	9,200.00	1,455.28	13,224.61 (	4,024.61)	16%	144%
100-622270-000	WORKER'S COMPENSATION	190.00	34.90	308.34 (	118.34)	18%	162%
100-622280-000	SICK LEAVE RETIRE.	296.00	56.36	490.86 (	194.86)	19%	166%
100-622290-000	RETIREMENT BENEFIT	2,659.00	506.41	4,410.17 (	1,751.17)	19%	166%
100-622323-000	VALNET COMMUNICATIONS	5,041.00	1,625.00	6,500.00 (	1,459.00)	32%	129%
100-622410-000	LIBRARY MATERIALS--ELEMENTARY	5,000.00	0.00	1,527.88	3,472.12	0%	31%
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	1,284.18	3,715.82	0%	26%
**TOTAL EDUCATIONAL MEDIA PROGRAM		53,842.00	8,509.00	70,437.66	16,595.66CR	16%	131%
T E C H N O L O G Y							
100-623110-000	TECHNOLOGY CERTIFIED SALARY	0.00	0.00	0.00	0.00	0%	0%
100-623115-000	TECHNOLOGY SALARY	57,102.00	6,879.16	63,992.25 (	6,890.25)	12%	112%
100-623200-000	TECHNOLOGY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-623210-000	TECHNOLOGY LIFE BENEFIT	96.00	8.13	73.75	22.25	8%	77%
100-623220-000	TECHNOLOGY FICA BENEFIT	4,368.00	526.24	4,894.99 (	526.99)	12%	112%
100-623230-000	HEALTH INSURANCE - TECHNOLOGY	9,200.00	776.77	7,045.43	2,154.57	8%	77%
100-623270-000	TECHNOLOGY WORKERS COMP.	443.00	53.66	497.02 (	54.02)	12%	112%
100-623280-000	TECHNOLOGY SICK LEAVE BENEFIT	600.00	0.45	30.28	569.72	0%	5%
100-623290-000	TECHNOLOGY PERSI BENEFIT	5,394.00	778.73	7,243.96 (	1,849.96)	14%	134%
100-623310-000	TECHNOLOGY PURCHASE SERVICES	9,000.00	0.00	16,182.10 (	7,182.10)	0%	180%
100-623323-000	TECHNOLOGY INTERNET COMMUNICATIONS	4,000.00	211.00	36,929.00 (	32,929.00)	5%	923%
100-623410-000	TECHNOLOGY SUPPLIES/MATERIALS	2,500.00	0.00	163.46	2,336.54	0%	7%
100-623411-000	TECHNOLOGY--ELEMENTARY	25,000.00	0.00	31,825.95 (	6,825.95)	0%	127%
100-623412-000	TECHNOLOGY SECONDARY	25,000.00	0.00	27,706.96 (	2,706.96)	0%	111%
100-623413-000	TECHNOLOGY - EXCEPTIONAL CHILD	5,000.00	0.00	2,250.70	2,749.30	0%	45%
100-623550-000	TECHNOLOGY - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
**TOTAL INSTRUCT. TECHNOLOGY		147,703.00	9,234.14	198,835.85	51,132.85CR	6%	135%
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%
100-631230-000	HEALTH INSURANCE - CLERK	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	40,000.00	695.00	28,992.48	11,007.52	2%	72%
100-631410-000	SUPPLIES - SCHOOL BOARD	750.00	39.75	363.66	386.34	5%	48%
**TOTAL BOARD OF EDUCATION PROGRAM		40,750.00	734.75	29,356.14	11,393.86	2%	72%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
D I S T R I C T A D M I N.							
100-632110-000	DISTRICT ADMINISTRATION SALARIES	125,144.00	10,428.66	114,715.26	10,428.74	8%	92%
100-632115-000	DISTRICT ADMIN. CLASSIFIED	53,626.00	0.00	0.00	53,626.00	0%	0%
100-632200-000	DISTRICT FRINGE BENEFITS	10,317.00	0.00	0.00	10,317.00	0%	0%
100-632210-000	DISTRICT LIFE/EMP. ASSIST.	336.00	20.00	220.00	116.00	6%	65%
100-632220-000	EMPLOYER FICA	14,465.00	795.29	8,691.23	5,773.77	5%	60%
100-632230-000	HEALTH INSURANCE - DISTRICT ADMIN	9,200.00	764.35	8,362.95	837.05	8%	91%
100-632270-000	WORKER'S COMPENSATION	1,465.00	81.34	860.60	604.40	6%	59%
100-632280-000	SICK LEAVE RETIRE.	2,382.00	131.40	1,445.42	936.58	6%	61%
100-632290-000	RETIREMENT BENEFIT	21,405.00	1,180.52	12,985.70	8,419.30	6%	61%
100-632310-000	BANK FEES / GRANT SVCS	40,000.00	1,436.26	22,047.59	17,952.41	4%	55%
100-632322-000	COPIER RENTAL	4,000.00	334.82	3,582.37	417.63	8%	90%
100-632333-000	DISTRICT COMMUNICATIONS	4,000.00	578.18	4,843.99	( 843.99)	14%	121%
100-632380-000	DISTRICT TRAVEL--GENERAL	12,500.00	0.00	11,170.09	1,329.91	0%	89%
100-632390-000	DISTRICT PURCHASED SERVICES	60,000.00	304.00	7,332.32	52,667.68	1%	12%
100-632410-000	DISTRICT SUPPLIES	4,000.00	50.99	3,134.02	865.98	1%	78%
100-632412-000	DISTRICT SUBSCRIPTIONS	400.00	0.00	574.69	( 174.69)	0%	144%
**TOTAL DISTRICT ADMINISTRATION		363,240.00	16,105.81	199,966.23	163,273.77	4%	55%
S C H O O L A D M I N.							
100-641110-000	SCHOOL ADMIN SALARIES	236,614.00	19,717.73	179,326.27	57,287.73	8%	76%
100-641115-000	ADMINISTRATIVE NON-CERTIFIED	78,990.00	7,877.77	72,025.97	6,964.03	10%	91%
100-641200-000	SCHOOL ADMIN FRINGE BENEFITS	33,406.00	2,783.73	25,053.57	8,352.43	8%	75%
100-641210-000	SCHOOL ADMIN. LIFE/EMP. ASSIST.	953.00	72.36	649.60	303.40	8%	68%
100-641220-000	EMPLOYER FICA	26,699.00	2,316.75	21,081.16	5,617.84	9%	79%
100-641230-000	HEALTH INSURANCE - SCHOOL ADMIN	9,200.00	764.35	6,903.42	2,296.58	8%	75%
100-641270-000	WORKER'S COMPENSATION	2,705.00	236.96	2,156.07	548.93	9%	80%
100-641280-000	SICK LEAVE RETIRE.	4,398.00	354.16	3,264.38	1,133.62	8%	74%
100-641290-000	RETIREMENT BENEFIT	39,508.00	3,181.88	29,327.89	10,180.11	8%	74%
100-641323-000	SCHOOL COMMUNICATIONS	16,500.00	2,207.18	17,464.18	( 964.18)	13%	106%
100-641380-000	SCHOOL ADMIN. TRAVEL	2,000.00	0.00	0.00	2,000.00	0%	0%
100-641410-000	ELEMENT. ADMIN. MATERIALS	2,000.00	10.09	1,223.05	776.95	1%	61%
100-641411-000	SECOND. ADMIN. MATERIALS	2,000.00	0.00	2,131.76	( 131.76)	0%	107%
100-641412-000	DUES/SUBSCRIPTIONS/REGISTRATIONS	1,800.00	0.00	1,310.00	490.00	0%	73%
**TOTAL SCHOOL ADMINISTRATION		456,773.00	39,522.96	361,917.32	94,855.68	9%	79%
B U S I N E S S O P E R A T I O N S							
100-651115-000	SALARIES - BUSINESS OPERATIONS	0.00	4,877.29	55,656.65	( 55,656.65)	0%	0%
100-651200-000	FRINGE	0.00	859.75	9,457.25	( 9,457.25)	0%	0%
100-651210-000	LIFE INS BENEFIT	0.00	8.57	97.97	( 97.97)	0%	0%
100-651220-000	EMPLOYER FICA	0.00	437.05	4,972.03	( 4,972.03)	0%	0%
100-651230-000	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
100-651270-000	WORKER'S COMPENSATION	0.00	44.75	506.11	( 506.11)	0%	0%
100-651280-000	SICK LEAVE RETIREMENT	0.00	72.29	820.47	( 820.47)	0%	0%
100-651290-000	PERSI	0.00	649.43	7,370.87	( 7,370.87)	0%	0%
100-651310-000	PURCHASED SERVICES	0.00	0.00	45,748.01	( 45,748.01)	0%	0%
100-651311-000	MEDICAID BILLING SERVICES	0.00	3,619.90	14,526.81	( 14,526.81)	0%	0%
100-651380-000	TRAVEL / TRAINING	0.00	0.00	1,512.90	( 1,512.90)	0%	0%
100-651410-000	SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
TOTAL BUSINESS OPERATIONS		0.00	10,569.03	140,669.07	140,669.07CR	0%	0%



(Rprt: 01 - MAIN; Dates: 00/00/00-05/31/19; PRINT: 05/15/19 1:37:15 PM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
C U S T O D I A L							
100-661115-000	CUSTODIAL SALARIES	127,050.00	12,522.29	134,142.13	( 7,092.13)	10%	106%
100-661165-000	CUSTODIAL SUBSTITUTES	12,000.00	895.20	9,632.95	2,367.05	7%	80%
100-661200-000	CUSTODIAL FRINGE BENEFITS	30,950.00	2,149.37	23,643.07	7,306.93	7%	76%
100-661210-000	CUSTODIAL LIFE/EMP. ASSIST.	384.00	37.36	413.92	( 29.92)	10%	108%
100-661220-000	EMPLOYER FICA	13,005.00	1,167.88	12,565.01	439.99	9%	97%
100-661230-000	HEALTH INSURANCE - CUSTODIAL	10,922.00	1,675.96	18,516.04	( 7,594.04)	15%	170%
100-661270-000	WORKER'S COMPENSATION	12,296.00	1,104.05	11,354.97	941.03	9%	92%
100-661280-000	SICK LEAVE RETIRE.	1,991.00	184.86	2,009.90	( 18.90)	9%	101%
100-661290-000	RETIREMENT BENEFIT	17,886.00	1,660.82	18,057.62	( 171.62)	9%	101%
100-661322-000	CUSTODIAL PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-661330-000	UTILITIES	185,000.00	13,749.37	169,168.66	15,831.34	7%	91%
100-661410-000	CUSTODIAL SUPPLIES	25,000.00	0.00	15,501.20	9,498.80	0%	62%
100-661710-000	PROPERTY/LIABILITY INSURANCE	39,607.00	0.00	39,307.00	300.00	0%	99%
100-661711-000	LIABILITY INSURANCE	0.00	0.00	0.00	0.00	0%	0%
**TOTAL BUILDINGS-CARE PROGRAM		476,091.00	35,147.16	454,312.47	21,778.53	7%	95%
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	5.34	6,367.95	( 1,367.95)	0%	127%
100-663311-000	PURCHASE SERV.--ELEM. NON-OCCUP.	0.00	0.00	0.00	0.00	0%	0%
100-663312-000	PURCHASE SERV.--SECOND. -NON-OCCUP.	2,000.00	204.00	1,854.00	146.00	10%	93%
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	294.30	205.70	0%	59%
100-663410-000	MATERIALS--MAINT/BUS BARN FAC.	3,000.00	0.00	2,298.54	701.46	0%	77%
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	209.34	10,814.79	2,185.21	2%	83%
M A I N T E N A N C E							
100-664115-000	GENERAL MAINTENANCE SALARIES	32,186.00	4,508.29	49,492.22	( 17,306.22)	14%	154%
100-664200-000	MAINTENANCE FRINGE BENEFITS	5,158.00	859.74	9,457.14	( 4,299.14)	17%	183%
100-664210-000	MAINTENANCE LIFE/EMP. ASSIST.	96.00	8.71	92.90	3.10	9%	97%
100-664220-000	EMPLOYER FICA	2,857.00	409.69	4,495.84	( 1,638.84)	14%	157%
100-664230-000	HEALTH INSURANCE - MAINT	0.00	0.00	0.00	0.00	0%	0%
100-664270-000	WORKER'S COMPENSATION	2,701.00	383.24	3,981.68	( 1,280.68)	14%	147%
100-664280-000	SICK LEAVE RETIRE.	471.00	67.64	742.80	( 271.80)	14%	158%
100-664290-000	RETIREMENT BENEFIT	4,227.00	607.67	6,673.12	( 2,446.12)	14%	158%
100-664310-000	PURCHASE SERVICE--MAINT/BUS BARN	500.00	0.00	2,125.90	( 1,625.90)	0%	425%
100-664311-000	PURCHASE SERVICE--ELEMENTARY	45,000.00	15,312.60	75,384.91	( 30,384.91)	34%	168%
100-664312-000	PURCHASE SERVICE--SECONDARY	35,000.00	110.00	30,213.54	4,786.46	0%	86%
100-664410-000	MATERIALS--MAINT./BUS BARN	500.00	0.00	1,200.28	( 700.28)	0%	240%
100-664411-000	MATERIALS--ELEMENTARY	10,000.00	0.00	2,612.77	7,387.23	0%	26%
100-664412-000	MATERIALS--SECONDARY	10,000.00	0.00	7,702.80	2,297.20	0%	77%
100-664415-000	MATERIALS--PRESCHOOL/KIND.	500.00	0.00	0.00	500.00	0%	0%
100-664550-000	MAINTENANCE CAPITAL OUTLAY	120,000.00	8,425.80	26,569.80	93,430.20	7%	22%
**TOTAL MAINTENANCE-BLDGS & EQUIP		269,196.00	30,693.38	220,745.70	48,450.30	11%	82%
G R O U N D S C A R E							
100-665310-000	PURCHASE SERVICE--GROUNDS	45,000.00	3,113.00	46,451.45	( 1,451.45)	7%	103%
100-665410-000	MATERIALS--GROUNDS	20,000.00	1,226.14	9,355.80	10,644.20	6%	47%
100-665550-000	GROUNDS - CAPITAL OUTLAY	0.00	4,745.00	11,745.00	( 11,745.00)	0%	0%
TOTAL GROUNDS CARE		65,000.00	9,084.14	67,552.25	2,552.25CR	14%	104%
100-667310-000	SCHOOL SAFETY PURCH SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-667410-000	SECURITY SUPPLIES	13,000.00	0.00	13,240.65	( 240.65)	0%	102%
100-667550-000	SECURITY - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
** TOTAL SCHOOL SAFETY		13,000.00	0.00	13,240.65	240.65CR	0%	102%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
T R A N S P O R T A T I O N							
100-681115-000	TRANSP. SALARIES--TO SCHOOL @ 50%	59,247.00	6,668.26	56,295.60	2,951.40	11%	95%
100-681120-000	TRANSP. SALARIES--MECHANIC @ 85%	0.00	577.06	4,299.31	( 4,299.31)	0%	0%
100-681125-000	TRANSP. SALARIES--SUPV. @ 50%	32,186.00	2,769.58	30,465.38	1,720.62	9%	95%
100-681165-000	TRANSP. SALARIES--SUBS @ 50%	2,500.00	1,223.61	4,945.10	( 2,445.10)	49%	198%
100-681200-000	TRANSP. FRINGE BENEFITS @ 50%	12,982.00	1,385.70	12,471.30	510.70	11%	96%
100-681210-000	TRANSP. LIFE INSURANCE @ 50%	288.00	25.71	274.28	13.72	9%	95%
100-681220-000	TRANSP. EMPLOYER FICA/MDC @ 50%	8,179.00	965.48	8,294.65	( 115.65)	12%	101%
100-681230-000	HEALTH INSURANCE - TRANSP - 50%	0.00	0.00	0.00	0.00	0%	0%
100-681270-000	TRANSP. WORKERS COMP @ 50%	5,431.00	675.28	6,432.60	( 1,001.60)	12%	118%
100-681280-000	TRANSP. SICK LEAVE @ 50%	1,316.00	129.72	1,186.68	129.32	10%	90%
100-681290-000	TRANSP. PERSI BENEFIT @ 50%	11,820.00	1,165.52	10,661.80	1,158.20	10%	90%
100-681310-000	BUS CONTRACT REPAIRS @ 85%	35,000.00	1,140.00	49,463.43	( 14,463.43)	3%	141%
100-681311-000	PHYSICALS/DRUG TESTING @ 50%	1,500.00	0.00	814.00	686.00	0%	54%
100-681312-000	PHYSICALS/DRUG TESTING @ 85%	0.00	0.00	130.00	( 130.00)	0%	0%
100-681317-000	TRAINING-DIST./IAPT/STN/NAPT @ 50%	400.00	0.00	75.70	324.30	0%	19%
100-681318-000	TRAINING SDE DRIVER/TECH. @ 85%	0.00	0.00	0.00	0.00	0%	0%
100-681319-000	BUS BARN UTILITIES @ 50%	14,000.00	1,662.61	17,878.59	( 3,878.59)	12%	128%
100-681320-000	TRANSP. 100% CELL PHONE @ 50%	360.00	0.00	220.76	139.24	0%	61%
100-681345-000	TRANSP. IN-LIEU-OF @ 50%	2,500.00	0.00	1,304.04	1,195.96	0%	52%
100-681380-000	TRAVEL-SDE DRIVER/TECH TRGN @ 85%	0.00	0.00	0.00	0.00	0%	0%
100-681381-000	TRAVEL-DIST/IAPT/STN/NAPT @ 50%	0.00	0.00	440.00	( 440.00)	0%	0%
100-681410-000	TECHN. COVERALLS/RAGS @ 50%	1,000.00	0.00	46.94	953.06	0%	5%
100-681420-000	TRANSP. BUS FUEL/FLUIDS @ 50%	25,000.00	0.00	15,386.02	9,613.98	0%	62%
100-681424-000	TRANSP. BUS OILS/LUBRICANTS @ 85%	2,000.00	0.00	455.67	1,544.33	0%	23%
100-681425-000	BUS REPAIR PARTS @ 85%	1,000.00	677.06	13,104.37	( 12,104.37)	68%	999%
100-681426-000	BUS OFFICE SUPPLIES/POSTAGE @ 50%	250.00	0.00	722.23	( 472.23)	0%	289%
100-681429-000	HAND TOOLS @ 85% - 400 CAP	400.00	0.00	374.41	25.59	0%	94%
100-681500-000	TRANSP - CAPITAL OUTLAY	0.00	0.00	4,220.75	( 4,220.75)	0%	0%
100-681710-000	TRANSP. FACILITY INS. --@ 50%	0.00	0.00	300.00	( 300.00)	0%	0%
**TOTAL PUPIL TO SCHOOL TRANSPORT.		217,359.00	19,065.59	240,263.61	22,904.61CR	9%	111%
100-682115-000	TRANSP. SALARIES--ACTIVITY/SHUTTLE	10,000.00	2,078.76	13,930.21	( 3,930.21)	21%	139%
100-682200-000	TRANS - ACTIVITY - FRINGE	0.00	0.00	0.00	0.00	0%	0%
100-682210-000	TRANS - ACTIVITY - LIFE	0.00	2.32	20.87	( 20.87)	0%	0%
100-682220-000	TRANS - ACTIVITY - FICA	765.00	158.98	1,065.12	( 300.12)	21%	139%
100-682270-000	WORK COMP	508.00	104.09	672.66	( 164.66)	20%	132%
100-682280-000	TRANS - ACTIVITY - UUSL	0.00	9.49	96.58	( 96.58)	0%	0%
100-682290-000	TRANS - ACTIVITY - PERSI	0.00	85.28	867.70	( 867.70)	0%	0%
100-682310-000	PURCHASE SERVICES--NON ALLOW	300.00	0.00	85.00	215.00	0%	28%
100-682410-000	TRANSPORTATION MAT'LS--NON-ALLOW.	250.00	0.00	683.75	( 433.75)	0%	274%
**TOTAL TRANSP. ACTIVITY PROGRAM		11,823.00	2,438.92	17,421.89	5,598.89CR	21%	147%
T R A N S P - O T H E R V E H							
100-683310-000	PURCHASE SERVICES--NON ALLOWABLE	2,800.00	0.00	288.36	2,511.64	0%	10%
100-683410-000	SUPPLIES--NON ALLOWABLE	400.00	0.00	748.97	( 348.97)	0%	187%
100-683710-000	TRANSP. FAC. INSURANCE--NON ALLOW.	0.00	0.00	0.00	0.00	0%	0%
**TOTAL GENERAL TRANSP. NON-ALLOW.		3,200.00	0.00	1,037.33	2,162.67	0%	32%
N O N I N S T R U C T I O N							
100-710220-000	FOOD EMPLOYER FICA	8,626.00	756.56	6,947.43	1,678.57	9%	81%
***TOTAL NON-INSTRUCTION		8,626.00	756.56	6,947.43	1,678.57	9%	81%
C A P I T A L							
100-810520-000	CAPITAL OUTLAY - BUILDINGS	288,706.00	0.00	0.00	288,706.00	0%	0%
100-810540-000	CAPITAL OUTLAY - VEHICLES	90,000.00	0.00	0.00	90,000.00	0%	0%
***TOTAL CAPITAL ASSETS		378,706.00	0.00	0.00	378,706.00	0%	0%
100-920810-000	TRANSFER TO MEDICAID FUND	0.00	0.00	0.00	0.00	0%	0%
100-920800-000	TRANSFERS TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
100-950850-000	CONTINGENCY RESERVE	358,851.00	0.00	0.00	358,851.00	0%	0%
***TOTAL OTHER SERVICES		358,851.00	0.00	0.00	358,851.00	0%	0%
***TOTAL EXPENDITURES		7,177,057.00	524,986.71	5,192,874.69	1,984,182.31	7%	72%

(Rprt: 01 - MAIN; Dates: 00/00/00-05/31/19; PRINT: 05/15/19 1:37:16 PM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
GRANTS - NEZ PERCE TRIBE & OTHERS							
232-320000-000	BEGINNING BALANCE - BUDGET	42,385.00CR	0.00	0.00	42,385.00CR	0%	0%
232-415000-000	INVESTMENT EARNINGS	0.00	0.00	0.00	0.00	0%	0%
232-419900-000	GRANT REVENUE - NPT & OTHERS	0.00	0.00	37,650.00CR	37,650.00	0%	0%
232-460000-000	INTERFUND TRANSFER	0.00	0.00	0.00	0.00	0%	0%
***TOTAL REVENUE		42,385.00CR	0.00	37,650.00CR	4,735.00CR	0%	89%
232-512110-000	AFTER SCHOOL TEACHER SALARIES	0.00	0.00	0.00	0.00	0%	0%
232-512115-000	AFTER SCHOOL SALARIES - AIDES	0.00	0.00	0.00	0.00	0%	0%
232-512210-000	LIFE INS BENEFIT	0.00	0.00	0.00	0.00	0%	0%
232-512220-000	FICA	0.00	0.00	0.00	0.00	0%	0%
232-512230-000	HEALTH INSURANCE - ASP	0.00	0.00	0.00	0.00	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	0.00	0.00	0%	0%
232-512290-000	PERSI	0.00	0.00	0.00	0.00	0%	0%
232-515115-000	CERTIFIED SALARY	0.00	552.64	2,788.32 (	2,788.32)	0%	0%
232-515220-000	FICA	0.00	42.28	213.31 (	213.31)	0%	0%
232-515270-000	WORKERS COMP	0.00	0.00	0.00	0.00	0%	0%
232-515410-000	HIGH SCHOOL SUPPLIES	0.00	116.48	528.48 (	528.48)	0%	0%
232-515312-000	P/S - NPT NATIVE ARTS GRANT	10,500.00	0.00	320.00	10,180.00	0%	3%
232-515313-000	P/S - COLLEGE & CAREER READINESS	5,400.00	0.00	5,284.02	115.98	0%	98%
232-515315-000	P/S - NPT MS READING GRANT	2,525.00	0.00	0.00	2,525.00	0%	0%
232-515316-000	P/S - CULTURALLY RESPONSIVE	840.00	0.00	0.00	840.00	0%	0%
232-515317-000	P/S - CDA TRIBE NATIVE ARTS GRANT	0.00	0.00	0.00	0.00	0%	0%
232-515318-000	P/S - NPT NATURAL SCIENCE	1,200.00	0.00	0.00	1,200.00	0%	0%
232-515319-000	P/S - NPT DRUG FREE FUNDS (OLD 246)	1,075.00	0.00	467.73	607.27	0%	44%
232-515320-000	P/S - ATTENDANCE COMMITTEE EMERGENCY FU	1,905.00	0.00	0.00	1,905.00	0%	0%
232-515322-000	P/S - NPT NATURAL HELPERS	7,630.00	0.00	0.00	7,630.00	0%	0%
232-515323-000	P/S - NPT MENTOR ARTISTS & PLAYWRIGHTS	0.00	0.00	0.00	0.00	0%	0%
232-515412-000	SUPPLIES - NPT GRANT NATIVE ARTS	820.00	118.32	5,018.89 (	4,198.89)	14%	612%
232-515413-000	SUPPLIES - COLLEGE & CAREER READINESS	2,425.00	0.00	2,271.16	153.84	0%	94%
232-515415-000	SUPPLIES-NPT MS READING	2,425.00	0.00	0.00	2,425.00	0%	0%
232-515416-000	SUPPLIES-NPT- CULTURALLY RESPONSIVE	835.00	0.00	592.76	242.24	0%	71%
232-515418-000	SUPPLIES - NATIVE NATURAL SCIENCE	1,200.00	0.00	1,546.07 (	346.07)	0%	129%
232-515419-000	SUPPLIES - NPT DRUG FREE FUNDS (OLD 246)	253.00	0.00	0.00	253.00	0%	0%
232-515420-000	SUPPLIES-ATTENDANCE COMMITTEE EMERGENCY	1,352.00	0.00	893.42	458.58	0%	66%
232-515422-000	SUPPLIES - NPT NATURAL HELPERS	2,000.00	0.00	0.00	2,000.00	0%	0%
232-515423-000	SUPPLIES-NPT MENTOR ARTISTS PLAYWRIGHTS	0.00	0.00	0.00	0.00	0%	0%
232-515550-000	CAPITAL EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
***TOTAL EXPENDITURES		42,385.00	829.72	19,924.16	22,460.84	2%	47%
NEXPERCE TRIBE - LITERATURE GRT							
234-320000-000	BEGINNING BALANCE	712.00CR	0.00	0.00 (	712.00)	0%	0%
234-419900-000	NEZPERCE TRIBE LITERATURE REV	0.00	0.00	0.00	0.00	0%	0%
***TOTAL REVENUE		712.00CR	0.00	0.00	712.00CR	0%	0%
234-515300-000	PURCHASE SERVICES	0.00	0.00	0.00	0.00	0%	0%
234-515410-000	SUPPLIES- LITERATURE	712.00	0.00	0.00	712.00	0%	0%
***TOTAL EXPENDITURES		712.00	0.00	0.00	712.00	0%	0%
N E Z P E R C E TRIBE JOB SKILLS							
235-320000-000	JOB SKILLS CARRYOVER	0.00	0.00	0.00	0.00	0%	0%
235-419900-000	NEZPERCE TRIBE SPECIAL SERVICE GRT	0.00	0.00	5,000.00CR	5,000.00	0%	0%
***TOTAL REVENUE		0.00	0.00	5,000.00CR	5,000.00	0%	0%
235-515115-000	JOB SKILLS SALARY	0.00	480.27	2,199.42 (	2,199.42)	0%	0%
235-515220-000	JOB SKILLS EMPLOYER FICA	0.00	36.74	168.26 (	168.26)	0%	0%
235-515270-000	JOB SKILLS WORKERS COMP	0.00	3.13	15.67 (	15.67)	0%	0%
235-521310-000	JOB SKILLS	0.00	0.00	0.00	0.00	0%	0%
***TOTAL EXPENDITURES		0.00	520.14	2,383.35	2,383.35CR	0%	0%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
STATE VOCATIONAL							
243-432410-000	STATE CTE -- AG. PROGRAM	15,000.00CR	0.00	38,400.00CR	23,400.00	0%	256%
243-432420-000	STATE VOC. ED.--BUSINESS PROGRAM	9,876.00CR	0.00	9,876.00CR	0.00	0%	100%
***TOTAL REVENUE		24,876.00CR	0.00	48,276.00CR	23,400.00	0%	194%
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%
243-515230-000	HEALTH INSURANCE - VOC ED	0.00	0.00	0.00	0.00	0%	0%
243-515270-000	VOC. ED. WORKERS COMPENSATION	11.00	0.00	0.00	11.00	0%	0%
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	10,500.00	0.00	1,688.09	8,811.91	0%	16%
243-515552-000	VOC. ED. EQUIPMENT--AG. PROGRAM	0.00	218.85	31,981.23	31,981.23	0%	0%
**TOTAL AG. PROGRAM		15,000.00	218.85	33,669.32	18,669.32CR	1%	224%
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	417.90	2,349.49	715.51	14%	77%
243-515413-000	VOC. ED. SUPPLIES--BUSINESS PROG.	6,811.00	0.00	3,116.84	3,694.16	0%	46%
243-515553-000	VOC. ED. EQUIPMENT--BUSINESS	0.00	0.00	0.00	0.00	0%	0%
**TOTAL BUSINESS PROGRAM		9,876.00	417.90	5,466.33	4,409.67	4%	55%
***TOTAL EXPENDITURES		24,876.00	636.75	39,135.65	14,259.65CR	3%	157%

CHAPTER I FUND

251-445100-000	FEDERAL ASSISTANCE	189,580.00CR	0.00	127,281.10CR	62,298.90CR	0%	67%
251-445101-000	SCHOOL IMPROVEMENT ASSISTANCE	203,177.00CR	14,479.19CR	115,243.50CR	87,933.50CR	7%	57%
***TOTAL REVENUE		392,757.00CR	14,479.19CR	242,524.60CR	150,232.40CR	4%	62%
251-512110-000	TEACHER SALARIES--ELEMENTARY	68,948.00	5,745.66	51,710.94	17,237.06	8%	75%
251-512115-000	TEACHER AIDES--ELEMENTARY	52,457.00	4,815.58	43,600.19	8,856.81	9%	83%
251-512200-000	ELEMENTARY FRINGE BENEFITS	10,596.00	632.83	5,695.47	4,900.53	6%	54%
251-512210-000	ELEMENT. LIFE/EMP. ASSIST.	288.00	31.82	290.33	2.33	11%	101%
251-512220-000	EMPLOYER FICA	10,098.00	851.85	7,680.31	2,417.69	8%	76%
251-512230-000	HEALTH INSURANCE - TITLE 1-A	18,399.00	2,200.02	19,826.52	1,427.52	12%	108%
251-512270-000	WORKER'S COMPENSATION	1,027.00	171.68	1,556.29	529.29	17%	152%
251-512280-000	SICK LEAVE RETIRE.	1,764.00	141.06	1,272.79	491.21	8%	72%
251-512290-000	RETIREMENT BENEFIT	15,848.00	1,267.18	11,434.06	4,413.94	8%	72%
251-512310-000	E. S. PURCHASED SERVICES	475.00	0.00	0.00	475.00	0%	0%
251-512410-000	ELEMENTARY SUPPLIES & MATERIALS	0.00	0.00	71.88	71.88	0%	0%
251-512111-000	SCHOOL IMPROVEMENT GRANT SALARIES	125,207.00	10,187.73	92,854.34	32,352.66	8%	74%
251-512201-000	FRINGE - SIG	7,539.00	628.25	5,654.25	1,884.75	8%	75%
251-512211-000	LIFE INS BENEFIT - SIG	288.00	23.40	177.66	110.34	8%	62%
251-512221-000	EMPLOYER FICA - SIG	10,155.00	789.84	7,203.48	2,951.52	8%	71%
251-512231-000	HEALTH INSURANCE - SIG	13,799.00	1,332.79	10,910.12	2,888.88	10%	79%
251-512271-000	WORKER'S COMP - SIG	1,033.00	0.00	0.00	1,033.00	0%	0%
251-512281-000	UNUSED SICK LEAVE - SIG	1,673.00	136.28	1,240.22	432.78	8%	74%
251-512291-000	PERSI - SIG	15,027.00	1,224.36	11,142.38	3,884.62	8%	74%
251-512311-000	SIG PURCHASED SERVICES	27,755.00	0.00	0.00	27,755.00	0%	0%
251-512411-000	SIG SUPPLIES	700.00	201.77	585.47	114.53	29%	84%
251-632115-000	ADMIN. SALARIES	8,000.00	0.00	0.00	8,000.00	0%	0%
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	0.00	0.00	0%	0%
251-632220-000	EMPLOYER FICA	612.00	0.00	0.00	612.00	0%	0%
251-632230-000	HEALTH INSURANCE - 1-A ADMIN	0.00	0.00	0.00	0.00	0%	0%
251-632270-000	WORKER'S COMPENSATION	62.00	0.00	0.00	62.00	0%	0%
251-632280-000	SICK LEAVE RETIREMENT	101.00	0.00	0.00	101.00	0%	0%
251-632290-000	RETIREMENT BENEFIT	906.00	0.00	0.00	906.00	0%	0%
251-632410-000	ADMINISTRATION SUPPLIES/MATERIALS	0.00	0.00	0.00	0.00	0%	0%
***TOTAL EXPENDITURES		392,757.00	30,382.10	272,906.70	119,850.30	8%	69%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
PART B FUND							
257-320000-000	PART B CARRYOVER	0.00	0.00	0.00	0.00	0%	0%
257-445000-000	FEDERAL ASSISTANCE -- PART B	121,748.00CR	9,243.37CR	72,709.90CR	49,038.10CR	8%	60%
***TOTAL REVENUE		121,748.00CR	9,243.37CR	72,709.90CR	49,038.10CR	8%	60%
257-521110-000	CERTIFIED SALARY	0.00	0.00	0.00	0.00	0%	0%
257-521115-000	AIDES - PART B	74,682.00	5,614.36	50,849.53	23,832.47	8%	68%
257-521200-000	FRINGE BENEFITS- PART B	9,936.00	740.33	6,662.97	3,273.03	7%	67%
257-521210-000	LIFE INS BENEFIT	376.00	25.02	230.50	145.50	7%	61%
257-521220-000	EMPLOYER FICA	6,473.00	485.32	4,393.19	2,079.81	7%	68%
257-521230-000	HEALTH INSURANCE - PART B	18,399.00	1,528.70	12,132.67	6,266.33	8%	66%
257-521270-000	WORKER' S COMPENSATION	656.00	49.56	448.56	207.44	8%	68%
257-521280-000	SICK LEAVE RETIRE.	1,066.00	80.07	724.71	341.29	8%	68%
257-521290-000	RETIREMENT BENEFIT	9,579.00	719.36	6,510.49	3,068.51	8%	68%
257-521410-000	SUPPLIES	581.00	0.00	0.00	581.00	0%	0%
***TOTAL EXPENDITURES		121,748.00	9,242.72	81,952.62	39,795.38	8%	67%
PART B PRESCHOOL							
258-320000-000	PRESCHOOL CARRYOVER-PRIOR	0.00	0.00	0.00	0.00	0%	0%
258-445600-000	PART B PRE-SCHOOL REVENUE	3,116.00CR	260.85CR	2,086.92CR	1,029.08CR	8%	67%
***TOTAL REVENUE		3,116.00CR	260.85CR	2,086.92CR	1,029.08CR	8%	67%
258-522110-000	CERTIFIED TEACHER SALARIES	0.00	0.00	0.00	0.00	0%	0%
258-522115-000	NON-CERTIFIED SALARIES	2,039.00	173.50	1,561.50	477.50	9%	77%
258-522200-000	BENEFITS	537.00	41.66	374.94	162.06	8%	70%
258-522210-000	LIFE/EMP. ASSIST. PLAN	0.00	0.64	5.73	5.73	0%	0%
258-522220-000	EMPLOYER FICA	197.00	16.31	146.94	50.06	8%	75%
258-522230-000	HEALTH INSURANCE - PART B PRESCHOOL	0.00	0.00	0.00	0.00	0%	0%
258-522270-000	WORKER' S COMPENSATION	20.00	1.67	15.03	4.97	8%	75%
258-522280-000	SICK LEAVE RETIRE.	32.00	2.71	24.39	7.61	8%	76%
258-522290-000	RETIREMENT BENEFIT	291.00	24.36	219.24	71.76	8%	75%
***TOTAL EXPENDITURES		3,116.00	260.85	2,347.77	768.23	8%	75%
MEDICAID FUND							
260-445900-000	MEDICAID REVENUE	0.00	9,364.80CR	197,491.95CR	197,491.95	0%	0%
260-460000-000	TRANSFER FROM GENERAL FUND	0.00	0.00	0.00	0.00	0%	0%
***TOTAL REVENUE		0.00	9,364.80CR	197,491.95CR	197,491.95	0%	0%
260-616115-000	ANCILLARY SALARIES	0.00	0.00	0.00	0.00	0%	0%
260-616200-000	ANCILLARY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
260-616210-000	EMPLOYEE LIFE INSURANCE	0.00	0.00	0.00	0.00	0%	0%
260-616220-000	EMPLOYER FICA	0.00	0.00	0.00	0.00	0%	0%
260-616230-000	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
260-616270-000	WORKERS COMP	0.00	0.00	0.00	0.00	0%	0%
260-616280-000	UNUSED SICK LEAVE	0.00	0.00	0.00	0.00	0%	0%
260-616290-000	PERSI	0.00	0.00	0.00	0.00	0%	0%
260-616310-000	MEDICAID CONTRACT SERVICES	0.00	0.00	0.00	0.00	0%	0%
260-616350-000	MEDICAID MATCH	0.00	0.00	45,000.00	45,000.00	0%	0%
***TOTAL EXPENDITURES		0.00	0.00	45,000.00	45,000.00CR	0%	0%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
TITLE IV-A ESSA STUDENT SUPPORT							
261-445200-000	TITLE IV-A ESSA REVENUE	11,444.00CR	0.00	13,516.00CR	2,072.00	0%	118%
	***TOTAL REVENUE	11,444.00CR	0.00	13,516.00CR	2,072.00	0%	118%
261-512115-000	ELEMENTARY CLASSIFIED SALARY	0.00	0.00	50.00 (	50.00)	0%	0%
261-512200-000	FRINGE	0.00	0.00	0.00	0.00	0%	0%
261-512210-000	LIFE INSURANCE BENEFIT	0.00	0.00	0.07 (	0.07)	0%	0%
261-512220-000	FICA BENEFIT	0.00	0.00	3.26 (	3.26)	0%	0%
261-512230-000	HEALTH INSURANCE	0.00	0.00	6.60 (	6.60)	0%	0%
261-512270-000	WORKERS COMP	0.00	0.00	0.39 (	0.39)	0%	0%
261-512280-000	UUSL	0.00	0.00	0.63 (	0.63)	0%	0%
261-512290-000	PERSI BENEFIT	0.00	0.00	5.66 (	5.66)	0%	0%
261-512310-000	PURCHASED SERVICES	7,794.00	0.00	9,458.60 (	1,664.60)	0%	121%
261-512410-000	SUPPLIES/MATERIALS	3,650.00	0.00	3,990.79 (	340.79)	0%	109%
	***TOTAL EXPENDITURES	11,444.00	0.00	13,516.00	2,072.00CR	0%	118%
REAP							
262-320000-000	BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
262-443000-000	REAP GRANT REVENUE	33,241.00CR	0.00	21,789.63CR	11,451.37CR	0%	66%
	***TOTAL REVENUE	33,241.00CR	0.00	21,789.63CR	11,451.37CR	0%	66%
262-512115-000	ELEMENTARY CLASSIFIED SALARY	20,238.00	1,744.50	15,700.50	4,537.50	9%	78%
262-512200-000	FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
262-512210-000	LIFE INSURANCE BENEFIT	96.00	6.47	57.24	38.76	7%	60%
262-512220-000	FICA BENEFIT	1,548.00	133.45	1,201.10	346.90	9%	78%
262-512230-000	HEALTH INSURANCE - REAP	8,539.00	617.84	5,468.53	3,070.47	7%	64%
262-512270-000	WORKERS COMP. BENEFIT	274.00	13.60	122.45	151.55	5%	45%
262-512280-000	SICK LEAVE BENEFIT	255.00	21.98	197.82	57.18	9%	78%
262-512290-000	PERSI BENEFIT	2,291.00	197.48	1,777.31	513.69	9%	78%
	***TOTAL EXPENDITURES	33,241.00	2,735.32	24,524.95	8,716.05	8%	74%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
T I T L E VI-A INDIAN EDUCATION							
267-320000-000	BEGINNING FUND BALANCE	0.00	0.00	0.00	0.00	0%	0%
267-419900-000	LOCAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
267-443000-000	FEDERAL ASSISTANCE - VI-A	85,000.00CR	0.00	52,897.67CR	32,102.33CR	0%	62%
267-443001-000	NYCP GRANT REVENUE	232,709.00CR	0.00	117,459.31CR	115,249.69CR	0%	50%
***TOTAL REVENUE		317,709.00CR	0.00	170,356.98CR	147,352.02CR	0%	54%
267-512410-000	CULTURAL ENRICHMENT SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
267-515100-000	COORDINATOR SALARY	12,150.00	833.00	10,930.88	1,219.12	7%	90%
267-515110-000	NEZ PERCE LANGUAGE INSTRUCTOR	8,813.00	0.00	0.00	8,813.00	0%	0%
267-515115-000	CERTIFIED SALARY - OTHER	16,500.00	878.00	6,314.75	10,185.25	5%	38%
267-515120-000	SECRETARY'S SALARY	17,458.00	1,550.91	17,801.55	( 343.55)	9%	102%
267-515125-000	ATTENDANCE CLERK	10,750.00	864.75	7,782.75	2,967.25	8%	72%
267-515200-000	FRINGE	3,591.00	299.25	2,693.25	897.75	8%	75%
267-515210-000	LIFE INS - VI-A	55.00	6.41	53.22	1.78	12%	97%
267-515220-000	EMPLOYER FICA	5,299.00	315.48	3,287.70	2,011.30	6%	62%
267-515230-000	HEALTH INSURANCE - VI-A	0.00	125.55	833.66	( 833.66)	0%	0%
267-515270-000	WORKER'S COMPENSATION	537.00	34.51	309.05	227.95	6%	58%
267-515280-000	SICK LEAVE BENEFIT	389.00	25.73	211.57	177.43	7%	54%
267-515290-000	RETIREMENT BENEFIT	3,491.00	325.44	2,501.14	989.86	9%	72%
267-515300-000	HIGH SCHOOL PURCHASED SVCS	650.00	0.00	3,645.19	( 2,995.19)	0%	561%
267-515380-000	TRAVEL - VI-A	0.00	0.00	683.99	( 683.99)	0%	0%
267-515410-000	SUPPLIES	5,317.00	861.07	1,969.07	3,347.93	16%	37%
TOTAL TITLE VI-A EXPENDITURES		85,000.00	6,120.10	59,017.77	25,982.23	7%	69%
267-515101-000	SALARIES - DIRECTOR - NYCP	26,836.00	2,890.00	25,347.00	1,489.00	11%	94%
267-515111-000	SALARIES - CERTIFIED - NYCP	76,899.00	3,026.64	30,793.80	46,105.20	4%	40%
267-515116-000	SALARIES - N/C - NYCP	17,650.00	953.00	7,465.97	10,184.03	5%	42%
267-515201-000	FRINGE - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515211-000	LIFE INS - NYCP	192.00	9.90	93.72	98.28	5%	49%
267-515221-000	FICA - ER - NYCP	9,286.00	465.53	4,301.88	4,984.12	5%	46%
267-515231-000	HEALTH INS - NYCP	18,399.00	946.01	8,704.58	9,694.42	5%	47%
267-515271-000	WORKERS COMP - NYCP	941.00	53.59	489.48	451.52	6%	52%
267-515281-000	UUSL - NYCP	872.00	50.14	469.47	402.53	6%	54%
267-515291-000	PERSI - NYCP	10,875.00	777.65	7,200.27	3,674.73	7%	66%
267-515311-000	PURCHASES SERVICES - NYCP	21,829.00	2,308.49	28,993.19	( 7,164.19)	11%	133%
267-515381-000	TRAVEL - NYCP	21,136.00	0.00	6,766.54	14,369.46	0%	32%
267-515411-000	SUPPLIES - NYCP	19,238.00	0.00	4,014.31	15,223.69	0%	21%
267-920801-000	INDIRECT COSTS - NYCP	8,556.00	0.00	4,300.05	4,255.95	0%	50%
TOTAL NYCP EXPENDITURES		232,709.00	11,480.95	128,940.26	103,768.74	5%	55%
***TOTAL EXPENDITURES		317,709.00	17,601.05	187,958.03	129,750.97	6%	59%
J O M F U N D							
269-320000-000	J.O.M. BEGINNING BALANCE	12,000.00CR	0.00	0.00	12,000.00CR	0%	0%
269-415000-000	INVESTMENT EARNINGS	0.00	0.00	0.00	0.00	0%	0%
269-445900-000	FEDERAL ASSISTANCE	15,600.00CR	7,539.93CR	18,868.81CR	3,268.81	48%	121%
***TOTAL REVENUE		27,600.00CR	7,539.93CR	18,868.81CR	8,731.19CR	27%	68%
269-512310-000	CULTURAL ENRICHMENT	4,000.00	0.00	0.00	4,000.00	0%	0%
269-512390-000	J.O.M. SUMMER SCHOOL	0.00	0.00	0.00	0.00	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	15,000.00	0.00	0.00	15,000.00	0%	0%
269-515111-000	JOM COORDINATOR	0.00	0.00	0.00	0.00	0%	0%
269-515115-000	CLASSIFIED SALARIES	0.00	0.00	0.00	0.00	0%	0%
269-515210-000	LIFE INS BENEFIT	0.00	0.00	0.00	0.00	0%	0%
269-515220-000	EMPLOYER FICA	1,148.00	0.00	0.00	1,148.00	0%	0%
269-515230-000	HEALTH INSURANCE - JOM	0.00	0.00	0.00	0.00	0%	0%
269-515270-000	WORKERS COMP	116.00	0.00	0.00	116.00	0%	0%
269-515280-000	UNUSED SICK LEAVE BENEFIT	189.00	0.00	0.00	189.00	0%	0%
269-515290-000	PERSI	1,698.00	0.00	0.00	1,698.00	0%	0%
269-515300-000	PURCHASE SERVICES	0.00	0.00	0.00	0.00	0%	0%
269-515310-000	CULTURAL ENRICHMENT SERVICES	4,000.00	0.00	211.00	3,789.00	0%	5%
269-515410-000	JOM CULTURAL SUPPLIES	449.00	0.00	1,153.01	( 704.01)	0%	257%
***TOTAL EXPENDITURES		27,600.00	0.00	1,364.01	26,235.99	0%	5%

(Rprt: 01 - MAIN; Dates: 00/00/00-05/31/19; PRINT: 05/15/19 1:37:17 PM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
T I T L E I I A IMPV TEACH QUALITY							
271-320000-000	ESTIMATED BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
271-445900-000	FEDERAL TITLE II-A REVENUE	26,901.00CR	0.00	22,856.28CR	4,044.72CR	0%	85%
	***TOTAL REVENUE	26,901.00CR	0.00	22,856.28CR	4,044.72CR	0%	85%
271-621110-000	STAFF DEVELOPMENT SALARIES	17,000.00	1,010.12	12,960.06	4,039.94	6%	76%
271-621210-000	STAFF DEVELOPMENT LIFE INS.	0.00	3.17	35.57	( 35.57)	0%	0%
271-621220-000	STAFF DEVELOP. FICA BENEFIT	1,301.00	76.83	985.33	315.67	6%	76%
271-621230-000	HEALTH INSURANCE - II-A	0.00	185.04	1,942.72	( 1,942.72)	0%	0%
271-621270-000	WORKERS COMPENSATION	132.00	7.88	99.01	32.99	6%	75%
271-621280-000	STAFF DEVELOP. SICK LEAVE	214.00	12.73	163.29	50.71	6%	76%
271-621290-000	STAFF DEVELOP. PERSI BENEFIT	1,924.00	114.32	1,466.86	457.14	6%	76%
271-621310-000	STAFF DEVELOPMENT	6,330.00	0.00	113.80	6,216.20	0%	2%
271-621380-000	TITLE II STAFF TRAVEL	0.00	0.00	5,929.55	( 5,929.55)	0%	0%
271-621410-000	STAFF DEVELOPMENT SUPPLIES	0.00	0.00	570.18	( 570.18)	0%	0%
271-920800-000	INDIRECT COST--TITLE II-A	0.00	0.00	0.00	0.00	0%	0%
	***TOTAL EXPENDITURES	26,901.00	1,410.09	24,266.37	2,634.63	5%	90%
21ST CENTURY LEARNING CENTERS							
273-445900-000	21ST CENTURY FEDERAL REVENUE	132,329.00CR	8,430.63CR	67,139.02CR	65,189.98CR	6%	51%
	***TOTAL REVENUE	132,329.00CR	8,430.63CR	67,139.02CR	65,189.98CR	6%	51%
273-512100-000	SALARIES - DIRECTOR - 21ST CLCC	36,750.00	3,500.00	31,500.00	5,250.00	10%	86%
273-512110-000	SALARIES - CERTIFIED - 21ST CLCC	46,462.00	4,288.75	25,815.87	20,646.13	9%	56%
273-512115-000	SALARIES - N/C - 21ST CLCC	6,522.00	1,407.32	6,466.38	55.62	22%	99%
273-512200-000	FRINGE - 21ST CLCC	7,291.00	607.58	5,468.22	1,822.78	8%	75%
273-512210-000	LIFE - 21ST CLCC	96.00	18.14	132.53	( 36.53)	19%	138%
273-512220-000	FICA - 21ST CLCC	7,422.00	654.08	3,718.97	3,703.03	9%	50%
273-512230-000	HEALTH INS - 21ST CLCC	0.00	261.21	1,996.84	( 1,996.84)	0%	0%
273-512270-000	WORKERS COMP - 21ST CLCC	650.00	75.84	528.97	121.03	12%	81%
273-512280-000	UUSL - 21ST CLCC	1,223.00	116.01	834.93	388.07	9%	68%
273-512290-000	PERSI - 21ST CLCC	10,983.00	1,042.32	7,501.45	3,481.55	9%	68%
273-512300-000	PURCHASED SERVICES - 21ST CLCC	4,180.00	0.00	2,060.94	2,119.06	0%	49%
273-512400-000	SUPPLIES - 21ST CLCC	10,750.00	20.07	3,759.40	6,990.60	0%	35%
273-920800-000	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	***TOTAL EXPENDITURES	132,329.00	11,991.32	89,784.50	42,544.50	9%	68%
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%
278-419900-000	OTHER LOCAL REVENUE	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	0.00	0.00	0.00	0.00	0%	0%
	***TOTAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
278-515110-000	GEAR UP CERT. SALARIES	0.00	0.00	0.00	0.00	0%	0%
278-515115-000	GEAR UP SALARIES	0.00	1,467.00	6,274.38	( 6,274.38)	0%	0%
278-515200-000	FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515210-000	LIFE INSURANCE BENEFIT	0.00	4.85	19.81	( 19.81)	0%	0%
278-515220-000	EMPLOYER FICA	0.00	112.22	479.99	( 479.99)	0%	0%
278-515230-000	HEALTH INSURANCE - GEAR UP	0.00	463.35	1,852.29	( 1,852.29)	0%	0%
278-515270-000	WORKER'S COMPENSATION	0.00	11.45	48.96	( 48.96)	0%	0%
278-515280-000	SICK LEAVE BENEFIT	0.00	18.48	79.04	( 79.04)	0%	0%
278-515290-000	PERSI BENEFIT	0.00	166.06	710.25	( 710.25)	0%	0%
278-515380-000	STUDENT TRAVEL	0.00	0.00	0.00	0.00	0%	0%
278-515410-000	GEAR UP SUPPLIES	0.00	1,839.94	1,839.94	( 1,839.94)	0%	0%
278-621310-000	STAFF CONFERENCE/TRAINING	0.00	0.00	1,261.41	( 1,261.41)	0%	0%
278-621380-000	STAFF TRAVEL	0.00	0.00	1,109.55	( 1,109.55)	0%	0%
278-920800-000	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	***TOTAL EXPENDITURES	0.00	4,083.35	13,675.62	13,675.62CR	0%	0%



(Rprt: 01 - MAIN; Dates: 00/00/00-05/31/19; PRINT: 05/15/19 1:37:18 PM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
C H I L D N U T R I T I O N							
290-320000-000	EST. BEG. BAL.--SCHOOL LUNCH	50,000.00CR	0.00	0.00 (	50,000.00)	0%	0%
290-415000-000	EARNINGS ON INVESTMENTS	0.00	0.00	0.00	0.00	0%	0%
290-416100-000	SCHOOL FOOD SERVICE	0.00	0.00	319.83CR	319.83	0%	0%
290-416200-000	LUNCH SALES--ALA CARTE	7,500.00CR	0.00	3,549.22CR	3,950.78CR	0%	47%
290-419900-000	OTHER REVENUE	0.00	0.00	0.00	0.00	0%	0%
290-445500-000	NSLP - LUNCH REVENUE	195,000.00CR	0.00	176,591.61CR	18,408.39CR	0%	91%
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	32,000.00CR	0.00	8,864.85CR	23,135.15CR	0%	28%
290-445503-000	NSLP - BREAKFAST REVENUE	70,000.00CR	0.00	56,952.09CR	13,047.91CR	0%	81%
290-445504-000	NSLP - SNACK REVENUE	2,000.00CR	0.00	797.16CR	1,202.84CR	0%	40%
290-445505-000	FRESH FRUIT VEGETABLE GRANT INCOME	16,000.00CR	0.00	12,029.35CR	3,970.65CR	0%	75%
290-460000-000	INTERFUND TRANSFER	0.00	0.00	0.00	0.00	0%	0%
***TOTAL REVENUE		385,500.00CR	0.00	259,104.11CR	126,395.89CR	0%	67%
290-710115-000	FOOD SERVICE SALARIES--REGULAR	97,474.00	9,403.44	87,556.03	9,917.97	10%	90%
290-710116-000	FFVP PREP SALARIES	2,500.00	227.34	1,226.81	1,273.19	9%	49%
290-710117-000	FFVP ADMIN SALARIES	1,500.00	168.16	1,219.16	280.84	11%	81%
290-710200-000	FRINGE BENEFITS-FOOD SERVICES	11,284.00	411.50	3,703.50	7,580.50	4%	33%
290-710210-000	LIFE/EMP. ASSIST. PLAN	576.00	46.46	416.96	159.04	8%	72%
290-710220-000	EMPLOYER FICA	0.00	0.00	0.00	0.00	0%	0%
290-710230-000	HEALTH INSURANCE - FOOD SERVICE	35,076.00	3,674.49	32,959.49	2,116.51	10%	94%
290-710270-000	WORKER'S COMPENSATION	8,156.00	685.19	6,389.88	1,766.12	8%	78%
290-710280-000	SICK LEAVE RETIRE.	1,396.00	119.41	1,120.01	275.99	9%	80%
290-710290-000	PERSI BENEFIT	12,538.00	1,072.81	10,062.01	2,475.99	9%	80%
290-710310-000	FOOD SERVICE - PURCHASED SERVICES	1,500.00	0.00	657.45	842.55	0%	44%
290-710315-000	FFVP PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
290-710410-000	FOOD SERVICE--NON-FOOD SUPPLIES	9,000.00	1,790.95	9,260.14 (	260.14)	20%	103%
290-710411-000	FOOD SERVICE--FOOD SUPPLIES	168,500.00	16,392.95	119,645.48	48,854.52	10%	71%
290-710412-000	FOOD SERVICE--MILK	22,000.00	2,472.53	16,245.82	5,754.18	11%	74%
290-710413-000	FOOD SERVICE--COMMODITIES	14,000.00	0.00	9,955.79	4,044.21	0%	71%
290-710415-000	FFVP FOOD SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
290-710416-000	FFVP SUPPLIES & MATERIALS	0.00	0.00	0.00	0.00	0%	0%
290-710550-000	FOOD SERVICE EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
***TOTAL EXPENDITURES		385,500.00	36,465.23	300,418.53	85,081.47	9%	78%
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	235,488.00CR	582.64CR	165,916.06CR (	69,571.94)	0%	70%
310-415000-000	INVESTMENT EARNINGS	500.00CR	0.00	877.37CR	377.37	0%	175%
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.	50,000.00CR	0.00	45,889.19CR (	4,110.81)	0%	92%
***TOTAL REVENUE		285,988.00CR	582.64CR	212,682.62CR	73,305.38CR	0%	74%
310-911610-000	BIRF PRINCIPAL	225,000.00	0.00	225,000.00	0.00	0%	100%
310-912620-000	BIRF INTEREST	60,488.00	0.00	55,987.50	4,500.50	0%	93%
310-913691-000	BIRF FEES	500.00	0.00	500.00	0.00	0%	100%
***TOTAL EXPENDITURES		285,988.00	0.00	281,487.50	4,500.50	0%	98%
BUS DEPRECIATION							
421-320000-000	BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
421-431200-000	TRANSPORTATION DEPRECIATION REV	34,162.00CR	0.00	47,952.00CR	13,790.00	0%	140%
***TOTAL REVENUE		34,162.00CR	0.00	47,952.00CR	13,790.00	0%	140%
421-681500-000	BUS PURCHASE	34,162.00	0.00	0.00	34,162.00	0%	0%
***TOTAL EXPENDITURES		34,162.00	0.00	0.00	34,162.00	0%	0%

(Rprt: 01 - MAIN; Dates: 00/00/00-05/31/19; PRINT: 05/15/19 1:37:18 PM)

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
GENERAL FUND				
100-111100-000	CASH IN BANK--GENERAL FUND	260,203.82CR	182,441.01	77,762.81CR
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	3,012,719.81	226,957.60CR	2,785,762.21
100-112120-000	SAVINGS ACCOUNT--WELLS FARGO	52,509.95	52,000.00CR	509.95
100-113100-000	TAXES RECEIVABLE	2,118.20	0.00	2,118.20
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	800.00	800.00CR	0.00
100-114230-000	INTERFUND RECEIVABLE	0.00	0.00	0.00
100-114290-000	LOCAL REVENUE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		2,807,944.14	97,316.59CR	2,710,627.55
100-211200-000	INTERFUND PAYABLE	0.00	0.00	0.00
100-213000-000	ACCOUNTS PAYABLE	0.00	89,673.73CR	89,673.73CR
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	90.62CR	0.00	90.62CR
100-218351-000	WORKERS COMPENSATION PAYABLE	11,079.79	0.00	11,079.79
100-218703-000	PAYROLL WITHHOLDINGS - OTHER	0.00	0.00	0.00
100-218903-000	PAYROLL ADVANCES	0.00	0.00	0.00
100-221100-000	DEFERRED REVENUES	2,988.96CR	0.00	2,988.96CR
100-320200-000	FUND BALANCE - GENERAL FUND	2,815,944.35CR	186,990.32	2,628,954.03CR
***TOTAL LIABILITIES & FUND BAL.		2,807,944.14CR	97,316.59	2,710,627.55CR
GRANTS - NEZ PERCE TRIBE & OTHERS				
232-111100-000	CASH IN BANK-NPT GRANTS & OTHERS	56,594.19	50,594.92CR	5,999.27
232-112100-000	LGIP	0.00	50,000.00	50,000.00
232-114100-000	REVENUE RECEIVABLE	0.00	0.00	0.00
232-114200-000	INTERFUND RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		56,594.19	594.92CR	55,999.27
232-213000-000	ACCOUNTS PAYABLE	0.00	234.80CR	234.80CR
232-320200-000	FUND BALANCE - FUND 232	56,594.19CR	829.72	55,764.47CR
***TOTAL LIABILITIES & FUND BAL.		56,594.19CR	594.92	55,999.27CR
NEXPERCE TRIBE - LITERATURE GRT				
234-111100-000	CASH IN BANK--NEZPERCE LIT GRANT	711.47	0.00	711.47
***TOTAL ASSETS		711.47	0.00	711.47
234-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
234-320200-000	FUND BALANCE - NPT LITERATURE GRANT	711.47CR	0.00	711.47CR
***TOTAL LIABILITIES & FUND BAL.		711.47CR	0.00	711.47CR
NEZPERCE TRIBE JOB SKILLS				
235-111100-000	CASH IN BANK--NEZPERCE SPEC. SERV.	3,159.08	520.14CR	2,638.94
235-114100-000	REVENUE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		3,159.08	520.14CR	2,638.94
235-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
235-320200-000	FUND BALANCE- NEZPERCE TRIBE JOB SKILLS	3,159.08CR	520.14	2,638.94CR
***TOTAL LIABILITIES & FUND BAL.		3,159.08CR	520.14	2,638.94CR

(Rprt: 01 - MAIN; Dates: 00/00/00-05/31/19; PRINT: 05/15/19 1:37:18 PM)

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
STATE VOCATIONAL				
243-111100-000	CASH IN BANK--STATE VOC ED.	9,777.10	0.00	9,777.10
243-114100-000	SUPPORT RECEIVABLE	0.00	0.00	0.00
243-114200-000	INTERFUND RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		9,777.10	0.00	9,777.10
243-211200-000	INTERFUND PAYABLES	0.00	0.00	0.00
243-213000-000	ACCOUNTS PAYABLE	0.00	636.75CR	636.75CR
243-217100-000	SALARIES PAYABLE	0.00	0.00	0.00
243-217200-000	BENEFITS PAYABLE	0.00	0.00	0.00
243-320200-000	FUND BALANCE - FUND 243	9,777.10CR	636.75	9,140.35CR
***TOTAL LIABILITIES & FUND BAL.		9,777.10CR	0.00	9,777.10CR
CHAPTER I FUND				
251-111100-000	CASH IN BANK--TITLE I	14,479.19CR	15,701.14CR	30,180.33CR
251-114100-000	ASSISTANCE REC' BL--CHAPTER I	0.00	0.00	0.00
251-114200-000	INTERFUND RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		14,479.19CR	15,701.14CR	30,180.33CR
251-211200-000	INTERFUND PAYABLES	0.00	0.00	0.00
251-213000-000	ACCOUNTS PAYABLE	0.00	201.77CR	201.77CR
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	14,479.19	15,902.91	30,382.10
***TOTAL LIABILITIES & FUND BAL.		14,479.19	15,701.14	30,180.33
PART B FUND				
257-111100-000	CASH IN BANK-- PART B	9,243.37CR	0.65	9,242.72CR
257-114100-000	REVENUE RECEIVABLE	0.00	0.00	0.00
257-114200-000	INTERFUND RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		9,243.37CR	0.65	9,242.72CR
257-211200-000	INTERFUND PAYABLES	0.00	0.00	0.00
257-213000-000	ACCOUNTS PAYABLE-- PART B	0.00	0.00	0.00
257-217100-000	CONTRACTS PAYABLE	0.00	0.00	0.00
257-217200-000	BENEFITS PAYABLE	0.00	0.00	0.00
257-320200-000	FUND BALANCE - FUND 257	9,243.37	0.65CR	9,242.72
***TOTAL LIABILITIES & FUND BAL.		9,243.37	0.65CR	9,242.72
PART B PRESCHOOL				
258-111100-000	CASH IN BANK -- PART B PRE-SCHOOL	260.85CR	0.00	260.85CR
258-114100-000	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		260.85CR	0.00	260.85CR
258-211200-000	INTERFUND PAYABLES	0.00	0.00	0.00
258-213000-000	PART B PRESCHOOL ACCOUNTS PAYABLE	0.00	0.00	0.00
258-217100-000	PART B PRESCHOOL SALARIES PAYABLE	0.00	0.00	0.00
258-217200-000	PART B PRESCHOOL BENEFITS PAYABLE	0.00	0.00	0.00
258-320200-000	FUND BALANCE - FUND 258	260.85	0.00	260.85
***TOTAL LIABILITIES & FUND BAL.		260.85	0.00	260.85

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
MEDICAID FUND				
260-111100-000	CASH - MEDICAID FUND	143,127.15	9,364.80	152,491.95
260-113100-000	MEDICAID RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		143,127.15	9,364.80	152,491.95
260-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
260-320200-000	FUND BALANCE - MEDICAID FUND	143,127.15CR	9,364.80CR	152,491.95CR
***TOTAL LIABILITIES & FUND BAL.		143,127.15CR	9,364.80CR	152,491.95CR
TITLE IV-A ESSA STUDENT SUPPORT				
261-111100-000	TITLE IV-A CASH	0.00	0.00	0.00
261-114200-000	TITLE IV-A RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		0.00	0.00	0.00
261-213000-000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	0.00	0.00
261-217100-000	SALARIES PAYABLE	0.00	0.00	0.00
261-217200-000	BENEFITS PAYABLE	0.00	0.00	0.00
261-320200-000	FUND BALANCE - TITLE IV-A	0.00	0.00	0.00
***TOTAL LIABILITIES & FUND BAL.		0.00	0.00	0.00
REAP				
262-111100-000	CASH IN BANK--REAP GRANT	0.00	2,735.32CR	2,735.32CR
262-114100-000	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		0.00	2,735.32CR	2,735.32CR
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	0.00	2,735.32	2,735.32
***TOTAL LIABILITIES & FUND BAL.		0.00	2,735.32	2,735.32
T I T L E VI-A INDIAN EDUCATION				
267-111100-000	CASH IN BANK--TITLE VI-A	0.00	14,431.49CR	14,431.49CR
267-114100-000	REVENUE RECEIVABLE -- TITLE VI-A	0.00	0.00	0.00
***TOTAL ASSETS		0.00	14,431.49CR	14,431.49CR
267-211200-000	INTERFUND PAYABLE	0.00	0.00	0.00
267-213000-000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	3,169.56CR	3,169.56CR
267-217100-000	CONTRACTS PAYABLE--TITLE VI-A	0.00	0.00	0.00
267-217200-000	BENEFITS PAYABLE - TITLE VI-A	0.00	0.00	0.00
267-320200-000	FUND BALANCE - TITLE VI-A	0.00	17,601.05	17,601.05
***TOTAL LIABILITIES & FUND BAL.		0.00	14,431.49	14,431.49
J O M F U N D				
269-111100-000	CASH IN BANK--JOM	464.82	7,539.93	8,004.75
269-112100-000	INVESTMENTS - LGIP #2714	44,000.00	0.00	44,000.00
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		44,464.82	7,539.93	52,004.75
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	44,464.82CR	7,539.93CR	52,004.75CR
***TOTAL LIABILITIES & FUND BAL.		44,464.82CR	7,539.93CR	52,004.75CR

(Rprt: 01 - MAIN; Dates: 00/00/00-05/31/19; PRINT: 05/15/19 1:37:19 PM)

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
T I T L E I I A I M P V T E A C H Q U A L I T Y				
271-111100-000	CASH IN BANK--TITLE II IMPV T QUAL	0.00	1,410.09CR	1,410.09CR
271-114000-000	RECEIVABLE--TITLE II	0.00	0.00	0.00
***TOTAL ASSETS		0.00	1,410.09CR	1,410.09CR
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	0.00	1,410.09	1,410.09
***TOTAL LIABILITIES & FUND BAL.		0.00	1,410.09	1,410.09
21st CENTURY COMMUNITY LEARNING CENTER				
273-111100-000	CASH - 21ST CENTURY LEARNING CENTER	19,084.79CR	3,540.62CR	22,625.41CR
273-114000-000	RECEIVABLE - 21ST CENTURY LEARNING CENT	0.00	0.00	0.00
***TOTAL ASSETS		19,084.79CR	3,540.62CR	22,625.41CR
273-211200-000	INTERFUND PAYABLE	0.00	0.00	0.00
273-213000-000	ACCOUNTS PAYABLE - 21ST CLCC	0.00	20.07CR	20.07CR
273-217100-000	SALARIES PAYABLE	0.00	0.00	0.00
273-217200-000	BENEFITS PAYABLE	0.00	0.00	0.00
273-320200-000	FUND BALANCE - 21ST CENTURY LEARNING CE	19,084.79	3,560.69	22,645.48
***TOTAL LIABILITIES & FUND BAL.		19,084.79	3,540.62	22,625.41
G E A R - U P G R A N T				
278-111100-000	CASH IN BANK--GEAR-UP GRANT	9,592.27CR	2,243.41CR	11,835.68CR
278-114000-000	REVENUE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		9,592.27CR	2,243.41CR	11,835.68CR
278-211200-000	INTERFUND PAYABLE	0.00	0.00	0.00
278-213000-000	ACCOUNTS PAYABLE	0.00	1,839.94CR	1,839.94CR
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	9,592.27	4,083.35	13,675.62
***TOTAL LIABILITIES & FUND BAL.		9,592.27	2,243.41	11,835.68
C H I L D N U T R I T I O N				
290-111100-000	CASH IN BANK -- FOOD SERVICE	49,317.87	60,808.80CR	11,490.93CR
290-112100-000	LGIP	0.00	45,000.00	45,000.00
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		49,347.87	15,808.80CR	33,539.07
290-213000-000	ACCOUNTS PAYABLE	0.00	20,656.43CR	20,656.43CR
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	49,347.87CR	36,465.23	12,882.64CR
***TOTAL LIABILITIES & FUND BAL.		49,347.87CR	15,808.80	33,539.07CR

(Rprt: 01 - MAIN; Dates: 00/00/00-05/31/19; PRINT: 05/15/19 1:37:19 PM)

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
B O N D I N T./R E D E M P. FUND				
310-111100-000	CASH IN BANK--BOND INT./REDEMP. FD	22,733.79	21,417.36CR	1,316.43
310-112100-000	INVESTMENTS--BIR FUND #2770	46,565.74	22,000.00	68,565.74
310-113100-000	TAXES RECEIVABLE--NEZ PERCE CO.	18,558.78	0.00	18,558.78
310-114000-000	REVENUE RECEIVABLE	0.00	0.00	0.00
310-114101-000	INTEREST RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		87,858.31	582.64	88,440.95
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.	18,211.07CR	0.00	18,211.07CR
310-320200-000	FUND BALANCE - BOND REDEMPTION FUND	69,647.24CR	582.64CR	70,229.88CR
***TOTAL LIABILITIES & FUND BAL.		87,858.31CR	582.64CR	88,440.95CR
BUS DEPRECIATION				
421-111100-000	CASH IN BANK--BUS DEPRECIATION	47,952.00	0.00	47,952.00
421-114000-000	REVENUE RECEIVABLE	0.00	0.00	0.00
421-114101-000	INTEREST RECEIVABLE	0.00	0.00	0.00
421-114200-000	INTERFUND RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		47,952.00	0.00	47,952.00
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	47,952.00CR	0.00	47,952.00CR
***TOTAL LIABILITIES & FUND BAL.		47,952.00CR	0.00	47,952.00CR
S C H O L A R S H I P FUND				
710-111100-000	CASH IN BANK -- SCHOLARSHIP FUND	600.00	25.00	625.00
710-112010-000	INV-- T.HIGHEAGLE-JOHNSON #1209	189.96	0.00	189.96
710-112015-000	INVESTMENTS -- MICHAEL BISBEE III #1502	4,765.21	0.00	4,765.21
710-112020-000	INVESTMENTS -- D HIGHEAGLE #1208	1,636.76	0.00	1,636.76
710-112025-000	INVESTMENTS--GENERAL SCHOLARSHIP #1503	1,910.03	0.00	1,910.03
710-112030-000	INVESTMENTS -- M. PATTERSON #1210	120.63	0.00	120.63
710-112040-000	INVESTMENTS--JEFF WILSON #2713	424.92	0.00	424.92
710-112050-000	INVESTMENTS--G. LEIGHTON #2715	4,751.24	0.00	4,751.24
710-112060-000	INVESTMENTS--ALEC REUBEN #3119	645.19	0.00	645.19
710-112075-000	LGIP - HELEN COLEMAN #1269	745.31	0.00	745.31
710-114000-000	REVENUE RECEIVABLE	0.00	0.00	0.00
710-114101-000	INTEREST RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		15,789.25	25.00	15,814.25
710-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
710-223210-000	T HIGHEAGLE-JOHNSON SCHOLARSHIP	189.96CR	0.00	189.96CR
710-223215-000	MICHAEL BISBEE III FUND	4,765.21CR	0.00	4,765.21CR
710-223220-000	FUND BALANCE - DAN HIGHEAGLE SCHOLARSHI	1,886.76CR	0.00	1,886.76CR
710-223230-000	FUND BALANCE - MARK PATTERSON SCHOLARSH	370.63CR	0.00	370.63CR
710-223240-000	F / B - JEFF WILSON MEMORIAL SCHOLARSHI	444.92CR	5.00CR	449.92CR
710-223250-000	FUND BALANCE - GARRET LEIGHTON MEMORIAL	4,831.24CR	20.00CR	4,851.24CR
710-223260-000	FUND BALANCE - ALEC REUBEN SCHOLARSHIP	645.19CR	0.00	645.19CR
710-223275-000	FUND BALANCE - HELEN COLEMAN FUND	745.31CR	0.00	745.31CR
710-320200-000	FUND BALANCE - SCHOLARSHIP FUND	1,910.03CR	0.00	1,910.03CR
***TOTAL LIABILITIES & FUND BAL.		15,789.25CR	25.00CR	15,814.25CR

(Rprt: 01 - MAIN; Dates: 00/00/00-05/31/19; PRINT: 05/15/19 1:37:19 PM)

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
--------	-----------	-------------	--------------	-------------

ACCOUNTS PAYABLE

100-213000-000	ACCOUNTS PAYABLE	0.00	89,673.73CR	89,673.73CR
232-213000-000	ACCOUNTS PAYABLE	0.00	234.80CR	234.80CR
234-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
235-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
243-213000-000	ACCOUNTS PAYABLE	0.00	636.75CR	636.75CR
251-213000-000	ACCOUNTS PAYABLE	0.00	201.77CR	201.77CR
257-213000-000	ACCOUNTS PAYABLE-- PART B	0.00	0.00	0.00
258-213000-000	PART B PRESCHOOL ACCOUNTS PAYABLE	0.00	0.00	0.00
260-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
261-213000-000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	0.00	0.00
267-213000-000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	3,169.56CR	3,169.56CR
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
273-213000-000	ACCOUNTS PAYABLE - 21ST CLCC	0.00	20.07CR	20.07CR
278-213000-000	ACCOUNTS PAYABLE	0.00	1,839.94CR	1,839.94CR
290-213000-000	ACCOUNTS PAYABLE	0.00	20,656.43CR	20,656.43CR
310-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00

ACCOUNTS PAYABLE	0.00	116,433.05CR	116,433.05CR
------------------	------	--------------	--------------

C A S H I N B A N K

100-111100-000	CASH IN BANK--GENERAL FUND	260,203.82CR	182,441.01	77,762.81CR
232-111100-000	CASH IN BANK--NPT GRANTS & OTHERS	56,594.19	50,594.92CR	5,999.27
234-111100-000	CASH IN BANK--NEZPERCE LIT GRANT	711.47	0.00	711.47
235-111100-000	CASH IN BANK--NEZPERCE SPEC. SERV.	3,159.08	520.14CR	2,638.94
243-111100-000	CASH IN BANK--STATE VOC ED.	9,777.10	0.00	9,777.10
246-111100-000	CASH IN BANK--DRUG FREE YTH	0.00	0.00	0.00
251-111100-000	CASH IN BANK--TITLE I	14,479.19CR	15,701.14CR	30,180.33CR
257-111100-000	CASH IN BANK-- PART B	9,243.37CR	0.65	9,242.72CR
258-111100-000	CASH IN BANK -- PART B PRE-SCHOOL	260.85CR	0.00	260.85CR
260-111100-000	CASH - MEDICAID FUND	143,127.15	9,364.80	152,491.95
261-111100-000	TITLE IV-A CASH	0.00	0.00	0.00
262-111100-000	CASH IN BANK--REAP GRANT	0.00	2,735.32CR	2,735.32CR
267-111100-000	CASH IN BANK--TITLE VI-A	0.00	14,431.49CR	14,431.49CR
269-111100-000	CASH IN BANK--JOM	464.82	7,539.93	8,004.75
271-111100-000	CASH IN BANK--TITLE II IMPV T QUAL	0.00	1,410.09CR	1,410.09CR
273-111100-000	CASH - 21ST CENTURY LEARNING CENTER	19,084.79CR	3,540.62CR	22,625.41CR
278-111100-000	CASH IN BANK--GEAR-UP GRANT	9,592.27CR	2,243.41CR	11,835.68CR
290-111100-000	CASH IN BANK -- FOOD SERVICE	49,317.87	60,808.80CR	11,490.93CR
310-111100-000	CASH IN BANK--BOND INT./REDEMP. FD	22,733.79	21,417.36CR	1,316.43
421-111100-000	CASH IN BANK--BUS DEPRECIATION	47,952.00	0.00	47,952.00
710-111100-000	CASH IN BANK -- SCHOLARSHIP FUND	600.00	25.00	625.00

*****TOTAL CASH IN BANK	21,573.18	25,968.10	47,541.28
-------------------------	-----------	-----------	-----------

(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
000420	100-665310-000	000000	05/20/19	M19771	2019-067	FORK LIFT SERVICES TRACK MATS	1	05-2019	160.00
	**SUB-TOTAL: ABSOLUTE MACHINING SOLUTIONS								160.00
001280	100-661330-000	000000	05/20/19	000000	804224513	PROPANE 477.8 GALS ES	1	05-2019	740.59
001280	100-681319-000	000000	05/20/19	000000	804224513	PROPANE 200 GALS BUS BARN	1	05-2019	320.00
001280	100-661330-000	000000	05/20/19	000000	804224517	PROPANE 275 GALS HS	1	05-2019	426.25
	**SUB-TOTAL: AMERIGAS-LEWISTON								1,486.84
001420	100-632390-000	000000	05/20/19	000000	54746	PROFESSIONAL LEGAL SERVICES	1	05-2019	304.00
	**SUB-TOTAL: ANDERSON, JULIAN & HULL, LLP								304.00
002100	100-681319-000	000000	05/20/19	000000	5908020000	ELECTRIC- BUS SHOP	1	05-2019	144.06
002100	100-661330-000	000000	05/20/19	000000	5908020000	ELECTRIC-ES	1	05-2019	2,518.40
002100	100-661330-000	000000	05/20/19	000000	5908020000	ELECTRIC- HS TRACK	1	05-2019	1,124.80
002100	100-661330-000	000000	05/20/19	000000	5908020000	ELECTRIC- TRACK LIGHTS	1	05-2019	244.07
002100	100-661330-000	000000	05/20/19	000000	5908020000	ELECTRIC-TRACK PUMP	1	05-2019	11.28
002100	100-661330-000	000000	05/20/19	000000	5908020000	ELECTRIC-STORAGE TECH	1	05-2019	193.43
002100	100-661330-000	000000	05/20/19	000000	5908020000	ELECTRIC- AG BLDG	1	05-2019	143.46
002100	100-661330-000	000000	05/20/19	000000	5908020000	ELECGRIC-HS/MS	1	05-2019	3,761.27
002100	100-661330-000	000000	05/20/19	000000	5908020000	ELECTRIC-CABINET SHOP	1	05-2019	142.57
	**SUB-TOTAL: AVISTA UTILITIES								8,283.34
003020	100-665410-000	000000	05/20/19	M19840	15049	POLE VAULT GRAVEL	1	05-2019	142.27
	**SUB-TOTAL: BOYER GRAVEL								142.27
003320	100-616300-000	000000	05/20/19	000000	APRIL 30, 2019	PHYSICAL THERAPY 4/30-4/24	1	05-2019	2,251.00
	**SUB-TOTAL: BUILDING BLOCKS PEDIATRIC THERAPY								2,251.00
004300	100-641323-000	000000	05/20/19	000000	208-843-2445 164B	PHONE LINE ES	1	05-2019	276.42
004300	100-681319-000	000000	05/20/19	000000	208-843-2681 309B	PHONE LINE BUS BARN	1	05-2019	50.21
004300	100-632333-000	000000	05/20/19	000000	208-843-2910 390B	PHONE LINE DO	1	05-2019	110.57
004300	100-641323-000	000000	05/20/19	000000	208-843-5602 034B	FAX LINE HS	1	05-2019	209.25
004300	100-632333-000	000000	05/20/19	000000	208-843-7746 315B	FAX LINE DO	1	05-2019	53.13
004300	100-641323-000	000000	05/20/19	000000	208-843-2711 558B	PHONE LINE HS	1	05-2019	369.09
	**SUB-TOTAL: CENTURYLINK								1,068.67
004660	100-681319-000	000000	05/20/19	000000	5.9982.01	GRBGE-BUS BARN	1	05-2019	326.00
004660	100-661330-000	000000	05/20/19	000000	3.1575.01	W/S/G-H/M SCHOOL	1	05-2019	1,690.01
004660	100-661330-000	000000	05/20/19	000000	5.9983.01	GRBGE-REYNOLDS	1	05-2019	31.50
004660	100-661330-000	000000	05/20/19	000000	2.1882.01	W/S-STORAGE TECH	1	05-2019	122.41
004660	100-661330-000	000000	05/20/19	000000	5.9970.01	GRBGE-ES	1	05-2019	918.50
004660	100-661330-000	000000	05/20/19	000000	5.9975.01	GRBGE-JONES	1	05-2019	31.50
004660	100-661330-000	000000	05/20/19	000000	3.1571.01	W/S-ART & PE BLDG	1	05-2019	846.73
004660	100-661330-000	000000	05/20/19	000000	4.3145.01	W/S-ATHLETIC FIELD	1	05-2019	329.13
004660	100-661330-000	000000	05/20/19	000000	3.3075.01	W/S/G-AG BLDG	1	05-2019	387.47
	**SUB-TOTAL: CITY OF LAPWAI								4,683.25
004870	267-515311-000	000000	05/20/19	H19505	0011053-IN	YOUNG WOMENS LEADERSHIP 3/6/19	1	05-2019	2,308.49
	**SUB-TOTAL: CLEARWATER RIVER CASINO & LODGE								2,308.49
005220	100-681425-000	000000	05/20/19	T19787	121065	FLAT REPAIR	1	05-2019	16.75
	**SUB-TOTAL: COMMERCIAL TIRE INC								16.75
005460	251-512411-000	000000	05/20/19	E19818	04171909262	SUPPLIES FOR K FAMILY ENGAGEMENT NIGH	1	05-2019	81.97
	**SUB-TOTAL: COSTCO								81.97
007104	100-515421-000	000000	05/20/19	H19825	369986	HS CHIOR ACITIVITY	1	05-2019	103.63
	**SUB-TOTAL: DOMINO'S PIZZA								103.63
007110	100-631410-000	000000	05/20/19	D19811	6257	SCHOOL BOARD MEETING DINNER	1	05-2019	39.75
	**SUB-TOTAL: DONALDS RESTAURANT								39.75
007835	100-641323-000	000000	05/20/19	000000	159732	(3) YEALINK SIP-T2IP E2 PHONES ES	1	05-2019	135.00
007835	100-632333-000	000000	05/20/19	000000	160981	(1) YEALINK SIP T2IP E2 PHOE DO	1	05-2019	45.00
007835	100-641323-000	000000	05/20/19	000000	159738	(1/3) CONFIGURATION ENA SMARVOICE SVCS	1	05-2019	250.00
007835	100-632333-000	000000	05/20/19	000000	159738	(2/3) CONFIGURATION ENA SMARVOICE SVCS	1	05-2019	250.00
007835	100-641323-000	000000	05/20/19	000000	159738	(3/3) CONFIGURATION ENA SMARVOICE SVCS	1	05-2019	250.00
007835	100-641323-000	000000	05/20/19	000000	159993	SMART VOICE SERVICES AND OTHER FEES F	1	05-2019	362.14
007835	100-641323-000	000000	05/20/19	000000	159993	SMART VOICE SERVICES AND OTHER FEES F	1	05-2019	11.82
007835	100-632333-000	000000	05/20/19	000000	159993	SMART VOICE SERVICES AND OTHER FEES C	1	05-2019	102.86
007835	100-632333-000	000000	05/20/19	000000	159993	SMART VOICE SERVICES AND OTHER FEES C	1	05-2019	11.82
007835	100-641323-000	000000	05/20/19	000000	159993	SMART VOICE SERVICES AND OTHER FEES E	1	05-2019	244.29
007835	100-641323-000	000000	05/20/19	000000	159993	SMART VOICE SERVICES AND OTHER FEES E	1	05-2019	11.82
	**SUB-TOTAL: ENA SERVICES LLC								1,674.75
008580	290-710411-000	000000	05/20/19	F19234	9462832	FOOD 4/29	1	05-2019	337.48
008580	290-710410-000	000000	05/20/19	F19234	9462832	NON FOOD 4/29	1	05-2019	97.98
008580	290-710411-000	000000	05/20/19	F19234	9462830	FOOD 4/29	1	05-2019	525.69
008580	290-710410-000	000000	05/20/19	F19234	9462830	NON FOOD 4/29	1	05-2019	89.58
008580	290-710411-000	000000	05/20/19	F19234	9455651	FOOD 4/22	1	05-2019	617.54
008580	290-710410-000	000000	05/20/19	F19234	9455651	NON FOOD 4/2	1	05-2019	48.52
008580	290-710411-000	000000	05/20/19	F19234	9455649	FOOD 4/22	1	05-2019	455.92
008580	290-710410-000	000000	05/20/19	F19234	9455649	NON FOOD 4/22	1	05-2019	60.55
008580	290-710411-000	000000	05/20/19	F19234	9448074	FOOD 4/15	1	05-2019	461.93
008580	290-710410-000	000000	05/20/19	F19234	9448074	NON FOOD 4/15	1	05-2019	60.56
008580	290-710411-000	000000	05/20/19	F19234	9448071	FOOD 4/15	1	05-2019	462.27
008580	290-710411-000	000000	05/20/19	F19234	9440626	FOOD 4/8	1	05-2019	185.68
008580	290-710411-000	000000	05/20/19	F19234	9440629	FOOD 4/8	1	05-2019	474.68
008580	290-710410-000	000000	05/20/19	F19234	9433580	FOOD 4/1	1	05-2019	268.66
008580	290-710410-000	000000	05/20/19	F19234	9433580	NON FOOD 4/1	1	05-2019	65.32
008580	290-710411-000	000000	05/20/19	F19234	9433578	FOOD 4/1	1	05-2019	257.57
008580	290-710410-000	000000	05/20/19	F19234	9433578	NON FOOD 4/1	1	05-2019	93.21
008580	290-710411-000	000000	05/20/19	F19235	9462831	FOOD 4/29	1	05-2019	546.89
008580	290-710411-000	000000	05/20/19	F19235	9455650	FOOD 4/22	1	05-2019	480.29



(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
008580	290-710411-000	000000	05/20/19	F19235	9448072	FOOD 4/15	1	05-2019	432.43
008580	290-710411-000	000000	05/20/19	F19235	9440627	FOOD 4/8	1	05-2019	511.60
008580	290-710411-000	000000	05/20/19	F19235	943579	FOOD 4/1	1	05-2019	242.58
008580	290-710410-000	000000	05/20/19	F19235	943579	NON FOOD 4/1	1	05-2019	29.85
**SUB-TOTAL: FOOD SERVICES OF AMERICA									6,806.78
009200	267-515410-000	000000	05/20/19	E19834	9591023	CLASSROOM SUPPLIES	1	05-2019	244.47
**SUB-TOTAL: GOPHER PERFORMANCE									244.47
009340	100-665310-000	000000	05/20/19	M19802	2808	EXTRA FOOTBALL FIELD MOWING APRIL-MAY	1	05-2019	1,200.00
009340	100-665310-000	000000	05/20/19	M19511	2807	MONTHLY MAINTENANCE AGREEMENT	1	05-2019	1,353.00
**SUB-TOTAL: GREENLEAF LANDSCAPE									2,553.00
009580	100-663312-000	000000	05/20/19	000000	146527-1	HANDICAP RESTROOM	1	05-2019	78.00
009580	100-665410-000	000000	05/20/19	M19705	146222-1	PORTABLE RESTROOMS/HANDWASHINGS ST	1	05-2019	438.00
009580	100-663312-000	000000	05/20/19	000000	48518BY-1	HANDICAP RESTROOM	1	05-2019	126.00
009580	100-665410-000	000000	05/20/19	M19423	143244E-1	PORTABLE RESTROOMS	1	05-2019	78.00
009580	100-665410-000	000000	05/20/19	M19705	146222A-1	PORTABLE RESTROOMS/HANDWASHING STA	1	05-2019	438.00
**SUB-TOTAL: HAHN RENTAL CENTER, INC									1,158.00
009920	100-665310-000	000000	05/20/19	M19514	9-0354	WEED CONTROL	1	05-2019	400.00
009920	100-664311-000	000000	05/20/19	M19513	9-0355	BI-MONTHLY TREATMENT PEST CONTROL	1	05-2019	110.00
009920	100-664312-000	000000	05/20/19	M19513	9-0355	BI-MONTHLY TREATMENT PEST CONTROL	1	05-2019	110.00
**SUB-TOTAL: HAYDEN PEST CONTROL, LLC									620.00
011465	100-681310-000	000000	05/20/19	T19006	0250459	WATER LEAK AND SEAL HATCH, SEAL LIGHTS	1	05-2019	570.00
011465	100-681310-000	000000	05/20/19	T19006	0248780	60 DAY INSPECTION, INSTALL FOG LIGHTS, L	1	05-2019	570.00
011465	100-681425-000	000000	05/20/19	T19599	0254746	60 DAY INSPECTION BUS #10 & #11	1	05-2019	475.00
**SUB-TOTAL: IDAHO ICE									1,615.00
011620	100-515410-000	000000	05/20/19	H19785	4581	GRADUATION CORDS AND MEDALS	1	05-2019	123.80
011620	100-515410-000	000000	05/20/19	H19785	4579	GRADUATION DIPLOMAS	1	05-2019	218.05
011620	100-515410-000	000000	05/20/19	H19785	4376	GRADUATION DIPLOMA COVERS	1	05-2019	289.65
**SUB-TOTAL: IDAHO RECOGNITION PRODUCTS LLC									631.50
011640	100-631310-000	000000	05/20/19	000000	12873	POLICY UPDATE RENEWAL	1	05-2019	695.00
**SUB-TOTAL: IDAHO SCHOOL BOARD ASSOCIATION									695.00
011720	100-651311-000	000000	05/20/19	000000	20107981	ADMIN FEE(11,356.29)	1	05-2019	807.77
011720	100-651311-000	000000	05/20/19	000000	20107912	ADMIN FEE (3,929.57)	1	05-2019	279.51
011720	100-651311-000	000000	05/20/19	000000	20107884	ADMIN FEE (6,289.92)	1	05-2019	447.40
011720	100-651311-000	000000	05/20/19	000000	20107968	ADMIN FEE (4,019.33)	1	05-2019	285.90
011720	100-651311-000	000000	05/20/19	000000	20107954	ADMIN FEE (14,986.61)	1	05-2019	1,066.00
011720	100-651311-000	000000	05/20/19	000000	20108012	ADMIN FEE (5,557.55)	1	05-2019	395.31
011720	100-651311-000	000000	05/20/19	000000	20107998	ADMIN FEE (4,752.06)	1	05-2019	338.01
**SUB-TOTAL: IDAHO STATE BILLING SVCS, INC.									3,619.90
011971	100-616300-000	000000	05/20/19	000000	1831689	BEHAVIOR INTERVENTION	1	05-2019	638.75
011971	100-616300-000	000000	05/20/19	000000	1831690	BEHAVIOR INTERVENTION	1	05-2019	455.00
011971	100-616300-000	000000	05/20/19	000000	1823196	BEHAVIOR INTERVENTION	1	05-2019	665.00
011971	100-616300-000	000000	05/20/19	000000	1823197	BEHAVIOR INTERVENTION	1	05-2019	455.00
011971	100-616300-000	000000	05/20/19	000000	1847951	BEHAVIOR INTERVENTION	1	05-2019	638.75
011971	100-616300-000	000000	05/20/19	000000	18479952	BEHAVIOR INTERVENTION	1	05-2019	455.00
**SUB-TOTAL: IMAGINE BEHAVIORAL &									3,307.50
012580	100-616300-000	000000	05/20/19	000000	118	OT SERVICES /11-5/10	1	05-2019	8,882.50
**SUB-TOTAL: JACLYN CHAVEZ									8,882.50
012780	232-515412-000	000000	05/20/19	000000	TRADITIONAL ARTS	MILEAGE CDA RESORT 5/19	1	05-2019	118.32
**SUB-TOTAL: JENNY WILLIAMS									118.32
012920	100-665550-000	000000	05/20/19	M19758	1491	BALANCE POLE VAULT RUNWAY	1	05-2019	4,745.00
**SUB-TOTAL: JOE WEBER CONCRETE FINISHING									4,745.00
013160	278-515410-000	000000	05/20/19	H19847	166383	REIMB. PICKLEBALL SUPPLIES	1	05-2019	340.00
013160	232-515410-000	000000	05/20/19	H19844	DOMINOS	REIMB. PIZZA FOR SAT TESTING	1	05-2019	116.48
**SUB-TOTAL: JOSHUA NELLESEN									456.48
013380	100-632310-000	000000	05/20/19	D19032	050119	GRANT WRITING SERVICES	1	05-2019	800.00
**SUB-TOTAL: KAMIAH GRANTS & ASSOCIATES									800.00
013520	100-632410-000	000000	05/20/19	D19855	300387905	OFFICE SUPPLIES	1	05-2019	50.99
**SUB-TOTAL: KCDA PURCHASING COOPERATIVE									50.99
013700	100-681425-000	000000	05/20/19	T19868	LEWIN3344605	AIR AND OIL FILTERS, FUEL/WATER SEPARAT	1	05-2019	106.00
**SUB-TOTAL: KENWORTH SALES CO									106.00
014140	243-515383-000	000000	05/20/19	000000	BPA NATIONALS	ADJUSTMENT LODGING/AIRFARE G. KERBY	1	05-2019	417.90
**SUB-TOTAL: LAPWAI STUDENT BODY									417.90
014520	100-515322-000	000000	05/20/19	000000	82656	SHREDDING SERVICES	1	05-2019	41.00
**SUB-TOTAL: LEWIS CLARK RECYCLERS									41.00
014800	251-512411-000	000000	05/20/19	E19817	72388	KINDERGATEN LITERACY EVENT	1	05-2019	119.80
**SUB-TOTAL: LITTLE CAESAR'S PIZZA									119.80
014970	100-664550-000	000000	05/20/19	M19773	21528	INSTALLATION OF POLE VAULT FENCING	1	05-2019	8,425.80
**SUB-TOTAL: LUCKY ACRES FENCING, INC									8,425.80
015520	290-710412-000	000000	05/20/19	F19231	135303660	MILK 4/1	1	05-2019	495.31
015520	290-710412-000	000000	05/20/19	F19231	135303698	MILK 4/4	1	05-2019	175.53
015520	290-710412-000	000000	05/20/19	F19231	135303731	MILK 4/8	1	05-2019	211.59
015520	290-710412-000	000000	05/20/19	F19231	135303767	MILK 4/11	1	05-2019	256.50
015520	290-710412-000	000000	05/20/19	F19231	135303803	MILK 4/15	1	05-2019	247.65

(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
015520	290-710412-000	000000	05/20/19	F19231	135303839	MILK 4/18	1	05-2019	235.63
015520	290-710412-000	000000	05/20/19	F19231	135303872	MILK 4/22	1	05-2019	367.05
015520	290-710412-000	000000	05/20/19	F19231	135303906	MILK 4/25	1	05-2019	175.53
015520	290-710412-000	000000	05/20/19	F19231	135303942	MILK 4/29	1	05-2019	307.74
**SUB-TOTAL: MEADOW GOLD DAIRIES, INC.									2,472.53
015840	100-664311-000	000000	05/20/19	M19683	J72647J72648	INSTALL NEW WATER SOURCE HEAT PUMP (	1	05-2019	13,413.00
015840	100-664311-000	000000	05/20/19	M19770	S113767	COOLING TOWER REPAIR	1	05-2019	887.10
015840	100-664311-000	000000	05/20/19	M19770	S113768	COOLING TOWER START UP	1	05-2019	307.50
**SUB-TOTAL: MIKE'S MECHANICAL SERVICES,LLC									14,607.60
017060	100-623323-000	000000	05/13/19	D16479	62774	INTERNET AND IP ADDRESS	1	05-2019	211.00
**SUB-TOTAL: NEZ PERCE TRIBE									211.00
017120	100-681319-000	000000	05/13/19	000000	000285-000	SEWER-BUS BARN	1	05-2019	86.00
017120	100-661330-000	000000	05/13/19	000000	000286-000	SEWER- REYNOLDS	1	05-2019	43.00
017120	100-661330-000	000000	05/13/19	000000	000283-000	SEWER- JONES	1	05-2019	43.00
017120	100-681319-000	000000	05/13/19	000000	00028-000	SEWER-ES	1	05-2019	731.00
**SUB-TOTAL: NEZ PERCE TRIBE -UTILITIES DIV									903.00
017340	243-515552-000	000000	05/20/19	H19362	26375640	WELDING GAS	1	05-2019	218.85
**SUB-TOTAL: NORCO, INC									218.85
017440	100-521300-000	000000	05/20/19	000000	LAPWAI	EDUCATIONAL SERVICES APRIL	1	05-2019	3,190.00
017440	100-521300-000	000000	05/20/19	000000	LAPWAI	EDUCATIONAL SERVICES MARCH	1	05-2019	2,320.00
**SUB-TOTAL: NORTHWEST CHILDREN'S HOME, INC									5,510.00
017460	290-710411-000	000000	05/20/19	F19232	S10469008	FOOD 4/19	1	05-2019	1,405.37
017460	290-710411-000	000000	05/20/19	F19232	S10467869	FOOD 4/5	1	05-2019	1,145.76
017460	290-710411-000	000000	05/20/19	F19232	S10467868	FOOD 4/5	1	05-2019	1,216.71
017460	290-710411-000	000000	05/20/19	F19232	S10467867	FOOD 4/5	1	05-2019	1,884.14
017460	290-710410-000	000000	05/20/19	F19232	S10467866	COMMOD. 4/5	1	05-2019	654.59
017460	290-710411-000	000000	05/20/19	F19232	S10469009	FOOD 4/19	1	05-2019	2,026.59
**SUB-TOTAL: NORTHWEST DISTRIBUTION SERVICE									8,333.16
018060	100-632333-000	000000	05/20/19	000000	71272978	PHONE CALLS DO	1	05-2019	4.80
018060	100-641323-000	000000	05/20/19	000000	71272978	PHONE CALLS ES	1	05-2019	32.38
018060	100-681319-000	000000	05/20/19	000000	71272978	PHONE CALLS MAINT/TRANS	1	05-2019	5.34
018060	100-663310-000	000000	05/20/19	000000	71272978	PHONE CALLS MAINT/TRANS	1	05-2019	5.34
018060	100-641323-000	000000	05/20/19	000000	71272978	PHONE CALLS HS	1	05-2019	54.97
**SUB-TOTAL: PAETEC									102.83
018630	278-515410-000	000000	05/20/19	H19843	277676	PICKLENET PORTABLE NET	1	05-2019	1,499.94
**SUB-TOTAL: PICKLEBALLCENTRAL.COM									1,499.94
018960	100-665410-000	000000	05/20/19	M19809	K750308/1	LINE MARKER	1	05-2019	129.87
**SUB-TOTAL: PRIMELAND COOPERATIVES									129.87
019010	100-616300-000	000000	05/20/19	000000	10465392	SPEECH SERVICES 4/22-4/26	1	05-2019	2,350.97
019010	100-616300-000	000000	05/20/19	000000	10433429	SPEECH SERVICES 4/8-4/12	1	05-2019	2,334.86
019010	100-616300-000	000000	05/20/19	000000	10449151	SPEECH SERVICES 4/16-4/19	1	05-2019	2,383.17
**SUB-TOTAL: PROCARE THERAPY, INC									7,069.00
019540	267-515410-000	000000	05/20/19	E19827	6867078	CLASSROOM SUPPLIES	1	05-2019	120.28
**SUB-TOTAL: REALLY GOOD STUFF, INC									120.28
019840	100-664311-000	000000	05/20/19	M19777	APRIL17, 2019	REAPIR ES DRINKING FOUNTAIN	1	05-2019	465.00
**SUB-TOTAL: RENAISSANCE CONSTRUCTION									465.00
020080	100-515321-000	000000	05/20/19	000000	5056441709	COPIES HS	1	05-2019	250.84
020080	100-512322-000	000000	05/20/19	000000	5056441709	COPIES ES	1	05-2019	379.93
**SUB-TOTAL: RICOH USA, INC									630.77
020100	100-632322-000	000000	05/20/19	000000	102026632	MPC5502 DO RENTAL	1	05-2019	229.57
020100	100-632322-000	000000	05/20/19	000000	102026632	MPC5502 DO B/W COPIES	1	05-2019	24.18
020100	100-632322-000	000000	05/20/19	000000	102026632	MPC5502 DO COLOR COPIES	1	05-2019	81.07
**SUB-TOTAL: RICOH USA, INC.									334.82
020260	290-710411-000	000000	05/14/19	F19246	01-1450470	KITCHEN NEEDS	1	05-2019	70.89
**SUB-TOTAL: ROSAUERS									70.89
020420	100-681425-000	000000	05/20/19	T19867	3014886789	AIR FILTER	1	05-2019	79.31
**SUB-TOTAL: RUSH INTERNATIONAL TRUCK- LEWI									79.31
020920	267-515410-000	000000	05/20/19	E19828	208122760937	CLASSROOM DICTIONARIES	1	05-2019	75.82
**SUB-TOTAL: SCHOOL SPECIALTY INC									75.82
022660	267-515410-000	000000	05/20/19	E19798	2430149A	SUPPLIES FOR RELATIONSHIP PROCESSES	1	05-2019	198.79
022660	267-515410-000	000000	05/20/19	E19799	2430086A	GRADE WORDS	1	05-2019	221.71
**SUB-TOTAL: SUPER DUPER PUBLICATIONS									420.50
022840	290-710411-000	000000	05/20/19	F19233	121541689	FOOD 4/1	1	05-2019	205.32
022840	290-710410-000	000000	05/20/19	F19233	121541689	NON-FOOD 4/1	1	05-2019	87.18
022840	290-710411-000	000000	05/20/19	F19233	121546969	FOOD 4/8	1	05-2019	417.22
022840	290-710410-000	000000	05/20/19	F19233	121550992	NON-FOOD 4/15	1	05-2019	92.42
022840	290-710411-000	000000	05/20/19	F19233	121550992	FOOD 4/15	1	05-2019	684.23
022840	290-710411-000	000000	05/20/19	F19233	121555167	FOOD 4/22	1	05-2019	390.83
022840	290-710410-000	000000	05/20/19	F19233	121555167	NON FOOD 4/22	1	05-2019	142.53
022840	290-710411-000	000000	05/20/19	F19233	121556687	FOOD 4/23	1	05-2019	256.28
022840	290-710411-000	000000	05/20/19	F19233	121559510	FOOD 4/29	1	05-2019	505.80
**SUB-TOTAL: SYSCO FOOD SERVICE, INC.									2,781.81
024540	290-710411-000	000000	05/20/19	F19236	2-0-320349	KITCHEN ITEMS	1	05-2019	183.81
**SUB-TOTAL: URM STORES, INC.									183.81

*** 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
024660	273-512400-000	000000	05/20/19	E19821	02605285/6256	STEM ACTIVITY SUPPLIES	1	05-2019	20.07
024660	100-641410-000	000000	05/20/19	D19853	01963144/6256	BATTERIES	1	05-2019	10.09
024660	290-710411-000	000000	05/20/19	F19237	031861347/6256	KITCHEN NEEDS	1	05-2019	7.45
	**SUB-TOTAL: VALLEY FOODS								37.61
024760	100-622323-000	000000	05/20/19	000000	1635	QUARTERLY BILLING	1	05-2019	1,625.00
	**SUB-TOTAL: VALNet CAPITAL								1,625.00
025040	100-632310-000	000000	05/20/19	000000	INV1099702	O/S ADMIN, COMPL, FLEX PLAN FEES	1	05-2019	175.00
025040	100-632310-000	000000	05/20/19	000000	INV112664	O/S COMPLIANCE FEE	1	05-2019	50.00
025040	100-632310-000	000000	05/20/19	000000	125A10474612	O/S ADMIN, COMPL, FLEX PLANF FEES	1	05-2019	175.00
	**SUB-TOTAL: WAGEWORKS								400.00
025660	100-664311-000	000000	05/20/19	M19810	46201	ADJUST DOORS TO CLOSE PROPERLY	1	05-2019	130.00
	**SUB-TOTAL: WINDOWS, DOORS & MORE...STORE								130.00
	***GRAND TOTAL - VENDOR COUNT: 60								116,433.05

(Rprt: 05 - ASB; Dates: 00/00/00-04/30/19; PRINT: 05/15/19 1:37:54 PM)

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ASSOCIATED STUDENT BODY FUND				
750-111100-000	CASH IN BANK-- ASB	33,570.73	12,133.13CR	21,437.60
750-111110-000	PETTY CASH	1,500.00	0.00	1,500.00
750-112100-000	LGIP - ASB FUND #3120	18,594.42	40.50	18,634.92
	TOTAL STUDENT BODY ASSETS	53,665.15	12,092.63CR	41,572.52
STUDENT BODY FUNDS				
750-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
750-218350-000	SALES TAX PAYABLE	0.00	417.75CR	417.75CR
750-223100-000	HIGH SCHOOL STUDENT BODY	1,333.80CR	2,124.57CR	3,458.37CR
750-223107-000	MIDDLE SCHOOL STUDENT BODY	960.71CR	0.00	960.71CR
750-223110-000	AT RISK FUND	789.67CR	0.00	789.67CR
750-223125-000	CONCESSIONS	75.17	352.59CR	277.42CR
	TOTAL GENERAL STUDENT BODY FUNDS	3,009.01CR	2,894.91CR	5,903.92CR
ATHLETIC FUNDS				
750-223200-000	GENERAL ATHLETIC FUND	3,800.71CR	945.05	2,855.66CR
750-223201-000	FOOTBALL	0.00	0.00	0.00
750-223202-000	FOOTBALL FUNDRAISERS	13.30CR	0.00	13.30CR
750-223210-000	VOLLEYBALL	0.00	0.00	0.00
750-223211-000	VOLLEYBALL FUNDRAISERS	9.46	0.00	9.46
750-223220-000	GIRLS BASKETBALL	2,643.23	364.61CR	2,278.62
750-223221-000	GIRLS BASKETBALL FUNDRAISERS	2,848.85CR	0.00	2,848.85CR
750-223230-000	BOYS BASKETBALL	4,250.68	359.74CR	3,890.94
750-223231-000	BOYS BASKETBALL FUNDRAISERS	2,334.70CR	0.00	2,334.70CR
750-223240-000	TRACK	5,706.05CR	2,054.25CR	7,760.30CR
750-223250-000	CHEER	15.82CR	0.00	15.82CR
750-223260-000	SOFTBALL	37.77CR	142.31	104.54
750-223261-000	SOFTBALL FUNDRAISERS	107.86CR	0.00	107.86CR
750-223270-000	BASEBALL	1,102.24	31.50CR	1,070.74
750-223271-000	BASEBALL FUNDRAISERS	453.21CR	0.00	453.21CR
	TOTAL ATHLETICS	7,312.66CR	1,722.74CR	9,035.40CR
CLASSES				
750-223400-000	STUDENT COUNCIL	3,705.51CR	1,525.74	2,179.77CR
750-223401-000	SENIOR CLASS	0.00	250.00CR	250.00CR
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	3,705.51CR	1,275.74	2,429.77CR
CLUBS				
750-223521-000	YEARBOOK	82.19	54.00CR	28.19
750-223523-000	DRAMA	4,791.74CR	0.00	4,791.74CR
750-223530-000	LIBRARY	760.26CR	0.00	760.26CR
750-223532-000	INDIAN CLUB	4,674.36CR	983.97	3,690.39CR
750-223533-000	BOOSTER CLUB	6,946.83CR	1,076.30	5,870.53CR
750-223534-000	HONOR SOCIETY	296.10CR	0.00	296.10CR
750-223536-000	PBIS PAWS STORE	369.37CR	0.00	369.37CR
750-223538-000	CLASS OF 2019 PARENTS FUNDRAISERS	958.78CR	0.00	958.78CR
750-223539-000	CLASS OF 2020 PARENTS FUNDRAISERS	0.00	0.00	0.00
750-223540-000	FRENCH CLUB	2,772.83CR	0.00	2,772.83CR
750-223541-000	PEP CLUB	390.37CR	0.00	390.37CR
750-223547-000	FFA	5,714.58CR	0.00	5,714.58CR
750-223549-000	AISES CONFERENCE	3,936.16CR	510.01	3,426.15CR
750-223553-000	BAND-MUSIC	124.41CR	0.00	124.41CR
750-223555-000	NEZ PERCE LANGUAGE	165.92CR	0.00	165.92CR
750-223556-000	BPA	4,208.56CR	13,675.86	9,467.30
750-223560-000	SEL EDUCATION PROJECTS	2,289.57CR	0.00	2,289.57CR
750-223561-000	CAP AND GOWN	40.00CR	757.60CR	797.60CR
750-223562-000	MAPP	56.92CR	0.00	56.92CR
750-223564-000	CR-PLC INCENTIVE	581.68CR	0.00	581.68CR
750-223565-000	DRUG FREE SCHOOLS	45.50CR	0.00	45.50CR
750-223566-000	SOS - SOURCES OF STRENGTH CLUB	596.22CR	0.00	596.22CR
750-223567-000	BOOSTER PTO FUNDRAISERS	0.00	0.00	0.00
	TOTAL CLUBS	39,637.97CR	15,434.54	24,203.43CR
	TOTAL PAYABLES AND STUDENT FUNDS	53,665.15CR	12,092.63	41,572.52CR

REFR#	DESCRIPTION	AMOUNT	DATE
927407	IDAHO BEV REFUND #723042- CONCESS FROM BB	407.50CR	04/01/19
927408	NPT PAYROLL DEDUCT- DONATION SFBL/BSBL	21.00CR	04/01/19
927409	BPA- ADULT PROM TKTS, SR PRJ- JAYLIE & KELANI	889.00CR	04/02/19
927410	BOOSTERS- WILDCAT GEAR TO TRIBAL MEMBERS	620.00CR	04/02/19
927411	BPA- ADULT PROM SR PRJ (30.DONATE/80.ENR#S)	110.00CR	04/02/19
927412	BPA- VENDING MACHINE (DONATED)	307.17CR	04/02/19
927413	CAP & GOWN PMT - QUINTON MORENO (ENR#13622)	40.00CR	04/03/19
927414	CAP & GOWN PMT- CAMERON SULLIVAN	40.00CR	04/03/19
927415	BOOSTERS- WILDCAT GEAR, PURCH D'LISA (2953 ENR	15.00CR	04/04/19
927416	BPA- VENDING MACHINE (DONATED)	236.16CR	04/05/19
927417	TRACK ENTRY FEES- (HS) LAKELAND HS (PLUMMER)	100.00CR	04/08/19
927418	TRACK ENTRY FEES- MS, HIGHLAND JOINT SCH DIST	50.00CR	04/08/19
927419	NWIYC- UNUSED PERDIEM/C.THOMPSON, A. ELLENWOOD	575.00CR	04/09/19
927420	BPA- VENDING MACHINE (DONATED)	61.00CR	04/09/19
927421	YEARBOOK PMT- AJ ELLENWOOD(#4697)	54.00CR	04/09/19
927423	TRK- KENDRICK INVITE @ LAPWAI, CONCESSIONS (TX	178.50CR	04/10/19
927424	IHSAA TEAM REIMB STATE GB- GIRLS BB	724.35CR	04/10/19
927425	BPA- VENDING MACHINE (DONATED)	41.08CR	04/10/19
927426	TRK ENTRY FEE MS CLEARWATER RELAYS- ASOTIN	225.00CR	04/11/19
927428	TRK- MS CLEARWATER RELAYS, CONCESSIONS TRK	606.90CR	04/11/19
927429	CAP & GOWN PMT- GRACIE WHITEPLUME (ENR#4037)	40.00CR	04/09/19
927430	CAP & GOWN PMT- DAWN ROSE RATCLIFF (ENR13299)	40.00CR	04/11/19
927432	CAP & GOWN PMT- VICTORIA JOHNNIE (ENR#4543)	40.00CR	04/15/19
927433	BPA- DOLLAR AUCTION & INDIAN TACOS FR (DONATED	825.63CR	04/09/19
927434	TRK- MS CLEARWATER RELAYS, GATE (TAX)	771.00CR	04/11/19
927435	ST CNCL- PROM TICKETS SOLD (TAX)	640.00CR	04/15/19
927436	CAP & GOWN PMT - NAKIA CLOUD (ENR#3029)	40.00CR	04/15/19
927437	NPT PAYROLL DEDUCT- DONATION SFBL/BSBL	21.00CR	04/16/19
927438	SR PROJ-CHLOE THOMPSON FASHION SHW/B&G CLUB	498.95CR	04/16/19
927439	CAP & GOWN PMT- MACEO HENRY PICARD (ENR 4516)	40.00CR	04/16/19
927440	DONATE TO RND UP TO \$500/SR PRJ CHLOE THOMPSON	1.05CR	04/16/19
927441	TRK- CTRL ID INVITE HS/GATE (TAX)	848.00CR	04/17/19
927442	TRK CONCESSIONS- CTRL ID INVITE	654.00CR	04/17/19
927443	TRK ENTRY FEE- CTRL ID INVITE/ PRAIRIE	500.00CR	04/17/19
927444	BOOSTERS- WILDCAT GEAR (ENR# LIST)	539.00CR	04/17/19
927445	REIMB- BPA NTLS, REGISTRATION FOR PAT KERBY	687.73CR	04/17/19
927446	TRK- ENTRY FEE, CLEARWATER RELAYS/CULDESAC SD	65.00CR	04/18/19
927447	BPA NTLS- DIST REIMB FOR G.KERBY LODGING	1,050.15CR	04/18/19
927448	SR PROJ- KENDALL LEIGHTON/ALUM BB PLYRS(ENR#S	990.00CR	04/18/19
927449	SR PRJ-KENDALL LEIGHTON/ALU BB,GATE/RFL DONATI	932.00CR	04/18/19
927450	SR PRJ-KENDALL LEIGHTON/ALUM BB-CONC (DONATED)	235.00CR	04/18/19
927451	BPA- CLUB SALES (DONATED)	266.30CR	04/18/19
927452	BPA- RAFFLE (DONATED)	56.00CR	04/18/19
927453	BPA- VENDING & RAFFLE (DONATED)	158.52CR	04/18/19
927454	TRK ENTRY FEE- DEARY HS (CTRL ID INVITE 4/16)	100.00CR	04/22/19
927455	ST CNCL- REFUND DMG DEPOSIT FOR PROM (LANDMRK)	250.00CR	04/22/19
927456	BPA DONATION FR/VALLEY FOODS, BPA NTLS SUPPORT	100.00CR	04/22/19
927457	TRACK ENTRY FEE- LOGOS SCHOOLS (HS)	100.00CR	04/22/19
927458	BPA- VENDING MACHINE(DONATED) & MISC DONATIONS	202.23CR	04/22/19
927459	CAP & GOWN PMT- MACKEL WHITNEY (ENR#4214)	40.00CR	04/22/19
927460	CAP & GOWN PMT- PAYTON SOBOTTA (ENR#4537)	40.00CR	04/22/19
927461	CAP & GOWN PMT- JUSTINE SLIM JOHN (ENR#14179)	40.00CR	04/22/19
927462	SR CLASS- NPT DONATION FOR 2019 GRAD PARTY	250.00CR	04/23/19
927463	MS TRACK- LAPWAI BI STATE MEET, GATE (TAX)	553.90CR	04/23/19
927464	MS TRACK- LAPWAI BI STATE MEET, CONCESS TRK	609.50CR	04/23/19
927465	BPA- VENDING (DONATED) 50/50 & DONATIONS	193.48CR	04/23/19
927466	CAP & GOWN PMT- TANEASA SHIPPENTOWER (ENR#2665	40.00CR	04/23/19
927467	SFBL- PMT 2 COACH SHIRTS (JOSLYN & ADA) (TAX)	40.00CR	04/24/19
927468	TRK- LAPWAI HS TRACK MEET, GATE (TAX)	507.00CR	04/24/19
927469	TRK- LAPWAI HS MEET, CONCESSIONS TRK	126.00CR	04/24/19
927470	BPA DONATION BY DR. AIKEN FOR BPA NTLS TRIP	100.00CR	04/24/19
927471	CAP & GOWN PMT- MARISSA PENNEY (ENR#2971)	40.00CR	04/25/19
927472	BPA- MISC DONATIONS TO BPA NATIONALS TRIP	675.00CR	04/25/19
927473	BPA- 50/50, RAFFLE, DONATIONS MISC	1,079.13CR	04/25/19
927474	J.LEIGHTON SR PROJ- INLAND CELLULAR DONATION	100.00CR	04/26/19
927475	CAP & GOWN PMT- KELANI SMITH (ENR#2857)	40.00CR	04/26/19
927476	BPA- DONATIONS MISC	462.63CR	04/26/19
927477	MS TRACK FEES - LOGOS	75.00CR	04/29/19
927478	NPT- PAYROLL DEDUCT DONATION- SFBL/BSBL	21.00CR	04/29/19
927479	BPA- RED BULL BLASTS SOLD (DONATED)	220.00CR	04/29/19
927480	BPA- RED BULL BLASTS SOLD (DONATED)	148.91CR	04/29/19
927481	BPA- RED BULL BLASTS SOLD (DONATED)	439.00CR	04/29/19
927482	CAP & GOWN PMT - JAYLIE HILLMAN (ENR#2892)	40.00CR	04/29/19
927483	CAP & GOWN PMT - TUI MOLIGA (ENR#4577)	40.00CR	04/29/19
927484	CAP & GOWN PMT - MAURICE RENTERIA (ENR#X2710)	40.00CR	04/29/19
927485	CAP & GOWN PMT- SAWAYA GREENE (ENR#4530)	40.00CR	04/29/19
927486	BPA NTLS-NPT TANF/S SPONS DONATE, JUSTIN R.JOH	1,164.40CR	04/29/19
927487	CAP & GOWN PMT - KENDALL LEIGHTON (ENR#4532)	40.00CR	04/29/19
927488	BPA- DONATION JOSH NELLESEN/NPT BPA NTLS	25.00CR	04/29/19
927489	CAP & GOWN PMT- SONNY WISDOM (ENR#4484)	40.00CR	04/30/19
927490	BPA DONATION FOR NATIONALS- DAVE STOWERS	20.00CR	04/30/19
927491	BPA- DONATION NTLS/R. YEAROUT, GLORIA & GRACIE	200.00CR	04/30/19
927492	BPA- MISC DONATIONS TO NATIONALS	582.80CR	04/30/19
*** TOTAL		24,065.97CR	

REFR#	VENDOR	AMOUNT	DATE	DESCRIPTION
005231	BUSINESS PROFESSIONALS OF AMER	7,758.00	04/01/19	BPA NTLS REGISTRATION-16 STUDENTS @ \$412
005232	IDAHO IMPRESSIONS	1,687.64	04/01/19	BOOSTERS- LEGENDS SHIRTS ORDER
005233	STAPLES CREDIT PLAN	18.72	04/01/19	AISES- PRESENTATION BOARDS/BINDERS
005234	SNAKE RIVER ARMS CO.	408.00	04/01/19	TRACK- 12 BOXES 32 AMO @\$34.
005235	ANAHEIM MARRIOTT	7,401.24	04/02/19	BPA NATLS- LODGING 8 RM X 5 NT 5/1-5
005236	VALLEY FOODS	52.05	04/03/19	AISES- LUNCHES WKG ON PROJECT
005237	ST. MARIES HIGH SCHOOL	25.00	04/05/19	TRK- ENTRY FEE LUMBERJACK INVITE 4/6/19
005238	LAPWAI SCHOOL DISTRICT #341	54.91	04/05/19	ATHLETIC SALARIES APRIL PAYROLL-CONCESS
005239	AMANDA NELLESEN PHOTO	500.00	04/08/19	ST CNCL- PROM PHOTOGRAPHER
005240	TAMI CHURCH	37.75	04/08/19	TRK- REIMB, FOOD/DEDICATED ATHL ST MARIES
005241	BEN SNODGRASS	100.00	04/08/19	TRK STARTER- 4/10 MS CLEARWATER RELAYS
005242	JAMES STUCK	300.00	04/09/19	ST CNCL- DJ FOR THE PROM 2019
005243	BSN SPORTS	50.00	04/09/19	CREDIT MEMO (PAID TWICE) BASKETBALL
005244	WELLS FARGO BANK	3,172.20	04/10/19	AISES- HOTWIRE.COM HOTEL ATL
005245	BUSINESS PROFESSIONALS OF AMER	0.00	04/10/19	** VOID **
005246	AAA AWARD	528.00	04/15/19	TRK- MS CLEARWATER RELAY RIBBON/MEDALS
005247	BLUE RIBBON LINEN SUPPLY, INC.	38.81	04/15/19	ST CNCL- TABLE CLOTHS FOR PROM
005248	FASTSIGNS	114.53	04/15/19	BOOSTERS- P1FCU BANNER 60X36
005249	NORTH 40 OUTFITTERS	249.99	04/15/19	AISES- EQUIP/ DUMP CART 33X49
005250	BEN SNODGRASS	150.00	04/15/19	TRACK- HS TRACK MEET STARTER
005251	BANK OF AMERICA	5,714.60	04/17/19	SOUTHWEST- BPA NTLS AIRFARE/ANAHEIM
005252	BOYS & GIRLS CLUB OF THE LC VALLEY	500.00	04/17/19	DONATION- SR PRJ/CHLOE THOMPSON-FASHION SHOW
005253	AMAZON	521.53	04/17/19	ST CNCL- PROM DECORATIONS
005254	ROSAUERS	358.87	04/17/19	BOOSTERS- BATTLE OF MOMS CUPCAKES
005255	WALMART COMMUNITY	89.26	04/17/19	BOOSTERS- PAW STORE ITEMS
005256	STAHL'S TRANSFER EXPRESS	1,612.08	04/17/19	TRK- SHIRTS/UNIFORMS
005257	STAHL'S TRANSFER EXPRESS	355.92	04/17/19	HSSB- KENDALL LEIGHTON SR PRJ ALUMI GM
005258	BEN SNODGRASS	225.00	04/19/19	TRACK STARTER 4/22 HS MEET
005259	GEORGIE KERBY	2,800.00	04/29/19	16 STUDENT PERDIEM-BPA NTLS \$35/DAY, 5 DAYS
005260	ERIC GOWER	0.00	04/29/19	** VOID **
005261	RANDY CANNON	125.00	04/29/19	TRACK STARTER- 5/1 MEET OF CHAMPS
005262	BRAD PETERSON	250.00	04/30/19	BPA CHAPERONE-NTLS, 5 DYS@ \$50
*** TOTAL		35,199.10		



**LAPWAI ELEMENTARY SCHOOL**

LAPWAI SCHOOL DISTRICT #241

404 Main Street

Lapwai, ID 83540

(208) 843-2960/2952

To: Board of Trustees  
From: Teri Wagner  
Date: May 15, 2019  
RE: May Board Back-Up

**Building Documents Attached**

- Attendance
- Professional Learning Calendar
- Friday Professional Learning Agendas
- Classroom Observations
- Family Contacts
- Enrollment
- Student Body Funds

**School Improvement Grant Update**

**Professional Learning**

Wednesday Mornings from 7-8 AM

- ELA (English Language Arts) Team
- Math Team
- Behavior Team
- Grade Level Professional Learning Teams
- Grade Level Band Meetings
- Book Study-Conscious Discipline

**Family/Community Involvement**

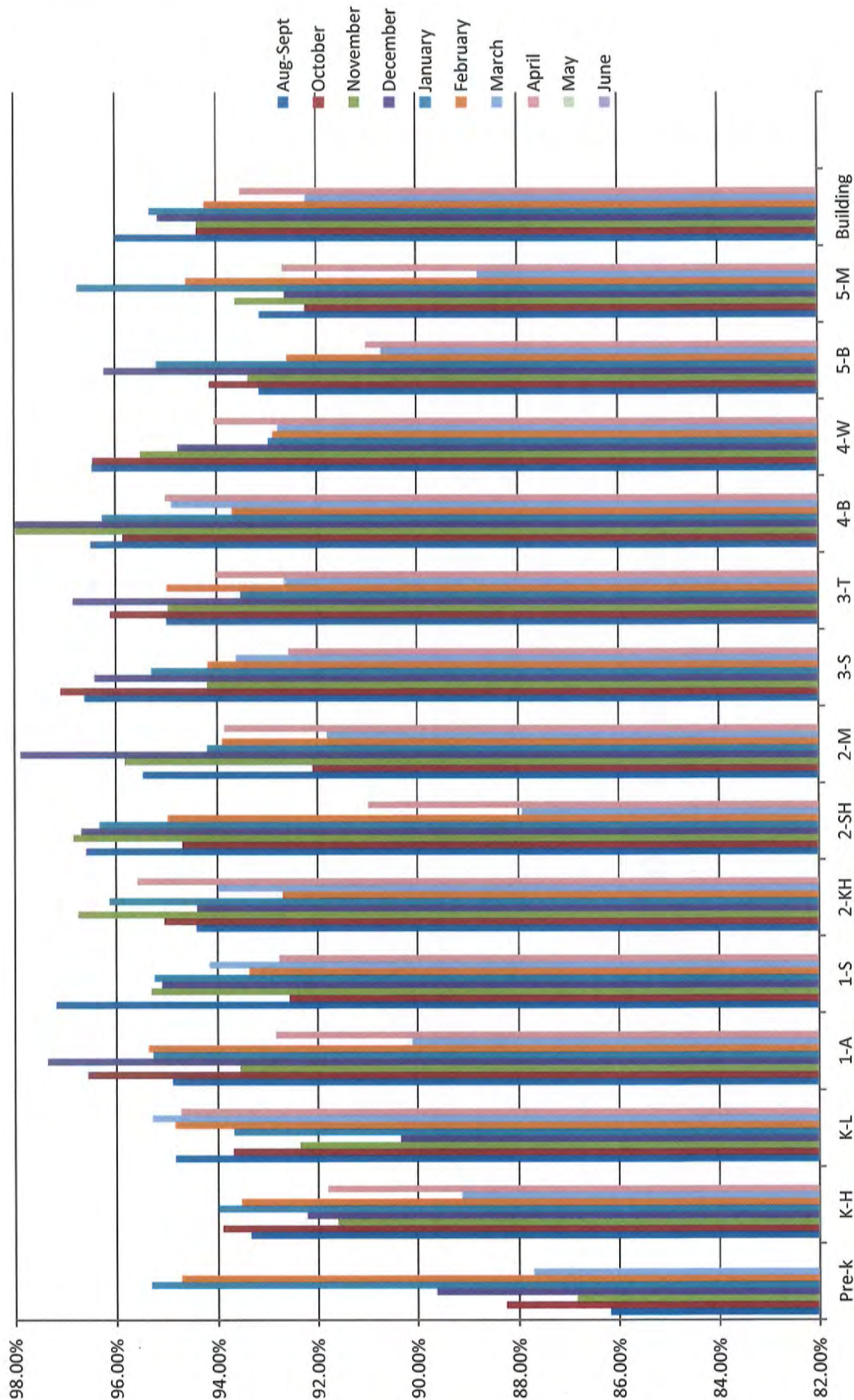
Family Engagement Team	May 8
Head Start Move Up Day	May 16
NMP Dental Visit	May 16
Student Success Assemblies	May 24
District Pow Wow	May 28
Head Start Graduation	May 30
Awards Assembly	June 6
Play Day	June 6

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

*kíiye pecepelíhniku' wapáyat'as mamáy'asna hipewc'éeyu'cíukwenin'.*



LAPWAI ELEMENTARY SCHOOL  
ATTENDANCE  
2018-2019





# May 2019

May 2019							June 2019						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	29
							30						

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Apr 28	29	30	May 1 Grade Level Band Meetings	2	3 Effective Schoolwide Reading Programs PLCs Essential Standards and Common Student Growth Data	4
5	6 Leadership Team Meeting	7	8 ELA, Math, PBIS Team Meetings	9	10 Effective Schoolwide Reading Programs PLCs Essential Standards and Common Relection and	11
12	13 No School	14	15 Grade Level Band Meetings	16	17 Effective Schoolwide Reading Programs Grade Level Band Meetings Teacher Presentation	18
19	20	21	22 Conscious Discipline	23	24 Teacher Presentation Data Analysis Effective Schoolwide Reading Programs	25
26 Data Meetings This Week	27 No School	28 Pow Wow	29 ELA, Math, PBIS Team Meetings	30	31	Jun 1

**Professional Learning Agenda**  
**Essential Standards, Common Assessments, and Data Analysis**  
**April 26, 2019**  
**Traci's Room 217**

**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
- Be fully present

**Announcements (15 minutes)**

- Julie
- 2019-2020 Calendar Meeting ~ May 9
- Good of the Group

Goal 1: Review ISAT Schedule and Intervention and Library Changes

Goal 2: Complete State Required Faculty Survey

**Staff survey link**

<https://eprovesurveys.advanc-ed.org/surveys/#!/action/104813/p31461>

Goal 2: Identify essential **grade level ELA standards**

1. Collectively study the standards using a variety of resources  
CCSS <http://www.sde.idaho.gov/academic/shared/ela-literacy/booklets/ELA-Literacy-Standards.pdf>  
Foundational Reading Skills  
*Reach* manuals  
IRI Blueprints (Istation and paper copy)  
ISAT Blueprints <http://www.smarterbalanced.org/smarter-balanced-assessments/>  
Example <https://www.fwps.org/Page/2062>)
2. Reach consensus on the highest priority standards
  - List the standards
  - Describe the standard in student friendly vocabulary
3. Clarify how the highest priority standards are translated into the specific knowledge, skills and dispositions that all students must demonstrate
4. Determine what proficiency for each essential standard looks like
5. Identify prerequisite skills
6. Establish common formative assessments that will provide timely feedback

**Meeting notes to Teri before the end of the day**

## Leadership Team Agenda

Monday, May 6, 2019

LT Member	Sign in
Kelly Hillman	
Julie Clark	
Cassie Hays	
Traci McKarcher	
Beau Woodford	
Lori Ravet	
Becca Cooley	
Teri Wagner	
David Aiken	

### 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**

**Be Fully Present**

**Time:** 3:40-7:00 PM (200 minutes)

**Location:** Room 217

**Dinner:** Provided

**Bring:** Snacks and drinks

**Grade Level Essential Standards Work to Date**

1. Quick review of norms, minutes & agenda from last meeting THANK YOU Cassie! (5 minutes)
2. Celebrations and good of the group (5 minutes)

### **READING**

Sixty-eight percent of Lapwai Elementary School students grades K-5 will meet or exceed expected growth in reading (K letter sound) fluency as measured by fall 2018 to spring 2019 AIMSweb benchmark assessment.

### **MATHEMATICS**

Lapwai Elementary students grades 1-5 who score at/above benchmark will increase by 33% from fall 2018 to spring 2019 as measured by STAR Math Benchmark Assessment.

### **BEHAVIOR (PBIS)**

School-wide discipline referrals for the infraction of physical aggression will decrease by 25% from June 2018 to June 2019 as evidenced by data collected in the School-wide Information System (SWIS).

Percent of Students at Each Grade Level Meeting Benchmark									
	Aimsweb					Istation	STAR	STAR	
	Letter Naming Fluency	Letter Sound Fluency	Letter Sound Accuracy	RCBM	RCBM Accuracy	ISIP	Reading 50%	Math 50%	
K		35% 72%				24% 30%			
1		74%			38%	16% 36%		18.5% 36%	
2				45% 35%	43% 55%	27% 40%		27.6% 24%	
3				46% 57%	66% 68%	31% 38%		27.7% 35%	
4				17% 44%	52% 78%		9% 12%	24.2% 45%	
5				47% 58%	71% 55%		22% 17.5%	27.5% 60%	

3. Discuss priorities for 2019-2020 **Calendar** (15 minutes)
4. Determine **Assessment Needs** for 2019-2020 (15 minutes)
7. Develop **Student Growth Data Worksheet** (30 minutes)
8. Plan for **2019-2020 school year** (40 minutes)
9. Plan for **ELA essential standards work** closure and reflection (30 minutes)
10. Discuss data required to determine **professional learning priorities** for next year (15 minutes)
11. Review and set assessment and professional learning and assessment **calendar** for May and June (30 minutes)
12. Set date and develop agenda for June **LT meeting** (10 minutes)



**Professional Learning Agenda**  
**Essential Standards, Common Assessments, and Data Analysis**  
**May 3, 2019**  
**Traci's Room 217**

**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
- Be fully present

**Announcements (15 minutes)**

- Review May activity dates
- 2019-2020 Calendar Meeting ~ May 9
- Leadership Team Meeting-Monday
- Good of the Group

Goal 1: Review **School Goals**

Goal 2: Review **Domain 5** of state evaluation requirement

Goal 3: Review **STAR** testing protocols

Goal 4: Complete **Assessment Calendar**

Goal 5: Identify essential **grade level ELA standards**

1. Collectively study the standards using a variety of resources  
CCSS <http://www.sde.idaho.gov/academic/shared/ela-literacy/booklets/ELA-Literacy-Standards.pdf>  
Foundational Reading Skills  
*Reach* manuals  
IRI Blueprints (Istation and paper copy)  
ISAT Blueprints <http://www.smarterbalanced.org/smarter-balanced-assessments/>  
Example <https://www.fwps.org/Page/2062>
2. Reach consensus on the highest priority standards
  - List the standards
  - Describe the standard in student friendly vocabulary
3. Clarify how the highest priority standards are translated into the specific knowledge, skills and dispositions that all students must demonstrate
4. Determine what proficiency for each essential standard looks like
5. Identify prerequisite skills
6. Establish common formative assessments that will provide timely feedback

**Meeting notes to Teri before the end of the day**

**Professional Learning Agenda**  
**Essential Standards, Common Assessments, and Data Analysis**  
**May 10, 2019**  
**Traci's Room 217**

**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
- Be fully present

**Announcements (15 minutes)**

- Review May activity dates
- 2019-2020 Calendar Meeting ~ Next Meeting May 14
- CPS Reports to State of Idaho
- Weapons Talk w/kids
- May PD Calendar
- Andy CD Release Party Today
- Summer School
- Next Year
- Good of the Group

Goal 1: Complete Supervision Self-Assessment

Goal 2: Provide Input on Growth Data Worksheet

Goal 4: Update **Assessment Calendar**

Goal 5: Identify essential **grade level ELA standards**

1. Collectively study the standards using a variety of resources

CCSS <http://www.sde.idaho.gov/academic/shared/ela-literacy/booklets/ELA-Literacy-Standards.pdf>

Foundational Reading Skills

*Reach* manuals

IRI Blueprints (Istation and paper copy)

ISAT Blueprints <http://www.smarterbalanced.org/smarter-balanced-assessments/>

Example <https://www.fwps.org/Page/2062>

2. Reach consensus on the highest priority standards

- List the standards
- Describe the standard in student friendly vocabulary

3. Clarify how the highest priority standards are translated into the specific knowledge, skills and dispositions that all students must demonstrate

4. Determine what proficiency for each essential standard looks like

5. Identify prerequisite skills

6. Establish common formative assessments that will provide timely feedback

**Meeting notes to Teri before the end of the day**

**Upcoming Events**

Leadership Team Meeting	May 6
Calendar Meeting	May 9
National Indian Day	May 13
Head Start Visit	May 16
Last Day ASP	May 23
Assemblies	May 24
Memorial Day	May 27
District PowWow	May 28
Respecting Our Elders	May 29
Head Start Graduation	May 30
Environmental Ed and Cultural Knowledge Day	May 30
HS Graduation	May 31
Play Day	June 5
Last Day for Kids	June 6
Grading Day	June 7

***Lapwai Elementary Goals 2018-2019*****ELA**

Sixty-eight percent of Lapwai Elementary School students grades K-5 will meet or exceed expected growth in reading (K Letter Sound) fluency as measured by fall 2018 to spring 2019 AIMSweb Benchmark Assessment.

**MATH**

Lapwai Elementary students grades 1-5 who score at/above benchmark will increase by 33 % from Fall 2018 to Spring 2019 measured by STAR Math Benchmark Assessment.

**BEHAVIOR (PBIS)**

School-wide discipline referrals for the infraction of physical aggression will decrease by 25% from June 2018 to June 2019 as evidenced by data collected in the School-wide Information System (SWIS).

# Classroom Observations, Walkthroughs, and/or Conferences 2018-2019 Second Semester

	1/22	1/28	2/11	2/19	2/25	3/4	3/11	3/18	4/01	4/8	4/15	4/22	4/29	5/6	5/14	5/20	5/28
Arthur	c	o	o	w		o		o		o		o	o	c,e,c	c		
Baldwin	o	o,o	o			o		o		c,e,c		o	t,t	t,t			
Blyleven		o,o			c,e	c		o		o		o	t	t,t			
Clark		o					o			o							
Hays		o	o			c,e,c		o				o					
Hewett	o,c	o	o			w	c,e,c			o		o	o				
Hillman	w	o	w		o				w	o	c,e,c	c	c,o				
Jones									c,e,c								
Latella	w	o	w			o,c				o		c,e,c	c				
McKarcher	o	o,o	o	w		o		o		o			c,e,c	c	c		
Melton																c,e,c	
Morgan	c,w	o,o	o	w		o				c,e,c		o	t	t,t			
Raml								c,e,c		c			o				
Shaffer	w															c,e,c	
Silger		o	o				c,e,c			o		o					
Stamper/Cleveland	o	o		w		o				o		o	t	t	c,e,c		
Tabor	c	o	w			w			o	o	c,e,c	o	t	w,t	c,e,c		
Woodford	o	o,o	o			w		o		o			o,t,t	c,e,c	c		

o = observation

c = conference

w = focused walkthrough with written feedback

e = formal observation

t = state assessment monitoring



**Family, Community, School Partnerships  
Contact Report  
2018-2019**

	August September	October	November	December	January	February	March	April	May June	Totals
<b>Arthur</b>	372	263	216	198	183	134	119	273 + 1		
<b>Baldwin</b>	144	177	113	94 + 2	45	111	145	87		
<b>Blyleven</b>	694	1653	69	39	81	111 + 1	115	785		
<b>Bonner</b>	44	107	132	63	102	56	67	83		
<i>Cardenas -Cooley</i>	13	26	15	21	28	9	24	27		
<b>Clark</b>	40	51 + 1	30	50 + 1	52 + 1	35	22 + 1	40 + 1		
<i>Dahl</i>	39	73	87	97	126	128	100	63		
<b>Hays</b>	169	300 + 1	172 + 1	202	156	173	205	165		
<b>Hewett</b>	267	273 + 2	258	178 + 1	167 + 1	121	203	390 + 1		
<b>Hillman</b>	133	70 + 2	108	69 + 1	143	95	80	139 + 1		
<i>Jones/Henry</i>	90	8	32	195	15	7	109	83		
<b>Latella</b>	342 + 2	260	268	113	148	195	253	326		
<b>McKarcher</b>	115	90	48	41	65	63	48	59		
<b>Morgan</b>	141	127	47	44	95	55	65	60		
<i>Raml</i>	47	55	48	51	87	40	40	-		
<b>Sliger</b>	102	226	141	138	157	144	79	167		
<b>Stamper</b>	54	93	142	53	73	82	AB	4		
<b>Tabor</b>	74	146	104	106	140	203	80	108		
<b>Woodford</b>	724	1794	471	765	136	95 + 1	616	786		
<b>Teri Wagner</b>	145	46	66	67	285	48	332	128		
<b>Total</b>	3604	5791	2501	2584	2284	1905	2702	3777		

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.

04/30/19

Lapwai Elementary School

0844-1819

14:51

## Enrollment Analysis

Page 1

0844-1819 - Lapwai Elementary School

Gender	Male	Female	Total
Grade: PK			
I - American Indian	5.000	1.000	6.000
W - White	1.000	3.000	4.000
Grade: KG			
B - Black or Africa	2.000	0.000	2.000
I - American Indian	23.000	18.000	41.000
W - White	1.000	1.000	2.000
Grade: 01			
B - Black or Africa	0.000	1.000	1.000
H - Hispanic	0.000	1.000	1.000
I - American Indian	16.000	12.000	28.000
W - White	3.000	2.000	5.000
MR - Multi-Racial	1.000	2.000	3.000
Grade: 02			
H - Hispanic	0.000	2.000	2.000
I - American Indian	19.000	21.000	40.000
P - Native Hawaiian	1.000	0.000	1.000
W - White	1.000	4.000	5.000
MR - Multi-Racial	0.000	3.000	3.000
Grade: 03			
I - American Indian	18.000	15.000	33.000
W - White	3.000	3.000	6.000
Grade: 04			
I - American Indian	15.000	16.000	31.000
W - White	1.000	0.000	1.000
MR - Multi-Racial	1.000	0.000	1.000
Grade: 05			
I - American Indian	15.000	19.000	34.000
W - White	1.000	3.000	4.000
MR - Multi-Racial	2.000	0.000	2.000
	-----	-----	-----
B - Black or Africa	2.000	1.000	3.000
H - Hispanic	0.000	3.000	3.000
I - American Indian	111.000	102.000	213.000
P - Native Hawaiian	1.000	0.000	1.000
W - White	11.000	16.000	27.000
MR - Multi-Racial	4.000	5.000	9.000
	-----	-----	-----
	129.000	127.000	256.000
	-----	-----	-----

# Analyzed Business Checking - PF

Account number: 801013418 ■ April 1, 2019 - April 30, 2019 ■ Page 1 of 1



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

## Questions?

Call your Customer Service Officer or Client Services  
**1-800-AT WELLS** (1-800-289-3557)  
5:00 AM TO 6:00 PM Pacific Time Monday - Friday

Online: [wellsfargo.com](http://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	\$10,764.12	\$0.00	-\$116.67	\$10,647.45

## Debits

### Checks paid

Number	Amount	Date
3793	116.67	04/22

**\$116.67 Total checks paid**

**\$116.67 Total debits**

## Daily ledger balance summary

Date	Balance	Date	Balance
03/31	10,764.12	04/22	10,647.45

**Average daily ledger balance \$10,729.11**

April 30, 2019

Wells Fargo Bank Reconcilliation 2018-2019

		checks	deposits	balance
4/1/19	Beginning Balance			10,764.12
4/15/19	#3793	116.67		10,647.45
4/30/2019	Ending Balance			10,647.45

Lapwai School District #341  
Lapwai Elementary School  
April 30, 2019

		Beginning Balance		Deposits		Disbursements	Ending Balance
General Fund		\$8,739.32				\$116.67	\$8,622.65
Library/Book Fair		\$120.46					\$120.46
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		\$13,734.83					\$10,647.45



# 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 April 2019

## Contents

1. Middle School Attendance Report
2. High School Attendance Report
3. Lesson Plan Check
4. Friday PD Agendas
5. Good of the order documents



## **Upcoming Events at Lapwai Middle/High School:**

April 4-5	Spring PTC's
April 9	SAT's
April 10 <sup>th</sup>	National Wear Blue Day, Child Abuse Awareness Month
April 24 <sup>th</sup>	CTE Field Trip
April 25 <sup>th</sup>	Take our Daughters and Sons to Work Day, NPT, STEP
April 26 <sup>th</sup>	(Tentative) Community Demonstration Walk- School wide event, UI Engineering Expo
May 6-10	Teacher Appreciation Week
May 10-11	Districts for Baseball in Orofino, District for Track in Kamiah
May 13 <sup>th</sup>	National Indian Day, no school
May 27 <sup>th</sup>	Memorial Day, No School
May 15 <sup>th</sup>	Lapwai Middle-High Spring Concert with Mrs. Shaffer
May 28 <sup>th</sup>	District Pow Wow 1:15-3:00 Mrs. Scott's Spring Performance 7:30 THE OUTSIDERS
<b>May 31<sup>st</sup></b>	<b>Graduation 6PM</b>
June 6 <sup>th</sup>	Last day of school, early release
June 7 <sup>th</sup>	Teacher grading day and check out day
June 10 <sup>th</sup>	Summer School session begins
June 9 <sup>th</sup> -11 <sup>th</sup>	Admin and Counselor to State Mastery Conference, Boise
June 13-15 <sup>th</sup>	D'Lisa/Aiken to Indian Education Summit, Boise

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





# WE DID IT!

Lapwai Middle-High  
School APRIL

ATTENDANCE 92%

All grades 6-12 above 90%

[www.lapwai.net](http://www.lapwai.net)

05/08/19

14:16

LAPWAI MIDDLE/HIGH SCHOOL  
**Attendance Totals (ADA)**

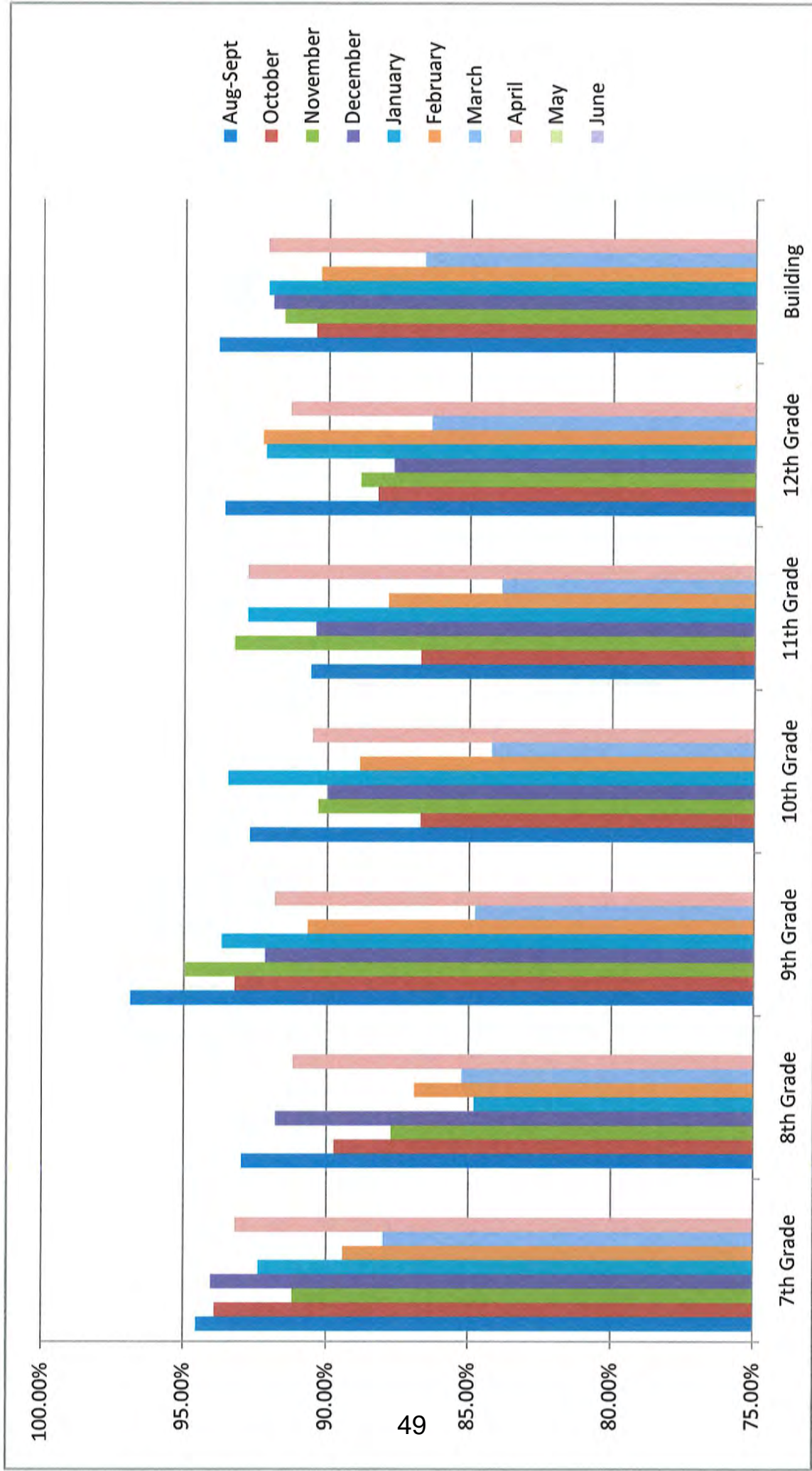
0583-1819

Page 9

\*\*\*\*\*  
\*\*\*\* School Totals \*\*\*\*  
\*\*\*\*\*

Grade	Students Enrolled (1 day or more)			Days Attended (*)			ADA (**)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
06	16	21	37	298.50	395.00	693.50	14.92	19.75	34.68
			Absences:	21.50	25.00	46.50			
			Possible:	320.00	420.00	740.00			
				(93.28%)	(94.05%)	(93.72%)			
07	24	29	53	442.00	543.00	985.00	22.10	27.15	49.25
			Absences:	35.00	37.00	72.00			
			Possible:	477.00	580.00	1057.00			
				(92.66%)	(93.62%)	(93.19%)			
08	21	20	41	386.00	361.00	747.00	19.30	18.05	37.35
			Absences:	34.00	39.00	73.00			
			Possible:	420.00	400.00	820.00			
				(91.90%)	(90.25%)	(91.10%)			
09	23	15	38	429.00	262.50	691.50	21.45	13.12	34.58
			Absences:	24.00	37.50	61.50			
			Possible:	453.00	300.00	753.00			
				(94.70%)	(87.50%)	(91.83%)			
10	21	12	33	388.00	209.50	597.50	19.40	10.48	29.88
			Absences:	32.00	30.50	62.50			
			Possible:	420.00	240.00	660.00			
				(92.38%)	(87.29%)	(90.53%)			
11	15	10	25	281.50	182.50	464.00	14.08	9.12	23.20
			Absences:	18.50	17.50	36.00			
			Possible:	300.00	200.00	500.00			
				(93.83%)	(91.25%)	(92.80%)			
12	14	18	32	262.50	322.00	584.50	13.12	16.10	29.22
			Absences:	17.50	38.00	55.50			
			Possible:	280.00	360.00	640.00			
				(93.75%)	(89.44%)	(91.33%)			
Total	134	125	259	2487.50	2275.50	4763.00	124.37	113.77	238.16
			Absences:	182.50	224.50	407.00			
			Possible:	2670.00	2500.00	5170.00			
				(93.16%)	(91.02%)	(92.13%)			







# LMS-LHS Lesson Plans for 2018-19 (planbook.com)

Staff Member	4/1	4/8	4/15	4/22	4/29	5/6	5/13	5/20	5/27	6/3						
Sheryl Bentz	x	x	x	x	x	x										
Devin Boyer	x	x	x	x	x	x										
Brad Carpenter	x	x	x	x	x	x										
Iris Chimburas	x	x	x	x	x	x										
Tami Church	x	x	x	x	x	x										
Jake Genthos	x	x	x	x	x	x										
Veronica Hamilton	x	x	x	x	x	x										
Verna Johnson	x	x	x	x	x	x										
Georgie Kerby	x	x	x	x	x	x										
Stacey Kinnick	x	x	x	x	x	x										
Josh Leighton	x	x	x	x	x	x										
Sam Maynes	x	x	x	x	x	x										
Ena Raml	x	x	x	x	x	x										
Emma Shaffer	x	x	x	x	x	x										
Sheila Scott	x	x	x	x	x	x										
Georgia Sobotta	x	x	x	x	x	x										
Thomas Tucker	x	x	x	x	x	x										
Mary Lynn Walker	x	x	x	x	x	x										

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



# LMS-LHS PARENT/GUARDIAN MONTHLY COMMUNICATIONS 2018-19

Staff Member	Aug	Sept	Nov	Dec	Jan	Feb	Mar	April	May
Sheryl Bentz		372	213		200	200	182	151	
Devin Boyer		62	85		95	60	95	65	
Brad Carpenter		35			40	45	85	30	
Iris Chimburas	220	200	220		225	110	180	137	
Tami Church	37	88	90		85	44	85	66	
Jake Genthos		81	200		150	27	56	74	
Veronica Hamilton	44	28	220		266	174	192	245	
Verna Johnson	10	39	42		32	12	19	15	
Georgie Kerby	36	195	290		155	150	100	91	
Stacey Kinnick	84	143	260		249		243	68	
Josh Leighton		93	76		84	84	78	87	
Sam Maynes			17		20		282		
Ena Raml		70	241		154			105	
Emma Shaffer	7	16	34		10	15	17		
Sheila Scott	53	94	105		80	71	87	126	
Georgia Sobotta		114	90		80	61			
Thomas Tucker	56	117	16		13	110	65	15	
Mary Lynn Walker	20	52	85		84	78	85	41	

August-September students get a syllabus ----Danielson Domain 4C: Communicating with Families




**FRIDAY PD's:** Lapwai Middle-High School continues to use Google Classroom as a platform for coordinating resources for professional development on Fridays. Our most recent work being on syllabus creation and course descriptions for 2019-20 school year.

Stream

Classwork

People

# SYLLABUS WORK 2019-20




## Syllabus development for Academic Year 2019-20

Posted Apr 19

We will begin to take our syllabus development and classroom expectations and align them with building-wide standards.


The hope is to be able to link these documents to our Tyler SIS on-line and our district website so we can direct students and parents to our classroom information, expectations, and academic goals.

Any resources that you think are helpful in this process, please share them with the group. We will build the resources here.




### HighSchoolCurriculumG...

PDF




### syllabus for 9 english.docx

Word




### Mailman School Syllabus ...

PDF




### How to Write a Syllabus | ...

<https://www.cultofpedagogy.co...>




Add class comment...




## Notes and Syllabus samples, drafts and documents from colleagues.

Posted Apr 29 (Edited May 3)




### basic welding syllabus.d...

Word




### Government Syllabus (4)....

PDF



### US History I Syllabus (1).p...

PDF



### WorldHistorySyllabus (1)....

PDF

52

# SO WHAT, NOW WHAT!

LEADERSHIP TEAM April 23, 2019, 3:45-7:00 PM

MAY LT meeting is: \_\_\_\_\_, 3:45-7:00

JUNE ALL DAY LT meeting is: \_\_\_\_\_

## AGENDA SIGN IN:

### Today's Norms:

1. Remain data focused (do not make assumptions about the student's progress or behavior)
2. Remain solution focused (**SO WHAT, NOW WHAT**)
3. Remain accountable for our role only (refrain from "blaming parents" and current or previous teachers—including general education staff and behavior interventionists.)

### Note Taker/Facilitator Role:

1. Ensure that the conversation remains data focused
2. Interrupt any admiration of the problem, "So what, now what."
3. Solution Focused: Redirect "blaming"

LOG IN INFORMATION TO REMEMBER: (Right click mouse to open hyperlink)

Tyler SIS: <https://sdm.sisk12.com/IDLW/SISK12.aspx>

SWIP Tool: <http://apps.sde.idaho.gov/SWIP/Home/Home>

STAR (Renaissance Learning) LOG IN---

Go to <https://hosted243.renlearn.com/370290/>

→ Login is your FIRST INITIAL, LAST NAME

3) PASSWORD (If you don't remember, you need to ask Vickie to reset it.)

Milepost website: <https://www.silverbacklearning.net/>

Idaho AIR portal for ISAT/TIDE: <http://idaho.portal.airast.org/>

ReadLIVE (middle-high): <https://readlive.readnaturally.com/00025439>

SWIS: <https://www.pbisapps.org/Pages/Default.aspx>

Pearson Curriculum Link for ELA and MATH access to digital materials: [www.pearsonsuccessnet.com](http://www.pearsonsuccessnet.com)

PLANBOOK LESSON PLANS: <https://www.planbook.com/>

Idaho Digital Library: <https://www.smarterbalancedlibrary.org/>

7 Characteristics of High Performing Team Norms	LT NORMS
<ol style="list-style-type: none"> <li>1. Maintain a clear focus.</li> <li>2. Embrace a spirit of inquiry.</li> <li>3. Put data at the center.</li> <li>4. Honor commitments to learners and learning.</li> <li>5. Cultivate relational trust.</li> <li>6. Seek equity.</li> <li>7. Assume collective responsibility.</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Attend faithfully (3:50 to end)</i></li> <li>2. <i>Start ON TIME at 3:50</i></li> <li>3. <i>Stay focused and paced</i></li> <li>4. <i>Set and monitor goals</i></li> <li>5. <i>Leave other business outside the door</i></li> </ol>

## AGENDA: Log in: 3:45-3:50

1. **3:50-4:15 (25 min) ENTRY TASK: SO WHAT, NOW WHAT VIDEO** (17 minutes)
  - [https://www.ted.com/talks/linda\\_cliatt\\_wayman\\_how\\_to\\_fix\\_a\\_broken\\_school\\_lead\\_fearlessly\\_love\\_hard?language=en#t-782431](https://www.ted.com/talks/linda_cliatt_wayman_how_to_fix_a_broken_school_lead_fearlessly_love_hard?language=en#t-782431)
  - While watching the video take some notes of what Linda's message means to our Leadership Team's role (pink sheet).
2. **4:15-5:45 (1.5 hours) Comprehensive Assessment Plan work, LMS-LHS data work**
  1. (See attached LEA Comprehensive Assessment Plan document (emailed attachment)
  2. Table of contents of plan attached.
  3. Due Friday, 4-26-19

## TABLE OF CONTENTS

Instructions ..... Error! Bookmark not defined.

[INSERT LEA Name] comprehensive assessment strategic plan [20\_\_-20\_\_]Error! Bookmark not defined.

Philosophy & Purpose of the State Comprehensive Assessment Program:Error! Bookmark not defined.

Assessment in Public Schools - Philosophy - Idaho Code §08.02.03.111.01Error! Bookmark not defined.

Assessment in Public Schools - Purpose -Idaho Code §08.02.03.111.02Error! Bookmark not defined.

LEA Assessment Philosophy/Vision ..... Error! Bookmark not defined.

LEA Assessment Purpose/Mission..... Error! Bookmark not defined.

Assessments: ..... Error! Bookmark not defined.

State and LEA Assessments ..... Error! Bookmark not defined.

Testing Procedures..... Error! Bookmark not defined.



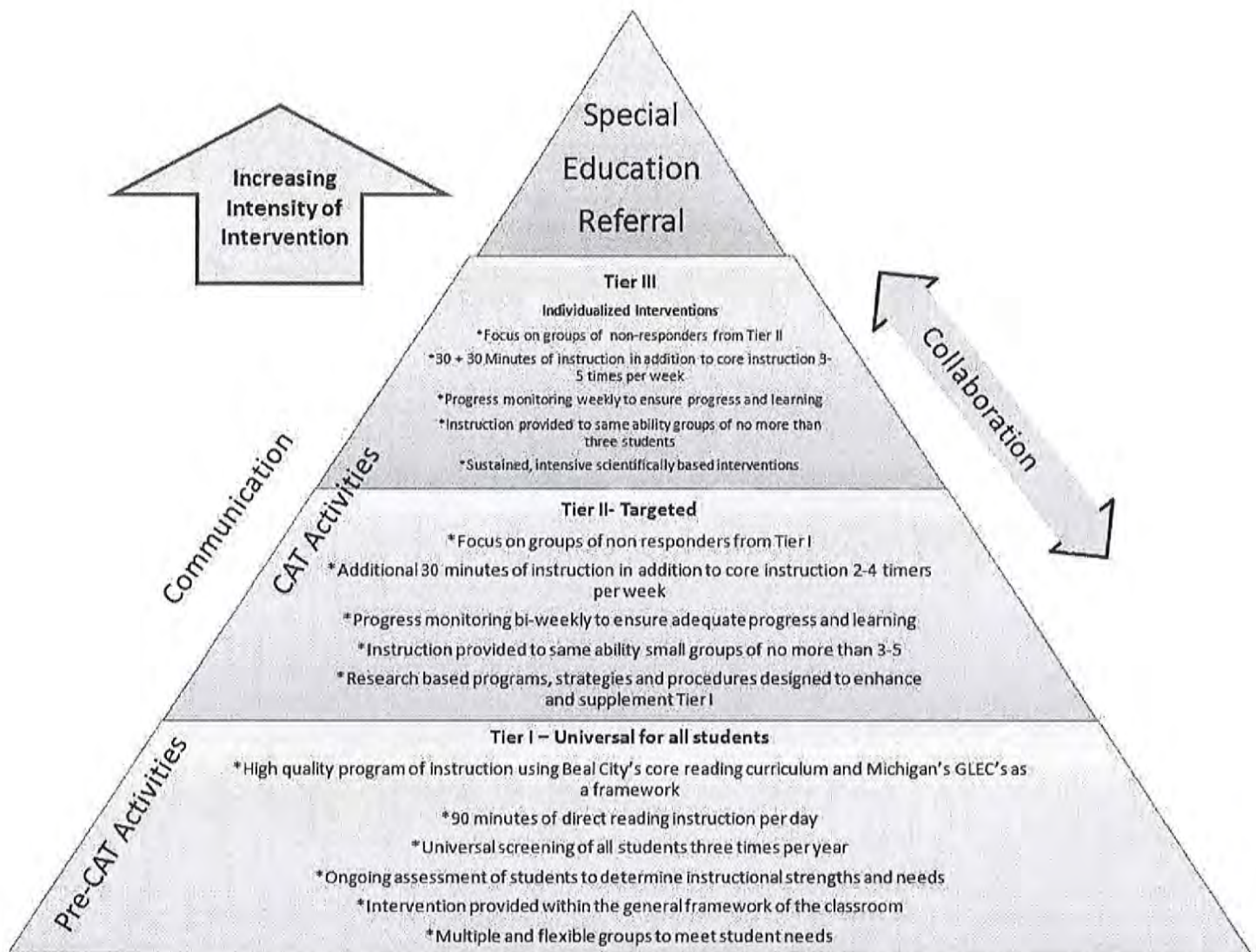
Table 3 – State Assessments.....	Error! Bookmark not defined.
Table 4 – LEA Assessments.....	Error! Bookmark not defined.
Assessment of Students with Disabilities and ELL students: .....	Error! Bookmark not defined.
Table 5 – State Assessments.....	Error! Bookmark not defined.
Table 6 - LEA Assessments.....	Error! Bookmark not defined.
Professional Development: .....	Error! Bookmark not defined.
Test Security: .....	Error! Bookmark not defined.
Technology Support/ Data Quality:.....	Error! Bookmark not defined.
Appendix A: Glossary.....	Error! Bookmark not defined.
Appendix B: Idaho Comprehensive Assessment Program Inventory	Error! Bookmark not defined.
Appendix C: Resources .....	Error! Bookmark not defined.

### 3. 5:45-6:00 (15 min) RTI steps for Academic Year 2019-20

1. Middle School System
2. High School System
3. Thinking outside the box (Lori Ravet)
4. How can Academic schedule and staff support comprehensive RTI model in Math and ELA?

## What is RTI?

- An assessment and intervention process designed to let schools meet students diverse learning needs.
- It emphasizes the importance of high quality, research based instruction in the classroom in order to foster student achievement and limit learning difficulties through the use of proven teaching methods.
- It also takes into account student's specific learning strengths and interests. (Whitten, Esteves & Woodrow, 2009)



4. 6:00-6:30 (30 minutes) **Academic Schedule 2019-20 (DP & JN)**

1. Student numbers
2. Student needs
3. Staffing
4. Space
5. Curriculum needs
6. On-line, IDLA, AP, Advanced Opportunity platform (need/staff)
7. Credit recovery options and supports
8. Electives

5. 6:30-6:50 (20 minutes) Alternative Routes to graduation, Alternative School System, preliminary discussion

6. 6:50-7:00 MEETING EVALUATION & PLAN MAY AND JUNE MEETINGS

Additional materials to support LT:

**LAPWAI PROFESSIONAL DEVELOPMENT 2018-2019 School Year Weekly Calendar**

Month	Mon	Tue	Wed	Thu	Fri	Sat	Sun
-------	-----	-----	-----	-----	-----	-----	-----



Month	Mon	Tue	Wed	Thu	Fri	Sat	Sun
<b>Aug 2018</b>	<b>20</b> Leadership Team Meeting	<b>21</b> New teacher orientation	<b>22</b> Certificated staff training code of conduct, Tyler training	<b>23</b> Certificated staff training curriculum development & smart goals, Tyler training	<b>24</b> Solution Tree PLC training	<b>25</b>	<b>26</b>
	<b>27</b> All staff training, PBIS, homeroom, attendance goals, Danielson tool	<b>28</b> Student first day of school	<b>29</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>30</b>	<b>31</b> Classroom expectations & syllabus, Tyler training	<b>1</b>	<b>2</b>
<b>Sep 2018</b>	<b>3</b>	<b>4</b>	<b>5</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>6</b>	<b>7</b> Tyler training STAR FALL benchmarks	<b>8</b>	<b>9</b>
	<b>10</b>	<b>11</b> 9AM RTI team meeting	<b>12</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>13</b>	<b>14</b> Tyler training, homeroom expectations, attendance goals	<b>15</b>	<b>16</b>
	<b>17</b>	<b>18</b> 9AM RTI team meeting	<b>19</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>20</b>	<b>21</b> Code of conduct, PBIS, Tyler grading systems	<b>22</b>	<b>23</b>
	<b>24</b>	<b>25</b> 9AM RTI team meeting	<b>26</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>27</b>	<b>28</b> Common Formative Assessments	<b>29</b>	<b>30</b>
<b>Oct 2018</b>	<b>1</b>	<b>2</b> 9AM RTI team meeting	<b>3</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>4</b>	<b>5</b> Homeroom, attendance goals, student portfolios	<b>6</b>	<b>7</b>
	<b>8</b>	<b>9</b> 9AM RTI team meeting	<b>10</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH 9AM Admin Team Meeting	<b>11</b>	<b>12</b> Common Formative Assessments & DWA data analysis	<b>13</b>	<b>14</b>
	<b>15</b>	<b>16</b>	<b>17</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>
	<b>22</b>	<b>23</b>	<b>24</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>25</b>	<b>26</b> Grading day, Tyler SIS gradebook	<b>27</b>	<b>28</b>
	<b>29</b>	<b>30</b>	<b>31</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>1</b> Fall PTC's	<b>2</b> Fall PTC's	<b>3</b>	<b>4</b>
<b>Nov 2018</b>	<b>5</b>	<b>6</b>	<b>7</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
	<b>12</b>	<b>13</b>	<b>14</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
	<b>19</b>	<b>20</b>	<b>21</b> No School	<b>22</b> No school	<b>23</b> No school	<b>24</b>	<b>25</b>
	<b>26</b>	<b>27</b> 9AM RTI team meeting	<b>28</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH 9AM Admin team meeting	<b>29</b>	<b>30</b> At Risk student indicators, STAR winter benchmarks	<b>1</b>	<b>2</b>



Month	Mon	Tue	Wed	Thu	Fri	Sat	Sun
<b>Dec 2018</b>	<b>3</b>	<b>4</b> 9AM RTI team meeting	<b>5</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>6</b>	<b>7</b> ISAT TA CERT PLC work IPLP	<b>8</b>	<b>9</b>
	<b>10</b>	<b>11</b> 9AM RTI team meeting	<b>12</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH 9AM admin team meeting	<b>13</b>	<b>14</b> ISAT TA CERT PLC work IPLP STAR Winter benchmarks	<b>15</b>	<b>16</b>
	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>
	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
	<b>31</b>	<b>1</b>	<b>2</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH 9AM Admin team meeting	<b>3</b>	<b>4</b> GOOGLE CLASSROOM development	<b>5</b>	<b>6</b>
<b>Jan 2019</b>	<b>7</b>	<b>8</b> 9AM RTI team meeting	<b>9</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>10</b>	<b>11</b> Google classroom development, DWA	<b>12</b>	<b>13</b>
	<b>14</b> Dead week	<b>15</b>	<b>16</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>17</b>	<b>18</b> Grading Day, TYLER SIS, semester calculations	<b>19</b>	<b>20</b>
	<b>21</b>	<b>22</b> Second semester	<b>23</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>24</b>	<b>25</b> ACE's Training	<b>26</b>	<b>27</b>
	<b>28</b>	<b>29</b> 9AM RTI team meeting Leadership Team Meeting	<b>30</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>31</b>	<b>1</b> ELA, writing CCSS DWA writing assessment rubric	<b>2</b>	<b>3</b>
<b>Feb 2019</b>	<b>4</b>	<b>5</b> State Assessment & Accountability Training, CDA	<b>6</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>7</b> 9AM Admin team meeting 12-4PM Tyler Training	<b>8</b> STAR data analysis, ELA writing goals school-wide, Progress reports	<b>9</b>	<b>10</b>
	<b>11</b> MIDTERMS WEEK	<b>12</b> 9AM RTI team meeting	<b>13</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>14</b>	<b>15</b> ISAT interims Mail progress reports CFA's (STATE BASKETBALL)	<b>16</b>	<b>17</b>
	<b>18</b>	<b>19</b> 9AM RTI team meeting	<b>20</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>21</b>	<b>22</b> ISAT interims & assessment prep Grading for learning CFA's	<b>23</b>	<b>24</b>
	<b>25</b>	<b>26</b> 9AM RTI team meeting	<b>27</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>28</b>	<b>1</b> ISAT interims & assessment prep Grading for learning (STATE BASKETBALL)	<b>2</b>	<b>3</b>
<b>Mar 2019</b>	<b>4</b>	<b>5</b> 9AM RTI team meeting	<b>6</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>7</b>	<b>8</b> Danielson scheduling, Code of conduct check in, Grading for learning	<b>9</b>	<b>10</b>



Month	Mon	Tue	Wed	Thu	Fri	Sat	Sun
	<b>11</b>	<b>12</b> 9AM RTI team meeting	<b>13</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>14</b>	<b>15</b> Grading for learning, Tyler grading norms, PBIS reteach plan for after Spring Break	<b>16</b>	<b>17</b>
	<b>18</b> ISAT WINDOW OPEN	<b>19</b> 9AM RTI team meeting	<b>20</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>21</b>	<b>22</b> Grading Day TYLER SIS	<b>23</b>	<b>24</b>
	<b>25</b> SPRING BREAK	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>
<b>Apr 2019</b>	<b>1</b> Third quarter begins ISAT TESTING	<b>2</b> 9AM RTI team meeting	<b>3</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>4</b> SPRING PTC's	<b>5</b> SPRING PTC's	<b>6</b>	<b>7</b>
	<b>8</b> PBIS reteach homeroom ISAT TESTING	<b>9</b> 9AM RTI team meeting	<b>10</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>11</b>	<b>12</b> Tyler SIS updates, 2019-20 goals, gradebook, schedule, pre-registration, grading for learning	<b>13</b>	<b>14</b>
	<b>15</b> ISAT TESTING	<b>16</b> 9AM RTI team meeting	<b>17</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>18</b>	<b>19</b> 2019-20 goals, gradebook, schedule, pre-registration, grading for learning	<b>20</b>	<b>21</b>
	<b>22</b> ISAT TESTING	<b>23</b> 9AM RTI team meeting	<b>24</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>25</b>	<b>26</b> CFA's	<b>27</b>	<b>28</b>
	<b>29</b> ISAT TESTING	<b>30</b> 9AM RTI team meeting	<b>1</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>2</b>	<b>3</b> Fall 2019-20 goals (Code of conduct, PBIS, course descriptions, syllabus, registration, schedule)	<b>4</b>	<b>5</b>
<b>May 2019</b>	<b>6</b> ISAT TESTING	<b>7</b> 9AM RTI team meeting	<b>8</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>9</b>	<b>10</b> Fall 2019-20 goals (Code of conduct, PBIS, course descriptions, syllabus, registration, schedule)	<b>11</b>	<b>12</b>
	<b>13</b>	<b>14</b> 9AM RTI team meeting	<b>15</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>16</b>	<b>17</b> ISAT WINDOW CLOSES Fall 2019-20 goals (Code of conduct, PBIS, course descriptions, syllabus, registration, schedule)	<b>18</b>	<b>19</b>
	<b>20</b>	<b>21</b> 9AM RTI team meeting	<b>22</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>23</b>	<b>24</b> SMART GOAL ATTAINMENT DATA ANALYSIS	<b>25</b>	<b>26</b>
	<b>27</b>	<b>28</b> 9AM RTI team meeting	<b>29</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>30</b> DONE WITH DANIELSON EVALS	<b>31</b> GRADUATION	<b>1</b>	<b>2</b>
<b>Jun 2019</b>	<b>3</b>	<b>4</b> 9AM RTI team meeting	<b>5</b> 7AM PLC's CCR, CR, PBIS, ELA, MATH	<b>6</b>	<b>7</b> GRADING DAY & CHECK OUT	<b>8</b>	<b>9</b>



## 5. PLC AGENDA GUIDING QUESTIONS/NORMS:

Four questions that drive PLC work:			Assess
1	<b>What is it we want our students to know and be able to do?</b>	Have we identified the essential knowledge, skills, and dispositions each student is to acquire as a result of each unit of instruction?	
2	<b>How will we know if each student has learned it?</b>	Are we using formative assessment in our classrooms on an ongoing basis? Are we gathering evidence of student learning through one or more team-developed common formative assessments for each unit of instruction?	
3	<b>How will we respond when some students do not learn it?</b>	Can we identify students who need additional time and support by the student, by the standard, and for every unit of instruction? Do we use evidence of student learning from common formative assessment to analyze and improve our individual and collective instructional practice?	
4	<b>How will we extend the learning for students who have demonstrated proficiency?</b>	Can we identify students who have reached identified learning targets to extend their learning?	

## 6. OUR GOALS

PLC and GOAL	Notes and Feedback
<p><b><u>ELA ISAT GOALS 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup></u></b>            The 6th, 7th, 8th, and 10th grades will grow an average of at least 15 scale points on the ISAT as compared to each of those classes' 2017-2018 ISAT average scale score as reported on the 2018-2019 ISAT.</p> <p><b><u>ELA-READING STAR GOAL</u></b>            In grades 6th - 12th, 50% of students will grow at least 40 Student Growth Percentile (SGP) points or score above the 50th percentile on the NCE (Normal Curve Equivalent, aka the national average) on the STAR Spring benchmark test.</p>	
<p><b><u>MATH ISAT GOALS 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup></u></b>            The 6th, 7th, 8th, 9th and 10th grades will grow at average of at least 15 average scale points on the ISAT as compared to each of those classes' 2017-2018 ISAT average scale score as reported on the 2018-2019 ISAT.</p> <p><b><u>MATH STAR GOAL</u></b>            In grades 6th - 11th, 60% of students will grow at least 40 Student Growth Percentile (SGP) points or score above the 50th percentile on the NCE (Normal Curve Equivalent, aka the national average) on the STAR Spring benchmark test.</p>	
<p><b><u>PBIS GOAL</u></b>            By April 2019 Lapwai Middle/High School will reduce the overall referrals from 1069 (2017-2018) to 962 or 10% for the 2018-2019 school year. By January 2019, Lapwai Middle/High School will reduce overall referrals by 10% or 54 referrals, of half (535) of the total number of referrals for the year.</p>	
<p><b><u>COLLEGE AND CAREER READINESS GOAL</u></b>            100% of all seniors will be prepared for their future success by meeting 3 of the following 6 indicators by May 2019.            Students will have:</p> <ul style="list-style-type: none"> <li>Completed at least 1 dual credit class</li> </ul>	

<ul style="list-style-type: none"> <li>• Completed at least 1 technical competency credit (TCC)</li> <li>• Complete a capstone course as a proxy for TCC</li> <li>• Participated in an internship</li> <li>• Participate in a job shadow</li> <li>• College Entrance Exam</li> </ul>	
--	--

## 8. STAR WINTER BENCHMARK: MATH TO ANALYZE

-All classrooms tested by February 1<sup>st</sup>, Genny Brown catches students up until February 15<sup>th</sup>.

-SPRING STAR BENCHMARKS: When? Please see ISAT window. If a teacher wants to schedule STAR in their classrooms during the ISAT window, it is possible. This would shorten the amount of time we are in testing mode.

## 7. ACADEMIC SCHEDULE for 2019-2020

- Setting schedule for next year
- Pre-registration endeavors
- Tyler system training and team

## 4 A's Protocol (For data analysis and analyzing goals)

The 4 A's Protocol for setting and analyzing goals	
ASK questions to focus inquiry	Inquiry process begins with & is focused with good questions. "What do we want to know, what is the practical importance." Good questions helps group stay grounded & reach data-driven decisions quickly and efficiently. Questions must be significant, open-ended, connected to decision, straight-forward.
ACQUIRE data and evidence	Data/Evidence inventory to gain a sense of what is available. Narrow and specifically related to answering your inquiry questions. Outcome/Demographic/Program/Perception.
ANALYZE and interpret	Team makes observations about the data. <u>Analyze</u> : Make statements that are: <u>SMART</u> S- specific, link to data. U- Understandable, makes sense to others R- related, tie data to the question that drives inquiry F- factual, reflect accurate reading of data. <u>Interpret</u> Use professional judgement and experience to make sense of the data.
ARRIVE at a decision	Context-specific, based on original purpose for engaging in data evidence. Decision can vary depending on stage of process. <ul style="list-style-type: none"> <li>• Goal improvement</li> <li>• Necessary conditions to support implementation</li> <li>• Adjustments</li> <li>• Sustainability, direction for next steps</li> </ul>



# LAPWAI HIGH SCHOOL GRADUATION CEREMONY

**May 31<sup>st</sup>  
6:00 PM**

**Lapwai High School Gym**

## Mrs. Shaffer's Spring Concert

Lapwai Middle/Highschool  
presents

# Spring Concert

AT High School Auditorium 6:00  
Free Admission  
Doors Open at 5:45

Special Thanks to:  
Dr. Penney  
Mr. Kronemann  
Dr. Aiken  
Alan White  
Maintenance Crew  
Custodial Crew

May  
15

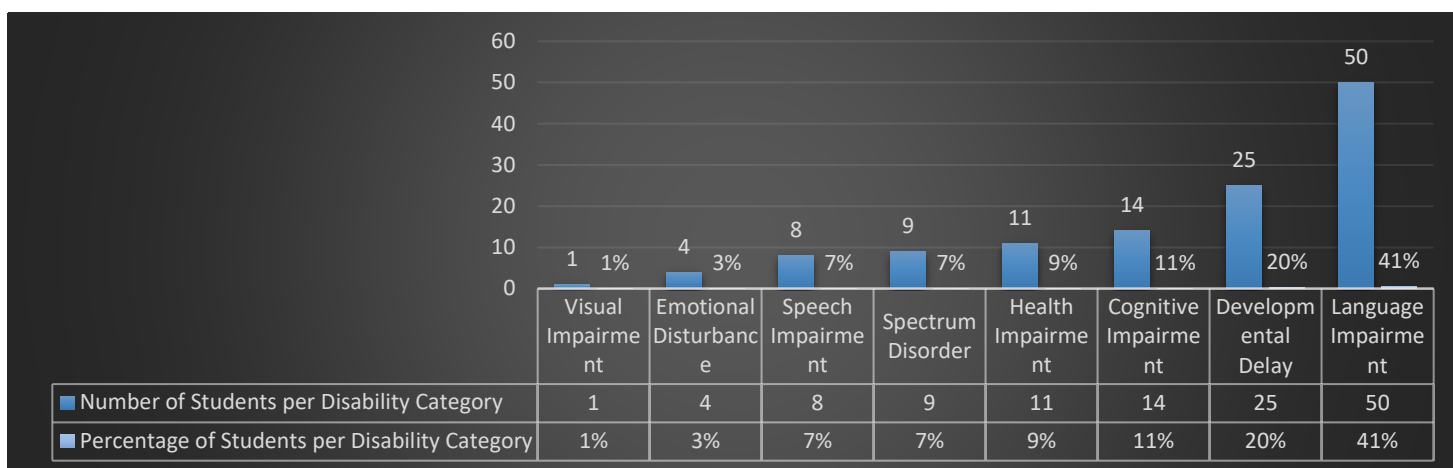
Lorem ipsum dolor sit amet, consectetur adipiscing elit.  
Aenean commodo ligula eget dolor



# LAPWAI SCHOOL DISTRICT Special Forces Team

Board Back-Up  
May 2019

As of May 15, 2019, the Lapwai Special Education Program serves 122 students in the following Primary Disability categories:

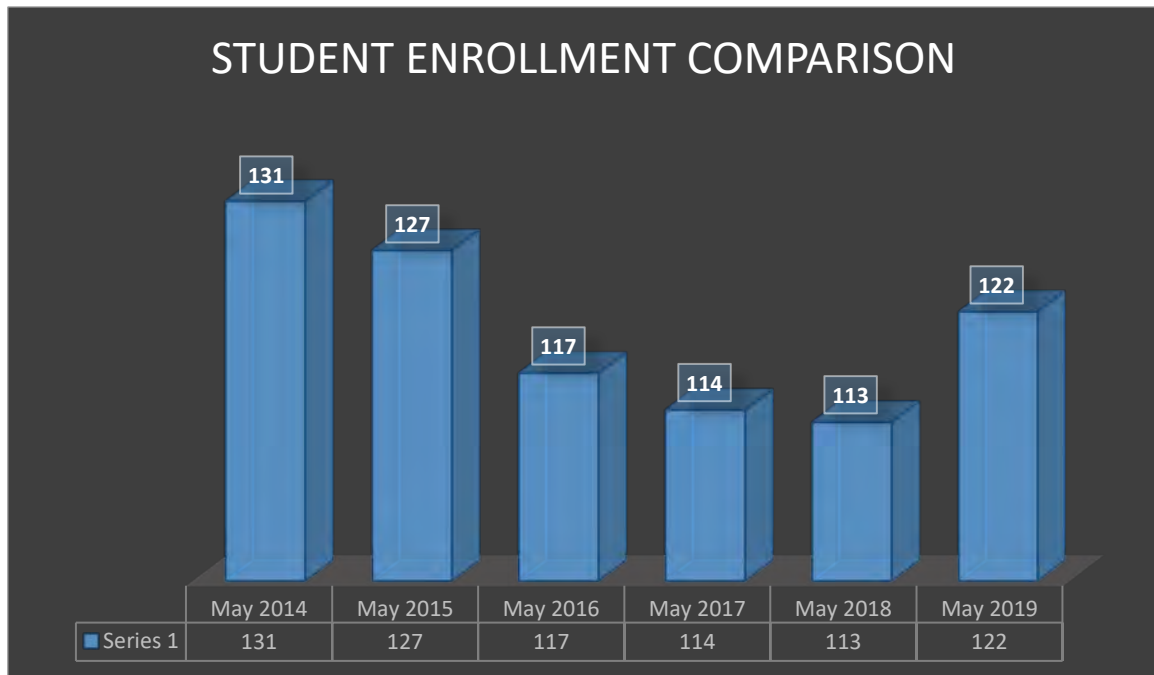


## SPECIAL FORCES CREED

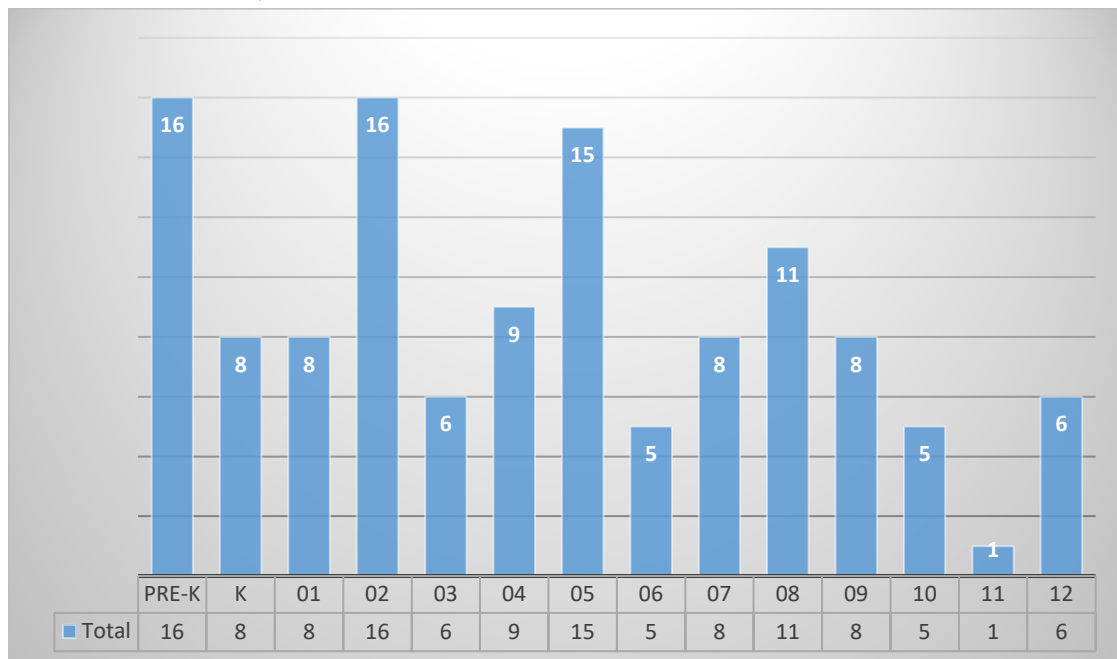
We are members of the Lapwai Special Forces. We are Educators and members of a team. We serve the children and families of the Lapwai community and the sovereign nation of the Nez Perce Tribe. We will always place the mission of educating, nurturing, and guiding our students first. We will never accept defeat. We will never quit. We will never leave a student behind. We are disciplined, trained and proficient in our educational tasks and responsibilities. We are experts and we are professionals. We stand ready to defend, engage, and advocate for the students served by our Special Forces Team. We are guardians of their educational rights and their future. We are proud members of our Educational Special Forces.

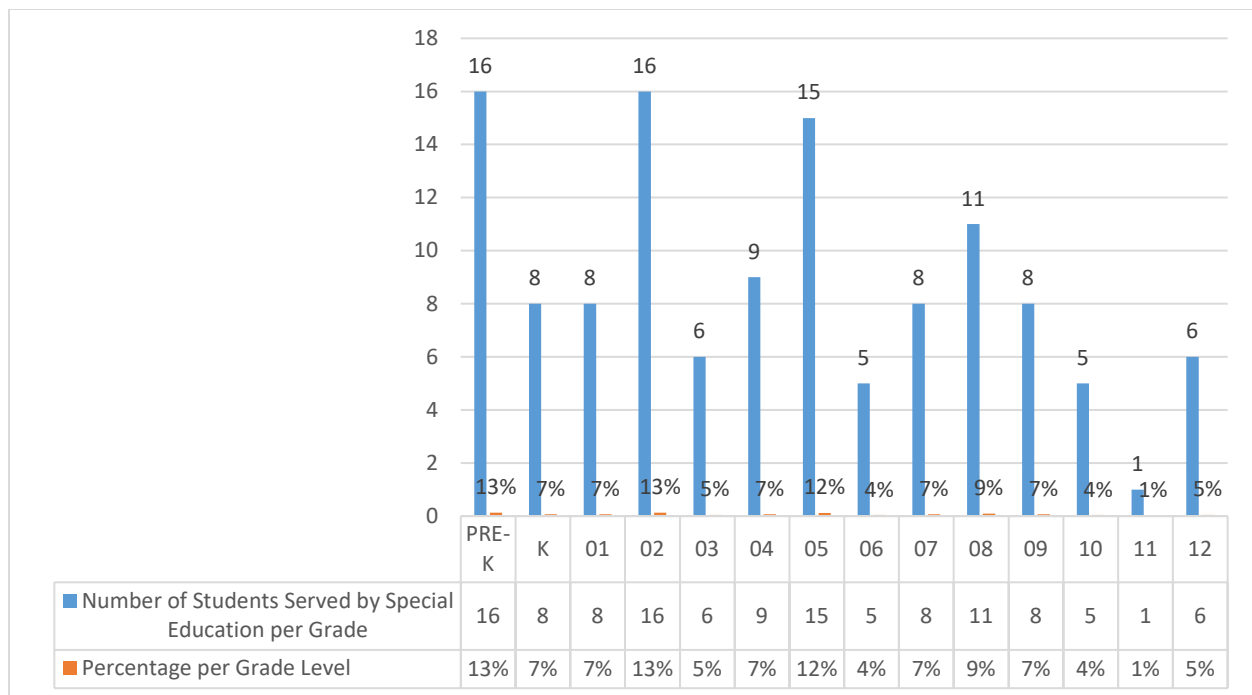


## Student Enrollment Comparison

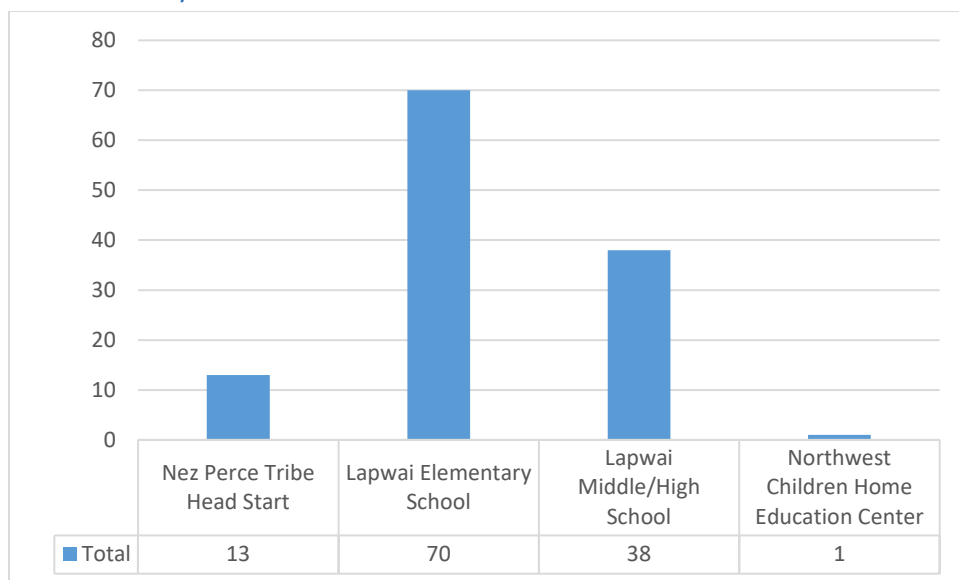


## Students Served by Grade

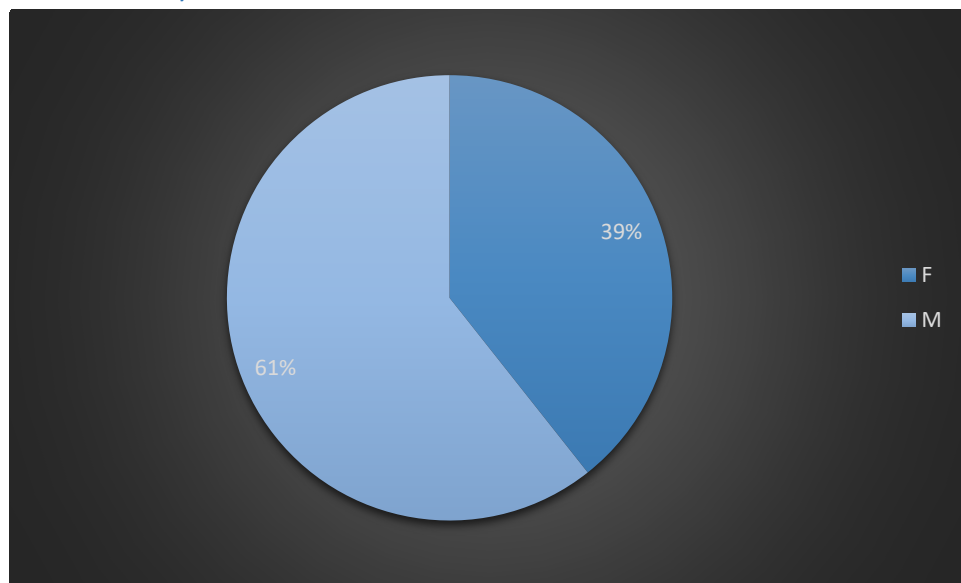




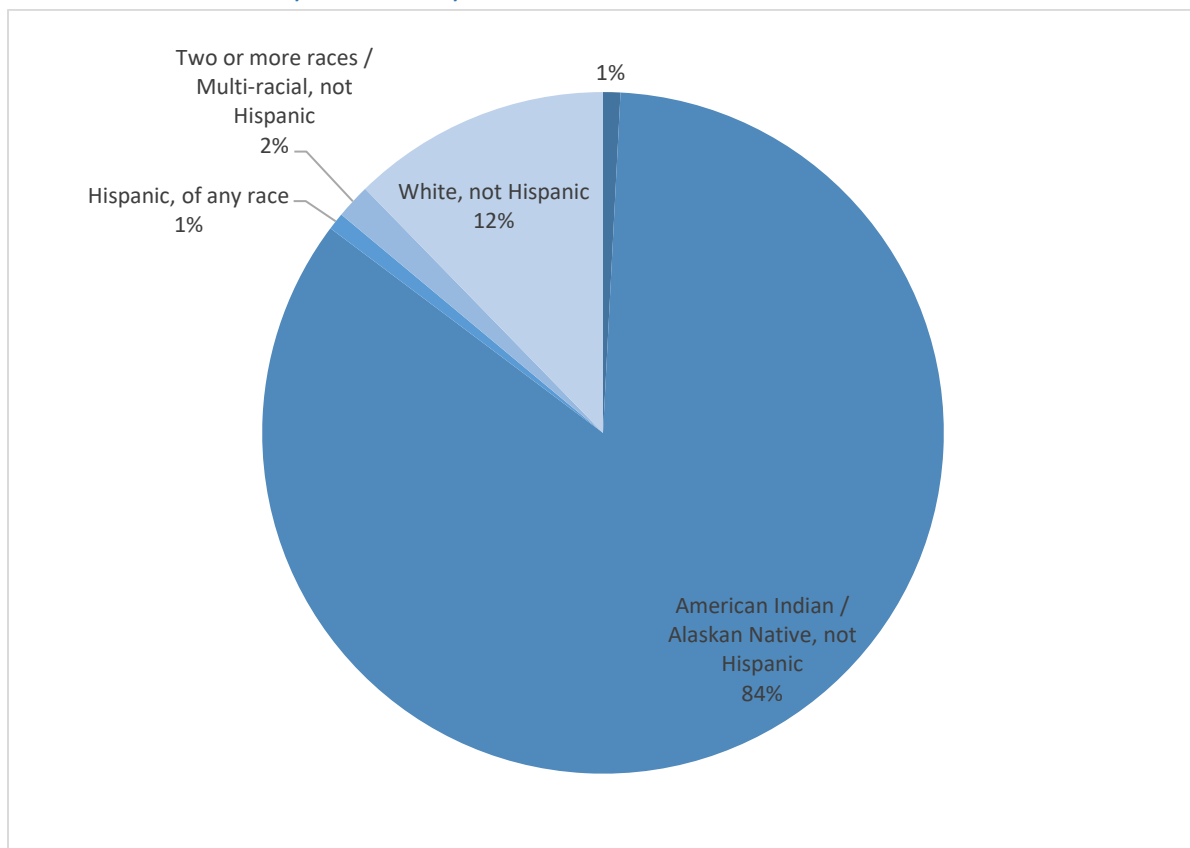
## Students Served by School



## Students Served by Gender



## Students Served by Ethnicity



Special Forces  
Professional Development  
Agenda  
Friday, April 12, 2019

**“When you connect to the heart of a child, everything is possible.”  
– Dr. Karyn Purvis**

**Professional Development Topics:**

1. Nutrition: The Impacts of Sugar
2. Trust Based Relational Intervention: Consequences vs. Punishment
3. Essential Components for Reading Instruction: Identifying & Analyzing Theme
4. Special Forces Staff Meeting (3:15—3:30)

**Group Norms:**

1. Start and end on time (Bell to Bell Instruction)
2. Cell phones are turned off and not utilized during professional development time

**Professional Development Requirements:**

1. Participants are required to complete all modules, including handouts and quizzes.
2. **Quizzes:** All module quizzes must be submitted through the online course at the Idaho Training Clearinghouse LMS.  
\*All quizzes must be completed on the Idaho Training Clearinghouse Learning Management System. Student must earn an 80% score on each module quiz to pass the course. Quizzes can be retaken until passed.
3. **Surveys:** Participants are required to complete a satisfaction survey after each module.
4. **Final Assignment:** A final type-written assignment must be submitted to the Special Education Director at the conclusion of this course.
  - a. This course requires that you submit a culminating final assignment form your work in these professional development sessions. During each professional development session, participants will create 4 bullet points (i.e. summary statements) to summarize the content presented.
    - i. An additional 4 summary statements will be added for each module completed, for a total of 40 summary statements.
    - ii. The information provided by the participant should summarize learning from the module. The information provided should be in the participants’ own words and may not be direct quotes from the module content.

**Objectives:**

1. Participants will be able to describe corrective techniques that do not harm at-risk/special needs students.
2. Participants will be able to provide scaffolds to help all students, including struggling readers and those with disabilities, identify and analyze theme.

**Nutrition:**

Sugar Truth: What It Really Does to Your Body (<https://youtu.be/iFVn3kuZ4Dc>)

**Trust-Based Relational Intervention:**

**Read:** “You Are the Boss”

**Why are “spare-the-rod” disciplinary techniques not useful for special needs children?**

---

---

---

---

---

**List the “old-school” styles of disciplining that will not work for special needs children?**

---

---

---

---

---

**List the disciplinary approaches that work best with at-risk children:**

---

---

---

---

---

**What are the reasons for not taking a child’s behavior personally?**

---

---

---

---

---

**When is the only time acceptable to physically intercept a child’s behavior?**

---

---

***The goal is for a child to interrupt his or her own misbehavior at the point of intention, instead of teachers, staff, and caregivers interrupting a misbehavior at the point of action.***

*Extended Activity: If you have completed the reading and questions while members of your group and/or class are still studying, please read “40 Alarming Statistics on How Sugar Affects Children Development” and be prepared to share out your learning with your group and our team.*



### Identifying and Analyzing Theme

Through each step in this lesson, we will take a closer look at the specific grade level expectations in that will help prepare students to meet the overall college and career ready expectation of Anchor Standard 2. We will dig deeper into the topic of teaching theme to Idaho students and apply our learning to analyze lesson ideas aligned to the focus of this lesson.

**Instructions:** Select an individual within your group to read the following background information. Afterwards, answer the question, “How does identifying themes help students”?

The Idaho Content Standards English Language Arts/Literacy “establish increasing complexity in what students must be able to read so all students are ready for the demands of college-level and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension; so that students advancing through the grades are able to gain more from whatever they read” (Core Standards, Key Shifts in English Language Arts, n.d.).

The Standards also place equal emphasis on the sophistication of what students read and the skill with which they read. Whatever text they are reading, students must also show a steadily growing ability to discern more from and make fuller use of the text (Idaho Content Standards English Language Arts/Literacy, 2015, p. 6). Standard 2 expects that students will be able to use this knowledge and sophistication about how text works to determine central ideas and themes. While some students will learn to identify themes simply through repeated exposure, many others (including those with disabilities) require explicit instruction in identifying theme. However, with support and practice these students can learn to identify and analyze theme, which will improve their overall reading comprehension (Gersten, Fuchs, Williams, & Baker, 2001).

As noted on <http://www.ereadingworksheets.com/>, a website providing free standards-aligned resources to educators:

Identifying themes can help students feel personally connected to the text and has the potential to make the information more relevant. However, identifying the theme of a story is a higher order skill and requires the reader to make an inference. Consequently, many students have a difficult time identifying themes. Teachers must provide scaffolds to help all students, including struggling readers and those with disabilities, identify and analyze theme.

Here are some key considerations for instruction:

- **Properly Define Theme:** students need to know that theme is the life lesson of a story or the author’s message.
- **Prepare Students to Infer:** students need to understand that in most stories (with the exception of fables), the author will not tell readers what the theme or lesson of the story is. Readers will have to think about what the characters did wrong or right and what they can learn from the character’s experience.
- **Teach Students to Extract The “Big Idea”:** One common mistake that students make when attempting to identify the theme is that they get hung up on the characters, small details or

events in the story. They cannot think beyond the small world elements of the story to extract the big world lesson of the theme (Teaching Theme).

**How does identifying themes help students?**

---

---

---

---

---

**Read, Watch and Analyze:**

[Finding the Message: Grasping Themes in Literature](#)

[Teaching Kids to Interpret Theme: The Limits of Practice Story Maps](#)

As you read, answer the following questions:

**Some of the resources in this step referenced additional supports/tools for use when teaching theme. Which tools might you be able to incorporate into your repertoire for teaching students to identify and analyze theme?**

---

---

---

---

---

---

**Generate a summary statement about the importance of building a foundation in K-5 for students to be able to *determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCR Anchor Standard 2)*. Use information presented in the resources to support your statement.**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

*Extended Activity: If you have completed the reading and questions while members of your group and/or class are still studying, please read “40 Alarming Statistics on How Sugar Affects Children Development” and be prepared to share out your learning with your group and our team.*

### **Identifying & Analyzing Themes**

Development of the grade level expectations for RL.2 are critically important in order for Idaho students to effectively and confidently determine central ideas or themes of a text and analyze their development by the time they are college and career ready. Educators should have deep knowledge of the progression of this standard over time to determine whether or not current instructional practices and/or materials will sufficiently meet the demands of this standard.

#### **Read:**

The three 3rd grade lessons aligned to RL.3.2. Access [Lesson 1](#), [Lesson 2](#), and [Lesson 3](#) to review.

All three lessons include graphic organizers that will help students, especially those with disabilities, organize their thinking and make identifying theme easier. Look for elements of each lesson that provide practice and application opportunities for 3rd grade students to develop the skill of identifying themes. As a reminder, RL.3.2 states “Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text” (Idaho Content Standards English Language Arts/Literacy, 2015, p. 10).

**Is there anything that you might consider adjusting or enhancing to ensure students have exposure to the expectations of the standard as well as opportunities for practice and application of the skill of identifying and analyzing theme? Be specific.**

---

---

---

---

---

---

---

---

---

---

**Partner Discussion:** List adjustments suggested by your partner and/or group that you did not include in your answer:

---

---

---

---

---

---

---

---



**Which elements of the ReadWorks lessons (1, 2 & 3) do you find align with what you already know about best practices in instruction? Be specific in your response.**

---

---

---

---

---

---

---

---

Partner Discussion: List elements suggested by your partner and/or group that you did not include in your answer:

---

---

---

---

---

---

---

---

**Independent Activity**

It's now time to apply your new or confirmed understanding. Your task is to write a **minimum** of 4 statements which demonstrates your understanding of Close Reading and Trust Based Relational Intervention. Choose the most important information to share, as if you are going to present to an audience of new members to our team. *You will add to these statements each time you complete a lesson in this series, so make sure you save it!*

**First Statement:**

---

---

---

---

---

---

---

---

**Second Statement:**

---

---

---

---

---

---

---

**Third Statement:**

---

---

---

---

---

---

---

---

**Fourth Statement:**

---

---

---

---

---

---

---

---

**Homework:** Complete Module 15 of the Essential Components for Reading Instruction 2

Special Forces  
Professional Development  
Agenda  
Friday, April 26, 2019

**“When you connect to the heart of a child, everything is possible.”**  
– Dr. Karyn Purvis

**Professional Development Topics:**

5. Radical Love
6. Trust Based Relational Intervention: The Old Way Doesn't Work
7. Informational Text
8. Staff Survey (3:15—3:30)

**Group Norms:**

3. Start and end on time (Bell to Bell Instruction)
4. Cell phones are turned off and not utilized during professional development time
5. Remain solution focused (**SO WHAT, NOW WHAT**)
6. Remain accountable for our role only (refrain from “blaming parents” and current or previous teachers—including general education staff and behavior interventionists).

**Professional Development Requirements:**

5. Participants are required to complete all modules, including handouts and quizzes.
6. **Quizzes:** All module quizzes must be submitted through the online course at the Idaho Training Clearinghouse LMS.  
\*All quizzes must be completed on the Idaho Training Clearinghouse Learning Management System. Student must earn an 80% score on each module quiz to pass the course. Quizzes can be retaken until passed.
7. **Surveys:** Participants are required to complete a satisfaction survey after each module.
8. **Final Assignment:** A final type-written assignment must be submitted to the Special Education Director at the conclusion of this course.
  - a. This course requires that you submit a culminating final assignment form your work in these professional development sessions. During each professional development session, participants will create 4 bullet points (i.e. summary statements) to summarize the content presented.
    - i. An additional 4 summary statements will be added for each module completed, for a total of 40 summary statements.
    - ii. The information provided by the participant should summarize learning from the module. The information provided should be in the participants' own words and may not be direct quotes from the module content.

**Objectives:**

3. Participants will be able to describe corrective techniques that do not harm at-risk/special needs students.
4. Participants will be able to provide scaffolds to help all students, including struggling readers and those with disabilities, to develop the strong general knowledge and vocabulary they need

to become successful readers and be prepared for college, career, and life through informational texts

### Radical Love

How radical love transformed a school | Hamish Brewer (<https://youtu.be/dlYzpNAOpj8>)

When Hamish Brewer became the principal of Fred Lynn Middle School, it was one of the toughest schools in Virginia. In just a year, though, they've turned things around -- becoming accredited again for the first time in years. And it's not the first time Hamish has done this, either. So what's his secret? In this passionate, irreverent talk, Hamish Brewer -- the tattooed, skateboarding principal -- shares some of the dramatic changes he implemented to give hope back to a school and a school back to its community.

Hamish Brewer is an educational disrupter. He is the 2017 NAESP Nationally Distinguished Principal, and has won both the VAESP School Bell Award, and ASCD Virginia Impact Award. In 2018 Hamish was named a Northern Virginian of the year by Northern Virginia Magazine. Originally from New Zealand, he earned his Bachelors of Education at the University of Auckland and his Masters of Educational Leadership at VCU in Richmond, VA. He also serves at the state level as the Federal Relations Coordinator on the Board of Directors with the Virginia Association of Elementary School Principals.

**What does our Special Forces/Title Team need to do to be “All In?”**

---

---

---

---

---

---

**What do *YOU*, personally, need to change to be “All In?”**

---

---

---

---

---

---

**Trust-Based Relational Intervention:**

**Read:**

Pages 90—97 of “You Are the Boss”

Rather than relying on traditional disciplinary techniques, you need an approach that combines:

1.

2.

3.

Your mindset should shift so that you see misbehaviors not as a \_\_\_\_\_,

But as an \_\_\_\_\_.

How should you interact with a child when redirecting their behavior?

---

---

---

---

---

In all cases, strive to finish every corrective action on a \_\_\_\_\_.

Rather than getting angry, make your expectations \_\_\_\_\_. Model appropriate ways to \_\_\_\_\_, and gently demonstrate to a difficult child that “\_\_\_\_\_.”

What is the IDEAL Approach?

I  
D  
E  
A  
L

*The goal is for a child to interrupt his or her own misbehavior at the point of intention, instead of teachers, staff, and caregivers interrupting a misbehavior at the point of action.*

**Extended Activity:** If you have completed reading the assigned pages, continue reading through page 117 of the “You Are the Boss” article.

#### Informational Text

Idaho students should be “immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an important role in building students’ content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently.” Through the steps in this lesson you will:



1. Identify three key benefits of increasing exposure to informational text in the classroom
2. Identify the types of guided questions that are best to include during a reading activity
3. Identify how illustrations provide support for technical vocabulary

**Instructions: Select an individual within your group to read the following background information.**

Idaho students should be “immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an important role in building students’ content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently” (Core Standards, Key Shifts in English Language Arts, n.d.). In K-5, fulfilling the Idaho Content Standards English Language Arts/Literacy requires a 50-50 balance of informational and literary reading in the classroom. Informational reading includes content-rich nonfiction in history/social studies, sciences, technical studies, and the arts. The K-5 standards strongly recommend that texts be selected to support students in systematically developing knowledge about the world” (Core Standards, Key Shifts in English Language Arts, n.d.).

Evidence that reading informational texts increases reading achievement can be found in data from the National Assessment of Educational Progress (NAEP). The National Assessment of Educational Progress is the largest nationally representative assessment of what America's students know and can do in various subject areas. Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts (National Center for Education Statistics, n.d.).

As noted in an article titled, *Building World Knowledge: Motivating Children to Read and Enjoy Informational Text* (2009), Marinak and Gambrell state:

From 1990 to the present, the trends on the NAEP indicate that fourth graders' reading achievement increases as the diversity of their reading experiences increases. Fourth graders who reported reading a wide variety of text (e.g., narrative, informational) had higher reading achievement than students who reported reading only one type of text. Therefore, it seems reasonable that exposing young children to informational text will help them to handle the literacy demands of their later schooling (Duke & Bennett-Armistead, 2003).

One way to increase children’s understandings of informational texts is to make these texts readily available in classrooms and teach about the qualities and structures of those texts. Children frequently enter school with a general understanding of narrative text structure, but the same cannot be said for informational text structures. This is likely due to two facts: children have more exposure to narrative texts at young ages, and informational texts tend to vary more in their structure. Struggling readers and those with disabilities often struggle to identify informational text structure. However research has demonstrated that children as young as second grade are naturally sensitive to text structures, and explicit instruction in identifying these structures can help all students build informational text comprehension (Williams, Hall, & Lauer, 2004).

**Discuss and answer:**

**How do you currently explicitly instruct students in how to identify informational text structure in your work as a lead teacher, instructional support specialist and behavior intervention specialist?**

---

---

---

---

---

**Watch:**

<https://www.teachingchannel.org/video/informational-text-lesson-equip>

How does Ms. Gavin help her students own the learning goal of the lesson?

---

---

---

---

---

What strategies does Ms. Gavin use to scaffold the learning?

---

---

---

---

---

How does this lesson build students' academic language?

---

---

---

---

---

**Read:**

The Case for Informational Text

Note two pieces of information that are thought provoking to you:

1.

---

---

---

---

2.

---

---

---

---

---

What are the three key benefits of increasing exposure to informational text in the classroom?

1.

---

---

---

2.

---

---

---

3.

---

---

---

**Read:**

Building World Knowledge: Motivating Children to Read and Enjoy Informational Text

Note two pieces of information that are thought provoking to you:

1.

---

---

---

2.

---

---

---

What types of guided questions are best to include in a “During Reading” activity?

---

---

---

---



**Read:**

Why Read Informational Books

Note two pieces of information that are thought provoking to you:

1.

---

---

---

2.

---

---

---

How do illustrations provide support for technical vocabulary?

---

---

---

---

Complete the staff survey located at the following link:

<https://eprovesurveys.advanc-ed.org/surveys/#/action/104813/31461/1>

### **Independent Activity**

It's now time to apply your new or confirmed understanding. Your task is to write a **minimum** of 4 statements which demonstrates your understanding of Close Reading and Trust Based Relational Intervention. Choose the most important information to share, as if you are going to present to an audience of new members to our team. *You will add to these statements each time you complete a lesson in this series, so make sure you save it!*

#### **First Statement:**

---

---

---

---

---

---

---

---

---

---

#### **Second Statement:**

---

---

---

---

---

---

---

---

---

---

#### **Third Statement:**

---

---

---

---

---

---

---

---

---

---

**Fourth Statement:**

---

---

---

---

---

---

---

---

---

**Homework:** Complete Module 16 of the Essential Components for Reading Instruction 2

**Special Forces**  
**Professional Development**  
**Agenda**

Friday, May 3, 2019

**“When you connect to the heart of a child, everything is possible.”**

– Dr. Karyn Purvis

**“If you are faced with leading an organization in need of turnaround, make no apologies for your unconventional leadership, because I make no apologies for mine. As I always say, ‘If you are going to lead, you must LEAD.’ Lead boldly to reach your goals, and watch what you discover about yourself in the process.”**

-- Linda Cliatt-Wayman (So what, now what)

**Watch: Modern Hero (<https://principalwayman.com/>)**

**Professional Development Topics:**

- 9. Blame
- 10. Text Dependent Questions
- 11. How Complaining Rewires The Brain

**Group Norms:**

- 7. Start and end on time (Bell to Bell Instruction)
- 8. Recognize the value of our focused professional development time (i.e. cell phones are off, stay awake, stay on task, etc.)
- 9. Remain solution focused (**SO WHAT, NOW WHAT**)
- 10. Be accountable (**BLAME IS OUR ENEMY**)

**Professional Development Requirements:**

- 9. Participants are required to complete all modules, including handouts and quizzes.
- 10. **Quizzes:** All module quizzes must be submitted through the online course at the Idaho Training Clearinghouse LMS.
  - \*All quizzes must be completed on the Idaho Training Clearinghouse Learning Management System. Student must earn an 80% score on each module quiz to pass the course. Quizzes can be retaken until passed.
- 11. **Surveys:** Participants are required to complete a satisfaction survey after each module.
- 12. **Final Assignment:** A final type-written assignment must be submitted to the Special Education Director at the conclusion of this course.
  - a. This course requires that you submit a culminating final assignment form your work in these professional development sessions. During each professional development session, participants will create 4 bullet points (i.e. summary statements) to summarize the content presented.
    - i. An additional 4 summary statements will be added for each module completed, for a total of 40 summary statements.
    - ii. The information provided by the participant should summarize learning from the module. The information provided should be in the participants’ own words and may not be direct quotes from the module content.

**Objectives:**

5. Participants will be able to describe corrective techniques that do not harm at-risk/special needs students.
6. Participants will be able to provide scaffolds to help all students, including struggling readers and those with disabilities, to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life through informational texts

**Entry Task/Review:**

What is the IDEAL approach?

I  
D  
E  
A  
L

**Learning Target**

Through the steps in this lesson, you will increase your understanding of how you can design instructional opportunities that allow for students to respond to questions that are text-dependent.



**Instructions:** Select an individual within your group to read the following background information.

Citing textual evidence involves having the ability to select and interpret just the right evidence. Ultimately, the use of textual evidence helps to make students' answers credible and is a key component of college and career readiness. It is also a focus of one of the key shifts in the Idaho Content Standards English Language Arts/Literacy. Shift #2 states: Students will participate in Reading/Writing/Speaking that is grounded in evidence from a variety of text, across the curriculum (Idaho State Department of Education, 2015).

The Idaho Content Standards English Language Arts/Literacy strongly focus on students gathering evidence, knowledge, and insight from what they read. Nearly all of the Reading Standards in each grade require text-dependent analysis; accordingly instruction at all levels, K-5 should incorporate a high percentage of text-dependent activities. Text-dependent questions specifically ask a question that can only be answered by referring explicitly back to the text being read. It does not rely on any particular background information unconnected to the text nor depend on students having other experiences or knowledge (Student Achievement Partners, n.d.). Text-independent questions, by contrast, can be answered without ever having read the text, with students relying on what they already know about the topic to answer based on their knowledge and experience. This approach to questioning only benefits those who can make that connection. Many struggling readers, including those with disabilities, tend to over rely on their background knowledge, and can therefore often answer text-independent questions even if they did not understand the reading. Asking text-dependent questions will ensure you know which of your students understood a passage, and who needs additional support. In a Strategy Guide titled, *Depend on the Text! How to Create Text-Dependent Questions* (n.d.), Bekel writes:

As you begin to create text-dependent questions, you should first determine how many days to devote to reading to ensure that questions progress from promoting general understanding to students forming and supporting opinions. Fisher and Frey (2012) explain that questions should progress from establishing general understanding to considering key details, vocabulary/text structure, author's purpose, inferring, and forming arguments. Through re-readings, all question levels can be addressed. Here's a sample three-day sequence:

1. After the first reading, literal-level questions promote general understanding and focus on key textual details so students grasp the main idea. Examples include "Who's the main character? What information in the text lets you know this is the main idea?"
2. The second reading fosters deeper thinking, focusing attention on vocabulary, text structure, and author's purpose. Questions ask students to think about the author's decisions, to consider the purpose. Examples include "How do the words influence the book's meaning? How does the story change from beginning to end?"
3. On the third rereading, students answer questions requiring inferences and the formation of opinions and arguments about the text, using textual evidence for support. Examples include "What would logically happen next? What clues support your thinking? Do you agree/disagree with the author? Provide evidence for your answers."

This three-day model is a suggestion; as you become proficient in asking text-dependent questions, adjust the time based on the text and your students' needs.

As you likely know, finding and using textual evidence and choosing a solid piece of evidence can be challenging for students. Providing explicit instruction in this process can help all your students, including those with disabilities, comprehend grade-level texts.

**Watch:**

How Complaining Rewires The Brain: What You Think, You Become | Science of Behavior  
(<https://youtu.be/dcyMpnjjHF4>)



## Read: Show Me the Proof: Requiring Evidence in Student Responses

Discuss and answer:

What are some steps teachers can make to set the expectation that students will use textual evidence in their speaking and writing? How might this be accomplished?

---

---

---

---

---

What actions might you take immediately to begin to raise the expectation that your students will use evidence when having a discussion of text and/or writing in response to text?

---

---

---

---

---

### ***Mastery***

**Read: The excerpt from *Because of Winn-Dixie***

1. After the first reading, you should then reread the text and annotate it, noting key vocabulary, structure, language, and meaning demands evident in the text.
2. Using the Guide for Creating Text-Dependent Questions handout, create a series of text-dependent questions and tasks (Student Achievement Partners, n.d.)
3. Use the document titled Generate your text-dependent questions to record your text-dependent questions. You will also generate a statement to share your thoughts on the process.

### **Independent Activity**

It's now time to apply your new or confirmed understanding. Your task is to write a **minimum** of 4 statements which demonstrates your understanding of Close Reading and Trust Based Relational Intervention. Choose the most important information to share, as if you are going to present to an audience of new members to our team. *You will add to these statements each time you complete a lesson in this series, so make sure you save it!*

**First Statement:**

---

---

---

---

---

---

---

---

---

---

**Second Statement:**

---

---

---

---

---

---

---

---

**Third Statement:**

---

---

---

---

---

---

---

---

**Fourth Statement:**

---

---

---

---

---

---

---

---

**Homework:** Complete Module 17 of the Essential Components for Reading Instruction 2

**Special Forces  
Professional Development  
Agenda**

Friday, May 10, 2019

**“When you connect to the heart of a child, everything is possible.”  
– Dr. Karyn Purvis**

**“If you are faced with leading an organization in need of turnaround, make no apologies for your unconventional leadership, because I make no apologies for mine. As I always say, ‘If you are going to lead, you must LEAD.’ Lead boldly to reach your goals, and watch what you discover about yourself in the process.”**

**-- Linda Cliatt-Wayman (So what, now what)**

**Learning Targets**

1. We will identify and create solutions for removing a culture of “blame” from our team.
2. We will learn how to provide students with the skills to effectively use text-based evidence in their speaking and writing as they work to gain a deeper understanding of text.



**Group Norms:**

11. Start and end on time (Bell to Bell Instruction)
12. Recognize the value of our focused professional development time (i.e. cell phones are off, stay awake, stay on task, etc.)
13. Remain solution focused (**SO WHAT, NOW WHAT**)
14. Be accountable (**BLAME IS OUR ENEMY**)

**Professional Development Requirements:**

13. Participants are required to complete all modules, including handouts and quizzes.
14. **Quizzes:** All module quizzes must be submitted through the online course at the Idaho Training Clearinghouse LMS.
  - \*All quizzes must be completed on the Idaho Training Clearinghouse Learning Management System. Student must earn an 80% score on each module quiz to pass the course. Quizzes can be retaken until passed.
15. **Surveys:** Participants are required to complete a satisfaction survey after each module.
16. **Final Assignment:** A final type-written assignment must be submitted to the Special Education Director at the conclusion of this course.
  - a. This course requires that you submit a culminating final assignment form your work in these professional development sessions. During each professional development session, participants will create 4 bullet points (i.e. summary statements) to summarize the content presented.
    - i. An additional 4 summary statements will be added for each module completed, for a total of 40 summary statements.

- ii. The information provided by the participant should summarize learning from the module. The information provided should be in the participants' own words and may not be direct quotes from the module content.

Watch: Brené Brown on Blame [https://youtu.be/RZWf2\\_2L2v8](https://youtu.be/RZWf2_2L2v8)

Read: Toxic: Dealing With a Culture of Blame

***Have you ever been a part of a culture of blame? How did you deal with it?***

---

---

---

---

---

**Why does our Special Forces/Title Team need to move beyond this toxic behavior?**

---

---

---

---

---

**What do *YOU*, personally, need to change to stop “blaming” behavior?**

---

---

---

---

---

**Instructions: Select an individual within your group to read the following background information.**

The Idaho Content Standards English Language Arts/Literacy place an emphasis on students using evidence from text to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the Standards expect students to answer questions that depend on their having read the text. Students should be able to answer a range of text-dependent questions, questions in which the answers require inferences based on understanding and analysis of the text (Student Achievement Partners, n.d.). As noted in the College and Career Readiness Anchor (CCRA) Standard 1 in the Idaho Content Standards English Language Arts/Literacy (Department of Education, State of Idaho, 2015), grades K-5 provides the foundation for students to:

*Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text (p. 7).*

Familiarize yourself with the vertical alignment of Standard 1 in the Idaho Content Standards English Language Arts/Literacy for Reading Informational (RI) and Reading Literature (RL), K- through the [Standard 1 Vertical Alignment](#) document.

Watch: <https://youtu.be/tp0NvUDRY0M>

Timothy Shanahan, an internationally recognized reading researcher and literacy expert, discusses how to use text-dependent questions.

Read: [Text-Dependent Questions](#) by Douglas Fisher and Nancy Frey, originally published in Principal Leadership magazine. As you read, make note of 6 POMS (Points of Most Significance). Choose 3 POMS that are the most intriguing to you and include a brief reflection on how this point applies to your thinking and/or teaching practice.

**First Point of Most Significance:**

---

---

---

---

**Second Point of Most Significance:**

---

---

---

---

**Third Point of Most Significance:**

---

---

---

---

**Fourth Point of Most Significance:**

---

---

---

---

**Fifth Point of Most Significance:**

---

---

---

---

---

**Sixth Point of Most Significance:**

---

---

---

---

**How is critical thinking developed through text-dependent questioning?**

---

---

---

---

**Describe, in detail, the progression of text-dependent questions (figure 1, page 4).**

---

---

---

---

Sometimes students are able to make connections between what they read and their own lives, but cannot readily pinpoint specific evidence from the text to support those connections. Struggling readers and those with disabilities may over rely on their background knowledge, providing answers that are unrelated to the text. It can often be a struggle for the teacher to teach strategies to bring students back to the text to support their answers if this hasn't always been an expectation in the classroom. However, with explicit instruction all students can learn to identify and use text evidence, which will improve their reading comprehension. Let's watch what this looks like when the experience is scaffolded for students.

**Watch:**

Analyzing Texts: Overview of a Lesson Series

<https://www.teachingchannel.org/video/analyzing-text-lesson>

Analyzing Texts: "Text Talk Time"

<https://www.teachingchannel.org/video/analyzing-text-as-a-group>

**How does Ms. Brewer plan instructional tasks that address the Idaho Content Standards English Language Arts/Literacy (Speaking & Listening, Reading, and Writing)?**

---

---

---

---



---

**How does Ms. Brewer think about her particular students when planning these lessons?**

---

---

---

---

**What routines does Ms. Brewer have in place to help discussion run smoothly?**

---

---

---

---

**Notice the questions Ms. Brewer asks her class. What makes these questions rich?**

---

---

---

---

**Why is it beneficial to engage students in both small and large group discussions before writing in response to reading?**

---

---

---

---

**How might a teacher be consistent and provide scaffolds, about asking students where in the text to find evidence, where they saw certain details, where the author communicated something and why the author may believe something?**

---

---

---

---

### **Independent Activity**

It's now time to apply your new or confirmed understanding. Your task is to write a **minimum** of 4 statements which demonstrates your understanding of Close Reading and Trust Based Relational Intervention. Choose the most important information to share, as if you are going to present to an audience of new members to our team. *You will add to these statements each time you complete a lesson in this series, so make sure you save it!*

#### **First Statement:**

---

---

---

---

---

---

---

---

---

---

#### **Second Statement:**

---

---

---

---

---

---

---

---

---

---

#### **Third Statement:**

---

---

---

---

---

---

---

---

---

---

**Fourth Statement:**

---

---

---

---

---

---

---

---

---

**Homework:** Complete Module 18 of the Essential Components for Reading Instruction 2

## **Athletic Report**

**Thank You!** → First I wanted to thank the board for to the opportunity to work for Lapwai School District. It has been an unbelievable learning adventure.

I want to thank Dr. Aiken and especially my “partner in crime” D’Lisa. Without these two I would not be able to have the confidence to move to this next step in my professional career.

My hope is that I am leaving in a better place than when I came. My career here at Lapwai has taught me about myself as an administrator, taught me to be humble, and taught me think and to listen.

I am very excited about this new opportunity and challenge. I have been in secondary education my entire career. I have help prepare students for college and careers for 12 years and now I begin on the opposite side of education, the creation of the that foundation of learning.

I can’t wait to start and I am excited for this opportunity as well what this means for my family.

Again thank you!

### **Football:**

- Schedule Done
- Homecoming September 13<sup>th</sup>

### **Cheer:**

- Nothing new to report

### **Volleyball:**

- Schedule Done

### **Basketball:**

- Wildcat Shootout has been cancelled, but we still have a full schedule.

### **Baseball, Softball, Track:**

- State Results

### **WPL:**

- Pixellot Presentation
- 2 cameras (1 in the gym and 1 at the football field) for the price of one \$2500 (deal with all the Whitepine League Schools)
  - Video
    - Sporting events
    - Other activities
  - Subscriptions

### **News from the State:**

- NOCSAE Baseballs

### **Handbook Review:**

- No real changes
- Open for suggestions

SUPERINTENDENT

Board Report

May 2019



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

*Contents*

Record Breaking Average Daily Attendance Reports.....	pgs. 1-2
Nimiipuu Tribal Tribune, Superintendent Article .....	pg. 3
University of Idaho IKEEP Advisory Board Letter.....	pg. 4
Lapwai Community Coalition May Agenda.....	pg. 5
Student Cabinet Luncheon with School Board.....	pg. 6
May Administration Team Meeting Agenda.....	pg. 7
Magna Award recognition will continue with an article in <i>Slate</i> magazine of the Idaho School Boards Association. The district will also be presented with a plaque at the Idaho Indian Education Summit, June 13 <sup>th</sup> -14 <sup>th</sup> .	

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

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

***We will all work to help the children become knowledgeable.***

05/15/19

08:04

**LAPWAI ELEMENTARY SCHOOL**  
**Attendance Totals (ADA)**

1

\*\*\*\*\*  
 \*\*\*\* School Totals \*\*\*\*  
 \*\*\*\*\*

Grade	Students Enrolled (1 day or more)			Days Attended (*)			ADA (**)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
PK	7	4	11	749.50	535.50	1285.00	5.03	3.59	8.62
			Absences:	38.50	43.50	82.00			
			Possible:	788.00	579.00	1367.00			
				(95.11%)	(92.49%)	(94.00%)			
KG	26	22	48	3468.00	2732.00	6200.00	23.28	18.34	41.61
			Absences:	281.00	195.00	476.00			
			Possible:	3749.00	2927.00	6676.00			
				(92.50%)	(93.34%)	(92.87%)			
01	21	18	39	2967.00	2485.00	5452.00	19.91	16.68	36.59
			Absences:	136.00	195.00	331.00			
			Possible:	3103.00	2680.00	5783.00			
				(95.62%)	(92.72%)	(94.28%)			
02	22	31	53	2916.00	4141.50	7057.50	19.57	27.80	47.37
			Absences:	159.00	259.50	418.50			
			Possible:	3075.00	4401.00	7476.00			
				(94.83%)	(94.10%)	(94.40%)			
03	22	18	40	2847.50	2492.00	5339.50	19.11	16.72	35.84
			Absences:	167.50	123.00	290.50			
			Possible:	3015.00	2615.00	5630.00			
				(94.44%)	(95.30%)	(94.84%)			
04	17	17	34	2403.00	2233.50	4636.50	16.13	14.99	31.12
			Absences:	122.00	105.50	227.50			
			Possible:	2525.00	2339.00	4864.00			
				(95.17%)	(95.49%)	(95.32%)			
05	18	23	41	2451.50	3110.50	5562.00	16.45	20.88	37.33
			Absences:	230.50	190.50	421.00			
			Possible:	2682.00	3301.00	5983.00			
				(91.41%)	(94.23%)	(92.96%)			
Total	133	133	266	17802.50	17730.00	35532.50	119.48	119.00	238.48
			Absences:	1134.50	1112.00	2246.50			
			Possible:	18937.00	18842.00	37779.00			
				(94.01%)	(94.10%)	(94.05%)			



05/15/19

08:03

LAPWAI MIDDLE/HIGH SCHOOL  
Attendance Totals (ADA)

2

\*\*\*\*\*

\*\*\*\* School Totals \*\*\*\*

\*\*\*\*\*

Grade	Students Enrolled (1 day or more)			Days Attended (*)			ADA (**)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
06	18	22	40	2287.50	3077.00	5364.50	15.35	20.65	36.00
			Absences:	167.50	169.00	336.50			
			Possible:	2455.00	3246.00	5701.00			
				(93.18%)	(94.79%)	(94.10%)			
07	24	30	54	3171.50	3964.00	7135.50	21.29	26.60	47.89
			Absences:	255.50	366.00	621.50			
			Possible:	3427.00	4330.00	7757.00			
				(92.54%)	(91.55%)	(91.99%)			
08	25	20	45	2958.50	2416.00	5374.50	19.86	16.21	36.07
			Absences:	411.50	324.00	735.50			
			Possible:	3370.00	2740.00	6110.00			
				(87.79%)	(88.18%)	(87.96%)			
09	26	16	42	3343.00	1999.50	5342.50	22.44	13.42	35.86
			Absences:	197.00	285.50	482.50			
			Possible:	3540.00	2285.00	5825.00			
				(94.44%)	(87.51%)	(91.72%)			
10	23	12	35	2652.50	1594.00	4246.50	17.80	10.70	28.50
			Absences:	304.50	194.00	498.50			
			Possible:	2957.00	1788.00	4745.00			
				(89.70%)	(89.15%)	(89.49%)			
11	17	10	27	1946.50	1310.50	3257.00	13.06	8.80	21.86
			Absences:	193.50	171.50	365.00			
			Possible:	2140.00	1482.00	3622.00			
				(90.96%)	(88.43%)	(89.92%)			
12	18	21	39	2131.00	2566.00	4697.00	14.30	17.22	31.52
			Absences:	196.00	298.00	494.00			
			Possible:	2327.00	2864.00	5191.00			
				(91.58%)	(89.59%)	(90.48%)			
Total	151	131	282	18490.50	16927.00	35417.50	124.10	113.60	237.70
			Absences:	1725.50	1808.00	3533.50			
			Possible:	20216.00	18735.00	38951.00			
				(91.46%)	(90.35%)	(90.93%)			

## Lapwai School District Releases Important Safety Letter

Student safety is always our first priority in the Lapwai School District. We have clear and practiced procedures in each building in the event of an emergency situation. Our zero tolerance for violence and bullying includes a consistent approach to district policy and Idaho Code. Our district works in close collaboration with Nez Perce Tribal Police, Social Services and Child Protection, the Circle of Elders, the Lapwai Community Coalition and Nimiipuu Behavioral Health, which includes consistent support from the Nez Perce Tribe Executive Committee. Tribal Police have also gifted us with a student resource officer. The district and Tribe are working diligently on grant funds to sustain this critical role.

Our dedicated school board's urgency for ensuring student safety also includes zero tolerance for violence and bullying.

Student disciplinary matters are protected and confidential. Often when any school is unable to communicate there is an assumption that no action has been taken. I can assure you this is not the case. Our district, the Lapwai community, and the Nez Perce Tribe take the safety of our students extremely seriously.

Recent efforts in the district to increase student safety have included expanding our surveillance system, rekeying our buildings, and annual revision of our emergency management plan. The district has a Crisis Response Team which creates action plans for improved safety as well.

The Lapwai School District is currently implementing Positive Behavioral Interventions and Supports (P.B.I.S.). P.B.I.S. is a best-practice framework for improving academic and behavioral outcomes for all students. The purpose of this program is to increase academic time-on-task by reducing problem behaviors. The students are explicitly taught how to be respectful, responsible, and safe in all locations on the school grounds. Our goal with PBIS and bully prevention is to create a safe learning environment to maximize learning for all students. The elementary is also implementing the P.A.T.H.S. curriculum (Promoting Alternative Thinking Strategies), which encourages the development of strong social skills, problem solving, positive character traits, and bullying prevention, all which support academics. These research-based tools for teachers minimize learning interruptions and prevent bullying and other behaviors with strategic procedures and prevention techniques. Positive character traits and citizenship are also recognized in both schools with rewards, celebrations, and assemblies. Lapwai Elementary also celebrates Unity Month each October with activities focused on kindness, inclusion, and friendship which are reinforced throughout the year.

The Lapwai School District has so much to celebrate. Our students have made record breaking improvements this year in

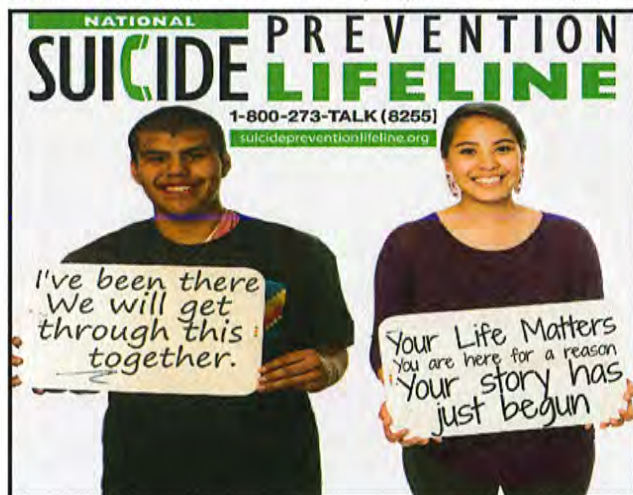
average daily attendance with both schools maintaining over 90%. This growth has been the result of unprecedented collaboration with the community as well as changes in policy, schedules, and procedures. Overall the Lapwai School District grew 7.5% in student proficiency on the Idaho State Achievement Tests from 2014-2015 to 2015-2016. This is in comparison to only 2.3% average growth statewide. Our students continue to have a competitive Go-On rate to college as well. Traditionally in school improvement status, our clear and shared focus in improving teaching and learning moved our district out of this determination this year. The recent identifications for Comprehensive Support and Improvement (CSI) schools did not include Lapwai this year.

The Lapwai School District was honored on Sunday, May 31st in Philadelphia, PA at the National School Boards Association Annual Conference as a First Place Magna Award Winner. The only winners from Idaho in the award's history and the only Native district to be recognized this year. We won based on the following criteria:

- \* **Removing barriers to achievement for vulnerable or underserved children, based on race, ethnicity, gender, special needs, geography, or socioeconomic status**
- \* **Supporting the school board's equity mission and vision for the district**
- \* **Exhibiting success over time**
- \* **Having longevity and sustainability**
- \* **Can be replicated by other school districts with similar conditions and resources**

The Magna Award is recognition of the unique collaboration occurring in the Lapwai School District which includes a dedicated school board and administrators, hardworking instructional staff, and close working relationship and support from the Nez Perce Tribe. We work closely with all Tribal departments including Education, Social Services/Child Protection, Tribal Police, and Nimiipuu Behavioral Health. Recently Nez Perce Tribal Police gifted our district with a student resource officer. We continue to partner in the pursuit of grant funding to sustain this critical role. We also have an excellent partnership with the city of Lapwai. City Council, and the late Mayor Ruth McConville, have included support of education in the majority of their grant applications. Mayor McConville had a big heart for our district and loved the students in the community.

Questions can be directed to Dr. David Aiken, Lapwai School District Superintendent: (208) 843-2622; daiken@lapwai.org







April 26, 2019

Dear Dr. David Aiken:

It is our distinct pleasure to invite you to join the University of Idaho's Indigenous Knowledge for Effective Education Program (IKEEP) Advisory Board. We meet biannually, in fall and spring. Our Spring 2019 Advisory Board meeting will take place in May, date TBA.

Thank you for your continued support of the University of Idaho's Indigenous Knowledge for Effective Education Program (IKEEP). Our program seeks to prepare and certify culturally responsive Indigenous teachers to meet the unique needs of American Indian/Alaskan Native students in K-12 schools. Our specialized cohort offers many benefits, among them: tuition assistance, specialized academic advising, specialized courses, mentorship from certified Indigenous teachers, participation in American Indian Language Development Institutes, networking with other Indigenous teachers around the U.S., and much more.

We are excited to discuss the progress of our first cohort of scholars, currently in their second year of IKEEP. We are also thrilled to be enrolling our second cohort of IKEEP scholars, eight Indigenous teacher candidates who will begin their studies at the University of Idaho in May 2019. We would be honored for you to help us shape and grow this program, as we prepare to complete our first cohort and welcome a new one.

We strive to draw upon a variety of experts in areas of Indigenous knowledge, Indigenous education, teacher preparation, and higher education to advise the work of IKEEP. We feel that IKEEP can best prepare and support Indigenous teachers to serve Indigenous youth if we work in consult with other experts such as yourself. Please let us know if you will be able to support IKEEP in the capacity of Advisory Board Member. This commitment will involve a biannual meeting, with possible ongoing consult as identified by you.

We are thrilled to have the opportunity to strengthen Indigenous education in the state of Idaho and region.

Thank you,

Dr. Vanessa Anthony-Stevens  
Assistant Professor, Social and Cultural Studies  
Director & Principal Investigator, IKEEP  
Dept. of Curriculum & Instruction  
208.885.0175  
[vstevens@uidaho.edu](mailto:vstevens@uidaho.edu)

Cindy Fuhrman  
Program Coordinator, IKEEP  
208.885.0175  
[cfuhrman@uidaho.edu](mailto:cfuhrman@uidaho.edu)

Dr. Yolanda Bisbee  
Executive Director of Tribal Relations/  
Chief Diversity Officer  
Co-Principal Investigator, IKEEP  
Office of Tribal Relations/Office of Equity & Diversity  
[tribal-relations@uidaho.edu](mailto:tribal-relations@uidaho.edu)

Angela Como Jacobson  
Assistant Program Coordinator, IKEEP  
208.885.0175  
[acomojacobson@uidaho.edu](mailto:acomojacobson@uidaho.edu)



## **LCC General Meeting Agenda- May 16, 2019**

**11:00 AM – 12:00 PM**

### **Meeting Called:**

### **Attendees:**

### **Agenda Items**

1. Sticker Shock Poster Contest- Pick a winner
2. School Safety Update- David Aiken
3. Payroll Deductions-
4. LCC Activities during Summer- PC Partner Sharing
5. LCC After-Prom Party- Update-

### **Upcoming Events:**

### **Announcements:**

### **Adjourn:**

-

### **Board meeting to follow.**

**Next Meeting: June 13, 2019**

Call in number: # 1-712-770-5175. Access code: 854816. Pin: 9301



## LAPWAI SCHOOL DISTRICT #341

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

6

### 2018-2019 Superintendent's Student Cabinet

#### End of Year Celebration & Meeting with School Board Members

The Student Cabinet will be joining the superintendent and school board members for a luncheon this Friday, May 17<sup>th</sup> to celebrate their year of service. I am incredibly proud of their leadership and input.

Sincerely,

Dr. David M. Aiken  
Superintendent, Federal Programs Director  
Homeless Education Liaison  
208-843-2622 ext. 202  
[daiken@lapwai.org](mailto:daiken@lapwai.org)

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





May 2019 Administration Team Meeting  
Wednesday, May 8, 2019  
Time: 1:00 p.m. to 3:00 p.m.  
Location: District Office Conference Room

7

**PLEASE BRING YOUR CALENDARS**

- ☐ Review 2019-2020 Staff Needs
- ☐ Safety Communication
- ☐ May District Leadership Team Meeting
- ☐ Spring Action Plans and Events
- ☐ Board Approval of Student Handbooks
- ☐ June Leadership Team Meetings
- ☐ Districtwide Data Team
- ☐ Schedule Administrator Evaluations
- ☐ Schedule June Administration Team Meeting
- ☐ June 6<sup>th</sup> and 7<sup>th</sup> Clarification
- ☐ Schedule Crisis Response Team Meeting
- ☐ Calendar Committee Meeting: 5-9-19
- ☐ Request for Office Space
- ☐ Custodian Schedules
- ☐ Other

**Please Sign-In**

David M. Silva
David M. Silva
David M. Silva
David M. Silva
David M. Silva
David M. Silva

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



**Lapwai School District #341  
Indian Parent Committee (IPC)  
BY-LAWS**

**Article I: Name**

The name of the committee shall be the Indian Parent Committee (IPC) of the Lapwai School District #341, Lapwai, Idaho.

**Article II: Purpose**

Terms used in the By-Laws include:

- Local Education Agency (LEA) meaning Lapwai School District.
- Lapwai Indian Parent Committee (IPC).
- Johnson O'Malley Program (JOM) for Federally Enrolled Indian Students.
- Title VI (Formula Grant, Office of Indian Education)
- Title VIII (Impact Aid Funds, Indian Children residing on Trust Land)
- American Indian/Alaska Native (AI/AN)

The Indian Parent Committee shall represent all parents of the Lapwai School District.

The Indian Parent Committee shall serve the JOM, Title VI, and Title VIII Federal Programs; U.S. Department of Education formula funds targeting American Indian/Alaska Native children. The Committee will meet special program requirements and will not review individual student 506 forms or individual student information. The IPC has authority to approve or deny the inclusion of Title VI funds in Title I school-wide projects.

The IPC intent is to advocate full compliance with all Federal Indian Title Education Programs requirements for American Indian/Alaska Native Children.

The District and its Board of Directors shall implement Indian Policies and Procedures (IPPs) as a process of developing and implementing enhanced cooperation between the LEA and Indian community.

The IPC shall advise the LEA, School Board, Superintendent, school staff, Indian Education Coordinator, and Indian community on certain matters that pertain to Indian Education. The IPC or its staff shall be directly involved in and review Indian Education proposals and budget; shall have access to all records and correspondence pertaining to projects/programs; shall review, recommend, and approve all budgetary changes and revisions; shall be directly involved in the screening and hiring of the Indian Education Coordinator and project/program staff positions.

The IPC shall be involved in LEA strategic planning and the selection of academic goals and objectives, Cultural Standards, and cultural activities that promote cultural pride and integrity.

**Article III. Procedures**

- 1) The District Superintendent and/or principal and IPC shall meet two or three times annually with the Nez Perce Tribe, parents of Indian children, and staff members. The purpose of these meetings shall be to inform and to address comments and concerns regarding Indian children's equal participation in the educational programs of the District.

**The IPC & Indian Community shall meet annually in October for election of officers.**

**The LEA shall meet with the IPC prior to the public hearing on Title VIII (Impact Aid).**

- 2) The IPC serves the District in accordance with Federal Education Fund Requirements for appropriations for American Indian Children. It is the intent of the Lapwai School District that all American Indian Children of school age have equal access to all programs, services, and activities offered in the school district.**
- 3) The IPC advocates adherence to District Code 600.4 - Policy Title: Cultural Standards.**
- 4) The IPC will follow and adhere to Roberts Rules of Order at all meetings.**

#### **Article IV. Policy**

- 1) The Superintendent and/or principal, in conjunction with the IPC, shall review school data and comments with the Nez Perce Tribe, Indian community, and staff regarding the assessment and extent of Indian student's participation and progress in the educational programs and services of the District.**
- 2) The District shall seek input from the IPC, when necessary, in order to modify educational programs and services when progress is not being made, or there appears to be a lack of equal participation for Indian students.**
- 3) The following materials shall annually be disseminated to the IPC, Nez Perce Tribe, and Indian parents:**
  - o Title VIII Application (prior to public meeting);**
  - o Evaluation of programs assisted with Title VIII funds;**
  - o Program plans and information related to the education programs of the School District.**
  - o Assessment data for Indian students and non-Indian students in the District.**

**Adequate time and opportunity shall be provided to the Nez Perce Tribe, IPC, and Indian parents to present views and comments regarding the disseminated documents.**

- 4) The complete Title VIII application shall be sent to the Nez Perce Tribe and a summary prepared for all Indian parents in conjunction with the Title VIII public hearing.**

**A Lapwai School Board meeting will be held for the discussion of the disseminated material as part of a regular Board agenda. The Nez Perce Tribe and Indian parents and staff will be notified at least ten (10) days prior to the meeting. The meeting date will be coordinated with the Nez Perce Tribe. Notice will be posted in the school's District Office, schools, and will be sent to the Nez Perce Tribal Executive Committee's Office for posting.**

**The summary of the annual Title VIII Impact Aid survey and public hearing shall be provided to the IPC prior to the School Board Meeting.**

- 5) The Lapwai School District shall actively consult and regularly involve the IPC as well as the Nez Perce Tribe and Indian parents in the planning and development of educational programs assisted with Federal funds.**

- 6) The Lapwai School District shall actively consult and regularly involve the IPC and the Indian Education Coordinator in the intent, planning and development of educational programs using Federal, State, private, or tribal funding.

#### **Article V. Membership**

The Indian Parent Committee (IPC) shall be composed of ten members to include six parents or guardians of Indian children/grandchildren enrolled in Lapwai School District, three staff members, which can include teachers or a counselor or coordinator, and one secondary student who is serving as a Student ASB Officer.

1. Three (3) Indian Parents shall be elected for a two-year term and two (2) parents elected for a two-year term. Three parents will be elected on even numbered years and two parents will be elected on odd years.

Three (3) interested teachers, staff, or a counselor and one (1) 9-12 Indian secondary students will serve per school year. Interested teachers inform the IPC and are selected by the IPC.

2. Eligible parents wishing to be elected to the Indian Parent Committee must submit a letter of interest to the Lapwai Indian Education Coordinator. The letter must be postmarked not less than ten (10) working days prior to the date of election.

If an Indian parent committee member misses three consecutive meetings without notification, the IPC shall investigate to determine cause. Under normal circumstances and in the best interest of student educational need, the Indian parent committee member may be dismissed.

In order to replace a vacant position, the IPC shall appoint an interested Indian parent to complete the unexpired term.

#### **Article VI. Election**

Annual election will be conducted in cooperation with the Lapwai School District 341 as follows:

1. All eligible Indian parents in attendance at the annual IPC meeting are entitled to vote by secret ballot for Indian Parent Committee candidate on the ballot.
2. Election results shall be tabulated no later than 24 hours after the election under the supervision of a committee member, Indian Education Coordinator, and a school district representative. Vote by majority are final.

#### **Article VII. Officers**

The Indian Parent Committee shall have the following officers:

1. **Chairperson** – The chairperson shall preside at all meetings of the committee. It shall be the responsibility of the chairperson to have an agenda for each committee meeting. It shall be the chairperson's responsibility to follow the agenda items. The chairperson is authorized to represent the committee when they are not in session. He/she may sign all important committee correspondence such as grant application support letter, student enrollment verification, minor budgetary changes (under \$1,000) and revisions, and related activities. In addition, the chairperson shall be responsible for providing all new in-coming

members with an orientation to committee's purpose, goals and objectives, and duties and responsibilities expected of a committee member.

2. **Vice-Chairperson** - The Vice-Chairperson shall assume all the duties of the Chairperson in their absence and such other duties as may be directed by the IPC.
3. **Secretary** – The secretary shall be responsible for minutes of all meetings, both regular and special, and promptly transmit copies to each IPC member and to such other identified person the committee may deem advisable. For Indian parent participation, the secretary will post all IPC meetings in a timely manner and send out a calendar reminder for each meeting. The secretary shall perform all duties indicative to the office and other duties as may be assigned by the IPC.
4. In the event a vacancy of an officer (resignation/removal), the IPC shall re-organize officers at the next schedule meeting.

#### **Article VIII. Meetings and Quorum**

All regular and special meetings are open to the public. Regular meetings are held on the third Wednesday of the month. Meetings are advertised using school announcements and local flyers posted at public locations. All meetings are held by approved agenda format. Meetings will be called to order by the chairperson.

The IPC can establish and abolish such standing or special committees as it may desire. Activity or tasks, duration of such committees are specified in the IPC minutes. No standing or special committee may exercise the authority of the IPC.

In the case of an emergency or immediate business decision, the IPC with a quorum of five can make administrative decision(s).

A quorum for regular and special meeting shall consist of five (5) Indian Parent Committee members, a majority of these members should be parent members.

If there is not a quorum 15 minutes after the regular advertised time, a meeting will be re-scheduled for the next regular meeting date or the chairperson may determine to schedule a special business meeting to hear program reports.

A representative of the IPC shall attend periodic School Board meetings and submit reports of those meetings to the IPC. School board members/superintendent may attend IPC meetings and will be placed on the agenda.

All Indian Education personnel are encouraged to attend regular IPC meetings.

Special meetings may be called by the chairperson or by majority vote of the IPC in Session. A twenty-four (24) notice will be given prior to holding a special meeting.

The IPC can vote for urgent or necessary matters by email with the Chairperson recording votes by all members. Response will need to be done in a timely manner or 24 hours or the vote will not count. If at least 5 IPC members do not vote the vote should not be tallied.

The IPC has ability to have a member be present at any meeting by Skype or by phone so that member has ability to be present as well as vote on any issue during that meeting.

The IPC may go into executive session at any time during a meeting.

The IPC adjourns during the summer months of June, July, and August.

#### **Article IX. Parent Grievances**

The IPC will consider grievances related to the Lapwai School District's JOM, Title VI, And Title VIII guidelines requiring IPPs:

- a. Complaints from American Indian/Alaska Native parents/legal guardian.
- b. Complaints from the Nez Perce Tribe.
- c. Student affairs while being served by such programs.
- d. Complaints involving the use of program funds.
- e. Certain problems involving program staff, as long as it does not interfere with or conflict with personnel contracts or conflict with the School District's Personnel Policies and Procedures.
- f. The IPC officers will be responsible for analyzing the grievance and making recommendations to the Indian Education Coordinator and Superintendent; then forwarded to the School Board.

#### **Article X. Amendments**

These by-laws may be amended at any time by two-thirds affirmative vote by members of the Indian Parent Committee. Any amendments must conform with U.S. Department of Education Program guidelines for AI/AN children.

The Lapwai School District collaborates with the IPC in the development of reasonable by-laws assuring that they are consistent with school district policies and procedures.

In addition, the Indian Education Coordinator and staff will be notified of any intent to Change the by-laws, prior to change going into effect.

#### **Article XI. Responsibility, Acknowledgment of Indian Parent Committee.**

The Lapwai IPC is committed to the educational enhancement and enrichment of our students. The above by-laws reflect our roles and responsibilities in relation to U.S. Department of Education guidelines, and should also represent a direct involvement with the local LEA. We know that the IPC has certain limitations and not interfering in the administrative function and decision making of the program staff as governed by the School District's Personnel Policy and Procedure document.

The IPC wants the by-laws flexible to allow Committee input in Lapwai School District employment hiring, especially as it pertains AI/AN programs; recruitment and retention of program staff and evaluation of program staff's performance.

The IPC will adhere to the Lapwai School District Confidentiality Policy as well as the professional code of conduct.

\_\_\_\_\_ CERTIFICATION \_\_\_\_\_

**Date:** \_\_\_\_\_

\_\_\_\_\_, **Lapwai IPC Chairperson**

\_\_\_\_\_, **Superintendent, and**

\_\_\_\_\_, **Lapwai School Board Chairperson**

**Approved: 04/15/2019   Amended: 03/20/2019**





**Lapwai School District, Transportation & Maintenance, 404 S. Main St.  
Lapwai, Idaho 83540**

**LAPWAI S. D. 341 – TRANSPORTATION PLAN FOR 2019-2020**

**School Bus Routes w/Driver Discretion Turn Around Areas as follows:**

- 1) Lenore – Thunder Hill Route
  - a. Eberhart Grade
  - b. Amos Bench
  - c. Cherry lane – 220 Rd S.
  - d. Cottonwood Creek
  - e. Hwy 3
  - f. Coyote Grade
  - g. Mullalley Road
  - h. Ash Ave.
  
- 2) Special Needs – Tom Beall – White Rd. Route
  - a. Middle Tom Beall
  - b. Sneath Rd.
  - c. Solider's Canyon (Lapwai Rd.)
  - d. Painted Horse Rd.
  - e. White Road
  - f. Aspen Lane
  - g. Coyote Dr.
  
- 3) Pre-School Route
  - a. Painted Horse
  - b. Coyote Dr.
  
- 4) Sundown Heights – Dumebo Flats Route
  - a. Fort Lapwai Rd.
  - b. Coyote Drive
  - c. Parade Ave

- d. Tolo Dr.
  - e. Heritage Rd.
  - f. Red Duck Ln
  - g. Gouse Rd
- 5) Webb – Sweetwater Route
- a. Over the Hill Rd.
  - b. Webb Ridge Rd.
  - c. McCormack Rd.
  - d. Hwy 95 (Old Motel)
  - e. Wild Rose Grade
  - f. Lyle Gulch
  - g. J-Webb

### **Safety Busing Transportation**

The following areas are in the Lapwai School Dist. 341 Safety School Busing Program:

- 1) Ash Ave. (Located North of School to Highway 95)  
Assessment: No sidewalks provided. Students would need to walk on side of Hwy 95.  
Number of students transported = Variable
- 2) Sundown Heights  
Assessment: No sidewalks provided and with a steep serpentine grade.  
Number of students transported = Variable

### **No Transportation Zones**

The following areas in the Lapwai School Dist. 341 are classified roads where busing is hazardous or where no turn around is available or is not conducive to allotted time to transport:

- 1) Hwy 3 (District Line to Julietta)  
Assessment: Out of allotted time to transport. (Very early pick-up)  
Number of Students = 2
- 2) Lyle Gultch Rd.  
Assessment: Hazardous & Unavailable Turn Around  
Number of Students = 2
- 3) Lenore Area (North Side of River)  
Assessment: Out of allotted time to transport and hazardous.  
Number of Students = 0

- 4) Webb Ridge Rd. – Soliders Meadows – Waha Area  
Assessment: Out of allotted time to transport and some hazardous.  
Number of Students = 0
- 5) Wild Rose Grade (Past Entry way)  
Assessment: Out of allotted time to transport and hazardous.

### **Emergency Bus Routes Only**

- 1) Lenore – Thunder Hill Route
  - a. Hwy 12 (Lenore Community Ctr)
  - b. Cherry Lane (Only)
  - c. Cottonwood Creek Rd (Cottonwood Community Church)
  - d. Hwy 3
  - e. Coyote Grade (Bottom Only)
  - f. Mullalley Road
  - g. Thunderhill Rd.
  - h. Ash Ave.
- 2) Special Needs – Tom Beall – White Rd. Route
  - a. Tom Beall Rd. (At the “Y”)
  - b. White Road
  - c. Aspen Lane
  - d. Locust St. – Joseph St. – Murphy St. (In Town Sts.)
  - e. Agency Rd.
  - f. Parade Ave.
- 3) Pre-School Route
  - a. Coyote Dr.
  - b. Agency Rd.
  - c. Main St. ( In Town Streets)
- 4) Sundown Heights – Dumebo Flats Route
  - a. Parade Ave.
  - b. Coyote Drive
  - c. Fort Lapwai
  - d. Tolo Dr.
  - e. Agency Rd.
  - f. Heritage Rd.(S)
  - g. Red Duck Ln
  - h. Gouse Rd
  - i. Heritage Ln. (N)
- 5) Webb – Sweetwater Route
  - a. Over the Hill Rd.
  - b. Webb Rd to Webb Ridge Rd.
  - c. Hwy 95 (Old Motel)
  - d. Wild Rose Grade & Hwy 95 Meet (Only)

- e. McIntyre St.
- f. Goldner Rd.
- g. Garden Gultch Rd.
- h. Lyle Gultch Opening (Only)
- i. Agency – Tolo – J. Webb Rd (Rt)

**Approval Date:** \_\_\_\_\_

**Board Approval:** \_\_\_\_\_

**Superintendent:** \_\_\_\_\_

**Transportation Sup:** \_\_\_\_\_

**Cindy Latella**  
**cindy.latella@gmail.com**  
**2428 Sunset View Court**  
**Clarkston, WA 99403**  
**(509)751-0920**

---

Lapwai School District  
404 South Main Street  
Lapwai, Idaho 83540

April 5, 2019

Dear Lapwai School District,

The past fourteen years I have been so fortunate to teach at Lapwai Elementary School. I have worked hard to build trust and relationships with my students, colleagues and families in the Lapwai community. I knew after my interview that I would enjoy working with the amazing staff at our school. I was blessed to have Terry Whipple and Sheila Hewett as my mentors the first few years. Their commitment to our students and knowledge of culturally responsive curriculum and the Lapwai community were instrumental in my career. The dedication and work ethic of our school leadership including Teri Wagner, David Aiken and Lori Ravet have been an example to me. They have provided a model and inspiration for me to follow in my future career. I have formed deep friendships that will surely last a lifetime.

I have enjoyed being an active member of the school community and participating in the Family Engagement, Response to Intervention, English Language Arts and PBIS Teams. Through these experiences I learned a tremendous amount about effective practices, pedagogy and instruction. When I participated in the Idaho Coaching Network I was amazed at the collective knowledge our staff possessed compared to teachers from other schools in our region. Our professional learning communities, staff collaboration and professional development are truly second to none.

I will be finishing my current contract with the Lapwai School District. In September 2019 I will begin a principal internship in Washington and my husband and I will be relocating to Spokane for his job. I will not be returning to Lapwai School District next school year. I wanted to make you aware of this so you have adequate time to find the best possible replacement for my position. Thank so much for the opportunity to serve the Lapwai School District these past fourteen years. Lapwai will forever hold a very dear piece of my heart. I will miss the incredible staff, families and students in our District. I wish you the best in the hiring of a new teacher for the 2019-2020 school year!

Sincerely,



Cindy Latella

1535 Quail Run Drive

Lewiston, ID 83501

May 5, 2019

To Lapwai School District Board of Trustees and Dr. David Aiken:

It is with a full heart that I submit my letter of resignation. Thank you for inviting me to return to the place I love and to this school and community of Lapwai for the past three years.

I treasure the student, staff, and community relationships I have enjoyed over the past four decades.

Sincerely,

A handwritten signature in blue ink that reads "Sheila Scott". The signature is written in a cursive, flowing style.

Sheila Scott



Dr. David Aiken, Superintendent  
Dr. D'Lisa Penney, Principal  
Lapwai School District Board of Trustees  
404 S. Main  
Lapwai, Idaho 83540

Dear Dr. Aiken and Dr. Penney,

I wanted to inform you that I will be resigning as the Dean of Student and Athletic Director of Lapwai Middle/High School at the end of this school year. As you both know, it has been goal of mine to be an administrator of my own school and I have been given this chance with the Lewiston School District next year.

It has been a great honor and privilege to work with you both. The amount of experience and knowledge gained from my short time here, I feel, has prepared me to take this next step in my professional career.

Leaving Lapwai is going to be bittersweet. I consider you both not only as my supervisors and colleagues, but friends that will be lifelong. I consider our staff family and will miss seeing, collaborating, and interacting with each person. I wouldn't have been able to learn and accomplish without everyone's guidance and support.

I honor all of you and thank you for giving me the opportunity to begin my administrative career.

A handwritten signature in cursive script, appearing to read 'David Kronemann', with a long horizontal flourish extending to the right.

David Kronemann

May 8, 2019

Lapwai School District  
404 S Main Street  
Lapwai, ID 83540

Dear Mr. Kronemann,

After great consideration, I would like to inform you that I am resigning from the Lapwai High School Boys Varsity Basketball Coaching position. As an alumnus of Lapwai and a basketball enthusiast, it has been an honor to work with Lapwai School District and coach our Lapwai student-athletes the past three seasons.

This was not an easy decision to make, but due to work and family considerations I feel I will be unable to meet the various demands and requirements that are part of being a head coach. My position with Lewis-Clarks State College has expanded recently adding Veterans Services to my department along with being tasked for an increased role in academic advising and outreach efforts for all staff. With family, I anticipate having children playing sports at the middle school, high school and college level next year and want to provide support to all of their activities and want to assist my wife Angel in all of her endeavors as well.

Thank you for the opportunities and experiences you have provided me during the past three years with the Lapwai Boys Basketball program. I have grown personally and professionally because of this position, and I will definitely miss the daily interaction with players, coaches and staff. It is my hope that while serving in this position through basketball we as coaches and teachers instilled a passion for the game and a desire to play basketball with traits of respect, character, positive attitude, and teamwork. I do believe the boys on our teams took pride that they represented more than themselves and basketball, and I will be forever impressed by the growth and character that our players displayed in victory and defeat.

Thank you again for allowing me the privilege of being the head coach of the Lapwai Wildcats Boys Basketball team. Please express my gratitude to Dr. Aiken, Dr. Penney, the School Board, the teachers and other coaches for their assistance and guidance during the past three years. It was truly a blessing to be in a position with so much support for coaches and players.

Please let me know if I can be of any help during the transition from one coach to another, especially with the beginning of summer basketball activities in early June. If you have any questions please feel free to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Bob Sobotta".

Bob Sobotta, Jr.

# LAPWAI MIDDLE-HIGH SCHOOL STUDENT & PARENT HANDBOOK 2018-2019





**WELCOME TO LAPWAI MIDDLE/HIGH SCHOOL  
HOME OF THE WILDCATS!**

**Dear Students and Parents,**

The faculty and staff would like to extend our best wishes to you for a successful school year. We hope that with clear expectations, a strong instructional program, and cooperation, the year will be outstanding for everyone. Please remember that our first and most important priority is to help you further develop your talents in all areas... academics, humanities, athletics, and your relationships with your teachers and classmates. If you need help, make sure that you ask your teachers, parents, or other school personnel for assistance. **School success depends on you.** *Be a communicator! Be a critical thinker! Explain and justify your ideas! Enhance your understanding! Strive for academic success! Create your goals, make a plan, and we will support you! Achieve! Achieve! Achieve! GO WILDCATS!*

Wishing you a successful academic journey,

*Dr. D'Lisa Pinkham*

Principal

*Dr. David Aiken*

Superintendent

**GUIDING PRINCIPLES**

**WE BELIEVE**

Students are the center of the educational process.

Education is the foundation for success.

Parents must be engaged in the education of their children

The district and the community must share a passion for education

Emotional & physical safety is necessary in the educational environment.

Learning is lifelong.

**LAPWAI SCHOOL DISTRICT MISSION:**

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

## Phone and E-Mail Directory

### Administration/Office Staff

Randall Bennett	ext. 777	<a href="mailto:rbennett@lapwai.org">rbennett@lapwai.org</a>
Shawnee Stacy	ext. 213	<a href="mailto:ss Stacy@lapwai.org">sstacy@lapwai.org</a>
Bahiyyih Hansen	ext. 355	<a href="mailto:bhansen@lapwai.org">bhansen@lapwai.org</a>
Tim Jones	ext. 208	<a href="mailto:tech@lapwai.org">tech@lapwai.org</a>
David Kronemann	ext. 204	<a href="mailto:dkronemann@lapwai.org">dkronemann@lapwai.org</a>
Josh Nellesen	ext. 104	<a href="mailto:jnellesen@lapwai.org">jnellesen@lapwai.org</a>
Ann Munstermann	ext. 311	<a href="mailto:am@lapwai.org">am@lapwai.org</a>
Tina Stacy	ext. 120	<a href="mailto:tstacy@lapwai.org">tstacy@lapwai.org</a>
Lori Ravet	ext. 777, ext. 314	<a href="mailto:lravet@lapwai.org">lravet@lapwai.org</a>
D'Lisa Pinkham	ext. 205	<a href="mailto:dpinkham@lapwai.org">dpinkham@lapwai.org</a>
Rafferdy Samuels	ext. 203	<a href="mailto:rsamuels@lapwai.org">rsamuels@lapwai.org</a>
Linda Stavros	Ext. 206	<a href="mailto:lstavros@lapwai.org">lstavros@lapwai.org</a>
Rhonda Taylor	ext. 255	<a href="mailto:rtaylor@lapwai.org">rtaylor@lapwai.org</a>
Jenny Williams	ext. 122	<a href="mailto:jwilliams@lapwai.org">jwilliams@lapwai.org</a>

### Instructional Staff

Sheryl Bentz	ext. 161	<a href="mailto:sbentz@lapwai.org">sbentz@lapwai.org</a>
Brett Bovard	ext. 218	<a href="mailto:bbovard@lapwai.org">bbovard@lapwai.org</a>
Devin Boyer	ext. 172	<a href="mailto:dboyer@lapwai.org">dboyer@lapwai.org</a>
Brad Carpenter	ext. 171	<a href="mailto:bcarpenter@lapwai.org">bcarpenter@lapwai.org</a>
Iris Chimburas	ext. 160	<a href="mailto:ichimburas@lapwai.org">ichimburas@lapwai.org</a>
Tami Church	ext. 330	<a href="mailto:tchurch@lapwai.org">tchurch@lapwai.org</a>
Veronica Hamilton	Ext. 140	<a href="mailto:vhamilton@lapwai.org">vhamilton@lapwai.org</a>
Verna Johnson	ext. 331	<a href="mailto:vjohnson@lapwai.org">vjohnson@lapwai.org</a>
Georgie Kerby	ext. 341	<a href="mailto:gkerby@lapwai.org">gkerby@lapwai.org</a>
Stacey Kinnick	ext. 130	<a href="mailto:skinnick@lapwai.org">skinnick@lapwai.org</a>
Josh Leighton, Jr.	ext. 170	<a href="mailto:jleighton@lapwai.org">jleighton@lapwai.org</a>
Shawna Leighton	ext. 216	<a href="mailto:sleighton@lapwai.org">sleighton@lapwai.org</a>
Deaneal McKnight	ext. 331	<a href="mailto:dmcknight@lapwai.org">dmcknight@lapwai.org</a>
Sheila Scott	ext. 360	<a href="mailto:sscott@lapwai.org">sscott@lapwai.org</a>
Bonita Smith	ext. 331	<a href="mailto:bbrown@lapwai.org">bbrown@lapwai.org</a>
Georgia Sobotta	ext. 321	<a href="mailto:gsobotta@lapwai.org">gsobotta@lapwai.org</a>
Tina Stacy	ext. 331	<a href="mailto:tstacy@lapwai.org">tstacy@lapwai.org</a>
Kelly Wagner	ext. 307	<a href="mailto:kwagner@lapwai.org">kwagner@lapwai.org</a>
Buck Walker	ext. 104	<a href="mailto:bwalker@lapwai.org">bwalker@lapwai.org</a>
MaryLynn Walker	ext. 351	<a href="mailto:mlw@lapwai.org">mlw@lapwai.org</a>

### High School

Physical: 200 Willow Ave. W.  
Mailing: 404 South Main  
Lapwai, ID 83540  
Phone: 843-2241  
Fax: 843-5289

### Elementary

170 Agency Road  
Phone: 843-2960  
Fax: 843-2978

### District Office

404 South Main Street  
Phone: 843-2622  
Fax: 843-7746  
David Aiken ext. 202  
Nathan Weeks ext. 200  
Connie Desjarlais ext. 201

### Transportation

Phone: 843-2681  
Field House ext. 223  
Library ext. 213

### District website

[www.lapwai.org](http://www.lapwai.org)



## DISCRIMINATION

The District does not discriminate on the basis of disability in the admission to, access to, or operations of its programs, services, or activities. Individuals who need accessible communications or other accommodations in order to participate in programs and services of the District are invited to make their needs and preferences known to the administration at the District Office.

## DISABILITIES POLICY

Programs and related services for students with disabilities are available for all eligible students. Compensatory (remedial) services are available in schools designated as target schools under federal guidelines. Teaching for homebound students, psychological testing, counseling, and social work, services are available to all buildings.

Under The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, the Lapwai School District is prohibited from discriminating against students on the basis of a disability. Lapwai provides a free and appropriate public education to each student within its jurisdiction regardless of the nature or severity of the disability. The school district ensures that students who need or are believed to need special education or related services will be identified, evaluated, and provided with appropriate educational services.

Section 504 also stipulates that students with disabilities have the right to participate in school sponsored extra-curricular programs and activities to the maximum extent appropriate to their needs.

Under Section 504 and IDEA, students with disabilities have the right to be placed in the least restrictive educational environment. To the maximum extent appropriate for the needs of the student, Lapwai will educate students with disabilities within its regular school program.

Students with disabilities and their parents have a number of rights and protections. Questions or requests for assistance or information about services for students with diagnosed or suspected disabilities should be directed to the student's school principal, school counselors, or the Director of Special Services, 843-2622.

## STUDENT RECORDS

Student records are maintained in a secure location and are available for review by parents/guardians, students and school staff on a **"need-to-know" basis. Federal regulations are in effect governing student records. The regulations are listed in the Federal Register** published by the United States Department of Education. If you desire more information about this, please call the superintendent at 843-2622. At times during the school year requests are made by agencies to obtain lists of student names and addresses. Individuals have the right to withhold that information. **Parents who do not want the school to release their child's name and address need to notify the school principal, in writing, each year.**

## 2017-2018 SCHOOL CALENDAR

New Teacher Orientation	August 21 <sup>st</sup>
Teacher Orientation	August 22, 23, 24, 27
School Starts	August 28
Labor Day	September 3
End of Quarter 1	October 26
Parent/Teacher Conferences	November 1, 2
Thanksgiving Vacation	November 21-23
Christmas Vacation	Dec. 17 – Jan. 1
End of Semester 1	January 18
Martin Luther King/ID Human Rights Day	January 21
<b>Presidents' Day</b>	February 18
End of Quarter 3	March 22
Spring Vacation	March 25-29
Parent/Teacher Conferences	April 4-5
National Indian Day	May 13
Memorial Day	May 27
LHS Graduation	May 31
School Ends	June 6
Teacher Last Day	June 7

### Bell Schedule – Regular (M-Thurs)

Middle School			High School		
<u>Period</u>	<u>Start</u>	<u>Finish</u>	<u>Period</u>	<u>Start</u>	<u>Finish</u>
HR	8:15	8:33	HR	8:15	8:33
1	8:36	9:28	1	8:36	9:28
2	9:31	10:23	2	9:31	10:23
3	10:26	11:18	3	10:26	11:18
Lunch	11:18	11:48	4	11:21	12:13
4	11:51	12:43	Lunch	12:13	12:43
5	12:46	1:38	5	12:46	1:38
6	1:41	2:33	6	1:41	2:33
7	2:36	3:28	7	2:36	3:28

### Friday Bell Schedule

Middle School/High School		
<u>Period</u>	<u>Start</u>	<u>Finish</u>
1	8:15	8:49
2	8:52	9:26
3	9:29	10:03
4	10:06	10:40
5	10:43	11:17
6	11:20	12:14
Advisory (Lunch)	11:54	12:14
7	12:17	12:50

### BUILDING –SCHEDULE

#### Building Hours

Building hours are from 7:30 am to 4:00 pm. Students are not allowed to enter the building before or after those times unless under the supervision of a staff member. The cafeteria will be open at 7:45 A.M. daily and breakfast will be available until 8:05 am.

Students who are not under the direct supervision of an adult by attending detention, an academic after school program or after school activity, must leave campus by 4:00 pm daily.

### ATTENDANCE REGULATIONS

The Board of Directors considers full-time attendance to be an essential element in the student's educational process. Regular attendance fosters a climate conducive to learning, perpetuates effective teaching, protects the integrity of the scholastic day and ensures quality Education. There is a clear connection between student academic success and consistent school attendance. Idaho Code 33-202 stipulates that attendance is compulsory for all children between the ages of seven and sixteen years and those parents/guardians are responsible to ensure that children are in attendance.

#### Excused Absences

Excused absences shall include approved school activities, personal illness, family emergencies, and pre-arranged absences that are approved by the principal through the office and will be considered on individual merit. Students are expected to make up all graded assignments when possible or practical within a reasonable time after an excused absence. Failure to do so will be reflected in the grade the student will receive for that grading period. Teachers are expected to assist with make-up assignments or activities given in lieu of assignments. In rare instances when neither of the above is possible nor practical, the principal must be consulted and the grade for work missed may not be counted in the final grade computation.

The parent/guardian is asked to call the school (by 8:00 am) on the day a student is absent from school. If no call is made, a written statement indicating the reason for the absence should be sent with the student on the day of returning to school.

#### Pre-Arranged Absences

Pre-arranged absences are those approved by the parents for family trips, hunting, church conventions, etc. A request must be made in advance of the absence with a note signed by the parent or guardian and presented to the office. The request may be made before the absence by telephone, but a written note must follow to enable the student to be excused for the absence.



Arrangements for makeup work are the responsibility of the student, who will be expected to be able to continue with the course work of each class upon return to school after the absence.

#### Checking in/out of School during the School Day

When a student checks out of school for reasons other than illness (doctor, dental, funerals, etc), a call or note from the parents or guardians to the office requesting the absence is required.

When a student becomes ill while at school, he/she must check out with the office. The office will call home. Note: A PARENT OR GUARDIAN MUST PICK UP THE STUDENT.

Students not following this procedure will be considered truant. When a student arrives at school at times other than the regular start of the school day, he/she must check in at the office.

#### Unexcused Absences

Absences for other reasons shall be considered as unexcused. The student and parent/guardian assume the responsibility for making up the work missed. **Work missed during an unexcused absence may be made up for credit based on the administrator's discretion.** If student is allowed to make up work missed, full credit will be given.

#### Suspended Students

On the day of the suspension, teachers will be notified and the assigned work for the student will be sent to the office by 3:00 pm for the parent to pick up the following day. **Work missed during an unexcused absence may be made up for full credit based on the administrator's discretion.** All work is due upon the return of the student to the classroom.

#### Tardies

Students are expected to get to class on time. Excessive and habitual tardies are not acceptable and will result in closed campus (HS Only), detention, Saturday School, suspension, or expulsion from school.

#### Unexcused Tardies (per semester)

3 Tardies in a Week: ½ Hour Friday Detention

4 or More Tardies in a Week: 1 Hour Friday Detention

#### Truancy

Willful absence of the student without the knowledge of the school or parents/guardians is considered truancy. This includes but not limited to school assemblies and/or field trips during the regular school day. It is unexcused and may lead to Friday Detention, Saturday School, suspension, or expulsion from school. Excessive absenteeism/truancies will result in referral to the Nez Perce Tribal Juvenile Justice Service and Nez Perce Tribal Prosecutor or Nez Perce County Juvenile Court Services and Nez Perce County Prosecuting Attorney. Work can be made up at the discretion of the school administration.

#### Withdrawal from School

Parents should notify the school if they plan to withdraw their child from this school. Once the withdrawal is validated, the student will be issued a **'Drop Sheet' to be completed by teachers. The 'Drop Sheet' provides the following information: the grade earned by the student at the time of the withdrawal, teacher comments about the student, and an indication of whether or not the student owes any fines. This 'Drop Sheet' is returned to the office and signed by the principal. A copy of the 'Drop Sheet', along with a copy of immunization record if requested, are sent with the student to expedite enrollment in another school.**

- Automatic Withdrawal:

**Students who don't attend school for 10 consecutive days without parent/guardian notification, will be automatically withdrawn from Lapwai Middle/High School. Parents/Guardians will be given notification prior to this occurring.**

#### Last Day of School

Students are expected to attend the last day of school. Attendance is taken as usual, and routine procedures are followed in terms of attendance regulations, truancy, etc. Final examinations are typically scheduled during the last three (3) days of school. Students are not allowed to take final tests prior to their scheduled time.

Reminder: students are required to clear their lockers and take home personal items prior to the last day of school. Any items left in lockers at the conclusion of locker cleanout will be removed.

#### ATTENDANCE-BASED CREDIT DENIAL –

Students in grades 6-8 are expected to attend school on a regular basis. Excessive absences, unexcused absences and/or truancies will result in failure of classes and/or required remedial activity. All absences are subject to review.

All students in grades 9-12 are expected to attend school on a regular basis. Credit will be withheld for excessive absences, unexcused absences and/or truancies. All absences are subject to review. Patterns of excessive absences, unexcused absences, or truancies will result in denial of credit in the related class or classes.

### Administrative Procedures

- A) Parents/guardians will be notified in writing if a student has accumulated in excess of six (6) absences and (12) absences in one or more classes.
- B) Students with ongoing attendance problems will be referred to the administration to determine action to be taken.
- C) If a student exceeds twelve (12) absences in any class during a semester, credit may be withheld.
- D) Parents will be notified in writing if credit is withheld.
- E) If a determination is made to withhold credit, the student may make an appeal to the Lapwai Attendance Committee.
- F) If an appeal is made, it is the responsibility of the student/parents to provide substantial documentation that:
  - 1) Clears up unverified absences, unexcused absences or trancies.
  - 2) Illustrates extenuating circumstances that led to excessive absences,
  - 3) Health or legal issues preventing the student from attending school.

Appeals Process will be reviewed with students and Parents by Administration when necessary.

### ACADEMIC DISHONESTY or ALTERATION OF RECORDS

Any student who knowingly submits any work of others fraudulently represented as his own shall be considered to have cheated. Cheating includes citing and abetting or cheating by others. A student who cheats may be subject to suspension.

A student who falsifies or alters a school record or any communication between school and home shall be guilty of misconduct.

### ACCIDENTS/ INJURIES /INSURANCE

If a student is injured during the course of the school day, he/she should report to the office to receive assistance and/or contact parents. An accident report will be filed in the office.

The school district does not provide medical insurance to automatically pay for medical expenses when students are injured at school. This is the responsibility of the parents or legal guardians. The district does make student medical insurance available to families for their individual purchase. Brochures outlining the coverage and premiums are available at the school office.

### ACTIVITIES AND ATHLETIC PROGRAMS

Students who attend games, music programs, dances, or any other school-sponsored after-school activities are governed under the same rules and regulations set forth in Lapwai School District Rules and Regulations, the Student Handbook, Athletic Handbook and Idaho Code. Students who attend games will represent Lapwai Middle/High School with pride and respect.

Please refer to the Student Athletic Handbook for grades 7-12 for all rules and regulations governing student athletics.

The following Activities and Athletic programs are provided during the school year:Activity Fee: ALL students are urged to pay the activity fee at registration. ALL athletes must pay this fee in order to participate in any athletic activity. The proceeds of this payment are used to finance all extracurricular activities. This money is used to pay for uniforms, equipment, supplies, awards, letters, and referees for athletic events. Students who pay this fee will receive an activity card, which will admit them free to all athletic events at our school (except tournaments).

<u>Fall Season</u>	<u>Winter Season</u>	<u>Spring Season</u>
7 & 8 Football (Combined) High School Football	7 & 8 Boys Basketball High School Boys Basketball	6, 7, 8 Boys & Girls Track High School Boys and Girls Track
7, 8 Girls Volleyball High School Volleyball	7 & 8 Girls Basketball High School Girls Basketball	High School Boys Baseball
High School Cheer	High School Cheer	High School Girls Softball

### SPORTSMANSHIP: Lapwai Wildcat Sportsmanship

We honor our *Wildcat Pride* and the ***"Wip Wip Way"*** through our positive and respectful conduct during sporting events.

Rules for sportsmanship come directly from the Idaho High School Activities Association and the Whitepine League, and are very specific. Violations of these rules can result in probationary status, fines or suspension of the season for our school. These rules are not only for students and staff at Lapwai School District, but all for all individuals who participate or spectate any athletic event or activity sponsored by Lapwai Middle/High School, White Pine League, IHSA, or any other NFHS member school. These rules will be strictly enforced.

From the IHSA Manual:

The following sportsmanship rules will be in effect:

1. Face Painting: Full or half face painting is not permitted.

- Exception: Partial face painting is permitted (i.e. small markings on cheeks, nose, forehead).
- 2. Posters/Banners/Signs:
  - a. All signs must display only positive support for own team.
  - b. Signs and banners will be limited to the area in front of each school's assigned cheering section.
- 3. Artificial Noisemakers: Artificial noisemakers are prohibited.
- 4. Balloons: Balloons are not permitted per IHSA and WPL rules.
- 5. Attire: Bare chests are not permitted. Shirts must be worn at all times.
- 6. Inappropriate Behavior : any behavior that is used to distract or disrupt any event from its intended purpose.
  - The following are not permitted:
    - o Throwing objects onto (or entering) the playing area before, during, or after a contest.
    - o Verbal harassment or derogatory remarks directed towards a student athlete, coaches, fans, or officials.
      - Example: This includes, but not limited to, **yelling and stomping during foul shots and yelling such things as "Air Ball" and "You got swatted".**

Individuals, who continually exhibit un-sportsmanlike behavior, will be subjected to the following actions:

1. Verbal warning by administration.
2. Asked to leave athletic event/activity and not allowed back for 24 hours.
3. Asked to leave athletic event/activity and not allowed back for the remainder of that particular sport's season. If violation occurs during the last game of the season or state, suspension will be held over to the next sport that regularly occurs. (*Example, if it happens at state track, then person/persons will not be allowed to attend fall sporting events.*)
4. Asked to leave athletic event/activity and not allowed back to any Lapwai School District sponsored or participating event. (Notification will be made to the White Pine League, IHSA as well.) A no trespassing order will also be issued.

We want to present the best of Lapwai fans to all other teams and crowds. Please respect all teams and officials in a positive manner.

### ACTIVITIES and CLUBS

Available to students of Lapwai Middle/High School (with advisor identified):

- Activities under IHSA (David Kronemann, Athletic Director)
  - o Baseball, Basketball, Cheer, Football, Softball, Track, Volleyball.
- Business Professionals of America (BPA) (Georgie Kerby)
  - o Any student taking business classes is eligible for membership. Students compete at the regional, state and national levels in a variety of business/computer-related events.
- FFA (Devin Boyer)
- GEAR UP (Brett Bovard, Josh Nellesen)
- Indian Club (Jenny Williams)
- Nez Perce Tribal Police Explorers (Mike Stegner)
- Student Council (Sheryl Bentz)
  - o Representatives of each grade level compose the Student Council. They meet twice a month on Wednesday at lunch.
- Upward Bound (Randi Bennett)
  - o A member program of Bridge Idaho, an organization dedicated to college access and attainment for low-income and first-generation students.
- Wildcat Booster Club (Taricia Moliga and Jackie MacArthur)

### BAGS, BACKPACKS, PURSES, and OTHER PERSONAL ITEMS:

Students are encouraged to use their lockers to store their school supplies and personal items. All bags, backpacks, and purses must be kept in lockers during the school day. Each

- LOCKERS
  - o Each student will be assigned a locker during registration. Students are not allowed to change lockers. Students wishing a locker reassignment will need to check with administration. All locker are equipped with lock to protect items that are stored within them. However, students are encouraged to not bring any items of value to school for the risk of being lost or stolen. Each student will receive a combination for their locker. **It is the student's responsibility to remember their locker combination and to keep it locked** at all times when not in use.
  - o Students are responsible for all textbooks and equipment issued to them and should make certain that their name is in each book. All personal items and books are to be kept in lockers. Neither Lapwai Middle/High School nor the Lapwai School District can be held liable for any lost, stolen or damaged property when left at school.

- Lockers are not to be written on, marked, scratched, or used as bulletin boards. The cost of repairing any damage to lockers will be charged to the student. Periodic locker clean-outs may be scheduled.

The district's policy concerning the inspection of student lockers is as follows:

The school has the **right to search a student's personal belongings, a student's vehicle, and/or the student themselves based upon reasonable suspicion**, when it is in the best interest of the safety and welfare of other students. Student lockers remain the property of the school, and school **officials retain the authority to inspect lockers. Law enforcement and/or security agencies that utilize "drug dogs" may be asked to provide random searches of the school campus (includes, but not limited to, classrooms, lockers, bathrooms and cars).** Prohibited material or other items reasonably **determined to be a threat to the security and safety of an individual student or others may be removed from the student's possession.** A reasonable effort will be made to notify the parent or guardian.

### BEHAVIOR EXPECTATIONS

See Student Code of Conduct

### CHANGE OF ADDRESS

We must have the correct home address and a telephone number of parents/guardians and where they can be reached during the school day for emergencies. Inform the office immediately if you change your address or telephone number.

### COMMUNICATION

Communication between the school and home is an important and integral part of schooling. Please do not hesitate to contact the school at any time a question or concern arises.

Communication will come in multiple forms:

- Bright Arrow Phone System
- Personal Phone Calls from Staff
- Emails
- Announcements on District Website
- Announcements on District Facebook Page
- Announcement on Lapwai Middle/High School Athletic Facebook Page
- Correspondence by Mail
- Local News Papers
- Nez Perce Tribal Message Board (when deemed appropriate by the Superintendent)

### COUNSELING SERVICES

The Guidance and Counseling program in the Lapwai School District is an integral part of the total educational process. Counseling services include individual counseling, group counseling, career guidance, testing, and coordinating referral service. Counseling is also available to students to help in class selection to best meet their needs to enter the world of work as a productive citizen. Students are encouraged to talk with their counselor at least once per semester.

Services

- CLASS TRANSFERS
  - Students will not be permitted to transfer classes after the first week of the semester. Students dropping a class after the third week will receive a failing grade for the semester (except in unusual cases. These cases must be approved by the building principal AND school counselor).
- COLLEGE ADMISSION AND FINANCIAL AID
  - Students should recognize the importance of their school records for financial aid and admission to college. This record is the accumulation of efforts beginning with the entrance into school and continuing through the senior year. It includes not only grade point average, but also course selections, test results, activity participation, leadership, attendance habits and citizenship.
  - All colleges in the State of Idaho are implementing entrance requirements beyond having an Idaho high school diploma. See the guidance counselor for specific information on admission requirements, College Entrance examinations, the American College Test, and general scholarships and financial aid information. Each year the counselor calls special meetings and makes announcements regarding admission scheduling of special entrance test and financial aid. It is essential that students attend sessions and note announcements in order that they might become aware of deadline dates for entrance applications and financial aid applications.

- **SCHEDULING**

- o All students in grades 7-12 will be required to carry a full schedule (7 hours per semester).
- o Middle School students may only change elective classes at semester. Core classes are assigned and are not flexible.
- o High School students may change schedules at semester. All changes will adhere to Idaho graduation requirements. The requirements for making scheduling changes are:
  - Schedule changes must be made prior to the 6<sup>th</sup> day of the semester in order for the student to receive semester credit for the course.
  - Only the School Counselor or Principal can change a course.
  - All changes require a completed drop/add form.
  - **The teacher's signature on the drop/add form confirms the course change.**
  - The student must return the drop/add form MUST BE to the school office immediately for validation. Failure to return the form in a timely manner may cause an incorrect class schedule; failure to meet graduation requirements; or lead to loss of core credit needed for high school graduation.
  - Only 10<sup>th</sup> – 12<sup>th</sup> grade students in accelerated academic standing with a cumulative 2.8 grade point average, good attendance, and no major violation of school rules, may be a teacher's aide (TA).

- **HIGH SCHOOL CREDITS**

GRADUATION REQUIREMENTS

The board of Directors, Lapwai School District #341, has set the requirements for all students who graduate from Lapwai High School. The minimum graduation requirements of the District shall be as follows:

<u>Course Name</u>	<u>Semester Credits</u>
English	8
Speech Communication	1
Social Studies	5
*Mathematics	6
Science	6
Health	1
Humanities	2
Electives	<u>17</u>
TOTAL	46

\*Geometry or equivalent with 2 credits completed during senior year.

Students must take the ACT, SAT or Compass Test and successful completion of Senior Project and Civics Test.

CAMPUS / CLOSED CAMPUS /ELEMENTARY CAMPUSES

Closed Campus

**Lapwai Middle/High School is a closed campus. Once student's are on campus, they must remain on campus until the end of the day unless permission is granted from the principal or Dean of Students.**

- Middle School Lunch: Campus for Middle School Students during lunch is closed. Middle School Students are not allowed to leave during lunch without permission from school administration. Parents/guardians may check their middle school student under the following procedures:
- Student Lunch Time Checkout Procedure:
  - 1- A parent may sign out his/her child for lunch and must sign them back in upon their return.
  - 2- If a parent sends a note for their child to be picked up by another adult on the student contact list, the office staff will contact the parent to confirm the note. Once confirmed, the adult will sign the student out and back in upon return to the school.
  - 3- **A child will not be released to a noncustodial adult without being on the child's contact list.**
  - 4- If an adult is not on the contact list, they may be added, by request of the parent.
- High School Lunch: ALL High School Students are encouraged to stay on campus for lunch. However, 11<sup>th</sup> and 12 grade students are allowed to leave campus as long as they are not late back to school. Lunch for 9<sup>th</sup> and 10<sup>th</sup> Grade students is closed. Violations will result in a loss of this privilege.
  - o 1<sup>st</sup> Violation → Warning
  - o 2<sup>nd</sup> Violation → Loss of privilege for 1 day

- 3<sup>rd</sup> Violation → Loss of privilege for 1 week
- 4<sup>th</sup> Violation → Loss of privilege for Month
- 5<sup>th</sup> Violation → Loss of privilege for semester
- 6<sup>th</sup> Violation → Loss of privilege for rest of the year.

#### Elementary Campus:

Students are not allowed on the elementary school grounds at any time during the elementary school day. Students who pick up siblings are required to wait in a designated area determined by the elementary principal. Exemplary student behavior must be displayed at all times.

#### DANCES

- Homecoming → Oct 21<sup>st</sup>, High School Gym, 9 pm -12 am
- High School Prom → TBD, TBD, 9 pm – 12 am
- Middle School Dances and Other High School Dances → TBD

ALL school rules and regulations apply. It is to be noted that Middle School dances are for Lapwai Middle School students only. Homecoming and Prom are for High School students only. Guests must have proper paperwork completed to be allowed admission.

#### Dance Guidelines:

- Students must be in “good standing” to attend any school dance.
- Once students have left a dance, they may not return.
- Bags and backpacks will not be permitted to enter the dance.
- Students must adhere to school rules or they will be asked to leave the dance.
- Students must be in compliance with attendance policies and must be in attendance the week prior to the dance in order to attend.

#### DISCIPLINE POLICY

Students at Lapwai Middle/High School are expected to behave appropriately while at school. Students and staff follow the behavior expectations of the *PBIS Behavior Matrix* as well as those listed in the Student Code of Conduct. Those students choosing to misbehave may receive consequences. These consequences will be determined based upon the student's behavior pattern and the severity of the misbehavior.

#### DRIVER'S EDUCATION

High school students who are at least 14 ½ years old may sign up to take driver's education. All students taking driver's education must be in grade 9-12 when the course begins. This course consists of six hours of practice driving and thirty hours of classroom work. Students should sign up through the front office of the high school and priority will be given relative to age. The oldest students will be given the opportunity to complete driver's education first. The cost is \$100 for in-district students and \$125 for out of district students, with priority given to in-district students.

#### DRIVERS LICENSE - REVOCATION

Idaho Code 49-303/49-303A states that students who drop out of school prior to the age of 18 will have their driver's license suspended. Personal or family hardships must be documented by the parent/guardian in writing, in order for the student to receive a waiver of this statute. Waivers may only be granted by the school principal or his/her designee. Please review the following guidelines:

- A public school principal or designee shall provide written notification to a minor and the minor's parents, guardian or custodian of the school district's intent to request that the department suspend the minor's driving privileges because the minor has dropped out of school and has failed to comply with Idaho Code 49-303/49-303A.
- The minor or the parent, guardian or custodian of the minor shall have fifteen (15) calendar days from the date of receipt of this notice to request a hearing before the public school principal or the principal's designee for the purpose of reviewing the pending suspension.
- The requested hearing shall be conducted within thirty (30) calendar days after the public school principal or the principal's designee receives the request.
- The public school principal or the principal's designee shall waive the requirements of Idaho Code 49-303/49-303A for any minor under its jurisdiction for whom personal or family hardship requires that the minor have a driver's license for his or her own or his or her Family's employment or medical care. Consideration will be given to recommendations of teachers, guidance, school officials or other academic advisors prior to granting a waiver.
- Hardship waivers shall be requested if desired by the minor or the minor's parent, guardian or custodian at the initial hearing.

#### FAMILY LINK

Students and families have a log in and password to check their student's progress reports and attendance. This website is <http://www.familylink.lapwai.org/>.

### FIRE DRILLS/EMERGENCY EVACUATION

An emergency evacuation map is posted in each classroom. Students must become familiar with escape routes from each classroom. When the alarm is sounded, students are asked to move quickly and quietly when leaving the building. Students are to stay with their assigned teacher and await further instruction.

The safety of our students is always our first priority in the Lapwai School District. We have clear and practiced procedures in each building in the event of an emergency situation. We would like to thank you for your willingness to check into the office when visiting our schools. All parents, family members, and visitors must report directly to the office upon entering the building. Thank you for your patience when questioned and approached by staff in our schools, as they have been trained to approach and intercept visitors. We have minimized access to our buildings with most doors remaining locked at all times. We welcome and encourage visitors, yet we must enforce safety procedures and precautions to protect our students.

A critical component to our emergency procedures are lockdowns. Securing the building during emergency situations to keep our students safe is a process we practice regularly. In the event of a real emergency, parents would be notified immediately by telephone using our automated phone alert system. We would also communicate through the Nez Perce Tribe and media. Please do not be concerned regarding practice drills. Again, real emergencies will be communicated to parents as immediate as possible. It is critical to keep us informed about changes in your contact information, ensuring we have correct phone numbers on record. Should you have questions or concerns, please do not hesitate to contact Dr. David M. Aiken, Lapwai School District Superintendent, at  [\(208\) 843-2622 ext. 202](tel:(208)843-2622).

School closures and emergencies will also be announced by the following television and radio stations:

Television Channel: KXLY Channel 4

Radio Stations: KATW 101.5 FM KCLK 94.1 FM KRLC 1350 AM ZID 98.5 FM

### FOOD / BEVERAGES

Lapwai School District enforces a Food Allergy Policy to keep students safe. Lapwai also abides by a Healthy Food Policy. Lapwai School District provides free breakfast and lunch daily. Students must nourish their bodies to engage their minds. Please eat both a breakfast and lunch daily, either at home or at school. ENERGY DRINKS are not a healthy choice and will not be allowed at school.

Teachers may provide food and/or beverages for students during school time. No outside food or drinks will be permitted in the hallways or classrooms at any time. If you choose to leave campus to eat lunch, all food/beverage must be eaten before you return to class. If you are continually tardy after lunch (5<sup>th</sup> period begins at 12:37, and the lunch bell rings at 12:34) you may be subject to a closed-campus lunch.

### FUNDRAISING

The following fundraising procedures are important for all organizations:

- All fundraising activities by clubs must be presented and approved by the principal before the event/activity may be held.
- School groups will not be allowed to use class time to hold fundraising activities.
- All money collected must be deposited and withdrawn from the school bookkeeper in accordance with current accounting procedures.
- Any purchase made by a school class, club, organization or the student body must be on an approved purchase order approved by the advisor of that group and the principal. The school or student body will assume no responsibility for purchases that do not have a proper purchase order.
- Upon graduation, all money remaining in the account of the graduating class will revert to, and become, part of the Student Body fund.

### HALLWAYS

Students are to remain in their classes unless they are given permission from

- Classroom teacher
- Office Secretaries
- Administration
- HALL PASSES
  - o Hall passes are required of all students during school hours. The following situations require a hall pass:
    - To leave the classroom for any reason (bathroom, office, etc)
    - To enter the hallway before school or during lunch to access your locker or a teacher.

### HEAD LICE

If a student is found to have head lice or any other identified contagious conditions, the parent will be contacted and arrangements will be made for the child to go home. If the school is unable to contact a parent or guardian, the child will be kept in the office. The child may return to class after a check by a school staff member.



### HOMEWORK

Homework is academic work intended to be completed during non-teaching hours. Lapwai Middle/High School believes homework is an important part of learning. Teachers and families share the responsibility for motivating students and providing opportunities for homework. The student is ultimately responsible for the completion of homework.

If families have concerns about homework, the concern should be resolved by meeting with the teacher. If the matter is not resolved, the following steps should be taken (1) parent-teacher-building principal, and then (2) parent-teacher-building principal-superintendent.

### HONOR ROLL

Students receiving a 3.5 Grade Point Average or better will be recognized as honor roll students. Students with 4.0 Grade Point Average will receive special recognition for their accomplishment at the end of semester assemblies.

### LIBRARY

The library is open to students and the public daily from 7:45 am – 3:30 pm except on Fridays and under special circumstances. All materials will be checked out through the VALNet system and all students must have their own card. The first card is free, but replacement cards cost \$1.00. Patrons cannot check out any materials if they are delinquent at any other library in the system. Our school charges a fine of 25 cents per day for overdue books.

Books are checked out for 3 weeks and must be returned or renewed at that time. Any book that is overdue for more than 2 weeks will be listed as "lost". Students will be fined for the cost to replace any lost or damaged books. Books borrowed from other VALNet libraries may incur fines if overdue. Students with fines in excess of \$5.00 will lose check-out privileges. Fine letters are sent out quarterly. Graduating and transferring students must pay fines prior to receiving their diploma or release of records.

### LOST AND FOUND

**A 'Lost & Found' is located in the office. All articles lost or stolen should be reported to the office.** Check for lost articles at the office after checking all other sources.

### MEDICATION

There are students with chronic illnesses, long-term health conditions as well as students recovering from temporary illnesses who need to have medication administered at school. **When medication must be administered to students at school, the goal is to provide for students' health needs safely.** Therefore,

- The parent must provide a written request in order for over-the-counter medication to be administered to students. The School Medication Form must be completed in order for any prescription medication to be administered to students.
- All prescription medication must be in the original container with the student's and the doctor's names and directions clearly marked on a pharmacy label.
- All over-the-counter medication must be in the original container with parent's special instruction in writing for their individual child which includes the time or situations to be given and the dosage.
- For short-term medication, a sufficient amount of medication should be provided for the period during which the medication is to be given.
- A designated staff member should assist students in taking medication except for self-administered medications as described below.
- All medication, except those approved for keeping by students for self-medication, will be kept in secured storage to reduce the potential for accidental loss or misuse.
- Each time a staff member administers medication, a record will be maintained, noting the time, amount, and name of the person administering the medication.
- If a change in dosage for prescription medication occurs, parents must provide written verification from the doctor.
- If the student's **AM dosage is forgotten at home, the parent** will be called to authorize administration of the missing dose. If the missing dose is administered at school, it will be recorded in the medication log.
- The District will not administer medication in dosages that exceed the maximum dosage guidance of the current *Physicians' Desk Reference*.
- Unused medications must be returned home or destroyed when treatment is complete or at the end of the school year.
- Staff members involved with the administration of medication should be sensitive to and will be aware of issues of confidentiality in carrying out this responsibility.

- Self-administration of medication (prescription and non-prescription) is permitted with written authorization of the parent or guardian and **when the student's maturity level is such that he/she could reasonably be expected to appropriately administer the medication** on his/her own.
- The Lapwai School District shall incur no liability as a result of an injury arising from the self-administration of medication by the student.
- Student will not be allowed to self-administer narcotics, prescription painkillers, Ritalin, or other medication for emotional disorders.

#### MOTOR VEHICLES

Middle school students are prohibited from bringing motor vehicles to school. Policy Title: USE OF MOTOR VEHICLES Code: 503.2 Only licensed students should be driving to school. A driving permit is NOT a license. The use of motor vehicles during noon hour shall be restricted to conveying **students to and from home for lunch. The streets adjacent to the elementary school shall be "off limits" to student motor vehicles** between the hours of 8:30 a.m. and 3:30 p.m., including lunch hour. Illegal use of motor vehicles during school hours will be subject to penalties as determined by the **board's disciplinary procedures policy**. Students will park on the north side of the gym where buses pull up. Students should not park back at the shop or in the graveled areas.

#### PARENTAL COMPLAINT GUIDELINES

In the event a professional employee receives a parental complaint, the employee should attempt to resolve the difficulty by meeting with the parent. In the event that either party feels that the matter cannot or will not be resolved by an employee-parent conference, then the issue should be remitted to the building principal.

In the event an administrator receives a parental complaint about a professional employee, the employee will be notified of the complaint. The employee should attempt to resolve the difficulty by meeting with the parent. In the event a parent, teacher, building principal complaint is not resolved, the Superintendent will become involved in the resolution.

#### PARENT-TEACHER CONFERENCES

Lapwai Middle/High School believes that parent-teacher conferences are an essential part of the educational process. Conferences will be held November 2-3, 2017 and March 22-23, 2017. Parents are strongly urged to make a special effort to attend. If parents wish to schedule additional conferences during the school year, they may do so by contacting the teachers individually.

#### GRADES AND REPORT CARDS

Students will receive grade reports every two weeks. Please note that grade reports/report cards will be mailed at the midterm and end of each quarter. Attendance reports are listed on each report card / progress report.

Grades used on the report cards will be as follows:

	<u>Value/GPA</u>	<u>Percent</u>
A - Excellent	4 points	90 - 100
B - Above average	3 points	80 - 89
C - Average	2 points	70 - 79
D - Below Average	1 point	60 - 69
F - Failure	0 points	00 - 59
IN - Incomplete	0 points	
P - Passing	0 points	
W - Withdrawal	0 points -	No Credit
NC - Not in school long enough for grades to be given		

EES grade: A grade with (\*) behind it -- Differentiated instruction, passing with credit and recorded GPA.

#### RESTRICTED AREAS

The following are restricted areas -- and are off-limits during school hours:

- Hallways before school and during lunch time.
- The gym foyer during lunch.
- The front side of the Gymnasium building including auditorium.
- The area to the south of the main building and in between the middle school and high school wings.
- Football field/track/weight room and its immediate areas unless student is participating in class related activities.
- The parking lots.

### TEXTBOOKS / FINES

Teachers will issue textbooks to students at the beginning of the year. Each text is identified with a number. Students are to return the same textbook to the teacher at the end of the year. Students are expected to take good care of the books. It is recommended that a book cover be used. Fines are issued to students at the end of the year for missing books, covers or interiors that are damaged, torn pages, writing in the book, etc.

### TRANSFER STUDENTS

Credits and records of transfer students from state accredited schools will be accepted upon receipt of an official transcript and medical records from **a student's prior school (these records must be in the office before the student can attend classes)**. Credits of transfer students from non-state accredited high school will not be accepted until proficiency in the subjects claimed has been demonstrated.

Other paper work concerning athletics for transfer students can be found on state athletic website idhsaa.org, or questions can be brought to the Lapwai Middle/High School Athletic Director.

### VISITORS

The Lapwai School Board does not allow visitors from other schools to attend classes with students. Parents/guardians and other registered visitors are permitted with administrative approval. All visitors must check in at the office, wear a visitor pass, and should leave when business is completed. Any suspicious person or persons who loiter on campus should immediately be reported to the office and will be reported to authorities.

### Student Use of School District Internet

Policy Title: INTERNET ACCEPTABLE USE POLICY Code: 503.12

We are pleased to offer students of Lapwai access to the Internet in the library and in several classrooms. This service will offer vast, diverse and unique resources to both students and teachers. The Internet is an electronic highway connecting thousands of computers all over the world. To gain access to the Internet, all students must obtain parental permission and must sign and return this form to the Technology Coordinator of each building.

Access to the Internet will enable students to explore thousands of libraries and databases. Families need to be warned that some material accessible via the Internet may contain items that are defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. Lapwai School District specifically denies any responsibility for the accuracy or quality of information obtained through its Internet services. We believe the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards their children should follow when using media **and information sources. To that end, the Lapwai School District supports and respects each family's right to decide whether** or not to apply for access.

#### INTERNET RULES:

- Students are responsible for good behavior on school computers.
- Communications on computers are often public in nature. General school rules for behavior and communications apply.
- The Internet is provided for students to conduct research and communicate with others. Access is given to students who agree to act in a considerate and responsible manner.
- Parent permission is required.
- Access is a privilege, not a right.
- Individual users of the Internet are responsible for their behavior and communications.
- It is presumed that users will comply with district standards and will honor the agreements they have signed.
- Beyond the clarification of such standards, the district is not responsible for restricting, monitoring or controlling the communications of students using the Internet.
- Within reason, freedom of speech and access to information will be honored.
- During school, students will be guided toward appropriate materials.

#### NETWORK ETIQUETTE:

- You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:
  - Be polite. Do not get abusive in your messages to others.
  - Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.
  - Do not reveal your personal address or phone number or that of any other person.
  - Note that electronic mail (E-Mail) is not guaranteed to be private.
  - The following behaviors are not permitted:

- Sending or displaying offensive messages or pictures.
  - Using obscene language.
  - Harassing, insulting or attacking others.
  - Violating copyright laws.
  - Using another **person's password**.
  - **Trespassing in other student's folders.**
- Violating the Acceptable Use Policy may result in:
    - Restricted network access.
    - Loss of network access.
    - Disciplinary or legal action, including but not limited to, criminal prosecution under appropriate state and federal laws.

The Internet Acceptable Use Policy was provided and signed by parent/student at registration.

# Lapwai Middle/High School

404 South Main Street • 200 Willow Avenue, West • Lapwai, ID 83540

(208) 843-2241 • Fax: (208) 843-5289

## CELL PHONE/ ELECTRONIC DEVICE POLICY AGREEMENT FORM

I have read through Lapwai Middle/High School's cell phone policy and understand if a cell phone or electronic device is taken during the school day, it will be kept in a secure place in the vault until a parent can pick it up from the office.



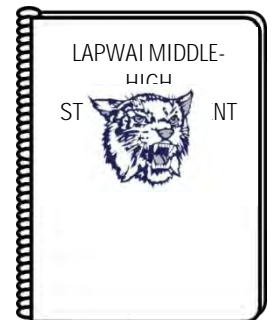
\_\_\_\_\_  
STUDENT SIGNATURE

\_\_\_\_\_  
PARENT/GUARDIAN SIGNATURE

\_\_\_\_\_  
DATE

## STUDENT HANDBOOK AGREEMENT FORM

I have read with my guardian, understand, and will follow the guidelines set forth in the Lapwai Middle/High School Student Handbook to the best of my abilities. Please sign and return to your first period instructor.



\_\_\_\_\_  
STUDENT SIGNATURE

\_\_\_\_\_  
PARENT/GUARDIAN SIGNATURE

\_\_\_\_\_  
DATE



# Student Code of Conduct

Honoring the Past, Empowering the Present, Envisioning the Future  
2019-2020





Honoring the Past, Empowering the Present, Envisioning the Future	3-5
PBIS Behavioral Expectations	6-7
Universal Consequence System Sample Teacher Interventions	7-10
Discipline Guide (Levels 1-4)	11-15
Bullying/Harassment	15-16
Bus Service/Behavioral Expectations	17
Cell Phones Behavioral Expectations/Consequences	17
Criminal Acts	18
Disruption	19
Detention	19
Dress Code	19-20
Gang and Gang Activity	20

## Honoring the Past, Empowering the Present, Envisioning the Future

Every student, pre-school through adult, has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. This will be achieved through the adoption and implementation of a consistent *Student Code of Conduct* and through the implementation of a PBIS Plan in the Lapwai Middle High School.

Staff:

Lapwai Middle High School staff will abide by the Lapwai Student Code of Conduct to promote positive behavior strategies to improve academic preparation for each student at Lapwai Middle High School.

Students:

By following the Lapwai Student Code of Conduct we will gain knowledge to empower us. We will have respect for ourselves and for others. We will identify a positive path in life. Our high expectations of ourselves will lead to high achievements and allow us to grow to our full potential so that we may be positive leaders in our communities.

### Guiding Principles Code

The Lapwai School District firmly believes a positive school culture promotes equal educational opportunity and establishes the framework for a safe learning environment. The Student Code of Conduct is comprised of a set of policies, rules, and laws by which order is established and maintained for the benefit of all. Discipline within a school must have the qualities of objectivity, consistency and equity. It is the responsibility of all school personnel, students, parents, external stakeholders and the greater community to ensure the school environment encourages a climate conducive to learning.

The Student Code of Conduct is intended to be an instructive policy based on interventions and supports for students. However, when consequences are warranted, they shall be implemented based on a system of progressive discipline. Minor infractions and first offenses have less serious consequences than major infractions and repeat offenses. Factors such as age, grade level, social, emotional and intellectual

development, and overall student rights and responsibilities shall also be considered. Disciplinary issues will be resolved by every means possible prior to exclusion from school. Equitable and reasonable procedures will be followed to assure students of their rights.

The Lapwai School District expects all stakeholders to demonstrate mutual respect for the rights of others. It is expected that all involved in teaching and learning fully accept their responsibilities to model and practice the Universal Guidelines and Behavioral Expectations: Be Safe, Be Respectful and Be Responsible. Each school center shall create its own Universal Guidelines and Behavioral Expectations.

**Stakeholders' responsibilities are outlined below.**

#### Responsibility of Students

- Attend school daily, be prepared for class and complete assignments to the best of their ability
- Follow the Student Code of Conduct and school based rules
- Model and practice the expected behaviors and universal guidelines
- Notify school staff about any dangerous behavior, bullying or activity that occurs on school grounds or off school grounds when it may result in disruption of the educational setting
- Accept and respect individual differences and people
- Bring only those materials to school that are allowed
- Keep parents informed of school related issues
- Ask school personnel or other trusted adults for help in solving problems

#### Responsibility of Parents/Guardians

- Read the Student Code of Conduct with your child(ren)
- Make certain your child(ren) attends school regularly and on time
- Notify the school of absences or tardies in a timely manner
- **Monitor your child(ren)'s academic and behavioral progress**
- Talk to your child(ren) about school and behavioral expectations
- **Play an active role and support your child(ren)'s educational experience**

#### Responsibility of Teachers

- Teach and review the Student Code of Conduct
- Use well planned, creative and engaging instructional plans daily
- Set expectations, teach, model and reinforce positive behavior
- Use appropriate classroom management strategies to maintain a learning environment that supports academic success
- Provide students with meaningful and relevant feedback on their behavioral and academic progress
- Maintain a safe and orderly classroom by using prevention and intervention strategies
- Provide corrective feedback and re-teach appropriate behaviors when a student demonstrates misconduct
- Use professional judgment to prevent minor incidents from escalating

- **Keep parents informed of students' academic progress and behavior through regular communication**
- Request additional training and/or staff development as needed

#### Responsibility of Administrators

- Distribute the Student Code of Conduct to school stakeholders
- Implement the Student Code of Conduct in a fair and consistent manner
- Implement all Lapwai School District Board policies in a fair and consistent manner
- Maintain a safe and orderly school by using prevention and intervention strategies
- Provide students with meaningful and relevant positive feedback on their behavioral and academic progress
- Communicate policies, expectations and concerns and respond to complaints or concerns from students and parents in a timely manner
- Use professional judgment to prevent minor behavioral incidents from escalating
- Monitor, support and sustain the effective implementation and maintenance of School-wide Positive Behavior Interventions and Supports (PBIS)
- Define, teach, model, reinforce and support appropriate student behaviors to create positive school environments
- Provide meaningful opportunities for parent participation and involvement
- Identify appropriate training and resources as needed to implement positive behavior interventions and supports

#### Responsibility of Additional School-based Staff

- Maintain a safe and orderly school environment by modeling and supporting appropriate student behaviors
- Provide students with meaningful and relevant positive feedback on their behavioral progress
- Provide appropriate corrective feedback and re-teach appropriate behaviors when a student demonstrates misconduct
- Monitor, support and sustain the effective implementation and maintenance of a positive school culture and learning environment
- Use professional judgment to prevent minor incidents from escalating

#### Responsibility of District Staff

- Create and implement policies and procedures that encourage safe and orderly schools for all students, school staff and principals
- Protect the legal rights of school staff, principals, students and parents
- Provide appropriate training and resources to implement positive behavior interventions and supports at each school
- Assist parents who are unable to resolve issues at the school level
- Utilize individual school discipline data to identify and allocate professional development services for school administrators and staff
- Review and revise the Student Code of Conduct annually

## Student Conduct and Behavior

- The PBIS Plan emphasizes teaching students to behave in ways that contribute to academic achievement, school success, and support a school environment where students and school staff are responsible and respectful.
- The PBIS Plan will include: teaching school rules, reinforcing appropriate student behavior, using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.
- The educational purposes of the schools are accomplished best in a positive school climate that teaches, models, and reinforces student behavior that is socially acceptable and conducive to the learning and teaching process. There must also be a consistent continuum of consequences for ongoing student misconduct across the Lapwai School District.
- The School Board recognizes that the *Student Code of Conduct* must be consistent with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act (Section 504). Therefore, students eligible for services under IDEA or Section 504 will be disciplined in accordance with these acts and are governed by those *Student Code of Conduct* provisions, which specify that they apply to students covered under IDEA and 504 students.

## Behavior Expectations

One of our school improvement goals is to improve student behavior through Positive Behavior Interventions and Supports (PBIS). To achieve this goal, three overarching rules have been adapted for our school: Be Respectful, Be Responsible, and Be Safe.

Below are the Lapwai High School PBIS behavior expectations. This matrix describes the expected behavior for every location on our school grounds. These behavior expectations will be taught explicitly, modeled, practiced, and positively reinforced. Students will be acknowledged for successfully managing these behaviors.

PBIS	<u>Be Respectful</u> <u>Oa'ánnin'</u>	<u>Be Responsible</u> <u>Timmíyunin'</u>	<u>Be Safe</u> <u>Namá'íyanin'</u>
<u>All Areas</u>	*Follow directions quickly *Respect others and self (including property, clothing and language choices) *Treat others as you want to be treated	*Be here every day *Be on time *Leave personal items in locker (phones, iPods, iPads, mp3 player, all electronic devices)	*Be bully-free in words and actions *Keep hands, feet, and objects to yourself *Inform an adult about dangerous objects, behaviors, and substances

<u>Classrooms</u>	*Use kind words and actions *Use quiet voices *Follow directions quickly *Use active listening skills	*Do your best *Come to class prepared *Listen respectfully *Use break times responsibly *Leave backpacks, purses, makeup bags etc. in locker	*Follow class expectations *Get permission to leave class *Stay in assigned area *Leave chair and desk legs on floor.
<u>Passing Areas</u> (Hallways, stairs, foyer, sidewalks, breezeway)	*Use quiet voices *Keep hands & feet to self *Use kind and appropriate language	*Go directly to destination & back	*Walk safely and with purpose
<u>Cafeteria/ Lunch-break</u>	*Follow staff instructions *Touch and eat your own food *Stay in line/ keep your place in line	*Food & drink in cafeteria only *Clean up your area *Stack up chairs (high school only)	*Drive safely (high school) *Stay in designated areas only
<u>Outside Activities</u>	*Follow directions quickly *Play fair *Take turns and share equipment *Use positive behavior and language	*Respectfully, use and return equipment properly *Take care of facilities	* Inform an adult about dangerous objects, behaviors, and substances *Play safely *Stay in assigned areas
<u>Bathrooms</u>	*Respect privacy *Use quiet voices	*Flush the toilet *Wash your hands *Return to class quickly *Use sign out sheet/hall-pass *Report and inform staff of any safety/maintenance issues	*Walk *Throw trash away *Keep water & soap in sink
<u>Gym</u>	*Follow adult instructions *Play fair *Encourage others *Share equipment	*Respectfully, use and return equipment *Follow gym expectations *Leave all food and drinks outside the gym	*Play safely *Only in gym with adult supervision
<u>Library</u>	*Use quiet voices *Follow directions *Respect others' space	*Return books on time *Take care of books, computers, and library equipment *Put away items after use	*Walk *Follow library expectations *Only in Library with adult supervision
<u>Bus/Pick-Up Zone</u>	<b>*Follow bus drivers' and staff's directions</b> <b>*Respect others' space</b> *Use quiet voices	*Carry your own things on and off the bus *Throw away your trash *Remain seated until it is time to get off	*Keep head and arms inside the windows *Keep feet and backpacks out of the aisle *Walk to and from the bus
<u>Assemblies</u>	*Remain respectful to presenters *Keep all electronic devices in locker during assemblies	*Enter and exit quietly *Pick up trash on way out *Follow gym expectations	*Remain seated *Walk with class *Stay with class
<u>Emergencies</u>	*Listen and follow directions quickly *Use quiet voices	*Be alert *Provide assistance if asked	*Remain calm *Stay quiet *Walk with class

### UNIVERSAL CONSEQUENCE SYSTEM

A universal consequence system will be a clear and observable system of behavior checks. By having a physical, step-by-step consequence system students will be held accountable for their actions and teachers will be accountable to give consistent and fair consequences. This universal consequence system will provide adequate documentation necessary for discussion with parents and problem-solving on a school level. With a consistent system among staff, it will be easier to prioritize large-scale improvements at the school.

1. Each teacher will have a system of THREE warnings for behavior. Each warning will produce a



leveled consequence.

2. Each teacher will have a PHYSICAL display of the consequence system.
3. All warnings and leveled consequences (whether administered by teachers or administration) must be expected and consistent.

Warning 1: Verbal Warning

Warning 2: Verbal Warning PLUS Corrective Teacher Intervention

Warning 3: Verbal Warning PLUS Corrective Teacher Intervention

Write Up 4: Write-Up with Corrective Teacher Interventions noted

The *Student Code of Conduct* is intended to outline a range of appropriate responses for inappropriate behaviors:

- Poor academic achievement is not an act of misconduct. Therefore, the *Student Code of Conduct* must not be used to discipline students for poor academic achievement or failure.
- **A parent's failure to appropriately support his/her child's education cannot be considered misconduct on the part of the child.**
- The *Student Code of Conduct* applies to all students. However, discipline for students with disabilities shall be administered in accordance with federal and state law.
- In working within the Student Code of Conduct, school administration and staff must be sensitive to cultural differences a student may exhibit.

In an effort to fully implement school-wide Positive Behavior Intervention and Supports (PBIS) and reduce the loss of instructional time the Lapwai Middle High School expects that each teacher will utilize a wide variety of corrective strategies. Teachers must utilize and document a minimum of two research based interventions prior to writing and submitting a discipline referral on a minor offense. Some examples are provided below. **Prior to a student receiving a suspension it is the administrator's responsibility to ensure** that the student has had two interventions that address the student misbehavior. These interventions must be DOCUMENTED. Exceptions to this are offenses, which are most serious in nature (Level 3 and Level 4), and have occurred with no prior opportunity to provide early interventions.

#### Sample Classroom/ Teacher Interventions Prior to Discipline Referral

<i>Corrective Strategy</i>	<i>DESCRIPTION</i>
Apology Restitution	Student makes amends for negative actions by taking responsibility to correct the problem created by the behavior through verbal or written declaration of remorse.

Check in/Check Out	Daily contact with an assigned adult on campus. Student should see the adult before school starts each day, as well as at the end of the day.
Conference With Parent(s)	<b>Teacher communicates with student's parent(s) by phone, email, written notes, or in person</b> about the problem.
Conference With Student	Private time with a student to discuss behavior interventions/ solutions. This can include direct instruction in expected or desirable behaviors.
Corrective Assignment Restitution	Student completes a task that compensates for the negative action and triggers a desire not to revisit the negative behavior ( <i>i.e.</i> , clean-up, helping another person).
Detention	Required attendance for a monitored period of time, generally an hour after school, during lunch, or Saturday.
Home/ School Plan	Parent(s) and teacher agree on a consistent approach. The plan should be consistent with school practices, emphasizing teaching and rewarding of appropriate behaviors and using consistent consequences for problem behaviors. The home/school plan should be explained to the student by the parent(s) and teacher, as appropriate.
In-Class Time Out	Predetermined consequence for breaking classroom rules of short duration (five minutes or less, usually separated from group, but remains in class) or brief withdrawal of attention and other reinforcers (a time for student to reflect on his or her action).
Mentoring	An agreed upon adult or student who provides consistent support, guidance, and concrete help to a student who is in need of a positive role model.
Out-of-Class Time out	Student is assigned to another supervised environment for a period of time out ( <i>i.e.</i> , another classroom), slightly longer duration than in-class time out (30 minutes or less). Student must comply with rules of exclusion time out. Time-out procedure must be taught to students before implementing.
Privilege Loss	Incentives given for positive behavior are lost, ( <i>i.e.</i> , five minutes off computer time).
Reflective Assignment	Help student realize why his misbehavior was wrong by asking him/her to compose a reflective essay
Teach/Reteach Student Expectations	Teach and model behavioral expectation that students are having difficulty with adherence
Written Contract	<b>Student, teacher, and parent(s) may formulate a document expressing the student's intention to remediate or stop further occurrences of a problem behavior.</b> Written contract should be positive in tone and it should include incentives but may also include consequences for misbehavior.
Behavior Contract	A written/verbal contract or plan for the student with stated goals, objectives, and outcomes for the student to develop the necessary skills to address the stated incident
Community Service	Donated service or activity that is performed by student for the benefit of the public or its institutions.
Conference With Parent(s)	<b>Administrator and teacher communicate with student's parent(s) by phone, email, written notes, or person to person</b> about the problem.
Conference With Student	Private time with a student to discuss behavior interventions/solutions. This can include direct instruction in expected or desirable behaviors.
Daily / Weekly Report	A progress report and/or assignment sheet which gives the student and parent the opportunity to track the student's academic and behavioral progress in each of his/her classes for a specified period of time.

Loss of Privileges (during school hours)	The loss of a privilege(s) during school hours such as assemblies, field trips, and incentive activities. (The loss of an academic field trip should only occur when safety is a concern.)
Parent/Guardian Attends Class with Child	Parent/Guardian agrees to shadow child and/or attends class with their child at school for an agreed upon time during the child's school day.
Plan Meeting (IEP, LEP, 504)	Student recommended to the necessary department/group for discussion and development of a course of action/interventions for the student.
Referral for Admin Mediation	Referral to Mediation with an Administrator for stated incident.
Referral for Peer Mediation	Referral to Mediation with a Peer for stated incident.
Referral to School Based Team	Referral to the School Based Team for possible interventions. (possible appropriate PLC)
Referral to School Guidance	Counseling of the student by the guidance counselor to assist the student in developing or utilizing the necessary skills to address the incident.
Restorative Justice	A structured process guided by a trained facilitator in which the participants in an incident examine the intended and unintended impact of their actions and decide on interpersonal remedies to repair harm and restore relationship.
Schedule Change (change of regular classes)	A permanent change in the student's regular class schedule.
School Service Work (during school hours)	Work assistance, provided by the student, to any staff member during school hours, assistance could include campus or hallway clean-up
Silent Lunch / Lunch Detention	A separate facility and/or seating arrangement for the student during a regularly scheduled lunch period. Additionally, the administrator may request some cafeteria clean-up assistance from the student such as sweeping, wiping tables, and/or assisting with other clean-up activities.
Temporary Classroom Change (short-term)	The temporary removal of a student from their regular classroom to a different classroom. The student will be given the opportunity to complete his or her regular class work in the alternative setting.
Temporary Removal from Classroom	The temporary removal of a student from the traditional learning environment to a separate, individual learning environment for a short period of time
Voluntary Restitution / Self-Designed Action(s)	Student makes amends for negative actions, taking responsibility to correct the problem, through a written or verbal apology.
Other	Must still be documented and a teacher intervention.

LEVEL 1	Range of	Range of Discipline Actions
Behaviors	Corrective Strategies Prior to Administering Discipline	The principal or designee <u>may</u> select at least one of the following from Level 1 Actions. Principals may authorize use of Level 2 Actions for repeated, serious, or habitual Level 1 Incidents.
Level 1 Incidents are acts that disrupt the orderly operation of the classroom, school, transportation or extracurricular activities		Administrative Responsibilities
		<ul style="list-style-type: none"> <li>➤ Parent/Guardian Contacted (M)</li> <li>➤ Conference with Student (M)</li> </ul>
<u>LEVEL 1 INCIDENTS</u>		<u>LEVEL 1 ACTIONS</u>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Tardiness, Habitual</li> <li><input type="checkbox"/> Truancy</li> <li><input type="checkbox"/> Out of Assigned Area</li> <li><input type="checkbox"/> Leaving School Grounds w/out permission</li> <li><input type="checkbox"/> Dress Code Violations</li> <li><input type="checkbox"/> Public Displays of Affection</li> <li><input type="checkbox"/> Cheating</li> <li><input type="checkbox"/> Failure to comply with School Rules</li> <li><input type="checkbox"/> Bus Rules Violation</li> <li><input type="checkbox"/> Computer/Technology Misuse               <ul style="list-style-type: none"> <li>○ (Minor)</li> </ul> </li> <li><input type="checkbox"/> Disruptive (Unruly) Behavior or Play</li> <li><input type="checkbox"/> Disrespectful Language</li> <li><input type="checkbox"/> Confrontation</li> <li><input type="checkbox"/> Lying/Misrepresentation</li> <li><input type="checkbox"/> Cell phone/Technology Violation</li> <li><input type="checkbox"/> Inappropriate Activity</li> <li><input type="checkbox"/> Disobedience/Insubordination</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review of Matrix of Expectations</li> <li><input type="checkbox"/> Re-teach Behavior</li> <li><input type="checkbox"/> Coaching</li> <li><input type="checkbox"/> Reflective Assignment</li> <li><input type="checkbox"/> Apology Letter</li> <li><input type="checkbox"/> Check in Check out</li> <li><input type="checkbox"/> Conference with Parents</li> <li><input type="checkbox"/> Conference with Student</li> <li><input type="checkbox"/> Corrective Assignment</li> <li><input type="checkbox"/> Restitution</li> <li><input type="checkbox"/> Detention/Refocus Rooms</li> <li><input type="checkbox"/> Home/School Plan</li> <li><input type="checkbox"/> In-Class Time Out</li> <li><input type="checkbox"/> Mentoring</li> <li><input type="checkbox"/> Out-of-Class Time Out</li> <li><input type="checkbox"/> Privilege Loss</li> <li><input type="checkbox"/> Reflective Assignment</li> <li><input type="checkbox"/> Teach/Reteach Student Expectations</li> <li><input type="checkbox"/> Written Contract</li> <li><input type="checkbox"/> Behavior Contract</li> <li><input type="checkbox"/> Community Service</li> <li><input type="checkbox"/> Daily/Weekly Report</li> <li><input type="checkbox"/> Parent Attends Class with Child</li> <li><input type="checkbox"/> Plan Meeting (IEP, LEP, 504)</li> <li><input type="checkbox"/> Referral For Peer Mediation</li> <li><input type="checkbox"/> Restorative Justice</li> <li><input type="checkbox"/> Schedule Change (change of regular classes)</li> <li><input type="checkbox"/> School Service Work (during school hours)</li> <li><input type="checkbox"/> Silent Lunch/Lunch Detention</li> <li><input type="checkbox"/> Temporary Classroom Change (short-term)</li> <li><input type="checkbox"/> Temporary Removal from Classroom</li> <li><input type="checkbox"/> Voluntary Restitution/Self-Designed Action(s)</li> <li><input type="checkbox"/> others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conference with Parents</li> <li><input type="checkbox"/> Referred to School Guidance</li> <li><input type="checkbox"/> Referral for Peer Mediation</li> <li><input type="checkbox"/> Referral for Administrative Mediation</li> <li><input type="checkbox"/> Behavior Contract</li> <li><input type="checkbox"/> Plan Meeting (IEP, 504, LEP)</li> <li><input type="checkbox"/> Daily Weekly Report</li> <li><input type="checkbox"/> Schedule Change</li> <li><input type="checkbox"/> Parent Guardian Attends School w/Student</li> <li><input type="checkbox"/> Voluntary Restitution</li> <li><input type="checkbox"/> Assigned Bus Seat</li> <li><input type="checkbox"/> Silent Lunch/Lunch Detention</li> <li><input type="checkbox"/> After School Detention</li> <li><input type="checkbox"/> Extended or Multiple Detention</li> <li><input type="checkbox"/> Saturday School Detention</li> <li><input type="checkbox"/> Confiscation</li> <li><input type="checkbox"/> Conflict Resolution</li> <li><input type="checkbox"/> Mentoring</li> <li><input type="checkbox"/> Referral to Outside Agency</li> </ul>
*Referral to School Based Team Mandatory		M = Mandatory

## Discipline Guide

<p style="text-align: center;">LEVEL 2</p> <p style="text-align: center;">Behaviors</p> <p>Level 2 Incidents are more serious than Level 1 Incidents. These behaviors significantly interfere with the learning process and/or the well-being of others</p> <p style="text-align: center;"><u>LEVEL 2 INCIDENTS</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Harassment *</li> <li><input type="checkbox"/> Bus Disruption</li> <li><input type="checkbox"/> Profane or Obscene Language</li> <li><input type="checkbox"/> Threat, Non-Criminal *</li> <li><input type="checkbox"/> Physical Aggression *</li> <li><input type="checkbox"/> Repetitive Disruptive Behaviors *</li> <li><input type="checkbox"/> Repetitive Disobedience []</li> <li><input type="checkbox"/> Bullying/Cyber bullying *</li> <li><input type="checkbox"/> Hazing *</li> <li><input type="checkbox"/> Vandalism &lt;\$1000</li> <li><input type="checkbox"/> Petty Theft or Stealing &lt;\$300</li> <li><input type="checkbox"/> Possession of Tobacco Products **</li> <li><input type="checkbox"/> Un-served Detentions (Regular)</li> <li><input type="checkbox"/> Un-served Detentions (Saturday)</li> <li><input type="checkbox"/> Firecrackers/Poppers *</li> <li><input type="checkbox"/> Forgery of Document or Signature</li> <li><input type="checkbox"/> Gambling *</li> <li><input type="checkbox"/> Sexual Harassment *</li> <li><input type="checkbox"/> Possession of Other Instruments or Objects</li> <li><input type="checkbox"/> Menacing Statements, Non- <ul style="list-style-type: none"> <li>o Criminal *</li> </ul> </li> <li><input type="checkbox"/> Severe Inappropriate Activity *</li> </ul> <p>*Referral to School Based Team Mandatory</p>	<p style="text-align: center;">Administrative Responsibilities</p> <ul style="list-style-type: none"> <li>➤ Investigation</li> <li>➤ Witness Statements</li> </ul> <p style="text-align: center;">Range of Corrective Strategies Prior to Administering Discipline</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Investigation</li> <li><input type="checkbox"/> Witness Statements</li> <li><input type="checkbox"/> Review of Matrix of Expectations</li> <li><input type="checkbox"/> Coaching</li> <li><input type="checkbox"/> Reflective Assignment</li> <li><input type="checkbox"/> Apology Letter</li> <li><input type="checkbox"/> Check in-Check Out</li> <li><input type="checkbox"/> Restorative Justice</li> <li><input type="checkbox"/> Ripple Effects</li> <li><input type="checkbox"/> Stay Away Agreement</li> <li><input type="checkbox"/> Victim Safety Plan</li> </ul>	<p style="text-align: center;">Range of Discipline Actions Where appropriate principals or designees should apply discipline in a progressive manner. The principal or designee <u>can</u> select one of the strategies from Level 1, as well as one action from Level 2.</p> <p style="text-align: center;">Administrative Responsibilities</p> <ul style="list-style-type: none"> <li>➤ Parent/Guardian Contacted (M)</li> <li>➤ Conference with Student (M)</li> </ul> <p style="text-align: center;"><u>LEVEL 2 ACTIONS</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mediation</li> <li><input type="checkbox"/> Behavior Contract</li> <li><input type="checkbox"/> Plan Meeting (IEP, 504, LEP)</li> <li><input type="checkbox"/> Daily Weekly Report</li> <li><input type="checkbox"/> Voluntary Restitution</li> <li><input type="checkbox"/> Restorative Justice</li> <li><input type="checkbox"/> Community Service</li> <li><input type="checkbox"/> Loss of Privileges</li> <li><input type="checkbox"/> Confiscation</li> <li><input type="checkbox"/> In-School Intervention</li> <li><input type="checkbox"/> In-School Suspension</li> <li><input type="checkbox"/> Days Held in Abeyance</li> <li><input type="checkbox"/> Tobacco Alternative Program **</li> <li><input type="checkbox"/> Bus Suspension</li> <li><input type="checkbox"/> Out of School Suspension for 1-5 days</li> </ul> <p>** 1<sup>st</sup> Offense – 5 days OSS/3 in Abeyance with attendance at Alcohol Tobacco or Other Drugs (ATOD)</p> <p>** 2<sup>nd</sup> Offense – 5 days OSS/2 in Abeyance with attendance at Alcohol Tobacco or Other Drugs(ATOD)</p> <p>*** Further offenses – 10 days OSS</p> <p>M = Mandatory</p>
---	--	---



<p style="text-align: center;">LEVEL 3</p> <p style="text-align: center;">Behaviors</p> <p>Level 3 Incidents are more serious than Level 2 Incidents. These behaviors cause significant disruptions with the learning process. These incidents cause health and/or safety concerns, or damage to school property.</p> <p style="text-align: center;"><u>LEVEL 3 INCIDENTS</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fighting</li> <li><input type="checkbox"/> Verbal Assault on an Student/Person</li> <li><input type="checkbox"/> Verbal Assault on School Board Employee</li> <li><input type="checkbox"/> Physical Attack</li> <li><input type="checkbox"/> Extortion/Blackmail/Coercion</li> <li><input type="checkbox"/> Robbery</li> <li><input type="checkbox"/> Hazing</li> <li><input type="checkbox"/> Stealing &gt;\$300</li> <li><input type="checkbox"/> Vandalism &gt;\$1000</li> <li><input type="checkbox"/> Breaking and Entering/Burglary</li> <li><input type="checkbox"/> Computer/Technology Misuse <ul style="list-style-type: none"> <li>o (Major)</li> </ul> </li> <li><input type="checkbox"/> Reckless Vehicle Use</li> <li><input type="checkbox"/> Motor Vehicle Theft</li> <li><input type="checkbox"/> Arson ****</li> <li><input type="checkbox"/> Counterfeit or Misrepresented Document</li> <li><input type="checkbox"/> Sexual Assault</li> <li><input type="checkbox"/> Unauthorized use of Prescription Medications***</li> <li><input type="checkbox"/> Use of Intoxicants***</li> <li><input type="checkbox"/> Alcohol ***</li> <li><input type="checkbox"/> Drug Paraphernalia ***</li> <li><input type="checkbox"/> Drugs/Imitation Drugs Represented as Drugs <ul style="list-style-type: none"> <li>o (possession/use/storage)***</li> </ul> </li> <li><input type="checkbox"/> Disruption of School</li> <li><input type="checkbox"/> Trespassing</li> <li><input type="checkbox"/> False Fire Alarm/ 911 Call</li> <li><input type="checkbox"/> Bomb Threat ****</li> <li><input type="checkbox"/> Inappropriate Lewd, or Obscene Act</li> <li><input type="checkbox"/> Sexual Misconduct</li> <li><input type="checkbox"/> Possession of a Knife or Other <ul style="list-style-type: none"> <li><input type="checkbox"/> Potentially Dangerous Item</li> </ul> </li> </ul>	<p style="text-align: center;">Administrative Responsibilities</p> <ul style="list-style-type: none"> <li>➤ Investigate (M)</li> <li>➤ Witness Statements (M)</li> <li>➤ Notify School Police (M)</li> <li>➤ Referral to School Based Team (M)</li> </ul>	<p style="text-align: center;">Range of Discipline Actions</p> <p>Principals <u>must</u> select at least one of the nonmandatory Level 3 Actions.</p> <p style="text-align: center;">Administrative Responsibilities</p> <ul style="list-style-type: none"> <li>➤ Parent/Guardian Contacted (M)</li> <li>➤ Student Conference (M)</li> </ul> <p style="text-align: center;"><u>LEVEL 3 ACTIONS</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Confiscation (where applicable)</li> <li><input type="checkbox"/> Restorative Justice</li> <li><input type="checkbox"/> Community Service</li> <li><input type="checkbox"/> Loss of Extra Curricular Activities</li> <li><input type="checkbox"/> In School Suspension</li> <li><input type="checkbox"/> Days Held in Abeyance</li> <li><input type="checkbox"/> Suspension from School 1-10 days</li> <li><input type="checkbox"/> Recommended for Expulsion ****</li> </ul> <p style="text-align: center;">Alcohol or Other Drug (AOD) Offenses</p> <p>*** 1<sup>st</sup> Offense – 10 days OSS/5 in Abeyance with attendance at District approved Alcohol or Other Drugs program</p> <p>*** Repeated Alcohol or Other Drugs offense during same calendar year – REQUIRE a 10 day out-of-school suspension and Principal can recommend for expulsion.</p> <p><u>Principals can request to convene a Discipline Screening Committee on any infraction that is unique in nature.</u></p> <p>M= Mandatory</p>
---	---	---

<p>LEVEL 4</p> <p>Behavior These behaviors are the most serious acts of student misconduct and threaten life</p> <p><u>LEVEL 4 INCIDENTS</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Imminent Threat of Violence,</li> <li><input type="checkbox"/> High Level****</li> <li><input type="checkbox"/> Attempt a Criminal Act Against a Person****</li> <li><input type="checkbox"/> Possession of a Firearm, Handgun, Rifle, Shotgun****</li> <li><input type="checkbox"/> Battery on Law Enforcement Officer****</li> <li><input type="checkbox"/> Possession, Use, Sale, Storage or Distribution of an Explosive Device****</li> <li><input type="checkbox"/> Sale, Intent to Sell, or Distribution of Drugs, Imitation</li> <li><input type="checkbox"/> Drugs Represented as Drugs, or</li> <li><input type="checkbox"/> Prescription Medications****</li> <li><input type="checkbox"/> Aggravated Assault****</li> <li><input type="checkbox"/> Battery or Aggravated Battery on a Student/Person (Non- School Board Employee)****</li> <li><input type="checkbox"/> Armed Robbery****</li> <li><input type="checkbox"/> Battery or Aggravated Battery on School Board Employee****</li> <li><input type="checkbox"/> Sexual Battery ****</li> <li><input type="checkbox"/> Kidnapping or Abduction****</li> <li><input type="checkbox"/> Homicide****</li> </ul>	<p>Administrative Responsibilities</p> <ul style="list-style-type: none"> <li>➤ Investigate (M)</li> <li>➤ Witness Statements (M)</li> <li>➤ Notify Area Supt. (M)</li> <li>➤ Notify Safe Schools (M)</li> <li>➤ Notify School Police (M)</li> </ul>	<p>Discipline Consequences Principal or designee <u>must</u> use the following Level 4 Actions</p> <p><u>LEVEL 4 ACTIONS</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent/Guardian Contacted (M)</li> <li><input type="checkbox"/> Student Conference (M)</li> <li><input type="checkbox"/> Confiscation (if applicable) (M)</li> <li><input type="checkbox"/> Suspension from School 10 days (M)</li> </ul> <p>****Recommendation for Expulsion (M)</p> <p>Principals can request to convene a Discipline Screening Committee on any infraction that is unique in nature.</p> <p>M= Mandatory</p>
---	--	--

### BULLYING/HARASSMENT

Bullying is when one or more people cause physical, verbal, or emotional harm to another. To help all students feel safe at school, we have a concerted effort to stop bullying.

Lapwai Middle/High School does not tolerate bullying or harassment, and is committed to providing a positive and productive learning and working environment. Hazing, harassment, intimidation, menacing, cyber bullying, or bullying by students, staff or third parties is strictly prohibited and shall not be tolerated.

Any student, employee or third party who has knowledge of conduct in violation of this policy or feels he/she has been a victim of hazing, harassment, intimidation, bullying, cyber bullying or menacing in violation of this policy is encouraged to immediately report his/her concerns to a teacher; his/her immediate supervisor; to the building principal; or to the superintendent.

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the board of **education's approved** *Student Code of Conduct* or employee handbook.

Procedures shall include descriptions of prohibited conduct, reporting investigative procedures, as needed, and provisions to ensure notice of this policy is provided to students, staff and third parties.

All complaints will be promptly investigated in accordance with the following procedures:

Step I- Any hazing, harassment, intimidation, bullying, cyber bullying or menacing information shall be presented to the supervising teacher with the support of the building principal or superintendent. Complaints against the building principal shall be filed with the superintendent. Complaints against the superintendent shall be filed with the board chairman.

Step II- The supervising teacher receiving the complaint shall promptly investigate. Parents will be notified of the nature of any complaint involving their student. The teacher and/or principal will arrange meetings as necessary with all concerned parties. Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental level and age of the student, and must be consistent with the Board of **Education's approved** Student Code of Conduct. Consequences and appropriate remedial actions may range from positive behavioral interventions up to and including suspension or expulsion.

Step III- Whenever necessary remedial measures shall be designed to: *correct the problem behavior; prevent another occurrence of the behavior; and protect the victim* of the act.

Step IV- If the complainant and/or parent/guardian is not satisfied with the actions taken in Steps I-III, he/she may submit a written appeal to the superintendent or designee. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The **superintendent or designee shall provide a written decision to the complainant's appeal within 10 working days.**

Step V- If the complainant is not satisfied with the decision at Step IV, a written appeal may be filed with the Board. Such appeal must be filed within 10 working days after the receipt of Step IV decision. The board shall provide a written decision to the complainant within 10 working days after the scheduled Board Meeting.

*Further information is available on Bullying in Lapwai School District Policy 506.13. If interested, you may request a copy from the front office or the District Office.*

BUS SERVICE

Appropriate behavior is expected of all students while riding school buses as per Lapwai School District Discipline Code (refer to enclosed 5020 Discipline Code). Students riding the bus to school must obey posted rules, regulations and the authority of the bus driver. Students not abiding by these rules will be subject to disciplinary action determined by the school administrators. Only students living outside the city limits of Lapwai (with the exception of Sundown Heights) may ride buses. Once students arrive at school on the bus, they are required to stay on the school grounds.

CELL PHONES / ELECTRONIC DEVICES

Cell phones or electronic devices (including, but not limited to: tablets, mp3 players, iPods) use is NOT allowed during the school day (8:15 a.m. - 3:28 p.m.) with the exception of LUNCH HOUR (only in the commons or outside). This is necessary to ensure a productive, safe and focused educational environment. Phone noises and conversations distract from the learning focus and sometimes lead to arguments, inappropriate language, bullying/harassment, and academic dishonesty.

All cell phones and electronic devices should remain turned off during the entire school day and must be stored **away in each student's** respective lockers. Use is not permitted during class or between classes during transition times from one class to the next. (Exceptions may be granted in writing by Administration for medical or court ordered requirements.)

Parents are discouraged from calling students on their cell phones during the school day. Parents are asked to call the main school office at 843-2241, to relay any message his/her student may need.

Students may get permission to use the student phone located in the main office during the school day.

Procedure for cell phone/electronic device violations:

- Give the phone/device to any staff member.
- The staff member will turn the device in to the office where the student may pick it up at the end of the day.
- The device will come to the office with a citation slip.
- Both the citation slip and phone will be placed in the vault, and the phone will be picked up by the student after school.
- After the 3rd violation, the phone will be confiscated and the parent will have to come to the school to retrieve the phone and meet with an administrative staff member.
  - o If a student continues to break the electronic device policy after their parent has come to the school to pick-up his/her device, the student will be placed on a phone/electronic device contract. Administration will determine the duration and severity of the phone/electronic device contract.
- Students who refuse to comply will be considered insubordinate and will be referred to the office. Administration will issue one of the following:
  - o Detention
  - o Closed Campus
  - o Phone/Electronic Device Contract
  - o In-School or Out-of-School suspension from school.

CRIMINAL ACTS

The following acts are among those defined as criminal under the law in the State of Idaho. Police may be involved in addressing any of these concerns:

1. Assault- Physical threat or violence toward staff or students
2. Bomb Threats- Student(s) calling in a bomb threat may be convicted of a felony and subject to penalty in the state penitentiary.
3. Extortion or Coercion- Obtaining money or property by violence or threat of violence, or forcing a person to do something against his/her will by force or threat of force
4. Possession of firearms, weapons, or explosives
5. Sale, use or possession of alcohol or drugs
  - a. Lapwai Middle/High School is committed to a drug-free environment. Students suspected of being under the influence of any drug during school, on school property, or at any school **function will be isolated, based on "reasonable suspicion." If students are determined to be "under the influence," parents/guardians will be contacted, along with law enforcement.**
  - b. It is the policy of the Lapwai School District that a student shall not possess, use, sell, transmit, traffic in, or be under the influence of illegal/controlled substances on the school grounds or while attending a school activity. It is the policy that any student who uses, sells, transmits, or traffics in any substance that is subject to this policy shall receive professional assistance. Lapwai Schools will follow Idaho law and Board Policy when assisting students with drug/alcohol concerns. A student who brings drugs and/or alcohol to school or who is under the influence of drugs and/or alcohol may be subject to the following discipline and/or suspension or expulsion at the discretion of the School Board.
    - i. 1<sup>st</sup> Offense: 5 days out-of-school suspension and may be required to appear before the Board for possible expulsion.
    - ii. 2<sup>nd</sup> Offense: 10 days out-of-school suspension and may be required to appear before the Board for possible expulsion.
    - iii. 3<sup>rd</sup> Offense: Recommendation for expulsion.
6. Sexual harassment/abuse- Unwanted, inappropriate touching, teasing, and/or threatening. An incident report will be filed; parents will be notified
7. Tampering with security systems and/or fire alarms
8. Theft- Stealing property of the school or of another person or aiding or abetting such stealing
9. Trespass by Students- Being in an unauthorized place under school jurisdiction and/or refusing to leave when ordered to do so
10. Unauthorized use of Firearms, Dangerous Weapons, or Explosives
11. Vandalism, arson, malicious destruction of school property
 

-Students are responsible for the proper care of all school property. Students who damage school property will be expected to pay for the damages. The amount owed will be the costs to repair or replace damaged property. Disciplinary action may be taken by the school and/or law enforcement.

SEVERE DISRUPTION

Any student whose behavior is severely disruptive and/or dangerous will be sent to an administrator immediately for a problem solving conference. Continuous disruption and failure to comply with reasonable requests of faculty and staff may result in suspension from school.

DETENTION

Detention will be assigned to a student based on their behavior in the classroom. Certified and Non-Certified **staff will be able to assign detention if they deem it necessary based on the student's behavior.** Detention will be served that same day if possible. Student who earn detention, will be considered in poor standing and unable to participate in extracurricular activities until the detention(s) are served. Detention will be served in 30 minute increments.

Time: 3:30-4:00 pm M-Thurs, 1-1:30 pm Fri

Staff who assign detention will be required to attempt 3 different times to notify parents/guardians and record those attempts.

Student name, staff who assigned the detention, and reason for the detention will be sent to Dean of Students. Dean of Students will send notification to the student and send a list of students to Detention Monitor before the end of the day.

Failure to report to detention is defiance. Admin will assign the consequence for not reporting to detention which may include one or more of the following:

1. In-School Suspension
2. Closed Campus Lunch
3. Additional Detention Hours
4. Saturday School
5. Athletic Participation Suspension
6. Out of School Suspension

DRESS CODE

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

Clothing and other personal property (including hats) must not be offensive or obscene and may not advertise or depict the use of alcohol, tobacco, illegal drugs, violence or gang affiliation. *Clothing must be school appropriate with no unnecessary exposure (breasts, bellies, and bottoms must be completely covered at all times).* Bandanas are not permitted on school grounds.

Your attire must allow you to effectively engage with teachers and students during class discussions.



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

#### GANG AND GANG ACTIVITY

**"Gang"** shall refer to any group of three or more persons, whether formal or informal, that has a common name or common identifying sign or symbol, and associate together to advocate, conspire, or commit:

1. One or more criminal acts; or
2. Acts which threaten the safety or well-being of property or persons, including, but not limited to, harassment and intimidation.

It also includes gangs as defined in Idaho Code.

- Individual students or groups of students on school property or at any school-sponsored activity shall not:
  1. Wear, possess, use, distribute, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other items which are evidence of membership in or affiliation with any gang and/or representative of any gang;
  2. Display tattoos which may be affiliated with any gang and/or representative of any gang;
  3. Engage in any act, whether verbal or nonverbal, including gestures or handshakes, showing membership in or affiliation with any gang and/or that is representative of any gang; or
  4. Engage in any act furthering the interest of any gang or gang activity, including, but not limited to:
    - a. Soliciting membership in or affiliation with any gang;
    - b. Soliciting any person to pay for protection or threatening another person,
    - c. Painting, writing, or otherwise inscribing gang-related graffiti, messages, symbols, or signs on school property; or
    - d. Engaging in violence, extortion, or any other illegal act or other violation on school property.

Violations of this policy shall result in disciplinary action, up to and including suspension, expulsion, and/or notification of police. Reasonable conditions for re-admittance may be prescribed by school administration including counseling.

# Lapwai Middle/High School Athletic Handbook



404 S. Main St.  
Lapwai, Id 83540

Athletic Director  
David Kronemann

Principal  
Dr. D'Lisa Pinkham

Superintendent  
Dr. David Aiken

## **TO THE ATHLETE**

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

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

## **CODE OF ETHICS**

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

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

## **DISTRICT ATHLETIC PHILOSOPHY**

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

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

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

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

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

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

# **SPECIAL NOTICE ON HAZING, HARRASSMENT AND BULLYING**

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

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

## **Definitions**

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

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

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

## **STUDENT ELIGIBILITY**

### **Team Participation**

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

### **ELIGIBILITY/ACADEMIC STANDING**

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

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



## **Academic Eligibility**

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

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

## **Summer School**

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

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

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

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

## **Academic Assistance Program**

### **Lapwai School District Requirement**

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

### **Criteria**

- All student athletes must maintain a 70% or better in all classes
- Athletic Director/Principal/Parent/Student initiated grade checks will take place bi-weekly on Monday by 3:30 pm.

- Teachers will report to the Athletic Director if any student athletes' grade falls below a 70%.
- Teachers will notify student athletes and their guardians of their grades if they fall below a 70%. Teachers will document when they have made contact, or tried to make contact, with guardians.
- Student Athletes, who have a grade that is below 70%, are required to attend AAP, Friday School, and/or Saturday School when given. Student Athletes are required to bring proof to their coaches that they attended.
- Student Athletes are allowed to continue to practice and play as long as they continue to go to AAP and their grades do not slip to failing.
- Student Athletes who have an F in any class are ineligible to participate in a game or practice until that grade is passing. However, student athletes are still required to attend practice unless the head coach determines otherwise. These student athletes are required to attend AAP, Friday School, and/or Saturday School when given.
- If a grade check falls on a game day, that student athlete will be allowed to play that game and will become ineligible that following day.
- The Athletic Director will notify student and guardians if they are determined to be ineligible.

### **Attendance**

Exclusive of school-scheduled activities, a student may only miss twelve (12) days per semester. With the exception of absences which include a written doctor's excuse, student athletes exceeding twelve (12) absences will be ineligible for continued participation that semester.

- Athletes who are over in absences will develop a plan with the Athletic Director or Principal to recover this time. Appropriate areas include:
  - After School Program
  - Friday School
  - Scheduled Saturday Schools
- Other areas can be used with the approval of the Athletic Director or Principal.
- All absences up to 10 absence will be made up before athlete can return to participation

### **Other Eligibility Requirements:**

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

### **Mandatory Baseline Drug Testing**

1. Student Athletes will submit to a drug test before he/she takes part in their first sport of the year. (Example: if student A submits a drug test for football, they will not need to for basketball.) School district will work with Tribal Police to appropriately administer these tests.
2. Student Athletes will submit to a drug test if reasonable suspicion arises by administration at Lapwai School District.
3. Any refusal, Student Athlete or parent/guardian, of testing will be treated as a first offense. Student Athletes have 24 hours to submit to testing to be reinstated.
4. If a Student Athlete comes up negative for drugs/alcohol, they will be reinstated immediately.
5. If a Student Athlete comes up positive for drugs/alcohol, First Offense procedures will apply (see Suspension from Extracurricular Activities, page 9 of Athletic Code).
6. Student Athletes who are tested positive for drugs/alcohol will not be charged by law enforcement unless present intoxication is obvious and/or drug paraphernalia is present.

### **Practice and Events:**

- ♦ Team practice may be scheduled every school day. Team members are expected to be punctual in reporting.
- ♦ In case of necessary absence from practice, report to the coach/coaches or the athletic director if the coach is not available.
- ♦ Team members who have a regular physical education class will be expected to participate in that class the day of competition.
- ♦ Student athletes will not be allowed to participate in an event or athletic practice if they are not in attendance in school the entire day. A written doctor's note is required to excuse a student athlete's absence. Other extreme cases where a student athlete is absent from school may be reviewed in a case by case basis by the principal and/or athletic director to determine eligibility.
- ♦ Students Athletes **must** be in school the day after a game. Exceptions can be made due to doctor, dentist, court or other family arrangements (prior arrangements must be made and approved by Athletic Director or Principal). A warning will be issued for the first violation. Further violations will result in ineligibility for the next game.
- ♦ If an athlete is out for a medical problem or injury, he or she must provide the coach and athletic director with a doctor's note releasing them to participate in the sport after proper care has taken place. A physical copy of that note must be on file with the Athletic Director before student athlete can play.

### **Dropping from an Athletic Team:**

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

### **General Requirements to Earn a Lapwai High School Letter:**

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

### **Athletic Trips:**

- ♦ All student athletes must travel to and from events (and practices when appropriate) with the team. Only upon written request by the parents/guardian, on the accepted Travel Release Form will consideration be given for alternate transportation.
- ♦ Travel Waiver Forms will be turned in 24 hours before the scheduled athletic event.
- ♦ Behavior on the bus during trips should be such that it reflects favorably on the athletic program.
- ♦ Intentionally taking any articles from host schools is inexcusable and is grounds for immediate dismissal from the team.
- ♦ To be considered for overnight stay, all athletic trips must be at least 100 miles, one way. Other factors will also be taken into consideration to determine if overnight stay is necessary. The Athletic Director will make the final determination.

### **Equipment and Uniforms:**

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

### **School Standards:**

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

### **On the Field and Court:**

- ♦ Each coach will specify field and court regulations/procedures. Athletes are expected to obey these regulations/procedures and to conduct themselves in an acceptable manner.
- ♦ In athletic competition, a successful athlete never uses profanity or illegal tactics. He/she learns quickly that losing, as well as winning, is part of the game. Athletes should be gracious in defeat and modest in victory.
- ♦ Athletes should demonstrate self-control at all times.
- ♦ Officials in a game or event are there for the purpose of ensuring both teams that they will receive a fair opportunity. Officials do not lose a game for you.

### **Suspension from Extracurricular Activities:**

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

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

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

### **Consequences:**

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

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

A student may be suspended from extracurricular activities when it reasonably appears to the principal or designee that he/she has been involved with drug use or other criminal conduct **in any location, either on or off campus, during the sports season.** If an athlete is under adjudication for any criminal or civil act, all legal actions must be complete before athlete resumes play. This does not include infractions such as minor civil or traffic violations.

*Infractions Which Occur on Out-of-School Trips*

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

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

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

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

- ♦ Be suspended from participation for 1/3 of the athletic contests for the season that the athlete is currently participating in. The length of the suspension will be determined on the number of scheduled regular season contests. The suspension may also continue into the next sport season during that school year in order to fulfill the suspension. This could include regional and state playoffs. When the athlete has successfully completed the terms of the suspension, the athlete will return to the team and dress, travel and be eligible to compete in all regular and post season contests remaining. Upon return from the suspension, the athlete must earn back playing time and/or their prior position on the team's depth chart as established by team expectations and policies.
- ♦ If the violation was for possession, use or consumption of alcohol or drugs, or being knowingly present in a situation where there is possession or consumption of alcohol or drugs, the student will not only be suspended for 1/3 of the contests, but also must promptly enroll in, attend and complete a drug and alcohol program approved by the athletic director. The school district will provide district approved resources and guidance to athletes and their guardians to help with the completion of this task.
- ♦ Complete ten hours of community service. All community service placements will be the responsibility of the athlete and/or guardians. Placements must be approved by the athletic director. Completion of service work is mandatory for full reinstatement.
- ♦ The first major violation could also result in an immediate expulsion from the program, based on severity, if agreed upon by the coach/coaches with the approval of the athletic director.

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

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

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

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

### **Determination of Violations:**

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

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

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

The student/athlete and his or her parents/guardian shall be notified in writing of the finding of the athletic director and any penalty assessed. If the student/athlete and his or her parents/guardian are dissatisfied with the determination made by the athletic director, then within five (5) days of their receipt of written notice of the athletic director's decision, the student and his or her parents/guardian may make a written request to the principal for a review of the athletic director's decision. The principal shall thereupon meet with the student/athlete, his or her parents/guardian and, after such review and investigation as the principal deems necessary, he/she shall notify the student/athlete and his or her parents/guardians in writing of his/her decision to either affirm, reverse or modify the decision of the athletic director. The principal's decision in this matter shall be considered final.

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

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



director, will work with the student/athlete in completion of obligations. The cost of drug and alcohol counseling will be paid by the student, his or her parents or guardians.

### **Violation of intermediate rules:**

Use of tobacco:

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

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

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

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

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

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

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

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

### **Violation of minor rules:**

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

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

### **DEFINITIONS**

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

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

**District Official:** includes, but is not limited to, teacher, school counselor, coach, activities/athletic director, principal, assistant principal, dean of students, or District administrator.

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

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

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

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

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

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

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

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

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

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

# How to prevent and respond to school fights

By: [Steven Blackburn](#) | May 3, 2019



*There are a number of effective strategies officials can learn to prevent fights from the Crisis Prevention Institute (CPI), in addition to other companies. Photo by [gettyimages.com: erhui1979](#).*

A range of policies and training techniques can change the way schools prevent or respond to physical altercations between students. School administrators can learn effective strategies on how to stop school fights by participating in training seminars from companies such as the Crisis Prevention Institute (CPI). Here are a few school violence prevention tips.

## Before it happens

Because fights don't always erupt in classrooms, administrators need teachers to watch for trouble brewing throughout the school building. This requires creating policies that detail where teachers need to be at critical times, which include:

1. when students arrive in the morning
2. between classes in the hallways
3. during lunch
4. at dismissal

## When it happens

Unfortunately, even the most vigilant educators can't prevent every fight from happening. In Illinois, 25 dean's assistants and administrators at School District U-46 participated in CPI's school violence prevention training. After learning how to stop school fights from escalating, administrators created a four-step procedure:

---

**Read:** Hope in a hostile school environment

---

1. The closest teacher or administrator intervenes and attempts to separate the fighting students.
2. That teacher yells for adult assistance and if none is immediately available, dispatches a student to the central office.
3. Once several educators are on the scene, they escort the students separately to the central office.
4. Someone in the central office uses a walkie-talkie to notify the assistant principal, who discusses the dispute with students and takes any necessary disciplinary action.

These administrators also learned other techniques from the CPI training, such as:

**Wait, if possible, for a team of adults to arrive or for a fight to wane before intervening physically.** Do not jump into a fight alone. Instead, try to disperse students who are watching. Staff must press a call button (found in every classroom) that summons help from the central office.

**Deflect blows before they land.** When one girl at District U-46's Streamwood High tried to hit another with a lock, a dean's assistant saw her arm come back and "used a deflection technique to spin her around," says Principal Terri Lozier. If the dean's assistant had not stopped her, the aggressor would have been expelled and the other student likely injured.

**Respond to students who helped intervene.** Tell these students they made a good choice when they stopped the fighting and thank them for doing so.

**Break up the scene.** Take the combatants to separate areas as soon as possible.

Topics: Student behavior | Student safety