

LAPWAI SCHOOL DISTRICT #341
BOARD OF TRUSTEES - REGULAR MONTHLY MEETING
Lapwai School District Office, 404 S Main St, Lapwai, Idaho
Monday, March 16, 2020 - 5:00 pm

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

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- 2) A. Consent Agenda – Action Item
 1. Approval of Minutes – February 24, 2020
 2. Budget Report/Balance Sheet
 3. Payment of Current Bills
 4. Associated Student Body Accounts

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24

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

28, 42,

91, 115,

116

- 4) Discussion Items
 - A. Administrator's Reports – Principals, Sped Director, Athletic Director, Superintendent
 - B.

- 5) Action Items

A.

B.

- 6) Executive Session – Idaho Code Section 74-206(1) (a) (Personnel) – Action Item
(If 4 of 5 Board Members are present as per Idaho Code Section 74-206(1)
(a) to consider hiring a public employee

Personnel Action Items:

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- A. Resignation – Middle/High School Teacher – Sheryl Bentz
- B. New Hire – Business Teacher – Bradley Peterson

- 7) Board Training –

- 8) Adjourn – Action Item

LAPWAI SCHOOL DISTRICT #341
School Board Minutes
Regular Meeting
February 24, 2020

The Board of Trustees of School District #341 met in regular session in the Board Room of the District Office. Board Chair Samuels-Allen called the meeting to order at 5:03 pm.

Clerk Weeks administered the Oath of Office to the newly re-elected Trustee from Zone 5, Jackie McArthur. Later in the meeting, Trustee McArthur and Trustee Johnson each signed the Code of Ethics.

The Board then led those in attendance in the Pledge of Allegiance. Roll Call was made, present were Trustees Samuels-Allen, Bell, McArthur, Johnson, and Kipp. Also attending was Superintendent Aiken and Clerk Weeks. D'Lisa Penney, William Big Man, Teri Wagner, Lori Ravet, and four others were in the audience.

Trustee Kipp 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 presented data on reading growth for this year.

Middle/High Principal Penney pointed out goals and progress being made. She then introduced the Valedictorian, Justin Rabago-Johnson and the Salutatorian, Julia Gould. They both talked about their senior projects, activities and future plans.

Special Education Director Ravet talked about continued work on the disproportionality review. She highlighted research in her report.

Athletic William Big Man said things went well at Girls Basketball State, besides winning. He talked about Golf. Things are finally getting organized.

Superintendent Aiken talked about various items in his report in the packet including the research based 5th to 6th grade transition, the student athlete alumni focus group, crisis response team activities and the Impact Aid Survey results.

The Second Reading of the following policies was held.

- Policy 409.5 – Noncertified Grievance Procedure
- Policy 802.1 – Public Procurement of Goods and Services
- Policy 803.10 – Small, Minority, Women-Owned Businesses and Competition

Trustee Bell moved and Trustee Kipp seconded that the listed policies be approved as presented. A vote was taken and the motion passed.

The Valedictorian and Salutatorian Candidates were presented to the board.

Valedictorian – Justin Rabago-Johnson
Salutatorian – Julia Gould

Trustee Johnson moved and Trustee Bell seconded to approve the candidates as stated. A vote was taken and the motion passed with Trustee McArthur abstaining.

The matter of the purchase of a new special needs bus and the trade-in of one of the old ones was presented to the board. The only bid was received from Western Mountain Bus Sales for a 2021 Thomas Minitour School Bus for a total of \$66,570 with a trade in value for Bus 5 of \$3,000 for a net of \$63,570. Trustee McArthur moved and Trustee Kipp seconded to approve the bus purchase and trade-in as presented. A vote was taken and the motion passed.

The matter of the low bid for the replacement of the flat roof sections of the Middle/High School was presented to the board. M & D's Flat Roof System submitted the winning bid for \$47,350. The sloped, shingled portion was replaced two years ago. Trustee Bell moved and Trustee Kipp seconded to approve the replacement bid as presented. A vote was taken and the motion passed.

No executive session was deemed to be needed.

The following personnel items were presented to the board.

Resignation – Business Technology Teacher – Georgie Kerby
– Habilitative Intervention Paraprofessional – Cody Ravet
New Hire – Assistant Baseball Coach – Robert Williamson
– Technology Coordinator – Erik McKim
– Habilitative Intervention Professional/CBRS– Eric Otto

Trustee McArthur moved and Trustee Johnson seconded to approve the personnel items as presented. A vote was taken and the motion passed.

The Board Training topic was legislative updates including Idaho and Federal topics.

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

Board Chair Samuels-Allen declared the meeting adjourned at 7:08 pm.

Board Chair

Clerk

Date

GENERAL FUND

REVENUE

100-411400-000	DISTRICT TORT REVENUE	38,310.00CR	0.00	22,898.27CR	15,411.73CR	0%	60%
100-411900-000	OTHER TAXES	0.00	0.00	1,804.78CR	1,804.78	0%	0%
100-413000-000	PENALTY & INT--DELINQUENT TAXES	3,000.00CR	0.00	3,313.70CR	313.70	0%	110%
100-415000-000	EARNINGS ON INVESTMENTS	55,000.00CR	0.00	25,523.26CR	29,476.74CR	0%	46%
100-419900-000	OTHER LOCAL REVENUE	40,000.00CR	200.00CR	91,292.80CR	51,292.80	1%	228%
100-419901-000	DRIVERS ED.--STUDENT FEES	2,500.00CR	0.00	325.00CR	2,175.00CR	0%	13%
100-419903-000	GRANTS	0.00	0.00	20,000.00CR	20,000.00	0%	0%
**TOTAL LOCAL REVENUE		138,810.00CR	200.00CR	165,157.81CR	26,347.81	0%	119%
100-431100-000	STATE APPORTIONMENT	2,862,093.00CR	0.00	2,454,210.66CR	407,882.34CR	0%	86%
100-431200-000	TRANSPORTATION SUPPORT REVENUE	105,435.00CR	0.00	106,298.27CR	863.27	0%	101%
100-431401-000	SED SUPPORT	50,000.00CR	0.00	10,943.88CR	39,056.12CR	0%	22%
100-431800-000	BENEFIT APPORTIONMENT	396,021.00CR	0.00	330,960.02CR	65,060.98CR	0%	84%
100-431900-000	OTHER STATE SUPPORT	196,332.00CR	0.00	81,770.10CR	114,561.90CR	0%	42%
100-431901-000	EARLY COMPLETERS-DUAL CREDIT	0.00	0.00	0.00	0.00	0%	0%
100-431902-000	STATE MATH/SCI REQUIREMENT	2,900.00CR	0.00	0.00	2,900.00CR	0%	0%
100-431904-000	REMEDATION	13,000.00CR	0.00	0.00	13,000.00CR	0%	0%
100-431930-000	STATE TECHNOLOGY SUPPORT	97,000.00CR	0.00	68,068.00CR	28,932.00CR	0%	70%
100-432100-000	DRIVER EDUCATION REVENUE	3,125.00CR	0.00	218.26CR	2,906.74CR	0%	7%
100-437000-000	LOTTERY/ADD'L STATE MAINTENANCE	74,359.00CR	0.00	79,680.00CR	5,321.00	0%	107%
100-438000-000	REVENUE IN LIEU OF TAXES	2,606.00CR	0.00	1,302.80CR	1,303.20CR	0%	50%
100-438001-000	REV. IN LIEU-AG. EQUIP.	2,160.00CR	0.00	1,620.00CR	540.00CR	0%	75%
**TOTAL STATE REVENUE		3,805,031.00CR	0.00	3,135,071.99CR	669,959.01CR	0%	82%
100-442000-000	UNRESTRICTED FED REVENUE (FOREST	200.00CR	0.00	0.00	200.00CR	0%	0%
100-445900-000	OTHER FEDERAL INCOME	0.00	0.00	0.00	0.00	0%	0%
100-445901-000	MEDICAID PAYMENTS	0.00	0.00	0.00	0.00	0%	0%
100-448200-000	IMPACT AID P.L. 81-874	2,800,000.00CR	0.00	2,207,777.99CR	592,222.01CR	0%	79%
**TOTAL FEDERAL REVENUE		2,800,200.00CR	0.00	2,207,777.99CR	592,422.01CR	0%	79%
100-320000-000	BEGINNING BALANCE - BUDGET	900,000.00CR	0.00	0.00	900,000.00CR	0%	0%
100-453000-000	SALE OF PROPERTY	0.00	0.00	0.00	0.00	0%	0%
100-460000-000	TRANSFERS FROM OTHER FUNDS	8,556.00CR	0.00	6,066.23CR	2,489.77CR	0%	71%
TOTAL OTHER REVENUE		908,556.00CR	0.00	6,066.23CR	902,489.77CR	0%	1%
***TOTAL REVENUE		7,652,597.00CR	200.00CR	5,514,074.02CR	2,138,522.98CR	0%	72%

(Rprt: 01 - MAINBdgt Prep: 20/Prop Budget; Dates: 00/00/00-03/31/20; PRINT: 03/11/20 2:17:12 PM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
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E L E M E N T A R Y

100-512110-000	ELEMENTARY TEACHER SALARIES	939,585.00	0.00	467,928.39	471,656.61	0%	50%
100-512115-000	ELEMENTARY NON-CERTIFIED SALARIES	193,489.00	0.00	70,329.08	123,159.92	0%	36%
100-512116-000	DETENTION SALARIES	0.00	0.00	0.00	0.00	0%	0%
100-512160-000	ELEMENTARY TEACHER SUBSTITUTES	20,000.00	0.00	6,608.38	13,391.62	0%	33%
100-512200-000	ELEMENTARY FRINGE BENEFITS	80,352.00	0.00	40,175.46	40,176.54	0%	50%
100-512210-000	ELEMENT. LIFE/EMP. ASSIST.	1,920.00	0.00	1,052.83	867.17	0%	55%
100-512220-000	EMPLOYER FICA	94,357.00	0.00	43,188.76	51,168.24	0%	46%
100-512230-000	HEALTH INSURANCE - ELEM	97,374.00	0.00	47,019.35	50,354.65	0%	48%
100-512270-000	WORKER'S COMPENSATION	8,326.00	0.00	4,542.55	3,783.45	0%	55%
100-512280-000	SICK LEAVE RETIRE.	15,289.00	0.00	4,782.15	10,506.85	0%	31%
100-512290-000	RETIREMENT BENEFIT	144,883.00	0.00	68,286.76	76,596.24	0%	47%
100-512320-000	MUSIC EQUIPMENT REPAIR	3,000.00	0.00	412.40	2,587.60	0%	14%
100-512313-000	GRANT FUNDED PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-512321-000	ELEMENTARY PURCHASED SERVICES	8,000.00	0.00	6,162.50	1,837.50	0%	77%
100-512322-000	COPIER RENTAL	8,000.00	308.73	4,605.30	3,394.70	4%	58%
100-512380-000	ELEMENTARY TRAVEL	1,200.00	0.00	166.40	1,033.60	0%	14%
100-512410-000	ELEMENT. FIXED MATERIALS	15,000.00	0.00	12,975.86	2,024.14	0%	87%
100-512410-100	TEACHER SUPPLIES	3,800.00	0.00	1,039.12	2,760.88	0%	27%
100-512412-000	MUSIC SUPPLIES	5,000.00	0.00	484.96	4,515.04	0%	10%
100-512413-000	GRANT FUNDED SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
100-512415-000	MATERIALS --ART	2,000.00	0.00	1,722.98	277.02	0%	86%
100-512440-000	ELEMENTARY TEXTBOOKS	20,000.00	0.00	3,059.45	16,940.55	0%	15%
**TOTAL ELEMENTARY PROGRAM		1,661,575.00	308.73	784,542.68	877,032.32	0%	47%

S E C O N D A R Y P R O G R A M

100-515110-000	HS CERTIFIED SALARIES	742,648.00	0.00	348,412.41	394,235.59	0%	47%
100-515113-000	DRIVER EDUCATION SALARIES	5,000.00	0.00	381.25	4,618.75	0%	8%
100-515115-000	HS CLASSIFIED SALARIES	177,695.00	0.00	37,018.02	140,676.98	0%	21%
100-515160-000	HS SUBSTITUTE SALARIES	25,000.00	0.00	11,317.50	13,682.50	0%	45%
100-515200-000	HS FRINGE BENEFITS	65,699.00	0.00	27,725.46	37,973.54	0%	42%
100-515210-000	HS LIFE INSURANCE BENEFIT	1,488.00	0.00	719.01	768.99	0%	48%
100-515220-000	HS EMPLOYER FICA	77,727.00	0.00	31,905.00	45,822.00	0%	41%
100-515230-000	HEALTH INSURANCE - HS	52,940.00	0.00	30,373.79	22,566.21	0%	57%
100-515270-000	HS WORKER'S COMPENSATION	6,858.00	0.00	3,313.95	3,544.05	0%	48%
100-515280-000	HS SICK LEAVE BENEFIT	12,487.00	0.00	2,868.90	9,618.10	0%	23%
100-515290-000	HS PERSI BENEFIT	118,330.00	0.00	49,342.31	68,987.69	0%	42%
100-515313-000	GRANT FUNDED PURCHASED SERVICES	0.00	0.00	4,129.80	(4,129.80)	0%	0%
100-515321-000	COPIER RENTAL	7,500.00	320.15	4,772.11	2,727.89	4%	64%
100-515322-000	HS PURCHASE SERVICES	8,000.00	0.00	428.00	7,572.00	0%	5%
100-515380-000	HS TRAVEL	3,000.00	0.00	0.00	3,000.00	0%	0%
100-515410-000	H. S. FIXED MATERIALS	15,000.00	0.00	6,730.19	8,269.81	0%	45%
100-515410-100	TEACHER SUPPLIES	2,800.00	0.00	730.62	2,069.38	0%	26%
100-515411-000	DRIVERS ED. MATERIALS	250.00	0.00	0.00	250.00	0%	0%
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	3,621.53	(621.53)	0%	121%
100-515421-000	MATERIALS -- MUSIC	12,000.00	0.00	49.67	11,950.33	0%	0%
100-515441-000	H. S. TEXTBOOKS	25,000.00	0.00	16,599.94	8,400.06	0%	66%
**TOTAL SECONDARY PROGRAM		1,362,422.00	320.15	580,439.46	781,982.54	0%	43%

E X C E P T C H I L D P R O G

100-521110-000	RESOURCE ROOM TEACHER SALARIES	228,975.00	0.00	119,323.90	109,651.10	0%	52%
100-521115-000	RESOURCE ROOM AIDES' SALARIES	33,738.00	0.00	38,537.94	(4,799.94)	0%	114%
100-521160-000	EXCEPT. CHILD CERT. SUBSTITUTES	15,000.00	0.00	1,425.00	13,575.00	0%	10%
100-521200-000	RESOURCE ROOM FRINGE BENEFITS	23,084.00	0.00	12,221.46	10,862.54	0%	53%
100-521210-000	EXCEPT. LIFE/EMP. ASSIST.	480.00	0.00	353.99	126.01	0%	74%
100-521220-000	EMPLOYER FICA	23,011.00	0.00	13,081.61	9,929.39	0%	57%
100-521230-000	HEALTH INSURANCE - EXCEPT CHILD	19,475.00	0.00	19,144.69	330.31	0%	98%
100-521270-000	WORKER'S COMPENSATION	2,030.00	0.00	1,337.67	692.33	0%	66%
100-521280-000	SICK LEAVE RETIRE.	3,601.00	0.00	1,430.15	2,170.85	0%	40%
100-521290-000	RETIREMENT BENEFIT	34,124.00	0.00	20,307.93	13,816.07	0%	60%
100-521300-000	TUITION TO N. I. C. H.	20,000.00	0.00	9,658.05	10,341.95	0%	48%
100-521310-000	SPED PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-521311-000	MEDICAID MATCH	0.00	0.00	0.00	0.00	0%	0%
100-521380-000	TRAVEL - PURCHASED SVCS	1,500.00	0.00	0.00	1,500.00	0%	0%
100-521410-000	RESOURCE ROOM MAT.	5,000.00	0.00	2,146.19	2,853.81	0%	43%
100-521410-100	TEACHER SUPPLIES	1,000.00	0.00	0.00	1,000.00	0%	0%
100-521414-000	SPED SUPPLIES	10,000.00	0.00	4,656.47	5,343.53	0%	47%
100-521440-000	SPED TEXTBOOKS	5,000.00	0.00	2,100.50	2,899.50	0%	42%
**TOTAL EXCEPTIONAL CHILD PROGRAM		426,018.00	0.00	245,725.55	180,292.45	0%	58%

(Rprt: 01 - MAINBdgt Prep: 20/Prop Budget; Dates: 00/00/00-03/31/20; PRINT: 03/11/20 2:17:12 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	64,362.00	0.00	32,181.00	32,181.00	0%	50%
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	0.00	48.00	48.00	0%	50%
100-522220-000	EMPLOYER FICA	5,077.00	0.00	2,129.90	2,947.10	0%	42%
100-522230-000	HEALTH INSURANCE - PRESCHOOL	9,737.00	0.00	4,868.70	4,868.30	0%	50%
100-522270-000	WORKER'S COMPENSATION	448.00	0.00	251.04	196.96	0%	56%
100-522280-000	SICK LEAVE RETIRE.	811.00	0.00	270.32	540.68	0%	33%
100-522290-000	RETIREMENT BENEFIT	7,685.00	0.00	3,842.40	3,842.60	0%	50%
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		90,766.00	0.00	43,591.36	47,174.64	0%	48%
S C H O O L A C T I V I T I E S							
100-532100-000	SCHOOL ACTIVITY SALARIES	85,000.00	0.00	70,427.57	14,572.43	0%	83%
100-532200-000	SCHOOL ACTIVITIES FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-532210-000	EMPLOYEE LIFE INS	0.00	0.00	47.68	(47.68)	0%	0%
100-532220-000	EMPLOYER FICA	6,503.00	0.00	5,366.52	1,136.48	0%	83%
100-532230-000	HEALTH INSURANCE - SCHOOL ACTIVITIES	0.00	0.00	1,616.37	(1,616.37)	0%	0%
100-532270-000	WORKER'S COMPENSATION	574.00	0.00	535.78	38.22	0%	93%
100-532280-000	SICK LEAVE RETIRE.	1,071.00	0.00	144.07	926.93	0%	13%
100-532290-000	RETIREMENT BENEFIT	5,075.00	0.00	2,440.82	2,634.18	0%	48%
100-532310-000	SCHOOL ACT. DUES/SERVICES	6,500.00	0.00	3,587.52	2,912.48	0%	55%
100-532380-000	SCHOOL ACT. TEACHER TRAVEL	12,000.00	0.00	2,051.93	9,948.07	0%	17%
100-532410-000	ACTIVITY SUPPLIES	25,000.00	0.00	14,645.88	10,354.12	0%	59%
100-532550-000	ATHLETIC EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
**TOTAL SCHOOL ACTIVITY PROGRAM		141,723.00	0.00	100,864.14	40,858.86	0%	71%
G U I D A N C E P R O G.							
100-611110-000	COUNSELING SALARIES - ELEMENTARY	41,154.00	0.00	22,813.98	18,340.02	0%	55%
100-611111-000	GUIDANCE SALARIES - SECONDARY	63,365.00	0.00	31,682.46	31,682.54	0%	50%
100-611200-000	GUIDANCE FRINGE BENEFITS	15,078.00	0.00	7,539.00	7,539.00	0%	50%
100-611210-000	GUIDANCE LIFE/EMP. ASSIST.	192.00	0.00	93.84	98.16	0%	49%
100-611220-000	EMPLOYER FICA	9,149.00	0.00	4,732.33	4,416.67	0%	52%
100-611230-000	HEALTH INSURANCE - GUIDANCE	0.00	0.00	0.00	0.00	0%	0%
100-611270-000	WORKER'S COMPENSATION	807.00	0.00	483.90	323.10	0%	60%
100-611280-000	SICK LEAVE RETIRE.	1,507.00	0.00	521.12	985.88	0%	35%
100-611290-000	RETIREMENT BENEFIT	14,280.00	0.00	7,407.00	6,873.00	0%	52%
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		150,732.00	0.00	75,273.63	75,458.37	0%	50%
A N C I L L A R Y P R O G.							
100-616110-000	ANCILLARY SALARIES - CDS & PSYCOL.	101,873.00	0.00	122,387.40	(20,514.40)	0%	120%
100-616115-000	NON CERT ANCILLARY SALARY	99,135.00	0.00	164,669.23	(65,534.23)	0%	166%
100-616200-000	ANCILLARY FRINGE BENEFITS	13,949.00	0.00	10,515.42	3,433.58	0%	75%
100-616210-000	EMPLOYEE LIFE INSUR	893.00	0.00	781.46	111.54	0%	88%
100-616220-000	EMPLOYER FICA	16,444.00	0.00	22,366.66	(5,922.66)	0%	136%
100-616230-000	HEALTH INSURANCE - ANCILLARY	82,281.00	0.00	53,677.32	28,603.68	0%	65%
100-616270-000	WORKER'S COMPENSATION	1,451.00	0.00	2,320.87	(869.87)	0%	160%
100-616280-000	SICK LEAVE RETIRE.	2,708.00	0.00	2,563.55	144.45	0%	95%
100-616290-000	RETIREMENT BENEFIT	25,666.00	0.00	35,530.12	(9,864.12)	0%	138%
100-616300-000	CDS CONTRACT	87,500.00	0.00	69,106.25	18,393.75	0%	79%
100-616410-000	ANCILLARY SUPPLIES	800.00	0.00	0.00	800.00	0%	0%
**TOTAL SPECIAL SERVICES PROGRAM		432,700.00	0.00	483,918.28	51,218.28CR	0%	112%

(Rprt: 01 - MAINBdgt Prep: 20/Prop Budget; Dates: 00/00/00-03/31/20; PRINT: 03/11/20 2:17:12 PM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
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I N S T R U C T I O N A L I M P

100-621110-000	SALARIES - INSTRUCTIONAL IMPROVEME	30,437.00	0.00	0.00	30,437.00	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	2,328.00	0.00	0.00	2,328.00	0%	0%
100-621230-000	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
100-621270-000	WORKERS COMP	205.00	0.00	0.00	205.00	0%	0%
100-621280-000	UUSL	384.00	0.00	0.00	384.00	0%	0%
100-621290-000	PERSI	3,634.00	0.00	0.00	3,634.00	0%	0%
100-621310-000	INSTRUCT. IMPROVE. - CREDIT REIMB	8,000.00	0.00	3,521.50	4,478.50	0%	44%
100-621311-000	INSTRUCTIONAL IMPROVEMENT PURCHASED SER	44,520.00	0.00	940.43	43,579.57	0%	2%
100-621380-000	TRAVEL/TRNG.	0.00	0.00	6,838.14	(6,838.14)	0%	0%
100-621410-000	MENTORING SUPPLIES	100.00	0.00	0.00	100.00	0%	0%
**TOTAL INSTRUCTION IMPROVEMENT		89,608.00	0.00	11,300.07	78,307.93	0%	13%

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	53,385.00	0.00	26,713.86	26,671.14	0%	50%
100-622160-000	LIBRARY SUBSTITUTES	1,000.00	0.00	0.00	1,000.00	0%	0%
100-622200-000	LIBRARY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-622210-000	LIB./TECH. LIFE/EMP. ASSIST.	192.00	0.00	92.48	99.52	0%	48%
100-622220-000	EMPLOYER FICA	4,160.00	0.00	2,043.59	2,116.41	0%	49%
100-622230-000	HEALTH INSURANCE - MEDIA	19,475.00	0.00	9,380.56	10,094.44	0%	48%
100-622270-000	WORKER'S COMPENSATION	367.00	0.00	208.39	158.61	0%	57%
100-622280-000	SICK LEAVE RETIRE.	673.00	0.00	224.47	448.53	0%	33%
100-622290-000	RETIREMENT BENEFIT	6,374.00	0.00	3,189.63	3,184.37	0%	50%
100-622323-000	VALNET COMMUNICATIONS	7,000.00	0.00	4,050.00	2,950.00	0%	58%
100-622410-000	LIBRARY MATERIALS--ELEMENTARY	5,000.00	0.00	2,207.45	2,792.55	0%	44%
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	208.66	4,791.34	0%	4%
**TOTAL EDUCATIONAL MEDIA PROGRAM		102,626.00	0.00	48,319.09	54,306.91	0%	47%

T E C H N O L O G Y

100-623110-000	TECHNOLOGY CERTIFIED SALARY	81,724.00	0.00	35,413.30	46,310.70	0%	43%
100-623115-000	TECHNOLOGY SALARY	57,102.00	0.00	10,834.86	46,267.14	0%	19%
100-623200-000	TECHNOLOGY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-623210-000	TECHNOLOGY LIFE BENEFIT	192.00	0.00	58.23	133.77	0%	30%
100-623220-000	TECHNOLOGY FICA BENEFIT	10,620.00	0.00	3,535.53	7,084.47	0%	33%
100-623230-000	HEALTH INSURANCE - TECHNOLOGY	19,475.00	0.00	5,906.20	13,568.80	0%	30%
100-623270-000	TECHNOLOGY WORKERS COMP.	937.00	0.00	360.71	576.29	0%	38%
100-623280-000	TECHNOLOGY SICK LEAVE BENEFIT	1,630.00	0.00	29.05	1,600.95	0%	2%
100-623290-000	TECHNOLOGY PERSI BENEFIT	15,447.00	0.00	5,522.03	9,924.97	0%	36%
100-623310-000	TECHNOLOGY PURCHASE SERVICES	9,000.00	0.00	3,975.04	5,024.96	0%	44%
100-623323-000	TECHNOLOGY INTERNET COMMUNICATIONS	4,000.00	0.00	51,118.00	(47,118.00)	0%	999%
100-623410-000	TECHNOLOGY SUPPLIES/MATERIALS	2,500.00	0.00	1,551.25	948.75	0%	62%
100-623411-000	TECHNOLOGY--ELEMENTARY	30,000.00	0.00	11,630.30	18,369.70	0%	39%
100-623412-000	TECHNOLOGY SECONDARY	30,000.00	0.00	3,714.61	26,285.39	0%	12%
100-623413-000	TECHNOLOGY - EXCEPTIONAL CHILD	5,000.00	0.00	2,674.86	2,325.14	0%	53%
100-623550-000	TECHNOLOGY - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
**TOTAL INSTRUCT. TECHNOLOGY		267,627.00	0.00	136,323.97	131,303.03	0%	51%

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	0.00	33,622.83	6,377.17	0%	84%
100-631410-000	SUPPLIES - SCHOOL BOARD	750.00	0.00	294.85	455.15	0%	39%
**TOTAL BOARD OF EDUCATION PROGRAM		40,750.00	0.00	33,917.68	6,832.32	0%	83%

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	129,523.00	0.00	86,348.64	43,174.36	0%	67%
100-632115-000	DISTRICT ADMIN. CLASSIFIED	0.00	0.00	0.00	0.00	0%	0%
100-632200-000	DISTRICT FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-632210-000	DISTRICT LIFE/EMP. ASSIST.	240.00	0.00	160.00	80.00	0%	67%
100-632220-000	EMPLOYER FICA	9,909.00	0.00	6,585.62	3,323.38	0%	66%
100-632230-000	HEALTH INSURANCE - DISTRICT ADMIN	9,737.00	0.00	6,397.40	3,339.60	0%	66%
100-632270-000	WORKER'S COMPENSATION	874.00	0.00	673.52	200.48	0%	77%
100-632280-000	SICK LEAVE RETIRE.	1,632.00	0.00	816.00	816.00	0%	50%
100-632290-000	RETIREMENT BENEFIT	15,465.00	0.00	10,310.00	5,155.00	0%	67%
100-632310-000	BANK FEES / GRANT SVCS	40,000.00	0.00	11,434.78	28,565.22	0%	29%
100-632322-000	COPIER RENTAL	4,000.00	0.00	2,959.75	1,040.25	0%	74%
100-632333-000	DISTRICT COMMUNICATIONS	4,000.00	0.00	3,450.78	549.22	0%	86%
100-632380-000	DISTRICT TRAVEL--GENERAL	12,500.00	0.00	12,879.33	(379.33)	0%	103%
100-632390-000	DISTRICT PURCHASED SERVICES	10,000.00	0.00	8,369.38	1,630.62	0%	84%
100-632410-000	DISTRICT SUPPLIES	4,000.00	0.00	1,459.80	2,540.20	0%	36%
100-632412-000	DISTRICT SUBSCRIPTIONS	400.00	0.00	0.00	400.00	0%	0%
**TOTAL DISTRICT ADMINISTRATION		242,280.00	0.00	151,845.00	90,435.00	0%	63%
S C H O O L A D M I N.							
100-641110-000	SCHOOL ADMIN SALARIES	244,893.00	0.00	128,819.94	116,073.06	0%	53%
100-641115-000	ADMINISTRATIVE NON-CERTIFIED	93,755.00	0.00	44,612.05	49,142.95	0%	48%
100-641200-000	SCHOOL ADMIN FRINGE BENEFITS	33,406.00	0.00	16,206.42	17,199.58	0%	49%
100-641210-000	SCHOOL ADMIN. LIFE/EMP. ASSIST.	953.00	0.00	378.84	574.16	0%	40%
100-641220-000	EMPLOYER FICA	28,462.00	0.00	14,484.58	13,977.42	0%	51%
100-641230-000	HEALTH INSURANCE - SCHOOL ADMIN	9,737.00	0.00	4,868.70	4,868.30	0%	50%
100-641270-000	WORKER'S COMPENSATION	2,511.00	0.00	1,479.23	1,031.77	0%	59%
100-641280-000	SICK LEAVE RETIRE.	4,688.00	0.00	1,518.56	3,169.44	0%	32%
100-641290-000	RETIREMENT BENEFIT	44,423.00	0.00	21,605.10	22,817.90	0%	49%
100-641323-000	SCHOOL COMMUNICATIONS	18,500.00	0.00	7,246.46	11,253.54	0%	39%
100-641380-000	SCHOOL ADMIN. TRAVEL	2,000.00	0.00	0.00	2,000.00	0%	0%
100-641410-000	ELEMENT. ADMIN. MATERIALS	2,000.00	0.00	898.17	1,101.83	0%	45%
100-641411-000	SECOND. ADMIN. MATERIALS	2,000.00	0.00	1,258.16	741.84	0%	63%
100-641412-000	DUES/SUBSCRIPTIONS/REGISTRATIONS	1,800.00	0.00	1,200.00	600.00	0%	67%
**TOTAL SCHOOL ADMINISTRATION		489,128.00	0.00	244,576.21	244,551.79	0%	50%
B U S I N E S S O P E R A T I O N S							
100-651115-000	SALARIES - BUSINESS OPERATIONS	57,717.00	0.00	45,482.14	12,234.86	0%	79%
100-651200-000	FRINGE	10,317.00	0.00	6,878.00	3,439.00	0%	67%
100-651210-000	LIFE INS BENEFIT	96.00	0.00	75.50	20.50	0%	79%
100-651220-000	EMPLOYER FICA	5,205.00	0.00	3,990.85	1,214.15	0%	77%
100-651230-000	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
100-651270-000	WORKER'S COMPENSATION	459.00	0.00	408.41	50.59	0%	89%
100-651280-000	SICK LEAVE RETIREMENT	857.00	0.00	491.93	365.07	0%	57%
100-651290-000	PERSI	8,123.00	0.00	6,248.34	1,874.66	0%	77%
100-651310-000	PURCHASED SERVICES	60,000.00	0.00	31,165.46	28,834.54	0%	52%
100-651311-000	MEDICAID BILLING SERVICES	20,791.00	92.86	13,849.98	6,941.02	0%	67%
100-651380-000	TRAVEL / TRAINING	4,000.00	0.00	1,709.88	2,290.12	0%	43%
100-651410-000	SUPPLIES	2,000.00	0.00	0.00	2,000.00	0%	0%
TOTAL BUSINESS OPERATIONS		169,565.00	92.86	110,300.49	59,264.51	0%	65%

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	153,879.00	0.00	101,828.07	52,050.93	0%	66%
100-661165-000	CUSTODIAL SUBSTITUTES	12,000.00	0.00	5,032.65	6,967.35	0%	42%
100-661200-000	CUSTODIAL FRINGE BENEFITS	25,792.00	0.00	11,176.72	14,615.28	0%	43%
100-661210-000	CUSTODIAL LIFE/EMP. ASSIST.	480.00	0.00	291.68	188.32	0%	61%
100-661220-000	EMPLOYER FICA	14,663.00	0.00	8,958.98	5,704.02	0%	61%
100-661230-000	HEALTH INSURANCE - CUSTODIAL	21,298.00	0.00	19,074.92	2,223.08	0%	90%
100-661270-000	WORKER'S COMPENSATION	11,849.00	0.00	7,999.32	3,849.68	0%	68%
100-661280-000	SICK LEAVE RETIRE.	2,264.00	0.00	1,122.88	1,141.12	0%	50%
100-661290-000	RETIREMENT BENEFIT	21,453.00	0.00	13,839.82	7,613.18	0%	65%
100-661322-000	CUSTODIAL PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-661330-000	UTILITIES	185,000.00	0.00	118,583.75	66,416.25	0%	64%
100-661410-000	CUSTODIAL SUPPLIES	25,000.00	0.00	17,207.93	7,792.07	0%	69%
100-661710-000	PROPERTY/LIABILITY INSURANCE	40,201.00	0.00	39,901.00	300.00	0%	99%
100-661711-000	LIABILITY INSURANCE	0.00	0.00	0.00	0.00	0%	0%
**TOTAL BUILDINGS-CARE PROGRAM		513,879.00	0.00	345,017.72	168,861.28	0%	67%
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	0.00	3,871.72	1,128.28	0%	77%
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	0.00	1,353.00	647.00	0%	68%
100-663315-000	PURCHASE SERV.--DIST. -NON-OCCUP.	500.00	0.00	255.81	244.19	0%	51%
100-663330-000	MAINT. BLDG. UTILITIES	500.00	0.00	171.36	328.64	0%	34%
100-663410-000	MATERIALS--MAINT/BUS BARN FAC.	3,000.00	0.00	3,454.73	(454.73)	0%	115%
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	0.00	9,106.62	3,893.38	0%	70%
M A I N T E N A N C E							
100-664115-000	GENERAL MAINTENANCE SALARIES	34,191.00	0.00	43,873.86	(9,682.86)	0%	128%
100-664200-000	MAINTENANCE FRINGE BENEFITS	5,158.00	0.00	7,737.68	(2,579.68)	0%	150%
100-664210-000	MAINTENANCE LIFE/EMP. ASSIST.	96.00	0.00	82.51	13.49	0%	86%
100-664220-000	EMPLOYER FICA	3,010.00	0.00	3,937.92	(927.92)	0%	131%
100-664230-000	HEALTH INSURANCE - MAINT	0.00	0.00	0.00	0.00	0%	0%
100-664270-000	WORKER'S COMPENSATION	2,433.00	0.00	2,881.90	(448.90)	0%	118%
100-664280-000	SICK LEAVE RETIRE.	496.00	0.00	459.11	36.89	0%	93%
100-664290-000	RETIREMENT BENEFIT	4,698.00	0.00	6,162.47	(1,464.47)	0%	131%
100-664310-000	PURCHASE SERVICE--MAINT/BUS BARN	500.00	0.00	1,490.31	(990.31)	0%	298%
100-664311-000	PURCHASE SERVICE--ELEMENTARY	50,000.00	0.00	26,562.23	23,437.77	0%	53%
100-664312-000	PURCHASE SERVICE--SECONDARY	40,000.00	0.00	41,761.43	(1,761.43)	0%	104%
100-664410-000	MATERIALS--MAINT./BUS BARN	2,000.00	0.00	231.42	1,768.58	0%	12%
100-664411-000	MATERIALS--ELEMENTARY	10,000.00	0.00	4,376.01	5,623.99	0%	44%
100-664412-000	MATERIALS--SECONDARY	10,000.00	0.00	5,821.56	4,178.44	0%	58%
100-664415-000	MATERIALS--PRESCHOOL/KIND.	500.00	0.00	0.00	500.00	0%	0%
100-664550-000	MAINTENANCE CAPITAL OUTLAY	150,000.00	0.00	8,961.86	141,038.14	0%	6%
**TOTAL MAINTENANCE-BLDGS & EQUIP		313,082.00	0.00	154,340.27	158,741.73	0%	49%
G R O U N D S C A R E							
100-665310-000	PURCHASE SERVICE--GROUNDS	50,000.00	0.00	36,377.01	13,622.99	0%	73%
100-665410-000	MATERIALS--GROUNDS	20,000.00	0.00	10,854.38	9,145.62	0%	54%
100-665550-000	GROUNDS - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
TOTAL GROUNDS CARE		70,000.00	0.00	47,231.39	22,768.61	0%	67%
100-667310-000	SCHOOL SAFETY PURCH SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-667410-000	SECURITY SUPPLIES	7,500.00	0.00	0.00	7,500.00	0%	0%
100-667550-000	SECURITY - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
** TOTAL SCHOOL SAFETY		7,500.00	0.00	0.00	7,500.00	0%	0%

(Rprt: 01 - MAINBdgt Prep: 20/Prop Budget; Dates: 00/00/00-03/31/20; PRINT: 03/11/20 2:17:13 PM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
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T R A N S P O R T A T I O N

100-681115-000	TRANSP. SALARIES--TO SCHOOL @ 50%	64,943.00	0.00	38,406.65	26,536.35	0%	59%
100-681120-000	TRANSP. SALARIES--MECHANIC @ 85%	0.00	0.00	2,932.81	(2,932.81)	0%	0%
100-681125-000	TRANSP. SALARIES--SUPV. @ 50%	34,191.00	0.00	24,544.14	9,646.86	0%	72%
100-681165-000	TRANSP. SALARIES--SUBS @ 50%	2,500.00	0.00	6,192.93	(3,692.93)	0%	248%
100-681200-000	TRANSP. FRINGE BENEFITS @ 50%	16,628.00	0.00	9,173.94	7,454.06	0%	55%
100-681210-000	TRANSP. LIFE INSURANCE @ 50%	288.00	0.00	168.68	119.32	0%	59%
100-681220-000	TRANSP. EMPLOYER FICA/MDC @ 50%	9,047.00	0.00	6,212.61	2,834.39	0%	69%
100-681230-000	HEALTH INSURANCE - TRANSP - 50%	0.00	0.00	742.06	(742.06)	0%	0%
100-681270-000	TRANSP. WORKERS COMP @ 50%	5,383.00	0.00	5,264.25	118.75	0%	98%
100-681280-000	TRANSP. SICK LEAVE @ 50%	1,459.00	0.00	639.22	819.78	0%	44%
100-681290-000	TRANSP. PERSI BENEFIT @ 50%	13,822.00	0.00	8,629.61	5,192.39	0%	62%
100-681310-000	BUS CONTRACT REPAIRS @ 85%	55,000.00	0.00	24,324.78	30,675.22	0%	44%
100-681311-000	PHYSICALS/DRUG TESTING @ 50%	1,500.00	0.00	1,631.00	(131.00)	0%	109%
100-681312-000	PHYSICALS/DRUG TESTING @ 85%	0.00	0.00	0.00	0.00	0%	0%
100-681317-000	TRAINING-DIST./IAPT/STN/NAPT @ 50%	400.00	0.00	89.60	310.40	0%	22%
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%	17,000.00	0.00	12,987.15	4,012.85	0%	76%
100-681320-000	TRANSP. 100% CELL PHONE @ 50%	360.00	0.00	171.34	188.66	0%	48%
100-681345-000	TRANSP. IN-LIEU-OF @ 50%	2,500.00	0.00	1,428.90	1,071.10	0%	57%
100-681380-000	TRAVEL-SDE DRIVER/TECH TRGN @ 85%	0.00	0.00	145.05	(145.05)	0%	0%
100-681381-000	TRAVEL-DIST/IAPT/STN/NAPT @ 50%	0.00	0.00	0.00	0.00	0%	0%
100-681410-000	TECHN. COVERALLS/RAGS @ 50%	1,000.00	0.00	495.64	504.36	0%	50%
100-681420-000	TRANSP. BUS FUEL/FLUIDS @ 50%	25,000.00	0.00	11,141.57	13,858.43	0%	45%
100-681424-000	TRANSP. BUS OILS/LUBRICANTS @ 85%	2,000.00	0.00	1,457.44	542.56	0%	73%
100-681425-000	BUS REPAIR PARTS @ 85%	10,000.00	0.00	8,564.56	1,435.44	0%	86%
100-681426-000	BUS OFFICE SUPPLIES/POSTAGE @ 50%	250.00	0.00	0.00	250.00	0%	0%
100-681429-000	HAND TOOLS @ 85% - 400 CAP	400.00	0.00	0.00	400.00	0%	0%
100-681500-000	TRANSP - CAPITAL OUTLAY	51,435.00	0.00	0.00	51,435.00	0%	0%
100-681710-000	TRANSP. FACILITY INS. --@ 50%	0.00	0.00	300.00	(300.00)	0%	0%
**TOTAL PUPIL TO SCHOOL TRANSPORT.		315,106.00	0.00	165,643.93	149,462.07	0%	53%

100-682115-000	TRANSP. SALARIES--ACTIVITY/SHUTTLE	10,000.00	0.00	6,788.73	3,211.27	0%	68%
100-682200-000	TRANS - ACTIVITY - FRINGE	0.00	0.00	0.00	0.00	0%	0%
100-682210-000	TRANS - ACTIVITY - LIFE	0.00	0.00	12.60	(12.60)	0%	0%
100-682220-000	TRANS - ACTIVITY - FICA	765.00	0.00	518.41	246.59	0%	68%
100-682230-000	TRANS - ACTIVITY - HEALTH INS	0.00	0.00	263.39	(263.39)	0%	0%
100-682270-000	WORK COMP	455.00	0.00	319.68	135.32	0%	70%
100-682280-000	TRANS - ACTIVITY - UUSL	126.00	0.00	30.89	95.11	0%	25%
100-682290-000	TRANS - ACTIVITY - PERSI	1,194.00	0.00	530.81	663.19	0%	44%
100-682310-000	PURCHASE SERVICES--NON ALLOW	300.00	0.00	0.00	300.00	0%	0%
100-682410-000	TRANSPORTATION MAT'LS--NON-ALLOW.	250.00	0.00	147.41	102.59	0%	59%
**TOTAL TRANSP. ACTIVITY PROGRAM		13,090.00	0.00	8,611.92	4,478.08	0%	66%

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	1,133.56	1,666.44	0%	40%
100-683410-000	SUPPLIES--NON ALLOWABLE	400.00	0.00	863.59	(463.59)	0%	216%
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	1,997.15	1,202.85	0%	62%

N O N I N S T R U C T I O N

100-710220-000	FOOD EMPLOYER FICA	9,153.00	0.00	5,293.70	3,859.30	0%	58%
***TOTAL NON-INSTRUCTION		9,153.00	0.00	5,293.70	3,859.30	0%	58%

C A P I T A L

100-810520-000	CAPITAL OUTLAY - BUILDINGS	244,402.00	0.00	0.45CR	244,402.45	0%	0%
100-810540-000	CAPITAL OUTLAY - VEHICLES	0.00	0.00	0.00	0.00	0%	0%
***TOTAL CAPITAL ASSETS		244,402.00	0.00	0.45CR	244,402.45	0%	0%

100-920810-000	TRANSFER TO MEDICAID FUND	100,037.00	0.00	0.00	100,037.00	0%	0%
100-920800-000	TRANSFERS TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
100-950850-000	CONTINGENCY RESERVE	382,628.00	0.00	0.00	382,628.00	0%	0%
***TOTAL OTHER SERVICES		482,665.00	0.00	0.00	482,665.00	0%	0%
***TOTAL EXPENDITURES		7,652,597.00	721.74	3,788,179.86	3,864,417.14	0%	50%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
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GRANTS - NEZ PERCE TRIBE & OTHERS

232-320000-000	BEGINNING BALANCE - BUDGET	53,450.00CR	0.00	0.00	53,450.00CR	0%	0%
232-415000-000	INVESTMENT EARNINGS	0.00	0.00	675.73CR	675.73	0%	0%
232-419900-000	GRANT REVENUE - NPT & OTHERS	0.00	0.00	31,010.00CR	31,010.00	0%	0%
232-443000-000	FEDERAL GRANT REVENUE	0.00	0.00	0.00	0.00	0%	0%
232-460000-000	INTERFUND TRANSFER	0.00	0.00	0.00	0.00	0%	0%
***TOTAL REVENUE		53,450.00CR	0.00	31,685.73CR	21,764.27CR	0%	59%

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%
232-515113-000	ADVANCED OPS - SALARIES	0.00	0.00	1,031.38 (	1,031.38)	0%	0%
232-515223-000	ADVANCED OPS - FICA	0.00	0.00	78.90 (	78.90)	0%	0%
232-515273-000	ADVANCED OPS - WORKERS COMP	0.00	0.00	3.93 (	3.93)	0%	0%
232-515115-000	CERTIFIED SALARY	0.00	0.00	3,744.00 (	3,744.00)	0%	0%
232-515220-000	FICA	0.00	0.00	286.42 (	286.42)	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	0.00	0.00	0.00	0%	0%
232-515312-000	P/S - NPT NATIVE ARTS GRANT	5,000.00	0.00	351.00	4,649.00	0%	7%
232-515313-000	P/S - COLLEGE & CAREER READINESS	5,000.00	0.00	2,534.00	2,466.00	0%	51%
232-515315-000	P/S - NPT MS READING GRANT	2,600.00	0.00	0.00	2,600.00	0%	0%
232-515316-000	P/S NPT-CULTURALLY RESPONSIVE	0.00	0.00	0.00	0.00	0%	0%
232-515317-000	P/S - CDA TRIBE NATIVE ARTS GRANT	7,000.00	0.00	0.00	7,000.00	0%	0%
232-515318-000	P/S - NPT NATURAL SCIENCE	0.00	0.00	0.00	0.00	0%	0%
232-515319-000	P/S - TEACHING FOR TOLERANCE	250.00	0.00	0.00	250.00	0%	0%
232-515320-000	P/S - ATTENDANCE COMMITTEE EMERGENCY FU	2,300.00	0.00	0.00	2,300.00	0%	0%
232-515322-000	P/S - NPT NATURAL HELPERS	8,000.00	0.00	0.00	8,000.00	0%	0%
232-515323-000	P/S - NPT MENTOR ARTISTS & PLAYWRIGHTS	5,000.00	0.00	0.00	5,000.00	0%	0%
232-515412-000	SUPPLIES - NPT GRANT NATIVE ARTS	8,500.00	0.00	2,284.93	6,215.07	0%	27%
232-515413-000	SUPPLIES - COLLEGE & CAREER READINESS	3,600.00	0.00	9,775.33 (	6,175.33)	0%	272%
232-515415-000	SUPPLIES-NPT MS READING	2,500.00	0.00	0.00	2,500.00	0%	0%
232-515416-000	SUPPLIES-NPT- CULTURALLY RESPONSIVE	50.00	0.00	4,259.90 (	4,209.90)	0%	999%
232-515418-000	SUPPLIES - NATIVE NATURAL SCIENCE	550.00	0.00	0.00	550.00	0%	0%
232-515419-000	SUPPLIES - TEACHING FOR TOLERANCE	300.00	0.00	0.00	300.00	0%	0%
232-515420-000	SUPPLIES-ATTENDANCE COMMITTEE EMERGENCY	800.00	0.00	955.33 (	155.33)	0%	119%
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		53,450.00	0.00	25,305.12	28,144.88	0%	47%

NEXPERCE TRIBE - LITERATURE GRT

234-320000-000	BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
234-419900-000	NEZPERCE TRIBE LITERATURE REV	0.00	0.00	0.00	0.00	0%	0%
***TOTAL REVENUE		0.00	0.00	0.00	0.00	0%	0%
234-515300-000	PURCHASE SERVICES	0.00	0.00	0.00	0.00	0%	0%
234-515410-000	SUPPLIES- LITERATURE	0.00	0.00	0.00	0.00	0%	0%
***TOTAL EXPENDITURES		0.00	0.00	0.00	0.00	0%	0%

N E Z P E R C E TRIBE JOB SKILLS

235-320000-000	JOB SKILLS CARRYOVER	3,000.00CR	0.00	0.00	3,000.00CR	0%	0%
235-419900-000	NEZPERCE TRIBE SPECIAL SERVICE GRT	0.00	0.00	0.00	0.00	0%	0%
***TOTAL REVENUE		3,000.00CR	0.00	0.00	3,000.00CR	0%	0%
235-515115-000	JOB SKILLS SALARY	2,769.00	0.00	592.89	2,176.11	0%	21%
235-515220-000	JOB SKILLS EMPLOYER FICA	212.00	0.00	45.35	166.65	0%	21%
235-515270-000	JOB SKILLS WORKERS COMP	19.00	0.00	2.30	16.70	0%	12%
235-521310-000	JOB SKILLS	0.00	0.00	0.00	0.00	0%	0%
***TOTAL EXPENDITURES		3,000.00	0.00	640.54	2,359.46	0%	21%

(Rprt: 01 - MAINBdgt Prep: 20/Prop Budget; Dates: 00/00/00-03/31/20; PRINT: 03/11/20 2:17:13 PM)

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	15,000.00CR	0.00	0%	100%
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	24,876.00CR	0.00	0%	100%
243-515112-000	VOC. ED. AG. SALARIES	2,057.00	0.00	0.00	2,057.00	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	0.00	0.00	0.00	0.00	0%	0%
243-515220-000	VOC. ED. EMPLOYER FICA	157.00	0.00	0.00	157.00	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	14.00	0.00	0.00	14.00	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	246.00	0.00	0.00	246.00	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	4,964.57	5,535.43	0%	47%
243-515552-000	VOC. ED. EQUIPMENT--AG. PROGRAM	0.00	0.00	1,201.15	(1,201.15)	0%	0%
**TOTAL AG. PROGRAM		15,000.00	0.00	6,165.72	8,834.28	0%	41%
243-515313-000	VOC. ED. BUSINESS P/S	0.00	0.00	0.00	0.00	0%	0%
243-515383-000	VOC. ED. TRAVEL--BUSINESS PROGRAM	3,065.00	0.00	0.00	3,065.00	0%	0%
243-515413-000	VOC. ED. SUPPLIES--BUSINESS PROG.	6,811.00	0.00	4,073.92	2,737.08	0%	60%
243-515553-000	VOC. ED. EQUIPMENT--BUSINESS	0.00	0.00	0.00	0.00	0%	0%
**TOTAL BUSINESS PROGRAM		9,876.00	0.00	4,073.92	5,802.08	0%	41%
***TOTAL EXPENDITURES		24,876.00	0.00	10,239.64	14,636.36	0%	41%

CHAPTER I FUND

251-445100-000	FEDERAL ASSISTANCE	182,724.00CR	0.00	74,673.46CR	108,050.54CR	0%	41%
251-445101-000	SCHOOL IMPROVEMENT ASSISTANCE	0.00	0.00	17,837.46CR	17,837.46	0%	0%
***TOTAL REVENUE		182,724.00CR	0.00	92,510.92CR	90,213.08CR	0%	51%
251-512110-000	TEACHER SALARIES--ELEMENTARY	71,360.00	0.00	35,804.96	35,555.04	0%	50%
251-512115-000	TEACHER AIDES--ELEMENTARY	48,004.00	0.00	25,663.49	22,340.51	0%	53%
251-512200-000	ELEMENTARY FRINGE BENEFITS	6,250.00	0.00	3,124.98	3,125.02	0%	50%
251-512210-000	ELEMENT. LIFE/EMP. ASSIST.	384.00	0.00	160.55	223.45	0%	42%
251-512220-000	EMPLOYER FICA	9,609.00	0.00	4,914.46	4,694.54	0%	51%
251-512230-000	HEALTH INSURANCE - TITLE 1-A	29,212.00	0.00	11,307.46	17,904.54	0%	39%
251-512270-000	WORKER'S COMPENSATION	849.00	0.00	508.06	340.94	0%	60%
251-512280-000	SICK LEAVE RETIRE.	1,583.00	0.00	540.14	1,042.86	0%	34%
251-512290-000	RETIREMENT BENEFIT	14,998.00	0.00	7,704.70	7,293.30	0%	51%
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	0.00	0.00	0%	0%
251-512111-000	SCHOOL IMPROVEMENT GRANT SALARIES	0.00	0.00	10,293.53	(10,293.53)	0%	0%
251-512201-000	FRINGE - SIG	0.00	0.00	0.00	0.00	0%	0%
251-512211-000	LIFE INS BENEFIT - SIG	0.00	0.00	0.00	0.00	0%	0%
251-512221-000	EMPLOYER FICA - SIG	0.00	0.00	787.46	(787.46)	0%	0%
251-512231-000	HEALTH INSURANCE - SIG	0.00	0.00	3,500.00	(3,500.00)	0%	0%
251-512271-000	WORKER'S COMP - SIG	0.00	0.00	68.96	(68.96)	0%	0%
251-512281-000	UNUSED SICK LEAVE - SIG	0.00	0.00	129.69	(129.69)	0%	0%
251-512291-000	PERSI - SIG	0.00	0.00	1,229.05	(1,229.05)	0%	0%
251-512311-000	SIG PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
251-512411-000	SIG SUPPLIES	0.00	0.00	1,828.77	(1,828.77)	0%	0%
251-632115-000	ADMIN. SALARIES	0.00	0.00	0.00	0.00	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	0.00	0.00	0.00	0.00	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	0.00	0.00	0.00	0.00	0%	0%
251-632280-000	SICK LEAVE RETIREMENT	0.00	0.00	0.00	0.00	0%	0%
251-632290-000	RETIREMENT BENEFIT	0.00	0.00	0.00	0.00	0%	0%
251-632410-000	ADMINISTRATION SUPPLIES/MATERIALS	0.00	0.00	0.00	0.00	0%	0%
***TOTAL EXPENDITURES		182,724.00	0.00	107,566.26	75,157.74	0%	59%

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%
257-445600-000	FEDERAL ASSISTANCE -- PART B	123,874.00CR	0.00	54,505.01CR	69,368.99CR	0%	44%
257-445601-000	PRIOR YEAR ALLOCATION	0.00	0.00	0.00	0.00	0%	0%
***TOTAL REVENUE		123,874.00CR	0.00	54,505.01CR	69,368.99CR	0%	44%
257-521110-000	CERTIFIED SALARY	0.00	0.00	0.00	0.00	0%	0%
257-521115-000	AIDES - PART B	83,450.00	0.00	42,274.86	41,175.14	0%	51%
257-521200-000	FRINGE BENEFITS- PART B	10,240.00	0.00	4,552.98	5,687.02	0%	44%
257-521210-000	LIFE INS BENEFIT	280.00	0.00	144.60	135.40	0%	52%
257-521220-000	EMPLOYER FICA	7,167.00	0.00	3,567.95	3,599.05	0%	50%
257-521230-000	HEALTH INSURANCE - PART B	9,737.00	0.00	8,506.21	1,230.79	0%	87%
257-521270-000	WORKER'S COMPENSATION	633.00	0.00	365.25	267.75	0%	58%
257-521280-000	SICK LEAVE RETIRE.	1,180.00	0.00	393.35	786.65	0%	33%
257-521290-000	RETIREMENT BENEFIT	11,187.00	0.00	5,591.28	5,595.72	0%	50%
257-521410-000	SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
***TOTAL EXPENDITURES		123,874.00	0.00	65,396.48	58,477.52	0%	53%
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	3,244.00CR	0.00	1,351.80CR	1,892.20CR	0%	42%
***TOTAL REVENUE		3,244.00CR	0.00	1,351.80CR	1,892.20CR	0%	42%
258-522110-000	CERTIFIED TEACHER SALARIES	0.00	0.00	0.00	0.00	0%	0%
258-522115-000	NON-CERTIFIED SALARIES	2,166.00	0.00	1,083.00	1,083.00	0%	50%
258-522200-000	BENEFITS	503.00	0.00	251.46	251.54	0%	50%
258-522210-000	LIFE/EMP. ASSIST. PLAN	0.00	0.00	3.84	3.84	0%	0%
258-522220-000	EMPLOYER FICA	204.00	0.00	100.66	103.34	0%	49%
258-522230-000	HEALTH INSURANCE - PART B PRESCHOOL	0.00	0.00	0.00	0.00	0%	0%
258-522270-000	WORKER'S COMPENSATION	18.00	0.00	10.44	7.56	0%	58%
258-522280-000	SICK LEAVE RETIRE.	34.00	0.00	11.20	22.80	0%	33%
258-522290-000	RETIREMENT BENEFIT	319.00	0.00	159.30	159.70	0%	50%
***TOTAL EXPENDITURES		3,244.00	0.00	1,619.90	1,624.10	0%	50%
MEDICAID FUND							
260-445900-000	MEDICAID REVENUE	346,510.00CR	0.00	184,793.04CR	161,716.96CR	0%	53%
260-460000-000	TRANSFER FROM GENERAL FUND	100,037.00CR	0.00	0.00	100,037.00CR	0%	0%
***TOTAL REVENUE		446,547.00CR	0.00	184,793.04CR	261,753.96CR	0%	41%
260-616115-000	ANCILLARY SALARIES	171,996.00	0.00	0.00	171,996.00	0%	0%
260-616200-000	ANCILLARY FRINGE BENEFITS	4,375.00	0.00	0.00	4,375.00	0%	0%
260-616210-000	EMPLOYEE LIFE INSURANCE	370.00	0.00	0.00	370.00	0%	0%
260-616220-000	EMPLOYER FICA	13,492.00	0.00	0.00	13,492.00	0%	0%
260-616230-000	HEALTH INSURANCE	44,305.00	0.00	0.00	44,305.00	0%	0%
260-616270-000	WORKERS COMP	1,191.00	0.00	0.00	1,191.00	0%	0%
260-616280-000	UNUSED SICK LEAVE	2,222.00	0.00	0.00	2,222.00	0%	0%
260-616290-000	PERSI	21,059.00	0.00	0.00	21,059.00	0%	0%
260-616310-000	MEDICAID CONTRACT SERVICES	87,500.00	0.00	0.00	87,500.00	0%	0%
260-616350-000	MEDICAID MATCH	100,037.00	0.00	70,000.00	30,037.00	0%	70%
***TOTAL EXPENDITURES		446,547.00	0.00	70,000.00	376,547.00	0%	16%

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	16,598.00CR	0.00	0.00	16,598.00CR	0%	0%
	***TOTAL REVENUE	16,598.00CR	0.00	0.00	16,598.00CR	0%	0%
261-512115-000	ELEMENTARY CLASSIFIED SALARY	0.00	0.00	0.00	0.00	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	0.00	0.00	0%	0%
261-512220-000	FICA BENEFIT	0.00	0.00	0.00	0.00	0%	0%
261-512230-000	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
261-512270-000	WORKERS COMP	0.00	0.00	0.00	0.00	0%	0%
261-512280-000	UUSL	0.00	0.00	0.00	0.00	0%	0%
261-512290-000	PERSI BENEFIT	0.00	0.00	0.00	0.00	0%	0%
261-512310-000	PURCHASED SERVICES	12,948.00	0.00	0.00	12,948.00	0%	0%
261-512410-000	SUPPLIES/MATERIALS	3,650.00	0.00	0.00	3,650.00	0%	0%
	***TOTAL EXPENDITURES	16,598.00	0.00	0.00	16,598.00	0%	0%
REAP							
262-320000-000	BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
262-443000-000	REAP GRANT REVENUE	23,251.00CR	0.00	11,419.05CR	11,831.95CR	0%	49%
	***TOTAL REVENUE	23,251.00CR	0.00	11,419.05CR	11,831.95CR	0%	49%
262-512115-000	ELEMENTARY CLASSIFIED SALARY	14,542.00	0.00	7,270.98	7,271.02	0%	50%
262-512200-000	FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
262-512210-000	LIFE INSURANCE BENEFIT	96.00	0.00	25.43	70.57	0%	26%
262-512220-000	FICA BENEFIT	1,112.00	0.00	556.20	555.80	0%	50%
262-512230-000	HEALTH INSURANCE - REAP	5,485.00	0.00	2,580.52	2,904.48	0%	47%
262-512270-000	WORKERS COMP. BENEFIT	98.00	0.00	56.70	41.30	0%	58%
262-512280-000	SICK LEAVE BENEFIT	183.00	0.00	61.08	121.92	0%	33%
262-512290-000	PERSI BENEFIT	1,735.00	0.00	868.14	866.86	0%	50%
	***TOTAL EXPENDITURES	23,251.00	0.00	11,419.05	11,831.95	0%	49%

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	52,236.58CR	32,763.42CR	0%	61%
267-443001-000	NYCP GRANT REVENUE	232,709.00CR	0.00	166,719.62CR	65,989.38CR	0%	72%
***TOTAL REVENUE		317,709.00CR	0.00	218,956.20CR	98,752.80CR	0%	69%

267-512410-000	CULTURAL ENRICHMENT SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
267-515100-000	COORDINATOR SALARY	12,150.00	0.00	4,692.00	7,458.00	0%	39%
267-515110-000	NEZ PERCE LANGUAGE INSTRUCTOR	0.00	0.00	0.00	0.00	0%	0%
267-515115-000	CERTIFIED SALARY - OTHER	16,500.00	0.00	215.15	16,284.85	0%	1%
267-515120-000	SECRETARY'S SALARY	19,265.00	0.00	23,771.11	4,506.11	0%	123%
267-515125-000	ATTENDANCE CLERK	11,765.00	0.00	5,338.98	6,426.02	0%	45%
267-515200-000	FRINGE	3,591.00	0.00	4,910.46	1,319.46	0%	137%
267-515210-000	LIFE INS - VI-A	55.00	0.00	78.05	23.05	0%	142%
267-515220-000	EMPLOYER FICA	4,840.00	0.00	2,900.23	1,939.77	0%	60%
267-515230-000	HEALTH INSURANCE - VI-A	0.00	0.00	57.38	57.38	0%	0%
267-515270-000	WORKER'S COMPENSATION	427.00	0.00	303.61	123.39	0%	71%
267-515280-000	SICK LEAVE BENEFIT	797.00	0.00	210.06	586.94	0%	26%
267-515290-000	RETIREMENT BENEFIT	7,555.00	0.00	2,907.10	4,647.90	0%	38%
267-515300-000	HIGH SCHOOL PURCHASED SVCS	4,000.00	0.00	2,612.80	1,387.20	0%	65%
267-515380-000	TRAVEL - VI-A	0.00	0.00	3,699.63	3,699.63	0%	0%
267-515410-000	SUPPLIES	4,055.00	0.00	540.02	3,514.98	0%	13%
TOTAL TITLE VI-A EXPENDITURES		85,000.00	0.00	52,236.58	32,763.42	0%	61%

267-515101-000	SALARIES - DIRECTOR - NYCP	26,836.00	0.00	15,215.00	11,621.00	0%	57%
267-515111-000	SALARIES - CERTIFIED - NYCP	76,899.00	0.00	38,363.48	38,535.52	0%	50%
267-515116-000	SALARIES - N/C - NYCP	18,270.00	0.00	9,215.10	9,054.90	0%	50%
267-515201-000	FRINGE - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515211-000	LIFE INS - NYCP	288.00	0.00	133.20	154.80	0%	46%
267-515221-000	FICA - ER - NYCP	9,333.00	0.00	4,773.49	4,559.51	0%	51%
267-515231-000	HEALTH INS - NYCP	24,344.00	0.00	7,522.61	16,821.39	0%	31%
267-515271-000	WORKERS COMP - NYCP	824.00	0.00	489.81	334.19	0%	59%
267-515281-000	UUSL - NYCP	1,537.00	0.00	248.51	1,288.49	0%	16%
267-515291-000	PERSI - NYCP	14,567.00	0.00	8,088.27	6,478.73	0%	56%
267-515311-000	PURCHASES SERVICES - NYCP	16,136.00	0.00	55,568.05	39,432.05	0%	344%
267-515381-000	TRAVEL - NYCP	16,829.00	0.00	12,153.87	4,675.13	0%	72%
267-515411-000	SUPPLIES - NYCP	18,290.00	0.00	8,882.00	9,408.00	0%	49%
267-920801-000	INDIRECT COSTS - NYCP	8,556.00	0.00	6,066.23	2,489.77	0%	71%
TOTAL NYCP EXPENDITURES		232,709.00	0.00	166,719.62	65,989.38	0%	72%
***TOTAL EXPENDITURES		317,709.00	0.00	218,956.20	98,752.80	0%	69%

J O M F U N D

269-320000-000	J.O.M. BEGINNING BALANCE	30,000.00CR	0.00	0.00	30,000.00CR	0%	0%
269-415000-000	INVESTMENT EARNINGS	0.00	0.00	595.47CR	595.47	0%	0%
269-445900-000	FEDERAL ASSISTANCE	9,000.00CR	0.00	0.00	9,000.00CR	0%	0%
***TOTAL REVENUE		39,000.00CR	0.00	595.47CR	38,404.53CR	0%	2%
269-512310-000	CULTURAL ENRICHMENT	5,000.00	0.00	0.00	5,000.00	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	2,000.00	0.00	0.00	2,000.00	0%	0%
269-515110-000	CERTIFIED SALARIES - ASP - S/S	15,000.00	0.00	2,654.92	12,345.08	0%	18%
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	5.88	5.88	0%	0%
269-515220-000	EMPLOYER FICA	1,148.00	0.00	172.70	975.30	0%	15%
269-515230-000	HEALTH INSURANCE - JOM	0.00	0.00	579.05	579.05	0%	0%
269-515270-000	WORKERS COMP	101.00	0.00	20.70	80.30	0%	20%
269-515280-000	UNUSED SICK LEAVE BENEFIT	189.00	0.00	12.99	176.01	0%	7%
269-515290-000	PERSI	1,791.00	0.00	316.99	1,474.01	0%	18%
269-515300-000	PURCHASE SERVICES	0.00	0.00	0.00	0.00	0%	0%
269-515310-000	CULTURAL ENRICHMENT SERVICES	5,000.00	0.00	0.00	5,000.00	0%	0%
269-515410-000	JOM CULTURAL SUPPLIES	8,771.00	0.00	1,432.87	7,338.13	0%	16%
***TOTAL EXPENDITURES		39,000.00	0.00	5,196.10	33,803.90	0%	13%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
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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	21,491.00CR	0.00	16,028.94CR	5,462.06CR	0%	75%

***TOTAL REVENUE		21,491.00CR	0.00	16,028.94CR	5,462.06CR	0%	75%
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271-621110-000	STAFF DEVELOPMENT SALARIES	17,000.00	0.00	12,727.71	4,272.29	0%	75%
271-621210-000	STAFF DEVELOPMENT LIFE INS.	0.00	0.00	27.62 (	27.62)	0%	0%
271-621220-000	STAFF DEVELOP. FICA BENEFIT	1,301.00	0.00	971.24	329.76	0%	75%
271-621230-000	HEALTH INSURANCE - II-A	0.00	0.00	1,301.64 (	1,301.64)	0%	0%
271-621270-000	WORKERS COMPENSATION	115.00	0.00	99.32	15.68	0%	86%
271-621280-000	STAFF DEVELOP. SICK LEAVE	214.00	0.00	133.84	80.16	0%	63%
271-621290-000	STAFF DEVELOP. PERSI BENEFIT	2,030.00	0.00	1,509.03	520.97	0%	74%
271-621310-000	STAFF DEVELOPMENT	831.00	0.00	381.72	449.28	0%	46%
271-621380-000	TITLE II STAFF TRAVEL	0.00	0.00	388.70 (	388.70)	0%	0%
271-621410-000	STAFF DEVELOPMENT SUPPLIES	0.00	0.00	302.10 (	302.10)	0%	0%
271-920800-000	INDIRECT COST--TITLE II-A	0.00	0.00	0.00	0.00	0%	0%

***TOTAL EXPENDITURES		21,491.00	0.00	17,842.92	3,648.08	0%	83%
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21ST CENTURY LEARNING CENTERS

273-445900-000	21ST CENTURY FEDERAL REVENUE	125,096.00CR	0.00	49,904.25CR	75,191.75CR	0%	40%
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***TOTAL REVENUE		125,096.00CR	0.00	49,904.25CR	75,191.75CR	0%	40%
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273-512100-000	SALARIES - DIRECTOR - 21ST CLCC	44,096.00	0.00	22,208.61	21,887.39	0%	50%
273-512110-000	SALARIES - CERTIFIED - 21ST CLCC	34,585.00	0.00	17,153.85	17,431.15	0%	50%
273-512115-000	SALARIES - N/C - 21ST CLCC	7,105.00	0.00	5,547.95	1,557.05	0%	78%
273-512200-000	FRINGE - 21ST CLCC	7,291.00	0.00	3,645.48	3,645.52	0%	50%
273-512210-000	LIFE - 21ST CLCC	96.00	0.00	96.79 (	0.79)	0%	101%
273-512220-000	FICA - 21ST CLCC	7,120.00	0.00	3,448.85	3,671.15	0%	48%
273-512230-000	HEALTH INS - 21ST CLCC	0.00	0.00	2,170.57 (	2,170.57)	0%	0%
273-512270-000	WORKERS COMP - 21ST CLCC	628.00	0.00	373.49	254.51	0%	59%
273-512280-000	UUSL - 21ST CLCC	1,173.00	0.00	383.33	789.67	0%	33%
273-512290-000	PERSI - 21ST CLCC	11,113.00	0.00	5,768.73	5,344.27	0%	52%
273-512300-000	PURCHASED SERVICES - 21ST CLCC	10,112.00	0.00	994.05	9,117.95	0%	10%
273-512400-000	SUPPLIES - 21ST CLCC	1,777.00	0.00	473.96	1,303.04	0%	27%
273-920800-000	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%

***TOTAL EXPENDITURES		125,096.00	0.00	62,265.66	62,830.34	0%	50%
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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	28,886.00CR	0.00	8,563.44CR	20,322.56CR	0%	30%

***TOTAL REVENUE		28,886.00CR	0.00	8,563.44CR	20,322.56CR	0%	30%
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278-515110-000	GEAR UP CERT. SALARIES	0.00	0.00	0.00	0.00	0%	0%
278-515115-000	GEAR UP SALARIES	11,435.00	0.00	5,977.85	5,457.15	0%	52%
278-515200-000	FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515210-000	LIFE INSURANCE BENEFIT	48.00	0.00	18.38	29.62	0%	38%
278-515220-000	EMPLOYER FICA	875.00	0.00	457.32	417.68	0%	52%
278-515230-000	HEALTH INSURANCE - GEAR UP	4,869.00	0.00	1,864.66	3,004.34	0%	38%
278-515270-000	WORKER'S COMPENSATION	77.00	0.00	46.62	30.38	0%	61%
278-515280-000	SICK LEAVE BENEFIT	144.00	0.00	49.28	94.72	0%	34%
278-515290-000	PERSI BENEFIT	1,365.00	0.00	713.77	651.23	0%	52%
278-515380-000	STUDENT TRAVEL	5,000.00	0.00	0.00	5,000.00	0%	0%
278-515410-000	GEAR UP SUPPLIES	5,073.00	0.00	53.68	5,019.32	0%	1%
278-621310-000	STAFF CONFERENCE/TRAINING	0.00	0.00	996.22 (	996.22)	0%	0%
278-621380-000	STAFF TRAVEL	0.00	0.00	0.00	0.00	0%	0%
278-920800-000	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%

***TOTAL EXPENDITURES		28,886.00	0.00	10,177.78	18,708.22	0%	35%
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(Rprt: 01 - MAINBdgt Prep: 20/Prop Budget; Dates: 00/00/00-03/31/20; PRINT: 03/11/20 2:17:14 PM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
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CHILD NUTRITION

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	608.16CR	608.16	0%	0%
290-416100-000	SCHOOL FOOD SERVICE	0.00	0.00	0.00	0.00	0%	0%
290-416200-000	LUNCH SALES--ALA CARTE	7,500.00CR	0.00	3,668.40CR	3,831.60CR	0%	49%
290-419900-000	OTHER REVENUE	0.00	0.00	0.00	0.00	0%	0%
290-445500-000	NSLP - LUNCH REVENUE	195,000.00CR	31,131.15CR	133,798.86CR	61,201.14CR	16%	69%
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	16,295.33CR	15,704.67CR	0%	51%
290-445503-000	NSLP - BREAKFAST REVENUE	70,000.00CR	9,034.30CR	45,606.61CR	24,393.39CR	13%	65%
290-445504-000	NSLP - SNACK REVENUE	2,000.00CR	0.00	0.00	2,000.00CR	0%	0%
290-445505-000	FRESH FRUIT VEGETABLE GRANT INCOME	16,000.00CR	3,834.04CR	8,780.75CR	7,219.25CR	24%	55%
290-460000-000	INTERFUND TRANSFER	0.00	0.00	0.00	0.00	0%	0%
***TOTAL REVENUE		385,500.00CR	43,999.49CR	208,758.11CR	176,741.89CR	11%	54%

290-710115-000	FOOD SERVICE SALARIES--REGULAR	104,431.00	0.00	65,392.49	39,038.51	0%	63%
290-710116-000	FFVP PREP SALARIES	2,500.00	0.00	684.07	1,815.93	0%	27%
290-710117-000	FFVP ADMIN SALARIES	1,500.00	0.00	65.28	1,434.72	0%	4%
290-710200-000	FRINGE BENEFITS-FOOD SERVICES	11,222.00	0.00	5,421.98	5,800.02	0%	48%
290-710210-000	LIFE/EMP. ASSIST. PLAN	576.00	0.00	262.21	313.79	0%	46%
290-710220-000	EMPLOYER FICA	0.00	0.00	0.00	0.00	0%	0%
290-710230-000	HEALTH INSURANCE - FOOD SERVICE	37,127.00	0.00	18,643.01	18,483.99	0%	50%
290-710270-000	WORKER'S COMPENSATION	7,397.00	0.00	4,956.59	2,440.41	0%	67%
290-710280-000	SICK LEAVE RETIRE.	1,482.00	0.00	611.48	870.52	0%	41%
290-710290-000	PERSI BENEFIT	14,048.00	0.00	8,050.54	5,997.46	0%	57%
290-710310-000	FOOD SERVICE - PURCHASED SERVICES	1,500.00	0.00	1,274.51	225.49	0%	85%
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	0.00	7,760.15	1,239.85	0%	86%
290-710411-000	FOOD SERVICE--FOOD SUPPLIES	158,717.00	0.00	91,002.58	67,714.42	0%	57%
290-710412-000	FOOD SERVICE--MILK	22,000.00	0.00	10,446.96	11,553.04	0%	47%
290-710413-000	FOOD SERVICE--COMMODITIES	14,000.00	0.00	3,782.07	10,217.93	0%	27%
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	0.00	218,353.92	167,146.08	0%	57%

BOND INT./REDEMP. FUND

310-320000-000	BIRF BEGINNING BALANCE	40,000.00CR	0.00	0.00 (	40,000.00)	0%	0%
310-412510-000	BIRF LEVY TAXES-NEZPERCE COUNTY	196,782.00CR	0.00	147,993.98CR	48,788.02)	0%	75%
310-415000-000	INVESTMENT EARNINGS	800.00CR	0.00	929.22CR	129.22	0%	116%
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.	45,000.00CR	0.00	65,205.72CR	20,205.72	0%	145%
***TOTAL REVENUE		282,582.00CR	0.00	214,128.92CR	68,453.08CR	0%	76%

310-911610-000	BIRF PRINCIPAL	235,000.00	0.00	235,000.00	0.00	0%	100%
310-912620-000	BIRF INTEREST	47,082.00	0.00	47,081.25	0.75	0%	100%
310-913691-000	BIRF FEES	500.00	0.00	500.00	0.00	0%	100%
***TOTAL EXPENDITURES		282,582.00	0.00	282,581.25	0.75	0%	100%

BUS DEPRECIATION

421-320000-000	BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
421-431200-000	TRANSPORTATION DEPRECIATION REV	38,565.00CR	0.00	51,670.00CR	13,105.00	0%	134%
***TOTAL REVENUE		38,565.00CR	0.00	51,670.00CR	13,105.00	0%	134%
421-681500-000	BUS PURCHASE	38,565.00	0.00	0.00	38,565.00	0%	0%
***TOTAL EXPENDITURES		38,565.00	0.00	0.00	38,565.00	0%	0%

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
GENERAL FUND				
100-111100-000	CASH IN BANK--GENERAL FUND	62,503.22CR	200.00	62,303.22CR
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	3,238,770.59	0.00	3,238,770.59
100-112120-000	SAVINGS ACCOUNT--WELLS FARGO	510.08	0.00	510.08
100-113100-000	TAXES RECEIVABLE	2,487.72	0.00	2,487.72
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	691.03	0.00	691.03
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		3,179,956.20	200.00	3,180,156.20
100-211200-000	INTERFUND PAYABLE	0.00	0.00	0.00
100-213000-000	ACCOUNTS PAYABLE	0.00	721.74CR	721.74CR
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	96.91CR	0.00	96.91CR
100-218351-000	WORKERS COMPENSATION PAYABLE	10,953.84	0.00	10,953.84
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	2,939.16CR	0.00	2,939.16CR
100-320200-000	FUND BALANCE - GENERAL FUND	3,187,873.97CR	521.74	3,187,352.23CR
***TOTAL LIABILITIES & FUND BAL.		3,179,956.20CR	200.00CR	3,180,156.20CR
GRANTS - NEZ PERCE TRIBE & OTHERS				
232-111100-000	CASH IN BANK-NPT GRANTS & OTHERS	4,919.83	0.00	4,919.83
232-112100-000	LGIP	50,756.78	0.00	50,756.78
232-114100-000	REVENUE RECEIVABLE	0.00	0.00	0.00
232-114200-000	INTERFUND RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		55,676.61	0.00	55,676.61
232-217100-000	SALARIES PAYABLE	0.00	0.00	0.00
232-217200-000	BENEFITS PAYABLE	0.00	0.00	0.00
232-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
232-320200-000	FUND BALANCE - FUND 232	55,676.61CR	0.00	55,676.61CR
***TOTAL LIABILITIES & FUND BAL.		55,676.61CR	0.00	55,676.61CR
NEXPERCE TRIBE - LITERATURE GRT				
234-111100-000	CASH IN BANK--NEZPERCE LIT GRANT	0.00	0.00	0.00
***TOTAL ASSETS		0.00	0.00	0.00
234-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
234-320200-000	FUND BALANCE - NPT LITERATURE GRANT	0.00	0.00	0.00
***TOTAL LIABILITIES & FUND BAL.		0.00	0.00	0.00
NEZPERCE TRIBE JOB SKILLS				
235-111100-000	CASH IN BANK--NEZPERCE SPEC. SERV.	1,282.35	0.00	1,282.35
235-114100-000	REVENUE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		1,282.35	0.00	1,282.35
235-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
235-320200-000	FUND BALANCE- NEZPERCE TRIBE JOB SKILLS	1,282.35CR	0.00	1,282.35CR
***TOTAL LIABILITIES & FUND BAL.		1,282.35CR	0.00	1,282.35CR

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
STATE VOCATIONAL				
243-111100-000	CASH IN BANK--STATE VOC ED.	14,636.36	0.00	14,636.36
243-114100-000	SUPPORT RECEIVABLE	0.00	0.00	0.00
243-114200-000	INTERFUND RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		14,636.36	0.00	14,636.36
243-211200-000	INTERFUND PAYABLES	0.00	0.00	0.00
243-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
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	14,636.36CR	0.00	14,636.36CR
***TOTAL LIABILITIES & FUND BAL.		14,636.36CR	0.00	14,636.36CR
CHAPTER I FUND				
251-111100-000	CASH IN BANK--TITLE I	15,055.34CR	0.00	15,055.34CR
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		15,055.34CR	0.00	15,055.34CR
251-211200-000	INTERFUND PAYABLES	0.00	0.00	0.00
251-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
251-217100-000	CONTRACTS PAYABLE--CHAPTER I	0.00	0.00	0.00
251-217200-000	BENEFITS PAYABLE	0.00	0.00	0.00
251-320200-000	FUND BALANCE - FUND 251	15,055.34	0.00	15,055.34
***TOTAL LIABILITIES & FUND BAL.		15,055.34	0.00	15,055.34
PART B FUND				
257-111100-000	CASH IN BANK-- PART B	10,891.47CR	0.00	10,891.47CR
257-114100-000	REVENUE RECEIVABLE	0.00	0.00	0.00
257-114200-000	INTERFUND RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		10,891.47CR	0.00	10,891.47CR
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	10,891.47	0.00	10,891.47
***TOTAL LIABILITIES & FUND BAL.		10,891.47	0.00	10,891.47
PART B PRESCHOOL				
258-111100-000	CASH IN BANK -- PART B PRE-SCHOOL	268.10CR	0.00	268.10CR
258-114100-000	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		268.10CR	0.00	268.10CR
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	268.10	0.00	268.10
***TOTAL LIABILITIES & FUND BAL.		268.10	0.00	268.10

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
MEDICAID FUND				
260-111100-000	CASH - MEDICAID FUND	114,793.04	0.00	114,793.04
260-111500-000	MEDICAID TRUST ACCOUNT	9,007.00	0.00	9,007.00
260-113100-000	MEDICAID RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		123,800.04	0.00	123,800.04
260-211200-000	INTERFUND PAYABLE	0.00	0.00	0.00
260-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
260-320200-000	FUND BALANCE - MEDICAID FUND	123,800.04CR	0.00	123,800.04CR
***TOTAL LIABILITIES & FUND BAL.		123,800.04CR	0.00	123,800.04CR
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	0.00	0.00
262-114100-000	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		0.00	0.00	0.00
262-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
262-217100-000	SALARIES PAYABLE	0.00	0.00	0.00
262-217200-000	BENEFITS PAYABLE	0.00	0.00	0.00
262-320200-000	FUND BALANCE - REAP	0.00	0.00	0.00
***TOTAL LIABILITIES & FUND BAL.		0.00	0.00	0.00
T I T L E VI-A INDIAN EDUCATION				
267-111100-000	CASH IN BANK--TITLE VI-A	0.00	0.00	0.00
267-114100-000	REVENUE RECEIVABLE -- TITLE VI-A	0.00	0.00	0.00
***TOTAL ASSETS		0.00	0.00	0.00
267-211200-000	INTERFUND PAYABLE	0.00	0.00	0.00
267-213000-000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	0.00	0.00
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	0.00	0.00
***TOTAL LIABILITIES & FUND BAL.		0.00	0.00	0.00
J O M F U N D				
269-111100-000	CASH IN BANK--JOM	4,172.66	0.00	4,172.66
269-112100-000	INVESTMENTS - LGIP #2714	44,716.46	0.00	44,716.46
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		48,889.12	0.00	48,889.12
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	48,889.12CR	0.00	48,889.12CR
***TOTAL LIABILITIES & FUND BAL.		48,889.12CR	0.00	48,889.12CR

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
T I T L E I I A IMPV TEACH QUALITY				
271-111100-000	CASH IN BANK--TITLE II IMPV T QUAL	1,813.98CR	0.00	1,813.98CR
271-114000-000	RECEIVABLE--TITLE II	0.00	0.00	0.00
***TOTAL ASSETS		1,813.98CR	0.00	1,813.98CR
271-211200-000	INTERFUND PAYABLE	0.00	0.00	0.00
271-213000-000	ACCOUNTS PAYABLE--TITLE II	0.00	0.00	0.00
271-217100-000	SALARIES PAYABLE	0.00	0.00	0.00
271-217200-000	BENEFITS PAYABLE	0.00	0.00	0.00
271-320200-000	FUND BALANCE - TITLE II-A	1,813.98	0.00	1,813.98
***TOTAL LIABILITIES & FUND BAL.		1,813.98	0.00	1,813.98
21st CENTURY COMMUNITY LEARNING CENTER				
273-111100-000	CASH - 21ST CENTURY LEARNING CENTER	12,361.41CR	0.00	12,361.41CR
273-114000-000	RECEIVABLE - 21ST CENTURY LEARNING CENT	0.00	0.00	0.00
***TOTAL ASSETS		12,361.41CR	0.00	12,361.41CR
273-211200-000	INTERFUND PAYABLE	0.00	0.00	0.00
273-213000-000	ACCOUNTS PAYABLE - 21ST CLCC	0.00	0.00	0.00
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	12,361.41	0.00	12,361.41
***TOTAL LIABILITIES & FUND BAL.		12,361.41	0.00	12,361.41
G E A R - U P G R A N T				
278-111100-000	CASH IN BANK--GEAR-UP GRANT	1,614.34CR	0.00	1,614.34CR
278-114000-000	REVENUE RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		1,614.34CR	0.00	1,614.34CR
278-211200-000	INTERFUND PAYABLE	0.00	0.00	0.00
278-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
278-217100-000	SALARIES PAYABLE	0.00	0.00	0.00
278-217200-000	BENEFITS PAYABLE	0.00	0.00	0.00
278-320200-000	FUND BALANCE - GEAR UP GRANT	1,614.34	0.00	1,614.34
***TOTAL LIABILITIES & FUND BAL.		1,614.34	0.00	1,614.34
C H I L D N U T R I T I O N				
290-111100-000	CASH IN BANK -- FOOD SERVICE	45,904.73CR	43,999.49	1,905.24CR
290-112100-000	LGIP	45,681.10	0.00	45,681.10
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		193.63CR	43,999.49	43,805.86
290-211200-000	INTERFUND PAYABLE	0.00	0.00	0.00
290-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
290-217100-000	FOOD SERVICE CONTRACTS PAYABLE	0.00	0.00	0.00
290-217200-000	BENEFITS PAYABLE	0.00	0.00	0.00
290-320200-000	FUND BALANCE - CHILD NUTRITION	193.63	43,999.49CR	43,805.86CR
***TOTAL LIABILITIES & FUND BAL.		193.63	43,999.49CR	43,805.86CR

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
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B O N D I N T./R E D E M P. FUND

310-111100-000	CASH IN BANK--BOND INT./REDEMP. FD	2,956.99	0.00	2,956.99
310-112100-000	INVESTMENTS--BIR FUND #2770	69,731.03	0.00	69,731.03
310-113100-000	TAXES RECEIVABLE--NEZ PERCE CO.	19,556.19	0.00	19,556.19
310-114000-000	REVENUE RECEIVABLE	0.00	0.00	0.00
310-114101-000	INTEREST RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		92,244.21	0.00	92,244.21

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.	19,568.61CR	0.00	19,568.61CR
310-320200-000	FUND BALANCE - BOND REDEMPTION FUND	72,675.60CR	0.00	72,675.60CR
***TOTAL LIABILITIES & FUND BAL.		92,244.21CR	0.00	92,244.21CR

BUS DEPRECIATION

421-111100-000	CASH IN BANK--BUS DEPRECIATION	51,670.00	0.00	51,670.00
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		51,670.00	0.00	51,670.00

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	51,670.00CR	0.00	51,670.00CR
***TOTAL LIABILITIES & FUND BAL.		51,670.00CR	0.00	51,670.00CR

S C H O L A R S H I P F U N D

710-111100-000	CASH IN BANK -- SCHOLARSHIP FUND	1,307.57	0.00	1,307.57
710-112010-000	INV-- T.HIGHEAGLE-JOHNSON #1209	193.34	0.00	193.34
710-112015-000	INVESTMENTS -- MICHAEL BISBEE III #1502	4,850.39	0.00	4,850.39
710-112020-000	INVESTMENTS -- D HIGHEAGLE #1208	1,666.03	0.00	1,666.03
710-112025-000	INVESTMENTS--GENERAL SCHOLARSHIP #1503	1,944.16	0.00	1,944.16
710-112030-000	INVESTMENTS -- M. PATTERSON #1210	122.78	0.00	122.78
710-112040-000	INVESTMENTS--JEFF WILSON #2713	432.50	0.00	432.50
710-112050-000	INVESTMENTS--G. LEIGHTON #2715	4,836.16	0.00	4,836.16
710-112060-000	INVESTMENTS--ALEC REUBEN #3119	656.70	0.00	656.70
710-112075-000	LGIP - HELEN COLEMAN #1269	758.62	0.00	758.62
710-114000-000	REVENUE RECEIVABLE	0.00	0.00	0.00
710-114101-000	INTEREST RECEIVABLE	0.00	0.00	0.00
***TOTAL ASSETS		16,768.25	0.00	16,768.25

710-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
710-223210-000	T HIGHEAGLE-JOHNSON SCHOLARSHIP	193.34CR	0.00	193.34CR
710-223215-000	MICHAEL BISBEE III FUND	4,850.39CR	0.00	4,850.39CR
710-223220-000	FUND BALANCE - DAN HIGHEAGLE SCHOLARSHI	1,416.03CR	0.00	1,416.03CR
710-223230-000	FUND BALANCE - MARK PATTERSON SCHOLARSH	1.63CR	0.00	1.63CR
710-223240-000	F / B - JEFF WILSON MEMORIAL SCHOLARSHI	502.50CR	0.00	502.50CR
710-223250-000	FUND BALANCE - GARRET LEIGHTON MEMORIAL	6,573.73CR	0.00	6,573.73CR
710-223260-000	FUND BALANCE - ALEC REUBEN SCHOLARSHIP	656.70CR	0.00	656.70CR
710-223275-000	FUND BALANCE - HELEN COLEMAN FUND	758.62CR	0.00	758.62CR
710-320200-000	FUND BALANCE - SCHOLARSHIP FUND	1,815.31CR	0.00	1,815.31CR
***TOTAL LIABILITIES & FUND BAL.		16,768.25CR	0.00	16,768.25CR

ACCOUNTS PAYABLE

100-213000-000	ACCOUNTS PAYABLE	0.00	721.74CR	721.74CR
232-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
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	0.00	0.00
251-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
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	0.00	0.00
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	0.00	0.00
278-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
290-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
310-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
ACCOUNTS PAYABLE		0.00	721.74CR	721.74CR

C A S H I N B A N K

100-111100-000	CASH IN BANK--GENERAL FUND	62,503.22CR	200.00	62,303.22CR
232-111100-000	CASH IN BANK-NPT GRANTS & OTHERS	4,919.83	0.00	4,919.83
234-111100-000	CASH IN BANK--NEZPERCE LIT GRANT	0.00	0.00	0.00
235-111100-000	CASH IN BANK--NEZPERCE SPEC. SERV.	1,282.35	0.00	1,282.35
243-111100-000	CASH IN BANK--STATE VOC ED.	14,636.36	0.00	14,636.36
246-111100-000	CASH IN BANK--DRUG FREE YTH	0.00	0.00	0.00
251-111100-000	CASH IN BANK--TITLE I	15,055.34CR	0.00	15,055.34CR
257-111100-000	CASH IN BANK-- PART B	10,891.47CR	0.00	10,891.47CR
258-111100-000	CASH IN BANK -- PART B PRE-SCHOOL	268.10CR	0.00	268.10CR
260-111100-000	CASH - MEDICAID FUND	114,793.04	0.00	114,793.04
261-111100-000	TITLE IV-A CASH	0.00	0.00	0.00
262-111100-000	CASH IN BANK--REAP GRANT	0.00	0.00	0.00
267-111100-000	CASH IN BANK--TITLE VI-A	0.00	0.00	0.00
269-111100-000	CASH IN BANK--JOM	4,172.66	0.00	4,172.66
271-111100-000	CASH IN BANK--TITLE II IMPV T QUAL	1,813.98CR	0.00	1,813.98CR
273-111100-000	CASH - 21ST CENTURY LEARNING CENTER	12,361.41CR	0.00	12,361.41CR
278-111100-000	CASH IN BANK--GEAR-UP GRANT	1,614.34CR	0.00	1,614.34CR
290-111100-000	CASH IN BANK -- FOOD SERVICE	45,904.73CR	43,999.49	1,905.24CR
310-111100-000	CASH IN BANK--BOND INT./REDEMP. FD	2,956.99	0.00	2,956.99
421-111100-000	CASH IN BANK--BUS DEPRECIATION	51,670.00	0.00	51,670.00
710-111100-000	CASH IN BANK -- SCHOLARSHIP FUND	1,307.57	0.00	1,307.57
*****TOTAL CASH IN BANK		45,326.21	44,199.49	89,525.70

*** ACCOUNTS PAYABLE *** LAPWAI SCHOOL DISTRICT #341						03/11/20	PRINT: 03/11/20 2:18:01 PM PAGE 1		
(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
011720	100-651311-000	000000	03/16/20	000000	20108503	ADMIN FEE (1320.09)	1	03-2020	92.86
	**SUB-TOTAL: IDAHO STATE BILLING SVCS, INC.								92.86
020100	100-515321-000	000000	03/03/20	000000	103358395	HS RENTAL	1	03-2020	320.15
020100	100-512322-000	000000	03/03/20	000000	103358395	ES RENTAL	1	03-2020	308.73
	**SUB-TOTAL: RICOH USA, INC.								628.88
	***GRAND TOTAL - VENDOR COUNT: 2								721.74

ASSOCIATED STUDENT BODY FUND

750-111100-000	CASH IN BANK-- ASB	50,335.24	7,798.92CR	42,536.32
750-111110-000	PETTY CASH	1,600.00	0.00	1,600.00
750-112100-000	LGIP - ASB FUND #3120	18,968.00	30.61	18,998.61
TOTAL STUDENT BODY ASSETS		70,903.24	7,768.31CR	63,134.93

STUDENT BODY FUNDS

750-213000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
750-218350-000	SALES TAX PAYABLE	0.00	1.00CR	1.00CR
750-223100-000	HIGH SCHOOL STUDENT BODY	1,633.80CR	526.05CR	2,159.85CR
750-223107-000	MIDDLE SCHOOL STUDENT BODY	967.99CR	25.00	942.99CR
750-223110-000	AT RISK FUND	689.67CR	149.57	540.10CR
750-223125-000	CONCESSIONS	1,780.74CR	849.23	931.51CR
TOTAL GENERAL STUDENT BODY FUNDS		5,072.20CR	496.75	4,575.45CR

ATHLETIC FUNDS

750-223200-000	GENERAL ATHLETIC FUND	5,707.12CR	1,320.00	4,387.12CR
750-223201-000	FOOTBALL	0.00	0.00	0.00
750-223202-000	FOOTBALL FUNDRAISERS	32.29CR	0.00	32.29CR
750-223210-000	VOLLEYBALL	148.56CR	0.00	148.56CR
750-223211-000	VOLLEYBALL FUNDRAISERS	0.00	0.00	0.00
750-223220-000	GIRLS BASKETBALL	887.57CR	6,832.17	5,944.60
750-223221-000	GIRLS BASKETBALL FUNDRAISERS	4,681.94CR	0.00	4,681.94CR
750-223230-000	BOYS BASKETBALL	2,176.10CR	619.45CR	2,795.55CR
750-223231-000	BOYS BASKETBALL FUNDRAISERS	3,065.12CR	0.00	3,065.12CR
750-223240-000	TRACK	5,441.45CR	511.39	4,930.06CR
750-223250-000	CHEER	1,194.17CR	822.31	371.86CR
750-223260-000	SOFTBALL	165.50CR	16.00CR	181.50CR
750-223261-000	SOFTBALL FUNDRAISERS	107.86CR	0.00	107.86CR
750-223270-000	BASEBALL	165.50CR	16.00CR	181.50CR
750-223271-000	BASEBALL FUNDRAISERS	453.21CR	0.00	453.21CR
TOTAL ATHLETICS		24,226.39CR	8,834.42	15,391.97CR

CLASSES

750-223400-000	STUDENT COUNCIL	3,158.97CR	267.08CR	3,426.05CR
750-223401-000	SENIOR CLASS	0.00	159.80CR	159.80CR
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		3,158.97CR	426.88CR	3,585.85CR

CLUBS

750-223521-000	YEARBOOK	1,217.86	470.00CR	747.86
750-223523-000	DRAMA	4,902.88CR	0.00	4,902.88CR
750-223530-000	LIBRARY	774.29CR	0.00	774.29CR
750-223532-000	INDIAN CLUB	6,409.22CR	81.41CR	6,490.63CR
750-223533-000	BOOSTER CLUB	7,740.67CR	1,507.27	6,233.40CR
750-223534-000	HONOR SOCIETY	296.10CR	0.00	296.10CR
750-223536-000	PBIS PAWS STORE	9.37CR	0.00	9.37CR
750-223538-000	CLASS OF 2021 PARENTS FUNDRAISERS	0.00	0.00	0.00
750-223539-000	CLASS OF 2020 PARENTS FUNDRAISERS	1.06CR	0.00	1.06CR
750-223540-000	FRENCH CLUB	2,553.31CR	0.00	2,553.31CR
750-223541-000	PEP CLUB	390.37CR	0.00	390.37CR
750-223547-000	FFA	6,354.36CR	267.22CR	6,621.58CR
750-223549-000	AISES CONFERENCE	3,268.00CR	0.00	3,268.00CR
750-223553-000	BAND-MUSIC	157.31CR	0.00	157.31CR
750-223555-000	NEZ PERCE LANGUAGE	165.92CR	0.00	165.92CR
750-223556-000	BPA	3,913.29CR	1,824.62CR	5,737.91CR
750-223560-000	SEL EDUCATION PROJECTS	1,659.79CR	0.00	1,659.79CR
750-223561-000	CAP AND GOWN	0.00	0.00	0.00
750-223562-000	MAPP	56.92CR	0.00	56.92CR
750-223564-000	CR-PLC INCENTIVE	368.96CR	0.00	368.96CR
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		38,445.68CR	1,135.98CR	39,581.66CR

TOTAL PAYABLES AND STUDENT FUNDS

70,903.24CR	7,768.31	63,134.93CR
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REFR#	DESCRIPTION	AMOUNT	DATE
804501	HSBB-TROY SR NIGHT- GATE	1,126.00CR	02/03/20
804502	HSBB TROY- SR NIGHT CONCESSIONS	990.14CR	02/03/20
804503	SR PRJ (JUSTIN RAGAGO-JOHNSON) SALE & 50/50 TK	674.20CR	02/03/20
804504	BOOSTER WILDCAT GEAR- R.TAYLOR (ENR#8013)	35.00CR	02/03/20
804506	BPA- LUNCH CONCESSIONS (DONATED)	258.44CR	02/03/20
804507	NPT- 8 SR TRIBAL ACTIVITY PASSES	280.00CR	02/04/20
804508	NPT PAYROLL DEDUCT- DONATION TO SFBL/BSBL	16.00CR	02/04/20
804509	MSGB ASOTIN- GATE	213.00CR	02/05/20
804510	MSGB ASOTIN- CONCESSIONS	183.00CR	02/05/20
804511	MSGB ASOTIN- CLUB SALES, ST CNCL (DONATED)	60.00CR	02/05/20
804512	MSGB MOSCOW- GATE @ ELEM	226.00CR	02/07/20
804513	HSGB- DISTII TRNY 2/6- CONCESSIONS	228.42CR	02/07/20
804514	HSGB- DISTII TRNY 2/6- CLUB SALES (BPA DONATED)	171.11CR	02/07/20
804515	YR BK- NPT FULL PG ADV STEP PROGRAM/EDU	500.00CR	02/07/20
804516	HSGB DIST II TRNY CLUB SALES	103.75CR	02/10/20
804517	HSGB DIST II TRNY CONCESSIONS 2/8	277.18CR	02/10/20
804518	BPA GIFT BAGS NPT (55)	715.00CR	02/10/20
804519	CLUB SALES/CANDY BARS	311.41CR	02/10/20
804520	HSGB DIST II TRNY CLUB SALES	45.00CR	02/12/20
804521	HSGB DIST II TRNY CONCESSIONS 2/11	314.10CR	02/12/20
804522	CONCESSION SALES	136.70CR	02/12/20
804523	HSGB DIST II TRNY CLUB SALES 2/12	132.40CR	02/13/20
804524	HSGBB DIST II TRNY CONCESSIONS 2/12	135.25CR	02/13/20
804525	MSGB SAC 2/13 GATE	304.00CR	02/14/20
804526	MSGB SAC CLUB SALES 2/13	58.50CR	02/19/20
804527	MSGB SAC CONCESSIONS 2/13	202.05CR	02/19/20
804528	VALENTINES DANCE ADMISSIONS	170.00CR	02/19/20
804529	VALENTINE GRAMS (PAID TAX @ POS)	427.25CR	02/19/20
804530	BPA CONCESSIONS CLUB SALES	149.85CR	02/19/20
804531	NPT PAYROLL DEDUCT- DONATION SFBL/BSBL	16.00CR	02/24/20
804532	GB- LAPWAI SCH DIST REIMB-GB PICS BY POX YOUNG	150.00CR	02/25/20
804533	MSGB CLARKSTON- GATE (ELEM)	468.00CR	02/26/20
804534	BB DISTRICTS- CLUB SALES (FFA PIZZA DONATED)	64.00CR	02/26/20
804535	BB DISTRICTS- CONCESSIONS	247.00CR	02/26/20
804536	BPA- LUNCHTIME CONCESSIONS (DONATED)	124.43CR	02/26/20
804537	BOYS BB DIST TRNY- CONCESSIONS	417.50CR	02/28/20
804538	BOYS BB DIST TRNY- CLUB SALES (BPA DONATED)	158.87CR	02/28/20
*** TOTAL		10,089.55CR	

REFR#	VENDOR	AMOUNT	DATE	DESCRIPTION
005430	NEED MY TRANSCRIPT LLC	4.00	02/03/20	REFUND TRANSCRIPT FEE- JAMES SPENCER
005431	COSTCO	26.25	02/03/20	CONCESSIONS PURCHASE- ELEC KETTLE
005432	POXPOX YOUNG	150.00	02/05/20	HSGB ATHLETIC PICTURES
005433	URM STORES, INC.	734.96	02/05/20	CONCESSIONS- JANUARY
005434	ORIENTAL TRADING COMPANY	93.95	02/05/20	INDIAN CLUB- STUFF ANIMAL VALENTINES
005435	IDAHO BPA	1,155.00	02/06/20	BPA- STATE REGIST- 2 ADVISORS
005436	D'LISA PENNEY	142.10	02/14/20	PER DIEM BOISE 2/20-2/22
005437	PAT KERBY	191.10	02/14/20	PER DIEM BOISE 2/19-2/22
005438	RICK HEIMGARTNER	191.10	02/14/20	PER DIEM BOISE 2/19-2/22
005439	CATHERINE BIGMAN	191.10	02/14/20	PER DIEM BOISE 2/19-2/22
005440	IRIS DOMEBO	191.10	02/14/20	PER DIEM BOISE 2/19-2/22
005441	JOSH LEIGHTON, JR.	191.10	02/14/20	PER DIEM BOISE 2/19-2/22
005442	ADA MARKS	191.10	02/14/20	PER DIEM BOISE 2/19-2/22
005443	WILLIAM BIG MAN	221.10	02/14/20	LANUDRY AND INCIDENTALS
005444	WILLIAM BIG MAN	1,800.00	02/14/20	STUDENT PER DIEM (14)
005445	OMNI CHEER	511.39	02/18/20	CHEER ORDER ADDITION (5) ORDER 10181707
005447*	IDAHO BEVERAGES	1,185.75	02/24/20	JANUARY OPEN PO CONCESSIONS
005448	NORTH WEST DESIGN AND ADVERTISING	1,285.00	02/24/20	BOOSTER ORDER- WILDCAT GEAR- SHIRTS
005449	WELLS FARGO BANK	397.84	02/25/20	4ALL PROMOS- BOOSTER CLUB
005450	WALMART COMMUNITY	140.66	02/25/20	INDIAN CLUB SALES PURCHASE
005451	LAPWAI SCHOOL DISTRICT #341	1,676.44	02/26/20	ATHL SALARIES FEB FOR JAN 2020
005452	HAHN SUPPLY, INC	59.00	02/26/20	BOOSTERS- VALENTINES DANCE EQUIP
005453	HOLIDAY INN EXPRESS &	5,199.60	02/26/20	GBB STATE LODGING (ADULTS & PLAYERS)
005936*	D'LISA PENNEY	0.00	02/14/20	** VOID **
***	TOTAL	15,929.64		



LAPWAI ELEMENTARY SCHOOL

LAPWAI SCHOOL DISTRICT #241

Box 247

Lapwai ID 83540

(208) 843-2960/2952

To: Board of Trustees
From: Teri Wagner
Date: March 11, 2020
RE: March Board Back-Up

Building Documents Attached

- Attendance
- Classroom Observations
- Parent Contacts
- Faculty Meeting Agendas
- Friday Professional Learning Agendas
- Enrollment
- Student Body Funds

Professional Learning

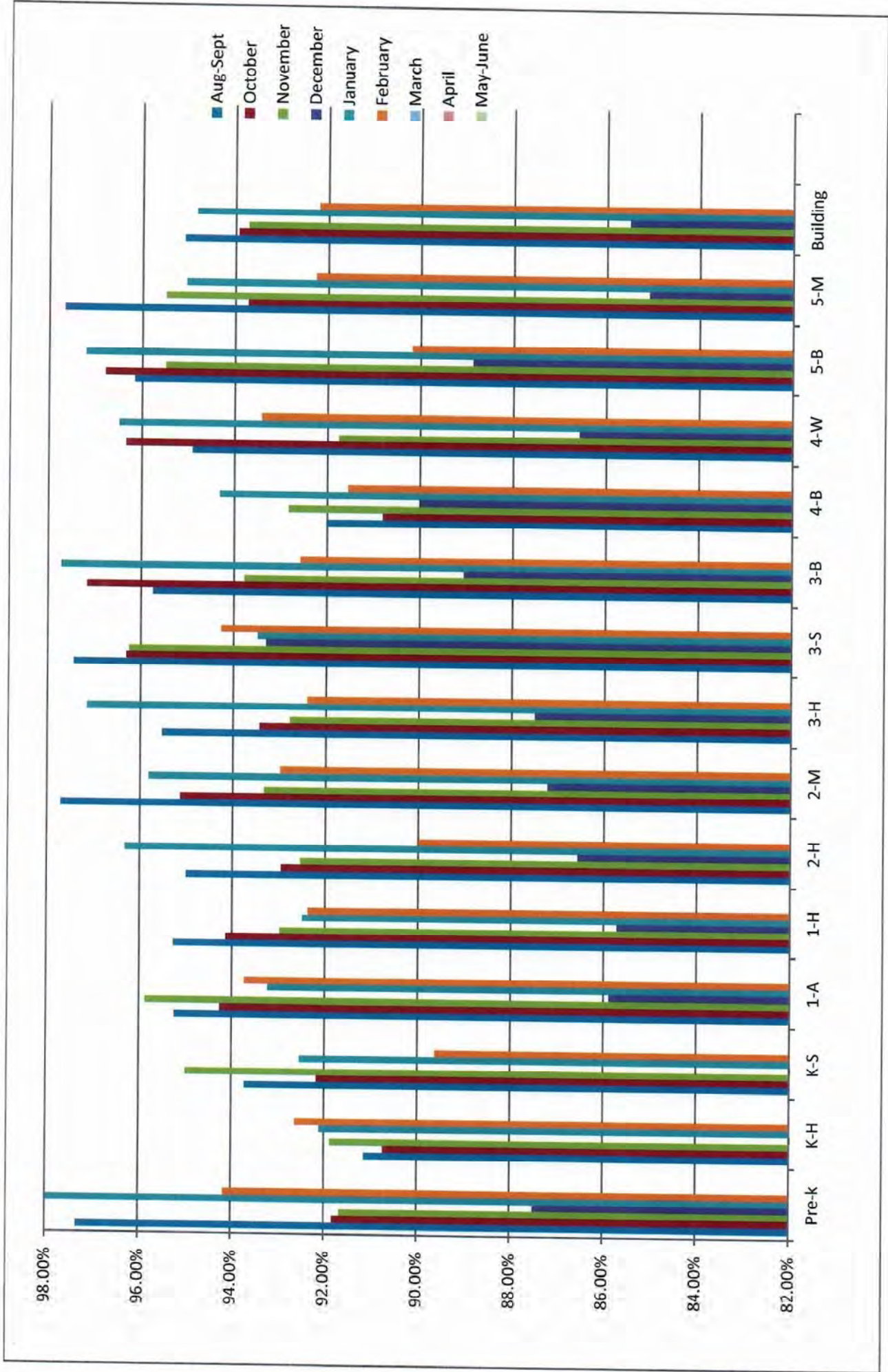
- Brain Research and Reading
- Grade Level Professional Learning Communities
- Essential Standards Unit Plans
- Benchmark Assessment Data Analysis
- Intervention Planning

Family/Community Involvement

- | | |
|---------------------------------|-------------|
| • Canoe Project | ongoing |
| • U of I Students | March 10-12 |
| • Family Engagement Team - STEP | March 12 |
| • Family STEP Activities in ASP | March 12 |
| • Group Pictures | March 12 |

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

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



LAPWAI ELEMENTARY SCHOOL
ATTENDANCE
2019-2020

Classroom Observations, Walkthroughs, and/or Conferences 2019-2020 Second Semester

	1/21	1/27	2/3	2/10	2/18	2/24	3/2	3/9	3/16	3/30	4/6	4/13	4/20	4/27	5/4	5/11	5/18	5/26
Arthur	o	c		o	w		o	o										
Baldwin	o	c		c				o										
Beckman	o	c	w	c	w	w		o										
Blyleven	o	c	o	w	w	cec	c	o										
Clark																		
Hartwig					w		w	o										
Hays	c																	
Hewett	o	c		o	w			o										
Hillman	o	c		o	w		w	o										
Jones		c	c	c				o										
McKarcher	o	c		o	w			o										
Melton		o		o				o										
Morgan	o	c	o	oc	o	o		o										
Raml							o	o										
Shaffer								o										
Sliger	o	c		o	w			o										
Stamper	o	c		o	w		w	o										
Woodford	o	c	o	o	oc		cec	o										

o = observation

c = conference

w = walkthrough with feedback

d=documented observation

e = formal observation

**Family, Community, School Partnerships
Contact Report
2019-2020**

	August September	October	December	January	February	March	April	May June	Totals
Arthur	237	265	170	182	230				
Baldwin	185	86	141		90				
Beckman	107	194	79	57	66				
Blyleven	129	72	37	78	168				
Bonner	25	47	51	36	36				
Cardenas -Cooley	24	22	14		7				
Clark	41 + 1	41	60		35				
Dahl	92	77	75		95				
Hartwig	116	123	N/A	93	78+1				
Hays	182	519	241	215	283				
Hewett	673	425	170 + 1	288	252				
Hillman	91	117 + 1	115	91	185				
Jones/Henry	146	87	38	94	118				
McKarcher	160	96 + 1	78	77	82				
Melton	28	32	48		50				
Morgan	183	115	70	94	56				
Raml	50	53	40		40				
Sliger	126	143	113	100	120				
Stamper	117	115	121	106	62				
Woodford	397	390	374	399	245				
Teri Wagner	110	304	286	86	330				
Total	3219	3081 + 2	2321 + 1	1996	2628+1				

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

Professional Learning Agenda

February 25, 2020

Traci McKarcher'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

- Good of the Group

Agenda

Brain Research and Reading

1. Share resources
Powerpoint, presentation video, brain article, Early Literacy Progression Tree
2. Review new learning from Lexie's presentation last Friday
3. Select building-wide cuing system
4. Determine grade level action plan for improved practice
 - K
 - 1-2
 - 3
 - 4-5

Goal:

Activities to achieve this goal What actions will occur? What steps will staff take?	Timeline When will this strategy or action begin and end?	Resources Available What are the existing and new resources that will be used to accomplish the activity?	Who is responsible? Who is involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity has been completed?

Professional Learning Agenda

February 28, 2020

Traci McKarcher'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

- New Faculty (Eric Otto, Alex Bayless)
- Clocks
- Dr. Seuss Week (Sheila)
- Playground Supervision and Head Injuries
- Teacher Evaluation-All 4 Domains (Domain 1 and 4)
- Shakespeare Festival Performance? April 15 AM?
- <https://idahoshakespeare.org/idaho-theater-for-youth/>
- Good of the Group

Agenda

Brain Research and Reading

1. Devise and implement grade level action plan for improved practice
 - K
 - 1-2 (stop and write/think, stop and discuss, stop and watch again)
 - 3
 - 4-5

SMART=Specific, measurable, achievable, realistic, time-bound

****Goal:**

Activities to achieve this goal What actions will occur? What steps will staff take?	Timeline When will this strategy or action begin and end?	Resources Available What are the existing and new resources that will be used to accomplish the activity?	Who is responsible? Who is involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity has been completed?

Professional Learning Agenda
March 4, 2020
Traci McKarcher'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

- Shakespeare Festival Performance April 15 8:45 AM
<https://idahoshakespeare.org/idaho-theater-for-youth/>
- Health Concerns-Dr. Aiken's email
- U of I Students Mar 10, 11, 12
- Calendar Meeting Mar 10
- Good of the Group

Agenda

Brain Research and Reading

- Review and share grade level action plan for improved practice
 - K
 - 1-2
 - 3
 - 4-5

SMART=Specific, measurable, achievable, realistic, time-bound

****Goal:**

Activities to achieve this goal What actions will occur? What steps will staff take?	Timeline When will this strategy or action begin and end?	Resources Available What are the existing and new resources that will be used to accomplish the activity?	Who is responsible? Who is involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity has been completed?

- Complete In District Spring Visit Survey !!! in an email with the subject-In District Visits
- Grades 3-5 Draft ISAT Schedule to Teri
- Grade level essential standards planning, common assessment planning and analysis, data analysis → System and instructional analysis based on student data
- Third grade classroom teacher and intervention meetings are scheduled for Friday.

Professional Learning Agenda

March 6, 2020

Traci McKarcher'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

- Health Concerns-Dr. Aiken's email
- U of I Students Mar 10, 11, 12
- Calendar Meeting Mar 10
- ISAT Schedules and Announcement
- Leadership Team Meeting on Monday
- Good of the Group

Agenda

1. Complete Surveys
 - In District Spring Visit Survey (in an email with the subject: **In District Visits**)
 - After School Program Survey (in an email with the subject: **21st CCLC Staff Survey**)
2. Grade level essential standards planning, common assessment planning and analysis, data analysis → System and instructional analysis based on student data
3. Third grade classroom teacher and intervention meetings are scheduled for Friday.
 - Beckman 2:00-2:30
 - Hewett 2:30-3:00
 - Stamper 3:00-3:30

Upcoming Events

Spring Forward	Mar 8
NO ASP	Mar 9
Leadership Team	Mar 9
Calendar Committee Meeting	Mar 10
U of I Student Visit	Mar 10-12
Picture Day	Mar 12
Stem Night in ASP	Mar 12
Board Meeting	Mar 16
ASP Evaluation Visit	Mar 18
Head Start Pow Wow	Mar 19

Leadership Team Agenda

Monday, March 9, 2020

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

1. Remain data focused (do not make assumptions about students' 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)

Note Taker/Facilitator Role:

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

Time: 3:40-7:00 PM (200 minutes)
Location: Room 217
Dinner: Provided by Cassie THANK YOU!!!!
Bring: Snacks and drinks

1. Quick review of norms, minutes & agenda from last meeting. (5 minutes)
2. Celebrations and good of the group (10 minutes)

Percent of Students at Each Grade Level Meeting Benchmark									
	Fluency and Accuracy					Istation	STAR	STAR	
	Letter Naming Fluency	Letter Sound Fluency	Letter Sound Accuracy	CBM	CBM Accuracy	ISIP	Reading 50%	Math 50%	
K	39% 19%	79%				23% 37%			
1		33% 26%		18%	25%	15% 24%		19% 38%	
								SGP 37	
2				35% 51%	35% 50%	39% 49%		21% 24%	
								SGP 30	
3				35% 45%	27% 52%	31% 39%		25% 33%	
								SGP 27	
4				33% 38%	58% 81%		16% 14%	24% 37%	
							SGP 69	SGP 76	
5				33% 42%	52% 79%		6% 23%	38% 59%	
							SGP 65	SGP 62	

2019-2020 Winter Benchmark Istation Rate of Improvement by Grade Level			
Grade	High	Moderate	Low
K	58% 62%	12%	28% 19%
1	40% 34%	23%	38% 34%
2	38% 42%	28%	33% 33%
3	37% 43%	21%	41% 24%

March Percentages are in italics.

2019-2020 Goals

ELA - Sixty-six 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 2019 to spring 2020 LSF/RCBM Benchmark Assessment. Winter = 74%

MATH - Lapwai Elementary students grades 1-5 who score at/above benchmark will increase by **30%** from Fall 2019 to Spring 2020 measured by STAR Math Benchmark Assessment. Winter = 15%

PBIS - School-wide discipline referrals for the infraction of physical aggression will decrease by **10%** from June 2019 to June 2020 as evidenced by data collected in the School-wide Information System (SWIS).

Goal: Inform professional learning time

- Review building goals and recent data. Set assessment calendar for Istation, Star Reading, Star Math, and ISAT (20 minutes)
 - Istation Pilot??
 - Continue 2020-2021 planning discussion (30 minutes)
 - Share results from Disproportionality Site Visit and determine next steps (Lori-40 minutes)
 - Identify next steps in the implementation of Brain Research and Reading. (20 minutes)
 - Review research from the *Center for Early Reading* about schools that get outsized results in reading and evaluate our level of implementation on each pattern. (20 minutes)
 - Determine needed professional learning activities based on data (30 minutes)
- *WEDNESDAY, MARCH 11-U of I Students**
Explicit instruction, essential standards, intervention collaboration meetings, grade level band meetings, intervention strategies, classroom management, program implementation and use of adopted materials, data meetings, student behavior and trauma informed
- Set professional learning **calendar** for *March-April* (30 minutes)
 - Set date and develop agenda for *April 13* LT meeting and evaluate meeting effectiveness (5 minutes)
 Rate meeting effectiveness: Are we working as a team to increase student achievement for all kids?
 Did we work towards our goals?

Analyzed Business Checking - PF

Account number: 801013418 ■ February 1, 2020 - February 29, 2020 ■ 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

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	\$10,271.44	\$266.00	\$0.00	\$10,537.44

Credits

Deposits

Effective date	Posted date	Amount	Transaction detail
	02/27	266.00	Deposit
		\$266.00	Total deposits
		\$266.00	Total credits

Daily ledger balance summary

Date	Balance	Date	Balance
01/31	10,271.44	02/27	10,537.44
Average daily ledger balance		\$10,298.95	

2/1/20

Bank Reconciliation 2019-20

		Checks	Deposits	Balance
2/1/2020	Beginning Balance			\$10,271.44
2/27/2020			\$266.00	\$10,537.44
2/28/2020	Ending Balance			\$10,537.44

Lapwai School District #341
Lapwai Elementary School
February 2020

		Beginning Balance		Deposits		Disbursements		Ending Balance
General Fund		\$8,246.64		\$266.00				\$8,512.64
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						\$10,537.44

03/06/20

09:42

Lapwai Elementary School

0844-2020

Enrollment Analysis

Page 2

Grand Totals

Gender	Male	Female	Total
Grade: PK			
I - American Indian	1	1	2
W - White	1	1	2
Grade: KG			
H - Hispanic	0	1	1
I - American Indian	22	17	39
M - Multi-Racial	0	1	1
W - White	2	0	2
Grade: 01			
I - American Indian	22	16	38
W - White	2	1	3
Grade: 02			
B - Black	0	1	1
H - Hispanic	0	1	1
I - American Indian	18	12	30
M - Multi-Racial	2	1	3
W - White	3	3	6
Grade: 03			
H - Hispanic	0	2	2
I - American Indian	20	21	41
M - Multi-Racial	0	3	3
P - Pacific Islander	1	0	1
W - White	1	4	5
Grade: 04			
I - American Indian	19	13	32
W - White	2	3	5
Grade: 05			
B - Black	0	1	1
I - American Indian	15	17	32
M - Multi-Racial	1	0	1
W - White	1	0	1

B - Black	0	2	2
H - Hispanic	0	4	4
I - American Indian	117	97	214
M - Multi-Racial	3	5	8
P - Pacific Islander	1	0	1
W - White	12	12	24
	133	120	253



LAPWAI MIDDLE/HIGH SCHOOL

Phone: (208) 843-2241, x3205

dpinkham@lapwai.org

To: Board of Trustees
From: Dr. Penney, LMS-LHS
Subject: Board Report for February 2020

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:

Feb 5	PRIDE Surveys conducted by LCC team
Feb 6	Cultural Responsive Committee's Young Woman's Conference
Feb 8	UI Tribal Nations Night, honoring senior Trevon Allen ☺
Feb 10	Leadership Team Meeting
Feb 11	Girls districts championship game
Feb 14	Boys basketball at Prairie C-squad, JV and Varsity, 4:30, 6:00, 730
Feb 15	Valentine's Dance 9PM
Feb 17	Boys district game at LCSC
Feb 17	NO SCHOOL
Feb 18	Boys district game at LCSC
Feb 18	State Student Engagement Survey February 18 through March 31, 2020 . All students in grades 3-12 are expected to participate.
Feb 18	Girls basketball heads down to state
Feb 22	LAPWAI GIRLS ARE STATE CHAMPS!!!!!!
Mar 3	HAPPY BIRTHDAY DR. SEUSS!
Mar 4	Boys leave for state
Mar 7	LAPWAI BOYS ARE 3 rd in the state!
Mar 9	Post-athletic survey to MS and HS basketball and cheer during advisory/cafeateria, Data-Driven Instruction Team Meeting, ALL-Star Game 6PM hosted in our gym
Mar 9	STATE ENGAGEMENT SURVEY: student survey taken in ELA classrooms and library
Mar 10	Young Men's Conference at Red Lion, Career Fair canceled, district calendar meeting
Mar 11	District Intercom meeting, Admin team meeting, board reports due
March 16	ISAT testing window opens until May 15
March 23-27	Spring Break AISES ENERGY CHALLENGE FIELD TRIP TO ARIZONA-Tami Church

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

LAPWAI GIRLS STATE CHAMPS!

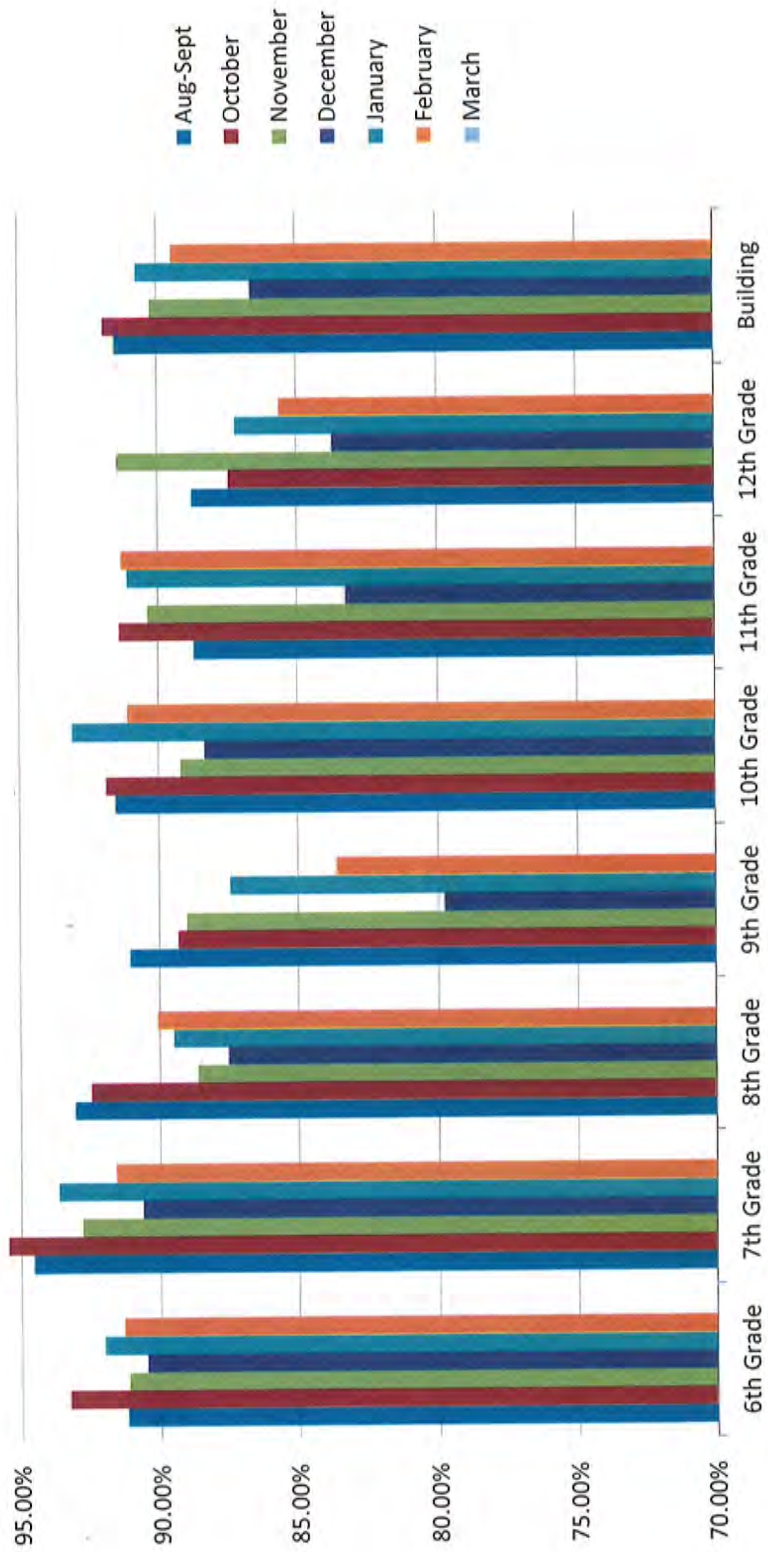


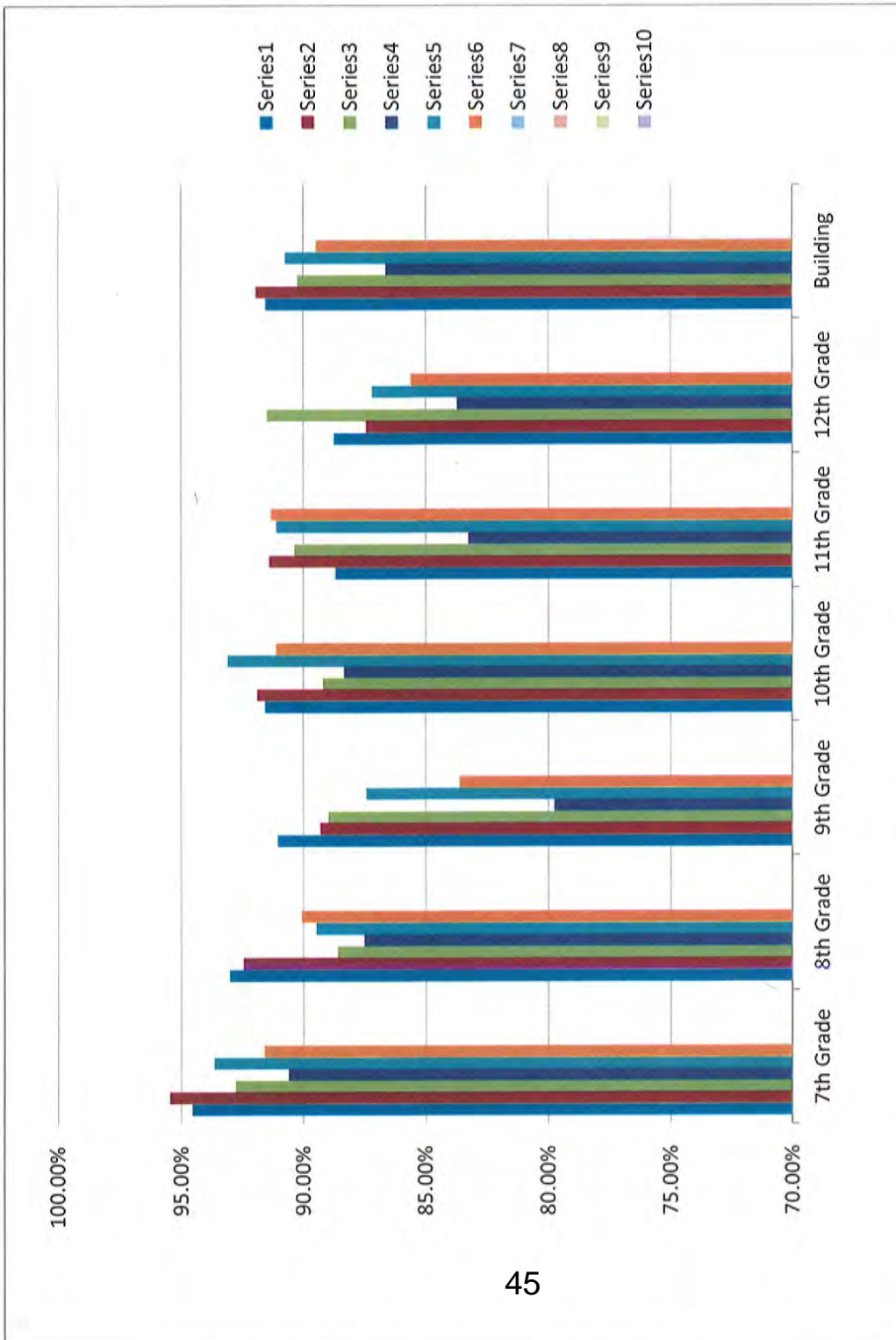
LAPWAI BOYS STATE, 3rd PLACE!



	Aug-Sept	October	November	December	January	February	March	April	May	June
6th Grade	91.19%	93.25%	91.14%	90.47%	92.02%	91.29%				
7th Grade	94.55%	95.45%	92.78%	90.61%	93.66%	91.57%				
8th Grade	93.03%	92.44%	88.60%	87.50%	89.48%	90.05%				
9th Grade	91.05%	89.28%	88.97%	79.76%	87.42%	83.59%				
10th Grade	91.56%	91.87%	89.19%	88.33%	93.11%	91.09%				
11th Grade	88.69%	91.38%	90.36%	83.25%	91.11%	91.30%				
12th Grade	88.75%	87.41%	91.47%	83.71%	87.18%	85.58%				
Building	91.53%	91.9%	90.22%	86.61%	90.74%	89.44%				

100.00%





03/11/20

LAPWAI MIDDLE/HIGH SCHOOL

0583-2020

07:57

Attendance Totals (ADA)

Page 1

This Report is Run By : APeters

Report Type : District/Site Totals

Student Selection Status : All Active & Withdrawn

Select on Calendar Dates: 2/3/2020 2/28/2020

No: Print Student Names & Totals

Yes: Sub-Totals by Grade

No: Sub-Totals by ResidencyCode

Yes: Sub-Totals for School

Yes: Sub-Totals By Date

Special Options:

No: Include 'Special Attendance' Log File

If printing Student Names/Totals: ==> Include w/ each student's Totals

No: Combine Attendance this Year from All-Sites

No: Include Period Zero

Yes: Exclude Projected Students

This report only uses enrollment grade of 06 to 12

03/11/20

LAPWAI MIDDLE/HIGH SCHOOL

0583-2020

07:57

Attendance Totals (ADA)

Page 2

 **** Totals for Grade Level - 06 ****

Grade	Students Enrolled (1 day or more)			Days Attended (*)			ADA (**)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
06	20	22	42	350.00	378.50	728.50	18.42	19.92	38.34
			Absences:	30.00	39.50	69.50			
			Possible:	380.00	418.00	798.00			
				(92.11%)	(90.55%)	(91.29%)			
Total	20	22	42	350.00	378.50	728.50	18.42	19.92	38.34
			Absences:	30.00	39.50	69.50			
			Possible:	380.00	418.00	798.00			
				(92.11%)	(90.55%)	(91.29%)			

03/11/20

LAPWAI MIDDLE/HIGH SCHOOL

0583-2020

07:57

Attendance Totals (ADA)

Page 3

 **** Totals for Grade Level - 07 ****

Grade	Students Enrolled (1 day or more)			Days Attended (*)			ADA (**)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
07	20	24	44	335.50	424.50	760.00	17.66	22.34	40.00
			Absences:	43.50	26.50	70.00			
			Possible:	379.00	451.00	830.00			
				(88.52%)	(94.12%)	(91.57%)			
Total	20	24	44	335.50	424.50	760.00	17.66	22.34	40.00
			Absences:	43.50	26.50	70.00			
			Possible:	379.00	451.00	830.00			
				(88.52%)	(94.12%)	(91.57%)			

03/11/20

LAPWAI MIDDLE/HIGH SCHOOL

0583-2020

07:57

Attendance Totals (ADA)

Page 4

 **** Totals for Grade Level - 08 ****

Grade	Students Enrolled (1 day or more)			Days Attended (*)			ADA (**)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
08	22	29	51	344.00	480.00	824.00	18.11	25.26	43.37
			Absences:	38.00	53.00	91.00			
			Possible:	382.00	533.00	915.00			
				(90.05%)	(90.06%)	(90.05%)			
Total	22	29	51	344.00	480.00	824.00	18.11	25.26	43.37
			Absences:	38.00	53.00	91.00			
			Possible:	382.00	533.00	915.00			
				(90.05%)	(90.06%)	(90.05%)			

03/11/20

LAPWAI MIDDLE/HIGH SCHOOL
Attendance Totals (ADA)

0583-2020

07:57

Page 5

**** Totals for Grade Level - 09 ****

Grade	Students Enrolled (1 day or more)			Days Attended (*)			ADA (**)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
09	21	17	38	338.50	265.00	603.50	17.82	13.95	31.76
			Absences:	60.50	58.00	118.50			
			Possible:	399.00	323.00	722.00			
				(84.84%)	(82.04%)	(83.59%)			
Total	21	17	38	338.50	265.00	603.50	17.82	13.95	31.76
			Absences:	60.50	58.00	118.50			
			Possible:	399.00	323.00	722.00			
				(84.84%)	(82.04%)	(83.59%)			

03/11/20

LAPWAI MIDDLE/HIGH SCHOOL
Attendance Totals (ADA)

0583-2020

07:57

Page 6

**** Totals for Grade Level - 10 ****

Grade	Students Enrolled (1 day or more)			Days Attended (*)			ADA (**)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
10	28	14	42	492.00	234.00	726.00	25.89	12.32	38.21
			Absences:	40.00	31.00	71.00			
			Possible:	532.00	265.00	797.00			
				(92.48%)	(88.30%)	(91.09%)			
Total	28	14	42	492.00	234.00	726.00	25.89	12.32	38.21
			Absences:	40.00	31.00	71.00			
			Possible:	532.00	265.00	797.00			
				(92.48%)	(88.30%)	(91.09%)			

03/11/20

LAPWAI MIDDLE/HIGH SCHOOL

0583-2020

07:57

Attendance Totals (ADA)

Page 7

 **** Totals for Grade Level - 11 ****

Grade	Students Enrolled (1 day or more)			Days Attended (*)			ADA (**)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
11	16	10	26	280.00	171.00	451.00	14.74	9.00	23.74
			Absences:	24.00	19.00	43.00			
			Possible:	304.00	190.00	494.00			
				(92.11%)	(90.00%)	(91.30%)			
Total	16	10	26	280.00	171.00	451.00	14.74	9.00	23.74
			Absences:	24.00	19.00	43.00			
			Possible:	304.00	190.00	494.00			
				(92.11%)	(90.00%)	(91.30%)			

03/11/20

LAPWAI MIDDLE/HIGH SCHOOL

0583-2020

07:57

Attendance Totals (ADA)

Page 8

 **** Totals for Grade Level - 12 ****

Grade	Students Enrolled (1 day or more)			Days Attended (*)			ADA (**)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
12	15	10	25	245.00	161.50	406.50	12.89	8.50	21.39
			Absences:	40.00	28.50	68.50			
			Possible:	285.00	190.00	475.00			
				(85.96%)	(85.00%)	(85.58%)			
Total	15	10	25	245.00	161.50	406.50	12.89	8.50	21.39
			Absences:	40.00	28.50	68.50			
			Possible:	285.00	190.00	475.00			
				(85.96%)	(85.00%)	(85.58%)			

03/11/20

LAPWAI MIDDLE/HIGH SCHOOL
Attendance Totals (ADA)

0583-2020

07:57

Page 9

**** School Totals ****

Grade	Students Enrolled (1 day or more)			Days Attended (*)			ADA (**)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
06	20	22	42	350.00	378.50	728.50	18.42	19.92	38.34
			Absences:	30.00	39.50	69.50			
			Possible:	380.00	418.00	798.00			
				(92.11%)	(90.55%)	(91.29%)			
07	20	24	44	335.50	424.50	760.00	17.66	22.34	40.00
			Absences:	43.50	26.50	70.00			
			Possible:	379.00	451.00	830.00			
				(88.52%)	(94.12%)	(91.57%)			
08	22	29	51	344.00	480.00	824.00	18.11	25.26	43.37
			Absences:	38.00	53.00	91.00			
			Possible:	382.00	533.00	915.00			
				(90.05%)	(90.06%)	(90.05%)			
09	21	17	38	338.50	265.00	603.50	17.82	13.95	31.76
			Absences:	60.50	58.00	118.50			
			Possible:	399.00	323.00	722.00			
				(84.84%)	(82.04%)	(83.59%)			
10	28	14	42	492.00	234.00	726.00	25.89	12.32	38.21
			Absences:	40.00	31.00	71.00			
			Possible:	532.00	265.00	797.00			
				(92.48%)	(88.30%)	(91.09%)			
11	16	10	26	280.00	171.00	451.00	14.74	9.00	23.74
			Absences:	24.00	19.00	43.00			
			Possible:	304.00	190.00	494.00			
				(92.11%)	(90.00%)	(91.30%)			
12	15	10	25	245.00	161.50	406.50	12.89	8.50	21.39
			Absences:	40.00	28.50	68.50			
			Possible:	285.00	190.00	475.00			
				(85.96%)	(85.00%)	(85.58%)			
Total	142	126	268	2385.00	2114.50	4499.50	125.53	111.29	236.81
			Absences:	276.00	255.50	531.50			
			Possible:	2661.00	2370.00	5031.00			
				(89.63%)	(89.22%)	(89.44%)			

03/11/20

LAPWAI MIDDLE/HIGH SCHOOL

0583-2020

07:57

Attendance Totals (ADA)

Page 10

02/03/20 To 02/28/20

Sub Totals by Date - 0583

	Date	Enrl	Total Actual	Min. hrs.	Total Possible	Min. hrs.	Percentage
Monday,	02/03/20	265	86376	1439.60	99792	1663.20	86.56
Tuesday,	02/04/20	264	89854	1497.57	99358	1655.97	90.43
Wednesday,	02/05/20	264	87588	1459.80	99358	1655.97	88.15
Thursday,	02/06/20	264	88208	1470.13	99358	1655.97	88.78
Friday,	02/07/20	264	57265	954.42	67557	1125.95	84.77
Monday,	02/10/20	265	87974	1466.23	99736	1662.27	88.21
Tuesday,	02/11/20	265	90638	1510.63	99736	1662.27	90.88
Wednesday,	02/12/20	265	87664	1461.07	99736	1662.27	87.90
Thursday,	02/13/20	265	89179	1486.32	99736	1662.27	89.42
Friday,	02/14/20	265	59433	990.55	67814	1130.23	87.64
Tuesday,	02/18/20	265	88064	1467.73	99736	1662.27	88.30
Wednesday,	02/19/20	265	92164	1536.07	99736	1662.27	92.41
Thursday,	02/20/20	265	82462	1374.37	99736	1662.27	82.68
Friday,	02/21/20	265	52989	883.15	67814	1130.23	78.14
Monday,	02/24/20	265	87727	1462.12	99736	1662.27	87.96
Tuesday,	02/25/20	265	86823	1447.05	99736	1662.27	87.05
Wednesday,	02/26/20	265	85961	1432.68	99736	1662.27	86.19
Thursday,	02/27/20	265	89215	1486.92	99736	1662.27	89.45
Friday,	02/28/20	265	58451	974.18	67814	1130.23	86.19

AYP Sub-Totals:

Number Student	Percent Present	Description			
269	87.66%	ALL Students Selected			
108	87.24%	Lunch F/R vs Non F/R	161	Students w/	87.94% Present
47	87.69%	IEP vs Non-IEP	222	Students w/	87.65% Present
0	0%	ELL vs Non-ELL	269	Students w/	87.66% Present
9	84.30%	Race: Hispanic	260	Students w/	87.78% Present
227	87.44%	Race: American Indian	42	Students w/	88.88% Present
13	89.62%	Race: Multi-racial	256	Students w/	87.56% Present
1	88.71%	Race: Pacific Islander	268	Students w/	87.66% Present
19	90.67%	Race: White	250	Students w/	87.45% Present

[illegible]

DRAFT AGENDA

WIN-REWARDS

SO WHAT, NOW WHAT!

LT Meeting: 3-9-2020, Monday, 3:45-6:00

Next Meeting: April 7th, 2020, and April 21st PLEASE PLAN AHEAD!!!!

Recommended WIN-Rewards student/group shift: DATE

AGENDA SIGN IN:

MEMBER	SIGN IN	TIME
David Aiken		
D'Lisa Penney		
Josh Nellesen		
Georgie Kerby		
Sam Maynes		
Lori Ravet	At Elementary LT	
Stacey Kinnick		
Jake Genthos		
Iris Chimburas		

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.
4. Take a break (coffee/bathroom) when you need it... we're working through to lunch.

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>

REWARDS: Elibrary: <https://elibrary.voyagersopris.com>

<https://rewards.voyagersopris.com/welcome.do>

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

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

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

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

AGENDA FOCUS: 3:30-3:45 SIGN IN

PBIS ENTRY TASK: (10-15 minutes)

A. Perceptual data: What are the top 3 student behaviors you
FEEL you have been (or the school has been) dealing with?

- Disruptive, disruptive
- Disobedience
- Take a phone, cell phones, phones, cell phones
- Defiance, defiant behavior, defiance
- Tardy
- Cursing/language, cursing, disrespectful language, language
- Cheating
- Absences
- Truancy/out of area
- Technology violation
- Disobedience
- Off task behavior
- Wanting to be around me
- Out of assigned areas
- Habitual tardiness

B. Please take the Level 1 PBIS blue form and mark the top 5 behaviors you feel are the top 3 student behaviors we are dealing with.

Summary: (DDI Team writes on **master blue form** for later tally)

Tardiness/habitual	5
Truancy	2
Out of assigned area	3
PDA	1
Cheating	1
Computer/tech misuse	3
Disruptive behavior/play (unruly)	4
Disrespectful language	6
Cell phone/tech violation	5
Disobedience/insubordination	7

C. SWIS DATA REFLECTS WHAT?

Top 5 minors: 1) disruptions, 2) defiance, 3) technology violation, 4) disrespect, 5) inappropriate language

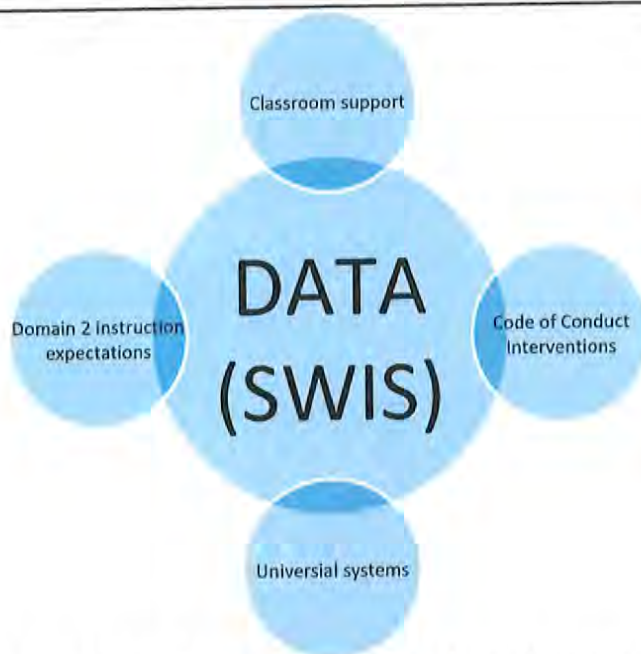
(30 minutes) PBIS WORK: HOW DO WE USE THE DATA INTENTIONALLY?

Ideas:

What gets measured gets improved.

Print data and review every Friday to look at problem behavior frequencies and address. (Entry task)

D. Classroom support, teacher domain 2 instructional support, following code of conduct and universal systems, and SWIS.... What if one of these pieces is missing?



E. Does your data reveal a hot spot that is not represented in the SWIS data?

F. FRIDAY PD: 3/20/2020, 2 hours of intentional time together 1:30-3:30

AGENDA: Top 3 goals/outcomes of PBIS will be to:

~~-(So what..... NOW WHAT!)~~

-How do we build PD to not complain/admire the problem.

-Structure/discussion protocols.

-Clear lesson plan.

-Wednesday PLC idea?

G. Building Strong Partnerships (Moscow) Training 2/25/2020

- Review learning targets
- LRE decision tree
- The importance of general education
 - Making the right choice
 - Building the annual goal
 - Essential concepts
 - Planning proactively

- Access = engagement
- Guiding questions for choosing accommodations

- Next DDI: (4/7/2020) SpEd, goals 2020-2021, and next steps discussion

H. PLC+: Better decisions and greater impact by design (book study)

- The PLC+ Playbook: A hands-on guide to collectively improving student learning K-12
- The teacher clarity playbook: A hands-on guide to creating learning intentions and success criteria for organized, effective instruction
- Text: Chapter 3: PLC + Framing Guiding Questions
 - Where are we now?
 - Data collection page 67
 - Developing a data collection plan
 - Team time discussion pg 60
 - Data gathering pg 61
 - Data analysis protocols
 - Data analysis protocol pg 64

PLC Updates: SMART GOALS that are data driven and action plans

- ELA ISAT
- ELA STAR
- MATH ISAT
- MATH STAR
- PBIS SWIS
- COLLEGE AND CAREER READINESS

NEXT MONTH'S APRIL 7th AGENDA NEEDS: DDI AGENDA TEMPLATE

Topic/Facilitator:

	Topic	PLC/Facilitator
1	Edmentum, training modules for staff/students and SpEd	Nelly/Leighton
2	PBIS	

3	WIN- April 9th	
4	PTC's/Calendar/Registration (System changes)	
5		
6		
7		
8		
9		

Friday PD's Left

Date	Topic
March 13	
March 20	
April 3	
April 24	
May 1	
May 8	
May 15	
May 22	
May 29	Graduation
June ALL DAY TBA:	

Today's Important Questions: WIN FOCUS: Be prepared to answer the following...

Assess Your Response to Kids Who Are Not Learning

1. Is it based on providing additional TIME AND SUPPORT for learning when they experience difficulty?
2. Is it TIMELY? How quickly are we able to identify the kids who need extra time and support?
3. Is it DIRECTIVE rather than invitational? Are kids invited to put in extra time, or does the system ensure they put in extra time?
4. Is it SYSTEMATIC? Do kids receive this intervention according to a schoolwide plan rather than at the discretion of individual teachers?

WIN DATA: (Bradley Peterson data analysis)

WHAT DOES THE DATA TELL US?

- B. Download and display WIN data-base
- C. Bradley can show the new progress reports system....
- D. Review red and green spikes on words per minute
- E. What does the data tell us about growth?
- F. Are there identified students who show growth or proficiency to the point where Rewards literacy curriculum is no longer a necessary intervention and perhaps Rewards sentence refinement can be implemented (a focus on writing?) Copies of the Rewards-Writing are in 3-ring binders at the district office already for you all to review.
- G. Are science/social studies Rewards students still progressing?
- H. Are there students that show little growth or lack of growth that are in need of continued intervention perhaps at a deeper level?
- I. Are groups/teacher trend and/or fidelity to the Rewards program factors to consider when it comes to growth?
- J. How should we regroup students?
- K. When should we regroup students?
- L. Review STAR winter reading data. Are there any outlier students to note?

M. Other.....

NEXT STEPS FOR WIN-REWARDS

If time allows:

PLC UPDATE: 4-guided questions: self-assessment handed out last week at PLC's

PLC updates/changes since last DDI Team?

PLC AGENDA GUIDING QUESTIONS/NORMS:

Four questions that drive PLC work:			Assess
1	What is it we want our students to know and be able to do?	Have we identified the essential knowledge, skills, and dispositions each student is to acquire as a result of each unit of instruction?	
2	How will we know if each student has learned it?	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	How will we respond when some students do not learn it?	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	How will we extend the learning for students who have demonstrated proficiency?	Can we identify students who have reached identified learning targets to extend their learning?	

PLC (Professional Learning Community)

Weekly Commitment to Learners and Learning

In order to have the following occur: (From Seven Qualities of Highly Effective Teams)

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

PLC's will have the following meeting items in place: *All Professional Learning Community Agendas to Include:*

1. Header: PLC's title, date, location of meeting, and **member sign in section** (with **time** of arrival)
2. Norms Embedded in the Agenda
3. Mission Statement (Together, we ensure all students will reach their full potential.)
4. Assign meeting tasks (facilitator, time keeper, minutes taker, etc.)
5. Review Team Norms, Minutes, and Agenda at each meeting
6. Professional Learning Community Goals Embedded in the Agenda
7. Monitoring Progress Toward Goals and Action Plans with Data (ensuring each agenda maintains a clear focus of how action plan will be implemented, monitored, and attained)
8. Set Agenda for Next Meeting
9. Evaluate Meeting Effectiveness

In addition, dissemination of PLC's agenda and minutes is crucial.

1. Send/google share an electronic version of your agenda to your PLC and Dr. Penney 1-2 days prior to your Wed. meeting. (Many PLC's set agenda the prior week before leaving the PLC.)
2. Make a copy of your minutes for your PLC members. Give your minutes (or send electronically).
3. Provide Dr. Penney any documents (research, articles, handouts) for your meeting.

PROFESSIONAL RESPONSIBILITY: CHARLOTTE DANIELSON DOMAIN 4

- **4d participating in the professional community**
- **4e growing and developing professionally**
- **4f showing professionalism**
- **An hour a week is not enough time for all the goals and aspirations we have, so a prompt arrival of 7AM is expected, and any absences/tardies are communicated to principal and PLC facilitator PRIOR to PLC's. Absences are documented on a leave slip.**
- **Sign in documents MUST HAVE THE SIGN IN DATE. The Data-Driven Instruction Team will discuss PLC progress and arrival times.**

5. PLC FOCUS AND ACTION PLANNING:

See handout:

- A. Where are we (my PLC team) at?
- B. How does our goal influence the work we do each week?
- C. What DATA do we use to monitor the progress we make towards our goals?
- D. How has this DATA influenced or changed our instruction?
- E. How does our planning and agenda focus our PLC work 7AM-8PM?
- F. Are there PLC roles and distributive leadership responsibilities for each member each week? Is all membership responsible for planning and facilitating?

1. (1/1/11)

5. (ignore)

6. ROLE DISTRIBUTION:

ROLES FOR PLC'S (Distributive Leadership Model)

Facilitator
Responsibilities
<ol style="list-style-type: none">5. Reviews agenda at the start of the meeting and determines timing of each item.6. Keeps the meeting on topic and focused on the agenda by opening and closing discussions7. Foster discussion by managing participation by all members8. Resolve conflicts9. Clarify and summarize information being presented throughout the meeting.10. Reviews agenda for next meeting.
Sample Language
<ul style="list-style-type: none">• Our agenda for this meeting is...• How much time should we devote to each item?• Next we will...• I want to be sure we hear from everyone. _____ I'm wondering what your thoughts are about _____• I want to be sure we understand your comment. Could you tell us more about your thinking?• I'm going to direct us back to the agenda so we can finish on time.• Should we talk more about that at the next meeting?• The agenda items for next meeting will be....
Recorder/Minutes Taker
Responsibilities
<ul style="list-style-type: none">• Takes minutes of meeting, includes agenda items for the following meeting.• Keeps accurate record of persons responsible for each of the actionable items and timelines.• Clarifies with the group as to what goes in the minutes.• Distributes digital copies of notes to all team members within two days.
Sample Language
<ul style="list-style-type: none">• I heard you discuss _____. Let me know if I've missed something.• I want to be sure I capture the correct information. I've documented that we agree to _____. Is that correct?• How would you like me to record that in the minutes?• Should this be included in the minutes?• I'll send you a copy of the minutes by _____.
Time Keeper
Responsibilities
<ul style="list-style-type: none">• Ensures meeting times are respected.• Helps team stay focused on the task.• Monitors the use of time and keep team cognizant of time allotments at various stages of the meeting.• Helps facilitator keep team moving along.• Gives a 3-5 minute signal for wrap-up
Sample Language
<ul style="list-style-type: none">• Our meeting will begin in _____ minutes.• We only have five minutes left. Let's try and wrap this up.• Unfortunately that topic isn't on our agenda. Could you place that topic on the parking lot and we can come back to

<p>it later?</p> <ul style="list-style-type: none"> • We allotted ____ minutes to this agenda item and our time has now ended. • Should we continue on this topic and skip one of our other items?
Process Checker
Responsibilities
<ul style="list-style-type: none"> • Reminds the team or prompts team to review norms/roles at the start of the meeting • Keeps track of how well the team is keeping the norms or prompts team to do so. • Gives objective feedback on how well the norms were kept at the end of the meeting or prompts team to self evaluate.
Sample Tasks
<ul style="list-style-type: none"> • Rate your self on how you did keeping the norms? • "I notice we were interrupting each other a bit today" • "Everyone contributed to the conversation." • "We used a decision protocol to get unstuck. "
Engaged Participant
Responsibilities
<ul style="list-style-type: none"> • Uses effective communication skills: listening, pausing, paraphrasing, putting ideas on the table. • Invites others to speak. • Inquires about the ideas of others. • Monitors their own participation (Rule of 3) • Monitors own & other's adherence to meeting standards. • Sets and tests working agreements. • Clarifies decision-making process and levels of authority. • Tests consensus. • Listens with an open mind (not autobiographical or solution focused). • Is conscious of assumptions and knows how those interfere with open listening.
Sample Tasks/ Language
<ul style="list-style-type: none"> • "John, you've had some experience with this, what are your thoughts?" • "I'm wondering if anyone else has an idea we haven't heard yet." • "Building on what Mary was saying, I'd like to add this..." • "It sounds like we have reached a decision on this."
Role Authority
Responsibilities
<p>11. Coordinates agenda and distributes prior to the meeting.</p> <ul style="list-style-type: none"> • Develops group-member leadership. • Coordinates activities of sub-committees. • Sees that meeting follow-through will occur. • Provides for decisions or direction when role authority is required.
Sample Language

- "Let's hear back from both sub- committees at the next meeting."
- We are not able to implement that activity, based on another priority already scheduled."

YEAR ONE: MASTERY-BASED LEARNING, YEAR ONE, STAGE ONE: ENVISIONING LEVEL OF SUPPORT INTEREST AND GOAL STATEMENTS

Which Level of Support best aligns with your goals and intentions for participating in IMEN?

- X Exploration:** We can explore the features and benefits of Mastery Learning in action, connect with and learn from IMEN incubators to gain insight, and pick one area for focused study based on my district/school interests.

TIMELY-DIFFERENTIATED SUPPORTS

1. Specific Culture Goal: Discover the Idaho Learning Cycle

Measurable: The Lapwai Middle-High Leadership Team will meet monthly to investigate the Idaho Learning Cycle as evidenced by agenda and meeting minutes.

Achievable: The leadership team process and assessment calendar meetings have been effectively implemented since the 2015-16 school year. This exploration initiative will be integrated into this ongoing process.

2. Specific Flexibility Goal: Grouping based on student needs and specific learning targets; Environments used to explore ways to offer independent learning time for students

Measurable: The Lapwai Middle-High Leadership Team will analyze student benchmark and interim assessment data during monthly leadership team meeting demonstrated through the *Team Portfolio of Evidence*. Students will be grouped for skill acquisition/intervention instruction and grouping.

Achievable: The leadership team is directly involved in implementing data-driven instruction (DDI). Independent student learning time has been effectively implemented throughout our school system beginning with the introduction of credit recovery, advanced learning opportunities, Gear Up tutoring, and Tier 3 supports.

3. Specific Transparency/Responsiveness Goal: support teachers in activating explicit skill instruction

Measurable: All Teachers in the Lapwai Middle-High School will be utilizing the Rewards curriculum as developed by Anita Archer. Developed by award-winning education authors and literacy experts, REWARDS is a series of short-term reading and writing intervention materials specifically designed for struggling learners. REWARDS provides explicit instruction in literacy and writing for students who struggle with reading foundations, grammar, sentence refinement and structure. In addition, all staff will be receiving professional development weekly utilizing the Golden Principles of Explicit Instruction by Anita Archer as evidenced by weekly professional development agenda and minutes.

Achievable: The Lapwai School District has supported weekly professional development embedded in the curricular calendar for at least 3 hours of collaborative work for continuous monitoring of smart goals.

Why have you selected these particular goals? Please provide context and rationale.

Data-driven instruction and assessments are an existing priority for the Lapwai Middle-High School Leadership Team and Professional Learning Communities. Data analysis has uncovered timely, differentiation and

supports as a priority. Plans to expand Multi-Tiered System of Supports next year include enabling teachers to meet students where they are. These goals were identified to structure and support learning opportunities that optimize engagement, growth, and a sense of community.

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 help 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: SURF 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"> ● Goal improvement ● Necessary conditions to support implementation ● Adjustments ● Sustainability, direction for next steps

Friday PD: 3-6-2020 INDEPENDENT WORK (Good luck boys at state). Please make a copy of agenda for D'Lisa with task completion. ☺

(PLAN AHEAD: March 13th PD, Nez Perce Tribal Police Department Drug Identification Training.)

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edmentum : <https://f2.app.edmentum.com/portal/AdminCenter/Users>

REWARDS: Elibrary: <https://elibrary.voyagersopris.com>

<https://rewards.voyagersopris.com/welcome.do> Your mom goes to college

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

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AGENDA: CERTIFICATED STAFF

	Task	Done
1	Review State engagement surveys for 6-8 and 9-12, ELA teachers plan for Monday ELA class surveys, review rosters, get website ready, and keep track of who took the survey.	
2	WIN TIME: Materials prepping, reviewing online resources and planning engagement or student-led opportunity for the week of March 9-13.	
3	Rewards lessons outlined with review of content and online resources.	
4	Rewards student-engagement strategy planned.	
5	Rewards Student-led practice opportunity planned.	
6	Rewards SUB plans outlined.	
7	Student assessment data logged in Bradley's updated EXCEL sheet. (Ask him for help)	
8	Optional: Reach out to a colleague who you'd like to observe their WIN time. Let me know the date for the observation and we can get a WIN SUB for that opportunity.	
9	ISAT TESTING OPENS MARCH 16th-MAY 15th	
10	REMINDER: INTERIM TESTING CLOSSES ON MARCH 11, Wednesday.	
11	ISAT ELA/MATH/SCIENCE: Plan/document practice test	
12	ISAT ELA/MATH/SCIENCE: Plan/document field test and practice of tools	
13	Lesson plans: add ISAT practice opportunities/resources with D'Lisa	
14	ALL STAFF MUST HAVE TAKEN THE ISAT TEST ADMINISTRATION TRAINING AND HAVE A CERTIFICATE TO EVEN BE IN ANY SPACE WITH TESTING. Go to https://idaho.portal.airast.org/get-started/ela-math.stml and click on TA Certification Course	
15	GRADEBOOK UPDATES:	

16	Update gradebooks	
17	Send progress reports	
18	Record concerns/F's. Reason for F: -Academic needs -Missing assignments -Attendance -Etc.	
19		
20		

Friday PD: 2/28/2020, LOCATION: Room 350, Mr. Genthos, 1:30-3:30

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

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AGENDA:

1. HOMEWORK: Staff/Teacher challenge. Every PD be prepared to take a turn in getting the staff's attention with a call-and-response student attention idea. Who is going first?
2. What is coronavirus? (LSD #341 communication)
 - a. <https://www.youtube.com/watch?v=PGtRgPr-jH4> (10 min)
 - b. Washing hands with soap campaign.... Display on door of classrooms as reminders.
 - c. GOOD STRATEGY: HANDWASH AND USE SOAP!!!
3. PRIDE SURVEY RESULTS (Kiri Brown)
 - a. Staff review and summarize Pride survey results

GROUP ACTIVITY:

Group 1:	Page 6-12	Summary of results
Group 2:	Page 13-16	Summary of results
Group 3:	Page 17-21	Summary of results
Group 4:	Page 22-25	Summary of results

Group 5:	Page 26-29	Summary of results
Group 6:	Page 30-36	Summary of results
WHOLE GROUP:		
THE COMFORT ZONE		



4. TEACH LIKE A CHAMPION: 100% COMPLIANCE Part 2 PRINCIPLES OF COMPLIANCE

- a. <https://www.youtube.com/watch?v=ptlFMstCBuw> (5 minutes) Part 1 of 4

Chapter 6 – Setting and Maintaining High Behavioral Expectations: Up to here, the techniques show how champion teachers actualize high academic expectations. However, these techniques won't work for you if you don't establish high behavioral expectations and learn ways to respond when students do not follow those expectations.

Technique 36: 100 PERCENT* – When giving a direction, you need to require that 100 PERCENT of your students comply. While that may sound draconian, if you accept anything less, you are sending the message that it's optional to follow the direction. Furthermore, champion teachers get 100 PERCENT compliance with warmth and a positive tone. In the long run, discipline that is positive and invisible (a matter of habit) is the only kind that is sustainable. In a typical class, a teacher asks for silence and about three-quarters of the class follows through. When the teacher moves on anyway, she sends the message that any direction is optional. Three principles are important in getting 100 PERCENT compliance so you can teach.

- This technique is made up of three principles. The first is to use the least invasive form of intervention. If the cost of getting 100 percent compliance in your classroom is constant disruptions to make sure all of your students are on task can actually stop progress of the task. The result of too many disruptions to keep people on task is no task. This is why you want to use the least invasive form of intervention. The six levels of intervention are (1) nonverbal intervention, (2) positive group correction, (3) anonymous individual correction, (4) private individual correction, (5) lightning-quick public correction, and (6) consequence. The goal is to be as close to level one as possible. <https://834194315700191983.weebly.com/technique-36-100-percent.html>

5. WIN-REWARDS TIME (Bradley Peterson)

- a. The data! Look at what it is saying?
- b. Next steps for teaching.
- c. Other....

6. GRADE CHECKS-GRADE REPORTS-PROGRESS REPORTS-TYLER GRADEBOOK UP TO DATE!!

- a. TEACHERS ON THEIR OWN (IN CLASSROOMS).

b.

i. Assignment:

1. Be updated.
2. Today was athletic grade check day.
3. Update gradebook.
4. Send progress reports.
5. Record concerns/F's.

a. Reason for F

- i. Academic needs
- ii. Missing assignments
- iii. Attendance
- iv. Etc....

HAVE A GOOD WEEKEND!!!!

“

“Although we can’t always choose what
happens to us, we can always choose
how to respond,”

this statement is false.

Being trauma-informed does not mean that all existing and long-standing theories of human behavior are accurate.

Fight, flight and freeze behaviors are unconsciously reflexive. We need to stop perpetuating the myth that we are ALWAYS in conscious control of our actions. It hurts and shames children and adults.



HERE *this*
NOW

DRAFT

Friday PD: 2/21/2020, LOCATION: Room 350, Mr. Genthos, 1:30-3:30

GOOD LUCK WILDCATS AT STATE!



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2. TEACH LIKE A CHAMPION: 100% COMPLIANCE

a. <https://www.youtube.com/watch?v=9sX881J7RSE> (12 minutes) Part 1 of 4

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Technique 36: 100 PERCENT* – When giving a direction, you need to require that 100 PERCENT of your students comply. While that may sound draconian, if you accept anything less, you are sending the message that it's optional to follow the direction. Furthermore, champion teachers get 100 PERCENT compliance with warmth and a positive tone. In the long run, discipline that is positive and invisible (a matter of habit) is the only kind that is sustainable. In a typical class, a teacher asks for silence and about three-quarters of the class follows through. When the teacher moves on anyway, she sends the message that any direction is optional. Three principles are important in getting 100 PERCENT compliance so you can teach.

1. Use the least invasive form of intervention – You want everyone to follow your directions in the quickest and least disruptive way, so choose an intervention that is as close to the top of the list below as possible.

- a. **Nonverbal intervention** – Use eye contact with off-task students without interrupting instruction.
- b. **Positive group correction** – Quick verbal reminder to all, “We’re following along in our books.”
- c. **Anonymous individual correction** – Sends the message that there are individuals not following, “We need two people.”
- d. **Private individual correction** – Correct individuals privately and quietly by leaning down next to the student and in a quiet voice telling the student what he should do, “Quentin, I need you to track me so you can learn.”
- e. **Lightening-quick public correction** – When you need to correct an individual publicly, make sure to minimize her time “onstage.” Something like, “Quentin, I need your eyes,” tells the student what to do and is efficient and effective.
- f. **Consequence** – It’s best to solve noncompliance quickly and save consequences for occasional use. If you must use one, see the suggestions in Technique 42 NO WARNINGS for possible quick, calm, and noninvasive consequences. Some people mistakenly believe that ignoring misbehavior is the least invasive response, but unchecked behavior will only persist and intensify.

2. Rely on firm, calm finesse – Remember that gaining 100 PERCENT compliance is not about power, but about achieving an important purpose – that students will succeed. Take yourself out of the equation and focus on the goal. Rather than saying, “I asked for your eyes on me because when I ask you for something I expect you to do it,” try “I need your eyes on me so you can learn.”

3. Emphasize compliance you can see – Asking for pencils down is better than asking for attention because you can see if it has been done. Then make sure students know you are looking, “Thank you, Peter. Thank you, Marissa.”

3. SHARE DRAFT ISAT CALENDAR

a. STAR SPRING PLAN

4. MATH PLC SHARES WITH ELA PLC: How are we using student ISAT data and ISAT resources to prepare for ISAT testing?

5. Edmentum updates

a. Can I log in on my own?

i. Log in at: _____

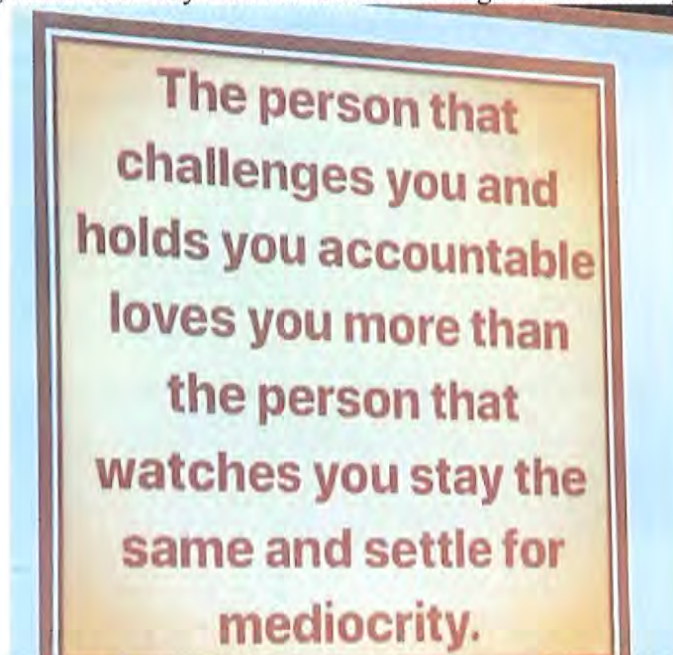
ii. My password is: _____

iii. Possible courses I could create are:

6. PLC time: ISAT Prep focus

Friday PD: 2/14/2020, LOCATION: Room 350, Mr. Genthos, 1:30-3:30

Due to away C-squad game, some staff may leave around 3 PM to get to Prairie High School



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

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

HAVE TYLER SIS QUESTIONS? Call 1-800-733-0922, x 151121 (JoEllen) email: sisk12help@tylertech.com

Edmentum (edmentum.com)

edmentum : <https://f2.app.edmentum.com/portal/AdminCenter/Users>

REWARDS: Elibrary: <https://elibrary.voyagersopris.com>

<https://rewards.voyagersopris.com/welcome.do> Your mom goes to college

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

STAR (Renaissance Learning) LOG IN---

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

2. Login is your FIRST INITIAL, LAST NAME

3. PASSWORD

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

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

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

ANNOUNCEMENTS:

AGENDA: ANNOUNCEMENTS:

- No school Monday, 2-17-2020
- Boys districts on Tuesday and Wednesday at LCSC
- Girls leave for state Wednesday morning
- D'Lisa leaves for state Thursday
- Show advisory power point on vaping Monday 2-10-2020
- The survey window will be open from **February 18 through March 31, 2020**. All students in grades 3-12 are expected to participate.
 - Once logged in, the student engagement surveys for your schools will be listed
 - There are three separate surveys for students in grades 3-5, 6-8, and 9-12. The surveys you will see listed depends on the grades your school serves.

ENTRY TASK: WARM DEMANDER

1. What does my “warm demander” look like?
2. Video (3 min): <https://www.youtube.com/watch?v=sRZvlpkoKvw>
3. 100 Percent (Dealing with non-compliance-Teach Like a Champion)
4. Video (12 min, 1 of 4 parts): <https://www.youtube.com/watch?v=9sX881J7RSE>

EDMENTUM TRAINING: 1 HOUR 1:40-2:40ish (may be longer than an hour)

1. Introduction to Edmentum - Josh Nellesen
 - At risk efforts
 - credit recovery
 - advanced opportunities
 - Need to build our capacity and be able to provide a space for students within any classroom
2. Teacher demonstration on the sample class from the mimio (Josh Leighton & Devin Boyer)
HOW TO:
 - Explain individual monitoring process
 - Explain how to access student data
 - Enrolling a current student into a new course
 - Guide teachers through the sample classroom using mock 8th graders
 - “Leightonisms” and “Devinisms”
 - Health curriculum with Devin Boyer
1. Login information for Edmentum - (Teacher Log In)
 - Receive your login information
 - Adding a student into Custom Course
4. IDLA - Wildcats.idlearning.org (Iris Chimburas & Joslyn Leighton)
 - Joslyn will log in to her current Pathways To Success course
 - Show both course data and individual data
 - Iris will do a Q & A
 - Other teacher experiences with IDLA/Edmentum
6. Trauma Informed Classrooms (D’Lisa) 2:40ish to 3:10
(Powerpoint attached in email and a handout)

7. WIN-Rewards prep 3:10-3:30

ENGAGEMENT!

100% of every classroom **MUST** be teaching directly from the teacher manual and every student should have a student workbook or packet.

- It is explicit direct instruction, so if you are not in the front of the room explicitly directly, you aren't teaching WIN-REACH with fidelity.
- Teacher sub and walkthrough to watch other's teach is available.
- The data is moving, but EVERY CHILD deserves the best WIN instruction.
- Don't piecemeal the curriculum. This is a rare occasion approved by D'Lisa.
- HAVE SUB PLANS. THE SUB CAN READ FROM YOUR TEACHER MANUAL.

COLLEGE AND CAREER READINESS UPDATES

At this time the advanced opportunities in College and Career Readiness team has been in collaboration with our room 217.

Lapwai Middle School and High School are excited for the opportunity specifically related to credit recovery and additional credit opportunities for students. We currently have an entire 6th grade 7th grade and 8th grade enrolled in a web-based platform for credits. The critical training for students allows them the opportunity to take advantage of accelerated opportunities and also Credit Recovery opportunities as needed. .

Lapwai High School spring semester will continue to offer. College speech College English Native American history in American art intermediate Nez Perce language in advance Nez Perce language Advanced human biology High School to college transition for college credit.

During this spring semester. There are 10 students receiving Advanced opportunities credit through Idaho digital Learning Academy. These courses are in small animal vet, medical terminology, and English 101, advanced web design.

The entire 8th grade has been exposed to Advanced opportunities through Idaho digital Learning Academy. And specific courses design by Room 217 Created by the Counseling Center.

The spring semester Jocelyn Leighton in room 360 will be instructing computer Readiness for the 6th grade. Pathways to success for the eighth grade and additional advanced placement courses.

Jocelyn also offers a first. And 6. That allows students to do both dual college credit in high school to college transition and also credit recovery. The thoughtful mix of both Advanced opportunity students and Credit Recovery students allows all students in the classroom to feel that they are accelerated regardless of their placement.

Specifically related to Career Technical education. lapwai high school will be participating in the dream it do it conference at the University of Idaho. The goal for college and career Readiness specifically related to Career Technical is to ensure that students are completing CTE certifications. In several different computer-based platforms with mrs. Kirby and mr. Peterson.

Feb 25th State Training

IDAHO SESTA NOW OFFERS:

Moscow, ID

GENERAL EDUCATION

Team of 5

MODULES

A three-part module series designed for general educators to gain a greater understanding of their role in the special education process.

MODULE 1

The Importance of the General Education Teacher in the Special Education Process

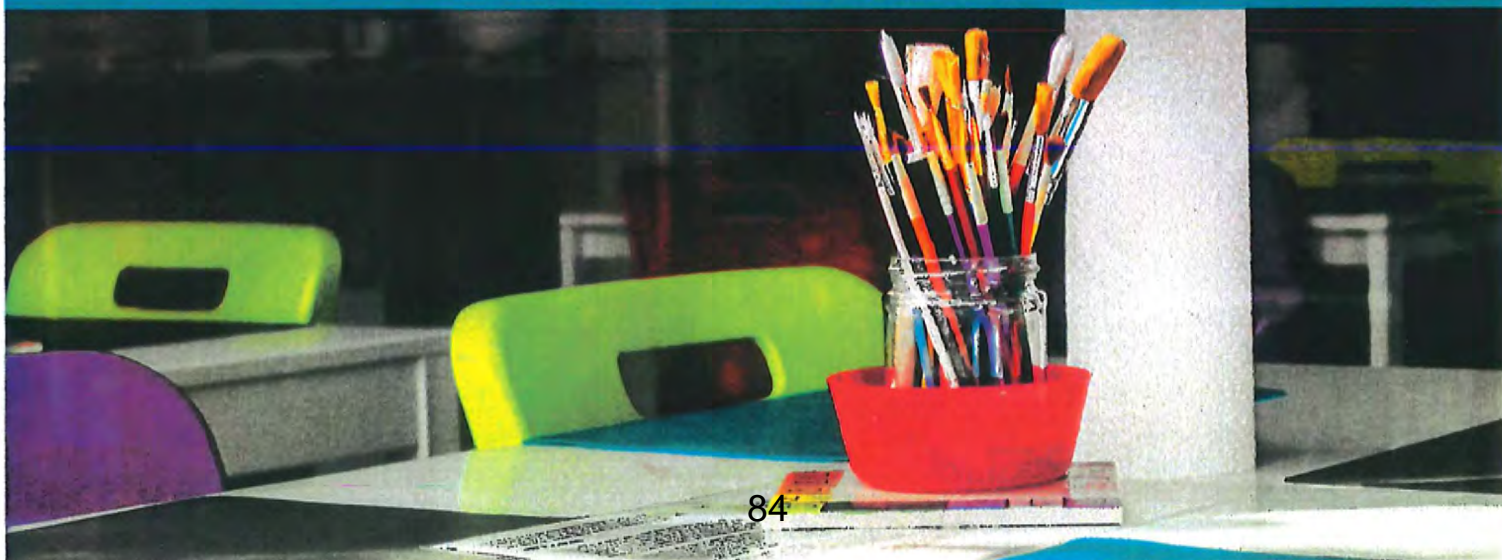
MODULE 2

The Role of the General Education Teacher in the Special Education Process

MODULE 3

Supporting Students with Disabilities in the General Education Classroom

www.idahotc.com/SESTA



Building Strong Partnerships

Learning Targets:

1. Understand the unique contributions each team member provides to increase outcomes for all learners.
2. Improve student access to general education standards by learning the key components of collaborative and proactive planning.
3. Improve student outcomes by learning about effective collaboration.

Building Trust

-
-
-
-
-
-
-

People First Language

What is it?	How does it support our perspectives on students?
-------------	---

- _____:
Students with disabilities should be educated with students who do not have disabilities to the maximum extent possible.

Specially Designed Instruction:

"...ensures _____ to the general curriculum so that students can meet Idaho Content Standards that apply to all students."

Evolution of Inclusion

Continuum of Supports & Services

LRE Decision Tree

- Helps guide teams through the process of determining the best placement for EACH area of need for the student.
- Keeps the focus on the student's specific needs
- Have we started with what CAN be done in general education first?

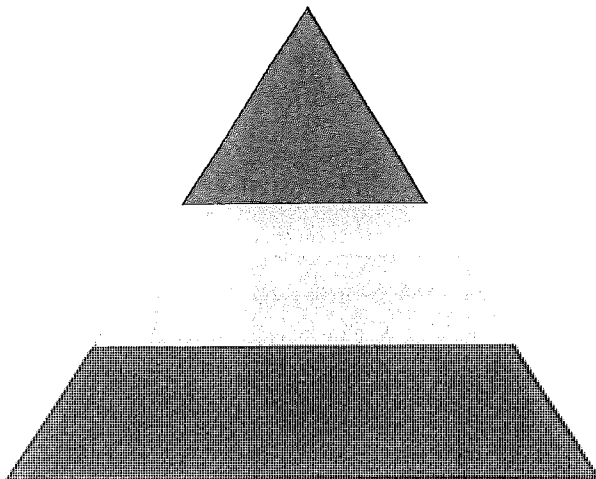
Building the Annual Goal

- Identify student need
- Choose the goal

Prioritizing Skills

-
-
-
-

Essential Concepts



Content for _____

Content for _____

Content for _____

Guiding Questions for Choosing Accommodations:

- Which and how many accommodations are already in place and in use across the school environment?
- Does the accommodation allow the student to show their knowledge and skills?
- What others would support the student to become more independent?
- Is the student aware of accommodations, and did they have an opportunity to give input?

Making it work for your team

Who?	What is their role?
General education teacher	
Special education teacher	
Related services staff	

Topics for Collaboration:

- Which students might struggle?
- What accommodations might be needed?
- What strategies are needed?
- Who else do we need on our team?

Resources

Cognitive Functioning & Psychological Processing Guidance Document

Go to: www.sde.idaho.gov/sped/sped-manual/

Scroll down → click on Chapter 4- Evaluation and Eligibility

Vertical Alignment Documents

<https://www.sde.idaho.gov/academic/ela-literacy/>

Murawski, W.W., & Spencer, S. (2011). *Collaborate, Communicate, and Differentiate!: How to increase student learning in today's diverse schools*. Thousand Oaks, CA: Corwin Press.



LAPWAI SCHOOL
DISTRICT
Special Forces Team

Board Back-Up
March 2020

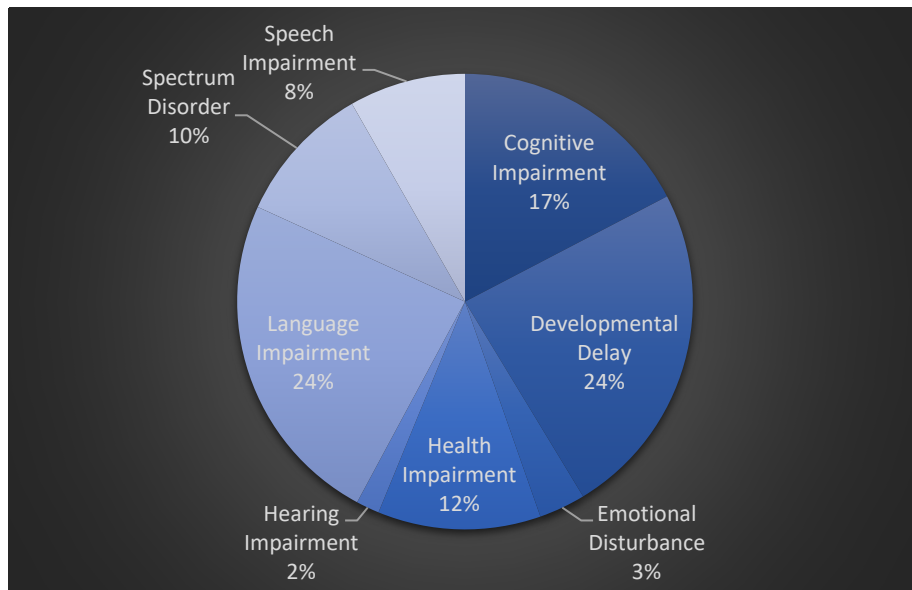
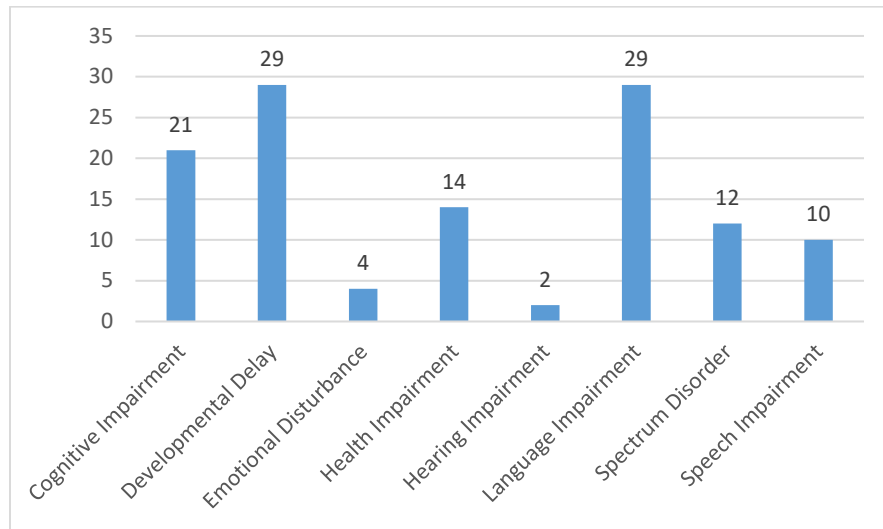
“

Disability labels are largely irrelevant to everyday teaching because they tell us so little about what individual students need; there isn't "autism math" or "physical disability reading." By removing a focus on labels, we can concentrate on the important work of planning and providing meaningful instruction for each student. Students who have disabilities do not have "special needs"; they only have special rights.

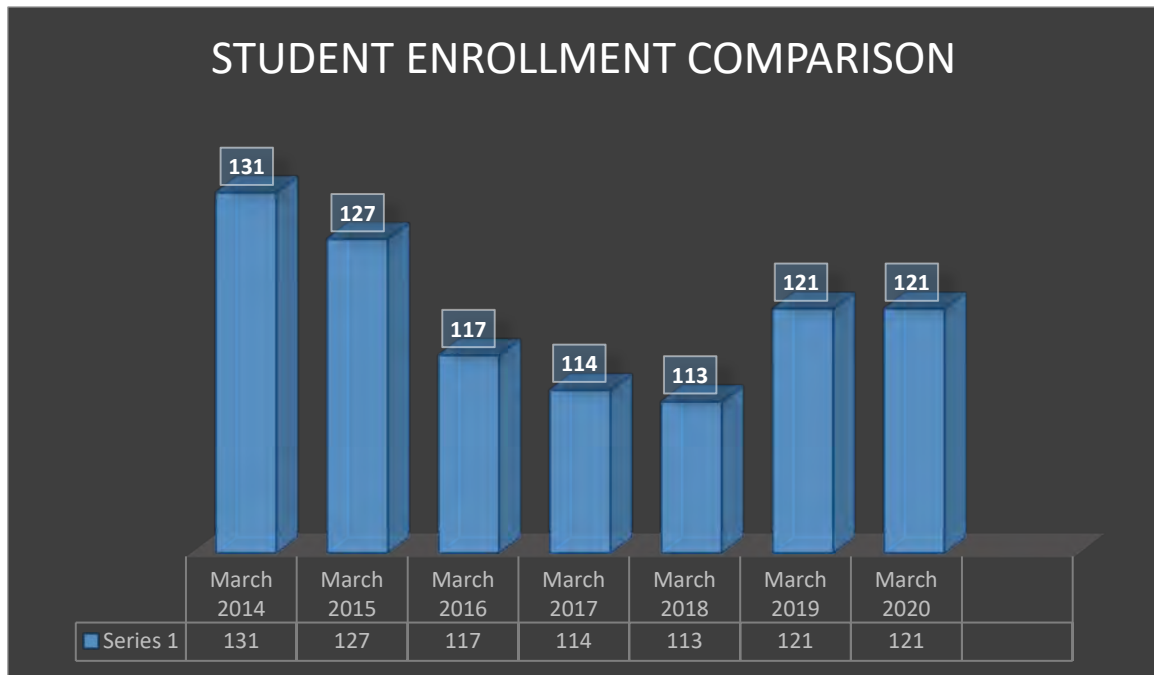
Lee Ann Jung, Nancy Frey, et al.
*Your Students, My Students, Our Students: Rethinking
Equitable and Inclusive Classrooms*

#kindlequotes

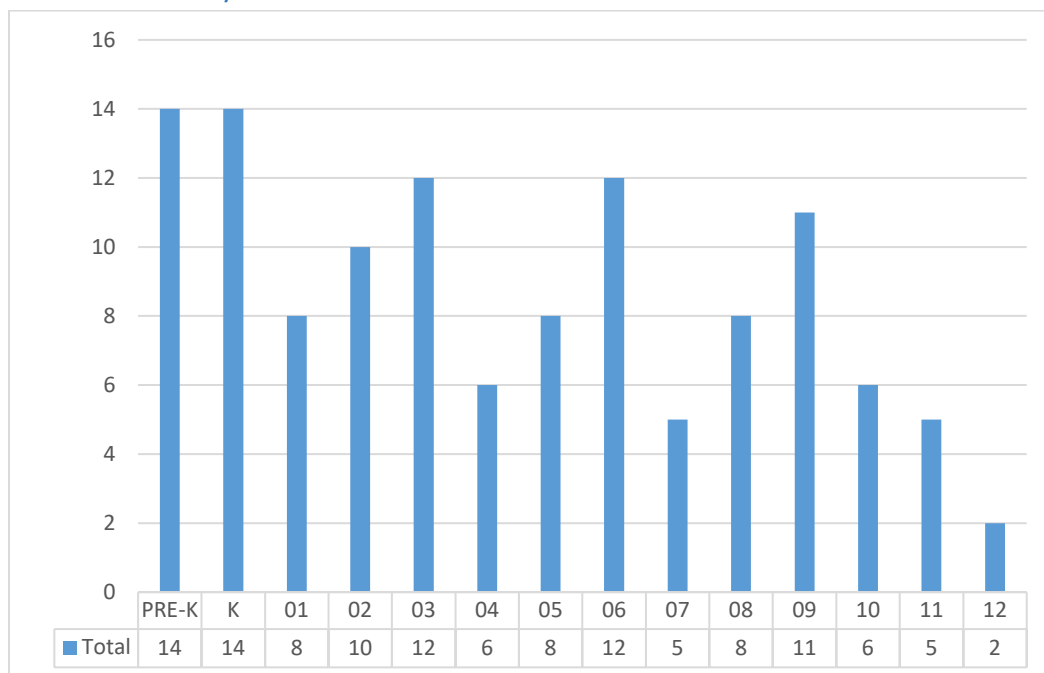
As of March 10, 2020, the Lapwai Special Education Program serves 121 students in the following Primary Disability categories:

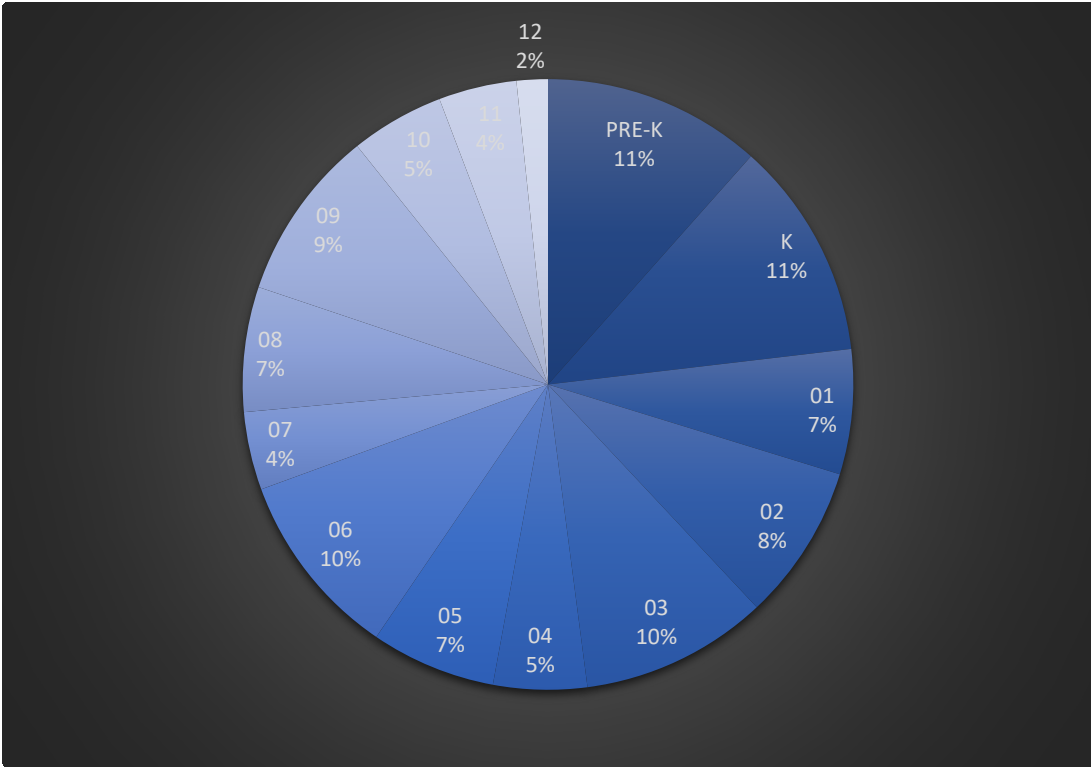


Student Enrollment Comparison

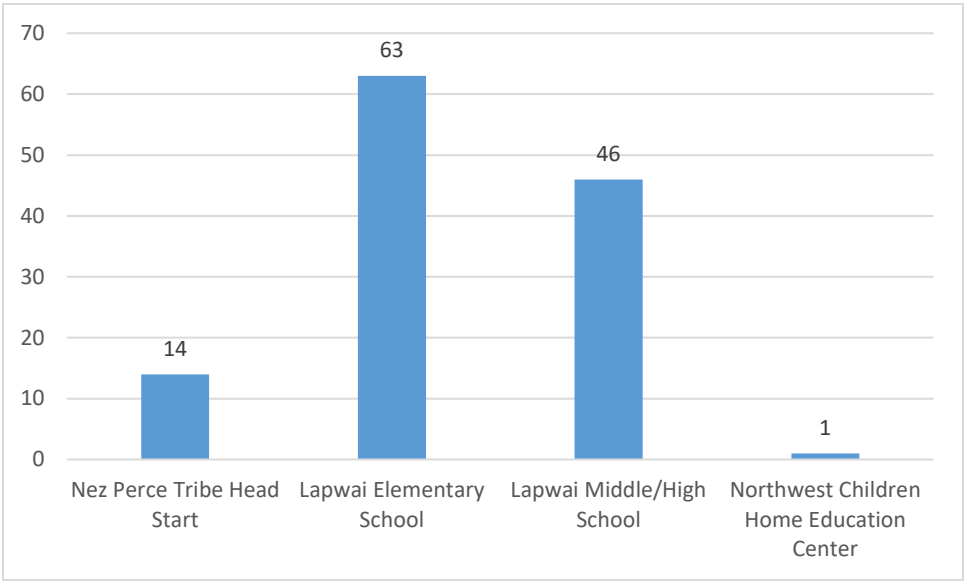


Students Served by Grade

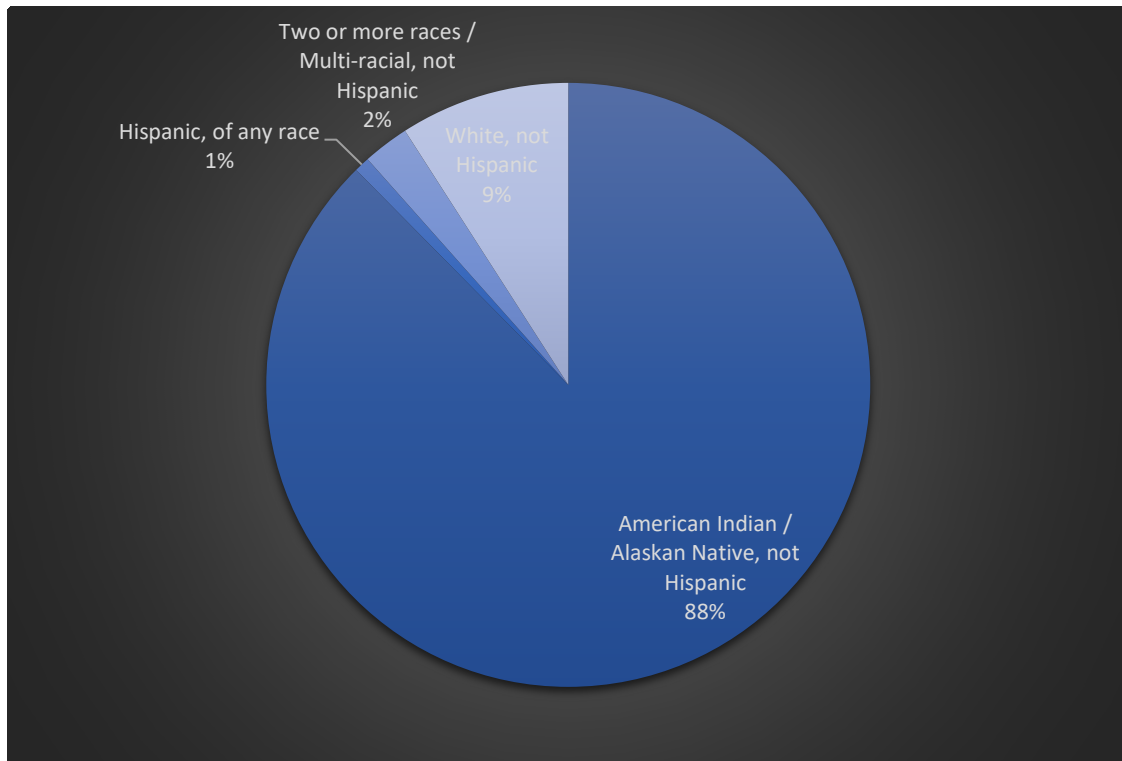




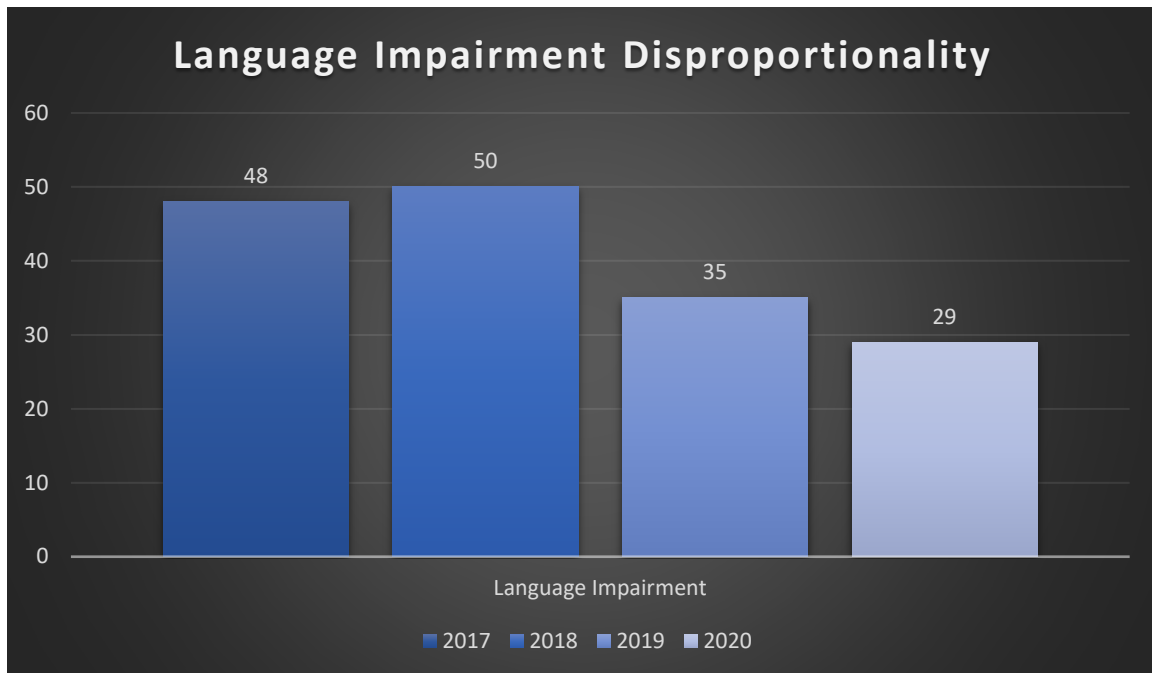
Students Served by School



Students Served by Ethnicity



Disproportionality



Issues or factors within the area of the identification process that have contributed to the significantly disproportionate identification?

In the Lapwai School District, although most Native Americans students learn English as their first language, the dialect that many of them speak differs from standard American English in terms of its grammar, phonology, semantics, and rules of discourse. Even among individuals who speak their Nimiipuu language, Standard English, or both, Indian English fluency is a way of reinforcing one's cultural identity for many Native Americans, especially where it is the only Indian-related language tradition that has been maintained in a community. Under such circumstances, Indian English fluency becomes a highly valued social skill, and the nonstandard features of the dialect take on an even greater cultural significance (St. Charles & Costantino, 2000).

Linguistic features of English spoken by Native Americans in the Lapwai community in the area of morphology include: frequent deletion of plural and possessive marker, and use of base form or overregularized form for past-tense verbs. In the area of morphology, linguistic features include: end-of-utterance dependent clauses, deletion of articles and demonstratives, and deletion of be, have, and get as auxiliary or copular verbs.

Variation	Example
<i>Phonology</i>	
Vowel shifting	Among Navajo English speakers, exchange of /ɪ/ and /ε/, /i/ and /ɪ/, /e/ and /ε/
<i>Morphology</i>	
Frequent deletion of plural and possessive marker	I read Diane[’s] book Many of my relative[s] live in Shiprock
Use of base form or overregularized form for past-tense verbs	I hear him sing yesterday I eated some
<i>Syntax</i>	
End-of-utterance dependent clauses	They ride bikes is what I see them do From the family is where we learn to be good
Deletion of articles and demonstratives	They find [a] bone in [that] deep yard He asked [the] shopkeeper for [that] sheep
Deletion of <i>be</i> , <i>have</i> , and <i>get</i> as auxiliary or copular verbs	She [is] Red Corn people Then they would tell them what law he [has] broken

Sources: Leap (1993); Thurston (1998).

The commercially published standardized language screening tests requires a cautionary approach, particularly for the Lapwai School District. The norms for several of these tests lead to unacceptably high false positive results when utilized for assessing Native American students, which is a contributing factor

to the over-identification of children. Another concerning factor is that most of the screening tests examine children's abilities by asking the student to engage in primarily decontextualized speech and language tasks, such as naming pictures to assess speech sound production and/or expressive vocabulary, pointing to pictures that represent the meaning of individual words, or repeating short sentences. Such decontextualized tasks do not adequately sample the types of synthesized language skills needed to access an academic curriculum or challenge children's language abilities.

2020 Action Plan for Disproportionality

The Lapwai School District is required to reserve 15% of IDEA Part B Section 611 and 619 funds when submitting our budget. The funds set aside:

- Cannot be used to supplant any existing funded activities at the LEA level.
- Must be used for Comprehensive Coordinated Early Intervention Services (CCEIS) that address the factors contributing to the Significant Disproportionality.
- Can be used for children with and without disabilities, ages 3 through 21.
- Their use cannot be limited to children with disabilities.

The Lapwai School District will address the disproportionate identification of children with Language Impairment by allocating 15% set aside funds for FFY 2020 for the hiring of additional personnel to provide Comprehensive Coordinated Early Intervention Services to the Nez Perce Tribe Head Start Mamáy'asnim Hitéemenwees Early Childhood Program and the Lapwai Kindergarten Program. Students between the ages of 3-5 will be identified for early intervention services through scores obtained on the Developmental Indicators for the Assessment of Learning™, Fourth Edition (DIAL-4) during September 2020. Based on the results of the DIAL-4 screening, the interventionist will begin providing direct explicit instruction in small groups to build receptive and expressive language skills for those students identified as needing additional support beyond the Early Childhood Core Curriculum.

Significant Disproportionality

Determination of Need and Action Plan



IDAHO STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION | PROGRAM MONITORING

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208 332 6800 OFFICE
WWW.SDE.IDAHO.GOV

INTRODUCTION

This site visit and corresponding document is a follow-up to the State Department of Education's (SDE's) initial site visit conducted with each Local Education Agency (LEA) found to have Significant Disproportionality in one or more areas. The documentation and multi-step process are designed to identify root-causes which contribute to Significant Disproportionality at the system level.

PURPOSE

Provide guidance to LEAs as they conduct a review of their policies, practices, and procedures; analyze root-cause; and create improvement plan(s) with emphasis on equity, inclusion, and opportunity. The LEA will be required to document information on the review and, if appropriate, revision of policies, practices, and procedures in the Compliance Tracking Tool (CTT). The LEA must publicly report any revisions to policies, practices, and procedures. The SDE along with Idaho's Special Education Support & Technical Assistance (SESTA) want to set a positive tone of support for those LEAs that are found to have Significant Disproportionality. The oversight and support activities associated with Significant Disproportionality are meant to support you as you work with your stakeholders and are not meant to be punitive or arduous.

PROCESS AND REQUIREMENTS

As part of the amended IDEA regulations, LEAs identified as having Significant Disproportionality are required to commit 15% of their IDEA Part B (611 and 619) funds toward Comprehensive Coordinated Early Intervening Services (CCEIS) to address factors contributing to significant disproportionality in the LEA (34 CFR §300.646). Funding committed to CCEIS will be tracked through an alternate mechanism by the Special Education Fiscal Accountability team.

Once all in-person meetings have been completed, your team will use the Determination of Need and Action Plan to create your CCEIS Plan Narrative (see format below). A date and time will be set to review your proposed CCEIS Plan Narrative prior to final submission. Final documents must be submitted to the SDE through the Compliance Tracking Tool (CTT) no later than the first Wednesday in April, 2020.

HOW TO USE THIS DETERMINATION OF NEED AND ACTION PLAN

LEAs, along with primary stakeholders, are asked to complete the determination of need and action plan with integrity by studying the document, then answering each question with complete frankness and honesty. The role of the SDE and SESTA with regard to this document is to facilitate the conversation among team members, ask critical questions, and provide feedback. It is encouraged that all team members are allowed equitable participation so that all voices are heard and respected. It is important that you provide evidence and document the data supporting each response where appropriate. As teams work through the determination of need and action plan, keep in mind the experiences of the group of students for whom there is a success gap in the school or LEA.

Once your answers are compiled LEAs will be asked to review each of the major topics listed. However, LEAs may choose to center an action plan around only those areas deemed most relevant during the review and commit IDEA Part B Funds to those efforts.

SIGNIFICANT DISPROPORTIONALTY DETERMINATION OF NEED AND ACTION PLAN

District Name: Lapwai School District	Sig Dis Pro Identified: American Indian: SLI
District Student Count: 521	District Sped Child Count: 115

INTERVENTIONS

What issues or factors within the area of intervention(s) are contributing to the significantly disproportionate identification? Consider core curriculum, intervention/supplemental curriculum, Intervention systems: RTI, MTSS, PBIS

- School staff members do not have the training to explicitly teach essential elements of language instruction.
- Robust professional development training in Tier I core programs have not been provided to all staff due to turnover.
- Tier I core program materials are not implemented with fidelity across all classrooms and grade-levels.
- The LEA does not have a general education Tier 2 intervention system in place to adequately address speech and language concerns.

In analyzing ISAT data at the Middle/High School level, the Lapwai Special Education program identified that when trying to understand students with language learning and academic problems, the LEA needed to consider the role of metalinguistic development and ability in the process. While metalinguistic ability relates specifically to language awareness, another meta-component related to academic success is metacognitive ability. The LEA recognized the two-tiered process in language learning and disorders—the spontaneous layer of language use and the meta-layer of language. In social situations, including those that involve casual conversations, listeners and speakers tend to be in spontaneous and automatic mode. They do not “stop to think” about every word and sound unless a problem (perhaps an unknown word or a heavy accent) arises. Likewise, proficient readers do not analyze every word of text, especially when they are reading familiar or less demanding text (e.g., People magazine). Students step into meta-mode when they are required to analyze or regroup linguistically. Textbook language places metalinguistic demands on students. Many classroom tasks, also have metalinguistic components. As both spoken and written text becomes more demanding, and as classroom tasks require more thinking and planning, the meta-load increases. That is, the listener/reader/learner has to analyze and evaluate language on a more conscious level. As with other learning skills, the LEA determined that students initially need explicit instruction, scaffolding, practice, and feedback in order to turn unfamiliar operations into habits of mind. The lack of direct, explicit instruction to develop metacognitive abilities is a contributing factor to the significantly disproportionate identification.

PROGRAMS/PRACTICES CURRENTLY IMPLEMENTED AND EFFECTIVENESS

What is your LEA already doing to address the above-mentioned interventions that are contributing to the significantly disproportionate identification? How effective are these programs/practices?

Elementary

The Lapwai Elementary Leadership Team has selected and use valid and reliable assessments (screening, progress monitoring, diagnostic, and outcome) assessments that are correctly administered, recorded accurately and administered on a schedule.

Teachers administer and/or review screening data in the first few days of school and determine instructional needs and groups.

In-program assessments from the core, supplemental, and intervention language arts programs (Reach for Reading and Rewards) are administered regularly and accurately to assess what is taught.

The Reach for Reading Program was specifically acquired to address the academic language acquisition needs of our student population.

School staff members incorporate general features of strong instruction (e.g., models, explicit language, multiple opportunities for students to respond, etc.) into their daily Tier 2 and Tier 3 lessons.

Lapwai Middle/High School

The Lapwai Middle School/High School has created a school-wide Tier 2 Reading and Language Intervention utilizing the Rewards Curriculum. The focus of Rewards is direct, explicit instruction on decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word and passage reading fluency, building academic vocabulary, and deepening comprehension along with building confidence. All students and staff participate in a 25-minute daily language arts intervention. Students are placed in groups where they can complete tasks successfully and actively participate.

NEEDS

What intervention(s) are still needed to address factors that are contributing to the significantly disproportionate identification?

Information gathered from Technical Assistance Team Meetings:

Based on SLP analysis:

- Oral language--vocabulary and grammar are a significant concern

- Comprehension

 - Need to see expansion of language within all components of learning

- REACH for reading

 - Emphasis on Basic Reading and Reading Fluency

 - Missing opportunity to explicitly teach vocabulary and grammar

Teach teachers *how to* expand language for vocabulary development

ACTION ITEM(S)

Based on your consideration of interventions/supplemental curriculum, Intervention systems: RTI, MTSS, PBIS, etc., what action will the LEA take to address intervention needs that are contributing to the significantly disproportionate identification?

The following action items have been in place for the 2019-2020 School Year:

Recognizing that exposure to language targets needs to be more frequent, made more salient for children with language impairment, and delivered in spaced, distributed schedules the LEA determined in FY 2019 that Special Education staffing was insufficient to meet these needs. As a result, the LEA approved the hire of an additional Speech and Language Pathologist. In order to retain these immensely needed resources, the pay and benefits package was increased to a level commensurate with the professionals' pay in a non-school-based setting. Hiring the additional SLP allowed the LEA to increase both direct and indirect services to students. Additionally the LEA reduced a Behavior Support Paraprofessional position in order to reallocate funds for a Speech and Language Paraprofessional. Furthermore, all Special Education Behavior Support Paraprofessionals and Instructional Paraprofessionals assigned to preschool and kindergarten were trained by the Lead SLP in providing Speech and Language Interventions. This allowed more frequent exposure to language targets for early intervention.

In FY 2019, based on an analysis of ELA ISAT data at the Middle School/High School, the LEA determined that all students needed direct, explicit instruction in the meaning of prefixes and suffixes, expanded instruction on academic and content-area vocabulary, and direct instruction in developing metacognitive skills to analyze or regroup linguistically. Based on this information, the LEA created a School-Wide Intervention in which the entire Secondary schedule was adjusted to add a 25-minute intervention time where all students would receive direct, explicit instruction in these components. Funding resources were allocated towards the purchase of the REWARDS intermediate and secondary curriculum.

IDENTIFICATION PROCESS

What issues or factors within the area of the identification process are contributing to the significantly disproportionate identification? Consider Child Find, data collection, staff qualifications, IDEA processes, continuum of services, etc.

In the Lapwai School District, although most Native Americans students learn English as their first language, the dialect that many of them speak differs from standard American English in terms of its grammar, phonology, semantics, and rules of discourse. Even among individuals who speak their Nimiipuu language, Standard English, or both, Indian English fluency is a way of reinforcing one's cultural identity for many Native Americans, especially where it is the only Indian-related language tradition that has been maintained in a community. Under such circumstances, Indian English fluency becomes a highly valued social skill, and the nonstandard features of the dialect take on an even greater cultural significance (St. Charles & Costantino, 2000).

Linguistic features of English spoken by Native Americans in the Lapwai community in the area of morphology include: frequent deletion of plural and possessive marker, and use of base form or overregularized form for past-tense verbs. In the area of morphology, linguistic features include: end-of-utterance dependent clauses, deletion of articles and demonstratives, and deletion of be, have, and get as auxiliary or copular verbs.

The commercially published standardized language screening tests requires a cautionary approach, particularly for the Lapwai School District. The norms for several of these tests lead to unacceptably high false positive results when utilized for assessing Native American students, which is a contributing factor to the over-identification of children. Another concerning factor is that most of the screening tests examine children's abilities by asking the student to engage in primarily decontextualized speech and language tasks, such as naming pictures to assess speech sound production and/or expressive vocabulary, pointing to pictures that represent the meaning of individual words, or repeating short sentences. Such decontextualized tasks do not adequately sample the types of synthesized language skills needed to access an academic curriculum or challenge children's language abilities.

PROGRAMS/PRACTICES CURRENTLY IMPLEMENTED AND EFFECTIVENESS

What identification processes does your LEA already have in place that are contributing to the significantly disproportionate identification? How effective are these programs/practices?

An essential step toward making accurate assessments of Speech and Language Impairment for students within the Lapwai School District is to distinguish between those aspects of linguistic variation that represent the diversity of the English language from those that represent speech, language, and hearing disorders. Speech and Language Pathologists that serve the Lapwai School District must have the competencies to distinguish between dialectal differences and communicative disorders. These competencies include knowledge of the particular dialect as a rule-governed linguistic system, knowledge of the phonological and grammatical features of the dialect, and knowledge of nondiscriminatory testing procedures.

The SLPs serving our school district have demonstrated exceptional competence in these areas as they have become familiar with the community and students of the Lapwai School District.

NEEDS

What are the LEA's needs relating to the identification process that are contributing to the significantly disproportionate identification?

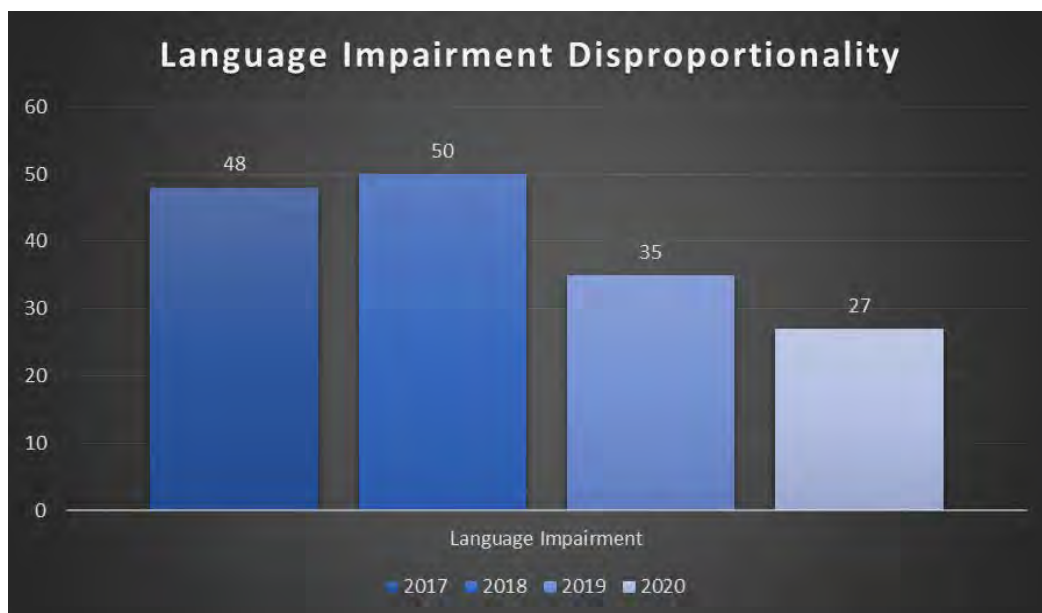
Students within the Lapwai School District who have been referred for a Special Education evaluation who fail norm-referenced assessments using culturally and linguistically fair test instruments or who show problems in their language samples that have been evaluated with culturally and linguistically appropriate analysis approaches should undergo dynamic assessment trials in those areas of language that appear deficient. If the students show significant positive changes in their language behaviors during these trials, the poor test scores could be attributed to cultural differences rather than an underlying language impairment. Given this situation, intervention should focus on the elective goal of helping our students adjust to the mainstream culture and its methods of evaluation. However, if the identified students respond poorly to dynamic assessment—fails to attend or generalize new language learning—then intervention for language impairment should proceed, still with consideration of the child's multicultural needs. Unfortunately, the Lapwai School District general education system does not have the personnel with the appropriate training to provide interventions specific to assisting our students to adjusting to the mainstream culture of evaluation.

ACTION ITEM(S)

Based on your consideration of Child Find, data collection, staff qualifications, IDEA processes, continuum of services, etc., what action will the District take to address the identification processes that are contributing to the significantly disproportionate identification?

The following action items have been in place for the 2019-2020 School Year:

The Lapwai Special Education Team has reviewed each student identified under SLI. Where appropriate, the team has re-evaluated the student to determine whether serving the student in another category is appropriate.



Beginning School Year 2020-2021, the Lapwai Special Education Program will implement Tier 2 Intervention for students attending the Nez Perce Tribe Head Start Mamáy'asnim Hitéemenwees Early Childhood Program. Students between the ages of 3-5 will be identified for early intervention services through scores obtained on the Developmental Indicators for the Assessment of Learning™, Fourth Edition (DIAL-4) during September 2020. Based on the results of the DIAL-4 screening, Tier 2 interventions will be provided for 6-8 weeks in small groups to build receptive and expressive language skills for those students identified as needing additional support beyond the Early Childhood Core Curriculum prior to a referral for Special Education evaluation.

LEA RESOURCES

What issues or factors related to LEA resources are contributing to the significant disproportionate identification? Consider facilities, staffing, equipment, technology, supplies, transportation, etc.

The identification, professional development, and allocation of resources for an evidence-based core curriculum that specifically address the needs of language delays and the staffing to implement such a curriculum is a contributing factor.

RESOURCES CURRENTLY IN PLACE AND EFFECTIVENESS

What is your LEA already doing to address those resources or lack of resources that are contributing to the significantly disproportionate identification? How effective are these programs/practices?

The Lapwai School District recognized the need for additional Language support services and aggressively recruited and obtained two full time Speech and Language Pathologists. In order to retain these immensely needed resources, the pay and benefits package was increased to a level commensurate with the professionals' pay in a non-school-based setting. This increase in quality staffing has resulted in a higher number of students being discharged from Special Education services in the category of Language Impaired during the 2018—2020 school years, than the previous eight years of service combined.

NEEDS

What LEA resources are still needed to address the factors contributing to the significantly disproportionate identification?

The Lapwai Special Education Program currently does not have staffing available to provide general education Tier 2 early childhood interventions without decreasing services to students currently identified for Special Education. Based on an analysis of previous years DIAL-4 screening results, approximately 30% of screened students will require Tier 2 interventions.

Information gathered from Technical Assistance Team Meetings:

- Not enough time with children to address deficits
- SLPs don't have enough time
- Vo-tech/CTE opportunities--students seem to do better when they understand the value of education
- SLP lessons in classroom
- Staff support beyond kindergarten is limited--more para staff available in kinder

ACTION ITEM(S)

Based on your consideration of facilities, staffing, equipment, technology, supplies, transportation, etc., what action will the LEA take to address resource needs that are contributing to the significantly disproportionate identification?

Information gathered from Technical Assistance Team Meetings:

Hired SLP

COMMUNITY FACTORS

What issues or factors within the community are contributing to the significantly disproportionate identification?

An area of cultural consideration that is contributing to the significantly disproportionate identification is forced land reduction and blood quantum measurement. Originally, the Nimiipuu people occupied an area that included parts of present-day Idaho, Oregon, and Washington. They moved throughout this region and parts of what are now Montana and Wyoming to fish, hunt, and trade. During the 1855 treaty negotiations at Walla Walla, the Tribe insisted on retaining these inherent rights. Tribal leaders negotiated retention of approximately 7.5 million acres to be protected as the Tribe's exclusive reservation. Once gold was discovered, mass trespass and theft took place within the Tribe's reservation. Instead of protecting the reservation from encroachment, the federal government forced the Tribe into a second treaty in 1863, which reduced the reservation to about 750,000 acres. Today, the Nez Perce Indian Reservation consists of 750,000 acres, of which the tribe or tribal members own 13 percent. Additionally the tribe's enrolled membership had decreased to approximately 3,500 due to blood quantum measurements (the degree of Indian blood as computed from lineal ancestors of Indian blood who were enrolled with a federally recognized Indian tribe or whose names appear on the designated base rolls of a federally recognized Indian tribe). These two factors have resulted in significant amount of the Lapwai School District student body being closely related.

A family history of language, communication, and/or literacy problems is a risk factor for a child having a language impairment. Also, findings from a study by Tomblin and his colleagues (Tomblin, Smith, et al., 1997) suggest that Language Impairment in children was more often associated with risk factors related to their parents' status before the children were even conceived than with various fetal or perinatal risk factors. Among the parental factors were levels of education and family histories of language and/or learning problems, two factors that are not independent of each other. There is now no question that language impairment has a tendency to run in families and that language-learning environmental influences alone are insufficient to explain the children's language-learning problems.

The following figure provides a schematic representation of some of the interactions and effects of genetic familial and environmental factors that are contributing to the significantly disproportionate identification:

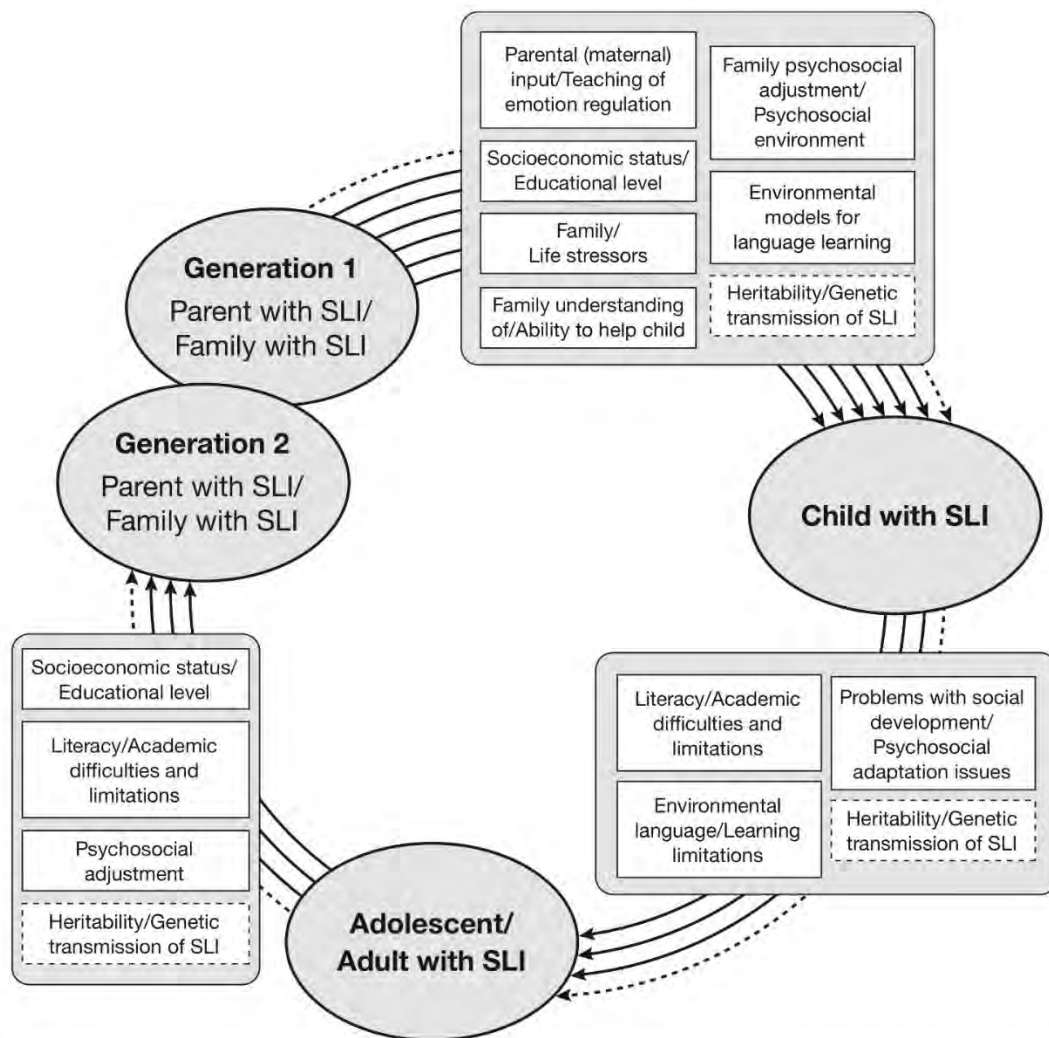


FIGURE 3.1 | Schematic Representation of Some of the Interactions and Effects of Genetic/Familial and Environmental Factors in SLI (© 2002 Vicki A. Reed)

PROGRAMS/PRACTICES CURRENTLY IMPLEMENTED AND EFFECTIVENESS

What is your LEA already doing to address the above-mentioned community factors that are contributing to the significantly disproportionate identification? How effective are these programs/practices?

The Lapwai School District is has partnered with the Nez Perce Tribe to implement a federally-funded State Tribal Education Partnership (STEP) grant. The focus is on meeting the unique educational and cultural needs of American Indian/Alaska Native (AI/AN) students, including expansion of strategies to provide culturally responsive curriculum, environment, family engagement, instruction, and leadership. The goal is to “significantly improve American Indian/Alaska Native (AI/AN) student’s academic achievement, in targeted

LEAs on Nez Perce reservation, through collaboration, capacity building, and culturally-responsive strategies.”

NEEDS

What community factors need to be addressed that are contributing to the significantly disproportionate identification?

The parents/ caregivers of students attending the Nez Perce Tribe Head Start Mamáy’asnim Hitéemenwees Early Childhood Program and the Lapwai School District Kindergarten program need to be trained in how they can augment, expand, and supplement the intervention provided directly by a Lapwai School District SLP professional, who is the primary agent of change, or they can serve as the primary agents of change, with the LEA SLP serving to develop the initial directions and methods for change and monitoring both the process and the progress. This training should focus on two objectives: (1) creating or enhancing the child’s environment to facilitate change in the child’s language and (2) responding within that environment in a manner that optimally facilitates language change.

At least two primary aspects must be involved with regard to changing or enhancing the child’s language-learning environment. One aspect focuses on helping the parents/caregivers recognize and take advantage of language-learning opportunities that occur in a child’s daily activities. This approach should stress seizing opportunities and capitalizing on language teaching moments. These moments can occur during dressing, interactive play, meal or snack time, story time, or any other time during a day when the child’s attention is focused on a specific action, object, or event. The parents/caregivers would be shown how to identify these moments and how to structure their language and gestural input accordingly.

The second aspect would involve creating opportunities for language learning. The parents/caregivers would be shown how to set up moments in the environment to facilitate a child’s use of specific language behaviors and how to encourage the child to use these behaviors during those periods. These moments may or may not be specified, allocated periods. In some instances, the parents/caregivers may be able to observe a situation and know that if they make an immediate and sometimes small change, they will be able to facilitate a desired language behavior. In other instances, short periods may actually be set aside for creating the opportunities to facilitate certain communicative behaviors in the child. As with the “opportunistic” approach, the parents/caregivers should be shown how to structure their communicative behavior so as to enhance the child’s learning.

ACTION ITEM(S)

Based on your consideration of current community factors, what action will the LEA take to address those identified factors that are contributing to the significantly disproportionate identification?

In collaboration with the STEP grant, the Lapwai School District will identify training opportunities with the staff and parents of the Nez Perce Tribe Head Start Mamáy’asnim Hitéemenwees Early Childhood Program and the Lapwai Kindergarten Program for increasing language learning.

PROFESSIONAL DEVELOPMENT

What issues or factors within the area of professional development are contributing to the significantly disproportionate identification? Consider general education, special education, administration, support staff, related services, and other staff as well as culturally sensitive practices, IDEA processes, instructional strategies, and other relevant topics.

A lack of direct, explicit, academic vocabulary instruction delivered with fidelity across all grade levels within the Lapwai School District is a contributing factor that requires district-wide professional development.

PROGRAMS/PRACTICES CURRENTLY IMPLEMENTED AND EFFECTIVENESS

What professional development does your LEA already have in place that are contributing to the significantly disproportionate identification? How effective are these programs/practices?

The Lapwai School District has the Professional Learning Community system, structure, and allocated time to provide professional development.

NEEDS

What professional development is still needed to address factors that are contributing to the significantly disproportionate identification?

Information gathered from Technical Assistance Team Meetings:

Need to reduce adverse educational impact by:

- Providing training for teachers on how to address vocabulary deficits-- do Gen Ed teachers know *how* to teach these skills?
- Need for adults to capitalize on opportunities to discuss and expand vocabulary?
- Training for teachers (especially gen ed teachers) regarding adaptation/accommodations

ACTION ITEM(S)

Based on your consideration of general education, special education, administration, support staff, related services, and other staff as well as culturally sensitive practices, IDEA processes, instructional strategies, and other relevant topics, what action will the LEA take to address intervention procedures that are contributing to the significantly disproportionate identification?

Information gathered from Technical Assistance Team Meetings:

- Building Partnerships training with SESTA
- Request additional SESTA training regarding GenEd/Sped collaboration

NOTES

Click or tap here to enter text.

Comprehensive Coordinated Early Intervention Services (CCEIS)

Identification

The Idaho State Department of Education (SDE) is required to determine whether each Local Educational Agency (LEA) has Significant Disproportionality based on race or ethnicity in these areas:

- The *identification* of children as children with disabilities, including identification of children with particular disabilities.
- The *placement* of children in particular educational environments; and
- The incidence, duration, and type of *disciplinary actions*, including suspensions and expulsions.

IDEA Fiscal Requirement

LEAs identified with significant disproportionality are required to reserve 15% of IDEA Part B Section 611 and 619 funds when submitting their budget. It must be accompanied by a narrative for the activities planned and approved by the SDE to address the significant disproportionality. The funds set aside:

- **Cannot be used to supplant any existing funded activities at the LEA level.**

- Must be used for Comprehensive Coordinated Early Intervention Services (CCEIS) that address the factors contributing to the Significant Disproportionality.
- Can be used for children with and without disabilities, ages 3 through 21.
- **Their use cannot be limited to children with disabilities.**

Timeline

For school year 2018-19, significant disproportionality was calculated based on data collected from the current and two prior school years. LEAs identified with significant disproportionality were notified in August 2019. These LEAs are required to set aside 15% of their IDEA funds and may elect to set aside funds from any of the following grant periods: FFY 2018, FFY 2019 or FFY 2020 (includes carryover).

Reporting to the SDE

LEAs that use IDEA Part B funds for CCEIS are required to track the funds and the number of students receiving services. LEAs are required to report to the SDE:

- The amount spent and the number of students who received CCEIS.
- The number of students provided CCEIS who subsequently received special education services under Part B.

Comprehensive Coordinated Early Intervention Services Budget Form

The dollar amount represented in the following budget form are based on FFY 2019 allocations. These numbers will be re-submitted based on the 2020-2021 IDEA Part B Final Estimations which have not been posted by the SDE.

<u>NAME OF DISTRICT</u>	Lapwai School District
IDEA Grant Period LEA Elected for CCEIS	FFY 2020
IDEA School Age – 611 Allocation	\$123,874
IDEA Preschool Age – 619 Allocation	\$3,244
Total 611 & 619 Allocations	\$127,118
15% of IDEA Grants Allocated to CCEIS	\$19,067.70

CCEIS Plan Narrative

(The plan provided here must be detailed and in alignment with the allowable uses of Part B funds for CCEIS and Approved Activities by the SDE)

The Lapwai School District will address the disproportionate identification of children with Language Impairment by allocating approximately \$19,067.70 (15% set aside funds for FFY 2020) for the hiring of additional personnel to provide Comprehensive Coordinated Early Intervention Services to the Nez Perce Tribe Head Start Mamáy'asnim Hitéemenwees Early Childhood Program and the Lapwai Kindergarten Program. Students between the ages of 3-5 will be identified for early intervention services through scores obtained on the Developmental Indicators for the Assessment of Learning™, Fourth Edition (DIAL-4) during September 2020. Based on the results of the DIAL-4 screening, the interventionist will begin providing direct explicit instruction in small groups to build receptive and expressive language skills for those students identified as needing additional support beyond the Early Childhood Core Curriculum.



Nathan Weeks <nweeks@lapwai.org>

Board report

1 message

William Bigman <wbigman@lapwai.org>
To: Nathan Weeks <nweeks@lapwai.org>

Wed, Mar 11, 2020 at 8:36 AM

Boys state basketball

Softball
Season starting

Baseball
Season starting

Banquet
Football, boys basketball, girls basketball and cheer

Golf
Start

SUPERINTENDENT

Board Report

March 2020



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

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

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

We will all work to help the children become knowledgeable.

Nez Perce Tribe
 Corona Virus (Covid-19) Preparedness Meeting
 Friday, February 28, 2020
 Miyo'oxat Room, Clearwater River Casino
 (2:00 p.m. to 4:00 p.m.)

1. Welcome by Government Executive
 - a. Rebecca Miles
 - b. Chief Scott and/or Captain Antone
2. Presentation of COVID-19/Coronavirus
 - a. Dr. Kim Cunningham-Hartwig, M.D.
 - i. Power Point on most updated facts of the virus
3. NWPAlHB Representative (waiting on Name)
4. Rob Feeley-FEMA and Dean Neufeld-Idaho Public Health
5. TERPT- Incident Commander, Aaron Miles, Sr. and Emergency Planner, John Wheaton
 - a. Tribal Emergency Response Team
 - b. How we respond to the NPT Membership
 - c. NPT response in coordination with State/County Emergency Response Teams
6. Lapwai School District Superintendent- Dr. David Aiken
 - a. Update on how district is responding: Education and Communication to the district students, parents, and staff.
7. NPT Employees, facilities and business operations
 - a. How we are preparing, educating and protecting our employees and assets.
 - i. All Executives included in this discussion
8. Final Comments/Closing
 - a. Do we need to do any public meetings?
 - b. Who is responsible?
 - c. Anything we did not cover?
 - d. Final comments



LAPWAI SCHOOL DISTRICT #341

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

Healthy Schools, Healthy Students

The Lapwai School District takes great care to create a safe and supportive learning environment. This includes prevention of the spread of illness.

What can we do to prevent the spread of illnesses at school?

Precautions to Take at Home:

- Stay home when sick waiting until 24 hours after a fever to return.
- Get your influenza vaccine. It's not too late.
- Make sure you are up to date on your vaccinations against Pertussis (DTAP).
- Avoid touching eyes, nose and mouth.
- Wash your hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing.

This flyer was sent home with students districtwide. A BrightArrow autodialing phone message and Facebook posting were also shared by the Superintendent on March 4th.

Schools Will Be Reinforcing the Following Procedures:

- Review appropriate handwashing techniques with students followed by provided hand sanitizer.
- Reinforce covering coughs or sneezes with a bent arm or tissue, washing hands afterward.
- Discourage touching eyes, nose and mouth.
- Discourage the sharing of food and drinks.
- All instructional spaces will be provided anti-bacterial wipes.
- Maintenance will clean high-touch surfaces daily with highly-effective, anti-bacterial products.

The Lapwai School District is working directly with the Nez Perce Tribe and Nimiipuu Health to review prevention and education strategies. Please Contact Dr. David M. Aiken, Lapwai School District Superintendent, with questions: (208) 843-2622; daiken@lapwai.org

Centers for Disease Control and Prevention: Follow Five Steps to Wash Your Hands the Right Way

Follow these five steps every time.

1. **Wet** your hands with clean, running water (warm or cold), and apply soap.
2. **Lather** your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. **Scrub** your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.
4. **Rinse** your hands well under clean, running water.
5. **Dry** your hands using a clean towel or air dry them.

Centers for Disease Control and Prevention Video: What You Need to Know About Handwashing

Instructional Tool for Educators:

<https://www.youtube.com/watch?v=d914EnpU4Fo&feature=youtu.be>



LAPWAI SCHOOL DISTRICT #341

P.O. Box 247
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3

2019-2020 Impact Aid Questionnaire Results Summary

A questionnaire is distributed annually in an effort to hear the voices of our parents, community members, and Nez Perce Tribal leaders in the planning and development of our educational programs. After reviewing the results of the 2019-2020 Impact Aid Questionnaire, three learning needs emerged as the highest priorities. Current efforts to address these priorities in the Lapwai School District include:

1) Nez Perce Language Recovery

Nez Perce language is scheduled weekly in grades kindergarten through 6th grade. Additional sections of introductory and advanced classes have been added for grades 7-12 with high school students earning four college credits. Nez Perce language is also offered daily for grades 1st through 5th in the afterschool program.

2) Enhanced whole child educational Pre-K-12 programs that develop positive human relations, self-discipline, good citizenship, self-esteem and success.

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 bullying prevention is to create a safe 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.

There are growing resources within the district to ensure a safe and supportive learning environment which include:

Lori Ravet: Special Education Director and School Psychologist
Kristen Bateman: Elementary Counselor
Josh Nellesen: Middle-High Academic Guidance Counselor
Shawna Leighton: Community Resource Specialist and Truancy Interventionist
Julie Clark: Elementary PBIS Coordinator
Iris Chimburas: Middle-High Dean of Students
Heather Foster: Nimiipuu Behavioral Health, LMSW
Lapwai School District Attendance Committee

- 3) More academic challenges and competitions or advanced coursework. More real world experience in and out of school and advanced use of technology. More exposure to career awareness and work experience.
- a) The elementary afterschool program includes a science, technology, engineering, and mathematics focus with engaging activities and family engagement events. The program continues to introduce students to drone technology.
 - b) The middle-high school has a very strong partnership with the Nez Perce Tribe. 100% of high school seniors have access and support with college applications, FAFSA, scholarship applications, access to dual college credit in high school, and college transition activities. There is continued collaboration with community based programs such as Educational Talent Search, Team Works, Students for Success, Nez Perce Tribe Education, Upward Bound, and Gear Up. Students have access to customized learning plans based on the need for advanced opportunity, dual college credit, and credit recovery. At-risk 8th-12th grade students are enrolled in custom courses in Edmentum and Idaho Digital Learning Academy to ensure that they are eligible for graduation.
 - c) Seniors benefit from math and English-language arts tutoring and college advising. Students have access to instructional support in the classroom and after school hours including ACT preparation. All seniors are eligible for a 5 year renewable scholarship to attend Idaho institutions. All seniors participated in FAFSA, Idaho College Application Week, and toured at least two college campuses.
 - d) BPA (Business Professionals of America) and FFA (Future Farmers of America) provide career awareness, work experience, and professional-technical opportunities for our students.
 - e) BPA, FFA, and Nez Perce Language students are also participating in academic competitions with great success.
 - f) University of Idaho Upward Bound has an office at the high school including a full time dedicated staff member. Their college preparation services include ACT assistance, dual enrollment opportunities, campus visits, and financial aid assistance.
 - g) The middle-high has a College and Career Readiness Professional Learning Community working on a research-based approach to preparing students for graduation and the requirements and challenges after high school.
 - h) Dual credit opportunities through LCSC for high school students currently include: Public Speaking, Nez Perce Language, College Writing, Native American History, Math, College and Career Readiness, and Idaho Digital Learning Academy online dual credit.
 - i) Environmental Science has introduced and implemented advanced technology within the classroom specifically related to drones, Adobe and Microsoft certifications, machining, and engineering. These programs are made possible by the collaboration with the University of Idaho, Nez Perce Tribe Natural Resources, and Career Technical Education with the state of Idaho. Lapwai students participate in dual credit drone camp, internships with the Tribe and access to advanced technology.
 - j) College-level human biology joins physics and chemistry as high school course offerings this year.
 - k) All middle school students are enrolled in health and speech.
 - l) The middle-high was awarded a Native Youth Community Project grant which provides a full time College and Career Readiness Teacher, technology, assessment materials, college visits and other advanced opportunities for students in grades 6-12.
 - m) Lapwai middle-high is involved in the Create Idaho and Imagine Academy programs. These projects bring updated technologies into school through a partnership with Adobe and Microsoft. Both of which provide access to the most updated versions of the software, a curriculum specifically made for these projects, and a national certification process.
 - n) Middle-high students are enrolled in advanced opportunity classes through Edmentum and Idaho Digital Learning Academy.

UI Elementary Education Science/Social Studies/Math Methods Block, Spring 2020
Lapwai School District Collaboration

Tuesday, March 10th, 2020		
7:15am (Vanessa lead driver)	Departure from UI campus	
8:00-8:30am	Welcome to Lapwai School District (overview and culturally responsive standards)	Dr. David Aiken, Superintendent or Staff
8:40-9:00	Welcome to Lapwai Elementary School	Principal Teri Wagner
9:00-11:30	Observe in Elem/MS classrooms	UI students will be split up into groups of 2/3 per classroom
11:30-11:50	Debrief	
11:50pm	Depart from Lapwai (arrive in Moscow @ 12:30pm)	
Wednesday, March 11th, 2020		
6:15am (Tonia lead driver)		
7:00-8:00am	Professional Learning communities at Lapwai Elementary School (UI students will have opportunity to sit in on PL meetings to see how example of how teachers collaborate)	1. Behavior 2. English Language Acquisition 3. Math
8:00-11:20	Observe in Elem/MS classrooms	Return to classrooms and set up for instruction
11:30am	Depart from Lapwai	Prepare to co-facilitate part of Thursday class lesson (to be determined w/ classroom teacher)
Thursday, March 12th, 2020		
7:15am (Anne lead driver)	Departure from UI campus	
8:00-11:20	Support classroom instruction *Facilitate classroom lesson	
	Departure from UI campus	Turn in observation sheets to Anne



LAPWAI SCHOOL DISTRICT #341

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

Wednesday, March 04, 2020

Representative Mike Simpson
Cc: Katie Myers, Legislative Assistant

We urge you to sign the following letter encouraging the House Appropriations Subcommittee on Labor, Health and Human Services, and Education to support strong funding for Impact Aid. Impact Aid supports school districts impacted by federally owned land and is a critical funding source for our district. The deadline to sign on is **March 10**.

Over 14,000 Idaho students and 12 school districts are counting on your continued support of this critical funding. Nationwide Impact Aid supports 1,200 school districts and 10 million students.

If you have further questions or would like to sign on, please contact Samuel Wilcoxson (Rep. Rick Larsen), Jared Powell (Rep. Cathy McMorris-Rodgers) Robbie Farewell (Rep. Mike Levin), or Philippa Bradley (Rep. Roger Williams).

"We urge you to recognize the importance of the Federal Impact Aid Program as you set the Appropriation Subcommittee's funding priorities for Fiscal Year (FY) 2021. We fully recognize the fiscal restraint that will govern the Subcommittee's actions this year, but we request strong and continued funding for all line items of the Impact Aid Program, including Basic Support and Federal Properties, to ensure all federally connected school districts can provide a quality education.

Congress created Impact Aid in 1950 in recognition that the federal government needed to accept responsibility in areas impacted by a federal presence and help meet the local responsibility of financing public education. Impact Aid provides a payment in lieu of taxes to local school districts for lost revenue that is a result of tax-exempt federal property and actions that have increased expenditures due to the enrollment of federally connected children. The program provides direct, flexible funding to over 1,200 school districts. Impact Aid funds a range of programs, including facilities renovation, efforts to retain highly qualified teachers, adequate technology, and maintenance of transportation fleets. For many districts, this funding represents the very lifeblood that allows their school system to operate.

Congress should prioritize Basic Support to ensure the current payout level to school districts is maintained. For districts enrolling military children, the ability to address both the academic and emotional needs of these students must be maintained. Education is a quality-of-life issue for military families, and it is our firm belief that as military personnel defend our country we must not forget or ignore the children they leave behind.

The needs of districts enrolling children who reside on Indian lands—of whom over 93 percent are Native American—also must not be overlooked. These districts strive to find creative ways to integrate curriculum and best practices to prepare students for success. Often, these school districts are located in rural areas with few taxpayers and where administrators double as bus drivers, teachers, and coaches. These dollars

provide a foundational education program for all students; many schools would close their doors without the support of Impact Aid.

Federal Properties school districts depend on Impact Aid due to a limited local tax base caused by the presence of certain federal land in their districts, including national parks and grasslands, national laboratories, Army Corps of Engineers projects, and property that encompasses the military academies. In some of these communities, the federal government is the largest landowner, which significantly diminishes a school district's revenue base. Congress should prioritize this funding stream to reflect the addition of eligible Federal Property school districts. We urge you to support strong and continued funding for the entire Impact Aid Program. The potential of long-term funding stagnation or program cuts is of serious concern given the changing needs of the program and the students they serve. Impact Aid is not only the federal government's obligation, but also a tax relief program for local communities. Thank you for your thoughtful consideration of our request."

Again, if you have further questions or would like to sign on, please contact Samuel Wilcoxson (Rep. Rick Larsen), Jared Powell (Rep. Cathy McMorris-Rodgers) Robbie Farewell (Rep. Mike Levin), or Philippa Bradley (Rep. Roger Williams).

On behalf of the federally impacted students in Idaho, I would like to thank you for your support.

Most Sincerely,



Dr. David M. Aiken
 Superintendent, Lapwai School District # 341
 Federal Programs Director
 Homeless Education Liaison
 Idaho State Chair, National Association of Federally Impacted Schools
 (208) 843-2622
 daiken@lapwai.org

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



LAPWAI SCHOOL DISTRICT #341

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

Wednesday, March 04, 2020

Representative Russ Fulcher
Cc: Steve Ackerman, Legislative Analyst

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Again, if you have further questions or would like to sign on, please contact Samuel Wilcoxson (Rep. Rick Larsen), Jared Powell (Rep. Cathy McMorris-Rodgers) Robbie Farewell (Rep. Mike Levin), or Philippa Bradley (Rep. Roger Williams).

I would like to encourage you, Congressman Fulcher, to join the bipartisan House Impact Aid Coalition of which Congressman Simpson is a member. Senators Crapo and Risch also serve on the Senate Coalition. Senator Crapo serves as a Co-Chair as well. We are very proud of their advocacy and celebrate their service on the Coalitions.

The bipartisan House and Senate Impact Aid Coalitions were established in the 1990s when the program was under attack. Since then, the coalitions have grown and led successful efforts to protect and prioritize the Impact Aid program. Please contact Leslie Finnan, Policy and Advocacy Director, to join: leslie@nafisdc.org

On behalf of the federally impacted students in Idaho, I would like to thank you for your support.

Most Sincerely,



Dr. David M. Aiken
Superintendent, Lapwai School District # 341
Federal Programs Director
Homeless Education Liaison
Idaho State Chair, National Association of Federally Impacted Schools
(208) 843-2622
daiken@lapwai.org

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



National Association of Federally Impacted Schools

400 North Capitol Street, NW, Suite 290 | Washington, DC 20001 | (p) 202.624.5455 | www.NAFISDC.org

February 28, 2020

The Honorable Roy Blunt
Chairman
Appropriations Subcommittee on
Labor-HHS-Education and Related Agencies
U.S. Senate

The Honorable Patty Murray
Ranking Member
Appropriations Subcommittee on
Labor-HHS-Education and Related Agencies
U.S. Senate

The Honorable Rosa DeLauro
Chairwoman
Appropriations Subcommittee on
Labor-HHS-Education and Related Agencies
U.S. House of Representatives

The Honorable Tom Cole
Ranking Member
Appropriations Subcommittee on
Labor-HHS-Education and Related Agencies
U.S. House of Representatives

Dear Chairman Blunt, Chairwoman DeLauro, Ranking Members Murray and Cole:

The National Association of Federally Impacted Schools (NAFIS) strongly urges you and your colleagues to continue recognizing the obligation to federally impacted communities as you set priorities for the Labor-Health and Human Services-Education Appropriations Subcommittee. After soliciting input from the NAFIS Board of Directors, Subgroup Leaders, and membership, we write to express our views regarding Fiscal Year (FY) 2021 funding for the Impact Aid program.

Based on our analysis, we urge you to provide a \$2 million increase for Federal Properties and a \$50 million increase for Basic Support for FY 2021.

NAFIS represents the 1,200-plus Impact Aid-recipient school districts that together educate more than 10 million students across the nation. Impact Aid is the oldest elementary and secondary education program and is a partnership between local communities and the Federal Government where there is significant non-taxable property, such as military installations, Indian treaty or trust land, Federal low-rent housing facilities, national parks and national laboratories. Congress recognized in 1950 that the Federal Government had an obligation to help meet the local responsibility of financing public education in areas impacted by a Federal presence. That same recognition holds true today.

Thank you for the much-needed \$39 million increase in FY 2020 and \$32 million increase in FY 2019. These increases were a strong step in the right direction to meet the Federal obligation that had eroded over the last several years. Federally impacted school districts cannot afford stagnant appropriations or a loss of funding. FY 2021 will require additional funds to build on the important funding progress made in the last two years.

THE NAFIS FAMILY

MISA

Military Impacted
Schools Association

NIISA

National Indian Impacted
Schools Association

FLISA

Federal Lands Impacted
Schools Association

MTLLS

Mid-to-Low-LOT
Schools

Section 7003 Basic Support: Appropriations have not kept pace with rising education costs, measured through the Local Contribution Rate (LCR), meaning the “purchasing power” of Impact Aid Basic Support payments is dramatically lower than it was ten years ago (see chart).

We expect that the increase in per-pupil expenditure (PPE) nationwide that is reflected by the LCR in the Impact Aid formula could increase by 3-4% in FY 2021 over FY 2020 (NCES data will be available in September).

The final FY 2018 LOT payout - the “basic need” formula payment – is 96.187% (the most recent year final payments have been made). Based on currently available data, we estimate that a \$50 million increase would increase LOT to 100 percent.

Section 7002 Federal Property: We thank you for the \$2 million increase in 7002 payments in FYs 2019 and 2020. For FY 2021, we request an additional \$2 million increase to build on these increases. These funds will offset the cost of new school districts becoming eligible for the program, partially offset the higher-payment need for current school districts where the Federal Government continues to take property off the local tax rolls and maintain the foundation payment for all school districts.

Fiscal Year	DoED LOT Payout	LCR Rates
FY 2008	136.930% of LOT	\$4,391.50
FY 2009	129.870% of LOT	\$4,623.00
FY 2010	115.524% of LOT	\$4,898.00
FY 2011	97.066% of LOT	\$5,215.00
FY 2012	96.109% of LOT	\$5,330.00
FY 2013	87.061% of LOT	\$5,404.50
FY 2014	91.730% of LOT	\$5,406.00
FY 2015	93.074% of LOT	\$5,386.00
FY 2016	93.690% of LOT	\$5,468.00
FY 2017	92.332% of LOT	\$5,635.50
FY 2018	96.187% of LOT	\$5,840.50
FY 2019	95-98% of LOT*	\$6,036
FY 2020	95-98% of LOT*	\$6,255-\$6,277*
* Estimated final rates		

Section 7007 Construction: We recommend that FY 2021 Impact Aid Section 7007 funds be distributed under Section 7007(a) competitive grants, since FY 2020 funds will be dispersed through Section 7007(b) formula grants.

Additional investments in Impact Aid are critical to help school districts close achievement gaps, update technology, expand access to early childhood and afterschool programs, integrate culturally-relevant curriculum, replace failing infrastructure, offer competitive salaries to recruit and retain school leaders, and more. These investments help school districts provide supportive and nourishing learning environments for all students. Through increased funding, we ask you to continue to view the program as a critical federal investment and a tax replacement program for federally impacted communities.

Sincerely,



Hilary Goldmann



Leslie Finnan



LAPWAI SCHOOL DISTRICT #341

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

2020-2021 CALENDAR COMMITTEE MEETING

Tuesday, March 10, 2020
Time: 3:45 p.m. to 4:45 p.m.
Location: District office

PLEASE SIGN-IN

David M. Dism	
J. Stoger	
V. Hamilton	
Kori Ravett	
Ch. Mc	
Emma Sheffer	
Sarah Kinnick	
Sheryl Bertz	

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



Nez Perce Tribe

EXECUTIVE DIRECTOR

P.O. BOX 365 • LAPWAI, ID 83540

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AGENDA

Facility Planning Meeting

March 11, 2020

- I. Introductions
- II. EPA Brownfields Assessment Progress – Ken Clark
- III. Lapwai School District Discussion – Dr. Aiken
- IV. Discussion from Prior Meetings:
 - ❖ Cultural Resource Study of Site – RFP Wording – Chairman Wheeler
 - ❖ BIA – Land Ownership Clarifications – Chairman Wheeler
2. Topics of New Discussion:
 - ❖ Possible Resolution to Initiate Feasibility Study/Planning
 - ❖
3. Possible Next Steps:
 - ❖ Site Analysis - Geotech
 - ❖ NPTEC Resolution to Allow for Parade Ground Use
4. Next Meeting: _____

Average Daily Attendance During State Basketball

Average Daily Attendance During the Thursday and Friday of Girls State Basketball, February 20th and 21st:

Elementary

2-20: 84%

2-21: 79%

Average for Both Days: 83%

Middle-High

2-20: 83%

2-21: 78%

Average for Both Days: 83%

Highest Grade Level: Preschool (92%)

Lowest Grade Level: 9th Grade (75%)

Average Daily Attendance During the Thursday and Friday of Boys State Basketball, March 5th and 6th:

Elementary

2-20: 82%

2-21: 78%

Average for Both Days: 81%

Middle-High

2-20: 70%

2-21: 66%

Average for Both Days: 71%

Highest Grade Level: Preschool (87%)

Lowest Grade Level: 9th Grade (61%)

Sheryl Bentz
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Clarkston, WA 99403
208-816-8137
Twincabins7@gmail.com

February 27, 2020

David Aiken
Superintendent
Lapwai School District #341
404 S. Main Street
Lapwai, ID 83540

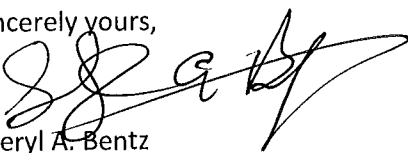
Dear Dr. Aiken,

I write this letter to announce my formal retirement from the Lapwai School District as a classroom teacher, effective June 5, 2020.

My time here at Lapwai has been one of the most fulfilling things in my life and I consider the day I was hired to be one of the luckiest days of my life. I have spent 20 years here and the students, staff, and patrons of this school district will always have a place in my heart. In my time here, I have gone from serving as a librarian and technology teacher to teaching middle and high school history and government. I have had the opportunity to be part of the leadership team at the middle-high school. I have helped with the planning of graduations and proms. I have traveled with students as a chaperone on trips to the coast and Boston. I have attended conferences with colleagues that provide me with immense opportunities for learning. And once, memorably, I even got locked in an exhibit in the Library of Congress with Georgie Kerby and Tami Church. This last summer I had the honor and opportunity to be able to travel with a group of teachers to Montana and attend the Big Hole memorial ceremony. These are memories that will live in my heart for the rest of my life and I want to take this opportunity express my gratitude to you and the board for those experiences. I truly will be a Wildcat for life.

I would like to offer any help I can to make the transition to a new teacher in my position as painless as possible. I am willing to share the curricular materials I have created with the teacher who takes my place and I will be available to meet with the new person if needed or wanted.

Sincerely yours,


Sheryl A. Bentz