

LAPWAI SCHOOL DISTRICT #341
BOARD OF TRUSTEES - REGULAR MONTHLY MEETING
Lapwai School District Office, 404 S Main St, Lapwai, Idaho
Monday, April 17, 2023 - 5:00 pm
Agenda

- 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 – March 20, 2023
 2. Budget Report/Balance Sheet
 3. Payment of Current Bills
 4. Associated Student Body Accounts

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

**33, 42,
98, 102**

- 4) Discussion Items
 - A. Administrator’s Reports – Principals, Sped Director, Athletic Director, Superintendent
 - B. Student Cabinet Luncheon

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- 5) Action Items
 - A. Out of State Field Trips
 - B.
 - C.
 - D.
 - E.

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- 6) Personnel Action Items
 - A. Resignation – Athletic Director – D’Lisa Penney
 - B.

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- 7) Board Training – Middle-High School Improvement Plan
- 8) Adjourn – Action Item

LAPWAI SCHOOL DISTRICT #341

School Board Minutes

Regular Meeting

March 20, 2023

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 5:00 pm. The Board then led those in attendance in the Pledge of Allegiance. Roll Call was made, present were Trustees Samuels-Allen, Garcia, and Johnson. Trustee Spaulding was absent. Trustee Kipp was absent until 5:04 pm. Also attending was Superintendent Aiken and Clerk Weeks. There were up to eight people in the audience.

Trustee Garcia 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.

Principal Penney introduced the two students recognized to be at the top of their graduating class, Soa Moliga as Valedictorian, and Rainbow Henry as Salutatorian. Each talked of their college plans.

Russell “Rusty” George with the Nez Perce Tribe Youth Diversion Program gave a short talk. He described the grant that was awarded and how they will be able to help members of the community, whether a tribal member or not.

Iris Chimburas, Director of Indian Education at Lapwai High School presented on what is available through her department. She talked about the grants and activities that are underway.

Elementary Principal Wagner celebrated Kindergarten reading data from iStation. The level of students reading at grade level as well as phonemic awareness has grown dramatically this school year.

Trustee Garcia then left the meeting at 5:57pm.

Principal Penney talked about progress with school improvement and spring sports that are underway.

Superintendent Aiken highlighted that he was elected to the Idaho State Indian Education Committee and will be attending quarterly meetings.

The following Action Items were presented to the board.

- Emergency Closure due to Snow- 2/22/2023
- 2023-2024 School Calendar
- Valedictorian, Soa Moliga and Salutatorian, Rainbow Henry
- Purchase of Replacement Vehicle and Surplus 2004 Nissan for Maintenance

After discussion on each item, Trustee Kipp moved and Trustee Johnson seconded to approve the Action Items as presented. A vote was taken and the motion passed.

The following personnel action items were presented to the board.

- Resignation – Middle School Assistant Track Coach – Lori Lynn Parrish
- New Hire – Assistant Middle School Track Coach – Heath Hewett
and Ashlee Grunenfelder
- Volunteer – Middle High School – Russell George

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

The Board Training topic was a review of the Third Millennium Curriculum, what was available and how to do it.

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

Board Chair Samuels-Allen declared the meeting adjourned at 6:57 pm.

Board Chair

Clerk

Date

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
GENERAL FUND							
REVENUE							
100-411400	DISTRICT TORT REVENUE	0.00	459.19CR	29,472.20CR	29,472.20	0%	0%
100-411900	OTHER TAXES	0.00	0.00	2,094.30CR	2,094.30	0%	0%
100-413000	PENALTY & INT--DELINQUENT TAXES	0.00	106.48CR	1,619.60CR	1,619.60	0%	0%
100-415000	EARNINGS ON INVESTMENTS	0.00	0.00	19,984.75CR	19,984.75	0%	0%
100-419900	OTHER LOCAL REVENUE	0.00	2,109.00CR	31,647.11CR	31,647.11	0%	0%
100-419901	DRIVERS ED.--STUDENT FEES	0.00	250.00CR	1,875.00CR	1,875.00	0%	0%
100-419903	GRANTS	0.00	10,574.51CR	57,181.72CR	57,181.72	0%	0%
TOTAL LOCAL REVENUE		0.00	13,499.18CR	143,874.68CR	143,874.68	0%	0%
100-431100	STATE APPORTIONMENT	0.00	0.00	2,851,759.68CR	2,851,759.68	0%	0%
100-431200	TRANSPORTATION SUPPORT REVENUE	0.00	0.00	168,004.99CR	168,004.99	0%	0%
100-431401	SED SUPPORT	0.00	0.00	2,002.91CR	2,002.91	0%	0%
100-431800	BENEFIT APPORTIONMENT	0.00	0.00	389,609.25CR	389,609.25	0%	0%
100-431900	OTHER STATE SUPPORT	0.00	7,916.00CR	145,656.00CR	145,656.00	0%	0%
100-431901	EARLY COMPLETERS-DUAL CREDIT	0.00	0.00	0.00	0.00	0%	0%
100-431902	STATE MATH/SCI REQUIREMENT	0.00	0.00	0.00	0.00	0%	0%
100-431904	REMEDICATION	0.00	0.00	11,991.00CR	11,991.00	0%	0%
100-431930	STATE TECHNOLOGY SUPPORT	0.00	0.00	55,043.00CR	55,043.00	0%	0%
100-432100	DRIVER EDUCATION REVENUE	0.00	0.00	0.00	0.00	0%	0%
100-437000	LOTTERY/ADD'L STATE MAINTENANCE	0.00	0.00	82,770.00CR	82,770.00	0%	0%
100-438000	REVENUE IN LIEU OF TAXES	0.00	0.00	1,673.63CR	1,673.63	0%	0%
100-438001	REV. IN LIEU-AG. EQUIP.	0.00	0.00	1,620.00CR	1,620.00	0%	0%
TOTAL STATE REVENUE		0.00	7,916.00CR	3,710,130.46CR	3,710,130.46	0%	0%
100-442000	UNRESTRICTED FED REVENUE (FOREST	0.00	0.00	0.00	0.00	0%	0%
100-445900	OTHER FEDERAL INCOME	0.00	0.00	0.00	0.00	0%	0%
100-445901	MEDICAID PAYMENTS	0.00	0.00	0.00	0.00	0%	0%
100-448200	IMPACT AID P.L. 81-874	0.00	0.00	2,424,962.00CR	2,424,962.00	0%	0%
TOTAL FEDERAL REVENUE		0.00	0.00	2,424,962.00CR	2,424,962.00	0%	0%
100-320000	BEGINNING BALANCE - BUDGET	0.00	0.00	0.00	0.00	0%	0%
100-453000	SALE OF PROPERTY	0.00	0.00	0.00	0.00	0%	0%
100-460000	TRANSFERS FROM OTHER FUNDS	0.00	0.00	7,542.20CR	7,542.20	0%	0%
TOTAL OTHER REVENUE		0.00	0.00	7,542.20CR	7,542.20	0%	0%
TOTAL REVENUE		0.00	21,415.18CR	6,286,509.34CR	6,286,509.34	0%	0%

(Rprt: 01 - MAIN; Dates: 00/00/00-04/30/23; PRINT: 04/12/23 2:16:14 PM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
ELEMENTARY SCHOOL PROGRAM							
100-512110	ELEMENTARY TEACHER SALARIES	0.00	83,764.21	672,146.86 (	672,146.86)	0%	0%
100-512115	ELEMENTARY NON-CERTIFIED SALARIES	0.00	18,148.89	151,484.80 (	151,484.80)	0%	0%
100-512160	ELEMENTARY TEACHER SUBSTITUTES	0.00	1,667.50	22,754.30 (	22,754.30)	0%	0%
100-512200	ELEMENTARY FRINGE BENEFITS	0.00	6,175.08	49,400.64 (	49,400.64)	0%	0%
100-512210	ELEMENT. LIFE/EMP. ASSIST.	0.00	172.46	1,382.46 (	1,382.46)	0%	0%
100-512220	EMPLOYER FICA	0.00	8,034.61	65,685.13 (	65,685.13)	0%	0%
100-512230	HEALTH INSURANCE - ELEM	0.00	10,883.60	90,177.64 (	90,177.64)	0%	0%
100-512270	WORKER'S COMPENSATION	0.00	1,014.20	8,548.29 (	8,548.29)	0%	0%
100-512280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-512290	RETIREMENT BENEFIT	0.00	12,925.73	104,349.07 (	104,349.07)	0%	0%
100-512320	MUSIC EQUIPMENT REPAIR	0.00	0.00	0.00	0.00	0%	0%
100-512313	GRANT FUNDED PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-512321	ELEMENTARY PURCHASED SERVICES	0.00	24.75	1,054.25 (	1,054.25)	0%	0%
100-512322	COPIER RENTAL	0.00	1,045.96	5,212.02 (	5,212.02)	0%	0%
100-512380	ELEMENTARY TRAVEL	0.00	165.00	2,219.87 (	2,219.87)	0%	0%
100-512410	ELEMENT. FIXED MATERIALS	0.00	0.00	14,469.89 (	14,469.89)	0%	0%
100-512411	TEACHER SUPPLIES	0.00	0.00	1,644.33 (	1,644.33)	0%	0%
100-512412	MUSIC SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
100-512413	GRANT FUNDED SUPPLIES	0.00	0.00	825.32 (	825.32)	0%	0%
100-512415	MATERIALS --ART	0.00	0.00	1,289.00 (	1,289.00)	0%	0%
100-512440	ELEMENTARY TEXTBOOKS	0.00	0.00	7,821.51 (	7,821.51)	0%	0%
TOTAL ELEMENTARY PROGRAM		0.00	144,021.99	1,200,465.38	1,200,465.38CR	0%	0%
SECONDARY SCHOOL PROGRAM							
100-515110	HS CERTIFIED SALARIES	0.00	63,711.46	506,061.68 (	506,061.68)	0%	0%
100-515113	DRIVER EDUCATION SALARIES	0.00	0.00	575.00 (	575.00)	0%	0%
100-515115	HS CLASSIFIED SALARIES	0.00	6,475.16	54,312.45 (	54,312.45)	0%	0%
100-515160	HS SUBSTITUTE SALARIES	0.00	4,480.00	20,225.00 (	20,225.00)	0%	0%
100-515200	HS FRINGE BENEFITS	0.00	2,237.91	17,903.28 (	17,903.28)	0%	0%
100-515210	HS LIFE INSURANCE BENEFIT	0.00	116.61	986.49 (	986.49)	0%	0%
100-515220	HS EMPLOYER FICA	0.00	5,751.22	44,940.82 (	44,940.82)	0%	0%
100-515230	HEALTH INSURANCE - HS	0.00	8,689.16	71,558.30 (	71,558.30)	0%	0%
100-515270	HS WORKER'S COMPENSATION	0.00	599.85	4,911.81 (	4,911.81)	0%	0%
100-515280	HS SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-515290	HS PERSI BENEFIT	0.00	8,561.20	68,442.70 (	68,442.70)	0%	0%
100-515313	GRANT FUNDED PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-515321	COPIER RENTAL	0.00	0.00	3,999.15 (	3,999.15)	0%	0%
100-515322	HS PURCHASE SERVICES	0.00	15.00	7,248.55 (	7,248.55)	0%	0%
100-515380	HS TRAVEL	0.00	0.00	405.24 (	405.24)	0%	0%
100-515410	H.S. FIXED MATERIALS	0.00	0.00	11,541.40 (	11,541.40)	0%	0%
100-515411	TEACHER SUPPLIES	0.00	0.00	594.97 (	594.97)	0%	0%
100-515412	DRIVERS ED. MATERIALS	0.00	0.00	46.52 (	46.52)	0%	0%
100-515413	GRANT FUNDED SUPPLIES	0.00	967.00	13,569.88 (	13,569.88)	0%	0%
100-515417	MATERIALS -- ART	0.00	0.00	3,268.53 (	3,268.53)	0%	0%
100-515421	MATERIALS -- MUSIC	0.00	0.00	5,897.50 (	5,897.50)	0%	0%
100-515441	H.S. TEXTBOOKS	0.00	0.00	23,441.66 (	23,441.66)	0%	0%
TOTAL SECONDARY PROGRAM		0.00	101,604.57	859,930.93	859,930.93CR	0%	0%
SPECIAL EDUCATION PROGRAM							
100-521110	RESOURCE ROOM TEACHER SALARIES	0.00	20,460.14	166,337.32 (	166,337.32)	0%	0%
100-521115	RESOURCE ROOM AIDES' SALARIES	0.00	9,341.42	61,927.11 (	61,927.11)	0%	0%
100-521160	EXCEPT. CHILD CERT. SUBSTITUTES	0.00	0.00	0.00	0.00	0%	0%
100-521200	RESOURCE ROOM FRINGE BENEFITS	0.00	1,514.49	12,115.92 (	12,115.92)	0%	0%
100-521210	EXCEPT. LIFE/EMP. ASSIST.	0.00	59.43	420.34 (	420.34)	0%	0%
100-521220	EMPLOYER FICA	0.00	2,387.43	18,329.03 (	18,329.03)	0%	0%
100-521230	HEALTH INSURANCE - EXCEPT CHILD	0.00	4,292.25	28,174.89 (	28,174.89)	0%	0%
100-521270	WORKER'S COMPENSATION	0.00	244.24	1,874.87 (	1,874.87)	0%	0%
100-521280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-521290	RETIREMENT BENEFIT	0.00	3,739.14	28,701.45 (	28,701.45)	0%	0%
100-521300	TUITION TO N.I.C.H.	0.00	4,375.00	16,625.00 (	16,625.00)	0%	0%
100-521310	SPED PURCHASED SERVICES	0.00	109.20	109.20 (	109.20)	0%	0%
100-521311	MEDICAID MATCH	0.00	0.00	0.00	0.00	0%	0%
100-521380	TRAVEL - PURCHASED SVCS	0.00	0.00	74.87 (	74.87)	0%	0%
100-521410	RESOURCE ROOM MAT.	0.00	0.00	0.00	0.00	0%	0%
100-521411	SPED TEACHER SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
100-521414	SPED SUPPLIES	0.00	645.00	12,757.25 (	12,757.25)	0%	0%
100-521440	SPED TEXTBOOKS	0.00	0.00	0.00	0.00	0%	0%
TOTAL SPECIAL EDUCATION PROGRAM		0.00	47,167.74	347,447.25	347,447.25CR	0%	0%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
SPECIAL EDUCATION PRESCHOOL PROGRAM							
100-522110	EXCEPTIONAL PRESCHOOL SALARIES	0.00	6,028.25	48,476.00 (	48,476.00)	0%	0%
100-522160	EXCEPTIONAL PRESCHOOL SUBSTITUTES	0.00	0.00	0.00	0.00	0%	0%
100-522200	PRESCHOOL FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-522210	PRESCHOOL LIFE/EMP. ASSIST.	0.00	8.00	62.86 (	62.86)	0%	0%
100-522220	EMPLOYER FICA	0.00	399.24	3,221.94 (	3,221.94)	0%	0%
100-522230	HEALTH INSURANCE - PRESCHOOL	0.00	902.18	7,089.08 (	7,089.08)	0%	0%
100-522270	WORKER'S COMPENSATION	0.00	47.02	378.11 (	378.11)	0%	0%
100-522280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-522290	RETIREMENT BENEFIT	0.00	719.77	5,788.01 (	5,788.01)	0%	0%
100-522410	CLASSROOM SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
100-522411	TEACHER SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
TOTAL PRESCHOOL PROGRAM		0.00	8,104.46	65,016.00	65,016.00CR	0%	0%
SCHOOL ACTIVITY PROGRAM							
100-532100	SCHOOL ACTIVITY SALARIES	0.00	8,309.38	105,678.38 (	105,678.38)	0%	0%
100-532200	SCHOOL ACTIVITIES FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-532210	EMPLOYEE LIFE INS	0.00	8.79	100.22 (	100.22)	0%	0%
100-532220	EMPLOYER FICA	0.00	634.07	8,061.50 (	8,061.50)	0%	0%
100-532230	HEALTH INSURANCE - SCHOOL ACTIVITIES	0.00	543.67	6,756.56 (	6,756.56)	0%	0%
100-532270	WORKER'S COMPENSATION	0.00	51.81	705.19 (	705.19)	0%	0%
100-532280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-532290	RETIREMENT BENEFIT	0.00	593.68	7,281.55 (	7,281.55)	0%	0%
100-532310	SCHOOL ACT. DUES/SERVICES	0.00	0.00	175.00 (	175.00)	0%	0%
100-532380	SCHOOL ACTIVITIES TRAVEL	0.00	92.22	17,050.46 (	17,050.46)	0%	0%
100-532410	ACTIVITY SUPPLIES	0.00	166.04	30,222.08 (	30,222.08)	0%	0%
100-532550	ATHLETIC EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
TOTAL SCHOOL ACTIVITY PROGRAM		0.00	10,399.66	176,030.94	176,030.94CR	0%	0%
ATTENDANCE, GUIDANCE, & HEALTH PROGRAM							
100-611110	COUNSELING SALARIES - ELEMENTARY	0.00	4,738.16	38,317.78 (	38,317.78)	0%	0%
100-611111	GUIDANCE SALARIES - SECONDARY	0.00	6,599.33	52,794.64 (	52,794.64)	0%	0%
100-611200	GUIDANCE FRINGE BENEFITS	0.00	1,256.50	10,052.00 (	10,052.00)	0%	0%
100-611210	GUIDANCE LIFE/EMP. ASSIST.	0.00	15.73	123.48 (	123.48)	0%	0%
100-611220	EMPLOYER FICA	0.00	961.17	7,721.36 (	7,721.36)	0%	0%
100-611230	HEALTH INSURANCE - GUIDANCE	0.00	0.00	0.00	0.00	0%	0%
100-611270	WORKER'S COMPENSATION	0.00	98.24	789.12 (	789.12)	0%	0%
100-611280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-611290	RETIREMENT BENEFIT	0.00	1,503.72	12,079.02 (	12,079.02)	0%	0%
100-611310	HEALTH/GUIDANCE PURCHASE SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-611380	GUIDANCE TRAVEL	0.00	0.00	0.00	0.00	0%	0%
100-611410	ATTEND./GUIDANCE/HEALTH-ELEMENT.	0.00	0.00	0.00	0.00	0%	0%
100-611411	TEACHER SUPPLY - GUIDANCE	0.00	0.00	0.00	0.00	0%	0%
TOTAL GUIDANCE PROGRAM		0.00	15,172.85	121,877.40	121,877.40CR	0%	0%
SPECIAL EDUCATION SUPPORT SERVICES PROG							
100-616110	ANCILLARY SALARIES - CDS & PSYCOL.	0.00	23,360.91	186,887.28 (	186,887.28)	0%	0%
100-616115	NON CERT ANCILLARY SALARY	0.00	30,699.85	233,001.19 (	233,001.19)	0%	0%
100-616200	ANCILLARY FRINGE BENEFITS	0.00	710.91	5,687.28 (	5,687.28)	0%	0%
100-616210	EMPLOYEE LIFE INSUR	0.00	120.66	890.03 (	890.03)	0%	0%
100-616220	EMPLOYER FICA	0.00	4,120.68	32,014.82 (	32,014.82)	0%	0%
100-616230	HEALTH INSURANCE - ANCILLARY	0.00	9,613.55	68,719.71 (	68,719.71)	0%	0%
100-616270	WORKER'S COMPENSATION	0.00	502.11	3,540.51 (	3,540.51)	0%	0%
100-616280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-616290	RETIREMENT BENEFIT	0.00	6,150.50	47,733.50 (	47,733.50)	0%	0%
100-616300	CDS CONTRACT	0.00	11,337.96	107,480.46 (	107,480.46)	0%	0%
100-616410	ANCILLARY SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
TOTAL ANCILLARY		0.00	86,617.13	685,954.78	685,954.78CR	0%	0%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
INSTRUCTIONAL IMPROVEMENT PROGRAM							
100-621110	SALARIES - INSTRUCTIONAL IMPROVEME	0.00	0.00	0.00	0.00	0%	0%
100-621115	SALARIES - N/C INSTR IMPROVE	0.00	0.00	0.00	0.00	0%	0%
100-621200	FRINGE	0.00	0.00	0.00	0.00	0%	0%
100-621210	LIFE	0.00	0.00	0.00	0.00	0%	0%
100-621220	FICA	0.00	0.00	0.00	0.00	0%	0%
100-621230	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
100-621270	WORKERS COMP	0.00	0.00	0.00	0.00	0%	0%
100-621280	UUSL	0.00	0.00	0.00	0.00	0%	0%
100-621290	PERSI	0.00	0.00	0.00	0.00	0%	0%
100-621310	INSTRUCT. IMPROVE. - CREDIT REIMB	0.00	0.00	1,168.00 (	1,168.00)	0%	0%
100-621311	INSTRUCTIONAL IMPROVEMENT PURCHASED SER	0.00	0.00	1,178.47 (	1,178.47)	0%	0%
100-621380	TRAVEL/TRNG.	0.00	0.00	3,381.99 (	3,381.99)	0%	0%
100-621410	MENTORING SUPPLIES	0.00	188.57	188.57 (	188.57)	0%	0%
TOTAL INSTRUCTION IMPROVEMENT		0.00	188.57	5,917.03	5,917.03CR	0%	0%
EDUCATIONAL MEDIA PROGRAM							
100-622110	LIBRARY SALARIES - ELEMEN & SECOND	0.00	0.00	0.00	0.00	0%	0%
100-622111	AUDIOVISUAL SALARIES - ELEM & SEC	0.00	0.00	0.00	0.00	0%	0%
100-622115	LIBRARY CLASSIFIED SALARIES	0.00	5,236.00	41,871.20 (	41,871.20)	0%	0%
100-622160	LIBRARY SUBSTITUTES	0.00	0.00	0.00	0.00	0%	0%
100-622200	LIBRARY FRINGE BENEFITS	0.00	523.66	4,189.28 (	4,189.28)	0%	0%
100-622210	LIB./TECH. LIFE/EMP. ASSIST.	0.00	15.53	119.49 (	119.49)	0%	0%
100-622220	EMPLOYER FICA	0.00	440.61	3,523.63 (	3,523.63)	0%	0%
100-622230	HEALTH INSURANCE - MEDIA	0.00	902.18	6,941.60 (	6,941.60)	0%	0%
100-622270	WORKER'S COMPENSATION	0.00	44.93	359.25 (	359.25)	0%	0%
100-622280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-622290	RETIREMENT BENEFIT	0.00	687.71	5,488.18 (	5,488.18)	0%	0%
100-622323	VALNET COMMUNICATIONS	0.00	0.00	3,513.75 (	3,513.75)	0%	0%
100-622410	LIBRARY MATERIALS--ELEMENTARY	0.00	414.05	4,505.02 (	4,505.02)	0%	0%
100-622412	LIBRARY MATERIALS--SECONDARY	0.00	0.00	4,705.36 (	4,705.36)	0%	0%
TOTAL EDUCATIONAL MEDIA PROGRAM		0.00	8,264.67	75,216.76	75,216.76CR	0%	0%
INSTRUCTIONAL RELATED TECHNOLOGY							
100-623110	TECHNOLOGY CERTIFIED SALARY	0.00	0.00	0.00	0.00	0%	0%
100-623115	TECHNOLOGY SALARY	0.00	5,795.83	47,791.64 (	47,791.64)	0%	0%
100-623200	TECHNOLOGY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-623210	TECHNOLOGY LIFE BENEFIT	0.00	8.00	64.99 (	64.99)	0%	0%
100-623220	TECHNOLOGY FICA BENEFIT	0.00	443.39	3,655.54 (	3,655.54)	0%	0%
100-623230	HEALTH INSURANCE - TECHNOLOGY	0.00	902.18	7,328.45 (	7,328.45)	0%	0%
100-623270	TECHNOLOGY WORKERS COMP.	0.00	45.21	372.78 (	372.78)	0%	0%
100-623280	TECHNOLOGY SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-623290	TECHNOLOGY PERSI BENEFIT	0.00	692.02	5,706.32 (	5,706.32)	0%	0%
100-623310	TECHNOLOGY PURCHASED SERVICES	0.00	0.00	12,910.36 (	12,910.36)	0%	0%
100-623323	TECHNOLOGY INTERNET COMMUNICATIONS	0.00	211.00	30,670.00 (	30,670.00)	0%	0%
100-623410	TECHNOLOGY SUPPLIES/MATERIALS	0.00	0.00	8,485.07 (	8,485.07)	0%	0%
100-623411	TECHNOLOGY--ELEMENTARY	0.00	587.80	14,281.69 (	14,281.69)	0%	0%
100-623412	TECHNOLOGY SECONDARY	0.00	0.00	17,837.99 (	17,837.99)	0%	0%
100-623413	TECHNOLOGY - EXCEPTIONAL CHILD	0.00	0.00	1,639.82 (	1,639.82)	0%	0%
100-623550	TECHNOLOGY - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
TOTAL INSTRUCTIONAL TECHNOLOGY		0.00	8,685.43	150,744.65	150,744.65CR	0%	0%
BOARD OF EDUCATION PROGRAM							
100-631115	CLERK-TREASURER SALARIES--BD OF ED	0.00	0.00	0.00	0.00	0%	0%
100-631200	BOARD FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-631210	EMPLOYEE LIFE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-631220	EMPLOYER FICA	0.00	0.00	0.00	0.00	0%	0%
100-631230	HEALTH INSURANCE - CLERK	0.00	0.00	0.00	0.00	0%	0%
100-631270	WORKER'S COMPENSATION	0.00	0.00	0.00	0.00	0%	0%
100-631280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-631290	RETIREMENT BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-631310	BOARD PURCH. SERVICE	0.00	0.00	21,231.25 (	21,231.25)	0%	0%
100-631410	SUPPLIES - SCHOOL BOARD	0.00	56.25	570.37 (570.37)	0%	0%
TOTAL BOARD OF EDUCATION PROGRAM		0.00	56.25	21,801.62	21,801.62CR	0%	0%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
DISTRICT ADMINISTRATION PROGRAM							
100-632110	DISTRICT ADMINISTRATION SALARIES	0.00	12,011.08	120,110.80 (	120,110.80)	0%	0%
100-632115	DISTRICT ADMIN. CLASSIFIED	0.00	0.00	0.00	0.00	0%	0%
100-632200	DISTRICT FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-632210	DISTRICT LIFE/EMP. ASSIST.	0.00	20.00	200.00 (	200.00)	0%	0%
100-632220	EMPLOYER FICA	0.00	916.33	9,163.41 (	9,163.41)	0%	0%
100-632230	HEALTH INSURANCE - DISTRICT ADMIN	0.00	902.18	8,820.66 (	8,820.66)	0%	0%
100-632270	WORKER'S COMPENSATION	0.00	93.69	936.90 (	936.90)	0%	0%
100-632280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-632290	RETIREMENT BENEFIT	0.00	1,434.12	14,341.20 (	14,341.20)	0%	0%
100-632310	BANK FEES / GRANT SVCS	0.00	5,005.28	24,184.14 (	24,184.14)	0%	0%
100-632322	COPIER RENTAL	0.00	296.35	3,716.02 (	3,716.02)	0%	0%
100-632333	DISTRICT COMMUNICATIONS	0.00	290.79	3,256.87 (	3,256.87)	0%	0%
100-632380	DISTRICT TRAVEL--GENERAL	0.00	0.00	13,777.65 (	13,777.65)	0%	0%
100-632390	DISTRICT PURCHASED SERVICES	0.00	117.00	14,540.37 (	14,540.37)	0%	0%
100-632410	DISTRICT SUPPLIES	0.00	342.38	2,125.85 (	2,125.85)	0%	0%
100-632412	DISTRICT SUBSCRIPTIONS	0.00	0.00	0.00	0.00	0%	0%
TOTAL DISTRICT ADMINISTRATION		0.00	21,429.20	215,173.87	215,173.87CR	0%	0%
SCHOOL ADMINISTRATION PROGRAM							
100-641110	SCHOOL ADMIN SALARIES	0.00	16,471.00	131,768.00 (	131,768.00)	0%	0%
100-641115	ADMINISTRATIVE NON-CERTIFIED	0.00	8,388.29	70,084.35 (	70,084.35)	0%	0%
100-641200	SCHOOL ADMIN FRINGE BENEFITS	0.00	710.91	5,687.28 (	5,687.28)	0%	0%
100-641210	SCHOOL ADMIN. LIFE/EMP. ASSIST.	0.00	58.55	441.86 (	441.86)	0%	0%
100-641220	EMPLOYER FICA	0.00	1,952.30	15,846.28 (	15,846.28)	0%	0%
100-641230	HEALTH INSURANCE - SCHOOL ADMIN	0.00	3,088.26	23,454.65 (	23,454.65)	0%	0%
100-641270	WORKER'S COMPENSATION	0.00	179.50	1,429.86 (	1,429.86)	0%	0%
100-641280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-641290	RETIREMENT BENEFIT	0.00	2,882.44	23,750.77 (	23,750.77)	0%	0%
100-641323	SCHOOL COMMUNICATIONS	0.00	1,073.57	11,363.47 (	11,363.47)	0%	0%
100-641380	SCHOOL ADMIN. TRAVEL	0.00	0.00	0.00	0.00	0%	0%
100-641410	ELEMENT. ADMIN. MATERIALS	0.00	0.00	3,707.05 (	3,707.05)	0%	0%
100-641411	SECOND. ADMIN. MATERIALS	0.00	0.00	3,053.24 (	3,053.24)	0%	0%
100-641412	DUES/SUBSCRIPTIONS/REGISTRATIONS	0.00	0.00	0.00	0.00	0%	0%
TOTAL SCHOOL ADMINISTRATION		0.00	34,804.82	290,586.81	290,586.81CR	0%	0%
BUSINESS OPERATIONS PROGRAM							
100-651115	SALARIES - BUSINESS OPERATIONS	0.00	4,775.94	56,192.40 (	56,192.40)	0%	0%
100-651200	FRINGE	0.00	859.75	8,597.50 (	8,597.50)	0%	0%
100-651210	LIFE INS BENEFIT	0.00	8.60	84.47 (	84.47)	0%	0%
100-651220	EMPLOYER FICA	0.00	429.29	4,938.34 (	4,938.34)	0%	0%
100-651230	HEALTH INSURANCE	0.00	0.00	487.87 (	487.87)	0%	0%
100-651270	WORKER'S COMPENSATION	0.00	43.96	505.38 (	505.38)	0%	0%
100-651280	SICK LEAVE RETIREMENT	0.00	0.00	0.00	0.00	0%	0%
100-651290	PERSI	0.00	672.90	7,601.22 (	7,601.22)	0%	0%
100-651310	PURCHASED SERVICES	0.00	0.00	40,980.86 (	40,980.86)	0%	0%
100-651311	MEDICAID BILLING SERVICES	0.00	0.00	23,007.45 (	23,007.45)	0%	0%
100-651380	TRAVEL / TRAINING	0.00	0.00	1,674.24 (	1,674.24)	0%	0%
100-651410	SUPPLIES	0.00	0.00	626.86 (626.86)	0%	0%
TOTAL BUSINESS OPERATIONS		0.00	6,790.44	144,696.59	144,696.59CR	0%	0%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
BUILDING CUSTODIAL CARE PROGRAM							
100-661115	CUSTODIAL SALARIES	0.00	16,478.84	168,921.96	(168,921.96)	0%	0%
100-661165	CUSTODIAL SUBSTITUTES	0.00	0.00	0.00	0.00	0%	0%
100-661200	CUSTODIAL FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-661210	CUSTODIAL LIFE/EMP. ASSIST.	0.00	30.99	310.00	(310.00)	0%	0%
100-661220	EMPLOYER FICA	0.00	1,257.04	12,887.93	(12,887.93)	0%	0%
100-661230	HEALTH INSURANCE - CUSTODIAL	0.00	3,494.03	34,591.76	(34,591.76)	0%	0%
100-661270	WORKER'S COMPENSATION	0.00	1,124.43	11,174.81	(11,174.81)	0%	0%
100-661280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-661290	RETIREMENT BENEFIT	0.00	1,611.58	16,886.81	(16,886.81)	0%	0%
100-661322	CUSTODIAL PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-661330	UTILITIES	0.00	9,069.63	175,411.05	(175,411.05)	0%	0%
100-661410	CUSTODIAL SUPPLIES	0.00	1,230.44	34,929.47	(34,929.47)	0%	0%
100-661710	PROPERTY/LIABILITY INSURANCE	0.00	0.00	46,151.00	(46,151.00)	0%	0%
100-661711	LIABILITY INSURANCE	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CUSTODIAL	0.00	34,296.98	501,264.79	501,264.79CR	0%	0%
MAINTENANCE - BUILDINGS-NON-STUDENT OCC							
100-663310	PURCHASE SERV.--MAINT/BUS BARN	0.00	700.00	5,452.48	(5,452.48)	0%	0%
100-663311	PURCHASE SERV.--ELEM. NON-OCCUP.	0.00	0.00	0.00	0.00	0%	0%
100-663312	PURCHASE SERV.--SECOND. -NON-OCCUP.	0.00	0.00	0.00	0.00	0%	0%
100-663315	PURCHASE SERV.--DIST. -NON-OCCUP.	0.00	0.00	818.50	(818.50)	0%	0%
100-663330	MAINT. BLDG. UTILITIES	0.00	0.00	674.68	(674.68)	0%	0%
100-663410	MATERIALS--MAINT/BUS BARN FAC.	0.00	768.58	69,555.63	(69,555.63)	0%	0%
100-663415	MATERIALS--DIST. -NON-OCCUP.	0.00	0.00	199.60	(199.60)	0%	0%
	TOTAL MAINTENANCE - NON STU OCC	0.00	1,468.58	76,700.89	76,700.89CR	0%	0%
MAINTENANCE - BUILDINGS-STUDENT OCCUPIE							
100-664115	GENERAL MAINTENANCE SALARIES	0.00	5,619.14	81,884.97	(81,884.97)	0%	0%
100-664200	MAINTENANCE FRINGE BENEFITS	0.00	859.66	11,176.42	(11,176.42)	0%	0%
100-664210	MAINTENANCE LIFE/EMP. ASSIST.	0.00	10.66	125.73	(125.73)	0%	0%
100-664220	EMPLOYER FICA	0.00	495.61	7,118.61	(7,118.61)	0%	0%
100-664230	HEALTH INSURANCE - MAINT	0.00	213.46	540.94	(540.94)	0%	0%
100-664270	WORKER'S COMPENSATION	0.00	401.86	6,133.60	(6,133.60)	0%	0%
100-664280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-664290	RETIREMENT BENEFIT	0.00	770.20	11,083.86	(11,083.86)	0%	0%
100-664310	PURCHASE SERVICE--MAINT/BUS BARN	0.00	0.00	2,800.26	(2,800.26)	0%	0%
100-664311	PURCHASE SERVICE--ELEMENTARY	0.00	1,973.21	56,397.81	(56,397.81)	0%	0%
100-664312	PURCHASE SERVICE--SECONDARY	0.00	2,012.89	48,653.92	(48,653.92)	0%	0%
100-664410	MATERIALS--MAINT./BUS BARN	0.00	806.13	3,280.23	(3,280.23)	0%	0%
100-664411	MATERIALS--ELEMENTARY	0.00	0.00	12,731.88	(12,731.88)	0%	0%
100-664412	MATERIALS--SECONDARY	0.00	0.00	12,522.29	(12,522.29)	0%	0%
100-664415	MATERIALS--PRESCHOOL/KIND.	0.00	0.00	0.00	0.00	0%	0%
100-664550	MAINTENANCE CAPITAL OUTLAY	0.00	0.00	5,800.00	(5,800.00)	0%	0%
	TOTAL MAINTENANCE	0.00	13,162.82	260,250.52	260,250.52CR	0%	0%
MAINTENANCE - GROUNDS							
100-665310	PURCHASE SERVICE--GROUNDS	0.00	5,693.00	69,370.96	(69,370.96)	0%	0%
100-665410	MATERIALS--GROUNDS	0.00	0.00	10,340.96	(10,340.96)	0%	0%
100-665550	GROUNDS - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
	TOTAL GROUNDS CARE	0.00	5,693.00	79,711.92	79,711.92CR	0%	0%
SECURITY/SAFETY PROGRAM							
100-667310	SCHOOL SAFETY PURCH SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-667410	SECURITY SUPPLIES	0.00	0.00	1,722.86	(1,722.86)	0%	0%
100-667550	SECURITY - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
	TOTAL SCHOOL SAFETY	0.00	0.00	1,722.86	1,722.86CR	0%	0%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
PUPIL-TO-SCHOOL TRANSPORTATION PROGRAM							
100-681115	TRANSP. SALARIES--TO SCHOOL @ 50%	0.00	8,508.62	66,493.56 (	66,493.56)	0%	0%
100-681120	TRANSP. SALARIES--MECHANIC @ 85%	0.00	0.00	0.00	0.00	0%	0%
100-681125	TRANSP. SALARIES--SUPV. @ 50%	0.00	2,547.16	30,534.64 (	30,534.64)	0%	0%
100-681165	TRANSP. SALARIES--SUBS @ 50%	0.00	0.00	93.98 (	93.98)	0%	0%
100-681200	TRANSP. FRINGE BENEFITS @ 50%	0.00	1,404.74	12,097.84 (	12,097.84)	0%	0%
100-681210	TRANSP. LIFE INSURANCE @ 50%	0.00	20.89	190.36 (	190.36)	0%	0%
100-681220	TRANSP. EMPLOYER FICA/MDC @ 50%	0.00	952.56	8,349.27 (	8,349.27)	0%	0%
100-681230	HEALTH INSURANCE - TRANSP - 50%	0.00	142.42	1,343.68 (	1,343.68)	0%	0%
100-681270	TRANSP. WORKERS COMP @ 50%	0.00	599.48	5,747.74 (	5,747.74)	0%	0%
100-681280	TRANSP. SICK LEAVE @ 50%	0.00	0.00	0.00	0.00	0%	0%
100-681290	TRANSP. PERSI BENEFIT @ 50%	0.00	968.99	9,688.92 (	9,688.92)	0%	0%
100-681310	BUS CONTRACT REPAIRS @ 85%	0.00	2,310.00	32,095.66 (	32,095.66)	0%	0%
100-681311	PHYSICALS/DRUG TESTING @ 50%	0.00	155.00	1,623.00 (	1,623.00)	0%	0%
100-681312	PHYSICALS/DRUG TESTING @ 85%	0.00	0.00	0.00	0.00	0%	0%
100-681317	TRAINING-DIST./IAPT/STN/NAPT @ 50%	0.00	0.00	0.00	0.00	0%	0%
100-681318	TRAINING SDE DRIVER/TECH. @ 85%	0.00	0.00	0.00	0.00	0%	0%
100-681319	BUS BARN UTILITIES @ 50%	0.00	1,267.74	13,059.35 (	13,059.35)	0%	0%
100-681320	TRANSP. 100% CELL PHONE @ 50%	0.00	0.00	51.15 (	51.15)	0%	0%
100-681345	TRANSP. IN-LIEU-OF @ 50%	0.00	0.00	0.00	0.00	0%	0%
100-681380	TRAVEL-SDE DRIVER/TECH TRGN @ 85%	0.00	0.00	0.00	0.00	0%	0%
100-681381	TRAVEL-DIST/IAPT/STN/NAPT @ 50%	0.00	0.00	411.92 (	411.92)	0%	0%
100-681410	TECHN. COVERALLS/RAGS @ 50%	0.00	0.00	0.00	0.00	0%	0%
100-681420	TRANSP. BUS FUEL/FLUIDS @ 50%	0.00	0.00	19,372.45 (	19,372.45)	0%	0%
100-681424	TRANSP. BUS OILS/LUBRICANTS @ 85%	0.00	0.00	1,820.46 (	1,820.46)	0%	0%
100-681425	BUS REPAIR PARTS @ 85%	0.00	2,398.34	9,940.17 (	9,940.17)	0%	0%
100-681426	BUS OFFICE SUPPLIES/POSTAGE @ 50%	0.00	0.00	202.27 (	202.27)	0%	0%
100-681429	HAND TOOLS @ 85% - 400 CAP	0.00	0.00	0.00	0.00	0%	0%
100-681500	TRANSP - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
100-681710	TRANSP. FACILITY INS. --@ 50%	0.00	0.00	0.00	0.00	0%	0%
TOTAL PUPIL TO SCHOOL TRANSPORTATION		0.00	21,275.94	213,116.42	213,116.42CR	0%	0%
PUPIL-ACTIVITY TRANSPORTATION PROGRAM							
100-682115	TRANSP. SALARIES--ACTIVITY/SHUTTLE	0.00	2,381.42	19,931.97 (	19,931.97)	0%	0%
100-682200	TRANS - ACTIVITY - FRINGE	0.00	0.00	0.00	0.00	0%	0%
100-682210	TRANS - ACTIVITY - LIFE	0.00	4.21	28.71 (	28.71)	0%	0%
100-682220	TRANS - ACTIVITY - FICA	0.00	182.09	1,522.66 (	1,522.66)	0%	0%
100-682230	TRANS - ACTIVITY - HEALTH INS	0.00	19.75	433.85 (	433.85)	0%	0%
100-682270	WORK COMP	0.00	101.31	942.24 (	942.24)	0%	0%
100-682280	TRANS - ACTIVITY - UUSL	0.00	0.00	0.00	0.00	0%	0%
100-682290	TRANS - ACTIVITY - PERSI	0.00	146.73	1,663.02 (	1,663.02)	0%	0%
100-682310	PURCHASE SERVICES--NON ALLOW	0.00	168.75	418.50 (	418.50)	0%	0%
100-682410	TRANSPORTATION MAT'LS--NON-ALLOW.	0.00	211.12	1,695.69 (	1,695.69)	0%	0%
TOTAL ACTIVITY TRANSPORTATION		0.00	3,215.38	26,636.64	26,636.64CR	0%	0%
GENERAL TRANSPORTATION PROGRAM							
100-683310	PURCHASE SERVICES-NON ALLOWABLE	0.00	0.00	509.00 (	509.00)	0%	0%
100-683410	SUPPLIES-NON ALLOWABLE	0.00	0.00	1,379.27 (	1,379.27)	0%	0%
TOTAL GENERAL TRANSPORTATION		0.00	0.00	1,888.27	1,888.27CR	0%	0%
FOOD SERVICES PROGRAM							
100-710220	FOOD EMPLOYER FICA	0.00	1,089.58	9,284.40 (	9,284.40)	0%	0%
TOTAL NON-INSTRUCTION		0.00	1,089.58	9,284.40	9,284.40CR	0%	0%
CAPITAL ASSETS							
100-810520	CAPITAL OUTLAY - BUILDINGS	0.00	0.00	0.00	0.00	0%	0%
100-810540	CAPITAL OUTLAY - VEHICLES	0.00	0.00	0.00	0.00	0%	0%
TOTAL CAPITAL OUTLAY		0.00	0.00	0.00	0.00	0%	0%
100-920821	TRANSFER TO BUS DEPRECIATION FUND	0.00	0.00	0.00	0.00	0%	0%
100-920810	TRANSFER TO MEDICAID FUND	0.00	0.00	0.00	0.00	0%	0%
100-920800	TRANSFERS TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
100-950850	CONTINGENCY RESERVE	0.00	0.00	0.00	0.00	0%	0%
TOTAL OTHER		0.00	0.00	0.00	0.00	0%	0%
TOTAL EXPENDITURES		0.00	573,510.06	5,531,436.72	5,531,436.72CR	0%	0%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
GRANTS - NEZ PERCE TRIBE & OTHERS							
232-320000	BEGINNING BALANCE - BUDGET	0.00	0.00	0.00	0.00	0%	0%
232-415000	INVESTMENT EARNINGS	0.00	0.00	796.39CR	796.39	0%	0%
232-419900	GRANT REVENUE - NPT & OTHERS	0.00	1,056.00CR	39,900.00CR	39,900.00	0%	0%
232-443000	FEDERAL GRANT REVENUE	0.00	0.00	0.00	0.00	0%	0%
232-460000	INTERFUND TRANSFER	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	0.00	1,056.00CR	40,696.39CR	40,696.39	0%	0%
232-515113 ADVANCED OPS - SALARIES							
232-515113	ADVANCED OPS - SALARIES	0.00	0.00	199.75 (	199.75)	0%	0%
232-515223	ADVANCED OPS - FICA	0.00	0.00	0.00	0.00	0%	0%
232-515273	ADVANCED OPS - WORKERS COMP	0.00	0.00	1.56 (	1.56)	0%	0%
232-515115	NATIVE ARTS SALARY	0.00	551.46	4,411.68 (	4,411.68)	0%	0%
232-515220	FICA	0.00	42.18	352.77 (	352.77)	0%	0%
232-515270	WORKERS COMP	0.00	0.00	0.00	0.00	0%	0%
232-515117	CD'A TRIBE NATIVE ARTS SALARIES	0.00	0.00	744.02 (	744.02)	0%	0%
232-515217	LIFE - CD'A N/A GRANT	0.00	0.00	0.00	0.00	0%	0%
232-515227	FICA - CD'A N/A FUND	0.00	0.00	56.74 (	56.74)	0%	0%
232-515237	CD'A TRIBE GRANT HEALTH INS	0.00	0.00	0.00	0.00	0%	0%
232-515277	WORKERS COMP - CD'A N/A GRANT	0.00	0.00	1.50 (	1.50)	0%	0%
232-515297	PERSI - CD'A N/A GRANT	0.00	0.00	22.99 (	22.99)	0%	0%
232-515410	HIGH SCHOOL SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
232-515312	P/S - NPT NATIVE ARTS GRANT	0.00	360.56	2,615.71 (	2,615.71)	0%	0%
232-515313	P/S - COLLEGE & CAREER READINESS	0.00	75.00	3,956.80 (	3,956.80)	0%	0%
232-515315	P/S - NPT MS READING GRANT	0.00	0.00	0.00	0.00	0%	0%
232-515316	P/S NPT-CULTURALLY RESPONSIVE	0.00	0.00	0.00	0.00	0%	0%
232-515317	P/S - CDA TRIBE NATIVE ARTS GRANT	0.00	0.00	0.00	0.00	0%	0%
232-515318	P/S - NPT NATURAL SCIENCE	0.00	0.00	0.00	0.00	0%	0%
232-515319	P/S - TEACHING FOR TOLERANCE	0.00	0.00	0.00	0.00	0%	0%
232-515320	P/S - ATTENDANCE COMMITTEE EMERGENCY FU	0.00	0.00	0.00	0.00	0%	0%
232-515322	P/S - NPT NATURAL HELPERS	0.00	0.00	0.00	0.00	0%	0%
232-515323	P/S - NPT MENTOR ARTISTS & PLAYWRIGHTS	0.00	0.00	0.00	0.00	0%	0%
232-515412	SUPPLIES - NPT GRANT NATIVE ARTS	0.00	58.37	3,745.32 (	3,745.32)	0%	0%
232-515413	SUPPLIES - COLLEGE & CAREER READINESS	0.00	0.00	6,711.00 (	6,711.00)	0%	0%
232-515415	SUPPLIES-NPT MS READING	0.00	0.00	0.00	0.00	0%	0%
232-515416	SUPPLIES-NPT- CULTURALLY RESPONSIVE	0.00	0.00	587.76 (	587.76)	0%	0%
232-515417	SUPPLIES - CDA TRIBE NATIVE ARTS	0.00	0.00	0.00	0.00	0%	0%
232-515418	SUPPLIES - NATIVE NATURAL SCIENCE	0.00	0.00	0.00	0.00	0%	0%
232-515419	SUPPLIES - TEACHING FOR TOLERANCE	0.00	0.00	0.00	0.00	0%	0%
232-515420	SUPPLIES-ATTENDANCE COMMITTEE EMERGENCY	0.00	0.00	4,070.22 (	4,070.22)	0%	0%
232-515422	SUPPLIES - NPT NATURAL HELPERS	0.00	0.00	0.00	0.00	0%	0%
232-515423	SUPPLIES-NPT MENTOR ARTISTS PLAYWRIGHTS	0.00	0.00	0.00	0.00	0%	0%
232-515550	CAPITAL EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	1,087.57	27,477.82	27,477.82CR	0%	0%
N E Z P E R C E TRIBE JOB SKILLS							
235-320000	JOB SKILLS CARRYOVER	0.00	0.00	0.00	0.00	0%	0%
235-419900	NEZPERCE TRIBE SPECIAL SERVICE GRT	0.00	0.00	10,000.00CR	10,000.00	0%	0%
	TOTAL REVENUE	0.00	0.00	10,000.00CR	10,000.00	0%	0%
235-515115 JOB SKILLS SALARY							
235-515115	JOB SKILLS SALARY	0.00	1,219.75	1,857.25 (	1,857.25)	0%	0%
235-515220	JOB SKILLS EMPLOYER FICA	0.00	93.29	142.06 (	142.06)	0%	0%
235-515270	JOB SKILLS WORKERS COMP	0.00	5.88	10.86 (	10.86)	0%	0%
235-521310	JOB SKILLS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	1,318.92	2,010.17	2,010.17CR	0%	0%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
STATE VOCATIONAL							
243-432410	STATE CTE -- AG. PROGRAM	0.00	0.00	12,600.00CR	12,600.00	0%	0%
243-432420	STATE VOC. ED.--BUSINESS PROGRAM	0.00	0.00	10,370.00CR	10,370.00	0%	0%
	TOTAL REVENUE	0.00	0.00	22,970.00CR	22,970.00	0%	0%
243-515112	VOC. ED. AG. SALARIES	0.00	0.00	0.00	0.00	0%	0%
243-515210	EMPLOYEE ASSIST. PLAN	0.00	0.00	0.00	0.00	0%	0%
243-515200	VOC. ED. FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
243-515220	VOC. ED. EMPLOYER FICA	0.00	0.00	0.00	0.00	0%	0%
243-515230	HEALTH INSURANCE - VOC ED	0.00	0.00	0.00	0.00	0%	0%
243-515270	VOC. ED. WORKERS COMPENSATION	0.00	0.00	0.00	0.00	0%	0%
243-515280	VOC. ED. SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
243-515290	VOC. ED. PERSI BENEFIT	0.00	0.00	0.00	0.00	0%	0%
243-515382	VOC. ED. TRAVEL--AG. PROGRAM	0.00	0.00	236.00 (	236.00)	0%	0%
243-515412	VOC. ED. SUPPLIES--AG. PROGRAM	0.00	3,018.25	7,314.40 (	7,314.40)	0%	0%
243-515552	VOC. ED. EQUIPMENT--AG. PROGRAM	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CTE AG PROGRAM	0.00	3,018.25	7,550.40	7,550.40CR	0%	0%
243-515313	VOC. ED. BUSINESS P/S	0.00	0.00	0.00	0.00	0%	0%
243-515383	VOC. ED. TRAVEL--BUSINESS PROGRAM	0.00	0.00	0.00	0.00	0%	0%
243-515413	VOC. ED. SUPPLIES--BUSINESS PROG.	0.00	0.00	3,444.99 (	3,444.99)	0%	0%
243-515553	VOC. ED. EQUIPMENT--BUSINESS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CTE BUSINESS PROGRAM	0.00	0.00	3,444.99	3,444.99CR	0%	0%
	TOTAL EXPENDITURES	0.00	3,018.25	10,995.39	10,995.39CR	0%	0%
ARPA - ESSERF III							
250-445900	ESSERF III REVENUE	0.00	0.00	568,038.88CR	568,038.88	0%	0%
	TOTAL REVENUE	0.00	0.00	568,038.88CR	568,038.88	0%	0%
250-512100	SALARIES - ELEMENTARY - ESSERF III	0.00	3,508.58	36,920.62 (	36,920.62)	0%	0%
250-512200	BENEFITS - ELEMENTARY - ESSERF III	0.00	2,695.13	23,580.23 (	23,580.23)	0%	0%
250-512300	PURCHASED SERVICES - ELEMENTARY - ESSER	0.00	0.00	0.00	0.00	0%	0%
250-512400	SUPPLIES - ELEMENTARY - ESSERF III	0.00	79,617.60	394,768.77 (	394,768.77)	0%	0%
250-512101	SALARIES - ELEMENTARY ESSERF III L/L	0.00	192.00	2,622.62 (	2,622.62)	0%	0%
250-512201	BENEFITS - ELEMENTARY ESSERF III L/L	0.00	39.58	671.63 (	671.63)	0%	0%
250-512301	PURCHASED SERVICES - ELEM ESSERF III L/	0.00	0.00	0.00	0.00	0%	0%
250-512401	SUPPLIES - ELEMENTARY ESSERF III L/L	0.00	0.00	27,396.45 (	27,396.45)	0%	0%
250-515100	SALARIES - SECONDARY - ESSERF III	0.00	6,361.69	65,915.98 (	65,915.98)	0%	0%
250-515200	BENEFITS - SECONDARY - ESSERF III	0.00	3,169.64	26,413.63 (	26,413.63)	0%	0%
250-515300	PURCHASED SERVICES - SECONDARY - ESSERF	0.00	0.00	468.58 (	468.58)	0%	0%
250-515400	SUPPLIES - SECONDARY - ESSERF III	0.00	0.00	22,524.86 (	22,524.86)	0%	0%
250-515101	SALARIES - SECONDARY ESSERF III L/L	0.00	3,766.25	33,728.16 (	33,728.16)	0%	0%
250-515201	BENEFITS - SECONDARY ESSERF III L/L	0.00	771.01	7,768.52 (	7,768.52)	0%	0%
250-515301	PURCHASED SERVICES - SECONDARY ESSERF I	0.00	0.00	0.00	0.00	0%	0%
250-515401	SUPPLIES - SECONDARY ESSERF III L/L	0.00	0.00	12,287.82 (	12,287.82)	0%	0%
250-661100	SALARIES - CUSTODIAL - ESSERF III	0.00	0.00	10,000.00 (	10,000.00)	0%	0%
250-661200	BENEFITS - CUSTODIAL - ESSERF III	0.00	0.00	3,092.49 (	3,092.49)	0%	0%
250-661300	PURCHASED SERVICES - CUSTODIAL - ESSERF	0.00	0.00	0.00	0.00	0%	0%
250-661400	SUPPLIES - CUSTODIAL - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-920800	INDIRECT COST - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	100,121.48	668,160.36	668,160.36CR	0%	0%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
C H A P T E R I F U N D							
251-445100	FEDERAL ASSISTANCE	0.00	0.00	95,428.40CR	95,428.40	0%	0%
	TOTAL REVENUE	0.00	0.00	95,428.40CR	95,428.40	0%	0%
251-512110	TEACHER SALARIES--ELEMENTARY	0.00	0.00	0.00	0.00	0%	0%
251-512115	TEACHER AIDES--ELEMENTARY	0.00	8,414.82	68,924.27 (	68,924.27)	0%	0%
251-512200	ELEMENTARY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
251-512210	ELEMENT. LIFE/EMP. ASSIST.	0.00	29.31	228.06 (	228.06)	0%	0%
251-512220	EMPLOYER FICA	0.00	641.08	5,252.16 (	5,252.16)	0%	0%
251-512230	HEALTH INSURANCE - TITLE 1-A	0.00	3,305.87	25,718.18 (	25,718.18)	0%	0%
251-512270	WORKER'S COMPENSATION	0.00	65.63	537.61 (	537.61)	0%	0%
251-512280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
251-512290	RETIREMENT BENEFIT	0.00	1,004.73	8,229.56 (	8,229.56)	0%	0%
251-512310	E.S. PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
251-512410	ELEMENTARY SUPPLIES & MATERIALS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	13,461.44	108,889.84	108,889.84CR	0%	0%
CARES - ESSERF I							
252-445900	ESSER REVENUE	0.00	0.00	152.96CR	152.96	0%	0%
	TOTAL REVENUE	0.00	0.00	152.96CR	152.96	0%	0%
252-515410	SUPPLIES	0.00	0.00	152.96 (	152.96)	0%	0%
	TOTAL EXPENDITURES	0.00	0.00	152.96	152.96CR	0%	0%
CRRSA - ESSERF II							
254-445900	ESSERF II REVENUE	0.00	0.00	1,247.81CR	1,247.81	0%	0%
	TOTAL REVENUE	0.00	0.00	1,247.81CR	1,247.81	0%	0%
254-512400	SUPPLIES - ELEMENTARY - ESSER II	0.00	0.00	1,247.81 (	1,247.81)	0%	0%
	TOTAL EXPENDITURES	0.00	0.00	1,247.81	1,247.81CR	0%	0%
PART B FUND							
257-320000	PART B CARRYOVER	0.00	0.00	0.00	0.00	0%	0%
257-445600	FEDERAL ASSISTANCE -- PART B	0.00	0.00	84,014.18CR	84,014.18	0%	0%
257-445601	PRIOR YEAR ALLOCATION	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	0.00	0.00	84,014.18CR	84,014.18	0%	0%
257-521110	CERTIFIED SALARY	0.00	0.00	5,000.00 (	5,000.00)	0%	0%
257-521115	AIDES - PART B	0.00	6,942.15	55,674.45 (	55,674.45)	0%	0%
257-521200	FRINGE BENEFITS- PART B	0.00	120.00	960.00 (	960.00)	0%	0%
257-521210	LIFE INS BENEFIT	0.00	25.34	198.77 (	198.77)	0%	0%
257-521220	EMPLOYER FICA	0.00	540.24	4,712.23 (	4,712.23)	0%	0%
257-521230	HEALTH INSURANCE - PART B	0.00	2,648.38	20,803.22 (	20,803.22)	0%	0%
257-521270	WORKER'S COMPENSATION	0.00	55.09	480.79 (	480.79)	0%	0%
257-521280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
257-521290	RETIREMENT BENEFIT	0.00	843.22	7,359.14 (	7,359.14)	0%	0%
257-521310	PART B PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
257-521410	SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	11,174.42	95,188.60	95,188.60CR	0%	0%
PART B PRESCHOOL							
258-320000	PRESCHOOL CARRYOVER-PRIOR	0.00	0.00	0.00	0.00	0%	0%
258-445600	PART B PRE-SCHOOL REVENUE	0.00	0.00	1,743.56CR	1,743.56	0%	0%
	TOTAL REVENUE	0.00	0.00	1,743.56CR	1,743.56	0%	0%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
258-522110	CERTIFIED TEACHER SALARIES	0.00	0.00	0.00	0.00	0%	0%
258-522115	NON-CERTIFIED SALARIES	0.00	171.16	1,369.28 (	1,369.28)	0%	0%
258-522200	BENEFITS	0.00	35.33	282.64 (	282.64)	0%	0%
258-522210	LIFE/EMP. ASSIST. PLAN	0.00	0.54	4.17 (	4.17)	0%	0%
258-522220	EMPLOYER FICA	0.00	15.79	126.35 (	126.35)	0%	0%
258-522230	HEALTH INSURANCE - PART B PRESCHOOL	0.00	0.00	0.00	0.00	0%	0%
258-522270	WORKER'S COMPENSATION	0.00	1.62	12.94 (	12.94)	0%	0%
258-522280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
258-522290	RETIREMENT BENEFIT	0.00	24.66	197.28 (	197.28)	0%	0%
258-522310	PART B PRESCHOOL PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	249.10	1,992.66	1,992.66CR	0%	0%
	MEDICAID FUND						
260-445900	MEDICAID REVENUE	0.00	0.00	248,354.94CR	248,354.94	0%	0%
260-460000	TRANSFER FROM GENERAL FUND	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	0.00	0.00	248,354.94CR	248,354.94	0%	0%
260-616115	ANCILLARY SALARIES	0.00	0.00	0.00	0.00	0%	0%
260-616200	ANCILLARY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
260-616210	EMPLOYEE LIFE INSURANCE	0.00	0.00	0.00	0.00	0%	0%
260-616220	EMPLOYER FICA	0.00	0.00	0.00	0.00	0%	0%
260-616230	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
260-616270	WORKERS COMP	0.00	0.00	0.00	0.00	0%	0%
260-616280	UNUSED SICK LEAVE	0.00	0.00	0.00	0.00	0%	0%
260-616290	PERSI	0.00	0.00	0.00	0.00	0%	0%
260-616310	MEDICAID CONTRACT SERVICES	0.00	0.00	0.00	0.00	0%	0%
260-616350	MEDICAID MATCH	0.00	0.00	100,000.00 (	100,000.00)	0%	0%
	TOTAL EXPENDITURES	0.00	0.00	100,000.00	100,000.00CR	0%	0%
	TITLE IV-A ESSA STUDENT SUPPORT						
261-445200	TITLE IV-A ESSA REVENUE	0.00	0.00	7,661.41CR	7,661.41	0%	0%
	TOTAL REVENUE	0.00	0.00	7,661.41CR	7,661.41	0%	0%
261-515115	SECONDARY CLASSIFIED SALARY	0.00	923.08	5,944.64 (	5,944.64)	0%	0%
261-515200	FRINGE	0.00	190.75	1,526.00 (	1,526.00)	0%	0%
261-515210	LIFE INSURANCE BENEFIT	0.00	3.08	18.69 (	18.69)	0%	0%
261-515220	FICA BENEFIT	0.00	84.04	564.42 (	564.42)	0%	0%
261-515230	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
261-515270	WORKERS COMP	0.00	8.69	58.29 (	58.29)	0%	0%
261-515280	UUSL	0.00	0.00	0.00	0.00	0%	0%
261-515290	PERSI BENEFIT	0.00	133.00	892.01 (	892.01)	0%	0%
261-515310	PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
261-515410	SUPPLIES/MATERIALS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	1,342.64	9,004.05	9,004.05CR	0%	0%
	REAP						
262-320000	BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
262-443000	REAP GRANT REVENUE	0.00	0.00	12,189.73CR	12,189.73	0%	0%
	TOTAL REVENUE	0.00	0.00	12,189.73CR	12,189.73	0%	0%
262-512115	ELEMENTARY CLASSIFIED SALARY	0.00	1,162.50	9,300.00 (	9,300.00)	0%	0%
262-512200	FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
262-512210	LIFE INSURANCE BENEFIT	0.00	3.13	24.19 (	24.19)	0%	0%
262-512220	FICA BENEFIT	0.00	88.93	711.44 (	711.44)	0%	0%
262-512230	HEALTH INSURANCE - REAP	0.00	352.41	2,725.98 (	2,725.98)	0%	0%
262-512270	WORKERS COMP. BENEFIT	0.00	9.07	72.56 (	72.56)	0%	0%
262-512280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
262-512290	PERSI BENEFIT	0.00	138.80	1,110.40 (1,110.40)	0%	0%
	TOTAL EXPENDITURES	0.00	1,754.84	13,944.57	13,944.57CR	0%	0%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
T I T L E VI-A INDIAN EDUCATION							
267-320000	BEGINNING FUND BALANCE	0.00	0.00	0.00	0.00	0%	0%
267-419900	LOCAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
267-443000	FEDERAL ASSISTANCE - VI-A	0.00	0.00	42,929.61CR	42,929.61	0%	0%
267-443001	NYCP GRANT REVENUE	0.00	0.00	101,135.17CR	101,135.17	0%	0%
267-443002	ACE GRANT REVENUE	0.00	0.00	256,589.31CR	256,589.31	0%	0%
	TOTAL REVENUE	0.00	0.00	400,654.09CR	400,654.09	0%	0%
267-512410	CULTURAL ENRICHMENT SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
267-515100	COORDINATOR SALARY	0.00	325.47	2,603.76 (	2,603.76)	0%	0%
267-515110	NEZ PERCE LANGUAGE INSTRUCTOR	0.00	0.00	0.00	0.00	0%	0%
267-515115	CERTIFIED SALARY - OTHER	0.00	0.00	0.00	0.00	0%	0%
267-515120	SECRETARY'S SALARY	0.00	2,709.91	27,105.03 (	27,105.03)	0%	0%
267-515125	ATTENDANCE CLERK	0.00	0.00	0.00	0.00	0%	0%
267-515200	FRINGE	0.00	244.00	2,505.66 (	2,505.66)	0%	0%
267-515210	LIFE INS - VI-A	0.00	3.04	35.72 (	35.72)	0%	0%
267-515220	EMPLOYER FICA	0.00	244.20	2,407.89 (	2,407.89)	0%	0%
267-515230	HEALTH INSURANCE - VI-A	0.00	997.41	2,550.91 (	2,550.91)	0%	0%
267-515270	WORKER'S COMPENSATION	0.00	25.58	251.31 (	251.31)	0%	0%
267-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
267-515290	RETIREMENT BENEFIT	0.00	176.11	2,122.81 (	2,122.81)	0%	0%
267-515300	HIGH SCHOOL PURCHASED SVCS	0.00	0.00	610.04 (	610.04)	0%	0%
267-515380	TRAVEL - VI-A	0.00	0.00	0.00	0.00	0%	0%
267-515410	SUPPLIES	0.00	0.00	6,494.32 (	6,494.32)	0%	0%
267-920800	INDIRECT COST - TITLE VI	0.00	0.00	967.88 (	967.88)	0%	0%
	TOTAL TITLE VI-A EXPENDITURES	0.00	4,725.72	47,655.33	47,655.33CR	0%	0%
267-515101	SALARIES - DIRECTOR - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515111	SALARIES - CERTIFIED - NYCP	0.00	3,477.00	10,433.85 (	10,433.85)	0%	0%
267-515116	SALARIES - N/C - NYCP	0.00	5,754.55	28,556.62 (	28,556.62)	0%	0%
267-515201	FRINGE - NYCP	0.00	314.00	1,884.00 (	1,884.00)	0%	0%
267-515211	LIFE INS - NYCP	0.00	21.30	84.41 (	84.41)	0%	0%
267-515221	FICA - ER - NYCP	0.00	727.93	3,114.52 (	3,114.52)	0%	0%
267-515231	HEALTH INS - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515271	WORKERS COMP - NYCP	0.00	44.42	188.66 (	188.66)	0%	0%
267-515281	UUSL - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515291	PERSI - NYCP	0.00	1,143.07	4,880.41 (	4,880.41)	0%	0%
267-515311	CONTRACTURAL PURCHASED SERVICES - NYCP	0.00	0.00	7,500.00 (	7,500.00)	0%	0%
267-515321	OTHER PURCHASED SERVICES - NYCP	0.00	0.00	14,490.78 (	14,490.78)	0%	0%
267-515381	TRAVEL - NYCP	0.00	0.00	1,276.98 (	1,276.98)	0%	0%
267-515421	EQUIPMENT - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515411	SUPPLIES - NYCP	0.00	672.19	38,855.54 (	38,855.54)	0%	0%
267-920801	INDIRECT COSTS - NYCP	0.00	0.00	2,023.86 (	2,023.86)	0%	0%
	TOTAL NYCP EXPENDITURES	0.00	12,154.46	113,289.63	113,289.63CR	0%	0%
267-515102	SALARIES - DIRECTOR - ACE	0.00	3,410.75	27,286.00 (	27,286.00)	0%	0%
267-515112	SALARIES - CERTIFIED - ACE	0.00	12,770.68	106,914.94 (	106,914.94)	0%	0%
267-515117	SALARIES - N/C - ACE	0.00	7,099.08	56,607.91 (	56,607.91)	0%	0%
267-515202	FRINGE - ACE	0.00	983.75	7,870.00 (	7,870.00)	0%	0%
267-515212	LIFE INS - ACE	0.00	25.60	201.92 (	201.92)	0%	0%
267-515222	FICA - ER - ACE	0.00	1,853.56	15,176.50 (	15,176.50)	0%	0%
267-515232	HEALTH INS - ACE	0.00	2,360.77	18,515.26 (	18,515.26)	0%	0%
267-515272	WORKERS COMP - ACE	0.00	151.46	1,263.39 (	1,263.39)	0%	0%
267-515282	UUSL - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515292	PERSI - ACE	0.00	1,641.28	13,922.03 (	13,922.03)	0%	0%
267-515312	PURCHASED SERVICES - ACE	0.00	4,000.00	19,525.00 (	19,525.00)	0%	0%
267-515382	TRAVEL - ACE	0.00	1,057.95	14,265.39 (	14,265.39)	0%	0%
267-515412	SUPPLIES - ACE	0.00	657.57	6,502.96 (	6,502.96)	0%	0%
267-920802	INDIRECT COSTS - ACE	0.00	0.00	4,550.46 (	4,550.46)	0%	0%
	TOTAL ACE EXPENDITURES	0.00	36,012.45	292,601.76	292,601.76CR	0%	0%
	TOTAL EXPENDITURES	0.00	52,892.63	453,546.72	453,546.72CR	0%	0%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
J O M F U N D							
269-320000	J.O.M. BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
269-415000	INVESTMENT EARNINGS	0.00	0.00	701.62CR	701.62	0%	0%
269-445900	FEDERAL ASSISTANCE	0.00	49,318.84CR	49,318.84CR	49,318.84	0%	0%
	TOTAL REVENUE	0.00	49,318.84CR	50,020.46CR	50,020.46	0%	0%
269-512310	CULTURAL ENRICHMENT	0.00	0.00	0.00	0.00	0%	0%
269-512390	J.O.M. SUMMER SCHOOL	0.00	0.00	0.00	0.00	0%	0%
269-512410	CULTURAL SUPPLIES/MATERIALS	0.00	693.36	2,363.36 (	2,363.36)	0%	0%
269-515110	CERTIFIED SALARIES - ASP - S/S	0.00	745.00	5,376.82 (	5,376.82)	0%	0%
269-515111	JOM COORDINATOR	0.00	0.00	0.00	0.00	0%	0%
269-515115	CLASSIFIED SALARIES	0.00	0.00	0.00	0.00	0%	0%
269-515210	LIFE INS BENEFIT	0.00	1.25	8.80 (	8.80)	0%	0%
269-515220	EMPLOYER FICA	0.00	54.44	398.96 (	398.96)	0%	0%
269-515230	HEALTH INSURANCE - JOM	0.00	140.32	993.98 (	993.98)	0%	0%
269-515270	WORKERS COMP	0.00	13.49	103.29 (	103.29)	0%	0%
269-515280	UNUSED SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
269-515290	PERSI	0.00	88.95	642.00 (	642.00)	0%	0%
269-515300	PURCHASE SERVICES	0.00	0.00	2,310.00 (	2,310.00)	0%	0%
269-515310	CULTURAL ENRICHMENT SERVICES	0.00	0.00	1,313.70 (	1,313.70)	0%	0%
269-515410	JOM CULTURAL SUPPLIES	0.00	0.00	12,956.97 (	12,956.97)	0%	0%
	TOTAL EXPENDITURES	0.00	1,736.81	26,467.88	26,467.88CR	0%	0%
T I T L E I I A I M P V T E A C H Q U A L I T Y							
271-320000	ESTIMATED BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
271-445900	FEDERAL TITLE II-A REVENUE	0.00	0.00	37,438.34CR	37,438.34	0%	0%
	TOTAL REVENUE	0.00	0.00	37,438.34CR	37,438.34	0%	0%
271-621110	STAFF DEVELOPMENT SALARIES	0.00	1,667.05	16,018.03 (	16,018.03)	0%	0%
271-621210	STAFF DEVELOPMENT LIFE INS.	0.00	3.79	33.27 (	33.27)	0%	0%
271-621220	STAFF DEVELOP. FICA BENEFIT	0.00	127.07	1,213.88 (	1,213.88)	0%	0%
271-621230	HEALTH INSURANCE - II-A	0.00	250.11	2,180.83 (	2,180.83)	0%	0%
271-621270	WORKERS COMPENSATION	0.00	12.26	120.95 (	120.95)	0%	0%
271-621280	STAFF DEVELOP. SICK LEAVE	0.00	0.00	0.00	0.00	0%	0%
271-621290	STAFF DEVELOP. PERSI BENEFIT	0.00	199.06	1,912.62 (	1,912.62)	0%	0%
271-621310	STAFF DEVELOPMENT	0.00	0.00	10,649.18 (	10,649.18)	0%	0%
271-621380	TITLE II STAFF TRAVEL	0.00	0.00	7,568.92 (	7,568.92)	0%	0%
271-621410	STAFF DEVELOPMENT SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
271-920800	INDIRECT COST--TITLE II-A	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	2,259.34	39,697.68	39,697.68CR	0%	0%
21st CENTURY COMMUNITY LEARNING CENTER							
273-445900	21ST CENTURY FEDERAL REVENUE	0.00	0.00	63,880.79CR	63,880.79	0%	0%
	TOTAL REVENUE	0.00	0.00	63,880.79CR	63,880.79	0%	0%
273-512100	SALARIES - DIRECTOR - 21ST CLCC	0.00	4,000.00	32,000.00 (	32,000.00)	0%	0%
273-512110	SALARIES - CERTIFIED - 21ST CLCC	0.00	1,418.58	9,590.69 (	9,590.69)	0%	0%
273-512115	SALARIES - N/C - 21ST CLCC	0.00	3,549.26	19,876.83 (	19,876.83)	0%	0%
273-512200	FRINGE - 21ST CLCC	0.00	0.00	0.00	0.00	0%	0%
273-512210	LIFE - 21ST CLCC	0.00	12.33	73.89 (	73.89)	0%	0%
273-512220	FICA - 21ST CLCC	0.00	682.90	4,675.60 (	4,675.60)	0%	0%
273-512230	HEALTH INS - 21ST CLCC	0.00	918.41	5,609.45 (	5,609.45)	0%	0%
273-512270	WORKERS COMP - 21ST CLCC	0.00	69.95	479.40 (	479.40)	0%	0%
273-512280	UUSL - 21ST CLCC	0.00	0.00	0.00	0.00	0%	0%
273-512290	PERSI - 21ST CLCC	0.00	831.94	5,428.77 (	5,428.77)	0%	0%
273-512300	PURCHASED SERVICES - 21ST CLCC	0.00	0.00	8,583.50 (	8,583.50)	0%	0%
273-512400	SUPPLIES - 21ST CLCC	0.00	257.04	767.25 (	767.25)	0%	0%
273-920800	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	11,740.41	87,085.38	87,085.38CR	0%	0%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
G E A R - U P G R A N T							
278-320000	GEAR-UP BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
278-419900	OTHER LOCAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
278-431900	GEAR UP - OTHER STATE REVENUE	0.00	0.00	0.00	0.00	0%	0%
278-445000	GEAR-UP GRANT REVENUE	0.00	0.00	10,575.29CR	10,575.29	0%	0%
	TOTAL REVENUE	0.00	0.00	10,575.29CR	10,575.29	0%	0%
278-515110	GEAR UP CERT. SALARIES	0.00	0.00	0.00	0.00	0%	0%
278-515115	GEAR UP SALARIES	0.00	1,319.00	10,481.44 (	10,481.44)	0%	0%
278-515200	FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515210	LIFE INSURANCE BENEFIT	0.00	4.13	31.69 (	31.69)	0%	0%
278-515220	EMPLOYER FICA	0.00	100.91	801.88 (	801.88)	0%	0%
278-515230	HEALTH INSURANCE - GEAR UP	0.00	465.97	3,574.31 (	3,574.31)	0%	0%
278-515270	WORKER'S COMPENSATION	0.00	10.29	81.77 (	81.77)	0%	0%
278-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515290	PERSI BENEFIT	0.00	157.49	1,251.50 (	1,251.50)	0%	0%
278-515380	STUDENT TRAVEL	0.00	0.00	0.00	0.00	0%	0%
278-515410	GEAR UP SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
278-621310	STAFF CONFERENCE/TRAINING	0.00	0.00	0.00	0.00	0%	0%
278-621380	STAFF TRAVEL	0.00	0.00	713.01 (	713.01)	0%	0%
278-920800	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	2,057.79	16,935.60	16,935.60CR	0%	0%
CORONAVIRUS RELIEF FUND							
284-445900	CORONAVIRUS RELIEF FUND REVENUE	0.00	0.00	78,752.99CR	78,752.99	0%	0%
	TOTAL REVENUE	0.00	0.00	78,752.99CR	78,752.99	0%	0%
284-512110	CVR ELEM SALARIES - CERTIFIED	0.00	0.00	21,000.00 (	21,000.00)	0%	0%
284-512115	CVR ELEM SALARIES - CLASSIFIED	0.00	0.00	17,305.78 (	17,305.78)	0%	0%
284-512200	CVR ELEM - BENEFITS	0.00	0.00	7,425.60 (	7,425.60)	0%	0%
284-515110	CVR HS SALARIES - CERTIFIED	0.00	0.00	20,000.00 (	20,000.00)	0%	0%
284-515115	CVR HS SALARIES - CLASSIFIED	0.00	0.00	6,000.00 (	6,000.00)	0%	0%
284-515200	CVR MHS BENEFITS	0.00	0.00	5,171.91 (	5,171.91)	0%	0%
284-621100	SALARIES - STAFF DEVELOPMENT	0.00	0.00	563.52 (	563.52)	0%	0%
284-621200	BENEFITS - STAFF DEVELOPMENT	0.00	0.00	283.56 (	283.56)	0%	0%
284-621300	PURCHASED SERVICES - STAFF DEVELOPMENT	0.00	0.00	1,161.09 (	1,161.09)	0%	0%
284-621400	SUPPLIES - STAFF DEVELOPMENT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	0.00	78,911.46	78,911.46CR	0%	0%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
C H I L D N U T R I T I O N							
290-320000	EST. BEG. BAL.--SCHOOL LUNCH	0.00	0.00	0.00	0.00	0%	0%
290-415000	EARNINGS ON INVESTMENTS	0.00	0.00	716.75CR	716.75	0%	0%
290-416100	SCHOOL FOOD SERVICE	0.00	0.00	0.00	0.00	0%	0%
290-416200	LUNCH SALES--ALA CARTE	0.00	875.00CR	5,731.59CR	5,731.59	0%	0%
290-419900	OTHER REVENUE	0.00	0.00	0.00	0.00	0%	0%
290-445500	NSLP - LUNCH REVENUE	0.00	0.00	191,081.02CR	191,081.02	0%	0%
290-445501	FEDERAL SUPPORT--COMMODITIES	0.00	0.00	0.00	0.00	0%	0%
290-445502	NSLP - SUMMER LUNCH REVENUE	0.00	0.00	16,776.31CR	16,776.31	0%	0%
290-445503	NSLP - BREAKFAST REVENUE	0.00	0.00	57,350.25CR	57,350.25	0%	0%
290-445504	NSLP - SNACK REVENUE	0.00	0.00	0.00	0.00	0%	0%
290-445505	FRESH FRUIT VEGETABLE GRANT INCOME	0.00	0.00	11,533.53CR	11,533.53	0%	0%
290-460000	INTERFUND TRANSFER	0.00	0.00	0.00	0.00	0%	0%
TOTAL REVENUE		0.00	875.00CR	283,189.45CR	283,189.45	0%	0%
290-710115	FOOD SERVICE SALARIES--REGULAR	0.00	13,928.82	117,339.08 (	117,339.08)	0%	0%
290-710116	FFVP PREP SALARIES	0.00	250.80	3,499.65 (	3,499.65)	0%	0%
290-710117	FFVP ADMIN SALARIES	0.00	89.88	89.88 (	89.88)	0%	0%
290-710200	FRINGE BENEFITS-FOOD SERVICES	0.00	411.50	3,292.00 (	3,292.00)	0%	0%
290-710210	LIFE/EMP. ASSIST. PLAN	0.00	48.00	370.97 (	370.97)	0%	0%
290-710220	EMPLOYER FICA	0.00	1.28	1.28 (	1.28)	0%	0%
290-710230	HEALTH INSURANCE - FOOD SERVICE	0.00	4,510.90	35,146.96 (	35,146.96)	0%	0%
290-710270	WORKER'S COMPENSATION	0.00	674.66	5,952.13 (	5,952.13)	0%	0%
290-710280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
290-710290	PERSI BENEFIT	0.00	1,752.91	14,767.91 (	14,767.91)	0%	0%
290-710310	FOOD SERVICE - PURCHASED SERVICES	0.00	0.00	613.22 (	613.22)	0%	0%
290-710315	FFVP PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
290-710410	FOOD SERVICE--NON-FOOD SUPPLIES	0.00	0.00	15,914.55 (	15,914.55)	0%	0%
290-710411	FOOD SERVICE--FOOD SUPPLIES	0.00	0.00	162,756.12 (	162,756.12)	0%	0%
290-710412	FOOD SERVICE--MILK	0.00	0.00	16,060.79 (	16,060.79)	0%	0%
290-710413	FOOD SERVICE--COMMODITIES	0.00	0.00	0.00	0.00	0%	0%
290-710415	FFVP FOOD SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
290-710416	FFVP SUPPLIES & MATERIALS	0.00	0.00	0.00	0.00	0%	0%
290-710550	FOOD SERVICE EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
TOTAL EXPENDITURES		0.00	21,668.75	375,804.54	375,804.54CR	0%	0%
B O N D I N T./R E D E M P. FUND							
310-320000	BIRF BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
310-412510	BIRF LEVY TAXES-NEZPERCE COUNTY	0.00	2,301.29CR	148,247.29CR	148,247.29	0%	0%
310-415000	INVESTMENT EARNINGS	0.00	0.00	1,094.10CR	1,094.10	0%	0%
310-419900	REVENUE--SAVINGS FROM BOND REFI	0.00	0.00	0.00	0.00	0%	0%
310-438000	REVENUE IN LIEU OF PROPERTY TAX	0.00	0.00	0.00	0.00	0%	0%
310-439000	STATE BOND GUARANTY REV.	0.00	0.00	72,963.80CR	72,963.80	0%	0%
TOTAL REVENUE		0.00	2,301.29CR	222,305.19CR	222,305.19	0%	0%
310-911610	BIRF PRINCIPAL	0.00	0.00	260,000.00 (	260,000.00)	0%	0%
310-912620	BIRF INTEREST	0.00	0.00	20,400.00 (	20,400.00)	0%	0%
310-912621	BIRF FEES	0.00	0.00	550.00 (	550.00)	0%	0%
TOTAL EXPENDITURES		0.00	0.00	280,950.00	280,950.00CR	0%	0%
BUS DEPRECIATION							
421-320000	BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
421-431200	TRANSPORTATION DEPRECIATION REV	0.00	0.00	0.00	0.00	0%	0%
421-460000	TRANSFER FROM GENERAL FUND	0.00	0.00	0.00	0.00	0%	0%
TOTAL REVENUE		0.00	0.00	0.00	0.00	0%	0%
421-681500	BUS PURCHASE	0.00	0.00	67,026.00 (67,026.00)	0%	0%
TOTAL EXPENDITURES		0.00	0.00	67,026.00	67,026.00CR	0%	0%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
STUDENT ACTIVITY FUND							
238-320000	BEGINNING BALANCE - BUDGET	0.00	0.00	0.00	0.00	0%	0%
238-417900	OTHER STUDENT REVENUES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
238-740300	STUDENT ACTIVITY EXPENDITURES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	0.00	0.00	0.00	0%	0%
SCHOLARSHIP FUND							
710-320000	BEGINNING BALANCE - BUDGET	0.00	0.00	0.00	0.00	0%	0%
710-419900	OTHER LOCAL REVENUE - SCHOLARSHIP FUND	0.00	0.00	0.00	0.00	0%	0%
710-415000	INTEREST EARNINGS	0.00	0.00	222.75CR	222.75	0%	0%
	TOTAL REVENUE	0.00	0.00	222.75CR	222.75	0%	0%
710-740300	SCHOLARSHIPS AWARDED	0.00	0.00	3,100.00	(3,100.00)	0%	0%
	TOTAL EXPENDITURES	0.00	0.00	3,100.00	3,100.00CR	0%	0%

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
GENERAL FUND				
100-111100	CASH IN BANK—GENERAL FUND	29,651.02	108,476.02	138,127.04
100-111109	PAYROLL CHECKING	0.00	0.00	0.00
100-111300	PETTY CASH	0.00	0.00	0.00
100-112100	INVESTMENTS—LGIP #1037	2,242,836.77	600,000.00CR	1,642,836.77
100-113100	TAXES RECEIVABLE	2,503.70	0.00	2,503.70
100-114100	STATE SUPPORT RECEIVABLE	0.00	0.00	0.00
100-114200	RECEIVABLE	5,974.06CR	2,316.67	3,657.39CR
100-114230	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	2,269,017.43	489,207.31CR	1,779,810.12
100-211200	INTERFUND PAYABLE	0.00	0.00	0.00
100-213000	ACCOUNTS PAYABLE	0.00	56,291.00CR	56,291.00CR
100-217100	SALARIES PAYABLE	0.00	0.00	0.00
100-217200	BENEFITS PAYABLE	0.00	0.00	0.00
100-218350	SALES TAX PAYABLE - IDAHO	145.28CR	52.50CR	197.78CR
100-218351	WORKERS COMPENSATION PAYABLE	10,060.76CR	6,544.07CR	16,604.83CR
100-221100	DEFERRED REVENUES	3,294.86CR	0.00	3,294.86CR
100-320200	FUND BALANCE - GENERAL FUND	2,255,516.53CR	552,094.88	1,703,421.65CR
	TOTAL LIABILITIES & FUND BALANCE	2,269,017.43CR	489,207.31	1,779,810.12CR
GRANTS - NEZ PERCE TRIBE & OTHERS				
232-111100	CASH IN BANK—NPT GRANTS & OTHERS	33,991.35	462.36	34,453.71
232-112100	LGIP	52,253.88	0.00	52,253.88
232-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
232-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	86,245.23	462.36	86,707.59
232-217100	SALARIES PAYABLE	0.00	0.00	0.00
232-217200	BENEFITS PAYABLE	0.00	0.00	0.00
232-213000	ACCOUNTS PAYABLE	0.00	493.93CR	493.93CR
232-320200	FUND BALANCE - FUND 232	86,245.23CR	31.57	86,213.66CR
	TOTAL LIABILITIES & FUND BALANCE	86,245.23CR	462.36CR	86,707.59CR
NEZPERCE TRIBE JOB SKILLS				
235-111100	CASH IN BANK—NEZPERCE SPEC. SERV.	9,901.43	1,318.92CR	8,582.51
235-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	9,901.43	1,318.92CR	8,582.51
235-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
235-217100	SALARIES PAYABLE	0.00	0.00	0.00
235-217200	BENEFITS PAYABLE	0.00	0.00	0.00
235-320200	FUND BALANCE- NEZPERCE TRIBE JOB SKILLS	9,901.43CR	1,318.92	8,582.51CR
	TOTAL LIABILITIES & FUND BALANCE	9,901.43CR	1,318.92	8,582.51CR
STATE VOCATIONAL				
243-111100	CASH IN BANK—STATE VOC ED.	14,992.86	0.00	14,992.86
243-114100	SUPPORT RECEIVABLE	0.00	0.00	0.00
243-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	14,992.86	0.00	14,992.86
243-211200	INTERFUND PAYABLES	0.00	0.00	0.00
243-213000	ACCOUNTS PAYABLE	0.00	3,018.25CR	3,018.25CR
243-217100	SALARIES PAYABLE	0.00	0.00	0.00
243-217200	BENEFITS PAYABLE	0.00	0.00	0.00
243-320200	FUND BALANCE - FUND 243	14,992.86CR	3,018.25	11,974.61CR
	TOTAL LIABILITIES & FUND BALANCE	14,992.86CR	0.00	14,992.86CR

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ARPA - ESSERF III				
250-111100	CASH - ESSERF III	0.00	20,242.43CR	20,242.43CR
250-114100	ACCOUNTS RECEIVABLE - ESSERF III	0.00	0.00	0.00
	TOTAL ASSETS	0.00	20,242.43CR	20,242.43CR
250-213000 ACCOUNTS PAYABLE - ESSERF III				
250-217100	SALARIES PAYABLE	0.00	79,879.05CR	79,879.05CR
250-217200	BENEFITS PAYABLE	0.00	0.00	0.00
250-221000	DEFERRED REVENUE	0.00	0.00	0.00
250-320200	FUND BALANCE - ESSERF III	0.00	100,121.48	100,121.48
	TOTAL LIABILITIES & FUND BALANCE	0.00	20,242.43	20,242.43
CHAPTER I FUND				
251-111100	CASH IN BANK--TITLE I	0.00	13,461.44CR	13,461.44CR
251-114100	ASSISTANCE REC'BL--CHAPTER I	0.00	0.00	0.00
251-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	13,461.44CR	13,461.44CR
251-211200 INTERFUND PAYABLES				
251-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
251-217100	CONTRACTS PAYABLE--CHAPTER I	0.00	0.00	0.00
251-217200	BENEFITS PAYABLE	0.00	0.00	0.00
251-320200	FUND BALANCE - FUND 251	0.00	13,461.44	13,461.44
	TOTAL LIABILITIES & FUND BALANCE	0.00	13,461.44	13,461.44
CARES - ESSERF I				
252-111100	CASH - ESSER	0.00	0.00	0.00
252-114100	RECEIVABLE - ESSER	0.00	0.00	0.00
	TOTAL ASSETS	0.00	0.00	0.00
252-213000 ACCOUNTS PAYABLE - ESSER				
252-221000	DEFERRED REVENUE	0.00	0.00	0.00
252-320200	FUND BALANCE - ESSER	0.00	0.00	0.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	0.00	0.00
CRRSA - ESSERF II				
254-111100	CASH - ESSERF II FUND	66.27CR	0.00	66.27CR
254-114100	RECEIVABLE - ESSERF II	0.00	0.00	0.00
	TOTAL ASSETS	66.27CR	0.00	66.27CR
254-213000 ACCOUNTS PAYABLE - ESSERF II				
254-217100	SALARIES PAYABLE	0.00	0.00	0.00
254-217200	BENEFITS PAYABLE	0.00	0.00	0.00
254-221000	DEFERRED REVENUE	0.00	0.00	0.00
254-320200	FUND BALANCE - ESSERF II	0.00	0.00	0.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	0.00	0.00

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
PART B FUND				
257-111100	CASH IN BANK-- PART B	0.00	11,174.42CR	11,174.42CR
257-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
257-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	11,174.42CR	11,174.42CR
257-211200	INTERFUND PAYABLES	0.00	0.00	0.00
257-213000	ACCOUNTS PAYABLE-- PART B	0.00	0.00	0.00
257-217100	CONTRACTS PAYABLE	0.00	0.00	0.00
257-217200	BENEFITS PAYABLE	0.00	0.00	0.00
257-320200	FUND BALANCE - FUND 257	0.00	11,174.42	11,174.42
	TOTAL LIABILITIES & FUND BALANCE	0.00	11,174.42	11,174.42
PART B PRESCHOOL				
258-111100	CASH IN BANK -- PART B PRE-SCHOOL	0.00	249.10CR	249.10CR
258-114100	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	249.10CR	249.10CR
258-211200	INTERFUND PAYABLES	0.00	0.00	0.00
258-213000	PART B PRESCHOOL ACCOUNTS PAYABLE	0.00	0.00	0.00
258-217100	PART B PRESCHOOL SALARIES PAYABLE	0.00	0.00	0.00
258-217200	PART B PRESCHOOL BENEFITS PAYABLE	0.00	0.00	0.00
258-320200	FUND BALANCE - FUND 258	0.00	249.10	249.10
	TOTAL LIABILITIES & FUND BALANCE	0.00	249.10	249.10
MEDICAID FUND				
260-111100	CASH - MEDICAID FUND	124,523.51	0.00	124,523.51
260-111500	MEDICAID TRUST ACCOUNT	23,831.43	0.00	23,831.43
260-113100	MEDICAID RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	148,354.94	0.00	148,354.94
260-211200	INTERFUND PAYABLE	0.00	0.00	0.00
260-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
260-320200	FUND BALANCE - MEDICAID FUND	148,354.94CR	0.00	148,354.94CR
	TOTAL LIABILITIES & FUND BALANCE	148,354.94CR	0.00	148,354.94CR
TITLE IV-A ESSA STUDENT SUPPORT				
261-111100	TITLE IV-A CASH	0.00	1,342.64CR	1,342.64CR
261-114200	TITLE IV-A RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	1,342.64CR	1,342.64CR
261-213000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	0.00	0.00
261-217100	SALARIES PAYABLE	0.00	0.00	0.00
261-217200	BENEFITS PAYABLE	0.00	0.00	0.00
261-221000	DEFERRED REVENUE	0.00	0.00	0.00
261-320200	FUND BALANCE - TITLE IV-A	0.00	1,342.64	1,342.64
	TOTAL LIABILITIES & FUND BALANCE	0.00	1,342.64	1,342.64

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
REAP				
262-111100	CASH IN BANK--REAP GRANT	0.00	1,754.84CR	1,754.84CR
262-114100	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	1,754.84CR	1,754.84CR
262-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
262-217100	SALARIES PAYABLE	0.00	0.00	0.00
262-217200	BENEFITS PAYABLE	0.00	0.00	0.00
262-320200	FUND BALANCE - REAP	0.00	1,754.84	1,754.84
	TOTAL LIABILITIES & FUND BALANCE	0.00	1,754.84	1,754.84
T I T L E VI-A INDIAN EDUCATION				
267-111100	CASH IN BANK--TITLE VI-A	0.00	46,504.92CR	46,504.92CR
267-114100	REVENUE RECEIVABLE -- TITLE VI-A	0.00	0.00	0.00
	TOTAL ASSETS	0.00	46,504.92CR	46,504.92CR
267-211200	INTERFUND PAYABLE	0.00	0.00	0.00
267-213000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	6,387.71CR	6,387.71CR
267-217100	CONTRACTS PAYABLE--TITLE VI-A	0.00	0.00	0.00
267-217200	BENEFITS PAYABLE - TITLE-VI-A	0.00	0.00	0.00
267-320200	FUND BALANCE - TITLE VI-A	0.00	52,892.63	52,892.63
	TOTAL LIABILITIES & FUND BALANCE	0.00	46,504.92	46,504.92
J O M F U N D				
269-111100	CASH IN BANK--JOM	3,249.35	48,275.39	51,524.74
269-112100	INVESTMENTS - LGIP #2714	46,035.39	0.00	46,035.39
269-114100	ASSISTANCE REC' BL--JOM	0.00	0.00	0.00
269-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	49,284.74	48,275.39	97,560.13
269-213000	ACCOUNTS PAYABLE -- J O M	0.00	693.36CR	693.36CR
269-217100	CONTRACTS PAYABLE--JOM	0.00	0.00	0.00
269-217200	BENEFITS PAYABLE	0.00	0.00	0.00
269-320200	FUND BALANCE - JOM	49,284.74CR	47,582.03CR	96,866.77CR
	TOTAL LIABILITIES & FUND BALANCE	49,284.74CR	48,275.39CR	97,560.13CR
T I T L E IIA IMPV TEACH QUALITY				
271-111100	CASH IN BANK--TITLE II IMPV T QUAL	0.00	2,259.34CR	2,259.34CR
271-114000	RECEIVABLE--TITLE II	0.00	0.00	0.00
	TOTAL ASSETS	0.00	2,259.34CR	2,259.34CR
271-211200	INTERFUND PAYABLE	0.00	0.00	0.00
271-213000	ACCOUNTS PAYABLE--TITLE II	0.00	0.00	0.00
271-217100	SALARIES PAYABLE	0.00	0.00	0.00
271-217200	BENEFITS PAYABLE	0.00	0.00	0.00
271-221000	DEFERRED REVENUE	0.00	0.00	0.00
271-320200	FUND BALANCE - TITLE II-A	0.00	2,259.34	2,259.34
	TOTAL LIABILITIES & FUND BALANCE	0.00	2,259.34	2,259.34

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
21st CENTURY COMMUNITY LEARNING CENTER				
273-111100	CASH - 21ST CENTURY LEARNING CENTER	11,464.18CR	11,483.37CR	22,947.55CR
273-114000	RECEIVABLE - 21ST CENTURY LEARNING CENT	0.00	0.00	0.00
	TOTAL ASSETS	11,464.18CR	11,483.37CR	22,947.55CR
273-211200	INTERFUND PAYABLE	0.00	0.00	0.00
273-213000	ACCOUNTS PAYABLE - 21ST CLCC	0.00	257.04CR	257.04CR
273-217100	SALARIES PAYABLE	0.00	0.00	0.00
273-217200	BENEFITS PAYABLE	0.00	0.00	0.00
273-221000	DEFERRED REVENUE	0.00	0.00	0.00
273-320200	FUND BALANCE - 21ST CENTURY LEARNING CE	11,464.18	11,740.41	23,204.59
	TOTAL LIABILITIES & FUND BALANCE	11,464.18	11,483.37	22,947.55
G E A R - U P G R A N T				
278-111100	CASH IN BANK--GEAR-UP GRANT	4,302.52CR	2,057.79CR	6,360.31CR
278-114000	REVENUE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	4,302.52CR	2,057.79CR	6,360.31CR
278-211200	INTERFUND PAYABLE	0.00	0.00	0.00
278-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
278-217100	SALARIES PAYABLE	0.00	0.00	0.00
278-217200	BENEFITS PAYABLE	0.00	0.00	0.00
278-221000	DEFERRED REVENUE	0.00	0.00	0.00
278-320200	FUND BALANCE - GEAR UP GRANT	4,302.52	2,057.79	6,360.31
	TOTAL LIABILITIES & FUND BALANCE	4,302.52	2,057.79	6,360.31
CORONAVIRUS RELIEF FUND				
284-111100	CASH IN BANK- CORONAVIRUS RELIEF FUND	158.47CR	0.00	158.47CR
284-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	158.47CR	0.00	158.47CR
284-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
284-217100	SALARIES PAYABLE	0.00	0.00	0.00
284-217200	BENEFITS PAYABLE	0.00	0.00	0.00
284-221000	DEFERRED REVENUE	0.00	0.00	0.00
284-320200	FUND BALANCE - CORONAVIRUS RELIEF FUND	158.47	0.00	158.47
	TOTAL LIABILITIES & FUND BALANCE	158.47	0.00	158.47
C H I L D N U T R I T I O N				
290-111100	CASH IN BANK -- FOOD SERVICE	1,289.59	20,793.75CR	19,504.16CR
290-112100	LGIP	47,028.51	0.00	47,028.51
290-111300	PETTY CASH	30.00	0.00	30.00
290-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
290-114500	REVENUE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	48,348.10	20,793.75CR	27,554.35
290-211200	INTERFUND PAYABLE	0.00	0.00	0.00
290-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
290-217100	FOOD SERVICE SALARIES PAYABLE	0.00	0.00	0.00
290-217200	BENEFITS PAYABLE	0.00	0.00	0.00
290-221000	DEFERRED REVENUE	0.00	0.00	0.00
290-320200	FUND BALANCE - CHILD NUTRITION	48,343.85CR	20,793.75	27,550.10CR
	TOTAL LIABILITIES & FUND BALANCE	48,343.85CR	20,793.75	27,550.10CR

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
B O N D I N T./R E D E M P. FUND				
310-111100	CASH IN BANK--BOND INT./REDEMP. FD	22,507.38CR	2,301.29	20,206.09CR
310-112100	INVESTMENTS--BIR FUND #2770	71,787.80	0.00	71,787.80
310-113100	TAXES RECEIVABLE--NEZ PERCE CO.	14,443.43	0.00	14,443.43
310-114000	REVENUE RECEIVABLE	0.00	0.00	0.00
310-114101	INTEREST RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	63,723.85	2,301.29	66,025.14
310-211200	INTERFUND PAYABLE	0.00	0.00	0.00
310-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
310-216100	BONDS PAYABLE	0.00	0.00	0.00
310-221000	DEFERRED REVENUES--NEZ PERCE CO.	14,139.61CR	0.00	14,139.61CR
310-320200	FUND BALANCE - BOND REDEMPTION FUND	49,584.24CR	2,301.29CR	51,885.53CR
	TOTAL LIABILITIES & FUND BALANCE	63,723.85CR	2,301.29CR	66,025.14CR
B U S D E P R E C I A T I O N				
421-111100	CASH IN BANK--BUS DEPRECIATION	20,742.00	0.00	20,742.00
421-114000	REVENUE RECEIVABLE	0.00	0.00	0.00
421-114101	INTEREST RECEIVABLE	0.00	0.00	0.00
421-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	20,742.00	0.00	20,742.00
421-211200	INTERFUND PAYABLE	0.00	0.00	0.00
421-213000	ACCOUNTS PAYABLE--BUS DEP	0.00	0.00	0.00
421-320200	FUND BALANCE - BUS DEPRECIATION	20,742.00CR	0.00	20,742.00CR
	TOTAL LIABILITIES & FUND BALANCE	20,742.00CR	0.00	20,742.00CR
S C H O L A R S H I P F U N D				
710-111100	CASH IN BANK -- SCHOLARSHIP FUND	3,100.00CR	0.00	3,100.00CR
710-112010	INV-- T.HIGHEAGLE-JOHNSON #1209	1,062.59	0.00	1,062.59
710-112015	INVESTMENTS -- MICHAEL BISBEE III #1502	2,897.76	0.00	2,897.76
710-112020	INVESTMENTS -- D HIGHEAGLE #1208	1,460.87	0.00	1,460.87
710-112025	INVESTMENTS--GENERAL SCHOLARSHIP #1503	667.13	0.00	667.13
710-112030	INVESTMENTS -- M. PATTERSON #1210	0.00	0.00	0.00
710-112040	INVESTMENTS--JEFF WILSON #2713	602.96	0.00	602.96
710-112050	INVESTMENTS--G. LEIGHTON #2715	5,566.20	0.00	5,566.20
710-112060	INVESTMENTS--ALEC REUBEN #3119	1,575.16	0.00	1,575.16
710-112075	LGIP - HELEN COLEMAN #1269	781.00	0.00	781.00
710-114000	REVENUE RECEIVABLE	0.00	0.00	0.00
710-114101	INTEREST RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	11,513.67	0.00	11,513.67
710-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
710-223210	T HIGHEAGLE-JOHNSON SCHOLARSHIP	0.00	0.00	0.00
710-223215	MICHAEL BISBEE III FUND	0.00	0.00	0.00
710-223220	FUND BALANCE - DAN HIGHEAGLE SCHOLARSHI	0.00	0.00	0.00
710-223230	FUND BALANCE - MARK PATTERSON SCHOLARSH	0.00	0.00	0.00
710-223240	F / B - JEFF WILSON MEMORIAL SCHOLARSHI	0.00	0.00	0.00
710-223250	FUND BALANCE - GARRET LEIGHTON MEMORIAL	0.00	0.00	0.00
710-223260	FUND BALANCE - ALEC REUBEN SCHOLARSHIP	0.00	0.00	0.00
710-223275	FUND BALANCE - HELEN COLEMAN FUND	0.00	0.00	0.00
710-223280	FUND BALANCE - JIM MCCORMACK SCHOLARSHI	0.00	0.00	0.00
710-223300	FUND BALANCE - GENERAL SCHOLARSHIP	0.00	0.00	0.00
710-320200	FUND BALANCE - SCHOLARSHIP FUND	11,513.67CR	0.00	11,513.67CR
	TOTAL LIABILITIES & FUND BALANCE	11,513.67CR	0.00	11,513.67CR

(Rprt: 01 - MAIN; Dates: 00/00/00-04/30/23; PRINT: 04/12/23 2:16:15 PM)

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ACCOUNTS PAYABLE				
100-213000	ACCOUNTS PAYABLE	0.00	56,291.00CR	56,291.00CR
232-213000	ACCOUNTS PAYABLE	0.00	493.93CR	493.93CR
235-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
243-213000	ACCOUNTS PAYABLE	0.00	3,018.25CR	3,018.25CR
250-213000	ACCOUNTS PAYABLE - ESSERF III	0.00	79,879.05CR	79,879.05CR
251-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
252-213000	ACCOUNTS PAYABLE - ESSER	0.00	0.00	0.00
254-213000	ACCOUNTS PAYABLE - ESSERF II	0.00	0.00	0.00
257-213000	ACCOUNTS PAYABLE-- PART B	0.00	0.00	0.00
258-213000	PART B PRESCHOOL ACCOUNTS PAYABLE	0.00	0.00	0.00
260-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
261-213000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	0.00	0.00
267-213000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	6,387.71CR	6,387.71CR
269-213000	ACCOUNTS PAYABLE -- J O M	0.00	693.36CR	693.36CR
271-213000	ACCOUNTS PAYABLE--TITLE II	0.00	0.00	0.00
273-213000	ACCOUNTS PAYABLE - 21ST CLCC	0.00	257.04CR	257.04CR
278-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
284-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
290-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
310-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
ACCOUNTS PAYABLE		0.00	147,020.34CR	147,020.34CR

C A S H I N B A N K

100-111100	CASH IN BANK--GENERAL FUND	29,651.02	108,476.02	138,127.04
232-111100	CASH IN BANK-NPT GRANTS & OTHERS	33,991.35	462.36	34,453.71
235-111100	CASH IN BANK--NEZPERCE SPEC. SERV.	9,901.43	1,318.92CR	8,582.51
243-111100	CASH IN BANK--STATE VOC ED.	14,992.86	0.00	14,992.86
246-111100	CASH IN BANK--DRUG FREE YTH	0.00	0.00	0.00
250-111100	CASH - ESSERF III	0.00	20,242.43CR	20,242.43CR
251-111100	CASH IN BANK--TITLE I	0.00	13,461.44CR	13,461.44CR
252-111100	CASH - ESSER	0.00	0.00	0.00
254-111100	CASH - ESSERF II FUND	66.27CR	0.00	66.27CR
257-111100	CASH IN BANK-- PART B	0.00	11,174.42CR	11,174.42CR
258-111100	CASH IN BANK -- PART B PRE-SCHOOL	0.00	249.10CR	249.10CR
259-111100	CASH - ARPA IDEA PART B	0.00	0.00	0.00
260-111100	CASH - MEDICAID FUND	124,523.51	0.00	124,523.51
261-111100	TITLE IV-A CASH	0.00	1,342.64CR	1,342.64CR
262-111100	CASH IN BANK--REAP GRANT	0.00	1,754.84CR	1,754.84CR
267-111100	CASH IN BANK--TITLE VI-A	0.00	46,504.92CR	46,504.92CR
269-111100	CASH IN BANK--JOM	3,249.35	48,275.39	51,524.74
271-111100	CASH IN BANK--TITLE II IMPV T QUAL	0.00	2,259.34CR	2,259.34CR
273-111100	CASH - 21ST CENTURY LEARNING CENTER	11,464.18CR	11,483.37CR	22,947.55CR
278-111100	CASH IN BANK--GEAR-UP GRANT	4,302.52CR	2,057.79CR	6,360.31CR
284-111100	CASH IN BANK- CORONAVIRUS RELIEF FUND	158.47CR	0.00	158.47CR
290-111100	CASH IN BANK -- FOOD SERVICE	1,289.59	20,793.75CR	19,504.16CR
310-111100	CASH IN BANK--BOND INT./REDEMP. FD	22,507.38CR	2,301.29	20,206.09CR
421-111100	CASH IN BANK--BUS DEPRECIATION	20,742.00	0.00	20,742.00
710-111100	CASH IN BANK -- SCHOLARSHIP FUND	3,100.00CR	0.00	3,100.00CR
TOTAL CASH IN BANK		196,742.29	26,872.10	223,614.39

(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	DP	MO-YR	AMOUNT		
000440	100-663410	000000	04/17/23	M23820	003274	REPLACEMENT PADLOCKS	1	N	04-2023	614.00		
	**SUB-TOTAL: ABLE LOCKSMITH									614.00		
000480	100-665310	000000	04/06/23	M23443	2023-ER-001	DISTRICT WIDE SNOW REMOVAL	1	N	04-2023	5,550.00		
	**SUB-TOTAL: ABSOLUTE MACHINING SOLUTIONS									5,550.00		
001310	100-623411	000000	04/06/23	E23804	19G1-H9HQ-XCDR	HEADPHONES	1	N	04-2023	587.80		
001310	100-622410	000000	04/17/23	E23806	1LJY-NTGN-37DD	LIBRARY BOOKS	1	N	04-2023	221.72		
001310	100-622410	000000	04/17/23	E23806	1Y94-9XTF-1NGW	LIBRARY BOOKS	1	N	04-2023	192.33		
001310	100-621410	000000	04/06/23	D23788	1JKM-4KPK-7PVP	SCHOOL IMPROVEMENT TOOLS	1	N	04-2023	188.57		
001310	267-515411	000000	04/06/23	H23827	1YPD-DV1X-6XNM	HEAVY DUTY PULL CARTS	1	N	04-2023	279.98		
001310	267-515411	000000	04/06/23	H23830	1KMG-GW11-LWL7	STUDENT SUPPLIES	1	N	04-2023	176.26		
001310	267-515412	000000	04/06/23	H23834	1FJL-PWCW-LHWC	HEAR ME MY CHIEFS! NEZPERCE LEGENI	1	N	04-2023	504.77		
001310	267-515411	000000	04/17/23	H23828	14XW-L1RL-44XV	CLASS SUPPLIES	1	N	04-2023	79.97		
001310	100-664410	000000	04/06/23	M23837	1Q7C-4XF4-13XY	MAINTENANCE SUPPLIES	1	N	04-2023	632.55		
001310	267-515411	000000	04/06/23	H23830	1PJC-R9PX-1JMJ	STUDENT SUPPLIES	1	N	04-2023	135.98		
001310	267-515412	000000	04/06/23	H23826	1MLN-PDV6-16J6	EVENT SUPPLIES	1	N	04-2023	152.80		
	**SUB-TOTAL: AMAZON CAPITAL SERVICES, INC.									3,152.73		
001440	100-661330	000000	04/06/23	000000	805642157	PROPANE 621.8 GALS ES	1	N	04-2023	1,634.71		
001440	100-681319	000000	04/06/23	000000	805642157	PROPANE 286.6 GALS BUS BARN	1	N	04-2023	753.47		
001440	100-661330	000000	04/06/23	000000	805642169	PROPANE 747.7 GLAS HS	1	N	04-2023	1,965.70		
001440	100-661330	000000	04/06/23	000000	805642169	PROPANE 546.6 GALS	1	N	04-2023	1,437.01		
	**SUB-TOTAL: AMERIGAS-LEWISTON									5,790.89		
001600	100-632390	000000	04/17/23	000000	81074	PROFESSIONAL LEGAL SERVICES	1	N	04-2023	117.00		
	**SUB-TOTAL: ANDERSON, JULIAN & HULL, LLP									117.00		
001620	267-515312	000000	04/06/23	H23814	101	INDGENOUSE HEALTH COURSE	1	N	04-2023	2,000.00		
	**SUB-TOTAL: ANDRE PICARD									2,000.00		
001710	267-515312	000000	04/06/23	H23815	101	CULTURAL SOVERIGNTY COURSE	1	N	04-2023	2,000.00		
	**SUB-TOTAL: ANGELA PICARD									2,000.00		
002840	100-682310	000000	04/17/23	M23770	24977	TOW NISSAN TO PDQ	1	N	04-2023	168.75		
	**SUB-TOTAL: BERNARD'S TOWING									168.75		
003180	100-515413	000000	04/17/23	H23593	19927	INSTALL VAPE DETECTOR IDOP 2023 SAB	1	N	04-2023	967.00		
	**SUB-TOTAL: BLUE MOUNTAIN AGRI-SUPPORT									967.00		
003610	250-512200	000000	04/17/23	000000	0031555-IN	EAP 1 TO 4 VISITS	1	N	04-2023	261.45		
	**SUB-TOTAL: BPA HEALTH									261.45		
003960	100-616300	000000	04/06/23	000000	APRIL 3, 2023	PHYSICAL THERAPY	1	N	04-2023	1,740.00		
	**SUB-TOTAL: BUILDING BLOCKS PEDIATRIC THERAPY									1,740.00		
004310	269-512410	000000	04/06/23	H23757	03/03/23	LEADERSHIP CONFRENCE SUPPLIES	1	N	04-2023	409.67		
	**SUB-TOTAL: CAPITAL ONE									409.67		
004600	100-681311	000000	04/06/23	000000	OM012202/LAB416772	DOT URINALYSIS AND PHYSICAL	1	N	04-2023	155.00		
	**SUB-TOTAL: CATALYST MEDICAL GROUP, PLLC									155.00		
005400	100-661330	000000	04/06/23	000000	2188201	W/S- STORAGE TECH	1	N	04-2023	110.36		
005400	100-661330	000000	04/06/23	000000	5997001	GRBGE-ES	1	N	04-2023	964.32		
005400	100-681319	000000	04/06/23	000000	5998201	GRBGE-BUS BARN	1	N	04-2023	342.27		
005400	100-661330	000000	04/06/23	000000	3157101	W/S/G-ART & PE BLDG	1	N	04-2023	763.04		
005400	100-661330	000000	04/06/23	000000	3307501	W/S/G-AG SHOP	1	N	04-2023	414.11		
005400	100-661330	000000	04/06/23	000000	4314501	W/S-ATHLETIC FIELD	1	N	04-2023	318.38		
	**SUB-TOTAL: CITY OF LAPWAI									2,912.48		
005940	100-682410	000000	04/17/23	000000	CL68776	FUEL BOYS BASKETBALL STATE	1	N	04-2023	211.12		
	**SUB-TOTAL: COLEMAN OIL CO.									211.12		
006460	269-512410	000000	04/06/23	H23812	032423100096	ISAT TESTING SNACKS	1	N	04-2023	283.69		
	**SUB-TOTAL: COSTCO									283.69		
008380	100-631410	000000	04/17/23	D23798	7353	SCHOOL BOARD DINNERS	1	N	04-2023	56.25		
	**SUB-TOTAL: DONALDS RESTAURANT									56.25		
009380	100-632333	000000	04/17/23	000000	V026600	SMARTVOICE DO	1	N	04-2023	68.01		
009380	100-641323	000000	04/17/23	000000	V026600	SMARTVOICE MS/HS	1	N	04-2023	253.00		
009380	100-641323	000000	04/17/23	000000	V026600	SMARTVOICE ES	1	N	04-2023	375.00		
009380	100-632333	000000	04/17/23	000000	V026600	SMARTVOICE FEES DO	1	N	04-2023	22.78		
009380	100-641323	000000	04/17/23	000000	V026600	SMARTVOICE FEES MS/HS	1	N	04-2023	22.78		
009380	100-641323	000000	04/17/23	000000	V026600	SMARTVOICE FEES ES	1	N	04-2023	22.79		
	**SUB-TOTAL: ENA SERVICES LLC									764.36		
011460	100-665310	000000	04/06/23	000000	188014S-1	HANDICAP RESTROOM	1	N	04-2023	143.00		
	**SUB-TOTAL: HAHN RENTAL CENTER, INC									143.00		
011760	100-681425	000000	04/06/23	T23799	02P15354	FRONT SHOCKS ON BUS	1	N	04-2023	182.44		
	**SUB-TOTAL: HARLOW'S SCHOOL BUS SERVICE									182.44		
012760	100-663410	000000	04/06/23	M23800	109479	MAINTENANCE SUPPLIES	1	N	04-2023	114.14		
012760	100-663410	000000	04/06/23	M23846	5513652	TOILET FLAPPER	1	N	04-2023	40.44		
	**SUB-TOTAL: HOME DEPOT CREDIT SERVICES									154.58		
013580	232-515313	000000	04/10/23	000000	341260-2	IDLA CLASS	1	N	04-2023	75.00		
	**SUB-TOTAL: IDAHO DIGITAL LEARNING									75.00		
014140	100-512321	000000	04/06/23	E23801	STUDENT	BIRTH CERTIFICATE	1	N	04-2023	16.00		
	**SUB-TOTAL: IDAHO VITAL RECORDS									16.00		
015080	100-616300	000000	04/07/23	000000	158	OT SERVICES	1	N	04-2023	5,040.00		

ACCOUNTS PAYABLE LAPWAI SCHOOL DISTRICT #341 (VEND RNG: 000000-ZZZZZZ; DATE RNG: 00/00/00-99/99/99; ALL FUNDS; BANK CD: 1)										
VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	DP	MO-YR	AMOUNT
	**SUB-TOTAL: JACLYN CHAVEZ									5,040.00
015295	100-532380	000000	04/12/23	000000	12/13/23	ATHLETIC MILEAGE	1	N	04-2023	92.22
	**SUB-TOTAL: JENE ANE CARLIN									92.22
015300	100-512380	000000	04/11/23	000000	NWPBIS	PARKING PORTLAND OR 4/25-4/28	1	N	04-2023	165.00
	**SUB-TOTAL: JENNIFER BECKER									165.00
016320	100-632310	000000	04/06/23	D23050	040323	SABG GRANT DIRECTOR	1	N	04-2023	511.53
016320	100-632310	000000	04/06/23	D23051	040323	GRANT WRITING SERVICES	1	N	04-2023	1,000.00
	**SUB-TOTAL: KAMIAH GRANTS & ASSOCIATES									1,511.53
016900	100-632310	000000	04/06/23	D23052	CPS043023	PREVENTION SPECIALIST	1	N	04-2023	3,318.75
	**SUB-TOTAL: KIRI BROWN									3,318.75
017360	100-532410	000000	04/06/23	H23648	2023117	ATHLETIC VESTS	1	N	04-2023	166.04
	**SUB-TOTAL: LAPWAI STUDENT BODY									166.04
019740	100-664312	000000	04/06/23	M23791	96822702	HVAC SERVICE	1	N	04-2023	279.77
019740	250-512400	000000	04/06/23	M22890	97838351	INSTALLATION OF FRESH AIR INTAKE ES	1	N	04-2023	79,617.60
019740	100-664312	000000	04/06/23	M23821	97457290	SERVICE THE HS AUDITORIUM	1	N	04-2023	108.12
019740	100-664311	000000	04/06/23	M23821	97456393.	SERVICE GYM AIR HANDLER	1	N	04-2023	348.21
	**SUB-TOTAL: MIKE'S MECHANICAL SERVICES,LLC									80,353.70
019805	100-681310	000000	04/17/23	T23022	152	REPLACE WINDOW, FRONT SHOCKS, RO	1	N	04-2023	840.00
019805	100-681310	000000	04/17/23	T23022	151	ANNUAL INSPECTION, 60 DAY, REMOVE C	1	N	04-2023	735.00
019805	100-681310	000000	04/17/23	T23022	153	60 DAY INSPECTION, FIX WHEEL STUD, M	1	N	04-2023	735.00
	**SUB-TOTAL: MICHAEL W. SEEVERS									2,310.00
021260	100-623323	000000	04/12/23	000000	107780	INTERNET AND IP ADDRESS	1	N	04-2023	211.00
	**SUB-TOTAL: NEZ PERCE TRIBE									211.00
021340	100-661330	000000	04/06/23	000000	00282-000	SEWER ES 3/2-3/29	1	N	04-2023	1,462.00
021340	100-681319	000000	04/06/23	000000	000285-000	SEWER BUS BARN 3/2-3/29	1	N	04-2023	172.00
	**SUB-TOTAL: NEZ PERCE TRIBE -UTILITIES DIV									1,634.00
021600	243-515412	000000	04/10/23	000000	37380478	WELDING GAS	1	N	04-2023	101.68
	**SUB-TOTAL: NORCO, INC									101.68
021620	243-515412	000000	04/17/23	H23779	87196	BAGS OF SOIL	1	N	04-2023	359.80
	**SUB-TOTAL: NORTH 40 OUTFITTTTERS									359.80
021720	100-521300	000000	04/06/23	000000	MARCH 2023	EDUCATIONAL SERVICES	1	N	04-2023	4,375.00
	**SUB-TOTAL: NORTHWEST CHILDREN'S HOME, INC									4,375.00
021940	100-664410	000000	04/17/23	M23819	2522-446009	AIR, OIL, AND FILTERS	1	N	04-2023	173.58
	**SUB-TOTAL: O'RIELLY AUTOMOTIVE, INC.									173.58
022100	100-616300	000000	04/06/23	000000	MARCH 1-31, 2023	HI SERVICES	1	N	04-2023	4,557.96
	**SUB-TOTAL: OPPORTUNITIES UNLIMITED, INC.									4,557.96
024720	100-632333	000000	04/17/23	000000	25624487	POSTAGE METER DO	1	N	04-2023	200.00
024720	100-641323	000000	04/17/23	000000	25624487	POSTAGE METER ES	1	N	04-2023	200.00
024720	100-641323	000000	04/17/23	000000	25624487	POSTAGE METER MS/HS	1	N	04-2023	200.00
	**SUB-TOTAL: PITNEY BOWES INC RESERVE ACCOUNT									600.00
024900	100-632322	000000	04/06/23	000000	107073707	RENTAL DO	1	N	04-2023	255.63
024900	100-512322	000000	04/06/23	000000	107073707	RENTAL MS/HS	1	N	04-2023	255.64
024900	100-512322	000000	04/06/23	000000	107073707	RENTAL ES	1	N	04-2023	255.64
024900	100-512322	000000	04/06/23	000000	107073707	COPIES ES C86309428	1	N	04-2023	288.52
024900	100-632322	000000	04/06/23	000000	107073707	COPIES DO B/W	1	N	04-2023	27.03
024900	100-632322	000000	04/06/23	000000	107073707	COPIES COLOR DO	1	N	04-2023	13.69
024900	100-521310	000000	04/06/23	000000	107073707	COPIES COLOR SPED	1	N	04-2023	109.20
024900	100-512321	000000	04/06/23	000000	107073707	COPIES COLOR ES	1	N	04-2023	8.75
024900	100-512322	000000	04/06/23	000000	107073707	COPES MS/HS C8609410	1	N	04-2023	246.16
	**SUB-TOTAL: RICOH USA, INC.									1,460.26
025078	267-515382	000000	04/12/23	H23803	360675654/1	SERVICE VANS	1	N	04-2023	523.92
025078	267-515382	000000	04/12/23	H23803	36067554/1	SERVICE VANS	1	N	04-2023	534.03
	**SUB-TOTAL: ROGERS CHRYSLER DODGE JEEP RAM									1,057.95
026900	100-521414	000000	04/12/23	E23842	4192	RENEWAL SUBSCRIPTION	1	N	04-2023	645.00
	**SUB-TOTAL: SLP TOOLKIT, LLC									645.00
027020	273-512400	000000	04/12/23	E23848	04/11/2023	FAMILY NIGHT FOOD AND REFRESHMEN	1	N	04-2023	257.04
	**SUB-TOTAL: SNOWY HOLLOW, INC									257.04
027660	100-664311	000000	04/06/23	M23570	38092	ANNUAL DDC SOFTWARE SUPPORT AGRI	1	N	04-2023	1,625.00
027660	100-664312	000000	04/06/23	M23570	38092	ANNUAL DDC SOFTWARE SUPPORT AGRI	1	N	04-2023	1,625.00
	**SUB-TOTAL: STANDARD PLUMBING & HEATING									3,250.00
029180	100-661410	000000	04/06/23	M23759	734952161	CUSTODIAL SUPPLIES	1	N	04-2023	466.38
	**SUB-TOTAL: THE HOME DEPOT PRO									466.38
030120	100-663310	000000	04/06/23	M23772	151	TREE STUMP GRINDING	1	N	04-2023	700.00
	**SUB-TOTAL: TW TREE SERVICE INCORPORATED									700.00
031200	100-632310	000000	04/06/23	000000	INV4961022	MONTHLY ADMIN, COMPLIANCE AND FLE	1	N	04-2023	175.00
	**SUB-TOTAL: WAGEWORKS									175.00
031340	100-661410	000000	04/06/23	M23818	495473	CASE OF DISINFECTANT	1	N	04-2023	279.80
	**SUB-TOTAL: WALTER E. NELSON									279.80
031480	100-661410	000000	04/17/23	M23792	81607138	CUSTODIAL SUPPLIES	1	N	04-2023	484.26

*** ACCOUNTS PAYABLE *** LAPWAI SCHOOL DISTRICT #341						04/12/23	PRINT: 04/12/23 2:17:42 PM PAGE 3			
(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	DP	MO-YR	AMOUNT
**SUB-TOTAL: WAXIE SANITARY SUPPLY										484.26
031560	100-632410	000000	04/12/23	D23756	PENDELTON USA	RETIREMENT BLANKET	1	N	04-2023	342.38
031560	243-515412	000000	04/12/23	H23781	EBAY	GREENHOUSE STARTS	1	N	04-2023	994.71
031560	243-515412	000000	04/12/23	H23781	EBAY	GREENHOUSE STARTS	1	N	04-2023	504.35
031560	243-515412	000000	04/12/23	H23780	FARMTEK	GREENHOUSE SUPPLY	1	N	04-2023	501.96
031560	232-515312	000000	04/12/23	H23782	HOLIDAY INN EXPRESS	LODGING J. WILLIAMS PENDLETON 03/10-	1	N	04-2023	360.56
031560	243-515412	000000	04/12/23	H23781	EBAY	GREENHOUSE STARTS	1	N	04-2023	495.37
031560	243-515412	000000	04/12/23	H23781	EBAY	GREENHOUSE STARTS	1	N	04-2023	60.38
031560	232-515412	000000	04/12/23	H23784	JOANN STORES	NATIVE ARTS SUPPLIES	1	N	04-2023	40.62
031560	232-515412	000000	04/12/23	H23784	JOANN STORES	NATIVE ARTS SUPPLIES	1	N	04-2023	17.75
031560	232-515312	000000	04/12/23	H23793	HOLIDAY INN EXPRESS	LODGING J. WILLIAMS PENDLETON 03/17-	1	N	04-2023	433.57
031560	232-515412	000000	04/12/23	H23784	JOANN STORES	CREDIT RETURN	1	N	04-2023	18.10CR
031560	100-512410	000000	04/12/23	E23835	INSECT LORE	K. HILLMAN REFILL KIT CATERPILLARS/BL	1	N	04-2023	48.94
**SUB-TOTAL: WELLS FARGO BANK										3,782.49
031680	100-681425	000000	04/12/23	T23783	83715	BUS STICKERS, FIRST AID KITS, BUMPER	1	N	04-2023	2,215.90
**SUB-TOTAL: WESTERN MOUNTAIN BUS SALES										2,215.90
316922	100-515322	000000	04/17/23	000000	8520	SHREDDING SERVICES	1	N	04-2023	15.00
**SUB-TOTAL: WESTERN RECYCLERS										15.00
***GRAND TOTAL - VENDOR COUNT: 52										147,484.75

(Rprt: 01 - MAIN; Dates: 00/00/00-04/30/23; PRINT: 04/12/23 2:16:15 PM)

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ASSOCIATED STUDENT BODY FUND				
238-111100	CASH IN BANK-- ASB	37,839.99	2,897.44CR	34,942.55
238-111110	PETTY CASH	1,600.00	0.00	1,600.00
238-111120	CASH - ELEMENTARY ASB FUND	9,418.09	0.00	9,418.09
238-112100	LGIP - ASB FUND #3120	19,558.81	0.00	19,558.81
238-114200	RECEIVABLE	0.00	0.00	0.00
	TOTAL STUDENT BODY ASSETS	68,416.89	2,897.44CR	65,519.45
STUDENT BODY FUNDS				
238-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
238-218350	SALES TAX PAYABLE	0.00	0.00	0.00
238-223100	HIGH SCHOOL STUDENT BODY	12,367.12CR	1,097.00	11,270.12CR
238-223107	MIDDLE SCHOOL STUDENT BODY	1,839.50CR	0.00	1,839.50CR
238-223110	AT RISK FUND	540.10CR	0.00	540.10CR
238-223125	CONCESSIONS	2,771.93CR	0.00	2,771.93CR
ATHLETIC FUNDS				
238-223200	GENERAL ATHLETIC FUND	15,737.33CR	140.00	15,597.33CR
238-223201	FOOTBALL	10,334.94	50.00	10,384.94
238-223202	FOOTBALL FUNDRAISERS	32.29CR	0.00	32.29CR
238-223210	VOLLEYBALL	2,182.19CR	0.00	2,182.19CR
238-223211	VOLLEYBALL FUNDRAISERS	0.00	0.00	0.00
238-223220	GIRLS BASKETBALL	4,350.02	0.00	4,350.02
238-223221	GIRLS BASKETBALL FUNDRAISERS	3,403.97CR	0.00	3,403.97CR
238-223230	BOYS BASKETBALL	2,956.60CR	50.00	2,906.60CR
238-223231	BOYS BASKETBALL FUNDRAISERS	257.19CR	0.00	257.19CR
238-223240	TRACK	6,314.36CR	25.00	6,289.36CR
238-223250	CHEER	9,240.03	0.00	9,240.03
238-223260	SOFTBALL	101.39CR	432.84	331.45
238-223261	SOFTBALL FUNDRAISERS	107.86CR	0.00	107.86CR
238-223270	BASEBALL	984.89	0.00	984.89
238-223271	BASEBALL FUNDRAISERS	453.21CR	0.00	453.21CR
238-223280	GOLF	213.02CR	0.00	213.02CR
238-223285	WRESTLING	9,162.22	0.00	9,162.22
238-223286	WRESTLING FUNDRAISERS	2,941.90CR	0.00	2,941.90CR
CLASSES				
238-223400	STUDENT COUNCIL	1,984.73CR	265.00	1,719.73CR
238-223401	CLASS OF 2022	1,614.56CR	0.00	1,614.56CR
238-223402	CLASS OF 2023	2,378.74CR	0.00	2,378.74CR
238-223403	CLASS OF 2024	2,766.09CR	0.00	2,766.09CR
238-223404	CLASS OF 2025	654.09CR	0.00	654.09CR
238-223405	CLASS OF 2026	1,482.87CR	0.00	1,482.87CR
CLUBS				
238-223521	YEARBOOK	5,395.62	0.00	5,395.62
238-223523	DRAMA	4,902.88CR	0.00	4,902.88CR
238-223530	LIBRARY	1,143.29CR	0.00	1,143.29CR
238-223532	INDIAN CLUB	6,816.45CR	139.80	6,676.65CR
238-223533	BOOSTER CLUB	576.10CR	0.00	576.10CR
238-223534	HONOR SOCIETY	296.10CR	0.00	296.10CR
238-223536	PBIS PAWS STORE	9.37CR	0.00	9.37CR
238-223538	CLASS OF 2023 PARENTS FUNDRAISERS	1.06CR	0.00	1.06CR
238-223539	CLASS OF 2022 PARENTS FUNDRAISERS	471.08CR	0.00	471.08CR
238-223540	FRENCH CLUB	2,553.31CR	0.00	2,553.31CR
238-223541	PEP CLUB	390.37CR	0.00	390.37CR
238-223547	FFA	5,798.18CR	0.00	5,798.18CR
238-223549	AISES CONFERENCE	6,819.33CR	697.80	6,121.53CR
238-223553	BAND-MUSIC	804.99CR	0.00	804.99CR
238-223555	NEZ PERCE LANGUAGE	165.92CR	0.00	165.92CR
238-223556	BPA	3,206.03CR	0.00	3,206.03CR
238-223560	SEL EDUCATION PROJECTS	278.84CR	0.00	278.84CR
238-223561	CAP AND GOWN	565.80CR	0.00	565.80CR
238-223562	MAPP	56.92CR	0.00	56.92CR
238-223564	CR-PLC INCENTIVE	463.96CR	0.00	463.96CR
238-223565	DRUG FREE SCHOOLS	45.50CR	0.00	45.50CR
238-320200	FUND BALANCE	9,418.09CR	0.00	9,418.09CR
	TOTAL LIABILITIES & FUND BALANCE	68,416.89CR	2,897.44	65,519.45CR

REFR#	DESCRIPTION	AMOUNT	DATE
981592	REIMBURSE WRESTLING PD PLAYERS DIDN'T GO	375.00CR	03/02/23
981593	CAP&GOWN-KAYLA&KELSEY WILLIAMSON	118.00CR	03/10/23
981594	TRACK FEES	65.00CR	03/10/23
981595	ALLSTAR GAME-CONCESSION	814.00CR	03/13/23
981596	NPT PAYROLL DONATION	11.00CR	03/13/23
981597	NPT PAYROLL DONATION	11.00CR	03/13/23
981598	TRACK FEE- KOEN SMISCON	40.00CR	03/13/23
981599	DONATION TO TRACK	100.00CR	03/13/23
981600	CAP & GOWN-JUSTIN RICKMAN	59.00CR	03/14/23
991101	REIMBURSE FOR ALLSTAR T-SHIRTS	605.68CR	03/15/23
991102	NPT PAYROLL DONATION	11.00CR	03/15/23
991103	CAP & GOWN-AMRIS MITCHELL	59.00CR	03/17/23
991104	AMARIS&JASPEN SR PROJECT-CHILI/FLATBREAD SALE	681.25CR	03/17/23
991105	DONATION- ISAT INCENTIVES	200.00CR	03/17/23
991106	TERRELL ELLENWOOD SR PROJECT/CONCESSIONS	327.00CR	03/20/23
991107	IHSAA-REIMBURSE FOR STATE TRNY	733.88CR	03/21/23
991108	TERRELL'S SR PROJECT-DONATIONS	1,097.00CR	03/23/23
991109	CAP & GOWN- TERRELL ELLENWOOD	59.00CR	03/23/23
991110	CASH DONATION TO TRACK	25.00CR	03/23/23
991111	SUBSCRIPTION REFUND-2080 MEDIA	54.97CR	03/24/23
991112	RMBRS MILEAGE-HSBB STATE TRNY	12,940.36CR	03/24/23
***	TOTAL	18,387.14CR	

REFR#	VENDOR	AMOUNT	DATE	DESCRIPTION
006029	HOLIDAY INN EXPRESS & STES NAMPA	5,819.61	03/02/23	GIRLS STATE LODGING-CHEER-2/15-17
006030	ART BEAT INC.	1,893.50	03/02/23	150 T-SHIRTS BLACK W/Front DESIGN
006031	BSN SPORTS	3,306.56	03/02/23	FOOTBALL EQUIPMENT
006032	VARSITY SPIRIT FASHION	3,496.41	03/02/23	BASKETBALL CHEER UNIFORMS
006033	SACAJAWEA JR HIGH	125.00	03/10/23	WRESTLING TRNY ENTRY FEE
006034	MC U SPORTS	108.00	03/10/23	STATE BOYS BASKETBALL HOODIES
006035	URM STORES, INC.	934.76	03/10/23	TAILEE & AYANNA'S SR PROJECT SUPPLIES
006036	IDAHO BEVERAGES	1,174.00	03/10/23	FEB CONCESSION OPEN PO
006038*	VALLEY FOODS	60.81	03/13/23	CONCESSION FEB OPEN PO
006039	AMAZON CAPITAL SERVICES, INC.	414.10	03/13/23	PROM DECORATIONS
006040	ZACHERY EASTMAN	90.73	03/13/23	REIMBURSE FOR PIZZA @ HSBB STATE TRNY
006041	WELLS FARGO BANK	5,587.48	03/13/23	HSGBB DINNER
006042	AMAZON CAPITAL SERVICES, INC.	83.37	03/14/23	STORAGE CRATES
006043	BRADLEY PETERSON	86.13	03/14/23	REIMBURSE-PIZZA FOR ALLSTAR CONCESSION
006044	MATTHEW LATTUADA	557.28	03/14/23	REIMB - GIFT CARDS FOR VOLUNTEERS
006045	WELLS FARGO BANK	350.82	03/15/23	WRESTLING TEAM DINNER
006046	DOMINO'S PIZZA	55.04	03/17/23	PIZZA FOR CONCESSIONS
006047	HOLIDAY INN EXPRESS & STES NAMPA	6,659.58	03/20/23	BOYS STATE TRNY CHEER-LODGING
006048	AMAZON CAPITAL SERVICES, INC.	119.98	03/20/23	50 STRONG WATER BOTTLES
006049	BSN SPORTS	633.85	03/20/23	NIKE FOOTBALLS
006050	LORI LYNN PARRISH	47.60	03/21/23	REIMBURSE FOR DINNER FOR GOLF PLAYERS
*** TOTAL		31,604.61		



LAPWAI ELEMENTARY SCHOOL

LAPWAI SCHOOL DISTRICT #241

Box 247

Lapwai ID 83540

(208) 843-2960/2952

To: Board of Trustees
From: Teri Wagner
Date: April 12, 2023
RE: April Board Back-Up

Building Documents Attached

- Attendance
- Classroom Observations
- Family Contacts
- Enrollment
- Financial Statements

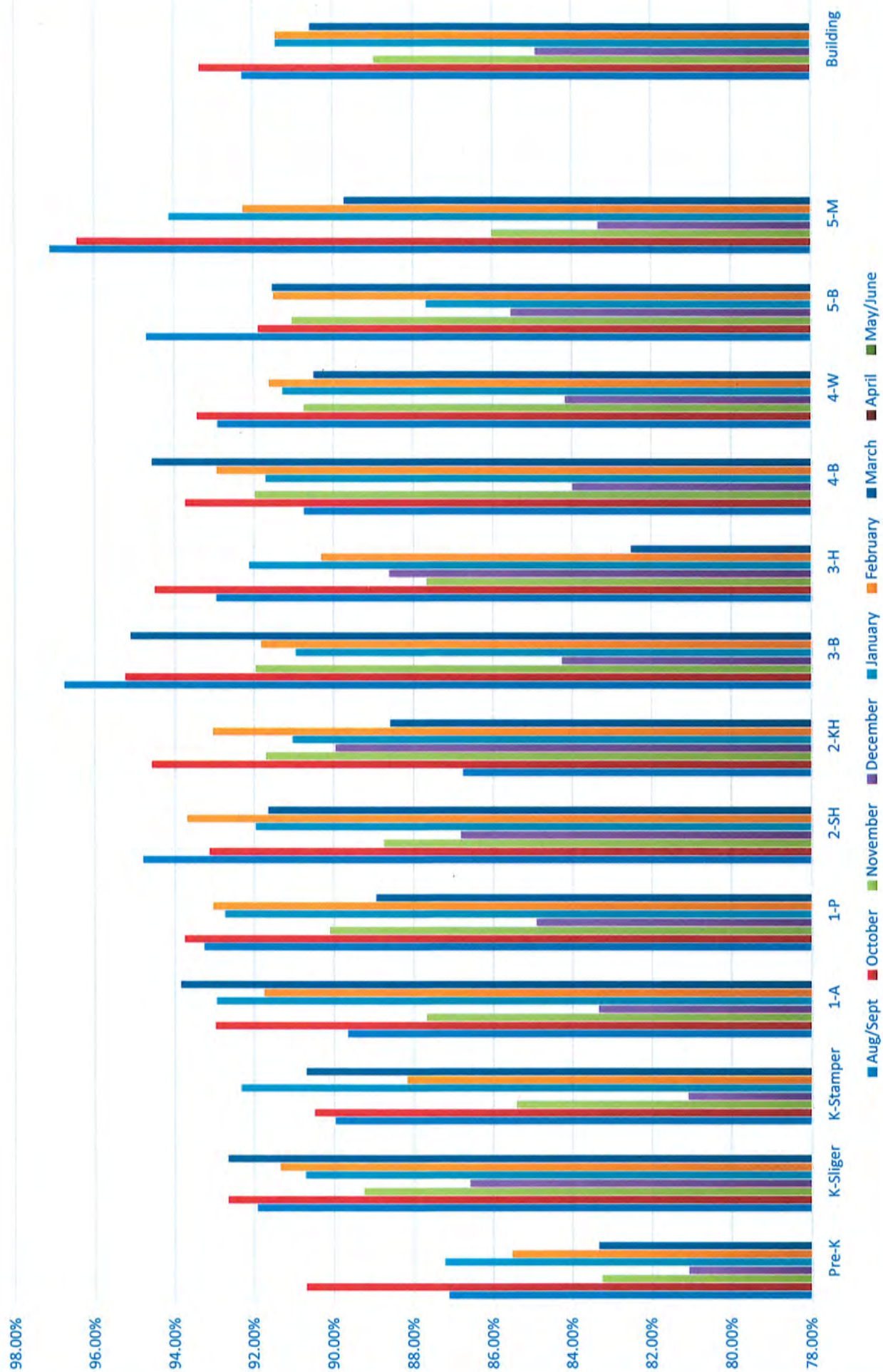
Professional Learning Topics

- Professional Learning Teams-Essential Standards and Unit Planning
- i-Ready Math Implementation and Data Analysis
- Intervention Planning, Goal Setting, Implementation, and Progress Monitoring
- Intervention Collaboration
- Nez Perce Culture and Language Team Presentation
- Reading Expert Consultation-ECRI Curriculum

Family/Community Involvement

- Parent Teacher Conferences
- Book Give-Away
- STEP Family Engagement Team Meeting
- Afterschool Program and Family Engagement Team Family Night
- Student Success Assemblies
- Nez Perce Language in all Classrooms and After School Program

*Together, we ensure all students will reach their full potential.
kiiye pecepelihniku' wapáyat'as mamáy'asna hipewc'éeyu'ciúkwenin'*



LAPWAI ELEMENTARY SCHOOL
ATTENDANCE
2022/2023

Classroom Observations, Walkthroughs, and/or Conferences

	1/3	1/9	1/16	1/23	2/6	2/13	2/21	2/27	3/6	3/13	3/20	4/3	4/10	4/17	4/24	5/1	5/8	5/15	5/22
Arthur	w	w		w	w	w		o		o	w	w	w	o,c,e					
Baldwin	w	w		w	w	w		o		w	w	w	w						
Beckman	w	o		c	w	w		o	e, c, c	c		w	w						
Blyleven	w	w		w	w	w		o		o		o,c,e	c						
Hays		w		w	w	w		o		o,e,c	c	w	w						
Hewett	w	o		w	w	w		o		w	o,c,e		w						
Hillman	w	o		w	w	w		o		o			o						
McKarcher	w	w		w	w	w	w	o		w		w	w						
Melton	w	w	w	w	w	w	w			w		w	w						
Paris	w	o		w	w	w		o,c,e				w	o						
Rami	w		w	w	w	w	w			w		w	w						
Shaffer	w		w		o	w				w			o	o,c,e					
Sliger	w	w		w	w	w		o		w		w	w						
Stamper		o		w	w	w		o		w	o,c,e		o						
Woodford	w	o		w	w	w	w	o		o		w	o,c,e						

o= observation with feedback

c = conference

w = walkthrough

d=documented observation

e = formal observation

Enrollment Analysis

0844-2223 - Lapwai Elementary School

Enrollment Residency Code: 35

Grade	Male	Female	Total
Grade: PK			
H - Hispanic	0	1	1
I - American Indian	6	4	10
W - White	2	0	2
Grade: KG			
H - Hispanic	3	3	6
I - American Indian	25	9	34
M - Multi-Racial	2	2	4
W - White	2	2	4
Grade: 01			
H - Hispanic	1	3	4
I - American Indian	13	21	34
M - Multi-Racial	1	3	4
W - White	0	1	1
Grade: 02			
B - Black	0	1	1
H - Hispanic	1	2	3
I - American Indian	13	10	23
M - Multi-Racial	1	1	2
W - White	4	2	6
Grade: 03			
H - Hispanic	0	1	1
I - American Indian	16	14	30
M - Multi-Racial	3	1	4
W - White	2	0	2
Grade: 04			
H - Hispanic	0	1	1
I - American Indian	20	11	31
M - Multi-Racial	2	2	4
W - White	3	2	5
Grade: 05			
H - Hispanic	0	2	2
I - American Indian	15	13	28
M - Multi-Racial	2	0	2
W - White	0	3	3

Enrollment Analysis

0844-2223 - Lapwai Elementary School

Grade	Male	Female	Total
Grade: PK			
H - Hispanic	0	1	1
I - American Indian	6	4	10
W - White	2	0	2
Grade: KG			
H - Hispanic	3	3	6
I - American Indian	25	9	34
M - Multi-Racial	2	2	4
W - White	2	2	4
Grade: 01			
H - Hispanic	1	3	4
I - American Indian	13	21	34
M - Multi-Racial	1	3	4
W - White	0	1	1
Grade: 02			
B - Black	0	1	1
H - Hispanic	1	2	3
I - American Indian	13	10	23
M - Multi-Racial	1	1	2
W - White	4	2	6
Grade: 03			
H - Hispanic	0	1	1
I - American Indian	16	14	30
M - Multi-Racial	3	1	4
W - White	2	0	2
Grade: 04			
H - Hispanic	0	1	1
I - American Indian	20	11	31
M - Multi-Racial	2	2	4
W - White	3	2	5
Grade: 05			
H - Hispanic	0	2	2
I - American Indian	15	13	28
M - Multi-Racial	2	0	2
W - White	0	3	3

B - Black	0	1	1
H - Hispanic	5	13	18
I - American Indian	108	82	190
M - Multi-Racial	11	9	20
W - White	13	10	23
	137	115	252

Enrollment Analysis

Grand Totals

Grade	Male	Female	Total
Grade: PK			
H - Hispanic	0	1	1
I - American Indian	6	4	10
W - White	2	0	2
Grade: KG			
H - Hispanic	3	3	6
I - American Indian	25	9	34
M - Multi-Racial	2	2	4
W - White	2	2	4
Grade: 01			
H - Hispanic	1	3	4
I - American Indian	13	21	34
M - Multi-Racial	1	3	4
W - White	0	1	1
Grade: 02			
B - Black	0	1	1
H - Hispanic	1	2	3
I - American Indian	13	10	23
M - Multi-Racial	1	1	2
W - White	4	2	6
Grade: 03			
H - Hispanic	0	1	1
I - American Indian	16	14	30
M - Multi-Racial	3	1	4
W - White	2	0	2
Grade: 04			
H - Hispanic	0	1	1
I - American Indian	20	11	31
M - Multi-Racial	2	2	4
W - White	3	2	5
Grade: 05			
H - Hispanic	0	2	2
I - American Indian	15	13	28
M - Multi-Racial	2	0	2
W - White	0	3	3

B - Black	0	1	1
H - Hispanic	5	13	18
I - American Indian	108	82	190
M - Multi-Racial	11	9	20
W - White	13	10	23
	137	115	252

Analyzed Business Checking - PF

Account number: 801013418 ■ March 1, 2023 - March 31, 2023 ■ 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	\$11,953.67	\$265.00	\$0.00	\$12,218.67

Credits

Deposits

Effective date	Posted date	Amount	Transaction detail
	03/23	265.00	Deposit
		\$265.00	Total deposits
		\$265.00	Total credits

Daily ledger balance summary

Date	Balance	Date	Balance
02/28	11,953.67	03/23	12,218.67
Average daily ledger balance		\$12,030.60	

LAPWAI ELEMENTARY SCHOOL
404 S MAIN ST
LAPWAI, ID 83540
PH. (208) 843-2952

92-379/1241 22247

List
Checks
Singly

TOTAL
ITEMS

SUB TOTAL

LESS CASH
RECEIVED

DATE 3/21/2023

DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT



Wells Fargo Bank, N.A.
Idaho
wellsfargo.com

\$

265.00

265.00

511300396 0801013418

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE AND ANY APPLICABLE COLLECTION AGREEMENT.



Idaho Lottery
1199 Shoreline Lane, Ste 100
Boise, ID 83702
(208) 334-2600

DATE 03/13/2023

US Bank
92-372
1231

392154

392154

\$ 265.00

Two Hundred Sixty-Five Dollars And 00 Cents*****

PAY
TO THE
ORDER
OF

LAPWAI ELEMENTARY SCHOOL
400 S MAIN ST
LAPWAI, ID 83540

gnah

392154 123103729 153310033441

March 1, 2023

Date	Checks	Deposits	Balance
Beginning Balance			
3/1/23			\$11,953.67
3/23/23		\$ 265.00	
3/31/23 Ending Balance			\$ 12,218.67



LAPWAI MIDDLE/HIGH SCHOOL

Phone: (208) 843-2241, x3208

dr.penney@lapwai.org

To: Board of Trustees
From: Dr. Penney, LMS-LHS
Subject: Board Report for March/April 2023

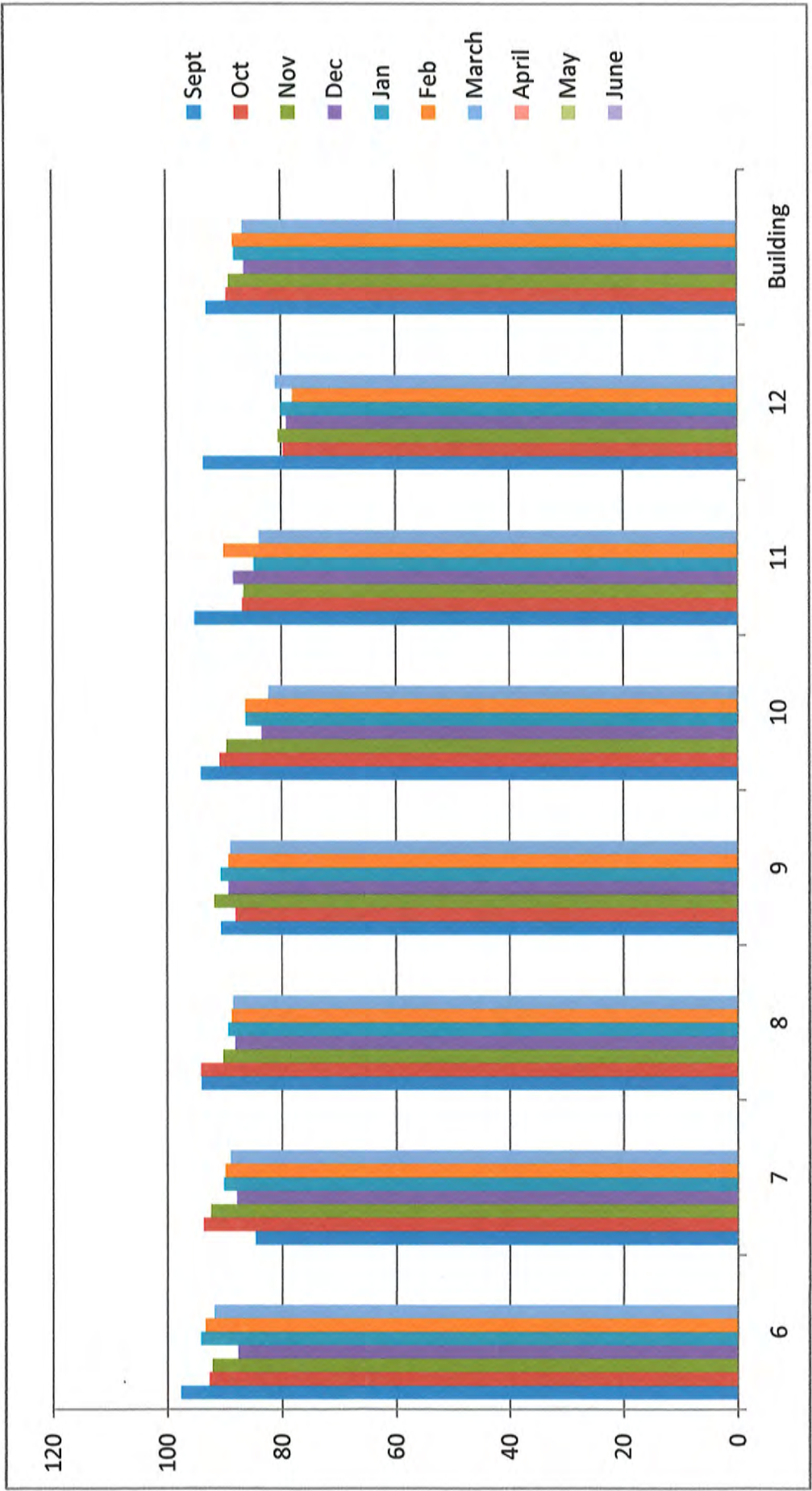
Content

1. Attendance report
2. Friday PD and Leadership Team Agenda
3. Athletic Updates (Spring Rosters)
4. Good of the order: ISAT test schedule



Senior Spring Fling Semiformal Dance & Senior Project from Wednesday, April 5th. Proceeds went to the Senior Class of 2023. Lilinoe, Devin, and Kelsey's project.

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



Attendance Totals (ADA)

This Report is Run By : SLeighton

Report Type : District/Site Totals

Student Selection Status : Only Active Students

Select on Calendar Dates: 3/1/2023 3/31/2023

Select on Grade Levels: 06 12

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

No: Exclude Projected Students

This report only uses enrollment grade of 06 to 12

**** 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	21	28	49	333.00	432.00	765.00	19.59	25.41	45.00
		Absences:		24.00	44.00	68.00			
		Possible:		357.00	476.00	833.00			
				(93.28%)	(90.76%)	(91.84%)			
Total	21	28	49	333.00	432.00	765.00	19.59	25.41	45.00
		Absences:		24.00	44.00	68.00			
		Possible:		357.00	476.00	833.00			
				(93.28%)	(90.76%)	(91.84%)			

**** 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	16	36	300.00	245.00	545.00	17.65	14.41	32.06
			Absences:	40.00	27.00	67.00			
			Possible:	340.00	272.00	612.00			
				(88.24%)	(90.07%)	(89.05%)			
Total	20	16	36	300.00	245.00	545.00	17.65	14.41	32.06
			Absences:	40.00	27.00	67.00			
			Possible:	340.00	272.00	612.00			
				(88.24%)	(90.07%)	(89.05%)			

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

Students Enrolled (1 day or more)				Days Attended (*)			ADA (**)		
Grade	Male	Female	Total	Male	Female	Total	Male	Female	Total
08	18	17	35	271.00	256.00	527.00	15.94	15.06	31.00
			Absences:	35.00	33.00	68.00			
			Possible:	306.00	289.00	595.00			
				(88.56%)	(88.58%)	(88.57%)			
Total	18	17	35	271.00	256.00	527.00	15.94	15.06	31.00
			Absences:	35.00	33.00	68.00			
			Possible:	306.00	289.00	595.00			
				(88.56%)	(88.58%)	(88.57%)			

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

Students Enrolled				Days Attended (*)			ADA (**)		
(1 day or more)									
Grade	Male	Female	Total	Male	Female	Total	Male	Female	Total
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
09	15	20	35	215.50	307.00	522.50	12.68	18.06	30.74
			Absences:	31.50	33.00	64.50			
			Possible:	247.00	340.00	587.00			
				(87.25%)	(90.29%)	(89.01%)			
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Total	15	20	35	215.50	307.00	522.50	12.68	18.06	30.74
			Absences:	31.50	33.00	64.50			
			Possible:	247.00	340.00	587.00			
				(87.25%)	(90.29%)	(89.01%)			

 **** 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	24	12	36	338.50	165.00	503.50	19.91	9.71	29.62
			Absences:	69.50	39.00	108.50			
			Possible:	408.00	204.00	612.00			
				(82.97%)	(80.88%)	(82.27%)			
Total	24	12	36	338.50	165.00	503.50	19.91	9.71	29.62
			Absences:	69.50	39.00	108.50			
			Possible:	408.00	204.00	612.00			
				(82.97%)	(80.88%)	(82.27%)			

 **** 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	20	23	43	288.50	316.50	605.00	16.97	18.62	35.59
			Absences:	51.50	64.50	116.00			
			Possible:	340.00	381.00	721.00			
				(84.85%)	(83.07%)	(83.91%)			
Total	20	23	43	288.50	316.50	605.00	16.97	18.62	35.59
			Absences:	51.50	64.50	116.00			
			Possible:	340.00	381.00	721.00			
				(84.85%)	(83.07%)	(83.91%)			

LAPWAI MIDDLE/HIGH SCHOOL
Attendance Totals (ADA)

 **** 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	19	16	35	267.50	212.00	479.50	15.74	12.47	28.21
			Absences:	55.50	57.00	112.50			
			Possible:	323.00	269.00	592.00			
				(82.82%)	(78.81%)	(81.00%)			
Total	19	16	35	267.50	212.00	479.50	15.74	12.47	28.21
			Absences:	55.50	57.00	112.50			
			Possible:	323.00	269.00	592.00			
				(82.82%)	(78.81%)	(81.00%)			

LAPWAI MIDDLE/HIGH SCHOOL
Attendance Totals (ADA)

 **** School Totals ****

Grade	Students Enrolled (1 day or more)			Days Attended (*)			ADA (**)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
06	21	28	49	333.00	432.00	765.00	19.59	25.41	45.00
			Absences:	24.00	44.00	68.00			
			Possible:	357.00	476.00	833.00			
				(93.28%)	(90.76%)	(91.84%)			
07	20	16	36	300.00	245.00	545.00	17.65	14.41	32.06
			Absences:	40.00	27.00	67.00			
			Possible:	340.00	272.00	612.00			
				(88.24%)	(90.07%)	(89.05%)			
08	18	17	35	271.00	256.00	527.00	15.94	15.06	31.00
			Absences:	35.00	33.00	68.00			
			Possible:	306.00	289.00	595.00			
				(88.56%)	(88.58%)	(88.57%)			
09	15	20	35	215.50	307.00	522.50	12.68	18.06	30.74
			Absences:	31.50	33.00	64.50			
			Possible:	247.00	340.00	587.00			
				(87.25%)	(90.29%)	(89.01%)			
10	24	12	36	338.50	165.00	503.50	19.91	9.71	29.62
			Absences:	69.50	39.00	108.50			
			Possible:	408.00	204.00	612.00			
				(82.97%)	(80.88%)	(82.27%)			
11	20	23	43	288.50	316.50	605.00	16.97	18.62	35.59
			Absences:	51.50	64.50	116.00			
			Possible:	340.00	381.00	721.00			
				(84.85%)	(83.07%)	(83.91%)			
12	19	16	35	267.50	212.00	479.50	15.74	12.47	28.21
			Absences:	55.50	57.00	112.50			
			Possible:	323.00	269.00	592.00			
				(82.82%)	(78.81%)	(81.00%)			
Total	137	132	269	2014.00	1933.50	3947.50	118.48	113.74	232.22
			Absences:	307.00	297.50	604.50			
			Possible:	2321.00	2231.00	4552.00			
				(86.77%)	(86.67%)	(86.72%)			

Attendance Totals (ADA)








03/01/23 To 03/31/23

Sub Totals by Date - 0583

			Total Actual		Total Possible		
	Date	Enrl	Min.	hrs.	Min.	hrs.	Percentage
Wednesday,	03/01/23	266	81464	1357.73	100707	1678.45	80.89
Thursday,	03/02/23	266	68662	1144.37	100737	1678.95	68.16
Friday,	03/03/23	266	43400	723.33	69043	1150.72	62.86
Monday,	03/06/23	267	85899	1431.65	101146	1685.77	84.93
Tuesday,	03/07/23	267	88527	1475.45	101146	1685.77	87.52
Wednesday,	03/08/23	267	86989	1449.82	101146	1685.77	86.00
Thursday,	03/09/23	267	87876	1464.60	101176	1686.27	86.85
Friday,	03/10/23	267	57026	950.43	69305	1155.08	82.28
Monday,	03/13/23	268	86940	1449.00	101549	1692.48	85.61
Tuesday,	03/14/23	268	89481	1491.35	101549	1692.48	88.12
Wednesday,	03/15/23	269	89471	1491.18	101958	1699.30	87.75
Thursday,	03/16/23	269	88847	1480.78	101958	1699.30	87.14
Friday,	03/17/23	269	58596	976.60	69786	1163.10	83.97
Monday,	03/20/23	269	87094	1451.57	101958	1699.30	85.42
Tuesday,	03/21/23	269	88274	1471.23	101958	1699.30	86.58
Wednesday,	03/22/23	269	88235	1470.58	101958	1699.30	86.54
Thursday,	03/23/23	269	90412	1506.87	101958	1699.30	88.68

AYP Sub-Totals:

Number Student	Percent Present	Description					
270	83.93%	ALL Students Selected					
83	85.50%	Lunch F/R vs Non F/R		187	Students w/	83.24%	Present
2	23.74%	IEP vs Non-IEP		268	Students w/	84.38%	Present
0	0%	ELL vs Non-ELL		270	Students w/	83.93%	Present
20	81.37%	Race: Hispanic	vs Non-H	250	Students w/	84.14%	Present
203	83.09%	Race: American Indian	vs Non-I	67	Students w/	86.49%	Present
26	86.26%	Race: Multi-racial	vs Non-M	244	Students w/	83.68%	Present
21	91.92%	Race: White	vs Non-W	249	Students w/	83.27%	Present

Date: 4/11/23 3:30-6:30PM		Professional Learning Team: DDI Team/Leadership Team		Rye Hewett	
David Aiken		Josh Nellesen		Georgia Sobotta	
D'Lisa Penney		Brad Peterson		Matt Lattuada	
Lori Ravet		Sam Maynes	Absent	Matt Morgan	

Norms:

- Stay Learning Focused—Cell phones are off. Technology is not required for this meeting.
Paper and pens are provided.
Research: A comparison of recall and recognition for common words demonstrates that memory is better for words when they have been written down rather than when they are typed. This provides additional support for the hypothesis that the additional context provided by the complex task of writing results in better memory. With the recent trend towards electronic note taking, the educational and practical implications of these findings would suggest that performance may be improved by using traditional paper-and-pen notes (Comparing Memory for Handwriting versus Typing, Timothy J. Smoker, Carrie E. Murphy, Alison K. Rockwell)
- Timely arrivals and meeting closures
- Leave cell phones, emails, and other business at the door
- Remain agenda driven, present, and data focused
- Refuse to admire problems and insist on solutions
- Model positive growth mindsets (blaming previous teachers, parents, home environment, pandemic, etc. is not an option)

Expanding on Today's Topics - Details Regarding Our Collaboration:

Four Critical Questions:

☐ What do we want all students to know and be able to do?

Notes:

☐ How will we know if they learn it?


Notes:

☐ How will we respond when some students do not learn?

Notes:

☐ How will we extend the learning for students who are already proficient?


Notes:

TIME	Topic/Task	Notes
3:30-3:45	ENTRY TASK: Critical Issues for Team Consideration (PLT's)	Taking a pulse: How are our PLT's doing? This is an 18 statement assessment of our PLT's on a scale of 1-10, true or false.
3:45-3:50	SWIP	<p>(CELEBRATE!)</p> <p>SWIP purchase services piece (copy provided)</p> <p>Plan and budget approved</p> <p>Pro D opportunities (Idaho Indian Ed Summit 6/12 & 6/13, Dennis & Lisa not available 6/15) What two days in June and August can we schedule?</p> <p>DDI ALL DAY PD: JUNE _____</p> <p>TWO DAY ALL STAFF PD: JUNE _____</p> <p><i>Monitoring Softwares</i></p>
3:55-4:30	<p>STAR WINTER BENCHMARK</p> <p>ISAT prelim data</p>	<p>WINTER Reading STAR winter benchmark data (from Sam Maynes and team)</p> <p>WINTER Math results</p> <p>ISAT data preliminary</p> <p>Updated ISAT Schedule & plan for make up tests</p>
4:30-5:00	Leadership Team Reflection Activity	(Dennis) LT reflection team activity
5:00-5:20	PBIS Flow Chart (feedback request)	Implementing rubric for LT's
5:20-6:20	<p>LEARNING BY DOING</p> <p>(Richard DuFour)</p> <p>JIGSAW ACTIVITY</p> 	<p>Georgia Sobotta (lead)</p> <p>Two documents shared</p> <p>Friday PD, 4/14/23</p> <p>LEARNING BY DOING: A handbook for professional learning communities at work</p> <p>First Jigsaw Activity -3 Big Ideas that drive the work of a PLC</p> <p>---A focus on learning</p> <p>---A collaborative culture and collective responsibility</p> <p>---A results orientation</p> <p>Next Month: May reading</p> <p>-Why should we implement systematic interventions?</p> <p>-The Professional Learning Communities at work continuum: Providing students with systematic interventions and extensions</p> <p>-Chpt 7: pg's 161-186 <u>Responding When Some Students Don't Learn</u></p>

JUNE 2023

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

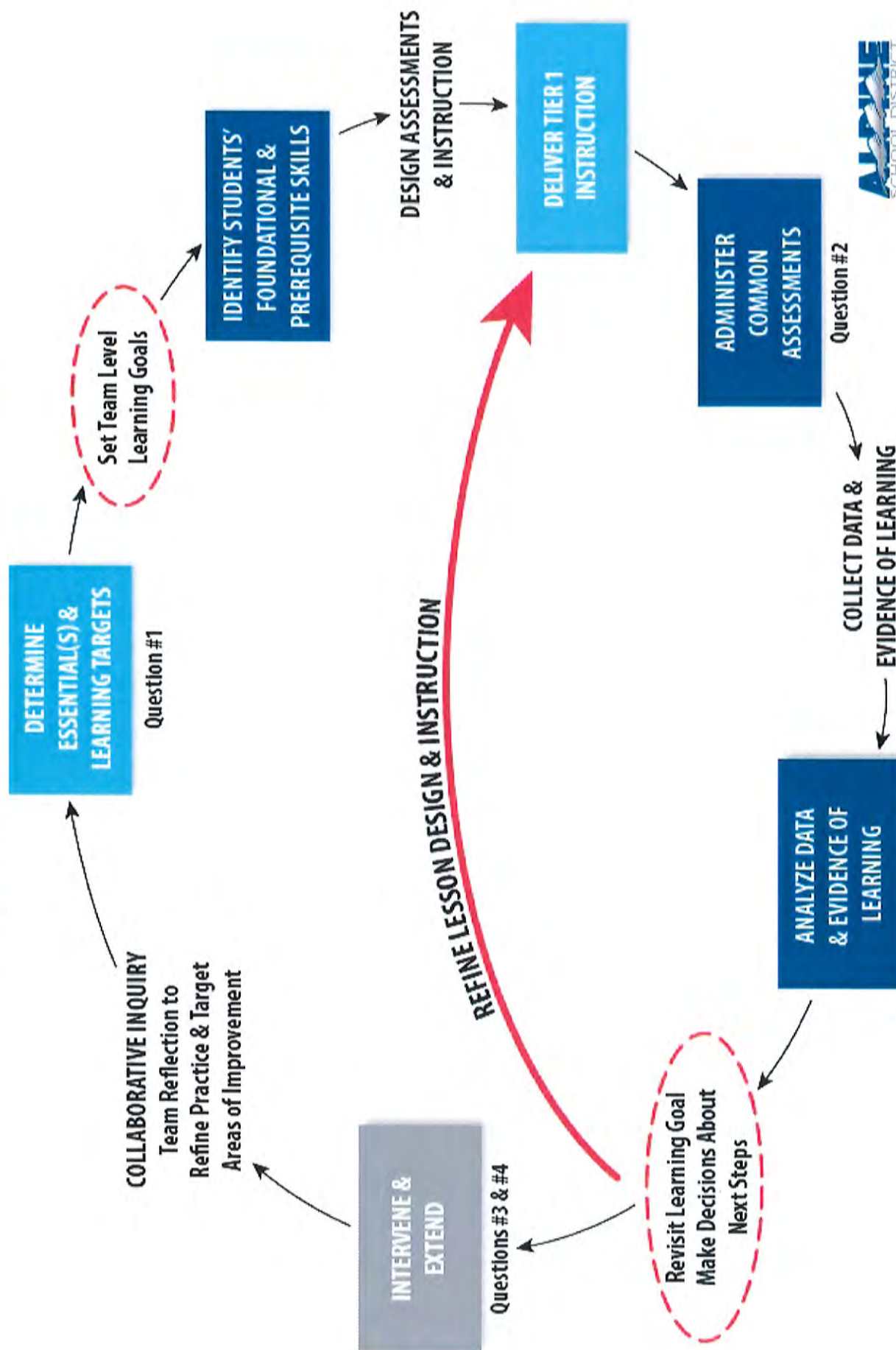
Math Mark

	<p>JIGSAW ACTIVITY</p> 	<p>JIGSAW GROUPS:</p> <p>Group 1 (Sam, D'Lisa, David, Rye): Pages 161-171 Part 1: The Case Study, Part 2: Here's How</p> <p>Group 2: (Dennis, Josh, Matt M): Pages 172-177 Part 3: Here's Why, Part 4: Assessing Your Place on the PLC Journey</p> <p>Group 3 (Matt L, Bradley, Georgia, Lori): Pages 178-186, Part 5: Tips for moving forward, Part 6: Questions to Guide the Work, Part 7: Dangerous Detours</p> <p>GOALS:</p> <p>Tight Elements of a Professional Learning Community (Learning by Doing, page 14)</p> <ol style="list-style-type: none"> 1. Educators work collaboratively rather than in isolation, take collective responsibility for student learning, and clarify the commitments they make to each other about how they will work together. 2. The fundamental structure of the school becomes the collaborative team in which members work interdependently to achieve common goals for which all members are mutually accountable. 3. The team establishes a guaranteed and viable curriculum, unit by unit, so all students have access to the same knowledge and skills regardless of the teacher to whom they are assigned. 4. The team develops common formative assessments to frequently gather evidence of student learning. 5. The school has created a <u>system of interventions</u> and <u>extensions</u> to ensure students who struggle receive additional time and support for learning in a way that is timely, directive, diagnostic, and systematic, and students who demonstrate proficiency can extend their learning. 6. The team uses evidence of student learning to inform and improve the individual and collective practice of its members.
6:20 UPDATE	DDI Team Dates: UPDATE	12/14, 1/10, 2/14, 3/14, 4/11, 5/9, June TBD (June 9th or 14th, depending on when the two day PD is), August TBD (all day) Avoid June 12, 13, & 15
6:25 EVAL	EVALUATION	

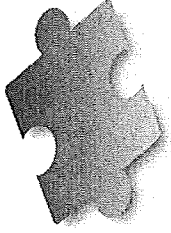
PARKING LOT ISSUES:



PLC RESULTS CYCLE

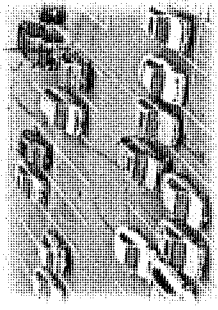


<p>Essential Actions:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify essential standards for each grade level or course, unit by unit <input type="checkbox"/> Create an essential standards unit plan (PLT F.A's & ISAT Tools for Teachers) <input type="checkbox"/> Implement the team teaching-assessing cycle <input type="checkbox"/> Give common end-of-unit assessment for essential standards <input checked="" type="checkbox"/> Identify students for Tier 2 support by student, standard, and learning target (2023-24 schedule changes) <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><i>What support do we need to make progress toward our objectives?</i></p> </div> <p><i>What materials and actions are needed for our next meeting? April _____</i> <i>Tuesday</i></p>	<p>PLC Results Cycle:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine essential(s) and learning targets <input type="checkbox"/> Set team level learning goals <input type="checkbox"/> Identify students' foundational/prerequisite skills and academic vocabulary <input type="checkbox"/> Design assessments and instruction <input type="checkbox"/> Deliver tier 1 instruction <input type="checkbox"/> Administer Common Assessments <input type="checkbox"/> Collect data and evidence of learning <input type="checkbox"/> Analyze data and evidence of learning <input type="checkbox"/> Revisit learning goal - Make decisions about next steps <input type="checkbox"/> Refine lesson design and instruction <input checked="" type="checkbox"/> Intervene and Extend (INTERVENTION MODEL FOR 2023-24) <input type="checkbox"/> Collaborative inquiry <p>(Team reflection to refine practice & target areas of improvement)</p> <ul style="list-style-type: none"> <input type="checkbox"/> ISAT Preparedness (Interim, deconstructing questions, strategies, practice) <input type="checkbox"/> College and Career Readiness Action Planning <input checked="" type="checkbox"/> CSI Focus: __SWIP Budget & Pro D opportunities__ <input checked="" type="checkbox"/> PBIS Flow Chart and protocols for requesting beh. support <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____
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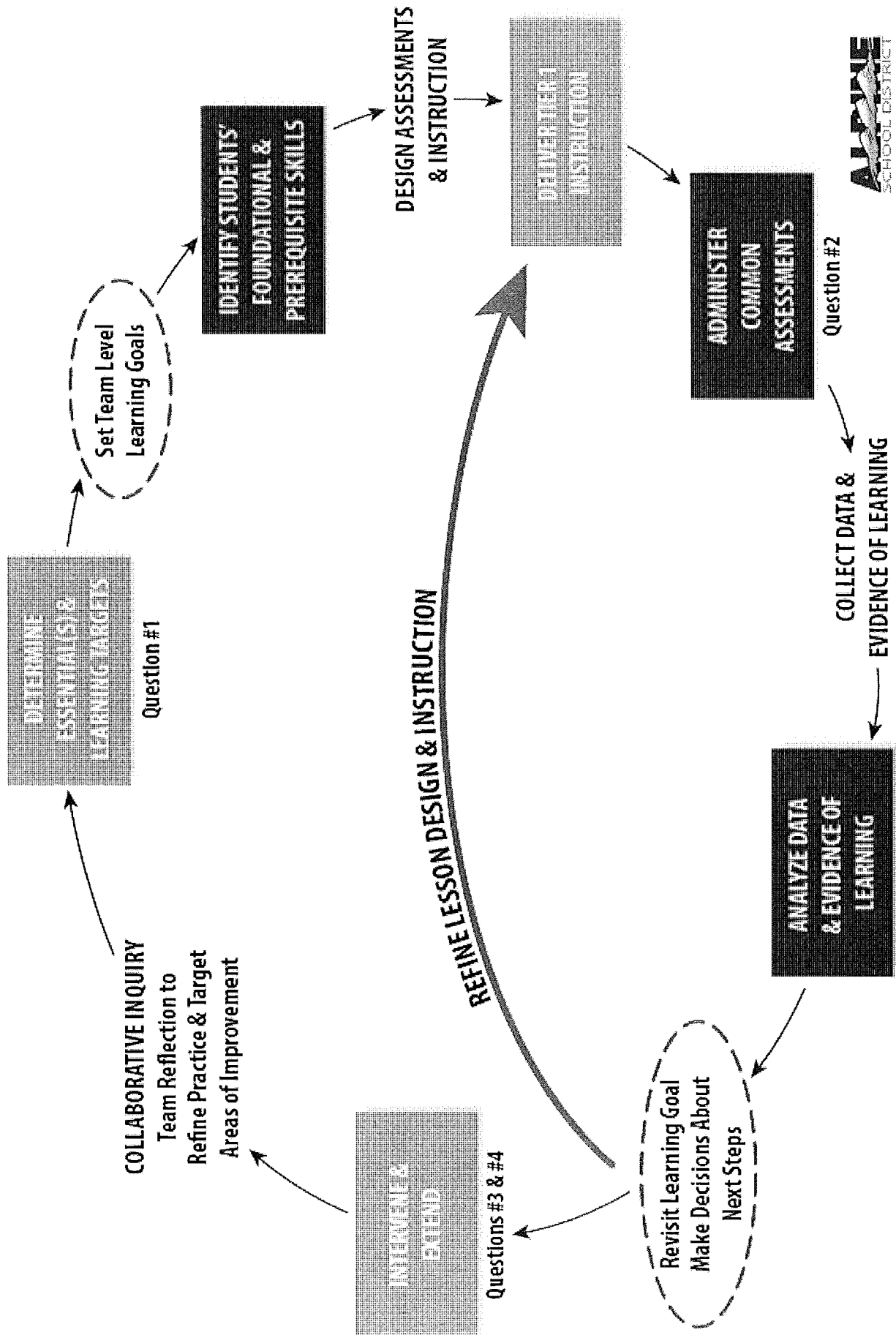
TIME	Topic/Task	Notes
3:30-3:45	ENTRY TASK: Critical Issues for Team Consideration (PLT's)	Taking a pulse: How are our PLT's doing? This is an 18 statement assessment of our PLT's on a scale of 1-10, true or false.
3:45-3:50	SWIP	(CELEBRATE!) Plan and budget approved Pro D opportunities
3:55-4:30	STAR WINTER BENCHMARK ISAT prelim data	WINTER Reading STAR winter benchmark data (from Sam Maynes and team) WINTER Math results ISAT data preliminary Updated ISAT Schedule & plan for make up tests
4:30-5:00	Leadership Team Reflection Activity	(Dennis) LT reflection team activity Implementing rubric for LT's
5-6:00	LEARNING BY DOING (Richard DuFour) JIGSAW ACTIVITY 	LEARNING BY DOING: A handbook for professional learning communities at work -3 Big Ideas that drive the work of a PLC ---A focus on learning ---A collaborative culture and collective responsibility ---A results orientation Next Month: April reading -Why should we implement systematic interventions? -The Professional Learning Communities at work continuum: Providing students with systematic interventions and extensions -Chpt 7: pg's 161-186 <i>Responding When Some Students Don't Learn</i> GOALS: Tight Elements of a Professional Learning Community (Learning by Doing, page 14) 1. Educators work collaboratively rather than in isolation, take collective responsibility for student learning, and clarify the commitments they make to each other about how they will work together. 2. The fundamental structure of the school becomes the collaborative team in which members work interdependently to achieve common goals for which all members are mutually accountable. 3. The team establishes a guaranteed and viable curriculum, unit by unit, so all students have access to the same knowledge and skills regardless of the teacher to whom they are assigned. 4. The team develops common formative assessments to frequently gather evidence of student learning. 5. The school has created a system of interventions and extensions to ensure students who struggle

		<p>receive additional time and support for learning in a way that is timely, directive, diagnostic, and systematic, and students who demonstrate proficiency can extend their learning.</p> <p>6. The team uses evidence of student learning to inform and improve the individual and collective practice of its members.</p>
6:00-6:20	Schedule 2023-2024	District Calendar, Winter PTC plan, Advisory/CORE, Intervention plan, periods of the day, instructional minutes, etc. Google form for staff feedback/input
6:20 UPDATE	DDI Team Dates: UPDATE	12/14, 1/10, 2/14, 3/14, 4/11, 5/9, June TBD (all day), August TBD (all day)
6:25 EVAL	EVALUATION	

PARKING LOT ISSUES:



PLC RESULTS CYCLE



4/11/23 DDI TEAM SURVEY AND MEETING EVALUATION

Survey:

1. What topics would you like to see included in future DDI Team meeting agendas?

Meeting Evaluation:

1. This meeting was a valuable use of my time:

<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>	Disagree
<input type="checkbox"/>	Agree	<input type="checkbox"/>	Strongly Agree

2. I would describe the level of engagement in the meeting as:

<input type="checkbox"/>	Unsatisfactory	<input type="checkbox"/>	Basic
<input type="checkbox"/>	Proficient	<input type="checkbox"/>	Distinguished

3. Please share comments and suggestions here:

LAPWAI SWIP BUDGET PURCHASED SERVICES

- IXL Access for Grades 6-11: IXL is personalized learning. With a comprehensive K-12 curriculum, individualized guidance, and real-time analytics, IXL meets the unique needs of each learner. \$5,000
- Center for Educational Effectiveness Perceptual Surveys for Students, Staff, and Parents \$4,000
- Lisa Nelson English-Language Arts Summer Workshop Hours \$2,500.
- On-Site Solution Tree Professional Learning Community Training \$4,500
- Reading Comprehension Blueprint Training--Shelby & Lexi \$2,000
- Integrate the Science of Reading.
- Edulastic--Reading, science, math interventions for classroom teachers \$2,000
- PD for REWARDS Training (Brad Peterson & Brad Carpenter) ~~Prep~~ \$500
- Freckle for ELA and Math Intervention with differentiated learning \$4,000 and training.
- Renaissance Learning Formative Assessment (STAR) \$3,500
- 3rd Millennium site license \$2,500 and parent education course.

Three Big Ideas That Drive the Work of a PLC

There are three big ideas that drive the work of the PLC process. The progress a district or school experiences on the PLC journey will be largely dependent on the extent to which these ideas are considered, understood, and ultimately embraced by its members.

A Focus on Learning

The first (and the biggest) of the big ideas is based on the premise that *the fundamental purpose of the school is to ensure that all students learn at high levels (grade level or higher)*. This focus on and commitment to the learning of each student are the very essence of a *learning* community.

When a school or district functions as a PLC, educators within the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it. In order to achieve this purpose, the members of a PLC create and are guided by a clear and compelling vision of what the organization must become in order to help all students learn. They make collective commitments clarifying what each member will do to create such an organization, and they use results-oriented goals to mark their progress. Members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend their learning when students have already mastered the intended outcomes.

A corollary assumption is that if the organization is to become more effective in helping all students learn, the adults in the organization must also be continually learning. Therefore, structures are created to ensure staff members engage in job-embedded learning as part of their routine work practices.

There is no ambiguity or hedging regarding this commitment to learning. Whereas many schools operate as if their primary purpose is to ensure that students are *taught* or are merely provided with *an opportunity* to learn, PLCs are dedicated to the idea that their organization exists to ensure that all students actually acquire the essential knowledge, skills, and dispositions of each unit, course, and grade level. Every potential organizational practice, policy, and procedure is assessed on the basis of this question: Will this ensure higher levels of learning for our students? All the other characteristics of a PLC flow directly from this epic shift in assumptions about the purpose of the school.

The fundamental purpose of the school is to ensure that all students learn at high levels.

A Collaborative Culture and Collective Responsibility

The second big idea driving the PLC process is that in order to ensure all students learn at high levels, *educators must work collaboratively and take collective responsibility for the success of each student*. Working collaboratively is not optional, but instead is an

In order to ensure all students learn at high levels, educators must work collaboratively and take collective responsibility for the success of each student.

expectation and requirement of employment. Subsequently, the fundamental structure of a PLC is the collaborative teams of educators whose members work *interdependently* to achieve *common goals* for which members are *mutually accountable*. These common goals are directly linked to the purpose of learning for all. The team is the engine that drives the PLC effort and the primary building block of the organization.

It is difficult to overstate the importance of collaborative teams in the improvement process. It is even more important, however, to emphasize that collaboration does not lead to improved results unless people are focused on the right work. Collaboration is a means to an end, not the end itself. In many schools, staff members are willing to collaborate on a variety of topics—as long as the focus of the conversation stops at their classroom door. In a PLC, *collaboration* represents a systematic process in which teachers work together interdependently in order to *impact* their classroom practice in ways that will lead to better results for their students, for their team, and for their school.

Working together to build shared knowledge on the best way to achieve goals and meet the needs of those they serve is exactly what *professionals* in any field are expected to do, whether it is curing the patient, winning the lawsuit, or helping all students learn. Members of a *professional* learning community are expected to work and learn together.

A Results Orientation

Educators in a PLC focus on results—evidence of student learning.

The third big idea that drives the work of PLCs is the need for a *results orientation*. To assess their effectiveness in helping all students learn, educators in a PLC focus on results—evidence of student learning. They then use that evidence of learning to inform and improve their professional practice and respond to individual students who need intervention or enrichment. Members of a PLC recognize that all of their efforts must ultimately be assessed on the basis of results rather than intentions. Unless their initiatives are subjected to ongoing assessment on the basis of tangible results, they represent random groping in the dark rather than purposeful improvement. As Peter Senge and colleagues (Senge, Ross, Smith, Roberts, & Kleiner, 1994) conclude, “The rationale for **any strategy** for building a learning organization revolves around the premise that such organizations will produce dramatically improved results” (p. 44).

This constant search for a better way to improve results by helping more students learn at higher levels leads to a cyclical process in which educators in a PLC:

- Gather evidence of current levels of student learning
- Develop strategies and ideas to build on strengths and address weaknesses in that learning
- Implement those strategies and ideas
- Analyze the impact of the changes to discover what was effective and what was not
- Apply new knowledge in the next cycle of continuous improvement

A Guide to Action for Professional Learning Communities at Work

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The intent of this cyclical process is not simply to learn a new strategy, but instead to create conditions for perpetual learning—an environment in which innovation and experimentation are viewed not as tasks to be accomplished or projects to be completed but as ways of conducting day-to-day business, *forever*. Furthermore, participation in this process is not reserved for those designated as leaders; rather, it is a responsibility of every member of the organization.

This focus on results leads each team to develop and pursue measurable improvement goals for learning that align with school and district goals. It also drives teams to create a series of common formative assessments that are administered to students multiple times throughout the year to gather ongoing evidence of student learning. Team members review the results from these assessments in an effort to identify and address program concerns (areas of learning where many students are experiencing difficulty). They also examine the results to discover strengths and weaknesses in their individual teaching in order to learn from one another. Very importantly, the assessments are used to identify students who need additional time and support for learning. We will make the case that frequent common formative assessments represent one of the most powerful tools in the PLC arsenal.

Jigsaw Activity

As you read and discuss with your group, write down important facts about your topic. After you have become an expert on your own topic, you will share your findings with a group of classmates, and learn about their topics as well.

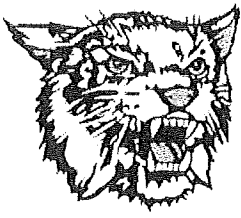
Important Ideas 1. 2. 3.			
Summary 			
Other Facts 			

JIGSAW GROUPS:

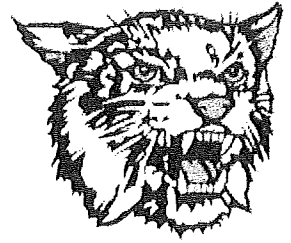
Group 1 (Sam, D'Lisa, David, Rye): Pages 161-171 Part 1: The Case Study, Part 2: Here's How

Group 2: (Dennis, Josh, Matt M): Pages 172-177 Part 3: Here's Why, Part 4: Assessing Your Place on the PLC Journey

Group 3 (Matt L, Bradley, Georgia, Lori): Pages 178-186, Part 5: Tips for moving forward, Part 6: Questions to Guide the Work, Part 7: Dangerous Detours



LAPWAI MIDDLE HIGH SCHOOL



Proactive Environment

Clear expectations are taught of what safe, on-task, accountable, and respectful look like in classroom environment.

Observable Problem Behavior

Is the behavior office managed?

Has the student already been written up at least three times for classroom managed behavior?

NO

YES

Step 1:

Teacher/ Student Conference

Document challenging behavior and what was re-taught/ reinforced on Behavior Log

Step 2:

Classroom-based Consequence

Document consequence and parent contact on Behavior Log

Step 3:

Classroom-based Consequence (increased intensity)

Document consequence and parent contact on Behavior Log **AND** complete Step 4

Step 4:

Behavior Referral in SWIS

Complete referral in SWIS and place completed behavior log in AP's box

Classroom Managed Behavior

- Talking in class
- Out of seat without permission
- Defiance/ Insubordination/ Non-Compliance
- Inappropriate language
- Refusal to follow instructions
- Technology violation
- Tardy
- Unpreparedness (not having needed class materials)
- Property misuse
- Dress code violation (send to counselor)

Office Managed Behavior

- Physical Aggression
- Abusive language/ inappropriate language/ Profanity
- Possession of drugs
- Possession of alcohol
- Possessing a weapon
- Fighting
- Skipping class
- Bullying
- Harassment
- Vandalism/ property damage
- Lying/Cheating

Step 1:

Send student directly to office- or request escort

Step 2:

Call office or email to notify of student in route

Step 3:

Complete behavior referral in SWIS



Administrator assigns a consequence according to district policy. Documents in SIS

Toolbox of Classroom Interventions and Consequences

- Continuum of responses for contextually inappropriate behavior
- 4:1 positive to corrective ratio
- Conference with student away from peers
- Re-direct and immediately disengage/ avoid power struggle
- Phone call to parents
- Change students' seats
- Classroom detention (before school, break, lunch, or after school)

LEARNING IS REQUIRED. GROWTH IS INSPIRED!
ISAT PREP INTENTIONALITY

Friday Pro D Agenda
3/16/23, 1:30-3:30

IF YOU AREN'T HERE, FIND YOUR MEETING BUDDY

Review Team Norms (3 minutes)

1. Stay Learning Focused—Cell phones are off. Technology is not required for this meeting. Paper and pens are provided.

Research: A comparison of recall and recognition for common words demonstrates that memory is better for words when they have been written down rather than when they are typed. This provides additional support for the hypothesis that the additional context provided by the complex task of writing results in better memory. With the recent trend towards electronic note taking, the educational and practical implications of these findings would suggest that performance may be improved by using traditional paper-and-pen notes (Comparing Memory for Handwriting versus Typing, Timothy J. Smoker, Carrie E. Murphy, Alison K. Rockwell)

2. Timely arrivals and meeting closures
3. Leave cell phones, emails, and other business at the door
4. Remain agenda driven; present, and data focused
5. Refuse to admire problems and insist on solutions
6. Model positive growth mindsets (blaming previous teachers, parents, home environment, pandemic, etc. is not an option)

AGENDA:

ALL STAFF PD: 1:30-3:30

1. ISAT WEEK 2 PLAN

a. DRAFT (Need to add 9th grade back in)

Monday March 20

6th grade ISAT

Morgan 5th hour to Joslyn L.

Morgan 6th hour to B. Carpenter

Tuesday

11th grade ISAT Math PT all 11th graders in the library

Sub needed for Matt L 1-2. Matt's 3rd hour to C. Katus

Wednesday 8th and 10th grades ISAT CAT math and ELA

Harming testing all day 2nd hour to Boyer Harming 3rd hour to Joslyn

B. Carpenter testing 1-3

10th grade testing 1-3 proctors S. Maynes and M. Lattuada

Matts 3rd hour go to Chris Katus Tanner B goes to ?

Thursday

11th grade ISAT ELA CAT and 7th grade ELA and Math CAT

11th grade hours 1-3 in the library or 151 with G. Brown and D. Knolls

LEARNING IS REQUIRED. GROWTH IS INSPIRED!

ISAT PREP INTENTIONALITY

- 7th grade all day with Harming and Morgan
Morgan first hour 6th grade to Shaffer , 3rd hour 6th grade to Josh Leighton, 4th hour to Joslyn
Harming 4th hour to B. Carpenter, 5th and 6th to Selstead
- 2. **23 have done it: (IF YOU HAVEN'T DONE IT) STATE ENGAGEMENT SURVEY: ALL STAFF**
- 3. **Staff survey link CLICK HERE**
- 4. **<https://eprovesurveys.advanc-ed.org/surveys/#!/action/204889/p31461>**
- 5. **DOMAIN 2c and 2d: March 22nd, 9AM-1:30PM instructions rounds**
- 6. **ALL TEACHERS: GRADING FOR LEARNING: PARENT COMMUNICATIONS ON D & F Students. Thank you for making the contacts and documenting**
 - a. **Tyler grades uploaded and updated**
 - b. **D&F students/parents are sent a progress report and communicated with**
- 7. **SpEd PD (in Rye's room)**
- 8. **Special Forces paras are all together: Special Forces has a series of trainings on Fridays with Dr. Wittman:**

Description: Dr. Wittman will be training my staff using the evidence-based RUBI Autism Network's Curriculum Training for Disruptive Behavior. In our weekly sessions, we will be covering:

 - Behavioral Principles
 - Prevention Strategies
 - Daily Schedules
 - Reinforcement 1
 - Reinforcement 2
 - Planned Ignoring
 - Compliance Training
 - Functional Communication Training
 - Teaching Skills 1
 - Teaching Skills 2
 - Generalization and Maintenance

-Staff will be expected to demonstrate mastery through homework each week that will include using these strategies to document and improve the behavior of our students using evidence-based, data-driven, intervention skills. This training will meet our requirements of providing appropriate supervision and training for staff responsible for billing Medicaid.

Four Critical Questions of a PLC		
1	What do we want all students to know and be able to do?	
2	How will we know if they learn it?	
3	How will we respond when some students do not learn?	
4	How will we extend the learning for students who are already proficient?	

Domain 2: The Classroom Environment

Component	2a: Creating an Environment of Respect and Rapport
<p><i>2a: Creating an environment of respect and rapport</i></p>	<p>An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.</p> <p>The elements of component 2a are listed below and are evaluated:</p> <ul style="list-style-type: none"> Teacher interactions with students, including both words and actions <i>A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.</i> Student interactions with other students, including both words and actions <i>As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers model and teach students how to engage in respectful interactions with one another and acknowledge respectful interactions among students.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> Respectful talk and turn taking Respect for students' background and lives outside of the classroom Teacher and student body language Physical proximity Warmth and caring Politeness Encouragement Active listening Fairness

	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are generally inappropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
Critical Attributes	<ul style="list-style-type: none"> Teacher uses disrespectful talk towards students; Student body language indicates feelings of hurt or insecurity. Students use disrespectful talk towards one another with no response from the teacher. Teacher displays no familiarity with or caring about individual students' interests or personalities. 	<ul style="list-style-type: none"> The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. Teacher attempts to respond to disrespectful behavior among students, with uneven results. Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual. 	<ul style="list-style-type: none"> Talk between teacher and students and among students is uniformly respectful. Teacher responds to disrespectful behavior among students. Teacher makes general connections with individual students. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> Teacher demonstrates knowledge and caring about individual students' lives beyond school. When necessary, students correct one another in their conduct towards classmates. There is no disrespectful behavior among students. The teacher's response to a student's incorrect response respects the student's dignity
Possible Examples	<ul style="list-style-type: none"> A student slumps in his/her chair following a comment by the teacher. Students roll their eyes at a classmate's idea; the teacher does not respond. Many students talk when the teacher and other students are talking; the teacher does not correct them. Some students refuse to work with other students. Teacher does not call students by their names. 	<ul style="list-style-type: none"> Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. A few students do not engage with others in the classroom, even when put together in small groups. Students applaud half-heartedly following a classmate's presentation to the class. Teacher says: "Don't talk that way to your classmates," but student shrugs his/her shoulders 	<ul style="list-style-type: none"> Teacher greets students by name as they enter the class or during the lesson. The teacher gets on the same level with students, such as kneeling beside a student working at a desk. Students attend fully to what the teacher is saying. Students wait for classmates to finish speaking before beginning to talk. Students applaud politely following a classmate's presentation to the class. Students help each other and accept help from each other. Teacher and students use courtesies such as "please/thank you, excuse me." 	<ul style="list-style-type: none"> Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies). Students say "Shhh" to classmates while the teacher or another student is speaking. Students clap enthusiastically for one another's presentations for a job well done. The teacher says: "That's an interesting idea, Josh, but you're forgetting...."



					• Teacher says: "Don't talk that way to your classmates" and the insults stop.
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Component	2b: Establishing a Culture for Learning
2b: Establishing a culture for learning	<p>"A culture for learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.</p> <p>Elements of component 2b are:</p> <ul style="list-style-type: none">• Importance of the content and of learning <i>In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.</i>• Expectations for learning and achievement <i>In classrooms with robust cultures for learning, all students receive the message that while the work is challenging, they are capable of achieving it if they are prepared to work hard.</i>• Student pride in work <i>When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.</i> <p>Indicators include:</p> <ul style="list-style-type: none">• <i>Belief in the value of the work</i>• <i>Expectations are high and supported through both verbal and nonverbal behaviors</i>• <i>Quality is expected and recognized</i>• <i>Effort and persistence are expected and recognized</i>• <i>Confidence in ability is evidenced by teacher and students language and behaviors</i>• <i>Expectation for all students to participate</i>



	Unsatisfactory	Basic	Proficient	Distinguished
<i>2b: Establishing a culture for learning</i>	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions, and students indicate that they are interested in completion of a task, rather than quality." The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Class time is devoted more to socializing than to learning 	<ul style="list-style-type: none"> Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off." The teacher conveys high expectations for only some students. Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work. Many students indicate that they are looking for an "easy path." 	<ul style="list-style-type: none"> The teacher communicates the importance of learning, and that with hard work all students can be successful in it. The teacher demonstrates a high regard for student abilities. Teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality. 	<ul style="list-style-type: none"> In addition to the characteristics of "proficient," The teacher communicates a genuine passion for the subject. Students indicate that they are not satisfied unless they have complete understanding. Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer. Students recognize the efforts of their classmates. Students take initiative in improving the quality of their work.
<i>Possible Examples</i>	<ul style="list-style-type: none"> The teacher tells students that they're doing a lesson because it's on the test; in the book, or is district-directed. Teacher says to a student: "Why don't you try this easier problem?" Students turn in sloppy or incomplete work Students don't engage in work and the teacher ignores it Students have not completed their homework and the teacher does not respond 	<ul style="list-style-type: none"> Teacher says: "Let's get through this." Teacher says: "I think most of you will be able to do this." Students consult with one another to determine how to fill in a worksheet, without challenging classmates' thinking. Teacher does not encourage students who are struggling. Some students get to work after an assignment is given or after entering the room. 	<ul style="list-style-type: none"> Teacher says: "This is important; you'll need to speak grammatical English when you apply for a job." Teacher says: "This idea is really important! It's central to our understanding of history." Teacher says: "Let's work on this together: it's hard, but you all will be able to do it well." Teacher hands a paper back to a student, saying "I know you can do a better job on this." The student accepts it without complaint. 	<ul style="list-style-type: none"> The teacher says: "It's really fun to find the patterns for factoring polynomials." Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher's explanation. Students question one another on answers Student asks the teacher whether s/he can re-do a piece of work since s/he now sees how it could be strengthened. Students work even when the teacher isn't working with them or directing their efforts.



	<ul style="list-style-type: none">• Almost all of the activities are busy work.		<ul style="list-style-type: none">• Students get to work right away when an assignment is given or after entering the room.	
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Component	2c: Managing Classroom Procedures
<p><i>2c: Managing classroom procedures</i></p>	<p>A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.”</p> <p>Elements of Component 2c are:</p> <ul style="list-style-type: none"> • Management of instructional groups <i>Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher.</i> • Management of transitions <i>Many lessons engage students in different types of activities – large group, small group, independent work. It’s important that little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly.</i> • Management of materials and supplies <i>Experienced teachers have all necessary materials to hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.</i> • Performance of non-instructional duties <i>Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Smooth functioning of all routines</i> • <i>Little or no loss of instructional time</i> • <i>Students playing an important role in carrying out the routines</i> • <i>Students know what to do, where to move</i>



	Unsatisfactory	Basic	Proficient	Distinguished
<i>2c Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> Students not working with the teacher are not productively engaged or are disruptive to the class. There are no established procedures for distributing and collecting materials. Procedures for other activities are confused or chaotic. 	<ul style="list-style-type: none"> Small groups are only partially engaged while not working directly with the teacher. Procedures for transitions, and distribution/collecting of materials, seem to have been established, but their operation is rough. Classroom routines function unevenly. 	<ul style="list-style-type: none"> The students are productively engaged during small group work. Transitions between large and small group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> Students take the initiative with their classmates to ensure that their time is used productively. Students themselves ensure that transitions and other routines are accomplished smoothly. Students take initiative in distributing and collecting materials efficiently
<i>Possible Examples</i>	<ul style="list-style-type: none"> When moving into small groups, students ask questions as to where they are supposed to go, whether they should take their chairs, etc. There are long lines for materials and supplies or distributing supplies is time-consuming. Students bump into one another lining up or sharpening pencils. Roll-taking consumes much time at the beginning of the lesson and students are not working on anything. Most students ask what they are to do or look around for clues from others. 	<ul style="list-style-type: none"> Some students not working with the teacher are off task Transition between large and small group activities requires five minutes but it is accomplished. Students ask what they are to do when materials are being distributed or collected. Students ask some clarifying questions about procedures Taking attendance is not fully routinized; the students are idle while the teacher fills out the attendance form. 	<ul style="list-style-type: none"> Students get started on an activity while the teacher takes attendance. Students move directly between large and small group activities. The teacher has an established timing device, such as counting down, to signal students to return to their desks. Teacher has an established attention signal, such as raising a hand, or dimming the lights. One member of each small group collects materials for the table. There is an established color-coded system indicating where materials should be stored. In small group work, students have established roles, they listen to one another, summarize different views, etc Clean-up at the end of a lesson is fast and efficient. 	<ul style="list-style-type: none"> Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work. A student reminds classmates of the roles that they are to play within the group. A student re-directs a classmate to the table s/he should be at following a transition. Students propose an improved attention signal. Students independently check themselves into class on the attendance board.

Component	2d: Managing Student Behavior
	<p>In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do, and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.</p> <p>Elements of Component 2d are:</p> <ul style="list-style-type: none"> • <i>Expectations</i> <i>It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented</i> • <i>Monitoring of student behavior</i> <i>Experienced teachers seem to have eyes “in the backs of their heads;” they are attuned to what’s happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which makes it challenging to observe.</i> • <i>Response to student misbehavior</i> <i>Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions are an important mark of the teacher’s skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content, are they trying to impress their friends?) and respond in such a way that they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although this is not always possible.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Clear standards of conduct, possibly posted, and possibly referred to during a lesson</i> • <i>Absence of acrimony between teacher and students concerning behavior</i> • <i>Teacher awareness of student conduct</i> • <i>Preventive action when needed by the teacher</i> • <i>Fairness</i> • <i>Absence of misbehavior</i> • <i>Reinforcement of positive behavior</i>

	Unsatisfactory	Basic	Proficient	Distinguished
<i>2d Managing Student Behavior</i>	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects students' dignity.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • The classroom environment is chaotic, with no apparent standards of conduct. • The teacher does not monitor student behavior. • Some students violate classroom rules, without apparent teacher awareness. • When the teacher notices student misbehavior, s/he appears helpless to do anything about it. 	<ul style="list-style-type: none"> • Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. • Teacher attempts to keep track of student behavior, but with no apparent system. • The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient. 	<ul style="list-style-type: none"> • Standards of conduct appear to have been established. • Student behavior is generally appropriate. • The teacher frequently monitors student behavior. • Teacher's response to student misbehavior is effective. • Teacher acknowledges good behavior 	<ul style="list-style-type: none"> • In addition to the characteristics of "proficient," • Student behavior is entirely appropriate; no evidence of student misbehavior. • The teacher monitors student behavior without speaking – just moving about. • Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.
<i>Possible Examples</i>	<ul style="list-style-type: none"> • Students are talking among themselves, with no attempt by the teacher to silence them. • An object flies through the air without apparent teacher notice • Students are running around the room, resulting in chaos. • Students are using their phones and other electronics; the teacher doesn't do anything. 	<ul style="list-style-type: none"> • Classroom rules are posted, but neither teacher nor students refers to them. • The teacher repeatedly asks students to take their seats; some ignore him/her. • To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already." 	<ul style="list-style-type: none"> • Upon a non-verbal signal from the teacher, students correct their behavior. • The teacher moves to every section of the classroom, keeping a close eye on student behavior. • The teacher gives a student a "hard look," and the student stops talking to his/her neighbor. 	<ul style="list-style-type: none"> • A student suggests a revision in one of the classroom rules. • The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops. • The teacher asks to speak to a student privately about misbehavior. • A student reminds his/her classmates of the class rule about chewing gum.

Component	2e: Organizing Physical Space
	<p>The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology.</p> <p>Elements of this component are:</p> <ul style="list-style-type: none"> • Safety and accessibility <i>Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.</i> • Arrangement of furniture and use of physical resources. <i>Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these are skillfully used students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the physical environment.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Pleasant, inviting atmosphere • Safe environment • Accessibility for all students • Furniture arrangement suitable for the learning activities • Effective use of physical resources, including computer technology, by both teacher and students



	Unsatisfactory	Basic	Proficient	Distinguished
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or the board. Available technology is not being used, even if available and its use would enhance the lesson. 	<ul style="list-style-type: none"> The physical environment is safe, and most students can see and hear. The physical environment is not an impediment to learning, but does not enhance it. The teacher makes limited use of available technology and other resources. 	<ul style="list-style-type: none"> The classroom is safe, and all students are able to see and hear. The classroom is arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology. 	<ul style="list-style-type: none"> In addition to the characteristics of "proficient," Modifications are made to the physical environment to accommodate students with special needs. There is total alignment between the goals of the lesson and the physical environment. Students take the initiative to adjust the physical environment. Teachers and students make extensive and imaginative use of available technology
<i>Possible Examples</i>	<ul style="list-style-type: none"> There are electrical cords running around the classroom. There is a pole in the middle of the room; some students can't see the board. A white board is in the classroom, but it is facing the wall. 	<ul style="list-style-type: none"> The teacher ensures that dangerous chemicals are stored safely. The classroom desks remains in two semicircles, requiring students to lean around their classmates during small group work. The teacher tries to use a computer to illustrate a concept, but requires several attempts to make it work. 	<ul style="list-style-type: none"> There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply. Desks are moved to make tables so students can work together, or in a circle for a class discussion. The use of an Internet connection extends the lesson. 	<ul style="list-style-type: none"> Students ask if they can shift the furniture to better suit small group work, or discussion. A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a classmate's eyes. A student suggests an application of the white board for an activity.

Teacher:

Date:

Time:

☐ Unsatisfactory

Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.

☐ Students not working with the teacher are not productively engaged.

☐ Transitions are disorganized, with much loss of instructional time.

☐ There do not appear to be any established procedures for distributing and collecting materials.

☐ A considerable amount of time is spent off task because of unclear procedures.

☐ Volunteers and paraprofessionals have no defined role and/or are idle much of the time.

☐ Basic

Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.

☐ Students not working directly with the teacher are only partially engaged.

☐ Procedures for transitions seem to have been established, but their operation is not smooth.

☐ There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.

☐ Classroom routines function unevenly.

☐ Volunteers and paraprofessionals require frequent supervision.

☐ Proficient

There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.

☐ Students are productively engaged during small-group or independent work.

☐ Transitions between large- and small-group activities are smooth.

☐ Routines for distribution and collection of materials and supplies work efficiently.

☐ Classroom routines function smoothly.

☐ Volunteers and paraprofessionals work with minimal supervision.

☐ Distinguished

Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.

☐ With minimal prompting by the teacher, students ensure that their time is used productively.

☐ Students take initiative in distributing and collecting materials efficiently.

☐ Students themselves ensure that transitions and other routines are accomplished smoothly.

☐ Volunteers and paraprofessionals take initiative in their work in the class.

Observation Notes:

Teacher:

Date:

Time:

☐ **Unsatisfactory**

There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.

☐ The classroom environment is chaotic, with no standards of conduct evident.

☐ The teacher does not monitor student behavior.

☐ Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.

☐ **Basic**

Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.

☐ The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.

☐ The teacher attempts to keep track of student behavior, but with no apparent system.

☐ The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.

☐ **Proficient**

Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.

☐ Standards of conduct appear to have been established and implemented successfully.

☐ Overall, student behavior is generally appropriate.

☐ The teacher frequently monitors student behavior.

☐ The teacher's response to student misbehavior is effective.

☐ **Distinguished**

Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

☐ Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.

☐ The teacher silently and subtly monitors student behavior.

☐ Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

Observation Notes:

UPDATED ISAT SCHEDULES

March 20	6 th grade
March 21	9 th and 11 th grades
March 22	8 th and 10 th grades
March 23	11 th and 7 grades
April 4	11 th grade
April 5	8 th and 9 th grade
April 10	6 th grade
April 11	7 th grade
April 12	9 th grade (11 th grade SAT)
April 13	10 th grade
April 17	6 th grade
April 18	8 th and 10 th grades
April 19	7 th and 9 th grades
April 20	8 th and 10 th grade
April 25 th	11 th grade Science ISAT
	Make ups Fridays

LAPWAI JUNIOR SAT's 4/12/23



ATHLETIC REPORT

APRIL 2023

- Resignation as AD pending board approval, effective immediately
- Game Manager schedule for spring sports template for home coverage of games
- Fall/Winter coach evals completed, spring pending end of May
- Post-athletic surveys fall and winter complete, spring pending after last district/state tournament
- SPRING SPORTS:
 - Golf
 - Baseball
 - Softball
 - MS Track
 - HS Track
- Updated schedules (pending weather issues)
- SENIOR NIGHTS:
 - Softball April 28th
 - Baseball May 1st
 - Golf (pending)
 - Track (pending)

Lapwai High School 2023 Softball Schedule



<u>Date</u>	<u>Opponent</u>	<u>Location</u>	<u>Time</u>
2/27	First Day of practice		
3/16	Genesee	Lapwai	4:30pm GAME MOVED
3/21	Kamiah	Lapwai	4:00pm
3/23	Potlatch HOME	Lapwai	4:30pm (changed due to snow)
4/10	@ Kendrick	Kendrick	4:00pm
4/13	@ CV	Kooskia	3pm & 5pm
4/14	@ Genesee	Genesee	4pm & 6pm*
4/18	Kendrick	Lapwai	4:00pm
4/27	@ Kamiah	Kamiah	4:00pm
4/28	Lewis County	Lapwai	3pm & 5pm
(Senior recognition)			
5/4	@ Potlatch	Potlatch	4:30pm
5/9	Districts Higher Seed		
5/12-13	Districts @ Genesee		

Coach: Ada Marks
 Assistant Coach: Joslyn Leighton
 Manager: Joslyn McCormack-Marks
 Principal/Interim A.D.: Dr. D'Lisa Penney
 Superintendent: Dr. David Aiken
 Game Manager: LoriLynn Parrish & Jene Ane Carlin
 White Pine League Representative/Scheduler: Josh Leighton
 Concessions Manager: Bradley Peterson



Please email any questions or comments to wildcats@lapwai.org.



Lapwai High School 2023 Baseball Schedule

DH: Double Header

Date:	Opponent:	Location:	Time:
<u>2/27/23</u>	1 st Practice		
<u>*3/16</u>	Prairie HOME CHANGE	Field of Dreams, CLK	4:00PM
<u>3/27-31</u>	<u>Spring Break</u>		
<u>4/14</u>	@CV (DH)	Kooskia, ID	3/5PM
<u>4/18</u>	@Potlatch (DH)	Potlatch, ID	4:30/6
<u>4/20</u>	Troy HOME	Clearwater Field, LEW	4:30PM
<u>4/25</u>	@Kendrick (DH)	Kendrick, ID	3/5PM
<u>4/28</u>	@Lewis County (DH)	Lapwai, ID	3/5PM
5/1 SENIOR NIGHT	Genesee HOME	Clearwater Field, LEW	4:30PM
<u>5/2</u>	@Genesee	Genesee, ID	4:30PM
<u>5/4</u>	@ Troy	Troy, ID	3:30/5:30PM
<u>5/5</u>	@ Prairie	Cottonwood, ID	4:30PM
<u>5/9</u>	Districts	Higher Seed	TBD
<u>5/12-13</u>	Districts	TBD	TBD
<u>5/20-21</u>	State	TBD	TBD

Coach: Bert Williamson

Assistant Coach: Dom Williamson

Principal/Interim A.D.: Dr. D'Lisa Penney

Superintendent: Dr. David Aiken

Game Manager: LoriLynn Parrish & Jene Ane Carlin

White Pine League Representative/Scheduler: Josh Leighton

Concessions Manager: Bradley Peterson



Please email any questions or comments to wildcats@lapwai.org.



Lapwai



Wildcats

2023 Outdoor Track & Field
Calendar

Wildcats

Date	Meet Name	Location	Depart	Field	Track	Return
Tue, Apr 11	KMS Meet	Bob Squires Track, Kamiah		4:00 PM	4:30 PM	
Mon, Apr 17	MS Track Meet #1 - Colfax	Colfax Track, Colfax		4:00 PM	4:15 PM	
Thu, Apr 20	Prairie Middle School Invite	Prairie Track Complex, Cottonwood		3:30 PM	4:00 PM	
Mon, Apr 24	MS Track Meet #2 - Pomeroy	Pomeroy Track, Pomeroy				
Thu, Apr 27	KMS Meet	Bob Squires Track, Kamiah		4:00 PM	4:30 PM	
Tue, May 2	Gvill Battle On The Hill MS	GHS Track, Grangeville		3:30 PM	4:00 PM	
Thu, May 4	LMS Pullman vs Clarkston/Asotin/Logos	Lincoln Middle School, Pullman		3:30 PM	3:30 PM	
Tue, May 9	Troy Middle School Track Invite	Troy Trojan Field, Troy		3:30 PM	4:00 PM	
Thu, May 11	LMS Pullman vs Moscow/Logos	Lincoln Middle School, Pullman		3:30 PM	3:30 PM	
Mon, May 15	MS Track Meet #5 - Pomeroy	Pomeroy Track, Pomeroy				
Mon, May 22	MS Meet #5 - Pomeroy	Pomeroy Track, Pomeroy				
Tue, May 23	MS Track Team Banquet - Awards Night		5:30 PM			6:30 PM
Sat, May 27	YMCA Middle School Invitation	Mountain View HS, Boise		10:00 AM	2:00 PM	

Visit <https://www.athletic.net/> for meet results.



Lapwai



Wildcats

2023 Outdoor Track & Field
Calendar

Wildcats

Date	Meet Name	Location	Depart	Field	Track	Return
Thu, Mar 23	Lewiston Invitational	Sweeney Track, Lewiston		12:00 PM	12:00 PM	
Sat, Apr 8	Kendrick Invite	Lapwai Track Facility, Lapwai		9:00 AM	10:00 PM	
Tue, Apr 11	Leah Swanson memorial | Deary Invitational	Lapwai HS Track , Lapwai		3:00 PM	3:30 PM	
Tue, Apr 18	Prairie Track Meet 4-18	Prairie Track & Field, Cottonwood		3:30 PM	3:45 PM	
Sat, Apr 22	White Pine League Championships	Bob Squires Sports Complex, Kamiah		10:00 PM	11:00 PM	
Tue, Apr 25	Prairie Track Meet 4-25	Prairie Track & Field, Cottonwood		3:30 PM	3:45 PM	
Sat, Apr 29	Troy Invitational	Troy Jr/Sr HS, Troy				
Thu, May 4	District II Meet of Champions	Sweeney Track, Lewiston		1:00 PM	1:00 PM	
Fri, May 12	Districts 1/2 1A Track and Field Championships	Bob Squires Track, Kamiah				

Visit <https://www.athletic.net/> for meet results.

2023 RunnerSpace.com
2023 Athletic.net - All rights reserved

Idaho High School Activities Association

Email: johnsond@idhsaa.org | Fax: (208) 322-5505

2022-23 ACTIVITIES PARTICIPATION SURVEY

Due Friday, April 28th

School Name: _____

Instructions:

1. "Participants" should be calculated based upon the **maximum number of individuals** who participated in the activity for **any length of time** during the 2022-2023 school year.
2. "Participants" are representative of interscholastic activities **(not intramural or club)**.
3. Please provide figures for the listed activities offered by your high school regardless of whether the IHSAA sponsors a state championship or sanctions the event, or even regulates interscholastic activities in your state.
4. If your high school includes only 10th through 12th grades, but 9th grade students participate on your high school's teams, please include this number in participation figures.

Activity	Total # of Participants	Total # of Girls	Total # of Boys
Music			
Band			
Orchestra			
Vocal			
Speech Arts			
Policy Debate			
Lincoln Douglas Debate			
Congressional Debate			
Public Forum Debate			
Speech			
Drama			
Spirit (sideline & comp)			
Cheer			
Dance			

Return to the IHSAA office care of Debbie Johnson

Email: johnsond@idhsaa.org

Idaho High School Activities Association

Email: johnsond@idhsaa.org | Fax: (208) 322-5505

SPRING ELIGIBILITY VERIFICATION

Due Friday, April 21st

All participants in contests sponsored by the IHSAA must meet the eligibility regulations in each of the following:

1. Physical exam
2. Age
3. Enrolled full time
4. On target to graduate based on SBE graduation requirements
5. Number of semesters of eligibility
6. Attendance the previous semester
7. Number of subjects passed previous semester
8. Transfer students- permission to compete received from IHSAA
9. Students below a 2.0 GPA are on an Academic Improvement Plan

If your school is in a Co-Op, each school is responsible for reporting their own students.

SPRING SPORTS –Due Friday, April 21st

***If form is not submitted by due date, a \$5 fine per sport per gender will be imposed.**

TRACK				GOLF				TENNIS			
	Boys	Girls	Total		Boys	Girls	Total		Boys	Girls	Total
9			0	9			0	9			0
10			0	10			0	10			0
11			0	11			0	11			0
12			0	12			0	12			0
Total	0	0	0	Total	0	0	0	Total	0	0	0

BASEBALL			SOFTBALL		
	Boys	Total		Girls	Total
9		0	9		0
10		0	10		0
11		0	11		0
12		0	12		0
Total	0	0	Total	0	0

ALL SECTIONS MUST BE FILLED OUT

TOTAL STUDENT BODY ENROLLMENT

	Boys	Girls
9th grade	_____	_____
10th grade	_____	_____
11th grade	_____	_____
12th grade	_____	_____
TOTAL # of Students	0	0

SPRING SPORTS PARTICIPATION

of Foreign Exchange students participating in spring IHSAA Sports _____

of non-traditional/homeschool students participating in spring IHSAA Sports _____

of participating students on an Academic Improvement Plan _____

of participating students not on target to graduate on graduation plan _____

Effective for the class of 2023

Verification of student-athletes eligibility is the responsibility of the principal of each school. I understand the above requirements as prescribed by the IHSAA Rules and Regulations and certify that all of our student-athletes who are competing in the sports listed below are eligible to participate.

ADMINISTRATOR'S SIGNATURE _____

SCHOOL _____

DATE SUBMITTED _____

SPRING SPORTS HOME GAME ASSIGNMENTS

LoriLynn & Jene Ane

HS Track-MS Track-Golf-Softball-Baseball

DATE	SPORT	TIME	Game Manager
4-11-23	Softball	canceled	
4-11-23	HS track	3PM	
4-18	Softball Kendrick	4pm	canceled
4-28	Baseball Lewis County	3 and 5PM	
4-28	Softball Lewis County Senior Night	3 and 5PM	
5/1	Baseball Genesee SENIOR NIGHT	4:30PM	

All other games are away.

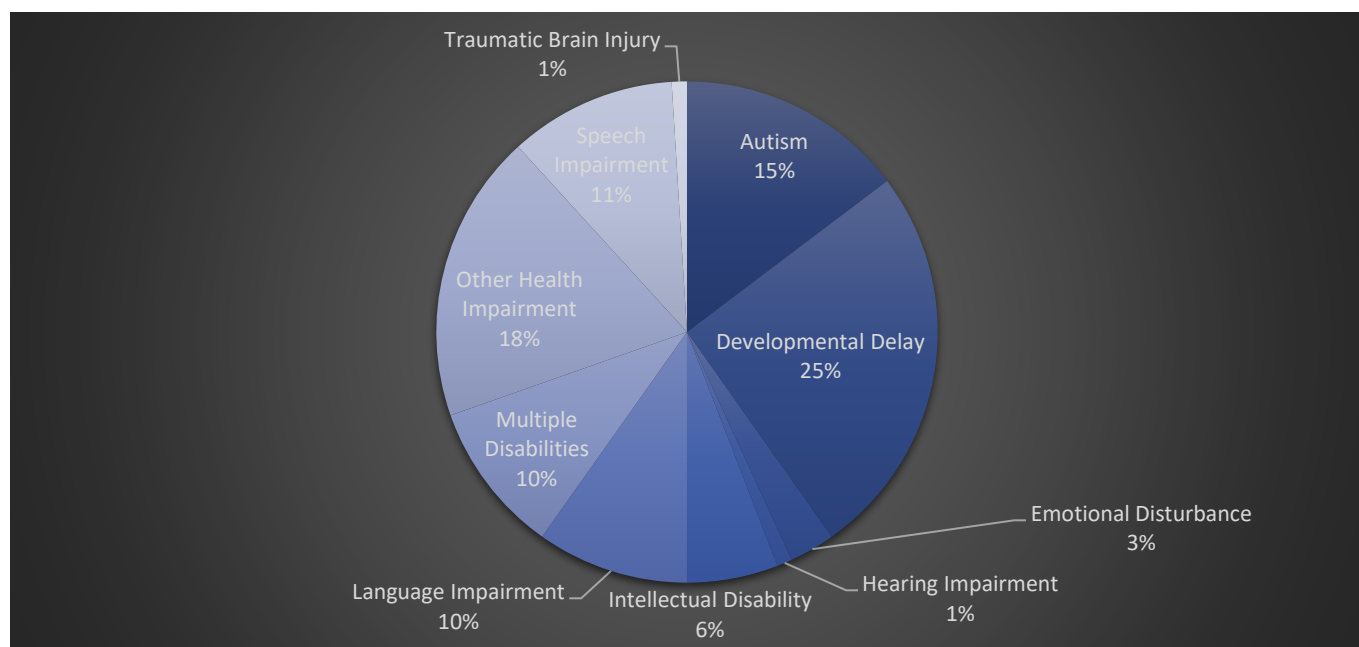
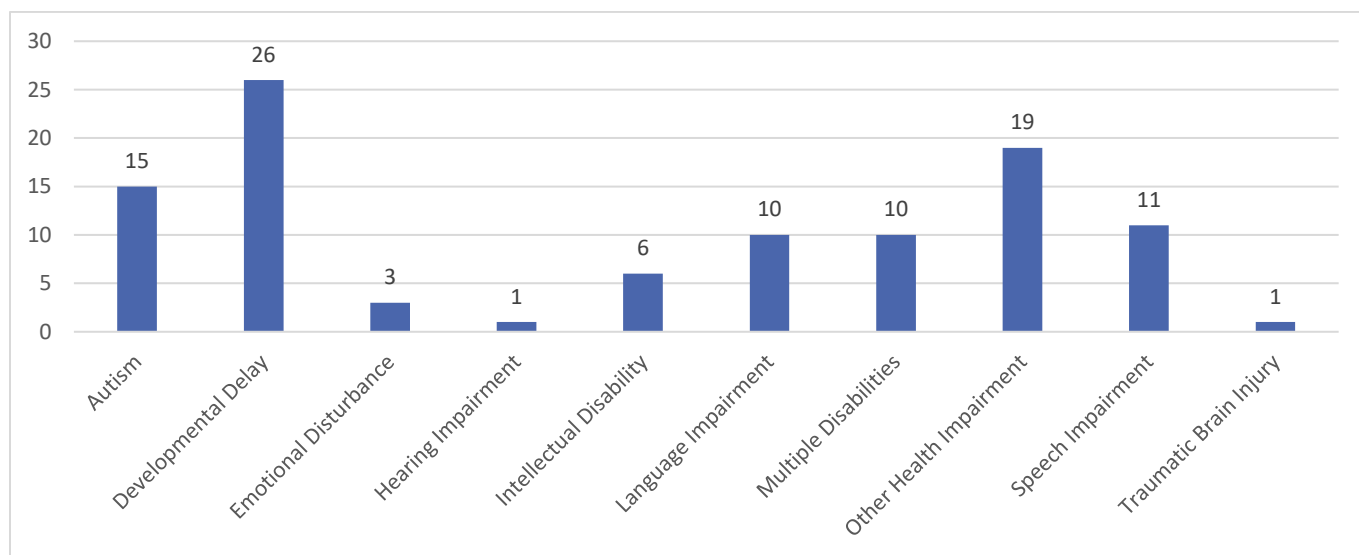


LAPWAI SCHOOL DISTRICT

Special Forces Team

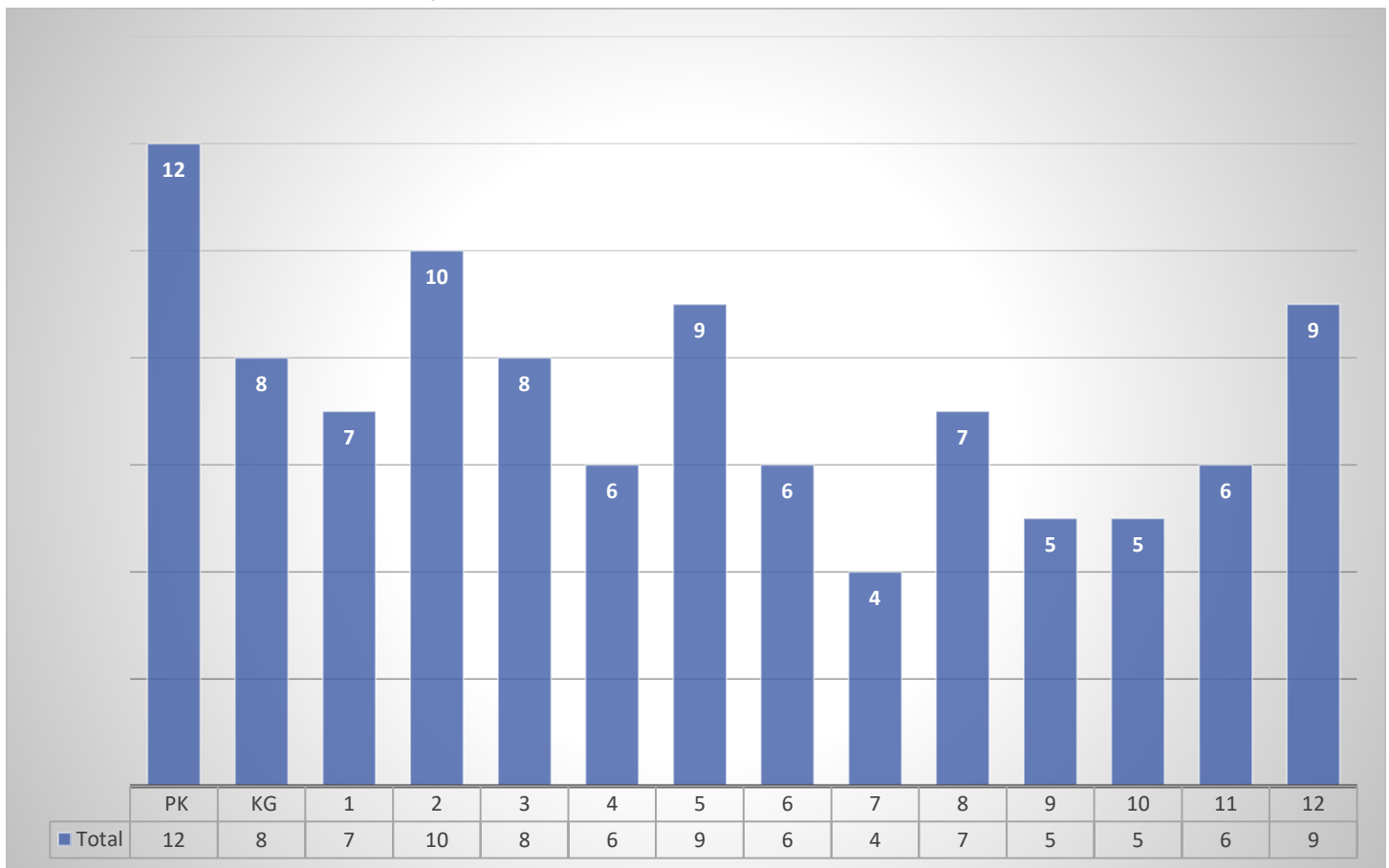
Board Back-Up
April 2023

As of April 11, 2023, the Lapwai Special Education Program serves 102 students in the following Primary Disability categories:

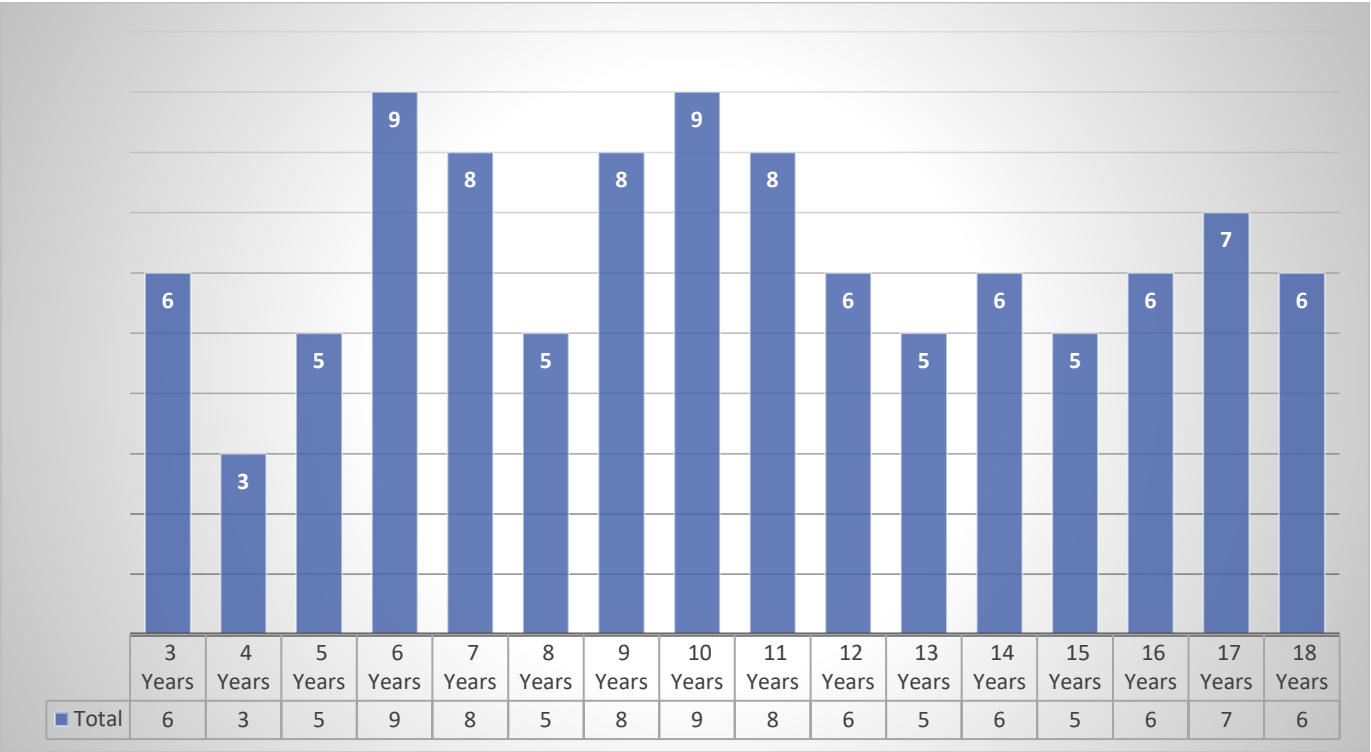


Grade	Autism	Developmental Delay	Emotional Disturbance	Hearing Impairment	Intellectual Disability	Language Impairment	Multiple Disabilities	Other Health Impairment	Speech Impairment	Traumatic Brain Injury	Total
PK		12									12
KG	2	5							1		8
1	1	3						1	2		7
2	1	5					1		3		10
3	2	1				2		1	2		8
4			1		1	2		1	1		6
5	1		1		1		2	2	2		9
6	1					1	2	2			6
7							1	3			4
8	2					2	1	2			7
9					2	1	2				5
10	2		1				1	1			5
11				1		1		3		1	6
12	3				2	1		3			9
	15	26	3	1	6	10	10	19	11	1	102

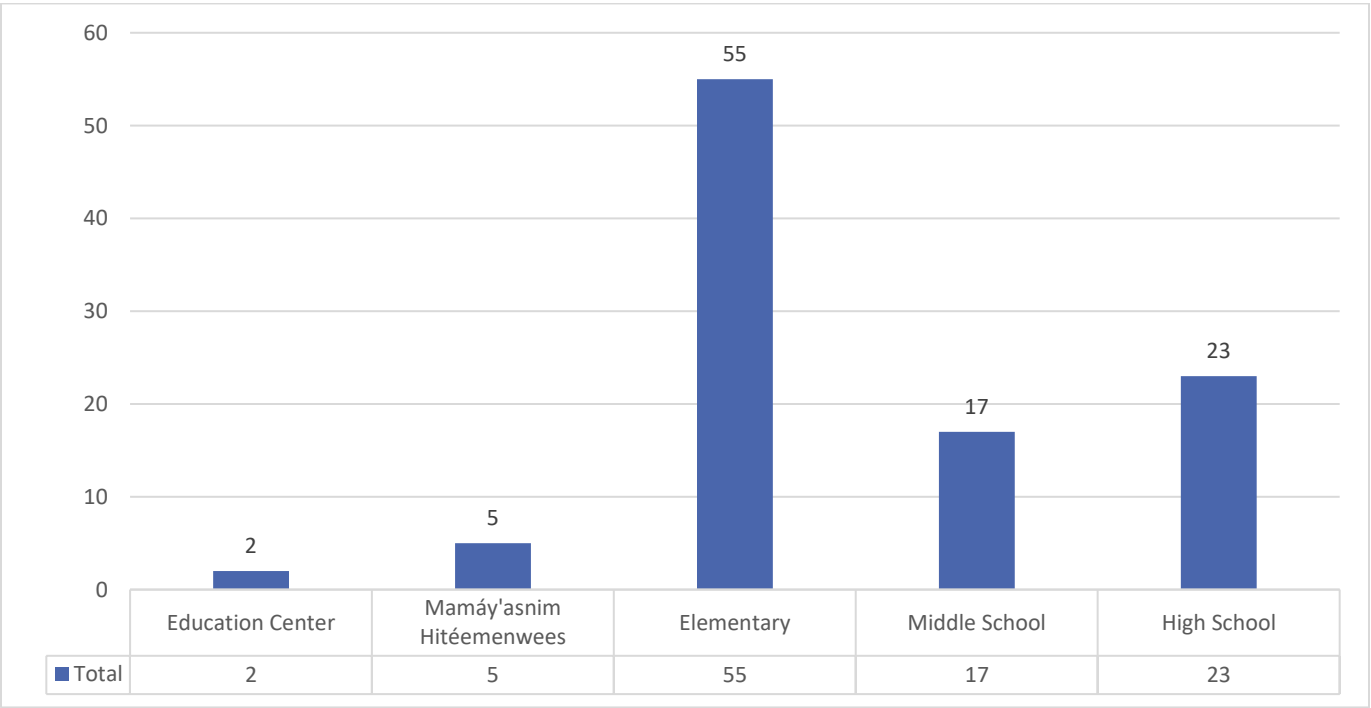
Distribution of Students by Grade



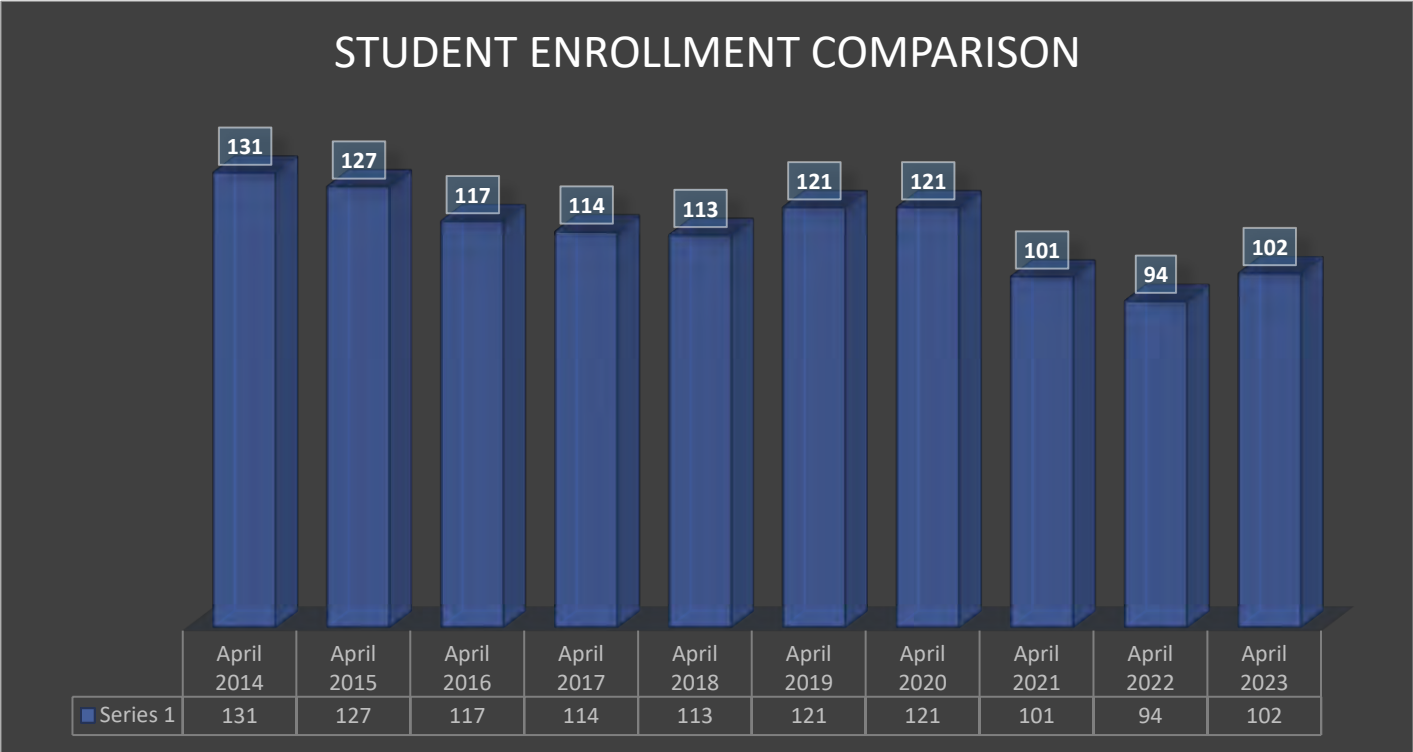
Distribution of Students by Age



Distribution of Students by School



Student Enrollment Comparison



SUPERINTENDENT

Board Report

April 2023



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

Contents

April Administration Team Meeting.....	pg. 1
April Envision Team Meeting.....	pg. 2
<i>Envision Team meets twice per month with a Middle-High School improvement planning focus and to collaboratively plan Leadership Team agendas.</i>	
March Faculty Cabinet Meeting.....	pg. 3
March Faculty Cabinet Survey and Meeting Evaluation	pgs. 4-6
In-Person Collaboration: Session #2.....	pg. 7
<i>The Superintendent is teaching a continuing education course through LCSC: Research-Based Management of Challenging Behaviors in the Classroom. The course is open to all instructional staff in the district. This self-paced course includes three in-person meetings for collaboration.</i>	
In-Person Collaboration: Session #2 Survey and Meeting Evaluation.....	pgs. 8-10
April Indian Parent Committee Meeting.....	pgs. 11-13
Proposed Spring Luncheon with Student Cabinet:	
Thursday, May 11 th , 2023	
12:00 p.m. to 1:00 p.m.	
District Office Conference Room	



April Administration Team Meeting
Wednesday, April 12, 2023
Time: 9:30 a.m. to 11:00 a.m.
Location: District Office Conference Room



High Levels of Collaboration & Communication

There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.

- ☐ Health Clinic Coordination with Nimiipuu Health
- ☐ Technology Collaboration: Erik McKim
Power School Transition and Training
Technology Request Prioritization
- ☐ 2023-2024 Budget
- ☐ Student Pow Wow May 25
- ☐ Placed-Based Professional Development
May 26

Frequent Monitoring of Teaching & Learning

A steady cycle of different assessments identify students who need help. More support and instructional time is provided, either during the school day or outside normal school hours. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.

- ☐ Career Ladder Data System Opens May 1st
and Closes June 30th
- ☐ Status of Certified and Classified Fall
Evaluations on File at District Office

High Standards & Expectations for All Students

Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.

- ☐ Data Review: Average Daily Attendance
- ☐ Attendance Committee April 27th

Administration Team Norms

Timely arrivals and meeting closures

Leave cell phones, emails, and other business at the door

Remain agenda driven, present and data focused

Demonstrate the value of our focused professional development

Refuse to admire problems and insist on solutions

Listen respectfully to understand

Model positive growth mindsets which remain on topic

Four Essential Questions:

1. *What do we want all students to know and be able to do?*
2. *How will we know if they learn it?*
3. *How will we respond when some students do not learn?*
4. *How will we extend the learning for students who are already proficient?*

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



April Envision Team Meeting
Thursday, April 13, 2023
Time: 11:30 a.m. to 1:00 p.m.
Location: District Office Conference Room



High Levels of Collaboration & Communication

There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.

- ☐ 2023-2024 Interventions & Class Schedule
- ☐ Nimiipuu Health & National Guard Clinic May 15th-19th
- ☐ Student Pow Wow May 25 - Honorariums

High Standards & Expectations for All Students

Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.

- ☐ Attendance Committee April 27th

Envision Team Norms

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Demonstrate the value of our focused professional development

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



Lapwai School District
Superintendent's Faculty Cabinet
Friday, March 24, 2023
Time: 9:00 a.m. - 10:00 a.m.
Location: District Office
Conference Room

ENTRY TASK

- ☐ Filling Our Buckets: Follow the Directions in Your Entry Task Envelope

AGENDA

A Clear & Shared Focus

- ☐ Norms Review
- ☐ School Improvement for All:
Research Review From Our August meeting

Supportive Learning Environment

- ☐ Action Plan Updates:
Research-Based Management of Challenging Behaviors in the Classroom
Wildcat Heroes
Employee Recognition Holidays
Nominations for Staff Spotlight

High Levels of Collaboration & Communication

- ☐ Average Daily Attendance Data Analysis
- ☐ Nez Perce Tribe Local Education Program Fund Grant Application
- ☐ Schedule Next Meeting
- ☐ Survey & Meeting Evaluation

CURRENT FACULTY CABINET GRANT OBJECTIVE

It is our goal to foster a culture of hope, surrounding students and staff with care. As we begin to see the light following pandemic related challenges, we believe it is time to focus on the positive while rewarding students and staff for their resilience and hard work. Our expected outcome includes pausing to celebrate our district family with recognitions, incentives, and awards, while providing the tools and resources to maintain wellness.

NORMS

THE FACULTY CABINET AGREES TO HOLD ONE ANOTHER ACCOUNTABLE FOR:

Timely Arrivals and Meeting Closures

Listening Respectfully to Understand

Remaining Agenda Driven, Present and Focused

Modeling Positive Growth Mindsets Which Remain on Topic

Refusing to Admire Problems and Insisting on Solutions

Ensuring Equal Voice and Collective Accountability

SCHOOL IMPROVEMENT FOR ALL

Create a Culture of Success:

- 1) Do not blame the students.
- 2) Learning is required.
- 3) Hope is not a strategy.

Culture is the stories we tell. Tell success stories to anyone who will listen. This is what builds a healthy culture.

If we understand that collaboration is the only way to really improve, why aren't we celebrating it?

What you celebrate, tells people what you value.

You want to make sure that if you value collaboration, and you want a collaborative culture in your school, that you're somehow celebrating those things

Celebration as Communication:

- 1) Explicitly state the purpose of the celebration.
- 2) Make celebration everyone's responsibility.
- 3) Establish a clear link between the recognition and the behavior or commitment to be reinforced.
- 4) Create opportunities to have many winners.

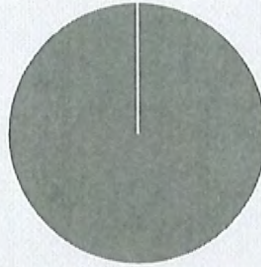
FACULTY CABINET SURVEY & MEETING EVALUATION

Friday, March 24, 2023

WHAT TOPICS WOULD YOU LIKE TO SEE INCLUDED IN FUTURE FACULTY CABINET MEETING AGENDAS?

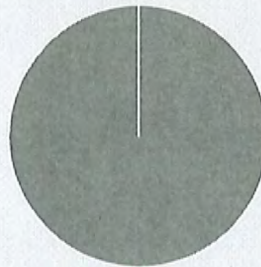
Attendance intervention; Attendance policy for sports
Dig deep into grades and sports; More about attendance
Positive attendance intervention
Attendance
Attendance positive rewards; Unique kid-friendly prizes

THIS MEETING WAS A VALUABLE USE OF MY TIME:



■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree

I WOULD DESCRIBE THE LEVEL OF ENGAGEMENT IN THE MEETING AS:



■ Unsatisfactory ■ Basic ■ Proficient ■ Distinguished

PLEASE SHARE COMMENTS AND
SUGGESTIONS HERE:

Longer meetings!

Longer meeting

In-Person Collaboration: Session # 2

☐ Entry Tasks:

Rob Plevin Engagement Strategy: Question Bags

❑ Debrief: Rob Plevin Secret Agent Engagement Strategy

☐ National Center on Intensive Intervention at the American Institutes for Research

Video - Why do we need to focus on behavior?

- What 3 words would you use to describe the classroom environment of the most effective teacher you've had?

❑ John Hattie Meta-Analyses: 10 Mindframes for Visible Learning: Teaching for Success

- What are the 10 Mindframes for Visible Learning?

Research Article - Setting the Conditions:
Classroom Management

- What do these Visible Learning strategies mean to you?

Focus and Presence

Smoothness and Pace

Group Focus

Avoidance of Tedium

☐ Meeting Evaluation

☐ Next In-Person Collaboration: Monday, May 1st,
3:40 p.m. to 4:40 p.m.

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



Please Sign-In

Nancy Ware
Melissa Beckman
Bradley Peterson
[Signature]
Sue D. Meyer

ED 491: IN-PERSON
COLLABORATION SESSION #2
SURVEY & MEETING EVALUATION

Friday, March 24, 2023

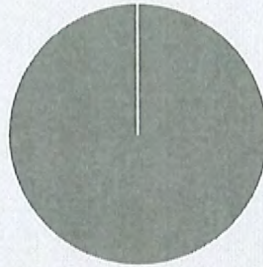
WHAT TOPICS WOULD YOU LIKE TO SEE
INCLUDED IN THE FINAL IN-PERSON
COLLABORATION SESSION #3?

What big issue did the teachers face this year that this class absolved?

Classroom management

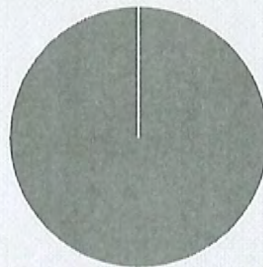
Teaching strategies for learners who have low expectations of themselves

THIS MEETING WAS A VALUABLE USE OF MY TIME:



■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree

I WOULD DESCRIBE THE LEVEL OF ENGAGEMENT IN THE MEETING AS:



■ Unsatisfactory ■ Basic ■ Proficient ■ Distinguished

PLEASE SHARE COMMENTS AND
SUGGESTIONS HERE:

Lets do a class on questioning techniques

Effective use of time thanks!

More videos on nonverbal cues

Lapwai School District #341 – Public Meeting Agenda
LAPWAI – INDIAN EDUCATION PARENT COMMITTEE (IPC)

Room 100

Lapwai Middle - High School

Date: **April 11, 2023**

1. Roll Call ☒ Present ☐ Absent

- ☐ Rachel E. Ellenwood Chairperson
- ☐ Loraine Harris, Vice Chairperson
- ☐ Miranda Moses, Secretary
- ☐ Connie Ellenwood, Member
- ☐ DelRae Kipp, Member
- ☐ Alicia Wheeler, Member
- ☐ Jessica Ford, Member
- ☐ Mitchel Wilson, Member
- ☐ Jackie Taylor, Member
- ☐ Josh Nelleson, Member
- ☐ Georgia Sobotta, Member
- ☐ Jenny L. Williams, Cultural Spec.
- ☐ Iris Chimburas, Coordinator
- ☐ Rhonda Taylor, Admin Assist.
- ☐ Jenifer Williams, Guidance Spec.
- ☐ Lori Lynn Parrish, H/S Liaison

2. Meeting Called to Order at _____ a.m./p.m.

3. Motion to approve the Agenda:

Motion by _____,

Second by _____.

(THE IPC MAY GO INTO EXECUTIVE SESSION AT ANY TIME FOR CONFIDENTIAL BUSINESS).

Yes ___ No ___,

Approved [].

4. Reading of the Minutes, corrections, and approval.

Minutes approved

Motion by _____,

Second by _____,

Approved [] Tabled []

5. Native American Student Count/Rhonda

- a) Lapwai Elementary
- b) Lapwai High School

6. School Improvement Explanation and Plan/Dr. Aiken:

- a. Questions

7. New position- Instructional Aid (still needs to be updated on website)- Full-time/JOM budget using part of Rhonda's salary as she is partly covered under NYCP, so no additional money being spent or taken from JOM. 1. Work with the School Counselor, College and Career Readiness Coach, and teachers to provide academic and social and emotional support to Native American students. 2. Display strong ability in core curricular areas of language arts and social studies; then provide tutoring. 3. Work with small groups of five students or less and facilitate a problem solving process, modeling and encouraging the use of best practice strategies. 4. Attend mandatory training on tutoring process and strategies. 5. Exhibit a professional demeanor, reliable, responsible, and on time. 6. Treat students with respect and dignity. 7. Act as role model and promote the development of a scholar identity. 8. Use a tutorial process of writing, reading, inquiry (higher order questioning) and collaboration

8. Priority-student/parent requests

9. Approved Teacher Funding Requests Updates by Chimburas- must meet the following requirements. Just an FYI Teachers submit PO's with the following attached for Indian Education Department files.

Teacher:

Date:

Course Name:

In order to fulfill my grant requirements, I will need staff to attach the following onto their P.O. You will need to address how students will be benefiting from the items included on your purchase order. You only need to meet at least one of the following. **Please give a comprehensive insight as to why you are requesting FOR EACH item on your purchase order.**

- Increase supplemental student services and advanced educational opportunities for Native American students.
- Create advanced opportunity options for Native American high school students will include activities relevant to their culture.
- Increase community collaborative efforts that promote college and career readiness of Native American students.
- Improving readiness for Native American students include increasing rigor and curriculum opportunities, early monitoring of student performance, and setting academic intervention with students, who are off track, as soon as possible.
- Enhance ability and skills and aids students in gaining confidence for college success.

10. Additional questions –please feel free to write down and Chimburas can address them next month or in a follow-up email to the group. Thank you!

11. Recognition of Indian Parent/IPC Invited Guests/Educational Concern(s).

- a.
- b.

8. Announcements

- a. End of year

9. AGENDA ITEMS FOR NEXT MEETING

- a.
- b.
- c.
- d.

Date:

Time:

10. Time _____.

Motion to Adjourn by _____,

Second _____.

Adjourned

Notes:



Nathan Weeks <nweeks@lapwai.org>

April School Board Meeting

1 message

David Aiken <daiken@lapwai.org>
To: Nathan Weeks <nweeks@lapwai.org>

Mon, Apr 10, 2023 at 2:10 PM

Action Items - Out of State Field Trips

From: Jenifer Williams [mailto:jlwilliams@lapwai.org]
Sent: Monday, April 10, 2023 1:47 PM
To: DLisa Penney <dr.penney@lapwai.org>
Cc: David Aiken <daiken@lapwai.org>; Iris Chimburas <ichimburas@lapwai.org>
Subject: College & career readiness trips

Good afternoon,

I would like to add the trips listed below for consideration and hopefully approval at the April school board meeting.

- Campus visit to the University of Montana that is located in Missoula, MT. Leaving the morning of Friday, April 21 and returning the next day.
- College Board Native American Student Advocacy Institute 2023. This opportunity is going to be held June 8 - 9, 2023 in San Diego, CA. The travel day would be June 7 and returning on
- Native Student Success Summit is Des Moines, WA (near Kent, south of Seattle). This one day event will be held May 11, 2023. We would travel the day before and drive home after the event.
- UNITY Conference will be held in Washington, D.C. The conference will be held June 30 - July 4, 2023. Will need to review the agenda to determine departure and return dates.

Please let me know if additional information is needed.

Thank you,

Jenifer

-

--

Guidance Specialist

Lapwai Middle-High School

Indian Education Department

404 S. Main Street

Lapwai, ID 83540

<https://lapwaiedu.com/index.html>

(208) 843-2241 ext.3123

2023 Student Eligibility Requirements

LAPWAI – ACCESSING CHOICES IN EDUCATION (ACE) PROJECT Gifted & Talented, Highly Capable, and Nine (9) Multiple Intelligences: Limited Activity - Student Selection Process

Lapwai Middle-High School (Grades 6th – 12th).

Student eligibility requirements for participation include, but not limited to:

- 1) Must be a positive role model to other students/parents/teachers in and out-of-school.
 - A role model is someone others look to as a good example; represents an inspirational ideal; someone who inspires others to imitate his or her good behavior and leadership.
- 2) Must be in “Good Standing” with school graduation requirements and no cumulative major violations of school attendance or behavioral policies.
 - At grade level or above the required minimum for satisfactory academic progress and no major violations of the rules and policy of the Lapwai Student Handbook.
- 3) Must not be failing any CORE academic requirements (English, Math, Science, Social Studies).
 - Prior to and on the scheduled date of the student activity.
- 4) Must not have any cumulative major or minor violations of Tribal, State or Federal Laws.
 - The provision of a safe and supportive school environment where self-worth and dignity of the individual student, teachers, administration, and the rights of others is protected by all.
- 5) Must not have any major behavior violations leading up to and on the conference date.
 - According to the Lapwai Student Handbook.
- 6) In lieu of GPA, the Culturally Responsive – Team of Teachers (CR-PLC) considers the Gifts and Talents of Students, Highly Capable Students, and the Multiple Intelligences (9) recognized in students.
 - Equity.
 - Not based solely on a standardized test score.
- 7) Special Education, 504, Limited English Proficient.
 - CR-PLC will rely upon the school to provide student’s Individual Education Program (IEP) recognition and recommendation for student participation in activity.
- 8) Non-Discrimination.
 - Selection process will abide by all applicable non-discrimination laws with regard to students to be served, e.g. on the basis of race, color, national origin, religion, sex or disability; and
 - Selection process is prohibited from discriminating among Native American students on the basis of affiliation with a particular Tribe.


All final participants are selected by the Lapwai Culturally Responsive – PLC/Team of Teachers and approved by the Principal. Student eligibility requirements can be changed at any time by event sponsor Lapwai Culturally Responsive- PLC (Grades 6-12).

Student Selection additional Procedure(s):

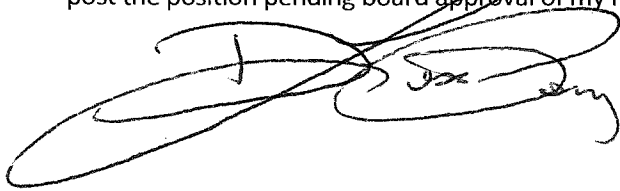
9. Eligible students are approved students on the ORIGINAL field trip request form.
10. If registration is needed prior to field trip, students will need to register through the Indian Education office with Jenifer Williams.
11. If eligible student sign up count exceeds the max number of spaces we will initiate our lottery system. The lottery system is used in situations where there are more qualified applicants than there are available spots in the program, and where there are no significant differences between the qualifications of the applicants. By using a random selection process, the lottery system helps to ensure that all applicants have an equal chance of being admitted to the program, regardless of factors such as their academic background or personal circumstances. In this system, all eligible applicants are assigned a unique identifier, such as a number or code, and then placed into a pool. The selection process then involves randomly drawing a set number of students from the pool until the desired number of spots is filled.



Memo

To: Dr. Aiken, Superintendent
From: Dr. Penney, Principal 
cc: Lori Ravet
Date: April 5, 2023
Re: Athletic Directorship resignation

I resign effective immediately from the Lapwai Middle-High School Athletic Directorship, 4/5/23. Please post the position pending board approval of my resignation.

 4/5/23

LAPWAI MIDDLE/HIGH SCHOOL (0583)



Submitted by: daiken@Lapwai.org at 4/12/2023 12:48:54 PM

Note: All tabs must be activated before they will print

Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position and their email address. Include teachers, principals, parents, and other school leaders.

Stakeholder Name	Position	Email Address	Remove
Dr. David Aiken	Superintendent	daiken@lapwai.org	
Dr. D'Lisa Penney	Principal	dr.penney@lapwai.org	
Lori Ravat	SPED Director/School Psych	lravat@lapwai.org	
Matt Lattuada	Math Teacher	mlattuada@lapwai.org	
Josh Nellesen	Guidance Counselor/CTE Coordinator	jnellesen@lapwai.org	
Matthew Morgan	6th Grade	mmorgan@lapwai.org	
Georgia Sobotta	SPED Teacher/PBIS	gsobotta@lapwai.org	
Brad Peterson	CTE Business/Tech	bpeterson@lapwai.org	
Dennis Kachelmier	Capacity Builder	dkachelmier@yahoo.com	
Sam Maynes	HS ELA Teacher	smaynes@lapwai.org	
Angel Sobotta	Parent	angel@nezperce.org	

Needs Assessment

School Leadership Team	
	The School Leadership Team includes a balance of school staff, school administration and a parent component. The Lapwai School District has the advantage of veteran staff and leadership in many positions. The District completed a school improvement process from 2014 to 2017. Following this time the school earned honors for "Beating the Odds". Thus the Leadership Team process has been in place since 2014. The Jr-Sr High School has Professional Learning Teams that work together each Wednesday before school, as well as

on a Professional Development meeting time on Friday afternoons. The Leadership Team meets once a month for 3 hours. This meeting includes a working supper and an organized agenda distributed in advance. The "Data-Driven Meetings" focus on individual student performance as well as trends across the school. The Leadership Team is very intentional about their actions. This has contributed to a great sense of purpose of the teaching staff working within the school.

The leadership team has been in operation for several years, including the current principal's 9 years at the helm. Pre-Covid, the leadership team shifted their focus (and title) to the DDI Team (data driven instruction), following best practice research and multiple book studies and trainings. This includes the weekly work and meeting times for PLC's/PLT's. With slow, but observable growth, Lapwai did move out of the school improvement designation. Due to the district's careful and thoughtful covid response schooling, PLT's were paused for two years, but this year DDI team and PLT's have resumed and continue to meet and collaborate for 3 hours a week (Wed. mornings for an hour, and 2 hours on Friday).

The DDI Team membership includes the superintendent, principal, academic guidance counselor, special education director/school psychologist, a special education teacher, and 3 general education classroom teachers representing both HS and MS levels. The DDI team review school-wide data, drafts smart goals and action plans, and facilitates the school improvement work with the PLT's. The PLT facilitators are responsible for summarizing and sharing information with their PLT's on Wednesday. Other PD topics and decisions are shared during Friday PD time.

D.D.I. Team DATA-DRIVEN INSTRUCTION

Data-driven instruction is a philosophy for schools that focuses on two simple questions:

- How do we know if our students are learning?
- And if they're not, what do we do about it?

THE FOUR KEY PRINCIPLES:

Assessment: Creating rigorous interim assessments that provide meaningful data.

Analysis: Examining the results of assessment to correctly identify the causes of both strengths and shortcomings.

Action: Teaching more effectively what students most need to learn.
Culture: Creating an environment in which data-driven instruction can survive and thrive.

The DDI team has pre-meetings with administration: Superintendent, principal, special education director. This team is called Envision Team and it helps to set the agenda for the DDI team. In addition, once a month after the monthly LSD #341 Admin Team meeting with the superintendent, principals, and special education director, another Envision Team occurs and includes the academic guidance counselor and the director of the Indian Education Department.

School and Community

The Lapwai School District was established in 1909. The current school population is composed of 90% of the students who are Native American or multi-racial. The school is located within the community that also serves as the tribal headquarters for the Nez Perce Indian Tribe. Lapwai Schools were the first public schools in Idaho to integrate Native American students into the public school system. The School District and Tribe have developed a collaborative relationship, as evidenced by additional services and staff who are funded by the Tribe or tribal grants, and operate supportive of students in the school. The demographics of the school have progressively gained in the ratio of Native American students to non-Native American students. In the 1970's school statistics indicate the balance was close to 50% Native and non-Native. Currently that ratio is closer to 90% Native American

This has been an outgrowth of the economic growth of the Nez Perce Tribe. The Tribe is the largest employer in the community and one of the largest employers in the region. Tribal housing has increased to accommodate the rising need within the community and Nez Perce Reservation.

The School District is served by veteran administrators in the District Office and at the Principal positions in each school. Dr. David Aiken has served as Superintendent since 2009, having first served as a teacher starting in the 1999-2000 school year. Jr-Sr High School Principal Dr. D'Lisa Penney is in her 9th year with the District, and also was an elementary teacher within the District. Like many rural Districts in Idaho, Lapwai is also "growing their own" with teachers often serving in educational support positions before completing teacher certification.

The school maintains high levels of engagement with parents, staff, students,

and the community, disaggregating and tracking questionnaire data, which is shared annually. Every Friday, the superintendent sends out a newsletter in hard-copy and digital forms. The school uses the district website and social media, including Facebook, and produces a video uploaded on YouTube. The weekly newsletter communicates new happenings in the district, survey results, essential information, and opportunities for the community to provide input. Interviews with stakeholders revealed that the newsletter is well received. The school established open communication with the Nez Perce Tribal Council. Parents and students said they use the Tyler Administration System to check on grades and attendance. The school implemented a Family Education Team (FET) to gather input from students' family members and garner insights on things going well and concerns. Staff members indicated they always feel included in decisions made about the school community. The Data-Driven Instructional Team shares information with all internal stakeholders through PLCs. Parents indicated they feel welcome to email teachers or the principal at any time. Each year, the school sponsors various cultural events in conjunction with the Nez Perce Tribe, attracting many external stakeholders to the school. The Annual Impact Aid Questionnaire is used to gather input from the community. Surveys are also used and indicate a high approval rating for the school's communication to stakeholders. The school has made an extended effort to create a wide array of excellent communication to engage all stakeholders.

*During the 2018-2019 school year we were honored with a Magna Award from the National School Boards Association and appeared in the American School Board Journal. The recognition was for removing barriers to achievement and supporting the school board's equity mission and vision for the district. We are the only winners from Idaho in the history of the award. The district was also celebrated with an award from the board of the Idaho Indian Education Committee.

Academic Achievement

The celebration for Lapwai Jr. Sr High School is the number of students successfully completing advanced opportunities coursework in both math and ELA. The graduation rate for the 20-21 school year was 96.8 %. While this year is still on appeal, it appears that the four year average graduation rate is slightly above state average. Lapwai High School students are very active in dual credit/advanced opportunities. Last year students completed over 150 dual

credits. This year the number of credits to be completed by Lapwai students is estimated to be over 200 credits. The participation rate in College and Career Readiness courses is at 100% the past two years, and three of the past four years.

Lapwai Schools have been identified for CSI -UP support due to ISAT proficiency rates in Math and ELA. In the post COVID era, Lapwai had one of the most restrictive Return To School Plans. Until April of 2022, the students were kept in cohort groups of 9 students with one teacher for four weeks at a time. This created some student issues for student preparation in Math and ELA if they did not happen to have had that coursework going into ISAT testing and test preparation. A student could have taken their math course or their English course in the first nine weeks, and that would have been the only time with that course during the year.

The other situation that affected student ISAT performance was the untimely death of two high school students and injury of six other students in an automobile accident as the start of the ISAT testing window. The community response to this level of tragedy impacted direct instruction. The students were Nez Perce Tribal students, and the grieving process often encompasses over a week out of school for those students. Counseling services included services provided by Behavior Health Services. The Crisis Team includes a community team response which was present at the school for the two weeks following the accident.

ISAT preparation are embedded into the core instruction in English and Math everyday.

Student Learning Needs

The Lapwai School District completed a 2021-2022 Impact Aid (Title VIII) Questionnaire. The survey is distributed annually to hear the voices of Native American parents, patrons, and Tribal Leadership. After review of the questionnaire results, these learning needs emerged as the highest priorities. These include: College and Career Readiness; Advanced Uses of Technology; Nez Perce Language Recovery; Literacy, Reading and Language; Student Social-Emotional Learning supports. There was strong support for Credit Recovery, Native American Studies, and Counseling. Two areas receiving high interest were restorative justice and culturally responsive teaching.

Reform efforts have been initiated to reclaim academic gains stripped away by

the pandemic. The graduation rate, which had been between 80-89% dropped to 69.7%. Disciplinary referral increased with a resultant increase in student suspensions, especially in the middle school. Grant funds have been acquired to implement "Restorative Justice" and work with staff and administration to look at less punitive ways to address student behavior.

Lapwai Jr-Sr High School is looking to implement "What I Need" time in the daily schedule to provide interventions or enrichments for students. This is adapting to be more of an ISAT prep or varied topics related to academic improvement.

Based on the last accreditation results and summative report, Lapwai Middle-High School had identified student learning needs based on STAR and ISAT data. In addition, the Special Education Program had identified language impairment as a need. The response was to create a school-wide Tier 2 reading intervention called "WIN" time: What I Need. This was 25 minutes of direct instruction 4 times a week.

- Building-wide Tier 2 Literacy and Language skills acquisition
- Small group instruction
- Frequent data analysis & shifting of groups based on student progress
- Smart goal: measure student growth potentials using STAR Reading benchmark assessments
- Staff professional development
- 20-25 minutes of direct explicit instruction (embedded in the schedule between 5th-6th hours)
- Year 2: Add Rewards Writing curriculum

The Tier 2 intervention schedule was amended based on the district's pandemic response to schooling and while in an AM/PM 4 week block the students received the Rewards curriculum. With overall learning gaps in multiple areas due to the length of the district's pandemic response, once the school resumed full time schooling it did not impeded the additional 25 minute block, however for the academic year of 2023-2024 there are plans for an "intervention" block mid-day.

Another identified student learning need includes strategic plan to impact chronic absenteeism. While the school has an attendance clerk and an attendance committee to meet and support families, post-pandemic attendance has been a concern. In the past the school implemented a first hour advisory period school-wide, which did improve attendance for tardy students, however the chronic

national attendance concern is worth continued strategizing.

Covid-response schooling: When the pandemic shut down schools in March of 2020 Lapwai students did not return into the school buildings. In the fall of 2020 the school did an AM/PM 4-week condensed credit model. In January 2021 it was switched to a 6-week condensed credit, and in March 2021 the school transitioned to a 6 period day. For 2 years the school remained in a mask mandated safety plan, small class size, limited outside collaborations and/or field trips, and followed the local health advice from the Nez Perce Tribe. The Nez Perce Tribe and reservation has many remote and rural households. Internet connectivity was a learning barrier. The school provided hotspots to families who received cell service at their households. In many households devices and sharing technology was a barrier, thus the unique online learning credits created for students were not equitably attainable for all households. The school is proud of the communities safe and thoughtful response to the pandemic, especially with the at risk population of Native families and multigenerational households. The response, however, did impact learning and growth significantly. The CDC and local health guidance protocols required isolation and quarantine of students and staff frequently. The academic 2021-22 school year safety protocols remained in effect until after March 1st.

In 2021 the school completed a virtual/digital 4-year accreditation process in which the school and accreditation team identified student learning needs. These were based on 5 years of observations and data collection. A top improvement priority was to establish clearly defined grading policies, which was opted that year. Two opportunities for improvement were to develop teaching strategies to engage students and develop teaching strategies to engage students.

Core Curriculum

ELA core curriculum:

In the English/Language Arts department, we are using the MyPerspectives Curriculum from Savvas Learning for grades 6-12. Savvas Learning based their curriculum design on extensive research of the Strobel Consulting Group. The myPerspectives Interactive Student Edition allows for seamless, self-guided, exploration of each unit. Students have easy access to background, author and standards information. The integrated notebook allows learners to take notes, highlight text, apply close reading strategies and download interactive resources while investigating over 100 literary selections. Effective Expressions activities encourage the sharing and defending of ideas,

creative collaboration, and personal, project-based exploration" (Strobel Consulting, 2020). Savvas cited 27 research sources that propelled the design of their curriculum, including the United States Department of Education. All of our ELA teachers (grades 6–12) are implementing this curriculum. The fidelity of our curriculum usage is monitored in our weekly PLC meetings. Teachers have been focused on implementing the curriculum in year 2 of its latest upgraded version, has been collaborating to prioritize learning standards, and create common formative assessments.

Math core curriculum:

Middle School is using Illustrative Mathematics

All of the IM K–12 Math™ curricula are research-driven, problem-based, and fully aligned to college and career-ready standards to ensure teachers have the tools needed to facilitate student success. IM Certified K–12 Math has been reviewed by IM to ensure that it maintains the rigor, scope, and sequence envisioned by the developers and meets the high standards expected by IM's customers. In fact, EdReports, an independent nonprofit that reviews K–12 instructional materials, said IM 6–8 Math™ and IM 9–12 Math™ certified by Illustrative Mathematics® met all expectations across all three gateways for focus, coherence, rigor, mathematical practices, and usability.

To what extent is the core curriculum delivered with fidelity?

The curriculum is delivered with 90% fidelity. The largest change that has been made is the sequence skills are taught in. We focus on the essential standards as defined by Achieve the Core and the Idaho Region II Math Specialist, Josh Watson, and teach the additional and supporting standards when time allows.

The middle-school works collaboratively in Math Department PLT's (MS and HS), and has a leadership team facilitator that guides the work of fidelity and reports progress to the leadership team.

High School is using Pearson/Savvas for algebra 1, 2, and Geometry Common Core 2012. There is a strong purpose of skill development in students. Savvas Academic & Product Research Team drives the development of evidence-based learning solutions. The process is rigorous, sustained, and thorough. Our research informs key decisions about a program's pedagogical approach, instructional design, creative design, and ease of use, as well as its effectiveness in the classroom.

They/ the Savvas team (formerly Pearson)

- Evaluates the impact of Savvas PreK-12 products on learner outcomes
- Captures and interprets learner and educator needs, behaviors, and opinions
- Facilitates ongoing dialogues between educators and Savvas product developers

Science core curriculum:

High School classes are using Scientific Minds Curriculum. Scientific Minds is a teacher-built company providing teachers with highly effective tools and resources that help students reach their highest potential. Empowered with a research-based blend of online and printable solutions, teachers can easily provide activities that promote mastery of critical science concepts and state standards. Teachers and students can transition between traditional whole-class activities and online learning to accelerate student growth while meeting the unique challenges faced by today's school districts.

Middle School science core curriculum is using Edmentum science. Edmentum - Web based online program with 18 years of research based curriculum built and improved to meet the needs of all diverse learning styles. This curriculum is easily adapted and can be customized to meet the needs of a student body that might need to work from home and or in the classroom. The web-based learning provides the ability for our students to work in multiple classrooms. Progress monitoring and active learner progress is monitored in a way that allows the teacher to follow exactly the number of minutes that a student is working on active content. The program will track the time on task and ensure that our teachers can implement both needs assessments and also progress monitoring down to the second. Middle School science Edmentum courses to place an emphasis on scientific inquiry; hands-on, minds-on investigating; and real-world relevance and application.

Social Studies/History core curriculum:

Lapwai Middle/High School utilizes Discovery Education <https://google.discoveryeducation.com/suite> as the foundational resource for supporting our students in Social Studies. This resource provides subject-specific Techbooks (electronic versions of textbooks) as the base of a complex learning experience, supplemented by content-specific resources like images, primary sources, videos and video clips, charts and designed activities. The Techbooks and learning activities are carefully aligned to Idaho state Social Studies standards. In addition a veteran educator teaches a very popular course of Native American History, which appeals to all students.

Core Instruction

Assessment data in the classroom is formative assessment to ensure that teachers appropriately scaffold their instruction for all students. (Tier 1) Additional assessment data for core instruction also comes from STAR Reading and Math. Classroom teachers are ensuring that their teaching is aligned with benchmark assessment growth. STAR is critical to ensure alignment of curriculum with priority standards.

Students are grouped for instruction at the grade level. Supplemental instruction is happening in the place of electives and within the classroom to ensure that students who are not at grade level, will be moving to grade level. Additional resources are available for advanced placement students in the classroom and also in the place of electives by utilizing IDLA advanced placement coursework.

Core Plus is available for accelerated students or advanced placement students. This is on top of the required curriculum in the core area.

Tier 2 instruction is provided for students who are not at grade level. Students identified are placed into Tier 2 interventions with direct instruction.

Tier 3 is provided through Special Education through IEP support. This includes direct instruction support in the classroom, as well as Tier 3 small group instruction or individualized intervention in the SPED Classroom as needed.

ELA Differentiation is based on the needs of the students. Staff, in general, look at the needs of the students from assignment to assignment, and skill to skill.

Differentiation through Carol Tomlinson was utilized to establish better adjustments for students.

Customizing digital software is also available for at-risk learners. The Edmentum

curriculum can be modified to meet the needs of the learner. The SPED teacher can be added to the course to assist with reteaching.

Accommodations show a strong collaboration between SPED and General Ed. More SPED services are provided in the Gen Ed Classrooms to keep students in with their peer groups.

PLTs detail the essential learnings and common assessment within the grade levels. Extensive work has been done this year to align curriculum in both ELA and Math to Idaho standards. There is extensive collaboration within the PLT teams at both MS and HS levels each week. The PLT groups meet together as a larger team in ELA and Math to vertically align curriculum and instruction.

Our HS ELA teachers have same students for 2 consecutive years. All ELA teachers have cross level co-curricular collaboration. There is only one teacher per grade level of assessment in grades 6-12 ELA.

The state does not require that juniors take math. As a result juniors completing ISAT math in the spring of their junior year may not have had math since their sophomore year. Only one teacher per grade level delivers the coursework for that grade.

Alignment of teaching and Learning

Universal Screening

Lapwai Middle-High School's universal screening tool is Renaissance STAR in reading and math.

The Renaissance Universal Screener and STAR read is the platform used to identify students' reading and math proficiency levels. Information related to students Lexile level, instructional reading level, skill mastery, and more are derived from these assessments. Currently the school does fall, winter and spring benchmark assessments in reading and math. The school tracks yearly longitudinal growth on SGP (student growth potential). STAR reading supports personalized instruction and target support. Star Reading transforms assessment data into action steps for educators, giving teachers helpful insights and tools to strengthen instruction. You can get recommended groupings of students based on both their scaled scores and benchmark categories, or create your own groups for more effective small-group instruction. For each instructional group, Star Reading uses the score range and median score to automatically recommend skills students are ready to learn. The computer-adaptive Star Reading and Star Math assessments serve multiple purposes including screening, progress monitoring, instructional planning, forecasting proficiency,

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standards mastery, and measuring growth. These highly reliable, valid, and efficient standards-based measures of student performance in reading and math provide valuable information regarding the acquisition of skills along a continuum of learning expectations. The assessments can be completed in about 20 minutes, and we recommend administering them two to five times a year for most purposes and more frequently when used for progress monitoring. Star Reading and Star Math are highly rated for academic screening and academic progress monitoring by the National Center on Intensive Intervention.

Throughout the years the STAR data in reading and math have supported course placement, intervention strategies, small group instruction, has been used for the RtI process, and STAR reading was used with Reward's literacy curriculum data to support the tracking of the school-wide Tier 2 reading intervention period.

Future support in Renaissance Learn STAR program Freckle: Lapwai math teachers did use Freckle when the school returned to post-covid schooling. Freckle identified each student's individual level and deliver "just-right" practice aligned to math standards. As students practice independently, Freckle continuously adapts and provides content that fits the variety of ways they learn best. Freckle could be used to support high-dosage tutoring, independent practice, or whole-class instruction in both math and reading. Teachers can Gain real-time insight into student performance and progress with actionable practice data that recommends the next best skills to practice. Increase student growth and proficiency through standards-based skill development in math or ELA, personalized goal setting, and mastery.

Future SMART goal:

LMS-LHS can write SMART goals to measure and track growth in overall proficiency on learning standards.

LMS-LHS can use the STAR reports on Idaho ISAT to forecast students' future performance on state summative tests.

Tiered Instruction and Academic Interventions

Academic interventions are provided in ELA and math.

Future goal:

Bolstering literacy instruction within every middle school content-area classroom to provide a platform of services that benefit all students, and providing

struggling secondary readers and students with disabilities with an intensive, evidence-based intervention that is based on their needs.

-Develop an intervention plan focused on improving core instruction in reading comprehension. The purpose will be to:

-Developing a deeper understanding of the complex nature of reading comprehension.

-Examine a blueprint or framework for designing and delivering informed comprehension instruction based on developing critical contributors to comprehension (e.g., understanding vocabulary, syntax, inference, and text structures).

-Review evidence-based strategies and activities for each contributor and their application to texts that students read.

-Discuss connections and potential application to current practices.

Currently using IXL and ISAT Interim for preparation of students for the upcoming ISAT testing.

Starter - Google Classroom - questions posted from Tide and completed as a class

Every day from now until testing -

Starter for the class (100 percent of juniors)

Interim Test will be completed in room 341 during 5th and 6th hour while

Peterson's students are attending Powwow dance course.

Students will take the ISAT test during 5th and 6th hour

Juniors scoring proficient on the ISAT for spring semester will be exempt from the remainder of the course - Grade A in both English 101 and SD 120 for successful completion of the test.

Spring Course Completion for students achieving proficient scores - Core ELA grad requirement plus addition ISAT Honors Credit for transcript purpose.

Guided Practice - Post and Complete 1 question per period - Group discussion regarding the test

Mandatory Intervention Policy #502.11 provides intervention for students in grades 6-12 based on principal or counselor recommendation as a result of assessment data, classroom performance or grades that indicate a student is not at grade level. (In lieu of elective options).

Learning Time

The Lapwai Jr-Sr High School is a more traditional 6 period day. Plans for next year include to implement the six period day with a morning session at the start of the day incorporating intervention and enrichment. The new instructional time added for intervention/enrichment will be 25 minutes per day. A 7th hour is available for students who need or desire intervention, acceleration or tutoring.

Lapwai operates all schools within the District five days a week. The instructional hours for all grades are in excess of state minimums.

The Lapwai staff and administration determine which students are in need of extra remediation. These students are then scheduled out of electives into intervention classes. Lapwai School Board policy has supported this requirement for the past several years. Students are able to often double up on core curriculum.

Non-Academic Student Needs

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.

An alternative learning environment at Lapwai Middle-High School has continued called the Empowerment Room. An adjoining room to the library, these spaces are intended to support both students requiring credit recovery as well as advanced opportunities. Objectives include:

- a) Welcoming Environment
- b) Atmosphere of Respect and Safety
- c) Emphasis on Success
- d) Celebrating Positives

e) High Expectations

f) Adherence to the Student Code of Conduct

Bullying prevention efforts at Lapwai Middle-High School have grown to include a partnership with the National Guard. This collaboration includes implementation of the Helping Everyone Achieve Respect (H.E.A.R.) Curriculum. Sergeant John Bake is introducing skill building to define bullying, fostering positive character attributes, and sharing resources for taking a stand.

The 2022-2023 Superintendent's Student Cabinet have also identified bullying prevention as a planning priority. They are creating a bullying prevention public service announcement for use as an instructional tool in the classroom and to share with the community.

Action planning by the 2022-2023 Superintendent's Faculty Cabinet has also included bullying prevention efforts. They are requesting nominations from staff who have observed a student take a stand against bullying. The Faculty Cabinet is seeking to celebrate Wildcat Scholars who are not only Respectful, Responsible, and Safe, yet have demonstrated the courage as a bystander to take a stand. Nominations include a student who actively demonstrates kindness and support for others in need of a friend. We would like to recognize those who consistently report unkind behavior to an adult. Those selected will receive a Wildcat Hero medal at a school assembly presented by the nominating staff member and Superintendent.

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

- a) Lori Ravet: Special Education Director and School Psychologist
- b) Kristen Bateman: Elementary Counselor and School Psychologist
- c) Speech & Language, Occupational Therapy, and Physical Therapy Staff
- d) Josh Nellesen: Middle-High Academic Guidance Counselor
- e) Shawna Leighton: Community Resource Specialist Truancy Interventionist
- f) Jennifer Becker: Elementary PBIS Coordinator
- g) Buck Walker: Middle-High PBIS Coordinator
- h) Iris Chimburas: Empowerment Room Teacher
- i) Jenny Williams: Cultural Specialist
- j) Lori Lynn Parrish: Home School Liaison
- k) Jennifer Williams: Guidance Service Specialist

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- j) Micah Bisbee, Restorative Justice Coordinator
- m) Ongoing successful collaboration with Nimiipuu Behavioral Health

Well-rounded Education

Core instruction for each student is designed to include English Language Arts, Math, Science, Social Studies and elective options, including CTE course offerings.

Well-rounded education has been enriched by collaborations with community partners, such as the Nez Perce Tribe's CTE Career Center and LCSC for HVAC courses and certification; The Nez Perce Tribe's Language Program's courses and dual credit through LCSC; the University of Idaho pre-service teacher course, partnership agree with the UofI, Native Youth Community Project, centered on ensuring native students are prepared for college and careers; the Northwest Indian College dual credit opportunities in Sovereignty and culturally relevant coursework. The school had a 3 year partnership with the University of Idaho to train teachers and students on drone sciences, including summer camps at MOSS in McCall, and the school continues to provide drone classes as an elective course.

Business CTE offerings include: Economics; Marketing; Computer Apps, Yearbook; CTE Cluster . Create Idaho utilizes Adobe Photoshop in Yearbook and Comp Apps. Certipso Certifications are earned in those courses. Idaho Microsoft Academy (Imagine Idaho) for Computer Apps (mostly freshmen) Office and Adobe introduction. MYICVE is for business and economics curriculum. Embedded in that is Financial Literacy called Stukents. Yearbook also utilizes Walsworth curriculum platform. Brain Buffet is the certification courses for Adobe. Workforce Readiness Assessment is used all Capstone Courses.

Devon Boyer--Ag Fabrication; Intro to Ag; include CTE, physical education courses cover grades 6-12. On the tech elective side all students in 6-8 take KB, EverFI (SEL), Pathways, Career Exploration, "I Can Create" on Ipad by Jocelyn is designed to help students create multi-media. Intro to Spanish is also offered at MS. Intro to music includes choir and keyboards. Art also for MS.

7th grade do Technology and Science with Mr. Leighton. All students have the opportunity to complete dual credit and credit recovery.

8th grade science is natural resources and environmental. Math for 6th grade

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has 3 math groups and ISAT intervention. Fundamental math skills, integrated math, and advanced math (6th grade).

Discover Ed is currently expanding the Social Studies curriculum. We anticipate the expansion of Discovery Ed into science coursework.

Additional Opportunities For Learning

Lapwai Higher Education Center has developed a high school to college transition course. SD120 is Career Exploration and transition to Careers. This is a dual credit course. There are a number of dual credit offerings on campus. On the SDE College and Career ranking for

In conjunction with the Nez Perce Tribe, a Dual College credit through LCSC (in the CTE field) developed a cadre of HVAC technicians.

The District utilizes Edmentum to accelerate learning for students who have failed a prior course. One student has earned eight credits of recovery.

Accelerated Classes incorporate Mastery Component within a computer based instructional setting. Each unit has a pre-test to determine what objectives the student already has mastered. A Post-Test then determines the accomplishment of new learning objectives. Magic School Bus is also a video based series used to supplement learning (with video based 25 minute DVD set)

*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 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.

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 SAT 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.

The reintroduction of National Honors Society and continued FFA (Future Farmers of America) provide career awareness, work experience, and professional-technical opportunities for our students.

FFA and Nez Perce Language students are also participating in academic competitions with great success.

University of Idaho Upward Bound has an office at the high school including a full time dedicated staff member. Their college preparation services include SAT assistance, dual enrollment opportunities, virtual campus visits, and financial aid assistance.

The middle-high includes a team of student support services working on a research-based approach to preparing students for graduation and the requirements and challenges after high school.

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There is a strong partnership with IDLA and LCSC to create a pathway for all 6th-12th grade students interested in the health field. The track for our future medical students begins with health in middle school, health occupations, medical terminology and access to become a certified nursing assistant in their junior or senior year.

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 also participate in internships with the Tribe and access to advanced technology.

All middle school students are enrolled in speech.

The Lapwai School District Indian Education Department was awarded an Accessing Choices in Education grant providing resources related to family and student supports, college and career readiness, Native American Studies and school guidance, and restorative justice.

The Lapwai School District Indian Education Department was awarded the Native Youth Community Project grant. The three student pathways through NYCP include: 1) Educational Careers Pathway; 2) Medical Careers Pathway; and 3) Career and Technical Pathway.

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.

Through a partnership with Northwest Indian College students in grades 9th -12th have access to a dual credit course entitled Introduction to Cultural Sovereignty.

The partnership with Northwest Indian College has expanded this year to include Native Health and Wellness and Pow Wow Dancing coursework available for students in grades 9th -12th.

School Transitions

CTE Coursework includes Capstone opportunities through the cluster of CTE offerings. All seniors complete the Workplace Readiness Assessment. CTE.CS.org. Pathways to Success is a course for 7th graders. 8th graders take Career and College Exploration course. Indian Education has a position of transitional guidance specialist. She coordinates and manages the 6-12 portfolio with all of their individual transition plans.

Ag Sciences, Business and Tech (Brad P), HOSA (hybrid with IDLA)

The College and Career Readiness includes that 100% of students will complete

Internship and job shadow opportunities have been partnered with the Nez Perce Tribe. An HVAC component through LCSC in cooperation with the Nez Perce Tribe. The HVAC was a Capstone course

Ag Fab class is the Capstone to the Natural Resources cluster.

Business-Intro to Computers, Marketing, and Business 101. Imagine Academy through Microsoft. Create Idaho is also used through Adobe.

COLLEGE AND CAREER ADVISORS AND STUDENT MENTORS: College and career advising and student mentoring is an essential component of students' educational experience. Such advising and mentoring provide all students with an early opportunity to identify academic strengths, areas in need of improvement and areas of interest for the purpose of making informed choices and setting postsecondary education and career goals. The focus of college and career planning is to help students acquire the knowledge and skills necessary to achieve academic success and to be college and career ready upon high school graduation.

There were 150 total dual credits earned in the fall and spring of the school year. This data has been collected by the guidance counselor and will be compared with data collected in the school year. The goal is to increase the total number of dual college credits earned by all students in grades 9-12 by 15 percent during the school year. The successful use of advanced opportunities, college dual credit registration, HS registration, and dual credit courses offerings are critical in this goal.

Professional Development

Lapwai School District has utilized Professional Development training time each Friday from 1:30-3:30 pm. This year the school has had a number of unique health challenges, so related trainings have been provided to staff on Friday. AED/CPR and Narcan and Seizure Response Training. There has been training shared on ISAT preparation.

There is also coordination of PLT teams to larger groups on PD Fridays. Partnerships with Nez Perce Tribal groups have also been used to integrate Cultural Responsive Practice and Cultural Enrichment. This has also included implementation of Restorative Justice curriculum.

PLT's are focused on departmental areas of need. The examples include ELA curriculum alignment with the new curriculum, as well as essential learnings.

Math PLT focused on skill alignment and sequencing. The math teams have also been working on a common assessment rubric.

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Family and community engagement is a priority in the Lapwai School District. The Superintendent who also acts as the Federal Programs Director supports Lapwai Middle-High School with these objectives.

The Nez Perce State Tribal Education Partnership (STEP) provides support and technical assistance in forming Family Engagement Teams in both schools. These teams are comprised of both parents and school staff with a focus in action planning to further involve families in the education of their children while providing resources for learning at home.

With full support of the Nez Perce STEP, an annual event is held each year to engage families and the community called Celebrating Families in our Community. The objective is to introduce all of the programs within the District, Tribe, and Lapwai Community that serve Lapwai students. These programs include Title IA, Impact Aid, the Lapwai School District Indian Education Department, Lapwai Community Library, Nez Perce Tribe 4-H Extension, Nez Perce Tribe Students for Success, and Nez Perce STEP Family Engagement Teams.

The Lapwai School District also hosts monthly Indian Parent Committee meetings to engage parents of Native children in our educational programs and planning. This parent advisory committee is comprised of Native parents and grandparents with standing reports including the Superintendent.

The Superintendent also reports to the Nez Perce Tribe Circle of Elders. Their wisdom and support has been central in ensuring a culturally competent approach to instruction. They are frequent volunteers in our schools supporting student mentorship and success.

The Superintendent also coordinates an Annual Impact Aid Survey 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. The results on this survey and our approach to addressing these needs are also broadly distributed and shared with all stakeholders.

Family and Community Engagement

Recruitment and Retention of Effective Teachers

Attracting and retaining the best talent possible to serve Lapwai students is a priority in the Lapwai School District. We are in direct competition with area school districts for hard to fill positions. This has required remaining competitive with our approach to compensation. A positive working relationship between the District and the Lapwai Education Association has resulted in a clear and shared focus, maintaining the highest salaries possible. Approximately 31% of the district operating budget is in the form of federal Impact Aid. The Superintendent also serves as the Idaho State Chair of the National Association of Federally Impacted Schools. Each fall the School Board Chair joins the Superintendent in Washington, D.C. to lobby Congress in fulfilling their educational promises to Lapwai students. Without Impact Aid Support we would not be successful at attracting and retaining high-quality staff. We are proud to report that both the House and Senate Appropriations final Impact Aid recommendations for the approaching fiscal year exceeded our requests from our visit this fall.

Providing opportunities for teachers to collaborate and grow professionally is also a priority in the Lapwai School District. Teachers are provided three hours of research-based, data-driven of collaborative time every week. This time is built into the school calendar with the full support of the School Board. Teachers are engaged in Professional Learning Teams every Wednesday morning from 7:00 a.m. to 8:00 a.m. followed by Professional Development every Friday from 1:30 p.m. to 3:30 p.m.

Only two teachers are on alternate routes to certification with the majority of the staff meeting certification requirements.

Coordination and Integration With Other Programs

The Lapwai School District partners with the Nez Perce Tribe Education Department and their State Tribal Education Partnership (STEP) program. This successful partnership has included action planning to infuse Nez Perce Cultural Principals with our approach to instruction.

The STEP program continues to offer the Indigenous Principles of Pedagogy college credit course for our certified staff. The instructor is RunningHorse Livingston, M.Ed., of Mathematize Inc. The intent of the course is to assist teachers, administrators, and counselors in examining instructional and engagement practices, and relevant research, as defined by the Nez Perce STEP project based on input from Nez Perce tribal members. With an overall focus upon studying methods to improve K-12 academic achievement and whole

child development, there is an added focus on Idaho Core Standards, Danielson Framework for Teaching, and Tribal Education Principles related to use of culturally-relevant pedagogy to meet the needs of K-12 learners.

STEP has included the development of Native Culture and Language Teams in both schools. Team objectives include: Providing leadership for culture and language; Engaging the community with culture and language; and Infusing culture and language in curriculum and instruction.

The Middle-High School Native Culture and Language Team share PowerPoint resources highlighting the accomplishments of successful Indigenous role models. The resources are encouraged for use during English-Language Arts or Reading instruction districtwide. The resources are posted on the Native Culture & Language section of our website at Lapwai.org. The Elementary Native Culture and Language Team is accomplishing this objective through engaging bulletin boards in the school lobby.

A Native American Arts course instructed by Jenny Williams is available for grades 8th -12th.

Expanded Native American History and Research courses instructed by Mary Lynn Walker are available for grades 11th -12th.

A Native American Literature dual college credit course instructed by Sheila Scott is available for grades 9th -12th.

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attributes, and sharing resources for taking a stand.

The Lapwai School District coordinates efforts with all departments of the Nez Perce Tribe. We worked in close collaboration with Nimiipuu Health during the pandemic including weekly meetings to review positivity rates and approaches to safety. Nimiipuu Behavioral Health and Nez Perce Tribe Social Services also provide critical services for our students. This Community Schools approach has been a critical component to our success.

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Plan Components

1. Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

Prioritized Needs	
Need	SMART Goal:
1	

Need Description:




SMART Goal:

Remove

Math ISAT performance is identified at the CSI-UP designation as the bottom 5%

Improve math proficiency by 10% for students in grades 6, 7, 8, & 11.

Evidence-Based Interventions: Discussion Topics

Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
1- Develop a skill-based formative assessment process	Strong Evidence 	https://ies.ed.gov/ncee/rel/Products/Ask-A-REL/60017	Progress will be monitored through PL Teams, Administration, and Math Leadership.	
1- Develop a common assessment rubric for grades 6-12	Strong Evidence 	https://www.nassauboces.org/cms/lib/NY01928409/Centricity/Domain/23/Newsletter%2012-13%20-14%20Process%20and%20Power%20of%20Common%20Assessments.pdf	Assessments developed by the combined Math PLT groups will be monitored on an ongoing basis by the math PL Team, and monitored periodically by administration and the school leadership team.	
1- Develop grit and	Strong Evidence 	https://www.mdrc.org/sites/default/files/Project-Based_Learning-LitRev_Final.pdf	Track student project	

resilience in students through the project-based learning.		completion; provide feedback and assistance after time of student struggles with the concept or project.
Freckle (STAR Assessment) for differentiated math intervention	Strong Evidence	https://s3.amazonaws.com/classroom-assets/marketing-assets/Freckle/Freckles+Research-Based+Methodology+v1.0.pdf
		Students are monitored at their "just right" level by teachers and administration.

Need

2

Need Description:



ELA/SAT performance is identified at the CSI-UP designation as the bottom 5%

SMART Goal:

Improve ISAT ELA proficiency to 28% for students in grades 6, 7, 8, & 11.

Evidence-Based Interventions: Discussion Topics

Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
2- Reading Comprehension Blueprint	Strong Evidence	https://eric.ed.gov/?id=ED610432 "Meticulously researched and masterfully organized, this book offers a clear blueprint for understanding the complexities of reading comprehension and delivering high-quality, evidence-based instruction that helps students construct meaning from challenging texts. "	STAR Assessments in Reading as well as Classroom Teacher Assessments	
2- PD--Literacy Coaching at the Secondary Level--	Strong Evidence	http://eric.ed.gov/?id=EJ1170283	This can be monitored by teachers and administration on the	

	Helping Teachers Meet the Needs of All Students			performance of literacy across all subjects as noted in the research.	
	Use of the REWARDS Curriculum is proven to increase fluency rates, deepen comprehension, and increase a more precise use of language.	Moderate Evidence 	https://www.voyagersopris.com/docs/default-source/literacy/rewards/rewards-secondary-research-base.pdf?sfvrsn=49329dbb_2	REWARDS Plus provides the following to monitor student progress: Student fluency graph, rubrics to assess writing, before- and after program evaluation of domain- specific vocabulary knowledge.	
	2- Freckle STAR Assessment in ELA for differentiated learning.	Moderate Evidence 	https://renaissance.widen.net/s/9mttx2sjc/r63357%22%20/	Daily progress monitoring in classroom instruction.	

Need

3

Need Description:


There is a need to monitor progress through formative assessment. STAR Math Assessments can support a cycle of informed instruction using quality skill checks aligned to the Idaho Standards.

SMART Goal:

In grades 6th-11th, 50% of students will grow at least 40 Student Growth Percentile (SGP) points or score above the 50th percentile on the NCE (Normal Curve Equivalent, aka the national average) on the STAR Spring benchmark test

Remove

Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
3- 1	Star Math assesses math achievement of students in grades 1–12. Items assess four broad domains: Numbers and Operations;	Strong Evidence 	https://ies.ed.gov/ncee/rel/Products/Ask-A-REL/60017	STAR Assessments can be monitored weekly as	

Algebra; Geometry and Measurement; and Data Analysis, Probability, and Statistics.

well as benchmark testing.

Need Description:

There is a need to monitor progress through formative assessment. STAR Math Assessments can support a cycle of informed instruction using quality skill checks aligned to the Idaho Standards.

SMART Goal:

In grades 6th-11th, 50% of students will grow at least 40 Student Growth Percentile (SGP) points or score above the 50th percentile on the NCE (Normal Curve Equivalent, aka the national average) on the STAR Spring benchmark test.

Remove

Evidence-Based Interventions: Discussion Topics

Need 4			
Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.
The STAR Reading Test is designed to gauge the reading comprehension skills and abilities of students in grades 1-12. Find out what this test is, how it's structured and scored, and discover materials and resources that can help you and your students get ready.	Strong Evidence	https://ies.ed.gov/ncee/ell/Products/Ask-A-REL/60017	STAR Assessments monitoring provides weekly feedback as well as benchmark assessments.

150

Need 5

Need Description:

Student Engagement In a Culturally Responsive Manner.






SMART Goal:

The secondary staff will be trained in Culturally Responsive practices. Over the duration of the grant, 85% of staff and 100% of certified teachers will be trained these practices

Remove

Evidence-Based Interventions: Discussion Topics

Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.
			Remove

<p>Empowerment Assemblies--Having community members involved in the assemblies to motivate students about school and something to look forward to.</p>	<p>Promising Evidence </p>	<p>https://www.futurecaregroup.com/news-events/the-benefits-of-connecting-youths-and-seniors/</p>	<p>Student surveys will be utilized to determine student interest and effectiveness of Empowerment Assemblies.</p>
<p>3rd Millennium--Increasing Academic Time on Task through interactive online learning lessons that provide strategies on SEL and behavior topics.</p>	<p>Strong Evidence </p>	<p>https://onlinelibrary.wiley.com/doi/abs/10.1002/jaoc.12068</p>	<p>3rd Millennium is monitored through PBIS and SWIS data collection.</p>
<p>5- PLC Conferences--High Effect size PLC work</p>	<p>Strong Evidence </p>	<p>https://eric.ed.gov/?id=EJ1243775</p>	<p>Increased Teacher Efficacy will improve instructional outcomes for students in their academic courses.</p>
<p>Culturally Responsive Training for staff include STEP, collaboration with the University of Idaho, and Cultural Pedagogy, and resources provided through the Lapwai Indian Education Department.</p>	<p>Strong Evidence </p>	<p>https://eric.ed.gov/?q=Culturally+Responsive+Teaching+for+secondary+students&id=ED625954</p>	<p>This will be monitored by the depth of training in Cultural Pedagogy in the Lapwai school staff.</p>
<p>5- Increase the Effect of Restorative Justice in Lapwai Schools to improve student time on</p>	<p>Strong Evidence </p>	<p>https://eric.ed.gov/?q=Restorative+Justice&id=EJ1248357</p>	<p>The increased services of the Restorative Justice Advisor</p>

<p>task and academic performance. Research on restorative justice has found many positive benefits, such as high levels of participant satisfaction, decreased fear for victims, and reduced recidivism for offenders. Research has also suggested that restorative justice processes may have positive impacts on a participant's overall well-being.</p>			<p>will be monitored by the leadership in the Indian Education Department for effectiveness and positive outcomes.</p>
<p>5- PBIS World-Progress Monitors Tier 1 kids, and can work with Tier 2. PBIS is a multi-tiered, evidence-based model that seeks to support and enhance both academic and behavioral outcomes for all students.</p>	<p>Strong Evidence</p>	<p>https://eric.ed.gov/?q=PBIS&id=EJ1323623</p>	<p>PBIS effectiveness is monitored by key personnel as well as administration in terms of academic and behavioral outcomes.</p>

2. Identify the resource inequities which are barriers to improving student outcomes.

Being a rural school, there are limitations to some of the educational services that are available, say at DeAtley Center at Lewiston High School. Services for non-native or non-enrolled students attending Lapwai are also limited. The Nez Perce Tribe is an important partner in providing many experiences that offset resource inequities.

3. Provide the URL where this plan will be publicly available:

NOTE: A copy of this plan must be made available in hard copy upon request.

www.lapwai.org

4. Describe how the Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness. Discussion Topics

The School Leadership Team will monitor implementation and effectiveness of interventions at their monthly meetings as they review data. Professional Learning Teams will also monitor progress and effectiveness at their data-driven meetings.

Annual Budget

Allocation for 2022-2023	\$96,149
Carry-over from previous year as of 9/30/2022	\$0
Total Allocation	\$96,149

Obj.Code	Description	2022-2023
	<div>Amount: \$40,600</div> <div>Description: Summer professional development and department meeting collaboration for research-based, data-driven improvement and action planning. Summer PD is planned for both all secondary staff. 2 days in June and 2 days in August. \$14,000 for staff. (Partly supported by State PD monies.)</div>	
100	<div>Salaries</div> <div>Include the number of FTEs and PTEs for each position</div> <div>Monthly Leadership Team collaboration stipends for after school and summer meetings and planning. \$26,600 (\$12,600 for members, \$5,000 for admin)</div> <div>Added days/hours for principal planning and supervision of summer PD activities \$5,000</div>	
	<div>Amount: \$14,000</div> <div>Description: Benefits for Above</div>	
200	Employee Benefits	
300	Purchased Services (non travel)	<div>Amount: \$29,500</div> <div>Description:</div>

		<p>IXL Access for Grades 6-11: IXL is personalized learning. With a comprehensive K-12 curriculum, individualized guidance, and real-time analytics, IXL meets the unique needs of each learner. \$5,000</p> <p>Center for Educational Effectiveness Perceptual Surveys for Students, Staff, and Parents \$4,000</p> <p>Lisa Nelson English-Language Arts Summer Workshop Hours \$2,500.</p> <p>On-Site Solution Tree Professional Learning Community Training \$4,500</p> <p>Reading Comprehension Blueprint Training--Shelby & Lexi \$2,000</p> <p>Integrate the Science of Reading.</p> <p>EduLastic--Reading, science, math interventions for classroom teachers \$2,000</p> <p>PD for REWARDS Training (Brad Peterson & Brad Carpenter) Prep \$500</p> <p>Freckle for ELA and Math Intervention with differentiated learning \$4,000 and training.</p> <p>Renaissance Learning Formative Assessment (STAR) \$3,500</p> <p>3rd Millennium site license \$2,500 and parent education course.</p>
		<p>Amount:</p> <p>\$2,500</p> <p>Description:</p> <p>Summer workshop presenter travel (\$1,000)</p> <p>Solution Tree presenter travel \$1,500</p>
380	Travel Expense	
400	Supplies & Materials	<p>Amount:</p> <p>\$9,549</p> <p>Description:</p> <p>Book study materials (Read Comp Blueprint), \$1,500</p> <p>"REWARDS" Reading Intervention Materials \$3,000.</p> <p>Illustrative Math workbooks and manipulatives. \$2,549</p>

		Applied Mathematics and Applied Science materials. (Part of Project-based Learning Component. (\$2,500)
500	Capital Objects	Amount: \$0
		Description:
Budget Total		\$96,149

Assurance

ASSURANCE

EVERY STUDENT SUCCEEDS ACT (ESSA)

Each school the Local Educational Agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section. Sec. 1003 (e) (2).

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

The LEA, pursuant to section 8306 (a) of every Student Succeeds Act, hereby agrees to the following assurances-

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. Each applicant will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—
 - A. submit such reports to the State Educational Agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and