

**LAPWAI SCHOOL DISTRICT #341**  
**BOARD OF TRUSTEES - REGULAR MONTHLY MEETING**  
**Lapwai School District Office, 404 S Main St, Lapwai, Idaho**  
**Thursday, September 21, 2023 - 5:00 pm**  
**Agenda**

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|--------------------|--|
|                    | 1) Call to Order   |
|                    | A. Pledge of Allegiance  |
|                    | B. Roll Call   |
| <b><u>Page</u></b> | 2) A. Consent Agenda – Action Item   |
| <b>2</b>           | 1. Approval of Minutes – August 21 and 29, 2023  |
| <b>6</b>           | 2. Budget Report/Balance Sheet   |
| <b>30</b>          | 3. Payment of Current Bills  |
| <b>32</b>          | 4. Associated Student Body Accounts  |
|                    | 4) Unscheduled Delegations (please call at least 3 days prior to the meeting to be included) |
|                    | 5) Discussion Items  |
| <b>35, 45,</b>     | A. Administrator’s Reports – Principals, Sped Director, Athletic Director,                   |
| <b>85, 138</b>     | Superintendent   |
|                    | B. Continuous Improvement Plan   |
|                    | C.   |
|                    | 6) Action Items  |
| <b>153</b>         | A. Second Reading – 901.6 Parental Rights  |
| <b>157</b>         | – 901.7 Student and Family Privacy Rights  |
| <b>160</b>         | – 603.9 High School Graduation Requirements  |
| <b>166</b>         | B. First Reading – 503.9 - Destruction of Property   |
| <b>169, 170</b>    | B. Out of State Student Trips  |
|                    | C. Declaration of Vacancy – Zone 5   |
|                    | D.   |
|                    | 7) Personnel Action Items:   |
|                    | A. New Hire – Food Service – Tina Herndon  |
|                    | – Behavior Intervention Specialist – Jennifer Arthur   |
|                    | – Interventional Aide – Jasmine Hewett   |
|                    | – Interventional Aide – Amy Alvarado   |
|                    | – Assistant Middle School Volleyball Coach – Shaylee Bisbee                                  |
|                    | B. Volunter – Cheer – DelRae Kipp  |
|                    | C.   |
| <b>172</b>         | 8) Board Training – NAFIS Fall Conference Debrief  |
|                    | – ISBA Convention – November 15-17 - Who is going?   |
|                    | 9) Adjourn – Action Item   |

*Mission Statement – Together, we ensure all students will reach their full potential*

LAPWAI SCHOOL DISTRICT #341

School Board Minutes

Regular Meeting

August 21, 2023

The Board of Trustees of School District #341 met in regular session in the Board Room of the District Office. Trustee Samuels-Allen called the meeting to order at 5:02pm. Roll Call was made, present were Trustees Johnson, Samuels-Allen, and Garcia. Trustee Kipp arrived at 5:07pm. Trustee Spaulding was absent. Also attending was Superintendent Aiken and Clerk Weeks. Teri Wagner and Lori Ravet were 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.

Dan Coleman of Quest CPAs joined the meeting by telephone and reviewed the audit with the board. Overall, things are in good shape and he was very complimentary of the District. Trustee Garcia moved and Trustee Kipp seconded to accept the audit as presented. A vote was taken and the motion passed.

Elementary School Principal celebrated Kindergarten Boot Camp and the positive impact it has. She touched on the changes in teachers and new staff.

Sped Director Ravet had a light report. Until school starts numbers are not known.

Superintendent Aiken pointed to his written reports and touched on the athletic direction meeting this week.

A discussion was held about the handbooks for the schools and coaches.

The term of office for Trustee Zones 4 and 5 are up for election. The filing period ends on the Friday after Labor Day for the election date in November.

No executive session was deemed to be needed for this meeting. A special meeting for August 29 was set for executive session only.

The First Reading of the following policies was held.

- 901.6 Parental Rights
- 901.7 Student and Family Privacy Rights
- 603.9 High School Graduation Requirements

The policy updates will be brought back for a second reading next month.

The Second Reading of the following policies was held.

- 403.3 Certified Personal Leave
- 408.1 Classified Sick Leave
- 408.2 Classified Personal Leave
- Non-Resident Students Policy 502.9

Trustee Garcia moved and Trustee Kipp seconded to approve the listed policies after the second

reading. A vote was taken and the motion passed.

The Safe Return to In-Person Instruction and Continuity of Services Plan was reviewed. Trustee Garcia moved and Trustee Kipp seconded to approve the plan as presented. A vote was taken and the motion passed.

The Transportation Plan for the 2023-2024 School Year was presented to the board. There were no changes from last year. Trustee Garcia moved and Trustee Kipp seconded to approve the plan as presented. A vote was taken and the motion passed.

Due to travel to NAFIS, the September Board Meeting Date needed to be changed. It was ultimately decided to move the meeting to September 21.

The following personnel action items were presented to the board.

- Job Description – Certified Prevention Specialist

Trustee Garcia moved to approve the listed personnel action item. Trustee Kipp seconded the motion which was passed.

Under Board Training, a discussion was held about who will be attending the Region 2 meeting on September 14. Most said they were going.

Discussion was also held about who was going to the ISBA Convention on November 15-17 in Boise. It will be reviewed again next month.

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

Board Chair Samuels-Allen declared the meeting adjourned at 6:54 pm.

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Board Chair

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Clerk

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Date

LAPWAI SCHOOL DISTRICT #341  
School Board Minutes  
Special Meeting  
August 29, 2023

The Board of Trustees of School District #341 met in special session in the Conference Room of the District Office. Trustee Samuels-Allen presided and called the meeting to order at 4:35pm. Present were Trustees Samuels-Allen, Johnson, Kipp, Garcia, and Spaulding. Also attending were Superintendent Aiken, D’Lisa Penney, and Clerk Weeks.

Student A and their guardian were present.

Trustee Garcia moved and Trustee Spaulding seconded to enter into executive session as provided under Idaho Code Section 74-206 (1) (b). A roll call vote was taken with all five board members present voting aye at 4:35 pm. The general tenor of the executive session was discussion of student issues.

After hearing all parties, Trustee Samuels-Allen then read the following statement. It is the decision of the Board of Trustees that Student A be allowed to return to school beginning Wednesday, August 30, 2023, under explicit conditions. Failure to comply with any of the prescribed conditions will result in an immediate additional expulsion hearing. Trustee Kipp moved and Trustee Garcia seconded to approve the decision. A vote was taken and the motion passed.

Student A and their guardian then left the meeting at 5:30pm.

Student B and their guardian then entered executive session at 5:38pm.

After hearing all parties, it is the decision of the Board of Trustees that Student A be denied attendance at Lapwai Schools for the period of one calendar year as provided under Idaho Code 33-205 Denial of School Attendance. Student A shall not be allowed on or near school grounds or buildings. Student A shall not be allowed admission or attendance at any curricular or extra-curricular event sponsored by Lapwai Schools, or hosted at Lapwai Schools. Student A will be allowed to enroll in Lapwai Schools following the period of expulsion pending an additional hearing before the Lapwai School District Board of Trustees to consider re-admittance. Trustee Johnson moved and Trustee Spaulding seconded to approve the decision. A roll call vote was taken and the motion passed with all five members voting aye.

Trustee Spaulding moved and Trustee Garcia seconded that the board leave executive session and reconvene in regular session. A vote was taken and the motion passed at 6:43 pm.

Trustee Samuels-Allen declared the meeting adjourned at 6:43 pm.

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Clerk

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Board Chair



(Rprt: 01 - MAIN; Dates: 00/00/00-09/30/23; PRINT: 09/13/23 1:59:43 PM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
GENERAL FUND							
REVENUE							
100-411400	DISTRICT TORT REVENUE	39,682.00CR	390.27CR	1,115.66CR	38,566.34CR	1%	3%
100-411900	OTHER TAXES	0.00	297.04CR	297.04CR	297.04	0%	0%
100-413000	PENALTY & INT--DELINQUENT TAXES	3,000.00CR	336.87CR	941.53CR	2,058.47CR	11%	31%
100-415000	EARNINGS ON INVESTMENTS	12,000.00CR	0.00	9,644.27CR	2,355.73CR	0%	80%
100-419900	OTHER LOCAL REVENUE	51,000.00CR	0.00	1,874.04CR	49,125.96CR	0%	4%
100-419901	DRIVERS ED.--STUDENT FEES	2,500.00CR	0.00	0.00	2,500.00CR	0%	0%
100-419903	GRANTS	82,000.00CR	0.00	40,296.00CR	41,704.00CR	0%	49%
TOTAL LOCAL REVENUE		190,182.00CR	1,024.18CR	54,168.54CR	136,013.46CR	1%	28%
100-431100	STATE APPORTIONMENT	3,749,517.00CR	0.00	1,972,807.25CR	1,776,709.75CR	0%	53%
100-431200	TRANSPORTATION SUPPORT REVENUE	181,000.00CR	0.00	104,344.42CR	76,655.58CR	0%	58%
100-431401	SED SUPPORT	20,000.00CR	0.00	26,689.61CR	6,689.61	0%	133%
100-431800	BENEFIT APPORTIONMENT	508,071.00CR	0.00	257,367.72CR	250,703.28CR	0%	51%
100-431900	OTHER STATE SUPPORT	191,501.00CR	0.00	0.00	191,501.00CR	0%	0%
100-431901	EARLY COMPLETERS-DUAL CREDIT	0.00	0.00	0.00	0.00	0%	0%
100-431902	STATE MATH/SCI REQUIREMENT	5,000.00CR	0.00	0.00	5,000.00CR	0%	0%
100-431904	REMEDATION	13,000.00CR	0.00	0.00	13,000.00CR	0%	0%
100-431930	STATE TECHNOLOGY SUPPORT	78,780.00CR	0.00	0.00	78,780.00CR	0%	0%
100-432100	DRIVER EDUCATION REVENUE	3,125.00CR	0.00	0.00	3,125.00CR	0%	0%
100-437000	LOTTERY/ADD'L STATE MAINTENANCE	80,000.00CR	48,153.00CR	48,153.00CR	31,847.00CR	60%	60%
100-438000	REVENUE IN LIEU OF TAXES	2,606.00CR	0.00	0.00	2,606.00CR	0%	0%
100-438001	REV. IN LIEU-AG. EQUIP.	2,160.00CR	0.00	540.00CR	1,620.00CR	0%	25%
TOTAL STATE REVENUE		4,834,760.00CR	48,153.00CR	2,409,902.00CR	2,424,858.00CR	1%	50%
100-442000	UNRESTRICTED FEDERAL REVENUE	200.00CR	0.00	0.00	200.00CR	0%	0%
100-448200	IMPACT AID P.L. 81-874	2,700,000.00CR	252,452.00CR	252,452.00CR	2,447,548.00CR	9%	9%
TOTAL FEDERAL REVENUE		2,700,200.00CR	252,452.00CR	252,452.00CR	2,447,748.00CR	9%	9%
100-320000	BEGINNING BALANCE - BUDGET	600,000.00CR	0.00	0.00	600,000.00CR	0%	0%
100-453000	SALE OF PROPERTY	0.00	0.00	0.00	0.00	0%	0%
100-460000	TRANSFERS FROM OTHER FUNDS	18,495.00CR	0.00	0.00	18,495.00CR	0%	0%
TOTAL OTHER REVENUE		618,495.00CR	0.00	0.00	618,495.00CR	0%	0%
TOTAL REVENUE		8,343,637.00CR	301,629.18CR	2,716,522.54CR	5,627,114.46CR	4%	33%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
ELEMENTARY SCHOOL PROGRAM							
100-512110	ELEMENTARY TEACHER SALARIES	1,102,326.00	93,675.61	93,675.61	1,008,650.39	8%	8%
100-512115	ELEMENTARY NON-CERTIFIED SALARIES	381,612.00	24,687.24	24,687.24	356,924.76	6%	6%
100-512160	ELEMENTARY TEACHER SUBSTITUTES	20,000.00	0.00	0.00	20,000.00	0%	0%
100-512200	ELEMENTARY FRINGE BENEFITS	72,813.00	5,546.83	5,546.83	67,266.17	8%	8%
100-512210	ELEMENT. LIFE/EMP. ASSIST.	1,824.00	201.33	201.33	1,622.67	11%	11%
100-512220	EMPLOYER FICA	120,621.00	9,081.80	9,081.80	111,539.20	8%	8%
100-512230	HEALTH INSURANCE - ELEM	176,982.00	14,026.17	14,026.17	162,955.83	8%	8%
100-512270	WORKER'S COMPENSATION	6,670.00	570.02	570.02	6,099.98	9%	9%
100-512280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-512290	RETIREMENT BENEFIT	191,789.00	15,343.51	15,343.51	176,445.49	8%	8%
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	5,000.00	405.00	421.00	4,579.00	8%	8%
100-512322	COPIER RENTAL	8,000.00	262.26	624.21	7,375.79	3%	8%
100-512380	ELEMENTARY TRAVEL	2,500.00	0.00	0.00	2,500.00	0%	0%
100-512410	ELEMENT. FIXED MATERIALS	15,000.00	566.66	11,887.67	3,112.33	4%	79%
100-512411	TEACHER SUPPLIES	3,800.00	0.00	0.00	3,800.00	0%	0%
100-512412	MUSIC SUPPLIES	5,000.00	0.00	423.26	4,576.74	0%	8%
100-512413	GRANT FUNDED SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
100-512415	MATERIALS --ART	2,000.00	0.00	1,854.47	145.53	0%	93%
100-512440	ELEMENTARY TEXTBOOKS	20,000.00	0.00	24,783.39	( 4,783.39)	0%	124%
TOTAL ELEMENTARY PROGRAM		2,135,937.00	164,366.43	203,126.51	1,932,810.49	8%	10%
SECONDARY SCHOOL PROGRAM							
100-515110	HS CERTIFIED SALARIES	824,357.00	69,540.54	69,540.54	754,816.46	8%	8%
100-515113	DRIVER EDUCATION SALARIES	5,000.00	0.00	0.00	5,000.00	0%	0%
100-515115	HS CLASSIFIED SALARIES	216,113.00	16,013.87	34,407.37	181,705.63	7%	16%
100-515160	HS SUBSTITUTE SALARIES	25,000.00	0.00	0.00	25,000.00	0%	0%
100-515200	HS FRINGE BENEFITS	26,657.00	2,221.32	2,221.32	24,435.68	8%	8%
100-515210	HS LIFE INSURANCE BENEFIT	1,408.00	124.31	136.93	1,271.07	9%	10%
100-515220	HS EMPLOYER FICA	83,930.00	6,577.00	7,981.99	75,948.01	8%	10%
100-515230	HEALTH INSURANCE - HS	129,786.00	10,055.05	10,642.10	119,143.90	8%	8%
100-515270	HS WORKER'S COMPENSATION	4,641.00	400.97	471.72	4,169.28	9%	10%
100-515280	HS SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-515290	HS PERSI BENEFIT	132,789.00	10,520.27	11,219.81	121,569.19	8%	8%
100-515313	GRANT FUNDED PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-515321	COPIER RENTAL	4,400.00	255.74	593.26	3,806.74	6%	13%
100-515322	HS PURCHASE SERVICES	8,000.00	440.00	1,657.00	6,343.00	6%	21%
100-515380	HS TRAVEL	0.00	0.00	0.00	0.00	0%	0%
100-515410	H.S. FIXED MATERIALS	12,500.00	0.00	4,957.82	7,542.18	0%	40%
100-515411	TEACHER SUPPLIES	2,800.00	45.17	649.64	2,150.36	2%	23%
100-515412	DRIVERS ED. MATERIALS	300.00	0.00	45.90	254.10	0%	15%
100-515413	GRANT FUNDED SUPPLIES - FY24 - \$40,296	0.00	0.00	7,500.00	( 7,500.00)	0%	0%
100-515417	MATERIALS -- ART	3,000.00	2,266.31	2,266.31	733.69	76%	76%
100-515421	MATERIALS -- MUSIC	7,500.00	0.00	1,098.74	6,401.26	0%	15%
100-515441	H.S. TEXTBOOKS	25,000.00	4,338.36	4,378.31	20,621.69	17%	18%
100-515116	SABG GRANT SALARIES	37,422.00	0.00	0.00	37,422.00	0%	0%
100-515216	SABG BENEFITS	19,100.00	0.00	0.00	19,100.00	0%	0%
100-515316	SABG PURCHASED SERVICES	19,197.00	0.00	0.00	19,197.00	0%	0%
100-515416	SABG SUPPLIES	5,645.00	0.00	0.00	5,645.00	0%	0%
TOTAL SECONDARY PROGRAM		1,594,545.00	122,798.91	159,768.76	1,434,776.24	8%	10%
SPECIAL EDUCATION PROGRAM							
100-521110	RESOURCE ROOM TEACHER SALARIES	273,324.00	23,014.57	23,014.57	250,309.43	8%	8%
100-521115	RESOURCE ROOM AIDES' SALARIES	106,395.00	8,929.76	8,929.76	97,465.24	8%	8%
100-521160	EXCEPT. CHILD CERT. SUBSTITUTES	15,000.00	0.00	0.00	15,000.00	0%	0%
100-521200	RESOURCE ROOM FRINGE BENEFITS	15,751.00	1,312.66	1,312.66	14,438.34	8%	8%
100-521210	EXCEPT. LIFE/EMP. ASSIST.	672.00	52.01	41.80	630.20	8%	6%
100-521220	EMPLOYER FICA	31,401.00	2,537.63	2,540.73	28,860.27	8%	8%
100-521230	HEALTH INSURANCE - EXCEPT CHILD	58,994.00	4,167.65	3,319.61	55,674.39	7%	6%
100-521270	WORKER'S COMPENSATION	1,736.00	153.00	153.00	1,583.00	9%	9%
100-521280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-521290	RETIREMENT BENEFIT	48,579.00	4,075.14	4,075.15	44,503.85	8%	8%
100-521300	TUITION TO N. I. C. H.	20,000.00	0.00	0.00	20,000.00	0%	0%
100-521310	SPED PURCHASED SERVICES	10,000.00	0.00	5,065.00	4,935.00	0%	51%
100-521380	TRAVEL - PURCHASED SVCS	1,500.00	0.00	0.00	1,500.00	0%	0%
100-521410	SPED SUPPLIES	15,000.00	278.00	478.85	14,521.15	2%	3%
100-521411	SPED TEACHER SUPPLIES	1,000.00	0.00	0.00	1,000.00	0%	0%
100-521440	SPED TEXTBOOKS	5,000.00	0.00	0.00	5,000.00	0%	0%
TOTAL SPECIAL EDUCATION PROGRAM		604,352.00	44,520.42	48,931.13	555,420.87	7%	8%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
SPECIAL EDUCATION PRESCHOOL PROGRAM							
100-522110	EXCEPTIONAL PRESCHOOL SALARIES	77,908.00	6,570.75	6,570.75	71,337.25	8%	8%
100-522160	EXCEPTIONAL PRESCHOOL SUBSTITUTES	2,000.00	0.00	0.00	2,000.00	0%	0%
100-522200	PRESCHOOL FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-522210	PRESCHOOL LIFE/EMP. ASSIST.	96.00	8.00	8.00	88.00	8%	8%
100-522220	EMPLOYER FICA	6,113.00	433.90	433.90	5,679.10	7%	7%
100-522230	HEALTH INSURANCE - PRESCHOOL	11,799.00	983.23	983.23	10,815.77	8%	8%
100-522270	WORKER'S COMPENSATION	338.00	30.23	30.23	307.77	9%	9%
100-522280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-522290	RETIREMENT BENEFIT	9,887.00	833.83	833.83	9,053.17	8%	8%
100-522410	CLASSROOM SUPPLIES	350.00	0.00	603.78	(253.78)	0%	173%
100-522411	TEACHER SUPPLIES	200.00	0.00	0.00	200.00	0%	0%
TOTAL PRESCHOOL PROGRAM		108,691.00	8,859.94	9,463.72	99,227.28	8%	9%
SCHOOL ACTIVITY PROGRAM							
100-532100	SCHOOL ACTIVITY SALARIES	133,700.00	13,943.04	13,943.04	119,756.96	10%	10%
100-532200	SCHOOL ACTIVITIES FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-532210	EMPLOYEE LIFE INS	0.00	5.90	5.90	(5.90)	0%	0%
100-532220	EMPLOYER FICA	10,228.00	1,065.26	1,065.26	9,162.74	10%	10%
100-532230	HEALTH INSURANCE - SCHOOL ACTIVITIES	0.00	576.97	576.97	(576.97)	0%	0%
100-532270	WORKER'S COMPENSATION	566.00	55.93	55.93	510.07	10%	10%
100-532280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-532290	RETIREMENT BENEFIT	8,801.00	530.75	530.75	8,270.25	6%	6%
100-532310	SCHOOL ACT. DUES/SERVICES	10,000.00	642.00	882.00	9,118.00	6%	9%
100-532380	SCHOOL ACTIVITIES TRAVEL	17,500.00	0.00	0.00	17,500.00	0%	0%
100-532410	ACTIVITY SUPPLIES	25,000.00	0.00	1,231.50	23,768.50	0%	5%
100-532550	ATHLETIC EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
TOTAL SCHOOL ACTIVITY PROGRAM		205,795.00	16,819.85	18,291.35	187,503.65	8%	9%
ATTENDANCE, GUIDANCE, & HEALTH PROGRAM							
100-611110	COUNSELING SALARIES - ELEMENTARY	63,379.00	5,345.33	5,345.33	58,033.67	8%	8%
100-611111	GUIDANCE SALARIES - SECONDARY	85,289.00	7,193.25	7,193.25	78,095.75	8%	8%
100-611200	GUIDANCE FRINGE BENEFITS	15,078.00	1,256.50	1,256.50	13,821.50	8%	8%
100-611210	GUIDANCE LIFE/EMP. ASSIST.	192.00	15.60	15.60	176.40	8%	8%
100-611220	EMPLOYER FICA	12,527.00	1,052.98	1,052.98	11,474.02	8%	8%
100-611230	HEALTH INSURANCE - GUIDANCE	0.00	0.00	0.00	0.00	0%	0%
100-611270	WORKER'S COMPENSATION	693.00	63.46	63.46	629.54	9%	9%
100-611280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-611290	RETIREMENT BENEFIT	20,779.00	1,750.59	1,750.59	19,028.41	8%	8%
100-611310	HEALTH/GUIDANCE PURCHASE SERVICES	4,500.00	0.00	0.00	4,500.00	0%	0%
100-611380	GUIDANCE TRAVEL	0.00	0.00	0.00	0.00	0%	0%
100-611410	ATTEND./GUIDANCE/HEALTH-ELEMENT.	500.00	0.00	0.00	500.00	0%	0%
100-611411	TEACHER SUPPLY - GUIDANCE	200.00	0.00	0.00	200.00	0%	0%
TOTAL GUIDANCE PROGRAM		203,137.00	16,677.71	16,677.71	186,459.29	8%	8%
SPECIAL EDUCATION SUPPORT SERVICES PROG							
100-616110	ANCILLARY SALARIES - CDS & PSYCOL.	126,580.00	24,083.41	24,083.41	102,496.59	19%	19%
100-616115	NON CERT ANCILLARY SALARY	3,924.00	29,533.38	29,533.38	(25,609.38)	753%	753%
100-616200	ANCILLARY FRINGE BENEFITS	8,531.00	710.91	710.91	7,820.09	8%	8%
100-616210	EMPLOYEE LIFE INSUR	816.00	112.00	108.92	707.08	14%	13%
100-616220	EMPLOYER FICA	10,636.00	4,079.41	4,080.15	6,555.85	38%	38%
100-616230	HEALTH INSURANCE - ANCILLARY	82,591.00	8,845.84	8,498.85	74,092.15	11%	10%
100-616270	WORKER'S COMPENSATION	588.00	304.30	304.30	283.70	52%	52%
100-616280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-616290	RETIREMENT BENEFIT	17,584.00	6,064.69	6,064.69	11,519.31	34%	34%
100-616300	CDS CONTRACT	87,500.00	0.00	1,062.50	86,437.50	0%	1%
100-616410	ANCILLARY SUPPLIES	800.00	0.00	0.00	800.00	0%	0%
TOTAL ANCILLARY		339,550.00	73,733.94	74,447.11	265,102.89	22%	22%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
INSTRUCTIONAL IMPROVEMENT PROGRAM							
100-621110	SALARIES - INSTRUCTIONAL IMPROVEME	0.00	416.66	416.66 (	416.66)	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	0.84	0.84 (	0.84)	0%	0%
100-621220	FICA	0.00	31.71	31.71 (	31.71)	0%	0%
100-621230	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
100-621270	WORKERS COMP	0.00	1.92	1.92 (	1.92)	0%	0%
100-621280	UUSL	0.00	0.00	0.00	0.00	0%	0%
100-621290	PERSI	0.00	52.88	52.88 (	52.88)	0%	0%
100-621310	INSTRUCT. IMPROVE. - CREDIT REIMB	6,884.00	0.00	262.50	6,621.50	0%	4%
100-621311	INSTRUCTIONAL IMPROVEMENT PURCHASED SER	20,000.00	189.25	189.25	19,810.75	1%	1%
100-621380	TRAVEL/TRNG.	0.00	0.00	0.00	0.00	0%	0%
100-621410	MENTORING SUPPLIES	100.00	0.00	0.00	100.00	0%	0%
TOTAL INSTRUCTION IMPROVEMENT		26,984.00	693.26	955.76	26,028.24	3%	4%
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	64,465.00	5,410.16	5,410.16	59,054.84	8%	8%
100-622160	LIBRARY SUBSTITUTES	1,000.00	0.00	0.00	1,000.00	0%	0%
100-622200	LIBRARY FRINGE BENEFITS	6,284.00	523.66	523.66	5,760.34	8%	8%
100-622210	LIB./TECH. LIFE/EMP. ASSIST.	192.00	15.34	15.34	176.66	8%	8%
100-622220	EMPLOYER FICA	5,489.00	453.94	453.94	5,035.06	8%	8%
100-622230	HEALTH INSURANCE - MEDIA	11,799.00	983.23	983.23	10,815.77	8%	8%
100-622270	WORKER'S COMPENSATION	303.00	27.30	27.30	275.70	9%	9%
100-622280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-622290	RETIREMENT BENEFIT	8,005.00	663.41	663.41	7,341.59	8%	8%
100-622323	VALNET COMMUNICATIONS	7,000.00	0.00	1,212.50	5,787.50	0%	17%
100-622410	LIBRARY MATERIALS--ELEMENTARY	5,000.00	57.00	509.85	4,490.15	1%	10%
100-622412	LIBRARY MATERIALS--SECONDARY	5,000.00	0.00	1,043.49	3,956.51	0%	21%
TOTAL EDUCATIONAL MEDIA PROGRAM		114,537.00	8,134.04	10,842.88	103,694.12	7%	9%
INSTRUCTIONAL RELATED TECHNOLOGY							
100-623115	TECHNOLOGY SALARY	76,355.00	7,544.16	7,544.16	68,810.84	10%	10%
100-623200	TECHNOLOGY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-623210	TECHNOLOGY LIFE BENEFIT	96.00	9.49	9.49	86.51	10%	10%
100-623220	TECHNOLOGY FICA BENEFIT	5,841.00	576.77	576.77	5,264.23	10%	10%
100-623230	HEALTH INSURANCE - TECHNOLOGY	11,799.00	1,166.81	1,166.81	10,632.19	10%	10%
100-623270	TECHNOLOGY WORKERS COMP.	323.00	34.70	34.70	288.30	11%	11%
100-623280	TECHNOLOGY SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-623290	TECHNOLOGY PERSI BENEFIT	8,243.00	864.58	864.58	7,378.42	10%	10%
100-623310	TECHNOLOGY PURCHASED SERVICES	20,000.00	175.00	350.00	19,650.00	1%	2%
100-623323	TECHNOLOGY INTERNET COMMUNICATIONS	40,000.00	211.00	26,450.00	13,550.00	1%	66%
100-623410	TECHNOLOGY SUPPLIES/MATERIALS	5,000.00	0.00	226.00	4,774.00	0%	5%
100-623411	TECHNOLOGY--ELEMENTARY	35,000.00	3,758.73	4,727.66	30,272.34	11%	14%
100-623412	TECHNOLOGY SECONDARY	35,000.00	155.74	283.52	34,716.48	0%	1%
100-623413	TECHNOLOGY - EXCEPTIONAL CHILD	5,000.00	0.00	0.00	5,000.00	0%	0%
100-623550	TECHNOLOGY - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
TOTAL INSTRUCTIONAL TECHNOLOGY		242,657.00	14,496.98	42,233.69	200,423.31	6%	17%
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	40,000.00	0.00	17,896.87	22,103.13	0%	45%
100-631410	SUPPLIES - SCHOOL BOARD	750.00	56.25	93.75	656.25	8%	13%
TOTAL BOARD OF EDUCATION PROGRAM		40,750.00	56.25	17,990.62	22,759.38	0%	44%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
DISTRICT ADMINISTRATION PROGRAM							
100-632110	DISTRICT ADMINISTRATION SALARIES	144,133.00	12,011.08	36,033.24	108,099.76	8%	25%
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.	240.00	20.00	60.00	180.00	8%	25%
100-632220	EMPLOYER FICA	11,026.00	916.34	2,749.03	8,276.97	8%	25%
100-632230	HEALTH INSURANCE - DISTRICT ADMIN	11,799.00	983.23	2,787.59	9,011.41	8%	24%
100-632270	WORKER'S COMPENSATION	610.00	55.25	204.19	405.81	9%	33%
100-632280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-632290	RETIREMENT BENEFIT	18,290.00	1,524.21	4,572.63	13,717.37	8%	25%
100-632310	BANK FEES / GRANT SVCS	25,000.00	1,644.03	13,118.52	11,881.48	7%	52%
100-632322	COPIER RENTAL	4,000.00	378.49	740.09	3,259.91	9%	19%
100-632333	DISTRICT COMMUNICATIONS	10,000.00	113.06	1,945.46	8,054.54	1%	19%
100-632380	DISTRICT TRAVEL--GENERAL	15,000.00	0.00	5,310.20	9,689.80	0%	35%
100-632390	DISTRICT PURCHASED SERVICES	17,500.00	141.23	4,715.57	12,784.43	1%	27%
100-632410	DISTRICT SUPPLIES	3,000.00	0.00	38.49	2,961.51	0%	1%
100-632412	DISTRICT SUBSCRIPTIONS	0.00	0.00	0.00	0.00	0%	0%
TOTAL DISTRICT ADMINISTRATION		260,598.00	17,786.92	72,275.01	188,322.99	7%	28%
SCHOOL ADMINISTRATION PROGRAM							
100-641110	SCHOOL ADMIN SALARIES	213,377.00	16,471.00	16,471.00	196,906.00	8%	8%
100-641115	ADMINISTRATIVE NON-CERTIFIED	96,858.00	12,845.75	12,845.75	84,012.25	13%	13%
100-641200	SCHOOL ADMIN FRINGE BENEFITS	8,531.00	710.91	710.91	7,820.09	8%	8%
100-641210	SCHOOL ADMIN. LIFE/EMP. ASSIST.	720.00	53.06	53.06	666.94	7%	7%
100-641220	EMPLOYER FICA	24,386.00	2,292.95	2,292.95	22,093.05	9%	9%
100-641230	HEALTH INSURANCE - SCHOOL ADMIN	41,296.00	3,356.47	3,356.47	37,939.53	8%	8%
100-641270	WORKER'S COMPENSATION	1,348.00	123.08	123.08	1,224.92	9%	9%
100-641280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-641290	RETIREMENT BENEFIT	38,989.00	3,453.99	3,453.99	35,535.01	9%	9%
100-641323	SCHOOL COMMUNICATIONS	18,500.00	718.10	2,013.15	16,486.85	4%	11%
100-641380	SCHOOL ADMIN. TRAVEL	2,000.00	0.00	0.00	2,000.00	0%	0%
100-641410	ELEMENT. ADMIN. MATERIALS	2,000.00	0.00	1,721.77	278.23	0%	86%
100-641411	SECOND. ADMIN. MATERIALS	2,000.00	0.00	1,311.40	688.60	0%	66%
100-641412	DUES/SUBSCRIPTIONS/REGISTRATIONS	1,800.00	0.00	0.00	1,800.00	0%	0%
TOTAL SCHOOL ADMINISTRATION		451,805.00	40,025.31	44,353.53	407,451.47	9%	10%
BUSINESS OPERATIONS PROGRAM							
100-651115	SALARIES - BUSINESS OPERATIONS	82,084.00	5,989.54	16,992.02	65,091.98	7%	21%
100-651200	FRINGE	10,317.00	859.75	2,579.25	7,737.75	8%	25%
100-651210	LIFE INS BENEFIT	96.00	8.20	24.59	71.41	9%	26%
100-651220	EMPLOYER FICA	7,069.00	522.15	1,491.70	5,577.30	7%	21%
100-651230	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
100-651270	WORKER'S COMPENSATION	391.00	31.49	109.81	281.19	8%	28%
100-651280	SICK LEAVE RETIREMENT	0.00	0.00	0.00	0.00	0%	0%
100-651290	PERSI	10,486.00	739.70	2,135.69	8,350.31	7%	20%
100-651310	PURCHASED SERVICES	66,500.00	0.00	11,468.56	55,031.44	0%	17%
100-651311	MEDICAID BILLING SERVICES	29,203.00	0.00	6,264.96	22,938.04	0%	21%
100-651380	TRAVEL / TRAINING	4,000.00	0.00	0.00	4,000.00	0%	0%
100-651410	SUPPLIES	2,000.00	0.00	0.00	2,000.00	0%	0%
TOTAL BUSINESS OPERATIONS		212,146.00	8,150.83	41,066.58	171,079.42	4%	19%

(Rprt: 01 - MAIN; Dates: 00/00/00-09/30/23; PRINT: 09/13/23 1:59:43 PM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
BUILDING CUSTODIAL CARE PROGRAM							
100-661115	CUSTODIAL SALARIES	176,075.00	17,671.04	49,608.25	126,466.75	10%	28%
100-661165	CUSTODIAL SUBSTITUTES	12,000.00	0.00	0.00	12,000.00	0%	0%
100-661200	CUSTODIAL FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-661210	CUSTODIAL LIFE/EMP. ASSIST.	288.00	31.57	94.90	193.10	11%	33%
100-661220	EMPLOYER FICA	14,388.00	1,347.94	3,783.30	10,604.70	9%	26%
100-661230	HEALTH INSURANCE - CUSTODIAL	47,195.00	3,880.52	11,022.62	36,172.38	8%	23%
100-661270	WORKER'S COMPENSATION	6,300.00	704.88	2,483.63	3,816.37	11%	39%
100-661280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-661290	RETIREMENT BENEFIT	19,685.00	1,623.88	4,874.88	14,810.12	8%	25%
100-661322	CUSTODIAL PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-661330	UTILITIES	200,000.00	13,194.76	37,308.02	162,691.98	7%	19%
100-661410	CUSTODIAL SUPPLIES	35,000.00	1,138.42	10,610.43	24,389.57	3%	30%
100-661710	PROPERTY/LIABILITY INSURANCE	55,381.00	0.00	55,381.00	0.00	0%	100%
100-661711	LIABILITY INSURANCE	0.00	0.00	0.00	0.00	0%	0%
TOTAL CUSTODIAL		566,312.00	39,593.01	175,167.03	391,144.97	7%	31%
MAINTENANCE - BUILDINGS-NON-STUDENT OCC							
100-663310	PURCHASE SERV.--MAINT/BUS BARN	5,000.00	24.61	1,202.81	3,797.19	0%	24%
100-663311	PURCHASE SERV.--ELEM. NON-OCCUP.	0.00	0.00	0.00	0.00	0%	0%
100-663312	PURCHASE SERV.--SECOND. -NON-OCCUP.	2,000.00	0.00	0.00	2,000.00	0%	0%
100-663315	PURCHASE SERV.--DIST. -NON-OCCUP.	500.00	0.00	0.00	500.00	0%	0%
100-663330	MAINT. BLDG. UTILITIES	500.00	0.00	150.00	350.00	0%	30%
100-663410	MATERIALS--MAINT/BUS BARN FAC.	3,000.00	155.82	409.27	2,590.73	5%	14%
100-663415	MATERIALS--DIST. -NON-OCCUP.	2,000.00	0.00	0.00	2,000.00	0%	0%
TOTAL MAINTENANCE - NON STU OCC		13,000.00	180.43	1,762.08	11,237.92	1%	14%
MAINTENANCE - BUILDINGS-STUDENT OCCUPIE							
100-664115	GENERAL MAINTENANCE SALARIES	70,478.00	10,420.00	27,242.11	43,235.89	15%	39%
100-664200	MAINTENANCE FRINGE BENEFITS	11,944.00	995.24	2,985.72	8,958.28	8%	25%
100-664210	MAINTENANCE LIFE/EMP. ASSIST.	96.00	13.56	39.10	56.90	14%	41%
100-664220	EMPLOYER FICA	6,305.00	872.01	2,309.40	3,995.60	14%	37%
100-664230	HEALTH INSURANCE - MAINT	0.00	472.14	1,326.85	( 1,326.85)	0%	0%
100-664270	WORKER'S COMPENSATION	2,761.00	309.97	1,053.98	1,707.02	11%	38%
100-664280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-664290	RETIREMENT BENEFIT	9,395.00	1,149.82	2,913.09	6,481.91	12%	31%
100-664310	PURCHASE SERVICE--MAINT/BUS BARN	500.00	0.00	0.00	500.00	0%	0%
100-664311	PURCHASE SERVICE--ELEMENTARY	50,000.00	4,346.87	24,350.76	25,649.24	9%	49%
100-664312	PURCHASE SERVICE--SECONDARY	40,000.00	5,854.25	18,233.23	21,766.77	15%	46%
100-664410	MATERIALS--MAINT./BUS BARN	2,000.00	0.00	2,675.06	( 675.06)	0%	134%
100-664411	MATERIALS--ELEMENTARY	10,000.00	424.52	596.20	9,403.80	4%	6%
100-664412	MATERIALS--SECONDARY	10,000.00	835.33	2,435.42	7,564.58	8%	24%
100-664415	MATERIALS--PRESCHOOL/KIND.	500.00	0.00	0.00	500.00	0%	0%
100-664550	MAINTENANCE CAPITAL OUTLAY	6,887.00	0.00	0.00	6,887.00	0%	0%
TOTAL MAINTENANCE		220,866.00	25,693.71	86,160.92	134,705.08	12%	39%
MAINTENANCE - GROUNDS							
100-665310	PURCHASE SERVICE--GROUNDS	25,000.00	1,102.00	4,875.48	20,124.52	4%	20%
100-665410	MATERIALS--GROUNDS	20,000.00	202.37	6,720.11	13,279.89	1%	34%
100-665550	GROUNDS - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
TOTAL GROUNDS CARE		45,000.00	1,304.37	11,595.59	33,404.41	3%	26%
SECURITY/SAFETY PROGRAM							
100-667310	SCHOOL SAFETY PURCH SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-667410	SECURITY SUPPLIES	7,500.00	245.27	245.27	7,254.73	3%	3%
100-667550	SECURITY - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
TOTAL SCHOOL SAFETY		7,500.00	245.27	245.27	7,254.73	3%	3%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
PUPIL-TO-SCHOOL TRANSPORTATION PROGRAM							
100-681115	TRANSP. SALARIES--TO SCHOOL @ 50%	78,951.00	8,428.35	8,815.08	70,135.92	11%	11%
100-681120	TRANSP. SALARIES--MECHANIC @ 85%	0.00	0.00	0.00	0.00	0%	0%
100-681125	TRANSP. SALARIES--SUPV. @ 50%	32,312.00	2,692.66	8,077.98	24,234.02	8%	25%
100-681165	TRANSP. SALARIES--SUBS @ 50%	2,500.00	736.96	736.96	1,763.04	29%	29%
100-681200	TRANSP. FRINGE BENEFITS @ 50%	16,856.00	1,404.74	1,834.57	15,021.43	8%	11%
100-681210	TRANSP. LIFE INSURANCE @ 50%	192.00	24.51	41.67	150.33	13%	22%
100-681220	TRANSP. EMPLOYER FICA/MDC @ 50%	9,992.00	1,013.97	1,488.10	8,503.90	10%	15%
100-681230	HEALTH INSURANCE - TRANSP - 50%	0.00	60.78	113.58	( 113.58)	0%	0%
100-681270	TRANSP. WORKERS COMP @ 50%	3,138.00	361.93	820.17	2,317.83	12%	26%
100-681280	TRANSP. SICK LEAVE @ 50%	0.00	0.00	0.00	0.00	0%	0%
100-681290	TRANSP. PERSI BENEFIT @ 50%	14,578.00	1,171.13	1,205.70	13,372.30	8%	8%
100-681310	BUS CONTRACT REPAIRS @ 85%	40,000.00	1,924.46	6,754.46	33,245.54	5%	17%
100-681311	PHYSICALS/DRUG TESTING @ 50%	2,500.00	0.00	310.00	2,190.00	0%	12%
100-681312	PHYSICALS/DRUG TESTING @ 85%	0.00	0.00	92.00	( 92.00)	0%	0%
100-681317	TRAINING-DIST./IAPT/STN/NAPT @ 50%	400.00	0.00	0.00	400.00	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%	15,000.00	562.43	1,830.98	13,169.02	4%	12%
100-681320	TRANSP. 100% CELL PHONE @ 50%	300.00	0.00	0.00	300.00	0%	0%
100-681345	TRANSP. IN-LIEU-OF @ 50%	2,500.00	0.00	0.00	2,500.00	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	0.00	0.00	0%	0%
100-681410	TECHN. COVERALLS/RAGS @ 50%	500.00	0.00	0.00	500.00	0%	0%
100-681420	TRANSP. BUS FUEL/FLUIDS @ 50%	22,500.00	843.85	1,025.20	21,474.80	4%	5%
100-681424	TRANSP. BUS OILS/LUBRICANTS @ 85%	2,500.00	467.64	467.64	2,032.36	19%	19%
100-681425	BUS REPAIR PARTS @ 85%	12,000.00	0.00	1,137.78	10,862.22	0%	9%
100-681426	BUS OFFICE SUPPLIES/POSTAGE @ 50%	250.00	0.00	0.00	250.00	0%	0%
100-681429	HAND TOOLS @ 85% - 400 CAP	400.00	0.00	0.00	400.00	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		257,369.00	19,693.41	34,751.87	222,617.13	8%	14%
PUPIL-ACTIVITY TRANSPORTATION PROGRAM							
100-682115	TRANSP. SALARIES--ACTIVITY/SHUTTLE	20,000.00	738.85	738.85	19,261.15	4%	4%
100-682200	TRANS - ACTIVITY - FRINGE	0.00	0.00	0.00	0.00	0%	0%
100-682210	TRANS - ACTIVITY - LIFE	0.00	1.56	1.56	( 1.56)	0%	0%
100-682220	TRANS - ACTIVITY - FICA	1,530.00	56.51	56.51	1,473.49	4%	4%
100-682230	TRANS - ACTIVITY - HEALTH INS	0.00	0.00	0.00	0.00	0%	0%
100-682270	WORK COMP	480.00	22.61	22.61	457.39	5%	5%
100-682280	TRANS - ACTIVITY - UUSL	0.00	0.00	0.00	0.00	0%	0%
100-682290	TRANS - ACTIVITY - PERSI	2,236.00	91.01	91.01	2,144.99	4%	4%
100-682310	PURCHASE SERVICES--NON ALLOW	500.00	0.00	0.00	500.00	0%	0%
100-682410	TRANSPORTATION MAT'LS--NON-ALLOW.	2,000.00	0.00	150.00	1,850.00	0%	8%
TOTAL ACTIVITY TRANSPORTATION		26,746.00	910.54	1,060.54	25,685.46	3%	4%
GENERAL TRANSPORTATION PROGRAM							
100-683310	PURCHASE SERVICES-NON ALLOWABLE	1,000.00	0.00	0.00	1,000.00	0%	0%
100-683410	SUPPLIES-NON ALLOWABLE	2,000.00	0.00	102.94	1,897.06	0%	5%
TOTAL GENERAL TRANSPORTATION		3,000.00	0.00	102.94	2,897.06	0%	3%
FOOD SERVICES PROGRAM							
100-710220	FOOD EMPLOYER FICA	13,325.00	1,653.11	2,021.48	11,303.52	12%	15%
TOTAL NON-INSTRUCTION		13,325.00	1,653.11	2,021.48	11,303.52	12%	15%
CAPITAL ASSETS							
100-810520	CAPITAL OUTLAY - BUILDINGS	52,558.00	0.00	0.00	52,558.00	0%	0%
100-810540	CAPITAL OUTLAY - VEHICLES	0.00	0.00	0.00	0.00	0%	0%
TOTAL CAPITAL OUTLAY		52,558.00	0.00	0.00	52,558.00	0%	0%
100-920821	TRANSFER TO BUS DEPRECIATION FUND	38,780.00	0.00	0.00	38,780.00	0%	0%
100-920810	TRANSFER TO MEDICAID FUND	140,516.00	0.00	0.00	140,516.00	0%	0%
100-920800	TRANSFERS TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
100-950850	CONTINGENCY RESERVE	417,181.00	0.00	0.00	417,181.00	0%	0%
TOTAL OTHER		596,477.00	0.00	0.00	596,477.00	0%	0%
TOTAL EXPENDITURES		8,343,637.00	626,394.64	1,073,292.08	7,270,344.92	8%	13%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
GRANTS - NEZ PERCE TRIBE & OTHERS							
232-320000	BEGINNING BALANCE - BUDGET	75,000.00CR	0.00	0.00	75,000.00CR	0%	0%
232-415000	INVESTMENT EARNINGS	1,200.00CR	0.00	433.55CR	766.45CR	0%	36%
232-419900	GRANT REVENUE - NPT & OTHERS	0.00	0.00	37,732.00CR	37,732.00	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	76,200.00CR	0.00	38,165.55CR	38,034.45CR	0%	50%
232-515113	ADVANCED OPS - SALARIES	0.00	0.00	0.00	0.00	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	0.00	0.00	0%	0%
232-515115	NATIVE ARTS SALARY	6,000.00	835.20	1,386.66	4,613.34	14%	23%
232-515220	BENEFITS	450.00	63.90	106.09	343.91	14%	24%
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	0.00	0.00	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	0.00	0.00	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	0.00	0.00	0%	0%
232-515297	PERSI - CD'A N/A GRANT	0.00	0.00	0.00	0.00	0%	0%
232-515410	HIGH SCHOOL SUPPLIES	14,935.00	0.00	0.00	14,935.00	0%	0%
232-515312	P/S - NPT NATIVE ARTS GRANT	10,000.00	0.00	0.00	10,000.00	0%	0%
232-515313	P/S - COLLEGE & CAREER READINESS	5,000.00	0.00	0.00	5,000.00	0%	0%
232-515315	P/S - NPT MS READING GRANT	2,600.00	0.00	0.00	2,600.00	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	5,000.00	0.00	0.00	5,000.00	0%	0%
232-515320	P/S - ATTENDANCE COMMITTEE EMERGENCY FU	6,100.00	0.00	0.00	6,100.00	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	10,000.00	0.00	300.00	9,700.00	0%	3%
232-515413	SUPPLIES - COLLEGE & CAREER READINESS	5,000.00	0.00	398.72	4,601.28	0%	8%
232-515414	SUPPLIES - NPT - SPEECH LANGUAGE	0.00	337.58	337.58	( 337.58)	0%	0%
232-515415	SUPPLIES-NPT MS READING	2,500.00	0.00	0.00	2,500.00	0%	0%
232-515416	SUPPLIES-NPT- CULTURALLY RESPONSIVE	0.00	107.89	107.89	( 107.89)	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	2,500.00	0.00	0.00	2,500.00	0%	0%
232-515420	SUPPLIES-ATTENDANCE COMMITTEE EMERGENCY	6,115.00	0.00	0.00	6,115.00	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	76,200.00	1,344.57	2,636.94	73,563.06	2%	3%
N E Z P E R C E TRIBE JOB SKILLS							
235-320000	JOB SKILLS CARRYOVER	7,000.00CR	0.00	0.00	7,000.00CR	0%	0%
235-419900	NEZPERCE TRIBE SPECIAL SERVICE GRT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	7,000.00CR	0.00	0.00	7,000.00CR	0%	0%
235-515115	JOB SKILLS SALARY	6,477.00	0.00	0.00	6,477.00	0%	0%
235-515220	JOB SKILLS EMPLOYER FICA	495.00	0.00	0.00	495.00	0%	0%
235-515270	JOB SKILLS WORKERS COMP	28.00	0.00	0.00	28.00	0%	0%
235-521310	JOB SKILLS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	7,000.00	0.00	0.00	7,000.00	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	9,000.00CR	0.00	0.00	9,000.00CR	0%	0%
243-432420	STATE VOC. ED.--BUSINESS PROGRAM	7,901.00CR	0.00	0.00	7,901.00CR	0%	0%
	TOTAL REVENUE	16,901.00CR	0.00	0.00	16,901.00CR	0%	0%
243-515112	VOC. ED. AG. SALARIES	2,079.00	0.00	0.00	2,079.00	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	159.00	0.00	0.00	159.00	0%	0%
243-515230	HEALTH INSURANCE - VOC ED	0.00	0.00	0.00	0.00	0%	0%
243-515270	VOC. ED. WORKERS COMPENSATION	8.00	0.00	0.00	8.00	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	264.00	0.00	0.00	264.00	0%	0%
243-515382	VOC. ED. TRAVEL--AG. PROGRAM	2,000.00	0.00	0.00	2,000.00	0%	0%
243-515412	VOC. ED. SUPPLIES--AG. PROGRAM	4,506.00	101.68	203.36	4,302.64	2%	5%
243-515552	VOC. ED. EQUIPMENT--AG. PROGRAM	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CTE AG PROGRAM	9,016.00	101.68	203.36	8,812.64	1%	2%
243-515313	VOC. ED. BUSINESS P/S	0.00	0.00	0.00	0.00	0%	0%
243-515383	VOC. ED. TRAVEL--BUSINESS PROGRAM	3,065.00	66.99	371.36	2,693.64	2%	12%
243-515413	VOC. ED. SUPPLIES--BUSINESS PROG.	4,820.00	0.00	0.00	4,820.00	0%	0%
243-515553	VOC. ED. EQUIPMENT--BUSINESS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CTE BUSINESS PROGRAM	7,885.00	66.99	371.36	7,513.64	1%	5%
	TOTAL EXPENDITURES	16,901.00	168.67	574.72	16,326.28	1%	3%
ARPA - ESSERF III							
250-445900	ESSERF III REVENUE	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
250-512100	SALARIES - ELEMENTARY - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-512200	BENEFITS - ELEMENTARY - ESSERF III	0.00	261.45	130.74	( 130.74)	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	0.00	64,805.92	( 64,805.92)	0%	0%
250-512101	SALARIES - ELEMENTARY ESSERF III L/L	0.00	38.16	38.16	( 38.16)	0%	0%
250-512201	BENEFITS - ELEMENTARY ESSERF III L/L	0.00	7.43	7.43	( 7.43)	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	0.00	0.00	0%	0%
250-515100	SALARIES - SECONDARY - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-515200	BENEFITS - SECONDARY - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-515300	PURCHASED SERVICES - SECONDARY - ESSERF	0.00	0.00	0.00	0.00	0%	0%
250-515400	SUPPLIES - SECONDARY - ESSERF III	0.00	0.00	40,153.52	( 40,153.52)	0%	0%
250-515101	SALARIES - SECONDARY ESSERF III L/L	0.00	0.00	0.00	0.00	0%	0%
250-515201	BENEFITS - SECONDARY ESSERF III L/L	0.00	0.00	0.00	0.00	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	0.00	0.00	0%	0%
250-661100	SALARIES - CUSTODIAL - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-661200	BENEFITS - CUSTODIAL - ESSERF III	0.00	0.00	0.00	0.00	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	307.04	105,135.77	105,135.77CR	0%	0%

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	221,684.00CR	0.00	0.00	221,684.00CR	0%	0%
251-445901	CSI - UP REVENUE	96,149.00CR	0.00	0.00	96,149.00CR	0%	0%
	TOTAL REVENUE	317,833.00CR	0.00	0.00	317,833.00CR	0%	0%
251-512110	TEACHER SALARIES--ELEMENTARY	0.00	0.00	0.00	0.00	0%	0%
251-512115	TEACHER AIDES--ELEMENTARY	133,142.00	12,260.24	12,260.24	120,881.76	9%	9%
251-512200	BENEFITS - TITLE I-A	88,042.00	172.20	172.20	87,869.80	0%	0%
251-512205	ELEMENTARY FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
251-512210	ELEMENT. LIFE/EMP. ASSIST.	0.00	38.24	38.24	( 38.24)	0%	0%
251-512220	EMPLOYER FICA	0.00	934.03	934.03	( 934.03)	0%	0%
251-512230	HEALTH INSURANCE - TITLE I-A	0.00	4,526.81	4,526.81	( 4,526.81)	0%	0%
251-512270	WORKER'S COMPENSATION	0.00	154.10	154.10	( 154.10)	0%	0%
251-512280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
251-512290	RETIREMENT BENEFIT	0.00	1,370.70	1,370.70	( 1,370.70)	0%	0%
251-512310	E. S. PURCHASED SERVICES	500.00	0.00	0.00	500.00	0%	0%
251-512410	ELEMENTARY SUPPLIES & MATERIALS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL TITLE I-A EXPENDITURES	221,684.00	19,456.32	19,456.32	202,227.68	9%	9%
251-515101	CSI - UP SALARIES	37,600.00	12,037.50	14,037.50	23,562.50	32%	37%
251-515201	CSI - UP BENEFITS	13,000.00	3,468.33	4,021.96	8,978.04	27%	31%
251-515301	CSI - UP PURCHASED SERVICES	36,000.00	0.00	0.00	36,000.00	0%	0%
251-515401	CSI - UP SUPPLIES	9,549.00	11,145.20	15,167.90	( 5,618.90)	117%	159%
	TOTAL CSI-UP EXPENDITURES	96,149.00	26,651.03	33,227.36	62,921.64	28%	35%
	TOTAL EXPENDITURES	317,833.00	46,107.35	52,683.68	265,149.32	15%	17%
CARES - ESSERF I							
252-445900	ESSER REVENUE	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
252-515410	SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	0.00	0.00	0.00	0%	0%
CRRSA - ESSERF II							
254-445900	ESSERF II REVENUE	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
254-512400	SUPPLIES - ELEMENTARY - ESSER II	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	0.00	0.00	0.00	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	143,027.00CR	0.00	0.00	143,027.00CR	0%	0%
257-445601	PRIOR YEAR ALLOCATION	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	143,027.00CR	0.00	0.00	143,027.00CR	0%	0%
257-521110	CERTIFIED SALARY	0.00	0.00	0.00	0.00	0%	0%
257-521115	AIDES - PART B	106,046.00	8,854.04	8,854.04	97,191.96	8%	8%
257-521200	FRINGE BENEFITS- PART B	3,795.00	316.25	316.25	3,478.75	8%	8%
257-521210	LIFE INS BENEFIT	184.00	28.85	28.85	155.15	16%	16%
257-521220	EMPLOYER FICA	8,403.00	701.55	701.55	7,701.45	8%	8%
257-521230	HEALTH INSURANCE - PART B	11,798.00	2,949.69	2,949.69	8,848.31	25%	25%
257-521270	WORKER'S COMPENSATION	463.00	42.18	42.18	420.82	9%	9%
257-521280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
257-521290	RETIREMENT BENEFIT	12,338.00	1,025.24	1,025.24	11,312.76	8%	8%
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	143,027.00	13,917.80	13,917.80	129,109.20	10%	10%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
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	3,606.00CR	0.00	0.00	3,606.00CR	0%	0%
	TOTAL REVENUE	3,606.00CR	0.00	0.00	3,606.00CR	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	2,525.00	210.41	210.41	2,314.59	8%	8%
258-522200	BENEFITS	492.00	41.00	41.00	451.00	8%	8%
258-522210	LIFE/EMP. ASSIST. PLAN	0.00	0.63	0.63	0.63	0%	0%
258-522220	EMPLOYER FICA	231.00	19.23	19.23	211.77	8%	8%
258-522230	HEALTH INSURANCE - PART B PRESCHOOL	0.00	0.00	0.00	0.00	0%	0%
258-522270	WORKER'S COMPENSATION	13.00	1.16	1.16	11.84	9%	9%
258-522280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
258-522290	RETIREMENT BENEFIT	345.00	28.10	28.10	316.90	8%	8%
258-522310	PART B PRESCHOOL PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	3,606.00	300.53	300.53	3,305.47	8%	8%
MEDICAID FUND							
260-445900	MEDICAID REVENUE	486,718.00CR	0.00	3,261.05CR	483,456.95CR	0%	1%
260-460000	TRANSFER FROM GENERAL FUND	140,516.00CR	0.00	0.00	140,516.00CR	0%	0%
	TOTAL REVENUE	627,234.00CR	0.00	3,261.05CR	623,972.95CR	0%	1%
260-616115	ANCILLARY SALARIES	265,924.00	0.00	0.00	265,924.00	0%	0%
260-616200	ANCILLARY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
260-616210	EMPLOYEE LIFE INSURANCE	624.00	0.00	0.00	624.00	0%	0%
260-616220	EMPLOYER FICA	20,343.00	0.00	0.00	20,343.00	0%	0%
260-616230	HEALTH INSURANCE	82,591.00	0.00	0.00	82,591.00	0%	0%
260-616270	WORKERS COMP	1,125.00	0.00	0.00	1,125.00	0%	0%
260-616280	UNUSED SICK LEAVE	0.00	0.00	0.00	0.00	0%	0%
260-616290	PERSI	29,912.00	0.00	0.00	29,912.00	0%	0%
260-616310	MEDICAID CONTRACT SERVICES	86,199.00	0.00	0.00	86,199.00	0%	0%
260-616350	MEDICAID MATCH	140,516.00	0.00	0.00	140,516.00	0%	0%
	TOTAL EXPENDITURES	627,234.00	0.00	0.00	627,234.00	0%	0%
TITLE IV-A ESSA STUDENT SUPPORT							
261-445200	TITLE IV-A ESSA REVENUE	18,257.00CR	0.00	0.00	18,257.00CR	0%	0%
	TOTAL REVENUE	18,257.00CR	0.00	0.00	18,257.00CR	0%	0%
261-515115	SECONDARY CLASSIFIED SALARY	12,761.00	1,063.41	1,063.41	11,697.59	8%	8%
261-515200	FRINGE	2,488.00	207.33	207.33	2,280.67	8%	8%
261-515210	LIFE INSURANCE BENEFIT	32.00	2.52	2.52	29.48	8%	8%
261-515220	FICA BENEFIT	1,167.00	96.26	96.26	1,070.74	8%	8%
261-515230	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
261-515270	WORKERS COMP	67.00	5.84	5.84	61.16	9%	9%
261-515280	UUSL	0.00	0.00	0.00	0.00	0%	0%
261-515290	PERSI BENEFIT	1,742.00	142.07	142.07	1,599.93	8%	8%
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	18,257.00	1,517.43	1,517.43	16,739.57	8%	8%
REAP							
262-320000	BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
262-443000	REAP GRANT REVENUE	35,612.00CR	0.00	0.00	35,612.00CR	0%	0%
	TOTAL REVENUE	35,612.00CR	0.00	0.00	35,612.00CR	0%	0%
262-512115	ELEMENTARY CLASSIFIED SALARY	23,530.00	1,960.83	1,960.83	21,569.17	8%	8%
262-512200	FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
262-512210	LIFE INSURANCE BENEFIT	96.00	5.01	5.01	90.99	5%	5%
262-512220	FICA BENEFIT	1,800.00	150.00	150.00	1,650.00	8%	8%
262-512230	HEALTH INSURANCE - REAP	7,455.00	615.50	615.50	6,839.50	8%	8%
262-512270	WORKERS COMP. BENEFIT	100.00	9.02	9.02	90.98	9%	9%
262-512280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
262-512290	PERSI BENEFIT	2,631.00	219.22	219.22	2,411.78	8%	8%
	TOTAL EXPENDITURES	35,612.00	2,959.58	2,959.58	32,652.42	8%	8%

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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	95,000.00CR	0.00	0.00	95,000.00CR	0%	0%
267-443001	NYCP GRANT REVENUE	408,845.00CR	0.00	0.00	408,845.00CR	0%	0%
267-443002	ACE GRANT REVENUE	383,975.00CR	0.00	0.00	383,975.00CR	0%	0%
	TOTAL REVENUE	887,820.00CR	0.00	0.00	887,820.00CR	0%	0%
267-512410	CULTURAL ENRICHMENT SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
267-515100	COORDINATOR SALARY	4,750.00	442.08	442.08	4,307.92	9%	9%
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	40,882.00	1,912.58	1,912.58	38,969.42	5%	5%
267-515125	ATTENDANCE CLERK	0.00	0.00	0.00	0.00	0%	0%
267-515200	FRINGE	0.00	0.00	0.00	0.00	0%	0%
267-515210	LIFE INS - VI-A	96.00	0.42	0.42	95.58	0%	0%
267-515220	EMPLOYER FICA	3,491.00	174.65	174.65	3,316.35	5%	5%
267-515230	HEALTH INSURANCE - VI-A	11,799.00	1,846.06	1,846.06	9,952.94	16%	16%
267-515270	WORKER'S COMPENSATION	193.00	10.83	10.83	182.17	6%	6%
267-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
267-515290	RETIREMENT BENEFIT	2,607.00	2,122.56	2,122.56	484.44	81%	81%
267-515300	HIGH SCHOOL PURCHASED SVCS	5,000.00	0.00	0.00	5,000.00	0%	0%
267-515380	TRAVEL - VI-A	0.00	0.00	141.60	( 141.60)	0%	0%
267-515410	SUPPLIES	24,282.00	0.00	0.00	24,282.00	0%	0%
267-920800	INDIRECT COST - TITLE VI	1,900.00	0.00	0.00	1,900.00	0%	0%
	TOTAL TITLE VI-A EXPENDITURES	95,000.00	6,509.18	6,650.78	88,349.22	7%	7%
267-515101	SALARIES - DIRECTOR - NYCP	44,080.00	3,717.66	3,717.66	40,362.34	8%	8%
267-515111	SALARIES - CERTIFIED - NYCP	49,724.00	3,789.41	3,789.41	45,934.59	8%	8%
267-515116	SALARIES - N/C - NYCP	124,055.00	10,337.91	10,337.91	113,717.09	8%	8%
267-515201	FRINGE - NYCP	10,962.00	913.50	913.50	10,048.50	8%	8%
267-515211	LIFE INS - NYCP	288.00	35.09	35.09	252.91	12%	12%
267-515221	FICA - ER - NYCP	17,505.00	1,431.63	1,431.63	16,073.37	8%	8%
267-515231	HEALTH INS - NYCP	11,799.00	161.46	161.46	11,637.54	1%	1%
267-515271	WORKERS COMP - NYCP	968.00	66.62	66.62	901.38	7%	7%
267-515281	UUSL - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515291	PERSI - NYCP	27,164.00	1,218.16	1,218.16	25,945.84	4%	4%
267-515311	CONTRACTURAL PURCHASED SERVICES - NYCP	37,365.00	0.00	0.00	37,365.00	0%	0%
267-515321	OTHER PURCHASED SERVICES - NYCP	38,875.00	0.00	0.00	38,875.00	0%	0%
267-515381	TRAVEL - NYCP	30,848.00	0.00	678.34	30,169.66	0%	2%
267-515421	EQUIPMENT - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515411	SUPPLIES - NYCP	6,444.00	0.00	0.00	6,444.00	0%	0%
267-920801	INDIRECT COSTS - NYCP	8,768.00	0.00	0.00	8,768.00	0%	0%
	TOTAL NYCP EXPENDITURES	408,845.00	21,671.44	22,349.78	386,495.22	5%	5%
267-515102	SALARIES - DIRECTOR - ACE	44,080.00	3,717.66	3,717.66	40,362.34	8%	8%
267-515112	SALARIES - CERTIFIED - ACE	129,467.00	12,519.72	12,519.72	116,947.28	10%	10%
267-515117	SALARIES - N/C - ACE	85,189.00	7,099.08	7,099.08	78,089.92	8%	8%
267-515202	FRINGE - ACE	11,805.00	983.75	983.75	10,821.25	8%	8%
267-515212	LIFE INS - ACE	295.00	25.26	25.26	269.74	9%	9%
267-515222	FICA - ER - ACE	20,696.00	1,857.73	1,857.73	18,838.27	9%	9%
267-515232	HEALTH INS - ACE	35,396.00	2,542.13	2,542.13	32,853.87	7%	7%
267-515272	WORKERS COMP - ACE	1,143.00	99.99	99.99	1,043.01	9%	9%
267-515282	UUSL - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515292	PERSI - ACE	33,045.00	793.68	793.68	32,251.32	2%	2%
267-515312	PURCHASED SERVICES - ACE	7,532.00	10,875.00	10,875.00	( 3,343.00)	144%	144%
267-515382	TRAVEL - ACE	0.00	1,900.92	2,219.50	( 2,219.50)	0%	0%
267-515412	SUPPLIES - ACE	7,500.00	0.00	208.18	7,291.82	0%	3%
267-920802	INDIRECT COSTS - ACE	7,827.00	0.00	0.00	7,827.00	0%	0%
	TOTAL ACE EXPENDITURES	383,975.00	42,414.92	42,941.68	341,033.32	11%	11%
	TOTAL EXPENDITURES	887,820.00	70,595.54	71,942.24	815,877.76	8%	8%

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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	75,000.00CR	0.00	0.00	75,000.00CR	0%	0%
269-415000	INVESTMENT EARNINGS	1,200.00CR	0.00	381.95CR (	818.05)	0%	32%
269-445900	FEDERAL ASSISTANCE	20,000.00CR	0.00	0.00	20,000.00CR	0%	0%
	TOTAL REVENUE	96,200.00CR	0.00	381.95CR	95,818.05CR	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	0.00	0.00	0.00	0%	0%
269-515110	CERTIFIED SALARIES - ASP - S/S	15,000.00	0.00	0.00	15,000.00	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	0.00	0.00	0.00	0%	0%
269-515220	EMPLOYER FICA	1,148.00	0.00	0.00	1,148.00	0%	0%
269-515230	HEALTH INSURANCE - JOM	0.00	0.00	322.06 (	322.06)	0%	0%
269-515270	WORKERS COMP	62.00	4.53	4.53	57.47	7%	7%
269-515280	UNUSED SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
269-515290	PERSI	1,904.00	0.00	0.00	1,904.00	0%	0%
269-515300	PURCHASE SERVICES	39,000.00	0.00	0.00	39,000.00	0%	0%
269-515310	CULTURAL ENRICHMENT SERVICES	38,086.00	0.00	0.00	38,086.00	0%	0%
269-515410	JOM CULTURAL SUPPLIES	1,000.00	59.99	59.99	940.01	6%	6%
	TOTAL EXPENDITURES	96,200.00	64.52	386.58	95,813.42	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	33,208.00CR	0.00	0.00	33,208.00CR	0%	0%
	TOTAL REVENUE	33,208.00CR	0.00	0.00	33,208.00CR	0%	0%
271-621110	STAFF DEVELOPMENT SALARIES	20,000.00	1,180.80	1,180.80	18,819.20	6%	6%
271-621210	STAFF DEVELOPMENT LIFE INS.	0.00	1.79	1.79 (	1.79)	0%	0%
271-621220	STAFF DEVELOP. FICA BENEFIT	1,530.00	89.73	89.73	1,440.27	6%	6%
271-621230	HEALTH INSURANCE - II-A	0.00	141.57	141.57 (	141.57)	0%	0%
271-621270	WORKERS COMPENSATION	85.00	5.42	5.42	79.58	6%	6%
271-621280	STAFF DEVELOP. SICK LEAVE	0.00	0.00	0.00	0.00	0%	0%
271-621290	STAFF DEVELOP. PERSI BENEFIT	2,538.00	143.89	143.89	2,394.11	6%	6%
271-621310	STAFF DEVELOPMENT	9,055.00	0.00	0.00	9,055.00	0%	0%
271-621380	TITLE II STAFF TRAVEL	0.00	0.00	0.00	0.00	0%	0%
271-621410	STAFF DEVELOPMENT SUPPLIES	0.00	0.00	182.20 (	182.20)	0%	0%
271-920800	INDIRECT COST--TITLE II-A	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	33,208.00	1,563.20	1,745.40	31,462.60	5%	5%
21st CENTURY COMMUNITY LEARNING CENTER							
273-445900	21ST CENTURY FEDERAL REVENUE	125,096.00CR	0.00	0.00	125,096.00CR	0%	0%
	TOTAL REVENUE	125,096.00CR	0.00	0.00	125,096.00CR	0%	0%
273-512100	SALARIES - DIRECTOR - 21ST CLCC	48,000.00	4,000.00	4,000.00	44,000.00	8%	8%
273-512110	SALARIES - CERTIFIED - 21ST CLCC	42,198.00	0.00	0.00	42,198.00	0%	0%
273-512115	SALARIES - N/C - 21ST CLCC	9,639.00	31.94	31.94	9,607.06	0%	0%
273-512200	FRINGE - 21ST CLCC	0.00	0.00	0.00	0.00	0%	0%
273-512210	LIFE - 21ST CLCC	96.00	1.66	1.66	94.34	2%	2%
273-512220	FICA - 21ST CLCC	7,638.00	308.44	308.44	7,329.56	4%	4%
273-512230	HEALTH INS - 21ST CLCC	0.00	0.00	0.00	0.00	0%	0%
273-512270	WORKERS COMP - 21ST CLCC	422.00	18.55	18.55	403.45	4%	4%
273-512280	UUSL - 21ST CLCC	0.00	0.00	0.00	0.00	0%	0%
273-512290	PERSI - 21ST CLCC	12,524.00	257.37	257.37	12,266.63	2%	2%
273-512300	PURCHASED SERVICES - 21ST CLCC	3,351.00	0.00	0.00	3,351.00	0%	0%
273-512400	SUPPLIES - 21ST CLCC	1,228.00	0.00	0.00	1,228.00	0%	0%
273-920800	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	125,096.00	4,617.96	4,617.96	120,478.04	4%	4%

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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	28,886.00CR	0.00	0.00	28,886.00CR	0%	0%
	TOTAL REVENUE	28,886.00CR	0.00	0.00	28,886.00CR	0%	0%
278-515110	GEAR UP CERT. SALARIES	0.00	0.00	0.00	0.00	0%	0%
278-515115	GEAR UP SALARIES	15,680.00	1,346.30	1,346.30	14,333.70	9%	9%
278-515200	FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515210	LIFE INSURANCE BENEFIT	48.00	3.32	3.32	44.68	7%	7%
278-515220	EMPLOYER FICA	1,200.00	103.00	103.00	1,097.00	9%	9%
278-515230	HEALTH INSURANCE - GEAR UP	5,899.00	408.42	408.42	5,490.58	7%	7%
278-515270	WORKER'S COMPENSATION	66.00	6.19	6.19	59.81	9%	9%
278-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515290	PERSI BENEFIT	1,753.00	150.52	150.52	1,602.48	9%	9%
278-515380	STUDENT TRAVEL	2,750.00	0.00	0.00	2,750.00	0%	0%
278-515410	GEAR UP SUPPLIES	1,490.00	0.00	0.00	1,490.00	0%	0%
278-621310	STAFF CONFERENCE/TRAINING	0.00	0.00	0.00	0.00	0%	0%
278-621380	STAFF TRAVEL	0.00	489.24	489.24	( 489.24)	0%	0%
278-920800	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	28,886.00	2,506.99	2,506.99	26,379.01	9%	9%
CORONAVIRUS RELIEF FUND							
284-445900	CORONAVIRUS RELIEF FUND REVENUE	6,200.00CR	0.00	0.00	6,200.00CR	0%	0%
	TOTAL REVENUE	6,200.00CR	0.00	0.00	6,200.00CR	0%	0%
284-512110	CVR ELEM SALARIES - CERTIFIED	0.00	0.00	0.00	0.00	0%	0%
284-512115	CVR ELEM SALARIES - CLASSIFIED	0.00	0.00	0.00	0.00	0%	0%
284-512200	CVR ELEM - BENEFITS	0.00	0.00	0.00	0.00	0%	0%
284-515110	CVR HS SALARIES - CERTIFIED	0.00	0.00	0.00	0.00	0%	0%
284-515115	CVR HS SALARIES - CLASSIFIED	0.00	0.00	0.00	0.00	0%	0%
284-515200	CVR MHS BENEFITS	0.00	0.00	0.00	0.00	0%	0%
284-621100	SALARIES - STAFF DEVELOPMENT	3,000.00	0.00	0.00	3,000.00	0%	0%
284-621200	BENEFITS - STAFF DEVELOPMENT	578.00	0.00	0.00	578.00	0%	0%
284-621300	PURCHASED SERVICES - STAFF DEVELOPMENT	2,622.00	0.00	0.00	2,622.00	0%	0%
284-621400	SUPPLIES - STAFF DEVELOPMENT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	6,200.00	0.00	0.00	6,200.00	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	100,000.00CR	0.00	0.00 (	100,000.00)	0%	0%
290-415000	EARNINGS ON INVESTMENTS	0.00	0.00	390.19CR	390.19	0%	0%
290-416100	SCHOOL FOOD SERVICE	0.00	0.00	0.00	0.00	0%	0%
290-416200	LUNCH SALES—ALA CARTE	8,000.00CR	0.00	0.00	8,000.00CR	0%	0%
290-419900	OTHER REVENUE	0.00	0.00	0.00	0.00	0%	0%
290-445500	NSLP - LUNCH REVENUE	316,000.00CR	0.00	0.00	316,000.00CR	0%	0%
290-445501	FEDERAL SUPPORT—COMMODITIES	13,000.00CR	0.00	0.00	13,000.00CR	0%	0%
290-445502	NSLP - SUMMER LUNCH REVENUE	35,000.00CR	32,640.85CR	32,640.85CR	2,359.15CR	93%	93%
290-445503	NSLP - BREAKFAST REVENUE	70,000.00CR	0.00	0.00	70,000.00CR	0%	0%
290-445504	NSLP - SNACK REVENUE	2,000.00CR	0.00	0.00	2,000.00CR	0%	0%
290-445505	FRESH FRUIT VEGETABLE GRANT INCOME	16,000.00CR	0.00	0.00	16,000.00CR	0%	0%
290-460000	INTERFUND TRANSFER	0.00	0.00	0.00	0.00	0%	0%
TOTAL REVENUE		560,000.00CR	32,640.85CR	33,031.04CR	526,968.96CR	6%	6%
290-710115	FOOD SERVICE SALARIES—REGULAR	165,242.00	21,654.72	26,470.05	138,771.95	13%	16%
290-710116	FFVP PREP SALARIES	2,500.00	0.00	0.00	2,500.00	0%	0%
290-710117	FFVP ADMIN SALARIES	1,500.00	0.00	0.00	1,500.00	0%	0%
290-710200	FRINGE BENEFITS-FOOD SERVICES	4,938.00	411.50	411.50	4,526.50	8%	8%
290-710210	LIFE/EMP. ASSIST. PLAN	576.00	55.93	59.38	516.62	10%	10%
290-710220	EMPLOYER FICA	0.00	0.00	0.00	0.00	0%	0%
290-710230	HEALTH INSURANCE - FOOD SERVICE	58,994.00	5,891.71	6,280.42	52,713.58	10%	11%
290-710270	WORKER'S COMPENSATION	5,835.00	781.26	984.47	4,850.53	13%	17%
290-710280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
290-710290	PERSI BENEFIT	19,324.00	2,467.01	3,005.36	16,318.64	13%	16%
290-710310	FOOD SERVICE - PURCHASED SERVICES	1,500.00	0.00	457.06	1,042.94	0%	30%
290-710315	FFVP PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
290-710410	FOOD SERVICE—NON-FOOD SUPPLIES	9,000.00	0.00	1,699.82	7,300.18	0%	19%
290-710411	FOOD SERVICE—FOOD SUPPLIES	254,591.00	0.00	7,979.92	246,611.08	0%	3%
290-710412	FOOD SERVICE—MILK	22,000.00	0.00	1,558.17	20,441.83	0%	7%
290-710413	FOOD SERVICE—COMMODITIES	14,000.00	0.00	0.00	14,000.00	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		560,000.00	31,262.13	48,906.15	511,093.85	6%	9%
B O N D I N T./R E D E M P. FUND							
310-320000	BIRF BEGINNING BALANCE	50,000.00CR	0.00	0.00 (	50,000.00)	0%	0%
310-412510	BIRF LEVY TAXES—NEZPERCE COUNTY	191,000.00CR	1,946.10CR	5,588.28CR (	185,411.72)	1%	3%
310-415000	INVESTMENT EARNINGS	1,000.00CR	0.00	595.61CR	404.39CR	0%	60%
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	190,859.96CR	190,859.96	0%	0%
310-439000	STATE BOND GUARANTY REV.	45,000.00CR	0.00	88,726.65CR	43,726.65	0%	197%
TOTAL REVENUE		287,000.00CR	1,946.10CR	285,770.50CR	1,229.50CR	1%	100%
310-911610	BIRF PRINCIPAL	270,000.00	0.00	270,000.00	0.00	0%	100%
310-912620	BIRF INTEREST	16,500.00	0.00	8,250.00	8,250.00	0%	50%
310-912621	BIRF FEES	500.00	0.00	550.00 (	50.00)	0%	110%
TOTAL EXPENDITURES		287,000.00	0.00	278,800.00	8,200.00	0%	97%
BUS DEPRECIATION							
421-320000	BEGINNING BALANCE	67,277.00CR	0.00	0.00	67,277.00CR	0%	0%
421-431200	TRANSPORTATION DEPRECIATION REV	0.00	0.00	0.00	0.00	0%	0%
421-460000	TRANSFER FROM GENERAL FUND	38,780.00CR	0.00	0.00	38,780.00CR	0%	0%
TOTAL REVENUE		106,057.00CR	0.00	0.00	106,057.00CR	0%	0%
421-681500	BUS PURCHASE	106,057.00	0.00	0.00	106,057.00	0%	0%
TOTAL EXPENDITURES		106,057.00	0.00	0.00	106,057.00	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	85,000.00CR	0.00	0.00	85,000.00CR	0%	0%
238-417900	OTHER STUDENT REVENUES	120,000.00CR	0.00	0.00	120,000.00CR	0%	0%
	TOTAL REVENUE	205,000.00CR	0.00	0.00	205,000.00CR	0%	0%
238-740300	STUDENT ACTIVITY EXPENDITURES	205,000.00	0.00	0.00	205,000.00	0%	0%
	TOTAL EXPENDITURES	205,000.00	0.00	0.00	205,000.00	0%	0%
SCHOLARSHIP FUND							
710-320000	BEGINNING BALANCE - BUDGET	18,000.00CR	0.00	0.00	18,000.00CR	0%	0%
710-419900	OTHER LOCAL REVENUE - SCHOLARSHIP FUND	7,000.00CR	0.00	0.00	7,000.00CR	0%	0%
710-415000	INTEREST EARNINGS	0.00	0.00	121.25CR	121.25	0%	0%
	TOTAL REVENUE	25,000.00CR	0.00	121.25CR	24,878.75CR	0%	0%
710-740300	SCHOLARSHIPS AWARDED	25,000.00	0.00	1,500.00	23,500.00	0%	6%
	TOTAL EXPENDITURES	25,000.00	0.00	1,500.00	23,500.00	0%	6%

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
GENERAL FUND				
100-111100	CASH IN BANK—GENERAL FUND	350,129.67	160,835.57	510,965.24
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	2,384,830.81	300,000.00CR	2,084,830.81
100-113100	TAXES RECEIVABLE	876.65	0.00	876.65
100-114100	STATE SUPPORT RECEIVABLE	0.00	0.00	0.00
100-114200	RECEIVABLE	468.21CR	4,408.54CR	4,876.75CR
100-114230	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	2,735,368.92	143,572.97CR	2,591,795.95
100-211200	INTERFUND PAYABLE	0.00	0.00	0.00
100-213000	ACCOUNTS PAYABLE	0.00	181,192.49CR	181,192.49CR
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	369.06CR	0.00	369.06CR
100-218351	WORKERS COMPENSATION PAYABLE	16,032.57	0.00	16,032.57
100-221100	DEFERRED REVENUES	4,004.77CR	0.00	4,004.77CR
100-320200	FUND BALANCE - GENERAL FUND	2,747,027.66CR	324,765.46	2,422,262.20CR
	TOTAL LIABILITIES & FUND BALANCE	2,735,368.92CR	143,572.97	2,591,795.95CR
GRANTS - NEZ PERCE TRIBE & OTHERS				
232-111100	CASH IN BANK—NPT GRANTS & OTHERS	74,067.05	835.20CR	73,231.85
232-112100	LGIP	53,459.76	0.00	53,459.76
232-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
232-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	127,526.81	835.20CR	126,691.61
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	509.37CR	509.37CR
232-320200	FUND BALANCE - FUND 232	127,526.81CR	1,344.57	126,182.24CR
	TOTAL LIABILITIES & FUND BALANCE	127,526.81CR	835.20	126,691.61CR
NEZPERCE TRIBE JOB SKILLS				
235-111100	CASH IN BANK—NEZPERCE SPEC. SERV.	5,885.39	0.00	5,885.39
235-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	5,885.39	0.00	5,885.39
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	5,885.39CR	0.00	5,885.39CR
	TOTAL LIABILITIES & FUND BALANCE	5,885.39CR	0.00	5,885.39CR
STATE VOCATIONAL				
243-111100	CASH IN BANK—STATE VOC ED.	406.05CR	0.00	406.05CR
243-114100	SUPPORT RECEIVABLE	0.00	0.00	0.00
243-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	406.05CR	0.00	406.05CR
243-211200	INTERFUND PAYABLES	0.00	0.00	0.00
243-213000	ACCOUNTS PAYABLE	0.00	168.67CR	168.67CR
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	406.05	168.67	574.72
	TOTAL LIABILITIES & FUND BALANCE	406.05	0.00	406.05

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ARPA - ESSERF III				
250-111100	CASH - ESSERF III	104,828.73CR	38.16CR	104,866.89CR
250-114100	ACCOUNTS RECEIVABLE - ESSERF III	0.00	0.00	0.00
	TOTAL ASSETS	104,828.73CR	38.16CR	104,866.89CR
250-213000	ACCOUNTS PAYABLE - ESSERF III	0.00	268.88CR	268.88CR
250-217100	SALARIES PAYABLE	0.00	0.00	0.00
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	104,828.73	307.04	105,135.77
	TOTAL LIABILITIES & FUND BALANCE	104,828.73	38.16	104,866.89
CHAPTER I FUND				
251-111100	CASH IN BANK--TITLE I	6,576.33CR	24,407.47CR	30,983.80CR
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	6,576.33CR	24,407.47CR	30,983.80CR
251-211200	INTERFUND PAYABLES	0.00	0.00	0.00
251-213000	ACCOUNTS PAYABLE	0.00	21,699.88CR	21,699.88CR
251-217100	CONTRACTS PAYABLE--CHAPTER I	0.00	0.00	0.00
251-217200	BENEFITS PAYABLE	0.00	0.00	0.00
251-221000	DEFERRED REVENUE	0.00	0.00	0.00
251-320200	FUND BALANCE - FUND 251	6,576.33	46,107.35	52,683.68
	TOTAL LIABILITIES & FUND BALANCE	6,576.33	24,407.47	30,983.80
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	0.00	0.00	0.00
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	0.00	0.00	0.00
254-114100	RECEIVABLE - ESSERF II	0.00	0.00	0.00
	TOTAL ASSETS	0.00	0.00	0.00
254-213000	ACCOUNTS PAYABLE - ESSERF II	0.00	0.00	0.00
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

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
PART B FUND				
257-111100	CASH IN BANK-- PART B	0.00	9,333.29CR	9,333.29CR
257-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
257-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	9,333.29CR	9,333.29CR
257-211200	INTERFUND PAYABLES	0.00	0.00	0.00
257-213000	ACCOUNTS PAYABLE-- PART B	0.00	4,584.51CR	4,584.51CR
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	13,917.80	13,917.80
	TOTAL LIABILITIES & FUND BALANCE	0.00	9,333.29	9,333.29
PART B PRESCHOOL				
258-111100	CASH IN BANK -- PART B PRE-SCHOOL	0.00	251.41CR	251.41CR
258-114100	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	251.41CR	251.41CR
258-211200	INTERFUND PAYABLES	0.00	0.00	0.00
258-213000	PART B PRESCHOOL ACCOUNTS PAYABLE	0.00	49.12CR	49.12CR
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	300.53	300.53
	TOTAL LIABILITIES & FUND BALANCE	0.00	251.41	251.41
MEDICAID FUND				
260-111100	CASH - MEDICAID FUND	53,928.52CR	0.00	53,928.52CR
260-111500	MEDICAID TRUST ACCOUNT	57,189.57	0.00	57,189.57
260-113100	MEDICAID RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	3,261.05	0.00	3,261.05
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	3,261.05CR	0.00	3,261.05CR
	TOTAL LIABILITIES & FUND BALANCE	3,261.05CR	0.00	3,261.05CR
TITLE IV-A ESSA STUDENT SUPPORT				
261-111100	TITLE IV-A CASH	0.00	1,270.74CR	1,270.74CR
261-114200	TITLE IV-A RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	1,270.74CR	1,270.74CR
261-213000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	246.69CR	246.69CR
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	1,517.43	1,517.43
	TOTAL LIABILITIES & FUND BALANCE	0.00	1,270.74	1,270.74

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
REAP				
262-111100	CASH IN BANK--REAP GRANT	0.00	2,062.87CR	2,062.87CR
262-114100	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	2,062.87CR	2,062.87CR
262-213000	ACCOUNTS PAYABLE	0.00	896.71CR	896.71CR
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	2,959.58	2,959.58
	TOTAL LIABILITIES & FUND BALANCE	0.00	2,062.87	2,062.87
T I T L E VI-A INDIAN EDUCATION				
267-111100	CASH IN BANK--TITLE VI-A	1,346.70CR	45,732.60CR	47,079.30CR
267-114100	REVENUE RECEIVABLE -- TITLE VI-A	0.00	0.00	0.00
	TOTAL ASSETS	1,346.70CR	45,732.60CR	47,079.30CR
267-211200	INTERFUND PAYABLE	0.00	0.00	0.00
267-213000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	24,862.94CR	24,862.94CR
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	1,346.70	70,595.54	71,942.24
	TOTAL LIABILITIES & FUND BALANCE	1,346.70	45,732.60	47,079.30
J O M F U N D				
269-111100	CASH IN BANK--JOM	30,886.00	0.00	30,886.00
269-112100	INVESTMENTS - LGIP #2714	47,097.75	0.00	47,097.75
269-114100	ASSISTANCE REC' BL--JOM	0.00	0.00	0.00
269-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	77,983.75	0.00	77,983.75
269-213000	ACCOUNTS PAYABLE -- J O M	0.00	64.52CR	64.52CR
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	77,983.75CR	64.52	77,919.23CR
	TOTAL LIABILITIES & FUND BALANCE	77,983.75CR	0.00	77,983.75CR
T I T L E IIA IMPV TEACH QUALITY				
271-111100	CASH IN BANK--TITLE II IMPV T QUAL	182.20CR	1,186.65CR	1,368.85CR
271-114000	RECEIVABLE--TITLE II	0.00	0.00	0.00
	TOTAL ASSETS	182.20CR	1,186.65CR	1,368.85CR
271-211200	INTERFUND PAYABLE	0.00	0.00	0.00
271-213000	ACCOUNTS PAYABLE--TITLE II	0.00	376.55CR	376.55CR
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	182.20	1,563.20	1,745.40
	TOTAL LIABILITIES & FUND BALANCE	182.20	1,186.65	1,368.85

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
21st CENTURY COMMUNITY LEARNING CENTER				
273-111100	CASH - 21ST CENTURY LEARNING CENTER	43,469.05CR	4,031.94CR	47,500.99CR
273-114000	RECEIVABLE - 21ST CENTURY LEARNING CENT	43,469.05	0.00	43,469.05
	TOTAL ASSETS	0.00	4,031.94CR	4,031.94CR
273-211200	INTERFUND PAYABLE	0.00	0.00	0.00
273-213000	ACCOUNTS PAYABLE - 21ST CLCC	0.00	586.02CR	586.02CR
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	0.00	4,617.96	4,617.96
	TOTAL LIABILITIES & FUND BALANCE	0.00	4,031.94	4,031.94
G E A R - U P G R A N T				
278-111100	CASH IN BANK—GEAR-UP GRANT	7,812.24CR	1,346.30CR	9,158.54CR
278-114000	REVENUE RECEIVABLE	7,812.24	0.00	7,812.24
	TOTAL ASSETS	0.00	1,346.30CR	1,346.30CR
278-211200	INTERFUND PAYABLE	0.00	0.00	0.00
278-213000	ACCOUNTS PAYABLE	0.00	1,160.69CR	1,160.69CR
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	0.00	2,506.99	2,506.99
	TOTAL LIABILITIES & FUND BALANCE	0.00	1,346.30	1,346.30
CORONAVIRUS RELIEF FUND				
284-111100	CASH IN BANK- CORONAVIRUS RELIEF FUND	0.00	0.00	0.00
284-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	0.00	0.00
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	0.00	0.00	0.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	0.00	0.00
C H I L D N U T R I T I O N				
290-111100	CASH IN BANK -- FOOD SERVICE	21,549.86	10,248.63	31,798.49
290-112100	LGIP	48,113.79	0.00	48,113.79
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	69,693.65	10,248.63	79,942.28
290-211200	INTERFUND PAYABLE	0.00	0.00	0.00
290-213000	ACCOUNTS PAYABLE	0.00	8,869.91CR	8,869.91CR
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	69,693.65CR	1,378.72CR	71,072.37CR
	TOTAL LIABILITIES & FUND BALANCE	69,693.65CR	10,248.63CR	79,942.28CR

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
<b>B O N D I N T./R E D E M P. FUND</b>				
310-111100	CASH IN BANK--BOND INT./REDEMP. FD	44,244.22	1,946.10	46,190.32
310-112100	INVESTMENTS--BIR FUND #2770	73,444.45	0.00	73,444.45
310-113100	TAXES RECEIVABLE--NEZ PERCE CO.	14,225.67	0.00	14,225.67
310-114000	REVENUE RECEIVABLE	0.00	0.00	0.00
310-114101	INTEREST RECEIVABLE	0.00	0.00	0.00
	<b>TOTAL ASSETS</b>	<b>131,914.34</b>	<b>1,946.10</b>	<b>133,860.44</b>
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.	12,826.61CR	0.00	12,826.61CR
310-320200	FUND BALANCE - BOND REDEMPTION FUND	119,087.73CR	1,946.10CR	121,033.83CR
	<b>TOTAL LIABILITIES &amp; FUND BALANCE</b>	<b>131,914.34CR</b>	<b>1,946.10CR</b>	<b>133,860.44CR</b>
<b>BUS DEPRECIATION</b>				
421-111100	CASH IN BANK--BUS DEPRECIATION	67,277.00	0.00	67,277.00
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
	<b>TOTAL ASSETS</b>	<b>67,277.00</b>	<b>0.00</b>	<b>67,277.00</b>
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	67,277.00CR	0.00	67,277.00CR
	<b>TOTAL LIABILITIES &amp; FUND BALANCE</b>	<b>67,277.00CR</b>	<b>0.00</b>	<b>67,277.00CR</b>
<b>S C H O L A R S H I P F U N D</b>				
710-111100	CASH IN BANK -- SCHOLARSHIP FUND	4,500.00CR	0.00	4,500.00CR
710-112010	INV-- T.HIGHEAGLE-JOHNSON #1209	1,087.12	0.00	1,087.12
710-112015	INVESTMENTS -- MICHAEL BISBEE III #1502	2,964.63	0.00	2,964.63
710-112020	INVESTMENTS -- D HIGHEAGLE #1208	1,494.59	0.00	1,494.59
710-112025	INVESTMENTS-GENERAL SCHOLARSHIP #1503	682.52	0.00	682.52
710-112030	INVESTMENTS -- M. PATTERSON #1210	0.00	0.00	0.00
710-112040	INVESTMENTS--JEFF WILSON #2713	616.87	0.00	616.87
710-112050	INVESTMENTS--G. LEIGHTON #2715	5,694.66	0.00	5,694.66
710-112060	INVESTMENTS--ALEC REUBEN #3119	1,611.51	0.00	1,611.51
710-112075	LGIP - HELEN COLEMAN #1269	799.02	0.00	799.02
710-114000	REVENUE RECEIVABLE	0.00	0.00	0.00
710-114101	INTEREST RECEIVABLE	0.00	0.00	0.00
	<b>TOTAL ASSETS</b>	<b>10,450.92</b>	<b>0.00</b>	<b>10,450.92</b>
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	10,450.92CR	0.00	10,450.92CR
	<b>TOTAL LIABILITIES &amp; FUND BALANCE</b>	<b>10,450.92CR</b>	<b>0.00</b>	<b>10,450.92CR</b>

(Rprt: 01 - MAIN; Dates: 00/00/00-09/30/23; PRINT: 09/13/23 1:59:44 PM)

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ACCOUNTS PAYABLE				
100-213000	ACCOUNTS PAYABLE	0.00	181,192.49CR	181,192.49CR
232-213000	ACCOUNTS PAYABLE	0.00	509.37CR	509.37CR
235-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
243-213000	ACCOUNTS PAYABLE	0.00	168.67CR	168.67CR
250-213000	ACCOUNTS PAYABLE - ESSERF III	0.00	268.88CR	268.88CR
251-213000	ACCOUNTS PAYABLE	0.00	21,699.88CR	21,699.88CR
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	4,584.51CR	4,584.51CR
258-213000	PART B PRESCHOOL ACCOUNTS PAYABLE	0.00	49.12CR	49.12CR
260-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
261-213000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	246.69CR	246.69CR
267-213000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	24,862.94CR	24,862.94CR
269-213000	ACCOUNTS PAYABLE -- J O M	0.00	64.52CR	64.52CR
271-213000	ACCOUNTS PAYABLE--TITLE II	0.00	376.55CR	376.55CR
273-213000	ACCOUNTS PAYABLE - 21ST CLCC	0.00	586.02CR	586.02CR
278-213000	ACCOUNTS PAYABLE	0.00	1,160.69CR	1,160.69CR
284-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
290-213000	ACCOUNTS PAYABLE	0.00	8,869.91CR	8,869.91CR
310-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
ACCOUNTS PAYABLE		0.00	244,640.24CR	244,640.24CR

C A S H I N B A N K

100-111100	CASH IN BANK--GENERAL FUND	350,129.67	160,835.57	510,965.24
232-111100	CASH IN BANK-NPT GRANTS & OTHERS	74,067.05	835.20CR	73,231.85
235-111100	CASH IN BANK--NEZPERCE SPEC. SERV.	5,885.39	0.00	5,885.39
243-111100	CASH IN BANK--STATE VOC ED.	406.05CR	0.00	406.05CR
246-111100	CASH IN BANK--DRUG FREE YTH	0.00	0.00	0.00
250-111100	CASH - ESSERF III	104,828.73CR	38.16CR	104,866.89CR
251-111100	CASH IN BANK--TITLE I	6,576.33CR	24,407.47CR	30,983.80CR
252-111100	CASH - ESSER	0.00	0.00	0.00
254-111100	CASH - ESSERF II FUND	0.00	0.00	0.00
257-111100	CASH IN BANK-- PART B	0.00	9,333.29CR	9,333.29CR
258-111100	CASH IN BANK -- PART B PRE-SCHOOL	0.00	251.41CR	251.41CR
259-111100	CASH - ARPA IDEA PART B	0.00	0.00	0.00
260-111100	CASH - MEDICAID FUND	53,928.52CR	0.00	53,928.52CR
261-111100	TITLE IV-A CASH	0.00	1,270.74CR	1,270.74CR
262-111100	CASH IN BANK--REAP GRANT	0.00	2,062.87CR	2,062.87CR
267-111100	CASH IN BANK--TITLE VI-A	1,346.70CR	45,732.60CR	47,079.30CR
269-111100	CASH IN BANK--JOM	30,886.00	0.00	30,886.00
271-111100	CASH IN BANK--TITLE II IMPV T QUAL	182.20CR	1,186.65CR	1,368.85CR
273-111100	CASH - 21ST CENTURY LEARNING CENTER	43,469.05CR	4,031.94CR	47,500.99CR
278-111100	CASH IN BANK--GEAR-UP GRANT	7,812.24CR	1,346.30CR	9,158.54CR
284-111100	CASH IN BANK- CORONAVIRUS RELIEF FUND	0.00	0.00	0.00
290-111100	CASH IN BANK -- FOOD SERVICE	21,549.86	10,248.63	31,798.49
310-111100	CASH IN BANK--BOND INT./REDEMP. FD	44,244.22	1,946.10	46,190.32
421-111100	CASH IN BANK--BUS DEPRECIATION	67,277.00	0.00	67,277.00
710-111100	CASH IN BANK -- SCHOLARSHIP FUND	4,500.00CR	0.00	4,500.00CR
TOTAL CASH IN BANK		370,989.37	82,533.67	453,523.04



(VEND RNG: 000000-ZZZZZZ; DATE RNG: 00/00/00-99/99/99; ALL FUNDS; BANK CD: 1)										BC DP		MO-YR	AMOUNT
VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION							
000440	100-664311	000000	09/21/23	M24180	003378	KEYS				1	N	09-2023	178.50
000440	100-664412	000000	09/21/23	M24180	003378	KEYS				1	N	09-2023	178.50
	**SUB-TOTAL: ABLE LOCKSMITH												357.00
001310	100-515441	000000	09/21/23	H24234	1VDT-L77Y-VJFG	MATH TEXTBOOKS PRE CALCULUS				1	N	09-2023	265.36
001310	100-515411	000000	09/21/23	H24235	14G6-HJK9-WPTH	C.KATUS CLASS PROJECT SUPPLIES				1	N	09-2023	45.17
001310	243-515383	000000	09/21/23	H24210	1RFY-RLJH-9Q31	FIBER OPTIC CABLE				1	N	09-2023	66.99
001310	269-515410	000000	09/21/23	H24232	1VQG-KVLN-FD3P	INK				1	N	09-2023	59.99
001310	100-622410	000000	09/21/23	E24149	16JH-7Y9P-M9JV	LIBRARY SUPPLIES				1	N	09-2023	19.99
001310	100-512410	000000	09/21/23	E24209	1J7M-TM3W-K3RV	SUPPIES FOR READING INSTRUCTION				1	N	09-2023	264.28
001310	100-622410	000000	09/21/23	E24150	1LYM-XXXV-L76W	LIBRARY BOOKS				1	N	09-2023	14.81
001310	100-664412	000000	09/21/23	M24204	19GW-VR9M-WGGT	LAB SINK				1	N	09-2023	232.31
001310	100-512410	000000	09/21/23	E24105	1RGV-DM7V-4333	LEARNING MATH LINK CUBES				1	N	09-2023	81.88
001310	100-512410	000000	09/21/23	E24239	1HHF-33LP-9NVR	MATERIALS TO IMPLEMENT READING INT				1	N	09-2023	220.50
001310	232-515414	000000	09/21/23	H24241	1DMX-QM14-TG93	SPEECH AND LANGUAGE THERAPY SUPP				1	N	09-2023	337.58
	**SUB-TOTAL: AMAZON CAPITAL SERVICES, INC.												1,608.86
001600	100-632390	000000	09/21/23	000000	83654	PROFESSIONAL LEGAL SERVICES				1	N	09-2023	19.95
	**SUB-TOTAL: ANDERSON, JULIAN & HULL, LLP												19.95
002420	100-661330	000000	09/21/23	000000	5908020000	ELECTRIC - ES				1	N	09-2023	2,280.00
002420	100-681319	000000	09/21/23	000000	5908020000	ELECTRIC - BUS SHOP				1	N	09-2023	134.91
002420	100-661330	000000	09/21/23	000000	5908020000	ELECTRIC - CABINET SHOP				1	N	09-2023	27.46
002420	100-661330	000000	09/21/23	000000	5908020000	ELECTRIC - HS TRACK				1	N	09-2023	231.71
002420	100-661330	000000	09/21/23	000000	5908020000	ELECTRIC - TRACK PUMP				1	N	09-2023	316.96
002420	100-661330	000000	09/21/23	000000	5908020000	ELECTRIC - TRACK LIGHTS				1	N	09-2023	227.20
002420	100-661330	000000	09/21/23	000000	5908020000	ELECTRIC - MS/HS				1	N	09-2023	4,581.37
002420	100-661330	000000	09/21/23	000000	5908020000	ELECTRIC - MS/HS SIGN				1	N	09-2023	91.98
002420	100-661330	000000	09/21/23	000000	5908020000	ELECTRIC - AG SHOP				1	N	09-2023	193.62
002420	100-661330	000000	09/21/23	000000	5908020000	ELECTRIC - STORAGE TECH				1	N	09-2023	70.85
	**SUB-TOTAL: AVISTA UTILITIES												8,156.06
002540	100-515417	000000	09/12/23	H24114	0522886	POTTERY WHEEL AND LEG EXTENSIONS				1	N	09-2023	2,266.31
002540	251-515401	000000	09/12/23	H24123	6936080	STEP UP TO WRITING				1	N	09-2023	11,145.20
	**SUB-TOTAL: BAILEY POTTERY EQUIP CORP												13,411.51
003220	100-664311	000000	09/12/23	M24157	20092	SERVICE ELEMENTARY RANGEHOOD				1	N	09-2023	2,123.75
003220	100-623411	000000	09/12/23	E24184	20091	WIRELESS ACCESS POINTS				1	N	09-2023	3,603.00
	**SUB-TOTAL: BLUE MOUNTIAN ELECTRIC												5,726.75
003610	250-512200	000000	09/21/23	000000	0034083-IN	EAP 1 TO 4 VISITS				1	N	09-2023	261.45
	**SUB-TOTAL: BPA HEALTH												261.45
005000	100-515441	000000	09/21/23	H24167	01535	ICEV LICENSES				1	N	09-2023	1,275.00
	**SUB-TOTAL: CEV MULTIMEDIA												1,275.00
005400	100-661330	000000	09/21/23	000000	2188201	W/S- STORAGE TECH				1	N	09-2023	110.36
005400	100-661330	000000	09/21/23	000000	5997001	GRBGE- ES				1	N	09-2023	964.32
005400	100-681319	000000	09/21/23	000000	5998201	GRBGE-BUS BARN				1	N	09-2023	342.27
005400	100-661330	000000	09/21/23	000000	3157101	W/S/G- ART & PE BLDG				1	N	09-2023	742.08
005400	100-661330	000000	09/21/23	000000	3157501	MS/HS-W/S/G				1	N	09-2023	1,758.21
005400	100-661330	000000	09/21/23	000000	3307501	W/S/G- AG BLDG				1	N	09-2023	391.87
005400	100-661330	000000	09/21/23	000000	4314501	W/S/G-ATHLETIC FIELD				1	N	09-2023	482.17
	**SUB-TOTAL: CITY OF LAPWAI												4,791.28
006460	100-661410	000000	09/21/23	M24227	09/02/2023	SHARK VACUUMS				1	N	09-2023	965.32
006460	232-515416	000000	09/21/23	H24216	307655689010	CAKE, NAPKINS, AND BOWLS				1	N	09-2023	107.89
	**SUB-TOTAL: COSTCO												1,073.21
008380	100-661410	000000	09/21/23	M24138	7465	CUSTODIAL TRAINING WORKING LUNCH				1	N	09-2023	173.10
008380	100-621311	000000	09/21/23	M24158	7465	ELEM. TEAM MEETING LUNCH				1	N	09-2023	89.50
008380	100-621311	000000	09/21/23	D24159	7465	MS/HS TEAM MEETING LUNCH				1	N	09-2023	99.75
008380	100-631410	000000	09/21/23	D24176	7465	SCHOOL BOARD MEETING DINNER				1	N	09-2023	56.25
	**SUB-TOTAL: DONALDS RESTAURANT												418.60
008920	267-515312	000000	09/21/23	H24237	INV1540202-4	PROGRAM LICENSE				1	N	09-2023	10,875.00
	**SUB-TOTAL: EDMENTUM												10,875.00
009380	100-632333	000000	09/21/23	000000	V029600	SMARTVOICE FEES CURRENT/PREVIOUS				1	N	09-2023	45.06
009380	100-641323	000000	09/21/23	000000	V029600	SMARTVOICE FEES CURRENT/PREVIOUS				1	N	09-2023	45.05
009380	100-641323	000000	09/21/23	000000	V029600	SMARTVOICE FEES CURRENT/PREVIOUS				1	N	09-2023	45.05
009380	100-632333	000000	09/21/23	000000	V029600	SMARTVOICE DO				1	N	09-2023	68.00
009380	100-641323	000000	09/21/23	000000	V029600	SMARTVOICE ES				1	N	09-2023	253.00
009380	100-641323	000000	09/21/23	000000	V029600	SMARTVOICE MS/HS				1	N	09-2023	375.00
	**SUB-TOTAL: ENA SERVICES LLC												831.16
009840	100-667410	000000	09/21/23	D24192	29717	DOOR SECURITY SIGNS				1	N	09-2023	245.27
	**SUB-TOTAL: FASTSIGNS												245.27
011460	100-665310	000000	09/21/23	000000	182830AB-1	HANDICAP RESTROOM				1	N	09-2023	143.00
011460	100-665310	000000	09/21/23	M22229	188014Y-1	HANDICAP RESTROOM				1	N	09-2023	143.00
	**SUB-TOTAL: HAHN RENTAL CENTER, INC												286.00
011900	100-665310	000000	09/21/23	M23595	13-0995	SPOT SPRAY WEEDS				1	N	09-2023	400.00
011900	100-665310	000000	09/21/23	M23595	13-1002	ANT CONTROL				1	N	09-2023	260.00
011900	100-665310	000000	09/21/23	M23595	13-1127	ANT GEL PACKAGES				1	N	09-2023	156.00
	**SUB-TOTAL: HAYDEN PEST CONTROL, LLC												816.00
013740	100-663310	000000	09/21/23	M23555	079990	MONTHLY WATER				1	N	09-2023	11.15
013740	100-663310	000000	09/21/23	000000	CREDITI	CREDIT PREVIOUS BALANCE				1	N	09-2023	30.30CR
013740	100-663310	000000	09/21/23	M23555	0807932	MONTHLY WATER				1	N	09-2023	18.30
013740	100-663310	000000	09/21/23	M23555	0817510	MONTHLY WATER				1	N	09-2023	25.46
	**SUB-TOTAL: IDAHO ICE												24.61

(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
016320	100-632310	000000	09/21/23	D24038	090623	SABG PROGRAM DIRECTOR GRANT ADM	1	N	09-2023	644.03
016320	100-632310	000000	09/21/23	D24039	090623	GRANT WRITER SERVICES	1	N	09-2023	1,000.00
	**SUB-TOTAL: KAMIAH GRANTS & ASSOCIATES									1,644.03
017360	100-532310	000000	09/21/23	000000	082224	REIMB. FOR CATASTOPHIC INSURANCE F	1	N	09-2023	642.00
	**SUB-TOTAL: LAPWAI STUDENT BODY									642.00
018100	100-632390	000000	09/07/23	000000	175417	BUDGET PUBLICATION	1	N	09-2023	69.28
	**SUB-TOTAL: LEWISTON TRIBUNE									69.28
018900	100-521410	000000	09/12/23	E24187	SPEECHPATHOLOGY.COM	REIMB. CEU CREDITS FOR LICENSE	1	N	09-2023	99.00
018900	100-521410	000000	09/12/23	H24247	SLP LICENSE	REIMB. IDAHO SLP LICENSE	1	N	09-2023	80.00
	**SUB-TOTAL: MARIKA RENSHAW									179.00
019731	100-664312	000000	09/21/23	M24136	101251325	SERVICE HS GYM RTU	1	N	09-2023	678.63
019731	100-664312	000000	09/21/23	M24186	102585275	SERVICE ICE MACHINE	1	N	09-2023	108.00
019731	100-664312	000000	09/21/23	M24169	102468793	RTU HS CAFETERIA	1	N	09-2023	216.00
019731	100-664311	000000	09/21/23	M24048	100866237	ANNUAL RTU SERVICE	1	N	09-2023	1,054.62
019731	100-664312	000000	09/21/23	M24048	100866237	ANNUAL RTU SERVICE	1	N	09-2023	1,054.62
	**SUB-TOTAL: MIKE'S MECHANICAL SERVICE LLC									3,111.87
019805	100-681310	000000	09/21/23	T24008	173	ANNUAL BUS INSPECTION AND SERVICE	1	N	09-2023	630.00
019805	100-681310	000000	09/21/23	T24008	173	ANNUAL BUS INSPECTION AND SERVICE	1	N	09-2023	630.00
	**SUB-TOTAL: MICHAEL W. SEEVERS									1,260.00
020200	100-681424	000000	09/21/23	T24185	8-568122	DEF FOR BUSES	1	N	09-2023	467.64
	**SUB-TOTAL: MOTION AUTO SUPPLY									467.64
021260	100-623323	000000	09/21/23	000000	112392	INTERNET AND IP ADDRESS	1	N	09-2023	211.00
	**SUB-TOTAL: NEZ PERCE TRIBE									211.00
021340	100-661330	000000	09/12/23	000000	000282-000	SEWER-ES	1	N	09-2023	724.60
021340	100-681319	000000	09/12/23	000000	00285-000	SEWER-BUS BARN	1	N	09-2023	85.25
	**SUB-TOTAL: NEZ PERCE TRIBE -UTILITIES DIV									809.85
021600	243-515412	000000	09/21/23	000000	38590053	WEDLING GAS	1	N	09-2023	101.68
	**SUB-TOTAL: NORCO, INC									101.68
022160	100-623411	000000	09/21/23	T24215	328053	SERVER LICENSE INSTALL	1	N	09-2023	155.73
022160	100-623412	000000	09/21/23	T24215	328053	SERVER LICENSE INSTALL	1	N	09-2023	155.74
	**SUB-TOTAL: OETC									311.47
024900	100-632322	000000	09/21/23	000000	107569291	RENTAL DO	1	N	09-2023	255.63
024900	100-512322	000000	09/21/23	000000	107569291	RENTAL ES	1	N	09-2023	255.64
024900	100-515321	000000	09/21/23	000000	107569291	RENTAL MS/HS	1	N	09-2023	255.64
024900	100-512322	000000	09/21/23	000000	107569291	COPIES ES	1	N	09-2023	6.62
024900	100-632322	000000	09/21/23	000000	107569291	COPIES B/W DO	1	N	09-2023	37.32
024900	100-632322	000000	09/21/23	000000	107569291	COPIES COLOR DO	1	N	09-2023	85.54
024900	100-515321	000000	09/21/23	000000	107569291	COPIES MS/HS	1	N	09-2023	0.10
	**SUB-TOTAL: RICOH USA, INC.									896.49
025170	100-515441	000000	09/21/23	H24124	11959454	FOUNDATIONS FOR WORLD LANGUAGE	1	N	09-2023	2,400.00
	**SUB-TOTAL: ROSETTA STONE LLC									2,400.00
026130	100-515441	000000	09/21/23	H24211	4053	BIOLOGY AND CHEMISTRY ONLINE CURR	1	N	09-2023	398.00
	**SUB-TOTAL: SCIENTIFIC MINDS, LLC									398.00
026520	100-664412	000000	09/12/23	M24155	5110-2	PAINT	1	N	09-2023	424.52
026520	100-664411	000000	09/12/23	M24155	5110-2	PAINT	1	N	09-2023	424.52
	**SUB-TOTAL: SHERWIN-WILLIAMS CO.									849.04
026760	267-515382	000000	09/21/23	231023	61195/09/05/23	ADMISSIONS, MEAL, AND CONDUCTOR St	1	N	09-2023	1,900.92
	**SUB-TOTAL: SILVERWOOD THEME PARK									1,900.92
027740	100-681310	000000	09/21/23	000000	LAPWAI 2023-2024	STUDENT TRANSPORTATION ASSESSMEI	1	N	09-2023	664.46
	**SUB-TOTAL: STATE DEPT. OF EDUCATION									664.46
028371	100-664312	000000	09/21/23	M23906	070223	LABOR REFINISH HS GYM FLOOR	1	N	09-2023	3,047.00
	**SUB-TOTAL: SUPERIOR FLOOR REFINISHING LLC									3,047.00
028480	100-664311	000000	09/21/23	000000	34719	SWATCO WATER ANALYSIS AND TREAME	1	N	09-2023	240.00
	**SUB-TOTAL: SWATCO									240.00
028560	100-664311	000000	09/21/23	M24018	2470	KITCHEN HOOD ANNUAL CLEANING	1	N	09-2023	750.00
028560	100-664312	000000	09/21/23	M24018	2470	KITCHEN HOOD ANNUAL CLEANING	1	N	09-2023	750.00
	**SUB-TOTAL: T-N-T HOOD CLEANING SERVICES									1,500.00
028970	278-621380	000000	09/21/23	000000	GEAR UP FALL MTG	PER DIEM BOISE 09/11-09/13 GEAR UP	1	N	09-2023	123.75
028970	278-621380	000000	09/21/23	000000	GEAR UP FALL MTG	MILEAGE BOISE 09/11-09-13	1	N	09-2023	365.49
	**SUB-TOTAL: TENA MCKIM									489.24
029782	100-521410	000000	09/21/23	E24242	2399896	SPEECH CEU LICENSE REIMB.	1	N	09-2023	99.00
	**SUB-TOTAL: TRACY BEHLER									99.00
030580	100-512321	000000	09/12/23	E24189	3877674	SWISS BUNDLE ES	1	N	09-2023	405.00
030580	100-515322	000000	09/12/23	E24189	3877674	SWISS BUNDLE JUNIOR-SENIOR HIGH	1	N	09-2023	405.00
	**SUB-TOTAL: UNIVERSITY OF OREGON									810.00
030780	100-681420	000000	09/12/23	000000	AUGUST 2023	DIESEL FUEL BUSES 203.73 GALS	1	N	09-2023	843.85
030780	100-663410	000000	09/12/23	000000	AUGUST 2023	FORD F-150 39.659 GALS	1	N	09-2023	155.82
030780	100-665410	000000	09/12/23	000000	AUGUST 2023	GAS CANS 51.509 GALS	1	N	09-2023	202.37
	**SUB-TOTAL: VALLEY FOODS									1,202.04
030880	100-622410	000000	09/21/23	H24321	721	BOOK BARCODES	1	N	09-2023	22.20

*** ACCOUNTS PAYABLE *** LAPWAI SCHOOL DISTRICT #341						09/13/23	PRINT: 09/13/23 2:03:53 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: VALNet CAPITAL										22.20
031200	100-623310	000000	09/21/23	000000	5561183	MONTHLY ADMIN, COMPLIANCE, FLEX PL	1	N	09-2023	175.00
**SUB-TOTAL: WAGEWORKS										175.00
031692	100-632390	000000	09/21/23	000000	11468	SHRED CART RENTAL	1	N	09-2023	17.00
031692	100-632390	000000	09/21/23	000000	11468	SHREDDING SERVICES	1	N	09-2023	35.00
031692	100-515322	000000	09/21/23	000000	11468	SHREDDING SERVICES	1	N	09-2023	35.00
**SUB-TOTAL: WESTERN RECYCLERS										87.00
***GRAND TOTAL - VENDOR COUNT: 44										73,765.92

(Rprt: 01 - MAIN; Dates: 00/00/00-09/30/23; PRINT: 09/13/23 1:59:44 PM)

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ASSOCIATED STUDENT BODY FUND				
238-111100	CASH IN BANK-- ASB	51,639.76	114.65	51,754.41
238-111110	PETTY CASH	1,600.00	0.00	1,600.00
238-111120	CASH - ELEMENTARY ASB FUND	11,480.77	0.00	11,480.77
238-112100	LGIP - ASB FUND #3120	19,782.81	0.00	19,782.81
238-114200	RECEIVABLE	0.00	0.00	0.00
	TOTAL STUDENT BODY ASSETS	84,503.34	114.65	84,617.99
STUDENT BODY FUNDS				
238-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
238-218350	SALES TAX PAYABLE	210.09CR	141.91CR	352.00CR
238-223100	HIGH SCHOOL STUDENT BODY	6,853.12CR	46.95	6,806.17CR
238-223107	MIDDLE SCHOOL STUDENT BODY	1,345.53CR	0.00	1,345.53CR
238-223110	AT RISK FUND	540.10CR	0.00	540.10CR
238-223125	CONCESSIONS	3,979.50CR	1,076.44	2,903.06CR
ATHLETIC FUNDS				
238-223200	GENERAL ATHLETIC FUND	25,171.66CR	259.25CR	25,430.91CR
238-223201	FOOTBALL	93.07CR	278.36	185.29
238-223202	FOOTBALL FUNDRAISERS	32.29CR	0.00	32.29CR
238-223210	VOLLEYBALL	2,182.19CR	695.13CR	2,877.32CR
238-223211	VOLLEYBALL FUNDRAISERS	0.00	0.00	0.00
238-223220	GIRLS BASKETBALL	0.00	0.00	0.00
238-223221	GIRLS BASKETBALL FUNDRAISERS	3,691.97CR	0.00	3,691.97CR
238-223230	BOYS BASKETBALL	4,164.04CR	0.00	4,164.04CR
238-223231	BOYS BASKETBALL FUNDRAISERS	0.00	0.00	0.00
238-223240	TRACK	254.34CR	0.00	254.34CR
238-223250	CHEER	506.27CR	122.67CR	628.94CR
238-223260	SOFTBALL	16.50CR	11.00CR	27.50CR
238-223261	SOFTBALL FUNDRAISERS	107.86CR	0.00	107.86CR
238-223270	BASEBALL	16.50CR	11.00CR	27.50CR
238-223271	BASEBALL FUNDRAISERS	453.21CR	0.00	453.21CR
238-223280	GOLF	0.00	0.00	0.00
238-223285	WRESTLING	293.98CR	0.00	293.98CR
238-223286	WRESTLING FUNDRAISERS	3,204.44CR	0.00	3,204.44CR
CLASSES				
238-223400	STUDENT COUNCIL	1,909.19CR	0.00	1,909.19CR
238-223401	CLASS OF 2022	2,085.64CR	0.00	2,085.64CR
238-223402	CLASS OF 2023	2,235.13CR	0.00	2,235.13CR
238-223403	CLASS OF 2024	3,131.39CR	0.00	3,131.39CR
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	5,609.74	0.00	5,609.74
238-223523	DRAMA	4,902.88CR	0.00	4,902.88CR
238-223530	LIBRARY	811.29CR	0.00	811.29CR
238-223532	INDIAN CLUB	5,490.97CR	0.00	5,490.97CR
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	0.00	0.00	0.00
238-223539	CLASS OF 2022 PARENTS FUNDRAISERS	0.00	0.00	0.00
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	6,598.18CR	0.00	6,598.18CR
238-223549	AISES CONFERENCE	6,121.53CR	0.00	6,121.53CR
238-223553	BAND-MUSIC	804.99CR	275.44CR	1,080.43CR
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	194.90CR	0.00	194.90CR
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
238-223900	DUE TO STUDENT GROUPS	0.00	0.00	0.00
238-320200	FUND BALANCE	11,480.77CR	0.00	11,480.77CR
	TOTAL LIABILITIES & FUND BALANCE	103,453.16CR	114.65CR	103,567.81CR

REFR#	DESCRIPTION	AMOUNT	DATE
103201	3 SAC-LARISSA, KELLEN & ZANE MOODY ER3472	75.00CR	08/17/23
103202	SAC-KENNETH MURPHY	25.00CR	08/17/23
103203	SAC- ERIN YALLUP, ER2613	25.00CR	08/17/23
103204	SAC-KATRELL SAMUELS, ER4067	25.00CR	08/17/23
103205	2 SAC-AMASON & SAEI GEORGE, ER2518	50.00CR	08/17/23
103206	2 SAC-SOLARA & SA'QUAN GREENE	135.00CR	08/17/23
103207	2 SAC-JAYDEN & CASON LEIGHTON	275.00CR	08/17/23
103208	SAC-JENEIEVE WILSON	25.00CR	08/17/23
103209	SAC-NICQOI EVERETT	25.00CR	08/17/23
103210	2 SAC-THAMIUS & JAILAH SHERMAN, ER5107	50.00CR	08/17/23
103211	SAC TIANA WHEELER	25.00CR	08/17/23
103212	3 SAC-TYRON, JENNILIA WHITETEMPLE, JESSA MICHE	75.00CR	08/17/23
103213	SAC-KIMORA LOPEZ	25.00CR	08/17/23
103214	SAC-ARLONDO LOPEZ	25.00CR	08/17/23
103215	SAC-LANCE ELLENWOOD, ER4446	25.00CR	08/17/23
103216	DISTRICT REIMBURSE ATHLETIC FUNDS	18,949.82CR	08/22/23
103217	KAMIAH SCHOOL RMBRS 13 STD POW-WOW DANCE	325.00CR	08/22/23
103218	SAC-REGISTER MY ATHLETE-ER2871	25.00CR	08/22/23
103219	NPT PAYROLL DONATION	11.00CR	08/22/23
103220	NPT PAYROLL DONATION	11.00CR	08/22/23
103221	NPT PAYROLL DONATION	11.00CR	08/22/23
103222	ID BEV END OF YEAR REFUND	40.35CR	08/22/23
103223	WHITEPINE HSBG DISTRICTS REMBRS	2,221.70CR	08/22/23
103224	NPT DONATION TO CHEER	1,544.00CR	08/22/23
103225	MICHELLE KIPP PAYMENT FOR CHEER, ER2664	386.00CR	08/22/23
103226	SAC-MARCUS GUZMAN, ER2316	25.00CR	08/23/23
103227	2-SAC-MONTGOMERY MILLER, LOIS OATMAN, ER3572	50.00CR	08/24/23
103228	PAYMENT TO CHEER, SKYLIN PARRIS	60.00CR	08/25/23
103229	SAC ISIAS SIMPSON, ER5127	25.00CR	08/25/23
103230	SAC,CHRISTOPHER BOHNE, ER3066	25.00CR	08/25/23
103231	SR ACTIVITY CARE, DELOSS ALDRICH	42.00CR	08/25/23
103232	1SAC, 2 ADULT,BOB, ANGEL & FAITH SOBOTTA, ER23	195.00CR	08/28/23
103233	2 SR PASSES, BAUMBAUGH,GILCHIST ER2866	84.00CR	08/28/23
103234	SOLD AT GATE, ADULT, SR PASSES ER2527	127.00CR	08/28/23
103235	2 ADULT, 1 SAC SOLD AT GATE, KONEN ER3211	195.00CR	08/28/23
103236	PASSES SOLD AT GATE, 4 SAC, 1 ADULT, ER4699,45	185.00CR	08/28/23
103237	HSFB TIMBERLINE, GATE	930.00CR	08/28/23
103238	HSFB TIMBERLINE CONCESSION	1,042.50CR	08/28/23
103239	2 SAC, CHARLIZE, MICHELLE KIPP, ER2664	50.00CR	08/29/23
103240	2 SAC, ARIANNA, KALENA MILES, ER2664	50.00CR	08/29/23
103241	REFUND SHELLEY SIMPSON, AC (TRIBE PAID FOR HER	42.00	08/25/23
103242	HSFB TIMBERLINE CONCESSION CREDIT CARDS	67.00CR	08/28/23
103243	SAC CLOUD WHEELER	25.00CR	08/29/23
103244	SAC ISAIAH PAINTER	25.00CR	08/30/23
103245	2 SAC-CHALYE POWAUKEE, SIERRA LEIGHTON, ER 322	50.00CR	08/30/23
103246	96 SR TRIBAL MEMBER ACTIVITY CARDS	3,906.00CR	08/30/23
103247	14 SAC, 6 ADULT-NPT CHILD WELFARE	860.00CR	08/31/23
103248	1 ADULT PASS, ROSANNE GREENE, ER3313	85.00CR	08/31/23
991169	SAC-TNAYA GEORGE, ER2222	67.00CR	08/16/23
991170	1 ADULT CARD TWILA MOSES	135.00CR	08/16/23
991171	SAC-DARON WHEELER, ER4845	25.00CR	08/16/23
991172	SAC-NATHEN ELLENWOOD, ER4385	25.00CR	08/16/23
991173	2 SAC-ETHAN & AIDEN PIELSTICK	50.00CR	08/16/23
991174	SAC-KARISSA MCFARLAND, ER3788	25.00CR	08/16/23
991175	SAC-AUTUMN LECORNU, ER3499	25.00CR	08/16/23
991176	SAC-AYANNA OATMAN PINKHAM, ER4725	25.00CR	08/16/23
991177	SAC-TEARRA BROWN, ER4691	25.00CR	08/16/23
991178	2 SAC-ANTON &AMAYA ARTHUR	190.00CR	08/16/23
991179	2 SAC-JERESE & JERARDI MCCORMACK, ER3469	50.00CR	08/16/23
991180	2 SAC-JOSEPHINE & JACOB , ER3243	50.00CR	08/16/23
991181	3 SAC TAX	75.00CR	08/16/23
991182	SAC-OLIVER CARLIN	25.00CR	08/16/23
991183	3 SAC-KC, REESE & JASON GEORGE	245.00CR	08/16/23
991184	SAC-AALIYAH CANADY, ER1613	25.00CR	08/16/23
991185	SAC-KASE WYNOT	25.00CR	08/16/23
991186	SAC-KIAHNA SLICKPO, ER5015	25.00CR	08/16/23
991187	SAC-ALEXANDER EAGLE	25.00CR	08/16/23
991188	SAC-LAYSON MORRELL, ER5585	25.00CR	08/16/23
991189	1 YEARBOOK, JESSE & KOLINA JAMES	130.00CR	08/16/23
991190	3 SAC-ABBY. DAVI JO, DAWSON WHITMAN	300.00CR	08/16/23
991191	SAC-JUNEE PICARD,1 ADULT KAREE PICARD ER2853	110.00CR	08/16/23
991192	3 SAC-AHLIUS, TAYA & ABREANN YEAROUT	245.00CR	08/16/23
991193	2 SAC-TYRAY GUMFROY & VIRGINIA HAYS	50.00CR	08/16/23
991194	SAC-BRIONI RICKMAN	25.00CR	08/16/23
991195	SAC-ANGEL BRONCHEAU	25.00CR	08/16/23
991196	2 SAC-SAMARA & SETON POWAUKEE	135.00CR	08/16/23
991197	SAC-OWNE GOULD	110.00CR	08/17/23
991198	2 YEARBOOKS- OWEN GOULD	110.00CR	08/17/23
991199	3 SAC-RYANNE, RYKER & RYLEN SAMUELS	130.00CR	08/17/23
991200	2 SAC-WENONA & RONDA SCOTT, ER3001	50.00CR	08/17/23
*** TOTAL		35,053.37CR	

REFR#	VENDOR	AMOUNT	DATE	DESCRIPTION
006116	HUDL	900.00	08/11/23	ADMIN FEES
006117	WHITE PINE LEAGUE	100.00	08/11/23	FALL LEAGUE FEES
006118	DIST II BOARD OF CONTROL: JOANNE GREER	1,055.00	08/11/23	8- VARSITY SPORT FEES
006119	TENA MCKIM	1,600.00	08/11/23	PETTY CASH
006120	CAPITAL ONE	120.35	08/11/23	GRADUATION SUPPLIES
006121	IHSAA	1,922.00	08/11/23	12 SPORT ACTIVITY FEES
006122	CULDESAC QRU	0.00	08/18/23	** VOID **
006123	CULDESAC QRU	200.00	08/23/23	HOME GAME PARAMEDIC SRVCS
006124	AMAZON CAPITAL SERVICES, INC.	102.69	08/24/23	ASB/GENERAL ATHLETIC OFFICE SUPPLIES
006125	CHAMPION TEAMWEAR AR	1,364.86	08/24/23	CHEER WARM UPS
006126	URM STORES, INC.	140.57	08/24/23	INCENTIVES/LAST DAY OF SCHOOL
006127	BAILEE MCPHERSON	250.00	08/28/23	FALL CHEER PHOTOS
006128	JENNY WILLIAMS	325.00	08/31/23	PAYMENT FROM KAMIAH FOR POW-WOW TO STUDENTS
	*** TOTAL	8,080.47		



LAPWAI ELEMENTARY SCHOOL  
LAPWAI SCHOOL DISTRICT #241  
Box 247  
Lapwai ID 83540  
(208) 843-2960/2952

To: Board of Trustees  
From: Teri Wagner  
Date: September 13, 2023  
RE: September Board Back-Up

### **Building Documents Attached**

- Faculty Meeting Agendas
- Professional Learning Agendas
- Recess Rodeo Schedule
- Financial Statements

### **Professional Learning Topics**

- Health and Safety
- Empowering Professional Learning Teams
- ECRI Intervention Training and Implementation
- *i-Ready* Math Implementation
- Benchmark Assessments and Diagnostic Testing
- Intervention Planning, Goal Setting, and Implementation

### **Family/Community Involvement**

- Ice Cream Social (150 + attendees)

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

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

## Professional Learning Agenda September 8, 2023

Entry Task -Testing Agreement

1:25-2:00

Everyone who will be teaching ECRI

### BRING MATERIALS AND NOTES FROM TRAINING WITH LEXIE

- Review materials and notes
- Where and when will you start ECRI?
- Secure Materials
- Study Videos
  - Irregular Word Reading <https://drive.google.com/drive/folders/1samjHdmkrAXdv2cYDeB4DJetFRhNxIX3>
  - First Grade Lesson <https://drive.google.com/file/d/1VYSaETZrtsvJL4tcaxIW-QGZTMJgHGuv/view?ts=6447f927>
- Practice irregular word reading routine

### 3-5 Classroom Teachers

ISAT

- ✚ Review 2022-2023 Data
- ✚ Discuss successful strategies
- ✚ Review Smarter Balance Materials <https://smartertoolsforteachers.org/>

2:00-3:30 ALL

Empowering PLTs

- ❖ Learning Intention: I am learning about the characteristics of a high-performing PLT.
- ❖ Success Criteria: I can work with my team to create the conditions needed to ensure an effective, high functioning PLT.

Complete the *Characteristic of an Effective PLT Survey*

Jig Saw

- ✚ An Inquiry Cycle to Focus the Work
- ✚ The Goal of a PLT

The PLC Results Cycle



## Common Assessments ~ Why Should We Use Common Assessments?

### Jigsaw Activity 1-7

Common Assessment Analysis-Every 3-6 weeks

- ✚ Id students that need more help and more challenge
- ✚ If one teacher is having success teaching a concept and others are not, discuss why.
- ✚ Determine what the more successful teacher can teach his or her colleagues

### **To Do List for Friday AM**

1. Revisit/Establish Norms
2. Assign Jobs (note taker, minutes to Teri)
3. Review Essential Standards Learning Plan
4. Identify the Common Assessments

### ***KNOW YOUR IMPACT***

My NG Connect

## Professional Learning Agenda September 1, 2023

All Classroom Teachers and K interventionists

- Debrief the week
- Schedules
- I-Ready Diagnostic  
Administering the Diagnostic: <https://oel.i-ready.com/course/view.php?id=63>  
Promoting Productive Struggle (RCL): <https://oel.i-ready.com/course/view.php?id=54>

Plus Reading Interventionists @ 1:45 PM

- Benchmark Assessment Schedule  
Fluency and Accuracy  
Istation  
i-Ready Diagnostic
- ECRI/Reading  
Routines  
Materials  
Planning

ECRI Routines to Consider for 4<sup>th</sup> and 5<sup>th</sup>

Affix Routine

<https://drive.google.com/drive/folders/1samjHdmkrAXdv2cYDeB4DJetFRhNxIX3>

Encoding/Spelling

Six Step Routine

**Faculty Agenda**  
**Friday, August 25, 2023**  
**2:00 PM –Room # 215**

***Learning Intention: I am learning that with a shared belief, we have the skills to significantly impact student outcomes.***

1. Collegiality And Professionalism

- Core Beliefs
- How We Treat Our Students and Colleagues
- Organizational Trust - Communication – Go to the Source
- Work Day 8:00-3:30; Fridays 7:00-3:30
- Work Day 7:50-3:20
- Professional Courtesy
- Faculty Attendance-Model the expectation for our students and our colleagues
- Sick Leave, Personal Days, and Leave Without Pay
- Substitute Calls/Texts Teri 208.553.9297 Tessie 208.790.0355

***Learning Intention: I am learning that teacher effectiveness is the most important factor in determining a child's academic success.***

2. Guaranteed And Viable Curriculum

- The KNOWING-DOING Gap
- Bell to Bell (minute to minute) Urgency
- Summer School and ASP
- Kindergarten Boot Camp-Krystle
- Schedules-Interventions-Colleen

***Learning Intention: I am learning to use assessment results to focus and improve instruction.***

3. Challenging Goals And Effective Feedback

- RTI/MTSS
- Universal Screeners
- Characteristics of Dyslexia
- Diagnostic Assessments
- CORE Instruction
- Interventions
- Progress Monitoring
- Goal Setting and Assessments

***Learning Intention: I am learning about how to keep myself and my students safe.***

4. Safe And Orderly Environment

- Building Security-DOOR ENTRY
- Locked Doors
- When you leave...
- Proximity to the teacher and attention to positive behavior
- Establish Trust – NEVER
  - 1.
  - 2.
  - 3.
  - 4.
- First Day – First Week



**Faculty Agenda**  
**Thursday, August 24, 2023**  
**8:30 AM in Room #215**

***Learning Intention: I am learning that with a shared belief, we have the skills to significantly impact student outcomes.***

1. Collegiality And Professionalism

- New Faculty
- Collective Teacher Efficacy (Effect Size 1.57)
- Slide the Line
- Powerschool (handout and taking attendance)
- First Day – First Week
- *Daily Schedule/Lunch Schedule/Supervision Schedule*
- *Specials Schedule*
- Professional Learning Calendar
- Credit Reimbursement (3 credits)
- Substitutes Calls/Texts and Substitute **Plans**
- Teri Cell: 208.553.9297/Waha: 208.743.6264

Tessie 208.790.0355

***Learning Intention: I am learning about how to keep myself and my students safe.***

2. Safe And Orderly Environment

- Core Beliefs
- Door Entry
- Emergency Management Plan (booklets, emergency situations, supplies, fire drills)
- PBIS – Ensure students and new faculty learn how to be successful at our school
- Explain, rehearse, and reinforce procedures (H. Wong)
- Acknowledge/Praise what we value (immediate & brief, specific, genuine, relevant)
- Jen Activity
- Do not leave students unsupervised (classrooms, *transitions*, playground)
- Kristen-504s and student safety/allergies bee stings and peanuts
- Student Handbooks

***Learning Intention: I am learning that teacher effectiveness is the most important factor in determining a child's academic success.***

3. Guaranteed And Viable Curriculum

- ELA 3 hours per day
- REACH program maps
- Universal Screeners
- ECRI-Best practice phonics instruction to replace phonics in REACH
- Heggerty-Phoneme Awareness
- REWARDS-vocabulary and comprehension
- Dyslexia and DIBELS 8
- RTI/MTSS (Effect Size 1.29)
- i-Ready Math
- i-Ready Diagnostic
- *Items displayed in hallways*

***Learning Intention: I am learning that our evaluation and assessment systems will be similar to the past few years, but more specificity and clarity will be added to the evaluation process.***

4. Challenging Goals And Effective Feedback
  - Supervision, Coaching, and IPLPs (Effect Size .48)
  - Teacher Evaluation Tool
  - Professional/Advanced Professional Endorsement Requirements
  - Assessment Calendar
  - DIBELS 8
  - IRI (Istation)
  - STAR CBM
5. Parent And Community Involvement
  - Parent Contacts (3 per child/per mo) and Community Presentations (2 per year)
  - Nez Perce Culture and Language Team
  - Family Engagement Team

# School-Wide Expectations Rodeo

## Friday, September 8, 2023

TIME	Station 1: Bathroom & Lobby Miss H & Miss Montoya	Station 2: Main Stairs Miss M	Station 3: Hall, Fountain & back stairs Mrs. Bateman	Station 4: Sidewalks & Breezeway Mrs. Hansen	Station 5: Cafeteria (enter) Mrs. Cooley	Station 6: Cafeteria (exit) Miss Jen	Station 7: Blue posts & Fence Mrs. Skiles	Station 8: BB Court Ms. Pinkham	Station 9: Swings & Field Miss E	Station 10: Jungle Gym & Propane Tank area Ms. Carlin
9:00	KStamper/5B	4B	4W	3H	3B	2C	2H	1P	1R	KSliger/5A
9:06	KSliger/5A	KStamper/5B	4B	4W	3H	3B	2C	2H	1P	1R
9:12	1R	KSliger/5A	KStamper/5B	4B	4W	3H	3B	2C	2H	1P
9:18	1P	1R	KSliger/5A	KStamper/5B	4B	4W	3H	3B	2C	2H
9:24	2H	1P	1R	KSliger/5A	KStamper/5B	4B	4W	3H	3B	2C
9:30	2C	2H	1P	1R	KSliger/5A	KStamper/5B	4B	4W	3H	3B
9:36	3B	2C	2H	1P	1R	KSliger/5A	KStamper/5B	4B	4W	3H
9:42	3H	3B	2C	2H	1P	1R	KSliger/5A	KStamper/5B	4B	4W
9:48	4W	3H	3B	2C	2H	1P	1R	KSliger/5A	KStamper/5B	4B
9:54	4B	4W	3H	3B	2C	2H	1P	1R	KSliger/5A	KStamper/5B

**3 minutes at each station; 3 minutes to transition**

From the main stairs (station 2), go up, through the hallway, and meet at the bottom of the back stairs (station 3)

5<sup>th</sup> Grade buddies partner with Kindergartners and help keep the littles focused and from getting lost.

August 1, 2023

Date	Checks	Deposits	Balance
Beginning Balance			
8/1/23			\$11,234.77
8/31/23 Ending Balance			\$11,234.77

# Analyzed Business Checking - PF

Account number: 801013418 ■ August 1, 2023 - August 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](https://www.wellsfargo.com)

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

## Account summary

### Analyzed Business Checking - PF

<i>Account number</i>	<i>Beginning balance</i>	<i>Total credits</i>	<i>Total debits</i>	<i>Ending balance</i>
801013418	\$11,234.77	\$0.00	\$0.00	\$11,234.77

## Daily ledger balance summary

<i>Date</i>	<i>Balance</i>
07/31	11,234.77
Average daily ledger balance	\$11,234.77





# 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 ~~May~~ 2023

August

## Content

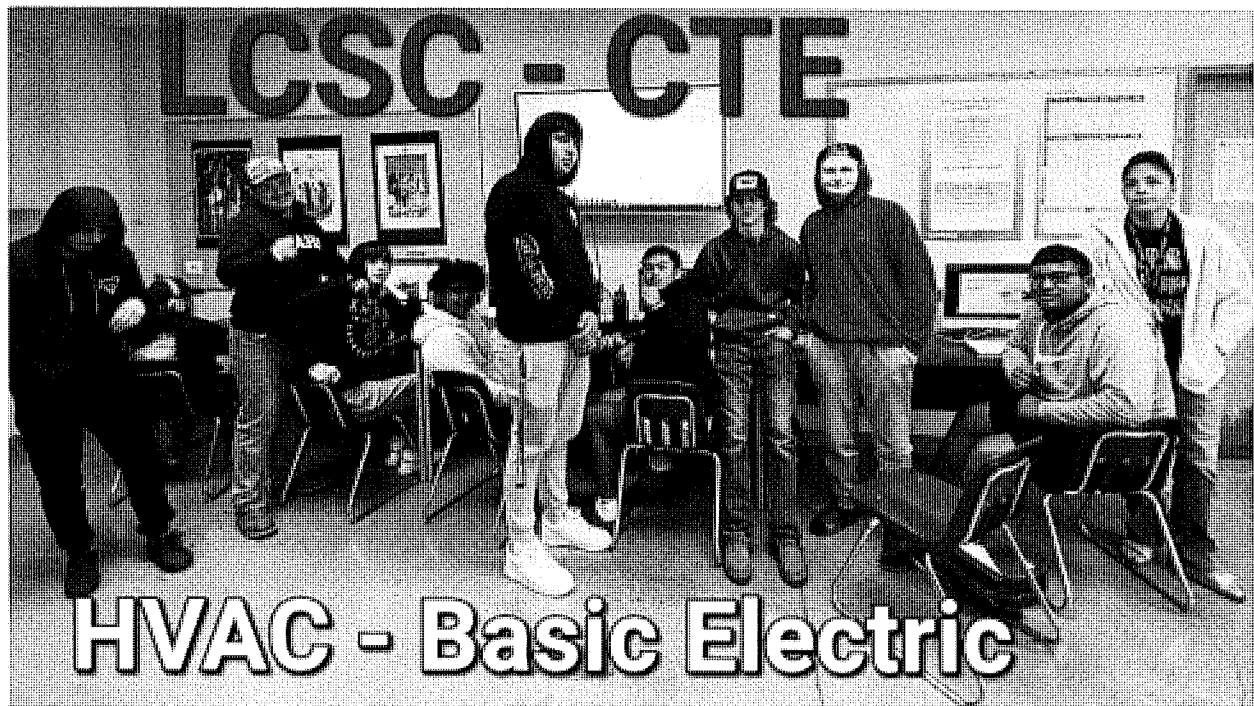
1. Friday PD Agenda
2. Enrollment summary
3. (No attendance this month)
4. PD agenda and resources/materials
5. No tardy campaign "Don't be tardy to the party"
6. PBIS Tier 2 supports and [pbis@lapwai.org](mailto:pbis@lapwai.org) email for staff
7. SLANT and moves to help students posture up for learning



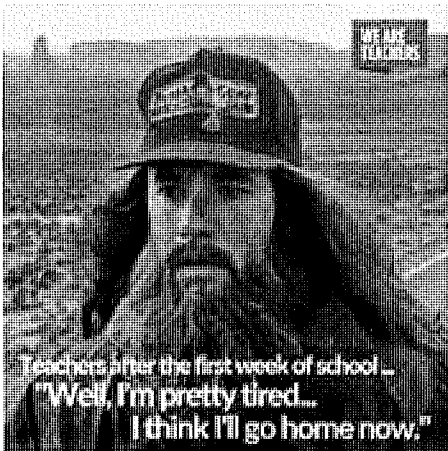
*"Together, we ensure all students will reach their full potential."*

## LMS-LHS ENROLLMENT STATUS 2023-2024

Grade Level	Total in Grade
6	35
7	50
8	33
9	37
10	34
11	35
12	43
TOTAL	267



LEARNING IS REQUIRED. GROWTH IS INSPIRED!  
\*ISAT PREP INTENTIONALITY\*



**FRIYAY!**

**Friday Pro D Agenda**

**9/1/23, 1:30-3:30**

**IF YOU AREN'T HERE, FIND YOUR MEETING BUDDY**

**Sept 9<sup>th</sup> PD IS A SPECIAL ONE: Nez Perce Tribe Learning Principles, STEP**

**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)

**ENTRY TASK: Animal card and directions sheet, sign your name**

**AGENDA: MEET IN THE LIBRARY**

**ALL STAFF PD: 1:30-3:30**

1. Good of the order:

**STAR BENCHMARK DATES:**

The Star Growth Report specifically looks at SGP Growth, Student Growth Percentile, and the SGP score has its own Screening Windows that cannot be adjusted.

These SGP Windows are as follows.

**Fall (August 1 – November 30)**

**Winter (December 1 – March 31)**

**Spring (April 1 – July 31).**



**KEEP  
CALM  
YOU SURVIVED THE  
FIRST WEEK OF  
SCHOOL**

*LEARNING IS REQUIRED. GROWTH IS INSPIRED!*  
*\*ISAT PREP INTENTIONALITY\**

2. 1:30-1:45 Mr. Nelly updates
  - a. Schedules
  - b. Class changes
  - c. IDLA/dual credit
  - d. PowerSchool learnings....
  - e. Other:
  - f. Q&A:
3. 1:45-2:00 Power Up updates, grade level routines, cash of ideas to share and build resources
4. 2:00-2:30 Build Up block, need help? Bradley P and peer resources
5. 2:30-3:00 PBIS Updates, updated flow charts, Tier 2 lists, grab a copy of the request for assessment form, check in/out
6. 3:00-3:30 Planning for next Tuesday, 9/5/23  
 LAPWAI FOOTBALL IS IN KAMIAH TONIGHT, 7PM Go Wildcats!



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?	

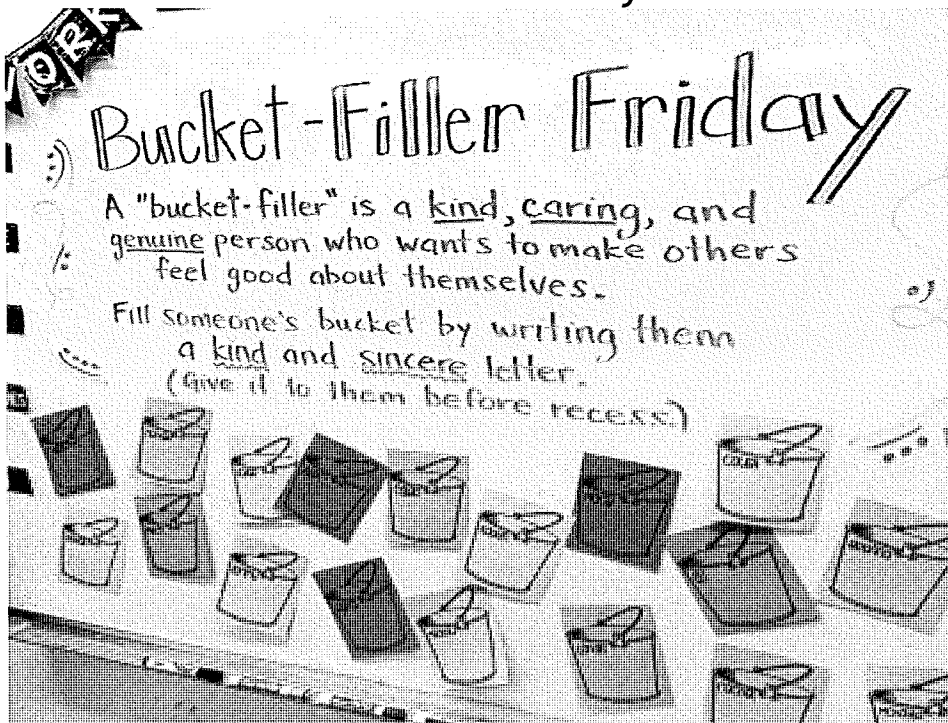
Other to note:


LEARNING IS REQUIRED. GROWTH IS INSPIRED!

\*ISAT PREP INTENTIONALITY\*

## INTRODUCE "BUCKET-FILLER FRIDAY"

-Fill our buckets! Who filled your bucket this week?



### 1 DO NOW

Start class with a 5-10-min. exercise where kids write answers to questions they struggled with on the last interim assessment." (Source: Connie Molony)



## BRAIN BLAST

### BOOST CLASSROOM RIGOR



**DEFINITION:** Academic rigor challenges students to deeply & creatively master skills & content.

### 2 SHOW YOUR WORK

Ask students to show their work & identify content area strengths and weaknesses



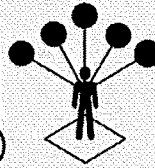
### 4 CITE EVIDENCE

Have kids support conclusions with evidence.



### 7 DON'T SETTLE...

For rushed, half-baked work.



### 9 ROLE PLAY

Dramatizations allow students to try on different identities.



### 10 INTRODUCE MESSY INQUIRY

Life isn't as unambiguous as a bubble sheet. Have kids generate Qs and answer them.



### 3 USE TOOLS

Have kids "think, be flexible, change, and use a variety of tools to solve new problems." (Source: Clay Parker, reported by Tony Wagner)



### 5 HAVE KIDS WRITE!

Writing is the most difficult thing you can ask the brain to do. (Source: Mel Levine)



### 6 INTRODUCE ROBUST ACTIVITIES

Simulations, debates, student-led demos...



### 8 EXPAND VOCABULARY

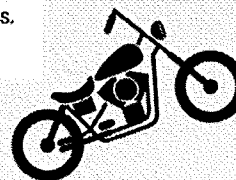
"Expect them to use academic & domain-specific vocabulary. If they use words like 'something,' 'you know,' 'that,' or 'like,' prod them to come up with specifics. Like what? No I don't know." (Source: Jacqui Murray)

### 11 ENCOURAGE HIGHER ORDER THINKING

Plan tasks that require higher order thinking.

### 12 MAKE TASKS AUTHENTIC

Engage kids in real-world problem solving & decision making. Let kids learn from mistakes and successes.



TODD-FINLEY.COM

*LEARNING IS REQUIRED. GROWTH IS INSPIRED!*  
*\*ISAT PREP INTENTIONALITY\**

**Adopting a growth mindset for learning**

<b>With a fixed mindset, learning:</b>	<b>With a growth mindset, learning:</b>
Builds skills and knowledge for individual employees	Enables leaders to solve pressing strategic problems for the organization in the flow of work
Can be used as a reward for high-potential talent	Creates energy and momentum for working in new ways across larger groups
Delivers programs in person and online	Designs processes to drive improvement at work
Is staffed by experts in “learning” (needs analysis, design and delivery)	Is staffed by respected change-makers, organizational experts and provocateurs who can challenge local teams to work in new ways
Is a cost center, to be executed cheaply and at scale	Builds measurable organizational value and competitive advantage

**LMS-LHS PLT/PD COLLABORATIVE CALENDAR 2023-2024**

AUGUST LT DATE: \_\_\_\_\_

AUGUST ELA/MATH PD: 8/22, 8/23

AUGUST STAFF PD DAYS: 8/23, 8/24, 8/25, 8/28

FIRST DAY OF SCHOOL 8/29

**SEPTEMBER**

LT DATE: \_\_\_\_\_

9/8 PLT's	Smart goals, norms, google folder sharing of agenda/minutes	
	Formative assessment identification	
9/8 Friday PD	Cultural-based rubric	STEP/Runninghorse
	Nez Perce Principles	
9/15 PLT's	Smart goals, identify whole staff PD training needs for the PLT to lead PD	
	ISAT student smart goal review and conference plan	
9/15 Friday PD	PowerSchool	Check in and identified training opportunities
	Build Up Block-Rewards	
	ELA PLT INTRODUCTION	BEANSTACK PROGRAM
9/22 PLT's	Set an agenda and action plan for PLT	
9/22 Friday PD	PLT Smart goals & staff PD training needs/topics identified	PLT Smart goals & staff PD training needs/topics identified
	STAR Fall benchmark & ISAT TA administration and action planning	
9/29 PLT's		
9/29 Friday PD (IPLP's due)	PBIS Tier 1 review and Tier 2 intro	PBIS PLT
	POWER UP student smart goals and resources development	SCIENCE with Coach Lee

**OCTOBER**

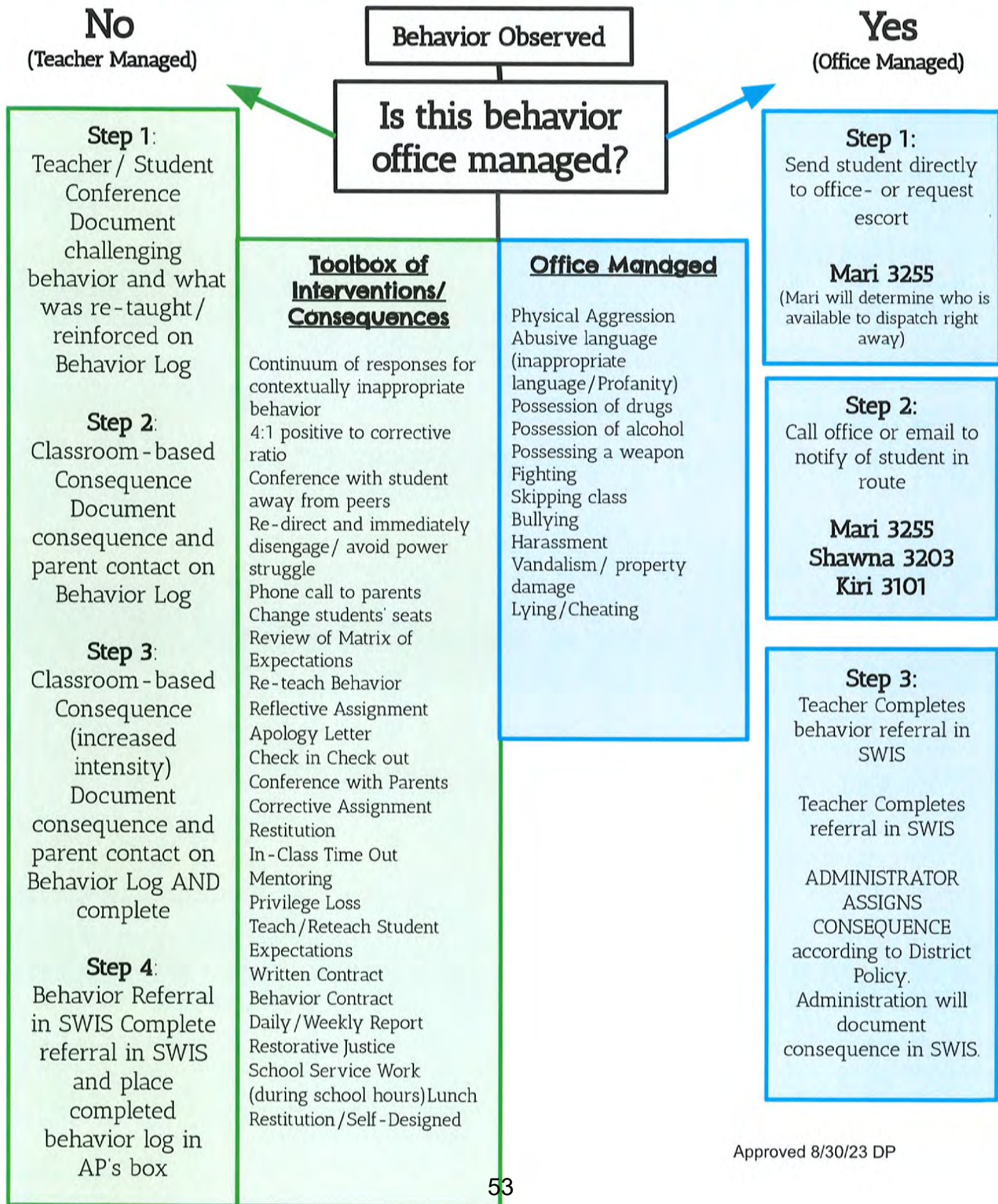
LT DATE: \_\_\_\_\_

10/6 PLT's		
10/6 Friday PD	Fred Jones (1 of 14 hrs)	
10/13 PLT's		
10/13 Friday PD	Tentative STEP NP Principles	

	10/20 PLT's		
	10/20 Friday PD	Fred Jones (2 of 14 hrs)	
	10/27 PLT's		
	10/27 Friday PD	Science Coach with Lee	
<b>NOVEMBER</b> LT DATE:	11/3 PLT's		
	11/3 FALL PTC'S	FALL PARENT-TEACHER CONFERENCES	
	11/10 PLT's		
	11/10 Friday PD	Fred Jones (3 of 14 hrs)	
	11/17 PLT's		
	11/17 Friday PD	Tentative STEP NP Principles	
	11/22 11/24	THANKSGIVING BREAK, NO SCHOOL	
	12/1 PLT's		
	12/1 Friday PD		
		Sci with Coach Lee	
<b>DECEMBER</b> LT DATE:	12/8 PLT's		
	12/8 Friday PD	Fred Jones (4 of 14 hrs)	
	12/15 PLT		
	12/15 Friday PD	STAFF CAMARADERIE GET TOGETHER	
	12/18 TO 1/1	WINTER BREAK, NO SCHOOL	



# Wildcats REPRESENT!





# 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**

### 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

**YES**

### 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 SWIS

## 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)





# LAPWAI STAFF PLT/PD AGENDA

9/15/23

**PLT: FIRST DAY, PLENTY TO DO AND PLAN, WILL ALSO HAVE TIME FRIDAY AFTERNOON TO CONTINUE TO PLAN**

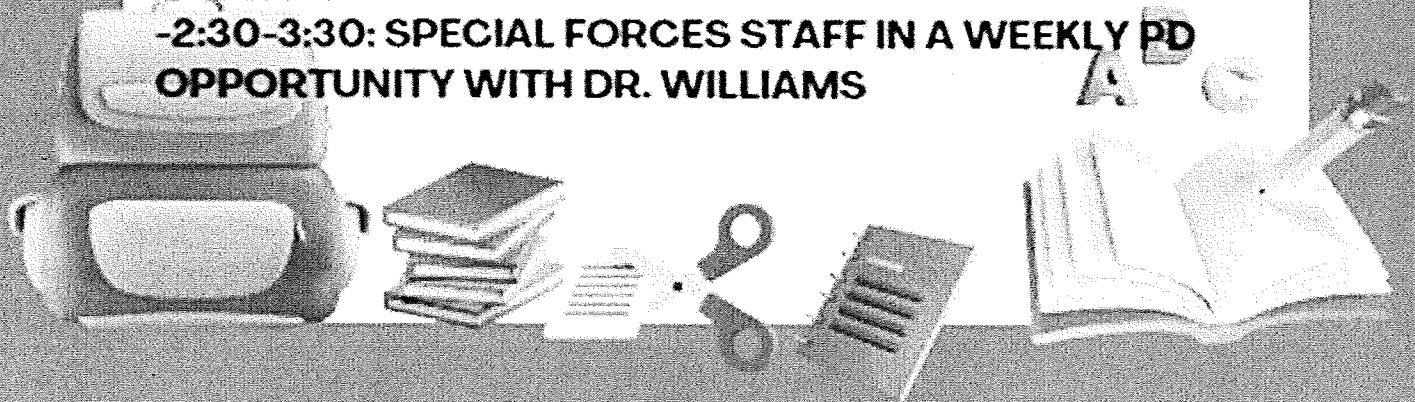
1. NEW MEMBERSHIP, RELATIONAL TRUST, NORMS
2. PRIORITIZE PLT GOALS
3. LOOK AT AGENDA/MINUTES EXPECTATIONS AND CREATE A TEMPLATE THAT HAS THESE ELEMENTS, BUT BEST FITS THE NEEDS OF THE TEAM TO DOCUMENT AND REPORT THEIR SCOPE OF WORK
4. CONTINUE TO PLAN AND BUILD A SCHEDULE/AGENDA DURING THE AFTERNOON

**PD:**

**-1:30-2:00PM: ALL STAFF (NO EXCEPTIONS) WHO WILL EVEN WANT TO ENTER INTO AN ISAT TESTING ROOM MUST HAVE THEIR ISAT TA CERTIFICATION DONE. DO IT TODAY. NO INTERIM CAN BE SCHEDULED WITHOUT IT.**

**-2:00-3:30: CONTINUE THIS MORNING'S PLT PLANNING SESSION**

**-2:30-3:30: SPECIAL FORCES STAFF IN A WEEKLY PD OPPORTUNITY WITH DR. WILLIAMS**





# LAPWAI STAFF AGENDA

*August 22nd - 25th*

**TUESDAY, 8/22: CERTIFIED TEACHERS COME FOR COMPENSATED TIME SHEET WORK WITH LISA NELSON & JOSH WATSON. ALL TEACHERS WELCOME! 8:00AM-3:30PM**

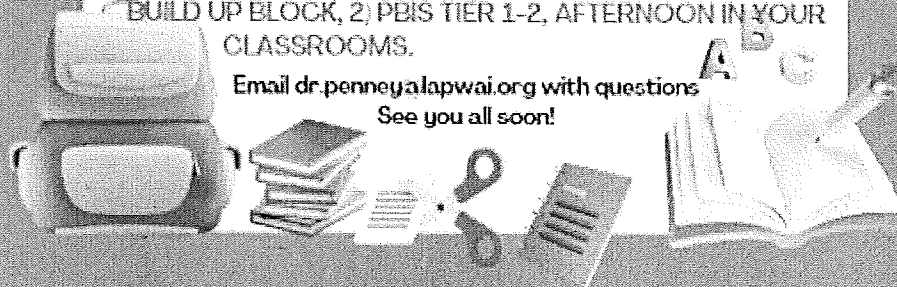
**WEDNESDAY, 8/23: FIRST DAY OFFICIALLY BACK, 8:15-3:30PM, ALL TEACHERS IN PD WITH COACHES JOSH WATSON, LISA NELSON AND NEW SCIENCE COACH LEE SLICHTER.**

**THURSDAY, 8/24: TEACHERS WORK ON INSTRUCTIONAL GOALS/ASSIGNMENTS & COACHES ARE AVAILABLE FOR CONFERENCING/WORK SESSIONS.. YOU'LL BE WORKING IN YOUR CLASSROOMS AND THEN WE'LL RETURN AT THE END OF THE DAY TO SHARE OUT OUR PROGRESS.(SOME NPT GRANT RECIPIENTS WILL BE GONE 11AM-1:30PM TO LUNCHEON)**

**FRIDAY, 8/25: ALL-DISTRICT MEETING 8AM-10:30AM, SPECIAL FORCES 10:30AM-12:30, ALL OTHER STAFF WORKING IN CLASSROOMS**

**MONDAY, 8/28: ALL STAFF PD ON 1) POWER UP BLOCK, 2) BUILD UP BLOCK, 2) PBIS TIER 1-2, AFTERNOON IN YOUR CLASSROOMS.**

Email [dr.pennegyalapwai.org](mailto:dr.pennegyalapwai.org) with questions  
See you all soon!



**LAPWAI MIDDLE HIGH SCHOOL  
DRAFT PROFESSIONAL LEARNING SCHEDULE  
August 2023**

**Tuesday, August 22**

8:00 a.m. - 3:30 p.m. FA's and standards work, data collection system with Josh W and Lisa N

**Wednesday, August 23**

First Day for All Certificated Faculty

8:00 a.m. - 1:30 p.m.

Literacy through the disciplines in-service with Lisa, Josh, and Lee

**Thursday, August 24 COMPLETE THE SUICIDE PREVENTION COURSE (REQUIRED)**

Second Day for All Certificated Faculty

8:15 a.m. - \_\_\_\_\_

In your own learning spaces

Math Department work (if not here on August 22<sup>nd</sup>)

MS ELA Department work (if not here on August 22<sup>nd</sup>)

8:00-1:30 Teachers in their classrooms

11:00-1:30ish Staff who received a NPT Local Education Grant at luncheon to receive check.

1:30-Power Up Block (advisory block) & PBIS updates and Tier 2 introduction

**Friday, August 25 COMPLETE THE SUICIDE PREVENTION COURSE (REQUIRED)**

First Day for Classified Faculty

Third Day for All Certificated Faculty

8:00 a.m. - 10:30 a.m.

District Meeting for **ALL** Employees

Lapwai High School Commons

Breakfast Provided

10:30-12:30 (Special Forces meeting)

12:30-2:30 Faculty cabinet

LUNCH ON YOUR OWN

2:30-3:30 Build Up Block, week 1, first cycled program: Rewards

**Monday, August 28 SUICIDE PREVENTION COURSE DUE DATE**

8:00-9:30 BUILD UP BLOCK

9:30-10:30 POWERSCHOOL

10:30-11:00 POWER UP, 2 week plan and resources

11:00-12:00 TBD \_\_\_\_\_

12:00-3:30 Teachers in their learning spaces

**Tuesday, August 29**

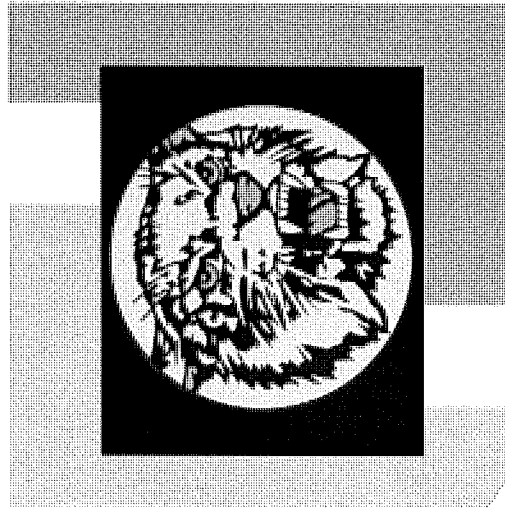
First Day for Kids!

**Friday, September 1 and Friday, September 8**

No Friday Morning Meetings

First PLT date is scheduled for September 15<sup>th</sup>. We shifted to each Friday, 7AM-8AM.

**ITBS**



# LAPWAI MIDDLE- HIGH SCHOOL 2023-24 PBIS

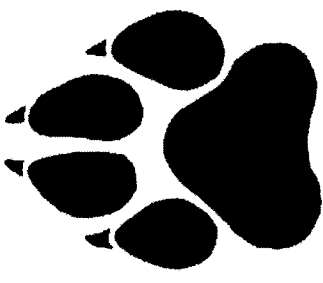
## Staff Orientation:

### Tier 2

# Today's Agenda

- Introduction to Tier 2
  - PBIS Continuum
  - Purpose & Importance of Tier 2
- Overview of Tier 2 Practices & Systems
  - Key Practices
  - Identification
  - Intervention Key Features
- [pbis@lapwai.org](mailto:pbis@lapwai.org) email
  - A new email for pbis needs goes to 4 team members: Buck, Micah, Geogia, D'Lisa

# Our Tier 2 Team



A Tier 2 team that processes requests for assistance, screen and develop the appropriate tier 2 intervention based on the area of need

- 8 PBIS PLT plus building counselor: Georgia, Buck, Micah, Josh, D’Lisa, etc.
- This team is separate from the PBIS Tier 1 team but may have same members
- PBIS Tier 2 meetings occur separately from Tier 1 activities



## Training Expectations

What are the  
tier 2  
supports?

Introduction to Tier 2 supports for  
year 1 piloting of interventions

- Check-in, Check-out
- Self-monitoring
- Check & connect
- Behavior Contracts
- Social skills and coping skills groups



# Introduction to Tier 2

# PBIS Continuum of Supports



## **Tier 1 – Universal (all)**

Primary Prevention: Schoolwide & classroom systems for all students and all staff in all settings

## **Tier 2 – Targeted (some)**

Secondary Prevention: Systems for targeted or group-based interventions for students needing additional support beyond the Universal, Tier 1 system

## **Tier 3 – Individualized (few)**

Tertiary Prevention: Systems for students requiring more intensive and individualized supports for academic, social, or mental health services



## Purpose & Importance of Tier 2

- Proactive targeted, generally small group, interventions
- Intended to support students at risk for more severe problem behavior
- Teach skills and provide supports necessary for student to access core instruction, participate with grade level peers, and to be successful with Tier 1 supports
- Prevent need for more individualized, Tier 3 interventions



# Overview of Tier 2 Practices & Systems

## Key Practices

- Increased instruction and practice with self-regulation and social skills
- Increased adult supervision
- Increased opportunity for positive reinforcement
- Increased pre-corrections
- Increased focus on possible function of problem behavior
- Increased access to academic supports



# Identification

- Office Discipline Referrals
- Attendance
- Universal Screening
- Requests for Assistance

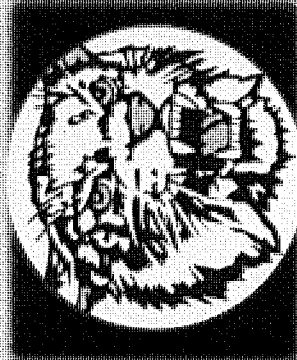
# Review Behavior Flowchart & ODR Documentation

- [Review your school's Student Behavior Flow Chart & the plan for classroom managed vs. office managed behavior]





# Request for Assistance at Lapwai Middle-High School



## LMS-LHS REQUEST FOR ASSISTANCE FORM

Date:

Teacher/Team:

Student name:

Grade:

IEP: Yes No

504: Yes No

### 1. Strengths & Needs

Student Strengths	Behavior Concerns	Academic Concerns	What is your primary concern?
	<input type="checkbox"/> Aggression <input type="checkbox"/> Non-compliance <input type="checkbox"/> Disruption <input type="checkbox"/> Off-task <input type="checkbox"/> Peer relationships <input type="checkbox"/> Self-management / regulation <input type="checkbox"/> Other _____	<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Spelling <input type="checkbox"/> Writing <input type="checkbox"/> Study skills <input type="checkbox"/> Organization <input type="checkbox"/> Other _____	

### 2. Check the strategies you have tried

General Review	Prevent	Teach	Respond
<input type="checkbox"/> Review cumulative file <input type="checkbox"/> Talk with parent or guardian <input type="checkbox"/> Talk with previous teacher or team <input type="checkbox"/> Classroom environmental assessment <input type="checkbox"/> Other _____	<b>Environment</b> <input type="checkbox"/> Change seating arrangement <input type="checkbox"/> Flexible seating options <input type="checkbox"/> Provide quiet space <input type="checkbox"/> Encourage work breaks <input type="checkbox"/> Other _____  <b>Predictability</b> <input type="checkbox"/> Post schedule for the day or class period <input type="checkbox"/> Ensure consistent expectations and consequences <input type="checkbox"/> Ensure routines and supports for all students to know what is expected throughout the day <input type="checkbox"/> Other _____	<b>Academics</b> <input type="checkbox"/> Change schedule of activities <input type="checkbox"/> Active student responding <input type="checkbox"/> Differentiate instruction and assignments <input type="checkbox"/> Arrange tutoring to improve academic skills <input type="checkbox"/> Review academic assessments to determine additional supports <input type="checkbox"/> Other _____  <b>Behavior</b> <input type="checkbox"/> Provide pre-correction for expected behaviors <input type="checkbox"/> Self-management program <input type="checkbox"/> Review and practice expectations with whole class <input type="checkbox"/> Other _____	<b>Appropriate Behavior</b> <input type="checkbox"/> Focus on the positive <input type="checkbox"/> Provide a variety of rewards specific to functions of behavior <input type="checkbox"/> Increase rewards for expected behavior <input type="checkbox"/> Increase ratio of positive to corrective interactions (4:1) <input type="checkbox"/> Other _____  <b>Problem Behavior</b> <input type="checkbox"/> Conference with student <input type="checkbox"/> Phone call to parent or guardian <input type="checkbox"/> Loss of privilege (e.g., recess) <input type="checkbox"/> Detention <input type="checkbox"/> Meeting with parents and student <input type="checkbox"/> Other _____

## Intervention Key Features

- Similar implementation across students
- Continuous availability of intervention
- All school staff are trained
- Intervention is consistent with schoolwide values and expectations
- Intervention is flexible based on data and function
- Student agrees to participate
- Data are used to monitor progress

## Tier 2 Interventions at [School Name]

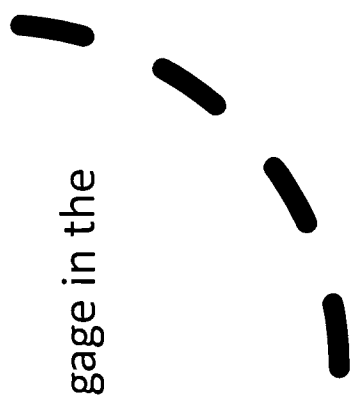
- [List your school's interventions here...]



## Teacher & Staff Responsibility to Support Intervention

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- Relationship Building
  - Find opportunities to get to know students better and engage in positive interactions throughout the day
- Precorrection
  - Provide reminders to engage in the appropriate/target behavior immediately before a situation where that behavior is expected
- Prompting
  - Provide cues for the student to engage in the appropriate/target behavior



# LMS-LHS REQUEST FOR ASSISTANCE FORM

Date: \_\_\_\_\_ Teacher/Team: \_\_\_\_\_

Student name: \_\_\_\_\_ Grade: \_\_\_\_\_ IEP: Yes No 504: Yes No

## 1. Strengths & Needs

Student Strengths	Behavior Concerns	Academic Concerns	What is your primary concern?
	<input type="checkbox"/> Aggression <input type="checkbox"/> Non-compliance <input type="checkbox"/> Disruption <input type="checkbox"/> Off-task <input type="checkbox"/> Peer relationships <input type="checkbox"/> Self-management / regulation <input type="checkbox"/> Other _____	<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Spelling <input type="checkbox"/> Writing <input type="checkbox"/> Study skills <input type="checkbox"/> Organization <input type="checkbox"/> Other _____	

## 2. Check the strategies you have tried

General Review	Prevent	Teach	Respond
<input type="checkbox"/> Review cumulative file <input type="checkbox"/> Talk with parent or guardian <input type="checkbox"/> Talk with previous teacher or team <input type="checkbox"/> Classroom environmental assessment <input type="checkbox"/> Other _____	<b>Environment</b> <input type="checkbox"/> Change seating arrangement <input type="checkbox"/> Flexible seating options <input type="checkbox"/> Provide quiet space <input type="checkbox"/> Encourage work breaks <input type="checkbox"/> Other _____  <b>Predictability</b> <input type="checkbox"/> Post schedule for the day or class period <input type="checkbox"/> Ensure consistent expectations and consequences <input type="checkbox"/> Ensure routines and supports for all students to know what is expected throughout the day <input type="checkbox"/> Other _____	<b>Academics</b> <input type="checkbox"/> Change schedule of activities <input type="checkbox"/> Active student responding <input type="checkbox"/> Differentiate instruction and assignments <input type="checkbox"/> Arrange tutoring to improve academic skills <input type="checkbox"/> Review academic assessments to determine additional supports <input type="checkbox"/> Other _____  <b>Behavior</b> <input type="checkbox"/> Provide pre-correction for expected behaviors <input type="checkbox"/> Self-management program <input type="checkbox"/> Review and practice expectations with whole class <input type="checkbox"/> Other _____	<b>Appropriate Behavior</b> <input type="checkbox"/> Focus on the positive <input type="checkbox"/> Provide a variety of rewards specific to functions of behavior <input type="checkbox"/> Increase rewards for expected behavior <input type="checkbox"/> Increase ratio of positive to corrective interactions (4:1) <input type="checkbox"/> Other _____  <b>Problem Behavior</b> <input type="checkbox"/> Conference with student <input type="checkbox"/> Phone call to parent or guardian <input type="checkbox"/> Loss of privilege (e.g., recess) <input type="checkbox"/> Detention <input type="checkbox"/> Meeting with parents and student <input type="checkbox"/> Other _____

# LMS-LHS REQUEST FOR ASSISTANCE FORM

3. What is the possible need being met through the student's contextually inappropriate behavior (function)?

Sensory / Automatic	Escape	Attention	Tangible / Access
<input type="checkbox"/> Gain input <input type="checkbox"/> Escape input	<input type="checkbox"/> Person <input type="checkbox"/> Activity or task <input type="checkbox"/> Setting or situation	<input type="checkbox"/> Adult <input type="checkbox"/> Peer	<input type="checkbox"/> Food <input type="checkbox"/> Item or activity <input type="checkbox"/> Privilege <input type="checkbox"/> Action of another person

4. Information gathering

- Teacher gathers:
  - Academic performance data (Academic Learning Assessments/Curriculum-based Measures, percent of assignment completion, grade level performance documentation): Reading \_\_\_\_\_ / Math \_\_\_\_\_ / Writing \_\_\_\_\_
  - Behavior data (e.g., ABC data, classroom managed behavior tracking)
- Office gathers:
  - SWIS (# of ODRS) \_\_\_\_\_
  - Attendance (# of absences) \_\_\_\_\_
  - Tardies (# of tardies) \_\_\_\_\_
  - Behavioral screening \_\_\_\_\_

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5. Completed by the Tier 2 team

Setting Events (Environmental changes that may increase the likelihood that behavior may occur.)	Antecedent (What occurred in the environment immediately before the behavior occurred.)	Behavior (Describe the behavior, ensure it is observable and measurable.)	Consequence (What changed in the environment immediately following the behavior.)	Hypothesized Function

6. Actions & Next Steps determined by Tier 2 team

- ☐ Ensure the student has access to all Tier 1 practices
- ☐ Ensure Tier 1 systems are in place and that practices are implemented to fidelity
- ☐ Consider & address environmental factors: predictability, motivation, appropriate Instruction
- ☐ Match area of need and function to appropriate Tier 2 intervention & implement
- ☐ Refer to Tier 3 team to develop more individualized intervention

## Lapwai Teacher Individual Professional Learning Plans 2023-2-24

<b>Teacher:</b>			
<b>My IPLP growth goal is in Danielson Domain: (List Domain &amp; Component: i.e. 3c)</b>			
<b>1</b>	<b>Planning and Prep</b>	1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments	
<b>2</b>	<b>Classroom Environment</b>	2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space	
<b>3</b>	<b>Instruction</b>	<b>3a Communicating with Students</b> <b>3b Using Questioning and Discussion Techniques</b> <b>3c Engaging Students in Learning</b> <b>3d Using Assessment in Instruction</b> <b>3e Demonstrating Flexibility and Responsiveness</b>	
<b>4</b>	<b>Professional Responsibilities</b>	4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism	
<b>DOMAIN</b>		<b>COMPONENT</b>	
<b>SMART GOAL STATEMENT:</b>			
<b>Resources to use:</b>			

HIGH GRADUATION MINIMUM REQUIREMENTS  
(IDAPA 08.02.03 104, 105, 106)

CONTENT AREA	STATE CREDIT REQUIREMENTS
Core of Instruction	29 credits (minimum)
Electives	17 credits (minimum)
<b>Total Credits</b>	<b>46 credits (minimum)</b>
<b>Core Subject Areas</b>	<b>29 credits</b>
<b>Language Arts</b> (English – 8 credits and Speech – 1 credit)	9 credits Speech credit can be obtained through other courses that meet the state speech requirement as approved by the local district
<b>Mathematics</b>	6 credits Including Algebra I and Geometry standards. 2 credits must be taken in the last year of high school.  Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or high level course, are exempt from taking math during their last year of high school.  AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering can be considered as either a math or science credit.
<b>Science</b>	6 credits (4 lab)
<b>Social Studies</b> (US History, Economics and American Government)	5 credits
<b>Humanities</b> (Interdisciplinary Humanities, Fine Arts or Foreign Language)	2 credits
<b>Health</b>	1 credit CPR is required to be taught in Health. (effective for students entering 9 <sup>th</sup> grade Fall 2015 or later)
<b>Electives</b>	17 credits Elective courses as determined by the School District





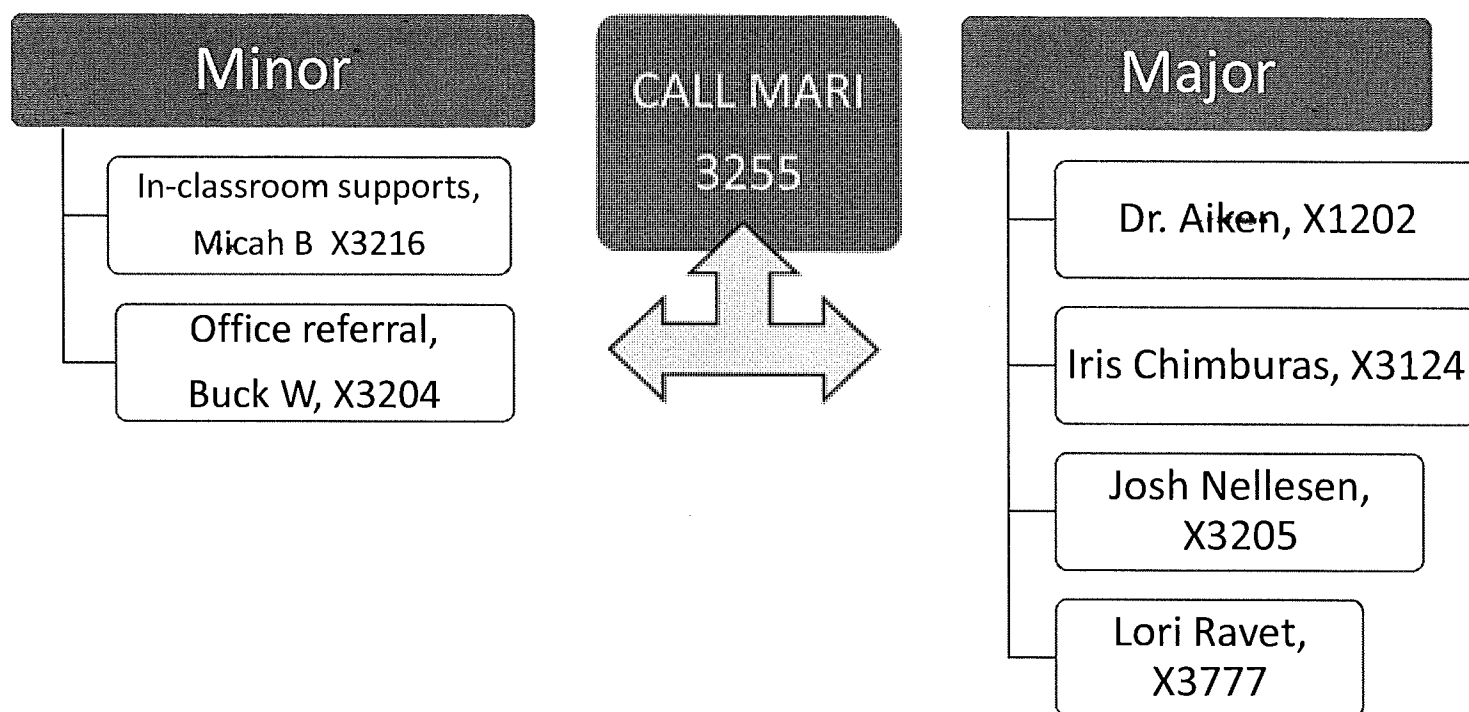
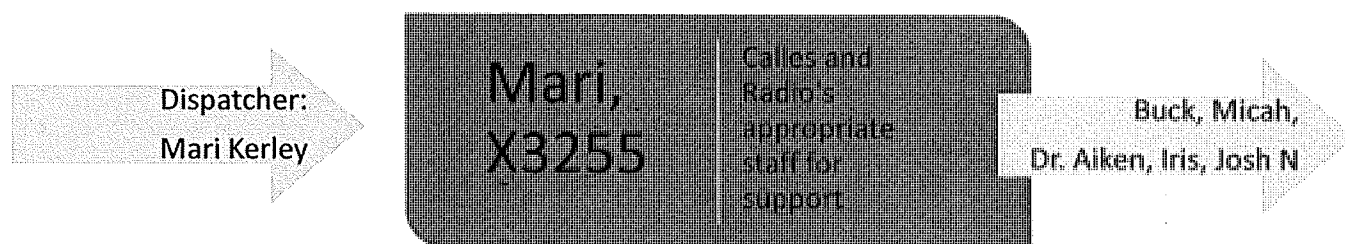
LAPWAI STAFF! PLEASE EMAIL OUR TEAM FOR  
SUPPORTS AND INFORMATION THAT HELPS US TO  
SUPPORT YOU AND YOUR STUDENTS.

**pbis@lapwai.org**

Buck Walker will send a reminder email on  
Monday, Wednesday, and Friday, and you will  
email [pbis@lapwai.org](mailto:pbis@lapwai.org) so that our team can  
respond. The email goes to Buck, Micah, Georgia  
and D'Lisa.

# STUDENT AND CLASSROOM SUPPORTS

(When Dr. Penney is on medical leave)



MINOR BEHAVIOR SUPPORTS STAY THE SAME: Buck & Micah

MAJOR BEHAVIOR SUPPORTS: Still report level 2 or 3 behaviors to Buck. Call/dispatch Mari for those supports (she calls Buck, Micah, Dr. Aiken, etc.) If the level 3 behavior warrants an action such as an ISS or OSS, admin will need approval.

WHEN DR. AIKEN IS OUT OF THE DISTRICT: Iris, Josh and Lori can support and respond. Iris Chimburas, Josh Nellesen, and Lori Ravet will contact Dr. Aiken and/or text Dr. Penney for approval. Iris and Lori can sign/proxy disciplinary forms. If a student is on an IEP, has a self-harm or violent statement/incident, consult Lori Ravet.

# LAPWAI WILDCAT

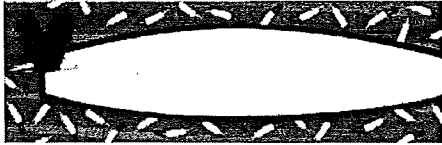
## GOALS



# Entry task

## 1. Sign in

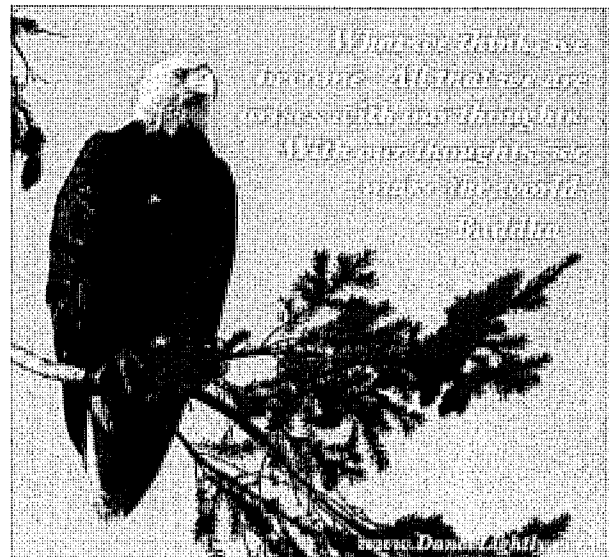
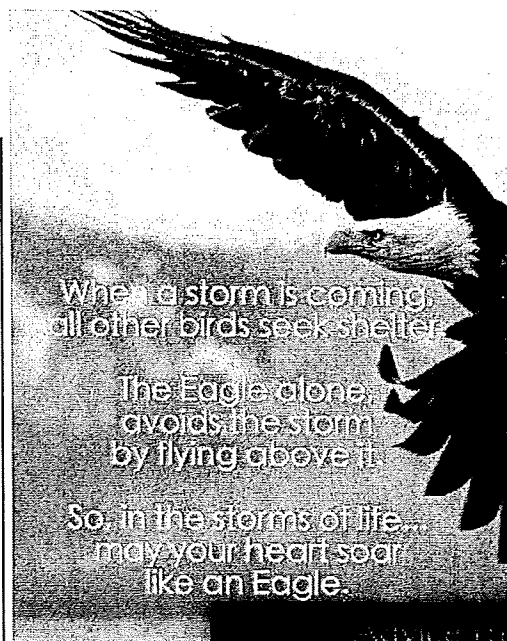
## 2. Grab your animal card



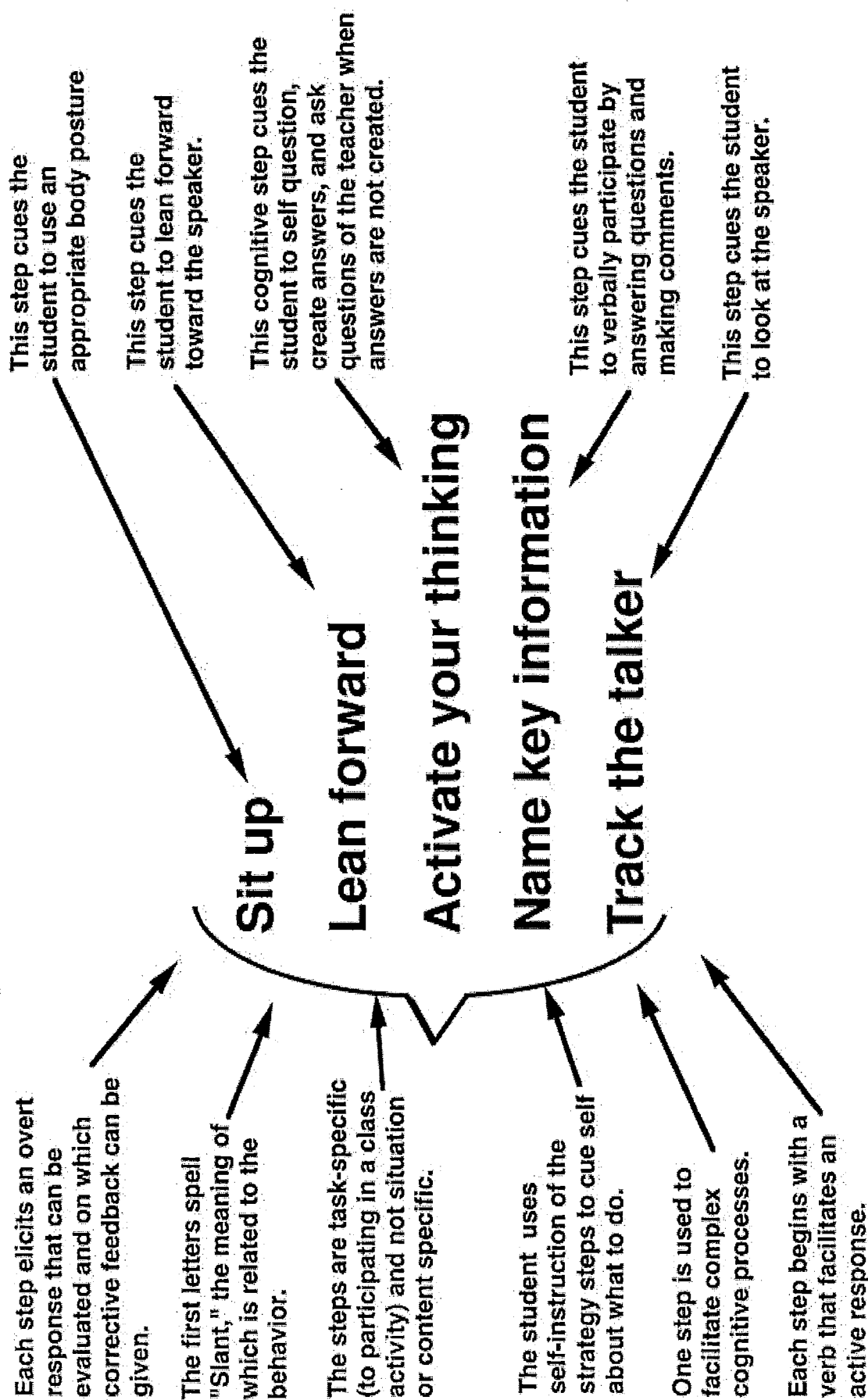
As educational leaders and advocates for the Lapwai community, what is the main goal, skill, growth opportunity, personal or educational ***WISH*** you have for your students this year?

Write your answer on your eagle card and sign your name.

## 3. Be ready to share out your animal card thoughts



# Anatomy of the SLANT Strategy

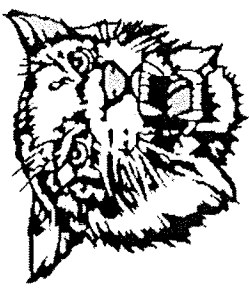


# *Emulating the WILDCAT WAY*



**Participation** Active learners are involved. Be there to participate.

**Respect** Take care of self, others, and environment.



**Integrity** Be honest. Be true to yourself and others. Take responsibility for your actions and words.

**Dedication** Be a team player. Demonstrate commitment. Be prepared.

**Excellence** Do your personal best. Challenge yourself to go above and beyond. Support the best in all.

# LEARNING LUNCH

1. Sit quietly
2. No talking
3. Do your assignment
4. Read a book

**ATTENDANCE MATTERS**

Missing a day of school here and there may not seem like much, but absences add up!

When a student misses <b>2</b> days a month..	When a student misses <b>4</b> days a month..
They will miss <b><u>20 DAYS</u></b> a year.	They will miss <b><u>40 DAYS</u></b> a year.
They will miss <b><u>30 HOURS</u></b> of math over the school year.	They will miss <b><u>60 HOURS</u></b> of math over the school year.
They will miss <b><u>60 HOURS</u></b> of reading & writing over the school year.	They will miss <b><u>120 HOURS</u></b> of reading & writing over the school year.
They will miss over <b><u>1 YEAR</u></b> of school by graduation.	They will miss over <b><u>2 YEARS</u></b> of school by graduation.



# STAR BENCHMARK DATES

The Star Growth Report specifically looks at SGP Growth, Student Growth Percentile, and the SGP score has its own Screening Windows that cannot be adjusted. These SGP Windows are as follows.

Fall (August 1 – November 30)  
Winter (December 1 – March 31)  
Spring (April 1 – July 31)





# LAPWAI SCHOOL DISTRICT Special Forces Team

Board Back-Up  
September 2023

As the Special Education Director, I would like to express a fundamental belief in the limitless potential of our special education students. Recognizing and nurturing their unique strengths, talents, and passions should be integral to their educational experience. We are dedicated to systematically dismantling any obstacles that hinder the realization of their full potential. We are committed to rejecting any system that categorizes our students as "less capable" or segregates them into restrictive programs solely based on how their disabilities manifest in an educational context.

Instead, as an educational system, we are determined to adopt teaching strategies and services that recognize our students as intellectual and innovative individuals with the capacity to excel. We should view our educators not merely as instructors but as liberators who unlock and champion the inherent excellence within our students. By sharing this profound belief in the boundless potential of our special education students, we pave the way for a brighter and more inclusive educational future.

*Lori Ravét, Special Education Director, Lapwai School District*

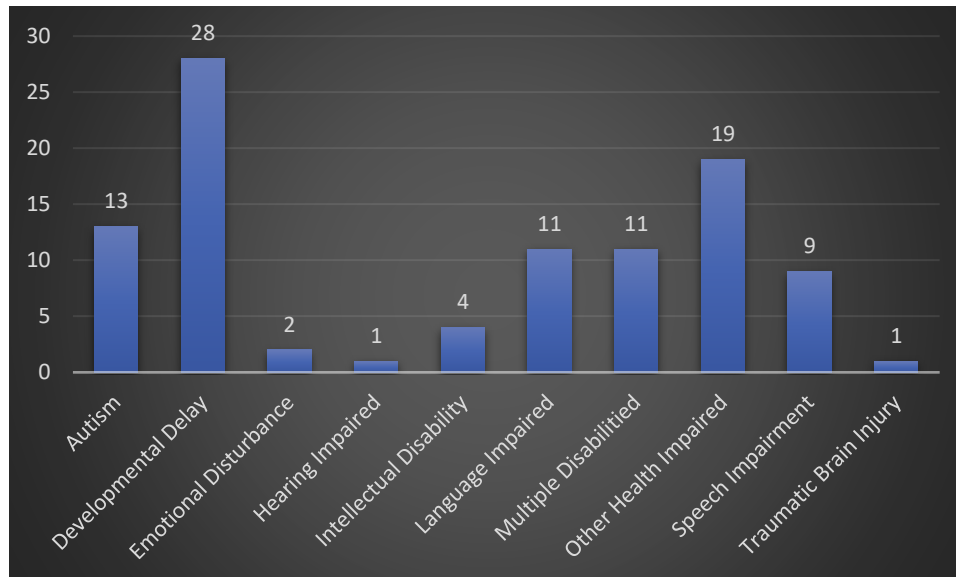
The Individuals with Disabilities Education Act (IDEA) is a U.S. federal law that ensures students with disabilities receive the special education and related services they require. Under IDEA, there are 13 categories of disabilities. The following is a brief description of each:

1. Autism: This encompasses a range of conditions characterized by challenges with social skills, repetitive behaviors, and communication difficulties.
2. Deaf-Blindness: This involves simultaneous hearing and visual impairments, creating unique needs that can't be accommodated by addressing just one of the impairments.
3. Deafness: A severe hearing impairment that adversely affects educational performance and isn't improved with amplification.
4. Emotional Disturbance: This includes conditions like schizophrenia and mood disorders but doesn't apply to children who are socially maladjusted, unless they also have an emotional disturbance.
5. Hearing Impairment: This involves permanent or fluctuating impairment in hearing, but isn't as severe as deafness.
6. Intellectual Disability: Characterized by significantly below-average intellectual functioning and adaptive behavior, it manifests before the age of 18.
7. Multiple Disabilities: This means concurrent impairments (e.g., intellectual disability and blindness), the combination of which results in educational needs that can't be met by addressing just one of the impairments.

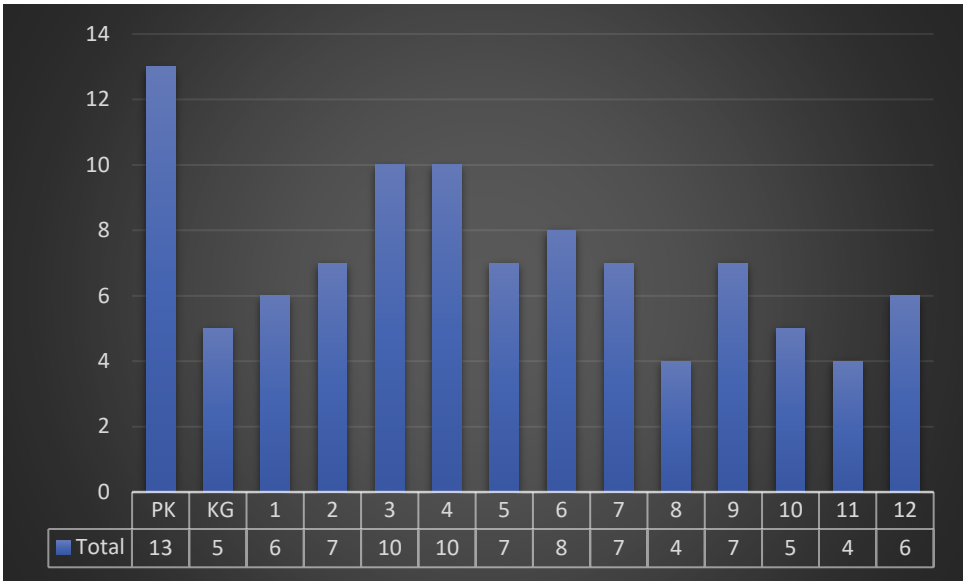
8. **Orthopedic Impairment:** Severe orthopedic impairments that adversely affect educational performance. This might be caused by congenital anomalies, diseases, or other causes (e.g., cerebral palsy).
9. **Other Health Impairment:** This encompasses conditions that result in limited strength, vitality, or alertness, adversely affecting educational performance. Examples include ADHD, leukemia, or chronic asthma.
10. **Specific Learning Disability:** This includes disorders in understanding or using language, spoken or written, which can manifest in difficulties in listening, speaking, reading, writing, or mathematical abilities.
11. **Speech or Language Impairment:** This refers to communication disorders, such as stuttering, impaired articulation, language or voice impairments that adversely affect a child's educational performance.
12. **Traumatic Brain Injury:** This encompasses brain injuries caused by an external force, leading to total or partial functional disability or psychosocial impairment that adversely affects a child's educational performance.
13. **Visual Impairment Including Blindness:** This means visual problems that, even with correction, adversely affect a child's educational performance.

Each category under IDEA comes with its own set of criteria for diagnosis and qualification for special education services. It's crucial to remember that having a disability in one of these categories doesn't automatically qualify a student for services; the disability must also adversely affect the student's educational performance.

The Lapwai Special Education Program provides services to 99 students, representing 19% of the total student population. The table below outlines the primary disability areas for which our students qualify for special education assistance.



The table below presents the distribution of students with disabilities across different grade levels in our school district:



**Autism**

Autism, being a neurodevelopmental disorder, can manifest in a variety of ways and influence numerous aspects of a student's educational experience. While every individual with autism is unique, and the degree and nature of challenges vary, here are some common ways autism might adversely affect a student's educational performance:

- 1. Social Communication Challenges:
  - Difficulty in understanding social cues, body language, and facial expressions, which can affect peer interactions and group work.
  - Struggling with understanding or using appropriate social skills can lead to isolation or difficulty in group settings.
  - Difficulty in forming and maintaining friendships can affect a sense of belonging in the school community.
  - Repetitive Behaviors and Restricted Interests:
    - Engaging in repetitive behaviors can be distracting in a classroom setting.
    - Intense focus on specific interests may make it challenging to engage in broader curriculum topics.
- 2. Sensory Sensitivities:
  - Over-sensitivity to sensory stimuli, such as lights, sounds, or tactile sensations, can be distracting or distressing, hindering the learning process.
  - Under-sensitivity to sensory stimuli may lead to seeking sensory experiences, which can be perceived as disruptive in a classroom.
- 3. Cognitive and Learning Challenges:
  - Difficulties with executive functioning can affect skills like organization, time management, and transitioning between tasks or settings.
  - Some students might struggle with abstract concepts or understanding figurative language.
  - Challenges in generalizing skills from one setting to another can hinder the application of learned skills.
- 4. Emotional and Behavioral Regulation:

- Difficulty understanding or expressing emotions can lead to frustration.
- Unexpected changes in routine or environment might result in anxiety or behavioral outbursts.
- Difficulty in coping with unfamiliar or challenging situations can lead to avoidance behaviors.

#### 5. Language and Communication:

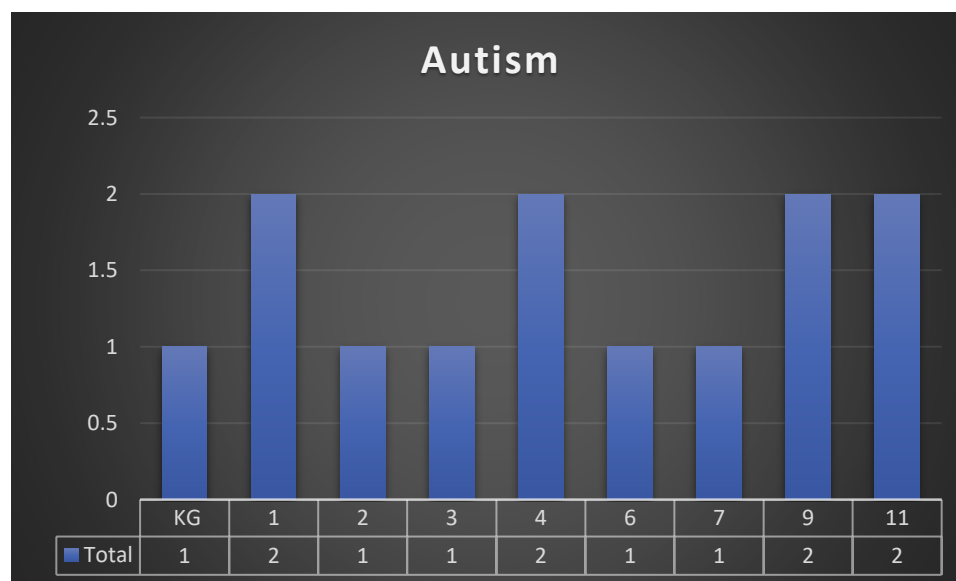
- Delayed language development or non-verbal communication can hinder participation in classroom discussions or group projects.
- Literal interpretation of language might lead to misunderstandings or confusion with idioms, metaphors, or sarcasm.

#### 6. Motor Skills:

- Challenges with fine or gross motor skills can affect tasks like writing, using scissors, or participating in physical education classes.

It's essential to understand that these challenges can range from mild to severe and may change over time. Some students with autism might excel in specific academic areas, particularly those aligned with their areas of interest, while facing challenges in other domains. An individualized approach, as offered in Individualized Education Programs (IEPs) or other tailored interventions, is crucial in addressing the unique needs of students with autism to ensure they have the best opportunity to succeed in an educational setting.

At present, the Lapwai Special Education Program is supporting 13 students classified under the primary category of Autism, accounting for 3% of the total student body. These students have been assigned to the grades indicated in the table provided below.



Our Special Education Program firmly aligns with Dr. Temple Grandin's profound statement: "Autism is not a tragedy. Ignorance is the tragedy." This quote encapsulates our unwavering commitment to rejecting the view of autism as a tragedy and instead focuses on addressing the true tragedy, which is ignorance.

Dr. Temple Grandin, a renowned figure in the field of autism, serves as an inspiration to our program. Her contributions to the field of animal science and her advocacy for autism awareness are well-recognized. Dr. Grandin's personal

experiences, as an individual on the autism spectrum, have illuminated the strengths and unique perspectives that individuals with autism bring to our world.

Our program emphasizes the following key principles:

1. **Autism as a neurodevelopmental difference:** We firmly believe that autism is not a tragedy but a distinctive way of perceiving the world. It encompasses a diverse range of abilities and challenges in social interaction, communication, and behavior.
2. **Challenging societal misconceptions:** We are committed to challenging the misconceptions surrounding autism. The true tragedy, in our view, lies in the ignorance and lack of acceptance within society. Such attitudes can lead to isolation, discrimination, and the missed potential of individuals with autism.
3. **Advocacy and fostering awareness:** Just as Dr. Grandin's advocacy underscores, we are dedicated to increasing awareness and fostering acceptance of autism. Through education and unwavering support, we empower individuals with autism to lead fulfilling lives and contribute their unique talents to our society.

In essence, our Special Education Program echoes Dr. Temple Grandin's message by refusing to view autism as a tragedy. Instead, we are resolute in addressing the genuine tragedy of ignorance. By embracing neurodiversity and promoting inclusivity, we strive to create a more compassionate and understanding community for all individuals within our program.

### **Emotional Disturbance**

Emotional Disturbance (ED), as it relates to educational settings, refers to a condition exhibiting one or more of the following characteristics over a long period and to a marked degree, which adversely affects educational performance:

1. An inability to learn that cannot be explained by intellectual, sensory, or health factors.
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
3. Inappropriate types of behavior or feelings under normal circumstances.
4. A general pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms or fears associated with personal or school problems.

This definition, derived from the Individuals with Disabilities Education Act (IDEA) in the United States, serves as a guideline for identifying students who might need special education services due to emotional or behavioral challenges.

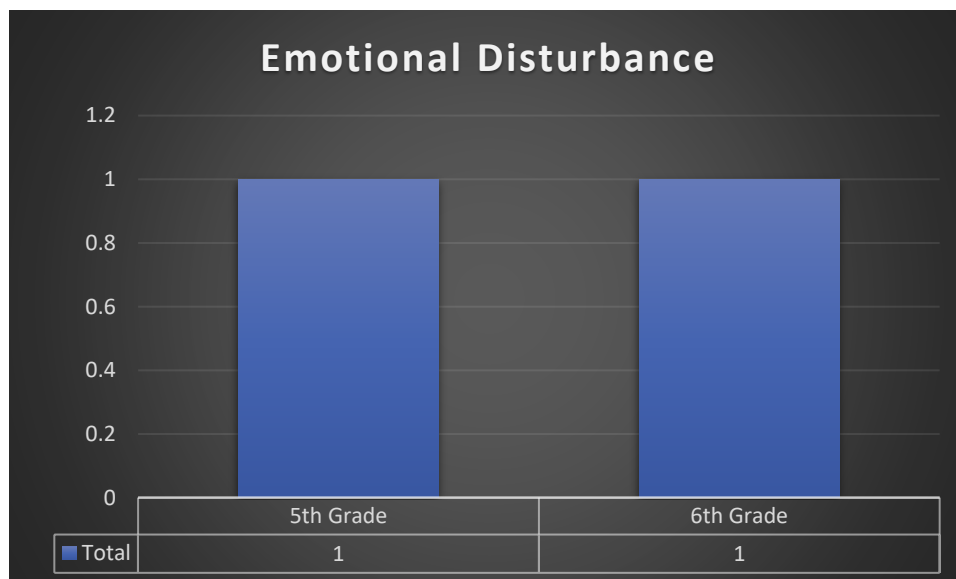
Adverse effects of emotional disturbance on a student's educational performance include:

1. **Academic Challenges:** Students with ED might struggle to focus, process information, or remember concepts, leading to potential academic delays.
2. **Interpersonal Difficulties:** Building and maintaining relationships with peers and teachers can be challenging, leading to feelings of isolation or exclusion.
3. **Behavioral Issues:** Inappropriate behaviors in the classroom, such as disruptions, aggression, or withdrawal, can impact the learning environment for both the student with ED and their classmates.
4. **Attendance Problems:** Due to anxiety, depression, or other emotional challenges, students might frequently miss school or avoid certain classes.

5. **Difficulty with Transitions:** Changes, whether daily transitions like moving between classes or larger transitions like advancing to a new grade, can be especially challenging for students with ED.
6. **Low Self-Esteem:** Feelings of inadequacy or self-doubt can affect a student's motivation and willingness to participate in academic or extracurricular activities.
7. **Sensitivity to Environmental Factors:** Elements like classroom seating, the demeanor of a teacher, or the noise level in a classroom can disproportionately affect students with ED.
8. **Difficulty with Task Completion:** Tasks that require prolonged focus or multi-step directions might be especially challenging, leading to incomplete assignments or projects.
9. **Risk of Dropping Out:** Due to the cumulative effects of these challenges, students with ED are at a higher risk of not completing their education.
10. **Social-Emotional Challenges:** Developing coping skills, resilience, and emotional regulation might be more challenging for students with ED, affecting how they handle adversity, stress, or conflict.

It's crucial to approach students with emotional disturbances with empathy, understanding, and tailored support. With appropriate interventions, counseling, a supportive educational environment, and potentially modifications in the curriculum or teaching strategies, many students with ED can succeed academically and socially.

Within the Lapwai School District, we provide services to two students who have been identified with Emotional Disturbance. Please refer to the table below for details regarding their respective grade placements.



### Hearing Impairment

Hearing Impairment refers to the loss of the ability to hear, either completely or partially. This loss can range from a slight to a total inability to detect or understand sounds at varying frequencies. The term "hearing impairment" is often used broadly and can encompass a range of hearing losses, from mild to profound, and includes those who are deaf.

Hearing impairment can adversely affect a student's educational performance in various ways:

1. **Access to Auditory Information:** Much of the traditional educational environment relies on spoken language, such as lectures, discussions, and instructions. Students with hearing impairments might miss out or misunderstand this auditory information.
2. **Language Development:** Auditory experiences play a crucial role in language development. Hearing impairments can lead to delays or differences in acquiring spoken language, impacting both verbal and written communication skills.
3. **Literacy Challenges:** Reading and writing skills are closely tied to language development. If there's a delay or difference in language acquisition due to hearing impairment, it can affect a student's literacy skills.
4. **Class Participation:** Engaging in discussions, asking questions, or collaborating with peers can be more challenging for students with hearing impairments, impacting their participation and learning experience.
5. **Social Interaction:** Beyond academics, school is also a place for social interactions. Hearing impairments can lead to feelings of isolation, as students might miss out on casual conversations, group activities, or non-verbal auditory cues, leading to potential misunderstandings.
6. **Instruction Misunderstandings:** Without full access to verbal instructions, students might misunderstand assignments, projects, or exams, leading to lower performance through no fault of their own comprehension or ability.
7. **Fatigue:** Efforts to lip-read, focus on visual cues, or compensate for missed auditory information can be mentally exhausting, leading to fatigue, which can impact concentration and academic performance.
8. **Background Knowledge:** Much of our background knowledge is acquired incidentally – from overhearing conversations, listening to media, or casual discussions. Students with hearing impairments might miss out on these opportunities, leading to potential gaps in knowledge.
9. **Self-Esteem and Emotional Well-being:** Facing communication barriers and feeling different from peers can impact a student's self-esteem and emotional well-being, which in turn can influence motivation and academic performance.

However, with appropriate interventions and support, the adverse effects of hearing impairment on educational performance can be mitigated. This includes the use of assistive listening devices, sign language or oral interpreters, captioning, specialized training for teachers, and modifications in teaching strategies to ensure the student has full access to the curriculum.

Within the Lapwai School District, we presently provide specialized services for a single student in the 12th grade with a primary classification of Hearing Impairment. It's crucial to highlight that we also have several other students with varying degrees of hearing loss. However, their specific needs do not currently meet the criteria for classification in this category.

### **Intellectual Disability**

Intellectual Disability (ID) is characterized by significant limitations in both intellectual functioning (reasoning, learning, problem-solving) and adaptive behavior, which covers a range of everyday social and practical skills. This disability originates before the age of 18.

The effects of an intellectual disability on a student's educational performance can be multifaceted:

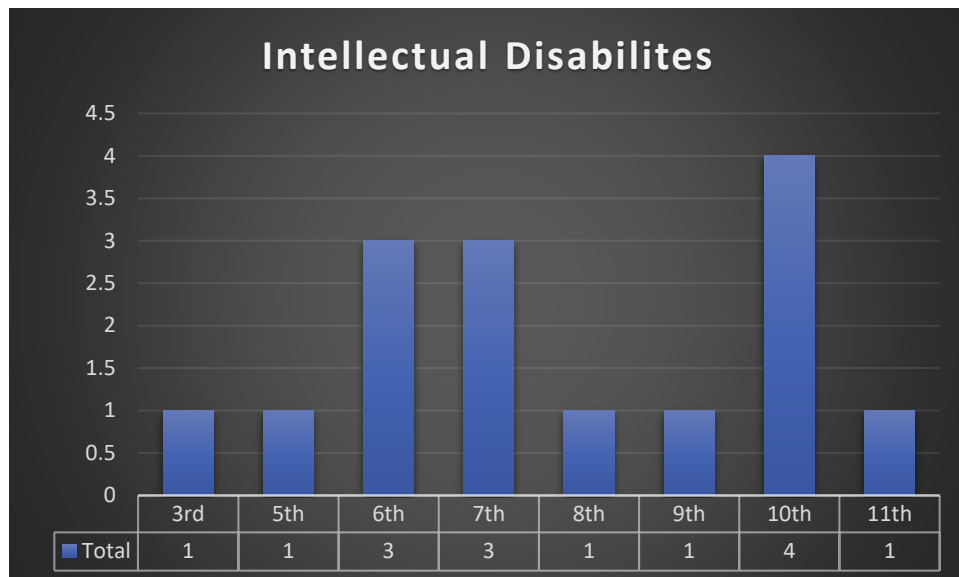
1. **Cognitive Challenges:** Students with ID typically have difficulty with reasoning, problem-solving, and abstract thinking. This can impact their ability to grasp complex concepts, make connections between ideas, or apply knowledge in new situations.
2. **Skill Acquisition:** Learning new skills, whether academic or practical, may take longer. Repetition and consistent practice might be necessary for mastery.
3. **Adaptive Behaviors:** These are skills necessary for day-to-day life, such as personal care, safety, social skills, and basic responsibilities. Students with ID might struggle with these skills, affecting their independence and interactions in the school environment.
4. **Communication Difficulties:** Some students with ID may have difficulty understanding or using language effectively, impacting their ability to express needs, ask questions, or engage in discussions.
5. **Social Interactions:** While many students with ID desire and enjoy social interactions, they might struggle with understanding social cues, norms, or the nuances of interpersonal relationships. This can lead to challenges in forming friendships or collaborating with peers.
6. **Behavioral Concerns:** Some students with ID might exhibit challenging behaviors, such as impulsivity, difficulty with transitions, or difficulty regulating emotions in response to environmental stimuli.
7. **Generalization of Skills:** Transferring or applying skills learned in one setting to another can be challenging. For example, a math skill learned in the classroom might not be readily applied in a real-world setting without additional support.
8. **Motivation:** Due to repeated struggles or failures, some students with ID might experience decreased motivation or self-esteem, feeling that they can't succeed academically.
9. **Processing Information:** There might be a delay in processing information, which can impact the pace of lessons or the need for repeated instructions.
10. **Memory Challenges:** Some students with ID might have difficulty with short-term or working memory, which can impact tasks that require sequential steps or recalling information.

It's crucial to emphasize that students with intellectual disabilities can learn and achieve academic and life success. However, the pace, methodology, and support structures might need to be different from those for typically developing peers. Individualized Education Programs (IEP), differentiated instruction, hands-on learning experiences, life skills training, and a focus on fostering independence can significantly enhance the educational experiences of students with ID.

The following table contains the 15 students (3% of student body) served by grade who are identified with an intellectual disability or with a multiple disability that includes an intellectual disability.

In the table provided below, you will find information about the 15 students, comprising 3% of the student body, who receive services and are identified as having an intellectual disability or a multiple disability that includes an intellectual disability, categorized by grade.





## Multiple Disabilities

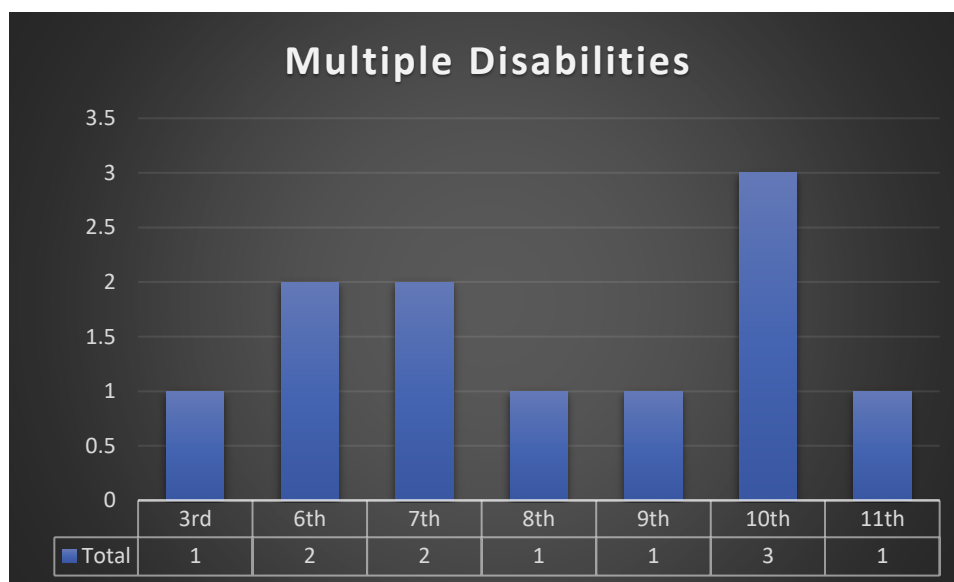
According to the Individuals with Disabilities Education Act (IDEA) in the United States, Multiple Disabilities refers to the co-existence of two or more impairments (such as intellectual disability, orthopedic impairment, or visual impairment, including blindness). The combination of these impairments causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. It's worth noting that multiple disabilities do not include deaf-blindness as defined by IDEA.

The presence of multiple disabilities can have a profound effect on a student's educational performance in various ways:

1. **Complex Learning Needs:** The combination of disabilities often means that a student's educational needs are multifaceted. These students may require a unique blend of supports and accommodations.
2. **Mobility Challenges:** If one of the disabilities is orthopedic in nature, the student may face challenges in moving around, accessing materials, or engaging in typical classroom activities.
3. **Communication Barriers:** Many students with multiple disabilities face challenges with communication. This can make expressing needs, participating in discussions, or engaging in group activities difficult.
4. **Cognitive Impacts:** If one of the impairments is intellectual in nature, the student will likely face challenges related to cognition, comprehension, and application of knowledge.
5. **Social Interaction:** With multiple areas of impairment, social interactions can be especially challenging. This can lead to feelings of isolation or difficulties in forming peer relationships.
6. **Health Concerns:** Some students with multiple disabilities might have associated health needs or may be more susceptible to illnesses, leading to increased absences or the need for medical interventions during school hours.
7. **Sensory Integration:** If the combination of disabilities includes sensory impairments, students might struggle with integrating or interpreting sensory information, which can affect learning and interaction.
8. **Adaptive Skills:** Activities of daily living, such as feeding, toileting, or dressing, might be challenging, requiring additional support or interventions.

9. **Behavioral Concerns:** Due to the complexities of their disabilities, some students might exhibit challenging behaviors born out of frustration, communication barriers, or sensory challenges.
10. **Increased Dependence:** While independence is a goal for all students, those with multiple disabilities might need more extensive support and direct instruction to achieve even small steps toward independence.

Collaborative efforts among educators, caregivers, and support staff are of utmost importance to deliver a comprehensive and tailored educational approach for students with multiple disabilities. This approach typically encompasses a blend of specialized instruction, therapeutic interventions, assistive technologies, and environmental adjustments to establish an ideal learning environment. Among the students within the Lapwai Special Education program, 11 of them (comprising 2% of the student body) are categorized as having Multiple Disabilities, with the most common pairing being an Intellectual Disability and Language Impairment. The table provided below details the grades where these students are served.



### Other Health Impairment

According to the Individuals with Disabilities Education Act (IDEA) in the United States, Other Health Impairment (OHI) is defined as having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment. This is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder (ADD or ADHD), diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome, among others.

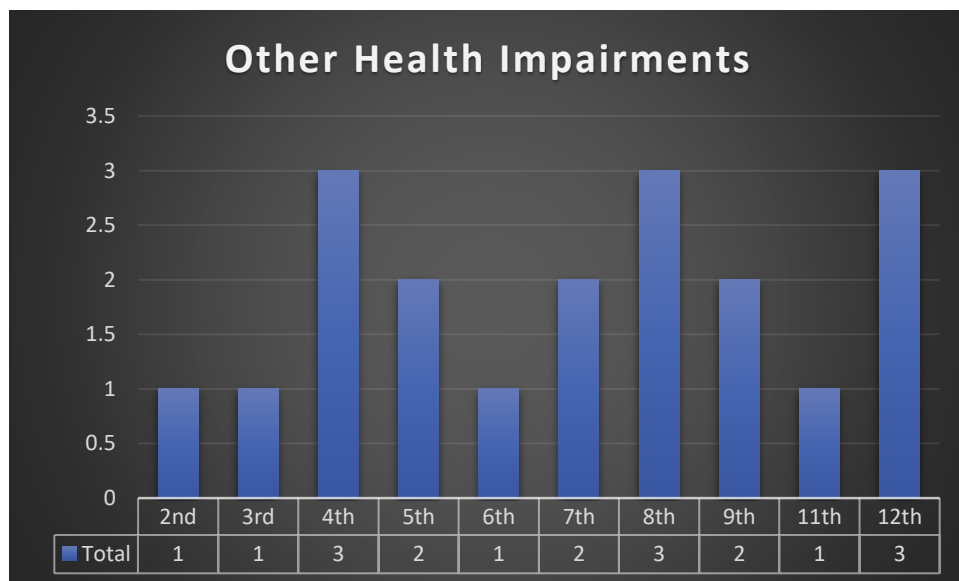
The effects of Other Health Impairments on a student's educational performance can vary significantly depending on the specific health condition, but some potential impacts include:

1. **Absences:** Chronic or acute health conditions may result in frequent absences from school, impacting the consistency of instruction and participation.
2. **Fatigue:** Many medical conditions can cause fatigue or lethargy, making it challenging for students to remain alert, engaged, or participate fully in academic tasks.

3. **Concentration:** Conditions like ADHD can make it hard for students to maintain focus, leading to difficulties in comprehending and retaining information.
4. **Medication Side Effects:** Some medications that manage health conditions might have side effects, such as drowsiness, decreased appetite, or mood fluctuations, which can impact school performance.
5. **Physical Limitations:** Certain health conditions may impose physical restrictions, limiting participation in physical education, field trips, or other extracurricular activities.
6. **Social Challenges:** Health challenges can sometimes make students feel different from their peers, leading to potential social isolation or difficulty in building relationships.
7. **Behavioral Concerns:** In conditions like ADHD or Tourette syndrome, there might be behavioral manifestations that can disrupt the learning environment or the student's own educational experience.
8. **Inconsistent Performance:** On some days, the student might perform exceptionally well, while on other days, due to the health condition, they might struggle significantly.
9. **Emotional Challenges:** Dealing with a chronic health condition can lead to feelings of frustration, sadness, or anxiety, which can impact motivation and academic performance.
10. **Increased Need for Breaks:** Regular breaks might be needed for rest, medication, or medical care.

Providing personalized support within the educational setting is essential for students identified with Other Health Impairment. This support may encompass tailored instruction, additional breaks, behavioral assistance, or adjustments to the classroom environment. Effective collaboration and open communication among educators, healthcare professionals, parents, and the student are pivotal in understanding the unique needs and challenges, leading to the development of effective strategies to support the student's educational journey. Within the Lapwai Special Education Program, a significant portion of students identified with Other Health Impairment are classified due to an educational and/or medical diagnosis of ADHD.

The Lapwai School District extends its services to 19 students, representing 4% of the student body, across the following grades:



## Language and/or Speech Impairment

According to the Individuals with Disabilities Education Act (IDEA) in the United States, Language Impairment is defined as a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

Language Impairment can be further categorized into:

1. Expressive Language Impairment: Difficulties with verbal expression, including challenges in producing the correct sounds, forming sentences, or finding the right words.
2. Receptive Language Impairment: Difficulties with understanding or processing language.

The adverse effects of Language Impairment on a student's educational performance include:

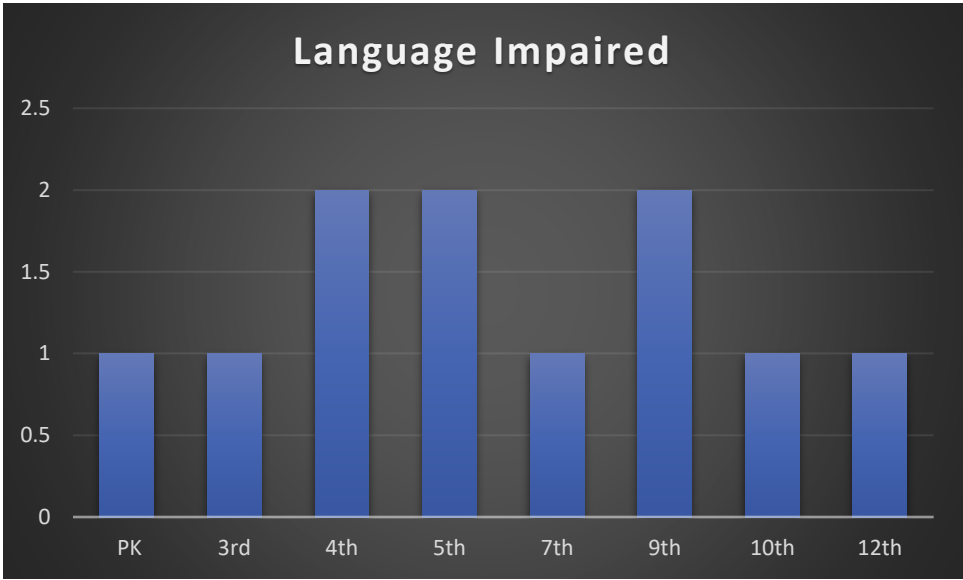
1. Comprehension Difficulties: A student might have trouble understanding lectures, directions, or reading materials, leading to challenges in executing tasks or assignments correctly.
2. Expressive Challenges: Students may struggle to articulate their ideas clearly in both oral and written forms. This can affect assignments, testing situations, and participation in classroom discussions.
3. Social Interaction: Effective communication is central to building and maintaining relationships. Students with language impairments might face challenges in forming peer relationships due to misunderstandings or feelings of isolation.
4. Behavioral Issues: Frustration from not being understood or not understanding others can lead to behavioral problems or emotional outbursts.
5. Academic Delays: Language is foundational to nearly all academic subjects. A student with a language impairment might experience delays across multiple areas, from reading and writing to subjects like science or social studies that require comprehension of complex concepts.
6. Reduced Class Participation: Due to fears of making mistakes or being misunderstood, students might avoid participating in class discussions or asking questions.
7. Difficulty Following Instructions: Misunderstandings or misinterpretations can result from language processing challenges, leading to errors in task completion.
8. Reduced Confidence: Continual struggles with language can impact a student's self-esteem and confidence in their abilities, potentially leading to reduced effort or motivation.
9. Tests and Assessments: Standardized tests often require both comprehension and expressive abilities. A language impairment can impact a student's scores, not necessarily due to lack of knowledge but because of their language challenges.
10. Literacy Development: Reading and writing are closely tied to language development. A language impairment can lead to challenges in developing literacy skills.

Support for students with language impairments often involves speech and language therapy, accommodations such as extended time for tasks, alternative assessment methods, and strategies to facilitate effective communication within the classroom. It's crucial to approach students with language impairments with understanding and provide them with tools and strategies to navigate their educational journey successfully.

The Lapwai School District provides educational services to 11 students, which constitute 2% of the student body, under the category of Language Impairment. It's worth mentioning that while 11 students are primarily served within this category, a more extensive number of students receive Speech and Language therapy as a related service.

Related services in Special Education encompass a range of supportive and specialized services beyond regular classroom instruction. These services are tailored to meet the unique needs of students with disabilities and can include speech and language therapy, occupational therapy, physical therapy, counseling, and more. They are designed to

enable students to access their educational program effectively and to address specific challenges or barriers that may hinder their learning and development. These services are typically provided by qualified professionals in collaboration with the student's Individualized Education Program (IEP) team to ensure a comprehensive and holistic approach to the student's education.



**Traumatic Brain Injury**

According to the Individuals with Disabilities Education Act (IDEA) in the United States, Traumatic Brain Injury (TBI) is defined as:

An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

The adverse effects of a Traumatic Brain Injury on a student's educational performance can be vast and varied, including:

1. Cognitive Impairments: TBI can result in difficulties with memory, attention, reasoning, problem-solving, and abstract thinking. This can affect a student's ability to retain and apply information.
2. Language and Communication: Students may struggle with expressive or receptive language, making it challenging to articulate thoughts or understand instructions.
3. Motor Abilities: TBI can affect a student's fine and gross motor skills, impacting handwriting, physical activities, and general mobility.
4. Information Processing: The speed and efficiency with which a student processes information can be slowed, leading to delayed responses or misunderstandings.
5. Behavioral and Emotional Effects: Changes in behavior, mood swings, impulsivity, and challenges with emotional regulation can result from TBI. This can affect relationships with peers and teachers.
6. Physical Limitations: There might be associated physical challenges, such as fatigue, headaches, or sensory sensitivities, which can affect the student's stamina and ability to participate in extended academic tasks.
7. Attention and Concentration: Maintaining focus on tasks or shifting attention as required can be challenging, leading to incomplete assignments or distractions.

8. **Social Challenges:** A student might struggle with understanding social cues or have altered social behaviors, leading to potential isolation or difficulties in group work.
9. **Academic Challenges:** The combined effects of cognitive, physical, and behavioral impacts can lead to struggles across all academic subjects.
10. **Sensory Impairments:** Some students might experience changes in vision, hearing, or other senses post-TBI.

It's essential to recognize that the effects of TBI can be temporary or permanent, and the extent of these challenges can range from mild to severe. Furthermore, two individuals with TBI might exhibit vastly different symptoms. To support students with TBI, individualized education plans (IEPs) tailored to their specific needs, regular medical and therapeutic interventions, classroom accommodations, and patience and understanding from educators and peers are crucial.

Currently we have one student in the district with a Traumatic Brain Injury. This student is in 12<sup>th</sup> grade.

### **Visual Impairment**

According to the Individuals with Disabilities Education Act (IDEA) in the United States, Visual Impairment (Including Blindness) is defined as:

An impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

The effects of visual impairment on a student's educational performance can be profound, and they can encompass a range of challenges:

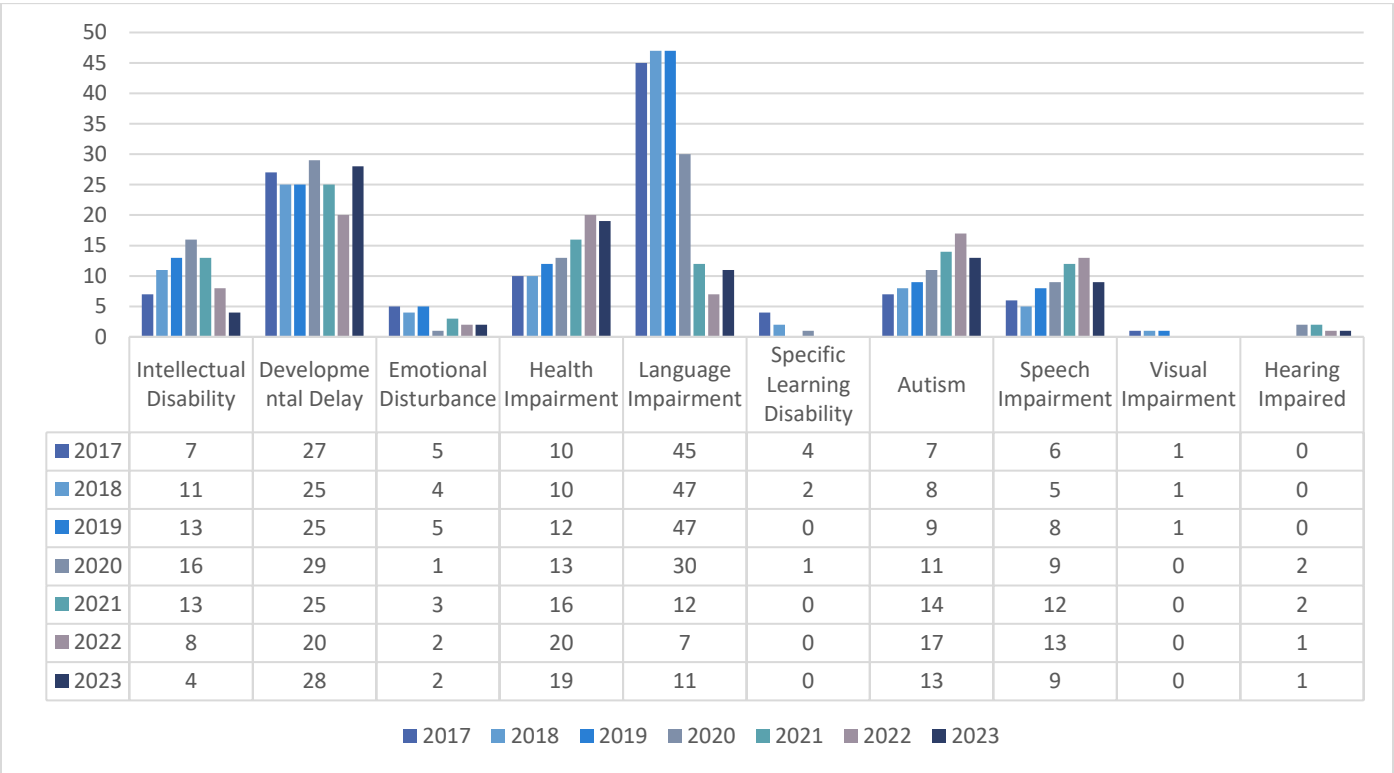
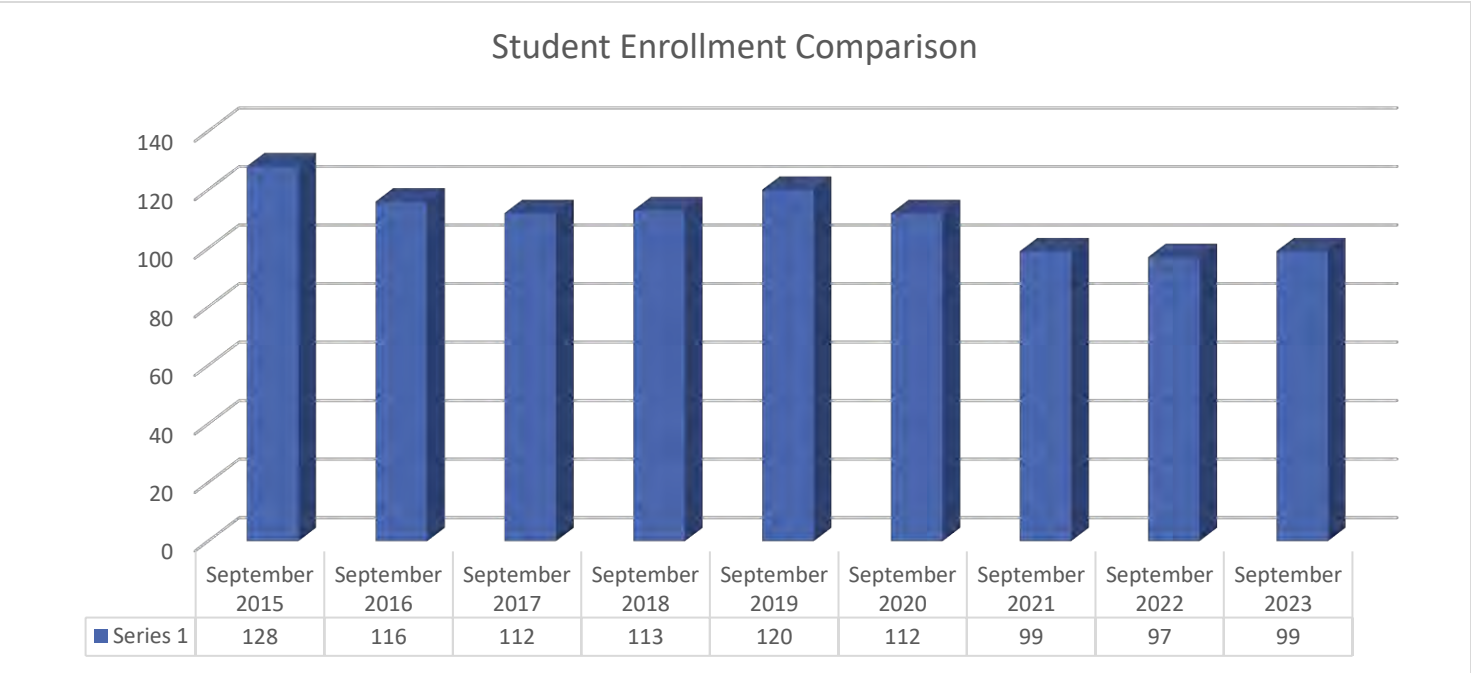
1. **Access to Visual Materials:** A significant portion of traditional educational content is presented visually, such as textbooks, board notes, diagrams, and visual aids. Students with visual impairments may not access these materials in the typical manner.
2. **Mobility and Navigation:** Navigating the classroom or school environment can be challenging, potentially leading to delays or difficulties in transitioning between activities or locations.
3. **Literacy Development:** Reading and writing, foundational to education, can be affected. While Braille provides an alternative, it requires specialized instruction and is not always immediately available for all materials.
4. **Social Interactions:** Missing visual cues can affect understanding in social situations, potentially leading to misunderstandings or difficulties in forming relationships with peers.
5. **Participation in Activities:** Certain activities, especially those that are visually oriented like art, science experiments, or physical education, might require adaptations or supports.
6. **Delayed Access to Content:** Transcribing materials to a format accessible for visually impaired students, such as Braille or audio, can lead to delays in accessing content.
7. **Assessment Challenges:** Standardized tests and classroom assessments often rely on visual content, so alternatives or accommodations are necessary.
8. **Development of Practical Skills:** Skills like handwriting or using certain tools and equipment might require specialized instruction or adaptations.
9. **Dependence on Assistive Technology:** While assistive technologies can be immensely beneficial, they also come with learning curves and can sometimes malfunction or not be available.
10. **Misconceptions or Gaps in Understanding:** Without visual experience, concepts that are typically explained or understood visually may need alternative explanations, and there can be misconceptions or gaps in understanding.

It's essential to understand that visual impairments exist on a spectrum, from mild visual difficulties to complete blindness. The challenges faced by a student will vary based on the degree of the impairment and the individual's previous experiences and skills. With the appropriate supports, including assistive technologies, specialized instruction,

and classroom accommodations, students with visual impairments can actively engage with and succeed in their educational journey.

We do not have any students with a visual impairment in our school district.

### Student Enrollment Comparison





# LAPWAI SPECIAL EDUCATION TEAM CULTURE HANDBOOK

How We Do Things





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The purpose of creating a handbook that outlines our Special Education Team's Culture is multifaceted. First and foremost, it serves as a comprehensive guide for both new and existing team members, providing clarity on the team's shared values, beliefs, and practices. By codifying these elements, we ensure that everyone is on the same page, which can significantly enhance collaboration and understanding among team members.

In addition, this handbook can serve as a reference point for decision-making processes. In situations where there might be ambiguity or confusion, the handbook can be consulted to understand the cultural approach the team would generally prefer or adopt. By setting clear expectations, it reduces potential conflicts and misunderstandings, streamlining the team's operation.

Furthermore, by defining the culture explicitly, the handbook can play a pivotal role in onboarding and integrating new members into the team. New members can peruse the handbook to get a clear sense of the team's ethos, expectations, and working style. This can significantly shorten the adjustment period, making the integration process smoother.

Moreover, this handbook can also act as an advocacy tool, representing the team's stance and perspectives to external stakeholders, be it parents, other educators, or administrators. By having a well-defined culture in writing, it solidifies the team's identity and makes it easier to communicate its core beliefs and methods to others.

Lastly, having a documented culture is also beneficial for introspection and growth. Over time, as the field of special education evolves and the team learns from its experiences, the handbook can be revisited and revised, ensuring that it remains relevant and continues to guide the team in the best possible direction.



## Introduction

To the remarkable members of the Lapwai Special Forces,

Imagine a place where every morning is painted with a spirit of enthusiasm, where the air is thick with anticipation and where every heartbeat syncs in a rhythm of collective commitment. This is what we aspire our special education team's environment to be — a testament to dedication, compassion, and unwavering resolve.

Attendance isn't just about marking a register; it's a statement that we value every moment, every opportunity, and every student. Our presence is more than physical; it embodies the essence of reliability.

In our pursuit of excellence, let us remember that celebration is the song of our soul. By celebrating our victories, no matter how small, we infuse positivity into our realm. This celebration radiates an energy that motivates, uplifts, and binds us together.

Kindness is our superpower. It's the thread that weaves the fabric of trust, understanding, and mutual respect. By assuming positive intent, we not only foster a harmonious environment but also allow the freedom for mistakes, growth, and learning.

Our promise to avoid gossip, blame, and complaints is not just an expectation but a cornerstone of our culture. It paves the way for proactive solutions, fortifies team spirit, and, most importantly, protects the sacred sanctity of our mission.

Confidentiality is the armor that guards the vulnerabilities of those we serve. It's our solemn vow that safeguards trust and upholds the dignity of our students and their families.

The flames of our passion are further kindled through our active participation in professional development. It's our commitment to stay updated, to refine our skills, and to forever be students in the pursuit of bettering our best.

In our digitally-driven world, even though our cell phones stand as formidable tools of connection, we must cherish the unmatched strength of genuine presence. Every second we gift our undivided attention to our mission in the school setting reaffirms our deep commitment to our students. Let's gently remind ourselves to stay engaged and present with those in front of us, rather than the screens in our hands.

You are beacons of hope. In the corridors of education, you stand tall, casting a light on paths less traveled, ensuring that every child, irrespective of their challenges, sees a horizon full of potential. Your role isn't defined by lessons or sessions but by the lifetimes you touch and transform.

It is upon us to reimagine. To break free from the constraints of the conventional and envision an educational realm where high intellectual performance dances with joy, freedom, and meaningful connections. Every classroom, every therapy room, every nook of our institution should resonate with the vibes of equity and justice.



For when we look into the mirror, individually and collectively, let us see not just educators but crusaders. Crusaders determined to fiercely reimagine and rewire. Because our children deserve ecosystems that don't just educate but liberate. This is our mission. This is our promise.

Stay inspired. For in you lies the power to change worlds, one student at a time.

Lori Ravét, Lapwai Special Education Director



## A Culture of Good Attendance

Good attendance is a fundamental cornerstone in any professional setting, but in the context of a school, it assumes even greater significance. As educators and staff, we are not merely fulfilling a role; we are setting an example for our students, the young minds who observe, absorb, and often emulate our behaviors.

1. **Modeling Responsibility and Commitment:** Our punctuality and consistency in attendance are direct representations of our dedication and commitment to our role. This commitment is not just to the administrative aspects of our jobs but to the very essence of education itself. By showing up on time and consistently, we are underscoring the importance of being present, being responsible, and being accountable - values we wish to inculcate in our students.
2. **Creating a Stable Learning Environment:** Consistent attendance fosters a stable and predictable environment conducive to learning. Students thrive in settings where they know what to expect, and a regularly present teacher or staff member offers that assurance.
3. **Establishing Trust and Reliability:** When students see the same familiar faces day in and day out, it builds a sense of trust. They understand that they can rely on their teachers and other school employees to be there for them, to guide them, and to provide the resources they need to succeed.

To ensure the consistent application of these principles and to maintain the integrity of our educational environment, the school administration monitors three key areas:

- Arrival and Departure Punctuality
- Attendance Consistency
- Break Punctuality

Good attendance is crucial in any educational setting, but its significance is amplified when it comes to educators serving on a special education team.

1. **Consistency for Students:** Many students with special needs thrive on consistency and routine. Their educational and emotional progress can be closely tied to having a predictable environment. Regular attendance of educators ensures that students encounter familiar faces, which can help in reducing anxiety and promoting trust.
2. **Individualized Instruction:** The foundation of special education is the creation of Individualized Education Plans (IEPs) for students. Missing even a single day can disrupt the consistent and tailored instruction that these students require, potentially hindering their progress.
3. **Collaborative Nature:** Special education is inherently collaborative. It often involves co-teaching, consultations with specialists, and constant communication with support staff and parents. Absences can disrupt this delicate ecosystem, leading to missed opportunities for intervention, collaboration, or vital support.
4. **Building Trust and Rapport:** Students with special needs often require more time to build trust and rapport with their educators. Inconsistent attendance can delay or disrupt this process, which is essential for effective learning and emotional support.
5. **In-depth Knowledge:** Given the unique and diverse needs of students in special education, teachers often possess in-depth knowledge about each student's learning style, triggers, and



coping mechanisms. In the absence of the regular educator, a substitute might not be equipped with this nuanced understanding, potentially impacting the student's day and learning experience.

6. Professional Development and Team Collaboration: Special education teams frequently engage in professional development and team collaboration sessions to discuss students' progress, challenges, and strategies. Regular attendance ensures that all team members are on the same page, leading to better outcomes for students.
7. Legal Implications: Special education comes with legal mandates, such as the implementation of IEPs and adherence to stipulated services. Irregular attendance can lead to non-compliance with these mandates, potentially exposing the school to legal consequences.
8. Holistic Development: Beyond academics, special education teams also play a pivotal role in the social and emotional development of their students. Their regular presence ensures that students continuously receive the holistic support they need.

While good attendance is essential for all educators, the specialized and sensitive nature of special education makes it even more critical. Consistent presence ensures that students receive the tailored and comprehensive support they deserve, optimizing their chances for success.

### **Impact on Teaching and Learning**

Consistent staff attendance within our Special Education team is not merely a matter of presence; it's a reflection of our collective commitment to our students. A consistent and engaged team ensures that our students receive uninterrupted, high-quality instruction tailored to their unique needs. Each day we are present, we build upon the progress of the previous day, fostering an environment of trust, stability, and predictability. This regularity in attendance guarantees that our students have the continuity they require, fostering a deeper understanding and mastery of skills. Moreover, it allows for sustained team collaboration, ensuring that strategies, insights, and adjustments are consistently implemented for the benefit of every student. In essence, a culture of regular and punctual attendance translates directly to more effective and cohesive instruction, driving better outcomes for our special education students.

### **Special Forces Team Expectation**

Regular and punctual attendance is a foundational expectation for all members of our Special Education team. Being present and on time is a reflection of our dedication to our students and our collective mission. Every team member must understand and commit to upholding this critical standard, recognizing its direct impact on the quality of instruction and support our students receive. In the event of an absence, it is mandatory for team members to promptly notify both the Special Education Director and their Lead Teacher via text before 6:30 am. This ensures timely coordination, minimizes disruption, and maintains the integrity of our students' learning experiences. As representatives of our Special Education team, consistent attendance and clear communication are essential to our collaborative effort and the success of our students.


**Personal Reflection Question:**

How has my commitment to regular and punctual attendance influenced the continuity and quality of my instruction, and are there any barriers I need to address to ensure I consistently meet this team expectation?

**Personal Goal:**

Reflect upon your individual attendance patterns and punctuality. Are there specific challenges or patterns you've noticed that might affect your consistency? Based on this introspection, set a personal goal to address any areas of concern and further reinforce your commitment to being present and timely.

**Team Reflection Question:**

As a team, how does our collective adherence to regular and punctual attendance impact the cohesiveness and effectiveness of our instructional strategies, and what collaborative solutions can we develop to support one another in consistently meeting this vital expectation?

**Instructional Goal:**

Consider how your regular and punctual attendance shapes your teaching approach and classroom environment. How does consistency in your presence translate to the learning experience of your students? Formulate an instructional goal that ties your attendance directly to optimizing student outcomes, ensuring that your commitment to being present amplifies their success.



## A Culture of Celebration

Celebrating each other and our students, especially within a special education program, is integral for a multitude of reasons. Let's take a deeper look into the importance of cultivating such a culture:

1. **Fostering a Positive Environment:** Recognizing and celebrating achievements, no matter how big or small, contributes to a positive and motivating environment. Such an environment enhances learning experiences and facilitates a sense of belonging.
2. **Building Self-Esteem:** Many students in special education programs may face challenges related to self-worth and self-confidence. Celebrating their achievements helps them see their own value and capabilities, bolstering their self-esteem.
3. **Encouraging Persistence:** Recognizing accomplishments reinforces the idea that persistence and hard work pay off. This can motivate students to continue pushing through challenges, knowing that their efforts will be recognized and valued.
4. **Promoting Collaboration:** Celebrating both individual and collective achievements fosters a spirit of teamwork. When staff celebrate each other, it demonstrates unity, mutual respect, and appreciation, which can translate into more collaborative efforts for the betterment of the students.
5. **Modeling Inclusivity:** In a diverse society, it's crucial for students to learn the importance of inclusivity. By celebrating everyone's successes in the special education program, we model a culture where everyone's contributions are valued, teaching a crucial life lesson about acceptance and appreciation.
6. **Strengthening Relationships:** Taking the time to recognize and celebrate another person's success strengthens bonds and relationships. In a special education setting, strong relationships between educators, support staff, and students can significantly impact a student's progress and overall experience.
7. **Increasing Motivation:** When students and staff feel that their efforts are recognized and celebrated, they are more likely to feel motivated to continue their hard work. This can lead to increased effort, more significant progress, and a greater sense of purpose.
8. **Professional Growth for Educators:** When educators celebrate each other, they not only build a positive team spirit but also engage in mutual learning. Recognizing a colleague's innovative strategy or approach can be a learning moment for others, leading to shared best practices and overall program enhancement.
9. **Reinforcing Positive Behaviors:** In behavioral terms, positive reinforcement can encourage the recurrence of desired behaviors. Celebrating achievements, whether behavioral or academic, can serve as a reinforcement strategy, making it more likely for those positive behaviors or efforts to continue.
10. **Holistic Development:** Beyond academic and behavioral growth, celebrating achievements contributes to emotional and social development. It aids students in understanding emotions, expressing joy, showing gratitude, and developing social skills like giving and receiving compliments.

Cultivating a culture of celebration within a special education program goes beyond merely recognizing milestones. It plays a pivotal role in shaping the educational environment, influencing students'



perceptions of themselves and their capabilities, and fostering collaboration, motivation, and overall positive development.

### **Impact on Teaching and Learning**

Creating a culture of celebration profoundly enhances the instruction of students. When achievements, both big and small, are recognized and celebrated, students are emboldened to take risks in their learning, knowing that their efforts will be acknowledged. This positive reinforcement not only strengthens their intrinsic motivation but also fosters a classroom environment where curiosity, resilience, and collaboration thrive. Celebratory practices embed a deep-seated belief in every student's potential, making lessons more engaging, feedback more constructive, and learning experiences more meaningful. In essence, a culture of celebration transforms instruction from a mere transfer of knowledge to an empowering journey of shared growth and success.

### **Special Forces Team Expectation**

When we talk about instilling a culture of celebration for both our students and our colleagues in the context of Special Education, we're setting a standard that goes beyond conventional instructional goals. This team expectation is a reflection of our unwavering commitment to not just the academic but also the emotional and collaborative aspects of our work.

1. **For Our Students:** This expectation emphasizes that every student, regardless of their challenges, has strengths, capabilities, and achievements worth celebrating. By setting this as a standard, we're challenging ourselves to look beyond traditional metrics of success and value the diverse ways our students grow, adapt, and overcome. It pushes educators to be attentive, to deeply engage with each student's journey, and to identify and celebrate even the smallest victories, fostering a more inclusive and empowering learning environment.
2. **For Our Colleagues:** The field of Special Education is both rewarding and demanding. By creating a culture that celebrates the achievements and efforts of our colleagues, we're acknowledging the hard work, innovation, dedication, and resilience that goes into shaping successful outcomes for our students. Recognizing and celebrating our peers not only boosts morale but also promotes a collaborative spirit, mutual respect, and shared learning. It pushes us all to constantly innovate, share best practices, and uplift each other in times of challenge.

Setting such a culture as an expectation means that we're actively choosing to prioritize positivity, recognition, and communal growth in our program. It sends a message that every individual's contribution, whether they're a student mastering a new skill or a colleague implementing a novel teaching strategy, is valuable and essential to the collective success of the team.

In essence, this expectation ensures that our Special Education team operates not just as educators and support staff but as an interconnected community that believes in the potential of every member and celebrates each step forward, no matter how big or small.

Celebrating each other and students daily can uplift morale, build a sense of community, and foster a positive environment conducive to learning. Here are some tangible examples of how members of our special education team can do so:





### **Celebrating Team Members:**

1. Morning Compliments: Begin the day by offering genuine compliments to colleagues, recognizing something they've done well or appreciating a trait they consistently display.
2. Thank You Notes: Leave surprise notes on a colleague's desk, thanking them for their help, their dedication, or just for being a great team member.
3. Shout-outs in Meetings: During team huddles or meetings, take a moment to recognize a team member's effort or a strategy they've implemented that had positive outcomes.
4. Share Resources: If you find a tool, article, or resource that benefited your teaching, share it with the team, acknowledging the person who originally introduced it to you.
5. Coffee or Snack Break: Occasionally bring in a treat like a coffee or snack for a colleague as a way of saying thanks or just to brighten their day.
6. Celebrate Special Days: Remember birthdays, anniversaries, or other special days in team members' lives and celebrate with a small gesture, be it a card, a song, or a shared treat.

### **Celebrating Students:**

1. Personalized Praise: Offer specific praise tailored to individual students rather than generic words. For instance, "I noticed how patient you were while helping James with his project. That was kind of you!"
2. Progress Journals: Maintain journals where students can note their daily achievements. Review these together, celebrating the small steps of progress.
3. Peer Recognition: Create opportunities for students to acknowledge and celebrate each other, perhaps by sharing something positive about a classmate at the end of the day.
4. Involve Parents: Send positive notes or make calls home to share students' achievements, making sure every student gets positive feedback at some point.
5. Celebrate Effort: It's not just about the results. Recognize and applaud the effort students put into their work, emphasizing the importance of persistence and resilience.

Daily celebrations, even if they're small, can have a massive impact on team cohesion and student morale. It's a beautiful way to cultivate a positive atmosphere where every individual feel seen, valued, and motivated to contribute their best.


**Personal Reflection Question:**

Reflecting on your experiences within our special education program, can you recall a moment where celebrating a student or colleague's achievement had a profound impact on you or shifted your perspective on the importance of recognition?


**Personal Goal:**

Reflect on how you can personally contribute to fostering this Culture of Celebration. Whether it's taking a moment to recognize a student's effort, showing gratitude towards a colleague, or any other gesture that celebrates the accomplishments and efforts around you. Set a goal for yourself that you can track and measure, ensuring that you actively participate in this positive shift.


**Team Reflection Question:**

As a team, how can we ensure that every member, including our students, feels seen, recognized, and celebrated for their contributions, ensuring that our culture of celebration remains consistent and genuine?


**Instructional Goal:**

Think about how you can incorporate celebration into your instructional methods and classroom management strategies or therapy. Perhaps it's setting up a reward system, creating a 'Wall of Fame' for students, or integrating positive reinforcement techniques into your lessons. Set a goal that focuses on celebrating academic and behavioral achievements of students in ways that align with your teaching or therapy style.




## A Culture of Kindness (Assume Positive Intent)

A Culture of Kindness and the practice of assuming positive intent are pivotal elements, especially within the framework of a special education team. Their importance cannot be overstated for several reasons:

1. **Establishing a Safe Environment:** Special education students often have unique challenges and needs. A Culture of Kindness ensures that these students feel safe, accepted, and valued in their learning environment. When they perceive that educators approach situations with kindness and understanding, they are more likely to engage, participate, and thrive.
2. **Building Trust:** Trust is foundational for the relationship between educators, students, and their families. By consistently assuming positive intent, educators build trust with each other and with their students. This trust then translates into stronger partnerships, more open communication, and better student outcomes.
3. **Promoting Collaborative Efforts:** Special education often requires a multi-disciplinary approach. When team members operate under the assumption of positive intent, it fosters a more collaborative environment. Team members are more likely to share ideas, provide support, and work together effectively, ultimately benefiting the students they serve.
4. **Reducing Misunderstandings:** Communication is integral to effective education, especially in special education settings. By assuming positive intent, potential misunderstandings or miscommunications can be addressed proactively and respectfully, preventing conflicts and ensuring that the primary focus remains on the students' best interests.
5. **Modeling Essential Skills:** Special education students often require explicit instruction in social-emotional skills. When they observe a consistent Culture of Kindness among educators, they are exposed to practical models of empathy, understanding, and constructive communication. Over time, students internalize these behaviors and incorporate them into their own interactions.
6. **Enhancing Morale and Job Satisfaction:** Teaching can be demanding, and special education comes with its unique challenges. A supportive environment, where colleagues consistently assume positive intent, can significantly boost morale. Educators who feel valued and understood are more likely to experience job satisfaction, leading to better retention rates and more consistent support for students.
7. **Inclusive Mindset:** Special education revolves around the principle of inclusivity. A Culture of Kindness reinforces this by fostering an environment where differences are embraced, and every individual's intent is seen in a positive light. This creates a holistic approach where everyone—regardless of their abilities, backgrounds, or challenges—is treated with kindness and respect.

In essence, a Culture of Kindness and the practice of assuming positive intent are not just ideals; they are practical tools. They weave a fabric of support, trust, and understanding that underpins every interaction within the special education setting, ensuring that both educators and students are empowered to achieve their best.



## Impact on Teaching and Learning

A team culture characterized by kindness and the practice of assuming positive intent can profoundly shape the teaching and learning landscape. The impact of such a culture reverberates through every aspect of the educational experience, with the following notable effects:

1. **Enhanced Learning Environment:** An atmosphere infused with kindness provides a conducive environment for learning. Students are more likely to feel safe, engaged, and motivated when they perceive that educators and peers approach each other with kindness and understanding.
2. **Strengthened Teacher-Student Relations:** When teachers operate from a foundation of kindness and positive intent, they foster deeper, more trusting relationships with their students. Such relationships are key for differentiated instruction, addressing individual needs, and providing the necessary support to ensure each student's success.
3. **Boosted Team Collaboration:** When educators assume positive intent in their interactions with colleagues, misunderstandings diminish, and collaborative efforts thrive. This results in more effective team planning, shared resources, and cohesive instructional strategies, all of which directly benefit the students.
4. **Increased Resilience:** In environments that prioritize kindness, challenges, mistakes, or failures become opportunities for growth rather than sources of criticism. This fosters resilience in students, as they learn to approach obstacles with a growth mindset, understanding that setbacks are a natural part of the learning process.
5. **Modeled Social-Emotional Skills:** A culture of kindness serves as an ongoing, live demonstration of key social-emotional skills. Students witness empathy, active listening, and constructive communication daily. Over time, they absorb these behaviors, enhancing their interpersonal skills and emotional intelligence.
6. **Minimized Disruptions:** Assuming positive intent reduces the potential for conflicts and misunderstandings among staff and students alike. This means fewer disruptions in the classroom, ensuring that the primary focus remains on learning and teaching.
7. **Teacher Well-being and Retention:** A positive team culture contributes to job satisfaction and overall well-being among educators. When teachers feel supported, valued, and understood, they are more likely to remain in their roles long-term, providing stability and consistent quality education for students.
8. **Promotion of Inclusivity:** In a culture where kindness is paramount and positive intent is assumed, inclusivity thrives. Differences, whether in learning styles, backgrounds, or personal experiences, are not only acknowledged but celebrated. This fosters a holistic, inclusive approach to teaching, ensuring all students feel seen and valued.

In summary, a team culture rooted in kindness and the assumption of positive intent has cascading effects on the teaching and learning process. It transforms the educational environment, making it more nurturing, effective, and responsive, ultimately leading to enriched experiences and outcomes for both educators and students.



### **Special Forces Team Expectation**

At the heart of the Lapwai Special Education Team lies a commitment to fostering a culture grounded in kindness. Every member, without exception, is expected to embrace and practice this principle. Key to this is the expectation of always assuming positive intent in all interactions and decisions. Our shared goal is to create an environment where understanding, empathy, and mutual respect are paramount, ensuring that we provide the best possible support for our students and each other.

#### **Examples of How This Expectation Should be Lived Throughout the Day in the School Workplace:**

1. **Morning Greetings:** Begin the day by greeting students, parents, and colleagues with a warm smile and a positive word. Such simple gestures set a positive tone for the day ahead.
2. **Active Listening:** When a student, parent, or colleague speaks, listen actively and empathetically, refraining from jumping to conclusions. For instance, if a student is acting out, instead of reprimanding them immediately, take a moment to ask and understand if there's an underlying issue.
3. **Collaborative Meetings:** During team meetings or discussions, approach each member's perspective with an open mind. If there are disagreements, start with the belief that each team member is operating from a place of care and concern for the students.
4. **Feedback with Empathy:** When providing feedback or constructive criticism, do so with kindness and understanding. For instance, if a teaching strategy didn't work as expected, approach the situation with suggestions and support rather than blame.
5. **Celebrate Small Wins:** Recognize and celebrate the small achievements of both students and colleagues. A simple acknowledgment or word of appreciation can go a long way in reinforcing positive behavior and boosting morale.
6. **Addressing Conflicts:** If conflicts arise, approach them by first assuming positive intent. For instance, if a colleague forgets a responsibility, rather than assuming negligence, consider that they might have been overwhelmed or had a genuine oversight.
7. **Peer Support:** Offer help when you notice a colleague struggling, whether it's with intervention planning, managing student behavior, or even just needing a break. This gesture embodies both kindness and the assumption of positive intent, as it shows trust in the colleague's capabilities but also offers support in challenging times.

By ingraining these practices into the daily operations of the Lapwai Special Education Team, we are not only creating a harmonious working environment but also ensuring that our students receive the best support and education in a nurturing setting.


**Personal Reflection Question:**

How have I personally practiced a Culture of Kindness and assumed positive intent in my interactions with colleagues and students? Were there moments I could have done better, and how can I improve?


**Personal Goal:**

Reflect on your interactions, both inside and outside the school. How can you further embed a Culture of Kindness in your daily actions, behaviors, and words? Additionally, consider moments where assuming positive intent could change the dynamics of a situation, fostering a more understanding and collaborative atmosphere.


**Team Reflection Question:**

As a team, can we recall instances where our Culture of Kindness and the practice of assuming positive intent significantly impacted our work environment or student outcomes? How can we strengthen these practices moving forward?


**Instructional Goal:**

Think about your teaching strategies, classroom management, and communication with students. How can a Culture of Kindness and the practice of assuming positive intent be more deeply integrated into your instructional methods? How might these practices affect student outcomes, participation, and overall classroom morale?




## A Culture of Avoiding Gossip, Blaming and Complaining

A Culture of Avoiding Gossip, Blaming, and Complaining is paramount for the Lapwai special education team for several reasons:

1. **Fostering Trust and Unity:** In the intimate environment of special education, trust is foundational. When team members avoid gossip, they nurture an atmosphere of trust where every member feels secure. This trust is not only essential among the team but also crucial for the students, who often need a stable and trusting environment to thrive.
2. **Positive and Constructive Environment:** Gossip and complaining can quickly erode the positive atmosphere of a classroom or a team. For students with special needs, a positive, consistent, and constructive environment is often essential for their academic and social progress.
3. **Professionalism:** Gossiping and blaming do not align with professional behavior. Upholding a high standard of professionalism ensures the team operates cohesively and efficiently and sends a strong message to students about respect and integrity.
4. **Effective Problem Solving:** Blaming prevents the team from getting to the root of an issue. Instead of focusing on the problem, energy is wasted on pointing fingers. By avoiding blame, the team can collaboratively and efficiently address challenges.
5. **Modeling Behavior for Students:** Students often look up to teachers and support staff as role models. When the special education team avoids gossip, blaming, and complaining, they set a positive example for students to emulate, teaching them essential life skills of respect, integrity, and resilience.
6. **Mental and Emotional Well-being:** Constantly being around negativity can take a toll on one's mental and emotional health. By actively avoiding such behaviors, the team ensures a healthier, more positive workplace, which can translate into a more vibrant and effective teaching environment.

### Importance of Going to the Source

It's always important to go directly to the source when resolving issues due to the following reasons:

1. **Accuracy of Information:** Going directly to the source ensures you're getting the most accurate and firsthand information. This reduces misunderstandings that can arise from hearsay.
2. **Builds Respect:** Addressing concerns directly shows respect for the other person. It signals that you value clarity and are committed to understanding their perspective.
3. **Timely Resolution:** Bypassing gossip and directly addressing concerns can lead to quicker solutions. When you go straight to the source, you can discuss, understand, and find solutions in real-time.
4. **Avoids Miscommunication:** The "telephone game" effect, where the original message gets distorted as it's passed along, can be detrimental in a professional setting. Direct communication eliminates this risk.
5. **Strengthens Relationships:** Open and direct communication can strengthen professional relationships. It fosters an environment where team members feel they can be honest and transparent with each other.



For the Lapwai special education team, creating and maintaining an environment devoid of gossip, blame, and complaints, while emphasizing direct communication, is essential. Such a culture not only benefits the staff but, more importantly, creates the best possible learning environment for the students they serve.

### **Addressing a Peer who is Gossiping or Complaining**

#### 1. Direct Approach:

"Hey [Name], I noticed that there have been a few times where we've discussed other staff members or situations outside of a professional context. It's important for us to remain supportive and focused on our students' well-being. Can we discuss our concerns in a more constructive way?"

#### 2. Empathetic Approach:

"I understand that we all have those days when we feel the need to vent, but I think it's crucial for us to create a positive environment for our students. How can I support you in addressing your concerns directly?"

#### 3. Reflective Question:

"Do you think discussing [Issue/Person] this way is beneficial for our team's cohesion and our students' progress?"

### **Importance of Holding Each Other Accountable:**

#### 1. Trust and Team Cohesion:

- Gossip and complaints can undermine the trust within a team. In a special education program, collaboration is essential for ensuring the success of our students. By holding each other accountable, we strengthen the bonds within the team.

#### 2. Professionalism:

- Our role as educators demands a high level of professionalism. Engaging in gossip or complaints can deteriorate our professional image.

#### 3. Student Welfare:

- Our main goal is the success and welfare of our students. When we divert our energies to negative discussions, it detracts from our core mission.

### **Benefits of Refraining from Complaining:**

#### 1. Positive Environment:

- By avoiding gossip and complaints, we contribute to a positive, productive, and solution-oriented environment.

#### 2. Enhanced Problem-Solving:

- Instead of focusing on the problem, our energies can be directed toward finding solutions.

#### 3. Stress Reduction:

- Engaging in negative conversations can heighten feelings of stress and frustration. By refraining from these discussions, we can maintain better mental well-being.

#### 4. Improved Relationships:





- Constructive conversations can foster mutual respect and understanding among team members.

### **Impact on Teaching and Learning**

Avoiding gossip and complaining fosters a focused, positive, and collaborative environment for educators. When educators are centered on constructive communication, they can more effectively share insights, strategies, and feedback about instructional practices. This emphasis on positive collaboration ensures that the energy and time are directed toward optimizing student learning experiences, addressing individual needs, and fostering a classroom atmosphere where students feel supported, valued, and motivated to engage in their educational journey.

### **Special Forces Team Expectation**

For the Lapwai Special Education team, our primary focus is the well-being, development, and progress of our students. As such, fostering a positive and productive environment is crucial not only for the educators but also for the students we serve. Consequently, it's imperative that we set and maintain standards that reflect this mission.

A Culture of Avoiding Gossip, Blaming, and Complaining is an established expectation for our team. This is not merely a set of guidelines but a foundational value:

1. **Gossip:** Gossip can erode trust, the backbone of any successful team. It can create divisions and distract from our main mission – supporting our students. Thus, gossip has no place within our team. We value open, honest, and positive communication.
2. **Blaming:** Assigning blame doesn't solve problems. Our aim should always be to find solutions and continuously improve our methods. This means taking responsibility for our actions and seeking collaborative approaches to challenges.
3. **Complaining:** While it's natural to feel frustrated or overwhelmed at times, constant complaining can diminish morale and hinder productivity. It's more constructive to channel our energy into seeking solutions and support.

Going to the source is vital:

1. It promotes direct, clear communication, ensuring that misunderstandings are addressed at the root.
2. It prevents the spread of misinformation.
3. It fosters a culture of respect, where team members value and trust one another enough to address issues head-on.
4. It ensures faster resolution of concerns, as they are addressed directly with the involved parties.

By embracing these expectations, the Lapwai Special Education team commits to a proactive, solution-oriented, and respectful approach in all interactions. This commitment ensures that our energies are optimally channeled towards what truly matters – the holistic development and well-being of our special education students. Here are some practical examples for the members of the Lapwai special education team:



### **Avoiding Gossip:**

1. **Walk Away:** If a colleague starts gossiping, it's appropriate to either change the subject or simply excuse oneself from the conversation.
2. **Promote Positivity:** Instead of discussing others, share positive stories or success anecdotes related to work.
3. **Be the Voice of Reason:** If someone tries to share gossip, calmly remind them of the team's values or simply express that you'd rather not discuss that topic.

### **Avoiding Blaming:**

1. **Use "I" Statements:** Instead of saying "You didn't provide the resources," say, "I felt overwhelmed without the necessary resources."
2. **Seek Understanding:** If something goes wrong, ask questions to understand the situation instead of immediately assigning blame.
3. **Take Responsibility:** If you make a mistake, own up to it, learn from it, and think of ways to avoid it in the future.

### **Avoiding Complaining:**

1. **Reframe Perspective:** Instead of seeing challenges as problems, view them as opportunities to learn and grow.
2. **Be Solution-Focused:** If something isn't working, think about ways to address the issue or bring possible solutions when discussing it with the team.
3. **Practice Gratitude:** Start meetings with a moment of gratitude, where members share something they're grateful for. This sets a positive tone.

### **Going to the Source:**

**Direct Communication:** If you have an issue or misunderstanding with a colleague, schedule a time to discuss it directly with them instead of discussing it with others.

1. **Use Neutral Language:** When approaching someone with a concern, avoid accusatory or confrontational language. Instead, express your feelings and ask for their perspective.
2. **Seek Mediation:** If you're unsure how to approach a situation, consider asking a supervisor or another neutral party to mediate the conversation.
3. **Use Active Listening:** When going to the source, make sure to listen actively. This involves fully concentrating, understanding, and responding to what the other person is saying.

By practicing these behaviors daily, the Lapwai special education team can create a supportive, positive, and productive work environment that benefits both educators and students.


**Personal Reflection Question:**

Reflect on a time when you were tempted to participate in gossip or complain about a situation or colleague. How did you handle it, and what did you learn about the importance of maintaining positivity and open communication in our specialized environment?


**Personal Goal:**

Reflect on your communication habits and interactions. Set a goal to consciously avoid participating in or encouraging gossip and complaints. Instead, focus on direct and constructive communication, understanding that addressing concerns openly and positively can lead to growth and solutions.


**Team Reflection Question:**

As a team, how can we actively foster a culture that promotes open communication and discourages gossip or negative talk, ensuring that our focus remains on providing the best support for our students and each other?


**Instructional Goal:**

Consider how gossip and negative chatter can inadvertently influence our instructional practices and classroom environments. Set a goal to maintain a positive classroom atmosphere, ensuring that discussions about students or instructional strategies remain solution-focused and respectful, both inside and outside the classroom.




## A Culture of Confidentiality

Confidentiality stands as one of the fundamental pillars in our commitment to serving our students and their families. It's not just about compliance; it's about trust, respect, and creating a safe environment where our students can thrive. In the field of Special Education, the safeguarding of sensitive information is not just an ethical imperative but also a fundamental cornerstone of effective and respectful practice.

1. **Dignity and Respect:** Every student deserves to have their personal and educational information treated with the utmost dignity and respect. By maintaining confidentiality, we recognize and uphold the intrinsic worth of each individual, ensuring that their experiences, challenges, and triumphs are honored appropriately.
2. **Building Trust:** For students and families involved in Special Education, trust in educators and support staff is paramount. Parents share intimate details about their child's life, health, and learning experiences with the expectation that this information will be used solely for the benefit of their child's education. Breaches in confidentiality can irrevocably damage this trust.
3. **Navigating Small Communities:** In smaller communities where connections run deep and everyone knows everyone, the importance of confidentiality is amplified. Information, when leaked, can quickly spread, leading to potential misconceptions, stigma, or unintended consequences for the student and their family. In these tight-knit environments, respecting confidentiality is not just about protecting information; it's about safeguarding the student and family's place and reputation within the community.
4. **Professional Boundaries:** Even within the educational setting, there must be clear boundaries about who has access to specific information. Sharing details about a student's Special Education needs, challenges, or family situation with colleagues who don't have a direct role in that student's education can be both unnecessary and harmful. Every educator should adhere to the principle of "need to know" — if someone doesn't have a direct, constructive purpose for accessing certain information, then that information should remain confidential.
5. **FERPA and Special Education:** The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. Under FERPA, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. This includes details about a student's Special Education needs or any services they are receiving. Special Education staff, therefore, have a legal obligation, in addition to a moral one, to ensure that students' records are only accessed by individuals who have a legitimate educational interest. Any breach of this could not only harm the student but also lead to legal ramifications for the school and the staff member.

Cultivating and maintaining a culture of confidentiality in Special Education is a multi-faceted responsibility that combines legal obligations, ethical considerations, and the need to foster trust and respect. Whether safeguarding sensitive information in a bustling urban setting or a close-knit small town, it is an imperative that serves as the backbone of a just and effective educational system.



## **Impact on Teaching and Learning**

A culture of confidentiality within our Special Education team directly enhances student instruction by fostering an environment of trust, respect, and focused attention. When students, families, and educators are assured that sensitive information is safeguarded, there is a deeper willingness to share, understand, and collaborate. This leads to tailored instructional strategies, more accurate support, and a sense of security for students, allowing them to engage more openly and confidently in their educational journey. Moreover, when the team operates within a framework of confidentiality, energy is channeled into constructive educational endeavors rather than potential distractions, ensuring that every student benefits from a wholly committed and respectful teaching approach.

## **Special Forces Team Expectation**

Confidentiality, both within the school environment and beyond its walls, is a non-negotiable expectation for all members of our Special Education team. Every team member must understand and unequivocally commit to upholding the highest levels of confidentiality concerning our students and their families. This commitment is not only essential for maintaining trust and professional integrity but is also a cornerstone of our team's values and operations. As representatives of our Special Education team, it is imperative that each member consistently exemplifies this standard, ensuring that every student's right to privacy is respected and protected at all times. Here are some specific ways to protect confidentiality and respond when faced with requests for confidential information:

### **Ensuring Confidentiality:**

1. **Limit Discussions:** Only discuss student information in private settings, and never in public spaces or where conversations can be overheard, such as in hallways or staff lounges.
2. **Use Initials:** When needing to discuss students among professionals who are aware of their identities, use initials or codes rather than full names.
3. **Log Off Computers:** Always log off or lock computers when not in use to prevent unauthorized access to electronic records.
4. **Shred Documents:** Any printed documents with student information that are no longer needed should be shredded, not merely thrown away.
5. **Avoid Social Media Sharing:** Never share specifics about students or their families on personal or professional social media accounts, even if names aren't mentioned.

### **Responding to Requests for Confidential Information:**

1. **Stay Calm and Courteous:** Always remain calm and professional, even if someone becomes insistent or upset.
2. **Provide a General Statement:** "I'm sorry, but I'm not able to share that information. It's important that we protect the privacy and confidentiality of our students and families."
3. **Direct to Appropriate Channels:** If someone needs specific information, guide them to follow the proper procedures or channels, such as making a formal request through the school's administration.
4. **Educate:** Gently remind colleagues or other staff about confidentiality laws and the importance of protecting student and family privacy.



5. Seek Support: If you're unsure about whether you can share certain information or how to handle a situation, seek guidance from your supervisors.
6. Reiterate FERPA: "Under the Family Educational Rights and Privacy Act (FERPA), I am legally obligated to protect the confidentiality of student records. I hope you understand."

By adhering to these practices, the Lapwai Special Education team will not only uphold legal and ethical standards but will also foster a trusting relationship with the students and families they serve.

**Personal Reflection Question:**

How have I actively ensured the confidentiality of our students and their families in both my professional actions and conversations, and are there areas where I can further strengthen my commitment to this vital team expectation?

**Personal Goal:**

Consider your interactions, both within our educational community and outside of it. Reflect on moments where you've upheld confidentiality and moments where you may have been faced with challenges. Based on your reflections, set a personal goal that will guide your actions in ensuring the utmost confidentiality in all situations.

**Team Reflection Question:**

As a team, how have our collective actions and discussions reflected our commitment to upholding the utmost confidentiality for our students and their families, and where can we identify opportunities to reinforce and improve upon this core expectation together?

**Instructional Goal:**

Reflect on your current instructional practices. How does maintaining confidentiality influence the way you approach teaching, planning, and interacting with students? Set a goal that integrates the principles of confidentiality into your instructional strategies, ensuring that every student benefits from a safe and respectful learning environment.



## A Culture of Active Participation in Professional Development

Traditionally, professional development might have been viewed as an 'extra' or a 'bonus.' But for us, in the realm of special education, it's foundational. Our students come with diverse needs, and the landscape of special education is always evolving. It's not an exaggeration to say that our ability to serve them best hinges on our commitment to professional growth.

Furthermore, in an often-demanding field like ours, it's vital for us to invest in our professional well-being. Our Professional Development Fridays are not just about being better educators; they're about being healthier, more fulfilled individuals. Consider how professional development benefits our team:

1. **Enhanced Skill Set:** Regular professional development allows us to stay updated with the latest methods, techniques, and best practices in special education. This ensures that we offer our students the very best in terms of instruction and support.
2. **Team Cohesion:** These sessions are not just about individual growth but also about team bonding. It's our chance to come together, discuss, collaborate, and understand each other's perspectives. The stronger our bond, the better we perform as a unit.
3. **Addressing Challenges:** These Fridays provide us with a platform to discuss and address any ongoing challenges, brainstorm solutions, and learn from each other's experiences.
4. **Mental and Emotional Refresh:** Beyond skills and techniques, these sessions often touch on ways to manage the emotional and mental strains that come with our roles. This focus on well-being is invaluable for our longevity and effectiveness in the profession.
5. **Commitment to Excellence:** Regular professional development is a testament to our dedication to excellence. It shows that we're not just content with the status quo but are continually striving to improve.

While it is understandable that life happens and unforeseen circumstances can arise; however, to the fullest extent possible, as a member of our Special Education team, make attendance on Fridays a priority. Please be absent only in cases of absolute emergencies. Your presence contributes significantly to the group's dynamics, learning, and growth. Each missed session is a missed opportunity for our team as a collective.

Our Professional Development Fridays are not just meetings; they're an investment. An investment in our students, our team, and ourselves. Let's make this commitment together and continue to make a significant difference in the lives of our students.

### Impact on Teaching and Learning

Participating in professional development with our Special Education team directly enhances the instruction of our students. Such engagement allows the team to stay updated with the latest evidence-based strategies, share invaluable insights, and refine methodologies tailored to our students' unique needs. This collective growth ensures that we're not only delivering the best possible educational experiences but also creating an adaptive and responsive environment where students can thrive. By continually investing in our skills and knowledge as a unified team, we reaffirm our commitment to excellence, ensuring that each student benefits from the collective expertise and dedication of a well-informed and collaborative educational community.



### **Special Forces Team Expectation**

Attending and actively participating in Friday Professional Development is deemed an expectation for our Special Education team members for several compelling reasons:

1. **Commitment to Excellence:** Special Education is an ever-evolving field, with new research, strategies, and technologies emerging regularly. By setting an expectation of active participation in Professional Development, we emphasize our team's unwavering commitment to staying at the forefront of these advancements.
2. **Dedication to Students:** Every hour spent in Professional Development is a testament to our team's dedication to our students. It underscores our belief that by enhancing our skills and knowledge, we can provide more tailored, effective, and impactful educational experiences for our students.
3. **Cohesive Team Growth:** Attending these sessions as a unified team promotes shared learning. This collective growth ensures that the entire team has a consistent understanding and approach, leading to a more harmonized instructional environment for our students.
4. **Reinforcing a Culture of Continuous Learning:** By setting this as a high expectation, we're fostering a culture where continuous learning and self-improvement are not just encouraged but are integral components of our professional ethos.
5. **Valuing Collaboration:** Active participation means not just being present but also engaging, discussing, and collaborating. This encourages the sharing of insights, experiences, and best practices among team members, enriching the overall knowledge pool.
6. **Accountability and Responsibility:** By setting and upholding this expectation, we're emphasizing the accountability and responsibility of each team member to not only their professional growth but also to the collective success of the team and the progress of our students.
7. **Modeling Lifelong Learning:** As educators, we're not just instructors but role models for our students. By actively engaging in our own learning, we set a tangible example for our students about the value and importance of continuous education and growth.

In essence, the expectation to attend and actively participate in Friday Professional Development is a clear indication of our dedication to excellence, our students' success, and the collective growth and unity of our Special Education team. It is a hallmark of our professional integrity and our commitment to delivering the best possible educational experiences for our students.




**Personal Reflection Question:**

How has my attendance and active participation in Friday Professional Development sessions influenced my professional growth and effectiveness in the classroom, and what can I do to maximize the benefits I derive from these sessions?


**Personal Goal:**

Reflect on your individual experiences during our Friday sessions. What insights have resonated most with you? What areas do you feel need more attention in your own practice? Based on these reflections, set a personal goal that capitalizes on what you've learned and addresses areas where you'd like to grow further.


**Team Reflection Question:**

As a team, how have our shared experiences and learnings from Friday Professional Development sessions impacted our collective instructional strategies, and what collaborative steps can we take to ensure that these sessions continue to drive positive change and growth within our team?


**Instructional Goal:**

Consider how the strategies and knowledge from our Professional Development sessions can be integrated into your teaching approach. How can these new techniques or pieces of information transform your classroom experiences for your students? Set an instructional goal that brings the essence of our Friday sessions directly to your students, ensuring they benefit from our shared commitment to professional growth.




## A Culture of Accountability and Self-Initiative

Special education is a demanding field that necessitates a culture of accountability and self-initiative. It's about ensuring that the vulnerable student population gets the best possible care and education. Professionals in this field are not just educators; they are caretakers, advocates, and often, lifelines for their students. Every moment counts, every action matters, and every student deserves the best.

1. **Fundamental Needs in Special Education:** Special education caters to students with unique and diverse needs. These students often require individualized instruction and care, tailored to their specific challenges and strengths. A culture of accountability ensures that every professional in this field is fully committed to and responsible for the exceptional students they serve.
2. **Active Participation and Engagement:** In the world of special education, passive presence is insufficient. The act of merely sitting while students need active service equates to neglect. These students often require direct, personalized, and immediate intervention to support their learning. Simply being present without active engagement can delay their development and progress.
3. **Self-Initiative and Collaboration:** The dynamics of special education require staff to take self-initiative. Waiting for directions can sometimes mean a lost opportunity to make a difference. However, while initiative is crucial, so is the act of checking in with the lead teacher. It ensures alignment, consistency, and a collaborative approach to education, which is vital in this specialized field.
4. **Adherence to Schedules:** Schedules in special education are meticulously crafted, taking into account the varied needs of students. These schedules maximize the effectiveness of interventions, therapies, and instructions. Deviating from this without proper communication can throw off an entire day's plan, impacting students' routines and their learning experience. If one finds themselves in a location different from the scheduled one, it's crucial to check in with the lead teacher. This ensures continuity in service and maintains the rhythm of the day.
5. **Accountability, Not Micromanagement:** Being expected to be in a specific location and updating the lead teacher when not is rooted in accountability. It's not about being watched or controlled; it's about ensuring that every moment dedicated to students is utilized efficiently. When everyone knows their roles and locations, the system functions smoothly, ensuring that students receive consistent, high-quality care and instruction.
6. **Staying Awake and Alert:** The very essence of special education requires undivided attention, patience, and alertness. Drifting off or appearing drowsy, be it during class or professional development, suggests a lack of commitment to the students and the profession. It compromises the safety, well-being, and learning of the students. Furthermore, staying awake during professional development signifies an eagerness to learn, adapt, and bring the best practices into the classroom.

### Impact on Teaching and Learning

When a special education team establishes a culture of accountability and self-initiative, the impact on teaching and learning can be profound. Take into consideration some key areas of impact:



1. **Improved Student Outcomes:** Students with special needs are more likely to achieve their Individualized Education Plan (IEP) goals when educators hold themselves accountable for their progress. A culture of self-initiative can mean educators continuously seek out new strategies and resources to support student learning.
2. **Greater Collaboration Amongst Staff:** Accountability often goes hand-in-hand with transparency. When there's a culture of accountability, teachers, therapists, and other team members are more likely to share information about student progress, challenges, and successes. This sharing fosters a more collaborative environment.
3. **Professional Growth:** Educators in such a culture are more likely to engage in professional development, seek feedback, and reflect on their practices. They take it upon themselves to grow and adapt in order to better serve their students.
4. **Increased Trust:** Parents and guardians of special education students will have more trust in the team when they observe a consistent commitment to accountability and initiative. This trust can lead to stronger parent-educator relationships, which benefit the student's education.
5. **Proactive Problem-Solving:** A culture of self-initiative encourages educators to anticipate challenges and address them proactively, rather than waiting for issues to escalate.
6. **Higher Expectations:** A commitment to accountability often means that educators have high expectations for themselves and their students. These expectations can lead to more rigorous and personalized instruction for special education students.
7. **Increased Motivation:** When educators feel that they are part of a team that holds itself accountable, they often feel a greater sense of purpose and motivation. This positive morale can translate to more energy and enthusiasm in the classroom.
8. **Efficient Use of Resources:** An environment that fosters self-initiative will often see more efficient use of resources, as educators are more likely to seek out and share tools, strategies, and interventions that have proven effective.
9. **Consistency:** As every team member takes responsibility for their role in a student's education, there's likely to be more consistency in terms of teaching methods, communication, and expectations. This consistency is beneficial for special education students, who often thrive in structured and predictable environments.

In sum, when a special education team establishes a culture of accountability and self-initiative, it creates an environment where educators are motivated to bring their best, collaborate effectively, and remain focused on the ultimate goal: the success and well-being of their students.

### **Special Forces Team Expectation**

Our team's mission is profound: to ensure that every student with unique learning needs receives the support, resources, and attention they deserve. To effectively fulfill this mission, we have established the expectation that our team operates within a culture of accountability and self-initiative. This is not just a guideline but is foundational to how we conduct business.

1. **Commitment to Excellence:** Our students deserve nothing but the best. Accountability ensures we consistently meet the high standards set for us, and self-initiative ensures we continue to evolve and improve in our roles.



2. Collaborative Synergy: Our strength lies in our collective effort. By taking the initiative while ensuring that every action aligns with our broader vision, we function as a cohesive unit, maximizing the impact of our efforts.
3. Clear Chain of Communication: The lead teacher holds a central role in guiding and directing our strategies. Continuous communication with them ensures alignment, consistency, and effective decision-making. Additionally, our lead teachers are responsible for keeping the Special Education Director informed, ensuring transparency and coordination at all levels.

#### **Concrete Examples of Initiative and Accountability:**

1. Lesson Customization: Recognizing a student's specific challenge, a team member might differentiate or scaffold a lesson to better suit that student's needs. They would then inform the lead teacher of the adjustments and the reasoning behind them.
2. Tracking and Reporting: Proactively gathering data on student progress, a team member would analyze the findings and share them with the lead teacher. This ensures timely interventions and informed decision-making.
3. Peer Collaboration: If a student's challenge intersects with another specialist's domain, a team member might collaborate with that specialist for a holistic approach, always keeping the lead teacher in the loop.
4. Seeking Feedback: Beyond regular check-ins, team members might actively seek feedback from the lead teacher on their strategies and performance, ensuring continuous alignment and improvement.
5. Prompt Reporting: Should there be any incidents or challenges during the day, the team member would promptly report to the lead teacher, ensuring timely action and intervention if necessary.
6. Engaging External Help: If outside experts or resources are needed, the team member would first consult with the lead teacher, who in turn would communicate with the Special Education Director if necessary.

#### **Clear Line of Command:**

Every team member is expected to keep the lead teacher informed at each step of their process. This not only maintains consistency but also ensures that our strategies are in harmony. In turn, lead teachers have the responsibility to liaise with the Special Education Director, ensuring that our team's actions and decisions are in alignment with the school's broader objectives.

By fostering a culture of accountability and initiative, and by maintaining clear and open lines of communication, we ensure that our Special Education team operates at its highest potential, always putting the needs and well-being of our students at the forefront.


**Personal Reflection Question:**

Reflect on a specific moment in your special education career when your self-initiative directly impacted a student's learning or well-being. How did that experience influence your perspective on the importance of proactive engagement and accountability in our field?


**Personal Goal:**

Reflect on how you can imbue your daily routine and interactions with greater accountability and proactivity. Think about habits you'd like to develop or practices you'd like to implement that resonate with these values.


**Team Reflection Question:**

Considering our collective goal of providing exceptional support to our students, how can our team further strengthen our culture of accountability and initiative? Are there any specific practices or processes that we can implement or improve to better align our actions with our mission?


**Instructional Goal:**

Reflect on your teaching strategies and interactions with students. How can you ensure that every lesson, intervention, or interaction is steeped in accountability and self-initiative?




## A Culture of Flexibility and Adaptability

In the dynamic world of Special Education, we find ourselves at the nexus of diverse learning needs, changing environments, and evolving pedagogical strategies. At the heart of our mission lies a principle that is both simple and profound: to meet our students where they are. This calls for more than just an understanding of their academic needs; it demands a culture steeped in flexibility and adaptability.

Why is a culture of flexibility and adaptability so critical?

1. **Diverse Student Needs:** No two students, even those with similar diagnoses or challenges, are precisely alike in their learning trajectories. Being flexible allows us to tailor our strategies not just to a broad category of needs but to the unique nuances of each student.
2. **Dynamic Learning Environments:** Our commitment to students often means we move beyond the confines of a singular classroom or building. It's not unusual for our team members to traverse between school buildings or shift student assignments. This movement ensures that our expertise is channeled where it's most needed. Whether it's collaborating with another educator in a different school or adapting to a new student's needs midway through the year, our flexibility ensures uninterrupted support for our students.
3. **Evolving Best Practices:** The field of special education is continually growing. New research, techniques, and technologies emerge that can make a world of difference in our students' lives. Adaptability ensures we're not just aware of these changes, but actively integrating them into our practices.
4. **Building Resilience:** Just as we teach our students to adapt to their environments and challenges, we too model this resilience. By showcasing our flexibility, we reinforce to our students that change, while sometimes daunting, is navigable and often brings new opportunities.
5. **Facilitating Collaboration:** Our commitment to going where the students' needs are often leads to enhanced collaboration. When we step into different environments or take on varying assignments, we open doors to new perspectives, insights, and team dynamics. This cross-pollination of ideas enriches our collective knowledge base.

In essence, our ability to flexibly navigate the vast landscape of special education is not just a logistical necessity; it's a pedagogical imperative. Our adaptability underlines our unwavering commitment to our students, ensuring that no matter where they are or what challenges they face, their Special Forces team is right beside them, equipped and ready to guide them towards success.

Our journey as a Special Forces team is not static, nor should it be. In the fluid dance of learning and teaching, it is our flexibility and adaptability that keep us in step with our students, always ready to lead or follow based on their unique rhythms and needs.

### Impact on Teaching and Learning

Creating a culture of adaptability and flexibility in a Special Education setting, especially when coupled with constraints like the lack of substitutes for staff absences, can have significant impacts on both educators and students. Here's an exploration of the implications:



#### 1. Heightened Responsiveness to Individual Needs:

- **Personalized Learning:** Given the adaptive nature, students will receive more individualized attention, ensuring their unique needs are catered to effectively.
- **Quick Turnaround:** An adaptable team is swift to modify student assignments or interventions based on real-time feedback, ensuring that interventions are effective.

#### 2. Inculcation of Problem-Solving and Resilience:

- **Staff Problem-Solving:** The lack of substitutes means the Special Education team must think on their feet, developing a problem-solving approach to challenges.
- **Student Adaptability:** Students observing this adaptability may learn to be resilient and adaptive in the face of change.

#### 3. Deepened Collaboration and Teamwork:

- **Interdependency:** The absence of substitutes compels team members to rely on each other more deeply, fostering teamwork and camaraderie.
- **Resource Sharing:** Staff may need to share resources or co-teach, resulting in a richer, multi-faceted teaching approach.

#### 4. Increased Student Empathy and Understanding:

- **Modeling Flexibility:** When students witness educators adapting and handling challenges, they may develop a sense of empathy and a deeper understanding of the importance of flexibility in life.

#### 5. Encourages Proactive Planning:

- **Backup Plans:** Knowing that substitutes aren't available might lead the team to create contingency plans or backup strategies in advance.
- **Cross-training:** Staff will be trained in multiple areas to ensure smooth operations even during absences.

#### 6. Reinforces the Importance of Communication:

**Regular Check-ins:** To handle the dynamic nature of this setting, regular team check-ins become crucial to ensure everyone is on the same page.

#### **Special Forces Team Expectation**

At the heart of our Special Education Team lies a steadfast commitment to serving the unique and evolving needs of our students. As such, it is an essential expectation that our staff will navigate to where the students' needs are most pressing. This may occasionally entail changing building assignments based on the dynamic requirements of our students.



In the event of a staff member's absence, it remains our priority to ensure uninterrupted quality support to our students. As a result, staff re-assignments may be necessary to fulfill the commitments of our Special Education program and to cater to the immediate needs of our students.

We recognize that these adjustments may present challenges, but it is a fundamental expectation that all staff approach such changes with flexibility, adaptability, and a positive mindset. Embracing these changes not only reflects our dedication to our students but also reinforces the strength and unity of our team.

**Personal Reflection Question:**

Reflecting on your own experiences in the field of Special Education, can you recall a time when your flexibility and adaptability directly impacted a student's success? How did that experience shape your perspective on the importance of these traits?


**Personal Goal:**

Think of a specific instance where adaptability would have changed the outcome of a situation. How can you better prepare for similar scenarios in the future?


**Team Reflection Question:**

As a team, discuss a recent situation where the group had to quickly adapt to a sudden change or challenge. How did the team's flexibility benefit the students, and what can be learned or improved upon for future similar situations?






## A Culture of Daily Email Check-In

As we navigate the multifaceted realm of special education, effective and consistent communication remains one of our most vital tools. To ensure that we are all informed, aligned, and prepared for each day, we have implemented the daily email check-in.

### Purpose & Importance:

1. **Timely Updates on Staff Absences:** Our environment requires adaptability, but foreknowledge gives us the power to plan better. Knowing in advance about staff absences allows us to adjust our schedules, resources, or strategies, ensuring that our students experience minimal disruptions.
2. **Direct Communication from the Director:** The daily email check-in is not just an informational tool—it's a direct channel from the Special Education Director to each team member. It's a way to convey important updates, reminders, or directives that need immediate attention.
3. **Two-Way Communication Channel:** More than just a medium for updates, this daily email also serves as a conduit for dialogue. It's an opportunity for each team member to share their needs, voice concerns, celebrate achievements, and maintain an open line of communication with the director. In a field as dynamic as ours, having your insights, feedback, and updates is invaluable.

### Impact on Teaching and Learning

The profound impact of effective and consistent communication on teaching and learning within the intricate landscape of special education cannot be overstated. As we delve deeper into its influence, the introduction of the daily email check-in emerges as a pivotal strategy in enhancing our team's operational coherence and our students' educational experiences.

1. **Facilitating Proactive Response with Timely Updates on Staff Absences:** In the world of special education, disruptions can lead to setbacks in a student's learning trajectory. With advance knowledge of any staff absence, our team can proactively devise adaptive strategies or realign resources. This not only ensures continuity in the instructional process but also cultivates a stable learning environment for our students, making them feel more secure and receptive.
2. **Fostering Organizational Alignment with Direct Communication from the Director:** An essential component of effective teaching and learning is clear organizational direction. The daily email check-in acts as a compass, providing guidance, clarity, and purpose straight from the leadership. This ensures that every team member is not only updated but also aligned with the overarching objectives, promoting a unified approach to teaching.
3. **Promoting Collaborative Learning Environments through Two-Way Communication Channel:** Collaboration is the cornerstone of holistic learning. The daily email isn't a one-way street; it encourages the sharing of diverse perspectives, experiences, and insights from each team member. This pooling of collective wisdom not only informs the director but also enriches the teaching methodologies, curriculum design, and problem-solving approaches. Furthermore, it fosters a culture of shared responsibility, where every member feels valued, heard, and invested in the students' success.



In essence, the daily email check-in not only strengthens our internal communication framework but also profoundly impacts the quality of teaching and the resultant learning outcomes. By streamlining information flow, bolstering team alignment, and promoting collaborative engagement, we are better equipped to navigate the challenges and intricacies of special education, ensuring that every student under our care receives the best possible support and education.

### **Special Forces Team Expectation**

As members of the Lapwai Special Education Team, it is crucial that we remain in constant alignment, ensuring optimal support and delivery of services to our students. To facilitate this, the daily email check-in has been established as an essential practice for our team.

1. **Consistency:** Each team member is expected to actively engage with the daily email check-in, whether it is to read updates or to share information.
2. **Timeliness:** It is anticipated that team members will check their email at the start of each workday, ensuring that everyone is promptly informed of any relevant updates or changes.
3. **Active Participation:** Beyond just reading, team members are encouraged to use the email check-in as a platform to share insights, ask questions, voice concerns, or celebrate successes. This helps keep the communication lines open and dynamic.
4. **Responsiveness:** If there are directives, requests, or questions directed at an individual or the team within the daily check-in, a timely response or acknowledgment is expected.
5. **Feedback Loop:** The daily email check-in isn't just about information dissemination; it's a two-way street. As such, feedback, suggestions, or ideas about improving this daily routine or any other aspect of our operations are always welcome.

In essence, the daily email check-in is not merely an administrative task but a cornerstone of our team's communication strategy. It serves as a daily touchpoint, ensuring we are unified in our approach, responsive to changes, and proactive in our service delivery. Let's collectively commit to making the most of this tool for the betterment of our team and, most importantly, our students.

### **A Culture of Professional Cell Phone Use**

The importance of educational staff modeling appropriate cell phone use in the school workplace cannot be overstated. In today's digital age, where smartphones have become an integral part of our lives, educators play a crucial role in shaping students' behaviors and attitudes towards technology. Modeling appropriate cell phone use sets a powerful example that extends beyond the classroom and contributes to a positive learning environment, effective communication, and the development of responsible digital citizens.

1. **Behavioral Modeling:** Educators serve as role models for students. When teachers and staff demonstrate responsible and respectful cell phone use, they reinforce the importance of focusing on tasks, engaging with others, and showing restraint during educational activities. This modeling helps students understand appropriate boundaries and aids in building their self-discipline in using technology.
2. **Attention and Engagement:** Excessive cell phone use can lead to distraction and reduced attention span, affecting both educators and students. When educational staff demonstrate



focused and mindful phone use, it encourages students to do the same. This, in turn, contributes to more productive and engaging learning experiences for everyone involved.

3. **Interpersonal Communication:** Appropriate cell phone use fosters effective interpersonal communication skills. When teachers prioritize face-to-face interactions over constant screen checking, they show students the value of genuine connections. This modeling translates into improved communication skills for students, both in-person and in their digital interactions.

Educational staff modeling appropriate cell phone use in the school workplace goes beyond simply adhering to rules; it is about imparting essential life skills. By demonstrating respect for technology, each other, and the learning environment, educators shape the attitudes and behaviors of the next generation, fostering a culture of responsible and purposeful technology use.

### **Impact on Teaching and Learning**

Navigating the digital age, particularly within educational settings, demands an acute awareness of the profound influence technology holds over behaviors, focus, and interpersonal interactions. When educational staff conscientiously model appropriate cell phone use, they significantly bolster teaching and learning in a multitude of ways:

1. **Reinforcing Healthy Habits:** Through behavioral modeling, students don't merely absorb academic content; they also glean life lessons on self-control, focus, and the judicious use of technology. Educators who wield their cell phones wisely, using them purposefully and avoiding unnecessary distractions, offer a blueprint for students. This foundational behavior instills a respect for digital boundaries, helping students cultivate habits that maximize their academic potential and minimize digital distractions.
2. **Maintaining an Engaged Environment:** A learning environment thrives on attention and engagement. When educators exhibit disciplined cell phone use, it emphasizes the primacy of the educational experience. This dedication to the present moment ensures that the classroom remains a sanctuary for learning, free from the constant pings and notifications that so often fragment attention. Students, observing this commitment, are more likely to replicate it, ensuring they derive the maximum benefit from their lessons.
3. **Enhancing Human Connection:** While technology offers unprecedented avenues for connectivity, there's an irreplaceable value in face-to-face interactions. Educators who prioritize these interactions, placing their cell phones aside during crucial moments of instruction or student engagement, reiterate the importance of genuine human connection. Such modeling ensures students appreciate the nuance, empathy, and depth of in-person communications, skills which are indispensable in the wider world.
4. **Creating Digital Citizens:** Modeling appropriate cell phone use isn't solely about the here and now—it's also about nurturing future digital citizens. Students, equipped with a clear understanding of how to use technology responsibly, are better poised to navigate the broader digital world with discernment and respect.



In essence, the ripple effect of educators modeling appropriate cell phone use extends far beyond the classroom walls. It provides students with a toolkit of essential skills, ensuring they approach the digital realm with responsibility, awareness, and respect. As educators, this commitment to modeling doesn't just enhance the quality of education; it shapes the digital citizens of tomorrow.

### **Special Forces Team Expectation**

In the context of our modern technological era, establishing clear boundaries for cell phone use in educational environments is imperative. These guidelines ensure our unwavering commitment to students, the maintenance of a focused educational environment, and the demonstration of responsible digital behavior to those under our guidance.

1. **Prioritizing Student Engagement:** Cell phones should be set to silent or vibrate mode and stored away during instructional periods, meetings, and all engagements involving students. This reinforces our undivided attention to both students and fellow staff members.
2. **Emergency Use Only:** Cell phones are permitted during teaching sessions exclusively for emergencies or when explicitly required for instructional purposes. Should there be a necessity for an anticipated urgent call, please inform your team lead or direct supervisor beforehand.
3. **Designated Breaks:** Undertake personal cell phone activities, such as texting, making calls, or browsing, strictly during assigned break times.
4. **Recess and Bus Supervision:** Avoid cell phone use during recess, bus supervision, or any other student oversight role. These intervals demand our utmost attention, pivotal for the safety and overall well-being of students.
5. **No Use of Personal Phones for Student Rewards:** Employees are prohibited from utilizing their personal cell phones as a reward or incentive for students, including offering technology time. If technology-based rewards are needed, utilize school-provided devices that meet our safety and content guidelines.
6. **Modeling Responsible Behavior:** Our daily actions provide continuous lessons for our students. Demonstrating disciplined cell phone use not only sets a model behavior but also engenders a respectful and interactive learning space.
7. **Safety Above All:** Refrain from using cell phones, especially during emergency drills or actual crises, while supervising students. Utmost attention is vital to ensure student safety.

Persistent non-adherence to these guidelines may lead to a reflective session with the Special Education Director to discuss potential future steps.

Our primary pledge remains to the holistic growth and safety of the students entrusted to us. By adhering to these guidelines, we reflect our enduring dedication to their academic and personal development, upholding the elevated standards and values of the Lapwai Special Education Team.



## Conclusion

Your journey, illuminated with the spirit of dedication and compassion, showcases what it truly means to be a beacon of hope in the realm of education. Each one of you, with your unwavering commitment, has transcended the role of mere educators and ascended into a realm of transformative guides.

The essence of your being resonates with a calling deeper than most. In every shared smile, every comforting gesture, and every word of encouragement, you embody the spirit of crusaders who understand the infinite potential residing within every child. The symphony of your combined strengths sings an anthem of empowerment, where barriers are mere stepping stones, and every challenge is but a bridge to unprecedented achievements.

Your indomitable spirit is not just a reflection of who you are but also a radiant inspiration for all those around. The ripples you create today touch the shores of countless tomorrows. In your hands lies the power of metamorphosis - transforming not just the lives of those you directly impact, but also setting in motion a cascade of positive change that has the potential to reverberate across generations.

In this journey of relentless pursuit and boundless hope, let us not forget that while we strive for perfection, it's the imperfections, the learning, and the growing that define the true essence of our shared endeavor. For every challenge overcome, there's a story of resilience. For every tear shed, there's a rainbow of hope. And for every child you touch, there's a universe reshaped, redefined, and reborn.

As you continue to illuminate the path of knowledge, remember that your work isn't just about today or tomorrow. It's about eternities, legacies, and destinies. It's about crafting a world where every child, irrespective of their challenges, knows that they can touch the stars and beyond.

So, stand tall, brave crusaders. Embrace the journey with all its twists and turns, for it's the journey that defines the destination. Remember, in every child's eyes, you're not just a teacher but a hero. Continue to be the lighthouse in the storm, guiding, inspiring, and leaving an indelible mark on the sands of time.

To infinity and beyond, for every dream you nurture, every life you touch, you rewrite the narrative of the future. Stand proud, for you are not just educators, you are the architects of destinies.

Here's to you, the unsung heroes, the true change-makers. Carry forth the torch of inspiration, for within your heart and soul, you hold the power to not just educate, but to uplift, inspire, and transform.

SUPERINTENDENT

Board Report

September 2023



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

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

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

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



Agenda  
**Idaho Indian Education Committee**

September 7-8, 2023

8:30am - 3:30pm (Pacific Time)

North Idaho College – DeArmond Building, Room 207, Coeur d’Alene, ID

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**September 7, 2023      LEADERSHIP RETREAT**

8:30 am	Icebreaker: Dr. Jean McGiveny-Burelle
9:00 am	Set the Stage (Johanna & Patty)
9:30 am	Mr. Bob Sobotta and Dr. Yolanda Bisbee <ul style="list-style-type: none"><li>• Committee Member Responsibilities</li><li>• Committee Chair and Vice Chair Responsibilities</li></ul>
10:00 am	Matt Eide, Marzano Research Agenda Review
10:45 am	Networking Break
11:00 am	Provocative Proposition
<b>12:00 pm</b>	<b>Working Lunch</b>
1:00 pm	Root Cause Analysis
2:00 pm	Working Agreements
3:00 pm	Team Building Activity

Agenda  
**Idaho Indian Education Committee**

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**September 8, 2023**

**QUARTERLY MEETING**

8:30 am	Committee Work <ul style="list-style-type: none"><li>• Member Roll Call/Establishment of Quorum</li><li>• Introductions</li><li>• Agenda Review</li><li>• June 6, 2023 action items – <a href="#">Attachment 1</a></li></ul>
9:00 am	IKEEP Presentation (Data Collection) – <a href="#">Vanessa Anthony Stevens and Shawna Campbell-Daniels</a>
9:30 am	OIE Transition
10:00 am	New Business <ul style="list-style-type: none"><li>• TEA Consortium – <a href="#">Joyce McFarland</a></li><li>• IIEC Strategic Planning Discussion – <a href="#">Joyce McFarland</a></li></ul>
10:30 am	State Committee Representation
11:00 am	Tuition Discount Data Reporting ( <a href="#">Idaho State and Boise State</a> )
11:30 am	Overview of 2023 Idaho Indian Education Summit Evaluation, Outcomes, & Recruitment
<b>12:00 pm</b>	<b>Working Lunch</b>
1:00 pm	2024 Priorities
2:30 pm	Election of Officers
3:00 pm	Other and adjourn



## 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 6<sup>th</sup> – 12<sup>th</sup>).

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.

# 2023-2024 Regular & Punctual School Attendance Challenge!

August 29<sup>th</sup> to November 3<sup>rd</sup>



## Lapwai School District Wildcat Scholars!



Email [ATTENDANCE@LAPWAI.ORG](mailto:ATTENDANCE@LAPWAI.ORG) to request support with regular and punctual attendance.



### A Wildcat Thank You to Our Sponsors!



**Weekly Drawings:** Each week a student has perfect attendance and no tardies their name will automatically be entered into a drawing. Prizes include gift cards and passes from Happy Day Restaurants, Lewiston Village Centre Cinemas, Orchard Lanes, and Palouse Discovery Science Center. Winners will be featured in the Superintendent's Weekly Update, Lapwai School District Facebook page, and on our Main Street digital sign. If you miss a day of school, you have the following week to try again! Every week is a new chance to win!

**Elementary Grade Level Challenge:** The elementary grade level with the highest average daily attendance through Friday, November 3<sup>rd</sup> will earn a class field trip to the Palouse Discovery Science Center!

**Middle-High Grade Level Challenge:** The middle-high grade level with the highest average daily attendance through Friday, November 3<sup>rd</sup> will earn a class field trip to the Flying Squirrel Trampoline Park in Moscow!

**Grand Prize Winners:** Parents can win too! All students with perfect attendance the first 10 weeks of school through Friday, November 3<sup>rd</sup> will be automatically entered to win a \$250 Amazon Gift Card for their family.



**Special Honors:** The Superintendent's Faculty Cabinet will be rewarding students with perfect attendance first semester through January 19<sup>th</sup>. We will also reward those who take a stand against bullying with Respectful, Responsible, and Safe behavior!

## Learning Is Required Attend Today, Achieve Tomorrow



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





### *Important Lapwai School District Attendance Policy Information*

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Dear Parent/Guardian:

Thank you for your partnership in ensuring regular and punctual attendance. Despite early release each Friday, these days will remain crucial to your child's education. Please join us in this effort to ensure all students reach their full potential.

#### **Attendance Policies and Procedures:**

1. School attendance personnel or classroom teachers will attempt to contact parents of unexcused students by telephone daily.
2. When a student has three (3) absences in a semester, a letter will be sent home. The letter will include the number of school days missed. The letter will be documented.
3. When a student reaches five (5) days of absences in a month or six (6) days of absences in a semester, the principal or designee will notify the superintendent. The principal will contact the parent/guardian to develop a plan to assure regular attendance to minimize further absences and explain policies for attendance. The principal contact will be documented.
4. When a student has missed ten (10) days in a semester, the student may be referred to Child Protective Services for educational neglect.
5. **Grades PreK-8:** Students who miss 40% or more of the scheduled instructional minutes of the school year will be automatically retained and required to repeat their current grade. The parent or guardian may appeal this retention with the Lapwai School District Attendance Committee.
6. **Grades 9-12:** Absences will be recorded by period. When a student misses twelve (12) days in any given period in a semester, the student will be withdrawn and lose credit for each class with 12 or more absences. The parent or guardian may appeal the loss of credit with the Lapwai School District Attendance Committee.
7. **Out-of-District Students:** Open enrollment will be revoked if a student becomes chronically absent, missing 10% or more of school year.
8. **Attendance Committee Appeals:** Approved appeals by the Lapwai School District Attendance Committee will include a plan to ensure regular and punctual attendance including resources and mentors to support improvement. Failure to adhere to the Attendance Committee plan will result in retention in grades PreK-8 and proceeding with loss of credit in grades 9-12. Failure to adhere to the Attendance Committee Plan may also result in parent and/or student referrals to the prosecutor in the appropriate jurisdiction and to Child Protective Services.

It is the responsibility of parents and guardians to ensure students attend school regularly and on time, yet please do not hesitate to contact us if we can provide support. If you have questions regarding the policies described above, please contact Dr. David M. Aiken, Superintendent, at 843-2622. Together, we ensure all students will reach their full potential.

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





### **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:**

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

### **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.*

- ☐ Technology Collaboration: Erik McKim  
 Power School Transition  
 Door Security Timeline  
 Technology Request Prioritization
- ☐ **Data:** Budget Review & Collaboration:  
 Nathan Weeks
- ☐ Continuous Improvement Plan: Due October 1
- ☐ Idaho Indian Education Committee Debrief

### **Safe & Supportive Learning Environment**

*The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.*

- ☐ Policy Revisions: Destruction of School Property
- ☐ Suicide Prevention Training for All Staff:  
 Completion Report

### **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.*

- ☐ **Data:** Staff Personal and Sick Leave

### **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.*

- ☐ Faculty Cabinet Local Education Fund Award for Attendance

### **Focused Professional Development**

*A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.*

- ☐ **Research:** (Please Bring)

How Leadership Works, Lassiter, Fisher, Frey, Smith

Introduction: Exploring Leadership  
 Chapter 1: Mindframes for Leaders





Lapwai School District  
Superintendent's Faculty Cabinet  
Friday, August 25, 2023  
Time: 12:30 p.m.-1:30 p.m.  
Location: District Office  
Conference Room

### ENTRY TASKS

Please be prepared to share the results of two entry tasks with the group.

- ☐ Filling Our Buckets With Affirmations
- ☐ Review Mission Statement Survey Results

### AGENDA

#### *A Clear & Shared Focus*

- ☐ Norms and Roles Review

#### *High Standards and Expectations for All Students*

- ☐ Research Review for Those Unable to Attend the Meeting Last Week
- ☐ Piiwapáyatat Template for Research Review (Alliance, Helping Each Other)
- ☐ **Melissa Beckman:** Confronting the Crisis of Engagement Reeves, Frey, & Fisher: *An Investment in Attendance*
- ☐ **Bradley Peterson:** Rebound: A Playbook for Rebuilding Agency, Accelerating Learning Recovery, and Rethinking Schools Fisher, Frey, Smith, Hattie: *Attendance and Chronic Absenteeism*
- ☐ **Georgia Sobotta:** A Repair Kit for Grading O'Conner *Don't Consider Attendance in Grade Determination - Report Absences Separately*

#### *Supportive Learning Environment*

- ☐ **Action Planning:** Nez Perce Tribe Local Education Program Fund Award: Attendance Incentives
- ☐ Staff P.A.W. Awards
- ☐ Staff Spotlight

#### *High Levels of Collaboration & Communication*

- ☐ Schedule Next Meeting
- ☐ Survey & Meeting Evaluation

### FACULTY CABINET GRANT OBJECTIVES

To cover the learning lost during the pandemic and positively impact student achievement. The Nez Perce Cultural Principle of Evaluating Mastery includes honoring accomplishments. We would like to honor students who accomplish regular and punctual attendance with engaging rewards and publicly celebrate their achievements.

### 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**

### ROLES

**Architect:** David Aiken  
*Meetings Constructed to Be High Leverage*

**Accountability Advisor:** Carleen Baldwin  
*Adherence to Norms*

**Investigator:** Melissa Beckman  
*Research and Data is Available*

**Task Master:** Bradley Peterson  
*Adherence to Agenda*

**Comrade:** Georgia Sobotta  
*Absent Members Remain Informed*

**Cultural Coach:** Raneisha Running  
*Culturally Competent and Responsive Focus*

**Historian:** Bonnita Smith  
*Minutes Recorded and Distributed*

**Mastermind:** Matthew Morgan  
*Movement Towards Solutions and Action Plans*

**Pace Maker:** Teeiah Arthur  
*Productive Pacing*



Lapwai School District  
Superintendent & Attendance  
Clerk Collaboration  
Friday, August 25, 2023  
Time: 2:30 p.m.-3:30 p.m.  
Location: District Office  
Conference Room

## **AGENDA**

### ***A Clear & Shared Focus***

- ☐ Transition to Power School
- ☐ Review Attendance Policies

### ***High Standards and Expectations for All Students***

- ☐ Open Enrollment Policy Revisions

### ***Supportive Learning Environment***

- ☐ Nez Perce Tribe Local Education Program Fund  
Attendance Incentive Grant
- ☐ Nez Perce Tribe Diversion Program
- ☐ Weekly Attendance Drawings
- ☐ Award Assemblies
- ☐ Attendance Mentoring

### ***High Levels of Collaboration & Communication***

- ☐ Lapwai School District Attendance Committee
- ☐ Meeting Schedule



ta'c 'éetx papáayn

*Annual Fall  
Districtwide  
Meeting*



**PLEASE  
SIGN-IN**

Welcome - Good You Arrived

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

FRIDAY, AUGUST 25, 2023

## TITLE IX-A HOMELESS EDUCATION LIAISON

David Aiken, Lapwai School District Superintendent, has also been designated as our Title IX-A Homeless Education Liaison. Please bring homeless concerns to his attention or notify the building principal. The local liaison serves as one of the primary contacts between homeless families and school staff, district personnel, and other service providers. The liaison coordinates services to ensure that homeless children enroll in school and have the opportunity to succeed academically.

Dr. David M. Aiken  
Superintendent, Federal Programs Director  
(208) 843-2622  
daiken@lapwai.org



## TITLE IX-A HOMELESS EDUCATION

**Title IX-A of The Every Student Succeeds Act (ESSA):** The Act ensures the educational rights and protections for children and youth experiencing homelessness and includes:

- The right to immediate enrollment in school even without giving a permanent address.
- The right to attend school in the school of origin (if requested and is feasible), or in the school in the attendance area where the family or youth is currently residing.
- The right to receive transportation to the school of origin.
- The right to services comparable to those received by housed schoolmates.
- The right to attend school along with children not experiencing homelessness.
- The posting of homeless student rights in all schools and other places around the community.

## TITLE IX-A HOMELESS EDUCATION

A child that displays any of the following might be homeless - or in need of additional support:

- |   |  |
|---|--|
| ▪ Early arrival or departure from school                      | ▪ Stressed, sleepy, change in behavior         |
| ▪ Lack of clarity about address, phone or contact information | ▪ Hygiene issues                               |
| ▪ Tardy, unusual absences or change in routine                | ▪ Change in grades or school performance       |
| ▪ Lack of appropriate clothing for the season                 | ▪ Lack of school supplies, lost books/supplies |
| ▪ Use of school facilities for personal needs                 | ▪ Loss of access to computer                   |
|   | ▪ Storing clothes or personal items at school  |

## TITLE IX-A HOMELESS EDUCATION

- *Homelessness is a temporary situation in most cases; it is not a permanent description of a child or family.*
- Teachers may be the only consistent part of a child's life during the time of homelessness.
- Understand homeless children have heavy burdens and fears other children know nothing about.
- Be sensitive to challenges, such as homework papers that are wrinkled or messy.
- Many children do not have access to a computer; provide alternative ways to do assignments that are otherwise prepared on a computer.
- Homeless students don't need sympathy; they do need consistent support.
- Let each child know you genuinely believe in them, and that you support all their efforts to succeed, however small.

Dr. Aiken's Duties as the District Homeless Liaison Include:

- (i) homeless children and youth are identified by school personnel through outreach and coordination with other entities and agencies;
- (ii) homeless children and youth are enrolled, and have a full and equal opportunity to succeed, in school;
- (iii) homeless families, children and youth receive educational services for which they are eligible, including Head Start, early intervention, and other preschool programs administered by the LEA;
- (iv) homeless families, children and youth receive referrals to health, dental, mental health, housing, substance abuse, and other appropriate services;
- (v) parents or guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate;
- (vi) public notice of homeless students' rights is disseminated in locations frequented by parents, guardians and unaccompanied youth, including schools, shelters, libraries and soup kitchens, in an understandable manner and form;
- (vii) enrollment disputes are mediated;
- (viii) parents, guardians and unaccompanied youth are informed of and assisted in accessing transportation services, including transportation to the school of origin;
- (ix) school personnel providing McKinney-Vento services receive professional development and other support; and
- (x) unaccompanied youth are enrolled in school, have opportunities to meet the same challenging academic standards other children and youth, including through receiving partial credits, and are informed of their status as independent students for the FAFSA and receive verification of that status.

## TITLE IX-A HOMELESS EDUCATION

Additional information regarding homeless education can be accessed on the Lapwai School District Website at:

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

On the bottom of the homepage at the link: McKinney-Vento Homeless Act

## FOSTER CARE LIAISON

Lori Ravet, the Lapwai School District Special Education Director, is also designated as the Foster Care Liaison for the Lapwai School District, acting as the primary point of contact for the Department of Health and Welfare and the Idaho State Department of Education.

She will work closely with David Aiken, Title IX-A Homeless Education Liaison, to meet the unique educational needs of children placed in foster care.

Lori Ravet  
Special Education Director, Foster Care Liaison  
(208) 843-2960 / (208) 843-2241  
[lravet@lapwai.org](mailto:lravet@lapwai.org)



## 5 PRIMARY RESPONSES TO EMERGENCIES

I love u guys  
Foundation



iloveugays.org

## QE'CIYEW'YEW CRISIS RESPONSE TEAM

### HOLD



**HOLD Public Address:** HOLD! In your room or area. Clear the halls.

A HOLD is conducted when there is a need to clear the hallways for confidentiality purposes only and does not indicate a safety threat.

#### STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced  
Do business as usual

#### ADULTS

Close and lock the door  
Account for students and adults  
Do business as usual

## SECURE



**SECURE Public Address:** SECURE! Get inside. Lock outside doors.

A SECURE is conducted when there is a threat to safety outside the school. Business continues as usual with everyone remaining inside and perimeter doors locked.

### STUDENTS

Return to inside of building  
Do business as usual

### ADULTS

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Account for students and adults  
Do business as usual

## LOCKDOWN



**LOCKDOWN Public Address:** LOCKDOWN! Locks, lights, out of sight.

A LOCKDOWN is conducted when there is a serious threat to safety inside the school.

### STUDENTS

Move away from sight  
Maintain silence  
Do not open the door

### ADULTS

Recover students from hallway if possible  
Lock the classroom door  
Turn out the lights  
Move away from sight  
Maintain silence  
Do not open the door  
Prepare to evade or defend

## EVACUATE



*Take the Emergency Management Plan and First Aid-Trauma Kit supplies with you during any need for evacuation.*

**EVACUATE Public Address:** EVACUATE! (A location may be specified).

### STUDENTS

Leave stuff behind if required to  
If possible, bring your phone  
Follow instructions

### ADULTS

Lead students to Evacuation location  
Account for students and adults  
Notify regarding anyone missing, extra or injured

## SHELTER



**SHELTER Public Address:** SHELTER! Hazard and safety strategy.

### STUDENTS

Use appropriate safety strategy for the hazard

### ADULTS

Lead safety strategy  
Account for students and adults  
Notify regarding anyone missing, extra or injured

A SHELTER notification will include details regarding the hazard followed by specific instructions.

#### Hazard

Tornado  
Hazmat  
Earthquake  
Tsunami

#### Safety Strategy

Evacuate to shelter area  
Seal the room  
Drop cover and hold  
Get to high ground

Parental Rights

The Board of Trustees encourages parents/guardians to be involved in their student's school activities and academic progress. As required by IC 33-6001, the District reinforces the rights and responsibilities of parents as primary stakeholders to make decisions regarding the upbringing and control of their child.

The Board is mandated to adhere to laws, rules, and regulations including the Constitution of the State of Idaho; the rules of the Idaho State Board of Education (Idaho Administrative Procedures Act); the rules and regulations of the Idaho State Department of Education; the laws, rules, and regulations of the federal government and the U.S. Department of Education; as well as educational provisions outlined in the Idaho Code. These mandates include the requirement stated at Article IX, Section 1 of the Idaho Constitution that it is "... the duty of the Legislature of Idaho to maintain a general, uniform, and thorough system of public, free common schools."

Based upon the above provisions, as well as the State's mandated requirements for advancement and graduation, the District has established its practices, policies, and procedures as well as the approved curriculum and assessment program. ~~The failure~~ to follow the District's practices, policies, and procedures as well as the school's curriculum and assessment program amounts to a the District's violation of State and/or federal laws, rules, and regulations by the District, including but not limited to the failure to provide a general, thorough, free, and uniform system of public education as well as putting the District's operations and funding in jeopardy.

Parents/guardians and students are expected to abide by the District's practices, policies, and procedures governing the operation of the schools which are required by various State and/or federal laws, rules, and regulations. However, a student's parent/guardian has the right to reasonable academic accommodation if the accommodation does not substantially impact District staff and resources, including employee working conditions, safety and supervision on school premises for school activities, and the efficient allocation of expenditures. The District will strive to balance the rights of parents/guardians, the educational needs of other students, the academic and behavioral impacts to a classroom, a teacher's workload, and the assurance of the safe and efficient operations of the school.

If a parent has an objection to the District's implementation of various mandates through the District's practices, policies, and procedures, or if a parent/guardian would like to request reasonable academic accommodation, the appropriate avenue for the parent/guardian is to first seek to address such concerns through communication with the school's administration. Should that avenue not resolve the situation, a parent/guardian is free to address such concerns with the Board of Trustees in conformance with Board policy regarding public participation at Board meetings.

A parent/guardian who has an objection to their child's participation in the District's adopted curriculum and/or the District's implementation of practices, policies, and procedures in accordance with educational mandates, on the basis that it harms the child or impairs the parents'

firmly held beliefs, values, or principles, may withdraw their child from the activity, class, or program. Except in the case of sex education curriculum, a parent/guardian who chooses to not have their child participate in the provided educational activity, ~~with the exception of sex education curriculum,~~ shall be responsible for identification and provision of non-disruptive alternative educational activities for their child during any time of objection, at no cost to the District. The final decision as to the placement of such alternative educational activity shall be at the discretion of the District, with input of the parent, consistent with the requirements for advancement and graduation and consistent with the reasonable accommodation requirements outlined above.

In the case of dual credit courses offered by an institution of higher education, academic accommodations and excusing students from objectionable assignments is solely at the discretion of the course provider and not the District. The District has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

#### Access to Learning Materials

Parents/guardians are entitled to review all learning materials, instructional materials, and other teaching aids used in their student's classroom ~~of their student~~. Parents/guardians can request access to learning materials by contacting the school's administration during school hours.

#### Student Wellbeing

If a member of the District's staff becomes aware of a change in the student's mental, emotional, or physical health or well-being the staff member shall report this change so the student's parent/guardian.

#### Addressing Parent/Guardian Concerns

A parent/guardian who feels the District has violated their rights, as described in this policy and otherwise provided in IC 33-6001 may file a grievance by contacting the Superintendent.

#### Notice

The District shall annually provide parents/guardians with notice of their rights as specified in this policy.

Cross References:	2340F	Parental Opt-Out Form for Sex Education
	2420	Parental and Family Engagement
	4105F	Request to Address the Board
	<u>4120</u>	<u>Uniform Grievance Policy</u>
	4175	Required Annual Notices



Legal References:	Id. Const. art. IX	Education and School Lands
	IC § 32-1010	Intent of the Legislature – Parental Rights
	IC § 32-1012	Parental Right to Direct the Education of Children
	IC § 32-1013	Interference with Fundamental Parental Rights Restricted
	IC § 33-6001	Parental Rights
	IC § 33-6002	Annual Notice of Parental Rights
	IDAPA §§ 08.01-.04	State Board of Education and State Department of Education Administrative Rules

Policy History:

Adopted on:

Revised on:

Reviewed on:

Student and Family Privacy RightsSurveys - General

Surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in Board policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Any noncurricular-related survey, well-being questionnaire, or health screening must be approved by the Superintendent or designee before it is administered by an employee to any student. For the purposes of this policy, noncurricular survey shall mean surveys other than those conducted as part of a student's course of study.

Personally identifiable information from student education records may be disclosed to an educational agency or institution in order to:

1. Develop, validate, or administer predictive tests;
2. Administer student aid programs; or
3. Improve instruction.

In such cases, the school or District shall enter into a written agreement with the receiving organization. The study must not allow identification of individual parents or students by anyone other than representatives of the organization with legitimate interests in the information and the information must be destroyed when it is no longer needed for study purposes.

Surveys Created by a Third Party

Before the District administers or distributes a survey created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request.

This section applies to every survey:

1. That is created by a person or entity other than a District official, staff member, or student;
2. Regardless of whether the student answering the questions can be identified; and
3. Regardless of the subject matter of the questions.

Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;
3. Behavior or attitudes about sex;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

In the case of such surveys, ~~T~~he student's parent(s)/guardian(s) may:

1. Inspect the survey within a reasonable time of the request, and/or
2. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(s)/guardian(s) exercises s this opt out option.

In the case of surveys, tests, or measuring devices on the following topics, the survey shall be provided to the parent(s)/guardian(s) and written parental permission shall be obtained before the survey is administered to the student. **OPTIONAL: Such surveys shall also require Board approval.**

1. A student's sexuality;
2. Sex;
3. Religion;
4. Personal political beliefs;
5. Mental or psychological problems;
6. Personal family information; and
- ~~7.~~ Individual or family financial information.

For the purposes of this policy, personal family information means any of the information in this list or any personally identifiable information as defined in Policy 3575 about a student or any of their immediate relatives.

The employee overseeing any test, measurement device, survey, questionnaire, or screening for which such permission is required shall maintain documentation that all required parental and/or administrative permission has been given.

Instructional Material

A student's parent(s)/guardian(s) may, within a reasonable time of the request, inspect any instructional material used as part of their child's educational curriculum.

The term "instructional material," for purposes of this policy, means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

#### Collection of Personal Information from Students for Marketing Prohibited

The term "personal information," for purposes of this section only, means individually identifiable information including:

1. A student's or parent's first and last name;
2. A home or other physical address, including street name and the name of the city or town;
3. Telephone number; or
4. A Social Security identification number.

The District shall not collect, disclose, or use student personal information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose.

The District, however, is not prohibited from collecting, disclosing, or using personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions such as the following:

1. College or other post-secondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school-related or education-related activities; and
6. Student recognition programs.

#### Notification of Rights and Procedures

The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability from the District office upon request;
2. How to opt their child out of participation in activities as provided in this policy;
3. The approximate dates during the school year when an opt-out survey requesting personal information, as described above, is scheduled or expected to be scheduled;
4. How to request access to any survey or other material described in this policy.

This notification shall be given to parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student when the student turns 18 years of age or is an emancipated minor.

*NOTE: This policy must be adopted in consultation with parents. 20 USC § 1232h(c)(1). Therefore, ISBA recommends that, at a minimum, Boards specifically note this on their meeting agendas and request public comment prior to adoption.*

Cross References:	2520	Selection, Adoption, Use, and Removal of Curricular Materials
	3200	Student Rights and Responsibilities
	3500	Student Health, Physical Screenings, and Examinations
	<u>3575</u>	<u>Student Data Privacy and Security</u>
	<u>4175</u>	Required Annual Notices
	4250	Education Research
Legal References:	20 USC § 1232h	FERPA: Protection of Pupil Rights
	34 CFR Part 99	Implementing FERPA
	<u>IC § 33-6001</u>	<u>Parental Rights</u>

Policy History:

Adopted on:

Revised on:

Reviewed on:

High School Graduation Requirements

The Board shall award a regular high school diploma to every student enrolled in the District who meets the requirements of graduation established by the District. The official transcript will indicate the specific courses taken and level of achievement.

The Board shall establish graduation requirements which, at a minimum, satisfy those established by the State Board of Education. Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter 9<sup>th</sup> grade. Exceptions to this general rule may be made where it is determined by the Board that the proposed change in graduation requirements will not have a negative effect on students already in grades 9 through 12. The Board shall consider and vote on whether to approve graduation requirements as recommended by the Superintendent.

A student who has an Individualized Education Program (IEP) shall satisfy those competency requirements which are incorporated into the IEP. Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

A student may be denied participation in graduation ceremonies. Such exclusion shall be regarded as a school suspension. In such instances, the diploma will be awarded after the official ceremony has been held.

Publication of Graduation Requirements

Prior to registering for high school, each student will be provided with a copy of the current graduation requirements. Graduation requirements shall also be included in the student handbook.

Credits

Students shall be expected to earn a total of 46 semester credits (**Note: A minimum of 46 semester credits (1 semester equaling ½ year) is required**) in order to complete graduation requirements. Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma.

The core of instruction is 29 semester credits:

Secondary Language Arts and Communication		9 credits
English (language study, composition, literature)	8 credits	
Speech or Debate	1 credit	
Mathematics		6 credits*
Algebra I (or meets Algebra I standards)	2 credits	
Geometry (or meets Geometry standards)	2 credits	

Secondary Mathematics of the student's choice      2 credits

Dual credit engineering and computer science courses aligned to the state standards for grades 9 through 12, including AP Computer Science and dual credit computer Science courses may be counted as mathematics.

*\*Students who choose to take Computer Science and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit*

## Science

Secondary Science      6 credits\*

\*(4 credits shall be laboratory sciences)

Up to 2 credits in dual credit engineering and computer science courses aligned to the state standards for grades 9 through 12, including AP Computer Science, Dual Credit Computer Science, may be used as science credits.

*\*Students who choose to take computer science and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit.*

Social Studies      5 credits

Government      2 credits

US History      2 credits

Economics and Financial Literacy      1 credit

Arts and Humanities      2 credits

Interdisciplinary humanities, visual and performing arts, or  
Foreign language

Health/Wellness      1 credit\*

\*(Each student shall receive a minimum of 1 class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. Additionally, students participating in one season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the District, or 18 weeks of a sport recognized by the District may choose to substitute participation for up to one credit of physical education.)

## Middle School Credit

If a middle school student completes any required high school course with a grade of C or higher before entering the 9<sup>th</sup> grade, and if that course meets the same standards that are required in high school and the course is taught by a teacher certified to teach high school content, then the student has met the high school content area requirement for such course. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. The



student's parent or guardian shall be notified in advance when credits are going to be transcribed. However, the student's parent or guardian may elect to not have the credits and grade transferred to the student's high school transcript. The student still must complete the required number of credits in all high school core subjects identified above in addition to the courses completed in middle school.

### Senior Project

A student shall complete a senior project that includes a written report and oral presentation by the end of grade 12. Senior projects may be multi-year projects, group or individual projects, or approved pre-internship or school to work internship programs at the discretion of the District. The project must include elements of research, development of a thesis using experiential learning or integrated project based learning experiences, and a presentation of the outcome. Additional requirements for the senior project are the discretion of the District.

Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to satisfy this requirement.

### Idaho Standards Achievement Tests (ISAT)

In addition to obtaining the necessary credits as outlined above, a student will take the Idaho Student Achievement Test (ISAT) as defined by State Board of Education rules.

### Civics Test

All secondary students must successfully pass the civics test or alternate path. "Civics test" as used herein means the 100 questions used by officers of the United States Citizenship and Immigration Services as a basis for selecting the questions posed to applicants for naturalization.

Any student who participates in a United States Government and Politics course and an associated college credit-bearing examination shall be deemed to have met this requirement.

The District will determine the method and manner in which to administer the civics test. A student may take the civics test, in whole or in part, at any time after enrolling in grade 7 and may repeat the test as often as necessary to pass the test. The District will document on the student's transcript that the student has passed the civics test.

The applicability of this requirement for students who receive special education services will be governed by the student's Individualized Education Plan.

### Waiver of Requirement

Graduation requirements generally will not be waived except as outlined in the Early Achievement of College/Career Readiness and Flexible Schedule portion of this policy~~under any circumstances~~. However, in rare and unique hardship circumstances, the principal may recommend, and the Superintendent may approve, minor deviation from the graduation requirements.

### Alternative Programs

Credit toward graduation requirements may be granted for planned learning experiences from accredited programs, such as summer school, college and university courses, correspondence courses, online/virtual courses, extended learning opportunities, and mastery-based education.

Credit for work experience may be offered when the work program is a part of and supervised by the school.

All classes attempted at Lapwai High School and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average (GPA) and class rank. Credit shall be awarded only once regardless of repetition of the course.

### Class Rank (GPA)

Class rank is compiled from semester grades. Courses not eligible for GPA are designated with an asterisk on the report card.

### Honor Roll

A student must have a minimum grade point average of 3.0 – 4.0 to be placed on the honor roll.

### Early Completion of Graduation Requirements

A student who completes all of the graduation requirements set forth above prior to the completion of eight semesters of school attendance in grades 9 through 12 may petition the Superintendent and Board for early graduation by submitting such a petition to the Superintendent through the building principal. The Superintendent shall submit the petition to the Board for endorsement and approval at the end of the quarter preceding the requested graduation date.

### Early Achievement of College/Career Readiness and Flexible Schedule

A student may, at the student's option and upon notification to the student's school, be relieved from completing their remaining high school graduation requirements and apply for a flexible schedule or graduate early if the student:

1. Is at least 16 years of age;
2. Maintains a cumulative 3.5 grade point average;
3. Obtains permission from a parent/guardian, if under the age of 18;
4. Achieves a college and career readiness score;
5. Files the following with the school:

A. Notification of their intent to take a flexible schedule OR graduate early;

- B. The student's participation portfolio; and
- C. An essay of at least one page explaining why the student wishes to have a flexible schedule which must include the future plans using the flexible schedule OR early graduation;

6. Completes the following:

- A. The required civics test;
- B. The economics credit, government credits, and senior project required to graduate. A student's senior project may describe the student's experience in achieving a college and career readiness score and a detailed explanation of the student's future plan.

Students eligible for a flexible schedule may be relieved from high school graduation requirements in order to:

1. Take elective courses, career technical education programs, or courses selected by the student which are available within the District;
2. Participate in apprenticeships or internships;
3. Act as a tutor at any grade level; or
4. Engage in such other activities identified by the Board.

A student who is granted a flexible schedule must adhere to the plan submitted to the school as a part of their eligibility. Students who are under 18 may ~~be~~ modify their plan with the approval of the student's parent/guardian.

The Superintendent is authorized to create any procedures necessary to assist students to achieve early graduation or flexible schedule as well create incentives for participation in any early graduation program. Students who opt for a flexible schedule may apply for Advanced Opportunities funding. Existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

Cross References:	2435	Advanced Opportunities
	2460	Extended Learning Opportunities
	2640	Mastery-Based Education
	2700P	High School Graduation Requirements
Legal References:	IC § 33-4601, et seq.	Advanced Opportunities
	IC § 33-6101 et seq.	Opportunities for College and Career Ready Students
	<u>IC § 33-1614</u>	<u>Financial Literacy</u>
	IDAPA 08.02.01.250.02	Required Attendance
	IDAPA 08.02.01.350	Early Graduation
	IDAPA 08.02.03.105	High School Graduation Requirements

Policy History

Adopted on:

Revised on:

Reviewed on:

## STUDENT PERSONNEL Series 500

Policy Title: DESTRUCTION OF PROPERTY

Code: 503.9

Any student involved in destruction of school property, either purposely or accidentally, ~~will~~ **may** be made responsible for paying damages. A student may be responsible for the cost of replacing materials or property lost or damaged due to negligence. Out-of-school and in-school suspension, police involvement, and referral to the Superintendent may also occur.

### **Minor Students:**

Parents or legal guardians of minor students may be held financially responsible for damage to school property or lost school property due to negligence.

### **Students of Legal Age:**

Students of legal age may be held financially responsible for damage to school property or lost school property due to negligence. Every student 18 years of age or older will be deemed to be an adult and will have legal capacity to act as such. Such students, like all other students, will comply with the rules established by the District, pursue the prescribed course of student, and submit to the authority of teacher and other staff members as required by policy and State law.

### **Restitution:**

When financial hardships prevent financial restitution, a plan of service to the school in lieu of payment may be submitted to the Superintendent for approval. Acts of service to the school may include yet are limited to cafeteria duty, cleaning of school grounds, and other jobs as advised by the Principal. Service will be assigned at an hourly rate of minimum wage until the equivalent to the cost of the property is earned.

# LAPWAI MIDDLE-HIGH SCHOOL

*Indian Education Department*



## COLLEGE & CAREER READINESS OPPORTUNITIES

- ✓ University of Montana, Missoula, MT - campus visit. September 25, 2023
- ✓ Salish Kootenai College, Pablo, MT - campus visit September 25, 2023
- ✓ Montana State University, Bozeman, MT - campus visit October 6, 2023
- ✓ AISES National Conference, Spokane, WA October 17 - 19, 2023
- ✓ Eastern Washington University, Cheney, WA - campus visit October TBD, 2023
- ✓ UNITY Conference, Portland, OR, February TBD, 2024

- ✓ **Talk to admissions/recruitment staff**
- ✓ **Connect with students**
- ✓ **Discover potential**
- ✓ **Receive scholarship information**

Campus visits are a great way to learn more about different options for college, learn more about specific programs, and get a sense of what it's like to be in college!

## 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 6<sup>th</sup> – 12<sup>th</sup>).

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.

## Legislative Priorities

Your support in recent fiscal years for Impact Aid has ensured Lapwai students receive a fully funded and equitable education. We would like to celebrate your dedication to the federally impacted school districts in Idaho.

Impact Aid is not supplemental. These funds supplant the loss of local revenues that cannot otherwise be generated due to the presence of nontaxable Federal property. Additional investments in Impact Aid are critical to help school districts close achievement gaps, update technology, expand access to early childhood and afterschool programs, integrate culturally-relevant curriculum, replace failing infrastructure, offer competitive salaries to recruit and retain the best teachers and more. We thank you for your continued efforts to prioritize Impact Aid and request that you continue to view the program as a critical Federal investment in our schools and a tax replacement program for federally impacted communities.



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

## Impact Aid Overview

Impact Aid is the Federal Government's obligation to school districts financially burdened (either through increased expenditures or the loss of local revenues) by the presence of nontaxable Federal property (military installations, Indian Lands, Federal low-rent housing, national laboratories and grasslands) and/or the costs of enrolling federally-connected children. Funding appropriated annually by Congress goes directly to school districts for any general fund purpose, including academic materials, technology, staff, or transportation. This flexibility allows school districts to target funds based on need, as determined by district leadership, supporting all students.

**Impact Aid Coalition:** The bipartisan House and Senate Impact Aid Coalitions were established in the 1990s when the program was under attack. Since then, the coalitions have grown and have led successful efforts to protect and prioritize the Impact Aid program. Contact [anne@nafisd.org](mailto:anne@nafisd.org) to join one of the Coalitions.



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A Thank You from the  
Lapwai School District



To Idaho's Congressmen for Their  
Continued Support of Impact Aid



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

*kíiye pecepelíhniku' wapáyat'as  
mamáy'asna hipewc'éeyu' cúukwenin'.  
We will all work to help the children  
become knowledgeable.*

## Impact Aid in the Lapwai School District:

On behalf of the students, staff and parents of the Lapwai School District, we would like to thank you for your continued support of Impact Aid. The Lapwai School District is 100-percent LOT, which means we are in the highest needs category in terms of our federal impaction. Impact Aid is approximately 31% of our operating budget. Thank you for opposing legislation that would undermine the Impact Aid program - and my school district's ability to educate students. In doing so, you have also supported local taxpayers and ensured federally impacted school districts and students receive the resources they deserve.

### What Impact Aid Makes Possible

During the 2022-2023 school year, Lapwai Middle-High School achieved the highest pass rate in the state for advanced coursework through the Idaho Digital Learning Academy.

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.



## Idaho Students Rely on Your Support of Impact Aid

Over 14,000 Idaho students and 12 Idaho school districts are counting on you to support Impact Aid.

Plummer-Worley	375
Snake River	1,806
Blackfoot	3,792
Wilder	541
Mackay	241
Mountain Home	3,915
Mountain View	1,241
Kamiah	424
Lapwai	522
Marsing	853
Bruneau-Grand View	302
Chief Tahgee Elementary Academy Charter	86
Total	14,098

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



## We Celebrate Our Greatest Advocates!

### Senate Impact Aid Coalition:

Senator Michael Crapo, Co-Chair

Senator James Risch

### House Impact Aid Coalition:

Congressman Mike Simpson

We look forward to celebrating the addition of Congressman Russ Fulcher to the House Impact Aid Coalition

Thank you for your advocacy for the over 14,000 students in 12 Idaho districts who rely on Impact Aid!



Dr. David M. Aiken, Superintendent

Idaho State Chair: National Association of Federally Impacted Schools

Idaho Indian Education Committee

(208) 843-2622

daiken@Lapwai.org

District Website: [www.Lapwai.org](http://www.Lapwai.org)

Facebook: Lapwai District Schools