

LAPWAI SCHOOL DISTRICT #341
BOARD OF TRUSTEES - REGULAR MONTHLY MEETING
Lapwai School District Office, 404 S Main St, Lapwai, Idaho
Monday, December 18, 2023 - 5:00 pm
Agenda

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

- Page** 2) A. Consent Agenda – Action Item
 - 2** 1. Approval of Minutes – November 20, 2023
 - 4** 2. Budget Report/Balance Sheet
 - 28** 3. Payment of Current Bills
 - 31** 4. Associated Student Body Accounts

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

- 4) Discussion Items
 - A. Pep Band – Emma Shaffer
 - 34, 46,** B. Administrator’s Reports – Elementary Principal, Sped Director, Secondary Principal,
92, 124 Athletic Director, Superintendent
 - C. ESSER III – Learning Loss Funding

- 5) Action Items
 - A. Appoint Trustee – Zone 5
 - 136** B. First Reading - Policy 803.4 - Grant Writing and Awards
 - 137** C. Review Policy – 204.5 - Indian Policies and Procedures Impact Aid
 - 142** – 204.5.1 - Federal Impact Funds Policy
 - 143** – 204.5.2 - Federal Impact Funds Procedures
 - 144** D. Kamiah Grants – Memorandum of Understanding
 - E. Apply for Securing Our Schools Phase 2

- 6) Personnel Action Items:
 - A. Volunteer – Wrestling – Thyais Whitman
– Wrestling – Noah Lattuada

- 7) Board Training – Impact Aid Updates

- 8) Adjourn – Action Item

LAPWAI SCHOOL DISTRICT #341
School Board Minutes
Regular Meeting
November 20, 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 5:01pm. The board led those in attendance in the Pledge of Allegiance. Roll Call was made, present were Trustees Samuels-Allen, Garcia, Kipp and Spaulding. Trustee Johnson was absent. Also attending was Superintendent Aiken and Clerk Weeks. Teri Wagner, D'Lisa Penney and several others were in the audience.

Trustee Kipp moved and Trustee Spaulding 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.

Superintendent Aiken introduced his Student Cabinet for this school year and talked about their activities. Present were Elyden Jackson, 6th Grade, Aralen Moses, 5th Grade, Sa'qan Greene, 4th Grade, Madden Bisbee, 10th Grade, and Charlize Kipp, 11th Grade. Each student stated their main goal for the year which ranged from bullying to respect.

Elementary School Principal Wagner celebrated 89% attendance at parent teacher conferences. She also shared IRI scores that show Lapwai students are on par with Idaho State scores by 3rd Grade.

Secondary Principal Penney talked about parent teacher conferences, learning more about Powerschool, increasing the passing periods to 5 minutes. The Blue and White game, a fundraiser, will be held tomorrow.

Superintendent Aiken talked about athletics which prompted further conversation.

The Idaho Career Ready Students Program Grant Application was discussed. More information is being gathered and the plan is to expand in the area around the shop.

The Office of Community Oriented Policing Services (COPS) Grant application was successful. A total of \$379,566.00 was awarded. The funding will be going to improving camera and intercom systems.

The 2023-2024 Family Engagement Plan was reviewed. A flyer outlining the plan has been updated.

A discussion about Field Trips and Excursions Policy 603.2 was held. Language will be considered to provide communication about these activities at an upcoming meeting.

Several items were identified as surplus and included 2 car caddies and a floor scrubber. As the estimated items were under \$500, no action was required or taken.

The following Personnel Action Items were presented to the board.

- Resignation – Volleyball Coach – Sequoia Dance
 - Assistant Volleyball Coach – Joslyn Leighton
- New Hire – NYCP CCR Teacher – Jacob Whittaker
- Position Change – Mandee Taylor – Elementary Paraprofessional
to Special Education Interventional Aide
- Volunteer – Track – Steve Kirkham

Trustee Garcia moved to approve the listed personnel action items. Trustee Spaulding seconded the motion which was passed.

Under Board Training, a discussion was held about the ISBA Convention in Boise last week by those who attended. Superintendent Aiken, Trustee Kipp, Trustee Spaulding, and Clerk Weeks were in attendance.

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

Board Chair Samuels-Allen declared the meeting adjourned at 6:44 pm.

Board Chair

Clerk

Date

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
GENERAL FUND							
REVENUE							
100-411400	DISTRICT TORT REVENUE	39,682.00CR	0.00	1,362.42CR	38,319.58CR	0%	3%
100-411900	OTHER TAXES	0.00	0.00	297.04CR	297.04	0%	0%
100-413000	PENALTY & INT--DELINQUENT TAXES	3,000.00CR	0.00	1,151.63CR	1,848.37CR	0%	38%
100-415000	EARNINGS ON INVESTMENTS	12,000.00CR	11,802.23CR	46,383.27CR	34,383.27	98%	387%
100-419900	OTHER LOCAL REVENUE	51,000.00CR	46,496.05CR	80,733.81CR	29,733.81	91%	158%
100-419901	DRIVERS ED.--STUDENT FEES	2,500.00CR	0.00	1,350.00CR	1,150.00CR	0%	54%
100-419903	GRANTS	82,000.00CR	0.00	50,134.88CR	31,865.12CR	0%	61%
TOTAL LOCAL REVENUE		190,182.00CR	58,298.28CR	181,413.05CR	8,768.95CR	31%	95%
100-431100	STATE APPORTIONMENT	3,749,517.00CR	0.00	2,774,584.24CR	974,932.76CR	0%	74%
100-431200	TRANSPORTATION SUPPORT REVENUE	181,000.00CR	0.00	146,751.48CR	34,248.52CR	0%	81%
100-431401	SED SUPPORT	20,000.00CR	0.00	37,536.65CR	17,536.65	0%	188%
100-431800	BENEFIT APPORTIONMENT	508,071.00CR	0.00	361,965.63CR	146,105.37CR	0%	71%
100-431900	OTHER STATE SUPPORT	191,501.00CR	50,995.00CR	143,998.00CR	47,503.00CR	27%	75%
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	REMEDICATION	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	41,696.00CR	89,849.00CR	9,849.00	52%	112%
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	1,080.00CR	1,080.00CR	0%	50%
TOTAL STATE REVENUE		4,834,760.00CR	92,691.00CR	3,555,765.00CR	1,278,995.00CR	2%	74%
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	0.00	1,972,750.00CR	727,250.00CR	0%	73%
TOTAL FEDERAL REVENUE		2,700,200.00CR	0.00	1,972,750.00CR	727,450.00CR	0%	73%
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	3,138.76CR	15,356.24CR	0%	17%
TOTAL OTHER REVENUE		618,495.00CR	0.00	3,138.76CR	615,356.24CR	0%	1%
TOTAL REVENUE		8,343,637.00CR	150,989.28CR	5,713,066.81CR	2,630,570.19CR	2%	68%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
ELEMENTARY SCHOOL PROGRAM							
100-512110	ELEMENTARY TEACHER SALARIES	1,102,326.00	93,275.61	373,502.44	728,823.56	8%	34%
100-512115	ELEMENTARY NON-CERTIFIED SALARIES	381,612.00	22,502.65	95,421.29	286,190.71	6%	25%
100-512160	ELEMENTARY TEACHER SUBSTITUTES	20,000.00	2,507.50	6,436.30	13,563.70	13%	32%
100-512200	ELEMENTARY FRINGE BENEFITS	72,813.00	5,546.83	22,190.24	50,622.76	8%	30%
100-512210	ELEMENT. LIFE/EMP. ASSIST.	1,824.00	187.15	781.71	1,042.29	10%	43%
100-512220	EMPLOYER FICA	120,621.00	9,080.72	36,480.70	84,140.30	8%	30%
100-512230	HEALTH INSURANCE - ELEM	176,982.00	12,627.06	53,403.89	123,578.11	7%	30%
100-512270	WORKER'S COMPENSATION	6,670.00	569.65	2,288.81	4,381.19	9%	34%
100-512280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-512290	RETIREMENT BENEFIT	191,789.00	15,068.90	60,923.63	130,865.37	8%	32%
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	0.00	32.00	4,968.00	0%	1%
100-512322	COPIER RENTAL	8,000.00	645.60	2,502.52	5,497.48	8%	31%
100-512380	ELEMENTARY TRAVEL	2,500.00	0.00	0.00	2,500.00	0%	0%
100-512410	ELEMENT. FIXED MATERIALS	15,000.00	98.82	15,119.78	(119.78)	1%	101%
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	449.04	4,550.96	0%	9%
100-512413	GRANT FUNDED SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
100-512415	MATERIALS --ART	2,000.00	0.00	1,900.34	99.66	0%	95%
100-512440	ELEMENTARY TEXTBOOKS	20,000.00	0.00	39,158.71	(19,158.71)	0%	196%
TOTAL ELEMENTARY PROGRAM		2,135,937.00	162,110.49	710,591.40	1,425,345.60	8%	33%
SECONDARY SCHOOL PROGRAM							
100-515110	HS CERTIFIED SALARIES	824,357.00	71,555.54	284,827.16	539,529.84	9%	35%
100-515113	DRIVER EDUCATION SALARIES	5,000.00	3,300.00	3,300.00	1,700.00	66%	66%
100-515115	HS CLASSIFIED SALARIES	216,113.00	12,717.69	69,753.50	146,359.50	6%	32%
100-515160	HS SUBSTITUTE SALARIES	25,000.00	3,597.50	8,697.50	16,302.50	14%	35%
100-515200	HS FRINGE BENEFITS	26,657.00	2,221.32	8,885.28	17,771.72	8%	33%
100-515210	HS LIFE INSURANCE BENEFIT	1,408.00	138.92	531.32	876.68	10%	38%
100-515220	HS EMPLOYER FICA	83,930.00	7,002.78	28,165.20	55,764.80	8%	34%
100-515230	HEALTH INSURANCE - HS	129,786.00	10,177.19	40,476.78	89,309.22	8%	31%
100-515270	HS WORKER'S COMPENSATION	4,641.00	424.47	1,696.00	2,945.00	9%	37%
100-515280	HS SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-515290	HS PERSI BENEFIT	132,789.00	10,553.22	42,512.56	90,276.44	8%	32%
100-515313	GRANT FUNDED PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-515321	COPIER RENTAL	4,400.00	495.77	2,135.66	2,264.34	11%	49%
100-515322	HS PURCHASE SERVICES	8,000.00	2.00	4,136.50	3,863.50	0%	52%
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	5,310.05	7,189.95	0%	42%
100-515411	TEACHER SUPPLIES	2,800.00	0.00	1,678.65	1,121.35	0%	60%
100-515412	DRIVERS ED. MATERIALS	300.00	78.56	124.46	175.54	26%	41%
100-515413	GRANT FUNDED SUPPLIES - FY24 - \$40,296	0.00	1,875.62	27,656.44	(27,656.44)	0%	0%
100-515417	MATERIALS -- ART	3,000.00	0.00	2,266.31	733.69	0%	76%
100-515421	MATERIALS -- MUSIC	7,500.00	865.00	4,306.77	3,193.23	12%	57%
100-515441	H.S. TEXTBOOKS	25,000.00	0.00	4,683.97	20,316.03	0%	19%
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	125,005.58	541,144.11	1,053,400.89	8%	34%
SPECIAL EDUCATION PROGRAM							
100-521110	RESOURCE ROOM TEACHER SALARIES	273,324.00	23,014.57	92,058.28	181,265.72	8%	34%
100-521115	RESOURCE ROOM AIDES' SALARIES	106,395.00	9,082.40	36,151.52	70,243.48	9%	34%
100-521160	EXCEPT. CHILD CERT. SUBSTITUTES	15,000.00	560.00	700.00	14,300.00	4%	5%
100-521200	RESOURCE ROOM FRINGE BENEFITS	15,751.00	1,312.66	5,250.64	10,500.36	8%	33%
100-521210	EXCEPT. LIFE/EMP. ASSIST.	672.00	57.64	214.97	457.03	9%	32%
100-521220	EMPLOYER FICA	31,401.00	2,589.94	10,233.80	21,167.20	8%	33%
100-521230	HEALTH INSURANCE - EXCEPT CHILD	58,994.00	4,847.43	17,860.23	41,133.77	8%	30%
100-521270	WORKER'S COMPENSATION	1,736.00	156.27	617.17	1,118.83	9%	36%
100-521280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-521290	RETIREMENT BENEFIT	48,579.00	4,092.21	16,348.92	32,230.08	8%	34%
100-521300	TUITION TO N.I.C.H.	20,000.00	3,145.00	3,515.00	16,485.00	16%	18%
100-521310	SPED PURCHASED SERVICES	10,000.00	0.00	6,961.36	3,038.64	0%	70%
100-521380	TRAVEL - PURCHASED SVCS	1,500.00	0.00	0.00	1,500.00	0%	0%
100-521410	SPED SUPPLIES	15,000.00	31.96	3,684.92	11,315.08	0%	25%
100-521411	SPED TEACHER SUPPLIES	1,000.00	46.99	246.99	753.01	5%	25%
100-521440	SPED TEXTBOOKS	5,000.00	0.00	304.28	4,695.72	0%	6%
TOTAL SPECIAL EDUCATION PROGRAM		604,352.00	48,937.07	194,148.08	410,203.92	8%	32%

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	26,283.00	51,625.00	8%	34%
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	7.89	31.68	64.32	8%	33%
100-522220	EMPLOYER FICA	6,113.00	434.82	1,738.33	4,374.67	7%	28%
100-522230	HEALTH INSURANCE - PRESCHOOL	11,799.00	970.31	3,894.50	7,904.50	8%	33%
100-522270	WORKER'S COMPENSATION	338.00	30.23	120.92	217.08	9%	36%
100-522280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-522290	RETIREMENT BENEFIT	9,887.00	833.83	3,335.32	6,551.68	8%	34%
100-522410	CLASSROOM SUPPLIES	350.00	0.00	1,892.14	(1,542.14)	0%	541%
100-522411	TEACHER SUPPLIES	200.00	0.00	0.00	200.00	0%	0%
	TOTAL PRESCHOOL PROGRAM	108,691.00	8,847.83	37,295.89	71,395.11	8%	34%
SCHOOL ACTIVITY PROGRAM							
100-532100	SCHOOL ACTIVITY SALARIES	133,700.00	14,234.88	54,025.52	79,674.48	11%	40%
100-532200	SCHOOL ACTIVITIES FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-532210	EMPLOYEE LIFE INS	0.00	11.68	35.09	(35.09)	0%	0%
100-532220	EMPLOYER FICA	10,228.00	1,086.08	4,123.88	6,104.12	11%	40%
100-532230	HEALTH INSURANCE - SCHOOL ACTIVITIES	0.00	1,241.68	3,620.36	(3,620.36)	0%	0%
100-532270	WORKER'S COMPENSATION	566.00	62.20	232.35	333.65	11%	41%
100-532280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-532290	RETIREMENT BENEFIT	8,801.00	1,051.92	3,173.40	5,627.60	12%	36%
100-532310	SCHOOL ACT. DUES/SERVICES	10,000.00	0.00	882.00	9,118.00	0%	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	3,330.52	11,778.52	13,221.48	13%	47%
100-532550	ATHLETIC EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL SCHOOL ACTIVITY PROGRAM	205,795.00	21,018.96	77,871.12	127,923.88	10%	38%
ATTENDANCE, GUIDANCE, & HEALTH PROGRAM							
100-611110	COUNSELING SALARIES - ELEMENTARY	63,379.00	5,345.33	21,462.57	41,916.43	8%	34%
100-611111	GUIDANCE SALARIES - SECONDARY	85,289.00	7,193.25	28,773.00	56,516.00	8%	34%
100-611200	GUIDANCE FRINGE BENEFITS	15,078.00	1,256.50	5,026.00	10,052.00	8%	33%
100-611210	GUIDANCE LIFE/EMP. ASSIST.	192.00	16.00	63.60	128.40	8%	33%
100-611220	EMPLOYER FICA	12,527.00	1,052.97	4,218.15	8,308.85	8%	34%
100-611230	HEALTH INSURANCE - GUIDANCE	0.00	0.00	0.00	0.00	0%	0%
100-611270	WORKER'S COMPENSATION	693.00	63.46	254.21	438.79	9%	37%
100-611280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-611290	RETIREMENT BENEFIT	20,779.00	1,750.60	7,012.70	13,766.30	8%	34%
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	16,678.11	66,810.23	136,326.77	8%	33%
SPECIAL EDUCATION SUPPORT SERVICES PROGRAM							
100-616110	ANCILLARY SALARIES - CDS & PSYCOL.	126,580.00	23,502.45	93,737.23	32,842.77	19%	74%
100-616115	NON CERT ANCILLARY SALARY	3,924.00	33,902.64	130,397.28	(126,473.28)	864%	999%
100-616200	ANCILLARY FRINGE BENEFITS	8,531.00	710.91	2,843.64	5,687.36	8%	33%
100-616210	EMPLOYEE LIFE INSUR	816.00	120.71	462.76	353.24	15%	57%
100-616220	EMPLOYER FICA	10,636.00	4,306.50	16,995.37	(6,359.37)	40%	160%
100-616230	HEALTH INSURANCE - ANCILLARY	82,591.00	8,833.95	35,871.50	46,719.50	11%	43%
100-616270	WORKER'S COMPENSATION	588.00	334.00	1,298.50	(710.50)	57%	221%
100-616280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-616290	RETIREMENT BENEFIT	17,584.00	6,284.73	24,555.82	(6,971.82)	36%	140%
100-616300	CDS CONTRACT	87,500.00	6,690.00	49,486.40	38,013.60	8%	57%
100-616410	ANCILLARY SUPPLIES	800.00	0.00	0.00	800.00	0%	0%
	TOTAL ANCILLARY	339,550.00	84,685.89	355,648.50	16,098.50CR	25%	105%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
INSTRUCTIONAL IMPROVEMENT PROGRAM							
100-621110	SALARIES - INSTRUCTIONAL IMPROVEME	0.00	416.66	1,666.64	(1,666.64)	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	3.36	(3.36)	0%	0%
100-621220	FICA	0.00	31.70	126.82	(126.82)	0%	0%
100-621230	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
100-621270	WORKERS COMP	0.00	1.92	7.68	(7.68)	0%	0%
100-621280	UUSL	0.00	0.00	0.00	0.00	0%	0%
100-621290	PERSI	0.00	52.88	211.52	(211.52)	0%	0%
100-621310	INSTRUCT. IMPROVE. - CREDIT REIMB	6,884.00	0.00	2,342.50	4,541.50	0%	34%
100-621311	INSTRUCTIONAL IMPROVEMENT PURCHASED SERVIC	20,000.00	0.00	189.25	19,810.75	0%	1%
100-621380	TRAVEL/TRNG.	0.00	0.00	327.65	(327.65)	0%	0%
100-621410	MENTORING SUPPLIES	100.00	391.10	391.10	(291.10)	391%	391%
TOTAL INSTRUCTION IMPROVEMENT		26,984.00	895.10	5,266.52	21,717.48	3%	20%
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	5,015.84	21,233.60	43,231.40	8%	33%
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	2,094.64	4,189.36	8%	33%
100-622210	LIB./TECH. LIFE/EMP. ASSIST.	192.00	15.17	61.07	130.93	8%	32%
100-622220	EMPLOYER FICA	5,489.00	423.77	1,784.61	3,704.39	8%	33%
100-622230	HEALTH INSURANCE - MEDIA	11,799.00	983.23	3,932.92	7,866.08	8%	33%
100-622270	WORKER'S COMPENSATION	303.00	25.48	107.32	195.68	8%	35%
100-622280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-622290	RETIREMENT BENEFIT	8,005.00	619.32	2,608.12	5,396.88	8%	33%
100-622323	VALNET COMMUNICATIONS	7,000.00	0.00	2,425.00	4,575.00	0%	35%
100-622410	LIBRARY MATERIALS--ELEMENTARY	5,000.00	399.88	1,627.28	3,372.72	8%	33%
100-622412	LIBRARY MATERIALS--SECONDARY	5,000.00	0.00	2,144.29	2,855.71	0%	43%
TOTAL EDUCATIONAL MEDIA PROGRAM		114,537.00	8,006.35	38,018.85	76,518.15	7%	33%
INSTRUCTIONAL RELATED TECHNOLOGY							
100-623115	TECHNOLOGY SALARY	76,355.00	6,244.16	26,326.64	50,028.36	8%	34%
100-623200	TECHNOLOGY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-623210	TECHNOLOGY LIFE BENEFIT	96.00	8.15	34.00	62.00	8%	35%
100-623220	TECHNOLOGY FICA BENEFIT	5,841.00	477.64	2,013.51	3,827.49	8%	34%
100-623230	HEALTH INSURANCE - TECHNOLOGY	11,799.00	1,001.34	4,178.89	7,620.11	8%	35%
100-623270	TECHNOLOGY WORKERS COMP.	323.00	28.72	121.09	201.91	9%	37%
100-623280	TECHNOLOGY SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-623290	TECHNOLOGY PERSI BENEFIT	8,243.00	699.61	2,969.75	5,273.25	8%	36%
100-623310	TECHNOLOGY PURCHASED SERVICES	20,000.00	1,593.75	1,593.75	18,406.25	8%	8%
100-623323	TECHNOLOGY INTERNET COMMUNICATIONS	40,000.00	303.00	27,451.00	12,549.00	1%	69%
100-623410	TECHNOLOGY SUPPLIES/MATERIALS	5,000.00	0.00	3,941.42	1,058.58	0%	79%
100-623411	TECHNOLOGY-ELEMENTARY	35,000.00	320.00	12,032.93	22,967.07	1%	34%
100-623412	TECHNOLOGY SECONDARY	35,000.00	2,349.00	3,058.60	31,941.40	7%	9%
100-623413	TECHNOLOGY - EXCEPTIONAL CHILD	5,000.00	115.96	394.95	4,605.05	2%	8%
100-623550	TECHNOLOGY - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
TOTAL INSTRUCTIONAL TECHNOLOGY		242,657.00	13,141.33	84,116.53	158,540.47	5%	35%
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	1,496.25	23,738.97	16,261.03	4%	59%
100-631410	SUPPLIES - SCHOOL BOARD	750.00	55.75	270.32	479.68	7%	36%
TOTAL BOARD OF EDUCATION PROGRAM		40,750.00	1,552.00	24,009.29	16,740.71	4%	59%

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	72,066.48	72,066.52	8%	50%
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	120.00	120.00	8%	50%
100-632220	EMPLOYER FICA	11,026.00	916.34	5,498.05	5,527.95	8%	50%
100-632230	HEALTH INSURANCE - DISTRICT ADMIN	11,799.00	983.23	5,737.28	6,061.72	8%	49%
100-632270	WORKER'S COMPENSATION	610.00	55.25	369.94	240.06	9%	61%
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	9,145.26	9,144.74	8%	50%
100-632310	BANK FEES / GRANT SVCS	25,000.00	1,819.03	18,925.61	6,074.39	7%	76%
100-632322	COPIER RENTAL	4,000.00	418.54	1,970.37	2,029.63	10%	49%
100-632333	DISTRICT COMMUNICATIONS	10,000.00	190.08	2,724.28	7,275.72	2%	27%
100-632380	DISTRICT TRAVEL--GENERAL	15,000.00	294.00	6,884.35	8,115.65	2%	46%
100-632390	DISTRICT PURCHASED SERVICES	17,500.00	681.76	7,630.43	9,869.57	4%	44%
100-632410	DISTRICT SUPPLIES	3,000.00	0.00	1,250.61	1,749.39	0%	42%
100-632412	DISTRICT SUBSCRIPTIONS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL DISTRICT ADMINISTRATION	260,598.00	18,913.52	132,322.66	128,275.34	7%	51%
SCHOOL ADMINISTRATION PROGRAM							
100-641110	SCHOOL ADMIN SALARIES	213,377.00	21,532.17	65,407.43	147,969.57	10%	31%
100-641115	ADMINISTRATIVE NON-CERTIFIED	96,858.00	9,333.45	41,513.83	55,344.17	10%	43%
100-641200	SCHOOL ADMIN FRINGE BENEFITS	8,531.00	710.91	2,843.64	5,687.36	8%	33%
100-641210	SCHOOL ADMIN. LIFE/EMP. ASSIST.	720.00	59.80	232.40	487.60	8%	32%
100-641220	EMPLOYER FICA	24,386.00	2,411.76	8,381.35	16,004.65	10%	34%
100-641230	HEALTH INSURANCE - SCHOOL ADMIN	41,296.00	3,520.58	13,909.66	27,386.34	9%	34%
100-641270	WORKER'S COMPENSATION	1,348.00	130.20	444.73	903.27	10%	33%
100-641280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-641290	RETIREMENT BENEFIT	38,989.00	3,807.33	12,837.35	26,151.65	10%	33%
100-641323	SCHOOL COMMUNICATIONS	18,500.00	1,332.85	5,746.89	12,753.11	7%	31%
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	1,959.61	40.39	0%	98%
100-641412	DUES/SUBSCRIPTIONS/REGISTRATIONS	1,800.00	0.00	0.00	1,800.00	0%	0%
	TOTAL SCHOOL ADMINISTRATION	451,805.00	42,839.05	154,998.66	296,806.34	9%	34%
BUSINESS OPERATIONS PROGRAM							
100-651115	SALARIES - BUSINESS OPERATIONS	82,084.00	5,996.78	34,816.65	47,267.35	7%	42%
100-651200	FRINGE	10,317.00	859.75	5,158.50	5,158.50	8%	50%
100-651210	LIFE INS BENEFIT	96.00	8.70	50.36	45.64	9%	52%
100-651220	EMPLOYER FICA	7,069.00	522.68	3,047.06	4,021.94	7%	43%
100-651230	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
100-651270	WORKER'S COMPENSATION	391.00	31.54	203.66	187.34	8%	52%
100-651280	SICK LEAVE RETIREMENT	0.00	0.00	0.00	0.00	0%	0%
100-651290	PERSI	10,486.00	766.56	4,416.86	6,069.14	7%	42%
100-651310	PURCHASED SERVICES	66,500.00	5,377.75	35,367.63	31,132.37	8%	53%
100-651311	MEDICAID BILLING SERVICES	29,203.00	1,473.09	10,410.11	18,792.89	5%	36%
100-651380	TRAVEL / TRAINING	4,000.00	713.84	713.84	3,286.16	18%	18%
100-651410	SUPPLIES	2,000.00	0.00	202.76	1,797.24	0%	10%
	TOTAL BUSINESS OPERATIONS	212,146.00	15,750.69	94,387.43	117,758.57	7%	44%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
BUILDING CUSTODIAL CARE PROGRAM							
100-661115	CUSTODIAL SALARIES	176,075.00	18,414.31	102,202.85	73,872.15	10%	58%
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	30.80	186.05	101.95	11%	65%
100-661220	EMPLOYER FICA	14,388.00	1,405.22	7,797.02	6,590.98	10%	54%
100-661230	HEALTH INSURANCE - CUSTODIAL	47,195.00	3,784.50	22,225.38	24,969.62	8%	47%
100-661270	WORKER'S COMPENSATION	6,300.00	729.75	4,582.84	1,717.16	12%	73%
100-661280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-661290	RETIREMENT BENEFIT	19,685.00	1,738.63	9,777.27	9,907.73	9%	50%
100-661322	CUSTODIAL PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-661330	UTILITIES	200,000.00	25,433.15	102,397.53	97,602.47	13%	51%
100-661410	CUSTODIAL SUPPLIES	35,000.00	9,035.13	20,751.93	14,248.07	26%	59%
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	60,571.49	325,301.87	241,010.13	11%	57%
MAINTENANCE - BUILDINGS-NON-STUDENT OCCUPIE							
100-663310	PURCHASE SERV.--MAINT/BUS BARN	5,000.00	2,486.10	3,764.70	1,235.30	50%	75%
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	150.00	300.00	200.00	30%	60%
100-663410	MATERIALS--MAINT/BUS BARN FAC.	3,000.00	557.34	1,901.23	1,098.77	19%	63%
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	3,193.44	5,965.93	7,034.07	25%	46%
MAINTENANCE - BUILDINGS-STUDENT OCCUPIED							
100-664115	GENERAL MAINTENANCE SALARIES	70,478.00	7,328.29	49,203.36	21,274.64	10%	70%
100-664200	MAINTENANCE FRINGE BENEFITS	11,944.00	995.24	5,971.44	5,972.56	8%	50%
100-664210	MAINTENANCE LIFE/EMP. ASSIST.	96.00	9.13	66.76	29.24	10%	70%
100-664220	EMPLOYER FICA	6,305.00	636.76	4,217.83	2,087.17	10%	67%
100-664230	HEALTH INSURANCE - MAINT	0.00	0.00	1,326.85	(1,326.85)	0%	0%
100-664270	WORKER'S COMPENSATION	2,761.00	303.92	1,956.16	804.84	11%	71%
100-664280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-664290	RETIREMENT BENEFIT	9,395.00	794.40	5,400.77	3,994.23	8%	57%
100-664310	PURCHASE SERVICE--MAINT/BUS BARN	500.00	0.00	4,522.29	(4,022.29)	0%	904%
100-664311	PURCHASE SERVICE--ELEMENTARY	50,000.00	1,052.50	37,022.56	12,977.44	2%	74%
100-664312	PURCHASE SERVICE--SECONDARY	40,000.00	8,030.74	43,481.81	(3,481.81)	20%	109%
100-664410	MATERIALS--MAINT./BUS BARN	2,000.00	0.00	2,790.73	(790.73)	0%	140%
100-664411	MATERIALS--ELEMENTARY	10,000.00	64.50	62,073.94	(52,073.94)	1%	621%
100-664412	MATERIALS--SECONDARY	10,000.00	0.00	2,848.18	7,151.82	0%	28%
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	19,215.48	220,882.68	16.68CR	9%	100%
MAINTENANCE - GROUNDS							
100-665310	PURCHASE SERVICE--GROUNDS	25,000.00	143.00	10,342.18	14,657.82	1%	41%
100-665410	MATERIALS--GROUNDS	20,000.00	0.00	16,515.51	3,484.49	0%	83%
100-665550	GROUNDS - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
	TOTAL GROUNDS CARE	45,000.00	143.00	26,857.69	18,142.31	0%	60%
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	0.00	2,981.99	4,518.01	0%	40%
100-667550	SECURITY - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
	TOTAL SCHOOL SAFETY	7,500.00	0.00	2,981.99	4,518.01	0%	40%

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	9,422.54	35,298.05	43,652.95	12%	45%
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	16,155.96	16,156.04	8%	50%
100-681165	TRANSP.SALARIES--SUBS @ 50%	2,500.00	52.64	1,804.93	695.07	2%	72%
100-681200	TRANSP.FRINGE BENEFITS @ 50%	16,856.00	1,404.74	6,048.79	10,807.21	8%	36%
100-681210	TRANSP.LIFE INSURANCE @ 50%	192.00	21.87	111.76	80.24	11%	58%
100-681220	TRANSP.EMPLOYER FICA/MDC @ 50%	9,992.00	1,037.59	4,533.82	5,458.18	10%	45%
100-681230	HEALTH INSURANCE - TRANSP - 50%	0.00	114.07	499.22	(499.22)	0%	0%
100-681270	TRANSP.WORKERS COMP @ 50%	3,138.00	377.17	1,944.65	1,193.35	12%	62%
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	1,189.13	4,671.65	9,906.35	8%	32%
100-681310	BUS CONTRACT REPAIRS @ 85%	40,000.00	2,100.00	17,101.57	22,898.43	5%	43%
100-681311	PHYSICALS/DRUG TESTING @ 50%	2,500.00	211.00	649.00	1,851.00	8%	26%
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	1,757.07	5,723.24	9,276.76	12%	38%
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	2,552.16	10,394.88	12,105.12	11%	46%
100-681424	TRANSP. BUS OILS/LUBRICANTS @ 85%	2,500.00	0.00	467.64	2,032.36	0%	19%
100-681425	BUS REPAIR PARTS @ 85%	12,000.00	62.08	3,459.26	8,540.74	1%	29%
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	22,994.72	108,956.42	148,412.58	9%	42%
PUPIL-ACTIVITY TRANSPORTATION PROGRAM							
100-682115	TRANSP.SALARIES--ACTIVITY/SHUTTLE	20,000.00	806.04	5,967.01	14,032.99	4%	30%
100-682200	TRANS - ACTIVITY - FRINGE	0.00	0.00	0.00	0.00	0%	0%
100-682210	TRANS - ACTIVITY - LIFE	0.00	0.53	8.13	(8.13)	0%	0%
100-682220	TRANS - ACTIVITY - FICA	1,530.00	61.49	455.51	1,074.49	4%	30%
100-682230	TRANS - ACTIVITY - HEALTH INS	0.00	44.50	239.47	(239.47)	0%	0%
100-682270	WORK COMP	480.00	23.11	177.33	302.67	5%	37%
100-682280	TRANS - ACTIVITY - UUSL	0.00	0.00	0.00	0.00	0%	0%
100-682290	TRANS - ACTIVITY - PERSI	2,236.00	28.12	408.90	1,827.10	1%	18%
100-682310	PURCHASE SERVICES--NON ALLOW	500.00	0.00	42.20	457.80	0%	8%
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	963.79	7,448.55	19,297.45	4%	28%
GENERAL TRANSPORTATION PROGRAM							
100-683310	PURCHASE SERVICES-NON ALLOWABLE	1,000.00	196.55	401.55	598.45	20%	40%
100-683410	SUPPLIES-NON ALLOWABLE	2,000.00	0.00	201.61	1,798.39	0%	10%
	TOTAL GENERAL TRANSPORTATION	3,000.00	196.55	603.16	2,396.84	7%	20%
FOOD SERVICES PROGRAM							
100-710220	FOOD EMPLOYER FICA	13,325.00	1,282.22	5,800.37	7,524.63	10%	44%
	TOTAL NON-INSTRUCTION	13,325.00	1,282.22	5,800.37	7,524.63	10%	44%
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	676,942.66	3,221,427.93	5,122,209.07	8%	39%
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	240.83CR	1,388.55CR	188.55	20%	116%
232-419900	GRANT REVENUE - NPT & OTHERS	0.00	0.00	41,732.00CR	41,732.00	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	240.83CR	43,120.55CR	33,079.45CR	0%	57%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
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	584.64	3,140.58	2,859.42	10%	52%
232-515220	BENEFITS	450.00	44.73	240.26	209.74	10%	53%
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%
232-515300	HIGH SCHOOL PURCHASED SERVICES	0.00	0.00	1,000.00	(1,000.00)	0%	0%
232-515410	HIGH SCHOOL SUPPLIES	14,935.00	0.00	31,363.68	(16,428.68)	0%	210%
232-515312	P/S - NPT NATIVE ARTS GRANT	10,000.00	174.39	2,340.87	7,659.13	2%	23%
232-515313	P/S - COLLEGE & CAREER READINESS	5,000.00	0.00	225.00	4,775.00	0%	5%
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 FUNDS	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	465.25	2,145.97	7,854.03	5%	21%
232-515413	SUPPLIES - COLLEGE & CAREER READINESS	5,000.00	495.00	1,949.39	3,050.61	10%	39%
232-515414	SUPPLIES - NPT - SPEECH LANGUAGE	0.00	0.00	3,602.37	(3,602.37)	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	125.82	654.39	(654.39)	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	1,889.83	46,662.51	29,537.49	2%	61%
NEZPERCE 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%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
STATE VOCATIONAL							
243-432410	STATE CTE -- AG. PROGRAM	9,000.00CR	31,892.00CR	31,892.00CR	22,892.00	354%	354%
243-432420	STATE VOC. ED.--BUSINESS PROGRAM	7,901.00CR	0.00	0.00	7,901.00CR	0%	0%
	TOTAL REVENUE	16,901.00CR	31,892.00CR	31,892.00CR	14,991.00	189%	189%
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	286.78	2,085.77	2,420.23	6%	46%
243-515552	VOC. ED. EQUIPMENT--AG. PROGRAM	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CTE AG PROGRAM	9,016.00	286.78	2,085.77	6,930.23	3%	23%
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	0.00	371.36	2,693.64	0%	12%
243-515413	VOC. ED. SUPPLIES--BUSINESS PROG.	4,820.00	0.00	3,494.91	1,325.09	0%	73%
243-515553	VOC. ED. EQUIPMENT--BUSINESS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CTE BUSINESS PROGRAM	7,885.00	0.00	3,866.27	4,018.73	0%	49%
	TOTAL EXPENDITURES	16,901.00	286.78	5,952.04	10,948.96	2%	35%
ARPA - ESSERF III							
250-445900	ESSERF III REVENUE	0.00	0.00	13,557.57CR	13,557.57	0%	0%
	TOTAL REVENUE	0.00	0.00	13,557.57CR	13,557.57	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	0.00	0.00	0.00	0%	0%
250-512300	PURCHASED SERVICES - ELEMENTARY - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-512400	SUPPLIES - ELEMENTARY - ESSERF III	0.00	0.00	13,082.36	(13,082.36)	0%	0%
250-512101	SALARIES - ELEMENTARY ESSERF III L/L	0.00	190.80	830.11	(830.11)	0%	0%
250-512201	BENEFITS - ELEMENTARY ESSERF III L/L	0.00	37.24	162.00	(162.00)	0%	0%
250-512301	PURCHASED SERVICES - ELEM ESSERF III L/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 III	0.00	0.00	0.00	0.00	0%	0%
250-515400	SUPPLIES - SECONDARY - ESSERF III	0.00	0.00	0.00	0.00	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 III L/L	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 III	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	228.04	14,074.47	14,074.47CR	0%	0%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
CHAPTER I FUND							
251-445100	FEDERAL ASSISTANCE	221,684.00CR	0.00	38,769.75CR	182,914.25CR	0%	17%
251-445901	CSI - UP REVENUE	96,149.00CR	0.00	44,603.81CR	51,545.19CR	0%	46%
	TOTAL REVENUE	317,833.00CR	0.00	83,373.56CR	234,459.44CR	0%	26%
251-512110	TEACHER SALARIES--ELEMENTARY	0.00	0.00	0.00	0.00	0%	0%
251-512115	TEACHER AIDES--ELEMENTARY	133,142.00	9,587.16	43,620.55	89,521.45	7%	33%
251-512200	BENEFITS - TITLE I-A	88,042.00	132.10	604.95	87,437.05	0%	1%
251-512205	ELEMENTARY FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
251-512210	ELEMENT. LIFE/EMP. ASSIST.	0.00	29.33	134.33	(134.33)	0%	0%
251-512220	EMPLOYER FICA	0.00	729.53	3,321.48	(3,321.48)	0%	0%
251-512230	HEALTH INSURANCE - TITLE 1-A	0.00	3,472.67	15,903.26	(15,903.26)	0%	0%
251-512270	WORKER'S COMPENSATION	0.00	141.82	591.50	(591.50)	0%	0%
251-512280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
251-512290	RETIREMENT BENEFIT	0.00	1,071.84	4,876.79	(4,876.79)	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	15,164.45	69,052.86	152,631.14	7%	31%
251-515101	CSI - UP SALARIES	37,600.00	487.50	18,012.50	19,587.50	1%	48%
251-515201	CSI - UP BENEFITS	13,000.00	152.20	4,889.96	8,110.04	1%	38%
251-515301	CSI - UP PURCHASED SERVICES	36,000.00	0.00	3,495.00	32,505.00	0%	10%
251-515401	CSI - UP SUPPLIES	9,549.00	14,758.41	34,406.31	(24,857.31)	155%	360%
	TOTAL CSI-UP EXPENDITURES	96,149.00	15,398.11	60,803.77	35,345.23	16%	63%
	TOTAL EXPENDITURES	317,833.00	30,562.56	129,856.63	187,976.37	10%	41%
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	680.30CR	680.30	0%	0%
	TOTAL REVENUE	0.00	0.00	680.30CR	680.30	0%	0%
254-512400	SUPPLIES - ELEMENTARY - ESSER II	0.00	0.00	680.30	(680.30)	0%	0%
	TOTAL EXPENDITURES	0.00	0.00	680.30	680.30CR	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	8,837.16	35,365.52	70,680.48	8%	33%
257-521200	FRINGE BENEFITS- PART B	3,795.00	316.25	1,265.00	2,530.00	8%	33%
257-521210	LIFE INS BENEFIT	184.00	28.16	114.04	69.96	15%	62%
257-521220	EMPLOYER FICA	8,403.00	700.27	2,802.28	5,600.72	8%	33%
257-521230	HEALTH INSURANCE - PART B	11,798.00	2,865.07	11,631.87	166.13	24%	99%
257-521270	WORKER'S COMPENSATION	463.00	42.10	168.46	294.54	9%	36%
257-521280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
257-521290	RETIREMENT BENEFIT	12,338.00	1,023.35	4,095.29	8,242.71	8%	33%
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	13,812.36	55,442.46	87,584.54	10%	39%
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%

(Rprt: 01 - MAIN; Dates: 00/00/00-12/31/23; PRINT: 12/13/23 1:18:33 PM)

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	841.64	1,683.36	8%	33%
258-522200	BENEFITS	492.00	41.00	164.00	328.00	8%	33%
258-522210	LIFE/EMP. ASSIST. PLAN	0.00	0.63	2.52	(2.52)	0%	0%
258-522220	EMPLOYER FICA	231.00	19.23	76.92	154.08	8%	33%
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	4.64	8.36	9%	36%
258-522280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
258-522290	RETIREMENT BENEFIT	345.00	28.10	112.40	232.60	8%	33%
258-522310	PART B PRESCHOOL PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	3,606.00	300.53	1,202.12	2,403.88	8%	33%
MEDICAID FUND							
260-445900	MEDICAID REVENUE	486,718.00CR	0.00	71,646.80CR	415,071.20CR	0%	15%
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	71,646.80CR	555,587.20CR	0%	11%
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	3,034.85CR	15,222.15CR	0%	17%
	TOTAL REVENUE	18,257.00CR	0.00	3,034.85CR	15,222.15CR	0%	17%
261-515115	SECONDARY CLASSIFIED SALARY	12,761.00	719.97	3,757.56	9,003.44	6%	29%
261-515200	FRINGE	2,488.00	207.33	829.32	1,658.68	8%	33%
261-515210	LIFE INSURANCE BENEFIT	32.00	2.35	10.02	21.98	7%	31%
261-515220	FICA BENEFIT	1,167.00	69.97	346.85	820.15	6%	30%
261-515230	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
261-515270	WORKERS COMP	67.00	4.26	21.08	45.92	6%	31%
261-515280	UUSL	0.00	0.00	0.00	0.00	0%	0%
261-515290	PERSI BENEFIT	1,742.00	103.67	512.81	1,229.19	6%	29%
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	1,107.55	5,477.64	12,779.36	6%	30%
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	2,959.58CR	32,652.42CR	0%	8%
	TOTAL REVENUE	35,612.00CR	0.00	2,959.58CR	32,652.42CR	0%	8%
262-512115	ELEMENTARY CLASSIFIED SALARY	23,530.00	1,960.83	7,843.32	15,686.68	8%	33%
262-512200	FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
262-512210	LIFE INSURANCE BENEFIT	96.00	4.54	19.21	76.79	5%	20%
262-512220	FICA BENEFIT	1,800.00	150.00	600.00	1,200.00	8%	33%
262-512230	HEALTH INSURANCE - REAP	7,455.00	557.64	2,359.78	5,095.22	7%	32%
262-512270	WORKERS COMP. BENEFIT	100.00	9.02	36.08	63.92	9%	36%
262-512280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
262-512290	PERSI BENEFIT	2,631.00	219.22	876.88	1,754.12	8%	33%
	TOTAL EXPENDITURES	35,612.00	2,901.25	11,735.27	23,876.73	8%	33%

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	18,667.62CR	76,332.38CR	0%	20%
267-443001	NYCP GRANT REVENUE	408,845.00CR	0.00	56,777.60CR	352,067.40CR	0%	14%
267-443002	ACE GRANT REVENUE	383,975.00CR	0.00	90,689.57CR	293,285.43CR	0%	24%
	TOTAL REVENUE	887,820.00CR	0.00	166,134.79CR	721,685.21CR	0%	19%
=====							
267-512410	CULTURAL ENRICHMENT SUPPLIES	0.00	0.00	91.16	(91.16)	0%	0%
267-515100	COORDINATOR SALARY	4,750.00	442.08	1,768.32	2,981.68	9%	37%
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	7,650.32	33,231.68	5%	19%
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	1.68	94.32	0%	2%
267-515220	EMPLOYER FICA	3,491.00	174.65	698.60	2,792.40	5%	20%
267-515230	HEALTH INSURANCE - VI-A	11,799.00	2,636.43	8,317.41	3,481.59	22%	70%
267-515270	WORKER'S COMPENSATION	193.00	10.83	43.32	149.68	6%	22%
267-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
267-515290	RETIREMENT BENEFIT	2,607.00	2,606.95	9,112.30	(6,505.30)	100%	350%
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	1,022.58	(1,022.58)	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	286.25	1,613.75	0%	15%
	TOTAL TITLE VI-A EXPENDITURES	95,000.00	7,783.94	28,991.94	66,008.06	8%	31%
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267-515101	SALARIES - DIRECTOR - NYCP	44,080.00	3,717.66	14,870.64	29,209.36	8%	34%
267-515111	SALARIES - CERTIFIED - NYCP	49,724.00	7,606.52	19,534.75	30,189.25	15%	39%
267-515116	SALARIES - N/C - NYCP	124,055.00	9,977.75	41,231.26	82,823.74	8%	33%
267-515201	FRINGE - NYCP	10,962.00	913.50	3,654.00	7,308.00	8%	33%
267-515211	LIFE INS - NYCP	288.00	43.03	149.87	138.13	15%	52%
267-515221	FICA - ER - NYCP	17,505.00	1,694.19	6,042.97	11,462.03	10%	35%
267-515231	HEALTH INS - NYCP	11,799.00	317.98	793.07	11,005.93	3%	7%
267-515271	WORKERS COMP - NYCP	968.00	82.52	287.36	680.64	9%	30%
267-515281	UUSL - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515291	PERSI - NYCP	27,164.00	1,177.89	4,800.49	22,363.51	4%	18%
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	6,600.00	10,295.00	28,580.00	17%	26%
267-515381	TRAVEL - NYCP	30,848.00	0.00	13,561.79	17,286.21	0%	44%
267-515421	EQUIPMENT - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515411	SUPPLIES - NYCP	6,444.00	0.00	101.69	6,342.31	0%	2%
267-920801	INDIRECT COSTS - NYCP	8,768.00	0.00	1,104.21	7,663.79	0%	13%
	TOTAL NYCP EXPENDITURES	408,845.00	32,131.04	116,427.10	292,417.90	8%	28%
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267-515102	SALARIES - DIRECTOR - ACE	44,080.00	3,717.66	14,870.64	29,209.36	8%	34%
267-515112	SALARIES - CERTIFIED - ACE	129,467.00	15,543.00	57,903.84	71,563.16	12%	45%
267-515117	SALARIES - N/C - ACE	85,189.00	7,099.08	28,396.32	56,792.68	8%	33%
267-515202	FRINGE - ACE	11,805.00	983.75	3,935.00	7,870.00	8%	33%
267-515212	LIFE INS - ACE	295.00	25.32	101.22	193.78	9%	34%
267-515222	FICA - ER - ACE	20,696.00	2,089.01	8,029.50	12,666.50	10%	39%
267-515232	HEALTH INS - ACE	35,396.00	2,549.46	10,190.51	25,205.49	7%	29%
267-515272	WORKERS COMP - ACE	1,143.00	99.99	399.96	743.04	9%	35%
267-515282	UUSL - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515292	PERSI - ACE	33,045.00	793.68	3,174.72	29,870.28	2%	10%
267-515312	PURCHASED SERVICES - ACE	7,532.00	0.00	23,544.99	(16,012.99)	0%	313%
267-515382	TRAVEL - ACE	0.00	0.00	6,647.84	(6,647.84)	0%	0%
267-515412	SUPPLIES - ACE	7,500.00	588.21	2,752.74	4,747.26	8%	37%
267-920802	INDIRECT COSTS - ACE	7,827.00	0.00	1,748.30	6,078.70	0%	22%
	TOTAL ACE EXPENDITURES	383,975.00	33,489.16	161,695.58	222,279.42	9%	42%
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	TOTAL EXPENDITURES	887,820.00	73,404.14	307,114.62	580,705.38	8%	35%
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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	212.17CR	1,223.29CR	23.29	18%	102%
269-445900	FEDERAL ASSISTANCE	20,000.00CR	0.00	0.00	20,000.00CR	0%	0%
	TOTAL REVENUE	96,200.00CR	212.17CR	1,223.29CR	94,976.71CR	0%	1%
=====							
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	119.70	163.68	(163.68)	0%	0%
269-515110	CERTIFIED SALARIES - ASP - S/S	15,000.00	710.00	1,895.00	13,105.00	5%	13%
269-515111	JOM COORDINATOR	0.00	0.00	0.00	0.00	0%	0%
269-515115	CLASSIFIED SALARIES	0.00	0.00	0.00	0.00	0%	0%
269-515210	LIFE INS BENEFIT	0.00	1.06	2.77	(2.77)	0%	0%
269-515220	EMPLOYER FICA	1,148.00	51.95	139.51	1,008.49	5%	12%
269-515230	HEALTH INSURANCE - JOM	0.00	130.31	661.63	(661.63)	0%	0%
269-515270	WORKERS COMP	62.00	7.79	26.82	35.18	13%	43%
269-515280	UNUSED SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
269-515290	PERSI	1,904.00	90.10	240.49	1,663.51	5%	13%
269-515300	PURCHASE SERVICES	39,000.00	0.00	568.00	38,432.00	0%	1%
269-515310	CULTURAL ENRICHMENT SERVICES	38,086.00	0.00	386.18	37,699.82	0%	1%
269-515410	JOM CULTURAL SUPPLIES	1,000.00	0.00	1,394.39	(394.39)	0%	139%
	TOTAL EXPENDITURES	96,200.00	1,110.91	5,478.47	90,721.53	1%	6%
=====							
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	3,702.44CR	29,505.56CR	0%	11%
	TOTAL REVENUE	33,208.00CR	0.00	3,702.44CR	29,505.56CR	0%	11%
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271-621110	STAFF DEVELOPMENT SALARIES	20,000.00	968.33	4,843.52	15,156.48	5%	24%
271-621210	STAFF DEVELOPMENT LIFE INS.	0.00	1.69	9.22	(9.22)	0%	0%
271-621220	STAFF DEVELOP. FICA BENEFIT	1,530.00	72.98	366.51	1,163.49	5%	24%
271-621230	HEALTH INSURANCE - II-A	0.00	127.46	799.50	(799.50)	0%	0%
271-621270	WORKERS COMPENSATION	85.00	4.45	22.27	62.73	5%	26%
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	115.07	572.52	1,965.48	5%	23%
271-621310	STAFF DEVELOPMENT	9,055.00	0.00	3,600.00	5,455.00	0%	40%
271-621380	TITLE II STAFF TRAVEL	0.00	0.00	0.00	0.00	0%	0%
271-621410	STAFF DEVELOPMENT SUPPLIES	0.00	12.95	1,694.62	(1,694.62)	0%	0%
271-920800	INDIRECT COST--TITLE II-A	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	33,208.00	1,302.93	11,908.16	21,299.84	4%	36%
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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%
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273-512100	SALARIES - DIRECTOR - 21ST CLCC	48,000.00	4,000.00	16,000.00	32,000.00	8%	33%
273-512110	SALARIES - CERTIFIED - 21ST CLCC	42,198.00	1,522.50	3,982.50	38,215.50	4%	9%
273-512115	SALARIES - N/C - 21ST CLCC	9,639.00	2,106.40	5,587.72	4,051.28	22%	58%
273-512200	FRINGE - 21ST CLCC	0.00	0.00	0.00	0.00	0%	0%
273-512210	LIFE - 21ST CLCC	96.00	8.23	22.69	73.31	9%	24%
273-512220	FICA - 21ST CLCC	7,638.00	578.34	1,942.03	5,695.97	8%	25%
273-512230	HEALTH INS - 21ST CLCC	0.00	589.90	1,586.67	(1,586.67)	0%	0%
273-512270	WORKERS COMP - 21ST CLCC	422.00	35.08	117.60	304.40	8%	28%
273-512280	UUSL - 21ST CLCC	0.00	0.00	0.00	0.00	0%	0%
273-512290	PERSI - 21ST CLCC	12,524.00	682.51	2,145.26	10,378.74	5%	17%
273-512300	PURCHASED SERVICES - 21ST CLCC	3,351.00	0.00	1,072.39	2,278.61	0%	32%
273-512400	SUPPLIES - 21ST CLCC	1,228.00	0.00	125.32	1,102.68	0%	10%
273-920800	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	125,096.00	9,522.96	32,582.18	92,513.82	8%	26%
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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
GEAR - UP GRANT							
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	6,177.09CR	22,708.91CR	0%	21%
	TOTAL REVENUE	28,886.00CR	0.00	6,177.09CR	22,708.91CR	0%	21%
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278-515110	GEAR UP CERT. SALARIES	0.00	0.00	0.00	0.00	0%	0%
278-515115	GEAR UP SALARIES	15,680.00	1,308.91	5,273.03	10,406.97	8%	34%
278-515200	FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515210	LIFE INSURANCE BENEFIT	48.00	3.43	13.61	34.39	7%	28%
278-515220	EMPLOYER FICA	1,200.00	100.13	403.39	796.61	8%	34%
278-515230	HEALTH INSURANCE - GEAR UP	5,899.00	421.39	1,672.59	4,226.41	7%	28%
278-515270	WORKER'S COMPENSATION	66.00	6.02	24.25	41.75	9%	37%
278-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515290	PERSI BENEFIT	1,753.00	146.34	589.54	1,163.46	8%	34%
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	101.70	1,388.30	0%	7%
278-621310	STAFF CONFERENCE/TRAINING	0.00	0.00	0.00	0.00	0%	0%
278-621380	STAFF TRAVEL	0.00	0.00	439.74	(439.74)	0%	0%
278-920800	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	28,886.00	1,986.22	8,517.85	20,368.15	7%	29%
=====							
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%
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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%
CHILD NUTRITION							
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	216.74CR	1,249.68CR	1,249.68	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	946.60CR	3,114.07CR	4,885.93CR	12%	39%
290-419900	OTHER REVENUE	0.00	0.00	0.00	0.00	0%	0%
290-445500	NSLP - LUNCH REVENUE	316,000.00CR	0.00	70,746.74CR	245,253.26CR	0%	22%
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	0.00	32,640.85CR	2,359.15CR	0%	93%
290-445503	NSLP - BREAKFAST REVENUE	70,000.00CR	0.00	30,221.58CR	39,778.42CR	0%	43%
290-445504	NSLP - SNACK REVENUE	2,000.00CR	0.00	5,176.62CR	3,176.62	0%	259%
290-445505	FRESH FRUIT VEGETABLE GRANT INCOME	16,000.00CR	2,127.59CR	3,807.59CR	12,192.41CR	13%	24%
290-460000	INTERFUND TRANSFER	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	560,000.00CR	3,290.93CR	146,957.13CR	413,042.87CR	1%	26%
BOND INT./REDEMP. 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	0.00	6,799.85CR	(184,200.15)	0%	4%
310-415000	INVESTMENT EARNINGS	1,000.00CR	330.85CR	1,907.60CR	907.60	33%	191%
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	330.85CR	288,294.06CR	1,294.06	0%	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%

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	1,000.00CR	6,000.00CR	0%	14%
710-415000	INTEREST EARNINGS	0.00	49.50CR	352.87CR	352.87	0%	0%
	TOTAL REVENUE	25,000.00CR	49.50CR	1,352.87CR	23,647.13CR	0%	5%
=====							
710-740300	SCHOLARSHIPS AWARDED	25,000.00	0.00	2,000.00	23,000.00	0%	8%
	TOTAL EXPENDITURES	25,000.00	0.00	2,000.00	23,000.00	0%	8%
=====							

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
GENERAL FUND				
100-111100	CASH IN BANK--GENERAL FUND	230,517.02	209,267.64	439,784.66
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	3,569,396.58	638,197.77CR	2,931,198.81
100-113100	TAXES RECEIVABLE	876.65	0.00	876.65
100-114100	STATE SUPPORT RECEIVABLE	0.00	0.00	0.00
100-114200	RECEIVABLE	2,649.89CR	1,848.32CR	4,498.21CR
100-114230	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	3,798,140.36	430,778.45CR	3,367,361.91
=====				
100-211200	INTERFUND PAYABLE	0.00	0.00	0.00
100-213000	ACCOUNTS PAYABLE	0.00	90,755.79CR	90,755.79CR
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	4,737.07CR	56.80CR	4,793.87CR
100-218351	WORKERS COMPENSATION PAYABLE	7,225.48	4,362.34CR	2,863.14
100-221100	DEFERRED REVENUES	4,004.77CR	0.00	4,004.77CR
100-320200	FUND BALANCE - GENERAL FUND	3,796,624.00CR	525,953.38	3,270,670.62CR
	TOTAL LIABILITIES & FUND BALANCE	3,798,140.36CR	430,778.45	3,367,361.91CR
=====				
GRANTS - NEZ PERCE TRIBE & OTHERS				
232-111100	CASH IN BANK-NPT GRANTS & OTHERS	34,586.74	629.37CR	33,957.37
232-112100	LGIP	54,173.93	240.83	54,414.76
232-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
232-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	88,760.67	388.54CR	88,372.13
=====				
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	1,260.46CR	1,260.46CR
232-320200	FUND BALANCE - FUND 232	88,760.67CR	1,649.00	87,111.67CR
	TOTAL LIABILITIES & FUND BALANCE	88,760.67CR	388.54	88,372.13CR
=====				
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.	5,665.26CR	31,892.00	26,226.74
243-114100	SUPPORT RECEIVABLE	0.00	0.00	0.00
243-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	5,665.26CR	31,892.00	26,226.74
=====				
243-211200	INTERFUND PAYABLES	0.00	0.00	0.00
243-213000	ACCOUNTS PAYABLE	0.00	286.78CR	286.78CR
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	5,665.26	31,605.22CR	25,939.96CR
	TOTAL LIABILITIES & FUND BALANCE	5,665.26	31,892.00CR	26,226.74CR
=====				

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ARPA - ESSERF III				
250-111100	CASH - ESSERF III	288.86CR	228.04CR	516.90CR
250-114100	ACCOUNTS RECEIVABLE - ESSERF III	0.00	0.00	0.00
	TOTAL ASSETS	288.86CR	228.04CR	516.90CR
=====				
250-213000	ACCOUNTS PAYABLE - ESSERF III	0.00	0.00	0.00
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	288.86	228.04	516.90
	TOTAL LIABILITIES & FUND BALANCE	288.86	228.04	516.90
=====				
CHAPTER I FUND				
251-111100	CASH IN BANK--TITLE I	15,920.51CR	15,804.15CR	31,724.66CR
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	15,920.51CR	15,804.15CR	31,724.66CR
=====				
251-211200	INTERFUND PAYABLES	0.00	0.00	0.00
251-213000	ACCOUNTS PAYABLE	0.00	14,758.41CR	14,758.41CR
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	15,920.51	30,562.56	46,483.07
	TOTAL LIABILITIES & FUND BALANCE	15,920.51	15,804.15	31,724.66
=====				
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	41,630.10CR	13,812.36CR	55,442.46CR
257-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
257-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	41,630.10CR	13,812.36CR	55,442.46CR
=====				
257-211200	INTERFUND PAYABLES	0.00	0.00	0.00
257-213000	ACCOUNTS PAYABLE-- PART B	0.00	0.00	0.00
257-217100	CONTRACTS PAYABLE	0.00	0.00	0.00
257-217200	BENEFITS PAYABLE	0.00	0.00	0.00
257-320200	FUND BALANCE - FUND 257	41,630.10	13,812.36	55,442.46
	TOTAL LIABILITIES & FUND BALANCE	41,630.10	13,812.36	55,442.46
=====				
PART B PRESCHOOL				
258-111100	CASH IN BANK -- PART B PRE-SCHOOL	901.59CR	300.53CR	1,202.12CR
258-114100	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	901.59CR	300.53CR	1,202.12CR
=====				
258-211200	INTERFUND PAYABLES	0.00	0.00	0.00
258-213000	PART B PRESCHOOL ACCOUNTS PAYABLE	0.00	0.00	0.00
258-217100	PART B PRESCHOOL SALARIES PAYABLE	0.00	0.00	0.00
258-217200	PART B PRESCHOOL BENEFITS PAYABLE	0.00	0.00	0.00
258-320200	FUND BALANCE - FUND 258	901.59	300.53	1,202.12
	TOTAL LIABILITIES & FUND BALANCE	901.59	300.53	1,202.12
=====				
MEDICAID FUND				
260-111100	CASH - MEDICAID FUND	14,457.23	0.00	14,457.23
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	71,646.80	0.00	71,646.80
=====				
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	71,646.80CR	0.00	71,646.80CR
	TOTAL LIABILITIES & FUND BALANCE	71,646.80CR	0.00	71,646.80CR
=====				
TITLE IV-A ESSA STUDENT SUPPORT				
261-111100	TITLE IV-A CASH	1,335.24CR	1,107.55CR	2,442.79CR
261-114200	TITLE IV-A RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	1,335.24CR	1,107.55CR	2,442.79CR
=====				
261-213000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	0.00	0.00
261-217100	SALARIES PAYABLE	0.00	0.00	0.00
261-217200	BENEFITS PAYABLE	0.00	0.00	0.00
261-221000	DEFERRED REVENUE	0.00	0.00	0.00
261-320200	FUND BALANCE - TITLE IV-A	1,335.24	1,107.55	2,442.79
	TOTAL LIABILITIES & FUND BALANCE	1,335.24	1,107.55	2,442.79
=====				

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
REAP				
262-111100	CASH IN BANK--REAP GRANT	5,874.44CR	2,901.25CR	8,775.69CR
262-114100	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	5,874.44CR	2,901.25CR	8,775.69CR
=====				
262-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
262-217100	SALARIES PAYABLE	0.00	0.00	0.00
262-217200	BENEFITS PAYABLE	0.00	0.00	0.00
262-320200	FUND BALANCE - REAP	5,874.44	2,901.25	8,775.69
	TOTAL LIABILITIES & FUND BALANCE	5,874.44	2,901.25	8,775.69
=====				
T I T L E VI-A INDIAN EDUCATION				
267-111100	CASH IN BANK--TITLE VI-A	67,575.69CR	66,215.93CR	133,791.62CR
267-114100	REVENUE RECEIVABLE -- TITLE VI-A	0.00	0.00	0.00
	TOTAL ASSETS	67,575.69CR	66,215.93CR	133,791.62CR
=====				
267-211200	INTERFUND PAYABLE	0.00	0.00	0.00
267-213000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	7,188.21CR	7,188.21CR
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	67,575.69	73,404.14	140,979.83
	TOTAL LIABILITIES & FUND BALANCE	67,575.69	66,215.93	133,791.62
=====				
J O M F U N D				
269-111100	CASH IN BANK--JOM	26,840.50	991.21CR	25,849.29
269-112100	INVESTMENTS - LGIP #2714	47,726.92	212.17	47,939.09
269-114100	ASSISTANCE REC'BL--JOM	0.00	0.00	0.00
269-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	74,567.42	779.04CR	73,788.38
=====				
269-213000	ACCOUNTS PAYABLE -- J O M	0.00	119.70CR	119.70CR
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	74,567.42CR	898.74	73,668.68CR
	TOTAL LIABILITIES & FUND BALANCE	74,567.42CR	779.04	73,788.38CR
=====				
T I T L E IIA IMPV TEACH QUALITY				
271-111100	CASH IN BANK--TITLE II IMPV T QUAL	6,902.79CR	1,289.98CR	8,192.77CR
271-114000	RECEIVABLE--TITLE II	0.00	0.00	0.00
	TOTAL ASSETS	6,902.79CR	1,289.98CR	8,192.77CR
=====				
271-211200	INTERFUND PAYABLE	0.00	0.00	0.00
271-213000	ACCOUNTS PAYABLE--TITLE II	0.00	12.95CR	12.95CR
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	6,902.79	1,302.93	8,205.72
	TOTAL LIABILITIES & FUND BALANCE	6,902.79	1,289.98	8,192.77
=====				

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
21st CENTURY COMMUNITY LEARNING CENTER				
273-111100	CASH - 21ST CENTURY LEARNING CENTER	23,059.22CR	9,522.96CR	32,582.18CR
273-114000	RECEIVABLE - 21ST CENTURY LEARNING CENTER	0.00	0.00	0.00
	TOTAL ASSETS	23,059.22CR	9,522.96CR	32,582.18CR
=====				
273-211200	INTERFUND PAYABLE	0.00	0.00	0.00
273-213000	ACCOUNTS PAYABLE - 21ST CLCC	0.00	0.00	0.00
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 CENTER	23,059.22	9,522.96	32,582.18
	TOTAL LIABILITIES & FUND BALANCE	23,059.22	9,522.96	32,582.18
=====				
GEAR - UP GRANT				
278-111100	CASH IN BANK--GEAR-UP GRANT	8,166.78CR	1,986.22CR	10,153.00CR
278-114000	REVENUE RECEIVABLE	7,812.24	0.00	7,812.24
	TOTAL ASSETS	354.54CR	1,986.22CR	2,340.76CR
=====				
278-211200	INTERFUND PAYABLE	0.00	0.00	0.00
278-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
278-217100	SALARIES PAYABLE	0.00	0.00	0.00
278-217200	BENEFITS PAYABLE	0.00	0.00	0.00
278-221000	DEFERRED REVENUE	0.00	0.00	0.00
278-320200	FUND BALANCE - GEAR UP GRANT	354.54	1,986.22	2,340.76
	TOTAL LIABILITIES & FUND BALANCE	354.54	1,986.22	2,340.76
=====				
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
=====				
CHILD NUTRITION				
290-111100	CASH IN BANK -- FOOD SERVICE	14,965.67CR	22,607.47CR	37,573.14CR
290-112100	LGIP	48,756.54	216.74	48,973.28
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	33,820.87	22,390.73CR	11,430.14
=====				
290-211200	INTERFUND PAYABLE	0.00	0.00	0.00
290-213000	ACCOUNTS PAYABLE	0.00	14,224.11CR	14,224.11CR
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	33,820.87CR	36,614.84	2,793.97
	TOTAL LIABILITIES & FUND BALANCE	33,820.87CR	22,390.73	11,430.14CR
=====				

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
BOND INT./REDEMP. FUND				
310-111100	CASH IN BANK--BOND INT./REDEMP. FD	47,401.89	0.00	47,401.89
310-112100	INVESTMENTS--BIR FUND #2770	74,425.59	330.85	74,756.44
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
	TOTAL ASSETS	136,053.15	330.85	136,384.00
BUS DEPRECIATION				
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
	TOTAL ASSETS	67,277.00	0.00	67,277.00
421-211200	INTERFUND PAYABLE	0.00	0.00	0.00
421-213000	ACCOUNTS PAYABLE--BUS DEP	0.00	0.00	0.00
421-320200	FUND BALANCE - BUS DEPRECIATION	67,277.00CR	0.00	67,277.00CR
	TOTAL LIABILITIES & FUND BALANCE	67,277.00CR	0.00	67,277.00CR
SCHOLARSHIP FUND				
710-111100	CASH IN BANK -- SCHOLARSHIP FUND	0.00	0.00	0.00
710-112010	INV-- T.HIGHEAGLE-JOHNSON #1209	1,101.64	4.90	1,106.54
710-112015	INVESTMENTS -- MICHAEL BISBEE III #1502	3,004.23	1,363.36	4,367.59
710-112020	INVESTMENTS -- D HIGHEAGLE #1208	108.39	0.48	108.87
710-112025	INVESTMENTS-GENERAL SCHOLARSHIP #1503	691.64	3.07	694.71
710-112030	INVESTMENTS -- M. PATTERSON #1210	0.00	0.00	0.00
710-112040	INVESTMENTS--JEFF WILSON #2713	625.11	2.78	627.89
710-112050	INVESTMENTS--G. LEIGHTON #2715	4,766.34	21.19	4,787.53
710-112060	INVESTMENTS--ALEC REUBEN #3119	26.00	0.12	26.12
710-112075	LGIP - HELEN COLEMAN #1269	809.69	3.60	813.29
710-114000	REVENUE RECEIVABLE	0.00	1,350.00CR	1,350.00CR
710-114101	INTEREST RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	11,133.04	49.50	11,182.54
710-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
710-320200	FUND BALANCE - SCHOLARSHIP FUND	11,133.04CR	49.50CR	11,182.54CR
	TOTAL LIABILITIES & FUND BALANCE	11,133.04CR	49.50CR	11,182.54CR

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ACCOUNTS PAYABLE				
100-213000	ACCOUNTS PAYABLE	0.00	90,755.79CR	90,755.79CR
232-213000	ACCOUNTS PAYABLE	0.00	1,260.46CR	1,260.46CR
235-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
243-213000	ACCOUNTS PAYABLE	0.00	286.78CR	286.78CR
250-213000	ACCOUNTS PAYABLE - ESSERF III	0.00	0.00	0.00
251-213000	ACCOUNTS PAYABLE	0.00	14,758.41CR	14,758.41CR
252-213000	ACCOUNTS PAYABLE - ESSER	0.00	0.00	0.00
254-213000	ACCOUNTS PAYABLE - ESSERF II	0.00	0.00	0.00
257-213000	ACCOUNTS PAYABLE-- PART B	0.00	0.00	0.00
258-213000	PART B PRESCHOOL ACCOUNTS PAYABLE	0.00	0.00	0.00
260-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
261-213000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	0.00	0.00
267-213000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	7,188.21CR	7,188.21CR
269-213000	ACCOUNTS PAYABLE -- J O M	0.00	119.70CR	119.70CR
271-213000	ACCOUNTS PAYABLE--TITLE II	0.00	12.95CR	12.95CR
273-213000	ACCOUNTS PAYABLE - 21ST CLCC	0.00	0.00	0.00
278-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
284-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
290-213000	ACCOUNTS PAYABLE	0.00	14,224.11CR	14,224.11CR
310-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
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	ACCOUNTS PAYABLE	0.00	128,606.41CR	128,606.41CR
		=====	=====	=====
CASH IN BANK				
100-111100	CASH IN BANK--GENERAL FUND	230,517.02	209,267.64	439,784.66
232-111100	CASH IN BANK-NPT GRANTS & OTHERS	34,586.74	629.37CR	33,957.37
235-111100	CASH IN BANK--NEZPERCE SPEC. SERV.	5,885.39	0.00	5,885.39
243-111100	CASH IN BANK--STATE VOC ED.	5,665.26CR	31,892.00	26,226.74
246-111100	CASH IN BANK--DRUG FREE YTH	0.00	0.00	0.00
250-111100	CASH - ESSERF III	288.86CR	228.04CR	516.90CR
251-111100	CASH IN BANK--TITLE I	15,920.51CR	15,804.15CR	31,724.66CR
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	41,630.10CR	13,812.36CR	55,442.46CR
258-111100	CASH IN BANK -- PART B PRE-SCHOOL	901.59CR	300.53CR	1,202.12CR
259-111100	CASH - ARPA IDEA PART B	0.00	0.00	0.00
260-111100	CASH - MEDICAID FUND	14,457.23	0.00	14,457.23
261-111100	TITLE IV-A CASH	1,335.24CR	1,107.55CR	2,442.79CR
262-111100	CASH IN BANK--REAP GRANT	5,874.44CR	2,901.25CR	8,775.69CR
267-111100	CASH IN BANK--TITLE VI-A	67,575.69CR	66,215.93CR	133,791.62CR
269-111100	CASH IN BANK--JOM	26,840.50	991.21CR	25,849.29
271-111100	CASH IN BANK--TITLE II IMPV T QUAL	6,902.79CR	1,289.98CR	8,192.77CR
273-111100	CASH - 21ST CENTURY LEARNING CENTER	23,059.22CR	9,522.96CR	32,582.18CR
278-111100	CASH IN BANK--GEAR-UP GRANT	8,166.78CR	1,986.22CR	10,153.00CR
284-111100	CASH IN BANK- CORONAVIRUS RELIEF FUND	0.00	0.00	0.00
290-111100	CASH IN BANK -- FOOD SERVICE	14,965.67CR	22,607.47CR	37,573.14CR
310-111100	CASH IN BANK--BOND INT./REDEMP. FD	47,401.89	0.00	47,401.89
421-111100	CASH IN BANK--BUS DEPRECIATION	67,277.00	0.00	67,277.00
710-111100	CASH IN BANK -- SCHOLARSHIP FUND	0.00	0.00	0.00
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	TOTAL CASH IN BANK	234,679.62	103,762.62	338,442.24
		=====	=====	=====

VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	DP	MO-YR	AMOUNT
000480	100-663310	000000	12/18/23	M24514	2023-215	FORKLIFT	1	N	12-2023	300.00
	**SUB-TOTAL: ABSOLUTE MACHINING SOLUTIONS									300.00
001310	100-622410	000000	12/18/23	E24330	1FQP-J1RN-6H4N	LIBRARY BOOKS	1	N	12-2023	13.47
001310	100-661410	000000	12/18/23	M24536	1FD9-FCP7-NM6W	CUSTODIAL SUPPLIES	1	N	12-2023	3,599.93
001310	271-621410	000000	12/18/23	H24462	1DXF-MRWV-DH3V	PLC QUICK REFERENCE GUIDE	1	N	12-2023	12.95
001310	100-622410	000000	12/18/23	E24522	13H6-K63C-NCTF	LIBRARY BOOKS	1	N	12-2023	369.48
001310	100-521411	000000	12/18/23	H24526	13TQH4DL-QJC7	INK	1	N	12-2023	46.99
001310	100-622410	000000	12/18/23	E24522	1D37-K3QW-331X	LIBRARY BOOKS	1	N	12-2023	16.93
001310	100-512410	000000	12/18/23	E24527	1HHP-1NGH-DRFD	EASEL RING BINDER	1	N	12-2023	98.82
001310	243-515412	000000	12/18/23	H24520	1QG9-P4YG-RM4C	CHRISTMAS SUPPLIES	1	N	12-2023	188.38
001310	100-521410	000000	12/18/23	E24549	1X1D-RMQ1-WW6D	SILICONE LANDYARDS	1	N	12-2023	31.96
001310	100-621410	000000	12/18/23	E24544	13CN-LY9K-RYRT	EBOOK BAD AT MATH	1	N	12-2023	17.60
001310	100-623413	000000	12/18/23	E24548	1T3W-FF1X-YRIN	CELL PHONE STANDS FOR IEP MEETINGS	1	N	12-2023	115.96
001310	100-663410	000000	12/18/23	M24567	11DT-4DFQ-R4MY	MAINT. SUPPLIES	1	N	12-2023	369.32
001310	100-664411	000000	12/18/23	M24567	11DT-4DFQ-R4MY	GROUNDING PLUGS	1	N	12-2023	64.50
001310	100-621410	000000	12/18/23	E24544	19VX-HV3K-TWHM	PD MATERIALS	1	N	12-2023	373.50
001310	100-623412	000000	12/18/23	H24562	1FV4-J9G3-11QK	LOCKNCHARGE CARTS	1	N	12-2023	2,349.00
	**SUB-TOTAL: AMAZON CAPITAL SERVICES, INC.									7,668.79
001440	100-661330	000000	12/18/23	000000	805827704	PROPANE 2.529 GALS ES	1	N	12-2023	1,536.87
001440	100-681319	000000	12/18/23	000000	805827704	PROPANE 2.529 GALS BUS BARN	1	N	12-2023	274.40
001440	100-661330	000000	12/18/23	000000	805827709	PROPANE 286.3 GALS HS	1	N	12-2023	724.05
001440	100-661330	000000	12/18/23	000000	805827709	PROPANE 165.9 GALS GREENHOUSE	1	N	12-2023	419.56
001440	100-661330	000000	12/18/23	000000	805838443	PROPANE 628.8 GALS HS	1	N	12-2023	1,590.24
001440	100-661330	000000	12/18/23	000000	805838443	PROPANE 324.8 GALS GREENHOUSE	1	N	12-2023	821.42
001440	100-661330	000000	12/18/23	000000	805838172	PROPANE 655.8 GALS ES	1	N	12-2023	1,658.52
001440	100-681319	000000	12/18/23	000000	805838172	PROPANE 166.9 GALS BUS BARN	1	N	12-2023	422.09
	**SUB-TOTAL: AMERIGAS-LEWISTON									7,447.15
002131	100-651311	000000	12/07/23	000000	1380	ADMIN FEE	1	N	12-2023	1,473.09
	**SUB-TOTAL: ASSETWORKS RISK MANAGEMENT									1,473.09
002420	100-661330	000000	12/11/23	000000	5908020000	ELECTRIC - E.S.	1	N	12-2023	3,434.90
002420	100-681319	000000	12/11/23	000000	5908020000	ELECTRIC - BUS SHOP	1	N	12-2023	379.23
002420	100-661330	000000	12/11/23	000000	5908020000	ELECTRIC - CABINET SHOP	1	N	12-2023	339.02
002420	100-661330	000000	12/11/23	000000	5908020000	ELECTRIC - HS TRACK	1	N	12-2023	1,152.01
002420	100-661330	000000	12/11/23	000000	5908020000	ELECTRIC - TRACK PUMP	1	N	12-2023	18.18
002420	100-661330	000000	12/11/23	000000	5908020000	ELECTRIC - TRACK LIGHTS	1	N	12-2023	25.35
002420	100-661330	000000	12/11/23	000000	5908020000	ELECTRIC - MS/HS	1	N	12-2023	6,896.94
002420	100-661330	000000	12/11/23	000000	5908020000	ELECTRIC - MS/HS SIGN	1	N	12-2023	95.40
002420	100-661330	000000	12/11/23	000000	5908020000	ELECTRIC - AG SHOP	1	N	12-2023	258.88
002420	100-661330	000000	12/11/23	000000	5908020000	ELECTRIC - STORAGAE TECH	1	N	12-2023	272.23
	**SUB-TOTAL: AVISTA UTILITIES									12,872.14
003220	100-664312	000000	12/18/23	M24495	20176	LIGHT REPAIR IN WEIGHT ROOM	1	N	12-2023	350.00
003220	100-664311	000000	12/11/23	M24535	20198	REPAIR BASKETBALL HOOP AT ES	1	N	12-2023	1,295.50
003220	100-664312	000000	12/11/23	M24535	20197	REPAIR HS WATER HEATER	1	N	12-2023	2,030.00
003220	100-664312	000000	12/11/23	M24535	20196	INSTALL HEATERS IN WEIGHT ROOM	1	N	12-2023	3,309.00
	**SUB-TOTAL: BLUE MOUNTIAN ELECTRIC									6,984.50
003610	100-632390	000000	12/18/23	000000	0035214-IN	EAP 1 TO 4 VISITS	1	N	12-2023	261.45
	**SUB-TOTAL: BPA HEALTH									261.45
003800	100-623310	000000	12/18/23	D24557	16445	BRIGHT ARROW POWERSCHOOL CUSTOM	1	N	12-2023	1,593.75
	**SUB-TOTAL: BRIGHT ARROW Technologies, Inc									1,593.75
003900	100-532410	000000	12/12/23	H24332	923440174	WRESTLING UNIFORMS	1	N	12-2023	3,330.52
	**SUB-TOTAL: BSN SPORTS									3,330.52
003960	100-616300	000000	12/18/23	000000	DEC 1, 2023	PHYSICAL THERAPY	1	N	12-2023	1,740.00
	**SUB-TOTAL: BUILDING BLOCKS PEDIATRIC THERAPY									1,740.00
004310	232-515412	000000	12/18/23	H24453	11/07/23	NATIVE ARTS SUPPLIES	1	N	12-2023	97.60
004310	232-515412	000000	12/18/23	H24453	11/13/23	NATIVE ARTS SUPPLIES	1	N	12-2023	117.65
004310	100-515413	000000	12/18/23	H24436	11/13/23	PAW STORE PRIZES	1	N	12-2023	481.61
	**SUB-TOTAL: CAPITAL ONE									696.86
005400	100-661330	000000	12/18/23	000000	2188201	W/S-STORAGE TECH	1	N	12-2023	115.41
005400	100-661330	000000	12/18/23	000000	5997001	GRBGE-ES	1	N	12-2023	1,012.44
005400	100-681319	000000	12/18/23	000000	5998201	GRBGE-BUS BARN	1	N	12-2023	359.35
005400	100-661330	000000	12/18/23	000000	3157101	W/S/G-ART & PE BLDG	1	N	12-2023	793.37
005400	100-661330	000000	12/18/23	000000	3157501	W/S/G-MS/HS	1	N	12-2023	1,890.24
005400	100-661330	000000	12/18/23	000000	3307501	W/S/G-AG BLDG	1	N	12-2023	415.25
005400	100-661330	000000	12/18/23	000000	4314501	W/S/G- ATHLETIC FIELD	1	N	12-2023	500.87
	**SUB-TOTAL: CITY OF LAPWAI									5,086.93
006460	232-515312	000000	12/18/23	H24513	112020234	BASKET WEAVING SUPPLIES	1	N	12-2023	174.39
006460	267-515412	000000	12/18/23	H24518	11262307	CLASSROOM INCNETIVES	1	N	12-2023	588.21
006460	269-512410	000000	12/18/23	H24543	126239448	ASP SUPPLIES	1	N	12-2023	119.70
	**SUB-TOTAL: COSTCO									882.30
006820	100-683310	000000	12/18/23	000000	11/30/2023	MILEAGE REIMB. LAPWAI TO NCH	1	N	12-2023	137.55
	**SUB-TOTAL: CULDESAC JT SCHOOL DIST 342									137.55
008360	232-515416	000000	12/18/23	H24482	858	PIZZA	1	N	12-2023	125.82
	**SUB-TOTAL: DOMINO'S PIZZA									125.82
008380	100-631410	000000	12/07/23	D24523	7534	SCHOOL BOARD DINNER	1	N	12-2023	55.75
	**SUB-TOTAL: DONALDS RESTAURANT									55.75
009320	100-681319	000000	12/11/23	M24566	INLAND CELLULAR	CELL PHONE JAN-JUNE	1	N	12-2023	150.00
009320	100-663330	000000	12/11/23	M24566	INLAND CELLULAR	CELL PHONE JAN-JUNE	1	N	12-2023	150.00
	**SUB-TOTAL: EMERSON WHITE									300.00

VEN#	ACCOUNT	DEPT	DATE	PO#	INVOICE	DESCRIPTION	BC	DP	MO-YR	AMOUNT
009380	100-632333	000000	12/18/23	000000	V031316	SMARTVOICE DO	1	N	12-2023	68.00
009380	100-641323	000000	12/18/23	000000	V031316	SMARTVOICE ES	1	N	12-2023	253.00
009380	100-641323	000000	12/18/23	000000	V031316	SMARTVOICE MS/HS	1	N	12-2023	375.00
009380	100-632333	000000	12/18/23	000000	V031316	SMART VOICE FEES	1	N	12-2023	22.80
009380	100-641323	000000	12/18/23	000000	V031316	SMART VOICE FEES	1	N	12-2023	22.80
009380	100-641323	000000	12/18/23	000000	V031316	SMART VOICE FEES	1	N	12-2023	22.80
009380	100-632333	000000	12/18/23	000000	D027968	PREVIOUS ENA SMART VOICE AND FEES I	1	N	12-2023	99.28
009380	100-641323	000000	12/18/23	000000	D027968	PREVIOUS ENA SMART VOICE AND FEES I	1	N	12-2023	659.25
**SUB-TOTAL: ENA SERVICES LLC										1,522.93
011460	100-665310	000000	12/18/23	000000	18230AE-1	HANDICAP RESTROOM	1	N	12-2023	143.00
**SUB-TOTAL: HAHN RENTAL CENTER, INC										143.00
011520	100-632380	000000	12/18/23	000000	ISBA	LODGING D.AIKEN 11/15-11/17 BOISE	1	N	12-2023	294.00
011520	100-631310	000000	12/18/23	000000	ISBA	LODGING D.KIPP/B.SPAUDLING BOISE	1	N	12-2023	728.00
**SUB-TOTAL: HAMPTON INN - BOISE-DOWNTOWN										1,022.00
012260	100-631310	000000	12/18/23	D24551	AS PER AGREEMENT	BUSINESS SERVICES-BOARD CLERK	1	N	12-2023	768.25
012260	100-651310	000000	12/18/23	D24551	AS PER AGREEMENT	BUSINESS SERVICES- BUSINESS MANAGE	1	N	12-2023	5,377.75
012260	100-651380	000000	12/18/23	D24551	AS PER AGREEMENT	ISBA TRAVEL COSTS	1	N	12-2023	713.84
**SUB-TOTAL: HIGHLAND JOINT SCHOOL DISTRICT #305										6,859.84
013740	100-663310	000000	12/18/23	M23555	0843577	MONTHLY WATER	1	N	12-2023	18.30
013740	100-663310	000000	12/18/23	M23555	0853256	MONTHLY WATER	1	N	12-2023	18.30
013740	100-663310	000000	12/18/23	M23555	0862036	MONTHLY WATER	1	N	12-2023	3.72
013740	100-663310	000000	12/18/23	M23555	31243	CREDIT	1	N	12-2023	24.61CR
**SUB-TOTAL: IDAHO ICE										15.71
014485	100-681425	000000	12/18/23	T24487	1-533370	BOLTS	1	N	12-2023	62.08
**SUB-TOTAL: INLAND FASTNER INC										62.08
015080	100-616300	000000	12/18/23	000000	164	OT SERVICES	1	N	12-2023	4,950.00
**SUB-TOTAL: JACLYN CHAVEZ										4,950.00
016320	100-632310	000000	12/18/23	D24038	120123	SABG PROGRAM DIRECTOR GRANT ADMII	1	N	12-2023	644.03
016320	100-632310	000000	12/18/23	D24039	120123	GRANT WRITER SERVICES	1	N	12-2023	1,000.00
**SUB-TOTAL: KAMIAH GRANTS & ASSOCIATES										1,644.03
016540	290-710410	000000	12/13/23	F24245	300759329	KITCHEN SUPPLIES	1	N	12-2023	223.37
**SUB-TOTAL: KCDA PURCHASING COOPERATIVE										223.37
017360	710-112015	000000	12/11/23	H24389	1130220	REIMB. HS GBB HOODIES & UNIFORMS/M.	1	N	12-2023	1,350.00
**SUB-TOTAL: LAPWAI STUDENT BODY										1,350.00
017820	100-663310	000000	12/18/23	T24533	8200885929	TRAILER WHEEL	1	N	12-2023	96.99
017820	100-663310	000000	12/18/23	T24533	8200885647	TIRES FOR FORD PICK UP	1	N	12-2023	1,155.84
**SUB-TOTAL: LES SCHWAB TIRE CENTER										1,252.83
017900	232-515413	000000	12/18/23	H24529	0347779	ADVANCE OPP. COURSES	1	N	12-2023	225.00
017900	232-515413	000000	12/18/23	H24529	0339802	ADVANCE OPP. COURSES	1	N	12-2023	225.00
017900	232-515413	000000	12/18/23	H24529	0346806	ADVANCE OPP. COURSES	1	N	12-2023	45.00
**SUB-TOTAL: LEWIS CLARK STATE COLLEGE										495.00
018100	100-632390	000000	12/18/23	D24490	176465	TRUSTEE VACANCY AD	1	N	12-2023	228.01
**SUB-TOTAL: LEWISTON TRIBUNE										228.01
019110	100-683310	000000	12/12/23	D24574	ID TRANSP. DEPT	REIM. CDL AND PERMIT	1	N	12-2023	59.00
**SUB-TOTAL: MATTHEW LATTUADA										59.00
019360	290-710412	000000	12/18/23	F24026	135342692	MILK	1	N	12-2023	252.66
019360	290-710412	000000	12/18/23	F24026	135342552	MILK	1	N	12-2023	434.96
019360	290-710412	000000	12/18/23	F24026	135343066	MILK	1	N	12-2023	293.38
019360	290-710412	000000	12/18/23	F24026	135342927	MILK	1	N	12-2023	380.04
**SUB-TOTAL: MEADOW GOLD DAIRIES, INC.										1,361.04
019731	100-664312	000000	12/18/23	M24528	105617460	SERVICE ROOM 351 RTU	1	N	12-2023	115.00
019731	100-664312	000000	12/18/23	M24446	104459882	RETURN TO REPAIR HVAC AND DAMPER	1	N	12-2023	1,981.74
**SUB-TOTAL: MIKE'S MECHANICAL SERVICE LLC										2,096.74
019805	100-681310	000000	12/08/23	T24008	189	ANNUAL BUS INSPECTION AND SERVICE F	1	N	12-2023	735.00
019805	100-681310	000000	12/08/23	T24008	188	ANNUAL BUS INSPECTION AND SERVICE F	1	N	12-2023	630.00
019805	100-681310	000000	12/08/23	T24008	187	ANNUAL BUS INSPECTION AND SERVICE F	1	N	12-2023	735.00
**SUB-TOTAL: MICHAEL W. SEEVERS										2,100.00
019880	100-681311	000000	12/18/23	000000	327810	DOT DRUG TEST AND COLLECTION FEE	1	N	12-2023	211.00
**SUB-TOTAL: MINERT & ASSOCIATES, INC.										211.00
021260	100-623323	000000	12/12/23	000000	115123	INTERNET AND IP SERVICES	1	N	12-2023	303.00
**SUB-TOTAL: NEZ PERCE TRIBE										303.00
021340	100-681319	000000	12/18/23	000000	000285-000	SEWER-BUS BARN	1	N	12-2023	172.00
021340	100-661330	000000	12/18/23	000000	000282-000	SEWER- E.S.	1	N	12-2023	1,462.00
**SUB-TOTAL: NEZ PERCE TRIBE -UTILITIES DIV										1,634.00
021600	243-515412	000000	12/18/23	000000	39323050	WELDING GAS	1	N	12-2023	98.40
**SUB-TOTAL: NORCO, INC										98.40
021720	100-521300	000000	12/18/23	000000	NOVEMBER 2023	EDUCATIONAL SERVICES	1	N	12-2023	3,145.00
**SUB-TOTAL: NORTHWEST CHILDREN'S HOME, INC										3,145.00
021740	290-710413	000000	12/18/23	F23247	3248610	FOOD- COMMODITIES	1	N	12-2023	155.40
021740	290-710413	000000	12/18/23	F23247	3248611	FOOD- COMMODITIES	1	N	12-2023	155.40
**SUB-TOTAL: NORTHWEST DISTRIBUTION SERVICE										310.80

(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
023100	100-632390	000000	12/18/23	000000	0012517143	QUARTERLY RENTAL	1	N	12-2023	192.30
	**SUB-TOTAL: PITNEY BOWES									192.30
024900	100-512322	000000	12/18/23	000000	107818791	COPIER RENTAL ES	1	N	12-2023	255.63
024900	100-632322	000000	12/18/23	000000	107818791	COPIER RENTAL DO	1	N	12-2023	255.64
024900	100-515321	000000	12/18/23	000000	107818791	COPIER RENTAL MS/HS	1	N	12-2023	255.64
024900	100-512322	000000	12/18/23	000000	107818791	COPIES ES	1	N	12-2023	377.06
024900	100-515321	000000	12/18/23	000000	107818791	COPIES MS/HS BW	1	N	12-2023	217.35
024900	100-512322	000000	12/18/23	000000	107818791	COPIES ES COLOR	1	N	12-2023	12.91
024900	100-515321	000000	12/18/23	000000	107818791	COPIES COLOR MS/HS	1	N	12-2023	22.78
024900	100-632322	000000	12/18/23	000000	107818791	COPIES DO B/W	1	N	12-2023	34.93
024900	100-632322	000000	12/18/23	000000	107818791	COPIES COLOR DO	1	N	12-2023	127.97
	**SUB-TOTAL: RICOH USA, INC.									1,559.91
025080	100-663310	000000	12/18/23	T24534	46077360	REPLACE PURGE VALVE	1	N	12-2023	223.13
025080	100-663310	000000	12/18/23	T24534	46077382	REPAIRED KEYLESS ENTRY	1	N	12-2023	694.43
	**SUB-TOTAL: ROGERS SUBARU									917.56
025180	100-664312	000000	12/18/23	M24571	45794732	KITCHEN FLOOR DRAIN REPAIRS	1	N	12-2023	245.00
	**SUB-TOTAL: ROTO ROOTER SEWER SERVICE									245.00
026200	100-515421	000000	12/18/23	H24471	5349	INSTRUMENT CLEANING AND REPAIR	1	N	12-2023	125.00
026200	100-515421	000000	12/18/23	H24471	5346	INSTRUMENT CLEANING AND REPAIR	1	N	12-2023	125.00
026200	100-515421	000000	12/18/23	H24471	5348	INSTRUMENT CLEANING AND REPAIR	1	N	12-2023	125.00
026200	100-515421	000000	12/18/23	H24471	5345	INSTRUMENT CLEANING AND REPAIR	1	N	12-2023	100.00
026200	100-515421	000000	12/18/23	H24471	5347	INSTRUMENT CLEANING AND REPAIR	1	N	12-2023	100.00
026200	100-515421	000000	12/18/23	H24471	5366	INSTRUMENT CLEANING AND REPAIR	1	N	12-2023	90.00
026200	100-515421	000000	12/18/23	H24471	5350	INSTRUMENT CLEANING AND REPAIR	1	N	12-2023	100.00
026200	100-515421	000000	12/18/23	H24471	5344	INSTRUMENT CLEANING AND REPAIR	1	N	12-2023	100.00
	**SUB-TOTAL: SEIDEL MUSIC									865.00
027025	100-515413	000000	12/12/23	H24333	SI191085	NPT GRANT H. SELSTAD SOCIAL STUDIES	1	N	12-2023	1,394.01
	**SUB-TOTAL: SOCIAL STUDIES SCHOOL SERVICE									1,394.01
028520	290-710411	000000	12/08/23	000000	121743409	CREDIT	1	N	12-2023	1,368.06CR
028520	290-710411	000000	12/08/23	000000	121794518	CREDIT	1	N	12-2023	2,161.95CR
028520	290-710411	000000	12/08/23	000000	121989579	CREDIT	1	N	12-2023	971.26CR
028520	290-710411	000000	12/08/23	000000	221072948	CREDIT	1	N	12-2023	148.77CR
028520	290-710411	000000	12/08/23	000000	221108110	CREDIT	1	N	12-2023	1,424.66CR
028520	290-710411	000000	12/08/23	000000	221166480	CREDIT	1	N	12-2023	22.66CR
028520	290-710411	000000	12/08/23	000000	221205567	CREDIT	1	N	12-2023	250.00CR
028520	290-710411	000000	12/08/23	000000	221354045	CREDIT	1	N	12-2023	100.00CR
028520	290-710411	000000	12/08/23	000000	221515837	CREDIT	1	N	12-2023	50.00CR
028520	290-710411	000000	12/08/23	000000	221537476	CREDIT	1	N	12-2023	50.00CR
028520	290-710411	000000	12/08/23	000000	221652213	CREDIT	1	N	12-2023	183.35CR
028520	290-710411	000000	12/08/23	F24028	221506103	FOOD	1	N	12-2023	268.24
028520	290-710411	000000	12/08/23	F24028	221649025	FOOD	1	N	12-2023	873.66
028520	290-710410	000000	12/08/23	F24028	221649025	NON FOOD	1	N	12-2023	176.82
028520	290-710411	000000	12/08/23	F24028	221661179	FOOD	1	N	12-2023	928.41
028520	290-710411	000000	12/08/23	F24029	221661180	FOOD	1	N	12-2023	397.75
028520	290-710411	000000	12/08/23	F24028	221666080	FOOD	1	N	12-2023	69.79
028520	290-710411	000000	12/08/23	F24028	221666463	FOOD	1	N	12-2023	1,071.77
028520	290-710411	000000	12/08/23	F24028	221666464	FOOD	1	N	12-2023	1,074.36
028520	290-710411	000000	12/08/23	F24028	221670395	FOOD	1	N	12-2023	117.80
028520	290-710411	000000	12/08/23	F24028	221676101	FOOD	1	N	12-2023	903.74
028520	290-710410	000000	12/08/23	F24028	221676101	NON FOOD	1	N	12-2023	378.65
028520	290-710411	000000	12/08/23	F24028	221676102	FOOD	1	N	12-2023	600.13
028520	290-710410	000000	12/08/23	F24028	221676102	NON FOOD	1	N	12-2023	227.24
028520	290-710411	000000	12/08/23	F24028	221681335	FOOD	1	N	12-2023	135.00
028520	290-710411	000000	12/08/23	F24028	22168249	FOOD	1	N	12-2023	865.15
028520	290-710410	000000	12/08/23	F24028	221685246	NON FOOD	1	N	12-2023	134.90
	**SUB-TOTAL: SYSCO FOOD SERVICE, INC.									1,492.70
029180	100-661410	000000	12/18/23	M24525	776945677	JUMBO TOILET PAPER	1	N	12-2023	1,469.65
029180	100-661410	000000	12/18/23	M24491	776064891	CUSTODIAL SUPPLIES	1	N	12-2023	352.88
029180	100-661410	000000	12/18/23	M24525	778891465	JUMBO TOILET PAPER	1	N	12-2023	129.18
029180	100-661410	000000	12/18/23	M24525	779139179	JUMBO TOILET PAPER	1	N	12-2023	1,469.65
029180	100-661410	000000	12/18/23	M24537	778480566	CUSTODIAL SUPPLIES	1	N	12-2023	2,013.84
	**SUB-TOTAL: THE HOME DEPOT PRO									5,435.20
030620	290-710411	000000	12/18/23	F24031	2-0-891637	KITCHEN SUPPLIES	1	N	12-2023	20.58
	**SUB-TOTAL: URM STORES, INC.									20.58
030680	290-710410	000000	12/18/23	F24030	3351696	FOOD	1	N	12-2023	2,264.53
030680	290-710410	000000	12/18/23	F24030	3351698	FOOD	1	N	12-2023	2,187.01
030680	290-710410	000000	12/18/23	F24032	3351697	FOOD	1	N	12-2023	689.37
030680	290-710411	000000	12/18/23	F24030	3528199	FOOD	1	N	12-2023	2,669.61
030680	290-710411	000000	12/18/23	F24030	3528198	FOOD	1	N	12-2023	2,442.46
030680	290-710411	000000	12/18/23	F24032	3528200	FOOD	1	N	12-2023	927.36
030680	290-710411	000000	12/18/23	000000	5362586	CREDIT	1	N	12-2023	96.88CR
030680	290-710411	000000	12/18/23	000000	5895716	CREDIT	1	N	12-2023	57.92CR
030680	290-710411	000000	12/18/23	000000	5724276	CREDIT	1	N	12-2023	78.53CR
030680	290-710411	000000	12/18/23	000000	5724277	CREDIT	1	N	12-2023	70.44CR
030680	290-710411	000000	12/18/23	000000	5188294	CREDIT	1	N	12-2023	60.95CR
	**SUB-TOTAL: USF - SPOKANE									10,815.62
030800	100-663410	000000	12/18/23	000000	NOVEMBER	FORD F-150 47.655 GALS	1	N	12-2023	176.28
030800	100-515412	000000	12/18/23	000000	NOVEMBER	SUBARU DRIVERS ED	1	N	12-2023	78.56
030800	100-663410	000000	12/18/23	000000	NOVEMBER	SUBARU	1	N	12-2023	11.74
030800	100-681420	000000	12/18/23	000000	NOVEMBER	BUS #5 FUEL 21.976 GALS	1	N	12-2023	81.29
030800	100-681420	000000	12/18/23	000000	NOVEMBER	BUS #6 FUEL 22.745 GALS	1	N	12-2023	84.13
030800	100-681420	000000	12/18/23	000000	NOVEMBER	DIESEL FUEL BUSES 560.794 GALS	1	N	12-2023	2,386.74
	**SUB-TOTAL: VALLEY GAS									2,818.74

(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
031200	100-632310	000000	12/07/23	000000	5896759	MONTHLY COMPLIANCE AND FSA FEE	1	N	12-2023	175.00
	**SUB-TOTAL: WAGEWORKS									175.00
031380	232-515412	000000	12/18/23	H24483	81875	NATIVE ARTS SUPPLIES	1	N	12-2023	250.00
	**SUB-TOTAL: WARPATHT TRIBAL CORP.									250.00
031692	100-515322	000000	12/18/23	000000	13219	SHRED CART FEE	1	N	12-2023	17.00
031692	100-515322	000000	12/18/23	000000	13219	SHREDDING SERVICE	1	N	12-2023	35.00
	**SUB-TOTAL: WESTERN RECYCLERS									52.00
032190	267-515321	000000	12/18/23	H23977	27075	BRIGHTPATH CAREER SMALL SCHOOL	1	N	12-2023	6,600.00
	**SUB-TOTAL: YOUSCIENCE									6,600.00
065596	100-623411	000000	12/18/23	E24469	PLX789	GOOGLE CHROME OS MANAGEMENT LICE	1	N	12-2023	320.00
065596	251-515401	000000	12/18/23	H24563	PMX912	ACER CHROMEBOOKS (69)	1	N	12-2023	14,758.41
	**SUB-TOTAL: STAPLES									15,078.41
***GRAND TOTAL - VENDOR COUNT: 56										129,956.41

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ASSOCIATED STUDENT BODY FUND				
238-111100	CASH IN BANK-- ASB	74,861.17	541.76CR	74,319.41
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	20,132.90	0.00	20,132.90
238-114200	RECEIVABLE	0.00	0.00	0.00
	TOTAL STUDENT BODY ASSETS	108,074.84	541.76CR	107,533.08
STUDENT BODY FUNDS				
238-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
238-218350	SALES TAX PAYABLE	1,136.12CR	641.39	494.73CR
238-223100	HIGH SCHOOL STUDENT BODY	9,783.41CR	779.27	9,004.14CR
238-223107	MIDDLE SCHOOL STUDENT BODY	1,497.87CR	0.00	1,497.87CR
238-223110	AT RISK FUND	540.10CR	0.00	540.10CR
238-223125	CONCESSIONS	2,433.51CR	331.88	2,101.63CR
ATHLETIC FUNDS				
238-223200	GENERAL ATHLETIC FUND	18,675.71CR	582.00	18,093.71CR
238-223201	FOOTBALL	1,085.31CR	0.00	1,085.31CR
238-223202	FOOTBALL FUNDRAISERS	32.29CR	0.00	32.29CR
238-223210	VOLLEYBALL	8,808.04CR	0.00	8,808.04CR
238-223211	VOLLEYBALL FUNDRAISERS	0.00	0.00	0.00
238-223220	GIRLS BASKETBALL	4,035.33CR	517.76CR	4,553.09CR
238-223221	GIRLS BASKETBALL FUNDRAISERS	3,846.47CR	100.00	3,746.47CR
238-223230	BOYS BASKETBALL	9,014.88CR	2,809.07CR	11,823.95CR
238-223231	BOYS BASKETBALL FUNDRAISERS	0.00	0.00	0.00
238-223240	TRACK	254.34CR	0.00	254.34CR
238-223250	CHEER	6,661.42CR	465.00CR	7,126.42CR
238-223260	SOFTBALL	374.53CR	0.00	374.53CR
238-223261	SOFTBALL FUNDRAISERS	107.86CR	0.00	107.86CR
238-223270	BASEBALL	60.50CR	0.00	60.50CR
238-223271	BASEBALL FUNDRAISERS	453.21CR	0.00	453.21CR
238-223280	GOLF	0.00	0.00	0.00
238-223285	WRESTLING	1,210.63CR	2,216.00	1,005.37
238-223286	WRESTLING FUNDRAISERS	5,404.44CR	630.00	4,774.44CR
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	4,132.60CR	746.03CR	4,878.63CR
238-223404	CLASS OF 2025	654.09CR	0.00	654.09CR
238-223405	CLASS OF 2026	1,301.23CR	0.00	1,301.23CR
CLUBS				
238-223521	YEARBOOK	7,027.24	0.00	7,027.24
238-223523	DRAMA	4,902.88CR	0.00	4,902.88CR
238-223530	LIBRARY	811.29CR	0.00	811.29CR
238-223532	INDIAN CLUB	5,960.48CR	0.00	5,960.48CR
238-223533	BOOSTER CLUB	576.10CR	0.00	576.10CR
238-223534	HONOR SOCIETY	296.10CR	100.00CR	396.10CR
238-223536	PBIS PAWS STORE	9.37CR	0.00	9.37CR
238-223538	CLASS OF 2024 PARENTS FUNDRAISERS	0.00	0.00	0.00
238-223539	ROBOTICS	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	1,305.60CR	0.00	1,305.60CR
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	1,178.84CR	0.00	1,178.84CR
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	100.92CR	146.42CR
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	127,024.66CR	541.76	126,482.90CR

REFR#	DESCRIPTION	AMOUNT	DATE
513346	2 ADULT PASSES-GABRIEL/CARMAITA BOHNE ER3066	140.00CR	11/03/23
513347	HEART&HUSTLE ENTRY FEE TAX	150.00CR	11/03/23
513348	HEART&HUSTLE ENTRY FEE TAX	150.00CR	11/03/23
513349	HEART&HUSTLE ENTRY FEE TAX	150.00CR	11/03/23
513350	SR TRIBAL MEMBER SPORTS PASS	35.00CR	11/03/23
513351	HERT & HUSTL ENTRY FEE-TAX	150.00CR	11/07/23
513352	HEART & HUSTL ENTRY FEE-ASOTIN STORM	150.00CR	11/07/23
513353	HEART & HUSTL ENTRY FEE-LC WARRIORS	150.00CR	11/07/23
513354	HEART & HUSTL ENTRY FEE-LACED MOCCASINS	150.00CR	11/07/23
513355	HEART & HUSTL ENTRY FEE-LC EXTREME	150.00CR	11/07/23
513356	HEART & HUSTL ENTRY FEE-SNAKE RIVER SPLASH	150.00CR	11/07/23
513357	NPT PAYROLL DONATION	11.00CR	11/07/23
513358	SAC OLIVIA ALLEN	25.00CR	11/07/23
513359	MSBB SACAJAWEA GATE	611.00CR	11/08/23
513360	MSBB SACAJAWEA CONCESSION	347.25CR	11/08/23
513361	MSBB SACAJAWEA CLUB-BAKE SALE-MSGB	43.00CR	11/08/23
513362	MSBB-SACAJAWEA-50/50 TICKETS-MSGB	33.00CR	11/08/23
513363	SAC EMMA PADDLETY	25.00CR	11/08/23
513364	SAC MADDEN BISBEE	25.00CR	11/08/23
513365	2 ADULT PASSES-SHAWN & LILLIE KLEEMEYER	140.00CR	11/09/23
513366	SAC NALONI SIMPSON	25.00CR	11/09/23
513367	SR PASS RICHARD CURRY ER3621	35.00CR	11/09/23
513368	LEILONI ELLENWOOD LETTERMANS JACKET	266.95CR	11/09/23
513369	SAC-ROBERT PARRISH, SKYLIN PICARD, ER3590	50.00CR	11/09/23
513370	SAC LAILA PENNEY	25.00CR	11/09/23
513371	SAC ELLA PAYNE	25.00CR	11/09/23
513372	SAC CANDACE WHITEPLUM ER 4245	25.00CR	11/10/23
513373	1ADULT,1SR,1SAC IRENE KIPP,JO & JOEY PAYNE	130.00CR	11/13/23
513374	1ADULT,3 SAC ADISON, SAWYER TILEEN JOHNSON,JUL	145.00CR	11/13/23
513375	HSGB COLE VALLEY GATE	1,069.00CR	11/13/23
513376	HSGB COLE VALLEY CONCESSION	1,125.25CR	11/13/23
513377	HSGB COLE VALLEY CLUB BAKE SALE-GIVING TREE	288.25CR	11/13/23
513378	HSGB MELBA GATE	851.00CR	11/13/23
513379	HSGB MELBA CONCESSION	805.50CR	11/13/23
513380	HSGB MELBA CLUB-SAMARA/JAYDEN SR PROJECT	416.00CR	11/13/23
513381	HEART& HUSTLE ENTRY FEE KAMIAH BOMBERS	200.00CR	11/13/23
513382	2 ADULT PASSES,TODD SHEILA HEWETT	140.00CR	11/13/23
513383	MSBB LOGOS GATE	299.00CR	11/14/23
513384	MSBB LOGOS CONCESSION	233.50CR	11/14/23
513385	MSBB LOGOS-50/50 TICKETS&BAKE SALE FOR MSGB	154.50CR	11/14/23
513386	SCOTT SHELDEN HEART & HUSTLE ENTRY FEE	200.00CR	11/14/23
513387	DONATION FROM SEL	700.00CR	11/14/23
513388	DONATION FROM SEL	200.00CR	11/14/23
513389	HEART & HUSTLE ENTRY FEE-BEAU BLEWETT	200.00CR	11/17/23
513390	RMA SAC	25.00CR	11/17/23
513391	2 SAC, 1 ADULT PASS, ALIANNA,KANAI CASH,TYANNE	120.00CR	11/17/23
513392	MSBB JENIFER GATE	634.00CR	11/17/23
513393	BLANKET FUNDRAISER FOR RANEISHA RUNNING	189.45CR	11/17/23
513394	MSBB JENIFER CONCESSION TAX	568.00CR	11/17/23
513395	MSBB JENIFER CLUB BAKE SALE-ELEMENTARY SCHOOL	29.00CR	11/17/23
513396	PULLED PORK SANDWICH SALE FUNDRAISER FOR WRSTL	375.00CR	11/17/23
513397	HSGB LAKESIDE GATE	1,269.00CR	11/21/23
513398	PASSES SOLD AT GATE, 2 ADULT, 3 SENIORS	245.00CR	11/21/23
513399	HSGB LAKESIDE CONCESSIONS	1,528.00CR	11/21/23
513400	BLANKET FUNDRAISER FOR RANEISHA RUNNING	734.65CR	11/21/23
613201	HEART & HUSTLE REGISTRATION FEES	2,303.00CR	11/21/23
613202	HEART & HUSTLE GATE/PAID REFS	49.95	11/21/23
613203	HEART & HUSTLE CONCESSIONS	2,481.87CR	11/21/23
613204	NPT DONATION TO HEART & HUSTLE TRNY	500.00CR	11/21/23
613205	HEART & HUSTLE ENTRY FEE, CHAD MARKS	600.00CR	11/21/23
613206	YARD SALE FUNDRAISER, SR PROJECT	843.10CR	11/27/23
613207	BLUE & WHITE SCRMG FUNDRAISER FOR BB-GATE	535.00CR	11/27/23
613208	BLUE & WHITE SCRMG CLUB BAKE SALE	484.23CR	11/27/23
613209	BLUE & WHITE SCRMG FUNDRAISER CONCESSION	442.00CR	11/27/23
613210	MSBB PULLMAN GATE	292.00CR	11/28/23
613211	MSBB PULLMAN CONCESSION	333.50CR	11/28/23
613212	MSBB PULLMAN-CLUB- ELEMENTARY SCHOOL	41.00CR	11/28/23
613213	SR ACTIVITY PASS TESS GREENE ER3621	35.00CR	11/29/23
613214	HSGB KAMIAH GATE	957.00CR	11/29/23
613215	HSGB KAMIAH CONCESSION	1,282.50CR	11/29/23
613216	HSGB KAMIAH CLUB BAKE SALE-CHEER	134.50CR	11/29/23
613217	NPT PAYROLL DONATION	11.00CR	11/29/23
613218	DONATION TO GIVING TREE	20.00CR	11/29/23
613219	DONATION TO GIVING TREE	100.00CR	11/29/23
613220	DONATION TO QUBILAH'S SR PROJECT/XMAS STORE	175.00CR	11/30/23
613221	ADULT ACTIVITY PASS-JANELLE CHIEF	70.00CR	11/30/23
*** TOTAL		27,702.05CR	

REFR#	VENDOR	AMOUNT	DATE	DESCRIPTION
006162	AMAZON CAPITAL SERVICES, INC.	1,001.56	11/03/23	7 SPALDING BASKETBALLS, GIRLS BASKETBALL
006163	CAPITAL ONE	39.27	11/03/23	CONCESSION-CLUB SUPPLIES
006164	LAPWAI ELEMENTARY SCHOOL	409.03	11/03/23	ALL MIDDLE SCHOOL CONCESSION 30%
006165	PHILLIP ALLEN	350.00	11/08/23	NATIVE AMERICAN HERITAGE MONTH
006166	IDAHO BEVERAGES	1,083.00	11/08/23	OCT CONCESSION OPEN PO
006167	CULLIGAN	74.50	11/08/23	BOTTLED WATER WEIGHTROOM
006169*	RANEISHA RUNNING	924.10	11/21/23	DONATIONS FROM BLANKET PASS AROUND
006170	ANGELA PICARD	320.00	11/21/23	PER DIEM FOR ANGELA & 4 STUDENTS
006171	PRINTCRAFT PRINTING, INC.	125.00	11/28/23	10 BASKETBALL GAME BOOKS
006172	AMAZON CAPITAL SERVICES, INC.	36.83	11/28/23	STRIPED SHIRT FOR BASKETBALL BOOKKEEPER
006173	HELLS CANYON APPAREL & ATHLETICS	0.00	11/28/23	** VOID **
006174	HELLS CANYON APPAREL & ATHLETICS	220.00	11/28/23	HOMECOMING T-SHIRTS
006175	URM STORES, INC.	678.40	11/28/23	CONC OCT OPEN PO
006176	BSN SPORTS	138.53	11/28/23	GIRLS BASKETBALL LONG SLEEVE SHIRTS
006177	VALLEY FOODS	57.87	11/28/23	CONCESSION OCT OPEN PO
006178	LITTLE CAESAR'S PIZZA	334.56	11/28/23	PIZZA FOR MS HALLOWEEN DANCE
006179	WELLS FARGO BANK	2,762.94	11/28/23	CONCESSION EQUIPMENT
006180	POTLATCH HIGH SCHOOL	200.00	11/28/23	DEC 2ND WRESTLING TOURNAMENT
031314*	MOHAMMED ASLAM	550.00	11/17/23	10 GIRLS BASKETBALL UNIFORMS
	*** TOTAL	9,305.59		



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

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

Building Documents Attached

- Attendance
- Classroom Observations
- Parent Contacts
- Faculty Meeting Agendas
- Professional Learning Agendas
- Enrollment
- Financial Statements

Professional Learning Topics

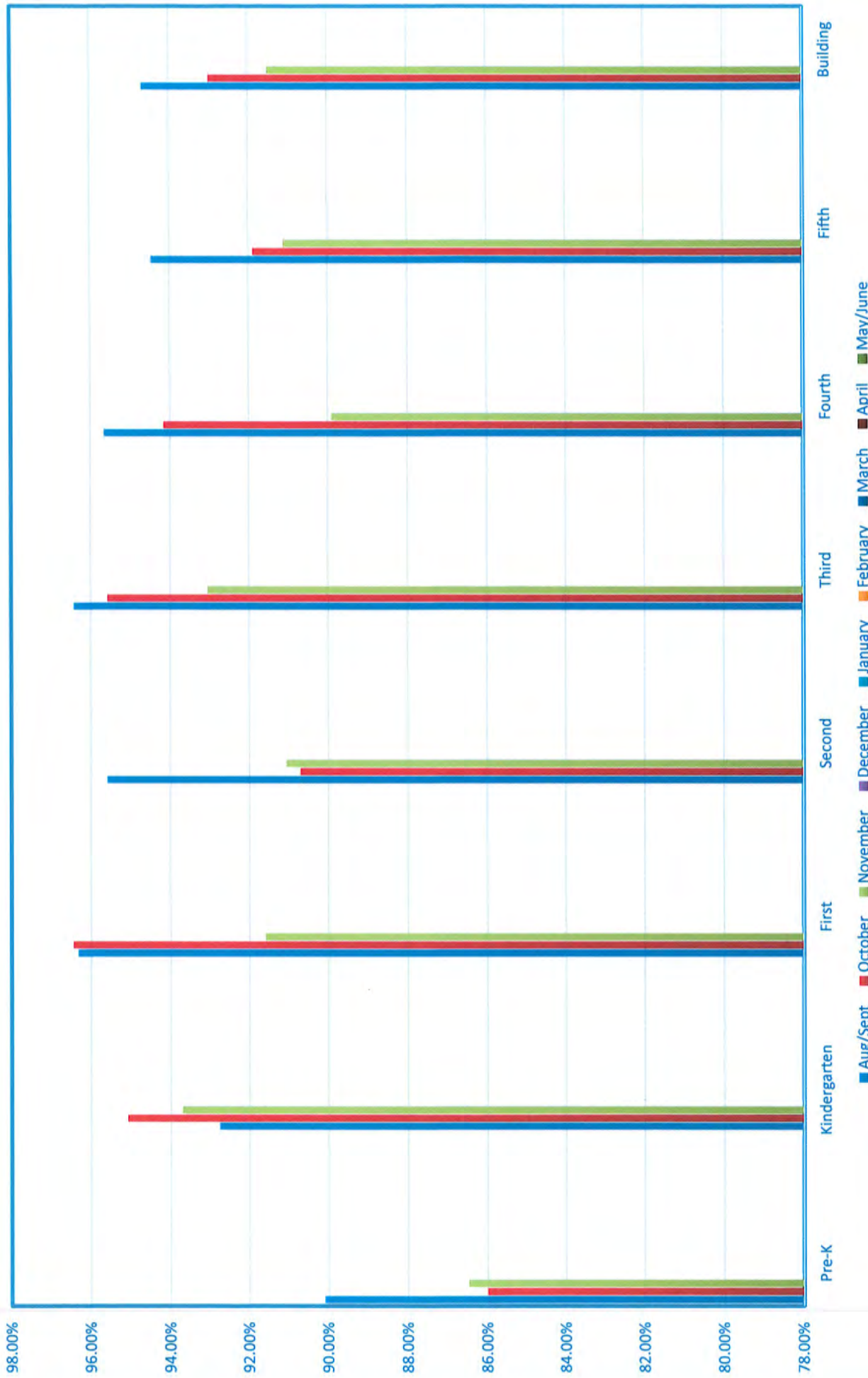
- Health and Safety
- Empowering Professional Learning Teams
- ECRI Intervention Training and Implementation
- *i-Ready* Math Implementation
- Benchmark Assessments and Diagnostic Testing
- Intervention Planning, Goal Setting, and Implementation

Family/Community Involvement

- Student Success Assembles – December 1
- Native Culture and Language Team Professional Development - December 8
- After School Program-Wildcat Christmas Drive-Thru - December 14
- Food Distribution for Families in Need - December 14

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

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



LAPWAI ELEMENTARY SCHOOL
ATTENDANCE
2023/2024

Classroom Observations, Walkthroughs, and/or Conferences
2023-2024
First Semester

	9/05	9/12	9/19	10/3	10/10	10/17	10/24	10/30	11/7	11/14	11/20	11/28	12/05	12/12
Arthur	w			w		o					w		w	d,c,c
Baldwin	w		w							o			w	d,c,c
Beckman	w	o	w	o	o		d,c,c			w	w		w	w
Blyleven	w		w	o			o	d,c,c			w		w	w
Calkins	w	o	w	o			o		d,c,c	o			w	w
Hays	w		w	w		o	o		d,c,c	w	w		w	w
Hillman	w	o	w		o		o				w		d,c,c	
McKarcher	w		w	w	o	o	o				w		d,c,c	c
Melton	w		w	w			w		w					
Paris	w	o	w							o		d,c,c	c	w
Rabaiotti	w	o	w	o	o	o	o			w		d,c,c		w
Raml	w		w			w			w					w
Shaffer	w		w				o						o	w
Sliger	w	o	w	w		w	d,c,c			w			w	w
Stamper	w		w	w		w				d,c,c			w	w
Woodford	w		w		o		o	d,c,c			w		w	w

o = observation with feedback

c = conference

w = walkthrough

d = documented observation

e = formal observation

Family, Community, School Partnerships Contact Report 2023-2024

	Aug/Sept	Oct	Nov	Dec/Jan	Feb	Mar	April	May/June	Totals
Mrs. Bonner	168	132	116/1						
Mrs. Sliger	128	135	141						
Mrs. Stamper	134	145	140						
Mrs. Paris	109	110	110						
Ms. Rabaiotti	166	149	208						
Ms. Calkins	100	97	105						
Mrs. Hillman	173	152	128/1						
Mrs. Beckman	144	125	115						
Mrs. Hays	164	147	102						
Mr. Blyleven	125	95	100						
Mr. Woodford	111	103	114						
Mrs. Baldwin	95	128	102						
Mrs. Arthur	126	101	108						
Mrs. Melton	50	21	45						
Mrs. Wagner	96	116	123						
Total	1,794	1,756	1757						

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

Professional Development Schedule

December 8, 2023

1:25-1:30	Faculty Meeting-Beau's Room		
1:30-2:00	Nez Perce Culture and Language Team Presentation-Beau's Room		
2:00-2:25	<u>Delaney</u> , Montoya, Jaylie, Livie, Bahi	<u>Sasha</u> Jene Ane, Traci, Rhea,	<u>Becca</u> , Natasha
2:30-2:55	<u>Melissa</u> , Livie, Traci, Jaylie	<u>Cassie</u> , Jene Ane, Montoya, Rhea	<u>Colleen</u> , Delaney, Sasha <u>Becca</u> , Kelly
3:00-3:15		<u>Kelly</u> , <u>Natasha</u> , Jene Ane, Traci, Rhea, Sheridan	<u>Becca</u> , Carleen, Teeiah <u>Colleen</u> , Krystle, Tracie, Kim
3:15-3:30		<u>Kelly</u> , <u>Natasha</u> , Montoya, Jaylie, Rhea	<u>Becca</u> , Nate, Beau

Intervention Groups and Individual Interventions

If student is not making progress:

- Is it the correct intervention? Does the intervention align with the diagnosis?
- Is the intervention at the correct frequency and duration?
- Is the interventionist the best fit for the student?

Professional Learning

December 1, 2023

i-Ready Classroom Mathematics 2023-2024

Teacher Learner's Notebook

Grade Levels

Resource Overview pp. 4-5

Teacher's Guide

Teacher Clarity

- What are we learning?
- Why are we learning it?
- How will we know if we got it?

Try-Discuss-Connect p. 7

Teacher Moves and Routines That Promote Math Discourse: 3 Reads p. 8

Prerequisites Report

Unit flow and Progression Videos

Fluency Flight p. 42

Differentiation

Collaborative Learning Extensions p.12

My Progress p. 50

Digital Math Tools (Connection to ISAT?) p. 52

Diagnostic Assessment p. 54

Using Diagnostic Data p. 64

Personalized Instruction pp. 73-82,

Change Individual Student Instruction pp. 96-99

How do I adjust a student's placement in the lesson path? FAQ

Enrollment Summary: Federal Ethnicity and Race Report

View:

Federal Ethnicity and Race

Students:

 All Active Enrollments

 Current Selection

Date:

12/05/2023

Grade Level	Total in Grade	01 – American Indian or Alaska Native	02 – Asian	03 – Black or African American	04 – Native Hawaiian or Pacific Islander	05 – White	Hispanic/Latino	Two or More Race Categories	Unspecified
-1	10 M 7 /F 3	7 M 4 /F 3	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	3 M 3 /F 0	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0
0	41 M 22 /F 19	37 M 20 /F 17	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	3 M 1 /F 2	1 M 1 /F 0	0 M 0 /F 0
1	43 M 25 /F 18	31 M 21 /F 10	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	2 M 0 /F 2	8 M 3 /F 5	2 M 1 /F 1	0 M 0 /F 0
2	43 M 16 /F 27	33 M 14 /F 19	0 M 0 /F 0	0 M 0 /F 0	1 M 0 /F 1	1 M 0 /F 1	4 M 0 /F 4	4 M 2 /F 2	0 M 0 /F 0
3	33 M 17 /F 16	22 M 12 /F 10	0 M 0 /F 0	1 M 0 /F 1	0 M 0 /F 0	6 M 4 /F 2	3 M 1 /F 2	1 M 0 /F 1	0 M 0 /F 0
4	37 M 22 /F 15	32 M 18 /F 14	0 M 0 /F 0	1 M 1 /F 0	0 M 0 /F 0	1 M 1 /F 0	1 M 0 /F 1	2 M 2 /F 0	0 M 0 /F 0
5	42 M 26 /F 16	30 M 20 /F 10	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	4 M 2 /F 2	4 M 2 /F 2	4 M 2 /F 2	0 M 0 /F 0
Total	249 M 135 /F 114	192 M 109 /F 83	0 M 0 /F 0	2 M 1 /F 1	1 M 0 /F 1	17 M 10 /F 7	23 M 7 /F 16	14 M 8 /F 6	0 M 0 /F 0

The Federal Ethnicity and Race view displays aggregate student data as required by the Federal Ethnicity and Race Categories from the U.S. Department of Education. See the help for more information.

Legend

Icons  Date Entry

November 1, 2023

Date	Checks	Deposits	Balance
Beginning Balance			
11/1/23			\$11,072.96
11/22/23		\$ 409.03	11,481.99
11/22/23		\$ 1,300.00	\$12,781.99
11/30/23	Ending Balance		\$12,781.99

Analyzed Business Checking - PF

Account number: 801013418 ■ November 1, 2023 - November 30, 2023 ■ Page 1 of 2



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

Questions?

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

Online: wellsfargo.com

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

Account summary

Analyzed Business Checking - PF

Account number	Beginning balance	Total credits	Total debits	Ending balance
801013418	\$11,072.96	\$1,709.03	\$0.00	\$12,781.99

Credits

Deposits

Effective date	Posted date	Amount	Transaction detail
	11/22	409.03	Deposit
	11/22	1,300.00	Deposit
		\$1,709.03	Total deposits
		\$1,709.03	Total credits

Daily ledger balance summary

Date	Balance	Date	Balance
10/31	11,072.96	11/22	12,781.99
Average daily ledger balance		\$11,585.66	

Limits to your Card

Effective on or after August 28, 2023 in Selected Terms and Conditions for

- Wells Fargo Consumer debit and ATM cards
- Wells Fargo Campus debit and ATM cards
- Wells Fargo Business debit, ATM, and deposit cards
- Wells Fargo Advisors debit cards

In the section titled "Using your card," under subsection titled "Daily limits and funds available for using your Card" bullet titled "The limits for your Card" is deleted and replaced with:



The limits for your Card: We provide you your daily ATM withdrawal and purchase limits when you receive your Card. You can confirm your Card's daily limits by signing on to Wells Fargo Online or the Wells Fargo Mobile® app, or calling us at the number listed in the "Contact Us" section. Note: For security reasons there may be additional limits on the amount, number, or type of transactions you can make using your Card, including the geographic location of the ATM or merchant.

Please see the Wells Fargo debit and ATM card terms and conditions applicable to your card, which can be found at www.wellsfargo.com/debit-card/terms-and-conditions.

Check num 548823

Vendor num VN-0023478

Invoice number	PO num	SO num	Invoice date	Currency	Gross amount	Cash disc	Payment amount	Invoice remarks
2023SD832			10/31/2023	USD	\$1,300.00	\$0.00	\$1,300.00	

DEPOSIT TICKET
TO BE USED FOR DEPOSIT TRANSACTIONS ONLY

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

DATE 11-17-23
DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

WELLS FARGO Wells Fargo Bank, N.A.
 Idaho
 wells Fargo.com

CASH INCLUDING COINS
 92-379/1241 22247

Let
 Checks
 Singly

TOTAL ITEMS OR TOTAL FROM REVERSE
 SUB TOTAL ▶

LESS CASH RECEIVED ▶

\$

1300.00
 1300.00

⑆511300396⑆ 0801013418⑆

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

THE FACE OF THIS DOCUMENT HAS A COLORED BACKGROUND • THIS PAPER CONTAINS FLUORESCENT FIBERS AND OTHER SECURITY FEATURES



SCHWEITZER ENGINEERING LABORATORIES, INC.
 2350 NE Hopkins Court • Pullman, WA 99163-5603 USA
 Phone: +1.509.332.1890 • Fax: +1.509.332.7990
 www.selinc.com • info@selinc.com

US Bank
 19-10
 1250

Check #
 00548823
 November 1, 2023

\$1,300.00

*** One Thousand Three Hundred and 00/100 US dollar

Pay to the order of
 Lapwai Elementary School
 PO Box 247
 Lapwai, ID 83540-0247
 USA

Joseph Rustigard
 Signature Line

⑆00548823⑆ ⑆125000105⑆ ⑆53596035060⑆

Lapwai Elementary Afterschool Program invites you to:

Wildcat Christmas Drive-Thru



Who? Everyone!

When? Thurs. Dec. 14th, 4-5 pm

Where? Lapwai Elem.

What? ASP students will be serving you with candy canes, handmade cards + ornaments, and hot cocoa!!

How do I participate? Just drive in front of the elementary school and we will serve up Christmas cheer to you and your carload!!





LAPWAI SCHOOL DISTRICT

Special Forces Team

Board Back-Up
December 2023

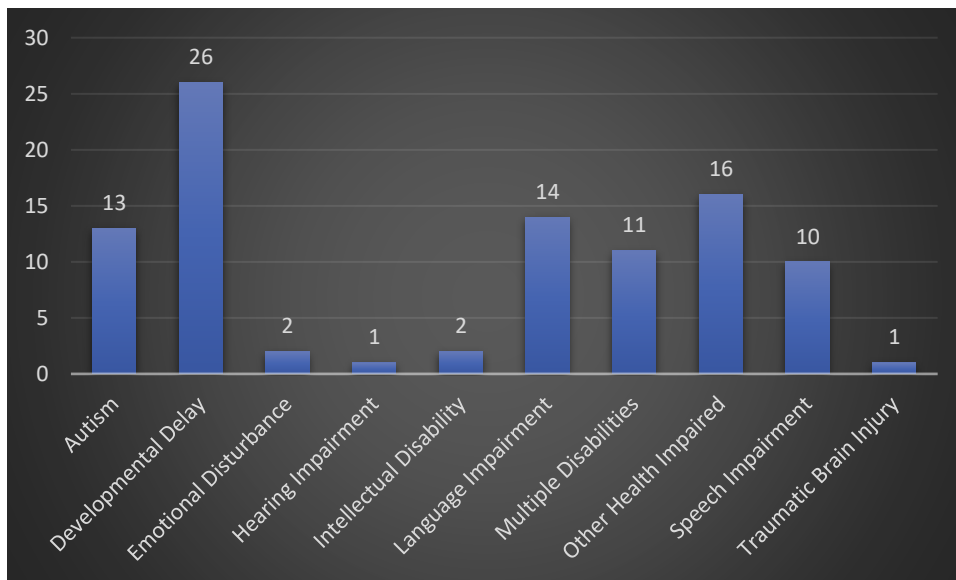
As educators and advocates, we hold a fundamental belief in the unlimited potential of our special education students. Every child brings to the table a unique mix of strengths, talents, and interests, and it's our duty to nurture these attributes throughout their educational journey. We are dedicated to consistently removing barriers that might impede their ability to fully realize their potential.

It's essential to move beyond any practices that might stigmatize or segregate our students based on the challenges their disabilities might pose in a classroom setting. We must adopt educational strategies that celebrate our students for the curious, imaginative individuals they are.

Our teachers should be viewed not just as educators, but as staunch advocates and champions, committed to discovering and honoring the unique brilliance in each student. By embracing this vision of recognizing the boundless potential of our special education students, we're setting the stage for a richer, more inclusive academic future.

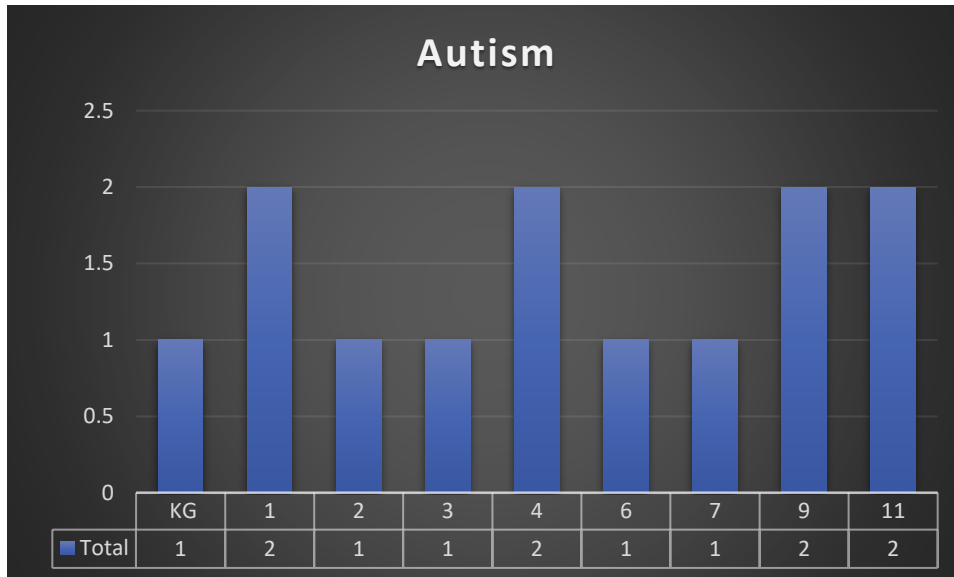
Lori Ravét, Special Education Director, Lapwai School District

The Individuals with Disabilities Education Act (IDEA) is a federal law in the United States that guarantees students with disabilities access to the special education and related services they need. In the Lapwai Special Education Program, we serve 96 students, which constitutes 19% of our total student body. The table that follows details the main disability categories for which our students are receiving special education support.

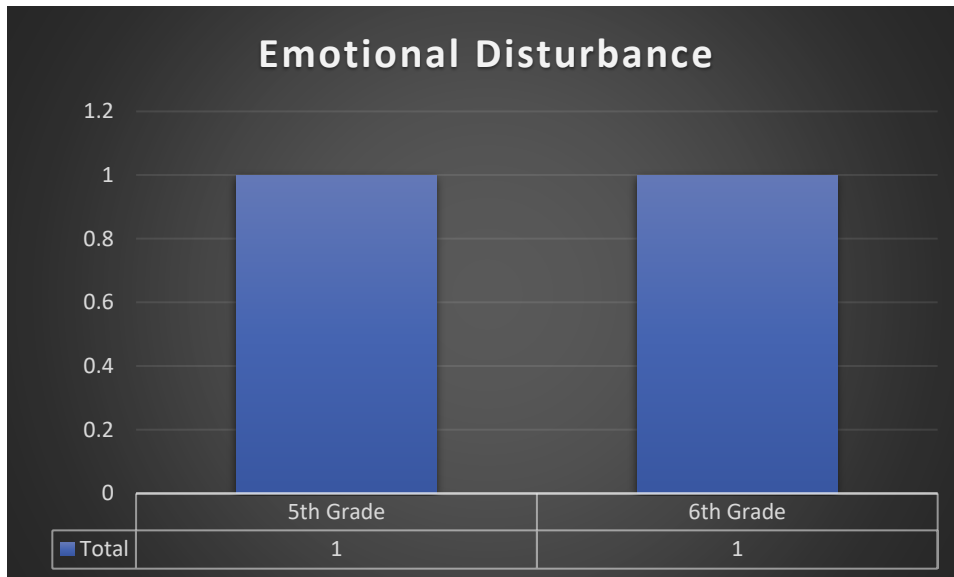


Under IDEA, there are 13 categories of disabilities. The following is a brief description of each and the number of students our Special Education Program serves in each category:

1. Autism: This encompasses a range of conditions characterized by challenges with social skills, repetitive behaviors, and communication difficulties. 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.

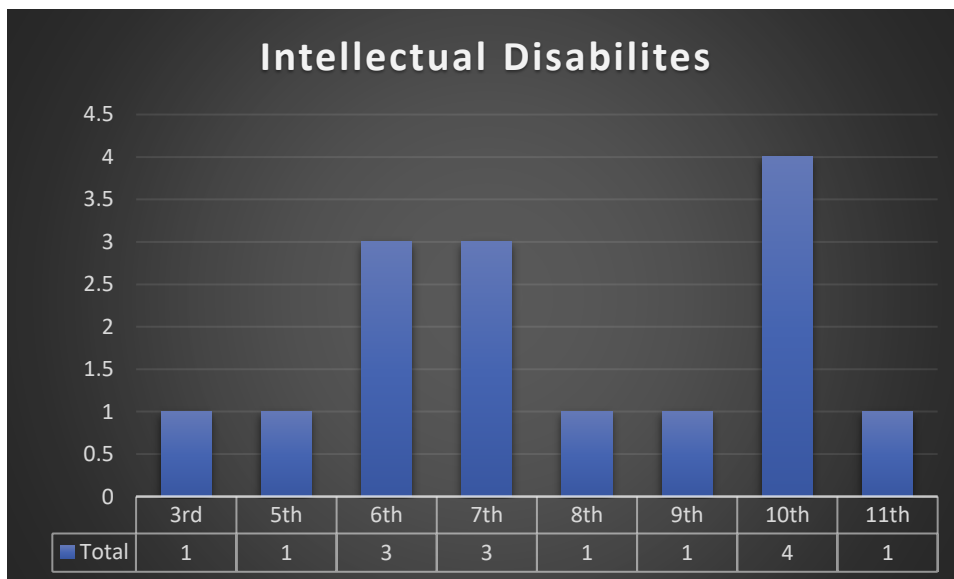


2. Deaf-Blindness: This involves simultaneous hearing and visual impairments, creating unique needs that can't be accommodated by addressing just one of the impairments. The Lapwai School District does not currently serve any students in this category.
3. Deafness: A severe hearing impairment that adversely affects educational performance and isn't improved with amplification. At this time, the Lapwai School District does not have any students enrolled in this particular category.
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. 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.



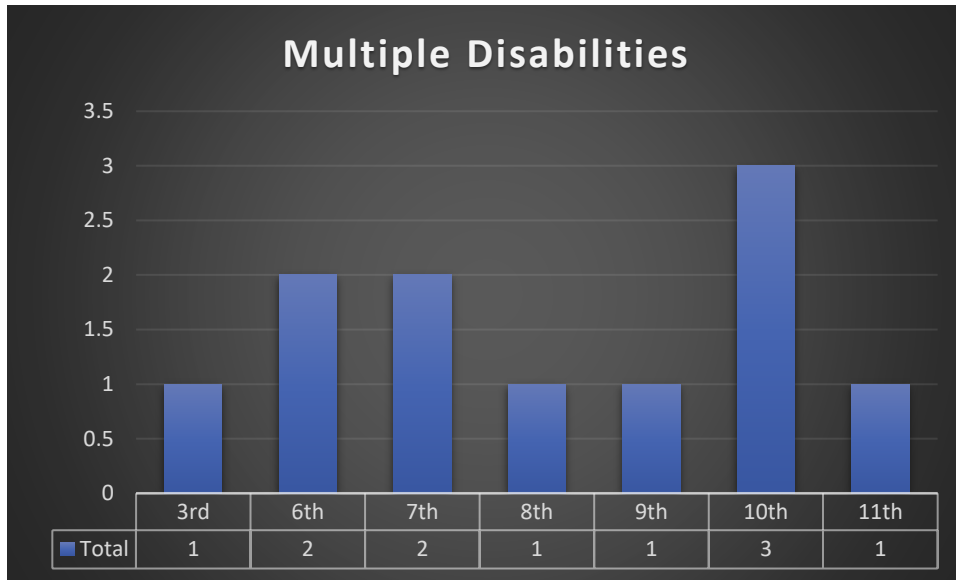
5. **Hearing Impairment:** This involves permanent or fluctuating impairment in hearing, but isn't as severe as deafness. Within the Lapwai School District, we presently provide specialized services for a single student in the 12th grade with a primary classification of Hearing Impairment. It's crucial 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.

6. **Intellectual Disability:** Characterized by significantly below-average intellectual functioning and adaptive behavior, it manifests before the age of 18. 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.



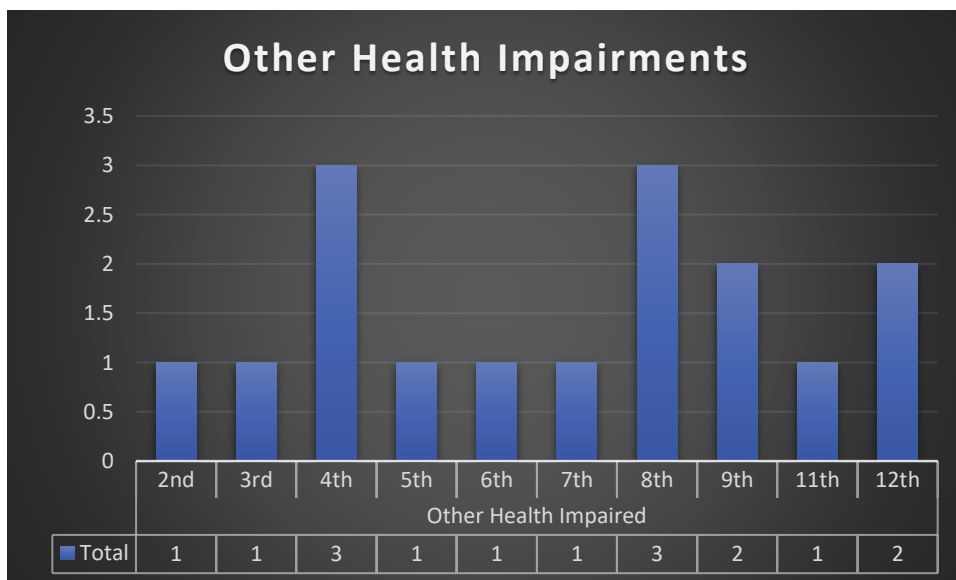
7. **Multiple Disabilities:** This means concurrent impairments (e.g., intellectual disability and blindness), the combination of which results in educational needs that can't be met by addressing just one of the impairments.

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.

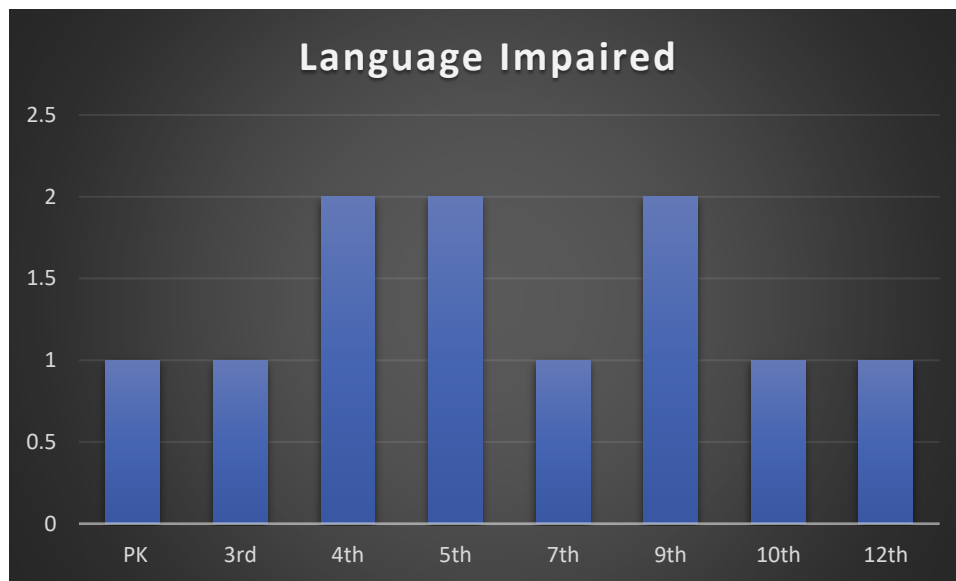


8. **Orthopedic Impairment:** Severe orthopedic impairments that adversely affect educational performance. This might be caused by congenital anomalies, diseases, or other causes (e.g., cerebral palsy). As of now, the Lapwai School District does not have students in this particular category.

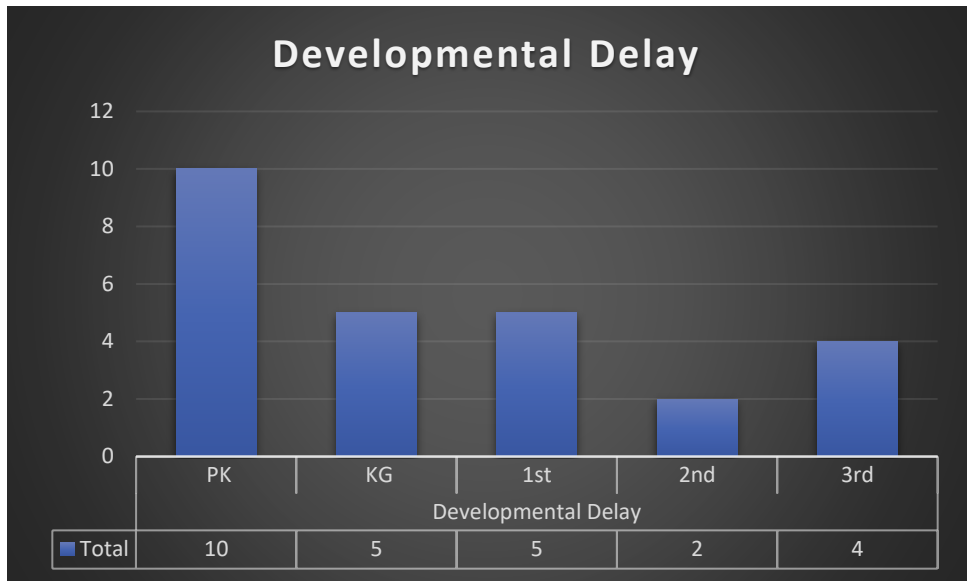
9. **Other Health Impairment:** This encompasses conditions that result in limited strength, vitality, or alertness, adversely affecting educational performance. Examples include ADHD, leukemia, or chronic asthma. Within the Lapwai Special Education Program, a significant portion of students identified with Other Health Impairment are classified due to an educational and/or medical diagnosis of ADHD. The Lapwai School District extends its services to 16 students, representing 3% of the student body, across the following grades:



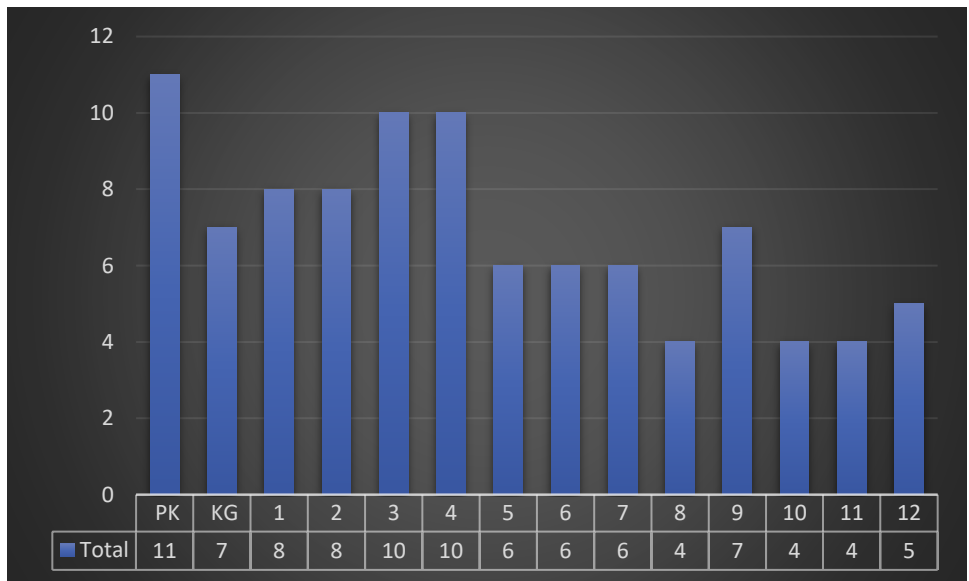
10. **Specific Learning Disability:** This includes disorders in understanding or using language, spoken or written, which can manifest in difficulties in listening, speaking, reading, writing, or mathematical abilities. Currently, the Lapwai School District does not serve students within this specific category.
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. 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.



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. Currently we have one student in the district with a Traumatic Brain Injury. This student is in 12th grade.
13. **Visual Impairment Including Blindness:** This means visual problems that, even with correction, adversely affect a child's educational performance. We do not have any students with a visual impairment in our school district.
14. **Developmental Delay:** This is when a child takes longer to reach certain milestones compared to other children their age. This could be in areas like talking, moving, playing, or learning. Just like every child grows and changes at their own pace, sometimes, some kids just need a bit more time or support to catch up. States have the discretion to adopt this term and define the age range for which it applies. In Idaho, the category of "Developmental Delay" can be used for children from birth through age 9. The Lapwai School District currently offers educational support to 26 students, representing 5% of our entire student population, who are identified under the "Developmental Delay" category.



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



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.

The following celebrations were submitted by our Special Education Team in recognition of their colleagues:

Name of the staff you would like to celebrate	What did you observe that you would like our team to celebrate?
Cassidy Ravet	Thank you for your sensitivity towards my learning style as it is my own way of functioning in a world that doesn't always show the care you have shown me.
Elizabeth White	Liz has shown that she is willing and able to jump in and work with any student. Her flexibility, dedication and ability to adapt to new situations and form connections with each child thrown her way has been cool to see. She works hard both in and outside of school and still shows up ready to help wherever needed. I also appreciate the way she helped train our newest team member on billing. Thanks for all you do, Liz!
Judah Swift	Judah jumped right in on his first day and immediately started connecting with students and staff. It is already clear that he fits right in as a valuable new member of our team. Welcome, Judah!
Chanel Harming, Holly Selstad and Ashlee Grunenfelder	I appreciate Chanel, Holly and Ashlee touching base with our team regarding our students progress. They share concerns and celebrations for our students. Always alerting me to any concerns. They are good about sharing their current lessons. I appreciate their collaboration and efforts with our students. This makes a huge impact on the progress of our students!
Lori Williams and Tracy Graffis	I am thankful for these ladies! They have put so much extra time into their groups that they teach all day, helping myself with small details, and how they care for our students. They are a true blessing.
Joshua Arthur	He is a wealth of knowledge quick to assist in any situation. Any time I'm struggling he is there to lend a listening ear. I appreciate his ability to think outside the box and offer great ideas.
Tami Skiles	Last week we noticed one of our windows was leaking after it started raining that morning. But we got swept up with the next group of students and soon forgot about it. Except after lunch one of the maintenance guys came up and we asked each other who called for him and discovered Tami called for him right after. She was so on top of it. While the rest of us forgot about it she took immediate action. She is good at what she does and grateful to have her in the room.
Brianna Schnuerle and Cassidy Ravet	I want to thank Bri and Cassidy for helping review the data on behavioral goals and each student's IEP and cross checking the data sheets to ensure we're keeping on top of which current objective we are taking data on. I appreciate how much time these ladies spend putting in data, checking the billing, cross checking anything that's missing and identifying places we need to evaluate further to help our students. Thank you both for all you do!
Nancy Dahl	I want to celebrate Nancy for all she does to get our IEP meetings scheduled and rescheduled with parents, that interface between the school and home is critical to keep communication and trust. I appreciate after two IEP meetings today her ability to capture what's being said by parents and get that into the document and juggle lots of meetings and getting the correct members at the meetings they need to be at. There's alot of our schedules to work around and coordinate.
Ryan Allen	I notice that Tay is calm and walking in the halls with his peers good job Ryan Allen!
Ryan Bovard	I noticed Ryan playing with his student and his classmates in P.E. Ryan was including all the children. Way to build relationships Ryan!
Salena FiveThunders	Thank you for your kind and encouraging words towards Anthony thank you for encouraging him to listen and work hard! You are Awesome! We had the best day ever yesterday!
MS/HS teachers Chanel Harming, Matt Morgan, and Sheila Scott	I had the opportunity to meet with these teachers during two different parent-teacher conferences on Friday. The students we were meeting about were on a 504 plan. Each of these teachers was very helpful and understanding with the parents, and with discussing new/current accommodations for the students. They all had very positive things to say to the parents about their students. It made the 504 part of the conferences go very smoothly, with teachers offering effective ideas and being so willing to carry out the requested accommodations. Thanks for your partnership in making sure kids have access to education in the midst of challenges!
Ryan Allen and Salena FiveThunders	The relationships that have been built and how they work with LH have helped change his performance. He has been going to specials and really engaging with his peers. It's getting close to Thanksgiving so I want to express just how thankful I am to be working with them both.
Andy Rosch	Every time Andy sees me in the hallway he's is always upbeat and excited. His positivity helps keep me in good spirits. Way to be awesome Andy and what a great example you're setting for your kiddo.

Aaron Osborn	Yesterday Aaron leapt into action when my little displayed a less desirable emotion towards another student.. His attention and care for the situation was very professional. Great job! 👍
Delaney Paris	While in Mrs. Paris's class this week, I observed her giving students a chance to be the teacher and explain to the class how they have used what they have learned to solve a problem. I noticed that the students were very excited to show their work to their peers and that they felt acknowledged.
Tami Skiles	I can appreciate and value her forethought and knowledge of the students. I love that I can brainstorm with her about how to best curate each intervention to her students' needs. She is open to suggestions and works HARD to keep students motivated. Each day is a new day for each student that she interacts with. No student goes away feeling undervalued or unheard. She listens and validates their concerns and needs. She goes above and beyond, and we're lucky to have her.
Aaron Osborn	This morning before school, a child was resistant to waiting outside the building while I located a mask for him. Arron calmly stepped up and became a part of a gentle solution, genuinely honoring the student's feelings while supporting him in waiting outside. Aaron offered to listen when this student became calmer, fostering a caring/trusting relationship. Thank you, Aaron!
Joshua Arthur	When one of our littles hid behind a bush between the front door and the cafeteria, Josh smoothly and calmly walked toward the bush, and engaged the child quietly and gently, as they walked to the cafeteria together. Nicely done, Josh!
David Aiken	Mrs. Schaffer had a middle school music program on Wednesday night. Dr. Aiken stayed late and supported her with managing over 50 middle school students and ensuring the program went smoothly with his support. Not many superintendents would take on such a role. We are so fortunate to have Dr. Aiken leading our school district.
Aaron Osborn	Aaron has taken on a couple of interesting and challenging bus routes, especially After School Program. He's confident about his abilities as a driver and a behaviorist, and I'm confident I won't have to ride along as a bus aide when he's driving. Aaron, thank you for taking the ASP route on.
Beau Woodford	Beau is so good at what he does, that for this entire week, he has taken on ALL of 4th grade, teaching his class and subbing for Mr. B. Then he still manages the after school program and teaches 4th and 5th grade ASP. Teri commented that every student in that classroom would learn all week, and that's an absolute fact. Knowing that he's being celebrated will make him uncomfortable, but what he's accomplished this week needs to be recognized.
Brett Bovard	Bovard. When he works with the students I've noticed he's truly intentional and wants them to understand the concepts at hand.
Emma Shaffer	Emma pulled off another amazing MS/HS music concert this week. This concert wasn't just showcasing the talent of our music students, it was providing an amazing opportunity for our kids to connect, to be celebrated, to succeed in areas where they can flourish, and it's a piece of the healing journey for our kids in trauma. I saw talent and participation in students who look very different in the classroom, who struggle in the classroom, but they had the opportunity to excel on stage with their music - and they took that opportunity and nailed it! Thank you Emma! You made my whole month, getting to see those kids up there being brave and confident and showing it to the community!!
Lori Ravet	I was vitamin D deficient and you gave me vitamins AND omega 3's! I almost don't tell you when I have a need because you are so responsive; no matter how many things are on your plate or how many fires you are putting out, you always make time for me & my drama 😊!
Mandee Taylor	Mandee has fearlessly jumped in with her whole heart and began serving her students with the most gentle and thoughtful demeanor. She has kept them engaged and set a high standard for rigor and consistency in just her first week.
Molly Tucker, Brett Bovard, & Lori Ravet	My student who was learning at a different location and has recently returned to campus has had a challenging time feeling safety in our building but he has chosen Molly, Brett, & Lori as "safe people". This is life-changing for him and it brings me to tears just thinking about it.

Denise Sabo	Denise has actively supported every student she's been with at Elementary, and their classmates, even after they are no longer her 1:1. This week she went to town right after work, to get a gift for a former student who sang a solo at the middle/high concert on Wednesday. She has also helped support ASP every time she's been asked this whole year. This week alone, she subbed for my interventionist in 1st grade on Monday and Thursday, and subbed for Tash in the office Tuesday. It's a blessing to know I can depend on her.
Jenny Arthur	Jenny comes to work with a smile and asks how everyone is doing and really wants to know. She has had to be flexible recently with working one on one with a student or going to various classrooms. She has a good rapport with both students and staff and is well respected. I appreciate her flexibility and positive attitude no matter where she is at.
Geogia Sobotta and Rye Hewett	Working with Geogia and Rye is truly being part of a team. We collaborated on how to improve our Step Up to Writing lessons. We will be making a few changes next week that will help intervention time be more successful for the students.
Cristiane Pinkham	Christiane is the quiet presence that helps to keep our room grounded. Sometimes, there are high emotions in our room and I personally can find comfort in her calmness. We've been together long enough, that when we make eye contact with each other, our gazes alone can speak volumes. When words are too hard, her quiet presence and strength are reassuring. I can ask just about anything of her and she will get it done. She is proactively looking for what her students needs are. Pinkham thanks for deciding to stick around!
Elizabeth Fernandez-Miss E	I would like to celebrate her gentle and relentless pressure with the kiddos she gets to interact with. Her students feel safe and comfortable with her. Her position and relationships in the community are so invaluable. She is all of her students head cheerleader!
Rye Hewett	Mr. Lattuada and Mr. Katus made a braiding board for one of our students the same day that I had asked them if they could make one. We appreciate them!
Tania Hanchett	Tania has done an amazing job with James and telling time! He's got it down and he's good!! Thanks so much Tania! You're a Rock Star!!
Rebecca Cooley	Becca has been doing an incredible job of navigating staffing changes and ensuring that every student & every group gets what they need. She makes it seem so seamless and smooth, despite all the factors behind the scenes. She sends staff from upstairs down to help with the lower grade level groups when they are short staffed and still ensures the upstairs groups are running smoothly. It is so appreciated. Thanks Becca!
Michelle Cox	It was so fun to be elbow partners with Michelle for Friday PD. We discovered that we can think very similarly & accidentally read each others' minds. We also had some great discussions about our students & shared some solid insights. She always has great ideas & a great sense of humor!
Marika Renshaw	I would like to celebrate Marika. I observed her provide speech therapy to our preschool friend, Alora. She was absolutely amazing. She took her out to the playground and Alora was living her best life EVER! She was taking steps to get to the playground. She was climbing up the slide and going down. Marika was so patient and modeling lots of words. Marika was providing physical assistance as needed. Not too much, but just the right amount. I truly enjoyed watching!
Elizabeth White	I would like to celebrate Liz. I about had a mental breakdown over soap not being refilled. While I complained, she just magically replaced soap! It seems like something so simple, but it made a huge difference. Thank you Liz for taking care of the little things. It is appreciated so much.
Ryan Allen	Last week Ryan and a student were taking a break in front of the building by a large maple, watching the leaves as they were falling. The child delightedly tried to catch falling leaves and took a run at the pile of leaves beneath the tree. What a creative and healthy break/distraction worthy of a Rockwell calendar! Well done Ryan.

Georgia Sobotta	I want to extend my heartfelt gratitude for Georgia's efforts in arranging the Bully Prevention/Autism Awareness presentation. It was a remarkable initiative that brought together key individuals: Kiara Garcia from Nimiipuu Behavioral Health, Janelle Chief, a dedicated parent, and Emma Paddlety, a student with Autism. Their presentation to the freshmen class in Mr. Maynes and Mr. Katus' classrooms last week was both informative and impactful. She plans to continue these efforts by meeting every other week during power-up sessions. She also plans on creating a student group dedicated to addressing the challenges our students face and involving them in planning future presentations. This approach empowers our students and gives them a voice in shaping the content that matters most to them. Thank you, Georgia, for your dedication to our students' well-being and for fostering an environment where their voices are heard.
Amy Alvarado	Amy goes above and beyond with whatever is asked of her- and even if not asked- will step in to help in any way possible. During our Bully Prevention Week, she helped with organizing gifts for our two guests- former NFL players Reuben Mayes and Marcus Trufant. She helped with the baked food sale for the Giving Tree. She is planning on making tacos for concessions which we plan on doing for the girls basketball Senior Night in January. She is very thoughtful in all that she does. She is compassionate and speaks from the heart- always with the kids best interests in mind. Fortunate to have Amy on our team!
Salena FiveThunders	When a staff on our team had to leave Salena voluntarily took over for them even tho she was not familiar with their student.
Tessie McCulley	Tessie consistently has a smile a warm greeting and is always ready to help!
Teri Wagner	We have a humble principle she takes out trash cleans toilets and so much more!
Lori Ravet	I just want to pause and say how much I appreciate all that Lori does. She has helped this team become strong and understanding and appreciative of one another. She has helped us focus on what is truly important....building relationships and looking at each others strengths in order to make everything work smoothly. I don't think our team would be what it is today without Lori's leadership. Thank you Lori for your great example of leadership and encouragement. Also, thank you for the little things you do for making someone's day better.
Nancy Dahl	I was advising two little ones to slow down and walk outside. They mumbled a little something and began to blow right by me. And Nancy popped out of nowhere stopped them and made them return to their starting point and try again. Asking them, " What did Mr. Arthur say to do?" it was nice and reassuring to have the support. Thank you for everything you do Nancy!
Julie Wittman and Rebecca Cooley	I want to take a moment to express my heartfelt gratitude to Julie and Becca for their dedication and commitment to our students and staff. Julie and Becca have taken the initiative to attend Safety-Care training, which is a significant milestone in our ongoing mission to provide the best care and support to our students. Safety-Care training goes beyond crisis management; it equips us with the essential skills and competencies needed to effectively prevent, minimize, and manage behavioral challenges while upholding the principles of dignity, safety, and the possibility of change. It integrates the latest technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS), ensuring that our approach is evidence-based and up-to-date. Julie and Becca's dedication to becoming trainers in Safety-Care demonstrates their passion for our mission. Their expertise will be instrumental in training our staff, ensuring that we all have the tools and knowledge needed to make a positive impact on the lives of our students.
Georgia Sobotta	Georgia has been great at dedicating time to shuffling many duties, which does not look easy, but she does it with ease and is still able to meet with staff as they come in as well as students. I appreciate her willingness to always work with everyone.
Nancy Dahl	Nancy is such a critical part of our Special Forces Team. She has become an excellent communicator to all members of the team. She gets through piles of paperwork, and keeps command of all the details, contacts, and to-do's. She ensures that all relevant team members are informed of dates, times, and pertinent information. Scheduling, parent contacts, and writing excellent IEP's based on that good communication is a big load to bear, but she does it so well that it makes everyone's jobs easier! If we didn't have such a solid, detail-oriented person taking care of the tasks Nancy is responsible for, things would fall apart! Thanks Nancy for all you do!
Andy Rosch	Andy is always so positive. I enjoy the energy that he brings to work each day.

Denise Sabo	Thank you for stepping in and helping out in our room while Cooley was gone. It was definitely appreciated.
Jasmine Hewett	Jasmine, Thank you for coming in and helping out for our 2nd grade group while Cooley was gone. It was very much appreciated.
Aaron Osborn	Aaron took the initiative to show our newest staff member an introduction to billing on GoClaim. Thanks Aaron! It helps make my job run more smoothly when the rest of you help each other out. :)
Tami Skiles	We needed the next unit for ECRI and she was able to make Elizabeth and I copies. She also did a great job at instructing Cooley's Rewards group while she was gone.
Elizabeth Fernandez	Her lunch lines from the cafeteria out to the playground are always on point. I don't have the same patience but she always reminds them of what is expected when they head outside.
Amy Alvarado and Rye Hewett	I shared with Amy and Rye about a personal thing I am going through and they were very sympathetic and encouraging towards me. By the end of the day I was feeling much better just because of their encouraging words and really listening and caring. Thanks so much Amy and Rye!
Rebecca Cooley	I had the privilege of spending the past 3 days in SafetyCare training with Becca. It was really awesome to watch her think of each of her team members and how this training could be customized for our students and the staff that support them. For each technique, her thoughts went immediately to how we can adapt this or implement it within our team. I appreciate her encouragement as I navigated spending a lengthy period of time away from my family. Thanks Becca, I really enjoyed our time together!
The entire High School- Middle School Special Forces team	I have been sick for the past week and they just took over for me. They are so supportive and the poster children of what a team means. Thank you all so much. I am truly grateful.
Dr. Julie Wittman	Julie is easy to understand/listen to and easy to work with. Her straightforward approach to problem-solving for our kiddos makes it look easy to conduct an FBA/BIP, although we know it can be quite a complex process. Thanks, Julie!
Special Forces and More	<p>So many people showed up for me last week. I know I'm not going to remember everyone, but I'd like to give it a try:</p> <p>Tessie, Teri, and Tash literally held me up while I was falling apart last monday. They also sorted out all my CICO check-outs Monday, and managed all my little friends throughout Tuesday.</p> <p>Ryan drove me (and my sister and nephew) safely to Pullman, and kept himself rational and logical so that we could have the time and space to be in crisis...this was mostly for me. My sister is annoyingly rational in a crisis. Ryan was a big hero.</p> <p>Lori and Becca came to the hospital to check on my family and bring supplies Monday night.</p> <p>Livie and Salena taught my ASP class while I was gone, and stayed later in the evening than they were required to in order to support me when I came back.</p> <p>So many people reached out, checked in, prayed for my family, and supported me in more ways than I will ever fully know.</p> <p>You're all such a big reason for why I love my job. I'm thankful for every one of you reading this.</p>
Tracy Behler	I would like to thank Tracy for her dedication and acknowledge how valuable she is! She has served our students for several years and grown to love and adore the relationships she has formed here at Lapwai. She is a wonderful SLP and we are going to miss her tremendously. She flies the coop this afternoon- please show her love as we wish her joy in this next chapter. We will miss you, Tracy!!
Bonnita Brown	We are so proud of you, Bonnita! Congratulations on becoming a Certified Speech Language Pathology Assistant! You've worked very hard and deserve this credential!

Chanel Harming	Her involvement in Individualized Education Program (IEP) meetings has been truly remarkable, and I believe it is essential to acknowledge her significant contributions to our team. What sets Mrs. Harming apart is not only her presence at these meetings but also her approach to them. She brings an abundance of positivity to the table and has an incredible ability to communicate students' strengths in a manner that resonates with parents. Her nurturing and constructive feedback fosters a supportive atmosphere, making parents feel heard and valued in the process. Mrs. Harming's ability to convey the potential and capabilities of our students is truly uplifting. Furthermore, Mrs. Harming demonstrates an in-depth understanding of her students' needs and abilities during IEP meetings. Her insights into the necessary accommodations and modifications are invaluable. It is evident that she has taken the time to get to know each student on a personal level, which allows her to advocate effectively for the resources and support they require.
Middle High School Special Forces Team	I love coming to work and having a very positive work environment to welcome me. This positive vibe transfers to the students that we're all truly happy to see.
Colleen Bonner	Colleen supplied our preschool students fry-bread on Monday as a celebration for filling our puffball jar up. The kids and the adults really seemed to enjoy it. Thank you, that was so much fun!
Middle High Special Forces Team	I appreciate their collaboration, positive attitudes, and amazing support for our students. We have a pretty amazing team!
Denise Sabo	Overheard an escalated child yelling and throwing a chair in the sick room of the office. Denise stepped in and was able to skillfully use the rapport she had built with this student over the years to quickly de-escalate him to the point where he was calm again. Way to go Denise! I was impressed with how well you were able to do that, and with your initiative to help out as you saw a need (even though it wasn't your typical 1:1 student).
John Pasaino	I had the pleasure of working with John along side my student. John has a huge heart and a wonderful attitude of gratitude, welcome to the team brother!
Aaron Osborn	Aaron has a very kind heart he is always quick to greet students and staff stay Awesome Oz!
Ryan Bovard	Thank you for all your hard work and dedication to each student you work with and for your wonderful dry English humor! Stay Awesome!
Salena FiveThunders	She will drop everything to ensure the needs of all kiddos are met. Even if it means she needs to take time out of her busy schedule.
Denise Sabo	Denise has been consistently available to substitute in ASP whenever I ask her to help. She comes in with ideas for managing classroom behaviors, and I'm excited to start playing some dice and card games to work on making 10 with my first graders, with her guidance. Thanks Denise!
Denise Sabo	Denise always comes out to greet students in the morning while she is waiting for "her kid" to arrive. Because he usually comes later, she has the opportunity to greet a lot of kids. She has connected with so many students, it is a joy to watch her greet each one by name - even those who are not in the classrooms where she spends most of her time. She offers hugs and lets kids know she is glad to see them, rather than asking "how are you?". She is in tune to the moods of the kids she knows well, and responds to their needs as they enter the building. She is trauma-informed in supporting our students and knows her stuff!
Maintenance Staff	I want to give a shout-out to our maintenance staff! I appreciate their dedication to keeping our spaces clean daily. Also, the new windows that were installed this summer are awesome!! They open so smoothly and are doing a glorious job of keeping the cold drafts out.
Andy Rosch	Andy is so positive every morning, and really helps on those days when I'm just not feeling it. Thank you for your consistency and how it helps our team and our kids.
Kristen Bateman	Kristen is such a hard worker. I am unable to express in words how much she does. She is such a great example to those who know her. Thank you so much for all you do.
Lori. Ravet	When I was filling out the check in form and saw the elf on the shelf I giggled out loud just a little. Thank you for the giggle. Here's to the best boss ever.
Jaclyn Chavez and Jamie Larsen	I appreciate all of their hard work and support for Pen. Their caring and friendly demeanor I believe helps put him at ease and he looks forward to working with them. They are always positive with their actions and words- which has an impact on our students and our staff. Thankful to have them on our team!

Lori Williams and Tracy Graffis	These two have been keeping up with their classes and class work like no other. They have such an awesome team skill that allows them to shift in and out as they work separate shifts. Many of the students in their classes are keeping up with their work and some are enjoying the step up to writing. I was amazed about one of the students who wrote many interesting short stories.
Aaron Osborn	In the morning, as he enters the school campus, Aaron is positive and alert to his surroundings, gently supporting children as they go to breakfast or enter the main building. On several occasions when a child may be a little resistant about going to the cafeteria rather than into the building, he has been a quiet, supportive presence. Thanks Aaron!
Jennifer Becker	I would like to give a huge thank you and recognition to you Jenn!! Yesterday was a Monday (wed) straight back from summer kind of day. You stepped in when I knew you knew it was needed. Thank you once again for your kind humor and most opportune intervening. You are appreciated.
Brett Bovard	Brett Bovard's frequent check in and support with a student working in the conference room have been explicit, kind, and ensures that the student is progressing. I appreciate hearing Mr. Bovard's verbal cues and questioning to support the math learning and check for frequent understanding. I am not sure he knows I can hear him interacting next door to me, but I wanted to note it here.
Nancy Dahl	<p>Nancy keeps me focused. Every time I see her, she's quick with a smile and kind words. She's the absolute best mom to one of my wedding fish. The students she's connected with truly understand how wonderful she is, but she is still stealthy enough to sit in a classroom and collect data without disrupting learning. Someday I hope to be that stealthy.</p> <p>Our Elementary team functions at such a high level because Nancy does the grueling, and far too often uncelebrated labor of collecting data, and writing IEPs.</p> <p>Even though she's very busy, Nancy is quick to step up and help any time she's asked. She greets staff and students in front of the school every morning and helps keep students accounted for by encouraging them into the library, or to the playground.</p> <p>I truly cannot say enough good things about Nancy. We are so fortunate to have you on our team.</p>
Rebecca Cooley, Christiane Pinkham, & Elizabeth Fernandez	I just wanted to give these ladies a big shout for picking up the slack while I was out with my sick kiddo. We all are so in tune with the flow in our room and each other that even if someone has to be gone, we still keep things going smooth. Thanks again ladies--YOU ARE AWESOME!!
Rye Hewett, Molly Tucker, Georgia Sobotta and Amy Alvarado	They all helped me problem solve what I needed to organize a place to put all my math sheets. Molly found an empty drawer, Rye had folders, Georgia and Amy found file folders for me. Thanks so much for making my life easier!
Lori Ravet	Lori is leading our math PLC and I can say for sure that we are headed in a great direction. I feel confident in our PLC team and the staff we have on the team.
Jenny Arthur	I observed her in the classroom working with one of our students and she was gently encouraging and cheering him on but not doing the work for him. I appreciate that she believes in our students' ability to be successful.
Michelle Cox	We have a little friend in the preschool who struggles with compliance, transitions, and remaining engaged during activities. Michelle has been problem solving throughout the year to help him become more successful. She's created visuals, reinforcement systems, and has adapted activities and offered him alternatives. She introduced a penny chart this week, and he seems very interested in it! He's a very strong willed kiddo, but she never gets discouraged and she's doing awesome things with him!
Rye Hewett	Rye is a ball of energy! I literally saw her running past my door today on her way to talk to a student! She is always upbeat and enthusiastic. Her students love her!
Elizabeth Fernandez	Elizabeth had been working sharing her ideas and inputs. She has great insights. Thank you for being brave Ms. E.
Kristen Bateman, Tami Skiles, and Rebecca Cooley	Even with a lot on their individual plates, these ladies led the charge to support a grandparent in our community. Thank you! This is the Wildcat way!

Tami Skiles	When Tami heard that a student's backpack might have been left on the bus today, she took the initiative to check in with the bus drivers and get it figured out, then let me know that they didn't find it (since it was my 1:1 student who had arrived early and beat me here this morning). It turned out that the backpack was lost at home, but I appreciate her diligence, helpfulness and heart! Thanks Tami, for looking out for all of our students. :)
Georgia Sobotta	The Attendance Committee is mirroring the data-driven advocacy Special Forces is known for with a research-based Early Warning Intervention and Monitoring Team approach. Georgia has been instrumental in the implementation of the interventions assigned to one of her students through this process. Thank you for your communication, work with the family, and follow up with our team to ensure the resources identified have an impact on his success! Advocacy can be sensitive and challenging, yet Lori and I are proud to support you every step of the way. It is this same rigorous advocacy and heart that is shared consistently throughout this amazing team of professionals. Bless you all for the critical work you do! From our youngest learners to our senior scholars, our kids are so fortunate to have Special Forces supporting them along the way!
Bahiyih Hanson	I would like to acknowledge and thank Mrs. Hanson our wonderful Elementary Librarian. Thank you for your passion my student and all students benefit from your warm and friendly library!
Elizabeth Fernandez	You make me smile! Thank you for always being a friend no matter whats going on you make time for others and genuinely care!
Jennifer Becker	What can I say you find ways to help in every situation that gets thrown your way I appreciate your dedication to the kids and your friendship.
Chris Katus	Mr. Katus started an IEP meeting with a very positive review of a student. This student has struggled with Math in previous years, but the student himself stated that his favorite class was Math with Mr. Katus. Additionally, Mr. Katus described how he adapts the tests so that students are being measured on learning the same concept but it is presented in a way that is easier for the student to demonstrate his learning. He even provided the example of how he uses whole numbers on tests for this student rather than fractions because it allows the student to focus on demonstrating his understanding of the content rather than measuring his ability to use fractions. This was an excellent example of how to provide a front-end scaffold.
Rye Hewett	I had the privilege of completing an observation in Rye's room. Her patient interaction with a student with significant processing issues while still acknowledging another student's contribution despite his tendency to blurt out, showed great respect and rapport. This approach not only maintained classroom decorum but also ensured that each student felt heard and valued. Her ability to tailor the lesson to each student's needs, especially considering the varied disabilities in her classroom, was impressive. Her thoughtful considerations for her students demonstrated a deep understanding of and sensitivity to their individual needs.
Emma Schaffer	Emma is the best damn music teacher I've ever known. She connects with students and staff, at every level of the Lapwai School District. I've watched this woman deftly maneuver challenging behaviors through proximity and engagement, without missing a beat. For some of our students she is the most consistent person in their academic lives, moving with them from kindergarten to seniors in high school. Emma asks for help when she needs it, and collaborates with classroom teachers, interventionists, and myself whenever necessary. She has challenged her students to think beyond what is familiar and comfortable, creating a band, putting on plays, and organizing concerts that include beautiful solos that highlight otherwise uncovered talent. I'm so thankful for Emma and her expertise, kindness, patience, and gentle -but firm- high expectations.
Lori Williams	Lori has been a great problem solver through multiple STEP up to Writing lessons with me. I appreciate that she is always there to help and give great feedback. THANK YOU LORI:)
Ryan Bovard	I got to see Ryan in a foot race across the grass with a 2nd grader after school this week, and they were both having a ton of fun! I think it is so valuable to take the opportunities to have fun with students as well as supporting their academics. Fun times like this allow our students to see a different side of the adults who care about them, and build those relationships that make all the difference.
Jenny Arthur	Jenny stepped in to support James this week. She is patient and willing to do whatever is asked of her. She has a positive attitude. She is establishing relationships with our kids. I appreciate her hard work. Amazing asset for our team!

Jasmine Hewett	Yesterday she was absolutely great with going with sudden changes. She is insightful and thoughtful about how best to work with her students. She is willing to problem-solve and adapt. Thank you Jasmine.
Christiane Pinkham	On Tuesday while we were all running our groups, we had a situation begin to escalate with a kiddo in our room. Christiane without missing a beat was able to move nearby kids, and we were all able to shift the kids out of the room without much disruption and continued our learning out in the hall. I love how in sync we all are to each other and able to keep the flow going in our room even when things get hectic. Her calm, quiet presence is such a wonderful asset to our room and our Team!!
Jon Paisano	I just want to give a shout out to Jon P. He has done such a great job jumping in wherever he is needed. He has also done such a great job observing and getting to know the kids even the ones who have a harder time than others getting used to someone "new". Welcome to our Team Jon!!!
Jasmine Hewett	In our line of work we are given a lot of creative freedom with our students. I want to give a shout out to Jasmine who used her creative freedom in an outstanding way with a student we share. I really appreciate the Bingo Reward Chart she created for Tay. Not only has it actively excited Tay in completing his work, it is also something new and exciting for me as well.
Georgia Sobotta	I am in awe at how Georgia pays attention to details. She noticed that the tree up front needed extra lights and brought some in. She not only pays attention to details but she does something about them. She does what she can to make things easier for everyone else. Like bringing books down lower in the shelves so we can have easier access to them. She noticed that we needed to bring down a poster in the Middle school hallway and that we needed to update the bulletin board. Details matter.....Thanks Georgia!
Michelle Cox	She helps me to be able to run the interventions by making sure I have everything I need.
Rye Hewett	Rye has been a great brainstorming partner when problem solving curriculum and students. She has a teamwork ethic and is able to discuss how lessons went and decide what to do differently next time. Rye is also fun to work with because she sees the funny side of situations and gets joy from her work.
Aaron Osborne	Mr. Osborne is so well liked by the students that it is a great endorsement to the relationships that he is building across the board. He is willing to jump in and help. He is an asset to our team. Thank you Mr. Osborne for your empathy with our students and not just being sympathetic. Your empathy allows for expectations and growth in the students that you work with in a unique understanding of our students.
Andy Rosch	I just want to say great job Andy with all that you offer in terms of experience. I know you have been doing this a long time and i appreciate any and all advise. You are appreciated. Thank you and great job everyone.
Jenny Arthur	Jenny thank you for stepping up and stepping in while I was out sick. Knowing you were Jame's one on one was a big relief to me. I knew he was in good hands. Your positive vibe is uplifting and exactly what he needed. Thank you for sending me a get well card and picture on his behalf. It was so cute and very much appreciated.
Lori Ravet	Lori thank you from the bottom of my heart for helping me. I was at my wits end. I was to the point of not thinking clearly enough to get better. Your help and guidance was just what I needed to help me see the clear picture. I'm so thankful for you and this amazing team of ours.
The Spec Ed team. Best team ever to work with... awesome!	The heart and family/coworker relationship and the support for each other.
Colleen Bonner	Colleen supplied hot chocolate and candy canes to our preschool students as a reward for filling up our puff ball container. Our preschoolers seem to really enjoy these parties. We are already planning another one.
Elizabeth White	Liz is very patient with a difficult preschool student. This student does not enjoy circle time and she sits with him and makes sure he stays. She tries to motivate him to participate and even stays calm when he is aggressive. Thank you Liz for supporting our preschoolers.

Bonnita Brown	Bo helped me to understand why one of my students was having a difficult time with repeating multisyllabic words. The student could say each word part but not put the parts together. She explained how the student has to hold those parts in memory without knowing the meaning. Having a connection to the word affects a student's ability to pronounce the word. With no connection to meaning, it would be similar to repeating a foreign language.
Julie Wittman	You make me feel more confident and able to do my job by providing chunks of valuable information thank you for breaking it down for the common folk!!
Colleen Bonner and Rebecca Cooley	Thank you for your patience in helping me cope with a challenging student daily.
Brianna Schnuerle	I wanted to take a moment to express my heartfelt appreciation for the exceptional work Bri is doing with the Medicaid billing submissions. Her diligence and attention to detail have not gone unnoticed. Moreover, the way she has been coaching our staff on their billing notes is truly impressive. Her ability to share her expertise so effectively is a vital asset to our team and is making a significant difference.
Marika Renshaw	I appreciate Marika so much! Every conversation that she has, whether with staff or students, she is an encourager, and always recognizes the positive. No matter how much stress she is under, even in taking on so many additional responsibilities this year, she listens, encourages, helps, and leaves you with a positive comment or statement. Thank you Marika, for being such a bright light in our school!
Marika Renshaw	Thank you for your encouraging words and supportive nature. I appreciate that you check in with me daily right as I walk in the door, to see if I need anything. Your genuine concern for our well-being is a true gift of kindness. You are a blessing!!

SPECIAL EDUCATION
Professional Learning Agenda
Friday, November 10, 2023
Middle-High School Rm 331
1:30 p.m.

Required Materials:

1. Technology Device for interactive quizzes and Professional Development Evaluation
2. Professional Learning Binder

1:30-2:25: Peer Scaffolding with Dr. Wittman

Learning Intentions:

1. I can define what a back-end scaffold and what a peer scaffold is and give an example of each.
2. I can explain how to use a graphic organizer as a back-end scaffold and how to choose the correct graphic organizer.
3. I can explain how study skills can help students move from surface to deeper learning.
4. I can identify the three components of feedback that increase its usefulness as a back-end scaffold.
5. I can choose a type of peer scaffold that I can implement with my one on one student or one of the groups that I teach.

2:30-3:25: Mathematical Mindsets with Josh Watson

Learning Intentions:

1. Explore your own Mathematical Mindset
2. Consider how to build a stronger math mindset (for us and for students!)
3. Explore/Discover resources that can help with the process.

3:25-3:30: Professional Learning Evaluation (Exit Ticket)

Special Education Inquiry-Focused Learning Engagement Expectations:

- Every person attending is expected to engage in solving challenging problems that are important to everyone.
- Questions are not only welcome but required.
- Our individual accomplishments are a result of who we are as a group and not merely individual distinction.
- Just as an engaged classroom is characterized by joyful and fearless student interactions, an engaged staff is reflected in their ability to have conversations, debates, and deep inquiry, without fear of retribution.

Team Norms: The Humble Learner's Approach

In this space, we recognize that every team member—regardless of role, experience, or expertise—brings valuable perspectives and skills to the table. We strive to be humble learners, ever-curious and open to growth. We believe that everyone has something to teach us, and similarly, everyone has something to learn from us.

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Set Your Intention for Learning and Collaborating

Intention setting is a practice that helps you form new stories. You can set an intention before you do anything—teach, go to a meeting, talk to a difficult student's parent, grade papers, and so on. It's a simple routine in which you make a statement to yourself about how you intend to experience something or be in a situation. An intention gives your mind a story to live into. It gives it direction. It also primes your mind to make the choices that will allow it to fulfill your intention. If you've told yourself that you're going to listen to understand in a meeting, then when your mind starts down a route of thinking that whatever another educator is saying is wrong, and it starts arguing with what he is saying, another part of your mind speaks up and says, Hey, my intention is to listen today, so let me do that.

Setting an intention gives you an opportunity to declare how you want to be in a situation—and, ultimately, that's all you have true control over. How you show up. How you experience something. This is one of the most powerful routines you can integrate into your daily life.

How will you bring your best self to this professional learning? Set your intention:

Special Forces Professional Learning Evaluation: November 10, 2023

Professional Development Topics

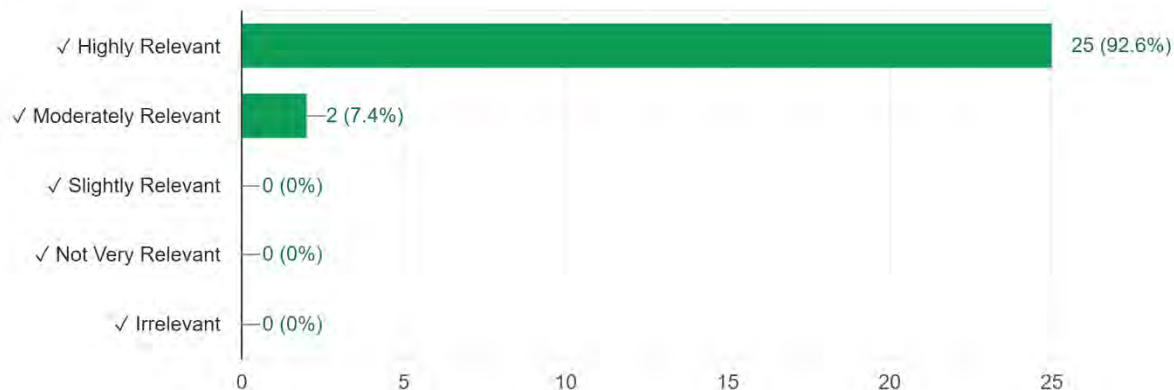
1. 1:30-2:30 Dr. Wittman: Scaffolding
2. 2:30-2:25 Josh Watson: Math Games

What's one important thing you learned in Professional Development today?

- Use math games make math fun.
- I learned the game PIG, it gave me ideas for an intervention.
- how effective math games can be
- How often it happens.... concerning math is statistics.
- That games work for teaching math. It keeps the attention of even those with cognitive disorders.
- We can play math games. The games can be more beneficial than paperwork.
- I loved the idea of utilizing games as a tool for instruction.
- Games are fun & it would be a good way to implement peer scaffolding- bridge between our behavior learning & math learning
- I was reminded of the importance of finding ways to make learning fun and engaging, especially when practicing harder or less preferred subjects.
- Games rule and celebrations really rule
- Ideas for math games
- Coaching is a feedback.
- A new math game. New math strategies to try when teaching math
- I want to start my day with a student that wants to start their day with me and have FUN doing math!
- Peer scaffolding reminded me of how often I do all of these things and how important they are. I am excited to check out the math games.
- The difference between charts and some fun math activities.
- That some of the things I do are right.
- How to engage students in multiple ways of learning and with math games.
- More than learning...I gained confidence in planning to implement math games in my ASP with first grade.
- To remember that learning can be fun. Making sure to utilize learning games to capture the focus of our students.
- That you have to fail in front of the kids to watch the succeed
- I learned that playing math games is a valuable way to engage in math. It increases the motivation and engage and think more deeply about concepts.
- How to work with students who need help with math.
- Games are important ways for students to learn. Peer scaffolding, I do this with Doug and Jacob for James.
- Math games work better than a sheet of paper.
- Math games- pig. Various ways to play.
- Specificity regarding scaffolding

To what extent do you believe today's professional development session aligns with the current needs and challenges faced by our Special Education...as the needs of our Special Education students.

27 / 27 correct responses



Identify how this learning opportunity could have better aligned with the current needs and challenges faced by our Special Education Team.

- I like it
- I don't think that it could have been better. I really enjoyed it.
- I think all that was presented was very relevant to our team
- I think it was well aligned. I enjoyed learning that games work to teach kids math.
- Maybe providing written instructions for the games to play with the students.
- I liked the games idea!
- The interactive portions are always the most engaging. It gives us the opportunity to practice what we're learning as well as do some team building
- Nothing comes to mind! Today's discussions were great
- I feel it was as good as it gets without getting too specific to every individual little one.
- A clearer explanation of Pig game would've been nice
- None better.
- Having more time to explore more games
- I am excited to start implementing these games and enjoy building positive relationships with the students I will be working with.
- I enjoy our PD sessions. I would like to learn more about math and how I can help the children I work with. It also helps me to feel more confident, as math has been a huge struggle for me.
- A better explanation of activities when learning new things. (Math)
- This one was spot on.
- I found that the math games were highly effective and helped to understand the conceptual aspects of mathematics.
- I love having two experts teach us, and it breaks up PD nicely, but I wonder if we dig deeper when we have one or the other. I don't know what's best. Just thinking out loud.
- I feel this aligned very well. No complaints
- Was definitely hands on and was expressed in a way that all could understand
- Peer scaffolding with younger students. How to make this work.
- More stuff regarding scaffolding.

- We always talk about how we can help our special forces kids but our kids need to be educated as well about our sped kids.
- I was shocked by the math games. How interesting, thought provoking, fun, and just how I was comprehending something that is hard to comprehend on paper.
- All staff at various levels- differentiated topics/groups.
- This line of PD is central to what we do.

SPECIAL EDUCATION
Professional Learning Agenda
Friday, December 1, 2023
Middle-High School Rm 331
1:30 p.m.

Required Materials:

3. Technology Device for interactive quizzes and Professional Development Evaluation
4. Professional Learning Binder

1:30-2:25: Reinforcement Review with Dr. Wittman

Learning Intentions:

- I can define what reinforcement is and how it's different from punishment.
- I can identify the different types of reinforcers and give an example.
- I can explain how to identify new reinforcers for my student.
- I can explain the difference between reinforcement and bribery.
- I can explain the steps to implementing reinforcement.

2:30-3:25: Mathematical Mindsets with Josh Watson

4. Explore your own Mathematical Mindset
5. Consider how to build a stronger math mindset (for us and for students!)
6. Explore/Discover resources that can help with the process.

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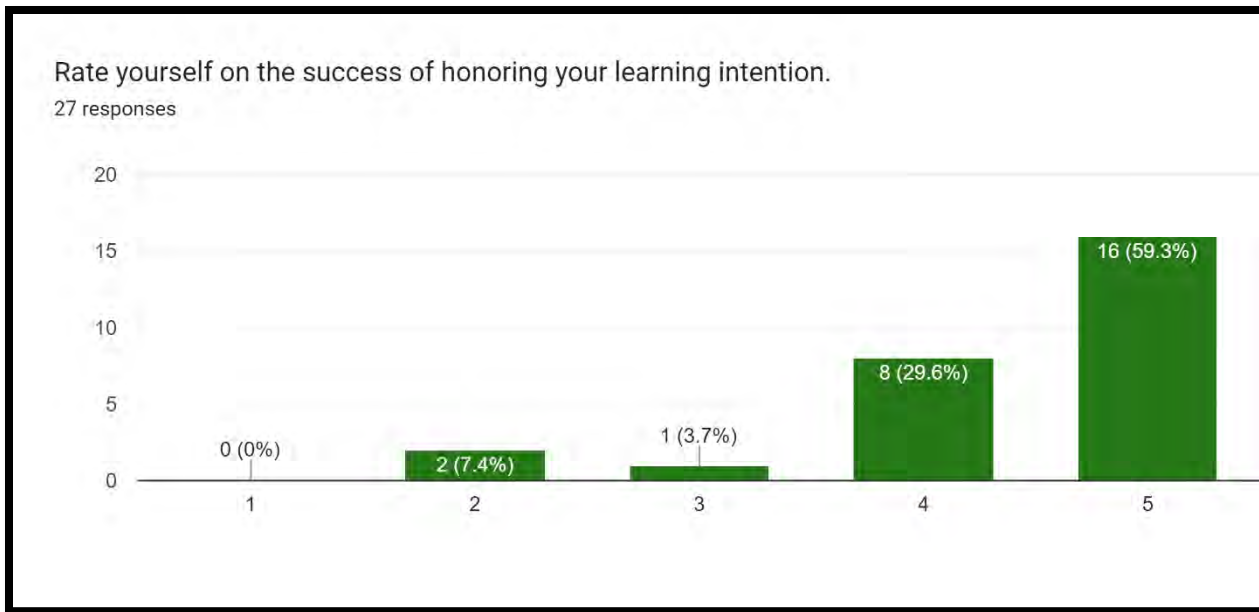
Setting an intention gives you an opportunity to declare how you want to be in a situation—and, ultimately, that's all you have true control over. How you show up. How you experience something. This is one of the most powerful routines you can integrate into your daily life.

How will you bring your best self to this professional learning? Set your intention:

Special Forces Professional Learning Evaluation: December 1, 2023

How did you bring your best self to our Professional Development? What was your learning and collaborating intention?

- Staying focused
- Listening intently and thinking of application
- Focused, collaborating with team, and ready to learn new things.
- By switching gears to focus on being an active listener/participant
- Remain engaged with our speakers, have productive conversations with my group, and learn something new
- To stay focused on the topic and 3 before me
- Be open minded
- Reinforcements is not a refresher for me from last year. I will hone in and learn ways to help out my kiddos.
- To be focused and present
- Staying engaged
- I intend to be a humble learner and be open to learning and looking for ways to apply my new knowledge in practice.
- I came with my cup Half empty. So I could have room for more information.
- To stay alert and focused
- To increase my knowledge of how to work with my students.
- Remain open to new ideas, stay engaged even though it's a review.
- To stay focus and share my ideas.
- I rocked it out of the park!
- Participation, active listening
- Actively participate, instead of passively observe.
- Amy Alvarado
- I will be a pro-active group participant .
- I was having a tough time getting on track and liked the one minute to organize myself
- Participation, valuing the voices of others, focus
- I was excited to learn about different positive reinforcement ideas that I might be able to utilize. Also by trying to participate more in verbal discussions taking place.
- My learning intention was to stay focused and motivated to learn.
- attentive and active
- I put everything I had into staying awake.



1=I did not succeed with honoring my learning intention

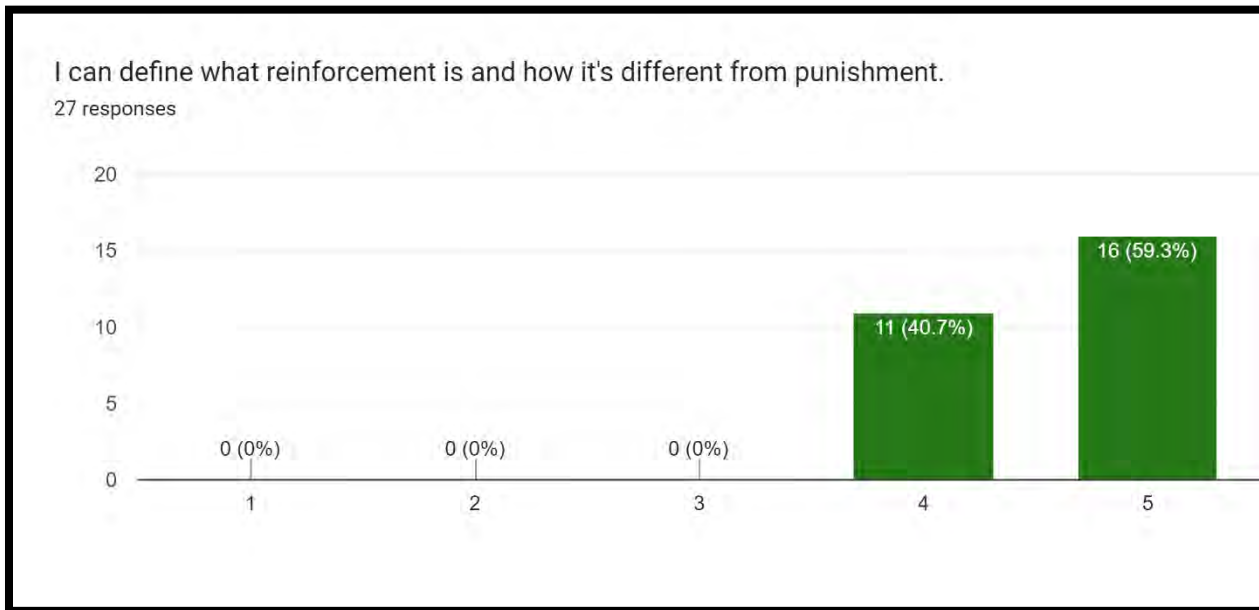
5=I fully honored my learning intention

What's one important thing you learned in Professional Development today?

- Power of yet
- Derr
- The power of not yet!
- The power of “not yet” vs. “now” as well as a refresher on different types of reinforcements.
- An average string of 100 lights is about 20.6 feet long
- The websites and. The reinforcement for making errors.
- Try
- I did not realize there were so many different kinds of reinforcers. I also realized that natural reinforcers are hard to come up with or identify.
- I'm not as bad at math as I thought. Also, been doing a whole bunch right, just didn't know it
- Utilizing reinforcers and making them effective. Then helping the kiddos increase their math mindset by using the word YET
- That DErr means deliberate error....
- The growth mind set concept!
- How using real life experiences and objects to teach math and engage children are important and can improve their skills. I want to try the Not Yet with some of the students I work with and use those words instead of what I've said in the past
- How fun group math activities can be.
- The Power of Yet
- To start using YET more and more to give our students hope and power to know that they will and can accomplish anything at their own pace.
- Really need to work on coming up with reinforcements for some of the students I work with. Some of them are really struggling to focus and I want to reward them for focusing and doing their work.
- How powerful the YET can be
- Bribery will not reinforce the behavior I want repeated. Pre-teach, pre-teach, pre-teach.
- Josh is amazing! We love his techniques and implement them in class

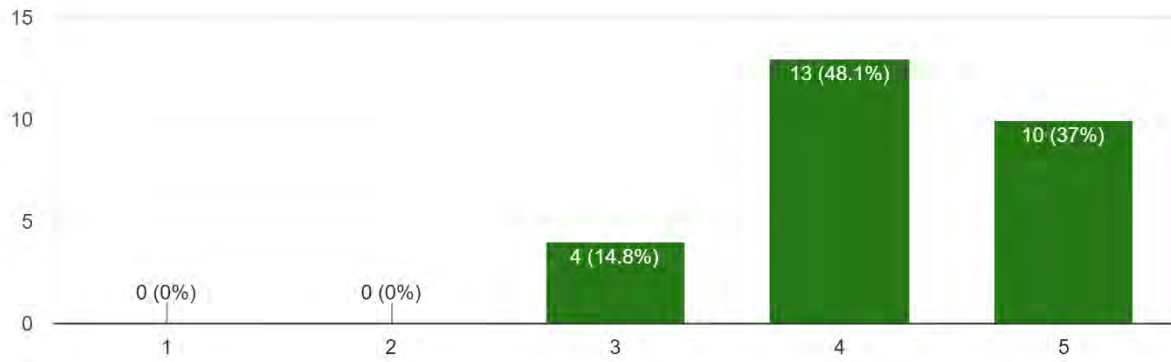
- I learned using the words, “not yet” has a very positive powerful impact on a child’s self-concept and learning ability.
- It was important to learn that we have a lot of influence on our student by the way that we reinforce. It’s best to choose to positivity affect our kids with those rather than give them empty hopes or empty threats. Follow through will always be key.
- I was reminded of several nuggets: the value of a positive mindset, distinguishing between bribery and reinforcement, consistency between one behavioral support and another to maximize effective student support, collaboration and problem solving.
- Lori, thank you! I know these learning adventures are expensive but hopefully very cost effective in the end. You can hear positive community growing during each PD and check in/celebration.
- To utilize the Not yet philosophy with my students
- I was able to reevaluate some very important reinforcement techniques. I was able to apply this to one of my students who has been struggling with compliance. I also learned how math can be collaborative and fun. I really enjoyed both professional development learning activities today!
- purposeful mistakes have great power
- I learned the more effort used to learn something the more we remember it.

For the following questions 1=Strongly Disagree to 5=Strongly Agree



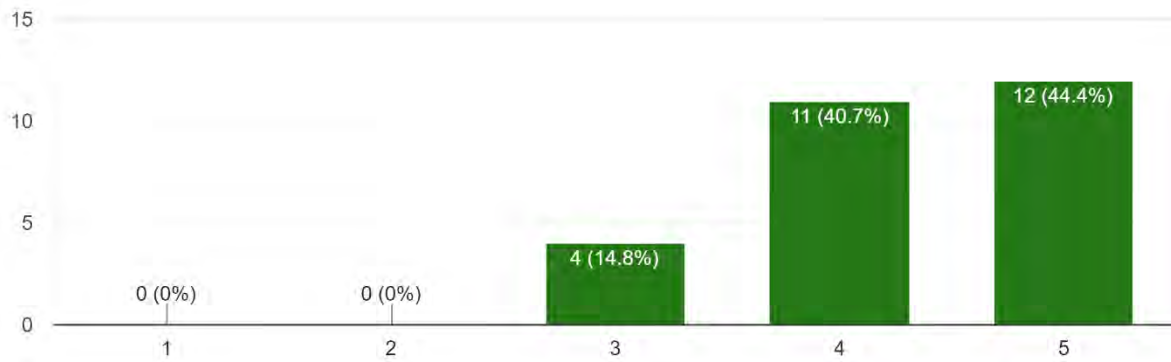
I can identify the different types of reinforcers and give an example.

27 responses



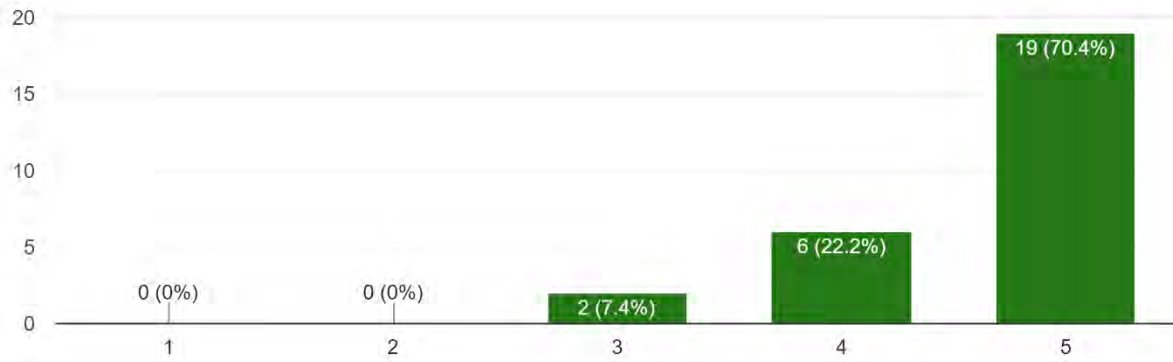
I can explain how to identify new reinforcers for my student(s).

27 responses



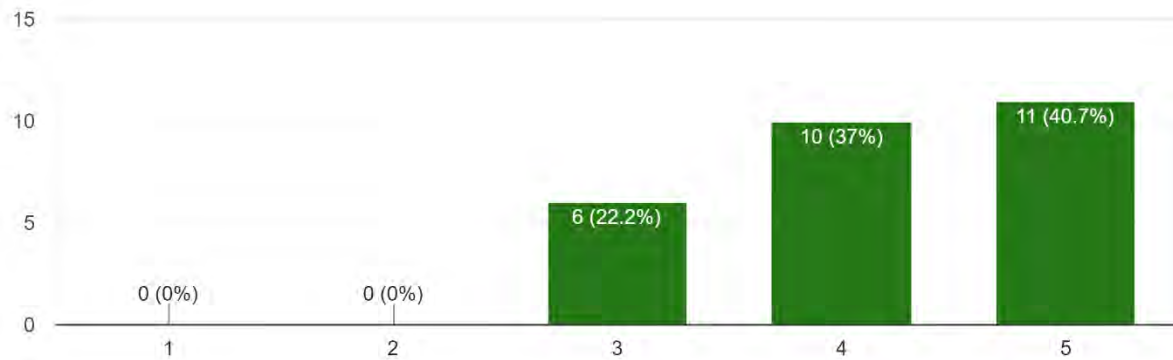
I can explain the difference between reinforcement and bribery.

27 responses



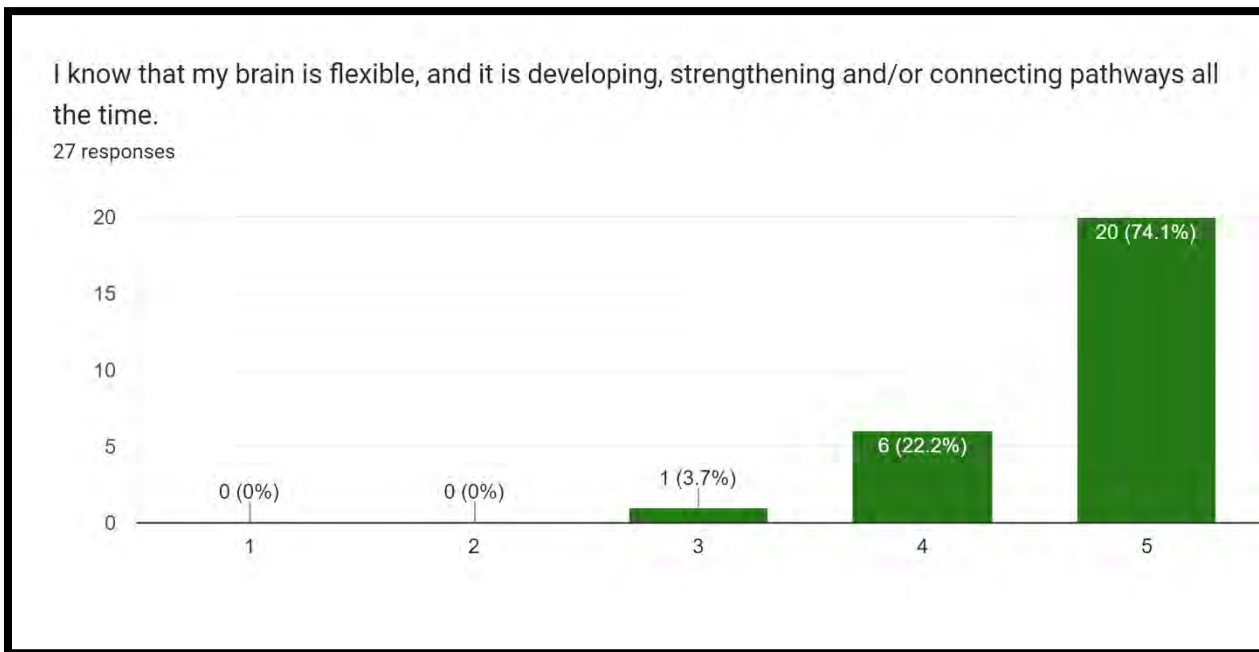
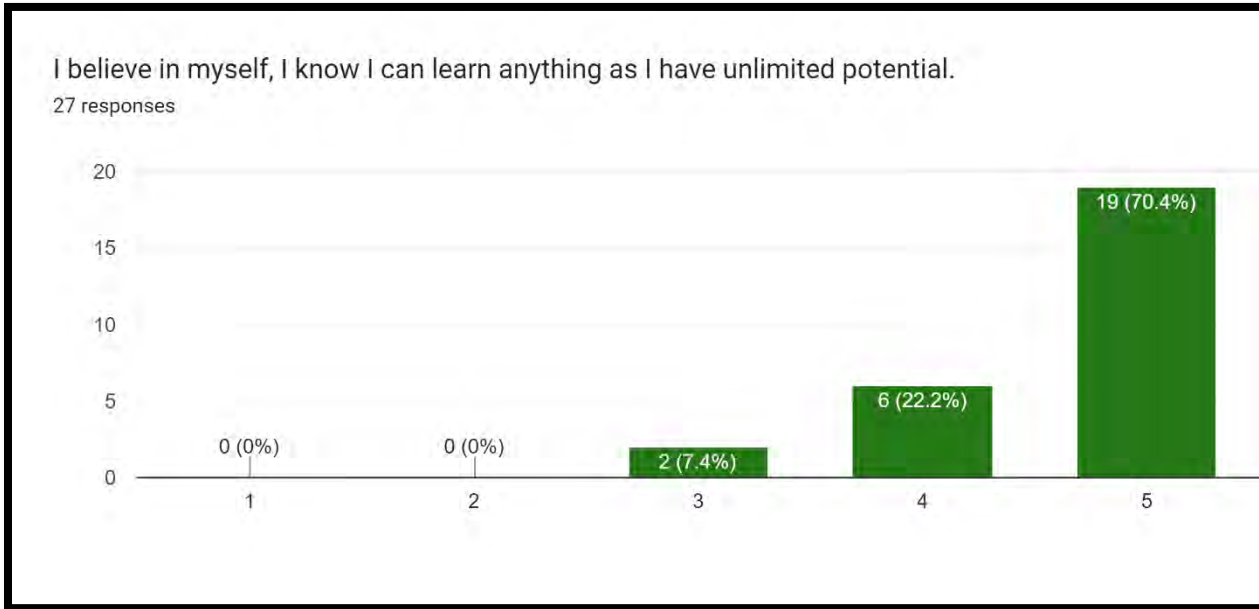
I can explain the steps to implementing reinforcement.

27 responses



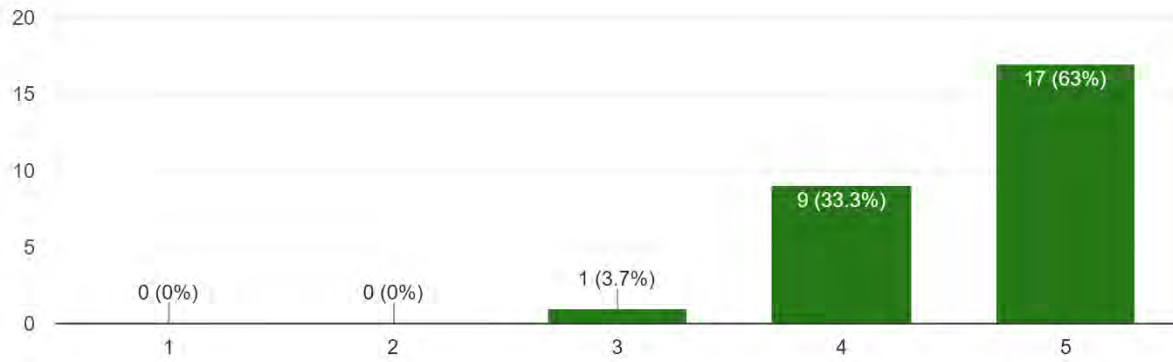
Mathematical Mindsets Practices Self-Assessment

1=Strongly Disagree 5=Strongly Disagree



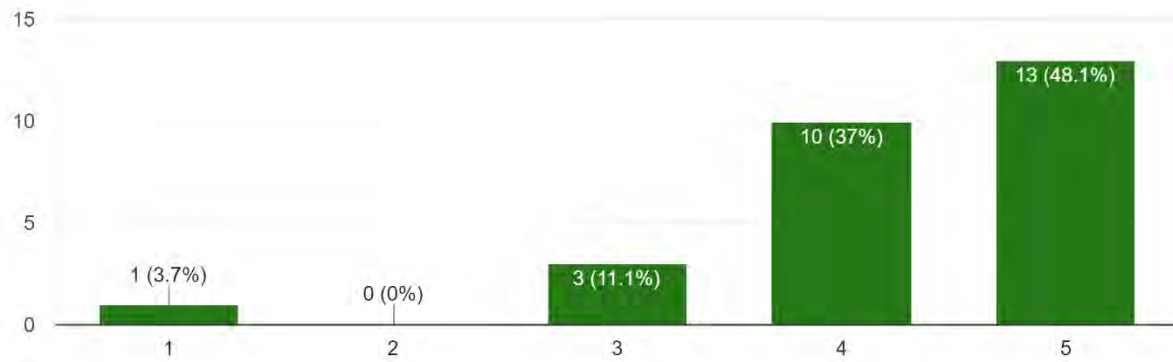
When I find work difficult and struggle, I keep going, knowing that I am developing my brain.

27 responses



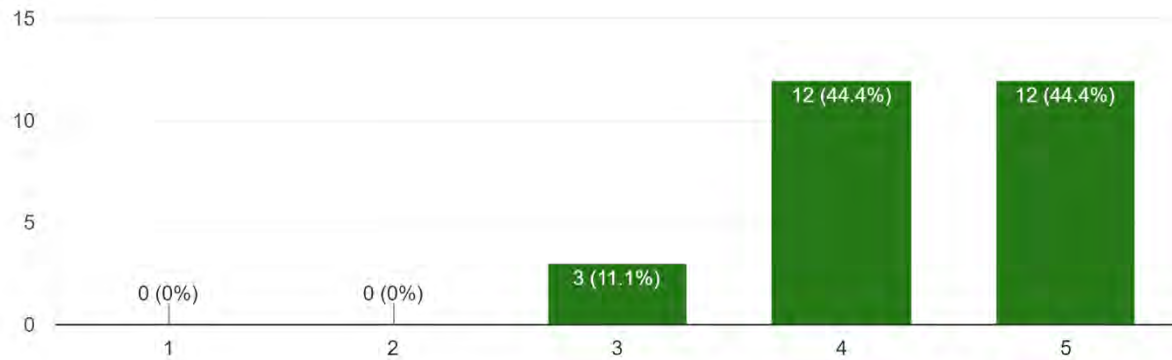
I am not afraid to take risks, try something new and get it wrong.

27 responses



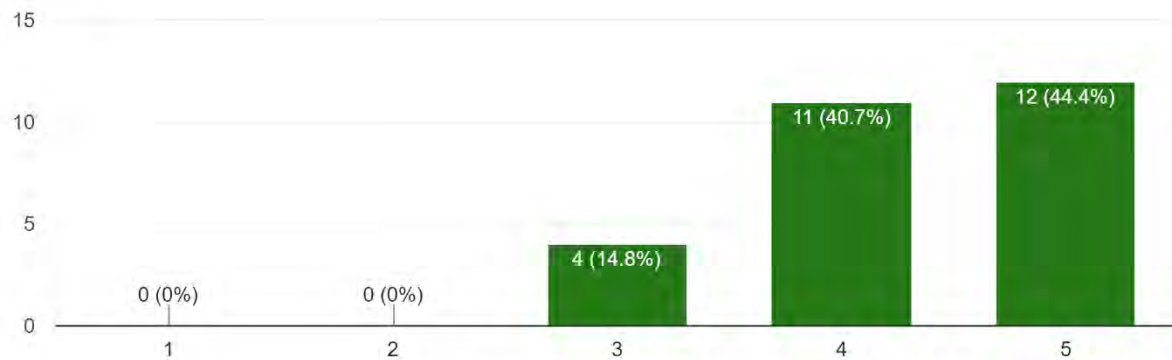
If I try a method or approach that does not work, I try a different approach, and think about the problem in new ways.

27 responses



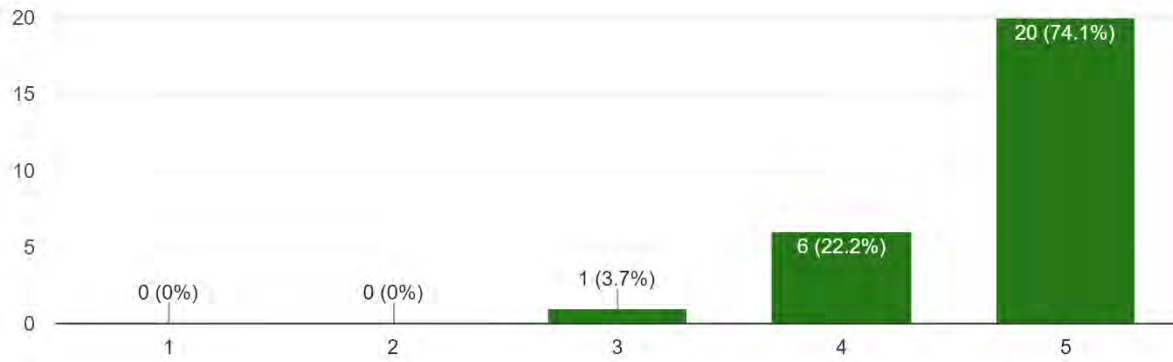
I like to investigate ideas, search for patterns, and think in different ways--visually, verbally and physically, as well as numerically.

27 responses



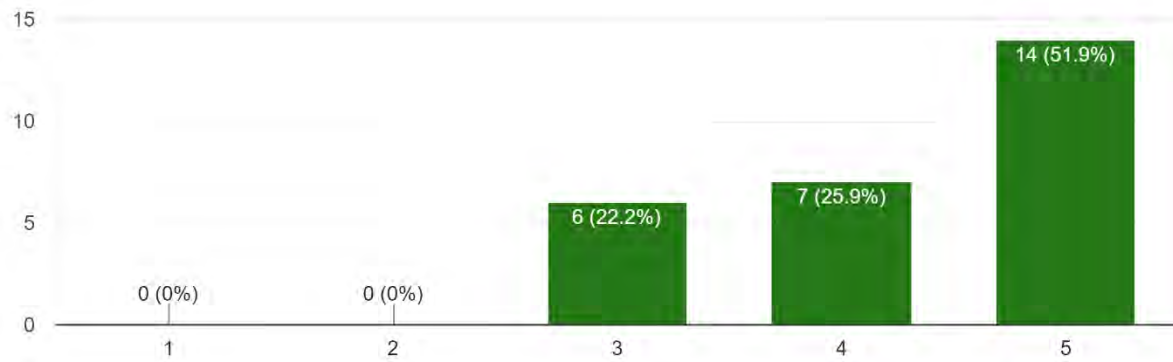
I am curious about other people's ideas, and their different ways of thinking.

27 responses



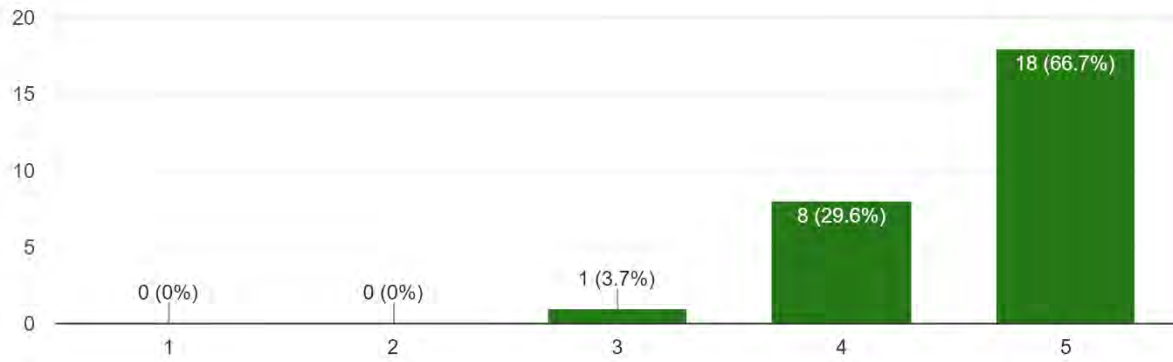
I ask questions about what I am learning to reach new understandings.

27 responses



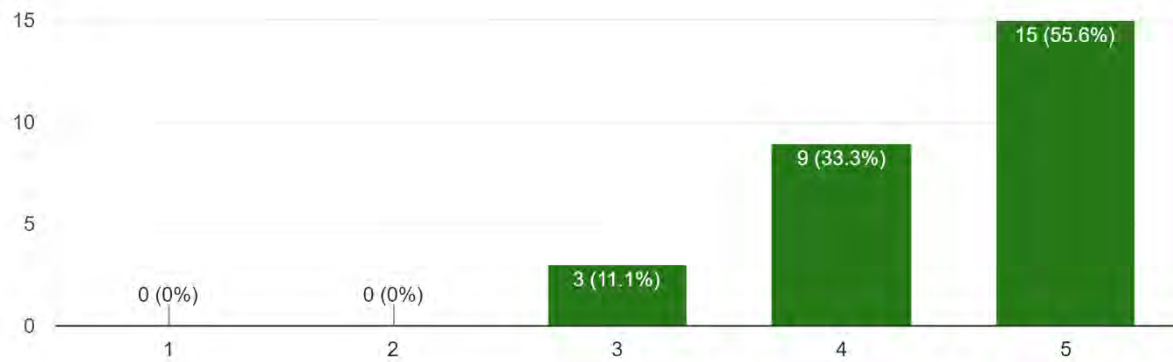
I think reflection is a valuable learning practice.

27 responses



When I get a lot of feedback, even if it looks overwhelming, I know it will be helpful and I use strategies to incorporate it into my own work.

27 responses



SPECIAL EDUCATION
Professional Learning Minutes
Friday, December 8, 2023
Middle-High School Rm 331
1:30 p.m.

Required Materials:

5. Technology Device for interactive quizzes and Professional Development Evaluation
6. Professional Learning Binder

1:30-2:25: Reinforcement Review with Dr. Wittman

Learning Intentions:

- I can develop and implement a reinforcement plan

2:30-3:30:

Colleen and Becca: Collaboration with Elementary General Education Interventionists and Teachers
Rye: Step-Up-to-Writing Lesson Planning and Collaboration
Georgia and Nancy: Case Management
Interventionists: Medicaid Submission

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Set Your Intention for Learning and Collaborating

Intention setting is a practice that helps you form new stories. You can set an intention before you do anything—teach, go to a meeting, talk to a difficult student's parent, grade papers, and so on. It's a simple routine in which you make a statement to yourself about how you intend to experience something or be in a situation. An intention gives your mind a story to live into. It gives it direction. It also primes your mind to make the choices that will allow it to fulfill your intention. If you've told yourself that you're going to listen to understand in a meeting, then when your mind starts down a route of thinking that whatever another educator is saying is wrong, and it starts arguing with what he is saying, another part of your mind speaks up and says, Hey, my intention is to listen today, so let me do that.

Setting an intention gives you an opportunity to declare how you want to be in a situation—and, ultimately, that's all you have true control over. How you show up. How you experience something. This is one of the most powerful routines you can integrate into your daily life.

How will you bring your best self to this professional learning? Set your intention:

Summary of Professional Development

The professional development session began with participants setting their own learning intentions.

Each person chose an accountability partner.

Celebrations

Highlights included Avery doubling his reading score, Shane managing to stay seated for 25 minutes, and Mr. Allen successfully guiding Lakollakin to music class. In preschool, a new phase of Picture Exchange Communication System (PECS) was initiated using a sentence strip, showing promising results within 10 trials. Wyatt demonstrated notable improvement during a field trip, scoring 6 on his check-in and check-out and being recognized as one of the best-behaved children.

The day presented challenges for students, with only a week left before the Christmas break. The focus was on problem-solving strategies for the upcoming week to ensure success for both staff and students. Emphasis was placed on the importance of self-care, maintaining structure and predictability, and considering additional support methods like scaffolding. The necessity of preteaching expectations was also discussed. A light-hearted moment was shared when Rebecca chose not to disclose her self-care routine.

Professional Learning

The session reviewed various types of reinforcers: primary, social, tangible, activities, and tokens, along with the distinction between bribery and reinforcement. Molly shared an example of using gum as a reinforcer to encourage a student to focus on schoolwork over games.

The group worked on identifying the "positive opposite" of behaviors they wished to change, such as using kind words instead of yelling, and focused on reinforcing these desired behaviors. Practical examples included encouraging students to complete work, maintain personal space, request breaks appropriately, and exhibit respectful behavior.

The importance of immediate and frequent reinforcement was emphasized, with a focus on reinforcing positive behavior rather than defaulting to punishment. Strategies for maintaining the value of reinforcers were discussed, including rotating them to avoid saturation. The use of both social and tangible reinforcements was recommended, with the ultimate goal of phasing out tangible rewards.

The session concluded with a hands-on reinforcement exercise and a Kahoot quiz, won by Salena.

Homework assigned was to find effective ways to reinforce positive behavior.

Middle-High School Special Education Math PLC+
Meeting Minutes
November 9, 2023
Room #331
7:00—8:00 am

The following five guiding questions for our PLC+ will be a compass for our team to follow:

1. Where are we going?
2. Where are we now?
3. How do we move learning forward?
4. What did we learn today?
5. Who benefited and who did not benefit?

Proposed group norms for our PLC+

1. **Open and Inclusive Communication:** Everyone in the group is encouraged to share their ideas and topics for discussion and we will foster an environment where all voices are heard and valued.
2. **Embrace a Growth Mindset:** We will approach tasks with a growth mindset, willing to take on new, uncomfortable, and unfamiliar challenges and we will view mistakes as opportunities for learning and growth.
3. **Embrace Novel Ideas:** We are open to novel ideas from each other and from research and we are willing to give new approaches a chance and explore their potential.
4. **Come Prepared:** We will come prepared for meetings and presentations, ensuring that our contributions are well-thought-out and organized.
5. **Challenge the Status Quo Respectfully:** We are open to challenging the status quo when needed and we will do so respectfully, offering solutions rather than merely identifying problems.
6. **Take Responsibility:** We do not blame teachers, students, families, or other factors for challenges; instead, we will take responsibility for filling gaps and moving students forward in their mathematical learning.

ACTION PLANNING

Status	Task	Person Responsible
Completed	Set up teacher accounts for Tania, Brett, and Rye in Imagine	Lori
In Progress	Benchmark High School Special Education Students in Imagine Math and assign a pathway	Rye and Brett
Completed	Compile STAR data for students in grades 6-11	Rye and Brett
In Progress	Gather cognitive assessment scores and specify how those scores correlate with each student’s individual math struggles	Lori
In Progress	Build Special Education Classrooms and assign students	Lori
In Progress	Identify areas of need and create schedule for Middle School Students to receive Imagine Math Remediation	Tania and Georgia

Role	Who Best Fits Currently	Duration	Specific Tasks to Perform Within PLC+
Activator	Lori Ravét	Year	To keep our team focused on the foundational pieces of the PLC+ process and to consistently move the learning of our group forward.
Note-Taker	Tania Hanchett	Year	Keep a record of the important information generated by the PLC+ meetings. Coordinate communication of minutes to all stakeholders within agreed upon and realistic time frame
Data Technician	Brett Bovard	Year	Responsible for collecting and compiling data from team members and bringing it assembled to the meeting
Instructional Researcher	Lori Ravét, Rye Hewett	Year	Research effective research-based instructional strategies
Timekeeper	Rye Hewett	Year	Help PLC+ team stay on track with time frames agreed upon for agenda items, guiding questions, and discussion or decision points
Data Wall Curator	Rye Hewett Tania Hanchett	Year	Coalesce data and evidence into usable charts and graphs for both the PLC+ team and other school stakeholders
Other Roles Needed in Our PLC+	TBD		

LEARNING ACTIVITY (60 MINUTES)

During the meeting with Eric Tuck from Imagine Math, held from 7:00 to 8:00 am, we covered several important topics. We received an orientation on how to assign pathways for both remediation and acceleration using Imagine Math. Additionally, we discussed the development of an intervention program tailored to middle and high school students with disabilities, utilizing the resources provided by Imagine Math.

One notable point that emerged was that 8th to 12th-grade students have not yet been benchmarked within the Imagine Math system. As a team, we delved into the logistics of benchmarking students with Individualized Education Programs (IEPs) and explored the potential of implementing Build Up Block to offer Imagine Math interventions for 11th-grade students.

Furthermore, Tania shared her plan to use the Power Up Block for individual tutoring sessions with 6th-grade students. It's worth noting that we have special education students in the middle school who are currently assigned to an IDLA course, but unfortunately, they are not achieving the desired success. To address this concern, we discussed the possibility of redirecting these students to engage in an Imagine Math Pathway instead of IDLA. This change could provide them with more effective support and resources to succeed academically.

Next Meeting:

November 17, 2023 at 7:00 a.m. in Room #331

Activities for Next PLC+ on November 17, 2023

1. Share Out: Visible Learning for Mathematics, pgs. 1-36 (15 minutes)

- a. What Makes for Good Instruction
 - b. Direct and Dialogic Approaches to Teaching and Learning
 - c. The Balance of Surface, Deep, and Transfer Learning
2. Share Out: Math Instruction for Students with Learning Difficulties, pgs. 50-60 (15 minutes)
 - a. How are students with learning disabilities identified?
 - b. What are the general characteristics of students with learning difficulties that will affect mathematics teaching and learning?
3. Review Student Data and Assign Pathways (30 minutes)
-

References and Resources for this PLC+

- Almarode, J., Fisher, D., Assof, J., Moore, S. D., Hattie, J., & Frey, N. (2018). *Teaching Mathematics in the Visible Learning Classroom, Grades 6-8*. Corwin Mathematics.
- Almarode, John, Fisher, D., Assof, J., Hattie, J., & Frey, N. (2018). *Teaching Mathematics in the Visible Learning Classroom, High School*. Corwin Mathematics.
- Fisher, D., Frey, N., Almarode, J., Flories, K., & Nagel, D. (2020). *The PLC+ Playbook: A Hands-On Guide to Collectively Improving Student Learning*. Corwin.
- Gonzalez, L. (2023). *Bad at Math?: Dismantling Harmful Beliefs That Hinder Equitable Mathematics Education*. Corwin Mathematics.
- Hattie, J., Fisher, D., & Frey, N. (2017). *Visible Learning for Mathematics: What Works Best to Optimize Student Learning*. Corwin Mathematics.
- Hubbard, F. (2024). *The Equity Expression: Six Entry Points for Nonnegotiable Academic Success*. Corwin .
- Nagel, D., Almarode, J., Fisher, D., Frey, N., & Flories, K. (2020). *The PLC plus Activator's Guide: A Companion to the PLC plus Playbook*. Corwin.

Consultants for this PLC+

1. Tiffany Poppe, Professional Development Specialist, Imagine Learning, tiffany.poppe@imaginelearning.com
2. Josh Watson, Idaho Region II Regional Mathematics Specialist, jdwatson@lcsc.edu

Middle-High School Special Education Math PLC+ Minutes
December 8, 2023
Room #331
7:00—8:00 am

Members Present:

Brett Bovard
Tania Hanchett
Rye Hewett
Lori Ravét

Observer: Dennis Kachelmier (District Capacity Builder)

Required Materials:

1. The PLC+ Playbook

The following five guiding questions for our PLC+ are a compass for our team to follow:

6. Where are we going?
7. Where are we now?
8. How do we move learning forward?
9. What did we learn today?
10. Who benefited and who did not benefit?

Group Norms for our PLC+

The team conducted a brief evaluation of our existing group norms to determine whether any changes or removals were necessary. Upon review, we reached a consensus that these norms continue to be valuable and effective in directing both our group dynamics and our individual actions within the team.

7. **Open and Inclusive Communication:** Everyone in the group is encouraged to share their ideas and topics for discussion and we will foster an environment where all voices are heard and valued.
8. **Embrace a Growth Mindset:** We will approach tasks with a growth mindset, willing to take on new, uncomfortable, and unfamiliar challenges and we will view mistakes as opportunities for learning and growth.
9. **Embrace Novel Ideas:** We are open to novel ideas from each other and from research and we are willing to give new approaches a chance and explore their potential.
10. **Come Prepared:** We will come prepared for meetings and presentations, ensuring that our contributions are well-thought-out and organized.
11. **Challenge the Status Quo Respectfully:** We are open to challenging the status quo when needed and we will do so respectfully, offering solutions rather than merely identifying problems.
12. **Take Responsibility:** We do not blame teachers, students, families, or other factors for challenges; instead, we will take responsibility for filling gaps and moving students forward in their mathematical learning.

PLC+ Work

1. Check-In/Goals/Needs
2. Crosscutting Values and Opportunities to Grow our PLC+ Team, pgs. 9—11 from PLC+: Better Decisions and Greater Impact by Design

The team examined the overarching values, focusing on how the principles of equity, high expectations, individual and collective efficacy, and activation can enhance student learning and bolster our instructional methods.

Inquiry: In what ways do these crosscutting values reflect the mission of our interventions? Our school? Our district?

- a. **Equity:** The PLC+ needs to be a place where we use information to identify and apply appropriate and impactful evidence-based instructional practices that value the background of every student and help prepare each of them for success. There may be different approaches for different students. In addition to valuing the backgrounds of every student, we must leverage their backgrounds to enhance learning and ensure that the curriculum is responsive and affirming.
- b. **High Expectations:** Ensuring we create and maintain high expectations for all students is a critical component of the PLC+ framework. We hold all students accountable to reaching the same bar, yet the pathway by which they arrive at mastery will oftentimes look different. This, of course, is linked to equity.
- c. **Individual and Collective Efficacy:** There is an incredible amount of brain power we can capitalize on when we take our individual capacity and contribute it to a collective whole. This model asks us to build our collective efficacy to create the belief that we can make an impact on each and every one of our students.
- d. **Activation:** A high-functioning PLC+ doesn't just happen by chance. The PLC+ needs someone who supports keeping the discussions focused on its goal and on what members need to do to move forward. This approach requires deliberate efforts as well as structures to ensure these efforts are efficient and focused. It requires activators. We don't use the term facilitator because, in the truest sense, a facilitator does not contribute to the group but rather focuses on the process. An activator not only facilitates the group but also adds ideas, asks questions, notices nonverbal cues, and helps the team make decisions. In other words, the activator is a full member of the team.

Meeting Notes:

Goal: Develop a clear understanding of each student's mathematical identity, including their current proficiency level, areas needing support, and progress tracking. Implement goal sheets tailored to individual students, ensuring alignment with their current academic activities. Enhance engagement through a reward system, especially in unsupervised settings, and maintain a visible progress tracker.

Observation: When faced with challenging problems on IXL, students may become frustrated and disengage. In contrast, Imagine Math provides ongoing explanations, aiding comprehension. Teachers can further assist by breaking down problems into familiar concepts.

Professional Learning Community (PLC) Playbook: Engaged with pages 12-14, reflecting on the content.

Reading Assignment: Explored pages 2-5 (see supplemental reading) on "Beliefs around Math and Math Education." Emphasized applying students' learning styles to tackle problems, encouraging them to develop their understanding and demonstrate their problem-solving approach to the teacher. Regular sharing of successful strategies is encouraged.

Journal Keeping: Maintain a journal to track students' learning progress and effective teaching methods. Acknowledge and respect their diverse backgrounds, ensuring high expectations are set and met. Strengthen the team's collective efficacy and hold each other accountable for student learning outcomes.

PLC Playbook: Read and responded to pages 13-14. Focus on building upon students' existing knowledge, taking time to understand their backgrounds to make learning more relevant and engaging. Celebrate their achievements and foster an

environment where learning is exciting and valued. Ensure consistency in instructional approaches and model positive learning behaviors. Emphasize teamwork and collaborative efforts in the educational process.

Mindset Shift: Alter the perception of mathematical ability. Instead of viewing ourselves as inherently “bad” at math, we should approach it with a different perspective, recognizing that everyone has the potential to improve and excel in mathematics.

Next PLC+ Meeting: January 5, 2024

ACTION PLANNING

Status	Task	Person Responsible
In Progress	Create and maintain a spreadsheet that includes each students’ cognitive opportunities, STAR data, weekly grades, interventions	Lori with the team’s input
Completed	Set up teacher accounts for Tania, Brett, and Rye in Imagine	Lori
In Progress	Benchmark High School Special Education Students in Imagine Math and assign a pathway	Rye and Brett
Completed	Compile STAR data for students in grades 6-11	Rye and Brett
In Progress	Gather cognitive assessment scores and specify how those scores correlate with each student’s individual math struggles	Lori
In Progress	Build Imagine Math Special Education Classrooms and assign students	Lori
In Progress	Identify areas of need and create schedule for Middle School Students to receive Imagine Math Remediation	Tania and Georgia

TEAM ROLES

Role	Who Best Fits Currently	Duration	Specific Tasks to Perform Within PLC+
Activator	Lori Ravét	Year	To keep our team focused on the foundational pieces of the PLC+ process and to consistently move the learning of our group forward.
Note-Taker	Tania Hanchett	Year	Keep a record of the important information generated by the PLC+ meetings. Coordinate communication of minutes to all stakeholders within agreed upon and realistic time frame
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Data Wall Curator	Rye Hewett Tania Hanchett	Year	Coalesce data and evidence into usable charts and graphs for both the PLC+ team and other school stakeholders
Other Roles Needed in Our PLC+	TBD		

SUPPLEMENTAL READING

In their book, *The Stories We Tell: Math, Race, Bias and Opportunity*, Faulkner et al. (2019) talk about belief stories and their ability to influence our decisions even in the face of data that contradict the story itself. For example, if we believe that Black, Latinx, and Indigenous students struggle with mathematics more than white students do, whether we admit this to ourselves or the belief operates more subconsciously, we will be less likely to refer Black, Latinx, and Indigenous students to accelerated mathematics programs, even if the students we are selecting for such programs have similar academic records. Faulkner et al.'s work highlights the fact that blind referrals made without knowledge of the students' gender, race, and ethnicity lead to a greater number of Black and Latinx students being referred to advanced programs.

Beliefs Around Mathematics and Mathematics Education

The acceptance of failure in mathematics, just like all belief stories, permeates our society. It is perpetuated in the media and cemented in our popular culture. More troubling, however, is that this acceptance finds its way inside our classrooms, boardrooms, and government agencies. It impacts decisions around pedagogy, policy, and practice and affects the lives of those who must live with the consequences of such decisions. A further result of society's belief that it is okay to be bad at math is a narrowing of the conversation such that blame for failure is placed squarely on the individual. I am bad at math. Given this, the way to resolve the problem is for me—the individual—to receive tutoring, participate in a support program, dedicate more time to doing mathematics, or any number of other interventions. In framing difficulties in mathematics this way, we neglect the broader issues that impact mathematics education. We fail to consider the impact of a system of public education that is deprived of resources, one that disenfranchises students from marginalized communities, and one that often fails to support, value, and treat teachers like the professionals they are. We further neglect to push back against curricula that center algebra above all other branches of mathematics, textbooks that do not adequately reflect our students or value their lived experiences, and standardized exams that fail to adequately capture our students' abilities.

Similarly, we have, as a society, constructed other beliefs around mathematics and mathematics education that if not dismantled are harmful to the students we serve and the larger society of which we are a part. Here are some of those other dangerous beliefs:

1. Mathematics is all about numbers and equations.
2. Mathematics is about getting to the one correct—the only correct—answer.
3. Someone who does mathematics is smart, and part of what it means to be smart is to be able to do computations quickly in one's head without the need for aids or research.
4. There exist a small number of math people for whom mathematics comes naturally.
5. The educational system is somehow irreparably broken.
6. There exist achievement gaps in mathematics.
7. It is not important to attend to identity when teaching mathematics.
8. Mathematics is neutral and its teaching apolitical.

Each of these commonly held beliefs impacts the teaching and learning of mathematics. Further, they frame the discussion around mathematics education; they define teacher preparation programs; they are reflected in teacher licensing requirements; they inform the development of policies, funding, and curricula; and in the end, they have a

broad and lasting effect on the teaching and learning of mathematics and the students we aim to serve. We need to acknowledge that the way we frame mathematics and mathematics education also forces upon us ways of responding, engaging, and reforming the discipline. Thus, efforts at meaningful and sustained change for the better require us to attend to these constructs.

Additionally, we cannot separate our discussion of the beliefs that frame mathematics and mathematics education from the society in which this education system is embedded. Dr. Jean Anyon (1997), an educational researcher who explored the inequities around schooling in U.S. society, put it very clearly when she said, “attempting to fix inner city schools without fixing the city in which they are embedded is like trying to clean the air on one side of a screen door” (p. 168). At this point in history, we can no longer deny that our society is built upon institutionalized racism, which fundamentally affects our system of schooling and thus the teaching and learning of mathematics. Additional forms of oppression such as sexism, ageism, ableism, heterosexism, and classism have impacted and continue to impact the development of the systems of public education that exist in many places in the world today—especially in the United States and Canada. These forms of oppression play a pivotal role in the lives of the students and families served by the school systems therein as well as the lives of the faculty, administrators, and staff who work in them. Any attempt to improve mathematics education must acknowledge the fact that our educational systems—from classroom interactions, to teacher preparation, to school funding, to curriculum—exist within societies that are rife with inequality and in which power and privilege play a prominent role. Therefore, any attempt to understand this system and dismantle the beliefs that drive the teaching and learning of mathematics must attend to these realities.

Gonzalez, Lidia. *Bad at Math?: Dismantling Harmful Beliefs That Hinder Equitable Mathematics Education* (Corwin Mathematics Series) (pp. 2-5). SAGE Publications.

1. Think about a time when you heard someone claim that they were bad at math. How did this statement sit with you? What did you reply? What, if anything, would you change about your reply?
2. Review the eight beliefs listed. Choose one that resonates with you as something we must challenge. Think about how, if at all, you already work to challenge this belief with your students. Are there any beliefs you do not yet work to challenge but would like to challenge more intentionally?
3. craft a response that you can use when someone claims they are bad at math.

References and Resources for this PLC+

- Almarode, J., Fisher, D., Assof, J., Moore, S. D., Hattie, J., & Frey, N. (2018). *Teaching Mathematics in the Visible Learning Classroom, Grades 6-8*. Corwin Mathematics.
- Almarode, John, Fisher, D., Assof, J., Hattie, J., & Frey, N. (2018). *Teaching Mathematics in the Visible Learning Classroom, High School*. Corwin Mathematics.
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Consultants for this PLC+

3. Tiffany Poppe, Professional Development Specialist, Imagine Learning, tiffany.poppe@imaginelearning.com
 4. Josh Watson, Idaho Region II Regional Mathematics Specialist, jdwatson@lcsc.edu
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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 December 2023

Content

1. LMS-LHS Attendance
2. Friday PD Agendas
3. Leadership Team Minutes/Agenda & Materials
4. LCSC Dual Credit Opportunities
5. Good of the Order Materials

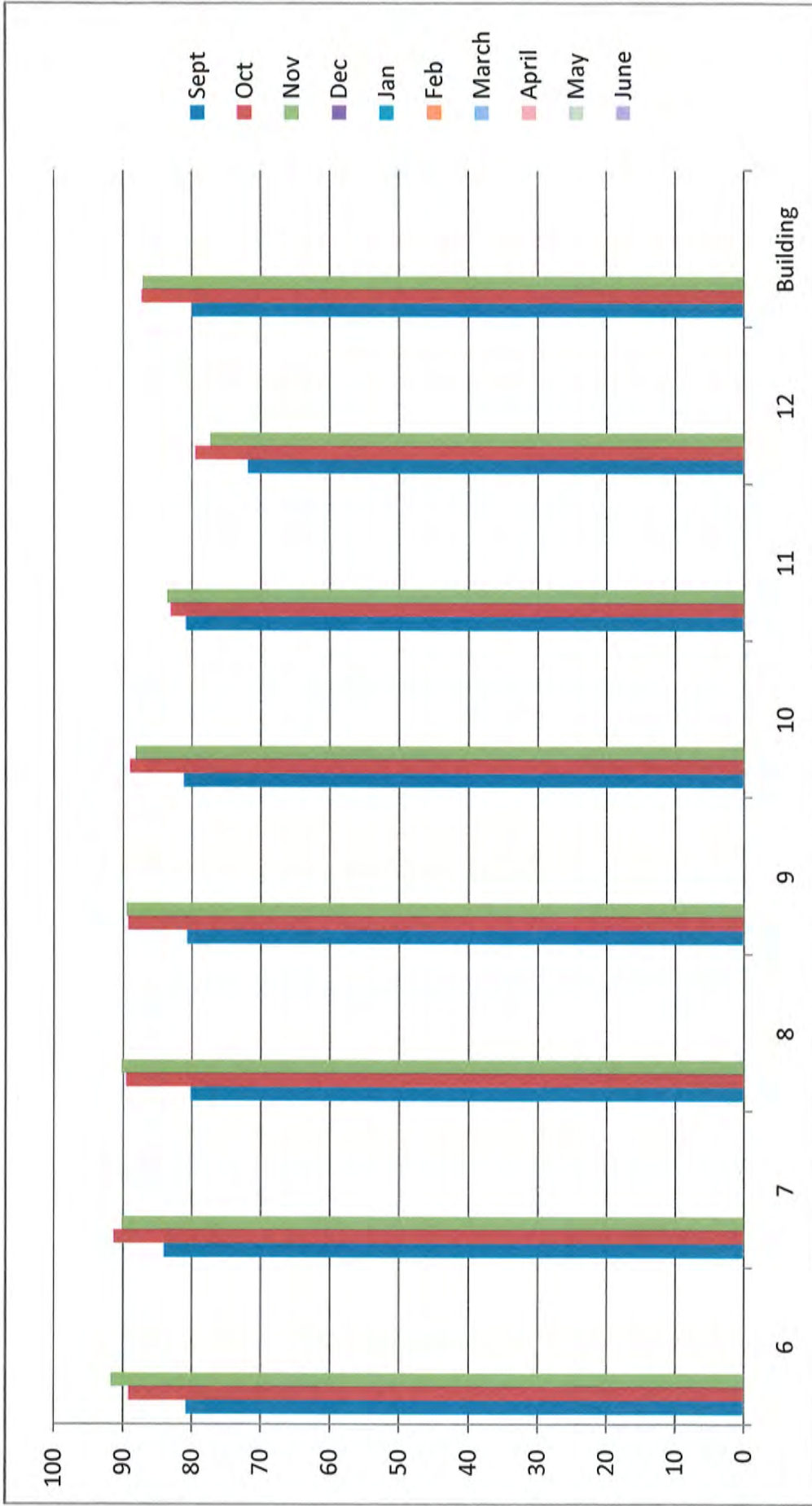
Lapwai Middle-High School Choir, University of Idaho Field Trip Mrs. Emma Shaffer



The 7th Grade and High School Choirs were invited to the University of Idaho to perform in their annual Holiday Jazz Concert. They spent a full day participating in activities on campus, which culminated into caroling and chiming to audience members as they entered the arena and 3 songs during the concert itself. They were very excited to be included, and look forward to the opportunity to go again!

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

Lapwai MS/HS ADA



Attendance Summary By Grade

Lapwai Middle/High School
11/01/2023 to 11/30/2023 = 17 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
6	34	2	0	0	36	612	0	5	50.00	557.00	32.76	91.76%
Subtotal	34	2	0	0	36	612	0	5	50.00	557.00	32.76	91.76%
7	50	0	0	0	50	850	0	0	83.00	767.00	45.12	90.24%
8	34	2	0	0	36	612	0	5	59.00	548.00	32.24	90.28%
Subtotal	84	2	0	0	86	1462	0	5	142.00	1315.00	77.36	90.25%
9	38	0	0	0	38	646	0	0	67.50	578.50	34.03	89.55%
10	33	0	0	0	33	561	0	0	66.00	495.00	29.12	88.24%
11	35	0	0	0	35	595	0	0	97.50	497.50	29.26	83.61%
12	43	2	0	0	45	765	0	24	168.00	573.00	33.71	77.33%
Subtotal	149	2	0	0	151	2567	0	24	399.00	2144.00	126.12	84.31%
Grand Total	267	6	0	0	273	4641	0	34	591.00	4016.00	236.24	87.17%

To the best of my knowledge,
the above attendance information is correct.

Signed _____

Date _____

Report Calculations

((Carry Fwd + Gain - Mult. Gain) X School Days) = Actual Days

Actual Days - (Off Track + Days N/E + Days Absent) = Days Attd

[Days Attd / (Actual Days - Off Track - Days N/E)] X 100 = ADA%

[Note: Multiple gains are for students that entered more than one time during the report time span.

Attendance Summary By Grade

Lapwai Middle/High School

10/02/2023 to 10/31/2023 = 20 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending Days	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
6	34	0	0	0	34	680	0	0	73.50	606.50	30.33	89.19%
Subtotal	34	0	0	0	34	680	0	0	73.50	606.50	30.33	89.19%
7	50	0	0	0	50	1000	0	0	87.00	913.00	45.65	91.30%
8	34	0	0	0	34	680	0	0	71.00	609.00	30.45	89.56%
Subtotal	84	0	0	0	84	1680	0	0	158.00	1522.00	76.10	90.60%
9	38	0	0	0	38	760	0	0	81.50	678.50	33.93	89.28%
10	33	1	0	1	33	680	0	16	73.00	591.00	29.55	89.01%
11	34	1	0	0	35	700	0	11	116.50	572.50	28.63	83.09%
12	42	2	0	1	43	880	0	39	172.50	668.50	33.43	79.49%
Subtotal	147	4	0	2	149	3020	0	66	443.50	2510.50	125.54	84.99%
Grand Total	265	4	0	2	267	5380	0	66	675.00	4639.00	231.97	87.30%

To the best of my knowledge,
the above attendance information is correct.

Signed _____

Date _____

Report Calculations

((Carry Fwd + Gain - Mult. Gain) X School Days) = Actual Days
 Actual Days - (Off Track + Days N/E + Days Absent) = Days Attd
 [Days Attd / (Actual Days - Off Track - Days N/E)] X 100 = ADA%

[Note: Multiple gains are for students that entered more than one time during the report time span.]

Attendance Summary By Grade

Lapwai Middle/High School
09/01/2023 to 09/29/2023 = 20 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
6	34	0	0	0	34	680	0	0	130.50	549.50	27.48	80.81%
Subtotal	34	0	0	0	34	680	0	0	130.50	549.50	27.48	80.81%
7	49	1	0	0	50	1000	0	1	159.50	839.50	41.98	84.03%
8	33	1	0	0	34	680	0	17	131.50	531.50	26.58	80.17%
Subtotal	82	2	0	0	84	1680	0	18	291.00	1371.00	68.56	82.49%
9	36	2	0	0	38	760	0	9	145.00	606.00	30.30	80.69%
10	32	1	0	0	33	660	0	7	123.00	530.00	26.50	81.16%
11	35	0	0	1	34	700	0	16	130.50	553.50	27.68	80.92%
12	43	0	0	1	42	860	0	13	238.50	608.50	30.43	71.84%
Subtotal	146	3	0	2	147	2980	0	45	637.00	2298.00	114.91	78.30%
Grand Total	262	5	0	2	265	5340	0	63	1058.50	4218.50	210.95	79.94%

To the best of my knowledge,
the above attendance information is correct.

Signed _____
Date _____

Report Calculations

((Carry Fwd + Gain - Mult. Gain) X School Days) = Actual Days
Actual Days - (Off Track + Days N/E + Days Absent) = Days Attd
[Days Attd / (Actual Days - Off Track - Days N/E)] X 100 = ADA%

[Note: Multiple gains are for students that entered more than one time during the report time span.

LEARNING IS REQUIRED. GROWTH IS INSPIRED!
ISAT PREP INTENTIONALITY

Friday Pro D Agenda
12/1/23, 1:30-3:30

IF YOU AREN'T HERE, FIND YOUR MEETING BUDDY

Review Team Norms (3 minutes)

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

IS...	IS NOT...
<p align="center">ACADEMIC RIGOR</p> <ul style="list-style-type: none"> • MORE APPROPRIATELY CHALLENGING WORK • DEPTH OF KNOWLEDGE • CHALLENGING AND MOTIVATING • DEEPLY UNDERSTANDING COMPLEX IDEAS • APPLYING LEARNING TO NEW SITUATIONS • COMPLEX THINKING • QUALITY 	<ul style="list-style-type: none"> • MORE WORK • DEPTH OF WORK • FRUSTRATING AND OVERWHELMING • ONE MORE THING TO DO • ALGORITHMIC AND SCRIPTED • DIFFICULTY • QUANTITY

AGENDA:

ALL STAFF PD: 1:30-3:30

1. STAR WINTER BENCHMARKS BY 12/15/23. Window is open.
2. ISAT PREP (google form for each teacher)
3. ISAT TIDE certification

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?

LEARNING IS REQUIRED. GROWTH IS INSPIRED!

ISAT PREP INTENTIONALITY

3	How will we respond when some students do not learn?	
4	How will we extend the learning for students who are already proficient?	

Dates to remember:

- **STAR WINTER WINDOW: DECEMBER 1-15th.** Please do your core classes before winter break. We will do catch ups after and analyze data in January.
- **Winter break: Dec 15**
- **Return Jan 2**
- **End of quarter 2/semester 1: January 18th**
- **Grading day January 19th**
- **Semester 2 is January 22**
- **Winter PTC's January 24th, January 31st and March 20th**
- **Other:**

Other to note:

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)

2 SHOW YOUR WORK
Ask students to show their work & identify content area strengths and weaknesses

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)

BRAIN BLAST

BOOST CLASSROOM RIGOR

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

4 CITE EVIDENCE
Have kids support conclusions with evidence.

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...

7 DON'T SETTLE...
For rushed, half-baked work.

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)

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.

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.

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LEARNING IS REQUIRED. GROWTH IS INSPIRED!

ISAT PREP INTENTIONALITY



Friday Pro D Agenda


12/8/23, 1:30-3:30

IF YOU AREN'T HERE, FIND YOUR MEETING BUDDY

Review Team Norms (3 minutes)

1. Stay Learning Focused—Cell phones are off. Technology is not required for this meeting. Paper and pens are provided.
Research: A comparison of recall and recognition for common words demonstrates that memory is better for words when they have been written down rather than when they are typed. This provides additional support for the hypothesis that the additional context provided by the complex task of writing results in better memory. With the recent trend towards electronic note taking, the educational and practical implications of these findings would suggest that performance may be improved by using traditional paper-and-pen notes (Comparing Memory for Handwriting versus Typing, Timothy J. Smoker, Carrie E. Murphy, Alison K. Rockwell)
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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)

 IS...	ACADEMIC RIGOR IS NOT... 
<ul style="list-style-type: none">• MORE APPROPRIATELY CHALLENGING WORK• DEPTH OF KNOWLEDGE• CHALLENGING AND MOTIVATING• DEEPLY UNDERSTANDING COMPLEX IDEAS• APPLYING LEARNING TO NEW SITUATIONS• COMPLEX THINKING• QUALITY	<ul style="list-style-type: none">• MORE WORK• DEPTH OF WORK• FRUSTRATING AND OVERWHELMING• ONE MORE THING TO DO• ALGORITHMIC AND SCRIPTED• DIFFICULTY• QUANTITY



AGENDA:

ALL STAFF PD: 1:30-3:30

GOOD OF THE ORDER:

- A. Hall passes with names on them, printed, signed, time stamped with date
 - B. Bathroom sign in/out sheets must be in use
 - C. SWIP fund ordered 60 chromes for testing
1. STAR WINTER BENCHMARKS BY 12/15/23. Window is open.
 2. ISAT PREP (google form for each teacher)
 3. ISAT TIDE certification
 4. BUILD UP BLOCK PLANS, second semester

LEARNING IS REQUIRED. GROWTH IS INSPIRED!

ISAT PREP INTENTIONALITY

- 5. Rewards end-of-program assessment data needed
- 6. BUILD UP BLOCK lesson planning for transition (from end of program to January 18th)
- 7. Other

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?	

Dates to remember:

- Leadership Team: Monday, 12/11/23 3:30-6:30PM
- STAR WINTER WINDOW: DECEMBER 1-15th. Please do your core classes before winter break. We will do catch ups after and analyze data in January.
- Winter break: Dec 15
- Return Jan 2
- End of quarter 2/semester 1: January 18th
- Grading day January 19th
- Semester 2 is January 22
- Winter PTC's January 24th, January 31st and March 20th
- Other:

Other to note:

ISAT PREP PD Collection Sheet 12/1 & 12/8

TEACHER TEAMS: Grade-level and content level brainstorming sessions: Please use this form to document your discussions, strategies, questions, etc.

* Indicates required question

1. Email *

2. List grade level team/content team members: ELA/MATH/SCIENCE *

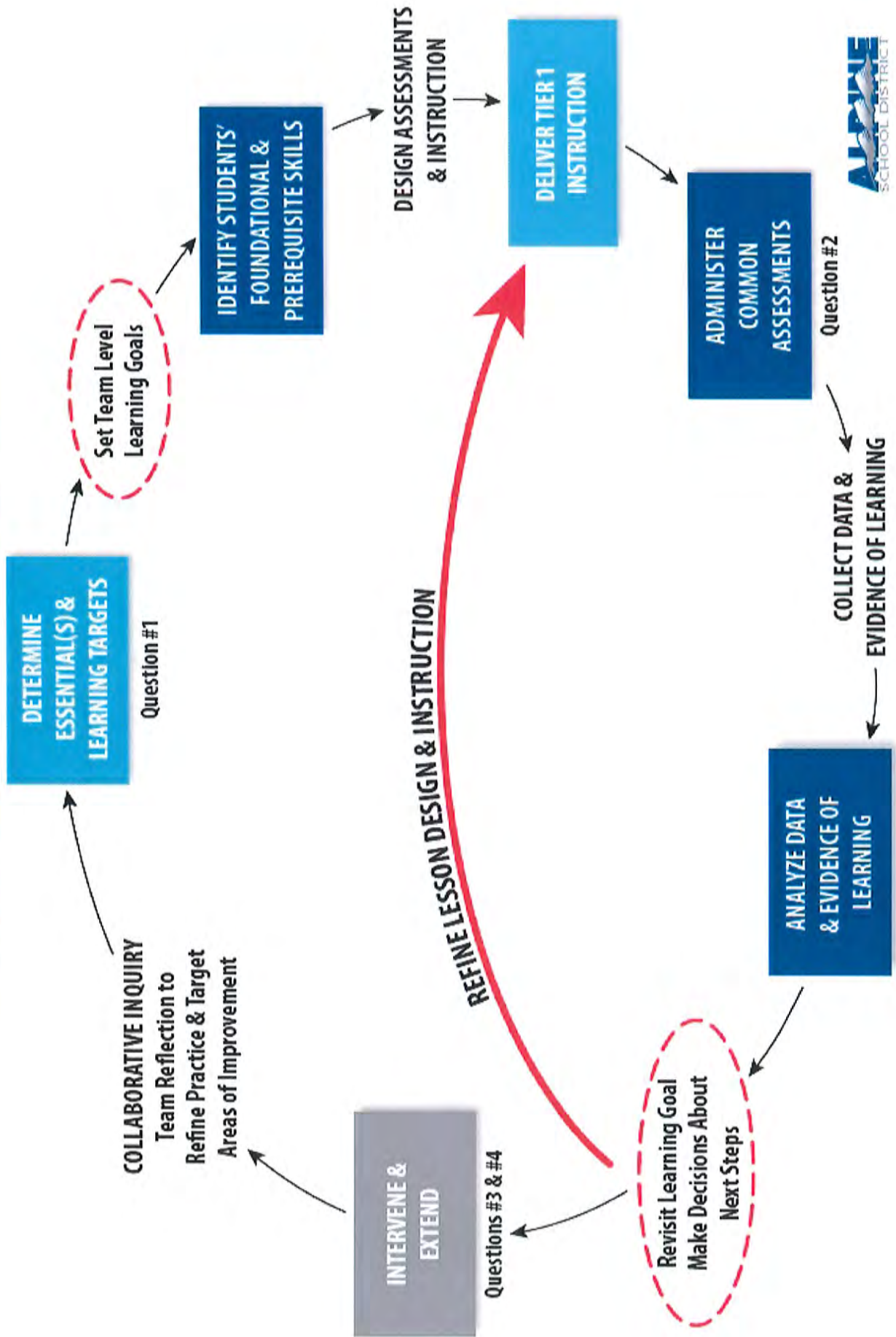
- 6. Deconstructing a question: Help our students to analyze questions, apply a strategy, and create a template that can be used and replicated in multi-content courses. How would your team go about creating a strategy to tackle ISAT questions? Is there a universal template that could work in different learning spaces? *

- 7. Deconstructing a question: Help our students to analyze questions, apply a strategy, and create a template that can be used and replicated in multi-content courses. How would your team go about creating a strategy to tackle ISAT questions? Is there a universal template that could work in different learning spaces?

2023-2024 Monday- Thursday Bell Schedule	
8:12-8:15	First Bell & Tardy Bell
8:15—8:40 (25 min.)	POWER UP BLOCK
8:40-9:33 (53 min.)	PERIOD 1
9:36-10:29 (53 min.)	PERIOD 2
10:32-11:25 (53 min.)	PERIOD 3
11:28-11:58 (30 min.)	MIDDLE SCHOOL LUNCH
11:58-12:28 (30 min.)	MIDDLE SCHOOL BUILD UP BLOCK
11:28-11:58 (30 min.)	HIGH SCHOOL BUILD UP BLOCK
11:58-12:28 (30 min.)	HIGH SCHOOL LUNCH
12:31-1:24 (53 min.)	PERIOD 4
1:27-2:20 (53 min.)	PERIOD 5
2:23-3:16 (53 min.)	PERIOD 6

2023-2024 Friday Bell Schedule	
8:12-8:15	First Bell & Tardy Bell
8:15—8:55 (40 min.)	PERIOD 1
8:58-9:38 (40 min.)	PERIOD 2
9:41-10:21 (40 min.)	PERIOD 3
10:24-11:04 (40 min.)	PERIOD 4
11:04-11:24 (20 min.)	MIDDLE SCHOOL LUNCH
11:27-12:07 (40 min.)	MS PERIOD 5
11:07-11:47 (30 min.)	HS PERIOD 5
11:47-12:07 (20 min.)	HIGH SCHOOL LUNCH
12:10-12:50 (40 min.)	PERIOD 6
12:50-3:30 PM	Extended Learning Day

PLC RESULTS CYCLE



LEADERSHIP Team Meeting

Meeting Evaluation

Meeting Date: 12/11/23

Meeting Objectives (*copy objectives from agenda here*)

- 1.
- 2.
- 3.
- 4.

Please answer the following questions
(1 being the lowest rating, 5 being the highest):

- *Degree to which the meeting objectives were achieved* 1 2 3 4 5
- *Facilitation of the meeting was* 1 2 3 4 5
- *I would rate my own contributions to the meeting as* 1 2 3 4 5
- *Degree to which I think this meeting contributed toward achieving our purpose* 1 2 3 4 5

Additional comments...

Implementation Rubric for Leadership Teams

Leadership Teams				
Concept	Not Evident	Emerging	Operational	Exemplary
1. <i>Comprised of the right people and represents the school community</i>	No leadership team exists. The principal and/or the administrative team primarily make(s) decisions that impact the school community.	A school leadership team exists but is composed only of a limited number of administrators and/or instructional staff without intentional selection of the team members to reflect representation of the school community.	Team members are purposefully and intentionally identified and selected based on a set of criteria for an interdisciplinary and inclusive team that represents a variety of experiences, responsibilities, and the school community.	Team members are purposefully and intentionally identified and selected based on a set of criteria for an interdisciplinary and inclusive team that represents a variety of experiences, responsibilities, and the school community. The right people are in the right role. Duties and responsibilities change as tasks evolve. Team members clearly understand the role of the team. When appropriate, the team involves a wider range of stakeholders for relevant issues.
2. <i>Meets Regularly</i>	The leadership team does not meet.	The leadership team meets as needed. Meetings are rarely scheduled in advance.	The leadership team develops a year-long schedule and meets regularly (once or twice per month).	The leadership team develops a year-long schedule and meets regularly (a minimum of twice per month). The leadership team meetings are a valued part of the school's culture and take place with or without the principal serving as the facilitator.
3. <i>Establishes processes and protocols for team collaboration</i>	A clear protocol for conducting business and processes for collaborative decision making do not exist.	School decisions are centrally controlled and distributed to the team with minimal evidence of collaborative decision making. Attempts are made to implement a protocol for conducting business and an organized framework to guide the work of the leadership team.	The leadership team has a clearly defined process for shared decision making and problem solving. There is some evidence of collaborative decision making. A protocol for conducting business and an organized framework exist to guide the work of the team.	The leadership team has flexible but clearly defined processes for shared decision making and problem solving. There is strong evidence that decisions are made collaboratively. Protocols and an organized framework for conducting business are consistently implemented. These processes keep the work of the leadership team focused and maximize the talents of the team members involved.

Concept	Not Evident	Emerging	Operational	Exemplary
4. <i>Is data-driven</i>	<p>There is little or no evidence of the use of data to guide and inform decision-making and problem-solving tasks. Data is rarely used to develop, implement, and monitor school improvement processes.</p>	<p>The school leadership team gathers some data to make decisions and solve problems, but it tends to be summative and is not necessarily timely.</p>	<p>The school leadership team gathers and analyzes a variety of data in a timely manner to make decisions, solve problems, and implement the school improvement process. The team uses diagnostic, process, and formative assessment data in addition to summative data.</p>	<p>The school leadership team is highly data-driven; acquiring, analyzing, and displaying useful and current data and identifying relevant data patterns to make decisions and solve problems. The team understands that being data driven is a cyclical process that leads to new ideas, questions, and possibly the need for more data.</p>
5. <i>Is engaged in the right work</i>	<p>Topics relate to management only with no clear purpose or vision for the team's work. Discussions focus on issues and concerns in random fashion with the principal fielding these and attempting to address them rather than engaging the team in collaborative problem solving.</p>	<p>The team understands the vision and purpose of the leadership team. Topics extend beyond management issues to include student achievement, but tend to be unsystematic and without a clear focus.</p>	<p>The work of the leadership team aligns with its established purpose and vision. School leadership team meetings are centered on student achievement and continuous school improvement issues or initiatives.</p>	<p>The leadership team systematically focuses their work within the established purpose and vision. Members play an active role in implementing, supporting, and monitoring school improvement initiatives that support student and staff achievement. The team frequently reflects on their actions to ensure alignment to the purpose and vision and to ensure effective strategies and processes are in place. The team is open to modify actions, strategies, and processes as circumstances change.</p>
6. <i>Ensures a process of continuous improvement</i>	<p>There is little or no evidence of a systematic process for continuous improvement.</p>	<p>There is some evidence that improvement processes exist, but these process are random and do not intentionally target issues directly impacting student achievement or instructional practices.</p>	<p>Evidence supports that systematic improvement processes are in place that deliberately target issues within the school. The leadership team continuously addresses the questions:</p> <ul style="list-style-type: none"> • Where are we now? • Where are we going? • How will we get there? <p>These questions serve as a means to monitor the implementation of initiatives and evaluate their impact on student achievement and instructional effectiveness.</p>	<p>Evidence supports that systematic improvement processes are in place that deliberately target issues within the school. The leadership team continuously addresses the questions:</p> <ul style="list-style-type: none"> • Where are we now? • Where are we going? • How will we get there? <p>The school improvement cycle includes a fully operational school improvement plan, monitoring the implementation of initiatives, and using data to evaluate the impact of interventions. This cycle ensures a direct impact on student achievement, instructional practices, and organizational effectiveness.</p>

Concept	Not Evident	Emerging	Operational	Exemplary
<p>7. <i>Communication is effective and consistent</i></p>	<p>A system to ensure the flow of information and exchange of ideas does not exist.</p>	<p>A method for communication exists that allows for information to be effectively distributed out to stakeholders, but a process for two-way communication is not effectively implemented.</p>	<p>A process is in place that ensures communication is two way. Information and ideas reach classroom teachers. Likewise, teachers not on the leadership team engage in a process that allows for the exchange of ideas and input regarding important decisions.</p>	<p>The school community is aware of and engages in a process to exchange ideas and provide input to the leadership team. The leadership team actively seeks input and encourages multiple perspectives. The leadership team reviews and takes into account the input before relevant decisions are made. This two-way communication process supports a shared vision in the school and cultivates an environment of trust and collaboration.</p>
<p>8. <i>Develops the leadership skills of team members and builds leadership capacity</i></p>	<p>Team members rarely receive professional learning to build leadership skills or enhance personal growth. Efforts to build leadership capacity, within the school, do not exist.</p>	<p>Team members sporadically receive training to develop leadership skills, but topics are often isolated and not embedded in the work of the team. Leadership team members attempt to form a variety of schoolwide teams with limited professional learning to support implementation.</p>	<p>Team members are provided with and pursue professional learning opportunities to enhance their personal growth as a team member. Professional learning is ongoing and embedded in the work of the team. Leadership team members ensure the formation and training of a variety of schoolwide teams whose members perform essential tasks linked to the school vision and goals.</p>	<p>The leadership team exhibits a sense of collective responsibility and has the mindset of empowering all personnel in the school to lead where they operate. The leadership team involves and encourages all personnel to lend themselves to meaningful work tied to the school vision and goals. The principal builds the capacity of the leadership team through ongoing professional learning and consequential tasks embedded in the work. The leadership team members in turn provide professional learning to support the function of a variety of schoolwide teams and build the leadership capacity of the staff members.</p>

Leadership Team Reflection Sheet

<p>Comprised of the right people and represent the school community</p>	<p>Reflection questions:</p> <ol style="list-style-type: none"> 1. What are the criteria for selecting the right people for the team? 2. What are the roles of the team members? 3. What are the duties and responsibilities of team members? 4. Do the team members clearly understand the role of the leadership team? 5. Does the team involve stakeholders for relevant issues? <p>Is this information documented somewhere?</p>
<p>Meets regularly</p>	<p>Reflection questions:</p> <ol style="list-style-type: none"> 1. Does the team have a yearlong calendar of scheduled meetings? 2. Does the team meet consistently twice a month? 3. Are the leadership team meetings valued? 4. Do the leadership team meetings take place even if the principal is not in attendance? <p>Is this information documented somewhere?</p>
<p>Established processes and protocols for team collaboration</p>	<p>Reflection questions:</p> <ol style="list-style-type: none"> 1. Does the team have flexible but clearly defined processes for shared decision making? Problem solving? 2. Are decisions made collaboratively? Are there protocols for conducting business that are consistently implemented? <p>Is this information documented somewhere?</p>
<p>Is data-driven</p>	<p>Reflection questions:</p> <ol style="list-style-type: none"> 1. Does the team have a process for acquiring, analyzing, and displaying useful and current data? 2. Does the team look for patterns in the data to make decisions and solve problems? 3. Does the team understand that it is a cyclical process that leads to new ideas, questions, and possibly the need for more data? <p>Is this information documented somewhere?</p>
<p>Is engaged in the right work</p>	<p>Reflection questions:</p> <ol style="list-style-type: none"> 1. Is the work of the leadership team systematically focused within the purpose and vision?

	<ol style="list-style-type: none"> 2. Do members play an active role in implementing, supporting, and monitoring school improvement initiatives that support student and staff achievement? 3. Does the team frequently reflect on their actions to ensure alignment to the purpose and vision and ensure effective strategies and processes are in place? 4. Is the team open to modifying actions, strategies, and processes as circumstances change? <p>Is this information documented somewhere?</p>
<p>Ensures a process of continuous improvement</p>	<p>Reflection questions:</p> <ol style="list-style-type: none"> 1. Is there evidence to support systematic processes are in place that deliberately target issues within the school? 2. Does the leadership team continuously address the questions: <ol style="list-style-type: none"> a. Where are we now? b. Where are we going? c. How will we get there? 3. Does the school improvement cycle include a school improvement plan, monitoring the implementation of initiatives, and using data to evaluate the impact of interventions? 4. Does this cycle have a direct impact on student achievement, instructional practices, and organizational effectiveness? <p>Is this information documented somewhere?</p>
<p>Communication is effective and consistent</p>	<p>Reflection questions:</p> <ol style="list-style-type: none"> 1. Does the school community exchange ideas and provide input to the leadership team? If so, how is that done? 2. Does the leadership team actively seek input and encourage multiple perspectives? 3. Does the team review and take into account the input before relevant decisions are made? <p>Is this information documented somewhere?</p>
<p>Develops the leadership skills of team members and builds leadership capacity</p>	<p>Reflection questions:</p> <ol style="list-style-type: none"> 1. Does the team have a sense of collective responsibility?

	<ol style="list-style-type: none">2. Do they have the mindset of empowering all personnel in the school to lead where they operate?3. Does the team involve and encourage personnel to lend themselves to meaningful work tied to the school vision and goals?4. Does the principal build capacity of the leadership team through ongoing professional learning embedded in the work?5. Do the leadership team members provide professional learning to build the leadership capacity of the staff members? <p>Is this information documented somewhere?</p>
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Lapwai Middle-High School & LCSC Dual Credit



Data shared by College and Career PLT and
Mr. Nellesen, Academic Guidance Counselor

~\$26,000 From the State

LAPWAI PEP BAND



Lapwai Middle-High School has started Pep Band back up! You will see them at middle and high school events. They are under the direction of Mrs. Shaffer.



LAPWAI WINTER

Spirit Week

12/8 Fri: Candy cane red and white day



12/11 Mon: Winter hats, scarves and gloves day

12/12 Tue: Grinch-Whoville Seussical attire

12/13 Wed: Green and red day

12/14 Thur: Winter Olympics day

12/15 Fri: UGLY SWEATER DAY!





FESTIVE CHRISTMAS

CHRISTMAS

Store

19 DECEMBER, 2023 | 5:00PM-8:00PM

LAPWAI HIGH SCHOOL
CAFETERIA
200 WILLOW AVE. W.

MINUTES (LT add any of your own minutes notes)

Next Meeting Date: January 9th, 3:30-6:30

***PARKING LOT ISSUES ON THE LAST PAGE OR POSTER DDI/Leadership 2023-2024 Collaborative Team Meeting Agenda and Minutes**

Date: 12/11/23	Professional Learning Team: DDI	Dennis K: Here	Rye Hewett	Here
3:30-6:30PM	Team/Leadership Team	Ashlee G: Here	Holly Selstad	Here
LIBRARY				

David Aiken	Here	Josh Nellesen	Here	Georgia Sobotta	Here
D'Lisa Penney	Here	Brad Peterson	Here	Matt Lattuada	Ab
Lori Ravet	Here	Sam Maynes	Here	Matt Morgan	Ab

Norms:

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)
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6. Model positive growth mindsets (blaming previous teachers, parents, home environment, pandemic, etc. is not an option)

Four Critical Questions:

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

Notes:

How will we know if they learn it?

Notes:

How will we respond when some students do not learn?

Notes:

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

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

Notes:

Essential Actions:

- Identify essential standards for each grade level or course, unit by unit
- Create an essential standards unit plan (PLT F.A's & ISAT Tools for Teachers)
- Implement the team teaching-assessing cycle
- Give common end-of-unit assessment for essential standards
- Identify students for Tier 2 support by student, standard, and learning target (2023-24 schedule changes)

What support do we need to make progress toward our objectives?

What materials and actions are needed for our next meeting?

September _____, Tuesday

PLC Results Cycle:

- Determine essential(s) and learning targets
- Set team level learning goals
- Identify students' foundational/prerequisite skills and academic vocabulary
- Design assessments and instruction
- Deliver tier 1 instruction
- Administer Common Assessments
- Collect data and evidence of learning
- Analyze data and evidence of learning (STAR & ISAT)
- Revisit learning goal - Make decisions about next steps
- Refine lesson design and instruction
- Intervene and Extend (INTERVENTION MODEL FOR 2023-24)
- Collaborative inquiry
- (Team reflection to refine practice & target areas of improvement)
- ISAT Preparedness (Interim, deconstructing questions, strategies, practice)
- College and Career Readiness Action Planning
- CSI Focus: SWIP Budget & Pro D opportunities
- PBIS Flow Chart and protocols for requesting beh. support
- Other: _____
- Other: _____

TI ME	Topic/Task		Notes
3:30	<p>1. SWIP tool update (approved on 11/28/23, shifted to technology supports up to \$17,000)</p>		
3:35	<p>1. STAR winter benchmark window 12/1</p> <p>These SGP Windows are as follows.</p> <p>Winter (December 1 – March 31) Spring (April 1 – July 31).</p> <p>a. GOAL: DECEMBER 2023</p> <p>b. Schedule math STAR, share date</p> <p>c. Schedule reading STAR, share date</p>		<p>Genny Brown printed a STAR activity Report on 12/11 at 3:30PM. Mr. Peterson will help with 12th grade data.</p> <p>STAR catch up tests the first week back.</p> <p>PLT's review data and SMART GOAL ATTAINMENT on or by January 12th (Friday)</p>
3:40-4:00	<p>1. Leadership Rubric (Dennis K)</p>		<p>Dennis provides copies of implementation rubric for LT's, the LT reflection sheet, guides LT through answering questions of concept with a score of not evident, emerging, operational, or exemplary</p> <p>Goal for</p> <ol style="list-style-type: none"> 1. Comprised of right people (emerging was the most votes, need a community representative (parent or other) 2. Meets regularly, overall vote was emerging 3. Establishes processes and protocols for team collaboration, overall vote emerging 4. Data driven: Comments shared- Yes, but not quite timely, looking at continuous growth,

			<p>not just points of growth, summative yes, but grow on formative, overall vote emerging</p> <p>Are we engaged in the right work, Comments: hyper-focused on school improvement, overall vote emerging</p> <p>Ensures a process of continuous improvement. Overall vote emerging</p> <p>Communication is effective and consistent, overall vote emerging</p> <p>Develops the leadership skills of team members and builds leadership capacity</p> <p>Overall vote emerging</p>														
	<p>REWARDS transitions updates</p>		<ol style="list-style-type: none"> 1. Post test (fluency and multi-syllabic) by January 18th 2. Focus on Greek and Latin Roots, Morpheme Magic, ISAT vocab lists, Quizlet ISAT vocabulary Prep. 3. Data analysis and using the data to inform students/celebrate 														
<p>4:00-5:00</p>	<ol style="list-style-type: none"> 1. ISAT Preparedness <ol style="list-style-type: none"> a. Tools for Teachers b. Build Up Block plan c. 11th grade specific MATH/ELA plan d. Deconstructing the question and reading strategies e. Etc. 	<p>Step Up to Writing: LT and teachers create a "work session" plan for implementation, involvement, time, space, possibly timesheet teacher summer work with SWIP budget, SHARE ANY ADDITIONAL NOTES/PLANS HERE.</p> <p>ISAT Preparedness Plans:</p> <p>BUILD UP BLOCK</p> <p>BRAINSTORMING SESSION</p> <table border="1" data-bbox="1182 105 1523 745"> <thead> <tr> <th>Grade</th> <th>Staff</th> <th>Staff</th> <th>Staff</th> <th>Staff</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>Morgan/Peggy G MATH</td> <td>Ashlee G/ELA</td> <td></td> <td>every week switch</td> </tr> <tr> <td>7th</td> <td>Josh Leighton Math</td> <td>Joslyn Leighton Informatics</td> <td>Lorilynn Picard ELA</td> <td></td> </tr> </tbody> </table>	Grade	Staff	Staff	Staff	Staff	6th	Morgan/Peggy G MATH	Ashlee G/ELA		every week switch	7th	Josh Leighton Math	Joslyn Leighton Informatics	Lorilynn Picard ELA	
Grade	Staff	Staff	Staff	Staff													
6th	Morgan/Peggy G MATH	Ashlee G/ELA		every week switch													
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**REQUEST: LEARN
MORE ABOUT
GROUP JAM**

8th	Carp Math	Selstad Informatic nal Text	nal Text	Harming ELA	
9th	Katus	Sidener			
10th	Devin Boyer	Sam Maynes			
11th	Knoll	Lattuada			
12th	Stange	Sheila			

Team collaborations: 7th grade and 8th grade, cycle through in 3 weeks, 8th grade lead the lesson planning and meet with 7th grade, possible swivl's in each classroom, record the lesson to view in the other class, or use Imagine Math, IDLA ISAT custom course created

1. Winter PTC's Plan
End of the semester: 1/18, grading day 1/19, on calendar is 1/23, 1/24, 1/25, however, selected dates are:
Wednesday, 1/24
3:30-8:00

5:00-
5:20

	<p>Wednesday 1/31, 3:30-8:00 Wednesday, 3/20, 3:30-8:00 (week before spring break and 2 weeks before end of 3rd quarter)</p>	
5:20	Evaluation	<p>NEXT MEETING IS JANUARY 9th 3:30-6:30</p> <p>Dr. Penney commenced the meeting by presenting a document titled "Smart Snacks in School." She acknowledged a miscommunication in the email subject line regarding the meeting's end time, originally set at 6:30 PM, but to accommodate everyone, including daycare considerations, the meeting would conclude at 5:30 PM instead. She then proceeded to introduce the meeting's agenda.</p> <p>The team was reminded of the deadline for the SWIP tool submission to the SDE. An adjustment in resource allocation was discussed, including an increase in technology support funds to facilitate the purchase of Chromebooks.</p> <p>Dr. Penney updated the team about the STAR assessment schedule, emphasizing the need for early data analysis, preferably by January, to make informed instructional decisions. The target was set to have all students assessed via STAR by December 15th.</p> <p>Mr. Maynes reported on the benchmarking of 9th and 10th grades, noting behavioral issues that affected the data. He highlighted the need to focus on student growth in the ELA PLC, aiming for an informal target of 55% student growth, although the official goal reported to the SDE was 50%. Dr. Penney inquired if the data analysis could be completed by January 12th.</p> <p>The team then reviewed the Leadership Rubric. Mr. Kachelmier mentioned that this document might be new to the team as it was not shared last year. Each team member evaluated their performance using the Implementation Rubric for Leadership Teams, with several areas marked as 'Emerging', including team composition, regular meetings, collaboration protocols,</p>

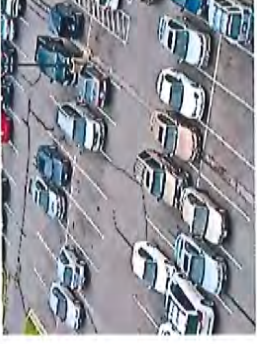
data-driven approaches, engagement in relevant work, continuous improvement processes, effective communication, and developing leadership skills within the team. Mr. Maynes expressed concerns about communication within the team, particularly in bringing up issues from other teachers. Mr. Kachelmier suggested using draft agendas as a platform for raising such concerns.

In terms of ISAT Preparedness, Dr. Penney emphasized the importance of a robust preparation plan after the winter break, with PowerSchool being a priority in decision-making. She also queried about the implementation timeline for 'Step Up to Writing'. Mrs. Ravét emphasized the significance of work sessions for curriculum exploration and expressed concerns about ensuring teacher autonomy and voice in its implementation. MRS. SELSTAD proposed a flexible approach, allowing teachers to study the curriculum over the summer.

The team discussed strategies to ensure all 11th grade teachers receive adequate support in MATH/ELA during the Build Up Block. LR raised concerns about the use of IXL, noting that students might be reinforcing errors without proper instruction. Mr. Maynes clarified that IXL is intended as an acceleration tool, not an intervention, and shared effective ways to incorporate it into instruction. Dr. Penney suggested modeling the correct use of IXL to support staff and students in utilizing various ISAT tools effectively.

Lastly, the team deliberated on the structure of the Build Up Time post-Rewards completion, discussing the integration of Greek and Latin word parts and the use of tools like Morpheme Magic and Quizlet for ISAT vocabulary. The approach to ELA, Math, and Informational Text preparation across different grades was also discussed, including the potential use of SWVLs for streaming math instruction and exploring Imagine Math as a resource.

PARKING LOT ISSUES:



SUPERINTENDENT
Board Report
December 2023



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

Contents

December Administration Team Meeting.....pg. 1

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Nez Perce STEP Consortium Updates.....pgs. 3-4

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Nez Perce Tribe Executive Direction/Construction Management Meeting.....pgs. 10-11

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

kiiye pecepel'hniku' wapáyat'as mamáy'asna hipewc'éeyu' cúukwenin'.

We will all work to help the children become knowledgeable.



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
- Data:** Budget Review & Collaboration: Nathan Weeks
- STEP Consortium
- December Idaho Indian Education Committee
- Grant Writing and Awards Policy 803.4

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.

- Office of Community Oriented Policing Services (COPS) Grant Award
- Substitute Teacher Screening
- Nez Perce Tribe Executive Direction and Construction Management Updates

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.

- Idaho Career Ready Students Program Grant Application
- Remaining Learning Loss Funds: \$123,000

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.

- Regional Mathematics Center Opportunities
- Research:**

It has been requested to postpone this collaboration following winter break.

How Leadership Works, Lassiter, Fisher, Frey, Smith

An opportunity to reset and schedule continued collaboration with this research.

Agenda
Idaho Indian Education Committee

December 8, 2023
8:30am – 3:30pm (MT)
Board Conference Room – Room 307
<https://zoom.us/j/8186903781>

1. Committee Work
 - a. Member Roll Call/Establishment of Quorum
 - b. Introductions
 - c. Agenda Review
 - d. September 8, 2023 Action Items – **Attachment 1**

2. Presentations
 - a. Continuous Improvement Plans and School Improvement Plans Overview – **Alison Henken**
 - b. Indian Education Strategic Plan - Performance Measures – **Doug Armstrong**
 - c. Idaho Campus Choice (Direct Admissions)/Idaho Opportunity Scholarship– **Sara Scudder**

3. New Business
 - a. STEP Consortium – **Joyce McFarland**
 - b. Social Studies Standards – Action Item - **Jennifer Porter**
 - c. IIEC Bylaws and Board Policy I.P Idaho Indian Education Committee – Action Item – **Attachment 3**
 - d. LAUNCH - Idaho Counselors Playbook – Information Item
 - e. IDE & OIE Updates – **Johanna J. Jones**

4. September Meeting Follow Up
 - a. Working Agreements – Information Item
 - b. IIEC 2024 Priorities – Action Item (**IIEC needs to identify at least 2 items for recommendation or policy ideas for the coming year.**)
 - c. Committee Action Items Overview – Information Item
 - d. Summit 2024 Assignments – Action item

5. IIEC Appointments Update – **Patty Sanchez**

6. Representation Matters: IIEC Member Roundtable Updates

7. Other

- SEA and SDE will assist the TEA to gain access to Native American student data, in compliance with the Family Educational Rights and Privacy Act (FERPA), to help set strategic focus to action plans to improve Native American student's educational outcomes.
- Develop and monitor Evaluation Plan with assistance of Independent Evaluator. Disseminate project status reports and evaluation findings.

Responsibilities: LEAs

Administration

- Identify Single Point of Contact (SPOC) for coordination of activities with the Idaho TEA Consortium STEP Grant.
- Follow the guidance provided by the attached “U.S. Department of Education—Elementary and Secondary Education Act (ESEA) Tribal Consultation Requirements for LEAs and SEAs” document.
- Per the LEAs requirements from ESEA as amended by Every Student Succeeds Act (ESSA) for tribal consultation, TEAs will collaborate with LEA Administrators to meet LEA’s requirements for tribal consultation from ESEA amended by ESSA for the following federal programs:
 - Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies)
 - Title I, Part C (Education of Migratory Children)
 - Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk)
 - Title II, Part A (Supporting Effective Instruction)
 - Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
 - Title IV, Part A (Student Support and Academic Enrichment Grants)
 - Title IV, Part B (21st Century Community Learning Centers)
 - Title V, Part B, subpart 2 (Rural and Low-Income School Program)
 - Title VI, Part A, subpart 1 (Indian Education Formula Grants to Local Educational Agencies)
- The impacted LEAs will work with the Coeur D’Alene and Nez Perce TEAs, SEA, and SDE to develop a transition plan to move administration of JOM funds from the SDE to the TEA to recognize tribal sovereignty and expand resources available through other tribal education programs, for example, PL 102-477 Indian Employment, Training, and Related Services Demonstration Act of 1992. Note: The SDE does not administer JOM funds for LEAs in the Shoshone Bannock tribal jurisdiction.
- Work with the TEAs to implement a culturally relevant method to properly count and identify Native American students eligible for Indian Education Programs administered by LEAs.
- The Coeur D’Alene, Nez Perce, and Shoshone Bannock TEAs will work closely with impacted LEAs with children of Tribes located within 50 miles of the school to meet requirements of tribal representation and open consultation to develop comprehensive programs to meet the needs of Native American students.

- The Coeur D'Alene, Nez Perce, and Shoshone Bannock TEAs will work closely with impacted LEAs to meet tribal consultation requirements of Impact Aid and Johnson O' Malley (JOM) programs.
- Maintain and respect (as needed) a Conflict Resolution Strategy.
- Maintain a Sustainability Plan Work Group to explore options, review outcomes of Idaho TEA Consortium STEP project. TEAs will always commit to pursuing additional grant funding.
- LEAs will respect and acknowledge the sovereignty of the Coeur D'Alene, Nez Perce, and Shoshone Bannock Tribes and recognize and support the Tribe's role in educating their students.
- TEAs will respect and acknowledge the LEA School Board's oversight of education.

Capacity Building

- **TEA to LEA.** Trainings and, technical assistance in areas related to Tribal history, language or culture and culturally responsive strategies to improve Native American student academic achievement, college readiness, and career pathways preparation.
- **LEA to TEA.** Trainings or technical assistance in developing TEA capacity to administer and coordinate education programs, including data collection and analysis, ESEA grants management and monitoring, fiscal accountability, and other areas related to SEA, SDE, and LEAs education programs, policies, and systems as needed.

Communication

- Maintain regular communication for project implementation and monitoring through phone calls, emails, monitoring tools, and face-to-face meetings.
- Monthly leadership team meetings with LEAs and TEAs and annual joint meeting with SEA.

Data/Evaluation

- Monitor and collect data needed to meet the STEP Government Performance and Results Act (GPRA) measures including:
 - **Capacity-building by the TEA.** The number of capacity-building activities offered by the TEA for the SEA or LEA (e.g., trainings, technical assistance in areas related to Tribal history, language or culture.
 - **Capacity-building by the SEA or LEA.** The number of capacity-building activities offered by the SEA or LEA for the TEA (e.g., trainings, technical assistance in developing TEA capacity to administer and coordinate education programs.
 - **Education Programs.** The number of education programs directly administered by the grantees.
- Develop and monitor Evaluation Plan with assistance of Independent Evaluator. Disseminate project status reports and evaluation findings.

Idaho School Superintendents Association Region II

Cottonwood #242

Jon Rehder

Culdesac #342

Alan Felgenhauer

Genesee #282

Dr. Wendy Moore

Highland #305

Tana Kellogg

Kamiah #304

Paul Anselmo

Kendrick #283

Steve Kirkland

Lapwai #341

Dr. David Aiken

Lewiston #340

Lance Hansen

Moscow #281

Shawn Tiegs

Mountain View #244

Kim Spacek

Nezperce #302

Brian Lee

Orofino #171

Dr. Michael Garrett

Potlatch #285

Janet Avery

Troy #287

Klaire Vogt

Whitepine #288

Joshua Hardy

AGENDA

Topic: Region 2 Superintendent Mtg

Date: December 6, 2023

Time 09:00 AM PST

Location: DeAtley Center, LHS – 3125 Cecil Andrus Way, Lewiston, ID 83501

Zoom Meeting Link:

<https://us02web.zoom.us/j/87910196547?pwd=M0UxMG04Q2JGM2xLcGhOK3RkZXBzd09>

Meeting ID: 879 1019 6547

Passcode: 841512

- I. WELCOME
- II. APPROVE MINUTES OF NOVEMBER 22, 2023 MEETING
- III. CURRENT SLATE OF OFFICERS AND REPRESENTATION

President	Dr. Wendy Moore (Genesee)
Vice President	Dr. Michael Garrett (Orofino)
Secretary	Dr. Michael Garrett (Orofino)/Janet Avery
Treasurer	Steve Kirkland (Kendrick)
IHSAA Representative	Shawn Tiegs (Moscow)
ISEE Representative	Steve Kirkland (Kendrick)
Finance Committee	Shawn Tiegs (Moscow)
Idaho School District Council	Dr. Michael Garrett (Orofino)
ISSA Legislative Committee	Dr. Wendy Moore (Genesee)
YEA	Paul Anselmo (Kamiah)
- IV. **GUEST REPORTS (approx. 9:15)**

A. LCSC	Mark Haynai
B. U of I	Taylor Raney
C. Post-Secondary Transition	Liz Weldy
D. Idaho Div. of CTE	Chelsie Wilson
E. IDLA	Brad Patzer
- V. **VISITORS (approx. 9:30)**

A. Josh Watson	LCSC Math Specialist
Re: High School Mathematics Pathways.	
- VII. **STATE & ASSOC. REPORTS (approx. 10:00)**

A. SDE	Ryan Cantrell / Julie Oberle	(10:00 PST)
B. IASA	Andy Grover	(10:30 PST)
- VIII. **STANDING REPORTS (approx. 11:00)**

A. ISEE	Steve Kirkland
B. IHSAA	Shawn Tiegs
C. ISDC	Michael Garrett
D. ISSA Legislative	Wendy Moore
E. K-12 Council (SBOE)	Wendy Moore
- IX. **OTHER**

A. Upcoming Meetings – Jan. 17; Feb. 21 (Day on the Hill - Conflict?)	
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*DeAtley – No call in #; please use zoom link:

<https://us02web.zoom.us/j/87910196547?pwd=M0UxMG04Q2JGM2xLcGhOK3RkZXBzd09>

*Please note that times are approximate and are all PST.



LAPWAI SCHOOL DISTRICT #341

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

Monday, December 11, 2023

Senator Mike Crapo:

On behalf of our students, staff, and the Lapwai School District Board of Trustees, we continue to celebrate your advocacy for Impact Aid. We appreciated your time this fall to celebrate your support for over 14,000 students in 12 Idaho district who rely on this critical funding. Thank you for allowing me to follow-up and request your support with the following:

FY 2024 Appropriations: Thank you for supporting the Senate Education Funding bill restoring Impact Aid at FY 2023 levels.

Advancing Toward Impact Aid Full Funding Act: Please support this bipartisan bill introduced in both the House and Senate. Please consider cosponsoring this opportunity

Impact Aid Infrastructure Partnership Act: This act was introduced in the Senate and about to be introduced in the House. Please consider cosponsoring this important support for the federally connected students across the country.

The discussions regarding a possible 9% cut to federal education funding would be devastating to our district and the federally connected schools across the country. This would mean a loss of staff and resources for Lapwai students who deserve an equitable education. As you know, the Lapwai School District is 100-percent LOT, which means we are in the highest needs category in terms of our federal impactation. Impact Aid is approximately 31% of our operating budget. Thank you for opposing legislation that would undermine the Impact Aid program. In doing so, you have also supported local taxpayers and ensured federally impacted students in Idaho receive the resources they deserve.

We encourage you to visit our school district to witness firsthand how Impact Aid benefits Lapwai students. We would love the opportunity to provide you a tour. Please never hesitate to contact me should I be able to provide additional information.

Thank You for Your Continued Advocacy on Our Behalf,

Dr. David M. Aiken
Superintendent, Lapwai School District # 341
Federal Programs Director
Homeless Education Liaison
Title IX Coordinator
Idaho State Chair, National Association of Federally Impacted Schools
Idaho Indian Education Committee

(208) 843-2622
daiken@lapwai.org

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LAPWAI SCHOOL DISTRICT #341

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

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Senator James Risch:

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Congressman Mike Simpson:

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LAPWAI SCHOOL DISTRICT #341

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

Monday, December 11, 2023

Congressman Russ Fulcher:

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**NEZ PERCE TRIBE
EXECUTIVE DIRECTION DEPARTMENT
CONSTRUCTION MANAGEMENT**

Topics for Discussion –

1. Widening of Agency Road
 - a. Turn lanes for Lapwai Elementary School
 - b. AVISTA Relocation of Power Poles for Turn Lanes
 - c. Telephone Line Relocation
2. Solar for Lapwai School District
 - a. What buildings would School be interested in.

Legend



200 ft

Agency Rd

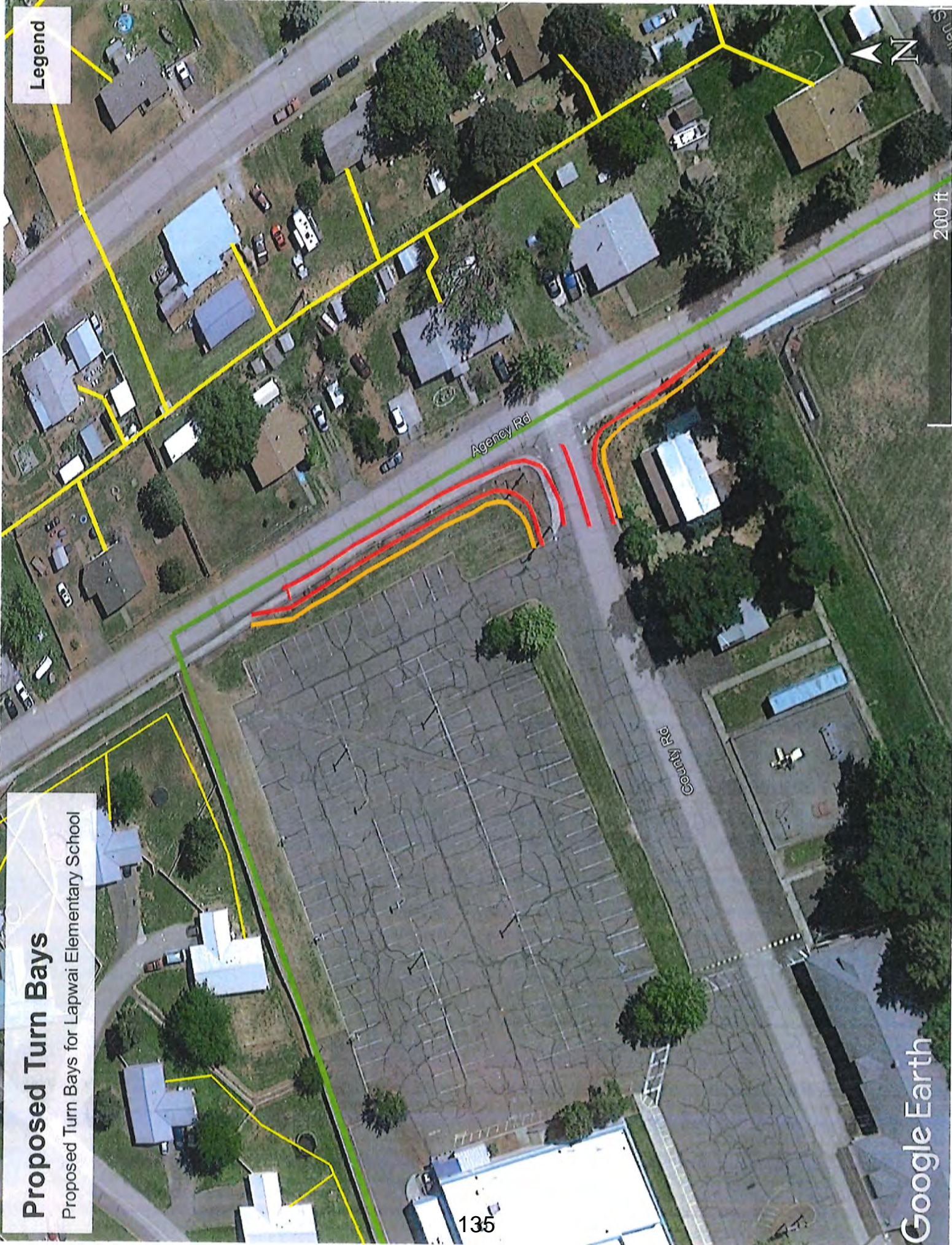
Conary Rd

Proposed Turn Bays

Proposed Turn Bays for Lapwai Elementary School

135

Google Earth



BUSINESS PROCEDURES

Series 800 Policy

Title: Grant Writing and Awards

Code: 803.4

1. The superintendent of schools shall be notified in writing the intent to pursue a grant opportunity, prior to beginning the grant-writing process.
2. The superintendent of schools shall also be provided with a copy of the grant announcement and requirements prior to beginning the grant-writing process.
3. The superintendent of schools shall be provided a copy of completed grants prior to submission.
4. All grant awards shall flow through and be directed to the district office.
5. Mandatory grant reporting and other documentation required by funders shall also be provided to the superintendent of schools. All post-award documentation required by funders shall be copied and kept on file at the district office.
6. The superintendent of schools will be notified in advance and approve any grant budget revisions.
7. The superintendent of schools will be notified in advance and approve the creation of new grant-funded positions.

Date of Adoption: April 21, 2014

It is the intent of the Lapwai School District that all Indian Children of school age have equal access to all programs, services and activities offered within the school district. The District is dedicated to consulting with local Tribal officials and parents of Indian children in the planning and development of Indian Policies and Procedures, general education programs, and activities. These policies and procedures will be reviewed annually and revisions will be made within 90 days of the determination that requirements are not adequately being met

TRIBE'S PREFERRED METHOD(S) OF COMMUNICATION

The Tribe's preferred method of communication will be hand delivery and parent's preferred method is sent home to Preschool through 12th grade. The district will also distribute information and documentation to all Nez Perce Tribe employees and parents via email, website and meetings.

Policy 1: The **Lapwai School District** will disseminate relevant applications, evaluations, program plans and information related to the LEA's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations. [34CFR222.94 (a)(1)]

Procedure 1:

The District Administrator/designee will disseminate in October, as soon as reasonably possible after such information becomes available, but not later than five (5) days in advance of any meeting, by hand delivering the tribe a copy of the following documents:

- Current Impact Aid application;
- Assessment/Evaluation of Equal Participation in all Educational Programs;
- Indian Policies Procedures (IPPs); and,

A copy of the education programs including any programs to be added or eliminated.

A summary of the documents will be emailed and/or sent home with children for parents of Indian children. The summary will include information on how to access the documents on our webpage.

Parents of Indian children, tribal officials and the public will be given notice of any and all meetings related to equal participation, the content of the educational program, the Impact Aid application and the IPPs by including information about meeting times and locations in the questionnaire to be disseminated in the Fall. The location, date and time of any meeting described above shall be posted in the same manner as a legally posted Board meeting, advertising in local media serving the tribe, and any specific invitations will be hand

delivered to tribal members at least five (5) days in advance of any meeting on these topics.

POLICY (2): Lapwai School District will provide an opportunity for the Tribe and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and how the District may help those children realize the benefits of the educational programs and activities. [34CFR222 .94(a)(2)] As a part of this requirement, the LEA will-

- (i) Notify tribes and the parents of Indian children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication, and
- (ii) Modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of tribes and parents of Indian children.

Procedure 2:

2.1 The LEA will make the following opportunities available for the tribe and parents of Indian Children and tribes to provide input on the educational program and activities:

- Annual Fall Impact Aid Questionnaire
- Annual October Impact Aid Meeting
- Fall and Spring Parent-Teacher Conferences (November, January and April Annually)
- Monthly School Board Meetings (Third Monday of Every Month)
- Indian Parent Committee Meetings (Third Wednesday of Every Month)

2.2 Parents of Indian children, tribal officials and the public will be given a minimum of a five (5) day notice of any and all meetings related to the content of the educational program. The dates and locations will be included in the parent questionnaire disseminated in the Fall. The location, date and time of any meeting described above shall be shared and posted in the same manner in policy 1. In addition, specific invitations will be sent to tribal members at least five (5) days in advance of any meeting on these topics.

2.3 The Nez Perce Tribe prefers all communication with the tribe and the parents of Indian children be disseminated via email and hand delivery. The superintendent or their designee will contact the Tribe annually to solicit their preference of communication.

2.4 If the preferred method of communication changes, the LEA will, to the extent possible, take it into consideration.

2.5 The Superintendent will utilize multiple methods of communication to reach the maximum number of parents as described in Policy 1. The Superintendent will also confer with the Nez Perce Tribe Education Department to select times for meetings that do not conflict with Tribal holidays and events. The LEA will make modifications to the method and time for soliciting Indian views, if necessary, to ensure maximum participation of Tribes and parents of Indian children.

POLICY (3): Lapwai School District will, at least annually, assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. [34CFR222.94 (a)(3)] As part of this requirement, the LEA will:

- (i) Share relevant information related to Indian children's participation in the LEA's education program and activities with tribes and parents of Indian children; and
- (ii) Allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

Procedure 3:

3.1 The Lapwai School District will take the following measures to annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. Should a discrepancy in participation be identified, the Superintendent will immediately notify the Board of Trustees for input on corrective action.

3.2 The Lapwai shall annually calculate from its records the ratio of Indian children compared to non-Indian children participating in all academic and co- curricular programs such as:

- Extended Learning/After School Programs
- Extracurricular Activities and Clubs
- Athletics
- Gifted and Talented Programs
- Advance Placement/College and Career Readiness Activities
- All Other Programs and Activities

3.3 The Lapwai School District will disseminate its assessment of Indian children participation compared to non-Indian children and any other related data with the Tribes and parents of Indian children no later than February 1st annually utilizing the same communication methods as described in Policy 1.

3.4 Parents of Indian children, tribes and other interested parties may express their views on participation through the following methods:

- Annual Fall Impact Aid Questionnaire
- Annual October Impact Aid Meeting
- Fall and Spring Parent-Teacher Conferences (November, January and April Annually)
- Monthly School Board Meetings (Third Monday of Every Month)
- Indian Parent Committee Meetings (Third Wednesday of Every Month)

3.5 If it is determined that there are gaps in Indian participation in the educational program or activities, the Lapwai School District Board in consultation with tribes and the parents of Indian children, will modify its education program in such a way as to improve Indian participation.

POLICY (4): Lapwai School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document. [34CRF222.94 (a)(4)]

Procedure 4:

4.1 The Lapwai School District Board will schedule a meeting the 3rd Monday in October to discuss the content of the IPPs, equal participation, and educational program and activities. Parents of Indian children and tribes will be notified by including information about meeting times and locations in the questionnaire to be disseminated in the Fall. The location, date and time of any meeting described above shall be posted in the same manner as a legally posted Board meeting. Advertising in local media serving the Ute tribe. In addition, specific invitations will be sent to tribal members at least five (5) days in advance of any meeting on these topics.

4.2 The Lapwai School District Board of Trustees with input welcome from the Nez Perce Tribe Education Department and Lapwai School District Indian Parent Committee will evaluate all recommendations for changes to these IPPs.

4.3 The Lapwai School District Board of Trustees will decide on all recommended revisions to these IPPs.

4.4 Any changes by the Board will become effective immediately upon adoption.

4.5 The Lapwai School District will disseminate copies of the revised IPPs to the tribe and parents of Indian children within 30 days of adoption by the school board. The tribe will receive hand delivered copy of the revised IPPs by email. A notice to parents will be sent home with students with instruction on how to obtain a copy or the revised IPP.

POLICY (5): Lapwai School District will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the LEA. [34CRF222 .94(a)(5)]

Procedure 5:

5.1 The Lapwai School District will annually keep track of and assemble all comments and suggestions received through the various consultation processes by ensuring the minutes of the quarterly Indian Parent Committee, School Board Meetings, and the annual meeting in October capture the comments, questions and concerns raised through the consultation process. The school district will respond in writing to direct communications with the school district that are sent in writing.

5.2 The Lapwai School District will at least annually respond in writing to comments and recommendations made by tribes, or parents of Indian children, and disseminate the responses to all parties by emailing the written responses to the tribe and sending a summary to parents with instructions on how to obtain the entire document via the student.

POLICY Lapwai School District will provide a copy of the IPPs annually to the affected tribe or tribes. [34CR F222.94 (a)(6)]

Procedure 6:

6.1 The Lapwai School District will annually provide a copy of the current Indian Policies and Procedures to the tribe by email prior to submitting the Impact Aid Application. The preferred method is hand delivery in December.

Date of Adoption: April 20, 1998

Readopted: 8/20/12

Revised: 8/16/04, 9/15/14, 10/19/15, 12/19/16, 11/20/17, 8/17/20

Reviewed: 11/19/18, 12/16/19, 1/19/21, 12/19/22

BOARD OF TRUSTEES
Series 200

Policy Title: FEDERAL IMPACT FUNDS POLICY

Code: 204.5.1

Impact Aid Funds have been provided to local school districts in lieu of taxes and other revenue sources. Such funds contribute to the development and implementation of a basic education program for all students enrolled in the public schools. Recent amendments to Impact Aid provide additional funds for schools with eligible Indian students when the district gives assurance that tribes and parents have been afforded the opportunity to make recommendations regarding the needs of their children and to be involved in the planning and development of the basic educational program. Recognizing that the Board of Trustees is the ultimate authority in defining the educational program of that district, the superintendent will establish procedures to assure the involvement of the Tribe and the parents of Indian students in the development of the basic educational program and determine the overall needs of the school district. The assurances must also be reviewed on an annual basis. (See 204.5)

Legal Reference:

Date of Adoption:

April 20, 1998

Readopted: 8/20/12

Revised: 8/16/04, 9/15/14

Reviewed: 10/19/15, 10/17/16, 12/19/16, 11/19/18, 12/16/19,
1/19/22, 12/19/22

Related Reference:

BOARD OF TRUSTEES
Series 200

Policy Title: FEDERAL IMPACT FUNDS PROCEDURES

Code: 204.5.2

As part of its annual review of the school program, the District will conduct public hearings and information sessions prior to December of each school year in a centrally located area most easily accessed by Indian parents and tribal officials. All parents of Indian students (and tribal officials) will be invited to attend these meetings. Representatives from the B.I.A. (Bureau of Indian Affairs) office will also be invited. At these hearings, the District will:

1. Review the educational goals and educational philosophy of the district.
2. Review the identified needs of the district.
3. Discuss programs and services, which are presently in existence.
4. Review and discuss the direction for future programs.
5. Solicit input from parents and/or Nez Perce Tribal Officials and representatives. The district will gather information concerning the Indian community views on education issues, including the frequency, location and time of the meetings. This input will be solicited through an annual questionnaire. The objective of the annual questionnaire and meeting is to consult and involve tribal officials and parents of Indian children in the planning and development of the LEA's educational programs and activities.
5. Review the budget, inform the public where the money comes from and where it goes.
6. Inform parents and Tribal officials of the various means and avenues (school board meetings, consultations, annual budget hearings for the entire public, etc.) which the school will utilize to afford the opportunity for discussing educational needs and soliciting input.
7. Disseminate in a timely manner to Tribal officials and parents the application, evaluations, and program plans of programs assisted by Impact Aid funds. Allow the tribe and parents of Indian children an opportunity to review the materials, provide input on the needs of Indian children, and recommend ways the school district can help Indian children benefit from the LEA's educational programs and activities.
8. The district will assess the input on annual basis and modify LEA policies and procedures based on that input. The Impact Aid Advisory Committee will assist in all of these procedures. The district will modify the IPPs, if necessary, based upon input from the tribe and parents.

Legal Reference:

Date of Adoption: April 20, 1998 Readopted: 8/20/12 Revised:
8/16/04, 9/15/14, 12/19/16
Reviewed: 10/19/15, 10/17/16, 11/19/18, 12/16/19, 1/19/22,
12/19/22

Related Reference:

Memorandum of Agreement

This document constitutes the Agreement between Debbie Evans, dba Evans Enterprises; hereinafter referred to as "Grant Writer," and the Lapwai School District #341; hereinafter referred to as the School District. This agreement between the parties is for the purpose of the Grant Writer engaging in contract work for the School District; purpose of which is to write and obtain grant funding for the various activities associated with the School District.

It is agreed between the parties that:

1. The Grant Writer shall be compensated in the amount of \$4,023.03 per month for each consecutive month beginning July 1, 2023 and ending June 30, 2024 for a total of \$24,138.18. Payment will be made by individual invoice from Evans Enterprises to the School District and shall be due on the last working day of each month with payment due no later than the 5th of the following month. Extension of this agreement will be considered at the June 2024 School District Board meeting, to coincide with any awarded grant funds and the end of the school calendar year. For 2024/25, monthly compensation will be based on 2023/224 awarded grants or this will be the final MOA, unless otherwise negotiated and agreed upon in writing by both parties.
2. The Grant Writer will work in coordination with the School District's designee, Superintendent David Aiken to facilitate efforts to obtain grants.
3. Expenses directly related to grant applications and administration, including postage and printing, shall be paid by the School District. The expenses of a co-sponsored application shall be shared between co-sponsors.
4. Travel and related expenses shall be paid by the School District. Prior approval must be received from the School District for funding all travel and travel related expenses. The request for approval shall be made one week prior to travel date.

It is agreed that the Grant Writer shall perform the following duties:

1. Research, develop, and prepare grant applications and funding for needs identified by the School District.
2. Maintain accurate records of all grants, proposed and awarded.
3. Attend and present reports to the School District Board as deemed necessary by the superintendent.
4. Assist with and coordinate all awarded funds including scope of work and fiscal compliance.
5. Prepare and submit grant program narratives and fiscal reported as needed.
6. Prepare and submit Request for Reimbursement/Drawdown for awarded funds as needed..
7. With prior approval from the School District, the Grant Writer shall represent the District at various meetings, and conferences which deal with proposed grants or grants currently in progress.

It is agreed that the School District shall:

1. Maintain a functional grants management accounting system.
2. Submit needs in written form to the Grant Writer.
3. Provide necessary data, input and statistics needed to prepare comprehensive grant applications in a timely manner.

It is further agreed that Debbie Evans, dba Evans Enterprises, the Grant Writer is an independent contractor and is not an employee of the Lapwai School District #341.

This Agreement shall be effective from January 1, 2024 and shall terminate on June 30, 2024; unless otherwise extended and/or modified in writing.



Debbie Evans, dba Evans Enterprises
Grant Writer & Administrator

12/18/23

Date

David M. Aiken, Lapwai School District
Superintendent

Date