

LAPWAI SCHOOL DISTRICT #341
BOARD OF TRUSTEES - REGULAR MONTHLY MEETING
Lapwai School District Office, 404 S Main St, Lapwai, Idaho
Wednesday, January 17, 2024 - 5:00 pm
Agenda

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| <u>Page</u>
2 | 1) Call to Order by Clerk <ul style="list-style-type: none">A. Swear in Newly Appointed Trustee – Zone 5 – Thunder GarciaB. Pledge of AllegianceC. Roll Call |
| 3, 5
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31 | 2) Board Reorganization (per Idaho Code 33-510) – Action Items <ul style="list-style-type: none">A. Call for Nominations and election of officers<ul style="list-style-type: none">Board Chair begins to preside over meetingB. Establish schedule for regular board meetingsC. Designate places for public postingsD. Review Code of Ethics |
| 34, 43,
71, 92
122 | 3) A. Consent Agenda – Action Item <ul style="list-style-type: none">1. Approval of Minutes – December 18, 2023 and January 4, 20242. Budget Report/Balance Sheet3. Payment of Current Bills4. Associated Student Body Accounts |
| 34, 43,
71, 92
122 | 4) Discussion Items <ul style="list-style-type: none">A. Administrator’s Reports – Elementary Principal, Sped Director, Secondary Principal, Athletic Director, SuperintendentB. Day on the Hill, Who is going?C.D. |
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127 | 5) Unscheduled Delegations (please call at least 3 days prior to the meeting to be included) |
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127 | 6) Action Items <ul style="list-style-type: none">A. Second Reading – Policy 803.4 - Grant Writing and AwardsB. First Reading – Delete Policy 506.10 – Zero Tolerance Violence PolicyC. Review Policy 503.10 – Zero Tolerance Violence PolicyD. Sole Source Vendor Declaration for Communication System – CompunetE. Late Start – January 10, 2024 |
| 149 | 7) Personnel Action Items <ul style="list-style-type: none">A. New Hire – Middle School Wrestling Coach – ?B. Resignation – Middle/High School Secretary – Mari Kerley |
| | 8) Board Training – 2023-2024 Annual Impact Aid Questionnaire results |
| | 9) Adjourn – Action Item |

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

BOARD OF TRUSTEES

Series 200

Policy Title: CODE OF ETHICS

Code: 202.1



Code of Ethics for School Board Members

As a member of my local board of trustees, I will strive to improve student achievement in public education, and to that end I will:

1. Attend all regularly scheduled board meetings insofar as possible, having read my packet ensuring that I am informed about the issues to be considered at the meetings;
2. Recognize that the board must comply with the Open Meeting Law and only has authority to make decisions at official board meetings;
3. Make all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
4. Understand that the board makes decisions as a team. Individual board members may not commit the board to any action unless so authorized by official board action;
5. Recognize that decisions are made by a majority vote and the outcome should be supported by all board members;
6. Acknowledge that policy decisions are a primary function of the board and should be made after full discussion at publicly held board meetings, recognizing that authority to administer policy rests with the superintendent or administrator of the charter school;
7. Be open, fair and honest – no hidden agendas, and respect the right of other board members to have opinions and ideas which differ from mine;
8. Recognize that the superintendent or the administrator is the board's advisor and should be present at all meetings, except when the board is considering the superintendent's evaluation, contract or salary;
9. Understand the chain of command and refer problems or complaints to the proper administrative office while refraining from communications that may create conditions of bias should a concern ever rise to the attention of the board as a hearings panel;
10. Keep abreast of important developments in educational trends, research and practices by individual study and through participation in programs providing such information;
11. Respect the right of the public to be informed about district decisions and school operations;
12. Understand that I will receive information that is confidential and cannot be shared;
13. Give staff the respect and consideration due skilled, professional employees and support the employment of those best qualified to serve as district staff, while insisting on regular and impartial evaluation of all staff;
14. Present personal criticism of district operations to the superintendent or administrator, not to district staff or to a board meeting;
15. Refuse to use my board position for personal or family gain or prestige. I will announce any conflicts of interest before board action is taken; and
16. Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.

Trustee Signature: _____ Date: _____

LAPWAI SCHOOL DISTRICT #341
School Board Minutes
Regular Meeting
December 18, 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 5:00pm. The board led those in attendance in the Pledge of Allegiance. Roll Call was made, present were Trustees Samuels-Allen, Kipp, and Spaulding. Trustees Johnson and Garcia were absent. Also attending was Superintendent Aiken and Clerk Weeks. There were three pep band members and their advisor in the audience for their presentation.

Trustee Spaulding moved and Trustee Kipp 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.

Emma Shaffer, Music Teacher, was on hand with three members of the pep band, Emma Paddlety, Darryl Whiteplume, and Weetulu Nish. They played a couple songs and there was a discussion about the reintroduction of pep band.

Superintendent Aiken highlighted several items in his report.

- Idaho Indian Education Committee activities which included several Nez Perce Tribal members. There is a proposal to consider moving administration Johnson O'Malley funding from the State Department of Education to the tribes. More input will be sought from stakeholders.
- The tribe's plan for construction in Lapwai.

Superintendent Aiken talked about athletics which prompted further conversation. This included the importance of administrative support at games. Also, the new platform, Dragonfly, includes incident reporting. There are 26 middle school students participating in wrestling. This will require another coach.

Superintendent Aiken talked about plans to use the remaining ESSER Learning Loss funding

No one has applied to be appointed as a Trustee from Zone 5. At the January meeting, it will over 90 days since the vacancy was declared and a willing patron from any zone could be appointed.

The First Reading of Policy 803.4 - Grant Writing and Awards was held. The policy will be on the January agenda for a second reading.

The annual review the following policies was held.

- 204.5 - Indian Policies and Procedures Impact Aid
- 204.5.1 - Federal Impact Funds Policy
- 204.5.2 - Federal Impact Funds Procedures

Recently a new Grant from the Office of Community Oriented Policing Services (COPS) was awarded to the District for safety equipment. This will require more work from the grant writer, Debbie Evans. As part of this, an updated Memorandum of Understanding with Kamiah Grants was presented to the board.

The district is looking to Apply for the Securing Our Schools Phase 2 grant. This funding could help with the match requirement with the COPS grant.

Trustee Kipp moved and Trustee Spaulding seconded to approve the updated MOU with Kamiah Grants and to apply for the Securing Our School Phase 2 grant. This would include allowing Superintendent Aiken to sign the grant application. A vote was taken and the motion passed.

The following Personnel Action Items were presented to the board.

- New Hire – NYCP Media Specialist – Cecelia Borgeau
 - NYCP Cultural Competency Coordinator – .49FTE – David Penney – Position
- Volunteer – Wrestling – Thyais Whitman
 - Wrestling – Noah Lattuada

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

Under Board Training, a discussion was held about Impact Aid Updates. Superintendent Aiken has been in contact with the NAFIS executive director. There is talk about a 9% reduction to education funding in Congress.

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

Board Chair Samuels-Allen declared the meeting adjourned at 6:18 pm.

Board Chair

Clerk

Date

LAPWAI SCHOOL DISTRICT #341
School Board Minutes
Special Meeting
January 4, 2024

The Board of Trustees of School District #341 met in special session in the Conference Room of the District Office. Trustee Johnson presided and called the meeting to order at 4:40pm.

Clerk Weeks administered the Oath of Office to Betsy Spaulding, newly re-elected Trustee for Zone 4.

Roll Call was made, present were Trustees Johnson, Kipp, and Spaulding. Trustee Samuels-Allen was absent. Also attending were Superintendent Aiken, D’Lisa Penney, and Clerk Weeks.

No one filed for the Zone 5 Trustee position in 2023. A vacancy was declared at the September meeting. After 90 days, which was December 20, an appointment of a qualified elector outside the zone can be made. Only one person expressed interest, Thunder Garcia. Trustee Kipp moved and Trustee Spaulding seconded to appoint Thunder Garcia to fill the Zone 5 Trustee vacancy. A vote was taken and the motion passed. Under Idaho Code, he will be sworn in at the next regular meeting.

Student A and their guardian were present.

Trustee Spaulding moved and Trustee Kipp seconded to enter into executive session as provided under Idaho Code Section 74-206 (1) (b) by a simple majority of current board members present as per Idaho Code Section 74-206(4). A roll call vote was taken with all three board members present voting aye at 4:41 pm. The general tenor of the executive session was discussion of student issues.

After hearing all parties, Trustee Johnson then read the following statement. It is the decision of the Board of Trustees that Student A be allowed to return to school beginning Friday, January 5, 2024, under explicit conditions. Failure to comply with any of the prescribed conditions will result in an immediate additional expulsion hearing. Trustee Kipp moved and Trustee Spaulding seconded to approve the decision. A vote was taken and the motion passed.

Trustee Spaulding moved and Trustee Kipp seconded that the board leave executive session and reconvene in regular session. A vote was taken and the motion passed at 5:41 pm.

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

Trustee Johnson declared the meeting adjourned at 5:41 pm.

Clerk

Board Chair

(Rprt: 01 - MAIN; Dates: 00/00/00-01/31/24; PRINT: 01/11/24 1:23:21 PM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
GENERAL FUND							
REVENUE							
100-411400	DISTRICT TORT REVENUE	39,682.00CR	0.00	5,259.37CR	34,422.63CR	0%	13%
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	1,166.43CR	1,833.57CR	0%	39%
100-415000	EARNINGS ON INVESTMENTS	12,000.00CR	14,843.43CR	61,226.70CR	49,226.70	124%	510%
100-419900	OTHER LOCAL REVENUE	51,000.00CR	0.00	80,983.81CR	29,983.81	0%	159%
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	11,781.73CR	61,916.61CR	20,083.39CR	14%	76%
TOTAL LOCAL REVENUE		190,182.00CR	26,625.16CR	212,199.96CR	22,017.96	14%	112%
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	0.00	155,073.00CR	36,428.00CR	0%	81%
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	REMEDIATION	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	0.00	89,849.00CR	9,849.00	0%	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	0.00	3,566,840.00CR	1,267,920.00CR	0%	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	5,938.89CR	12,556.11CR	0%	32%
TOTAL OTHER REVENUE		618,495.00CR	0.00	5,938.89CR	612,556.11CR	0%	1%
TOTAL REVENUE		8,343,637.00CR	26,625.16CR	5,757,728.85CR	2,585,908.15CR	0%	69%
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(Rprt: 01 - MAIN; Dates: 00/00/00-01/31/24; PRINT: 01/11/24 1:23:21 PM)

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	466,778.05	635,547.95	8%	42%
100-512115	ELEMENTARY NON-CERTIFIED SALARIES	381,612.00	21,744.56	117,165.85	264,446.15	6%	31%
100-512160	ELEMENTARY TEACHER SUBSTITUTES	20,000.00	997.50	7,433.80	12,566.20	5%	37%
100-512200	ELEMENTARY FRINGE BENEFITS	72,813.00	5,546.83	27,737.07	45,075.93	8%	38%
100-512210	ELEMENT. LIFE/EMP. ASSIST.	1,824.00	188.02	969.73	854.27	10%	53%
100-512220	EMPLOYER FICA	120,621.00	8,983.78	45,464.48	75,156.52	7%	38%
100-512230	HEALTH INSURANCE - ELEM	176,982.00	12,624.74	66,028.63	110,953.37	7%	37%
100-512270	WORKER'S COMPENSATION	6,670.00	559.21	2,848.02	3,821.98	8%	43%
100-512280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-512290	RETIREMENT BENEFIT	191,789.00	14,981.36	75,904.99	115,884.01	8%	40%
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	616.05	3,118.57	4,881.43	8%	39%
100-512380	ELEMENTARY TRAVEL	2,500.00	0.00	0.00	2,500.00	0%	0%
100-512410	ELEMENT. FIXED MATERIALS	15,000.00	0.00	15,432.08	(432.08)	0%	103%
100-512411	TEACHER SUPPLIES	3,800.00	0.00	247.96	3,552.04	0%	7%
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	159,517.66	870,669.32	1,265,267.68	7%	41%
SECONDARY SCHOOL PROGRAM							
100-515110	HS CERTIFIED SALARIES	824,357.00	70,780.54	355,607.70	468,749.30	9%	43%
100-515113	DRIVER EDUCATION SALARIES	5,000.00	0.00	3,300.00	1,700.00	0%	66%
100-515115	HS CLASSIFIED SALARIES	216,113.00	12,813.60	82,567.10	133,545.90	6%	38%
100-515160	HS SUBSTITUTE SALARIES	25,000.00	2,902.50	11,600.00	13,400.00	12%	46%
100-515200	HS FRINGE BENEFITS	26,657.00	2,221.32	11,106.60	15,550.40	8%	42%
100-515210	HS LIFE INSURANCE BENEFIT	1,408.00	134.34	665.66	742.34	10%	47%
100-515220	HS EMPLOYER FICA	83,930.00	6,752.26	34,917.46	49,012.54	8%	42%
100-515230	HEALTH INSURANCE - HS	129,786.00	10,112.85	50,589.63	79,196.37	8%	39%
100-515270	HS WORKER'S COMPENSATION	4,641.00	404.23	2,100.23	2,540.77	9%	45%
100-515280	HS SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-515290	HS PERSI BENEFIT	132,789.00	10,546.69	53,059.25	79,729.75	8%	40%
100-515313	GRANT FUNDED PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-515321	COPIER RENTAL	4,400.00	435.32	2,570.98	1,829.02	10%	58%
100-515322	HS PURCHASE SERVICES	8,000.00	17.00	4,153.50	3,846.50	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	1,777.44	1,022.56	0%	63%
100-515412	DRIVERS ED. MATERIALS	300.00	84.00	208.46	91.54	28%	69%
100-515413	GRANT FUNDED SUPPLIES - FY24 - \$40,296	0.00	0.00	28,752.56	(28,752.56)	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	0.00	4,306.77	3,193.23	0%	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	117,204.65	659,543.67	935,001.33	7%	41%
SPECIAL EDUCATION PROGRAM							
100-521110	RESOURCE ROOM TEACHER SALARIES	273,324.00	23,014.57	115,072.85	158,251.15	8%	42%
100-521115	RESOURCE ROOM AIDES' SALARIES	106,395.00	8,942.48	45,094.00	61,301.00	8%	42%
100-521160	EXCEPT. CHILD CERT. SUBSTITUTES	15,000.00	0.00	700.00	14,300.00	0%	5%
100-521200	RESOURCE ROOM FRINGE BENEFITS	15,751.00	1,312.66	6,563.30	9,187.70	8%	42%
100-521210	EXCEPT. LIFE/EMP. ASSIST.	672.00	57.34	272.31	399.69	9%	41%
100-521220	EMPLOYER FICA	31,401.00	2,536.83	12,770.63	18,630.37	8%	41%
100-521230	HEALTH INSURANCE - EXCEPT CHILD	58,994.00	4,802.49	22,662.72	36,331.28	8%	38%
100-521270	WORKER'S COMPENSATION	1,736.00	153.06	770.23	965.77	9%	44%
100-521280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-521290	RETIREMENT BENEFIT	48,579.00	4,076.56	20,425.48	28,153.52	8%	42%
100-521300	TUITION TO N.I.C.H.	20,000.00	2,035.00	5,550.00	14,450.00	10%	28%
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	0.00	3,873.70	11,126.30	0%	26%
100-521411	SPED TEACHER SUPPLIES	1,000.00	0.00	246.99	753.01	0%	25%
100-521440	SPED TEXTBOOKS	5,000.00	0.00	304.28	4,695.72	0%	6%
TOTAL SPECIAL EDUCATION PROGRAM		604,352.00	46,930.99	241,267.85	363,084.15	8%	40%

(Rprt: 01 - MAIN; Dates: 00/00/00-01/31/24; PRINT: 01/11/24 1:23:21 PM)

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	32,853.75	45,054.25	8%	42%
100-522160	EXCEPTIONAL PRESCHOOL SUBSTITUTES	2,000.00	0.00	0.00	2,000.00	0%	0%
100-522200	PRESCHOOL FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-522210	PRESCHOOL LIFE/EMP. ASSIST.	96.00	8.00	39.68	56.32	8%	41%
100-522220	EMPLOYER FICA	6,113.00	433.91	2,172.24	3,940.76	7%	36%
100-522230	HEALTH INSURANCE - PRESCHOOL	11,799.00	983.23	4,877.73	6,921.27	8%	41%
100-522270	WORKER'S COMPENSATION	338.00	30.23	151.15	186.85	9%	45%
100-522280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-522290	RETIREMENT BENEFIT	9,887.00	833.83	4,169.15	5,717.85	8%	42%
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	8,859.95	46,155.84	62,535.16	8%	42%
SCHOOL ACTIVITY PROGRAM							
100-532100	SCHOOL ACTIVITY SALARIES	133,700.00	14,244.88	68,270.40	65,429.60	11%	51%
100-532200	SCHOOL ACTIVITIES FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-532210	EMPLOYEE LIFE INS	0.00	11.50	46.59	(46.59)	0%	0%
100-532220	EMPLOYER FICA	10,228.00	1,086.90	5,210.78	5,017.22	11%	51%
100-532230	HEALTH INSURANCE - SCHOOL ACTIVITIES	0.00	1,245.90	4,866.26	(4,866.26)	0%	0%
100-532270	WORKER'S COMPENSATION	566.00	56.31	288.66	277.34	10%	51%
100-532280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-532290	RETIREMENT BENEFIT	8,801.00	1,056.20	4,229.60	4,571.40	12%	48%
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	125.00	11,903.52	13,096.48	1%	48%
100-532550	ATHLETIC EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL SCHOOL ACTIVITY PROGRAM	205,795.00	17,826.69	95,697.81	110,097.19	9%	47%
ATTENDANCE, GUIDANCE, & HEALTH PROGRAM							
100-611110	COUNSELING SALARIES - ELEMENTARY	63,379.00	5,345.33	26,807.90	36,571.10	8%	42%
100-611111	GUIDANCE SALARIES - SECONDARY	85,289.00	7,193.25	35,966.25	49,322.75	8%	42%
100-611200	GUIDANCE FRINGE BENEFITS	15,078.00	1,256.50	6,282.50	8,795.50	8%	42%
100-611210	GUIDANCE LIFE/EMP. ASSIST.	192.00	16.00	79.60	112.40	8%	41%
100-611220	EMPLOYER FICA	12,527.00	1,052.99	5,271.14	7,255.86	8%	42%
100-611230	HEALTH INSURANCE - GUIDANCE	0.00	0.00	0.00	0.00	0%	0%
100-611270	WORKER'S COMPENSATION	693.00	63.46	317.67	375.33	9%	46%
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	8,763.30	12,015.70	8%	42%
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	16,678.13	83,488.36	119,648.64	8%	41%
SPECIAL EDUCATION SUPPORT SERVICES PROGRAM							
100-616110	ANCILLARY SALARIES - CDS & PSYCOL.	126,580.00	19,601.16	113,338.39	13,241.61	15%	90%
100-616115	NON CERT ANCILLARY SALARY	3,924.00	33,149.39	163,546.67	(159,622.67)	845%	999%
100-616200	ANCILLARY FRINGE BENEFITS	8,531.00	710.91	3,554.55	4,976.45	8%	42%
100-616210	EMPLOYEE LIFE INSUR	816.00	112.52	575.28	240.72	14%	71%
100-616220	EMPLOYER FICA	10,636.00	4,081.96	21,077.33	(10,441.33)	38%	198%
100-616230	HEALTH INSURANCE - ANCILLARY	82,591.00	8,815.93	44,687.43	37,903.57	11%	54%
100-616270	WORKER'S COMPENSATION	588.00	312.61	1,611.11	(1,023.11)	53%	274%
100-616280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-616290	RETIREMENT BENEFIT	17,584.00	5,926.51	30,482.33	(12,898.33)	34%	173%
100-616300	CDS CONTRACT	87,500.00	4,717.50	60,891.40	26,608.60	5%	70%
100-616410	ANCILLARY SUPPLIES	800.00	0.00	0.00	800.00	0%	0%
	TOTAL ANCILLARY	339,550.00	77,428.49	439,764.49	100,214.49CR	23%	130%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
INSTRUCTIONAL IMPROVEMENT PROGRAM							
100-621110	SALARIES - INSTRUCTIONAL IMPROVEME	0.00	416.66	2,083.30	(2,083.30)	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	4.20	(4.20)	0%	0%
100-621220	FICA	0.00	31.71	158.53	(158.53)	0%	0%
100-621230	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
100-621270	WORKERS COMP	0.00	1.92	9.60	(9.60)	0%	0%
100-621280	UUSL	0.00	0.00	0.00	0.00	0%	0%
100-621290	PERSI	0.00	52.88	264.40	(264.40)	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	1,587.41	(1,587.41)	0%	0%
100-621410	MENTORING SUPPLIES	100.00	0.00	391.10	(291.10)	0%	391%
TOTAL INSTRUCTION IMPROVEMENT		26,984.00	504.01	7,030.29	19,953.71	2%	26%
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	4,990.40	26,224.00	38,241.00	8%	41%
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	2,618.30	3,665.70	8%	42%
100-622210	LIB./TECH. LIFE/EMP. ASSIST.	192.00	15.55	76.62	115.38	8%	40%
100-622220	EMPLOYER FICA	5,489.00	421.82	2,206.43	3,282.57	8%	40%
100-622230	HEALTH INSURANCE - MEDIA	11,799.00	983.23	4,916.15	6,882.85	8%	42%
100-622270	WORKER'S COMPENSATION	303.00	25.36	132.68	170.32	8%	44%
100-622280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-622290	RETIREMENT BENEFIT	8,005.00	616.46	3,224.58	4,780.42	8%	40%
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	16.24	1,995.31	3,004.69	0%	40%
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	7,592.72	45,963.36	68,573.64	7%	40%
INSTRUCTIONAL RELATED TECHNOLOGY							
100-623115	TECHNOLOGY SALARY	76,355.00	6,219.16	32,545.80	43,809.20	8%	43%
100-623200	TECHNOLOGY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-623210	TECHNOLOGY LIFE BENEFIT	96.00	8.11	42.11	53.89	8%	44%
100-623220	TECHNOLOGY FICA BENEFIT	5,841.00	475.74	2,489.25	3,351.75	8%	43%
100-623230	HEALTH INSURANCE - TECHNOLOGY	11,799.00	997.20	5,176.09	6,622.91	8%	44%
100-623270	TECHNOLOGY WORKERS COMP.	323.00	28.60	149.69	173.31	9%	46%
100-623280	TECHNOLOGY SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-623290	TECHNOLOGY PERSI BENEFIT	8,243.00	696.44	3,666.19	4,576.81	8%	44%
100-623310	TECHNOLOGY PURCHASED SERVICES	20,000.00	0.00	1,593.75	18,406.25	0%	8%
100-623323	TECHNOLOGY INTERNET COMMUNICATIONS	40,000.00	0.00	27,451.00	12,549.00	0%	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	0.00	12,032.93	22,967.07	0%	34%
100-623412	TECHNOLOGY SECONDARY	35,000.00	0.00	3,058.60	31,941.40	0%	9%
100-623413	TECHNOLOGY - EXCEPTIONAL CHILD	5,000.00	0.00	754.95	4,245.05	0%	15%
100-623550	TECHNOLOGY - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
TOTAL INSTRUCTIONAL TECHNOLOGY		242,657.00	8,425.25	92,901.78	149,755.22	3%	38%
BOARD OF EDUCATION PROGRAM							
100-631115	CLERK-TREASURER SALARIES--BD OF ED	0.00	0.00	0.00	0.00	0%	0%
100-631200	BOARD FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-631210	EMPLOYEE LIFE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-631220	EMPLOYER FICA	0.00	0.00	0.00	0.00	0%	0%
100-631230	HEALTH INSURANCE - CLERK	0.00	0.00	0.00	0.00	0%	0%
100-631270	WORKER'S COMPENSATION	0.00	0.00	0.00	0.00	0%	0%
100-631280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-631290	RETIREMENT BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-631310	BOARD PURCH. SERVICE	40,000.00	0.00	23,666.97	16,333.03	0%	59%
100-631410	SUPPLIES - SCHOOL BOARD	750.00	44.80	315.12	434.88	6%	42%
TOTAL BOARD OF EDUCATION PROGRAM		40,750.00	44.80	23,982.09	16,767.91	0%	59%

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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	84,077.56	60,055.44	8%	58%
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	140.00	100.00	8%	58%
100-632220	EMPLOYER FICA	11,026.00	916.35	6,414.40	4,611.60	8%	58%
100-632230	HEALTH INSURANCE - DISTRICT ADMIN	11,799.00	983.23	6,720.51	5,078.49	8%	57%
100-632270	WORKER'S COMPENSATION	610.00	55.25	425.19	184.81	9%	70%
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	10,669.47	7,620.53	8%	58%
100-632310	BANK FEES / GRANT SVCS	25,000.00	50.00	21,650.38	3,349.62	0%	87%
100-632322	COPIER RENTAL	4,000.00	368.27	2,338.64	1,661.36	9%	58%
100-632333	DISTRICT COMMUNICATIONS	10,000.00	93.82	3,454.39	6,545.61	1%	35%
100-632380	DISTRICT TRAVEL--GENERAL	15,000.00	0.00	6,918.35	8,081.65	0%	46%
100-632390	DISTRICT PURCHASED SERVICES	17,500.00	319.95	8,040.38	9,459.62	2%	46%
100-632410	DISTRICT SUPPLIES	3,000.00	0.00	1,346.50	1,653.50	0%	45%
100-632412	DISTRICT SUBSCRIPTIONS	0.00	0.00	0.00	0.00	0%	0%
TOTAL DISTRICT ADMINISTRATION		260,598.00	16,342.16	152,195.77	108,402.23	6%	58%
SCHOOL ADMINISTRATION PROGRAM							
100-641110	SCHOOL ADMIN SALARIES	213,377.00	16,471.00	81,878.43	131,498.57	8%	38%
100-641115	ADMINISTRATIVE NON-CERTIFIED	96,858.00	9,232.74	50,746.57	46,111.43	10%	52%
100-641200	SCHOOL ADMIN FRINGE BENEFITS	8,531.00	710.91	3,554.55	4,976.45	8%	42%
100-641210	SCHOOL ADMIN. LIFE/EMP. ASSIST.	720.00	56.27	288.67	431.33	8%	40%
100-641220	EMPLOYER FICA	24,386.00	2,009.09	10,390.44	13,995.56	8%	43%
100-641230	HEALTH INSURANCE - SCHOOL ADMIN	41,296.00	3,340.83	17,250.49	24,045.51	8%	42%
100-641270	WORKER'S COMPENSATION	1,348.00	106.45	551.18	796.82	8%	41%
100-641280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-641290	RETIREMENT BENEFIT	38,989.00	3,134.72	15,972.07	23,016.93	8%	41%
100-641323	SCHOOL COMMUNICATIONS	18,500.00	679.60	7,777.53	10,722.47	4%	42%
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	35,741.61	192,091.31	259,713.69	8%	43%
BUSINESS OPERATIONS PROGRAM							
100-651115	SALARIES - BUSINESS OPERATIONS	82,084.00	5,872.50	40,689.15	41,394.85	7%	50%
100-651200	FRINGE	10,317.00	859.75	6,018.25	4,298.75	8%	58%
100-651210	LIFE INS BENEFIT	96.00	8.38	58.74	37.26	9%	61%
100-651220	EMPLOYER FICA	7,069.00	513.18	3,560.24	3,508.76	7%	50%
100-651230	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
100-651270	WORKER'S COMPENSATION	391.00	30.96	234.62	156.38	8%	60%
100-651280	SICK LEAVE RETIREMENT	0.00	0.00	0.00	0.00	0%	0%
100-651290	PERSI	10,486.00	752.67	5,169.53	5,316.47	7%	49%
100-651310	PURCHASED SERVICES	66,500.00	690.00	36,218.16	30,281.84	1%	54%
100-651311	MEDICAID BILLING SERVICES	29,203.00	153.11	10,563.22	18,639.78	1%	36%
100-651380	TRAVEL / TRAINING	4,000.00	0.00	713.84	3,286.16	0%	18%
100-651410	SUPPLIES	2,000.00	0.00	202.76	1,797.24	0%	10%
TOTAL BUSINESS OPERATIONS		212,146.00	8,880.55	103,428.51	108,717.49	4%	49%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
BUILDING CUSTODIAL CARE PROGRAM							
100-661115	CUSTODIAL SALARIES	176,075.00	16,712.27	118,915.12	57,159.88	9%	68%
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	30.12	216.17	71.83	10%	75%
100-661220	EMPLOYER FICA	14,388.00	1,275.36	9,072.38	5,315.62	9%	63%
100-661230	HEALTH INSURANCE - CUSTODIAL	47,195.00	3,702.63	25,928.01	21,266.99	8%	55%
100-661270	WORKER'S COMPENSATION	6,300.00	667.27	5,250.11	1,049.89	11%	83%
100-661280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-661290	RETIREMENT BENEFIT	19,685.00	1,596.39	11,373.66	8,311.34	8%	58%
100-661322	CUSTODIAL PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-661330	UTILITIES	200,000.00	26,240.62	128,638.15	71,361.85	13%	64%
100-661410	CUSTODIAL SUPPLIES	35,000.00	5,142.72	27,141.50	7,858.50	15%	78%
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	55,367.38	381,916.10	184,395.90	10%	67%
MAINTENANCE - BUILDINGS-NON-STUDENT OCCUPIED							
100-663310	PURCHASE SERV.--MAINT/BUS BARN	5,000.00	624.95	4,389.65	610.35	12%	88%
100-663311	PURCHASE SERV.--ELEM. NON-OCCUP.	0.00	0.00	0.00	0.00	0%	0%
100-663312	PURCHASE SERV.--SECOND.-NON-OCCUP.	2,000.00	0.00	0.00	2,000.00	0%	0%
100-663315	PURCHASE SERV.--DIST.-NON-OCCUP.	500.00	0.00	0.00	500.00	0%	0%
100-663330	MAINT. BLDG. UTILITIES	500.00	0.00	300.00	200.00	0%	60%
100-663410	MATERIALS--MAINT/BUS BARN FAC.	3,000.00	252.66	2,279.69	720.31	8%	76%
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	877.61	6,969.34	6,030.66	7%	54%
MAINTENANCE - BUILDINGS-STUDENT OCCUPIED							
100-664115	GENERAL MAINTENANCE SALARIES	70,478.00	7,354.67	56,558.03	13,919.97	10%	80%
100-664200	MAINTENANCE FRINGE BENEFITS	11,944.00	995.24	6,966.68	4,977.32	8%	58%
100-664210	MAINTENANCE LIFE/EMP. ASSIST.	96.00	9.01	75.77	20.23	9%	79%
100-664220	EMPLOYER FICA	6,305.00	638.78	4,856.61	1,448.39	10%	77%
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	310.22	2,266.38	494.62	11%	82%
100-664280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-664290	RETIREMENT BENEFIT	9,395.00	755.40	6,156.17	3,238.83	8%	66%
100-664310	PURCHASE SERVICE--MAINT/BUS BARN	500.00	548.86	5,071.15	(4,571.15)	110%	999%
100-664311	PURCHASE SERVICE--ELEMENTARY	50,000.00	1,454.96	38,717.52	11,282.48	3%	77%
100-664312	PURCHASE SERVICE--SECONDARY	40,000.00	2,181.50	47,262.06	(7,262.06)	5%	118%
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	0.00	62,256.37	(52,256.37)	0%	623%
100-664412	MATERIALS--SECONDARY	10,000.00	198.93	3,199.72	6,800.28	2%	32%
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	14,447.57	237,504.04	16,638.04CR	7%	108%
MAINTENANCE - GROUNDS							
100-665310	PURCHASE SERVICE--GROUNDS	25,000.00	143.00	10,485.18	14,514.82	1%	42%
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	27,000.69	17,999.31	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%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
PUPIL-TO-SCHOOL TRANSPORTATION PROGRAM							
100-681115	TRANSP.SALARIES--TO SCHOOL @ 50%	78,951.00	8,532.11	43,830.16	35,120.84	11%	56%
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	18,848.62	13,463.38	8%	58%
100-681165	TRANSP.SALARIES--SUBS @ 50%	2,500.00	0.00	1,804.93	695.07	0%	72%
100-681200	TRANSP.FRINGE BENEFITS @ 50%	16,856.00	1,404.74	7,453.53	9,402.47	8%	44%
100-681210	TRANSP.LIFE INSURANCE @ 50%	192.00	21.99	133.75	58.25	11%	70%
100-681220	TRANSP.EMPLOYER FICA/MDC @ 50%	9,992.00	964.95	5,498.77	4,493.23	10%	55%
100-681230	HEALTH INSURANCE - TRANSP - 50%	0.00	202.49	701.71	(701.71)	0%	0%
100-681270	TRANSP.WORKERS COMP @ 50%	3,138.00	346.92	2,291.57	846.43	11%	73%
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	1,172.08	5,843.73	8,734.27	8%	40%
100-681310	BUS CONTRACT REPAIRS @ 85%	40,000.00	92.70	17,194.27	22,805.73	0%	43%
100-681311	PHYSICALS/DRUG TESTING @ 50%	2,500.00	346.00	995.00	1,505.00	14%	40%
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	1,758.71	7,565.13	7,434.87	12%	50%
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	17.99	17.99	482.01	4%	4%
100-681420	TRANSP. BUS FUEL/FLUIDS @ 50%	22,500.00	2,827.66	13,222.54	9,277.46	13%	59%
100-681424	TRANSP. BUS OILS/LUBRICANTS @ 85%	2,500.00	389.70	857.34	1,642.66	16%	34%
100-681425	BUS REPAIR PARTS @ 85%	12,000.00	2,228.24	5,687.50	6,312.50	19%	47%
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	22,998.94	132,038.54	125,330.46	9%	51%
PUPIL-ACTIVITY TRANSPORTATION PROGRAM							
100-682115	TRANSP.SALARIES--ACTIVITY/SHUTTLE	20,000.00	5,863.88	11,830.89	8,169.11	29%	59%
100-682200	TRANS - ACTIVITY - FRINGE	0.00	0.00	0.00	0.00	0%	0%
100-682210	TRANS - ACTIVITY - LIFE	0.00	6.31	14.44	(14.44)	0%	0%
100-682220	TRANS - ACTIVITY - FICA	1,530.00	448.17	903.68	626.32	29%	59%
100-682230	TRANS - ACTIVITY - HEALTH INS	0.00	105.19	344.66	(344.66)	0%	0%
100-682270	WORK COMP	480.00	168.10	345.43	134.57	35%	72%
100-682280	TRANS - ACTIVITY - UUSL	0.00	0.00	0.00	0.00	0%	0%
100-682290	TRANS - ACTIVITY - PERSI	2,236.00	301.64	710.54	1,525.46	13%	32%
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	304.01	454.01	1,545.99	15%	23%
TOTAL ACTIVITY TRANSPORTATION		26,746.00	7,197.30	14,645.85	12,100.15	27%	55%
GENERAL TRANSPORTATION PROGRAM							
100-683310	PURCHASE SERVICES-NON ALLOWABLE	1,000.00	0.00	401.55	598.45	0%	40%
100-683410	SUPPLIES-NON ALLOWABLE	2,000.00	79.27	280.88	1,719.12	4%	14%
TOTAL GENERAL TRANSPORTATION		3,000.00	79.27	682.43	2,317.57	3%	23%
FOOD SERVICES PROGRAM							
100-710220	FOOD EMPLOYER FICA	13,325.00	1,265.87	7,066.24	6,258.76	9%	53%
TOTAL NON-INSTRUCTION		13,325.00	1,265.87	7,066.24	6,258.76	9%	53%
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	624,354.60	3,864,985.67	4,478,651.33	7%	46%
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	250.37CR	1,638.92CR	438.92	21%	137%
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	250.37CR	43,370.92CR	32,829.08CR	0%	57%

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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	3,725.22	2,274.78	10%	62%
232-515220	BENEFITS	450.00	44.73	284.99	165.01	10%	63%
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	0.00	2,340.87	7,659.13	0%	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	0.00	2,331.62	7,668.38	0%	23%
232-515413	SUPPLIES - COLLEGE & CAREER READINESS	5,000.00	0.00	1,949.39	3,050.61	0%	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	0.00	780.86	(780.86)	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	629.37	47,604.00	28,596.00	1%	62%
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	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%
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235-515115	JOB SKILLS SALARY	6,477.00	0.00	0.00	6,477.00	0%	0%
235-515220	JOB SKILLS EMPLOYER FICA	495.00	0.00	0.00	495.00	0%	0%
235-515270	JOB SKILLS WORKERS COMP	28.00	0.00	0.00	28.00	0%	0%
235-521310	JOB SKILLS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	7,000.00	0.00	0.00	7,000.00	0%	0%
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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
STATE VOCATIONAL							
243-432410	STATE CTE -- AG. PROGRAM	9,000.00CR	0.00	31,892.00CR	22,892.00	0%	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	0.00	31,892.00CR	14,991.00	0%	189%
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243-515112	VOC. ED. AG. SALARIES	2,079.00	0.00	0.00	2,079.00	0%	0%
243-515210	EMPLOYEE ASSIST. PLAN	0.00	0.00	0.00	0.00	0%	0%
243-515200	VOC. ED. FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
243-515220	VOC. ED. EMPLOYER FICA	159.00	0.00	0.00	159.00	0%	0%
243-515230	HEALTH INSURANCE - VOC ED	0.00	0.00	0.00	0.00	0%	0%
243-515270	VOC. ED. WORKERS COMPENSATION	8.00	0.00	0.00	8.00	0%	0%
243-515280	VOC. ED. SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
243-515290	VOC. ED. PERSI BENEFIT	264.00	0.00	0.00	264.00	0%	0%
243-515382	VOC. ED. TRAVEL--AG. PROGRAM	2,000.00	0.00	0.00	2,000.00	0%	0%
243-515412	VOC. ED. SUPPLIES--AG. PROGRAM	4,506.00	101.68	2,973.14	1,532.86	2%	66%
243-515552	VOC. ED. EQUIPMENT--AG. PROGRAM	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CTE AG PROGRAM	9,016.00	101.68	2,973.14	6,042.86	1%	33%
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	101.68	6,839.41	10,061.59	1%	40%
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ARPA - ESSERF III							
250-445900	ESSERF III REVENUE	0.00	0.00	14,074.47CR	14,074.47	0%	0%
	TOTAL REVENUE	0.00	0.00	14,074.47CR	14,074.47	0%	0%
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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	1,020.91	(1,020.91)	0%	0%
250-512201	BENEFITS - ELEMENTARY ESSERF III L/L	0.00	37.27	199.27	(199.27)	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	228.07	14,302.54	14,302.54CR	0%	0%
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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
CHAPTER I FUND							
251-445100	FEDERAL ASSISTANCE	221,684.00CR	0.00	69,052.86CR	152,631.14CR	0%	31%
251-445901	CSI - UP REVENUE	96,149.00CR	0.00	60,853.76CR	35,295.24CR	0%	63%
	TOTAL REVENUE	317,833.00CR	0.00	129,906.62CR	187,926.38CR	0%	41%
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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	53,207.71	79,934.29	7%	40%
251-512200	BENEFITS - TITLE I-A	88,042.00	133.46	738.41	87,303.59	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	29.63	163.96	(163.96)	0%	0%
251-512220	EMPLOYER FICA	0.00	729.54	4,051.02	(4,051.02)	0%	0%
251-512230	HEALTH INSURANCE - TITLE 1-A	0.00	3,508.54	19,411.80	(19,411.80)	0%	0%
251-512270	WORKER'S COMPENSATION	0.00	141.81	733.31	(733.31)	0%	0%
251-512280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
251-512290	RETIREMENT BENEFIT	0.00	1,071.85	5,948.64	(5,948.64)	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	15,201.99	84,254.85	137,429.15	7%	38%
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251-515101	CSI - UP SALARIES	37,600.00	2,594.33	20,606.83	16,993.17	7%	55%
251-515201	CSI - UP BENEFITS	13,000.00	944.54	5,834.50	7,165.50	7%	45%
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	0.00	34,456.30	(24,907.30)	0%	361%
	TOTAL CSI-UP EXPENDITURES	96,149.00	3,538.87	64,392.63	31,756.37	4%	67%
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	TOTAL EXPENDITURES	317,833.00	18,740.86	148,647.48	169,185.52	6%	47%
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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	55,442.46CR	87,584.54CR	0%	39%
257-445601	PRIOR YEAR ALLOCATION	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	143,027.00CR	0.00	55,442.46CR	87,584.54CR	0%	39%
		=====	=====	=====	=====	=====	=====
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	44,202.68	61,843.32	8%	42%
257-521200	FRINGE BENEFITS- PART B	3,795.00	316.25	1,581.25	2,213.75	8%	42%
257-521210	LIFE INS BENEFIT	184.00	28.85	142.89	41.11	16%	78%
257-521220	EMPLOYER FICA	8,403.00	700.25	3,502.53	4,900.47	8%	42%
257-521230	HEALTH INSURANCE - PART B	11,798.00	2,949.69	14,581.56	(2,783.56)	25%	124%
257-521270	WORKER'S COMPENSATION	463.00	42.10	210.56	252.44	9%	45%
257-521280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
257-521290	RETIREMENT BENEFIT	12,338.00	1,023.36	5,118.65	7,219.35	8%	41%
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	13,897.66	69,340.12	73,686.88	10%	48%
		=====	=====	=====	=====	=====	=====
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	1,202.12CR	2,403.88CR	0%	33%
	TOTAL REVENUE	3,606.00CR	0.00	1,202.12CR	2,403.88CR	0%	33%
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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
258-522110	CERTIFIED TEACHER SALARIES	0.00	0.00	0.00	0.00	0%	0%
258-522115	NON-CERTIFIED SALARIES	2,525.00	210.41	1,052.05	1,472.95	8%	42%
258-522200	BENEFITS	492.00	41.00	205.00	287.00	8%	42%
258-522210	LIFE/EMP. ASSIST. PLAN	0.00	0.63	3.15	(3.15)	0%	0%
258-522220	EMPLOYER FICA	231.00	19.23	96.15	134.85	8%	42%
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	5.80	7.20	9%	45%
258-522280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
258-522290	RETIREMENT BENEFIT	345.00	28.10	140.50	204.50	8%	41%
258-522310	PART B PRESCHOOL PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	3,606.00	300.53	1,502.65	2,103.35	8%	42%
		=====	=====	=====	=====	=====	=====
	MEDICAID FUND						
260-445900	MEDICAID REVENUE	486,718.00CR	0.00	90,536.49CR	396,181.51CR	0%	19%
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	90,536.49CR	536,697.51CR	0%	14%
		=====	=====	=====	=====	=====	=====
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	5,477.64CR	12,779.36CR	0%	30%
	TOTAL REVENUE	18,257.00CR	0.00	5,477.64CR	12,779.36CR	0%	30%
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261-515115	SECONDARY CLASSIFIED SALARY	12,761.00	554.61	4,312.17	8,448.83	4%	34%
261-515200	FRINGE	2,488.00	207.33	1,036.65	1,451.35	8%	42%
261-515210	LIFE INSURANCE BENEFIT	32.00	2.15	12.17	19.83	7%	38%
261-515220	FICA BENEFIT	1,167.00	57.42	404.27	762.73	5%	35%
261-515230	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
261-515270	WORKERS COMP	67.00	3.50	24.58	42.42	5%	37%
261-515280	UUSL	0.00	0.00	0.00	0.00	0%	0%
261-515290	PERSI BENEFIT	1,742.00	85.18	597.99	1,144.01	5%	34%
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	910.19	6,387.83	11,869.17	5%	35%
		=====	=====	=====	=====	=====	=====
	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	11,735.27CR	23,876.73CR	0%	33%
	TOTAL REVENUE	35,612.00CR	0.00	11,735.27CR	23,876.73CR	0%	33%
		=====	=====	=====	=====	=====	=====
262-512115	ELEMENTARY CLASSIFIED SALARY	23,530.00	1,960.83	9,804.15	13,725.85	8%	42%
262-512200	FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
262-512210	LIFE INSURANCE BENEFIT	96.00	4.64	23.85	72.15	5%	25%
262-512220	FICA BENEFIT	1,800.00	150.00	750.00	1,050.00	8%	42%
262-512230	HEALTH INSURANCE - REAP	7,455.00	569.81	2,929.59	4,525.41	8%	39%
262-512270	WORKERS COMP. BENEFIT	100.00	9.02	45.10	54.90	9%	45%
262-512280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
262-512290	PERSI BENEFIT	2,631.00	219.22	1,096.10	1,534.90	8%	42%
	TOTAL EXPENDITURES	35,612.00	2,913.52	14,648.79	20,963.21	8%	41%
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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
T I T L E VI-A INDIAN EDUCATION							
267-320000	BEGINNING FUND BALANCE	0.00	0.00	0.00	0.00	0%	0%
267-419900	LOCAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
267-443000	FEDERAL ASSISTANCE - VI-A	95,000.00CR	0.00	29,267.36CR	65,732.64CR	0%	31%
267-443001	NYCP GRANT REVENUE	408,845.00CR	0.00	117,578.34CR	291,266.66CR	0%	29%
267-443002	ACE GRANT REVENUE	383,975.00CR	0.00	163,227.01CR	220,747.99CR	0%	43%
	TOTAL REVENUE	887,820.00CR	0.00	310,072.71CR	577,747.29CR	0%	35%
267-512410	CULTURAL ENRICHMENT SUPPLIES	0.00	0.00	91.16	(91.16)	0%	0%
267-515100	COORDINATOR SALARY	4,750.00	442.08	2,210.40	2,539.60	9%	47%
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	2,400.36	10,050.68	30,831.32	6%	25%
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	2.10	93.90	0%	2%
267-515220	EMPLOYER FICA	3,491.00	211.96	910.56	2,580.44	6%	26%
267-515230	HEALTH INSURANCE - VI-A	11,799.00	2,639.21	10,956.62	842.38	22%	93%
267-515270	WORKER'S COMPENSATION	193.00	13.07	56.39	136.61	7%	29%
267-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
267-515290	RETIREMENT BENEFIT	2,607.00	2,681.44	11,793.74	(9,186.74)	103%	452%
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	561.67	1,338.33	0%	30%
	TOTAL TITLE VI-A EXPENDITURES	95,000.00	8,388.54	37,655.90	57,344.10	9%	40%
267-515101	SALARIES - DIRECTOR - NYCP	44,080.00	3,717.66	18,588.30	25,491.70	8%	42%
267-515111	SALARIES - CERTIFIED - NYCP	49,724.00	8,193.61	27,728.36	21,995.64	16%	56%
267-515116	SALARIES - N/C - NYCP	124,055.00	16,167.76	57,399.02	66,655.98	13%	46%
267-515201	FRINGE - NYCP	10,962.00	913.50	4,567.50	6,394.50	8%	42%
267-515211	LIFE INS - NYCP	288.00	51.01	200.88	87.12	18%	70%
267-515221	FICA - ER - NYCP	17,505.00	2,212.71	8,255.68	9,249.32	13%	47%
267-515231	HEALTH INS - NYCP	11,799.00	311.34	1,104.41	10,694.59	3%	9%
267-515271	WORKERS COMP - NYCP	968.00	101.73	389.09	578.91	11%	40%
267-515281	UUSL - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515291	PERSI - NYCP	27,164.00	1,494.90	6,295.39	20,868.61	6%	23%
267-515311	CONTRACTURAL PURCHASED SERVICES - NYCP	37,365.00	0.00	0.00	37,365.00	0%	0%
267-515321	OTHER PURCHASED SERVICES - NYCP	38,875.00	0.00	10,295.00	28,580.00	0%	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	2,255.45	6,512.55	0%	26%
	TOTAL NYCP EXPENDITURES	408,845.00	33,164.22	150,742.56	258,102.44	8%	37%
267-515102	SALARIES - DIRECTOR - ACE	44,080.00	3,717.66	18,588.30	25,491.70	8%	42%
267-515112	SALARIES - CERTIFIED - ACE	129,467.00	13,349.64	71,253.48	58,213.52	10%	55%
267-515117	SALARIES - N/C - ACE	85,189.00	7,099.08	35,495.40	49,693.60	8%	42%
267-515202	FRINGE - ACE	11,805.00	983.75	4,918.75	6,886.25	8%	42%
267-515212	LIFE INS - ACE	295.00	25.32	126.54	168.46	9%	43%
267-515222	FICA - ER - ACE	20,696.00	1,921.22	9,950.72	10,745.28	9%	48%
267-515232	HEALTH INS - ACE	35,396.00	2,549.46	12,739.97	22,656.03	7%	36%
267-515272	WORKERS COMP - ACE	1,143.00	99.99	499.95	643.05	9%	44%
267-515282	UUSL - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515292	PERSI - ACE	33,045.00	793.68	3,968.40	29,076.60	2%	12%
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	0.00	2,910.70	4,589.30	0%	39%
267-920802	INDIRECT COSTS - ACE	7,827.00	0.00	3,121.77	4,705.23	0%	40%
	TOTAL ACE EXPENDITURES	383,975.00	30,539.80	193,766.81	190,208.19	8%	50%
	TOTAL EXPENDITURES	887,820.00	72,092.56	382,165.27	505,654.73	8%	43%

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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	220.57CR	1,443.86CR	243.86	18%	120%
269-445900	FEDERAL ASSISTANCE	20,000.00CR	0.00	0.00	20,000.00CR	0%	0%
	TOTAL REVENUE	96,200.00CR	220.57CR	1,443.86CR	94,756.14CR	0%	2%
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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	83.84	605.72	(605.72)	0%	0%
269-515110	CERTIFIED SALARIES - ASP - S/S	15,000.00	525.00	2,420.00	12,580.00	4%	16%
269-515111	JOM COORDINATOR	0.00	0.00	0.00	0.00	0%	0%
269-515115	CLASSIFIED SALARIES	0.00	0.00	0.00	0.00	0%	0%
269-515210	LIFE INS BENEFIT	0.00	0.78	3.55	(3.55)	0%	0%
269-515220	EMPLOYER FICA	1,148.00	39.67	179.18	968.82	3%	16%
269-515230	HEALTH INSURANCE - JOM	0.00	95.53	757.16	(757.16)	0%	0%
269-515270	WORKERS COMP	62.00	6.94	33.76	28.24	11%	54%
269-515280	UNUSED SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
269-515290	PERSI	1,904.00	66.62	307.11	1,596.89	3%	16%
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	250.00	1,644.39	(644.39)	25%	164%
	TOTAL EXPENDITURES	96,200.00	1,068.38	6,905.05	89,294.95	1%	7%
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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	371.11	5,214.63	14,785.37	2%	26%
271-621210	STAFF DEVELOPMENT LIFE INS.	0.00	0.81	10.03	(10.03)	0%	0%
271-621220	STAFF DEVELOP. FICA BENEFIT	1,530.00	28.17	394.68	1,135.32	2%	26%
271-621230	HEALTH INSURANCE - II-A	0.00	56.02	855.52	(855.52)	0%	0%
271-621270	WORKERS COMPENSATION	85.00	1.70	23.97	61.03	2%	28%
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	42.63	615.15	1,922.85	2%	24%
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	1,707.57	(1,707.57)	0%	0%
271-920800	INDIRECT COST--TITLE II-A	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	33,208.00	513.39	12,421.55	20,786.45	2%	37%
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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	20,000.00	28,000.00	8%	42%
273-512110	SALARIES - CERTIFIED - 21ST CLCC	42,198.00	1,087.50	5,070.00	37,128.00	3%	12%
273-512115	SALARIES - N/C - 21ST CLCC	9,639.00	1,476.96	7,064.68	2,574.32	15%	73%
273-512200	FRINGE - 21ST CLCC	0.00	0.00	0.00	0.00	0%	0%
273-512210	LIFE - 21ST CLCC	96.00	6.25	28.94	67.06	7%	30%
273-512220	FICA - 21ST CLCC	7,638.00	497.89	2,439.92	5,198.08	7%	32%
273-512230	HEALTH INS - 21ST CLCC	0.00	437.27	2,023.94	(2,023.94)	0%	0%
273-512270	WORKERS COMP - 21ST CLCC	422.00	30.21	147.81	274.19	7%	35%
273-512280	UUSL - 21ST CLCC	0.00	0.00	0.00	0.00	0%	0%
273-512290	PERSI - 21ST CLCC	12,524.00	556.92	2,702.18	9,821.82	4%	22%
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	273.87	954.13	0%	22%
273-920800	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	125,096.00	8,093.00	40,823.73	84,272.27	6%	33%
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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%
=====							
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	6,581.94	9,098.06	8%	42%
278-515200	FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515210	LIFE INSURANCE BENEFIT	48.00	3.43	17.04	30.96	7%	36%
278-515220	EMPLOYER FICA	1,200.00	100.13	503.52	696.48	8%	42%
278-515230	HEALTH INSURANCE - GEAR UP	5,899.00	421.39	2,093.98	3,805.02	7%	35%
278-515270	WORKER'S COMPENSATION	66.00	6.02	30.27	35.73	9%	46%
278-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515290	PERSI BENEFIT	1,753.00	146.34	735.88	1,017.12	8%	42%
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	10,504.07	18,381.93	7%	36%
=====							
CORONAVIRUS RELIEF FUND							
284-445900	CORONAVIRUS RELIEF FUND REVENUE	6,200.00CR	0.00	0.00	6,200.00CR	0%	0%
	TOTAL REVENUE	6,200.00CR	0.00	0.00	6,200.00CR	0%	0%
=====							
284-512110	CVR ELEM SALARIES - CERTIFIED	0.00	0.00	0.00	0.00	0%	0%
284-512115	CVR ELEM SALARIES - CLASSIFIED	0.00	0.00	0.00	0.00	0%	0%
284-512200	CVR ELEM - BENEFITS	0.00	0.00	0.00	0.00	0%	0%
284-515110	CVR HS SALARIES - CERTIFIED	0.00	0.00	0.00	0.00	0%	0%
284-515115	CVR HS SALARIES - CLASSIFIED	0.00	0.00	0.00	0.00	0%	0%
284-515200	CVR MHS BENEFITS	0.00	0.00	0.00	0.00	0%	0%
284-621100	SALARIES - STAFF DEVELOPMENT	3,000.00	0.00	0.00	3,000.00	0%	0%
284-621200	BENEFITS - STAFF DEVELOPMENT	578.00	0.00	0.00	578.00	0%	0%
284-621300	PURCHASED SERVICES - STAFF DEVELOPMENT	2,622.00	0.00	0.00	2,622.00	0%	0%
284-621400	SUPPLIES - STAFF DEVELOPMENT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	6,200.00	0.00	0.00	6,200.00	0%	0%
=====							

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
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	225.33CR	1,475.01CR	1,475.01	0%	0%
290-416100	SCHOOL FOOD SERVICE	0.00	0.00	0.00	0.00	0%	0%
290-416200	LUNCH SALES--ALA CARTE	8,000.00CR	0.00	3,155.67CR	4,844.33CR	0%	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	113,289.11CR	202,710.89CR	0%	36%
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	42,247.93CR	27,752.07CR	0%	60%
290-445504	NSLP - SNACK REVENUE	2,000.00CR	0.00	9,371.30CR	7,371.30	0%	469%
290-445505	FRESH FRUIT VEGETABLE GRANT INCOME	16,000.00CR	0.00	5,887.25CR	10,112.75CR	0%	37%
290-460000	INTERFUND TRANSFER	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	560,000.00CR	225.33CR	208,067.12CR	351,932.88CR	0%	37%
290-710115	FOOD SERVICE SALARIES--REGULAR	165,242.00	16,084.92	91,051.96	74,190.04	10%	55%
290-710116	FFVP PREP SALARIES	2,500.00	148.67	1,049.41	1,450.59	6%	42%
290-710117	FFVP ADMIN SALARIES	1,500.00	440.53	599.28	900.72	29%	40%
290-710200	FRINGE BENEFITS-FOOD SERVICES	4,938.00	411.50	2,057.50	2,880.50	8%	42%
290-710210	LIFE/EMP. ASSIST. PLAN	576.00	55.89	282.57	293.43	10%	49%
290-710220	EMPLOYER FICA	0.00	6.25	8.51	(8.51)	0%	0%
290-710230	HEALTH INSURANCE - FOOD SERVICE	58,994.00	5,885.98	29,775.81	29,218.19	10%	50%
290-710270	WORKER'S COMPENSATION	5,835.00	568.28	3,213.73	2,621.27	10%	55%
290-710280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
290-710290	PERSI BENEFIT	19,324.00	1,910.17	10,593.95	8,730.05	10%	55%
290-710310	FOOD SERVICE - PURCHASED SERVICES	1,500.00	0.00	1,147.25	352.75	0%	76%
290-710315	FFVP PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
290-710410	FOOD SERVICE--NON-FOOD SUPPLIES	9,000.00	344.85	21,946.20	(12,946.20)	4%	244%
290-710411	FOOD SERVICE--FOOD SUPPLIES	254,591.00	12,077.16	97,574.02	157,016.98	5%	38%
290-710412	FOOD SERVICE--MILK	22,000.00	693.33	10,966.60	11,033.40	3%	50%
290-710413	FOOD SERVICE--COMMODITIES	14,000.00	0.00	10,089.30	3,910.70	0%	72%
290-710415	FFVP FOOD SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
290-710416	FFVP SUPPLIES & MATERIALS	0.00	0.00	0.00	0.00	0%	0%
290-710550	FOOD SERVICE EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	560,000.00	38,627.53	280,356.09	279,643.91	7%	50%
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	6,851.96CR	(184,148.04)	0%	4%
310-415000	INVESTMENT EARNINGS	1,000.00CR	343.96CR	2,251.56CR	1,251.56	34%	225%
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	343.96CR	288,690.13CR	1,690.13	0%	101%
310-911610	BIRF PRINCIPAL	270,000.00	0.00	270,000.00	0.00	0%	100%
310-912620	BIRF INTEREST	16,500.00	0.00	8,250.00	8,250.00	0%	50%
310-912621	BIRF FEES	500.00	0.00	550.00	(50.00)	0%	110%
	TOTAL EXPENDITURES	287,000.00	0.00	278,800.00	8,200.00	0%	97%
BUS DEPRECIATION							
421-320000	BEGINNING BALANCE	67,277.00CR	0.00	0.00	67,277.00CR	0%	0%
421-431200	TRANSPORTATION DEPRECIATION REV	0.00	0.00	0.00	0.00	0%	0%
421-460000	TRANSFER FROM GENERAL FUND	38,780.00CR	0.00	0.00	38,780.00CR	0%	0%
	TOTAL REVENUE	106,057.00CR	0.00	0.00	106,057.00CR	0%	0%
421-681500	BUS PURCHASE	106,057.00	0.00	0.00	106,057.00	0%	0%
	TOTAL EXPENDITURES	106,057.00	0.00	0.00	106,057.00	0%	0%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
STUDENT ACTIVITY FUND							
238-320000	BEGINNING BALANCE - BUDGET	85,000.00CR	0.00	0.00	85,000.00CR	0%	0%
238-417900	OTHER STUDENT REVENUES	120,000.00CR	0.00	0.00	120,000.00CR	0%	0%
	TOTAL REVENUE	205,000.00CR	0.00	0.00	205,000.00CR	0%	0%
		=====	=====	=====	=====	=====	=====
238-740300	STUDENT ACTIVITY EXPENDITURES	205,000.00	0.00	0.00	205,000.00	0%	0%
	TOTAL EXPENDITURES	205,000.00	0.00	0.00	205,000.00	0%	0%
		=====	=====	=====	=====	=====	=====
SCHOLARSHIP FUND							
710-320000	BEGINNING BALANCE - BUDGET	18,000.00CR	0.00	0.00	18,000.00CR	0%	0%
710-419900	OTHER LOCAL REVENUE - SCHOLARSHIP FUND	7,000.00CR	0.00	1,000.00CR	6,000.00CR	0%	14%
710-415000	INTEREST EARNINGS	0.00	51.45CR	404.32CR	404.32	0%	0%
	TOTAL REVENUE	25,000.00CR	51.45CR	1,404.32CR	23,595.68CR	0%	6%
		=====	=====	=====	=====	=====	=====
710-740300	SCHOLARSHIPS AWARDED	25,000.00	0.00	3,350.00	21,650.00	0%	13%
	TOTAL EXPENDITURES	25,000.00	0.00	3,350.00	21,650.00	0%	13%
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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
GENERAL FUND				
100-111100	CASH IN BANK--GENERAL FUND	107,880.11	11,087.14CR	96,792.97
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	3,171,198.81	535,156.57CR	2,636,042.24
100-113100	TAXES RECEIVABLE	876.65	0.00	876.65
100-114100	STATE SUPPORT RECEIVABLE	0.00	0.00	0.00
100-114200	RECEIVABLE	4,498.21CR	3,219.02	1,279.19CR
100-114230	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	3,275,457.36	543,024.69CR	2,732,432.67
100-211200	INTERFUND PAYABLE	0.00	0.00	0.00
100-213000	ACCOUNTS PAYABLE	0.00	55,278.14CR	55,278.14CR
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	573.39CR	573.39	0.00
100-218351	WORKERS COMPENSATION PAYABLE	1,374.84CR	0.00	1,374.84CR
100-221100	DEFERRED REVENUES	4,004.77CR	0.00	4,004.77CR
100-320200	FUND BALANCE - GENERAL FUND	3,269,504.36CR	597,729.44	2,671,774.92CR
	TOTAL LIABILITIES & FUND BALANCE	3,275,457.36CR	543,024.69	2,732,432.67CR
GRANTS - NEZ PERCE TRIBE & OTHERS				
232-111100	CASH IN BANK-NPT GRANTS & OTHERS	32,384.79	629.37CR	31,755.42
232-112100	LGIP	54,414.76	250.37	54,665.13
232-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
232-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	86,799.55	379.00CR	86,420.55
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	0.00	0.00
232-320200	FUND BALANCE - FUND 232	86,799.55CR	379.00	86,420.55CR
	TOTAL LIABILITIES & FUND BALANCE	86,799.55CR	379.00	86,420.55CR
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.	25,154.27	0.00	25,154.27
243-114100	SUPPORT RECEIVABLE	0.00	0.00	0.00
243-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	25,154.27	0.00	25,154.27
243-211200	INTERFUND PAYABLES	0.00	0.00	0.00
243-213000	ACCOUNTS PAYABLE	0.00	101.68CR	101.68CR
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	25,154.27CR	101.68	25,052.59CR
	TOTAL LIABILITIES & FUND BALANCE	25,154.27CR	0.00	25,154.27CR

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ARPA - ESSERF III				
250-111100	CASH - ESSERF III	0.00	228.07CR	228.07CR
250-114100	ACCOUNTS RECEIVABLE - ESSERF III	0.00	0.00	0.00
	TOTAL ASSETS	0.00	228.07CR	228.07CR
=====				
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	0.00	228.07	228.07
	TOTAL LIABILITIES & FUND BALANCE	0.00	228.07	228.07
=====				
CHAPTER I FUND				
251-111100	CASH IN BANK--TITLE I	0.00	18,740.86CR	18,740.86CR
251-114100	ASSISTANCE REC'BL--CHAPTER I	0.00	0.00	0.00
251-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	18,740.86CR	18,740.86CR
=====				
251-211200	INTERFUND PAYABLES	0.00	0.00	0.00
251-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
251-217100	CONTRACTS PAYABLE--CHAPTER I	0.00	0.00	0.00
251-217200	BENEFITS PAYABLE	0.00	0.00	0.00
251-221000	DEFERRED REVENUE	0.00	0.00	0.00
251-320200	FUND BALANCE - FUND 251	0.00	18,740.86	18,740.86
	TOTAL LIABILITIES & FUND BALANCE	0.00	18,740.86	18,740.86
=====				
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
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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
PART B FUND				
257-111100	CASH IN BANK-- PART B	0.00	13,897.66CR	13,897.66CR
257-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
257-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	13,897.66CR	13,897.66CR
		=====	=====	=====
257-211200	INTERFUND PAYABLES	0.00	0.00	0.00
257-213000	ACCOUNTS PAYABLE-- PART B	0.00	0.00	0.00
257-217100	CONTRACTS PAYABLE	0.00	0.00	0.00
257-217200	BENEFITS PAYABLE	0.00	0.00	0.00
257-320200	FUND BALANCE - FUND 257	0.00	13,897.66	13,897.66
	TOTAL LIABILITIES & FUND BALANCE	0.00	13,897.66	13,897.66
		=====	=====	=====
PART B PRESCHOOL				
258-111100	CASH IN BANK -- PART B PRE-SCHOOL	0.00	300.53CR	300.53CR
258-114100	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	300.53CR	300.53CR
		=====	=====	=====
258-211200	INTERFUND PAYABLES	0.00	0.00	0.00
258-213000	PART B PRESCHOOL ACCOUNTS PAYABLE	0.00	0.00	0.00
258-217100	PART B PRESCHOOL SALARIES PAYABLE	0.00	0.00	0.00
258-217200	PART B PRESCHOOL BENEFITS PAYABLE	0.00	0.00	0.00
258-320200	FUND BALANCE - FUND 258	0.00	300.53	300.53
	TOTAL LIABILITIES & FUND BALANCE	0.00	300.53	300.53
		=====	=====	=====
MEDICAID FUND				
260-111100	CASH - MEDICAID FUND	33,346.92	0.00	33,346.92
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	90,536.49	0.00	90,536.49
		=====	=====	=====
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	90,536.49CR	0.00	90,536.49CR
	TOTAL LIABILITIES & FUND BALANCE	90,536.49CR	0.00	90,536.49CR
		=====	=====	=====
TITLE IV-A ESSA STUDENT SUPPORT				
261-111100	TITLE IV-A CASH	0.00	910.19CR	910.19CR
261-114200	TITLE IV-A RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	910.19CR	910.19CR
		=====	=====	=====
261-213000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	0.00	0.00
261-217100	SALARIES PAYABLE	0.00	0.00	0.00
261-217200	BENEFITS PAYABLE	0.00	0.00	0.00
261-221000	DEFERRED REVENUE	0.00	0.00	0.00
261-320200	FUND BALANCE - TITLE IV-A	0.00	910.19	910.19
	TOTAL LIABILITIES & FUND BALANCE	0.00	910.19	910.19
		=====	=====	=====

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
REAP				
262-111100	CASH IN BANK--REAP GRANT	0.00	2,913.52CR	2,913.52CR
262-114100	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	2,913.52CR	2,913.52CR
=====				
262-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
262-217100	SALARIES PAYABLE	0.00	0.00	0.00
262-217200	BENEFITS PAYABLE	0.00	0.00	0.00
262-320200	FUND BALANCE - REAP	0.00	2,913.52	2,913.52
	TOTAL LIABILITIES & FUND BALANCE	0.00	2,913.52	2,913.52
=====				
T I T L E VI-A INDIAN EDUCATION				
267-111100	CASH IN BANK--TITLE VI-A	0.00	72,092.56CR	72,092.56CR
267-114100	REVENUE RECEIVABLE -- TITLE VI-A	0.00	0.00	0.00
	TOTAL ASSETS	0.00	72,092.56CR	72,092.56CR
=====				
267-211200	INTERFUND PAYABLE	0.00	0.00	0.00
267-213000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	0.00	0.00
267-217100	CONTRACTS PAYABLE--TITLE VI-A	0.00	0.00	0.00
267-217200	BENEFITS PAYABLE - TITLE-VI-A	0.00	0.00	0.00
267-320200	FUND BALANCE - TITLE VI-A	0.00	72,092.56	72,092.56
	TOTAL LIABILITIES & FUND BALANCE	0.00	72,092.56	72,092.56
=====				
J O M F U N D				
269-111100	CASH IN BANK--JOM	25,371.39	734.54CR	24,636.85
269-112100	INVESTMENTS - LGIP #2714	47,939.09	220.57	48,159.66
269-114100	ASSISTANCE REC'BL--JOM	0.00	0.00	0.00
269-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	73,310.48	513.97CR	72,796.51
=====				
269-213000	ACCOUNTS PAYABLE -- J O M	0.00	333.84CR	333.84CR
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	73,310.48CR	847.81	72,462.67CR
	TOTAL LIABILITIES & FUND BALANCE	73,310.48CR	513.97	72,796.51CR
=====				
T I T L E IIA IMPV TEACH QUALITY				
271-111100	CASH IN BANK--TITLE II IMPV T QUAL	8,205.72CR	500.44CR	8,706.16CR
271-114000	RECEIVABLE--TITLE II	0.00	0.00	0.00
	TOTAL ASSETS	8,205.72CR	500.44CR	8,706.16CR
=====				
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	8,205.72	513.39	8,719.11
	TOTAL LIABILITIES & FUND BALANCE	8,205.72	500.44	8,706.16
=====				

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
21st CENTURY COMMUNITY LEARNING CENTER				
273-111100	CASH - 21ST CENTURY LEARNING CENTER	32,730.73CR	8,093.00CR	40,823.73CR
273-114000	RECEIVABLE - 21ST CENTURY LEARNING CENTER	0.00	0.00	0.00
	TOTAL ASSETS	32,730.73CR	8,093.00CR	40,823.73CR
=====				
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	32,730.73	8,093.00	40,823.73
	TOTAL LIABILITIES & FUND BALANCE	32,730.73	8,093.00	40,823.73
=====				
GEAR-UP GRANT				
278-111100	CASH IN BANK--GEAR-UP GRANT	10,153.00CR	1,986.22CR	12,139.22CR
278-114000	REVENUE RECEIVABLE	7,812.24	0.00	7,812.24
	TOTAL ASSETS	2,340.76CR	1,986.22CR	4,326.98CR
=====				
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	2,340.76	1,986.22	4,326.98
	TOTAL LIABILITIES & FUND BALANCE	2,340.76	1,986.22	4,326.98
=====				
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	4,057.43	25,512.19CR	21,454.76CR
290-112100	LGIP	48,973.28	225.33	49,198.61
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	53,060.71	25,286.86CR	27,773.85
=====				
290-211200	INTERFUND PAYABLE	0.00	0.00	0.00
290-213000	ACCOUNTS PAYABLE	0.00	13,115.34CR	13,115.34CR
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	53,060.71CR	38,402.20	14,658.51CR
	TOTAL LIABILITIES & FUND BALANCE	53,060.71CR	25,286.86	27,773.85CR
=====				

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
B O N D I N T./R E D E M P. FUND				
310-111100	CASH IN BANK--BOND INT./REDEMP. FD	47,454.00	0.00	47,454.00
310-112100	INVESTMENTS--BIR FUND #2770	74,756.44	343.96	75,100.40
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	136,436.11	343.96	136,780.07
310-211200	INTERFUND PAYABLE	0.00	0.00	0.00
310-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
310-216100	BONDS PAYABLE	0.00	0.00	0.00
310-221000	DEFERRED REVENUES--NEZ PERCE CO.	12,826.61CR	0.00	12,826.61CR
310-320200	FUND BALANCE - BOND REDEMPTION FUND	123,609.50CR	343.96CR	123,953.46CR
	TOTAL LIABILITIES & FUND BALANCE	136,436.11CR	343.96CR	136,780.07CR
B U S D E P R E C I A T I O N				
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
S C H O L A R S H I P F U N D				
710-111100	CASH IN BANK -- SCHOLARSHIP FUND	1,350.00CR	0.00	1,350.00CR
710-112010	INV-- T.HIGHEAGLE-JOHNSON #1209	1,106.54	5.09	1,111.63
710-112015	INVESTMENTS -- MICHAEL BISBEE III #1502	3,017.59	13.88	3,031.47
710-112020	INVESTMENTS -- D HIGHEAGLE #1208	108.87	0.50	109.37
710-112025	INVESTMENTS-GENERAL SCHOLARSHIP #1503	694.71	3.20	697.91
710-112030	INVESTMENTS -- M. PATTERSON #1210	0.00	0.00	0.00
710-112040	INVESTMENTS--JEFF WILSON #2713	627.89	2.89	630.78
710-112050	INVESTMENTS--G. LEIGHTON #2715	4,787.53	22.03	4,809.56
710-112060	INVESTMENTS--ALEC REUBEN #3119	26.12	0.12	26.24
710-112075	LGIP - HELEN COLEMAN #1269	813.29	3.74	817.03
710-114000	REVENUE RECEIVABLE	0.00	0.00	0.00
710-114101	INTEREST RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	9,832.54	51.45	9,883.99
710-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
710-320200	FUND BALANCE - SCHOLARSHIP FUND	9,832.54CR	51.45CR	9,883.99CR
	TOTAL LIABILITIES & FUND BALANCE	9,832.54CR	51.45CR	9,883.99CR

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ACCOUNTS PAYABLE				
100-213000	ACCOUNTS PAYABLE	0.00	55,278.14CR	55,278.14CR
232-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
235-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
243-213000	ACCOUNTS PAYABLE	0.00	101.68CR	101.68CR
250-213000	ACCOUNTS PAYABLE - ESSERF III	0.00	0.00	0.00
251-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
252-213000	ACCOUNTS PAYABLE - ESSER	0.00	0.00	0.00
254-213000	ACCOUNTS PAYABLE - ESSERF II	0.00	0.00	0.00
257-213000	ACCOUNTS PAYABLE-- PART B	0.00	0.00	0.00
258-213000	PART B PRESCHOOL ACCOUNTS PAYABLE	0.00	0.00	0.00
260-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
261-213000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	0.00	0.00
267-213000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	0.00	0.00
269-213000	ACCOUNTS PAYABLE -- J O M	0.00	333.84CR	333.84CR
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	13,115.34CR	13,115.34CR
310-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
ACCOUNTS PAYABLE		0.00	68,841.95CR	68,841.95CR
		=====	=====	=====
CASH IN BANK				
100-111100	CASH IN BANK--GENERAL FUND	107,880.11	11,087.14CR	96,792.97
232-111100	CASH IN BANK-NPT GRANTS & OTHERS	32,384.79	629.37CR	31,755.42
235-111100	CASH IN BANK--NEZPERCE SPEC. SERV.	5,885.39	0.00	5,885.39
243-111100	CASH IN BANK--STATE VOC ED.	25,154.27	0.00	25,154.27
246-111100	CASH IN BANK--DRUG FREE YTH	0.00	0.00	0.00
250-111100	CASH - ESSERF III	0.00	228.07CR	228.07CR
251-111100	CASH IN BANK--TITLE I	0.00	18,740.86CR	18,740.86CR
252-111100	CASH - ESSER	0.00	0.00	0.00
254-111100	CASH - ESSERF II FUND	0.00	0.00	0.00
257-111100	CASH IN BANK-- PART B	0.00	13,897.66CR	13,897.66CR
258-111100	CASH IN BANK -- PART B PRE-SCHOOL	0.00	300.53CR	300.53CR
259-111100	CASH - ARPA IDEA PART B	0.00	0.00	0.00
260-111100	CASH - MEDICAID FUND	33,346.92	0.00	33,346.92
261-111100	TITLE IV-A CASH	0.00	910.19CR	910.19CR
262-111100	CASH IN BANK--REAP GRANT	0.00	2,913.52CR	2,913.52CR
267-111100	CASH IN BANK--TITLE VI-A	0.00	72,092.56CR	72,092.56CR
269-111100	CASH IN BANK--JOM	25,371.39	734.54CR	24,636.85
271-111100	CASH IN BANK--TITLE II IMPV T QUAL	8,205.72CR	500.44CR	8,706.16CR
273-111100	CASH - 21ST CENTURY LEARNING CENTER	32,730.73CR	8,093.00CR	40,823.73CR
278-111100	CASH IN BANK--GEAR-UP GRANT	10,153.00CR	1,986.22CR	12,139.22CR
284-111100	CASH IN BANK- CORONAVIRUS RELIEF FUND	0.00	0.00	0.00
290-111100	CASH IN BANK -- FOOD SERVICE	4,057.43	25,512.19CR	21,454.76CR
310-111100	CASH IN BANK--BOND INT./REDEMP. FD	47,454.00	0.00	47,454.00
421-111100	CASH IN BANK--BUS DEPRECIATION	67,277.00	0.00	67,277.00
710-111100	CASH IN BANK -- SCHOLARSHIP FUND	1,350.00CR	0.00	1,350.00CR
TOTAL CASH IN BANK		296,371.85	157,626.29CR	138,745.56
		=====	=====	=====

VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	DP	MO-YR	AMOUNT
001310	271-621410	000000	01/17/24	H24462	19JF-4HLQ-KJJQ	PD MATERIALS	1	N	01-2024	12.95
001310	100-622410	000000	01/17/24	E24587	13ML-HKFV-KK3R	LIBRARY BOOKS	1	N	01-2024	16.24
001310	100-663410	000000	01/17/24	M24601	1FVR-RWX1-NRRF	LEAF BLOWER	1	N	01-2024	214.14
001310	100-664412	000000	01/17/24	M24603	1MRJ-6RCR-3GMJ	HVAC FILTERS	1	N	01-2024	198.93
001310	100-663410	000000	01/17/24	M24601	1Y6H-JPX6-LXJV	TIME CARDS	1	N	01-2024	34.10
001310	269-512410	000000	01/17/24	H24608	1H6L-NFJL-YNFJ	ASP SUPPLIES	1	N	01-2024	73.40
001310	269-512410	000000	01/17/24	H24608	1VCY-4QCL-1XH3	TAPE DISPENSER	1	N	01-2024	10.44
**SUB-TOTAL: AMAZON CAPITAL SERVICES, INC.										560.20
001440	100-661330	000000	01/17/24	000000	805855190	PROPANE 865.9 GALS ES	1	N	01-2024	2,215.84
001440	100-681319	000000	01/17/24	000000	805885190	PROPANE 502.8 GLAS BUS BARN	1	N	01-2024	502.08
001440	100-661330	000000	01/17/24	000000	805855200	PROPANE 702.3 GALS HS	1	N	01-2024	1,797.19
001440	100-661330	000000	01/17/24	000000	805855200	PROPANE 211.2 GALS GREEN HOUSE	1	N	01-2024	540.46
001440	100-661330	000000	01/17/24	000000	805859628	PROPANE2.519 GALS ES	1	N	01-2024	1,552.46
001440	100-681319	000000	01/17/24	000000	805859628	PROPANE 2.519 GALS BUS BARN	1	N	01-2024	429.24
001440	100-661330	000000	01/17/24	000000	805859633	PROPANE 2.519 GALS	1	N	01-2024	1,459.51
001440	100-661330	000000	01/17/24	000000	802859633	PROPANE 2.519 GALS GREEN HOUSE	1	N	01-2024	874.34
**SUB-TOTAL: AMERIGAS-LEWISTON										9,371.12
001600	100-632390	000000	01/17/24	000000	85951	PROFESSIONAL LEGAL SERVICES	1	N	01-2024	58.50
**SUB-TOTAL: ANDERSON, JULIAN & HULL, LLP										58.50
001920	100-532410	000000	01/17/24	D24542	54903	VEST EMBROIDERY	1	N	01-2024	125.00
**SUB-TOTAL: ART BEAT INC.										125.00
002131	100-651311	000000	01/17/24	000000	1424	ADMIN FEE	1	N	01-2024	153.11
**SUB-TOTAL: ASSETWORKS RISK MANAGEMENT										153.11
002420	100-661330	000000	01/17/24	000000	5908020000	ELECTRIC- ES	1	N	01-2024	3,363.54
002420	100-681319	000000	01/17/24	000000	5908020000	ELECTRIC - BUS SHOP	1	N	01-2024	382.04
002420	100-661330	000000	01/17/24	000000	5908020000	ELECTRIC-CABINET SHOP	1	N	01-2024	409.62
002420	100-661330	000000	01/17/24	000000	5908020000	ELECTRIC - HS TRACK	1	N	01-2024	1,777.76
002420	100-661330	000000	01/17/24	000000	5908020000	ELECTRIC - TRACK PUMP	1	N	01-2024	18.18
002420	100-661330	000000	01/17/24	000000	5908020000	ELECTRIC - TRACK LIGHTS	1	N	01-2024	25.35
002420	100-661330	000000	01/17/24	000000	5908020000	ELECTRIC - MS/HS	1	N	01-2024	7,776.30
002420	100-661330	000000	01/17/24	000000	5908020000	ELECTRIC - TRACK SIGN	1	N	01-2024	145.35
002420	100-661330	000000	01/17/24	000000	5908020000	ELECTRIC - AG SHOP	1	N	01-2024	355.17
002420	100-661330	000000	01/17/24	000000	5908020000	ELECTRIC - STORAGE TECH	1	N	01-2024	372.91
**SUB-TOTAL: AVISTA UTILITIES										14,626.22
003130	269-515410	000000	01/17/24	H24561	0043	GIFT CARDS	1	N	01-2024	250.00
**SUB-TOTAL: BLACK BISON LLC										250.00
003610	100-632390	000000	01/17/24	000000	57121	EAP VISITS	1	N	01-2024	261.45
**SUB-TOTAL: BPA HEALTH										261.45
003960	100-616300	000000	01/17/24	000000	DEC. 28, 2023	PHYSICAL THERAPY	1	N	01-2024	870.00
**SUB-TOTAL: BUILDING BLOCKS PEDIATRIC THERAPY										870.00
005400	100-661330	000000	01/17/24	000000	2188201	W/S-STORAGE TECH	1	N	01-2024	115.41
005400	100-661330	000000	01/17/24	000000	5997001	GRBGE-ES	1	N	01-2024	1,012.44
005400	100-681319	000000	01/17/24	000000	5998201	GRBGE-BUS BARFN	1	N	01-2024	359.35
005400	100-661330	000000	01/17/24	000000	3157101	W/S-ART & PE BLDG	1	N	01-2024	786.22
005400	100-661330	000000	01/17/24	000000	3307501	W/S/G- AG BLDG	1	N	01-2024	411.98
005400	100-661330	000000	01/17/24	000000	4314501	W/S/G-ATHLETIC FIELD	1	N	01-2024	499.59
**SUB-TOTAL: CITY OF LAPWAI										3,184.99
005940	100-682410	000000	01/17/24	000000	305499	BUS FUEL BOISE BASKETBALL	1	N	01-2024	140.13
005940	100-682410	000000	01/17/24	000000	305499	BUS FUEL BOISE BASKETBALL	1	N	01-2024	163.88
**SUB-TOTAL: COLEMAN OIL CO.										304.01
006160	100-681310	000000	01/17/24	T24438	27-151987	SNOW TIRES ON BUS	1	N	01-2024	92.70
**SUB-TOTAL: COMMERCIAL TIRE INC										92.70
008380	100-631410	000000	01/17/24	D24599	7552	SCHOOL BOARD DINNER	1	N	01-2024	44.80
**SUB-TOTAL: DONALDS RESTAURANT										44.80
009380	100-632333	000000	01/10/24	000000	V032359	SMARTVOICE DO	1	N	01-2024	68.02
009380	100-641323	000000	01/10/24	000000	V032359	SMARTVOICE ES	1	N	01-2024	253.00
009380	100-641323	000000	01/10/24	000000	V032359	SMARTVOICE MS/HS	1	N	01-2024	375.00
009380	100-632333	000000	01/10/24	000000	V032359	SMARTVOICE FEES DO	1	N	01-2024	25.80
009380	100-641323	000000	01/10/24	000000	V032359	SMARTVOICE FEES ES	1	N	01-2024	25.80
009380	100-641323	000000	01/10/24	000000	V032359	SMARTVOICE FEES MS/HS	1	N	01-2024	25.80
**SUB-TOTAL: ENA SERVICES LLC										773.42
010040	100-664312	000000	01/17/24	000000	103061	FIRE ALARM MONITORING SEMI-ANNUAL	1	N	01-2024	216.00
**SUB-TOTAL: FISHER SYSTEMS, INC.										216.00
011460	100-665310	000000	01/17/24	000000	188014AC-1	HANDICAP RESTROOM	1	N	01-2024	143.00
**SUB-TOTAL: HAHN RENTAL CENTER, INC										143.00
011900	100-664311	000000	01/17/24	M24570	13-1503	ANNUAL PEST CONTROL	1	N	01-2024	110.00
011900	100-664312	000000	01/17/24	M24570	13-1503	ANNUAL PEST CONTROL	1	N	01-2024	110.00
**SUB-TOTAL: HAYDEN PEST CONTROL, LLC										220.00
012935	100-651310	000000	01/17/24	000000	12/30/23	DECEMBER PAYROLL/TAX TABLE/OTHER	1	N	01-2024	690.00
**SUB-TOTAL: i2m										690.00
013740	100-663310	000000	01/17/24	000000	0870959	MONTHLY WATER	1	N	01-2024	26.86
**SUB-TOTAL: IDAHO ICE										26.86
015080	100-616300	000000	01/11/24	000000	165	OT SERVICES	1	N	01-2024	3,847.50
**SUB-TOTAL: JACLYN CHAVEZ										3,847.50

(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
016820	100-681425	000000	01/17/24	T24597	018P29653	BATTERY	1	N	01-2024	444.48
	**SUB-TOTAL: KENWORTH SALES CO									444.48
019360	290-710412	000000	01/17/24	F24026	135344845	MILK	1	N	01-2024	280.53
019360	290-710412	000000	01/17/24	F24026	135344576	MILK	1	N	01-2024	412.80
	**SUB-TOTAL: MEADOW GOLD DAIRIES, INC.									693.33
019731	100-664310	000000	01/17/24	M24590	106404058	REPAIR OF COOLER	1	N	01-2024	548.86
019731	100-663310	000000	01/17/24	M24456	104578049	BUS SHOP PROPANE HEATER SERVICE	1	N	01-2024	598.09
019731	100-664312	000000	01/17/24	M24565	106226731	HVAC REPAIRS	1	N	01-2024	955.50
019731	100-664311	000000	01/17/24	M24456	104582495	REPAIR COPPER LINE COOLING TOWER	1	N	01-2024	558.71
019731	100-664311	000000	01/17/24	M24424	103946121	CHECK BOILER	1	N	01-2024	546.25
	**SUB-TOTAL: MIKE'S MECHANICAL SERVICE LLC									3,207.41
019880	100-681311	000000	01/17/24	T24019	328799	FMCSA CLEARINGHOUSE QUERY (8) AND	1	N	01-2024	346.00
	**SUB-TOTAL: MINERT & ASSOCIATES, INC.									346.00
020200	100-681424	000000	01/17/24	T24616	8-573884	DEF FLUID	1	N	01-2024	389.70
	**SUB-TOTAL: MOTION AUTO SUPPLY									389.70
021340	100-681319	000000	01/17/24	000000	00285-000	SEWER-BUS BARN	1	N	01-2024	86.00
021340	100-661330	000000	01/17/24	000000	00282-000	SEWER-ES	1	N	01-2024	731.00
	**SUB-TOTAL: NEZ PERCE TRIBE -UTILITIES DIV									817.00
021600	243-515412	000000	01/17/24	000000	39558332	WELDING GAS	1	N	01-2024	101.68
	**SUB-TOTAL: NORCO, INC									101.68
021720	100-521300	000000	01/17/24	000000	DECEMBER 2023	EDUCATIONAL SERVICES	1	N	01-2024	2,035.00
	**SUB-TOTAL: NORTHWEST CHILDREN'S HOME, INC									2,035.00
021940	100-681410	000000	01/17/24	T24591	2622-485068	BUS CHARGER	1	N	01-2024	17.99
	**SUB-TOTAL: O'RIELLY AUTOMOTIVE, INC.									17.99
024900	100-512322	000000	01/17/24	000000	107904486	COPIER RENTAL ES	1	N	01-2024	255.63
024900	100-632322	000000	01/17/24	000000	107904486	COPIER RENTAL DO	1	N	01-2024	255.64
024900	100-515321	000000	01/17/24	000000	107904486	COPIER RENTAL MS/HS	1	N	01-2024	255.64
024900	100-512322	000000	01/17/24	000000	107904486	COPIES ES	1	N	01-2024	360.42
024900	100-632322	000000	01/17/24	000000	107904486	COPIES B/W DO	1	N	01-2024	24.67
024900	100-632322	000000	01/17/24	000000	107904486	COPIES COLOR DO	1	N	01-2024	87.96
024900	100-515321	000000	01/17/24	000000	107904486	COPIES MS/HS	1	N	01-2024	179.68
	**SUB-TOTAL: RICOH USA, INC.									1,419.64
025180	100-664312	000000	01/17/24	M24571	45811805	KITCHEN DRAIN	1	N	01-2024	900.00
	**SUB-TOTAL: ROTO ROOTER SEWER SERVICE									900.00
028480	100-664311	000000	01/17/24	000000	34895	WATER ANALYSIS AND TREATMENT	1	N	01-2024	240.00
	**SUB-TOTAL: SWATCO									240.00
028520	290-710411	000000	01/10/24	F24028	221700895	FOOD	1	N	01-2024	568.61
028520	290-710411	000000	01/10/24	F24028	221700894	FOOD	1	N	01-2024	571.88
028520	290-710411	000000	01/10/24	F24028	221707245	FOOD	1	N	01-2024	1,158.61
028520	290-710411	000000	01/10/24	F24029	221707246	FOOD	1	N	01-2024	533.30
028520	290-710411	000000	01/10/24	F24028	221707247	FOOD	1	N	01-2024	845.34
	**SUB-TOTAL: SYSCO FOOD SERVICE, INC.									3,677.74
030680	290-710411	000000	01/17/24	F24030	4358519	FOOD	1	N	01-2024	1,688.07
030680	290-710410	000000	01/17/24	F24030	4358519	NON FOOD	1	N	01-2024	88.40
030680	290-710411	000000	01/17/24	F24030	4358520	FOOD	1	N	01-2024	2,347.38
030680	290-710411	000000	01/17/24	F24030	4207536	FOOD	1	N	01-2024	2,188.92
030680	290-710411	000000	01/17/24	F24030	4207537	FOOD	1	N	01-2024	2,175.05
030680	290-710410	000000	01/17/24	F24030	4207537	NON FOOD	1	N	01-2024	256.45
	**SUB-TOTAL: USF - SPOKANE									8,744.27
030800	100-681420	000000	01/17/24	000000	DECEMBER 2023	DIESEL FUEL 638.946 GALS	1	N	01-2024	2,673.35
030800	100-683410	000000	01/17/24	000000	DECEMBER 2023	FORD 21.722 GALS	1	N	01-2024	79.27
030800	100-515412	000000	01/17/24	000000	DECEMBER 2023	SUBARU DRIVERS ED	1	N	01-2024	84.00
030800	100-663410	000000	01/17/24	000000	DECEMBER 2023	SUBARU	1	N	01-2024	4.42
030800	100-681420	000000	01/17/24	000000	DECEMBER 2023	BUS FUEL 42.289 GALS	1	N	01-2024	154.31
	**SUB-TOTAL: VALLEY GAS									2,995.35
031200	100-632310	000000	01/17/24	000000	6003922	MONTHLY COMPLIANCE FEE	1	N	01-2024	50.00
	**SUB-TOTAL: WAGeworks									50.00
031340	100-661410	000000	01/17/24	M24595	514464	PAPER TOWELS	1	N	01-2024	2,674.10
031340	100-661410	000000	01/17/24	M24573	514424	FLOOR SCRUBBER REPAIRS	1	N	01-2024	145.31
031340	100-661410	000000	01/17/24	M24569	513941	PAPER TOWELS	1	N	01-2024	2,292.80
	**SUB-TOTAL: WALTER E. NELSON									5,112.21
031680	100-681425	000000	01/17/24	T24555	0087185	THERMOSTATS AND TRANSMISSION FILT	1	N	01-2024	206.20
031680	100-681425	000000	01/17/24	T24598	00872-IN	TRANSMISSION FILTERS	1	N	01-2024	106.00
031680	100-681425	000000	01/17/24	T24606	0087478	BRAKE PADS AND ROTORS	1	N	01-2024	1,471.56
	**SUB-TOTAL: WESTERN MOUNTAIN BUS SALES									1,783.76
031692	100-515322	000000	01/17/24	000000	13778	SHRED CART	1	N	01-2024	17.00
	**SUB-TOTAL: WESTERN RECYCLERS									17.00
031840	100-661410	000000	01/17/24	M24611	CAMP CABIN HOME	REIMB. PROPANE AND FUEL GYM FLOOR	1	N	01-2024	10.51
031840	100-661410	000000	01/17/24	M24611	NEZ PERCE EXPRESS	REIMB. PROPANE AND FUEL GYM FLOOR	1	N	01-2024	20.00
	**SUB-TOTAL: WILLIAM BENTHAM									30.51
	***GRAND TOTAL - VENDOR COUNT: 40									68,841.95

(Rprt: 01 - MAIN; Dates: 00/00/00-01/31/24; PRINT: 01/11/24 1:23:22 PM)

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ASSOCIATED STUDENT BODY FUND				
238-111100	CASH IN BANK-- ASB	76,499.65	3,701.36	80,201.01
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
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	TOTAL STUDENT BODY ASSETS	109,713.32	3,701.36	113,414.68
		=====	=====	=====
STUDENT BODY FUNDS				
238-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
238-218350	SALES TAX PAYABLE	608.06CR	246.44	361.62CR
238-223100	HIGH SCHOOL STUDENT BODY	10,586.61CR	1,031.39CR	11,618.00CR
238-223107	MIDDLE SCHOOL STUDENT BODY	1,497.87CR	181.67CR	1,679.54CR
238-223110	AT RISK FUND	540.10CR	0.00	540.10CR
238-223125	CONCESSIONS	2,379.71CR	341.77	2,037.94CR
ATHLETIC FUNDS				
238-223200	GENERAL ATHLETIC FUND	18,103.01CR	51.00	18,052.01CR
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	4,065.54CR	2,046.22CR	6,111.76CR
238-223221	GIRLS BASKETBALL FUNDRAISERS	3,746.47CR	0.00	3,746.47CR
238-223230	BOYS BASKETBALL	12,131.33CR	296.82CR	12,428.15CR
238-223231	BOYS BASKETBALL FUNDRAISERS	0.00	0.00	0.00
238-223240	TRACK	254.34CR	60.00	194.34CR
238-223250	CHEER	7,194.66CR	404.79CR	7,599.45CR
238-223260	SOFTBALL	380.03CR	11.00CR	391.03CR
238-223261	SOFTBALL FUNDRAISERS	107.86CR	0.00	107.86CR
238-223270	BASEBALL	66.00CR	11.00CR	77.00CR
238-223271	BASEBALL FUNDRAISERS	453.21CR	0.00	453.21CR
238-223280	GOLF	0.00	0.00	0.00
238-223285	WRESTLING	870.37	530.00	1,400.37
238-223286	WRESTLING FUNDRAISERS	4,774.44CR	0.00	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	4,878.63CR	0.00	4,878.63CR
238-223404	CLASS OF 2025	654.09CR	73.03CR	727.12CR
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	152.19	5,808.29CR
238-223533	BOOSTER CLUB	576.10CR	0.00	576.10CR
238-223534	HONOR SOCIETY	396.10CR	0.00	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	309.41CR	1,026.84CR	1,336.25CR
238-223900	DUE TO STUDENT GROUPS	0.00	0.00	0.00
238-320200	FUND BALANCE	11,480.77CR	0.00	11,480.77CR
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	TOTAL LIABILITIES & FUND BALANCE	128,663.14CR	3,701.36CR	132,364.50CR
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REFR#	DESCRIPTION	AMOUNT	DATE
120123	LGIP	12,852.32CR	12/01/23
241066	MIKE'S 2X PAYMENT	293.00CR	12/06/23
241067	LGIP	650,000.00CR	12/11/23
241068	VOC REHAB SUMMER SCHOOL	46,496.05CR	12/01/23
241069	FFVP	2,127.59CR	12/01/23
241070	STATE MAINTENANCE MATCH	41,696.00CR	12/08/23
241071	LITERACY	50,995.00CR	12/11/23
241072	CTE FUNDING - ALL	31,892.00CR	12/13/23
241073	NEZ PERCE	3,963.86CR	12/13/23
241074	10 BAGS ICE MELT	265.00CR	12/14/23
241075	LUNCH	30.00CR	12/15/23
241076	VI	152,713.61CR	12/21/23
241077	REMEDIATION	11,075.00CR	12/14/23
241078	NSLP	41,404.71CR	12/14/23
241079	SNACK	4,194.68CR	12/20/23
241080	IV	121,381.00CR	12/26/23
241081	MEDICAID	18,889.69CR	12/29/23
241083	LUNCH	14.10CR	12/31/23
244060	LUNCH	1,003.40CR	12/15/23
***	TOTAL	1,191,287.01CR	

REFR#	VENDOR	AMOUNT	DATE	DESCRIPTION
031403	KRYSTLE STAMPER	500.00	12/01/23	PAYROLL ADVANCE
031404	TESSIE MCCULLEY	200.00	12/04/23	PAYROLL ADVANCE
031405	BRANDON VONK	50.00	12/04/23	PAYROLL ADVANCE
031422*	ABSOLUTE MACHINING SOLUTIONS	300.00	12/18/23	FORKLIFT
031423	AMAZON CAPITAL SERVICES, INC.	8,582.90	12/18/23	LIBRARY BOOKS
031424	AMERIGAS-LEWISTON	7,447.15	12/18/23	PROPANE 2.529 GALS ES
031425	ASSETWORKS RISK MANAGEMENT	1,473.09	12/18/23	ADMIN FEE
031426	AVISTA UTILITIES	12,872.14	12/18/23	ELECTRIC - E.S.
031427	BEAU WOODFORD	148.55	12/18/23	REIMB. ASP SUPPLIES
031428	BLUE MOUNTIAN ELECTRIC	8,094.50	12/18/23	LIGHT REPAIR IN WEIGHT ROOM
031429	BPA HEALTH	261.45	12/18/23	EAP 1 TO 4 VISITS
031430	BRIGHT ARROW Technologies, Inc	1,593.75	12/18/23	BRIGHT ARROW POWERSCHOOL CUSTOMIZATION
031431	BSN SPORTS	3,330.52	12/18/23	WRESTLING UNIFORMS
031432	BUILDING BLOCKS PEDIATRIC THERAPY	1,740.00	12/18/23	PHYSICAL THERAPY
031433	CAPITAL ONE	696.86	12/18/23	NATIVE ARTS SUPPLIES
031434	CENTURYLINK	570.51	12/18/23	HS FAX LINE
031435	CITY OF LAPWAI	5,086.93	12/18/23	W/S-STORAGE TECH
031436	COSTCO	1,899.84	12/18/23	BASKET WEAVING SUPPLIES
031437	CULDESAC JT SCHOOL DIST 342	137.55	12/18/23	MILEAGE REIMB. LAPWAI TO NCH
031438	DONALDS RESTAURANT	55.75	12/18/23	SCHOOL BOARD DINNER
031439	EMERSON WHITE	300.00	12/18/23	CELL PHONE JULY-DEC
031440	ENA SERVICES LLC	3,937.93	12/18/23	SMARTVOICE DO
031441	FIRST BOOK	189.57	12/18/23	LIBRARY BOOKS
031442	HAHN RENTAL CENTER, INC	143.00	12/18/23	HANDICAP RESTROOM
031443	HAMPTON INN - BOISE-DOWNTOWN	984.00	12/18/23	LODGING AND PARKING D.AIKEN 11/15-11/17 BOISE
031444	HIGHLAND JOINT SCHOOL DISTRICT #305	6,859.84	12/18/23	BUSINESS SERVICES-BOARD CLERK
031445	HOME DEPOT CREDIT SERVICES	1,067.10	12/18/23	CUSTODIAL AND MAINTENANCE SUPPLIES
031446	IDAHO ICE	15.71	12/18/23	MONTHLY WATER
031447	INLAND FASTNER INC	62.08	12/18/23	BOLTS
031448	JACLYN CHAVEZ	4,950.00	12/18/23	OT SERVICES
031449	KAMIAH GRANTS & ASSOCIATES	1,644.03	12/18/23	SABG PROGRAM DIRECTOR GRANT ADMINSTRATOR
031450	KCDA PURCHASING COOPERATIVE	223.37	12/18/23	KITCHEN SUPPLIES
031451	LAPWAI STUDENT BODY	1,350.00	12/18/23	REIMB. HS GBB HOODIES & UNIFORMS/M. BISBEE
031452	LES SCHWAB TIRE CENTER	1,252.83	12/18/23	TRAILER WHEEL
031453	LEWIS CLARK STATE COLLEGE	495.00	12/18/23	ADVANCE OPP. COURSES
031454	LEWISTON TRIBUNE	228.01	12/18/23	TRUSTEE VACANCY AD
031455	MATTHEW LATTUADA	59.00	12/18/23	REIM. CDL AND PERMIT
031456	MEADOW GOLD DAIRIES, INC.	1,721.95	12/18/23	MILK
031457	MIKE'S MECHANICAL SERVICE LLC	2,585.49	12/18/23	SERVICE ROOM 351 RTU
031458	MICHAEL W. SEEVERS	2,100.00	12/18/23	ANNUAL BUS INSPECTION AND SERVICE REPAIRS
031459	MINERT & ASSOCIATES, INC.	211.00	12/18/23	DOT DRUG TEST AND COLLECTION FEE
031460	NEZ PERCE TRIBE	303.00	12/18/23	INTERNET AND IP SERVICES
031461	NEZ PERCE TRIBE -UTILITIES DIV	1,634.00	12/18/23	SEWER-BUS BARN
031462	NORCO, INC	98.40	12/18/23	WELDING GAS
031463	NORTHWEST CHILDREN'S HOME, INC	3,145.00	12/18/23	EDUCATIONAL SERVICES
031464	NORTHWEST DISTRIBUTION SERVICE	310.80	12/18/23	FOOD- COMMODITIES
031465	PITNEY BOWES	192.30	12/18/23	QUARTERLY RENTAL
031466	PITNEY BOWES INC RESERVE ACCOUNT	1,500.00	12/18/23	POSTAGE METER DO
031467	RICOH USA, INC.	1,559.91	12/18/23	COPIER RENTAL ES
031468	ROGERS SUBARU	917.56	12/18/23	REPLACE PURGE VALVE
031469	ROTO ROOTER SEWER SERVICE	245.00	12/18/23	KITCHEN FLOOR DRAIN REPAIRS
031470	SEIDEL MUSIC	865.00	12/18/23	INSTRUMENT CLEANING AND REPAIR
031471	SNOWY HOLLOW, INC	125.82	12/18/23	PIZZA - CRC PLC
031472	SOCIAL STUDIES SCHOOL SERVICE	1,394.01	12/18/23	NPT GRANT H. SELSTAD SOCIAL STUDIES
031473	SWATCO	240.00	12/18/23	WATER ANALYSIS AND TREATMENT
031474	SYSCO FOOD SERVICE, INC.	1,492.70	12/18/23	CREDIT
031475	THE HOME DEPOT PRO	5,435.20	12/18/23	JUMBO TOILET PAPER
031476	THE PENCIL STORE	312.30	12/18/23	PBIS INCENTIVES
031477	URM STORES, INC.	20.58	12/18/23	KITCHEN SUPPLIES
031478	USF - SPOKANE	15,484.69	12/18/23	FOOD
031479	VALLEY APPLIED BEHAVIOR ANALYSIS, LLC	6,687.50	12/18/23	FUNCTIONAL BEHAVIOR
031480	VALLEY GAS	2,818.74	12/18/23	FORD F-150 47.655 GALS
031481	WAGeworks	175.00	12/18/23	MONTHLY COMPLIANCE AND FSA FEE
031482	WARPATH TRIBAL CORP.	250.00	12/18/23	NATIVE ARTS SUPPLIES
031483	WELLS FARGO BANK	4,232.19	12/18/23	CREDIT/RETURN BINDERS
031484	WESTERN RECYCLERS	52.00	12/18/23	SHRED CART FEE
031485	YOUSCIENCE	6,600.00	12/18/23	BRIGHTPATH CAREER SMALL SCHOOL
031486	STAPLES	15,078.41	12/18/23	GOOGLE CHROME OS MANAGEMENT LICENSE
244056*	STANDARD INSURANCE COMPANY	920.00	12/15/23	STANDARD INSURANCE - 122023
244057	AFLAC	2,323.78	12/15/23	AFLAC INSURANCE - 122023
244058	VOYA FINANCIAL	200.00	12/15/23	VOYA FINANCIAL 403-B PLA - 122023
244059	IDEAL COLLEGE SAVINGS PROGRAM	1,325.00	12/15/23	IDEAL College Savings Pr - 122023
244060	LAPWAI SCHOOL LUNCH PROGRAM	1,003.40	12/15/23	FOOD SERVICE CHARGES - 122023
244061	INTERNAL REVENUE SERVICE	121,323.04	12/15/23	FICA - ER - 122023
244062	IDAHO STATE TAX COMMISSION	14,140.00	12/15/23	STATE WITHHOLDING - 122023
244063	STATE INSURANCE FUND	0.00	12/15/23	WORK COMP - 122023
244064	PUBLIC EMPLOYEE RETIREMENT SYS	102,027.50	12/15/23	PERSI - ER - 122023
244065	REGENCE	68,669.10	12/15/23	HEALTH - 122023
244066	DELTA DENTAL	3,425.74	12/15/23	DENTAL - 122023
*** TOTAL		471,949.07		



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

To: Board of Trustees
From: Teri Wagner
Date: January 11, 2024
RE: January Board Back-Up

Building Documents Attached

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

Professional Learning Topics

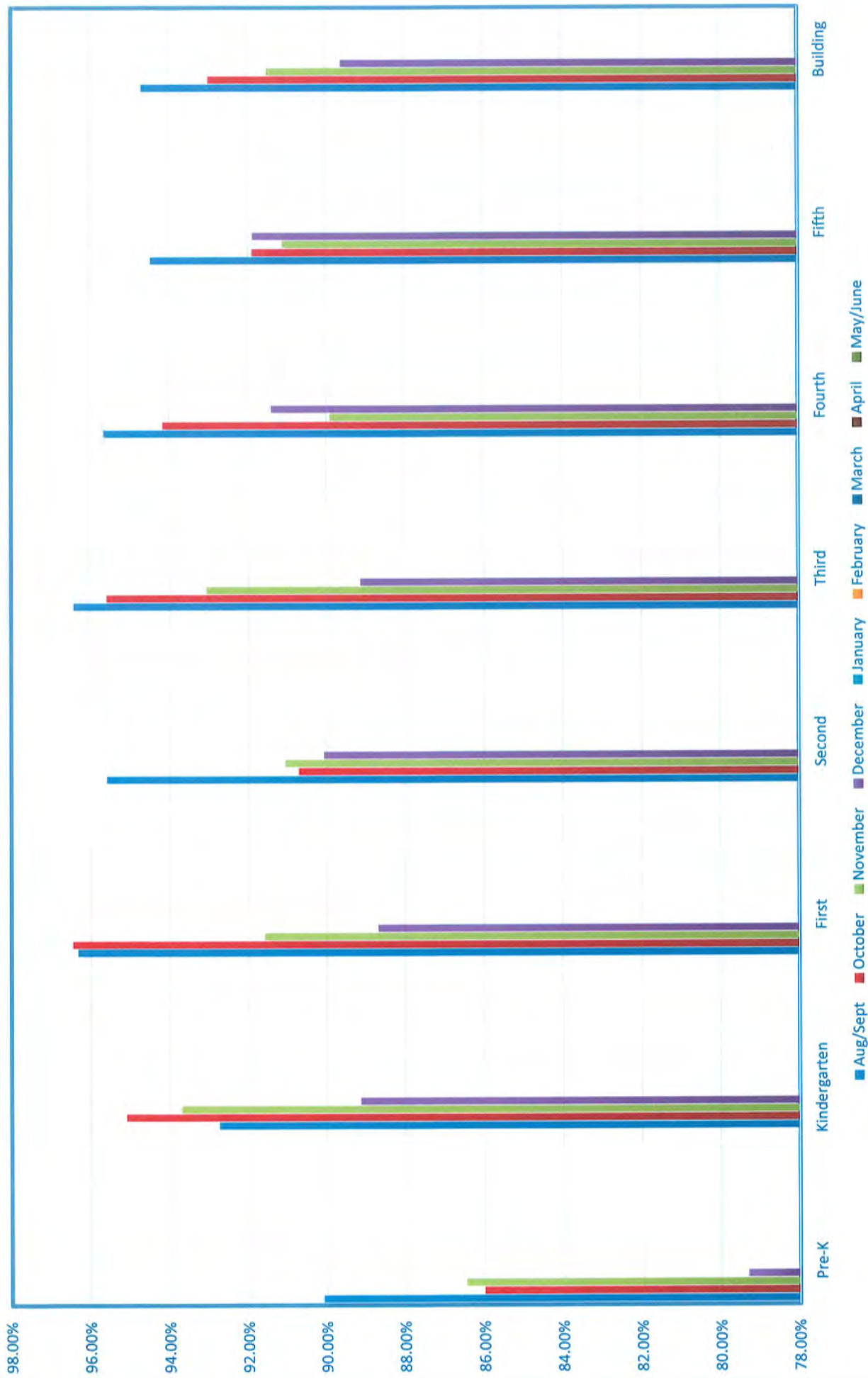
- Health and Safety
- Empowering Professional Learning Teams
- ECRI Intervention Training and Implementation
- *i-Ready* Math Implementation
- Benchmark Assessments Data Analysis
- Diagnostic Testing
- Intervention Collaboration, Planning, Goal Setting, and Implementation

Family/Community Involvement

- Student Success Assembles – January 5
- NMP Health Dental Clinic-January 9
- Kindergarten and 1st Grade Student Performance at B-Ball Game-January 25
- Winter Music Concert-February 1

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

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



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	1/2	1/8
Arthur	w			w		o					w		w	d,c,c	w	
Baldwin	w		w							o			w	d,c,c	w	
Beckman	w	o	w	o	o		d,c,c			w	w		w	w		o
Blyleven	w		w	o			o	d,c,c			w		w	w		w
Calkins	w	o	w	o			o		d,c,c	o			w	w	o	c
Hays	w		w	w		o	o		d,c,c	w	w		w	w		w
Hillman	w	o	w		o		o				w		d,c,c		o	
McKarcher	w		w	w	o	o	o				w		d,c,c	c	w	w
Melton	w		w	w			w		w							w
Paris	w	o	w							o		d,c,c	c	w	w	
Rabaiotti	w	o	w	o	o	o	o			w		d,c,c		w		c
Raml	w		w			w			w					w		w
Shaffer	w		w				o						o	w		w
Silger	w	o	w	w		w	d,c,c			w			w	w		o
Stamper	w		w	w		w				d,c,c			w	w		w
Woodford	w		w		o		o	d,c,c			w		w	w	w	

o = observation with feedback

c = conference

w = walkthrough

d = documented observation

e = formal observation

Professional Learning Agenda
Classroom Teachers
January 5, 2023

Faculty Meeting Announcements

- Teacher Evaluation (Domains 1 and 4)
- Safety Concerns
- Parent Contacts
- Injury-Workman's Compensation
- Dental
- Benchmark Assessments
- Intervention/Teacher Collaboration Next Friday
- Good of the Group

Using Data to Inform Instruction in *i-Ready Mathematics*

- ❖ **Learning Intention 1 (page 62):** I am learning to analyze and interpret data results from i-Ready Diagnostic 2 for my *class*
Success Criteria: I can identify and share strengths in my practice with my colleagues
- ❖ **Learning Intention 2 (page 63):** I am learning to analyze and interpret data results from i-Ready Diagnostic 2 for my *students*
Success Criteria: I can identify and share strengths in my practice with my colleagues
- ❖ **Learning Intention 3 (page 64-65):** I am learning to use the Prerequisites Report (items A-K)
Success Criteria: I can share my knowledge and experience of the Prerequisites Report and/or seek information and instruction from colleagues with knowledge and experience.

Professional Collaboration Schedule DRAFT

January 12, 2024

1:25-1:45	Faculty Meeting-Beau's Room Fluency Flight Instruction/Demonstration		
1:45-2:15	<u>Kathie</u> , Kim, Livie, Montoya, Jaylie, Bahi	<u>Sasha</u> Rhea	
2:15-2:45	<u>Melissa</u> , Livie, Jaylie	<u>Cassie</u> , Montoya, Rhea	<u>Colleen</u> , Delaney, Sasha
2:45-3:15		<u>Kelly</u> , <u>Natasha</u> , Montoya, Rhea, Livie	<u>Becca</u> , Nate, Beau <u>Colleen</u> , Kathie, Kim
3:15-3:30		Colleen, Sasha	<u>Becca</u> , Kelly, Natasha

Intervention Groups and Individual Interventions

If student is not making progress:

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

Professional Learning Agenda

Classroom Teachers

January 5, 2023

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Enrollment Summary: Federal Ethnicity and Race Report

View:

Federal Ethnicity and Race

Students:

☐ All Active Enrollments

☒ Current Selection

Date:

01/11/2024

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	12 M 8 /F 4	8 M 5 /F 3	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	4 M 3 /F 1	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0
0	43 M 23 /F 20	38 M 21 /F 17	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	4 M 1 /F 3	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	40 M 24 /F 16	29 M 19 /F 10	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	4 M 2 /F 2	3 M 1 /F 2	4 M 2 /F 2	0 M 0 /F 0
Total	251 M 135 /F 116	193 M 110 /F 83	0 M 0 /F 0	2 M 1 /F 1	1 M 0 /F 1	18 M 10 /F 8	23 M 6 /F 17	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

December 31, 2023

Date		Checks	Deposits	Balance
	Beginning Balance			
12/1/23	\$12,781.99			
12/26/23	3828	88.98		
12/31/23	Ending Balance			\$12,693.01

Analyzed Business Checking - PF

Account number: 801013418 ■ December 1, 2023 - December 31, 2023 ■ Page 1 of 1



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

Questions?

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

Online: [wellsfargo.com](https://www.wellsfargo.com)

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

Account summary

Analyzed Business Checking - PF

<i>Account number</i>	<i>Beginning balance</i>	<i>Total credits</i>	<i>Total debits</i>	<i>Ending balance</i>
801013418	\$12,781.99	\$0.00	-\$88.98	\$12,693.01

Debits

Checks paid

<i>Number</i>	<i>Amount</i>	<i>Date</i>
3828	88.98	12/26

\$88.98 Total checks paid

\$88.98 Total debits

Daily ledger balance summary

<i>Date</i>	<i>Balance</i>	<i>Date</i>	<i>Balance</i>
11/30	12,781.99	12/26	12,693.01

Average daily ledger balance \$12,764.76



LAPWAI SCHOOL DISTRICT Special Forces Team

Board Back-Up
January 2024

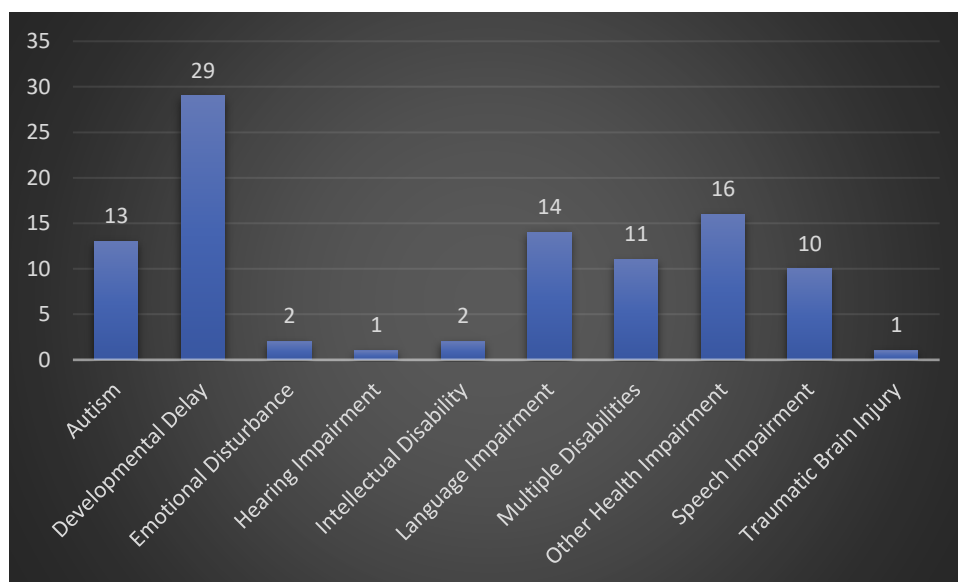
As educators and advocates, we hold a fundamental belief in the unlimited potential of our special education students. Every child brings to the table a unique mix of strengths, talents, and interests, and it's our duty to nurture these attributes throughout their educational journey. We are dedicated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

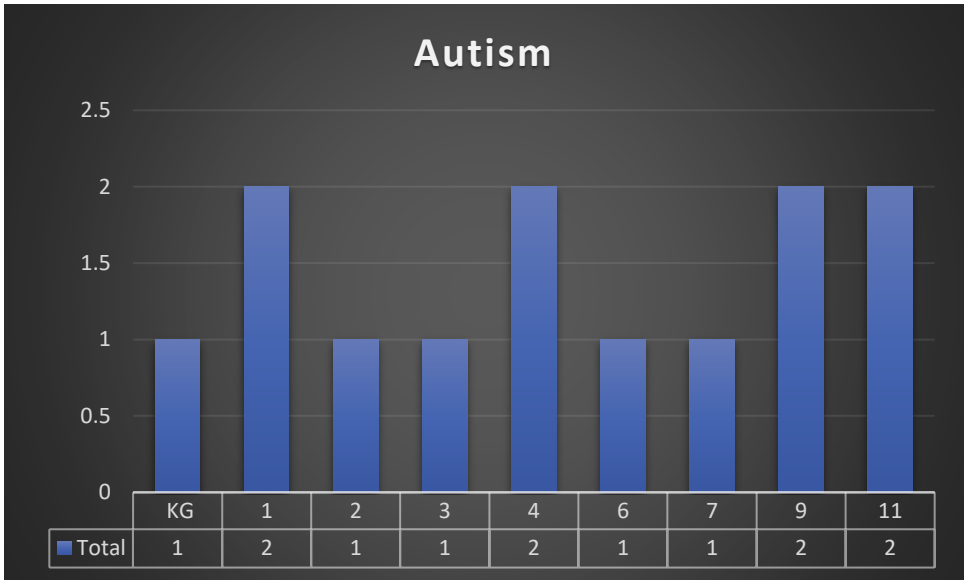
Lori Ravét, Special Education Director, Lapwai School District

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 99 students, which constitutes 20% of our total student body. We have increased from 96 students to 99 students this month. The increase is due to three students at Head Start qualifying for services in the area of Developmental Delay. The table that follows details the main disability categories for which our students are receiving special education support.

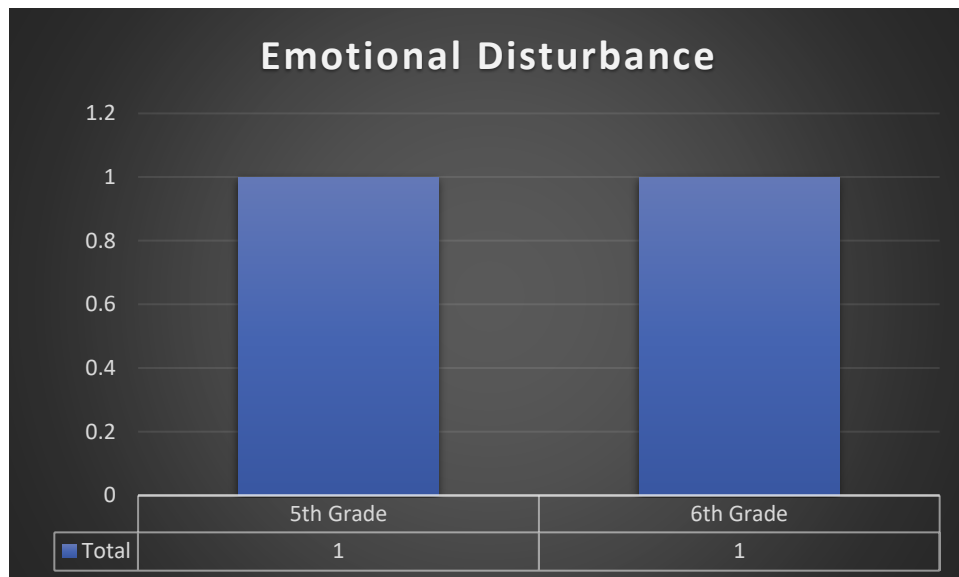


Under IDEA, there are 13 categories of disabilities. The following is a brief description of each and the number of students our Special Education Program serves in each category:

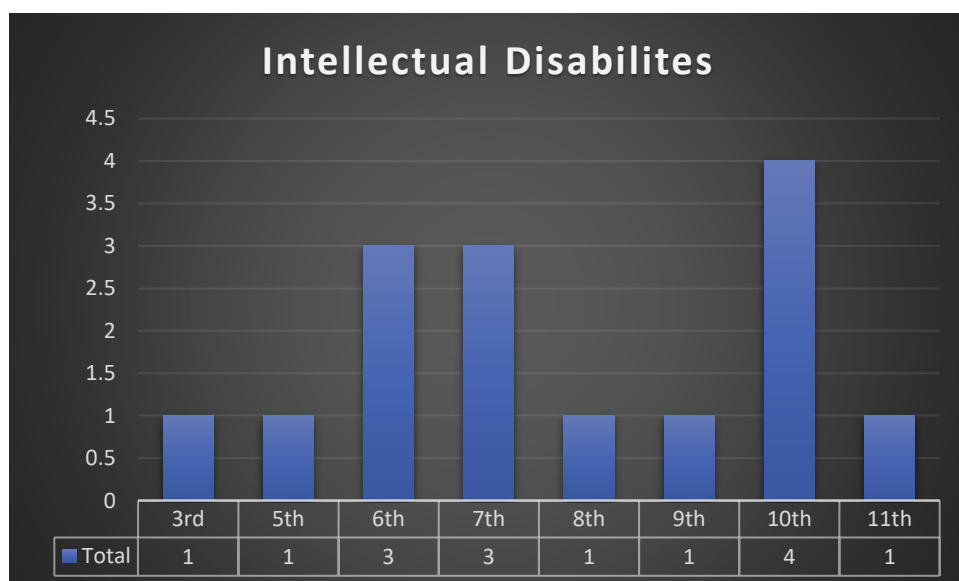
- 1. Autism: This encompasses a range of conditions characterized by challenges with social skills, repetitive behaviors, and communication difficulties. At present, the Lapwai Special Education Program is supporting 13 students classified under the primary category of Autism, accounting for 3% of the 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.

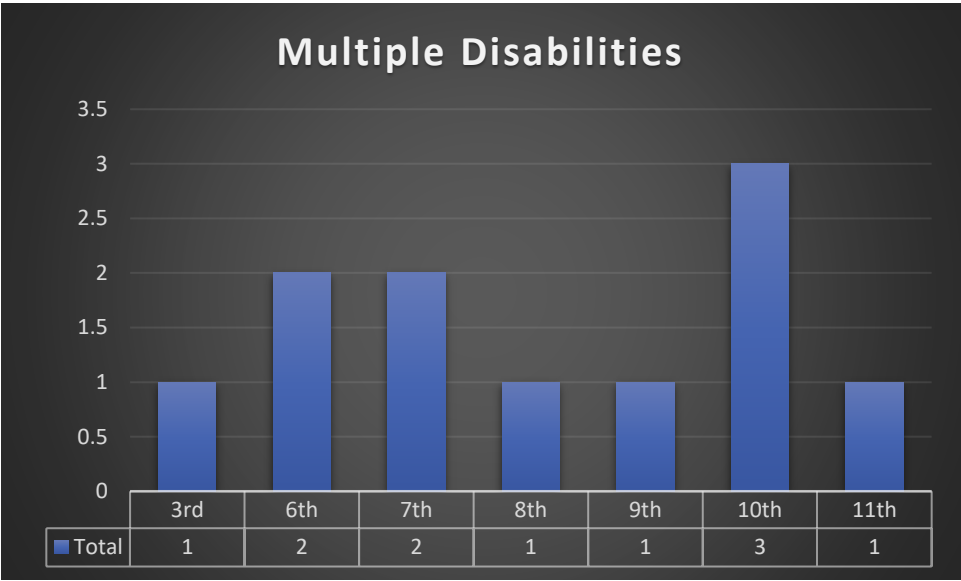


5. **Hearing Impairment:** This involves permanent or fluctuating impairment in hearing, but isn't as severe as deafness. Within the Lapwai School District, we presently provide specialized services for a single student in the 12th grade with a primary classification of Hearing Impairment. It's crucial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

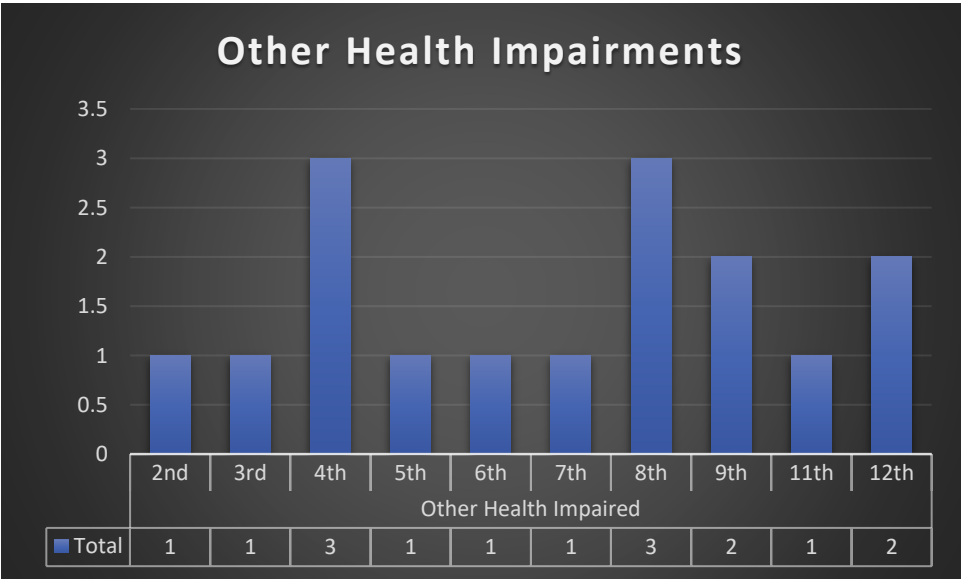


7. **Multiple Disabilities:** This means concurrent impairments (e.g., intellectual disability and blindness), the combination of which results in educational needs that can't be met by addressing just one of the impairments.

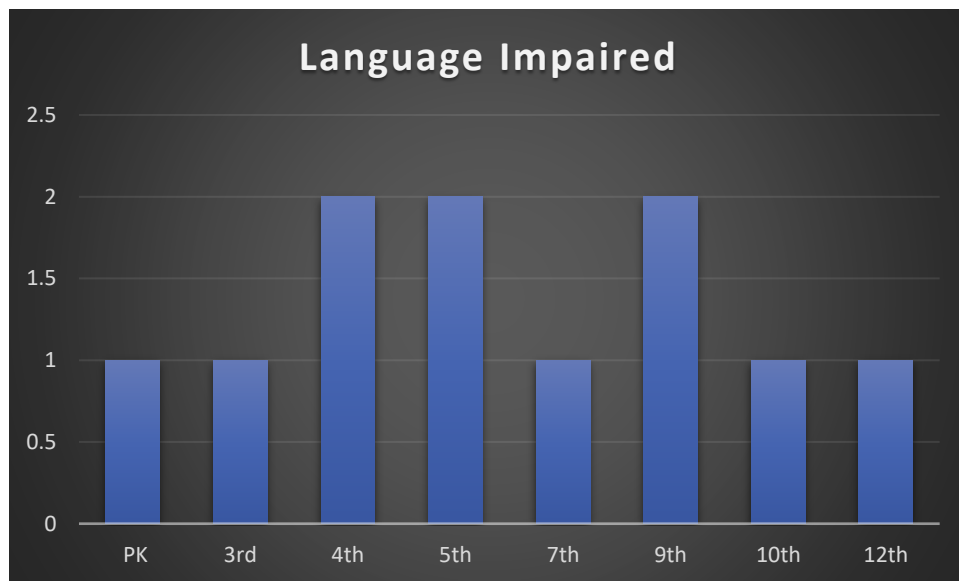
Among the students within the Lapwai Special Education program, 11 of them (comprising 2% of the student body) are categorized as having Multiple Disabilities, with the most common pairing being an Intellectual Disability and Language Impairment. The table provided below details the grades where these students are served.



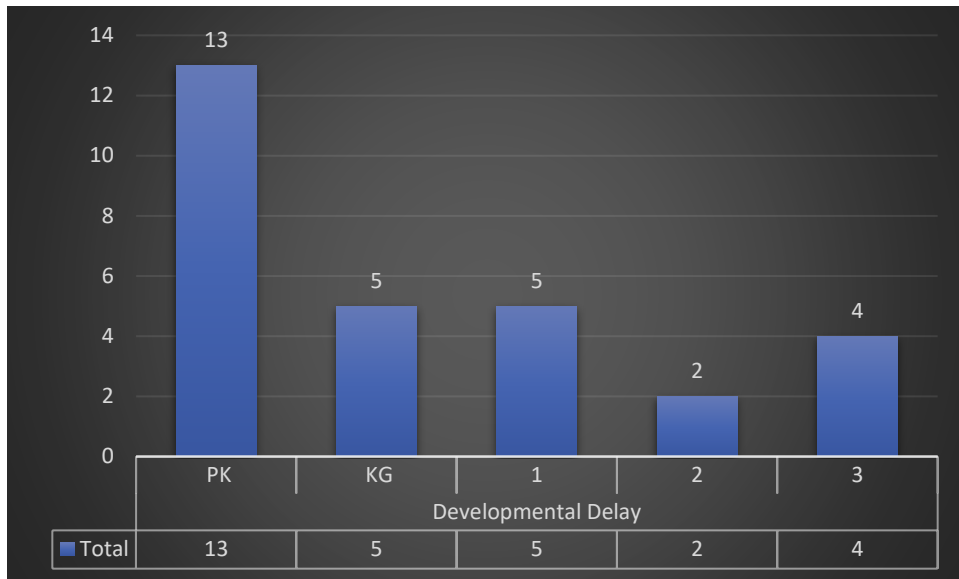
8. Orthopedic Impairment: Severe orthopedic impairments that adversely affect educational performance. This might be caused by congenital anomalies, diseases, or other causes (e.g., cerebral palsy). As of now, the Lapwai School District does not have students in this particular category.
9. Other Health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



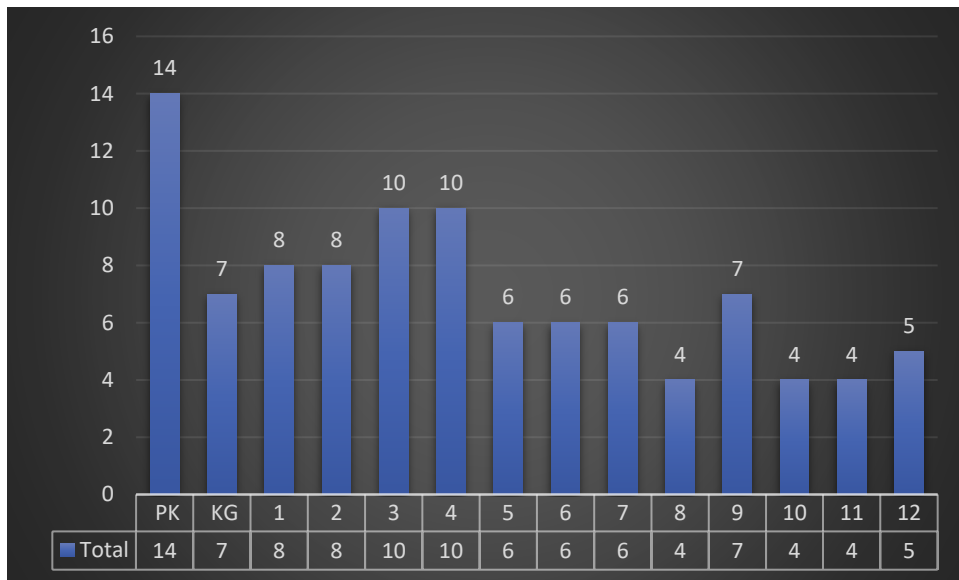
10. **Specific Learning Disability:** This includes disorders in understanding or using language, spoken or written, which can manifest in difficulties in listening, speaking, reading, writing, or mathematical abilities. Currently, the Lapwai School District does not serve students within this specific 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 29 students, representing 6% 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 Being Celebrated	What did you observe that you would like our team to celebrate?
Amy Alvarado	She was doing the most with the Taco Tuesday set ups! <3 Here' early in the morning before school cooking and getting everything ready! Had my mouth watering all morning! Her commitment to a project that serves to provide for some of our kiddos who would otherwise go without has not gone unnoticed.
Andy Rosch	Andy always has a smile and quick positive interaction to share whenever I see him around the school. He is continuously celebrating others & finding the bright spots in each day. Thanks for all the daily cheer!!
Georgia Sobotta and Amy Alvarado	Georgia and Amy supported Weetulu Nish and Sicily Treetop's senior project by purchasing the supplies, advertising the event, and making the Tacos (way to go Amy) for their Giving Tree Project. This project provides Christmas presents for our students and families who could benefit from an uplifting gift. These ladies truly have servant's hearts! I also want to give a shout-out to their team members who supported their students while they shifted their attention to this activity.
Aaron Osborn	Tuesday night, Aaron held the ASP bus at the school until every student sat down. They had not left the parking lot even after I (last person from ASP to leave) left. I offered to ride along to support, but Aaron knew he had the skills and plan to manage the bus without an aide. Wednesday morning he reported that he stopped four more times between the school and the Pi-Nee-Waus to wait until every student was sitting safely. The safety expectation that Mr. Osborn holds students to while driving the bus is commendable. The route may take a little longer, but there is no question of what a bus full of students should look and sound like when Mr. Osborn is driving. Aaron, Thank you for keeping our students accountable and safe!
Andy Rosch and Joshua Arthur	Coach and Mr. Arthur both had sick kiddos this week and they asked me several times if I had anything for them to do to help me out. I appreciate their willingness to jump in and substitute with other Special Forces students, and give time to students in their usual classrooms that don't qualify for 1:1 behavior support. Specifically, Coach checked on a student in the bathroom, who had disappeared for far longer than normal, and Mr. Arthur took a 504 student for a break. Thanks for being team players, guys!
Amy Alvarado	Rye, Jenny, Georgia and Tania Thanks for helping support the "Giving Tree Project" by helping out with James and making accommodations for other other students so that we may assist the seniors with their project. Tania took James in the morning for a few mins, then Rye and Jenny took over. I was very blessed to have everyone's help at making this fundraiser a success. Georgia your attention to detail to have a list for me to follow was amazing. Thank you so much you guys rock!!
Rebecca Cooley, Tami Skiles, and Denise Sabo	I wanted to celebrate their helpfulness and positive attitude, while helping me learn my new position here with this wonderful team.
Jon Paisano	Thank you, Jon for working on building a relationship with Caleb in a very quiet and unobtrusive way. The boy didn't even know how to resist Jon's gentle insistence and guidance.
Denise Sabo	Denise is doing a beautiful job holding her students accountable. She is a wonderful and resilient cheerleader that hold expectation for her students. It's great to see.

Marika Renshaw	<p>I wanted to take a moment to express my deep appreciation for the exceptional way Marika handles IEP meetings. Her approach truly stands out and deserves recognition.</p> <p>Marika has a remarkable ability to manage these meetings in a way that makes parents feel genuinely listened to and understood. Her communication style is a blend of kindness and empathy, which resonates strongly with parents. It's evident that she prioritizes creating an environment where parents feel comfortable and valued. Her empathetic approach ensures that parents are not just heard, but also feel a part of the decision-making process, fostering a collaborative and supportive atmosphere.</p> <p>Additionally, Marika's efficiency and organizational skills during these meetings are exemplary. She ensures that every necessary aspect of the IEP is thoroughly discussed, maintaining compliance and clarity throughout the process. Her meticulous attention to detail and structure brings a sense of ease and confidence to the meetings, making what could be an overwhelming process feel manageable and straightforward.</p> <p>Her ability to balance compliance with warmth and understanding is a rare skill that significantly contributes to the effectiveness of the meetings. Parents leave feeling supported and confident in the plans set for their children, which is a testament to Marika's exceptional abilities.</p> <p>Thank you, Marika, for your dedication and the positive impact you make in these meetings. Your work is truly invaluable in supporting our students and their families.</p>
Georgia Sobotta and Jenny Williams	<p>I would like to extend heartfelt praise and appreciation to Georgia Sobotta and Jenny Williams for their exceptional work in organizing the Giving Tree activity. Today, their efforts culminated beautifully as a Resource Room was transformed into Santa's Workshop. It was truly heartwarming to witness them meticulously divide gifts into bags for each child on the list, ensuring that every child's holiday wishes were thoughtfully addressed.</p> <p>The dedication and care Georgia and Jenny have put into this activity are remarkable. Their acts of service go far beyond the physical act of organizing and distributing gifts; they are modeling invaluable social-emotional skills and a spirit of community service to our students. By participating in this Giving Tree activity, our students are learning about empathy, kindness, and the joy of giving. These lessons are as important as any academic instruction, teaching our students about compassion and the impact they can have on their community.</p> <p>Georgia and Jenny's efforts demonstrate the power of teamwork and the importance of giving back, showing our students that their actions, no matter how small, can make a significant difference in the lives of others. This is a powerful lesson in responsibility and altruism, integral components of holistic education and character building.</p> <p>Their initiative not only brings joy to those receiving the gifts but also enriches our school culture, fostering a sense of unity and shared purpose. I am incredibly grateful for their dedication and am proud to have such inspiring role models in our school district.</p> <p>Thank you, Georgia and Jenny, for your outstanding contribution and for positively influencing the lives of our students and the broader community. Your efforts truly embody the spirit of the season and the values we cherish in our educational community.</p>
Natasha Calkins	<p>She shows incredible patience with a difficult second grade class in her first year of teaching.</p>
Kristen Bateman and Tami Skiles	<p>These two ladies present a positive and supportive landing for staff and students first thing in the morning. Gentle greetings, a little laughter, an opportunity for connection/hugs, a smile, and building relationships are quickly accomplished as students enter the cafeteria for breakfast and staff transition into their roles, thus helping to establish our school as a safe, reliable, positive, and caring climate. Thank you!</p>

Tania Hanchett	When a colleague had to leave unexpectedly due to an emergency, Tania stepped in seamlessly, taking over responsibilities with remarkable agility and grace. Despite being faced with challenging behaviors, Tania's approach was exemplary. She not only managed these situations effectively, but did so with a smile and a positive attitude. Moreover, Tania was tasked with navigating material she was not previously familiar with, a challenge that would have been daunting for many. Impressively, she maintained her composure and demonstrated an ability to adapt quickly and effectively. Tania's actions during this period were more than just fulfilling a need; they were a demonstration of her unwavering commitment to our students and her colleagues.
Elementary Special Forces	Way to go, all of you! The hard work and patience that you all put into our kids sure showed every day. And look! We got through virtually unscathed. You guys rock and I am honored to work with you all. See you next year!
Middle High Special Forces	Mama Amy for all of her hard work and her amazingly delicious tacos! Tania for all of her support and help with organizing for the Giving Tree. Molly, Amy, Rye, James Karvehl and Kendyl for their work on purchasing the cookies and materials for the school Christmas cookie activity today. Everyone that stepped in to help with the various shifts in coverage this week. All of the staff that donated monetarily or by volunteering time. Jenny for her late night shopping and sponsoring of students. Thank you for your patience and willingness to adapt in regards to our classroom space in support of the Giving Tree. Also, for the collaboration in support of our students- competing their STAR testing, helping to complete assignments, navigating through various behavior issues. Thanks to Tracy and Lori for staying after school to help support Leo E. Thanks to Brett for helping our young men with their math classes. I say it all the time but we have an amazing team!
Kristen Bateman	Kristen helped create the list of students for the Giving Tree. Today she spent most of the day playing Santa and making deliveries to students and their families. Her SUV was stuffed!! She got a work out in!! Thank you Kristen for all that you do- your love and care for our students!!
Rebecca Cooley and Colleen Bonner, along with the rest of the elementary team	A huge thanks to Becca and Colleen for their thoughtfulness in organizing and putting together a sweet baby shower for me and my little one Thursday. Thanks also to all who attended and/or sent gifts/congrats. The amount of love and support our school team shows to each other is unlike any other school/work team I've been apart of and I am honored to be a part of it. Thank you all!!
The Special Forces Team	I am amazed at all we have accomplished this year! I feel like we work really well together. We are all open to each other and are learning from each other. I love coming to work knowing that I am not doing my work alone....everyone pitches in and supports each other. Yeah, sometimes it is challenging....but that makes the good days even better. Merry Christmas Special Forces Team! See you next year!

Middle and High School Special Forces Team	<p>Brett has been working with the students encouraging them to get to work and come out of their shell when they become overwhelmed and have the feeling of not being good enough. Rye lends a hand with all of the students in the room by encouraging them and making sure they're on task, the students may think she's being hard on them at times, but they'll appreciate the structure in the long run.</p> <p>Amy has been a great team member with her positive attitude and works awesomely with all the students in the classroom, encouraging them to be a better human being.</p> <p>Tania has a 'let's get it done attitude' that helps me as an educator to push hard for the kids.</p> <p>Georgia makes it look easy, she deals with all types of behaviors on demand, she's always ready to solve a problem at any given time and I appreciate that about her.</p> <p>Miss Molly's demeanor is so comforting and she let's the students know that and her peers, she's always willing to encourage the kids to get through their work, even when they're being lumutis towards her.</p> <p>Lori R. is truly compassionate and means what she says, I've seen her interact with all of us at different times as well as the students and she's truly intentional making it easier to get through things in tough situations or she boosts moral in neutral ones.</p> <p>Lori W. has been a great mentor to me, she makes working with the student's look easy and is always willing to step it into gear for our writing curriculum.</p> <p>Tracey has always been so kind and she illuminates that kindness with the students and a lot of times they'll leave her class with good feelings for the day.</p> <p>Bo is an awesome person all around, her smiles go a long way and she interacts in the same manner to everyone, I've heard her working with the students enjoying their company and making them feel at home with her.</p>
Lori Ravet	<p>When one of our team needed you most, you stepped up and took control. Thank you for your unwavering support. Thank you for letting us know its ok to not to be ok sometimes. Thank you for your words of encouragement. Thank you for showing us how to deal appropriately with individuals in a positive but firm manner. 2024 is going to be a great year!</p>
Special Forces Team	<p>When returning to school could be traumatic and children/staff transitioned to this setting, our whole elementary team was upbeat and positive, beginning with Kristen and Denise, followed by Andy and Jon. As our team entered the building our first of the 2024 year greetings were welcoming and accepting. Nicely done!</p>
Elizabeth Fernandez	<p>Since Mrs. E is my one on one's reading teacher, we have both been brainstorming how to support him and encourage him to work. Today she created a handwriting exercise with 5 words from ECRI and she also included 4 pictures of Pokémon that could be colored. Often times, my one on one has a hard time participating in art with his class. Today, I was able to have him practice his handwriting AND coloring during art class. It's the simple things like this that can help make my day go smoothly. Thanks for your creativity Liz!</p>
Denise Sabo	<p>I appreciate your positive and team work attitude thank you for being awesome!</p>
Rebecca Cooley	<p>My one on one was frustrated with a few math problems and having a hard time getting back into the swing of things. Mrs. Cooley helped him reset and get back on task in just minutes when she noticed he was having a hard time.</p>
Rebecca Cooley's room and all those in and out this morning	<p>My little is not here and as I sit here and do my billing and check in. I am seeing and hearing some fantastic work being done. Kids having a great experience learning at multiple levels through awesome and caring engagement. Great job everyone!!</p>
Liz White and Cassidy Ravet	<p>I would like to celebrate Liz and Cassidy I can always count on me to get me my lotus! :) It's very needed this week lol Not only do they get my lotus but they are awesome in the preschool they have so much patience with the kiddos. :)</p>
Liz White	<p>Liz has done a great job jumping right in with my usual 1:1 student as I have been stepping back to prepare for my next adventure of motherhood. I love her flexibility and ability to meet her where she is at and begin to build rapport with her. This will be a good opportunity for the student to generalize her skills and I'm glad she gets to do that with Liz.</p>
Aaron Osborn	<p>I appreciate Aaron and what he brings to our staff and students. I have known Aaron for a long time, and it's cool to see how much he cares about the community, and cares about excellence and his own learning. He welcomes feedback about himself and his skills, and he always takes what he learns to better himself. The care he shows to our students is just what they need.</p>

Elementary Special Forces Team	I just want to give a Special shout out to all of you. First week back from the Holiday Break and you all SHINED!! It was Awesome to see how you all supported the kids and each other without even missing a beat. Great Job Team!!!
Joshua Arthur., Aaron Osborn, Jon Paisano	Josh, Aaron and Jon. Thank you guys so much for being willing to jump in and help us out in our room this week with some of the extra stuff we had go on. It definitely was appreciated by all of us.
Our Special Forces Team	I want to take a moment to extend my heartfelt thanks to each one of you for the dedication and attention you put into completing your daily Check-Ins. Your feedback through these Check-Ins is invaluable to me. It allows me to understand the challenges you face, the successes you celebrate, and the support you need to continue making a difference in the lives of the students we serve. Please know that your voices are heard and your insights are deeply valued. Each Check-In you complete contributes significantly to our collective goal of providing the best possible education and care to our students. The time and effort you invest in this process do not go unnoticed. Thank you once again for your continuous efforts and for the care you show in every aspect of your work.
Mrs. Hays, Mrs. Cooley, Mrs. Sasha	I absolutely could not do it without you! Thank you for assisting me in serving my students. Each of you help me with the day by day ups and downs. Stay Awesome!
Brianna Schnuerle and Special Forces Team	Bri has been a fantastic! She has answered all my questions and has given me a wealth of knowledge concerning her 1:1. Her help has made me feel confident in that I will be able to work cooperatively with her student while she is out. I also want to recognize the Special Forces Team for making this such a positive group of people to work with. I can always count on any staff member for help or advice!
Molly Tucker	I have witnessed Molly being very helpful in the classroom, her value is unmatched as she extends assistance to others outside of our SPED students; great work, keep it up.
Colleen Bonner's Room	I had a chance to witness the interventions in action. The end of the day can be so hard to keep working as a student, but all the kids continued to work hard! I was quite impressed watching Cassidy work with a particularly difficult kiddo. The kiddo had a chance to pick out which color Skittles they wanted to work for. The student was able to earn every color Skittle. I was even willing to work on ECRI with her for a Skittle! Good job guys!
Special Forces Team	I would like to celebrate our team. Returning back from any break can be hectic. We all just jumped right in where we left off. Everyone's working together and holding kids accountable. Our input on students and what we can do to help is amazing. Keep up the great work!!
Brianna Schnuerle	It took a long time to convince Bri to join Special Forces, and over the many years that I've worked with her I've seen her work a special kind of magic with a variety of children, and we've even shared a few. She has always approached our students with positive intent, caring empathy, and high expectations. I don't think I've ever seen her react to a challenge with anything other than a calm, quiet, strong love. Your baby is so lucky to have you for a mom. We are going to miss you so much Bri. You will always be part of our Special Forces team.
Aaron Osborn	Aaron expressed a frustration for being locked out of the gym and sensory room. I can remember feeling this way before I accepted my current position. Rather than let the frustration become a problem to admire, he creatively solved the issue for himself and took on one more hat...substitute custodian. Someday I hope we have those key cards to get in the building, and soon after that it would be amazing if the gym and sensory room had key card access for Special Forces staff who are inconvenienced daily by being locked out of places they need to go. For now, I hope that everyone at Elementary knows they can always borrow my key, Tessie's, or any classroom teacher that may be walking by at the time.
Tracy Graffis	Tracy is working on coordinating a Saturday field trip to the WSU vs Arizona men's basketball game. She and her husband are sponsoring this. Hopefully we are able to make this work. This will be a wonderful experience for our students. Thank you Tracy!
Rye Hewett and Lori Williams	Rye and Lori W. have been working diligently on the Step Up to Writing curriculum. It has been a lot of extra time and effort to get a new program up and going. They have been collaborating, brainstorming and problem solving. I appreciate both of them and all of their hard work. You ladies are amazing!

Tami Skiles	She does amazing work with students! She has that relationship with them that gets them motivated to work hard! I am also glad that she keeps us in the loop of certain students to help us prepare for the day. Thank You Skiles. :)
Jon Paisano	This morning I came upon Jon and his morning student, who was sitting/laying on the stairs. Jon was waiting for his student to be ready. He wasn't pushing, coercing, or fighting; just waiting patiently. I offered a choice of going to the assembly or sitting in my office, then left. Later, I saw them multiple times while I was working on the assemblies, and they did several errands for me. Jon's student was in a significantly better mood each time I saw them. Jon, you're doing great things!
Georgia Sobotta and Rye Hewett	Georgia provided our students with a special color-coded graphic organizer for writing expository essays. The color is the key. The introductory paragraph outline has a black line for the thesis statement, a red line for paragraph 1 of the body, a blue line for paragraph 2, and a green line for paragraph 3. The students were able to expand their essays by adding details and using the color-coded system to keep their essays structured. Rye shared an AI teacher website that provided factual information for our students to use as a resource for their essays. Writing essays can be challenging and frustrating for our students, however, using the above tools helped our kids to be successful.
Lori Ravet and Julie Wittman	Thanks to the emphasis on professional development and our regular training, I want to celebrate not only Lori and Dr Wittman, but our whole Special Forces team! As a team, we are participating in the regular training offered by these two leaders. We collaborate with them regularly, and I know that collaboration turns into positive action. I am so proud of our team and impressed with the way we serve our students! I have had opportunity to brag on our Special Forces team recently, specifically to friends/parents who are looking for support or advice regarding their students being served in other school districts. I can share what our team would do, and I am confident that any student who attends the Lapwai School District and is in need of special education services will truly get the support and care that they need to be successful.
Special Forces Team	It has been an honor getting to work alongside each of you and will miss working with you all in person as I step back to prepare for my next season. When I started out in Lapwai as a contracted BI staff from an agency back in 2014, I had no idea just how much I would enjoy the amazing team and students or how long I would get to stay there. My agency supervisors even tried to pull me to other contracts in Lewiston at some point but I fought to stay put and they eventually conceded. As Jen mentioned earlier, the team out here worked hard to convince me to leave the agency to become a permanent/official member of the Wildcat team, and it was very tempting. My only hesitation was the possibility of contracts I had to sign through the agency (stating that I wouldn't be legally allowed to take away contracted clients from the agency in the event of leaving to work elsewhere) legally preventing me from continuing with the same students I was currently assigned to at the time. Then after COVID hit and my former workplace making the decision to close the Lewiston office for good and lay off all employees, I was grateful to finally be able to be officially hired on at Lapwai without the risk of legal red tape limiting which students I could be assigned to. All that is to say that it has been a journey that I am so thankful for and each of you is a part of that. I will try to stay in touch and come visit sometime with my little guy sometime after he arrives. Also, just a reminder that you aren't rid of me completely as I continue in the role of billing supervision from home (with the exception of at least 3 weeks of leave once baby is here). ;) Please continue to check your emails and don't hesitate to reach out with any billing questions/updates/concerns, or even just to say hello!
Nancy Dahl	I'd like to take a moment to celebrate Nancy's outstanding participation in our Friday Professional Learning sessions. Nancy primarily focuses on case management, but her consistent attendance with a positive attitude has been truly inspiring. What stands out even more is that Nancy has never asked to be excused from these sessions. She demonstrates a genuine commitment to our team's growth and the improvement of our students' experiences. What's particularly remarkable is how Nancy takes the knowledge she gains during these sessions and directly applies it to the IEPs she writes, enhancing the quality of our services. Nancy's active involvement and proactive approach make a significant impact on our team's learning and development. I want to recognize and appreciate her dedication and the positive influence she brings to our collective efforts.

Preschool Team	I would just like to show my appreciation to the preschool team. We're adjusting to not having Liz and everyone is doing such an amazing job helping each other when needed.
Ryan Allen	From the consistency and punctuality of his arrival and morning check-ins, always completed or read by or before 8:00 am, Ryan sets a tone of reliability and dedication that resonates throughout our team. His timeliness not only reflects his personal commitment but also positively influences our daily operations. When it comes to Medicaid billing, Ryan's meticulous attention to detail ensures utmost accuracy. This precision is crucial for our department's smooth functioning and stands as a testament to his responsibility and thoroughness. Beyond these administrative tasks, Ryan's interactions with our students are marked by a consistent blend of support, reliability, compassion, and understanding. He has a remarkable ability to connect with and guide our students, providing them with the encouragement and support they need to thrive. Ryan's influence extends beyond his direct work with students. He is a source of strength and inspiration for our entire team. He uplifts his colleagues, offering them support and encouragement, contributing significantly to a positive and empowering team culture. In essence, Ryan is the rock upon which we can always rely. His dedication, consistent performance, and positivity are invaluable to our team's success and the wellbeing of our students. He embodies the qualities of an ideal team member, setting an example for us all. Ryan, I want to thank you sincerely for all that you bring to our team. Your efforts, your spirit, and your commitment are deeply appreciated and make a significant difference in our collective journey.
Salena FiveThunders	Every morning as Salena has her own kids in tow and is preparing for the preschool class she still has time to make sure everyone else has what they need even if that is just a friendly greeting thank you for being a positive role model!
Ryan Bovard	Have you seen this guy in P.E.?? Wow! I always get a laugh watching him interact with the whole class running playing. Way to go!
Mandee Taylor	Thank you for talking such good care of my student in speech. Mandee always greets both of us with a genuine smile. A.V. enjoys his time with you!
Amy Alvarado	With the snow my road was really bad this morning and I couldn't drive down it. Amy came and picked me up at the bottom of my hill and took me to work. Thank you, Amy!
Kristen Bateman	I wanted to take a moment to highlight the remarkable efforts of Kristen in partnership with the Twin County United Way. Thanks to her initiative, we are now able to provide essential feminine hygiene products to our students, ensuring that they have access to these necessary supplies. Kristen has not only addressed a crucial need but has also done so with great thoughtfulness and sensitivity. The products are discreetly available in the sick room, and she has also taken proactive steps to inform our 4th and 5th-grade girls through email and signage in the bathrooms. This is a shining example of how individual initiative and community partnership can make a significant difference in our students' lives. Kristen's actions demonstrate a deep commitment to the well-being and dignity of our students, aligning perfectly with our values of care and support.
Rebecca Cooley and Julie Wittman	I wanted to pause and celebrate Rebecca and Julie for their support in crisis management and restraint and seclusion training. With the growing legislative demands, reporting, and professional learning requirements for special education, it is heartwarming to observe Special Forces approach these challenges as a team! Your collective work is incredibly demanding, yet the caring collaboration and huge hearts for our students are so rewarding to witness. A huge Wildcat thank you to the Special Forces family for never tiring from the unfair hoops you must jump through to support Lapwai students. It is very admirable! I sincerely hope you are all blessed in return for the selfless work you do each and every day!

SPECIAL EDUCATION
Professional Learning Minutes
Friday, January 5, 2024
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: Crisis Management with Dr. Wittman and Rebecca Cooley

1. Idaho House Bill 281 Restraint & Seclusion Legislation Summary
2. Understanding Behavior
3. Factors Affecting Behavior
4. The A-B-Cs of Behavior
5. The Behavior Trap

As of July 2023, the Idaho State Department of Education has introduced new legislation that significantly affects our team. All staff members who are directly involved with students or classrooms are now required to undergo annual training in de-escalation techniques. Moreover, for those of us who are specialized staff, and this includes everyone in our team, there's an additional mandate. If we're serving or are part of classrooms with students exhibiting aggressive or dangerous behaviors, we are required to undertake annual training in crisis management, including the correct use of restraint and seclusion.

This training must commence during this school year, with the aim to complete the initial sessions by the end of the 2023-24 academic year. It's imperative to note that this training will be an ongoing annual requirement. Paraprofessionals are included in these mandates and must be trained both as part of the all-staff requirement and, where applicable, as specialized staff.

To ensure we comply with these new state requirements, it's essential for every team member to participate in and successfully complete this training. This is not just an enhancement to our skills; it is a prerequisite for continuing your role in the Lapwai Special Education program.

I'm pleased to share that Julie Wittman and Rebecca Cooley have recently received their certifications as Safety-Care Trainers. Safety-Care is an extensive program that goes beyond crisis management; it equips us with skills and competencies to effectively address and manage behavioral challenges with safety, dignity, and the potential for positive change. Utilizing contemporary and effective methodologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS), Safety-Care training is designed for individuals with a range of impairments, including those who have experienced trauma. The program emphasizes a reinforcement-based approach to skill development, maintaining safety, and reducing restrictive interventions like restraint.

Julie and Rebecca will commence the Safety-Care training sessions for our team starting January 5th. These sessions are critical for meeting the State Department of Education's requirements and will be conducted during our Professional Learning Fridays. Given the significance of this training and our limited professional development time, attendance for all team members is mandatory. Please understand, to maintain your position within our program, these trainings and subsequent Safety-Care certification are mandatory.

Due to the importance of this training and the state requirements, absence from these sessions can only be excused with a physician's note. Personal leave will not be granted during this period. It's crucial to underscore that failing to complete this training and certification will unfortunately mean you cannot continue as a member of the Lapwai Special Education team, as it is now a fundamental requirement of your role.

As many of you are aware, the State of Idaho mandates that we undergo this training annually. For some of you, this will be a familiar process, akin to other de-escalation and safety training you've experienced. For others, it will be entirely new territory.

It's important to recognize that while this training may serve as a refresher for our veteran staff, it's a critical foundation for those who are newer to our field. I encourage our experienced team members to approach this training with fresh eyes. Each session offers an opportunity to deepen our understanding and refine our skills, even in areas we feel well-versed.

Moreover, this is a chance for our veteran staff to step into a mentorship role. Sharing your experiences, insights, and tips can be incredibly valuable for those who are just beginning their journey in this crucial area of our work.

I understand that undergoing training that feels repetitive can be challenging. However, it's essential to remember that these requirements from the State Department of Education are put in place for reasons that sometimes extend beyond our immediate understanding, particularly in areas involving potential liability and the physical safety of both our staff and students.

Your positive attitude and understanding in fulfilling these state-mandated requirements are greatly appreciated. It not only ensures our compliance but also reinforces our commitment to providing the safest and most supportive environment possible for everyone in our community.

Thank you all for your dedication and willingness to embrace these learning opportunities. Your contributions are what make our team exceptional.

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

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.

1. **Openness:** Approach every discussion with an open mind, willing to consider new ideas and perspectives.
2. **Active Listening:** Listen carefully to others, acknowledging that every voice has something valuable to contribute.
3. **Respect:** Treat all contributions with respect, even if they challenge your existing beliefs or practices. No question or perspective is "too basic" to be valued.
4. **Inclusivity:** Ensure that all members have an opportunity to speak, contribute, and feel heard.
5. **Reflection:** Take time to consider how you can apply what you've learned from others, as well as how your insights might benefit the team.
6. **Non-Judgment:** Avoid labeling ideas as "right" or "wrong" prematurely. Aim to explore possibilities before arriving at conclusions.
7. **Confidentiality:** Keep the learning environment safe by respecting personal stories and sensitive information shared within the team.
8. **Acknowledgment:** Always give credit where it's due, recognizing the contributions of each team member.

Team Norms: Assuming Positive Intent

Our primary aim is to create an environment where all team members feel safe, valued, and heard. One of the guiding principles for our interactions will be the assumption of positive intent: that everyone is doing their best and aims to contribute positively to our collective goals.

1. **Trust First:** Begin every interaction with the assumption that the other person's intentions are positive, even if the impact is not immediately clear.
2. **Ask for Clarification:** If a statement or action seems questionable, seek to understand by asking for clarification rather than jumping to conclusions.
3. **Speak Up, But Be Kind:** Address misunderstandings or conflicts directly, but do so with kindness and the assumption that the other party meant well.
4. **Be Mindful of Language:** Use language that reflects the assumption of positive intent, avoiding accusatory or judgmental phrases.
5. **Acknowledge Effort:** Recognize the contributions and good intentions of others, even when things don't go as planned.
6. **Reflect:** Before reacting to a statement or action, take a moment to consider alternative, positive interpretations.
7. **Repair and Move Forward:** If misunderstandings occur, focus on repairing the relationship and moving forward, rather than dwelling on past intent.
8. **Encourage Open Dialogue:** Create a safe space where team members can openly discuss their thoughts and feelings, bolstered by the mutual assumption of good intentions.

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.

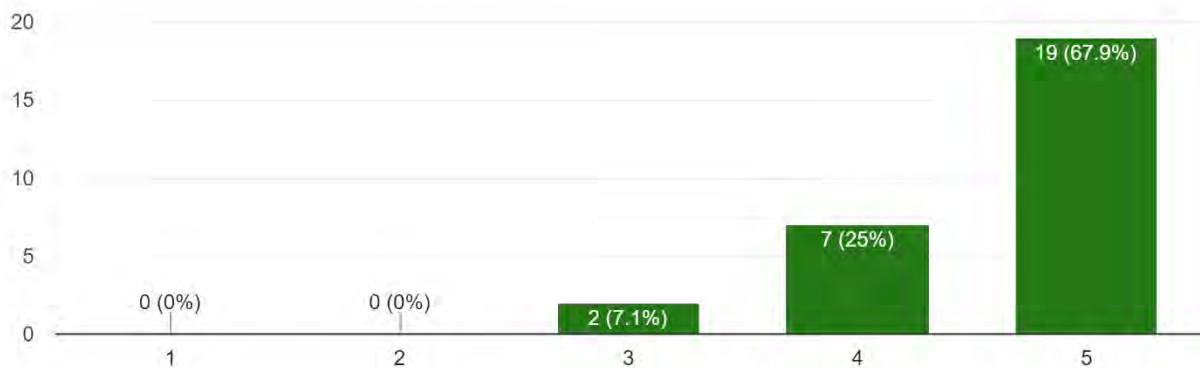
Setting an intention gives you an opportunity to declare how you want to be in a situation—and, ultimately, that's all you have true control over. How you show up. How you experience something. This is one of the most powerful routines you can integrate into your daily life.

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

- Refresh safety care strategies. Have fun playing math games.
- I contributed to conversations.
- I looked at the speaker
- Came before it started and was intentional
- Stay open and receptive despite a frustrating week
- Being fully present and focused.
- Ready and participating
- Prepared to learn with a humble posture of learning.
- Make eye contact
- To learn something new and gain insight. I intend to pick up new math skill.
- My intention today was to stay in the moment and enjoy the experience.
- I participated in group discussions and stayed focused during the trainings
- Participated in conversations and activities listening
- I want to learn about adults' emotional reactions and how to provide the safest environment possible for our kiddos.
- I stayed focused.
- Open-minded, non-judgmental, attentive, respectful, and nice
- Participated, interacted with my group and chose to engage throughout the session
- My learning intention was to have an open mind and learn new strategies.
- I will be a sponge and absorb as much as I can. I hope to bring back some of the skills I have learned and implement them with my 1:1's.
- Give the instructors my full attention and participate in group discussions.
- Tried my best to open up and share my ideas. Also, to stay motivated throughout the whole session.
- I was ready to collaborate with my fellow team members. To learn different techniques in de-escalation.
- Yes, I wanted to be intentional and open.
- Focused and team oriented.
- Deliver safety care
- I always try to attend well and keep an open mind. I try to be focused.

Rate yourself on the success of honoring your learning intention.

28 responses



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?

- Learned how to play multiplication tic tac toe/bingo
- I learned the phrase “it’s not that you can’t do something you’re just not there yet”
- No deficit mind set in math no one size fits all
- Multiplication tic-tac-toe
- learning about how to handle behaviors is important
- Math ideas; can always use game ideas
- The math multiplication game.
- New state mandates
- Neurodiversity
- Be mindful of language used in the presence of students
- A fun new way to play multiplication Bingo
- "So far, safety care is a review for me. I did learn that Becca and Julie are great trainers together and they have no problem keeping all our attention.
- Josh’s new game was great. I’m excited to adapt it to addition and subtraction tic-tac-toe for my ASP kids."
- I learned that Safety Care is similar to Therapeutic options but a little different in that it focuses more on prevention of behaviors
- Just because I’ll be trained in de-escalation I cannot teach it.
- I learned how to play a new math game
- I learned how important this training is which makes it that much more important for me to focus.
- No one is broken and has to be fixed, we’re just different, not a broken person
- Concepts vs practices in math and how that shows up in how our kids learn and display their skills (i.e. ISAT)
- How to honor individual’s with different abilities.
- In safety care, the curriculum is organized from least-to-most restrictive manner.
- That the ways I have working with children, maybe the wrong ways.
- I learned a good new math game for my kiddos and it was just a good overall refresher. (:
- That we will now have a yearly training on safety care.
- The consensus building activity was interesting
- De-escalation strategies and techniques as well as new math games.

- Love the new ways to teach math. Absolutely love Josh!!
- I'm going to use the game Josh brought!
- "I have pretty much Learned this information before. I will take with me that I will keep in mind how I address needs of my students. I will address them as a person, not labeling them by their needs. Keep their dignity and respect always in mind"

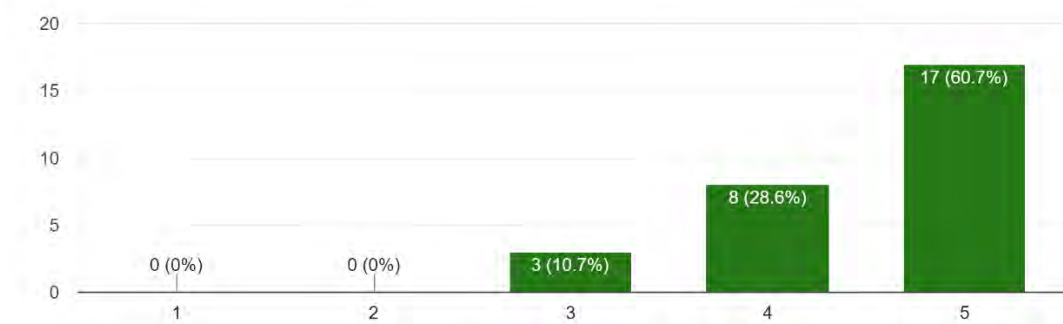
Mathematical Mindset Practices Self-Assessment

1=Strongly Disagree

5=Strongly Agree

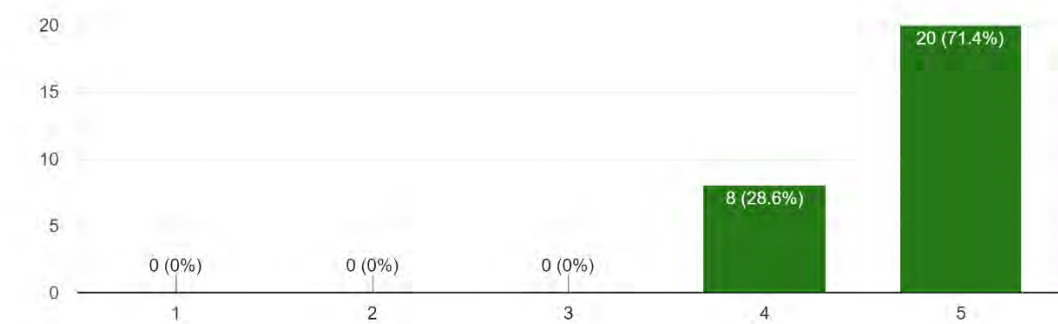
I believe in myself, I know I can learn anything as I have unlimited potential.

28 responses



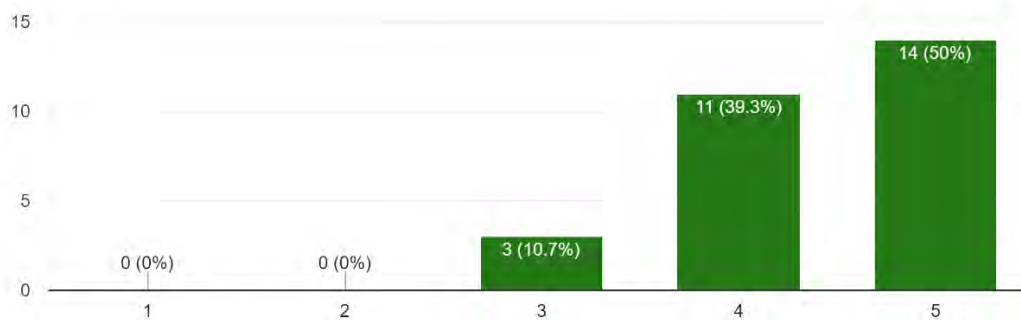
I know that my brain is flexible, and it is developing, strengthening and/or connecting pathways all the time.

28 responses



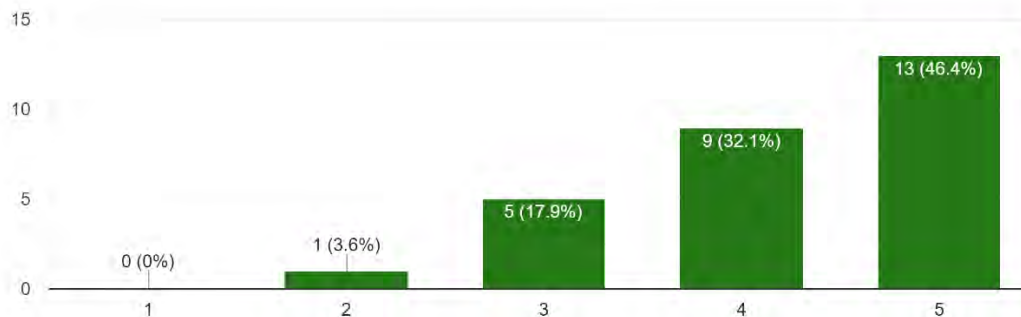
When I find work difficult and struggle, I keep going, knowing that I am developing my brain.

28 responses



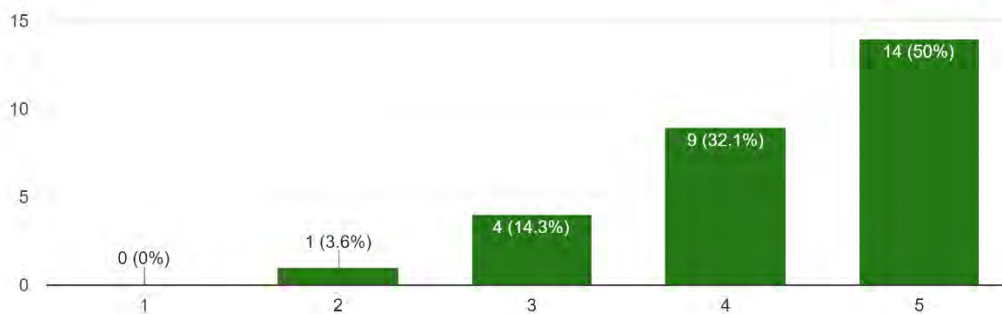
I am not afraid to take risks, try something new and get it wrong.

28 responses



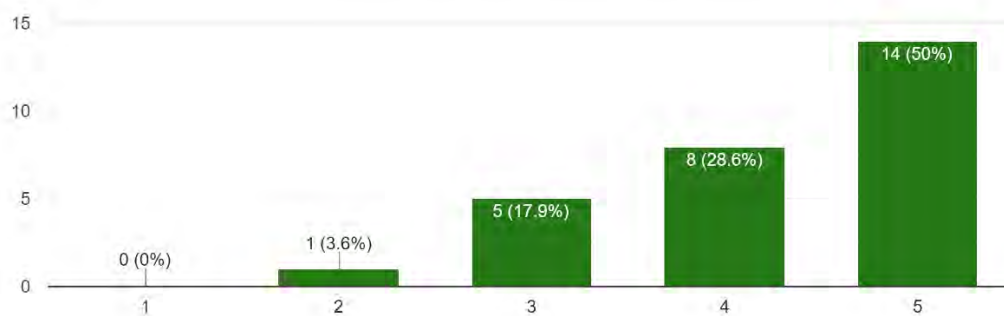
If I try a method or approach that does not work, I try a different approach, and think about the problem in new ways.

28 responses



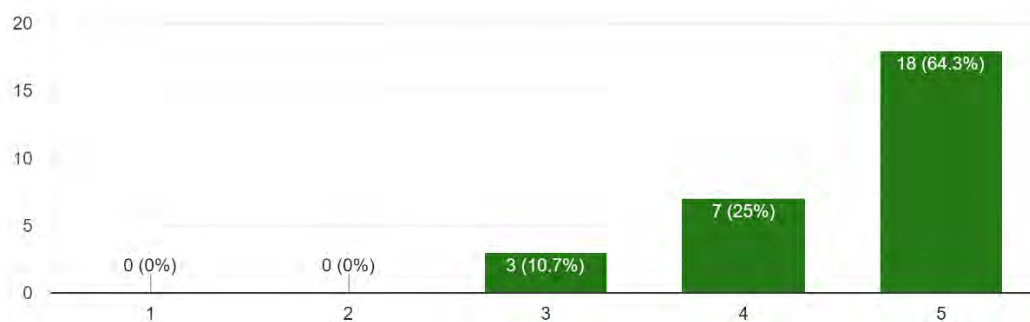
I like to investigate ideas, search for patterns, and think in different ways--visually, verbally and physically, as well as numerically.

28 responses



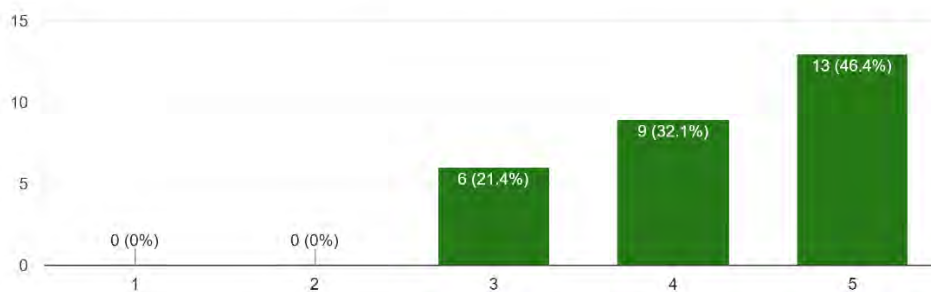
I am curious about other people's ideas, and their different ways of thinking.

28 responses



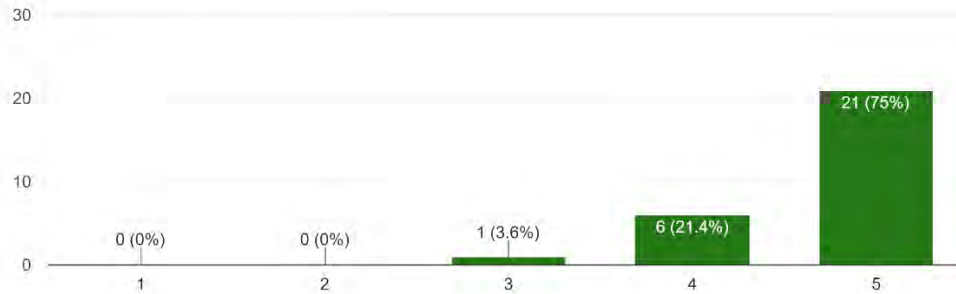
I ask questions about what I am learning to reach new understandings.

28 responses



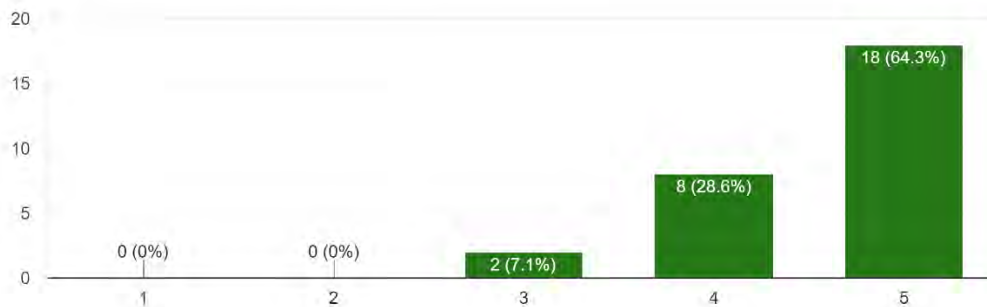
I think reflection is a valuable learning practice.

28 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.

28 responses



Restraint & Seclusion Legislation Summary

OVERVIEW

[Idaho House Bill 281](#) provides definitions for topics related to managing severe classroom behavior, outlines the use and prohibition for use of restraint, seclusion, and corporal punishment, outlines required staff training, and outlines requirements for the adoption of board policy related to restraint and seclusion. **This guidance is based on current legislation and may be modified and updated should any new legislation take effect.**

USE OF RESTRAINT OR SECLUSION

<i>PROHIBITED PRACTICES</i>	<i>CONDITIONS FOR USE</i>
Districts and charters SHALL NOT: <ol style="list-style-type: none"> 1. Use corporal punishment 2. Use chemical restraint 3. Use restraint or seclusion as a form of discipline or punishment. 	Restraint and/or Seclusion may only be deployed when: A student's behavior places the student, staff, or others in imminent danger of serious bodily harm.

USE OF RESTRAINT OR SECLUSION FAQs

What constitutes imminent danger?

Imminent danger means that it is reasonably likely that serious bodily harm to self or others could occur immediately.

Can restraint or seclusion be used to avoid serious property destruction?

No. Restraint or seclusion can only be used when the student or others are in imminent danger of serious bodily harm.

Does this mean that we must wait until a student inflicts harm on self or others before restraint or seclusion can take place?

Less restrictive options such as removing staff and other students from the student's proximity or utilizing de-escalation strategies are always an option for responding to escalating behavior. Restraint or seclusion may be used as a response to imminent danger of serious bodily harm when all other options have been exhausted. Imminent danger does not mean that staff must wait until serious bodily harm has already been inflicted.

Does restraint or seclusion have to be in a "plan" to use it?

No. Situations where imminent danger of serious bodily harm may occur are not always predictable. Restraint and seclusion should always be a last resort option and should only be listed in a student's plan as a last resort option rather than as a go-to strategy for behavior management under any circumstances. Repeated use of restraint or seclusion should trigger further conversation and team planning related to the student's behavioral support needs.

Are there time and duration limits on the use of restraint and seclusion?

Restraint or seclusion should not exceed 30 minutes except under extreme circumstances. In these cases, more than one staff member should be involved and contact with parent and administrator should be made immediately.

Is it considered seclusion if a student is placed in a room by themselves and not allowed to leave? If the student is in the room alone and is not allowed to leave, or perceives that they aren't allowed to leave, then it would be considered seclusion.

If a teacher refuses to allow a student into class because of behavior, is this seclusion?

No. However, this is a type of "informal removal" and should be documented as a removal or suspension.

Does picking up and/or carrying a student count as restraint?

Yes. Picking up and/or carrying a student is a type of restraint that is unsafe, poses unnecessary risk, and should not be used. It is not a type of physical escort. This does not include lifting and carrying students for disability-related transfers conducted as directed by a professional.

DEFINITIONS

Corporal Punishment	Knowingly and purposely inflicting physical pain on a pupil as a disciplinary measure.
Physical Escort	Temporary touching or holding of the student hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. <i>Physical escorting that involves methods used to maintain control of a student should be considered a physical restraint.</i>
Physical Restraint	Personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. Physical escorting that involves methods used to maintain control of a student should be considered a physical restraint.

Mechanical Restraint	<p>The use of any device or equipment to restrict a student's freedom of movement. This term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as</p> <ul style="list-style-type: none"> • Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; • Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; • Restraints for medical immobilization; or • Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.
Chemical Restraint	<p>Using drugs or medication to control behavior; not including those prescribed by and administered in accordance with the directions of a qualified health professional.</p>
Seclusion	<p>The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.</p>
DEFINITIONS FAQs	
<p><i>Is it a chemical restraint if medication that is prescribed by a doctor is used?</i> Medication should only be given to students at school with appropriate physician documentation and parental consent and only in accordance with physician's directions for use or application. Schools should never administer medication to students except under these specific circumstances.</p> <p><i>When does physical escort become restraint?</i> A physical escort becomes a restraint when it results in immobilizing the student or substantially restricts the student's freedom of movement.</p> <p>What are some examples of devices used in schools that would not be considered mechanical restraints? When used for their intended purposes, devices such as highchairs, changing tables, standers, desk chairs, wheelchairs, swings, seatbelts, harnesses, and related devices are not considered mechanical restraints.</p>	

PROFESSIONAL DEVELOPMENT

Who	Required Training
<p>All staff All public and charter school staff <i>directly assigned to students or classrooms</i></p>	<p><i>Annual training to include the following topics:</i> Positive behavior supports De-escalation techniques Classroom behavior management</p>

<p>Specialized staff All public and charter school staff <i>directly serving students or classrooms with students who demonstrate aggressive or dangerous behaviors</i></p>	<p><i>Annual training to include the following topics:</i> Crisis management De-escalation techniques Correct use of restraint and seclusion Functional behavior assessment Behavior intervention plans Crisis plans</p>
<p>PROFESSIONAL DEVELOPMENT FAQs</p>	
<p><i>Does this training have to be done by the time school starts in fall 2023?</i> While it is in the best interest of staff and students to provide training as early as possible in the year, there is no requirement that it be completed before school starts. LEAs will need to begin providing training during this school year, complete all initial training by the end of the 23-24 school year, and continue to provide it annually moving forward.</p> <p><i>Does our training have to be approved by or delivered by the SDE or Idaho SESTA?</i> No. While the State Department of Education (SDE) and Idaho Special Education Support and Technical Assistance (SESTA) will provide training options and opportunities, LEAs may choose their own training providers and format. Training related to the <i>correct use of restraint & seclusion</i> will not be provided by the SDE or Idaho SESTA and should be provided by a qualified individual or agency. <i>Is there a required length of time for these trainings?</i> No. LEAs must ensure that the training(s) provided are sufficient to educate staff on the required topics. <i>Is there a recertification or certificate renewal requirement connected to these training requirements?</i> No.</p> <p><i>Will we need to provide verification to the SDE that we have completed this requirement?</i> No. However, the LEA must retain documentation of the training and be able to produce it upon request.</p> <p><i>Does this training requirement include paraprofessionals?</i> Yes. Paraprofessionals must be trained as part of the <i>all-staff</i> requirement. Additionally, paraprofessionals directly serving or assigned to classrooms with students who demonstrate aggressive or dangerous behaviors must be trained as part of the <i>specialized staff</i> requirement.</p> <p><i>Does this training requirement include secretaries and other administrative or clerical staff?</i> No. However, it is recommended.</p> <p><i>Can the “specialized staff” receive part of their training with the “all staff” group, or do they need to complete all different training?</i> Specialized staff must receive all the training that the rest of the staff receives in addition to the more specialized topics. However, if some or all of those additional topics are addressed in the all staff training, then there is no need to repeat those topics in the specialized training.</p> <p><i>Should general education teachers be considered specialized staff for the purpose of this training requirement?</i> Possibly. LEAs must carefully consider which general education teachers should participate in <i>specialized staff</i> training based on the students assigned to their classrooms. All general education teachers must participate in the <i>all-staff</i> training.</p> <p><i>Does the all-staff training requirement include PE, music, art, or other “specials” or “electives” teachers?</i> Yes.</p> <p><i>Will the SDE keep a list of options for training?</i> Yes. The SDE will provide options for training as well as a list of recommended providers for training related to <i>correct use of restraint and seclusion</i>. LEAs are not required to use SDE-provided training.</p> <p><i>Will there be financial support for providing this training?</i></p>	

The SDE Special Education Department will provide an opportunity for mini grants to help support the cost of restraint and seclusion training.

BOARD POLICY

All school district boards of trustees and directors of public charter schools shall adopt a Restraint & Seclusion Policy to include the following:

1. Applies to disabled and nondisabled students
2. Definitions of *Physical Restraint*, *Mechanical Restraint*, *Chemical Restraint*, and *Seclusion*
3. Guidelines for use and prohibitions for use of restraint and seclusion.
4. Reporting requirements for documenting each incident of restraint or seclusion
5. Reporting requirements for informing parents and administrator(s) of each incident of restraint or seclusion
6. Requirements for periodic review of instances of restraint or seclusion and practices related to restraint and seclusion by the board of trustees and directors of public charters.

BOARD POLICY FAQs

Must this policy be in place by July 1?

The SDE understands that the approval of Board policy is a multi-stage process, which means that LEAs may not have a policy adopted by July 1. However, LEAs must have begun the process of identifying, and reviewing a policy by July 1 and have adopted it as soon as possible while ensuring that you complete a thorough and thoughtful review and adoption.

Will the SDE provide a sample board policy and sample reporting forms?

Yes.

How will we verify to the SDE that our LEA has adopted a policy that meets these requirements?

The SDE will reach out with an assurance form for LEAs to complete. LEAs will be asked to verify that they have adopted a policy and provide a link to the policy.

Will SDE need to approve our policy? Will SDE review it if we ask?

The SDE does not need to review or approve your policy. You will provide assurance that the policy meets the requirement of this legislation. The SDE will provide a sample policy for LEAs but will not review and approve individual LEA policies that differ from the sample provided. However, we are always happy to respond to questions about the process and requirements.

RESOURCES

Related Resources
<p>Student Discipline and Removals:</p> <ul style="list-style-type: none">▪ Student Removal Quick Guide (Idaho SESTA)▪ The Educator’s Guide to Student Discipline and Support (Idaho State Department of Education)▪ Out from the Shadows: Informal Removal of Children with Disabilities from Public Schools (National Disability Rights Network)▪ Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 (U.S. Department of Education)▪ Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA’s Discipline Provisions (U.S. Department of Education)▪ Positive, Proactive Approaches to Supporting Children with Disabilities: A Guide for Stakeholders (U.S. Department of Education) <p>Restraint & Seclusion:</p> <ul style="list-style-type: none">▪ Restraint and Seclusion: Resource Document (U.S. Department of Education) <p>SESTA Training & Resources:</p> <ul style="list-style-type: none">▪ Restraint & Seclusion Training and Resources List (Idaho SESTA)



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 January 2024

Content

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



Congrats Ahlius Yearout

LAPWAI INDIAN
EDUCATION
SUMMIT

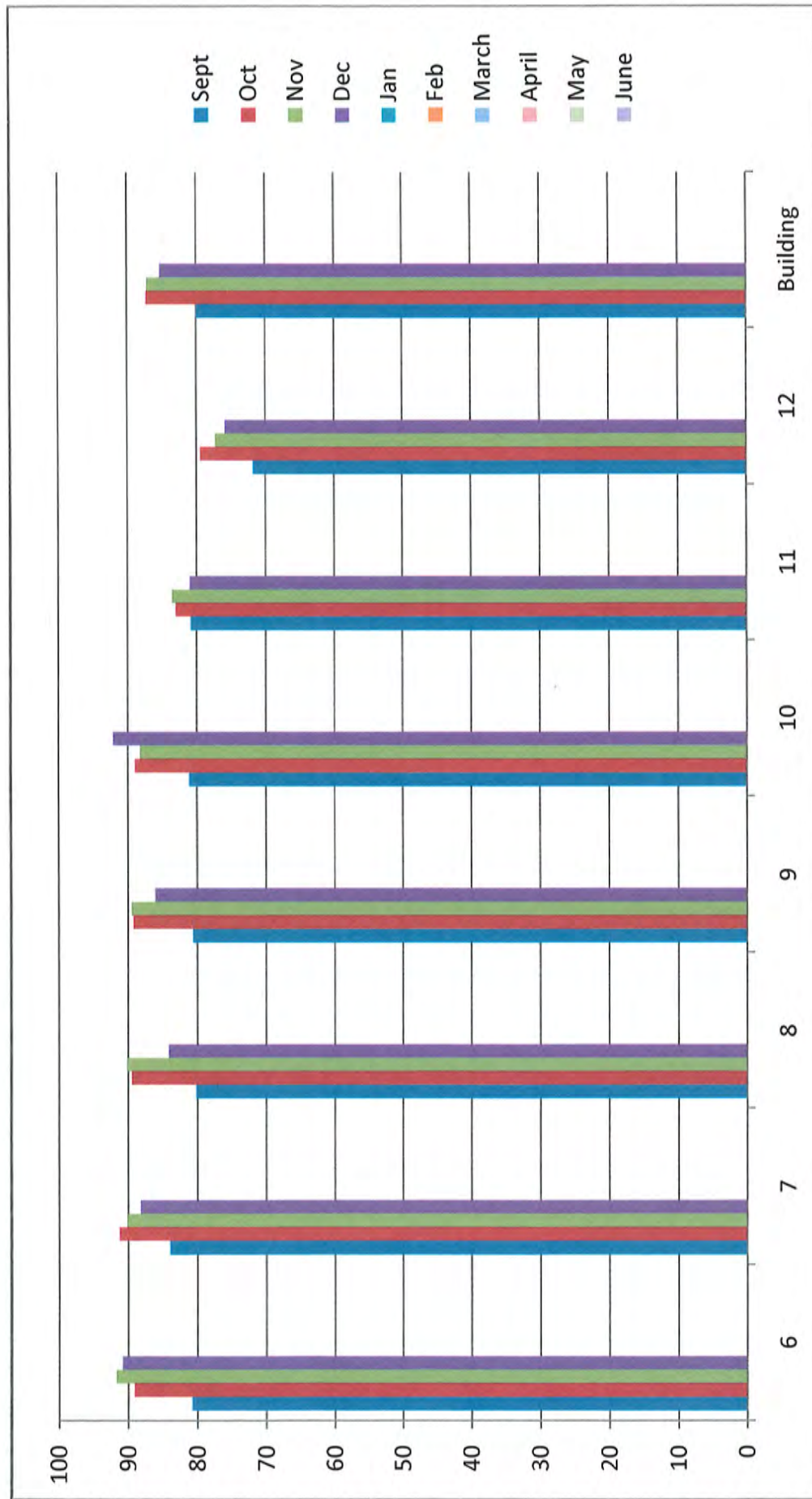
**JANUARY
25
2024**

1:30pm - 3:00pm
Location:
**Lewiston City
Library (2nd floor in
the Event Room)**

Enter library from the
eastern side door with the
big book water fountain
across from the Lewiston
Tribune parking lot. From
that entrance, you can turn
left to our elevator that will
take you to the 2nd floor by
the button "2A" Summit will
be in the EVENT CENTER.

**SAVE
THE
DATE**

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



Attendance Summary By Grade

Lapwai Middle/High School
12/01/2023 to 12/15/2023 = 11 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
6	36	0	0	0	36	396	0	0	36.00	360.00	32.73	90.91%
Subtotal	36	0	0	0	36	396	0	0	36.00	360.00	32.73	90.91%
7	50	0	0	0	50	550	0	0	64.50	485.50	44.14	88.27%
8	36	0	0	0	36	396	0	0	62.50	333.50	30.32	84.22%
Subtotal	86	0	0	0	86	946	0	0	127.00	819.00	74.46	86.58%
9	37	0	0	0	37	407	0	0	56.50	350.50	31.86	86.12%
10	33	0	0	0	33	363	0	0	28.50	334.50	30.41	92.15%
11	35	0	0	0	35	385	0	0	73.00	312.00	28.36	81.04%
12	45	1	0	0	46	506	0	6	120.50	379.50	34.50	75.90%
Subtotal	150	1	0	0	151	1661	0	6	278.50	1376.50	125.13	83.17%
Grand Total	272	1	0	0	273	3003	0	6	441.50	2555.50	232.32	85.27%

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

1/5/23, 1:30-3:30

IF YOU AREN'T HERE, FIND YOUR MEETING BUDDY

ISAT PREP PLANS DUE


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)

ACADEMIC RIGOR	
✓ IS...	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

1. STAR WINTER BENCHMARKS RESULTS: Tabulate the winter SMART GOAL PROGRESS:

LEARNING IS REQUIRED. GROWTH IS INSPIRED!
ISAT PREP INTENTIONALITY

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

6th: _____
7th: _____
8th: _____
9th: _____
10th: _____
11th: _____

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

6th: _____
7th: _____
8th: _____
9th: _____
10th: _____
11th: _____

2. ISAT PREP SURVEY (google form for each teacher)

3. **ISAT PREP PLAN (resources, lessons, opportunities in core classes and Build-up Block for your grade-level cohorts)**

4. ISAT TIDE certification (are you done)

5. BUILD UP BLOCK PLANS, second semester

6. Rewards end-of-program assessment data needed

7. BUILD UP BLOCK lesson planning for transition (from end of program to January 18th)

8. Other

LEARNING IS REQUIRED. GROWTH IS INSPIRED!
ISAT PREP INTENTIONALITY

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:

- 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:

Date: 1/9/24 3:30-6:30PM LIBRARY	Professional Learning Team: DDI Team/Leadership Team		Dennis K:	Rye Hewett	
			Ashlee G:	Holly Selstad	
David Aiken		Josh Nellesen		Georgia Sobotta	
D’Lisa Penney		Brad Peterson		Matt Lattuada	
Lori Ravet		Sam Maynes		Matt Morgan	
Norms: 1. Stay Learning Focused—Cell phones are off. Technology is not required for this meeting. Paper and pens are provided. <i>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)</i> 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)			Four Critical Questions: <input type="checkbox"/> What do we want all students to know and be able to do? Notes: <input type="checkbox"/> How will we know if they learn it? Notes: <input type="checkbox"/> How will we respond when some students do not learn?		

<p>Expanding on Today's Topics - Details Regarding Our Collaboration:</p>	<p>Notes:</p> <p><input type="checkbox"/> How will we extend the learning for students who are already proficient?</p> <p>Notes:</p>
<p>Essential Actions:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify essential standards for each grade level or course, unit by unit <input type="checkbox"/> Create an essential standards unit plan (PLT F.A's & ISAT Tools for Teachers) <input type="checkbox"/> Implement the team teaching-assessing cycle <input type="checkbox"/> Give common end-of-unit assessment for essential standards <input checked="" type="checkbox"/> Identify students for Tier 2 support by student, standard, and learning target (2023-24 schedule changes) <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>What support do we need to make progress toward our objectives?</p> </div>	<p>PLC Results Cycle:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Determine essential(s) and learning targets <input type="checkbox"/> Set team level learning goals <input type="checkbox"/> Identify students' foundational/prerequisite skills and academic vocabulary <input type="checkbox"/> Design assessments and instruction <input type="checkbox"/> Deliver tier 1 instruction <input type="checkbox"/> Administer Common Assessments <input type="checkbox"/> Collect data and evidence of learning <input type="checkbox"/> Analyze data and evidence of learning (STAR & ISAT) <input checked="" type="checkbox"/> Revisit learning goal - Make decisions about next steps <input type="checkbox"/> Refine lesson design and instruction <input checked="" type="checkbox"/> Intervene and Extend (INTERVENTION MODEL FOR 2023-24)

<div style="border: 1px solid black; height: 150px; margin-bottom: 10px;"></div> <p><i>What materials and actions are needed for our next meeting?</i> September _____, Tuesday</p>	<input type="checkbox"/> Collaborative inquiry (Team reflection to refine practice & target areas of improvement) <input type="checkbox"/> ISAT Preparedness (Interim, deconstructing questions, strategies, practice) <input type="checkbox"/> College and Career Readiness Action Planning <input type="checkbox"/> CSI Focus: SWIP Budget & Pro D opportunities <input type="checkbox"/> PBIS Flow Chart and protocols for requesting beh. support <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____
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AGENDA 1/9/24: Please feel free to take a bathroom break when necessary.

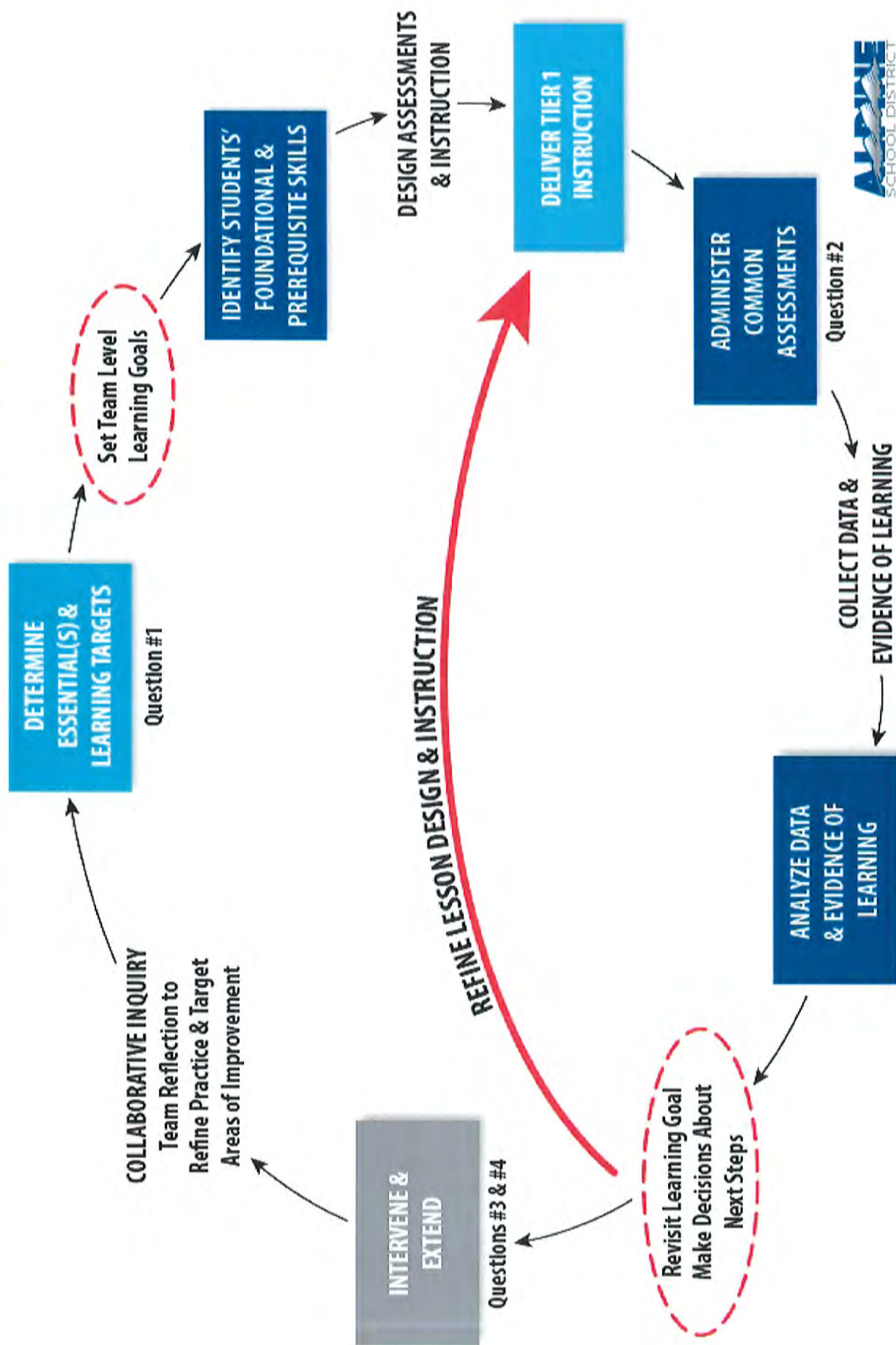
TIME	Topic/Task	Notes
3:30	1. Sign in & grab materials	
3:35-4:00	1. STAR winter benchmark data <div> a. Math results: <div>b. Reading results:</div> </div>	
4:00-5:00	1. ISAT Preparedness <div> a. Tools for Teachers <div> b. Build Up Block plan <div> c. 11th grade specific MATH/ELA plan, 2 days/2 days <div> d. Deconstructing the question and reading strategies <div>e. Etc.</div> </div> </div> </div> </div>	
5:00-6:00	PLT Group summaries/updates 10 minutes	

	1. PBIS 2. CCR 3. ELA 4. MATH 5. Cultural Smart Goal	
6:00-6:20	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 Wednesday 1/31, 3:30-8:00 Wednesday, 3/20, 3:30-8:00 (week before spring break and 2 weeks before end of 3 rd quarter)	
6:20	Evaluation	

PARKING LOT ISSUES:



PLC RESULTS CYCLE



LAPWAI MIDDLE-HIGH SCHOOL

WINTER PTC's



Wednesday, 1/24 3:30-8:00PM

&

Wednesday 1/31, 3:30-8:00PM

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

District Office Conference Room

Lapwai Middle - High School

Date: **January 9th, 2024**

1. Roll Call ☒ Present ☐ Absent

- ☐ Miranda Domebo, Member
- ☐ Mitchell Wilson, Vice Chairperson
- ☐ Jasmine Higheagle, Member
- ☐ Robert Kipp, Chairperson
- ☐ Christie Lussoro, member
- ☐ Aaron Nicholai, new
- ☐ Laloni Burke, new
- ☐ Tana Wheeler, Secretary
- ☐ open, Member
- ☐ Georgia Sobotta, Member
- ☐ MaryLynn Walker, member
- ☐ Jenny L. Williams, Cultural Spec.
- ☐ Iris Chimburas, Coordinator
- ☐ Rhonda Taylor, Admin Assist.
- ☐ Jenifer Williams, Guidance Spec.
- ☐ Lori Lynn Parrish, H/S Liaison
- ☐ David Aiken, Superintendent

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

3. Addition/deletion items for the Agenda.

4. Motion to approve the Agenda:

Motion by _____,

Second by _____.

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

Yes ____ No ____, Approved [].

5. Approve New Membership(s).

a.) Cara Montelongo

6. Review Current Membership(s) and terms.

3 year term: Jasmine H., Laloni B., Christie L.
2 year term: Miranda D., Aaron N., Robert K.
1 year term: Mitchell W., Tana W., Cara M.
Teacher Representative: MaryLynn Walker

Motion by _____,
Second by _____,
Approved [] Tabled [].

7. Program reports/administrative action(s).

- a) New hires under Lapwai Indian Education Department
- b) Letter from State Department of Indian Education-JJones
- c) Powers and duties of Indian Education Committee
- d) PQ review of IEC
- e) Role of JOM Education Director-Program Leadership
- f) Title VI-award and budget
- g) JOM-award and budget

8. Announcements

- a) IPC invitation to Lapwai Indian Education Summit on Jan 25 from 1:30-3:00pm
- b) IPC bios needed for website- email to ichimburas@lapwai.org

9. Next meeting

Date: Feb 13th
Time: noon-1:00pm
Agenda Items:

10. Time _____.

Motion to Adjourn by _____,
Second _____.

Adjourned

Notes:

INVITATION

Dear *Mr. Patrick Jobotta*,

My name is Iris Chimburas, and I serve as the Director of Indian Education for the Lapwai School District. It is with great enthusiasm that I extend this invitation to your Native American student program to participate in our upcoming High School **Young Men's and Young Women's Leadership Honors Conference, hosted by the Lapwai Indian Education Department**. We believe this conference can provide a valuable platform for our Native American high school students to gain insight, inspiration, and the tools they need to lead healthier, more empowered lives. Moreover, the opportunity to interact with peers from various schools and engage with knowledgeable speakers and mentors promises a unique and enriching experience.

The conference is scheduled to take place at the Clearwater River Casino. We are currently in the process of finalizing the dates for March 12 and 13 of 2024. We understand the importance of planning in advance, and we wanted to provide your school with this information early, allowing ample time for preparation and coordination. Over the years, our conference has focused on key themes such as:

Healthy Lifestyles
Native Wellness and Positive Thinking
Empowering Young Women and Men
Visibility, Leadership, and Positive Role Modeling for Future Generations
Identifying One's Own Gifts and Talents
Cultural Identity and Heritage
Leadership Skills and Development
Community Engagement
Education and Career Planning
Cultural Preservation and Revival
Building Confidence and Self-Esteem
Empowerment through Education
Resilience and Overcoming Challenges
Networking and Collaboration
Self-Reflection and Goal Setting

Please consider this email as a formal invitation for your school to participate in this event. We are requesting a \$30 registration fee per student to help cover the cost of food. We are committed to fostering a collaborative and inclusive environment that brings together schools and students from the region. Together, we can inspire and empower our Native American youth to become the leaders of tomorrow.

We will be reaching out with a follow up email as the date approaches to secure student numbers. If you have any questions or require additional information, please do not hesitate to reach out to us. We look forward to the possibility of your school's involvement in the Young Men's and Young Women's Leadership Conference and the positive impact it can have on your students.

Respectfully,

Iris Chimburas
Director of Indian Education
Lapwai School District
(208) 843-2241 ichimburas@lapwai.org 404 South Main Street, Lapwai, Idaho 83540



LAPWAI INDIAN
EDUCATION
SUMMIT

**JANUARY
25
2024**

1:30pm - 3:00pm

**Location:
Lewiston City
Library (2nd floor in
the Event Room)**

Enter library from the eastern side door with the big book water fountain across from the Lewiston Tribune parking lot. From that entrance, you can turn left to our elevator that will take you to the 2nd floor by the button "2A" Summit will be in the EVENT CENTER.

**SAVE
THE
DATE**



DRAFT

Athletics Meeting 1/8/24

DATE: 1/8/24

TIME: 2:23PM, 6th hour

LOCATION: Office 208 Dr. Penney's room

INVITES: D’Lisa, Chris Katus, Lori Lynn Picard, Jene Ane Carlin, Josh Leighton

Agenda Focus & Minutes:

1. SENIOR NIGHT ROSES and NAMES OF SENIORS
 - Girls January 29th (players and cheer)
 - Boys February 2nd (players and cheer)
2. New updated schedule for AAU (practices at the elementary)
3. Basketball needs:
 - i. Districts
 - ii. State (PO's etc.)
 - iii. **Wrestling match for 1/10/24**
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
4. Rosters for winter sports
 - i. Create a google doc so Shawna can put attendance directly onto it.
 - Wrestling (HS/ & MS)
 - Basketball (HS boys, HS girls, MS girls)
 - Cheer (HS basketball teams)
5. PEP BAND & Concessions (water and a popcorn)
6. Follow up and questions for the district office (to be shared with Dr. Aiken)

7. Other needs:

Lapwai Elementary Gymnasium

Community Facility Use

2023-2024

Requesting Community Coach	Half-Court Time: Monday-Friday
Johnson Leighton	6:30 p.m. - 7:30 p.m. Mon/Wed Every Other Friday
Amil Mitchell	6:30 p.m. - 7:30 p.m. Mon/Wed Every Other Friday
Angela Picard	6:30 p.m. - 7:30 p.m. Tues/Thurs Every Other Friday
Jack Yearout	6:30 p.m. - 7:30 p.m. Tues/Thurs Every Other Friday

To ensure continued access for your team, thank you for your time and attention to the following guidelines:

- Elementary school events and district sanctioned athletic activities take priority. Please monitor the schedules on the athletic page of the district website at www.Lapwai.org for activities which will interrupt your use.
- We will be closed for use during school scheduled holidays and breaks.
- Only currently enrolled Lapwai School District students are allowed to participate in practices using our facilities.
- Student athletes are not allowed to enter the elementary school until the coach arrives.
- Please never leave student athletes unattended.
- Thank you for remaining with your student athletes until they are all accounted for.
- Please ensure garbage and belongings are collected following use. Thank you for keeping the facility clean.
- Student athletes are allowed in the gymnasium and restrooms only. Please keep the lobby clear and ensure they do not enter the hallways.
- Practices must end promptly at 7:30 p.m. to allow our custodial team to complete their work.
- Questions can be emailed to Wildcats@Lapwai.org

LAPWAI HS BOYS BASKETBALL GAME
HONORING AT HALFTIME of VARSITY GAME

1/13/24



The Lapwai School District and Lapwai High School at this time would like to acknowledge the forty-year anniversary of the 1984 Lapwai Wildcats Idaho State A-3 Boys Basketball Championship Team.

LAPWAI MIDDLE-HIGH SCHOOL

WINTER PTC's



Wednesday, 1/24 3:30-8:00PM

&

Wednesday 1/31, 3:30-8:00PM

SUPERINTENDENT

Board Report

January 2024



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

January Administration Team Meeting.....	pg. 1
Open Enrollment Parent Letter.....	pg. 2
January Indian Parent Committee Meeting.....	pgs. 3-4
2023-2024 Regional Crisis Response Team Contacts.....	pg. 5
Superintendent Created Sick and Personal Leave Resource for Staff.....	pgs. 6-8
Nez Perce State Tribal Education Partnership Consortium Contracts and Agreements for Input and Guidance.....	pgs. 9-29

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

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

We will all work to help the children become knowledgeable.



January Administration Team Meeting
Wednesday, January 10, 2024
Time: 9:00 a.m. - 10:30 a.m.
Location: District Office Conference Room



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.

- ☐ Review Administration Team Norms
- ☐ Technology Collaboration: Erik McKim
- ☐ Professional Learning Teams: Teacher Work Day
- ☐ **Data:** Budget Review & Collaboration
- ☐ STEP Consortium
- ☐ Educational Summit: January 25
- ☐ Proposed Calendar Committee Collaboration: January 16, 23, and 30 - 3:40 p.m.
- ☐ Board Reports Due January 11 - 9:00 a.m.
- ☐ January Board Meeting January 17 - 5:00 p.m.
- ☐ National Guard Planning Meeting: January 26 - 8:30 to 10:30, District Office Conference Room

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

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
- ☐ Special Forces Personal and Sick Leave
Professional Development: January 12
- ☐ Schedule Completion of 1st Documented Evaluations

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.

- ☐ Elementary Leadership Team Meeting Time
Sheets: Title IIA
- ☐ Middle-High Leadership Team Meeting Time
Sheets: CSI UP
- ☐ Mentor Teachers

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
- ☐ Open Enrollment Updates



LAPWAI SCHOOL DISTRICT #341

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

Dear Parent/Guardian:

Out-of-district open enrollment is a program that spans one school year at a time. Parents/guardians must reapply annually no later than **February 1st** for enrollment during the following school year. The Superintendent will notify the parent/guardian of the decision no later than **March 31st**. Whenever possible, we openly welcome students who reside outside of our district boundaries. *If you have yet to submit an open enrollment application for the 2024-2025 school year, please complete one at the Lapwai School District Office as soon as possible. Space in some grade levels is limited. Students are accepted on a first-come, first-serve basis. Applications are required for students with a parent(s) on staff as well.* Thank you for taking a moment to review the important updates below for returning/continuing open enrollment students.

School Attendance: Open enrollment will be revoked if a student becomes chronically absent, missing 10% or more of school year.

Disciplinary Infractions: Open enrollment will be revoked if a student develops repeated serious disciplinary infractions or faces expulsion.

Capacity Limits: Open enrollment will be revoked if the number of resident students exceeds the capacity limits set in this procedure. A student's open enrollment cannot be revoked on these grounds if a student has attended the receiving school for more than two consecutive school years. The first of these consecutive years begin with the 2023-2024 school year. Previous years will not be applied to this procedure.

A school, grade, or program(s) has a lack of available classroom space and/or staff, such as when the current enrollment is at or above the following capacity limits:

Grade	Class Size
K-1	20
2-3	20
4-6	26
7-12	160 students per teacher per day
Self-Contained Special Education Classroom	An average of 6 students per teacher

Special Education: In-district and out-of-district students with disabilities are not treated differently from students without disabilities with respect to consideration for placement in the school of their choice, unless the District has made an individual determination that disability-related needs of a particular student with a disability cannot be reasonably met at the school of their choice.

Should these documented conditions arise, the student will be required to enroll in their home school district. Our goal is to surround our students and their families with available resources to support continued enrollment in the Lapwai School District while abiding by the requirements in Idaho Code and district policy.

Out-of-district open enrollment is a program that spans one school year at a time. Parents/guardians must reapply *annually* no later than February 1 for enrollment during the following school year. The Superintendent will notify the parent/guardian of the decision no later than March 31st. Thank you for your patience and support as we prepare to meet the new conditions outlined in Idaho Code and district policy. Please do not hesitate to contact me with questions. I hope you are enjoying your summer!

Dr. David M. Aiken
Superintendent, Lapwai School District # 341
208-843-2622
daiken@lapwai.org

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

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

District Office Conference Room
Lapwai Middle - High School

Date: **January 9th, 2024**

1. **Roll Call ☒ Present ☐ Absent**

- Miranda Domebo, Member
- Mitchell Wilson, Vice Chairperson
- Jasmine Higheagle, Member
- Robert Kipp, Chairperson
- Christie Lussoro, member
- Aaron Nicholai, new
- Laloni Burke, new
- Tana Wheeler, Secretary
- open, Member
- Georgia Sobotta, Member
- MaryLynn Walker, member
- Jenny L. Williams, Cultural Spec.
- Iris Chimburas, Coordinator
- Rhonda Taylor, Admin Assist.
- Jenifer Williams, Guidance Spec.
- Lori Lynn Picard, H/S Liaison
- David Aiken, Superintendent

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

3. **Addition/deletion items for the Agenda.**

4. **Motion to approve the Agenda:**

Motion by _____,

Second by _____.

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

Yes ____ No ____, Approved [].

5. **Approve New Membership(s).**

a.) Cara Montelongo

6. **Review Current Membership(s) and terms.**

3 year term: Jasmine H., Laloni B., Christie L.
2 year term: Miranda D., Aaron N., Robert K.
1 year term: Mitchell W., Tana W., Cara M.
Teacher Representative: MaryLynn Walker

Motion by _____,
Second by _____,
Approved [] Tabled [].

7. Program reports/administrative action(s).

- a) New hires under Lapwai Indian Education Department
- b) Letter from State Department of Indian Education-JJones
- c) Powers and duties of Indian Education Committee
- d) PQ review of IEC
- e) Role of JOM Education Director-Program Leadership
- f) Title VI-award and budget
- g) JOM-award and budget

8. Announcements

- a) IPC invitation to Lapwai Indian Education Summit on Jan 25 from 1:30-3:00pm
- b) IPC bios needed for website- email to ichimburas@lapwai.org

9. Next meeting

Date: Feb 13th
Time: noon-1:00pm
Agenda Items:

10. Time _____.

Motion to Adjourn by _____,
Second _____.

Adjourned

Notes:

Crisis / Emergency Response Contacts 2023-2024

Asotin-Anatone School District

1. Dale Bonfield, Superintendent

509.243.3137 w

509.254.3297 c

dbonfield@asds.wednet.edu

2. Polly Schetzle, District Admin Asst.

509.243.1100 w

509.295.3015 c

pschetzle@asds.wednet.edu

3. Brendan Johnson, High School Principal

509.243.7711 w

509.552.1873 c

bjohnson@asds.wednet.edu

4. Stephanie Wooderchak, Middle School Principal

509.243.4053 w

509.540.2306 c

swooderchak@asds.wednet.edu

5. Wes Nicholas, Elementary School Principal

509.243.7704 w

509.254.3322 c

wnicholas@asds.wednet.edu

Clarkston School District

1. Thaynon Knowlton, Superintendent

509.769.6338 w

509.780.8878

knowlton@csdk12.org

2. Keri Myklebust, Executive Assistant

509.769.6338 w

208.305.9371 c

myklebustk@csdk12.org

3. Kim Norman, District Secretary

509.758.2531 ext. 1000 w

208.552.9340 c

NormanK@csdk12.org

Lapwai School District

1. David Aiken, Superintendent

208.843.2622 w

208.790.1426 c

daiken@Lapwai.org

2. Lori Ravet, School Psychologist

208.843.2960 w

208.305.1278 c

lravet@Lapwai.org

Lewiston School District

1. Lance Hansen, Superintendent

208.748.3044 w

208.791.4889 c

LHansen@lewistonschools.net

2. Laura Turner, Crisis Team Leader

208.748.3300 w

208.791.2223 c

LTurner@lewistonschools.net

Lapwai School District Policies & Procedures: Sick & Personal Leave



The very last line of your monthly direct deposit notice includes an update regarding your sick and personal days. Staff who work year round also have a vacation amount listed. Please never hesitate to contact the district office for support with questions.

DIRECT DEPOSIT NOTICE

LEAVE TYPE	AMOUNT	UNITS	LEAVE TYPE	AMOUNT	UNITS	LEAVE TYPE	AMOUNT	UNITS
SICK		DAYS	VACATION		DAYS	PERSONAL		DAYS

Sick Leave

[Certified Policy](#)

[Classified Policy](#)

[Certified Handbook](#) Page 8

[Classified Handbook](#) Page 9

[Master Agreement](#) Page 11

Sick Leave Bank

[Certified Handbook](#) Page 9

[Classified Handbook](#) Page 10

Personal Leave

[Certified Policy](#)

[Classified Policy](#)

[Certified Handbook](#) Page 9

[Classified Handbook](#) Page 10

[Master Agreement](#) Page 12

Leave Without Pay

[Certified Policy](#)

[Classified Policy](#)

[Certified Handbook](#) Page 10

[Classified Handbook](#) Page 11

Certified staff attendance is measured in the Charlotte Danielson Framework in Domain 4 Professional Responsibilities: 4f Showing Professionalism. Absences of certified staff result in a loss of instruction from the most highly qualified teacher.

Classified staff attendance is measured in the Lapwai School District Classified Evaluation Tool. Absences of classified staff result in loss of services to students and reduced support for classroom teachers.

Staff Resources

www.Lapwai.org

Staff Only

Username: staff

Password: staffonly

Resources Related to Leave:

[Employee Request for Leave Form](#)
[Professional Leave Request Form](#)
[Certified Employee Handbook](#)
[Classified Employee Handbook](#)
[Sick Leave Bank Enrollment Forms](#)
[Time Sheets](#)



STATE DEPARTMENT OF EDUCATION PAYMENT REQUEST FORM

This form is used to request payment to school districts, sub-grantees, and contract payments.

Name of Payee: Lapwai SD #341

Vendor No. of Payee: _____

Amount of Payment: \$46,733.46

Index Code: 6102

MOA/MOU Number: 500620
(required for all contract payments)

Purpose of Payment: FY24 JOM payment for contracted LEAs

Submitted by: Johanna J. Jones

Authorized Signature: Johanna J. Jones

Date of Signature: 12/13/2023

For Accounting Use Only:

SDE Document No. and Suffix: _____

Transaction Code: _____

Expenditure Subobject: _____

Date Processed: _____

Revised 10/20





Idaho Department of Education

December 21, 2023

Joyce McFarland
PO Box 365
Lapwai, ID 83540

RE: Idaho JOM Contract

Dear Ms. McFarland,

Per your request, this letter is to confirm the Idaho Department of Education (IDE), through the Office of Indian Education (OIE), contracted with the Bureau of Indian Education (BIE) on August 22, 2022 for the non-tribal Johnson O'Malley grant, agreement number A22AV00985, for performance period August 01, 2022 through July 31, 2027.

The misissuance of the original JOM grant deemed it necessary to rectify the erroneous situation of providing JOM funds to eligible schools. To honor tribal sovereignty, NPTEC was identified as the decision-making body on whether to apply for a tribal JOM grant or continue with the state as the JOM contractor. On January 19, 2022, NPTEC made the final decision for the IDE to apply for the grant during a special called meeting with council members, BIE representatives, and other invited shareholders. As the LEA with the largest number of eligible students; and as a prime example of successful JOM stewardship, Lapwai School administration was invited to the meeting. The local education agencies (LEAs) that are officially included in the state JOM grant are all located within the service area of the Nez Perce Tribe.

- Kamiah
- Lapwai
- Lewiston
- Mountain View

At the end of the existing JOM contract, there will be three options for NPTEC to consider, depending on funding status of the federal JOM program:

#1: The Nez Perce Tribe may apply for a tribal grant.

#2: The IDE may reapply for a non-tribal grant at the request of NPTEC.

#3: Any of the eligible LEAs may apply as a sub-contractor through the tribal grant option, if the tribe declines to apply for a JOM grant.

As of current, all LEAs are in compliance and are in receipt of their AY2023-2024 distribution, with an additional amount for professional development activities that will occur in February, 2023. OIE will continue to provide oversight of the state's non-tribal JOM grant and will act accordingly to fulfill the obligations of the grant. Please do not hesitate to contact me if there is anything more I may provide.

Sincerely,

A handwritten signature in black ink, appearing to read "Johanna J. Jones".

Johanna J. Jones

Debbie Critchfield, Superintendent of Public Instruction

(208) 332-6800 | 650 W. State St., Boise, ID 83702 | sde.idaho.gov



November 8, 2023

Iris Chimburas
404 S. Main Street
Lapwai, Idaho 83540

Re: AY2023-24 JOM Funding Period Letter of Compliance

Dear Ms. Chimburas:

An important ongoing requirement as a contracted LEA under the Idaho Department of Education Johnson O'Malley (JOM) grant is to adhere to all federal mandates in a timely manner. The Office of Indian Education monitors the compliance of these mandates.

This letter is issued to Lapwai School District #341 for successfully submitting all required documentation for the following operating requirements under A22AV00985:

- Annual Budget
- Eligible Indian Student Count
- Annual JOM Program Report
- Indian Education Plan
- Indian Parent Committee Roster
- Eligible Indian Student Count
- Annual Program Report
- Federal Records Act (44 U.S.C. 3101 et seq.) Record Keeping System

It is evident the Lapwai School District JOM Program is striving to meet the cultural and academic needs of your students. We appreciate the time and commitment you and your staff consistently display in supporting students.

The Lapwai JOM program has earned the designation of excellence in compliance and will continue to receive JOM grant funding as applicable for the above stated academic year.

Sincerely,



Johanna J. Jones
Office of Indian Education

Background: The Final Written Agreement (FWA) for the *Idaho Tribal Education Agency (TEA) Consortium State Tribal Education Partnership (STEP) Program* is a joint effort between the Coeur d'Alene, Nez Perce (lead applicant), and Shoshone Bannock TEAs to meet the critical need for improved academic achievement and accurate identification for Native American students attending Local Education Agencies (LEAs) on or near their tribal homelands. The proposed consortium of TEAs meets the criteria of "established TEAs" because:

- They have received a STEP grant in 2012 or subsequent years (Coeur d'Alene, Nez Perce).
- Can provide evidence of existing prior relationship with a State Education Agency (SEA) or LEAs (All).
- Have directly administered at least one education program within the past 5 years (All).
- Have administered at least one Federal, State, local, or private grant within the past 5 years (All).

The TEAs are all active members in the Idaho Indian Education Committee (IIEC), appointed by the Idaho State Board of Education (SBE) who is recognized as the SEA, so have formed close working relationships with each other and staff in the SBE/SEA and Idaho State Department of Education (SDE). The purpose of the IIEC is to encourage school districts, public post-secondary institutions, other state education systems, and partners to increase collaborations that support a well-educated citizenry for tribal communities and the entire state.

The Idaho TEA Consortium STEP is funded for five years (October 1, 2023, to September 30, 2028) by the Department of Education (DOE), Office of Indian Education (OIE), under Absolute Priority 2- Expand Capacity of Early TEAs and these competitive preference priorities:

#1 Improve Identification of Native Students for Title VI Indian Education Formula Grant Program following Family Educational Rights and Privacy Act (FERPA); and

#3 Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change including:

- coordinating efforts with Federal, State, or local agencies that support students to address college readiness and workforce development (selected priorities by TEA Consortium),
- conduct community needs and asset mapping to identify existing programs and initiatives that can be leveraged, and new programs and initiatives that need to be developed and implemented, to advance systemic change,
- establishing cross-agency partnerships, or community-based partnerships with local non-profit organizations, businesses, philanthropic organizations, or others, to meet family well-being needs,
- identifying, documenting, and disseminating policies, strategies, and best practices on effective approaches to creating systemic change through cross-agency or community-based coordination and collaboration, and
- expanding or improving parent and family engagement.

Letters of support from the following entities were submitted with the grant application's Draft Working Agreement (DWA). These partners are now prepared to work with the Nez Perce TEA (lead applicant) to complete the FWA within 120 days of grant award notification.

1. **TEAs:** Coeur d'Alene, Shoshone Bannock.
2. **SEA:** Idaho State Board of Education.
3. **LEAs:** Coeur d'Alene K-8 Tribal School, Kamiah School District #304, Lapwai School District #341, Lewiston Independent School District #1, Chief Tahgee Elementary Academy, and Pocatello/Chubbuck #25.

The Idaho TEA Consortium STEP Program's FWA meets requirements of grant funding from DOE/OIE as follows:

A. **Purpose of STEP.** The purposes of STEP are to:

- (1) promote Tribal self-determination in education;
- (2) improve the academic achievement of Indian children and youth; and
- (3) promote the coordination and collaboration of TEAs, as defined in the Federal Register for ALN 84.415A (copy attached), with SEAs and LEAs to meet the unique education and culturally related academic needs of Indian students.

B. **Program Requirements.** These program requirements are from section 6132(c) of the ESEA (20 U.S.C. 7452), section 7(b) of the Indian Self-Determination and Education Assistance Act (Pub. L. 93-638 or ISDEAA), and the Federal Register (NFP). Specifically, program requirements (1)(a) and (1)(b) are from the NFP program requirement (1)(c) is from ISDEAA, and program requirements (2) and (3) are from the ESEA. For FY 2023 and any subsequent year in which we make awards from the list of unfunded applications from this competition, grantees must adhere to the following program requirements:

1. For grantees under either absolute priority:
 - (a) *Hire Project Director within 60 Days.* Grantees must hire a project director as soon as practicable, but no later than 60 days after the beginning of the performance period.
 - (b) *Final Written Agreement with Partners.* Grantees must submit a final written agreement signed by all parties entering into the agreement within 120 days after receiving the grant award notification.
 - (c) *ISDEAA Statutory Hiring Preference.* Awards that are primarily for the benefit of Indians are subject to the provisions of section 7(b) of the ISDEAA (Pub. L. 93-638). That section requires that, to the greatest extent feasible, a grantee—
 - (i) Give to Indians preferences and opportunities for training and employment in connection with the administration of the grant,
 - (ii) Give to Indian organizations and to Indian-owned economic enterprises, as defined in section 3 of the Indian Financing Act of 1974 (25 U.S.C. 1452(e)), preference in the award of contracts in connection with the administration of the grant, and
 - (iii) For purposes of this preference, an Indian is a is a member of any federally recognized Indian Tribe.
2. For grantees under Absolute Priority 1, plan and develop a TEA. **N/A to Idaho TEA Consortium STEP.**
3. For grantees under Absolute Priority 2: **Applicable to Idaho TEA Consortium STEP.**

- (a) Directly administer (as defined in STEP NFP) education programs, including formula grant programs under ESEA, consistent with State law and under a written agreement between the parties. (ESEA section 6132(c)(2)(A))
- (b) Build capacity to administer and coordinate such education programs, and to improve the relationship and coordination between the TEA and the SEA(s) and LEA(s) that educate students from the Tribe. (ESEA section 6132(c)(2)(B))
- (c) Receive training and support from the SEA(s) and LEA(s), in areas such as data collection and analysis, grants management and monitoring, fiscal accountability, and other areas as needed. (ESEA section 6132(c)(2)(C))
- (d) Train and support the SEA(s) and LEA(s) in areas related to Tribal history, language, and culture. (ESEA section 6132(c)(2)(D))
- (e) Build on existing activities or resources rather than replacing other funds. (ESEA section 6132(c)(2)(E))
- (f) Carry out other activities consistent with the purposes of the program. (ESEA section 6132(c)(2)(F))

C. Performance Measures: Grantees that apply under Absolute Priority 2 will report on measures:

1. 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).
2. 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).
3. The number of education programs directly administered by the grantees.

Required FWA components:

(A) The roles and responsibilities for each partner: The Idaho TEA Consortium STEP goal is *“to strengthen relationships and meaningful consultation between a consortium of TEAs from Idaho Tribes, the Idaho State Board of Education (SEA), the Idaho State Department of Education (SDE), and targeted LEAs that serve 50 or more Native American K-12 students with critical need for improved academic achievement and accurate identification in student counts.”*

The roles and responsibilities for the TEAs, SEA, and LEAs will be:

Responsibilities: TEAs

Administration

- The Nez Perce TEA will be the lead applicant with responsibilities to monitor grant compliance, submit required reports and Performance Measure tracking, facilitate oversight of FWA, maintain productive and supportive relationships with SEA and LEA partners, develop and monitor sub-contracts, implement and track program Evaluation Plan and Logic Model, and hire Project Director within 60 days after the beginning of the performance period.
- The Coeur d’Alene and Shoshone Bannock TEAs will be sub-contractors with responsibilities to assist with grant compliance, submission of required reports, Performance Measure tracking, FWA oversight, productive and supportive relationships

with SEA and LEA partners, sub-contracts, Evaluation Plan and Logic Model, and hiring as needed of staff to support the grant program.

- The Coeur d'Alene, Nez Perce, and Shoshone Bannock TEAs will develop a Tribal Consultation Plan with the SEA and targeted LEAs that adheres to requirements for tribal consultation in the Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA).
- The Coeur d'Alene, Nez Perce, and Shoshone Bannock TEAs will work with key stakeholders to develop a culturally relevant methods 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, professional development, 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 Title VI (also identified in ESSA), Impact Aid, Johnson O' Malley (JOM) programs.

Responsibilities: SEA and TEAs collectively

Administration

- Maintain a project Co-Administration Team between the Coeur d'Alene, Nez Perce, and Shoshone Bannock TEA Directors/Managers and Idaho SDE Indian Education Coordinator.
- Follow the guidance provided by the attached "U.S. Department of Education—ESEA Tribal Consultation Requirements for LEAs and SEAs" document.
- Per the SEA requirements from ESEA as amended by ESSA for tribal consultation, TEAs will collaborate with the SDE's Federal Program Director, Title 1 Coordinator, and Indian Education Coordinator on the state Title I plan prior to submission to the federal Department of Education.
- TEAs will strengthen relationships with SEA and SDE in the following federal programs related to LEA's requirements for tribal consultation from ESEA amended by ESSA:
 - 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 Coeur d'Alene, Nez Perce, and Shoshone Bannock TEAs will work with the SEA,

SDE, and impacted LEAs to develop a community needs and asset mapping process regarding the STEP Performance Measure for the number of education programs directly administered by grantees (TEAs) with emphasis on Indian Education programs. The TEAs, SEA, and SDE acknowledge this process recognizes tribal self-determination (STEP Purpose #1) and has potential to expand resources for LEAs available through other tribal education programs, for example, PL 102-477 Indian Employment, Training, and Related Services Demonstration Act of 1992.

- 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.
- SEA and SDE 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 SEA's and SDE's oversight of public-school education in the State of Idaho and their primary role to administer ESEA federal program funds and monitor compliance of LEAs who receive these funds.

Capacity Building

- **TEA to SEA, SDE.** 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.
- **SEA, SDE to TEA.** Trainings or technical assistance in developing TEA capacity to understand administration and coordination of 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

- Develop a Communication Plan to maintain regular contact for project implementation and monitoring through phone calls, emails, monitoring tools, and face-to-face meetings.
- Quarterly leadership team meetings with SEA, SDE, and TEA and annual joint meeting with LEAs.

Data/Evaluation

- Monitor and collect data needed to meet the STEP Performance 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.

- 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 community needs and asset mapping process regarding the STEP Performance Measure for the number of education programs directly administered by grantees (TEAs) with emphasis on Indian Education programs. The TEAs and LEAs acknowledge this process recognizes tribal self-determination (STEP purpose #1) and has potential to expand resources for LEAs available through other tribal education programs, for example, PL 102-477 Indian Employment, Training, and Related Services Demonstration Act of 1992.
- 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, professional development, 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 Title VI (also identified in ESSA), 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 understand administration and coordination of 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 Performance 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.

(B) An agreed-upon list of deliverables: The deliverables of the Idaho TEA Consortium STEP Program are detailed in the following list of program goals and plans to measure:

Objective 1: By year 5, cross-agency coordination and consultation between a consortium of TEAs from Idaho Tribes, Idaho SEA, Idaho SDE, and targeted LEAs will significantly advance systemic change to improve K-12 Native American student's academic achievement, college readiness, and career pathways preparation by meeting the unique educational and cultural needs of these students.

- **Outcome 1: *Final Written Agreement.* Plan to measure-** By the end of 120 days of grant award notification, 3 of 3 TEAs (100%), 1 of 1 SEA (100%), and a minimum of one LEA per TEA that supported the DWA (100%) will make a commitment to action, as measured by a Final Written Agreement (FWA), with annual sign-off in subsequent years as needed.
- **Outcome 2: *Tribal Consultation Plan.* Plans to measure-** a) By the end of year one, 3 of 3 TEAs (100%) will approve a tribal consultation plan with SEA, SDE, and targeted LEAs that meets requirements of Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA), with annual sign-off in subsequent years as needed. b) By the end of year two, 3 of 3 TEAs (100%) will document capacity building training on tribal consultation plan to 1 of 1 SEA (100%), 1 of 1 SDE (100%), and each LEA that signs FWA (# TBD, 100%). **PERFORMANCE MEASURE**
- **Outcome 3- *SDE Title I Plan consultation.* Plan to measure-** By the federal deadline for plan submission in year 1, and annually thereafter, the SDE will give TEAs advanced opportunities to provide written input to 1 of 1 Title I State plan (100%) that helps students who are most at risk meet state academic standards and be proficient on state assessments.
- **Outcome 4- *LEA Impact Aid and ESEA Plan Consultation.* Plan to measure-** By the SDE deadline for plan submission in year 1, and annually thereafter, partner LEAs provide TEAs with advanced opportunities to provide written input regarding education programs, including 1 of 1 Impact Aid (100%) and 9 of 9 (100%) ESEA education programs identified in ESSA's requirements for tribal consultation by LEAs.
- **Outcome 5- *SEA, SDE, and LEA Professional Development on tribal History, Language, and Culture.* Plan to measure-** By the end of year 1, and annually thereafter, 9 of 10 (90%) SEA, SDE, or LEA educators trained by TEAs in tribal history, language, and culture will report satisfaction with professional development in post-training surveys. **GPRA MEASURE**
- **Outcome 6- *SEA, SDE, and LEA Professional Development on culturally responsive strategies to improve Native American student's academic achievement, college readiness, and career pathways preparation.* Plan to measure-** By the end of year 2, and annually thereafter, 9 of 10 (90%) SEA, SDE, or LEA educators trained by TEAs in

meeting the unique educational and cultural needs of Native American students for improved academic achievement, college readiness, and career pathways preparation, will report satisfaction with professional development in post-training surveys.
PERFORMANCE MEASURE

Objective 2: By year 5, barriers for access to Native American student data by TEAs will be identified and minimized through cross-agency data sharing agreements and culturally responsive methods to support Native American student identification.

- **Outcome 1- TEA Capacity Building. Plan to measure-** By the end of year 1, and annually thereafter, the SEA, SDE, and partner LEAs will document a minimum of 5 of 5 capacity building sessions (100%) per year for TEAs on 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.
PERFORMANCE MEASURE
- **Outcome 2- Monthly TEA-LEA Leadership Team meetings. Plan to measure-** By the end of year 1, and annually thereafter, 12 of 12 monthly LEA and TEA Leadership meetings (100%) will be documented to discuss Native American student progress and joint LEA-TEA action plans to improve Native American student academic achievement, college readiness, and career pathways preparation and LEA Capacity Building needs.
PERFORMANCE MEASURE
- **Outcome 3- Quarterly TEA-SEA-SDE Leadership Team meetings. Plan to measure-** By the end of year 1, and annually thereafter, 4 of 4 quarterly consortium of TEAs, SEA, and SDE Leadership meetings (100%) will be documented to discuss Native American student progress and joint LEA-SEA-SDE action plans to improve Native American student academic achievement, college readiness, and career pathways preparation and SEA and SDE Capacity Building Needs. **PERFORMANCE MEASURE**
- **Outcome 4- TEA access to Native American student data. Plan to measure:** By the end of Year 1, and annually thereafter, 3 of 3 TEAs (100%) will gain access to Native American student data provided by SEA, SDE, or LEAs, in compliance with FERPA, through data sharing agreement and/or process to officially recognize the TEA as eligible entity to access student data. **PERFORMANCE MEASURE**
- **Outcome 5- Solution for Undercounted or Misidentified Native American Students. Plans to measure-** a) By year 5, 100% of Native American students eligible for Title VI funding will be properly counted and identified by LEAs based on culturally relevant methods for identification advanced by the TEAs. b) By the end of year one, 3 of 3 TEAs (100%) will document capacity building training on culturally relevant methods for Native American student identification to 1 of 1 SEA (100%), 1 of 1 SDE (100%), and each LEA that signs FWA (# TBD, 100%). **PERFORMANCE MEASURE (2)**

Objective 3: By year 5, the consortium of TEAs will directly administer one Indian education program as responsible fiscal agents, previously assumed by the SEA, SDE, or partner LEAs, and expand their responsibilities in implementation of ESEA programs that

impact Native American student academic achievement, college readiness, and career pathways preparation.

- **Outcome 1:** *Transition or Expansion of Education Program Administration to TEAs.* **Plans to measure-** a) By the end of year 2, and reviewed annually thereafter, 3-of-3 TEAs (100%) will complete a plan with the SEA, SDE, and targeted LEAs to develop a community needs and assess mapping process regarding the STEP Performance Measure for the number of education programs directly administered by grantees (TEAs) with emphasis on Indian Education programs. The TEAs and LEAs acknowledge this process recognizes tribal self-determination (STEP purpose #1) and has potential to expand resources for LEAs available through other tribal education programs, for example, PL 102-477 Indian Employment, Training, and Related Services Demonstration Act of 1992. b) By the end of year five, 3-of-3 TEAs (100%) will assume administrative oversight, including fiscal responsibility, for a minimum of one Indian Education Program (Title VI or JOM). **PERFORMANCE MEASURE**
- **Outcome 2:** *Tribal Representation in Indian Education Formula Grant Program (Title VI) and Impact Aid.* **Plan to measure-** By the end of year 1, and annually thereafter, all LEAs identified in the FWA (100%), with children of Tribes located within 50 miles of the LEA, shall document how they met requirements of tribal representation, professional development, and open consultation to develop comprehensive programs to meet the needs of Native American students.
- **Outcome 3-** *Communication Plan with SDE Federal Programs Office.* **Plan to measure-** Documented communication with 9 of 9 ESEA education programs (100%), identified in ESSA's requirements for tribal consultation by LEAs, for minimum one contact per year between the appropriate SDE Coordinator and TEAs.
- **Outcome 4:** *Student Engagement for improved Academic Achievement, College Readiness, and Career Pathways Preparation.* **Plans to Measure-** a) By the end of year 5, and biennially thereafter, 7 in 10 Native American students (70%) will report improved school engagement as measured by the schoolwide survey. b) By the end of year one, 3 of 3 TEAs (100%) will document capacity building training on tribal student engagement to 1 of 1 SEA (100%), 1 of 1 SDE (100%), and each LEA that signs FWA (# TBD, 100%). **PERFORMANCE MEASURE**
- **Outcome 5:** *Community Engagement for improved Academic Achievement, College Readiness, and Career Pathways Preparation.* **Plans to Measure-** a) By the end of year one, 3 of 3 TEAs (100%) will document capacity building training on tribal Community Engagement to 1 of 1 SEA (100%), 1 of 1 SDE (100%), and each LEA that signs FWA (# TBD, 100%). b) By the end of year five, 7 of 10 parents (70%) report that their LEA clearly communicates with them about their child's education, as measured by the Community Survey. c) By the end of year five, 7 of 10 community members (70%) will report that their LEA respects and understands native ways of learning, as measured by the Community Survey. **PERFORMANCE MEASURE**

(C) Identification of at least one point of contact for each partner. The SPOC for each partner will include:

- Coeur d'Alene TEA. Dr. Christine Meyer, Director of Education, 1115 B St, Plummer, ID 83851. Phone: 208-668-5013 Email: cmeyer@cdatribe-nsn.gov

- Nez Perce TEA. Joyce McFarland, Education Manager (grant co-Principal Investigator), P.O. Box 365, Lapwai, ID, 83540. Phone: 208-621-4610. Email: joycem@nezperce.org
- Shoshone Bannock TEA. Jessica James, Education Program Manager, P.O. Box 306, Fort Hall, ID, 83202. Phone: 208-478-3851. Email: jjames@sbtribes.com
- Idaho SEA. Johanna Jones, Coordinator of Office of Indian Education, 650 West State Street, Boise, ID 83702. Phone: (208) 332-6968. Email: jjones@sde.idaho.gov
- Chief Tahgee Elementary Academy. Cyd Crue, Principal, P.O. Box 217 - 34 South Hiline Rd, Fort Hall, Idaho 83203. Phone: (208) 237-2710. Email: cyd.crue@cteacademy.org
- Coeur d'Alene Tribal School. Tina Strong, Superintendent/Principal, 30 Moctelme Rd, De Smet, ID 83824. Phone: (208) 686-5808. Email: tstrong@tribalschool.org
- Kamiah School District. Paul Anselmo, Superintendent/Title 9 Coordinator/Special Programs Director, 1102 Hill Street, Kamiah, ID 83536. Phone: 208-935-2991. Email: panselmo@kamiah.org
- Lapwai School District. Dr. David Aiken, Superintendent, P.O. Box 247, Lapwai, ID, 83540. Phone: 208-843-2622. Email: daiken@lapwai.org
- Lewiston School District. Lance Hansen, Superintendent, 3317 12th Street, Lewiston, ID, 83501. Phone: 208-748-3043. Email: lhansen@lewistonschools.net
- Pocatello/Chubbuck School District. Dr. Douglas Howe, Superintendent, 3115 Pole Line RD, Pocatello, ID, 83201. Phone: (208) 232-3563. Email: howelldo@sd25.us

(D) A description of the resources each partner will contribute to the project

- SEA: Will contribute meeting space, technology, other key government services to benefit grant administration, connections to State Department of Education (SDE) ESEA Program Coordinators, networking assistance with State Board of Education and SDE leadership, and coordination with other state initiatives that align with the Idaho TEA Consortium STEP goal, objectives, and outcomes.
- LEAs: School facilities, technology, in-service time commitment, recruit participation of LEA administration, staff, students, and families to program activities, coordination with school leaders, staff, students, and families, integration of effort with other education initiatives aimed at improving academic achievement of Native American Students and improved identification of Native American students,
- TEAs: Will contribute office space, meeting space, technology, Finance/Accounting, Human Resources, other key government services to benefit grant administration, connections to tribal students, families, Elders, Cultural Resource Specialist, etc.

Our TEA Consortium STEP Program will expand resources and linkages with the following tribal programs in areas where they align with our STEP goal, objectives, and outcomes:

- All three TEA's have Head Start, Early Head Start, Child Care Development Fund, Dual Enrollment, ABE/GED, Higher Education Scholarships, Vocational

Rehabilitation, Boys and Girl's Club, tribal Language, Youth Councils or Advisory Boards, and Youth Programs (culture, education, prevention, health promotion).

- The Coeur D'Alene and Shoshone Bannock have early childhood intervention programs, summer youth internships, and Bureau of Indian Education (BIE) schools (K-12).
- The Nez Perce and Shoshone Bannock have 477 Indian Employment and Training.
- The Coeur D'Alene and Nez Perce administer the Native American Career Technical Education Program (NACTEP).
- The Coeur D'Alene uniquely partners with the Kootenai Technical Education Campus and promotes the Social Studies curriculum they developed with previous STEP funding.
- The Nez Perce sustained most STEP program activities after their federal funding ended in 2019 with Nez Perce Tribe and Chan Zuckerberg Initiative grants. They continue to advance their STEP Strategic Framework that is different from the TEA Consortium STEP model on page 7. They provide capacity building to partner LEAs on Native Culture and Language Indicators (curriculum, leadership, school environment), Nez Perce Pedagogy (instruction), and Family Engagement as strategies to improve whole child development. They also expanded use of cultural-based evidence gathering (evaluation) methodologies.
- All three Tribes have active partnerships with colleges and universities to advocate for their students and for programs that prepare individuals to serve in tribal communities.
- Northwest Indian College (Tribal Indian College) has Nez Perce distance learning centers.

**IDAHO TRIBAL EDUCATION AGENCY (TEA) CONSORTIUM
STATE TRIBAL EDUCATION PARTNERSHIP (STEP) PROGRAM
CONTRACTING SERVICES AGREEMENT**

This agreement is between the Nez Perce Tribe and _____ School District #__ (Local Education Agency or LEA). The Nez Perce Tribe hereinafter is referred to as the “Tribe” and the Lewiston School District is hereinafter referred to as “____ LEA.” The Tribe’s address is P.O. Box 365, Lapwai, Idaho, 83540, and _____ LEA’s address is _____.

1. Background

- 1.01. The federal Department of Education (DOE), Office of Indian Education (OIE), awarded the Tribe a State Tribal Education Partnership (STEP) grant (ALN 84.415A) to fund the Idaho TEA STEP Consortium Program.
- 1.02. The Idaho TEA Consortium STEP Program partners will include the Coeur d’Alene TEA, Nez Perce TEA, Shoshone Bannock TEA, Idaho State Board of Education (State Education Agency or SEA), Idaho State Department of Education (SDE), and the following Local Education Agencies (LEAs): Coeur d’Alene Tribal School (partner with Coeur D’Alene TEA), Kamiah, Lapwai, and Lewiston LEAs (partners with Nez Perce TEA), and Chief Taghee and Pocatello/Chubbuck LEAs (partners with Shoshone Bannock TEA). Expansion of a 2nd LEA for the Coeur d’Alene TEA will be attempted to start in year 2.
- 1.03. The official Grant Award Notification (GAN) for \$2,442,692.00 is attached (see Exhibit “A” on page ____).
- 1.04. The performance period is five years, October 1, 2023, to September 30, 2028.
- 1.05. The year 1 award is \$466,388.00 (October 1, 2023, to September 30, 2024), the year 2 award is \$487,310.00 (October 1, 2024, to September 30, 2025), the year 3 award is \$492,333.00 (October 1, 2025, to September 30, 2026), the year 4 award is \$497,505.00 (October 1, 2026, to September 30, 2027), and the year 5 award is \$499,256.00 (October 1, 2027, to September 30, 2028). Funding availability is contingent on annual GAN by the funding agency.
- 1.06. The Idaho TEA Consortium STEP Program will meet the meet the critical need for improved academic achievement and accurate identification for Native American students attending Local Education Agencies (LEAs) on or near their tribal homelands. The partner LEAs have 50 or more Native American students.
- 1.07. The Idaho TEA Consortium STEP Program will improve tribal consultation on K-12 education of tribal students by meeting the requirements of Every Student Succeeds Act (ESSA) of 2015 that requires *timely* and *meaningful* consultation with Tribes by the SEA and certain TEAs.

- 1.08. Per ESSA, the SEA is required to get tribal consultation on their plan for Title I, Part A.
- 1.09. Per ESSA, certain LEAs are required (some LEAs will voluntarily comply) to complete tribal consultation on their plans for the following Elementary and Secondary Education Act (ESEA) programs, as amended by ESSA:
- a. Title I, Part C (Education of Migratory Children)
 - b. Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk)
 - c. Title II, Part A (Supporting Effective Instruction)
 - d. Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
 - e. Title IV, Part A (Student Support and Academic Enrichment Grants)
 - f. Title IV, Part B (21st Century Community Learning Centers)
 - g. Title V, Part B, subpart 2 (Rural and Low-Income School Program)
- 1.10. Tribal consultation requirements for Title VI, Part A, subpart 1 (Indian Education Formula Grants to LEAs) are covered both under ESSA and DOE/OIE funding guidelines.
- 1.11. The Idaho TEA Consortium STEP Program's **goal** is "to strengthen relationships and meaningful consultation between a consortium of TEAs from Idaho Tribes, the Idaho State Board of Education (SEA), the Idaho State Department of Education (SDE), and targeted LEAs that serve 50 or more Native American K-12 students with critical need for improved academic achievement and accurate identification in student counts."
- 1.12. The Idaho TEA Consortium STEP Program's objectives are:
- a. **Objective 1:** By year 5, cross-agency coordination and consultation between a consortium of TEAs from Idaho Tribes, Idaho SEA, Idaho SDE, and targeted LEAs will significantly advance systemic change to improve K-12 Native American student's academic achievement, college readiness, and career pathways preparation by meeting the unique educational and cultural needs of these students.
 - b. **Objective 2:** By year 5, barriers for access to Native American student data by TEAs will be identified and minimized through cross-agency data sharing agreements and culturally responsive methods to support Native American student identification.
 - c. **Objective 3:** By year 5, the consortium of TEAs will directly administer one Indian education program as responsible fiscal agents, previously assumed by the SEA, SDE, or partner LEAs, and expand their responsibilities in implementation of ESEA programs that impact Native American student academic achievement, college readiness, and career pathways preparation.
- 1.13. The co-Principal Investigators for the STEP grant will be the Nez Perce TEA Manager and Trylon Associates Independent Evaluator. They will oversee the grant evaluation plan, including the Logic Model. The Nez Perce TEA Manager will ensure all grant implementation, monitoring, and compliance requirements are met and oversee all administrative level tasks with other TEA Directors or Managers, SEA staff, and SDE staff.

- 1.14. The Nez Perce TEA Manager will ensure the Final Working Agreement is signed by all partners and submitted to the funding agency by the due date (120 days post grant award).
- 1.15. The Tribe will hire a 1.0 FTE K-12 Education Specialist to act as the Project Director for the STEP grant. This position will be supervised by and work closely with the Nez Perce TEA Manager. The Tribe's TEA Manager and K-12 Education Specialist will also provide technical assistance and capacity building needs for all TEA, SEA, SDE, and LEA partners to fulfill their responsibilities in the Final Working Agreement.
- 1.16. The _____ LEA Superintendent will provide administrative support to align the Idaho TEA Consortium STEP Program goals and objectives with other Lewiston LEA programs, including Title VI/A and Johnson O'Malley funding.
- 1.17. The _____ LEA Superintendent will ensure that the grant's Final Working Agreement is updated and signed by the funding agency's deadline (120 post grant award).
- 1.18. The _____ LEA will identify staff position to coordinate the Idaho TEA Consortium STEP grant's Action Plan, Logic Model, and Final Working Agreement.
- 1.19. The _____ LEA Superintendent and appropriate LEA staff will maintain regular communication with the Nez Perce TEA and ensure all grant reporting and other funding agency accountability requirements are met.
- 1.20. To move forward with the Idaho TEA Consortium STEP Program, the Tribe will contract with _____ LEA to deliver their agreed upon roles and responsibilities in the grant application.

2. Term

- 2.01. This contract will begin on October 1, 2023, to September 30, 2028, provided that future funding is made available for years 2-5 and unless amended by written mutual agreement. An annual sign-off will be required to insure continuance of the contract.
- 2.02. Notwithstanding the provisions of section 2.01, either party may cancel this agreement by giving the other 60 days' written notice of its intent to cancel. If either party cancels this agreement, the _____ LEA will submit all documents prepared on this project to the Tribe within 30 days of the cancellation date.

3. Services

- 3.01. The _____ LEA will deliver services related to the tasks, responsibilities and obligations set forth by the approved Idaho TEA Consortium Logic Model (See Exhibit B, page ____). Additional details provided by the STEP grant narrative provided to _____ LEA. Another copy is available upon requests.

4. Compensation

- 4.01. The ____ LEA will be paid by the Tribe from grant funds as follows: YEAR ONE: \$10,000.00 for October 1, 2023, to September 30, 2024. YEAR TWO: \$10,000 for October 1, 2024, to September 30, 2025. YEAR THREE: \$10,000.00 for October 1, 2025, to September 30, 2026. YEAR FOUR: \$10,000.00 for October 1, 2026, to September 30, 2027. YEAR FIVE: \$10,000.00 for October 1, 2027, to September 30, 2028. [Continuing funding for years 2-5 will be based on availability of funds and grant compliance. The annual contract amount will only be amended as set forth in section 7.03].
- 4.02. The Tribe shall reimburse ____ LEA from grant funds for all costs incurred up to their grant award for providing the services set forth herein.
- 4.03. Reimbursement will be made when monthly invoices provided by ____ LEA after consulting services completed to implement the STEP grant's goals and objectives.
- 4.04. The ____ LEA may not deviate significantly from the major line items of the budget (see Exhibit "C" on page __) set forth in the grant (10%) unless specifically approved in advance by the Tribe. Monthly invoices will be submitted to the Tribe using the approved invoice (see Exhibit "D" on page __).
- 4.05. If either party cancels this agreement as provided in section 2.02, the Tribe will pay only the amount due at the time of cancellation, including commitments that can't be canceled.
- 4.06/. The parties understand that the Tribe received the funds used to pay the ____ LEA from DOE/OIE after the Tribe requested funds through a grant program. Continuing funding is contingent on availability of funding and grant compliance.

5. Records

- 5.01. The ____ LEA will maintain adequate financial records, in accordance with generally accepted accounting practices, to clearly and easily identify expenses, to describe the nature of each expense, and to establish relatedness to this Agreement.
- 5.02. All records related to this Agreement shall be reasonably available for inspection by Tribe.
- 5.03. The financial records of this Agreement will be retained for a period of three (3) years after completion of the Agreement performance period.

6. Independent Contractor

- 6.01. The parties acknowledge that they are independent contractors, and that neither the ____ LEA nor any of their officers, representatives, employees, or agents shall be considered officers, representatives, employees, or agents of the Tribe pursuant to this agreement.

- 6.02. The Tribe acknowledges that they nor any of their officers, representatives, employees, or agents shall be considered officers, representatives, employees, or agents of the ____ LEA pursuant to this agreement.
- 6.03. This agreement establishes a partnership, joint venture, or similar relationship between the parties related only to the administration of the Idaho TEA Consortium STEP Program grant to the approved target population.

7. General Provisions

- 7.01. Neither party may assign its rights or obligations under this agreement without written consent of the other. This agreement is binding on the parties and their successors and their assigns where permitted by this agreement.
- 7.02. This agreement is the only agreement between the parties respecting this subject, and it supersedes all prior written or oral understandings between the parties respecting this subject.
- 7.03. The parties may not amend this agreement unless they do so in writing. Representatives of both parties must sign any amendment for it to be valid.
- 7.03. The Nez Perce Tribe does not waive any aspect of its sovereign immunity.

8. Indemnification

- 8.01. Each party to this Contracting Services Agreement agrees to indemnify and hold any other party harmless from any and all liability and expense from suits and costs arising claims arising from or connected with any of the work performed by any other party, and its employees, under this Contracting Services Agreement.

OFFICIAL SIGNATURES:

NEZ PERCE TRIBAL EXECUTIVE COMMITTEE

By: _____
Shannon F. Wheeler, Chairman

Date: _____

By: _____
Rachel Edwards, Secretary

Date: _____

_____ **School District**

By: _____
_____, Superintendent

Date: _____



20
24



DAY ON THE HILL

FEBRUARY 19-20, 2024

BOISE, ID . THE GROVE HOTEL
IDAHO CAPITOL BUILDING

Connect & Converse: A Self-Led Networking Opportunity:
Meet fellow school leaders over hot coffee and breakfast pastries.

Communicating as Leaders to Get Things Done:

We can communicate to inform, persuade, build support, invite collaboration, or empower. This segment invites school board members to practice communication that gets things done. We cover three essential components for that: 1) Clearly identifying a problem with facts and stories, 2) Describing the current impact, and 3) Proposing viable solutions. To do this: 1) We communicate in the terms of the recipient, 2) We demonstrate what is in it for the recipient, and 3) We deliver the message with grace, respect, and conviction.

Ed. Leg. Unmuted:

Learn from those in the trenches about what goes down inside the building and the politics of public education.

Bi-Partisan Approaches to Policy Making:

Hear from legislators on opposite sides of the aisle about how they work to find consensus on issues they care about. This presentation will encourage civil dialogue to tackle difficult topics in an everchanging political landscape.

Legislative Luncheon:

Have lunch with Idaho Legislators and other state dignitaries to talk about the good things happening in your local school district or charter school, and ways you can work together to overcome challenges.

Monitoring Student Progress Workshop:

School boards and their relationship with each other and their superintendent/charter administrator affect everything about a school system. Research shows a strong relationship between how school boards govern and the likelihood that student achievement is improving. One of the key behaviors of school boards in high achieving systems is monitoring student progress throughout the year. Discover ways your board can do that in a comprehensive and cohesive manner within the proper role of a school board. Become more data-savvy, so your board can help lead for improved student outcomes.

• AGENDA •

MONDAY, FEBRUARY 19, 2024

9:00 AM - 3:00 PM

Registration Open

- The Grove Hotel, Landing (2nd Floor)

9:30 AM - 10:30 AM

Connect & Converse: A Self-led Networking Opportunity

- The Grove Hotel / Ballroom

10:30 AM - 11:45 AM

Communicating as Leaders To Get Things Done

- The Grove Hotel / Ballroom

11:45 AM - 1:30 PM

Networking & Lunch on your own

1:30 PM - 2:30 PM

Ed. Leg. Unmuted

- The Grove Hotel / Ballroom

3:00 PM - 4:30 PM

Senate Education Committee Meeting

- Idaho Capitol Building, Lincoln Auditorium WW02

TUESDAY, FEBRUARY 20, 2024

7:00 AM - 3:00 PM

Registration Open

- The Grove Hotel, Landing (2nd Floor)

7:00 AM - 8:30 AM

Breakfast & Bi-Partisan Approaches to Policy Making

- The Grove Hotel, Ballroom (2nd Floor)

9:00 AM - 10:30 AM

House Education Committee Meeting

- Idaho Capitol Building, Lincoln Auditorium WW02 *

* Time or location may change slightly to accommodate Committee's schedule.

10:30 AM - 11:30 AM

Critical Needs Update

- Idaho Capitol Building, Lincoln Auditorium WW02 *

12:00 PM - 1:30 PM

Legislative Luncheon

- The Grove Hotel, Ballroom (2nd Floor)

1:30 PM - 2:30 PM

Monitoring Student Progress Workshop

- The Grove Hotel, Ballroom (2nd Floor)

TRANSPORTATION:

The distance between the Grove Hotel and the Capitol Building is 5 blocks. If you are unable to walk this distance, please plan to make transportation arrangements.

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

STUDENT PERSONNEL
Series 500

Policy Title: STUDENT SEXUAL HARASSMENT POLICY

Code: 506.10

Sexual harassment is a form of discrimination prohibited by Title VII of the Civil Rights Act of 1964. Sexual harassment is any unwanted attention of a sexual nature and is illegal under federal law – and will not be tolerated. Lapwai School District No. 341 is committed to providing an environment that is free from sexual harassment, where all staff members and students can work together comfortably and productively.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other continuous verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's grade or involvement in school activities.
2. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive school environment.

Examples of such prohibited behavior that is sexual in nature and is unsolicited and unwelcome include:

- **Written Contact** - sexually suggestive or obscene letters, notes, invitations, drawings. This also includes computer terminal messages of a sexual nature.
- **Verbal Contact** - sexually suggestive or obscene comments, threats, jokes (including jokes about racial and gender-specific traits), any sexual propositions, comments about student's body or sexual characteristics that are used in a negative or embarrassing way.
- **Physical Contact** - any intentional pats, squeezes, touching, pinching, repeatedly brushing up against another body, assault, blocking movement or coercing sexual intercourse.
- **Visual Contact** - suggestive looks, leering or staring at another body, gesturing, displaying sexually suggestive objects or pictures, cartoons, posters or magazines.

Every effort will be made to eliminate sexual harassment by non-employees, including customers, clients, suppliers, and patrons who have contact with students in school or school activities.

Student to student sexual harassment is prohibited in the school setting. Appropriate disciplinary action will be taken in response to incidents of student to student sexual harassment.

Student Sexual Harassment Policy - 506.10 (continued)

Any student who believes he or she has been sexually harassed should report the complaint as soon as possible to one of the following:

1. Classroom teacher or coach
2. Principal
3. Superintendent

All students are assured that they may file a complaint or assist an investigation without fear of retaliation by any student, administrator or teacher or the alleged harasser. Any complaints of retaliation will be promptly investigated and subject to disciplinary action.

Complaints and cases of sexual harassment will be handled promptly. Any student who violates this policy shall be subject to disciplinary action according to the findings of the investigation. Disciplinary action may include, but is not limited to, any of the following: warnings, detention, school service, mandatory counseling, suspension or expulsion.

School personnel will be trained in how to keep the school free from sexual harassment and how to handle sexual harassment complaints.

This policy will be part of the student handbook. Any suggestions for improvement to this policy are welcome.

Date of Adoption:
Readopted: July 2009

Legal References:
Title VII - Civil Rights Act
of 1964

Related References:

STUDENT PERSONNEL
Series 500

Policy Title: ZERO TOLERANCE VIOLENCE POLICY

Code: 503.10

Recognizing that safe and orderly schools are essential to the student-learning environment and student well-being, Lapwai Schools support zero tolerance to violence. Any student exhibiting the following behaviors towards any staff member, school volunteer or adult guest will be subject to the following actions:

- Profanity or obscene gestures towards staff members, school volunteers or guest presenters may result in automatic two-day out of school suspension.
- Threats, intimidation, verbal assaults, gestures or actions that simulate or feign striking of staff may result in an automatic three-day out of school suspension. These actions include charging or lunging at staff.
- Physical contact including any action that includes pushing, striking, or any other battery may result in an automatic five-day out of school suspension.

Threats, assaults, any element of battery, or other actions covered in items #2 and #3 may result in police involvement. Any student suspended for the above actions is not in “good standing”. The employee is required to fill out the disciplinary referral slip in this charge indicating what was said or done. The principal is required to enforce the rule and notify the parent or guardian as soon as possible.

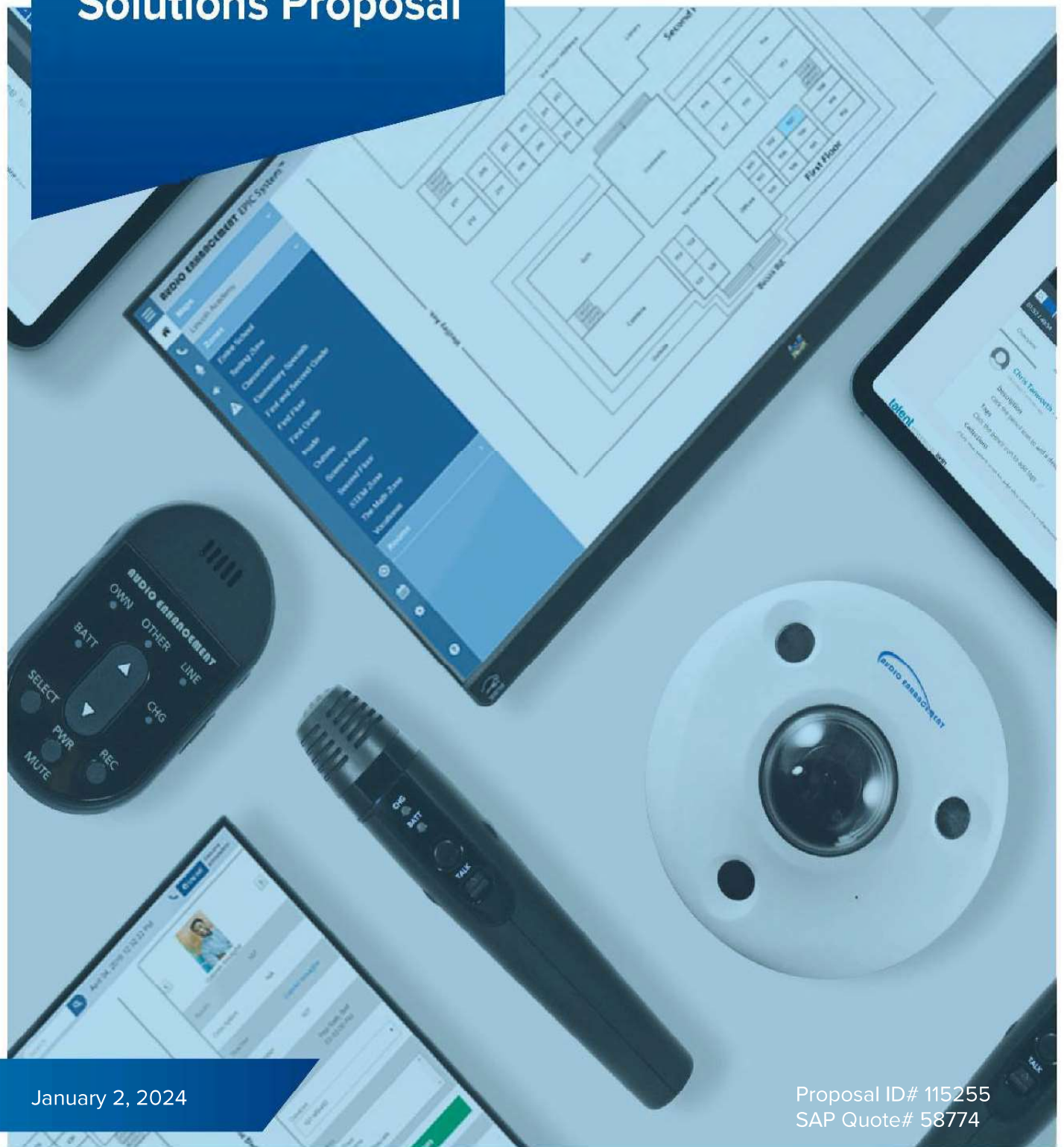
Following the second suspension of a student for violating this policy, the student shall be referred to the Board of Trustees.

Date of Adoption: 2/22/99
Revised: 8/25/08, 6/20/11
Readopted: July 2009

Legal References:

Related References:

Audio Enhancement Solutions Proposal



January 2, 2024

Proposal ID# 115255
SAP Quote# 58774

Prepared For Compunet Inc



Dear Compunet Inc,

I want to personally thank you for inviting us to submit a proposal to Compunet Inc!

When my mother, Claudia Anderson, founded Audio Enhancement over 40 years ago, we never imagined the impact our services would have on education today. Through customer feedback, we have grown from offering classroom audio solutions to providing district-wide communication and safety technology. We have impacted over 4,000 districts, 39,000 schools, and over 1,200,000 classrooms across the world. We are excited for the opportunity to help you!

Our team focuses on hiring employees with a passion to make a difference in education. We look forward to developing a deeper partnership with Compunet Inc through building friendship and trust during the ongoing stages of your project.

It is our pleasure to submit this proposal to Compunet Inc. As with all proposals, revisions can be made at any time.

We look forward to your response and are available to answer any questions during the review process.

From all of us here at Audio Enhancement, thank you!

Sincerely yours,



Jeff Anderson

Jeff Anderson
Audio Enhancement, CEO

Notice of Confidentiality: The contents of this proposal are intended solely for the use of the addressee and their organization and contains confidential and/or privileged information and may not be disclosed to any other party without written authorization from Audio Enhancement Inc.

Making a Difference in Education

For more than forty years, Audio Enhancement has served the schools throughout the United States, providing both classroom audio enhancement systems as well as integration services for classroom technology. Audio Enhancement is headquartered in Salt Lake City Utah and has facilities in Georgia and Florida.

Audio Enhancement was founded in 1978 by Claudia Anderson around the simple idea that “learning begins with hearing.” Having two hearing impaired children; the first Audio Enhancement systems were designed specifically for the hearing impaired. Early in our history, technological advancements made it possible to also provide whole classroom sound systems, benefiting all students. Audio Enhancement has been the innovator and leader in this field.

By 2004, it was clear that classroom audio enhancement systems were a key part of the overall technology landscape in the classroom. Based on our high level of support, outstanding customer service, and training that was provided for the audio systems, several school districts came to us and requested that we expand our product offerings. Based on these requests, we undertook an initiative to increase our capabilities in order to provide a complete integrated technology package for the classroom. These offerings include display devices, control, video/audio playback devices and interactive technologies. By utilizing the principles developed over thirty years of providing classroom audio systems to the schools, we were able to provide both technical integration, teacher in-servicing, training, and professional development to help the schools ensure the success of their technology goals.

Moving the company forward, in 2008, Audio Enhancement was incorporated: Jeff Anderson, President and CEO, Jennifer Crum, CFO, Jeremy Anderson, CAO and Justin Anderson, COO. Today, the Audio Enhancement product line improves student achievement, decreases teacher vocal fatigue and absenteeism, and creates positive student behavior. Audio Enhancement systems also increase focus and attention and supports classroom management.



The Anderson Family

Selected Systems and Products

Cafeteria

QTY - 01

COMPATIBILITY



MS-300 Network Interface with 7' Cat6 & 3.5 to RCA Cables (KIT) used for paging. Also includes a variety of 70v Amplifier for areas with multiple 70v speakers like hallways, gyms, internal/external horns etc. Add optional wall plate for 2 way calling functionality.

INCLUDED COMPONENTS



MS-300 Network Interface with Programming (Requires PoE)

Full System Product Details

MS-300 Network Interface with Programming (Requires PoE),

Exterior

QTY - 01

COMPATIBILITY



MS-300 Network Interface with 7' Cat6 & 3.5 to RCA Cables (KIT) used for paging. Also includes a variety of 70v Amplifier for areas with multiple 70v speakers like hallways, gyms, internal/external horns etc. Add optional wall plate for 2 way calling functionality.

INCLUDED COMPONENTS



MS-300 Network Interface with Programming (Requires PoE)

Full System Product Details

MS-300 Network Interface with Programming (Requires PoE),



MS-300 Network Interface with 7' Cat6 & 3.5 to RCA Cables (KIT) used for paging. Also includes a variety of 70v Amplifier for areas with multiple 70v speakers like hallways, gyms, internal/external horns etc. Add optional wall plate for 2 way calling functionality.

INCLUDED COMPONENTS



EPIC Common Zone Amplifier 4 X 250W 70V - 1U



MS-300 Network Interface with Programming (Requires PoE)

Full System Product Details

EPIC Common Zone Amplifier 4 X 250W 70V - 1U, MS-300 Network Interface with Programming (Requires PoE).



MS-300 Network Interface with 7' Cat6 & 3.5 to RCA Cables (KIT) used for paging. Also includes a variety of 70v Amplifier for areas with multiple 70v speakers like hallways, gyms, internal/external horns etc. Add optional wall plate for 2 way calling functionality.

INCLUDED COMPONENTS



MS-300 Network Interface with Programming (Requires PoE)

Full System Product Details

MS-300 Network Interface with Programming (Requires PoE).

EPIC Head End System

QTY - 01

COMPATIBILITY



Everything you need in order for an EPIC System central head-end.

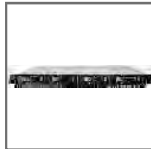
INCLUDED COMPONENTS



EPIC Grandstream Enterprise Phone with Programming



EPIC Kiosk with Programming



EPIC Appliance 1U Rackmount with Programming



CLAUDIA, EPIC Front Office Media Player with Programming (Requires AC Power)



EPIC System Platform License



SAFE System License (Requires EP-0009)

Full System Product Details

EPIC Grandstream Enterprise Phone with Programming, EPIC Kiosk with Programming, EPIC Appliance 1U Rackmount with Programming, CLAUDIA, EPIC Front Office Media Player with Programming (Requires AC Power), EPIC System Platform License, SAFE System License (Requires EP-0009).

Optimum 4 System

QTY - 21

COMPATIBILITY



The MS-700 Optimum Amplifier is a fully integrated networked classroom amplifier and wireless microphone receiver. This amplifier has network-based intercom, paging and emergency notification, and provides full-duplex audio. It is easy-to-use, easy-to-install, and has simple user interface software. The entire unit utilizes Power over Ethernet (PoE+). Intercom and paging functionalities[†] are built-in. During emergencies, paging can still be heard, even when the power goes out.

INCLUDED COMPONENTS



XD Teacher Box with Teacher Pendant Microphone



EduCamPTZ-C Bundle with Programming (Requires PoE) - Tile Bridge Included



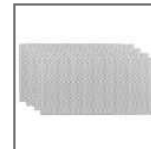
35' 3.5 Male to 3.5 Male Plenum Rated - Shielded



MS-600 Optimum Amplifier with Integrated XD Receiver with Programming (Requires PoE+)



Wiring Bundle for MS-600 Optimum Amplifier with Integrated XD Receiver



FS-22 Ceiling Speaker, 1x2 Tile Replacement, Plenum Rated, Set of 4

Full System Product Details

XD Teacher Box with Teacher Pendant Microphone, EduCamPTZ-C Bundle with Programming (Requires PoE) - Tile Bridge Included, 35' 3.5 Male to 3.5 Male Plenum Rated - Shielded, MS-600 Optimum Amplifier with Integrated XD Receiver with Programming (Requires PoE+), Wiring Bundle for MS-600 Optimum Amplifier with Integrated XD Receiver, FS-22 Ceiling Speaker, 1x2 Tile Replacement, Plenum Rated, Set of 4,



MS-300 Network Interface with 7' Cat6 & 3.5 to RCA Cables (KIT) used for paging. Also includes a variety of 70v Amplifier for areas with multiple 70v speakers like hallways, gyms, internal/external horns etc. Add optional wall plate for 2 way calling functionality.

INCLUDED COMPONENTS



EPIC Common Zone Amplifier 1 X 80W 70V, 1U HALF-RACK



MS-300 Network Interface with Programming (Requires PoE)

Full System Product Details

EPIC Common Zone Amplifier 1 X 80W 70V, 1U HALF-RACK, MS-300 Network Interface with Programming (Requires PoE),

Selected Systems and Products

70V Ceiling Speaker, Circle Cut In

QTY - 23



The EPIC 70V Ceiling Speaker is a fully assembled speaker assembly, with back can and speaker grill. The speaker has a tuned ported enclosure that provides superior bass response while maintaining a very high sensitivity. The transformer tap selector is easily accessible on the side of the speaker. Metal speaker back meets UL 2043 criteria for plenum installation.

70V Indoor Fixed Angled Horn Speaker and Enclosure

QTY - 04



This kit includes one 70 Volt H16 SVP angled front speaker and one SE2WVP slanted enclosure.

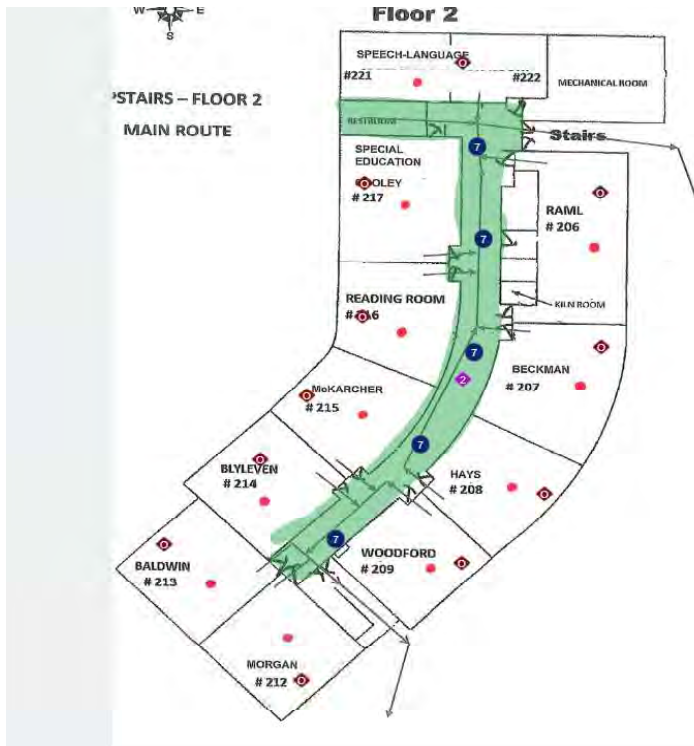
70V Outdoor Horn Speaker and Enclosure

QTY - 03

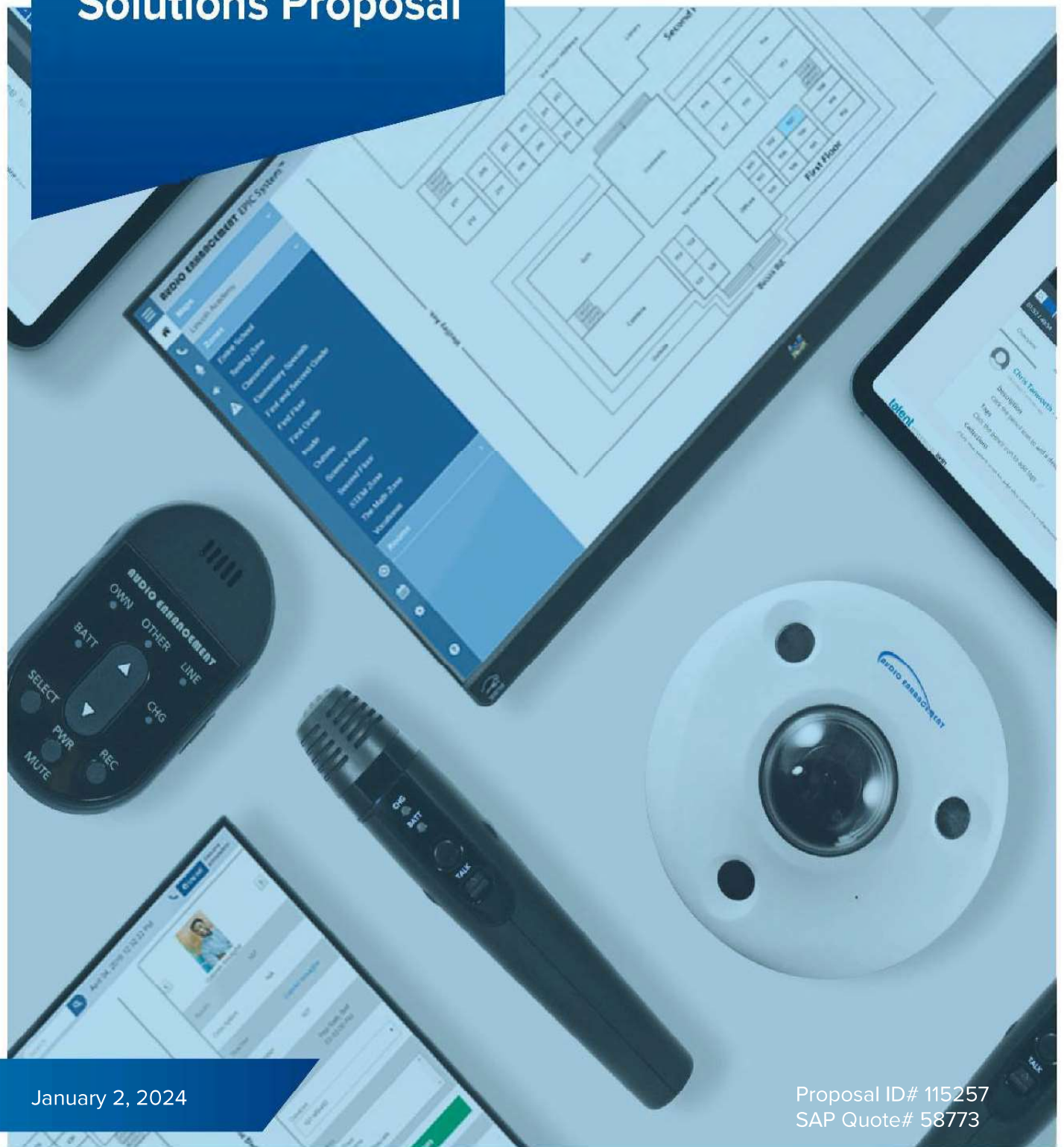


The SYSTEM 6VPS is a complete, vandal resistant horn assembly featuring a double re-entrant, compression horn with an integrated 16W, 25/70V, multi-tap transformer that is mounted on a vandal resistant, stainless steel baffle. It also includes a square, heavy gauge stainless steel, surface mount enclosure.





Audio Enhancement Solutions Proposal



January 2, 2024

Proposal ID# 115257
SAP Quote# 58773

Prepared For Compunet Inc



Dear Compunet Inc,

I want to personally thank you for inviting us to submit a proposal to Compunet Inc!

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Jeff Anderson

Jeff Anderson
Audio Enhancement, CEO

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The Anderson Family

Selected Systems and Products

Hallway

QTY - 01

COMPATIBILITY



MS-300 Network Interface with 7' Cat6 & 3.5 to RCA Cables (KIT) used for paging. Also includes a variety of 70v Amplifier for areas with multiple 70v speakers like hallways, gyms, internal/external horns etc. Add optional wall plate for 2 way calling functionality.

INCLUDED COMPONENTS



EPIC Common Zone
Amplifier 4 X 250W
70V - 1U



MS-300 Network
Interface with
Programming
(Requires PoE)

Full System Product Details

EPIC Common Zone Amplifier 4 X 250W 70V - 1U, MS-300 Network Interface with Programming (Requires PoE),

Cafeteria

QTY - 01

COMPATIBILITY



MS-300 Network Interface with 7' Cat6 & 3.5 to RCA Cables (KIT) used for paging. Also includes a variety of 70v Amplifier for areas with multiple 70v speakers like hallways, gyms, internal/external horns etc. Add optional wall plate for 2 way calling functionality.

INCLUDED COMPONENTS



MS-300 Network
Interface with
Programming
(Requires PoE)



50' Cat6, Plenum
Rated, Purple



Wall Plate, WPA-702,
Call Button,
Emergency Button,
Ambient Mic with
Decora Plate

Full System Product Details

MS-300 Network Interface with Programming (Requires PoE), 50' Cat6, Plenum Rated, Purple, Wall Plate, WPA-702, Call Button, Emergency Button, Ambient Mic with Decora Plate,



MS-300 Network Interface with 7' Cat6 & 3.5 to RCA Cables (KIT) used for paging. Also includes a variety of 70v Amplifier for areas with multiple 70v speakers like hallways, gyms, internal/external horns etc. Add optional wall plate for 2 way calling functionality.

INCLUDED COMPONENTS



MS-300 Network Interface with Programming (Requires PoE)

Full System Product Details

MS-300 Network Interface with Programming (Requires PoE),



MS-300 Network Interface with 7' Cat6 & 3.5 to RCA Cables (KIT) used for paging. Also includes a variety of 70v Amplifier for areas with multiple 70v speakers like hallways, gyms, internal/external horns etc. Add optional wall plate for 2 way calling functionality.

INCLUDED COMPONENTS



EPIC Common Zone Amplifier 4 X 250W 70V - 1U



MS-300 Network Interface with Programming (Requires PoE)

Full System Product Details

EPIC Common Zone Amplifier 4 X 250W 70V - 1U, MS-300 Network Interface with Programming (Requires PoE),



MS-300 Network Interface with 7' Cat6 & 3.5 to RCA Cables (KIT) used for paging. Also includes a variety of 70v Amplifier for areas with multiple 70v speakers like hallways, gyms, internal/external horns etc. Add optional wall plate for 2 way calling functionality.

INCLUDED COMPONENTS



MS-300 Network Interface with Programming (Requires PoE)

Full System Product Details

MS-300 Network Interface with Programming (Requires PoE),



MS-300 Network Interface with 7' Cat6 & 3.5 to RCA Cables (KIT) used for paging. Also includes a variety of 70v Amplifier for areas with multiple 70v speakers like hallways, gyms, internal/external horns etc. Add optional wall plate for 2 way calling functionality.

INCLUDED COMPONENTS



MS-300 Network Interface with Programming (Requires PoE)



50' Cat6, Plenum Rated, Purple



Wall Plate, WPA-702, Call Button, Emergency Button, Ambient Mic with Decora Plate

Full System Product Details

MS-300 Network Interface with Programming (Requires PoE), 50' Cat6, Plenum Rated, Purple, Wall Plate, WPA-702, Call Button, Emergency Button, Ambient Mic with Decora Plate,

Optimum 4 System

QTY - 20

COMPATIBILITY



The MS-700 Optimum Amplifier is a fully integrated networked classroom amplifier and wireless microphone receiver. This amplifier has network-based intercom, paging and emergency notification, and provides full-duplex audio. It is easy-to-use, easy-to-install, and has simple user interface software. The entire unit utilizes Power over Ethernet (PoE+). Intercom and paging functionalities[†] are built-in. During emergencies, paging can still be heard, even when the power goes out.

INCLUDED COMPONENTS



XD Teacher Box with Teacher Pendant Microphone



EduCamPTZ-C Bundle with Programming (Requires PoE) - Tile Bridge Included



35' 3.5 Male to 3.5 Male Plenum Rated - Shielded



MS-600 Optimum Amplifier with Integrated XD Receiver with Programming (Requires PoE+)



Wiring Bundle for MS-600 Optimum Amplifier with Integrated XD Receiver



FS-22 Ceiling Speaker, 1x2 Tile Replacement, Plenum Rated, Set of 4

+ More

Full System Product Details

XD Teacher Box with Teacher Pendant Microphone, EduCamPTZ-C Bundle with Programming (Requires PoE) - Tile Bridge Included, 35' 3.5 Male to 3.5 Male Plenum Rated - Shielded, MS-600 Optimum Amplifier with Integrated XD Receiver with Programming (Requires PoE+), Wiring Bundle for MS-600 Optimum Amplifier with Integrated XD Receiver, FS-22 Ceiling Speaker, 1x2 Tile Replacement, Plenum Rated, Set of 4, Wall Plate, WPA-702, Call Button, Emergency Button, Ambient Mic with Decora Plate,

EPIC Head End System

QTY - 01

COMPATIBILITY



Everything you need in order for an EPIC System central head-end.



INCLUDED COMPONENTS



EPIC Grandstream Enterprise Phone with Programming



EPIC Kiosk with Programming



EPIC Appliance 1U Rackmount with Programming



CLAUDIA, EPIC Front Office Media Player with Programming (Requires AC Power)



EPIC System Platform License



SAFE System License (Requires EP-0009)

Full System Product Details

EPIC Grandstream Enterprise Phone with Programming, EPIC Kiosk with Programming, EPIC Appliance 1U Rackmount with Programming, CLAUDIA, EPIC Front Office Media Player with Programming (Requires AC Power), EPIC System Platform License, SAFE System License (Requires EP-0009),

Optimum 4 Wall Speaker System

QTY - 01

COMPATIBILITY



The MS-700 Optimum Amplifier is a fully integrated networked classroom amplifier and wireless microphone receiver. This amplifier has network-based intercom, paging and emergency notification, and provides full-duplex audio. It is easy-to-use, easy-to-install, and has simple user interface software. The entire unit utilizes Power over Ethernet (PoE+). Intercom and paging functionalities[†] are built-in. During emergencies, paging can still be heard, even when the power goes out.

INCLUDED COMPONENTS



XD Teacher Box with Teacher Pendant Microphone



EduCamPTZ-C Bundle with Programming (Requires PoE) - Tile Bridge Included



WS-09 Wall Speaker, Set of 4



35' 3.5 Male to 3.5 Male Plenum Rated - Shielded



MS-600 Optimum Amplifier with Integrated XD Receiver with Programming (Requires PoE+)



Wiring Bundle for MS-600 Optimum Amplifier with Integrated XD Receiver

+ More

Full System Product Details

XD Teacher Box with Teacher Pendant Microphone, EduCamPTZ-C Bundle with Programming (Requires PoE) - Tile Bridge Included, WS-09 Wall Speaker, Set of 4, 35' 3.5 Male to 3.5 Male Plenum Rated - Shielded, MS-600 Optimum Amplifier with Integrated XD Receiver with Programming (Requires PoE+), Wiring Bundle for MS-600 Optimum Amplifier with Integrated XD Receiver, Wall Plate, WPA-702, Call Button, Emergency Button, Ambient Mic with Decora Plate,

2-Way Intercom System 1

QTY - 01

COMPATIBILITY



The MS-320 is a network interface that has intercom, paging and emergency notification, providing full-duplex audio. It is easy-to-use and easy-to-install. The entire unit is Powered over Ethernet (PoE). Intercom and paging functionalities^{**} are built-in. During emergencies, paging can still be heard, even when the power goes out. This unit can be installed as part of the SAFE (Signal Alert For Education) System[™].

INCLUDED COMPONENTS



75' Speaker Wire Plenum Rated, White



50' Cat6, Plenum Rated, Purple



MS-320 Network Interface for 2-Way Intercom with Programming (Requires PoE+)



Wall Plate, WPA-702, Call Button, Emergency Button, Ambient Mic with Decora Plate



WS-09 Wall Speaker, Set of 2

Full System Product Details

75' Speaker Wire Plenum Rated, White, 50' Cat6, Plenum Rated, Purple, MS-320 Network Interface for 2-Way Intercom with Programming (Requires PoE+), Wall Plate, WPA-702, Call Button, Emergency Button, Ambient Mic with Decora Plate, WS-09 Wall Speaker, Set of 2,



MS-300 Network Interface with 7' Cat6 & 3.5 to RCA Cables (KIT) used for paging. Also includes a variety of 70v Amplifier for areas with multiple 70v speakers like hallways, gyms, internal/external horns etc. Add optional wall plate for 2 way calling functionality.

INCLUDED COMPONENTS



MS-300 Network Interface with Programming (Requires PoE)

Full System Product Details

MS-300 Network Interface with Programming (Requires PoE),



MS-300 Network Interface with 7' Cat6 & 3.5 to RCA Cables (KIT) used for paging. Also includes a variety of 70v Amplifier for areas with multiple 70v speakers like hallways, gyms, internal/external horns etc. Add optional wall plate for 2 way calling functionality.

INCLUDED COMPONENTS



MS-300 Network Interface with Programming (Requires PoE)



50' Cat6, Plenum Rated, Purple



Wall Plate, WPA-702, Call Button, Emergency Button, Ambient Mic with Decora Plate

Full System Product Details

MS-300 Network Interface with Programming (Requires PoE), 50' Cat6, Plenum Rated, Purple, Wall Plate, WPA-702, Call Button, Emergency Button, Ambient Mic with Decora Plate,

Selected Systems and Products

70V Ceiling Speaker, Circle Cut In

QTY - 25



The EPIC 70V Ceiling Speaker is a fully assembled speaker assembly, with back can and speaker grill. The speaker has a tuned ported enclosure that provides superior bass response while maintaining a very high sensitivity. The transformer tap selector is easily accessible on the side of the speaker. Metal speaker back meets UL 2043 criteria for plenum installation.

70V Wall Mount Speaker, White

QTY - 04



70V Wall Mount Speaker in white.

70V Indoor Fixed Angled Horn Speaker and Enclosure

QTY - 05



This kit includes one 70 Volt H16 SVP angled front speaker and one SE2WVP slanted enclosure.

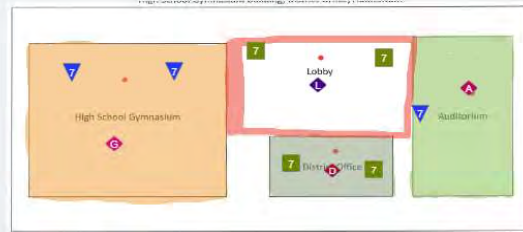
70V Outdoor Horn Speaker and Enclosure

QTY - 06



The SYSTEM 6VPS is a complete, vandal resistant horn assembly featuring a double re-entrant, compression horn with an integrated 16W, 25/70V, multi-tap transformer that is mounted on a vandal resistant, stainless steel baffle. It also includes a square, heavy gauge stainless steel, surface mount enclosure.





Letter of resignation

1 message

Mari Kerley <mKerley@lapwai.org>

Fri, Jan 5, 2024 at 1:39 PM

To: DLisa Penney <dpinkham@lapwai.org>, David Aiken <daiken@lapwai.org>, Connie Desjarlais <cdesjarlais@lapwai.org>, Nathan Weeks <nweeks@lapwai.org>

Good Afternoon

I have officially accepted a position with the Cottonwood School District as of today Jan 5th. I have requested to be able to have 2 weeks to give Lapwai School District some time to post and hire for my position. I am so sad and have a heavy heart to be leaving Lapwai. You all have been so kind to me and accepted me into your community that I love dearly.

Please accept my official request for resignation of my position as Middle High School Secretary.

Qe'ciyew'yew' / Thank you

Marianna Kerley
Administrative Assistant
Registrar

Lapwai Middle/High School
208-843-2241 ext. 3255
mfuller@lapwai.org

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

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