

LAPWAI SCHOOL DISTRICT #341
BOARD OF TRUSTEES - REGULAR MONTHLY MEETING
Lapwai School District Office, 404 S Main St, Lapwai, Idaho
Tuesday, February 20, 2024 - 5:00 pm
Agenda

- 1) Call to Order
 - A. Pledge of Allegiance
 - B. Roll Call
 - C. Moment of Silence in memory of Jack Bell, former Zone 4 Trustee

Page

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|------------------------------------|--|
| 2 | 2) A. Consent Agenda – Action Item |
| 5 | 1. Approval of Minutes – January 17, 2024 |
| 28 | 2. Budget Report/Balance Sheet |
| 32 | 3. Payment of Current Bills |
| | 4. Associated Student Body Accounts |
| | 3) Unscheduled Delegations (please call at least 3 days prior to the meeting to be included) |
| 35, 44,
84, 132
144 | 4) Discussion Items <ol style="list-style-type: none">A. Administrator’s Reports – Principals, Sped Director, Athletic Director, SuperintendentB. Indian Education CoordinatorC. Advanced Opportunities and Dual Credit - Qubilah Mitchell & Keasha HenryD. Freshmen Native American Research Class Presentation - Mary Lynn Walker |
| 168 | 5) Action Items |
| 169 | A. First Reading – Delete Policy 503.10 – Zero Tolerance Violence Policy |
| | B. Review Policy 506.11 – Zero Tolerance Violence Policy |
| | C. Late Start – January 17, Emergency Closure – Snow – January 12, 2024 |
| 170 | D. Safe Return to In-Person Instruction & Continuity of Services Plan |
| | 6) Executive Session – Idaho Code Section 74-206(1) (a) (b) (Personnel) – Action Item
(by simple majority of Current Board Members present as per Idaho Code Section 74-206(4)
(a) to consider the evaluation of an employee |
| | Personnel Action Items: |
| 177 | A. Superintendent Evaluation |
| 178 | B. Resignation – CBRS – Brianna Schnuerle
– Maintenance/Transportation Supervisor – Emerson White |
| | C. New Hire – Middle School Wrestling Coach – Noah Lattuada
– Interventional Aide – Jon Paisano
– Maintenance and/or Transportation Supervisor - ? |
| 179 | 7) Board Training – Open Enrollment Legislative Updates |
| | 8) Adjourn – Action Item |

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

LAPWAI SCHOOL DISTRICT #341
School Board Minutes
Regular Meeting
January 17, 2024

The Board of Trustees of School District #341 met in regular session in the Board Room of the District Office. Clerk Weeks called the meeting to order at 5:04 p.m.

Clerk Weeks administered the Oath of Office to Thunder Garcia, newly reappointed Trustee for Zone 5.

The board then led those in attendance in the Pledge of Allegiance. Roll Call was made, present were Trustees Samuels-Allen, Johnson, Spaulding, and Garcia. Also attending was Superintendent Aiken, Clerk Weeks and D’Lisa Penney. Trustee Kipp arrived soon after.

Clerk Weeks made a call for nominations for Board Chair. Trustee Garcia moved and Trustee Spaulding seconded to keep the slate of officers the same for the coming year as follows.

Board Chair - Sonya Samuels-Allen
Board Vice Chair - Lori Johnson
Clerk/Treasurer – Nathan Weeks

A vote was taken and the motion passed.

Board Chair Samuels-Allen then began to preside over the meeting.

The schedule of board meetings for the coming year was discussed.

- The Third Monday of each month at 5:00pm in the District Office for March through May and July through December
- The Tuesday following the Holiday on the Third Monday of each month at 5:00 pm in the District Office for February and January
- The Third Tuesday at 5:00pm in the District Office for June

Trustee Garcia moved and Trustee Spaulding seconded to approve the regular meeting for the coming year. A vote was taken and the motion passed.

The places for public postings of board meetings was discussed. It has been the District Website and the District Office. Trustee Garcia moved and Trustee Spaulding seconded to keep the places for public postings the same for the coming year. A vote was taken and the motion passed.

The Trustees reviewed and signed the Code of Ethics.

Trustee Kipp moved and Trustee Garcia 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.

Middle/High School Principal Penney reviewed her report.

- The upcoming Indian Education Summit on January 25.
- Attendance
- ISAT prep
- Pride Survey
- Winter Parent – Teacher conferences

Superintendent Aiken presented on the Nez Perce State Tribal Education Consortium Grant including the details of the Written Final Agreement and Contracting Services Agreement. He reviewed recent collaboration with STEP and the Idaho Indian Education Committee regarding improving and defining Tribal Consultation. The most recent JOM allocation and letters from Johanna Jones of the State Board Office of Indian Education were also shared. Discussion included guidance to gather additional information from NPTEC and STEP prior to proceeding with the agreement. Superintendent Aiken shared additional collaboration is scheduled. He agreed to keep the board informed.

He also talked about the flood in the Elementary School last Friday as a result of the fresh air intake not operating correctly when the low was -15 degrees. There was also a flood in the Ag Shop as the water to the old boiler was not shut off when it was mothballed.

He presented his annual portfolio in advance of the evaluation to be completed at the next meeting.

The ISBA's Day on The Hill is coming up next month and a reminder was made for trustees to consider going.

The Second Reading of the following policy was held.

- Policy 803.4 – Grant Writing and Awards

Trustee Garcia moved and Trustee Spaulding seconded to approve the updated policy as presented. A vote was taken and the motion passed.

A First Reading to Delete Policy 506.10 – Zero Tolerance Violence Policy was listed on the agenda. The intention was to have a first reading to delete Policy 503.10. The correct policy will be listed on the February Agenda.

A Review of Policy 503.10 – Zero Tolerance Violence Policy was listed on the agenda. The intention was to review Policy 506.11 – Zero Violence Policy. The correct policy will be listed on the February Agenda.

The COPS Grant recently awarded to the District requires a specialized system. Only one vendor, Compunet, has been found to provide and install the Audio Enhancement system that the grant was written around. Trustee Garcia moved to approve the Sole Source Vendor Declaration for the Communication System for Compunet. Trustee Spaulding seconded the motion which was passed. The Declaration will be placed in the Tribune as a legal notice and after 14 days of being published with no response from other vendors, the project will proceed with Compunet.

A Late Start on January 10, 2024 was called due to weather. Trustee Kipp moved and Trustee Garcia seconded to approve the identified late start. A vote was taken and the motion passed.

The following personnel action item were presented to the board.

Resignation – Middle/High School Secretary – Mari Kerley

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

The Board Training topic was the Impact Aid Questionnaire results.

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

Board Chair Samuels-Allen declared the meeting adjourned at 7:01pm.

Board Chair

Clerk

Date

(Rprt: 01 - MAIN; Dates: 00/00/00-02/29/24; PRINT: 02/14/24 1:19:10 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	28,913.67CR	10,768.33CR	0%	73%
100-411900	OTHER TAXES	0.00	0.00	325.52CR	325.52	0%	0%
100-413000	PENALTY & INT--DELINQUENT TAXES	3,000.00CR	0.00	1,283.80CR	1,716.20CR	0%	43%
100-415000	EARNINGS ON INVESTMENTS	12,000.00CR	12,996.92CR	74,223.62CR	62,223.62	108%	619%
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	1,500.00CR	1,000.00CR	0%	60%
100-419903	GRANTS	82,000.00CR	0.00	66,398.65CR	15,601.35CR	0%	81%
	TOTAL LOCAL REVENUE	190,182.00CR	12,996.92CR	253,629.07CR	63,447.07	7%	133%
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	129,473.00CR	62,028.00CR	0%	68%
100-431901	EARLY COMPLETERS-DUAL CREDIT	0.00	0.00	0.00	0.00	0%	0%
100-431902	STATE MATH/SCI REQUIREMENT	5,000.00CR	0.00	0.00	5,000.00CR	0%	0%
100-431904	REMEDICATION	13,000.00CR	0.00	0.00	13,000.00CR	0%	0%
100-431930	STATE TECHNOLOGY SUPPORT	78,780.00CR	0.00	0.00	78,780.00CR	0%	0%
100-432100	DRIVER EDUCATION REVENUE	3,125.00CR	0.00	0.00	3,125.00CR	0%	0%
100-437000	LOTTERY/ADD'L STATE MAINTENANCE	80,000.00CR	0.00	89,849.00CR	9,849.00	0%	112%
100-438000	REVENUE IN LIEU OF TAXES	2,606.00CR	0.00	1,673.63CR	932.37CR	0%	64%
100-438001	REV. IN LIEU-AG. EQUIP.	2,160.00CR	0.00	1,620.00CR	540.00CR	0%	75%
	TOTAL STATE REVENUE	4,834,760.00CR	0.00	3,543,453.63CR	1,291,306.37CR	0%	73%
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	7,757.08CR	10,737.92CR	0%	42%
	TOTAL OTHER REVENUE	618,495.00CR	0.00	7,757.08CR	610,737.92CR	0%	1%
	TOTAL REVENUE	8,343,637.00CR	12,996.92CR	5,777,589.78CR	2,566,047.22CR	0%	69%
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(Rprt: 01 - MAIN; Dates: 00/00/00-02/29/24; PRINT: 02/14/24 1:19:11 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	560,053.66	542,272.34	8%	51%
100-512115	ELEMENTARY NON-CERTIFIED SALARIES	381,612.00	21,155.59	138,321.44	243,290.56	6%	36%
100-512160	ELEMENTARY TEACHER SUBSTITUTES	20,000.00	3,217.50	11,911.30	8,088.70	16%	60%
100-512200	ELEMENTARY FRINGE BENEFITS	72,813.00	5,546.83	33,283.90	39,529.10	8%	46%
100-512210	ELEMENT. LIFE/EMP. ASSIST.	1,824.00	177.77	1,147.50	676.50	10%	63%
100-512220	EMPLOYER FICA	120,621.00	9,112.61	54,673.48	65,947.52	8%	45%
100-512230	HEALTH INSURANCE - ELEM	176,982.00	11,503.59	77,532.22	99,449.78	6%	44%
100-512270	WORKER'S COMPENSATION	6,670.00	566.73	3,420.55	3,249.45	8%	51%
100-512280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-512290	RETIREMENT BENEFIT	191,789.00	14,751.84	90,656.83	101,132.17	8%	47%
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	493.33	3,611.90	4,388.10	6%	45%
100-512380	ELEMENTARY TRAVEL	2,500.00	0.00	0.00	2,500.00	0%	0%
100-512410	ELEMENT. FIXED MATERIALS	15,000.00	1,090.36	18,291.40	(3,291.40)	7%	122%
100-512411	TEACHER SUPPLIES	3,800.00	0.00	426.83	3,373.17	0%	11%
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	327.15	39,485.86	(19,485.86)	2%	197%
TOTAL ELEMENTARY PROGRAM		2,135,937.00	161,218.91	1,035,198.25	1,100,738.75	8%	48%
SECONDARY SCHOOL PROGRAM							
100-515110	HS CERTIFIED SALARIES	824,357.00	70,160.54	425,768.24	398,588.76	9%	52%
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	16,325.82	98,892.92	117,220.08	8%	46%
100-515160	HS SUBSTITUTE SALARIES	25,000.00	8,235.00	19,835.00	5,165.00	33%	79%
100-515200	HS FRINGE BENEFITS	26,657.00	2,221.32	13,327.92	13,329.08	8%	50%
100-515210	HS LIFE INSURANCE BENEFIT	1,408.00	139.94	805.60	602.40	10%	57%
100-515220	HS EMPLOYER FICA	83,930.00	7,381.73	42,299.19	41,630.81	9%	50%
100-515230	HEALTH INSURANCE - HS	129,786.00	11,129.48	61,719.11	68,066.89	9%	48%
100-515270	HS WORKER'S COMPENSATION	4,641.00	439.89	2,540.12	2,100.88	9%	55%
100-515280	HS SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-515290	HS PERSI BENEFIT	132,789.00	10,925.83	63,985.08	68,803.92	8%	48%
100-515313	GRANT FUNDED PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-515321	COPIER RENTAL	4,400.00	442.20	3,013.18	1,386.82	10%	68%
100-515322	HS PURCHASE SERVICES	8,000.00	17.00	4,170.50	3,829.50	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	45.50	5,603.21	6,896.79	0%	45%
100-515411	TEACHER SUPPLIES	2,800.00	197.78	1,975.22	824.78	7%	71%
100-515412	DRIVERS ED. MATERIALS	300.00	0.00	208.46	91.54	0%	69%
100-515413	GRANT FUNDED SUPPLIES - FY24 - \$40,296	0.00	821.82	33,993.81	(33,993.81)	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	442.99	4,958.41	2,541.59	6%	66%
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	128,926.84	793,346.25	801,198.75	8%	50%
SPECIAL EDUCATION PROGRAM							
100-521110	RESOURCE ROOM TEACHER SALARIES	273,324.00	23,014.57	138,087.42	135,236.58	8%	51%
100-521115	RESOURCE ROOM AIDES' SALARIES	106,395.00	9,018.46	54,112.46	52,282.54	8%	51%
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	7,875.96	7,875.04	8%	50%
100-521210	EXCEPT. LIFE/EMP. ASSIST.	672.00	56.72	329.03	342.97	8%	49%
100-521220	EMPLOYER FICA	31,401.00	2,542.78	15,313.41	16,087.59	8%	49%
100-521230	HEALTH INSURANCE - EXCEPT CHILD	58,994.00	4,739.63	27,402.35	31,591.65	8%	46%
100-521270	WORKER'S COMPENSATION	1,736.00	153.40	923.63	812.37	9%	53%
100-521280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-521290	RETIREMENT BENEFIT	48,579.00	4,085.05	24,510.53	24,068.47	8%	50%
100-521300	TUITION TO N.I.C.H.	20,000.00	3,700.00	9,250.00	10,750.00	19%	46%
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	48,623.27	289,891.12	314,460.88	8%	48%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
SPECIAL EDUCATION PRESCHOOL PROGRAM							
100-522110	EXCEPTIONAL PRESCHOOL SALARIES	77,908.00	6,570.75	39,424.50	38,483.50	8%	51%
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	47.68	48.32	8%	50%
100-522220	EMPLOYER FICA	6,113.00	433.91	2,606.15	3,506.85	7%	43%
100-522230	HEALTH INSURANCE - PRESCHOOL	11,799.00	983.23	5,860.96	5,938.04	8%	50%
100-522270	WORKER'S COMPENSATION	338.00	30.23	181.38	156.62	9%	54%
100-522280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-522290	RETIREMENT BENEFIT	9,887.00	833.83	5,002.98	4,884.02	8%	51%
100-522410	CLASSROOM SUPPLIES	350.00	749.82	2,957.12	(2,607.12)	214%	845%
100-522411	TEACHER SUPPLIES	200.00	0.00	0.00	200.00	0%	0%
	TOTAL PRESCHOOL PROGRAM	108,691.00	9,609.77	56,080.77	52,610.23	9%	52%
SCHOOL ACTIVITY PROGRAM							
100-532100	SCHOOL ACTIVITY SALARIES	133,700.00	18,472.90	86,743.30	46,956.70	14%	65%
100-532200	SCHOOL ACTIVITIES FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-532210	EMPLOYEE LIFE INS	0.00	11.98	58.57	(58.57)	0%	0%
100-532220	EMPLOYER FICA	10,228.00	1,409.98	6,620.76	3,607.24	14%	65%
100-532230	HEALTH INSURANCE - SCHOOL ACTIVITIES	0.00	1,300.19	6,166.45	(6,166.45)	0%	0%
100-532270	WORKER'S COMPENSATION	566.00	67.26	355.92	210.08	12%	63%
100-532280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-532290	RETIREMENT BENEFIT	8,801.00	1,085.02	5,314.62	3,486.38	12%	60%
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	0.00	11,903.52	13,096.48	0%	48%
100-532550	ATHLETIC EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL SCHOOL ACTIVITY PROGRAM	205,795.00	22,347.33	118,045.14	87,749.86	11%	57%
ATTENDANCE, GUIDANCE, & HEALTH PROGRAM							
100-611110	COUNSELING SALARIES - ELEMENTARY	63,379.00	5,345.33	32,153.23	31,225.77	8%	51%
100-611111	GUIDANCE SALARIES - SECONDARY	85,289.00	7,193.25	43,159.50	42,129.50	8%	51%
100-611200	GUIDANCE FRINGE BENEFITS	15,078.00	1,256.50	7,539.00	7,539.00	8%	50%
100-611210	GUIDANCE LIFE/EMP. ASSIST.	192.00	16.00	95.60	96.40	8%	50%
100-611220	EMPLOYER FICA	12,527.00	1,052.98	6,324.12	6,202.88	8%	50%
100-611230	HEALTH INSURANCE - GUIDANCE	0.00	0.00	0.00	0.00	0%	0%
100-611270	WORKER'S COMPENSATION	693.00	63.46	381.13	311.87	9%	55%
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	10,513.90	10,265.10	8%	51%
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	16,678.12	100,166.48	102,970.52	8%	49%
SPECIAL EDUCATION SUPPORT SERVICES PROGRAM							
100-616110	ANCILLARY SALARIES - CDS & PSYCOL.	126,580.00	19,601.16	132,939.55	(6,359.55)	15%	105%
100-616115	NON CERT ANCILLARY SALARY	3,924.00	30,772.69	194,319.36	(190,395.36)	784%	999%
100-616200	ANCILLARY FRINGE BENEFITS	8,531.00	710.91	4,265.46	4,265.54	8%	50%
100-616210	EMPLOYEE LIFE INSUR	816.00	105.43	680.71	135.29	13%	83%
100-616220	EMPLOYER FICA	10,636.00	3,900.17	24,977.50	(14,341.50)	37%	235%
100-616230	HEALTH INSURANCE - ANCILLARY	82,591.00	8,814.31	53,501.74	29,089.26	11%	65%
100-616270	WORKER'S COMPENSATION	588.00	301.67	1,912.78	(1,324.78)	51%	325%
100-616280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-616290	RETIREMENT BENEFIT	17,584.00	5,430.29	35,912.62	(18,328.62)	31%	204%
100-616300	CDS CONTRACT	87,500.00	15,603.53	79,182.43	8,317.57	18%	90%
100-616410	ANCILLARY SUPPLIES	800.00	0.00	0.00	800.00	0%	0%
	TOTAL ANCILLARY	339,550.00	85,240.16	527,692.15	188,142.15CR	25%	155%

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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	2,499.96	(2,499.96)	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	5.04	(5.04)	0%	0%
100-621220	FICA	0.00	31.70	190.23	(190.23)	0%	0%
100-621230	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
100-621270	WORKERS COMP	0.00	1.92	11.52	(11.52)	0%	0%
100-621280	UUSL	0.00	0.00	0.00	0.00	0%	0%
100-621290	PERSI	0.00	52.88	317.28	(317.28)	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	414.59	(314.59)	0%	415%
TOTAL INSTRUCTION IMPROVEMENT		26,984.00	504.00	7,557.78	19,426.22	2%	28%
EDUCATIONAL MEDIA PROGRAM							
100-622110	LIBRARY SALARIES - ELEMEN & SECOND	0.00	0.00	0.00	0.00	0%	0%
100-622111	AUDIOVISUAL SALARIES - ELEM & SEC	0.00	0.00	0.00	0.00	0%	0%
100-622115	LIBRARY CLASSIFIED SALARIES	64,465.00	5,384.72	31,608.72	32,856.28	8%	49%
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	3,141.96	3,142.04	8%	50%
100-622210	LIB./TECH. LIFE/EMP. ASSIST.	192.00	15.17	91.79	100.21	8%	48%
100-622220	EMPLOYER FICA	5,489.00	452.00	2,658.43	2,830.57	8%	48%
100-622230	HEALTH INSURANCE - MEDIA	11,799.00	983.23	5,899.38	5,899.62	8%	50%
100-622270	WORKER'S COMPENSATION	303.00	27.17	159.85	143.15	9%	53%
100-622280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-622290	RETIREMENT BENEFIT	8,005.00	660.56	3,885.14	4,119.86	8%	49%
100-622323	VALNET COMMUNICATIONS	7,000.00	1,212.50	3,637.50	3,362.50	17%	52%
100-622410	LIBRARY MATERIALS--ELEMENTARY	5,000.00	0.00	2,388.82	2,611.18	0%	48%
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	9,259.01	55,615.88	58,921.12	8%	49%
INSTRUCTIONAL RELATED TECHNOLOGY							
100-623115	TECHNOLOGY SALARY	76,355.00	6,444.16	38,989.96	37,365.04	8%	51%
100-623200	TECHNOLOGY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-623210	TECHNOLOGY LIFE BENEFIT	96.00	8.42	50.53	45.47	9%	53%
100-623220	TECHNOLOGY FICA BENEFIT	5,841.00	492.88	2,982.13	2,858.87	8%	51%
100-623230	HEALTH INSURANCE - TECHNOLOGY	11,799.00	1,035.13	6,211.22	5,587.78	9%	53%
100-623270	TECHNOLOGY WORKERS COMP.	323.00	29.64	179.33	143.67	9%	56%
100-623280	TECHNOLOGY SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-623290	TECHNOLOGY PERSI BENEFIT	8,243.00	724.99	4,391.18	3,851.82	9%	53%
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	303.00	28,057.00	11,943.00	1%	70%
100-623410	TECHNOLOGY SUPPLIES/MATERIALS	5,000.00	0.00	6,641.42	(1,641.42)	0%	133%
100-623411	TECHNOLOGY-ELEMENTARY	35,000.00	0.00	12,497.23	22,502.77	0%	36%
100-623412	TECHNOLOGY SECONDARY	35,000.00	0.00	3,959.27	31,040.73	0%	11%
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	9,038.22	106,307.97	136,349.03	4%	44%
BOARD OF EDUCATION PROGRAM							
100-631115	CLERK-TREASURER SALARIES--BD OF ED	0.00	0.00	0.00	0.00	0%	0%
100-631200	BOARD FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-631210	EMPLOYEE LIFE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-631220	EMPLOYER FICA	0.00	0.00	0.00	0.00	0%	0%
100-631230	HEALTH INSURANCE - CLERK	0.00	0.00	0.00	0.00	0%	0%
100-631270	WORKER'S COMPENSATION	0.00	0.00	0.00	0.00	0%	0%
100-631280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-631290	RETIREMENT BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-631310	BOARD PURCH. SERVICE	40,000.00	1,000.00	25,435.22	14,564.78	3%	64%
100-631410	SUPPLIES - SCHOOL BOARD	750.00	267.50	582.62	167.38	36%	78%
TOTAL BOARD OF EDUCATION PROGRAM		40,750.00	1,267.50	26,017.84	14,732.16	3%	64%

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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	96,088.64	48,044.36	8%	67%
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	160.00	80.00	8%	67%
100-632220	EMPLOYER FICA	11,026.00	916.33	7,330.73	3,695.27	8%	66%
100-632230	HEALTH INSURANCE - DISTRICT ADMIN	11,799.00	983.23	7,703.74	4,095.26	8%	65%
100-632270	WORKER'S COMPENSATION	610.00	55.25	480.44	129.56	9%	79%
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	12,193.68	6,096.32	8%	67%
100-632310	BANK FEES / GRANT SVCS	25,000.00	1,694.03	24,988.44	11.56	7%	100%
100-632322	COPIER RENTAL	4,000.00	310.83	2,649.47	1,350.53	8%	66%
100-632333	DISTRICT COMMUNICATIONS	10,000.00	93.11	3,683.85	6,316.15	1%	37%
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	1,338.71	9,379.09	8,120.91	8%	54%
100-632410	DISTRICT SUPPLIES	3,000.00	0.00	1,371.44	1,628.56	0%	46%
100-632412	DISTRICT SUBSCRIPTIONS	0.00	0.00	0.00	0.00	0%	0%
TOTAL DISTRICT ADMINISTRATION		260,598.00	18,946.78	172,947.87	87,650.13	7%	66%
SCHOOL ADMINISTRATION PROGRAM							
100-641110	SCHOOL ADMIN SALARIES	213,377.00	16,471.00	98,349.43	115,027.57	8%	46%
100-641115	ADMINISTRATIVE NON-CERTIFIED	96,858.00	9,798.95	60,545.52	36,312.48	10%	63%
100-641200	SCHOOL ADMIN FRINGE BENEFITS	8,531.00	710.91	4,265.46	4,265.54	8%	50%
100-641210	SCHOOL ADMIN. LIFE/EMP. ASSIST.	720.00	50.11	338.78	381.22	7%	47%
100-641220	EMPLOYER FICA	24,386.00	2,052.31	12,442.75	11,943.25	8%	51%
100-641230	HEALTH INSURANCE - SCHOOL ADMIN	41,296.00	2,400.34	19,650.83	21,645.17	6%	48%
100-641270	WORKER'S COMPENSATION	1,348.00	124.11	675.29	672.71	9%	50%
100-641280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-641290	RETIREMENT BENEFIT	38,989.00	3,188.46	19,160.53	19,828.47	8%	49%
100-641323	SCHOOL COMMUNICATIONS	18,500.00	678.22	8,805.59	9,694.41	4%	48%
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	78.42	1,800.19	199.81	4%	90%
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	35,552.83	227,993.98	223,811.02	8%	50%
BUSINESS OPERATIONS PROGRAM							
100-651115	SALARIES - BUSINESS OPERATIONS	82,084.00	6,170.76	46,859.91	35,224.09	8%	57%
100-651200	FRINGE	10,317.00	859.75	6,878.00	3,439.00	8%	67%
100-651210	LIFE INS BENEFIT	96.00	8.00	66.74	29.26	8%	70%
100-651220	EMPLOYER FICA	7,069.00	535.98	4,096.22	2,972.78	8%	58%
100-651230	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
100-651270	WORKER'S COMPENSATION	391.00	32.34	266.96	124.04	8%	68%
100-651280	SICK LEAVE RETIREMENT	0.00	0.00	0.00	0.00	0%	0%
100-651290	PERSI	10,486.00	730.44	5,899.97	4,586.03	7%	56%
100-651310	PURCHASED SERVICES	66,500.00	0.00	43,287.86	23,212.14	0%	65%
100-651311	MEDICAID BILLING SERVICES	29,203.00	0.00	11,696.60	17,506.40	0%	40%
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	8,337.27	119,968.86	92,177.14	4%	57%

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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	17,595.55	136,510.67	39,564.33	10%	78%
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	30.86	247.03	40.97	11%	86%
100-661220	EMPLOYER FICA	14,388.00	1,342.57	10,414.95	3,973.05	9%	72%
100-661230	HEALTH INSURANCE - CUSTODIAL	47,195.00	3,791.69	29,719.70	17,475.30	8%	63%
100-661270	WORKER'S COMPENSATION	6,300.00	702.41	5,952.52	347.48	11%	94%
100-661280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-661290	RETIREMENT BENEFIT	19,685.00	1,656.08	13,029.74	6,655.26	8%	66%
100-661322	CUSTODIAL PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-661330	UTILITIES	200,000.00	26,846.81	157,353.20	42,646.80	13%	79%
100-661410	CUSTODIAL SUPPLIES	35,000.00	632.87	28,257.55	6,742.45	2%	81%
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	52,598.84	436,866.36	129,445.64	9%	77%
MAINTENANCE - BUILDINGS-NON-STUDENT OCCUPIED							
100-663310	PURCHASE SERV.--MAINT/BUS BARN	5,000.00	1,893.57	6,481.22	(1,481.22)	38%	130%
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	118.36	2,398.05	601.95	4%	80%
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	2,011.93	9,179.27	3,820.73	15%	71%
MAINTENANCE - BUILDINGS-STUDENT OCCUPIED							
100-664115	GENERAL MAINTENANCE SALARIES	70,478.00	6,626.23	63,184.26	7,293.74	9%	90%
100-664200	MAINTENANCE FRINGE BENEFITS	11,944.00	823.33	7,790.01	4,153.99	7%	65%
100-664210	MAINTENANCE LIFE/EMP. ASSIST.	96.00	9.16	84.93	11.07	10%	88%
100-664220	EMPLOYER FICA	6,305.00	569.89	5,426.50	878.50	9%	86%
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	267.52	2,533.90	227.10	10%	92%
100-664280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-664290	RETIREMENT BENEFIT	9,395.00	661.01	6,817.18	2,577.82	7%	73%
100-664310	PURCHASE SERVICE--MAINT/BUS BARN	500.00	0.00	5,071.15	(4,571.15)	0%	999%
100-664311	PURCHASE SERVICE--ELEMENTARY	50,000.00	1,003.48	39,721.00	10,279.00	2%	79%
100-664312	PURCHASE SERVICE--SECONDARY	40,000.00	3,735.88	51,415.74	(11,415.74)	9%	129%
100-664410	MATERIALS--MAINT./BUS BARN	2,000.00	367.94	3,158.67	(1,158.67)	18%	158%
100-664411	MATERIALS--ELEMENTARY	10,000.00	244.02	62,500.39	(52,500.39)	2%	625%
100-664412	MATERIALS--SECONDARY	10,000.00	11.82	3,211.54	6,788.46	0%	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	14,320.28	252,242.12	31,376.12CR	6%	114%
MAINTENANCE - GROUNDS							
100-665310	PURCHASE SERVICE--GROUNDS	25,000.00	572.00	11,200.18	13,799.82	2%	45%
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	572.00	27,715.69	17,284.31	1%	62%
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	9,684.04	53,514.20	25,436.80	12%	68%
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	1,615.64	20,464.26	11,847.74	5%	63%
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	1,232.83	8,686.36	8,169.64	7%	52%
100-681210	TRANSP.LIFE INSURANCE @ 50%	192.00	23.74	157.49	34.51	12%	82%
100-681220	TRANSP.EMPLOYER FICA/MDC @ 50%	9,992.00	957.81	6,456.58	3,535.42	10%	65%
100-681230	HEALTH INSURANCE - TRANSP - 50%	0.00	161.35	863.06	(863.06)	0%	0%
100-681270	TRANSP.WORKERS COMP @ 50%	3,138.00	312.72	2,604.29	533.71	10%	83%
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	985.71	6,829.44	7,748.56	7%	47%
100-681310	BUS CONTRACT REPAIRS @ 85%	40,000.00	1,470.00	20,974.27	19,025.73	4%	52%
100-681311	PHYSICALS/DRUG TESTING @ 50%	2,500.00	343.00	1,338.00	1,162.00	14%	54%
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	2,192.83	9,827.20	5,172.80	15%	66%
100-681320	TRANSP. 100% CELL PHONE @ 50%	300.00	0.00	0.00	300.00	0%	0%
100-681345	TRANSP.IN-LIEU-OF @ 50%	2,500.00	0.00	0.00	2,500.00	0%	0%
100-681380	TRAVEL-SDE DRIVER/TECH TRGN @ 85%	0.00	0.00	0.00	0.00	0%	0%
100-681381	TRAVEL-DIST/IAPT/STN/NAPT @ 50%	0.00	0.00	0.00	0.00	0%	0%
100-681410	TECHN. COVERALLS/RAGS @ 50%	500.00	0.00	17.99	482.01	0%	4%
100-681420	TRANSP. BUS FUEL/FLUIDS @ 50%	22,500.00	2,465.83	15,688.37	6,811.63	11%	70%
100-681424	TRANSP. BUS OILS/LUBRICANTS @ 85%	2,500.00	117.36	974.70	1,525.30	5%	39%
100-681425	BUS REPAIR PARTS @ 85%	12,000.00	0.00	5,687.50	6,312.50	0%	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	21,562.86	155,980.64	101,388.36	8%	61%
PUPIL-ACTIVITY TRANSPORTATION PROGRAM							
100-682115	TRANSP.SALARIES--ACTIVITY/SHUTTLE	20,000.00	2,517.81	14,348.70	5,651.30	13%	72%
100-682200	TRANS - ACTIVITY - FRINGE	0.00	0.00	0.00	0.00	0%	0%
100-682210	TRANS - ACTIVITY - LIFE	0.00	2.88	17.32	(17.32)	0%	0%
100-682220	TRANS - ACTIVITY - FICA	1,530.00	192.62	1,096.30	433.70	13%	72%
100-682230	TRANS - ACTIVITY - HEALTH INS	0.00	0.00	344.66	(344.66)	0%	0%
100-682270	WORK COMP	480.00	77.04	422.47	57.53	16%	88%
100-682280	TRANS - ACTIVITY - UUSL	0.00	0.00	0.00	0.00	0%	0%
100-682290	TRANS - ACTIVITY - PERSI	2,236.00	158.19	868.73	1,367.27	7%	39%
100-682310	PURCHASE SERVICES--NON ALLOW	500.00	0.00	42.20	457.80	0%	8%
100-682410	TRANSPORTATION MAT'LS--NON-ALLOW.	2,000.00	0.00	454.01	1,545.99	0%	23%
TOTAL ACTIVITY TRANSPORTATION		26,746.00	2,948.54	17,594.39	9,151.61	11%	66%
GENERAL TRANSPORTATION PROGRAM							
100-683310	PURCHASE SERVICES-NON ALLOWABLE	1,000.00	494.25	895.80	104.20	49%	90%
100-683410	SUPPLIES-NON ALLOWABLE	2,000.00	0.00	280.88	1,719.12	0%	14%
TOTAL GENERAL TRANSPORTATION		3,000.00	494.25	1,176.68	1,823.32	16%	39%
FOOD SERVICES PROGRAM							
100-710220	FOOD EMPLOYER FICA	13,325.00	1,289.94	8,356.18	4,968.82	10%	63%
TOTAL NON-INSTRUCTION		13,325.00	1,289.94	8,356.18	4,968.82	10%	63%
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	651,348.65	4,548,923.66	3,794,713.34	8%	55%
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	250.95CR	1,889.87CR	689.87	21%	157%
232-419900	GRANT REVENUE - NPT & OTHERS	0.00	0.00	47,732.00CR	47,732.00	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	250.95CR	49,621.87CR	26,578.13CR	0%	65%

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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	4,309.86	1,690.14	10%	72%
232-515220	BENEFITS	450.00	44.72	329.71	120.29	10%	73%
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	685.87	3,195.10	6,804.90	7%	32%
232-515413	SUPPLIES - COLLEGE & CAREER READINESS	5,000.00	41.95	1,991.34	3,008.66	1%	40%
232-515414	SUPPLIES - NPT - SPEECH LANGUAGE	0.00	235.43	4,936.76	(4,936.76)	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	190.86	1,907.67	(1,907.67)	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	104.94	6,010.06	0%	2%
232-515422	SUPPLIES - NPT NATURAL HELPERS	0.00	0.00	0.00	0.00	0%	0%
232-515423	SUPPLIES-NPT MENTOR ARTISTS PLAYWRIGHTS	0.00	0.00	0.00	0.00	0%	0%
232-515550	CAPITAL EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	76,200.00	1,783.47	51,704.93	24,495.07	2%	68%
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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%
		=====	=====	=====	=====	=====	=====
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	481.44	3,454.58	1,051.42	11%	77%
243-515552	VOC. ED. EQUIPMENT--AG. PROGRAM	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CTE AG PROGRAM	9,016.00	481.44	3,454.58	5,561.42	5%	38%
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	232.24	3,727.15	1,092.85	5%	77%
243-515553	VOC. ED. EQUIPMENT--BUSINESS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CTE BUSINESS PROGRAM	7,885.00	232.24	4,098.51	3,786.49	3%	52%
	TOTAL EXPENDITURES	16,901.00	713.68	7,553.09	9,347.91	4%	45%
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SECURING OUR FUTURE GRANT							
244-439000	SOFG REVENUE	0.00	0.00	40,000.00CR	40,000.00	0%	0%
	TOTAL REVENUE	0.00	0.00	40,000.00CR	40,000.00	0%	0%
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244-623300	SOFG PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
244-623400	SOFG - SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	0.00	0.00	0.00	0%	0%
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ARPA - ESSERF III							
250-445900	ESSERF III REVENUE	0.00	0.00	14,302.54CR	14,302.54	0%	0%
	TOTAL REVENUE	0.00	0.00	14,302.54CR	14,302.54	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	970.24	1,991.15	(1,991.15)	0%	0%
250-512201	BENEFITS - ELEMENTARY ESSERF III L/L	0.00	265.88	465.15	(465.15)	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	1,236.12	15,538.66	15,538.66CR	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	84,254.85CR	137,429.15CR	0%	38%
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	145,108.61CR	172,724.39CR	0%	46%
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	62,794.87	70,347.13	7%	47%
251-512200	BENEFITS - TITLE I-A	88,042.00	129.48	867.89	87,174.11	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	28.75	192.71	(192.71)	0%	0%
251-512220	EMPLOYER FICA	0.00	729.55	4,780.57	(4,780.57)	0%	0%
251-512230	HEALTH INSURANCE - TITLE 1-A	0.00	3,403.76	22,815.56	(22,815.56)	0%	0%
251-512270	WORKER'S COMPENSATION	0.00	141.82	875.13	(875.13)	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	7,020.49	(7,020.49)	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	15,092.37	99,347.22	122,336.78	7%	45%
251-515101	CSI - UP SALARIES	37,600.00	2,378.59	22,985.42	14,614.58	6%	61%
251-515201	CSI - UP BENEFITS	13,000.00	831.62	6,666.12	6,333.88	6%	51%
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	2,208.00	36,664.30	(27,115.30)	23%	384%
	TOTAL CSI-UP EXPENDITURES	96,149.00	5,418.21	69,810.84	26,338.16	6%	73%
	TOTAL EXPENDITURES	317,833.00	20,510.58	169,158.06	148,674.94	6%	53%
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	69,340.12CR	73,686.88CR	0%	48%
257-445601	PRIOR YEAR ALLOCATION	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	143,027.00CR	0.00	69,340.12CR	73,686.88CR	0%	48%
257-521110	CERTIFIED SALARY	0.00	0.00	0.00	0.00	0%	0%
257-521115	AIDES - PART B	106,046.00	9,301.87	53,504.55	52,541.45	9%	50%
257-521200	FRINGE BENEFITS- PART B	3,795.00	316.25	1,897.50	1,897.50	8%	50%
257-521210	LIFE INS BENEFIT	184.00	28.70	171.59	12.41	16%	93%
257-521220	EMPLOYER FICA	8,403.00	735.78	4,238.31	4,164.69	9%	50%
257-521230	HEALTH INSURANCE - PART B	11,798.00	2,931.31	17,512.87	(5,714.87)	25%	148%
257-521270	WORKER'S COMPENSATION	463.00	44.23	254.79	208.21	10%	55%
257-521280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
257-521290	RETIREMENT BENEFIT	12,338.00	1,075.31	6,193.96	6,144.04	9%	50%
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	14,433.45	83,773.57	59,253.43	10%	59%
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	1,502.65CR	2,103.35CR	0%	42%
	TOTAL REVENUE	3,606.00CR	0.00	1,502.65CR	2,103.35CR	0%	42%

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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	1,262.46	1,262.54	8%	50%
258-522200	BENEFITS	492.00	41.00	246.00	246.00	8%	50%
258-522210	LIFE/EMP. ASSIST. PLAN	0.00	0.63	3.78	(3.78)	0%	0%
258-522220	EMPLOYER FICA	231.00	19.23	115.38	115.62	8%	50%
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	6.96	6.04	9%	54%
258-522280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
258-522290	RETIREMENT BENEFIT	345.00	28.10	168.60	176.40	8%	49%
258-522310	PART B PRESCHOOL PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	3,606.00	300.53	1,803.18	1,802.82	8%	50%
		=====	=====	=====	=====	=====	=====
	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%
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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	40,000.00	40,000.00	100,516.00	28%	28%
	TOTAL EXPENDITURES	627,234.00	40,000.00	40,000.00	587,234.00	6%	6%
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	TITLE IV-A ESSA STUDENT SUPPORT						
261-445200	TITLE IV-A ESSA REVENUE	18,257.00CR	0.00	6,387.83CR	11,869.17CR	0%	35%
	TOTAL REVENUE	18,257.00CR	0.00	6,387.83CR	11,869.17CR	0%	35%
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261-515115	SECONDARY CLASSIFIED SALARY	12,761.00	1,063.41	5,375.58	7,385.42	8%	42%
261-515200	FRINGE	2,488.00	207.33	1,243.98	1,244.02	8%	50%
261-515210	LIFE INSURANCE BENEFIT	32.00	3.18	15.35	16.65	10%	48%
261-515220	FICA BENEFIT	1,167.00	95.90	500.17	666.83	8%	43%
261-515230	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
261-515270	WORKERS COMP	67.00	5.84	30.42	36.58	9%	45%
261-515280	UUSL	0.00	0.00	0.00	0.00	0%	0%
261-515290	PERSI BENEFIT	1,742.00	142.07	740.06	1,001.94	8%	42%
261-515310	PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
261-515410	SUPPLIES/MATERIALS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	18,257.00	1,517.73	7,905.56	10,351.44	8%	43%
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	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	14,648.79CR	20,963.21CR	0%	41%
	TOTAL REVENUE	35,612.00CR	0.00	14,648.79CR	20,963.21CR	0%	41%
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262-512115	ELEMENTARY CLASSIFIED SALARY	23,530.00	1,960.83	11,764.98	11,765.02	8%	50%
262-512200	FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
262-512210	LIFE INSURANCE BENEFIT	96.00	4.44	28.29	67.71	5%	29%
262-512220	FICA BENEFIT	1,800.00	150.00	900.00	900.00	8%	50%
262-512230	HEALTH INSURANCE - REAP	7,455.00	546.02	3,475.61	3,979.39	7%	47%
262-512270	WORKERS COMP. BENEFIT	100.00	9.02	54.12	45.88	9%	54%
262-512280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
262-512290	PERSI BENEFIT	2,631.00	219.22	1,315.32	1,315.68	8%	50%
	TOTAL EXPENDITURES	35,612.00	2,889.53	17,538.32	18,073.68	8%	49%
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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
RESTRAINT & SECLUSION GRANT							
265-445900	REVENUE	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
265-521100	SALARIES	0.00	0.00	0.00	0.00	0%	0%
265-521200	BENEFITS	0.00	0.00	0.00	0.00	0%	0%
265-521300	PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
265-521400	SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	0.00	0.00	0.00	0%	0%
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	37,817.80CR	57,182.20CR	0%	40%
267-443001	NYCP GRANT REVENUE	408,845.00CR	0.00	166,317.90CR	242,527.10CR	0%	41%
267-443002	ACE GRANT REVENUE	383,975.00CR	0.00	201,961.74CR	182,013.26CR	0%	53%
	TOTAL REVENUE	887,820.00CR	0.00	406,097.44CR	481,722.56CR	0%	46%
267-512410	CULTURAL ENRICHMENT SUPPLIES	0.00	0.00	91.16	(91.16)	0%	0%
267-515100	COORDINATOR SALARY	4,750.00	442.08	2,652.48	2,097.52	9%	56%
267-515110	NEZ PERCE LANGUAGE INSTRUCTOR	0.00	0.00	0.00	0.00	0%	0%
267-515115	CERTIFIED SALARY - OTHER	0.00	24.75	24.75	(24.75)	0%	0%
267-515120	SECRETARY'S SALARY	40,882.00	1,912.58	11,963.26	28,918.74	5%	29%
267-515125	ATTENDANCE CLERK	0.00	0.00	0.00	0.00	0%	0%
267-515200	FRINGE	0.00	423.58CR	423.58CR	423.58	0%	0%
267-515210	LIFE INS - VI-A	96.00	0.49CR	1.61	94.39	0%	2%
267-515220	EMPLOYER FICA	3,491.00	144.14	1,054.70	2,436.30	4%	30%
267-515230	HEALTH INSURANCE - VI-A	11,799.00	2,436.40	13,393.02	(1,594.02)	21%	114%
267-515270	WORKER'S COMPENSATION	193.00	8.99	65.38	127.62	5%	34%
267-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
267-515290	RETIREMENT BENEFIT	2,607.00	2,555.97	14,349.71	(11,742.71)	98%	550%
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	723.57	1,176.43	0%	38%
	TOTAL TITLE VI-A EXPENDITURES	95,000.00	7,100.84	44,918.64	50,081.36	7%	47%
267-515101	SALARIES - DIRECTOR - NYCP	44,080.00	3,717.66	22,305.96	21,774.04	8%	51%
267-515111	SALARIES - CERTIFIED - NYCP	49,724.00	7,606.52	35,334.88	14,389.12	15%	71%
267-515116	SALARIES - N/C - NYCP	124,055.00	15,902.22	73,301.24	50,753.76	13%	59%
267-515201	FRINGE - NYCP	10,962.00	913.50	5,481.00	5,481.00	8%	50%
267-515211	LIFE INS - NYCP	288.00	50.25	251.13	36.87	17%	87%
267-515221	FICA - ER - NYCP	17,505.00	2,147.58	10,403.26	7,101.74	12%	59%
267-515231	HEALTH INS - NYCP	11,799.00	302.03	1,406.44	10,392.56	3%	12%
267-515271	WORKERS COMP - NYCP	968.00	97.81	486.90	481.10	10%	50%
267-515281	UUSL - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515291	PERSI - NYCP	27,164.00	1,465.21	7,760.60	19,403.40	5%	29%
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	14,754.19	(8,310.19)	0%	229%
267-920801	INDIRECT COSTS - NYCP	8,768.00	0.00	3,178.31	5,589.69	0%	36%
	TOTAL NYCP EXPENDITURES	408,845.00	32,202.78	198,520.70	210,324.30	8%	49%
267-515102	SALARIES - DIRECTOR - ACE	44,080.00	3,717.66	22,305.96	21,774.04	8%	51%
267-515112	SALARIES - CERTIFIED - ACE	129,467.00	15,898.68	87,152.16	42,314.84	12%	67%
267-515117	SALARIES - N/C - ACE	85,189.00	7,099.08	42,594.48	42,594.52	8%	50%
267-515202	FRINGE - ACE	11,805.00	983.75	5,902.50	5,902.50	8%	50%
267-515212	LIFE INS - ACE	295.00	25.32	151.86	143.14	9%	51%
267-515222	FICA - ER - ACE	20,696.00	2,116.19	12,066.91	8,629.09	10%	58%
267-515232	HEALTH INS - ACE	35,396.00	2,549.46	15,289.43	20,106.57	7%	43%
267-515272	WORKERS COMP - ACE	1,143.00	99.99	599.94	543.06	9%	52%
267-515282	UUSL - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515292	PERSI - ACE	33,045.00	793.68	4,762.08	28,282.92	2%	14%
267-515312	PURCHASED SERVICES - ACE	7,532.00	95.75	31,102.24	(23,570.24)	1%	413%
267-515382	TRAVEL - ACE	0.00	0.00	6,647.84	(6,647.84)	0%	0%
267-515412	SUPPLIES - ACE	7,500.00	126.58	3,037.28	4,462.72	2%	40%
267-920802	INDIRECT COSTS - ACE	7,827.00	0.00	3,855.20	3,971.80	0%	49%
	TOTAL ACE EXPENDITURES	383,975.00	33,506.14	235,467.88	148,507.12	9%	61%
	TOTAL EXPENDITURES	887,820.00	72,809.76	478,907.22	408,912.78	8%	54%

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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	221.08CR	1,664.94CR	464.94	18%	139%
269-445900	FEDERAL ASSISTANCE	20,000.00CR	0.00	46,733.46CR	26,733.46	0%	234%
	TOTAL REVENUE	96,200.00CR	221.08CR	48,398.40CR	47,801.60CR	0%	50%
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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	0.00	605.72	(605.72)	0%	0%
269-515110	CERTIFIED SALARIES - ASP - S/S	15,000.00	1,085.00	3,505.00	11,495.00	7%	23%
269-515111	JOM COORDINATOR	0.00	0.00	0.00	0.00	0%	0%
269-515115	CLASSIFIED SALARIES	0.00	0.00	0.00	0.00	0%	0%
269-515210	LIFE INS BENEFIT	0.00	1.55	5.10	(5.10)	0%	0%
269-515220	EMPLOYER FICA	1,148.00	82.28	261.46	886.54	7%	23%
269-515230	HEALTH INSURANCE - JOM	0.00	190.09	947.25	(947.25)	0%	0%
269-515270	WORKERS COMP	62.00	9.52	43.28	18.72	15%	70%
269-515280	UNUSED SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
269-515290	PERSI	1,904.00	137.68	444.79	1,459.21	7%	23%
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	308.04	1,952.43	(952.43)	31%	195%
	TOTAL EXPENDITURES	96,200.00	1,814.16	8,719.21	87,480.79	2%	9%
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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	12,421.55CR	20,786.45CR	0%	37%
	TOTAL REVENUE	33,208.00CR	0.00	12,421.55CR	20,786.45CR	0%	37%
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271-621110	STAFF DEVELOPMENT SALARIES	20,000.00	693.38	5,908.01	14,091.99	3%	30%
271-621210	STAFF DEVELOPMENT LIFE INS.	0.00	1.24	11.27	(11.27)	0%	0%
271-621220	STAFF DEVELOP. FICA BENEFIT	1,530.00	52.97	447.65	1,082.35	3%	29%
271-621230	HEALTH INSURANCE - II-A	0.00	94.81	950.33	(950.33)	0%	0%
271-621270	WORKERS COMPENSATION	85.00	3.20	27.17	57.83	4%	32%
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	82.42	697.57	1,840.43	3%	27%
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	1,618.73	1,618.73	(1,618.73)	0%	0%
271-621410	STAFF DEVELOPMENT SUPPLIES	0.00	0.00	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	2,546.75	14,968.30	18,239.70	8%	45%
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21st CENTURY COMMUNITY LEARNING CENTER							
273-445900	21ST CENTURY FEDERAL REVENUE	125,096.00CR	0.00	11,430.44CR	113,665.56CR	0%	9%
	TOTAL REVENUE	125,096.00CR	0.00	11,430.44CR	113,665.56CR	0%	9%
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273-512100	SALARIES - DIRECTOR - 21ST CLCC	48,000.00	4,000.00	24,000.00	24,000.00	8%	50%
273-512110	SALARIES - CERTIFIED - 21ST CLCC	42,198.00	1,935.00	7,005.00	35,193.00	5%	17%
273-512115	SALARIES - N/C - 21ST CLCC	9,639.00	2,687.46	9,752.14	(113.14)	28%	101%
273-512200	FRINGE - 21ST CLCC	0.00	0.00	0.00	0.00	0%	0%
273-512210	LIFE - 21ST CLCC	96.00	9.69	38.63	57.37	10%	40%
273-512220	FICA - 21ST CLCC	7,638.00	652.45	3,092.37	4,545.63	9%	40%
273-512230	HEALTH INS - 21ST CLCC	0.00	747.09	2,771.03	(2,771.03)	0%	0%
273-512270	WORKERS COMP - 21ST CLCC	422.00	39.68	187.49	234.51	9%	44%
273-512280	UUSL - 21ST CLCC	0.00	0.00	0.00	0.00	0%	0%
273-512290	PERSI - 21ST CLCC	12,524.00	799.81	3,501.99	9,022.01	6%	28%
273-512300	PURCHASED SERVICES - 21ST CLCC	3,351.00	0.00	1,129.87	2,221.13	0%	34%
273-512400	SUPPLIES - 21ST CLCC	1,228.00	0.00	216.39	1,011.61	0%	18%
273-920800	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	125,096.00	10,871.18	51,694.91	73,401.09	9%	41%
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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
GEAR-UP GRANT							
278-320000	GEAR-UP BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
278-419900	OTHER LOCAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
278-431900	GEAR UP - OTHER STATE REVENUE	0.00	0.00	0.00	0.00	0%	0%
278-445000	GEAR-UP GRANT REVENUE	28,886.00CR	0.00	6,177.09CR	22,708.91CR	0%	21%
	TOTAL REVENUE	28,886.00CR	0.00	6,177.09CR	22,708.91CR	0%	21%
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278-515110	GEAR UP CERT. SALARIES	0.00	0.00	0.00	0.00	0%	0%
278-515115	GEAR UP SALARIES	15,680.00	1,308.91	7,890.85	7,789.15	8%	50%
278-515200	FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515210	LIFE INSURANCE BENEFIT	48.00	3.43	20.47	27.53	7%	43%
278-515220	EMPLOYER FICA	1,200.00	100.13	603.65	596.35	8%	50%
278-515230	HEALTH INSURANCE - GEAR UP	5,899.00	421.39	2,515.37	3,383.63	7%	43%
278-515270	WORKER'S COMPENSATION	66.00	6.02	36.29	29.71	9%	55%
278-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515290	PERSI BENEFIT	1,753.00	146.34	882.22	870.78	8%	50%
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	849.91	1,289.65	(1,289.65)	0%	0%
278-920800	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	28,886.00	2,836.13	13,340.20	15,545.80	10%	46%
=====							
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%
=====							
288-445900	COPS FAST GRANT REVENUE	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
=====							
288-623300	PURCHASED SERVICES	0.00	2,379.00	4,758.00	(4,758.00)	0%	0%
288-623400	SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	2,379.00	4,758.00	4,758.00CR	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	225.85CR	1,700.86CR	1,700.86	0%	0%
290-416100	SCHOOL FOOD SERVICE	0.00	0.00	17.74CR	17.74	0%	0%
290-416200	LUNCH SALES--ALA CARTE	8,000.00CR	1,204.62CR	5,009.73CR	2,990.27CR	15%	63%
290-419900	OTHER REVENUE	0.00	0.00	0.00	0.00	0%	0%
290-445500	NSLP - LUNCH REVENUE	316,000.00CR	0.00	131,040.71CR	184,959.29CR	0%	41%
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	49,751.58CR	20,248.42CR	0%	71%
290-445504	NSLP - SNACK REVENUE	2,000.00CR	0.00	11,534.59CR	9,534.59	0%	577%
290-445505	FRESH FRUIT VEGETABLE GRANT INCOME	16,000.00CR	0.00	7,310.49CR	8,689.51CR	0%	46%
290-460000	INTERFUND TRANSFER	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	560,000.00CR	1,430.47CR	239,006.55CR	320,993.45CR	0%	43%
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290-710115	FOOD SERVICE SALARIES--REGULAR	165,242.00	16,596.29	107,648.25	57,593.75	10%	65%
290-710116	FFVP PREP SALARIES	2,500.00	306.08	1,355.49	1,144.51	12%	54%
290-710117	FFVP ADMIN SALARIES	1,500.00	0.00	599.28	900.72	0%	40%
290-710200	FRINGE BENEFITS-FOOD SERVICES	4,938.00	411.50	2,469.00	2,469.00	8%	50%
290-710210	LIFE/EMP. ASSIST. PLAN	576.00	47.54	330.11	245.89	8%	57%
290-710220	EMPLOYER FICA	0.00	0.00	8.51	(8.51)	0%	0%
290-710230	HEALTH INSURANCE - FOOD SERVICE	58,994.00	4,859.56	34,635.37	24,358.63	8%	59%
290-710270	WORKER'S COMPENSATION	5,835.00	559.34	3,773.07	2,061.93	10%	65%
290-710280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
290-710290	PERSI BENEFIT	19,324.00	1,935.68	12,529.63	6,794.37	10%	65%
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	1,644.84	23,760.36	(14,760.36)	18%	264%
290-710411	FOOD SERVICE--FOOD SUPPLIES	254,591.00	23,252.02	125,884.14	128,706.86	9%	49%
290-710412	FOOD SERVICE--MILK	22,000.00	2,526.12	13,659.86	8,340.14	11%	62%
290-710413	FOOD SERVICE--COMMODITIES	14,000.00	5,096.08	15,185.38	(1,185.38)	36%	108%
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	57,235.05	342,985.70	217,014.30	10%	61%
		=====	=====	=====	=====	=====	=====
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	7,516.76CR	(183,483.24)	0%	4%
310-415000	INVESTMENT EARNINGS	1,000.00CR	344.76CR	2,596.32CR	1,596.32	34%	260%
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	344.76CR	289,699.69CR	2,699.69	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	12,450.00	4,050.00	0%	75%
310-912621	BIRF FEES	500.00	0.00	550.00	(50.00)	0%	110%
	TOTAL EXPENDITURES	287,000.00	0.00	283,000.00	4,000.00	0%	99%
		=====	=====	=====	=====	=====	=====
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	51.57CR	455.89CR	455.89	0%	0%
	TOTAL REVENUE	25,000.00CR	51.57CR	1,455.89CR	23,544.11CR	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	19,759.00	29,031.53	48,790.53
100-111109	PAYROLL CHECKING	0.00	0.00	0.00
100-111300	PETTY CASH	0.00	0.00	0.00
100-112100	INVESTMENTS--LGIP #1037	2,636,042.24	587,003.08CR	2,049,039.16
100-113100	TAXES RECEIVABLE	876.65	0.00	876.65
100-114100	STATE SUPPORT RECEIVABLE	0.00	0.00	0.00
100-114200	RECEIVABLE	612.91	2,595.52CR	1,982.61CR
100-114230	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	2,657,290.80	560,567.07CR	2,096,723.73
100-211200	INTERFUND PAYABLE	0.00	0.00	0.00
100-213000	ACCOUNTS PAYABLE	1,457.28CR	73,417.82CR	74,875.10CR
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	40.02CR	72.28CR	112.30CR
100-218351	WORKERS COMPENSATION PAYABLE	5,739.14CR	4,294.56CR	10,033.70CR
100-221100	DEFERRED REVENUES	4,004.77CR	0.00	4,004.77CR
100-320200	FUND BALANCE - GENERAL FUND	2,646,049.59CR	638,351.73	2,007,697.86CR
	TOTAL LIABILITIES & FUND BALANCE	2,657,290.80CR	560,567.07	2,096,723.73CR
GRANTS - NEZ PERCE TRIBE & OTHERS				
232-111100	CASH IN BANK-NPT GRANTS & OTHERS	35,437.96	629.36CR	34,808.60
232-112100	LGIP	54,665.13	250.95	54,916.08
232-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
232-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	90,103.09	378.41CR	89,724.68
232-217100	SALARIES PAYABLE	0.00	0.00	0.00
232-217200	BENEFITS PAYABLE	0.00	0.00	0.00
232-213000	ACCOUNTS PAYABLE	0.00	1,154.11CR	1,154.11CR
232-320200	FUND BALANCE - FUND 232	90,103.09CR	1,532.52	88,570.57CR
	TOTAL LIABILITIES & FUND BALANCE	90,103.09CR	378.41	89,724.68CR
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.	25,052.59	0.00	25,052.59
243-114100	SUPPORT RECEIVABLE	0.00	0.00	0.00
243-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	25,052.59	0.00	25,052.59
243-211200	INTERFUND PAYABLES	0.00	0.00	0.00
243-213000	ACCOUNTS PAYABLE	0.00	713.68CR	713.68CR
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	25,052.59CR	713.68	24,338.91CR
	TOTAL LIABILITIES & FUND BALANCE	25,052.59CR	0.00	25,052.59CR

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
SECURING OUR FUTURE GRANT				
244-111100	CASH	40,000.00	0.00	40,000.00
244-114200	RECEIVABLE	0.00	0.00	0.00
244-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
244-320200	FUND BALANCE	40,000.00CR	0.00	40,000.00CR
	NET FUND BALANCE	0.00	0.00	0.00
ARPA - ESSERF III				
250-111100	CASH - ESSERF III	0.00	1,236.12CR	1,236.12CR
250-114100	ACCOUNTS RECEIVABLE - ESSERF III	0.00	0.00	0.00
	TOTAL ASSETS	0.00	1,236.12CR	1,236.12CR
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	1,236.12	1,236.12
	TOTAL LIABILITIES & FUND BALANCE	0.00	1,236.12	1,236.12
CHAPTER I FUND				
251-111100	CASH IN BANK--TITLE I	3,538.87CR	18,302.58CR	21,841.45CR
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	3,538.87CR	18,302.58CR	21,841.45CR
251-211200	INTERFUND PAYABLES	0.00	0.00	0.00
251-213000	ACCOUNTS PAYABLE	0.00	2,208.00CR	2,208.00CR
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	3,538.87	20,510.58	24,049.45
	TOTAL LIABILITIES & FUND BALANCE	3,538.87	18,302.58	21,841.45
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	14,433.45CR	14,433.45CR
257-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
257-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	14,433.45CR	14,433.45CR
		=====	=====	=====
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	14,433.45	14,433.45
	TOTAL LIABILITIES & FUND BALANCE	0.00	14,433.45	14,433.45
		=====	=====	=====
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	40,000.00CR	40,000.00CR
260-320200	FUND BALANCE - MEDICAID FUND	90,536.49CR	40,000.00	50,536.49CR
	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	1,517.73CR	1,517.73CR
261-114200	TITLE IV-A RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	1,517.73CR	1,517.73CR
		=====	=====	=====
261-213000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	0.00	0.00
261-217100	SALARIES PAYABLE	0.00	0.00	0.00
261-217200	BENEFITS PAYABLE	0.00	0.00	0.00
261-221000	DEFERRED REVENUE	0.00	0.00	0.00
261-320200	FUND BALANCE - TITLE IV-A	0.00	1,517.73	1,517.73
	TOTAL LIABILITIES & FUND BALANCE	0.00	1,517.73	1,517.73
		=====	=====	=====

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
REAP				
262-111100	CASH IN BANK--REAP GRANT	0.00	2,889.53CR	2,889.53CR
262-114100	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	2,889.53CR	2,889.53CR
=====				
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	2,889.53	2,889.53
	TOTAL LIABILITIES & FUND BALANCE	0.00	2,889.53	2,889.53
=====				
RESTRAINT & SECLUSION GRANT				
265-111100	CASH	0.00	0.00	0.00
265-114200	RECEIVABLE	0.00	0.00	0.00
265-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
265-320200	FUND BALANCE	0.00	0.00	0.00
	NET FUND BALANCE	0.00	0.00	0.00
=====				
T I T L E VI-A INDIAN EDUCATION				
267-111100	CASH IN BANK--TITLE VI-A	0.02CR	72,587.43CR	72,587.45CR
267-114100	REVENUE RECEIVABLE -- TITLE VI-A	0.00	0.00	0.00
	TOTAL ASSETS	0.02CR	72,587.43CR	72,587.45CR
=====				
267-211200	INTERFUND PAYABLE	0.00	0.00	0.00
267-213000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	222.33CR	222.33CR
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	0.02	72,809.76	72,809.78
	TOTAL LIABILITIES & FUND BALANCE	0.02	72,587.43	72,587.45
=====				
J O M F U N D				
269-111100	CASH IN BANK--JOM	71,036.47	1,506.12CR	69,530.35
269-112100	INVESTMENTS - LGIP #2714	48,159.66	221.08	48,380.74
269-114100	ASSISTANCE REC'BL--JOM	0.00	0.00	0.00
269-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	119,196.13	1,285.04CR	117,911.09
=====				
269-213000	ACCOUNTS PAYABLE -- J O M	0.00	308.04CR	308.04CR
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	119,196.13CR	1,593.08	117,603.05CR
	TOTAL LIABILITIES & FUND BALANCE	119,196.13CR	1,285.04	117,911.09CR
=====				
T I T L E IIA IMPV TEACH QUALITY				
271-111100	CASH IN BANK--TITLE II IMPV T QUAL	0.00	928.02CR	928.02CR
271-114000	RECEIVABLE--TITLE II	0.00	0.00	0.00
	TOTAL ASSETS	0.00	928.02CR	928.02CR
=====				
271-211200	INTERFUND PAYABLE	0.00	0.00	0.00
271-213000	ACCOUNTS PAYABLE--TITLE II	0.00	1,618.73CR	1,618.73CR
271-217100	SALARIES PAYABLE	0.00	0.00	0.00
271-217200	BENEFITS PAYABLE	0.00	0.00	0.00
271-221000	DEFERRED REVENUE	0.00	0.00	0.00
271-320200	FUND BALANCE - TITLE II-A	0.00	2,546.75	2,546.75
	TOTAL LIABILITIES & FUND BALANCE	0.00	928.02	928.02
=====				

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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	29,393.29CR	10,871.18CR	40,264.47CR
273-114000	RECEIVABLE - 21ST CENTURY LEARNING CENTER	0.00	0.00	0.00
	TOTAL ASSETS	29,393.29CR	10,871.18CR	40,264.47CR
=====				
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	29,393.29	10,871.18	40,264.47
	TOTAL LIABILITIES & FUND BALANCE	29,393.29	10,871.18	40,264.47
=====				
GEAR - UP GRANT				
278-111100	CASH IN BANK--GEAR-UP GRANT	12,139.22CR	1,986.22CR	14,125.44CR
278-114000	REVENUE RECEIVABLE	7,812.24	0.00	7,812.24
	TOTAL ASSETS	4,326.98CR	1,986.22CR	6,313.20CR
=====				
278-211200	INTERFUND PAYABLE	0.00	0.00	0.00
278-213000	ACCOUNTS PAYABLE	0.00	849.91CR	849.91CR
278-217100	SALARIES PAYABLE	0.00	0.00	0.00
278-217200	BENEFITS PAYABLE	0.00	0.00	0.00
278-221000	DEFERRED REVENUE	0.00	0.00	0.00
278-320200	FUND BALANCE - GEAR UP GRANT	4,326.98	2,836.13	7,163.11
	TOTAL LIABILITIES & FUND BALANCE	4,326.98	1,986.22	6,313.20
=====				
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
=====				
COPS GRANT				
288-111100	CASH	2,379.00CR	0.00	2,379.00CR
288-114200	RECEIVABLE	0.00	0.00	0.00
288-213000	ACCOUNTS PAYABLE	0.00	2,379.00CR	2,379.00CR
288-320200	COPS GRANT FUND BALANCE	2,379.00	2,379.00	4,758.00
	NET FUND BALANCE	0.00	0.00	0.00
=====				
CHILD NUTRITION				
290-111100	CASH IN BANK -- FOOD SERVICE	10,455.70CR	23,511.37CR	33,967.07CR
290-112100	LGIP	49,198.61	225.85	49,424.46
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	38,772.91	23,285.52CR	15,487.39
=====				
290-211200	INTERFUND PAYABLE	0.00	0.00	0.00
290-213000	ACCOUNTS PAYABLE	0.00	32,519.06CR	32,519.06CR
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	38,772.91CR	55,804.58	17,031.67
	TOTAL LIABILITIES & FUND BALANCE	38,772.91CR	23,285.52	15,487.39CR
=====				

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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	43,918.80	0.00	43,918.80
310-112100	INVESTMENTS--BIR FUND #2770	75,100.40	344.76	75,445.16
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	133,244.87	344.76	133,589.63
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	120,418.26CR	344.76CR	120,763.02CR
	TOTAL LIABILITIES & FUND BALANCE	133,244.87CR	344.76CR	133,589.63CR
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	1,111.63	5.10	1,116.73
710-112015	INVESTMENTS -- MICHAEL BISBEE III #1502	3,031.47	13.92	3,045.39
710-112020	INVESTMENTS -- D HIGHEAGLE #1208	109.37	0.50	109.87
710-112025	INVESTMENTS-GENERAL SCHOLARSHIP #1503	697.91	3.20	701.11
710-112030	INVESTMENTS -- M. PATTERSON #1210	0.00	0.00	0.00
710-112040	INVESTMENTS--JEFF WILSON #2713	630.78	2.90	633.68
710-112050	INVESTMENTS--G. LEIGHTON #2715	4,809.56	22.08	4,831.64
710-112060	INVESTMENTS--ALEC REUBEN #3119	26.24	0.12	26.36
710-112075	LGIP - HELEN COLEMAN #1269	817.03	3.75	820.78
710-114000	REVENUE RECEIVABLE	0.00	0.00	0.00
710-114101	INTEREST RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	9,883.99	51.57	9,935.56
710-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
710-320200	FUND BALANCE - SCHOLARSHIP FUND	9,883.99CR	51.57CR	9,935.56CR
	TOTAL LIABILITIES & FUND BALANCE	9,883.99CR	51.57CR	9,935.56CR

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ACCOUNTS PAYABLE				
100-213000	ACCOUNTS PAYABLE	1,457.28CR	73,417.82CR	74,875.10CR
232-213000	ACCOUNTS PAYABLE	0.00	1,154.11CR	1,154.11CR
235-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
243-213000	ACCOUNTS PAYABLE	0.00	713.68CR	713.68CR
244-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
250-213000	ACCOUNTS PAYABLE - ESSERF III	0.00	0.00	0.00
251-213000	ACCOUNTS PAYABLE	0.00	2,208.00CR	2,208.00CR
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	40,000.00CR	40,000.00CR
261-213000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	0.00	0.00
265-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
267-213000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	222.33CR	222.33CR
269-213000	ACCOUNTS PAYABLE -- J O M	0.00	308.04CR	308.04CR
271-213000	ACCOUNTS PAYABLE--TITLE II	0.00	1,618.73CR	1,618.73CR
273-213000	ACCOUNTS PAYABLE - 21ST CLCC	0.00	0.00	0.00
278-213000	ACCOUNTS PAYABLE	0.00	849.91CR	849.91CR
284-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
288-213000	ACCOUNTS PAYABLE	0.00	2,379.00CR	2,379.00CR
290-213000	ACCOUNTS PAYABLE	0.00	32,519.06CR	32,519.06CR
310-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
ACCOUNTS PAYABLE		1,457.28CR	155,390.68CR	156,847.96CR
CASH IN BANK				
100-111100	CASH IN BANK--GENERAL FUND	19,759.00	29,031.53	48,790.53
232-111100	CASH IN BANK-NPT GRANTS & OTHERS	35,437.96	629.36CR	34,808.60
235-111100	CASH IN BANK--NEZPERCE SPEC. SERV.	5,885.39	0.00	5,885.39
243-111100	CASH IN BANK--STATE VOC ED.	25,052.59	0.00	25,052.59
244-111100	CASH	40,000.00	0.00	40,000.00
246-111100	CASH IN BANK--DRUG FREE YTH	0.00	0.00	0.00
250-111100	CASH - ESSERF III	0.00	1,236.12CR	1,236.12CR
251-111100	CASH IN BANK--TITLE I	3,538.87CR	18,302.58CR	21,841.45CR
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	14,433.45CR	14,433.45CR
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	1,517.73CR	1,517.73CR
262-111100	CASH IN BANK--REAP GRANT	0.00	2,889.53CR	2,889.53CR
265-111100	CASH	0.00	0.00	0.00
267-111100	CASH IN BANK--TITLE VI-A	0.02CR	72,587.43CR	72,587.45CR
269-111100	CASH IN BANK--JOM	71,036.47	1,506.12CR	69,530.35
271-111100	CASH IN BANK--TITLE II IMPV T QUAL	0.00	928.02CR	928.02CR
273-111100	CASH - 21ST CENTURY LEARNING CENTER	29,393.29CR	10,871.18CR	40,264.47CR
278-111100	CASH IN BANK--GEAR-UP GRANT	12,139.22CR	1,986.22CR	14,125.44CR
284-111100	CASH IN BANK- CORONAVIRUS RELIEF FUND	0.00	0.00	0.00
288-111100	CASH	2,379.00CR	0.00	2,379.00CR
290-111100	CASH IN BANK -- FOOD SERVICE	10,455.70CR	23,511.37CR	33,967.07CR
310-111100	CASH IN BANK--BOND INT./REDEMP. FD	43,918.80	0.00	43,918.80
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		282,458.03	121,668.11CR	160,789.92

(VEND RNG: 000000-ZZZZZZ; DATE RNG: 00/00/00-99/99/99; ALL FUNDS; BANK CD: 1)										BC	DP	MO-YR	AMOUNT
VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION							
000440	100-664311	000000	02/20/24	M24677	3495	REKEY CHANGE, AND SERVICE KITCHEN	1	N	02-2024				104.48
000440	100-663310	000000	02/20/24	M24677	3495	REKEY CHANGE, AND SERVICE KITCHEN	1	N	02-2024				104.47
	**SUB-TOTAL: ABLE LOCKSMITH												208.95
000690	232-515414	000000	02/20/24	E24701	26797	LITTLE STEP BY STEP WITH LEVELS	1	N	02-2024				235.43
	**SUB-TOTAL: ADAPTIVE TECH SOLUTIONS, LLC												235.43
001310	232-515413	000000	02/20/24	H24668	IJDY-LQJT-FPHD	INTRO TO SOCIOLOGY	1	N	02-2024				41.95
001310	100-512410	000000	02/20/24	E24640	1CJM-9GPY-Y49P	COMPUTER DESK	1	N	02-2024				170.99
001310	278-621380	000000	02/20/24	H24641	1LHL-T3GR-CQF3	CAREER KIT SUPPLIES	1	N	02-2024				849.91
001310	100-515413	000000	02/20/24	H24669	11KP-JFV1-16K7	PBIS STORE INCENTIVES	1	N	02-2024				385.41
001310	232-515412	000000	02/20/24	H24649	1NY4-6M7C-WMWR	VARIOUS COLORS RIBBON	1	N	02-2024				253.19
001310	100-522410	000000	02/20/24	E24666	1JYT-1WX4-R6KC	SS TRAINING BOOKS, TRAPPER KEEPERS	1	N	02-2024				506.82
001310	100-512410	000000	02/20/24	E24679	1V94-M9GJ-QJFJ	REPLACEMENT PBIS MATERIALS	1	N	02-2024				108.46
001310	243-515413	000000	02/20/24	H24696	1F47-QQ43-QXWT	BROADCASTING, PODCASTING EQUIPME	1	N	02-2024				232.24
001310	232-515412	000000	02/20/24	H24649	1V6Y-VY9H-93DD	VARIUOS COLORS RIBBON	1	N	02-2024				182.68
001310	100-661410	000000	02/20/24	M24689	13NH-6LWM-R9DR	CUSTODIAL SUPPLIES	1	N	02-2024				198.69
001310	243-515412	000000	02/20/24	H24702	1R9J-WNYP-6X17	TABLE SUPPLIES	1	N	02-2024				379.76
	**SUB-TOTAL: AMAZON CAPITAL SERVICES, INC.												3,310.10
001440	100-661330	000000	02/20/24	000000	805878277	PROPANE 862.5 GALS	1	N	02-2024				2,207.14
001440	100-661330	000000	02/20/24	000000	805878271	PROPANE 942.6 GALS	1	N	02-2024				2,412.11
001440	100-681319	000000	02/20/24	000000	805878271	PROPANE 244.6 GALS	1	N	02-2024				625.93
001440	100-681319	000000	02/20/24	000000	805880884	PROPANE304.1 GALS BUS BARN	1	N	02-2024				772.11
001440	100-661330	000000	02/20/24	000000	805880895	PROPANE 859. GALS HS	1	N	02-2024				2,181.00
001440	100-661330	000000	02/20/24	000000	805881295	PROPANE 1502 GALS ES	1	N	02-2024				3,843.62
001440	100-681319	000000	02/20/24	000000	805881295	PROPANE 132 GALS BUS BARN	1	N	02-2024				337.79
001440	100-661330	000000	02/20/24	000000	805881300	PROPANE 450.2 GALS HS	1	N	02-2024				1,152.06
001440	100-661330	000000	02/20/24	000000	805881300	PROPANE 319 GALS GREENHOUSE	1	N	02-2024				816.32
001440	100-661330	000000	02/20/24	000000	805902421	PROPANE 313.7 GALS	1	N	02-2024				351.51
001440	100-661330	000000	02/20/24	000000	805902425	PROPANE 288.9 GALS HS	1	N	02-2024				771.07
	**SUB-TOTAL: AMERIGAS-LEWISTON												15,470.66
001600	100-632390	000000	02/20/24	000000	86504	PROFESSIONAL LEGAL SERVICES	1	N	02-2024				19.50
	**SUB-TOTAL: ANDERSON, JULIAN & HULL, LLP												19.50
001752	100-664311	000000	02/20/24	M24661	2861	REPAIRS HVAC	1	N	02-2024				120.00
001752	100-664312	000000	02/20/24	M24661	2861	REPAIRS HVAC	1	N	02-2024				120.00
	**SUB-TOTAL: AP HVAC, LLC												240.00
002420	100-661330	000000	02/20/24	000000	5908020000	ELECTRIC ES	1	N	02-2024				3,721.85
002420	100-681319	000000	02/20/24	000000	5908020000	ELECTRIC BUS SHOP	1	N	02-2024				367.00
002420	100-661330	000000	02/20/24	000000	5908020000	ELECTRIC - CABINET SHOP	1	N	02-2024				434.62
002420	100-661330	000000	02/20/24	000000	5908020000	ELECTRIC - HS TRACK	1	N	02-2024				2,286.67
002420	100-661330	000000	02/20/24	000000	5908020000	ELECTRIC - TRACK PUMP	1	N	02-2024				18.18
002420	100-661330	000000	02/20/24	000000	5908020000	ELECTRIC - SCHOOL LIGHTS	1	N	02-2024				25.35
002420	100-661330	000000	02/20/24	000000	5908020000	ELECTRIC - HS SIGN	1	N	02-2024				99.12
002420	100-661330	000000	02/20/24	000000	5908020000	ELECTRIC - AG SHOP	1	N	02-2024				282.95
002420	100-661330	000000	02/20/24	000000	5908020000	ELECTRIC - STORAGE TECH	1	N	02-2024				401.48
	**SUB-TOTAL: AVISTA UTILITIES												7,637.22
003220	100-664311	000000	02/08/24	M24633	20246	REPAIR EXHAUST FAN AND SAFETY SERV	1	N	02-2024				539.00
003220	100-664312	000000	02/08/24	M24633	20246	REPAIR EXHAUST FAN AND SAFETY SERV	1	N	02-2024				539.00
003220	100-664312	000000	02/08/24	M24617	20245	FIX LIGHTS IN DO AND BALLAST REPLACE	1	N	02-2024				300.00
003220	100-664312	000000	02/08/24	M24617	20245	REMOVE BALLASTS	1	N	02-2024				300.00
003220	100-664312	000000	02/08/24	M24660	20255	REPLACE OUTLETS BUS BARN AND LIGHT	1	N	02-2024				787.17
003220	100-663310	000000	02/08/24	M24660	20255	REPLACE OUTLETS BUS BARN AND LIGHT	1	N	02-2024				787.18
003220	100-664312	000000	02/08/24	M24686	20256	EMERGENCY HVAC REPAIR HS CAFETERI	1	N	02-2024				450.00
	**SUB-TOTAL: BLUE MOUNTIAN ELECTRIC												3,702.35
003240	267-515312	000000	02/20/24	H24642	01-010164	TABLECLOTHS	1	N	02-2024				82.84
003240	267-515312	000000	02/20/24	H24642	01-010165	TABLECLOTHS	1	N	02-2024				12.91
	**SUB-TOTAL: BLUE RIBBON LINEN SUPPLY, INC.												95.75
003610	100-632390	000000	02/02/24	000000	57398	EAP VISITS	1	N	02-2024				261.45
	**SUB-TOTAL: BPA HEALTH												261.45
003960	100-616300	000000	02/20/24	000000	JAN 30, 2023	PHYSICAL THERAPY	1	N	02-2024				2,044.50
	**SUB-TOTAL: BUILDING BLOCKS PEDIATRIC THERAPY												2,044.50
004310	232-515416	000000	02/20/24	H24657	01/24/2024	IND. ED SUMMIT	1	N	02-2024				69.55
004310	267-515412	000000	02/20/24	H24643	01/23/24	LIFESKILLS COOKING CLASS SUPPLIES	1	N	02-2024				126.58
	**SUB-TOTAL: CAPITAL ONE												196.13
005400	100-661330	000000	02/20/24	000000	2188201	W/S-STORAGE TECH	1	N	02-2024				115.41
005400	100-661330	000000	02/20/24	000000	5997001	GRBGE-ES	1	N	02-2024				1,012.44
005400	100-661330	000000	02/20/24	000000	5998201	GRBGE-BUS BARN	1	N	02-2024				359.35
005400	100-661330	000000	02/20/24	000000	3157101	W/S/G- ART & PE BLDG	1	N	02-2024				794.74
005400	100-661330	000000	02/20/24	000000	3157501	W/S/G-MS/HS	1	N	02-2024				1,870.99
005400	100-661330	000000	02/20/24	000000	3307501	W/S/G- AG SHOP	1	N	02-2024				424.24
005400	100-661330	000000	02/20/24	000000	4314501	W/S/G-ATHLETIC FIELD	1	N	02-2024				499.59
	**SUB-TOTAL: CITY OF LAPWAI												5,076.76
006331	100-512440	000000	02/08/24	E24678	1811905	REPLACEMENT BOOKS	1	N	02-2024				327.15
	**SUB-TOTAL: CONSCIOUS DISCIPLINE												327.15
006460	232-515416	000000	02/20/24	H24659	11242410200	IND. ED SUMMIT SUPPLIES	1	N	02-2024				121.31
006460	269-515410	000000	02/20/24	H24658	1242410201	CONSUMABLES	1	N	02-2024				308.04
	**SUB-TOTAL: COSTCO												429.35
006820	100-683310	000000	02/20/24	000000	01/31/24	MILEAGE TO NCH 12/4/23-1/31/24	1	N	02-2024				478.80
	**SUB-TOTAL: CULDESAC JT SCHOOL DIST 342												478.80
007800	100-641410	000000	02/20/24	E24626	7422184	LIBRARY BOOK PROTECTORS	1	N	02-2024				78.42

(VEND RNG: 000000-ZZZZZZ; DATE RNG: 00/00/00-99/99/99; ALL FUNDS; BANK CD: 1)										
VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	DP	MO-YR	AMOUNT
	**SUB-TOTAL: DEMCO									78.42
007880	260-616350	000000	02/20/24	000000	FEBRUARY	MEDICAID MATCH	1	N	02-2024	40,000.00
	**SUB-TOTAL: DEPT OF H&W, DIV OF MGMT SVCS									40,000.00
008380	100-631410	000000	02/20/24	D24647	7573	SCHOOL BOARD DINNER	1	N	02-2024	67.50
	**SUB-TOTAL: DONALDS RESTAURANT									67.50
009380	100-632333	000000	02/02/24	000000	V032533	SMARTVOICE DO	1	N	02-2024	68.00
009380	100-641323	000000	02/02/24	000000	V032533	SMARTVOICE ES	1	N	02-2024	253.00
009380	100-641323	000000	02/02/24	000000	V032533	SMARTVOICE HS	1	N	02-2024	375.00
009380	100-632333	000000	02/02/24	000000	V032533	SMARTVOICE FEES DO	1	N	02-2024	25.11
009380	100-641323	000000	02/02/24	000000	V032533	SMARTVOICE FEES ES	1	N	02-2024	25.11
009380	100-641323	000000	02/02/24	000000	V032533	SMARTVOICE FEES MS/HS	1	N	02-2024	25.11
	**SUB-TOTAL: ENA SERVICES LLC									771.33
010040	100-664312	000000	02/20/24	M24614	51080	SERVICE ALARM SYSTEM	1	N	02-2024	304.53
	**SUB-TOTAL: FISHER SYSTEMS, INC.									304.53
011460	100-665310	000000	02/20/24	000000	182830AF-1	HANDICAP RESTROOM	1	N	02-2024	143.00
011460	100-665310	000000	02/20/24	000000	188014AB-1	HANDICAP RESTROOM	1	N	02-2024	143.00
011460	100-665310	000000	02/20/24	000000	188014AD-1	HANDICAP RESTROOM	1	N	02-2024	143.00
011460	100-665310	000000	02/20/24	000000	182830AH-1	HANDICAP RESTROOM	1	N	02-2024	143.00
	**SUB-TOTAL: HAHN RENTAL CENTER, INC									572.00
012760	100-664410	000000	02/20/24	M24634	016449/1141755	PORTABLE HEATERS	1	N	02-2024	367.94
012760	100-664412	000000	02/20/24	M24651	023101/4142001	PIPE FITTINGS	1	N	02-2024	11.82
	**SUB-TOTAL: HOME DEPOT CREDIT SERVICES									379.76
013880	100-515410	000000	02/20/24	H24663	10900	HS DIPLOMA JANUARY GRADUATE	1	N	02-2024	34.00
	**SUB-TOTAL: IDAHO RECOGNITION PRODUCTS LLC									34.00
013900	100-631410	000000	02/20/24	D24653	3349	NEW BOARD MEMBER PACKET	1	N	02-2024	200.00
013900	100-631310	000000	02/20/24	000000	3217	POLICY UPDATE SERVICE UPGRADED	1	N	02-2024	1,000.00
	**SUB-TOTAL: IDAHO SCHOOL BOARDS ASSOCIATION									1,200.00
014980	100-515421	000000	02/20/24	H24450	365768390	PEP BAND MATERIALS	1	N	02-2024	372.99
014980	100-515421	000000	02/20/24	H24450	365770227	PEP BAND MATERIALS	1	N	02-2024	70.00
	**SUB-TOTAL: J.W. PEPPER & SON INC.									442.99
015080	100-616300	000000	02/20/24	000000	166	OT SERVICES	1	N	02-2024	7,740.00
	**SUB-TOTAL: JACLYN CHAVEZ									7,740.00
016320	100-632310	000000	02/02/24	D24038	020124	SABG PROGRAM DIRECTOR GRANT ADMIN	1	N	02-2024	644.03
016320	100-632310	000000	02/02/24	D24039	020124	GRANT WRITER SERVICES	1	N	02-2024	1,000.00
016320	288-623300	000000	02/02/24	D24609	020124	DOJ 2023 COPS PREVENTION PROGRAM /	1	N	02-2024	2,379.00
	**SUB-TOTAL: KAMIAH GRANTS & ASSOCIATES									4,023.03
016540	100-512410	000000	01/30/24	E24664	300765821	OFFICE SUPPLIES	1	N	01-2024	124.16
016540	100-512410	000000	01/30/24	E24667	300766147	COPY PAPER	1	N	01-2024	1,154.25
016540	100-512411	000000	01/30/24	E24654	1MKH-NR96-7RWK	N. BLYLEVEN CLASSROOM SUPPLIES	1	N	01-2024	178.87
016540	290-710410	000000	02/20/24	F24245	300764753	KITCHEN SUPPLIES	1	N	02-2024	435.15
	**SUB-TOTAL: KCDA PURCHASING COOPERATIVE									1,892.43
018100	100-632390	000000	02/20/24	D24646	177136	PROCUREMENT NOTICE	1	N	02-2024	37.36
018100	100-632390	000000	02/20/24	D24600	578354	EMPLOYMENT ADS	1	N	02-2024	543.16
018100	100-632390	000000	02/20/24	D24600	578355	EMPLOYMENT ADS	1	N	02-2024	477.24
	**SUB-TOTAL: LEWISTON TRIBUNE									1,057.76
018620	232-515412	000000	02/20/24	H24697	02/09/24	RIBBON SKIRT WORKSHOP HONORARIUM	1	N	02-2024	250.00
	**SUB-TOTAL: LYDIA SKAHAN									250.00
019360	290-710412	000000	02/20/24	F24026	135345348	MILK	1	N	02-2024	314.67
019360	290-710412	000000	02/20/24	F24026	135345586	MILK	1	N	02-2024	313.24
019360	290-710412	000000	02/20/24	F24026	135344612	MILK	1	N	02-2024	330.67
019360	290-710412	000000	02/20/24	F24026	135345725	MILK	1	N	02-2024	247.11
019360	290-710412	000000	02/20/24	F24026	135345964	MILK	1	N	02-2024	250.70
019360	290-710412	000000	02/20/24	F24026	135346102	MILK	1	N	02-2024	296.72
019360	290-710412	000000	02/20/24	F24026	135346333	MILK	1	N	02-2024	259.32
019360	290-710412	000000	02/20/24	F24026	135346470	MILK	1	N	02-2024	296.72
019360	290-710412	000000	02/20/24	F24026	135346710	MILK	1	N	02-2024	216.97
	**SUB-TOTAL: MEADOW GOLD DAIRIES, INC.									2,526.12
019731	100-664312	000000	02/20/24	M24604	106932864	RTU ROOM 351 - 3RD TIME	1	N	02-2024	467.59
019731	100-664312	000000	02/20/24	M24636	106932864	RTU ROOM 351-4TH AND MELTED ICE FRC	1	N	02-2024	467.59
	**SUB-TOTAL: MIKE'S MECHANICAL SERVICE LLC									935.18
019805	100-681310	000000	02/02/24	T24008	195	ANNUAL BUS INSPECTION AND SERVICE f	1	N	02-2024	735.00
019805	100-681310	000000	02/02/24	T24008	196	ANNUAL BUS INSPECTION AND SERVICE f	1	N	02-2024	735.00
	**SUB-TOTAL: MICHAEL W. SEEVERS									1,470.00
019880	100-681311	000000	02/20/24	M24019	329780	FMCSA CLEARINGHOUSE (2)	1	N	02-2024	38.00
	**SUB-TOTAL: MINERT & ASSOCIATES, INC.									38.00
020200	100-681424	000000	02/20/24	T24673	8-574843	WINSHIELD WIPER FLUID	1	N	02-2024	117.36
	**SUB-TOTAL: MOTION AUTO SUPPLY									117.36
021260	100-623323	000000	02/20/24	000000	116903	INTERNET AND IP ADDRESS	1	N	02-2024	303.00
	**SUB-TOTAL: NEZ PERCE TRIBE									303.00
021340	100-681319	000000	02/20/24	000000	285	SEWER-BUS BARN 1/6/24-1/30/24	1	N	02-2024	90.00
021340	100-661330	000000	02/20/24	000000	282	SEWER-ES 1/6/24-1/30/24	1	N	02-2024	765.00
	**SUB-TOTAL: NEZ PERCE TRIBE -UTILITIES DIV									855.00

VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	DP	MO-YR	AMOUNT
021600	243-515412	000000	02/20/24	000000	398712643	WELDING GAS	1	N	02-2024	101.68
	**SUB-TOTAL: NORCO, INC									101.68
021720	100-521300	000000	02/20/24	000000	JANUARY 2024	EDUCATIONAL SERVICES	1	N	02-2024	3,700.00
	**SUB-TOTAL: NORTHWEST CHILDREN'S HOME, INC									3,700.00
021740	290-710413	000000	02/20/24	F24024	326775	COMMOD.	1	N	02-2024	336.00
021740	290-710413	000000	02/20/24	F24024	3264777	COMMOD.	1	N	02-2024	344.40
021740	290-710413	000000	02/20/24	F24024	3266379	COMMOD.	1	N	02-2024	2,120.42
021740	290-710413	000000	02/20/24	F24024	3266386	COMMOD.	1	N	02-2024	2,295.26
	**SUB-TOTAL: NORTHWEST DISTRIBUTION SERVICE									5,096.08
022100	100-616300	000000	02/20/24	000000	001490	HI SERVICES	1	N	02-2024	5,819.03
	**SUB-TOTAL: OPPORTUNITIES UNLIMITED, INC.									5,819.03
024700	100-512410	000000	02/07/24	E24682	F639143	SKILLSTREAMING ELEMENTARY BUNDLE	1	N	02-2024	336.78
	**SUB-TOTAL: RESEARCH PRESS CO., INC									336.78
024880	100-515410	000000	02/20/24	000000	1099547753	TONER FREIGHT	1	N	02-2024	11.50
	**SUB-TOTAL: RICOH USA, INC									11.50
024900	100-512322	000000	02/20/24	000000	107990124	COPIER RENTAL ES 9428	1	N	02-2024	255.63
024900	100-632322	000000	02/20/24	000000	107990124	COPIER RENTAL DO	1	N	02-2024	255.64
024900	100-515321	000000	02/20/24	000000	107990124	COPIER RENTAL MS/HS 9410	1	N	02-2024	255.64
024900	100-512322	000000	02/20/24	000000	107990124	COPIES ES 9248	1	N	02-2024	237.70
024900	100-632322	000000	02/20/24	000000	107990124	COPIES B/S DO	1	N	02-2024	25.68
024900	100-632322	000000	02/20/24	000000	107990124	COPIES COLOR DO	1	N	02-2024	29.51
024900	100-515321	000000	02/20/24	000000	107990124	COPIES MS/HS 9410	1	N	02-2024	186.56
	**SUB-TOTAL: RICOH USA, INC.									1,246.36
025140	290-710411	000000	02/20/24	F24027	01-3129979	SOUP	1	N	02-2024	13.38
	**SUB-TOTAL: ROSAUERS									13.38
025862	100-515411	000000	02/20/24	H24125	M7425673	E. RAML SCHOLASTIC ART MAGAZINE SUB	1	N	02-2024	197.78
	**SUB-TOTAL: SCHOLASTIC INC.									197.78
028480	100-664311	000000	02/20/24	000000	34940	WATER ANALYSIS AND TREATMENT	1	N	02-2024	240.00
	**SUB-TOTAL: SWATCO									240.00
028520	290-710411	000000	02/20/24	F24028	221721818	FOOD	1	N	02-2024	963.56
028520	290-710410	000000	02/20/24	F24028	221721818	NON FOOD	1	N	02-2024	34.95
028520	290-710411	000000	02/20/24	F24028	221721819	FOOD	1	N	02-2024	1,025.78
028520	290-710410	000000	02/20/24	F24028	221721819	NON FOOD	1	N	02-2024	105.91
028520	290-710411	000000	02/20/24	F24028	221716838	FOOD	1	N	02-2024	908.92
028520	290-710411	000000	02/20/24	F24028	221716840	FOOD	1	N	02-2024	823.69
028520	290-710411	000000	02/20/24	F24029	221716839	FOOD	1	N	02-2024	766.18
028520	290-710411	000000	02/07/24	F24028	221728102	FOOD	1	N	02-2024	619.70
028520	290-710410	000000	02/07/24	F24028	221728102	NON FOOD	1	N	02-2024	333.45
028520	290-710411	000000	02/07/24	F24028	221728103	FOOD	1	N	02-2024	1,004.14
028520	290-710411	000000	02/20/24	F24028	221733066	FOOD	1	N	02-2024	964.11
028520	290-710410	000000	02/20/24	F24028	221733066	NON FOOD	1	N	02-2024	152.81
	**SUB-TOTAL: SYSCO FOOD SERVICE, INC.									7,703.20
029180	100-661410	000000	02/20/24	M24610	785203662	OXIVAR	1	N	02-2024	285.84
029180	100-664411	000000	02/20/24	M24652	785937673	REPLACEMENT CEILING TILES	1	N	02-2024	244.02
	**SUB-TOTAL: THE HOME DEPOT PRO									529.86
030680	290-710411	000000	02/20/24	F24030	4358519	CREDIT	1	N	02-2024	130.44CR
030680	290-710411	000000	02/20/24	F24030	4207538	CREDIT	1	N	02-2024	105.92CR
030680	290-710411	000000	02/20/24	F24030	4207538	FOOD	1	N	02-2024	605.90
030680	290-710411	000000	02/20/24	F24030	4861420	FOOD	1	N	02-2024	2,257.61
030680	290-710410	000000	02/20/24	F24030	4861420	NON FOOD	1	N	02-2024	88.40
030680	290-710411	000000	02/20/24	F24032	4861424	FOOD	1	N	02-2024	312.11
030680	290-710411	000000	02/09/24	F24030	4861419	FOOD	1	N	02-2024	1,982.00
030680	290-710410	000000	02/09/24	F24030	4861419	NON FOOD	1	N	02-2024	132.60
030680	290-710411	000000	02/20/24	F24030	4689504	FOOD	1	N	02-2024	90.34
030680	290-710411	000000	02/20/24	F24030	4689509	FOOD	1	N	02-2024	1,223.23
030680	290-710411	000000	02/20/24	F24030	4689511	FOOD	1	N	02-2024	1,544.75
030680	290-710411	000000	02/07/24	F24030	5043748	FOOD	1	N	02-2024	1,471.05
030680	290-710411	000000	02/07/24	F24030	5043749	FOOD	1	N	02-2024	1,657.99
030680	290-710410	000000	02/07/24	F24030	5043749	NON FOOD	1	N	02-2024	259.90
030680	290-710411	000000	02/07/24	F24032	5043750	FOOD	1	N	02-2024	859.78
030680	290-710411	000000	02/20/24	F24030	5220365	FOOD	1	N	02-2024	1,840.94
030680	290-710410	000000	02/20/24	F24030	5220365	NON FOOD	1	N	02-2024	101.67
030680	290-710411	000000	02/20/24	F24030	5220366	FOOD	1	N	02-2024	2,543.24
	**SUB-TOTAL: USF - SPOKANE									16,735.15
030780	290-710411	000000	02/28/24	F24033	03-3521521	MILK	1	N	02-2024	9.98
	**SUB-TOTAL: VALLEY FOODS									9.98
030800	100-681420	000000	02/20/24	000000	JANUARY 2024	DIESEL FUEL BUSES 668.142 GALS	1	N	02-2024	2,362.55
030800	100-681420	000000	02/20/24	000000	JANUARY 2024	BUS#6 FUEL 32.087 GALS	1	N	02-2024	103.28
030800	100-663410	000000	02/20/24	000000	JANUARY 2024	FORD	1	N	02-2024	70.48
030800	100-663410	000000	02/20/24	000000	JANUARY 2024	SUBARU	1	N	02-2024	47.88
	**SUB-TOTAL: VALLEY GAS									2,584.19
030880	100-622323	000000	02/20/24	000000	2005	QUARTERLY MEMBER FEES	1	N	02-2024	1,212.50
	**SUB-TOTAL: VALNet CAPITAL									1,212.50
031200	100-632310	000000	02/20/24	000000	6111210	MONTHLY COMPLIANCE FEE	1	N	02-2024	50.00
	**SUB-TOTAL: WAGeworks									50.00
031340	100-661410	000000	02/20/24	M24594	516678	FLOOR SCRUBBER BLADE KIT	1	N	02-2024	148.34
031340	100-663310	000000	02/20/24	M24605	515952	REPAIR FLOOR SCRUBBER	1	N	02-2024	1,001.92

*** ACCOUNTS PAYABLE *** LAPWAI SCHOOL DISTRICT #341							02/14/24 PRINT: 02/14/24 1:20:11 PM PAGE 4			
(VEND RNG: 000000-ZZZZZZ; DATE RNG: 00/00/00-99/99/99; ALL FUNDS; BANK CD: 1)										
VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	DP	MO-YR	AMOUNT
**SUB-TOTAL: WALTER E. NELSON										1,150.26
031560	100-683310	000000	02/20/24	000000	WA DRIVER LICENSE	J. WHITTAKER DRIVING RECORD	1	N	02-2024	15.45
031560	100-515413	000000	02/20/24	H24623	SUPLAY.COM	WRESTLING MAP STRAPS C. KATUS WRE	1	N	02-2024	311.41
031560	100-681311	000000	02/20/24	T24655	TRI-STATE HOSPITAL	DOT PHYSICALS AND URINALYSIS R. TIEDE	1	N	02-2024	150.00
031560	100-681311	000000	02/20/24	T24655	CATALYST MEDICAL	DOT PHYSICALS AND URINALYSIS M. LATTI	1	N	02-2024	155.00
031560	100-515413	000000	02/20/24	H24669	AMAZON.COM	STARBUCKS AND ROBLOX GIFT CARDS PI	1	N	02-2024	125.00
031560	100-512410	000000	02/20/24	E24683	COSTCO.COM	BATTERIES	1	N	02-2024	82.28
031560	271-621380	000000	02/20/24	000000	NORTHEAST PBIS	REGISTRATION J. BECKER NWPBIS 4/23-4	1	N	02-2024	626.16
031560	271-621380	000000	02/20/24	000000	NORTHEAST PBIS	REGISTRATION G. SOBOTTA NWPBIS 4/23	1	N	02-2024	626.16
031560	271-621380	000000	02/20/24	000000	NORTHEAST PBIS	AIRARE G. SOBOTTA NWPBIS SEATTLE	1	N	02-2024	366.41
031560	100-512410	000000	02/20/24	E24680	SP DIANE ALBER	REPLACEMENT BOOKS ES OFFICE FLOOD	1	N	02-2024	227.36
031560	100-522410	000000	02/20/24	H24676	TADPOLE ADAPTIVE	CASTERS FOR LECKEY PAL	1	N	02-2024	243.00
031560	100-512410	000000	02/20/24	E24681	CRISIS MANAGEMENT	REPLACEMENT SAFETY TEAM CMI RESOL	1	N	02-2024	164.49
**SUB-TOTAL: WELLS FARGO BANK										3,092.72
031692	100-515322	000000	02/20/24	000000	14307	SHRED CART FEE	1	N	02-2024	17.00
**SUB-TOTAL: WESTERN RECYCLERS										17.00
065596	251-515401	000000	02/20/24	H24563	PRH660	GOOGLE CHROM OS MANAGEMENT 69	1	N	02-2024	2,208.00
**SUB-TOTAL: STAPLES										2,208.00
***GRAND TOTAL - VENDOR COUNT: 59										156,847.96

(Rprt: 01 - MAIN; Dates: 00/00/00-02/29/24; PRINT: 02/14/24 1:19:12 PM)

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ASSOCIATED STUDENT BODY FUND				
238-111100	CASH IN BANK-- ASB	88,869.30	6,712.48CR	82,156.82
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	20,222.90	0.00	20,222.90
238-114200	RECEIVABLE	0.00	0.00	0.00
		-----	-----	-----
	TOTAL STUDENT BODY ASSETS	122,172.97	6,712.48CR	115,460.49
		=====	=====	=====
STUDENT BODY FUNDS				
238-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
238-218350	SALES TAX PAYABLE	1,464.22CR	338.32CR	1,802.54CR
238-223100	HIGH SCHOOL STUDENT BODY	13,545.43CR	307.25CR	13,852.68CR
238-223107	MIDDLE SCHOOL STUDENT BODY	1,679.54CR	0.00	1,679.54CR
238-223110	AT RISK FUND	540.10CR	0.00	540.10CR
238-223125	CONCESSIONS	7,372.93CR	4,662.80	2,710.13CR
ATHLETIC FUNDS				
238-223200	GENERAL ATHLETIC FUND	13,249.42CR	0.00	13,249.42CR
238-223201	FOOTBALL	1,348.56CR	0.00	1,348.56CR
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	9,206.90CR	3,045.44	6,161.46CR
238-223221	GIRLS BASKETBALL FUNDRAISERS	3,746.47CR	100.00	3,646.47CR
238-223230	BOYS BASKETBALL	14,989.73CR	1,534.38CR	16,524.11CR
238-223231	BOYS BASKETBALL FUNDRAISERS	0.00	0.00	0.00
238-223240	TRACK	194.34CR	0.00	194.34CR
238-223250	CHEER	8,612.15CR	667.53	7,944.62CR
238-223260	SOFTBALL	396.53CR	5.50CR	402.03CR
238-223261	SOFTBALL FUNDRAISERS	107.86CR	0.00	107.86CR
238-223270	BASEBALL	123.45	669.50	792.95
238-223271	BASEBALL FUNDRAISERS	453.21CR	0.00	453.21CR
238-223280	GOLF	451.14CR	0.00	451.14CR
238-223285	WRESTLING	2,107.46	375.75	2,483.21
238-223286	WRESTLING FUNDRAISERS	4,149.94CR	505.25	3,644.69CR
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	5,035.21CR	0.00	5,035.21CR
238-223404	CLASS OF 2025	1,443.83CR	0.00	1,443.83CR
238-223405	CLASS OF 2026	1,301.23CR	0.00	1,301.23CR
CLUBS				
238-223521	YEARBOOK	8,849.74	0.00	8,849.74
238-223523	DRAMA	4,902.88CR	0.00	4,902.88CR
238-223530	LIBRARY	811.29CR	0.00	811.29CR
238-223532	INDIAN CLUB	6,320.18CR	890.57CR	7,210.75CR
238-223533	BOOSTER CLUB	576.10CR	0.00	576.10CR
238-223534	HONOR SOCIETY	11.10CR	0.00	11.10CR
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	182.31CR	1,487.91CR
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	55.46CR	250.36CR
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	1,497.16CR	0.00	1,497.16CR
238-223900	DUE TO STUDENT GROUPS	0.00	0.00	0.00
238-320200	FUND BALANCE	11,480.77CR	0.00	11,480.77CR
		-----	-----	-----
	TOTAL LIABILITIES & FUND BALANCE	141,122.79CR	6,712.48	134,410.31CR
		=====	=====	=====

REFR#	DESCRIPTION	AMOUNT	DATE
010124	LGIP	15,935.11CR	01/01/24
241082	OFFICE OF DRUG POLICY	11,781.73CR	01/01/24
241084	LGIP	550,000.00CR	01/12/24
241085	LUNCH	688.40CR	01/12/24
241086	VI	98,938.25CR	01/19/24
241087	JOM	46,733.46CR	01/05/24
241088	II-A	19,736.16CR	01/11/24
241089	COLLEGE & CAREER READY	14,400.00CR	01/16/24
241090	NATIVE ARTS - EVERGREEN STATE COLLEGE	6,000.00CR	01/23/24
241091	NEZ PERCE	26,138.58CR	01/26/24
241092	CPS PROJECT	4,482.04CR	01/26/24
241093	AG REPLACEMENT	540.00CR	01/26/24
241094	NSLP	28,841.78CR	01/26/24
241095	ARP - LEARNING LOSS	30,951.83CR	01/26/24
241096	LUNCH	168.80CR	01/31/24
*** TOTAL		855,336.14CR	

REFR#	VENDOR	AMOUNT	DATE	DESCRIPTION
031499	ABLE LOCKSMITH	615.80	01/17/24	LOCKING PIN AND DOGGING KEYS
031500	AMAZON CAPITAL SERVICES, INC.	1,156.19	01/17/24	PD MATERIALS
031501	AMERIGAS-LEWISTON	9,371.12	01/17/24	PROPANE 865.9 GALS ES
031502	ANDERSON, JULIAN & HULL, LLP	58.50	01/17/24	PROFESSIONAL LEGAL SERVICES
031503	ART BEAT INC.	125.00	01/17/24	VEST EMBROIDERY
031504	ASSETWORKS RISK MANAGEMENT	1,286.49	01/17/24	ADMIN FEE
031505	AVISTA UTILITIES	14,626.22	01/17/24	ELECTRIC- ES
031506	BLACK BISON LLC	250.00	01/17/24	GIFT CARDS
031507	BPA HEALTH	261.45	01/17/24	EAP VISITS
031508	BSN SPORTS	3,984.68	01/17/24	WRESTLING WARM UPS NPT GRANT C.KATUS
031509	BUILDING BLOCKS PEDIATRIC THERAPY	870.00	01/17/24	PHYSICAL THERAPY
031510	CAPITAL ONE	331.12	01/17/24	ATTENDANCE INCENTIVES GIFT CARDS
031511	CENTURYLINK	555.43	01/17/24	PHONE LINE HS
031512	CITY OF LAPWAI	5,053.23	01/17/24	W/S-STORAGE TECH
031513	COLEMAN OIL CO.	304.01	01/17/24	BUS FUEL BOISE BASKETBALL
031514	COMMERCIAL TIRE INC	92.70	01/17/24	SNOW TIRES ON BUS
031515	DONALDS RESTAURANT	44.80	01/17/24	SCHOOL BOARD DINNER
031516	ENA SERVICES LLC	773.42	01/17/24	SMARTVOICE DO
031517	ETC LITE, LLC	1,621.55	01/17/24	TAX FORMS 1095
031518	FISHER SYSTEMS, INC.	216.00	01/17/24	FIRE ALARM MONITORING SEMI-ANNUAL
031519	HAHN RENTAL CENTER, INC	286.00	01/17/24	HANDICAP RESTROOM
031520	HAYDEN PEST CONTROL, LLC	220.00	01/17/24	ANNUAL PEST CONTROL
031521	HIGHLAND JOINT SCHOOL DISTRICT #305	6,146.00	01/17/24	BUSINESS SERVICES-BOARD CLERK
031522	i2m	690.00	01/17/24	DECEMBER PAYROLL/TAX TABLE/OTHER SOFWAR UPDATE
031523	IDAHO ICE	26.86	01/17/24	MONTHLY WATER
031524	JACLYN CHAVEZ	3,847.50	01/17/24	OT SERVICES
031525	JAMES PADDLETY	215.16	01/17/24	LIFESKILLS FOR JANUARY
031526	KAMIAH GRANTS & ASSOCIATES	4,023.03	01/17/24	IODP FY24 BLOCK GRANT ADMINISTRATOR
031527	KARVEHL BISBEE	100.00	01/17/24	LIFE SKILL JANUARY
031528	KENNY LOUIE-MCGEE	1,000.00	01/17/24	MAINTENANCE AGREEMENT
031529	KENWORTH SALES CO	444.48	01/17/24	BATTERY
031530	MEADOW GOLD DAIRIES, INC.	860.47	01/17/24	MILK
031531	MIKE'S MECHANICAL SERVICE LLC	3,207.41	01/17/24	REPAIR OF COOLER
031532	MICHAEL W. SEEVERS	735.00	01/17/24	ANNUAL BUS INSPECTION AND SERVICE REPAIRS
031533	MINERT & ASSOCIATES, INC.	346.00	01/17/24	FMCSA CLEARINGHOUSE QUERY (8) AND ANNUAL FEE
031534	MOTION AUTO SUPPLY	389.70	01/17/24	DEF FLUID
031535	NEZ PERCE TRIBE	303.00	01/17/24	INTERNET AND IP SERVICES
031536	NEZ PERCE TRIBE -UTILITIES DIV	817.00	01/17/24	SEWER-BUS BARN
031537	NORCO, INC	101.68	01/17/24	WELDING GAS
031538	NORTHWEST CHILDREN'S HOME, INC	2,035.00	01/17/24	EDUCATIONAL SERVICES
031539	NORTHWEST INDIAN COLLEGE	6,461.50	01/17/24	STUDENT FEES DD#81708
031540	O'RIELLY AUTOMOTIVE, INC.	17.99	01/17/24	BUS CHARGER
031541	REALITYWORKS	12,749.00	01/17/24	CHILD CARE EXPERIENCE 8 BABY PACKAGE
031542	RICOH USA, INC.	1,419.64	01/17/24	COPIER RENTAL ES
031543	ROTO ROOTER SEWER SERVICE	900.00	01/17/24	KITCHEN DRAIN
031544	SUBWAY	89.90	01/17/24	WISDOM KEEPERS BOXED LUNCHES
031545	SWATCO	240.00	01/17/24	WATER ANALYSIS AND TREATMENT
031546	SYSCO FOOD SERVICE, INC.	3,868.70	01/17/24	FOOD
031547	THE HOME DEPOT PRO	483.18	01/17/24	OXIVIR
031548	USF - SPOKANE	13,780.73	01/17/24	FOOD
031549	VALLEY APPLIED BEHAVIOR ANALYSIS, LLC	2,687.50	01/17/24	FUNCTIONAL BEHAVIOR
031550	VALLEY GAS	2,995.35	01/17/24	DIESEL FUEL 638.946 GALS
031551	WAGeworks	50.00	01/17/24	MONTHLY COMPLIANCE FEE
031552	WALTER E. NELSON	5,112.21	01/17/24	PAPER TOWELS
031553	WELLS FARGO BANK	5,928.17	01/17/24	TOYS, TATTOOS, WHISTLES, STICKERS AND FIGETS
031554	WESTERN MOUNTAIN BUS SALES	1,783.76	01/17/24	THERMOSTATS AND TRANSMISSION FILTER
031555	WESTERN RECYCLERS	17.00	01/17/24	SHRED CART
031556	WILLIAM BENTHAM	30.51	01/17/24	REIMB. PROPANE AND FUEL GYM FLOOR
031557	ZOOM VIDEO COMMUNICATION INC	2,700.00	01/17/24	EDUCATIONAL ZOOM SUBSCRIPTION
031558	STAPLES	464.30	01/17/24	CHROMEBOOKS
031559	MICHAEL W. SEEVERS	1,575.00	01/17/24	ANNUAL BUS INSPECTION AND SERVICE REPAIRS
031560	RANEISHA RUNNING	250.00	01/31/24	PAYROLL ADVANCE
031561	RYE MUZQUIZ-HEWETT	1,500.00	01/31/24	PAYROLL ADVANCE
244067*	STANDARD INSURANCE COMPANY	920.00	01/12/24	STANDARD INSURANCE - 012024
244068	AFLAC	2,323.78	01/12/24	AFLAC INSURANCE - 012024
244069	VOYA FINANCIAL	200.00	01/12/24	VOYA FINANCIAL 403-B PLAN - 012024
244070	IDEAL COLLEGE SAVINGS PROGRAM	1,325.00	01/12/24	IDEAL College Savings Prog - 012024
244071	LAPWAI SCHOOL LUNCH PROGRAM	688.40	01/12/24	FOOD SERVICE CHARGES - 012024
244072	INTERNAL REVENUE SERVICE	118,171.40	01/12/24	FICA - ER - 012024
244073	IDAHO STATE TAX COMMISSION	13,964.00	01/12/24	STATE WITHHOLDING - 012024
244074	STATE INSURANCE FUND	0.00	01/12/24	WORK COMP - 012024
244075	PUBLIC EMPLOYEE RETIREMENT SYS	100,929.53	01/12/24	PERSI - ER - 012024
244076	REGENCE	69,537.80	01/12/24	HEALTH - 012024
244077	DELTA DENTAL	3,456.43	01/12/24	DENTAL - 012024
***	TOTAL	444,012.78		



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

To: Board of Trustees
From: Teri Wagner
Date: February 14, 2024
RE: February Board Back-Up

Building Documents Attached

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

Professional Learning Topics

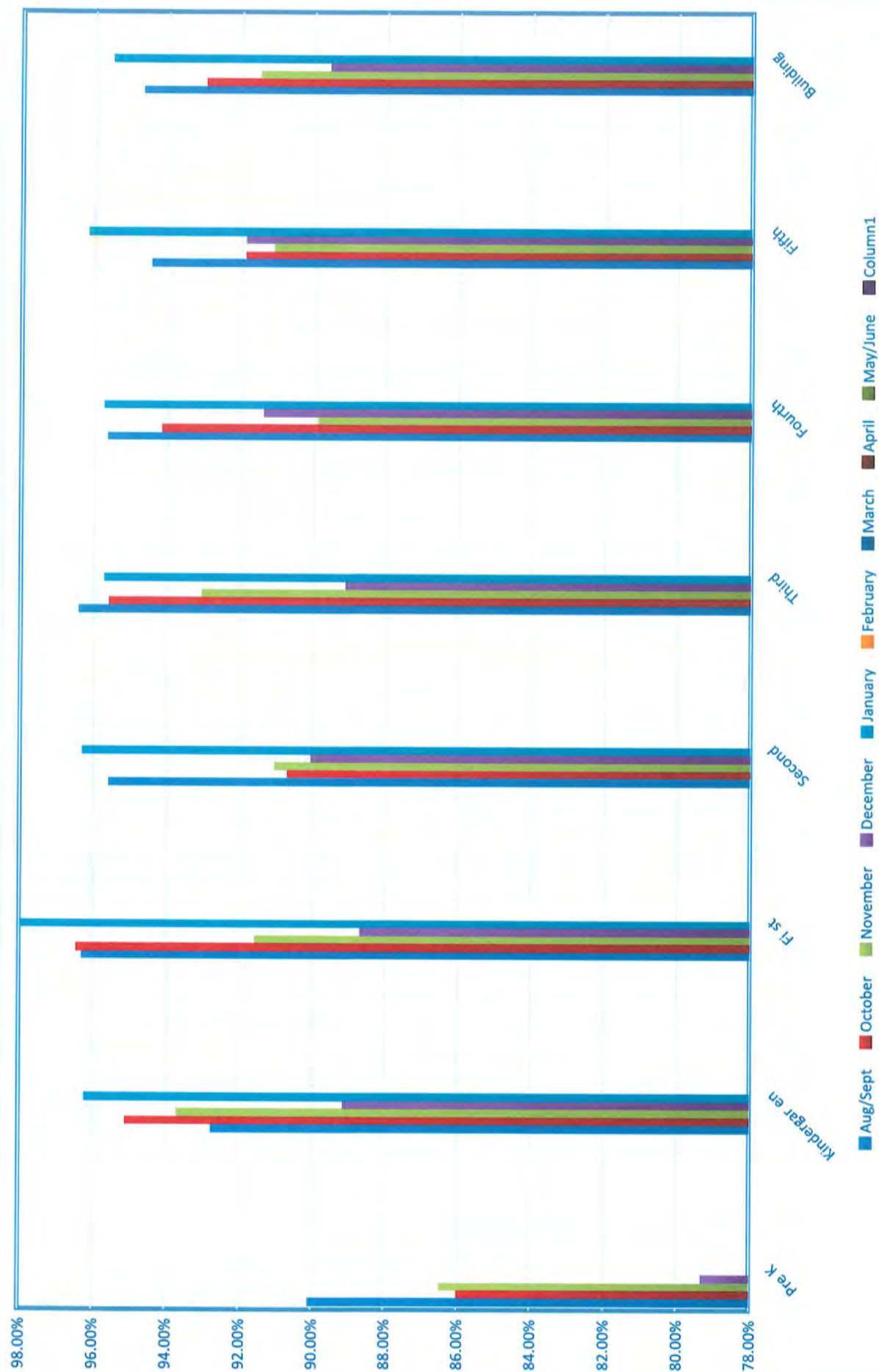
- Health and Safety
- Empowering Professional Learning Teams
- ECRI Intervention Training and Implementation
- *i-Ready* Math Implementation
- Benchmark Assessments Data Analysis
- Diagnostic Testing
- Intervention Collaboration, Planning, Goal Setting, and Implementation

Family/Community Involvement

- High School Basketball Players Visit Elementary Cafeteria February 9
- Winter Music Concert-February 1
- Kindergarten and 1st Grade Student Performance at B-Ball Game-January 25
- Nez Perce Language in Classrooms and After School Program

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

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



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
Sliger	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
January 26, 2024

Faculty Meeting Topics

- Halftime Show and Winter Concert (Emma)
- Playground Clear and Lockdown Drill
- Fluency Flight
- Wildcat Roar for Attendance
- Good of the Group
- Data Analysis and Leadership Team Minutes

Consolation Schedule

1:25-1:45	Faculty Meeting-Beau's Room		
1:45-2:15	<u>Krystle</u> , Jene Ane, Traci, Rhea,	<u>Kathie</u> , Kim, Livie, Montoya, Jaylie, Bahi	
2:15-2:45	<u>Delaney</u> , Montoya, Jaylie, Livie, Bahi	<u>Sasha</u> Jene Ane, Traci, Rhea,	
2:45-3:05		<u>Kelly</u> , <u>Natasha</u> , Jene Ane, Traci, Rhea, Sheridan	
3:05-3:25		<u>Kelly</u> , <u>Natasha</u> , Montoya, Jaylie, Livie	

Intervention Groups and Individual Interventions

Begin by discussing the students making the least amount of growth

If student is not making the expected progress:

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

Professional Learning
February 9, 2024

Faculty Meeting Topics 1:25-1:40 for ALL

- Teacher Evaluation Schedule
- Playground Clear (Monday, Feb. 12)

1 st	12:00
2 nd and 3 rd	12:15
4 th and 5 th	12:40

Teach students there will be continuous short whistle blows.

Students will move quickly inside through Ms Sasha's outside door (room 125).

Once inside, students will sit on the floor towards the back of the room, be very quiet, and follow directions.

- Lockdown, **page 19** of *Emergency Management Plan* (Friday, Feb 16 at 10:30)
Locks, lights, out of sight
- Good of the Group

Interventionists (~ 1:40-3:00)

Learning Intentions: I am learning to perfect ECRI instruction.

Classroom Teachers i-Ready (~ 1:40-3:00)

Learning Intention: I am learning to read, to interpret, and plan from the *i-Ready* Prerequisite Report.

Success Criteria:

1. I can identify students' learning needs for an upcoming unit and/or group of lessons.
2. I can use the resources in the Prerequisite Report to plan instruction and support all learners.

Before you begin

Select a Prerequisites Report from your current or upcoming unit. You will use the report and its resources to complete the course.

Finding the online Course:

- *i-Ready*
- Help
- Online Ed Learning
- Take Courses
- *i-Ready* Classroom Mathematics
- **Using the Prerequisites Report to Inform Instruction**

ECRI Meeting K-2 at 3:00 PM in Reading Room

Enrollment Summary: Federal Ethnicity and Race Report

View:

Federal Ethnicity and Race

Students:

☐ All Active Enrollments

☒ Current Selection

Date:

02/13/2024

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	42 M 16 /F 26	32 M 14 /F 18	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	250 M 135 /F 115	192 M 110 /F 82	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

Family, Community, School Partnerships Contact Report 2023-2024

	Aug/Sept	Oct	Nov	Dec/Jan	Feb	Mar	April	May/June	Totals
Mrs. Bonner	168	132	116/1	174					
Mrs. Sliger	128	135	141	280					
Mrs. Stamper	134	145	140	203					
Mrs. Paris	109	110	110	120/1					
Ms. Rabaiotti	166	149	208	216/1					
Ms. Calkins	100	97	105	160					
Mrs. Hillman	173	152	128/1	170/1					
Mrs. Beckman	144	125	115	172					
Mrs. Hays	164	147	102	157					
Mr. Blyleven	125	95	100	175					
Mr. Woodford	111	103	114	260					
Mrs. Baldwin	95	128	102	197					
Mrs. Arthur	126	101	108	214/1					
Mrs. Melton	50	21	45	65					
Mrs. Wagner	96	116	123	118					
Total	1,794	1,756	1757	2681/4					

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

Analyzed Business Checking - PF

Account number: 801013418 ■ January 1, 2024 - January 31, 2024 ■ 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

Account number	Beginning balance	Total credits	Total debits	Ending balance
801013418	\$12,693.01	\$0.00	\$0.00	\$12,693.01

Daily ledger balance summary

Date	Balance
12/31	12,693.01

Average daily ledger balance \$12,693.01

January 31, 2024

Date	Checks	Deposits	Balance
Beginning Balance			
1/1/24			\$12,693.01
1/31/24			
Ending Balance			\$ 12,693.01



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 February 2024

Content

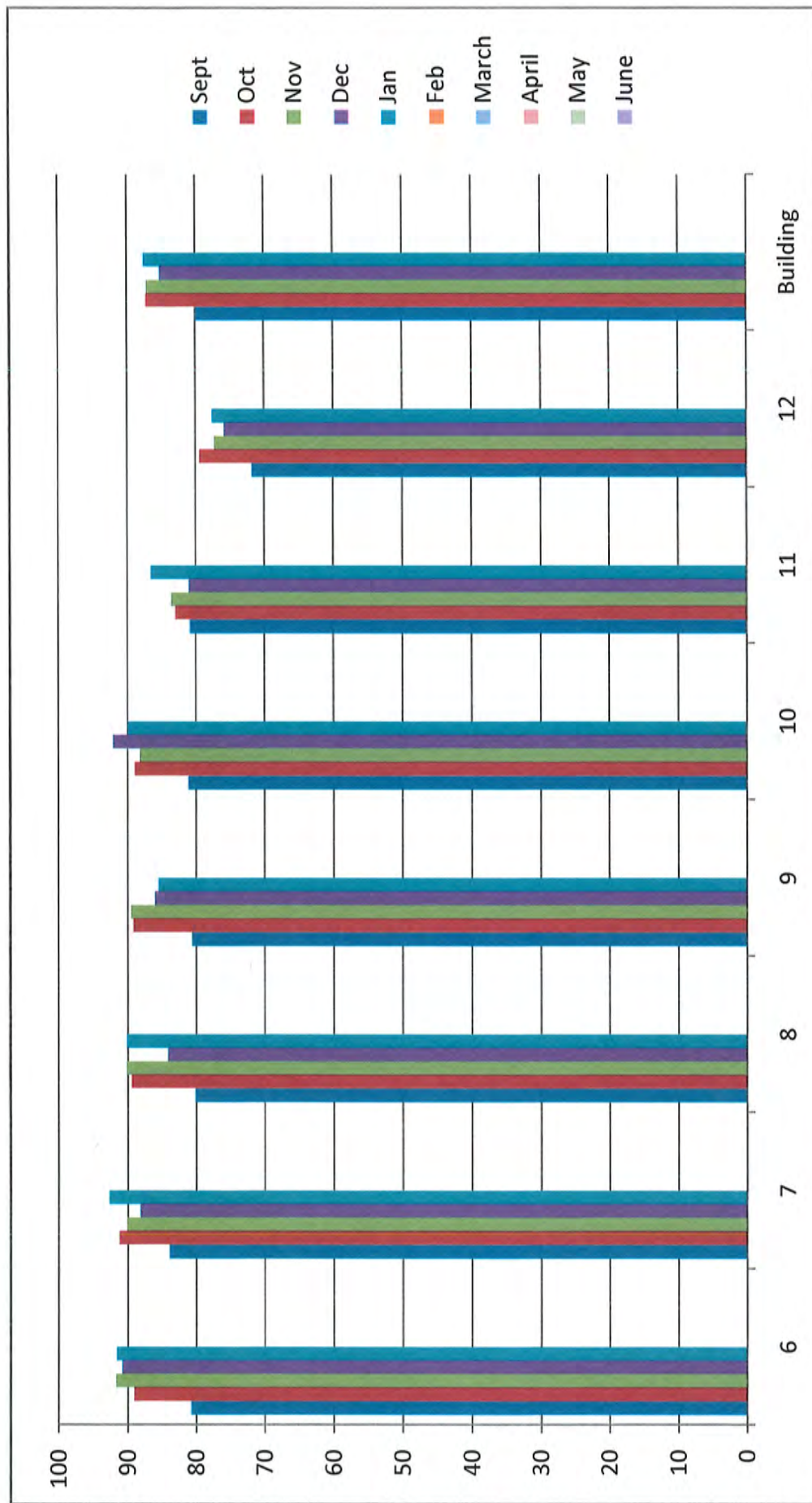
1. LMS-LHS Attendance
2. Friday PD Agendas
3. Leadership Team Minutes/Agenda & Materials
4. Good of the Order Materials

February 17th is Random Acts of Kindness Day!



ON TO STATE!

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



Attendance Summary By Grade

Lapwai Middle/High School
01/02/2024 to 01/31/2024 = 19 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	684	0	0	57.00	627.00	33.00	91.67%
Subtotal	36	0	0	0	36	684	0	0	57.00	627.00	33.00	91.67%
7	50	0	0	3	47	950	0	22	67.50	860.50	45.29	92.73%
8	36	1	0	0	37	703	0	8	68.00	627.00	33.00	90.22%
Subtotal	86	1	0	3	84	1653	0	30	135.50	1487.50	78.29	91.65%
9	37	0	0	0	37	703	0	0	101.50	601.50	31.66	85.56%
10	33	1	0	0	34	646	0	4	64.50	577.50	30.39	89.95%
11	34	0	0	1	33	646	0	9	85.50	551.50	29.03	86.58%
12	46	0	0	0	46	874	0	0	195.50	678.50	35.71	77.63%
Subtotal	150	1	0	1	150	2869	0	13	447.00	2409.00	126.79	84.35%
Grand Total	272	2	0	4	270	5206	0	43	639.50	4523.50	238.08	87.61%

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.]

Capacity Builder Administration Leadership

Monday, February 12, 2024

1:00 P.M.

Invited: Dr. Aiken, Dr. Penney, Ms. Ravet, Mr. Kachelmier, Ms. Holthaus

Norms:

Shared Leadership Schedule

Facilitator

Timekeeper

Parking Lot

Agenda:

Report out: (15 minutes)

Dr. Aiken Report (celebrations, observations, questions, concerns, needs, ideas)

Dr. Penney (celebrations, observations, questions, concerns, needs, ideas)

Ms. Ravet (celebrations, observations, questions, concerns, needs, ideas)

Mr. Kachelmier (celebrations, observations, questions, concerns, needs, ideas)

Ms. Holthaus (celebrations, observations, questions, concerns, needs, ideas)

Community Partnerships (5 minutes)

Who are we partnering with and what connections can we make?

SWIP (10 minutes)

Review goals.

Review action steps.

Meeting schedule

What needs to be addressed?

Additional Agenda topics as needed. (10 Minutes)

Date: 2/12/24 3:30-6:30PM LIBRARY	Professional Learning Team: DDI Team/Leadership Team	Dennis K: Ashlee G:	Rye Hewett Holly Selstad	
David Aiken		Josh Nellesen	Georgia Sobotta	
D'Lisa Penney		Brad Peterson	Matt Lattuada	
Lori Ravet		Sam Maynes	Matt Morgan	
Alica Holthaus		Lisa Nelson	Josh Watson	

Norms:

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

Four Critical Questions:

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

☐ How will we know if they learn it?
Notes:

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

<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><i>What support do we need to make progress toward our objectives?</i></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 2024-25)

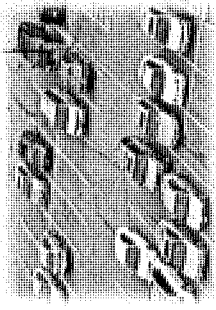
<div style="border: 1px solid black; height: 150px; margin-bottom: 10px;"></div> <p><i>What materials and actions are needed for our next meeting?</i></p>	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Collaborative inquiry (Team reflection to refine practice & target areas of improvement) </div> <div> <input checked="" type="checkbox"/> ISAT Preparedness 2024- MATH PLAN (Interim, deconstructing questions, strategies, practice) </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> <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 </div> <div> <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ </div> </div>
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AGENDA 2/12/24: Please feel free to take a bathroom break when necessary.

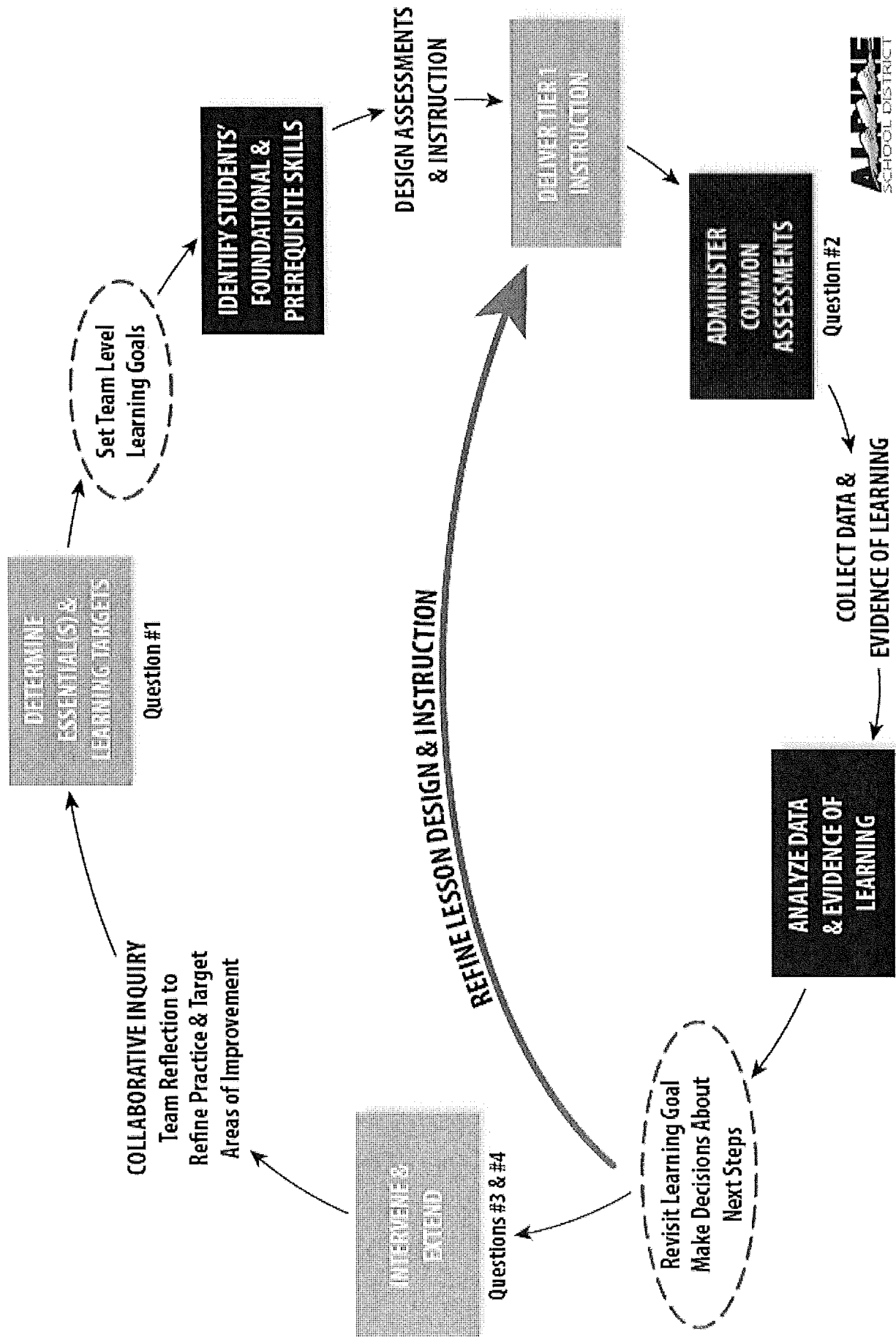
TIME	Topic/Task	Notes
3:30	1. Sign in & grab materials	
3:35-4:00	1. STAR winter benchmark data <div> a. Math results: b. Reading results: </div>	
4:00-5:00	1. ISAT Preparedness <div> a. <u>Draft draft</u> ISAT schedule/calendar b. Technical challenges & solutions: Testing window, technology, head phones, location, practice, snacks, other c. Adaptive challenges & solutions: -MATH ISAT: 1) Who to test, 2) PRIORITY: when to test, request later in the ISAT window, 3) where to test </div>	The 9th and 10th grade interims close May 24th (all other grades closed Feb 24th)

	<ul style="list-style-type: none"> -ELA ISAT: 1) Who to test, 2) when to test, 3) where to test -SCIENCE EOC's: 1) Who to test, 2) when to test, 3) where to test <p>d. Build Up Block Progress: Deconstructing the question and reading strategies</p> <p>e. Etc.</p>	
5:00-6:00	<p>PLT Group summaries/updates 10 minutes per team</p> <ol style="list-style-type: none"> 1. PBIS 2. CCR 3. ELA 4. MATH 5. PLT Structure <ul style="list-style-type: none"> -Sign in, start and end on time -Creation and sharing of agenda and minutes -Use of google share folders -Structure and elements of information needed from each PLT -Assigned roles for the team -Critical issues for team consideration -Review of norms, update norms if necessary 	
6:00-6:20	<p>Future planning 2024-2025 & Professional Development Opportunities:</p> <ul style="list-style-type: none"> • Build Up Block 2024-2025 • Math interventions/programs: IM math, IXL, Freckle, other • Step Up to Writing • Other: 	
6:20	Evaluation	

PARKING LOT ISSUES:



PLC RESULTS CYCLE



DRAFT MARCH 2024

Genny B | Feedback

ISAT

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
WEEK 1	ISAT DRAFT				1	2/3
WEEK 2	4 Click here to enter text.	5	6	7	8	9/10
WEEK 3	11 notes	12 8 th grade Science	13 11 th grade science	14	15	16/17
WEEK 4	18 9 th and 10 grade testing	19	20	21	22	23/24
WEEK 5	25 Spring Break	26	27	28	29	30/31
WEEK 6	notes					

APRIL 2024

ISAT

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
WEEK 1	1 9 th grade 10 th grade testing notes	2	3	4	5 NO school	6/7
WEEK 2	8 Click here to enter text. notes Click here to enter text.	9	10	11 No school	12 NO school	13/14
WEEK 3	15 notes	16 6 th grade CAT	17 8 th grade CAT	18 7 th grade CAT 11 th grade ELA CAT	19	20/21
WEEK 4	22 notes	23 6 th grade CAT	24 8 th grade CAT	25 7 th grade CAT 11 th grade ELA PT	26	27/28
WEEK 5	29 notes	30 6 th grade PT				
WEEK 6	notes					

MAY 2024

ISAT

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
WEEK 1	notes		8 th grade PT	1 11 th grade math CAT 7 th grade PT	2	3/4
WEEK 2	5 Click here to enter text. notes Click here to enter text.	6 6 th PT	7 8 th PT	8 11 th grade math PT 7 th grade PT	9	10/11
WEEK 3	12 Make ups notes	13 <i>Science?</i>	14	15	16	17/18
WEEK 4	19 Make ups notes	20	21	22	23	24/25
WEEK 5	26 notes	27	28	29	30	31
WEEK 6	notes					

EXAMPLE

PLC Agenda Template 2023-2024

PLC:		
DATE:		
LOCATION:		
Weekly commitment: Be ready to work by 7AM, on-time, actively intellectually engaged in the PLC work.		
PLC MEMBERS		Roles
1		DDI Team/Facilitator
2		DDI Team/Facilitator
3		Record/Minutes Keeper
4		Time Keeper
5		Process Checker
6		Engaged Participant
7		Role Authority
8		
9		
10		

MEETING NORMS:			
BUILDING-WIDE NORMS		PLC AGREED UPON NORMS	
1		1	
2		2	
3		3	
4		4	
5		5	

PAST PLC AGENDA GUIDING QUESTIONS/NORMS:

7 Characteristics of High Performing Team Norms		LT NORMS
<ul style="list-style-type: none"> Maintain a clear focus. Embrace a spirit of inquiry. Put data at the center. Honor commitments to learners and learning. Cultivate relational trust. 		<ul style="list-style-type: none"> Seek equity. Assume collective responsibility. Attend faithfully (3:30 to end) Start ON TIME at 3:30 Stay focused and paced Set and monitor goals Leave other business outside the door
Four questions that drive PLC work:		Assess
1	What is it we want our students to know and be able to do?	Have we identified the essential knowledge, skills, and dispositions each student is to acquire as a result of each unit of instruction?
2	How will we know if each student has learned it?	Are we using formative assessment in our classrooms on an ongoing basis? Are we gathering evidence of student learning through one or more team-developed common formative assessments for each unit of instruction?
3	How will we respond when some students do not learn it?	Can we identify students who need additional time and support by the student, by the standard, and for every unit of instruction? Do we use evidence of student learning from common formative assessment to analyze and improve our individual and collective instructional practice?
4	How will we extend the learning for students who have demonstrated proficiency?	Can we identify students who have reached identified learning targets to extend their learning?

AGENDA: 7AM-8AM Friday

1. Critical Issues for Team Considerations
2. PLC Norms development
 - a. Review of past norms
 - b. Review norms (E. Aguilar The Art of Coaching Teams) documents
 - c. Voting norms and vote on norms
 - d. PLC building-wide norms (all PLC's do the following...)
 - e. PLC individual team norms
 - f. Other
3. PLC Sign in sheets, agenda, and minutes
 - a. Accreditation expectation
 - b. Negotiated agreement, 7AM-8AM, start on time
 - i. PLC member later than 7:15 fills out leave slip
 - ii. PLC member late/absent has to have notified principal and PLC facilitator PRIOR to 7AM
 - c. PLC agendas need to be uniform with pertinent information
 - d. Agendas area action plan oriented with clear documentation
4. PLC roles
 - a. Active intellectual engagement
 - b. Participation expectations
 - c. Responsibilities and buy-in
 - d. Agenda work activities for PLC work
 - i. 7AM-8AM weekly
 - ii. Outside of PLC time work
 - iii. Other
5. Meeting evaluation
 - a. Evaluate meeting effectiveness
 - b. Focus on SMART goals
 - c. Focus on data analysis
 - d. Focus on planning, curriculum, assessment
 - e. Hold membership accountable to active participation
 - f. Feedback on pacing
 - g. Feedback to improve next meeting

PLC RESOURCES:**Eight Stages of District Improvement Planning of Continuous Improvement**

TARGET: Providing needed structure and processes to support continued growth to ensure that every school in the district is a high performing school.

1	Assess Readiness to Benefit	
2	Collect, Sort and Analyze Data	
3	Build and Analyze Portfolio	
4	Set and Prioritize Goals	
5	Study and Select Research-based Practices	
6	Create Action Plans	
7	Implement and Monitor Plan	
8	Evaluate Plan's Impact on Student Achievement	

ROLES FOR PLC'S (Distributive Leadership Model)

Facilitator	
Responsibilities	
<ul style="list-style-type: none"> Reviews agenda at the start of the meeting and determines timing of each item. Keeps the meeting on topic and focused on the agenda by opening and closing discussions Foster discussion by managing participation by all members Resolve conflicts Clarify and summarize information being presented throughout the meeting. Reviews agenda for next meeting. 	
Sample Language	
<ul style="list-style-type: none"> Our agenda for this meeting is... How much time should we devote to each item? Next we will... I want to be sure we hear from everyone. _____ I'm wondering what your thoughts are about _____ I want to be sure we understand your comment. Could you tell us more about your thinking? I'm going to direct us back to the agenda so we can finish on time. Should we talk more about that at the next meeting? The agenda items for next meeting will be.... 	
Recorder/Minutes Taker	
Responsibilities	
<ul style="list-style-type: none"> Takes minutes of meeting, includes agenda items for the following meeting. Keeps accurate record of persons responsible for each of the actionable items and timelines. Clarifies with the group as to what goes in the minutes. Distributes digital copies of notes to all team members within two days. 	

Sample Language

- I heard you discuss _____. Let me know if I've missed something.
- I want to be sure I capture the correct information. I've documented that we agree to _____. Is that correct?
- How would you like me to record that in the minutes?
- Should this be included in the minutes?
- I'll send you a copy of the minutes by _____.

Time Keeper**Responsibilities**

- Ensures meeting times are respected.
- Helps team stay focused on the task.
- Monitors the use of time and keep team cognizant of time allotments at various stages of the meeting.
- Helps facilitator keep team moving along.
- Gives a 3-5 minute signal for wrap-up

Sample Language

- Our meeting will begin in _____ minutes.
- We only have five minutes left. Let's try and wrap this up.
- Unfortunately that topic isn't on our agenda. Could you place that topic on the parking lot and we can come back to it later?
- We allotted _____ minutes to this agenda item and our time has now ended.
- Should we continue on this topic and skip one of our other items?

Process Checker**Responsibilities**

- Reminds the team or prompts team to review norms/roles at the start of the meeting
- Keeps track of how well the team is keeping the norms or prompts team to do so.
- Gives objective feedback on how well the norms were kept at the end of the meeting or prompts team to self evaluate.

Sample Tasks

- Rate your self on how you did keeping the norms?
- "I notice we were interrupting each other a bit today"
- "Everyone contributed to the conversation."
- "We used a decision protocol to get unstuck. "

Engaged Participant**Responsibilities**

- Uses effective communication skills:
listening, pausing, paraphrasing, putting ideas on the table.
- Invites others to speak.
- Inquires about the ideas of others.
- Monitors their own participation (Rule of 3)
- Monitors own & other's adherence to meeting standards.
- Sets and tests working agreements.
- Clarifies decision-making process and levels of authority.
- Tests consensus.
- Listens with an open mind (not autobiographical or solution focused).
- Is conscious of assumptions and knows how those interfere with open listening.

Sample Tasks/ Language
<ul style="list-style-type: none"> • “John, you’ve had some experience with this, what are your thoughts?” • “I’m wondering if anyone else has an idea we haven’t heard yet.” • “Building on what Mary was saying, I’d like to add this...” • “It sounds like we have reached a decision on this.”
Role Authority
Responsibilities
<ul style="list-style-type: none"> • Coordinates agenda and distributes prior to the meeting. • Develops group-member leadership. • Coordinates activities of sub-committees. • Sees that meeting follow-through will occur. • Provides for decisions or direction when role authority is required.
Sample Language
<ul style="list-style-type: none"> • “Let’s hear back from both sub- committees at the next meeting.” • We are not able to implement that activity, based on another priority already scheduled.”

Critical Issues for Team Consideration

Team Name:

Team Members:

Use the following rating scale to indicate the extent to which each statement is true of your team.

1 2 3 4 5 6 7 8 9 10

Not True of Our Team

Our Team Is Addressing This

True of Our Team

1. _____ We have identified team norms and protocols to guide us in working together.
2. _____ We have analyzed student achievement data and established SMART goals to improve on this level of achievement we are working interdependently to attain (SMART goals are specific and strategic, measurable, attainable, results oriented, and time bound. SMART goals are discussed at length on page 89).
3. _____ Each team member is clear on the knowledge, skills, and dispositions (that is, the essential learning) that students will acquire as a result of our course or grade level and each unit within the course or grade level.
4. _____ We have aligned the essential learning with state and district standards and the high-stakes assessments required of our students.
5. _____ We have identified course content and topics we can eliminate to devote more time to the essential curriculum.
6. _____ We have agreed on how to best sequence the content of the course and have established pacing guides to help students achieve the intended essential learning.
7. _____ We have identified the prerequisite knowledge and skills students need in order to master the essential learning of each unit of instruction.
8. _____ We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
9. _____ We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
10. _____ We have developed frequent common formative assessments that help us determine each student's mastery of essential learning.
11. _____ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.

page 1 of 2

12. _____ We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of an ongoing process of continuous improvement designed to help students achieve at higher levels.
13. _____ We use the results of our common assessments to identify students who need additional time and support to master essential learning, and we work within the systems and processes of the school to ensure they receive that support.
14. _____ We have agreed on the criteria we will use in judging the quality of student work related to the essential learning of our course, and we continually practice applying those criteria to ensure we are consistent.
15. _____ We have taught students the criteria we will use in judging the quality of their work and provided them with examples.
16. _____ We have developed or utilized common summative assessments that help us assess the strengths and weaknesses of our program.
17. _____ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
18. _____ We formally evaluate our adherence to team norms and the effectiveness of our team at least twice each year.

LAPWAI MIDDLE-HIGH SCHOOL SPRING ISAT PREPARATION PLAN 2024 & BUILD UP BLOCK PLANNING

Teachers: Build Up Block planning will assist core instruction in ELA & Math to focus their content specific ISAT prep. Build Up Block MUST include access to, practice, and strategies for students to view and use the actual ISAT test (TIDE, field test, practice test, tools, calculator, SBAC Tools for Teachers), and Build Up Block should model discussions with sample questions and how students would go about solving the questions and tasks. Please spend today coordinating with your collaboration team to intentionally plan Build Up Block lessons and cycles. Submit the information to D'Lisa.

TEACHER:

GRADE LEVEL:

ISAT TESTS BEING TAKEN:

Middle School Plan: ELA, Math, Science

1. Staffing
 - a. 6th grade team:
 - b. 7th grade team:
 - c. 8th grade team:
2. Collaboration teams (who are you working with to plan and share resources?)
 - a. Ashlee G and Pegg G
 - b. LoriLynn/Raneisha and Holly
 - c. Joslyn L and Chanel
 - d. Josh L and Brad C
3. Planning cycles and dates
4. Resources being used

High School Plan: ELA, Math, Science

1. Staffing
 - a. 9th grade team:
 - b. 10th grade team:
 - c. 11th grade team:
2. Collaboration teams
 - a. Devin & Sam
 - b.
3. Planning cycles and dates
4. Resources being used

Senior School Plan:

1. Staffing
 - a. 12th grade team:
2. Collaboration teams
3. Accelerated learning (academic vocab, Greek/Latin roots, etc.)
4. Resources being used

LAPWAI MIDDLE-HIGH SCHOOL SPRING ISAT PREPARATION PLAN 2024 & BUILD UP BLOCK PLANNING

Assignments:

1. Plan and schedule when each grade level group will have access to and practice the format of the ISAT test from:
 - a. Idaho ISAT Field Test (date)
 - b. Idaho ISAT Practice Test (date)
 - c. SBAC “Tools for Teachers” ISAT formatted questions (date)
 - d. Strategies to read, analyze, and answer word problems and passages.

Friday Pro D Agenda

2/2/24, 1:30-2:30 Library, 2:30-3:30 Classroom

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

AGENDA:

1. 1:30-2:30PM ISAT PRACTICE PLANS AND BUILD UP BLOCK
 - a. Staff, teams are sharing their Build Up Blocks, Plans, ISAT resources and strategies with the group (group—steal ideas from your colleagues)
 - b. Close read strategies
 - c. Other templates for reading and tackling comprehension of a problem
 - d. Middle School Build Up Block
 - i. Share ideas
 1. Mon-Thurs pattern/system?
 - ii. Summarize strategies and resources
 - iii. Share what ISAT-formatted questions/story problems you can use
 - iv. Interim test question ideas for whole-group practice
 - e. High School Build Up Block
 - i. Share ideas
 1. Mon-Thurs pattern/system?
 - ii. Summarize strategies and resources
 - iii. Share what ISAT-formatted questions/story problems you can use
 - iv. Interim test question ideas for whole-group practice

2. 2:30-3:30PM (Different spaces) PLANNING AND PREP

- a. STEP: Alicia and 5 teachers are meeting
- b. OTHER STAFF: Planning and prep
 - i. Turn in your Build Up Block/ISAT practice assignment
 - ii. Build Up Block
 - iii. CFA's, FA's
 - iv. ISAT Prep
 - 1. Do you need 2023 ISAT data for student SMART goals?
 - 2. IXL log in's and examples of activities (Holly to share data)

Mark today's agenda: Which question are you working on?

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?	

PD NOTES:

[illegible]

Friday Pro D Agenda

2/9/24, 1:30-2:30 Library, 2:30-3:30 Classroom

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

AGENDA:

1. 1:30-2:30PM ISAT PRACTICE PLANS AND BUILD UP BLOCK
 1. Did your assignment/notes get shared with D’Lisa?
 2. Did you get a chance to do the google form?
 3. There area only 4 responses to the google form sent to teachers on ISAT prep/build up block info

Questions
Responses **4**
Settings

4 responses

[Link to Sheets](#)

Accepting responses

Summary
Question
Individual

< 1 of 4 >

Responses cannot be edited

ISAT PREP/BUILD UP BLOCK INFORMATION

Please fill out and submit the following information to document your preparation and collaborations for Semester 2 Build Up Block and ISAT Prep.

* Indicates required question

My ISAT PREP/BUILD UP BLOCK is for *

4. Collaborative planning time with your Build Up Block team
 - a. IXL modeling for ISAT specific prep opportunities

- b. Finish scheduling when each grade level will do the practice test and dates for specific ISAT format/tool practice (formulas, calculator, highlighting, strike through, etc.)
- c. Do you need 2023 spring ISAT data? Let Kiri or D'Lisa know so copies can be made (We keep hard copies in ELA and Math sections by grade level - front to back copies)
- d. Student smart goals and analysis for GROWTH MINDSETS

PLANNING AHEAD: LAPWAI PD FOR 2/16 and 3/1: (Planning ahead for the two PD's that are impacted by state basketball and districts)

A. Culturally Responsive Lesson Development:

- Resources and signature assignment, unit, or lesson you use
- Nez Perce Learning Principles
- Reinforce culturally responsive practices and build in NPL principles to existing lessons, and/or create a new assignment, unit, lesson using NPL principles

B. Mid-year check in on IPLP's

- a. Individual professional learning plans
- b. Self-assessment
- c. Artifacts/evidence that support the goals

C. Student Achievement Data (Domain 5)

Student Growth - 30%

5b -Growth on State/District Standardized Assessments
5c -Grade Level or Content Area Measure

- a. What is your grade level or content area measure?
- b. Provide sample of pre and post assessment document
- c. Graph/organize the growth data into a percent
- d. Goal: 75% meet standard, or you are measuring growth
- e. Make a plan for these things if you haven't, as this a measured domain in the spring evaluation process worth 30% of the overall evaluation.

Mark today's agenda: Which question are you working on?

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?	

RANDOM ACTS OF KINDNESS DAY



LAPWAI WILDCATS AND PBIS ARE
ASKING OUR COMMUNITY TO JOIN
US IN OUR RANDOM ACTS OF
KINDNESS DAYS.

FEBRUARY 17



LAPWAI
WILDCATS

RANDOM ACTS OF KINDNESS



SPONSORED BY LAPWAI INDIAN EDUCATION DEPARTMENT

9TH ANNUAL HONORS

CONFERENCE



This conference offers invaluable opportunities for networking and mentorship, connecting students with established Native American leaders and role models who can provide guidance, support, and inspiration. This conference helps to instill a sense of possibility and ambition, encouraging participants to pursue their goals with determination and resilience.



MIKAILAH THOMPSON
Beadwork By Mikailah, LLC and
Indigenous Creatives, LLC as
well as host of Quantum Theory
Podcast.



NOHOVA
Native America Hear
Our Voices Arise
Students for Success



HELEN GOODTEACHER
Nez Perce Artist
Forward Native Works, LLC
Owner and Creative Director



KASEY NICHOLSON
AKA Krazy Kasey! Wellness
Educator, Motivational Speaker,
Comedian, Pow Wow EMCEE,
Conference Facilitator

GUEST SPEAKERS

HIGHER EDUCATION AND CAREER PATHWAYS EXPO/ COLLEGE BOOTHS

University of Montana
Salish Kootenai College
Gonzaga University
Northwest Indian College
Eastern Washington University
Washington State University
University of Idaho
Boise State University
Idaho State University
Lewis-Clark State College

University of Oregon
Schweitzer Engineering Labs
Grand Canyon University
University of Washington
NPT ERWM Air Quality
Nimiipuu Community Health/School Health Specialist
Pharmacy Technician
LCSC Geological Engineer Activity
LCSC Binary Coding Activity
LCSC Athletic Training Activity
Indigenous Creatives, LLC

Hosted by
LAPWAI
with invited schools including:

Clarkston
Kamiah
Kooskia
Orofino
Culdesac
Lewiston
Plummer

MARCH 12 & 13

CLEARWATER RIVER CASINO

More

8:45 AM - 2:30 PM

CLOSED TO THE PUBLIC

INFORMATION

FOR MORE INFORMATION CONTACT LAPWAI INDIAN EDUCATION DEPARTMENT
IRIS CHIMBURAS AT (208) 843- 2241 EXT. 3124

2/14-2/17 STATE SUPERVISION Girls State

Staff member	Role	Room #	Room checks/hall checks Wed	Room checks/hall checks Thur	Room checks/hall checks Fri
Dr. D'Lisa Penney	Principal				
LoriLynn Picard	AD Game Supervisor				
Josh Leighton Jr	Assistant Coach				
Joslyn Leighton	Assistant Coach				
Catherine Big Man	Cheer Coach				
Del Rae Kipp	Assistant Cheer Coach				
Rozelle Tiede	Bus Driver				
Rick Heimgartner	Bus Driver				
Other:					

- Athletes arrive at 7:30 AM to gym lobby, bus leaves at 8:00 AM. 12:30 PM practice in Council, ID
- Coaches do bag checks in the lobby of the district foyer.
- Hotel: Holiday Inn Express and Suites, Nampa, ID, 4104 E Flamingo Ave, Nampa, ID 83687•(208) 466-4045
- Coaches/Game Supervisor allocates per diem with athlete/staff signature on sheet.
- Hotel front desk: Front desk staff are asked to call head coach in room _____ (or principal in room _____) if any Lapwai athletes are seen out of their rooms/lobbies after 10 PM.
 - Athletes stick to their room assignments**
- Staff take turns monitoring hallways (see above schedule).
- Coaches review athlete expectations prior to state
- Coaches/AD try to ensure hotel staff allow strategic room assignment (athletes in the middle, staff on the outside of hallways).
- Staff remain visible in common areas of hotel where students are located.
- Coaches do room checks, walk to each room for verbal confirmation of curfew when it is time to settle down for the night.
- Athletes who need assistance are encouraged to use their hotel phone to dial their coaches, especially if they need assistance and need to leave their rooms.
- Sign-out sheet will be available before we get on the bus and also after our last game of the State Tournament with the team managers. No player will be able to sign-out in between games and must remain with the team until the tournament is over.

Proactive-Preventative-Planning for a smooth event.

THANK YOU FOR ALL YOU DO TO SUPPORT OUR STUDENTS!

STATE TRAVEL ATHLETE EXPECTATIONS

Athletic handbook: Participation in extracurricular activities is a privilege and not a right. As representatives of their school and District, students participating in such activities are expected to meet high standards of behavior.

RESPONSIBLE~RESPECTFUL~SAFE

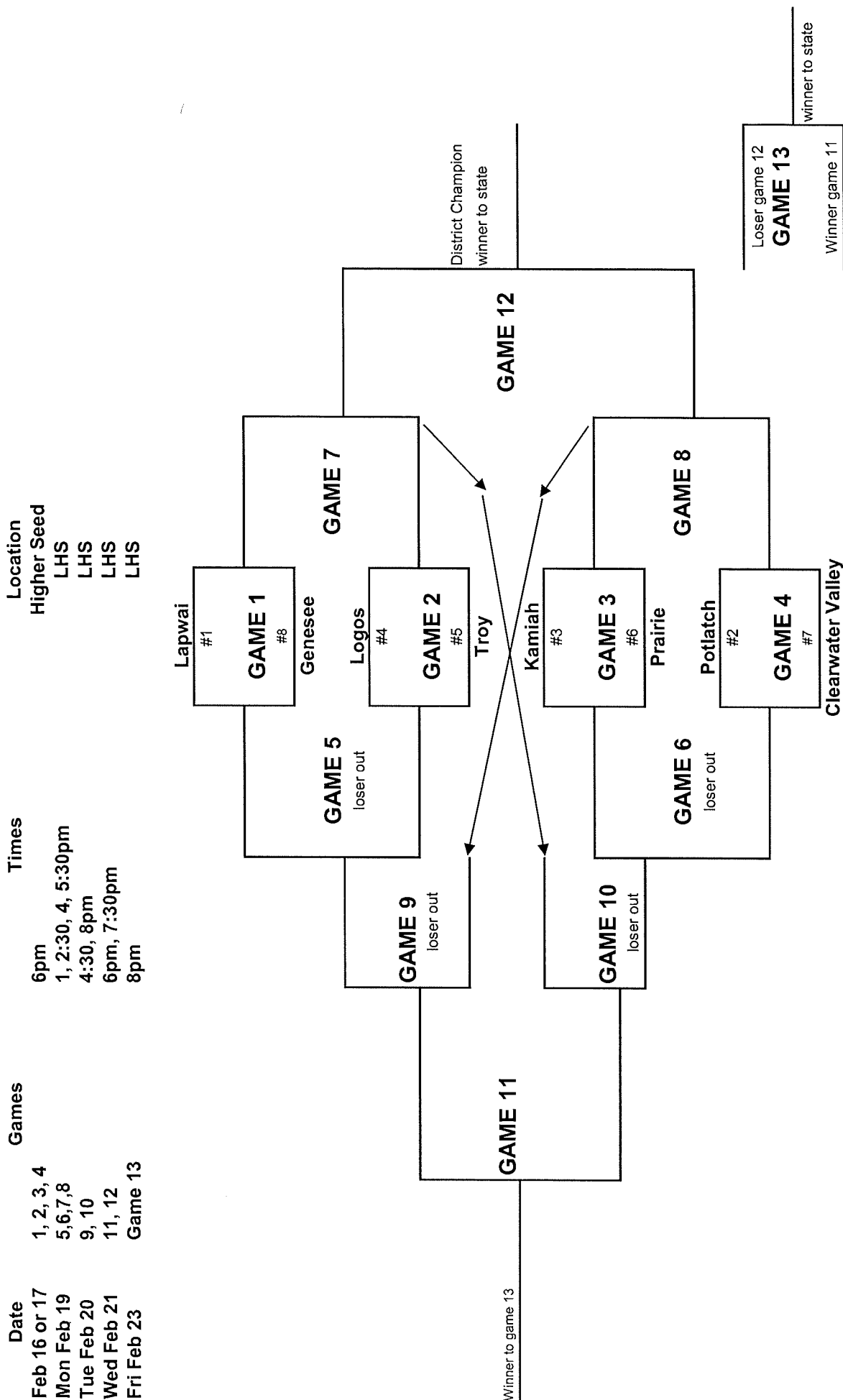
Overnight Field Trips Expectations for Student Behavior

1. ALL SAFETY PROTOCOLS OF THE SCHOOL ARE IN FULL EFFECT.
2. ALL Students must abide by all school rules and behavior expectations (see Lapwai student handbook and code of conduct).
3. Students are representing Lapwai High School and their community while on the trip and as such, are expected to dress and conduct themselves with dignity and deportment.
4. Tobacco, alcohol and controlled substances are prohibited.
5. **HOTEL:**
 - DO NOT SWITCH ROOM ASSIGNMENTS OR HANG OUT IN DIFFERENT ROOMS. STICK WITH SAFETY PROTOCOLS.
 - Curfew time is established by the coaches. All students are expected to be in their assigned rooms and quiet by the designated time.
 - Rooms and luggage may be searched by staff at any time.
 - Television and radio volume must be at a level that does not disturb others.
 - Common Spaces: You are welcome to visit in the common lobby on the main floor or 2nd floor. Be aware of your language and represent your school well by ensuring your speech is positive and free of obscenities.
 - Be polite to our hosts with please and thank you's. ☺
- ROOMS:**
 - Rooms will be assigned prior to trip departure and the student must reside in that room for the duration of the trip.
 - Females will room with females and males will room with males.
 - Students will not be allowed in the room of the opposite gender for any reason.
 - Do not switch rooms for any reason.
 - No visitors of any kind (even fellow student who are fans) are allowed in rooms.
 - After hours: If an athlete has a need (illness, ice, other important reason) that requires them to leave their room for any reason, the athlete must dial their coach's room to be escorted.
 - Staff will do random hallway and room checks at any time.
- BEDTIME:** We are here to WIN! Sleep, lights out, shut down and rest are essential.
 - Phone expectations (coach can discuss and fill in)
 - Video game expectations (coach can discuss and fill in)
6. **RESTAURANTS/MALLS/STORES:**
 - Staff/chaperones must be in establishments with you at all times. The exception is when wandering the mall, but ensure you do not leave the designated area (walk out of the mall and somewhere else w/o a staff member/chaperone.)
 - Pay attention to your scheduled meet time (location in the mall to meet, or when to be on the bus.)
7. The student is responsible for their personal belongings. Lapwai School District does not accept responsibility for any lost or damaged personal items.
8. Trust is important. 100% compliance with school rules ensures your future participation in other overnight school events, such as BPA State, etc.

_____ ← Student Athlete Signature and Date

2024 DIST. II CLASS 1A Div. 1

Boys Basketball Tournament



2024 District II 1A Division I Basketball Tournament

Sponsored By Inland Cellular

CLEARWATER VALLEY

GENESEE

KAMIAH

LAPWAI

LOGOS

POTLATCH

PRAIRIE

TROY

DATE: January 10, 2024
TO: All Whitepine League 1A D1 Schools: Principal, Athletic Director, Head Boys Coach, Head Girls Coach, Band Director, Cheerleader Advisor, and Transportation Supervisor
FROM: Travis Mader and James Stoner
RE: 2024 District II 1-A Division I Basketball Tournament Information

The following information will be helpful as you prepare for the upcoming District II Division I 1-A basketball tournaments. The information here applies to both the Boys tournament and the Girls tournament.

1) Girls D1 Tournament

Wed Jan. 31	Games 1, 2, 3, 4	6:00pm	Higher Seed
Sat Feb. 3	Games 6, 7, 8	3, 4:30, 6pm	LHS
Tue Feb. 6	Games 9, 10	6:30pm, 8:00pm	LHS
Thur Feb. 8	Game 11, 12	6:00pm, 7:30pm	LHS
Sat Feb. 10	Game 13	6:00pm	LHS

2) Boys D1 Tournament

Feb 16 or 17	Games 1, 2, 3, 4	6:00pm	Higher Seed
Mon Feb. 19	Games 5, 6, 7, 8	1, 2:30, 4, 5:30pm	LHS
Tue Feb. 20	Games 9, 10	4:30pm, 8:00pm	LHS
Wed Feb. 21	Game 11, 12	6:00pm, 7:30pm	LHS
Fri Feb. 23	Game 13	8:00pm	LHS

3) Teams may have access to the gym floor thirty (30) minutes prior to the first game of the session. All other games will begin fifteen (15) minutes following the completion of the preceding game.

4) Administrator in charge. Each participating school is expected to have an "Administrator in Charge" at all games when their school is participating. **Please make contact with the tournament manager and make your presence known.** The "Administrator in Charge" will be asked to help with any management issues related to their school's players and fans.

- 5) Please let your bus drivers know that they may deliver and pick up passengers at the southeast entrance to the facility. This entrance is located near the tennis courts. Please encourage buses to park away from the entrance so fans have room to park.
- 6) Please make arrangements for the safe keeping of team valuables. We cannot assure you that your locker room will be secure.
- 7) **Basketball players, coaches, and cheerleaders are to enter through the southeast entrance near the tennis courts.** Players wishing to attend tournament games they are not playing will present photo ID at the Pass Gate to gain admittance. Please have school media members (Yearbook, Photographer, School Newspaper, etc...) sign in at the ticket booth each night.
- 8) Please let the tournament manager know in advance if you plan to bring a band. Band members are to enter through the pass gate with their director.

Bands can provide a great boost to a basketball tournament and play an important role. Please instruct your band directors to follow the guidelines set forth by the tournament manager upon arrival. Following the guidelines are intended to maximize everyone's enjoyment and assure equality of opportunity. If band directors will adhere to these guidelines, band transitions throughout the evening should go smoothly throughout the tournament.

- See tournament manager for location of band playing areas.

- 9) The National Anthem or other suitable patriotic presentation is the privilege and responsibility of the home team in the first game of the day. It may either be played by their band or sung by someone of their choosing. If the home team does not choose to avail themselves of this opportunity they may defer to the visiting team by mutual agreement. If this is to be the case, the announcer needs to be informed to ensure that appropriate recognition is given. If neither school is prepared for the patriotic presentation, please let the tournament/home site manager know as soon as possible.
- 10) Coaches are asked to check the locker room upon arrival and again before leaving. Anything amiss needs to be called to the attention of the tournament manager as soon as possible. **Schools will be responsible and possibly assessed appropriate fees for any damages.** Please plan to warm up for the first half at the basket farthest from your bench. **Teams will need to provide their own shower and for bench towels.**

The highest seed will be designated as the home team and wear white jerseys. For example if #1 plays #8, #1 would be the home team and wear white jerseys.

- 11) Schools with a desire to provide half-time entertainment are asked to contact the tournament manager **one day before** their scheduled game, if possible. Half time entertainment needs to be ready to go immediately upon the beginning of the half time intermission and needs to be limited to five minutes. The performers need to be off the floor when the teams come out to warm up. It is the responsibility of each school presenting half time entertainment to provide the music for their presentation. Every effort will be made to accommodate schools wishing to provide half-time entertainment. We will strive for as much equality as possible. Half time entertainment will be limited to a single performance per game, leaving time for the pep bands to perform as well.

- 12) Admission personnel will be provided by the tournament managers. Payment for these workers will be made from tournament proceeds.
- 13) Hospitality Room will be provided in a classroom near the court. **This area is intended for Coaches, Athletic Directors, Officials, and Administrators ONLY.**
- 14) Seeding is determined by league standing. A head-to-head record will break ties. Should the head-to-head record still end in a tie, we will go to the numbers drawn to determine seeding. **Lowest number drawn identifies the higher seed.**

Numbers drawn 11-15-23

D1 Girls	D1 Boys
1. Kamiah	1. Potlatch
2. Lapwai	2. Genesee
3. Prairie	3. Lapwai
4. Potlatch	4. Kamiah
5. Troy	5. Logos
6. CV	6. Troy
7. Genesee	7. CV
	8. Prairie

- 15) The Whitepine League first place trophy will be presented prior to the recipient's first tournament game. The District II 1-A division 1 traveling tournament trophy for first place will be presented following the respective championship games.
- 16) Artificial noisemakers such as bells, whistles, air horns, megaphones, thunder sticks, and **balloons** are not allowed. Tape used to hang signs needs to be cleaned up when the sign(s) is removed. Administrators in charge will be responsible for the monitoring of these items.
- 17) Admission prices are:

Adults	\$7.00
Seniors	\$6.00
Students 7-12	\$6.00
Students K-6	\$5.00
Pre-School	No charge
IHSAA passes will be honored	
Member Schools Season passes will not be honored.	

- 18) Lost and found items and items left in the gym will be gathered up and placed in a lost and found box near the Concession Stand.



IDAHO HIGH SCHOOL ACTIVITIES ASSOCIATION

Serving Idaho's Youth Since 1926

Ty Jones, Executive Director

Julie Hammons, Assistant Director Mike Federico, Assistant Director

8011 Ustick Road Boise, ID 83704

Phone #: (208) 375-7027 Fax #: (208) 322-5505

website: idhsaa.org e-mail: admin@idhsaa.org



Congratulations on qualifying for the 2024 IHSAA State Basketball Championships

The Idaho High School Activities Association and the NFHS have partnered with GoFan to bring your school and fans an enhanced championship experience. Please forward this information to coaches and fans that plan to attend this year's game/s.

We suggest downloading the GoFan app from your App Store and purchase tickets for the tournament. This allows for easy access at the gate.

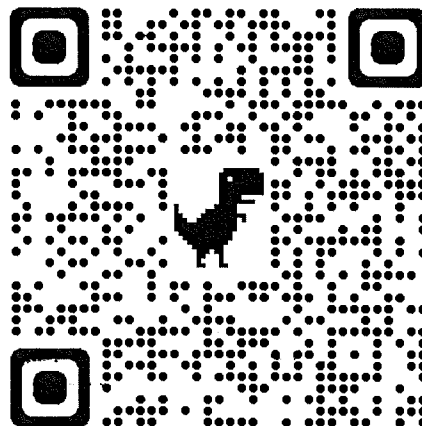
Pre-tournament tickets may also be purchased on-line by going to GoFan or clicking the IHSAA website.

To purchase championship tickets for any and/or all sessions, follow the steps below:

The buying process is designed for convenience:

- 1) Purchase a ticket using one of the following methods:
 - a. Through the GoFan app
 - b. Use the QR Code (below)
- 2) GoFan will send you verification.
- 3) On your smart phone, click on the email notification and a screenshot will appear of your purchase.
 - a. It is always a good idea to pull up the screenshot PRIOR to arrival at the game in case there is poor internet service at the site
- 4) Show your mobile ticket for automated ticket redemption at the tournament gate.

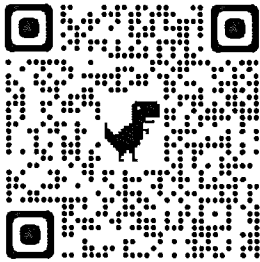
There is no printing of tickets, simply use your phone to validate at the venue.



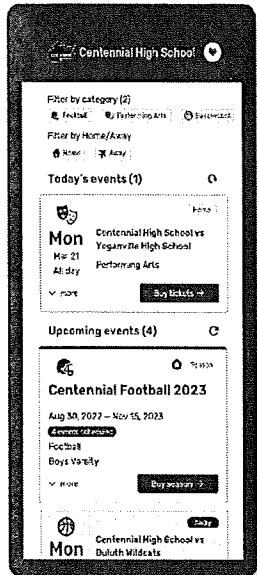
GoFan has a ticket purchase "How To Guide" to assist you through the ticketing process

CLICK BELOW

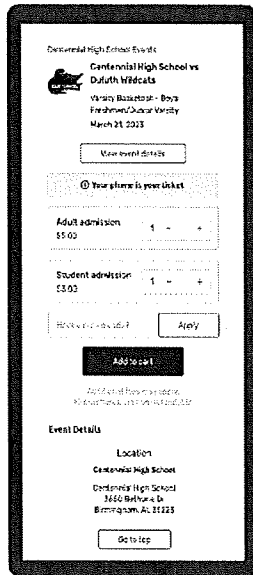
<https://get.gofan.co/digital-ticketing-guide>



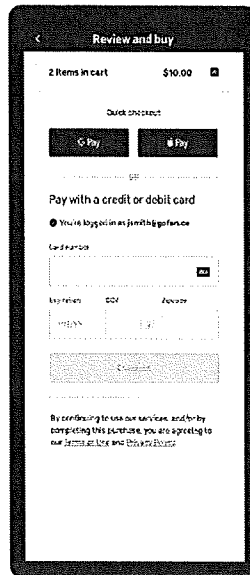
GO FAN® How to Buy Tickets



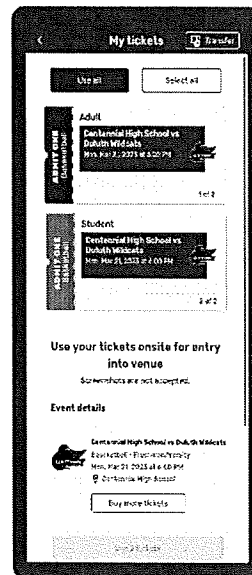
SEARCH FOR SCHOOL
& SELECT EVENT



SELECT
TICKETS



BUY
TICKETS



USE
TICKETS

2024 TOURNAMENT ADMISSION

Tournament Pass

*Tournament Pass
does NOT include Reserved Seating

Adults - \$30.00

plus digital ticket service fee

Discount - \$24.00

plus digital ticket service fee

Day 1 & Day 2 PER SESSION

Adults - \$9.00

Discount - \$8.00

CHAMPIONSHIP SATURDAY

Adults - \$11.00

Discount - \$9.00

Reserved Seating

FORD IDAHO CENTER ONLY
(PER GAME & LIMITED)

Ticket link Distributed
to Qualifying Schools

Adults - \$11.50

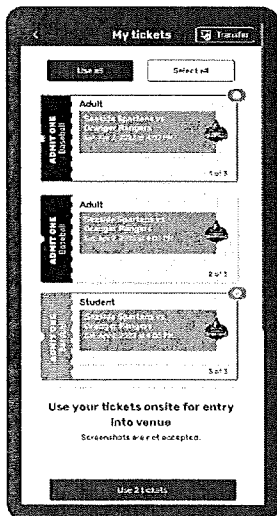
Discount - \$8.50

plus digital ticket service fee

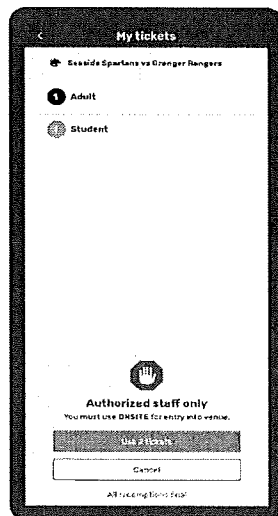
DISCOUNT TICKETS

High School Students w/ID
Seniors 55 & older
Children 5 & under - FREE

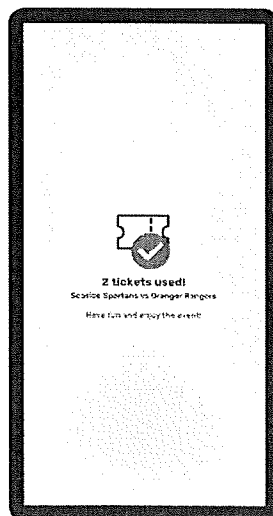
GO FAN® How to Use Tickets



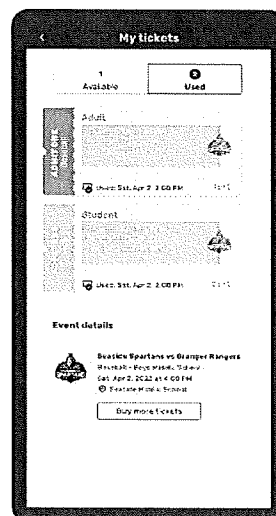
SHOW TICKETS
AT GATE & SELECT



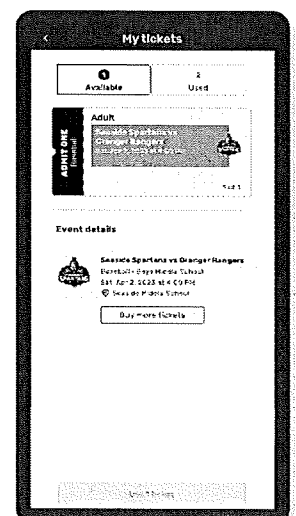
PRESS
USE



ENJOY



VIEW USED
TICKETS



VIEW AVAILABLE
TICKETS

Need help? Reach out to us at fansupport.gofan.co



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website: idhsaa.org e-mail: admin@idhsaa.org



Congratulations on qualifying for the 2024 IHSAA Girls Real Dairy Shootout

The Idaho High School Activities Association has partnered with the NFHS Network to bring your school and fans an enhanced tournament viewing experience. Please forward this information to coaches and fans that can't attend this year's championships but would like to watch on their electronic device.

All **Tournament Games** will be broadcast and available by paid subscription through the NFHS Network.

Individuals may download the NFHS Network app from your App Store. The NFHS Network can also be accessed through the link below:

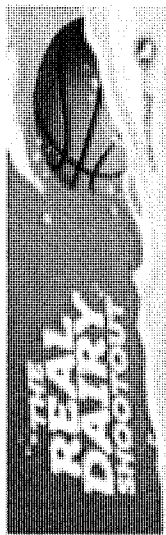


The NFHS

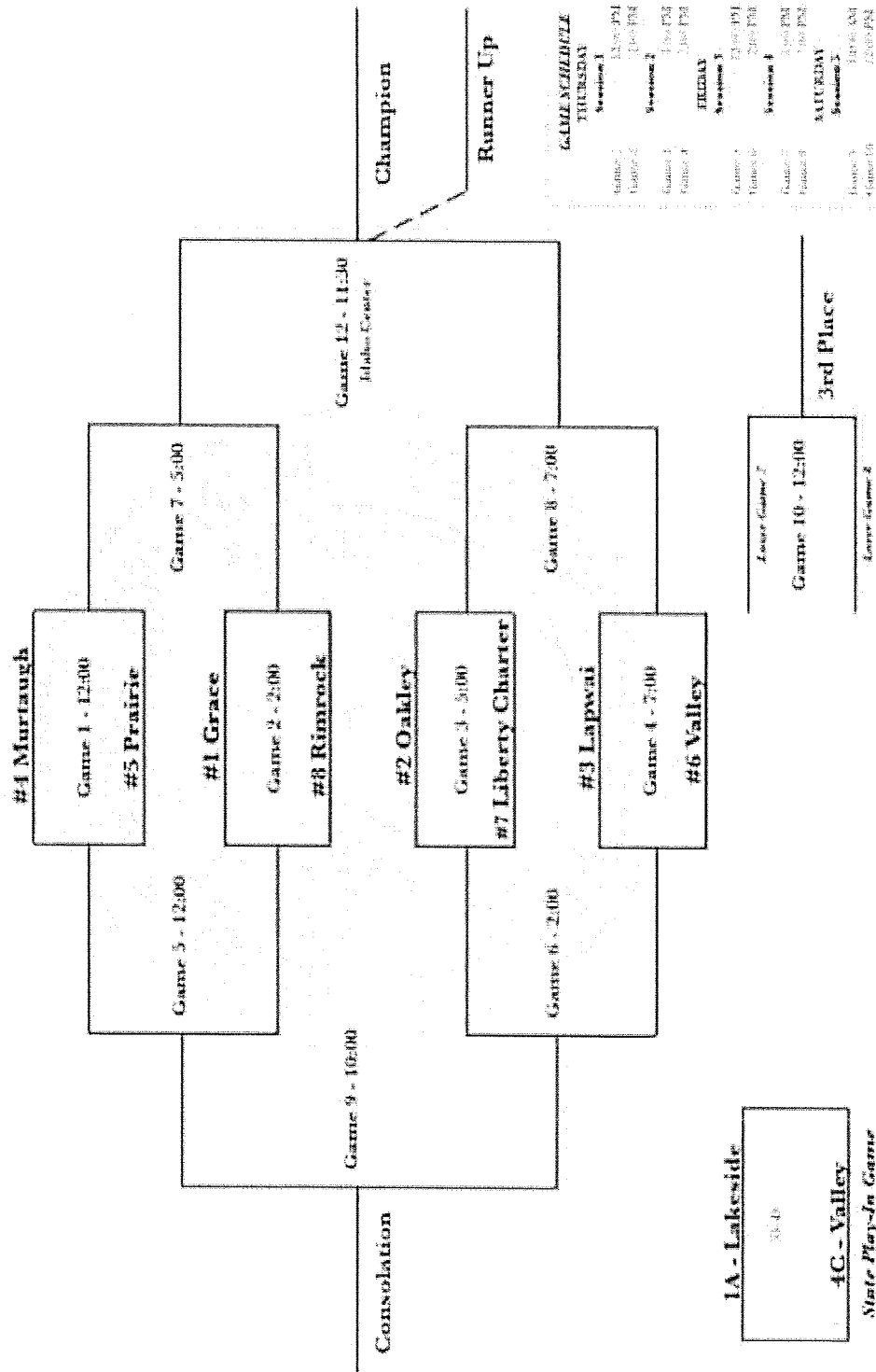
<https://www.nfhsnetwork.com/associations/ihsaa-id/basketball>

Subscription price of \$10.99 per month allows the viewer to watch the 2024 State Tournament games from any device. The subscription also gives total access to LIVE regular and post-season sporting events on the NFHS Network from all around the state and country. You can also watch games on-demand which makes it easy to go back and watch the championship over and over.

*Live video and audio broadcasting of IHSAA State events (full or condensed versions) is strictly prohibited and in direct violation of the IHSAA's agreement with the NFHS Network and Idaho Sports.com. Broadcasting or streaming events declined by the NFHS Network and/or Idaho Sports.com must be approved by the Idaho High School Activities Association and each member school that is participating in this event. Contact the IHSAA if you have questions.



1A Varsity
Columbia HS, Nanapa
February 15-17



GAME SCHEDULE	
THURSDAY	
Game 1	1:30 PM
Game 2	2:00 PM
Game 3	2:30 PM
Game 4	3:00 PM
Game 5	3:30 PM
Game 6	4:00 PM
Game 7	4:30 PM
Game 8	5:00 PM
Game 9	5:30 PM
Game 10	6:00 PM
Game 11	6:30 PM
Game 12	7:00 PM
FRIDAY	
Game 13	1:30 PM
Game 14	2:00 PM
Game 15	2:30 PM
Game 16	3:00 PM
Game 17	3:30 PM
Game 18	4:00 PM
Game 19	4:30 PM
Game 20	5:00 PM
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LAPWAI SCHOOL DISTRICT

Special Forces Team

Board Back-Up
February 2024

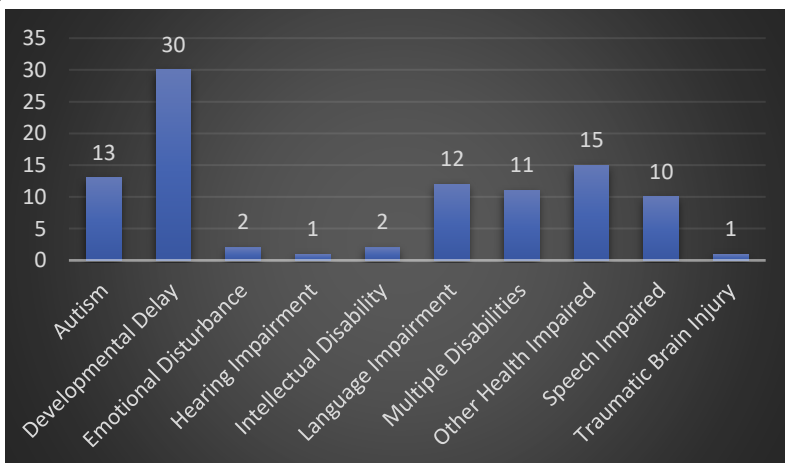
As educators and champions for our special education students, we deeply believe in the boundless possibilities each student possesses. Every child arrives with a diverse set of skills, talents, and passions, and it is our privilege and responsibility to cultivate these gifts throughout their educational path. We are committed to breaking down any barriers that might limit their opportunities to thrive and excel.

It is critical to move away from any practices that may lead to the stigmatization or exclusion of our students due to the challenges they face in a traditional learning environment. Instead, we must implement educational approaches that honor our students as the inquisitive and creative beings they are.

Our educators are not merely teachers; they are fervent advocates and allies, dedicated to recognizing and nurturing the unique brilliance within each and every student. By committing to this vision, we are paving the way for a more enriching and inclusive educational experience for all.

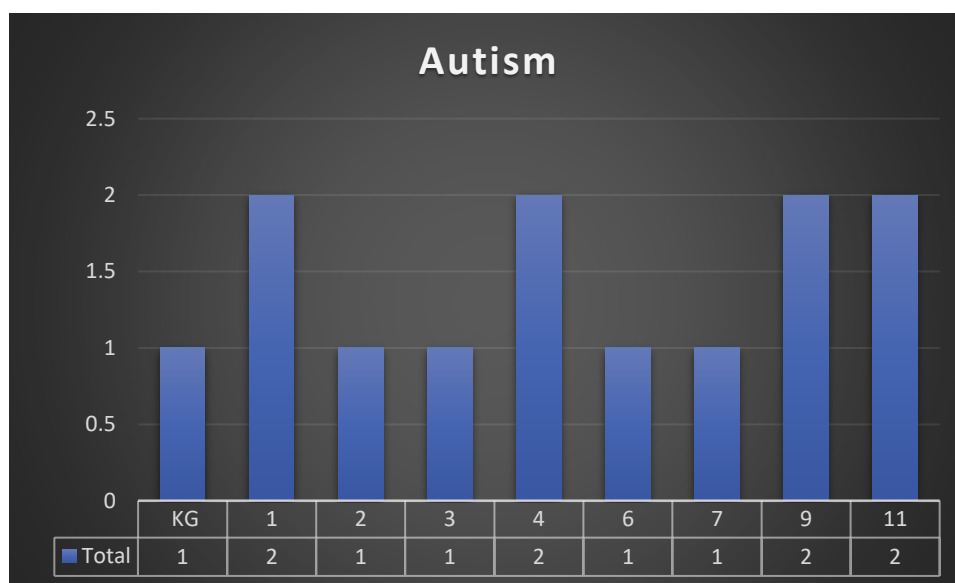
Lori Ravét, Special Education Director, Lapwai School District

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 decreased from 99 students to 97 students this month. The decrease is due to two students at the Middle-High School graduating from Special Education services. The table that follows details the main disability categories for which our students are receiving special education support.

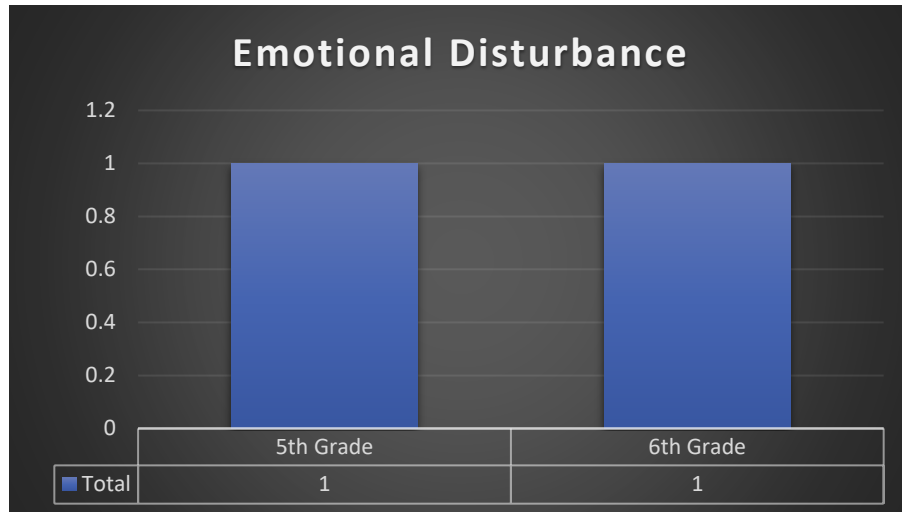


Under IDEA, there are 13 categories of disabilities. The following is a brief description of each and the number of students our Special Education Program serves in each category:

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.

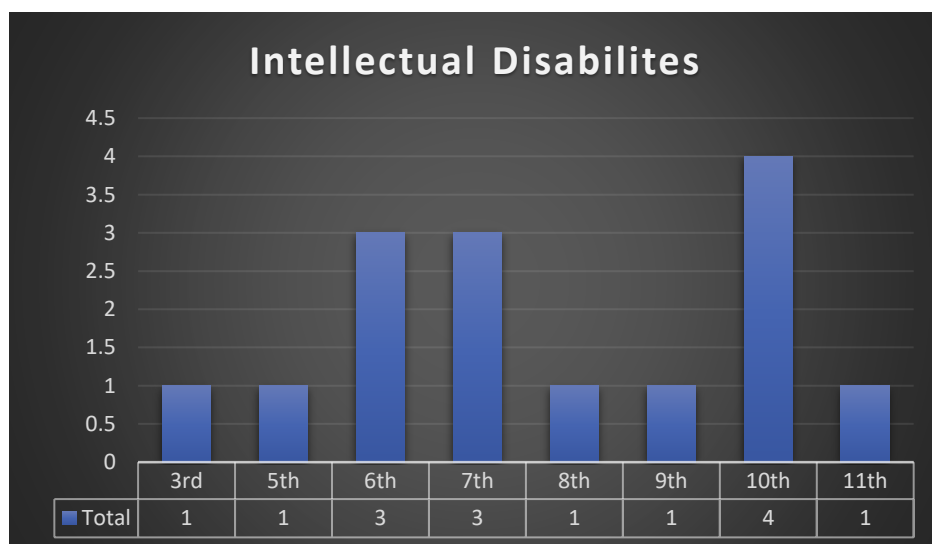


2. Deaf-Blindness: This involves simultaneous hearing and visual impairments, creating unique needs that can't be accommodated by addressing just one of the impairments. The Lapwai School District does not currently serve any students in this category.
3. Deafness: A severe hearing impairment that adversely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

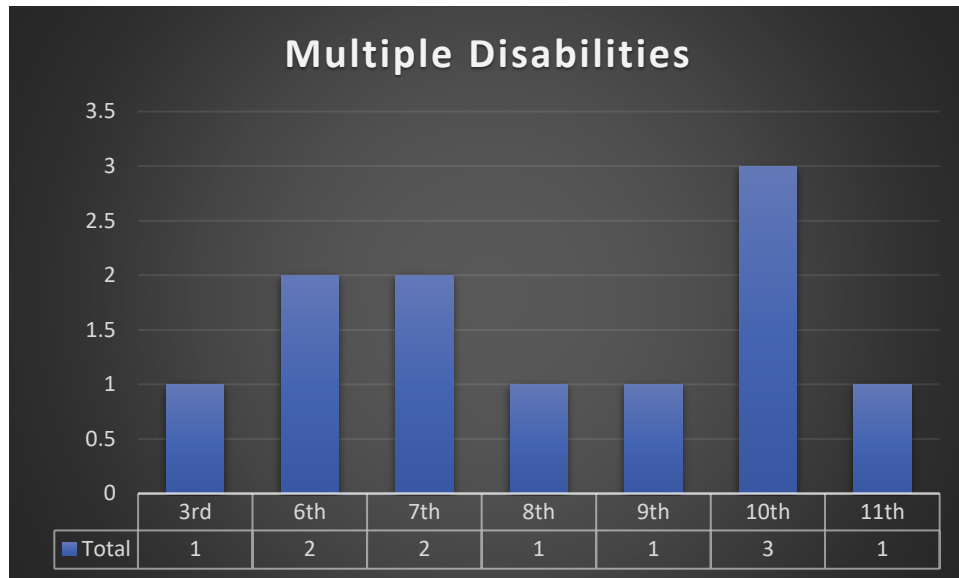


5. **Hearing Impairment:** This involves permanent or fluctuating impairment in hearing, but isn't as severe as deafness. Within the Lapwai School District, we presently provide specialized services for a single student in the 12th grade with a primary classification of Hearing Impairment. It's crucial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

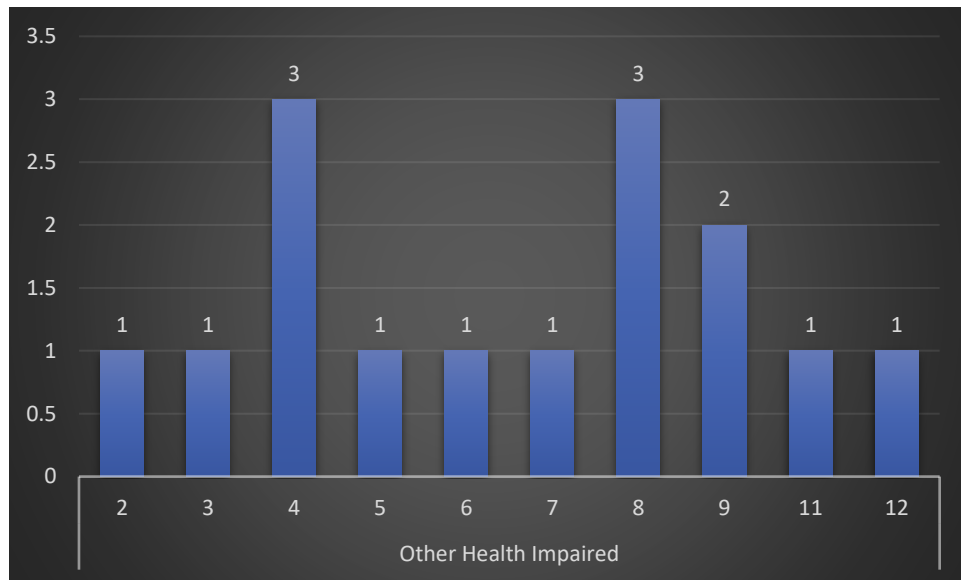
6. **Intellectual Disability:** Characterized by significantly below-average intellectual functioning and adaptive behavior, it manifests before the age of 18. The following table contains the 15 students (3% of student body) served by grade who are identified with an intellectual disability or with 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.

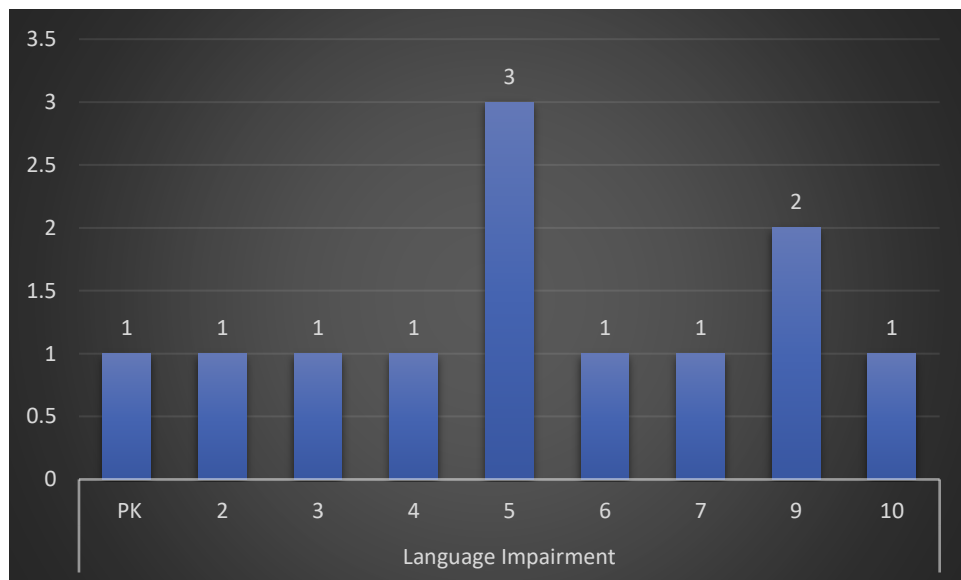


8. **Orthopedic Impairment:** Severe orthopedic impairments that adversely affect educational performance. This might be caused by congenital anomalies, diseases, or other causes (e.g., cerebral palsy). As of now, the Lapwai School District does not have students in this particular category.
9. **Other 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 15 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.

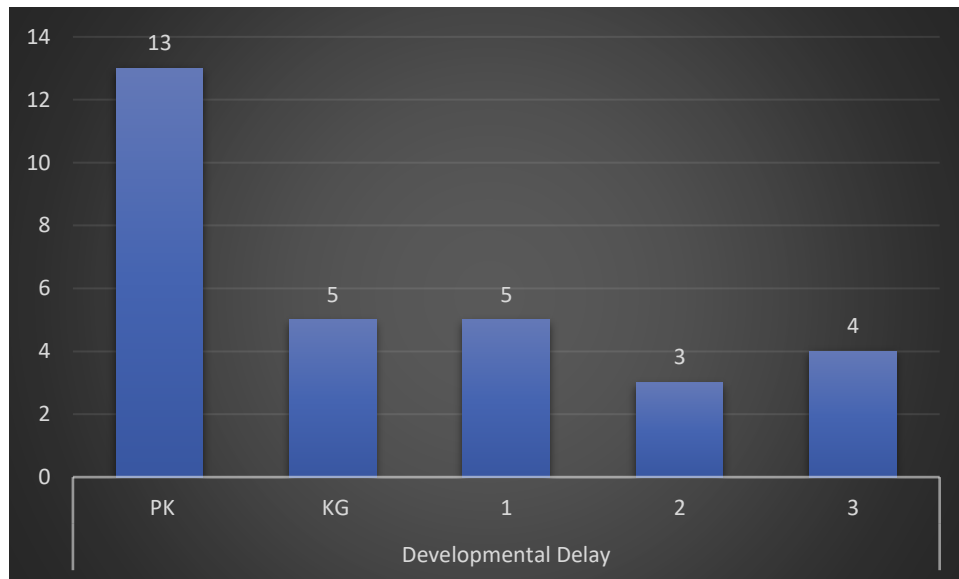
11. Speech or Language Impairment: This refers to communication disorders, such as stuttering, impaired articulation, language or voice impairments that adversely affect a child's educational performance. The Lapwai School District provides educational services to 12 students, which constitute 2% of the student body, under the category of Language Impairment. It's worth mentioning that while 12 students are primarily served within this category, a more extensive number of students receive Speech and Language therapy as a related service.



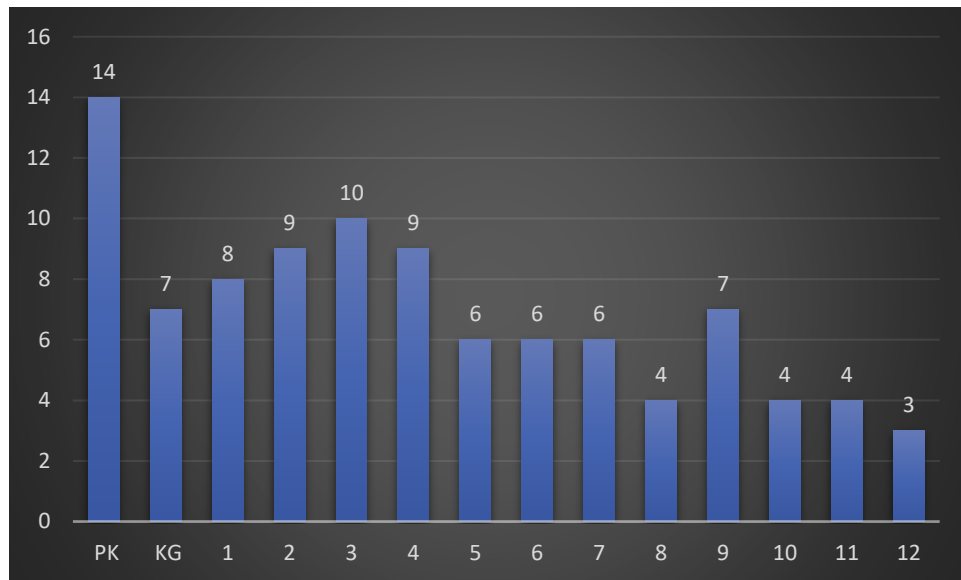
12. **Traumatic Brain Injury:** This encompasses brain injuries caused by an external force, leading to total or partial functional disability or psychosocial impairment that adversely affects a child's educational performance. Currently we have one student in the district with a Traumatic Brain Injury. 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 30 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

Emphasizing the celebration of our collective and individual journeys, especially within the realm of special education, holds profound significance for numerous reasons. Let's delve into the essence of fostering such an enriching culture:

1. **Creating a Nurturing Atmosphere:** Celebrating every achievement, regardless of its size, nurtures a positive and inspiring atmosphere. This ambiance not only enhances the learning experience but also fosters a sense of community and belonging.
2. **Enhancing Self-Worth:** For many students in special education, challenges with self-esteem and confidence are prevalent. Acknowledging their successes allows them to recognize their own worth and abilities, thereby boosting their confidence.
3. **Inspiring Determination:** Acknowledgement of accomplishments reinforces the value of perseverance and effort. It motivates students to persist in the face of challenges, knowing that their hard work is seen and appreciated.
4. **Encouraging Teamwork:** Celebrating the achievements of both individuals and groups cultivates a spirit of collaboration. When staff members celebrate each other, it showcases a unified front, steeped in mutual respect and appreciation, enhancing cooperative efforts for our students' benefit.
5. **Demonstrating Inclusivity:** In our diverse world, teaching the importance of inclusivity is essential. By recognizing everyone's achievements within the special education program, we model a culture that values every contribution, imparting vital lessons on acceptance and recognition.
6. **Deepening Connections:** Recognizing and celebrating the successes of others strengthens interpersonal bonds. In the context of special education, robust relationships among educators, support staff, and students can dramatically influence a student's journey and overall experience.
7. **Boosting Motivation:** Feeling acknowledged and celebrated enhances motivation among students and staff alike. This sense of appreciation can lead to heightened effort, more significant achievements, and a reinforced sense of purpose.
8. **Fostering Educator Development:** As educators celebrate one another, they not only cultivate a positive team environment but also engage in collective learning. Acknowledging a peer's innovative method or accomplishment can serve as an educational opportunity, promoting the sharing of best practices and enhancing the program's quality.
9. **Encouraging Positive Behaviors:** From a behavioral standpoint, positive reinforcement can promote the repetition of desired actions. Celebrating both behavioral and academic achievements can act as a powerful reinforcement, increasing the likelihood of these positive behaviors persisting.
10. **Supporting Comprehensive Growth:** Beyond academic and behavioral improvements, celebrating achievements supports emotional and social growth. It helps students learn about emotions, experience joy, express gratitude, and develop essential social skills like giving and receiving praise.

Fostering a culture of celebration within a special education setting transcends simple milestone recognition. It plays an integral role in defining the educational atmosphere, shaping students' self-

perception and abilities, and promoting collaboration, motivation, and comprehensive positive development.

In celebration of this ethos, our Special Education Team has shared the following acknowledgments in recognition of their colleagues' contributions:

Name of the Staff Being Celebrated	What did you observe that you would like our team to celebrate?
Amy Alvarado	Amy filled me in with the new math game that I missed learning on Friday! Thanks Amy!
The Special Forces Team	I felt so welcome coming back from missing the first week of the New Year in school. Every person on the team asked how my husband was doing and how I was doing. I love how much we care and support each other in the big things and little things.
Chanel Harming	Chanel runs a tight ship in her classroom and puts up with no nonsense. This makes a for a calm and smooth running classroom with high expectations. You keep doing what you are doing Chanel. A few of the students told me you were their favorite and I can see why!
Peggy Grunenfelder	Peggy has jumped headfirst into teaching Mr Morgan's class and is doing a great job. She sees students that are struggling and does her best to make sure they are paying attention and understanding what she is trying to explain. She is doing everything she can to make the classroom experience successful. Keep it up Peggy...you've got this and you have many supporters!
Ashlee Grunenfelder	Today Ashlee's class did an example of a watershed. They crumpled up paper and drew on it where they thought the snow in a mountain would be and how it would make rivers. The class enjoyed doing the project and were very involved. What a great hands on experience!
Andy Rosch	Coach checks in with me every day. Sometimes the only thing we have time for is a quick greeting and a "how are you?" Sometimes we get a chance to discuss his 1:1, who I teach in ASP. It's valuable time, even in a quick passing in the hallway. Thanks for your positivity Coach.
Kristen Bateman, Teri Wagner, LaTasha Dishon, Tessie McCulley	These four have worked hard to meet the needs of a few students with attendance and behavior issues, and when families have decided this school isn't the right place for these students, they have supported the families in finding a different school setting. It's difficult to know we can't always be the best place for every student, and heartening to know that caring doesn't stop for students who leave our district.
Jon Paisano	He does a great job with checking in with Cooley if his kid is absent to see where or what he should do instead.
My morning text group this morning!	I was given so much grace and understanding for my anxiety inducing wrong information that I put out for them that I am humbled. While the kids are our reason for being here, you guys are our unsung heroes. Thank you.
Tracy Graffis	Tracey comes in with a can do, will get done attitude everyday and works well with the students. She extends a hand to every student that comes in to her presence as well as the staff. Thanks Tracey.
Georgia Sobotta	Thank you for your constant guidance and reassurance in our day to day teachings. You keep me grounded for sure. I appreciate you!!
Bonnita Brown	I appreciate Bo always having a listening ear and words of encouragement. She truly is an advocate for our students and makes sure

	to build relationships. They are always having a good time in the speech/language office- you can hear the laughs from the students and from Bo. Brings joy to my heart! Love you Bo!
Teri Wagner	Yesterday I watched from a distance as Teri continued to pack up an office due to water damage and escort students to the classrooms because it was just too cold to have kids outside! In the face of stormy weather, a significantly leaky roof required a whole weekend of intervention, a late school day, and a storm day. Teri navigates a vast array of duties that I know aren't listed in her job description! During the day, she may conduct a formal and follow it up with a face-to-face discussion with a teacher, conduct informal observations, follow up on discipline and illness issues, provide instrumental professional development, attend 7 am meetings, cover classrooms, recess, and the cafeteria, spread salt, make sure our environment is clean and conducive for learning and teaching, support staff, and mitigating trashed bathrooms. There are many more duties we may not see. Teri may have consuming out-of-school responsibilities and through it all she demonstrates grace, love, temperance, thoughtfulness, and intelligence. Thank you, Teri!
Andy Rosch	Andy contacted me when he noticed my office light had not been on for a few days to inquire about my health. I was home sick and it made my day when he reached out to make sure a team member was doing ok. Thanks, Andy!
Georgia Sobotta	I appreciate how Georgia connects with both students and families. She is so good at celebrating the strengths of our students, and guiding meetings in such a way that presents those strengths and positives, even when there are challenges that must be discussed. She is so encouraging to the student and the families, I always enjoy working with her!
Andy Rosch	Andy is always so quick to jump in and help. I arrived at school with both my arms full and he rushed across the snowy parking lot to open the door for me and it didn't stop there! He opened every door for me leading to my office. What an incredible role model you are Andy! You are greatly appreciated!
Jon Paisano	You have been a great addition to our team and have done so much already to help our shared kiddo. I really appreciate how you are patient but yet focused with him are able to get him moving in the right direction.
Jenny Arthur	Jen has been working tirelessly helping students finish uncompleted assignments. She has been patient and encouraging to the students and working after school hours to make sure our students finish this semester strong.
Andy Rosch	Andy is always so upbeat and positive to everyone he talks to. Thanks for always being so supportive.
Brett Bovard	Thank you to Brett for always helping our math students when we need it most! He is a great team player.
Lori Williams	Lori has been working very diligently with the REWARDS program and the kids that need to be post tested at the end of the semester, 6th graders. It's been working great, and I give it up to her for working so smoothly.
Ryan Bovard	Bovard has been so diligent with the new tasks given to him, billing and data inputting. He is thorough and communicating what he needs to complete the data. He tracked down a ton of missing data so that we would have a complete picture of how our students are doing.
Denise Sabo	Denise made our preschool the cutest innie inch-worm for zoo phonics. She has also been building a positive relationship with one of our students

	with high needs. He has been laughing and giggling much more. It is nice to see a smile on his face. Thank you Denise for helping him enjoy himself in preschool.
Elizabeth Fernandez	We've been rolling ideas off each other so well for my 1:1. She has been very creative in making vocab and spelling words fun. Whatever vocabulary he misses out on in class, he has been making up for in reading group...and he hasn't even noticed it!
Braden	One of Braden's goals is to independently ask for a break. In my time with him, he has hardly ever asked me for a break. Anyone who knows or works with Braden knows that he is absolutely obsessed with the Pokemon character Eevee. He always asks staff with a printer to print him off a coloring sheet of Eevee. I started printing out mini pictures of Eevee and keeping them in his binder. Now that he knows I have Eevee pictures, he has been working hard on his classwork. When he finishes his classwork, he has been asking for a break..in the form of coloring the mini Eevee pictures. It is so nice that he has learned to ask for those mini breaks. It gives him a quick brain break but also keeps him in class. Keep working hard Braden!
Beau Woodford	Recently, I have gotten the opportunity to work with a student in Beau's room. I have thoroughly enjoyed watching him teach and interact with the students in his class. Beau teaches with enthusiasm, makes learning fun, and connects topics to real life experiences. Beau also has a great sense of humor and his students enjoy it. I know my 1:1 loves his jokes and humor.
Rebecca Cooley	She always checks in on her people. If she notices a staff member hanging out approaching their lunch time she reminds that they should/need to take it. Or reminds them they can hang in our room to eat lunch. Also if they need something to eat they can have one of her microwavable entrees if need be. And not to mentioned just asking how they are doing overall.
Teri Wagner, David Aiken, Tessie McCulley, LaTasha Dishon, Erik McKim, Tony, Bill, Brenda, Rozelle, Alan, Emerson, Jene Ane Carlin	<p>Last Saturday Teri called and informed me that my office had been the point of most destruction in an HVAC malfunction. It could have been much worse if Alan and Emerson hadn't seen something irregular on their monitoring system. Before I knew anything had happened, David, Teri, and several of our incredible custodian/maintenance staff (not entirely certain who all showed up that day) mucked out 2500 lbs of muddy ceiling tile mess. Erik came in and spent time putting my hard drive into a new (to me) computer, so that I did not lose anything of value from my computer.</p> <p>I had every intention of going in Sunday and dealing with whatever was left, but found myself stricken down by a mysterious illness (Monday I tested positive for Covid), and spent the entire day sleeping.</p> <p>Tuesday through Thursday Tessie, Tash, Teri, all covered my daily responsibilities, while also subbing in classrooms, managing their own daily responsibilities, further cleaning out my mess of an office, and dealing with their own messed up office spaces.</p> <p>Friday, before I came in for a few hours, Tessie and Jene Ane put some finishing touches on my office so that when I got in I would have the least amount of stress possible. Tessie also took pictures of the many books that had to be thrown out after being drenched by the flood.</p> <p>Thank you to everyone who did the hard things last week. You're all Incredible people. I am extremely thankful for everyone's hard work. It was</p>

	a blessing to be able to just be home and sick, and not worry about anything.
Ryan Bovard	Thank you for your assistance with my student. When my student tried to flee Ryan gently intercepted him.
John Paisano	Thank you John for taking such good care of my student when I was sick.
Michelle Cox	Michelle was holding down the fort today while Colleen was sick. Way to go Michelle!
Andy Rosch	His positive attitude and providing friendly guidance.
Nancy Dahl	About a week and a half ago Nancy noticed I was struggling with my first grade ASP class, by the bathrooms. She went into Krystle's classroom ahead of me, while I did my greetings at the door and calmly taught and sang a song with the students as they came in. It was a magical little moment that reminded me that these students are, in fact, very young. That while they may act and talk like they know all about the world, they deserve a childhood and education that includes whimsical fun. I get so caught up in my routine that I forget to play and foster imagination and creativity. Nancy, thank you for that moment. I've thought about it many times over the past couple weeks.
Rebecca Cooley	Becca has been super on top of managing staffing and last minute changes with people being absent. She always ensures that staff and students have what they need to succeed. Thanks Becca!!
Jen Becker	I would like to take a moment to celebrate Jen's celebrations. What stands out most about Jen's celebrations is their specificity and the genuine insight they offer into the positive interactions and observations she has of her fellow colleagues. Each celebration she submits is a clear reflection of her attentive and thoughtful nature. It's evident that Jen doesn't just notice the good in others; she takes the time to understand and appreciate the skills, efforts, and unique qualities that make each interaction or achievement special. Her ability to articulate these observations has a profound impact. It not only highlights the strengths and accomplishments of her colleagues but also fosters a culture of positivity and appreciation within our team. This is especially crucial in our field of special education, where every small success contributes significantly to our collective mission. Jen's celebrations serve as a reminder of the power of positive recognition and the importance of taking the time to observe and learn from one another. Her actions exemplify the values we hold dear in our community: collaboration, respect, and continuous learning.
Michelle Cox	I want to take a moment to celebrate Michelle for her incredible dedication and leadership. On Monday, she found herself facing a challenging situation with a shortage of staff, as Colleen, Salena, and Cassidy were out sick. In the face of this adversity, Michelle showed remarkable initiative and composure. She ensured that the interventions continued seamlessly and made sure that everyone who pitched in knew exactly what to do. Michelle's ability to take control of the situation and keep everything flowing smoothly was truly impressive. Thank you for your unwavering commitment to our young ones and for being such an asset to our team. Your actions exemplify the kind of teamwork and support that makes our school district a great place for our children. Keep up the fantastic work!
Rebecca Cooley	Becca has been so much help this week. I wasn't feeling well Monday and she was able to help find coverage. :)

Chris Katus	Mr. Katus has helped with many of our students who are in wrestling by talking to them when they have been struggling in classes or any behavioral reasons. We appreciate you as a teacher, coach, and role model.
Buck Walker	Because I get to work so early, it so nice to be able to get into the building. He makes my arrival to school so much better.
Micah Bisbee	She has been such a great help with the students. With all the subs and things in class not being "normal" she has been godsend.
Bonnita Brown	Bo is a sweet human being. She is so kind, and generous with her time. Thank you for inviting me out to lunch every single day. Bo has always reached out to me throughout the years. I knew right away, we are friends. Marika and Bo are the Best of friends. The kind of people I've been hoping for.
Marika Renshaw	Thank you Marika for your awesome team work. Thank you for making me feel valued and appreciated. When you tell me "I couldn't do it without you"!! I feel super special.Thank you Marika<3
Ryan Bovard	Ryan was recently asked to help with data input for our behavior goals at the elementary school and he has done a fantastic job getting us caught up with data input and also bringing forward ideas on how to make the process more efficient, I appreciate his flexibility with this new task, it is so crucial to making decisions and monitoring progress.
Cassidy Ravet	One of the things I really appreciate about Cassidy is how she seeks additional input for things that aren't going to plan or with new tasks she is asked to do that aren't super clear. When given a new data sheet, she clarifies what counts as a trial for a certain goal, and she also seeks input from Marika, Jaclyn, myself or others about her students. This attention to detail and clarification makes a difference with her students' performance!
Kristen Bateman	We are evaluating a little one at the HeadStart who has pretty challenging behaviors. Before Christmas, Kristen spent some time observing him and meeting with his teachers there. Seeing his frustration, she drew on her knowledge of Functional Communication Training as she gently showed him how to say "help please" when his blocks fell over a few times before she left. She could have left after completing her observation and assessments, but wanted to leave staff with some tool to help. Yesterday his teachers told me he was saying 'help please' pretty regularly instead of having a tantrum and this has helped him be included in group activities, and decreased fear of him by his peers. I cannot describe compassion with any better story than that.
Andy Rosch	Andy is a very kind and caring person. He has checked on me numerous times this year and made sure everything was going okay. He has offered advice and words of encouragement and I appreciate it! He is always happy and ready for the day and greets everyone with excitement and enthusiasm!
Kristen Bateman	This lady is collecting hats! Every time I see her, she is nurturing someone, working on comprehensive evaluations, greeting kiddos as they enter the cafeteria, working with our community, and providing essential support in jackets, boots, and hats, to name a few. Positive greetings at the door of the classroom increased students' academic engagement by 20% and decreased disruptive classroom behavior by 9%, according to a study published in the Journal of Positive Behavior earlier this year, and potentially added an extra hour of learning per day, Edutopia reports. The study suggests that teachers should greet students individually by name, use a non-verbal greeting, and make positive and pre-corrective

	<p>statements encouraging good behavior or suggesting how the student should begin the day.</p> <p>The approach promotes a sense of belonging in the classroom, builds a sense of community, and reduces students' and teachers' stress levels as they begin the day.</p>
Marika Renshaw	I had some questions about speech goals and the use of AAC with a couple students. Marika met with me and gave great insights and suggestions that I'll be able to use to help the kiddos with their communication. She also had awesome ideas for some activities that would bridge communication with academic goals. Thank you Marika!!
Jenny Arthur	Thank you Jenny for stepping in for me and taking my place on a field trip when my back was hurting. I was stressed about possibly ruining a trip for the kids in case I had to come home. Your willingness to take my place was a life saver for me! Thank you from the bottom of my heart!!!
Lori Ravet	Thank you for all your wisdom you share when I'm in need of support! It means the world to me!!!
Janelle Williams	Jenale subbed for Colleen on Tuesday and she did a great job. She was able to execute ECRI easily, even with a student who displays a lot of behavior. It looked effortless! She always is positive and asks a lot of questions to clarify what needs to be done. She also said she really enjoys working in our room. I told her how much enjoy her! Thanks for being there for us!
Emma Shaffer	When I step into Mrs. Shaffer's room I feel the positivity. The student engagement is off the charts. So many kids are participating with smiles on their faces. She has a fast paced fun structure, that captivates all interests. She provides positive reinforcement consistently. Her level of energy is high and she is a teacher with a gigantic heart. Thank you for being a model teacher and providing a fun environment for all students.
Emma Shaffer	Emma is a rock star! She has clearly worked very hard with the kindergarten and 1st grade students to prepare them to dance in front of the biggest basketball crowd Lapwai has had this year. She clearly loves our students and loves this community. The crowd was thrilled with the performance and Emma courageously danced and led the kids through a challenging bunch of dance moves that all ages could appreciate! Emma, you did a fantastic job of pulling off such a creative event for the students and families in this community.
Jen Becker	Jen always has my back. when I'm in a difficult situation, when my plate is full, when I need some wisdom, i know she is there to support me. I so appreciate her experience and insights and who she is that makes her a perfect fit to be in our school. It's hard to be specific because there are so many things, but Jen, just know that I couldn't do my job without you!
Andy Rosch	I had an endoscopy on Thursday. Andy was very concerned and told me he would pray for me. After it was over he contacted me to make sure I was OK. Thank you Andy for your prayers.
Jenny Arthur	Jenny has a calm demeanor and is always positive. She is a great problem solver. Myself and our kids really enjoy working with her.
Elizabeth Fernandez	Elizabeth has done such an amazing job adapting for each of the kiddos she serves. I love seeing how creative she gets in coming up with ideas and different strategies to meet them where they are and the growth they are making.
Becca Cooley	This woman never ceases to amaze me!! Most days it is quite a juggling act for her from the moment she walks in the door. I admire how well she

	keeps it all together multitasking several things at one time all while being able to stay calm and collect. Thank you Cooley for all that you do each and every day! We are all very LUCKY to have you!!
Christiane Pinkham	After some discussion and going over some data, I conveyed that I had hit a roadblock with a kiddo. Pinkham agreed to take on said kiddo and she is doing a wonderful job. I admire how well we all work together and are able to utilize each of our strengths to get kids where they need to be!!
Tami Skiles	Becca had gathered some work for her groups to do while she was out yesterday but somehow they went missing or got misplaced. Tami was able to get work gathered in a short amount of time for Becca's group.
Holly Sellstead	Holly has great classroom management and I hope to be like her one day, as she show's full intention to run her class smoothly.
Brett Bovard, Rye Hewett and Lori Ravet	I am proud of what we accomplished this morning and enjoy collaborating with a great team! We are going to do great things! Go team!
Cassidy Ravet	Now that Cassidy and I are working in the same classroom, it has been very beneficial for me and my 1:1. She is a wealth of knowledge.
Amy	Amy has put in so much extra time for our special force's fundraiser tonight. She is making the tacos, beans, and rice and came in on a Sunday to get the ingredients ready. We appreciate you so much Amy!
Room 217: Elementary- Christiane Pinkham, Elizabeth Fernandez and Tami Skiles	Christiane, Elizabeth and Tami make that room function. Each woman could (and should have) accolades given to them; but as a unit, these ladies are bosses, kind and gentle bosses. But bosses that make the show run. Thank you for covering while I am out. ~Cooley
Upstairs behaviorists: Cassidy Ravet, Denise Sabo, Jasmine Hewett and Jon Paisano	Thank you, guys, for stepping in providing the extra our kids need, all while being flexible.
Jasmine Hewett	I used to have a couple of 3rd graders for my 1 pm slot time and the other no longer needs that time anymore but this has only been the 3rd or so day of this change. So when the kid came in for intervention she came up to my desk and asked if he was in a different reading group now. I was still getting my bearings so it didn't click but her asking about it confirmed it for me. So I appreciate how observant she is to know what kids I have. But yes, having these two kids in the same 3 groups since September and now the one only comes to 1 instead of 3 now is also something to celebrate besides Jasmine being a quiet yet helpful reminder.
Tami Skiles	Way to go holding down the fort why Cooley was away! I appreciate your help.
Georgia Sobotta and Rye Hewett	Thank you so much for helping make this fundraiser a success. We had some bumps in the road but overcame them with Grace. It was definitely an eye opener! Let's do it again soon!! Maybe not the extra stuff on the side lol
Tania Hanchett	Thank you for stepping in and working with James! Knowing you're there to guide him helps me not worry about him. You're awesome!
Tessie McCulley	Tessie is excellent! I know she has a magnitude of responsibilities. However, she still manages to reply to my emails quickly and is always willing to help. She's a gem!
Cassidy Ravet	Thank you, Cassidy, for brightening our day with the morning memes! Much Appreciated!
Nancy Dahl	She makes the best morning greeter; she always has a smile on her face and


	she is always helpful with opening the doors whenever someone has an armful. She is the best!!!
Buck Walker	Buck stays calm no matter what comes his way. He never ceases to amaze me in the way he handles difficult situations. He lays out the consequences clearly and appropriately and is not afraid to reach out for advice on how to be fair when giving them. He has a good rapport with the students and many enjoy spending time with him because he truly cares. He comes to work with a smile on his face and I look forward to greeting the day with him in the morning. I appreciate all the things you do Buck and hope that others appreciate you as much as I do.
Georgia and Rye	I wanted to take a moment to extend my deepest admiration and gratitude to Georgia and Rye for their exceptional handling of a recent meeting with a family member, which centered on a highly sensitive topic. Their approach to the conversation with the grandmother was nothing short of exemplary, embodying the very essence of gentleness, kindness, and compassion that is so crucial in our work. Georgia and Rye's ability to navigate this delicate discussion about Autism not only showcased their professional expertise but also their profound empathy and understanding. They created a space of support and care that allowed the grandmother to feel heard, respected, and valued during a time that was undoubtedly challenging for her. Thank you for your outstanding contribution and for being such inspiring examples of kindness and compassion in action.
Salena FiveThunders, Michelle Cox, Colleen Bonner	Thank you for all of your help and positive words I am truly blessed to be a part of this team!
Amy Alvarado, Rye Hewett, Tania Hanchett, Jenny Arthur, Kolina, Emma, NicQoi, Weetulu, Eiljah, Kalena, Kiri Brown, and Kevin	All their hard work on our Special Forces Concessions. Amy and Rye for all their work on the taco dinner, working the taco sale/concessions and clean up. Tania for making cupcakes. Jenny for making signs. Kolina, Emma, NicQoi, Kalena, Elijah and Kiri for helping with concessions. Kevin for helping with our electrical issues. It was a lot of hard work and a long day (Amy, Rye and I were barely walking by the end of the night)- but it was worth it. We raised close to a thousand dollars. Yay! We are doing a concessions during districts as well. Thank you for all your hard work and dedication!
Molly Tucker	Molly works hard and with full intention when working with her student and she assists when needed in the class to get other students back on track. The students respond well when asked by her and that shows they respect her. Keep up the great work!
Aaron Osborn	Aaron comes to work with a positive attitude, and if a situation includes potential pushback from a student entering the school, he slows down to almost a halt to add support if needed. Subtle and effective. Thanks, Aaron.
Kiri Brown	Kiri is a huge asset to our MS/HS. She has been my eyes and ears in the MS/HS building as I work to be an effective 504 coordinator, but am unable to be there all the time. She has great relationships with staff and students, and she is constantly aware of and watching for concerns that potentially require more support than is currently being given to a student. She is quick to reach out to students, and always on board when there is an opportunity to support kids. Kiri has also jumped in to help full time in the front office, and she is always prepared to fill the needs that arise. She brings a great dynamic to the team!!
Sasha Rabiatti	Earlier this week I walked past Sasha's classroom and she was pretty upset because of some feedback she had received. We talked through

	<p>what she was thinking and feeling, and made plans to talk more later. When it was time for me to leave I almost offered to help her settle her students who had just returned from recess, but instead I asked her to show me her way. Sasha whispered so quietly I wasn't sure anyone heard "if you can hear me put your hand on your head...", but sure enough the students in front of her were starting to imitate the motions and focus on her words. Then the next row of students, and within seconds she had every student's attention. Sasha has been gifted one of the most challenging classes of students she will EVER have, in her FIRST year teaching. She has taken this challenging class and loved them and worked incredibly hard to focus on each and every whole child. She made positive parent contacts for every student in the first week of the school year, and later sent postcards to each student with things she admires about them. She is working any and every angle to positively reinforce her students, and grow her craft as an educator. I'm so very thankful to have Sasha in our building, educating our students.</p>
Elizabeth Fernandez	<p>I really appreciate how she oversees my lunch line as I leave the cafeteria. We both have the same expectations so I feel confident having her redirect or have a student sit back down to try again in her line. Her lines from the cafeteria to the playground are so smooth and calm every single day, she has this down pat!!!</p>
Lapwai School District	<p>"TEAM WILDCATS! LET'S GO BLUE!" Keep shining your LIGHT! Remember, Every Child Deserves an Education, PERIOD!! <3</p>
Michelle Cox	<p>Michelle was playing chase with the children on the playground, the smiles and laughter that was coming out of the children was so wonderful. She is amazing how she interacts with the children even during outside time.</p>
Colleen Bonner and Michelle Cox	<p>Even being low on staff, they made preschool run smoothly.</p>
Lori Ravet	<p>This week Lori R. met with Rye, Jenny and me regarding Step Up. She is insightful and helpful in guiding us through implementing this new writing program. I appreciate Lori's open door policy and her willingness to be actively involved. Thank You!</p>
Becca Cooley, Christiane Pinkham, and Tami Skiles	<p>I really appreciate each of these ladies! No matter what I can go to them for advice, ask for help with many things and just be able to vent about anything not related at school or when I am frustrated with something I don't know how to handle. They are all caring and amazing! I love being able to come to work and see them each day (and the kids)!</p>
Ryan Bovard and Brianna Schnuerle	<p>They have been a great support for me. While I'm navigating new billing territory. thank you so much</p>
Cassidy Ravet	<p>On Wednesday, I was with 3rd grade outside for PE due to gym being set up for concert. Our kiddo that we have in common was overly tired, and ended up not being able to regulate emotions. It was very chaotic due to so many kids out on playground along with 1st grade coming out for recess. Out of nowhere, here comes Cassidy and she was able to step in and work her magic while I assisted in getting others to safety that were involved.</p>
Mandee Taylor	<p>Mandee is always very intentional and thoughtful when she is planning out her sessions. She brought a Tibetan Healing bowl and an alligator specimen for show and tell for her kiddos today and I really thought that was awesome that her consideration for her kids goes beyond her 8-330 mindset.</p>

Jon Paisano	Jon has been in our room at least half day if not more sometimes working with a particular student in our room. Jon has had his hands full, but he has handled it all with grace, patience and such calmness. Way to go Jon!
Molly Tucker and Ryan Bovard	As I am preparing to meet baby any day now, it is nice to know that there is a great team ready to take over the billing for me and keep things running as I step back for the rest of the school term. Met with Molly and Ryan yesterday to help get them going with the billing supervision takeover for their respective buildings and both jumped right in and helped me catch up on reviewing and submitting the entries to Medicaid for the week. I appreciate their abilities and willingness to take this on!
Denise Sabo and Becca Cooley	I appreciate the communication and commitment to our student/s they display. Their experience and knowledge are valuable and their willingness to share their knowledge helps me learn and be more successful.
Nate Blyleven	Nate really goes the extra mile to make learning fun even for my one on one kiddos. Thanks for always being willing to go out of your way to help.
Dr. Penney	I would like to celebrate Dr. Penney and her professionalism under the most challenging of circumstances. Her days are full of surprises from Title IX issues to student behaviors requiring police involvement. This is while juggling the demands of school improvement. During the hardest moments, her big heart for students is always observable. Thank you, Dr. Penney!
Brett Bovard	Brett jumps in to help any time we have a math problem and need support or even emotional support with students. Thank you for being a team player!
Sasha Rabaiotti	I appreciate Sasha she is honest hard working and we have a plan for AV thank you for helping me through a funk.
Jen Becker	She's awesome.
Tammi Skiles	Thank you for all of your encouragement and friendship thank you for bailing me out when I need a break.
Tony our bus driver.	He always greets our kids with a smile and a fist bump. Not only is he a great bus driver but when we've put in maintenance requests he comes right to our room and gets the job done quickly. 😊 he's always so kind and helpful!
Rye Hewett	Thank you for coming up with different ideas to get the kids involved and excited. Something as simple as looking for rocks turned out to be so fun, exciting and competitive! The absolute joy on their faces was priceless. She's also doing different things for Black History Month to get the kids involved. Keep up the good work Rye!
Molly Tucker	Molly thank you for the Star Wars Uno cards where ALL the cards are WILD that's gonna be interesting!! The kids are gonna love them!!! I have a collection of Uno Cards. There's Reg Uno, Dos which is the same but you have 2 piles can add cards together to get numbers needed etc, Uno Flip where you play on one deck and if you can't play anymore but have a flip your hand. All these games help the kids count, make quick decisions, and think about what they're doing.
Elizabeth Fernandez	One of the students got sick while in the lunch line and had to go home. Liz was on top of getting the right tools to get it all cleaned up off the floor. She didn't hesitate at all. She is so wonderful!
Becca Cooley and Lori Ravet	I just want to say thank you for everything you two do. You both are very empathetic to everything life throws in my direction and I am very appreciative for that. I could not have asked for a better team. Good job!

Room 217	I am so grateful to have these ladies because I know that if I have to step out unexpectedly, like I did today, that they are able to fold in my student(s) flawlessly. Thanks Becca, Tami and Elizabeth!!! <3
Sasha Rabaiotti	I want to highlight Mrs. Rabaiotti. Yesterday, I sent her a lengthy questionnaire to gather input about one of her students. She completed it and had it back to me within about an hour. I was impressed! I thanked her in person for it yesterday because I know it must have taken considerable time and focus. She rolled it off just as cool as a cucumber, like it was no big deal. But it is a big deal. :-)) It shows that she cares for her students and helps me do my job better. So, truly, thank you, Mrs. Rabaiotti, for your dedication!
Becca Cooley and Julie Wittman	Thank you for going above and beyond in our safety PD's. The time you take to not only make it fun but help us understand the importance of what we're doing to insure our safety!! Job well done ladies!!!
Mandee Taylor	Every time I see Mandee she is smiling and in a good mood. She greets staff and students. I love that she is calm, quiet and patient with the students she works with. She is also kind, caring and understanding.
Marika Renshaw	I would like to thank Marika for representing Special Forces during the 2024-2025 calendar planning process. Her professionalism always ensures any collaboration is successful and rewarding. Thank you for your supportive presence on this team!
Georgia Sobotta	A quick shout out to Georgia for supporting Kolina James with her senior project. It was heartwarming to see them together at last Friday's game selling Wildcat uniforms. Raising money for a new mascot will bring joy to many generations of Wildcat fans!
Lori Ravet	Lori is that guardian angel that knows just the right time to check in with her colleagues. She gifts me with the same care and concern she provides her amazing team. I have directly benefited from her coaching and encouragement during a busy and challenging few weeks. Thank you!
Lori Ravet	Thank you for our new folders/trapper keepers! My folder was hanging on by a thread. Thank you for making our daily lives a little bit easier.
Erik Otto	Eric can be seen saving the day when roof leaks threaten to shut down a main office, troubleshooting individual systems in the classroom, and lending support to our team with a good attitude. He doesn't become short-tempered when he is obviously on a mission. Generally, he is hard-working, responsive, and positive, lending essential skills and information to help our system run smoothly. Thanks, Erik!
Dr. Aiken and Tony	Tuesday morning Dr. Aiken popped his head in my office and checked in on me. He noticed I was still using a giant table for a desk and when I told him that the desk that was ordered was here, he helped push it up the list of priorities. Tony put it together and delivered it yesterday. I'm so incredibly thankful to both David and Tony for all their many efforts putting my office back together. Having a functional desk again is AMAZING.
Jaylie Hillman and Salena FiveThunders	This afternoon, I witnessed the 1st grade class leaving the cafeteria with their hands to themselves and their voices quiet! It was the quietest line I think I have seen leaving the cafeteria! Way to go Jaylie! I enjoy watching Salena do interventions with students. She is patient, calm, and quiet. She helps them work through their frustrations and adapts the lesson, so that they understand what is being asked. She is also an amazing PreSchool teacher!

Shelley Littlejohn	Shelly has only been here a few days, but it is evident that she is kind, caring, and understanding. She has a great sense of humor that connects her with the kids. We are fortunate to have her on our team.
Denise Sabo	Denise has been pulled all over the place this week. She hasn't had a "normal" scheduled day this week and she has risen like a rock star to work with a student who's temperament is mercurial. She's been good natured about the adjustments. Thank you, Ms. Sabo.
Amy Alvarado	I love watching Amy interact with her student. She knows how to make him smile and make him feel safe and cared for. She is coming up with some great art projects for him to do and keeps his learning interesting for him.
Shelley Littlejohn	I would just like to welcome Shelley to our team and I already see connections being made between her and the students. Shelley you are doing great! So glad you are a part of our team!
Shelley Littlejohn	Shelly was very engaged with two of our sophomore students yesterday and one of the students is usually very difficult to work with, but she worked her way right beside him with his school work and he didn't reject her. Great work!
Holly Selstad	Holly does an amazing job with our students- making appropriate accommodations and modifications. She also makes sure to check in with staff if she has any questions or concerns. I appreciate her efforts and all of her care for our students.
Jaylie Hillman and Salena FiveThunders	Last week on Thursday, I witnessed the 1st grade class leaving the cafeteria with their hands to themselves and their voices quiet! It was the quietest line I think I have seen leaving the cafeteria! Way to go Jaylie! I enjoy watching Salena do interventions with students. She is patient, calm, and quiet. She helps them work through their frustrations and adapts the lesson, so that they understand what is being asked. She is also an amazing PreSchool teacher!
Aaron Osborn	Aaron is working really well with Tay. I have noticed how respectful and safe Tay has been lately. Way to go Aaron!
Bahiyyih Hansen	I appreciate all that you do for Anthony, providing your own toys and a safe and nurturing environment.
Nancy Dahl	I appreciate your friendly smile and greeting daily.
Brianna Schnuerle	Congratulations on your beautiful baby boy.
Becca Cooley, Tami Skiles, Elizabeth Fernandez and Christiane Pinkham	They had their room running so smoothly, even though it was a chaotic week last week. Way to go!
Bonnita Brown	Bonnita deserves a GIANT celebration!! She earned her Speech Language Pathology Aide license and can now practice as an SLPA in Idaho. Way to go, Bo!! This is an incredible milestone. She graduated summa cum laude with her bachelor's degree in Communication Sciences and Disorders in May with an incredible 4.0 GPA. In November, she received her Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association (ASHA) and earned the title of CCC-SLPA. However, she's patiently awaited the Idaho Bureau of Occupational Licences' approval of her application for Idaho licensure. Today was that day. Way to go, Bo! We're very proud of you and lucky to have you!
PBIS Professional Learning Teams	Special Forces professionals have a strong and observable presence in PBIS collaboration districtwide. I would like to pause and celebrate their action planning! Our work can be grounded in data and research, yet until

	it leads to action planning with consistent monitoring of progress, how is it benefiting our students? Nicely done! Thank you Special Forces for lending your expertise to this critical work!
Special forces (I'm sincerely not being generic. I mean the whole team.)	I have faced many challenges in my attempts to get my degree, certification, and license but I owe my success in part to the whole special services team. Working with a team of people everyday who believe in me and encourage me to keep putting one foot in front of the other has made all the difference in the world. I love my students but working with colleagues who make me feel valued, loved, and safe has altered my perspective and personal beliefs about my own abilities. I am so thankful and grateful for everyone on our team <3
Andy Rosch	Andy loves to boost people up and celebrate their strengths. You can find him walking down the hallway giving compliments to everyone he sees.
Jenny Arthur	<p>Jenny poured her heart into the kindness sign and did an amazing job by incorporating Lapwai Wildcats and it's native culture into the letters. It was a hit! The kids started taking pictures with it!!!</p> 

SPECIAL EDUCATION
Professional Learning Minutes
Friday, January 26, 2024
Middle-High School Rm 331
1:30—3:30 p.m.

Member Present/Attendance

At the Lapwai Special Education Professional Development meeting held on Friday, January 26, 2024, we saw a commendable overall attendance rate of 93.75%. The commitment of our staff to continuous learning and development was clearly evident.

Present at the meeting were Amy Alvarado, Jenny Arthur, Joshua Arthur, Kristen Bateman, Jennifer Becker, Colleen Bonner, Ryan Bovard, Brett Bovard, Bonnita Brown, Rebecca Cooley, Michelle Cox, Nancy Dahl, Elizabeth Fernandez, Salena FiveThunders, Tracy Graffis, Tania Hanchett, Jasmine Hewett, Rye Hewett, Aaron Osborn, Christiane Pinkham Stuk, Cassidy Ravet, Andy Rosch, Denise Sabo, Tami Skiles, Georgia Sobotta, Mande Taylor, Molly Tucker, Elizabeth White, and Lori Williams. Their presence underscored the strong dedication within our team to enhance our educational practices and support systems for our students.

Ryan Allen and Jon Paisano were not able to join us, with Ryan on sick leave (Ryan never misses work) and Jon on professional leave for an assignment that he had committed to attending many months before he joined our Special Forces team. Their absence, while felt, was balanced by the strong turnout from the rest of the team.

Delving into the specifics, our middle and high school (MS-HS) staff demonstrated an outstanding 100% attendance rate, highlighting their unwavering commitment to advancing their professional skills. Meanwhile, the elementary staff showed an impressive 89.47% attendance rate, reflecting their dedication to fostering a supportive and enriching educational environment for our younger students.

Required Materials

In preparation for the session, participants were asked to bring along several essential items to ensure a productive and engaging experience. Each attendee was required to have a technology device, such as a tablet or laptop, which was used for participating in interactive quizzes and completing the Professional Development Evaluation. This allowed for real-time feedback and an interactive learning environment. Additionally, a Professional Learning Binder was necessary for each participant to compile and organize session materials, notes, and resources, serving as a valuable reference tool both during and after the event. Lastly, a writing instrument was crucial for note-taking and completing exercises, emphasizing the hands-on and active participation aspect of the professional development session.

Review of Norms

The Special Education Inquiry-Focused Learning Engagement sets clear expectations for all participants to actively tackle important, challenging problems, emphasizing that questions are not just welcomed but essential for growth. It highlights the collective nature of our achievements, valuing the group's success over individual accolades and promoting an environment of joyful, fearless interaction akin to that of an engaged classroom.

Adopting the Humble Learner's Approach, the norms underscore the value of every team member's input, regardless of their role or experience. Key principles include maintaining an open mind, actively listening, and treating all contributions with respect to foster an inclusive environment. Reflection on shared knowledge, a non-judgmental attitude towards ideas, respect for confidentiality, and acknowledgment of each member's contributions are pivotal. These norms and expectations collectively aim to cultivate a nurturing, respectful, and dynamic learning atmosphere conducive to continuous growth and mutual education within the team.

During our session, we took a moment to reflect on the importance of embracing the varied backgrounds and expertise levels among us. We recognized that while some team members might already be familiar with the topics discussed, their ongoing engagement is crucial. Their active participation not only solidifies their own knowledge but greatly enhances the learning experience for everyone involved. It's this shared effort that cultivates a culture of mutual respect and collective growth within our team.

We also stressed the significance of showing respect towards our presenters. Such respect mirrors our professional demeanor and sets the standard for our interactions within the team and the broader professional community. This behavior is more than a reflection of our individual values; it embodies the core principles of our team and the professional standards we strive to uphold.

This review underscored that each member's involvement and courteous conduct are fundamental in fostering a supportive and enriching learning atmosphere. This environment is pivotal for our continuous development and pursuit of excellence in our specialized field.

Personal Intention for Learning and Collaboration

Before our professional learning sessions commenced, each team member took a moment to set their personal intention for learning and collaboration. This practice, rooted in mindfulness, involves consciously choosing how one wishes to approach an experience, thereby shaping their engagement and mindset. By declaring an intention, we directed our focus towards how we wanted to show up in the learning environment—be it with openness, empathy, curiosity, or a commitment to understanding diverse perspectives.

This process of intention setting served as a powerful tool, guiding our interactions and ensuring that we remained aligned with our core values and objectives throughout the professional learning journey. It allowed us to take ownership of our participation and the quality of our engagement, reinforcing the belief that while we may not have control over every external circumstance, we do have the power to choose our approach and response. This deliberate act of setting intentions fostered a more meaningful, focused, and productive learning experience for everyone involved.

Staff contributed the following information regarding their intentions in their Exit Ticket:

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

By staying awake.

Listen

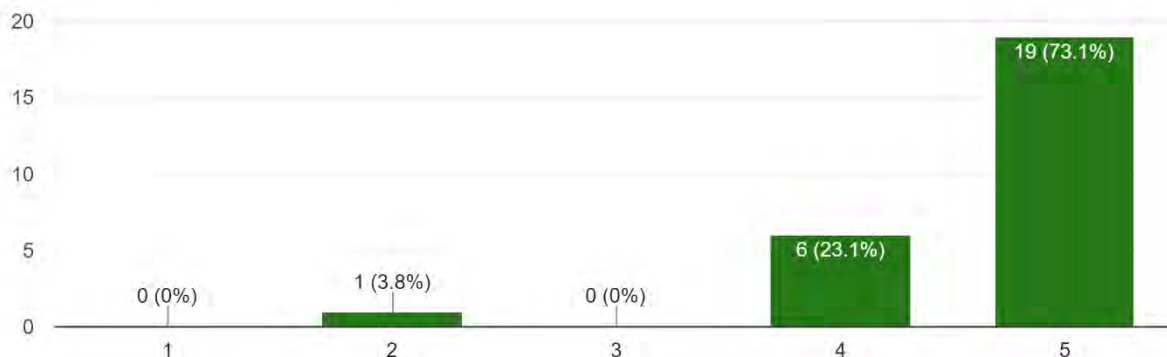
Participated

I intended to have fun.

Staying focused and being engaged.
 ready pay attn. and participate
 To be fully engaged.
 My intention was to help refocus the friends at my table as necessary, instead of getting distracted with them.
 I intend to listen so that I may learn something new.
 To stay focus and be present
 Refresh safety care de-escalation techniques
 I would love to retain at least one thing really well that I could implement next week.
 Attend thoughtfully. Stay focused and have fun at the same time
 Open to learning. Try to put things aside and focus.
 My learning intention was to have an open mind.
 Be fully invested.
 Paying attention, interact with tasks
 To focus and bring a positive attitude even when I'm tired and frustrated
 Attentive. Engage in discussions. Speak up.
 I'm still thinking about that one.
 I was ready and focused. It helped to see reinforcement in action.
 team involvement, focused, respectful
 To give the trainers my full attention, follow along and take notes.
 Focused and ready to learn

Rate yourself on the success of honoring your learning intention.

26 responses



1=I did not succeed with honoring my learning intention.

5=I fully honored my learning intention

1:30-3:25: Crisis Management with Dr. Wittman and Rebecca Cooley

During our professional learning session, Dr. Wittman and Rebecca Cooley guided us through the critical aspects of Incident Prevention within the realm of Special Education. They emphasized the importance of proactively addressing potential behavioral issues to enhance safety and improve the quality of life for all involved. A key focus was on creating supportive environments, both physically and socially,

ensuring basic needs are met, reducing stressors, and providing access to engaging activities and meaningful social interactions.

They introduced the concept of Differential Reinforcement (DR) as a strategy to diminish challenging behaviors by encouraging more desirable ones. The process involves following a consistent plan, which may be tailored to individual needs or applied more generally. Effective reinforcement was discussed, highlighting the need for immediacy, distinctiveness, descriptiveness, and variability to ensure the reinforcement is meaningful and effective.

The session delved into planning for DR, considering the choice of reinforcers, identifying challenging and desirable behaviors, and establishing a reinforcement schedule. Practical considerations, such as the potential for behaviors to worsen before improving and ensuring frequent reinforcement, were also covered.

Furthermore, Dr. Wittman and Rebecca Cooley stressed the significance of staff behavior in managing interactions and supporting individuals, especially those with a history of trauma. They underscored the importance of communicating respect, promoting dignity, and employing positive communication strategies to foster trust and rapport.

Professional Learning concluded with discussions on avoiding power struggles.

Extended Learning: Six Entry Points for Nonnegotiable Academic Success

We dedicated time to independent learning through a structured exploration of "Extended Learning: Six Entry Points for Nonnegotiable Academic Success." Our journey involved in-depth reading of selected pages, each segment unveiling critical aspects of embedding equity in educational practice. Following the readings, we engaged in reflective activities designed to deepen our understanding and application of the concepts discussed. These activities spanned pages 18-19, 22-23, 36-37, 38, and 42-44, prompting us to introspect and translate insights into practical actions within our educational environments. This self-guided learning phase was instrumental in enhancing our comprehension and commitment to fostering academic success through an equity lens.

Staff contributed the following information in their Exit Ticket:

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

To stay professional.

Different teaching strategies

About differential reinforcement strategies

Stay neutral

The different types of differential reinforcement examples were modeled for us.

How to avoid power struggles.

I need to slow down

I learned that I need glasses like Cassidy's.

Practicing neutral faces when redirecting. Not new, but always good to practice.

Avoiding power struggles

To be neutral and calm when working with the kids.

Role playing as students with challenging behaviors is so fun

I will honor my learning intention. I plan on working on my neutral face. I also intend on implementing a low tone/voice if a situation is too loud/out of control.

Differential reinforcement. How to use it correctly

Re-teach differential reinforcement.

I learned that we can only control yourself.

An ounce of prevention is worth a pound of solution.

That not everything I do is off the mark.

The importance of a reinforcement plan (as opposed to winging it...). Confidence is higher, I am better at it and the kid will be more successful.

Reinforcing challenging behaviors to lengthen the time between calm and escalated to help shape behavior.

reinforcement

I need to watch my tone and be more encouraging with my words to the students. Listen to them and when I ask a question let them process it.

How to redirect involvement with a child

I enjoyed the section on staff behavior. It made me reflect on all of my facial expressions and how I need to practice using a neutral face.

Differential reinforcement

Pro-active prevention-Can you tell what is going on when they get to school. Don't just say good job.

Focus on the positive opposites. Be neutral. Catch them being good.

SPECIAL EDUCATION
Professional Learning Minutes
Friday, February 2, 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
3. Writing Instrument

1:30-2:25: Crisis Management with Dr. Wittman and Rebecca Cooley

1. Avoiding Behavior Struggles
2. Safe Environment
3. Elbow Check

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)

The Professional Learning was well-attended by the Lapwai Special Education team. Participants included Amy Alvarado, Ryan Allen, Jenny Arthur, Joshua Arthur, Kristen Bateman, Jennifer Becker, Colleen Bonner, Ryan Bovard, Brett Bovard, Bonnita Brown, Rebecca Cooley, Michelle Cox, Elizabeth Fernandez, Salena FiveThunders, Tracy Graffis, Tania Hanchett, Jasmine Hewett, Rye Hewett, Aaron Osborn, Jon Paisano, Christiane Pinkham Stuk, Andy Rosch, Denise Sabo, Tami Skiles, Georgia Sobotta, Mandee Taylor, Molly Tucker, Elizabeth White, and Lori Williams. Among these, members from both the Elementary and MS-HS levels were present, indicating a strong commitment to professional development across the board. Overall, the team displayed an impressive attendance rate of 93.55%, considering all team members across different levels, including those at the district level.

Team Norms and Expectations

In the meeting, the Special Education team laid out expectations and norms centered around fostering an environment conducive to inquiry-focused learning, engagement, and collaboration. The emphasis was on solving challenging problems collectively, welcoming questions, and viewing achievements as outcomes of teamwork rather than individual efforts. An engaged staff, akin to an engaged classroom, is characterized by joy, fearlessness, and the capacity for open discussions, debates, and deep inquiry without fear of retribution.

Key to the team's approach is the "Humble Learner's Approach," which values openness, active listening, respect, inclusivity, reflection, and acknowledgment of every member's contribution, recognizing that everyone has something to learn and teach.

The session also highlighted the "Assuming Positive Intent" norms aimed at creating a safe, valued, and heard atmosphere for all team members. This includes starting interactions with trust, seeking clarification for better understanding, addressing conflicts with kindness, using language that reflects positive intent, acknowledging efforts, reflecting before reacting, focusing on relationship repair, and encouraging open dialogue. These principles are designed to assure that the environment remains supportive and productive, allowing for honest and constructive conversations and fostering a culture of continuous improvement and mutual respect.

Before the start of the learning session, team members engaged in the practice of setting their intentions for learning and collaborating. This process involves making a conscious decision about how one wishes to approach and experience an activity, be it teaching, attending meetings, interacting with parents, grading, or any other task. Setting an intention is a powerful routine that provides a narrative for the mind to follow, offering direction and priming for choices that align with this predetermined path. For example, if a team member decides to focus on listening to understand during a meeting, this intention can help redirect their thoughts from judgment to curiosity and openness, even when disagreements arise.

This practice emphasizes the power of personal agency in determining one's presence and engagement in various situations. By declaring an intention, individuals take control of how they wish to show up and experience their environment, making it a transformative tool for professional and personal growth. The question posed to the team, "How will you bring your best self to this professional learning?" invites members to reflect on and articulate their commitment to contributing positively to the collective learning experience, ensuring a more focused, meaningful, and collaborative engagement. The following intentions were set by each team member:

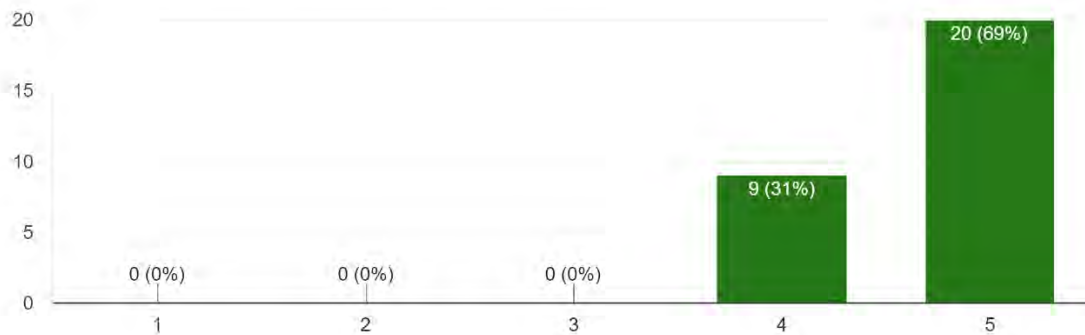
- Humble posture of learning
- Focus listen
- Open to learning.
- Focused and ready to learn.
- to understand
- Pay Atten. and Participate
- To stay engaged and present
- How to better myself in my job
- Paid attention engaged in assignment
- I will be paying attention to the best of my ability and will not be afraid today.
- Staying engaged and focused.
- I critically incorporated my work week in my thinking
- I intend to be focused, engaged and open to new things
- I brought my willingness to add my input and to use effective listening.
- Absorb the new, try not to tune out the old
- To have fun learning
- I was engaged in meaningful conversation.
- Take a breath and focus my mind on the tasks and whichever students pop into my head throughout PD.
- To put away my concerns for the day so i can focus on the information presented during the training
- I was able to share my ideas with the group even if I didn't feel like it was relevant. My learning intention and collaborating intention was to bounce ideas off of other team members

- Creativity and willingness to overcome stage fright.
- To stay focused and contribute to group conversations.
- Focused, ready to learn, and participate
- Attending and staying focused. Finding something valuable
- To stay focused and use something that I learned today.
- I'd like to use something from the math mindset portion for next week.
- Let my mind let go of what happened before the training so I could
- My learning and collaboration intention was to be present

Following the training. Team members rated themselves on how successful they were at honoring their intention. 1=I did not succeed with honoring my intention—5=I fully honored my learning intention.

Rate yourself on the success of honoring your learning intention.

29 responses



Crisis Management with Dr. Wittman and Rebecca Cooley

In the meeting, the team discussed strategies for creating a safe environment, particularly in contexts where individuals might engage in challenging behaviors, including using objects or substances in dangerous ways. The focus was on incident prevention through managing access to potentially harmful items, which vary based on the specific behaviors of the individuals served, such as physical aggression, ingesting dangerous objects, or self-harm.

Key points included:

- Acknowledging the impossibility of eliminating all dangerous objects but emphasizing the need for a thoughtful balance between safety and access to materials.
- Strategies for safety include removing or securing highly unsafe items, limiting access to items with therapeutic value that could be used harmfully, being vigilant about dangerous items in the environment, and rearranging furniture to facilitate movement in case of a behavioral incident.
- Regular checks to ensure adherence to environmental safety policies.

The meeting also introduced the "Elbow Check" as a non-intrusive preventative technique for improving safety during close interactions, such as providing assistance or navigating tight spaces. This method involves using a closed hand near the individual's elbow to prevent harm without causing discomfort.

Variations like Forearm Check and Knee Check were also discussed, tailored to different situations and aimed at minimizing the risk of injury or agitation for both parties.

This comprehensive approach to incident prevention and the introduction of specific techniques like Elbow Check are part of the team's ongoing commitment to maintaining a safe and supportive environment for all individuals served.

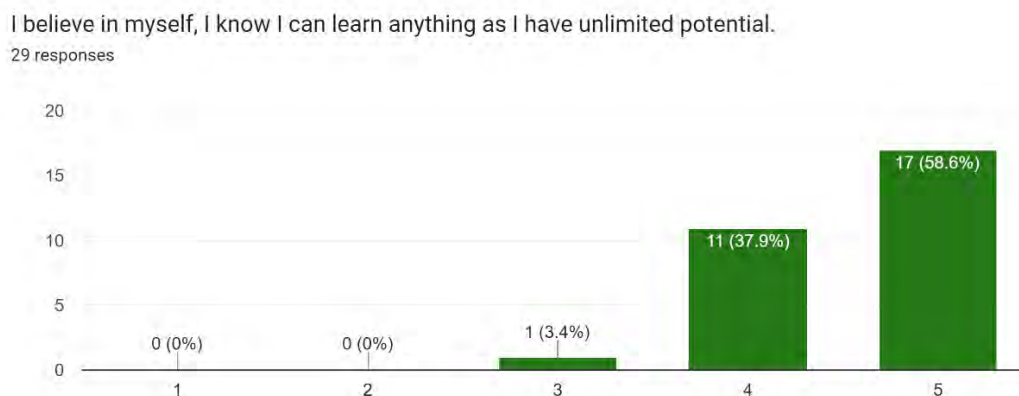
Mathematical Mindsets with Josh Watson

The "Mathematical Mindsets" session, Episode 5, emphasized developing a strong math mindset among Idaho educators, facilitated by Josh Watson, a Region II Math Specialist. The session, supported by the Idaho State Department of Education, aimed to explore personal mathematical mindsets, consider strategies for enhancing math mindsets in both educators and students, and identify resources to aid this development. Key classroom norms highlighted include the importance of effort, valuing diverse mathematical abilities, the significance of documenting thought processes, and collaborative support. The session also discussed building procedural fluency from conceptual understanding, encouraging teachers and students to engage in reasoned strategies, discussions, and connections between methods and mathematical principles.

Evaluation Results

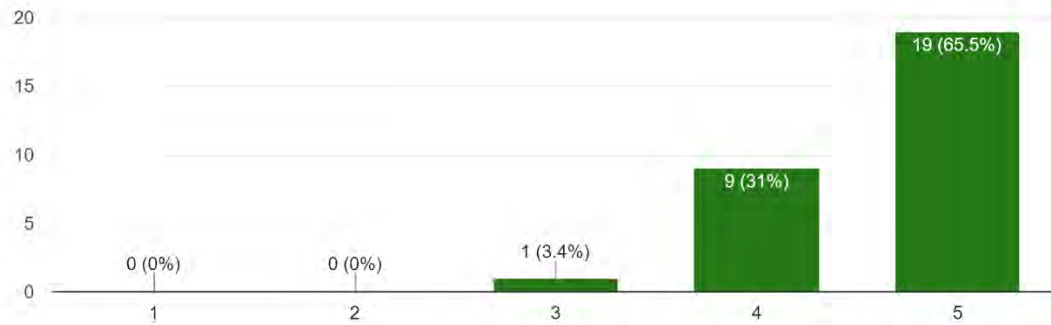
During the Professional Development session, participants highlighted the importance of focusing on strategies for engaging students, emphasizing teamwork, and introducing the concept of "Elbow Check" for safety and interaction. A significant takeaway was the variety of methods to teach and approach math, including the use of games like tic-tac-toe for fun learning, acknowledging multiple problem-solving strategies, and the value of slow, steady, and deep thinking over speed. The session also underscored the detrimental impact of timed tests, advocating for a shift towards conceptual understanding and procedural fluency through engaging and respectful interaction techniques like "Barbie hands" and "Shadow Touch." The discussions reaffirmed the need for diverse educational strategies, including physical safety measures and innovative teaching methods to enhance learning environments.

On the following tables 1= Strongly Disagree and 5 = Strongly Agree



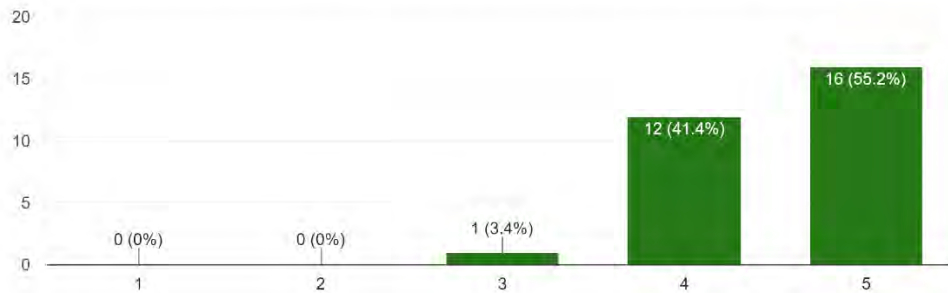
I know that my brain is flexible, and it is developing, strengthening and/or connecting pathways all the time.

29 responses



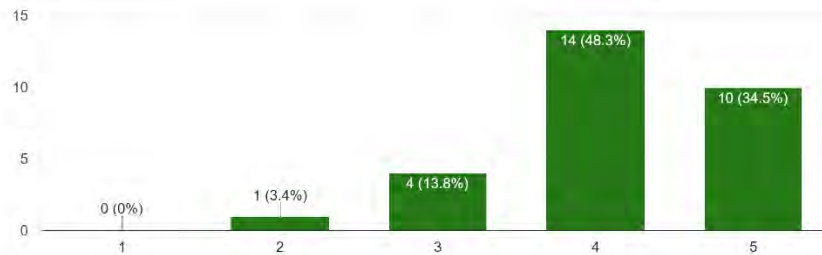
When I find work difficult and struggle, I keep going, knowing that I am developing my brain.

29 responses



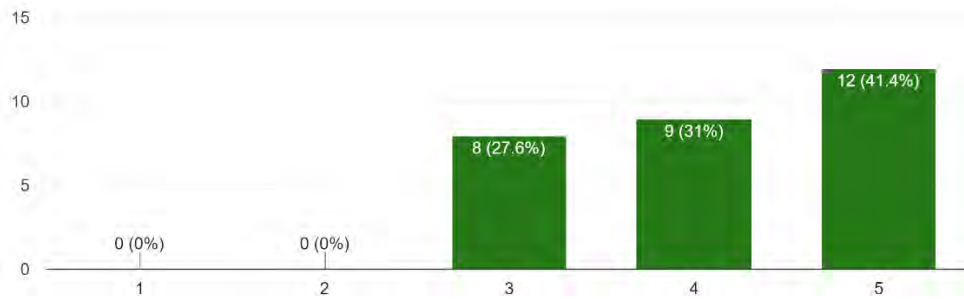
I am not afraid to take risks, try something new and get it wrong.

29 responses



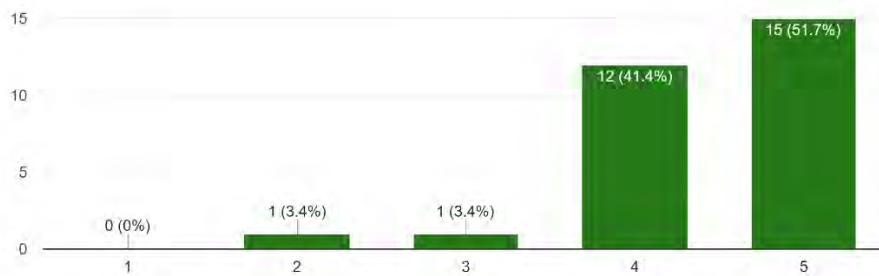
I like to investigate ideas, search for patterns, and think in different ways--visually, verbally and physically, as well as numerically.

29 responses



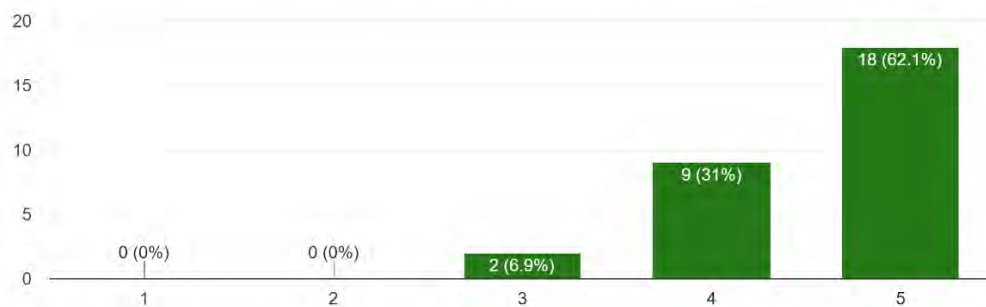
If I try a method or approach that does not work, I try a different approach, and think about the problem in new ways.

29 responses



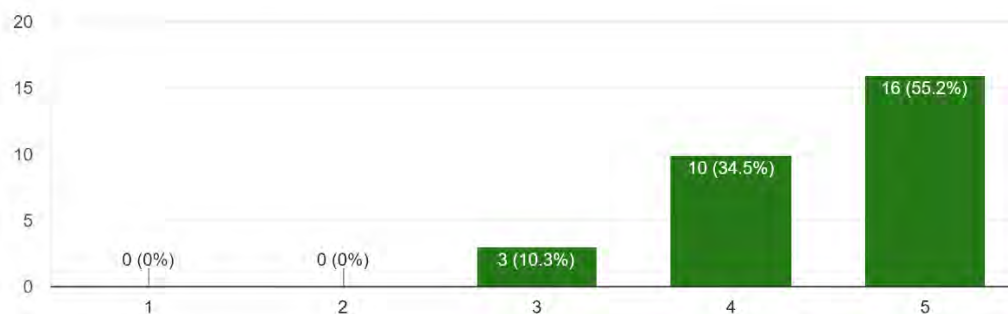
I am curious about other people's ideas, and their different ways of thinking.

29 responses



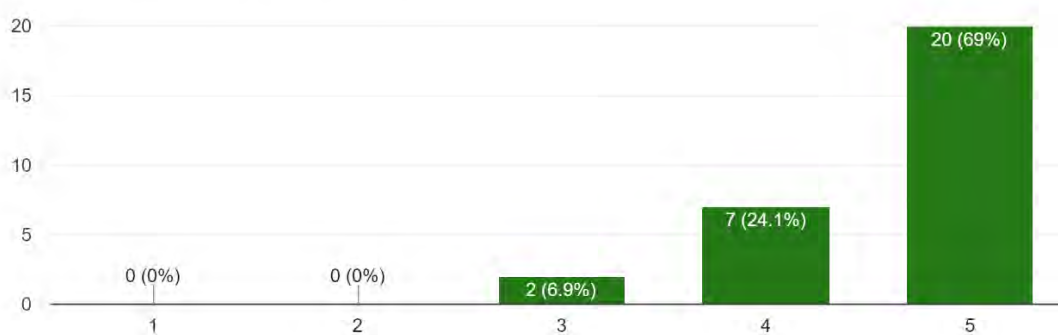
I ask questions about what I am learning to reach new understandings.

29 responses



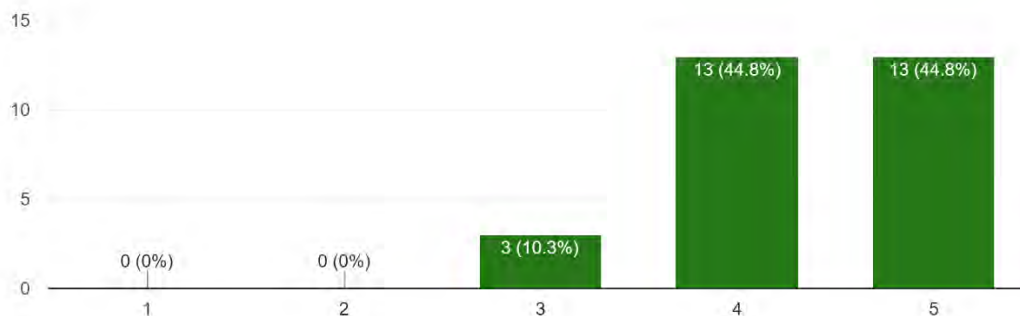
I think reflection is a valuable learning practice.

29 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.

29 responses



SPECIAL EDUCATION

Professional Learning Minutes
Friday, February 9, 2024
Middle-High School Rm 331
1:30 p.m.

Required Materials:

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

1:30-2:25: Crisis Management with Dr. Wittman and Rebecca Cooley

4. Antecedents to Dangerous Behavior
5. Safety Stance

Learning Intentions:

1. I can define the meaning of an environmental antecedent (trigger)
2. I can define the meaning of a behavioral antecedent (signal)
3. I can demonstrate competency in the Safety Stance Procedure

2:45-3:30: Team Collaboration

4. Preschool Team with Colleen
5. Elementary Team with Rebecca
6. MS-HS Team with Georgia and Rye

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

Present were Amy Alvarado, Ryan Allen, Jenny Arthur, Joshua Arthur, Jennifer Becker, Colleen Bonner, Ryan Bovard, Brett Bovard, Bonnita Brown, Rebecca Cooley, Michelle Cox, Nancy Dahl, Elizabeth Fernandez, Salena FiveThunders, Tracy Graffis, Tania Hanchett, Jasmine Hewett, Rye Hewett, Shelley Littlejohn, Aaron Osborn, Christiane Pinkham Stuk, Cassidy Ravet, Andy Rosch, Denise Sabo, Tami Skiles, Georgia Sobotta, Mande Taylor, Elizabeth White, and Lori Williams, showcasing a wide representation across various roles. However, the day was not without its absences, as Kristen Bateman, Jon Paisano, and Molly Tucker were unable to attend due to illness. Despite these few absences, the dedication of our team was evident in the attendance percentages: 88.89% of the Elementary staff and 90.91% of the MS-HS staff were present, culminating in a total staff presence of 90.63%. This high level of attendance reflects the commitment of our educators and staff to their roles and the importance of consistent engagement in our educational environment.

Expectations and Norms

In our meeting, we outlined critical expectations and norms for fostering an environment of inquiry-focused learning within our Special Education team. Central to our discussion was the expectation that every participant actively engages in addressing complex issues that matter to us all, with a strong emphasis on the necessity of posing questions. We highlighted that our collective success is rooted in

our unity as a team rather than individual achievements alone, promoting an atmosphere where staff can engage in open, fear-free conversations and explorations.

We introduced the Humble Learner's Approach, emphasizing humility, curiosity, and a willingness to learn from one another, irrespective of one's role or experience. This approach is supported by eight norms: openness to new ideas, active listening, respect for differing views, inclusivity in dialogue, reflective practice, a non-judgmental stance, confidentiality, and proper acknowledgment of contributions.

Further, we committed to Assuming Positive Intent in all interactions, aiming to build a supportive, understanding team environment. This includes starting from a place of trust, seeking clarification in the face of ambiguity, addressing issues with kindness, mindful communication, appreciating efforts, considering positive interpretations, focusing on resolution and progress, and fostering open dialogue.

These expectations and norms are designed to cultivate a supportive, engaging, and respectful learning community, where every team member feels safe and valued, contributing to our shared goals with optimism and mutual respect.

Intentions for Learning and Collaborating

In our meeting, we began with the transformative power of intention setting as a daily practice, emphasizing its significance in both personal and professional contexts. This practice involves creating a personal statement about how one aims to be or experience a particular situation, such as teaching, attending meetings, interacting with challenging situations, or completing tasks. By setting an intention, we give our minds a narrative to embrace and a direction to follow, effectively priming ourselves to make decisions that align with our stated goals.

We explored how intention setting can influence our behavior and responses. For example, if one sets an intention to listen for understanding during a meeting, this mindset can help redirect our thought patterns away from judgment or disagreement towards more open and receptive listening when discussions become challenging. This act of setting an intention acts as a reminder of our desired state of being, encouraging a shift in perspective and behavior that supports our objectives.

The essence of setting intentions lies in acknowledging the control we have over our presence and engagement in any situation. It's a powerful tool for shaping how we show up in our professional roles and the quality of our interactions and experiences. Integrating this practice into our daily routines promises a path to bringing our best selves to our professional learning environments and beyond.

As we moved forward, each team member was encouraged to consider how they can apply intention setting to enhance their professional practices. Reflecting on how we wish to be in various scenarios allows us to declare and pursue our optimal state of being, ultimately shaping our experiences in positive and meaningful ways.

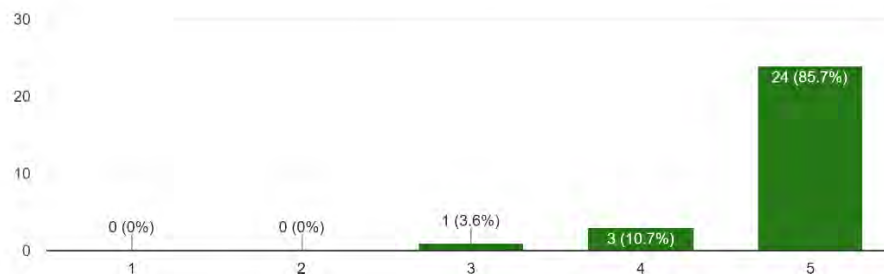
Our team members each set their own intentions:

- Refresh safety stance
- I was open to learning the different approach stances.
- Stay focused and attend
- Eyes ears on speaker

- To stay focused and not let my mind wander.
- I will learn the safety stance.
- Stayed present.
- I listened participated and was focused
- Ready to learn and a team player.
- I will do my best with staying focus.
- Willingness to learn and participate
- Had fun learning about triggers and signals
- Focused undivided attention
- I was looking forward to spending time with my teammates. To focus on areas that I need to work on.
- I intend to listen to understand.
- Even though I don't feel great I am excited to spend time with my coworkers and learn something from them
- Joshua Arthur Sr
- Ready to learn and bringing my best focus and attention.
- Learn and figure out how to apply to my kids. Safety stance
- Feeling great
- Yep
- Keep the students I'm most concerned about at the forefront of my mind, to apply what is learned when interacting with these students.
- Participate
- Offer at least one suggestion of my own/ answer at least one question
- To stay focused and not let my mind wonder about other things.
- I brought my full focus and attention with marshmallow mouth, hugs/pockets, and eyes forward.
- My intention was to be an active listener and stay focused.
- be present

Following the meeting, each member rated themselves on the success of honoring their intention (1=I did not succeed with honoring my learning intention/5=I fully honored my learning intention):

Rate yourself on the success of honoring your learning intention.
28 responses



Crisis Management with Dr. Wittman and Rebecca Cooley

In our meeting, we delved into the concept of antecedents to dangerous behavior, focusing on the importance of identifying and understanding the triggers and signals that precede such behaviors. An antecedent is defined as any event or environment condition that occurs before a behavior, highlighting the necessity of paying attention to these precursors to prevent potential crises. By documenting and tracking these antecedents, we can identify patterns and develop strategies to mitigate crisis events.

Triggers, or environmental antecedents, vary from individual to individual and can include a wide range of stimuli, such as loud noises, peer teasing, or unexpected schedule changes. Recognizing a person's triggers enables us to either remove the trigger or teach more appropriate responses to it, thereby preventing escalation. Similarly, understanding behavioral antecedents or signals, like pacing or verbal threats, allows staff to intervene early and potentially prevent more serious incidents.

We also discussed the Safety Stance, a recommended approach method when dealing with individuals who might be agitated or aggressive. This stance is designed to maximize safety for both the staff and the individual, ensuring that there is always an exit route and that the staff member's position minimizes the risk of escalation. The Safety Stance involves standing to the side, maintaining a balanced position, and adjusting arm position based on the level of concern regarding potential harm.

This comprehensive approach to incident minimization, which includes understanding triggers and signals as well as adopting safe interaction techniques like the Safety Stance, is critical in creating a safer environment for both staff and individuals in care.

Middle-High School Special Education Math PLC+ Agenda
January 26, 2024
Room #331
7:00—8:00 am

Members Present:

Brett Bovard
Tania Hanchett
Rye Hewett
Lori Ravet

All team members arrived early and we began work promptly at 7:00 am.

In this session, we utilized two essential resources to guide our discussions and strategies. The "PLC+ Playbook" served as our foundational guide, offering a structured approach to our collaborative efforts. Alongside this, "Visible Learning for Mathematics" was a key text that informed our teaching methodologies and approaches to mathematics education. These materials were instrumental in shaping our practices and enhancing our collective understanding.

Our PLC+ team is guided by a set of five essential questions that serve as a compass, directing our collective journey. These questions begin with understanding our destination: "Where are we going?" This helps us set clear objectives and goals. Next, we ground ourselves in the present by asking, "Where are we now?" which allows us to assess our current standing and resources. The third question, "How do we move learning forward?" propels us to identify strategies and actions to advance our educational mission. At the end of each session, we reflect by asking, "What did we learn today?" to encapsulate the day's achievements and insights. Finally, we evaluate our impact through the lens of inclusivity by considering, "Who benefited and who did not benefit?" This question ensures we remain committed to reaching every learner and addressing any gaps in our approach.

We took the time to individually review our established group norms, reinforcing the foundation of our collaborative environment. Our norms emphasize the importance of open and inclusive communication, ensuring that every member feels confident and valued in sharing their insights and ideas. We collectively commit to embracing a growth mindset, viewing challenges and mistakes as vital opportunities for learning and development.

Our group remains open to exploring novel ideas, whether they emerge from within our discussions or from external research, always ready to give new approaches a chance. Preparedness is another cornerstone of our interactions; each of us ensures that our contributions to meetings and presentations are well-considered and organized.

We also uphold the principle of respectfully challenging the status quo, always aiming to propose constructive solutions rather than simply highlighting issues. Lastly, we embrace a shared responsibility for our educational challenges, moving away from attributing difficulties to external factors and focusing instead on our role in advancing students' mathematical understanding.

We began with a comprehensive Check-In to gauge the collective mood and set individual intentions for the meeting. Each member was asked to share their current feelings, articulate their specific goals for the session, and identify potential collaborators within the group who could support their objectives.

Following this reflective opening, we delved into an initial SWOT Analysis. This exercise allowed us to systematically examine our strengths, weaknesses, opportunities, and threats, providing a structured framework to understand our current position and to strategize for future actions. This foundational work set the stage for a productive and focused discussion, aligning our efforts towards shared goals and mutual support.

	HELPFUL	HARMFUL
INTERNAL	<p><i>What are our STRENGTHS?</i></p> <p>We are determined</p> <p>We are willing to make changes</p> <p>Our team leader is organized</p> <p>We have gathered strong resources as well as a variety of resources</p> <p>Because we have an administrator on our team, we can remove barriers in “real time” (i.e. scheduling, student support, required materials, etc.)</p> <p>We have Josh Watson as our consultant We know the 8 best practices for providing math interventions through our work in Visible Learning for Mathematics</p>	<p><i>What are our WEAKNESSES?</i></p> <p>Trying to make interventions fit into the students’ schedules.</p> <p>Providing students with pull-out interventions (which they need) results in Brett and Tania being less available for inclass support</p> <p>Students have given up and some will not engage because they have decided they are bad at math</p> <p>Time barriers: one hour a week is not enough time for this PLC to complete all that needs to be accomplished</p> <p>We need more time to apply what we KNOW works</p> <p>Knowing-Doing Gap</p> <p>We need more time to research Imagine Math and get our students assigned to appropriate standards and pathways</p>

<p>EXTERNA</p>	<p><i>What are our OPPORTUNITIES?</i></p> <p>Imagine Math</p> <p>We are motivated to implement what we know works for students with disabilities</p> <p>Collaboration with General Education teachers</p> <p>Continuing to focus on students' strengths rather than deficits. Follow Josh Watson's model</p> <p>High School students need more pull-out support in math</p> <p>Collaboration with Brad Carpenter because he has a solid program of developing number sense and uses good formative assessment strategies</p>	<p><i>What are our THREATS?</i></p> <p>We do not have a vertically aligned math curriculum</p> <p>Grading practices in 6th & 7th grade contribute to students developing a "Bad at Math" identity</p> <p>Students are being ability grouped in 6th & 7th grade math classes. All the "SPED" kids are assigned to Tania's group and they do not have access to the modeling and dialogue available with other peers</p>
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Following our SWOT Analysis, we've outlined a clear objective for our team. Our primary goal is to craft a schedule for intervention sessions that guarantees every student the opportunity to participate in pullout sessions. These sessions are crucial for engaging students with visual representations of mathematical concepts and for bridging these to symbolic (numerical) representations, fostering a blend of conceptual and procedural mastery. A consistent feature across all sessions will be a dedicated tenminute segment aimed at bolstering the rapid recall of basic math facts, adopting engaging educational tactics as advocated by Josh Watson, which prioritize interactive activities over traditional memorization methods.

To achieve this goal, our team has committed to specific actions that align with the essence of our Professional Learning Community. Rye and Brett will dedicate the week of January 29, 2024, to devising a comprehensive intervention schedule tailored for our high school students. Concurrently, they will determine the necessary manipulatives required to aid in visual learning, with Lori taking responsibility for the procurement of these essential resources.

In our commitment to data-driven decision-making, we've scheduled after-school meetings every Thursday to compile and organize relevant data. We plan to develop a detailed spreadsheet capturing key information such as intervention schedules, student groupings, targeted skills, and the interventions employed to enhance these skills. This document will undergo weekly reviews during our Friday morning PLC+ sessions, ensuring ongoing evaluation and refinement of our strategies.

Furthermore, Brett will engage in collaboration with Brad Carpenter to explore and integrate effective tools and strategies currently in use, enhancing our intervention toolbox. These concerted efforts underscore our dedication to meeting our established goals and embodying the core values of our Professional Learning Community.

We took a close look at pages 216-223 of "Visible Learning for Mathematics," focusing on evidencebased intervention recommendations to evaluate the alignment of our current practices. The discussion centered around whether our interventions adhere to these guidelines, particularly the emphasis on an in-depth exploration of whole numbers for students in kindergarten through Grade 5,

and rational numbers for those in Grades 4-8. We noted that Tania's interventions at the middle school level align well with these recommendations, but identified a gap at the high school level, where a targeted pullout intervention is needed.

The conversation also touched on the need for intervention instruction to be explicit and systematic, incorporating strategies such as modeling proficient problem-solving, articulating thought processes, guided practice, corrective feedback, and frequent cumulative reviews. While these practices are being implemented at the middle school, we recognized the need to extend them to high school students.

Furthermore, we discussed the importance of including problem-solving instruction that focuses on common structures within interventions, a practice currently in progress for middle school students but pending implementation at the high school level.

The group acknowledged the necessity of integrating visual representations into our interventions. This led to a consensus on the need to procure additional manipulatives and concrete materials to facilitate this approach effectively.

We discussed the recommendation that interventions should dedicate time to developing quick recall of basic arithmetic facts, a practice Tania has started at the middle school level. Inspired by this, we plan to adopt a similar approach for high school students, ensuring a consistent and effective intervention strategy across all grade levels.

We delved into an analysis of our STAR progress monitoring data and semester grades, sparking insightful discussions on several fronts. The initial point of focus was the noticeable downward trends in the STAR progress monitoring results for many students, raising concerns about the effectiveness of our current strategies. Additionally, the semester grades, particularly the instances of "F" grades, prompted questions about their utility in providing meaningful insights into student performance and the underlying issues contributing to these outcomes.

Our discussions led us to acknowledge the need for a more structured approach to administering the STAR progress assessments. The consensus was that conducting these assessments in the Resource Room could enable closer monitoring of student effort and engagement, ensuring the data collected accurately reflects their capabilities and progress.

However, the data also highlighted areas that remain unclear, such as the specific barriers preventing student success in certain areas. This gap in our understanding emphasizes the need for further investigation into the root causes of academic challenges faced by our students.

Despite these challenges, there was a positive note to our discussions: the recognition of having a clear plan and direction moving forward. This sense of purpose and strategic focus was a significant takeaway, offering a foundation for optimism and collective action.

The data also pointed towards potential common challenges that might be affecting a broader spectrum of our student population, suggesting areas where targeted interventions could be particularly beneficial.

Our key conclusions from this session revolved around the need for a more nuanced and supportive approach to assessments and interventions, a reevaluation of how we interpret and utilize grade data, and the importance of identifying and addressing the underlying factors contributing to student performance trends. These insights will guide our next steps and strategies in supporting student success.

Homework to be completed prior to next PLT on February 2, 2024

1. Complete pgs. 19-21 in the PLC+ Playbook
2. Read Chapter 2, Making Learning Visible Starts with Teacher Clarity pgs. 38-69 in Visible Learning for Mathematics

TEAM ROLES

In our PLC+ team, we have clearly defined roles tailored to the strengths and expertise of our members, ensuring the smooth operation and effectiveness of our collaborative efforts throughout the year.

Lori Ravét steps into the role of the Activator, a pivotal position where she leverages her skills to maintain the team's focus on the core aspects of the PLC+ process. Her responsibility is to drive the group's learning forward, ensuring that we remain aligned with our foundational goals and objectives.

Tania Hanchett assumes the duties of the Note-Taker, a role critical for documenting the key outcomes and decisions of our meetings. Beyond recording these details, Tania also manages the communication of meeting minutes to all stakeholders, ensuring timely and clear dissemination of information.

Brett Bovard takes on the role of Data Technician, tasked with the crucial job of gathering and organizing data from various team members. His role is essential in presenting a coherent and comprehensive data overview at our meetings, facilitating informed discussions and decisions.

The role of Instructional Researcher is shared between Lori Ravét and Rye Hewett, where they combine their efforts to explore and identify effective, research-backed instructional strategies. Their collaboration enriches our team with innovative and proven teaching approaches.

Rye Hewett also serves as the Timekeeper, ensuring that our discussions remain within the agreed-upon time frames for agenda items, guiding questions, and decision points. This role is vital for maintaining the efficiency and productivity of our meetings.

Additionally, Rye Hewett and Tania Hanchett collaborate as Data Wall Curators. They synthesize data and evidence into accessible charts and graphs, not only for the PLC+ team but also for the wider school community, enhancing transparency and collective understanding of our progress and challenges.

As we move forward, we recognize the potential need for additional roles within our PLC+ to address emerging needs and enhance our collaborative efforts. These roles will be defined as our work progresses and as new needs are identified, ensuring our team remains adaptive and responsive to the evolving educational landscape.

References and Resources for this PLC+

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

Consultants for this PLC+

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 2. Josh Watson, Idaho Region II Regional Mathematics Specialist, jdwatson@lcsc.edu
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Middle-High School Special Education Math PLC+
Minutes
February 2, 2024
Room #331
7:00—8:00 am

Team Members

Our team members, demonstrating a deep commitment to our collective work, arrived with time to spare, allowing us to begin our meeting right on schedule at 7:00 am. Present were Brett Bovard, Tania Hanchett, Rye Hewett, and Lori Ravet, each bringing their unique strengths and readiness to engage. This punctuality not only reflects our shared respect for each other's time but also sets a tone of intentionality and focus for our collaboration.

Team Roles

In our team, Lori Ravet serves as the Activator and Instructional Researcher, focusing on maintaining our foundational PLC+ process and discovering effective teaching strategies. Tania Hanchett and Lori also take on the role of Note-Taker, ensuring key meeting insights are documented and shared timely. Brett Bovard, our Data Technician, is tasked with gathering and organizing data for our discussions, while Rye Hewett keeps us on schedule as the Timekeeper. Tania and Rye collaborate as Data Wall Curators, turning data into visual aids for the team and wider school community, ensuring everyone stays informed and engaged.

Group Norms

In our collective journey, we anchor ourselves in norms that foster a nurturing and transformative environment. We commit to open and inclusive communication, where every voice is heard and valued, and we embrace a growth mindset, recognizing that our potential to learn and evolve is boundless. Our discussions are enriched by welcoming novel ideas, and we each come prepared, ready to dive deep into our work. We courageously challenge the status quo, always with respect and the aim to uplift. Importantly, we steer clear of placing blame on teachers, students, families, or external circumstances for the challenges we face. Instead, we embrace our collective responsibility to bridge gaps and propel every student forward in their mathematical journey. This is the ethos that guides our actions and interactions, paving the way for meaningful progress and growth.

Check In (5 Minutes)

In the initial five minutes of our meeting, we engage in a thoughtful check-in that serves as the foundation for our collaborative work. We begin by asking each member to share their current emotional state, providing a space for openness and understanding. Following this, we invite everyone to articulate their goals for today's meeting, fostering a sense of purpose and direction. Finally, we explore the support systems within our group, asking who can assist in achieving these goals. This approach, inspired by Douglas Fisher and Nancy Frey, emphasizes the importance of emotional readiness and mutual support, setting the stage for a productive and goal-oriented session.

PLC+ Playbook (20 minutes)

In our 15-minute deep dive into pages 19-21 of the PLC+ Playbook, we embarked on the Individual Identity activity, a pivotal exploration designed by Douglas Fisher and Nancy Frey. This section

underscores the profound impact teachers have on student learning, acknowledging a shift from traditional PLC models that prioritized student outcomes without equally weighing the importance of teacher development. The essence of this module is to spotlight the elements of teaching that bolster our collective efficacy and credibility within the PLC+ framework. It invites you to introspectively examine your professional strengths, identity, and aspirations, setting the stage for later discussions with peers. The module champions the notion that a high-functioning team transcends its individual members, emphasizing the unique contributions and perspectives each educator brings to the collective endeavor. It underscores the significance of self-awareness, positioning YOU as the critical 'plus' in the PLC+ equation. This moment of reflection is an invitation to acknowledge your unique contributions as an educator, using words, phrases, or images to capture the essence of your identity and role. The activity encourages open-ended reflection, reminding us that the value you add to your students' learning journey is deeply personal and integral to the collective's success.

It should be noted that Brett made our entire team cry with his response to “What is your hope for your students?”

Intervention Review (25 Minutes)

High School Interventions:

Starting February 5, Brett Bovard will spearhead a targeted small group intervention for Michael, Neil, Darwin, and Cleveland during the Power Up sessions, adopting a strategic approach to bolster their mathematical understanding. On Mondays and Wednesdays, the focus will be on engaging Number Sense Games and Puzzles, while Tuesdays and Thursdays will delve into the mechanics of math formulas and their applications in the real world. Additionally, Brett will extend his expertise within Mr. Katus' class during the second hour, providing specialized support for Douglas and Clarence through Number Sense enhancement and a recap of class lessons, including the innovative "Shot Gun Algebra" tool. This intervention strategy is adaptive, with Brett ready to offer preteaching or reteaching based on individual student needs, ensuring that Ethan, Joseph, and Susan receive tailored support within the classroom environment.

In the Build Up Block, Brett will intensify the focus on Clarence and Douglas, offering them a "triple dose" of Number Sense instruction, alongside preemptive teaching for Mr. Latuada's class. A pivotal need identified for enhancing our high school mathematics education includes acquiring three-dimensional models, algebra tiles, multiplication charts, number lines, and squares/square root charts. Drawing from Gonzalez's insights and reinforced by Hattie, Fisher, Frey, and their colleagues' research in "Visible Learning for Mathematics," the tangible manipulation of these materials is crucial for students to internalize and visualize mathematical concepts effectively. Such resources enable students to explore and understand the structural relationships within mathematics more profoundly, bridging the gap between concrete, pictorial, and symbolic representations of mathematical operations.

Middle School Interventions:

Tania dedicates three hours of in-class support to both 6th and 7th graders, extending her expertise with additional pull-out sessions for students with the greatest needs. This week, however, she encountered significant challenges due to disruptions from class activities like tests and field trips, along with student absences, which severely impacted her intervention schedule. This resulted in a situation where she was unable to meet with some of her students at all throughout the week.

In her focused efforts, Tania tailors her instruction to meet the unique needs of each student. For Tayvon, she concentrates on foundational numerical skills such as counting by 2s, 5s, and 10s, alongside basic arithmetic operations and understanding the value of coins. Leo's sessions are aimed at enhancing his ability to perform operations with decimals and fractions, both adding and subtracting, as well as multiplying and dividing fractions. Lily and Christian are also working on decimals and fractions, with additional focus areas for Lily on recognizing coins and their values and for both on adding and subtracting positive and negative numbers using a number line.

Tania's work exemplifies the commitment to meet each student where they are, adapting to their individual learning needs despite facing logistical challenges. Her dedication is a testament to the belief in every student's capacity to grow and succeed, underscoring the importance of personalized support in their educational journey.

Work Session (10 Minutes)

As we drew our meeting to a close, we allocated the final ten minutes to a focused work session, dedicating our collective efforts to pinpoint and prioritize the materials essential for enhancing our math instruction during intervention periods. This purposeful allocation of time underscores our commitment to not only identifying the resources necessary for supporting our students' learning journey but also to ensuring these tools are readily accessible when needed.

Next Meeting:

February 9, 2024 at 7:00 a.m. in Room #331

Homework:

Read the following excerpt from PLC+: Better Decisions and Greater Impact by Design: Teacher Credibility and complete pages 22-24 in The PLC+ Playbook prior to Friday morning.

Teacher credibility is the belief held by students that they will learn from this adult because this adult is competent, trustworthy, dynamic, and responsive. It has a strong impact on student learning, with an effect size of 0.90. That's far above the average impact on student learning for all actions and influences, which is 0.40 as measured by Hattie (2012), and should result in a significantly higher rate of learning for students. To put it in perspective, teacher credibility has twice the impact of student motivation on student learning. That's powerful. But the question is, what can you do to enhance your credibility?

Students are perceptive about knowing which teachers can make a difference in their learning and, quite frankly, their lives. We believe that "the dynamic of teacher credibility is always at play" (Fisher, Frey, & Hattie, 2016, p. 10). For example, teacher credibility has unique challenges as well as enhanced benefits in the establishment of trust within a classroom community. To be very direct, teacher credibility is a major factor when the learners in the classroom do not look like the teacher that greets them at the door as they enter.

There are four components of teacher credibility outlined in the research: trust, competence, dynamism, and immediacy. We briefly describe these below. We took the time to discuss individual teacher credibility and self-efficacy because they are critical ingredients to the work that a professional learning community needs to do, not to make this a self-help book for current collaborative teams. For detailed suggestions to cultivate each of these components, see Bandura (1997).

1. Trust. Students want to know that their teachers really care about them as individuals and have their best academic and social interests at heart. Students also want to know that their teachers are true to their word and are reliable. Teachers need to come to know their students as people and learners to build relationships. Relational trust is the on-ramp to learning. Students learn best from teachers who they feel care about them.
2. Competence. In addition to trust, students want to know that their teachers know their stuff and know how to teach that stuff. They expect an appropriate level of expertise from their teachers in terms of delivery and accuracy of information. A well-paced lesson with accurate information contributes to teacher credibility.
3. Dynamism. This aspect of teacher credibility focuses on the passion teachers bring to the classroom and their content. It's really about the ability to communicate your enthusiasm for your subject and your students. And it requires developing dynamic lessons that capture students' interest.
4. Immediacy. This final construct of teacher credibility focuses on accessibility and relatability as perceived by students. Teachers need to move around the room and be easy to relate to. Students want to get to know their teachers. Teachers with high credibility make themselves accessible and yet communicate a sense of urgency in the lesson that signals to students that their learning is important.

Before a PLC can develop into the most impactful group possible, it takes everyone on that team to be the best teachers they can be. The PLUS is you, and having credibility with your students isn't a nice-to-have, it's a must!

Fisher, Douglas; Frey, Nancy; Almarode, John T.; Flories, Karen T.; Nagel, Dave. PLC+: Better Decisions and Greater Impact by Design (p. 15-17). SAGE Publications.

References and Resources for this PLC+

- Almarode, J., Fisher, D., Assof, J., Moore, S. D., Hattie, J., & Frey, N. (2018). *Teaching Mathematics in the Visible Learning Classroom, Grades 6-8*. Corwin Mathematics.
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SUPERINTENDENT

Board Report

February 2024



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

February Administration Team Meeting.....	pg. 1
2024-2025 Calendar Committee Progress To-Date.....	pg. 2
<i>A final draft will be submitted to the board for approval in March.</i>	
January Flooding at Elementary Insurance Claim.....	pg. 3
Invoice Related to Insurance Claim for Coil Replacement.....	pg. 4
Idaho Department of Education STEP Article.....	pgs. 5-6
STEP Collaboration Agenda.....	pg. 7
Indian Parent Committee January Minutes.....	pgs. 8-9
Indian Parent Committee February Agenda.....	pgs. 10-11

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.



February Administration Team Meeting
Tuesday, February 13, 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
- ☐ **Data:** Budget Review & Collaboration
- ☐ Indian Education Updates
- ☐ 2023-2025 Calendar Planning
- ☐ Board Reports Due: 2-14-24 at 9:00 a.m.
- ☐ January Board Meeting: 2-20-24 at 5:00 p.m.
- ☐ National Guard Planning Meeting:
2-20-24 at 8:00 a.m.
- ☐ Civil Rights Data Collection Due: 2-26-24

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
- ☐ Sick and Personal Leave Employee Resource Now Available on Staff Only Section of Website
- ☐ SPRING DANIELSON AND CDLS with staff on the professional status (domain 2-3 observation only).
- ☐ Domain 5 and alternative excel spreadsheet for domain 2-3 plus 5 calculations.

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.

Reminders:

- ☐ 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.

- ☐ Open Enrollment Application Review

2024-2025

DRAFT: __A__

JULY

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6	7	8	9	10	11	12
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27	28	29	30	31		

AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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28	29	30				

SCHOOL OPENS/CLOSES

HOLIDAYS

SHORTENED DAYS

QTR END/GRADING (NO SCHOOL)

PARENT/TEACHER CONFERENCES

SCHOOL IMPROVEMENT DAYS(SHORT DAY)

PROFESSIONAL DAYS

JANUARY

S	M	T	W	T	F	Sa
						1
2	3	4	5	6	7	8
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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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21	22	23	24	25	26	27
28	29	30				

8/21 Teachers return
 8/27 First day of school
 9/2 Labor Day
 10/14 Indigenous Peoples Day
 11/1 Grading day

11/7 & 11/8 PT Conferences
 11/27-11/29 Thanksgiving
 12/23-1/3 Christmas

1/1 New Years Day Holiday

1/20 MLK

1/17 Grading day

TBA HS only PT Conferences

2/17 Presidents Day

3/28 Grading day

3/31-4/4 Spring break

4/10 & 4/11 ES only PT Conferences

5/12 Cultural Awareness Day

5/26 Memorial Day

6/4 Last day of school

6/5 Teachers last day

Q1 46

Q2 39

Q3 47

Q4 39

TOTAL 171

S1 85

S2 86

171

MONTH	TEACHERS	STUDENTS
AUGUST	8	4
SEPTEMBER	20	20
OCTOBER	22	22
NOVEMBER	18	15
DECEMBER	15	15
JANUARY	19	18
FEBRUARY	19	19
MARCH	20	19
APRIL	18	16
MAY	20	20
JUNE	4	3
PD HOLIDAYS	7	0
TOTAL	190	171

David Aiken

From: David Aiken <daiken@lapwai.org> on behalf of David Aiken
Sent: Wednesday, February 07, 2024 2:56 PM
To: jmedico@moreton.com; Vicki Goicoechea
Cc: Connie Desjarlais; Nathan Weeks; Emerson White; Alan White; Teri Wagner
Subject: Lapwai School District Claim

Attention: Jason Medico, Moreton and Company

Please advise if we should allow Mike's Mechanical to proceed with the installation of a replacement coil and if an adjuster/investigator should be present when they remove it. Thank you for your assistance.

Date: 1-13-24

Time: Approximately 10:00 a.m.

Address:
Lapwai Elementary School
170 Agency Road
Lapwai, Idaho 83540

District Mailing Address:
Lapwai School District #341
404 S. Main Street
Lapwai, ID 83540

Damage List:
Installation and replacement of coil
Ceiling Tiles
Curricular materials, books, desk, student incentives
Overtime for maintenance employees (Time sheets available on request)

Attached:
Installation of Replacement Coil Invoice: Mike's Mechanical
Ceiling Title Replacement Purchase Order: HD Pro
Purchase orders for office replacements at Lapwai Elementary School
Photos of damage at Lapwai Elementary School (LES1-13)

Incident Summary:
In 2022, \$223,271.00 in pandemic relief funds were approved to install a fresh-air intake system at Lapwai Elementary School by Mike's Mechanical. This system and all of our heating and cooling controls are contracted to be managed by Automatic Logics in Spokane, Washington. On Saturday, January 13th at approximately 10:00 a.m. a member of our maintenance team observed concerns with the system online. Reporting to the school we found significant flooding over the office area at Lapwai Elementary School. Mike's Mechanical was called to investigate and found a broken coil in the new fresh air intake system which resulted in the flooding. There was visible ice around components of the equipment as well. Automatic Logics control sensors should have shut the vents when alerted by freezing sensors. We are uncertain if sensors failed or if the unit came with a faulty coil. They will not be certain of the root cause until they remove the coil for replacement. Mike's Mechanical submitted the attached invoice for \$9,530.

1005 Warner Avenue
Lewiston, Idaho 83501



P: 208.743.0776
F: 208.746.3815

February 7, 2024

Quote # 4776

Job Location

Lapwai School District #341

404 South Main St.

Lapwai ID 83540

208-503-2162 Emerson

Elementary School
M U A -3

Thank you for the opportunity to submit this proposal:

INSTALLATION OF A REPLACEMENT COIL FOR MAU-3

Remove and dispose of old coil
Install new factory replacement coil
Make necessary connections on water lines
Price includes installation materials, labor
Price does not include Prevailing Wage, control modifications

INSTALL PRICE ----- **\$9,530.00**

Sincerely,

Curt Damman
curtd@mikes-mechanical.com



Note: Proposal in effect for 30 days

Terms: 1/2 down. Balance on completion. Accepted by _____

Monthly progressive billing. _____
mikes-mechanical.com Date _____



Idaho Department of Education

FOR IMMEDIATE RELEASE

January 19, 2023

www.sde.idaho.gov

Media Contact:

Maggie T. Reynolds
Public Information Officer
208-332-6976
mreynolds@sde.idaho.gov

Federal Grant to Improve Collaboration Between Tribal Education Leaders and State Education Agencies

(BOISE) – Tribal Education Leaders from across the state have joined partners at the State Board of Education and the Idaho Department of Education in the first of twenty meetings planned to foster cross-agency coordination to improve access, opportunity and success for American Indian students in Idaho's public school system.

The expanded collaboration is supported by federal Department of Education funding for the Idaho Tribal Education Agency (TEA) Consortium State Tribal Education Partnership (STEP) Program grant. The grant provides \$2.44 million to create more congruent partnerships among the tribes, the State Board of Education, the Idaho Department of Education and targeted LEAs on tribal homelands of the Coeur d'Alene, Nez Perce and Shoshone Bannock Tribes.

The Nez Perce Tribe was the lead applicant for the grant and was one of four TEA or TEA consortiums awarded in 2023. Nez Perce Education Manager Joyce McFarland worked with direct assistance from Coeur d'Alene Tribe Education Director Dr. Christine Meyer and Shoshone-Bannock Tribe Education Program Manager Jessica James to develop the grant application and plans for implementation.

Meetings started in December and will take place quarterly over the next five years.

"This program gives tribes a more meaningful role in these conversations, especially for tribal children on tribal lands," said James. James notes that though many tribal schools are ranked low when it comes to performance, tribal leaders have felt that their voices haven't always been heard in the search for solutions.

"American Indian and Alaskan Native students have unique educational needs," said McFarland. "This grant is a step towards giving tribes a more significant role in identifying solutions for improving academic achievement of tribal students."

As the meetings continue, the group will focus on the following:

- Working with education agencies to grow tribal consultation and create a reliable mechanism to track meaningful completion of the requirement.

Debbie Critchfield, Superintendent of Public Instruction

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

- Two-way professional development between the State Board of Education, the Idaho Department of Education and tribal education leaders with the goal of building capacity and collaboration.
- Understanding the barriers to the self-identification of American Indian students and exploring new methods of encouraging self-identification. This could include resources and education provided by both state and local leaders as well as tribal leaders on how self-identification is essential to access available services and ensure more accurate data of student progress.
- Ensuring that assessment data collection provides accurate information that is actionable at both the statewide and educator levels.

“It’s exciting coming to the table for this important work,” said McFarland. “I don’t think we’ve ever had the chance to have a conversation like this in all of my years on the Indian Education Committee. I’m eager to see what this collaboration yields for Idaho’s American Indian students.”

The group will meet again in early March.

###



Entry Task:

- ☐ Share Celebrations

*What Gets Recognized, Gets Repeated
What Gets Celebrated, Becomes a Habit*

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

- ☐ Review: US DEPARTMENT OF EDUCATION -- ESEA Tribal Consultation Requirements for LEAs and SEAs and FAQs ESEA, Section 8538, Consultation with Indian Tribes and Tribal Organizations

- ☐ Program Updates and Announcements

Joyce McFarland: Nez Perce Tribe Education Department Manager; Kay Seven, Career Center Director

Teri Wagner: Elementary Principal

D'Lisa Penney: Middle-High Principal

Lori Ravet: Special Education Director & School Psychologist

Iris Chimburas, Indian Education Director

David Aiken: Superintendent & Federal Program Director

High Levels of Family and Community Involvement.

There is a sense that all have a responsibility to educate students, not just teachers and school staff. Families, businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

- ☐ 2023-2024 Family Engagement Plan
Family Engagement Team Status
- ☐ Indian Policies and Procedures for Impact Aid

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.

- ☐ Continuous Improvement Plan Updates

Growth in student achievement goals for the 2023-2024 school year have been added.

- ☐ Consolidated State and Federal Grants Application (CFSGA): Review of Title Program Plans

Closing:

- ☐ Set Additional Meetings as Needed

- ☐ Next Quarterly Meeting:

April 19, 2024, 10:00 a.m.

Minutes

Indian Education Parent Committee (IPC)

DATE

January 9, 2024

TIME

12:00pm

MEETING CALLED TO ORDER BY

Robert Kipp, Chairperson at 12:10pm

IN ATTENDANCE

Mitchell Wilson (VC), Robert Kipp (Chair), Christie Lussoro, Aaron Nicholai, Tana Wheeler-Nunez (Sec), Cara Montelongo (new), Georgia Sobotta, Marylynn Walker, Iris Chimburas, Rhonda Taylor, David Aiken, Cecelia Bourgeau, Media Specialist.

APPROVAL OF MINUTES

The minutes from the 12/7/23 meeting were approved, motion Mitchell Wilson 2nd Christie Lussoro.

BOARD

Resignation of membership from Miranda Domebo due to time commitment. Motion to accept resignation by Mitchell Wilson 2nd by Aaron Nicholai. Motion approved.

Motion to approve agenda for 1.9.24 meeting motion Mitchell Wilson 2nd Aaron Nicholai. Approved.

Motion to read ertise made by Aaron Nicholai 2nd by Mitchell Wilson. Approved.

Motion to approve new membership Cara Montelongo made by Aaron Nicholai 2nd by Christie Lussoro. Approved.

Review current membership and terms stands as is:

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

With Miranda D resigning, a motion was made to leave The 2 year term Vacant by Mitchell Wilson, 2nd by Aaron Nicholai. Motion Approved.

2 New Hires:

1. Cultural Competency Coordinator – David Penney
2. Media Specialist – Cecelia Bourgeau Full Time, will be at all IPC meetings, do social media, events, flyers, etc. Today Cecelia will want to get a picture of IPC to put on social media platforms.

Handouts to read: (if you need copies, please let Tana know and she can email copies).

1. Letter from Indian Education-JJones (B)
2. Powers and Duties of Indian Education Committee p 24-26 (C.)
3. and Parent Questions of IEC pages 37-40 (D)
4. Role of the Education Director-Program Leadership p 48, 58, 59 (E.)
5. Title VI award and budget was skipped.

6. JOM-award and budget – Iris decided budgeting \$46,733 (24) +4-5K other; prof dev., schools

Robert Kipp suggested that we get the information before meeting so they can be reviewed and questioned.

ANNOUNCEMENTS

Lapwai Indian Education Summit on January 25, 2024 from 1:30-3:00pm at the Lewiston Library, IPC is invited.

Bio's needed for website-email to ichimburas@lapwai.org to go with your photo.

NEXT MEETING

Date: February 13, 2024 Tuesday

Time: 12:00-1:00pm

Agenda Items: Report on Education Summit, Bio updates, LSD Pow-wow Dates, District Dates, State Dates, Graduation Dates, anything we should know.

Time Adjourned:

Motion by Mitchell Wilson

2nd by Christie Lussoro

Adjourned.

Notes:

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

District Office Conference Room

Lapwai Middle - High School

Date: **February 13th, 2024**

1. Roll Call ☒ Present ☐ Absent

- ☐ open, Member
- ☐ Mitchell Wilson, Vice Chairperson
- ☐ Jasmine Higheagle, Member
- ☐ Robert Kipp, Chairperson
- ☐ Christie Lussoro, member
- ☐ Aaron Nicholai, new
- ☐ Laloni Burke, new
- ☐ Tana Wheeler, Secretary
- ☐ Cara Montelongo, 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.

2. Addition/deletion items for the Agenda.

- a. Quick update regarding IPC quorum/Roberts Rules of Order

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.) Tawiya Andrews
- b.) Joe Rodriguez

6. Review JOM updates/report/proposed new JOM budget.

Motion by _____,

Second by _____,

Approved [] Tabled [].

7. Program reports/administrative action(s).

- a) Impact Aid results
- b) Education Summit
- c) Bio Updates
- d) LSD powwow updates
- e) State Dates
- f) Graduation Dates

8. Announcements

- a) IPC bios needed for website- email to ichimburas@lapwai.org

9. Next meeting

Date: March 12th

Time: noon-1:00pm

Agenda Items:

10. Time _____.

Motion to Adjourn by _____,

Second _____.

Adjourned

Notes:



Lapwai Indian Education Annual Department Activities

School Year: 2023-2024

September 2023

- College visit to University of Montana Native American center & Salish Kootenai College (SKC) (Lapwai Indian Education staff attendees: Jenifer Williams, Jenny Williams & Aaron Osborne)
- Empowerment Assembly for MS/HS students

October 2023

- Lapwai Indian Parent Committee (IPC) meeting
- Clarkston Chamber of Commerce
- National Indian Education Association (NIEA) conference in Albuquerque, NM (Lapwai Indian Education staff attendees: Rhonda Taylor, Jenifer Williams, Micah Bisbee, Sheila Scott, Jocelyn Stange)
- Field Trip to National College Fair in Spokane, WA
- Youth Gathering in Desmet, Idaho (Lapwai Indian Education staff attendees: Jocelyn Stange. Northwest Indian College staff attendees: Angela Picard and Twiya Williams)
- Celebrating Families in our Community at Lapwai Elementary
- Rise Above Leadership Assembly for MS/HS students - Marcus Trufant and Reuben Mayes as guest speakers
- AISES National Conference in Spokane, WA

November 2023

- Honor walk in Lapwai high school gym with Middle/High school students
- Frybread Friday - Each student was provided a frybread at the end of the day
- Native American Heritage month
 - ❖ Wear Red Day for MMIW awareness
 - ❖ RibbonSkirt/Shirtday
 - ❖ RocyourMocsday
 - ❖ Indigenousbrandsday
 - ❖ WearOrangeDayfor“EveryChildMatters”
- Lapwai Indian Parent Committee (IPC) meeting
- Wisdom Keepers Dinner with Traditional foods provided by the Native Arts class
- Basket Weaving gathering in the Library hosted by Native Arts teacher - Jenny Williams
- Covenant of the Salmon documentary film in the Auditorium for th MS/HS students and staff

December 2023

- Basket Weaving gathering in the Library hosted by Native Arts teacher - Jenny Williams
- Pendleton Christmas stocking class for MS/HS students hosted by Native Arts teacher - Jenny Williams
- Lapwai Indian Parent Committee (IPC) meeting
- Spending Frenzy in the gym with the senior class sponsored by various departments from the Lapwai community and the Nez Perce Tribe
- Christmas at the Elementary - each student received a gift from the Lapwai Indian Education Department by spinning the wheel
- Christmas at the MS/HS - each student received a gift from the Lapwai Indian Education Department by playing Pinko

January 2024

- Wisdom Keepers Dinner before the high school basketball game
- Gonzaga Native American representative presented to the high school senior class

- FAFSA night with senior class and parents - representatives from Lewis Clark State College and University of Idaho were present for assistance
- Lapwai Indian Education Summit - Lewiston Library (invited guests: Indian Parent Committee (IPC), Lapwai School Board, Circle of Elders, Wisdom Keepers, Student Council members, Nez Perce Tribe Education Department, NPTEC members)

Primary School Teacher

Proj.
Openings
1 284k

Avg.
Salary
\$ 60k



Strong Overall Fit

★ Unsave

Physical Therapist Assistant

Edu.
Investment
2+

Proj.
Openings
1 55k

Avg.
Salary
\$ 55k



Strong Overall Fit

★ Save Career

Respiratory Therapist

Edu.
Investment
2+

Proj.
Openings
1 43k

Avg.
Salary
\$ 60k



Strong Overall Fit

★ Save Career

Exercise Physiologist

Edu.
Investment
4+

Proj.
Openings
1 3k



Strong Overall Fit

★ Save Career

Practice Psychiatric

Proj.
Openings
1 1.1m

Avg.
Salary
\$ 71k



Municipal Firefighter

Edu.
Investment
1+

Proj.
Openings
1 112k

Avg.
Salary
\$ 49k



Park Naturalist

Edu.
Investment
4+

Proj.
Openings
1 11k

Avg.
Salary
\$ 64k



Occupational Therapist Assistant

Edu.
Investment
2+

Proj.
Openings
1 24k



2024
SPONSORED BY LAPWAI INDIAN EDUCATION DEPARTMENT
9TH ANNUAL HONORS
CONFERENCE
Leadership

This conference offers invaluable opportunities for networking and mentorship, connecting students with established Native American leaders and role models who can provide guidance, support, and inspiration. This conference helps to instill a sense of possibility and ambition, encouraging participants to pursue their goals with determination and resilience.



MIKAILAH THOMPSON

Beadwork By Mikailah, LLC and Indigenous Creatives, LLC as well as host of Quantum Theory Podcast.



NAHOVA

Native America Hear Our Voices Arise Students for Success



HELEN GOODTEACHER

Nez Perce Artist Forward Native Works, LLC Owner and Creative Director



KASEY NICHOLSON

AKA Krazy Kasey! Wellness Educator, Motivational Speaker, Comedian, Pow Wow EMCEE, Conference Facilitator

GUEST SPEAKERS

HIGHER EDUCATION AND CAREER PATHWAYS EXPO/ COLLEGE BOOTHS

University of Montana
Salish Kootenai College
Gonzaga University
Northwest Indian College
Eastern Washington University
Washington State University
University of Idaho
Boise State University
Idaho State University
Lewis-Clark State College

University of Oregon
Schweitzer Engineering Labs
Grand Canyon University
University of Washington
NPT ERWM Air Quality
Nimiipuu Community Health/School Health Specialist
Pharmacy Technician
LCSC Geological Engineer Activity
LCSC Binary Coding Activity
LCSC Athletic Training Activity
Indigenous Creatives, LLC



Hosted by
LAPWAI
with invited schools including:

Clarkston
Kamiah
Kooskia
Orofino
Culdesac
Lewiston
Plummer

MARCH 12 & 13

CLEARWATER RIVER CASINO

8:45 AM - 2:30 PM

CLOSED TO THE PUBLIC

More
INFORMATION

FOR MORE INFORMATION CONTACT LAPWAI INDIAN EDUCATION DEPARTMENT
IRIS CHIMBURAS AT (208) 843- 2241 EXT. 3124

Lapwai Indian Education

Who we serve

471

Native American
Student Count

- ✓ Lapwai Elementary
- ✓ Lapwai Middle School
- ✓ Lapwai High School



Lapwai Indian Education

Tribal Affiliations

count based on CIB or 506 form on file

25

Number of Tribal
Affiliations

Kalispel
Three Affiliated Tribes
Navajo
Nez Perce
Colville
Nooksack
Coeur D' Alene
Umatilla
Mohawks of the Bay of Quinte
Yakama
Eastern Bands of Cherokee
Warm Springs
Gila River

Tlingit/Haida
Quiluite
Red Lake Band
Puyallup
Ermineskin Cree Nation
Te-Moak
Blackfeet
Sho-Ban
Mescalero Apache
Shoshone Paiute
Oglala Sioux Tribe
Salt River Pima Maricopa

COLLEGE AND CAREER READINESS

PREPARED BY JENIFER WILLIAMS

GUIDANCE SPECIALIST

LAPWAI INDIAN EDUCATION DEPARTMENT

College Recruiting

In-person classroom visits at Lapwai Middle-High School

Idaho State University

Eastern Washington University

Gonzaga University

Grand Canyon University

Boise State University

Salish Kootenai College

University of Idaho

Whitman College

Montana State University

Lewis-Clark State College



College & University Lapwai Students In-Person Campus Visits

Lewis-Clark State College (LCSC) – offers a Native American Studies minor program, there is also the Pi'amkinwaas Center, a resource and gathering place for Native students and a Native American, Minority & Veterans Services program office with two dedicated staff persons. There is a Native American Club and an annual powwow during the celebration of Native American Awareness week

LCSC Schweitzer Career & Technical Education center – Auto Mechanics, CNC Maching, Collision Repair Technology, Diesel Technology, Engineering Technology that includes mechanical, GIS & traditional, Fire Service Technology, Heating Ventilation Air Conditioning & Refrigeration (HVAC), Information Technology and Welding Technology

University of Idaho – Native American Student Center, Indigenous Nations Scholars Training for Excellence program (INSTEP), Native American Student Association, American Indian Science & Engineering Society (AISES), there are also several cultural events throughout the year celebrate Native American Heritage Month, Tutxinmepu Powwow in April and the Vandal Nation Singers weekly drum practices

Haskell Indian Nations University – all students are members of federally recognized tribes and their faculty and staff are predominantly American Indian. Haskell offers Associates of Arts in various programs including communications, media, paraprofessional education, social work and community health as well as a Bachelor's of Arts in Indigenous and American Indian Studies.

University of Kansas – has a Master of Arts, Indigenous Studies, graduate certificate of Indigenous Studies and an undergraduate minor of Indigenous Studies. There is a First Nations Student Association and a Native American Law Students Association



Washington State University- has the Native American Programs: WSU's Native American Programs focus on increasing Native American student recruitment and retention. The university coordinates with tribes to promote initiatives that benefit Native students and encourage responsible research and interaction with tribes. American Indian Studies: WSU offers a minor and certificate in American Indian Studies (AIS). Native American Health Sciences (NAHS): The NAHS program at WSU offers various pathway and support programs to help Native American students succeed in health care fields such as medicine, nursing, pharmacy, pharmaceutical sciences, nutrition and exercise physiology, speech and hearing sciences, clinical psychology, veterinary medicine, and other allied health sciences. The program also features the Indigenous Healing Perspectives Certificate, an online educational program taught by regional Indigenous health leaders and educators.

University of Montana-Native American Studies: This program provides a broad-based liberal arts education with a focus on Indian country issues, both past and present. Bachelor's Degree in Native American Studies: This major allows students to examine the contemporary and historical experiences of Indigenous nations in North America. The curriculum includes courses on tribal sovereignty, language revitalization, global Indigenous studies, poetry and literature, Native Americans and film, American Indian education, sporting traditions, and urbanization. The program prepares students for careers in tribal governance, policy, education, healthcare, arts, media, law, and other fields. Native American Natural Resource Program (NANRP): This program supports Native American students enrolled in the W.A. Franke College of Forestry and Conservation at the University of Montana. American Indian Student Services: This office supports Native American students' transition, achievement, and success at the University of Montana. These programs and services demonstrate the University of Montana's commitment to supporting Native American students and promoting the study and understanding of Native American cultures and issues.

Salish Kootenai College-Native American Studies Division: The division emphasizes the preservation, strengthening, revitalization, and leadership within communities, cultures, languages, and arts. Native American Studies Courses: Native American Studies, Introduction to Native American Studies, History of Indians in the United States, Flathead Reservation History, and Native American Images in Film. Tribal Governance & Administration Program: This program focuses on structures, processes, and issues specific to Tribal Governments and Tribal Operations. Bachelor of Arts Degree in Tribal Governance and Tribal Administration among tribal colleges in the U.S. Tribal Historic Preservation Major: -disciplinary preservationists and promotes the involvement of tribal people and governments in cultural resource management. Native Teacher Language Education Program, Integration of Traditional Native Knowledge. These programs reflect SKC's commitment to serving the educational needs of Indigenous peoples, providing culturally relevant education, and empowering Native American communities.

North Idaho College-American Indian Studies Program, Academic Certificate in American Indian Studies: This program helps prepare students for professions in tribal communities or organizations serving Native people. American Indian Student Support Center: Staffed by the American Indian Student Advisor, this center provides primary and supplemental advising and academic support services to American Indian students. Diversity Program: This academic certificate program offers an interdisciplinary exploration of cultural differences, including courses that develop an informed perspective on critical social matters such as equality, ethical responsibility, and social justice. These programs and services demonstrate NIC's commitment to supporting American Indian students and promoting the study and understanding of Native American cultures and issues.

FUTURE WILDCAT VISITS

Fort Lewis College – offers a minor in Indigenous studies, a Native American tuition waiver and has a Native student organization, Wanbli Ota. There is also a Native American Center on campus. Twenty-seven percent of the total student population is American Indian.

Montana State University – Native American Studies programs that include an undergraduate minor, Master of Arts, an online Graduate certificate and coming in the spring of 2025 a certificate in Indigenous Food Systems. The campus also has American Indian Hall that houses many Native students services <https://www.montana.edu/aih/>

Boise State University – has a minor in Native American and Indigenous studies

University of Washington – Bachelor of Arts American Indian studies, minor in American Indian, Graduate certificate in American Indian Studies, certificate in Tribal Gaming and Hospitality Management. The Intellectual House purpose is to increase American Indian and Alaska Natives students' success at UW by preparing them for leadership in their tribal communities and the region.
<https://www.washington.edu/omad/intellectual-house/> Stephen R. Nelsen Native Educator Scholarship

University of Oregon – Native American and Indigenous Studies both major and minor programs. There are three discipline groups; group I The Many Nations Longhouse <https://longhouse.uoregon.edu/>, Native American Student Union

University of Arizona – American Indian Studies is available as an undergraduate minor, bachelor's degree, Master of Arts (MA), joint MA and Law juris doctorate (JD) and a doctorate (PhD). American Indian Language Development Institute, Indigenous Peoples Law & Policy program, Native Nations Institute, Indians in Nursing: Career advancement & transition scholars program

Annual Spokane National College Fair – students can connect with staff from over 300 colleges and universities.

Annual Dream it, Do it Conference - intended to spark student interest in occupations that we employ regionally and help them grasp how they might choose an educational pathway to a job of which they have interest. Job opportunities and industries are highlighted at the conference.

Business & finance	Engineering	Skilled Trades
Construction	Health Care	Technology
Transportation	Manufacturing	Tourism and
	Natural Resources	Hospitality

FAFSA Night for SENIORS- work sessions with students and senior parents/guardians on financial aid.

TITLE VI AND JOM

PREPARED BY RHONDA TAYLOR

JOM ADMINISTRATIVE ASSISTANT/NYCP REGISTRAR

LAPWAI INDIAN EDUCATION DEPARTMENT

The **Johnson O'Malley (JOM)** and **Title VI** federal programs are instrumental in supporting the education of Native American students. The JOM program provides financial assistance to local educational agencies, tribes, and organizations to meet the unique educational needs of American Indian and Alaska Native students. Title VI focuses on improving the academic achievement of these students, incorporating culturally relevant teaching methods and materials. It emphasizes the role of Native languages and cultures in the educational process. Together, these programs enhance educational opportunities, promote cultural preservation, and improve academic outcomes for Native American students.

LAPWAI ELEMENTARY SCHOOL

NATIVE AMERICAN STUDENT COUNT

2022-2023

GRADE	TRIBAL ENROLLED/DESCENDANT	TOTAL STUDENT COUNT
Pre-Kindergarten	10	12
Kindergarten	43	48
1st Grade	42	43
2nd Grade	29	36
3rd Grade	36	37
4th Grade	36	41
5th Grade	32	35

LAPWAI MIDDLE/HIGH SCHOOL

NATIVE AMERICAN STUDENT COUNT

2022-2023

GRADE	TRIBAL ENROLLED/DESCENDANT	TOTAL STUDENT COUNT
6th Grade	44	49
7th Grade	33	37
8th Grade	34	35
9th Grade	29	36
10th Grade	32	37
11th Grade	40	43
12th Grade	32	36

LAPWAI SCHOOL DISTRICT

NATIVE AMERICAN STUDENT COUNT

LAPWAI SCHOOL DISTRICT STUDENT

GRAND TOTAL

2022-2023

TRIBAL ENROLLED/DESCENDANT	479
SCHOOL ENROLLMENT IN DISTRICT	527
% OF NATIVE AMERICAN STUDENTS	91%

LAPWAI SCHOOL DISTRICT

NATIVE AMERICAN STUDENT COUNT

2023-2024

GRADE	TRIBAL ENROLLED/DESCENDANT	TOTAL STUDENT COUNT PER GRADE
Pre-Kindergarten	7	10
Kindergarten	40	41
1st Grade	39	42
2nd Grade	41	44
3rd Grade	27	33
4th Grade	36	37
5th Grade	36	40

LAPWAI MIDDLE/HIGH SCHOOL

GRADE	TRIBAL ENROLLED/DESCENDANT	TOTAL STUDENT COUNT PER GRADE
6th Grade	34	36
7th Grade	44	50
8th Grade	32	36
9th Grade	35	37
10th Grade	28	34
11th Grade	29	34
12th Grade	43	45

LAPWAI SCHOOL DISTRICT

LAPWAI SCHOOL DISTRICT STUDENT

GRAND TOTAL

TRIBAL ENROLLED/DESCENDANT	471
SCHOOL ENROLLMENT IN DISTRICT	519
% OF NATIVE AMERICAN STUDENTS	91%



Strengths Profile

Jacob Whittaker

RESULTS REFERENCE REPORT NOVEMBER 2023



APPLY
YOUR STRENGTHS
WITH TIPS FOR
SUCCESS



PLAN
A COURSE WITH
BEST FIT FOR
YOU



MAJORS
FIND YOUR
BEST-FIT
MAJOR



CAREERS
500+ BEST-FIT
CAREERS



KNOW
YOUR INNATE
TALENTS



UNLOCK
YOUR TRUE
POTENTIAL

This Report Includes:

Individual Aptitudes

Aptitudes indicate the potential to excel at and enjoy certain activities. Unlike skills, knowledge or interests, which can be enhanced or changed, your aptitudes remain stable. They show how your brain is WIRED!

- ✓ How each aptitude affects you
- ✓ Things you may find easy or difficult
- ✓ Tips for making the most of each at school, at work, and in social activities

Personal Interests & Preferences

Your interests indicate your preference for work in 6 different categories. Interests change over time based on exposure to information, experiences and the people around us. Your interpersonal Style shows how you prefer to interact with others.

- ✓ Your top 3 interest categories and what they mean for your career choice
- ✓ Insights into how you can most positively interact with others

Discover MORE Online

Log In at [YouScience.com/login](https://youscience.com/login)

- ✓ Over 500 Potential Careers with In-Depth Details matched to your aptitude and interest results.
- ✓ A Personalized Fit Analysis for Each Career compares your aptitudes and interests to the requirements of the career.
- ✓ A Majors Discovery Tool identifies majors related to your best fit careers to help you make informed educational choices.
- ✓ A Personal Discussion Guide lays out your best qualities in marketable phrases so you can talk about yourself in interviews, on a resume, a college application or a letter of recommendation. Includes your saved careers and majors as a starting point for discussion.

USE THIS DOCUMENT TO:

Understand your aptitudes and interests and how they affect work, school and social activities.

Talk about your strengths and weaknesses in positive ways.

Reference tips for future activities and decisions.

This document does NOT include all of your results and is meant as a reference only. Log In at [YouScience.com/login](https://youscience.com/login) to explore your results.

Questions?

All of us at YouScience have been through the assessments. In fact, we're kind of geeks about our results! YouScience Specialists are available via email, phone or online chat to assist you.

CALL US:

844-YOUSCIENCE (844-968-7243)

EMAIL:

support@youscience.com

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Jacob Whittaker

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Impact on Daily Life

SCHOOL

Whenever your path leads through school, or any intensive training program, your own aptitudes provide your best line of attack - and defense.



Interpersonal Style

School takes place in groups, much of the time. Your people skills make it easier for you to approach your instructors and classmates, and you thrive in the crowd.



Work Approach

Academic settings can let you try a broad range of studies, and that will fit your generalist bent. But be deliberate about choosing a single major, too, so you can get the benefit of a focused degree.



Timeframe Orientation

You can manage the long-term challenges that most schools present, but you'll appreciate the short-term, intermediate successes you'll achieve on the way.



Inductive Reasoning

You may have to discipline yourself to apply formal research methodology to meet course expectations. Following through with logical planning will promote your success.



Idea Generation

Traditional academics suits those, like you, who blend a big-think gift with the ability to focus after the brainstorming's done.



Spatial Visualization

Your Spatial Visualization will help you when studying a broad range of subjects, like architecture, patent law, civil engineering, archaeology, or many others.



Sequential Reasoning

Traditional academics will reward your gift for logical organization. From keeping your class materials in order, to building up substantive knowledge in orderly way, your gift will pay off at school.

continued...

EYES ON THE PRIZE

School's a marathon, not a sprint. But you don't want it to take longer than it needs to: the average U.S. graduation time is 6 years - for a 4 year degree! Be smarter. Make more informed decisions from the start. Even changing a major late can add years of school and extra tuition.

Here are some personalized tips to help you stay focused:

- Keep distant academic goals in place; meanwhile, know the specific required steps in advance.
- Take advantage of your natural ability to adapt the specific tactics needed to achieve a long-term goal in your studies.
- Give yourself visual reminders of your ultimate goals: pictures, calendars, charts, and notes to inspire you.
- Give yourself challenges that allow you room for flexibility as needed.
-
-
-



Impact on Daily Life

SCHOOL CONTINUED...



Numerical Reasoning

You can spot patterns among numbers, and that's a decisive advantage in fields that analyze and interpret data.



Vocabulary

Traditional academic settings are great places to use and build your strong vocabulary, both on general topics and in your specialized area of study.



Associative Memory

Traditional academics will reward your gift for quickly learning terms and vocabularies. You're already ahead when it comes to studying foreign languages or fields with a specialized lingo.



Numerical Computation

Your solid ability to do math in your head is a valuable tool in any field involving numbers. It's a great foundation for more complex math studies.



Visual Comparison Speed

Academics involves a lot of paperwork. Make a deliberate effort to keep yours correct and error-free.



Pattern Memory

You'll have an advantage in classes that require visual recall. Using charts and graphs to learn and remember things will come easy for you.

ORGANIZATION COUNTS

- As long as you have a study plan to follow you should be able to organize your time efficiently.
- Experiment with how you write best. Are you comfortable writing a detailed outline first? Or do you get better results from writing and then hard-editing a draft? Find the balance that works for you.
- Another reader might be your best editor. Let a friend read your written drafts to make sure you're actually saying what you mean to say.
- Develop a system for note taking and be consistent with it. Include visual distinctions between points to study for the test, examples, elaborations, your own reactions, and areas of further study.

EXPLORE MAJORS

Go online to find majors related to your best fit careers.

[YouScience.com/login](https://www.youscience.com/login)

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Impact on Daily Life

WORK

INTERESTS COUNT TOO

Your aptitudes alone aren't the whole story. Just because you have the gifts to succeed at a career doesn't mean that you'll find it interesting. Find the sweet spot where your aptitudes and your interests match up. We discovered your top interests are:

Social work that is helping and supportive.

You are likely to enjoy work that allows you to interact with and help others.

Realistic work that is practical and hands-on with tangible results.

You are likely to enjoy work that requires physical or athletic activity and tasks that allow you to interact with animals, spend time outdoors or use tools and machines.

Artistic work that is creative and original.

You are likely to enjoy work that allows you to express yourself creatively.

EXPLORE CAREERS

Go online to find hundreds of careers and how they fit you.

[YouScience.com/login](https://www.youscience.com/login)

What comes after school? Well, the rest - and the best - of your life. There's the work you'll take on in your jobs, as they change from one stage to the next. Then there's the volunteer work you'll take on in your community. And there's the work you'll take on in your own family, with the children and parents who might rely on you. It's the work of your life and you'll need all your gifts.



Interpersonal Style

Work with others, and seek out teams. Your people skills put you ahead when the job requires selling, interviewing, or persuading.



Work Approach

Look for work that rewards your talent for operating within a group. Your ability to perform many jobs on a project, and your focus on the success of the group as a whole, make you a valuable asset.



Timeframe Orientation

You are helpful in group projects where re-evaluating goals, adapting schedules, and keeping everyone on track is important.



Inductive Reasoning

You're a reliable problem solver, and you're not afraid to make decisions or draw conclusions. But you're not rash, and you'll make sure the facts support you. Choose work where decisions depend on good facts, gathered in a reasonable but limited time period.



Idea Generation

If you can, choose work that demands your fountain of ideas. You'll thrive where they're needed and valued.



Spatial Visualization

If you can, make absolutely sure you find work that uses your special talent for handling concrete objects in physical space. You'll excel at those jobs, and they'll make work more satisfying.



Sequential Reasoning

You'll perform naturally well in jobs where a plan needs to be perfected, filled in with details, and then carried out.

continued...

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Impact on Daily Life

WORK CONTINUED...

YOUR ROLE ON A TEAM

Aptitudes make a big difference standing alone, but they can be even more powerful when paired with other aptitudes. For example, your Work Approach and your Interpersonal Style can combine to make you especially suited for a specific role on a team or group project.

Here's how your pair looks:

<div>SPECIALIST</div> <div>LIAISON</div> <div>GENERALIST</div>			
			✓
	INTROVERT	BLENDED ENERGIZER	EXTROVERT

Extroverted Generalists enjoy gathering and sharing perspectives. They're often excellent at building relationships.



Numerical Reasoning

You can handle number trend analysis, but try to choose work where that's more of a tool to achieve other goals.



Vocabulary

Your solid vocabulary still leaves you aware that not everyone knows every word. That's an asset when working with others. Be the sensitive communicator.



Associative Memory

Your strong memory puts you ahead whenever work demands a new foreign language or a changing technical vocabulary.



Numerical Computation

Your ability for doing mental math makes you a natural in jobs that need some quick calculations.



Visual Comparison Speed

You're likely to enjoy work that does not involve a lot of detailed clerical tasks.



Pattern Memory

You have the advantage in work involving images, like blueprints, maps, or charts.



Visual Memory

Don't rely on memory alone when numbers are involved. Explore tools for remembering important dates, account numbers, passcodes, and PINs. Nothing beats a pocket notebook!



Hand-Eye Coordination

You'll have an advantage learning work with your hands.

Lapwai Indian Education

Indian Education Staff and Student Counts 1 of 5 pages

RANEISHA RUNNING- IN SCHOOL TUTOR	<p>6th – 6 7th – 32 8th – 9 9th – 6 10th – 0 11th – 3 12th – 0 TOTAL: 56 SUBBING : 169 Interventionist that helps students and teachers within the classroom.</p>
CHRIS KATUS- IN SCHOOL MATH TUTOR	<p>Here are the students that have benefitted from math tutoring so far: 4 (MS) 4(9th)</p>
SAMUEL MAYNES AND DEREK KNOLL- AFTER SCHOOL PROGRAM	<p>I have 68 students enrolled in my classes (English, Nez Perce Language, and Build-Up Block)</p> <p>After School Program- 87 students</p> <p>I am the after-school program teacher, where I have served students grades 7-11 this year. I provide after-school tutoring, as well as social and emotional learning experiences through "Wildcat Records", our music appreciation and production program. Please refer to the attached Google Sheet for our running head count. 87</p>
MICAH BISBEE-	<p>60 – Individual Student RJC Office Visits 45 – Classroom visits from the RJC 10 – Individual meetings with teachers. 2 – Behavior Plans in progress with 2 students 10 – Leadership High School students that work with Middle School students during their lunch to advise, supervise, and interact with the younger students. 24 – Univ. of Idaho College Course/ High Students registered for IKEEP for Young People.</p> <p>Regular visits to specific classrooms <u>every day</u> (7 classrooms daily)</p>

Lapwai Indian Education

Indian Education Staff and Student Counts 2 of 5 pages

<p>MICAH BISBEE- RESTORATIVE JUSTICE COORDINATOR</p>	<p>As the Restorative Justice Coordinator I am to build authentic relationships with the students and staff in our building to create a community. As the Restorative Justice Coordinator I transform the conflict and respond to harm to students, provide individual support for students, and support the creation of just and equitable learning environments. I always meet with students that are misbehaving in the classroom and I help them learn about Ownership, Empathy, and reparation. As I work with these students we will work on acknowledging and reinforcing the behavioral and social expectations that are required of those students. I also meet with teachers and staff to ensure that they are establishing their own classroom expectations and staying consistent with their consequences for problem behavior. I also help teachers and staff create systems and structures for their students that will sustain change and remain in place. As the Restorative Justice Coordinator I am to provide a set of principles and practices centered on community members holding students accountable for their actions while collectively repairing harm and strengthening relationships. The core belief of Restorative Justice practices is that students will make positive changes when those in positions of authority do things with them rather than to or for them. Meaning, we want to focus on the harm that was done rather than the rule breaking. We want the students to engage in collaborative problem solving for themselves, and empower change and growth in our students that enhances their responsibilities as a student.</p> <p>As for the IKEEP for Young People, we have 24 students enrolled with dual credit within the University of Idaho and they are working to earn 3 college credits. This course is an introduction to the philosophical, social, cultural, historical, legal, and political context of education, and what today we call schooling. In this class, students will be asked to think about a guiding question: "What is the value of Indigenous knowledge in education?" We will work together, in small groups, and individually to answer this question through different inquiry projects that examine connections between Indigenous points of view in education and realities of European influenced schools. The end goal of this class is to describe one aspect of what it means to become a successful teacher committed to the younger generation of students. This class is paired with a practicum internship that will expose students to different classrooms headstart & K-12. Students will also learn how to incorporate their cultural teachings throughout the class discussions, learn how to properly introduce themselves to others with a loud and strong voice, students will learn to create powerpoints and provide presentations to their peers. The main goal of this course is to help the students understand the importance of education and representing themselves as Indigenous students and educators.</p>
<p>JOCELYN STANGE- INDIGENOUS SOCIAL SCIENCE TEACHER</p>	<p>Advanced Native U.S. History Native Literature</p> <p>Total number of students currently enrolled in my classes: 82 Seniors: 19 Juniors: 28 8th Graders: 35</p> <p>Job Title: Indigenous Social Sciences Teacher Job Summary: Indigenous-centered Social Science instruction based upon best practices for Indigenous youth.</p>

Lapwai Indian Education

Indian Education Staff and Student Counts 3 of 5 pages

JACOB WHITTAKER- COLLEGE AND CAREER READINESS TEACHER	<p>12th Grade 43 11th Grade 35 10th Grade 33 9th Grade 39 8th Grade 36 7th Grade 49 6th Grade 36 Total 271</p> <p>My job as a College and Career Readiness (CCR) teacher for Native American students is to offer educational and career guidance to meet the unique needs and cultural context of Native American communities. We work to bridge the gap between traditional Native values and contemporary academic and career opportunities. I want to provide culturally sensitive counseling, guidance on college applications, and support in exploring career paths that align with both individual aspirations and the values of their Native American cultures. My goal is to empower all students to navigate educational and career choices while respecting and preserving their cultural heritage, ensuring a holistic and culturally relevant approach to college and career readiness.</p>
JOSLYN LEIGHTON-MS TECHNOLOGY FOR 6TH -8TH GRADES	<p>IDLA: Keyboarding 6th <u>17, 20</u> (1st Semester, 2nd Semester) IDLA: Everyone Can Create With iPads 8th <u>15,19</u> (1st Semester, 2nd Semester) BUB REWARDS 7th <u>16, 16</u> (1st Semester, 2nd Semester) IDLA: Pathways to Success 7th <u>19, 20</u> (1st Semester, 2nd Semester) Nez Perce Language 6th <u>20, 17</u> (1st Semester, 2nd Semester) IDLA: Exploring STEM Careers-High School 10th <u>8, 10</u> (1st Semester, 2nd Semester)</p> <p>I am the College and Career Readiness Teacher for middle school. I am the site coordinator for IDLA courses and teach 6th-8th grade. This year I have added 10th grade Exploring STEM Careers, as it aligns with our plan we are currently following with our IDLA classes offered. I also have a Nez Perce Language class available, as well as social emotional learning experience through EVERFI for the 6th grade.</p>

Lapwai Indian Education

Indian Education Staff and Student Counts 4 of 5 pages

<p>MARY LYNN WALKER- NATIVE AMERICAN STUDIES, NATIVE RESEARCH, PLAINS AND PLATEAU CULTURE</p>	<p>Total 52</p> <p>24 freshmen in Research in Native Issues</p> <p>28 juniors in 2 Native Studies classes</p> <p>I teach two Native American History/Studies classes for juniors and one Researching Native Issues for freshmen.</p>
<p>SHEILA SCOTT- COLLEGE WRITING, SPEECH 204, CREATIVE WRITING, NATIVE AMERICAN LITERATURE</p>	<p>Advance Native Lit/ 12 Juniors</p> <p>Speech/Communications /13 Sophomores/ 2 Seniors</p> <p>Build Up Block/ 15 Seniors</p> <p>Creative Writing/ 2 Freshmen/ 12 Sophomores</p> <p>College Lit/ 16 Seniors/ 2 Juniors/ 2 Sophomores</p>
<p>LORI LYNN PICARD- HOME SCHOOL LIAISON & EMPOWERMENT ROOM 151</p>	<p>1st Hour:</p> <p>ASVAB & Health</p> <p>American Sign Language IDLA</p> <p>2nd Hour:</p> <p>US History College (complete)</p> <p>American Sign Language IDLA</p> <p>10th Grade ISAT Prep & Math 1 Edmentum</p> <p>3rd Hour:</p> <p>IDLA Health</p> <p>IDLA Health</p> <p>IDLA Health</p> <p>study hall</p> <p>Pathways to Success IDLA</p> <p>Edmentum</p> <p>IDLA Health</p>

Lapwai Indian Education

Indian Education Staff and Student Counts 5 of 5 pages

<p>LORI LYNN PICARD- HOME SCHOOL LIAISON & EMPOWERMENT ROOM 151</p>	<p>Build Up Block: 7th Grade Group - 18 students</p> <p>4th Hour: Acc. to Eng. 10 Acc. to Eng 9 Acc. to Eng. 10 study hall Acc. Geo., Acc. Eng. 9, Acc. Eng. 10 Acc. Eng. 9Edmentum Gov't Edmentum Acc. Eng. 9</p> <p>HVAC: 7 students</p> <p>6th Hour: Health IDLA Acc. Eng. 9 HVAC Acc. Alg. 1 IDLA IDLA Edmentum study hall Edmentum study hall</p> <p>Total Number of Students: 55</p>
<p>ANGELA PICARD- CSOV 130 NATIVE AMERICAN ICONS OF OUR PAST, CSOV 101 CULTURAL SOVEREIGNTY</p>	<p>CSOV 130 8 students CSOV 101 9 students</p>

STUDENT PERSONNEL
Series 500

Policy Title: REMOVAL OF STUDENTS AND
NON-STUDENTS FROM SCHOOL
GROUNDS

Code: 503.1

The district will enforce Section 33-512 I.C., which provides for the removal of individuals who disrupt the educational process or whose presence is detrimental to the morals, health, safety, academic learning or discipline of the pupils. Violators will be considered as any persons who loiter in the schoolhouse or on school grounds or who cause the student's attention to be distracted from academic studies without first getting approval from the building principal and any persons who by their actions endanger the health and safety of students or cause disruptive behavior by students.

Persons who are in violation of this policy are guilty of a misdemeanor and may have a criminal complaint filed against them through the Nez Perce County Prosecutor's Office.

Date of Adoption:
Readopted: July 2009

Legal References:
Section 33-512 I.C.

Related References:

STUDENT PERSONNEL
Series 500

Policy: ZERO TOLERANCE VIOLENCE POLICY

Code: 506.11

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 other students/peers will be subject to disciplinary actions:

- Threats, intimidation, verbal assaults, harassment, gestures or actions that simulate or feign striking of other student/peer will result in immediate disciplinary action and/or may result in an automatic two to five-day out of school suspension.
- Physical contact, including any action that includes pushing, striking, fighting, or any other battery, will result in immediate disciplinary action and/or may result in an automatic two to five-day out of school suspension.

Threats, assaults, any element of battery, or other actions covered above may result in police involvement. Any student suspended for the above actions is not in “good standing”. 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 violation of the policy, the student shall be referred to the superintendent.

Adopted: August 16, 1999
Readopted: July 2009
Revised: 07/21/08, 08/25/08, 06/20/11

Legal Reference:

Related Reference:



LAPWAI SCHOOL DISTRICT #341
Safe Return to In-Person Instruction &
Continuity of Services Plan
2023-2024

Relationships Before Rigor - Grace Before Grades - Safety Above All

The health and safety of Lapwai students is always our highest priority. The Lapwai School District has exhausted every effort and gone to the greatest lengths possible to ensure the safest return for students and staff this fall. The plan will remain subject to change based on local data and guidance from the Center for Disease Control, Idaho Public Health, Nimiipuu Health and the Nez Perce Tribe.

Mitigation Strategies

Level of Transmission: Framework for Decision Making

The following guidelines are subject to change based on guidance from district, state, and tribal health officials. As a general guideline, our district will reference the framework below:

Definitions:

Category 1: Green No Community Transmission	Category 2: Yellow Moderate Community Transmission	Category 3: Red Substantial Community Transmission
Evidence of isolated cases, case investigations underway, no evidence of exposure in large communal setting, e.g., healthcare facility, school, mass gathering.	Widespread and/or sustained transmission with high likelihood or confirmed exposure within communal settings, with potential for rapid increase in suspected cases.	Large-scale community transmission, healthcare staffing significantly impacted, multiple cases within communal settings like healthcare facilities, schools, mass gatherings, etc.

Categories as determined by district, state, and tribal health officials.

Level of School Operations

School Buildings Open With Physical Distancing and Sanitation	School Buildings Open With Physical Distancing and Sanitation: Short Term Targeted Closures Optional, Yet Only If Absolutely Necessary	Targeted, Short-Term, or Extended Building Closure
Universal and Correct Wearing of Masks Ranging from Recommended to Required as Provided by Parent/Guardian	Universal and Correct Wearing of Masks Required as Provided by Parent/Guardian <i>Exemptions:</i> 1. Written Physician, Nurse Practitioner, or Mental Health Professional Medical Excuse 2. IEP/504 Accommodations <i>Face shield provided for exempt students</i>	Universal and Correct Wearing of Masks Required as Provided by Parent/Guardian

Athletic and Extracurricular Programs

Events Open to Public	Events Open to Public Unless Otherwise Notified Possible Limited Access as Announced Events Live Streamed to the Greatest Extent Possible	Possible Interruption to Season Guidance From Health Officials Will Influence Public Access
Universal and Correct Wearing of Masks Recommended Social Distancing Required Clearly Designated Home and Visitor Seating	Universal and Correct Wearing of Masks Required Social Distancing Required Clearly Designated Home and Visitor Seating	Universal and Correct Wearing of Masks Required

Event access subject to change based on guidance from district, state, and tribal health officials.

Vaccination Efforts

1. The Lapwai School District is in direct partnership with Nimiipuu Health and Idaho Public Health. Students of eligible age, staff, and their families interested in vaccination may contact our District Office for resources at (208) 843-2622.

Student Illness and Health Checks

2. Periodic health checks will occur throughout the school week. Schools are equipped with infrared non-contact thermometers and non-evasive temple thermometers.
3. Students and staff with any of the following symptoms are required to stay home:
 - a) Temperature of 100.4 Degrees or Higher
 - b) Diarrhea or Vomiting
 - c) Multiple Symptoms of COVID-19: Fever or Chills, Cough, Shortness of Breath or Difficulty Breathing, Fatigue, Muscle or Body Aches, Headache, New Loss of Taste or Smell, Sore Throat, Congestion or Runny Nose, Nausea or Vomiting, Diarrhea
4. Parents are requested to notify the school when their child is staying home due to illness. These absences will be excused. Missing work will be provided for students absent due to illness.
5. Students identified with any of the symptoms above while at school will be safely isolated and provided a mask. Parents/guardians will be contacted and required to pick-up the student promptly.
6. Students with the symptoms above will be granted reentry when their symptoms have subsided and they remain free of fever for 24 hours. The District reserves the right to require a statement from the student's primary care provider authorizing their return to school.

Hygiene and Cleanliness

7. Hand sanitizer dispensers are installed in school entrances, restrooms, cafeterias, next to water bottle filling stations, and all instructional spaces.
8. Schools will create schedules for frequent hand hygiene. All student and staff restrooms are equipped with soap, hand sanitizer, and paper towels. Partitions have been installed between restroom sinks for their protections as well.
9. Instructional spaces will be provided with a nontoxic peroxide-based cleaner. The disinfectant is hospital-grade and registered by the EPA for use against SARS-CoV-2, the virus that causes COVID-19. Peroxide-based cleaners are also respiratory and environmentally friendly. All cleaners must be stored properly and inaccessible to students during instructional hours.

10. Students will be explicitly taught and reminded to:

- a) **Cover:** Cover your mouth and nose with a tissue when you cough or sneeze.
- b) **Dispose:** Throw used tissues in a lined trash can.
- c) **Wash Hands:** Wash your hands often with soap and water for at least 20 seconds. This is especially important after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.
- d) **Hand Sanitizer:** Please use hand sanitizer at the installed dispensers.
- e) **Avoid Touching:** Avoid touching your eyes, nose, and mouth with unwashed hands.

Staff are required to abide by these recommendations as well.

- 11. Building HVAC fans will remain running constantly during school hours to increase air circulation.
- 12. Water bottle filling stations have been installed districtwide. This will encourage hydration and reduce cross contamination. Suggested student supplies will include refillable water bottles labeled with their name.
- 13. Annual training for custodians will include coursework in coronavirus awareness and proper cleaning and sanitization.

Limiting Cross Exposure

- 14. Additional desks have been purchased and provided to allow for social distancing.
- 15. Local COVID data will be taken into consideration prior to approving open enrollment requests.

Transportation

- 16. School bus transportation will include required assigned seating. To the greatest extent possible, households will be seated together.
- 17. Students will be provided hand sanitizer upon entry to the bus.
- 18. Seats and high-touch surfaces will be sanitized on busses regularly. The district has purchased an electrostatic sprayer to ensure thorough disinfection.
- 19. Weather-permitting, windows will remain open to increase air circulation.
- 20. Annual training for bus drivers will include coursework in coronavirus awareness and proper cleaning and sanitization.

Food Service

- 21. Tables and all high-touch surfaces will be sanitized after each use.

Closures and Communication

22. Should additional closures become necessary, schools will accommodate methods for remote learning.
23. Please ensure your family contact information is kept updated with the school. Parents/guardians will be kept informed in numerous ways including:
 - a. Autodialing Phone Messages
 - b. Facebook: Lapwai School District #341
 - c. Website: www.Lapwai.org
 - d. Nez Perce Tribe Communication Announcements
 - e. Superintendent's Weekly Update

Children With Disabilities

24. Appropriate accommodations for children with disabilities will be made with respect to health and safety policies.

Narrative

Student Academic Needs

25. Both schools hold Leadership Team Meetings with support from district administrators to engage in data analysis, goal setting, and action planning to advance growth in student achievement.
26. Weekly professional development every Friday from 1:30 p.m. 3:30 p.m. to provide time for research-based learning and data analysis is board approved and built into the school calendar. Professional development currently involves all instructional staff including para-educators.
27. Professional development includes a research-based and data-driven approach to increasing student engagement, deepening student learning, and use of intervention and assessment tools.

Student Social, Emotional, and Mental Health Needs

28. The Lapwai School District is currently implementing Positive Behavioral Interventions and Supports (P.B.I.S). P.B.I.S. is a best-practice framework for improving academic and behavioral outcomes for all students. The purpose of this program is to increase academic time-on-task by reducing problem behaviors. The students are explicitly taught how to be respectful, responsible, and safe in all locations on the school grounds. Our goal with PBIS and bullying prevention is to create a safe environment to maximize learning for all students. The elementary is also implementing the P.A.T.H.S. curriculum (Promoting

Alternative Thinking Strategies), which encourages the development of strong social skills, problem solving, positive character traits, and bullying prevention, all which support academics. These research-based tools for teachers minimize learning interruptions and prevent bullying and other behaviors with strategic procedures and prevention techniques. Positive character traits and citizenship are also recognized in both schools with rewards, celebrations, and assemblies.

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

Lori Ravet: Special Education Director and School Psychologist
Kristen Bateman: Elementary Counselor and School Psychologist
Josh Nellesen: Middle-High Academic Guidance Counselor
Shawna Leighton: Community Resource Specialist and Truancy Interventionist
Jennifer Becker: Elementary PBIS Coordinator
Bonnie Franke: Middle-High PBIS Coordinator
Lori Lynn Parrish: Home School Liaison
Jennifer Williams: Guidance Service Specialist

Staff Social, Emotional, and Mental Health Needs

30. The District has an Employee Assistance Program (EAP) which is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems.
31. The District has purchased Calm App access for staff. This social-emotional support tool provides mindfulness, meditation, sleep, and relaxation resources.

Process and Timeline for Review and Revision

32. Community and stakeholder input will be gathered no less frequently than every six months through September, 30, 2023. Feedback, questions, and recommendations will remain welcome throughout the year by contacting the Superintendent at (208) 843-2622; daiken@Lapwai.org
33. The Lapwai School District Crisis Response Team will also review and evaluate health and safety protocols every six months.
34. Community and stakeholder input will be gathered during the Annual Celebrating Families in Our Community Event each fall.
35. Community groups will be engaged in opportunities for input including:

Lapwai School District Board of Trustees	Family Engagement Teams
Nimiipuu Health	Lapwai Community Coalition
Nimiipuu Behavioral Health	
Indian Parent Committee	
Nez Perce Tribe	

School COVID Positives: Quarantine and Isolation

36. The most recent guidance from the Center for Disease Control will be utilized for determinations related to the need for and duration of quarantine and isolation.
37. When the school is aware and notified of COVID positivity among a student or staff member, health officials will begin rigorous contact tracing, notifying parents of students in close contact.

Centers for Disease Control: www.cdc.gov

Nimiipuu Health: www.nimiipuuhealth.org

Public Health - Idaho North Central District: www.idahopublichealth.com

Dear Lori Ravet (and Lapwai School District),

Please accept this letter as my formal resignation from my position as Behavior Specialist from Lapwai School District, effective immediately as I prepare for motherhood.

I appreciate the opportunities for growth and development that you have provided for me during my time at Lapwai. The invaluable leadership, guidance, and care you have shown as my supervisor, along with the camaraderie, support and teamwork of the rest of our Wildcat team make the decision to step back a very difficult one.

Please let me know if there is anything I can do to help during the transition period while others take over my position.

Thank you again for your understanding and support during this time.

Sincerely,

Briana Schnuerle

2-5-2024

Lapwai School District #341

404 South Main Street Lapwai, ID 83540

Dr. Aiken,

Please accept this letter as my formal resignation from my position as Transportation and Maintenance Supervisor at the Lapwai School District, effective two weeks from today's date 2-5-24.

to 2/19

I appreciate everything the district has done for me, providing me with opportunities for growth as a professional. Thank you for your all your guidance and support for the past 13 years.

Please let me know how I can be of help during the transition period. I hope the very best for you and the district going forward.

Sincerely,



Emerson White

STUDENT PERSONNEL

Series 500

Policy Title: NON-RESIDENT STUDENTS

Code: 502.9

Open Enrollment Procedures

Open Enrollment Application forms are available at the Lapwai School District Office. The application, together with the student's cumulative record, special education file, IEP, or other applicable documents, if any, shall be submitted to the receiving district annually no later than February 1 for enrollment during the following school year. The District will not admit any student prior to viewing that student's records from their previous school districts.

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.

Students who reside in the District and move out of their school attendance zone during the school year must initiate an Open Enrollment request to stay in their school.

Idaho Code 33-1405 requires out-of-state student tuition be charged to those students whose home district is outside of Idaho.

A student who plans to participate in a varsity sport governed by the Idaho High School Activities Association (IHSA) should review IHSA rules prior to submitting an Open Enrollment Application. Certain school transfers will lead to a student being ineligible to play at the varsity level for one year. No pupil shall gain eligibility to participate in extracurricular activities in violation of policies governing such eligibility as a result of transfer under the open enrollment policy.

Review Process and Non-Resident Requirements

For students who reside outside the Lapwai School District boundary, the parent/guardian shall complete the Open Enrollment Application form and submit it to the Lapwai School District Office.

The Superintendent will review the request form and data from applicable documents with the school Principal. They will have the discretion to review and accept or deny open enrollment applications on a case by case basis, utilizing and applying the factors outlined in this policy and the applicable records including:

1. The student;
2. The student's disciplinary record;
3. The student's attendance record;
4. The student's disability, if applicable;
5. The placement options, given the student's academic history;
6. The student's disability evaluation data, if any, and/or
7. The placement options.

Applications will be considered on a first-come first-serve basis. However, in situations where openings are limited and applications are received in a similar timely fashion, the District may give priority if a student:

1. Has a brother or sister enrolled at the requested school;
2. Has a parent/guardian who is employed by the Lapwai School District;

Any non-resident student placed by court order under the Idaho Youth Rehabilitation Act or the Child Protection Act and residing in a licensed home, agency, or institution located within the District shall be enrolled and shall not be charged tuition.

Homeless children as defined by the Stewart B. McKinney Homeless Assistance Act (P.L. 100-77), may attend any school district or school within a district without payment of tuition when it is determined to be in the best interest of the homeless child.

If the request for open enrollment is denied, the denial will include a written explanation. All parents/guardian whose open enrollment application for a student is denied shall be provided with notice of the denial and information about their options to appeal the denial.

If the request for open enrollment is approved, the notification will inform the parents of the following:

1. Parents must provide transportation or get student to the nearest District bus stop, if space is available;
2. Parents must notify the District by February 1 of each year regarding their intention to re-enroll their child under the Open Enrollment Program;
3. That enrollment may be revoked if the student presents issues of chronic absenteeism, commits serious disciplinary infractions, is expelled, or if the receiving school exceeds maximum capacity with resident students within their first two years of admission.

Grounds for Denial of Application

Factors which may cause an Open Enrollment Application to be denied include:

1. 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

2. The student has been suspended or expelled in their home district.
3. The student has a documented history of repeated serious disciplinary infractions. This

4. includes infractions which could be grounds for suspension or exclusion.
5. The student has issues of chronic absenteeism. A student is considered chronically absent if the student is absent 10% or more school days during the school year.
6. If it is determined that the Open Enrollment Application has been misrepresented or incomplete.

However, if the student has a 504 plan or IEP and the disciplinary or absenteeism issues are a manifestation of the disability, this shall be grounds for denial of the application.

Revocation of Open Enrollment

As long as an open enrollment student's parent/guardian has, before the preceding February, notified the District of their intention to re-enroll the student, the Superintendent shall treat that student as if they reside in that school's attendance area. However, the District reserves the right to remove an open enrollment student if:

1. The student has a documented history of chronic absenteeism;
2. The student has a documented history of repeated serious disciplinary infractions;
3. The student has been expelled.
4. 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. If a student's enrollment is revoked for this reason, the District may offer information about other District schools that may be able to accept open enrollment students.

The Board of the receiving school must render a decision to the parent/guardian at their next regular meeting, and the Board must issue their decision in writing. The decision of the Board may be appealed to the State Board of Education.

If a student who is a resident of another district applies to this District and is accepted under the terms of this policy and fails to attend they shall be ineligible to apply again for open enrollment in this District.

Students with Disabilities

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.

Additionally, students applying who have a 504 plan or IEP may not be denied enrollment or have enrollment revoked if the behavior resulting in disciplinary action or chronic absenteeism is a manifestation of the student's disability.

Date of Adoption: August, 1975
Readopted: July 2009
Revised: 7/16/12, 11/18/19,
8/21/23

Legal References:
Section 33-205 I.C.

Related References:
Official Opinion of State Attorney General-August 19, 1976