

**LAPWAI SCHOOL DISTRICT #341**  
**BOARD OF TRUSTEES - REGULAR MONTHLY MEETING**  
**Lapwai School District Office, 404 S Main St, Lapwai, Idaho**  
**Monday, March 18, 2024 - 5:00 pm**  
**Agenda**

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

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- 2) A. Consent Agenda – Action Item
  1. Approval of Minutes – February 20, 2024
  2. Budget Report/Balance Sheet
  3. Payment of Current Bills
  4. Associated Student Body Accounts

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

**35, 51,**

**82, 127**

- 4) Discussion Items
  - A. Administrator’s Reports – Principals, Sped Director, Athletic Director, Superintendent
  - B. Indian Education Coordinator
  - C.
  - D.

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- 5) Action Items
  - A. Audit Engagement – Quest CPAs – Fiscal Year 2024 and 2025
  - B. 2024-2025 School Calendar
  - C. Valedictorian and Salutatorian
  - D.

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- 6) Personnel Action Items:
  - A.
  - B. Resignation – Behavioral Interventionist – Amy Alvarado  
–
  - C. New Hire – Assistant Softball Coach – Taylor Gibson  
– Interventional Aide – Shelley Littlejohn  
– Maintenance Supervisor – Greg Hansen  
– Transportation Supervisor – Daniel Dunham

- 7) Board Training – Legislative Update

- 8) Adjourn – Action Item

LAPWAI SCHOOL DISTRICT #341  
School Board Minutes  
Regular Meeting  
February 20, 2024

The Board of Trustees of School District #341 met in regular session in the Board Room of the District Office. Trustee Samuels-Allen called the meeting to order at 5:00 pm. The board led those in attendance in the Pledge of Allegiance. Roll Call was made, present were Trustees Samuels-Allen, Johnson, Garcia, and Spaulding. Trustee Kipp was absent. Also attending was Superintendent Aiken. There were several people in the audience.

A moment of silence was held for Jack Bell, former Zone 4 Trustee for 8 years. He passed away on February 10.

Trustee Johnson moved and Trustee Spaulding seconded that the consent agenda be approved as presented. The consent agenda included meeting minutes, payment of bills as presented, budget report, balance sheet, and ASB accounts. A vote was taken and the motion passed.

Elementary Principal Wagner shared the challenges related to the flooding in the elementary school offices in January.

She reported on the accelerated reading growth in response to the Heggerty and Enhanced Core Reading Instruction (ECRI) interventions. 65% of students are demonstrating above average or accelerated growth.

Middle/High School Principal Penney was not available, yet two seniors provided a report in her absence. Qubilah Mitchell and Keasha Henry presented on their experiences at Lapwai Middle-High School with advanced opportunities and dual credit. They are both enrolled in a work experience dual credit opportunity at Nimiipuu Health this semester.

Special Education Director Ravet reviewed caseload data. She praised her team and encouraged the board to read the celebrations in her report. She shared the collective commitment the Special Forces team has made to professional learning and growth. Challenges included incoming medically fragile children in the 3 to 5 category.

Indian Education Coordinator Chimburas presented on the activities funded by Indian Education grants including the upcoming 9<sup>th</sup> Annual Honors Leadership Conference on March 12 and 13. This event is hosted by Lapwai, yet for the first time other area schools have been invited including Clarkston, Kamiah, Kooskia, Orofino, Culdesac, Lewiston, and Plummer. She shared planned college campus visits and data related to Native American student enrollment in preschool through 12<sup>th</sup> grade.

Jacob Whittaker, College and Career Readiness Teacher, presented on the implementation of the You Science curriculum in grades 6-12. The program includes aptitude testing to support students in identifying college and career pathways.

Superintendent Aiken reported on the challenges related to the insurance claim process for the flooding at the elementary in January. He shared the report he submitted to Moreton and Company and the pending invoice for Mike's Mechanical for replacement of the coil in the fresh air intake system.

His presentation included the Idaho Career Ready Students Program grant award of \$1,278,843 to Lapwai Middle-High School for expansion of career and technical education instructional space.

Dr. Aiken also shared the Weekly Wildcat Athletic Check-In Form approach to improving communication with our coaching staff. The creation of the Weekly Wildcat Athletic Check-In Form is intended to provide timely guidelines regarding policies and procedures and reminders regarding handbook and IHSA guidelines. The form will also allow us to gather feedback and questions to inform the Athletic Direction Team and Lapwai School District Board of Trustees.

The First Reading of Delete Policy 503.10 – Zero Tolerance Violence Policy was held. It was a near duplicate of Policy 506.11. Trustee Garcia moved to delete the referenced policy and Trustee Spaulding seconded the motion which was passed.

A Review Policy 506.11 of Zero Tolerance Violence Policy was held. No action taken.

An Emergency Closure due to Snow was declared on January 12, 2024 as well as a Late Start on January 17, 2024 due to weather. Trustee Garcia moved and Trustee Spaulding seconded to approve the identified late start. A vote was taken and the motion passed.

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

Trustee Garcia moved and Trustee Spaulding seconded to enter executive session under Idaho Code Section 74-206(1)(b) personnel. A roll call vote was held with all four members present voting aye at 6:32 pm. The general tenor of the session was personnel. Trustee Spaulding moved and Trustee Garcia seconded to leave executive session at 7:37 pm. A vote was taken and the motion passed.

The following personnel action items were presented to the board.

- Superintendent Evaluation
- Resignation – CBRS – Brianna Schnuerle
  - Maintenance/Transportation Supervisor – Emerson White
- New Hire – Middle School Wrestling Coach – Noah Lattuada
  - Interventional Aide – Jon Paisano

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

The Board Training topic was Open Enrollment.

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

motion passed.

Board Chair Samuels-Allen declared the meeting adjourned at 7:44 pm.

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Board Chair

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Clerk

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Date

(Rprt: 01 - MAIN; Dates: 00/00/00-03/31/24; PRINT: 03/14/24 1:49:39 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	29,469.88CR	10,212.12CR	0%	74%
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	1,322.35CR	1,677.65CR	0%	44%
100-415000	EARNINGS ON INVESTMENTS	12,000.00CR	11,156.32CR	85,379.94CR	73,379.94	93%	711%
100-419900	OTHER LOCAL REVENUE	51,000.00CR	9,132.60CR	93,965.53CR	42,965.53	18%	184%
100-419901	DRIVERS ED.--STUDENT FEES	2,500.00CR	250.00CR	2,250.00CR	250.00CR	10%	90%
100-419903	GRANTS	82,000.00CR	0.00	71,207.96CR	10,792.04CR	0%	87%
TOTAL LOCAL REVENUE		190,182.00CR	20,538.92CR	283,921.18CR	93,739.18	11%	149%
100-431100	STATE APPORTIONMENT	3,749,517.00CR	0.00	3,289,669.09CR	459,847.91CR	0%	88%
100-431200	TRANSPORTATION SUPPORT REVENUE	181,000.00CR	0.00	170,585.87CR	10,414.13CR	0%	94%
100-431401	SED SUPPORT	20,000.00CR	0.00	0.00	20,000.00CR	0%	0%
100-431800	BENEFIT APPORTIONMENT	508,071.00CR	0.00	452,756.82CR	55,314.18CR	0%	89%
100-431900	OTHER STATE SUPPORT	191,501.00CR	1,634.00CR	134,375.00CR	57,126.00CR	1%	70%
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	1,634.00CR	4,140,529.41CR	694,230.59CR	0%	86%
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	9,506.15CR	8,988.85CR	0%	51%
TOTAL OTHER REVENUE		618,495.00CR	0.00	9,506.15CR	608,988.85CR	0%	2%
TOTAL REVENUE		8,343,637.00CR	22,172.92CR	6,406,706.74CR	1,936,930.26CR	0%	77%
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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
ELEMENTARY SCHOOL PROGRAM							
100-512110	ELEMENTARY TEACHER SALARIES	1,102,326.00	93,275.61	653,329.27	448,996.73	8%	59%
100-512115	ELEMENTARY NON-CERTIFIED SALARIES	381,612.00	24,711.10	163,032.54	218,579.46	6%	43%
100-512160	ELEMENTARY TEACHER SUBSTITUTES	20,000.00	3,765.00	15,676.30	4,323.70	19%	78%
100-512200	ELEMENTARY FRINGE BENEFITS	72,813.00	5,546.83	38,830.73	33,982.27	8%	53%
100-512210	ELEMENT. LIFE/EMP. ASSIST.	1,824.00	190.60	1,338.10	485.90	10%	73%
100-512220	EMPLOYER FICA	120,621.00	9,389.31	64,062.79	56,558.21	8%	53%
100-512230	HEALTH INSURANCE - ELEM	176,982.00	13,076.12	90,557.52	86,424.48	7%	51%
100-512270	WORKER'S COMPENSATION	6,670.00	585.59	4,006.14	2,663.86	9%	60%
100-512280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-512290	RETIREMENT BENEFIT	191,789.00	14,996.49	105,653.32	86,135.68	8%	55%
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	16.00	48.00	4,952.00	0%	1%
100-512322	COPIER RENTAL	8,000.00	613.67	4,225.57	3,774.43	8%	53%
100-512380	ELEMENTARY TRAVEL	2,500.00	0.00	0.00	2,500.00	0%	0%
100-512410	ELEMENT. FIXED MATERIALS	15,000.00	0.00	19,703.72	( 4,703.72)	0%	131%
100-512411	TEACHER SUPPLIES	3,800.00	199.94	626.77	3,173.23	5%	16%
100-512412	MUSIC SUPPLIES	5,000.00	0.00	449.04	4,550.96	0%	9%
100-512413	GRANT FUNDED SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
100-512415	MATERIALS --ART	2,000.00	0.00	1,900.34	99.66	0%	95%
100-512440	ELEMENTARY TEXTBOOKS	20,000.00	0.00	39,485.86	( 19,485.86)	0%	197%
TOTAL ELEMENTARY PROGRAM		2,135,937.00	166,366.26	1,202,926.01	933,010.99	8%	56%
SECONDARY SCHOOL PROGRAM							
100-515110	HS CERTIFIED SALARIES	824,357.00	69,570.54	495,338.78	329,018.22	8%	60%
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	16,313.42	115,206.34	100,906.66	8%	53%
100-515160	HS SUBSTITUTE SALARIES	25,000.00	7,912.50	27,747.50	( 2,747.50)	32%	111%
100-515200	HS FRINGE BENEFITS	26,657.00	2,221.32	15,549.24	11,107.76	8%	58%
100-515210	HS LIFE INSURANCE BENEFIT	1,408.00	133.29	938.89	469.11	9%	67%
100-515220	HS EMPLOYER FICA	83,930.00	7,286.58	49,585.77	34,344.23	9%	59%
100-515230	HEALTH INSURANCE - HS	129,786.00	10,484.99	72,157.30	57,628.70	8%	56%
100-515270	HS WORKER'S COMPENSATION	4,641.00	437.66	2,977.78	1,663.22	9%	64%
100-515280	HS SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-515290	HS PERSI BENEFIT	132,789.00	10,909.02	74,894.10	57,894.90	8%	56%
100-515313	GRANT FUNDED PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-515321	COPIER RENTAL	4,400.00	568.75	3,581.93	818.07	13%	81%
100-515322	HS PURCHASE SERVICES	8,000.00	64.25	4,234.75	3,765.25	1%	53%
100-515380	HS TRAVEL	0.00	0.00	0.00	0.00	0%	0%
100-515410	H.S. FIXED MATERIALS	12,500.00	1,091.52	6,808.55	5,691.45	9%	54%
100-515411	TEACHER SUPPLIES	2,800.00	0.00	1,975.22	824.78	0%	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	0.00	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	1,113.00	6,071.41	1,428.59	15%	81%
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	128,106.84	921,520.11	673,024.89	8%	58%
SPECIAL EDUCATION PROGRAM							
100-521110	RESOURCE ROOM TEACHER SALARIES	273,324.00	23,014.57	161,101.99	112,222.01	8%	59%
100-521115	RESOURCE ROOM AIDES' SALARIES	106,395.00	8,993.36	63,105.82	43,289.18	8%	59%
100-521160	EXCEPT. CHILD CERT. SUBSTITUTES	15,000.00	1,610.00	2,310.00	12,690.00	11%	15%
100-521200	RESOURCE ROOM FRINGE BENEFITS	15,751.00	1,312.66	9,188.62	6,562.38	8%	58%
100-521210	EXCEPT. LIFE/EMP. ASSIST.	672.00	58.39	387.42	284.58	9%	58%
100-521220	EMPLOYER FICA	31,401.00	2,649.11	17,962.52	13,438.48	8%	57%
100-521230	HEALTH INSURANCE - EXCEPT CHILD	58,994.00	4,958.32	32,360.67	26,633.33	8%	55%
100-521270	WORKER'S COMPENSATION	1,736.00	160.68	1,084.31	651.69	9%	62%
100-521280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-521290	RETIREMENT BENEFIT	48,579.00	4,082.24	28,592.77	19,986.23	8%	59%
100-521300	TUITION TO N.I.C.H.	20,000.00	2,035.00	11,285.00	8,715.00	10%	56%
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	250.80	4,124.50	10,875.50	2%	27%
100-521411	SPED TEACHER SUPPLIES	1,000.00	0.00	246.99	753.01	0%	25%
100-521440	SPED TEXTBOOKS	5,000.00	643.00	2,160.45	2,839.55	13%	43%
TOTAL SPECIAL EDUCATION PROGRAM		604,352.00	49,768.13	340,872.42	263,479.58	8%	56%

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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	45,995.25	31,912.75	8%	59%
100-522160	EXCEPTIONAL PRESCHOOL SUBSTITUTES	2,000.00	0.00	0.00	2,000.00	0%	0%
100-522200	PRESCHOOL FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-522210	PRESCHOOL LIFE/EMP. ASSIST.	96.00	7.89	55.57	40.43	8%	58%
100-522220	EMPLOYER FICA	6,113.00	434.81	3,040.96	3,072.04	7%	50%
100-522230	HEALTH INSURANCE - PRESCHOOL	11,799.00	970.31	6,831.27	4,967.73	8%	58%
100-522270	WORKER'S COMPENSATION	338.00	30.23	211.61	126.39	9%	63%
100-522280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-522290	RETIREMENT BENEFIT	9,887.00	833.83	5,836.81	4,050.19	8%	59%
100-522410	CLASSROOM SUPPLIES	350.00	342.81	3,611.62	( 3,261.62)	98%	999%
100-522411	TEACHER SUPPLIES	200.00	0.00	0.00	200.00	0%	0%
	TOTAL PRESCHOOL PROGRAM	108,691.00	9,190.63	65,583.09	43,107.91	8%	60%
SCHOOL ACTIVITY PROGRAM							
100-532100	SCHOOL ACTIVITY SALARIES	133,700.00	9,229.71	95,973.01	37,726.99	7%	72%
100-532200	SCHOOL ACTIVITIES FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-532210	EMPLOYEE LIFE INS	0.00	6.56	65.13	( 65.13)	0%	0%
100-532220	EMPLOYER FICA	10,228.00	704.62	7,325.38	2,902.62	7%	72%
100-532230	HEALTH INSURANCE - SCHOOL ACTIVITIES	0.00	642.43	6,808.88	( 6,808.88)	0%	0%
100-532270	WORKER'S COMPENSATION	566.00	38.92	394.84	171.16	7%	70%
100-532280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-532290	RETIREMENT BENEFIT	8,801.00	563.95	5,878.57	2,922.43	6%	67%
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	9,622.88	9,622.88	7,877.12	55%	55%
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	20,809.07	138,854.21	66,940.79	10%	67%
ATTENDANCE, GUIDANCE, & HEALTH PROGRAM							
100-611110	COUNSELING SALARIES - ELEMENTARY	63,379.00	5,345.33	37,498.56	25,880.44	8%	59%
100-611111	GUIDANCE SALARIES - SECONDARY	85,289.00	7,193.25	50,352.75	34,936.25	8%	59%
100-611200	GUIDANCE FRINGE BENEFITS	15,078.00	1,256.50	8,795.50	6,282.50	8%	58%
100-611210	GUIDANCE LIFE/EMP. ASSIST.	192.00	16.00	111.60	80.40	8%	58%
100-611220	EMPLOYER FICA	12,527.00	1,053.00	7,377.12	5,149.88	8%	59%
100-611230	HEALTH INSURANCE - GUIDANCE	0.00	0.00	0.00	0.00	0%	0%
100-611270	WORKER'S COMPENSATION	693.00	63.46	444.59	248.41	9%	64%
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	12,264.50	8,514.50	8%	59%
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	16,678.14	116,844.62	86,292.38	8%	58%
SPECIAL EDUCATION SUPPORT SERVICES PROGRAM							
100-616110	ANCILLARY SALARIES - CDS & PSYCOL.	126,580.00	23,276.16	156,215.71	( 29,635.71)	18%	123%
100-616115	NON CERT ANCILLARY SALARY	3,924.00	27,823.99	222,143.35	( 218,219.35)	709%	999%
100-616200	ANCILLARY FRINGE BENEFITS	8,531.00	710.91	4,976.37	3,554.63	8%	58%
100-616210	EMPLOYEE LIFE INSUR	816.00	102.14	782.85	33.15	13%	96%
100-616220	EMPLOYER FICA	10,636.00	3,955.69	28,933.19	( 18,297.19)	37%	272%
100-616230	HEALTH INSURANCE - ANCILLARY	82,591.00	8,746.36	62,248.10	20,342.90	11%	75%
100-616270	WORKER'S COMPENSATION	588.00	293.88	2,206.66	( 1,618.66)	50%	375%
100-616280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-616290	RETIREMENT BENEFIT	17,584.00	5,484.48	41,397.10	( 23,813.10)	31%	235%
100-616300	CDS CONTRACT	87,500.00	1,907.00	89,589.43	( 2,089.43)	2%	102%
100-616410	ANCILLARY SUPPLIES	800.00	0.00	0.00	800.00	0%	0%
	TOTAL ANCILLARY	339,550.00	72,300.61	608,492.76	268,942.76CR	21%	179%

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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	2,916.62	( 2,916.62)	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	5.88	( 5.88)	0%	0%
100-621220	FICA	0.00	31.71	221.94	( 221.94)	0%	0%
100-621230	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
100-621270	WORKERS COMP	0.00	1.92	13.44	( 13.44)	0%	0%
100-621280	UUSL	0.00	0.00	0.00	0.00	0%	0%
100-621290	PERSI	0.00	52.88	370.16	( 370.16)	0%	0%
100-621310	INSTRUCT. IMPROVE. - CREDIT REIMB	6,884.00	165.00	2,507.50	4,376.50	2%	36%
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	3,206.14	( 3,206.14)	0%	0%
100-621410	MENTORING SUPPLIES	100.00	0.00	414.59	( 314.59)	0%	415%
TOTAL INSTRUCTION IMPROVEMENT		26,984.00	669.01	9,845.52	17,138.48	2%	36%
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	5,422.88	37,031.60	27,433.40	8%	57%
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	3,665.62	2,618.38	8%	58%
100-622210	LIB./TECH. LIFE/EMP. ASSIST.	192.00	15.38	107.17	84.83	8%	56%
100-622220	EMPLOYER FICA	5,489.00	454.90	3,113.33	2,375.67	8%	57%
100-622230	HEALTH INSURANCE - MEDIA	11,799.00	983.23	6,882.61	4,916.39	8%	58%
100-622270	WORKER'S COMPENSATION	303.00	27.35	187.20	115.80	9%	62%
100-622280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-622290	RETIREMENT BENEFIT	8,005.00	664.81	4,549.95	3,455.05	8%	57%
100-622323	VALNET COMMUNICATIONS	7,000.00	0.00	3,637.50	3,362.50	0%	52%
100-622410	LIBRARY MATERIALS--ELEMENTARY	5,000.00	760.64	3,178.69	1,821.31	15%	64%
100-622412	LIBRARY MATERIALS--SECONDARY	5,000.00	0.00	2,440.06	2,559.94	0%	49%
TOTAL EDUCATIONAL MEDIA PROGRAM		114,537.00	8,852.85	64,793.73	49,743.27	8%	57%
INSTRUCTIONAL RELATED TECHNOLOGY							
100-623115	TECHNOLOGY SALARY	76,355.00	6,244.16	45,234.12	31,120.88	8%	59%
100-623200	TECHNOLOGY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-623210	TECHNOLOGY LIFE BENEFIT	96.00	8.14	58.67	37.33	8%	61%
100-623220	TECHNOLOGY FICA BENEFIT	5,841.00	477.63	3,459.76	2,381.24	8%	59%
100-623230	HEALTH INSURANCE - TECHNOLOGY	11,799.00	1,000.48	7,211.70	4,587.30	8%	61%
100-623270	TECHNOLOGY WORKERS COMP.	323.00	28.72	208.05	114.95	9%	64%
100-623280	TECHNOLOGY SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-623290	TECHNOLOGY PERSI BENEFIT	8,243.00	699.61	5,090.79	3,152.21	8%	62%
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	28,360.00	11,640.00	1%	71%
100-623410	TECHNOLOGY SUPPLIES/MATERIALS	5,000.00	2,700.00	9,341.42	( 4,341.42)	54%	187%
100-623411	TECHNOLOGY-ELEMENTARY	35,000.00	128.41	13,369.14	21,630.86	0%	38%
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	270.02	1,024.97	3,975.03	5%	20%
100-623550	TECHNOLOGY - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
TOTAL INSTRUCTIONAL TECHNOLOGY		242,657.00	11,860.17	118,911.64	123,745.36	5%	49%
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	768.25	26,971.72	13,028.28	2%	67%
100-631410	SUPPLIES - SCHOOL BOARD	750.00	57.25	639.87	110.13	8%	85%
TOTAL BOARD OF EDUCATION PROGRAM		40,750.00	825.50	27,611.59	13,138.41	2%	68%



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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	108,099.72	36,033.28	8%	75%
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	180.00	60.00	8%	75%
100-632220	EMPLOYER FICA	11,026.00	916.35	8,247.08	2,778.92	8%	75%
100-632230	HEALTH INSURANCE - DISTRICT ADMIN	11,799.00	983.23	8,686.97	3,112.03	8%	74%
100-632270	WORKER'S COMPENSATION	610.00	55.25	535.69	74.31	9%	88%
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	13,717.89	4,572.11	8%	75%
100-632310	BANK FEES / GRANT SVCS	25,000.00	1,694.03	26,682.47	( 1,682.47)	7%	107%
100-632322	COPIER RENTAL	4,000.00	562.77	3,212.24	787.76	14%	80%
100-632333	DISTRICT COMMUNICATIONS	10,000.00	93.13	4,913.33	5,086.67	1%	49%
100-632380	DISTRICT TRAVEL--GENERAL	15,000.00	3,839.76	10,758.11	4,241.89	26%	72%
100-632390	DISTRICT PURCHASED SERVICES	17,500.00	319.95	9,891.34	7,608.66	2%	57%
100-632410	DISTRICT SUPPLIES	3,000.00	0.00	1,630.17	1,369.83	0%	54%
100-632412	DISTRICT SUBSCRIPTIONS	0.00	0.00	0.00	0.00	0%	0%
TOTAL DISTRICT ADMINISTRATION		260,598.00	22,019.76	196,555.01	64,042.99	8%	75%
SCHOOL ADMINISTRATION PROGRAM							
100-641110	SCHOOL ADMIN SALARIES	213,377.00	16,471.00	114,820.43	98,556.57	8%	54%
100-641115	ADMINISTRATIVE NON-CERTIFIED	96,858.00	7,579.03	68,124.55	28,733.45	8%	70%
100-641200	SCHOOL ADMIN FRINGE BENEFITS	8,531.00	710.91	4,976.37	3,554.63	8%	58%
100-641210	SCHOOL ADMIN. LIFE/EMP. ASSIST.	720.00	50.90	389.68	330.32	7%	54%
100-641220	EMPLOYER FICA	24,386.00	1,882.83	14,325.58	10,060.42	8%	59%
100-641230	HEALTH INSURANCE - SCHOOL ADMIN	41,296.00	2,335.03	21,985.86	19,310.14	6%	53%
100-641270	WORKER'S COMPENSATION	1,348.00	113.90	789.19	558.81	8%	59%
100-641280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-641290	RETIREMENT BENEFIT	38,989.00	2,967.82	22,128.35	16,860.65	8%	57%
100-641323	SCHOOL COMMUNICATIONS	18,500.00	678.21	11,836.19	6,663.81	4%	64%
100-641380	SCHOOL ADMIN. TRAVEL	2,000.00	0.00	0.00	2,000.00	0%	0%
100-641410	ELEMENT. ADMIN. MATERIALS	2,000.00	0.00	1,800.19	199.81	0%	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	32,789.63	263,136.00	188,669.00	7%	58%
BUSINESS OPERATIONS PROGRAM							
100-651115	SALARIES - BUSINESS OPERATIONS	82,084.00	5,769.84	52,629.75	29,454.25	7%	64%
100-651200	FRINGE	10,317.00	859.75	7,737.75	2,579.25	8%	75%
100-651210	LIFE INS BENEFIT	96.00	8.28	75.02	20.98	9%	78%
100-651220	EMPLOYER FICA	7,069.00	504.86	4,601.08	2,467.92	7%	65%
100-651230	HEALTH INSURANCE	0.00	28.54	28.54	( 28.54)	0%	0%
100-651270	WORKER'S COMPENSATION	391.00	30.47	297.43	93.57	8%	76%
100-651280	SICK LEAVE RETIREMENT	0.00	0.00	0.00	0.00	0%	0%
100-651290	PERSI	10,486.00	740.56	6,640.53	3,845.47	7%	63%
100-651310	PURCHASED SERVICES	66,500.00	5,477.75	54,505.34	11,994.66	8%	82%
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	962.97	1,676.81	2,323.19	24%	42%
100-651410	SUPPLIES	2,000.00	0.00	202.76	1,797.24	0%	10%
TOTAL BUSINESS OPERATIONS		212,146.00	14,383.02	140,091.61	72,054.39	7%	66%

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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	17,115.83	153,626.50	22,448.50	10%	87%
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	28.80	275.83	12.17	10%	96%
100-661220	EMPLOYER FICA	14,388.00	1,306.92	11,721.87	2,666.13	9%	81%
100-661230	HEALTH INSURANCE - CUSTODIAL	47,195.00	3,539.13	33,258.83	13,936.17	7%	70%
100-661270	WORKER'S COMPENSATION	6,300.00	689.18	6,641.70	( 341.70)	11%	105%
100-661280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-661290	RETIREMENT BENEFIT	19,685.00	1,549.36	14,579.10	5,105.90	8%	74%
100-661322	CUSTODIAL PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-661330	UTILITIES	200,000.00	26,183.05	193,693.87	6,306.13	13%	97%
100-661410	CUSTODIAL SUPPLIES	35,000.00	194.94	31,093.74	3,906.26	1%	89%
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	50,607.21	500,272.44	66,039.56	9%	88%
MAINTENANCE - BUILDINGS-NON-STUDENT OCCUPIED							
100-663310	PURCHASE SERV.--MAINT/BUS BARN	5,000.00	171.93	6,653.15	( 1,653.15)	3%	133%
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	251.44	2,721.48	278.52	8%	91%
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	423.37	9,674.63	3,325.37	3%	74%
MAINTENANCE - BUILDINGS-STUDENT OCCUPIED							
100-664115	GENERAL MAINTENANCE SALARIES	70,478.00	5,481.98	68,666.24	1,811.76	8%	97%
100-664200	MAINTENANCE FRINGE BENEFITS	11,944.00	565.41	8,355.42	3,588.58	5%	70%
100-664210	MAINTENANCE LIFE/EMP. ASSIST.	96.00	4.96	89.89	6.11	5%	94%
100-664220	EMPLOYER FICA	6,305.00	462.61	5,889.11	415.89	7%	93%
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	206.96	2,740.86	20.14	7%	99%
100-664280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-664290	RETIREMENT BENEFIT	9,395.00	464.97	7,282.15	2,112.85	5%	78%
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	3,835.67	45,000.17	4,999.83	8%	90%
100-664312	PURCHASE SERVICE--SECONDARY	40,000.00	3,694.32	56,463.97	( 16,463.97)	9%	141%
100-664410	MATERIALS--MAINT./BUS BARN	2,000.00	17.39	3,649.19	( 1,649.19)	1%	182%
100-664411	MATERIALS--ELEMENTARY	10,000.00	265.44	62,765.83	( 52,765.83)	3%	628%
100-664412	MATERIALS--SECONDARY	10,000.00	31.82	4,220.54	5,779.46	0%	42%
100-664415	MATERIALS--PRESCHOOL/KIND.	500.00	0.00	0.00	500.00	0%	0%
100-664550	MAINTENANCE CAPITAL OUTLAY	6,887.00	37,217.50	37,217.50	( 30,330.50)	540%	540%
TOTAL MAINTENANCE		220,866.00	52,249.03	308,738.87	87,872.87CR	24%	140%
MAINTENANCE - GROUNDS							
100-665310	PURCHASE SERVICE--GROUNDS	25,000.00	1,396.66	21,078.34	3,921.66	6%	84%
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	1,396.66	37,593.85	7,406.15	3%	84%
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	11,337.95	64,852.15	14,098.85	14%	82%
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	4,503.86	24,968.12	7,343.88	14%	77%
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	974.91	9,661.27	7,194.73	6%	57%
100-681210	TRANSP.LIFE INSURANCE @ 50%	192.00	27.17	184.66	7.34	14%	96%
100-681220	TRANSP.EMPLOYER FICA/MDC @ 50%	9,992.00	1,272.01	7,728.59	2,263.41	13%	77%
100-681230	HEALTH INSURANCE - TRANSP - 50%	0.00	1,228.29	2,091.35	( 2,091.35)	0%	0%
100-681270	TRANSP.WORKERS COMP @ 50%	3,138.00	422.55	3,026.84	111.16	13%	96%
100-681280	TRANSP.SICK LEAVE @ 50%	0.00	0.00	0.00	0.00	0%	0%
100-681290	TRANSP.PERSI BENEFIT @ 50%	14,578.00	1,530.05	8,359.49	6,218.51	10%	57%
100-681310	BUS CONTRACT REPAIRS @ 85%	40,000.00	5,601.39	26,673.66	13,326.34	14%	67%
100-681311	PHYSICALS/DRUG TESTING @ 50%	2,500.00	166.00	1,504.00	996.00	7%	60%
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	2,466.11	12,362.55	2,637.45	16%	82%
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	21.44	21.44	2,478.56	1%	1%
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	3,177.06	18,865.43	3,634.57	14%	84%
100-681424	TRANSP. BUS OILS/LUBRICANTS @ 85%	2,500.00	0.00	974.70	1,525.30	0%	39%
100-681425	BUS REPAIR PARTS @ 85%	12,000.00	259.38	6,421.84	5,578.16	2%	54%
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	32,988.17	189,611.01	67,757.99	13%	74%
PUPIL-ACTIVITY TRANSPORTATION PROGRAM							
100-682115	TRANSP.SALARIES--ACTIVITY/SHUTTLE	20,000.00	6,490.06	20,838.76	( 838.76)	32%	104%
100-682200	TRANS - ACTIVITY - FRINGE	0.00	0.00	0.00	0.00	0%	0%
100-682210	TRANS - ACTIVITY - LIFE	0.00	10.38	27.70	( 27.70)	0%	0%
100-682220	TRANS - ACTIVITY - FICA	1,530.00	495.24	1,591.54	( 61.54)	32%	104%
100-682230	TRANS - ACTIVITY - HEALTH INS	0.00	410.62	755.28	( 755.28)	0%	0%
100-682270	WORK COMP	480.00	198.60	621.07	( 141.07)	41%	129%
100-682280	TRANS - ACTIVITY - UUSL	0.00	0.00	0.00	0.00	0%	0%
100-682290	TRANS - ACTIVITY - PERSI	2,236.00	765.68	1,634.41	601.59	34%	73%
100-682310	PURCHASE SERVICES--NON ALLOW	500.00	0.00	192.20	307.80	0%	38%
100-682410	TRANSPORTATION MAT'LS--NON-ALLOW.	2,000.00	547.04	1,001.05	998.95	27%	50%
TOTAL ACTIVITY TRANSPORTATION		26,746.00	8,917.62	26,662.01	83.99	33%	100%
GENERAL TRANSPORTATION PROGRAM							
100-683310	PURCHASE SERVICES-NON ALLOWABLE	1,000.00	1,423.56	2,319.36	( 1,319.36)	142%	232%
100-683410	SUPPLIES-NON ALLOWABLE	2,000.00	0.00	280.88	1,719.12	0%	14%
TOTAL GENERAL TRANSPORTATION		3,000.00	1,423.56	2,600.24	399.76	47%	87%
FOOD SERVICES PROGRAM							
100-710220	FOOD EMPLOYER FICA	13,325.00	1,190.69	9,546.87	3,778.13	9%	72%
TOTAL NON-INSTRUCTION		13,325.00	1,190.69	9,546.87	3,778.13	9%	72%
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	38,780.00	0.00	0%	100%
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	38,780.00	557,697.00	0%	7%
TOTAL EXPENDITURES		8,343,637.00	703,815.93	5,342,500.23	3,001,136.77	8%	64%
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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	237.20CR	2,127.07CR	927.07	20%	177%
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	237.20CR	49,859.07CR	26,340.93CR	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	4,894.50	1,105.50	10%	82%
232-515220	BENEFITS	450.00	44.72	374.43	75.57	10%	83%
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	298.00	3,894.60	6,105.40	3%	39%
232-515413	SUPPLIES - COLLEGE & CAREER READINESS	5,000.00	1,650.00	4,150.32	849.68	33%	83%
232-515414	SUPPLIES - NPT - SPEECH LANGUAGE	0.00	0.00	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	0.00	2,860.17	( 2,860.17)	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	2,577.36	56,145.27	20,054.73	3%	74%
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	NEZPERCE TRIBE JOB SKILLS						
235-320000	JOB SKILLS CARRYOVER	7,000.00CR	0.00	0.00	7,000.00CR	0%	0%
235-419900	NEZPERCE TRIBE SPECIAL SERVICE GRT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	7,000.00CR	0.00	0.00	7,000.00CR	0%	0%
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235-515115	JOB SKILLS SALARY	6,477.00	0.00	0.00	6,477.00	0%	0%
235-515220	JOB SKILLS EMPLOYER FICA	495.00	0.00	0.00	495.00	0%	0%
235-515270	JOB SKILLS WORKERS COMP	28.00	0.00	0.00	28.00	0%	0%
235-521310	JOB SKILLS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	7,000.00	0.00	0.00	7,000.00	0%	0%
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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
STATE VOCATIONAL							
243-432410	STATE CTE -- AG. PROGRAM	9,000.00CR	0.00	31,892.00CR	22,892.00	0%	354%
243-432420	STATE VOC. ED.--BUSINESS PROGRAM	7,901.00CR	0.00	0.00	7,901.00CR	0%	0%
	TOTAL REVENUE	16,901.00CR	0.00	31,892.00CR	14,991.00	0%	189%
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243-515112	VOC. ED. AG. SALARIES	2,079.00	0.00	0.00	2,079.00	0%	0%
243-515210	EMPLOYEE ASSIST. PLAN	0.00	0.00	0.00	0.00	0%	0%
243-515200	VOC. ED. FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
243-515220	VOC. ED. EMPLOYER FICA	159.00	0.00	0.00	159.00	0%	0%
243-515230	HEALTH INSURANCE - VOC ED	0.00	0.00	0.00	0.00	0%	0%
243-515270	VOC. ED. WORKERS COMPENSATION	8.00	0.00	0.00	8.00	0%	0%
243-515280	VOC. ED. SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
243-515290	VOC. ED. PERSI BENEFIT	264.00	0.00	0.00	264.00	0%	0%
243-515382	VOC. ED. TRAVEL--AG. PROGRAM	2,000.00	0.00	0.00	2,000.00	0%	0%
243-515412	VOC. ED. SUPPLIES--AG. PROGRAM	4,506.00	544.87	4,111.84	394.16	12%	91%
243-515552	VOC. ED. EQUIPMENT--AG. PROGRAM	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CTE AG PROGRAM	9,016.00	544.87	4,111.84	4,904.16	6%	46%
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243-515313	VOC. ED. BUSINESS P/S	0.00	0.00	0.00	0.00	0%	0%
243-515383	VOC. ED. TRAVEL--BUSINESS PROGRAM	3,065.00	0.00	371.36	2,693.64	0%	12%
243-515413	VOC. ED. SUPPLIES--BUSINESS PROG.	4,820.00	0.00	3,727.15	1,092.85	0%	77%
243-515553	VOC. ED. EQUIPMENT--BUSINESS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CTE BUSINESS PROGRAM	7,885.00	0.00	4,098.51	3,786.49	0%	52%
		=====	=====	=====	=====	=====	=====
	TOTAL EXPENDITURES	16,901.00	544.87	8,210.35	8,690.65	3%	49%
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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%
		=====	=====	=====	=====	=====	=====
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	929.20	2,920.35	( 2,920.35)	0%	0%
250-512201	BENEFITS - ELEMENTARY ESSERF III L/L	0.00	242.64	707.79	( 707.79)	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	1,171.84	16,710.50	16,710.50CR	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	64,392.63CR	31,756.37CR	0%	67%
	TOTAL REVENUE	317,833.00CR	0.00	148,647.48CR	169,185.52CR	0%	47%
251-512110	TEACHER SALARIES--ELEMENTARY	0.00	0.00	0.00	0.00	0%	0%
251-512115	TEACHER AIDES--ELEMENTARY	133,142.00	9,261.56	72,056.43	61,085.57	7%	54%
251-512200	BENEFITS - TITLE I-A	88,042.00	129.97	997.86	87,044.14	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	28.85	221.56	( 221.56)	0%	0%
251-512220	EMPLOYER FICA	0.00	704.66	5,485.23	( 5,485.23)	0%	0%
251-512230	HEALTH INSURANCE - TITLE 1-A	0.00	3,416.93	26,232.49	( 26,232.49)	0%	0%
251-512270	WORKER'S COMPENSATION	0.00	140.31	1,015.44	( 1,015.44)	0%	0%
251-512280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
251-512290	RETIREMENT BENEFIT	0.00	1,035.44	8,055.93	( 8,055.93)	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	14,717.72	114,064.94	107,619.06	7%	51%
251-515101	CSI - UP SALARIES	37,600.00	3,638.92	26,624.34	10,975.66	10%	71%
251-515201	CSI - UP BENEFITS	13,000.00	1,137.90	7,804.02	5,195.98	9%	60%
251-515301	CSI - UP PURCHASED SERVICES	36,000.00	0.00	3,495.00	32,505.00	0%	10%
251-515401	CSI - UP SUPPLIES	9,549.00	0.00	36,664.30	( 27,115.30)	0%	384%
	TOTAL CSI-UP EXPENDITURES	96,149.00	4,776.82	74,587.66	21,561.34	5%	78%
	TOTAL EXPENDITURES	317,833.00	19,494.54	188,652.60	129,180.40	6%	59%
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	62,806.42	43,239.58	9%	59%
257-521200	FRINGE BENEFITS- PART B	3,795.00	316.25	2,213.75	1,581.25	8%	58%
257-521210	LIFE INS BENEFIT	184.00	28.70	200.29	( 16.29)	16%	109%
257-521220	EMPLOYER FICA	8,403.00	735.80	4,974.11	3,428.89	9%	59%
257-521230	HEALTH INSURANCE - PART B	11,798.00	2,931.31	20,444.18	( 8,646.18)	25%	173%
257-521270	WORKER'S COMPENSATION	463.00	44.23	299.02	163.98	10%	65%
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	7,269.27	5,068.73	9%	59%
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	14,433.47	98,207.04	44,819.96	10%	69%
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	1,472.87	1,052.13	8%	58%
258-522200	BENEFITS	492.00	41.00	287.00	205.00	8%	58%
258-522210	LIFE/EMP. ASSIST. PLAN	0.00	0.63	4.41	( 4.41)	0%	0%
258-522220	EMPLOYER FICA	231.00	19.23	134.61	96.39	8%	58%
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	8.12	4.88	9%	62%
258-522280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
258-522290	RETIREMENT BENEFIT	345.00	28.10	196.70	148.30	8%	57%
258-522310	PART B PRESCHOOL PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	3,606.00	300.53	2,103.71	1,502.29	8%	58%
		=====	=====	=====	=====	=====	=====
	MEDICAID FUND						
260-445900	MEDICAID REVENUE	486,718.00CR	69,394.00CR	159,930.49CR	326,787.51CR	14%	33%
260-460000	TRANSFER FROM GENERAL FUND	140,516.00CR	0.00	0.00	140,516.00CR	0%	0%
	TOTAL REVENUE	627,234.00CR	69,394.00CR	159,930.49CR	467,303.51CR	11%	25%
		=====	=====	=====	=====	=====	=====
260-616115	ANCILLARY SALARIES	265,924.00	0.00	0.00	265,924.00	0%	0%
260-616200	ANCILLARY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
260-616210	EMPLOYEE LIFE INSURANCE	624.00	0.00	0.00	624.00	0%	0%
260-616220	EMPLOYER FICA	20,343.00	0.00	0.00	20,343.00	0%	0%
260-616230	HEALTH INSURANCE	82,591.00	0.00	0.00	82,591.00	0%	0%
260-616270	WORKERS COMP	1,125.00	0.00	0.00	1,125.00	0%	0%
260-616280	UNUSED SICK LEAVE	0.00	0.00	0.00	0.00	0%	0%
260-616290	PERSI	29,912.00	0.00	0.00	29,912.00	0%	0%
260-616310	MEDICAID CONTRACT SERVICES	86,199.00	0.00	0.00	86,199.00	0%	0%
260-616350	MEDICAID MATCH	140,516.00	0.00	100,000.00	40,516.00	0%	71%
	TOTAL EXPENDITURES	627,234.00	0.00	100,000.00	527,234.00	0%	16%
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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	452.85	5,828.43	6,932.57	4%	46%
261-515200	FRINGE	2,488.00	207.33	1,451.31	1,036.69	8%	58%
261-515210	LIFE INSURANCE BENEFIT	32.00	2.01	17.36	14.64	6%	54%
261-515220	FICA BENEFIT	1,167.00	49.69	549.86	617.14	4%	47%
261-515230	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
261-515270	WORKERS COMP	67.00	3.04	33.46	33.54	5%	50%
261-515280	UUSL	0.00	0.00	0.00	0.00	0%	0%
261-515290	PERSI BENEFIT	1,742.00	73.80	813.86	928.14	4%	47%
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	788.72	8,694.28	9,562.72	4%	48%
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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	17,538.32CR	18,073.68CR	0%	49%
	TOTAL REVENUE	35,612.00CR	0.00	17,538.32CR	18,073.68CR	0%	49%
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262-512115	ELEMENTARY CLASSIFIED SALARY	23,530.00	1,960.83	13,725.81	9,804.19	8%	58%
262-512200	FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
262-512210	LIFE INSURANCE BENEFIT	96.00	4.57	32.86	63.14	5%	34%
262-512220	FICA BENEFIT	1,800.00	150.00	1,050.00	750.00	8%	58%
262-512230	HEALTH INSURANCE - REAP	7,455.00	562.05	4,037.66	3,417.34	8%	54%
262-512270	WORKERS COMP. BENEFIT	100.00	9.02	63.14	36.86	9%	63%
262-512280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
262-512290	PERSI BENEFIT	2,631.00	219.22	1,534.54	1,096.46	8%	58%
	TOTAL EXPENDITURES	35,612.00	2,905.69	20,444.01	15,167.99	8%	57%
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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	2,000.00CR	2,000.00	0%	0%
267-443000	FEDERAL ASSISTANCE - VI-A	95,000.00CR	0.00	45,055.69CR	49,944.31CR	0%	47%
267-443001	NYCP GRANT REVENUE	408,845.00CR	0.00	209,656.71CR	199,188.29CR	0%	51%
267-443002	ACE GRANT REVENUE	383,975.00CR	0.00	243,759.30CR	140,215.70CR	0%	63%
	TOTAL REVENUE	887,820.00CR	0.00	500,471.70CR	387,348.30CR	0%	56%
267-512410	CULTURAL ENRICHMENT SUPPLIES	0.00	0.00	91.16	( 91.16)	0%	0%
267-515100	COORDINATOR SALARY	4,750.00	442.08	3,094.56	1,655.44	9%	65%
267-515110	NEZ PERCE LANGUAGE INSTRUCTOR	0.00	0.00	0.00	0.00	0%	0%
267-515115	CERTIFIED SALARY - OTHER	0.00	0.00	24.75	( 24.75)	0%	0%
267-515120	SECRETARY'S SALARY	40,882.00	1,912.58	13,875.84	27,006.16	5%	34%
267-515125	ATTENDANCE CLERK	0.00	0.00	0.00	0.00	0%	0%
267-515200	FRINGE	0.00	0.00	423.58CR	423.58	0%	0%
267-515210	LIFE INS - VI-A	96.00	0.42	2.03	93.97	0%	2%
267-515220	EMPLOYER FICA	3,491.00	174.64	1,229.34	2,261.66	5%	35%
267-515230	HEALTH INSURANCE - VI-A	11,799.00	2,740.47	16,133.49	( 4,334.49)	23%	137%
267-515270	WORKER'S COMPENSATION	193.00	10.83	76.21	116.79	6%	39%
267-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
267-515290	RETIREMENT BENEFIT	2,607.00	2,519.78	16,869.49	( 14,262.49)	97%	647%
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	860.62	1,039.38	0%	45%
	TOTAL TITLE VI-A EXPENDITURES	95,000.00	7,800.80	52,856.49	42,143.51	8%	56%
267-515101	SALARIES - DIRECTOR - NYCP	44,080.00	3,717.66	26,023.62	18,056.38	8%	59%
267-515111	SALARIES - CERTIFIED - NYCP	49,724.00	6,324.67	41,659.55	8,064.45	13%	84%
267-515116	SALARIES - N/C - NYCP	124,055.00	14,768.46	88,069.70	35,985.30	12%	71%
267-515201	FRINGE - NYCP	10,962.00	913.50	6,394.50	4,567.50	8%	58%
267-515211	LIFE INS - NYCP	288.00	51.82	302.95	( 14.95)	18%	105%
267-515221	FICA - ER - NYCP	17,505.00	1,962.70	12,365.96	5,139.04	11%	71%
267-515231	HEALTH INS - NYCP	11,799.00	310.11	1,716.55	10,082.45	3%	15%
267-515271	WORKERS COMP - NYCP	968.00	93.26	580.16	387.84	10%	60%
267-515281	UUSL - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515291	PERSI - NYCP	27,164.00	1,271.92	9,032.52	18,131.48	5%	33%
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	20,074.96	18,800.04	0%	52%
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	307.34	15,597.00	( 9,153.00)	5%	242%
267-920801	INDIRECT COSTS - NYCP	8,768.00	0.00	3,998.91	4,769.09	0%	46%
	TOTAL NYCP EXPENDITURES	408,845.00	29,721.44	239,378.17	169,466.83	7%	59%
267-515102	SALARIES - DIRECTOR - ACE	44,080.00	3,717.66	26,023.62	18,056.38	8%	59%
267-515112	SALARIES - CERTIFIED - ACE	129,467.00	15,661.56	102,813.72	26,653.28	12%	79%
267-515117	SALARIES - N/C - ACE	85,189.00	7,099.08	49,693.56	35,495.44	8%	58%
267-515202	FRINGE - ACE	11,805.00	983.75	6,886.25	4,918.75	8%	58%
267-515212	LIFE INS - ACE	295.00	25.32	177.18	117.82	9%	60%
267-515222	FICA - ER - ACE	20,696.00	2,098.07	14,164.98	6,531.02	10%	68%
267-515232	HEALTH INS - ACE	35,396.00	2,549.46	17,838.89	17,557.11	7%	50%
267-515272	WORKERS COMP - ACE	1,143.00	99.99	699.93	443.07	9%	61%
267-515282	UUSL - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515292	PERSI - ACE	33,045.00	793.68	5,555.76	27,489.24	2%	17%
267-515312	PURCHASED SERVICES - ACE	7,532.00	4,000.00	42,602.24	( 35,070.24)	53%	566%
267-515382	TRAVEL - ACE	0.00	0.00	6,647.84	( 6,647.84)	0%	0%
267-515412	SUPPLIES - ACE	7,500.00	0.00	3,037.28	4,462.72	0%	40%
267-920802	INDIRECT COSTS - ACE	7,827.00	0.00	4,646.62	3,180.38	0%	59%
	TOTAL ACE EXPENDITURES	383,975.00	37,028.57	280,787.87	103,187.13	10%	73%
	TOTAL EXPENDITURES	887,820.00	74,550.81	573,022.53	314,797.47	8%	65%



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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	208.97CR	1,873.91CR	673.91	17%	156%
269-445900	FEDERAL ASSISTANCE	20,000.00CR	0.00	46,733.46CR	26,733.46	0%	234%
	TOTAL REVENUE	96,200.00CR	208.97CR	48,607.37CR	47,592.63CR	0%	51%
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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	415.42	1,059.37	( 1,059.37)	0%	0%
269-515110	CERTIFIED SALARIES - ASP - S/S	15,000.00	560.00	4,065.00	10,935.00	4%	27%
269-515111	JOM COORDINATOR	0.00	0.00	0.00	0.00	0%	0%
269-515115	CLASSIFIED SALARIES	0.00	0.00	0.00	0.00	0%	0%
269-515210	LIFE INS BENEFIT	0.00	0.76	5.86	( 5.86)	0%	0%
269-515220	EMPLOYER FICA	1,148.00	42.09	303.55	844.45	4%	26%
269-515230	HEALTH INSURANCE - JOM	0.00	93.72	1,040.97	( 1,040.97)	0%	0%
269-515270	WORKERS COMP	62.00	7.11	50.39	11.61	11%	81%
269-515280	UNUSED SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
269-515290	PERSI	1,904.00	71.06	515.85	1,388.15	4%	27%
269-515300	PURCHASE SERVICES	39,000.00	0.00	568.00	38,432.00	0%	1%
269-515310	CULTURAL ENRICHMENT SERVICES	38,086.00	444.99	831.17	37,254.83	1%	2%
269-515410	JOM CULTURAL SUPPLIES	1,000.00	115.59	2,068.02	( 1,068.02)	12%	207%
	TOTAL EXPENDITURES	96,200.00	1,750.74	10,508.18	85,691.82	2%	11%
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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	1,058.09	6,966.10	13,033.90	5%	35%
271-621210	STAFF DEVELOPMENT LIFE INS.	0.00	1.92	13.19	( 13.19)	0%	0%
271-621220	STAFF DEVELOP. FICA BENEFIT	1,530.00	79.91	527.56	1,002.44	5%	34%
271-621230	HEALTH INSURANCE - II-A	0.00	172.55	1,122.88	( 1,122.88)	0%	0%
271-621270	WORKERS COMPENSATION	85.00	4.87	32.04	52.96	6%	38%
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	124.71	822.28	1,715.72	5%	32%
271-621310	STAFF DEVELOPMENT	9,055.00	4,798.00	8,398.00	657.00	53%	93%
271-621380	TITLE II STAFF TRAVEL	0.00	771.54	771.54	( 771.54)	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	7,011.59	20,361.16	12,846.84	21%	61%
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21st CENTURY COMMUNITY LEARNING CENTER							
273-445900	21ST CENTURY FEDERAL REVENUE	125,096.00CR	0.00	32,673.25CR	92,422.75CR	0%	26%
	TOTAL REVENUE	125,096.00CR	0.00	32,673.25CR	92,422.75CR	0%	26%
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273-512100	SALARIES - DIRECTOR - 21ST CLCC	48,000.00	4,000.00	28,000.00	20,000.00	8%	58%
273-512110	SALARIES - CERTIFIED - 21ST CLCC	42,198.00	1,800.00	8,805.00	33,393.00	4%	21%
273-512115	SALARIES - N/C - 21ST CLCC	9,639.00	2,626.00	12,378.14	( 2,739.14)	27%	128%
273-512200	FRINGE - 21ST CLCC	0.00	0.00	0.00	0.00	0%	0%
273-512210	LIFE - 21ST CLCC	96.00	9.30	47.93	48.07	10%	50%
273-512220	FICA - 21ST CLCC	7,638.00	637.47	3,729.84	3,908.16	8%	49%
273-512230	HEALTH INS - 21ST CLCC	0.00	742.95	3,513.98	( 3,513.98)	0%	0%
273-512270	WORKERS COMP - 21ST CLCC	422.00	38.76	226.25	195.75	9%	54%
273-512280	UUSL - 21ST CLCC	0.00	0.00	0.00	0.00	0%	0%
273-512290	PERSI - 21ST CLCC	12,524.00	775.80	4,277.79	8,246.21	6%	34%
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	39.68	256.07	971.93	3%	21%
273-920800	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	125,096.00	10,669.96	62,364.87	62,731.13	9%	50%
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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	9,199.76	6,480.24	8%	59%
278-515200	FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515210	LIFE INSURANCE BENEFIT	48.00	3.43	23.90	24.10	7%	50%
278-515220	EMPLOYER FICA	1,200.00	100.14	703.79	496.21	8%	59%
278-515230	HEALTH INSURANCE - GEAR UP	5,899.00	421.39	2,936.76	2,962.24	7%	50%
278-515270	WORKER'S COMPENSATION	66.00	6.02	42.31	23.69	9%	64%
278-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515290	PERSI BENEFIT	1,753.00	146.34	1,028.56	724.44	8%	59%
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	81.11	1,370.76	( 1,370.76)	0%	0%
278-920800	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	28,886.00	2,067.34	15,407.54	13,478.46	7%	53%
=====							
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	7,137.00	( 7,137.00)	0%	0%
288-623400	SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	2,379.00	7,137.00	7,137.00CR	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	213.48CR	1,914.34CR	1,914.34	0%	0%
290-416100	SCHOOL FOOD SERVICE	0.00	0.00	31.04CR	31.04	0%	0%
290-416200	LUNCH SALES--ALA CARTE	8,000.00CR	1,430.81CR	6,440.54CR	1,559.46CR	18%	81%
290-419900	OTHER REVENUE	0.00	0.00	0.00	0.00	0%	0%
290-445500	NSLP - LUNCH REVENUE	316,000.00CR	0.00	161,754.11CR	154,245.89CR	0%	51%
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	61,756.01CR	8,243.99CR	0%	88%
290-445504	NSLP - SNACK REVENUE	2,000.00CR	0.00	15,430.78CR	13,430.78	0%	772%
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	1,644.29CR	287,278.16CR	272,721.84CR	0%	51%
290-710115	FOOD SERVICE SALARIES--REGULAR	165,242.00	15,378.12	123,026.37	42,215.63	9%	74%
290-710116	FFVP PREP SALARIES	2,500.00	332.31	1,687.80	812.20	13%	68%
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	2,880.50	2,057.50	8%	58%
290-710210	LIFE/EMP. ASSIST. PLAN	576.00	48.00	378.11	197.89	8%	66%
290-710220	EMPLOYER FICA	0.00	0.00	8.51	( 8.51)	0%	0%
290-710230	HEALTH INSURANCE - FOOD SERVICE	58,994.00	4,916.15	39,551.52	19,442.48	8%	67%
290-710270	WORKER'S COMPENSATION	5,835.00	519.18	4,292.25	1,542.75	9%	74%
290-710280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
290-710290	PERSI BENEFIT	19,324.00	1,802.44	14,332.07	4,991.93	9%	74%
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	3,809.38	27,569.74	( 18,569.74)	42%	306%
290-710411	FOOD SERVICE--FOOD SUPPLIES	254,591.00	11,838.57	137,722.71	116,868.29	5%	54%
290-710412	FOOD SERVICE--MILK	22,000.00	1,727.86	15,387.72	6,612.28	8%	70%
290-710413	FOOD SERVICE--COMMODITIES	14,000.00	0.00	15,185.38	( 1,185.38)	0%	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	40,783.51	383,769.21	176,230.79	7%	69%
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	7,644.70CR	( 183,355.30)	0%	4%
310-415000	INVESTMENT EARNINGS	1,000.00CR	325.87CR	2,922.19CR	1,922.19	33%	292%
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	325.87CR	290,153.50CR	3,153.50	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	38,780.00CR	0.00	0%	100%
	TOTAL REVENUE	106,057.00CR	0.00	38,780.00CR	67,277.00CR	0%	37%
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	48.74CR	504.63CR	504.63	0%	0%
	TOTAL REVENUE	25,000.00CR	48.74CR	1,504.63CR	23,495.37CR	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	48,890.66	3,012.74	51,903.40
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	2,491,212.94	588,843.68CR	1,902,369.26
100-113100	TAXES RECEIVABLE	876.65	0.00	876.65
100-114100	STATE SUPPORT RECEIVABLE	0.00	0.00	0.00
100-114200	RECEIVABLE	1,731.40	4,387.90CR	2,656.50CR
100-114230	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	2,542,711.65	590,218.84CR	1,952,492.81
		=====	=====	=====
100-211200	INTERFUND PAYABLE	0.00	0.00	0.00
100-213000	ACCOUNTS PAYABLE	3,678.82CR	86,954.40CR	90,633.22CR
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	113.10CR	85.84CR	198.94CR
100-218351	WORKERS COMPENSATION PAYABLE	10,033.70CR	4,383.93CR	14,417.63CR
100-221100	DEFERRED REVENUES	4,004.77CR	0.00	4,004.77CR
100-320200	FUND BALANCE - GENERAL FUND	2,524,881.26CR	681,643.01	1,843,238.25CR
	TOTAL LIABILITIES & FUND BALANCE	2,542,711.65CR	590,218.84	1,952,492.81CR
		=====	=====	=====
GRANTS - NEZ PERCE TRIBE & OTHERS				
232-111100	CASH IN BANK-NPT GRANTS & OTHERS	31,791.51	629.36CR	31,162.15
232-112100	LGIP	54,916.08	237.20	55,153.28
232-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
232-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	86,707.59	392.16CR	86,315.43
		=====	=====	=====
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	1,948.00CR	1,948.00CR
232-320200	FUND BALANCE - FUND 232	86,707.59CR	2,340.16	84,367.43CR
	TOTAL LIABILITIES & FUND BALANCE	86,707.59CR	392.16	86,315.43CR
		=====	=====	=====
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.	24,226.52	0.00	24,226.52
243-114100	SUPPORT RECEIVABLE	0.00	0.00	0.00
243-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	24,226.52	0.00	24,226.52
		=====	=====	=====
243-211200	INTERFUND PAYABLES	0.00	0.00	0.00
243-213000	ACCOUNTS PAYABLE	0.00	544.87CR	544.87CR
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	24,226.52CR	544.87	23,681.65CR
	TOTAL LIABILITIES & FUND BALANCE	24,226.52CR	0.00	24,226.52CR
		=====	=====	=====

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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	1,236.12CR	1,171.84CR	2,407.96CR
250-114100	ACCOUNTS RECEIVABLE - ESSERF III	0.00	0.00	0.00
	TOTAL ASSETS	1,236.12CR	1,171.84CR	2,407.96CR
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	1,236.12	1,171.84	2,407.96
	TOTAL LIABILITIES & FUND BALANCE	1,236.12	1,171.84	2,407.96
CHAPTER I FUND				
251-111100	CASH IN BANK--TITLE I	20,510.58CR	19,494.54CR	40,005.12CR
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	20,510.58CR	19,494.54CR	40,005.12CR
251-211200	INTERFUND PAYABLES	0.00	0.00	0.00
251-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
251-217100	CONTRACTS PAYABLE--CHAPTER I	0.00	0.00	0.00
251-217200	BENEFITS PAYABLE	0.00	0.00	0.00
251-221000	DEFERRED REVENUE	0.00	0.00	0.00
251-320200	FUND BALANCE - FUND 251	20,510.58	19,494.54	40,005.12
	TOTAL LIABILITIES & FUND BALANCE	20,510.58	19,494.54	40,005.12
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	14,433.45CR	14,433.47CR	28,866.92CR
257-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
257-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	14,433.45CR	14,433.47CR	28,866.92CR
		=====	=====	=====
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	14,433.45	14,433.47	28,866.92
	TOTAL LIABILITIES & FUND BALANCE	14,433.45	14,433.47	28,866.92
		=====	=====	=====
PART B PRESCHOOL				
258-111100	CASH IN BANK -- PART B PRE-SCHOOL	300.53CR	300.53CR	601.06CR
258-114100	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	300.53CR	300.53CR	601.06CR
		=====	=====	=====
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	300.53	300.53	601.06
	TOTAL LIABILITIES & FUND BALANCE	300.53	300.53	601.06
		=====	=====	=====
MEDICAID FUND				
260-111100	CASH - MEDICAID FUND	66,653.08CR	69,394.00	2,740.92
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	9,463.51CR	69,394.00	59,930.49
		=====	=====	=====
260-211200	INTERFUND PAYABLE	0.00	0.00	0.00
260-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
260-320200	FUND BALANCE - MEDICAID FUND	9,463.51	69,394.00CR	59,930.49CR
	TOTAL LIABILITIES & FUND BALANCE	9,463.51	69,394.00CR	59,930.49CR
		=====	=====	=====
TITLE IV-A ESSA STUDENT SUPPORT				
261-111100	TITLE IV-A CASH	1,517.73CR	788.72CR	2,306.45CR
261-114200	TITLE IV-A RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	1,517.73CR	788.72CR	2,306.45CR
		=====	=====	=====
261-213000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	0.00	0.00
261-217100	SALARIES PAYABLE	0.00	0.00	0.00
261-217200	BENEFITS PAYABLE	0.00	0.00	0.00
261-221000	DEFERRED REVENUE	0.00	0.00	0.00
261-320200	FUND BALANCE - TITLE IV-A	1,517.73	788.72	2,306.45
	TOTAL LIABILITIES & FUND BALANCE	1,517.73	788.72	2,306.45
		=====	=====	=====

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
REAP				
262-111100	CASH IN BANK--REAP GRANT	0.00	2,905.69CR	2,905.69CR
262-114100	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	2,905.69CR	2,905.69CR
=====				
262-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
262-217100	SALARIES PAYABLE	0.00	0.00	0.00
262-217200	BENEFITS PAYABLE	0.00	0.00	0.00
262-320200	FUND BALANCE - REAP	0.00	2,905.69	2,905.69
	TOTAL LIABILITIES & FUND BALANCE	0.00	2,905.69	2,905.69
=====				
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	1,999.98	70,243.47CR	68,243.49CR
267-114100	REVENUE RECEIVABLE -- TITLE VI-A	0.00	0.00	0.00
	TOTAL ASSETS	1,999.98	70,243.47CR	68,243.49CR
=====				
267-211200	INTERFUND PAYABLE	0.00	0.00	0.00
267-213000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	4,307.34CR	4,307.34CR
267-217100	CONTRACTS PAYABLE--TITLE VI-A	0.00	0.00	0.00
267-217200	BENEFITS PAYABLE - TITLE-VI-A	0.00	0.00	0.00
267-320200	FUND BALANCE - TITLE VI-A	1,999.98CR	74,550.81	72,550.83
	TOTAL LIABILITIES & FUND BALANCE	1,999.98CR	70,243.47	68,243.49
=====				
J O M F U N D				
269-111100	CASH IN BANK--JOM	69,184.08	774.74CR	68,409.34
269-112100	INVESTMENTS - LGIP #2714	48,380.74	208.97	48,589.71
269-114100	ASSISTANCE REC'BL--JOM	0.00	0.00	0.00
269-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	117,564.82	565.77CR	116,999.05
=====				
269-213000	ACCOUNTS PAYABLE -- J O M	0.00	976.00CR	976.00CR
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	117,564.82CR	1,541.77	116,023.05CR
	TOTAL LIABILITIES & FUND BALANCE	117,564.82CR	565.77	116,999.05CR
=====				
T I T L E IIA IMPV TEACH QUALITY				
271-111100	CASH IN BANK--TITLE II IMPV T QUAL	928.02CR	1,442.05CR	2,370.07CR
271-114000	RECEIVABLE--TITLE II	0.00	0.00	0.00
	TOTAL ASSETS	928.02CR	1,442.05CR	2,370.07CR
=====				
271-211200	INTERFUND PAYABLE	0.00	0.00	0.00
271-213000	ACCOUNTS PAYABLE--TITLE II	0.00	5,569.54CR	5,569.54CR
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	928.02	7,011.59	7,939.61
	TOTAL LIABILITIES & FUND BALANCE	928.02	1,442.05	2,370.07
=====				



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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	19,021.66CR	10,630.28CR	29,651.94CR
273-114000	RECEIVABLE - 21ST CENTURY LEARNING CENTER	0.00	0.00	0.00
	TOTAL ASSETS	19,021.66CR	10,630.28CR	29,651.94CR
=====				
273-211200	INTERFUND PAYABLE	0.00	0.00	0.00
273-213000	ACCOUNTS PAYABLE - 21ST CLCC	0.00	39.68CR	39.68CR
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	19,021.66	10,669.96	29,691.62
	TOTAL LIABILITIES & FUND BALANCE	19,021.66	10,630.28	29,651.94
=====				
GEAR - UP GRANT				
278-111100	CASH IN BANK--GEAR-UP GRANT	14,975.35CR	1,986.23CR	16,961.58CR
278-114000	REVENUE RECEIVABLE	7,812.24	0.00	7,812.24
	TOTAL ASSETS	7,163.11CR	1,986.23CR	9,149.34CR
=====				
278-211200	INTERFUND PAYABLE	0.00	0.00	0.00
278-213000	ACCOUNTS PAYABLE	0.00	81.11CR	81.11CR
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	7,163.11	2,067.34	9,230.45
	TOTAL LIABILITIES & FUND BALANCE	7,163.11	1,986.23	9,149.34
=====				
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	4,758.00CR	0.00	4,758.00CR
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	4,758.00	2,379.00	7,137.00
	NET FUND BALANCE	0.00	0.00	0.00
=====				
CHILD NUTRITION				
290-111100	CASH IN BANK -- FOOD SERVICE	19,858.81CR	21,976.89CR	41,835.70CR
290-112100	LGIP	49,424.46	213.48	49,637.94
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	29,595.65	21,763.41CR	7,832.24
=====				
290-211200	INTERFUND PAYABLE	0.00	0.00	0.00
290-213000	ACCOUNTS PAYABLE	0.00	17,375.81CR	17,375.81CR
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	29,595.65CR	39,139.22	9,543.57
	TOTAL LIABILITIES & FUND BALANCE	29,595.65CR	21,763.41	7,832.24CR
=====				

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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	44,046.74	0.00	44,046.74
310-112100	INVESTMENTS--BIR FUND #2770	75,445.16	325.87	75,771.03
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	133,717.57	325.87	134,043.44
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	120,890.96CR	325.87CR	121,216.83CR
	TOTAL LIABILITIES & FUND BALANCE	133,717.57CR	325.87CR	134,043.44CR
B U S D E P R E C I A T I O N				
421-111100	CASH IN BANK--BUS DEPRECIATION	106,057.00	0.00	106,057.00
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	106,057.00	0.00	106,057.00
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	106,057.00CR	0.00	106,057.00CR
	TOTAL LIABILITIES & FUND BALANCE	106,057.00CR	0.00	106,057.00CR
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	1,350.00	0.00
710-112010	INV-- T.HIGHEAGLE-JOHNSON #1209	1,116.73	4.82	1,121.55
710-112015	INVESTMENTS -- MICHAEL BISBEE III #1502	3,045.39	1,336.85CR	1,708.54
710-112020	INVESTMENTS -- D HIGHEAGLE #1208	109.87	0.47	110.34
710-112025	INVESTMENTS-GENERAL SCHOLARSHIP #1503	701.11	3.03	704.14
710-112030	INVESTMENTS -- M. PATTERSON #1210	0.00	0.00	0.00
710-112040	INVESTMENTS--JEFF WILSON #2713	633.68	2.74	636.42
710-112050	INVESTMENTS--G. LEIGHTON #2715	4,831.64	20.87	4,852.51
710-112060	INVESTMENTS--ALEC REUBEN #3119	26.36	0.11	26.47
710-112075	LGIP - HELEN COLEMAN #1269	820.78	3.55	824.33
710-114000	REVENUE RECEIVABLE	0.00	0.00	0.00
710-114101	INTEREST RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	9,935.56	48.74	9,984.30
710-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
710-320200	FUND BALANCE - SCHOLARSHIP FUND	9,935.56CR	48.74CR	9,984.30CR
	TOTAL LIABILITIES & FUND BALANCE	9,935.56CR	48.74CR	9,984.30CR

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ACCOUNTS PAYABLE				
100-213000	ACCOUNTS PAYABLE	3,678.82CR	86,954.40CR	90,633.22CR
232-213000	ACCOUNTS PAYABLE	0.00	1,948.00CR	1,948.00CR
235-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
243-213000	ACCOUNTS PAYABLE	0.00	544.87CR	544.87CR
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	0.00	0.00
252-213000	ACCOUNTS PAYABLE - ESSER	0.00	0.00	0.00
254-213000	ACCOUNTS PAYABLE - ESSERF II	0.00	0.00	0.00
257-213000	ACCOUNTS PAYABLE-- PART B	0.00	0.00	0.00
258-213000	PART B PRESCHOOL ACCOUNTS PAYABLE	0.00	0.00	0.00
260-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
261-213000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	0.00	0.00
265-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
267-213000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	4,307.34CR	4,307.34CR
269-213000	ACCOUNTS PAYABLE -- J O M	0.00	976.00CR	976.00CR
271-213000	ACCOUNTS PAYABLE--TITLE II	0.00	5,569.54CR	5,569.54CR
273-213000	ACCOUNTS PAYABLE - 21ST CLCC	0.00	39.68CR	39.68CR
278-213000	ACCOUNTS PAYABLE	0.00	81.11CR	81.11CR
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	17,375.81CR	17,375.81CR
310-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
ACCOUNTS PAYABLE		3,678.82CR	120,175.75CR	123,854.57CR
C A S H I N B A N K				
100-111100	CASH IN BANK--GENERAL FUND	48,890.66	3,012.74	51,903.40
232-111100	CASH IN BANK-NPT GRANTS & OTHERS	31,791.51	629.36CR	31,162.15
235-111100	CASH IN BANK--NEZPERCE SPEC. SERV.	5,885.39	0.00	5,885.39
243-111100	CASH IN BANK--STATE VOC ED.	24,226.52	0.00	24,226.52
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	1,236.12CR	1,171.84CR	2,407.96CR
251-111100	CASH IN BANK--TITLE I	20,510.58CR	19,494.54CR	40,005.12CR
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	14,433.45CR	14,433.47CR	28,866.92CR
258-111100	CASH IN BANK -- PART B PRE-SCHOOL	300.53CR	300.53CR	601.06CR
259-111100	CASH - ARPA IDEA PART B	0.00	0.00	0.00
260-111100	CASH - MEDICAID FUND	66,653.08CR	69,394.00	2,740.92
261-111100	TITLE IV-A CASH	1,517.73CR	788.72CR	2,306.45CR
262-111100	CASH IN BANK--REAP GRANT	0.00	2,905.69CR	2,905.69CR
265-111100	CASH	0.00	0.00	0.00
267-111100	CASH IN BANK--TITLE VI-A	1,999.98	70,243.47CR	68,243.49CR
269-111100	CASH IN BANK--JOM	69,184.08	774.74CR	68,409.34
271-111100	CASH IN BANK--TITLE II IMPV T QUAL	928.02CR	1,442.05CR	2,370.07CR
273-111100	CASH - 21ST CENTURY LEARNING CENTER	19,021.66CR	10,630.28CR	29,651.94CR
278-111100	CASH IN BANK--GEAR-UP GRANT	14,975.35CR	1,986.23CR	16,961.58CR
284-111100	CASH IN BANK- CORONAVIRUS RELIEF FUND	0.00	0.00	0.00
288-111100	CASH	4,758.00CR	0.00	4,758.00CR
290-111100	CASH IN BANK -- FOOD SERVICE	19,858.81CR	21,976.89CR	41,835.70CR
310-111100	CASH IN BANK--BOND INT./REDEMP. FD	44,046.74	0.00	44,046.74
421-111100	CASH IN BANK--BUS DEPRECIATION	106,057.00	0.00	106,057.00
710-111100	CASH IN BANK -- SCHOLARSHIP FUND	1,350.00CR	1,350.00	0.00
TOTAL CASH IN BANK		206,538.55	73,021.07CR	133,517.48

VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	DP	MO-YR	AMOUNT
000440	100-664312	000000	03/31/24	M24739	003500	REPAIR DOOR LOCK	1	N	03-2024	105.00
000440	100-663310	000000	03/31/24	M24804	003510	RE-KEY CYLINDER RED ROOM/AG SHOP	1	N	03-2024	145.00
	**SUB-TOTAL: ABLE LOCKSMITH									250.00
001310	269-515310	000000	03/18/24	H24764	1T9X-PLDG-VDDH	IPAD AND PROTECTIVE CASE	1	N	03-2024	444.99
001310	100-515410	000000	03/18/24	H24723	1FNL-RDPH-6DYY	ISAT SNACKS	1	N	03-2024	266.52
001310	100-521440	000000	03/18/24	E24733	13QC-M7RG-HTL9	MATH RESOURCES	1	N	03-2024	643.00
001310	100-522410	000000	03/18/24	E24775	1DXW-NVFX-NXY3	SOCIAL SKILLS RESOURCES	1	N	03-2024	156.85
001310	100-622410	000000	03/18/24	E24732	1RT-JQNF-LWY	LIBRARY BOOKS	1	N	03-2024	5.26
001310	273-512400	000000	03/18/24	E24768	1RDL-HQHV-VQXN	OFFICE SUPPLIES	1	N	03-2024	39.68
001310	100-522410	000000	03/18/24	E24729	13N3-447T-NYRJ	CAMAL-BAK BOTTLES	1	N	03-2024	75.00
001310	100-522410	000000	03/18/24	E24775	1C3Y-JYHF-CRQR	SOCIAL SKILLS RESOURCES	1	N	03-2024	9.99
001310	100-522410	000000	03/18/24	E24775	1KQV-RFGK-CY7D	SOCIAL SKILLS RESOURCES	1	N	03-2024	14.99
001310	100-522410	000000	03/18/24	H24757	1WGD-9V3P-3XPQ	UTILITY CART	1	N	03-2024	85.98
001310	278-621380	000000	03/18/24	H24762	143V-31MT-KT6V	FILE BOX AND STORAGE BOXES	1	N	03-2024	81.11
001310	100-622410	000000	03/18/24	E24732	13N3-447T-VHWF	LIBRARY BOOKS	1	N	03-2024	647.81
001310	100-622410	000000	03/18/24	E24732	1D9D-R96M-K9TV	LIBRARY BOOKS	1	N	03-2024	13.07
001310	100-623411	000000	03/18/24	E24781	1GK6-VJYJ-NQV7	HEADPHONES	1	N	03-2024	128.41
001310	100-623413	000000	03/18/24	E24792	1LQQ-LQXJ-GMGW	APPLE KEYBOARD	1	N	03-2024	270.02
	**SUB-TOTAL: AMAZON CAPITAL SERVICES, INC.									2,882.68
001440	100-661330	000000	03/31/24	000000	805907293	PROPANE 157.4 GALS	1	N	03-2024	420.10
001440	100-661330	000000	03/31/24	000000	805907293	PROPANE 561.7 GALS HS	1	N	03-2024	1,499.18
001440	100-661319	000000	03/31/24	000000	805907285	PROPANE 211.1 GALS BUS BARN	1	N	03-2024	563.43
001440	100-661330	000000	03/31/24	000000	805907285	PROPANE 608.4GALS ES	1	N	03-2024	1,623.82
001440	100-661330	000000	03/31/24	000000	805926794	PROPANE 532.3 GALS ES	1	N	03-2024	1,468.62
001440	100-661319	000000	03/31/24	000000	805926794	PROPANE 180.1 GALS BUS BARN	1	N	03-2024	496.90
001440	100-661330	000000	03/31/24	000000	805926799	PROPANE 1416.75 GALS HS	1	N	03-2024	1,416.75
001440	100-661330	000000	03/31/24	000000	805926799	PROPANE 1065.25 GALS GREENHOUSE	1	N	03-2024	1,065.25
	**SUB-TOTAL: AMERIGAS-LEWISTON									8,554.05
001600	100-632390	000000	03/31/24	000000	87119	PROFESSIONAL LEGAL SERVICES	1	N	03-2024	58.50
	**SUB-TOTAL: ANDERSON, JULIAN & HULL, LLP									58.50
001710	267-515312	000000	03/18/24	H24776	101	INTRO TO CULTURAL SOVEREIGNTY	1	N	03-2024	2,000.00
001710	267-515312	000000	03/18/24	H24776	101	ICONS OF OUR PAST	1	N	03-2024	2,000.00
	**SUB-TOTAL: ANGELA PICARD									4,000.00
002330	100-664311	000000	02/28/24	M24592	6320220406	ANNUAL DDC HVAC UPGRADE	1	N	02-2024	1,782.50
002330	100-664312	000000	02/28/24	M24592	6320220406	ANNUAL DDC HVAC UPGRADE	1	N	02-2024	1,782.50
	**SUB-TOTAL: AUTOMATED LOGIC CONTRACTING SERVICES									3,565.00
002420	100-661330	000000	03/18/24	000000	59008020000	ELECTRIC - ES	1	N	03-2024	3,429.80
002420	100-661330	000000	03/18/24	000000	59008020000	ELECTRIC - BUS SHOP	1	N	03-2024	261.59
002420	100-661330	000000	03/18/24	000000	59008020000	ELECTRIC - CABINET SHOP	1	N	03-2024	334.91
002420	100-661330	000000	03/18/24	000000	59008020000	ELECTRIC - HS TRACK	1	N	03-2024	2,164.09
002420	100-661330	000000	03/18/24	000000	59008020000	ELECTRIC- HS TRACK PUMP	1	N	03-2024	18.18
002420	100-661330	000000	03/18/24	000000	59008020000	ELECTRIC - TRACK LIGHTS	1	N	03-2024	25.35
002420	100-661330	000000	03/18/24	000000	59008020000	ELECTRIC - MS/HS	1	N	03-2024	6,300.36
002420	100-661330	000000	03/18/24	000000	59008020000	ELECTRIC - HS SIGN	1	N	03-2024	99.41
002420	100-661330	000000	03/18/24	000000	59008020000	ELECTRIC - AG SHOP	1	N	03-2024	190.69
002420	100-661330	000000	03/18/24	000000	59008020000	ELECTRIC - STORAGE TECH	1	N	03-2024	323.37
	**SUB-TOTAL: AVISTA UTILITIES									13,147.75
003610	100-632390	000000	03/31/24	000000	57660	EAP VISITS	1	N	03-2024	261.45
	**SUB-TOTAL: BPA HEALTH									261.45
003960	100-616300	000000	03/31/24	000000	FEB. 29, 2023	PHYSICAL THERAPY	1	N	03-2024	1,740.00
	**SUB-TOTAL: BUILDING BLOCKS PEDIATRIC THERAPY									1,740.00
004560	100-621310	000000	03/06/24	000000	FOUNDATIONAL READING	CREDIT REIMBURSEMENT (3)	1	N	03-2024	165.00
	**SUB-TOTAL: CASSANDRA HAYS									165.00
005400	100-661330	000000	03/18/24	000000	2188201	W/S- STORAGE TECH	1	N	03-2024	115.41
005400	100-661330	000000	03/18/24	000000	5997001	GRBGE-ES	1	N	03-2024	1,012.44
005400	100-681319	000000	03/18/24	000000	5998201	GRBGE-BUS BARN	1	N	03-2024	359.35
005400	100-661330	000000	03/18/24	000000	3157101	W/S-ART & PE BLDG	1	N	03-2024	801.34
005400	100-661330	000000	03/18/24	000000	3157501	W/S/G- MS/HS	1	N	03-2024	1,901.24
005400	100-661330	000000	03/18/24	000000	3307501	W/S/G- AG SHOP	1	N	03-2024	412.56
005400	100-661330	000000	03/18/24	000000	4314501	W/S/G- ATHLETIC FIELD	1	N	03-2024	499.59
	**SUB-TOTAL: CITY OF LAPWAI									5,101.93
005940	100-682410	000000	03/18/24	000000	CP-0090895	FUEL GBB STATE NAMPA, ID	1	N	03-2024	187.01
005940	100-682410	000000	03/18/24	000000	CP-0090895	FUEL GBB STATE NAMPA, ID	1	N	03-2024	143.47
005940	100-682410	000000	03/18/24	000000	CP-0090895	FUEL WRESTLING STATE POCATELLO, ID	1	N	03-2024	23.65
005940	100-682410	000000	03/18/24	000000	CP-0090895	FUEL WRESTLING STATE POCATELLO, ID	1	N	03-2024	63.19
005940	100-682410	000000	03/18/24	000000	CP-0090895	FUEL WRESTLING STATE POCATELLO, ID	1	N	03-2024	71.07
005940	100-682410	000000	03/18/24	000000	CP-0090895	FUEL WRESTLING STATE POCATELLO, ID	1	N	03-2024	58.65
	**SUB-TOTAL: COLEMAN OIL CO.									547.04
006460	100-515410	000000	02/28/24	H24724	0227202408126	IDLA SNACKS	1	N	02-2024	113.82
006460	269-515410	000000	03/18/24	H24747	307655689010125	ISAT SNACKS	1	N	03-2024	115.59
006460	269-512410	000000	03/31/24	H24756	0221202407193	STUDENT CONSUMABLES	1	N	03-2024	415.42
006460	267-515411	000000	03/11/24	H24746	307655689010	STUDENT CONSUMABLES	1	N	03-2024	233.00
006460	267-515411	000000	03/11/24	H24801	38249134	LEADERSHIP CONFERENCE	1	N	03-2024	74.34
	**SUB-TOTAL: COSTCO									952.17
006820	100-683310	000000	03/18/24	000000	02/29/2024	MILEAGE REIM. TO NICH	1	N	03-2024	1,423.56
	**SUB-TOTAL: CULDESAC JT SCHOOL DIST 342									1,423.56
007575	100-681319	000000	03/04/24	000000	24089	ANNUAL REPEATER SERVICE	1	N	03-2024	952.43
	**SUB-TOTAL: DAVIS COMMUNICATIONS									952.43
008380	100-631410	000000	03/31/24	D24752	7597	SCHOOL BOARD DINNER	1	N	03-2024	57.25

VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	DP	MO-YR	AMOUNT
**SUB-TOTAL: DONALDS RESTAURANT										57.25
009380	100-632333	000000	03/31/24	000000	V033554	SMARTVOICE DO	1	N	03-2024	68.03
009380	100-641323	000000	03/31/24	000000	V033554	SMARTVOICE ES	1	N	03-2024	253.00
009380	100-641323	000000	03/31/24	000000	V033554	SMARTVOICE MS/HS	1	N	03-2024	375.00
009380	100-632333	000000	03/31/24	000000	V033554	SMARTVOICE FEES	1	N	03-2024	25.10
009380	100-641323	000000	03/31/24	000000	V033554	SMARTVOICE FEES	1	N	03-2024	50.21
**SUB-TOTAL: ENA SERVICES LLC										771.34
009975	100-622410	000000	03/18/24	E24731	7001348651	BOOKS FOR BOOK CLUB	1	N	03-2024	94.50
**SUB-TOTAL: FIRST BOOK										94.50
010040	100-664312	000000	03/31/24	M24694	51272	SMOKE DETECTORS AND RTU DUCT	1	N	03-2024	493.65
**SUB-TOTAL: FISHER SYSTEMS, INC.										493.65
010740	271-621380	000000	03/31/24	000000	NWPBIS	PER DIEM TACOMA, WA 04/23-04/26	1	N	03-2024	174.05
**SUB-TOTAL: GEORGIA SOBOTTA										174.05
011460	100-665310	000000	03/31/24	000000	188014AE-1	HANDICAP RESTROOM	1	N	03-2024	143.00
011460	100-664411	000000	03/31/24	M24742	259260	PLUMBING PARTS	1	N	03-2024	141.12
011460	100-664411	000000	03/31/24	M24742	259486	PLUMBING PARTS	1	N	03-2024	92.50
011460	100-665310	000000	03/31/24	000000	182830AI-1	HANDICAP RESTROOM	1	N	03-2024	143.00
**SUB-TOTAL: HAHN RENTAL CENTER, INC										519.62
011900	100-664311	000000	03/31/24	M24570	14-0013	ANNUAL PEST CONTROL	1	N	03-2024	110.00
011900	100-664312	000000	03/31/24	M24570	14-0013	ANNUAL PEST CONTROL	1	N	03-2024	110.00
011900	100-665310	000000	03/31/24	M24570	14-0090	ANNUAL WEED CONTROL	1	N	03-2024	1,110.66
011900	100-664311	000000	03/31/24	M24570	14-0090	ANNUAL WEED CONTROL	1	N	03-2024	1,110.67
011900	100-664312	000000	03/31/24	M24570	14-0090	ANNUAL WEED CONTROL	1	N	03-2024	1,110.67
011900	100-664311	000000	03/31/24	M24570	14-0180	ANNUAL WEED CONTROL	1	N	03-2024	1,295.00
011900	100-664312	000000	03/31/24	M24570	14-0180	ANNUAL WEED CONTROL	1	N	03-2024	1,295.00
**SUB-TOTAL: HAYDEN PEST CONTROL, LLC										6,142.00
012260	100-631310	000000	03/18/24	D24782	AS PER AGREEMENT	BUSINESS SERVICES-BOARD CLERK	1	N	03-2024	768.25
012260	100-651310	000000	03/18/24	D24782	AS PER AGREEMENT	BUSINESS SERVICES- BUSINESS MANAGE	1	N	03-2024	5,377.75
012260	100-651380	000000	03/18/24	D24782	AS PER AGREEMENT	DAY ON THE HILL IASBO TRAVEL	1	N	03-2024	962.97
**SUB-TOTAL: HIGHLAND JOINT SCHOOL DISTRICT #305										7,108.97
012760	100-663410	000000	03/31/24	M24743	017719/9080295	BATTERIES	1	N	03-2024	119.96
012760	100-664411	000000	03/31/24	M24774	027621/9611896	CUSTODIAL SUPPLIES	1	N	03-2024	31.82
012760	100-664412	000000	03/31/24	M24774	027621/9611896	CUSTODIAL SUPPLIES	1	N	03-2024	31.82
**SUB-TOTAL: HOME DEPOT CREDIT SERVICES										183.60
012935	100-651310	000000	03/31/24	000000	02/29/24	JANUARY W2/1099 FORM E-FILING	1	N	03-2024	100.00
**SUB-TOTAL: i2m										100.00
013580	100-515410	000000	03/18/24	H24675	341287-1	HEALTH HS	1	N	03-2024	825.00
013580	232-515413	000000	03/18/24	H24800	341287-1	PATHWAYS TO SUCCESS, KEYBOARDING	1	N	03-2024	1,650.00
**SUB-TOTAL: IDAHO DIGITAL LEARNING										2,475.00
013740	100-663310	000000	03/18/24	M23555	0891174	MONTHLY WATER 02/01	1	N	03-2024	11.71
013740	100-663310	000000	03/18/24	M23555	0900624	MONTHLY WATER 02/22	1	N	03-2024	19.22
013740	100-663310	000000	03/18/24	000000	31523	CREDIT	1	N	03-2024	4.00CR
**SUB-TOTAL: IDAHO ICE										26.93
014140	100-512321	000000	03/31/24	E24770	STUDENT AL	BIRTH CERTIFICATE	1	N	03-2024	16.00
**SUB-TOTAL: IDAHO VITAL RECORDS										16.00
014957	100-664311	000000	03/31/24	M24779	443	REPAIR ES GYM ROOF AND HS OFFICE RO	1	N	03-2024	205.00
014957	100-664312	000000	03/31/24	M24779	443	REPAIR ES GYM ROOF AND HS OFFICE RO	1	N	03-2024	205.00
**SUB-TOTAL: J M ROOFING & FLAT ROOF SYSTEMS LLC										410.00
015080	100-616300	000000	03/20/24	000000	167	OT SERVICES	1	N	03-2024	167.00
**SUB-TOTAL: JACLYN CHAVEZ										167.00
015300	271-621380	000000	03/31/24	000000	NWPBIS	PER DIEM 04/23-04/26 TACOMA WA	1	N	03-2024	153.40
015300	271-621380	000000	03/31/24	000000	NWPBIS	MILEAGE 04/23-04/26 TACOMA WA	1	N	03-2024	444.09
**SUB-TOTAL: JENNIFER BECKER										597.49
016320	100-632310	000000	03/31/24	D24038	030424	SABG PROGRAM DIRECTOR GRANT ADMINI	1	N	03-2024	644.03
016320	100-632310	000000	03/31/24	D24039	030424	GRANT WRITER SERVICES	1	N	03-2024	1,000.00
016320	288-623300	000000	03/31/24	D24609	030424	DOJ COPS PREVENTION GRANT ADMINIS	1	N	03-2024	2,379.00
**SUB-TOTAL: KAMIAH GRANTS & ASSOCIATES										4,023.03
017360	100-532380	000000	03/31/24	000000	31228	REIMB. GBB STATE BOISE LODGING JOS	1	N	03-2024	479.97
017360	100-532380	000000	03/31/24	000000	31228	REIMB. GBB STATE BOISE LODGING J. LE	1	N	03-2024	479.97
017360	100-532380	000000	03/31/24	000000	31228	REIMB. GBB STATE BOISE LODGING L. PI	1	N	03-2024	479.97
017360	100-532380	000000	03/31/24	000000	31228	REIMB. GBB STATE BOISE LODGING D.PE	1	N	03-2024	479.97
017360	100-532380	000000	03/31/24	000000	31228	REIMB. GBB STATE BOISE LODGING C. BI	1	N	03-2024	479.97
017360	100-532380	000000	03/31/24	000000	31228	REIMB. GBB STATE BOISE LODGING R. TI	1	N	03-2024	479.97
017360	100-532380	000000	03/31/24	000000	31228	REIMB. GBB STATE BOISE LODGING R. HE	1	N	03-2024	479.97
017360	100-632380	000000	03/31/24	000000	31226	REIMB. BBB STATE BOISE LODGING Z. EA	1	N	03-2024	479.97
017360	100-632380	000000	03/31/24	000000	31226	REIMB. BBB STATE BOISE LODGING J. WY	1	N	03-2024	479.97
017360	100-632380	000000	03/31/24	000000	31226	REIMB. BBB STATE BOISE LODGING L. PIC	1	N	03-2024	479.97
017360	100-632380	000000	03/31/24	000000	31226	REIMB. BBB STATE BOISE LODGING D. PE	1	N	03-2024	479.97
017360	100-632380	000000	03/31/24	000000	31226	REIMB. BBB STATE BOISE LODING C. BIG	1	N	03-2024	479.97
017360	100-632380	000000	03/31/24	000000	31226	REIMB. BBB STATE BOISE LODGING A. OS	1	N	03-2024	479.97
017360	100-632380	000000	03/31/24	000000	31226	REIMB. BBB STATE BOISE LODGING R. HIE	1	N	03-2024	479.97
017360	100-632380	000000	03/31/24	000000	31226	REIMB. BBB STATE BOISE Z. EASTMAN	1	N	03-2024	479.97
017360	100-532380	000000	03/31/24	000000	31231	REIMB. WRESTLING STATE LODGING C. K	1	N	03-2024	360.34
017360	100-532380	000000	03/31/24	000000	31231	REIMB. PER DIEM WRESTLING C.KATUS	1	N	03-2024	198.00
017360	100-532380	000000	03/31/24	000000	31231	REIMB. PER DIEM WRESTLING M. LATTUA	1	N	03-2024	198.00
017360	100-532380	000000	03/31/24	000000	31229	REIMB. MILEAGE GBB STATE D.PENNEY	1	N	03-2024	356.44
017360	100-532380	000000	03/31/24	000000	31229	REIMB. MILEAGE GBB STATE L. PICARD	1	N	03-2024	356.44

VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	DP	MO-YR	AMOUNT
017360	100-532380	000000	03/31/24	000000	31229	REIMB. MILEAGE BBB STATE D. PENNEY	1	N	03-2024	356.44
017360	100-532380	000000	03/31/24	000000	31229	REIMB. MILEAGE BBB STATE L. PICARD	1	N	03-2024	356.44
017360	100-532380	000000	03/31/24	000000	31227	REIMB. GBB PER DIEM STATE J. LEIGHTON	1	N	03-2024	220.00
017360	100-532380	000000	03/31/24	000000	31227	REIMB. GBB PER DIEM STATE JOSLYN. L	1	N	03-2024	220.00
017360	100-532380	000000	03/31/24	000000	31227	REIMB. GBB PER DIEM STATE L. PICARD	1	N	03-2024	220.00
017360	100-532380	000000	03/31/24	000000	31227	REIMB. GBB PER DIEM STATE D. PENNEY	1	N	03-2024	220.00
017360	100-532380	000000	03/31/24	000000	31227	REIMB. GBB PER DIEM STATE C. BIGMAN	1	N	03-2024	220.00
017360	100-532380	000000	03/31/24	000000	31227	REIMB. GBB PER DIEM STATE R. TIEDE	1	N	03-2024	220.00
017360	100-532380	000000	03/31/24	000000	31227	REIMB. GBB PER DIEM STATE R. HEIMGAF	1	N	03-2024	220.00
017360	100-532380	000000	03/31/24	000000	31225	REIMB. BBB PER DIEM STATE Z. EASTMAN	1	N	03-2024	220.00
017360	100-532380	000000	03/31/24	000000	31225	REIMB. BBB PER DIEM STATE K. KIPP	1	N	03-2024	220.00
017360	100-532380	000000	03/31/24	000000	31225	REIMB. BBB PER DIEM STATE J. WYNOTT	1	N	03-2024	220.00
017360	100-532380	000000	03/31/24	000000	31225	REIMB. BBB PER DIEM STATE L. PICARD	1	N	03-2024	220.00
017360	100-532380	000000	03/31/24	000000	31225	REIMB. BBB PER DIEM STATE D. PENNEY	1	N	03-2024	220.00
017360	100-532380	000000	03/31/24	000000	31225	REIMB. BBB PER DIEM STATE C. BIGMAN	1	N	03-2024	220.00
017360	100-532380	000000	03/31/24	000000	31225	REIMB. BBB PER DIEM STATE A. OSBORN	1	N	03-2024	220.00
017360	100-532380	000000	03/31/24	000000	31225	REIMB. BBB PER DIEM STATE R. HEIMGAR	1	N	03-2024	220.00
**SUB-TOTAL: LAPWAI STUDENT BODY										12,681.65
018110	271-621310	000000	03/18/24	E24073	6917812	LITERACY TRAINING	1	N	03-2024	4,798.00
**SUB-TOTAL: LEXIA LEARNING SYSTEMS, LLC										4,798.00
018832	100-623410	000000	03/31/24	H24755	240292	REPORT CREATOR PLUGIN FOR POWER S	1	N	03-2024	2,700.00
**SUB-TOTAL: MARCIA BRENNER ASSOCIATES										2,700.00
019110	100-532380	000000	03/31/24	H24769	ENTERPRISE	REIMB. VAN RENTAL WRESTLING STATE	1	N	03-2024	780.99
**SUB-TOTAL: MATTHEW LATTUADA										780.99
019360	290-710412	000000	03/31/24	F24246	135346848	MILK	1	N	03-2024	381.32
019360	290-710412	000000	03/31/24	F24026	135347212	MILK	1	N	03-2024	296.72
019360	290-710412	000000	03/31/24	F24026	135347449	MILK	1	N	03-2024	331.05
019360	290-710412	000000	03/31/24	F24026	135347585	MILK	1	N	03-2024	118.32
019360	290-710412	000000	03/31/24	F24026	135347819	MILK	1	N	03-2024	319.25
019360	290-710412	000000	03/31/24	F24026	135347957	MILK	1	N	03-2024	281.20
**SUB-TOTAL: MEADOW GOLD DAIRIES, INC.										1,727.86
019731	100-664410	000000	03/18/24	M24789	113345230	CAP RUN 4 440V	1	N	03-2024	17.39
**SUB-TOTAL: MIKE'S MECHANICAL SERVICE LLC										17.39
019805	100-681310	000000	03/31/24	T24008	198	ANNUAL BUS INSPECTION AND SERVICE F	1	N	03-2024	735.00
019805	100-681310	000000	03/31/24	T24008	199	REPLACE 3 BACK COVERS, BRAKE ROTOI	1	N	03-2024	945.00
019805	100-681310	000000	03/31/24	T24008	202	ANNUAL BUS INSPECTION AND SERVICE F	1	N	03-2024	630.00
**SUB-TOTAL: MICHAEL W. SEEVERS										2,310.00
019880	100-681311	000000	03/18/24	000000	330433	DOT AND COLLECTION FEES JP/ML	1	N	03-2024	166.00
**SUB-TOTAL: MINERT & ASSOCIATES, INC.										166.00
019940	232-515412	000000	03/31/24	H24692	02/13/24	NATIVE ARTS RIBBON SKIRT SUPPLIES	1	N	03-2024	298.00
**SUB-TOTAL: MOCCASIN FLATS TRADING POST										298.00
021260	100-623323	000000	03/31/24	000000	117763	INTERNET AND IP ADDRESS	1	N	03-2024	303.00
**SUB-TOTAL: NEZ PERCE TRIBE										303.00
021340	100-681319	000000	03/31/24	000000	00285-000	SEWER - BUS BARN 1/31-2/28	1	N	03-2024	94.00
021340	100-661330	000000	03/31/24	000000	00282-000	SEWER - ES 1/31-2/28	1	N	03-2024	799.00
**SUB-TOTAL: NEZ PERCE TRIBE -UTILITIES DIV										893.00
021600	243-515412	000000	03/18/24	000000	40057672	WELDING GAS	1	N	03-2024	95.12
**SUB-TOTAL: NORCO, INC										95.12
021620	243-515412	000000	03/31/24	H24766	095757/F	SOIL FOR GREENHOUSE	1	N	03-2024	449.75
**SUB-TOTAL: NORTH 40 OUTFITTERS										449.75
021720	100-521300	000000	03/31/24	000000	FEBRUARY 2024	EDUCATIONAL SERVICES	1	N	03-2024	2,035.00
**SUB-TOTAL: NORTHWEST CHILDREN'S HOME, INC										2,035.00
022987	100-664311	000000	03/18/24	M24691	C-021038	SEMI ANNUAL FIRE SUPPRESSION AND SI	1	N	03-2024	375.00
022987	100-664312	000000	03/18/24	M24691	C-021038	SEMI ANNUAL FIRE SUPPRESSION AND SI	1	N	03-2024	375.00
**SUB-TOTAL: PERFORMANCE SYSTEMS INTEGRATION, LLC										750.00
023072	100-664311	000000	03/18/24	M24744	3061	TOILET PLUMBING REPAIRS	1	N	03-2024	500.00
**SUB-TOTAL: PHILLIPS PLUMBING LLC										500.00
023660	100-521410	000000	03/18/24	E24728	3029620	DAYC-2 FORMS	1	N	03-2024	250.80
**SUB-TOTAL: PRO.ED										250.80
024900	100-632322	000000	03/31/24	000000	108073523	COPIER RENTAL DO	1	N	03-2024	255.63
024900	100-512322	000000	03/31/24	000000	108073523	COPIER RENTAL ES	1	N	03-2024	255.64
024900	100-515321	000000	03/31/24	000000	108073523	COPIER RENTAL MS/HS	1	N	03-2024	255.64
024900	100-512322	000000	03/31/24	000000	108073523	B/W COPIES ES	1	N	03-2024	358.03
024900	100-632322	000000	03/31/24	000000	108073523	B/W COPIES DO	1	N	03-2024	25.63
024900	100-515322	000000	03/31/24	000000	108073523	COLOR COPIES MS/HS	1	N	03-2024	12.25
024900	100-632322	000000	03/31/24	000000	108073523	COLOR COPIES DO	1	N	03-2024	281.51
024900	100-515321	000000	03/31/24	000000	108073523	B/W COPIES	1	N	03-2024	313.11
**SUB-TOTAL: RICOH USA, INC.										1,757.44
025300	100-681310	000000	03/31/24	T24753	3036197631	REPAIR BUS ENGINE LIGHT	1	N	03-2024	347.00
025300	100-681310	000000	03/31/24	T24753	3036307959	REPAIR BUS CHECK ENGINE LIGHT STILL	1	N	03-2024	2,944.39
**SUB-TOTAL: RUSH INTERNATIONAL TRUCK- LEWI										3,291.39
025980	100-512411	000000	03/31/24	E24772	208133758336	D. MELTON RHINO SKINS	1	N	03-2024	199.94
**SUB-TOTAL: SCHOOL SPECIALTY LLC										199.94
026200	100-515421	000000	03/18/24	H24796	KS1081	INSTRUMENT REPAIRS	1	N	03-2024	110.00

(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
026200	100-515421	000000	03/18/24	H24796	KS1085	INSTRUMENT REPAIRS	1	N	03-2024	190.00
026200	100-515421	000000	03/18/24	H24796	KS1088	INSTRUMENT REPAIRS	1	N	03-2024	48.00
026200	100-515421	000000	03/18/24	H24796	KS1080	INSTRUMENT REPAIRS	1	N	03-2024	110.00
026200	100-515421	000000	03/18/24	H24796	KS1087	INSTRUMENT REPAIRS	1	N	03-2024	85.00
026200	100-515421	000000	03/18/24	H24796	KS1089	INSTRUMENT REPAIRS	1	N	03-2024	50.00
026200	100-515421	000000	03/18/24	H24796	KS1083	INSTRUMENT REPAIRS	1	N	03-2024	125.00
026200	100-515421	000000	03/18/24	H24796	KS1084	INSTRUMENT REPAIRS	1	N	03-2024	95.00
026200	100-515421	000000	03/18/24	H24796	KS1101	INSTRUMENT REPAIRS	1	N	03-2024	115.00
026200	100-515421	000000	03/18/24	H24796	KS1082	INSTRUMENT REPAIRS	1	N	03-2024	95.00
026200	100-515421	000000	03/18/24	H24796	KS1086	INSTRUMENT REPAIRS	1	N	03-2024	90.00
**SUB-TOTAL: SEIDEL MUSIC										1,113.00
028480	100-664311	000000	03/13/24	000000	34990	WATER ANALYSIS AND TREATMENT	1	N	03-2024	240.00
**SUB-TOTAL: SWATCO										240.00
028520	290-710411	000000	03/31/24	F24028	221749617	FOOD	1	N	03-2024	503.76
028520	290-710411	000000	03/31/24	F24028	221750490	FOOD	1	N	03-2024	630.58
028520	290-710410	000000	03/31/24	F24028	221750490	NON FOOD	1	N	03-2024	185.80
028520	290-710411	000000	03/31/24	F24029	221749618	FOOD	1	N	03-2024	753.21
**SUB-TOTAL: SYSCO FOOD SERVICE, INC.										2,073.35
028960	100-681345	000000	03/08/24	000000	FEBRUARY 2024	IN LIEU OF TRANSPORATION	1	N	03-2024	21.44
**SUB-TOTAL: TERESA DUNHAM										21.44
029180	100-661410	000000	03/31/24	M24690	791089659	CUSTODIAL SUPPLIES	1	N	03-2024	194.94
**SUB-TOTAL: THE HOME DEPOT PRO										194.94
030620	290-710410	000000	03/31/24	F24031	2-0-920189	KITCHEN ITEMS	1	N	03-2024	182.79
**SUB-TOTAL: URM STORES, INC.										182.79
030680	290-710410	000000	03/31/24	F24030	5397674	CREDIT	1	N	03-2024	35.88CR
030680	290-710411	000000	03/31/24	F24030	5397674	FOOD	1	N	03-2024	2,051.50
030680	290-710410	000000	03/31/24	F24030	5397674	NON FOOD	1	N	03-2024	341.26
030680	290-710410	000000	03/31/24	F24030	5397675	FOOD	1	N	03-2024	2,640.71
030680	290-710411	000000	03/31/24	F24030	5397675	NON FOOD	1	N	03-2024	12.23
030680	290-710411	000000	03/31/24	F24032	5397676	FOOD	1	N	03-2024	683.33
030680	290-710411	000000	03/31/24	F24032	5573350	FOOD	1	N	03-2024	1,661.21
030680	290-710410	000000	03/31/24	F24032	5573350	NON FOOD	1	N	03-2024	182.62
030680	290-710411	000000	03/31/24	F24032	5573352	FOOD	1	N	03-2024	2,733.43
030680	290-710410	000000	03/31/24	F24032	5573352	NON FOOD	1	N	03-2024	113.40
030680	290-710411	000000	03/31/24	F24032	5757804	FOOD	1	N	03-2024	1,163.30
030680	290-710410	000000	03/31/24	F24032	5757804	NON FOOD	1	N	03-2024	44.52
030680	290-710411	000000	03/31/24	F24032	5757805	FOOD	1	N	03-2024	1,646.02
030680	290-710410	000000	03/31/24	F24032	5757805	NON FOOD	1	N	03-2024	154.16
**SUB-TOTAL: USF - SPOKANE										13,391.81
030800	100-681420	000000	03/18/24	000000	FEB. 24	DIESEL FUEL 906.713 GALS	1	N	03-2024	3,042.93
030800	100-663410	000000	03/18/24	000000	FEB. 24	FORD F-150 41.099 GALS	1	N	03-2024	131.48
030800	100-681420	000000	03/18/24	000000	FEB. 24	BUS #6 FUEL 41.929 GALS	1	N	03-2024	134.13
**SUB-TOTAL: VALLEY GAS										3,308.54
031200	100-632310	000000	03/18/24	000000	6227693	MONTHLY COMPLIANCE FEE	1	N	03-2024	50.00
**SUB-TOTAL: WAGEWORKS										50.00
031680	100-681425	000000	03/13/24	T24203	008792-IN	SEAT COVERS BUS 3 AND 11	1	N	03-2024	259.38
**SUB-TOTAL: WESTERN MOUNTAIN BUS SALES										259.38
031692	100-515322	000000	03/18/24	000000	14864	SHRED CART FEE AND SERVICE	1	N	03-2024	52.00
**SUB-TOTAL: WESTERN RECYCLERS										52.00
***GRAND TOTAL - VENDOR COUNT: 63										123,854.57

(Rprt: 01 - MAIN; Dates: 00/00/00-03/31/24; PRINT: 03/14/24 1:49:40 PM)

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ASSOCIATED STUDENT BODY FUND				
238-111100	CASH IN BANK-- ASB	71,943.27	19,912.29CR	52,030.98
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	20,316.46	0.00	20,316.46
238-114200	RECEIVABLE	0.00	0.00	0.00
		=====	=====	=====
	TOTAL STUDENT BODY ASSETS	105,340.50	19,912.29CR	85,428.21
		=====	=====	=====
STUDENT BODY FUNDS				
238-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
238-218350	SALES TAX PAYABLE	655.31CR	655.31	0.00
238-223100	HIGH SCHOOL STUDENT BODY	13,025.71CR	0.00	13,025.71CR
238-223107	MIDDLE SCHOOL STUDENT BODY	1,721.03CR	239.70	1,481.33CR
238-223110	AT RISK FUND	540.10CR	0.00	540.10CR
238-223125	CONCESSIONS	4,556.59CR	1,223.53	3,333.06CR
ATHLETIC FUNDS				
238-223200	GENERAL ATHLETIC FUND	9,200.42CR	186.25	9,014.17CR
238-223201	FOOTBALL	1,748.56CR	0.00	1,748.56CR
238-223202	FOOTBALL FUNDRAISERS	109.41CR	0.00	109.41CR
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	6,916.64CR	4,469.73	2,446.91CR
238-223221	GIRLS BASKETBALL FUNDRAISERS	3,646.47CR	0.00	3,646.47CR
238-223230	BOYS BASKETBALL	13,117.21CR	5,089.69	8,027.52CR
238-223231	BOYS BASKETBALL FUNDRAISERS	0.00	0.00	0.00
238-223240	TRACK	194.34CR	0.00	194.34CR
238-223250	CHEER	6,594.20CR	4,917.67	1,676.53CR
238-223260	SOFTBALL	413.03CR	0.00	413.03CR
238-223261	SOFTBALL FUNDRAISERS	107.86CR	0.00	107.86CR
238-223270	BASEBALL	781.95	0.00	781.95
238-223271	BASEBALL FUNDRAISERS	453.21CR	0.00	453.21CR
238-223280	GOLF	728.06CR	0.00	728.06CR
238-223285	WRESTLING	4,112.39	406.00	4,518.39
238-223286	WRESTLING FUNDRAISERS	2,904.69CR	962.68	1,942.01CR
CLASSES				
238-223400	STUDENT COUNCIL	1,909.19CR	961.73	947.46CR
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	8,708.74	0.00	8,708.74
238-223523	DRAMA	4,902.88CR	0.00	4,902.88CR
238-223530	LIBRARY	811.29CR	0.00	811.29CR
238-223532	INDIAN CLUB	6,258.25CR	800.00	5,458.25CR
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	1,909.95CR	0.00	1,909.95CR
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	250.36CR	0.00	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	124,290.32CR	19,912.29	104,378.03CR
		=====	=====	=====



REFR#	DESCRIPTION	AMOUNT	DATE
991228	OLIVIA JACKSON CAP AND GOWN	59.00CR	02/01/24
991229	HSBB TROY GATE	2,020.00CR	02/05/24
991230	HSBB TROY CONCESSION	1,923.75CR	02/05/24
991231	HSBB TROY- CLUB BAKE SALE-IND CLUB	352.00CR	02/05/24
991232	HSBB TROY 50/50 TICKETS-IND CLUB	168.00CR	02/05/24
991233	OLD JERSEY SALE- NEW MASCOT	630.00CR	02/05/24
991234	DISTRICT PLAYOFF= CONCESSION	406.50CR	02/06/24
991235	DISTRICT PLAYOFF CONCESSION	646.50CR	02/08/24
991236	DISTRICT PLAYOFF-CLUB/CHEER	40.00CR	02/08/24
991237	NPT PAYROLL DONATION	11.00CR	02/08/24
991238	MSGB MOSCOW CONCESSION TAX	241.05CR	02/09/24
991239	MSGB MOSCOW GATE	342.00CR	02/09/24
991240	RMBRS WRESTLING - PD DIDN'T GO ON TRIP	30.00CR	02/09/24
991241	NPT PAYROLL DONATION	11.00CR	02/16/24
991242	HSGB DISTRICTS-CONCESSION	155.50CR	02/16/24
991243	MSGB JENIFER GATE	342.00CR	02/16/24
991244	MSGB JENIFER CONCESSION	273.50CR	02/16/24
991245	RMBRS CHEER PD- EMILY ARTHUR DIDN'T GO	200.00CR	02/20/24
991246	HSBB DISTRICTS- GATE	1,147.00CR	02/20/24
991247	HSBB DISTRICTS CONCESSION	601.00CR	02/20/24
991248	SPECIAL FORCES VALENTINE FUNDRAISER	85.00CR	02/20/24
991249	DAVID AIKEN DONATION TO MUSIC CLUB	100.00CR	02/21/24
991250	HSBB DISTRICT CONCESSION	616.50CR	02/21/24
991251	MSGB ALL SAINTS GATE	355.00CR	02/22/24
991252	MSGB ALL SAINTS CONCESSION	180.25CR	02/22/24
991253	MSGB ALL SAINTS-CLUB/BAKE SALE-MASCOT FUNDRAIS	41.00CR	02/22/24
991254	HSBB DISTRICTS CONCESSION	712.50CR	02/22/24
991255	HSBB DISTRICTS-CLUB/BAKE SALE-GOLF	76.00CR	02/22/24
991256	DONATION TO NEW MASCOTT	20.00CR	02/22/24
991257	DONATION - SPECIAL FORCES VALENTINE FUNDRAISER	40.00CR	02/22/24
991258	STUDENT PER DIEM RMBRS WRSTLG- DIDN'T GO TO ST	85.00CR	02/26/24
991259	MS DANCE	380.00CR	02/26/24
991260	NPT AD IN YEARBOOK TAX	150.00CR	02/27/24
991261	NPT PAYROLL DONATION	11.00CR	02/27/24
991262	JERSEY SALE FUNDRAISER FOR NEW MASCOT	110.00CR	02/27/24
991264	JERSEY SALE FOR NEW MASCOT	160.00CR	02/28/24
991265	HSBB DISTRICTS CONCESSION	370.00CR	02/26/24
*** TOTAL		13,092.05CR	

REFR#	VENDOR	AMOUNT	DATE	DESCRIPTION
006236	FLORAL ARTISTRY	109.45	02/01/24	SR NIGHT FLOWERS
006237	POTLATCH HIGH SCHOOL	150.00	02/01/24	WRESTLING TRNY ENTRY FEE
006238	CEDAR CREEK CREATIONS	675.00	02/01/24	BASEBALL HATS
006239	COSTCO	234.04	02/01/24	SANDWICH TRAYS AND DRINKS
006241*	CAPITAL ONE	71.92	02/01/24	IND CLUB SUPPLIES
006242	JENNY WILLIAMS	100.00	02/01/24	STUDENT STIPEND-4 @ \$25 EACH
006243	AARON OSBORN	85.25	02/07/24	PER DIEM 2/9
006244	MATTHEW LATTUADA	85.25	02/07/24	PER DIEM 2/9
006245	CHRISTOPHER KATUS	85.25	02/07/24	PER DIEM 2/9
006246	TENA MCKIM	420.00	02/07/24	14 STUDENTS- PER DIEM 2/9-10 TRNY
006247	THY AIS WHITMAN	85.25	02/07/24	PER DIEM WRESTLING CHAPERONE 2/9
006248	TENA MCKIM	1,800.00	02/09/24	6 STUDENTS -4DAYS@\$25 PER DAY-GIRLS BB STATE
006249	JOSLYN LEIGHTON	220.00	02/09/24	PER DIEM-2/14 THRU 2/17 \$55 PER DAY
006250	JOSH LEIGHTON, JR.	220.00	02/09/24	PER DIEM 2/14 THRU 2/17 \$55 PER DAY
006251	CATHERINE BIGMAN	220.00	02/09/24	PER DIEM 2/14 THRU 2/17 @ \$55 PER DAY
006252	LORI LYNN PARRISH	576.44	02/09/24	PER DIEM 2/14 THRU 2/17 @ \$55 PER DAY
006253	ROZELLE TIEDE	220.00	02/09/24	PER DIEM 2/14 THRU 2/17 @ \$55 PER DAY
006254	RICK HEIMGARTNER	220.00	02/09/24	PER DIEM 2/14 THRU 2/17 @ \$55 PER DAY
006255	CATHERINE BIGMAN	142.50	02/09/24	REIMBURSE FOR APPLEBEE'S CHEER DINNER
006256	D'LISA PENNEY	576.44	02/09/24	PER DIEM 2/14 THRU 2/17 @ \$55 PER DAY
006257	URM STORES, INC.	3,808.27	02/09/24	JAN CONCESSION OPEN PO
006258	IDAHO BEVERAGES	3,258.00	02/09/24	JAN CONCESSION OPEN PO
006259	VALLEY FOODS	219.22	02/09/24	JAN CONCESSION OPEN PO
006260	TENA MCKIM	350.00	02/16/24	14 STUDENT WRESTLING PER DIEM-DISTRICTS 1DAY
006261	DANIEL DUNHAM	55.00	02/16/24	WRESTLING DISTRICTS PER DIEM-2/17
006262	THY AIS WHITMAN	55.00	02/16/24	WRESTLING DISTRICTS CHAPERONE PER DIEM
006263	CHRISTIANE STUK	0.00	02/16/24	** VOID **
006264	MATTHEW LATTUADA	55.00	02/16/24	WRESTLING DISTRICTS PER DIEM 2/17
006265	CHRISTOPHER KATUS	55.00	02/16/24	WRESTLING DISTRICTS PER DIEM 2/17
006266	TENA MCKIM	255.00	02/21/24	3 STUDENT PER DIEM-3DAYS@\$25, 1DAY@\$10 EACH
006267	CHRISTOPHER KATUS	198.00	02/21/24	PER DIEM 2/22-25, 3DAYS@\$55, 1DAY@\$33
006268	MATTHEW LATTUADA	198.00	02/21/24	PER DIEM 2/22-25, 3DAYS@\$55, 1DAY@\$33
006269	UNIVERSAL ATHLETIC SERVICES, INC	1,052.20	02/21/24	BOYS BASKETBALL TSHIRTS
006270	WELLS FARGO BANK	3,769.00	02/21/24	SR DRUG FREE PARTY PRIZES
006271	MATTHEW LATTUADA	23.58	02/21/24	REIMBURSE FOR STATE TICKET
006272	ART BEAT INC.	952.50	02/21/24	T-SHIRTS LEADERSHIP CONF.
006273	ZACHERY EASTMAN	220.00	02/26/24	PER DIEM 2/28-3/1 4 DAYS @ \$55 PER DAY
006274	JEREMIAH WYNOTT	220.00	02/26/24	PER DIEM 2/28-3/1 4 DAYS @ \$55 PER DAY
006275	RICK HEIMGARTNER	220.00	02/26/24	PER DIEM 2/28-3/1 4 DAYS @ \$55 PER DAY
006276	LORI LYNN PARRISH	576.44	02/26/24	PER DIEM 2/28-3/1 4 DAYS @ \$55 PER DAY
006277	CATHERINE BIGMAN	220.00	02/26/24	PER DIEM 2/28-3/1 4 DAYS @ \$55 PER DAY
006278	AARON OSBORN	220.00	02/26/24	PER DIEM 2/28-3/2 4 DAYS @ \$55 PER DAY
006279	TENA MCKIM	2,000.00	02/26/24	13 PLAYERS, 1 GAME MANAGER 4DAYS@\$25 PER DAY
006280	CATHERINE BIGMAN	410.42	02/26/24	RMBRS FOR BUS DECORATIONS
006281	D'LISA PENNEY	576.44	02/26/24	PER DIEM 2/28-3/2- 4 DAYS @ \$55 PER DAY
006282	KEITH KIPP	220.00	02/26/24	PER DIEM 2/28-3/2-4DAYS@ \$55 PER DAY
*** TOTAL		25,483.86		



**LAPWAI ELEMENTARY SCHOOL**

LAPWAI SCHOOL DISTRICT #241

Box 247

Lapwai ID 83540

(208) 843-2960/2952

To: Board of Trustees  
From: Teri Wagner  
Date: March 13, 2024  
RE: March Board Back-Up

**Building Documents Attached**

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

**Professional Learning Topics**

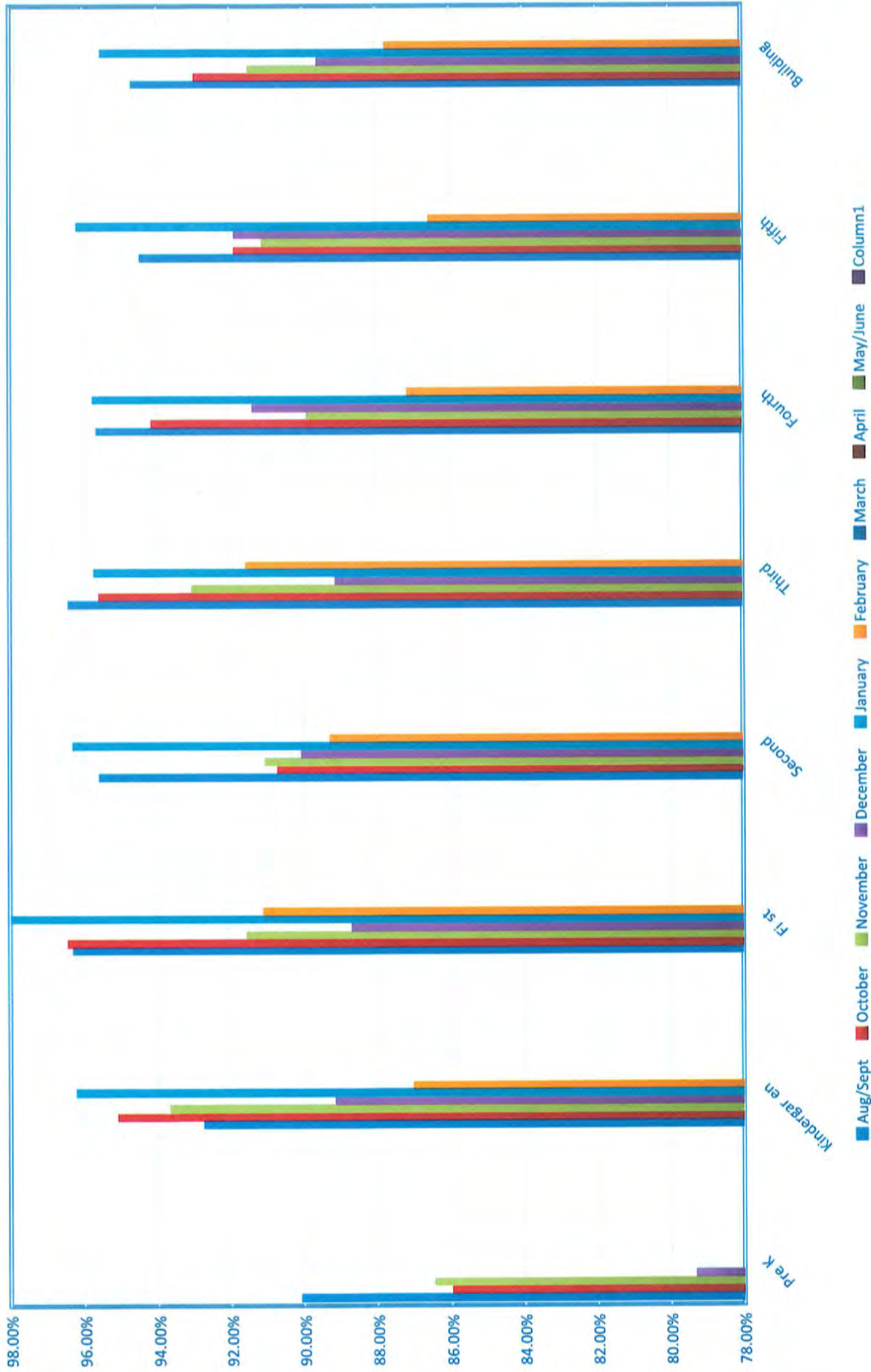
- Health and Safety
- Empowering Professional Learning Teams
- ECRI Intervention Training and Implementation
- *i-Ready* Math Implementation
- Data Analysis
- Diagnostic Testing
- Intervention Collaboration, Planning, Goal Setting, and Implementation

**Family/Community Involvement**

- High School Basketball Players Visit Elementary Cafeteria March 8
- Nez Perce Standards and Pedagogy Professional Development
- Nez Perce Language in Classrooms and After School Program
- Student Success Assemblies
- Nez Perce Culture and Language Team Presentation
- Nez Perce Culture and Language Team Meeting
- Family Engagement Team Meeting

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

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



LAPWAI ELEMENTARY SCHOOL  
ATTENDANCE  
2023/2024

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

	2/5	2/12	2/20	2/26	3/4	3/11	3/18	4/1	4/8	4/15	4/22	4/29	5/6	5/14	5/20
Arthur						o									
Baldwin	w			w		w									
Beckman	o		e,c,c	w											
Blyleven	w			w	e,c,c	c									
Calkins	w		w	w		w									
Hays		w		w		e,c,c									
Hillman	o	w		w	o	w									
McKarcher	w			w		o									
Melton						c,e									
Paris	w			e,c,c	c	o									
Rabaiotti	o		w		o	o									
Raml						w									
Shaffer	w					w									
Sliger	w			e,c,c	c	w									
Stamper				w		w									
Woodford	w			c,c,e	c										

o = observation with feedback

c = conference

w = walkthrough

d = documented observation

e = formal observation

Family, Community, School Partnerships Contact Report 2023-2024

	Aug/Sept	Oct	Nov	Dec/Jan	Feb	Mar	April	May/June	Totals
Mrs. Bonner	168	132	116/1	174	105				
Mrs. Sliger	128	135	141	280	145	/1			
Mrs. Stamper	134	145	140	203	139				
Mrs. Paris	109	110	110	120/1	115				
Ms. Rabaioiti	166	149	208	216/1	103				
Ms. Calkins	100	97	105	160	101				
Mrs. Hillman	173	152	128/1	170/1	125/1				
Mrs. Beckman	144	125	115	172	15				
Mrs. Hays	164	147	102	157	97				
Mr. Blyleven	125	95	100	175	125				
Mr. Woodford	111	103	114	260	218				
Mrs. Baldwin	95	128	102	197	108/3				
Mrs. Arthur	126	101	108	214/1	93/3				
Mrs. Melton	50	21	45	65					
Mrs. Wagner	96	116	123	118	102				
<b>Total</b>	<b>1,794</b>	<b>1,756</b>	<b>1757</b>	<b>2681/4</b>	<b>1828/7</b>				

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

## Professional Development Schedule

February 23, 2024

1:25-1:30	<u>Room 125</u> All		
1:30-1:55	<u>Kathie</u> , Kim, Montoya, Jaylie, Livie, Bahi	<u>Krystle</u> , Tracie, Jene Ane, Traci, Rhea, Sheridan	Teri, Carleen, Teeiah
2:00-2:25	Kelly, Natasha, Montoya, Jaylie, Livie, Jene Ane, Rhea, Sheridan, Bahi		Teri, Melissa
2:30-2:55	<u>Delaney</u> , Montoya, Jaylie, Livie, Bahi	<u>Sasha</u> , Jene Ane, Traci, Rhea, Sheridan	
3:00-3:15	<u>Traci</u> , Montoya, Jaylie, Livie, Jene Ane, Rhea, Sheridan, Teri		
2:45-3:05	<u>Colleen</u> , Sasha, Delaney	<u>Becca</u> , Natasha, Kelly	
3:05-3:30	<u>Colleen</u> , Kathie, Krystle	<u>Becca</u> , Melissa	

### Intervention Groups

Groups are a pre-teach (Are kids getting JUST what they need?)

If a student is not making progress:

Is it the correct intervention?

Is the intervention at the correct frequency and duration?

Is the interventionist the best fit for the student?

## Leadership Team Meeting

Monday, February 26, 2024

LT Member	Sign in
Kelly Hillman	
Jen Becker	
Cassie Hays	
Beau Woodford	
Lori Ravet	
Becca Cooley	
Teri Wagner	
David Aiken	
Jene Ane Carlin	ab
Colleen Bonner	

**Time:** 3:40-7:00 PM (210 minutes)

**Location:** Room 215

**Dinner:** Provided

**Bring:** SAMPLE Report Cards and Ideas from Colleagues  
Drinks and Snacks

### Our Team Norms

- Remain data driven, present, and focused
- Refuse to admire problems and insist on solutions
- Ensure balanced, respectful, and effective communication

1. Quick review of norms and minutes from last meeting (5 minutes)
2. Celebrations and good of the group (10 minutes)
3. ASP-Beau (10 minutes)
4. Building Goals

#### ELA

Forty percent of Lapwai Elementary School students grades K-5 will meet or exceed expected growth in reading (K Letter Sound) fluency as measured by Fall 2023 to Spring 2024 DIBELS 8/STAR CBM Benchmark Assessment.

#### Math

Fifty-five percent of Lapwai Elementary School students grades K-5 will meet or exceed typical growth as measured by Fall 2023 to Spring 2024 I-Ready MATH Assessment.

#### PBIS

School-wide discipline referrals for the infraction of bullying will increase by 100% from 2022-2023 reporting through accurate documentation and fidelity of bullying reporting, and use of a clear definition of bullying using precise, concrete language.



Percent of Students at Each Grade Level Meeting Benchmark 2023-2024							
	Fluency and Accuracy				Istation		i-Ready
	Letter Naming Fluency	Letter Sound Fluency		Oral Reading Fluency	Oral Reading Accuracy	ISIP	
K	10%					26%	5%
	24%	64%				38%	17%
1	43%			26%	31%	29%	7%
	37%	39%		30%	16%	33%	19%
2				43%	41%	52%	2%
				51%	51%	59%	19%
3				33%	39%	45%	0%
				33%	52%	61%	9%
4				38%	59%		0%
				43%	71%		11%
5				33%	55%		7%
				35%	75%		20%

Orange=Fall Scores

Blue=Winter Scores

Green=Spring Scores

Student Growth			
	Accelerated and Above ISATION	Realistic and Ambitious FLUENCY	Typical and Stretch MATH
K	66% 25/38	LSF: 72% 31/43	46% 19/41
1	57% 24/42	LSF: 95% 40/42	56% 23/42
2	55% 24/44	74% 32/43	38% 14/37
3	71% 22/31	82% 27/33	45% 15/33
4		46% 17/37	47% 15/37
5		63% 25/40	50% 19/38
Building	75%	71%	46%

Blue=Winter Scores

Green=Spring Scores

5. Professional Learning Teams and IPLP Goals (10 minutes)

- Report from each Grade Level Band +

6. Report Cards (reports and next steps)

- Power School Report-David
- Essentials Standards Discussion
- Plus/Delta
- Additions

7. Professional Learning for February (30 minutes)

March 1 NPCLT Presentation

*Report Card Debrief and Input Session*

March 8 *Collaboration and Report Card*

March 15

March 22 PT Conference Scheduling *and Collaboration*

April 5 Grading Day

8. Set date and develop agenda for next LT meeting and evaluate meeting effectiveness (10 minutes)

## Professional Development Schedule

March 1, 2024

1:25-2:00	<u>Room 125</u> <b>All</b> Nez Perce Culture and Language Team Pete Wilson Presentation		
2:00-2:15	Room 125 <b>Classroom Teachers</b> Report Cards	Reading Room <b>Interventionists</b>	
2:15-2:35	<u>Cassie</u> , Jene Ane, Montoya, Rhea	<u>Melissa</u> , Traci, Livie, Jaylie	Classroom Teachers
2:40-3:00	<u>Carleen</u> , Traci , Jene Ane, Montoya, Rhea, Livie, Jaylie		Report Card Analysis
3:05-3:30			

### Intervention Discussions

Are kids getting JUST what they need?

If a student is not making progress:

Is it the correct intervention?

Is the intervention at the correct frequency and duration?

Is the interventionist the best fit for the student?

### Report Card Analysis

**Goal:** Develop and implement a parent-friendly report card by August 2024 that clearly communicates students' progress in alignment with the Idaho Content Standards. This report card should enhance teachers' ability to describe student progress without creating additional burdens on their workload.

**Step One:** Work in grade level teams to analyze the **ELA section** of the Lapwai report card. Compare each item on the report card to CCSS and grade level identified essential standards. Note language and vocabulary that do not align to CCSS. Also note any items that your grade level team does not have data to determine a score.

**Professional Learning**  
**March 8, 2024**

**Announcements**

- Parent Teacher Conference Scheduling
- Native Cultural and Language Team Report and Resources Update
- ASP Announcement
- Good of the Group

1:25-1:35	All Instructional Faculty for Announcements Room 215		
1:35-2:00	General Education Teachers-Room 215 (Report Cards and i-Ready Resource) Reading Interventionists-Reading Room (Data Analysis)		
2:00-2:25	<u>Kathie</u> , Kim, Montoya, Jaylie, Livie, Bahi	<u>Krystle</u> , Tracie, Jene Ane, Traci, Rhea, Sheridan	2 <sup>nd</sup> and 5 <sup>th</sup> Report Card Work 3 <sup>rd</sup> and 4 <sup>th</sup> Report Card Collaboration
2:30-2:55	<u>Delaney</u> , Montoya, Jaylie, Livie, Bahi	<u>Sasha</u> , Jene Ane, <i>Traci</i> , Rhea, Sheridan	2 <sup>nd</sup> and 5 <sup>th</sup> Report Card Work
2:45-3:05	<u>Becca</u> , Nate, Beau		
3:00-3:30	<u>Kelly</u> , Natasha, Montoya, Jaylie, Livie, Jene Ane, Rhea, Sheridan, Bahi, <i>Traci</i>		
3:10-3:30	<u>Becca</u> , Teeiah, Carleen		3:00-3:30 K and 1 <sup>st</sup> Report Card Collaboration

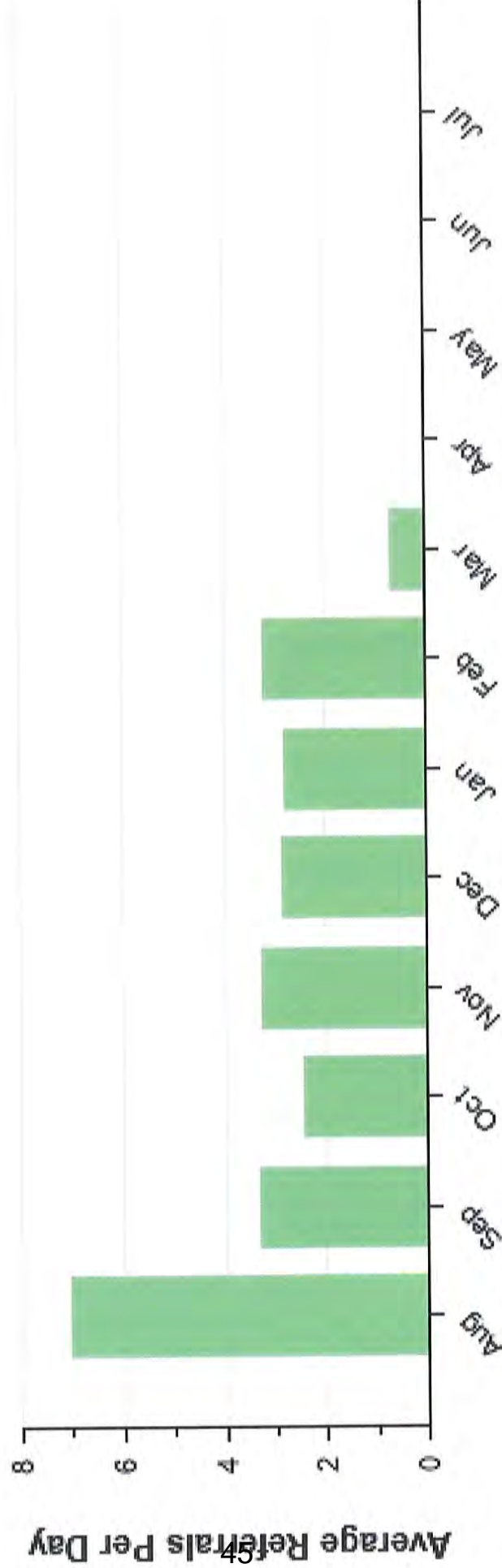


Average Referrals Per Day Per Month  
2023-24

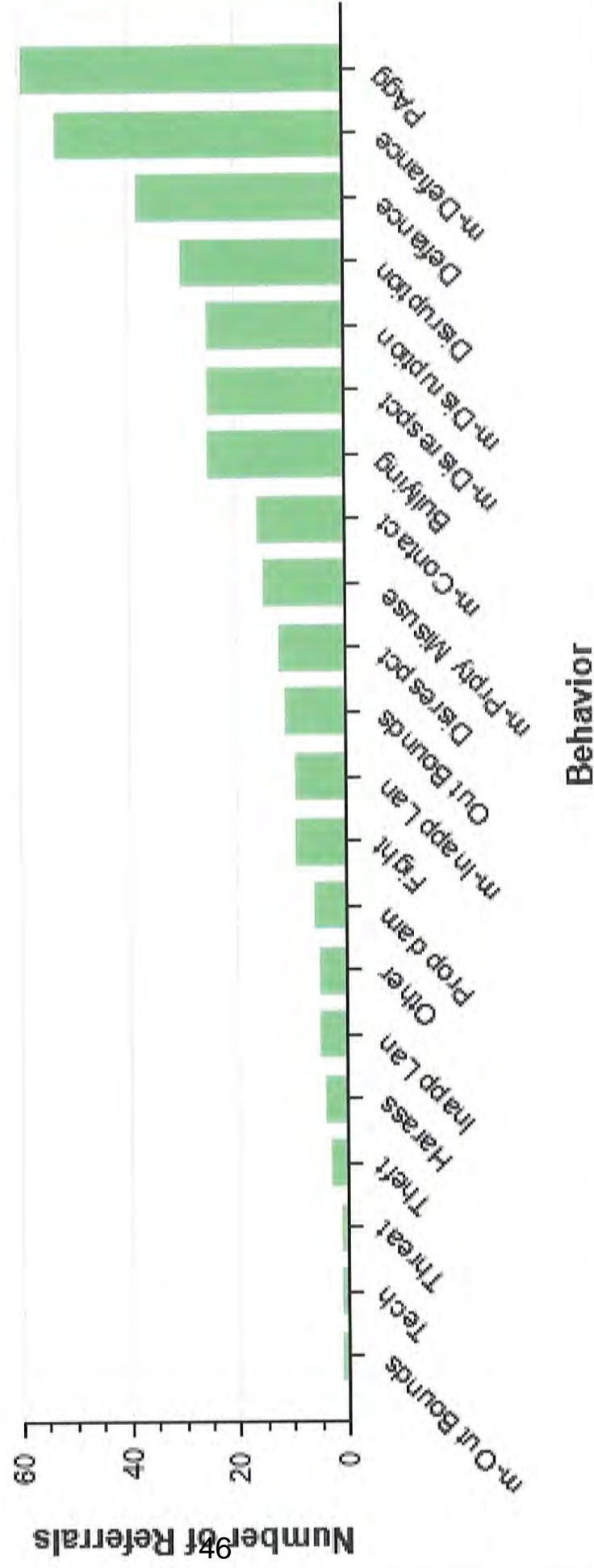
Outcome: All Referrals  
Show National Data on Graph: No  
Show Values on the Graph: No

## Average Referrals Per Day Per Month

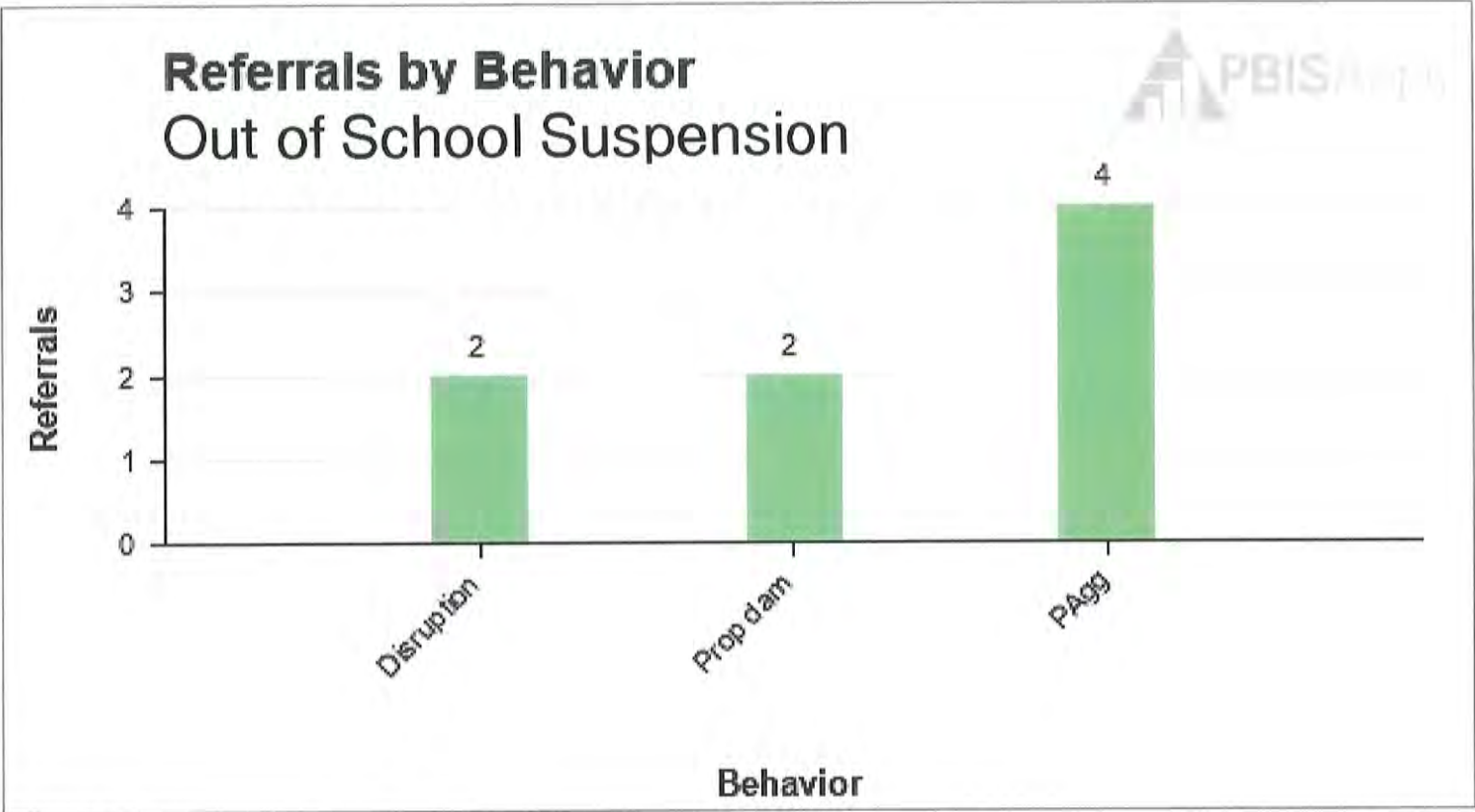
All, 2023-24



## Referrals by Behavior



Swis Drill Down Report  
Behavior



Report Options

Included in Dataset:

- School Year - 2023-24
- Action Taken - Out-of-School Suspension



## Enrollment Summary: Federal Ethnicity and Race Report

View:

Federal Ethnicity and Race

Students:

☐ All Active Enrollments☒ Current Selection

Date:

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	14 M 10 /F 4	10 M 7 /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 24 /F 19	38 M 21 /F 17	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	1 M 1 /F 0	3 M 1 /F 2	1 M 1 /F 0	0 M 0 /F 0
1	42 M 24 /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	7 M 2 /F 5	2 M 1 /F 1	0 M 0 /F 0
2	40 M 16 /F 24	31 M 14 /F 17	0 M 0 /F 0	0 M 0 /F 0	1 M 0 /F 1	1 M 0 /F 1	3 M 0 /F 3	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	39 M 24 /F 15	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	2 M 1 /F 1	4 M 2 /F 2	0 M 0 /F 0
Total	248 M 137 /F 111	193 M 112 /F 81	0 M 0 /F 0	2 M 1 /F 1	1 M 0 /F 1	19 M 11 /F 8	19 M 5 /F 14	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



# Analyzed Business Checking - PF

Account number: 801013418 ■ February 1, 2024 - February 29, 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://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	-\$95.34	\$12,597.67

## Debits

Checks paid

Number	Amount	Date
3830	95.34	02/26

\$95.34 Total checks paid

\$95.34 Total debits

## Daily ledger balance summary

Date	Balance	Date	Balance
01/31	12,693.01	02/26	12,597.67

Average daily ledger balance \$12,679.85

February 1, 2024

Date	Checks	Deposits	Balance
Beginning Balance			
2/1/24			\$ 12,693.01
2/26/24 #3830	95.34		\$12,597.67
2/29/24 Ending Balance			\$ 12,597.67



## LAPWAI MIDDLE/HIGH SCHOOL

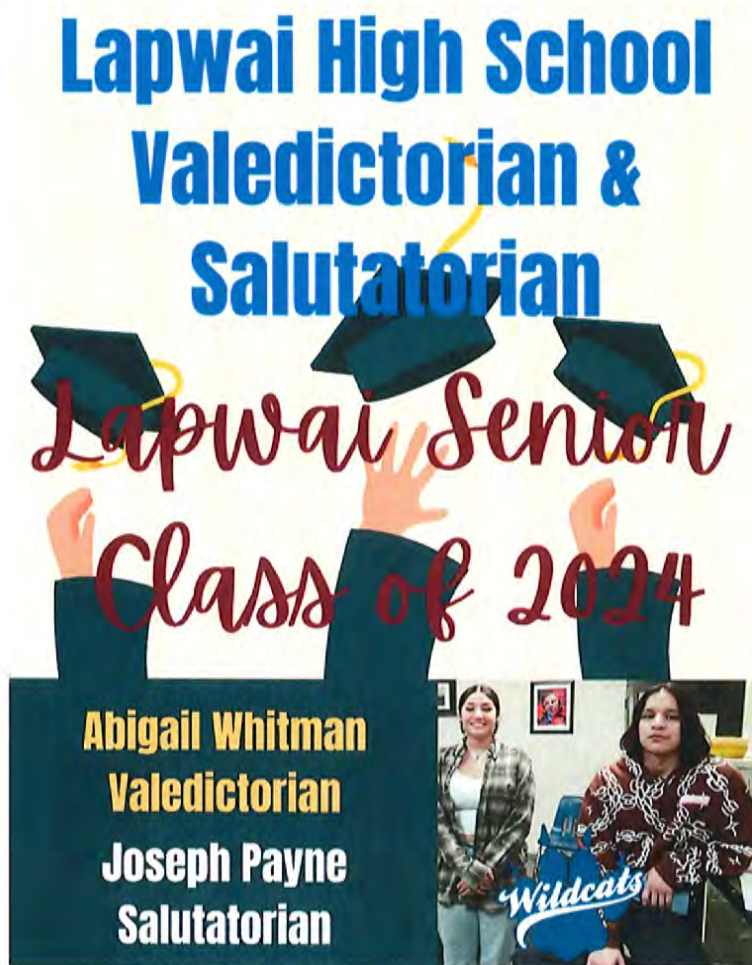
Phone: (208) 843-2241, x3208

dr.penney@lapwai.org

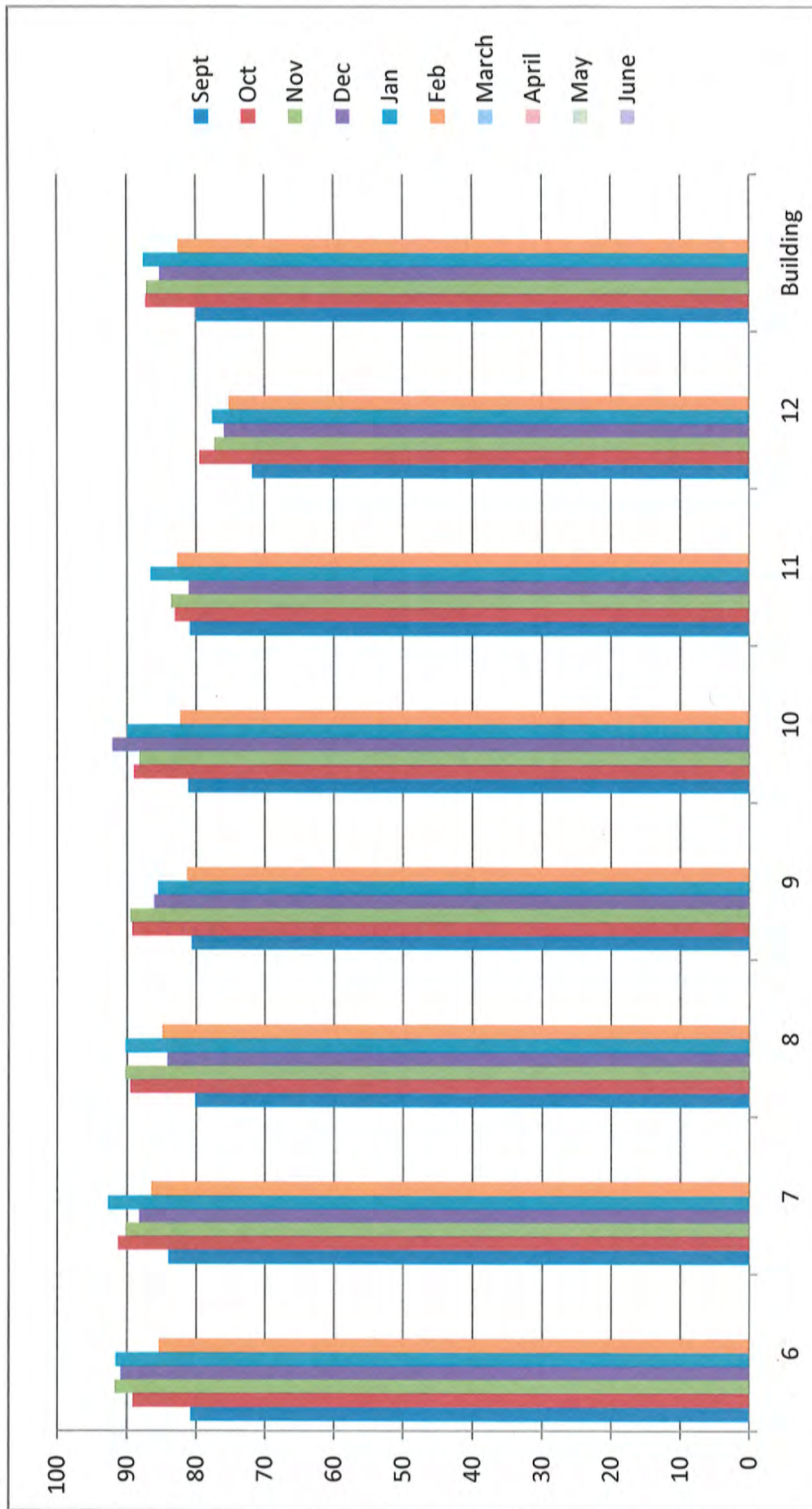
To: Board of Trustees  
From: Dr. Penney, LMS-LHS  
Subject: Board Report for March 2024

### Content

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



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



Attendance Summary By Grade

Lapwai Middle/High School  
02/01/2024 to 02/29/2024 = 20 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
6	36	0	0	0	36	720	0	0	105.00	615.00	30.75	85.42%
Subtotal	36	0	0	0	36	720	0	0	105.00	615.00	30.75	85.42%
7	47	0	0	0	47	940	0	0	127.00	813.00	40.65	86.49%
8	37	0	0	1	36	740	0	19	109.00	612.00	30.60	84.88%
Subtotal	84	0	0	1	83	1680	0	19	236.00	1425.00	71.25	85.79%
9	37	0	0	0	37	740	0	0	138.00	602.00	30.10	81.35%
10	34	0	0	0	34	680	0	0	120.50	559.50	27.98	82.28%
11	33	0	0	0	33	660	0	0	113.50	546.50	27.33	82.80%
12	44	2	1	2	44	900	0	46	211.50	642.50	32.13	75.23%
Subtotal	148	2	1	2	148	2980	0	46	583.50	2350.50	117.54	80.11%
Grand Total	268	2	1	3	267	5380	0	65	924.50	4390.50	219.54	82.61%

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.



**Leadership Team DRAFT**

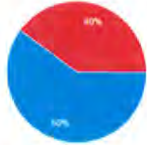

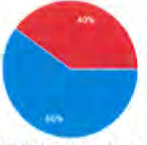
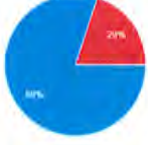
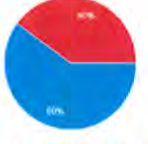
<b>DATE:</b>	<b>March 12, 3:30-6:30PM</b>	<b>Next meetings: 4/9, 5/7, 6/11</b>
<b>LOCATION:</b>	<b>TBD (Maybe Maynes room 320)</b>	

Monthly commitment: Be ready to work by 3:30PM, on-time, actively intellectually engaged in the LT work.

<b>LEADERSHIP TEAM MEMBERS (sign in with accurate time/minute)</b>			<b>Roles</b>
1	David Aiken		
2	D'Lisa Penney		Facilitator (ET)
3	Lori Ravet		Recorder/Minutes
4	Josh Nellesen		Facilitator (Schedule)
5	Sam Maynes		Notes for next agenda Facilitator (ISAT)
6	Holly Selstad		Facilitator (Schedule)
7	Georgia Sobotta		Process checker
8	Brad Peterson		Time keeper
9	Matt Lattuada		Facilitator (BUB)
10	Matt Morgan		Facilitator (Norms, Eval)
11	Ashlee Grunenfelder		Facilitator (Schedule)
12	Dennis K		
13	Alica H		
14	Lisa Nelson		
15	Rye Hewett		

<b>5 Characteristics of High Performing Team Norms</b>		<b>LT NORMS</b>
<ul style="list-style-type: none"> <li>Maintain a clear focus.</li> <li>Embrace a spirit of inquiry.</li> <li>Put data at the center.</li> <li>Honor commitments to learners and learning.</li> <li>Cultivate relational trust.</li> </ul>		<ul style="list-style-type: none"> <li>Timely arrivals and meeting closures.</li> <li>Stay Learning Focused—Cell phones are off. Leave cell phones, emails, and other business at the door.</li> <li>Remain agenda driven, present, and data focused.</li> <li>Refuse to admire problems and insist on solutions, and model positive growth mindsets</li> </ul>
<b>8 Stages of School Improvement:</b>		
1. Assess readiness to benefit	5. Study and select research-based practices	
2. Collect, sort, and analyze data	6. Create action plans	
3. Build and analyze portfolio	7. Implement and monitor plan	
4. Set and prioritize goals	8. Evaluate plan's impact on student achievement	
<b>Four questions that drive LT/PLT work:</b>		<b>Assess</b>
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: 3:30-6:30 PM**

TIME	Facilitator	Topic/Task	Topics for next Agenda
3:30-3:40 (10 min)	D'Lisa	1. Sign in & grab materials, ENTRY TASK: REVIEW AGENDA & LT MEMBER SURVEY FEEDBACK UNDER EACH SECTION	
<b>FUNCTION OF LT/PLT SECTION (Action plan and building of distributive leadership model and LT member facilitators)</b>			
3:40-3:55 (15 min)	Matt M	<p>Review meeting norms, pick a meeting eval/meeting assessment activity</p> <p>Other survey data:</p> <p>I will host LT in my classroom/office: 5 responses</p>  <p>I will facilitate an LT meeting: 5 responses</p>  <p>I can bring snacks/meal to an LT meeting 5 responses</p>  <p>I can facilitate and entry task activity for our LT meeting: 5 responses</p>  <p>I can facilitate the exit ticket/meeting eval and collect data to share with the team: 5 responses</p>  <p>When we pick roles to engage us in our work (facilitator, recorder, time keeper, process checker, engaged participant, etc.), what role am I comfortable engaging in, and what ideas do I have? 5 responses</p> <p>Time keeper or equal voice monitoring</p> <p>I'm comfortable with being an engaged participant, facilitator, or process checker.</p> <p>I would be happy to help wherever there is need.</p> <p>I am not the best recorder...</p> <p>I am fine being whatever role is needed.</p> <p>GOAL FOR NEXT LT: Frame LT agenda items into agenda topics/actionable items</p>	-Set LT agenda together at end of meeting, meeting notes from LT to share with PLT's
<b>ACADEMIC SCHEDULE SECTION</b>			
3:55-4:40 (45 min)	Ashlee, Holly, Josh N	<ul style="list-style-type: none"> <li>Academic Course Schedule 2024 (Semester 1/Semester 2, a yearlong plan) &amp; needs for year 3 of CSI/evaluation year)</li> <li>Needs assessment for academic scheduling (D'Lisa draft document)</li> <li>Action planning</li> <li>Schedule committee development</li> <li>Other:</li> </ul>	-Next steps for scheduling committee, meeting dates and google calendar invites -research/homework
<b>SWIP SECTION-School Improvement</b>			
4:40-4:55 (15 min)	Dennis K	SWIP updates: review goals, review action steps, what needs to be addressed	
<b>TIER 2 INTERVENTIONS &amp; ACCELERATION SECTION</b>			



4:55-5:25 (30 min)	Matt Lattuada	<p>Future planning 2024-2025 &amp; Professional Development Opportunities:</p> <ul style="list-style-type: none"> <li>• Build Up Block for the rest of 2024 (after ISAT rotation, what is next?)</li> <li>• Build Up Block 2024-2025 Action Planning</li> <li>• Data analysis: What data sources and student data can we analyze?</li> </ul> <p>RESOURCES/PROGRAMS:</p> <ul style="list-style-type: none"> <li>• Math interventions/programs: i-ready, IM math, IXL, Freckle, other</li> <li>• Step Up to Writing</li> <li>• Other:</li> </ul>	
ISAT SECTION			
5:25-5:55 (30 min)	SAM M  ISAT WINDOW OPENS <b>MARCH 11th</b>	<p>1. ISAT Preparedness</p> <ol style="list-style-type: none"> <li>a. DRAFT ISAT calendars</li> <li>b. ELA 9<sup>th</sup>-10<sup>th</sup> grade plan</li> <li>c. Math 9<sup>th</sup>-10<sup>th</sup> grade plan</li> <li>d. Need for sub and proctors</li> <li>e. Technology, locations</li> <li>f. Incentives</li> <li>g. 10<sup>th</sup>-11<sup>th</sup> grade students who banked their scores (THE INCENTIVE PLAN/CELEBRATION)</li> <li>h. Other</li> </ol>	-ISAT preparedness 2024-2025
PLT UPDATES/FOCUS OF WORK SECTION (PBIS, MATH, ELA, SCIENCE, CTE, CCR)			
5:55-6:15 (20 min)	D'Lisa	<ul style="list-style-type: none"> <li>• Agenda's</li> <li>• Sign in's</li> <li>• Minutes</li> <li>• Communicating and sharing progress</li> <li>• Cycle of work</li> <li>• Science PLT and curriculum research</li> </ul>	
PROFESSIONAL DEVELOPMENT SECTION			
SMART GOAL ATTAINMENT SECTION			
CURRICULUM NEEDS			
5:55-6:15	D'Lisa (Part of PLT discussion)	<ul style="list-style-type: none"> <li>• Curriculum and yearly textbook fund cycle (science and math are up)</li> <li>• Science PLT and research, request for curriculum samples</li> <li>• Develop Science curriculum committee (half staff, half parents)</li> <li>• June school board presentation and approval process</li> <li>• Other</li> </ul>	
6:15	Matt Morgan	<p>Minutes and notes to share with PLT members:</p> <ol style="list-style-type: none"> <li>1. Whole group announcements</li> <li>2. Individual notes</li> </ol> <p>LT Meeting Evaluation &amp; Feedback</p>	
6:30	THANK YOU!	Please take meeting minutes and tasks to your PLT this Friday, share, and provide your LT feedback.	

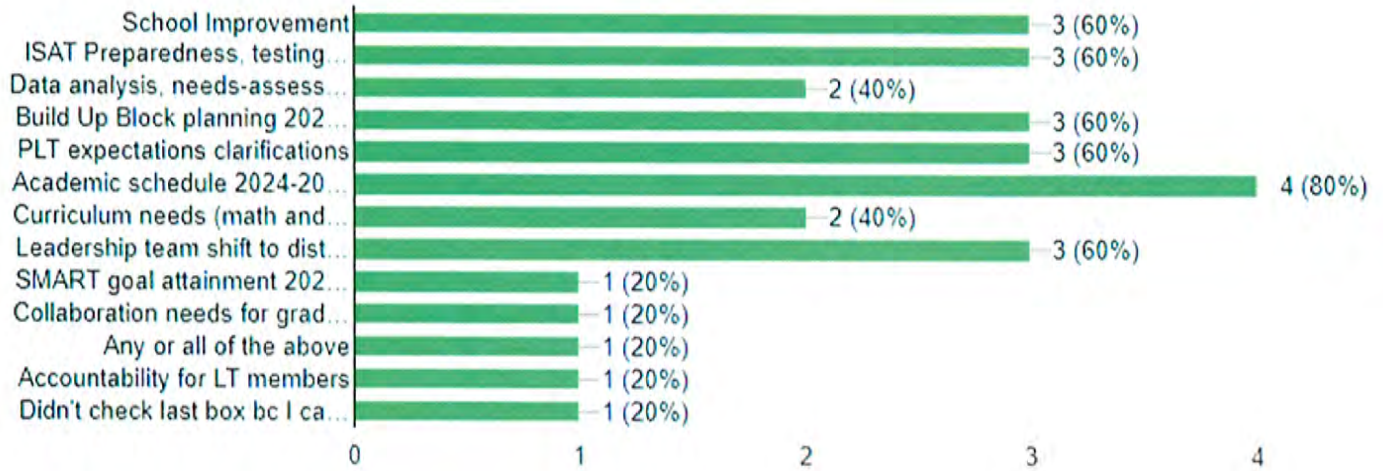


LT STAFF SURVEY RESULTS: 5 out of 9 responded

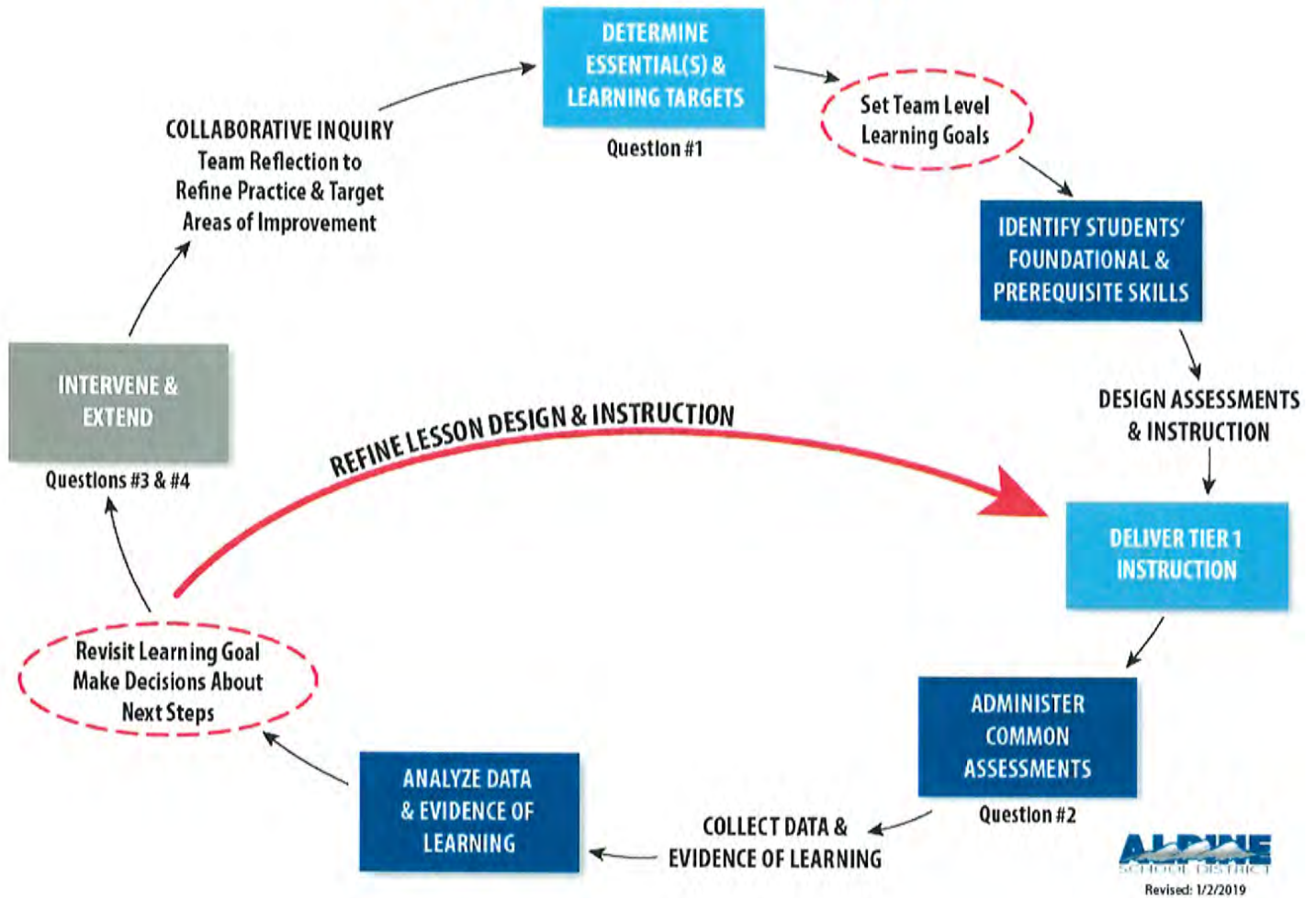
Click on the topics you feel are priority:

 Copy

5 responses



# PLC RESULTS CYCLE



## **PARKING LOT ISSUES:**



**School-wide Smart Goals 2023-2024**

ISAT MATH	GOAL: 6th, 7th, 8th and 11th grade students performing proficient or advanced on the 2024 Spring Math ISAT will increase from 12.7% to <b>15.7%</b>
ISAT ELA	GOAL: 6th, 7th, 8th and 11th grade students performing proficient or advanced on the 2024 Spring ELA ISAT will increase from 31% to <b>36%</b>
STAR MATH	GOAL: In grades 6th-11th, <b>50%</b> of students will grow at least 40 Student Growth Percentile (SGP) points or score above the 50th percentile on the NCE (Normal Curve Equivalent, aka the national average) on the STAR Spring benchmark test.
STAR READING	GOAL: In grades 6th-11th, <b>50%</b> of students will grow at least 40 Student Growth Percentile (SGP) points or score above the 50th percentile on the NCE (Normal Curve Equivalent, aka the national average) on the STAR Spring benchmark test.
PBIS	By June 7 <sup>th</sup> 2024 we will reduce the number of office behavior referrals by <b>5%</b> as measured by SWIS.
Student Engagement in a Culturally Responsive Manner	GOAL: The secondary staff will be trained in Culturally Responsive practices. By the end of the 2023-2024 school year <b>100%</b> of current instructional staff will have received training in these practices.
College and Career Readiness	<b>100%</b> of all seniors will be prepared for their future success by meeting 3 of the following 6 indicators by May 2024. Students will have: <ul style="list-style-type: none"> <li>• Completed at least 1 dual credit class</li> <li>• Completed at least 1 CTE course</li> <li>• Completed 1 Capstone CTE Assessment</li> <li>• Participate in an internship or job shadow with the NPT</li> <li>• Complete a College Entrance Exam</li> <li>• Complete Financial Aid</li> </ul>

**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 PLT'S (Distributive Leadership Model)**

Facilitator
Responsibilities
<ul style="list-style-type: none"> <li>• Reviews agenda at the start of the meeting and determines timing of each item.</li> <li>• Keeps the meeting on topic and focused on the agenda by opening and closing discussions</li> <li>• Foster discussion by managing participation by all members</li> <li>• Resolve conflicts</li> <li>• Clarify and summarize information being presented throughout the meeting.</li> <li>• Reviews agenda for next meeting.</li> </ul>

**Sample Language**

- 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**

- 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

- "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

- 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

- "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."

## Friday Pro D Agenda 2/23/24, 1:30-3:30 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:**

#### **1:30-2:30, BRING YOUR LESSON AND/OR UNIT MATERIALS**

##### **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

**2:30**

##### **B. PBIS survey (Georgia is distributing) and Tier 2 supports**

\*Surveys- Staff & Student

\*Learning Lunches (tardies)

\*Before morning bell & Lunch- students in hallways and classrooms

\*Cell Phones (Side note- this is an area that we're not sure how to address. We discussed how teachers need to follow through and let Admin/PBIS know if they need support. If they are not following through- makes it difficult for the rest of the staff. Also, that is their choice to enforce and we do not have an impact on what they are doing).

\*Morning Announcements Feedback (Emma's class)

ONGOING WORK: Please share progress, artifacts & evidence with D'Lisa

C. Mid-year check in on IPLP's

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

D. 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?	

PD NOTES:




## AN HOLISTIC APPROACH TO LESSON PLAN DEVELOPMENT

### CHECKLIST OF NCCIE INDIGENOUS LESSON PLAN COMPONENTS

COMPONENT	DESCRIPTION	Enter checkmark to indicate completion
1. Grade level	Establish the grade level and stream (academic or general), if applicable.	
2. Subject	Define the title and specific subject(s) covered in this lesson plan.	
3. Learning Outcomes	Determine at least two learning outcomes specific to the lesson plan, with which your content will be aligned.	
4. Time Management and Instructional Content	<ul style="list-style-type: none"> <li>- Establish the over-all time for the lesson;</li> <li>- Breakdown the time into allotments for each component, including but not limited to:                             <ul style="list-style-type: none"> <li>i) instruction of lesson</li> <li>ii) class discussion and other activities</li> <li>iii) personal student reflection</li> <li>iv) assessment</li> </ul> </li> </ul>	
5. Activities and Indigenous Assessment Methods	<ul style="list-style-type: none"> <li>- Recognizing the many different ways students learn, develop and propose activities that accommodate different learning styles:                             <ul style="list-style-type: none"> <li>• Spiritual (relational learners)</li> <li>• Emotional (feeling, intuitive learners)</li> <li>• Physical (tactile, experiential, visual learners)</li> <li>• Intellectual (logical, rational learners).</li> </ul> </li> <li>- Is there an outdoor activity that is part of this lesson plan? (some lesson plans <i>may not</i> have an outdoor activity)</li> <li>- Consider including Inuit, Métis, or Indigenous assessment practices into the lesson plan to accommodate various learning styles and culturally specific pedagogies.</li> </ul>	
6. Materials	<ul style="list-style-type: none"> <li>- Itemize materials required for each activity.</li> <li>- Determine if consent forms are required (e.g. for outdoor education).</li> <li>- Keep in mind safety and allergies of students.</li> <li>- Ensure background materials for the teacher(s) are provided, including links, documents, and NCCIE videos for additional information and learning tools.</li> </ul>	
7. Culture and Language	<ul style="list-style-type: none"> <li><i>i) Culture</i> <ul style="list-style-type: none"> <li>- If cultural representations are included, are they done so respectfully, with permission, and acknowledged where applicable?</li> <li>- Each lesson plan should include a statement of recognition for the source of the knowledge, the community, and the People whose contributions are being shared (see 'Acknowledgement Protocol,' Component 13, below).</li> <li>- Is there an outdoor activity that is part of this lesson plan? (some lesson plans <i>may not</i> have an outdoor activity)</li> </ul> </li> <li><i>ii) Language</i> <ul style="list-style-type: none"> <li>- Is one of the First languages of the territory/region incorporated in the lesson plan? (e.g. through invitation of speakers, use of videos).</li> <li>- Are opportunities included for oral, written, and visual communication?</li> </ul> </li> </ul>	

## AN HOLISTIC APPROACH TO LESSON PLAN DEVELOPMENT

8. Holism	<ul style="list-style-type: none"> <li>- Draw connections between the various components of the lesson plan.</li> <li>- Relate the content to everyday life in a positive sense.</li> <li>- Recognize each student as a whole person with their own experience and concept of self-identity.</li> <li>- Does the lesson plan provide opportunities to reflect on relationships with oneself, one another, and Creation?</li> </ul>	
9. Intergenerational Learning	<ul style="list-style-type: none"> <li>- Can Elders or Knowledge Holders be involved in the development of a lesson plan?</li> <li>- Are community members, Knowledge Holders, or Elders invited to share in the learning process?</li> <li>- Are assignments/activities included that are to be completed at home, encouraging intergenerational learning with parent(s)/guardian(s), family, and community?</li> </ul>	
10. Participatory and Experiential Learning	Include at least one learning and/or assessment opportunity that is participatory and/or experiential, if applicable.	
11. Manifesting Ethics in the Classroom	The lesson plan manifests ethics in the form of: care, respect, truthfulness and trust, and integrity.	
12. Meeting Curriculum Expectations and Outcomes for Province/Territory	In order to ensure that all students graduate with the same credentials, does this lesson plan meet provincial/territorial curriculum expectations or outcomes for the grade(s) for which this lesson plan has been designed? Indigenous specific content is added. (Note: NCCIE focused on meeting provincial or territorial <i>curriculum expectations and outcomes</i> , rather than Ministry or Departmental education standards. Certification that lesson plans meet these standards requires an approval process that NCCIE did not pursue due to time constraints. Teachers interested in using this template can pursue requisite certification/approvals).	
13. Acknowledgement Language	<ul style="list-style-type: none"> <li>- Each Lesson Plan needs to include a statement of recognition for the source of the knowledge, the community, and the People whose contributions are being shared (see 'Culture and Language', Component 7, above).</li> <li>-The wording you provide will appear at the beginning of your Lesson Plan. This is equivalent to your copyright.</li> <li>- In addition, the origin of this Lesson Plan is clearly articulated (People and Land where lesson plan originates). This identification lets others know that the content of the Lesson Plan is Indigenous Nation-specific.</li> </ul>	

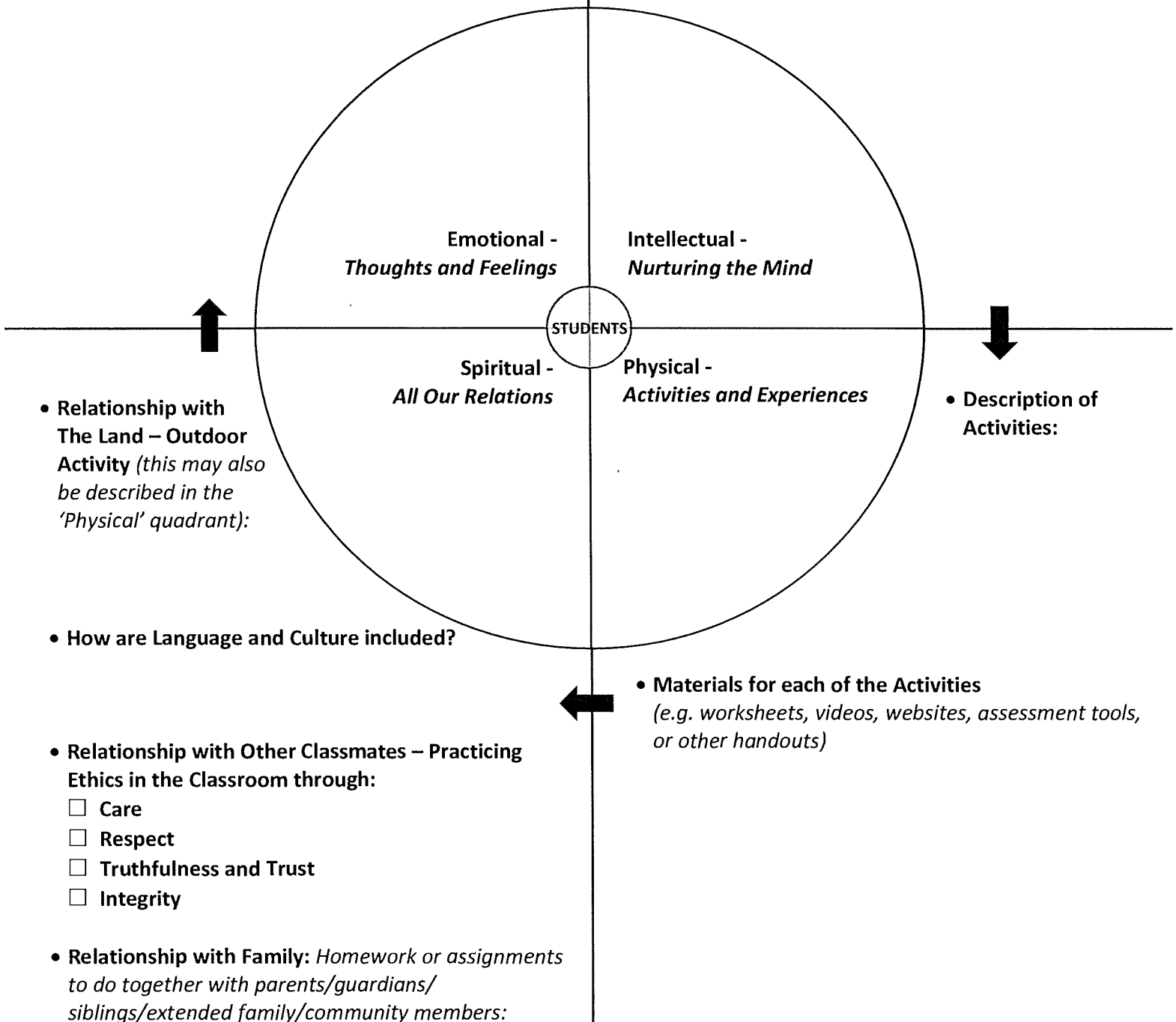
- **Personal Reflection Time**

*(relationship with oneself - nurturing identity and connecting with thoughts and feelings):*

- **Indigenous Ways of Assessing Progress with Learning Outcomes:**

**BEGIN HERE:**

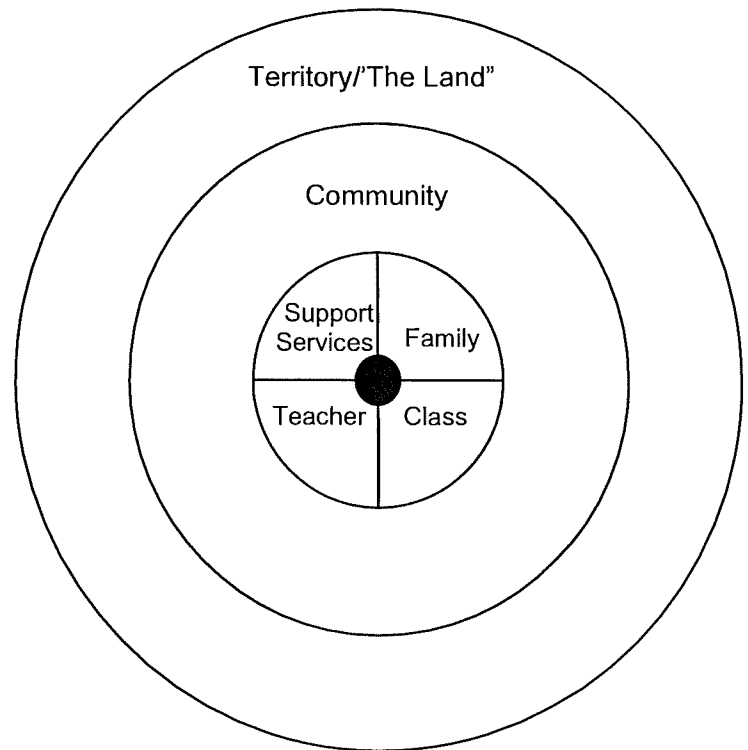
- **Introductory/Foundational Knowledge for Educators on Lesson Plan subject matter:**
- **Intergenerational learning with Elders and/or Knowledge Holders:**
- **Where to find additional information on topic (oral or written):**
- **Learning Outcomes:**



## **HOLISM: EVERYTHING IS RELATIONAL**

***‘The whole is greater than the sum of its parts.’***

- The centre dot represents each student in a class or learning space. The student’s relationships with family, classmates, the teacher, and a support service network all contribute to a student’s well-being and progress as a learner.
- The concentric circles represent how each student is part of a larger whole, how everything and everyone is related and connected to one another.
- The Community can be a First Nation, a city, town, neighbourhood, and/or school.
- Territory/“The Land” represents all Creation – land, water, air, plants, animals, the sun, the moon, the stars, everything seen and unseen – upon which human beings are dependent for our survival and well-being.
- Holistic Indigenous education occurs in all places: school, home, the community, and on the land.

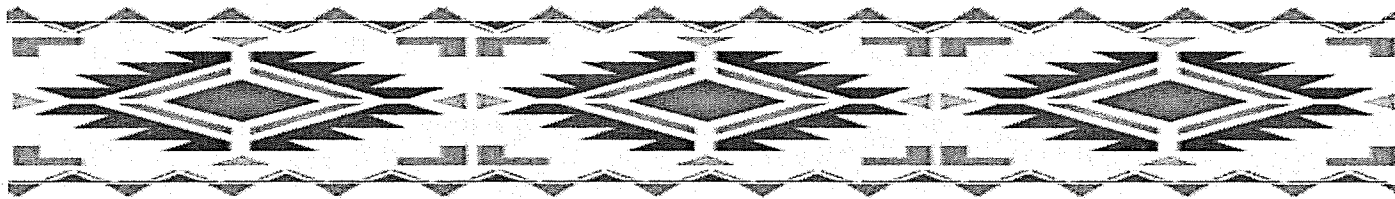


***In the list below: - How many components are incorporated into this Lesson Plan?***

***- The more boxes you can check, the more ‘relational’ and ‘holistic’ your Lesson Plan is.***

- |   |  |
|---|--|
| <input type="checkbox"/> Language and culture   | <input type="checkbox"/> Attention is given to developing healthy relationships in school, with family, and in the community   |
| <input type="checkbox"/> Participatory and experiential learning activities   | <input type="checkbox"/> Lesson Plan provides opportunities to practice and learn ethics regarding one or more of the following: <i>care, respect, truthfulness and trust, and integrity</i> |
| <input type="checkbox"/> Intergenerational learning with Elders/Knowledge Holders   | <input type="checkbox"/> Lesson Plan provides an opportunity to help students develop a positive relationship with oneself through respect and care for oneself                              |
| <input type="checkbox"/> Intergenerational learning with family and community   | <input type="checkbox"/> Lesson Plan provides at least one opportunity for personal reflection on thoughts and feelings on the lesson  |
| <input type="checkbox"/> Learning on-the-land: developing a respectful relationship with the land   | <input type="checkbox"/> Connections are made with everyday life   |
| <input type="checkbox"/> Lesson Plan offers a variety of ways for students to learn according to different learning styles and attention to the whole being |  |

# Cultural Standards for the Lapwai School District



## Lapwai School District EDUCATIONAL PROGRAM, *Series 600*

Policy Title: CULTURAL STANDARDS

Code: 600.4

It shall be the policy of the Lapwai School District Board of Trustees to implement Cultural Standards for students, educators, curriculum, schools and community. There are five essential elements that will ensure that the Lapwai School District is culturally sensitive and responsive. The system should (1) value diversity, (2) have the capacity for cultural self-assessment and cultural assessment district-wide, (3) be conscious of the "dynamics" inherent when cultures interact, (4) institutionalize culture knowledge, and (5) develop adaptations to service delivery reflecting an understanding of diversity between and within cultures.

### **CULTURAL STANDARDS FOR STUDENTS**

- A. Culturally knowledgeable students are well grounded in the cultural heritage and traditions of their community.
- B. Culturally knowledgeable students are able to build on the knowledge and skills of the local and world cultural communities as a foundation from which to achieve personal and academic success throughout life.
- C. Culturally knowledgeable students are able to actively participate in various cultural environments.
- D. Culturally knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.
- E. Culturally knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

### **CULTURAL STANDARDS FOR EDUCATORS**

- A. Culturally responsive educators incorporate local ways of knowing and teaching in their work.
- B. Culturally responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.
- C. Culturally responsive educators participate in community events and activities in an appropriate and supportive way.
- D. Culturally responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.
- E. Culturally responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.

# Cultural Standards for the Lapwai School District

## CULTURAL STANDARDS FOR CURRICULUM


- A. A culturally responsive curriculum reinforces the integrity of the cultural knowledge that students bring with them.
- B. A culturally responsive curriculum recognizes cultural knowledge as part of a living and constantly adapting system that is grounded in the past, but continues to grow through the present and into the future.
- C. A culturally responsive curriculum uses the local language and cultural knowledge as part of the foundation for the rest of the curriculum.
- D. A culturally responsive curriculum fosters a complementary relationship derived from diverse knowledge systems.
- E. A culturally responsive curriculum situates local knowledge and actions in a global context.

## CULTURAL STANDARDS FOR SCHOOLS

- A. A culturally responsive school fosters the on-going participation of Elders in the schooling process.
- B. A culturally responsive school provides multiple avenues for students to access the learning that is offered, as well as multiple forms of assessment for students to demonstrate what they have learned.
- C. A culturally responsive school provides opportunities for students to learn in and/or about their heritage language.
- D. A culturally responsive school has a high level of involvement of professional staff that is of the same cultural background as the students with whom they are working.
- E. A culturally responsive school consists of facilities that are compatible with the community environment in which they are situated.
- F. A culturally responsive school fosters extensive on-going participation, communication and interaction between school staff and community.

## CULTURAL STANDARDS FOR COMMUNITIES

- A. A culturally supportive community incorporates the practice of local cultural traditions.
- B. A culturally supportive community nurtures the use of the local heritage language.
- C. A culturally supportive community takes an active role in the education of its members.
- D. A culturally supportive community nurtures family responsibility, sense of belonging and cultural identity.
- E. A culturally supportive community assists teachers in learning and utilizing local cultural traditions and practices.
- F. A culturally supportive community contributes to pertinent aspects of curriculum design and implementation in the local school.



# LAPWAI MIDDLE-HIGH SCHOOL PARENT-TEACHER CONFERENCES



WEDNESDAY

MARCH 20TH

3:30-8:00PM

## THE POWER OF THIS PTC TIME:

- The end of 3rd quarter is April 4th, Thursday
- Grading day is April 5th (No school)
- Spring break begins March 25th
- You have two weeks from March 20th to get your 3rd quarter grades up
- March 20th you can communicate with your teachers your academic progress and needs
- Supports: Attend the After School Program
- M-Th 3:30-4:30 and Friday Extended School form 1-3PM

Call 208-843-2241, or email  
[wldcats@lapwai.org](mailto:wldcats@lapwai.org) with questions

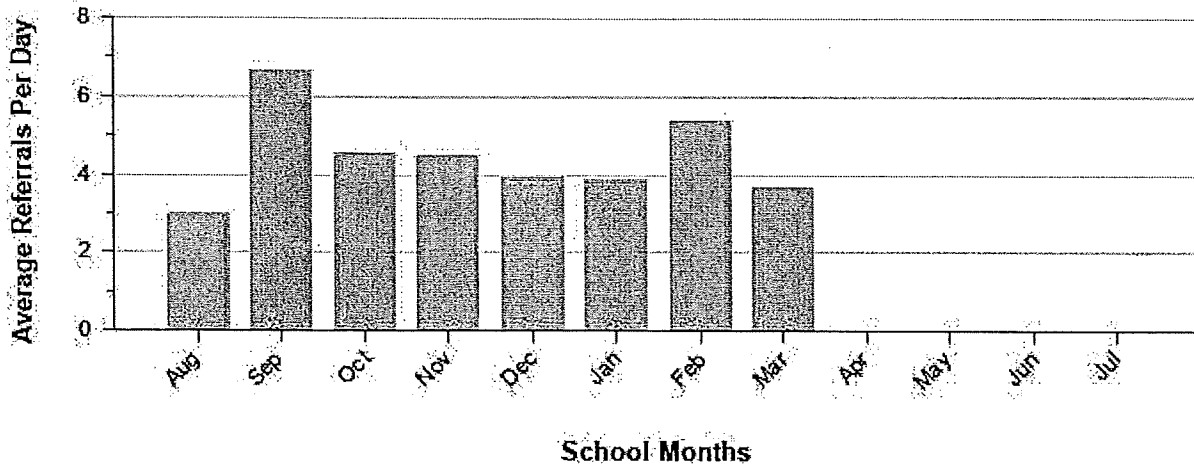
**School Summary**  
 2023-24

Current 3/19/24.

**Outcome:** All Referrals

**Average Referrals Per Day Per Month**

All, 2023-24


**Data Table**

Year	Month	Days Count	Referral Count	Referrals/School Day
2023	August	3	9	3.00
2023	September	20	133	6.65
2023	October	20	91	4.55
2023	November	16	72	4.50
2023	December	11	43	3.91
2024	January	19	74	3.89
2024	February	20	107	5.35
2024	March	16	59	3.69
2024	April	19	0	0.00
2024	May	21	0	0.00
2024	June	4	0	0.00
2024	July	0	0	0.00
<b>Totals:</b>		<b>169</b>	<b>588</b>	<b>2.96</b>



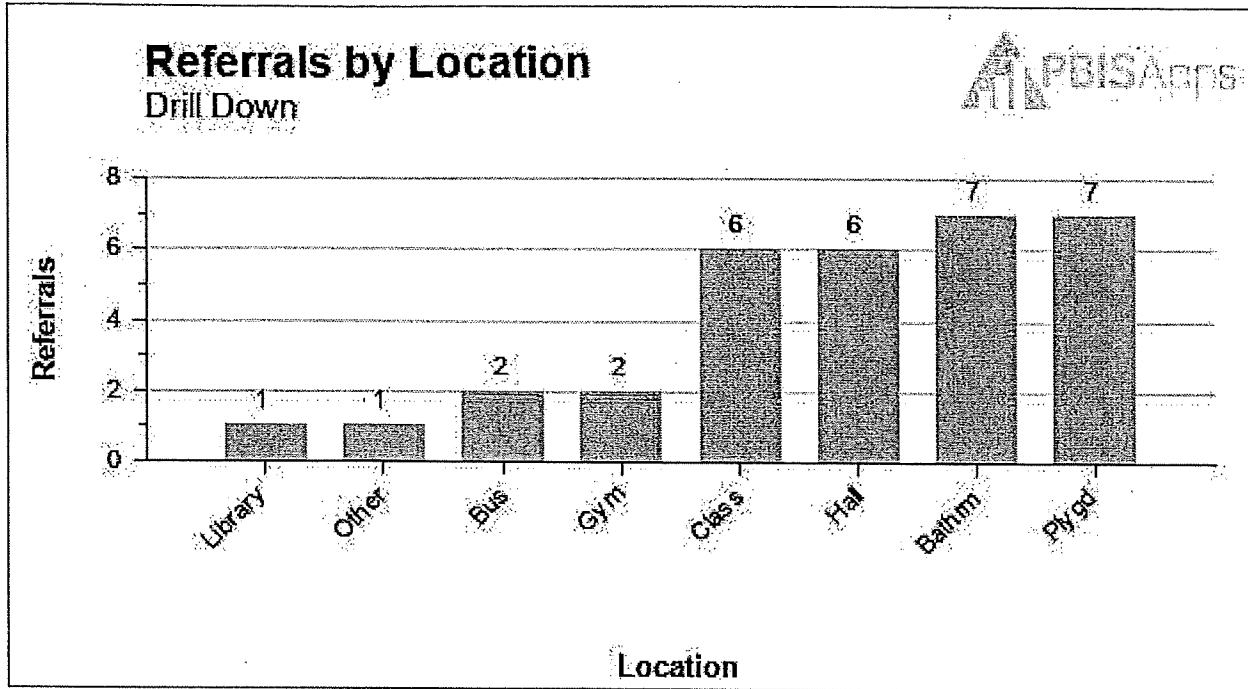
23-24 OSS Report



Current as of 3/14/24

Lapwai Junior-Senior High School  
Generated: Mar 13, 2024, 11:46:31 AM

Swis Drill Down Report  
Location

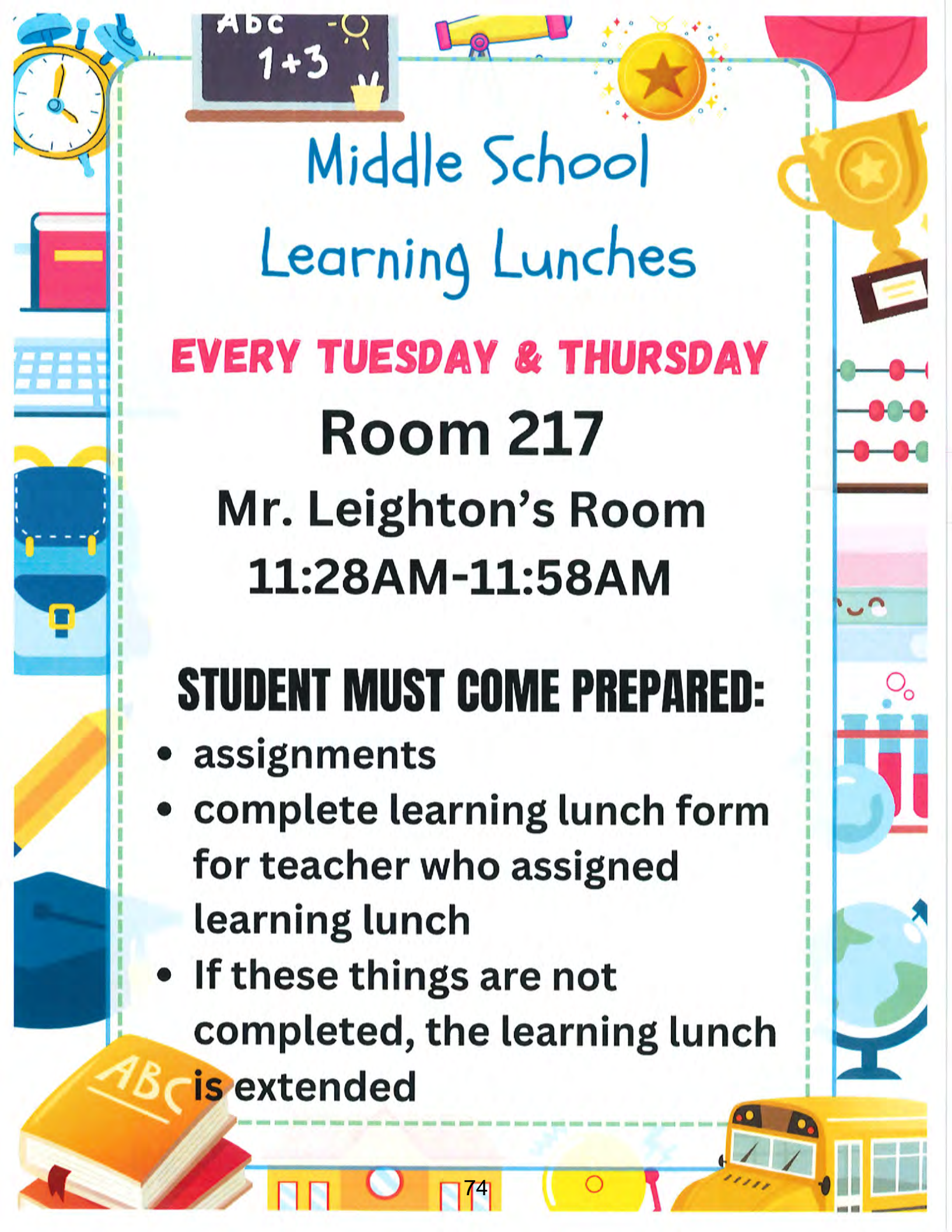


OSS

Referrals: 32

Students: 22

Staff: 8



# Middle School Learning Lunches

**EVERY TUESDAY & THURSDAY**

**Room 217**

**Mr. Leighton's Room  
11:28AM-11:58AM**

## **STUDENT MUST COME PREPARED:**

- assignments
- complete learning lunch form for teacher who assigned learning lunch
- If these things are not completed, the learning lunch is extended



# LEARNING LUNCH

**Dates:** Lunchtime (Monday–Thursday)  
**Teacher:** Jacob Whitaker  
**Location:** Gym Foyer

**Learning Lunch is specifically designated to combat tardies.**

**Criterion for LL:** Students will qualify through a daily attendance report. Learning Lunch will be specifically designated to combat tardies. It will not be utilized as a form of detention or for managing behavioral issues. Students who have 3 or more tardies qualify for a learning lunch.

**Daily Schedule:** Learning Lunch will run during lunch periods for all grades. Mr. Whitaker will pick up students who qualify 5 minutes before the bell and have them walk through the lunch line and then escort them across to the Learning Lunch Space.

*Under no circumstances should any student be sent to Learning Lunch by a teacher as a consequence for behavior. It will not be utilized as a form of detention or for managing behavioral issues. For behavioral issues please follow the PBIS system in place:*

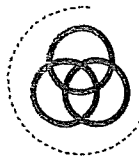
*PBIS (Positive Behavioral Interventions and Supports) framework and the steps to follow when addressing challenging behavior:*

*Step 1: Teacher/Student Conference and Documenting on Behavior Log  
Step 2: Classroom-Based Consequence and Parent Contact, Documented on Behavior Log  
Step 3: Increased Intensity of Classroom-Based Consequence, Parent Contact, and Step 4 Completion  
Step 4: Behavior Referral in SWIS (School-Wide Information System) and Documentation Submission  
Support for Teachers: Provide ongoing support and resources to teachers to effectively implement the PBIS steps. Offer training sessions or workshops as needed.*

**During Learning Lunch:** All school rules apply. Students attending Learning Lunch will engage in structured activities, such as working on the YouScience program or participating in an established curriculum. Learning Lunch will not be used as detention or study hall.

Our goal with Learning Lunch is to provide additional support and resources to students who struggle with tardiness, helping them catch up on missed learning opportunities in a constructive manner.

Any questions feel free to contact Iris Chimburas ext. 3124



## School Climate Survey: School Personnel

Please answer all of the questions or your answers won't be recorded, but you can mark "I prefer not to answer" if you don't want to answer a question about you.

### DEMOGRAPHICS

#### Primary job classification.

- ☐ Teacher ☐ Administrator ☐ Certified Staff Member  
☐ Classified/Other Staff Member ☐ I prefer not to answer

#### Primary grade taught.

- ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8  
☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ I prefer not to answer.

#### Area(s) taught. (mark all that apply)

- ☐ Science ☐ ELA ☐ Social Studies  
☐ Connections (e.g., art, PE, band, music)  
☐ Math ☐ Special Education  
☐ Other, please specify: \_\_\_\_\_  
☐ I prefer not to answer

#### Years of work experience.

- ☐ 0-5 years ☐ 6-10 years ☐ 11-15 years  
☐ More than 15 years ☐ I prefer not to answer.

#### Highest degree earned.

- ☐ Bachelor's Degree ☐ Master's Degree  
☐ Educational Specialist Degree ☐ Doctoral Degree  
☐ Other, please specify: \_\_\_\_\_  
☐ I prefer not to answer.

#### What is your gender identity?

- ☐ Female ☐ Male ☐ Non-binary, transgender or other  
☐ I prefer not to answer

#### What is your ethnicity?

- ☐ Hispanic or Latino/a/e ☐ Not Hispanic or Latino/a/e  
☐ I prefer not to answer

#### What is your race? (mark all that apply)

- ☐ American Indian or Alaskan Native  
☐ Asian  
☐ Black or African American  
☐ Native Hawaiian or Pacific Islander  
☐ White  
☐ I prefer not to answer

#### Beyond that, is there another ethnic group with which you identify?

- ☐ Ethnic Group: \_\_\_\_\_  
☐ I prefer not to answer.

### SURVEY QUESTIONS

#### Staff Connections

1. I feel supported by other teachers at my school.

- ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

2. I get along well with other staff members at my school.

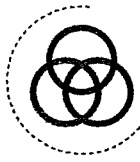
- ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

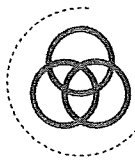
3. I feel like I am an important part of my school.

- ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

4. I enjoy working in teams (e.g. grade level, content) at my school.

- ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

**5. I feel like I fit in among other staff members at my school.**☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree**6. I feel connected to the teachers at my school.**☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree*Structure for Learning***7. Teachers at my school frequently recognize students for good behavior.**☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree**8. Teachers at my school have high standards for achievement.**☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree**9. My school promotes academic success for all students.**☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree**10. All students are treated fairly by the adults at my school.**☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree**11. Teachers at my school treat students fairly regardless of race, ethnicity, or culture.**☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree**12. Teachers at my school work hard to make sure that students do well.**☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree*School Safety***13. I feel safe at my school.**☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree**14. I have been concerned about my physical safety at school.**☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree**15. If I report unsafe or dangerous behaviors, I can be sure the problem will be taken care of.**☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree**16. I feel safe when entering and leaving my school building.**☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree*Physical Environment***17. My school building is well-maintained.**☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree**18. Instructional materials are up to date and in good condition.**☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree**19. Teachers at my school keep their classrooms clean and organized.**☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

**20. Teachers make an effort to keep the school building and facilities clean.**

☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

*Peer and Adult Relations***21. Students at my school would help another student who was being bullied.**

☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

**22. Students at my school get along well with one another.**

☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

**23. Students at my school treat each other with respect.**

☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

**24. Students at my school treat other students fairly regardless of race, ethnicity, or culture.**

☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

**25. Students at my school show respect to other students regardless of their academic ability.**

☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

**26. Students at my school demonstrate behaviors that allow teachers to teach, and students to learn.**

☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

*Parent Involvement***27. Parents at my school attend PTA meetings or parent/teacher conferences.**

☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

**28. At this school, parents frequently volunteer to help on special projects.**

☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

**29. Parents at this school frequently attend school activities.**

☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree



# Lapwai High School Valedictorian & Salutatorian

Lapwai Senior  
Class of 2024

**Abigail Whitman**

**Valedictorian**

**Joseph Payne**

**Salutatorian**







LAPWAI MIDDLE SCHOOL



8<sup>th</sup>  
Grade

GRADUATION

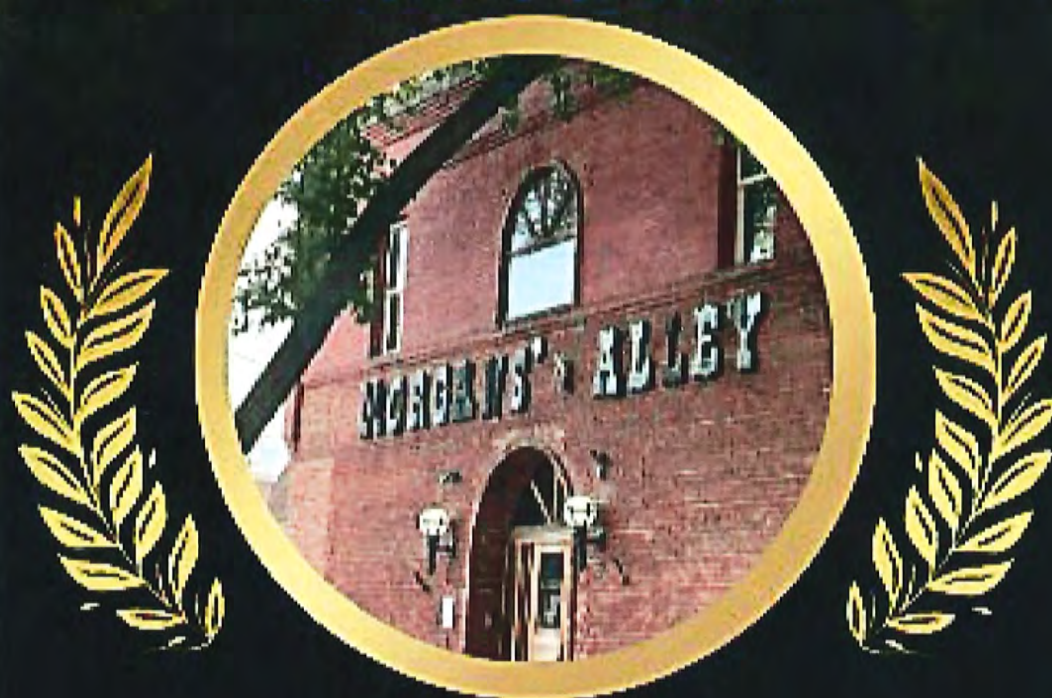
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Monday, June 3rd, 2024, 5:00PM





# LAPWAI HIGH SCHOOL



PROM NIGHT  
APRIL 5TH, FRIDAY  
7PM-10PM

SAVE THE DATE

MORGAN'S ALLEY,  
LEWISTON, ID

THE ORCHID ROOM



## LAPWAI SCHOOL DISTRICT Special Forces Team

Board Back-Up  
March 2024

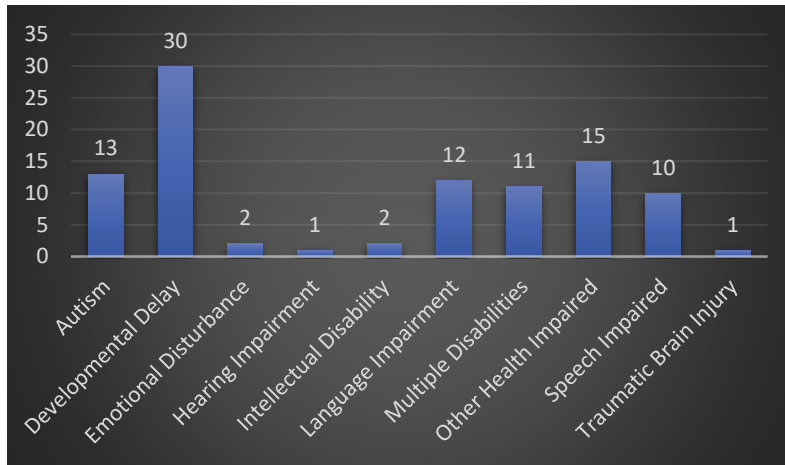
In the spirit of embracing vulnerability and the unwavering belief in the potential of every individual, we, as guardians and advocates for our special education students, hold a profound conviction in the limitless possibilities each child brings into the world. Every student enters our lives with a unique blend of gifts, abilities, and dreams, and it falls upon us—not just as a duty but as an honor—to foster and cultivate these qualities along their journey of learning. We stand against any obstacle that might dim their light or hinder their path to flourishing and achieving greatness.

It is essential that we steer clear of any methods that might cast a shadow of stigma or isolation on our students because of the hurdles they encounter in conventional educational settings. Rather, we must champion educational practices that celebrate our students as the naturally curious and imaginative individuals they are.

Our role as educators transcends the traditional; we are impassioned supporters and companions in growth, committed to illuminating the distinct spark within each child. By dedicating ourselves to this mission, we are not only advocating for a more fulfilling and inclusive educational journey for each student but also nurturing a culture where every child is seen, valued, and understood.

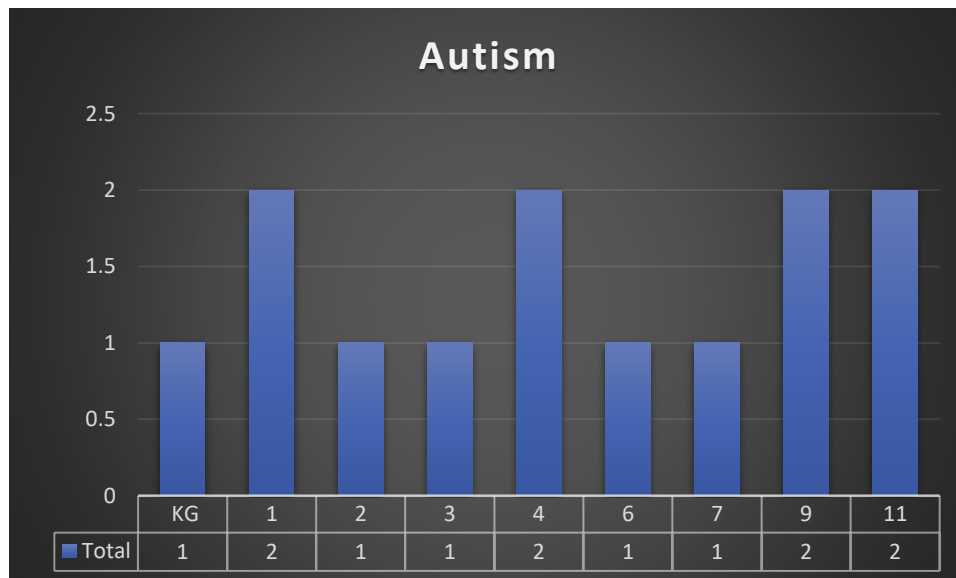
*Lori Ravét, Special Education Director, Lapwai School District*

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.



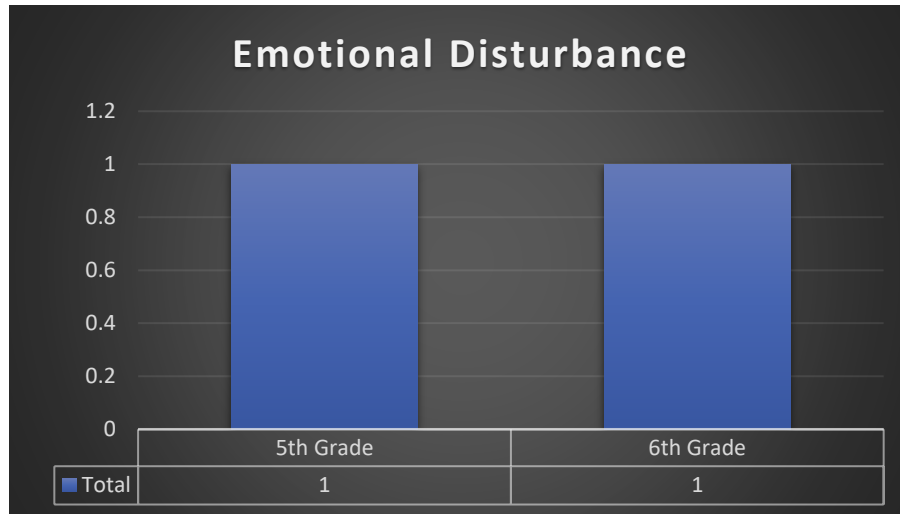
Under IDEA, there are 13 categories of disabilities. The following is a brief description of each and the number of students our Special Education Program serves in each category:

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.

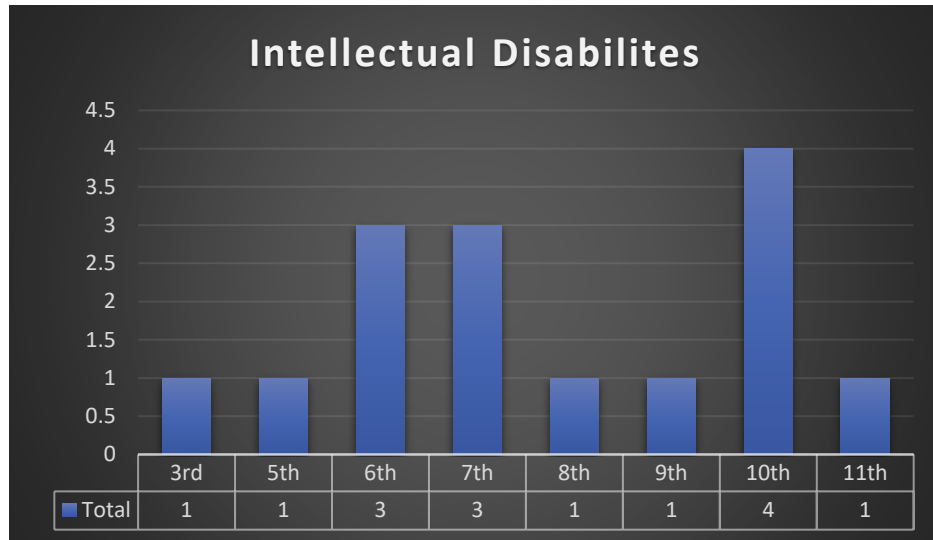


2. **Deaf-Blindness:** This involves simultaneous hearing and visual impairments, creating unique needs that can't be accommodated by addressing just one of the impairments. The Lapwai School District does not currently serve any students in this category.
3. **Deafness:** A severe hearing impairment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

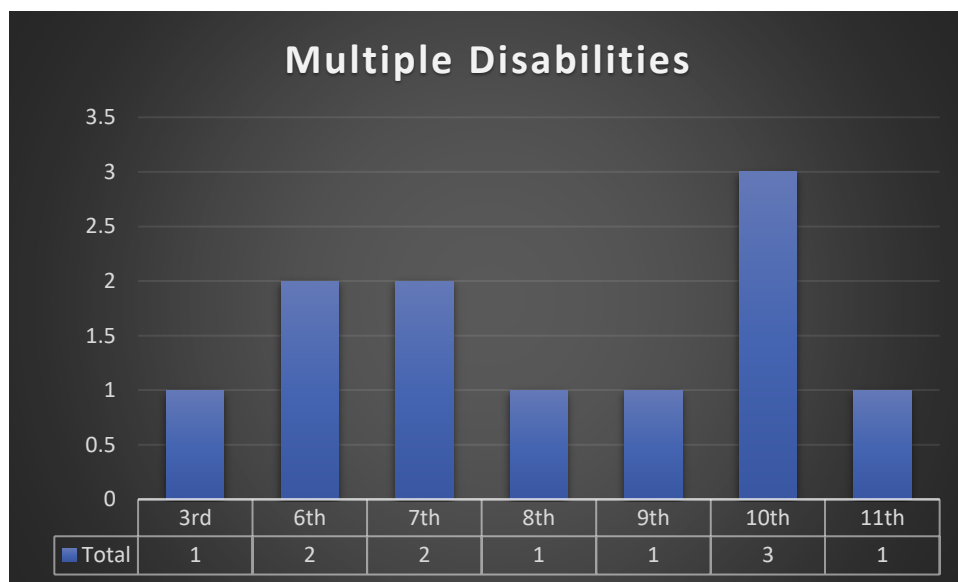
4. Emotional Disturbance: This includes conditions like schizophrenia and mood disorders but doesn't apply to children who are socially maladjusted, unless they also have an emotional disturbance. Within the Lapwai School District, we provide services to two students who have been identified with Emotional 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.

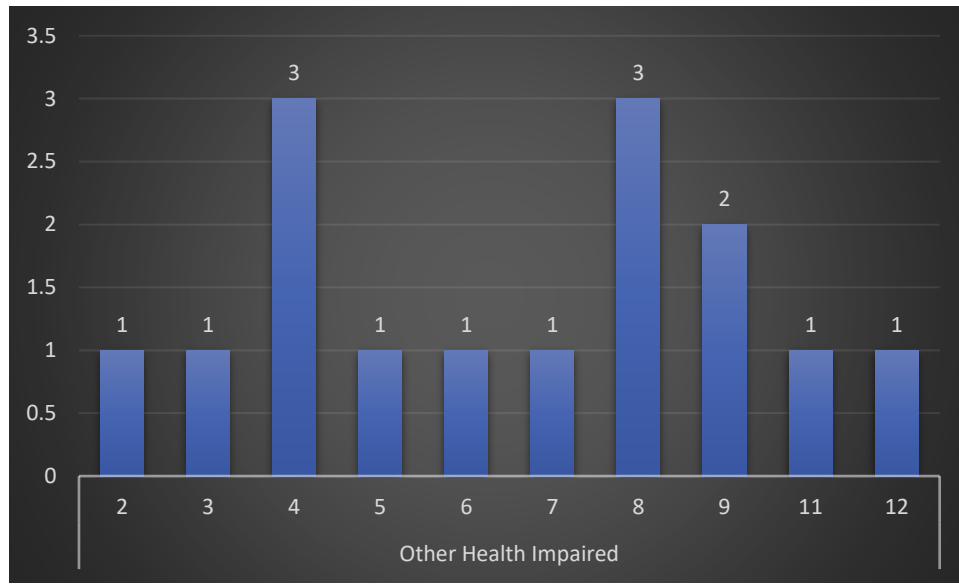


7. **Multiple Disabilities:** This means concurrent impairments (e.g., intellectual disability and blindness), the combination of which results in educational needs that can't be met by addressing just one of the impairments. Among the students within the Lapwai Special Education program, 11 of them (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.



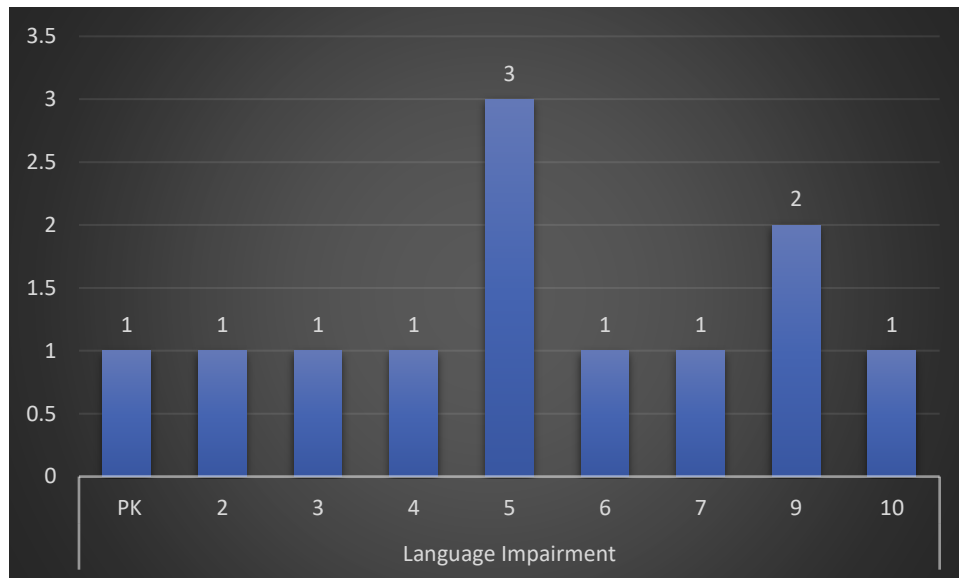
8. **Orthopedic Impairment:** Severe orthopedic impairments that adversely affect educational performance. This might be caused by congenital anomalies, diseases, or other causes (e.g., cerebral palsy). As of now, the Lapwai School District does not have students in this particular category.

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.

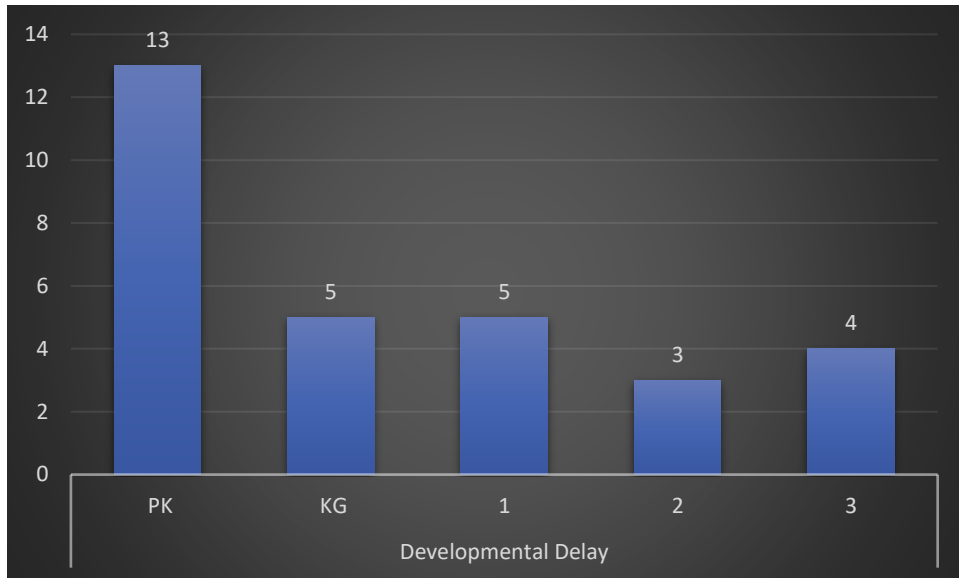




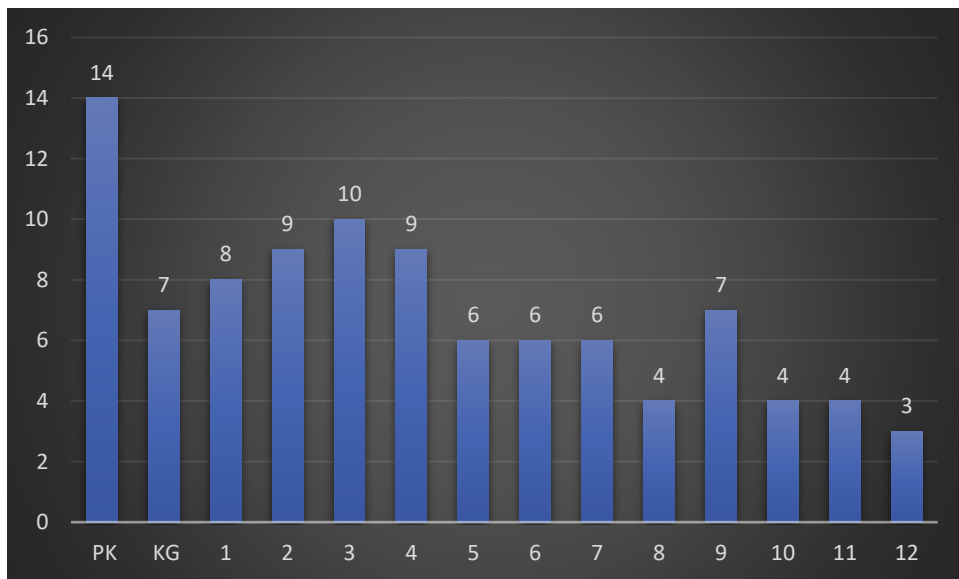
12. **Traumatic Brain Injury:** This encompasses brain injuries caused by an external force, leading to total or partial functional disability or psychosocial impairment that adversely affects a child's educational performance. Currently we have one student in the district with a Traumatic Brain Injury.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

In my reflections on the transformative power of belonging and courage, I've come to see the profound significance of celebrating both our collective and individual paths, particularly in the special education landscape. This act of recognition isn't just about acknowledging achievements; it's about weaving a rich tapestry of connection, resilience, and shared humanity. Let's explore the heart of cultivating such a vibrant culture:

1. **Crafting a Nurturing Environment:** Each acknowledgment, no matter how small, breathes life into a nurturing space where every member feels valued and inspired. This not only elevates the learning journey but weaves a strong sense of community and belonging.
2. **Elevating Self-Worth:** Many special education students grapple with self-esteem and confidence. Recognizing their achievements lights a path to self-discovery, allowing them to see their true worth and capabilities, thus fortifying their confidence.
3. **Fueling Determination:** Celebrating accomplishments underscores the importance of grit and dedication. It instills a belief in students that their efforts are recognized and valued, encouraging them to persevere despite obstacles.
4. **Fostering Team Spirit:** Highlighting individual and collective achievements nurtures a culture of collaboration. When educators support each other's successes, it solidifies our unity, grounded in respect and mutual appreciation, which in turn, amplifies our collective impact on students.
5. **Championing Inclusivity:** In our beautifully diverse world, inclusivity is paramount. By celebrating all achievements within our program, we embody a culture that treasures every voice, teaching invaluable lessons in acceptance and acknowledgment.
6. **Strengthening Bonds:** Taking the time to celebrate each other's successes deepens our connections. Strong relationships among educators, staff, and students are pivotal, profoundly influencing each student's educational journey and overall well-being.
7. **Igniting Motivation:** Acknowledgment fuels motivation, sparking a drive in both students and staff. This sense of being valued can elevate effort, achievement, and a renewed sense of purpose.
8. **Empowering Educators:** As we celebrate our peers, we do more than create a joyful team environment; we foster a culture of growth and learning. Recognizing innovative teaching methods or successes serves as a catalyst for sharing knowledge and elevating our collective expertise.
9. **Promoting Positive Behaviors:** Positive reinforcement is a cornerstone of behavioral growth. By celebrating both behavioral milestones and academic achievements, we encourage the continuation of these desirable actions.
10. **Encouraging Holistic Development:** Beyond academics and behavior, celebrating successes nurtures emotional and social growth. It opens doors for students to explore emotions, share joy, express gratitude, and master the art of praise, both in giving and receiving.

In the realm of special education, fostering a culture of celebration is not merely about marking achievements; it's about creating an atmosphere that shapes perceptions, encourages collaboration, and supports comprehensive development. Our commitment to this ethos transforms not only our educational practices but also the very lives of those we touch.

In this spirit, our Special Education Team has undertaken to celebrate and acknowledge the invaluable contributions of our colleagues, highlighting the profound impact of our collective efforts. Through this celebration, we not only honor each other's work but also reinforce the bonds that tie us together, creating a stronger, more compassionate community.

Name of the staff you would like to celebrate	What did you observe that you would like our team to celebrate?
Jen	When I informed Jen of the safety dangers of something that happened with students she quickly and with extreme concern figured out a solution to the problem. Her dedication to the safety of our kids is of utmost importance to her.
Becca Cooley & Julie Wittman	Provided much needed professional and personal support
Traci Holland	Tuesday a kindergarten friend stayed on the basketball court instead of lining up after recess. I called him over a couple more times, but he wasn't moving. Traci calmly walked over and I helped get the other class lined up to go in. When I looked back it seemed like Traci was shooting hoops with the student. I was honestly kind of stumped, but also impressed with her patience. After watching for a little longer I saw that they were working together to dislodge another basketball from the hoop. When the second ball was down, they both walked together back to the classroom. I admire Traci's kind, quiet, firm presence with the kindergarteners. It's also fun to see her light up while telling a story in the teacher's lounge. Traci has some great stories.
Traci Holland and Kim Stick	This week all the classes (except kindergarten, since we practiced months ago) were supposed to do a practice playground clear. I decided we should do it again because I had made a few mistakes with our previous practice...and practice makes better. I was in the middle of telling the kindergarteners the plan when I saw some confusion from Traci and Kim. Regardless of how they felt, they supported me in getting all the students off the field and quietly sat down in Sasha's classroom. Ladies, thank you for your patience with me and especially your patience with my lack of communication. You two are wonderful and I enjoy doing lunch and recess duty with you both.
Aaron	"Effective Teamwork Begins and Ends with Communication" -Mike Krzyzewski. To me Aaron embodies this quote. He has always kept a great open line of communication with me involving the kiddos we share. If one of our students is struggling he always lets me know beforehand. This one important step helps me prepare for the day ahead and is greatly appreciated. Aaron also consistently seeks out new ideas to help ensure the continued success for our students. Aaron

Name of the staff you would like to celebrate	What did you observe that you would like our team to celebrate?
	thanks for keeping our communication HOT. That's Honest, Open, and Two- way.
Natasha Calkins	Natasha has handled some challenging students this year, in her first year at Lapwai. She handles these kiddos with grace, but firmly setting boundaries, and choosing to handle them in the classroom until the appropriate time to partner with Mrs Wagner regarding their behavior. I have appreciated her communication as I work to support her students and I think she's doing an amazing job! So glad you're on our team, Natasha!
Delaney, Colleen, Marika and Nancy	A huge thank you and appreciation towards these educators and the time they spend with my little Leon. He has made leaps and bounds this year and the credit goes to all of you for the time and patience you give him and his needs. We (his family) appreciate all of you! As a part of the team and a parent i get to see both sides of our great work. I must say that it is amazing to be a part of and witness. Great job everyone!
Julie and Bri	They were a great help to me this week! Thank you for answering my questions and providing support!
Ryan Bovard	I would like to celebrate Ryan for taking the time to share pictures with me of Mrs. Hays' talented 3rd grade artists in Mrs. Raml's class! I am proud to share this celebration with our families. Thank you for your big heart for the kids you serve, Ryan!
Shelly	Shelly has spent the last 2 days with us in preschool and providing interventions to our kindergarten and 1st grade students. She has a wonderful sunny personality! She is eager to learn and dive into any task. She is extremely helpful and quickly makes connections with students. Thank you Shelly for spending the last 2 days with us!
Jen	Thank you for always being available to offer assistance. She helped provide reinforcements to a challenging student. She even told me I can have access to her bubble gum stash! Even sour gum!
Jon	Jon has jumped right back in after being super sick. He's been a solid gentle demander with expectations for our students. Thanks Jon.
I would like to celebrate Shelley and Michelle	They worked so hard to make sure all our kiddos were safe and having fun.
Amy A.	Mrs Amy has been so helpful in all areas, when it's to step in where ever she is needed she does just that. She shows compassion and can communicate with the students really well and they appreciate her demeanor. I appreciate her on all levels, thanks so much!

Name of the staff you would like to celebrate	What did you observe that you would like our team to celebrate?
Molly	Molly was able to convince a student to get his work done. It wasn't easy but she managed to encourage him and he felt good about himself when he got it done. I appreciate Molly's persistence and not giving up or giving in.
Brett	I appreciate Brett jumping in and helping me with little things like fixing a stapler that won't staple or putting together a folder holder for me. Thanks Brett...it's the little things that matter most.
Becca	She has been doing so well when it comes to a certain student who spends most of his time in our room. I don't know how she does it. He can be very defiant and spew insults at her left and right and leave campus and she still has a good relationship with him despite the long arduous history they have had. And on top of that she does After School Program.
Middle Highschool staff	Working as a team to get tasks done and stepping in no matter what the circumstances are.
Jenny Arthur	Jenny is always willing to do whatever is asked of her. She is accommodating, cheerful, and considerate. Definitely a warm demander. She designed our Be the I in Kind poster. She helped create posters for our concessions sale. She has filled in as the one on one support for James and Karvehl on many occasions. She helped Mathias catch up on his Gov't and Econ classes. She works with any student- any grade level with no complaints. I just appreciate her positive attitude and work ethic. We are fortunate to have her as part of our team!
Tami Skiles and Nancy Dahl	Tami and Nancy are so consistent with morning duty and greeting students. I have been out several mornings over the last week, and they have unswervingly filled the gaps for me, and I know I can count on them to be present and ready to greet students so positively. I am thankful for co-workers I can count on when my week is inconsistent and unpredictable. I appreciate you both!!
Lapwai Head Start	I have had opportunities to meet Head Start staff regarding a student, interact with children, and observe in the classroom setting at Head Start. I am impressed by Beaz and the team. They work with us and our families to provide a solid and positive transition to the 'big' school environment. I get a chance to contact parents/guardians periodically in my position. I was talking to an individual who shared her gratitude for the Head Start program and our Special Forces team. In her words, we are 'on the ball!' She shared the belief that ours is a positive, solution-oriented group. Just passing that on! Kuddos.
Tania, Amy, and Jenny	They keep things moving; gentle, constant pressure, turns lumps of coal into diamonds
Georgia	Georgia handled a very difficult situation with a student. She stayed calm and was able to move other students tactfully to another room to give that student some space. I thought she handled the whole situation so well.

Name of the staff you would like to celebrate	What did you observe that you would like our team to celebrate?
Elementary Special Forces Team	I just want to acknowledge our Team as a whole at the Elementary. You all are doing such a great job at supporting each other and always stepping in when needed. Hats off to each and every one of You!!!
Aaron Osborn	Aaron's dedication to excellence was once again evident when he took on a recent maintenance task. Knowing his commitment to quality and thoroughness, he was the first person I thought of for the job, and he did not disappoint. Aaron's ability to tackle challenges head-on, combined with his meticulous attention to detail, ensured the task was completed not just right, but to the highest standard. His work ethic and reliability are truly commendable, and this achievement is yet another testament to his invaluable contribution to our team. Aaron, thank you for your hard work and for consistently setting the bar high.
Tami Skyles	Thank you for all of your patience with me and my student you are appreciated! Tammi has an amazing attitude and a huge heart she always greets us with a smile!
Sasha	I appreciate how hard she works to help my student and to remind me to breathe.
Terry Wagner	What can I say? Best principal ever! Terry leads by example thank you for always lending an ear when I need it most!
Aaron Osborn	Aaron drove us all to the WSU game this past Saturday and was an awesome person to be around. He talked to the kids with kindness in his heart and when needed he spoke in a stern manner that they accepted when they were getting out of hand. He was a great chaperon and his driving kept us all safe. Very much appreciated!
Elizabeth F.	I handed off one of my kids to her a week ago since he is now reading at a higher level. I noticed how well the student has been doing in the new group. She has been doing some cool yet challenging work with him. But not so much that it makes him shut down or show negative behaviors.
Jenny Arthur	Really appreciate Jenny's calm safe energy whenever she's around. Also she always asks me how I'm doing whenever she says hi which I also appreciate.
Tracy Graffis	Tracy's natural ability to connect with our students, particularly those facing behavioral challenges, is nothing short of remarkable. Her gentle demeanor has made her a beacon of trust and safety for students, drawing them to her as a source of comfort and understanding. Equally impressive is Tracy's skill in delivering high-quality instruction through various programs, including ECRI, Rewards, and Inside, demonstrating her adaptability and commitment to educational excellence. Above all, it is Tracy's immense heart and her genuine care for everyone around her that truly make her stand out. Her empathy, patience, and unwavering support have left an indelible mark on our school community, embodying the highest ideals of compassion and dedication in education. I am deeply appreciative of her positive impact and the profound difference she makes every day.

Name of the staff you would like to celebrate	What did you observe that you would like our team to celebrate?
Colleen	I appreciate Colleen being so patient with me as I've been "on-call" for my sister. I've missed days and partial days to help my sister with her new baby. I'm so thankful to have a caring supervisor like Colleen, it makes prioritizing my family so much easier. I've had supervisors who would make it hard for me to take time off to help my family so I'm just really thankful for Colleen ☺
Lori	I would just like to thank Lori for putting together our "Lotus Bar" it's very much appreciated!
Tracy Graffis, Lori Williams, Tania Hanchett, Jenny Arthur and Aaron Osborne	I appreciate them all for taking time out of their weekend to take our students to the WSU Men's basketball game. Tracy and her husband graciously bought the tickets as well as pizza- Lori contributed as well. The pizza was delicious. The game was a first for many to an arena like that. I think an amazing experience for all! Big kudos to Aaron and Jenny for braving the van ride. Christian was sharing some delightful smells with the group and then Wyatt ended up throwing up. Fortunately there was a garbage can. Jenny said they had to ride home with the windows down. She said the Wyatt was trying to eat more food after he did this!! lol Our poor high school girls in the back of the van. I think Hadley was traumatized. She said she is not going on any more trips in the van with young boys!! lol We told her that she can help chaperone next year! :) Thank you all!!
Brett Bovard	Brett not only helps our Special Forces students, he's very active with the student body as well. He engaged in a fundraiser by raffling off Hoop Hats for one of our students while still supporting the boys basketball team! He comes in whenever called and needed for those who aren't understanding the task at hand. He's firm and compassionate, kind and stern at the same time. He provides a love for these kids that they appreciate and keeps them coming back for more. He's very passionate when he teaches and breaks it down until they understand. Great job Brett!!
Ryan Bovard	I am delighted to celebrate Ryan Bovard for his outstanding attention to detail and prompt handling of our Elementary Interventionists Medicaid Billing submissions. Ryan consistently demonstrates a meticulous approach to his work, ensuring that all necessary information is accurate and complete before submission. His commitment to excellence is reflected in the quality of his submissions, which are consistently thorough and error-free. Moreover, Ryan's exceptional timeliness in both submitting and approving billing requests is truly commendable, as it allows for smooth and efficient processing. His dedication to maintaining high standards and meeting deadlines is invaluable to our team, and I am grateful for his contributions to our success.

<b>Name of the staff you would like to celebrate</b>	<b>What did you observe that you would like our team to celebrate?</b>
Michelle	Michelle had the best idea to use a salad spinner for art in the preschool. The kids loved it! Total win!
Colleen, Michelle, Salina, and Cassidy	For being so warm and welcoming. In a way that only they can, each one lovingly contributed invaluable insight and guidance that helped me better serve the precious kiddos at the Elementary. They work together like a well-oiled machine and made it easy to step right in. I felt accepted, valued and appreciated.
Georgia	I love how Georgia connects with people. She makes every person she comes in contact with feel important and cared for whether it be a student or co-worker. She is working on helping her students connect with each other and make friends and learn social skills.
Lori R	I just appreciate how much Lori cares for each individual, whether co-worker or student and is striving to make our school the best that it can be. She never tires of looking for ways to improve things and passing it along to us. What she asks of us she does herself and that is what makes her a fantastic leader. Thank you Lori for caring and for your example of excellent leadership.
Holly Selstad	Holly never ceases to amaze me with her ideas she has for her students. She allows them to use their artistic abilities and creativity to learn things.
Dr. Wittman	I enjoyed our meeting and the valuable advice and information she shared with me, along with the great ideas of things I could do to better help my 1:1.
Lori Ravet	I appreciate Lori so much! She supports our staff and our team on so many levels! From being emotionally available in a crisis, to being available for questions and training and information in our specific job duties, to wisdom and guidance in personal situations, words of encouragement specific to how you are doing in life, and meeting those silly personal needs when we just need some chocolate or a lotus drink! You can count on her and know that she is looking for any and every way to care for her team well so that we can care for our students. Thanks Lori! You're amazing!
Andy	He is the most consistently positive individual I know. I see a marked change in his charge, who seeks Andy out first thing in the morning and seems more affectionate, relaxed, positive, and in control. Andy is teaching the unwritten rules in a way that allows the child to discover and amend his behavior/interactions with others: do-overs! Thanks, Andy!
Shelley	It's been so great having Shelley in the preschool this week. She has been so attentive and encouraging to the kids and the staff. She's been super observant and interested in learning about all our kids, their needs, and their goals. She's an incredible addition to our SpEd team!!

Name of the staff you would like to celebrate	What did you observe that you would like our team to celebrate?
Salena	Salena has agreed to take on circle time instructing our preschoolers in math. Today she successfully taught the students math concepts as well as Nimipuutimt. It was wonderful to watch her teach.
Josh	It has been really fun this year watching Josh create such a structured and positive learning environment for his students to thrive in. Josh understands that the learning environment for our kiddos is always under construction. He is constantly adapting his methods to help suit his students needs. His subtle humor and caring demeanor towards our students not only puts a smile upon their faces but to mine as well. Thank you Josh for being a positive role model for our kids. You truly make a difference here.
Marika	Marika always takes the extra minute to make sure the preschooler she's finished working with goes to the right area and adjusts well. She'll even play with them sometimes. It's nice to see. :)
Cassidy and Salena	Their preschooler has completed his PECS goal and also moved on from his gross motor imitation goal. He has started to use some verbal sentences to make requests and they are seeing this across environments and with different items. Way to go to this team!
Tania	Tania implemented a reinforcement program with one of her students she was frustrated with, she also utilized some accessibility tools in the chromebook to help decrease that student's barriers to completing assignments with talk to text technology. Way to go Tania!
Ryan Bovard	Ryan has been helping me build a dashboard to monitor our behavior goals across all of our students. He has been able to summarize the data from the week before to put in the dashboard so we can see when we need to move a student to the next objective or when a goal is met so that our students are constantly being challenged and we are staying on top of our data. I appreciate his diligence in data input and graphing it all and getting new data sheets put together and into the folders! Thank you Ryan!
Liz White	They say still waters run deep, and that describes Liz, she is so thoughtful and creative with the students she works with. I appreciate how much observation she does and analysis of what she's seeing. That analysis leads her to read about the disability her students have, trying to understand all of the comorbidities that occur with it and exactly how it affects their ability to learn, and motivates her to discover how she can help her student and what questions to ask. I love talking to Liz because visiting with her for just a little bit reveals how deeply committed she is to her student's success. Thank you Liz!
Jon Paisano	Jon is working extra hard to become a bus driver for the school district. He is putting in extra hours training to make it possible when the district needs him most. This week he has shown his dedication to get his training completed in crunch time while simultaneously working with his one on one at the elementary school.



Name of the staff you would like to celebrate	What did you observe that you would like our team to celebrate?
Tessi and Dawn	Tessi and Dawn were a huge help to me this morning. I had a mess to clean up and Tessi provided me with everything I needed and Dawn kept an eye on my 1:1 while I got it all taken care of! Thank you ladies!
Rye Hewett	The Lapwai Middle-High School Native Culture and Language Team continues to collaborate on an action plan for the indicator of, "The curriculum of all grade levels includes lessons on the accomplishments of Native Americans." We announced a new contest encouraging integration of the resources during instruction. Rye was among the first to accept this challenge and ensure the students she serves benefit from Indigenous examples of success. Rye's heart for our kids is observable every day. Qe'ciyew'yew', Sepehitemenew'éet Hewett!
Rye	The students recognize what's expected of them before or as they come into Rye's room. I've heard students come into the room and speak out and say I finished this or that, or I ate already, which is said before she even speaks. It's become a habit for them to know what's expected. This is a great thing for them to identify what's to be done ahead of time or know what to get out and be ready for.
Georgia Sobotta	Heartwarming fails to describe the level of dedication Georgia continues to gift Kolina James with her senior project. The Special Forces Team are among the busiest in the district with paperwork and compliance responsibilities in addition to serving our kids. Sacrificing valuable time to support a student with their goals is something Georgia selflessly demonstrates on a consistent basis. I am proud to claim her as a colleague and even prouder to call her friend.
Rebecca Cooley	If her days were not already full, Becca also serves on the Elementary School Leadership Team. Through this process, Becca never fails to recognize the growth and success of the students she serves. I have such great respect for those that pause to celebrate what they value. This teacher with a huge heart for Lapwai students consistently shares a success story. This speaks volumes to me about how fortunate our kids are to have her as a teacher. The Special Forces Team are blessings. Becca is an example worth celebrating.
Geogia	Georgia puts out little "fires" all day long with kindness and grace. She helps kids problem solve their issues, handles discipline problems, provides a safe environment for those with anxiety, communicates with parents and staff, and guides our team to be the best for kids. I appreciate her every day.
Cooley	Mrs. Cooley has helped me grow in this job with her many years of experience and a deep pool of patience which she draws from regularly stay Awesome!
Colleen	Thank you for all of your wisdom kind words and encouragement.
Jen	Yep she is still Awesome! Daily Jen is always available to help with a smile. Thank you!

Name of the staff you would like to celebrate	What did you observe that you would like our team to celebrate?
Amy and Tania	Amy: she has been an uplifting presence and a great teacher for students and myself. I will truly miss her. Tania: she is a strong role model for in that she pushes through struggles with a smile and determination. She is definitely a go getter.
Rebecca Cooley	My youngling was talking back and not listening first thing this morning. Very stressful. I am appreciative of Becca and her expediency as well as her listening ears. Followed by some very great words of wisdom. Thank you
Cassidy	I would like to celebrate Cassidy. I enjoy our conversations about the 1:1 we share. I love sharing information, problem solving and bouncing ideas off her. I also got to be in same room with her when she was working with our 1:1, and I observed some of the things she was doing, so that I could change some of the things i do, in order to make things more consistent for our 1:1. Cassidy has a wealth of knowledge to share.
Dawn Melton	Dawn checks every day to make sure I have a good lunch plan. If I don't, she picks up a special from the store for me. I appreciate Dawn's thoughtfulness and the way she takes care of me, as well as all her students. She focuses on each and every whole child because that's her nature. If there is a need, she will do everything she can to make it happen - including offering time during PE to get Kristen and myself into 5th grade to teach some SEL. Dawn has a skill set that I'm not sure can be taught. She's truly one of a kind. Dawn, I'm thankful for every day I get to come to work and see you.
Dr. Wittman	Julie has been an invaluable resource, listening to my troubles and providing reasonable solutions for classroom management, individual student behaviors, ASP conundrums, and so much more. I never feel judged for my inabilities. Julie is compassionate and empathetic to every struggle I present to her. Thanks for all you do, Julie!
Mande Taylor	I watched Mandee actively use the supportive guide technique to help my 1:1 transition. We both tried getting Braden's attention to transition from speech to lunch. When our voices didn't work, she said, "I'm going to use my Barbie hands." Made me chuckle but it got the job done! Excellent work Mandee :)
Ryan Allen	It's a little known fact that I keep sensory items in my desk for students to use, and interventionists to borrow as they need them. I always know Ryan will come in with his students and pick out just what they need. I can also count on Ryan to bring whatever they take back to me, in the same condition it was when they borrowed it. Ryan is teaching his 1:1 students coping strategies (they usually only borrow things when about to go to a nonpreferred area or do a difficult task), and also how to be respectful and responsible with sensory tools they have borrowed.
Julie	Julie helped me problem solve with a student who struggles to get his assignments done in class. We came up with some rewarding solutions for him and they are encouraging him to do his work. Thanks Julie!

Name of the staff you would like to celebrate	What did you observe that you would like our team to celebrate?
Molly	Molly has a good emotion radar. She can tell when something is troubling someone. That is such a gift she has and she made me feel better by just listening to me. Thanks Molly.
Marika Renshaw	When it comes to a positive attitude, Marika excels. She takes the time to untangle misconceptions with students and peers with a smile and a twinkle in her eyes. She combines wisdom with grace in ways that seem effortless. That's the mark of a very competent professional. Marika has high expectations for herself and her team and celebrates the progress of the students she serves. Thank you Marika!
All Special Forces Staff	I want to celebrate the entire Special Forces team for consistently turning in monthly timesheets and leave requests on-time, without any extra reminders. Also, you all keep me updated on changes that come up through out the day, if needed. Thank you for making my job easier! You are all so appreciated!
Nancy Dahl	Nancy never misses an opportunity to be kind. Anytime I share a districtwide email update, Nancy replies with positive words and consistent encouragement. Her caring approach with all those around her is contagious. She sets out to brighten the day of all those in her path. I admire you, Nancy!
Georgia Sabotta	Georgia is always so approachable and ready to problem solve students and situations. She is available to students too and is ready to listen to them as well. I appreciate her professionalism and warm response.
Rick Heimgartner	I appreciate Rick so much! As a bus driver, he goes above and beyond for our kids. He is not only concerned for their safety, he is concerned for their well-being, well beyond the bus ride. On multiple occasions, he has brought a valid concern to me, based on behavior seen on the bus, behavior or possible red flags seen as he picks up students or drops them off. He pays attention to the subtle warning signs that might indicate a student is struggling or needs support and lets us know about it. He knows so many of our students and their families, and is regularly there to celebrate the athletic team successes as well! Thanks Rick!
Rye Hewitt	On Friday I had the joy of watching Rye chase James down the hall on his bike. Good times!! Thank you for helping both of us get situated and for welcoming me to your team.
Kristen Bateman	I admired Kristen pausing to celebrate Rick Heimgartner this week. Our transportation, maintenance, and food service staff play such critical roles for our students. As we face increased duties and demands, it can be easy to overlook these hard-working colleagues. Thank you for recognizing a bus driver this week, Kristen! Kindness is what all those who cross your path have learned to expect. I have the greatest respect for you and all those on the Special Forces Team! Lori has gathered such incredible talent to serve our kids!
John P.	I love this guy! John is the kindest humblest guy I ever met! Thank you for working so hard with A.V. in the morning.

Name of the staff you would like to celebrate	What did you observe that you would like our team to celebrate?
Liz White	Liz was such a great help in the preschool room. We had our new kiddos start this week so it was nice to have the extra help.
Marika, Jaclyn, Julie and Jamie	Today, I want to take a moment to shine a spotlight on the incredible work and dedication of our Lapwai Therapists: Marika, Jaclyn, Julie, and Jamie. Their unwavering commitment, expertise, and compassion have not only made a profound impact on the lives of the children we serve but have also greatly contributed to the uplifting and supportive atmosphere of our team. Through their hard work and dedication, they have helped foster an environment where every child feels valued, understood, and supported in their journey. It is their passion, professionalism, and the genuine care they show each day that sets them apart. The impact of their work extends beyond the therapy sessions, leaving a lasting impression on all of us. Thank you, Marika, Jaclyn, Julie, and Jamie, for everything you do. You are truly invaluable members of our team, and it is a privilege to work alongside such dedicated and talented professionals.
Bo	Bo jumped in and talked with my students when they were not focused on their work and was able to help me get them back on track. Thanks Bo! You saved me!
Tania and Bo!	Tania and Bo have been making coffee in the mornings and I so greatly appreciate them!! Today Tania even had the creamer in the coffee. My love language is coffee and it is just one thing that has made my day so much better. It is the little things:)

Name of the staff you would like to celebrate	What did you observe that you would like our team to celebrate?
Cassidy and Shelley	<p>I had the wonderful opportunity to observe one of our developmental preschool sessions recently, and I'm compelled to share some reflections on the exceptional practices I witnessed, particularly highlighted by Cassidy and Shelley's interactions with our students.</p> <p>Their approach to providing positive reinforcement was notably impactful. Rather than relying on generic praise, they offered specific commendations directly tied to the children's actions and efforts. This method of feedback not only makes the encouragement more meaningful to each child but also clearly identifies and reinforces the positive behaviors we aim to cultivate. It's a testament to the power of recognizing individual efforts and achievements, significantly enhancing our students' confidence and motivation.</p> <p>Moreover, Cassidy and Shelley's animated and joyful responses to the children's activities truly stood out. This enthusiastic approach is far more than just an engaging teaching strategy; it's a foundational technique that aligns perfectly with our educational goals. Their exaggerated positivity serves multiple purposes: it meets the children at their level of excitement, making the learning experience more relatable and memorable, and it triggers a dopamine release, which is crucial for reinforcing learning and memory. This natural reward system encourages our students to associate learning and exploration with joy and satisfaction, fostering a love for discovery that extends beyond the classroom.</p> <p>This strategy of providing exaggerated, positive feedback is instrumental in creating a learning environment where every achievement, big or small, is celebrated. It underscores the importance of making learning an enjoyable and rewarding journey for our students, particularly in special education where each milestone is a significant triumph.</p> <p>Cassidy and Shelley's innate understanding that the magnitude of our response can significantly enhance a child's educational experience is a lesson for us all. It reflects a deep empathy for our students and an innovative approach to education that prioritizes emotional engagement and intrinsic motivation.</p>
Elementary Special Forces, Tash, and Tessie	<p>Every morning I check my mailbox, then glance over at the paw supplies. Many mornings I think "I'll do that today. I will print more paws, pink slips, and class paws." Then my day happens and I run around the building. Inevitably, I use the restroom or microwave my lunch, and I glance at the paw supplies. More often than not, some of you angels have printed and cut more paws. Thank you all for your patience with me. Thank you for understanding when I don't prioritize paws. Thank you for helping prepare supplies for a vital part of our PBIS system. I can</p>

Name of the staff you would like to celebrate	What did you observe that you would like our team to celebrate?
	think of at least 10 people who consistently help refill the paws. Not a single one of you are any less busy than I am. Every single one of you is absolutely wonderful.
Lori R.	Lori reads every single response to the check-ins, every day. I'm honestly not sure when, considering her schedule. Not only that, though, she also takes the time to craft incredibly thoughtful and empathetic responses, that often make me cry. Lori, thank you for your unwavering support of us all. We are all so fortunate to know you and be known by you.
Lori Ravet	I would like to thank Lori for providing me with a great book and for putting the items I requested in the sensory room!
Brett, Tania, and Rye	I am deeply appreciative of the outstanding dedication and work that Brett, Tania, and Rye have contributed to our Special Education Math Professional Learning Community (PLC+). Their drive to enhance our math education approaches speaks volumes about their professional integrity and enthusiasm. By actively engaging in a process of professional inquiry and collaboration, they are at the forefront of identifying and addressing critical challenges within our math program. Their commitment to acquiring new content and instructional strategies signifies a deep dedication to both their professional growth and the enhancement of our students' educational journeys. The level of commitment demonstrated by Brett, Tania, and Rye, through their consistent early Friday morning gatherings and the extra time spent on reading and work outside of school, showcases their passion for education. Their willingness to share insights, mentor one another, and support the mathematical achievements of our students has been a source of positive energy within our team. They have fostered an environment where mutual support for each other and encouragement thrive, embodying the qualities of exceptional educators. I am truly impressed by their steadfastness and the significant impact they have on both our team and students.
Tania	She has been working really hard with the youth and they are understanding math more and more. I'm glad to be able to witness this come to light, because when I hear the students they are so excited to state the right answer and work through the problems. Tania brings excitement in her teaching and it's awesome!

Name of the staff you would like to celebrate	What did you observe that you would like our team to celebrate?
Tami Skiles	I just appreciate Tami and what she brings to our students every day. I am not in Cooley's classroom, but I always overhear positive things, and I am told about the great things she is doing with "her" kids. She has developed an inner strength to be able to continue to offer our students what they need in the midst of high stress or personal struggles. She greets all our students daily with a smile, even on days she has to dig deep. I appreciate her awareness of the little things students might be going through, and her attentiveness to making sure those kids are supported when they need it most.
Our Early Childhood Education team	During my relatively brief interactions with Colleen and her team, I cannot say enough about the immediate changes in a new attendee. The time he has been in the program has been brief but a change in attitude, his bright eyes, and delight in riding the bus with Jim express such wonderful improvement to his attitude and happiness. Like I told them, the slice I see of the children they serve and their team is limited, and their professionalism, care, concern, and attention to every detail are obvious and life-changing. Thank you!
Ryan Allen	I really appreciate Ryan's calm demeanor. I admire his patience that he displays with our kids. I feel that I want to rush for a response, or make something happen. I'm glad that I have a coworker to model the importance of keeping calm and giving the extra time if needed!
Becca Cooley	Becca always strives to help when needed. I asked if she had an extra interventionist on Monday to help with some kindergarten kiddos, and she was able to help. I really appreciate her willingness to share staff and be a team player. I hope that I can return the favor if needed.
Colleen	I Cannot stress how much I appreciate working with Colleen. She is so dedicated to our kids and staff. She goes above and beyond to support our students. I appreciate her willingness to listen to my concerns and problem solve with me. She is able to juggle a lot, and has shown grit and determination to get through a challenging week.
Andy and Shelly	I appreciate them stepping in to fill the big shoes of our dear Amy. They are positive and enthusiastic to do whatever is asked of them. Thankful that we have them both to help support James. Their compassion and care for James is evident. Thank you both!
Jen	Jen is always so fun to chat with! She has incredible stories and little quips and I enjoy every interaction with her, whether it's 30 minutes long or just a few moments.
Colleen & the preschool team	I love being part of the preschool team & have really enjoyed the amount of time we've been able to spend meeting with each other and problem solving. It's awesome to be part of such a dynamic team with a leader who is so open to hearing different ideas and perspectives and willing to try out different strategies to find what works best for our staff and kiddos.

Name of the staff you would like to celebrate	What did you observe that you would like our team to celebrate?
Lori Ravet and Georgia Sobotta	I would like to pause and thank Lori and Georgia for joining me to present to the Circle of Elders. Special Forces was represented with pride as the elders learned the lengths this team extends themselves to ensure student success! From highlighting work experience celebrations to sharing a focus on strengths and multiple intelligences, the information was well-received and greatly appreciated. Fridays are full, especially for Special Forces! The gift of their time brightened everyone's day. Thank you!
Brett Bovard	I would like to celebrate Brett's continued school spirit. It comes out every year during Districts when he challenges the students to push themselves and uses his hair as a motivator. Over the years I've seen him dye it, cut it in awful and hilarious ways, and this year, his "mullet" just took my breath away! Hair is very personal to me and requires a certain amount of love to share that part of yourself with our student body. Thank you for loving our kids.
Molly Tucker	I would like to celebrate Molly for taking the time to share pictures with me of the 3rd period artists in Mrs. Raml's class! I am proud to share this celebration with our families. Thank you for your big heart for the kids you serve, Molly!
Ryan Bovard	I got some good feedback about Ryan's presence and calm demeanor while Ryan was subbing for another staff who was out. I have asked Ryan to completely change up his day these last two days and he has been good natured about it. Sudden schedule changes can feel like whiplash, sometimes. I appreciate his ability to put on his neck brace and go for the ride.
Tania	Tania started her small group lesson by doing a "feelings" check in with her students. This showed that she was taking our professional development to heart and using what she learned to help her students. Way to go!
Josh A.	I appreciate how Josh has been so good at collaborating with me regarding a kiddo. He has really dug into figuring out what works, doesn't work and communicating concerns along with celebrations on good days. Thank you Josh.
Dr. Aiken	I would like to acknowledge Dr. Aiken for all his hard work for the District and what he does for us as employees. It meant a lot when he took the time out of his busy morning to talk with me for a few minutes while here at the Elementary. Thank You!!
Lori R.	I would like to give a special Thank you to Lori R. This woman never ceases to amaze me in how regardless of how busy she is, she is always taking time to listen when I just need someone. Whether it is work related or not, she is always there to offer a shoulder and words of encouragement. Thank you so much Lori!!!
Brett Bovard	I am in awe of the wisdom and expertise Brett has with teaching math. I have learned so much from him and I know I will learn more as we work together. Brett makes math exciting and easy to understand.



Name of the staff you would like to celebrate	What did you observe that you would like our team to celebrate?
Jasmine	Jasmine has been brainstorming and preparing materials to help her 1:1 kiddo be successful in all aspects of his day. He's been happier to go to art and excited to participate in her activities!
Molly and Tania	My mornings start with supervising a young man till the bell rings. Life has not always been easy for him, and he sometimes struggles with making good choices. He's a young person who needs to know that people truly care about him. Every morning, he asks me if Miss Molly and Ms. Hanchett are here. I think he must feel a sense of relief knowing that they will be there to support him. They are two people that he trusts and feels comfortable being around.

**SPECIAL EDUCATION**  
**Professional Learning Minutes**  
**Friday, February 16, 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

**Attendance:**

In our recent Professional Learning session, we had a notable attendance, with 27 out of 31 team members present, which translates to an 87.1% participation rate. This strong turnout reflects our team's commitment to professional development and collective growth.

**Members Present:**

Christiane Pinkham, Rye hewett, Salena FiveThunders, Shelley Littlejohn, Jasmine Hewett, Tania Hanchett, Elizabeth Fernandez, Bonnita Brown, Michelle Cox, Kristen Bateman, Jon Paisano, Liz White, Aaron Osborn, Tami Skiles, Molly Tucker, Andy Rosch, Ryan Bovard, Colleen Bonner, Ryan Allen, Rebecca Cooley, Brett Bovard, Tracy Graffis, Mandee Taylor, Georgia Sobotta, Lori Williams, Jennifer Arthur, and Joshua Arthur Sr were present for the Professional Learning session.

A makeup session on Friday, February 23, at 10:30 at the Elementary in Room 215 is scheduled for the following absent team members:

- Amy Alvarado
- Nancy Dahl
- Cassidy Ravet
- Denise Sabo

**Team Norms and Expectations**

In our professional learning session, we emphasized the importance of engaging deeply with challenging problems that matter to all of us, fostering a culture where questions are not just welcome but essential. We recognized that our collective achievements stem from our unity as a group, highlighting the value of teamwork over individual success. The session underscored the parallel between an engaged classroom and a proactive staff, where joyful, fearless interactions and deep inquiries are encouraged without fear of retribution.

Our team norms are rooted in the Humble Learner's Approach, stressing the importance of openness, active listening, respect, inclusivity, reflection, non-judgment, confidentiality, and acknowledgment. These norms are designed to ensure that every team member, regardless of their role or experience, feels valued and heard, contributing their unique perspectives and skills for the collective growth of our team.

Furthermore, we committed to assuming positive intent in all interactions, building a foundation of trust and understanding. This involves starting with the belief that everyone aims to contribute positively, seeking clarification when needed, addressing conflicts kindly, being mindful of our language, recognizing efforts, reflecting on positive interpretations, focusing on repair and moving forward, and encouraging open dialogue. This approach aims to create a safe and supportive environment where every team member feels valued and heard, fostering a culture of continuous learning and mutual respect.

### **1:30-1:35: Check-In & Intention Setting**

In our Professional Learning session, we emphasized the crucial role of setting a purposeful intention that aligns with our learning goals, Special Education Inquiry-Focused Learning Engagement Expectations, and team norms, including adopting a humble learner's approach and assuming positive intent. This practice of setting intentions is foundational, preparing us mentally for the learning journey ahead, and ensuring that our time is spent on meaningful and transformative development.

We agreed that our intention should be specific and deliberate, aiming to create an environment conducive to listening with the intent to understand, approaching tasks with humility, and assuming positive intent in all interactions. This approach is expected to not only foster individual growth but also significantly contribute to our team's collective advancement.

Documenting these intentions in the Professional Learning Minutes is a vital aspect of our learning culture, serving as a commitment reminder and a declaration of our dedication to growth, learning, and positively impacting our students.

Intention setting is transformative, guiding our choices to align with our educational and team goals. It encourages a shift in our professional ethos, leading to a more inclusive, respectful, and productive learning environment. This practice is a testament to our ability to consciously shape our teaching moments, meetings, and interactions, making them more impactful. We are committed to embracing intention setting, recognizing its power to enhance our Professional Learning experiences and our overall approach to education and teamwork.

During the session, each member was encouraged to set an intention on how they would bring their best self to the learning environment. The responses were varied and deeply insightful, highlighting our team's dedication to making the most out of our professional learning opportunities. Here are some of the intentions shared by our team members:

- To give my full attention.
- Focused, team player, and engaged.
- I will be so focused.
- Be present, focused, and ready to learn.
- Be aware of triggers. Identify what my 1:1 triggers are.
- To listen and learn and put what I learn into practice.
- I will focus and learn something new 😊 also to do my best to stay awake 😊.
- I will have fun and learn from my peers!
- Stay on task and find info that I can use regularly.
- Choose to actively participate with my table and focus on the topics.

- Prepared to listen, learn, and set goals for what I have learned.
- Staying focused and contributing to the group conversations.
- I will let all the built-up stress from the week go and focus on the learning objective.
- My intention is to block out other "stuff" going on, to be focused and attentive on today's training.
- I will practice listening to understand and participate.
- Be present, eyes on speaker, listening not talking.
- Participate to the best of my ability despite it being somewhat out of my comfort zone.
- I am going to be totally present.
- I will be focused on the presenter and excited to learn more information that I can take towards my students.
- To maintain professionalism.
- Pay attention, and participate.
- I intend to stay focused and be an active participant.
- I will focus. I will not let my mind wander.
- I am open to new learning and our crisis management training. Ready to collaborate with our team.
- I will learn more about how to assist my teammates better.
- Oh my, I want to be better at talking and working with people in general, but with other co-workers during our PD.
- To practice what we learn more often.

These intentions not only set the tone for our session but also affirm our collective commitment to personal and professional development, aiming to enhance our effectiveness as educators and team members.

### **1:35-2:30: Crisis Management with Dr. Wittman and Rebecca Cooley**

1. Calling for Assistance
2. Leadership and Teamwork
3. Supportive Guide Competency

#### **Learning Intentions:**

1. I can identify the correct way to call assistance according to my student and my team
2. I can identify who is the team lead and who is support staff
3. I can identify when it is important to switch leaders
4. I will demonstrate competency in the Supportive Guide Procedure

We delved into the critical aspects of calling for assistance and minimizing incidents within various settings, emphasizing the importance of early intervention and effective communication. We highlighted the significance of being vigilant to triggers, signals, and indicators that could lead to a crisis, stressing that it's preferable to call for help early to prevent escalation. We explored various methods of calling for assistance, including vocal calls to nearby staff or using a verbal code word specific to our organization, as well as electronic means like overhead paging, cell phones, radios, or alarm buttons, tailored to the

communication systems adopted within our program. Our discussion also covered the "Code Grey: Tiered Response to Behavioral Emergency" policy, underscoring the necessity for staff, especially those working alone, to have a means of communication and a clear safety plan.

Moreover, we focused on the importance of leadership and teamwork in responding to behavioral incidents, with one person taking the lead to ensure a coordinated effort among staff. The session also introduced the Supportive Guide technique as a non-aggressive method to redirect an individual's movement using their momentum, suitable for situations that require gentle intervention without resorting to force. This technique, along with its variations to accommodate different scenarios such as handling smaller individuals, using a gait belt, or adapting for wheelchair users, was thoroughly discussed to equip staff with the skills needed to handle behavioral crises effectively and safely. Through this session, we aimed to foster a proactive, prepared, and supportive environment for both staff and individuals in our care, ensuring safety and positive outcomes in crisis situations.

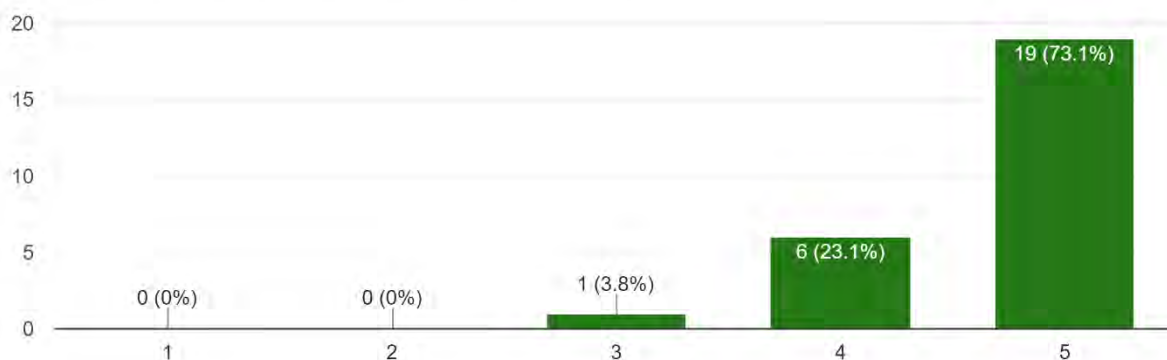
We discussed that there are locations in the elementary that are secluded and we are unable to call for support, specifically the sensory room and the gym. We shared that team members made need walkie talkies or another arrangement in order to request support in these environments.

#### **2:30-2:35: Professional Learning Evaluation (Exit Ticket)**

Team members rated themselves on the success of honoring their learning intentions. 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.

26 responses



Team Member's Responses to "What's one important thing you learned in Professional Development today?"

- That we may need to accept help from others.

- Calling for help!
- What to do in case of an emergency.
- How to do a supportive guide move
- How to do a successful guide for a calm wanderer.
- How to properly move a student
- Plan for assistance.
- The Leaders Role is to decide what to do. Direct other staff. Leader is the only one to speak to the agitated person.
- How to guide someone away (non-emergency) from a non preferred area.
- Supported guiding
- Learning how to properly do the supportive guide stance when you need to physically redirect a child.
- Keep the barbie hand strong
- Collaboration on code words to use for our group in case of an emergency or elevated situation. Setting up a group text.
- I learned how to provide a supportive guide. I also learned how to communicate, I need help in an emergency.
- Communication- designating the leader rather than just letting it play out. Clear Communication with the team in play.
- A different way to physically guide students away from danger
- Some different ideas for help
- How to gently guide a student to safety and how to alert my co workers of an emergency
- How to choose who will take the lead.
- I really liked the teamwork practice, it helped me a little more with communication. I also liked the proper way to guide a student.
- How to correctly and safely move a student.
- It is important to pick a leader and supportive role in escalated situations.
- The importance of calling out for help and designating a person to assist
- I learned the importance of working together as a team in responding to a behavioral incident. One person should be designated as the lead staff.
- The correct technique for changing a student's direction of movement.
- To humble myself. It is okay to ask for help if I'm struggling. Make sure we do everything not to add, added stress.

What is the word or phrase that your group chose for calling for help?

- Runner
- Help please.
- Runner, this was based on our scenario.
- Emergency
- Medical alert
- Help with (child's name)!
- Help please
- Medical Alert or Help
- "Runner" (group text)
- Medical Alert

- Help Please.
- Decaf
- I need help with (name of child)
- Get me some decaf
- Help with \_\_\_\_\_ (insert child's name)
- "Hey" \*beckoning gesture\*
- Medical alert the designate one person to call 911
- Help with.....
- Emergency- help
- Decaf. Asking if our team member would like some decaf coffee. A phrase that doesn't excite the kids in any way.
- Help, emergency, need help now
- Decaf
- Help- Emergency
- "Help needed please!"

### **2:35-3:30: Team Breakout Sessions:**

In the recent assignment distribution for our professional learning and intervention sessions, team members were allocated to specific focus areas and locations as follows:

- The MS-HS PBIS (Positive Behavioral Interventions and Supports) team, comprising Georgia Sobotta, Amy Alvarado, Molly Tucker, and Jenny Arthur, were stationed in Room 321.
- The Step Up to Writing initiative will be led by Rye Hewett, Lori Williams, and Tracy Graffis in Room 301, focusing on enhancing writing skills.
- MS-HS Math instruction and support, undertaken by Brett Bovard and Tania Hanchett, were assigned to Room 331, aiming to bolster mathematics education.
- Medicaid Submission tasks were managed by Ryan Bovard in the Elementary area, ensuring compliance and funding for eligible services.
- Preschool Intervention Preparation, crucial for early childhood development, involved Michelle Cox, Salena FiveThunders, Cassidy Ravet, and Shelley Littlejohn, and took place in the Preschool area.
- Elementary Intervention Preparation were coordinated by a large team including Ryan Allen, Joshua Arthur, Elizabeth Fernandez, Jasmine Hewett, Aaron Osborn, Jon Paisano, Christiane Pinkham, Andy Rosch, Tami Skiles, and Elizabeth White in Becca's Room, focusing on tailored interventions for elementary students.
- The Speech Interventions group, consisting of Bonnita Brown and Mande Taylor, operated out of the Speech Room, dedicated to addressing speech-related needs.
- Case Management responsibilities were handled by Kristen Bateman, Nancy Dahl, and Jen Becker in the Elementary area, overseeing and coordinating individual student plans.

These assignments reflect our commitment to addressing diverse educational and developmental needs across different levels and specialties within our school community.

**SPECIAL EDUCATION**  
**Professional Learning Minutes**  
**Friday, February 23, 2024**  
**Middle-High School Rm 331**  
**1:30 p.m.**

**Members Present:**

In our recent gathering, we were fortunate to have a significant portion of our team join us, with 28 out of our 33 staff members present, marking an attendance rate of 84.85%. This exceptional turnout included Salena FiveThunders, Cassidy Ravet, Ryan Allen, Christiane Pinkham, Jennifer Becker, Brett Bovard, Elizabeth White, Colleen Bonner, Tania Hanchett, Andy Rosch, Mande Taylor, Kristen Bateman, Tami Skiles, Denise Sabo, Rye Hewett, Shelley Littlejohn, Jon Paisano, Nancy Dahl, Aaron Osborn, Georgia Sobotta, Ryan Bovard, Michelle Cox, Joshua Arthur, Tracy Graffis, Bonnita Brown, Jenny Arthur, Jasmine Hewett, and Molly Tucker. It's heartening to report that 100% of these dedicated staff members arrived before our scheduled start time of 1:30 PM, demonstrating their commitment and punctuality.

**Special Education Inquiry-Focused Learning Engagement Expectations:**

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

During our Professional Learning session on Friday, February 23, 2024, held in Middle-High School Room 331 at 1:30 p.m., our team embarked on a comprehensive journey to deepen our understanding of effective de-escalation techniques, guided by the expertise of Dr. Wittman and Rebecca Cooley. The agenda required participants to come prepared with a technology device for interactive quizzes and professional development evaluation, a professional learning binder, and a writing instrument. The session kicked off with a brief check-in and intention setting, followed by an immersive exploration into all-staff safety care.

**Staff Intentions**

- I will engage in meaningful conversations.
- I will pay attention to the training and avoid being too chatty with my friends
- I will be attentive and considerate to the presenters
- Learning something new and applying it.
- I will be present and engaged, and adaptable when necessary.
- Ready. Pay attention and participate
- Contribute to group conversations and do my best to overcome my shyness.
- To learn how to help students de-escalate.



- By staying focused with a mindset of learning something and put into practice what I have learned.
- Eyes and ears trained on the speaker
- Relax, stay calm, and enjoy the learning.
- to become confident in de-escalation techniques and the various strategies that will be presented, so I can step in and assist wherever needed with appropriate skills
- I intend on learning more about de-escalation techniques and how to best use the knowledge for kiddos I work with.
- Be an aware, active participant
- I will be focused, ready to learn, a team player, and willing to try new strategies.
- Have a positive attitude about reviewing already learned material and a sincere desire to improve them. An open-minded and willing heart to hear and learn something new.
- To learn and apply de-escalation techniques for work as well as my household.
- Humility, seeking to understand, open and accepting of other points of view, and limit candy consumption to 2 treats.
- I will motivate myself to stay focused by reviewing the learning intentions.
- Best focus I can give for a Fri afternoon- open to learning de escalation strategies.
- Try to engage more actively
- I will attend to the training and be looking for strategies with my students.
- I will creatively think about my week and how this information could have applied.
- I intend to be present and involved in the discussions.
- I want to learn more about promoting positive behaviors.
- OMG, I'm trying lol, still working on that as of this second.
- Learn how to prevent escalation.
- Participation

### **Summary of Professional Learning**

The professional learning was structured around four pivotal learning intentions, each aimed at equipping staff with the knowledge and skills to maintain safety and effectively manage crisis behaviors. The first learning intention focused on the basics of de-escalation, where participants were expected to grasp the four main goals—ensuring safety, preventing escalation, reducing the intensity of behaviors, and avoiding the reinforcement of crisis behavior. The discussion covered initial safety strategies, such as calling for assistance and removing dangerous objects, and recognizing agitation signals and triggers.

The session then transitioned to implementing the Help strategy, a cornerstone technique for addressing the early stages of escalation by identifying and responding to underlying needs or wants. Participants practiced applying the Help strategy's steps and adapting their communication methods to meet individuals' needs, employing gestures, pictures, or technology when necessary.

Understanding the importance of adhering to individualized behavior support or safety plans constituted our third learning intention. The conversation highlighted how to integrate Safety-Care de-escalation strategies within these plans and adjust strategies when current behaviors fall outside the plans.

Finally, the session concluded with strategies for promoting positive behavior, focusing on reinforcing desirable behaviors and avoiding the reinforcement of negative behaviors during de-escalation.

Participants learned to avoid power struggles, maintain a calm demeanor, and utilize positive reinforcement techniques effectively.

### 2:35-3:30: Team Breakout Sessions:

During the 2:35-3:30 session, team breakout sessions were held, focusing on various educational strategies and interventions. Each session was designated to a specific team and location, covering topics from Elementary Intervention Collaboration and MS-HS PBIS to specialized sessions like Step Up to Writing and Medicaid Submission. Teams were assigned to address key areas such as PBIS implementation, math instruction enhancements, writing strategy improvements, Medicaid paperwork, preschool intervention planning, and case management, among others. These sessions were aimed at fostering collaboration, enhancing instructional strategies, and preparing for interventions across different educational levels, from preschool to high school.

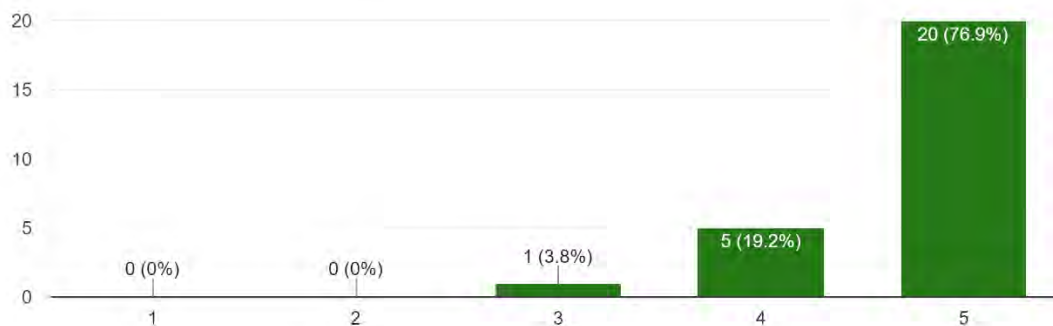
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### Professional Learning Evaluation (Exit Ticket)

Team members rated themselves on the success of honoring their learning intentions. 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.

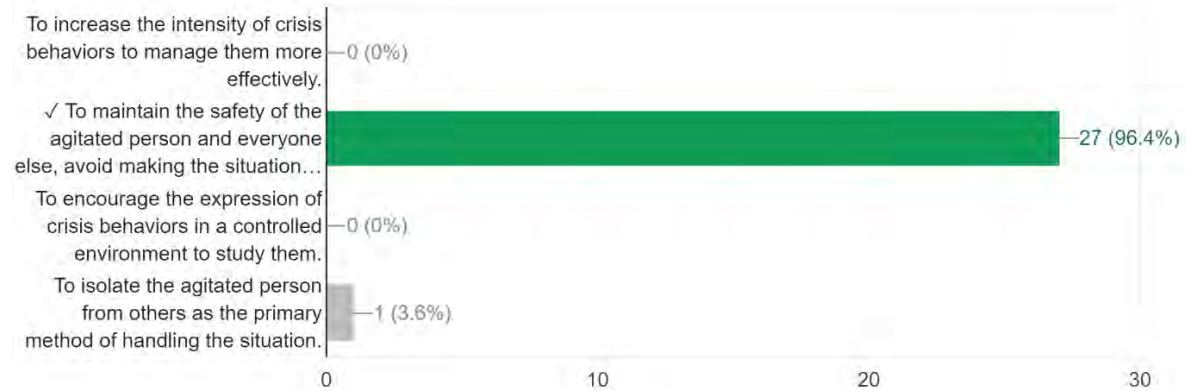
26 responses



## Pretest

What are the main goals of de-escalation?

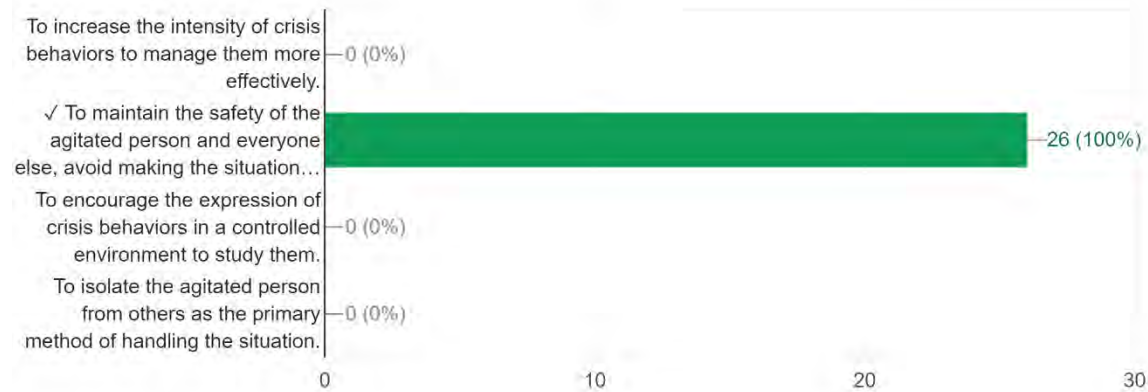
27 / 28 correct responses



## Posttest

What are the main goals of de-escalation?

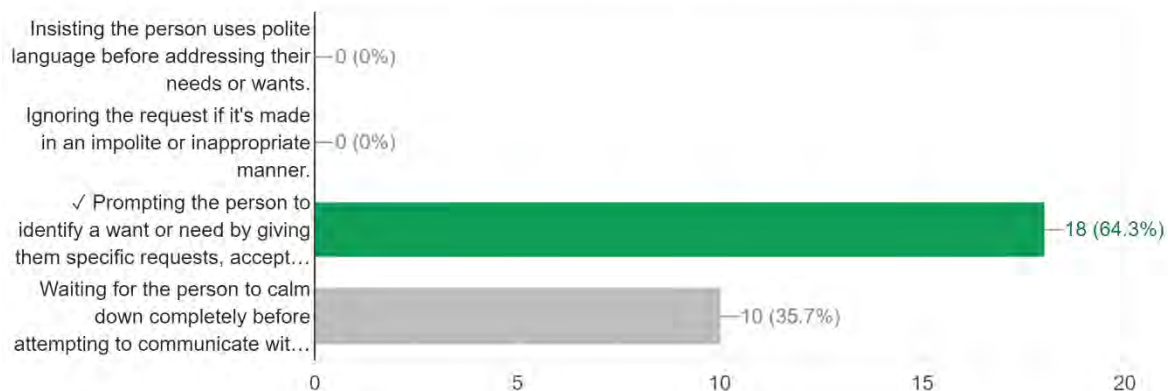
26 / 26 correct responses



## Pretest

When implementing the Help strategy to de-escalate a situation, which of the following steps is crucial for effectively addressing the needs or wants that may be driving challenging behavior?

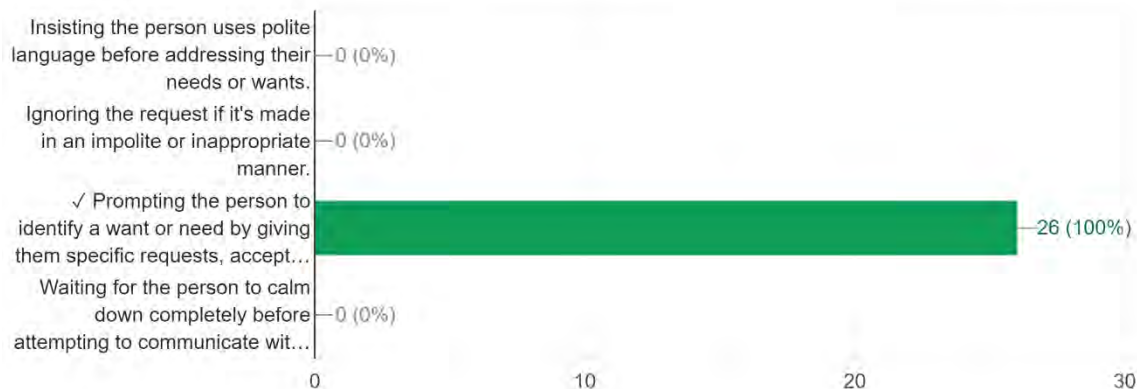
18 / 28 correct responses



## Posttest

When implementing the Help strategy to de-escalate a situation, which of the following steps is crucial for effectively addressing the needs or wants that may be driving challenging behavior?

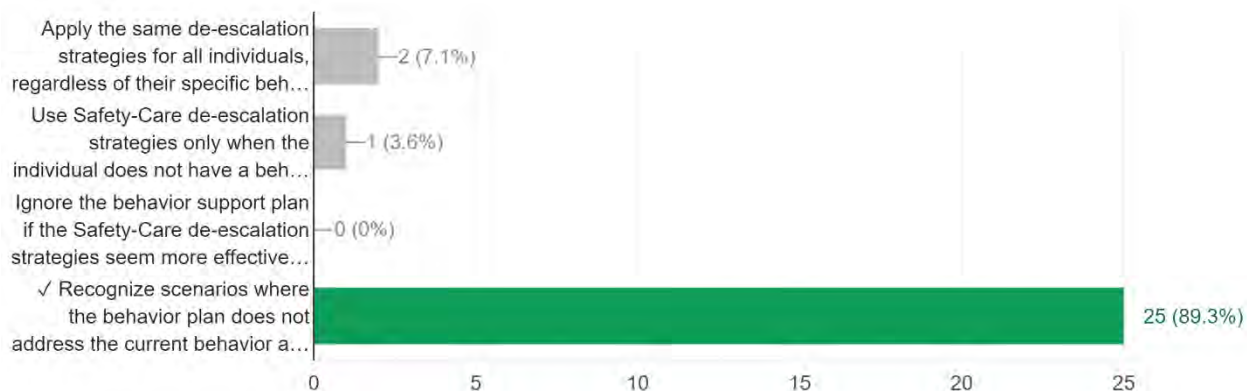
26 / 26 correct responses



## Pretest

When integrating Safety-Care de-escalation strategies into an individual's behavior support plan, it is important to:

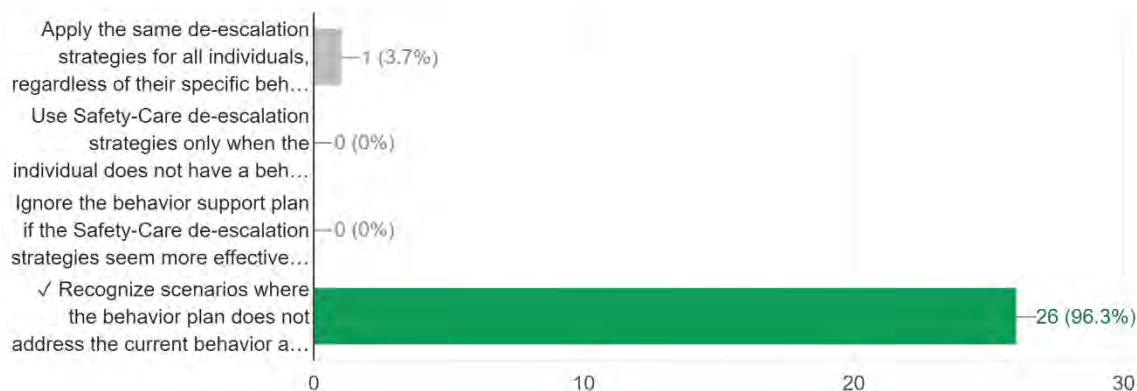
25 / 28 correct responses



## Posttest

When integrating Safety-Care de-escalation strategies into an individual's behavior support plan, it is important to:

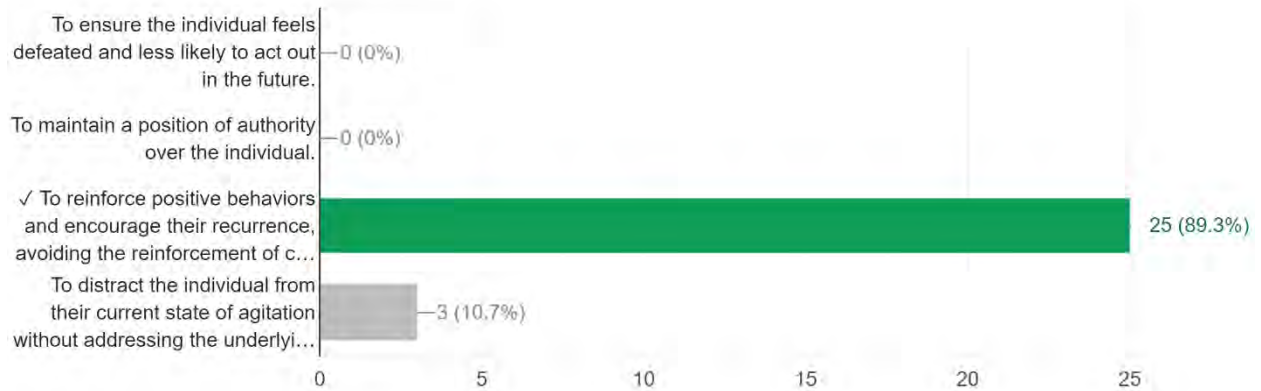
26 / 27 correct responses



## Pretest

During de-escalation, why is it important to reinforce positive, desirable behaviors rather than engaging in power struggles?

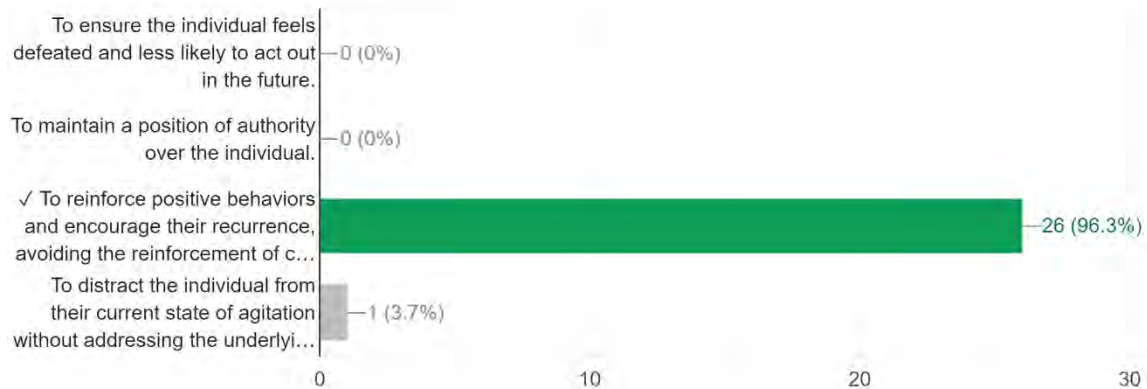
25 / 28 correct responses



## Posttest

During de-escalation, why is it important to reinforce positive, desirable behaviors rather than engaging in power struggles?

26 / 27 correct responses



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

- learned about the help method and not asking yes or no questions.
- Refresher on “help” deescalation strategy- don’t use yes/no questions
- to think through the questions I am asking a student when using the help strategy. Especially using open-ended questions with a student who might be getting escalated. Being very intentional with those open-ended questions.
- Open ended questions
- In de-escalation how hard it is to not ask open ended questions.
- Be more mindful about yes/no questions
- How to give choices to a triggered student.
- No yes or no questions when trying to calm a student
- Giving choices instead of yes and no questions
- Techniques for de-escalation, specifically practicing open ended questions.
- Elbow check when approaching an escalated student
- Check myself for yes/no questions, and work on asking more open-ended questions before a situation escalates.
- When using the help strategy, approach the student with an elbow check or safety stance.
- How to keep your questions to the students open ended and rid the yes no answers.
- You should avoid asking yes/no questions when trying to de-escalate a student.
- I’m learning how important it is to practice the scenarios. I believe it’s a crucial part to learning it. Thanks!!
- Nice raised awareness of Y/N questions vs. other options!
- How to use open ended questions when de-escalating a person who is agitated.
- That using wh ?s helps avoid yes/no questions.
- Be careful with what kind of questions you ask your student. Use open ended questions.
- Effective way to deescalate a student in low level agitation
- Make sure to use open-ended questions when trying to de-escalate a child.
- To utilize open ended questions when a child is frustrated
- Steer clear of yes/ no questions
- When deescalating ask open ended questions like what do you want or how can I help? Or give choices.
- No yes or no questions is harder than expected
- That I have a bad habit of yes/no questions!

**SPECIAL EDUCATION**  
**Professional Learning Minutes**  
**Friday, March 8, 2024**  
**Middle-High School Rm 331**  
**1:30 p.m.**

**Attendance:**

We achieved an outstanding milestone with 100% attendance, underscoring the exceptional commitment and dedication of our team. Present were Christiane Pinkham, Molly Tucker, Ryan Bovard, Tania Hanchett, Aaron Osborn, Tami Skiles, Jasmine Hewett, Elizabeth White, Andy Rosch, Elizabeth Fernandez, Ryan Allen, Colleen Bonner, Kristen Bateman, Jennifer Becker, Cassidy Ravet, Jon Paisano, Brett Bovard, Shelley Littlejohn, Michelle Cox, Denise Sabo, Joshua Arthur, Georgia Sobotta, Rye Hewett, Jenny Arthur, Salena FiveThunders, Bonnita Brown, Mande Taylor, Lori Williams, Tracy Graffis, and Nancy Dahl. This remarkable turnout not only facilitated fruitful discussions and collaborative planning but also reinforced our shared commitment to supporting our students and each other. The full participation of each team member is invaluable in our ongoing efforts to create the most supportive and effective learning environment for the children we serve.

**Required Materials:**

For the meeting, participants were reminded to bring several required materials to ensure a productive session. Each attendee was asked to have a technology device on hand for interactive quizzes and to complete a Professional Development Evaluation. Additionally, the Professional Learning Binder was needed for reference and note-taking during the session. Finally, a writing instrument was essential for jotting down insights, questions, and key takeaways.

**Team Norms:**

1. We will actively engage and inquire, embracing challenges and fostering a culture where questioning is essential for growth and learning.
2. We will recognize and celebrate our collective success, acknowledging that our achievements are the result of our teamwork and collaborative efforts.
3. We will create a safe and open communication environment, ensuring that all conversations, debates, and inquiries are conducted with respect and without fear of retribution.
4. We will commit to lifelong learning, adopting a humble learner's approach and valuing the contributions of every team member, always open to growth.
5. We will practice active listening and openness, dedicating ourselves to genuinely hearing diverse perspectives and recognizing the value in every contribution.
6. We will ensure inclusivity and respect, making sure everyone has the opportunity to be heard and treated equally, fostering an inclusive atmosphere.
7. We will maintain confidentiality and avoid premature judgment, creating a safe and trusting environment for all ideas and discussions.
8. We will acknowledge the contributions of all, regularly appreciating the unique value and effort every team member brings to our collective work.
9. We will approach every interaction with the assumption of positive intent, focusing on understanding, kindness, and constructive dialogue in all our communications.



10. We will encourage open dialogue and resolution, promoting honest conversations to address and move past misunderstandings or conflicts, with an emphasis on repair and progression together.

### **1:30-1:45: Check-In & Intention Setting**

From 1:30 to 1:45, the meeting began with a check-in and intention-setting period. This initial segment was dedicated to two main activities. First, the group shared celebrations, allowing team members to acknowledge and rejoice in recent achievements and positive experiences. Following this, the meeting shifted focus to a mindfulness activity featuring [Box Breathing](#). This exercise aimed to center participants, fostering a calm and focused atmosphere conducive to productive discussion and collaboration for the remainder of the meeting.

In our meeting, we emphasized the importance of setting intentions for professional learning to provide a clear focus and direction for our development activities. This practice is crucial as it helps to align our learning efforts with our overarching goals and values, ensuring that the time we invest in professional development is both meaningful and impactful. By establishing intentions at the outset, we encourage a more engaged and reflective learning process, allowing participants to connect more deeply with the material and apply their insights more effectively in their work. Setting intentions also fosters a sense of purpose and motivation, guiding our collective efforts towards continuous improvement and excellence in supporting the children we serve. This approach underscores our commitment to not only enhancing our professional skills but also to nurturing a collaborative and growth-oriented team culture.

Intentions set by team members included:

- Staying focus.
- Paying attention and participating
- Power through my sickness fog
- To be ready to participate fully and try to implement what I learn today
- By letting all the stresses of the world go at the door as I walk into the classroom. Time to engage in learning.
- I intend to listen to learn and engage in group activities.
- I want to be able to execute phrasing a prompt correctly. (Not too wordy and allowing the child wait time to respond)
- To take notes, contribute to group conversations and give the speakers my full attention.
- Active listening eyes ears on speaker being present here and now
- Today I will stay focus and learn something new to add to my job knowledge.
- I will be looking forward to new strategies that I can utilize with my kiddos
- My intention is to learn new skills to help me do my job better.
- offer my full attention to learn and practice these de-escalation strategies so that they are 2nd nature when in the midst of a crisis with a student.
- I will focus on the subject matter and be solution oriented when considering how to apply the learning to students in need.
- Pay attention, have productive convos with my group
- Humble posture of learning and thinking of how to apply learning to my day to day.
- ready
- I will be intentional in listening and learning something new!
- Attend and listen well. Take something away from the learning and use it

- Stay awake and engaged
- I will embrace the challenges of the week and invite them into the learning.
- Ready to collaborate and learn.
- I will be focused, engaged, and ready to learn about the new strategies.
- Remain focused on the task.
- Full force engagement
- I'll be present and participate.
- Active listening and participation.
- Attentive-imagine how the responses of peers could be incorporated into my practice with students/others in situations calling for de-escalation, with square breathing as a self-de-escalation practice. Use cloze activity to predict in advance in the handout during lecture portion of training.

### **1:45-2:30: All Staff Safety Care with Dr. Wittman and Rebecca Cooley**

#### **The Prompt Strategy**

#### **LEARNING INTENTIONS FOR THE PROMPT STRATEGY**

1. Understanding When to Use the Prompt Strategy
  - ✓ I can identify situations where the Help strategy is not effective or appropriate.
  - ✓ I can recognize when there is a good chance of cooperation from the person following my instruction.
  - ✓ Knowing What to Prompt
2. I can formulate requests that are positive actions rather than focusing on stopping or not doing something.
  - ✓ I can choose a behavior to prompt that the person already knows how to do.
  - ✓ I can select simple, brief actions that the person can perform immediately.
  - ✓ I can pick an activity that is not overly reinforcing yet can be done in place of the challenging behavior.
  - ✓ I can identify behaviors that are incompatible with the challenging behavior to suggest as prompts.
3. Executing the Prompt Strategy
  - ✓ I can approach the person using the correct stance (e.g., Safety Stance or Elbow Check).
  - ✓ I can clearly and concisely phrase my prompts in a polite, calm, and neutral tone.
  - ✓ I can allow time for the person to process the request and repeat or change the prompt if necessary.
  - ✓ I can praise any level of cooperation and continue to encourage desirable behavior.
  - ✓ I can adapt my strategy based on the person's response, including switching to the Help strategy or a different behavior prompt if needed.

#### **SUCCESS CRITERIA FOR THE PROMPT STRATEGY**

### 1. Effective Identification and Application

- ✓ I can correctly identify scenarios where the Prompt strategy is more appropriate than the Help strategy.
- ✓ I can choose an effective prompt based on the criteria of being a positive action, known by the person, simple, and immediate.

### 2. Skillful Prompt Execution

- ✓ I can execute the prompt with the correct approach stance and verbal clarity.
- ✓ I can demonstrate patience and flexibility in waiting for the person to respond, and effectively use praise to reinforce cooperation.

### 3. Adaptability and Safety

- ✓ I can adapt my communication method based on the individual's ability to respond to verbal instructions.
- ✓ I can maintain safety for both the person and myself throughout the interaction.

### 4. Response to Unprompted Desirable Behavior

- ✓ I can recognize and reinforce desirable behavior even if it occurs without my direct prompting.

In the meeting, we detailed the Prompt Strategy as an effective response to agitated or disruptive behavior, emphasizing the shift from traditional reactions that may escalate situations to a more constructive approach of requesting specific, alternative actions. This strategy is particularly useful when the Help strategy is ineffective or inappropriate, and there's a good chance of compliance from the individual.

The essence of the Prompt Strategy is to encourage a behavior that is a positive action ("do" request) instead of focusing on what not to do ("don't" or "stop" request). The chosen behavior should be one that the individual is likely to cooperate with, already knows how to perform, is simple and immediate, and is not overly reinforcing. Importantly, behaviors that are incompatible with the challenging behavior, meaning they cannot occur simultaneously, are preferred.

Examples of effective prompts include concise requests like "Look at me," "Walk with me," or "Let's take a slow breath," aiming for clarity and simplicity in communication to avoid confusion. The procedure involves identifying a suitable behavior to prompt, approaching the individual in a non-threatening manner (Safety Stance or Elbow Check), and issuing the prompt in a calm, neutral tone. It's crucial to give the person time to process the request, repeating or changing the prompt if needed, and to praise any level of cooperation.

Moreover, the strategy includes variations for adapting communication to the individual's needs, acknowledging unprompted desirable behavior, and the possibility of switching staff or using physical prompts when appropriate.

Each team member was required to demonstrate competency in applying the Prompt Strategy, illustrating their understanding of when and how to use the strategy, selecting appropriate behaviors to prompt, and executing prompts effectively. This practice ensures that our team is prepared to respond constructively to challenging situations, fostering a safer and more supportive environment for everyone involved.

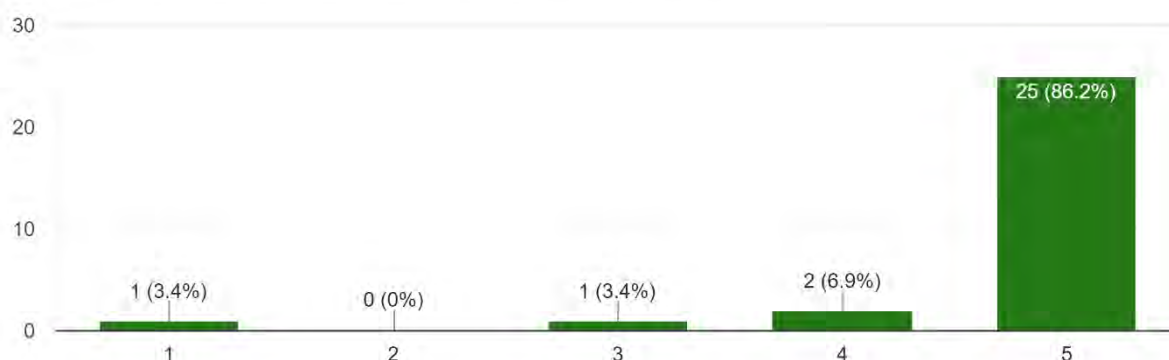
## 2:30-2:35: Professional Learning Evaluation (Exit Ticket)

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.

29 responses



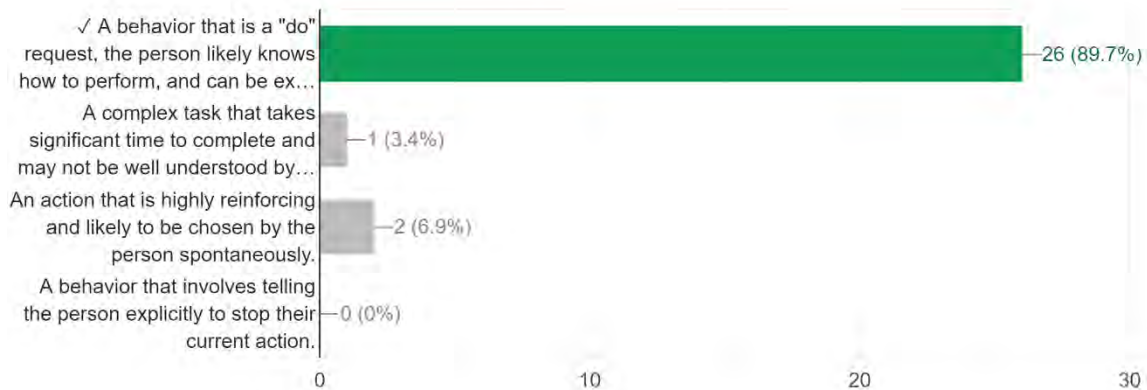
What's one important thing you learned in Professional Development today?

- Keep verbiage simple & quick when using prompt strategy. Avoid asking questions.
- Use less words while de-escalating a student. And as always NO yes/no questions.
- Prompt. Don't ask.
- deescalate
- Keep it simple watch tone
- Do not ask yes or no questions!!
- Phrasing of requests
- Prompt behavior is a "do" request rather than a "don't" or stop request
- That closed questions are still hard to avoid
- I learned how to prompt using the prompt strategy and not using too many verbal prompts.
- How to implement the prompt strategy when an individual is becoming escalated.
- How to gently de-escalate a student who gets triggered easily.
- Prompting means to not ask questions
- Variations to the prompt strategy
- The importance of box breathing and how to implement it with my one on one.
- Coming up with a plan to redirect my students when they start to escalate or are very emotional. Reminder to use statements instead of questions.

- There are times to ask questions, and there are times to give options, and there are times to just give one alternative -as a statement of what we will do- to what's being expected of a student.
- the importance of having some strategies ready for those escalated situations, and remembering that you shouldn't ask a student if they want to do something. just give the instruction.
- Reminder to distract to stop escalation cycle, and continue with praise/acknowledgement for approximation.
- While the technique is familiar and a regular practice, I learned to call them Prompt and Help strategies
- When engaging with a student - do not ask yes or no questions.
- Remember no questions and tell student what to do- let's go for a walk.
- Don't ask questions, give a statement. Let's go...
- The statement for prompting strategies, opposed to asking questions.
- You have to be creative in the way you phrase prompts. Going for a walk does not work in every situation. Learn to read the situation and customize how you prompt.
- Prompt is a request to do an alternate behavior, not an ask if you will.
- The importance of reading the situation and figuring out which prompt strategy are best to use in that moment.
- Square breathing. This is something I can utilize for myself and with the children I work with in school and out of school
- Just give a statement not questions when someone is struggling

In the context of the Prompt Strategy for managing challenging behavior, what is the best description of a behavior that should be prompted?

26 / 29 correct responses



## 2:35-3:30: Team Breakout Sessions

### Team Breakout Sessions

Topic	Location	Assigned Staff
Intervention Collaboration with General Education	Elementary School	Colleen Bonner Rebecca Cooley
PBIS Tier 2 MS-HS Team: Dr. Penney & Georgia Sobotta	MS-HS Rm 321	Georgia Sobotta Molly Tucker
PBIS Tier 2 Elementary Team	Elementary School	Kristen Bateman Jennifer Becker
Social Skills Lessons: Dr. Wittman & Mrs. Ravet	MS-HS Rm 331	Ryan Allen Jenny Arthur Joshua Arthur Kristen Bateman Jennifer Becker Ryan Bovard Michelle Cox Elizabeth Fernandez Salena FiveThunders Jasmine Hewett Shelley Littlejohn Aaron Osborn Jon Paisano Christiane Pinkham Cassidy Ravet Andy Rosch Denise Sabo Tami Skiles Elizabeth White
MS-HS Math Intervention Preparation	Life Skills Kitchen	Brett Bovard Tania Hanchett
Step-Up-to-Writing Collaboration	MS-HS Rm 300	Jennifer Arthur Rye Hewett Tracy Graffis Lori Williams
Case Management	Elementary	Bonnita Brown Nancy Dahl Mandee Taylor

SUPERINTENDENT

Board Report

March 2024



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

March Administration Team Meeting.....	pg. 1
<i>Includes a QR Code to New Electronic Approach to Meeting Evaluation</i>	
Activator Collective Efficacy Reflection.....	pg. 2
<i>New Approach to Administration Team Meeting Evaluations</i>	
Office of Community Oriented Policing Services Grant Updates.....	pg. 3
<i>Safety Grant Timeline</i>	
Nez Perce Step Grant Consortium Letter.....	pg. 4
Maintenance Meeting Facilitated by Superintendent.....	pg. 5
Professional Standards for Maintenance Staff.....	pg. 6
Employee Assistant Benefit Reminder for Staff.....	pgs. 7-8
Nimiipuu Health - National Guard 2024 Clinic Timeline.....	pg. 9
Nimiipuu Health/National Guard Draft Consent Form.....	pg. 10

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

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

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





### Administration Team Norms:

- Timely arrivals and meeting closures
- Leave cell phones, emails, and other business at the door
- Remain agenda driven, present and data focused
- Demonstrate the value of our focused professional development
- Refuse to admire problems and insist on solutions
- Listen respectfully to understand
- Model positive growth mindsets which remain on topic

#### References

Agenda Structure: Nine Characteristics of High Performing Schools (2<sup>nd</sup> Ed.), Shannon, G.S. & Bylsma, P. (2007)  
 Meeting Evaluation: PLC+ A Playbook for Instructional Leaders, Frey, Nagel, Fisher, Faddis, Allen-Rotel. (2024)

### 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
- ☐ Introduction: Activator Collective Efficacy Reflection  
PLC+ A Playbook for Instructional Leaders pg. 119
- ☐ **Data:** Budget Review & Collaboration
- ☐ Nez Perce Tribe Local Education Program Fund
- ☐ STEP Grant Consortium Updates
- ☐ Students, Staff, and Parent Engagement Surveys  
Center for Educational Effectiveness Updates  
Survey Administration:  
Students - Open Link  
Staff - Email  
Families - Open Link or QR Code
- ☐ Board Reports Due: 3-13-24 at 9:00 a.m.
- ☐ March Board Meeting: 3-18-24 at 5:00 p.m.

### Supportive Learning Environment

*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.*

- ☐ Office of Community Oriented Policing Services (COPS)  
Grant Award  
  - March 19: Building Walkthroughs
  - May 20: Pallets Delivered
  - June 10: Installation Begins (3 Weeks)
  - July 8-19: Installation Continues
- ☐ National Guard Permission Form Review

### 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

### 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:

- ☐ Place-Based Professional Development: 5-17-24

### High Standards & Expectations for All Students

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

- ☐ **Data:** 2024-2025 Open Enrollment Determinations
- ☐ **Meeting Summary and Next Steps**

### Effective School Leadership

*Effective instructional and administrative leadership is required to implement change processes. Effective leaders proactively seek needed help. They nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders have different styles and roles – teachers and other staff, including those in the district office, often have a leadership role.*

- ☐ **Activator Collective Efficacy Reflection**



**Core Activators:** Those who guide the overall functioning of a team are activators because they add ideas, ask questions, notice nonverbal cues, and help the team make decisions. This activation comes from within the group, not externally. It is imperative the Administration Team model the essential activator skills and routines. Thank you for joining me in reflection of our collective efficacy in application of these qualities during our collaboration today.



### Activator Collective Efficacy Reflection

Someone or something worth celebrating during our collaboration today:


**Core Activators:** Those who guide the overall functioning of a team are activators because they add ideas, ask questions, notice nonverbal cues, and help the team make decisions. This activation comes from within the group, not externally. It is imperative the Administration Team model the essential activator skills and routines. Thank you for joining me in reflection of our collective efficacy in application of these qualities during our collaboration today:

**Maintaining Focus on the Topic:** Identify specific instances when the team stayed focused.

☐ Ineffective
 ☐ Somewhat Effective
 ☐ Mostly Effective
 ☐ Very Effective
 ☐ Not Applicable Today

Evidence or Example:

**Using Precise Language:** Note any times when the team focused on deep aspects of instruction and learning.

☐ Ineffective
 ☐ Somewhat Effective
 ☐ Mostly Effective
 ☐ Very Effective
 ☐ Not Applicable Today

Evidence or Example:

**Mediating Conflict:** Describe when and how you helped the team to work through a difference of opinion.

☐ Ineffective
 ☐ Somewhat Effective
 ☐ Mostly Effective
 ☐ Very Effective
 ☐ Not Applicable Today

Evidence or Example:

**Testing for Consensus:** Note and situations when the team arrived at consensus.

☐ Ineffective
 ☐ Somewhat Effective
 ☐ Mostly Effective
 ☐ Very Effective
 ☐ Not Applicable Today

Evidence or Example:

**Intervening When Events Are Starting to Sidetrack From the Team:** Provide details as to how you helped reorient the group back to the question at hand.

☐ Ineffective
 ☐ Somewhat Effective
 ☐ Mostly Effective
 ☐ Very Effective
 ☐ Not Applicable Today

Evidence or Example:

**Closing the Meeting Appropriately:** Reflect on the closure. Was the meeting summarized and were next steps agreed upon?

☐ Ineffective
 ☐ Somewhat Effective
 ☐ Mostly Effective
 ☐ Very Effective
 ☐ Not Applicable Today

Evidence or Example:



## LAPWAI SCHOOL DISTRICT #341

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

### OFFICE OF COMMUNITY ORIENTED POLICING SERVICES

#### SAFETY GRANT UPDATES AND TIMELINE

**March 19:** School Walkthroughs With Superintendent and Technology Coordinator

**March 22:** Network Information Due to CompuNet

**May 20:** Palette Delivery

**June 10:** Installation Begins (3 Weeks)

**July 8-19:** Installation Finalized

**Training:** To Be Determined

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





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## NEZ PERCE EDUCATION DEPARTMENT

P.O. Box 365

Lapwai, Idaho 83540

Phone: (208) 621-4610 Fax: (208) 843-7387

Main Email: [joycem@nezperce.org](mailto:joycem@nezperce.org) Scholarships: [education@nezperce.org](mailto:education@nezperce.org)

March 12, 2024

Dr. David Aiken, Superintendent  
Lapwai School District  
P.O. Box 247  
Lapwai, ID 83540

Dear Dr. Aiken:

We appreciate your initial support of our State Tribal Education Partnership (STEP) grant application in 2023 and consideration to sign the Final Working Agreement (FWA) for the Idaho Tribal Education Agency (TEA) Consortium STEP program in 2024. This opportunity targets improving academic achievement of Native American students with a unique cross-agency collaboration (consortium of Tribes, State, public school districts). The performance measures for the STEP grant are determined by the funding agency (federal Department of Education) to be responsive to many years of tribal leader's consultation, Government Performance and Results Act (GPRA) required by Congress, and Every Student Succeeds Act (ESSA) that permanently authorized STEP and defined tribal consultation in 2015.

Since you are unable to sign the FWA, our TEA consortium team has decided to pursue other LEA partners to not further delay grant implementation. We understand that you have determined your LEA cannot fully participate in all aspects of STEP. You requested that we remove the performance measure of "the number of education programs directly administered by the grantees." Only the funding agency or Congress can do this. We were able to accommodate your request for a revision however. We changed the objective related to this performance measure from "will complete a plan ... to transition administration of JOM funding to recognize tribal self-determination ,," to "will complete a plan... to develop a community needs and asset mapping process regarding the STEP Performance Measure..."

We received a Johnson O'Malley Assurances document that you signed on February 13, 2024. We verified through our tribal Office of Legal Counsel that this is not a document that the Nez Perce Tribe would sign. The State does not have authority over the Tribe to draft Assurances on behalf of LEAs for us to sign on a matter related to our tribal self-determination. Assurances are between a funding agency and grantee, so this document is relevant to the State who is administering your LEA's JOM funding through 2027. In subcontracts that the Tribe authorizes, there is always a clause that says "the Nez Perce Tribe does not waive any aspect of its sovereign immunity." We could make this statement more general by saying we do not waive any aspect of our sovereignty so it applies to our commitment to tribal self-determination in education.

We will continue to collaborate with the Lapwai School District on the Nez Perce STEP program, plus our work in quarterly pitimmi'gyun meetings and other aspects of education partnerships. Thank you.

Sincerely,

Joyce McFarland  
Education Manager



Maintenance Team Meeting  
Friday, February 23, 2024  
Time: 2:30 p.m. - 3:30 p.m.  
Location: District Office Conference Room



**AGENDA TO GUIDE OUR COLLABORATION:**

- ☐ Thank You From the Superintendent
- ☐ Department Updates: Maintenance and Transportation Supervision
- ☐ National Guard and Nimiipuu Health Clinic:  
Both Gymnasiums  
Evening of 5/11/24 to Afternoon of 5-18-24
- ☐ Idaho Career Ready Students Grant
- ☐ Community Oriented Policing Services Grant
- ☐ Professional Standards for Maintenance Staff
- ☐ Other Updates: Alan White

**PLEASE SIGN-IN**

William Ben Thomas
Juan Alvarez
Shannon Hamilton
Shannon Hamilton
Rozelle Tiede
Alan White
Bo





## LAPWAI SCHOOL DISTRICT #341

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

### Professional Standards for Maintenance Staff

The professional standards for Maintenance employees in the Lapwai School District include fostering a professional, safe, inclusive, and culturally competent work environment. Expectations for professional behavior include:

1. Serves the District in a positive manner. Consistently demonstrates courtesy, tact, and discretion when interacting with others.
2. Consistently respects and is respected by co-workers; fosters a positive and productive work environment; is highly cooperative and helpful.
3. Gets along well with coworkers. Values positive working relationships while supporting district goals.
4. Refrains from inappropriate or culturally offensive language.
5. Professional attired, which is also suitable for work duties.
6. Responds appropriately to challenges, changes, and new situations.
7. Consistently demonstrates respect for all students and colleagues by establishing a good working rapport and positive atmosphere. Consistently and positively maintains high standards of behavior.
8. Resolves conflict with staff calmly and professionally, requesting support from their supervisor as needed.
9. Alan White will remain in a supervisory role through June 2025. Greg Hansen will also support supervision beginning April 22, 2024. Thank you for responding to directions from both Alan and Greg as if it directly came from the Superintendent.
10. Supervisors and the Superintendent plan to conduct unannounced and frequent walkthroughs in the evening to monitor progress and support the custodial team.
11. All staff are required to work their full shifts. Thank you for punching in at the beginning of your shift and punching out at the end of your shift. These cards will be compared to your time sheets. We can only compensate for hours that also appear on the punch card. Additional duties and cleaning needs will be identified by the building Principals and Superintendent to address when time allows. Please know reporting concerns in this area will be addressed confidentially.
12. Late arrivals, early departures, compensatory, and overtime must be preapproved by your supervisor.
13. Please respond to your supervisor in a timely manner when they attempt to reach you.
14. Custodial duties are critical to maintaining our facilities and protecting the health and safety of students, staff and guests. Thank you for taking pride in your work. It is mandatory that all duties are completed consistently. Please know reporting concerns in this area will be addressed confidentially.
15. Borrowing or checking out district equipment requires supervisor approval. Any equipment currently on loan must be returned immediately.
16. Thank you for adhering to scheduled break times as approved by your supervisors. Please know reporting concerns in this area will be addressed confidentially.
17. Please report concerns with teachers and other staff, including athletic personnel, to your supervisors rather than approaching them directly. Please also politely direct staff concerns to your supervisors.

*David M. Aiken*

2/23/24

Dr. David M. Aiken, Superintendent

Alan White, Maintenance Supervisor

Maintenance Employee

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

# EMPLOYEE ASSISTANCE PROGRAM (EAP)

## BPAHEALTH.COM

- **Reminder:** The Lapwai School District has purchased a staff benefit called an employee assistance program. There is no cost to the employee. It is strictly confidential. The EAP is available to all staff including those not enrolled in the district's health insurance. You can access these services by phone or online:

Call: 1-800-726-0003 or  
Text: (208) 336-4275

[www.bpahealth.com/EAP-home](http://www.bpahealth.com/EAP-home)  
Username: Lapwai School District  
Password: 8007260003  
Number of Sessions: 4

In addition to mental health and wellness services the EAP includes access to other resources:

Mental health	Stress management
Parenting & Eldercare	Legal consultation
Preparing a will	Online seminars
Buying or selling a home	Discount shopping
Creating a budget	Raising a family
Locating day care providers	Healthy choices
Professional growth	Becoming more active
Pet services	Building your career

Crisis counselors are available 24/7





# Employee Assistance Program

**Accessing your benefits is easy, confidential, and no cost to you.**

**Life Happens!** Talking with a counselor can improve relationships, reduce stress, increase job satisfaction, and so much more.

**Choose your setting** In-person, video, phone, text or chat. Select a mental health professional that is right for you.

**Plus, find timely advice at your fingertips** Resources and referral services on a wide spectrum of work, family, and personal issues such as...

Stress Management  
Professional Growth  
Parenting and Eldercare

Legal Consultation  
Financial Success  
Mental Health

These services are provided to you AND your eligible family members, at no cost to you. AND it's confidential – no names are shared with your employer.



**Login to see details of your plan and to access the online resources**

[www.bpahealth.com/EAP-home](http://www.bpahealth.com/EAP-home)

Username: **Lapwai School District**

Password: **8007260003**

Number of Sessions: **4**



**Begin your counseling sessions by choosing ONE of the following:**

**1. Call 800-726-0003 or Text 208-336-4275**

M–Th: 8am–6pm, F: 8am–5pm (MST)

**2. Complete Online Request Form**

<https://www.cognitofrms.com/BPAHealth/eaponlinerequest>

**3. Quick start with BetterHelp**



Immediate access to telehealth counseling options like video, phone, chat, and text through our partner

[www.betterhelp.com/bpahealth](http://www.betterhelp.com/bpahealth)

**Crisis Counselors are available by phone 24/7**





## LAPWAI SCHOOL DISTRICT #341

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

### NIMIIPUU HEALTH - NATIONAL GUARD CLINIC 2024 TIMELINE

**April 2:** National Guard Blackhawk Helicopter Lands on Football Field for Planning Session

**May 12:** National Guard Arrives for Set-Up: Coordinated by David Aiken, Superintendent, and Rebecca Kelly, Lead Clinical RN and Supervisor

**May 13-17:** Nimiipuu Health - National Guard Clinic Open

Sleeping Quarters: High School Gymnasium

Clinic: Elementary Gymnasium and High School Auditorium Lobby

Portable Kitchen: High School Student Parking Lot

Other Areas of Use: Use of Auditorium, High School Gymnasium Lobby, District Office Conference Room

**May 16:** National Guard Blackhawk Helicopter Lands on Football Field With Distinguished Visitors (High Ranking National Guard Officials, Governor's Office, etc.)

**May 18:** National Guard Clean-up and Departure: Coordinated by David Aiken, Superintendent, and Rebecca Kelly, Lead Clinical RN and Supervisor

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



☐ We Approve the National Guard I.R.T 2024

## Nimiipuu Health Medical History Form

Patient's Name LAST FIRST MIDDLE INITIAL			Nickname	Date of Birth
Parent's/Guardian's Name			Relationship to Patient	Patient's Grade Level
Phone Home Work			Sex M F	
Have you (the parent/guardian) or the patient had any of the following diseases or problems?..... Y N 1. Active Tuberculosis, 2. Persistent cough greater than a three-week duration, 3. Cough that produces blood? If you answer yes to any of the three items above, please stop and return this form to the receptionist.				
Has the child had any history of, or conditions related to, any of the following:				
Anemia .....Y N Cancer.....Y N Ear Aches.....Y N HIV/AIDS.....Y N Mononucleosis.....Y N Thyroid.....Y N Cerebral Palsy.....Y N Fainting.....Y N Immunizations.....Y N Mumps.....Y N Tobacco/Drug Use...Y N Asthma.....Y N Growth Problems...Y N Kidney.....Y N Pregnancy (teens)...Y N Tuberculosis..Y N Bladder.....Y N Sickle cell..Y N Hearing.....Y N Chicken Pox.....Y N Hepatitis.....Y N Arthritis.....Y N Chronic Sinusitis.....Y N Measles...Y N Latex allergy.....Y N Rheumatic Fever.Y N Bleeding disorders.Y N Diabetes.....Y N Heart.....Y N Sexually Transmitted Infection..Y N Liver.....Y N Seizures.....Y N Bones/Joints.....Y N Other_____				
Please list the name and phone number of the child's medical provider:				
Name of Provider_____ Phone _____				

Is the child taking any prescription and/or over the counter medications or vitamin supplements at this time? ..... Y N

If yes, please list: \_\_\_\_\_

Is the child allergic to any medications, i.e. penicillin, antibiotics, or other drugs? If yes, please explain: \_\_\_\_\_ Y N

Is the child allergic to anything else, such as certain foods? If yes, please explain: \_\_\_\_\_ Y N

Has the child ever had a serious illness? If yes, when: \_\_\_\_\_ Please describe: \_\_\_\_\_ Y N

Has the child ever been hospitalized? If yes, when: \_\_\_\_\_ Please describe: \_\_\_\_\_ Y N

Does the child have a history of any other illnesses? If yes, please list: \_\_\_\_\_ Y N

Is the child physically, mentally, or emotionally impaired?..... Y N

Does the child experience excessive bleeding when cut?..... Y N

Has the child had any problem with dental treatment in the past? ..... Y N

Has the child ever suffered any injuries to the mouth, head or teeth? ..... Y N

Please provide immunizations as needed for my child? ..... Y N

The answers I have given are true to the best of my knowledge. I am indicating consent for routine procedures such as: immunizations [ ], sports physicals [ ],  
Optical [ ], x-rays [ ], fluoride [ ], fillings [ ], and simple extractions of primary teeth [ ]. Dental anesthetic (topical or local) is commonly used to provide  
comfort during dental care. It is safe but has certain risks. Common risks are bruising, swelling, or pain at the site of the injection. A temporary rapid heartbeat  
sometimes occurs. Permanent numbness or abnormal sensations rarely occur. I consent to the use of anesthetic for dental care.

Parent's/Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

Provider's Signature \_\_\_\_\_ Date \_\_\_\_\_

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T S R Q P					O N M L K										
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March 5, 2024

Governing Board and Management

Lapwai School District No. 341  
404 S Main St  
Lapwai, ID 83540

**RE:      *FY24 & FY25 Independent Audits***

We are pleased to confirm our understanding of the services we are to provide Lapwai School District No. 341 (the School) for the years ended June 30, 2024 and 2025.

#### **Audit Scope and Objectives**

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the related notes to the financial statements, which collectively comprise the basic financial statements, of the School as of and for the year ended years ended June 30, 2024 and 2025. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), to supplement the School's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. As part of our engagement, we will apply certain limited procedures to the School's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. If supplementary information other than RSI accompanies the basic financial statements, we will subject it to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America and we will provide an opinion on it in relation to the financial statements as a whole, in a report combined with our auditor's report on the financial statements. Provisions described in this engagement letter relating to a Single Audit, the Uniform Guidance, or the schedule of expenditures of federal awards only apply when the School is subject to a Single Audit.

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP, and report on the fairness of any supplementary information referred to above when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in

the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and *Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*.

### **Auditor's Responsibilities for the Audit of the Financial Statements and Single Audit**

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of the accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, an unavoidable risk exists that material misstatements or noncompliance may exist and not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or major programs. However, we will inform appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We may also request written representations from your attorneys as part of the engagement.

We have identified the following significant risks of material misstatement as part of our audit planning. According to GAAS, significant risks include management override of controls. In addition, significant risks include cash misstatement which could occur should funds not being deposited or disbursed properly, revenue/receivable misstatement which could occur should revenue/receivables not be recorded/allocated properly, and disclosure misstatement which could occur should disclosures be incomplete or not match financial statement information. Accordingly, we consider these significant risks. Our audit of the financial statements does not relieve you of your responsibilities.

#### **Audit Procedures – Internal Control**

We will obtain an understanding of the entity and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

#### **Audit Procedures – Compliance**

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the School's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with applicable federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the School's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on the School's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

## **Other Services**

We will also assist with preparing the financial statements, schedule of expenditures of federal awards, and related notes of the School in conformity with U.S. generally accepted accounting principles and the Uniform Guidance based on the information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, schedule of expenditures of federal awards, and related notes services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities for the financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with the preparation of the financial statements, schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

## **Responsibilities of Management for the Financial Statements and Single Audit**

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities, to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations (including federal statutes), rules, and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance, (3) additional information that we may request for the purpose of the audit, and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us



during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the entity involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud, affecting the entity received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the entity complies with applicable laws, regulations, contracts, agreements, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements, that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan and make them ready for our review.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19-related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

## Reporting

We will issue written reports upon completion of our audit of the School's financial statements and our Single Audit. Our reports will be addressed to the governing board of the School. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

## Engagement Administration, Price, and Other

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form (when applicable) that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditors' reports or nine months after the end of the audit period.

We will provide copies of our reports to the School; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Quest CPAs PLLC and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to Legislative Services Office or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Quest CPAs PLLC personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by Legislative Services Office. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.



We expect to begin our audit in May for planning purposes and to issue our reports no later than September 30th. Kurt Folke, Dan Coleman, or Tim Hoyt will be the engagement partner and will be responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

We agree that our prices for these services plus any out-of-pocket costs will not exceed:

Service	Description	FY24	FY25
Financial Audit & Single Audit	<i>Financial audit required by Idaho Code. Additional single audit (compliance audit) needed as you spend over \$750K in federal funds.</i>	\$13,000	\$13,650
Additional Services	<i>Additional services - <u>only</u> if needed - see Appendix A.</i>		

Our invoices will be rendered each month as work progresses and are payable on presentation. The above prices are based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new price estimate before we incur the additional costs.

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign a copy and return it to us.

Very truly yours,

**Quest CPAs PLLC**

RESPONSE:

This letter correctly sets forth the understanding of the School.

Management signature: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_

Governance signature\*: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_

*\*If the governing body has delegated this authorization to management, the governance signature is not required.*

## APPENDIX A – ADDITIONAL SERVICES

The following additional services are available if needed.

Service	Description	FY24	FY25
Bond, loan, material (i.e. bus lease and larger) long-term (-> 1 year) lease <u>issuances, refinances, or refundings</u> and related accounting, financial reporting, and auditing (AFRA). Price is only charged during the initial year of the bond, loan, and long-term lease issuance, refinance, or refunding.			
AFRA for new bond, loan, & long-term lease <u>issuances</u>	<i>For new bond, loan, and long-term lease <u>issuances</u>, providing assistance with proper accounting (i.e. appropriate journal entries, using correct funds), financial reporting (i.e. note disclosures, amortization tables, and changes in LT liabilities tables), and auditing.</i>	\$950	\$950
AFRA for bond, loan & lease <u>refinances</u>	<i>For bond, loan, and long-term lease <u>refinances</u>, providing assistance with proper accounting (i.e. appropriate journal entries), financial reporting (i.e. note disclosures, amortization tables, and changes in LT liabilities tables), and auditing.</i>	\$950	\$950
AFRA for bond <u>advance refundings</u> - (these are the most common and complex refundings)	<i>For bond <u>advance refundings</u>, providing assistance with proper accounting (i.e. appropriate journal entries), financial reporting (i.e. note disclosures, amortization tables, and changes in LT liabilities tables), and auditing.</i>	\$1,750	\$1,750
AFRA for bond <u>current refundings</u> - (these are the less common and simpler refundings)	<i>For bond <u>current refundings</u>, providing assistance with proper accounting (i.e. appropriate journal entries), financial reporting (i.e. note disclosures, amortization tables, and changes in LT liabilities tables), and auditing.</i>	\$950	\$950

## APPENDIX A – ADDITIONAL SERVICES

The following additional services are available if needed.

Service	Description	FY24	FY25
AFRA for GASB 75 OPEB ( <u>only</u> if school implements this GASB)	For <u>GASB 75 OPEB</u> , providing assistance with proper accounting (i.e. appropriate journal entries), financial reporting (i.e. note disclosures and RSI), and auditing.	\$1,750	\$1,750
MD&A document ( <u>only</u> if school includes this document)	For <u>MD&amp;A</u> (management's discussion and analysis document), providing assistance with proper document format/required elements and performing required procedures.	\$1,000	\$1,000
Bond ratios ( <u>only</u> if school includes these in financial statement note disclosures)	For <u>Bond ratios</u> (that school includes in the financial statement note disclosures), providing assistance with proper format/computation, note disclosure, and auditing.	\$750	\$800

The following additional services, if needed, are billed at our standard hourly rate of \$150 / hour.  
Email/phone questions from clients are still very welcome and free of charge.

Assistance with preparing yearend accrual entries	Assistance with preparing yearend accrual entries to ensure books are recorded in accordance with generally accepted accounting principles. <u>Note</u> : Minor adjustments (up to 5) are provided free and instructions on how to prepare accrual adjustments (so business managers can do this themselves) is provided free.	Billed at standard hourly rates	Billed at standard hourly rates
Written responses for technical inquiries regarding GASBs or consent disclosures for bond issuances to third parties (i.e. S&P, bond underwriters)	Written responses for technical inquiries regarding GASBs (i.e. 68/75) to third parties (S&P) or consent disclosures for bond issuances for third parties (underwriters) all require documentation and procedures on part of the auditor.	Billed at standard hourly rates	Billed at standard hourly rates

# LAPWAI SCHOOL DISTRICT | 2024-2025 CALENDAR

Board Approved

JULY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

First & Last Day of School	Parent/Teacher Conferences
Holiday/No School	Early Release/School Improvement
Quarter Ends/Grading Day No School	Professional Development

JANUARY 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

08/21	Teachers Return		
08/27	School Starts		
09/02	Labor Day-No School		
10/14	Indigenous Peoples Day		
11/01	End of Q1 Grading Day-No School		
11/07-11/08	Parent/Teacher Conferences-No School		
11/27-11/29	Thanksgiving Vacation		
12/23-01-03	Christmas Vacation		
01/01	New Year's Holiday		
01/20	Martin Luther King- No School		
TBA	<b>HS Only</b> Parent/Teachers Conferences		
02/17	Presidents Day- No School		
03/28	End of Q3/Grading Day-No School		
03/31-04/04	Spring Break		
04/10-04/11	<b>Elem. Only</b> Parent/Teachers Conferences-No School		
05/12	Cultural Awareness Day – No School		
05/26	Memorial Day- No School		
TBA	Graduation		
06/04	Last day of School/Early release		
06/05	Teachers Last Day		
Q1	46	S1	85
Q2	39	S2	86
Q3	47	TOTAL	171
Q4	39		
Total	171		

FEBRUARY 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

SEPTEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MARCH 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

OCTOBER 2024						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

NOVEMBER 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2025						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

DECEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2025						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Friday Early Release Times  
Elementary 1:05pm MS/HS 12:50pm

Lapwai School District #341  
404 South Main Street  
Lapwai, ID 83540  
www.lapwai.org



# Memo

To: Dr. Aiken, Superintendent  
From: Dr. Penney, Principal  
cc: Josh Nellesen, Academic Guidance Counselor  
Date: March 11, 2024  
Re: Recommendation for 2024 Valedictorian and Salutatorian

---

Policy Code 504.4 for Valedictorian and Salutatorian Selection, the following data is being submitted to you for consideration.

Stipulated in the policy it states both that selection is determined by class rank and GPA over the first 7 semesters AND the students must be enrolled with a fulltime schedule of seven hours all EIGHT semesters of high school. Admin support staff helped to generate the ranking reports, and the transcripts are attached.

I would like to submit the following students as the Class of 2024 Valedictorian and Salutatorian.

Abigail Whitman, Valedictorian

Joseph Payne, Salutatorian

If you approve and confirm the selection, I will formally notify candidates and we can potentially invite them to attend the next school board meeting.

----- Forwarded message -----

From: **Amy Alvarado** <aalvarado@lapwai.org>

Date: Tue, Feb 20, 2024 at 10:24 AM

Subject: Resignation

To: Lori Ravet <lravet@lapwai.org>

Good Morning Lori,

Due to uncontrollable circumstances, it is with sadness in my heart that I am resigning my position here as a Behavioral Interventionist with the Lapwai School District. I appreciate the opportunity you have given me to work with the kids here. I'm hoping one day I'll be able to return. February 29th will be my last day of employment. Should you need further information please contact me at 509-830-9603.

Thank you in advance for your assistance in this matter,

Amy