

LAPWAI SCHOOL DISTRICT #341
BOARD OF TRUSTEES - REGULAR MONTHLY MEETING
Lapwai School District Office, 404 S Main St, Lapwai, Idaho
Monday, September 16, 2024 - 5:00 pm
Agenda

- | | |
|--------------------|--|
| | 1) Call to Order |
| | A. Pledge of Allegiance |
| | B. Roll Call |
| <u>Page</u> | 2) A. Consent Agenda – Action Item |
| 2 | 1. Approval of Minutes – August 19, 2024 |
| 4 | 2. Budget Report/Balance Sheet |
| 26 | 3. Payment of Current Bills |
| 30 | 4. Associated Student Body Accounts |
| | B. Audit Report for 2023-2024 Fiscal Year – Dan Coleman – Quest CPAs – Action Item |
| | 3) Unscheduled Delegations (please call at least 3 days prior to the meeting to be included) |
| 33, 42 | 4) Discussion Items |
| 118 | A. Administrator’s Reports – – Principals, Athletic Director, Sped Director, Superintendent |
| 143 | B. Indian Education Coordinator |
| | C. |
| | 5) Action Items |
| 154 | A. First Reading – 408.1 – Sick Leave |
| 156 | – 408.2 – Personal Leave |
| | B. Select Design Build Team for new Shop Building |
| | C. |
| | 6) Personnel Action Items: |
| 158 | A. Resignation – Concessions – Brad Peterson |
| | B. New Hire – Food Service – Jennifer Boyer-Moore |
| | – Concessions – Jene Ane Carlin |
| | C. Position Change – Preschool Teacher – reducing to .5FTE - Collen Bonner |
| | – Interventional Aide to Apprentice Special Education Teacher – Cassidy Ravet |
| 159 | 7) Board Training – Idaho School Boards Association Convention and Region 2 Meeting |
| | 8) Adjourn – Action Item |

LAPWAI SCHOOL DISTRICT #341
School Board Minutes
Regular Meeting
August 19, 2024

The Board of Trustees of School District #341 met in regular session in the Board Room of the District Office. Trustee Samuels-Allen presided over the meeting, calling the meeting to order at 5:00pm. Roll Call was made, present were Trustees Kipp, Johnson, Samuels-Allen, and Spaulding,. Trustee Garcia was absent. Also attending was Superintendent Aiken and Clerk Weeks. Teri Wagner, Lori Ravet, Georgia Sobotta, and D'Lisa Penney were in the audience.

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

Elementary Principal Wagner reviewed the graphs reflecting the improvement in math and reading data last year.

Middle/High Principal Penney touched on the following.

- The PLC at work conference in Spokane and plans to implement what was learned.
- The impact of school improvement efforts

Special Education Director Ravet talked about the number of students receiving services in various areas. Georgia Sobotta talked about their involvement with Idaho State Vocational Rehabilitation. The students received workforce training and worked in various placements.

Superintendent Aiken reviewed the Athletic Priorities for the 2024-2025 school year. Principal Penney reviewed schedules including Homecoming and Spirit week.

Trustee Samuels-Allen left the meeting at 6:00pm.

Bill Picard, under Unscheduled Delegations, spoke about the availability of statistics from games. He also expressed thoughts about coaching efforts.

More discussion was held about athletics including the coaching job description.

Superintendent Aiken touched on several items in his report.

- \$79,000 was awarded by the Nez Perce Tribe for various grant application
- The upcoming Districtwide meeting
- Focus on attendance including a Friday PLC
- Emergency Management Plan
- Admin Team meeting
- Facility use by fire crews and recognition

The following action items were presented to the board.

Elementary, Secondary, Student Athletic, and Coach's Handbooks

Coaching Job Description

A Second Reading was held for the following policies.

- 603.9.1 – Graduation Ceremony

- 403.11 – Military Leave of Absence
- 501.2 – English Learners Program
- 505.11 – Health Enhancement Education
- 505.12 – Student Health/Physical Screenings/Examinations
- 604.6 – Library Materials
- 604.7 – Learning and Library Materials Review and Reconsideration

Transportation Plan for 2024-2025 School Year

Safe Return to In-Person Instruction Plan

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

The following personnel action items were presented to the board.

- New Hire – Paraprofessional – Elementary – Jennifer Watkins
 - Assistant Volleyball Coach – Heewekse Wisdom
- Volunteer – Cheer – DelRae Kipp

Trustee Kipp moved to approve the listed personnel action items. Trustee Spaulding seconded the motion. A vote was taken and the motion passed with Trustee Kipp abstaining.

Under Board Training, a discussion was held about the upcoming NAFIS Conference

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

Board Chair Samuels-Allen declared the meeting adjourned at 7:40 pm.

Board Chair

Clerk

Date

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
GENERAL FUND							
REVENUE							
100-411400	DISTRICT TORT REVENUE	39,682.00CR	656.12CR	1,600.79CR	38,081.21CR	2%	4%
100-411900	OTHER TAXES	0.00	0.00	0.00	0.00	0%	0%
100-413000	PENALTY & INT--DELINQUENT TAXES	3,000.00CR	608.71CR	740.54CR	2,259.46CR	20%	25%
100-415000	EARNINGS ON INVESTMENTS	12,000.00CR	0.00	17,631.72CR	5,631.72	0%	147%
100-419900	OTHER LOCAL REVENUE	51,000.00CR	0.00	998.60CR	50,001.40CR	0%	2%
100-419901	DRIVERS ED.--STUDENT FEES	2,500.00CR	0.00	0.00	2,500.00CR	0%	0%
100-419903	GRANTS	82,000.00CR	0.00	29,791.00CR	52,209.00CR	0%	36%
TOTAL LOCAL REVENUE		190,182.00CR	1,264.83CR	50,762.65CR	139,419.35CR	1%	27%
100-431100	BASE SUPPORT - DISCRETIONARY	575,755.00CR	0.00	293,688.91CR	282,066.09CR	0%	51%
100-431101	BASE SUPPORT - HEALTH INSURANCE	644,037.00CR	0.00	328,519.09CR	315,517.91CR	0%	51%
100-431102	SBA - ADMINISTRATION	235,374.00CR	0.00	119,733.63CR	115,640.37CR	0%	51%
100-431103	SBA - INSTRUCTIONAL & PUPIL SERVICES	1,865,540.00CR	0.00	948,492.58CR	917,047.42CR	0%	51%
100-431104	SBA - NON-CERTIFIED	428,811.00CR	0.00	218,216.10CR	210,594.90CR	0%	51%
100-431200	TRANSPORTATION SUPPORT REVENUE	181,000.00CR	0.00	100,576.72CR	80,423.28CR	0%	56%
100-431400	EXCEPTIONAL CHILD SUPPORT	20,000.00CR	0.00	16,178.79CR	3,821.21CR	0%	81%
100-431800	BENEFIT APPORTIONMENT	508,071.00CR	0.00	258,552.18CR	249,518.82CR	0%	51%
100-431900	OTHER STATE SUPPORT	191,501.00CR	0.00	0.00	191,501.00CR	0%	0%
100-431902	STATE MATH/SCI REQUIREMENT	5,000.00CR	0.00	0.00	5,000.00CR	0%	0%
100-431904	REMEDIATION	13,000.00CR	0.00	0.00	13,000.00CR	0%	0%
100-431930	STATE TECHNOLOGY SUPPORT	78,780.00CR	0.00	0.00	78,780.00CR	0%	0%
100-432100	DRIVER EDUCATION REVENUE	3,125.00CR	0.00	0.00	3,125.00CR	0%	0%
100-437000	LOTTERY/ADD'L STATE MAINTENANCE	80,000.00CR	0.00	0.00	80,000.00CR	0%	0%
100-438000	REVENUE IN LIEU OF TAXES	2,606.00CR	0.00	0.00	2,606.00CR	0%	0%
100-438001	REV. IN LIEU-AG. EQUIP.	2,160.00CR	0.00	540.00CR	1,620.00CR	0%	25%
TOTAL STATE REVENUE		4,834,760.00CR	0.00	2,284,498.00CR	2,550,262.00CR	0%	47%
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	0.00	2,700,000.00CR	0%	0%
TOTAL FEDERAL REVENUE		2,700,200.00CR	0.00	0.00	2,700,200.00CR	0%	0%
100-320000	BEGINNING BALANCE - BUDGET	600,000.00CR	0.00	0.00	600,000.00CR	0%	0%
100-453000	SALE OF PROPERTY	0.00	0.00	0.00	0.00	0%	0%
100-460000	TRANSFERS FROM OTHER FUNDS	18,495.00CR	0.00	0.00	18,495.00CR	0%	0%
TOTAL OTHER REVENUE		618,495.00CR	0.00	0.00	618,495.00CR	0%	0%
TOTAL REVENUE		8,343,637.00CR	1,264.83CR	2,335,260.65CR	6,008,376.35CR	0%	28%

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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	108,484.39	108,484.39	993,841.61	10%	10%
100-512115	ELEMENTARY NON-CERTIFIED SALARIES	381,612.00	26,849.39	25,653.23	355,958.77	7%	7%
100-512160	ELEMENTARY TEACHER SUBSTITUTES	20,000.00	790.00	790.00	19,210.00	4%	4%
100-512200	ELEMENTARY FRINGE BENEFITS	72,813.00	5,546.83	5,546.83	67,266.17	8%	8%
100-512210	ELEMENT. LIFE/EMP. ASSIST.	1,824.00	186.08	185.42	1,638.58	10%	10%
100-512220	EMPLOYER FICA	120,621.00	9,832.82	9,741.54	110,879.46	8%	8%
100-512230	HEALTH INSURANCE - ELEM	176,982.00	1,710.69	1,629.19	175,352.81	1%	1%
100-512270	WORKER'S COMPENSATION	6,670.00	677.35	671.84	5,998.16	10%	10%
100-512280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-512290	RETIREMENT BENEFIT	191,789.00	16,636.33	16,493.27	175,295.73	9%	9%
100-512320	MUSIC EQUIPMENT REPAIR	0.00	0.00	0.00	0.00	0%	0%
100-512313	GRANT FUNDED PURCHASED SERVICES	0.00	675.00	675.00	(675.00)	0%	0%
100-512321	ELEMENTARY PURCHASED SERVICES	5,000.00	0.00	0.00	5,000.00	0%	0%
100-512322	COPIER RENTAL	8,000.00	0.00	396.86	7,603.14	0%	5%
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	11,820.50	3,179.50	0%	79%
100-512411	TEACHER SUPPLIES	3,800.00	317.90	1,300.27	2,499.73	8%	34%
100-512412	MUSIC SUPPLIES	5,000.00	0.00	0.00	5,000.00	0%	0%
100-512413	GRANT FUNDED SUPPLIES	0.00	1,091.12	1,091.12	(1,091.12)	0%	0%
100-512415	MATERIALS --ART	2,000.00	2,180.96	2,315.82	(315.82)	109%	116%
100-512440	ELEMENTARY TEXTBOOKS	20,000.00	0.00	24,587.40	(4,587.40)	0%	123%
TOTAL ELEMENTARY PROGRAM		2,135,937.00	174,978.86	211,382.68	1,924,554.32	8%	10%
SECONDARY SCHOOL PROGRAM							
100-515110	HS CERTIFIED SALARIES	824,357.00	80,417.83	80,417.83	743,939.17	10%	10%
100-515113	DRIVER EDUCATION SALARIES	5,000.00	0.00	0.00	5,000.00	0%	0%
100-515115	HS CLASSIFIED SALARIES	216,113.00	20,460.48	32,896.48	183,216.52	9%	15%
100-515160	HS SUBSTITUTE SALARIES	25,000.00	33.22	33.22	24,966.78	0%	0%
100-515200	HS FRINGE BENEFITS	26,657.00	1,777.33	1,777.33	24,879.67	7%	7%
100-515210	HS LIFE INSURANCE BENEFIT	1,408.00	140.73	147.52	1,260.48	10%	10%
100-515220	HS EMPLOYER FICA	83,930.00	6,966.49	7,916.89	76,013.11	8%	9%
100-515230	HEALTH INSURANCE - HS	129,786.00	1,198.47	1,891.78	127,894.22	1%	1%
100-515270	HS WORKER'S COMPENSATION	4,641.00	421.88	475.14	4,165.86	9%	10%
100-515280	HS SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-515290	HS PERSI BENEFIT	132,789.00	11,918.30	12,561.23	120,227.77	9%	9%
100-515313	GRANT FUNDED PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-515321	COPIER RENTAL	4,400.00	0.00	282.51	4,117.49	0%	6%
100-515322	HS PURCHASE SERVICES	8,000.00	0.00	1,302.45	6,697.55	0%	16%
100-515380	HS TRAVEL	0.00	0.00	0.00	0.00	0%	0%
100-515410	H.S. FIXED MATERIALS	12,500.00	148.99	2,960.03	9,539.97	1%	24%
100-515411	TEACHER SUPPLIES	2,800.00	22.97	526.61	2,273.39	1%	19%
100-515412	DRIVERS ED. MATERIALS	300.00	0.00	0.00	300.00	0%	0%
100-515413	GRANT FUNDED SUPPLIES - FY24 - \$40,296	0.00	779.23	779.23	(779.23)	0%	0%
100-515417	MATERIALS -- ART	3,000.00	0.00	439.06	2,560.94	0%	15%
100-515421	MATERIALS -- MUSIC	7,500.00	0.00	678.74	6,821.26	0%	9%
100-515441	H.S. TEXTBOOKS	25,000.00	621.90	2,321.90	22,678.10	2%	9%
100-515116	SABG GRANT SALARIES	37,422.00	1,559.25	4,677.75	32,744.25	4%	13%
100-515216	SABG BENEFITS	19,100.00	315.25	945.67	18,154.33	2%	5%
100-515316	SABG PURCHASED SERVICES	19,197.00	537.94	4,113.82	15,083.18	3%	21%
100-515416	SABG SUPPLIES	5,645.00	0.00	0.00	5,645.00	0%	0%
TOTAL SECONDARY PROGRAM		1,594,545.00	127,320.26	157,145.19	1,437,399.81	8%	10%
SPECIAL EDUCATION PROGRAM							
100-521110	RESOURCE ROOM TEACHER SALARIES	273,324.00	26,750.40	26,750.40	246,573.60	10%	10%
100-521115	RESOURCE ROOM AIDES' SALARIES	106,395.00	5,167.89	5,167.89	101,227.11	5%	5%
100-521160	EXCEPT. CHILD CERT. SUBSTITUTES	15,000.00	0.00	0.00	15,000.00	0%	0%
100-521200	RESOURCE ROOM FRINGE BENEFITS	15,751.00	999.16	999.16	14,751.84	6%	6%
100-521210	EXCEPT. LIFE/EMP. ASSIST.	672.00	39.22	32.89	639.11	6%	5%
100-521220	EMPLOYER FICA	31,401.00	2,278.87	2,280.48	29,120.52	7%	7%
100-521230	HEALTH INSURANCE - EXCEPT CHILD	58,994.00	123.52	513.27CR	59,507.27	0%	0%
100-521270	WORKER'S COMPENSATION	1,736.00	137.37	137.37	1,598.63	8%	8%
100-521280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-521290	RETIREMENT BENEFIT	48,579.00	3,949.13	3,949.13	44,629.87	8%	8%
100-521300	TUITION TO N.I.C.H.	20,000.00	2,960.00	2,960.00	17,040.00	15%	15%
100-521310	SPED PURCHASED SERVICES	10,000.00	0.00	10.36	9,989.64	0%	0%
100-521380	TRAVEL - PURCHASED SVCS	1,500.00	0.00	0.00	1,500.00	0%	0%
100-521410	SPED SUPPLIES	15,000.00	170.75	530.69	14,469.31	1%	4%
100-521411	SPED TEACHER SUPPLIES	1,000.00	0.00	0.00	1,000.00	0%	0%
100-521440	SPED TEXTBOOKS	5,000.00	0.00	0.00	5,000.00	0%	0%
TOTAL SPECIAL EDUCATION PROGRAM		604,352.00	42,576.31	42,305.10	562,046.90	7%	7%

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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	8,222.67	8,222.67	69,685.33	11%	11%
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	14.87	14.87	81.13	15%	15%
100-522220	EMPLOYER FICA	6,113.00	511.31	511.31	5,601.69	8%	8%
100-522230	HEALTH INSURANCE - PRESCHOOL	11,799.00	251.46	251.46	11,547.54	2%	2%
100-522270	WORKER'S COMPENSATION	338.00	30.89	30.89	307.11	9%	9%
100-522280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-522290	RETIREMENT BENEFIT	9,887.00	854.82	854.82	9,032.18	9%	9%
100-522410	CLASSROOM SUPPLIES	350.00	0.00	0.00	350.00	0%	0%
100-522411	TEACHER SUPPLIES	200.00	0.00	0.00	200.00	0%	0%
	TOTAL PRESCHOOL PROGRAM	108,691.00	9,886.02	9,886.02	98,804.98	9%	9%
SCHOOL ACTIVITY PROGRAM							
100-532100	SCHOOL ACTIVITY SALARIES	133,700.00	15,267.54	19,102.87	114,597.13	11%	14%
100-532200	SCHOOL ACTIVITIES FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-532210	EMPLOYEE LIFE INS	0.00	7.25	9.05	(9.05)	0%	0%
100-532220	EMPLOYER FICA	10,228.00	1,125.71	1,418.59	8,809.41	11%	14%
100-532230	HEALTH INSURANCE - SCHOOL ACTIVITIES	0.00	42.12	42.12	(42.12)	0%	0%
100-532270	WORKER'S COMPENSATION	566.00	67.82	85.46	480.54	12%	15%
100-532280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-532290	RETIREMENT BENEFIT	8,801.00	718.62	1,025.15	7,775.85	8%	12%
100-532310	SCHOOL ACT. DUES/SERVICES	10,000.00	0.00	0.00	10,000.00	0%	0%
100-532380	SCHOOL ACTIVITIES TRAVEL	17,500.00	0.00	0.00	17,500.00	0%	0%
100-532410	ACTIVITY SUPPLIES	25,000.00	0.00	0.00	25,000.00	0%	0%
100-532550	ATHLETIC EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL SCHOOL ACTIVITY PROGRAM	205,795.00	17,229.06	21,683.24	184,111.76	8%	11%
ATTENDANCE, GUIDANCE, & HEALTH PROGRAM							
100-611110	COUNSELING SALARIES - ELEMENTARY	63,379.00	5,710.91	5,710.91	57,668.09	9%	9%
100-611111	GUIDANCE SALARIES - SECONDARY	85,289.00	7,409.08	7,409.08	77,879.92	9%	9%
100-611200	GUIDANCE FRINGE BENEFITS	15,078.00	1,256.50	1,256.50	13,821.50	8%	8%
100-611210	GUIDANCE LIFE/EMP. ASSIST.	192.00	14.67	12.87	179.13	8%	7%
100-611220	EMPLOYER FICA	12,527.00	1,097.76	1,098.28	11,428.72	9%	9%
100-611230	HEALTH INSURANCE - GUIDANCE	0.00	0.00	0.00	0.00	0%	0%
100-611270	WORKER'S COMPENSATION	693.00	66.13	66.13	626.87	10%	10%
100-611280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-611290	RETIREMENT BENEFIT	20,779.00	1,937.95	1,937.95	18,841.05	9%	9%
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	17,493.00	17,491.72	185,645.28	9%	9%
SPECIAL EDUCATION SUPPORT SERVICES PROGRAM							
100-616110	ANCILLARY SALARIES - CDS & PSYCOL.	126,580.00	24,621.55	24,621.55	101,958.45	19%	19%
100-616115	NON CERT ANCILLARY SALARY	3,924.00	27,838.92	27,838.92	(23,914.92)	709%	709%
100-616200	ANCILLARY FRINGE BENEFITS	8,531.00	710.91	710.91	7,820.09	8%	8%
100-616210	EMPLOYEE LIFE INSUR	816.00	94.24	89.55	726.45	12%	11%
100-616220	EMPLOYER FICA	10,636.00	3,549.49	3,549.81	7,086.19	33%	33%
100-616230	HEALTH INSURANCE - ANCILLARY	82,591.00	1,241.89	665.09	81,925.91	2%	1%
100-616270	WORKER'S COMPENSATION	588.00	214.04	214.04	373.96	36%	36%
100-616280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-616290	RETIREMENT BENEFIT	17,584.00	5,436.41	5,436.41	12,147.59	31%	31%
100-616300	CDS CONTRACT	87,500.00	0.00	562.50	86,937.50	0%	1%
100-616410	ANCILLARY SUPPLIES	800.00	0.00	0.00	800.00	0%	0%
	TOTAL ANCILLARY	339,550.00	63,707.45	63,688.78	275,861.22	19%	19%

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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	0.00	0.00	0.00	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	0.00	0.00	0.00	0%	0%
100-621220	FICA	0.00	0.00	0.00	0.00	0%	0%
100-621230	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
100-621270	WORKERS COMP	0.00	0.00	0.00	0.00	0%	0%
100-621280	UUSL	0.00	0.00	0.00	0.00	0%	0%
100-621290	PERSI	0.00	0.00	0.00	0.00	0%	0%
100-621310	INSTRUCT. IMPROVE. - CREDIT REIMB	6,884.00	636.00	1,188.50	5,695.50	9%	17%
100-621311	INSTRUCTIONAL IMPROVEMENT PURCHASED SERVIC	20,000.00	0.00	0.00	20,000.00	0%	0%
100-621380	TRAVEL/TRNG.	0.00	0.00	0.00	0.00	0%	0%
100-621410	MENTORING SUPPLIES	100.00	0.00	0.00	100.00	0%	0%
TOTAL INSTRUCTION IMPROVEMENT		26,984.00	636.00	1,188.50	25,795.50	2%	4%
EDUCATIONAL MEDIA PROGRAM							
100-622110	LIBRARY SALARIES - ELEMEN & SECOND	0.00	0.00	0.00	0.00	0%	0%
100-622111	AUDIOVISUAL SALARIES - ELEM & SEC	0.00	0.00	0.00	0.00	0%	0%
100-622115	LIBRARY CLASSIFIED SALARIES	64,465.00	7,164.61	7,164.61	57,300.39	11%	11%
100-622160	LIBRARY SUBSTITUTES	1,000.00	0.00	0.00	1,000.00	0%	0%
100-622200	LIBRARY FRINGE BENEFITS	6,284.00	0.00	0.00	6,284.00	0%	0%
100-622210	LIB./TECH. LIFE/EMP. ASSIST.	192.00	15.47	15.47	176.53	8%	8%
100-622220	EMPLOYER FICA	5,489.00	443.34	443.34	5,045.66	8%	8%
100-622230	HEALTH INSURANCE - MEDIA	11,799.00	457.93	457.93	11,341.07	4%	4%
100-622270	WORKER'S COMPENSATION	303.00	26.66	26.66	276.34	9%	9%
100-622280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-622290	RETIREMENT BENEFIT	8,005.00	693.10	693.10	7,311.90	9%	9%
100-622323	VALNET COMMUNICATIONS	7,000.00	0.00	1,212.50	5,787.50	0%	17%
100-622410	LIBRARY MATERIALS--ELEMENTARY	5,000.00	357.03	377.02	4,622.98	7%	8%
100-622412	LIBRARY MATERIALS--SECONDARY	5,000.00	0.00	0.00	5,000.00	0%	0%
TOTAL EDUCATIONAL MEDIA PROGRAM		114,537.00	9,158.14	10,390.63	104,146.37	8%	9%
INSTRUCTIONAL RELATED TECHNOLOGY							
100-623115	TECHNOLOGY SALARY	76,355.00	7,458.67	8,999.72	67,355.28	10%	12%
100-623200	TECHNOLOGY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-623210	TECHNOLOGY LIFE BENEFIT	96.00	8.19	8.19	87.81	9%	9%
100-623220	TECHNOLOGY FICA BENEFIT	5,841.00	499.42	617.31	5,223.69	9%	11%
100-623230	HEALTH INSURANCE - TECHNOLOGY	11,799.00	37.62	37.62	11,761.38	0%	0%
100-623270	TECHNOLOGY WORKERS COMP.	323.00	30.03	37.12	285.88	9%	11%
100-623280	TECHNOLOGY SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-623290	TECHNOLOGY PERSI BENEFIT	8,243.00	783.91	968.22	7,274.78	10%	12%
100-623310	TECHNOLOGY PURCHASED SERVICES	20,000.00	0.00	13,180.63	6,819.37	0%	66%
100-623323	TECHNOLOGY INTERNET COMMUNICATIONS	40,000.00	0.00	38,136.00	1,864.00	0%	95%
100-623410	TECHNOLOGY SUPPLIES/MATERIALS	5,000.00	679.40	4,674.40	325.60	14%	93%
100-623411	TECHNOLOGY-ELEMENTARY	35,000.00	395.98	6,624.13	28,375.87	1%	19%
100-623412	TECHNOLOGY SECONDARY	35,000.00	0.00	27,756.41	7,243.59	0%	79%
100-623413	TECHNOLOGY - EXCEPTIONAL CHILD	5,000.00	0.00	0.00	5,000.00	0%	0%
100-623550	TECHNOLOGY - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
TOTAL INSTRUCTIONAL TECHNOLOGY		242,657.00	9,893.22	101,039.75	141,617.25	4%	42%
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	2,439.63	17,258.89	22,741.11	6%	43%
100-631410	SUPPLIES - SCHOOL BOARD	750.00	0.00	57.25	692.75	0%	8%
TOTAL BOARD OF EDUCATION PROGRAM		40,750.00	2,439.63	17,316.14	23,433.86	6%	42%

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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	12,719.23	36,741.39	107,391.61	9%	25%
100-632115	DISTRICT ADMIN. CLASSIFIED	0.00	0.00	0.00	0.00	0%	0%
100-632200	DISTRICT FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-632210	DISTRICT LIFE/EMP. ASSIST.	240.00	20.00	60.00	180.00	8%	25%
100-632220	EMPLOYER FICA	11,026.00	916.34	2,749.03	8,276.97	8%	25%
100-632230	HEALTH INSURANCE - DISTRICT ADMIN	11,799.00	236.80	2,203.26	9,595.74	2%	19%
100-632270	WORKER'S COMPENSATION	610.00	55.25	165.75	444.25	9%	27%
100-632280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-632290	RETIREMENT BENEFIT	18,290.00	1,619.09	4,857.27	13,432.73	9%	27%
100-632310	BANK FEES / GRANT SVCS	25,000.00	0.00	642.00	24,358.00	0%	3%
100-632322	COPIER RENTAL	4,000.00	0.00	394.70	3,605.30	0%	10%
100-632333	DISTRICT COMMUNICATIONS	10,000.00	94.13	457.09	9,542.91	1%	5%
100-632380	DISTRICT TRAVEL--GENERAL	15,000.00	15,518.36	15,518.36	(518.36)	103%	103%
100-632390	DISTRICT PURCHASED SERVICES	17,500.00	0.00	8,402.39	9,097.61	0%	48%
100-632410	DISTRICT SUPPLIES	3,000.00	671.71	1,379.51	1,620.49	22%	46%
100-632412	DISTRICT SUBSCRIPTIONS	0.00	0.00	0.00	0.00	0%	0%
TOTAL DISTRICT ADMINISTRATION		260,598.00	31,850.91	73,570.75	187,027.25	12%	28%
SCHOOL ADMINISTRATION PROGRAM							
100-641110	SCHOOL ADMIN SALARIES	213,377.00	18,230.97	18,230.97	195,146.03	9%	9%
100-641115	ADMINISTRATIVE NON-CERTIFIED	96,858.00	12,075.40	12,075.40	84,782.60	12%	12%
100-641200	SCHOOL ADMIN FRINGE BENEFITS	8,531.00	710.91	710.91	7,820.09	8%	8%
100-641210	SCHOOL ADMIN. LIFE/EMP. ASSIST.	720.00	51.99	51.99	668.01	7%	7%
100-641220	EMPLOYER FICA	24,386.00	2,205.02	2,205.02	22,180.98	9%	9%
100-641230	HEALTH INSURANCE - SCHOOL ADMIN	41,296.00	214.38	214.38	41,081.62	1%	1%
100-641270	WORKER'S COMPENSATION	1,348.00	133.31	133.31	1,214.69	10%	10%
100-641280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-641290	RETIREMENT BENEFIT	38,989.00	3,732.01	3,732.01	35,256.99	10%	10%
100-641323	SCHOOL COMMUNICATIONS	18,500.00	680.24	2,051.29	16,448.71	4%	11%
100-641380	SCHOOL ADMIN. TRAVEL	2,000.00	0.00	0.00	2,000.00	0%	0%
100-641410	ELEMENT. ADMIN. MATERIALS	2,000.00	24.98	83.92	1,916.08	1%	4%
100-641411	SECOND. ADMIN. MATERIALS	2,000.00	577.23	1,620.12	379.88	29%	81%
100-641412	DUES/SUBSCRIPTIONS/REGISTRATIONS	1,800.00	0.00	0.00	1,800.00	0%	0%
TOTAL SCHOOL ADMINISTRATION		451,805.00	38,636.44	41,109.32	410,695.68	9%	9%
BUSINESS OPERATIONS PROGRAM							
100-651115	SALARIES - BUSINESS OPERATIONS	82,084.00	5,917.76	17,386.99	64,697.01	7%	21%
100-651200	FRINGE	10,317.00	859.75	2,579.25	7,737.75	8%	25%
100-651210	LIFE INS BENEFIT	96.00	8.15	24.27	71.73	8%	25%
100-651220	EMPLOYER FICA	7,069.00	515.28	1,520.33	5,548.67	7%	22%
100-651230	HEALTH INSURANCE	0.00	0.70	13.14	(13.14)	0%	0%
100-651270	WORKER'S COMPENSATION	391.00	31.09	91.74	299.26	8%	23%
100-651280	SICK LEAVE RETIREMENT	0.00	0.00	0.00	0.00	0%	0%
100-651290	PERSI	10,486.00	808.54	2,385.62	8,100.38	8%	23%
100-651310	PURCHASED SERVICES	66,500.00	5,425.00	17,584.61	48,915.39	8%	26%
100-651311	MEDICAID BILLING SERVICES	29,203.00	35.46	1,392.55	27,810.45	0%	5%
100-651380	TRAVEL / TRAINING	4,000.00	0.00	78.00	3,922.00	0%	2%
100-651410	SUPPLIES	2,000.00	0.00	0.00	2,000.00	0%	0%
TOTAL BUSINESS OPERATIONS		212,146.00	13,601.73	43,056.50	169,089.50	6%	20%

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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	20,685.18	52,862.19	123,212.81	12%	30%
100-661165	CUSTODIAL SUBSTITUTES	12,000.00	0.00	0.00	12,000.00	0%	0%
100-661200	CUSTODIAL FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-661210	CUSTODIAL LIFE/EMP. ASSIST.	288.00	30.37	96.14	191.86	11%	33%
100-661220	EMPLOYER FICA	14,388.00	1,315.35	3,768.80	10,619.20	9%	26%
100-661230	HEALTH INSURANCE - CUSTODIAL	47,195.00	139.55	8,223.13	38,971.87	0%	17%
100-661270	WORKER'S COMPENSATION	6,300.00	689.61	1,928.48	4,371.52	11%	31%
100-661280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-661290	RETIREMENT BENEFIT	19,685.00	1,656.94	5,429.01	14,255.99	8%	28%
100-661322	CUSTODIAL PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-661330	UTILITIES	200,000.00	5,468.23	24,155.74	175,844.26	3%	12%
100-661410	CUSTODIAL SUPPLIES	35,000.00	1,114.77	13,680.86	21,319.14	3%	39%
100-661710	PROPERTY/LIABILITY INSURANCE	55,381.00	0.00	58,150.00	(2,769.00)	0%	105%
100-661711	LIABILITY INSURANCE	0.00	0.00	0.00	0.00	0%	0%
TOTAL CUSTODIAL		566,312.00	31,100.00	168,294.35	398,017.65	5%	30%
MAINTENANCE - BUILDINGS-NON-STUDENT OCCUPIED							
100-663310	PURCHASE SERV.--MAINT/BUS BARN	5,000.00	50.92	94.75	4,905.25	1%	2%
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	0.00	500.00	0%	0%
100-663410	MATERIALS--MAINT/BUS BARN FAC.	3,000.00	789.46	4,857.71	(1,857.71)	26%	162%
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	840.38	4,952.46	8,047.54	6%	38%
MAINTENANCE - BUILDINGS-STUDENT OCCUPIED							
100-664115	GENERAL MAINTENANCE SALARIES	70,478.00	13,544.68	36,529.45	33,948.55	19%	52%
100-664200	MAINTENANCE FRINGE BENEFITS	11,944.00	749.30	1,880.12	10,063.88	6%	16%
100-664210	MAINTENANCE LIFE/EMP. ASSIST.	96.00	18.00	48.36	47.64	19%	50%
100-664220	EMPLOYER FICA	6,305.00	986.49	2,776.91	3,528.09	16%	44%
100-664230	HEALTH INSURANCE - MAINT	0.00	251.99	2,738.73	(2,738.73)	0%	0%
100-664270	WORKER'S COMPENSATION	2,761.00	417.48	1,228.10	1,532.90	15%	44%
100-664280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-664290	RETIREMENT BENEFIT	9,395.00	1,579.96	4,276.41	5,118.59	17%	46%
100-664310	PURCHASE SERVICE--MAINT/BUS BARN	500.00	0.00	0.00	500.00	0%	0%
100-664311	PURCHASE SERVICE--ELEMENTARY	50,000.00	110.00	11,813.54	38,186.46	0%	24%
100-664312	PURCHASE SERVICE--SECONDARY	40,000.00	4,562.00	20,785.99	19,214.01	11%	52%
100-664410	MATERIALS--MAINT./BUS BARN	2,000.00	404.99	404.99	1,595.01	20%	20%
100-664411	MATERIALS--ELEMENTARY	10,000.00	0.00	2,313.55	7,686.45	0%	23%
100-664412	MATERIALS--SECONDARY	10,000.00	1,300.22	2,234.62	7,765.38	13%	22%
100-664415	MATERIALS--PRESCHOOL/KIND.	500.00	0.00	0.00	500.00	0%	0%
100-664550	MAINTENANCE CAPITAL OUTLAY	6,887.00	0.00	0.00	6,887.00	0%	0%
TOTAL MAINTENANCE		220,866.00	23,925.11	87,030.77	133,835.23	11%	39%
MAINTENANCE - GROUNDS							
100-665310	PURCHASE SERVICE--GROUNDS	25,000.00	912.38	1,341.38	23,658.62	4%	5%
100-665410	MATERIALS--GROUNDS	20,000.00	410.61	3,653.38	16,346.62	2%	18%
100-665550	GROUNDS - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
TOTAL GROUNDS CARE		45,000.00	1,322.99	4,994.76	40,005.24	3%	11%
SECURITY/SAFETY PROGRAM							
100-667310	SCHOOL SAFETY PURCH SERVICES	0.00	305.00	305.00	(305.00)	0%	0%
100-667410	SECURITY SUPPLIES	7,500.00	0.00	0.00	7,500.00	0%	0%
100-667550	SECURITY - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
TOTAL SCHOOL SAFETY		7,500.00	305.00	305.00	7,195.00	4%	4%

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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	7,137.42	5,809.90	73,141.10	9%	7%
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	4,798.86	12,502.86	19,809.14	15%	39%
100-681165	TRANSP.SALARIES--SUBS @ 50%	2,500.00	442.99	442.99	2,057.01	18%	18%
100-681200	TRANSP.FRINGE BENEFITS @ 50%	16,856.00	790.91	790.91	16,065.09	5%	5%
100-681210	TRANSP.LIFE INSURANCE @ 50%	192.00	28.33	60.08	131.92	15%	31%
100-681220	TRANSP.EMPLOYER FICA/MDC @ 50%	9,992.00	904.17	1,385.80	8,606.20	9%	14%
100-681230	HEALTH INSURANCE - TRANSP - 50%	0.00	83.30	2,156.25	(2,156.25)	0%	0%
100-681270	TRANSP.WORKERS COMP @ 50%	3,138.00	287.79	495.42	2,642.58	9%	16%
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	1,276.70	1,209.21	13,368.79	9%	8%
100-681310	BUS CONTRACT REPAIRS @ 85%	40,000.00	2,100.00	6,720.00	33,280.00	5%	17%
100-681311	PHYSICALS/DRUG TESTING @ 50%	2,500.00	0.00	155.00	2,345.00	0%	6%
100-681312	PHYSICALS/DRUG TESTING @ 85%	0.00	0.00	0.00	0.00	0%	0%
100-681317	TRAINING-DIST./IAPT/STN/NAPT @ 50%	400.00	0.00	3,009.38	(2,609.38)	0%	752%
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	453.35	1,489.27	13,510.73	3%	10%
100-681320	TRANSP. 100% CELL PHONE @ 50%	300.00	0.00	0.00	300.00	0%	0%
100-681345	TRANSP.IN-LIEU-OF @ 50%	2,500.00	0.00	0.00	2,500.00	0%	0%
100-681380	TRAVEL-SDE DRIVER/TECH TRGN @ 85%	0.00	0.00	0.00	0.00	0%	0%
100-681381	TRAVEL-DIST/IAPT/STN/NAPT @ 50%	0.00	0.00	0.00	0.00	0%	0%
100-681410	TECHN. COVERALLS/RAGS @ 50%	500.00	0.00	0.00	500.00	0%	0%
100-681420	TRANSP. BUS FUEL/FLUIDS @ 50%	22,500.00	1,038.35	1,548.94	20,951.06	5%	7%
100-681424	TRANSP. BUS OILS/LUBRICANTS @ 85%	2,500.00	0.00	0.00	2,500.00	0%	0%
100-681425	BUS REPAIR PARTS @ 85%	12,000.00	0.00	626.52	11,373.48	0%	5%
100-681426	BUS OFFICE SUPPLIES/POSTAGE @ 50%	250.00	0.00	0.00	250.00	0%	0%
100-681429	HAND TOOLS @ 85% - 400 CAP	400.00	0.00	0.00	400.00	0%	0%
100-681500	TRANSP - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
100-681710	TRANSP. FACILITY INS.--@ 50%	0.00	0.00	0.00	0.00	0%	0%
TOTAL PUPIL TO SCHOOL TRANSPORTATION		257,369.00	19,342.17	38,402.53	218,966.47	8%	15%
PUPIL-ACTIVITY TRANSPORTATION PROGRAM							
100-682115	TRANSP.SALARIES--ACTIVITY/SHUTTLE	20,000.00	402.40	402.40	19,597.60	2%	2%
100-682200	TRANS - ACTIVITY - FRINGE	0.00	0.00	0.00	0.00	0%	0%
100-682210	TRANS - ACTIVITY - LIFE	0.00	0.83	0.83	(0.83)	0%	0%
100-682220	TRANS - ACTIVITY - FICA	1,530.00	27.40	27.40	1,502.60	2%	2%
100-682230	TRANS - ACTIVITY - HEALTH INS	0.00	1.69	1.69	(1.69)	0%	0%
100-682270	WORK COMP	480.00	10.45	10.45	469.55	2%	2%
100-682280	TRANS - ACTIVITY - UUSL	0.00	0.00	0.00	0.00	0%	0%
100-682290	TRANS - ACTIVITY - PERSI	2,236.00	45.97	45.97	2,190.03	2%	2%
100-682310	PURCHASE SERVICES--NON ALLOW	500.00	0.00	105.00	395.00	0%	21%
100-682410	TRANSPORTATION MAT'LS--NON-ALLOW.	2,000.00	0.00	107.76	1,892.24	0%	5%
TOTAL ACTIVITY TRANSPORTATION		26,746.00	488.74	701.50	26,044.50	2%	3%
GENERAL TRANSPORTATION PROGRAM							
100-683310	PURCHASE SERVICES-NON ALLOWABLE	1,000.00	0.00	0.00	1,000.00	0%	0%
100-683410	SUPPLIES-NON ALLOWABLE	2,000.00	0.00	0.00	2,000.00	0%	0%
TOTAL GENERAL TRANSPORTATION		3,000.00	0.00	0.00	3,000.00	0%	0%
FOOD SERVICES PROGRAM							
100-710220	FOOD EMPLOYER FICA	13,325.00	1,531.60	1,956.35	11,368.65	11%	15%
TOTAL NON-INSTRUCTION		13,325.00	1,531.60	1,956.35	11,368.65	11%	15%
CAPITAL ASSETS							
100-810520	CAPITAL OUTLAY - BUILDINGS	52,558.00	0.00	0.00	52,558.00	0%	0%
100-810540	CAPITAL OUTLAY - VEHICLES	0.00	0.00	0.00	0.00	0%	0%
TOTAL CAPITAL OUTLAY		52,558.00	0.00	0.00	52,558.00	0%	0%
100-920821	TRANSFER TO BUS DEPRECIATION FUND	38,780.00	0.00	0.00	38,780.00	0%	0%
100-920810	TRANSFER TO MEDICAID FUND	140,516.00	0.00	0.00	140,516.00	0%	0%
100-920800	TRANSFERS TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
100-950800	CONTINGENCY RESERVE	417,181.00	0.00	0.00	417,181.00	0%	0%
TOTAL OTHER		596,477.00	0.00	0.00	596,477.00	0%	0%
TOTAL EXPENDITURES		8,343,637.00	638,263.02	1,117,892.04	7,225,744.96	8%	13%
		=====	=====	=====	=====	=====	=====
GRANTS - NEZ PERCE TRIBE & OTHERS							
232-320000	BEGINNING BALANCE - BUDGET	90,654.00CR	0.00	0.00	90,654.00CR	0%	0%
232-415000	INVESTMENT EARNINGS	3,000.00CR	0.00	486.20CR	2,513.80CR	0%	16%
232-419900	GRANT REVENUE - NPT & OTHERS	49,332.00CR	0.00	50,000.00CR	668.00	0%	101%
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		142,986.00CR	0.00	50,486.20CR	92,499.80CR	0%	35%
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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	6,300.00	445.44	1,030.08	5,269.92	7%	16%
232-515220	BENEFITS	479.00	34.08	78.80	400.20	7%	16%
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	2,000.00	0.00	0.00	2,000.00	0%	0%
232-515410	HIGH SCHOOL SUPPLIES	32,366.00	0.00	0.00	32,366.00	0%	0%
232-515312	P/S - NPT NATIVE ARTS GRANT	20,000.00	1,221.40	1,221.40	18,778.60	6%	6%
232-515313	P/S - COLLEGE & CAREER READINESS	500.00	0.00	0.00	500.00	0%	0%
232-515314	P/S - CTE BUILDING	0.00	0.00	0.00	0.00	0%	0%
232-515315	P/S - NPT MS READING GRANT	2,522.00	0.00	0.00	2,522.00	0%	0%
232-515316	P/S NPT-CULTURALLY RESPONSIVE	0.00	0.00	0.00	0.00	0%	0%
232-515317	P/S - ELEM SPED SUPPORT	0.00	0.00	0.00	0.00	0%	0%
232-515318	P/S - MHS CSI SUPPORT	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	8,000.00	0.00	0.00	8,000.00	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	24,160.00	0.00	0.00	24,160.00	0%	0%
232-515413	SUPPLIES - COLLEGE & CAREER READINESS	5,164.00	0.00	346.87	4,817.13	0%	7%
232-515414	SUPPLIES - NPT - CTE BUILDING	10,000.00	0.00	0.00	10,000.00	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	11,650.00	0.00	0.00	11,650.00	0%	0%
232-515417	SUPPLIES - ELEM SPED SUPPORT	0.00	0.00	0.00	0.00	0%	0%
232-515418	SUPPLIES - MHS CSI SUPPORT	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	9,845.00	0.00	0.00	9,845.00	0%	0%
232-515422	SUPPLIES - NPT NATURAL HELPERS	0.00	0.00	0.00	0.00	0%	0%
232-515423	SUPPLIES-NPT MENTOR ARTISTS PLAYWRIGHTS	0.00	0.00	0.00	0.00	0%	0%
232-515550	CAPITAL EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	142,986.00	1,700.92	2,677.15	140,308.85	1%	2%
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	NEZPERCE TRIBE JOB SKILLS						
235-320000	JOB SKILLS CARRYOVER	7,000.00CR	0.00	0.00	7,000.00CR	0%	0%
235-419900	NEZPERCE TRIBE SPECIAL SERVICE GRT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	7,000.00CR	0.00	0.00	7,000.00CR	0%	0%
		=====	=====	=====	=====	=====	=====
235-515115	JOB SKILLS SALARY	6,477.00	0.00	222.00	6,255.00	0%	3%
235-515220	JOB SKILLS EMPLOYER FICA	495.00	0.00	16.98	478.02	0%	3%
235-515270	JOB SKILLS WORKERS COMP	28.00	0.00	1.02	26.98	0%	4%
235-521310	JOB SKILLS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	7,000.00	0.00	240.00	6,760.00	0%	3%
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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
IDAHO CAREER READY STUDENTS GRANT							
242-439000	ICRS REVENUE	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
242-519500	ICRS CAPITAL EXPENDITURES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	0.00	0.00	0.00	0%	0%
STATE VOCATIONAL							
243-432410	STATE CTE -- AG. PROGRAM	16,983.00CR	0.00	0.00	16,983.00CR	0%	0%
243-432420	STATE VOC. ED.--BUSINESS PROGRAM	14,909.00CR	0.00	0.00	14,909.00CR	0%	0%
	TOTAL REVENUE	31,892.00CR	0.00	0.00	31,892.00CR	0%	0%
243-515112	VOC. ED. AG. SALARIES	3,615.00	0.00	0.00	3,615.00	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	277.00	0.00	0.00	277.00	0%	0%
243-515230	HEALTH INSURANCE - VOC ED	0.00	0.00	0.00	0.00	0%	0%
243-515270	VOC. ED. WORKERS COMPENSATION	15.00	0.00	0.00	15.00	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	459.00	0.00	0.00	459.00	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	10,617.00	104.16	208.23	10,408.77	1%	2%
243-515552	VOC. ED. EQUIPMENT--AG. PROGRAM	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CTE AG PROGRAM	16,983.00	104.16	208.23	16,774.77	1%	1%
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	0.00	3,065.00	0%	0%
243-515413	VOC. ED. SUPPLIES--BUSINESS PROG.	11,844.00	509.82	509.82	11,334.18	4%	4%
243-515553	VOC. ED. EQUIPMENT--BUSINESS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CTE BUSINESS PROGRAM	14,909.00	509.82	509.82	14,399.18	3%	3%
	TOTAL EXPENDITURES	31,892.00	613.98	718.05	31,173.95	2%	2%
SECURING OUR FUTURE GRANT							
244-320000	SOFG BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
244-439000	SOFG REVENUE	40,000.00CR	0.00	0.00	40,000.00CR	0%	0%
	TOTAL REVENUE	40,000.00CR	0.00	0.00	40,000.00CR	0%	0%
244-623300	SOFG PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
244-623400	SOFG - SUPPLIES	40,000.00	0.00	0.00	40,000.00	0%	0%
	TOTAL EXPENDITURES	40,000.00	0.00	0.00	40,000.00	0%	0%
ARPA - ESSERF III							
250-445900	ESSERF III REVENUE	139,635.00CR	0.00	0.00	139,635.00CR	0%	0%
	TOTAL REVENUE	139,635.00CR	0.00	0.00	139,635.00CR	0%	0%
250-512100	SALARIES - ELEMENTARY - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-512200	BENEFITS - ELEMENTARY - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-512300	PURCHASED SERVICES - ELEMENTARY - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-512400	SUPPLIES - ELEMENTARY - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-512101	SALARIES - ELEMENTARY ESSERF III L/L	0.00	0.00	0.00	0.00	0%	0%
250-512201	BENEFITS - ELEMENTARY ESSERF III L/L	0.00	0.00	0.00	0.00	0%	0%
250-512301	PURCHASED SERVICES - ELEM ESSERF III L/L	126,553.00	0.00	4,500.00	122,053.00	0%	4%
250-512401	SUPPLIES - ELEMENTARY ESSERF III L/L	13,082.00	3,372.02	11,870.37	1,211.63	26%	91%
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	15,627.53	15,627.53	(15,627.53)	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	5,614.92	5,614.92	(5,614.92)	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	139,635.00	24,614.47	37,612.82	102,022.18	18%	27%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
CHAPTER I FUND							
251-445100	FEDERAL ASSISTANCE	232,971.00CR	0.00	0.00	232,971.00CR	0%	0%
251-445901	CSI - UP REVENUE	96,149.00CR	0.00	0.00	96,149.00CR	0%	0%
	TOTAL REVENUE	329,120.00CR	0.00	0.00	329,120.00CR	0%	0%
251-512110	TEACHER SALARIES--ELEMENTARY	0.00	0.00	0.00	0.00	0%	0%
251-512115	TEACHER AIDES--ELEMENTARY	139,915.00	18,648.38	18,648.38	121,266.62	13%	13%
251-512200	BENEFITS - TITLE I-A	92,556.00	183.99	183.99	92,372.01	0%	0%
251-512205	ELEMENTARY FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
251-512210	ELEMENT. LIFE/EMP. ASSIST.	0.00	40.05	40.05	(40.05)	0%	0%
251-512220	EMPLOYER FICA	0.00	1,074.26	1,074.26	(1,074.26)	0%	0%
251-512230	HEALTH INSURANCE - TITLE 1-A	0.00	0.00	0.00	0.00	0%	0%
251-512270	WORKER'S COMPENSATION	0.00	165.51	165.51	(165.51)	0%	0%
251-512280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
251-512290	RETIREMENT BENEFIT	0.00	1,686.55	1,686.55	(1,686.55)	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%
251-512420	HOMELESS SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL TITLE I-A EXPENDITURES	232,971.00	21,798.74	21,798.74	211,172.26	9%	9%
251-515101	CSI - UP SALARIES	37,600.00	13,609.89	13,609.89	23,990.11	36%	36%
251-515201	CSI - UP BENEFITS	13,000.00	2,927.63	2,927.63	10,072.37	23%	23%
251-515301	CSI - UP PURCHASED SERVICES	36,000.00	0.00	739.00	35,261.00	0%	2%
251-515401	CSI - UP SUPPLIES	9,549.00	0.00	0.00	9,549.00	0%	0%
	TOTAL CSI-UP EXPENDITURES	96,149.00	16,537.52	17,276.52	78,872.48	17%	18%
	TOTAL EXPENDITURES	329,120.00	38,336.26	39,075.26	290,044.74	12%	12%
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	681.00CR	0.00	0.00	681.00CR	0%	0%
	TOTAL REVENUE	681.00CR	0.00	0.00	681.00CR	0%	0%
254-512400	SUPPLIES - ELEMENTARY - ESSER II	681.00	0.00	0.00	681.00	0%	0%
	TOTAL EXPENDITURES	681.00	0.00	0.00	681.00	0%	0%
PART B FUND							
257-320000	PART B CARRYOVER	0.00	0.00	0.00	0.00	0%	0%
257-445600	FEDERAL ASSISTANCE -- PART B	143,253.00CR	0.00	0.00	143,253.00CR	0%	0%
257-445601	PRIOR YEAR ALLOCATION	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	143,253.00CR	0.00	0.00	143,253.00CR	0%	0%
257-521110	CERTIFIED SALARY	0.00	0.00	0.00	0.00	0%	0%
257-521115	AIDES - PART B	103,546.00	11,616.34	11,616.34	91,929.66	11%	11%
257-521200	FRINGE BENEFITS- PART B	6,560.00	110.08	110.08	6,449.92	2%	2%
257-521210	LIFE INS BENEFIT	281.00	24.19	24.19	256.81	9%	9%
257-521220	EMPLOYER FICA	8,423.00	716.01	716.01	7,706.99	9%	9%
257-521230	HEALTH INSURANCE - PART B	10,874.00	290.90	290.90	10,583.10	3%	3%
257-521270	WORKER'S COMPENSATION	422.00	43.05	43.05	378.95	10%	10%
257-521280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
257-521290	RETIREMENT BENEFIT	13,147.00	1,119.43	1,119.43	12,027.57	9%	9%
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	143,253.00	13,920.00	13,920.00	129,333.00	10%	10%
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	3,608.00CR	0.00	0.00	3,608.00CR	0%	0%
	TOTAL REVENUE	3,608.00CR	0.00	0.00	3,608.00CR	0%	0%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
258-522110	CERTIFIED TEACHER SALARIES	0.00	0.00	0.00	0.00	0%	0%
258-522115	NON-CERTIFIED SALARIES	2,579.00	210.08	210.08	2,368.92	8%	8%
258-522200	BENEFITS	428.00	39.75	39.75	388.25	9%	9%
258-522210	LIFE/EMP. ASSIST. PLAN	0.00	0.61	0.61	(0.61)	0%	0%
258-522220	EMPLOYER FICA	230.00	19.11	19.11	210.89	8%	8%
258-522230	HEALTH INSURANCE - PART B PRESCHOOL	0.00	0.00	0.00	0.00	0%	0%
258-522270	WORKER'S COMPENSATION	12.00	1.15	1.15	10.85	10%	10%
258-522280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
258-522290	RETIREMENT BENEFIT	359.00	29.88	29.88	329.12	8%	8%
258-522310	PART B PRESCHOOL PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	3,608.00	300.58	300.58	3,307.42	8%	8%
		=====	=====	=====	=====	=====	=====
	MEDICAID FUND						
260-445900	MEDICAID REVENUE	486,718.00CR	0.00	616.74CR	486,101.26CR	0%	0%
260-460000	TRANSFER FROM GENERAL FUND	140,516.00CR	0.00	0.00	140,516.00CR	0%	0%
	TOTAL REVENUE	627,234.00CR	0.00	616.74CR	626,617.26CR	0%	0%
		=====	=====	=====	=====	=====	=====
260-616115	ANCILLARY SALARIES	265,924.00	0.00	0.00	265,924.00	0%	0%
260-616200	ANCILLARY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
260-616210	EMPLOYEE LIFE INSURANCE	624.00	0.00	0.00	624.00	0%	0%
260-616220	EMPLOYER FICA	20,343.00	0.00	0.00	20,343.00	0%	0%
260-616230	HEALTH INSURANCE	82,591.00	0.00	0.00	82,591.00	0%	0%
260-616270	WORKERS COMP	1,125.00	0.00	0.00	1,125.00	0%	0%
260-616280	UNUSED SICK LEAVE	0.00	0.00	0.00	0.00	0%	0%
260-616290	PERSI	29,912.00	0.00	0.00	29,912.00	0%	0%
260-616310	MEDICAID CONTRACT SERVICES	86,199.00	0.00	0.00	86,199.00	0%	0%
260-616350	MEDICAID MATCH	140,516.00	0.00	0.00	140,516.00	0%	0%
	TOTAL EXPENDITURES	627,234.00	0.00	0.00	627,234.00	0%	0%
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	TITLE IV-A ESSA STUDENT SUPPORT						
261-445200	TITLE IV-A ESSA REVENUE	18,257.00CR	0.00	0.00	18,257.00CR	0%	0%
	TOTAL REVENUE	18,257.00CR	0.00	0.00	18,257.00CR	0%	0%
		=====	=====	=====	=====	=====	=====
261-515115	SECONDARY CLASSIFIED SALARY	12,761.00	1,832.12	1,832.12	10,928.88	14%	14%
261-515200	FRINGE	2,488.00	0.00	0.00	2,488.00	0%	0%
261-515210	LIFE INSURANCE BENEFIT	32.00	3.47	3.47	28.53	11%	11%
261-515220	FICA BENEFIT	1,167.00	108.62	108.62	1,058.38	9%	9%
261-515230	HEALTH INSURANCE	0.00	15.93	15.93	(15.93)	0%	0%
261-515270	WORKERS COMP	67.00	6.62	6.62	60.38	10%	10%
261-515280	UUSL	0.00	0.00	0.00	0.00	0%	0%
261-515290	PERSI BENEFIT	1,742.00	172.04	172.04	1,569.96	10%	10%
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	2,138.80	2,138.80	16,118.20	12%	12%
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	REAP						
262-320000	BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
262-443000	REAP GRANT REVENUE	26,378.00CR	0.00	0.00	26,378.00CR	0%	0%
	TOTAL REVENUE	26,378.00CR	0.00	0.00	26,378.00CR	0%	0%
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262-512115	ELEMENTARY CLASSIFIED SALARY	17,739.00	2,160.60	2,160.60	15,578.40	12%	12%
262-512200	FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
262-512210	LIFE INSURANCE BENEFIT	96.00	4.20	4.20	91.80	4%	4%
262-512220	FICA BENEFIT	1,357.00	136.86	136.86	1,220.14	10%	10%
262-512230	HEALTH INSURANCE - REAP	5,002.00	124.26	124.26	4,877.74	2%	2%
262-512270	WORKERS COMP. BENEFIT	68.00	8.23	8.23	59.77	12%	12%
262-512280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
262-512290	PERSI BENEFIT	2,116.00	213.97	213.97	1,902.03	10%	10%
	TOTAL EXPENDITURES	26,378.00	2,648.12	2,648.12	23,729.88	10%	10%
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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
RESTRAINT & SECLUSION GRANT							
265-445900	REVENUE	8,000.00CR	0.00	0.00	8,000.00CR	0%	0%
	TOTAL REVENUE	8,000.00CR	0.00	0.00	8,000.00CR	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	8,000.00	0.00	0.00	8,000.00	0%	0%
265-521400	SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	8,000.00	0.00	0.00	8,000.00	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	2,000.00CR	0.00	0.00	2,000.00CR	0%	0%
267-443000	FEDERAL ASSISTANCE - VI-A	106,100.00CR	0.00	0.00	106,100.00CR	0%	0%
267-443001	NYCP GRANT REVENUE	442,801.00CR	0.00	0.00	442,801.00CR	0%	0%
267-443002	ACE GRANT REVENUE	383,975.00CR	0.00	0.00	383,975.00CR	0%	0%
	TOTAL REVENUE	934,876.00CR	0.00	0.00	934,876.00CR	0%	0%
267-512410	CULTURAL ENRICHMENT SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
267-515100	COORDINATOR SALARY	5,305.00	442.08	442.08	4,862.92	8%	8%
267-515110	NEZ PERCE LANGUAGE INSTRUCTOR	0.00	3,384.00	3,384.00	(3,384.00)	0%	0%
267-515115	CERTIFIED SALARY - OTHER	0.00	0.00	0.00	0.00	0%	0%
267-515120	TITLE VI - CLASSIFIED SALARY	61,119.00	1,969.75	1,969.75	59,149.25	3%	3%
267-515125	ATTENDANCE CLERK	0.00	0.00	0.00	0.00	0%	0%
267-515200	FRINGE	6,250.00	314.16	314.16	5,935.84	5%	5%
267-515210	LIFE INS - VI-A	48.00	0.40	0.40	47.60	1%	1%
267-515220	EMPLOYER FICA	5,560.00	461.93	461.93	5,098.07	8%	8%
267-515230	HEALTH INSURANCE - VI-A	0.00	164.89	164.89	(164.89)	0%	0%
267-515270	WORKER'S COMPENSATION	278.00	28.10	28.10	249.90	10%	10%
267-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
267-515290	RETIREMENT BENEFIT	6,260.00	2,939.91	2,939.91	3,320.09	47%	47%
267-515300	HIGH SCHOOL PURCHASED SVCS	5,000.00	0.00	0.00	5,000.00	0%	0%
267-515380	TRAVEL - VI-A	5,000.00	0.00	0.00	5,000.00	0%	0%
267-515410	SUPPLIES	9,380.00	0.00	0.00	9,380.00	0%	0%
267-920800	INDIRECT COST - TITLE VI	1,900.00	0.00	0.00	1,900.00	0%	0%
	TOTAL TITLE VI-A EXPENDITURES	106,100.00	9,705.22	9,705.22	96,394.78	9%	9%
267-515101	SALARIES - DIRECTOR - NYCP	44,612.00	3,829.25	3,829.25	40,782.75	9%	9%
267-515111	SALARIES - CERTIFIED - NYCP	82,074.00	9,908.36	9,908.36	72,165.64	12%	12%
267-515116	SALARIES - N/C - NYCP	124,055.00	13,016.24	16,370.90	107,684.10	10%	13%
267-515201	FRINGE - NYCP	8,548.00	913.50	913.50	7,634.50	11%	11%
267-515211	LIFE INS - NYCP	480.00	43.18	43.18	436.82	9%	9%
267-515221	FICA - ER - NYCP	19,836.00	1,994.78	2,251.41	17,584.59	10%	11%
267-515231	HEALTH INS - NYCP	21,748.00	200.05	200.05	21,547.95	1%	1%
267-515271	WORKERS COMP - NYCP	123.00	90.82	106.25	16.75	74%	86%
267-515281	UUSL - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515291	PERSI - NYCP	30,959.00	1,284.61	1,284.61	29,674.39	4%	4%
267-515311	CONTRACTURAL PURCHASED SERVICES - NYCP	39,365.00	0.00	8,184.00	31,181.00	0%	21%
267-515321	OTHER PURCHASED SERVICES - NYCP	38,875.00	0.00	300.00	38,575.00	0%	1%
267-515381	TRAVEL - NYCP	18,914.00	0.00	0.00	18,914.00	0%	0%
267-515421	EQUIPMENT - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515411	SUPPLIES - NYCP	6,444.00	92.90	1,110.38	5,333.62	1%	17%
267-920801	INDIRECT COSTS - NYCP	8,768.00	0.00	0.00	8,768.00	0%	0%
	TOTAL NYCP EXPENDITURES	444,801.00	31,373.69	44,501.89	400,299.11	7%	10%
267-515102	SALARIES - DIRECTOR - ACE	44,612.00	3,829.25	3,829.25	40,782.75	9%	9%
267-515112	SALARIES - CERTIFIED - ACE	131,030.00	8,539.89	8,539.89	122,490.11	7%	7%
267-515117	SALARIES - N/C - ACE	85,189.00	8,973.48	8,973.48	76,215.52	11%	11%
267-515202	FRINGE - ACE	4,266.00	669.66	669.66	3,596.34	16%	16%
267-515212	LIFE INS - ACE	288.00	24.31	24.31	263.69	8%	8%
267-515222	FICA - ER - ACE	20,280.00	1,514.62	1,514.62	18,765.38	7%	7%
267-515232	HEALTH INS - ACE	41,940.00	146.96	146.96	41,793.04	0%	0%
267-515272	WORKERS COMP - ACE	1,012.00	88.13	88.13	923.87	9%	9%
267-515282	UUSL - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515292	PERSI - ACE	31,653.00	874.53	874.53	30,778.47	3%	3%
267-515312	PURCHASED SERVICES - ACE	8,378.00	0.00	10,875.00	(2,497.00)	0%	130%
267-515382	TRAVEL - ACE	0.00	0.00	2,462.62	(2,462.62)	0%	0%
267-515412	SUPPLIES - ACE	7,500.00	0.00	0.00	7,500.00	0%	0%
267-920802	INDIRECT COSTS - ACE	7,827.00	0.00	0.00	7,827.00	0%	0%
	TOTAL ACE EXPENDITURES	383,975.00	24,660.83	37,998.45	345,976.55	6%	10%
	TOTAL EXPENDITURES	934,876.00	65,739.74	92,205.56	842,670.44	7%	10%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
J O M F U N D							
269-320000	J.O.M. BEGINNING BALANCE	75,000.00CR	0.00	0.00	75,000.00CR	0%	0%
269-415000	INVESTMENT EARNINGS	1,200.00CR	0.00	428.34CR	(771.66)	0%	36%
269-445900	FEDERAL ASSISTANCE	20,000.00CR	0.00	0.00	20,000.00CR	0%	0%
	TOTAL REVENUE	96,200.00CR	0.00	428.34CR	95,771.66CR	0%	0%
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269-512310	CULTURAL ENRICHMENT	0.00	0.00	0.00	0.00	0%	0%
269-512410	CULTURAL SUPPLIES/MATERIALS	0.00	0.00	0.00	0.00	0%	0%
269-515110	CERTIFIED SALARIES	15,000.00	1,600.56	1,600.56	13,399.44	11%	11%
269-515111	JOM COORDINATOR	0.00	0.00	0.00	0.00	0%	0%
269-515115	CLASSIFIED SALARIES	0.00	0.00	58,141.73	(58,141.73)	0%	0%
269-515201	JOM - FRINGE	0.00	0.00	0.00	0.00	0%	0%
269-515210	LIFE INS BENEFIT	0.00	0.00	0.00	0.00	0%	0%
269-515220	EMPLOYER FICA	1,148.00	122.44	5,442.50	(4,294.50)	11%	474%
269-515230	HEALTH INSURANCE - JOM	0.00	0.00	0.00	0.00	0%	0%
269-515270	WORKERS COMP	57.00	3.09	12.15	44.85	5%	21%
269-515280	UNUSED SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
269-515290	PERSI	1,791.00	0.00	6,081.53	(4,290.53)	0%	340%
269-515300	PURCHASE SERVICES	39,000.00	0.00	0.00	39,000.00	0%	0%
269-515310	CULTURAL ENRICHMENT SERVICES	38,204.00	135.00	135.00	38,069.00	0%	0%
269-515410	JOM CULTURAL SUPPLIES	1,000.00	0.00	0.00	1,000.00	0%	0%
	TOTAL EXPENDITURES	96,200.00	1,861.09	71,413.47	24,786.53	2%	74%
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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	33,205.00CR	0.00	0.00	33,205.00CR	0%	0%
	TOTAL REVENUE	33,205.00CR	0.00	0.00	33,205.00CR	0%	0%
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271-621110	STAFF DEVELOPMENT SALARIES	20,000.00	7,203.77	8,203.77	11,796.23	36%	41%
271-621210	STAFF DEVELOPMENT LIFE INS.	0.00	12.65	13.31	(13.31)	0%	0%
271-621220	STAFF DEVELOP. FICA BENEFIT	1,530.00	463.10	539.37	990.63	30%	35%
271-621230	HEALTH INSURANCE - II-A	0.00	135.95	217.45	(217.45)	0%	0%
271-621270	WORKERS COMPENSATION	85.00	28.15	32.75	52.25	33%	39%
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	739.56	874.36	1,663.64	29%	34%
271-621310	STAFF DEVELOPMENT	9,052.00	0.00	0.00	9,052.00	0%	0%
271-621380	TITLE II STAFF TRAVEL	0.00	0.00	0.00	0.00	0%	0%
271-621410	STAFF DEVELOPMENT SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
271-920800	INDIRECT COST--TITLE II-A	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	33,205.00	8,583.18	9,881.01	23,323.99	26%	30%
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21st CENTURY COMMUNITY LEARNING CENTER							
273-445900	21ST CENTURY FEDERAL REVENUE	125,096.00CR	0.00	0.00	125,096.00CR	0%	0%
	TOTAL REVENUE	125,096.00CR	0.00	0.00	125,096.00CR	0%	0%
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273-512100	SALARIES - DIRECTOR - 21ST CLCC	48,000.00	4,000.00	4,000.00	44,000.00	8%	8%
273-512110	SALARIES - CERTIFIED - 21ST CLCC	42,198.00	0.00	0.00	42,198.00	0%	0%
273-512115	SALARIES - N/C - 21ST CLCC	9,639.00	257.34	257.34	9,381.66	3%	3%
273-512200	FRINGE - 21ST CLCC	0.00	0.00	0.00	0.00	0%	0%
273-512210	LIFE - 21ST CLCC	96.00	2.03	2.03	93.97	2%	2%
273-512220	FICA - 21ST CLCC	7,638.00	322.30	322.30	7,315.70	4%	4%
273-512230	HEALTH INS - 21ST CLCC	0.00	14.80	14.80	(14.80)	0%	0%
273-512270	WORKERS COMP - 21ST CLCC	382.00	19.38	19.38	362.62	5%	5%
273-512280	UUSL - 21ST CLCC	0.00	0.00	0.00	0.00	0%	0%
273-512290	PERSI - 21ST CLCC	11,921.00	295.08	295.08	11,625.92	2%	2%
273-512300	PURCHASED SERVICES - 21ST CLCC	3,994.00	0.00	0.00	3,994.00	0%	0%
273-512400	SUPPLIES - 21ST CLCC	1,228.00	0.00	1,953.90	(725.90)	0%	159%
273-920800	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	125,096.00	4,910.93	6,864.83	118,231.17	4%	5%
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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	24,748.00CR	0.00	0.00	24,748.00CR	0%	0%
	TOTAL REVENUE	24,748.00CR	0.00	0.00	24,748.00CR	0%	0%
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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	15,236.00	1,712.75	1,712.75	13,523.25	11%	11%
278-515200	FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515210	LIFE INSURANCE BENEFIT	48.00	3.21	3.21	44.79	7%	7%
278-515220	EMPLOYER FICA	1,166.00	103.13	103.13	1,062.87	9%	9%
278-515230	HEALTH INSURANCE - GEAR UP	5,433.00	14.76	14.76	5,418.24	0%	0%
278-515270	WORKER'S COMPENSATION	58.00	6.20	6.20	51.80	11%	11%
278-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515290	PERSI BENEFIT	1,819.00	161.23	161.23	1,657.77	9%	9%
278-515380	STUDENT TRAVEL	0.00	0.00	0.00	0.00	0%	0%
278-515410	GEAR UP SUPPLIES	988.00	0.00	0.00	988.00	0%	0%
278-621310	STAFF CONFERENCE/TRAINING	0.00	0.00	0.00	0.00	0%	0%
278-621380	STAFF TRAVEL	0.00	0.00	421.45	(421.45)	0%	0%
278-920800	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	24,748.00	2,001.28	2,422.73	22,325.27	8%	10%
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CORONAVIRUS RELIEF FUND							
284-445900	CORONAVIRUS RELIEF FUND REVENUE	6,200.00CR	0.00	0.00	6,200.00CR	0%	0%
	TOTAL REVENUE	6,200.00CR	0.00	0.00	6,200.00CR	0%	0%
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284-512110	CVR ELEM SALARIES - CERTIFIED	0.00	0.00	0.00	0.00	0%	0%
284-512115	CVR ELEM SALARIES - CLASSIFIED	0.00	0.00	0.00	0.00	0%	0%
284-512200	CVR ELEM - BENEFITS	0.00	0.00	0.00	0.00	0%	0%
284-515110	CVR HS SALARIES - CERTIFIED	0.00	0.00	0.00	0.00	0%	0%
284-515115	CVR HS SALARIES - CLASSIFIED	0.00	0.00	0.00	0.00	0%	0%
284-515200	CVR MHS BENEFITS	0.00	0.00	0.00	0.00	0%	0%
284-621100	SALARIES - STAFF DEVELOPMENT	3,000.00	0.00	0.00	3,000.00	0%	0%
284-621200	BENEFITS - STAFF DEVELOPMENT	578.00	0.00	0.00	578.00	0%	0%
284-621300	PURCHASED SERVICES - STAFF DEVELOPMENT	2,622.00	0.00	0.00	2,622.00	0%	0%
284-621400	SUPPLIES - STAFF DEVELOPMENT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	6,200.00	0.00	0.00	6,200.00	0%	0%
=====							
288-445900	COPS FAST GRANT REVENUE	379,566.00CR	0.00	0.00	379,566.00CR	0%	0%
	TOTAL REVENUE	379,566.00CR	0.00	0.00	379,566.00CR	0%	0%
=====							
288-623300	PURCHASED SERVICES	100,000.00	1,755.00	5,265.00	94,735.00	2%	5%
288-623400	SUPPLIES	279,566.00	32,480.66	81,473.54	198,092.46	12%	29%
	TOTAL EXPENDITURES	379,566.00	34,235.66	86,738.54	292,827.46	9%	23%
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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	0.00	380.25CR	380.25	0%	0%
290-416100	SCHOOL FOOD SERVICE	0.00	0.00	0.00	0.00	0%	0%
290-416200	LUNCH SALES--ALA CARTE	8,000.00CR	0.00	259.71CR	7,740.29CR	0%	3%
290-419900	OTHER REVENUE	0.00	0.00	0.00	0.00	0%	0%
290-445500	NSLP - LUNCH REVENUE	316,000.00CR	0.00	6,274.35CR	309,725.65CR	0%	2%
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	11,793.04CR	23,206.96CR	0%	34%
290-445503	NSLP - BREAKFAST REVENUE	70,000.00CR	0.00	2,785.20CR	67,214.80CR	0%	4%
290-445504	NSLP - SNACK REVENUE	2,000.00CR	0.00	0.00	2,000.00CR	0%	0%
290-445505	FRESH FRUIT VEGETABLE GRANT INCOME	16,000.00CR	0.00	0.00	16,000.00CR	0%	0%
290-460000	INTERFUND TRANSFER	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	560,000.00CR	0.00	21,492.55CR	538,507.45CR	0%	4%
290-710115	FOOD SERVICE SALARIES--REGULAR	165,242.00	24,509.48	30,061.79	135,180.21	15%	18%
290-710116	FFVP PREP SALARIES	2,500.00	0.00	0.00	2,500.00	0%	0%
290-710117	FFVP ADMIN SALARIES	1,500.00	0.00	0.00	1,500.00	0%	0%
290-710200	FRINGE BENEFITS-FOOD SERVICES	4,938.00	411.50	411.50	4,526.50	8%	8%
290-710210	LIFE/EMP. ASSIST. PLAN	576.00	48.00	48.00	528.00	8%	8%
290-710220	EMPLOYER FICA	0.00	0.00	0.00	0.00	0%	0%
290-710230	HEALTH INSURANCE - FOOD SERVICE	58,994.00	183.75	183.75	58,810.25	0%	0%
290-710270	WORKER'S COMPENSATION	5,835.00	785.89	1,020.20	4,814.80	13%	17%
290-710280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
290-710290	PERSI BENEFIT	19,324.00	2,437.45	3,101.51	16,222.49	13%	16%
290-710310	FOOD SERVICE - PURCHASED SERVICES	1,500.00	0.00	407.09	1,092.91	0%	27%
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	257.23	297.17	8,702.83	3%	3%
290-710411	FOOD SERVICE--FOOD SUPPLIES	254,591.00	12,607.10	16,668.27	237,922.73	5%	7%
290-710412	FOOD SERVICE--MILK	22,000.00	892.38	1,717.34	20,282.66	4%	8%
290-710413	FOOD SERVICE--COMMODITIES	14,000.00	0.00	0.00	14,000.00	0%	0%
290-710415	FFVP FOOD SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
290-710416	FFVP SUPPLIES & MATERIALS	0.00	0.00	0.00	0.00	0%	0%
290-710550	FOOD SERVICE EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	560,000.00	42,132.78	53,916.62	506,083.38	8%	10%
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	1,507.94CR	1,473.46CR	(189,526.54)	1%	1%
310-415000	INVESTMENT EARNINGS	1,000.00CR	0.00	591.38CR	408.62CR	0%	59%
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	161,700.00CR	161,700.00CR	161,700.00	0%	0%
310-439000	STATE BOND GUARANTY REV.	45,000.00CR	0.00	0.00	(45,000.00)	0%	0%
	TOTAL REVENUE	287,000.00CR	163,207.94CR	163,764.84CR	123,235.16CR	57%	57%
310-911610	BIRF PRINCIPAL	270,000.00	0.00	280,000.00	(10,000.00)	0%	104%
310-912620	BIRF INTEREST	16,500.00	0.00	4,200.00	12,300.00	0%	25%
310-912621	BIRF FEES	500.00	0.00	550.00	(50.00)	0%	110%
	TOTAL EXPENDITURES	287,000.00	0.00	284,750.00	2,250.00	0%	99%
BUS DEPRECIATION							
421-320000	BEGINNING BALANCE	67,277.00CR	0.00	0.00	67,277.00CR	0%	0%
421-431200	TRANSPORTATION DEPRECIATION REV	0.00	0.00	0.00	0.00	0%	0%
421-460000	TRANSFER FROM GENERAL FUND	38,780.00CR	0.00	0.00	38,780.00CR	0%	0%
	TOTAL REVENUE	106,057.00CR	0.00	0.00	106,057.00CR	0%	0%
421-681500	BUS PURCHASE	106,057.00	0.00	0.00	106,057.00	0%	0%
	TOTAL EXPENDITURES	106,057.00	0.00	0.00	106,057.00	0%	0%

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
SCHOOL DISTRICT FACILITIES FUND							
435-415000	INTEREST REVENUE	0.00	0.00	0.00	0.00	0%	0%
435-431900	STATE SDFF REVENUE	0.00	92,347.90CR	92,347.90CR	92,347.90	0%	0%
	TOTAL REVENUE	0.00	92,347.90CR	92,347.90CR	92,347.90	0%	0%
=====							
435-664310	SDFF - PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
435-664410	SDFF - SUPPLIES/MATERIALS	0.00	0.00	0.00	0.00	0%	0%
435-664550	SDFF - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	0.00	0.00	0.00	0%	0%
=====							
SCHOOL MODERNIZATION FACILITIES FUND							
436-415000	INTEREST REVNEUE	0.00	0.00	0.00	0.00	0%	0%
436-431900	SCHOOL MODERNIZATION FACILITIES REVENUE	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
=====							
436-664310	SMFF - PURCHASED SERVICES	0.00	58,133.97	58,133.97	(58,133.97)	0%	0%
436-664410	SMFF - SUPPLIES/MATERIALS	0.00	0.00	0.00	0.00	0%	0%
436-664550	SMFF - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	58,133.97	58,133.97	58,133.97CR	0%	0%
=====							
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	150.00CR	6,850.00CR	0%	2%
710-415000	INTEREST EARNINGS	0.00	0.00	95.43CR	95.43	0%	0%
	TOTAL REVENUE	25,000.00CR	0.00	245.43CR	24,754.57CR	0%	1%
=====							
710-740300	SCHOLARSHIPS AWARDED	25,000.00	0.00	0.00	25,000.00	0%	0%
	TOTAL EXPENDITURES	25,000.00	0.00	0.00	25,000.00	0%	0%
=====							

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
GENERAL FUND				
100-111100	CASH IN BANK--GENERAL FUND	321,847.69	57,220.00	379,067.69
100-111109	PAYROLL CHECKING	0.00	0.00	0.00
100-111300	PETTY CASH	0.00	0.00	0.00
100-112100	INVESTMENTS--LGIP #1037	3,040,323.86	500,000.00CR	2,540,323.86
100-113100	TAXES RECEIVABLE	1,087.69	0.00	1,087.69
100-114100	STATE SUPPORT RECEIVABLE	0.00	0.00	0.00
100-114200	RECEIVABLE	1,201.40	750.00CR	451.40
100-114230	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	3,364,460.64	443,530.00CR	2,920,930.64
=====				
100-211200	INTERFUND PAYABLE	0.00	0.00	0.00
100-213000	ACCOUNTS PAYABLE	13,224.99CR	193,468.19CR	206,693.18CR
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	471.44CR	0.00	471.44CR
100-218351	WORKERS COMPENSATION PAYABLE	9,767.94	0.00	9,767.94
100-221100	DEFERRED REVENUES	1,326.36CR	0.00	1,326.36CR
100-320200	FUND BALANCE - GENERAL FUND	3,359,205.79CR	636,998.19	2,722,207.60CR
	TOTAL LIABILITIES & FUND BALANCE	3,364,460.64CR	443,530.00	2,920,930.64CR
=====				
GRANTS - NEZ PERCE TRIBE & OTHERS				
232-111100	CASH IN BANK-NPT GRANTS & OTHERS	67,572.11	445.44CR	67,126.67
232-112100	LGIP	56,372.66	0.00	56,372.66
232-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
232-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	123,944.77	445.44CR	123,499.33
=====				
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	1,255.48CR	1,255.48CR
232-320200	FUND BALANCE - FUND 232	123,944.77CR	1,700.92	122,243.85CR
	TOTAL LIABILITIES & FUND BALANCE	123,944.77CR	445.44	123,499.33CR
=====				
NEZPERCE TRIBE JOB SKILLS				
235-111100	CASH IN BANK--NEZPERCE SPEC. SERV.	5,379.44	0.00	5,379.44
235-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	5,379.44	0.00	5,379.44
=====				
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	5,379.44CR	0.00	5,379.44CR
	TOTAL LIABILITIES & FUND BALANCE	5,379.44CR	0.00	5,379.44CR
=====				
IDAHO CAREER READY STUDENTS GRANT				
242-111100	CASH - ICRS	0.00	0.00	0.00
242-114200	RECEIVABLE	0.00	0.00	0.00
242-221000	DEFERRED REVENUE - ICRS	0.00	0.00	0.00
242-213000	ACCOUNTS PAYABLE - ICRS	0.00	0.00	0.00
242-320200	FUND BALANCE - ICRS	0.00	0.00	0.00
	NET FUND BALANCE	0.00	0.00	0.00
=====				
STATE VOCATIONAL				
243-111100	CASH IN BANK--STATE VOC ED.	104.07CR	0.00	104.07CR
243-114100	SUPPORT RECEIVABLE	0.00	0.00	0.00
243-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	104.07CR	0.00	104.07CR
=====				
243-211200	INTERFUND PAYABLES	0.00	0.00	0.00
243-213000	ACCOUNTS PAYABLE	0.00	613.98CR	613.98CR
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	104.07	613.98	718.05
	TOTAL LIABILITIES & FUND BALANCE	104.07	0.00	104.07
=====				

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
SECURING OUR FUTURE GRANT				
244-111100	CASH	0.00	0.00	0.00
244-114200	RECEIVABLE	0.00	0.00	0.00
244-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
244-320200	FUND BALANCE	0.00	0.00	0.00
	NET FUND BALANCE	0.00	0.00	0.00
ARPA - ESSERF III				
250-111100	CASH - ESSERF III	12,998.35CR	0.00	12,998.35CR
250-114100	ACCOUNTS RECEIVABLE - ESSERF III	0.00	0.00	0.00
	TOTAL ASSETS	12,998.35CR	0.00	12,998.35CR
250-213000	ACCOUNTS PAYABLE - ESSERF III	0.00	24,614.47CR	24,614.47CR
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	12,219.55	24,614.47	36,834.02
	TOTAL LIABILITIES & FUND BALANCE	12,219.55	0.00	12,219.55
CHAPTER I FUND				
251-111100	CASH IN BANK--TITLE I	739.00CR	26,884.14CR	27,623.14CR
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	739.00CR	26,884.14CR	27,623.14CR
251-211200	INTERFUND PAYABLES	0.00	0.00	0.00
251-213000	ACCOUNTS PAYABLE	0.00	11,452.12CR	11,452.12CR
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	739.00	38,336.26	39,075.26
	TOTAL LIABILITIES & FUND BALANCE	739.00	26,884.14	27,623.14
CARES - ESSERF I				
252-111100	CASH - ESSER	0.00	0.00	0.00
252-114100	RECEIVABLE - ESSER	0.00	0.00	0.00
	TOTAL ASSETS	0.00	0.00	0.00
252-213000	ACCOUNTS PAYABLE - ESSER	0.00	0.00	0.00
252-221000	DEFERRED REVENUE	0.00	0.00	0.00
252-320200	FUND BALANCE - ESSER	0.00	0.00	0.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	0.00	0.00
CRRSA - ESSERF II				
254-111100	CASH - ESSERF II FUND	0.00	0.00	0.00
254-114100	RECEIVABLE - ESSERF II	0.00	0.00	0.00
	TOTAL ASSETS	0.00	0.00	0.00
254-213000	ACCOUNTS PAYABLE - ESSERF II	0.00	0.00	0.00
254-217100	SALARIES PAYABLE	0.00	0.00	0.00
254-217200	BENEFITS PAYABLE	0.00	0.00	0.00
254-221000	DEFERRED REVENUE	0.00	0.00	0.00
254-320200	FUND BALANCE - ESSERF II	0.00	0.00	0.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	0.00	0.00

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
PART B FUND				
257-111100	CASH IN BANK-- PART B	0.00	9,547.20CR	9,547.20CR
257-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
257-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	9,547.20CR	9,547.20CR
		=====	=====	=====
257-211200	INTERFUND PAYABLES	0.00	0.00	0.00
257-213000	ACCOUNTS PAYABLE-- PART B	0.00	4,372.80CR	4,372.80CR
257-217100	CONTRACTS PAYABLE	0.00	0.00	0.00
257-217200	BENEFITS PAYABLE	0.00	0.00	0.00
257-320200	FUND BALANCE - FUND 257	0.00	13,920.00	13,920.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	9,547.20	9,547.20
		=====	=====	=====
PART B PRESCHOOL				
258-111100	CASH IN BANK -- PART B PRE-SCHOOL	0.00	249.83CR	249.83CR
258-114100	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	249.83CR	249.83CR
		=====	=====	=====
258-211200	INTERFUND PAYABLES	0.00	0.00	0.00
258-213000	PART B PRESCHOOL ACCOUNTS PAYABLE	0.00	50.75CR	50.75CR
258-217100	PART B PRESCHOOL SALARIES PAYABLE	0.00	0.00	0.00
258-217200	PART B PRESCHOOL BENEFITS PAYABLE	0.00	0.00	0.00
258-320200	FUND BALANCE - FUND 258	0.00	300.58	300.58
	TOTAL LIABILITIES & FUND BALANCE	0.00	249.83	249.83
		=====	=====	=====
MEDICAID FUND				
260-111100	CASH - MEDICAID FUND	46,258.49CR	0.00	46,258.49CR
260-111500	MEDICAID TRUST ACCOUNT	46,875.23	0.00	46,875.23
260-113100	MEDICAID RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	616.74	0.00	616.74
		=====	=====	=====
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	616.74CR	0.00	616.74CR
	TOTAL LIABILITIES & FUND BALANCE	616.74CR	0.00	616.74CR
		=====	=====	=====
TITLE IV-A ESSA STUDENT SUPPORT				
261-111100	TITLE IV-A CASH	0.00	1,438.50CR	1,438.50CR
261-114200	TITLE IV-A RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	1,438.50CR	1,438.50CR
		=====	=====	=====
261-213000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	700.30CR	700.30CR
261-217100	SALARIES PAYABLE	0.00	0.00	0.00
261-217200	BENEFITS PAYABLE	0.00	0.00	0.00
261-221000	DEFERRED REVENUE	0.00	0.00	0.00
261-320200	FUND BALANCE - TITLE IV-A	0.00	2,138.80	2,138.80
	TOTAL LIABILITIES & FUND BALANCE	0.00	1,438.50	1,438.50
		=====	=====	=====

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
REAP				
262-111100	CASH IN BANK--REAP GRANT	0.00	1,893.98CR	1,893.98CR
262-114100	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	1,893.98CR	1,893.98CR
262-213000 ACCOUNTS PAYABLE 0.00 754.14CR 754.14CR				
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 2,648.12 2,648.12				
	TOTAL LIABILITIES & FUND BALANCE	0.00	1,893.98	1,893.98
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	26,465.82CR	52,408.79CR	78,874.61CR
267-114100	REVENUE RECEIVABLE -- TITLE VI-A	0.00	0.00	0.00
	TOTAL ASSETS	26,465.82CR	52,408.79CR	78,874.61CR
267-211200 INTERFUND PAYABLE 0.00 0.00 0.00				
267-213000 ACCOUNTS PAYABLE--TITLE VI-A 0.00 13,330.95CR 13,330.95CR				
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 26,465.82 65,739.74 92,205.56				
	TOTAL LIABILITIES & FUND BALANCE	26,465.82	52,408.79	78,874.61
J O M F U N D				
269-111100	CASH IN BANK--JOM	9,949.27CR	1,600.56CR	11,549.83CR
269-112100	INVESTMENTS - LGIP #2714	49,663.97	0.00	49,663.97
269-114100	ASSISTANCE REC'BL--JOM	0.00	0.00	0.00
269-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	39,714.70	1,600.56CR	38,114.14
269-213000 ACCOUNTS PAYABLE -- J O M 0.00 260.53CR 260.53CR				
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 39,714.70CR 1,861.09 37,853.61CR				
	TOTAL LIABILITIES & FUND BALANCE	39,714.70CR	1,600.56	38,114.14CR
T I T L E IIA IMPV TEACH QUALITY				
271-111100	CASH IN BANK--TITLE II IMPV T QUAL	1,297.83CR	6,204.21CR	7,502.04CR
271-114000	RECEIVABLE--TITLE II	0.00	0.00	0.00
	TOTAL ASSETS	1,297.83CR	6,204.21CR	7,502.04CR
271-211200 INTERFUND PAYABLE 0.00 0.00 0.00				
271-213000 ACCOUNTS PAYABLE--TITLE II 0.00 2,378.97CR 2,378.97CR				
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 1,297.83 8,583.18 9,881.01				
	TOTAL LIABILITIES & FUND BALANCE	1,297.83	6,204.21	7,502.04

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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	34,930.72CR	4,225.58CR	39,156.30CR
273-114000	RECEIVABLE - 21ST CENTURY LEARNING CENTER	32,976.82	0.00	32,976.82
	TOTAL ASSETS	1,953.90CR	4,225.58CR	6,179.48CR
=====				
273-211200	INTERFUND PAYABLE	0.00	0.00	0.00
273-213000	ACCOUNTS PAYABLE - 21ST CLCC	0.00	685.35CR	685.35CR
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	2,732.70	4,910.93	7,643.63
	TOTAL LIABILITIES & FUND BALANCE	2,732.70	4,225.58	6,958.28
=====				
GEAR-UP GRANT				
278-111100	CASH IN BANK--GEAR-UP GRANT	3,992.96CR	1,348.08CR	5,341.04CR
278-114000	REVENUE RECEIVABLE	3,992.96	0.00	3,992.96
	TOTAL ASSETS	0.00	1,348.08CR	1,348.08CR
=====				
278-211200	INTERFUND PAYABLE	0.00	0.00	0.00
278-213000	ACCOUNTS PAYABLE	421.45CR	653.20CR	1,074.65CR
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	421.45	2,001.28	2,422.73
	TOTAL LIABILITIES & FUND BALANCE	0.00	1,348.08	1,348.08
=====				
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	78,659.45CR	0.00	78,659.45CR
288-114200	RECEIVABLE	26,156.57	0.00	26,156.57
288-213000	ACCOUNTS PAYABLE	0.00	34,235.66CR	34,235.66CR
288-320200	COPS GRANT FUND BALANCE	52,502.88	34,235.66	86,738.54
	NET FUND BALANCE	0.00	0.00	0.00
=====				
CHILD NUTRITION				
290-111100	CASH IN BANK -- FOOD SERVICE	9,678.71	20,379.98CR	10,701.27CR
290-112100	LGIP	0.00	0.00	0.00
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	9,708.71	20,379.98CR	10,671.27CR
=====				
290-211200	INTERFUND PAYABLE	0.00	0.00	0.00
290-213000	ACCOUNTS PAYABLE	0.00	21,752.80CR	21,752.80CR
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	9,708.71CR	42,132.78	32,424.07
	TOTAL LIABILITIES & FUND BALANCE	9,708.71CR	20,379.98	10,671.27
=====				

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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	161,063.58CR	163,207.94	2,144.36
310-112100	INVESTMENTS--BIR FUND #2770	0.00	0.00	0.00
310-113100	TAXES RECEIVABLE--NEZ PERCE CO.	3,798.75	0.00	3,798.75
310-114000	REVENUE RECEIVABLE	0.00	0.00	0.00
310-114101	INTEREST RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	157,264.83CR	163,207.94	5,943.11
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.	4,041.50CR	0.00	4,041.50CR
310-320200	FUND BALANCE - BOND REDEMPTION FUND	161,306.33	163,207.94CR	1,901.61CR
	TOTAL LIABILITIES & FUND BALANCE	157,264.83	163,207.94CR	5,943.11CR
BUS DEPRECIATION				
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
SCHOOL DISTRICT FACILITIES FUND				
435-111100	CASH - SDFF	0.00	0.00	0.00
435-112100	LGIP - SDFF #1210	0.00	92,347.90	92,347.90
435-114000	RECEIVABLE - SDFF	0.00	0.00	0.00
435-213000	A/P - SDFF	0.00	0.00	0.00
435-320200	FUND BALANCE - SDFF	0.00	92,347.90CR	92,347.90CR
	NET FUND BALANCE	0.00	0.00	0.00
SCHOOL MODERNIZATION FACILITIES FUND				
436-111100	CASH - SMFF	0.00	0.00	0.00
436-112100	LGIP - SMFF	0.00	0.00	0.00
436-114100	RECEIVABLE	0.00	0.00	0.00
436-213000	ACCOUNTS PAYABLE - SMFF	0.00	58,133.97CR	58,133.97CR
436-320200	FUND BALANCE - SMFF	0.00	58,133.97	58,133.97
	NET FUND BALANCE	0.00	0.00	0.00
S C H O L A R S H I P F U N D				
710-111100	CASH IN BANK -- SCHOLARSHIP FUND	150.00	150.00CR	0.00
710-112010	INV-- T.HIGHEAGLE-JOHNSON #1209	1,146.35	0.00	1,146.35
710-112015	INVESTMENTS -- MICHAEL BISBEE III #1502	1,747.72	0.00	1,747.72
710-112020	INVESTMENTS -- D HIGHEAGLE #1208	415.91	0.00	415.91
710-112025	INVESTMENTS-GENERAL SCHOLARSHIP #1503	719.71	0.00	719.71
710-112040	INVESTMENTS--JEFF WILSON #2713	650.49	0.00	650.49
710-112050	INVESTMENTS--G. LEIGHTON #2715	4,959.78	150.00	5,109.78
710-112060	INVESTMENTS--ALEC REUBEN #3119	582.55	0.00	582.55
710-112075	LGIP - HELEN COLEMAN #1269	842.55	0.00	842.55
710-114000	REVENUE RECEIVABLE	0.00	0.00	0.00
710-114101	INTEREST RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	11,215.06	0.00	11,215.06
710-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
710-320200	FUND BALANCE - SCHOLARSHIP FUND	11,215.06CR	0.00	11,215.06CR
	TOTAL LIABILITIES & FUND BALANCE	11,215.06CR	0.00	11,215.06CR

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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ACCOUNTS PAYABLE				
100-213000	ACCOUNTS PAYABLE	13,224.99CR	193,468.19CR	206,693.18CR
232-213000	ACCOUNTS PAYABLE	0.00	1,255.48CR	1,255.48CR
235-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
242-213000	ACCOUNTS PAYABLE - ICRS	0.00	0.00	0.00
243-213000	ACCOUNTS PAYABLE	0.00	613.98CR	613.98CR
244-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
250-213000	ACCOUNTS PAYABLE - ESSERF III	0.00	24,614.47CR	24,614.47CR
251-213000	ACCOUNTS PAYABLE	0.00	11,452.12CR	11,452.12CR
252-213000	ACCOUNTS PAYABLE - ESSER	0.00	0.00	0.00
254-213000	ACCOUNTS PAYABLE - ESSERF II	0.00	0.00	0.00
257-213000	ACCOUNTS PAYABLE-- PART B	0.00	4,372.80CR	4,372.80CR
258-213000	PART B PRESCHOOL ACCOUNTS PAYABLE	0.00	50.75CR	50.75CR
260-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
261-213000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	700.30CR	700.30CR
265-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
267-213000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	13,330.95CR	13,330.95CR
269-213000	ACCOUNTS PAYABLE -- J O M	0.00	260.53CR	260.53CR
271-213000	ACCOUNTS PAYABLE--TITLE II	0.00	2,378.97CR	2,378.97CR
273-213000	ACCOUNTS PAYABLE - 21ST CLCC	0.00	685.35CR	685.35CR
278-213000	ACCOUNTS PAYABLE	421.45CR	653.20CR	1,074.65CR
284-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
288-213000	ACCOUNTS PAYABLE	0.00	34,235.66CR	34,235.66CR
290-213000	ACCOUNTS PAYABLE	0.00	21,752.80CR	21,752.80CR
310-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
436-213000	ACCOUNTS PAYABLE - SMFF	0.00	58,133.97CR	58,133.97CR
ACCOUNTS PAYABLE		13,646.44CR	367,959.52CR	381,605.96CR
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CASH IN BANK				
100-111100	CASH IN BANK--GENERAL FUND	321,847.69	57,220.00	379,067.69
232-111100	CASH IN BANK-NPT GRANTS & OTHERS	67,572.11	445.44CR	67,126.67
235-111100	CASH IN BANK--NEZPERCE SPEC. SERV.	5,379.44	0.00	5,379.44
242-111100	CASH - ICRS	0.00	0.00	0.00
243-111100	CASH IN BANK--STATE VOC ED.	104.07CR	0.00	104.07CR
244-111100	CASH	0.00	0.00	0.00
246-111100	CASH IN BANK--DRUG FREE YTH	0.00	0.00	0.00
250-111100	CASH - ESSERF III	12,998.35CR	0.00	12,998.35CR
251-111100	CASH IN BANK--TITLE I	739.00CR	26,884.14CR	27,623.14CR
252-111100	CASH - ESSER	0.00	0.00	0.00
254-111100	CASH - ESSERF II FUND	0.00	0.00	0.00
257-111100	CASH IN BANK-- PART B	0.00	9,547.20CR	9,547.20CR
258-111100	CASH IN BANK -- PART B PRE-SCHOOL	0.00	249.83CR	249.83CR
259-111100	CASH - ARPA IDEA PART B	0.00	0.00	0.00
260-111100	CASH - MEDICAID FUND	46,258.49CR	0.00	46,258.49CR
261-111100	TITLE IV-A CASH	0.00	1,438.50CR	1,438.50CR
262-111100	CASH IN BANK--REAP GRANT	0.00	1,893.98CR	1,893.98CR
265-111100	CASH	0.00	0.00	0.00
267-111100	CASH IN BANK--TITLE VI-A	26,465.82CR	52,408.79CR	78,874.61CR
269-111100	CASH IN BANK--JOM	9,949.27CR	1,600.56CR	11,549.83CR
271-111100	CASH IN BANK--TITLE II IMPV T QUAL	1,297.83CR	6,204.21CR	7,502.04CR
273-111100	CASH - 21ST CENTURY LEARNING CENTER	34,930.72CR	4,225.58CR	39,156.30CR
278-111100	CASH IN BANK--GEAR-UP GRANT	3,992.96CR	1,348.08CR	5,341.04CR
284-111100	CASH IN BANK- CORONAVIRUS RELIEF FUND	0.00	0.00	0.00
288-111100	CASH	78,659.45CR	0.00	78,659.45CR
290-111100	CASH IN BANK -- FOOD SERVICE	9,678.71	20,379.98CR	10,701.27CR
310-111100	CASH IN BANK--BOND INT./REDEMP. FD	161,063.58CR	163,207.94	2,144.36
421-111100	CASH IN BANK--BUS DEPRECIATION	106,057.00	0.00	106,057.00
436-111100	CASH - SMFF	0.00	0.00	0.00
710-111100	CASH IN BANK -- SCHOLARSHIP FUND	150.00	150.00CR	0.00
TOTAL CASH IN BANK		134,225.41	93,651.65	227,877.06
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(VEND RNG: 000100-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	
001310	100-515410	000000	08/28/24	H25216	1DYW-N9Y1-46RM	COMPOSITION NOTEBOOKS	1	N	08-2024	75.76	
001310	100-623411	000000	09/16/24	H25210	1G4G-CHJF-D9CN	LINE LEADER CHARGING STATION	1	N	09-2024	395.98	
001310	250-512401	000000	09/16/24	E25029	1PW6-RH31-CFR1	ACER CHROMEBOOKS	1	N	09-2024	493.02	
001310	100-515410	000000	09/16/24	H25179	1NMH-XMRL-3T47	COMPOSITION NOTEBOOKS	1	N	09-2024	148.99	
001310	250-515401	000000	09/16/24	H25215	1JD9-TX3D-CVN9	MATH LOSS OF LEARNING SUPPLIES	1	N	09-2024	269.92	
001310	100-663410	000000	09/16/24	M25168	1Y77-1RK7-6WN7	MAINTENANCE SUPPLIES	1	N	09-2024	724.73	
001310	100-641411	000000	09/16/24	H25211	1DKX-L7NP-4MD7	STAPLER	1	N	09-2024	54.32	
001310	100-521410	000000	09/16/24	E25087	1W6N-HRLX-KYQ7	FOLDING CHAIRS	1	N	09-2024	119.98	
001310	100-632410	000000	09/30/24	D25178	1PQ1-N4MN-9Wfq	SELF INKING STAMPS	1	N	09-2024	79.90	
001310	267-515411	000000	09/30/24	H25165	1QF7-C94C-YNyT	BINGO DAUBERS	1	N	09-2024	92.90	
001310	288-623400	000000	09/30/24	T25182	1D61-LG4F-M96T	NETWORKING EQUIPMENT	1	N	09-2024	169.41	
001310	100-515413	000000	09/30/24	H25217	194M-JWJ3-779G	UNDERWATER ROBOTICS STEM	1	N	09-2024	222.38	
001310	100-515413	000000	09/30/24	H25228	1JG3-JTMR-4NCT	SPORT EQUIPMENT FOR RECESS	1	N	09-2024	145.99	
001310	250-515400	000000	09/06/24	D25138	14K9QYF7CLHL	TECHNOLOGY FOR HOMELESS GRANT	1	N	09-2024	15,502.62	
001310	250-515400	000000	09/06/24	D25138	17GT-MCDF-41ML	TECHNOLOGY FOR HOMELESS GRANT	1	N	09-2024	124.91	
001310	100-623410	000000	09/06/24	D25138	17GT-MCDF-41ML	TECHNOLOGY FOR HOMELESS GRANT	1	N	09-2024	75.07	
001310	100-641410	000000	09/06/24	E25254	16FV-CKW4-GF91	MOUSE AND KEYBOARD	1	N	09-2024	24.98	
001310	100-622410	000000	09/06/24	E25227	1CXY-6XW4-9LFC	LIBRARY BOOKS	1	N	09-2024	317.76	
001310	100-623410	000000	09/06/24	T25224	1XYX-1X9F-6CDJ	REPLACEMENT PROJECTOR BULBS	1	N	09-2024	429.72	
001310	100-641411	000000	09/09/24	H25212	1QCF-QKNW-FVCF	BAMBOO 2 TIER COMPUTER MONITOR ST.	1	N	09-2024	42.99	
001310	100-623410	000000	09/16/24	T25206	1ND9-PX66-D171	WEBCAM AND STERO ADAPTES	1	N	09-2024	174.61	
001310	100-632410	000000	09/16/24	D25229	137N-TTKW-CYDN	MICROPHONE FOR IPAD, IPHONE CORDLE	1	N	09-2024	27.78	
001310	100-515411	000000	09/16/24	H25230	1JCT-49Q7-D1HV	ALUMINUM LAPTOP STAND	1	N	09-2024	22.97	
001310	100-664410	000000	09/16/24	M25223	1JG3-JTMR-P41N	POWER STRIPS	1	N	09-2024	404.99	
001310	100-512411	000000	09/16/24	E25221	1DMC-CT31-J1MR	C. BONNER CLASS SUPPLIES	1	N	09-2024	317.90	
001310	100-661410	000000	09/16/24	M25222	1DWX-K3HM-JMTG	CUSTODIAL SUPPLIES	1	N	09-2024	445.68	
001310	100-622410	000000	09/11/24	E24993	1X3Y-KM9H-9P1K	LIBRARY BOOKS	1	N	09-2024	39.27	
**SUB-TOTAL: AMAZON CAPITAL SERVICES, INC.										20,944.53	
001532	250-512401	000000	09/16/24	E25202	294514	DIBELS DATA SYSTEM	1	N	09-2024	499.00	
**SUB-TOTAL: AMPLIFY										499.00	
001763	250-515401	000000	09/16/24	H25045	2023-239	SCIENCE CURRICULUM AND SUPPLIES	1	N	09-2024	3,595.00	
001763	250-515401	000000	09/16/24	H25045	2023-249	ENERGY FLOW CLASSROOM KIT/EARTHY:	1	N	09-2024	1,750.00	
**SUB-TOTAL: A PLUS SCIENCE & SUPPLIES										5,345.00	
002040	100-664412	000000	09/16/24	M25051	55887	CLASSROOM SIGN REPLACEMENT	1	N	09-2024	94.40	
**SUB-TOTAL: ASE MANUFACTURING										94.40	
002131	100-651311	000000	09/16/24	000000	0000001892	ADMIN FEE	1	N	09-2024	35.46	
**SUB-TOTAL: ASSETWORKS RISK MANAGEMENT										35.46	
002580	100-632380	000000	09/30/24	D25200	NAFIS	4 NIGHT LODGING WASH. DC 09/15-09/20	5	N	09-2024	10,444.19	
002580	100-632380	000000	09/30/24	D25200	NAFIS	4 NIGHST FACILITY FEES 5 GUESTS	1	N	09-2024	463.80	
002580	100-632380	000000	09/30/24	D25201	ALASKA AIR	AIRFARE 4 PEOPLE WASH. DC 09/20-09/24	1	N	09-2024	2,456.89	
002580	100-632380	000000	09/30/24	D25201	ALASKA AIR	AIRFARE 1 WASH. DC 09/20-09/24	1	N	09-2024	343.60	
002580	100-632380	000000	09/30/24	D25203	NAFIS	RETURN FLIGHT N. WEEKS WASH. DC	1	N	09-2024	270.60	
**SUB-TOTAL: BANK OF AMERICA										13,979.08	
003580	100-665410	000000	09/11/24	M25176	20614	BUS BARN PARKING LOT	1	N	09-2024	201.83	
**SUB-TOTAL: BOYER GRAVEL										201.83	
003995	100-515441	000000	09/16/24	H25180	178289	ELA BOOKS	1	N	09-2024	621.90	
**SUB-TOTAL: BULK BOOKSTORE										621.90	
004310	100-515413	000000	09/16/24	H25237	09/04/24	PAW STORE ITEMS	1	N	09-2024	204.44	
**SUB-TOTAL: CAPITAL ONE										204.44	
005400	100-661330	000000	09/16/24	000000	2.1882.01	W/S - STORAGE TECH	1	N	09-2024	120.91	
005400	100-661330	000000	09/16/24	000000	3.1571.01	W/S- ART & PE BLDG	1	N	09-2024	774.94	
005400	100-661330	000000	09/16/24	000000	3.1575.01	W/S/G -MS/HS	1	N	09-2024	1,848.99	
005400	100-661330	000000	09/16/24	000000	3.3075.01	W/S/G- AG BLDG	1	N	09-2024	410.47	
005400	100-661330	000000	09/16/24	000000	4.3145.01	W/S/G- ATHLETIC FIELD	1	N	09-2024	1,012.44	
005400	100-661330	000000	09/16/24	000000	5.9970.01	GRBGE-ES	1	N	09-2024	501.48	
005400	100-681319	000000	09/16/24	000000	5.9982.01	GRBGE-BUS BARN	1	N	09-2024	359.35	
**SUB-TOTAL: CITY OF LAPWAI										5,028.58	
005700	100-665310	000000	09/16/24	M25137	2094	VALVE REPAIR	1	N	09-2024	194.79	
005700	100-665310	000000	09/16/24	M25137	2418	SPIRNKLER REPAIR	1	N	09-2024	174.59	
**SUB-TOTAL: CLEARWATER SPRINKLERS, INC.										369.38	
006268	288-623400	000000	09/16/24	D25127	264744	AUDIO ENCHANCEMENT CEILIGN SPEAKE	1	N	09-2024	32,311.25	
**SUB-TOTAL: COMPUNET, INC.										32,311.25	
006460	100-632410	000000	09/16/24	D25190	0822202408170	DISTRICT WIDE STAFF MEETING SUPPLIE	1	N	09-2024	384.03	
006460	100-632410	000000	09/16/24	D25233	08132404220	MEMBERSHIP RENEWAL LAPWAI	1	N	09-2024	180.00	
**SUB-TOTAL: COSTCO										564.03	
007440	100-632380	000000	09/16/24	D25197	NAFIS	PER DIEM WASH. DC 09/21-09/24	1	N	09-2024	283.20	
007440	100-632380	000000	09/16/24	D25197	NAFIS	MILEAGE TO PULLMAN	1	N	09-2024	61.64	
**SUB-TOTAL: DAVID AIKEN										344.84	
007740	100-632380	000000	09/16/24	D25198	NAFIS	PER DIEM NAFIS WASH. DC 09/21-09/24	1	N	09-2024	283.20	
007740	100-632380	000000	09/16/24	D25198	NAFIS	MILEAGE TO PULLMAN	1	N	09-2024	61.64	
**SUB-TOTAL: DEL RAE KIPP										344.84	
008060	100-512415	000000	09/16/24	E25134	3666270	PIN TOOL CADDY	1	N	09-2024	45.63	
008060	100-512415	000000	09/16/24	000000	10/30/23	CREDIT	1	N	09-2024	25.69CR	
008060	100-512415	000000	09/16/24	E25133	3516709	ART SUPPLIES	1	N	09-2024	152.42	
008060	100-512415	000000	09/16/24	E25133	3488384	ART SUPPLIES	1	N	09-2024	2,008.60	
**SUB-TOTAL: DICK BLICK COMPANY										2,180.96	
009380	100-632333	000000	09/16/24	000000	V037018	SMARTVOICE DO	1	N	09-2024	68.00	
009380	100-641323	000000	09/16/24	000000	V037018	SMARTVOICE ES	1	N	09-2024	253.00	

(VEND RNG: 000100-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
009380	100-641323	000000	09/16/24	000000	V037018	SMARTVOICE MS/HS	1	N	09-2024	375.00
009380	100-632333	000000	09/16/24	000000	V037018	SMARTVOICE FEES	1	N	09-2024	26.13
009380	100-641323	000000	09/16/24	000000	V037018	SMARTVOICE FEES	1	N	09-2024	26.12
009380	100-641323	000000	09/16/24	000000	V037018	SMARTVOICE FEES	1	N	09-2024	26.12
**SUB-TOTAL: ENA SERVICES LLC										774.37
010390	100-667310	000000	09/16/24	M25175	2298 S	RETEST FIRE SUPPRESSION SYSTEMS	1	N	09-2024	305.00
**SUB-TOTAL: FREEDOM FIRE, LLC										305.00
010740	100-521410	000000	09/16/24	H25249	STAPLES	REIMBURSE FOR TONER	1	N	09-2024	50.77
**SUB-TOTAL: GEORGIA SOBOTTA										50.77
011160	100-665410	000000	09/16/24	M25185	24F2907	TUR MIX PLAYGROUND SEED	1	N	09-2024	120.00
**SUB-TOTAL: GRASSLAND NORTHWEST LLC										120.00
011460	100-665310	000000	09/16/24	000000	182830AO-1	HANDICAP RESTROOM	1	N	09-2024	143.00
**SUB-TOTAL: HAHN RENTAL CENTER, INC										143.00
011900	100-664311	000000	09/16/24	M24570	14-1064	PEST CONTROL	1	N	09-2024	110.00
011900	100-664312	000000	09/16/24	M24570	14-1064	PEST CONTROL	1	N	09-2024	110.00
011900	100-665310	000000	09/16/24	M25570	14-1065	SPOT SPRAY WEEDS	1	N	09-2024	400.00
**SUB-TOTAL: HAYDEN PEST CONTROL, LLC										620.00
011935	100-664412	000000	09/30/24	M25161	820281293	FLOOR REFINISHING SUPPLIES	1	N	09-2024	960.30
011935	100-664412	000000	09/30/24	M25161	820533750	FLOOR STRIPPER	1	N	09-2024	245.52
011935	100-661410	000000	09/30/24	M25188	821775939	CUSTODIAL SUPPLIES	1	N	09-2024	188.16
011935	100-661410	000000	09/30/24	M25188	821775921	CUSTODIAL SUPPLIES	1	N	09-2024	37.41
011935	100-661410	000000	09/30/24	M25188	822005005	CUSTODIAL SUPPLIES	1	N	09-2024	443.52
**SUB-TOTAL: HD SUPPLY										1,874.91
012260	100-631310	000000	09/16/24	D25193	AS PER AGREEMENT	BUSINESS SERVICES-BOARD CLERK	1	N	09-2024	775.00
012260	100-651310	000000	09/16/24	D25193	AS PER AGREEMENT	BUSINESS SERVICES - BUSINESS MANAG	1	N	09-2024	5,425.00
**SUB-TOTAL: HIGHLAND JOINT SCHOOL DISTRICT #305										6,200.00
012760	100-664411	000000	08/29/24	M25204	026409/8033543	SHEET ROCK, PLYWOOD	1	N	08-2024	167.24
**SUB-TOTAL: HOME DEPOT CREDIT SERVICES										167.24
013740	100-663310	000000	09/06/24	M24572	0976771	ANNUAL JAN-DEC WATER SUPPLY BUS B	1	N	09-2024	32.55
013740	100-663310	000000	09/06/24	M24572	0985980	ANNUAL JAN-DEC WATER SUPPLY BUS B	1	N	09-2024	18.37
**SUB-TOTAL: IDAHO ICE										50.92
013880	100-641411	000000	09/16/24	H24521	11009	DIPLOMA, HONOR CORDS, AND MEDALS C	1	N	09-2024	479.92
**SUB-TOTAL: IDAHO RECOGNITION PRODUCTS LLC										479.92
015360	232-515312	000000	09/16/24	000000	NNABA	MILEAGE TULALIP WA 10/03/-10/06	1	N	09-2024	469.00
015360	232-515312	000000	09/16/24	000000	NNABA	PER DIEM TULALIP WA 10/03-10/06	1	N	09-2024	187.30
015360	232-515312	000000	09/16/24	000000	OKANAGAN BASKET WEAVI	MILAGE OMAK WA 10/10-1013	1	N	09-2024	335.00
015360	232-515312	000000	09/16/24	000000	OKANAGAN BASKET WEAVI	PER DIEM OMAK WA 10/10-10/13	1	N	09-2024	230.10
**SUB-TOTAL: JENNY WILLIAMS										1,221.40
016320	100-515316	000000	09/06/24	D25052	090324	SUPTRS PROGRAM DIRECTOR	1	Y	09-2024	537.94
016320	100-631310	000000	09/06/24	D25054	090324	GRANT WRITING SERVICE	1	Y	09-2024	1,079.63
016320	288-623300	000000	09/06/24	D25053	090324	COPS PROGRAM GRANT DIRECTOR	1	Y	09-2024	1,755.00
016320	100-631310	000000	09/06/24	D25053	090324	COPS PROGRAM GRANT DIRECTOR	1	Y	09-2024	585.00
**SUB-TOTAL: KAMIAH GRANTS & ASSOCIATES										3,957.57
016540	243-515413	000000	09/04/24	H25250	300805732	CLASSROOM SUPPLIES	1	N	09-2024	509.82
**SUB-TOTAL: KCDA PURCHASING COOPERATIVE										509.82
016620	100-621310	000000	09/16/24	000000	CATALYST CLASSROOM	CREDIT REIMBURSEMENT (3)	1	N	09-2024	150.00
**SUB-TOTAL: KELLY HILLMAN										150.00
017360	269-515310	000000	09/16/24	H25256	JOM	REIMB. PICTURE DAY COSTS (3) IND. CLUI	1	N	09-2024	135.00
**SUB-TOTAL: LAPWAI STUDENT BODY										135.00
018380	100-632380	000000	09/16/24	D25196	NAFIS	PER DIEM WASH. DC 09/21-09/24	1	N	09-2024	283.20
**SUB-TOTAL: LORI JOHNSON										283.20
019360	290-710412	000000	09/06/24	F25144	135356943	MILK	1	N	09-2024	420.96
019360	290-710412	000000	09/06/24	F25144	15357085	MILK	1	N	09-2024	200.24
019360	290-710412	000000	09/06/24	F25144	13537320	MILK	1	N	09-2024	271.18
**SUB-TOTAL: MEADOW GOLD DAIRIES, INC.										892.38
019805	100-681310	000000	09/11/24	T25003	227	ANNUAL BUS INSPECTIONS AND REPAIR \$	1	N	09-2024	840.00
019805	100-681310	000000	09/11/24	T25003	226	ANNUAL BUS INSPECTIONS AND REPAIR \$	1	N	09-2024	1,260.00
**SUB-TOTAL: MICHAEL W. SEEVERS										2,100.00
020687	100-621310	000000	09/16/24	000000	CATALYST CLASSROOM	CREDIT REIMBURSEMENT (3)	1	N	09-2024	150.00
**SUB-TOTAL: NATASHA CALKINS										150.00
020700	100-621310	000000	09/16/24	000000	CATALYST CLASSROOM	CREDIT REIMBURSEMENT (3)	1	N	09-2024	150.00
**SUB-TOTAL: NATE BLYLEVEN										150.00
020720	100-632380	000000	09/16/24	D25194	NAFIS	PER DIEM WASH. DC 09/21-09/24	1	N	09-2024	283.20
**SUB-TOTAL: NATHAN WEEKS										283.20
020960	250-512401	000000	09/30/24	E25154	268596	DALS SCHOOL COMPLETE SMALL DISTRIC	1	N	09-2024	2,380.00
**SUB-TOTAL: NCS PEARSON, INC.										2,380.00
021340	100-681319	000000	09/16/24	000000	285	SEWER-BUS BARN	1	N	09-2024	94.00
021340	100-661330	000000	09/16/24	000000	282	SEWER-ES	1	N	09-2024	799.00
**SUB-TOTAL: NEZ PERCE TRIBE -UTILITIES DIV										893.00
021600	243-515412	000000	09/11/24	000000	41532854	WELDING GAS	1	N	09-2024	104.16

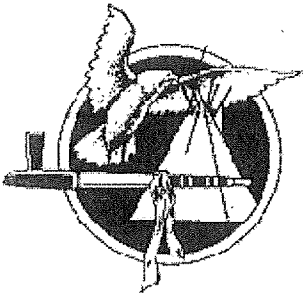
VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	DP	MO-YR	AMOUNT
	**SUB-TOTAL: NORCO, INC									104.16
021720	100-521300	000000	09/11/24	000000	AUGUST 2024	EDUCATIONAL SERVICES AUGUST	1	N	09-2024	2,960.00
	**SUB-TOTAL: NORTHWEST CHILDREN'S HOME, INC									2,960.00
022860	100-664312	000000	09/16/24	M25815	0064195.004-1	ASBESTOS PO CANCELLED BILLABLE PRE	1	N	09-2024	1,100.00
	**SUB-TOTAL: PBS ENGINEERING & ENVIRON INC									1,100.00
023100	100-632390	000000	08/28/24	000000	0012517143	QUARTERLY RENTAL	1	N	08-2024	192.30
	**SUB-TOTAL: PITNEY BOWES									192.30
023838	100-621310	000000	09/16/24	E25257	157341	SAFETY CARE STAFF CERTIFICATES	1	N	09-2024	186.00
	**SUB-TOTAL: QBS LLC									186.00
024020	436-664310	000000	09/16/24	M25075	24060	REPLACE LES GYM GROOVED COUPLING	1	N	09-2024	57,600.00
	**SUB-TOTAL: R M MECHANICAL, INC.									57,600.00
027120	100-632380	000000	09/16/24	D25195	NAFIS	PER DIEM WASH. DC 09/21-09/24	1	N	09-2024	283.20
	**SUB-TOTAL: SONYA SAMUELS-ALLEN									283.20
028371	100-664312	000000	09/16/24	M25001	070224	HSY GYM FLOOR REFINISH	1	N	09-2024	3,352.00
	**SUB-TOTAL: SUPERIOR FLOOR REFINISHING LLC									3,352.00
028520	290-710410	000000	09/16/24	F25150	221844327	NON FOOD	1	N	09-2024	137.18
028520	290-710411	000000	09/16/24	F25150	221884320	FOOD	1	N	09-2024	1,132.01
028520	290-710411	000000	09/16/24	F25150	221884321	FOOD	1	N	09-2024	914.26
028520	290-710411	000000	09/16/24	F25150	221891121	FOOD	1	N	09-2024	1,375.46
028520	290-710411	000000	09/16/24	F25150	OBUN3680332	FOOD	1	N	09-2024	801.24CR
028520	290-710410	000000	09/16/24	F25150	OBUN3680332	NON FOOD	1	N	09-2024	39.94CR
	**SUB-TOTAL: SYSCO FOOD SERVICE, INC.									2,717.73
028970	278-621380	000000	08/29/24	000000	GEARUP FALL MTG	PER DIEM BOISE 09/08/24-09/10/24	1	N	08-2024	79.75
028970	278-621380	000000	08/29/24	000000	GEARUP FALL MTG	MILEAGE BOISE 09/8/24-09/10/24	1	N	08-2024	341.70
	**SUB-TOTAL: TENA MCKIM									421.45
029842	100-512413	000000	09/16/24	E25226	29145	THE CITY SERIES BUDDY BENCH	1	N	09-2024	1,091.12
	**SUB-TOTAL: TREETOP PRODUCTS, LLC									1,091.12
030380	436-664310	000000	09/11/24	M25171	237857417-001	SCISSOR LIFT COUPLINGS PROJECT	1	N	09-2024	533.97
	**SUB-TOTAL: UNITED REFRIGERATION, INC									533.97
030580	100-512313	000000	09/16/24	E25208	3877674	ELEMENTARY SCHOOL CICO-SWIS	1	N	09-2024	400.00
030580	100-512313	000000	09/16/24	E25208	3877674	ELEMENTARY SWISS ANNUAL LICENSE	1	N	09-2024	400.00
030580	100-512313	000000	09/16/24	E25208	3877674	BUNDLE APP DISCOUNT	1	N	09-2024	125.00CR
	**SUB-TOTAL: UNIVERSITY OF OREGON									675.00
030620	100-515413	000000	09/16/24	H25238	2-0-984165	PAW STORE ITEMS	1	N	09-2024	206.42
030620	290-710411	000000	09/16/24	F25149	2-0-981542	FOOD	1	N	09-2024	16.90
	**SUB-TOTAL: URM STORES, INC.									223.32
030680	290-710411	000000	09/30/24	000000	CK32019/32111	ERROR CREDITS TOOK 2X	1	N	09-2024	25.10
030680	290-710411	000000	09/30/24	000000	CK32019/32111	ERROR CREDITS TOOK 2X	1	N	09-2024	138.66
030680	290-710411	000000	09/30/24	000000	CK32019/32111	ERROR CREDITS TOOK 2X	1	N	09-2024	46.42
030680	290-710411	000000	09/30/24	F25151	4605063	FOOD	1	N	09-2024	2,621.24
030680	290-710411	000000	09/30/24	F25151	4605065	FOOD	1	N	09-2024	3,209.32
030680	290-710410	000000	09/30/24	F25151	4605065	NON FOOD	1	N	09-2024	82.29
030680	290-710411	000000	09/16/24	F25151	4792363	FOOD	1	N	09-2024	2,074.00
030680	290-710410	000000	09/16/24	F25151	4792363	NON FOOD	1	N	09-2024	38.18
030680	290-710411	000000	09/16/24	F25151	4792364	FOOD	1	N	09-2024	1,854.97
030680	290-710410	000000	09/16/24	F25151	4792364	NON FOOD	1	N	09-2024	39.52
	**SUB-TOTAL: USF - SPOKANE									10,129.70
030800	100-681420	000000	09/11/24	000000	AUGUST 2024	DIESEL FUEL BUSES 217.151 GALS	1	N	09-2024	735.27
030800	100-663410	000000	09/11/24	000000	AUGUST 2024	FORD F-150	1	N	09-2024	64.73
030800	100-681420	000000	09/11/24	000000	AUGUST 2024	BUS #5 GAS FUEL	1	N	09-2024	225.33
030800	100-681420	000000	09/11/24	000000	AUGUST 2024	BUS #6 GAS FUEL	1	N	09-2024	77.75
030800	100-665410	000000	09/11/24	000000	AUGUST 2024	GAS CANS	1	N	09-2024	88.78
	**SUB-TOTAL: VALLEY GAS									1,191.86
031692	100-515322	000000	08/29/24	000000	18135	SHREDDING SERVICES	1	N	08-2024	17.00
	**SUB-TOTAL: WESTERN RECYCLERS									17.00
	***GRAND TOTAL - VENDOR COUNT: 57									189,740.03

(Rprt: 01 - MAIN; Dates: 00/00/00-09/30/24; PRINT: 09/11/24 2:37:07 PM)

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ASSOCIATED STUDENT BODY FUND				
238-111100	CASH IN BANK-- ASB	54,765.62	5,261.05	60,026.67
238-111110	PETTY CASH	1,600.00	0.00	1,600.00
238-111120	CASH - ELEMENTARY ASB FUND	12,180.33	0.00	12,180.33
238-112100	LGIP - ASB FUND #3120	20,884.95	0.00	20,884.95
238-114200	RECEIVABLE	12,772.69	0.00	12,772.69
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	TOTAL STUDENT BODY ASSETS	102,203.59	5,261.05	107,464.64
		=====	=====	=====
STUDENT BODY FUNDS				
238-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
238-218350	SALES TAX PAYABLE	0.00	235.73CR	235.73CR
238-223100	HIGH SCHOOL STUDENT BODY	8,618.49CR	434.57CR	9,053.06CR
238-223107	MIDDLE SCHOOL STUDENT BODY	1,609.00CR	237.92CR	1,846.92CR
238-223110	AT RISK FUND	488.60CR	0.00	488.60CR
238-223125	CONCESSIONS	2,211.57CR	1,270.41CR	3,481.98CR
ATHLETIC FUNDS				
238-223200	GENERAL ATHLETIC FUND	16,714.39CR	2,049.48CR	18,763.87CR
238-223201	FOOTBALL	47.77CR	1,127.90CR	1,175.67CR
238-223202	FOOTBALL FUNDRAISERS	328.00CR	0.00	328.00CR
238-223210	VOLLEYBALL	6,950.32CR	151.40	6,798.92CR
238-223211	VOLLEYBALL FUNDRAISERS	0.00	0.00	0.00
238-223220	GIRLS BASKETBALL	2,842.01CR	0.00	2,842.01CR
238-223221	GIRLS BASKETBALL FUNDRAISERS	2,047.78CR	0.00	2,047.78CR
238-223230	BOYS BASKETBALL	4,772.41CR	0.00	4,772.41CR
238-223231	BOYS BASKETBALL FUNDRAISERS	0.00	0.00	0.00
238-223240	TRACK	3,240.05CR	0.00	3,240.05CR
238-223250	CHEER	4,303.30CR	191.44CR	4,494.74CR
238-223260	SOFTBALL	27.50CR	0.00	27.50CR
238-223261	SOFTBALL FUNDRAISERS	107.86CR	0.00	107.86CR
238-223270	BASEBALL	27.50CR	0.00	27.50CR
238-223271	BASEBALL FUNDRAISERS	453.21CR	0.00	453.21CR
238-223280	GOLF	0.00	0.00	0.00
238-223285	WRESTLING	0.00	0.00	0.00
238-223286	WRESTLING FUNDRAISERS	1,683.08CR	0.00	1,683.08CR
CLASSES				
238-223400	STUDENT COUNCIL	886.52CR	0.00	886.52CR
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	2,740.08CR	0.00	2,740.08CR
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	10,076.39	0.00	10,076.39
238-223523	DRAMA	4,902.88CR	0.00	4,902.88CR
238-223530	LIBRARY	819.29CR	0.00	819.29CR
238-223532	INDIAN CLUB	4,001.38CR	135.00	3,866.38CR
238-223533	BOOSTER CLUB	364.79CR	0.00	364.79CR
238-223534	HONOR SOCIETY	11.10CR	0.00	11.10CR
238-223536	PBIS PAWS STORE	588.40	0.00	588.40
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	6,763.18CR	0.00	6,763.18CR
238-223549	AISES CONFERENCE	6,121.53CR	0.00	6,121.53CR
238-223553	BAND-MUSIC	1,891.56CR	0.00	1,891.56CR
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	124.56CR	0.00	124.56CR
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	507.16CR	0.00	507.16CR
238-223900	DUE TO STUDENT GROUPS	0.00	0.00	0.00
238-320200	FUND BALANCE	12,180.33CR	0.00	12,180.33CR
		-----	-----	-----
	TOTAL LIABILITIES & FUND BALANCE	102,203.59CR	5,261.05CR	107,464.64CR
		=====	=====	=====

REFR#	DESCRIPTION	AMOUNT	DATE
413248	AMARIS KAGER CHEER FEES	170.00CR	08/12/24
413249	SAC-JENEIEVE WILSON	25.00CR	08/14/24
413250	SAC TEARRA BROWN, ER4691	25.00CR	08/14/24
413251	1ADULT,2 SAC ANDREANNA, TWILA MOSES, MIRANDA	135.00CR	08/14/24
413252	SAC NATHAN ELLENWOOD ER5092	25.00CR	08/14/24
413253	3 SAC, 2 ADULT, RYANNE,RYLEN,RYKER SAMUELS	300.00CR	08/14/24
413254	1 SAC 1 ADULT ALEX, ANTON ARTHUR ER 1597	165.00CR	08/14/24
413255	SAC AMAYA ARTHUR ER 4881	25.00CR	08/14/24
413256	SAC ISAIAH PAINTER	25.00CR	08/14/24
413258	SAC T'NAYA GEORGE ER2222	25.00CR	08/14/24
413260	1 SAC,2 ADULT QUINCY, JANICE,LEILONI ELLENWOOD	195.00CR	08/14/24
413261	SAC MALIK WILLIAMS ER3363	25.00CR	08/14/24
413262	CHEER FEES,KARISSA MCFARLAND, ER1915	380.00CR	08/14/24
413263	SAC KATHERINE GREGORY ER3333	25.00CR	08/14/24
413264	SAC PHEONYX POST	25.00CR	08/14/24
413265	SAC DARON WHEELER ER 4845	25.00CR	08/15/24
413266	SAC SHYNE BRONSON	25.00CR	08/15/24
413267	3 SAC HUNTER,KLAYTON, AARON AUBERTIN TAX	75.00CR	08/15/24
413268	2 SAC, 1ADULT KAMAI, ALIANNA CASH, TYANNE HILL	135.00CR	08/15/24
413269	SAC WELIIX LOOKIN GLASS	25.00CR	08/15/24
413270	2 SAC OLIVIA, LEWIS ALLEN ER4010	50.00CR	08/15/24
413271	SAC TYSON DAVIS JR	25.00CR	08/15/24
413272	SAC R'MIA TAYLOR	25.00CR	08/15/24
413273	SAC WYATT WHITNEY	25.00CR	08/15/24
413274	3 SAC, 2 ADULTS KC , REESE, JASON GEORGE 3052	245.00CR	08/15/24
413275	SAC IVY VRIELING	25.00CR	08/15/24
413276	SAC MARCUS GUZMAN	25.00CR	08/15/24
413277	2 SAC CHARLIZE, MICHELLE KIPP 2664	50.00CR	08/15/24
413278	2 SAC ROMELIA, ADAM HENRY	50.00CR	08/15/24
413279	2 SAC JERESEE, JERARDI MCCORMACK 3469	50.00CR	08/15/24
413280	2 SAC ZACHARIA, CHASE ENEAS	50.00CR	08/15/24
413281	2 SAC DOMINICK, AMARIS KAGER	50.00CR	08/15/24
413282	2 SAC THAMIUS, JAILAH SHERMAN	50.00CR	08/15/24
413283	SAC ZOE HENRY	25.00CR	08/15/24
413284	2 SAC JACOB, JOSEPHINE ARTHUR 3242	50.00CR	08/15/24
413285	10 SAC-NPT CHILDRENS HOME	250.00CR	08/19/24
413286	SAC TERANCE GREENE ER5055	25.00CR	08/20/24
413287	SAC ASHTON HIGH ELK	25.00CR	08/20/24
413288	SAC NALONNI SIMPSON RMBRS CHEER FEES	20.00CR	08/20/24
413289	SAC KOEN SMISCON	25.00CR	08/22/24
413290	SAC KYRIE. SAMUEL RICKMAN ER3094	50.00CR	08/23/24
413291	SAC TIANNA WHEELER	25.00CR	08/23/24
413292	5 SAC KEENAN, KEYON, RASHAWN, GRACE OLIVER CAR	125.00CR	08/23/24
413293	SAC NEVA KASH KASH	25.00CR	08/23/24
413294	NPT CHILDRENS HOME= CHEER FEES	450.00CR	08/23/24
413295	PLAYON SUBSCRIPTION RMBRS	334.72CR	08/23/24
413296	KAMIAH HIGH SCHOOL RMBRS POW WOW	150.00CR	08/23/24
413297	NPT PAYROLL DONATION	11.00CR	08/23/24
413298	NPT PAYROLL DONATION	11.00CR	08/23/24
413299	NPT PAYROLL DONATION	11.00CR	08/23/24
413300	NPT PAYROLL DONATION	11.00CR	08/23/24
647901	SAC JOSEPH WHITEFOOT	25.00CR	08/23/24
647902	3 ADULT, 2 SR, 1 SAC(GINNA WILSON)SOLD AT GATE	364.00CR	08/26/24
647903	HSFB GENESEE GATE	1,280.00CR	08/26/24
647904	HSFB GENESEE CONCESSION	1,195.50CR	08/26/24
647905	SAC KELLY CIRAME	25.00CR	08/27/24
647906	SACE KATRELL SAMUELS	25.00CR	08/27/24
647907	SAC BRIONI RICKMAN	25.00CR	08/27/24
647908	SAC AUSTIN HOUCHINS	25.00CR	08/27/24
647909	2 SAC- ANGEL & ALDEN BRONCHEAU	50.00CR	08/27/24
647910	SAC KIAHNA PADILLA	25.00CR	08/28/24
647911	NPT PAYROLL DONATION	11.00CR	08/28/24
647912	8 SR TRIBAL MEMBER PASSES	336.00CR	08/28/24
647913	NPT DONATION-SAC CHAYLE POWAUKEE	25.00CR	08/28/24
647914	NPT DONATION CHEER FEES KYRIE RICKMAN	380.00CR	08/28/24
647915	DISTRICT RMBRS CATASTROPHIC INSURANCE-IHSSA	13,374.69CR	08/28/24
647916	NPT DONATION-FUNDRAISER	450.00CR	08/28/24
647917	SR PASS - JT GARDNER	42.00CR	08/28/24
647918	2 SAC- KELLEN, ZANE MOODY ER 3472	50.00CR	08/28/24
647919	5 ADULT, 2 SR, 7 SAC SOLD AT GATE	769.00CR	08/28/24
647920	HSVB POTLATCH GATE	947.00CR	08/29/24
647921	HSVB POTLATCH CONCESSION	1,090.16CR	08/29/24
647922	2 SAC NEVAEH BISBEE, NATALIA BISBEE	50.00CR	08/29/24
647923	SAC LEILANNI MOODY ER3554	25.00CR	08/30/24
*** TOTAL		24,788.07CR	

REFR#	VENDOR	AMOUNT	DATE	DESCRIPTION
006399	TENA MCKIM	1,600.00	08/12/24	PETTY CASH
006400	IHSAA	140.00	08/13/24	HEEWKSE WISDOM
006401	JOSHUA NELLESEN	118.55	08/19/24	RMBRS FOR FOOTBALL/PIZZAS
006402	DIST II BOARD OF CONTROL: JOANNE GREEAR	1,055.00	08/19/24	8 VARSITY SPORT FEES
006403	CULLIGAN	149.00	08/19/24	WATER BOTTLES
006404	WHITE PINE LEAGUE	100.00	08/19/24	FALL SPORTS LEAGUE FEES
006405	GAME ONE	974.95	08/26/24	FOOTBALL HELMETS
006406	ELITE SPORTSWEAR LP	792.74	08/26/24	CHEER GEAR
006407	SUPERIOR CHEER	187.81	08/26/24	CHEER GEAR 2024
006408	ELITE SPORTSWEAR LP	403.51	08/26/24	CHEER GEAR 2024
006409	RYE MUZQUIZ-HEWETT	152.05	08/30/24	RMBRSMNT FOR CLASS SUPPLIES
***	TOTAL	5,673.61		



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

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

Building Documents Attached

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

Professional Learning Topics

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

Family/Community Involvement

- Ice Cream Social (82 of 228 36% of families represented)
- After School Program begins September 25

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

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

Professional Learning

September 6, 2024

Faculty Meeting

- Plus/Delta Recess Rodeo
- Cameras and Audio Enhancement
- Attendance
- Good of the Group

Learning Intention

I am learning about the PLC+ framework for collaboration between and among teachers that allows us to engage in the necessary planning and implementation of student learning experiences that have an IMPACT.

Success Criteria

1. I can study and discuss the five questions and four fundamental value that drive PLC+ work.
2. I can share our building expectations for best practice PLT+ work.
 - Teacher Clarity
 - Determine current level of understanding
 - Use only evidence-based actions
<https://www.visiblelearningmetax.com/influences>
 - Confront the evidence that points to learners who did not benefit from instruction-All Means All
 - Leadership actions: monitoring and data collection
3. I can implement our first common challenge with my colleagues.

***Building Meeting Agenda
Monday, August 26, 2024
9:00 AM –Room # 215***

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

1. Collegiality And Professionalism

- Who inspired you to teach?
- Teacher Credibility (Effect Size 1.09)
trustworthiness, competence, dynamism/enthusiasm, immediacy/urgency
- Technology and Social Media
- Cell Phone Use
- Professional Courtesy
- Work Day 8:00-3:30; Fridays 7:00-3:30
- Faculty Attendance-Model the expectation for our students and our colleagues
- Workplace Injuries
- Sick Leave, Personal Days, and Leave Without Pay
- Substitute Calls/Texts by 7:00 AM and Substitute **Plans**, and Supervision **Coverage**
Teri Cell:208.553.9297/Waha:208.743.6264 Tessie 208.790.0355

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

2. Guaranteed And Viable Curriculum

- Proven Best Practice Strategies and Materials
<https://www.visiblelearningmetax.com/influences>
- "Bell to Bell" (minute to minute) Urgency
- Summer School and ASP
- Kindergarten Boot Camp-Krystle

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

3. Challenging Goals And Effective Feedback

- RTI/MTSS (Effect Size .73)
- Universal Screeners
- Diagnostic Assessments
- CORE Instruction
- Interventions
- Progress Monitoring
- Goal Setting and Assessments

	Learning Intentions and Success Criteria Present and Accessible	Lesson Aligned to Learning Intentions and Success Criteria
September Number of classrooms visited		
October Number of classrooms visited		
November Number of classrooms visited		
December Number of classrooms visited		
January Number of classrooms visited		
February Number of classrooms visited		
March Number of classrooms visited		
April Number of classrooms visited		
May Number of classrooms visited		

Month Number of students surveyed	What are you learning today?	How will you know you've learned it/know you are successful?
September	NA: D: I:	NA: D: I:
October	NA: D: I:	NA: D: I:
November	NA: D: I:	NA: D: I:
December	NA: D: I:	NA: D: I:
January	NA: D: I:	NA: D: I:
February	NA: D: I:	NA: D: I:
March	NA: D: I:	NA: D: I:
April	NA: D: I:	NA: D: I:
May	NA: D: I:	NA: D: I:

School-Wide Expectations Rodeo

Friday, September 6, 2024

TIME	Station 1: Bathroom & Lobby	Station 2: Main Stairs	Station 3: Hall, Fountain & back stairs	Station 4: Playground, Equipment	Station 5: Blue posts & Fence	Station 6: BB Court	Station 7: Swings & Field	Station 8: Jungle Gym & Propane Tank area	Station 9: Emergency Playground Clear	Station 10: Sidewalks & Breezeway	Station 11: Cafeteria (enter)	Station 12: Cafeteria (exit)
	Miss H. Pinkham	Ms. Pinkham	Mrs. Bateman	Mrs. Skiles	Mrs. Brown	Ms. Cree	Ms. Dishion	Ms. Carlin	Miss Jen	Mrs. Hansen	Miss E	Mrs. Cooley
9:00	4W	5A	5B	KSlinger	KStamper	1P	1R	2C	2H	3H	3B	4B
9:06	4B	4W	5A	5B	KSlinger	KStamper	1P	1R	2C	2H	3H	3B
9:12	3B	4B	4W	5A	5B	KSlinger	KStamper	1P	1R	2C	2H	3H
9:18	3H	3B	4B	4W	5A	5B	KSlinger	KStamper	1P	1R	2C	2H
9:24	2H	3H	3B	4B	4W	5A	5B	KSlinger	KStamper	1P	1R	2C
9:30	2C	2H	3H	3B	4B	4W	5A	5B	KSlinger	KStamper	1P	1R
9:36	1R	2C	2H	3H	3B	4B	4W	5A	5B	KSlinger	KStamper	1P
9:42	1P	1R	2C	2H	3H	3B	4B	4W	5A	5B	KSlinger	KStamper
9:48	KStamper	1P	1R	2C	2H	3H	3B	4B	4W	5A	5B	KSlinger
9:54	KSlinger	KStamper	1P	1R	2C	2H	3H	3B	4B	4W	5A	5B
10:00	5B	KSlinger	KStamper	1P	1R	2C	2H	3H	3B	4B	4W	5A
10:06	5A	5B	KSlinger	KStamper	1P	1R	2C	2H	3H	3B	4B	4W

3 minutes at each station; 3 minutes to transition

From the main stairs (station 2), go up, through the hallway, and meet at the water fountain by 5th grade (station 3)

Lapwai Elementary School

24-25 Quarter 1

Enrollment Summary: Scheduling/Reporting Ethnicity as of 09/11/2024 (A)

View:

Scheduling/Reporting Ethnicity

Students:

☐ All Active Enrollments☒ Current Selection

Date:

09/11/2024

Grade Level	Total in Grade	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Multi Racial	Unclassified
-1	7 M 5 / F 2	5 M 4 / F 1	0 M 0 / F 0	0 M 0 / F 0	0 M 0 / F 0	2 M 1 / F 1	0 M 0 / F 0	0 M 0 / F 0
0	34 M 16 / F 18	21 M 10 / F 11	0 M 0 / F 0	0 M 0 / F 0	1 M 1 / F 0	6 M 2 / F 4	2 M 2 / F 0	4 M 1 / F 3
1	40 M 19 / F 21	35 M 16 / F 19	0 M 0 / F 0	1 M 0 / F 1	0 M 0 / F 0	0 M 0 / F 0	3 M 3 / F 0	1 M 0 / F 1
2	41 M 24 / F 17	37 M 23 / F 14	0 M 0 / F 0	2 M 1 / F 1	0 M 0 / F 0	2 M 0 / F 2	0 M 0 / F 0	0 M 0 / F 0
3	40 M 15 / F 25	34 M 14 / F 20	0 M 0 / F 0	0 M 0 / F 0	0 M 0 / F 0	4 M 1 / F 3	2 M 0 / F 2	0 M 0 / F 0
4	33 M 17 / F 16	26 M 13 / F 13	0 M 0 / F 0	1 M 0 / F 1	0 M 0 / F 0	6 M 4 / F 2	0 M 0 / F 0	0 M 0 / F 0
5	33 M 20 / F 13	31 M 19 / F 12	0 M 0 / F 0	0 M 0 / F 0	1 M 0 / F 1	1 M 1 / F 0	0 M 0 / F 0	0 M 0 / F 0
TOTAL	228 M 116 / F 112	189 M 99 / F 90	0 M 0 / F 0	4 M 1 / F 3	2 M 1 / F 1	21 M 9 / F 12	7 M 5 / F 2	5 M 1 / F 4

The Scheduling/Reporting Ethnicity view displays student ethnicity data that is used in scheduling and preconfigured reporting. See the help for more information.

Legend

Icons  - Date Entry

Analyzed Business Checking - PF

Account number: 801013418 ■ August 1, 2024 - August 31, 2024 ■ Page 1 of 1



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

Questions?

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

Online: wellsfargo.com

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

Account summary

Analyzed Business Checking - PF

<i>Account number</i>	<i>Beginning balance</i>	<i>Total credits</i>	<i>Total debits</i>	<i>Ending balance</i>
801013418	\$11,838.34	\$0.00	\$0.00	\$11,838.34

Daily ledger balance summary

<i>Date</i>	<i>Balance</i>
07/31	11,838.34

Average daily ledger balance \$11,838.34

August 1, 2024

Date	Checks	Deposits	Balance
Beginning Balance			
8/1/24			\$11,838.34
8/31/24	Ending Balance		\$11,838.34



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 August-Sept 2024

Content

1. LMS-LHS Attendance (none for first 3 weeks)
2. PBIS SWIS Data
3. Friday PD Agendas
4. Leadership Team Minutes/Agenda & Materials

LAPWAI MIDDLE-HIGH SCHOOL RETAKES PICTURE DAY OCTOBER 4th



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

LAPWAI MIDDLE HIGH SCHOOL

Proactive Environment

NO

(teacher managed)

Step 1

Teacher/ Student Conference

Document challenging behavior and what was re-taught/ reinforced on Behavior Log

Step 2

Classroom-based Consequence

Document consequence and parent contact on Behavior Log

Step 3

Classroom-based Consequence
(increased intensity)
Document consequence and parent contact on Behavior Log AND complete

Step 4

Behavior Referral in SWIS

Complete referral in SWIS and place completed behavior log in Buck's box

Step 5

Micah supports

X3204

Clear expectations are taught of what safe, on-task, accountable, and respectful look like in classroom environment.

Observable Problem Behavior

Is the behavior office managed?

Please refer to charts below.

YES

(office managed)

Step 1

Call Kiri

x3255

(Kiri will determine who is available to dispatch right away)

Step 2

TEACHER completes SWISS BEHAVIOR REFERRAL

on-line or Blue paper copy

Step 3

ADMINISTRATOR ASSIGNS CONSEQUENCE

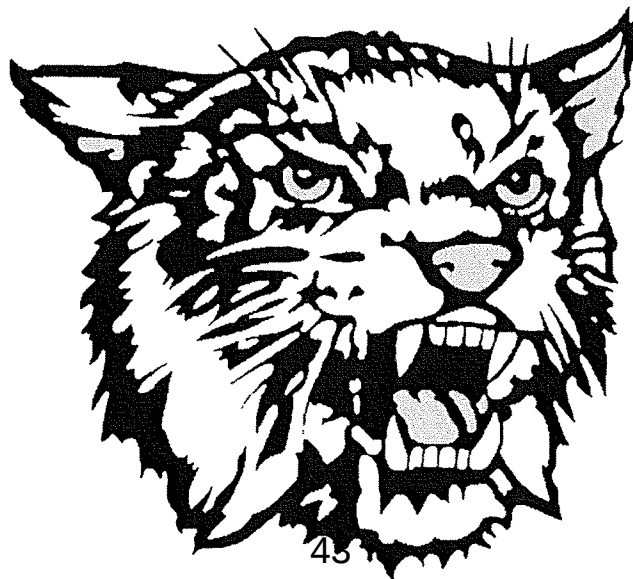
according to Policy.
Administration will document consequence in SWISS.

Classroom Managed Behaviors

- Talking in class
- Out of seat without permission
- Defiance/ Insubordination/ Non-Compliance
- Inappropriate language
- Refusal to follow instructions
- Technology violation
- Tardy
- Unpreparedness (not having needed class materials)
- Property misuse
- Dress code violation (send to counselor)

Office Managed Behavior

- Physical Aggression
- Abusive language/ inappropriate language/ Profanity
- Possession of drugs
- Possession of alcohol Possessing a weapon
- Fighting
- Skipping class
- Bullying
- Harassment
- Vandalism/ property damage
- Lying/Cheating



Teacher Resources

Toolbox of Classroom Interventions and Consequences

(on back)

Tier 1 Interventions PBIS World.com

Breaks

Break, moving position in class
Have student take frequent breaks or activity
Send student on errand
Snack break
Take a break

Consequences

Avoid power struggles
Call parent or note home
Card Flip
Clear, consistent, and predictable consequences
Do unfinished work during recess or unstructured time
Have student say a nice thing to the student they called a name
Logical consequence
Natural consequences
Office referral
Reflection sheet
Remove from room
Speak in calm and neutral tone
Take away privileges
Take away unstructured or free time

Praise

Acknowledging positive behavior
Praise student frequently
Praise when cooperative and well behaved
Praise when good attitude and involvement occur
Praise when on task

Rewards

Rewards, Simple Reward Systems, & Incentives
Call parent or positive note home

Other

Alternate Seating In Own Space
Alternative modes of completing assignments
Assign a buddy or partner
Assign a classroom job
Break down assignment
Break down directions
Call on student frequently
Clear and concise directions
Color coded folders
Count to 10
Daily planner

Frequent home contact
Give choices
Have student repeat directions back
Headphones
Helping Students With Home Work
Help student start assignment
Ignore
Individual work space
Listen to music
Model appropriate language
More structured routine
Move to new location in the classroom

Other Cont'd

Non verbal cues
Organize materials daily
Pause before giving a direction
Provide a container for the student's belongings
Proximity to students
Reassurance
Redirection
Reduce assignment
Reflective listening
Review PBIS expectations and rules
Speak in calm and neutral tone
Speak with student in hallway
Stand while working
Start Commands
Stop, Walk, Talk
Stress ball or fidget
Talk one on one with student
Talk Ticket
Talk to parent
Teach conflict resolution skills
Teach coping skills
Teach organizational skills
Teach relationship skills
Teach relaxation techniques
Teach social skills
Teach substitute words
Touch base with student
Touch student on shoulder
Turn desk around
Use calm neutral tone
Use seating disk
Use timer
Visual schedule



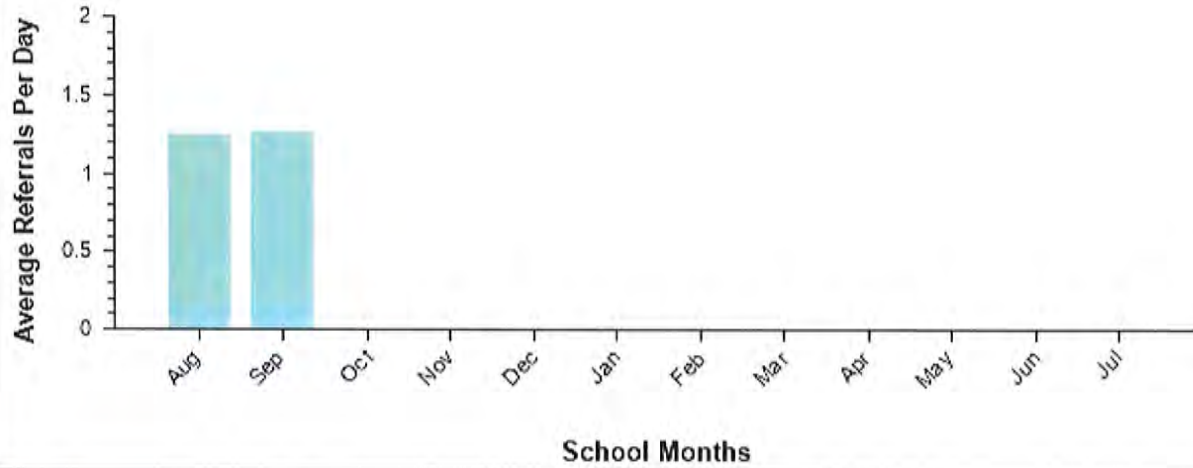
School Summary

2024-25

Outcome: All Referrals

Average Referrals Per Day Per Month

All, 2024-25

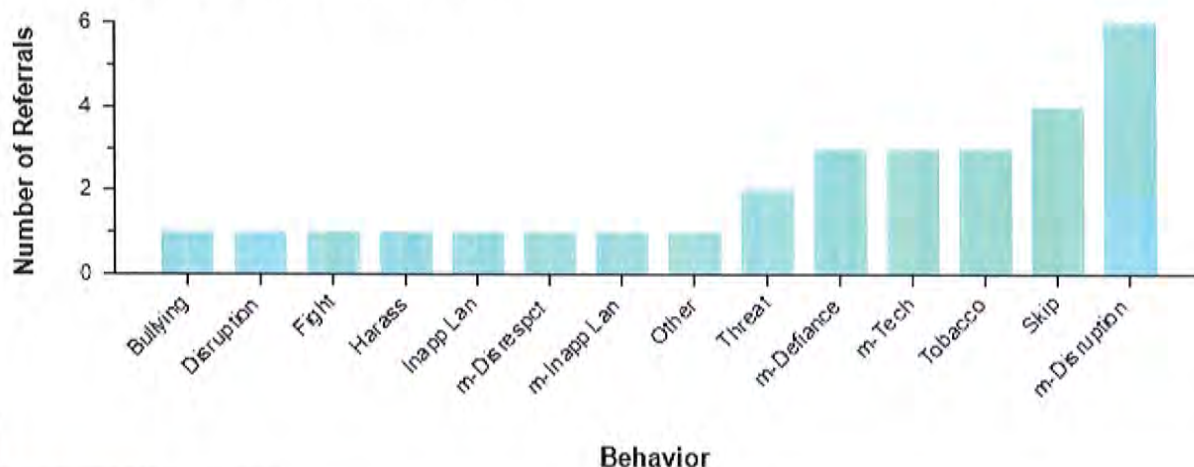


Data Table

Year	Month	Days Count	Referral Count	Referrals/School Day
2024	August	4	5	1.25
2024	September	19	24	1.26
2024	October	22	0	0.00
2024	November	15	0	0.00
2024	December	15	0	0.00
2025	January	19	0	0.00
2025	February	19	0	0.00
2025	March	19	0	0.00
2025	April	16	0	0.00
2025	May	20	0	0.00
2025	June	3	0	0.00
2025	July	0	0	0.00
Totals:		171	29	0.21

Referrals by Behavior

All, Aug 1, 2024 - Jul 31, 2025

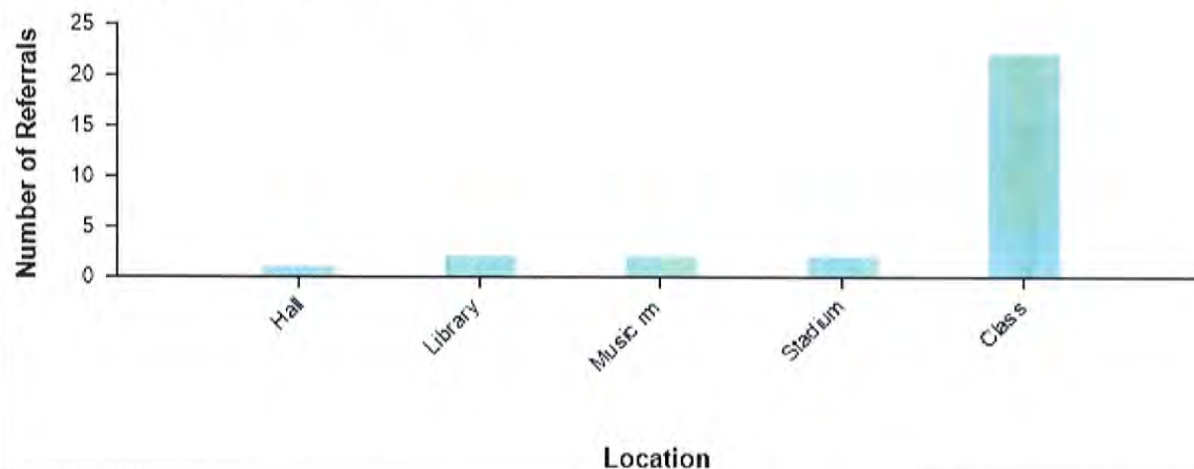


Data Table

Behavior	Frequency	Proportion	Additional Frequency
Bullying	1	3.45%	0
Disruption	1	3.45%	0
Fighting	1	3.45%	0
Harassment	1	3.45%	0
Abusive Language/Inappropriate Language/Profanity	1	3.45%	1
Staff-managed (minor) - Disrespect	1	3.45%	0
Staff-managed (minor) - Inappropriate Language	1	3.45%	0
Other Behavior	1	3.45%	0
Threatening Behavior	2	6.90%	1
Staff-managed (minor) - Defiance/Insubordination/Non-compliance	3	10.34%	0
Staff-managed (minor) - Technology Violation	3	10.34%	0
Use/Possession of Tobacco/Nicotine	3	10.34%	0
Skip Class	4	13.79%	0
Staff-managed (minor) - Disruption	6	20.69%	0
Totals:	29	100%	2

Referrals by Location

All, Aug 1, 2024 - Jul 31, 2025

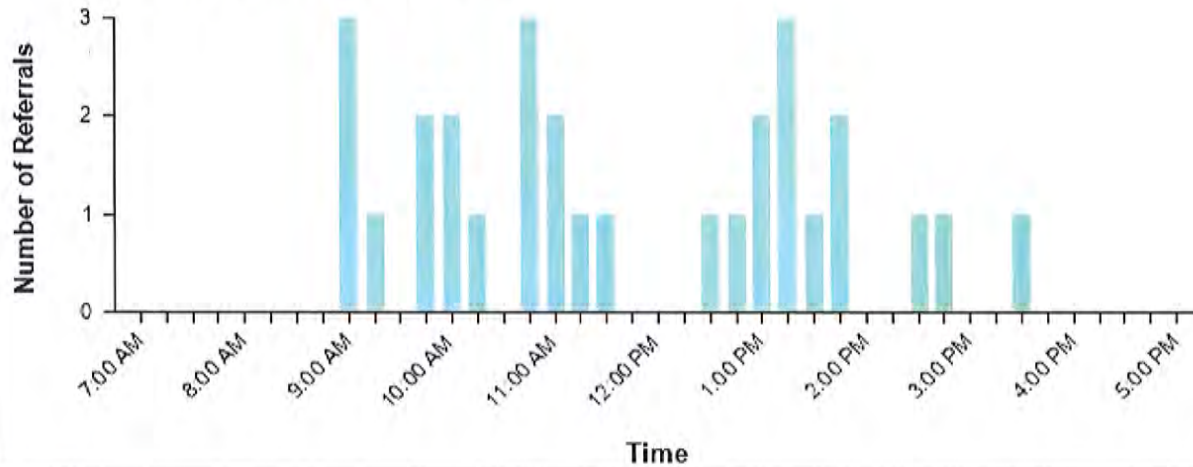


Data Table

Location	Frequency	Proportion
Hallway/Breezeway	1	3.45%
Library	2	6.90%
Music Room	2	6.90%
Athletic Field/Stadium	2	6.90%
Classroom	22	75.86%
Totals:	29	100%

Referrals by Time

All, Aug 1, 2024 - Jul 31, 2025

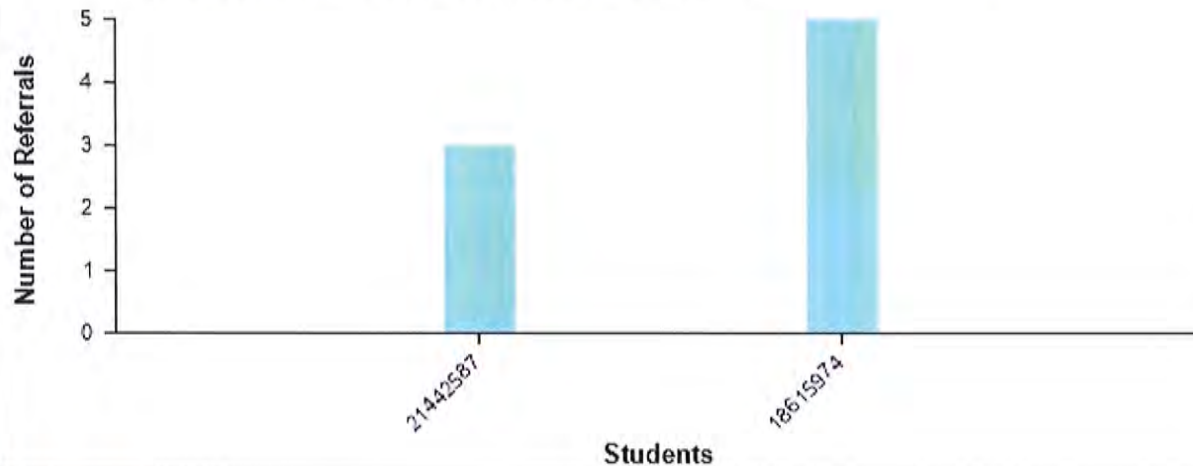
**Data Table**

Time	Frequency	Proportion
7:00 AM	0	0.00%
7:15 AM	0	0.00%
7:30 AM	0	0.00%
7:45 AM	0	0.00%
8:00 AM	0	0.00%
8:15 AM	0	0.00%
8:30 AM	0	0.00%
8:45 AM	0	0.00%
9:00 AM	3	10.34%
9:15 AM	1	3.45%
9:30 AM	0	0.00%
9:45 AM	2	6.90%
10:00 AM	2	6.90%
10:15 AM	1	3.45%
10:30 AM	0	0.00%
10:45 AM	3	10.34%
11:00 AM	2	6.90%
11:15 AM	1	3.45%
11:30 AM	1	3.45%
11:45 AM	0	0.00%
12:00 PM	0	0.00%
12:15 PM	0	0.00%
12:30 PM	1	3.45%
12:45 PM	1	3.45%
1:00 PM	2	6.90%
Totals:	29	100%

1:15 PM	3	10.34%
1:30 PM	1	3.45%
1:45 PM	2	6.90%
2:00 PM	0	0.00%
2:15 PM	0	0.00%
2:30 PM	1	3.45%
2:45 PM	1	3.45%
3:00 PM	0	0.00%
3:15 PM	0	0.00%
3:30 PM	1	3.45%
3:45 PM	0	0.00%
4:00 PM	0	0.00%
4:15 PM	0	0.00%
4:30 PM	0	0.00%
4:45 PM	0	0.00%
5:00 PM	0	0.00%
Totals:	29	100%

Referrals by Student

All, Aug 1, 2024 - Jul 31, 2025, At Least 3 Referrals

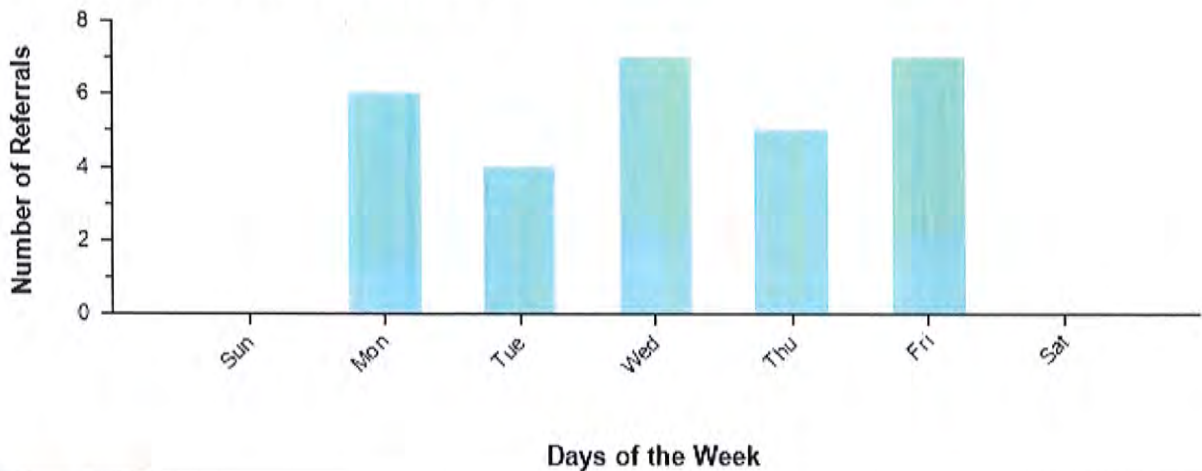


Data Table

Student ID	Frequency	Proportion
21442587	3	37.50%
18615974	5	62.50%
Totals:	8	100%

Referrals by Day Of Week

All, Aug 1, 2024 - Jul 31, 2025

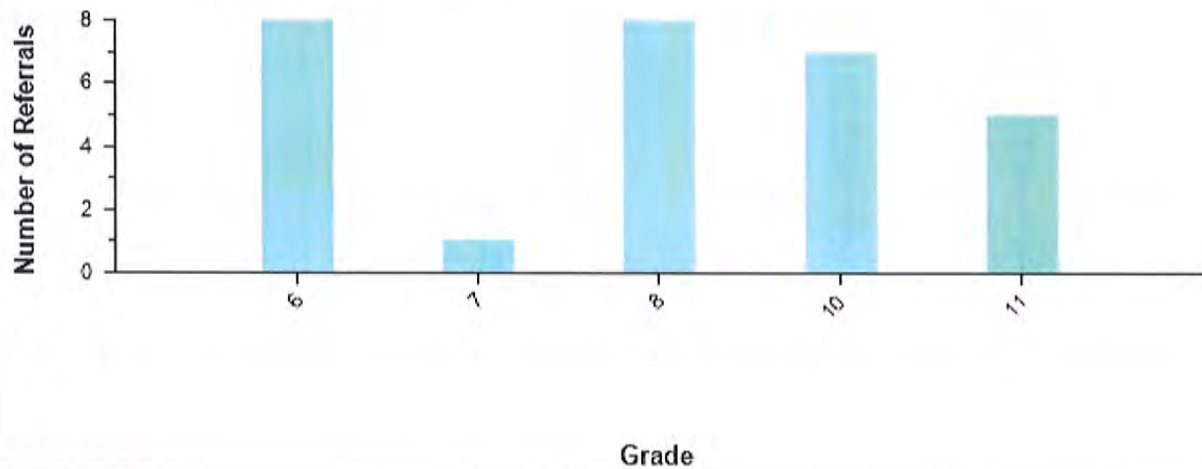


Data Table

Day	Frequency	Proportion
Sunday	0	0.00%
Monday	6	20.69%
Tuesday	4	13.79%
Wednesday	7	24.14%
Thursday	5	17.24%
Friday	7	24.14%
Saturday	0	0.00%
Totals:	29	100%

Referrals by Grade

All, Aug 1, 2024 - Jul 31, 2025



Data Table

Grade	Frequency	Proportion
Pre K-A	0	0.00%
Pre K-B	0	0.00%
Pre K	0	0.00%
K	0	0.00%
Totals:	29	100%

1	0	0.00%
2	0	0.00%
3	0	0.00%
4	0	0.00%
5	0	0.00%
6	8	27.59%
7	1	3.45%
8	8	27.59%
9	0	0.00%
10	7	24.14%
11	5	17.24%
12	0	0.00%
Post 12	0	0.00%
Totals:	29	100%



Suspension/Expulsion
8/1/24 - 9/10/24

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Show Individual Student Data: No
Show Names: No
Student IEP's: All Students

Data Table			
	Days	Events	Students Contributing
In-School Suspension	9	4	3
Out-of-School Suspension	12	4	3
Expulsion	0	0	0

LMS-LHS SMART GOALS 2024-2025

		2023-2024 GOALS	2024-25 Goals	2024-25 RESULTS
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 15.7%. RESULT: 15%	GOAL: 6th, 7th, 8th and 11th grade students performing proficient or advanced on the 2024 Spring Math ISAT will increase from 15% to 18%.	
	ELA	GOAL: 6th, 7th, 8th and 11th grade students performing proficient or advanced on the 2024 Spring ELA ISAT will increase from 31% to 36%. RESULT: 39%	GOAL: 6th, 7th, 8th and 11th grade students performing proficient or advanced on the 2024 Spring ELA ISAT will increase from 39% to 44%.	
STAR	MATH	GOAL: In grades 6th-11th, 50% of students will grow at least 40 Student Growth Percentile (SGP) points or score above the 50th percentile on the NCE (Normal Curve Equivalent, aka the national average) on the STAR Spring benchmark test. RESULT: 59%	GOAL: In grades 6th-11th, 62% 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.	
	READING	GOAL: In grades 6th-11th, 50% of students will grow at least 40 Student Growth Percentile (SGP) points or score above the 50th percentile on the NCE (Normal Curve Equivalent, aka the national average) on the STAR Spring benchmark test. RESULT: 70.5%	GOAL: In grades 6th-11th, 71% 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.	

LMS-LHS SMART GOALS 2024-2025

PBIS	Technology Cell Phones	By June 7 th 2024 we will reduce the number of office behavior referrals by 5% as measured by SWIS.	By June 4, 2025 we will reduce office referrals from 777 (23-24, last year) to 737 (24-25, this year) which is a 5% decrease. 2024 Data: 777 referrals 2025 GOAL Data: 737 referrals (5% reduction)	
Student Engagement in a Culturally Responsive		GOAL: The secondary staff will be trained in Culturally Responsive practices. By the end of the 2023-2024 school year 100% of current instructional staff will have received training in these practices.	100% of all LMS-LHS staff will integrate at least 3 of the Nez Perce Cultural Principles.	

LMS-LHS SMART GOALS 2024-2025

College and Career Readiness	100% of all seniors will be prepared for their future success by meeting 3 of the following 6 indicators by May 2025. Students will have: • Completed at least 1 dual credit class • Completed at least 1 CTE course • Completed 1 Capstone CTE Assessment • Participate in an internship or job shadow with the NPT • Complete a College Entrance Exam • Complete Financial Aid	100% of all seniors will be prepared for their future success by meeting 3 of the following 6 indicators by May 2025. Students will have: • Completed at least 1 dual credit class • Completed at least 1 CTE course • Completed 1 Capstone CTE Assessment • Participate in an internship or job shadow with the NPT • Complete a College Entrance Exam • Complete Financial Aid	
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Capacity Builder Administration Leadership

Monday, September 9, 2024

1:30 P.M.

Invited: ~~Dr. Aiken~~, ~~Dr. Penney~~, ~~Ms. Nelson~~, ~~Mr. Kachelmier~~, ~~Ms. Holthaus~~
and Josh Nellesen **ALL PRESENT**

Meeting Dates: 1st and 3rd Monday

Time: 1:30 p.m. to 3:00

Norms:

- Stay Learning Focused
- Timely arrivals and meeting closures
- Leave cell phones, emails, and other business at the door
- Remain agenda driven, present, and data focused
- Refuse to admire problems and insist on solutions
- Model positive growth mindset

PLC Questions:

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

Team Roles:

Facilitator – Alica Holthaus

Parking Lot

Note taker – Mr. Kachelmier

Time Keeper - Dr. Aiken

Agenda: *D'Lisa, Lisa N, Alica*

Grounding activity (5 minutes) - A celebration to share

Review prior meeting assessment results (5 minutes)

- Did the agenda have clear goals? 4 yes - 0 no
- Was the material put together well? 4 yes - 0 no
- Was everybody well prepared? 4 yes - 0 no
- Were the discussions constructive? 4 yes - 0 no
- Were the goals of the meeting accomplished? 4 yes - 0 no
 - Comments:

Community Partnerships (5 minutes)

Updates and Barriers

- (STEP, NPTEC, Circle of Elders, TERO, NP Tribe Voc. Rehab, Idaho Voc. Rehab. Nimiipuu Health, Northwest Indian College, University of Idaho, Washington State University, Lewis Clark State College)

Planning and Scheduling (45 minutes)

- October 1 - Leadership Meeting
 - Draft Agenda
- Professional Development Sessions
- Calendar at a Glance

Additional agenda topics as needed. (10 Minutes)

- Process for including a member of the Leadership Team in future CBAL meetings

Celebrations/Questions (5 minutes)

Summarize Meeting (5 minutes)

Discuss Action Steps and Duties

Meeting assessment activity (5 minutes)

→ *Learning progressions*

Leadership Team AGENDA
September 3rd 2024, 3:45PM-6:45PM
LOCATION: MR. MORGAN's ROOM 140

LT MEMBERSHIP 2024-2025:

Josh Nellesen	Bradley Peterson here
Ashlee Grunenfelder here	Rye Hewett here
Matt Lattuada here	Sam Maynes here
Matt Morgan here	D'Lisa Penney here
Georgia Sobotta	David Aiken here
Holly Selstad here	
Lisa Nelson, Dennis Kachelmier-here, Alica Holthaus	

ROLES: Facilitators _____,
Recorder (minutes) _____, Time keeper _____,
Refocuser/norm observer _____

3:45-3:50 ENTRY TASK:

- Sticky-note a colleague-Positive Praise!
- Grab a snack/water
- Grab meeting materials (also in google shared folder, link in your email with this agenda)

3:50-4:30 - **Where are we going?** - D'Lisa

-Mission/Vision-DRAFT SMART GOALS doc (D'Lisa look for photo of notes from the board)

-Goals from August Meeting:

- Next steps for 4 instructional focuses
- Focus on teacher clarity, teacher credibility, and self-reported grades
- waiting on cognitive task analysis
- When to introduce cognitive task analysis, amount of time for introduction

-

-Calendar at a Glance

-Instructional Focuses

4:30-5:30 - **Where are we now?**

-PD priority focuses & Sign up for instructional strategies/teaching techniques

EMBEDDED IN OUR 4 FOCUSES: Feedback 0.66, Questioning 0.48, Classroom discussion 0.82

MATH/SCI/CTE Group notes:

1. Application problems, real life problems, (Hattie: cognitive task analysis 1.29, problem solving teaching 0.67, inquiry based teaching 0.46, problem based learning 0.35, student transfer strategies 0.86, strategy to integrate with prior knowledge 0.93, achieving motivation 0.42, relating creativity to achievement 0.35)
2. (SCI) Piagetian programs 1.28, experiential learning/hands-on learning

ELA/Soc St Group notes:

1. Cross-curricular teaching strategies discussions
 - a. Discussion/questioning strategies (Hattie: classroom discussion 0.82, questioning 0.48)
2. Jigsawing strategies (Hattie 1.20)
3. Hands-on activities, manipulating things with your hands, actively doing hands-on activities (what are the connections to Hattie? Experiential learning, manipulatives 0.3)
4. Strategies to integrate prior knowledge 0.93
5. R.A.F.T. technique, role, audience, format, topic (related to cognitive task analysis)
6. Elaboration/organization: Hattie 0.75 N.A.C.R. strategy
7. Any strategy where students will do the task/explore the task
8. Elaborative interrogation: Hattie 0.56, asking the 5 why's

-Instructional Focus PD needs

Teacher Clarity:

1. ____
2. ____
3. ____
4. ____
5. ____

Teacher Credibility:

1. ____
2. ____
3. ____
4. ____
5. ____

Self-reported Grades:

1. ____
2. ____
3. ____

4. ____
5. ____

Cognitive Task Analysis: (Introduction date TBD)

1. ____
2. ____
3. ____
4. ____
5. ____

-TYPE IN THE PD CALENDAR

5:30-6:20 - **How do we move learning forward?**

- **How do we know it is working? (D'Lisa & Lisa N-draft agenda template)**
- **Planning the work**
 - o John Hattie Effect Size
 - Instructional focuses & what that looks like in PLT/PD
 - o BUB and intervention resources, 1st semester needs, 2nd semester needs
 - _____
 - _____
 - _____
 - o SWIP resources for intervention (\$BUDGET\$)
 - Where do resources land on Hattie's effect size chart?
 - PLT's-focus of work

	PLT FOCUS OF WORK/NEEDS	CYCLE OF WORK/EVIDENCE/ARTIFACTS
1		
2		
3		
4		

Types of assessment

- What weekly evidence of student data
 - o Link:
 - <https://www.nwea.org/blog/2024/27-easy-formative-assessment-strategies-for-gathering-evidence-of-student-learning/>
 - o Table of types of assessments (diagnostic, formative, summative)

Levels of Assessment: (Skill based- strands)

1. Diagnostic: where are the students so you can meet them where they are (by Tuesday October 1st)

- a. IXL or curriculum
- 2. Daily (PLT work)
- 3. Weekly or (chapter/unit)
- 4. Benchmarks
 - a. ISAT Interim: December between Thanksgiving and Xmas break
 - b. Star: Sept, Jan (end of semester), May
- 5. Summative
 - a. ISAT March/April/May
 - b. Semester tests

(To do: expectations document for assessment schedule and administering assessments)

- Are we a group or a team activity (from Mike Mattos at PLC+ Convention)
 -

PLT Meeting location and expectations

Professional Responsibilities	
Collective Commitments	
Norms	

PD - calendar PD centered around Collective Commitments

- PLC+ Convention note: Identify and address what are professional expectations (ex. arrive at 7am), a norm, and a collective commitment
- Sample agenda's
 - Vision, Mission, SMART goals
 - Collective commitments, norms, professional expectations
 - Action Plan steps and progress notes
 - Roles of the team using core activator's

- Student data/teacher instructional data at the table
- —
- —
- PLT work documentation (expected and monitored for each PLT)
 - Agenda created and shared PRIOR to the meeting, hard copies printed, roles established, homework for PLT membership, copies of support documents relevant to the meeting agenda. Give PLT a chance to be prepared PRIOR to arrival and not be passive participants
 - Minutes taken on the established google shared document in the PLT google folder. No handwriting or uploaded copies. All agendas/minutes will be uploaded or created from the same shared space for all staff to have access to review and keep informed
 -

-Friday, Sept 6th:

SESSION 1: 7:00-8:00AM PLT: Library ALL staff/teachers.

SESSION 2: 1:30-2:30 _____

SESSION 3: 2:30-3:30 _____

6:20 -Evaluation

6:30 CONCLUDE

(1) Where are we going? (2) Where are we now? (3) How do we move learning forward? (4) What did we learn today? and (5) Who benefited and who did not benefit? Our 5 discussion questions that allow educator teams to put equity front and center in our collaborative conversations (Fisher, Frey, Almarode, Flores, & Nagel, 2020)

MINUTES

All-Day Leadership Team
August 19th, 2024, 8AM-4PM
District Office Conference Room

LT MEMBERSHIP 2024-2025:

Josh Nellesen here	Bradley Peterson (absent)
Ashlee Grunenfelder here	Rye Hewett here
Matt Lattuada here	Sam Maynes here
Matt Morgan (absent)	D'Lisa Penney (present)
Georgia Sobotta (absent)	David Aiken here
Holly Selstad here	
Lisa Nelson (absent), Dennis Kachelmier here, Alica Holthaus here	

ROLES: Facilitators _____,
Recorder (minutes) _____, Time keeper _____,
Refocuser/norm observer _____

ENTRY TASK: Order for lunch from Donald's Cafe & turn in to Dr. Aiken & summer highlight mini poster

8:00 - 8:15 - Grounding Activity – Alica & D'Lisa

Business of the meeting-ALICA

- WELCOME BACK!
- Mini poster: Share a summer highlight/bright spot (place on **red** poster)
 - LT shared summer doings, events, travels, fire fighting, college freshman, hiking, camping, completing state plans
- Grab a snack/coffee
- Grab meeting materials (also in google shared folder, link in your email with this agenda)

8:15 - 9:30 - Where are we going? - Alica

Share your ultimate goal as an educator

- Where are you now in your career?
 - **WHERE ARE WE RIGHT NOW?** We are a group of multifaceted education professionals working towards a shared goal of improvement,

(1) Where are we going? (2) Where are we now? (3) How do we move learning forward? (4) What did we learn today? and (5) Who benefited and who did not benefit? Our 5 discussion questions that allow educator teams to put equity front and center in our collaborative conversations (Fisher, Frey, Almarode, Flores, & Nagel, 2020)

building a thorough understanding of individual roles by using current research to focus our action plans.

- Discussion to clear up the statement to clarity and being succinct
 - We are working towards improvement by using current research to focus our action plans.
- **WHERE ARE WE GOING?** We are going to insist on current research to refocus our attention on the right work through effective decision making and clear and concise communication.
 - We are going to use research to focus on the right work.
- **HOW ARE WE GOING TO GET THERE! HOW DO WE MOVE LEARNING FORWARD?**
 - By focusing on teaching essential standards we will assess student growth through CFA's, mapping curriculums, maximizing student engagement and having clear, effective communication in PLT's/LT's.
 - Comments: Shift from teacher centered to student centered. Start by looking at student learning and strategies and then discussing teaching strategies.
 - We will move learning forward through a clear and shared focus in PLT's which will result in effective cycles of **student learning**.
 - This includes CFA's
 - Mapping curriculum
 - Student growth
 - Maximizing student engagement

DRAFT

9:30 - 10:30 - Where are we now? - Alica
 Mission/Vision from June meeting
 Goals from June meeting
 Calendar at a Glance

10:30 - 10:45 Break

10:45 - 12:00 - How do we move learning forward? - Dr. Aiken and Dr. Penney

- John Hattie Teacher Efficacy Effect Size
 - Study the poster
 - Comments: student reported grades, negative effect sizes that are out of locus of control,
- Brainstorm strategies to move the school towards our goals
- Select four collective commitments - what can we commit to that will make a difference

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

Our 5 discussion questions that allow educator teams to put equity front and center in our collaborative conversations (Fisher, Frey, Almarode, Flores, & Nagel, 2020)

- Website link:

<https://dataworks-ed.com/blog/2018/07/edi-hatties-visible-learning/#:~:text=The%20Influence:%20It%20is%20the,but%20also%20fluency%20with%20skills>

- Review June's work and the 18 top influences on student achievement as measured by Hattie
- Hattie handout from website has: 1) description of high influence on student learning, 2) Approach to achieve the effect size

- Note catcher:

- (DRAFT) 4 Instructional Commitments to present to teachers on Wed, 8/21

- LAPWAI MIDDLE-HIGH SCHOOL INSTRUCTIONAL COMMITMENTS 2024-2025

1	Teacher clarity (0.75)
2	Teacher credibility (1.09)
3	Self-reported grades (1.33)
4	Cognitive Task Analysis (1.29)

- Plan activity with colleagues

- Wed 8/21: introduce 4 instructional focuses, Hattie's research, activity on high effect size
- Put example ahead of the explanation

1. Introduce self-reported grades (instant success)

-Learning objective for PD activity
-CFA's, rubrics, success criteria,

2. Introduce teacher clarity

-Learning objective for PD activity

12:00 - 12:15 - Break and Working Lunch

12:15 - 1:45 How do we know it is working? - Dr. Penney (and Lisa Nelson)

- Types of assessment
- What weekly evidence of student data

- Link:

<https://www.nwea.org/blog/2024/27-easy-formative-assessment-strategies-for-gathering-evidence-of-student-learning/>

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

Our 5 discussion questions that allow educator teams to put equity front and center in our collaborative conversations (Fisher, Frey, Almarode, Flores, & Nagel, 2020)

- Table of types of assessments (diagnostic, formative, summative)

Levels of Assessment: (Skill based, strands)

1. Diagnostic: where are the students so you can meet them where they are (by Tuesday October 1st)

a. IXL or curriculum

2. Daily (PLT work)

3. Weekly or (chapter/unit)

4. Benchmarks

a. ISAT Interim: December between Thanksgiving and Xmas break

b. Star: Sept, Jan (end of semester), May

5. Summative

a. ISAT March/April/May

b. Semester tests

(To do: expectations document for assessment schedule and administering assessments)

LT MEETING DATE FOR 9/3 at 3:45:

Planning the work - Dr. Penney

- Are we a group or a team activity (from Mike Mattos at PLC+ Convention)

○

PLT Meeting location and expectations

Professional Responsibilities	
Collective Commitments	
Norms	

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

Our 5 discussion questions that allow educator teams to put equity front and center in our collaborative conversations (Fisher, Frey, Almarode, Flores, & Nagel, 2020)

PD - calendar PD centered around Collective Commitments

- PLC+ Convention note: Identify and address what are professional expectations (ex. arrive at 7am), a norm, and a collective commitment
- Sample agenda's
 - Vision, Mission, SMART goals
 - Collective commitments, norms, professional expectations
 - Action Plan steps and progress notes
 - Roles of the team using core activator's
 - Student data/teacher instructional data at the table
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 - —
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 - Minutes taken on the established google shared document in the PLT google folder. No handwriting or uploaded copies. All agendas/minutes will be uploaded or created from the same shared space for all staff to have access to review and keep informed
 - —
 - —

OTHER:

2:45 - Housekeeping and Closing - Dr. Penney and Mr. Nellesen

-Exit ticket

-Evaluation

-Teacher PD schedule and sessions August 21-26

3PM Conclude

August 2024 CBAL Meeting Dates: 8/12 Leadership Meeting Dates: 8/19 PD Focus/Presenter 8/21: 8/22: 8/23: 8/26: Leadership Focus 8/14-8/15 Registration 8/21 Teachers return, 8/27 School Starts STAR Fall window: Aug 1-Nov 30 ISAT Interim window: 8/16-3/7	September 2024 CBAL Meeting Dates: Leadership Meeting Dates: 9/3 PD Focus/Presenter 9/6: Session 1: PLT/CTA Intro Session 2: Break into PLT/Department teams to focus on last year's work/goals and this year's work/goals (CFA's, FA, prioritized standards, etc.) Presenters: D'Lisa with LT facilitator help Session 3: Individual planning sessions, and 6th grade team PBIS meeting 9/13: Presenters: Lisa Nelson Session 1-3: CFA's, formative assessing, instructional strategies, teacher clarity (learning intentions, success criteria, questioning strategies) 9/20: Presenters: Lattuada/Peterson Focus: Self-reported grades "student expectations", rubrics/success criteria 7-8AM PD w/Lattuada Session 2: 1:30-2 PLT 2-3PM individual focus on student expectations SRG Session 3: 3-3:30PM PLT 9/27: STAR SAAVAS & Building DATA DAY Session 1: PLT's Session 2: RTI work Session 3: RTI work, what does the data show our students need, and what students? Leadership Focus Planning for Collaborative sessions through December	October 2024 CBAL Meeting Dates: Leadership Meeting Dates: 10/1 PD Focus/Presenter 10/4: Presenter Ashlee G S1: RTI/BUB S2: Self-reported grades check in and student expectations S3: Breakout data session 10/11: Presenters Holly/Georgia S1: Teacher Clarity S2: S3: 10/18: Presenters _____ (LISA/Watson?) S1: PLT teacher clarity S2: TC data-formative assessment, and examples of student evidence/artifacts of student learning-What types of data S3: 10/25: Presenter S1: PLT- Data/RTI focus S2: HoCo S3: HoCo Leadership Focus 10/14 Indigenous People's Day 10/21-25 HoCo Week
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	9/2 Labor Day STAR window: August 28th-September 18th	
November 2024 CBAL Meeting Dates: Leadership Meeting Dates: 11/5 PD Focus/Presenter 11/1: Grading Day 11/8: PT Conferences 11/15: Presenters: Morgan/Rye H 11/22: Presenters: STEP/IRIS/TRIBAL S1: PLT: Data/RTI S2-3: NP learning principles The Real Thanksgiving Smart goal 11/29: Thanksgiving NO SCHOOL Leadership Focus 11/1 End of Quarter, 11/7-8 PT Conf., 11/27-29 Thanksgiving	December 2024 CBAL Meeting Dates: Leadership Meeting Dates: 12/3 PD Focus/Presenter 12/6: Presenters-Peterson/Maynes S1: Cognitive task analysis-Maynes S2: S3: 12/13: S1: PLT:CTA S2: CTA-Lisa/Watson? S3: 12/20: Winter staff celebration S1: PLT-Data/RTI S2-3: Staff get together Leadership Focus 12/23-1/3 Christmas Break STAR Winter Window Dec 1-19th	January 2025 CBAL Meeting Dates: Leadership Meeting Dates: 1/7 PD Focus/Presenter 1/10: PT winter conference/grading day prep work and assignments 1/17: Grading Day 1/24: Winter benchmark goal data day/SMART goal attainment 1/31: Leadership Focus 1/6 School resumes, 1/20 MLK Day

LMS-LHS Sample Collaborative Team Meeting Agenda Template

Meeting Date	Team	Attendees	Team Roles
			Facilitator: Minute-taker: Norm-observer: Timekeeper: Uploader to shared PLC google minutes folder:
Professional Expectations			Team Norms
<i>Refer to the supplementary norm document for a full list of shared beliefs and agreed behaviors to be demonstrated at all meetings.</i>			

5 Questions	4 Instructional Focuses
1. What do we want our students to learn? 2. How will we know our students are learning? 3. How will we respond when some students do not learn? 4. How will we extend the learning for students who are already proficient? (DuFour et al., 2016)	1. What student learning issue are we seeking to address? 2. How will we know we have addressed the student learning issue? 3. How might we overcome the issue? 4. What actions will we trial? 5. Which actions will we now adopt to enrich our instructional practices?

Item		Time Allocation	Notes/Decisions
Establish a focus norm.		Two minutes	
Review the actions agreed to at the last meeting.		Three minutes	
Learn ing focus items	1.		
	2.		
	3.		
	4.		
	5.		
	6.		
	7.		
	8.		
Artifacts		Due Date	
Agenda and Notes			
Review the decisions made in the meeting.			
Review the focus norm.			

LAPWAI COLLABORATION SESSION

Date: 8/30/24

Time: 1:30-3:30

Location: Library

Entry task: SIGN IN, GRAB A CUP

Agenda:

1:30-1:45: THANK YOU'S! GRAB A CUP! Share out a highlight of the week.

1:45-2:00: 504 Updates and supports with Kristen

2:00-2:15ish: Idaho Legislative updates in education

2:15-2:45: PBIS/RJC & Student supports/classroom supports

- PBIS MONTHLY THEMES

- Tier 2 student supports, request for assistance form

- Other

2:45-3:00: Danielson Folders-Google shared folders

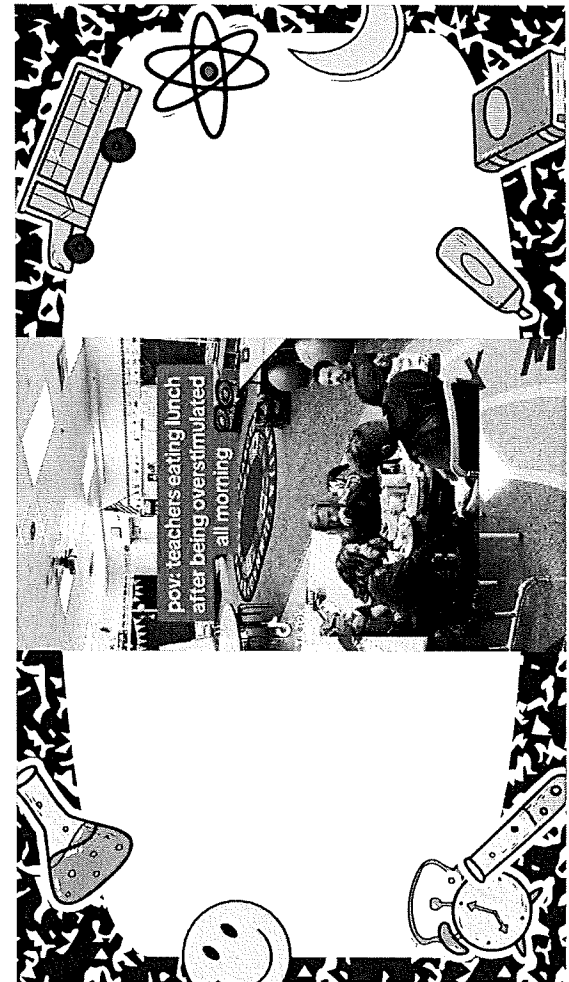
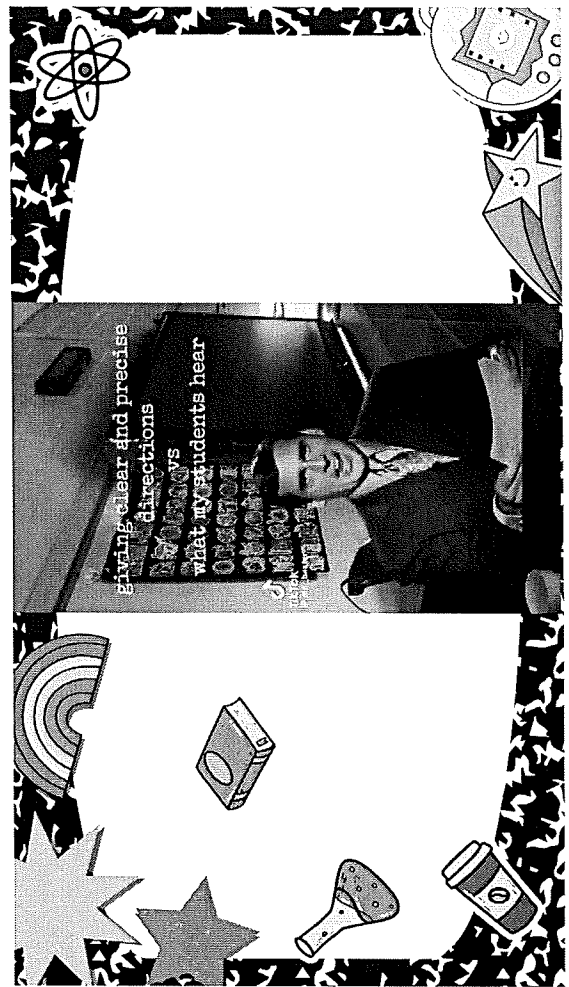
- LT meeting Sept 3rd, first PLT/PD Friday 9/6

- Professional expectations -vs- norms

- Instructional focuses

- Session 1, Session 2, Session 3

3:00-3:30 PLANNING AND PREP







LEGISLATIVE UPDATES

Dr. Aiken reviews legislative updates from the State of Idaho.



PBIS & RJC

PBIS STAFF FOLDERS: PBIS documents, handbooks, forms, passs, certificates, hall passes, tier 2 student request for supports, etc.

Checking in: What periods would you like supports from front office staff? Any special topics/presentations? What students may need additional supports?

PBIS MONTHLY THEMES: RESPONSIBLE

Tier 2 Support: Request for assistance and Friday rolls. Put the 2 extra meeting form in form by 10:00 AM to make.

PBIS MONTHLY THEMES

RESPECTFUL

LANGUAGE- positive guidance toward positive use of language, redirect cursing, etc.

RESPECTFUL

RESPECT OURSELVES & OUR OWN LEARNING: Begin the year with goals for ourselves and take our learning seriously

PBIS MONTHLY THEMES

RESPONSIBLE

TECHNOLOGY: cell phones, use of tech in classrooms (no games/videos, YouTube or non-instructional sites allowed)

RESPONSIBLE

ATTENDANCE GOALS, first hour punctuality, 90% attendance school-wide

DANIELSON-TEACHER FOLDERS

Teachers: Check for your Danielson
Google Folder 2024-25

PBIS MONTHLY THEMES

SAFE

- the PBIS Matrix- walking in the hall safely and interacting safely with our peers
- Hands and feet to ourselves
- HAPPY PREVENTION & EDUCATION

FRIDAY SEPT 6TH

Collaborative Time
7-8AM, 1:30-3:30

LEADERSHIP TEAM

Leadership Team Meeting Schedule
TUESDAY'S 3:45PM
Sept 3rd
Mr. Morgan's Room

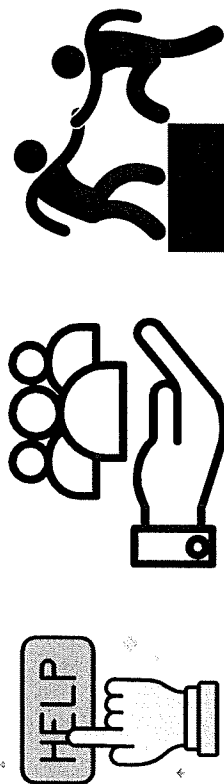
Tuesday
9/3
3:45-6:45

GET A SALES PITCH,

SELL IT!

Why on earth should kids be in your class?

WHAT DO WE NEED?



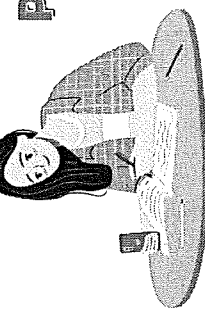
INSTRUCTIONAL FOCUSES

teacher Clarity

teacher credibility

self-reported grades

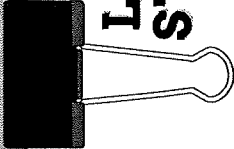
cognitive task analysis



NEXT STEPS:

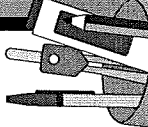
PLANNING AND PREP!

BE READY FOR YOUR STUDENTS!



LAPWAI MIDDLE-HIGH STAFF COLLABORATIVE SESSIONS 2024-25

SESSION 1: 7AM-8AM

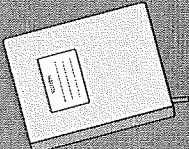


POV: Teachers getting home from school and being asked how their day was

FRIDAY

6:45am

A Day in the Life of a Teacher

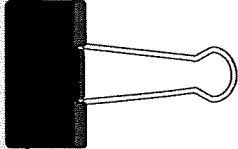


AGENDA:

- Session 1: 7AM-8AM
 - Collaborative sessions
- Cell phone expectations
- PLT's
 - professional expectations
 - collective responsibilities
 - documentation
 - agenda
 - minutes
 - Cycle of work

ANNOUNCEMENTS

- Ashlee intro's spirit week next week
- Cell phone school-wide goals and technology expectations



Ms. G's leadership class



SPIRIT WEEK

2024

MON 9TH

PAY IT FORWARD DAY!

TUES 10TH

WEAR YELLOW!!

WED 11TH

WEAR TEAL/PURPLE!!

THUR 12TH

PHOTO BOOTH!

FRI 13TH

ASSEMBLY!!!

09/09TH-09/13TH

YOU ARE IMPORTANT



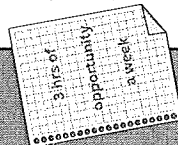
Collaborative Opportunities

Session 1: 7AM-8AM

Session 2: 1:30-2:30

Session 3: 2:30-3:30

Session Flex: a defined time, like on Sept 20th, broken into some 30 min teams



RATIONALE:

- Negotiated agreement, certified employees do 7-8AM
- 100% of teachers in the morning
- Paras volunteer and timesheet, but commit to the PLT process 100%
- Friday afternoons are impacted from split teams, sports, coaching, leave

FLEXIBILITY:

- PD topics & instructional focuses 7-8AM
- Content-focused, grade-level focused, PLT-focused, individual homework session
- MOST IMPORTANT: return, share, review, debrief, clarify our work

AGENDA/MINUTES:

1. PLT/PD Agenda template
2. Minutes
 - a. typed in google shared doc
 - b. no emails, no handwritten
3. Shared Google folder
4. Sign-in with time stamp 7AM-8AM
5. All certified staff participate in a PLT
 - a. designate your team today
6. Session 1's in library - whole group

MANDATORY OPPORTUNITY:

- FEDERAL PROGRAMS REVIEW
- ACCREDITATION
- CSI



PROFESSIONAL EXPECTATIONS:

1. Arrive at 7AM ready to participate, sign in, grab materials (same expectations you'd have in your classroom)
2. Lateness requires notifying your PLT facilitator and principal, over 15 minutes late is personal leave.
3. Ongoing assignments, materials, notes come with you. BE READY.

NORMS:

Behaviors that the team has for a short-term goal and monitoring system to influence productivity.

CELL PHONE EXPECTATIONS

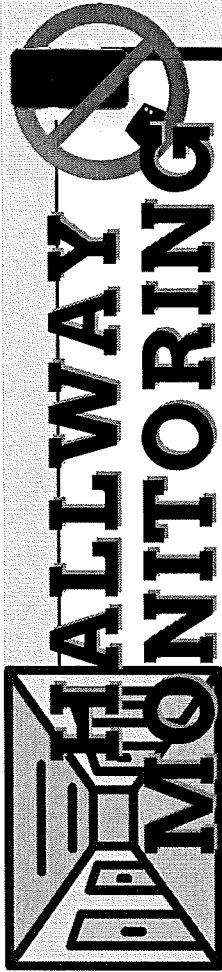
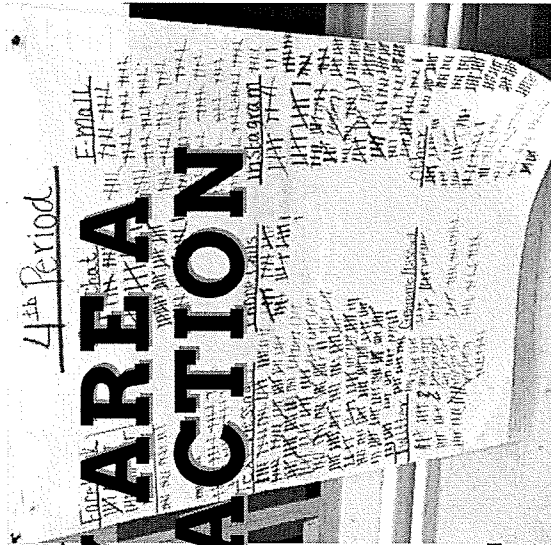
Research link: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8093572/>

The cognitive demand related to phone calls, email, texting, playing games, browsing, and social networking sites on mobile phones grabs user's attention or moves their attention away from other things so that they are not able to focus on work-related activities.

THEY ARE A DISTRACTION

Even if in the back pocket.
Even if in the classroom charging.
Even if in a phone wall cubby in the classroom.

They remain outside of the classroom in a locker.

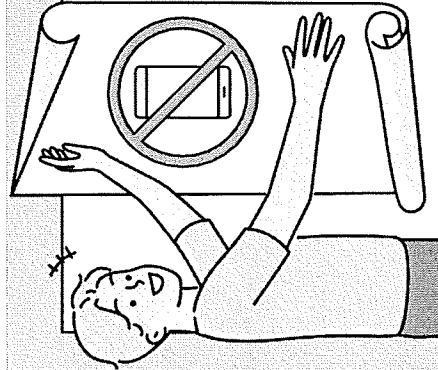


Students leave to:

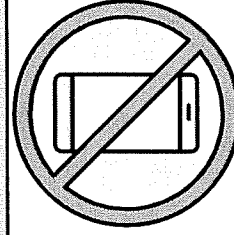
1. Go a locker
2. Go to the bathroom
3. Go get a drink
4. 1,000 other reasons

Observations: Phones on them means

1. On phones walking during transition time
2. Leave room to get on their phone
3. Linger outside classrooms on their phones
4. Serious social media/cyber bullying incidents already during the school day



POST SCHOOL EXPECTATION POSTERS



Expectations:

Not some classes.
Not middle school classes.
Not select students.
ALL CLASSROOMS.
ALL STUDENTS.
100% of US.

100%

Operating in our authority



Hallways: 100% of staff reinforce/redirect

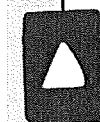
Classrooms: Teachers, paras present

Continued non-compliance/defiance/disrespect:
Call Kiri, dispatch Micah, Buck, take phone, SWIS,
phone contract, parent contact, parent pick up, etc.

Collective opinions: staff get discouraged when they
feel their colleagues don't enforce

Operating in our authority

100%



TECHNOLOGY EXPECTATIONS

School devices: Chromes, lap tops, desk tops, etc.

Pondering: Where in our student
achievement goals and instructional
focuses does use of tech for non-
instructional activities fit?

OBSERVATIONS:

Students on game sites.

Students playing violent games (with guns).

Students watching YouTube videos of all kinds.

Students with two screens (multitasking isn't a thing).

Students watching sports footage.

Etc.....

This could be a long list if we keep going.

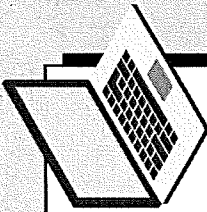
**Game
Over**





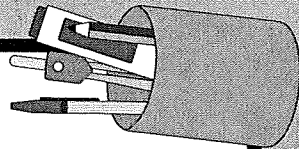
RETEACH

1. Tech contract
2. Digital citizenship
3. Internet use agreement
4. Enforce monitoring of screens, check history
5. Bell to bell engagement
6. What do they do when finished with assigned task?
7. Acceleration!!!!
8. Approved websites only



INSTRUCTIONAL FOCUSES

- Teacher Clarity
- Teacher credibility
- Self-reported grades
- Cognitive task-analysis



CTA

Intro

COGNITIVE TASK ANALYSIS

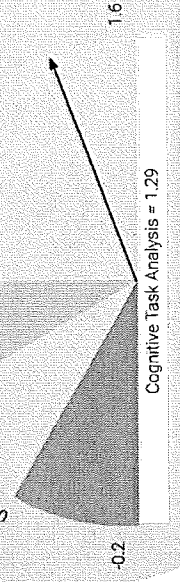
Cognitive Task Analysis means to teach students not just the content, but how to think about the content. For example, if a student is struggling in maths, rather than assigning more exercises you might teach the student to "see" the information through a drawing or manipulative.

TEACHING Focus on teaching/instructional strategies		F5
Strategies emphasizing learning intentions		
Appropriately challenging goals	0.59	
Behavioral organizers	0.42	
Conceptual organizers	0.78	
Cognitive task analysis	1.29	
Concept mapping	0.64	
Goal commitment	0.40	
Learning goals vs. no goals	0.68	
Learning hierarchies-based approach	0.19	
Planning and prediction	0.76	
Setting standards for self-judgment	0.62	

[Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge.]

COGNITIVE TASK ANALYSIS

Cognitive Task Analysis (1.29) helps students unpack the thought process for cognitively demanding tasks. These tasks may require problem solving skills, decision making, memory, attention or judgment. Protocols for this strategy include deconstructing a task into sequential parts, discussing new information with others, consolidating knowledge, and creating visuals for easy recall.

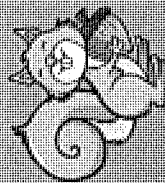


COGNITIVE TASK ANALYSIS

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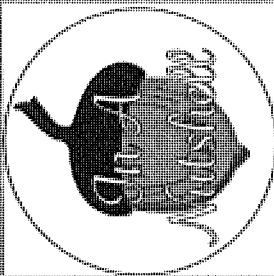


[Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge.]

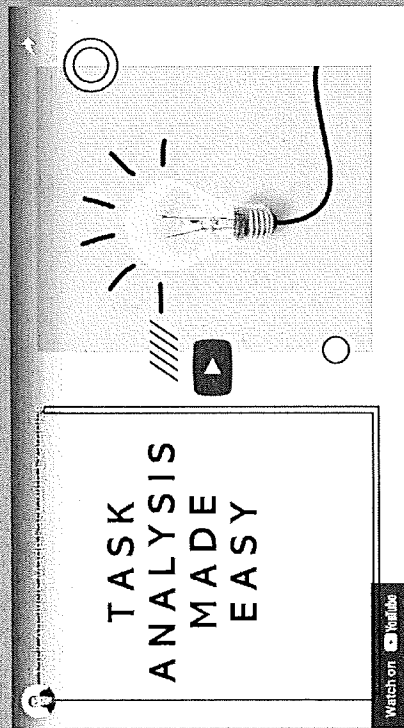


In a nutshell....

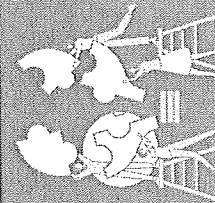
CTA is teaching students how to think about how to problem solve.



Want to learn more about CTA?



Watch on YouTube



a guide to creating a task analysis

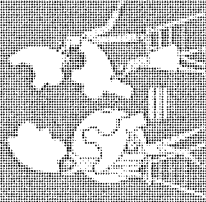
Using a task analysis provides instructions with an evidence-based process for becoming a top tier metacognitive thinker. In addition, it provides an opportunity for students to learn from their own experiences.

1. Select an authentic task to analyze. Choose a task that is complex enough to require a task analysis. Select one task to analyze and instruct.
2. Observe or complete the task. If you are observing, take notes on the steps and the time it takes to complete the task. If you are completing the task, take notes on the steps and the time it takes to complete the task.
3. List the steps needed to complete the task. Write down each step in sequential order. Start with the first step and end with the last step. Make necessary edits and add or delete steps as needed.
4. Identify prerequisite skills. Ask yourself: If prerequisite skills, or subtasks, are not mastered, will the task be completed? List the prerequisite skills and the task level.
5. Break the task into subtasks. Break the task into subtasks that are manageable. List the subtasks and the task level.
6. Write each step as a single observable behavior. Write each step as a single observable behavior. Use action verbs and make the steps measurable. Write the steps in sequential order.
7. Test the task analysis. Follow the task analysis and complete the task. Make necessary edits and add or delete steps as needed. Make the task analysis perfect on the first attempt.

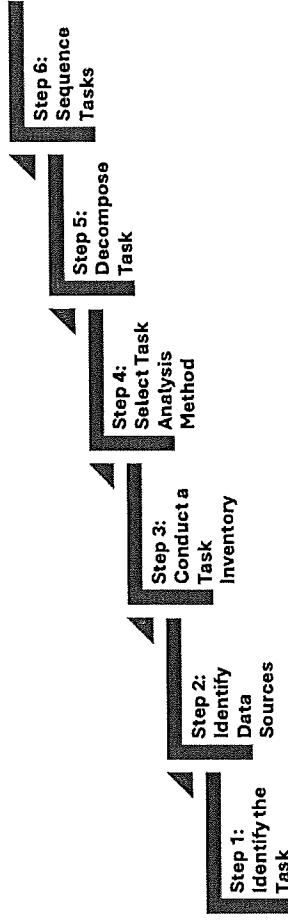


Using task analysis to inform instructional design

https://edtechbooks.org/id/task_and_content_analysis?format=ms_word



Task Analysis Process



Using Task Analysis to Inform Instructional Design

Lapwai Planning Calendar: 9/6/24

TODAY

Session 1: 7-8AM PLT/CTA Intro

Session 2: 1:30-2:30 Break into PLT/Department teams to focus on last year's work/goals and this year's work/goals (CFA's, FA, prioritized standards, etc.)

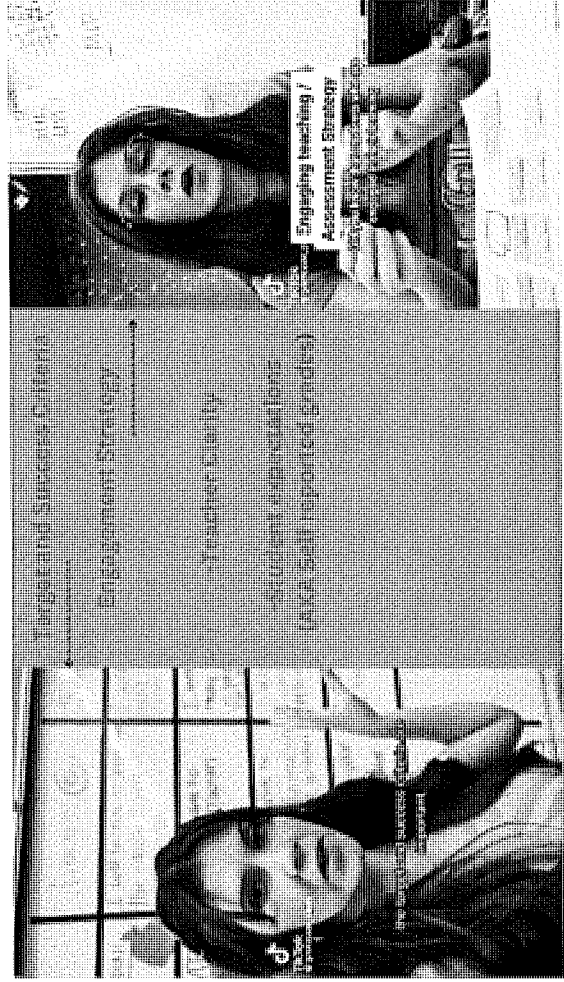
Session 3: 2:30-3:30 Individual planning sessions, and 6th grade/MS team PBIS meeting & identified student supports

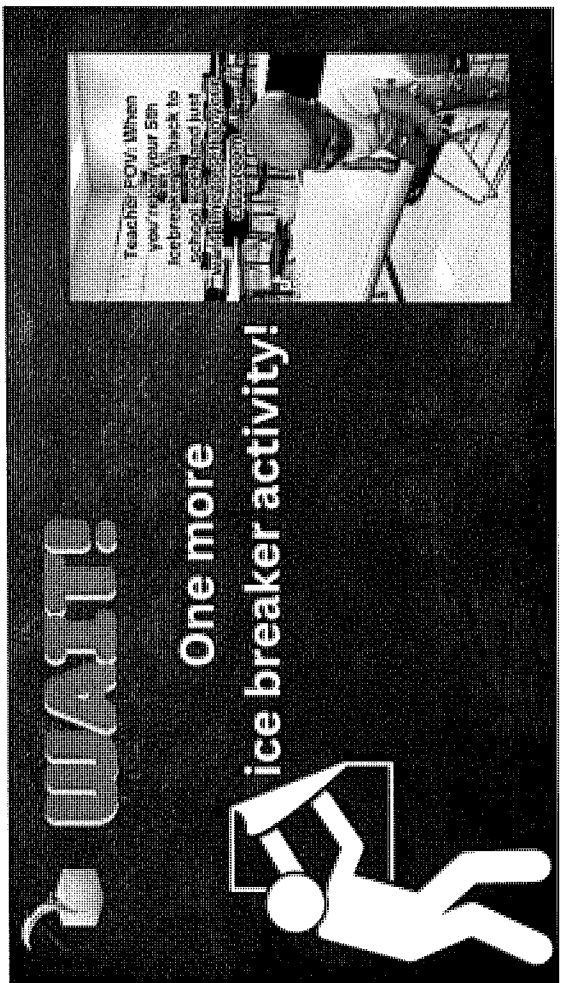
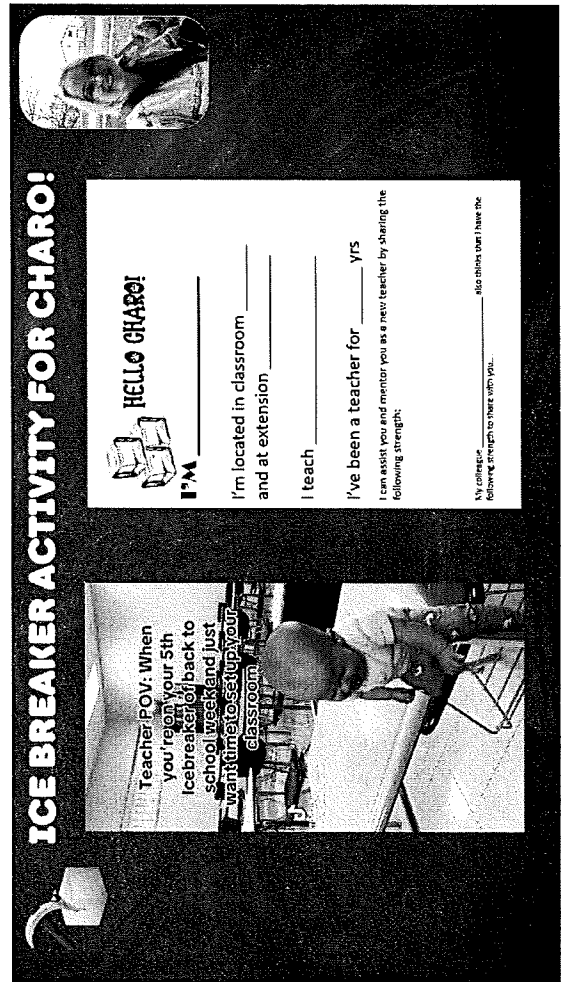
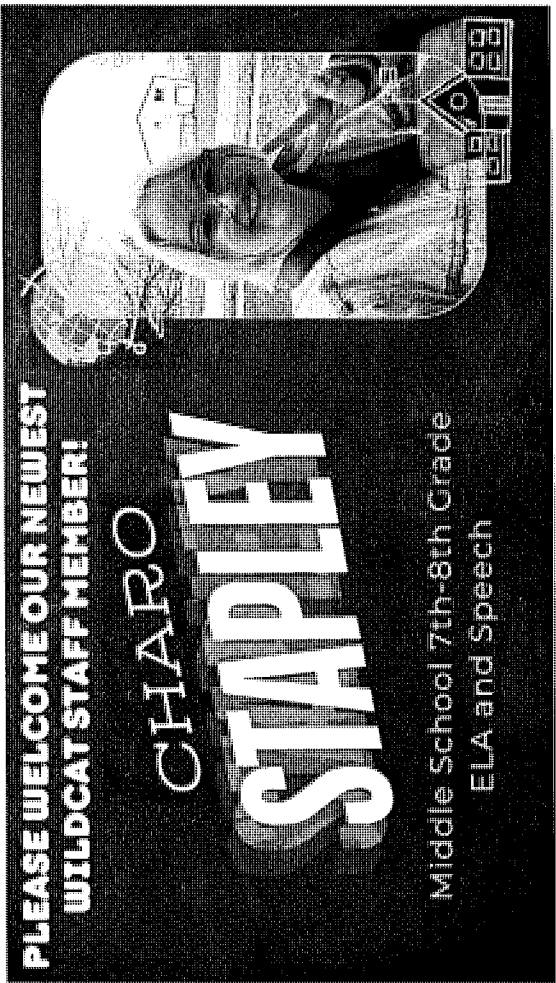
NEXT WEEK 9/13

Presenters: Lisa Nelson
1. Session 1-3: CFA's, formative assessing, instructional strategies, teacher clarity (learning intentions, success criteria, questioning strategies)

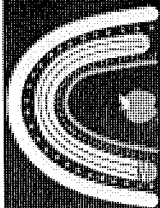
QUOTE OF THE WEEK

"IF YOU AIM AT NOTHING, YOU'LL GET NOTHING." ~ZIG ZIGLAR





YEARS OF EXPERIENCE IN THE ROOM



Poster #1:

Graph your
years of
experience
in teaching

-Years of experience in
teaching (yellow)
-Years at Lapwai (red)

Poster #2: Write down
what you've taught on
a sticky note

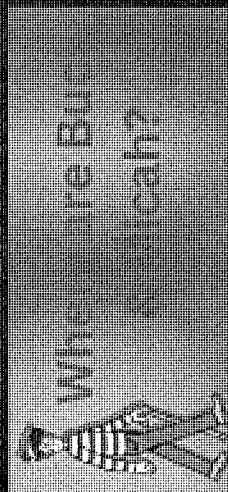
What
have
you
taught?



Office 209
(Old Conference Room)

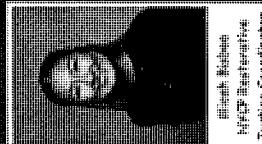
- Phone X3209
- Students enter through the front office only
- Kiri/Shawna check for hall pass, receive phone call from classroom teacher
- Students sign in at the front office

BUILDING MOVES



To better support student learning and classroom instruction, Buck & Micah have offices right next to each other. This allows their front office proximity to immediately address "in class" supports and "office" supports when staff call Kiri to dispatch for support.

Micah Bisbee
Office 204
X3204



Buck Walker
Office 205
X3205



DISPATCHING STUDENT SUPPORTS

1. Dispatch Kiri Brown
2. Kiri Calls Micah



Kiri Brown
Front Office
X3255

CLASSROOM MANAGED BEHAVIOR- STAFF VISIT
1. Staff respond if the behavior is LEVEL 1 (minor, in class support requested)
2. Kiri calls/radios for Micah to respond
3. Micah visits classroom and teacher, assesses response and support, focuses on getting the student set and ready to return to learning



Micah Bisbee
Office 204
X3204

OFFICE MANAGED BEHAVIOR- OFFICE REFERRAL
1. Staff respond if the behavior is LEVEL 2-3 (major, office-managed support)
2. Kiri calls/radios for Micah to respond
3. Micah assesses needed support and coordinates with Buck on responding to the behavior



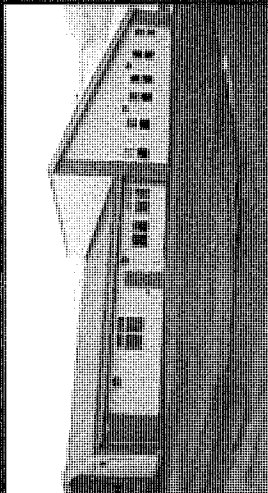
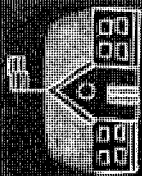
Buck Walker
Office 205
X3205

3. Buck & Micah Collaborate

1. Investigate and gather information
2. Decide appropriate LEVEL 2-3 response
3. Document response
4. Communicate with classroom teacher
5. Students who do not return to learning space are monitored and supported from Office 205

NOTE: 1) Level 3-4 behaviors involve admin, 2) Responding staff complete SWIS/Minor/Major Form & Contact Guardian

OUR SCHOOL IS...



**A BUILDING WITH FOUR
WALLS AND TOMORROW
INSIDE**

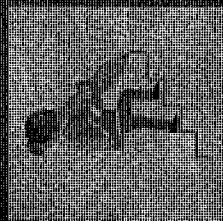
SHAPING LIFE LONG LEARNERS

**STUDENT
MOTTO**

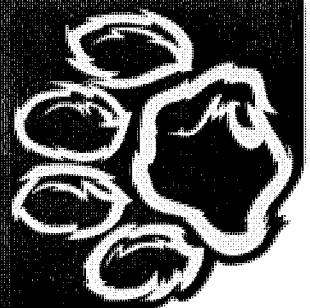
Wildcat

**WE ENTER TO LEARN,
LEAVE TO ACHIEVE**

ACADEMIC STUDENT GROWTH



**DEVELOPING CARING
LEARNERS WHO ARE
ACTIVELY GROWING
AND ACHIEVING.**



A JOURNEY OF LEARNING AND GROWTH

STAR 2023-24 to 2024-25:

**MATH Goal 50% SGP, Result 59%, New Goal 62%
READING Goal 50%, Result 70.5%, New Goal 71%**

ISAT 2023-24 to 2024-25:

**MATH Goal 15.7%, Result 15%, New Goal 18%
ELA Goal 36%, Result 39%, New Goal 44%**

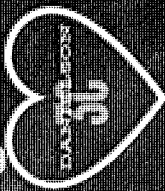
(Yes, we are in school improvement, but we're focused on systems of learning and growth.)

INSTRUCTIONAL FOCUSES

- SHIFTING DISCUSSION FOCUSES TO STUDENT-CENTERED & LEARNING CENTERED
- IDENTIFYING, GROWING, AND HONING BEST-PRACTICE INSTRUCTIONAL STRATEGIES & TEACHER TECHNIQUES



ENGAGEMENT



ENGAGEMENT STRATEGIES:

- Provide instructional structure that develops responsible, motivated, and highly engaged students
- Provide learning experiences that challenge, motivate, and actively involve the learner
- Encourage adaptability, flexibility, resourcefulness, and creativity
- Encourage students to become deeply involved in their work



What is Student Engagement?

Educational strategies and teaching techniques that address the developmental, intellectual, emotional, behavioral, physical, and social factors that enhances learning for students.

The Glossary of Educational Reform defines student engagement as: the degree of attention, curiosity, interest, optimism, and passion that students show when learning or being taught. ...learning improves when students are inquisitive, interested, or inspired



Something **WE** do...



Creates this **student outcome**



INSTRUCTIONAL FOCUSES



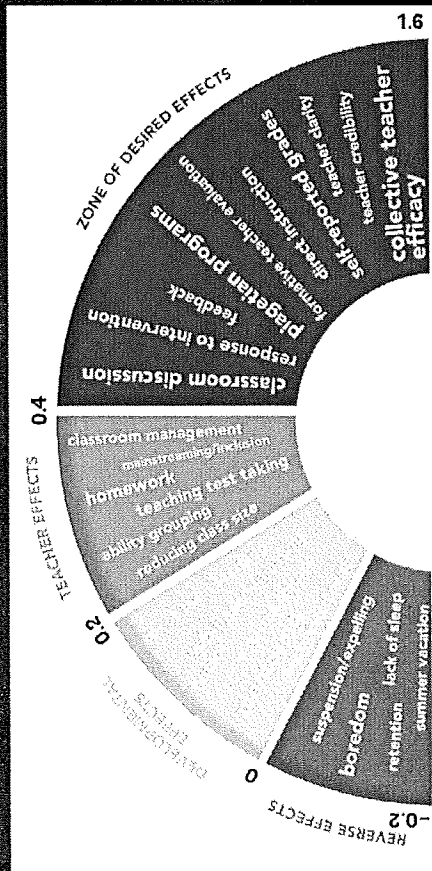
- TEACHER CLARITY
- TEACHER CREDIBILITY
- SELF-REPORTED GRADES
- COGNITIVE TASK-ANALYSIS



LEADERSHIP TEAM STUDIED RESEARCH ON TOP INFLUENCES AND EFFECT SIZES OF STUDENT LEARNING WITH OUR OWN GOALS AND PLANS.



SO, WHAT HAS THE GREATEST INFLUENCE ON STUDENT LEARNING?



SO, WHAT IS THE IMPACT OF OUR TEACHING?

Hattie's Influences and Effect Size of Student Learning Meta-analysis Study

We want the evidence that we are in the BLUE ZONE.

HATTIE'S + EFFECT SIZE

GREEN, BLUE, LIGHT BLUE

X

HATTIE'S - EFFECT SIZE

RED

X

INSTRUCTIONAL FOCUSES

- **TEACHER CLARITY**
- **TEACHER CREDIBILITY**
- **SELF-REPORTED GRADES**
- **COGNITIVE TASK-ANALYSIS**

LEADERSHIP TEAM STUDIED RESEARCH ON TOP INFLUENCE AND EFFECT SIZES OF STUDENT LEARNING WITH OUR OWN GOALS AND PLANS.

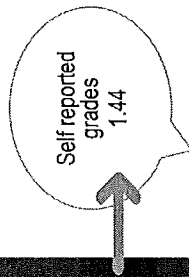
INSTRUCTIONAL FOCUS

SELF-REPORTED GRADES

Assessment capable students

Students who can:

- self assess accurately and successfully against the success criteria and know their next steps in learning.



GOAL

Self reported
grades
1.44



Students who can set SMART goals in learning, then self-monitor and evaluate their progress towards and achievement against them.

Assessment capable students

INSTRUCTIONAL FOCUS

SELF-REPORTED GRADES

Assessment capable students



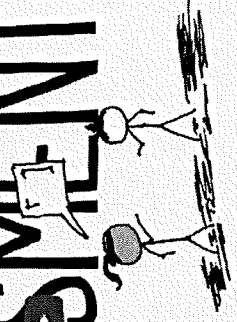
Students becoming their own teachers – giving them the skills to know:

- Where do I need to be by the end of the year?
- Where am I now?
- What can I do well?
- Where to next for me as a learner?

Empowering Students to Own the Assessment Process

Empowering Students to Own the Assessment Process

EMPOWERING STUDENTS TO OWN THE
ASSESSMENT
PROCESS



Watch on YouTube

Student Self-Reported Grades



Student Self-Reported Grades

Self-Reported Grades

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ED DIRECTION
TRANSFORM YOUR SCHOOLS

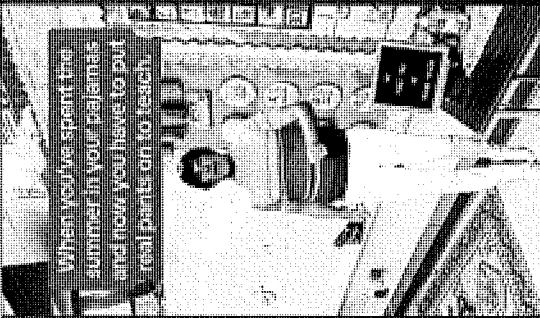
www.eddirection.org

Watch on  YouTube

PD SESSION 2: AFTER LUNCH TEACHER CLARITY



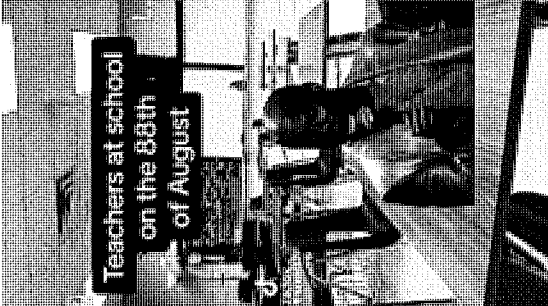
When you've spent the summer in your pajamas and now you have to put real pants on to teach.



PD SESSION 2: AFTER LUNCH TEACHER CLARITY



Teachers at school on the 88th of August



PD SESSION 2: AFTER LUNCH



INSTRUCTIONAL FOCUSES

- TEACHER CLARITY
- TEACHER CREDIBILITY
- SELF-REPORTED GRADES
- COGNITIVE TASK-ANALYSIS





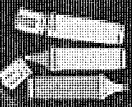
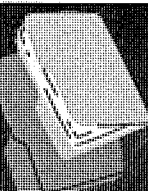
COLLABORATIVE CONVERSATION QUESTIONS:

- (1) WHERE ARE WE GOING?
- (2) WHERE ARE WE NOW?
- (3) HOW DO WE MOVE LEARNING FORWARD?
- (4) WHAT DID WE LEARN TODAY? AND
- (5) WHO BENEFITED AND WHO DID NOT BENEFIT?

Our 5 discussion questions that allow education teams to put equity front and center in our collaborative conversations (Fisher, Frey, Almarode, Flores, & Nagel, 2020)




INSTRUCTIONAL FOCUSES

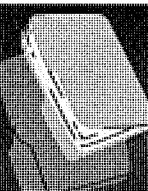
TEACHER CLARITY

- TEACHER CREDIBILITY
- SELF-REPORTED GRADES
- COGNITIVE TASK-ANALYSIS

LEADERSHIP TEAM STUDIED RESEARCH ON TOP INFLUENCES AND EFFECT SIZES OF STUDENT LEARNING WITH OUR OWN GOALS AND PLANS.




INSTRUCTIONAL FOCUSES

TEACHER CLARITY

- TEACHER CREDIBILITY
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- COGNITIVE TASK-ANALYSIS

LEADERSHIP TEAM STUDIED RESEARCH ON TOP INFLUENCES AND EFFECT SIZES OF STUDENT LEARNING WITH OUR OWN GOALS AND PLANS.




TEACHER CLARITY:



Today's Learning Intention (Target)

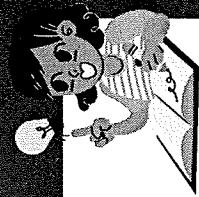
Learning Intention:

I can understand the importance and the need for teacher clarity and the use of learning intentions and success criteria.

Why? It will have an impact on student learning!

TEACHER CLARITY:

Today's Success Criteria



I can...

1. describe what is meant by teacher clarity to my peers.
2. describe what a learning intention and success criteria are and are not.
3. list the three critical questions for learning intentions and success criteria.

TEACHER CLARITY:

Today's Success Criteria

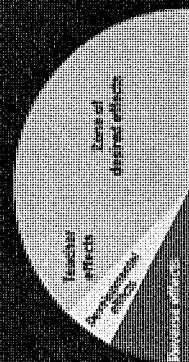


I can...

4. explain how learning intentions and success criteria build for more formative assessment/opportunities to respond and better feedback.
5. explain to my peers the reasons why teacher clarity should be considered as an initiative at my school or district.

TEACHER CLARITY:

When considering effect size, one approach to delivering instruction stands out: teacher clarity, with a reported effect size of .75.



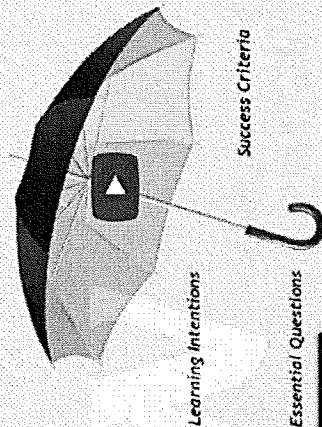
The hinge point: average effect size 0.4

TEACHER CLARITY: 3 MIN.



Teacher Clarity: Introduction to Teacher Clarity

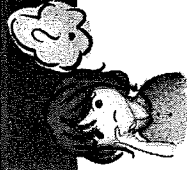
Teacher Clarity



Watch on YouTube

TEACHER CLARITY:

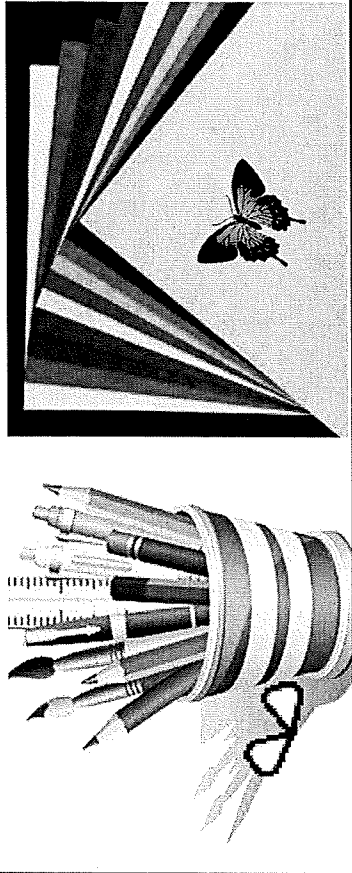
Time for a Chat



1. How do you as a teacher or leader know students are successful at learning what you want students to learn?
2. How do students know whether they are successful?
3. How can students know if they have achieved the intended learning or whether they are making progress toward doing so?

TEACHER CLARITY:

Get ready - Grab a sheet of paper and a pen or pencil!



TEACHER CLARITY:

Time to Draw a Butterfly

Learning intention (target): I can draw a butterfly.

Directions:

1. Take out a piece of paper and draw a butterfly.

TEACHER CLARITY:

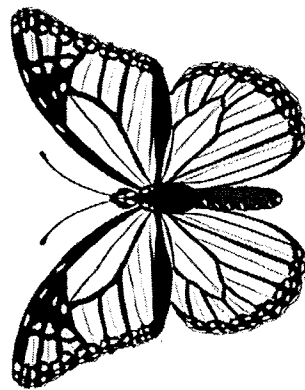
Time to Evaluate your Butterfly



- If your butterfly has wings, give yourself 3 points
- If your butterfly has antennae, give yourself 5 points
- If your butterfly has elongated wings, give yourself 5 points
- If your butterfly doesn't have a small bud drawn at the end of each antenna, take off 6 points
- If your butterfly does not have circles or dots on the outside of the wings, take off 5 points
- If your butterfly does not have wings darkly shaded around the edges, take off 8 points
- If your butterfly abdomen is not shaded, take off 3 points

TEACHER CLARITY:

This is what your butterfly should look like. How did you score?



TEACHER CLARITY:

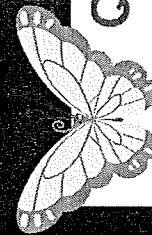
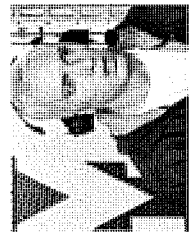
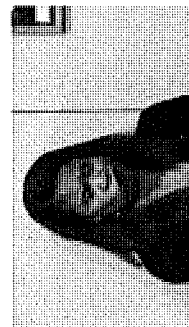
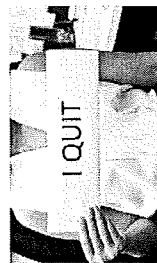
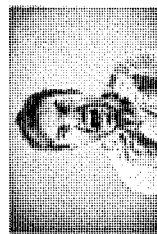
How did it make you feel after you were assessed on the drawing?

Type one word in the question box to describe your feeling.



TEACHER CLARITY:

Answers from the Field



TEACHER CLARITY:

Questions for the Field

If this were a lesson and/or an assessment, what would you change?

TEACHER CLARITY:

Answers from the Field

Could have modeled. Why not show us a picture first?

Need a rubric

Should have been more clear

What about a checklist?

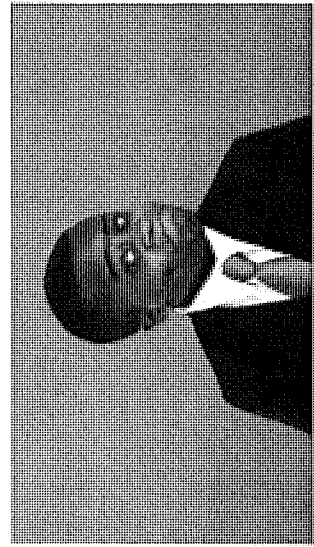


Reflection

Was there clarity in your learning?

TEACHER CLARITY:

Answers from the Field



Reflection

Do we do this with our students?

TEACHER CLARITY:



TEACHER CLARITY:

Answers from the Field



TEACHER CLARITY:

If you could do one thing that could have a significant impact on student learning in your classroom, but also build a foundation for other significant influences, what would it be?

TEACHER CLARITY!

What is the Hattie effect size on student learning?

TEACHER CLARITY:

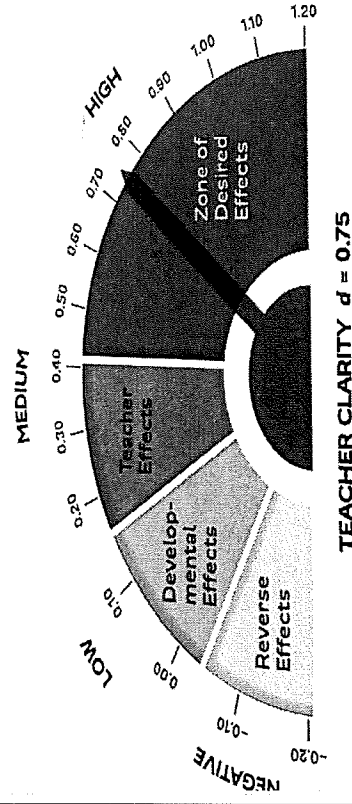
What Does the Research Say?

John Hattie's research:

A learning effect size of 0.40 equates to a year's growth in learning. Implementing teacher clarity correctly results in an effect size of 0.75. This results in almost twice the effect size on one year of formal schooling.

TEACHER CLARITY:

Teacher Clarity



TEACHER CLARITY:

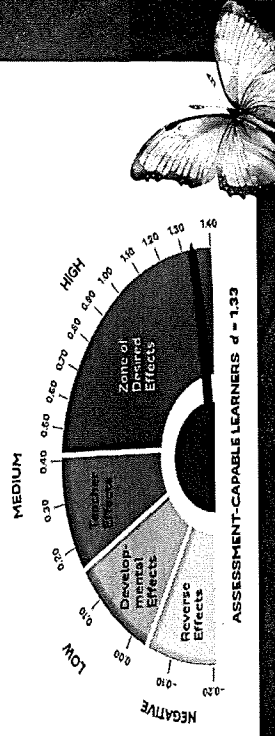
Other Significant Influences Impacted by Implementation of Teacher Clarity

- Collaborative planning & organizing instruction
- Formative assessment/opportunities to respond
- Feedback between student and teachers, student and teacher, peer to peer
- Students self-monitoring and assessing - Own their learning!

TEACHER CLARITY:

When Teacher Clarity is Achieved, The Results are Impressive

John Hattie refers this as assessment-capable learners and this as an effective size of 1.33 or triple the rate of learning!



TEACHER CLARITY:

Impact on the Continuous Improvement Cycle

Coherent Instruction:

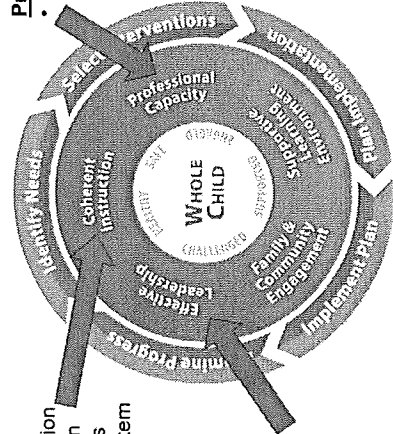
- Planning for Quality Instruction
- Delivering Quality Instruction
- Monitoring Student Progress
- Refining the Instruction System

Effective Leadership:

- Ensuring High Quality Instruction in All Classrooms
- Ensuring Staff Collaboration

Professional Capacity:

- Develop Staff
- Ensuring Staff Collaboration

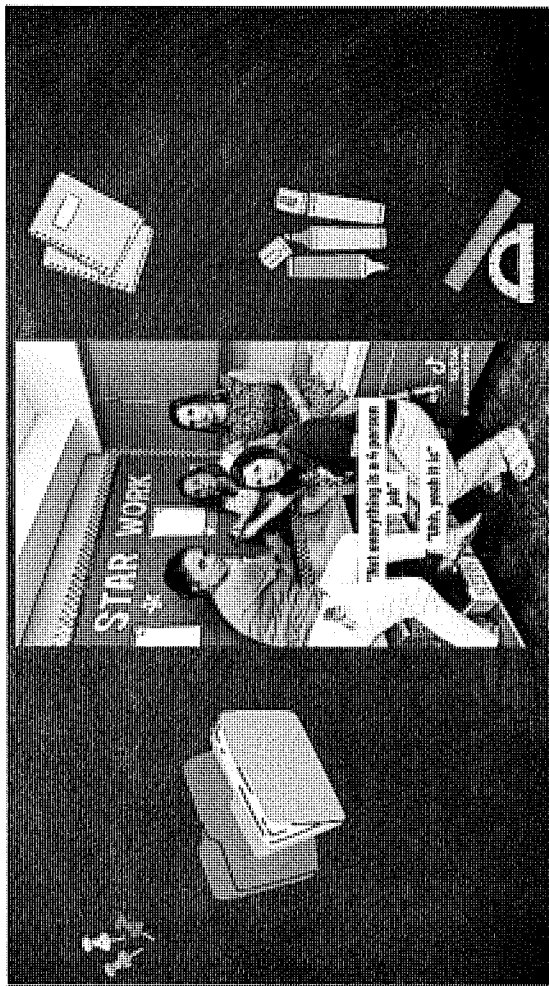


TEACHER CLARITY:

Before you go...

Reflection

1. List two take-a-ways from what you viewed and heard so far
2. How could this change the way you provide instruction?



INSTRUCTIONAL FOCUSES

NEXT FOCUS:

- **TEACHER CLARITY**
- **TEACHER CREDIBILITY**
- **SELF-REPORTED GRADES**
- **COGNITIVE TASK-ANALYSIS**

LEADERSHIP TEAM STUDIED RESEARCH ON TOP INFLUENCES AND EFFECT SIZES OF STUDENT LEARNING WITH OUR OWN GOALS AND PLANS.

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INSTRUCTIONAL FOCUSES

NEXT FOCUS:

TEACHER CREDIBILITY

TEACHER EFFICACY



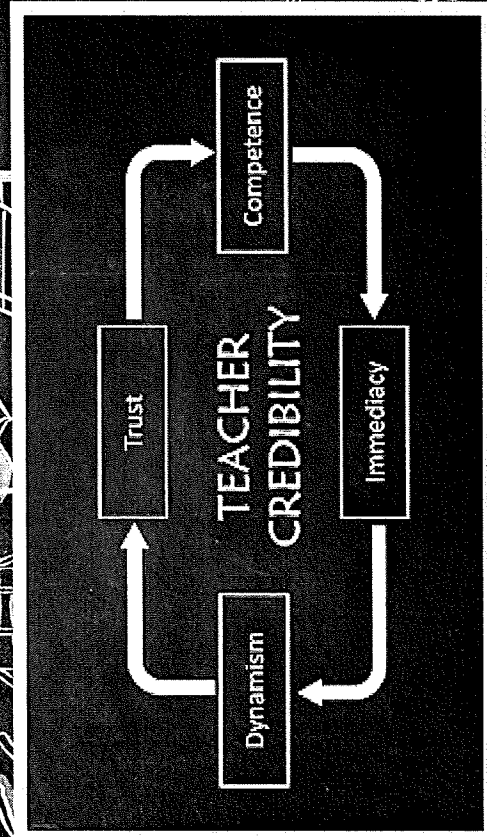
1.57

TEACHER CREDIBILITY

There are four key factors of credibility:

- trust
- competence
- dynamism
- immediacy.

In an interview Hattie puts it like that: "If a teacher is not perceived as credible, the students just turn off."



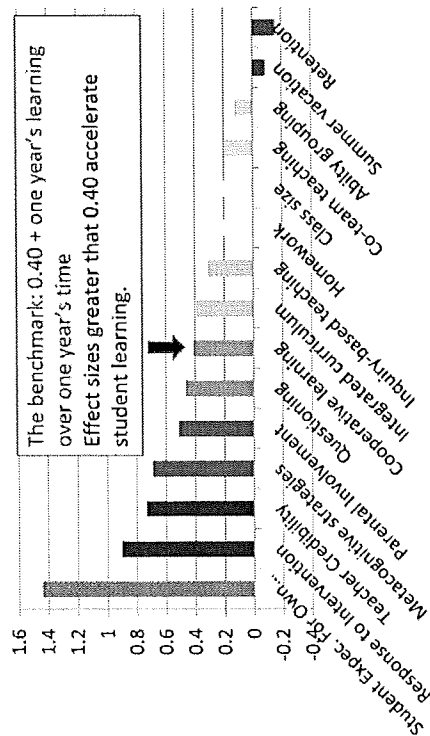
Teacher Credibility

Rank	4 of 150
Effect Size	0.9
Classification	High Effect

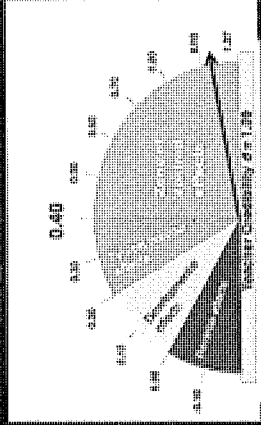
Student perceptions of a given teacher's strengths and weaknesses are consistent across the different groups of students they teach. Moreover, students seem to know effective teaching when they experience it: student perceptions in one class are related to the achievement gains in other classes taught by the same teacher. Most important are students' perception of a teacher's ability to control a classroom and to challenge students with rigorous work.

MET Project: Measures of Effective Teaching, p.9.

Effect Sizes of Influences on Achievement from John Hattie



Teacher Credibility & Efficacy



TEACHER CREDIBILITY

Examples for teacher credibility:

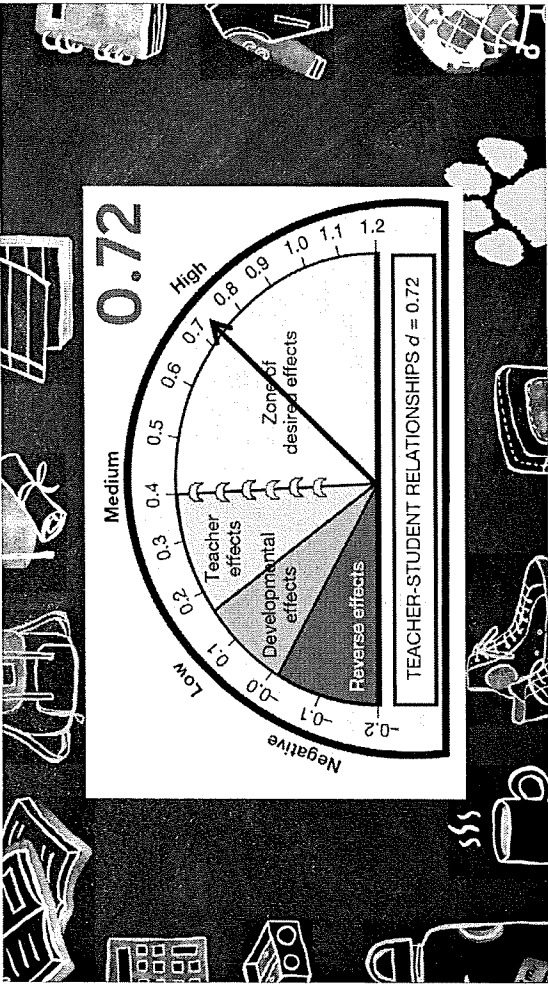
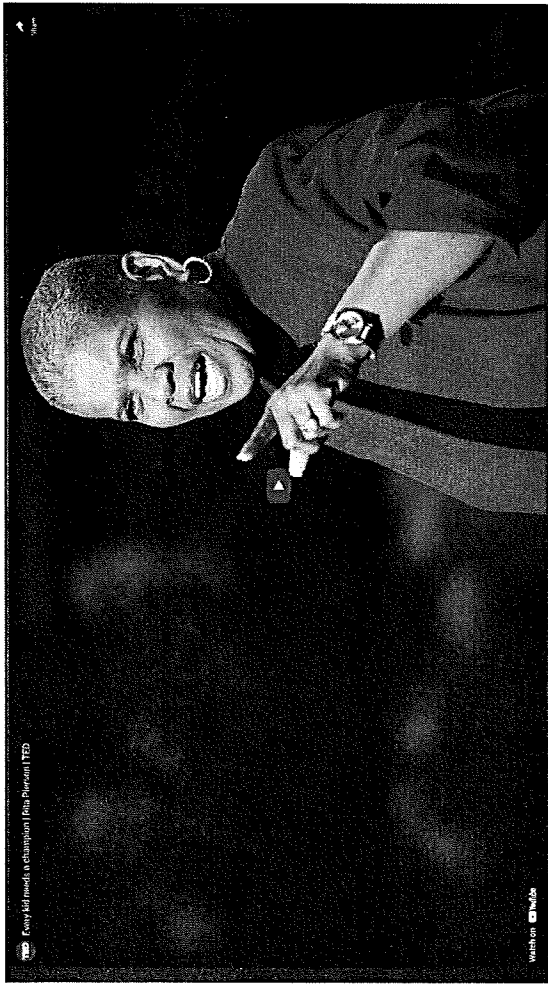
- Earn trust by showing trust towards pupils.
- Appear highly organized in the presentation of the subject matter.
- Develop a powerful style of speaking that uses few verbal hesitations such as "OK" or "you know".
- Reduce distance between teachers and students by moving or moving away from barriers (e.g., desk, podiums).

TEACHER CREDIBILITY

According to Rita Pierson

As you watch Rita's video, what elements of teacher credibility did she display?





PAUSE & PONDER

TRUST

Influencer: Teacher Credibility

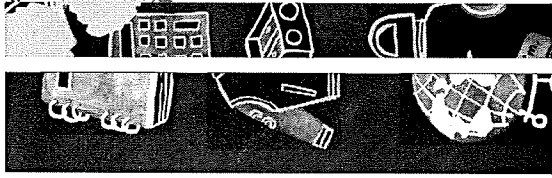
Definition: Students who regard their teacher as a credible authority based on their perceptions of competence, trustworthiness, and perceived caring. "Is this teacher someone I can turn to for feedback, help, knowledge, and depth of understanding?" "Am I prepared to invest in her or his assigned tasks to enhance my learning?"

For up-to-date effect sizes visit www.visiblelearningmeta.com

Visible Learning Meta*



Student "C"	What Students Say
C Care	My teacher really tries to understand how students feel about things.
C Control	Students in this class treat the teacher with respect. Our class stays busy and doesn't waste time.
C Clarify	My teacher explains topics in a variety of ways and makes difficult things clear.
C Challenge	In this class, we learn a lot almost every day. We learn to correct our mistakes.
C Captivate	My teacher makes lessons interesting. I like the ways we learn in this class.
C Confer	Students speak up and share their class work. My teacher respects my ideas and suggestions.
C Consolidate	My teacher checks to make sure we understand. Comments about my work help me to understand how to improve.

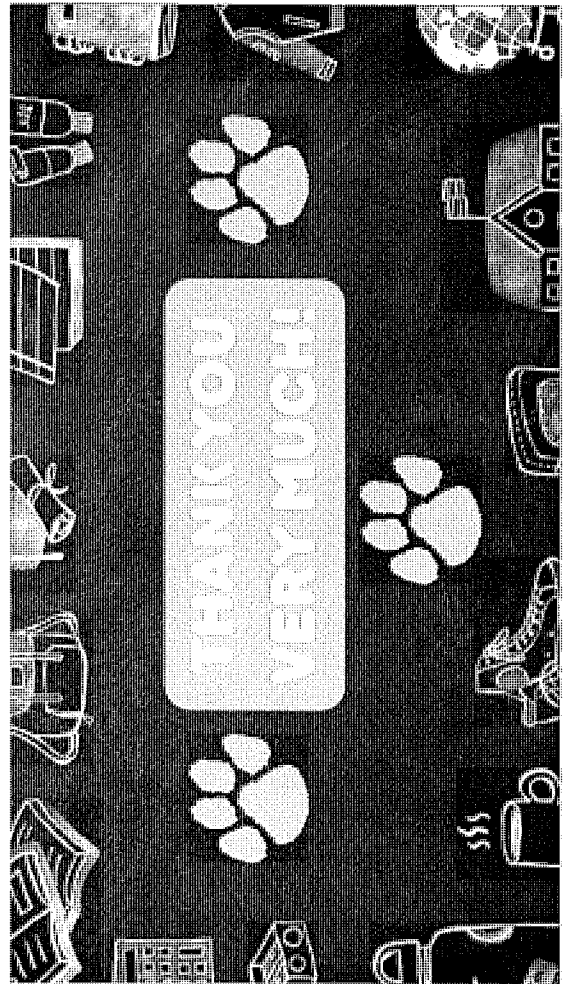


The Beliefs and Commitments of Expert Teachers—Five Attitudes

1. Expert teachers identify ... the most important ways in which to represent their subject.
2. Expert teachers create ... an optimal classroom climate for learning.
3. Expert teachers monitor ... learning and provide feedback.
4. Expert teachers believe ... that all students can reach the success criteria.
5. Expert teachers influence... students' surface AND deep understanding.



10



LAPWAI WILDCATS ARE FOCUSED ON LEARNING

CELL PHONE FREE ZONE

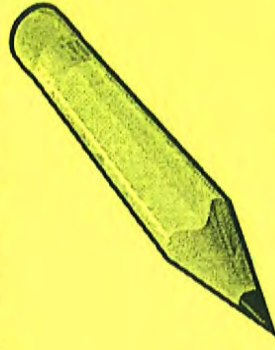


Please,
turn off
your Phone.

Students are
Learning.

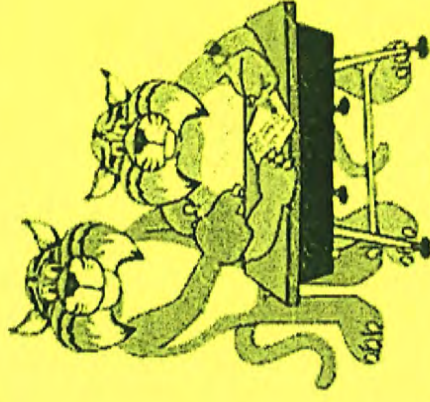
RESPONSIBLE LEARNERS:

I enter this learning space ready to learn.



DAILY EXPECTATIONS:

- Pencil, pen, highlighter, writing utensils
- Paper, notebook, binder
- Textbook, handouts
- Assignments, homework
- Growth mindset and a positive attitude



Lapwai Jr-Sr High School PBIS Behavior Expectations

	* use Positive behavior and language		*Play safely *Stay in assigned areas	*Remember digital consent
<u>Bathrooms</u>	*Respect privacy *Use quiet voices	*Flush the toilet *Wash your hands *Return to class quickly Use sign out sheet Report and inform safety/maintenance issues	*Walk *Throw trash away *Keep water & soap in sink	*Leave all technology outside of the bathroom areas (including cell phones)
<u>Gym</u>	*Follow adult instructions *Encourage others *Share equipment	Respect, use and return equipment. *Follow Gym rules Leave all food and drinks outside gym	*Play safely *Only in gym with adult supervision	*Leave technology outside the gym *Remember that all events in the gym are technology free
<u>Library</u>	*use quiet voices *Follow directions *Respect other's space	*Use star/bookmarker when picking out book *Respect, use, and return books and computers Return books on time *Take care of books and computers	*Walk *Follow library rules *Supervised by adult	*Use technology appropriately, staying on assigned programs *Ask permission to visit sites *Handle technology with care *Responsibly log in and out of devices
<u>Bus/Pick-Up Zone</u>	*Follow bus drivers' and staff's directions *Respect others' space Use quiet voices	*Carry your own things on and off the bus *Throw away your trash *Remain seated until it is time to get off	*Keep head and arms inside the windows *Keep feet and backpacks out of the aisle *Walk to and from the bus	*Respect others' digital privacy * Use headphones so that the bus driver can drive safely with no noise distractions
<u>Assemblies</u>	*Remain respectful to the presenter *Keep all electronic devices in locker during assemblies	*Enter and exit quietly *Pick up trash on way out *Follow gym rules	*Remain seated *Walk with class *Stay with class	*Devices in lockers *Still in school, so assemblies are treated as a classroom
<u>Emergencies</u>	*Listen and follow directions quickly *use quiet voices	*Be alert *Provide assistance if asked	*remain calm *Stay quiet *Walk with class	*Follow Emergency Procedures *Do not stop at lockers *Devices stay in lockers
<u>Technology</u>	*Stay on right sites *Do not take photos or videos of others	*Safe searches only *School appropriate images only	*Make smart choices *Follow rules at all times *Inform adults of any inappropriate technology use	*Every Student know and follow Student Handbook Policies

Lapwai Jr-Sr High School PBIS Behavior Expectations

2022-2023

	<u>Be Respectful</u> <u>Qa'ánnin'</u>	<u>Be Responsible</u> <u>Timmíyunin'</u>	<u>Be Safe</u> <u>Namá'iyānin'</u>	Digital Citizenship
<u>All Areas</u>	*Follow directions quickly *Respect others and self (including property, clothing and language choices) *Treat others as you want to be treated	*Be here every day *Be on time *Leave personal items in locker (phones, iPods, iPads, mp3 player, all electronic devices)	*Make smart choices *Be bully-free in words and actions *Keep hands, feet, and objects to yourself * Inform an adult about Dangerous objects behaviors and substances	*Personal electronic devices (i.e. cell phones, headphones, smart watches, etc.) are turned off and left at home or in your assigned hallway lockers *Use social media off school grounds only
<u>Classrooms</u>	*Kind words and actions *Use quiet voices *Follow directions quickly - Use listening active listening skills	*Make smart choices *Do your best *come to class prepared *Listen respectfully - Use break times responsibly - Leave backpacks, purses, makeup bags etc....	*Follow class rules *Leave class with permission *Stay in assigned area *Leave chair and desk legs on floor.	*Personal electronic devices are turned off and left at home or in lockers *Class work is completed on school devices only
<u>Passing Areas</u> (Hallways, stairs, foyer, sidewalks, breezeway)	*Use quiet voices *Hands & feet to self *Use kind and appropriate language	*Go directly to destination & back	*Walk safety with purpose	* Personal electronic devices remain turned off and in lockers except during lunch break
<u>Cafeteria/Lunch Break</u>	*Follow instructions of staff *Touch and eat your own food *Stay in line/ keep your place in line	*Food & drink in cafeteria only *Clean up your area *Stack up chairs (high school only)	*Drive safe(high school) *Stay in designated areas only	*Get your Personal electronic device out of your locker before going to the cafeteria *Follow school-wide technology use expectations during breakfast and lunch *Remember digital consent
<u>Outside Activities</u>	*Follow directions quickly *Play fair *Take turns and share equipment	*Respect, use and return equipment properly - Take care of facilities	*Follow same rules at lunch break *inform an adult about dangerous objects and behavior	*Follow school-wide technology use expectations during recess and free-time

Lapwai Middle/High School

404 South Main Street • 200 Willow Avenue, West • Lapwai, ID 83540
(208) 843-2241 • Fax: (208) 843-5289

DIGITAL CITIZENSHIP RESPONSIBILITIES & EXPECTATIONS



Hello Lapwai Parents and Students,

Lapwai Middle/High School Year 2022-2023 no student cell phones or earbuds, air pods, or Bluetooth headphones will be allowed to be in use in classrooms during the school day, for ANY reason.

Cell phones must be on silent and stored inside lockers. Phones may only be accessed before and after school and at lunch. Earphones that are wired and plugged into the laptop, may be used if needed for coursework upon approval of the classroom teacher.

During class, students may NOT use their phones for calculators, to check the time, music, to read a book, to check their grades, or for any other reason. If there is a medical reason to use a cell phone, that will be allowed per a 504 or health plan.

Thank you for your support in eliminating recent cell phone concerns including bullying, harassment, and distractions from learning.

~Dr. Penney, Dr. Aiken and Lapwai Middle/High Staff

I have read and understand the cell phone policy.

Student Signature/Date

Guardian Signature/Date

STUDENT HANDBOOK AGREEMENT FORM

I have read with my guardian, understand, and will follow the guidelines set forth in the Lapwai Middle/High School Student Handbook to the best of my abilities.

Please sign and return to your first period instructor.

STUDENT SIGNATURE

PARENT/GUARDIAN SIGNATURE

DATE

At Lapwai Schools we VOW to be responsible with our personal devices. We VOW to make wise digital decisions and to not disrespect ourselves, our peers or our staff. We will be responsible DIGITAL CITIZENS.



Technology Contract

Technology Expectations at Home

When I use the iPads, Laptops, desktops, and cell phones,
I agree to be **responsible, respectful, and safe.**

I understand that a technology device can be used
for **TWO** very different purposes.

PURPOSE number ONE: (ACADEMIC)

I use a device for furthering my knowledge and enhancing my
understanding of the world around me.

PURPOSE number TWO: (GAMING)

I use a device to play games.

Responsible

- During "academic" time, I will only use the apps that my teacher and parents have instructed me to use.
- I will properly get my device and return it to the appropriate place.
- I will not use it for gaming during academic use.
- I will take care of the device by holding it carefully, and keeping it away from food or drinks.

Respectful

- I will only use the device at the appropriate time.
- I will not use it at the dinner table or while engaged in conversation.
- I will not allow the device to distract me from learning.
- I will not use my device to record (photo or video) others without their consent and my parent's consent.
- I will have a separate allotted time to use the device for gaming.

Safe

- I will never use the Internet to search material that is inappropriate.
- I understand that using technology at home is a **privilege and not a right**; if I choose not to follow the above expectations, I will lose the ability to use the technology.

Child's Signature: _____ 110



LAPWAI MIDDLE-HIGH SCHOOL

Digital Learning Agreement

As a student and a digital citizen, I agree to:

Be responsible. I will ...

- ☐ Do my best to complete my schoolwork and assignments.
- ☐ Take care of my device by:
 - ☐ not dropping or tossing it.
 - ☐ putting it down on a clean, flat surface.
 - ☐ not eating or drinking when I use it.
- ☐ Tell my teacher and parent or caregiver if my device is broken, stolen, or lost.
- ☐ _____

Stay safe. I will ...

- ☐ Not share my school account passwords with anyone other than my teacher and parent or caregiver.
- ☐ Not create accounts or share private information without my family's permission. (This includes my full name, date of birth, address, phone number, and photos or videos of myself.)
- ☐ Tell my teacher or an adult I trust if anything makes me feel uncomfortable online, or if anyone acts inappropriately toward me.
- ☐ _____

Think first. I will ...

- ☐ Remember that teachers and administrators can see whatever I say and do on a school-issued device during video meetings, in emails and chats, and on shared documents.

- ☐ Not post anything online that I wouldn't want my family, teachers, college admissions officers, or future employers to see because posts and comments can be saved and shared without my knowledge.
- ☐ Investigate whether a source is credible because not all information online is true.
- ☐ Give proper credit whenever I use, reference, or share someone else's creative work online.
- ☐ _____

Speak up. I will ...

- ☐ Communicate with my teacher if I'm confused about or need help with anything, if I'm having trouble managing my workload, or if I can't access something I need for class.
- ☐ Be a good friend to my classmates by not bullying, humiliating, or upsetting anyone online, and also by speaking up or asking for help if I see someone being treated poorly.
- ☐ _____

Stay balanced. I will ...

- ☐ Avoid multitasking while I'm focusing on schoolwork or homework.
- ☐ Help my family come up with a reasonable media plan and follow it.
- ☐ Include time in my day for doing activities that don't involve electronic devices, eating healthy food, and getting some exercise.
- ☐ "Pause for people" by looking up and paying attention if someone wants to talk to me when I'm on my device.
- ☐ _____

In exchange, my parent or caregiver will ...

- ☐ Support my digital learning by setting me up for success.
- ☐ Communicate regularly with my teacher about my progress.
- ☐ Ask me how I'm using technology responsibly to learn, create, and participate as a digital citizen.
- ☐ _____

Signed by me

Signed by my parent or caregiver

Date

Technology Contract

Technology Expectations at School

When I use the iPads or Laptops, I agree to be **responsible, respectful, and safe.**

Responsible

- I will only use the apps that my teacher has instructed me to use.
- I will properly get my device and return it to the appropriate place.
- I will sign out, close all apps, and return the device to its original condition when I'm finished.
- I will take care of the device by holding it carefully with two hands, and keeping it away from food or drinks.

Respectful

- I will only use the device at the appropriate time.
- When my teacher is talking or giving directions, I will not be on the device.
- I will not allow the device to distract me from learning.
- I will not use my device to record (photo or video) others without their consent and my teacher's consent.

Safe

- I will never use the Internet to search material that is inappropriate for school.
- I will not change any settings, add, or remove apps.
- I will never allow the device to leave the classroom.
- I understand that using the devices during class time is a **privilege**; if I choose not to follow the above expectations, I will lose the ability to use the technology.

Student Name: _____

Student Signature: _____

Parent Signature: _____

FALL ATHLETIC GRADE CHECKS Friday's

September 13th
September 27th
October 11th
October 25th
(Grading day Nov. 1st)

**STAY ON TOP OF
YOUR GRADES!**

2024

SPIRIT WEEK

MENTAL HEALTH AWARENESS

MON 9TH **PAY IT FORWARD DAY!**

TUES 10TH **WEAR YELLOW!!**

WED 11TH **WEAR TEAL/PURPLE!!**

THUR 12TH **PHOTO BOOTH!**

FRI 13TH **ASSEMBLY!!!**

09/09TH-09/13TH **YOU ARE IMPORTANT**

SPIRIT WEEK

PAY IT
FORWARD

9/9/24

Monday

Positive affirmations
on lockers

Believe you
can and you
halfway there

You're
Kind

YOU ♥
MATTER

You are
Loved



SPIRIT WEEK

WEAR YELLOW!



Tuesday, 9/10/24

SUPERINTENDENT

Board Report

September 2024



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

Attorney General: Parent's Rights in Medical Decision Act.....	pgs. 1-3
Superintendent of Public Instruction: School Pulse Introduction.....	pg. 4
Idaho Indian Education Committee.....	pgs. 5-6
Annual Districtwide Meeting Attendance.....	pgs. 7-10
3 rd Millennium Classrooms Curriculum Review.....	pg. 11-24
<i>New Courses:</i>	
<i>Digital Citizenship</i>	
<i>Academic Integrity</i>	
NAFIS Conference Agenda: Additional Details Shared During Meeting	
<i>September 22-24, 2024</i>	
<i>Washington, D.C.</i>	

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

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

We will all work to help the children become knowledgeable.



STATE OF IDAHO
OFFICE OF THE ATTORNEY GENERAL
RAÚL R. LABRADOR

September 10, 2024

Debbie Critchfield
Superintendent of Public Instruction
Idaho Department of Education
605 W. State Street
Boise, Idaho 83702
dcritchfield@sde@idaho.gov

Re: Parent's Rights in Medical Decision-Making Act

Superintendent Critchfield:

I am writing you to offer guidance for Idaho schools as they seek to comply with Idaho Code section 32-1015 (SB 1329). This law, known as the "Parent's Rights in Medical Decision-Making Act," seeks to avoid situations where children could be prompted to make medical decisions, without their parents' knowledge, that have immediate or long-term consequences. Consequences that the child might lack the maturity to fully understand.

Because of the importance this topic, and its relevance to various organizations and individuals, I'm also sending a copy of this letter to Andy Grover (Executive Director of the Idaho Association of School Administrators), Misty Swanson (Executive Director of the Idaho School Board Association), and Alex Adams (Director of the Idaho Department of Health and Welfare).

EXECUTIVE OFFICE
P.O. Box 83720, Boise, Idaho 83720-0010
TELEPHONE: (208) 334-2400, FAX: (208) 854-8071
LOCATED AT 700 W. JEFFERSON STREET, SUITE 210

While the majority of schools and staff are smoothly implementing the new law, it has been reported to my office that various groups and individuals have been pushing an extreme reading of this new law. They have been telling Idaho schools that the schools cannot provide basic first aid items, such as band aids or ice packs, without parent permission because of this new law. It appears that these groups and individuals oppose the underlying policy of SB 1329 and are attempting to stir up unnecessary strife and conflict so that the true purpose of the new law, ensuring parents are involved in consequential medical decisions, is unable to be smoothly implemented.

The suggestion that anyone who gives a band aid or ice pack to a child should fear being sued is absurd. While it is unlikely any parent is going to incur the time and expense to bring a lawsuit over a band aid, we understand schools want to avoid conflict over providing such basic first aid. There is a simple solution for schools to remove any uncertainty in that the new law allows parents to provide “blanket consent” for any number of health care services that they choose to pre-authorize.

Some schools have offered only one parental consent option, worded so broadly, that it completely nullifies the rights provided to parents by SB 1329. This all or nothing approach is inappropriate and contrary of the spirit of the law; it gives parents an ultimatum, “if you want us to give band aids to your kids you must surrender all parental rights provided by the new law.” This puts parents in a difficult position. Most parents would like to be consulted about consequential medical decisions but would be happy to authorize basic first aid for their children. It is more appropriate for schools to offer different tiers of authorization for parents to choose from. The schools, after consulting with their own attorneys, could use language similar to the following example:

If you would like to provide pre-authorization for various health care services to be provided to your child, please check the boxes for each of the categories you would like to authorize for your child.

- ☐ Basic first aid, such as bandages, Neosporin, burn cream, ice packs.
- ☐ Provision of Tylenol or Ibuprofen for pain relief.
- ☐ Counseling services for emotional and mental health related issues.
- ☐ Full consent for all health care services for any physical or mental health condition.

Most Idaho parents appreciate the rights provided by SB 1329 and the majority of schools are smoothly implementing the new law in good faith. But it is a great disservice to our state that individuals, who oppose the underlying policy of SB 1329, are attempting to grind the implementation of the new law to a halt by spreading fear that schools will be sued over a band aid.

Sincerely,



RAÚL R. LABRADOR
Attorney General

RRL:kw

cc: Andy Grover, IASA
Misty Swanson, ISBA
Alex Adams, IDHW



September 10, 2024

Dear School Leaders –

As we welcome a new school year, I'd like to highlight an important resource that's available *free of charge* to all local education agencies in Idaho. The Idaho Department of Education and the Idaho Association of School Administrators have partnered with text-based student support service School Pulse to bolster efforts surrounding student wellness and suicide prevention in Idaho schools. Many of you are already using this resource and for those that are new to it, we encourage you to give it a try.

School Pulse is a proactive student support service that provides live 1-on-1 support and help for teens seven days a week via text message. It also comes with restorative justice activities, student success lessons and shareable resources, all designed to assist students and the adults who support them. Though interactions are visible to authorized users on your team, the platform is private and completely anonymous for student users, allowing schools to take the lead on student wellbeing while protecting student privacy. And, importantly, parents and guardians can opt into the same messaging to see exactly what their student sees on wellness tips.

When educators and administrators ask "how do we help struggling students?" I'm happy to say that we can meet students where they are with the age-appropriate resources they need. This is a resource that I interacted with personally while working in my home district of Cassia County and I can report from experience that it has the potential to make a significant difference, for not only students, but for teachers, administrators and educational communities.

Local education agencies looking to learn more and get started can contact Idaho Department of Education Youth Suicide Prevention and Safety Coordination Coordinator [Hannah Crumrine](#) to opt in to receive this important new tool. Give Hannah a call!

Sincerely,

A handwritten signature in black ink that reads "Debbie Critchfield". The signature is written in a cursive, flowing style.

Debbie Critchfield, Idaho Superintendent of Public Instruction

Idaho Indian Education Committee Quarterly Meeting

650. W State St, Boise,
Clearwater Conference Room (3rd Floor)
Friday, September 13
9:00 am – 2:00 pm

Join Zoom Meeting

<https://idahosde.zoom.us/j/94545641917?pwd=Bhjc9wBPxax53YAZu9359hX7yaSq3r.1>

Meeting ID: 945 4564 1917

Passcode: 841407

Agenda:

1. **Opening**— Committee Co-Chairs
2. **Update: SDE**—Greg Wilson, Chief of Staff, SDE
 - Revisit Goals of the Committee
 - Indian Education Director Search
3. **Update: K-12 Budget Request and SDE Budget Request**— Greg Wilson, SDE
 - Overview
 - Legislative Outlook
 - Budget Requests for Office of Indian Education
4. **Briefing and Discussion: IIEC, REL NW Collaboration**— Matt Eide, REL NW
 - Next steps to collect, curate and disseminate evidence-based and locally developed resources, program, and strategies designed to teach AI/AN student.
5. **Briefing and Discussion: Spring Idaho Reading Indicator (IRI) Scores**— Ayaka Nukui, Director of Assessment, SDE
 - Overview of Results, Trends, History
 - Analysis of subpopulations and results
6. **Update: STEP Grant Work**— Joyce McFarland, Nez Perce TEA; Josh Noteboom, Director of Federal Programs, SDE
7. **Upcoming Appointments**
 - IIEC
 - PSC

8. Idaho Council on Indian Affairs

- Continued collaboration and attendance
- August 19 Meeting

9. Summit Planning

- Committee Discussion

10. Roundtable updates

11. Final Discussions

12. Next Steps: December 6 IIEC meeting

- Rotate location to a tribe or campus?
- Potential Agenda Items



LAPWAI SCHOOL DISTRICT #341

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

Lapwai School District
Annual Districtwide Fall Meeting
Title IX-A: Education for Homeless Children and Youth Training
Friday, August 23, 2024
Time: 8:00 a.m. to 11:30 a.m.
Location: Lapwai High School Commons

Dee Ray	Tracy Azaffis
Mally Tucker	Calleen Bonner
Ami Nish	Don Hewell
Stephanie Colman	Staci Munkars
Nakisha Calkins	Alander
Tania Hammett	June (Mrs) Carter
Tammi Skiles	Shelly M. Hillman
Rhea Cree	Charmelle
Jon Paisano	Barrel
Sasha Rabautti	Chris Ann Anglen Gayenfeda
Brynn Sisk	Kay Seven NPTEducator
Julia Hild	Danilo
Magnum	Sam Maynes
Ima R. Hinder	Detaney Pans
Balryggot Hansen	Melissa Beckman
Brett Boward	Dawn Meltz
Lori Ravet	Chinchiburo Iris
Carrijo Ravet	
Ryan Bannard	
Tessie McCullay	
Ryan Allen	
Jaylie Hillman	
Brock Walker	
Thane Hollans	
Debra	

*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.*



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Tracy Williams	
Roy Hines	
Roy	
Wesley Baker	
Amelia Stamper	
Kim Stuck	
Charlotte Blackwell	
Charo Stupree	
Mican Bibbee	
John Selstad	
Tena McLean	
Emma Shaffer	
Nancy Bahl	
Sarah	
Tatasha Dishion	
Kiri Brown	
Josh Belleson	
Shawna Leighton	

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K. Stager	
Ropelle Tunde	
Elizabeth White	
Elizabeth Fernandez	
Jen Becker	
Derek Krall	
Shelia Scott	
Eric Sanchez Rant	
R. Cooley	
Joseph Stange	
APR	
Emily Dyer	
Josh Lytle	
Gregory A Hansen	
MDM	
Teeiah Arthur	
Jennifer Arthur	

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kīiye pecepelihniku' wapáyat'as mamáy'asna hipewc'éeyu' cúukwenin'.
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Online drinking prevention course that educates on dangers associated with alcohol use

Alcohol Wise SS is an evidence-based program to educate students on the dangers associated with drinking. Alcohol-Wise SS helps individuals make informed decisions about choosing not to drink and develop strategies for standing up to peer pressure to drink.

For individuals who have already used or are using alcohol, Alcohol Wise SS utilizes personalized feedback through eCHECKUP TO GO and motivational interviewing strategies to move individuals toward making a positive change.

Overall, Alcohol Wise SS helps prevent alcohol-related violations and creates a safer school environment for everyone.

LEARNING OUTCOMES

After taking Alcohol Wise SS, the individual will be able to:

- Understand BAC and the factors affecting it
- Challenge peer drinking perceptions
- Discuss dangers associated with drinking and driving
- Know safe methods for getting home after drinking
- Evaluate personal risk factors, including family drinking patterns and risk factors
- Understand the sexual risks associated with heavy drinking
- Explain legal and personal health consequences of drinking before 21
- Explore financial impact drinking can have
- Realize how alcohol can affect them physically, especially in terms of sports performance
- Evaluate their drinking patterns (if any) and consequences of drinking
- Reflect on how their peers feel about their drinking patterns
- Understand how much time they spend drinking and evaluate whether it is the way they want to spend their time
- Discuss how addiction works and how it changes the brain over time
- Understand the dangers behind mixing drugs and alcohol
- Discuss how alcohol and drugs can impact your grades, sleep patterns, memories, and substance dependency
- Decide on steps to take to reduce drink and/or drug habits
- Discuss problem drinking and abuse and negative outcomes associated with it
- Understand alcohol poisoning, signs, and how to help



PREVENTION // PERSONALIZED FEEDBACK // COMPLIANCE TRACKING // INTEGRATIONS
EVIDENCE-BASED // CUSTOMIZABLE // OUTCOME REPORTING // CONFIDENTIAL // ECHECKUP



Online cannabis prevention course that educates on the harmful effects of cannabis use

Cannabis Wise is designed as a prevention course to challenge cannabis use expectancies and reduce high-risk behavior. This course addresses the legality versus substance safety discussion.

Fully-researched, evidence-based information allows individuals to objectively view cannabis use. Personalized feedback integrated through the highly effective eCHECKUP TO GO tool individualizes the course to each individual and ensures engagement.

.....

LEARNING OUTCOMES

After taking Cannabis Wise SS, the individual will be able to:

- Understand the difference between CBD and THC
- Self-assess reasons for using cannabis
- Self-assess patterns of use on a daily and weekly basis
- Build personalized plans for making a change in cannabis use, if applicable
- Understand the "expectancy effect"
- Understand the unique risks associated with the use of cannabis edibles
- Discuss effects cannabis can have on a user's life, both short and long term
- Discuss how certain methods of use feel "safer" but actually result in more dangerous use
- Understand how cannabis works and how the body absorbs and metabolizes THC and other chemicals
- Discuss the different forms of concentrates
- Understand the risks associated with cannabis vaping and concentrates
- Recognize links to schizophrenia and impact on IQ from persistent use
- Recognize that cannabis is ~four times as potent today as it was 20 years ago
- Recognize negative health effects of use on respiratory system and brain function and development
- Recognize possibility of legal consequences because of cannabis use, even in states where it is legal
- Recognize danger of cannabis-induced harmful behaviors
- Compare use and perception of use to other students
- Understand that cannabis use may increase the likelihood of using other drugs and/or alcohol
- Discuss cannabis use disorder (CUD) and factors that increase its likelihood
- Explore negative outcomes that can result from use, including addiction, tolerance, dependence, and overdosing



PREVENTION // PERSONALIZED FEEDBACK // COMPLIANCE TRACKING // INTEGRATIONS
EVIDENCE-BASED // CUSTOMIZABLE // OUTCOME REPORTING // CONFIDENTIAL // ECHECKUP

Title IX course that focuses on safe and healthy interpersonal relationships

Students will explore crucial concepts for building self-esteem, emotional health, communication, and conflict resolution skills. The course also covers abusive relationship awareness, strategies for recognizing coercive behavior, and safe, positive, active bystander strategies.

Designed in the Motivational Interviewing style, Respect & Resolve allows students to identify strategies for overcoming peer pressure and other coercive pressures.

Students complete the course at their own pace, receiving personalized feedback through each lesson.

LEARNING OUTCOMES

After taking Respect & Resolve, the individual will be able to:

- Identify characteristics of healthy relationships
- Identify steps for building self-esteem
- Make healthy decisions and set boundaries in all kinds of relationships
- Identify reasons for waiting on sex and non-sexual ways to show affection
- Categorize different kinds of abusive actions
- Identify potentially illegal bullying behavior
- Identify the consequences of bullying for the bully, the bullied student, and the bystander
- Identify positive and negative conflict resolution strategies
- Identify positive communication strategies
- Identify bystander strategies and their preferred bystander intervention style
- Apply bystander strategies in various situations
- Identify how likely their behaviors are to lead to violent situations
- Identify strategies for minimizing the risk of violence in relationships
- Identify effective resistance strategies and strategies for exiting risky situations
- Identify coercive statements and strategies for overcoming coercion in relationships
- Resist coercion in various situations
- Differentiate between confidentiality and privacy when reporting an incident
- Identify "next steps" after relationship violence for themselves or others
- Discuss their Title IX rights
- Understand definitions for consent, sexual assault, dating violence, and stalking



PREVENTION // INTERVENTION // PERSONALIZED FEEDBACK // COMPLIANCE TRACKING
EVIDENCE-BASED // OUTCOME REPORTING // CONFIDENTIAL // INTEGRATIONS

Bridging the Gap
3RD MILLENNIUM CLASSROOMS



Make an impact with simple online courses.
www.3rdmill.com | (888) 810-7590

3rd Millennium
CLASSROOMS

Promoting safe communities through education on essential principles for creating a culture of respect and belonging.

Individuals will explore crucial concepts to engage respectfully with diverse communities and cultures. Customization features allow local and national resources to be integrated into the course. Individuals will learn their rights, where to go, and who to talk to for help within your community.

LEARNING OUTCOMES

After taking Bridging the Gap, the individual will be able to:

- Understand how global our communities really are
- Explain the concepts of identity, bias, and diversity
- Discuss the visible and invisible aspects of identity
- Become more self-aware about personal, implicit biases, and their negative impact on relationships
- Make a plan for addressing and reducing personal bias
- Understand the ways in which he or she is both privileged and challenged
- Understand the concept of inclusion and its basis in respect and compassion
- Discuss the issues of power and privilege
- Support and advocate for communities of respect
- Identify positive bystander actions that they can take to proactively create inclusive, safe environments
- Identify actions they can take to stand up against unjust and exclusive practices
- Understand the advantages that come from being a part of inclusive communities



**PREVENTION // COMPLIANCE TRACKING // EVIDENCE-BASED // CUSTOMIZABLE
OUTCOME REPORTING // CONFIDENTIAL // INTEGRATIONS**

Course fostering mental health and wellness

Individuals will learn how to protect and foster mental health. Addresses the root causes behind common struggles regarding mental health and wellness.

LEARNING OUTCOMES

After taking Wellbeing 101, the individual will be able to:

- Construct a support system "map"
- Reflect on past trauma to identify triggers and stressors
- Distinguish between positive and negative stress
- Identify their physical and psychological responses to stress as a part of managing stressors
- Identify coping strategies that can be used to deal with stress
- Develop a personalized plan for dealing with stress and workload
- Differentiate between generalized anxiety and social anxiety
- Recognize their unique physical signs of and triggers for anxiety
- Choose positive coping strategies for anxiety and depression
- Identify the red flags of self-harm and suicide
- Understand the effect of alcohol, cannabis, prescription drug misuse on mental health
- Identify proactive steps to make informed decisions regarding substance use and abuse
- Learn ways to manage peer pressure
- Identify ways to maintain healthy romantic relationships
- List and make a plan for balancing academic and social life priorities
- Reflect on sleep patterns and improve sleep hygiene
- Identify disordered eating patterns in self and others
- Recognize the affect of nutrition on mental and physical health
- Identify the components of a balanced diet
- Identify proactive ways to practice self-care
- Identify strategies for building self-esteem
- Recognize the impact of technology on mental health
- Understand the benefits of taking a social media break
- Identify the red flags of gaming addiction
- Choose strategies for creating a balance between digital and non-digital activities



PREVENTION // COMPLIANCE TRACKING // EVIDENCE-BASED //

OUTCOME REPORTING // CONFIDENTIAL // INTEGRATIONS // PERSONALIZED FEEDBACK



Parent Wise
3RD MILLENNIUM CLASSROOMS

Make an impact with simple, online courses.
www.3rdmil.com | (888) 810-7990



Help your teen navigate difficult issues

Parent Wise helps increase parent awareness about current issues that teens are facing. The course provides skills training for helping teens navigate through this transitional period in their lives.

Becoming aware of destructive behavior can be an important initial step for parents helping teens making a change. Parent Wise guides parents through the process of making an action plan using effective anger and stress management skills. Parents will learn conflict resolution strategies and other life skills to diffuse anger triggers, as well as to train teens to better manage their behavior and emotions.

LEARNING OUTCOMES

After taking Parent Wise, the individual will be able to:

- Identify ways parents can positively influence teens
- Understand, assess, and build self-esteem
- Develop the skill of being assertive
- Learn how to handle coercive pressures
- Differentiate between healthy and unhealthy responses to conflict
- Understand the value of being assertive when interacting with others
- Learn strategies for dealing with peer pressure
- Build empathy and communication skills
- Identify the types of struggles and peer pressures teens are facing, including cyberbullying and sexting
- Understand the unique dangers of using alcohol or drugs during the teenage years
- Understand how drugs (including nicotine and cannabis) have changed over the last 20 years
- Understand different motives for substance use
- Choose their own strategies to best manage stressful situations and anger triggers
- Discuss how anger affects mental and physical health
- Recognize the risks and consequences of their actions
- Choose conflict resolution strategies that work best for each person
- Recognize, interrupt, and replace anger with an appropriate anger management tool
- Identify common coping strategies for dealing with difficult emotions
- Learn how truancy impairs achievement and future success



INTERVENTION // PERSONALIZED FEEDBACK // COMPLIANCE TRACKING
EVIDENCE-BASED // OUTCOME REPORTING // CONFIDENTIAL // INTEGRATIONS

Online intervention for juveniles with alcohol violations

Under the Influence JV alcohol intervention is designed for juveniles with alcohol violations. The course includes multiple lessons addressing alcohol's effects on health, drinking and driving, state-specific laws, and alcohol/prescription interactions.

Utilizing the eCHECKUP TO GO brief intervention for alcohol, this course also includes a 30-day follow-up to measure changes in the individual's attitudes and behavior.

Individuals receive a confidential drinking profile that summarizes personal drinking-related problems and provides a range of non-drinking strategies.

LEARNING OUTCOMES

After taking *Under the Influence JV*, the individual will be able to:

- Understand factors affecting BAC
- Understand what qualifies as a standard drink of alcohol
- Reflect on drinking habits on a daily, weekly, and monthly basis
- Understand how alcohol affects academic and sports performance
- Challenge peer use perception
- Develop a personal profile to examine personal drinking habits, family influences, and reasons for drinking
- Understand that males and females react differently to alcohol because of physiological differences
- Understand the "Expectancy Effect"
- Develop safe strategies to get home if intoxicated
- Discuss activities to engage instead of drinking
- Understand sexual risks associated with heavy drinking
- Discuss dangers behind alcohol poisoning, symptoms, and how to help
- Discuss dangers of mixing alcohol and drugs, including marijuana
- Recognize signs of alcohol abuse, alcoholism, and dependency
- Discuss state-specific laws on underage-drinking violations
- Understand why drinking and driving is so dangerous
- Learn how to build friendships without the influence of alcohol
- Learn healthy ways to respond to peer pressure



INTERVENTION // PERSONALIZED FEEDBACK // COMPLIANCE TRACKING // INTEGRATIONS
EVIDENCE-BASED // CUSTOMIZABLE // OUTCOME REPORTING // CONFIDENTIAL // ECHECKUP



Online intervention course for cannabis violations

THC 101 is a state law-specific intervention course that addresses cannabis use. THC 101 integrates personalized feedback using the individual's responses and the eCHECKUP TO GO brief intervention tool. THC 101 covers cannabis smoking, vaping, concentrates, and edibles. Individuals are guided through a personalized plan of action for making positive behavior changes, identifying protective behaviors to reduce use and negative consequences. The course includes a 30-day booster to measure changes in the individual's attitudes and behavior.

LEARNING OUTCOMES

After taking THC 101, the individual will be able to:

- Identify reasons why they use cannabis
- Understand how cannabis has changed over the years
- Self-assess patterns of use on a daily, weekly, and monthly basis
- Recognize links to schizophrenia, acute psychotic reactions, and impact on IQ from persistent use
- Identify health consequences from using synthetic cannabis
- Estimate their time spent using cannabis and compare it to other activities they participate in
- Recognize negative health effects of use on respiratory system and brain function and development
- Discuss both long- and short-term impacts of cannabis use on user's life
- Recognize possible legal consequences from cannabis use, even in states where it is legal
- Compare use and perception of use to other individuals
- Understand how long cannabis can affect the body
- Understand the unique risks associated with cannabis concentrates and edibles
- Understand how cannabis use increases the likelihood of using other drugs and/or alcohol
- Examine other substance use and how it interacts with cannabis
- Examine how social situations can influence cannabis use
- Understand how cannabis use impacts driving ability
- Discuss amotivational syndrome that can result from extended cannabis use
- Examine financial costs and impact of extended cannabis use
- Discuss how age impacts likelihood of cannabis addiction
- Evaluate the positive things they can expect to gain from not using cannabis
- Identify goals and aspirations that will be helpful in making a change in their cannabis use
- Explore negative outcomes that can result from use, including addiction, tolerance, dependence, and overdosing



INTERVENTION // PERSONALIZED FEEDBACK // COMPLIANCE TRACKING // INTEGRATIONS

EVIDENCE-BASED // OUTCOME REPORTING // CONFIDENTIAL // ECHECKUP



Address impact of abusive behaviors

Conflict Wise helps individuals recognize the impact of their abusive behaviors on themselves and others. It also identifies high-risk drinking, drug use, criminal activities, and other risky behaviors that may contribute to their abusive behaviors.

Becoming aware of damaging behavior can be an important initial step in making a change. Conflict Wise develops an action plan using their preferred anger and stress management skills. They will learn conflict resolution strategies and other life skills to diffuse anger triggers and to better manage their behavior.

LEARNING OUTCOMES

After taking Conflict Wise, the individual will be able to:

- Identify their behavior type, thought process, and thinking style
- Assess their online behavior and its potential impact
- Recognize the risks and consequences of their actions
- Choose conflict resolution strategies that work best for them
- Identify the risks and consequences associated with sexting
- Explore how personal identity, values, and core beliefs affect how they interact with others
- Differentiate between healthy and unhealthy responses to conflict
- Identify types of harassment such as bullying, sexting, cyberharassment, stalking, and assault
- Discuss how anger affects mental and physical health
- Recognize how alcohol and drug use can escalate abuse
- Develop action steps if they find themselves in an abusive relationship
- Understand the value of being assertive when interacting with others
- Choose their own strategies to best manage stressful situations and anger triggers
- Recognize, interrupt, and replace anger with an appropriate anger management tool
- Build empathy and positive communication skills
- Dispel myths surrounding intimate partner violence



INTERVENTION // PERSONALIZED FEEDBACK // COMPLIANCE TRACKING
EVIDENCE-BASED // OUTCOME REPORTING // CONFIDENTIAL // INTEGRATIONS



Focuses on the effects, risks, and consequences of illicit drug use and prescription drug misuse

Other Drugs is an intervention for individuals with current or past experiences with illicit drugs and/or prescription misuse. Other Drugs covers the main drug classes of opiates, depressants, stimulants, and hallucinogens. It includes commonly misused prescription medications, such as Adderall, Ritalin, Vicodin, Oxycontin, Xanax, and Ambien.

Other Drugs provides personalized feedback and addresses risks, effects, and consequences to the individual in a motivational interviewing style. It helps the individual recognize and reflect upon their beliefs, attitudes, and behaviors.

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LEARNING OUTCOMES

After taking Other Drugs, the individual will be able to:

- Identify personal strategies for avoiding prescription drug misuse
- Recognize signs and stages of overdose for each drug category
- Take appropriate action in an overdose situation
- Debunk myths regarding effects of stimulants and better learning
- Recognize that peer use is less common than typically perceived
- Understand the dangers of sharing prescription medication
- Understand the mental, physical, and emotional effects associated with the four main categories of psychoactive drugs
- Recognize symptoms of addiction, tolerance, and dependence for each drug category
- Recognize signs and stages of withdrawal for each drug category
- Identify the dangers associated with prescription drug use as well as the potential and risk factors for misuse
- Analyze both classic and dissociative hallucinogens and their differing effects on brain and body
- Understand the dangers of mixing psychoactive drugs
- Identify possible gateway drugs and the correlation between early use and higher addiction rates
- Identify personal reasons for drug use
- Recognize the importance of making a change to lessen or end personal drug use
- Identify personal triggers for use and develop a plan to deal with triggers and cravings
- Develop a personalized strategy for making a change in drug use
- Understand the effects depressants have and what that means for tolerance build up and addiction
- Recognize the similarities abused prescription medications have with psychoactive drugs



PREVENTION // INTERVENTION // PERSONALIZED FEEDBACK // COMPLIANCE TRACKING
EVIDENCE-BASED // CUSTOMIZABLE // OUTCOME REPORTING // CONFIDENTIAL // INTEGRATIONS



Hazing 101

3RD MILLENNIUM CLASSROOMS



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Course on the impact of hazing

Individuals are challenged to become anti-hazing advocates on their campus. Hazing SS is a state-law specific course that emphasizes personal responsibility and advocacy against hazing. Customization features allow you to add specific information about anti-hazing programs on campus as well as other campus resources.

LEARNING OUTCOMES

After taking Hazing SS, the individual will be able to:

- Identify examples of hazing
- Understand the components of hazing
- Identify hazing situations
- Understand the root motivations behind hazing
- Recognize the importance of proactively addressing hazing on campus
- Understand the negative effects of hazing on both the person being hazed, as well as the person doing the hazing
- Understand the state laws and illegality of hazing
- Identify bystander actions that can be taken in a hazing situation
- Explain the "Bystander Effect"
- Understand the consequences of inaction for bystanders
- Make a plan for being an active bystander
- Take a hazing prevention pledge



**PREVENTION // COMPLIANCE TRACKING // EVIDENCE-BASED // CUSTOMIZABLE
OUTCOME REPORTING // CONFIDENTIAL // INTEGRATIONS**



Nicotine 101

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Course on impact of smoking, vaping, and other nicotine-containing products

Nicotine 101 addresses the use of nicotine in its many forms, including cigarettes, cigars, chewing tobacco, and hookah, but places an extra emphasis on vaping. The course explores an individual's nicotine use, reasons for use, and consequences of use.

It can be used as both a prevention and intervention course. Non-users will be reaffirmed in their choices. Users will be guided through a personalized plan for change. Individuals will finish the course informed about the effects nicotine has on their body, the risk of addiction, and the impact it has on their developing brain.

LEARNING OUTCOMES

After taking Nicotine 101, the individual will be able to:

- Examine personal perceptions of peer usage
- Weigh the perceived benefits with the actual risks of use
- Explain the difference between nicotine and tobacco
- Recognize and take ownership of personal habits related to nicotine use
- Challenge cultural norms and social pressures for vaping and other nicotine use
- Identify adverse effects on general health, lungs, and brain associated with short or long-term use
- Understand the effect dependence, triggers, and cravings can have on everyday activities
- Explain mental and physical side effects of smoking
- Recognize and identify stages of nicotine poisoning
- Recognize the higher risk developing brains have of becoming addicted to vaping
- Identify circumstances that may trigger use
- Affirm reasons for choosing not to use
- Explore alternative activities to vaping and other nicotine use
- Understand levels of nicotine delivered by the various methods of use
- Understand that vaping can be a gateway for traditional cigarettes and other drug use
- Prepare a relevant plan to quit using nicotine with the option of two-week follow up texts



PREVENTION // INTERVENTION // PERSONALIZED FEEDBACK // COMPLIANCE TRACKING
EVIDENCE-BASED // CUSTOMIZABLE // OUTCOME REPORTING // CONFIDENTIAL // INTEGRATIONS



Course focusing on developing digital literacy and fostering a positive online presence

Participants will learn to navigate cyberbullying, protect personal information, and manage their digital footprints while understanding the influence of media and online interactions. The course also emphasizes cybersecurity, responsible technology use, and strategies for creating a safe and respectful digital environment.

LEARNING OUTCOMES

After taking *Digital Citizenship*, the individual will be able to:

- Define digital citizenship and its role in modern society
- Evaluate and apply digital literacy skills in everyday online activities
- Learn appropriate ways to respond to cyberbullying
- Implement strategies to protect personal information and privacy online
- Define digital footprints and their long-term impact
- Learn techniques to access and manage one's digital footprint
- Learn to maintain a positive online presence
- Understand the basic operations of hardware and software in technology
- Identify the roles and responsibilities of digital consumers
- Evaluate the credibility and reliability of online information
- Recognize the influence of media on ideas, behavior, and self-image
- Develop critical thinking skills to navigate online content and interactions safely
- Understand the importance of respectful and responsible online communication
- Learn strategies to prevent and address online risks and scams
- Promote positive interactions and contributions within the digital community
- Identify common cyber threats such as phishing, hacking, and malware
- Implement cybersecurity measures to protect personal and financial information
- Understand the significance of strong, unique passwords and regular software updates
- Reflect on how online actions can affect personal and professional reputations
- Understand the importance of balancing screen time and real-life activities
- Learn the implications of excessive cell phone use on mental and physical health
- Implement strategies to use cell phones effectively and responsibly, including setting boundaries and managing notifications
- Learn strategies to report and block abusive content on various platforms
- Understand the importance of creating a safe and respectful online environment for oneself and others



PREVENTION // INTERVENTION // COMPLIANCE TRACKING // EVIDENCE-BASED //
OUTCOME REPORTING // CONFIDENTIAL // INTEGRATIONS // PERSONALIZED FEEDBACK



Course that guides students through the moral and ethical use of technology in an academic setting.

It covers the principles of academic integrity, effective paraphrasing, proper citation practices, and responsible use of Artificial Intelligence, while also addressing common challenges like plagiarism, peer pressure, and external pressures that may lead to academic dishonesty.

.....

LEARNING OUTCOMES

After taking Academic Integrity, the individual will be able to:

- Define and explain the importance of academic integrity, emphasizing the six fundamental values: honesty, trust, fairness, respect, responsibility, and courage.
- Identify and distinguish between different types of plagiarism, including direct plagiarism, idea plagiarism, accidental plagiarism, mosaic plagiarism, self-plagiarism, and AI plagiarism.
- Apply MLA and APA citation styles accurately in academic writing, ensuring proper credit is given to original sources.
- Understand the importance of reading class syllabi and talking to teachers/instructors to gain clarity on expectations related to research, citations, and the use of AI in academic writing.
- Demonstrate the ability to paraphrase effectively, rewording source material while maintaining the original meaning and avoiding plagiarism.
- Identify and utilize resources like writing centers, libraries, and counseling services that support academic integrity and personal accountability.
- Understand the ethical considerations of using AI in academic work and how to use such tools responsibly to avoid plagiarism.
- Develop a personal code of ethics that incorporates academic integrity principles and applies them to academic and professional scenarios.
- Identify the common causes of academic dishonesty, such as time constraints, peer pressure, and misunderstanding assignment guidelines.
- Develop strategies to address the common causes of academic dishonesty, such as using reminder apps and setting realistic goals to mitigate time constraints.
- Recognize and mitigate the influence of peer pressure on academic decisions, developing strategies to maintain academic integrity in challenging social situations.
- Identify and appropriately manage external pressures, such as those from family or societal expectations, that may lead to academic dishonesty.
- Explain the role of citations in academic work, including how citations contribute to the academic "conversation" by giving credit and allowing others to trace sources.
- Evaluate the risks and ethical considerations of using AI-generated content in academic assignments, including the potential for AI to introduce bias or inaccuracies.



**PREVENTION // INTERVENTION // COMPLIANCE TRACKING // EVIDENCE-BASED // CUSTOMIZABLE
OUTCOME REPORTING // CONFIDENTIAL // INTEGRATIONS**

Lapwai Indian Education Department:

Background information: Iris Chimburas I currently serve on the State Department of Idaho's Accountability Oversight Committee, where we help guide the state toward new long-term goals through our proposed Consolidated State Plan amendment. A significant discussion we've had, particularly regarding the historically low standardized test scores of Native American students, focuses on the ISAT test itself. In conversations with Andrew Bennett (English Language Proficiency Coordinator for the State Department) and other AOC members, we explored the benefits of allowing Native American students to take an alternative assessment designed for English learners, recognizing that English is not historically our students' native language. Wisconsin has proven the benefits using assessments that better suit their student population, and Idaho already employs a similar test (WIDA/ELPA) for English learners. I've attached relevant reading materials on what this assessment could look like for our students.

The WIDA English Language Development (ELD) Standards Framework 2020 Edition offers several benefits when working with Native American students particularly in the context of standardized testing and addressing low test scores. Here are some key advantages:

1. Cultural Responsiveness

- **WIDA acknowledges cultural diversity**, allowing teachers to incorporate cultural knowledge and values into language development. This framework can help make learning more relevant to Native American students by affirming their cultural identity in the classroom. Culturally responsive instruction can positively impact engagement, which is key to improving test scores over time.

2. Asset-Based Approach

- The WIDA framework focuses on students' **strengths rather than deficits**. By recognizing the linguistic and cultural assets that Native American students bring, it fosters a more positive learning environment. When students feel valued and seen for their strengths, it can lead to better performance on standardized tests.

3. Language Development in Context

- WIDA emphasizes **contextualized language learning**, which can support Native American students in mastering academic language while connecting it to their lived experiences. This helps students build proficiency not just in English, but in ways that make sense within their community and culture, which can improve test scores.

4. Holistic Development of Language Skills

- The WIDA framework targets **speaking, listening, reading, and writing** in a holistic way. This can help Native American students develop the academic language needed for standardized tests, especially if English is not their first language or if they are multilingual. The focus on all four domains supports a broader language development that can translate into better testing outcomes.

5. Differentiated Support

- The **WIDA framework allows for differentiation**, meaning teachers can tailor their instruction based on each student's level of English proficiency. This approach can meet Native American students where they are and provide more targeted interventions to improve their academic performance on standardized tests.

6. Fostering a Growth Mindset

- With its emphasis on language development as a **progressive journey**, WIDA supports a growth mindset, helping Native American students see improvement over time. This encourages perseverance and resilience, which can help overcome the discouragement often associated with low test scores.

7. Collaboration and Community Involvement

- WIDA promotes collaboration among teachers, students, and families, recognizing the importance of community in a student's education. For Native American students, engaging families and community in the educational process can lead to better support structures, which are essential in improving academic outcomes, including standardized test scores.

By focusing on cultural relevance, an asset-based approach, and holistic language development, the WIDA framework can be a powerful tool in helping Native American students improve their performance on standardized tests, addressing the issue of continual low scores while supporting their overall educational experience.

WIDA English Language Development Standards Framework, 2020 Edition

Kindergarten—Grade 12

The WIDA Consortium is a member-based organization made up of U.S. states, territories, and federal agencies dedicated to the research, design, and implementation of a high-quality, standards-based system for K-12 multilingual learners.

WIDA Consortium Members

Alabama	Nevada
Alaska	New Hampshire
Bureau of Indian Education	New Jersey
Colorado	New Mexico
Delaware	North Carolina
District of Columbia	North Dakota
Department of Defense Education Activity	Northern Mariana Islands
Florida	Oklahoma
Georgia	Pennsylvania
Hawaii	Rhode Island
Idaho	South Carolina
Illinois	South Dakota
Indiana	Tennessee
Kentucky	U.S. Virgin Islands
Maine	Utah
Maryland	Vermont
Massachusetts	Virginia
Michigan	Washington
Minnesota	Wisconsin
Missouri	Wyoming
Montana	

The WIDA International School Consortium is a global network of 500 accredited preK-12 independent schools in over 100 countries focused on educating multilingual learners.



Welcome to the WIDA English Language Development Standards Framework, 2020 Edition

WIDA has historically grounded its work in language development standards as a driver of equity for multilingual learners in curriculum, instruction, and assessment. This new edition reflects a continued commitment to these goals.

Starting in 2004, all editions of the WIDA English Language Development (ELD) Standards have reflected the belief that multilingual learners are best served when they learn content and language together in linguistically and culturally sustaining ways. The 2020 Edition recommits to this belief by maintaining the five original WIDA ELD Standards Statements while adding new and expanded resources to address updates in policy, theory, and practice.

Table 1-1: WIDA ELD Standards Statements

WIDA ELD Standards Statements
English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts
English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics
English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science
English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies

The 2020 Edition presents a new supporting organization for the WIDA ELD Standard Statements, along with additional resources, as shown in Table 1-2.

Table 1-2: Organization of the WIDA ELD Standards Framework, 2020 Edition

Section 1: Big Ideas	• Equity of access and opportunity are essential for multilingual learners' preparation for college, career, and civic participation • Integration of language and content is critical in the planning and delivery of instruction • Collaboration among stakeholders is a shared responsibility for educating multilingual learners • A functional approach to language development focuses on the purposeful use of language
Section 2: Understanding the WIDA ELD Standards Framework	• The five WIDA ELD Standards Statements—conceptual framing of language and content integration • Key Language Uses—prominent language uses across disciplines • Language Expectations—goals for content-driven language learning • Proficiency Level Descriptors—a continuum of language development
Section 3: Grade-Level Cluster Materials	• Representations of the WIDA ELD Standards Framework in sets of grade-level cluster materials • Annotated Language Samples illustrate the WIDA ELD Standards Framework in authentic grade-level texts
Section 4: Resources	• Key Language Uses: A Closer Look—extended definitions and examples for each Key Language Use • Collaborative Planning for Content and Language Integration: A Jump-Off Point for Curricular Conversations • Glossary
Appendices	A. Meeting ESSA Requirements B. Correspondence Tables for Content and Language Standards C. A Compilation of K-12 Key Language Use Distribution Tables and Language Expectations D. A Compilation of K-12 Proficiency Level Descriptors, with Technical Notes E. High Level Comparison of WIDA ELD Standards Editions F. Theoretical Foundations G. References H. Acknowledgements

WIDA Mission, Vision, and Values

WIDA draws its strength from its mission, vision, and values—the Can Do Philosophy, innovation, service, collaboration, and social justice. This belief system underscores the cultural, social, emotional, and experiential assets of multilingual learners, their families, and educators. It acts as a unifying force that gives the consortium its strength of conviction and action throughout the PreK-12 education community.

Mission

WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators.



From English Language Learners to Multilingual Learners

Multilingual learners

refers to all children and youth who are, or have been, consistently exposed to multiple languages.

As part of its asset-based belief system, WIDA uses the term “multilingual learners” to describe all students who come in contact with and/or interact in languages in addition to English on a regular basis. They include students who are commonly referred to as English language learners (ELLs), dual language learners (DLLs), newcomers, students with interrupted formal schooling (SIFE), long-term English learners (L-TELEs), English learners with disabilities, gifted and talented English learners, heritage language learners, students with English as an additional language (EAL), and students who speak varieties of English or indigenous languages.

Throughout the field of K-12 education, you will encounter various terms to describe multilingual learners. For example, ESSA (2015) uses the term “English learners” (ELs). For policy purposes, the five original WIDA ELD Standards Statements (2004) maintain the term “English language learners.” However, in an effort to encourage the field to use terminology that is asset-based and inclusive, WIDA began to use the term “multilingual learners.” You will see this term used throughout this document, starting with the Guiding Principles of Language Development on the next page.

WIDA Guiding Principles of Language Development (2019)

The updated Guiding Principles of Language Development exemplify the overarching and ever-present WIDA Can Do Philosophy and emphasize the importance of language in learning. They highlight the four Big Ideas of the 2020 Edition.

1. Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases help develop multilingual learners' independence and encourage their agency in learning.
2. Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use.
3. Multilingual learners' language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools, and communities.
4. Multilingual learners' language, social-emotional, and cognitive development are inter-related processes that contribute to their success in school and beyond.
5. Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency.
6. Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication.
7. Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts.
8. Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to develop effectiveness in language use.
9. Multilingual learners use their full linguistic repertoire, including translanguaging practices, to enrich their language development and learning.
10. Multilingual learners use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities.



Audiences and Potential Uses of the WIDA ELD Standards Framework, 2020 Edition

The 2020 Edition of the WIDA ELD Standards Framework is designed for U.S. and international audiences. Table 1-3 outlines an array of uses for the document. While you will notice some overlap, we have placed emphasis on the distinct nature and responsibilities of each group and its contribution to the education of multilingual learners.

Table 1-3: Audience and Potential Uses of the WIDA ELD Standards Framework, 2020 Edition

Audience	Potential Uses of the WIDA ELD Standards Framework, 2020 Edition
State, Territory, and Federal Education Agencies, known as SEAs	• Comply with federal policy, including peer review requirements, and other state mandates • Ensure alignment with ACCESS for ELLs, the WIDA annual English language proficiency assessment • Guide state policy, informational documents, and resources inclusive of equity for multilingual learners and their families • Organize professional learning opportunities for educators of multilingual learners
District and School Leaders	• Guide local policy, informational documents, and resources • Guide professional learning • Work with teachers, other school leaders, and families to provide guidance on language development • Support teachers in designing and enacting linguistically and culturally sustainable curriculum, instruction, and assessment • Promote collaboration among district and school leadership, content and language teachers, specialists, support staff, students, and families • Prompt coordination of services for multilingual learners and outreach to families • Forge partnerships with multilingual communities
Teachers	• Collaborate with colleagues around integration of content and language • Partner to coordinate learning for multilingual learners • Model products, projects, and performances to illustrate evidence of meeting learning expectations • Monitor multilingual learners' language growth • Provide standards-referenced feedback to students and families

Audience	Potential Uses of the WIDA ELD Standards Framework, 2020 Edition
Teacher Educators and Professional Learning Providers	• Integrate into courses for pre-service teachers, in-service teachers, and administrators • Guide professional learning around asset-driven education for districts and schools • Model the process for integrating content and language in instruction and assessment • Partner in conducting classroom, school, and district research
Assessment Leaders and Test Developers	• Apply to large-scale annual and interim ELP assessment development • Use as a source for alignment and standards-setting studies • Guide in interpreting score reports and in updating interpretive and scoring rubrics • Expand framing of test specifications around Key Language Uses and Language Expectations
International Schools and Educators	• Craft a school-wide language policy • Embed language development into curriculum, instruction, and classroom assessment • Collaborate with colleagues to coordinate language services • Share with grade-level teams to create seamless learning experiences for multilingual learners
Students, Families, and Communities	• Benefit from clear learning goals that promote equity for all • Benefit from a coherent educational experience based on a standards-aligned system • Benefit from having clarity on what teachers should be teaching and what students should be learning • Understand the language development process and how the WIDA ELD Standards Framework represent the joining of grade-level academic content and language

STAFF PERSONNEL
Series 400

Policy Title: SICK LEAVE

Code: 408.1

Each full-time classified employee shall be credited with twelve (12) days of sick leave allowance per year, accumulated at the rate of one (1) day per month during the contract year.

Classified employees employed on a part-time basis or for part of a school year will receive a pro-rated portion of the annual sick leave.

Accumulation of unused sick leave shall be unlimited.

Sick leave is to be used for absences caused by personal illness or emotional upset caused by accident or illness, or circumstances which render the employee incapable of carrying on his or her duties, including child bearing.

Classified employees shall be allowed to use sick leave when such absence is due to personal attendance required by the illness of a member of the employee's immediate family. For purposes of this section, immediate family is defined as any of the following: spouse, children, parents, brothers, sisters, grandparents, grandchildren, or any other relative living in the employee's domicile on a long-term, permanent basis.

After three (3) days absence, a doctor's statement may be required by the superintendent as proof of illness, however, a doctor's statement may be required at any time to protect the District from any employee abusing sick leave through such actions as malingering or false claims of illness. If the Superintendent or designee makes such a request of any employee, the employee shall provide written documentation from a provider of the healing arts as to the illness and/or necessity of the employee to be absent from work to the district Administrative Office.

Abuse of sick leave is cause for discipline up to and including termination.

Leave Without Pay

The standards for classified employees and education support professionals in the Lapwai School District include consistently maintaining a punctual daily work schedule and regular attendance. Absences result in loss of services to students and reduced support for classroom teachers. Except in the instance of an emergency, advanced notice of personal and sick leave is required.

Staff who have exceed available personal and sick leave are in leave without pay (LWOP) status. When classified employees and education support professionals reach LWOP status, a plan of improvement ~~will~~ may be required in collaboration with the supervising administrator. Further absences must be accompanied by a written statement from a physician. Excessive absences beyond those complying with policy can lead to lead to termination of employment.

Date of Adoption:
Readopted: July 2009
Revised: March 19, 2012

Legal References:
Section 33-1216 I.C.
Section 33-1218 I.C.

Related References:

STAFF PERSONNEL
Series 400

Policy Title: PERSONAL LEAVE

Code: 408.2

Personal leave shall be granted to each classified employee. Nine (9) month employees shall be granted 3 4 days per year, and twelve (12) month employees shall receive 4 5 days. Personal leave may be taken as full or half days at the discretion of the employee. Two personal leave days may be carried from one year to the next.

Leave Without Pay

The standards for classified employees and education support professionals in the Lapwai School District include consistently maintaining a punctual daily work schedule and regular attendance. Absences result in loss of services to students and reduced support for classroom teachers. Except in the instance of an emergency, advanced notice of personal and sick leave is required.

Staff who have exceed available personal and sick leave are in leave without pay (LWOP) status. When classified employees and education support professionals reach LWOP status, a plan of improvement ~~will~~ may be required in collaboration with the supervising administrator. Further absences must be accompanied by a written statement from a physician. Excessive absences beyond those complying with policy can lead to lead to termination of employment.

Date of Adoption:
Readopted: July 2009
Revised: March 19, 2012

Legal References:
Section 33-1216 I.C.

Related References:

Dear Dr. Penney & Dr. Aiken

I am writing to formally resign from my supplemental concession position at Lapwai Middle High effective.

I appreciate the opportunities I have had to contribute to the school's concession and athletic programs. However, after careful and long consideration, I have decided to step down from my concession position and duties to focus more on my teaching practice and other roles in the school.

Please let me know if there are anything you might need to ensure a smooth transition and hiring of a Concessions Manager & Coordinator. I am committed to supporting the transition if possible.

Thank you for your understanding and support. I continue to value my time at Lapwai and will continue to support the school community in any way I can.

Sincerely,

Bradley Peterson

Region 2 Meeting in Moscow

[Back to Search](#)



THURSDAY, OCTOBER 24, 2024 (5:30 PM - 7:30 PM) (P.D.T.)



Description

Each fall, ISBA's regions hold meetings to exchange ideas, report on developments, and discuss legislative advocacy. We invite you to join your peers to explore what it means to be a school leader in 2024, share your district's successes and challenges, and collaborate on advocacy needs.

Region 2 Meeting

Thursday, October 24, from 5:30 - 7:30 p.m.

Moscow Middle School Library

1410 E D St, Moscow, ID 83843

**Meet and Collaborate with School Board
Members in Your Region!**

For more details, please visit <https://www.idsba.org/events/region-meetings/>.

Register >>

Moscow Middle School Library
1410 E D St
Moscow, 83843
The Middle School Library is on the 2nd floor.

Event Contact
Ashley Slusher
[Send Email](#)

Thursday, October 24, 2024 (5:30 PM - 7:30 PM) (P.D.T.)

2024 ISBA ANNUAL CONVENTION

**LIGHTING THE WAY
FOR STUDENT SUCCESS**

November 6 - 8 • Boise, ID • Boise Centre

AGENDA AT A GLANCE



WEDNESDAY, NOVEMBER 6

Registration is Open 7:00 a.m. - 5:00 p.m. • (BC West Lobby)

Times:	Event:	Room:
7:30 a.m. – 9:30 a.m.	Early Bird Session A	BC West Workshop Rooms TBD
9:45 a.m. – 11:45 a.m.	Early Bird Session B	BC West Workshop Rooms TBD
12:00 p.m. – 1:30 p.m.	1st General Session: Opening Ceremonies, Lunch Keynote - Ed Viesturs	BC East 400
1:45 p.m. – 2:15 p.m.	Region Meetings and ISSA Meeting	BC West Workshop Rooms TBD
2:30 p.m. – 3:30 p.m.	Workshop Session 1	BC West Workshop Rooms
3:45 p.m. – 4:45 p.m.	Workshop Session 2	BC West Workshop Rooms
4:45 p.m. – 6:30 p.m.	Welcome Reception	BC West Lobby
6:45 p.m. – 7:45 p.m.	2nd General Session: Keynote - Christine Porath	BC East 400

THURSDAY, NOVEMBER 7

Registration is Open 7:00 a.m. - 4:00 p.m. • (BC West Lobby)

Times:	Event:	Room:
7:00 a.m. – 8:00 a.m.	Breakfast	BC East 400
8:00 a.m. – 9:45 a.m.	3rd General Session	BC East 400
10:00 a.m. – 11:00 a.m.	Workshop Session 3	BC West Workshop Rooms
11:00 a.m. – 3:00 p.m.	Exhibit Show	BC West 100
11:15 a.m. – 12:00 p.m.	Grab and Go Lunch	TBD
12:00 p.m. – 1:00 p.m.	Lunch and Learn Workshop Session 4	BC West Workshop Rooms
1:00 p.m. – 2:45 p.m.	Exhibit Hall with Ice Cream Social	BC West 100
2:45 p.m. – 3:00 p.m.	Exhibit Show Drawings	BC West Lobby
3:15 p.m. – 4:15 p.m.	Workshop Session 5	BC West Workshop Rooms
4:15 p.m. – 5:15 p.m.	Networking Social	BC East 400
5:15 p.m. – 7:30 p.m.	Awards Dinner and Scholarship Auction	BC East 400

FRIDAY, NOVEMBER 8

Times:	Event:	Room:
7:00 a.m. – 8:00 a.m.	Breakfast	BC East 400
8:00 a.m. – 9:15 a.m.	4th General Session: Bonus Workshop – Amy White	BC East 400
9:30 a.m. – Conclusion	Business Session	BC East 400
9:30 a.m. – Business Session Conclusion	Clerks Corner	BC East 410

189 Schedule may adjust slightly to accommodate speakers.