

LAPWAI SCHOOL DISTRICT #341
BOARD OF TRUSTEES - REGULAR MONTHLY MEETING
Lapwai School District Office, 230 Main St, Lapwai, Idaho
Monday, July 21, 2025 - 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 – June 16, 2025 |
| 6 | 2. Budget Report/Balance Sheet |
| 30 | 3. Payment of Current Bills |
| 32 | 4. Associated Student Body Accounts |
| | 3) Unscheduled Delegations (please call at least 3 days prior to the meeting to be included) |
| | 4) Discussion Items |
| 35 | A. Administrator’s Reports – Superintendent and Athletics |
| | B. Elementary, Secondary, Student Athletic, and Coach’s Handbooks |
| 48 | C. Lapwai School District Bullying Prevention Research and Action Planning |
| 52 | D. 2025-2026 Emergency Management Plan |
| | 5) Action Items |
| 88 | A. Second Reading –Policy 502.3.1 - Attendance |
| 91 | – Delete Policy 502.3.2 - Attendance Requirements (K-8) |
| 92 | B. SRO Memorandum of Understanding |
| 101 | C. Fee Increase – Athletic Gate |
| | D. |
| | 6) Personnel Action Items: |
| | A. New Hire – Middle School Football Coach – Tui Moliga |
| | – Assistant Football Coach – Josh Nellesen |
| | B. |
| 102 | 7) Board Training – Teacher Evaluation Document & Policy |
| | 8) Adjourn – Action Item |

LAPWAI SCHOOL DISTRICT #341
School Board Minutes
Regular Meeting
June 16, 2025

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 5:05pm. The board then led those in attendance in the Pledge of Allegiance. Roll Call was made, present were Trustees Garcia and Kipp, and Samuels-Allen. Trustees Johnson and Spaulding were absent. Also attending was Superintendent Aiken and Clerk Weeks. The audience included Teri Wagner, D'Lisa Penney, Lori Wagner, and several others at the start of the meeting.

The Hearings for the 2024-2025 Amended Budget and the 2025-2026 Budget were held starting at 5:06pm. Clerk Weeks walked through changes in both budgets. The Budget Hearings ended at 5:40pm. After some discussion, Trustee Kipp moved and Trustee Garcia seconded to approve both budgets as presented. A vote was taken and the motion passed.

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

The new Diversion Program Coordinator, Rick Hernandez, talked about his work with young adults.

Principal Penney introduced the Middle School Leadership group. 6th Grade Teacher Ashlee Grunenfelder had 8 students with her to talk about the Middle School Leadership group. They are attending a Disney Leadership and Innovation Workshop in July in Anaheim, California. Some of the activities during the school year were spirit week, assemblies, kindness and mental health promotion.

Principal Penney also previewed changes to the student and coach handbooks that she handed out.

Principal Wagner talked about teacher changes at the Elementary. She is encouraged with the two new hires in the transition.

Special Education Director Ravet covered Disproportional Identification that can't be changed because the need still remains. She highlighted other challenges referenced in her report. The number of students being served ended the year at 104.

Superintendent Aiken handed out information on the Positive Coaching Alliance. Principal Penney talked about other coach professional development available.

He noted that option 3 for the color scheme for the new CTE building was selected. The

groundbreaking is planned to be in August. He also talked about the Student Cabinet activities.

The following action items were presented to the board.

- The Agreement with Kamiah Grants – Debbie Evans for the coming year
- The Master Agreement for the 2025-2026 School Year
- School Handbooks
- The First Reading of Policy 502.3.1 – Attendance and Delete Policy 502.3.2 - Attendance Requirements (K-8)

Trustee Garcia moved to approve the following.

- The Agreement with Kamiah Grants – Debbie Evans for the coming year
- The Master Agreement for the 2025-2026 School Year

Trustee Kipp seconded the motion which was passed.

The school handbooks and policies will be brought back for further action next month.

The following personnel action items were presented to the board.

- Resignation – Food Service – Ma’ave George
 - Custodian – Kevinn Hamilton
 - Middle School Head Football Coach – Harry Taylor
 - Middle School Volleyball Coach – Pauline Bisbee
 - Middle School Wrestling Coach – Noah Lattuada
 - Custodian – Brendan Bales
- New Hire – Custodian – Nicole Thurlow
 - Assistant Volleyball Coach – Miranda Domebo
 - Elementary Teacher – Brenna Terry
 - Elementary Teacher – Emily LaVielle
 - Indian Education Coordinator – Jenifer Williams
- Returning Certified Staff for 2025-2026 School Year

David Aiken – Superintendent – 3 Year Contract – 7/2025-6/2028

Teresa Wagner – Elementary Principal

D’Lisa Penney-Pinkham – Middle/High Principal

Lori Ravet – Special Education Director

Joshua Nellesen – Guidance Counselor

Teachers:

Teeiah Arthur

Melissa Beckman

Nathan Blyleven
Natasha Calkins
Cassandra Hays
Kelly Hillman
Traci McKarcher
Dawn Melton
Delaney Paris
Ena Sanchez Raml
Emma Shaffer
Katherine Sliger
Krystle Stamper
Beau Woodford

Devin Boyer
Brad Carpenter
Ashlee Grunenfelder
Chris Katus
Derek Knoll
Matthew Lattuada
Josh Leighton Jr
Samuel Maynes
Matthew Morgan
Brad Peterson
Holly Selstad
Miles Sidener
Charo Stapley

Rebecca Cardenas-Cooley
Nancy Dahl
Rye Muzquiz-Hewett
Georgia Sobotta

Colleen Bonner

Kristin Bateman
Jocelyn Stange
Jacob Whittaker

Returning Coaches and Advisors - 2025-2026

FOOTBALL, VARSITY
FOOTBALL, MS ASSISTANT
VOLLEYBALL, VARSITY
VOLLEYBALL MIDDLE SCL
BASKETBALL, GIRLS VARSITY
BASKETBALL, GIRLS JV
BASKETBALL, GIRLS MS

JOSH LEIGHTON
JACOB AUBERTIN
JOANDRA WILSON
SHAYLEE BISBEE
JOSH LEIGHTON
JOSLYN LEIGHTON
ALEXIO DOMEBO

BASKETBALL, GIRLS MS	SIERRA HIGHEAGLE
BASKETBALL, BOYS VARSITY	ZACHARY EASTMAN
BASKETBALL, BOYS JV	JOHN WILLIAMSON
BASKETBALL, BOYS MS	BROOKLYN BAPTISTE
BASKETBALL, BOYS MS	ALEXIO DOMEBO
GOLF	KEITH KIPP JR
TRACK	JOSH LEIGHTON
TRACK, MS	ASHLEE GRUNENFELDER
TRACK ASSISTANT/MS	HEATH HEWETT
WRESTLING	CHRIS KATUS
WRESTLING ASSISTANT	MATTHEW LATTUADA
WRESTLING MS ASSISTANT	CHRIS KATUS
CHEERLEADER	CATHERINE BIG MAN
BASEBALL	TUI MOLIGA II
BASEBALL ASSISTANT	TUI MOLIGA
SOFTBALL	JOSLYN LEIGHTON
SOFTBALL ASSISTANT	TAYLOR GIBSON
FFA ADVISOR	DEVIN BOYER
ANNUAL	BRADLEY PETERSON
 VOLUNTEER – TRACK	 STEVE KIRKHAM
VOLUNTEER – GOLF	KEITH KIPP SR
VOLUNTEER – CHEER	DELRAE KIPP

- Memorandum of Understanding – Highland School District – Business Services. This will be the 13th year under this model.

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

Under Board Training, a discussion was held about Negotiations.

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

Board Chair Samuels-Allen declared the meeting adjourned at 7:36 pm.

Board Chair

Clerk

Date

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
GENERAL FUND							
REVENUE							
100-411400	DISTRICT TORT REVENUE	39,682.00CR	486.73CR	32,004.59CR	7,677.41CR	1%	81%
100-411900	OTHER TAXES	0.00	19.86CR	23.26CR	23.26	0%	0%
100-413000	PENALTY & INT--DELINQUENT TAXES	3,000.00CR	0.33CR	1,159.87CR	1,840.13CR	0%	39%
100-415000	EARNINGS ON INVESTMENTS	12,000.00CR	8,421.09CR	117,910.01CR	105,910.01	70%	983%
100-419900	OTHER LOCAL REVENUE	100,000.00CR	4,275.00CR	88,083.09CR	11,916.91CR	4%	88%
100-419901	DRIVERS ED.--STUDENT FEES	2,500.00CR	125.00CR	1,625.00CR	875.00CR	5%	65%
100-419903	GRANTS	82,000.00CR	7,307.86CR	93,414.09CR	11,414.09	9%	114%
TOTAL LOCAL REVENUE		239,182.00CR	20,635.87CR	334,219.91CR	95,037.91	9%	140%
100-431100	BASE SUPPORT - DISCRETIONARY	691,485.00CR	0.00	637,974.40CR	53,510.60CR	0%	92%
100-431101	BASE SUPPORT - HEALTH INSURANCE	593,619.00CR	0.00	547,681.65CR	45,937.35CR	0%	92%
100-431102	SBA - ADMINISTRATION	242,370.00CR	0.00	226,282.30CR	16,087.70CR	0%	93%
100-431103	SBA - INSTRUCTIONAL & PUPIL SERVICES	1,896,237.00CR	0.00	1,695,441.96CR	200,795.04CR	0%	89%
100-431104	SBA - NON-CERTIFIED	441,524.00CR	0.00	407,356.93CR	34,167.07CR	0%	92%
100-431200	TRANSPORTATION SUPPORT REVENUE	195,000.00CR	0.00	192,699.00CR	2,301.00CR	0%	99%
100-431400	EXCEPTIONAL CHILD SUPPORT	20,000.00CR	0.00	11,715.04CR	8,284.96CR	0%	59%
100-431800	BENEFIT APPORTIONMENT	538,471.00CR	0.00	486,151.50CR	52,319.50CR	0%	90%
100-431900	OTHER STATE SUPPORT	197,127.00CR	5,817.71CR	171,422.71CR	25,704.29CR	3%	87%
100-431902	STATE MATH/SCI REQUIREMENT	5,300.00CR	0.00	5,312.00CR	12.00	0%	100%
100-431904	REMEDIATION	13,000.00CR	0.00	10,108.00CR	2,892.00CR	0%	78%
100-431930	STATE TECHNOLOGY SUPPORT	80,620.00CR	16,472.00CR	80,245.00CR	375.00CR	20%	100%
100-432100	DRIVER EDUCATION REVENUE	3,125.00CR	0.00	0.00	3,125.00CR	0%	0%
100-437000	LOTTERY/ADD'L STATE MAINTENANCE	0.00	0.00	0.00	0.00	0%	0%
100-438000	REVENUE IN LIEU OF TAXES	2,606.00CR	0.00	2,213.63CR	392.37CR	0%	85%
100-438001	REV. IN LIEU-AG. EQUIP.	2,160.00CR	0.00	1,620.00CR	540.00CR	0%	75%
TOTAL STATE REVENUE		4,922,644.00CR	22,289.71CR	4,476,224.12CR	446,419.88CR	0%	91%
100-442000	UNRESTRICTED FEDERAL REVENUE	200.00CR	0.00	4.76CR	195.24CR	0%	2%
100-448200	IMPACT AID P.L. 81-874	2,875,000.00CR	0.00	3,051,766.00CR	176,766.00	0%	106%
TOTAL FEDERAL REVENUE		2,875,200.00CR	0.00	3,051,770.76CR	176,570.76	0%	106%
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	525.00CR	525.00	0%	0%
100-460000	TRANSFERS FROM OTHER FUNDS	18,495.00CR	1,052.35CR	11,882.37CR	6,612.63CR	6%	64%
TOTAL OTHER REVENUE		618,495.00CR	1,052.35CR	12,407.37CR	606,087.63CR	0%	2%
TOTAL REVENUE		8,655,521.00CR	43,977.93CR	7,874,622.16CR	780,898.84CR	1%	91%
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(Rprt: 01 - MAINBdgt Prep: 35/Prop Budget; Dates: 00/00/00-06/30/25; PRINT: 07/11/25 8:28:51 AM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
ELEMENTARY SCHOOL PROGRAM							
100-512110	ELEMENTARY TEACHER SALARIES	1,152,141.00	97,196.99	985,776.76	166,364.24	8%	86%
100-512115	ELEMENTARY NON-CERTIFIED SALARIES	379,030.00	26,599.54	238,832.88	140,197.12	7%	63%
100-512160	ELEMENTARY TEACHER SUBSTITUTES	20,000.00	5,555.60	19,305.60	694.40	28%	97%
100-512200	ELEMENTARY FRINGE BENEFITS	66,563.00	5,546.83	55,468.30	11,094.70	8%	83%
100-512210	ELEMENT. LIFE/EMP. ASSIST.	1,920.00	197.86	1,873.79	46.21	10%	98%
100-512220	EMPLOYER FICA	123,757.00	10,012.27	96,402.74	27,354.26	8%	78%
100-512230	HEALTH INSURANCE - ELEM	221,942.00	12,553.91	112,811.18	109,130.82	6%	51%
100-512270	WORKER'S COMPENSATION	6,843.00	689.18	6,657.20	185.80	10%	97%
100-512280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-512290	RETIREMENT BENEFIT	209,613.00	17,143.77	168,667.40	40,945.60	8%	80%
100-512320	MUSIC EQUIPMENT REPAIR	0.00	0.00	0.00	0.00	0%	0%
100-512313	GRANT FUNDED PURCHASED SERVICES	0.00	0.00	675.00	(675.00)	0%	0%
100-512321	ELEMENTARY PURCHASED SERVICES	1,000.00	0.00	16.00	984.00	0%	2%
100-512322	COPIER RENTAL	6,500.00	463.91	5,054.89	1,445.11	7%	78%
100-512380	ELEMENTARY TRAVEL	0.00	0.00	168.84	(168.84)	0%	0%
100-512410	ELEMENT. FIXED MATERIALS	15,000.00	97.75	16,333.77	(1,333.77)	1%	109%
100-512411	TEACHER SUPPLIES	3,800.00	0.00	1,750.86	2,049.14	0%	46%
100-512412	MUSIC SUPPLIES	1,000.00	0.00	336.06	663.94	0%	34%
100-512413	GRANT FUNDED SUPPLIES	0.00	12,412.09	19,052.10	(19,052.10)	0%	0%
100-512415	MATERIALS --ART	2,000.00	0.00	2,000.00	0.00	0%	100%
100-512440	ELEMENTARY TEXTBOOKS	20,000.00	0.00	25,361.78	(5,361.78)	0%	127%
TOTAL ELEMENTARY PROGRAM		2,231,109.00	188,469.70	1,756,545.15	474,563.85	8%	79%
SECONDARY SCHOOL PROGRAM							
100-515110	HS CERTIFIED SALARIES	866,807.00	72,323.34	730,239.04	136,567.96	8%	84%
100-515113	DRIVER EDUCATION SALARIES	5,000.00	4,720.00	7,600.00	(2,600.00)	94%	152%
100-515115	HS CLASSIFIED SALARIES	161,994.00	12,949.21	161,750.15	243.85	8%	100%
100-515160	HS SUBSTITUTE SALARIES	25,000.00	7,415.00	54,592.50	(29,592.50)	30%	218%
100-515200	HS FRINGE BENEFITS	33,036.00	1,777.33	17,773.30	15,262.70	5%	54%
100-515210	HS LIFE INSURANCE BENEFIT	1,602.00	142.79	1,419.82	182.18	9%	89%
100-515220	HS EMPLOYER FICA	83,525.00	7,534.53	73,845.37	9,679.63	9%	88%
100-515230	HEALTH INSURANCE - HS	128,964.00	11,687.49	121,271.82	7,692.18	9%	94%
100-515270	HS WORKER'S COMPENSATION	4,619.00	456.23	4,464.38	154.62	10%	97%
100-515280	HS SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-515290	HS PERSI BENEFIT	141,639.00	11,667.09	119,886.40	21,752.60	8%	85%
100-515313	GRANT FUNDED PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-515321	COPIER RENTAL	5,000.00	409.84	5,478.94	(478.94)	8%	110%
100-515322	HS PURCHASE SERVICES	5,000.00	69.00	1,872.83	3,127.17	1%	37%
100-515380	HS TRAVEL	0.00	0.00	1,988.65	(1,988.65)	0%	0%
100-515410	H.S. FIXED MATERIALS	12,500.00	100.45	6,221.60	6,278.40	1%	50%
100-515411	TEACHER SUPPLIES	2,800.00	52.48	3,179.74	(379.74)	2%	114%
100-515412	DRIVERS ED. MATERIALS	300.00	191.66	623.08	(323.08)	64%	208%
100-515413	GRANT FUNDED SUPPLIES	0.00	19.37	21,794.25	(21,794.25)	0%	0%
100-515417	MATERIALS -- ART	3,000.00	0.00	2,648.37	351.63	0%	88%
100-515421	MATERIALS -- MUSIC	7,500.00	3,300.00	7,220.01	279.99	44%	96%
100-515441	H.S. TEXTBOOKS	20,000.00	0.00	2,321.90	17,678.10	0%	12%
100-515116	SABG GRANT SALARIES	37,422.00	1,559.25	18,711.00	18,711.00	4%	50%
100-515216	SABG BENEFITS	19,025.00	315.47	3,784.86	15,240.14	2%	20%
100-515316	SABG PURCHASED SERVICES	19,197.00	537.94	8,955.28	10,241.72	3%	47%
100-515416	SABG SUPPLIES	5,645.00	0.00	0.00	5,645.00	0%	0%
TOTAL SECONDARY PROGRAM		1,589,575.00	137,228.47	1,377,643.29	211,931.71	9%	87%
SPECIAL EDUCATION PROGRAM							
100-521110	RESOURCE ROOM TEACHER SALARIES	283,629.00	24,191.91	241,919.10	41,709.90	9%	85%
100-521115	RESOURCE ROOM AIDES' SALARIES	50,664.00	4,996.98	49,969.80	694.20	10%	99%
100-521160	EXCEPT. CHILD CERT. SUBSTITUTES	15,000.00	0.00	1,540.00	13,460.00	0%	10%
100-521200	RESOURCE ROOM FRINGE BENEFITS	10,872.00	999.16	9,991.60	880.40	9%	92%
100-521210	EXCEPT. LIFE/EMP. ASSIST.	576.00	45.64	440.20	135.80	8%	76%
100-521220	EMPLOYER FICA	27,553.00	2,302.29	23,143.22	4,409.78	8%	84%
100-521230	HEALTH INSURANCE - EXCEPT CHILD	46,896.00	3,762.50	35,957.51	10,938.49	8%	77%
100-521270	WORKER'S COMPENSATION	1,523.00	138.87	1,395.76	127.24	9%	92%
100-521280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-521290	RETIREMENT BENEFIT	45,758.00	3,987.76	39,877.60	5,880.40	9%	87%
100-521300	TUITION TO N.I.C.H.	30,000.00	9,360.00	49,335.00	(19,335.00)	31%	164%
100-521310	SPED PURCHASED SERVICES	8,000.00	0.00	10.36	7,989.64	0%	0%
100-521380	TRAVEL - PURCHASED SVCS	0.00	0.00	0.00	0.00	0%	0%
100-521410	SPED SUPPLIES	6,000.00	896.02	6,665.98	(665.98)	15%	111%
100-521411	SPED TEACHER SUPPLIES	1,000.00	0.00	628.92	371.08	0%	63%
100-521440	SPED TEXTBOOKS	5,000.00	0.00	1,660.40	3,339.60	0%	33%
TOTAL SPECIAL EDUCATION PROGRAM		532,471.00	50,681.13	462,535.45	69,935.55	10%	87%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
SPECIAL EDUCATION PRESCHOOL PROGRAM							
100-522110	EXCEPTIONAL PRESCHOOL SALARIES	79,970.00	6,931.05	69,711.56	10,258.44	9%	87%
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.	192.00	16.00	158.00	34.00	8%	82%
100-522220	EMPLOYER FICA	6,271.00	530.23	5,330.37	940.63	8%	85%
100-522230	HEALTH INSURANCE - PRESCHOOL	23,448.00	1,890.90	18,665.02	4,782.98	8%	80%
100-522270	WORKER'S COMPENSATION	347.00	31.88	320.66	26.34	9%	92%
100-522280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-522290	RETIREMENT BENEFIT	10,780.00	883.64	8,886.79	1,893.21	8%	82%
100-522410	CLASSROOM SUPPLIES	350.00	0.00	240.00	110.00	0%	69%
100-522411	TEACHER SUPPLIES	200.00	0.00	0.00	200.00	0%	0%
	TOTAL PRESCHOOL PROGRAM	123,558.00	10,283.70	103,312.40	20,245.60	8%	84%
SCHOOL ACTIVITY PROGRAM							
100-532100	SCHOOL ACTIVITY SALARIES	131,622.00	4,466.40	137,628.67	(6,006.67)	3%	105%
100-532200	SCHOOL ACTIVITIES FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-532210	EMPLOYEE LIFE INS	0.00	4.39	92.69	(92.69)	0%	0%
100-532220	EMPLOYER FICA	10,069.00	340.39	10,493.37	(424.37)	3%	104%
100-532230	HEALTH INSURANCE - SCHOOL ACTIVITIES	0.00	365.37	8,465.03	(8,465.03)	0%	0%
100-532270	WORKER'S COMPENSATION	557.00	20.55	613.56	(56.56)	4%	110%
100-532280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-532290	RETIREMENT BENEFIT	8,684.00	545.45	9,225.64	(541.64)	6%	106%
100-532310	SCHOOL ACT. DUES/SERVICES	5,000.00	748.90	748.90	4,251.10	15%	15%
100-532380	SCHOOL ACTIVITIES TRAVEL	15,000.00	2,440.49	10,559.36	4,440.64	16%	70%
100-532410	ACTIVITY SUPPLIES	20,000.00	0.00	4,598.36	15,401.64	0%	23%
100-532550	ATHLETIC EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL SCHOOL ACTIVITY PROGRAM	190,932.00	8,931.94	182,425.58	8,506.42	5%	96%
ATTENDANCE, GUIDANCE, & HEALTH PROGRAM							
100-611110	COUNSELING SALARIES - ELEMENTARY	67,717.00	5,698.41	56,996.60	10,720.40	8%	84%
100-611111	GUIDANCE SALARIES - SECONDARY	88,046.00	7,409.08	74,090.80	13,955.20	8%	84%
100-611200	GUIDANCE FRINGE BENEFITS	15,078.00	1,256.50	12,565.00	2,513.00	8%	83%
100-611210	GUIDANCE LIFE/EMP. ASSIST.	192.00	15.90	151.62	40.38	8%	79%
100-611220	EMPLOYER FICA	13,069.00	1,096.54	10,968.40	2,100.60	8%	84%
100-611230	HEALTH INSURANCE - GUIDANCE	0.00	0.00	0.00	0.00	0%	0%
100-611270	WORKER'S COMPENSATION	723.00	66.07	660.76	62.24	9%	91%
100-611280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-611290	RETIREMENT BENEFIT	23,029.00	1,936.26	19,364.30	3,664.70	8%	84%
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	213,054.00	17,478.76	174,797.48	38,256.52	8%	82%
SPECIAL EDUCATION SUPPORT SERVICES PROGRAM							
100-616110	ANCILLARY SALARIES - CDS & PSYCOL.	123,827.00	23,634.91	236,349.10	(112,522.10)	19%	191%
100-616115	NON CERT ANCILLARY SALARY	168,821.00	24,720.99	233,740.96	(64,919.96)	15%	138%
100-616200	ANCILLARY FRINGE BENEFITS	8,531.00	710.91	7,109.10	1,421.90	8%	83%
100-616210	EMPLOYEE LIFE INSUR	672.00	106.32	1,010.77	(338.77)	16%	150%
100-616220	EMPLOYER FICA	23,040.00	3,742.98	36,400.23	(13,360.23)	16%	158%
100-616230	HEALTH INSURANCE - ANCILLARY	52,758.00	8,309.32	82,580.98	(29,822.98)	16%	157%
100-616270	WORKER'S COMPENSATION	1,274.00	225.72	2,195.16	(921.16)	18%	172%
100-616280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-616290	RETIREMENT BENEFIT	38,033.00	5,757.07	55,658.76	(17,625.76)	15%	146%
100-616300	CDS CONTRACT	87,500.00	12,740.00	152,425.99	(64,925.99)	15%	174%
100-616410	ANCILLARY SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL ANCILLARY	504,456.00	79,948.22	807,471.05	303,015.05CR	16%	160%

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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	13,550.00	48.00	1,791.50	11,758.50	0%	13%
100-621311	INSTRUCTIONAL IMPROVEMENT PURCHASED SERVIC	20,000.00	0.00	0.00	20,000.00	0%	0%
100-621380	TRAVEL/TRNG.	0.00	1,866.25	2,766.09	(2,766.09)	0%	0%
100-621410	MENTORING SUPPLIES	100.00	226.85	1,021.69	(921.69)	227%	999%
TOTAL INSTRUCTION IMPROVEMENT		33,650.00	2,141.10	5,579.28	28,070.72	6%	17%
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	65,754.00	5,677.26	55,606.70	10,147.30	9%	85%
100-622160	LIBRARY SUBSTITUTES	1,000.00	0.00	0.00	1,000.00	0%	0%
100-622200	LIBRARY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-622210	LIB./TECH. LIFE/EMP. ASSIST.	192.00	16.00	153.97	38.03	8%	80%
100-622220	EMPLOYER FICA	5,107.00	434.31	4,253.89	853.11	9%	83%
100-622230	HEALTH INSURANCE - MEDIA	23,448.00	1,890.90	18,188.83	5,259.17	8%	78%
100-622270	WORKER'S COMPENSATION	282.00	26.12	255.84	26.16	9%	91%
100-622280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-622290	RETIREMENT BENEFIT	7,864.00	679.00	6,650.54	1,213.46	9%	85%
100-622323	VALNET COMMUNICATIONS	7,000.00	303.00	5,153.00	1,847.00	4%	74%
100-622410	LIBRARY MATERIALS--ELEMENTARY	5,000.00	36.60CR	4,259.25	740.75	0%	85%
100-622412	LIBRARY MATERIALS--SECONDARY	5,000.00	1,439.92	5,467.96	(467.96)	29%	109%
TOTAL EDUCATIONAL MEDIA PROGRAM		120,647.00	10,429.91	99,989.98	20,657.02	9%	83%
INSTRUCTIONAL RELATED TECHNOLOGY							
100-623115	TECHNOLOGY SALARY	77,836.00	6,404.00	66,131.05	11,704.95	8%	85%
100-623200	TECHNOLOGY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-623210	TECHNOLOGY LIFE BENEFIT	96.00	8.10	81.72	14.28	8%	85%
100-623220	TECHNOLOGY FICA BENEFIT	5,954.00	489.88	5,058.61	895.39	8%	85%
100-623230	HEALTH INSURANCE - TECHNOLOGY	11,724.00	957.53	9,652.00	2,072.00	8%	82%
100-623270	TECHNOLOGY WORKERS COMP.	329.00	29.45	304.15	24.85	9%	92%
100-623280	TECHNOLOGY SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-623290	TECHNOLOGY PERSI BENEFIT	8,995.00	767.06	7,929.05	1,065.95	9%	88%
100-623310	TECHNOLOGY PURCHASED SERVICES	20,000.00	13,888.93	27,263.26	(7,263.26)	69%	136%
100-623323	TECHNOLOGY INTERNET COMMUNICATIONS	40,000.00	37,227.00	78,090.00	(38,090.00)	93%	195%
100-623410	TECHNOLOGY SUPPLIES/MATERIALS	5,000.00	0.00	20,226.88	(15,226.88)	0%	405%
100-623411	TECHNOLOGY-ELEMENTARY	35,000.00	1,272.50	15,013.88	19,986.12	4%	43%
100-623412	TECHNOLOGY SECONDARY	35,000.00	1,272.50	38,735.28	(3,735.28)	4%	111%
100-623413	TECHNOLOGY - EXCEPTIONAL CHILD	5,000.00	0.00	5,248.36	(248.36)	0%	105%
100-623550	TECHNOLOGY - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
TOTAL INSTRUCTIONAL TECHNOLOGY		244,934.00	62,316.95	273,734.24	28,800.24CR	25%	112%
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	5,852.63	47,549.08	(7,549.08)	15%	119%
100-631410	SUPPLIES - SCHOOL BOARD	750.00	0.00	503.45	246.55	0%	67%
TOTAL BOARD OF EDUCATION PROGRAM		40,750.00	5,852.63	48,052.53	7,302.53CR	14%	118%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
DISTRICT ADMINISTRATION PROGRAM							
100-632110	DISTRICT ADMINISTRATION SALARIES	144,133.00	12,011.12	144,133.00	0.00	8%	100%
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	240.00	0.00	8%	100%
100-632220	EMPLOYER FICA	11,026.00	916.34	10,996.10	29.90	8%	100%
100-632230	HEALTH INSURANCE - DISTRICT ADMIN	11,724.00	945.45	11,416.46	307.54	8%	97%
100-632270	WORKER'S COMPENSATION	610.00	55.25	663.00	(53.00)	9%	109%
100-632280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-632290	RETIREMENT BENEFIT	19,429.00	1,619.10	19,429.09	(0.09)	8%	100%
100-632310	BANK FEES / GRANT SVCS	25,000.00	1,039.44	9,996.96	15,003.04	4%	40%
100-632322	COPIER RENTAL	4,000.00	302.91	4,012.91	(12.91)	8%	100%
100-632333	DISTRICT COMMUNICATIONS	10,000.00	415.00	3,883.54	6,116.46	4%	39%
100-632380	DISTRICT TRAVEL--GENERAL	15,000.00	0.00	20,482.87	(5,482.87)	0%	137%
100-632390	DISTRICT PURCHASED SERVICES	17,500.00	921.30	14,701.24	2,798.76	5%	84%
100-632410	DISTRICT SUPPLIES	3,000.00	1,507.40	4,593.33	(1,593.33)	50%	153%
100-632412	DISTRICT SUBSCRIPTIONS	0.00	0.00	397.08	(397.08)	0%	0%
TOTAL DISTRICT ADMINISTRATION		261,662.00	19,753.31	244,945.58	16,716.42	8%	94%
SCHOOL ADMINISTRATION PROGRAM							
100-641110	SCHOOL ADMIN SALARIES	213,377.00	17,781.50	177,748.28	35,628.72	8%	83%
100-641115	ADMINISTRATIVE NON-CERTIFIED	104,130.00	11,132.81	99,174.20	4,955.80	11%	95%
100-641200	SCHOOL ADMIN FRINGE BENEFITS	8,531.00	710.91	7,109.10	1,421.90	8%	83%
100-641210	SCHOOL ADMIN. LIFE/EMP. ASSIST.	727.00	57.21	559.51	167.49	8%	77%
100-641220	EMPLOYER FICA	24,942.00	2,255.18	21,614.05	3,327.95	9%	87%
100-641230	HEALTH INSURANCE - SCHOOL ADMIN	41,871.00	2,332.41	22,876.72	18,994.28	6%	55%
100-641270	WORKER'S COMPENSATION	1,379.00	136.28	1,306.55	72.45	10%	95%
100-641280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-641290	RETIREMENT BENEFIT	42,367.00	3,545.39	35,556.20	6,810.80	8%	84%
100-641323	SCHOOL COMMUNICATIONS	16,000.00	1,716.62	14,532.73	1,467.27	11%	91%
100-641380	SCHOOL ADMIN. TRAVEL	0.00	0.00	0.00	0.00	0%	0%
100-641410	ELEMENT. ADMIN. MATERIALS	2,000.00	0.00	3,039.87	(1,039.87)	0%	152%
100-641411	SECOND. ADMIN. MATERIALS	2,600.00	64.70	2,543.21	56.79	2%	98%
100-641412	DUES/SUBSCRIPTIONS/REGISTRATIONS	0.00	0.00	0.00	0.00	0%	0%
TOTAL SCHOOL ADMINISTRATION		457,924.00	39,733.01	386,060.42	71,863.58	9%	84%
BUSINESS OPERATIONS PROGRAM							
100-651115	SALARIES - BUSINESS OPERATIONS	83,440.00	5,874.14	70,500.06	12,939.94	7%	84%
100-651200	FRINGE	10,317.00	859.75	10,317.00	0.00	8%	100%
100-651210	LIFE INS BENEFIT	96.00	8.08	97.29	(1.29)	8%	101%
100-651220	EMPLOYER FICA	7,172.00	513.13	6,157.07	1,014.93	7%	86%
100-651230	HEALTH INSURANCE	0.00	7.55	155.98	(155.98)	0%	0%
100-651270	WORKER'S COMPENSATION	397.00	30.96	371.54	25.46	8%	94%
100-651280	SICK LEAVE RETIREMENT	0.00	0.00	0.00	0.00	0%	0%
100-651290	PERSI	11,370.00	805.13	9,660.83	1,709.17	7%	85%
100-651310	PURCHASED SERVICES	68,000.00	6,096.57	73,842.07	(5,842.07)	9%	109%
100-651311	MEDICAID BILLING SERVICES	22,179.00	1,237.84	19,251.95	2,927.05	6%	87%
100-651380	TRAVEL / TRAINING	4,000.00	0.00	2,540.42	1,459.58	0%	64%
100-651410	SUPPLIES	2,000.00	299.00	1,366.92	633.08	15%	68%
TOTAL BUSINESS OPERATIONS		208,971.00	15,732.15	194,261.13	14,709.87	8%	93%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
BUILDING CUSTODIAL CARE PROGRAM							
100-661115	CUSTODIAL SALARIES	179,597.00	14,461.02	197,486.28	(17,889.28)	8%	110%
100-661165	CUSTODIAL SUBSTITUTES	12,000.00	0.00	612.88	11,387.12	0%	5%
100-661200	CUSTODIAL FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-661210	CUSTODIAL LIFE/EMP. ASSIST.	288.00	32.00	378.20	(90.20)	11%	131%
100-661220	EMPLOYER FICA	14,657.00	1,106.29	15,140.89	(483.89)	8%	103%
100-661230	HEALTH INSURANCE - CUSTODIAL	46,896.00	3,781.80	44,991.55	1,904.45	8%	96%
100-661270	WORKER'S COMPENSATION	6,418.00	430.41	7,961.33	(1,543.33)	7%	124%
100-661280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-661290	RETIREMENT BENEFIT	21,480.00	1,526.66	20,840.91	639.09	7%	97%
100-661322	CUSTODIAL PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-661330	UTILITIES	240,000.00	30,758.75	238,053.23	1,946.77	13%	99%
100-661410	CUSTODIAL SUPPLIES	35,000.00	1,292.38	35,195.06	(195.06)	4%	101%
100-661710	PROPERTY/LIABILITY INSURANCE	58,150.00	0.00	58,150.00	0.00	0%	100%
100-661711	LIABILITY INSURANCE	0.00	0.00	0.00	0.00	0%	0%
TOTAL CUSTODIAL		614,486.00	53,389.31	618,810.33	4,324.33CR	9%	101%
MAINTENANCE - BUILDINGS-NON-STUDENT OCCUPIED							
100-663310	PURCHASE SERV.--MAINT/BUS BARN	5,000.00	50.92	12,823.72	(7,823.72)	1%	256%
100-663311	PURCHASE SERV.--ELEM. NON-OCCUP.	0.00	0.00	0.00	0.00	0%	0%
100-663312	PURCHASE SERV.--SECOND.-NON-OCCUP.	0.00	0.00	37.97	(37.97)	0%	0%
100-663315	PURCHASE SERV.--DIST.-NON-OCCUP.	0.00	0.00	0.00	0.00	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	127.86	21,179.56	(18,179.56)	4%	706%
100-663415	MATERIALS--DIST.-NON-OCCUP.	0.00	0.00	0.00	0.00	0%	0%
TOTAL MAINTENANCE - NON STU OCC		8,500.00	178.78	34,041.25	25,541.25CR	2%	400%
MAINTENANCE - BUILDINGS-STUDENT OCCUPIED							
100-664115	GENERAL MAINTENANCE SALARIES	129,242.00	9,664.08	129,852.13	(610.13)	7%	100%
100-664200	MAINTENANCE FRINGE BENEFITS	6,785.00	859.84	9,618.12	(2,833.12)	13%	142%
100-664210	MAINTENANCE LIFE/EMP. ASSIST.	144.00	11.84	174.72	(30.72)	8%	121%
100-664220	EMPLOYER FICA	10,406.00	785.18	10,402.98	3.02	8%	100%
100-664230	HEALTH INSURANCE - MAINT	11,724.00	805.73	11,434.05	289.95	7%	98%
100-664270	WORKER'S COMPENSATION	4,556.00	388.93	4,955.74	(399.74)	9%	109%
100-664280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-664290	RETIREMENT BENEFIT	14,119.00	1,258.66	16,492.85	(2,373.85)	9%	117%
100-664310	PURCHASE SERVICE--MAINT/BUS BARN	500.00	2,207.60	6,240.60	(5,740.60)	442%	999%
100-664311	PURCHASE SERVICE--ELEMENTARY	45,458.00	4,227.00	64,877.64	(19,419.64)	9%	143%
100-664312	PURCHASE SERVICE--SECONDARY	40,000.00	10,018.08	66,531.64	(26,531.64)	25%	166%
100-664410	MATERIALS--MAINT./BUS BARN	2,000.00	0.00	8,280.01	(6,280.01)	0%	414%
100-664411	MATERIALS--ELEMENTARY	10,000.00	4,432.83	33,101.68	(23,101.68)	44%	331%
100-664412	MATERIALS--SECONDARY	10,000.00	2,461.97	11,219.93	(1,219.93)	25%	112%
100-664415	MATERIALS--PRESCHOOL/KIND.	500.00	0.00	0.00	500.00	0%	0%
100-664550	MAINTENANCE CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
TOTAL MAINTENANCE		285,434.00	37,121.74	373,182.09	87,748.09CR	13%	131%
MAINTENANCE - GROUNDS							
100-665310	PURCHASE SERVICE--GROUNDS	25,000.00	6,546.03	24,218.61	781.39	26%	97%
100-665410	MATERIALS--GROUNDS	20,000.00	2,214.62	11,397.25	8,602.75	11%	57%
100-665550	GROUNDS - CAPITAL OUTLAY	0.00	0.00	61,815.00	(61,815.00)	0%	0%
TOTAL GROUNDS CARE		45,000.00	8,760.65	97,430.86	52,430.86CR	19%	217%
SECURITY/SAFETY PROGRAM							
100-667310	SCHOOL SAFETY PURCH SERVICES	0.00	0.00	746.00	(746.00)	0%	0%
100-667410	SECURITY SUPPLIES	7,500.00	0.00	193.56	7,306.44	0%	3%
100-667550	SECURITY - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
TOTAL SCHOOL SAFETY		7,500.00	0.00	939.56	6,560.44	0%	13%

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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%	105,223.00	11,680.42	92,132.47	13,090.53	11%	88%
100-681120	TRANSP.SALARIES--MECHANIC @ 85%	0.00	0.00	0.00	0.00	0%	0%
100-681125	TRANSP.SALARIES--SUPV. @ 50%	59,176.00	1,000.00	30,073.64	29,102.36	2%	51%
100-681165	TRANSP.SALARIES--SUBS @ 50%	2,500.00	0.00	366.24	2,133.76	0%	15%
100-681200	TRANSP.FRINGE BENEFITS @ 50%	11,698.00	680.58	6,916.13	4,781.87	6%	59%
100-681210	TRANSP.LIFE INSURANCE @ 50%	192.00	23.67	302.40	(110.40)	12%	158%
100-681220	TRANSP.EMPLOYER FICA/MDC @ 50%	13,663.00	1,006.00	9,762.55	3,900.45	7%	71%
100-681230	HEALTH INSURANCE - TRANSP - 50%	11,724.00	1,056.94	14,762.36	(3,038.36)	9%	126%
100-681270	TRANSP.WORKERS COMP @ 50%	4,291.00	344.19	3,259.42	1,031.58	8%	76%
100-681280	TRANSP.SICK LEAVE @ 50%	0.00	0.00	0.00	0.00	0%	0%
100-681290	TRANSP.PERSI BENEFIT @ 50%	22,116.00	1,393.33	12,873.59	9,242.41	6%	58%
100-681310	BUS CONTRACT REPAIRS @ 85%	40,000.00	2,530.00	47,976.34	(7,976.34)	6%	120%
100-681311	PHYSICALS/DRUG TESTING @ 50%	2,500.00	0.00	1,248.00	1,252.00	0%	50%
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	1,276.56	13,630.93	1,369.07	9%	91%
100-681320	TRANSP. 100% CELL PHONE @ 50%	300.00	0.00	0.00	300.00	0%	0%
100-681345	TRANSP.IN-LIEU-OF @ 50%	500.00	0.00	0.00	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	1,847.72	(1,347.72)	0%	370%
100-681420	TRANSP. BUS FUEL/FLUIDS @ 50%	22,500.00	2,888.70	24,132.17	(1,632.17)	13%	107%
100-681424	TRANSP. BUS OILS/LUBRICANTS @ 85%	2,000.00	137.50	137.50	1,862.50	7%	7%
100-681425	BUS REPAIR PARTS @ 85%	10,000.00	1,182.36	7,932.82	2,067.18	12%	79%
100-681426	BUS OFFICE SUPPLIES/POSTAGE @ 50%	0.00	0.00	0.00	0.00	0%	0%
100-681429	HAND TOOLS @ 85% - 400 CAP	0.00	0.00	0.00	0.00	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		324,283.00	25,200.25	270,363.66	53,919.34	8%	83%
PUPIL-ACTIVITY TRANSPORTATION PROGRAM							
100-682115	TRANSP.SALARIES--ACTIVITY/SHUTTLE	20,000.00	1,324.48	17,676.14	2,323.86	7%	88%
100-682200	TRANS - ACTIVITY - FRINGE	0.00	0.00	0.00	0.00	0%	0%
100-682210	TRANS - ACTIVITY - LIFE	0.00	2.25	33.90	(33.90)	0%	0%
100-682220	TRANS - ACTIVITY - FICA	1,530.00	100.33	1,336.11	193.89	7%	87%
100-682230	TRANS - ACTIVITY - HEALTH INS	0.00	186.73	2,288.65	(2,288.65)	0%	0%
100-682270	WORK COMP	480.00	32.06	446.06	33.94	7%	93%
100-682280	TRANS - ACTIVITY - UUSL	0.00	0.00	0.00	0.00	0%	0%
100-682290	TRANS - ACTIVITY - PERSI	2,392.00	165.66	2,214.64	177.36	7%	93%
100-682310	PURCHASE SERVICES--NON ALLOW	500.00	0.00	3,154.47	(2,654.47)	0%	631%
100-682410	TRANSPORTATION MAT'LS--NON-ALLOW.	2,000.00	0.00	703.06	1,296.94	0%	35%
TOTAL ACTIVITY TRANSPORTATION		26,902.00	1,811.51	27,853.03	951.03CR	7%	104%
GENERAL TRANSPORTATION PROGRAM							
100-683310	PURCHASE SERVICES-NON ALLOWABLE	2,000.00	0.00	5,166.94	(3,166.94)	0%	258%
100-683410	SUPPLIES-NON ALLOWABLE	2,000.00	679.80	739.70	1,260.30	34%	37%
TOTAL GENERAL TRANSPORTATION		4,000.00	679.80	5,906.64	1,906.64CR	17%	148%
FOOD SERVICES PROGRAM							
100-710220	FOOD EMPLOYER FICA	13,917.00	1,623.93	14,370.48	(453.48)	12%	103%
TOTAL NON-INSTRUCTION		13,917.00	1,623.93	14,370.48	453.48CR	12%	103%
CAPITAL ASSETS							
100-810520	CAPITAL OUTLAY - BUILDINGS	0.00	0.00	0.00	0.00	0%	0%
100-810540	CAPITAL OUTLAY - VEHICLES	0.00	0.00	0.00	0.00	0%	0%
TOTAL CAPITAL OUTLAY		0.00	0.00	0.00	0.00	0%	0%
100-920821	TRANSFER TO BUS DEPRECIATION FUND	32,315.00	0.00	32,315.00	0.00	0%	100%
100-920810	TRANSFER TO MEDICAID FUND	106,716.00	0.00	0.00	106,716.00	0%	0%
100-920800	TRANSFERS TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
100-950800	CONTINGENCY RESERVE	432,775.00	0.00	0.00	432,775.00	0%	0%
TOTAL OTHER		571,806.00	0.00	32,315.00	539,491.00	0%	6%
TOTAL EXPENDITURES		8,655,521.00	777,746.95	7,592,566.46	1,062,954.54	9%	88%
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GRANTS - NEZ PERCE TRIBE & OTHERS							
232-320000	BEGINNING BALANCE - BUDGET	75,000.00CR	0.00	0.00	75,000.00CR	0%	0%
232-415000	INVESTMENT EARNINGS	3,000.00CR	216.08CR	2,736.47CR	263.53CR	7%	91%
232-419900	GRANT REVENUE - NPT & OTHERS	70,000.00CR	0.00	69,243.00CR	757.00CR	0%	99%
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		148,000.00CR	216.08CR	71,979.47CR	76,020.53CR	0%	49%
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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
232-515113	ADVANCED OPS - SALARIES	1,000.00	0.00	350.76	649.24	0%	35%
232-515213	ADVANCED OPS - BENEFITS	200.00	0.00	28.45	171.55	0%	14%
232-515112	NATIVE ARTS SALARY	7,000.00	584.64	6,894.68	105.32	8%	98%
232-515212	BENEFITS	600.00	44.73	681.58	(81.58)	7%	114%
232-515119	TEACH FOR TOLERANCE - SALARIES	0.00	0.00	0.00	0.00	0%	0%
232-515219	TEACH FOR TOLERANCE - BENEFITS	0.00	0.00	0.00	0.00	0%	0%
232-515310	HIGH SCHOOL PURCHASED SERVICES	2,389.00	0.00	0.00	2,389.00	0%	0%
232-515410	HIGH SCHOOL SUPPLIES	4,000.00	0.00	0.00	4,000.00	0%	0%
232-515312	P/S - NPT NATIVE ARTS GRANT	20,000.00	0.00	2,546.51	17,453.49	0%	13%
232-515313	P/S - COLLEGE & CAREER READINESS	5,000.00	75.00	2,165.44	2,834.56	2%	43%
232-515314	P/S - CTE BUILDING	5,000.00	0.00	0.00	5,000.00	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	8,200.00	0.00	0.00	8,200.00	0%	0%
232-515317	P/S - ELEM SPED SUPPORT	2,500.00	0.00	975.00	1,525.00	0%	39%
232-515318	P/S - ID COMM FOUNDATION GRANT	2,500.00	0.00	0.00	2,500.00	0%	0%
232-515319	P/S - TEACHING FOR TOLERANCE	2,500.00	610.97	1,559.59	940.41	24%	62%
232-515320	P/S - ATTENDANCE COMMITTEE EMERGENCY FUNDS	7,000.00	12.78	453.91	6,546.09	0%	6%
232-515412	SUPPLIES - NPT GRANT NATIVE ARTS	23,479.00	0.00	6,208.14	17,270.86	0%	26%
232-515413	SUPPLIES - COLLEGE & CAREER READINESS	5,089.00	76.88	6,199.31	(1,110.31)	2%	122%
232-515414	SUPPLIES - NPT - CTE BUILDING	15,000.00	0.00	0.00	15,000.00	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	2,508.00	170.50	2,038.87	469.13	7%	81%
232-515417	SUPPLIES - ELEM SPED SUPPORT	7,500.00	583.05	5,348.99	2,151.01	8%	71%
232-515418	SUPPLIES - ID COMM FOUNDATION GRANT	7,500.00	0.00	0.00	7,500.00	0%	0%
232-515419	SUPPLIES - TEACHING FOR TOLERANCE	5,000.00	0.00	0.00	5,000.00	0%	0%
232-515420	SUPPLIES-ATTENDANCE COMMITTEE EMERGENCY	9,013.00	357.78	491.33	8,521.67	4%	5%
	TOTAL EXPENDITURES	148,000.00	2,516.33	35,942.56	112,057.44	2%	24%
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	NEZPERCE TRIBE JOB SKILLS						
235-320000	JOB SKILLS CARRYOVER	5,700.00CR	0.00	0.00	5,700.00CR	0%	0%
235-419900	NEZPERCE TRIBE SPECIAL SERVICE GRT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	5,700.00CR	0.00	0.00	5,700.00CR	0%	0%
		=====	=====	=====	=====	=====	=====
235-515115	JOB SKILLS SALARY	5,274.00	0.00	624.00	4,650.00	0%	12%
235-515220	JOB SKILLS EMPLOYER FICA	402.00	0.00	47.73	354.27	0%	12%
235-515270	JOB SKILLS WORKERS COMP	24.00	0.00	2.88	21.12	0%	12%
235-521310	JOB SKILLS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	5,700.00	0.00	674.61	5,025.39	0%	12%
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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
IDAHO CAREER READY STUDENTS GRANT							
242-439000	ICRS REVENUE	1,278,843.00CR	0.00	0.00	1,278,843.00CR	0%	0%
	TOTAL REVENUE	1,278,843.00CR	0.00	0.00	1,278,843.00CR	0%	0%
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242-519500	ICRS CAPITAL EXPENDITURES	1,278,843.00	0.00	0.00	1,278,843.00	0%	0%
	TOTAL EXPENDITURES	1,278,843.00	0.00	0.00	1,278,843.00	0%	0%
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STATE VOCATIONAL							
243-432410	STATE CTE -- AG. PROGRAM	13,677.00CR	0.00	13,676.72CR	0.28CR	0%	100%
243-432420	STATE VOC. ED.--BUSINESS PROGRAM	12,016.00CR	0.00	12,015.53CR	0.47CR	0%	100%
	TOTAL REVENUE	25,693.00CR	0.00	25,692.25CR	0.75CR	0%	100%
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243-515112	VOC. ED. AG. SALARIES	3,724.00	0.00	3,723.33	0.67	0%	100%
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	285.00	0.00	284.83	0.17	0%	100%
243-515230	HEALTH INSURANCE - VOC ED	0.00	0.00	0.00	0.00	0%	0%
243-515270	VOC. ED. WORKERS COMPENSATION	8.00	0.00	15.75	(7.75)	0%	197%
243-515280	VOC. ED. SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
243-515290	VOC. ED. PERSI BENEFIT	473.00	0.00	472.50	0.50	0%	100%
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	7,187.00	1,539.01	8,927.98	(1,740.98)	21%	124%
243-515552	VOC. ED. EQUIPMENT--AG. PROGRAM	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CTE AG PROGRAM	13,677.00	1,539.01	13,424.39	252.61	11%	98%
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243-515313	VOC. ED. BUSINESS P/S	0.00	0.00	0.00	0.00	0%	0%
243-515383	VOC. ED. TRAVEL--BUSINESS PROGRAM	3,065.00	0.00	0.00	3,065.00	0%	0%
243-515413	VOC. ED. SUPPLIES--BUSINESS PROG.	8,951.00	839.94	11,549.77	(2,598.77)	9%	129%
243-515553	VOC. ED. EQUIPMENT--BUSINESS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CTE BUSINESS PROGRAM	12,016.00	839.94	11,549.77	466.23	7%	96%
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	TOTAL EXPENDITURES	25,693.00	2,378.95	24,974.16	718.84	9%	97%
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SRO GRANT							
244-320000	SRO GRANT BEGINNING BALANCE	40,000.00CR	0.00	0.00	40,000.00CR	0%	0%
244-439000	SRO GRANT REVENUE	95,030.00CR	0.00	71,272.50CR	23,757.50CR	0%	75%
	TOTAL REVENUE	135,030.00CR	0.00	71,272.50CR	63,757.50CR	0%	53%
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244-667300	SRO GRANT PURCHASED SERVICES	95,030.00	7,869.50	60,322.86	34,707.14	8%	63%
244-667400	SRO GRANT - SUPPLIES	40,000.00	0.00	0.00	40,000.00	0%	0%
	TOTAL EXPENDITURES	135,030.00	7,869.50	60,322.86	74,707.14	6%	45%
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ARPA - ESSERF III							
250-445900	ESSERF III REVENUE	125,098.00CR	0.00	125,097.71CR	0.29CR	0%	100%
	TOTAL REVENUE	125,098.00CR	0.00	125,097.71CR	0.29CR	0%	100%
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250-512100	SALARIES - ELEMENTARY - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-512200	BENEFITS - ELEMENTARY - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-512300	PURCHASED SERVICES - ELEMENTARY - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-512400	SUPPLIES - ELEMENTARY - ESSERF III	0.00	0.00	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	4,500.00	0.00	4,500.00	0.00	0%	100%
250-512401	SUPPLIES - ELEMENTARY ESSERF III L/L	79,687.00	0.00	79,686.69	0.31	0%	100%
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	15,628.00	0.00	15,627.53	0.47	0%	100%
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	25,283.00	0.00	25,283.49	(0.49)	0%	100%
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	125,098.00	0.00	125,097.71	0.29	0%	100%

ACCT #

ACCT NAME

BUDGETED

MTD ACTIVITY

YTD ACTIVITY

BALANCE

MTD% YTD%

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QUESTION

ANSWER

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
CHAPTER I FUND							
251-445100	FEDERAL ASSISTANCE	268,115.00CR	19,919.08CR	205,986.51CR	62,128.49CR	7%	77%
251-445901	CSI - UP REVENUE	81,197.00CR	774.03CR	47,023.51CR	34,173.49CR	1%	58%
	TOTAL REVENUE	349,312.00CR	20,693.11CR	253,010.02CR	96,301.98CR	6%	72%
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251-512110	TEACHER SALARIES--ELEMENTARY	0.00	0.00	0.00	0.00	0%	0%
251-512115	TEACHER AIDES--ELEMENTARY	170,488.00	12,508.36	130,966.12	39,521.88	7%	77%
251-512200	BENEFITS - ELEMENTARY	95,127.00	7,138.60	73,867.66	21,259.34	8%	78%
251-512310	E.S. PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
251-512410	ELEMENTARY SUPPLIES & MATERIALS	0.00	0.00	0.00	0.00	0%	0%
251-512420	HOMELESS SUPPLIES	500.00	272.12	1,152.73	(652.73)	54%	231%
251-515115	TEACHER AIDES - SECONDARY	1,500.00	0.00	0.00	1,500.00	0%	0%
251-515200	BENEFITS - SECONDARY	500.00	0.00	0.00	500.00	0%	0%
	TOTAL TITLE I-A EXPENDITURES	268,115.00	19,919.08	205,986.51	62,128.49	7%	77%
251-515101	CSI - UP SALARIES	37,600.00	587.50	23,573.53	14,026.47	2%	63%
251-515201	CSI - UP BENEFITS	13,000.00	186.53	6,289.32	6,710.68	1%	48%
251-515301	CSI - UP PURCHASED SERVICES	21,048.00	0.00	10,349.73	10,698.27	0%	49%
251-515401	CSI - UP SUPPLIES	9,549.00	0.00	6,810.93	2,738.07	0%	71%
	TOTAL CSI-UP EXPENDITURES	81,197.00	774.03	47,023.51	34,173.49	1%	58%
	TOTAL EXPENDITURES	349,312.00	20,693.11	253,010.02	96,301.98	6%	72%
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PART B FUND							
257-445600	FEDERAL ASSISTANCE -- PART B	142,730.00CR	12,200.29CR	136,377.83CR	6,352.17CR	9%	96%
	TOTAL REVENUE	142,730.00CR	12,200.29CR	136,377.83CR	6,352.17CR	9%	96%
		=====	=====	=====	=====	=====	=====
257-521115	AIDES - PART B	106,645.00	7,678.59	89,067.65	17,577.35	7%	84%
257-521200	BENEFITS- PART B	36,085.00	4,521.70	47,310.18	(11,225.18)	13%	131%
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	142,730.00	12,200.29	136,377.83	6,352.17	9%	96%
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PART B PRESCHOOL							
258-445600	PART B PRE-SCHOOL REVENUE	3,597.00CR	300.54CR	3,005.39CR	591.61CR	8%	84%
	TOTAL REVENUE	3,597.00CR	300.54CR	3,005.39CR	591.61CR	8%	84%
		=====	=====	=====	=====	=====	=====

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
258-522115	NON-CERTIFIED SALARIES	2,521.00	210.08	2,100.80	420.20	8%	83%
258-522200	BENEFITS - PART B PRESCHOOL	1,076.00	90.46	904.59	171.41	8%	84%
258-522310	PART B PRESCHOOL PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	3,597.00	300.54	3,005.39	591.61	8%	84%
		=====	=====	=====	=====	=====	=====
	MEDICAID FUND						
260-445900	MEDICAID REVENUE	369,643.00CR	40,674.50CR	242,193.54CR	127,449.46CR	11%	66%
260-460000	TRANSFER FROM GENERAL FUND	106,716.00CR	0.00	0.00	106,716.00CR	0%	0%
	TOTAL REVENUE	476,359.00CR	40,674.50CR	242,193.54CR	234,165.46CR	9%	51%
		=====	=====	=====	=====	=====	=====
260-616115	ANCILLARY SALARIES	188,822.00	0.00	0.00	188,822.00	0%	0%
260-616200	ANCILLARY BENEFITS	91,200.00	0.00	0.00	91,200.00	0%	0%
260-616310	MEDICAID CONTRACT SERVICES	89,621.00	0.00	0.00	89,621.00	0%	0%
260-616350	MEDICAID MATCH	106,716.00	0.00	50,000.00	56,716.00	0%	47%
	TOTAL EXPENDITURES	476,359.00	0.00	50,000.00	426,359.00	0%	10%
		=====	=====	=====	=====	=====	=====
	TITLE IV-A ESSA STUDENT SUPPORT						
261-445900	TITLE IV-A ESSA REVENUE	24,735.00CR	4,020.40CR	20,306.56CR	4,428.44CR	16%	82%
	TOTAL REVENUE	24,735.00CR	4,020.40CR	20,306.56CR	4,428.44CR	16%	82%
		=====	=====	=====	=====	=====	=====
261-515115	SECONDARY CLASSIFIED SALARY	17,262.00	1,333.70	13,504.68	3,757.32	8%	78%
261-515200	BENEFITS - TITLE IV	7,473.00	676.61	6,801.88	671.12	9%	91%
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	24,735.00	2,010.31	20,306.56	4,428.44	8%	82%
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	REAP						
262-320000	BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
262-443000	REAP GRANT REVENUE	20,355.00CR	0.00	20,355.00CR	0.00	0%	100%
	TOTAL REVENUE	20,355.00CR	0.00	20,355.00CR	0.00	0%	100%
		=====	=====	=====	=====	=====	=====
262-512115	ELEMENTARY CLASSIFIED SALARY	13,541.00	0.00	14,026.50	(485.50)	0%	104%
262-512200	BENEFITS - REAP	6,814.00	0.00	6,328.50	485.50	0%	93%
	TOTAL EXPENDITURES	20,355.00	0.00	20,355.00	0.00	0%	100%
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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
RESTRAINT & SECLUSION GRANT							
265-445900	REVENUE	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
265-521100	SALARIES	0.00	0.00	0.00	0.00	0%	0%
265-521200	BENEFITS	0.00	0.00	0.00	0.00	0%	0%
265-521300	PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
265-521400	SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	0.00	0.00	0.00	0%	0%
T I T L E VI-A INDIAN EDUCATION							
267-320000	BEGINNING FUND BALANCE	0.00	0.00	0.00	0.00	0%	0%
267-419900	LOCAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
267-443000	FEDERAL ASSISTANCE - VI-A	108,315.00CR	0.00	108,315.00CR	0.00	0%	100%
267-443001	NYCP GRANT REVENUE	408,845.00CR	31,218.48CR	352,097.57CR	56,747.43CR	8%	86%
267-443002	ACE GRANT REVENUE	383,975.00CR	26,458.05CR	307,108.94CR	76,866.06CR	7%	80%
	TOTAL REVENUE	901,135.00CR	57,676.53CR	767,521.51CR	133,613.49CR	6%	85%
267-512410	CULTURAL ENRICHMENT SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
267-515100	COORDINATOR SALARY	5,305.00	442.08	4,420.80	884.20	8%	83%
267-515110	NEZ PERCE LANGUAGE INSTRUCTOR	33,000.00	3,384.00	33,840.00	(840.00)	10%	103%
267-515115	CERTIFIED SALARY - OTHER	0.00	0.00	0.00	0.00	0%	0%
267-515120	TITLE VI - CLASSIFIED SALARY	55,600.00	1,969.75	19,697.50	35,902.50	4%	35%
267-515125	ATTENDANCE CLERK	0.00	0.00	0.00	0.00	0%	0%
267-515200	FRINGE	3,770.00	314.16	3,141.60	628.40	8%	83%
267-515210	LIFE INS - VI-A	96.00	0.42	4.02	91.98	0%	4%
267-515220	EMPLOYER FICA	5,545.00	461.91	4,619.28	925.72	8%	83%
267-515230	HEALTH INSURANCE - VI-A	0.00	0.00	0.00	0.00	0%	0%
267-515270	WORKER'S COMPENSATION	413.00	28.10	281.01	131.99	7%	68%
267-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
267-515290	RETIREMENT BENEFIT	1,738.00	59.59	1,362.71	375.29	3%	78%
267-515300	HIGH SCHOOL PURCHASED SVCS	0.00	0.00	0.00	0.00	0%	0%
267-515380	TRAVEL - VI-A	0.00	0.00	0.00	0.00	0%	0%
267-515410	SUPPLIES	948.00	0.00	381.09	566.91	0%	40%
267-920800	INDIRECT COST - TITLE VI	1,900.00	110.56	1,124.61	775.39	6%	59%
	TOTAL TITLE VI-A EXPENDITURES	108,315.00	6,770.57	68,872.62	39,442.38	6%	64%
267-515101	SALARIES - DIRECTOR - NYCP	45,504.00	3,615.53	38,078.78	7,425.22	8%	84%
267-515111	SALARIES - CERTIFIED - NYCP	99,939.00	8,362.16	83,621.60	16,317.40	8%	84%
267-515116	SALARIES - N/C - NYCP	126,531.00	9,684.10	101,810.47	24,720.53	8%	80%
267-515201	FRINGE - NYCP	10,962.00	913.50	8,019.00	2,943.00	8%	73%
267-515211	LIFE INS - NYCP	288.00	43.40	418.42	(130.42)	15%	145%
267-515221	FICA - ER - NYCP	21,645.00	1,723.56	17,684.19	3,960.81	8%	82%
267-515231	HEALTH INS - NYCP	11,724.00	1,844.78	18,472.14	(6,748.14)	16%	158%
267-515271	WORKERS COMP - NYCP	1,197.00	73.33	767.52	429.48	6%	64%
267-515281	UUSL - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515291	PERSI - NYCP	36,217.00	2,548.61	25,421.59	10,795.41	7%	70%
267-515311	CONTRACTURAL PURCHASED SERVICES - NYCP	0.00	8,184.00	16,868.00	(16,868.00)	0%	0%
267-515321	OTHER PURCHASED SERVICES - NYCP	30,000.00	0.00	11,514.87	18,485.13	0%	38%
267-515381	TRAVEL - NYCP	14,773.00	1,000.00	27,409.96	(12,636.96)	7%	186%
267-515421	EQUIPMENT - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515411	SUPPLIES - NYCP	1,297.00	1,162.77	4,113.58	(2,816.58)	90%	317%
267-920801	INDIRECT COSTS - NYCP	8,768.00	509.76	6,044.47	2,723.53	6%	69%
	TOTAL NYCP EXPENDITURES	408,845.00	39,665.50	360,244.59	48,600.41	10%	88%
267-515102	SALARIES - DIRECTOR - ACE	45,504.00	3,615.53	38,078.78	7,425.22	8%	84%
267-515112	SALARIES - CERTIFIED - ACE	135,515.00	8,019.66	80,196.60	55,318.40	6%	59%
267-515117	SALARIES - N/C - ACE	86,893.00	7,312.07	73,120.70	13,772.30	8%	84%
267-515202	FRINGE - ACE	11,805.00	669.66	6,696.60	5,108.40	6%	57%
267-515212	LIFE INS - ACE	295.00	26.84	253.88	41.12	9%	86%
267-515222	FICA - ER - ACE	21,398.00	1,497.81	15,126.02	6,271.98	7%	71%
267-515232	HEALTH INS - ACE	35,172.00	2,724.11	25,506.50	9,665.50	8%	73%
267-515272	WORKERS COMP - ACE	1,182.00	87.17	880.31	301.69	7%	74%
267-515282	UUSL - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515292	PERSI - ACE	36,385.00	2,034.71	20,223.01	16,161.99	6%	56%
267-515312	PURCHASED SERVICES - ACE	1,000.00	0.00	36,673.55	(35,673.55)	0%	999%
267-515382	TRAVEL - ACE	0.00	0.00	3,727.68	(3,727.68)	0%	0%
267-515412	SUPPLIES - ACE	999.00	38.46	1,612.02	(613.02)	4%	161%
267-920802	INDIRECT COSTS - ACE	7,827.00	432.03	5,013.29	2,813.71	6%	64%
	TOTAL ACE EXPENDITURES	383,975.00	26,458.05	307,108.94	76,866.06	7%	80%
	TOTAL EXPENDITURES	901,135.00	72,894.12	736,226.15	164,908.85	8%	82%

(Rprt: 01 - MAINBdgt Prep: 35/Prop Budget; Dates: 00/00/00-06/30/25; PRINT: 07/11/25 8:28:52 AM)

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	0.50CR	2,171.60CR	971.60	0%	181%
269-445900	FEDERAL ASSISTANCE	20,000.00CR	0.00	0.00	20,000.00CR	0%	0%
	TOTAL REVENUE	96,200.00CR	0.50CR	2,171.60CR	94,028.40CR	0%	2%
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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	2,340.34	(2,340.34)	0%	0%
269-515110	CERTIFIED SALARIES	15,000.00	6,604.94	49,447.74	(34,447.74)	44%	330%
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	0.72	6.45	(6.45)	0%	0%
269-515220	EMPLOYER FICA	1,148.00	504.56	9,096.75	(7,948.75)	44%	792%
269-515230	HEALTH INSURANCE - JOM	0.00	85.45	761.07	(761.07)	0%	0%
269-515270	WORKERS COMP	62.00	5.67	62.65	(0.65)	9%	101%
269-515280	UNUSED SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
269-515290	PERSI	2,022.00	75.49	6,746.78	(4,724.78)	4%	334%
269-515300	PURCHASE SERVICES	39,000.00	0.00	0.00	39,000.00	0%	0%
269-515310	CULTURAL ENRICHMENT SERVICES	37,968.00	1,500.00	2,190.48	35,777.52	4%	6%
269-515410	JOM CULTURAL SUPPLIES	1,000.00	0.00	3,304.66	(2,304.66)	0%	330%
	TOTAL EXPENDITURES	96,200.00	8,776.83	132,098.65	35,898.65CR	9%	137%
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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	34,468.00CR	1,496.49CR	23,761.70CR	10,706.30CR	4%	69%
	TOTAL REVENUE	34,468.00CR	1,496.49CR	23,761.70CR	10,706.30CR	4%	69%
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271-621110	STAFF DEVELOPMENT SALARIES	16,000.00	556.68	14,052.48	1,947.52	3%	88%
271-621200	BENEFITS - TITLE II-A	3,449.00	266.65	5,577.02	(2,128.02)	8%	162%
271-621310	STAFF DEVELOPMENT	7,500.00	0.00	1,648.00	5,852.00	0%	22%
271-621380	TITLE II STAFF TRAVEL	4,280.00	2,571.19	5,733.72	(1,453.72)	60%	134%
271-621410	STAFF DEVELOPMENT SUPPLIES	3,239.00	0.00	145.00	3,094.00	0%	4%
	TOTAL EXPENDITURES	34,468.00	3,394.52	27,156.22	7,311.78	10%	79%
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21st CENTURY COMMUNITY LEARNING CENTER							
273-445900	21ST CENTURY FEDERAL REVENUE	132,329.00CR	12,804.10CR	102,688.78CR	29,640.22CR	10%	78%
	TOTAL REVENUE	132,329.00CR	12,804.10CR	102,688.78CR	29,640.22CR	10%	78%
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273-512100	SALARIES - DIRECTOR - 21ST CLCC	48,000.00	4,000.00	40,000.00	8,000.00	8%	83%
273-512110	SALARIES - CERTIFIED - 21ST CLCC	48,650.00	307.50	19,701.65	28,948.35	1%	40%
273-512115	SALARIES - N/C - 21ST CLCC	9,060.00	3,489.28	25,945.43	(16,885.43)	39%	286%
273-512200	FRINGE - 21ST CLCC	0.00	0.00	0.00	0.00	0%	0%
273-512210	LIFE - 21ST CLCC	96.00	9.05	93.70	2.30	9%	98%
273-512220	FICA - 21ST CLCC	9,800.00	600.47	6,503.64	3,296.36	6%	66%
273-512230	HEALTH INS - 21ST CLCC	0.00	746.15	7,574.79	(7,574.79)	0%	0%
273-512270	WORKERS COMP - 21ST CLCC	382.00	35.86	396.02	(14.02)	9%	104%
273-512280	UUSL - 21ST CLCC	0.00	0.00	0.00	0.00	0%	0%
273-512290	PERSI - 21ST CLCC	11,921.00	728.37	8,396.27	3,524.73	6%	70%
273-512300	PURCHASED SERVICES - 21ST CLCC	1,500.00	0.00	1,062.30	437.70	0%	71%
273-512400	SUPPLIES - 21ST CLCC	2,920.00	0.00	2,931.66	(11.66)	0%	100%
273-920800	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	132,329.00	9,916.68	112,605.46	19,723.54	7%	85%
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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	2,027.05CR	2,027.05	0%	0%
278-445000	GEAR-UP GRANT REVENUE	28,886.00CR	4,709.51CR	15,240.44CR	13,645.56CR	16%	53%
	TOTAL REVENUE	28,886.00CR	4,709.51CR	17,267.49CR	11,618.51CR	16%	60%
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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	16,020.00	1,348.08	14,520.84	1,499.16	8%	91%
278-515200	FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515210	LIFE INSURANCE BENEFIT	41.00	3.43	36.41	4.59	8%	89%
278-515220	EMPLOYER FICA	1,226.00	103.13	1,110.87	115.13	8%	91%
278-515230	HEALTH INSURANCE - GEAR UP	5,025.00	405.20	4,300.69	724.31	8%	86%
278-515270	WORKER'S COMPENSATION	69.00	6.20	66.78	2.22	9%	97%
278-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515290	PERSI BENEFIT	1,916.00	161.23	1,736.68	179.32	8%	91%
278-515380	STUDENT TRAVEL	2,750.00	0.00	0.00	2,750.00	0%	0%
278-515410	GEAR UP SUPPLIES	1,839.00	0.00	0.00	1,839.00	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	1,172.87	(1,172.87)	0%	0%
278-920800	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	28,886.00	2,027.27	22,945.14	5,940.86	7%	79%
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COPS GRANT							
288-445900	COPS FAST GRANT REVENUE	353,566.00CR	0.00	120,565.45CR	233,000.55CR	0%	34%
	TOTAL REVENUE	353,566.00CR	0.00	120,565.45CR	233,000.55CR	0%	34%
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288-623300	PURCHASED SERVICES	88,100.00	2,630.00	21,935.00	66,165.00	3%	25%
288-623400	SUPPLIES	265,466.00	0.00	104,770.45	160,695.55	0%	39%
	TOTAL EXPENDITURES	353,566.00	2,630.00	126,705.45	226,860.55	1%	36%
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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
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TOTAL REVENUE

290-320000	EST. BEG. BAL.--SCHOOL LUNCH	100,000.00CR	0.00	0.00	(100,000.00)	0%	0%
290-415000	EARNINGS ON INVESTMENTS	3,000.00CR	0.00	380.77CR	2,619.23CR	0%	13%
290-416100	SCHOOL FOOD SERVICE	0.00	0.00	0.00	0.00	0%	0%
290-416200	LUNCH SALES--ALA CARTE	10,000.00CR	1,225.00CR	11,121.61CR	1,121.61	12%	111%
290-419900	OTHER REVENUE	0.00	0.00	0.00	0.00	0%	0%
290-445500	NSLP - LUNCH REVENUE	316,000.00CR	0.00	250,444.79CR	65,555.21CR	0%	79%
290-445501	FEDERAL SUPPORT--COMMODITIES	13,000.00CR	21,955.85CR	21,955.85CR	8,955.85	169%	169%
290-445502	NSLP - SUMMER LUNCH REVENUE	35,000.00CR	0.00	29,270.55CR	5,729.45CR	0%	84%
290-445503	NSLP - BREAKFAST REVENUE	105,000.00CR	0.00	107,338.53CR	2,338.53	0%	102%
290-445504	NSLP - SNACK REVENUE	2,000.00CR	0.00	19,096.33CR	17,096.33	0%	955%
290-445505	FRESH FRUIT VEGETABLE GRANT INCOME	16,000.00CR	0.00	17,730.98CR	1,730.98	0%	111%
290-460000	INTERFUND TRANSFER	0.00	0.00	0.00	0.00	0%	0%

290-710115	FOOD SERVICE SALARIES--REGULAR	172,987.00	20,749.21	182,030.09	(9,043.09)	12%	105%
290-710116	FFVP PREP SALARIES	2,500.00	335.72	3,207.33	(707.33)	13%	128%
290-710117	FFVP ADMIN SALARIES	1,500.00	114.49	2,289.71	(789.71)	8%	153%
290-710200	FRINGE BENEFITS-FOOD SERVICES	4,938.00	411.50	4,115.00	823.00	8%	83%
290-710210	LIFE/EMP. ASSIST. PLAN	672.00	48.00	478.83	193.17	7%	71%
290-710220	EMPLOYER FICA	0.00	0.00	0.00	0.00	0%	0%
290-710230	HEALTH INSURANCE - FOOD SERVICE	70,344.00	3,781.80	46,167.01	24,176.99	5%	66%
290-710270	WORKER'S COMPENSATION	6,094.00	798.04	7,269.31	(1,175.31)	13%	119%
290-710280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
290-710290	PERSI BENEFIT	21,594.00	2,487.70	22,735.32	(1,141.32)	12%	105%
290-710310	FOOD SERVICE - PURCHASED SERVICES	1,500.00	0.00	1,352.68	147.32	0%	90%
290-710315	FFVP PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
290-710410	FOOD SERVICE--NON-FOOD SUPPLIES	25,000.00	1,238.32	11,610.23	13,389.77	5%	46%
290-710411	FOOD SERVICE--FOOD SUPPLIES	250,871.00	9,291.81	196,837.09	54,033.91	4%	78%
290-710412	FOOD SERVICE--MILK	22,000.00	2,244.74	25,944.69	(3,944.69)	10%	118%
290-710413	FOOD SERVICE--COMMODITIES	20,000.00	21,955.85	31,308.26	(11,308.26)	110%	157%
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

BOND INT./REDEMP.FUND

310-320000	BIRF BEGINNING BALANCE	123,000.00CR	0.00	0.00	(123,000.00)	0%	0%
310-412510	BIRF LEVY TAXES-NEZPERCE COUNTY	160,700.00CR	0.00	2,535.71CR	(158,164.29)	0%	2%
310-415000	INVESTMENT EARNINGS	1,000.00CR	0.00	592.20CR	407.80CR	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	0.00	161,700.00CR	161,700.00	0%	0%
310-439000	STATE BOND GUARANTY REV.	0.00	0.00	0.00	0.00	0%	0%

TOTAL REVENUE

310-911610	BIRF PRINCIPAL	280,000.00	0.00	280,000.00	0.00	0%	100%
310-912620	BIRF INTEREST	4,200.00	0.00	4,200.00	0.00	0%	100%
310-912621	BIRF FEES	500.00	0.00	550.00	(50.00)	0%	110%

TOTAL EXPENDITURES

BUS DEPRECIATION

421-320000	BEGINNING BALANCE	106,057.00CR	0.00	0.00	106,057.00CR	0%	0%
421-431200	TRANSPORTATION DEPRECIATION REV	0.00	0.00	0.00	0.00	0%	0%
421-460000	TRANSFER FROM GENERAL FUND	32,315.00CR	0.00	32,315.00CR	0.00	0%	100%

TOTAL REVENUE

421-681500	BUS PURCHASE	138,372.00	0.00	0.00	138,372.00	0%	0%
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TOTAL EXPENDITURES

	1990	1991	1992	1993	1994	1995
1990	100	100	100	100	100	100
1991	100	100	100	100	100	100
1992	100	100	100	100	100	100
1993	100	100	100	100	100	100
1994	100	100	100	100	100	100
1995	100	100	100	100	100	100

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
SCHOOL DISTRICT FACILITIES FUND							
435-320000	BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
435-415000	INTEREST REVENUE	3,200.00CR	352.17CR	3,197.24CR	2.76CR	11%	100%
435-431900	STATE SDFF REVENUE	92,348.00CR	0.00	92,347.90CR	0.10CR	0%	100%
	TOTAL REVENUE	95,548.00CR	352.17CR	95,545.14CR	2.86CR	0%	100%
		=====	=====	=====	=====	=====	=====
435-664310	SDFF - PURCHASED SERVICES	50,000.00	0.00	0.00	50,000.00	0%	0%
435-664410	SDFF - SUPPLIES/MATERIALS	45,548.00	0.00	0.00	45,548.00	0%	0%
435-664550	SDFF - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	95,548.00	0.00	0.00	95,548.00	0%	0%
		=====	=====	=====	=====	=====	=====
SCHOOL MODERNIZATION FACILITIES FUND							
436-320000	BEGINNING BALANCE - SMFF	0.00	0.00	0.00	0.00	0%	0%
436-415000	INTEREST REVENUE	0.00	7,982.75CR	46,127.65CR	46,127.65	0%	0%
436-431900	SCHOOL MODERNIZATION FACILITIES REVENUE	2,119,640.00CR	0.00	2,119,639.14CR	0.86CR	0%	100%
	TOTAL REVENUE	2,119,640.00CR	7,982.75CR	2,165,766.79CR	46,126.79	0%	102%
		=====	=====	=====	=====	=====	=====
436-664310	SMFF - PURCHASED SERVICES	500,000.00	0.00	64,450.97	435,549.03	0%	13%
436-664410	SMFF - SUPPLIES/MATERIALS	1,619,640.00	0.00	0.00	1,619,640.00	0%	0%
436-664550	SMFF - CAPITAL OUTLAY	0.00	50,808.30	84,088.80	(84,088.80)	0%	0%
	TOTAL EXPENDITURES	2,119,640.00	50,808.30	148,539.77	1,971,100.23	2%	7%
		=====	=====	=====	=====	=====	=====
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	34.94CR	521.47CR	521.47	0%	0%
	TOTAL REVENUE	25,000.00CR	34.94CR	671.47CR	24,328.53CR	0%	3%
		=====	=====	=====	=====	=====	=====
710-740300	SCHOLARSHIPS AWARDED	25,000.00	0.00	2,159.75	22,840.25	0%	9%
	TOTAL EXPENDITURES	25,000.00	0.00	2,159.75	22,840.25	0%	9%
		=====	=====	=====	=====	=====	=====

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
GENERAL FUND				
100-111100	CASH IN BANK--GENERAL FUND	82,827.97CR	56,016.91	26,811.06CR
100-111109	PAYROLL CHECKING	0.00	0.00	0.00
100-111300	PETTY CASH	0.00	0.00	0.00
100-112100	INVESTMENTS--LGIP #1037	2,627,910.50	741,866.97CR	1,886,043.53
100-113100	TAXES RECEIVABLE	1,087.69	0.00	1,087.69
100-114100	STATE SUPPORT RECEIVABLE	0.00	1,761.71	1,761.71
100-114200	RECEIVABLE	3,036.87	0.67CR	3,036.20
100-114230	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	2,549,207.09	684,089.02CR	1,865,118.07
100-211200	INTERFUND PAYABLE	0.00	0.00	0.00
100-213000	ACCOUNTS PAYABLE	0.00	45,256.23CR	45,256.23CR
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	314.62CR	73.50CR	388.12CR
100-218351	WORKERS COMPENSATION PAYABLE	26,902.40CR	4,350.27CR	31,252.67CR
100-221100	DEFERRED REVENUES	1,326.36CR	0.00	1,326.36CR
100-320200	FUND BALANCE - GENERAL FUND	2,520,663.71CR	733,769.02	1,786,894.69CR
	TOTAL LIABILITIES & FUND BALANCE	2,549,207.09CR	684,089.02	1,865,118.07CR
GRANTS - NEZ PERCE TRIBE & OTHERS				
232-111100	CASH IN BANK-NPT GRANTS & OTHERS	54,365.11	2,516.33CR	51,848.78
232-112100	LGIP	58,406.85	216.08	58,622.93
232-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
232-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	112,771.96	2,300.25CR	110,471.71
232-217100	SALARIES PAYABLE	0.00	0.00	0.00
232-217200	BENEFITS PAYABLE	0.00	0.00	0.00
232-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
232-320200	FUND BALANCE - FUND 232	112,771.96CR	2,300.25	110,471.71CR
	TOTAL LIABILITIES & FUND BALANCE	112,771.96CR	2,300.25	110,471.71CR
NEZPERCE TRIBE JOB SKILLS				
235-111100	CASH IN BANK--NEZPERCE SPEC. SERV.	4,944.83	0.00	4,944.83
235-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	4,944.83	0.00	4,944.83
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	4,944.83CR	0.00	4,944.83CR
	TOTAL LIABILITIES & FUND BALANCE	4,944.83CR	0.00	4,944.83CR
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.	3,097.04	946.58CR	2,150.46
243-114100	SUPPORT RECEIVABLE	0.00	0.00	0.00
243-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	3,097.04	946.58CR	2,150.46
243-211200	INTERFUND PAYABLES	0.00	0.00	0.00
243-213000	ACCOUNTS PAYABLE	0.00	1,432.37CR	1,432.37CR
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	3,097.04CR	2,378.95	718.09CR
	TOTAL LIABILITIES & FUND BALANCE	3,097.04CR	946.58	2,150.46CR

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
SRO GRANT				
244-111100	CASH	18,819.14	7,869.50CR	10,949.64
244-114200	RECEIVABLE	0.00	0.00	0.00
244-213000	SRO GRANT ACCOUNTS PAYABLE	0.00	0.00	0.00
244-320200	SRO GRANT FUND BALANCE	18,819.14CR	7,869.50	10,949.64CR
	NET FUND BALANCE	0.00	0.00	0.00
=====				
ARPA - ESSERF III				
250-111100	CASH - ESSERF III	0.00	0.00	0.00
250-114100	ACCOUNTS RECEIVABLE - ESSERF III	0.00	0.00	0.00
	TOTAL ASSETS	0.00	0.00	0.00
=====				
250-213000	ACCOUNTS PAYABLE - ESSERF III	0.00	0.00	0.00
250-217100	SALARIES PAYABLE	0.00	0.00	0.00
250-217200	BENEFITS PAYABLE	0.00	0.00	0.00
250-221000	DEFERRED REVENUE	0.00	0.00	0.00
250-320200	FUND BALANCE - ESSERF III	0.00	0.00	0.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	0.00	0.00
=====				
CHAPTER I FUND				
251-111100	CASH IN BANK--TITLE I	0.00	0.00	0.00
251-114100	ASSISTANCE REC'BL--CHAPTER I	0.00	0.00	0.00
251-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	0.00	0.00
=====				
251-211200	INTERFUND PAYABLES	0.00	0.00	0.00
251-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
251-217100	CONTRACTS PAYABLE--CHAPTER I	0.00	0.00	0.00
251-217200	BENEFITS PAYABLE	0.00	0.00	0.00
251-221000	DEFERRED REVENUE	0.00	0.00	0.00
251-320200	FUND BALANCE - FUND 251	0.00	0.00	0.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	0.00	0.00
=====				
PART B FUND				
257-111100	CASH IN BANK-- PART B	0.00	0.00	0.00
257-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
257-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	0.00	0.00
=====				
257-211200	INTERFUND PAYABLES	0.00	0.00	0.00
257-213000	ACCOUNTS PAYABLE-- PART B	0.00	0.00	0.00
257-217100	CONTRACTS PAYABLE	0.00	0.00	0.00
257-217200	BENEFITS PAYABLE	0.00	0.00	0.00
257-320200	FUND BALANCE - FUND 257	0.00	0.00	0.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	0.00	0.00
=====				
PART B PRESCHOOL				
258-111100	CASH IN BANK -- PART B PRE-SCHOOL	0.00	0.00	0.00
258-114100	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	0.00	0.00
=====				
258-211200	INTERFUND PAYABLES	0.00	0.00	0.00
258-213000	PART B PRESCHOOL ACCOUNTS PAYABLE	0.00	0.00	0.00
258-217100	PART B PRESCHOOL SALARIES PAYABLE	0.00	0.00	0.00
258-217200	PART B PRESCHOOL BENEFITS PAYABLE	0.00	0.00	0.00
258-320200	FUND BALANCE - FUND 258	0.00	0.00	0.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	0.00	0.00
=====				
MEDICAID FUND				
260-111100	CASH - MEDICAID FUND	104,643.81	20,630.62	125,274.43
260-111500	MEDICAID TRUST ACCOUNT	46,875.23	0.00	46,875.23
260-113100	MEDICAID RECEIVABLE	0.00	20,043.88	20,043.88
	TOTAL ASSETS	151,519.04	40,674.50	192,193.54
=====				
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	151,519.04CR	40,674.50CR	192,193.54CR

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
	TOTAL LIABILITIES & FUND BALANCE	151,519.04CR	40,674.50CR	192,193.54CR
	TITLE IV-A ESSA STUDENT SUPPORT			
261-111100	TITLE IV-A CASH	2,010.09CR	2,010.09	0.00
261-114200	TITLE IV-A RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	2,010.09CR	2,010.09	0.00
261-213000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	0.00	0.00
261-217100	SALARIES PAYABLE	0.00	0.00	0.00
261-217200	BENEFITS PAYABLE	0.00	0.00	0.00
261-221000	DEFERRED REVENUE	0.00	0.00	0.00
261-320200	FUND BALANCE - TITLE IV-A	2,010.09	2,010.09CR	0.00
	TOTAL LIABILITIES & FUND BALANCE	2,010.09	2,010.09CR	0.00

(Rprt: 01 - MAINBdgt Prep: 35/Prop Budget; Dates: 00/00/00-06/30/25; PRINT: 07/11/25 8:28:52 AM)

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
REAP				
262-111100	CASH IN BANK--REAP GRANT	0.00	0.00	0.00
262-114100	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	0.00	0.00
=====				
262-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
262-217100	SALARIES PAYABLE	0.00	0.00	0.00
262-217200	BENEFITS PAYABLE	0.00	0.00	0.00
262-320200	FUND BALANCE - REAP	0.00	0.00	0.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	0.00	0.00
=====				
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	46,512.95	6,770.57CR	39,742.38
267-114100	REVENUE RECEIVABLE -- TITLE VI-A	0.00	0.00	0.00
	TOTAL ASSETS	46,512.95	6,770.57CR	39,742.38
=====				
267-211200	INTERFUND PAYABLE	0.00	0.00	0.00
267-213000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	8,447.02CR	8,447.02CR
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	46,512.95CR	15,217.59	31,295.36CR
	TOTAL LIABILITIES & FUND BALANCE	46,512.95CR	6,770.57	39,742.38CR
=====				
J O M F U N D				
269-111100	CASH IN BANK--JOM	12,447.68CR	8,776.83CR	21,224.51CR
269-112100	INVESTMENTS - LGIP #2714	135.70	0.50	136.20
269-114100	ASSISTANCE REC'BL--JOM	0.00	0.00	0.00
269-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	12,311.98CR	8,776.33CR	21,088.31CR
=====				
269-213000	ACCOUNTS PAYABLE -- J O M	0.00	0.00	0.00
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	12,311.98	8,776.33	21,088.31
	TOTAL LIABILITIES & FUND BALANCE	12,311.98	8,776.33	21,088.31
=====				
T I T L E IIA IMPV TEACH QUALITY				
271-111100	CASH IN BANK--TITLE II IMPV T QUAL	1,496.49CR	1,898.03CR	3,394.52CR
271-114000	RECEIVABLE--TITLE II	0.00	0.00	0.00
	TOTAL ASSETS	1,496.49CR	1,898.03CR	3,394.52CR
=====				
271-211200	INTERFUND PAYABLE	0.00	0.00	0.00
271-213000	ACCOUNTS PAYABLE--TITLE II	0.00	0.00	0.00
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	1,496.49	1,898.03	3,394.52
	TOTAL LIABILITIES & FUND BALANCE	1,496.49	1,898.03	3,394.52
=====				

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
21st CENTURY COMMUNITY LEARNING CENTER				
273-111100	CASH - 21ST CENTURY LEARNING CENTER	12,804.10CR	2,887.42	9,916.68CR
273-114000	RECEIVABLE - 21ST CENTURY LEARNING CENTER	0.00	0.00	0.00
	TOTAL ASSETS	12,804.10CR	2,887.42	9,916.68CR
=====				
273-211200	INTERFUND PAYABLE	0.00	0.00	0.00
273-213000	ACCOUNTS PAYABLE - 21ST CLCC	0.00	0.00	0.00
273-217100	SALARIES PAYABLE	0.00	0.00	0.00
273-217200	BENEFITS PAYABLE	0.00	0.00	0.00
273-221000	DEFERRED REVENUE	0.00	0.00	0.00
273-320200	FUND BALANCE - 21ST CENTURY LEARNING CENTER	12,804.10	2,887.42CR	9,916.68
	TOTAL LIABILITIES & FUND BALANCE	12,804.10	2,887.42CR	9,916.68
=====				
GEAR-UP GRANT				
278-111100	CASH IN BANK--GEAR-UP GRANT	8,359.89CR	2,682.24	5,677.65CR
278-114000	REVENUE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	8,359.89CR	2,682.24	5,677.65CR
=====				
278-211200	INTERFUND PAYABLE	0.00	0.00	0.00
278-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
278-217100	SALARIES PAYABLE	0.00	0.00	0.00
278-217200	BENEFITS PAYABLE	0.00	0.00	0.00
278-221000	DEFERRED REVENUE	0.00	0.00	0.00
278-320200	FUND BALANCE - GEAR UP GRANT	8,359.89	2,682.24CR	5,677.65
	TOTAL LIABILITIES & FUND BALANCE	8,359.89	2,682.24CR	5,677.65
=====				
COPS GRANT				
288-111100	CASH	3,510.00CR	2,630.00CR	6,140.00CR
288-114200	RECEIVABLE	0.00	0.00	0.00
288-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
288-320200	COPS GRANT FUND BALANCE	3,510.00	2,630.00	6,140.00
	NET FUND BALANCE	0.00	0.00	0.00
=====				
CHILD NUTRITION				
290-111100	CASH IN BANK -- FOOD SERVICE	37,759.81CR	36,826.48CR	74,586.29CR
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	37,729.81CR	36,826.48CR	74,556.29CR
=====				
290-211200	INTERFUND PAYABLE	0.00	0.00	0.00
290-213000	ACCOUNTS PAYABLE	0.00	3,449.85CR	3,449.85CR
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	37,729.81	40,276.33	78,006.14
	TOTAL LIABILITIES & FUND BALANCE	37,729.81	36,826.48	74,556.29
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(Rprt: 01 - MAINBdgt Prep: 35/Prop Budget; Dates: 00/00/00-06/30/25; PRINT: 07/11/25 8:28:52 AM)

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	3,207.43	0.00	3,207.43
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	7,006.18	0.00	7,006.18
		=====	=====	=====
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	2,964.68CR	0.00	2,964.68CR
	TOTAL LIABILITIES & FUND BALANCE	7,006.18CR	0.00	7,006.18CR
		=====	=====	=====
BUS DEPRECIATION				
421-111100	CASH IN BANK--BUS DEPRECIATION	138,372.00	0.00	138,372.00
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	138,372.00	0.00	138,372.00
		=====	=====	=====
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	138,372.00CR	0.00	138,372.00CR
	TOTAL LIABILITIES & FUND BALANCE	138,372.00CR	0.00	138,372.00CR
		=====	=====	=====
SCHOOL DISTRICT FACILITIES FUND				
435-111100	CASH - SDFF	0.00	0.00	0.00
435-112100	LGIP - SDFF #1210	95,192.97	352.17	95,545.14
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	95,192.97CR	352.17CR	95,545.14CR
	NET FUND BALANCE	0.00	0.00	0.00
		=====	=====	=====
SCHOOL MODERNIZATION FACILITIES FUND				
436-111100	CASH - SMFF	97,731.47CR	8,383.56CR	106,115.03CR
436-112100	LGIP - SMFF	2,157,784.04	7,982.75	2,165,766.79
436-114100	RECEIVABLE	0.00	0.00	0.00
436-213000	ACCOUNTS PAYABLE - SMFF	0.00	42,424.74CR	42,424.74CR
436-320200	FUND BALANCE - SMFF	2,060,052.57CR	42,825.55	2,017,227.02CR
	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	0.00	0.00	0.00
710-112010	INV-- T.HIGHEAGLE-JOHNSON #1209	1,187.71	4.39	1,192.10
710-112015	INVESTMENTS -- MICHAEL BISBEE III #1502	141.96	0.53	142.49
710-112020	INVESTMENTS -- D HIGHEAGLE #1208	430.91	1.59	432.50
710-112025	INVESTMENTS-GENERAL SCHOLARSHIP #1503	241.94	0.90	242.84
710-112040	INVESTMENTS--JEFF WILSON #2713	673.96	2.49	676.45
710-112050	INVESTMENTS--G. LEIGHTON #2715	5,293.38	19.58	5,312.96
710-112060	INVESTMENTS--ALEC REUBEN #3119	603.58	2.23	605.81
710-112075	LGIP - HELEN COLEMAN #1269	872.97	3.23	876.20
710-114000	REVENUE RECEIVABLE	0.00	0.00	0.00
710-114101	INTEREST RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	9,446.41	34.94	9,481.35
		=====	=====	=====
710-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
710-320200	FUND BALANCE - SCHOLARSHIP FUND	9,446.41CR	34.94CR	9,481.35CR
	TOTAL LIABILITIES & FUND BALANCE	9,446.41CR	34.94CR	9,481.35CR
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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ACCOUNTS PAYABLE				
100-213000	ACCOUNTS PAYABLE	0.00	45,256.23CR	45,256.23CR
232-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
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	1,432.37CR	1,432.37CR
244-213000	SRO GRANT ACCOUNTS PAYABLE	0.00	0.00	0.00
250-213000	ACCOUNTS PAYABLE - ESSERF III	0.00	0.00	0.00
251-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
252-213000	ACCOUNTS PAYABLE - ESSER	0.00	0.00	0.00
254-213000	ACCOUNTS PAYABLE - ESSERF II	0.00	0.00	0.00
257-213000	ACCOUNTS PAYABLE-- PART B	0.00	0.00	0.00
258-213000	PART B PRESCHOOL ACCOUNTS PAYABLE	0.00	0.00	0.00
260-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
261-213000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	0.00	0.00
265-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
267-213000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	8,447.02CR	8,447.02CR
269-213000	ACCOUNTS PAYABLE -- J O M	0.00	0.00	0.00
271-213000	ACCOUNTS PAYABLE--TITLE II	0.00	0.00	0.00
273-213000	ACCOUNTS PAYABLE - 21ST CLCC	0.00	0.00	0.00
278-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
284-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
288-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
290-213000	ACCOUNTS PAYABLE	0.00	3,449.85CR	3,449.85CR
310-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
436-213000	ACCOUNTS PAYABLE - SMFF	0.00	42,424.74CR	42,424.74CR
ACCOUNTS PAYABLE		0.00	101,010.21CR	101,010.21CR
		=====	=====	=====

CASH IN BANK				
100-111100	CASH IN BANK--GENERAL FUND	82,827.97CR	56,016.91	26,811.06CR
232-111100	CASH IN BANK-NPT GRANTS & OTHERS	54,365.11	2,516.33CR	51,848.78
235-111100	CASH IN BANK--NEZPERCE SPEC. SERV.	4,944.83	0.00	4,944.83
242-111100	CASH - ICRS	0.00	0.00	0.00
243-111100	CASH IN BANK--STATE VOC ED.	3,097.04	946.58CR	2,150.46
244-111100	CASH	18,819.14	7,869.50CR	10,949.64
246-111100	CASH IN BANK--DRUG FREE YTH	0.00	0.00	0.00
250-111100	CASH - ESSERF III	0.00	0.00	0.00
251-111100	CASH IN BANK--TITLE I	0.00	0.00	0.00
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	0.00	0.00
258-111100	CASH IN BANK -- PART B PRE-SCHOOL	0.00	0.00	0.00
259-111100	CASH - ARPA IDEA PART B	0.00	0.00	0.00
260-111100	CASH - MEDICAID FUND	104,643.81	20,630.62	125,274.43
261-111100	TITLE IV-A CASH	2,010.09CR	2,010.09	0.00
262-111100	CASH IN BANK--REAP GRANT	0.00	0.00	0.00
265-111100	CASH	0.00	0.00	0.00
267-111100	CASH IN BANK--TITLE VI-A	46,512.95	6,770.57CR	39,742.38
269-111100	CASH IN BANK--JOM	12,447.68CR	8,776.83CR	21,224.51CR
271-111100	CASH IN BANK--TITLE II IMPV T QUAL	1,496.49CR	1,898.03CR	3,394.52CR
273-111100	CASH - 21ST CENTURY LEARNING CENTER	12,804.10CR	2,887.42	9,916.68CR
278-111100	CASH IN BANK--GEAR-UP GRANT	8,359.89CR	2,682.24	5,677.65CR
284-111100	CASH IN BANK- CORONAVIRUS RELIEF FUND	0.00	0.00	0.00
288-111100	CASH	3,510.00CR	2,630.00CR	6,140.00CR
290-111100	CASH IN BANK -- FOOD SERVICE	37,759.81CR	36,826.48CR	74,586.29CR
310-111100	CASH IN BANK--BOND INT./REDEMP. FD	3,207.43	0.00	3,207.43
421-111100	CASH IN BANK--BUS DEPRECIATION	138,372.00	0.00	138,372.00
436-111100	CASH - SMFF	97,731.47CR	8,383.56CR	106,115.03CR
710-111100	CASH IN BANK -- SCHOLARSHIP FUND	0.00	0.00	0.00
TOTAL CASH IN BANK		115,014.81	7,609.40	122,624.21
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VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	DP	MO-YR	AMOUNT
001720	290-710310	000000	07/21/25	000000	CACFP TRAINING	PER DIEM 08/7-08/08 CDA	1	N	07-2025	66.70
001720	290-710310	000000	07/21/25	000000	CACFP TRAINING	MILEAGE 08/07-08/08 CDA	1	N	07-2025	176.40
	**SUB-TOTAL: ANN MUNSTERMANN									243.10
002060	251-515301	000000	07/21/25	000000	SOLUTION TREE	PER DIEM 08/12-08/15 SPOKANE	1	N	07-2025	190.40
002060	251-515301	000000	07/21/25	000000	SOLUTION TREE	MILEAGE 08/12-08/15 SPOKANE	1	N	07-2025	161.00
	**SUB-TOTAL: ASHLEE GRUNENFELDER									351.40
002420	100-661330	000000	06/30/25	000000	590802000	ELECTRIC- CABINET SHOP	1	N	06-2025	30.58
002420	100-661330	000000	06/30/25	000000	590802000	ELECTRIC - HS TRACK	1	N	06-2025	479.67
002420	100-661330	000000	06/30/25	000000	590802000	ELECTRIC - TRACK LIGHTS	1	N	06-2025	27.37
002420	100-661330	000000	06/30/25	000000	590802000	ELECTRIC - ES	1	N	06-2025	2,118.31
002420	100-681319	000000	06/30/25	000000	590802000	ELECTRIC - BUS BARN	1	N	06-2025	246.52
002420	100-661330	000000	06/30/25	000000	590802000	ELECTRIC - STORAGE TECH	1	N	06-2025	94.35
002420	100-661330	000000	06/30/25	000000	590802000	ELECTRIC - MS/HS	1	N	06-2025	4,771.87
002420	100-661330	000000	06/30/25	000000	590802000	ELECTRIC - HS SIGN	1	N	06-2025	137.09
002420	100-661330	000000	06/30/25	000000	590802000	ELECTRIC - AG SHOP	1	N	06-2025	86.37
	**SUB-TOTAL: AVISTA UTILITIES									7,992.13
003220	100-664311	000000	06/30/25	M25994	20768	WH BOILER REPARI	1	N	06-2025	275.00
	**SUB-TOTAL: BLUE MOUNTIAN ELECTRIC									275.00
003610	100-632390	000000	06/30/25	000000	606923	4 SESSIONS EAP	1	N	06-2025	261.45
003610	100-632390	000000	07/21/25	000000	607221	4 EAP SESSIONS JULY	1	N	07-2025	261.45
	**SUB-TOTAL: BPA HEALTH									522.90
003660	243-515413	000000	07/21/25	000000	CONNECT SUMMIT	PER DIEM 08/04-08/07 CDA	1	N	07-2025	135.90
003660	243-515413	000000	07/21/25	000000	CONNECT SUMMIT	MILEAGE 08/04-08/07 CDA	1	N	07-2025	176.40
	**SUB-TOTAL: BRADLEY PETERSON									312.30
005400	100-661330	000000	06/30/25	000000	2.1882.01	W/S/- STORAGE TECH	1	N	06-2025	237.18
005400	100-661330	000000	06/30/25	000000	3.1571.01	W/S- ART AND PE BLDG	1	N	06-2025	1,969.44
005400	100-661330	000000	06/30/25	000000	3.1575.01	W/S/G- H/M SCHOOL	1	N	06-2025	3,862.64
005400	100-661330	000000	06/30/25	000000	3.3075.01	W/S/G-AG BLDG	1	N	06-2025	1,350.19
005400	100-661330	000000	06/30/25	000000	4.3145.01	W/S/G- ATHLETIC FIELD	1	N	06-2025	1,027.44
005400	100-661330	000000	06/30/25	000000	5.9970.01	GRBGE-ES	1	N	06-2025	2,085.62
005400	100-681319	000000	06/30/25	000000	5.9982.01	GRBGE-BUS BARN	1	N	06-2025	740.26
	**SUB-TOTAL: CITY OF LAPWAI									11,272.77
005700	100-665310	000000	06/30/25	M25967	6704	HS IRRIGATION START UP AND INSPECTI	1	N	06-2025	3,226.03
	**SUB-TOTAL: CLEARWATER SPRINKLERS, INC.									3,226.03
005805	100-515322	000000	07/21/25	D26008	00183028	RENEWAL ACCREDITATION TOOL LAPWA	1	N	07-2025	1,400.00
	**SUB-TOTAL: COGNIA INC,									1,400.00
006980	251-515301	000000	07/21/25	000000	SOLUTION TREE	PER DIEM 08/12-08/15 SPOKANE	1	N	07-2025	190.40
006980	251-515301	000000	07/21/25	000000	SOLUTION TREE	MILEAGE 08/12-08/15 SPOKANE	1	N	07-2025	161.00
	**SUB-TOTAL: D'LISA PENNEY									351.40
007440	251-515301	000000	07/21/25	000000	SOLUTION TREE	PER DIEM 08/12-08/15 SPOKANE	1	N	07-2025	190.40
007440	251-515301	000000	07/21/25	000000	SOLUTION TREE	MILEAGE 08/12-08/15 SPOKANE	1	N	07-2025	161.00
	**SUB-TOTAL: DAVID AIKEN									351.40
010740	251-515301	000000	07/21/25	000000	SOLUTION TREE	PER DIEM 08/12-08/15 SPOKANE	1	N	07-2025	190.40
010740	251-515301	000000	07/21/25	000000	SOLUTION TREE	MILEAGE 08/12/08/15 SPOKANE	1	N	07-2025	161.00
	**SUB-TOTAL: GEORGIA SOBOTTA									351.40
011223	100-681317	000000	07/21/25	000000	ID STUDENT TRANSPORTA	PER DIEM 07/26-07/30 BOISE	1	N	07-2025	145.00
011223	100-681317	000000	07/21/25	000000	ID STUDENT TRANSPORTA	MILEAGE 07/26/07/30 BOISE	1	N	07-2025	354.20
	**SUB-TOTAL: GREGORY HANSEN									499.20
011900	100-664311	000000	06/30/25	M25629	15-0706	BI-MONTHLY PEST CONTROL	1	N	06-2025	110.00
011900	100-664312	000000	06/30/25	M25629	15-0706	BI-MONTHLY PEST CONTROL	1	N	06-2025	110.00
011900	100-665310	000000	06/30/25	M25629	15-0707	WEED CONTROL	1	N	06-2025	400.00
	**SUB-TOTAL: HAYDEN PEST CONTROL, LLC									620.00
013060	100-632390	000000	07/21/25	D26005	1974	LAPWAI MEMBERSHIP RENEWAL	1	N	07-2025	940.00
	**SUB-TOTAL: IASA									940.00
013900	100-632390	000000	07/21/25	D26006	4090	ISBA ANNUAL MEMBERSHIP RENEWAL LA	1	N	07-2025	1,972.76
	**SUB-TOTAL: IDAHO SCHOOL BOARDS ASSOCIATION									1,972.76
016510	251-515301	000000	07/21/25	000000	SOLUTION TREE	PER DIEM 08/12-*08/15 SPOKANE	1	N	07-2025	190.40
016510	251-510412	000000	07/21/25	000000	SOLUTION TREE	MILEAGE 08/12-08/15 SPOKANE	1	N	07-2025	161.00
	**SUB-TOTAL: CHRISTOPHER KATUS									351.40
017020	100-621310	000000	07/21/25	000000	SMART YEAR 2	CREDIT REIMB (3)	1	N	07-2025	180.00
	**SUB-TOTAL: KRYSTLE STAMPER									180.00
017180	267-515411	000000	06/30/25	H25998	713245	SUMMER SCHOOL ACTIVITY AND PIZZA	1	N	06-2025	263.02
	**SUB-TOTAL: LANCER LANES & CASINO									263.02
018100	100-632410	000000	06/30/25	D25983	601806	EMPLOYMENT ADS	1	N	06-2025	397.20
	**SUB-TOTAL: LEWISTON TRIBUNE									397.20
019360	290-710412	000000	06/30/25	F25144	135372652	MILK	1	N	06-2025	223.91
019360	290-710412	000000	06/30/25	F25144	135372793	MILK	1	N	06-2025	177.74
019360	290-710412	000000	06/30/25	F25144	135373156	MILK	1	N	06-2025	112.94
019360	290-710412	000000	06/30/25	F25144	135373517	MILK	1	N	06-2025	67.77
019360	290-710412	000000	06/30/25	F25144	135373832	MILK	1	N	06-2025	180.71
019360	290-710412	000000	06/30/25	F25144	135360525	MILK	1	N	06-2025	192.00
	**SUB-TOTAL: MEADOW GOLD DAIRIES, INC.									955.07
020500	100-632390	000000	07/21/25	D26007	1002152	NAFIS MEMBERSHIP RENEWAL LAPWAI	1	N	07-2025	3,720.75

***GRAND TOTAL - VENDOR COUNT: 39 112,209.70

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ASSOCIATED STUDENT BODY FUND				
238-111100	CASH IN BANK-- ASB	75,704.10	27,611.50CR	48,092.60
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	21,737.36	0.00	21,737.36
238-114200	RECEIVABLE	12,772.69	0.00	12,772.69
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	TOTAL STUDENT BODY ASSETS	123,994.48	27,611.50CR	96,382.98
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STUDENT BODY FUNDS				
238-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
238-218350	SALES TAX PAYABLE	192.92CR	192.92	0.00
238-223100	HIGH SCHOOL STUDENT BODY	23,838.38CR	6,355.81	17,482.57CR
238-223107	MIDDLE SCHOOL STUDENT BODY	15,275.50CR	19,618.23	4,342.73
238-223110	AT RISK FUND	447.28CR	0.00	447.28CR
238-223125	CONCESSIONS	2,234.82CR	168.64	2,066.18CR
ATHLETIC FUNDS				
238-223200	GENERAL ATHLETIC FUND	18,113.32CR	0.00	18,113.32CR
238-223201	FOOTBALL	1,523.41CR	0.00	1,523.41CR
238-223202	FOOTBALL FUNDRAISERS	328.00CR	0.00	328.00CR
238-223210	VOLLEYBALL	5,523.02CR	0.00	5,523.02CR
238-223211	VOLLEYBALL FUNDRAISERS	0.00	0.00	0.00
238-223220	GIRLS BASKETBALL	3,683.18CR	0.00	3,683.18CR
238-223221	GIRLS BASKETBALL FUNDRAISERS	2,047.78CR	0.00	2,047.78CR
238-223230	BOYS BASKETBALL	8,841.09CR	795.00	8,046.09CR
238-223231	BOYS BASKETBALL FUNDRAISERS	0.00	0.00	0.00
238-223240	TRACK	3,118.89CR	0.00	3,118.89CR
238-223250	CHEER	1,863.40CR	1,155.00CR	3,018.40CR
238-223260	SOFTBALL	754.97	139.00CR	615.97
238-223261	SOFTBALL FUNDRAISERS	107.86CR	0.00	107.86CR
238-223270	BASEBALL	1,127.17CR	5.50CR	1,132.67CR
238-223271	BASEBALL FUNDRAISERS	453.21CR	0.00	453.21CR
238-223280	GOLF	2,381.09CR	1,113.56CR	3,494.65CR
238-223285	WRESTLING	8,456.04	0.00	8,456.04
238-223286	WRESTLING FUNDRAISERS	91.66CR	0.00	91.66CR
CLASSES				
238-223400	STUDENT COUNCIL	573.45CR	0.00	573.45CR
238-223401	CLASS OF 2022	2,085.64CR	0.00	2,085.64CR
238-223402	CLASS OF 2023	2,235.13CR	2,235.13	0.00
238-223403	CLASS OF 2024	2,740.08CR	2,740.08	0.00
238-223404	CLASS OF 2025	4,619.14CR	5,119.14	500.00
238-223405	CLASS OF 2026	1,141.40CR	0.00	1,141.40CR
238-223407	CLASS OF 2027	445.00CR	0.00	445.00CR
238-223408	CLASS OF 2028	0.00	0.00	0.00
CLUBS				
238-223521	YEARBOOK	12,085.17	5,172.73CR	6,912.44
238-223523	DRAMA	4,902.88CR	0.00	4,902.88CR
238-223530	LIBRARY	819.29CR	0.00	819.29CR
238-223532	INDIAN CLUB	3,231.57CR	660.00CR	3,891.57CR
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
238-223539	ROBOTICS	148.61CR	0.00	148.61CR
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	2,096.41CR	0.00	2,096.41CR
238-223553	BAND-MUSIC	3,740.10CR	132.34	3,607.76CR
238-223555	NEZ PERCE LANGUAGE	165.92CR	0.00	165.92CR
238-223556	BPA	2,438.92CR	0.00	2,438.92CR
238-223560	SEL EDUCATION PROJECTS	9.10CR	0.00	9.10CR
238-223561	CAP AND GOWN	1,386.93	1,500.00CR	113.07CR
238-223562	MAPP	56.92CR	0.00	56.92CR
238-223564	CR-PLC INCENTIVE	463.96CR	0.00	463.96CR
238-223565	DRUG FREE SCHOOLS	1,897.41CR	0.00	1,897.41CR
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	123,994.48CR	27,611.50	96,382.98CR
		=====	=====	=====

REFR#	DESCRIPTION	AMOUNT	DATE
461001	DONATION TO MS LEADERSHIP	100.00CR	06/03/25
461002	NPT DONATION	11.00CR	06/03/25
461003	DONATION TO MS LEADERSHIP	500.00CR	06/03/25
461004	RMBRS TO IND CLUB- FUNDS LEFTOVER FROM POWWOW	100.00CR	06/03/25
461005	DRINK FUNDRAISER- MUSIC/BAND	174.00CR	06/03/25
461006	2-YEARBOOKS ER2800	110.00CR	06/03/25
461007	SNACK SALES/FUNDRAISER-SOFTBALL	133.50CR	06/05/25
461008	2024 &2025 YEARBOOKS #5781	80.00CR	06/05/25
461009	RYANNE SAMUELS CHEER FEES	385.00CR	06/06/25
461010	RONI ARTHUR CHEER FEES	385.00CR	06/10/25
461011	JENNY WHITETEMPLE CHEER FEE RMBRS	385.00CR	06/16/25
461012	DONATION TO MS LEADERSHIP	500.00CR	06/18/25
461013	DONATION TO HS LEADERSHIP	200.00CR	06/30/25
461014	DISTRICT RMBS FOR STATE- WRESTLING	3,694.44CR	06/30/25
461015	CLEARWATER CASINO DONATION TOMS LEADERSHIP	750.00CR	06/30/25
461016	CLEARWATER CASINO DONATION HS LEADERSHIP	1,000.00CR	06/30/25
461017	RMBS FROM DISTRICT 304 FOR POW WOW	560.00CR	06/30/25
461018	U OF I - LEADERSHIP DONATION	13,000.00CR	06/13/25
461019	SMASH HOUSE DONATION TO MS LEADERSHIP	500.00CR	06/18/25
***	TOTAL	22,567.94CR	

REFR#	VENDOR	AMOUNT	DATE	DESCRIPTION
006651	LITTLE CAESAR'S PIZZA	308.67	06/02/25	PIZZA'S FOR ISAT REWARDS
006652	WELLS FARGO BANK	4,411.06	06/02/25	SENIOR SAFE AND SOBER PARTY PRIZES
006653	WELLS FARGO BANK	3,700.25	06/02/25	HS LEADERSHIP BACKPACKS
006654	COSTCO	241.22	06/03/25	MS PROMOTION CAKES
006655	GEORGIA SOBOTTA	105.22	06/03/25	RMBRS FOR REWARD DINNER
006656	WELLS FARGO BANK	7,115.25	06/03/25	MS LEADERSHIP FLIGHTS
006657	ASOTIN COUNTY AQUATIC CENTER	1,568.89	06/10/25	LAST DAY PLAYDAY
006658	URM STORES, INC.	932.53	06/16/25	CONCESSION SUPPLIE
006659	ASHLEE GRUNENFELDER	7,500.00	06/16/25	PER DIEM 5 ADULTS @ \$300 EACH
006660	MICAH BISBEE	13,000.00	06/16/25	PER DIEM ADULTS/CHAPERONES
006661	WELLS FARGO BANK	8,045.00	06/17/25	MS LEADERSHIP TRIP
006662	AMAZON	446.36	06/17/25	D'LISA GRANT SUPPLIES
006663	CAPITAL ONE	2,594.07	06/17/25	SENIOR CLASS SAFE & SOBER PRIZES
	*** TOTAL	49,968.52		

SUPERINTENDENT

Board Report

July 2025



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

A Public Service Announcement Video on Regular and Punctual School Attendance by the 2024-2025 Lapwai School District Superintendent's Student Cabinet Will Be Shared During the Meeting.

Career and Technical Education Center Draft NPTEC Letterpgs. 1-2

Impact Aid Letter to Congressman Simpson.....pg. 3

Sample Bonneville School District Job Descriptions.....pgs. 4-6

I have been working with Chad Williams, IHSAA Executive Director, in preparation for the 2025-2026 academic year.

Athletic Director

Activity Coordinator

2025-2026 Lapwai School District Superintendent's Student Cabinet.....pgs. 7

Annual Emergency Management Plan Review With City of Lapwai Fire Chief.....pg. 8

21st Century Community Learning Center Funding Updates.....pg. 9

This is the funding source for elementary summer and after school programming.

New 3rd Millennium Classrooms Course: Truancy 101.....pg. 10

June 2025 Administration Team Meeting.....pg. 11

Department of Justice Grant Support Letter: Nez Perce Tribal Police.....pg. 12

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

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

We will all work to help the children become knowledgeable.



LAPWAI SCHOOL DISTRICT #341

230 Main Street
Lapwai, Idaho 83540
(208) 843-2622

Tuesday, July 22, 2025

Nez Perce Tribe Executive Committee:

On behalf of the students, staff and trustees of the Lapwai School District, please accept our greatest gratitude for supporting plans for the new Career and Technical Education Center. Without the Nez Perce Tribe as our primary industry partner including generous Local Education Program support, this exciting opportunity for Wildcat Scholars would not be possible.

During recent consultation with the Nez Perce Tribe Education Department, it was recommended we contact Pat Baird to inquire about the potential need for a cultural study at the proposed site. We had not originally anticipated this requirement, as the facility will be located entirely on property deeded for educational purposes. No federal funds will be utilized in the project made possible solely through a state grant and generous donations. The attached diagram outlines the exact location for the facility which will be built on surplus soil and material from the construction of the middle-high school. It is our hope you may have record of previous cultural studies given the long history of varied uses for the site.

Although a cultural study would delay the project and student access, we understand the importance. The design-build team is engaged in value engineering to maximize the instructional space for learning. They were willing to successfully negotiate with R & M Steel for a larger donation. The planned two instructional spaces have been expanded to three. The initial R & M Steel donation was for an 82 x 42 x 12 structure totaling \$51,200. Their new donation will be for a 90 x 40 x 18 totaling \$66,650. This is amazing news for our students, yet this also delayed the timeline.

Additional unplanned expenses will suspend the project indefinitely until additional resources can be obtained. Guidance on this matter will be followed and greatly appreciated. It was our hope to engage the Nez Perce Tribe in a groundbreaking ceremony as early as the end of August. Planning also resulted in a proposed Career and Technical Education Center name of, Piiwapáyatat, helping each other, as it illustrates the collaboration and support our schools receive from the Nez Perce Tribe and Lapwai community. The name will be presented to the Circle of Elders for their feedback as well.

Please never hesitate to contact me with questions or additional information. We would value the opportunity to gather your direct input and keep you informed regarding progress.

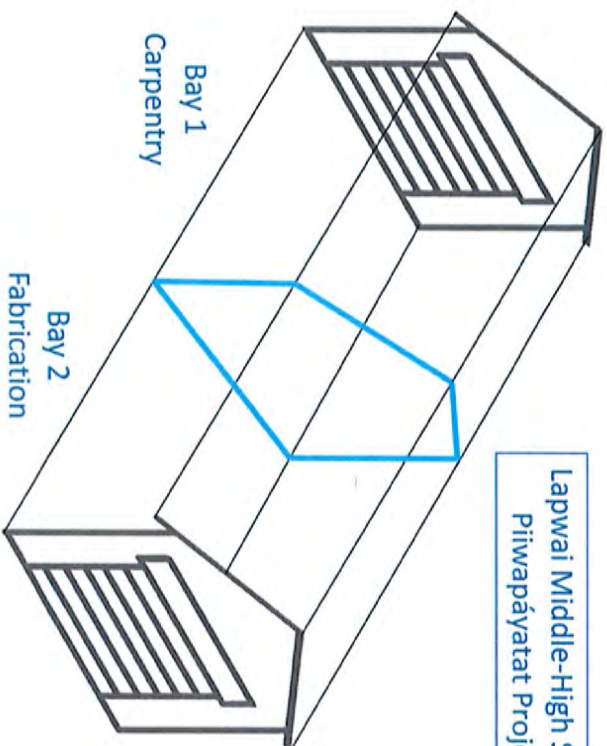
qe'ciyew'yew'

Lapwai School District Board of Trustees
Sonya-Samules Allen, Chair

Dr. David M. Aiken, Superintendent

*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.*

Lapwai Middle-High School Piiwapa'yatat Project



The foundation will be placed on surplus material/soil from the construction of the middle-high school building, entirely inside the fence line on the property allocated by deed for educational purposes.

Current Career and Technical Education Building Directly Behind Middle-High School



Location for Additional Instructional Building





LAPWAI SCHOOL DISTRICT #341

230 Main Street
Lapwai, Idaho 83540
(208) 843-2622

Wednesday, July 9, 2025

Congressmen Simpson:

As you know, the Lapwai School District is 100-percent LOT, which means we are in the highest need category in terms of our federal impactation. Impact Aid is approximately 31% of our operating budget. For Fiscal Year 2024 Idaho schools received \$8,899,196 in Basic Support final payments and \$361,503 for children with disabilities. We rely on these irreplaceable funds to ensure an equitable education for our students. Unless the federal government upholds their promises to our students, we will face significant reductions in the staffing and resources they deserve.

With key FY 2026 education funding markups now scheduled by the House Appropriations Committee which will directly affect Impact Aid, it is reassuring to claim you as an advocate for the program. Your roles on the House Appropriations Committee and Labor-HHS-Ed Appropriations Subcommittee provide the hope we need.

On behalf of over 14,000 students in 12 Idaho School Districts relying on Impact Aid to provide an equitable education, please accept our continued gratitude for your voice. As state funding declines, now more than ever we are relying on your advocacy. With the approaching Subcommittee markup of the Labor, Health and Human Services, Education, and Related Agencies (Labor-HHS-Ed) Appropriations Bill on Monday, July 21 followed by full committee markup on Thursday, July 24, if we can arm you with additional information, please never hesitate to ask.

For over a decade we have discussed the impossible task of appropriating limited funds among countless deserving programs, yet without fail we can consistently count on your support. Thank you for being a champion for Impact Aid and your big heart for the students we serve.

Thank you - qe'ciyew'yew'

Dr. David M. Aiken
Superintendent, Lapwai School District # 341
Federal Programs Director
Homeless Education Liaison
Title IX Coordinator
Idaho State Chair, National Association of Federally Impacted Schools
Idaho Indian Education Committee
(208) 843-2622
Daiken@Lapwai.org

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

ATHLETIC DIRECTOR/ ACTIVITY COORDINATOR

Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required.

Athletic Director/ Activity Coordinator (Administrative Level):

1. Holds a master's degree and valid Idaho Administrator Certification.
2. Three (3) or more years of active coaching on the secondary level, with at least one assignment as a head coach.
3. Knowledge of scheduling process for athletic events and appropriate contracts.
4. Ability to work with students, staff, and the public.
5. Such additional alternatives to the above qualifications as the Board of Trustees, Assistant Superintendent and/or secondary Building Administrator may find appropriate.

Athletic Director/ Activity Coordinator (Instructional Level):

1. Holds a bachelor's degree and valid Idaho Teacher Certification.
2. Three (3) or more years of active coaching on the secondary level, with at least one assignment as a head coach.
3. Knowledge of scheduling process for athletic events and appropriate contracts.
4. Ability to work with students, staff, and the public.
5. Such additional alternatives to the above qualifications as the Board of Trustees, Assistant Superintendent and/or secondary Building Administrator may find appropriate.

Reports to: Building Administrator and/or Superintendent or Designee

Supervises: Coaches, Advisors, and Athletic Trainer

Job Goals:

To provide all students with an opportunity to participate in an extra-curricular and co-curricular athletic activity which will foster physical skills, a sense of worth and competence, a knowledge and understanding of the pleasures of sport and activities, and the principles of fair play.

Essential Duties and Responsibilities

1. Provides leadership in the selection, assignment and evaluation of athletic coaches and advisors in conjunction with the Building Administrator.
2. Provides information to the media and general public regarding all IHSAA programs in the District.
3. Promotes, coordinates and manages athletic events.
4. Oversees the scheduling of athletic facilities and/or building facilities to outside groups.
5. Works with maintenance personnel to ensure District sporting facilities are in good repair and working order.
6. Organizes and schedules all interscholastic activities and athletic events.
7. Arranges transportation for activity contest participants.

Equal Opportunity Employer

8. Makes preparations before events to ensure the event runs smoothly. This may include the setup of portable toilets, extra bleachers and sound systems, etc.
9. Establishes the physical and academic requirements of eligibility for participation in each sport and activity, and verifies each athlete's eligibility, consistent with Idaho High School Activities Association standards, conference rules and regulations.
10. In conjunction with head coaches, will prepare and administer an activity budget.
11. In conjunction with head coaches, will requisition supplies, uniforms and equipment for each program.
12. Arranges practice schedules for coaches on the respective fields, and in the respective gymnasiums.
13. Keeps records of the results of all sports events.
14. Is expected to attend sufficient practices and contests for quality assurance.
15. Provides in-service training for coaches as needed.
16. Attends all Conference meetings and other meetings as directed by the Building Administrator.
17. Maintains an updated inventory of equipment.
18. Works directly with the Booster Club.
19. Coordinates elementary athletic activities and field days, as requested.
20. Develops good relationships within the schools and community.
21. Responsible for Title IX compliance.
22. Ensures that coaches have all necessary certifications and/or training (coaching courses, CPR, First Aid, sudden cardiac, concussion, etc.)

Other Duties and Responsibilities

Performs other duties as assigned.

Terms of Employment

This position shall be considered in all respects "employment at will" and the employee is subject to discharge by the District at any time without cause. The "employment period" and other descriptions and terms set forth in this job description shall not create a property right in the employee, and such are set forth only to advise the employee of when and what type of services will be required by the District so long as employment continues.

An employee working in this position shall, at all times, be subject to the direction of the persons to whom said employee has primary responsibility or said person's designee(s), and at all times shall be subject to the rules, regulations and policies of the District as promulgated by the Board of Trustees. Each employee shall be held responsible for having knowledge of said School District rules, regulations and policies.

Salary and work year will be established by the Board of Trustees. Extra days may be required for this position. Extra day assignments are identified in the current year's master contract.

Evaluation

Performance of this position will be evaluated annually by the Building Administrator in accordance with Board policy.

Physical Demands/Work Environment:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand; walk; sit for extended periods of time; and have sufficient hand, arm and finger dexterity. The employee is frequently required to sit; climb or balance and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 25 pounds.

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

The employee may frequently be exposed to outdoor weather conditions. The noise level in the work environment is usually moderate, but can on occasion be noisy.

Reviewed _____ Revised 7/09
12/07
1/13
8/15
4/17

NOTES:

All certificated and non-certificated employees and other individuals are required to undergo a criminal history check and submit to fingerprinting. Any applicant convicted of any of the felony crimes enumerated in Section 33-1208, Idaho Code may not be hired, and any applicant convicted of any felony offense listed in Section 33-1208(2), Idaho Code shall not be hired.

Legal Reference: I.C. § 33-512 Governance of Schools
I.C. § 33-1210 Information on Past Job Performance

Equal Opportunity Employer



LAPWAI SCHOOL DISTRICT #341

230 Main Street
Lapwai, Idaho 83540
(208) 843-2622

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

Wildcat Families:

Each year our staff nominate students in grades 4-12 who demonstrate the Wildcat Way with respectful, responsible, and safe behavior to act as my advisors. I am excited to report your student was selected to serve on the Superintendent's Student Cabinet during the 2025-2026 academic year. It will be an honor to collaborate with this incredible focus group of Wildcat Scholars. They deserve a voice in decisions directly impacting their schools. Meeting details will be shared as the new year approaches.

4	Amaya Henry
5	Lillyauna Story
6	Ricki Davis
7	Tathen Yearout
8	Shane Gomez
9	Sierra Arthur
10	Damion Paisano
11	Nicqoi Everett
12	Jeneieve Wilson

Objective: To provide student voice in district planning.

Length of Term: Students will serve for one school year followed by new nominations each spring in order to reach as many students as possible.

Minimum Qualifications:

Students in Grades 4-12
Respectful, Responsible, Safe Behavior
Regular and Punctual School Attendance

Meeting Schedule: The Cabinet will meet with the Superintendent during the school day once per quarter. Representatives will be invited to a School Board meeting in the fall for introductions. The Cabinet will also be invited to a luncheon meeting with the Lapwai School District Board of Trustees once per year.

Special Projects: The Cabinet will also be recruited to represent the school district with honored guests, welcoming new students and staff, and in media projects and public service announcements.

These student leaders will be featured in the Superintendent's Weekly Update newsletter, and on the District Facebook page, website, and digital sign. This leadership opportunity will be a great addition to future college, scholarship, and employment applications as well.

It is my hope to engage the 2025-2026 Superintendent's Student Cabinet in action planning and activities encouraging regular and punctual school attendance as well as bullying prevention.

I am so excited to have the opportunity to work with these incredible Wildcat Scholars. Please never hesitate to contact me with questions. I look forward to keeping everyone informed this fall regarding scheduled meetings.

Dr. David M. Aiken
Superintendent, Lapwai School District # 341
Federal Programs Director
Homeless Education Liaison
Title IX Coordinator and Investigator
Idaho State Chair, National Association of Federally Impacted Schools
Idaho Indian Education Committee
(208) 843-2622
Daiken@Lapwai.org

kliye pecepeliñniku' wapáyat'as mamáy'asna hipewc'éeyu' cúukwenin'.
We will all work to help the children become knowledgeable.

LAPWAI SCHOOL DISTRICT #341

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

2025-2026 Lapwai School District Emergency Management Plan

The Lapwai School District Superintendent, Dr. David M. Aiken, and I met and collaboratively reviewed the 2025-2026 Emergency Management Plan including Lockdown procedures. I was provided an opportunity for input on the procedures and protocols included in the plan.

Bill Skiles
Signature: Bill Skiles, City of Lapwai Fire Chief

7-6-2025
Date

David M. Aiken
Signature: David Aiken, Superintendent

7-9-25
Date

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

208-843-2622
daiken@lapwai.org

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

To: Nathan Weeks; choisington@lapwai.org; bwoodford@lapwai.org; Teri Wagner
Subject: FW: 21st CCLC Idaho 2025-26 Funding Update
Importance: High

From: Sheena Strickler <sstrickler@sde.idaho.gov>
Sent: Wednesday, July 9, 2025 1:52 PM
Cc: Christian Brown <cbrown@sde.idaho.gov>; Brock Astle <bastle@sde.idaho.gov>
Subject: 21st CCLC Idaho 2025-26 Funding Update
Importance: High

Dear 21st CCLC Team,

As we await final decisions regarding FY25 funding, our 21st CCLC team has been working diligently to develop a proactive plan that supports your programs and minimizes disruption to Out-of-School Time (OST) services across Idaho.

We are pleased to share that, through careful review and strategic planning, we have identified available carryover funds from FY23 and FY24 that will allow us to continue supporting all currently funded subgrantees. Specifically, we will be able to fund all subgrantees—including our new Round 17 grantees—at **50% of their annual award amount**, totaling approximately **\$2.8 million**. This funding will allow programs to operate as originally designed through **at least December 2025**.

For example: ABC School District's current annual award amount is \$125,000 for the 2025-26 program year. ABC School District will have access to \$62,500 in the GRA to continue to provide programming at full capacity until at least December 2025.

Our goal is to reduce uncertainty and help programs retain experienced staff who are essential to continued operations. This plan also provides additional time for grantees to prepare sustainability strategies should FY25 funding not become available, and gives families the time they need to plan for their children's OST needs.

We understand that not all programs may be in a position to continue operating during the 2025–2026 school year. If your organization determines that continuing OST programming is not feasible under the current funding conditions, you will have the option to **opt out and terminate your grant without penalty**. Should you choose this option, we ask that you notify our team in writing by **August 1, 2025**, so we can provide support with the closeout process and reallocate any available funds as needed. Our goal is to ensure that all subgrantees feel supported—whether continuing or concluding programming—and that families and staff receive timely, transparent communication. We respectfully ask that you consult with your leadership team and key stakeholders to make the decision that is in the best interest of your district or organization, as well as the students and families you serve.

We will be hosting an optional office hours tomorrow at 12:00pm MT to help answer any questions regarding this funding plan. Please register for the office hours [HERE](#).

Thank you for your ongoing commitment to Idaho youth and families.



Course that guides students through understanding the personal, academic, social, and legal consequences of truancy, while providing tools to foster consistent school attendance and overcome individual barriers.

The course defines truancy and its impact, helping students identify personal barriers to attendance, including mental health, peer pressure, family responsibilities, and logistical challenges. Through reflection and skill-building, students develop strategies to improve attendance, seek support, and strengthen accountability.



LEARNING OUTCOMES

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

- Understand what truancy means and how it differs from excused absences
- Recognize the personal, academic, and legal importance of consistent school attendance
- Identify the many ways that missing school affects learning, friendships, mental health, and future opportunities
- Reflect on personal attendance patterns and compare them with peers
- Explore and categorize individual reasons for school absences across domains like health, family, school environment, and peer influence
- Evaluate the personal impact of barriers such as bullying, transportation issues, housing instability, and family responsibilities
- Understand the role of screen time, gaming, and substance use in school attendance and overall well-being
- Recognize warning signs of gaming addiction and how it can interfere with mental health, academics, and social life
- Identify causes of stress and anxiety related to school and life changes and explore positive coping strategies
- Learn about tools like deep breathing, journaling, using checklists, and setting boundaries with technology to improve overall well-being
- Learn how to identify trusted adults at home, school, and in the community
- Practice asking for help from trusted adults
- Gain confidence in asking for help and understand that seeking support is a strength
- Develop a personalized attendance improvement plan including goal setting, planning for challenges, and tracking progress
- Apply practical daily habits that support attendance, such as preparing for school the night before, using attendance trackers, and celebrating small successes
- Use real-life scenarios to practice making positive choices when facing common attendance-related challenges

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



Administration Team Norms:

Timely arrivals and meeting closures

Leave cell phones, emails, and other business at the door

Remain agenda driven, present and data focused

Demonstrate the value of our focused professional development

Refuse to admire problems and insist on solutions

Listen respectfully to understand

Model positive growth mindsets which remain on topic

High Levels of Collaboration & Communication

There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.

☐ Review Administration Team Norms

☐ Financial Updates for FY 26

☐ Idaho Indian Education Summit Debrief

☐ **Research:** Schmitke, A., Sabzalian, L., & Edmundson, J. (2020). *Teaching critically about Lewis and Clark: Challenging dominant narratives in K-12 curriculum*. Teachers College Press.

Place, Presence, Perspective, Political Nationhood, Power, Partnership

Perspective: Shifts from "learning about" to "learning from" and *with* Indigenous peoples

☐ Tribal Engagement Action Planning

☐ 2025-2026 Pitimiigyun Consultation

☐ Schedule Fall Professional Development:
August 21, 22, 25, 26

☐ Audio Enhancement: Fall Training Available

Supportive Learning Environment

There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.

☐ Bullying Prevention Professional Learning Community:
Identify Participants and Meeting Schedule

☐ 2025-2026 Student Cabinet

High Standards & Expectations for All Students

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

☐ **Data:** Average Daily Attendance Analysis: 8-27-24 to 6-4-25

☐ Lapwai School District Attendance Professional Learning
Community Policy Recommendations

Effective School Leadership

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

☐ Teacher Work Day

☐ Career Ladder Data System Due June 30th

☐ Professional and Advanced Professional Endorsements

☐ **Research:** Superintendent Classroom Observations and Data Collection

Characteristic 3: Effective School Leadership:

The research of Waters and Marzano (2006) suggests:

Positive correlation between the responsibilities of effective superintendents and student achievement

Those responsibilities include ensuring consistent use of research-based instructional strategies; and monitoring goals for achievement and instruction

Waters, J.T. & Marzano, R.J. (2006). School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement. A Working Paper. Denver, CO: McREL.

☐ Evaluation Tool Collaboration for 25-26 Academic Year

☐ Administrator Check-Out / Inventory

☐ Good of the Order

☐ Select August Administration Team Meeting Date

☐ Meeting Summary and Next Steps

References

Agenda Structure: Nine Characteristics of High Performing Schools (2nd Ed.), Shannon, G.S. & Bylsma, P. (2007)



LAPWAI SCHOOL DISTRICT #341

230 Main Street
Lapwai, Idaho 83540
(208) 843-2622

Wednesday, June 25, 2025

Office of Community Oriented Policing Services Grant
Department of Justice (DOJ):

It is with the greatest gratitude the Lapwai School Districts offers this letter of support for the Nez Perce Tribal Police Department and the "*Enhancing School Safety through Modern Tools and Training*" Project. Our law enforcement partners work directly with our schools to improve school security and emergency preparedness, creating a safer and more supportive learning environment for all. This collaboration is among our greatest resources.

The Lapwai School District has experienced significant growth in our approach to emergency preparedness in the last three years, yet through active engagement with Nez Perce Tribal Police, their assessments have identified areas for continued improvement. We fully support the proposed activities in the project including installation of advanced camera systems, stationary radios for the School Resource Officer, magnetic locks, metal detectors, Automated External Defibrillators (AEDs), and updated room numbers inside classrooms. A comprehensive "Run, Hide, Fight" active shooter training program will be provided to the staff members of the Nez Perce Tribal Police Department and the Lapwai School District. The project will benefit the students, staff, and community members of Lapwai, Idaho, to ensure a safe and positive educational environment.

Thank you for providing the application from the Nez Perce Tribal Police Department your highest time and consideration. The "*Enhancing School Safety through Modern Tools and Training*" Project will have an incredible impact on our approach to safety for the students we serve. Please never hesitate to contact me should I be able to provide additional information. We greatly appreciate your support.

With Thanks,

Dr. David M. Aiken
Superintendent, Lapwai School District # 341
Federal Programs Director
Homeless Education Liaison
Title IX Coordinator
Idaho State Chair, National Association of Federally Impacted Schools
Idaho Indian Education Committee
(208) 843-2622
Daiken@Lapwai.org

*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.*



2025-2026

Lapwai School District Bullying Prevention Research and Action Planning

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

Bullying Prevention Professional Learning Community

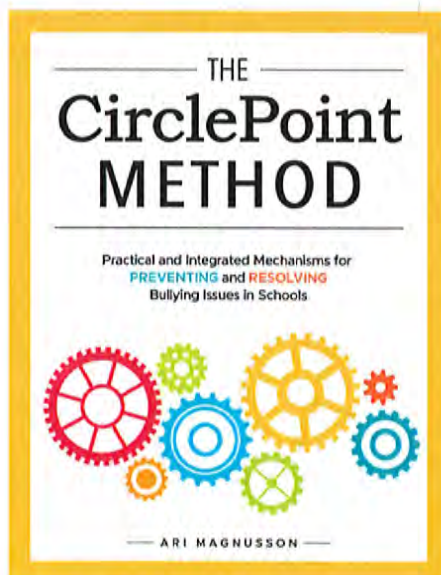
The Bullying Prevention Professional Learning Community will meet quarterly and as needed to address individual concerns throughout the year.

Dr. David M. Aiken	Superintendent
Lori Ravet	Special Education Director, School Psychologist
Kristen Bateman	Elementary Counselor, School Psychologist
Kamelle Bourgeau	School Resource Officer
Jennifer Becker	Elementary Positive Behavioral Interventions and Supports (PBIS) Coordinator
Buck Walker	Middle-High Positive Behavioral Interventions and Supports (PBIS) Coordinator
Micah Bisbee	Middle-High Restorative Justice Coordinator
Kiri Brown	Certified Prevention Specialist

The Bullying Prevention Professional Learning Community will also engage the following groups in planning:

Lapwai School District Board of Trustees	School Leadership Teams
School PBIS Professional Learning Communities	School Family Engagement Teams
Superintendent's Faculty Cabinet	Indian Parent Committee
Superintendent's Student Cabinet	pitimmigyun Tribal Consultation Team
Lapwai School District Crisis Response Team	Lapwai School District Title IX Team
Nez Perce Tribe Educational Summits	Middle-High School Student Leadership Teams

Bullying Prevention Research



The CirclePoint Method is a handbook for principals, teachers, and administrators outlining ten integrated mechanisms that effectively and efficiently prevent and resolve bullying issues. The mechanisms are easy to implement, save educators significant time, and are designed to allow educators to resolve bullying issues while maintaining compliance with district-mandated policies. It provides educators with a set of integrated mechanisms to effectively address bullying issues, focusing on constructive consequences, targeted supports, and creating a positive school environment.





The Circle Way

A framework for facilitating meaningful conversations and group processes, using the circle as a container for collaboration and dialogue.

Ten Mechanisms of the CirclePoint Method

1. **Key Terms and Language:** Using specific language when discussing bullying can influence outcomes.
2. **Staff Education:** Providing education on bullying to educators, students, and parents is crucial for prevention and resolution.
3. **Constructive Consequences:** Resolving bullying issues by using the drivers of aggression to stop the behavior, offering an alternative to punitive discipline. (See Related *3rd Millennium Classrooms* Courses - Attached)
4. **Chain of Custody Awareness:** Communicating the bullying issue to all adults who interact with the target during the school day (and potentially at home) to monitor the aggressor's behavior and ensure the bullying stops.
5. **Target Support - The Five-Step Framework:** A five-step framework for educators to support bullied students, helping them heal, reverse the harm caused, and empowering them to deal with future aggression.
6. **Removal of Barriers to Reporting:** Taking concrete steps to address the reasons why students hesitate to report bullying incidents to adults.
7. **Antibullying Announcement:** Making announcements to reinforce antibullying messages.
8. **Classroom Strategies:** Implementing various proactive and reactive strategies within the classroom to create a positive environment, prevent bullying, and support targets.
9. **Student Education and Empowerment:** Educating and empowering students to understand bullying, its causes, and how to effectively stop it, including bystander activation.
10. **Parent Education and Empowerment:** Educating parents about bullying to ensure accurate understanding and alignment with educators, promoting partnership in resolving bullying problems.



Magnusson, A. (2024). *The CirclePoint Method: Practical and integrated mechanisms for preventing and resolving bullying issues in schools*. Olivander Press LLC.

Be Respectful


qa'anno' 'ee

Be Responsible

timmiyunin' 'ee wic'éeyu'

Be Safe

'ee 'ima'iyano'





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



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



Hazing 101

3RD MILLENNIUM CLASSROOMS

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



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**

QUICK REFERENCE

Crisis Response Team	pg. 1
Fire Alarms / Fire Drills	pg. 2
Fire in or Near Building	pg. 3
Chemical Spill Procedures	pg. 4
Hazardous Materials	pg. 5
Intruder	pg. 6
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SECURE / LOCKOUT	pg. 19
EVACUATE / SHELTER	pg. 20
Cougar Sighting	pg. 21
Child Abuse Procedures	pg. 22
Law Enforcement Protocols	pg. 23
Medical Help Alert Card	pg. 25
Help Alert Card	pg. 26
Appendix: Student Roll Sheets, Sign-Out Sheets	

Take the Emergency Management Plan and First Aid-Trauma Kit supplies with you during any need for evacuation.

WHERE TO CALL

Emergency Dispatch

911

Tribal Police: (208) 843-7141; (208) 843-5214

City of Lapwai Fire Chief, Bill Skiles: (208) 790-0754

To cancel an alarm, contact Fisher Monitoring: 1-833-342-9706

Dispatch for Non-Emergency Needs

Nez Perce County Sheriff: (208) 799-3131 ext. 1

Poison Control Center 1-800-222-1222

Dr. David M. Aiken Cell: (208) 790-1426;
Lapwai School District Superintendent Office: (208) 843-2622

Primary Relocation Center: Pi Nee Waus Community Center (Only when directed)

Road Conditions 511

Health Care

Public Health - Idaho North Central District (208) 799-3100

Nimiipuu Health (208) 843-2271

St. Joseph's Regional Medical Center (208) 743-2511

Tri-State Memorial Hospital (509) 758-5511

Lapwai School District

District Office (208) 843-2622

Elementary (208) 843-2960

Middle-High School (208) 843-2241

Maintenance (208) 790-4734

Transportation (208) 790-4734

Procedures for Reporting Emergencies

The nature and degree of the emergency will determine who to call. Give the following clearly and distinctly on each emergency call:

1. name;
2. position;
3. school;
4. what is happening;
5. degree of urgency;
6. where and to whom to report at the site. Be Specific!

Please also see Law Enforcement Protocols, pgs. 23-24.

Note: A written report for each reportable emergency is to be filed with the Superintendent.

**LAPWAI SCHOOL DISTRICT #341
2025-2026 EMERGENCY MANAGEMENT PLAN**

General Information

This handbook has been prepared to help you make effective and safe decisions in emergency situations. These are recommended procedures only and should be tailored to fit each situation and building. These recommendations are subject to change based on the guidance of law enforcement or by the direction of the superintendent during a specific emergency.

Situational Awareness: Staff are expected to be discerning of their surroundings and make decisions based on active awareness of circumstances. Teachers are authorized to respond in a manner they believe most likely to keep their students and themselves safe.

It is the responsibility of the building administrator to provide scheduled practice drills and ensure all staff are trained in the safe and secure schools protocols described in the emergency management plan.

First Responders: The Lapwai School District Emergency Management Plan is reviewed annually by county and Tribal law enforcement and fire officials.

Review Dates:

City of Lapwai Fire Chief: 7-6-25

Shared With Nez Perce Tribal Police: 7-9-25

Training: It is the responsibility of the building administrator to provide scheduled practice drills and ensure all staff are trained in the safe and secure schools protocols described in the emergency management plan.

LAPWAI SCHOOL DISTRICT CRISIS RESPONSE TEAM

David Aiken	Superintendent
Lori Ravet	Special Education Director/School Psychologist
Teri Wagner	Elementary School Principal
D’Lisa Penney	Middle-High School Principal
Kamelle Bourgeau	Student Resource Officer
Kristen Bateman	Elementary Counselor
Joshua Nellesen	Middle-High Counselor
Shawna Leighton	Community Resource Specialist and Truancy Interventionist
Jennifer Becker	Elementary PBIS Coordinator
Buck Walker	Middle-High PBIS Coordinator
Kiri Brown	Certified Prevention Specialist

The Lapwai School District Crisis Response Team will meet quarterly to review and revise our approach to emergencies. *The team engages building administrators, school board trustees, parents, law enforcement, and other first responders as appropriate.*

FIRE ALARMS

Unless notified of a scheduled practice drill in advance, treat every instance of a fire alarm with the following precautions:

- The teacher feels the door while using their other senses to determine if a fire hazard is nearby.
- If the teacher determines it is safe to open the door, they look up and down the hallway to assess safety prior to proceeding with an evacuation.
- Should the teacher see or hear immediate threats to safety, proceed immediately with the Lockdown procedures on **Page 19**. Remain in Lockdown until you receive further instructions from an administrator or law enforcement.
- Should the teacher determine it is safe to proceed with an evacuation, they exit first, taking their Emergency Management Plan and First Aid-Trauma Supplies with them. The teacher proceeds with students ensuring movement is safe, controlled, and intentional.
- Be discerning of your surroundings and make decisions based on active awareness of circumstances. The teacher is authorized to respond in a manner they believe most likely to keep their students and themselves safe.
- **The fire department must be contacted for confirmation the building is clear of potential hazards.**

FIRE DRILLS

Fire drills will be held at varied times during the school day. *Fire drills are required monthly.* Practice both primary and alternate routes.

School preparation before the emergency:

- All building staff shall be informed in advance the day a fire drill is scheduled. Disclosing the specific time of day is at the discretion of the building principal.
- Designate specific assigned areas to report to outside the building.
- Each building's facility diagram and site plan will be available in appropriate areas of the building showing the most direct evacuation routes to the designated safe areas.
- Teachers and staff will be trained regarding the primary emergency evacuation routes and alternate routes from various points in the building.
- Administrators and the Crisis Response Team will be trained to know the locations and proper use of fire extinguishers.
- The building administrator will conduct fire drills which include practicing how to move safely using both primary and alternative evacuation routes.
- A record of fire drills conducted at the building will be maintained in the building administrator's office.
- The school district will have prearranged sites for emergency sheltering and transportation as needed.

False alarms:

Report false alarms to Nez Perce County Dispatch and City of Lapwai Fire Chief (See **Where to Call**). To cancel an alarm, contact Fisher Monitoring: 1-833-342-9706.

FIRE IN OR NEAR SCHOOL BUILDING

In the event of fire, smoke from a fire:

- Sound the building's fire alarm by pulling the nearest fire alarm station. If no pull station is close, call principal's office.
- The first staff person aware of the fire should contact the building administrator.
- Evacuate students and staff to the designated areas.
- These areas should be a safe distance away from emergency personnel.
- Be aware of the arrival of emergency responders.
- Follow primary fire drill route whenever possible. Follow alternate route if primary route is blocked or dangerous. See map, located in your classroom.

Procedure for Building administrator

- Building administrator notifies fire department (call 911) and superintendent.
- Ensure hallway fire doors are closed to help contain the fire.
- The building administrator or designee will meet with local fire or law enforcement agents upon arrival and will give them an update, a facility diagram, and a site plan.
- After consulting with appropriate officials, building administrator may move students to the primary relocation center at Pi Nee Waus Community Center if weather is inclement or building is damaged.
- Do not reenter buildings until they are declared safe by fire or law enforcement personnel.
- Principals will provide directions to bus drivers concerning any alternate locations.
- Building administrator notifies staff and students of termination of emergency.
- The building administrator or superintendent will report the incident (even if it is a false alarm) to the fire responders as required by state law.

Procedures for teachers

- Take Emergency Management Plan and First Aid-Trauma Supplies with you.
- Close windows (if possible) and turn off lights.
- Feel the door first to see if it is hot. If it is NOT hot, proceed out into the hall
- Close the door (do NOT lock it).
- If the door is hot select another route out of the room.
- Do NOT allow students to go to lockers.
- Check areas as you are leaving – bathrooms, closets, small rooms, etc. where a student could be hiding.
- Prior to exiting the building, check the surrounding outside area for danger.
- Walk to designated evacuation sites.
- Account for your students. Report any missing students to Principal/Crisis Response Team
- Remain with your students until directed otherwise by authorized officials.

At the safe area

- Check for any missing students and report them to the building administrator.
- Do not block any door or gate that may be used by emergency response personnel.
- Teachers supervise the group closely. There may be a great deal of confusion and emergency vehicles will need access to the site.
- If there was a fire in the building, be alert for students who may smell of smoke. Alert school administrators to any suspicious activities relating to the fire including what may be overheard from students.
- Do not re-enter any school buildings until fire department officials declare them safe and authorize re-entry.

CHEMICAL SPILL PROCEDURES

In the event of a chemical spill, the following procedures apply.

- *Extra staffing is necessary for students with special medical and/or physical needs.*
- Notify building administrator/office.
- Call **911**. If the type and/or location of hazardous material are known, report that information.
- Move students from immediate danger.
- Notify Principal, once you have moved away from the suspected area.
- Notify Maintenance Supervisor.
- Do not re-enter building until given “all clear” from emergency responders.

1. When notified of a chemical spill, listen carefully to what is being said by authorities. In some situations, you may be better off remaining in the building and acting to make it as airtight as possible.
2. If you decide to evacuate, immediately determine wind direction. Follow regular evacuation procedures. Walk, don't run, to an area crosswind (not up or down) to the spill. Have teachers maintain control. Direct them to assemble in an area well out of danger.
3. When assembled, take roll. Account for every person. Notify superintendent of location. Await further instruction.
4. If the effects of the spill will be long-lasting, buses will be sent to transport students elsewhere, probably to their homes. Staff is to remain with “walkers” after buses take others home. Do not turn students “loose.” Make sure they get safely home or are picked up by the custodial parent or guardian.

Should the danger pass or not be as serious as first thought, await word from authorities before returning to the school.

HAZARDOUS MATERIALS

If an incident occurs in school

- *Extra staffing is necessary for students with special medical and/or physical needs.*
- Notify building administrator/office.
- Call **911**. If the type and/or location of hazardous material are known, report that information.
- Move students from immediate danger.
- Notify Principal, once you have moved away from the suspected area.
- Notify Maintenance Supervisor.
- Do not re-enter building until given “all clear” from emergency responders.

Building Administrator or designee

- Determine the name of the chemical, its location, and if the chemical is spreading rapidly
- Attempt to contain (seal off) the spill or area around it. Close doors.
- School personnel should not attempt to clean up or remove the spill – leave that for trained personnel.
- Fire or emergency officials in charge will determine additional shelter-in-place or evacuation actions.
- Shut off heating, cooling and ventilation systems in contaminated area to reduce the spread of contamination.
- Seek treatment for any students or staff exposed to the chemical through inhalation, skin exposure, swallowing, or eye exposure.
- Building administrator notifies superintendent.
- Designate a responsible adult or administrator to meet with fire or law enforcement agents upon arrival. Give them an update, a facility diagram and a site plan when they arrive.
- Notify parents/guardians if students are evacuated, according to district policy and/or guidance.
- Resume normal operations when fire officials approve.
- If evacuation is not ordered, be aware of and remain alert for any change in health conditions of students and staff, especially respiratory problems. Seek medical attention if necessary.
- Principal will give directions to bus drivers concerning any alternate locations.
- File required reports

If an incident occurs near school property

- Fire or law enforcement will notify school officials.
- Fire official in charge of scene will instruct school officials on the need for sheltering or evacuation.

Procedures for teachers for evacuation

- Evacuate to an upwind or crosswind location.
- Teachers bring the class roster, building keys with you, and any other contents of a crisis kit.
- Do NOT allow students to go to lockers.
- Check areas as you are leaving – bathrooms, closets, small rooms, etc. where a student could be hiding.
- Prior to exiting the building, check the surrounding outside area for danger.
- Remain with your students until directed otherwise by authorized officials. Buses will load to another building if needed.

At the safe area

- Take roll call and immediately report any missing students to the building administrator.
- Do not block any door or gate that may be used by emergency response personnel.
- Teachers supervise the group closely. There may be a great deal of confusion and emergency vehicles will need access to the site.
- Do not re-enter any school buildings until fire department officials declare them safe and authorize re-entry.
- Transport students as needed.

INTRUDER

Intruder - an unauthorized person who enters school property:

- Politely greet intruder and identify yourself.
- If possible, have another staff person accompany you when approaching an intruder that does not indicate a potential for violence.
- Inform intruder that all visitors must register at the main office.
- Ask intruder the purpose of his/her visit. If possible, attempt to identify the individual and/or vehicle.
- Notify building administrator or law enforcement.

If intruder refuses to leave:

- Notify building administrator and law enforcement if intruder refuses to go to office. Give law enforcement full description of intruder.
- Back away from intruder if he/she indicates a potential for violence.
- Allow an avenue of escape. To the extent possible, maintain visual contact.
- Be aware of intruder's actions at this time (where he/she is located in school building, whether he/she is carrying a weapon or package, etc.).
- Call **911** and provide law enforcement agents with as much identifying information as possible (physical description, location in the school building, where the person is going, if the intruder is armed).

Should the situation escalate quickly, the building administrator may decide at any time to initiate lockout or lockdown procedure.

INTRUDER SAFETY CONSIDERATIONS

Individuals who pose a possible threat could include a sniper on campus, someone who may attempt to abduct or injure a student, or any unauthorized visitor without a legitimate purpose. It may be a law enforcement agency who notifies the school or school district of the dangerous situation, or it may be school personnel who first recognize the danger.

Implement *lockout or lockdown* procedures to secure the school building, to keep students inside and keep the danger outside of the building away from students and staff. A warning has been predetermined to alert staff when the school building will be secured and *lockout or lockdown* procedures initiated. Lapwai School District has followed the recommendation of The Federal Emergency Management Agency (FEMA) and Homeland Security and is using simplified emergency commands. Lapwai School District has also minimized entry to school buildings.

EMERGENCY MANAGEMENT SUPPLIES

All instructional and student occupied spaces will be equipped with the following emergency management supplies:

- First Aid Supplies
- First Aid Quick Reference Guides
- Flashlight
- Emergency Management Plan
- Evacuation Route Map

***Take the Emergency
Management Plan and
First Aid-Trauma Kit
supplies with you during
any need for evacuation.***

BOMB THREAT PROCEDURES

No bomb threat is to be ignored. Treat every bomb threat as a potential danger to human life. Check and document every threat. Do not use hand held radios, cellular phones, or anything that radiates electrical energy.

Prior Planning:

1. Be certain office staff understand procedures to be followed.
2. Be certain staff understand procedures to be followed and their role in any evacuation.

In the Event of a Threat:

1. Office staff follows procedure to keep caller on line and obtains as much information as possible. Note day, time and message of caller.
2. Office staff advises the principal, administrator, or supervisor immediately.
3. Call the Sheriff's Office or Lapwai Tribal Police Department at 911.
4. Notify District Office immediately.
5. Principal and law enforcement officers decide whether or not the buildings should be evacuated.
6. If the building is evacuated, use normal fire drill procedures and centrally locate all students. Do not announce that the evacuation is due to a bomb threat. Every precaution should be taken to avoid any panic which could bring injury to students.
7. Room-to-room search is conducted by administration, police, and firefighters.

If a Device is Found:

1. Do not touch the device in any way; evacuate and seal off the area.
2. Call the Sheriff's Office or Lapwai Tribal Police Department at 911. Indicate that a device has been found.
3. Wait for a trained squad to examine and dispose of the device.

BOMB SAFETY CONSIDERATIONS

A bomb threat should always be considered a real and immediate danger to students and staff and requires an immediate response by the person receiving the bomb threat message. Consequently, all staff should be familiar with the bomb threat procedures established by the school district. No bomb threat will be disregarded as being a prank call.

When evacuation procedures are administered, it is important that all staff be knowledgeable in the procedures to initiate evacuation, in the notification of local law enforcement agencies and appropriate personnel, and in the steps to take before the site is cleared for reentry. All staff should be aware of the location of bomb threat procedures.

If the building administrator determines it is necessary to evacuate the campus, the superintendent and local law enforcement agents should be consulted to determine how parents and guardians can be notified, school facilities can be protected, and crowd control can be provided, if needed.

At least one bomb threat drill should be conducted each school year. Because evacuation of the students and staff is the response used for a number of other crises in addition to bomb threats, staff members will probably not be aware they are evacuating because of a bomb threat. Therefore, it is good practice that whenever exiting the classrooms or work areas for any kind of drill, all personnel should quickly inspect

their work area for anything unusual or out of place and be aware of any unusual or suspicious persons on the site.

9

MEDICAL EMERGENCY

Life-threatening injury or illness, or death

- Notify office staff/building administrator to make emergency calls. If unable to reach office immediately, call **911** if appropriate.
- Give full attention to the victim(s).
- Do not attempt to move a person who is ill or injured unless he/she is in immediate danger of further injury.
- If possible, isolate the affected student/staff member. Disperse onlookers and keep others from congregating in the area.
- Check breathing. Is the airway clear? Is the victim in a position to facilitate breathing?
- Help stop bleeding.
- Applying pressure on wound or elevating wound may help stop or slow bleeding.
- Protect yourself from body fluids. Use gloves if available.
- Check for vital signs. Initiate first aid, if you are trained.
- Comfort the victim(s) and offer reassurance that medical attention is on the way.
- After immediate medical needs have been cared for, remain to assist emergency medical services personnel with pertinent information about the incident.

Non-life-threatening injury or illness

- For all non-life-threatening illnesses and injuries, call the office/principal.

Building administrator or designee

- Notify superintendent.
- Notify victim's parents, guardians or family.
- Prepare an accident report.
- Activate post-crisis procedures if necessary.
- Initiate the grief-counseling plan, if appropriate.
- Prepare a news media release with the superintendent, if appropriate.
- In all other medical emergencies, assess individual's need for post-crisis intervention.

ACCIDENTS

For One Injured Person

1. Apply First Aid if you are trained in first aid or check the “Where to Call” section.
2. Notify office staff/building administrator to make emergency calls. If unable to reach office immediately, call **911** if appropriate.
3. Inform principal and district office if injury is serious or unusual.
4. Complete necessary forms:
 - Student-complete student accident report, give a copy to the building principal and a copy to the superintendent’s office.
 - Employee-complete employee accident report and report the incident to your direct supervisor, then to: District Office 843-2622, Lapwai School District 341, PO Box 247, Lapwai, ID 83540.

For Disaster-Related Injuries to Several Students and/or Students

1. If appropriate call 911.
2. Contact principal to report situation.
3. Inform principal and district office if injury is serious or unusual.
4. Stay at the scene and inform help as it arrives of those needing treatment.
5. Assign employees trained in first aid as asked by medical emergency specialists.
6. Complete necessary forms:
 - Student-complete student accident report, give a copy to the building principal and a copy to the superintendent’s office
 - Employee-complete employee accident report and report the incident to your direct supervisor and superintendent.

Procedures for Reporting Emergencies

The nature and degree of the emergency will determine who to call. Give the following clearly and distinctly on each emergency call:

1. name;
2. position;
3. school;
4. what is happening;
5. degree of urgency;
6. where and to whom to report at the site. Be Specific!

Note: A brief written report for each reportable emergency is to be filed with the superintendent.

FIGHT / DISTURBANCE

- Direct combatants to stop fighting. Attempt to intervene and separate the students.
- Dispatch a student for nearby adult assistance.
- Notify building administrator who then notifies law enforcement as necessary.
- Do not allow a crowd to incite participants. Disperse onlookers to a nearby classroom and keep others from congregating in the area.
- When participants are separated, do not allow further visual or verbal contact between combatants.

Building administrator or designee

- Initiate first aid and CPR as appropriate.
- Notify office staff/building administrator to make emergency calls.
- Building administrator notifies parents/guardians of students involved in the fight. Superintendent and police may be notified as necessary, or as indicated by school policy.
- Document all activities witnessed by staff.
- Assess counseling needs of participants and witnesses. Implement post-crisis procedures as needed.

ASSAULT

- For fights or disturbances that elevate for possible assault level, ensure the safety of students and staff first.
- Notify building administrator. Work as a team.
- Do not leave the victim alone.

Building administrator or designee

- Notify the Superintendent.
- Notify law enforcement if circumstances lead you to believe that criminal activity is involved, e.g., if a weapon is used, if there has been a sexual assault (intentional touching of another person in a sexual manner) or there is a physical injury that causes substantial pain.
- Seal off area to preserve evidence and disperse onlookers.
- If victim requires medical attention, follow **Medical Emergency** procedures (pg. 9).
- Contact CPR/first aid certified persons in the school building to handle medical emergencies until local law enforcement agents arrive, if necessary.
- Notify parents/guardians and superintendent per district policy.
- Document all activities witnessed by staff.
- Assess counseling needs and implement post-crisis procedures as needed.

WEAPONS

Staff or students who are aware of a weapon brought to school:

- Immediately notify building administrator, teacher or law enforcement and give the following information:
 1. Name of person suspected of bringing the weapon.
 2. Location of the weapon.
 3. Whether the suspect has threatened anyone.
 4. Any other details that may prevent the suspect from hurting someone or himself/herself.
- Teachers who suspect that a weapon is in the classroom: **STAY CALM**. Do not call attention to the weapon. Notify the building administrator, the school resource officer or a neighboring teacher as soon as possible.
- Teacher should not leave the classroom.
- If the suspect threatens you with the weapon, **DO NOT** try to disarm him/her.
- Back away with your hands up. **STAY CALM**.

Building administrator:

- Call law enforcement to report that a weapon is suspected in school.
- Ask another administrator or a law enforcement officer to participate in questioning the suspected student or staff member.
- Consider the best time and place to approach the person, taking into account these factors if possible:
 1. Need for assistance from law enforcement.
 2. Type of weapon.
 3. Safety of persons in the area.
 4. State of mind of the suspected person.
 5. Accessibility of the weapon.
- Separate student/staff member from weapon, if possible.
- Follow district procedures if you need to conduct a weapons search (See Board Policy).
- Inform suspect of their rights if conducting search on their property (See Board Policy).
- Document all activities related to a weapons incident according to reporting requirements of the district and Idaho statutes
- If the suspect is a student, notify parent(s)/guardian(s) according to district policy.
- Notify the Superintendent
- If a search is conducted of suspected person follow legal guidelines (See Superintendent for Clarification).

SHOOTING

These procedures apply to snipers inside or outside of the school building or any other firearm threat that poses an immediate danger. The threat may also result from an intruder.

Building administrator/school resource officer/security/law enforcement

- Building administrator may order lockdown procedures.
- Assess the situation as to:
 1. The shooter's location.
 2. Injuries.
 3. Potential for additional shooting
- Call **911** and give as much detail as possible about the situation.
- Secure the school, if appropriate.
- Help students and staff find safe shelter.
- Care for the injured *if it is safe to do so* until emergency responders arrive. Do not add to the victim list by exposing yourself to danger.
- Notify superintendent's office.
- Refer media to district spokesperson per media procedures.
- Initiate post-crisis procedures.
- Work with local law enforcement to identify their response methods and capabilities. Law enforcement have access to updated building diagrams through "Rapid Responder" the district's online Crisis Management System.

Procedures for staff and students

- **If outside**, staff and students should go inside the building as soon as possible. If staff or students cannot get inside, they should make themselves as compact as possible, put something between themselves and the shooter, and not gather in groups.
- **If inside**, staff, students and visitors should turn off the lights, lock all doors and windows, and close the curtains, if it is safe to do so.
- Staff, students and visitors should crouch under desks without talking and remain there until an all-clear signal is given by the building administrator.
- If safe to do so, staff should check the halls for wandering students who are not the threat and bring them immediately into a classroom, even if they are from another classroom. When it is safe to do so, staff should notify the office if students from another class are in their room.
- Take roll call and notify the building administrator of any missing students or staff, when it is safe to do so.

Sniper Attack

- If outside, provide clear directions to the students to take cover behind items. Do not have the students group together in a large group.
- Notify the Principal.
- Call the Police.
- Assemble the Crisis Response Team.
- Ignore any alarms or bells to evacuate the building.
- Institute a lockdown for the building occupants; remove students from any rooms that are near the area where the sniper attack has occurred or is in progress.
- Contact Transportation or any other vehicles or students that would be returning to the building to stay away.
- Wait for further direction from the police as they arrive on the scene.

HOSTAGE

Witness to a hostage situation:

- **If the hostage-taker is unaware of your presence, DO NOT INTERVENE!**
- Notify building administrator.
- Call **911**.
- Give dispatcher details of situation; ask for assistance from the hostage negotiation team.
- Seal off area near hostage scene.
- Police will take control of hostage scene; Document all activities.

If taken hostage:

- Cooperate with hostage-taker to the fullest extent possible.
- Try not to panic. Calm students if they are present.
- Treat the hostage-taker as normally as possible.
- Be respectful to the hostage-taker.
- Ask permission to speak; do not argue or make suggestions.

Building administrator or designee

- Building administrator may wish to initiate lockdown procedures or evacuation.
- Building administrator coordinates with police for safety and welfare of students and staff.
- Designate a spokesperson to handle media calls, questions, and contacts.
- Prepare a news/information release, as appropriate.
- Prepare a parent and guardian letter, as appropriate.
- Notify Superintendent.
- Escort Police to the scene.
- Account for all students, record injuries after hostage taker is contained.
- Hold an informational meeting with all staff.
- Keep staff informed and updated.
- Initiate the grief-counseling plan, if appropriate.

CHILD ABDUCTION / MISSING CHILD

Office staff and administrators should always refer to the Schoolmaster list of those students who are not to be released to anyone except a specific parent/guardian. Those students who are released to someone other than a specific parent, check with custodial parent/guardian for approval.

Child Abduction

- Notify the Principal: give description of suspect
- Move other students (if present) away from the area of abduction.
- Provide a school picture and obtain a full description of the child (including clothing) to assist the police.
- Conduct an immediate search of the school building and grounds.
- Assist police with investigation.
- Release of information to media will come from the Superintendent.

Missing Child

- Record name and contact number for the person reporting missing.
- Notify the Principal.
- Search the building and campus - do not forget the bus area.
- If incident occurred while student was on the way home, contact the bus driver.
- Assist police with the investigation

Building administrator or designee

- The Principal notifies the police and Superintendent.
- Assemble Crisis Response Team.
- Contact the parents or guardians.
- Confirm the child attended school that day.
- Set up counseling for individuals that witnessed event or in need of support.
- Double check circumstances – could child have ridden the wrong bus, did someone pick up the child.
- Begin gathering information on the child (description, photo, home address, class schedule, bus or walking route, etc.).
- Consider holding the bells and class schedule until the issue is resolved.
- Obtain information from possible witnesses, friends, and person who may have seen the student.

SUICIDE

Suicide Threat

- Consider any student reference to suicide as serious. Do not leave the student alone.
- Notify the school counselor, psychologist, or building administrator immediately.
- Stay with the student until suicide intervention staff arrives. **DO NOT LEAVE A SUICIDAL PERSON ALONE.**
- Do not allow the student to leave school without parent, guardian or other appropriate adult supervision.

Suicide Attempt in School

- Notify building administrator or other appropriate professional staff.
- Remove objects that the suicidal person can use to self-inflict harm
- **Call 911** if the person needs medical attention, has a weapon, needs to be restrained or parent/guardian cannot be reached.
- Remain calm and reassure students, try to calm the suicidal person.
- Stay with the suicidal person until suicide intervention staff arrives.
- Isolate the suicidal person, or area to prevent others from witnessing a traumatic event.
- Initiate first aid.
- Do not allow the student to leave school without parent, guardian or other appropriate adult supervision.

Building Administrator

- Call parent(s) or guardian(s) if the suicidal person is a student.
- Predetermine a safe and appropriate area for suicidal person to remain.
 1. Area should be safe, quiet, and free from interruptions.
 2. Suicidal person will remain at this location until emergency response personnel arrive.
- The building administrator may arrange a meeting with parents and the school psychologist or counselor to determine a course of action.
- The building administrator will activate the crisis response team.
- Designate a responsible adult to meet with emergency personnel upon arrival.
- Call family or emergency contact if suicidal person is a staff member.
- Notify superintendent or appropriate district level administrator.
- Work with superintendent or other designated public information officer.
- Escort police to the scene.
- Obtain proof of psychological consultation before permitting students to return to school.
- Implement post-crisis procedures.
- Initiate the grief-counseling plan, if appropriate.

Grief Counseling Plan:

- Suicide completion: school counselors will initiate appropriate grief counseling procedures to include, meeting with identified students/staff, arranging student grief groups, initiating appropriate school wide activities addressing and facilitating the grief process.
- Arrange follow-up for those students immediately affected by the suicide.
- School counselor will refer students/staff based on severity of response.

TRANSPORTATION ACCIDENT

Each school should maintain a bus folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders, one copy of the student roster should be placed in the bus folder and a second copy should accompany the teacher on the trip.

- In the event of a bus accident, call 911 immediately.
- Call the Principal.
- School staff at the scene should help implement basic first aid until emergency responders have arrived.
- Move uninjured students to a safe distance from the accident.
- Record, if possible, the names of the injured students and the location to which they are being taken for medical treatment.

Building Administrator or Designee

- Assemble the Crisis Response Team; if possible send someone to the site, if not possible, begin action from school location.
- Notify the Superintendent.
- Contact the parents and guardians of all students on the bus as quickly as possible and with as much accurate information as possible.
- Arrange for transportation for student and staff not injured.
- Set up a parent reunion area for those that were not injured to be reunited with their parents or guardians.
- Designate school staff to go to hospitals to assist parents and provide support where injured students have been transported.
- Prepare announcements for staff, students and parents.
- Only the Superintendent will make announcements to the media.
- Collect emergency health information on file.
- Appoint a staff member to go to accident site with special health considerations.



HOLD

HOLD Public Address: HOLD! In your room or area. Clear the halls.

A HOLD is conducted when there is a need to clear the hallways for confidentiality purposes only and does not indicate a safety threat.

STUDENTS

Clear the hallways and remain in room or area until the “All Clear” is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual

Specific instructions may modify the protocol depending on the situation.



SECURE

SECURE Public Address: SECURE! Get inside. Lock outside doors.

A SECURE is conducted when there is a threat to safety outside the school. Business continues as usual with everyone remaining inside and perimeter doors locked.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN

LOCKDOWN Public Address: LOCKDOWN! Locks, lights, out of sight.

A LOCKDOWN is conducted when there is a serious threat to safety inside the school.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE

Take the Emergency Management Plan and First Aid-Trauma Kit supplies with you during any need for evacuation.

EVACUATE Public Address: EVACUATE! (A location may be specified).

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students/adults



SHELTER

SHELTER Public Address: SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students/adults

A SHELTER notification will include details regarding the hazard followed by specific instructions.

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop cover and hold
Get to high ground

COUGAR SIGHTING

The Nez Perce Tribal Police have reported a cougar sighting in the Lapwai area. As you know, the safety of our students is of the utmost importance. Therefore, the following safety precautions have been implemented:

When a report is received:

1. All recesses will be indoors until further notice.
2. Adults will escort students home after school.
3. The School Resource Officer will patrol the elementary grounds at regular and frequent intervals throughout the day.
4. Principals will visit with each classroom in order to educate the students about personal safety.

Parents can help ensure their children's safety by taking the following precautions:

1. Make sure children are home before dusk and stay inside until after dawn.
2. Supervise your children when they are outside and encourage them to play in groups.
3. Escort your children to the bus stop in the early morning and from the bus stop in the late evening.
4. Don't approach a cougar. Most cougars want to avoid humans. Give a cougar the time and space to steer clear of you.
5. Never run past or from a cougar. This may trigger their instinct to chase. Make eye contact. Stand your ground. Pick up small children without, if possible, turning away or bending over. Back away from the cougar slowly.

Remember, although a cougar attack is highly unlikely, it always pays to be prepared. Information and awareness are your best defenses.

CHILD ABUSE PROCEDURES

Important First Steps for ...

Sexual Assault (child assaulted on or near school property)

1. Accompany victim to safe place at school and remain with him/her.
2. Protect evidence of sexual assault.
3. Notify principal/designee, direct supervisor or counselor immediately.
4. Notify parent, Child Protective Services, Sheriff and school nurse immediately.

Sexual Abuse (suspicion of past sexual incidents)

1. Notify principal/designee, direct supervisor or counselor immediately.
2. Staff member, together with Principal/designee or supervisor, notifies Child Protective Services and describes evidence.
3. Allow CPS to notify the family.

Suspected Physical Abuse or Significant Neglect

1. Notify principal/designee, direct supervisor or counselor immediately. Staff member, together with Principal/designee or supervisor, notifies Child Protective Services and describes evidence. CPS will advise you of the next steps; follow their directions.

Please also see Law Enforcement Protocols, pgs. 23-24.

Protocols for Contacting Law Enforcement

All requests for Nez Perce County and Nez Perce Tribal Police support must be made through calling dispatch. Do not text or call officers directly.

Request dispatch please not release student(s) names over the scanner.

Non-Emergency Dispatch: (208) 799-3131

Protocols for Police and FBI Student Interviews

Police Interview Policy 506.3

With the exception of school-initiated investigations, child abuse investigations, and/or serious crime investigations, as a general rule, interviews and interrogations by law enforcement should take place at the police department or the student's home, rather than school premises.

Please immediately inform Student Resource Officer Bourgeau of all law enforcement requests for student interviews: (208) 790-0810

School-Initiated, Child Abuse, and Serious Crime Investigations:

1. Before any such interview, the principal or designee will carefully ascertain the officer's identity, official capacity, and the authority under which he/she acts.
2. Administrators are required to question, ***"Is this a matter of child abuse or neglect?"***
3. In matters of child abuse and neglect, administrators and designees are required to actively assist law enforcement and provide confidential access to students for interviews. Whenever possible, these interviews are encouraged at Nez Perce Tribe Safe House.

All Other Interview Requests:

1. Before any such interview, the principal or designee will carefully ascertain the officer's identity, official capacity, and the authority under which he/she acts.
2. Administrators are required to question, ***"Can the interview take place at the police department, Nez Perce Tribe Safe House, or the student's home rather than school premises?"***
3. Honor parent/guardian requests for law enforcement interviews to occur at school.
4. When interviews are necessary at school, the principal or designee will attempt to contact the student's parent/guardian and solicit his/her consent when a law enforcement officer requests an interview on school premises.
5. The principal or designee retains the right to provide law enforcement with the necessary contact information and request and witness they make the attempt to contact the student's parent/guardian for consent prior to the interview.
6. School authorities shall not permit a student to leave the school with an officer of the law unless the student's parents or guardians are present or unless a formal arrest is made.
7. A student of legal age may consent to be interviewed.

Student Interviews Involving the FBI

Please immediately inform Student Resource Officer Bourgeau of all law enforcement requests for student interviews: (208) 790-0810. Student investigations involving the FBI should be routed to the Lapwai School District Office. Please direct law enforcement when accompanied by the FBI to report to the Superintendent. Reporting to the District Office allows for a confidential location for student interviews or adequate time to notify the school to prepare an appropriate meeting space.

Transitioning Students Back to Class

Following a student interview with law enforcement, connect them with appropriate staff such as the School Counselor for support.

Reporting Registered Sex Offenders

Lapwai School District Policy 703.4 allows the District to deny entrance onto the premises of any District school or at any school activity to registered adult sex offenders, of whom the District has knowledge. The Superintendent or designee may grant an exception to this prohibition for an individual who is a parent or guardian of a student attending a school within the District, and whose right to educational information or access to his/her child or ward has not been limited by court order. Please contact the Superintendent for verification of parents or guardians with an approved plan.

Reporting Violations for Adult Registered Sex Offenders:

Call Non-Emergency Dispatch: (208) 799-3131

Sex Offender Registration and Notification (SORNA) Officer:

Breanne Speas is the SORNA Officer for Nez Perce Tribal Police Department. This resource is encouraged for guidance and available for questions.

Breanne Speas
SORNA Officer
Nez Perce Tribal Police Department
BreanneS@nezperce.org
Work: (208) 621-4854
Cell: (208) 413-8483

MEDICAL HELP



This card may be held up during an evacuation or at a shelter to alert the need for medical assistance.

This card may also be placed in an **EXTERIOR** window **ONLY** during a **LOCKDOWN** to alert the need for immediate emergency assistance. Never use this card in an interior window.





This card may be held up during an evacuation or at a shelter to alert the need for immediate emergency assistance.

This card may also be placed in an EXTERIOR window ONLY during a LOCKDOWN to alert the need for immediate emergency assistance. Never use this card in an interior window.

Roll Sheet: Use this sheet to record names at evacuation assembly point, also account for missing or extra staff and students.

[illegible]

Roll Sheet: Use this sheet to record names at evacuation assembly point, also account for missing or extra staff and students.

[illegible]

[illegible][illegible]

[illegible][illegible]

STUDENT PERSONNEL

Series 500

Policy Title: ATTENDANCE REQUIREMENTS

Code: 502.3.1

Regular school attendance is a necessary factor of student success in school. The Idaho Code and Nez Perce Tribal Code require that attendance requirements be set by the District. Any absence, regardless of cause, is a disruption to the educational process for the student. Irregular attendance by any student is also disruptive of the educational process for the teacher and other students. Irregular attendance by any student disrupts the pace and organization of classroom instruction. Irregular attendance shifts the workload of the classroom teacher so less time is available to direct the learning experiences of students who attend regularly. Often the loss of time by students is so severe that the likelihood of meeting instructional time requirements or competencies is remote. In an effort to increase the likelihood of student success in school, the following provisions exist for students at Lapwai Schools.

A student must meet the academic standard determined by the classroom teacher and the attendance standards as follows:

1. School attendance personnel or classroom teachers will attempt to contact parents of unexcused students by telephone daily.
2. ~~When a student has three (3) absences in a semester, a letter will be sent home. The letter will include the number of school days missed. The letter will be documented.~~
3. When a student reaches five (5) days of absences in a month or six (6) days of absences in a semester, the principal or designee will notify the superintendent. The principal will contact the parent/guardian by phone to develop a plan to assure regular attendance to minimize further absences and explain policies for attendance. The principal contact will be documented. The principal will document this phone contact in PowerSchool.
4. When a student has missed ten (10) days in a semester, the student may be referred to Child Protective Services for educational neglect.
5. **Grades PreK-8 Grades K-5:** Students who miss 40% or more of the scheduled instructional minutes of the school year will be automatically retained and required to repeat their current grade. The parent or guardian may appeal this retention with the Lapwai Elementary School District Attendance Committee. Failure to adhere to the Attendance Committee plan will result in retention in grades K-5.
6. **Grades 9-12 Grades 6-12:** Absences will be recorded by period. When a student misses twelve (12) days in any given period in a semester, the student will be withdrawn and lose credit for each class with 12 or more absences. The parent or guardian may appeal the loss of credit with the Lapwai Middle-High School District Attendance Committee. Failure to adhere to the Attendance Committee plan will result in proceeding with loss of credit in grades 6-12.
7. **Out-of-District Students:** Open enrollment will be revoked if a student becomes chronically absent, missing 10% or more of school year.
8. **Attendance Committee Appeals:** ~~Approved appeals by the Lapwai School District Attendance Committee will include a plan to ensure regular and punctual attendance including resources and mentors to support improvement. Failure to adhere to the Attendance Committee plan will result in retention in grades PreK-8 and proceeding with loss of credit in grades 9-12. Failure to adhere to the Attendance Committee Plan may also result in parent and/or student referrals to the prosecutor in the appropriate jurisdiction and to Child Protective Services.~~

Habitual Truancy: Continued patterns of school absences may result in 1) Student Resource Officer home visits; 2) Prosecutor referral in the appropriate jurisdiction; 3) Child Protective Services referral; and 4) Referral to the Lapwai School District Board of Trustees for an

expulsion hearing.

~~9. If the above efforts fail to improve attendance, the principal will refer the student to the superintendent. After reviewing the student's attendance record, the superintendent may arrange a hearing before the Board of Trustees in accordance with Idaho Code 33-205, Denial of School Attendance, for habitual truancy.~~

Date of Adoption: 7/11/80

Legal References:

Revised: 7/16/18

Section 33-205 I.C.

Readopted: July 2009

Related References:

Code 502.3 Regular and Punctual Attendance

STUDENT PERSONNEL

Series 500

Policy Title: ATTENDANCE REQUIREMENTS (K-8)

Code: 502.3.2

Regular school attendance is a necessary factor of student success in school. The Idaho Code requires that attendance requirements be set by the District. Any absence, regardless of cause, is a disruption to the educational process for the student. Irregular attendance by any student is also disruptive of the educational process for the teacher and other students. Irregular attendance by any student disrupts the pace and organization of classroom instruction. Irregular attendance shifts the workload of the classroom teacher so less time is available to direct the learning experiences of students who attend regularly. Often the loss of time by students is so severe that the likelihood of meeting instructional time requirements or competencies is remote. In an effort to increase the likelihood of student success in school, the following provisions exist for students at Lapwai Schools:

1. Exclusive of school-scheduled activities, a student must attend a minimum of 88% of the classroom-scheduled time per semester.
2. School attendance personnel and classroom teachers will attempt to contact parents of unexcused students by telephone, email or letter in a timely manner.
3. When average daily attendance reaches 90% or below in a semester, a letter will be sent home. The letter will include the number of school days missed.
4. When average daily attendance reaches 85% or below in a semester, parents will be notified to confer with the principal or a designee to develop a plan to assure regular attendance to minimize further absences.
5. If truancy is a problem during this process, or at any time by the request of the principal, the superintendent or school resource officer will contact the parents to provide an explanation of either Idaho Code requirements for parents to have their children attend school regularly or to explain Tribal attendance regulations (whichever jurisdiction applies).
6. When average daily attendance reaches 80% or below in a semester, the student may be referred to the prosecuting attorney's office for habitual truancy and to Child Protective Services for educational neglect.
7. If the above efforts fail to improve attendance, the principal will refer the student to the superintendent. After reviewing the student's attendance record, the superintendent may arrange a hearing before the Board of Trustees in accordance with Idaho Code 33-205, Denial of School Attendance, for habitual truancy.

Date of Adoption: 8/18/2003 Legal References:

Readopted: July 2009 Section 33-205 I.C.

Revised: 7/16/12, 6/16/14

Related References: Code 502.3 Regular and Punctual Attendance

SCHOOL RESOURCE OFFICER
MEMORANDUM OF UNDERSTANDING
2025 - 2026 SCHOOL YEAR

This Memorandum of Understanding (hereinafter referred as the "MOU") is by and between the Nez Perce Tribal Police, a political subdivision of the Nez Perce Tribe and its Law & Order Executive Office, hereinafter referred to as "NPTP," and Lapwai School District No. 341, a Idaho school district and body corporate and politic of the State of Idaho, hereinafter referred to as the "District."

WHEREAS the NPTP and the District desire to create an atmosphere of cooperation toward the common goals of providing a safe learning environment for students, a safe working environment for educational staff, the prevention and reduction of juvenile delinquency and the promotion of positive attitudes regarding the role of law enforcement in society.

NOW, THEREFORE, in consideration of the mutual promises and representations contained herein, the NPTP and the District do hereby agree as follows:

SECTION 1. PURPOSE

The purpose of this MOU is to formalize the relationship between the NPTP and the District in order to foster an efficient and cohesive program that will build a positive relationship between law enforcement officers and the youth of Lapwai, with goals aimed toward providing a safe learning environment for students, a safe working environment for educational staff, preventing and reducing offenses committed by juveniles and young adults, improving school attendance and student academic achievement. This MOU delineates the mission, organizational structure, and procedures of the Lapwai School District/School Resource Officer Program (hereinafter referred to as the "SRO Program") as a collaborative effort between the NPTP and the District. The success of the SRO Program relies upon the effective communication between the NPTP law enforcement employees, the School Superintendent, the principals of the schools where the SRO will work, and other key staff members of the NPTP and the District.

SECTION 2. TERM

The term of this MOU shall commence on July 1, 2025, and will terminate on June 30, 2026, unless terminated earlier as provided herein. The parties may renew, extend, or modify this MOU by mutual written consent at any time. This MOU shall automatically renew for additional one-year terms unless terminated by either party in accordance with the terms of this MOU.

SECTION 3. MISSION, GOALS, AND OBJECTIVES

The missions of the SRO Program are the creation and maintenance of a safe and secure learning environment for students, the provision of a safe working environment for

educational staff, the prevention and reduction of school-related violence and offenses committed by juveniles or adults, improving school attendance and student academic achievement. These missions will be accomplished by efforts, including but not limited to, the assigning of law enforcement officer (SRO) to school facilities.

The goals and objectives of the SRO Program are designed to develop and enhance rapport between youth, law enforcement officers, school administrators and parents. The goals of the SRO Program include, but are not limited to:

1. Establishing a positive relationship between the SRO and the student population and between the SRO and parents, faculty, staff and administrators.
2. Maintaining a safe and secure environment on school grounds and within the Lapwai School District #341 boundaries.
3. Promoting positive attitudes regarding law enforcement's role in society.
4. Preventing and reducing incidents of school violence.
5. Reducing of criminal offenses committed by juveniles and young adults.
6. Improving school attendance.
7. Improving student academic achievement.

SECTION 4. ORGANIZATIONAL STRUCTURE

NOW, THEREFORE, for and in consideration of the mutual covenants and promises contained herein, the parties agree as follows:

1. This MOU shall be for the sole benefit of the District and NPTP and shall not be interpreted to benefit third parties. The relationship of the parties hereto is that of contractor and independent contractor, and it is expressly understood and agreed that each party and their officers, agents and employees do not in any way nor for any purpose, become a partner, agent, joint venture, servant, or employee of the other.
2. **POLICE PROTECTION.** NPTP shall provide School Resource Officer services at the District as Referenced in Paragraph 3 below, including, but not limited to: investigating and preventing crimes against persons or property, identifying and arresting violators of state and local laws; filing investigative reports, and other required reports or documents; patrolling and to a limited extent, maintaining building security, controlling traffic, and enforcing traffic laws around schools.
3. As a professional service provider and de facto member of the school management team, the SRO shall endeavor to maintain open and regular communication with

the school principals and shall positively promote the school, staff, students and administration to the community. At the beginning of each school year the superintendent for the District has the authority to execute this MOU on behalf of the District and shall promptly bring this MOU before the Board of Trustees for its ratification at a regularly scheduled meeting. Each school year the SRO shall meet with the superintendent to discuss expectations.

4. **COMPOSITION.** The NPTP shall assign one (1) full-time law enforcement officer to serve as an SRO in the SRO Program. Any law enforcement officer assigned as an SRO will be certified by the State of Idaho and meet all requirements as set forth by the Peace Officers and Training Commission. (P.O.S.T.) and/or be federally trained by successfully completing a Uniformed Police Training program at the Federal Law Enforcement Training Center (FLETC) in Artesia, NM.
5. Prior to assignment, the SRO shall have basic SRO certification, or, in unexpected situations, shall obtain the same within one (1) calendar year. SRO shall obtain on-going training pertinent to their assignment, as such training is available.
6. **SUPERVISION.** The day-to-day operation and supervision of the SRO shall be the responsibility of the Chief of Police or his designee. The SRO is employed by the Police and retained by the Police, and in no event shall any employee of the Police be considered an employee of the District regardless of the funding source
7. NPTP and the District will determine how the officer performing the duties under this MOU will be deployed, and the manner in which the services contemplated by the MOU shall be provided. NPTP will communicate to the superintendent whenever concerns or problems regarding scheduling, duties, or other items occur. The interiors of buildings will not be patrolled by the SRO except as necessary to investigate crimes, apprehend criminal suspects and otherwise perform the duties contemplated herein; however, the SRO shall maintain high visibility with students during break and lunch periods.
8. The NPTP Chief and his designated officer has the right to exercise due discretion in the performance of this MOU, including, but not limited to type, nature, extent, and result of a response or activity undertaken by the NPTP Chief and his officer.
9. With the exception of paragraph ten (10) below, the conduct of the NPTP and his officer will be governed by the NPTP policies and procedures. In the event that the District's procedures conflict with the procedures set forth, the provisions of the NPTP policies and procedures shall prevail.
10. **DISTRICT AND PARENTAL/GUARDIAN NOTIFICATIONS.** Notwithstanding any other provisions herein to the contrary, the following procedures shall be used in all instances with regard to notifying the principal and/or a student's parents/guardians about the interaction of the SRO with students.

- a) When the SRO interviews a student in the course of investigating a crime, the SRO shall notify the school principal of the fact that an interview with the student was conducted, no later than the end of the school day in which the interview was conducted.
 - b) In the event that a student is arrested by the SRO or if the SRO finds it otherwise necessary to remove the student from school, then the SRO shall immediately notify the principal of the school.
 - c) Upon receiving notice of any of the above circumstances from an SRO, the principal shall make reasonable efforts to contact the student's parent/guardian. If contact is made, the principal may tell the parent/ guardian of the student that an officer questioned the student, removed the student from campus, or arrested the student, as the case may be, and may further state that additional information may be obtained by contacting NPTP.
 - d) If a student's parent or guardian contacts the principal about interviews conducted by the SRO, the principal may disclose information received by the principal from the SRO and may refer further questions to NPTP.
11. PERSONNEL. NPTP shall use one (1) suitably trained officer in meeting this obligation herein. If scheduling conflicts occur causing the SRO to be off campus during a scheduled school day, efforts will be made to provide prior notice to the superintendent. If the SRO will be absent from the assigned school for a full or partial day the SRO shall notify the superintendent in advance or as soon as practical. The SRO will work approximately 40 hours a week, with the normal day being 7:00 AM – 4:00 PM Monday – Friday with an hour lunch break; but with a flexible schedule to accommodate afterschool and weekend school, and community activities.
- a) The SRO will be expected to attend after school events, such as, but not limited to rivalry sporting events, graduation, recognition ceremonies, and family events.
 - b) The SRO will follow the District calendar and may be absent from campus on holidays observed by the District.
12. During each annual performance evaluation of the SRO, the evaluating supervisor shall consult with the superintendent in preparing the evaluation.
13. SRO providing services under the terms of this MOU will wear the authorized uniform of the NPTP.
14. It is acknowledged by the parties that the SRO acting pursuant to this MOU are not the employees or agents of the District but rather, he/she remains the employee of NPTP.
15. The District Superintendent has the authority to execute this MOU on behalf of the District and shall promptly bring this MOU before the Board of Trustees for its ratification at a regularly scheduled meeting.

16. POLICY. The parties recognize that the District may from time to time adopt policies, procedures, rules, and regulations affecting the duties of the SRO. To the extent that violation of those policies, procedures, rules, and regulations constitutes a violation of law, including breach of the peace, or a threat to public health or safety, those policies, procedures, rules and regulations will be enforced by NPTP and his officer. The SRO shall inform the superintendent of violations of school policies, procedures, rules or regulations of which he/she has personal knowledge.
17. This MOU shall be interpreted in accordance with the laws of Idaho.
18. This MOU may be modified only by a mutually executed written addendum signed by the District Superintendent and the NPTP Chief.
19. The District Superintendent will be the designee to contact in the event the SRO cannot contact the building principal when required pursuant to this MOU.
20. Any and all notices required to be given by either of the parties hereto, unless otherwise stated in this MOU, shall be in writing and be deemed communicated when mailed via the USPS, addressed as follows:

Lapwai School District # 341
 Dr. David M. Aiken
 Superintendent
 404 S Main Street
 Lapwai, ID 83540

Nez Perce Tribal Police
 Mark Benson
 Chief of Police
 210 Beber Road
 Lapwai, ID 83540

SECTION 5. SRO PROGRAM STRUCTURE

SRO's are first and foremost law enforcement officers for the NPTP. The SRO shall be responsible for carrying out all duties and responsibilities of a law enforcement officer and shall remain at all times under the control, through the chain of command of the NPTP. Both the NPTP and the District officials agree that non-criminal student disciplinary matters shall remain the responsibility of school staff and not the SRO. Enforcement of the code of student conduct is the responsibility of teachers and administrators, not the SRO. The SRO shall refrain from being involved in the enforcement of disciplinary rules that do not constitute violations of the law, except to support District personnel in maintaining a safe school environment.

SECTION 6. DUTIES AND RESPONSIBILITIES

1. District - The responsibilities of the District will include, but not limited to, the following:
 - a) Provide the SRO with a private, appropriately furnished office space within each of the school sites. Administrators shall also seek input from the SRO regarding criminal justice issues relating to students and site security issues at the assigned schools.

- b) Provide to the SRO, from time to time, copies of all laws, rules, regulations, and school board policies applicable to employees of the District, including but not limited to laws, rules, regulations, and policies regarding access to confidential student records and/or the detention, investigation, and searching of students and their property on school property.
 - c) Shall support the inclusion of the SRO in the educational process. The District shall provide training as required to the SRO on topics such as school discipline procedures, adolescence, and special needs.
 - d) Provide all project manager and grant administration costs of services related to, and as deemed necessary to support the SRO Program.
 - e) Compile data/program information from SRO, NPTP and other community partners. Prepare and submit SRO Program progress and financial reports as required.
- 2. NPTP - The NPTP responsibilities hereunder are delegated to the Nez Perce Tribal Police and will include, but not limited to, the following:
 - a) Shall provide a certified police officer to serve as an SRO to both Lapwai Elementary and Middle/High Schools. Respond to all major criminal occurrences that occur on school property and exercising law enforcement jurisdiction over such incidents.
 - b) Shall provide fully equipped police vehicle, related operation costs, uniforms, personal protection equipment, and gear as needed to perform law officer duties.
 - c) Provide benefit costs in excess of those funded through grant awards.
 - d) Training, to include but not limited to SRO Basic and Advanced, and conference costs as required to fulfill the specific needs of the SRO program.
 - e) Shall provide K-9 services at least, but not limited to, four times per year (quarterly). This can include the K-9 doing a brief sweep of parking lots, hallways, and anywhere else the SRO deems necessary.
 - f) Shall facilitate meetings annually at the beginning of the school year between site principals and assigned SRO and the SRO's supervisor to determine schedules, site-specific areas of emphasis and exchange contact information
 - g) Collect law enforcement data as pertinent to the SRO program and work with District Program Manager/Grant Administrator to complete required reporting.
- 3. SRO - The responsibility of the SRO will include, but not be limited, to the following:
 - a) Meet with site principals on a weekly basis.
 - b) Network and coordinate with School Counselors, Certified Prevention Specialist, Truancy Interventionist, PBIS Coordinators and other staff at least bi-weekly to discuss school climate, critical needs and to share resources.

- c) Network and coordinate with Nez Perce Tribe Law & Order Executive Office, Tribal Police, Court, Probation, Social Services, Indian Child Welfare and White Bison Wellbriety at least monthly to share needs information and resources.
- d) Work with Lapwai Middle/High School Secretary/Certified Prevention Specialist to respond and/or investigate vaping incidents as identified by installed vape detectors.
- e) Meet with Tribal SORNA Coordinator as needed to be able to identify registered sex offenders within the District boundaries to keep them from approaching school campuses or attending school activities.
- f) Enforcing criminal law and protecting students, staff, and the public at large against criminal activity and take appropriate enforcement action on criminal matters as necessary.
- g) Complete reports and investigate crimes committed on the campus and/or within the school district boundaries and coordinate whenever practical investigative procedures between law enforcement and school administrators.
- h) Conduct patrol activities in and around the District within the Lapwai School District #341.
- i) Reinstate substance abuse prevention and education and substance -free activities/events as identified by the Lapwai Community Coalition Action Team as funds are made available. For this school year the reinstated programs and/or new activities/events will include, but are not limited to: “Wildcat Way” Media Campaign, “Wéet'u ʔiinim ʔiniitpe - Not In My House” Campaign, Red Ribbon Week, and Underage Drinking Sticker Shock Campaign.
- j) Are expected to attend training, meetings and all appointments assigned by the Police Department. Some may conflict with the SRO availability at the school during normal school hours. These conflicts will be minimized as much as possible, but these requirements will take precedence over school presence. The SRO shall keep the school principal apprised of any absences.
- k) Attend Multi-Disciplinary Task Force, District Crisis Management Team, Truancy and other meetings as identified by the District Superintendent and/or other administration that may be appropriate. Coordinate with other law enforcement agencies, juvenile probation, community prevention groups, and other agencies as needed.
- l) Work with District Program Manager/Grant Administrator to provide SRO Program information needed for required reporting.

SECTION 7. ENFORCEMENT

Although the SRO has been placed in a formal educational environment, the SRO is not relieved of their official duties as law enforcement officers. The SRO shall intervene when it is necessary in the SRO’s professional judgment to prevent any criminal act or maintain

a safe school environment. Citations shall be issued, and arrests made when appropriate and in accordance with Idaho State law and Police Department policy.

The NPTP will have the SRO serve 100% of their time during the normal school year on school property and/or within the Lapwai School District #341 boundaries. The NPTP reserves the right to temporarily remove the SRO in the event that additional officers are needed during a critical incident or natural disaster.

SECTION 8. COMPENSATION, FUNDING, CONTINUATION, CANCELLATION or SUSPENSION

1. **COMPENSATION.** As consideration for the services provided by NPTP pursuant to the terms of this MOU, the District shall pay the total sum of Ninety six thousand nine hundred fifty dollars and no cents (\$96,950) to NPTP in twelve (12) installments of Eight thousand seventy-nine dollars and seventeen cents (\$8,079.17). The first installment shall be paid on or before August 25, 2025 and the last installment shall be paid on or before July 25, 2026.
2. **FUNDING.** The SRO Program is subject to the availability of funds, which is a budgetary decision of the parties.
3. **CONTINUATION.** It is understood by the parties that the continuation of the SRO Program requires the continuing and mutual consent of the NPTP and the District. Should either party of this MOU elect to terminate the SRO Program, written notice will be provided to the other party and the MOU shall terminate sixty (60) days after delivery of the notice.
4. **CANCELLATION or SUSPENSION.**
 - a) This MOU may be canceled by either party for non-conformance or poor performance, on thirty (30) days written notice. If the performance defect is corrected during the thirty-day period, this MOU it shall continue in full force and effect. If the District terminates this MOU due to the NPTP failure to timely correct the default in its performance, the District shall pay to NPTP the consideration set out in Section 8, 1; prorated to reflect the number of full or partial weeks in which services were actually performed by NPTP.
 - b) This MOU may be canceled or suspended by either party due to an Act of God, unforeseen occurrence, or any other event that renders performance impractical. For purposes of this MOU, an Act of God shall include, but not be limited to: fire, hurricane, thunderstorm, snowstorm, flooding, disease, national or local emergency, act of terrorism or any other extreme emergency under which it is impractical for either party to perform. In the event of cancellation or suspension due to such circumstances, the District shall pay to NPTP the consideration set out in Section 8, 1; prorated to reflect the number of full or partial weeks in which services were actually performed by NPTP,

SECTION 9. GOOD FAITH.

The parties and their employees agree to cooperate in good faith in fulfilling the term of this MOU.

NOW, THEREFORE, this MOU has been agreed to by the parties as indicated by the authorized signatures below.

Dr, David M. Aiken School Superintendent Lapwai School District #341	Date
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Sonya Samuels-Allen Board Chairman Lapwai School District #341	Date
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Mark Benson Chief of Police Nez Perce Tribal Police	Date
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Chief Eva White Law & Order Executive Officer Nez Perce Tribe	Date
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Shannon F. Wheeler Chairman Nez Perce Tribe Executive Committee	Date
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Rachel P, Edwards Secretary Nez Perce Tribe Executive Committee	Date
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NOTICE OF FEE INCREASE

Lapwai School District #341 has proposed to increase the following fees that exceed one hundred five percent (105%) of the fees charged last year. The following table is an estimate of what these changes may mean to a school participant:

Athletic Gate Price – Adult	Was \$6.00	Proposed \$7.00
Athletic Gate Price – Seniors	Was \$5.00	Proposed \$6.00
Athletic Gate Price – Student with card	Was \$4.00	Proposed \$5.00

All citizens are invited to attend a public meeting on the increased fees at the regular board meeting on August 18, 2025 at 5:00 p.m. in the District Office at 230 Main St, Lapwai, Idaho.

Lewiston Tribune - Please publish once each in the week of August 3 and August 10, 2025.

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Series 400

Policy Title: EVALUATION

Code: 402.12

Evaluation of Certificated Personnel

The District has a firm commitment to performance evaluation of District personnel, whatever their category and level, through the medium of a formalized system. The primary purpose of such evaluation is to assist personnel in professional development, in achieving District goals, and to assist with decisions regarding personnel actions. This policy applies to certificated personnel, but the District shall differentiate between non-instructional and pupil instructional personnel. The Superintendent is hereby directed to create procedures that differentiate between certificated non-instructional and certificated pupil instructional personnel in a way that aligns with the *Charlotte Danielson Framework for Teaching Second Edition* to the extent possible} and aligns to the pupil staff's applicable national standards.

Each certificated staff member shall receive at least one written evaluation to be completed by no later than June 1st for each annual contract year of employment and shall use multiple measures that are research based and aligned to the *Charlotte Danielson Framework for Teaching Second Edition* domains and components. The evaluation of certificated personnel shall annually include a minimum of two documented observations, one of which shall be completed prior to January 1st. In situations where certificated personnel are unavailable for two documented classroom observations, due to situations such as long-term illness, late year hire, etc., one documented classroom observation is acceptable.

Objectives

The formal performance evaluation system is designed to:

1. Maintain or improve each employee's job satisfaction and morale by letting him or her know that the supervisor is interested in his or her job progress and personal development;
2. Serve as a systematic guide for supervisors in planning each employee's further training;
3. Assure considered opinion of an employee's performance and focus maximum attention on achievement of assigned duties;
4. Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized;
5. Assist in planning personnel moves and placements that will best utilize each employee's capabilities;
6. Provide an opportunity for each employee to discuss job problems and interests with his or her supervisor; and
7. Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustments, promotions, disciplinary action, and termination.

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Responsibility

The Superintendent or his or her designee shall have the overall responsibility for the administration and monitoring of the Performance Evaluation Program and will ensure the fairness and efficiency of its execution, including:

1. Distributing proper evaluation forms in a timely manner;
2. Ensuring completed evaluations are returned for filing by a specified date;
3. Reviewing evaluations for completeness;
4. Identifying discrepancies;
5. Ensuring proper safeguards and filing of completed evaluations;
6. Creating and implementing a plan for ongoing training for evaluators and certificated personnel on the District's evaluation standards, forms, and processes and a plan for collecting and using data gathered from evaluations;
7. Creating a plan for ongoing review of the District's Performance Evaluation Program that includes stakeholder input from teachers, Board Members, administrators, parents/guardians, and other interested parties;
8. Creating a procedure for remediation for employees that receive evaluations indicating that remediation would be an appropriate course of action; and
9. Creating an individualized evaluation rating system for how evaluations will be used to identify proficiency and record growth over time with a minimum of three rankings used to differentiate performance of certificate holders including: unsatisfactory being equal to a rating of 1; basic being equal to a rating of 2; and proficient being equal to a rating of 3. A fourth rating of distinguished being equal to 4 may also be used.

The Immediate Supervisor is the employee's evaluator and is responsible for:

1. Continuously observing and evaluating an employee's job performance including a minimum of two documented observations annually for certificated personnel, one of which shall be completed prior to January 1st of each year;
2. Holding periodic counseling sessions with each employee to discuss job performance;
3. Completing Performance Evaluations as required; and

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The individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five years of conducting any evaluations.

Written Evaluation

A written summative evaluation will be completed for each certificated employee by June 1st. A copy will be given to the employee. The original will be retained by the Immediate Supervisor. The evaluation should be reviewed annually and revised as necessary to indicate any significant changes in duties or responsibilities. The evaluation is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the evaluator and the employee as to the job description and major performance objectives.

The written evaluation will identify the sources of data used in conducting the evaluation. Aggregate data shall be considered as part of the District and individual school needs assessment in determining professional development offerings.

Evaluation Measures

Observations: Periodic classroom observations will be included in the evaluation process with a minimum of two documented observations annually for certificated personnel, one of which shall be completed prior to January 1st. In situations where certificated personnel are unavailable for two documented classroom observations, due to situations such as long-term illness, late year hire, etc., one documented classroom observation is acceptable.

Professional Practice: A majority of the evaluation of certificated personnel will be comprised of Professional Practice based on the *Charlotte Danielson Framework for Teaching Second Edition*. The evaluation will include at least one of the following as a measure to inform the Professional Practice portion: input received from parents/guardians, input received from students, and/or portfolios. The District has chosen input received from parents/guardians as its measure(s) to inform the Professional Practice portion.

Student Achievement: Instructional staff evaluation ratings must, in part, be based on measurable student achievement as defined in Section 33-1001, Idaho Code, applicable to the subjects and grade ranges taught by the instructional staff. All other certificated staff evaluations must include measurable student achievement or student success indicators as applicable to the position. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one or both years' data. Growth in student achievement may be considered as an optional measure for all other school-based and District-based staff, as determined by the Board.

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Charlotte Danielson Framework: The evaluation will be aligned with minimum State standards and based upon the *Charlotte Danielson Framework for Teaching Second Edition* and will include, at a minimum, the following general criteria upon which the Professional Practice portion will be based. Individual domain and component ratings must be determined based on a combination of professional practice and student achievement as specified above.

Individuals who hold a Professional or Advanced Professional Endorsement will be annually evaluated in at least two domains, including **Domain 2 or Domain 3**. Whether the District evaluates on only two domains or all domains is left to the discretion of the individual administrator and may be decided on a case-by-case basis for each employee. All other instructional or pupil service staff employees must be evaluated across all domains.

1. Planning and Preparation

- A. Demonstrating Knowledge of Content and Pedagogy;
- B. Demonstrating Knowledge of Students;
- C. Setting Instructional Outcomes;
- D. Demonstrating Knowledge of Resources;
- E. Designing Coherent Instruction; and
- F. Designing Student Assessments.

2. Classroom Learning Environment

- A. Creating an Environment of Respect and Rapport;
- B. Establishing a Culture for Learning;
- C. Managing Classroom Procedures;
- D. Managing Student Behavior; and
- E. Organizing Physical Space.

3. Instruction and Use of Assessment

- A. Communicating with Students;
- B. Using Questioning and Discussion Techniques;
- C. Engaging Students in Learning;
- D. Using Assessment in Instruction; and
- E. Demonstrating Flexibility and Responsiveness.

4. Professional Responsibilities

- A. Reflecting on Teaching;
- B. Maintaining Accurate Records;
- C. Communicating with Families;
- D. Participating in a Professional Community;
- E. Growing and Developing Professionally; and
- F. Showing Professionalism.

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Meeting with the Employee

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Counseling Sessions: Counseling sessions between supervisors and employees may be scheduled periodically. During these sessions, an open dialogue should occur which allows exchange of performance oriented information. The employee should be informed of how he or she has performed to date. If the employee is not meeting performance expectations, the employee should be informed of the steps necessary to improve performance to the desired level. Counseling sessions should include, but not be limited to, the following: job responsibilities, performance of duties, and attendance. A memorandum for record will be prepared following each counseling session and maintained by the supervisor.

Communication of Results: Each evaluation shall include a meeting with the affected employee to communicate evaluation results. At the scheduled meeting with the employee, the supervisor will:

1. Discuss the evaluation with the employee, emphasizing strong and weak points in job performance. Commend the employee for a job well done if applicable and discuss specific corrective action if warranted. Set mutual goals for the employee to reach before the next performance evaluation. Recommendations should specifically state methods to correct weaknesses and/or prepare the employee for future promotions.
2. Allow the employee to make any written comments he or she desires. Inform the employee that he or she may turn in a written rebuttal/appeal of any portion of the evaluation within seven days and outline the process for rebuttal/appeal. Have the employee sign the evaluation indicating that he or she has been given a copy and initial after supervisor's comments.

Rebuttals/Appeal

If a staff member disagrees with the outcome of her/his evaluation, the staff member may request one or all of the following options to take place within 3 days of the observation:

- a. An additional evaluation completed by her/his administrator.
- b. A second evaluation completed by a different administrator. If the second evaluation is acceptable to the staff member, the second evaluation shall become the official evaluation.
- c. Peer assistance (chosen by the staff member) for a period of up to 4 (four) weeks followed by an additional evaluation done by the same administrator.

Additional requested evaluations will be added to the staff member's personnel file, yet do not replace or eliminate the original evaluation.

Action

Each evaluation will include identification of the actions, if any, available to the District as a result of the evaluation as well as the procedure(s) for implementing each action. Available actions include, but are not limited to, recommendations for renewal of employment, non-

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renewal of employment, probation, and others as determined. Should any action be taken as a result of an evaluation to not renew an individual's contract the District will comply with the requirements and procedures established by State law.

Records

Permanent records of each certificated personnel's evaluation and any properly submitted rebuttal/appeal documentation will be maintained in the employee's personnel file. All evaluation records, including rebuttal/appeal documentation, will be kept confidential within the parameters identified in State and federal law regarding the right to privacy.

Reporting

Any subsequent changes to the District's evaluation plan shall be resubmitted to the State Department of Education for approval. The District shall report the summative rankings, the number of components rated as unsatisfactory, whether a majority of the certificated personnel's students met their measurable student achievement or growth targets or student success indicators as well as what measures were used, and whether an individualized professional learning plan is in place for all certificated personnel evaluations, annually to the State Department of Education.

Principals

Principals are the chief administrators of their assigned schools. The primary responsibility of principals is to supervise the operation and management of their assigned schools. They shall be under the direct supervision of the Superintendent. The majority of the principals' time shall be spent on curriculum and staff development through formal and informal activities establishing clear lines of communication regarding the school rules, accomplishments, practices, and policies with parents, students, and teachers. Principals are responsible for management of their staff, maintenance of the facility and equipment, administration of the educational program, control of the students attending the school, management of the school's budget, and communication between the school and the community.

Evaluation of Principals

Each principal shall receive at least one written evaluation to be completed no later than June 1st for each annual contract year of employment. Each principal evaluation shall use multiple measures that are research based and aligned to the State minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluations using the State's adopted model, the *Charlotte Danielson Framework for Teaching Second Edition*.

The process of developing criteria and procedures for principal evaluations will allow opportunities for input from stakeholders, including the Board, administrators, teachers, and parents/guardians.

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Evaluation Objectives

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The District's Principal Evaluation Program is designed to:

8. Maintain or improve each principal's job satisfaction and morale by letting him or her know that the Superintendent is interested in his or her job progress and personal development;
9. Serve as a systematic guide for planning each principal's further training and professional development;
10. Assure considered opinion of a principal's performance and focus maximum attention on achievement of assigned duties;
11. Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized;
12. Assist in planning personnel moves and placements that will best utilize each principal's capabilities;
13. Provide an opportunity for each principal to discuss job problems and interests with the Superintendent; and
14. Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustments, promotions, disciplinary action, and termination.

Responsibility

The Superintendent shall have the responsibility for administering and monitoring the District's Principal Evaluation Program and will ensure the fairness and efficiency of its execution, including:

10. Creating and implementing a plan for ongoing training and professional development and the funding thereof for principals in the District's Performance Evaluation Program, including evaluation standards, forms, procedures, and processes and a plan for collecting and using data gathered from evaluation;
11. Creating a plan for ongoing review of the District's Principal Evaluation Program that includes stakeholder input from teachers, Board Members, administrators, parents/guardians, and other interested parties;
12. Creating a procedure for remediation for principals that receive evaluations indicating that remediation would be an appropriate course of action;
13. Creating an individualized evaluation rating system for how principal evaluations will be used to identify proficiency and record growth over time with a minimum of three rankings used to differentiate performance of principals including:

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- A. Unsatisfactory being equal to a rating of 1;
- B. Basic being equal to a rating of 2; and
- C. Proficient being equal to a rating of 3.

A fourth evaluation rating of Distinguished, being equal to “4,” may be used in addition to the three (3) minimum rankings at the discretion of the Board; and

14. Completing Principal Evaluation annually, ensuring proper safeguards, and filing completed evaluations. ~~;~~ and

The individuals assigned this responsibility shall have received training in administrator evaluations based on the statewide framework for evaluations.

Written Evaluation

A written summative evaluation will be completed for each principal by the Superintendent no later than June 1st for each annual contract year of employment. A copy will be given to the principal. The original will be retained by the Superintendent. The evaluation shall be reviewed annually and revised as necessary to indicate any significant changes in duties or responsibilities. The evaluation is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the Superintendent and the principal as to the job description and major performance objectives.

The evaluation will identify the sources of data used in conducting the evaluation. Proficiency in conducting observations and evaluating effective teacher performance shall be included as one source of data.

Evaluation Measures and Criteria

Professional Practice: Principals must receive an evaluation in which a majority of the summative evaluation results are based on Professional Practice. All measures within the Professional Practice portion of the evaluation must be aligned at a minimum to the following Domains and Components based upon the Idaho Standards for Effective Principals.

Domain 1: School Climate: The principal promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. The principal articulates and promotes high expectations for teaching and learning while responding to diverse community interests and needs.

1. **School Culture:** The principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors;
2. **Communication:** The principal is proactive in communicating the vision and goals of

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the school or District, the plans for the future, and the successes and challenges to all stakeholders; and

3. **Advocacy:** The principal advocates for education, the District and school, teachers, parents, and students and engenders school support and involvement.

Domain 2: Collaborative Leadership: The principal promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. In collaboration with others, he or she uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. The principal uses research and/or best practices in student achievement, instructional programs, and improving the education program.

1. **Shared Leadership:** The principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth;
2. **Priority Management:** The principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities;
3. **Transparency:** The principal seeks input from stakeholders and takes all perspectives into consideration when making decisions;
4. **Leadership Renewal:** The principal strives to continuously improve leadership skills through professional development, self-reflection, and utilization of input from others; and

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5. **Accountability:** The principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others.

Domain 3: Instructional Leadership: The principal promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The principal provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

1. **Innovation:** The principal seeks and implements innovative and effective solutions that comply with general and special education law;
2. **Instructional Vision:** The principal ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn;
3. **High Expectations:** The principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being;
4. **Continuous Improvement of Instruction:** The principal has proof of proficiency in assessing teacher performance based upon the Charlotte Danielson Framework for Teaching Second Edition and aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision;
5. **Evaluation:** The principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness; and
6. **Recruitment and Retention:** The principal recruits and maintains a high quality staff.

The evaluation will also include at least one of the following as a measure to inform the Professional Practice portion:

1. Input received from parents or guardians;
2. Input received from students;
3. Input received from teachers; and/or
4. Portfolios.

The District has chosen input received from parents/guardians and portfolios as its measure(s) to inform the Professional Practice portion. The Board shall determine the manner and weight of parental input, student input, teacher input, and/or portfolios on the evaluation.

Student Achievement: Part of the evaluation must be based on multiple objective measures of growth in measurable student achievement as defined in Section 33-1001, Idaho Code. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one or both years of data. Growth in student achievement may be considered as an

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optional measure for all other school-based and District-based administrators, as determined by the Board.

Proof of Proficiency in Teacher Evaluations

Proof of proficiency in evaluating teacher performance shall be required of all individuals assigned the responsibility for appraising, observing, or evaluating certificated personnel performance. The individuals assigned this responsibility shall have received training in administrator evaluations based on the statewide framework for evaluations.

Communicating Evaluation Results

Each evaluation shall include a meeting between the Superintendent and principal wherein the Superintendent will:

1. Discuss the evaluation with the principal, emphasizing strong and weak points in job performance. Commend the principal for a job well done if applicable and discuss specific corrective action if warranted. Recommendations should specifically state methods to correct weaknesses. Set mutual goals for the principal to reach before the next performance evaluation.
2. Allow the principal to make any written comments he or she desires. Inform the principal that he or she may turn in a written rebuttal/appeal of any portion of the evaluation within seven days and outline the process for rebuttal/appeal. Have the principal sign the evaluation indicating that he or she has been given a copy.

Rebuttal/Appeal

Within three days from the date of the evaluation meeting with the Superintendent the principal may file a written rebuttal/appeal of any portion of the evaluation. The written rebuttal/appeal shall state the specific content of the evaluation with which the principal disagrees, a statement of the reason(s) for disagreement, and the amendment to the evaluation requested.

If a written rebuttal/appeal is received by the Superintendent within seven days, the Superintendent shall provide the principal with a written response within ten working days either amending the evaluation as requested by the principal or stating the reason(s) why the Superintendent will not be amending the evaluation as requested.

If the Superintendent chooses to amend the evaluation as requested by the principal then the amended copy of the evaluation will be provided to, and signed by, the principal and retained in the principal's personnel file.

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If the Superintendent chooses not to amend the evaluation as requested by the principal then the evaluation along with the written rebuttal/appeal, and the Superintendent's response, if any, will be retained in the principal's personnel file.

Action

Each evaluation will include identification of the actions, if any, available to the District as a result of the evaluation as well as the procedure(s) for implementing each action. Available actions include, but are not limited to, recommendations for renewal of employment, non-renewal of employment, probation, and others as determined. Should any action be taken as a result of an evaluation to not renew a principal's contract the District will comply with the requirements and procedures established by State law.

Records

Permanent records of each principal evaluation will be maintained in the principal's personnel file. All evaluation records, including rebuttal/appeal documentation, will be kept confidential within the parameters identified in State and federal law regarding the right to privacy.

Reporting

Any subsequent changes to the District's evaluation plan shall be resubmitted to the State Department of Education for approval. The District shall report the rankings of individual principal evaluations annually to the State Department of Education.

Legal Reference:	I.C. § 33-513	Professional Personnel
	I.C. § 33-518	Employee Personnel Files
	I.C. § 33-1001	Definitions
	IDAPA 08.02.02.121	Local District Evaluation Policy – School Principal

Policy History:

Adopted on: 4/21/2014

Revised on: 2/21/2018, 10/17/2022

Legal Reference:	I.C. § 33-514	Issuance of Annual Contracts – Support Programs – Categories of Contracts – Optional Placement – Written Evaluation
	I.C. § 33-515	Issuance of Renewable Contracts
	I.C. § 33-518	Employee Personnel Files
	I.C. § 33-1001	Definitions
	IDAPA 08.02.02.120	Local District Evaluation Policy

Domain 1: Planning and Preparation			
1a Demonstrating Knowledge of Content and Pedagogy			
Unsatisfactory	Basic	Proficient	Distinguished
In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
1b Demonstrating Knowledge of Students			
Unsatisfactory	Basic	Proficient	Distinguished
The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
1c Setting Instructional Outcomes			
Unsatisfactory	Basic	Proficient	Distinguished
The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
1d Demonstrating Knowledge of Resources			
Unsatisfactory	Basic	Proficient	Distinguished
The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

1e Designing Coherent Instruction			
Unsatisfactory	Basic	Proficient	Distinguished
Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
1f Designing Student Assessments			
Unsatisfactory	Basic	Proficient	Distinguished
Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Comments:			

Domain 2: The Classroom Environment			
2a Creating an Environment of Respect and Rapport			
Unsatisfactory	Basic	Proficient	Distinguished
Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
2b Establishing a Culture for Learning			
Unsatisfactory	Basic	Proficient	Distinguished
The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their -precise use of language.
2c Managing Classroom Procedures			
Unsatisfactory	Basic	Proficient	Distinguished
Much instructional time is lost due to inefficient classroom routines and procedures. There is little evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some -disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
2d Managing Student Behavior			
Unsatisfactory	Basic	Proficient	Distinguished
There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

2e Organizing Physical Space			
Unsatisfactory	Basic	Proficient	Distinguished
The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Domain 3: Instruction			
3a Communicating with Students			
Unsatisfactory	Basic	Proficient	Distinguished
The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
3b Using Questioning and Discussion Techniques			
Unsatisfactory	Basic	Proficient	Distinguished
The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
3c Engaging Students in Learning			
Unsatisfactory	Basic	Proficient	Distinguished
The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
3d Using Assessment in Instruction			
Unsatisfactory	Basic	Proficient	Distinguished
Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of	-Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the

assessment.	learning. Feedback to students is general, and few students assess their own work.	learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teachers and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
3e Demonstrating Flexibility and Responsiveness			
Unsatisfactory	Basic	Proficient	Distinguished
The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.
Comments:			

Domain 4: Professional and Leadership Responsibilities			
4a Reflecting on Teaching			
Unsatisfactory	Basic	Proficient	Distinguished
The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b Maintaining Accurate Records			
Unsatisfactory	Basic	Proficient	Distinguished
The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.
4c Communicating with Families			
Unsatisfactory	Basic	Proficient	Distinguished
The teacher provides little information about the instructional program to families;	The teacher makes sporadic attempts to communicate with families about the	The teacher provides frequent and appropriate information to families about the instructional program and conveys	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the

the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
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4d Participating in the Professional Community

Unsatisfactory	Basic	Proficient	Distinguished
The teacher's relationships with colleagues are negative or self serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

4e Growing and Developing Professionally

Unsatisfactory	Basic	Proficient	Distinguished
The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

4f Showing Professionalism

Unsatisfactory	Basic	Proficient	Distinguished
The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Comments:

Lapwai School District #341
Summative

Teacher:
School: Lapwai Elementary School

Date:
Grade/Subject

Date of Classroom Observation

Dates of Conferences with Teacher

Administrator's Signature _____ Date_____

*Teacher's Signature _____ Date_____

**Signature indicates that the teacher has received a copy and has participated in a conference with the evaluator.
Signature of the teacher does not, necessarily, represent agreement.*