# **LAPWAI SCHOOL DISTRICT #341**

#### **BOARD OF TRUSTEES - REGULAR MONTHLY MEETING**

## Lapwai School District Office, 230 Main St, Lapwai, Idaho Monday, September 22, 2025 - 5:00 pm

#### Agenda

	1)	A. Pledge of Allegiance B. Roll Call
Page 2 4 5 29	2)	<ul> <li>A. Consent Agenda – Action Item</li> <li>1. Approval of Minutes – August 18, 2025</li> <li>2. Budget Report/Balance Sheet</li> <li>3. Payment of Current Bills</li> <li>4. Associated Student Body Accounts</li> </ul>
	3)	Unscheduled Delegations (please call at least 3 days prior to the meeting to be included)
31, 50, 72, 84 106	4)	Discussion Items A. Trustee Filing Period B. Administrator's Reports – Principals, Sped Director, Superintendent and Athletics C. Indian Education D. Continuous Improvement Plan
108 120 126 128 132 134 137 140	5)	Action Items  A. Alternative Authorization – Ashlee Grunenfelder  B. First Reading – Policy 402.12 - Evaluation  C. Second Reading – Policy 203.7 - Public Participation in Board Meetings  – Policy 505.13 – Health, Sex Education, and Human Sexuality  – Policy 505.14 – Controversial Issues  – Policy 503.15 – Corrective Actions, Punishment, and Denial of Enrollment  – Policy 505.8 – Immunization Requirements  – Policy 802.1 – Public Procurement of Goods and Services  – Policy 802.7 – Public Works Contracting and Procurement  D. Emergency Closure – Power Outage – September 9, 2025
141	6)	Personnel Action Items:  A. Resignation – Paraprofessional – Montoya Pablo  — Paraprofessional – Jasmine Hewett  B. New Hire – Paraprofessional – Kimberly Stick  — Middle School Wrestling Coach – Aaron Lockart  — Custodian – Sierra Adams  — Food Service – Faviola Baez Acosta  — Concessions – Emma Jones  — Paraprofessional – Jalena Henry

- 7) Board Training NAFIS Conference
- 8) Adjourn Action Item

1) Call to Order

#### LAPWALSCHOOL DISTRICT #341

School Board Minutes Regular Meeting August 18, 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 5:00pm. The board then led those in attendance in the Pledge of Allegiance. Roll Call was made, present were Trustees Kipp, Johnson, Spaulding, and Samuels-Allen. Trustees Garcia arrived at 5:06pm. Also attending was Superintendent Aiken and Clerk Weeks. Lori Ravet and D'Lisa Penney were in the audience.

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

Dan Coleman of Quest CPAs joined the meeting by telephone and reviewed the audit with the board. Overall, things are in good shape and he was very complimentary of the District. Trustee Kipp moved and Trustee Garcia seconded to accept the audit as presented. A vote was taken and the motion passed.

Principal Penney talked about the start of the fall athletic season and resources for student supports for the new school year.

Special Education Director Ravet talked about grant pursuits, math curriculum, a new resignation, and stories about supporting special education students.

Superintendent Aiken talked about the following topics.

- The agenda for the upcoming district wide meeting on August 25
- Plans for promoting better attendance
- State Insurance Fund report and recommendations

The Fee Increase Hearing was held at 6:04pm to consider increasing the following fees that exceed one hundred five percent (105%) of the fees charged last year as listed below.

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

No comments were made or received and the hearing was closed at 6:04pm.

The following action items were presented to the board.

- Approve the fee increases as outlined in the hearing
- Approve the Elementary, Secondary, Student Athletic, and Coach's Handbooks

- Approve the Job Description – Athletic Director / Athletic Coordinators

Trustee Garcia moved to approve the listed items. Trustee Spaulding seconded the motion. Motion carried.

The First Reading of the following policies was held.

- Policy 203.7 Public Participation in Board Meetings
- Policy 505.13 Health, Sex Education, and Human Sexuality
- Policy 505.14 Controversial Issues
- Policy 505.15 Corrective Actions, Punishment, and Denial of Enrollment
- Policy 505.8 Immunization Requirements
- Policy 802.1 Public Procurement of Goods and Services
- Policy 802.7 Public Works Contracting and Procurement

The policies will be brought back for a second reading next month.

The following personnel action items were presented to the board.

- Resignation Girls Basketball Coach Josh Leighton
- New Hire NYCP Project Director Jenifer Williams
  - Concessions Manager Emma Shaffer
  - Middle School Fall Athletic Coordinator Ashlee Grunenfelder
  - High School Fall Athletic Coordinator Joslyn Leighton
  - Middle School Volleyball Coach Pauline Bisbee
- Volunteer Diversion Program Coordinator Ricky Hernandez

Trustee Garcia moved to approve the listed personnel action items. Trustee Kipp seconded the motion. Motion carried.

Under Board Training, a discussion was held about the NAFIS Conference. Two trustees will check their schedule.

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

Board Chair Samuels-Allen d	ard Chair Samuels-Allen declared the meeting adjourned at 6:30 pm.										
Board Chair	Clerk	Date									

TOTAL REVENUE

0%

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6.474.157.00CR

26%

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(Rprt: 01 - MAIN; Dates: 00/00/00-09/30/25; PRINT: 09/11/25 2:43:23 PM) BUDGETED BALANCE ACCT# ACCT NAME MTD ACTIVITY YTD ACTIVITY MTD% YTD% **GENERAL FUND** REVENUE 46,000.00CR 0% 100-411400 DISTRICT TORT REVENUE 0.00 521.27CR 45,478.73CR 1% 100-411900 0% OTHER TAXES 0% 0.00 0.00 0.00 0.00 3.000.00CR 51.40CR 2.948.60CR 100-413000 PENALTY & INT -- DELINQUENT TAXES 0% 0.00 2% 100-415000 14,064.90CR **EARNINGS ON INVESTMENTS** 100,000.00CR 0% 14% 0.00 85.935.10CR OTHER LOCAL REVENUE 52.891.69CR 100-419900 100.000.00CR 0.00 47,108.31CR 0% 53% 0% 100-419901 DRIVERS ED.--STUDENT FEES 2.500.00CR 0.00 125.00CR 2.375.00CR 5% 100-419903 GRANTS 50.000.00CR 8,391.83CR 8.391.83CR 41,608.17CR 17% 17% TOTAL LOCAL REVENUE 301,500.00CR 8,391.83CR 76,046.09CR 225,453.91CR 3% 25% 100-431100 BASE SUPPORT - DISCRETIONARY 312,649.01CR 51% 642,429.00CR 0.00 329,779.99CR 0% BASE SUPPORT - HEALTH INSURANCE 100-431101 0% 599,430.00CR 0.00 283,106.12CR 316,323.88CR 47% 100-431102 SBA - ADMINISTRATION 239.765.00CR 116 323 49CR 123 441 51CR 0% 49% 0.00 SBA - INSTRUCTIONAL & PUPIL SERVICES 0.00 100-431103 1.904.244.00CR 912.200.72CR 992,043.28CR 0% 48% 221,272.70CR 100-431104 SBA - NON-CERTIFIED 430,708.00CR 0.00 209.435.30CR 0% 49% TRANSPORTATION SUPPORT REVENUE 100-431200 212.000.00CR 100.359.61CR 111,640.39CR 0% 47% 0.00 100-431400 **EXCEPTIONAL CHILD SUPPORT** 20.000.00CR 12.856.16CR 7.143.84CR 0% 64% 0.00100-431800 BENEFIT APPORTIONMENT 258 504 61CR 0% 537.491.00CR 0.00 278.986.39CR 48% 100-431900 OTHER STATE SUPPORT 174,100.00CR 2,741.91CR 0.00 171.358.09CR 0% 2% 100-431902 0% 0% STATE MATH/SCI REQUIREMENT 5.500.00CR 0.00 0.00 5.500.00CR 100-431904 REMEDIATION 0.00 0% 0% 13,000.00CR 0.00 13,000.00CR 100-431930 STATE TECHNOLOGY SUPPORT 77,225.00CR 0% 0.00 0% 77.225.00CR 0.00 DRIVER EDUCATION REVENUE 100-432100 3,125.00CR 0.00 0.00 3,125.00CR 0% 0% 0% 100-437000 LOTTERY/ADD'L STATE MAINTENANCE 0.00 0.00 0.00 0.00 0% 2,606.00CR 100-438000 REVENUE IN LIEU OF TAXES 2,606.00CR 0% 0% 0.00 0.00 100-438001 REV. IN LIEU-AG. EQUIP. 540.00CR 0% 25% 2,160.00CR 0.00 1,620.00CR TOTAL STATE REVENUE 2,225,847.91CR 2,637,935.09CR 46% 4,863,783.00CR 0.00 0% UNRESTRICTED FEDERAL REVENUE 100-442000 0.00 0.00 0% 0% 100.00CR 100.00CR 100-448200 IMPACT AID P.L. 81-874 2,900,000.00CR 0.00 0.00 2,900,000.00CR 0% 0% TOTAL FEDERAL REVENUE 2,900,100.00CR 0.00 0% 0.00 2,900,100.00CR 0% 700,000.00CR 700,000.00CR 100-320000 **BEGINNING BALANCE - BUDGET** 0.00 0.00 0% 0% 100-453000 SALE OF PROPERTY 0% 0% 0.00 0.00 0.00 0.00 100-460000 TRANSFERS FROM OTHER FUNDS 10,668.00CR 10,668.00CR 0.00 0.00 0% 0% TOTAL OTHER REVENUE 0.00 710.668.00CR 710.668.00CR 0% 0.00 0%

8.776.051.00CR

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8.391.83CR

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2.301.894.00CR

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100-521440

SPED TEXTBOOKS

TOTAL SPECIAL EDUCATION PROGRAM

\*\*\* BUDGET REPORT \*\*\* LAPWAI SCHOOL DISTRICT #341 (Rprt: 01 - MAIN; Dates: 00/00/00-09/30/25; PRINT: 09/11/25 2:43:23 PM) ACCT# ACCT NAME **BUDGETED** MTD ACTIVITY **BALANCE** MTD% YTD% YTD ACTIVITY ELEMENTARY SCHOOL PROGRAM 114,345.56 100-512110 FLEMENTARY TEACHER SALARIES 1.206.477.00 103,637.48 1,092,131.44 9% 9% FLEMENTARY NON-CERTIFIED SALARIES 31,294.48 7% 100-512115 449.153.00 30,332.40 417.858.52 7% ELEMENTARY TEACHER SUBSTITUTES 100-512160 17.500.00 0.00 0.00 17.500.00 0% 0% **ELEMENTARY FRINGE BENEFITS** 6,175.08 66.563.00 60.387.92 9% 100-512200 6 175 08 9% ELEMENT, LIFE/EMP, ASSIST, 1.824.00 100-512210 196.56 196.56 1.627.44 11% 11% EMPLOYER FICA 100-512220 133,087.00 10 550 63 11 443 40 121,643.60 8% 9% 14,077.08 **HEALTH INSURANCE - ELEM** 94.152.00 14,077.08 80.074.92 100-512230 15% 15% WORKER'S COMPENSATION 100-512270 10,438.00 715.82 769.51 9,668.49 7% 7% 100-512280 SICK LEAVE RETIRE. 0.00 0% 0% 0.00 0.00 0.00 100-512290 RETIREMENT BENEFIT 225,324.00 19,855.53 205,468.47 8% 9% 18,422.56 MUSIC EQUIPMENT REPAIR 0% 0% 100-512320 0.00 0.00 0.00 0.00 GRANT FUNDED PURCHASED SERVICES 100-512313 0% 0% 0.00 0.00 0.00 0.00 **ELEMENTARY PURCHASED SERVICES** 1,000.00 100-512321 1 000 00 0% 0% 0.00 0.00 100-512322 COPIER RENTAL 6,500.00 5,907.35 4% 9% 258.20 592.65 **ELEMENTARY TRAVEL** 0% 0% 100-512380 0.00 0.00 0.00 0.00 ELEMENT. FIXED MATERIALS 10,424,79 3% 100-512410 17.500.00 479.04 7.075.21 40% TEACHER SUPPLIES 100-512411 3.800.00 0.00 0.00 3,800.00 0% 0% MUSIC SUPPLIES 100-512412 224.90 224.90 22% 22% 1,000.00 775.10 100-512413 **GRANT FUNDED SUPPLIES** 675.00 675 00 0% 0% 0.00 675.00 MATERIALS -- ART 2 500 00 8% 100-512415 194 00 62% 1 556 07 943 93 **ELEMENTARY TEXTBOOKS** 100-512440 60,175.73 25.000.00 39.504.04 35,175.73) 158% 241% 2,261,818.00 12% TOTAL ELEMENTARY PROGRAM 225,442.79 268.456.76 1,993,361.24 10% SECONDARY SCHOOL PROGRAM 100-515110 HS CERTIFIED SALARIES 931.217.00 79,127.49 79.127.49 852.089.51 8% 8% 100-515113 **DRIVER EDUCATION SALARIES** 5,000.00 5.000.00 0% 0% 0.00 0.00 13,781.30 100-515115 HS CLASSIFIED SALARIES 283 521 00 13.967.64 269 739 70 5% 5% HS SUBSTITUTE SALARIES 1% 1% 100-515160 35.000.00 310.00 310.00 34.690.00 HS FRINGE BENEFITS 35,395.00 100-515200 1.777.33 5% 1.777.33 33 617 67 5% HS LIFE INSURANCE BENEFIT 8% 100-515210 1.676.00 1.542.52 8% 133.48 133.48 HS EMPLOYER FICA 91,511.95 100-515220 98.695.00 7.197.32 7.183.05 7% 7% HEALTH INSURANCE - HS 152,997,00 8% 100-515230 11,674.23 11,674.23 141,322.77 8% HS WORKER'S COMPENSATION 7,741.00 7,304.02 100-515270 437.84 436.98 6% 6% 100-515280 HS SICK LEAVE BENEFIT 0% 0% 0.00 0.00 0.00 0.00 100-515290 HS PERSI BENEFIT 164.882.00 12,568.59 12,546.30 152,335.70 8% 8% 100-515313 GRANT FUNDED PURCHASED SERVICES 0% 0% 0.00 0.00 0.00 0.00 COPIER RENTAL 5,185.94 100-515321 5.500.00 0% 6% 9.92 314.06 HS PURCHASE SERVICES 7% 38% 100-515322 307 63 4.500.00 1 724 63 2.775.37 0% 100-515380 HS TRAVEL 0% 0.00 0.00 0.00 0.00 H.S. FIXED MATERIALS 0% 100-515410 12,500.00 8,085.16 35% 0.00 4,414.84 TEACHER SUPPLIES 2.392.03 100-515411 2.800.00 218.12 407.97 8% 15% 100-515412 DRIVERS ED. MATERIALS 300.00 0.000.00 300.00 0% 0% **GRANT FUNDED SUPPLIES** 100-515413 408 89 408 89 408 89 0% 0% 0.00 MATERIALS -- ART MATERIALS -- MUSIC 33% 33% 100-515417 3.000.00 989.28 989.28 2.010.72 100-515421 6 000 00 0.00 140.98 5 859 02 0% 2% H.S. TEXTBOOKS 0% 100-515441 20,000.00 3,630.00 16,370.00 18% 0.00 1,596.75 SABG GRANT SALARIES 0.00 0% 0% 100-515116 4,790.25 4,790.25) SARG BENEFITS 0.00 967.80 967.80) 0% 100-515216 322.97 0% SARG PURCHASED SERVICES 1.935.93 0% 100-515316 0.00 645 31 1 935 93 0% SABG SUPPLIES 100-515416 0.00 0.00 2.500.00 2,500.00) 0% 0% TOTAL SECONDARY PROGRAM 8% 1.770.724.00 131.692.79 149.194.79 1.621.529.21 7% SPECIAL EDUCATION PROGRAM RESOURCE ROOM TEACHER SALARIES 306 470 00 9% 100-521110 26 138 08 28 504 08 277.965.92 9% 5,884.83 6,854.83 100-521115 RESOURCE ROOM AIDES' SALARIES 70.856.00 64.001.17 8% 10% EXCEPT. CHILD CERT. SUBSTITUTES 5.000.00 5.000.00 100-521160 0% 0.00 0.00 0% RESOURCE ROOM FRINGE BENEFITS 1,112.41 100-521200 13,350.00 1,112.41 12,237.59 8% 8% EXCEPT. LIFE/EMP. ASSIST. 480.00 100-521210 40.87 40.87 439 13 9% 9% 100-521220 **EMPLOYER FICA** 27.485.42 8% 9% 30.269.00 2.528.36 2.783.58 100-521230 HEALTH INSURANCE - EXCEPT CHILD 9% 9% 35 307 00 3 232 23 3 232 23 32 074 77 WORKER'S COMPENSATION 6% 100-521270 7% 2,374.00 152.43 167.77 2,206.23 SICK LEAVE RETIRE. 0% 100-521280 0% 0.00 0.00 0.00 0.00 RETIREMENT BENEFIT 51,586.00 46,781.21 100-521290 4.369.84 4.804.79 8% 9% 8% 100-521300 TUITION TO N.I.C.H. 40,000.00 3,280.00 3,280.00 36,720.00 8% SPED PURCHASED SERVICES 1,000.00 100-521310 0.00 0.00 1,000.00 0% 0% 0% 100-521380 TRAVEL - PURCHASED SVCS 0.00 0% 0.00 0.00 0.00 SPED SUPPLIES 6.000.00 4,062.13 21% 32% 100-521410 1.937.87 1.230.47 SPED TEACHER SUPPLIES 100-521411 0% 1.000.00 0.000.00 1.000.00 0%

0.00

47,969.52

0.00

52,718.43

5,000.00

515,973.57

0%

8%

0%

9%

5,000.00

568,692.00

TOTAL ANCILLARY

17%

304,287.74

27%

417,802.00

69,328.57

113,514.26

*** BUDGET	REPORT *** LAPWAI SCHOOL DISTRICT #341			MO-YR: 09-2025 09/30			
ACCT#	(Rprt: 01 - MAIN ACCT NAME	; Dates: 00/00/00- BUDGETED	-09/30/25; PRINT: 09 MTD ACTIVITY	/11/25 2:43:23 PM) YTD ACTIVITY	BALANCE	MTD%	YTD%
	INSTRUCTIONAL IMPROVEMENT PROGRAM						
100-621110 100-621115 100-621200 100-621210	SALARIES - INSTRUCTIONAL IMPROVEME SALARIES - N/C INSTR IMPROVE FRINGE LIFE	0.00 0.00 0.00 0.00	0.00 0.00 0.00 0.00	0.00 0.00 0.00 0.00	0.00 0.00 0.00 0.00	0% 0% 0% 0%	0% 0% 0% 0%
100-621220 100-621230 100-621270 100-621280	FICA HEALTH INSURANCE WORKERS COMP UUSL	0.00 0.00 0.00 0.00 0.00	0.00 0.00 0.00 0.00 0.00	0.00 0.00 0.00 0.00	0.00 0.00 0.00 0.00 0.00	0% 0% 0% 0%	0% 0% 0% 0%
100-621290 100-621310 100-621311 100-621380 100-621410	PERSI INSTRUCT. IMPROVE CREDIT REIMB INSTRUCTIONAL IMPROVEMENT PURCHASED SERVIC TRAVEL/TRNG. MENTORING SUPPLIES	0.00 8,375.00 20,000.00 0.00 100.00	0.00 870.00 0.00 144.80 0.00	0.00 1,532.50 0.00 1,200.80 0.00	0.00 6,842.50 20,000.00 ( 1,200.80) 100.00	0% 10% 0% 0% 0%	0% 18% 0% 0%
100-021410	TOTAL INSTRUCTION IMPROVEMENT	28,475.00	1,014.80	2,733.30	25,741.70	4%	10%
	EDUCATIONAL MEDIA PROGRAM						
100-622110	LIBRARY SALARIES - ELEMEN & SECOND	0.00	0.00	0.00	0.00	0%	0%
100-622111 100-622115 100-622160 100-622200	AUDIOVISUAL SALARIES - ELEM & SEC LIBRARY CLASSIFIED SALARIES LIBRARY SUBSTITUTES LIBRARY FRINGE BENEFITS	0.00 69,046.00 1,000.00 0.00	0.00 5,830.72 0.00 0.00	0.00 5,830.72 0.00 0.00	0.00 63,215.28 1,000.00 0.00	0% 8% 0% 0%	0% 8% 0% 0%
100-622210 100-622220 100-622230	LIB./TECH. LIFE/EMP. ASSIST. EMPLOYER FICA HEALTH INSURANCE - MEDIA	192.00 5,359.00 23,538.00	16.00 446.06 1,961.44	16.00 446.06 1,961.44	176.00 4,912.94 21,576.56	8% 8% 8%	8% 8% 8%
100-622270 100-622280 100-622290 100-622323	WORKER'S COMPENSATION SICK LEAVE RETIRE. RETIREMENT BENEFIT VALNET COMMUNICATIONS	420.00 0.00 8,258.00 7,000.00	26.82 0.00 697.35 0.00	26.82 0.00 697.35 1,212.50	393.18 0.00 7,560.65 5,787.50	6% 0% 8% 0%	6% 0% 8% 17%
100-622410 100-622412	LIBRARY MATERIALSELEMENTARY LIBRARY MATERIALSSECONDARY	5,000.00 5,000.00	988.26 0.00	988.26 0.00	4,011.74 5,000.00	20% 0%	20% 0%
	TOTAL EDUCATIONAL MEDIA PROGRAM	124,813.00	9,966.65	11,179.15	113,633.85	8%	9%
	INSTRUCTIONAL RELATED TECHNOLOGY						
100-623115 100-623200 100-623210 100-623220 100-623230 100-623270 100-623280	TECHNOLOGY SALARY TECHNOLOGY FRINGE BENEFITS TECHNOLOGY LIFE BENEFIT TECHNOLOGY FICA BENEFIT HEALTH INSURANCE - TECHNOLOGY TECHNOLOGY WORKERS COMP.	81,618.00 0.00 96.00 6,244.00 11,769.00 490.00	7,961.91 0.00 9.47 608.73 1,160.68 36.62	7,961.91 0.00 9.47 608.73 1,160.68 36.62	73,656.09 0.00 86.53 5,635.27 10,608.32 453.38	10% 0% 10% 10% 10% 7%	10% 0% 10% 10% 10% 7% 0%
100-623290	TECHNOLOGY SICK LEAVE BENEFIT TECHNOLOGY PERSI BENEFIT	0.00 9,448.00	0.00 973.52	0.00 973.52	0.00 8,474.48	0% 10%	10%
100-623310 100-623323 100-623410 100-623411 100-623412 100-623413 100-623550	TECHNOLOGY PURCHASED SERVICES TECHNOLOGY INTERNET COMMUNICATIONS TECHNOLOGY SUPPLIES/MATERIALS TECHNOLOGY-ELEMENTARY TECHNOLOGY SECONDARY TECHNOLOGY - EXCEPTIONAL CHILD TECHNOLOGY - CAPITAL OUTLAY	20,000.00 40,000.00 5,000.00 35,000.00 35,000.00 5,000.00	0.00 0.00 0.00 8,014.34 99.90 0.00	0.00 606.00 15.8.85 15,873.85 5,892.59 2,956.00 0.00	20,000.00 39,394.00 4,841.15 19,126.15 29,107.41 2,044.00 0.00	0% 0% 0% 23% 0% 0%	0% 2% 3% 45% 17% 59% 0%
	TOTAL INSTRUCTIONAL TECHNOLOGY	249,665.00	18,865.17	36,238.22	213,426.78	8%	15%
	BOARD OF EDUCATION PROGRAM						
100-631115 100-631200 100-631210 100-631220 100-631230 100-631270 100-631280 100-631290 100-631310	CLERK-TREASURER SALARIESBD OF ED BOARD FRINGE BENEFITS EMPLOYEE LIFE BENEFIT EMPLOYER FICA HEALTH INSURANCE - CLERK WORKER'S COMPENSATION SICK LEAVE RETIRE. RETIREMENT BENEFIT BOARD PURCH. SERVICE	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	0% 0% 0% 0% 0% 0% 0%	0% 0% 0% 0% 0% 0% 0% 55%
100-631410	SUPPLIES - SCHOOL BOARD	750.00	68.50	86.48	663.52	9%	12%
	TOTAL BOARD OF EDUCATION PROGRAM	45,750.00	4,822.52	24,715.54	21,034.46	11%	54%

TOTAL BUSINESS OPERATIONS

*** BUDGET	REPORT *** LAPWAI SCHOOL DISTRICT #34		MO-YR: 09-2025 09/30/25				
ACCT#	ACCT NAME	ort: 01 - MAIN; Dates: 00/00/00- BUDGETED	09/30/25; PRINT: 09 MTD ACTIVITY	)/11/25 2:43:23 PM) YTD ACTIVITY	BALANCE	MTD%	YTD%
	DISTRICT ADMINISTRATION PROGRAM						
100-632110	DISTRICT ADMINISTRATION SALARIES	144,133.00	12,251.33	36,753.99	107,379.01	9%	26%
100-632115	DISTRICT ADMIN. CLASSIFIED	0.00	0.00	0.00	0.00	0%	0%
100-632200	DISTRICT FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-632210	DISTRICT LIFE/EMP. ASSIST.	240.00	20.00	60.00	180.00	8%	25%
100-632220	EMPLOYER FICA	11,026.00	934.72	2,804.16	8,221.84	8%	25%
100-632230	HEALTH INSURANCE - DISTRICT ADMIN	11,769.00	980.72	2,871.62	8,897.38	8%	24%
100-632270	WORKER'S COMPENSATION	865.00	56.36	169.08	695.92	7%	20%
100-632280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-632290	RETIREMENT BENEFIT	19,429.00	1,651.48	4,954.44	14,474.56	9%	26%
100-632310	BANK FEES / GRANT SVCS	25,000.00	0.00	0.00	25,000.00	0%	0%
100-632322	COPIER RENTAL	4,000.00	312.34	674.57	3,325.43	8%	17%
100-632333	DISTRICT COMMUNICATIONS	10,000.00	96.10	329.84	9,670.16	1%	3%
100-632380	DISTRICT TRAVELGENERAL	15,000.00	0.00	58.80	14,941.20	0%	0%
100-632390	DISTRICT PURCHASED SERVICES	17,500.00	661.30	7,986.26	9,513.74	4%	46%
100-632410	DISTRICT SUPPLIES	3,000.00	356.85	590.36	2,409.64	12%	20%
100-632412	DISTRICT SUBSCRITIONS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL DISTRICT ADMINISTRATION	261,962.00	17,321.20	57,253.12	204,708.88	7%	22%
	SCHOOL ADMINISTRATION PROGRAM						
100-641110	SCHOOL ADMIN SALARIES	217,418.00	18,137.16	18,137.16	199.280.84	8%	8%
100-641115	ADMINISTRATIVE NON-CERTIFIED	109,366.00	10,482.88	10,482.88	98,883.12	10%	10%
100-641200	SCHOOL ADMIN FRINGE BENEFITS	8,531.00	710.91	710.91	7,820.09	8%	8%
100-641210	SCHOOL ADMIN. LIFE/EMP. ASSIST.	727.00	51.26	47.37	679.63	7%	7%
100-641220	EMPLOYER FICA	25,652.00	2,230.73	2,230.73	23,421.27	9%	9%
100-641230	HEALTH INSURANCE - SCHOOL ADMIN	53,801.00	2,168.09	2,168.09	51,632.91	4%	4%
100-641270	WORKER'S COMPENSATION	2,012.00	134.91	134.91	1,877.09	7%	7%
100-641280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-641290	RETIREMENT BENEFIT	43,538.00	3,750.20	3,750.20	39,787.80	9%	9%
100-641323	SCHOOL COMMUNICATIONS	16.000.00	697.86	1.753.98	14.246.02	4%	11%
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	603.50	1,396.50	0%	30%
100-641411	SECOND. ADMIN. MATERIALS	2,600.00	0.00	1,349.10	1,250.90	0%	52%
100-641412	DUES/SUBSCRIPTIONS/REGISTRATIONS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL SCHOOL ADMINISTRATION	481,645.00	38,364.00	41,368.83	440,276.17	8%	9%
	BUSINESS OPERATIONS PROGRAM						
100-651115	SALARIES - BUSINESS OPERATIONS	86,921.00	7,674.41	19,789.41	67,131.59	9%	23%
100-651200	FRINGE	10,317.00	859.75	2,579.25	7,737.75	8%	25%
100-651210	LIFE INS BENEFIT	96.00	8.04	24.04	71.96	8%	25%
100-651210	EMPLOYER FICA	7,439.00	650.96	1,705.62	5.733.38	9%	23%
100-651230	HEALTH INSURANCE	0.00	3.64	3.64	( 3.64)	0%	0%
100-651270	WORKER'S COMPENSATION	583.00	39.25	102.89	480.11	7%	18%
100-651280	SICK LEAVE RETIREMENT	0.00	0.00	0.00	0.00	0%	0%
100-651290	PERSI	11,630.00	1,020.56	2,675.16	8,954.84	9%	23%
100-651310	PURCHASED SERVICES	70,000.00	5,605.00	19,566.26	50,433.74	8%	28%
100-651311	MEDICAID BILLING SERVICES	20,043.00	0.00	303.57	19,739.43	0%	2%
100-651380	TRAVEL / TRAINING	4,000.00	0.00	585.85	3,414.15	0%	15%
100-651410	SUPPLIES	2,000.00	0.00	0.00	2,000.00	0%	0%
100-001-10	551.1.2.25	2,000.00		0.00	2,000.00		

213,029.00

15,861.61

47,335.69

165,693.31

7% 22%

TOTAL SCHOOL SAFETY

*** BUDGET	REPORT *** LAPWAI SCHOOL DISTRICT #		MO-YR: 09-2025 09/30/2				
ACCT#	ACCT NAME	(Rprt: 01 - MAIN; Dates: 00/00/00 BUDGETED	-09/30/25; PRINT: 09 MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
	BUILDING CUSTODIAL CARE PROGRAM	Л					
100-661115 100-661165 100-661200 100-661210	CUSTODIAL SALARIES CUSTODIAL SUBSTITUTES CUSTODIAL FRINGE BENEFITS CUSTODIAL LIFE/EMP. ASSIST.	176,174.00 12,000.00 0.00 384.00	20,064.97 0.00 0.00 31.57	42,377.76 0.00 0.00 64.96	133,796.24 12,000.00 0.00 319.04	11% 0% 0% 8%	24% 0% 0% 17%
100-661220 100-661230 100-661270	EMPLOYER FICA HEALTH INSURANCE - CUSTODIAL WORKER'S COMPENSATION	14,395.00 47,076.00 10,124.00	1,534.03 3,853.70 611.36	3,240.93 7,756.58 1,382.09	11,154.07 39,319.42 8,741.91	11% 8% 6%	23% 16% 14%
100-661280 100-661290 100-661322	SICK LEAVE RETIRE. RETIREMENT BENEFIT CUSTODIAL PURCHASED SERVICES	0.00 21,070.00 1,713.00	0.00 2,135.80 0.00	0.00 3,631.28 0.00	0.00 17,438.72 1,713.00	0% 10% 0%	0% 17% 0%
100-661330 100-661410 100-661710	UTILITIES CUSTODIAL SUPPLIES PROPERTY/LIABILITY INSURANCE	245,000.00 35,000.00 58,150.00	17,278.42 0.00 0.00	32,047.71 9,529.45 69,651.00	212,952.29 25,470.55 ( 11,501.00)	7% 0% 0%	13% 27% 120%
100-661711	LIABILITY INSURANCE TOTAL CUSTODIAL	0.00	0.00  45,509.85	0.00  169,681.76	0.00  451,404.24	0% 7%	0%  27%
	MAINTENANCE - BUILDINGS-NON-STUD	621,086.00 DENT OCCUPIEI	45,509.65	109,001.70	431,404.24	1 70	21 70
100-663310	PURCHASE SERVMAINT/BUS BARN	0.00	25.46	765.27	( 765.27)	0%	0%
100-663311 100-663312 100-663315	PURCHASE SERVELEM. NON-OCCUP PURCHASE SERVSECONDNON-OCC PURCHASE SERVDISTNON-OCCUP.	CUP. 0.00 0.00	0.00 0.00 0.00	0.00 0.00 0.00	0.00 0.00 0.00	0% 0% 0%	0% 0% 0%
100-663330 100-663410 100-663415	MAINT. BLDG. UTILITIES MATERIALSMAINT/BUS BARN FAC. MATERIALSDISTNON-OCCUP.	0.00 0.00 0.00	0.00 0.00 0.00	0.00 6,700.30 0.00	0.00 ( 6,700.30) 0.00	0% 0% 0%	0% 0% 0%
	TOTAL MAINTENANCE - NON STU OCC	0.00	25.46	7,465.57	7,465.57CR	0%	0%
	MAINTENANCE - BUILDINGS-STUDENT	OCCUPIED					
100-664115 100-664200 100-664210 100-664220 100-664230 100-664270	GENERAL MAINTENANCE SALARIES MAINTENANCE FRINGE BENEFITS MAINTENANCE LIFE/EMP. ASSIST. EMPLOYER FICA HEALTH INSURANCE - MAINT WORKER'S COMPENSATION	138,834.00 10,317.00 144.00 11,410.00 10,030.00 8,024.00	12,048.18 859.75 14.90 966.58 836.02 444.34	39,975.54 2,579.25 52.10 3,177.43 3,200.57 1,383.97	98,858.46 7,737.75 91.90 8,232.57 6,829.43 6,640.03	9% 8% 10% 8% 8% 6%	29% 25% 36% 28% 32% 17%
100-664280 100-664290 100-664310 100-664311	SICK LEAVE RETIRE. RETIREMENT BENEFIT PURCHASE SERVICEMAINT/BUS BAR! PURCHASE SERVICEELEMENTARY	0.00 17,838.00 N 0.00 0.00	0.00 1,555.48 0.00 3,544.13	0.00 5,101.25 455.00 9,782.04	0.00 12,736.75 ( 455.00) ( 9,782.04)	0% 9% 0% 0%	0% 29% 0% 0%
100-664312 100-664410 100-664411 100-664412 100-664415 100-664550	PURCHASE SERVICESECONDARY MATERIALSMAINT/BUS BARN MATERIALSELEMENTARY MATERIALSSECONDARY MATERIALSPRESCHOOL/KIND. MAINTENANCE CAPITAL OUTLAY	0.00 0.00 0.00 0.00 0.00 0.00	1,468.77 2,945.98 312.50 955.97 0.00 0.00	10,527.42 2,945.98 3,575.93 1,992.53 0.00 0.00	( 10,527.42) ( 2,945.98) ( 3,575.93) ( 1,992.53) 0.00 0.00	0% 0% 0% 0% 0%	0% 0% 0% 0% 0%
	TOTAL MAINTENANCE	196,597.00	25,952.60	84,749.01	111,847.99	13%	43%
	MAINTENANCE - GROUNDS						
100-665310 100-665410 100-665550	PURCHASE SERVICEGROUNDS MATERIALSGROUNDS GROUNDS - CAPITAL OUTLAY	20,000.00 10,000.00 0.00	400.00 0.00 0.00	14,737.20 492.27 9,500.00	5,262.80 9,507.73 ( 9,500.00)	2% 0% 0%	74% 5% 0%
	TOTAL GROUNDS CARE	30,000.00	400.00	24,729.47	5,270.53	1%	82%
	SECURITY/SAFETY PROGRAM						
100-667310 100-667410 100-667550	SCHOOL SAFETY PURCH SERVICES SECURITY SUPPLIES SECURITY - CAPITAL OUTLAY	0.00 7,500.00 0.00	0.00 0.00 0.00	0.00 0.00 0.00	0.00 7,500.00 0.00	0% 0% 0%	0% 0% 0%

7,500.00

0.00

0.00

7,500.00

ACCT 8 ACCT NAME PUPIL-TO-SCHOOL TRANSPORTATION PROGRAM PUPIL-TO-SCHOOL TRANSPORTATION PROGRAM PUPIL-TO-SCHOOL TRANSPORTATION PROGRAM PUPIL-TO-SCHOOL TRANSPORTATION PROGRAM 100-681115 TRANSP SMLARES—TO SCHOOL @ 50% 100-681115 TRANSP SMLARES—TO SCHOOL TRANSPORTATION PROGRAM  100-681115 TRANSP SMLARES—TO SCHOOL TRANSPORTATION PROGRAM  100-681115 TRANSP SMLARES—TO SCHOOL TRANSPORTATION PROGRAM  100-681115 TR	*** BUDGET	REPORT *** LAPWAI SCHOOL DISTRICT #341  (Rort: 01 - Mar	VIN: Dates: 00/00/00-00	3/30/25: PRINT: 00	0/11/25 2·/3·23 DM)	MO-	YR: 09-2	2025 09/
100-891176	ACCT#					BALANCE	MTD%	YTD%
10.0881120   TRANSP SALARIESMICHANIC & 50%   12.08000   10.080   3.00%   3.570.20   8.00%   10.0881000		PUPIL-TO-SCHOOL TRANSPORTATION PROGRAM						
10.0881175   TRANSP SALARIES-SUPY & 50%   12.480.00   1.008.08   3,109.98   5,370.02   9 h; 100.981170   170.98120   170.981								8%
0.688196								0% 25%
0.088120   TRANSP. LIFE INSURANCE @ 50%   192.00   25.54   25.62   106.38   14%   0.088120   TRANSP. WICKNEER COMP @ 50%   1.104.00   1.159.30   1.159.21   1.121.21   8 %   0.088120   TRANSP. WICKNEER COMP @ 50%   1.080.00   0.00   0.00   0.00   0.00   0.088120   TRANSP. WICKNEER COMP @ 50%   1.508.00   227.27   297.28   4.407.4   5.60   0.088120   TRANSP. WICKNEER COMP @ 50%   1.508.00   227.27   1.158.91   1.158.91   1.158.91   0.088120   TRANSP. WICKNEER COMP @ 50%   5.000.00   0.00   0.00   0.00   0.00   0.088120   TRANSP. WICKNEER @ 50%   5.000.00   0.00   3.00.00   0.00   0.00   0.088120   TRANSP. WICKNEER @ 50%   5.000.00   0.00   3.00.00   1.200.00   0.00   0.0881210   TRANSP. WICKNEER @ 50%   5.000.00   0.00   3.00.00   1.200.00   0.00   0.0881217   TRANSP. WICKNEER @ 50%   5.000.00   0.00   3.00.00   1.200.00   0.00   0.0881317   TRANSP. WICKNEER @ 50%   5.000.00   0.00   0.00   0.00   0.00   0.0881317   TRANSP. WICKNEER @ 50%   5.000.00   0.00   0.00   0.00   0.00   0.0881317   TRANSP. WICKNEER @ 50%   5.000.00   0.00   0.00   0.00   0.00   0.0881317   TRANSP. WICKNEER @ 50%   5.000.00   0.00   0.00   0.00   0.00   0.0881317   TRANSP. WICKNEER @ 50%   5.000.00   0.00   0.00   0.00   0.00   0.0881317   TRANSP. WICKNEER @ 50%   5.000.00   0.00   0.00   0.00   0.00   0.0881319   TRANSP. WICKNEER @ 50%   5.000.00   0.00   0.00   0.00   0.00   0.0881319   TRANSP. WICKNEER @ 50%   5.000.00   0.00   0.00   0.00   0.00   0.0881319   TRANSP. WICKNEER @ 50%   5.000.00   0.00   0.00   0.00   0.00   0.0881319   TRANSP. WICKNEER @ 50%   5.000.00   0.00   0.00   0.00   0.00   0.0881319   TRANSP. WICKNEER @ 50%   5.000.00   0.00   0.00   0.00   0.00   0.0881319   TRANSP. WICKNEER @ 50%   5.000.00   0.00   0.00   0.00   0.00   0.0881319   TRANSP. WICKNEER @ 50%   5.000.00   0.00   0.00   0.00   0.00   0.0881319   TRANSP. WICKNEER @ 50%   5.000.00   0.00   0.00   0.00   0.00   0.0881319   TRANSP. WICKNEER @ 50%   5.000.00   0.00   0.00   0.00   0.00   0.0881319   TRANSP. WICKNEER & 50.00   0.00   0.00   0.00   0.00								0%
0.088120   TRANSP EMILOVER FICANDIC & 90%   1,084.00   871.36   371.82   10,212.18   89%   0.088130   1,084.11   MosUPANCE - TRANSP - 50%   1,759.00   277.72   25.09   875.41   59%   0.088130   1,085.00   1,08								5%
0.688120   HALTHINISURANCE - TRANSP - 50%   1,739.00   971.73   883.09   575.91   586.00   586.277   TRANSP PERSIB RENETTING 50%   19.194.00   1,158.91   1,169.91   10,005.99   10,008.917   17.494.97   1,799.00   1,158.91   1,169.91   10,005.99   1,008.917   1,799.00   1,158.91   1,169.91   10,005.99   1,000.00   1,0								13% 8%
0.0681200 TRANSP SIGK LEAVE @ 50% 0.000 0.00 0.00 0.00 0.00 0.00 0.00								50%
0.688120   TRANSP PERSI BENEFIT @ 50%   19,194.00   1,189.01   1,189.01   18,055.00   90.0088131   PHYSICAL SIDBUUT ESTING @ 55%   1,000.00   0,000   300.00   1,200.00   0,00						-, -		5%
0-0-88131 PHYSICALSIDRUG TESTING § 50%   1,500.00   0.00   300.00   1,200.00   0.00								0% 6%
0.88317 PHYSICALSICRUG TESTING @ 58% 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.								32%
0.681317 TRAINING-DIST/IAPT/STNNAPT/ @50% 3,000.00 0,00 3,145,54 (145,54) 0% 00.681318 TRAINING-DIST/IAPT/STNNAPT/ @50% 15,000.00 92,23 1,000.11 13,740,30 6% 00.681318 TRAINING-DIST/IAPT/STNNAPT/ @50% 50% 0,00 0,00 0,00 0,00 0,00 0,00 0,			,			,		20% 0%
0.06813131 TRANSP. 10%. CELL PLONE @ 50% 300.00 0.00 0.00 0.00 0.00 0.00 0.00								105%
0.0681301 TRANSP 100X CELL PHONE © 50% 300.00 0.00 0.00 300.00 0% 500.00 0%								0%
10-88156  TRANSP.INLELU-OF_@ 50%   500.00   0.00								13% 0%
0.0681311 TRAVEL.DISTINPESTINATE 9.0% 0.00 0.00 0.00 0.00 0.00 0.00 0.00								0%
0.068110 TECHN. COVERALIS/RAGS @ 50% 500.00 0.00 0.00 5.000 0.00 0.00 0.	00-681380	TRAVEL-SDE DRIVER/TECH TRGN @ 85%	0.00	0.00	0.00	0.00	0%	0%
10-681420								0%
10-681215								0% 0%
10-881425   BUS OFFICE SUPPLIES/POSTAGE @ 50%   0.00								0%
10-68150								50%
10-88150  TRANSP-CAPITAL OUTLAY								0% 0%
10-481710   TRANSP.FACILITY INS.—@ 50%   0.00   0								0%
PUPIL-ACTIVITY TRANSPORTATION PROGRAM  00-682115 TRANS-SALARIES-ACTIVITY/SHUTTLE 20,000.00 1,648.44 2,050.27 17,949.73 8%  10-682200 TRANS-ACTIVITY-FRINGE 0.00 0.00 0.00 0.00 0.00 0.00 0%  10-682200 TRANS-ACTIVITY-FRINGE 0.00 0.00 0.00 0.00 0.00 0.00 0%  10-682200 TRANS-ACTIVITY-FICA 1,530.00 124.78 155.05 1,374.95 9%  10-682200 TRANS-ACTIVITY-FICA 1,530.00 124.78 155.05 1,374.95 9%  10-682200 TRANS-ACTIVITY-FICA 1,530.00 124.78 155.05 1,374.95 9%  10-682200 TRANS-ACTIVITY-FICA 1,000 0.00 0.00 0.00 0.00 0.00 0.00 0.0								0%
10.0682115   TRANSP SALARIES - ACTIVITY - FIRINGE   0.00		TOTAL PUPIL TO SCHOOL TRANSPORTATION	288,137.00	19,071.37	43,185.80	244,951.20	7%	15%
0.0682200   TRANS - ACTIVITY - FIRINGE   0.00		PUPIL-ACTIVITY TRANSPORTATION PROGRAM						
D-682210   TRANS - ACTIVITY - LIFE   0.00   3.39   4.31   ( 4.31)   0.96	00-682115	TRANSP.SALARIESACTIVITY/SHUTTLE	20,000.00	1,648.44	2,050.27	17,949.73	8%	10%
D-682220   TRANS - ACTIVITY - FICA   1,530,00   124.78   155.05   1,374.95   879.00								0%
0.6882230   TRANS - ACTIVITY - HEALTH INS   0.00   256,93   365.57   0.865.57   0.96     0.6882270   TRANS - ACTIVITY - UUSL   0.00   0.00   0.00   0.00   0.00   0.00     0.6882280   TRANS - ACTIVITY - PERSI   2.696.00   2.03 ,98   252.04   2.443.96   8%     0.6882310   PURCHASE SERVICES-NON ALLOW   500.00   0.00   0.00   500.00   0.00     TOTAL ACTIVITY TRANSPORTATION   26,846.00   2.284.62   2.886.64   23,959.36   9%     GENERAL TRANSPORTATION PROGRAM   500.00   0.00   0.00   2.000.00   0.00     TOTAL GENERAL TRANSPORTATION   26,846.00   0.00   121.01   1,576.99   0%     TOTAL GENERAL TRANSPORTATION   4,000.00   0.00   121.01   1,576.99   0%     TOTAL GENERAL TRANSPORTATION   4,000.00   0.00   121.01   3,878.99   0%     FOOD SERVICES PROGRAM   500.00   0.00   121.01   3,878.99   0%     TOTAL GENERAL TRANSPORTATION   4,000.00   0.00   121.01   3,878.99   0%     FOOD SERVICES PROGRAM   500.00   0.00   0.00   0.00   0.00   0.00   0.00     TOTAL ACTIVITY - BUILDINGS   0.00   0.00   0.00   0.00   0.00   0.00   0.00     CAPITAL ASSETS   0.00   0						,		0% 10%
10-682270   WORK COMP								0%
10-682290   TRANS - ACTIVITY - PERSI   2,996.00   203.98   252.04   2,443.96   8%   10-682410   TRANSPORTATION MATUS - NON-ALLOW   2,000.00   0.00   0.00   500.00   0%   10-682410   TRANSPORTATION MATUS - NON-ALLOW   2,000.00   0.00   0.00   2,000.00   0%   10-682410   TRANSPORTATION MATUS - NON-ALLOW   2,000.00   0.00   0.00   2,000.00   0%   10-682410   TRANSPORTATION PROGRAM   2,284.62   2,886.64   23,959.36   9%   10-683410   PURCHASE SERVICES - NON ALLOWABLE   2,000.00   0.00   121.01   1,876.99   0%   10-683410   SUPPLIES - NON ALLOWABLE   2,000.00   0.00   0.00   2,000.00   0%   10-683410   TOTAL GENERAL TRANSPORTATION   4,000.00   0.00   121.01   3,878.99   0%   FOOD SERVICES PROGRAM   FOOD SERVICES PROGRAM   12,879.00   1,569.35   2,075.25   10,803.75   12%   TOTAL NON-INSTRUCTION   12,879.00   1,569.35   2,075.25   10,803.75   12%   TOTAL ASSETS   10-693.65   10-693.75							39%	50%
0-682310   PURCHASE SERVICES—NON ALLOW   500.00   0.00   0.00   500.00   0.00								0%
10-682410   TRANSPORTATION MATLS-NON-ALLOW.   2,000.00   0.00   0.00   2,000.00   0.								9% 0%
GENERAL TRANSPORTATION PROGRAM  00-683310 PURCHASE SERVICES-NON ALLOWABLE 2,000.00 0.00 121.01 1,878.99 0% 00-683410 SUPPLIES-NON ALLOWABLE 2,000.00 0.00 0.00 121.01 3,878.99 0% 10-683410 SUPPLIES-NON ALLOWABLE 2,000.00 0.00 0.00 121.01 3,878.99 0% 10-683410 SUPPLIES-NON ALLOWABLE 2,000.00 0.00 0.00 121.01 3,878.99 0% 10-690 SERVICES PROGRAM  FOOD SERVICES PROGRAM  12,879.00 1,569.35 2,075.25 10,803.75 12% 10-690 10-69								0%
DOG   100   100   100   100   100   110   1   1		TOTAL ACTIVITY TRANSPORTATION	26,846.00	2,284.62	2,886.64	23,959.36	9%	11%
SUPPLIES-NON ALLOWABLE   2,000.00   0.00   0.00   2,000.00   0.		GENERAL TRANSPORTATION PROGRAM						
TOTAL GENERAL TRANSPORTATION 4,000.00 0.00 121.01 3,878.99 0% FOOD SERVICES PROGRAM  00-710220 FOOD EMPLOYER FICA 12,879.00 1,569.35 2,075.25 10,803.75 12% TOTAL NON-INSTRUCTION 12,879.00 1,569.35 2,075.25 10,803.75 12% CAPITAL ASSETS  00-810520 CAPITAL OUTLAY - BUILDINGS 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.						,		6% 0%
FOOD SERVICES PROGRAM  00-710220 FOOD EMPLOYER FICA 12,879.00 1,569.35 2,075.25 10,803.75 12%  TOTAL NON-INSTRUCTION 12,879.00 1,569.35 2,075.25 10,803.75 12%  CAPITAL ASSETS  00-810520 CAPITAL OUTLAY - BUILDINGS 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.	JU-0034 IU							
TOTAL NON-INSTRUCTION   12,879.00   1,569.35   2,075.25   10,803.75   12%			4,000.00	0.00	121.01	3,878.99	0%	3%
TOTAL NON-INSTRUCTION 12,879.00 1,569.35 2,075.25 10,803.75 12% CAPITAL ASSETS  00-810520 CAPITAL OUTLAY - BUILDINGS 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.			40.070.00	4.500.05		40.000.75	100/	100/
CAPITAL ASSETS  00-810520 CAPITAL OUTLAY - BUILDINGS	30-710220							16%
00-810520 CAPITAL OUTLAY - BUILDINGS 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.			12,879.00	1,569.35	2,075.25	10,803.75	12%	16%
TOTAL CAPITAL OUTLAY - VEHICLES   0.00   0								
DO-920821   TRANSFER TO BUS DEPRECIATION FUND   26,927.00   0.00   0.00   26,927.00   0.00								0% 0%
TRANSFER TO MEDICAID FUND   107,566.00   0.00   0.00   107,566.00   0.		TOTAL CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
TRANSFERS TO OTHER FUNDS   35,301.00   0.00   0.00   35,301.00   0.00	00-920821	TRANSFER TO BUS DEPRECIATION FUND	26,927.00	0.00	0.00	26,927.00	0%	0%
TOTAL OTHER   438,802.00   0.00   0.00   438,802.00   0.								0%
TOTAL EXPENDITURES  8,776,051.00  722,937.26  1,188,568.63  7,587,482.37  8%  GRANTS - NEZ PERCE TRIBE & OTHERS  32-320000  BEGINNING BALANCE - BUDGET  118,000.00CR  0.00  0.00  118,000.00CR  0%  32-415000  INVESTMENT EARNINGS  3,000.00CR  0.00  430.70CR  2,569.30CR  0%  32-419900  GRANT REVENUE - NPT & OTHERS  0.00  0.00  17,000.00CR  17,000.00  0%  32-443000  FEDERAL GRANT REVENUE  0.00  0.00  0.00  0.00  0.00						,		0% 0%
GRANTS - NEZ PERCE TRIBE & OTHERS  32-320000 BEGINNING BALANCE - BUDGET 118,000.00CR 0.00 118,000.00CR 0% 32-415000 INVESTMENT EARNINGS 3,000.00CR 0.00 430.70CR 2,569.30CR 0% 32-419900 GRANT REVENUE - NPT & OTHERS 0.00 0.00 17,000.00CR 17,000.00 0% 32-443000 FEDERAL GRANT REVENUE 0.00 0.00 0.00 0.00 0.00		TOTAL OTHER	608,596.00	0.00	0.00	608,596.00	0%	0%
GRANTS - NEZ PERCE TRIBE & OTHERS  32-320000 BEGINNING BALANCE - BUDGET 118,000.00CR 0.00 0.00 118,000.00CR 0% 32-415000 INVESTMENT EARNINGS 3,000.00CR 0.00 430.70CR 2,569.30CR 0% 32-419900 GRANT REVENUE - NPT & OTHERS 0.00 0.00 17,000.00CR 17,000.00 0% 32-443000 FEDERAL GRANT REVENUE 0.00 0.00 0.00 0.00 0.00		TOTAL EXPENDITURES	8,776,051.00	722,937.26	1,188,568.63	7,587,482.37	8%	14%
32-32000 BEGINNING BALANCE - BUDGET 118,000.00CR 0.00 0.00 118,000.00CR 0% 32-415000 INVESTMENT EARNINGS 3,000.00CR 0.00 430.70CR 2,569.30CR 0% 32-419900 GRANT REVENUE - NPT & OTHERS 0.00 0.00 17,000.00CR 17,000.00 0% 32-443000 FEDERAL GRANT REVENUE 0.00 0.00 0.00 0.00 0.00 0.00			========	========	========	========	=====	=====
32-415000 INVESTMENT EARNINGS 3,000.00CR 0.00 430.70CR 2,569.30CR 0% 32-419900 GRANT REVENUE - NPT & OTHERS 0.00 0.00 17,000.00CR 17,000.00 0% 32-443000 FEDERAL GRANT REVENUE 0.00 0.00 0.00 0.00 0.00		GRANTS - NEZ PERCE TRIBE & OTHERS						
32-415000 INVESTMENT EARNINGS 3,000.00CR 0.00 430.70CR 2,569.30CR 0% 32-419900 GRANT REVENUE - NPT & OTHERS 0.00 0.00 17,000.00CR 17,000.00 0% 32-443000 FEDERAL GRANT REVENUE 0.00 0.00 0.00 0.00 0.00	32-320000	BEGINNING BALANCE - BUDGET	118.000 00CR	0.00	0.00	118.000 00CR	0%	0%
32-443000 FEDERAL GRANT REVENUE 0.00 0.00 0.00 0.00 0.00 0.00								14%
						,		0%
0.00 0.00 0.00 0.00 0.00								0% 0%
	J_ 700000	THE THE TRUTTON LIN		0.00				
TOTAL REVENUE 121,000.00 <b>f()</b> 0.00 17,430.70CR 103,569.30CR 0%		TOTAL REVENUE		_				14%

				9/11/25 2:43:23 PM)			
CCT#	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
32-515113	ADVANCED OPS - SALARIES	0.00	0.00	0.00	0.00	0%	0%
32-515113	ADVANCED OPS - SALARIES ADVANCED OPS - BENEFITS	0.00	0.00	0.00	0.00	0%	0%
32-515213	NATIVE ARTS SALARY	7.000.00	584.64	1,169.28	5.830.72	8%	17%
32-515112	BENEFITS	7,000.00 578.00	44.73	89.46	488.54	8%	15%
32-515212	TEACH FOR TOLERANCE - SALARIES	0.00	0.00	0.00	0.00	0%	0%
32-515119	TEACH FOR TOLERANCE - SALARIES TEACH FOR TOLERANCE - BENEFITS	0.00	0.00	0.00	0.00	0%	0%
32-515310	HIGH SCHOOL PURCHASED SERVICES	2,500.00	0.00	0.00	2,500.00	0%	0%
32-515410	HIGH SCHOOL SUPPLIES	5,775.00	0.00	0.00	5.775.00	0%	0%
32-515312	P/S - NPT NATIVE ARTS GRANT	17,000.00	0.00	0.00	17.000.00	0%	0%
32-515312	P/S - COLLEGE & CAREER READINESS	2.000.00	434.32	434.32	1.565.68	22%	22%
32-515314	P/S - CTE BUILDING	5,000.00	0.00	0.00	5,000.00	0%	0%
32-515315	P/S - NPT MS READING GRANT	2,522.00	0.00	0.00	2.522.00	0%	0%
32-515316	P/S NPT-CULTURALLY RESPONSIVE	7,500.00	0.00	0.00	7,500.00	0%	0%
32-515317	P/S - ELEM SPED SUPPORT	1,525.00	0.00	0.00	1.525.00	0%	0%
32-515318	P/S - ID COMM FOUNDATION GRANT	2,500.00	0.00	0.00	2,500.00	0%	0%
32-515319	P/S - TEACHING FOR TOLERANCE	1,500.00	0.00	0.00	1,500.00	0%	0%
32-515320	P/S - ATTENDANCE COMMITTEE EMERGENCY FUNDS	6,000.00	0.00	0.00	6.000.00	0%	0%
32-515412	SUPPLIES - NPT GRANT NATIVE ARTS	17,000.00	0.00	0.00	17.000.00	0%	0%
32-515413	SUPPLIES - COLLEGE & CAREER READINESS	500.00	0.00	150.00	350.00	0%	30%
32-515414	SUPPLIES - NPT - CTE BUILDING	15,000.00	0.00	0.00	15,000.00	0%	0%
32-515415	SUPPLIES-NPT MS READING	2,500.00	0.00	0.00	2,500.00	0%	0%
32-515416	SUPPLIES-NPT- CULTURALLY RESPONSIVE	600.00	0.00	0.00	600.00	0%	0%
32-515417	SUPPLIES - ELEM SPED SUPPORT	2,700.00	217.48	2,526.01	173.99	8%	94%
32-515418	SUPPLIES - ID COMM FOUNDATION GRANT	7.500.00	0.00	0.00	7.500.00	0%	0%
32-515419	SUPPLIES - TEACHING FOR TOLERANCE	5,000.00	0.00	0.00	5,000.00	0%	0%
32-515420	SUPPLIES-ATTENDANCE COMMITTEE EMERGENCY	8,800.00	0.00	0.00	8,800.00	0%	0%
	TOTAL EXPENDITURES	121,000.00	1,281.17	4,369.07	116,630.93	1%	4%
	N E Z P E R C E TRIBE JOB SKILLS	=======	========	========		====	=====
35-320000	JOB SKILLS CARRYOVER	5,000.00CR	0.00	0.00	5,000.00CR	0%	0%
35-419900	NEZPERCE TRIBE SPECIAL SERVICE GRT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	5.000.00CR	0.00	0.00	5,000.00CR	0%	0%

4,619.00 353.00 28.00 0.00

5,000.00

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235-515115 235-515220 235-515270 235-521310 JOB SKILLS SALARY JOB SKILLS EMPLOYER FICA JOB SKILLS WORKERS COMP JOB SKILLS

TOTAL EXPENDITURES

(Rprt: 01 - MAIN; Dates: 00/00/00-09/30/25; PRINT: 09/11/25 2:43:23 PM) **BALANCE** MTD% YTD% ACCT# ACCT NAME **BUDGETED** MTD ACTIVITY YTD ACTIVITY 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 0% 0% 1,278,843.00CR 0.00 0.00 1,278,843.00CR ICRS CAPITAL EXPENDITURES 0% 242-519500 0.00 0% 1,278,843.00 0.00 1,278,843.00 TOTAL EXPENDITURES 1,278,843.00 0.00 0.00 1,278,843.00 0% 0% ========= ========= ===== ===== STATE VOCATIONAL 0.00 0% 0% 243-432410 STATE CTF -- AG PROGRAM 9 000 00CR 0.00 9 000 00CR STATE VOC. ED.--BUSINESS PROGRAM 243-432420 7,900.00CR 0.00 0.00 7,900.00CR 0% 0% TOTAL REVENUE 16.900.00CR 0.00 0.00 16,900.00CR 0% 0% ======== ========= ========= ===== ===== ========= VOC. ED. AG. SALARIES 243-515112 3,724.00 0.000.00 3,724.00 0% 0% 0% 0% 243-515210 EMPLOYEE ASSIST. PLAN 0.00 0.00 0.00 0.00 243-515200 VOC. ED. FRINGE BENEFIT 0.00 0.00 0.00 0.00 0% 0% VOC. ED. EMPLOYER FICA 0% 285.00 285.00 0% 243-515220 0.00 0.00 **HEALTH INSURANCE - VOC ED** 0% 243-515230 0.00 0.00 0.00 0.00 0% VOC. ED. WORKERS COMPENSATION 0% 243-515270 21.00 0.00 0.00 21.00 0% 243-515280 VOC. ED. SICK LEAVE BENEFIT 0.00 0.00 0.00 0.00 0% 0% 243-515290 VOC. ED. PERSI BENEFIT 502.00 0.00 0.00 502.00 0% 0% 0% 243-515382 VOC. ED. TRAVEL--AG. PROGRAM 1.000.00 0.00 0.00 1,000.00 0% VOC. ED. SUPPLIES--AG. PROGRAM 0% 243-515412 3,468.00 0.00106.64 3,361.36 3% VOC. ED. EQUIPMENT--AG. PROGRAM 243-515552 0.00 0.00 0.00 0.00 0% 0% TOTAL CTF AG PROGRAM 106 64 0% 1% 9.000.00 0.00 8.893.36 243-515313 VOC. ED. BUSINESS P/S 0.00 0.000.00 0.000% 0% VOC. ED. TRAVEL--BUSINESS PROGRAM 3,000.00 3,000.00 243-515383 0.00 0.00 0% 0% VOC. ED. SUPPLIES--BUSINESS PROG. 243-515413 4.900.00 651.00 1,427.84 3,472.16 13% 29% VOC. ED. EQUIPMENT--BUSINESS 243-515553 0.00 0.00 0.00 0.00 0% 0% TOTAL CTF BUSINESS PROGRAM 8% 18% 7,900.00 651.00 1,427.84 6.472.16 TOTAL EXPENDITURES 4% 9% 16 900 00 651.00 15 365 52 1.534.48 ========= ========= ========= ========= ===== ===== SRO GRANT 244-320000 SRO GRANT BEGINNING BALANCE 0.00 0.00 0.00 0.00 0% 0% 244-439000 SRO GRANT REVENUE 95,030.00CR 0.00 0.00 95,030.00CR 0% 0% **TOTAL REVENUE** 0.00 0% 0% 95,030.00CR 0.00 95,030.00CR ========= ===== ===== \_\_\_\_\_ ========= SRO GRANT PURCHASED SERVICES 244-667300 95,030.00 8,079.17 24,237.51 70,792.49 9% 26% 244-667400 SRO GRANT - SUPPLIES 0.00 0.00 0.00 0.00 0% 0% TOTAL EXPENDITURES 95 030 00 8 079 17 24.237.51 70,792.49 9% 26% ======== ========= ========= ===== ===== ARPA - FSSERF III 0.00 **ESSERE III REVENUE** 0.00 0% 0% 250-445900 0.00 0.00 **TOTAL REVENUE** 0.00 0.00 0.00 0.00 0% 0% ======== ======== ========= ========= ===== ===== 250-512100 SALARIES - ELEMENTARY - ESSERF III 0.00 0.00 0.00 0.00 0% 0% BENEFITS - FLEMENTARY - ESSERE III 250-512200 0.00 0.00 0.00 0.00 0% 0% 0% 250-512300 PURCHASED SERVICES - ELEMENTARY - ESSERF III 0.00 0.00 0.00 0.00 0% 250-512400 SUPPLIES - ELEMENTARY - ESSERF III 0.00 0.00 0.00 0.00 0% 0% SALARIES - ELEMENTARY ESSERF III L/L 0.00 0% 0% 250-512101 0.000.00 0.00250-512201 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 0.00 0.00 0.00 0.00 0% 0% 0% 250-512401 SUPPLIES - ELEMENTARY ESSERF III L/L 0.00 0.00 0.00 0.00 0% SALARIES - SECONDARY - ESSERF III 0.00 0.00 0% 0% 250-515100 0.00 0.00 BENEFITS - SECONDARY - ESSERF III 250-515200 0.00 0.00 0.00 0.00 0% 0% PURCHASED SERVICES - SECONDARY - ESSERF III 0% 250-515300 0.00 0.000.00 0.00 0% SUPPLIES - SECONDARY - ESSERF III 250-515400 0.00 0.00 0.00 0.00 0% 0% 0% 250-515101 SALARIES - SECONDARY ESSERE III L/L 0.00 0.00 0.00 0.00 0% BENEFITS - SECONDARY ESSERF III L/L 250-515201 0.00 0.00 0.00 0.00 0% 0% PURCHASED SERVICES - SECONDARY ESSERF III L/L 250-515301 0% 0% 0.00 0.00 0.00 0.00 250-515401 SUPPLIES - SECONDARY ESSERF III L/L 0.00 0.00 0.00 0.00 0% 0% SALARIES - CUSTODIAL - ESSERF III 0.00 0.00 0% 0% 250-661100 0.00 0.00 BENEFITS - CUSTODIAL - ESSERF III 250-661200 0.00 0.00 0.00 0.00 0% 0% PURCHASED SERVICES - CUSTODIAL - ESSERF III 0% 0% 250-661300 0.00 0.00 0.00 0.00 250-661400 SUPPLIES - CUSTODIAL - ESSERF III 0.00 0.00 0.00 0.00 0% 0% 250-920800 INDIRECT COST - ESSERF III 0.00 0.00 0.00 0.00 0% 0% TOTAL EXPENDITURES 0.00 0.00 0.00 0.00 0% 0%

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\*\*\* BUDGET REPORT \*\*\* LAPWAI SCHOOL DISTRICT #341

(Rprt: 01 - MAIN; Dates: 00/00/00-09/30/25; PRINT: 09/11/25 2:43:23 PM)

BUDGETED MTD ACTIVITY YTD ACTIVITY

\*\*\* BUDGETED MTD ACTIVITY YTD ACTIVITY

BALANCE

MTD% YTD%

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*** BUDGET F	REPORT *** LAPWAI SCHOOL DISTRICT #3	41			MO-	YR: 09-2025 09/30/25 PAGE 1	1
		(Rprt: 01 - MAIN; Dates: 00/00/00-	09/30/25; PRINT: 09/	11/25 2:43:23 PM)			
ACCT#	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD% YTD%	

ACCT#	ACCT NAME	(Rprt: 01 - MAIN;	BUDGETED	09/30/25; PRINT: 09 MTD ACTIVITY	9/11/25 2:43:23 PM) YTD ACTIVITY	BALANCE	MTD%	YTD%
	CHAPTERIFUND							
251-445100 251-445901	FEDERAL ASSISTANCE CSI - UP REVENUIE		251,724.00CR 0.00	0.00 0.00	0.00 0.00	251,724.00CR 0.00	0% 0%	0% 0%
	TOTAL REVENUE	-	251,724.00CR	0.00	0.00	251,724.00CR	0%	0%
251-512110 251-512115 251-512200 251-512310 251-512410 251-512420	TEACHER SALARIESELEMENTARY TEACHER AIDESELEMENTARY BENEFITS - ELEMENTARY E.S. PURCHASED SERVICES ELEMENTARY SUPPLIES & MATERIALS HOMELESS SUPPLIES		0.00 159,523.00 89,701.00 0.00 0.00 500.00	0.00 10,634.24 5,902.56 0.00 0.00 0.00	0.00 10,634.24 5,902.56 0.00 0.00	0.00 148,888.76 83,798.44 0.00 0.00 500.00	0% 7% 7% 0% 0%	0% 7% 7% 0% 0%
251-515115 251-515200	TEACHER AIDES - SECONDARY BENEFITS - SECONDARY		1,500.00 500.00	0.00 0.00	0.00 0.00	1,500.00 500.00	0% 0%	0% 0%
	TOTAL TITLE I-A EXPENDITURES	-	251,724.00	16,536.80	16,536.80	235,187.20	7%	7%
251-515101 251-515201 251-515301 251-515401	CSI - UP SALARIES CSI - UP BENEFITS CSI - UP PURCHASED SERVICES CSI - UP SUPPLIES		0.00 0.00 0.00 0.00	7,775.00 2,350.95 5,901.74 1,600.00	7,775.00 2,350.95 8,712.97 1,600.00	( 7,775.00) ( 2,350.95) ( 8,712.97) ( 1,600.00)	0% 0% 0% 0%	0% 0% 0% 0%
	TOTAL CSI-UP EXPENDITURES	-	0.00	17,627.69	20,438.92	20,438.92CR	0%	0%
	TOTAL EXPENDITURES	=	251,724.00	34,164.49	36,975.72 =======	214,748.28	14%	15% =====
	PART B FUND							
257-445600	FEDERAL ASSISTANCE PART B		132,154.00CR	0.00	39,646.00	171,800.00CR	0%	29%
	TOTAL REVENUE	=	132,154.00CR	R 0.00	39,646.00	171,800.00CR	0%	29%
257-521115 257-521200 257-521310 257-521410	AIDES - PART B BENEFITS- PART B PART B PURCHASED SERVICES SUPPLIES		101,849.00 30,305.00 0.00 0.00	8,481.16 4,336.05 0.00 0.00	24,537.91CR 2,290.88CR 0.00 0.00	126,386.91 32,595.88 0.00 0.00	8% 14% 0% 0%	23% 7% 0% 0%
	TOTAL EXPENDITURES	=	132,154.00	12,817.21	26,828.79CR	158,982.79	10%	19% =====
	PART B PRESCHOOL							
258-445600	PART B PRE-SCHOOL REVENUE		3,433.00CR	0.00	1,030.00	4,463.00CR	0%	29%
	TOTAL REVENUE	-	3,433.00CR	0.00	1,030.00	4,463.00CR	0%	29%

CCT#	ACCT NAME	<ul><li>1 - MAIN; Dates: 00/00/00-0 BUDGETED</li></ul>	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
58-522115	NON-CERTIFIED SALARIES	2 442 00	201.00	656.83CR	2.060.93	8%	26%
58-522115 58-522200	BENEFITS - PART B PRESCHOOL	2,413.00 1,020.00	201.00 84.82	87.35CR	3,069.83 1,107.35	8%	20% 8%
58-522310	PART B PRESCHOOL PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
30-322310	FART B FRESCHOOL FUNCHASED SERVICES	0.00	0.00	0.00	0.00	U 70	U 70 
	TOTAL EXPENDITURES	3,433.00 ======	285.82	744.18CR	4,177.18 ======	8% =====	21% =====
	MEDICAID FUND						
80-445900	MEDICAID REVENUE	334.056.00CR	0.00	68.505.78CR	265.550.22CR	0%	21%
60-460000	TRANSFER FROM GENERAL FUND	107,566.00CR		0.00	107,566.00CR		0%
	TOTAL DEVENUE	444 COO OOOD			272.440.000D		4.00/
	TOTAL REVENUE	441,622.00CR =======	0.00	68,505.78CR =======	373,116.22CR	0% =====	16% =====
60-616115	ANCILLARY SALARIES	179,636.00	0.00	0.00	179,636.00	0%	0%
0-616200	ANCILLARY BENEFITS	84,523.00	0.00	0.00	84,523.00	0%	0%
0-616310	MEDICAID CONTRACT SERVICES	69,897.00	0.00	0.00	69,897.00	0%	0%
0-616350	MEDICAID MATCH	107,566.00	0.00	0.00	107,566.00	0%	0%
	TOTAL EXPENDITURES	441,622.00	0.00	0.00	441,622.00	0%	0% =====
	TITLE IV-A ESSA STUDENT SUPPORT						
61-445900	TITLE IV-A ESSA REVENUE	27,020.00CR	0.00	0.00	27,020.00CR	0%	0%
	TOTAL REVENUE	27,020.00CR	0.00	0.00	27,020.00CR	0%	0%
		========	=========	========	========		=====
61-515115	SECONDARY CLASSIFIED SALARY	22,434.00	1,087.50	1,087.50	21,346.50	5%	5%
61-515200	BENEFITS - TITLE IV	4,586.00	512.22	512.22	4,073.78	11%	11%
61-515310	PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
1-515410	SUPPLIES/MATERIALS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	27,020.00	1,599.72	1,599.72	25,420.28	6%	6% =====
	REAP	==		=			
2-320000	BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
2-443000	REAP GRANT REVENUE	11,652.00CR	0.00	0.00	11,652.00CR	0%	0%

11,652.00CR

7,719.00 3,933.00

11,652.00

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0.00

643.25 346.67

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11,652.00CR

7,075.75 3,586.33

10,662.08

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643.25 346.67

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0%

8% 9%

8%

0%

8% 9%

8%

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TOTAL REVENUE

TOTAL EXPENDITURES

ELEMENTARY CLASSIFIED SALARY BENEFITS - REAP

262-512115 262-512200

ACCT#	REPORT *** LAPWAI SCHOOL DISTRICT #341 (Rprt: 01 - MA ACCT NAME	AIN; Dates: 00/00/00-09 BUDGETED	9/30/25; PRINT: 09 MTD ACTIVITY	/11/25 2:43:24 PM) YTD ACTIVITY	BALANCE	MTD%	<b>025 09</b> /3 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 265-521300	BENEFITS PURCHASED SERVICES	0.00 0.00	0.00 0.00	0.00 0.00	0.00 0.00	0% 0%	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 267-443000	LOCAL REVENUE FEDERAL ASSISTANCE - VI-A	0.00 95,000.00CR	0.00 0.00	0.00 0.00	0.00 95,000.00CR	0% 0%	0% 0%
267-443001 267-443002	NYCP GRANT REVENUE ACE GRANT REVENUE	408,845.00CR 0.00	0.00 0.00	0.00 0.00	408,845.00CR 0.00	0% 0%	0% 0%
	TOTAL REVENUE	503,845.00CR	0.00	0.00	503,845.00CR	0%	0%
		=========					=====
267-512410 267-515100	CULTURAL ENRICHMENT SUPPLIES COORDINATOR SALARY	0.00 5,449.00	0.00 454.08	0.00 454.08	0.00 4,994.92	0% 8%	0% 8%
267-515110 267-515115	NEZ PERCE LANGUAGE INSTRUCTOR CERTIFIED SALARY - OTHER	0.00 0.00	0.00 0.00	0.00 0.00	0.00 0.00	0% 0%	0% 0%
267-515120	TITLE VI - CLASSIFIED SALARY	24,583.00	5,727.91	5,727.91	18,855.09	23%	23%
267-515125 267-515200	ATTENDANCE CLERK FRINGE	0.00 0.00	0.00 0.00	0.00 0.00	0.00 0.00	0% 0%	0% 0%
267-515200	LIFE INS - VI-A	0.00	6.70	6.70	( 6.70)	0%	0%
267-515220	EMPLOYER FICA	2,297.00	467.10	467.10	1,829.90	20%	20%
267-515230 267-515270	HEALTH INSURANCE - VI-A WORKER'S COMPENSATION	0.00 180.00	980.72 28.43	980.72 28.43	( 980.72) 151.57	0% 16%	0% 16%
267-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
267-515290 267-515300	RETIREMENT BENEFIT HIGH SCHOOL PURCHASED SVCS	3,592.00 30,000.00	495.14 0.00	495.14 0.00	3,096.86 30,000.00	14% 0%	14% 0%
267-515380 267-515410	TRAVEL - VI-A SUPPLIES	0.00 26,999.00	0.00 0.00	0.00 0.00	0.00 26,999.00	0% 0%	0% 0%
267-920800	INDIRECT COST - TITLE VI	1,900.00	0.00	0.00	1,900.00	0%	0%
207 020000	TOTAL TITLE VI-A EXPENDITURES	95,000.00	8,160.08	8,160.08	86,839.92	9%	9%
		,	,	,	,		
267-515101 267-515111	SALARIES - DIRECTOR - NYCP SALARIES - CERTIFIED - NYCP	36,500.00 110,259.00	1,250.00 9,460.25	1,250.00 9,460.25	35,250.00 100.798.75	3% 9%	3% 9%
267-515111	SALARIES - N/C - NYCP	128,275.00	13,489.16	13,693.08	114,581.92	11%	11%
267-515201 267-515211	FRINGE - NYCP LIFE INS - NYCP	6,696.00 672.00	558.00 41.30	558.00 41.30	6,138.00 630.70	8%	8%
267-515211	FICA - ER - NYCP	21,552.00	1,890.81	1,906.41	19,645.59	6% 9%	6% 9%
267-515231	HEALTH INS - NYCP	47,076.00 1.690.00	1,961.44	1,961.44	45,114.56	4% 5%	4%
267-515271 267-515281	WORKERS COMP - NYCP UUSL - NYCP	0.00	83.02 0.00	83.02 0.00	1,606.98 0.00	5% 0%	5% 0%
267-515291	PERSI - NYCP	35,473.00	2,765.92	2,790.31	32,682.69	8%	8%
267-515311 267-515321	CONTRACTURAL PURCHASED SERVICES - NYCP OTHER PURCHASED SERVICES - NYCP	0.00 10,384.00	0.00 240.00	0.00 3.715.00	0.00 6,669.00	0% 2%	0% 36%
267-515381	TRAVEL - NYCP	0.00	0.00	917.83CR	917.83	0%	0%
267-515421 267-515411	EQUIPMENT - NYCP SUPPLIES - NYCP	0.00 1,500.00	0.00 2,310.34	0.00 2,310.34	0.00 ( 810.34)	0% 154%	0% 154%
267-920801	INDIRECT COSTS - NYCP	8,768.00	0.00	0.00	8,768.00	0%	0%
	TOTAL NYCP EXPENDITURES	408,845.00	34,050.24	36,851.32	371,993.68	8%	9%
267-515102 267-515112	SALARIES - DIRECTOR - ACE SALARIES - CERTIFIED - ACE	0.00 0.00	0.00 0.00	0.00 0.00	0.00 0.00	0% 0%	0% 0%
267-515117	SALARIES - N/C - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515202 267-515212	FRINGE - ACE LIFE INS - ACE	0.00 0.00	0.00 0.00	0.00 0.00	0.00 0.00	0% 0%	0% 0%
267-515212	FICA - ER - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515232	HEALTH INS - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515272 267-515282	WORKERS COMP - ACE UUSL - ACE	0.00 0.00	0.00 0.00	0.00 0.00	0.00 0.00	0% 0%	0% 0%
267-515292	PERSI - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515312 267-515382	PURCHASED SERVICES - ACE TRAVEL - ACE	0.00 0.00	21,500.00 0.00	21,500.00 0.00	( 21,500.00) 0.00	0% 0%	0% 0%
267-515412	SUPPLIES - ACE	0.00	0.00	88.86	(88.86)	0%	0%
267-920802	INDIRECT COSTS - ACE	0.00	0.00	0.00	0.00	0%	0%
	TOTAL ACE EXPENDITURES	0.00	21,500.00	21,588.86	21,588.86CR	0%	0%
	TOTAL EXPENDITURES	503,845.00	63,710.32	66,600.26	437,244.74 =======	13%	13%

TOTAL EXPENDITURES

(Rprt: 01 - MAIN; Dates: 00/00/00-09/30/25; PRINT: 09/11/25 2:43:24 PM) BUDGETED BALANCE MTD% YTD% ACCT# ACCT NAME MTD ACTIVITY YTD ACTIVITY JOM FUND 0.00 269-320000 J.O.M. BEGINNING BALANCE 0.00 0.00 0.00 0% 0% 1 00CR 269-415000 INVESTMENT EARNINGS 0.00 0.00 0% 0% 1.00 269-445900 FEDERAL ASSISTANCE 20,000.00CR 0.00 20,000.00CR 0% 0% 0.00 TOTAL REVENUE 1.00CR 20.000.00CR 0.00 19.999.00CR 0% 0% ==== ==== ===== === **CULTURAL ENRICHMENT** 269-512310 0.00 0.000.00 0.00 0% 0% 269-512410 **CULTURAL SUPPLIES/MATERIALS** 0.00 0.00 0.00 0.00 0% 0% 269-515110 CERTIFIED SALARIES 12,000.00 12.000.00 0% 0% 0.00 0.00 269-515111 JOM COORDINATOR 0% 0% 0.00 0.00 0.00 0.00 **CLASSIFIED SALARIES** 269-515115 0% 0% 0.00 0.00 0.00 0.00 269-515201 JOM - FRINGE 0% 0.00 0.00 0% 0.00 0.00 LIFE INS BENEFIT 269-515210 0% 0% 0.00 0.00 0.00 0.00 EMPLOYER FICA 269-515220 918 00 918 00 0% 0% 0.00 0.00 **HEALTH INSURANCE - JOM** 0% 269-515230 0.00 0.00 0.00 0.00 0% WORKERS COMP 269-515270 71.00 0.000.00 71.00 0% 0% 269-515280 UNUSED SICK LEAVE BENEFIT 0% 0% 0.00 0.00 0.00 0.00 269-515290 **PERSI** 1 618 00 0.00 1.618.00 0% 0% 0.00PURCHASE SERVICES 0.00 0% 0% 269-515300 4.393.00 0.00 4.393.00 CULTURAL ENRICHEMENT SERVICES 269-515310 0% 0.00 0.00 0.00 0.00 0% JOM CULTURAL SUPPLIES 373.30 269-515410 1,000.00 373.30 626.70 37% 37% TOTAL EXPENDITURES 2% 2% 20,000.00 373.30 373.30 19,626.70 ========= ========= ========= ===== ===== TITLE IIA IMPV TEACH QUALITY 271-320000 ESTIMATED BEGINNING BALANCE 0.00 0.00 0.00 0.00 0% 0% 271-445900 34,235.00CR FEDERAL TITLE II-A REVENUE 34.235.00CR 0.00 0.00 0% 0% TOTAL REVENUE 0.00 0% 34.235.00CR 0.00 34.235.00CR 0% ========= ========= ========= ===== STAFF DEVELOPMENT SALARIES 271-621110 16.000.00 10.426.88 10.752.05 5,247.95 65% 67% 271-621200 BENEFITS - TITLE II-A 713.53) 117% 121% 3.477.00 4,063.92 4.190.53 271-621310 STAFF DEVELOPMENT 7.500.00 17,898.00 17.898.00 10,398.00) 239% 239% 271-621380 TITLE ILSTAFF TRAVEL 12% 35% 4 200 00 486.64 1.479.44 2 720 56 STAFF DEVELOPMENT SUPPLIES 271-621410 3,058.00 0.00 0.00 3,058.00 0% 0% TOTAL EXPENDITURES 85 02CR 96% 100% 34,235.00 32 875 44 34,320.02 ========= ======== ========= ========= ===== ===== 21st CENTURY COMMUNITY LEARNING CENTER 7% 273-445900 21ST CENTURY FEDERAL REVENUE 125.096.00CR 0.00 9,916.68 135,012.68CR 0% **TOTAL REVENUE** 7% 125.096.00CR 0.00 9.916.68 0% 135,012.68CR ========= ========= ========= ===== ===== SALARIES - DIRECTOR - 21ST CLCC 273-512100 44,000.00 8% 48.000.00 4,000.00 4.000.00 8% SALARIES - CERTIFIED - 21ST CLCC 8,259.08CR 273-512110 25.000.00 0.00 33.259.08 0% 32% SALARIES - N/C - 21ST CLCC FRINGE - 21ST CLCC 273-512115 25.000.00 0.000.00 25,000.00 0% 0% 273-512200 0.00 0% 0% 0.00 0.00 0.00 LIFE - 21ST CLCC 273-512210 0.00 1.52 1.52 1.52 0% 0% FICA - 21ST CLCC 306 00 325 82CR 7 822 82 4% 3% 273-512220 7 497 00 273-512230 **HEALTH INS - 21ST CLCC** 0% 0% 0.00 0.00 0.00 0.00 WORKERS COMP - 21ST CLCC 19.59CR 607.59 3% 2% 273-512270 588.00 18.40 UUSL - 21ST CLCC 0% 273-512280 0% 0.00 0.00 0.00 0.00 PERSI - 21ST CLCC 718 19CR 273-512290 12.830.00 13.548.19 2% 5% 269 60 PURCHASED SERVICES - 21ST CLCC 1.500.00 0% 273-512300 0.00 0.00 1.500.00 0% SUPPLIES - 21ST CLCC 273-512400 4.681.00 0.00 0.00 4.681.00 0% 0% TRANSFER TO OTHER FUNDS 273-920800 0% 0% 0.00 0.00 0.00 0.00

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** BUDGET REPORT *** LAPWAI SCHOOL DISTRICT #341	MO-YR: 09-2025 09/30/25 PAGE 15	
(District OA MAIN), District OO/OO/OO, DDINT, OO/AA/OF, O.AO.OA DM)		

ACCT#	ACCT NAME	(Rprt: 01 - MAIN; Dates: 00/00/00-0 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%
78-419900	OTHER LOCAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
78-431900	GEAR UP - OTHER STATE REVENUE	0.00	0.00	0.00	0.00	0%	0%
78-445000	GEAR-UP GRANT REVENUE	28,886.00CR	0.00	0.00	28,886.00CR	0%	0%
	TOTAL REVENUE	28,886.00CR =======	0.00	0.00	28,886.00CR	0%	0% =====
78-515110	GEAR UP CERT. SALARIES	0.00	0.00	0.00	0.00	0%	0%
8-515115	GEAR UP SALARIES	16,826.00	1,397.66	1,397.66	15,428.34	8%	8%
8-515200	FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
8-515210	LIFE INSURANCE BENEFIT	41.00	3.43	3.43	37.57	8%	8%
8-515220	EMPLOYER FICA	1,287.00	106.91	106.91	1,180.09	8%	8%
8-515230	HEALTH INSURANCE - GEAR UP	5,044.00	420.30	420.30	4,623.70	8%	8%
8-515270	WORKER'S COMPENSATION	101.00	6.43	6.43	94.57	6%	6%
8-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
8-515290	PERSI BENEFIT	2,012.00	167.16	167.16	1,844.84	8%	8%
8-515380	STUDENT TRAVEL	2,556.00	0.00	0.00	2,556.00	0%	0%
8-515410	GEAR UP SUPPLIES	1,019.00	0.00	0.00	1,019.00	0%	0%
8-621310	STAFF CONFERENCE/TRAINING	0.00	0.00	0.00	0.00	0%	0%
8-621380	STAFF TRAVEL	0.00	0.00	0.00	0.00	0%	0%
3-920800	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	28,886.00 =====	2,101.89	2,101.89 ======	26,784.11 ======	7% =====	7% =====
	COPS GRANT						
88-445900	COPS FAST GRANT REVENUE	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
38-623300	PURCHASED SERVICES	0.00	531.04	1,593.12	( 1,593.12)	0%	0%
88-623400	SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	531.04	1,593.12	1,593.12CR	0%	0%

TOTAL EXPENDITURES

*** BUDGET	DGET REPORT *** LAPWAI SCHOOL DISTRICT #341 (Rprt: 01 - MAIN; Dates: 00/00/00-09/30/25; PRINT: 09/11/25 2:43:24 PM)						MO-YR: 09-2025 09/3				
ACCT#	ACCT NAME		MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%				
	CHILD NUTRITION										
290-320000	EST. BEG. BALSCHOOL LUNCH	0.00	0.00	0.00	0.00	0%	0%				
290-415000	EARNINGS ON INVESTMENTS	3,000.00CR	0.00	0.00	3,000.00CR	0%	0%				
290-416100	SCHOOL FOOD SERVICE	0.00	0.00	0.00	0.00	0%	0%				
290-416200	LUNCH SALESALA CARTE	10,000.00CR	0.00	145.28CR	9,854.72CR	0%	1%				
290-419900	OTHER REVENUE	0.00	0.00	0.00	0.00	0%	0%				
290-445500	NSLP - LUNCH REVENUE	300,000.00CR	0.00	0.00	300,000.00CR	0%	0%				
290-445501	FEDERAL SUPPORTCOMMODITIES	13,000.00CR	0.00	0.00	13,000.00CR	0%	0%				
290-445502	NSLP - SUMMER LUNCH REVENUE	35,000.00CR	25,499.80CR		8,742.20	73%	125%				
290-445503	NSLP - BREAKFAST REVENUE	125,000.00CR	0.00	0.00	125,000.00CR	0%	0%				
290-445504 290-445505	NSLP - SNACK REVENUE	20,000.00CR	0.00	0.00	20,000.00CR	0% 0%	0% 0%				
290-445505	FRESH FRUIT VEGETABLE GRANT INCOME INTERFUND TRANSFER	22,000.00CR 35,301.00CR	0.00 0.00	0.00 0.00	22,000.00CR 35,301.00CR	0%	0%				
	TOTAL REVENUE	563,301.00CR	25,499.80CR	,	519,413.52CR	5%	8%				
		========	========	========	========	=====	=====				
290-710115	FOOD SERVICE SALARIESREGULAR	159,414.00	20,429.54	27,042.49	132,371.51	13%	17%				
290-710116	FFVP PREP SALARIES	2,500.00	0.00	0.00	2,500.00	0%	0%				
290-710117	FFVP ADMIN SALARIES	1,500.00	0.00	0.00	1,500.00	0% 8%	0% 8%				
290-710200 290-710210	FRINGE BENEFITS-FOOD SERVICES LIFE/EMP. ASSIST. PLAN	4,938.00 576.00	411.50 44.47	411.50 44.47	4,526.50 531.53	8% 8%	8% 8%				
290-710210	EMPLOYER FICA	0.00	0.00	0.00	0.00	0%	0%				
290-710220	HEALTH INSURANCE - FOOD SERVICE	58,845.00	4,449.75	4,449.75	54,395.25	8%	8%				
290-710230	WORKER'S COMPENSATION	9,057.00	805.71	1,084.78	7.972.22	9%	12%				
290-710270	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%				
290-710290	PERSI BENEFIT	19,971.00	2,492.59	3,105.68	16,865.32	12%	16%				
290-710310	FOOD SERVICE - PURCHASED SERVICES	1,500.00	368.06	611.16	888.84	25%	41%				
290-710315	FFVP PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%				
290-710410	FOOD SERVICENON-FOOD SUPPLIES	12,000.00	1,277.28	1,277.28	10,722.72	11%	11%				
290-710411	FOOD SERVICEFOOD SUPPLIES	250,000.00	7,428.84	8,272.33	241,727.67	3%	3%				
290-710412	FOOD SERVICEMILK	28,000.00	855.90	1,444.61	26,555.39	3%	5%				
290-710413	FOOD SERVICECOMMODITIES	15,000.00	0.00	0.00	15,000.00	0%	0%				
290-710415	FFVP FOOD SUPPLIES	0.00	0.00	0.00	0.00	0%	0%				
290-710416	FFVP SUPPLIES & MATERIALS	0.00	0.00	0.00	0.00	0%	0%				
290-710550	FOOD SERVICE EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%				
	TOTAL EXPENDITURES	563,301.00 ======	38,563.64	47,744.05 ======	515,556.95 =====	7% =====	8% =====				
	BOND INT./REDEMP. FUND										
310-320000	BIRF BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%				
310-412510	BIRF LEVY TAXES-NEZPERCE COUNTY	0.00	0.00	4.69CR	4.69	0%	0%				
310-415000	INVESTMENT EARNINGS	0.00	0.00	0.00	0.00	0%	0%				
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	0.00	0.00	0%	0%				
310-439000	STATE BOND GUARANTY REV.	0.00	0.00	0.00	0.00	0%	0%				
	TOTAL REVENUE	0.00	0.00	4.69CR	4.69 =====	0% =====	0% =====				
310-911610	BIRF PRINCIPAL	0.00	0.00	0.00	0.00	0%	0%				
310-912620	BIRF INTEREST	0.00	0.00	0.00	0.00	0%	0%				
310-912621	BIRF FEES	0.00	0.00	0.00	0.00	0%	0%				
	TOTAL EXPENDITURES	0.00	0.00	0.00	0.00	0% =====	0% =====				
	BUS DEPRECIATION										
421-320000	BEGINNING BALANCE	138,372.00CR	0.00	0.00	138,372.00CR	0%	0%				
421-431200	TRANSPORTATION DEPRECIATION REV	0.00	0.00	0.00	0.00	0%	0%				
421-460000	TRANSFER FROM GENERAL FUND	26,927.00CR	0.00	0.00	26,927.00CR	0%	0%				
	TOTAL REVENUE	165,299.00CR	0.00	0.00	165,299.00CR	0%	0%				
404 604500	DUC DUDOUACE										
421-681500	BUS PURCHASE	165,299.00	0.00	0.00	165,299.00	0%	0%				

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**TOTAL EXPENDITURES** 

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(Rprt: 01 - MAIN; Dates: 00/00/00-09/30/25; PRINT: 09/11/25 2:43:24 PM) BUDGETED BALANCE ACCT# ACCT NAME MTD ACTIVITY MTD% YTD% YTD ACTIVITY SCHOOL DISTRICT FACILITIES FUND 435-320000 BEGINNING BALANCE 95.500.00CR 0.00 0.00 95.500.00CR 0% 0% 435-415000 701.97CR INTEREST REVENUE 5.000.00CR 0.00 0% 14% 4.298.03CR 435-431900 STATE SDFF REVENUE 250,000.00CR 401,383.00CR 401.383.00CR 151,383.00 161% 161% TOTAL REVENUE 350.500.00CR 401.383.00CR 402.084.97CR 51.584.97 115% 115% 0% 435-664310 SDFF - PURCHASED SERVICES 80,000.00 0.00 0.00 80,000.00 0% 435-664410 SDFF - SUPPLIES/MATERIALS 0% 0% 270.500.00 0.00 0.00 270,500.00 435-664550 SDFF - CAPITAL OUTLAY 0% 0% 0.00 0.000.00 0.00 435-665550 **GROUNDS - CAPITAL OUTLAY** 406.00 406.00) 0% 0.00 0.00 0% TOTAL EXPENDITURES 350,500.00 0.00 350,094.00 0% 0% 406 00 ======== ======== ========= ===== ===== SCHOOL MODERNIZATION FACILITIES FUND 436-320000 **BEGINNING BALANCE - SMFF** 2,050,000.00CR 0.00 0.00 2,050,000.00CR 0% 0% INTEREST REVENUE 436-415000 25,000.00CR 15,913.34CR 9.086.66CR 0% 64% 0.00SCHOOL MODERNIZATION FACILITIES REVENUE 0% 436-431900 0% 0.00 0.00 1.103.76CR 1.103.76 17,017.10CR 0% 1% TOTAL REVENUE 2 075 000 00CR 0.00 2,057,982.90CR ========= ========= ======== ======== ===== ===== SMFF - PURCHASED SERVICES 436-664310 500 000 00 0.00 0.00 500.000.00 0% 0% 436-664410 SMFF - SUPPLIES/MATERIALS 1,575,000.00 0.00 0.00 1,575,000.00 0% 0% 436-664550 SMFF - CAPITAL OUTLAY 747.12 0% 0.00 0.00 747.12) 0% TOTAL EXPENDITURES 2,075,000.00 0.00 747 12 2,074,252.88 0% 0% ======== ======== ========= ===== ===== STUDENT ACTIVITY FUND **BEGINNING BALANCE - BUDGET** 0.00 0% 238-320000 85.000.00CR 0.00 85.000.00CR 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% ==== === 0% 238-740300 STUDENT ACTIVITY EXPENDITURES 205,000.00 0.00 0.00 0% 205.000.00 0% TOTAL EXPENDITURES 205,000.00 0.00 0.00 205,000.00 0% ========= ===== ===== SCHOLARSHIP FUND 710-320000 **BEGINNING BALANCE - BUDGET** 18 000 00CR 0.00 0.00 18 000 00CR 0% 0% OTHER LOCAL REVENUE - SCHOLARSHIP FUND 710-419900 7,000.00CR 0.00 0% 0% 0.00 7.000.00CR 710-415000 INTEREST EARNINGS 0.00 0.00 69.66CR 69.66 0% 0% 0% TOTAL REVENUE 25,000.00CR 0.00 69.66CR 24,930.34CR 0% ===== 710-740300 SCHOLARSHIPS AWARDED 25,000.00 1,535.68 23,464.32 6% 6% 1,535.68

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243-217100

243-217200

243-320200

SALARIES PAYABLE

**BENEFITS PAYABLE** 

FUND BALANCE - FUND 243

TOTAL LIABILITIES & FUND BALANCE

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883.48

883 48

\*\*\* BALANCE SHEET \*\*\* LAPWAI SCHOOL DISTRICT #341 (Rprt: 01 - MAIN; Dates: 00/00/00-09/30/25; PRINT: 09/11/25 2:43:24 PM) ACCT# ACCT NAME **BEG BALANCE** MTD ACTIVITY YTD BALANCE SRO GRANT CASH 5.208.70CR 8,079.17CR 13,287.87CR 244-111100 244-114200 RECEIVABLE 0.00 0.00 0.00 244-213000 SRO GRANT ACCOUNTS PAYABLE 0.00 0.000.00 SRO GRANT FUND BALANCE 5.208.70 8.079.17 13,287,87 244-320200 NET FUND BALANCE 0.00 0.00 0.00 ========= ========= ========= ARPA - ESSERE III CASH - ESSERE III 0.00 0.00 0.00 250-111100 ACCOUNTS RECEIVABLE - ESSERF III 250-114100 0.00 0.00 0.00 TOTAL ASSETS 0.00 0.00 0.00 ACCOUNTS PAYABLE - ESSERF III 250-213000 0.00 0.000.00 250-217100 SALARIES PAYABLE 0.00 0.00 0.00 250-217200 BENEFITS PAYABLE 0.00 0.00 0.00 DEFERRED REVENUE 250-221000 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 ======== ======== ========= CHAPTERIFUND 251-111100 CASH IN BANK--TITLE I 68.791.52CR 28.262.75CR 97.054.27CR ASSISTANCE REC'BL--CHAPTER I 65.980.29 251-114100 65 980 29 0.00 INTERFUND RECEIVABLE 251-114200 0.00 0.00 0.00 TOTAL ASSETS 31,073.98CR 2.811.23CR 28.262.75CR ======== ========= ========= INTERFUND PAYABLES 251-211200 0.00 0.00 0.00 5,901.74CR 251-213000 ACCOUNTS PAYABLE 0.00 5,901.74CR CONTRACTS PAYABLE--CHAPTER I 251-217100 0.00 0.00 0.00 BENEFITS PAYABLE 251-217200 0.00 0.00 0.00 DEFERRED REVENUE 251-221000 0.00 0.00 0.00 2,811.23 251-320200 **FUND BALANCE - FUND 251** 36.975.72 34.164.49 TOTAL LIABILITIES & FUND BALANCE 2,811.23 28,262.75 31,073.98 PART B FUND CASH IN BANK-- PART B 6 352 17CR 12,817.21CR 19 169 38CR 257-111100 REVENUE RECEIVABLE 257-114100 6,352.17 6,352.17 0.00 257-114200 INTERFUND RECEIVABLE 0.00 0.00 0.00 TOTAL ASSETS 0.00 12,817.21CR 12,817.21CR 257-211200 **INTERFUND PAYABLES** 0.00 0.00 0.00 ACCOUNTS PAYABLE-- PART B 257-213000 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 DEFERRED REVENUE - PART B 257-221000 0.00 0.00 0.00 257-320200 **FUND BALANCE - FUND 257** 0.00 12.817.21 12.817.21 TOTAL LIABILITIES & FUND BALANCE 0.00 12 817 21 12 817 21 ======== ======== ========= PART B PRESCHOOL 285.82CR CASH IN BANK -- PART B PRE-SCHOOL 258-111100 591 61CR 877 43CR ASSISTANCE RECEIVABLE 258-114100 591.61 0.00 591.61 TOTAL ASSETS 0.00 285.82CR 285.82CR 258-211200 INTERFUND PAYABLES 0.00 0.00 0.00 PART B PRESCHOOL ACCOUNTS PAYABLE 0.00 258-213000 0.00 0.00 PART B PRESCHOOL SALARIES PAYABLE 258-217100 0.00 0.00 0.00 PART B PRESCHOOL BENEFITS PAYABLE 258-217200 0.00 0.00 0.00 FUND BALANCE - FUND 258 258-320200 0.00 285.82 285.82 **TOTAL LIABILITIES & FUND BALANCE** 285.82 285.82 0.00 ======== ========= MEDICAID FUND 45,807.77 CASH - MEDICAID FUND 260-111100 45 807 77 0.00 MEDICAID TRUST ACCOUNT 260-111500 22 698 01 0.00 22.698.01 260-113100 MEDICAID RECEIVABLE 0.00 0.00 0.00 TOTAL ASSETS 68,505.78 0.00 68,505.78 INTERFUND PAYABLE 0.00 22 260-211200 0.00 0.00 ACCOUNTS PAYABLE 0.00 260-213000 0.00 0.00

*** BALANCE	SHEET *** LAPWAI SCHOOL DISTRICT #341		0/05 DDINIT 00////	05 0 40 04 BM	MO-YR: 09-2025 09/30/25 PAGE 20
ACCT#	ACCT NAME (Rprt: 01	- MAIN; Dates: 00/00/00-09/30 BEG BALANCE MT		25 2:43:24 PM) FD BALANCE	
260-320200	FUND BALANCE - MEDICAID FUND	68,505.78CR	0.00	68,505.78CR	
	TOTAL LIABILITIES & FUND BALANCE	68,505.78CR	0.00	68,505.78CR	
	TITLE IV-A ESSA STUDENT SUPPORT				
261-111100 261-114200	TITLE IV-A CASH TITLE IV-A RECEIVABLE	4,428.44CR 4,428.44	1,599.72CR 0.00	6,028.16CR 4,428.44	
	TOTAL ASSETS	0.00	1,599.72CR	1,599.72CR ========	
261-213000 261-217100 261-217200 261-221000 261-320200	ACCOUNTS PAYABLE - TITLE IV-A SALARIES PAYABLE BENEFITS PAYABLE DEFERRED REVENUE FUND BALANCE - TITLE IV-A	0.00 0.00 0.00 0.00 0.00	0.00 0.00 0.00 0.00 1,599.72	0.00 0.00 0.00 0.00 1,599.72	

0.00

TOTAL LIABILITIES & FUND BALANCE

1,599.72

1,599.72

ACCT#	ACCT NAME	(Rprt: 01 - MAIN; Dates: 00/00/00-0 BEG BALANCE	MTD ACTIVITY	YTD BALANCE
	REAP			
262-111100 262-114100	CASH IN BANKREAP GRANT ASSISTANCE RECEIVABLE	0.00 0.00	989.92CR 0.00	989.92CF 0.00
	TOTAL ASSETS	0.00	989.92CR	989.92CF
262-213000 262-217100 262-217200 262-320200	ACCOUNTS PAYABLE SALARIES PAYABLE BENEFITS PAYABLE FUND BALANCE - REAP	0.00 0.00 0.00 0.00	0.00 0.00 0.00 989.92	0.00 0.00 0.00 989.92
	TOTAL LIABILITIES & FUND BALANCE	0.00	989.92	989.92 
	RESTRAINT & SECLUSION GRANT			
265-111100 265-114200 265-213000 265-320200	CASH RECEIVABLE ACCOUNTS PAYABLE FUND BALANCE	0.00 0.00 0.00 0.00	0.00 0.00 0.00 0.00	0.00 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 267-114100	CASH IN BANKTITLE VI-A REVENUE RECEIVABLE TITLE VI-A	2,889.94CF 0.00	61,399.98CR 0.00	64,289.92CF 0.00
	TOTAL ASSETS	2,889.94CF	,	64,289.92CF
267-211200 267-213000 267-217100 267-217200 267-320200	INTERFUND PAYABLE ACCOUNTS PAYABLETITLE VI-A CONTRACTS PAYABLETITLE VI-A BENEFITS PAYABLE - TITLE-VI-A FUND BALANCE - TITLE VI-A	0.00 0.00 0.00 0.00 2,889.94	0.00 2,310.34CR 0.00 0.00 63,710.32	0.00 2,310.34CF 0.00 0.00 66,600.26
	TOTAL LIABILITIES & FUND BALANCE	2,889.94 ========	61,399.98	64,289.92
	JOM FUND			
269-111100 269-112100 269-114100 269-114200	CASH IN BANKJOM INVESTMENTS - LGIP #2714 ASSISTANCE REC'BLJOM INTERFUND RECEIVABLE	136.20CF 137.20 0.00 0.00	373.30CR 0.00 0.00 0.00	509.50CF 137.20 0.00 0.00
	TOTAL ASSETS	1.00	373.30CR	372.30CF
269-213000 269-217100 269-217200 269-320200	ACCOUNTS PAYABLE J O M CONTRACTS PAYABLEJOM BENEFITS PAYABLE FUND BALANCE - JOM	0.00 0.00 0.00 1.00CF	0.00 0.00 0.00 0.00 8 373.30	0.00 0.00 0.00 372.30
	TOTAL LIABILITIES & FUND BALANCE	1.00CF		372.30
	TITLE IIA IMPV TEACH QUALITY			
271-111100 271-114000	CASH IN BANKTITLE II IMPV T QUAL RECEIVABLETITLE II	7,001.80CF 5,557.22	32,875.44CR 0.00	39,877.24CF 5,557.22
	TOTAL ASSETS	1,444.58CF	,	34,320.02CF
271-211200 271-213000 271-217100 271-217200 271-221000	INTERFUND PAYABLE ACCOUNTS PAYABLETITLE II SALARIES PAYABLE BENEFITS PAYABLE DEFERRED REVENUE	0.00 0.00 0.00 0.00 0.00 0.00	0.00 0.00 0.00 0.00 0.00	0.00 0.00 0.00 0.00 0.00

TOTAL LIABILITIES & FUND BALANCE

32,875.44

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1,444.58

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34,320.02

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	(Rprt: 01 - MAIN; Dates: 00/0	00/00-09/30/25; PRINT:	09/11/25 2:43:24 PM)
ACCT NAME	BEG BALAN	ICE MTD ACTIVITY	YTD BALANCE

ACCT#	ACCT NAME (Rprt: 01 - MA	IN; Dates: 00/00/00-09 BEG BALANCE		1/25 2:43:24 PM) YTD BALANCE
	21st CENTURY COMMUNITY LEARNING CENTER			
273-111100 273-114000	CASH - 21ST CENTURY LEARNING CENTER RECEIVABLE - 21ST CENTURY LEARNING CENTER	5,900.20CR 5,900.20	4,595.52CR 0.00	10,495.72CR 5,900.20
	TOTAL ASSETS	0.00	4,595.52CR	4,595.52CR
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	0.00	4,595.52	4,595.52
	TOTAL LIABILITIES & FUND BALANCE	0.00	4,595.52 ======	4,595.52 ======
	GEAR-UP GRANT			
278-111100	CASH IN BANKGEAR-UP GRANT	355.81CR	2,101.89CR	2,457.70CR
278-114000	REVENUE RECEIVABLE	355.81	0.00	355.81
	TOTAL ASSETS	0.00	2,101.89CR	2,101.89CR
278-211200	INTEREUND DAVARI E			0.00
278-211200	INTERFUND PAYABLE ACCOUNTS PAYABLE	0.00 0.00	0.00 0.00	0.00 0.00
278-217100	SALARIES PAYABLE	0.00	0.00	0.00
278-217100	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	0.00	2,101.89	2,101.89
	TOTAL LIABILITIES & FUND BALANCE	0.00	2,101.89	2,101.89
	COPS GRANT			
288-111100	CASH	1,062.08CR	0.00	1,062.08CR
288-114200	RECEIVABLE	0.00	0.00	0.00
288-213000	ACCOUNTS PAYABLE	0.00	531.04CR	531.04CR
288-320200	COPS GRANT FUND BALANCE	1,062.08	531.04	1,593.12
	NET FUND BALANCE	0.00	0.00	0.00
	CHILD NUTRITION			
000 444400		0.477.07	40.005.7000	2 540 5400
290-111100	CASH IN BANK FOOD SERVICE	9,177.27	12,695.78CR	3,518.51CR
290-112100 290-111300	LGIP PETTY CASH	0.00 30.00	0.00 0.00	0.00 30.00
290-111300	INTERFUND RECEIVABLE	0.00	0.00	0.00
290-114500	REVENUE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	9,207.27	12,695.78CR	3,488.51CR
290-211200	INTERFUND PAYABLE	0.00	0.00	0.00
290-213000	ACCOUNTS PAYABLE	0.00	368.06CR	368.06CR
290-217100	FOOD SERVICE SALARIES PAYABLE	0.00	0.00	0.00
290-217200 290-221000	BENEFITS PAYABLE DEFERRED REVENUE	0.00	0.00 0.00	0.00 0.00
290-221000	FUND BALANCE - CHILD NUTRITION	0.00 9,207.27CR	13,063.84	3,856.57
	TOTAL LIABILITIES & FUND BALANCE	9,207.27CR	12,695.78	3,488.51
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\*\*\* BALANCE SHEET \*\*\* LAPWAI SCHOOL DISTRICT #341 (Rprt: 01 - MAIN; Dates: 00/00/00-09/30/25; PRINT: 09/11/25 2:43:24 PM) **BEG BALANCE** ACCT# ACCT NAME MTD ACTIVITY YTD BALANCE BOND INT./REDEMP. FUND 310-111100 CASH IN BANK--BOND INT./REDEMP. FD 3.380.29 0.00 3,380.29 310-112100 INVESTMENTS--BIR FUND #2770 0.00 0.00 0.00 TAXES RECEIVABLE--NEZ PERCE CO. 310-113100 1.080.76 1,080.76 0.00REVENUE RECEIVABLE 310-114000 0.00 0.00 0.00 INTEREST RECEIVABLE 310-114101 0.00 0.00 0.00 TOTAL ASSETS 4.461.05 0.00 4.461.05 ======== ======== \_\_\_\_\_ 310-211200 INTERFUND PAYABLE 0.00 0.00 0.00 ACCOUNTS PAYABLE 310-213000 0.00 0.00 0.00 310-216100 BONDS PAYABLE 0.00 0.00 0.00 DEFERRED REVENUES--NEZ PERCE CO. 1 080 75CR 1 080 75CR 310-221000 0.00 FUND BALANCE - BOND REDEMPTION FUND 310-320200 3,380.30CR 0.00 3,380.30CR TOTAL LIABILITIES & FUND BALANCE 4.461.05CR 0.00 4.461.05CR ========= ========= ========= **BUS DEPRECIATION** CASH IN BANK--BUS DEPRECIATION 421-111100 138.372.00 0.00 138.372.00 REVENUE RECEIVABLE 421-114000 0.00 0.00 0.00 INTEREST RECEIVABLE 421-114101 0.00 0.00 0.00 INTERFUND RECEIVABLE 421-114200 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 ACCOUNTS PAYABLE--BUS DEP 421-213000 0.00 0.00 0.00 FUND BALANCE - BUS DEPRECIATION 138,372.00CR 138,372.00CR 421-320200 0.00 TOTAL LIABILITIES & FUND BALANCE 138,372.00CR 0.00 138,372.00CR ========= ========= SCHOOL DISTRICT FACILITIES FUND 435-111100 CASH - SDFF 406.00CR 0.00 406.00CR LGIP - SDFF #1210 435-112100 96.247.11 401.383.00 497.630.11 435-114000 **RECEIVABLE - SDFF** 0.00 0.00 0.00 435-213000 A/P - SDFF 0.00 0.00 0.00 **FUND BALANCE - SDFF** 401,383.00CR 497,224.11CR 435-320200 95,841.11CR **NET FUND BALANCE** 0.00 0.00 0.00 ========= ========= ========= SCHOOL MODERNIZATION FACILITIES FUND 436-111100 CASH - SMFF 146.884.89CR 0.00 146.884.89CR LGIP - SMFF 436-112100 0.00 2,182,783.89 2,182,783.89 RECEIVABLE 436-114100 0.00 0.000.00 ACCOUNTS PAYABLE - SMFF 436-213000 0.00 0.00 0.00 FUND BALANCE - SMFF 436-320200 2.035.899.00CR 0.00 2,035,899.00CR NET FUND BALANCE 0.00 0.00 0.00 ===== SCHOLARSHIP FUND CASH IN BANK -- SCHOLARSHIP FUND 1,535.68CR 1,535.68CR 710-111100 0.00 1,200.85 INV-- T.HIGHEAGLE-JOHNSON #1209 710-112010 0.00 1.200.85 INVESTMENTS -- MICHAEL BISBEE III #1502 710-112015 143.54 0.00 143.54 INVESTMENTS -- D HIGHEAGLE #1208 710-112020 435 68 0.00 435 68 710-112025 **INVESTMENTS-GENERAL SCHOLARSHIP #1503** 244.62 244.62 0.00 710-112040 INVESTMENTS--JEFF WILSON #2713 681 42 681 42 0.00 710-112050 INVESTMENTS--G. LEIGHTON #2715 5.352.00 5.352.00 0.00 INVESTMENTS--ALEC REUBEN #3119 710-112060 610.26 0.00 610.26 LGIP - HELEN COLEMAN #1269 710-112075 882.64 882.64 0.00 REVENUE RECEIVABLE 710-114000 0.00 0.000.00 INTEREST RECEIVABLE 710-114101 0.00 0.00 0.00

TOTAL ASSETS

710-213000

710-320200

ACCOUNTS PAYABLE

FUND BALANCE - SCHOLARSHIP FUND

**TOTAL LIABILITIES & FUND BALANCE** 

9 551 01

0.00

9,551.01CR

9.551.01CR

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1,535.68CR

0.00

1,535.68

1,535.68

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8,015.33

0.00

8,015.33CR

8,015.33CR

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ACCT#	ACCT NAME	Rprt: 01 - MAIN; Dates: 00/00/00-0 BEG BALANCE	MTD ACTIVITY	YTD BALANCE
	ACCOUNTS PAYABLE			
100-213000	ACCOUNTS PAYABLE	0.00	12,813.71CR	12,813.710
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	651.00CR	651.000
244-213000	SRO GRANT ACCOUNTS PAYABLE	0.00	0.00	0.00
250-213000	ACCOUNTS PAYABLE - ESSERF III	0.00	0.00	0.00
51-213000	ACCOUNTS PAYABLE	0.00	5,901.74CR	5,901.740
52-213000	ACCOUNTS PAYABLE - ESSER	0.00	0.00	0.00
54-213000	ACCOUNTS PAYABLE - ESSERF II	0.00	0.00	0.00
57-213000	ACCOUNTS PAYABLE PART B	0.00	0.00	0.00
58-213000	PART B PRESCHOOL ACCOUNTS PAYABL		0.00	0.00
60-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
61-213000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	0.00	0.00
65-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
67-213000	ACCOUNTS PAYABLETITLE VI-A	0.00	2,310.34CR	2,310.34
69-213000	ACCOUNTS PAYABLE J O M	0.00	0.00	0.00
71-213000	ACCOUNTS PAYABLE TITLE II	0.00	0.00	0.00
73-213000	ACCOUNTS PAYABLE - 21ST CLCC	0.00	0.00	0.00
78-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
84-213000 88-213000	ACCOUNTS PAYABLE ACCOUNTS PAYABLE	0.00 0.00	0.00 531.04CR	0.00 531.04
90-213000	ACCOUNTS PAYABLE ACCOUNTS PAYABLE	0.00	368.06CR	368.06
10-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
36-213000	ACCOUNTS PAYABLE ACCOUNTS PAYABLE - SMFF	0.00	0.00	0.00
30-2 13000				
	ACCOUNTS PAYABLE	0.00 ======	22,575.89CR =======	22,575.890
	CASHINBANK			
100-111100	CASH IN BANKGENERAL FUND	127,427.61	70,824.70CR	56,602.91
32-111100	CASH IN BANK-NPT GRANTS & OTHERS	59,619.62	1,281.17CR	58,338.45
35-111100	CASH IN BANKNEZPERCE SPEC. SERV.	4,944.83	0.00	4,944.83
42-111100	CASH - ICRS	0.00	0.00	0.00
43-111100	CASH IN BANKSTATE VOC ED.	883.48CR		883.48
44-111100	CASH	5,208.70CR	,	13,287.87
46-111100	CASH IN BANKDRUG FREE YTH	0.00	0.00	0.00
50-111100	CASH - ESSERF III	0.00	0.00	0.00
51-111100	CASH IN BANKTITLE I	68,791.52CR		97,054.27
52-111100	CASH - ESSER	0.00	0.00	0.00
54-111100	CASH - ESSERF II FUND	0.00	0.00	0.00
57-111100	CASH IN BANK PART B	6,352.17CR		19,169.38
58-111100 59-111100	CASH IN BANK PART B PRE-SCHOOL CASH - ARPA IDEA PART B	591.61CR		877.43
60-111100	CASH - MEDICAID FUND	0.00 45,807.77	0.00 0.00	0.00
61-111100	TITLE IV-A CASH	45,807.77 4,428.44CR		45,807.77 6,028.16
62-111100	CASH IN BANKREAP GRANT	0.00	989.92CR	989.92
65-111100	CASH IN BANKKEAF GRANT	0.00	0.00	0.00
67-111100	CASH IN BANKTITLE VI-A	2,889.94CR		64,289.92
69-111100	CASH IN BANKJOM	136.20CR		509.50
71-111100	CASH IN BANKTITLE II IMPV T QUAL	7,001.80CR		39,877.24
73-111100	CASH - 21ST CENTURY LEARNING CENTE			10,495.72
78-111100 78-111100	CASH IN BANKGEAR-UP GRANT	355.81CR		2,457.70
84-111100	CASH IN BANK- CORONAVIRUS RELIEF FU		0.00	0.00
	CASH	1,062.08CR		1,062.08
	CASH IN BANK FOOD SERVICE	9,177.27	12,695.78CR	3,518.51
88-111100		3,380.29	0.00	3,380.29
88-111100 90-111100	CASH IN BANKBOND INT./REDEMP. FD			
88-111100 90-111100 10-111100		138.372.00	0.00	138.372.00
88-111100 90-111100 10-111100 21-111100	CASH IN BANK-BUS DEPRECIATION CASH - SMFF	138,372.00 146,884.89CR	0.00 0.00	138,372.00 146,884.89
88-111100 90-111100 10-111100 21-111100 36-111100	CASH IN BANKBUS DEPRECIATION			

*** ACCO	UNTS PAYABLE *** LAPV	VAI SCHO			000-777777 DATE BNG: 00/00	09/11/25 /00-99/99/99: ALL FUNDS: BANK CD: 1)	PF	RINT:	: 09/11/25	2:43:58 PM PAGE 1
VEND#	ACCOUNT	DEPT	DATE	PO#	INVOICE	DESCRIPTION	ВС	DP	MO-YR	AMOUNT
002575	243-515413	000000		000000	HOLIDAY INN EXPRESS	LODGING B.PETERSON 8/4-8/7 CDA	1	Ν	09-2025	651.00
002575	100-623412	000000		H26123	GLOBARLDIRECTPARTS.CO		1	Ν	09-2025	99.90
002575	290-710310	000000		000000	LAQUINTA MOTOR INN	LODGING A.MUNSTERMANN 8/7 CDA	1	Ν	09-2025	263.52
002575	290-710310	000000	09/22/25	000000	LAQUINTA MOTOR INN	CREDIT LAQUINTA	1	Ν	09-2025	19.52CR
002575	100-512410	000000		E26137	STAPLES.COM	TONER	1	Ν	09-2025	284.97
002575	100-623411	000000			STAPLES.COM	TONER	1	Ν	09-2025	284.98
002575	251-515301	000000			DOUBLETREE	LODGING DLISA PENNEY 8/12-8/15 SPOKA	4 1	Ν	09-2025	730.08
002575	251-515301	000000		000000	DOUBLETREE	LODGING D.AIKEN 8/12-8/15 SPOKANE	1	Ν	09-2025	730.08
002575	251-515301	000000		000000	DOUBLETREE	LODGING C.KATUS 8/12-8/15 SPOKANE	1	Ν	09-2025	730.08
002575	251-515301	000000		000000	DOUBLETREE	LODGING C. STAPLEY 8/12-8/15 SPOKANE	Ξ 1	Ν	09-2025	730.08
002575	251-515301	000000			DOUBLETREE	LODGING G. SOBOTTA 8/12-8/15 SPOKAN	E 1	Ν	09-2025	730.08
002575	251-515301	000000			DOUBLETREE	LODGING R.HEWETT 8/12-8/15 SPOKANE	1	Ν	09-2025	791.18
002575	251-515301	000000			DOUBLETREE	LODGING A.GRUNENFELDER 8/12-8/15 SF	P( 1	Ν	09-2025	730.08
002575	251-515301	000000	09/22/25	000000	DOUBLETREE	LODGING H. SELTSTAD 8/12-8/15 SPOKAN	<b>I</b> 1	Ν	09-2025	730.08
002575	100-521410	000000	09/22/25	E26153	UNITY SCHOOL BUS PARTS	SPECIAL BUS TRANSPORT SEAT	1	Ν	09-2025	702.59
002575	100-512415	000000	09/22/25	E26095	EBAY.COM	VINTAGE AMERICAN GIRL KAYA TEEPEE	F 1	Ν	09-2025	194.00
002575	100-512410	000000	09/22/25	E26173	STAPLES.COM	FOLDERS	1	Ν	09-2025	115.74
002575	290-710310	000000	09/22/25	F26178	ROOSTERS	FOOD SERVICE TRAINING LUNCH	1	Ν	09-2025	124.06
002575	100-632410	000000	09/22/25	D26177	STARBUCKS	DISTRICT WIDE MEETING COFFEE CARAI	F 1	Ν	09-2025	127.20
002575	267-515411	000000	09/22/25	H26195	STAPLES.COM	OFFICE SUPPLIES AND INK	1	Ν	09-2025	1,868.62
002575	267-515411	000000	09/22/25	H26187	STAPLES.COM	OFFICE SUPPLIES	1	Ν	09-2025	441.72
	**SUB-TOTAL: BANKCA	RD CENTE	R							11,040.52
012260	100-631310	000000	09/22/25	D26226	AS PER AGREEMENT	BUSINESS SERVICES - BOARD CLERK	1	Υ	09-2025	800.00
012260	100-651310		09/22/25		AS PER AGREEMENT	BUSINESS SERVICES - BUSINESS MANAC	∃ 1	Ÿ	09-2025	5.605.00
0.2200	**SUB-TOTAL: HIGHLAN							•	00 2020	6.405.00
										.,
016320	288-623300		09/22/25	D26061	090225	COPS PROGRAM GRANT DIRECTOR	1	Υ	09-2025	531.04
016320	100-631310	000000		D26061	090225	COPS PROGRAM GRANT DIRECTOR	1	Υ	09-2025	1,808.96
016320	100-631310	000000	09/22/25	D26062	090225	GRANT WRITER AND ADMINISTRATOR	1	Υ	09-2025	1,079.63
016320	100-515316	000000	09/22/25	D26063	090225	SUPTRS BLOCK GRANT ADMINISTRATOR	1	Υ	09-2025	645.31
016320	100-631310	000000	09/22/25	D26064	090225	SRO PROJECT MANAGER	1	Υ	09-2025	1,065.43
	**SUB-TOTAL: EVANS E	NTERPRIS	SES							5,130.37

22,575.89

\*\*\*GRAND TOTAL - VENDOR COUNT: 3

ACCT#	ACCT NAME	: 01 - MAIN; Dates: 00/00/00-09/ BEG BALANCE N		TD BALANCE
	ASSOCIATED STUDENT BODY FUND			
238-111100	CASH IN BANK ASB	51,638.46	484.08CR	51,154.38
238-111110 238-111120	PETTY CASH CASH - ELEMENTARY ASB FUND	1,600.00 12,849.99	0.00 0.00	1,600.00 12,849.99
238-112100	LGIP - ASB FUND #3120	21,986.11	0.00	21,986.11
238-114200	RECEIVABLE	0.00	0.00	0.00
	TOTAL STUDENT BODY ASSETS	88,074.56 ====================================	484.08CR	87,590.48 =======
	STUDENT BODY FUNDS			
238-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
238-218350 238-223100	SALES TAX PAYABLE HIGH SCHOOL STUDENT BODY	131.22CR 16,326.55CR	111.42 16.48	19.80CR 16,310.07CR
238-223107	MIDDLE SCHOOL STUDENT BODY	1,098.71CR	0.00	1,098.71CR
238-223110	AT RISK FUND	447.28CR	0.00	447.28CR
238-223125	CONCESSIONS	2,644.17CR	533.88	2,110.29CR
	ATHLETIC FUNDS			
238-223200 238-223201	GENERAL ATHLETIC FUND FOOTBALL	3,375.25CR 862.48CR	1,960.50CR 140.75	5,335.75CR 721.73CR
238-223202	FOOTBALL FUNDRAISERS	328.00CR	0.00	328.00CR
238-223210	VOLLEYBALL	4,413.15CR	0.00	4,413.15CR
238-223211 238-223220	VOLLEYBALL FUNDRAISERS GIRLS BASKETBALL	0.00 3,683.18CR	0.00 960.00	0.00 2.723.18CR
238-223221	GIRLS BASKETBALL FUNDRAISERS	2,047.78CR	0.00	2,047.78CR
238-223230 238-223231	BOYS BASKETBALL BOYS BASKETBALL FUNDRAISERS	8,451.09CR 0.00	733.75 0.00	7,717.34CR 0.00
238-223240	TRACK	1,396.92CR	0.00	1,396.92CR
238-223250	CHEER	2,270.06CR	0.00	2,270.06CR
238-223260 238-223261	SOFTBALL SOFTBALL FUNDRAISERS	547.97 107.86CR	0.00 0.00	547.97 107.86CR
238-223270	BASEBALL	1,165.67CR	0.00	1,165.67CR
238-223271	BASEBALL FUNDRAISERS	453.21CR	0.00	453.21CR
238-223280 238-223285	GOLF WRESTLING	3,494.65CR 8,496.04	0.00 0.00	3,494.65CR 8,496.04
238-223286	WRESTLING FUNDRAISERS	91.66CR	0.00	91.66CR
	CLASSES			
238-223400	STUDENT COUNCIL	573.45CR	0.00	573.45CR
238-223401 238-223402	CLASS OF 2022 CLASS OF 2023	2,085.64CR 0.00	0.00 0.00	2,085.64CR 0.00
238-223403	CLASS OF 2024	0.00	0.00	0.00
238-223404 238-223405	CLASS OF 2025 CLASS OF 2026	0.00 1,141.40CR	0.00 0.00	0.00 1.141.40CR
238-223405	CLASS OF 2026 CLASS OF 2027	1,141.40CR 445.00CR	0.00	1,141.40CR 445.00CR
238-223408	CLASS OF 2028	0.00	0.00	0.00
	CLUBS			
238-223521	YEARBOOK	6,757.44	51.70CR	6,705.74
238-223523 238-223530	DRAMA LIBRARY	4,902.88CR 819.29CR	0.00 0.00	4,902.88CR 819.29CR
238-223532	INDIAN CLUB	3,991.57CR	0.00	3,991.57CR
238-223533	BOOSTER CLUB	364.79CR	0.00	364.79CR
238-223534 238-223536	HONOR SOCIETY PBIS PAWS STORE	11.10CR 588.40	0.00 0.00	11.10CR 588.40
238-223539	ROBOTICS	148.61CR	0.00	148.61CR
238-223540 238-223541	FRENCH CLUB PEP CLUB	2,553.31CR 390.37CR	0.00 0.00	2,553.31CR 390.37CR
238-223547	FFA	6,763.18CR	0.00	6,763.18CR
238-223549	AISES CONFERENCE	4,016.24CR	0.00	4,016.24CR
238-223553 238-223555	BAND-MUSIC NEZ PERCE LANGUAGE	3,607.76CR 165.92CR	0.00 0.00	3,607.76CR 165.92CR
238-223556	BPA	2,438.92CR	0.00	2,438.92CR
238-223560 238-223561	SEL EDUCATION PROJECTS CAP AND GOWN	1,874.74CR	0.00	1,874.74CR
238-223561	MAPP	113.07CR 56.92CR	0.00 0.00	113.07CR 56.92CR
238-223564	CR-PLC INCENTIVE	463.96CR	0.00	463.96CR
238-223565 238-223900	DRUG FREE SCHOOLS DUE TO STUDENT GROUPS	1,897.41CR 0.00	0.00 0.00	1,897.41CR 0.00
	202 10 01002111 01001 0	0.00	0.00	0.00

TOTAL LIABILITIES & FUND BALANCE

88,074.56CR

484.08

87,590.48CR

\*\*\* RECEIPT REGISTER \*\*\* LAPWAI SCHOOL DISTRICT #341 09/11/25 Print: 09/11/25 2:44:28 PM PAGE 1 (Fund/Pre: ALL; Refr #: 000000-999999; Dates: 00/00/00-99/99/99; Mo-Yr: 08-2025-08-2025; Bank Cd: 1)

REFR#	DESCRIPTION	(Fund/Pre: ALL; Refr #: 000000-999999; Dates: 00/00/ AMOUNT	00-99/99/99; Mo-Yr: 08-2025-08-2025; Bank Cd: 1) DATE	
261022	LGIP	500,000.00CR	08/11/25	
261023	HIGHLAND	4,373.00CR	08/13/25	
261024	LGIP	125,000.00CR	08/20/25	
261025	NEZ PERCE	577.36CR	08/19/25	
261026	LGIP	14,113.42CR	08/01/25	
261028	NPT GRANT - AIKEN - TRACK	49,000.00CR	08/21/25	
261029	DIGITAL CONTENT & CURRICULUM	2,741.91CR	08/05/25	
261030	GEAR UP	3,650.38CR	08/11/25	
261031	MEDICAID	63,446.23CR	08/28/25	
261032	SUMMER FOOD SERVICE	18,242.40CR	08/28/25	
261033	SWEEP INTEREST	487.77CR	08/31/25	
261034	DRIVER'S ED	125.00CR	08/20/25	
*** T	OTAL	781 757 47CR		

\*\*\* CHECK REGISTER \*\*\* LAPWAI SCHOOL DISTRICT #341 09/11/25 Print: 09/11/25 2:44:39 PM PAGE 1 (Fund/Pre: ALL; Refr #: 000000-999999; Dates: 00/00/00-99/99/99; Mo-Yr: 08-2025-08-2025; Bank Cd: 1; Over:-99999999.99)

REFR#	WENDOR  BLUE CROSS OF IDAHO AARON OSBORN STATE INSURANCE FUND AMAZON CAPITAL SERVICES, INC. ANDERSON, JULIAN & HULL, LLP APPLE INC. ASSETWORKS RISK MANAGEMENT AVISTA UTILITIES BANKCARD CENTER BECKER'S BLUE MOUNTIAN ELECTRIC BOYER GRAVEL BUSRIGHT, INC CATALYST MEDICAL GROUP, PLLC CENTURYLINK CITY OF LAPWAI CLEARWATER SPRINKLERS, INC. COMMERCIAL TIRE INC COSTCO ERIK MCKIM FILTER KING, LLC FISHER SYSTEMS, INC. FACILITIES MANAGEMENT EXPRESS, LLC FREEDOM FIRE, LLC HAMPTON INN - BOISE-DOWNTOWN HAYDEN PEST CONTROL, LLC HD SUPPLY HIGHLAND JOINT SCHOOL DISTRICT #305 HOLIDAY INN EXPRESS & STES NAMPA HOME DEPOT CREDIT SERVICES IDAHO DIGITAL LEARNING IDAHO ICE IDAHO SCHOOL DISTRICT COUNCIL LAPWAI STUDENT BODY LORI RAVET MEADOW GOLD DAIRIES, INC. MIKE'S MECHANICAL SERVICE LLC MICHAEL W. SEEVERS NAPA AUTO PARTS NEZ PERCE TRIBE NEZ PERCE TRIBE -UTILITIES DIV NORCO, INC OETC QUEST CPAS PLLC RICOH USA, INC. SCHOOL SPECIALTY LLC STREAMLINE SPRINKLER STRUCTURED SWATCO T-N-T HOOD CLEANING SERVICES UNITED RENTALS UNIVERSITY OF OREGONE-CTL USF - SPOKANE VALLEY APPLIED BEHAVIOR ANALYSIS, LLC VALLEY ASS WAI TER F. NEI SON WAI TER F. NEI SON	000000-999999; Dates AMOUNT		//99/99; Mo-Yr: 08-2025-08-2025; Bank Cd: 1; Over:-99999999.99) DESCRIPTION
033305	BLUE CROSS OF IDAHO	58 866 45	08/15/25	HEALTH INS - ER - 082025
033307*	AARON OSBORN	800.00		PAYROLL ADVANCE - TIMESHEET ERROR
033308	STATE INSURANCE FUND	70,728.00		WORKERS COMP. PREMIUM
033309	AMAZON CAPITAL SERVICES, INC.	4,352.35		MAINTENANCE SUPPLIES
033310	ANDERSON, JULIAN & HULL, LLP	340.00 3.755.00		PROFESSIONAL LEGAL SERVICES IPAD PRO 13 SILVER
033311	ASSETWORKS RISK MANAGEMENT	303.57		MEDICAID ADMIN FEE
033313	AVISTA UTILITIES	8,826.47		ELECTRIC - CABINET SHOP
033314	BANKCARD CENTER	5,792.71		CUSTOM SIZE BALL PIT FOR SENSORY REGULATION
033315	BECKER'S	733.79		ART MATERIALS AND BOOKS ICE MACHINE CLEANING
033317	BOYER GRAVEI	737.00 747.12		GRAVEL
033318	BUSRIGHT, INC	3,083.33		SUUITE LICENCESE AND MOUNT LICESES
033319	CATALYST MEDICAL GROUP, PLLC	300.00	08/18/25	DOT PHYSICAL R.HEIMGARTNER
033320	CENTURYLINK	580.22		HS FAX LINE
033321	CLEARWATER SPRINKLERS INC	5,137.26 625.86		W/S-STORAGE TECH 07/01-07/31 SPRINKLER REPAIRS
033323	COMMERCIAL TIRE INC	5.576.17		BUS TIRES AND INSTALLATION
033324	COSTCO	230.51		PD SUPPLIES
033325	ERIK MCKIM	58.80		MILEAGE MOSCOW 08/11
033326	FILTER KING, LLC	1,393.68		HVAC FILTERS
03332 <i>1</i> 033328	FACILITIES MANAGEMENT EXPRESS 11 C	2,309.14 4 146 25		FIRE ALARM INSPECTIONS MS/HS ANNUAL SOFTWARE
033329	FREEDOM FIRE, LLC	1,934.00		RANGE AND FIRE EXTINGUISHER TESTING
033330	HAMPTON INN - BOISE-DOWNTOWN	2,266.14		LODGING G. HANSEN BOISE 07/28/-07/30
033331	HAYDEN PEST CONTROL, LLC	2,395.00		BI-MONTHLY PEST CONTROL
033332	HD SUPPLY	3,761.93		CUSTODIAL SUPPLIES BUSINESS SERVICES - BOARD CLERK
033333	HOLIDAY INN EXPRESS & STES NAMPA	756.00		LODGING IDAHO ED. SUMMIT D.AIKEN
033335	HOME DEPOT CREDIT SERVICES	3,568.74		MAINTENANCE SUPPLIES
033336	IDAHO DIGITAL LEARNING	150.00		IDLA CLASSES CLEANUP
033337	IDAHO ICE	122.86		ANNUAL JAN-DEC WATER SUPPLY BUS BARN
033338	IDAHO SCHOOL DISTRICT COUNCIL	60.00 533.00		MEMBERSHIP DUES 2025-2026 REIMB. CATASTROPHIC INSURANCE
0333340	LORI RAVET	551.98		REIMB. COSTCO PD INCENTIVES
033341	MEADOW GOLD DAIRIES, INC.	588.71	08/18/25	
033342	MIKE'S MECHANICAL SERVICE LLC	5,594.59		KITCHEN FREEZER REPAIR
033343	MICHAEL W. SEEVERS	1,980.00		ANNUAL BUS INSPECTIONS AND SERVICES
033344	NEZ PERCE TRIBAL POLICE DEPT	520.51 8 079 17		F150 REPAIR AND SERVICE SUPPLIES SRO SALARY AND BENEFITS
033346	NEZ PERCE TRIBE	303.00		INTERNET AND IP ADDRESS
033347	NEZ PERCE TRIBE -UTILITIES DIV	1,710.00		SEWER-ES 07/2-07/28
033348	NORCO, INC	106.64		WELDING GAS
033349	OLIEST CDAS DLLC	150.00		MEMBERSHIP RENEWAL PROGRESS BILLING FOR PROFESSIONAL SERVICES
033351	RICOH USA. INC.	1.000.82		COPIER RENTAL ES 05/30-06/29
033352	SCHOOL SPECIALTY LLC	71.62		STEM AND ORGANIZATION SUPPLIES
033353	STREAMLINE SPRINKLER	628.34		DISCUS SPRINKLER FLUSHING AND VALVE REPAIR
033354	STRUCTURED	4,544.24		FIREWALL LICESE
033356	T-N-T HOOD CLEANING SERVICES	1 325 00		WATER ANALYSIS AND TREATMENT HOOD CLEANING
033357	UNITED RENTALS	888.00		SKID STEER BROOM ATTACHEMENT RENTAL
033358	UNIVERSITY OF OREGONE-CTL	1,815.00	08/18/25	ELA MATERIALS
033359	USF - SPOKANE	843.49		FOOD NSLP
033360	VALLEY APPLIED BEHAVIOR ANALYSIS, LLC VALLEY GAS	3,375.00 416.13		SAFETY CARE TRAINING ELLENSBURG WA 08/06-0/13 SKID STEER DIESEL 19.331 GALS
033362	WALTER E. NELSON	5,350.51		CUSTODIAL SUPPLIES
033363		3,697.33		OFFICE TONER 370999357
033364	WESTERN RECYCLERS	17.00		SHRED CART FEE
033365 033366	WYEBOT, INC. ZAYO EDUCATION, LLC	2,020.00 793.78		SUBSCRIPTION TROUBLESHOOT WIFI NETWORK SMARTVOICE FEES
033367	ELIZABETH WHITE	1.564.98		ADVANCE OF LATE TIMESHEET
033368	LATASHA DISHION	1,407.00		PAYROLL ADVANCE
	IDAHO TIGHT WIRE FENCING LLC	9,906.00		DOWN PAYMENT ON FENCING
033370		600.00		PAYROLL ADVANCE
033371	BRENDA TANNAHILL RYE MUZQUIZ-HEWETT	500.00 1,200.00		ADDITION TO AUGUST ADVANCE PAYROLL ADVANCE
	STANDARD INSURANCE COMPANY	888.00		STANDARD INSURANCE - 082025
264013	AFLAC	2,863.23		AFLAC INSURANCE - AFTER TAX - 082025
264014	VOYA FINANCIAL	200.00		VOYA FINANCIAL 403-B PLAN - 082025
264015 264016	IDEAL COLLEGE SAVINGS PROGRAM	1,325.00		IDEAL College Savings Prog - 082025
264016	INTERNAL REVENUE SERVICE IDAHO STATE TAX COMMISSION	118,565.35 13,124.00		FICA - ER - 082025 STATE WITHHOLDING - 082025
264018		0.00		WORK COMP - 082025
	PUBLIC EMPLOYEE RETIREMENT SYS	103,273.38	08/15/25	PERSI - ER - 082025
	DELTA DENTAL	3,632.03		DENTAL - DEPENDENT - 082025
∠64021 *** T	EMPOWER OTAL	4,271.52 521,669.70	บช/15/25	PERSI 401K @ \$100.00 - 082025
	○ 17 L	02 1,000.70		



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

To: Board of Trustees

From: Teri Wagner

Date: September 11, 2025

RE: September Board Back-Up

#### **Building Documents Attached**

Faculty Meeting Agendas

- Professional Learning Agendas
- Amira Letter to Families
- School-Wide Expectations Rodeo Schedule
- Bus Rodeo Schedule
- Enrollment
- Financial Statements

#### **Professional Learning Topics**

- Health and Safety-Fire Drill, Lockdown Drill
- ECRI Intervention-Training and Implementation
- CKLA-Training and Implementation
- i-Ready Math-Implementation
- New ELA Assessment-Training and Implementation
- Intervention Planning, Goal Setting, and Implementation
- Empowering Professional Learning Teams

## Family/Community Involvement

- Ice Cream Social (36% of families represented)
- Nez Perce Language Classes in Place
- Picture Day September 19
- Festival Dance Scheduled for September 25
- Success Assembles Scheduled for September 26
- After School Program begins October 1

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

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

## Professional Learning Agenda September 5, 2025

## Faculty Meeting – Good of the Group 1:25-1:30

- Scheduling Concerns
- Classroom Interruptions
- Cell Phones
- Fire Drill and Lockdown Drill
- Clever and Tech Tips
- Interventions
- Good of the Group

#### Common Challenge: Implementation of CKLA 1:30-1:45

## "Don't admire the problem," General Bruce C. Clarke.

He used this to remind his teams not to get stuck describing or analyzing challenges endlessly, but instead to focus on solutions and action.

- Where are we going? What does success look like at your grade level after 6 weeks?
- Where are we now?
- How do we move learning forward? What are the professional learning needs so far? What is working and worthy of replication?

What are the core requirements for successful implementation that we can all agree to?

## 3-5 Intervention Meeting 1:45-2:00

Intervention Folders

#### Building Meeting Agenda Monday, August 25, 2025 2:00 PM -Room # 215

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

- 1. Collegiality and Professionalism
  - Good of the Group
  - Teacher Credibility (Effect Size 1.09) trustworthiness, competence, enthusiasm, accessibility/reliability
  - Cell Phones~What's your plan?
  - Technology and Social Media
  - Teacher Work Day 8:00-3:30; Fridays 7:00-3:30

Flexibility in arrival and departure times may be an employee benefit under the following conditions:

The employee maintains 7.5 hours on-site with a 30-minute duty free lunch period. The plan is prearranged and preapproved by the direct supervising administrator. The plan is documented as directed by the direct supervising administrator. The adjusted times do not impact instruction or require a substitute. The adjusted times do not result in a lack of resources for students or a reduction of support for teachers.

The adjusted times do not reduce Medicaid eligible services or one-on-one supports for required students.

- Faculty Attendance-Model the expectation for our students and our colleagues Attendance Matters Challenge
- Sick Leave, Personal Days, Bereavement, Leave Without Pay
- General Education: Substitute Calls/Texts by 7:00 AM Substitute Plans, and Supervision Coverage Teri's Cell: 208.553.9297/Waha Landline: 208.743.6264 Tessie 208.790.0355
- Professional Courtesies (Smart Snacks)

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

- Guaranteed and Viable Curriculum
  - Proven Best Practice Strategies and Materials
     <u>https://www.visiblelearningmetax.com/influences</u>
     i-Ready, Amplify CKLA, ECRI, UFLI
  - "Bell to Bell" (minute to minute) Urgency
  - Summer School and ASP
  - Kindergarten Boot Camp-Krystle



#### PROFESSIONAL LEARNING and IMPORTANT EVENTS

Date	Event	Time	Location
Monday, August 25	District Meeting	8:00-10:00	High School
			Commons
	Special Forces	10:30-12:30	High School
	All Elementary Faculty Meeting	2:00-3:30	Room 215
	Ice Cream Social	5:00-5:30	Elementary Classrooms
esday, August 26	ECRI Training K- 2+Interventionists	8:00-3:30*	Room 215
	i-Ready 3-5	TBD	TBD
Wednesday, August 27	First Day for Kids		
Friday, August 29	NO 7:00 AM Meeting		
	Faculty Meeting	1:25-2:30*	TBD
Friday, September 5	First PLT	7:00 AM	Grade Level Classrooms
Friday, September 5	Professional Learning	1:25-3:30	Room 215
Friday, September 12	Amira (ISIP, IRI, Istation) Training	1:25-3:30*	Room 215
Friday, September 19	Picture Day		
	CPR/First Aid/Narcan Training	1:25-3:30	Elem Gym

#### **Suicide Prevention**

https://mail.google.com/mail/u/0?ui=2&ik=5544376db0&attid=0.1&permmsgid=msg-f:1807764185886397904&th=191677f2f96e95d0&view=att&zw&disp=inline

PDP1310 V025.07.01

Amplify CKLA
3rd Edition
8–22–25

## PARTICIPANT NOTEBOOK

# Knowledge Strand initial training

K-2 teachers



### Overview

### Agenda

- Welcome
- Program design
- Teacher Guide
- Unit planning
- Lesson segments
- Supporting all learners
- Wrap-Up

- Key points review
- Platform navigation
- Lesson internalization & practice
- Closing

### Objectives

- Explain how Amplify CKLA instruction aligns with the research on how students learn to read and write.
- Describe what teaching and learning look like in the Amplify CKLA curriculum.
- Navigate the Amplify curriculum and use the materials to prepare for effective implementation.

### Practice demo account credentials for this training

URL: learning.amplify.com

Username: uv3cklaP \_ \_ \_ @pd.tryamplify.net

Password: AmplifyPD1 (case sensitive)

PDP1302 V025.07.01



### PARTICIPANT NOTEBOOK

### Initial training.

3-5 teachers



### Overview

### Agenda

### Part 1

- Welcome
- Program design
- Teacher Guide
- Lesson segments
  - Speaking and Listening
  - Reading
- Wrap-Up

### Part 2

- Lesson segments
  - Writing
  - Language
  - o Take-Home Material
- Supporting all learners
- Digital navigation \*
- Prepare to teach
- Closing

### **Objectives**

- Explain how Amplify CKLA instruction aligns with research on how students learn to read and write.
- Describe what teaching and learning look like in the Amplify CKLA curriculum.
- Navigate the Amplify curriculum and use the materials to prepare for effective implementation.

### Practice demo accounts for this training

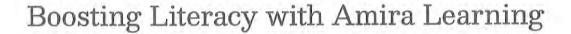
**URL:** learning.amplify.com

### Teacher demo

**Username:** uv3cklaP \_\_\_\_ @pd.tryamplify.net

Password: AmplifyPD1 (case sensitive)





Dear Families,

This school year we've partnered with **Amira Learning** to provide personalized, research-based reading support to help every child grow as a reader. Students will have the opportunity to read with Amira, a digital reading platform powered by artificial intelligence (AI).

Amira enables teachers to gather meaningful insights into your child's reading abilities, such as fluency, comprehension, and vocabulary. As part of the program, your child will complete periodic literacy assessments that help measure their progress and highlight areas where they may benefit from additional support. Teachers use insights from Amira to better understand each student's reading progress and to tailor instruction.

Amira is built with student safety and privacy at its core. The AI behind Amira only draws from a carefully designed and pre-approved set of responses. It cannot browse the internet, generate open-ended content, or go off-script in any way. Everything your child hears—from questions to feedback—has been reviewed and approved by educators and literacy experts.

Your child's data remains securely stored and is owned by the school district, Amira Learning is FERPA and COPPA compliant and continues to work closely with researchers to ensure its approach is evidence-based and aligned with best practices in early literacy.

We may follow up with you throughout the year if we identify opportunities to provide additional reading support for your child. Your partnership is essential in helping our students thrive.

Please feel free to reach out if you have any questions or would like to learn more.

Sincerely, Your Teacher

# School-Wide Expectations Rodeo

## Friday, August 29, 2025

Nis   Bati   B	Station 1: Bathroom & Lobby Miss Tessie 11 11 11 12 KSL KSL KSL KST	Station 2: Wain Stairs & Hallway Miss Ravet 2C 2C 1L 1L 1R KSL KST KST 5A 5A 4W	Station 3: Hall, Fountain & back stairs Mrs. Mrs. Bateman 3B 2H 2C 1L 1L 1R KSL KST KST 5A	Station 4: Sidewalks, Breezeway & Bus Loading Zone  Mrs. Hansen 3H 2C 2C 1L 1L 1R KSL KST 5T	Station 5: Cafeteria (enter) Ms. Blackeagl e 4B 3H 3H 2C 2C 1L 1L 1L KSL KST	Station 6: Cafeteria (exit) Ms. H 4W 4W 3H 3H 2H 2H 2L 1L 1L 1P KSL	Station 7: Blue posts & field Mrs. Melton 4W 4W 3H 3B 3B 2C 2C 1L	Station 8: BB court & Volleyball  Ms. Cree  5A  4W  4W  3H  2H  2H  2H  1L	Station 9:     Swings & Tetherball     Miss E     KST     KST     SA     4W     4W     3H     3H     3B     2C	Station 10: Playground Equipment & Buddy Bench Teacher Salena KSL KST  SA  4W  4W  2H  3H  2H	a	As Propane  R. Propane  Tank area  Tank area  Tank area  1P  KST  KST  5A  4W  4W  4W  3B
胀		48	4W	5A	5T	KST	KSL	1P	11	2C		2H
3B		3H	48	4W	5A	5T	KST	KSL	1P	11		2C
10:0 2H		38	НЕ	4B	4W	5A	5T	KST	KSL	1P	11	

## 3 minutes at each station; 3 minutes to transition



### **Bus Expectations Schedule 9/12/25**

1 message

Jennifer Becker <jbecker@lapwai.org>

Wed, Sep 10, 2025 at 10:58 AM

To: Teri Wagner <twagner@lapwai.org>, Greg Hansen <ghansen@lapwai.org>, Lori Ravet <lravet@lapwai.org>, Tessie McCulley <tmcculley@lapwai.org>, Delaney Paris <dparis@lapwai.org>, Emily Lavielle <elavielle@lapwai.org>, Natasha Calkins <ncalkins@lapwai.org>, Kelly Hillman <khillman@lapwai.org>, Krystle Stamper <kstamper@lapwai.org>, Kathie Sliger <ksliger@lapwai.org>, Teeiah Arthur <tarthur@lapwai.org>, Brenna Sue Terry <bterry@lapwai.org>, Cassie Hays <chays@lapwai.org>, "Melissa K. Beckman" <mbeckman@lapwai.org>, Nate Blyleven <nblyleven@lapwai.org>, Beau Woodford <bwoodford@lapwai.org>

The Bus Expectations Rodeo is scheduled for this Friday, September 12. Please be prompt with your arrival to the bus loading zone, as each group gets 10 minutes - and we do not want to disrupt any reading groups or interventions.

8:30-8:40 - Paris/LaVielle

8:40-8:50 - Calkins/Hillman

8:50-9:00 - Stamper/Sliger

9:00-9:10 - Arthur/Terry

9:10-9:20 - Hays/Beckman

9:20-9:30 - Blyleven/Woodford

As a district we are working to make our buses safer. Monitors have been riding afternoon buses most evenings of the week. Pre-teach presentation expectations before the bus rodeo, and talk with your students about our bus rules:

- 1. Listen to the driver
- 2. Keep to yourself.
- 3. Stay seated.
- 4. Classroom voices
- 5. Keep your bus clean

Thanks for all of your efforts to teach students bus expectations.

Jennifer Becker PBIS Coordinator (Positive Behavioral Interventions & Supports) Lapwai Elementary School (208) 843-2960, ext. 345

Lapwai School District's Mission Statement: "Together, we ensure all students will reach their full potential."

Lapwai Elementary School

### **Enrollment Summary: Federal Ethnicity and Race Report**

View:			Si	tudents:		Date:			
Fede	ral Ethnici	ty and Race	C	All Active E		09/11/			
			•	Current Sel	ection				
Grade Level	Total in Grade	01 – American Indian or Alaska Native	02 – Asian	03 – Black or African American	04 – Native Hawaiian or Pacific Islander	05 – White	Hispanic/Latino	Two or More Race Categories	Unspecified
PK4	3 M 2 /F 1	M 1 /F 1	M 0 /F	0 M 0 /F 0	0 M 0 /F 0	M 1 /F	M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0
K	28 M 15 /F 13	18 M 9 /F 9	м 0 /F	0 M 0 /F 0	0 M 0 /F 0	M 2 /F	5 M 2 /F 3	2 M 2 /F 0	1 M 0 /F 1
i	28 M 14 /F 14	20 M 9 /F 11	M 0 /F	0 M 0 /F 0	M 1/F 0	M 1 /F	M 3 /F 1	M 0 /F 1	M 0 /F 0
2	40 M 19 /F 21	33 M 16 /F 17	M 0 /F	0 M 0 /F 0	0 M 0 /F 0	M 0 /F	M 0 /F 3	3 M 3 /F 0	M 0 /F 0
3	40 M 26 /F 14	31 M 23 /F 8	M 0 /F	0 М 0 /F 0	M 1 /F 0	M 0 /F	5 M 1 /F 4	M 1 /F 1	M 0 /F 0
4	36 M 15 /F 21	28 M 14 /F 14	M 0 /F	0 М 0 /F 0	M 0 /F 0	M 0 /F	3 M 1 /F 2	M 0 /F 3	M 0 /F 0
5	31 M 15 /F 16	19 M 10 /F 9	M 0 /F	M 0 /F 1	0 M 0 /F 0	M 3 /F	M 1 /F 3	M 1 /F 1	M 0 /F 0
Total	206 M 106 /F 100	151 M 82 /F 69	0 M 0 /F	1 M 0 /F 1	M 2 /F 0	14 M 7 /F	24 M 8 /F 16	13 M 7 /F 6	1 M 0 /F 1

The Federal Ethnicity and Race view displays aggregate student data as required by the Federal Ethnicity and Race Categories from the U.S. Department of Education. See the help for more information.

Legend	
Icons - Date Entry	

### Commercial Checking Acct Public Funds Account number: 801013418 August 1, 2025 - August 31, 2025 Page 1 of 1



LAPWAI SCHOOL DISTRICT #341 LAPWAI ELEMENTARY SCHOOL STUDENT BODY 230 MAIN ST LAPWAI ID 83540-6089

### Questions?

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

Online: wellsfargo.com

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

Account summary

### Commercial Checking Acct Public Funds

Account nu	nber	Beg	ginning balance	Total credits	Tatal J. Lu	W. 100 1 100 1
301013418			\$7,870.99	\$0.00	Total debits -\$7,870.99	Closing balance \$0.00
Debits Electroni	c debits/	bank debit	ts			
Effective date	Posted date 08/22		Amount	Transaction detail		
	00/22		0.00	Payoff Debit, Non-Interest Without Fe		
			\$0.00	Total electronic debits/bank debits		
Checks pa	aid					
Number 3843		Amount 7,870.99	Date 08/20			
			\$7,870.99	Total checks paid		
			\$7,870.99	Total debits		
100 to 1				11		
	er balar	ice summ	nary			
Date			Balance Dat	e Balance	Date	D-7-2000

Date	Balance	Date	Balance	Date	D-7
07/31	7,870.99	08/20	0.00	08/22	Balance
Average	daily ledger balance	\$4 824 15	0.00	777.75	0.00

Average daily ledger balance \$4,824.15

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August 1, 2025

Date Checks Deposits Balance

8/1/25 Beginning Balance \$7,870.99

#3843 \$7,870.99

8/31/25 Ending Balance \$0.00

Account Closed

LAPWAI ELEMENTARY SCHOOL P. O. BOX 247 LAPWAI, ID 83540 PH. (208) 843-2952 819.25

WELLS FARGO BANK, N.A. www.wellsfargo.com 92-379/1241 OSII9125 3843

PAY TO THE ORDER OF Lapwai School District

\$7870,99

seven thousand eight hundred seventy

DOLLARS

Nathran Weeks

MEMO Elementary School ASB ACCT

Tassie McCuller

### Jul-25

Date	Checks/Debits	Deposits	Balance
7/1/2025 Beginning Balance			\$4,979
7/8/2025 Fee Refund		\$30.00	
21-Jul Analysis Service Fee	\$15.00		
7/31/2025 Paper Statement Fee	\$3.00		
7/30/2025 Ending Balance			\$4,991

### ZIONS BANK.

PO BOX 26547 SALT LAKE CITY, UT 84126-0547

LAPWAI SCHOOL DISTRICT #341 ELEMENARY SCHOOL ASB ACCOUNT 230 MAIN ST LAPWAI, ID 83540-6089



### Statement of Accounts

This Statement: July 31, 2025 Last Statement: June 30, 2025

Primary Account: 985904580

Direct Inquiries to: 800-789-2265 WWW.ZIONSBANK.COM

### 

WE HAVEN'T FORGOTTEN WHO KEEPS US IN BUSINESS. ®

Beginning September 15, 2025, the monthly service fee on your Business Inspire Checking will increase from \$5 to \$10. This fee may be waived by maintaining a minimum daily account balance of \$1,000 or by conducting \$1,000 in transactions during your monthly statement cycle. We are also modifying the fees for excessive transactions to \$0.45 per transaction once you exceed the threshold of 50 transactions and modifying the excessive cash deposit fee to \$0.25 per \$100 once you exceed the threshold of \$3,000. Some of our fees are also changing for items such as cashiers checks, stop payments made at the branch or online, international outgoing wire transfers, third party requested account verifications, etc.

For a detailed list of fees or additional information, please refer to your Business Inspire Checking product disclosure or Business Accounts Schedule of Fees located in the Agreement Center at www.zionsbank.com/personal/agreement-center/. You may also request a copy by calling Customer Service at 888-307-3411 or by visiting your local branch.

### SUMMARY OF ACCOUNT BALANCE

Account Type
BUSINESS INSPIRE CHECKING

Account Number 0985904580 Account Ending Balance \$4,991.00

	Previou	ıs Balance	Deposits/Credits	Withdrawals/Debits	Checks Processed	Ending Balance
Count:			1	2	0	
Amount:		4,979.00	30.00	18.00-	0.00	4,991.00
DEPOSITS	/CREDITS	***************************************				
Posting	Effective					
Date	Date	Amou	nt Descriptio	n		
07/08	07/08	30.00	) fee refui	nd		
 CHARGES	/DEBITS					
Posting	Effective					
Date	Date	Amou	nt Descriptio	n		
07/21	07/21	15.00	)- ANALYSIS	SERVICE FEE		
07/31	07/31	3.00	)- PAPER STA	ATEMENT FEE		

### **CHECKS PROCESSED**

There were no transactions this period.

### ZIONS BANK.

July 31, 2025 LAPWAI SCHOOL DISTRICT #341 985904580

PO BOX 26547 SALT LAKE CITY, UT 84126-0547

Interest Paid Year-To-Date 2025

..... **ACTIVITY COUNT** During this period Total Items AGGREGATE OVERDRAFT AND RETURNED ITEM FEES Total for This Period Total Year-to-Date Total Overdraft Fees \$0.00 \$0.00 Total Returned Item Fees \$0.00 \$0.00 To learn more about our other products and services that may lower the cost of managing account overdrafts or to discuss removing overdraft coverage from your account, please contact Customer Service or visit your local branch. ..... DAILY BALANCE Date.....Balance Date.....Balance Date.....Balance 07/01 \$4,979.00 07/21 \$4,994.00 07/31 \$4,991.00 07/08 \$5,009.00 INTEREST Interest Earned This Statement Period \$0.00 Number Of Days This Statement Period 31

\$0.00

Current interest rate is 0.0000% with no rate change this statement period

### LAPWAI MIDDLE/HIGH SCHOOL



Phone: (208) 843-2241, x3208

dr.penney@lapwai.org

**SEPT 2025** 

To: Board of Trustees

From: Dr. Penney, LMS-LHS

Subject: Board Report for Month of SEPT 2025

### Content

### Attachments:

- Enrollment
- CSI Updates
- PD and Guiding Coalition agendas
- · Good of the order info...



Sienna Reuben is a member of the Nez Perce tribe and has served as the Lapwai Outreach Coordinator for the University of Idaho's TRIO programs, which help students, particularly those from underrepresented backgrounds, achieve their academic and career goals. She used her experience and Native American background to inspire and connect with students, helping them see their potential.



### CCCCCCCCCC

### Lapwai Middle-High School Staff

Dear Team,

The state of Idaho has shared that we are once again designated as a CSI school for the next three years. While news like this can naturally bring mixed emotions, I want us to see it not as a setback, but as an invitation—a chance to define our journey forward with courage, creativity, and hope.

This designation is not the story of who we are, but rather a reminder of the story we are still writing together. It is a moment to honor the work you have already poured into our students, the countless hours, the innovations, the deep care for learning and for every child who walks into our building. Changes have already been made, growth has already happened, and your dedication to students has never wavered. We know that progress is possible because we've seen it here in our own school. And now, our task is to continue building on those successes while streamlining the practices and processes that show the most promise.



Progress is never about doing everything at once. It's about choosing to do the right things with consistency and excellence. When we put student learning and high-quality instruction at the center of our work, each step we take has the power to change a child's life. This is the heart of what we do: ensuring every learner is seen, supported, and given the opportunity to thrive.

### The Power of Collective Commitments

We know the difference a united community makes. When educators, students, and families join forces, we create a foundation for growth that nothing can shake. Together, through collaboration, reflection, and shared determination, we will continue shaping an environment where students feel safe, challenged, and inspired to reach their full potential.

Our impact stretches far beyond test scores and performance reports—it is measured in the confidence of a student who dares to try, in the persistence of one who decides not to give up, and in the hope that grows when young people discover their own possibilities. That is the legacy of this work.

With hope guiding us, intention grounding us, and unity strengthening us, Lapwai Middle-High School will not only rise to meet this challenge—we will exceed it. Because of your commitment, because of your heart for our students, and because of the strength of this team, I believe deeply in the future we are building together.

With gratitude and unwavering confidence in all of you,







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to.

Patty Dairymple

You may have been told by Dr. Aiken that Lapwai Middle/High School has been re-identified under School Improvement for CSI UP. I hope he also told you that you were very close to the exit criteria. I know you are doing great things that will help you to continue to grow. Dr. Penney,

The attachments included are to give you more information about School Improvement Identifications and the actions required by the school. CSI UP plans will be due by December 31, 2025

Because you are identified as CSI UP, there will be a Kickoff Convening on September 24 for you and 3-5 leadership team members/teacher leaders. Please have each person attending register using this fink. We will walk through the school improvement process and answer questions.

Also, Libbi Barrett, Regional Coordinator for Idaho Building Capacity (IBC) Project, will be reaching out to you to offer support to build capacity of school leaders and leadership teams through assigning a Capacity Builder to each school identified as CSI UP. This is a great opportunity to get help in building effective systems that support ongoing academic improvement.

Please let me know if you have any questions.



School Improvement & Support Patty Dalrymple Coordinator

Superintendent Debbie Critchfield idaho Department of Education

sde.idaho.gov (208) 332-6917

f @ in X 🖸



### **CSI UP Kickoff - Cohort 3**

School Improvement - Here we come!

School Improvement Cohort 3 Kickoff event will be an opportunity to learn what is required of a CSI UP school and begin to identify the work to be done in the next three years.

**Topics** 

How did we get identified?

How do we exit?

What does the next three years look like?

**SWIP Tool updates** 

Best practices

Details to know:

8:30am - 4:00pm

Breakfast & Lunch will be on your own

Please bring a laptop or other device.

RSVP Now (https://www.eventcreate.com/e/csi-up-kickoff-cohort-3/checkout)

LOCATION

September 17
Regions 5 & 6
Westbank Convention Center
525 River Pkwy
Idaho Falls, ID 83402

September 18
Regions 3 & 4
Chinden Campus, Bldg 6
11351 W Chinden Blvd
Garden City, ID 83714

September 24
Regions 1 & 2
Lake City Center
1916 N Lakewood Dr
Coeur d'Alene, ID 83814

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(https://www.eventcreate.com/?utm\_source=eventwebsite&utm\_medium=websitebanner&utm\_content=707916)



### CSI UP / CSI Grad

### Improvement Plans

### REQUIREMENT

ESEA Section 1111(d) (1) (B) . . . in partnership with stakeholders (including principals and other school leaders, teachers and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes . . .

The Idaho Department of Education requires CSI UP and CSI Grad plans to be submitted using the Schoolwide / Improvement Plan (SWIP) Tool.

### PLAN COMPONENTS (IMBEDDED WITHIN THE SWIP TOOL)

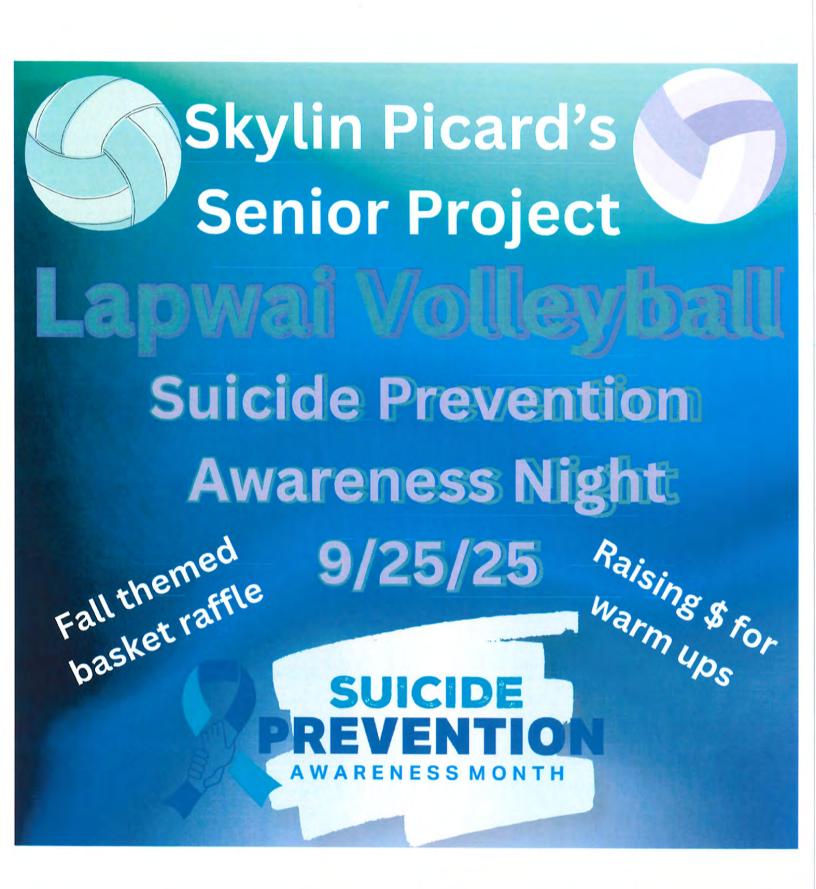
- Input from all stakeholders (admin, teachers, parents, etc.)
- Needs assessment focused on all students
- SMART goal(s) to increase achievement and close academic achievement gaps, specific to the state accountability measures
- Evidence-based strategies to meet those goals
- Statement as to how the plan will be monitored by the LEA
- Resource inequities
- Use of funds (if receiving funds)

### Plan Approval

- After the school has written the plan using the SWIP Tool, the LEA must approve and submit the plan to the Idaho Department of Education for approval.
- The Idaho Department of Education will be notified of the submission and begin the approval process by the School Improvement Coordinator.

### SPECIAL NOTES

- The SWIP Tool is used for CSI UP and CSI Grad plans, as well as Title I-A plans. One submission satisfies both purposes.
- If the school is also identified for TSI / ATSI, a goal can be added specific to the identified subgroup(s). This part of the plan will not have bearing on the approval process for CSI UP and CSI Grad plans. By submitting the SWIP, it is assumed that the LEA has approved the plan(s).



## PINK NIGHT OCTOBER 7TH LAPWAI & CV 6PM & 7:30PM

Come support Lapwai Senior Junee
Picard and her senior project!



-100% of concessions proceeds go towards her project.
-Pink basket raffles!



### GUIDING COALITION

### Lapwai Middle-High School Professional Development Meeting Agenda

Date: 8-29-25 Time: 1:30-3:30PM

Location: IDLA in 151, LCSC AO/dual credit in library, IXL in 161, and then PBIS supports meeting stay in room 161

Facilitator: IDLA Brad Patzer/Natalie, LCSC Ashley and Ryan, IXL Holly

IDLA Staff in room 151: Ada, Charo, Jacob, Genny, Jenfier, Penney

LCSC Advanced Opportunities: Sam, Bradley, Lattuada, MaryLynn Walker, Nellesen, Knoll, Penney

IXL: All other teachers/staff not listed for IDLA/LCSC

Key Question: "What evidence do we have that the collaborations our team is engaged in have had an IMPACT on student learning?"

### Meeting Objectives: SIGN IN TO EACH SPACE- 151, 161, Library

- 1. LCSC Dual Credit/AO: I can explain the expectations and responsibilities of dual credit courses to students and parents at the start of the year. I can guide students through the dual credit application and enrollment process. I can help students set individual learning goals and track their progress in both the high school and college portions of the course. I can design lessons that meet both high school and college learning outcomes. I can support students in advocating for their own academic needs within the dual credit program. I can identify and address potential barriers to student success, such as time management or unfamiliarity with college systems. I can collaborate with college faculty liaisons and high school administrators to align course content and maintain program quality. I can assess student learning using standards-aligned rubrics and provide timely, constructive feedback.
- 2. IDLA training and supports: I can successfully complete the IDLA onboarding and professional development training required for online teaching. I can use the IDLA learning management system to support and engage students in their online courses. I can communicate regularly with students, parents, and site coordinators to ensure student progress and success. I can provide timely feedback and academic support to help students stay on track with their coursework. I can support students with technology and online learning skills needed for success. I can collaborate with mentor teachers and principals for ongoing professional and instructional growth. I can monitor and encourage student participation, attendance, and original work in an online environment. I can assist students in understanding course requirements, navigating lessons, and seeking help when needed.
- 3. IXL set up: I can log in to my IXL teacher account and access all setup tools for the new school year. I can build and update my classroom roster so every student has the correct access to IXL. I can retrieve and distribute student usernames and passwords to ensure my class is ready to use IXL from day one. I can select and recommend grade-appropriate IXL skills and assign them to my students for targeted practice.
- 4. PBIS student supports: Teachers meet with PBIS/RJC on 7th grade supports, periods of the day, strategies, daily check ins

### 3C's Collaborative Collective Commitments: "Climate is how we feel, culture is how we behave."

- Safe Space: We commit to open, honest dialogue knowing this is a space for growth and learning.
- Respectful Communication: We listen actively and allow space for all voices to be heard.
- Kindness in Speaking: We speak with empathy, care, and professionalism at all times.
- Awareness of Tone & Body Language: We remain mindful that how we communicate matters as much as what we communicate.
- Collective Responsibility: We focus on solutions and shared accountability. We focus on the issue, not the person.



### Leadership Team - Instructional Planning August 19th, 2025

Josh Nellesen	Bradley Peterson
Ashlee Grunenfelder	Rye Hewett
Matt Lattuada	Sam Maynes
Emma Knight	D'Lisa Penney
Georgia Sobotta	David Aiken
Holly Selstad	
	isa Nelson, Alica Holthaus
ENTENT TARKS ON LONG LAND	
ENTRY TASK: Order for lunch from	m Donald's Cafe & turn in to Dr. Aiken,
8:15 - 9:00 - Where are we going?  Whatever it takes in second Learning by Doing) (6 min Video note capturin Elbow partner take- Questions to ponde  Do all kids h	dary schools-Students must learn at grade level (Mike Mattos, video) ig -aways
☐ PLC@Work Conference Hi	ighlights, take-aways, research/best practice models, etc.
• —	
What learnings ide	as, or initiatives can positively impact our efforts?
- wildt leanings, luc	

	How do we foster and transform our school culture to ensure we work toward answering
	these questions in the affirmative?
	<ul> <li>Anthony Muhammad (Learning by Doing) short video and excerpt from</li> </ul>
	his text
	<ul> <li>A NEW elbow partner discussion</li> </ul>
	<ul> <li>Soil and Seeds</li> </ul>
•	GUIDING QUESTION: What evidence do we have that the collaborations our team is
	engaged in has had an IMPACT on student learning?
	<ul> <li>Does this collaboration question support our top 2 Hattie instructional goals?</li> </ul>
	<ul> <li>Instructional Practices Growth (Hattie's Collective Teacher Efficacy-The</li> </ul>
	New #1)
	■ Teacher Clarity
	What is a Guided Coalition?
	Collective commitments (ideas for the new year)

- Collaborative Opportunities
  - REVIEW CALENDARS
    - Monthly/yearly calendar drafts
    - Assembly schedule
    - Flex time
    - District-calendar
    - Master schedule
    - New year at a glance calendar link, and yearly calendars for office space

10:30-10:40 BREAK

10:40-12:00 - Where are we now? Professional development activities/topics, planning 8/21 to 8/26

See staff PD calendar for the first week back

12:00-12:30 working lunch-continue PD staff development days

### REVIEWING WHERE WE'RE GOING AND HOW WE'LL GET THERE

12:30-1:30 Instructional focuses, teacher clarity, Idaho state standards review, priority standards, power standards, essential skills list, scope and sequence, embracing AI to support our development

- Holly
- Ashlee
- Other

1:30-3:00 TBD, identified needs of the LT

3:00-3:20 LT Agenda Priorities for SEPT	
3:20-3:30 Meeting eval and submit time sheet	

### Sept Agenda focus:

	Priority
1	Planning staff PD days 8/21, 8/22, 8/25, 8/26, 8/27
2	PLT structures/groups
3	Instructional Focuses
4	Academic growth focuses and action plans
5	Bully prevention program
6	Student owned electronic devices policy and phone free learning act
7	Flex time system
8	
9	
10	
11	
12	

### THANK YOU!

### GUIDED COALITION MEETING EVAL

DA	E:	

### GUIDING QUESTION: What evidence do we have that the collaborations our team is engaged in has had an IMPACT on student learning?

Here's a collaborative meeting evaluation template with a **rating system** to measure the impact of your team's collaborations on student learning.

### **Rating Scale**

- 1 No Impact: No observable effect on students.
- 2 Minimal Impact: Little change, difficult to attribute to collaboration.
- 3 Moderate Impact: Some improvement, partially attributed to collaborative efforts.
- 4 Significant Impact: Clear, positive changes directly linked to collaboration.
- 5 Transformative Impact: Major, sustained improvements clearly resulting from collaborative efforts.

### Guided Coalition Collaborative Meeting Evaluation: Collaboration Impact on Student Learning

Area of Impact	Rating (1-5) Evidence/Examples
Student Outcomes & Achievement	E.g., Changes in test scores, assignment performance, growth data
Changes in Instructional Practice	E.g., Implementation of new strategies, lesson adjustments, shared resources
Student Engagement and Social Skills	E.g., Increased participation, collaboration among students, improved group work
Observations & Reflections	E.g., Student work samples, teacher notes, qualitative improvements, anecdotal feedback
Continuous Improvement & Team Learning	E.g., Adjustments after data review, peer observations, noticeable trends after collaborative interventions

and their characteristics had a divisive impact on the school culture. I change within these groups of educators inside the school. ing environment, it is essential for leaders to understand and influence determined that in order to transform from a toxic to a healthy learnacteristics and "weapons" (behaviors and tools) that it used to exercise fourth group just tried to survive the school day. These four groups its will. A third group found itself in the center of the battle, and a the norm of the school. Each of these two groups had distinct charwhich were actively engaged in a battle to make their belief system I found a war of belief systems. I found four distinct groups, two of the school culture and articulated their beliefs through their behavior, (teachers, counselors, administrators, and support staff) interacted in In my study of these thirty-four schools and how their educators

direct impact on student success. They are actively engaged their students are capable of learning and that they have a make up a healthy school culture. They believe that all of Believers are educators who believe in the core values that Believers: The first group I identified is the Believers

### TRANSFORMING SCHOOL CULTURE

in a constant battle of ideas with another group the Fundamentalists.

- and Fundamentalists. culture. Their experience can be likened to a "honeymoon Tweeners: The second group I call the Tweeners. up in the middle of the war of ideas between the Believers norms and expectations of the school's culture. They end . period" in which they spend time trying to learn the Tweeners are educators who are new to the school
- Survivors: The third group I identify is the Survivors. not the best profession for them. group is much smaller in number than the other groups, and so overwhelmed by the profession's demands that they suffer there is a general consensus from all groups that education is from depression and merely survive from day to day. This Fortunately, this group is not widespread in our schools. They are the small group of teachers who are burned out—
- Fundamentalists: The fourth group I call the Fundamentalists. and are a major obstacle in implementing meaningful school change initiative. They can wield tremendous political power opposed to change but organize to resist and thwart any Fundamentalists are staff members who are not only reform. They actively work against the Believers.

mental survival, and Fundamentalists want to maintain the status quo. zational stability. Survivors are concerned with their own emotional and believe in academic success for each student. Tweeners believe in organi-Table 2.1 shows each classification of educator and its goals. Believers

Table 2.1: The Four Types of Educators and Their Goals

Fundamentalist	Survivor	Tweener	Believer	Educator Classification
Maintaining the status quo	Emotional and mental survival	Organizational stability	Academic success for each student	Organizational Goal

### Collective Teacher Efficacy



### Overview

Collective Teacher Efficacy (CTE) is the perception of a group of educators about their ability to positively affect student learning.

### When CTE is High in Schools, Educators...

- Find new ways to tackle difficult challenges
- Have high expectations for improving instruction and student learning
- Are open to new ideas
- Are willing to experiment
  - Y Are resilient
  - Work collaboratively
  - Welcome parent participation

### When CTE is Low in Schools, Educators...

- Extend less effort
- Give up more easily
- Perform at lower levels
- Experience burnout more often
- Feel isolated
- Experience more uncertainty

(Brinson & Steiner, 2007)

"Educators with high efficacy show greater effort and persistence, a willingness to try new teaching approaches, and set more challenging goals."

(Donohoo, 2017)

### Why is CTE Important?



Improves student performance



Fosters teacher commitment



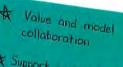
Builds educator confidence for addressing the needs of all students



Enhances parentteacher relationships

(Brinson & Steiner, 2007)

Leaders Should



★ Support professional learning on effective collaboration skills

Establish a
collaborative
culture

A Involve teachers
in school
decision making

- ★ Encourage creativity
- Focus goals
  on student needs
- Build a culture of trust

Are active in collaborative structures

in Work together ive to solve es problems

Use high-impact practices Give and receive advice and feedback

Engage in peer coaching

Willingly part

Promote parent participation

ideas and expertise











https://docs.google.com/document/d/1rYA319977Y4H21oeR1yKw7HWt1X05uJ\_GsH35243SU4/edit?tab=t,0

Teacher	(1) 8:20-9:09	(2) 9:12-10:06	(3) 10:09-11:03	(4) 11:06-12:00	BUB	(5) 1:09-2:09	(6) 2:12-3:12
Ashlee G. 130	6th ELA (A)	6th ELA (B)	6th MATH (A)	6th MATH	None	PREP	MS NPL - Drea (6th)
Charo Stapley-160	8th ELA (A)	8th ELA (B)	7th ELA (A)	7th ELA (B)	7th Grade	6th WIN/REWARDS	PREP
Matthew Morgan-140	6th STEM (B)	6th STEM (A)	8th Science (A)	8th Science (A)	7th Grade	PREP	8th Robotics (A)
Brad Carpenter-171	8th Math (B)	8th Math (A)	8th PE (B) S1	PREP	8th Grade	7th Math (A)	7th Math (B)
Holly Selstad-161	11th US Hist 1 yr	11th US Hist 1 yr	12th Gov S1 B	PREP	8th Grade	8th Soc. Studies B/(A)	8th Soc. Studies (B)
Dawn Melton					None		10th Health
Ena Raml-	7th -MS ART (A)	7th MS ART (B)			None		9-12 HS Art
Devin Boyer-AG101	10th Intro to AG	PREP	9th Grade AG (B)	8th Intro to AG (B)	10th Grade	10th Horticulture and Bot	12th AG Fab
Josh Leighton-170	7th Science	7th Science (A)	PREP	6th (A) Science	6th Grade	9th Weight Training	12th Fitness
J Stange-120	PREP	10th US HIST	12th US GOVT	11th US Hist	11th Grade	7th Geography (B)	7th Geography (A)
Chris Katus-330	9th Algebra	9th Algebra 1	11th Algebra	11th math 12th math	9th Grade	11th/12th Physics	PREP
Matt Lattuada-361	10th Geometry	10th Geometry	11th Algebra 2	12th College Math	10th grade	9th/10th Technology	PREP
Samuel Maynes-320	9th ELA B	9th ELA A	PREP	10th ELA	10th Grade	10th ELA B	10th Speech
ROOM 151 (Ada Marks)	7th ISAT IDLA (B)		6th Keyboarding (B)	9th/10th MLW History	Ema 7th Grade	9-12 Intro to NPL	9-12 Intro to NPL (Library)
Bradley Peterson	12th Economics	12th Economics	9th Intro to Computers	10th Economics	12th Grade	PREP	IDLA CC/Yearbook 9-12th
Derek Knoll	12th English 4	12th English 4	10th Career	11th English 3	11th Grade	11th English 3	PREP
Miles Sidener 350	11th Science	PREP	10th Chem	9th Science	9th Grade	11th Lab 12th Lab	11th lab sci 12th lab sci
Emma Jones -Aud					Room 151	6th Choir/Band	9th HS BAND
Jacob Whittaker	PREP	11th College Ready	7th ELA Writing (B)	7th ELA Writing (A)	None	8th Health (B)	6th Health



ABIG

SHOUT OUT

AND THANK YOU

TO SIETUR

Sienna Reuben is a member of the Nez Perce tribe and has served as the Lapwai Outreach Coordinator for the University of Idaho's TRIO programs, which help students, particularly those from underrepresented backgrounds, achieve their academic and career goals. She used her experience and Native American background to inspire and connect with students, helping them see their potential.

### SEINER AWARENES 1 K DONNER WINNER

survivors, those who lost the battle, & people still struggling. Corne support by walking and writing a message of hope to place in our September is Suicide Prevention Month & we want to honor the community & inspire others.

### WED. SEPT. 24 11:30AM-1PM

HSTRACK

nformational booths will be present with resources for the community

For more info contact Kiara Garcia at kiarag@nimiipuu.org

### **LAPWAI MIDDLE HIGH SCHOOL**

### **Proactive Environment**

NO

(teacher managed)

### Step 1

### Teacher/ Student Conference

Document challenging behavior and what was retaught/ reinforced on Behavior Log

### Step 2

### Classroom-based Consequence

Document consequence and parent contact on Behavior Log

### Step 3

### Classroom-based Consequence

(increased intensity)

Document

consequence and

parent contact on

Behavior Log AND

complete

### Step 4

### Behavior Referral in SWIS

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

### Step 5

Micah supports

X3216

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

### **Observable Problem Behavior**

Is the behavior office managed?

Please refer to charts below.

### Classroom Managed Behaviors

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

### Office Managed Behavior

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

### YES

(office managed)

Step 1

Call Kiri

x3255

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

### Step 2

### TEACHER completes SWISS BEHAVIOR REFERRAL

on-line or Blue paper copy

### Step 3

### ADMINISTRATOR ASSIGNS CONSEQUENCE

according to Policy.

Administration will document consequence in SWISS.



### **Teacher Resources**

Toolbox of Classroom Interventions and Consequences

(on back)

### **Tier 1 Interventions PBIS World.com**

### **Breaks**

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

### Consequences

Avoid power struggles Call parent or note home Card Flip

Clear, consistent, and predictable consequences
Do unfinished work during recess or unstructured time
Have student say a nice thing to the student they called a name
Logical consequence

Natural consequences Office referral Reflection sheet Remove from room

Speak in calm and neutral tone
Take away privileges

Take away unstructured or free time

### **Praise**

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

### **Rewards**

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

### Other

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

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

Move to new location in the classroom Other Cont'd Nonverbal cues Organize materials daily Pause before giving a direction Provide a container for the student's belongings Proximity to students Reassurance Redirection Reduce assignment Reflective listening Review PBIS expectations and rules Speak in calm and neutral tone Speak with student in hallway Stand while working **Start Commands** 

Start Commands
Stop, Walk, Talk
Stress ball or fidget
Talk one on one with student

Talk Ticket
Talk to parent

Teach conflict resolution skills

Teach coping skills
Teach organizational skills

Teach relationship skills

Teach relaxation techniques

Teach social skills

Teach substitute words

Touch base with student Touch student on shoulder

Turn desk around Use calm neutral tone

Use seating disk

Use timer

Visual schedule

### LAPWAI SCHOOL DISTRICT

### **Special Education**

Board Back-Up

September 2025

### Welcoming a New Year of Service and Commitment

How to read the charts: grades run along the bottom; bar height shows the number of students served; this is a point-in-time snapshot; each student is counted once by primary eligibility.

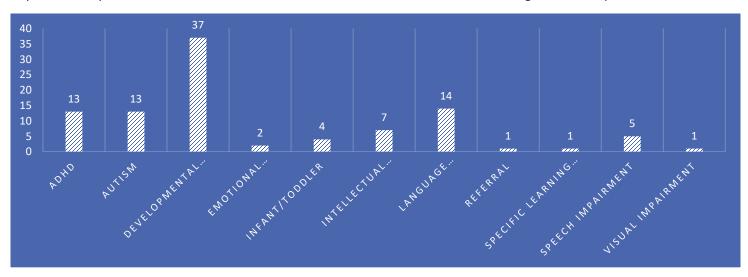
To protect student privacy, small numbers are shared at the program level rather than identifying individual students.

September sets the tone for the year. Each number here represents a student, a family, and a team working together so that access, belonging, and growth are not left to chance. I want to thank my Special Education team for bringing steadiness and care to the start of school and for showing our students that their goals matter every day.

In September we recorded 98 students across disability categories. Developmental Delay accounted for 37 (about 38 percent). Language Impairment was 14 (about 14 percent). ADHD and Autism were 13 each (about 13 percent each). Intellectual Disability was 7 (about 7 percent). Speech Impairment was 5 (about 5 percent). Infant/Toddler transitions were 4 (about 4 percent). Emotional Disturbance was 2 (about 2 percent). There was one each for Referral, Specific Learning Disability, and Visual Impairment (about 1 percent each).

An infant—toddler transition is the move from Idaho's early intervention system (Part C) into school-based special education services (Part B) as a child approaches age three. Our team meets with the family and early-intervention providers, reviews records, completes any needed assessments, determines eligibility, and, if eligible, develops an IEP so services begin by the third birthday without a gap. We include these transitions in our numbers because they require significant evaluation, planning, and coordination and directly affect staffing, transportation, and related services for the school year.

Early childhood and communication needs continue to drive services.. Developmental Delay together with Language and Speech represents roughly 57 percent of identified needs, and ADHD and Autism remain steady, reinforcing the importance of predictable routines, clear instruction, and close coordination between general and special education.



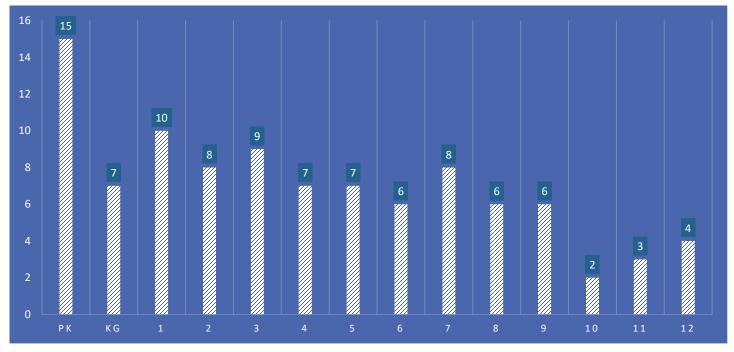
# From PK to 12: Understanding Our Special Education Numbers

We serve the most students with disabilities in preschool and the early primary grades. The numbers stay fairly steady through upper elementary and middle school, then taper off in high school. That pattern is common: we identify many needs early, provide intensive help, and some students no longer need special education as they grow, while others continue with targeted support.

For the district, the bigger early-grades group means we must keep strong services in place where they matter most, high-quality inclusive preschool options, small-group reading and math, speech and language therapy, occupational therapy, and enough paraeducators and special education teachers to support young learners in general education classrooms. It also means close coordination with families during the preschool-to-kindergarten transition and frequent check-ins as children move through K–3.

In grades 4–9, steady numbers call for consistent specially designed instruction in reading, writing, math, and behavior, plus access to accommodations, assistive technology, and time in general education with the right supports. Scheduling, co-teaching, and service minutes must line up with each student's plan so they learn alongside peers as much as possible.

even more individualized. Teams focus on transition planning—building job skills, independent living skills, and connections to college, training programs, and community agencies. Case managers need protected time to partner with families and local employers, and arrange community-based instruction. High school serves fewer students, but the work becomes even more individualized. Teams focus on transition planning, building job skills, independent living skills, and connections to college, training programs, and community agencies. Case managers need protected time to partner with families and local employers, and arrange community-based instruction. even more individualized. In high school, teams focus on transition planning—building job skills, independent living skills, and connections to college, training programs, and community agencies. Case managers need protected time to partner with families and local employers, and arrange community-based instruction. High school serves fewer students, but the work becomes even more individualized. In high school, teams focus on transition planning, building job skills, independent living skills, and connections to college, training programs, and community agencies. Case managers need protected time to partner with families and local employers, and arrange community-based instruction.



# Other Health Impairment/ADHD

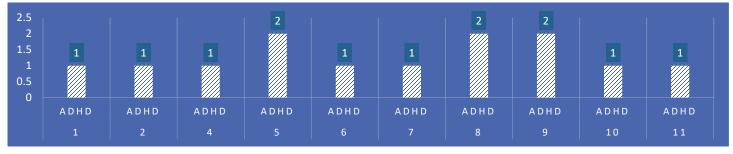
accommodations. The evaluation is comprehensive and includes parent input, classroom data, and multiple sources of evidence. For ADHD specifically, the determination can be made with a medical diagnosis or by a school psychologist as part of the team decision. This chart shows a small but steady group of students in each grade who receive special education services because of ADHD, most grades have one student, and a few grades have two. Not every child with an ADHD diagnosis qualifies for special education. In Idaho, ADHD is identified under the eligibility category called Other Health Impairment. A student qualifies only when ADHD clearly limits attention, alertness, or stamina in a way that hurts school performance, and when the student needs specially designed instruction, not just classroom accommodations. The evaluation is comprehensive and includes parent input, classroom data, and multiple sources of evidence. For ADHD specifically, the determination can be made with a medical diagnosis or by a school psychologist as part of the team decision.

What this means in practice is that each student's plan is built around the skills ADHD most often affects at school: sustained attention, working memory, organization, planning, and self-regulation. Specially designed instruction might include direct teaching of executive-function routines, self-monitoring strategies, task initiation and completion, and methods for managing distractions. When ADHD disrupts academic skills, plans often include explicit instruction in reading, writing, or math so the student can learn content and keep pace with coursework.

predictable, year-round work for our evaluation team and case managers. We will continue to see initial evaluations and triennial reevaluations across grades, which require school psychologist time, teacher input, and careful review of classroom data. Some students may move between supports over time—remaining eligible, changing services, or shifting to a 504 plan if specially designed instruction is no longer needed. That is why progress monitoring and family communication are built into every plan. The numbers on this graph translate to predictable, year-round work for our evaluation team and case managers. We will continue to see initial evaluations and triennial reevaluations across grades, which require school psychologist time, teacher input, and careful review of classroom data. Some students may move between supports over time, remaining eligible, changing services, or shifting to a 504 plan if specially designed instruction is no longer needed. That is why progress monitoring and family communication are built into every plan.

Staffing and training flow from these counts. Teachers and paraprofessionals need support in evidence-based practices for ADHD: clear routines, chunked tasks, visual schedules, prompt fading, opportunities for movement, and structured feedback tied to goals. Some students will also require behavior assessment and a behavior intervention plan to address impulsivity or work avoidance. Schedules must protect time for case management, collaboration with families, and coordination with outside providers when appropriate.

instruction that targets the learning and self-management skills most affected by ADHD, and adjust services as students grow—so each learner can make meaningful progress in the setting that best meets their needs. The bottom table reflects grade placement. The bars reflect number of students served. In short, the chart reflects a consistent, district-wide responsibility. Our job is to identify students accurately, design instruction that targets the learning and self-management skills most affected by ADHD, and adjust services as students grow, so each learner can make meaningful progress in the setting that best meets their needs. The bottom table reflects grade placement. The bars reflect number of students served.



# **Autism**

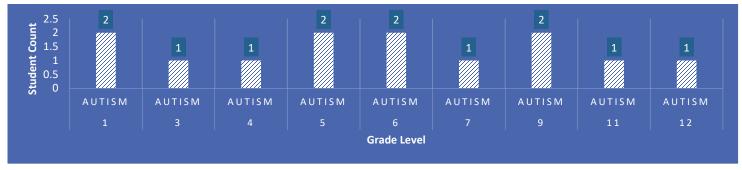
Autism Spectrum Disorder (ASD). Most grades have one student; a few grades—such as 1, 5, 6, and 9—have two. The numbers are modest, but the services are specialized and often intensive. This chart shows a small, steady group of students in several grades who receive special education services under the eligibility category of Autism Spectrum Disorder (ASD). Most grades have one student; a few grades, such as 1, 5, 6, and 9, have two. The numbers are modest, but the services are specialized and often intensive.

responses—interfere with school learning or participation and the student needs specially designed instruction. The evaluation is comprehensive. It includes parent input, observations across settings, classroom and assessment data, and careful consideration of language, social communication, behavior, and sensory regulation. Teams may also look at functional communication and daily living skills to understand how the student navigates the school day. Not every child with an autism diagnosis qualifies for special education. In Idaho, a student is identified under ASD when the characteristics of autism, differences in social communication and the presence of restricted or repetitive patterns of behavior, interests, or sensory responses, interfere with school learning or participation and the student needs specially designed instruction. The evaluation is comprehensive. It includes parent input, observations across settings, classroom and assessment data, and careful consideration of language, social communication, behavior, and sensory regulation. Teams may also look at functional communication and daily living skills to understand how the student navigates the school day.

In practice, eligibility leads to an individualized plan that targets the skills most affected by ASD. Instruction often includes direct teaching in social communication (asking for help, turn taking, conversational repair), functional communication (including AAC if needed), flexible thinking and problem solving, and self-regulation strategies for managing sensory input and transitions. When autism affects academic learning, students also receive explicit, scaffolded instruction in reading, writing, and math. Plans typically outline visual schedules, structured routines, task analysis with clear steps, and predictable supports to reduce anxiety and increase independence.

These numbers carry clear implications for staffing and scheduling. We must protect time for speech-language services, occupational therapy for sensory and motor needs, and behavior support for students who require a behavior intervention plan. Some students will learn in general education classrooms most of the day with targeted supports; others will need portions of their day in a more structured special education setting. Paraprofessionals and teachers need ongoing training in evidence-based practices for autism, including structured teaching, communication supports, prompt fading, and data collection. At the secondary level, transition services expand to community-based instruction, work experiences, and daily living skills, requiring case managers to collaborate with families and outside agencies.

managers—identifying needs accurately, providing instruction that matches those needs, and adapting supports as students grow. The result we aim for is measurable progress in learning, communication, independence, and participation in school and community life. Because ASD is a lifelong neurodevelopmental difference, change is gradual and built through consistent practice. Each dot on this chart represents coordinated work among families, teachers, therapists, and case managers, identifying needs accurately, providing instruction that matches those needs, and adapting supports as students grow. The result we aim for is measurable progress in learning, communication, independence, and participation in school and community life.



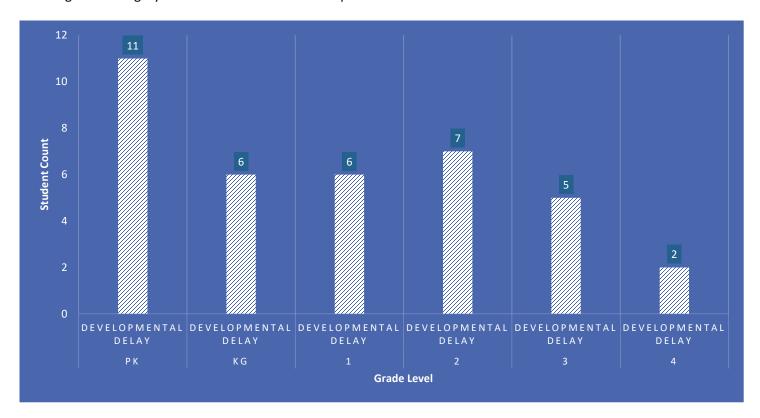
# Developmental Delay

Developmental Delay (DD) is where we see the largest concentration of our youngest learners. Idaho uses DD for children ages 3 through their ninth birthday when they show substantial delays in one or more areas, communication, early academics/cognition, social-emotional skills, adaptive behavior, or motor skills, and they need specially designed instruction to participate and learn at school. That is why the bars are tallest in preschool and the primary grades. As children get older, the numbers taper; by around third or fourth grade, teams must complete a reevaluation to determine whether the student still needs special education and, if so, under which school-age category (for example, Speech/Language, Specific Learning Disability, Other Health Impairment, Autism). Some students shift to a different eligibility, and some no longer require special education because early intervention worked.

For the district, these counts signal where to place people and time. The preschool and K–2 years require robust staffing for speech-language therapy, occupational therapy, and specially designed instruction delivered in inclusive settings with peers. We also carry significant responsibilities for the transition from the Infant–Toddler Program at age three and for timely reevaluations as students approach age nine. That means careful scheduling for school psychologists, SLPs, OTs, and special education teachers; close communication with families; and coordination with Head Start and community partners.

Instructionally, DD drives a balanced approach: explicit teaching in early literacy and numeracy, direct language instruction, play-based learning with clear routines, visual supports, and coaching families on strategies that work at home and school. Transportation, specialized equipment, and paraeducator support often come into play for these students, and data collection is continuous so we can make informed decisions at the reevaluation point.

In short, the DD graph tells a story of front-loaded need and early investment. We staff heavily in preschool and the primary grades, keep families closely involved, and plan ahead for the grade-3/4 reevaluation surge that moves students to a long-term category or celebrates their exit from special education.



# **Emotional Disturbance**

Our data show a very small but high-needs group. Two seventh graders are currently eligible for special education under Emotional Disturbance. This category applies when mental health needs such as anxiety, depression, mood regulation problems, or behavior related to trauma last over time and make it hard to learn, build relationships, or take part in class. A diagnosis by itself is not enough. The team must show that school is affected and that the student needs specially designed instruction.

Identification is careful and thorough. Teams gather input from families and teachers, observe in different settings, review attendance and discipline patterns, and consider information from outside providers when families share it. We look for what the student can do now, what gets in the way, and which skills the school needs to teach directly. These often include managing strong feelings, coping with stress, solving social problems, and getting back to learning after an upset.

Services are individualized. Students may receive direct instruction in self-regulation, daily check in and check out routines, and coaching in organization and planning. Many have a behavior intervention plan based on a functional behavior assessment so adults respond in the same way and teach replacement skills. Counseling minutes, coordination with community providers, safety planning, and short instructional breaks in a calm space are common. If emotional needs affect academics, plans include targeted teaching in reading, writing, or math so progress continues.

For the district, even two students require steady support. We protect time for case management, school psychology, and counseling. Staff are trained in de-escalation and supportive practices. Data are reviewed often so plans can change quickly. When serious behavior occurs, the team meets quickly to decide if the behavior is linked to the disability and to strengthen the plan rather than relying on removal from class. Transportation, supervision, and family communication stay predictable and respectful.

Our goal is clear. Help each student feel safe, connected, and able to learn. With consistent routines, skilled instruction, and close teamwork with families, students identified with ED can meet expectations and take part in our school community.



# Intellectual Disability

The chart shows a small, steady group of students identified with Intellectual Disability across upper elementary, middle school, and high school, with a slightly larger cluster in grade 7. The numbers are modest, but the services are specialized and sustained.

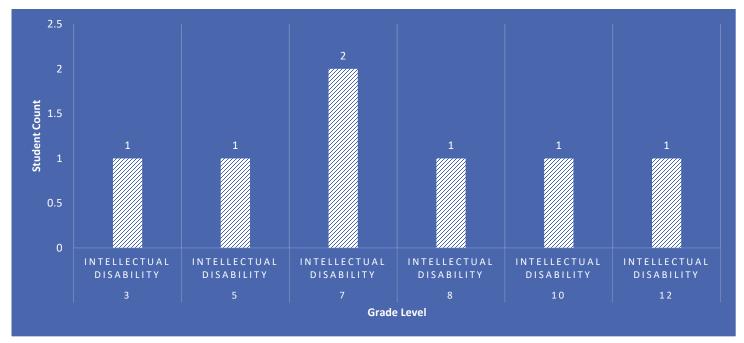
Intellectual Disability is identified when a student shows significant limits in both intellectual functioning and everyday adaptive skills like communication, self-care, and problem solving. The difference has to be clear across settings, begin in the developmental years, and affect learning at school. A diagnosis alone is not enough. The team must show that the student needs specially designed instruction.

Evaluation is comprehensive and family-centered. Teams use cognitive and adaptive behavior measures, classroom assessments, work samples, observations, and parent and teacher input. Hearing and vision are checked, language and culture are considered, and the team rules out lack of instruction or limited English proficiency as the main cause. The result is a clear picture of strengths, needs, and the level of support required.

Instruction is explicit and practical. Students benefit from clear routines, step-by-step teaching, repetition with review, visual supports, and hands-on learning. IEPs often include goals in functional academics, communication (including AAC if needed), daily living skills, social interaction, and self-advocacy. Related services can include speech-language, occupational therapy, physical therapy, and nursing support when needed. Some students learn most of the day in general education with targeted supports. Others need parts of their day in a more structured setting. In every case, the plan focuses on independence, communication, and access to grade-level content with appropriate modifications.

At the secondary level, transition planning is a priority. Case managers build work experiences, community-based instruction, travel training, and daily living instruction. Families are connected with adult agencies, and students learn to participate in their own meetings and make choices about their goals after high school. Participation in the state's alternate assessment and extended school year services is considered when appropriate.

For the district, even small numbers require dependable infrastructure. We need trained staff, low student-to-adult ratios where appropriate, access to adaptive curriculum and assistive technology, and time for collaboration among special and general educators, therapists, and families. Transportation, health plans, and predictable communication all matter. The aim is consistent progress in learning, communication, and independence so each student can participate fully in school and in the community after graduation.

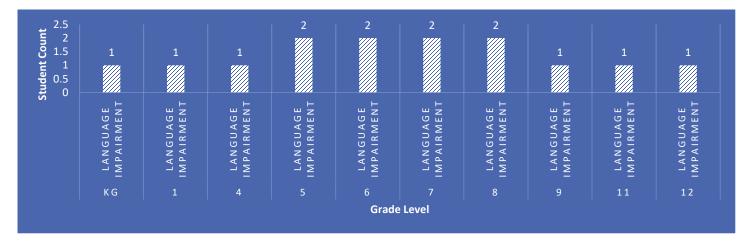


# Language and/or Speech Impairment

# Language Impairment

This chart shows a small, steady group of students across grades who qualify with Language Impairment. These students have real difficulty understanding or using language in ways that affect learning and participation. It can show up as trouble following directions, understanding what they read, using correct grammar and sentence structure, organizing ideas to speak or write, understanding word meanings, or using language socially to start conversations, ask for help, or stay on topic. Identification is based on a full evaluation led by the speech-language pathologist, with classroom observations, language samples, standardized measures when appropriate, and teacher and parent input. The team must show that the language needs are significant in school and that the student needs specially designed instruction.

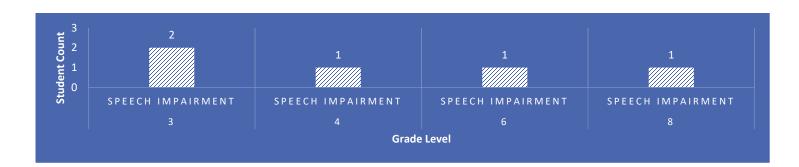
Support focuses on explicit teaching of vocabulary and concepts, grammar and sentence building, listening comprehension, narrative and expository language, and social communication. Many students also need coordinated instruction in reading and writing because language is the foundation for literacy. Services are provided in the setting that makes sense for the skill being taught, often inside the classroom with targeted practice and some pull-out time for intensive work.



## Speech Impairment

This chart shows a smaller group whose main needs are in speech sound production, fluency (stuttering), or voice. These students may be hard to understand, may get stuck or repeat sounds, or may have voice quality that interrupts communication. As with language, the SLP leads a comprehensive evaluation and the team decides eligibility when the speech difference limits participation or learning and requires specially designed instruction.

Instruction targets the specific speech skill: accurate sound production in words and sentences, strategies to increase fluency and comfort while speaking, or healthy voice use. Therapy is typically brief, frequent, and highly practiced, with carryover into the classroom so new skills are used with peers and teachers.



# How they are similar, how they differ, and how a student can have one or both

Both eligibilities are determined by a team after a careful evaluation and both require that the difficulty affects school and calls for specially designed instruction. Both are most often served by the speech-language pathologist, with classroom collaboration so skills show up in everyday reading, writing, and discussion.

They differ in what is being taught. Language Impairment is about understanding and using language for learning, vocabulary, grammar, comprehension, organization, and social communication. Speech Impairment is about how speech sounds are produced, how smoothly speech comes out, or how the voice works.

A student can qualify for one, the other, or both. For example, a child might have clear speech sounds but significant trouble understanding directions and organizing sentences (language only). Another might pronounce a few sounds incorrectly but have strong language skills (speech only). Some students have both patterns at the same time, such as a student with difficult-to-understand speech who also struggles with vocabulary and sentence structure. In those cases the IEP lists both areas, and services address each set of needs.

These patterns call for dependable SLP time across grades, coordination with classroom teachers to connect language goals to reading and writing, and frequent progress checks so students use new skills in real schoolwork.

# Specific Learning Disability

This chart shows one fourth grader currently identified with a Specific Learning Disability. In Idaho, an SLD decision is careful and has three big parts: we must show that (1) the student's skills in a specific area like reading, writing, or math are well below what's expected for their age, (2) the difficulty is big enough to hurt school performance, and (3) the student needs instruction that is specially designed by special education.

If more than half of the comparison group is meeting the standard, instruction is considered effective; if not, we strengthen core instruction first and recheck before deciding SLD.

A key gatekeeper is proving that classroom teaching was strong. Idaho's rule of thumb is "50% + 1 proficient." That means the core program and daily teaching are considered effective when more than half of the comparison group is meeting the standard. Think of it this way:

- In a class of 20, at least 11 students should be proficient.
- In a class of 25, at least 13 students.
- In a small class of 10, at least 6 students.
- If we look across a whole grade with 54 students, at least 28 should be proficient.

"Proficient" is shown with the regular assessments a school already uses, state tests, district screeners, unit tests with common rubrics, or other agreed-upon measures. The comparison group should be the students who received the same core instruction as the child being evaluated (same teacher or course, same materials, same time in instruction).

Why this matters: if fewer than 50% + 1 are proficient, the problem may be the program or how it was taught, not the individual student. In that case, we strengthen the core (reteach, adjust materials, give teachers support) and collect new data before deciding SLD. We also confirm the student had regular attendance and real access to instruction.

Once core instruction is shown to be effective, we look at the individual student's picture. Two acceptable paths can lead to SLD:

• The student did not make expected progress even after getting extra, research-based help and close progress checks.

• The student shows a consistent learning profile with clear strengths in some areas and clear, long-lasting weaknesses in a specific academic area.

If the team agrees the difficulty is substantial, affects school success, and the student needs specially designed instruction, SLD is the right eligibility. Services then zero in on the exact reading, writing, or math skills that need to be built, with frequent checks to be sure the plan is working.

Bottom line: the "50% + 1 proficient" rule protects students by making sure we only identify SLD after we've shown that everyday teaching is working for most classmates. Then, if a child is still far behind and not catching up, special education targets the specific skills that will help them succeed.



# Visual Impairment

We currently serve one student with a visual impairment, a senior in high school. "Visual impairment, including blindness" means a vision condition that still limits learning even with glasses or contacts. It includes both partial sight and blindness.

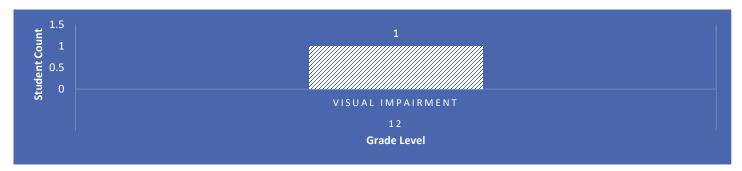
To qualify, a team reviews medical information from an eye-care professional and school data. We must show that the student's vision limits access to instruction and that the student needs specially designed instruction from special education. The evaluation looks at how the student reads, writes, accesses visuals and technology, and moves safely around school.

Services are tailored to the student. The team considers instruction in Braille and the use of Braille if it will help now or in the near future. Orientation and Mobility instruction may be included to teach safe travel in school and the community. We provide accessible materials such as large print, audio, or digital formats that work with screen readers. Assistive technology can include magnification tools, screen readers, refreshable Braille displays, or note-taking devices. Classroom and testing accommodations match what the student uses during instruction.

For expertise and training, we partner with consultants from the Idaho School for the Deaf and the Blind. They help staff plan instruction, choose the right tools, and make sure materials are truly accessible. General education teachers may need help posting handouts in accessible formats and adapting visuals like graphs, charts, and lab materials.

plan ahead each term. We protect case-management time, coordinate technology support, and review accommodations regularly. At the high school level we also focus on transition: accessible college entrance testing, vocational rehabilitation connections, and skills for independent living and work. The goal is simple—timely access to information and safe, confident participation in every part of the school day. District planning matters even for one student. Ordering or producing accessible materials can take time, so we plan ahead each term. We protect case-management time,

coordinate technology support, and review accommodations regularly. At the high school level we also focus on transition: accessible college entrance testing, vocational rehabilitation connections, and skills for independent living and work. The goal is simple, timely access to information and safe, confident participation in every part of the school day.



# Infant/Toddler Referrals

These four children are receiving early-intervention services and are being referred to the district as they approach their third birthdays. This is the handoff from Part C (the Infant Toddler Program) to school-based services under Part B. A transition meeting is held with the family and both agencies, usually at least 90 days before the third birthday, so records can be shared, needs discussed, and next steps mapped out.

family-centered. The IFSP describes the child's current skills, the family's priorities and concerns, functional outcomes tied to daily routines, the services the child will receive (such as special instruction, speech, OT, or PT), where those services will occur in natural settings, who the service coordinator is, and how the team will support the family between visits. It also outlines steps for the transition to preschool services. An IFSP, Individualized Family Service Plan, is the plan used in early intervention for children from birth to age three. It is family-centered. The IFSP describes the child's current skills, the family's priorities and concerns, functional outcomes tied to daily routines, the services the child will receive (such as special instruction, speech, OT, or PT), where those services will occur in natural settings, who the service coordinator is, and how the team will support the family between visits. It also outlines steps for the transition to preschool services.

An IFSP is used only until a child turns three; once a child is school-aged for preschool, the plan is an IEP.

When a child is referred to the district, we contact the family, review the IFSP and recent evaluations, and request consent for any additional assessments we need. By the third birthday, the district must determine eligibility and, if the child qualifies, develop an IEP so services are ready to begin. If a child turns three during the summer and does not need extended school year services, the plan starts when school begins.

For the district, these referrals trigger early evaluations, family meetings, and careful scheduling for our early-childhood teachers, speech-language pathologists, occupational therapists, school psychologist, and, when needed, nursing and transportation. The goal is a smooth handoff with no gap in services so each child who qualifies has the right supports in place on or before the third birthday, with a preschool placement that matches their needs in the least restrictive setting.



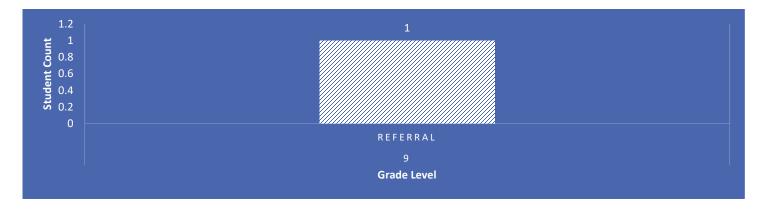
# Special Education Referral

A special education referral is a written request to start a full evaluation to see if a student qualifies for special education. A parent or a school staff member can make a referral. Classroom problem-solving and interventions are important, but they do not delay a parent's request when an evaluation is needed.

After a referral, an evaluation team is formed that includes the parent and qualified school staff. The team reviews what we already know, decides what additional testing is needed, and gives the parent written notice of the plan. We must have the parent's signed consent before any testing begins.

Once consent is received, the district has up to 60 calendar days (not counting long school breaks) to finish the evaluation and make an eligibility decision. Evaluations are comprehensive and cover every area related to the concerns so we understand the student's strengths and needs, not just a label. When testing is complete, the team meets with the parent to decide eligibility. If the student qualifies, we write an Individualized Education Program (IEP). If the student does not qualify, we provide written notice and continue support in general education or consider a Section 504 plan if appropriate.

The chart reflects one current referral in grade 9. This means one ninth-grade student is in the evaluation process right now. We have included the parent on the team, obtained consent, planned the assessments, and started the 60-day timeline to reach a decision and, if appropriate, develop an IEP.



# SUPERINTENDENT

**Board Report** 

September 2025



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

Superintendent's Bullying Prevention Professional Learning Communitypgs. 1-2
Superintendent's Community Cabinetpg. 3
Positive Behavioral Interventions and Supports on the Bus Trainingpg. 4
2025 Impact Aid Brochurepgs. 5-6
NAFIS State Chair Luncheon Meetingpg. 7
Day On The Hill Schedulepg. 8
NAFIS Talking Pointspgs. 9-10
Additional Career and Technical Education Center Planspgs. 11-21

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.



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

# 2025-2026 Lapwai School District Bullying Prevention Research and Action Planning

# **Bullying Prevention Professional Learning Community Agenda**

Introductory Meeting
Monday, August 25, 2025
District Office Conference Room
3:00 p.m. - 3:30 p.m.

- 1. Needs Analysis
- 2. Research Introduction and Overview
- 3. Electronic Resources circlepointbullying.com 3<sup>rd</sup> Millennium Classrooms
- Reading Assignment:

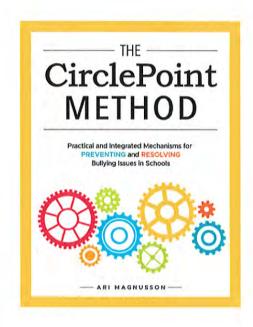
About This Guide

Introduction: Method Overview (1-3)

Chapter 1: Key Terms and Language (4-7)

Chapter 2: Staff Education - Fundamentals (8-21)

- 5. LCSC Continuing Education Credits Fall Term: August 18-December 11 Spring Term: January 20-May 14
- 6. Schedule Next Meeting







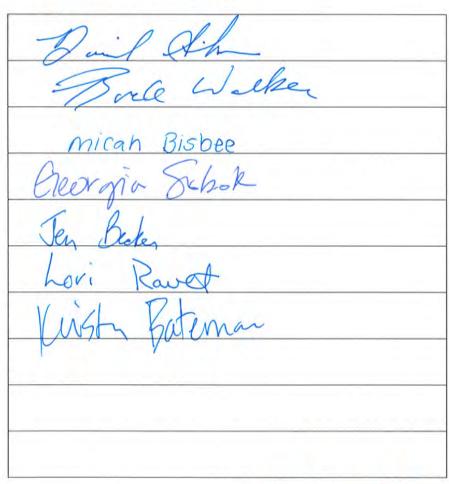
Together, we ensure all students will reach their full potential.

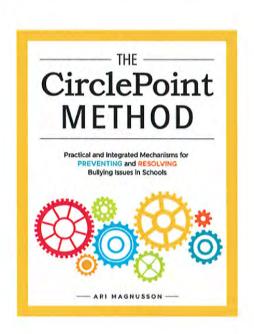
# 2025-2026 Lapwai School District Bullying Prevention Research and Action Planning

**Bullying Prevention Professional Learning Community Agenda** 

Introductory Meeting
Monday, August 25, 2025
District Office Conference Room
3:00 p.m. - 3:30 p.m.

Please Sign-In









# COMMUNITY CABINET

The Superintendent's Student and Faculty Cabinets consistently share such amazing input on our approach to student success! Their incredible contributions have inspired the creation of a Community Cabinet to expand this invaluable collaboration.

Are you the parent or grandparent of a currently enrolled Lapwai School District student?

Does your role in the community support youth and families?

If the answer is yes to either of these questions, this may be the focus group for you!

Community Cabinet Objectives Include:

Direct input in district programming

Family engagement event planning

Celebrating student and staff achievement

To join this engaging collaboration or to learn more, please contact David Aiken, Lapwai School District Superintendent:

daiken@Lapwai.org

(208) 843-2622

# 2025-2026 Superintendent's Student Cabinet

Amaya Henry, 4

Lillyauna Story, 5

Ricki Davis, 6

Tathen Yearout, 7

Shane Gomez, 8

Sierra Arthur, 9

Damion Paisano, 10

Nicgoi Everett, 11

Jeneieve Wilson, 12

# Superintendent's Faculty Cabinet

Jennifer Arthur Teeiah Arthur Melissa Beckman Rye Hewett Matthew Morgan Bradley Peterson Bonnita Smith Georgia Sobotta

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

Facebook Page: Lapwai District Schools

Website: www.Lapwai.org





# LAPWAI SCHOOL DISTRICT #341

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

# Positive Behavioral Interventions and Supports on the Bus

Tuesday, August 12, 2025 8:30 a.m. - 12:00 p.m.

Dr. David M. Aiken Superintendent	Davil deh
Greg Hansen Transportation Director	Mys 8-12-25
Jennifer Becker Lapwai Elementary PBIS Coordinator	Junif LBake

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.

# Legislative Priorities

Your support in recent fiscal years for Impact Aid has ensured Lapwai students receive a fully funded and equitable education. We would like to celebrate your dedication to the federally impacted school districts in Idaho.

communities continue to view the program as a critical We thank you for your continued efforts to and afterschool programs, integrate culturallyschool districts close achievement gaps, update nontaxable Federal supplant the loss of local revenues that cannot replacement program for federally impacted Federal investment in our schools and a tax prioritize Impact Aid and request that you recruit and retain the best teachers and more infrastructure, offer competitive salaries to technology, expand access to early childhood investments in Impact Aid are critical to help otherwise be generated due to the presence of Impact Aid is not supplemental. These funds curriculum, property. Additional replace failing



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

# Impact Aid Overview

funds based on need, as determined by Funding grasslands) district flexibility allows school districts to target technology, staff, or transportation. This including districts for any general fund purpose, Congress enrolling federally-connected children. rent housing, national laboratories and installations, Indian Lands, Federal lownontaxable Federal property (military revenues) expenditures or the loss of burdened (either through increased obligation to school districts financially Impact Aid is the Federal Government's leadership, supporting appropriated annually by goes directly to school by the presence and/or academic the costs

Impact Aid Coalition: The bipartisan House and Senate Impact Aid Coalitions were established in the 1990s when the program was under attack. Since then, the coalitions have grown and have led successful efforts to protect and prioritize the Impact Aid program. Contact anne@nafisdc.org to join one of the Coalitions.



A Thank You from the Lapwai School District



To Idaho's Congressmen for Their Continued Support of Impact Aid



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.

# Impact Aid in the Lapwai School District:

and students receive the resources they ensured federally impacted school districts federal impaction. Impact Aid is approximately 31% of our operating deserve also supported educate students. In doing so, you have program - and my school district's ability to that would undermine the Impact Aid budget. Thank you for opposing legislation the highest needs category in terms of our Impact Aid. The Lapwai School District is of the Lapwai School District, we would like On behalf of the students, staff and parents 100-percent LOT, which means we are in to thank you for your continued support of local taxpayers Aid

# What Impact Aid Makes Possible

An Idaho Career Ready Students grant in addition to generous donations from the Nez Perce Tribe and industry partners have resulted in groundbreaking this year for a new career and technical education center for Lapwai students.

In the absence of Impact Aid, the career and technical education instructors and supplies for this learning facility would not be possible.



# Idaho Students Rely on Your Support of Impact Aid

Over 14,000 Idaho students and 12 Idaho school districts are counting on you to support Impact Aid.

Plummer-Worley Snake River Blackfoot Wilder Mackay	375 1,806 3,792 541 241
Wilder	541
Mackay	241
Mountain Home	3,915
Mountain View	1,241
Kamiah	424
Lapwai	452
Marsing	853
Bruneau-Grand View	302
Chief Tahgee Elementary Academy Charter	86
Total	14,098

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



# We Celebrate Our Greatest Advocates!

# Congressional Impact Aid Caucus:

Senator Michael Crapo, Co-Chair

Senator James Risch

Congressman Mike Simpson

We look forward to celebrating the addition of Congressman Russ Fulcher to the Congressional Impact Aid Caucus!

Thank you for your advocacy for the over 14,000 students in 12 Idaho districts who rely on Impact Aid!



Dr. David M. Aiken, Superintendent

Idaho State Chair: National Association of Federally Impacted Schools

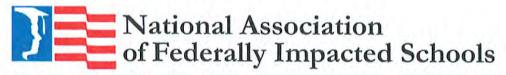
Idaho Indian Education Committee

(208) 843-2622

daiken@Lapwai.org

District Website: www.Lapwai.org

Facebook: Lapwai District Schools



400 North Capitol Street, NW, Suite 290 | Washington, DC 20001 | (p) 202.624.5455 | www.NAFISDC.org

# **NAFIS State Chair Luncheon**

Sunday, September 14, 2025 Columbia A

12:00 PM - 12:15 PM - Grab lunch and find a seat

12:15 PM - 12:45 PM - Meeting

- Welcome
- Remarks from New NAFIS Executive Director
- Conference Materials Review
- Legislative Update
- Discussion

1:00 p.m. - First General Session (Regency A)

Next Meeting: Wednesday, December 17th at 2 PM (virtual)

# 2025 DAY ON THE HILL Schedule

Tuesday, September 16, 2025

LEGISLATOR	MEETING TIME	LEGISLATIVE ASSISTANTS	MEETING DETAILS
REPRESENTATIVE SIMPSON	10:00 a.m. ET 2084 Rayburn House Office Building	Director of Operations: Lauren Radford Legislative Correspondent: Nick DiLorenzo (202) 225-5531	
SENATOR CRAPO	12:30 p.m. ET 239 Dirksen Senate Office Building	Executive Assistant and Scheduler: Kathleen Amacio  Legislative Assistant: Matthew Mondello  Legislative Assistant: Brendan Campbell  (202) 224-6142	
SENATOR RISCH	2:15 p.m. ET 483 Russell Senate Office Building	Director of Scheduling: Kaitlyn Mahar  Deputy Administrative Director: Kathleen Christensen  Deputy Chief of Staff: Charles Adams  (202) 224-2752 (Front Office)  (202) 224-7373 (Direct)	Enter through the Constitution and Delaware public entrance of Russell, and then finding the nearest elevator to floor 4.
REPRESENTATIVE FULCHER	3:00 p.m. ET 1514 Longworth House Office Building	Scheduler: Eva Roros  Education: Molly Fredriksson  Tribal Affairs: Katie Kingsley  (202) 225-6611	

# **About Impact Aid**

The Impact Aid program, established in 1950, provides direct federal funding to school districts that lose local tax revenue due to the presence of federal land and activities. These districts educate students living on or near military bases, Indian lands, federal housing, and other federally impacted areas. Impact Aid is the federal government's oldest K-12 education program and remains a critical lifeline for approximately 1,100 school districts nationwide.

# Talking Points:

- Local Revenue Replacement: Unlike other federal education programs, Impact Aid compensates for lost local revenue, helping ensure school districts can provide quality education despite reduced tax bases.
- Local Control: Impact Aid provides flexible funding that can be used for teacher salaries, student transportation, technology, facilities, or other local priorities identified by district leaders.
- Supports All Students: While it recognizes federal responsibility, Impact Aid funding benefits the entire student body in federally impacted districts.
- Community Investment: Strong schools are vital to supporting military readiness, tribal sovereignty, and thriving rural economies.

# Fiscal Year 2026 Appropriations

With schools facing many challenges, including the need to build or renovate facilities, attract and retain educators, and adjust to recent education cuts, Impact Aid dollars are more precious now than they have ever been.

## Talking Points:

- Thank them for Congress's recent investments in the Impact Aid program.
- Explain how a possible cut to your Impact Aid payment would affect your district.
- Explain how level funding is effectively a cut to an already underfunded program.
  - More than two-thirds of Section 7003 districts received lower payments in FY 2025 than in FY 2024, despite level funding, due to how the payment formula functions.
  - o In FY 2025, roughly 47% of Section 7003 districts fell into Hold Harmless (meaning their payment was calculated to drop by more than 20%), driven by inflation and the rising cost of education, combined with changes in student counts since the pandemic and stagnant funding.

### The Ask:

 Support an increase in Impact Aid funding of <u>at least \$5 million</u>, as included in the House Labor-Health-Education Appropriations bill.

	FY24	FY25	FY26	FY26	FY26
	Omnibus	CR	Trump Budget	Senate	House
Impact Aid	\$1.625 B	\$1.625 B	\$1.625 B	\$1.625 B	\$1.630 B

# Advancing Toward Impact Aid Full Funding Act - S.???? / H.R.????

The Federal Government has a responsibility to fund Impact Aid fully, but it has not met this responsibility since 1969. This legislation would establish a five-year path to full funding and ensure meaningful annual increases to districts. This bill is historically bipartisan. It would fully fund Basic Support and provide a proportional increase to Federal Property, Construction, and Children with Disabilities.

### The Ask:

- Cosponsor the bill by contacting:
  - Jacky Alvarado (jacky\_alvarado@lujan.senate.gov) with Sen. Ben Ray Luján (D-NM)
  - o Eileen Lee (eileen.lee@mail.house.gov) with Rep. Mike Levin (D-CA)

# Impact Aid Infrastructure Partnership Act - S.1275 / H.R.2629

The current Impact Aid Construction line provides only \$19 million for construction annually, which is insufficient to meet most internal renovation needs and provides no funding to build new schools. There is also a significant demand for funding to renovate and construct teacher housing. This bill would add a total of \$250 million per year for four years to the Impact Aid Construction line item.

### The Ask:

- Cosponsor the bill by contacting:
  - Ben Strand (ben\_strand@hirono.senate.gov) with Sen. Mazie Hirono (D-HI)
  - o Taylor DuBard (taylor.dubard@mail.house.gov) with Rep. John Garamendi (D-CA)

# Fairness in Education Funding Act - H.R.4260

This legislation would prevent the Secretary of Education from significantly altering the administration of the Impact Aid program from how it was administered on January 1, 2025, except as required by Federal law or a court order.

# The Ask:

- Cosponsor the bill by contacting Callie Lucia (callie.lucia@mail.house.gov) with Rep. Pat Ryan (D-NY).
- Note: There is no Senate companion to this legislation.

# Resolution Recognizing the 75th Anniversary of Impact Aid - S.Res.???? / H.Res.????

This bipartisan and bicameral resolution would designate September 30, 2025, as "Impact Aid Recognition Day" to recognize and celebrate the 75th anniversary of the establishment of the Impact Aid program.

# The Ask:

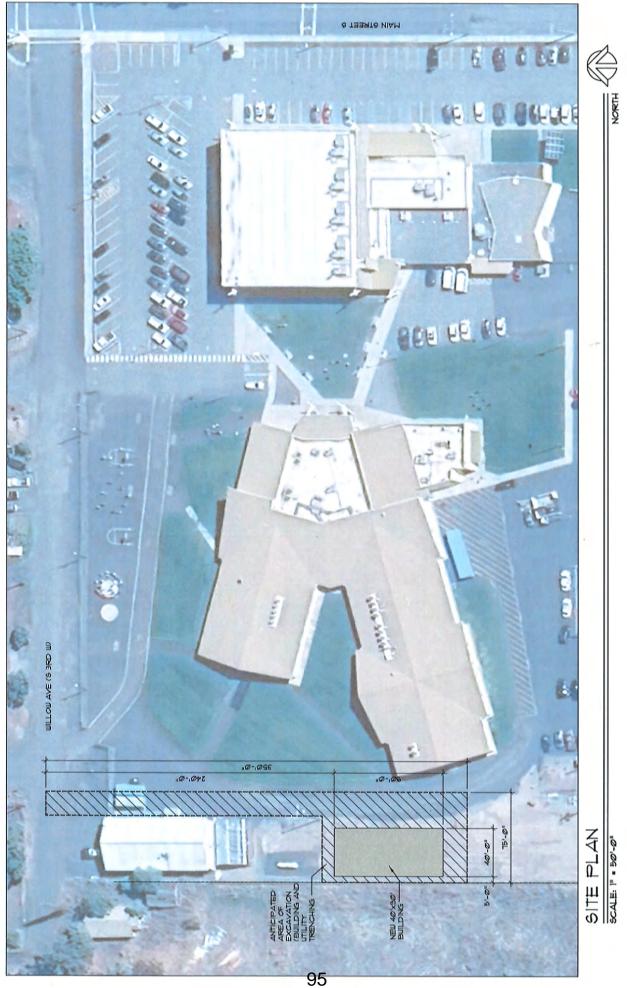
- · Cosponsor the resolution by contacting:
  - o Ben Strand (ben\_strand@hirono.senate.gov) with Sen. Mazie Hirono (D-HI)
  - Note: A House companion to this legislation is expected soon.

### Congressional Impact Aid Caucus

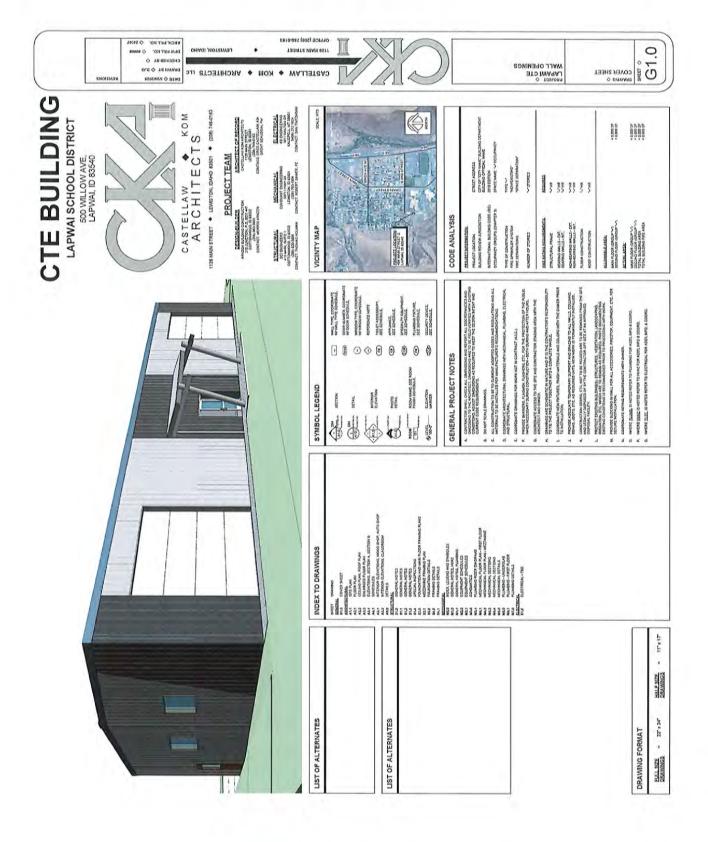
The bipartisan and bicameral Congressional Impact Aid Caucus was established in the 1990s and has since led successful efforts to protect and prioritize the Impact Aid program. There are nearly 100 current Members of Congress in the caucus, and we hope to continue to grow these numbers.

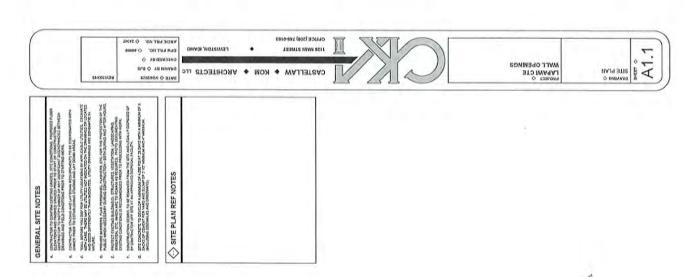
### The Ask:

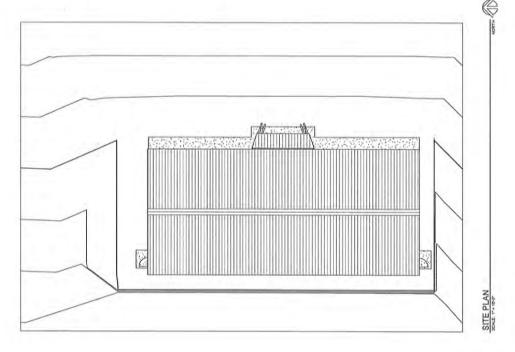
Join the caucus by contacting Jayson Schimmenti (jschimmenti@nafisdc.org) with NAFIS.

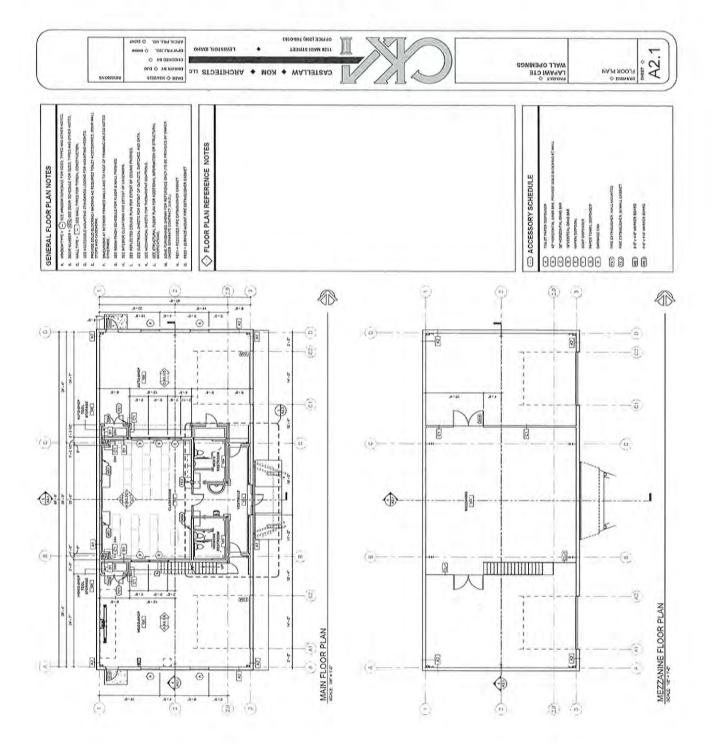


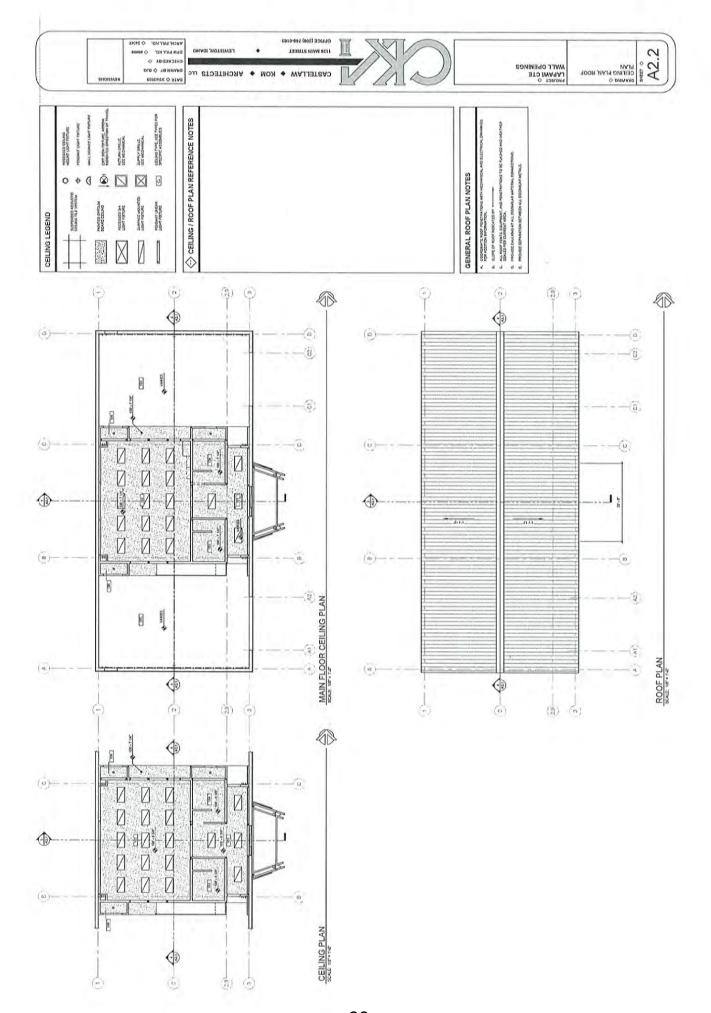
SITE PLAN

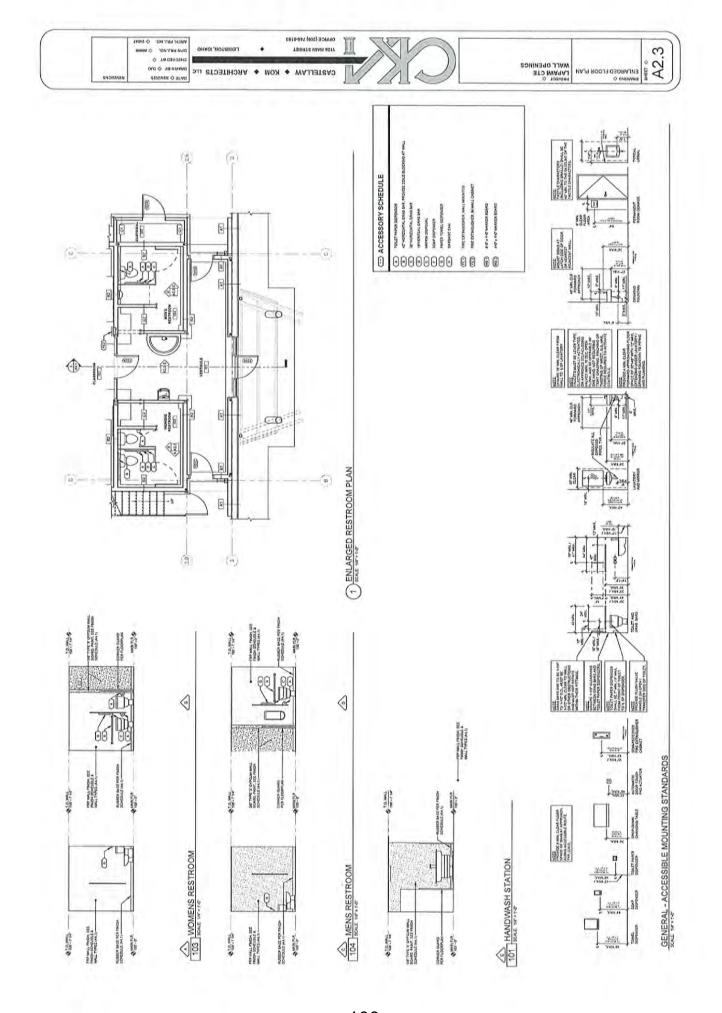


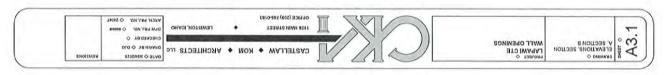


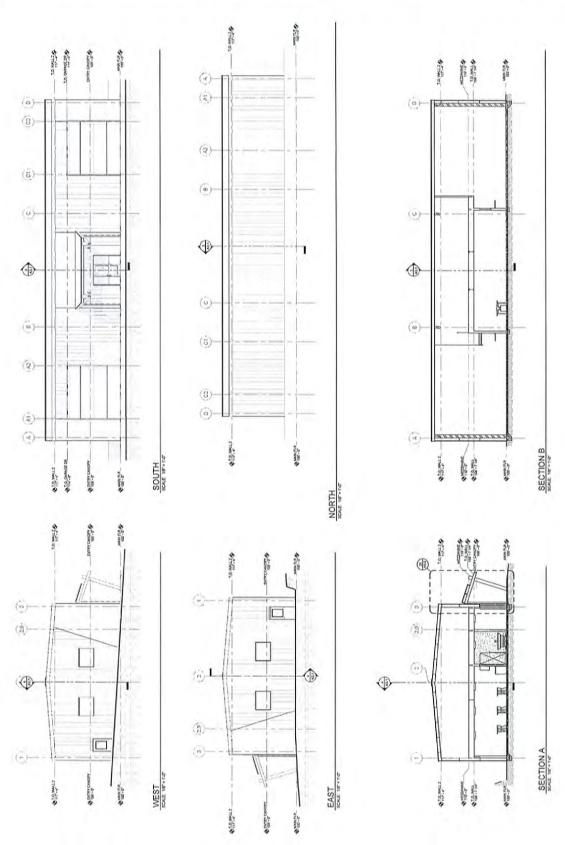


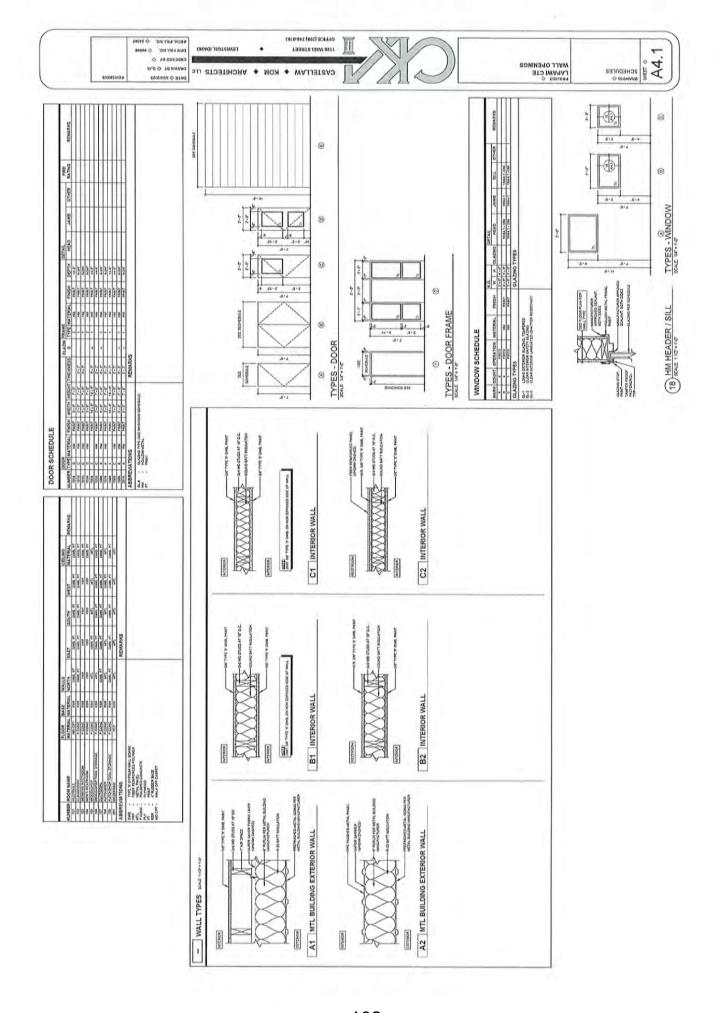


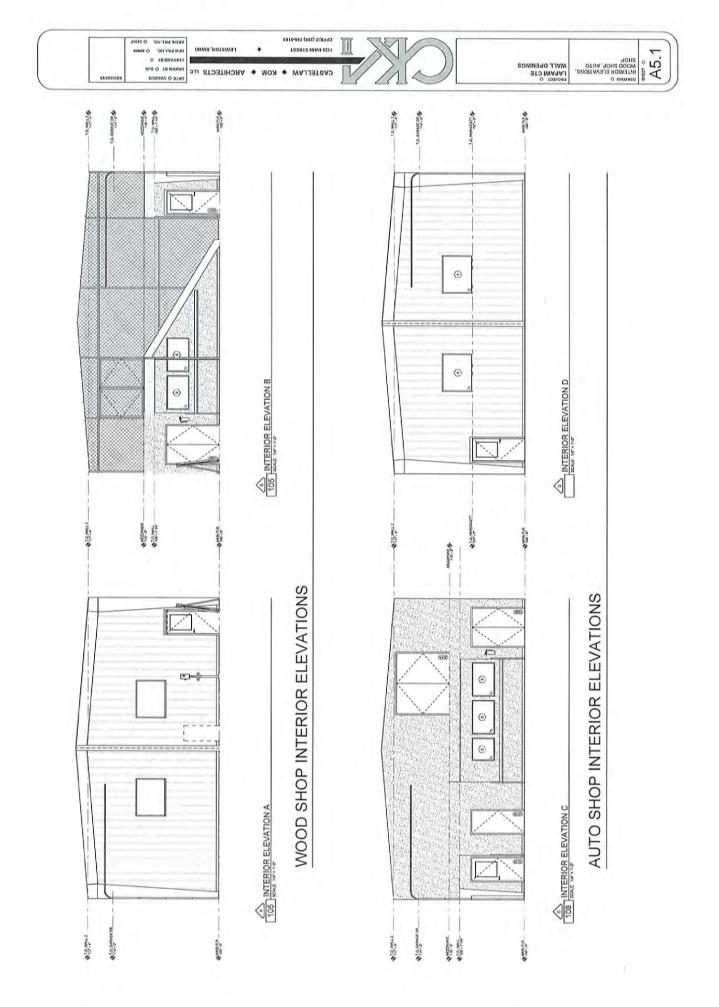


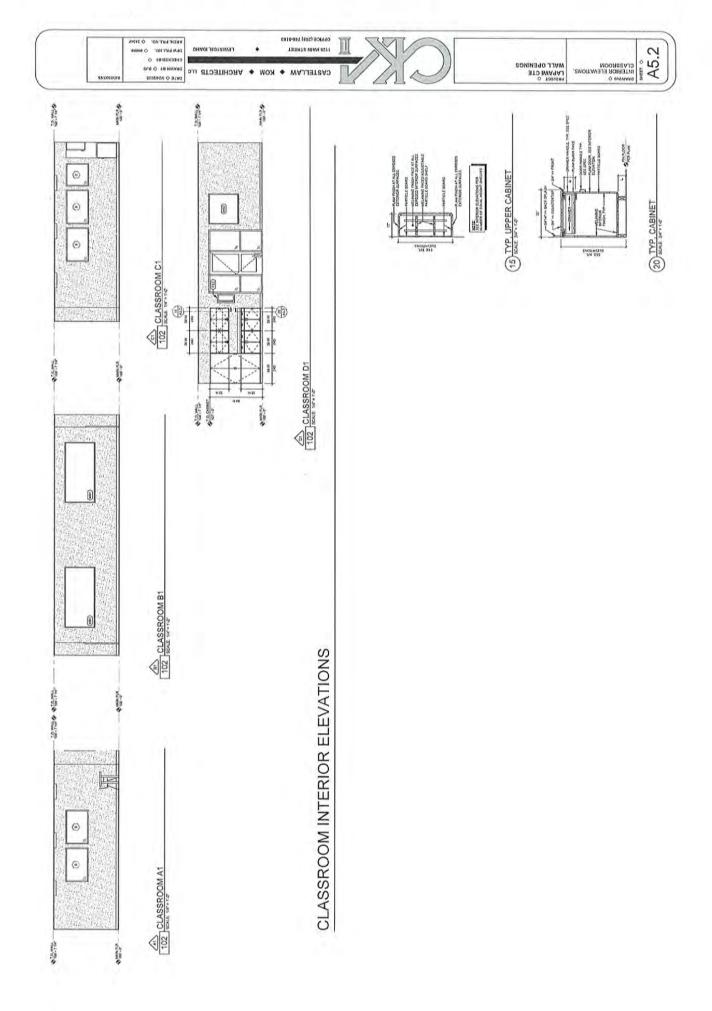




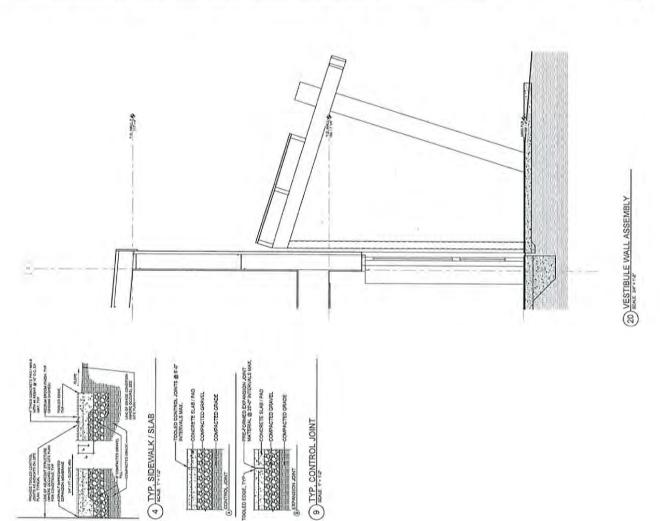












# Lapwai Indian Education Department



Nez Perce Tribe - Office Of Legal Counsel
September 23, 2025 Julie Kane & Jeanette Oatman
Pinkham will present to Ms. Stange's and Ms.
Selstad's senior government classes.



2025 National Indian Education Association 56<sup>th</sup> Annual Conference

October 8 - 11, 2025 Five IED staff will attend the annual conference being held in Spokane, WA.



FAFSA Night - LCSC Financial Aid staff

**October 15, 2025** Senior & parent FAFSA night will be held in the high school library.



Spokane National College Fair

**October 15, 2025** Mr. Whittaker will be taking juniors to attend the college fair. There will be over 300 reps from colleges and universities.



Lewiston High School - College Fair
October 16, 2025 Guidance Specialist will attend the college fair.



# Upcoming event

Lydia Skahan will host a quilling workshop for students.

# EDUCATIONAL PROGRAM 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 1<sup>st</sup> 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 1<sup>st</sup>. 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:

- 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.

#### EDUCATIONAL PROGRAM Series 400

Policy Title: EVALUATION Code: 402.12

#### 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 1<sup>st</sup> of each year;
- 2. Holding periodic counseling sessions with each employee to discuss job performance;
- 3. Completing Performance Evaluations as required; and

## EDUCATIONAL PROGRAM Series 400

Policy Title: EVALUATION Code: 402.12

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 1<sup>st</sup>. 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 1<sup>st</sup>. 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.

#### Series 400

Policy Title: EVALUATION Code: 402.12

**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 <u>administrator</u> 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.

## EDUCATIONAL PROGRAM Series 400

Policy Title: EVALUATION
Meeting with the Employee

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 8 weeks 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 1<sup>st</sup> 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.

## EDUCATIONAL PROGRAM Series 400

Policy Title: EVALUATION Code: 402.12 Evaluation Objectives

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 administrating 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 1<sup>st</sup> 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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Series 400

Policy Title: EVALUATION Code: 402.12 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

#### EDUCATIONAL PROGRAM Series 400

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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

# BOARD OF TRUSTEES Series 200

Code: 203.7

Policy Title: GUIDELINES FOR APPEARANCE OF STAFF OR CITIZENS GROUPS AT

PUBLIC PARTICIPATION IN BOARD MEETINGS

All persons are entitled to attend board meetings. Any person or groups of people may request an audience with the board. Anyone wishing an audience with the board shall contact the superintendent at least three (3) days before the scheduled meeting in order to be included on the agenda.

In an emergency situation, any person may, at the discretion of the chairman, be recognized and permitted to approach the board.

The Open Public Meetings Act does not require the board to permit members of the public to speak at the meetings of the board. The board may establish rules specifying the conditions and limitations under which persons who are not members of the board may address the board. These rules shall be reasonable and must be fairly and uniformly applied to all persons attending the meeting. Any person who does not abide by rules of order may be ejected from the meeting.

The board may prohibit public members from tape recording meetings unless authorized by the board. The minutes shall be the official record of the proceedings.

During all regular meetings and Board public hearings, The Board of Trustees encourages all citizens of the District to express their ideas and concerns on agenda items. The comments of the community will be given careful consideration. In the evaluation of such comments, the first priority will be District students and their educational program. Public input on agenda items shall not be on any subject matter that would compel the Board to enter into executive session. The Board shall make a determination as to whether or not the subject matter a community member requests to comment on is appropriate in relation to the Board's agenda and/or if a matter would require Executive Session.

The Board may offer the ability to attend their meeting remotely, including the ability to submit patron input electronically ahead of time at a time and in a manner identified by the Board. Such electronically provided input shall be provided to the Trustees and made a part of the minutes.

#### Addressing Complaints and Grievances

Due to their sensitive nature, comments and complaints about personnel or individual students cannot be heard in open session. Additionally, other topics described in Policy 1500 may only be appropriate for executive session and all grievance processes shall be followed before the Board may entertain such subject matter. The Board shall determine whether a public comment is appropriate in open session and notify the commenter if it is

not.

Any complaint about the District on these or other topics; including instruction, discipline, District personnel policy, procedure, or curriculum; should be referred through proper administrative channels before it is presented to the Board for consideration and action. All complaints should be resolved through proper channels in the following order, and all channels must be exhausted before the Board may entertain the complaint:

- 1. Teacher or staff;
- 2. Principal or supervisor
- 3. Director or Administrator
- 4. Superintendent
- 5. Board of Trustees.

If these channels have been exhausted, this form should be filled out and handed to the Board clerk prior to the beginning of the meeting to indicate you wish to provide public comment.

Complaints or grievances on topics that may only be considered in executive session will only be heard by the Board in accordance with the applicable grievance or complaint policy. Such executive session may be arranged in advance and included on the agenda as described in Policy 1500 and Procedure 1500P.

#### Rules and Process for Public Comment

Members of the public will not be recognized by the Chair as the Board conducts its official business except during the Board's scheduled comment period during a regular meeting or public hearing of the board. The Board will listen to the public but, at the same time, expects the public to listen and speak only when properly recognized.

At regular Board meetings, the agenda shall provide time for public comment before the Board. At public hearings of the Board and at special meetings of the Board, the Board may accept public comment. All public comment will be accepted before the Board addresses action items on District business. Persons wishing to address the Board at a regular meeting or public hearing on agenda items will be required to submit a "Request to Address the Board" form. Forms are available from the Board Clerk and will be available at each meeting.

The Board shall ensure that members of the following groups, listed in no particular order, are given priority to participate in Board meetings:

- 1. Students who attend a District school;
- 2. Parents/guardians of such students;
- 3. District employees; and
- 4. People who reside within the District.

The Board of Trustees follows a written agenda, a copy of which is available to assist you in participating in the meeting

Total time allotted for public comment will not exceed 30 minutes. Public participation will be limited to the time allotted on the agenda. Each speaker will be limited to 5 minutes. Public comment will be taken at a regular meeting of the Board or during a Board public hearing. Should a large number of members of the public wish to speak on the same issue or topic, members of the public are encouraged to select one or more representatives to summarize their position. Additionally, the Board clerk will accept written comments on agenda items for regular meetings and Board public hearings for distribution to the Board. The Board may decline to hear repetitive comments.

The Board of Trustees encourages input from the public at regular meetings and public hearings of the Board. If you want the Board to receive more information than time permits, please reduce your concerns to written form and send them to the Board Clerk. Written comments must include your name, address, telephone number, and relationship to the District.

All individuals appearing before the Board are expected to follow these guidelines:

- 1. Address the Board only at the appropriate time as indicated on the agenda and when recognized by the Board Chair.
- 2. Identify oneself and be brief. Comments shall be limited to 5 minutes. In unusual circumstances, and when an individual has made a request in advance to provide public comment for a longer period of time, the individual may be allowed to speak for more than 5 minutes if additional time is approved by the Chair.
- 3. The Board Chair may shorten or lengthen an individual's opportunity to speak.
- 4. Speakers who are District students, parents/guardians of District students, District employees, and District residents will be allowed to speak as time permits. Other interested parties may be allowed to speak at the discretion of the Chair.
- 5. The Board shall follow its written Board Operating Protocol to determine procedural matters regarding public participation.
- 6. Patrons and community members who are unable to attend meetings inperson are encouraged to submit public comment in writing for agenda items. These items may be sent to the Board clerk by mail in care of Lapwai School District, 230 Main St, Lapwai, ID 83540 or by email to <a href="mailto:clerk@lapwai.org">clerk@lapwai.org</a>. All items must be received by 4:00 pm no later than 7 days prior to the Board meeting. The Board Clerk will provide written comments to the Board during the period of public comment. Only items that can be discussed in open session will be shared with the Board during a Board meeting.

7. Presentations are to be civil and respectful. Public input shall not disrupt the public meeting. There shall be no intimidation against the Board, members of the Board, school employees, or students of the District. Shouting, loud statements, threats, name calling, profanity, or other improper conduct is strictly forbidden. Individuals engaging in inappropriate conduct will be asked to leave the meeting. Nothing in this policy shall prohibit the removal of any person who willfully disrupts a meeting to the extent that orderly conduct is, in the determination of the Board Chair, seriously compromised. Any person otherwise engaged in illegal conduct at the meeting may also be removed. Failure to leave may result in law enforcement intervention.

Because of the diversity of issues and the confines of the Open Meeting Laws, Trustees will not respond to public comment nor engage in discussion with individuals or entities presenting public input. Instead, issues may be recorded and referred to the proper staff person for follow-up and/or considered by the Board in addressing the pending agenda items through open discussion or voting. The Chair may interrupt or terminate an individual's statement when it is too lengthy, abusive, obscene, repetitive, irrelevant, threatening to any individual, or if they are going off-topic from an item listed on the agenda. The Board as a whole shall have the final decision in determining the appropriateness of all such rulings.

If a special meeting has been held to obtain public comment on a specific issue, the Chair of the Board may choose not to recognize speakers wishing to comment on the same topic at a regular meeting of the Board.

Legal References	Description
IC § 33-510	Annual Meetings-Regular Meetings-Board of Trustees
IC § 33-512(11) to School Grounds	Governance of Schools-District Permitted to Prohibit Entry
IC § 74-206	Executive Session – When Authorized
ISBA Model Code 1500	<b>Description</b> Board Meetings
1500-B(1)	Board Meetings – Board Operating Procedures & Protocol
1500-P(1)	Board Meetings – Board Meeting Procedures
2425	Parental Rights
2425-P(1) in Health and Well-being	Parental Rights – Parent/Guardian Notification of Changes
2425-F(1)	Parental Rights – Efforts to Notify Parent/Guardian of

# Changes in Student Health or Well being

Date of Adoption: April 20, 1998

Act Readopted: 7/19/99, 7/19/04

Revised:

Related Reference:

Law of Education in Idaho, Vol. 1, 202

Legal Reference: Open Public Meetings

# Request to Address the Board

Date:	
Name:	(Please Print)
Relationship	to District (Please check all that apply):
	Parent/Guardian of a District Student Employee of the District District Student Resident of the District Trustee Zone of Residence: Other:
Is your comr	ment related to an item on the agenda? Yes No
If yes, which	agenda item do you wish to address:
If no, please	list the topic you wish to address.
Check if any	of the topics below are matters you wish to address in your presentation to the Board:
The	hiring of a public school employee.
The	qualifications of any individual employee/prospective employee.
The	evaluation or performance of any individual employed by the District.
A co	emplaint or concern about any individual employed by the District.
A co	emplaint or concern about any student enrolled at the District.
	liver a completed copy of this form to the Board's clerk prior to the nent of the Board meeting.

# STUDENT PERSONNEL

Series 500

Policy Title: HEALTH, SEX EDUCATION, AND HUMAN SEXUALITY Code: 505.13

Health, family life, and sex education; including information about parts of the body, reproduction, and related topics; shall be included in the instructional program as appropriate to the grade level and course of study. The instructional approach shall be developed after consultation with parents and other community representatives.

Sex Education

While District schools do not provide instruction on all of the following topics, the term "human sexuality" shall mean the following, as required by state law:

- 1. Sexual conduct;
- 2. Sexual pleasure;
- 3. Sexual intimacy;
- 4. Sexual abuse;
- 5. Sexual violence;
- 6. Eroticism;
- 7. Pornography;
- 8. Deviant sexual behavior;
- 9. Sexual attraction:
- 10. Sexual orientation or any form of sexual identity;
- 11. Gender identity or gender conversion.

Instruction in any of these topics shall be age-appropriate, developmentally appropriate, and in accordance with state standards. Before providing instruction on any of these topics or other sex education, the District shall provide parents/guardians with at least two weeks of notice and the opportunity to review any materials that will be used in this instruction. This notice shall include a brief description of the content of this instruction. Parents/guardians shall be provided with a form to provide written permission for their student to receive the instruction. Students will only participate in instruction on this topic if their parent/guardian has provided this signed form within one week of the time this instruction begins. Alternative educational activities shall be provided for students who have not received this permission.

If a parent/guardian believes their student has received instruction on one of these topics without the permission described above, the parent may address their complaint as described below.

The Board directs that sex education instruction shall include instruction on abstinence. However, it is recognized that this alone may not prevent pregnancies and sexually transmitted infections (STIs). Therefore, the Board allows for instruction in sex education including STIs, birth control, adoption, and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgment of the instructor.

Any sex education instruction shall include instruction on:

- 1. Available adoption resources and current adoption practices in the United States as a means of providing for the well-being of a child;
- 2. The Idaho Safe Haven Act, IC 39-8201 et seq.; and
- 3. Where to find resources and support in the State of Idaho.

Additionally, any instruction on human biology, contraception, or STIs provided to students in grades 5 through 12 shall be accompanied by a viewing of a video that meets the following requirements:

- 1. It must be at least three minutes long;
- 2. It must show the development of the brain, heart, sex organs, and other vital organs in early fetal development; and
- 3. It must include a high-quality, computer-generated rendering or animation showing the process of fertilization and every stage of human development inside the uterus, noting significant markers in cell growth and organ development for every week of pregnancy until birth.

Before a student can view such a video, their parent/guardian must be given notice, be provided with the opportunity to review the video, and provide permission as described above

The Board believes that instruction on SITIs is most effective when integrated into a comprehensive health education program. Instruction shall be developmentally appropriate to the grade level of the students and shall occur in a systematic manner. The Board particularly desires that students receive proper education about STIs before they reach the age when they may adopt behaviors that increase their risk of contracting an STI.

In order for education about STIs to be most effective, the Superintendent shall require that faculty members who present this instruction receive continuing in-service training that includes appropriate teaching strategies and techniques.

No sex education materials or instruction may be provided by any individual or organization that is an abortion provider.

Alcohol, Tobacco, and Drug Education

Students shall receive education regarding the use of alcohol, tobacco, and drugs. The Superintendent or designee shall develop curriculum for use in health education that provides instruction to students in the areas of prevention; education; treatment; rehabilitation; and legal consequences of alcohol, tobacco, and drug use.

# Parent Complaints

If a child receives instruction in human sexuality, as defined in policy, without the written parent permission described in that policy, the parent/guardian is encouraged to first discuss it with the building principal with the objective of resolving the matter promptly and informally. If the parent and building principal resolve the situation informally, the principal shall seek to obtain a retroactive permission slip from the parent/guardian to be filed with the other permission slips.

If the complaint is not resolved informally, the parent/guardian can provide written notice to the Superintendent that they believe a violation of the parent notice portion of policy has occurred. The District shall provide a form for the parent/guardian to use in making such complaints. The parent/guardian shall indicate on the form whether they:

- 1. Provide retroactive permission for the instruction; or
- 2. Request rectification.

The Superintendent or their designee shall meet with the parent/guardian and the student who attended the class. The Superintendent or designee shall then investigate the complaint. This investigation may include, but will not necessarily be limited to:

- 1. Student interviews and statements;
- 2. Interviewing the teacher and other adults who may have been present or otherwise have knowledge of the situation; and
- 3. A review of the educational standards, District process and District procedures relating to educational matters of sex education and human sexuality as defined in policy.

Within 30 days of receiving the written complaint, the Superintendent or designee shall provide a summary of their findings to the Board at a regular or special Board meeting. If the parent/guardian provided retroactive permission for the instruction, this permission shall be added to the District records. If the parent/guardian requested rectification, the Board shall determine whether rectification should be provided. The Superintendent shall determine what form this rectification shall take, which may include:

- 1. A recommendation from the Superintendent to the Board for amendments to the District's policies and procedures regarding human sexuality as defined in policy;
- 2. A recommendation from the Superintendent to the Board to revisit the District's curriculum relating to sex education, human sexuality as defined in policy or related subject matters;
- 3. An apology from the District; and
- 4. Direction from the Superintendent to District staff on how similar situations should be addressed in the future.

The Superintendent shall also decide whether to take disciplinary action against any employee who violated the parent notice requirements described in policy. Any such action would be confidential, as described in IC 33-518, IC 74-104, and IC 74-106 Therefore, the complaining parent/guardian will not be notified of any disciplinary action taken.

Legal References IC § 18-8707	Description Abortion-Related Activities Prohibited in School-Based Health Clinics and Sex Education Curricula
IC § 33-1605	Health and Physical Fitness – Effects of Alcohol, Tobacco, Stimulants and Narcotics
IC § 33-1608, et seq.	Family Life and Sex Education – Legislative Policy
IC § 33-1611A	Requiring Permission for Instruction Addressing Human Sexuality
IC § 33-1637	Human Growth and Development Instruction in Public Schools
IC § 33-342	Adoption Education
IC § 33-6001	Parental Rights
IC § 39-8201 et. seq.	Idaho Safe Haven Act
IDAPA 08.02.03.160	Safe Environment and Discipline

#### STUDENT PERSONNEL

#### Series 500

Policy Title: CONTROVERSIAL ISSUES Code: 505.14

The District shall offer courses of study that provide learning experiences appropriate to the students' level of understanding. The instructional program shall respect the right of students to face issues; to have free access to information; to study under teachers in situations free from prejudice; and to form, hold, and express their own opinions without personal prejudice or discrimination.

The District affirms that the District, including its employees and students, are to respect the dignity of others and acknowledges the rights of others to express differing opinions and foster and defend intellectual honesty, freedom of inquiry, and instruction as well as speech and association rights appropriate for the educational setting.

The Board recognizes the need for teachers to have the freedom to discuss and teach subjects and issues which may be controversial. Such subjects and issues may include but are not necessarily limited to:

- 1. Politics;
- 2. Science;
- 3. Health and sex education; and
- 4. Values and ethics.

Teachers shall guide discussions and instruction in a thorough and objective way to help students understand the need to recognize opposing viewpoints, the importance of fact, the value of good judgment, and the virtue of respect for conflicting opinions.

In the study or discussion of controversial issues or materials, however, the Board directs the teaching staff to take into account the following criteria:

- 1. Relative maturity of students;
- 2. District philosophy of education;
- 3. Community standards, morals, and values;
- 4. The necessity of a balanced presentation; and
- 5. The necessity of seeking prior administrative counsel and guidance in such matters.

As a consequence of its responsibility to guarantee academic freedom to both students and teachers, the Board expects that:

- 1. All classroom studies will be curriculum-related, objective, and impartial;
- 2. Teachers will create and maintain an atmosphere of open-mindedness and tolerance, and recognize no one idea or viewpoint should necessarily prevail;
- 3. Teachers will not attempt, directly or indirectly, to limit or control students' judgment concerning any issue, including but not limited to requiring students to personally affirm, adopt, or adhere that any race is inferior or superior or on inherent responsibilities

regarding: sex, race, ethnicity, religion, color or national origin, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation. This shall include not arguing that individuals should be treated adversely on the basis of any of the attributes listed above;

4. No distinction or classification of students shall be made on account or race or color, other than as required for collection or reporting of demographic data required by public schools.

#### To this end:

- 1. The teacher shall be free to choose supplemental materials to support and enhance the regular classroom curriculum except in sex education instruction as outlined in item four of this section. To encourage the free flow of information and enhance student creativity, unplanned issues may be brought up in the classroom and briefly discussed.
- 2. The school shall provide for parents or guardians to have their child excused from a topic which may be contrary to their religious or moral values. This shall be done in writing by the parent or guardian and include an explanation of the conflict. The student may also request to be excused if the student personally finds the topic to be contrary to their religious or moral values. The student must explain in writing the nature of the conflict. The teacher will provide an alternative assignment if the request is approved by the teacher and principal.
- 3. The teacher shall notify parents or guardians when controversial issues may be discussed and that they may have their child excused if family religious or moral values so dictate. The teacher should have the principal view questionable materials.
- 4. Members of the community may only be invited to speak in class with permission of the principal.

Legal References IC § 33-138	Description Dignity and Nondiscrimination in Public Education
IC § 33-139	Prohibition on the Expenditure of Moneys for Certain Purposes
IC § 33-512	District Trustees - Governance of Schools

# STUDENT PERSONNEL

Series 500

Policy Title: CORRECTIVE ACTIONS, PUNISHMENT, AND DENIAL OF ENROLLMENT Code: 503.15

All students shall submit to the reasonable rules of the District. Refusal to comply with written rules and regulations established for the governing of the school shall constitute sufficient cause for discipline, suspension, expulsion, or denial of enrollment.

For the purposes of the District's policies relating to corrective action or punishment:

- 1. "Temporary Suspension" is the exclusion from school or individual classes for a specific period of up to five school days.
  - The Superintendent or the principal of any school may temporarily suspend any student for disciplinary reasons, including student harassment, intimidation, or bullying, or for other conduct disruptive of good order or of the instructional effectiveness of the school. Prior to suspending any student, the Superintendent or principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to the school by the Superintendent or principal who suspended them on reasonable conditions prescribed by the Superintendent or principal. The Board of Trustees shall be notified of any temporary suspensions, the reasons for them, and the response to them.
- 2. "Extended Temporary Suspension" is the exclusion from school or individual classes by the Superintendent for an additional ten school days. Prior to suspending any student, the Superintendent shall grant an additional informal hearing on the reasons for the extended temporary suspension and the opportunity to challenge those reasons. The student may still be readmitted to the school by the Superintendent who suspended them on reasonable conditions prescribed by the Superintendent. The Board of Trustees shall be notified of any extended temporary suspensions, the reasons for them, and the response to them.
- 3. "Prolonged Temporary Suspension" is the exclusion from school or individual classes for an additional five school days. Only the Board can extend a temporary suspension for an additional five days and only upon a finding that immediate return to school attendance by the temporarily suspended student would be detrimental to other students' health, welfare, or safety.
- 4. "Expulsion" is exclusion from school. Only the Board has the authority to expel or deny enrollment to any student who is a habitual truant, whose conduct is such as to be continuously disruptive of school discipline or of the instructional effectiveness of the school, or whose presence is detrimental to the health and safety of other students or who has been expelled from another school district in the State of Idaho or any other state, including if they were disenrolled from a previous school or district in any state in lieu of discipline. In addition, the Board has authority to expel or deny enrollment to any student if they are convicted or adjudicated of offenses outlined in IC 20-252A(5) or other criminal offenses listed in chapter 9, 61, or 66 in Title 18, Idaho Code. Such convictions or adjudications shall be disclosed by the student's parent/guardian at the time of enrollment, and failure to do so may result in expulsion or denial of enrollment to the student. The District will provide written notice of any student who is

expelled or denied enrollment to the prosecuting attorney within five days of the Board's actions.

No student shall be expelled nor denied enrollment without the Board having first given written notice to the parent/guardian of the student stating the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent/guardian may appear to contest the action of the Board. The notice shall also state the rights of the student to be represented by counsel, to produce witnesses and submit evidence on their own behalf, and to cross-examine any adult witnesses who may appear against them. Within a reasonable period of time following such notification, the Board shall grant the student and their parents/guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the Board shall allow a reasonable period of time between notification and the hearing to allow the student and their parents/guardian to prepare their response to the charge.

5. "Discipline" constitutes all forms of corrective action or punishment, including brief exclusions from a class for not more than the remainder of the class period and exclusion from any other type of activity conducted by or for the District. Discipline shall not adversely affect a student's academic grade or graduation requirements as long as all required work is performed.

Except in extreme cases, students will not be expelled unless other forms of corrective action or punishment have failed, or unless there is good reason to believe that other forms of corrective action or punishment would fail if employed. Suspensions or expulsions shall be used only for instances of serious student misconduct.

No student shall be expelled, suspended, or disciplined in any manner for any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of the educational process.

#### Discipline of Students with Disabilities

Additional requirements apply when suspending or expelling a student with a disability. The District shall comply with these requirements as outlined in IDEA.

Legal References 20 USC § 1400, et seq.	Description Individuals with Disabilities Education Act (IDEA)
20-252A(5)	Expungement of Record - Exceptions
IC § 33-1631	Requirements for Harassment, Intimidation and Bullying Information and Professional Development
IC § 33-205	Denial of School Attendance
IC § 33-512	District Trustees - Governance of Schools

#### STUDENT PERSONNEL

Series 500

Code: 505.8

Policy Title: IMMUNIZATION REQUIREMENTS

The District is required to provide educational services to all school age children who reside within its boundaries. Attendance at school may be denied to any child who does not provide an immunization record to the school regarding the child's immunity to certain childhood diseases. Immunity requirements are met if the child has received or is in the process of receiving immunization as specified by <a href="Idaho Code">Idaho Code</a> the Board of Health and Welfare or has previously contracted the disease. The parent/-or legal-guardian of the child must comply with the immunization requirements at the time of admission and before attendance for the child, or provide the appropriate exemption information described under "Exemptions."

Summary of Immunization Requirements		
Immunization Requirement	Child born after September 1, 2005	Child born after September 1, 1999 through September 1, 2005
Measles, Mumps, and Rubella (MMR)	2 doses	2 doses
Diphtheria, Tetanus, Pertussis	5 doses	5 doses
Polio	4 doses	3 doses
Hepatitis B	3 doses	3 doses
Hepatitis A	2 doses	0 doses
Varicella	2 doses	0 doses

Summary of Seventh Grade Immunization Requirements		
Immunization Requirement	Number of Doses	
Diphtheria, Tetanus,	1 dose	
Pertussis		
Meningococcal	1 dose	

Summary of Twelfth Grade Immunization Requirements			
Immunization Requirement	Child admitted to 12 <sup>th</sup> grade during 2020-2021 school year and each year thereafter, if student received their first dose of Meningococcal vaccine at 16 years of age or older, or if student has never	Child admitted to the 12 <sup>th</sup> grade during 2020-2021 school year and each year thereafter, if student received their first dose of Meningococcal vaccine before the age of 16	
	received a dose.		
Meningococcal	1 dose	2 doses	

**Immunization Certification** 

The immunization record must be signed by a physician, physician's representative, or another licensed health care professional including an osteopath, nurse practitioner, physician's assistant, licensed professional nurse, registered nurse, orand pharmacist stating the type, number, and dates of the immunizations received.

#### Intended Immunization Schedule

The schedule of intended immunizations statement must be provided by the parent/-or legal-guardian of a child who is in the process of receiving or has been scheduled to receive the required immunizations. A form is provided by the Department of Health and Welfare or a similar one may be used provided it includes the following information:

- 1. Name and date of birth of child;
- 2. School and grade child is enrolling in and attending;
- 3. Types, numbers, and dates of immunizations to be administered;
- 4. Signature of the parent, custodian, or legal guardian; and
- 5. Signature of a licensed health care professional providing care to the child.

Children admitted to school and failing to continue the schedule of intended immunizations will be excluded from school until documentation of administration of the required immunizations is provided by the child's parent, custodian, or legal guardian.

#### Exemptions

- 1. Any child who submits a certificate signed by a physician licensed by the State Board of Medicine stating the physical condition of the child is such that all or any of the required immunization would endanger the life or health of the child is exempt from the immunization requirements;
- 2. Any minor child whose parent/or guardian submits a signed statement to school officials stating their objections on religious or other grounds is exempt from the immunization requirements. The parent/or guardian can use a form provided by the District or submit a written, signed statement that the District will attach to the form and s. Students of majority age may exempt themselves using a written, signed statement; and
- 3. A child who has laboratory proof of immunity to any of the childhood diseases listed above will not be required to be immunized for that disease; and
- 4. A child who has had varicella (chickenpox) diagnosed by a licensed physician upon personal examination will not be required to be immunized for the disease provided they submit a signed statement from the diagnosing physician.

A child exempted under one of the above requirements may be excluded by the District in the event of a disease outbreak.

# Communication of Immunization Requirements and Exemptions

In accordance with Idaho law, all communication to parents/guardians regarding immunization requirements shall also describe the exemptions and make reference to 39-48012, Idaho Code. For purposes of this section, 'communication' includes physical or digital letters, mailers, phone calls, registration packets whether physical or digital, etc.

#### Reporting

The District shall submit a report of each school's immunization status to the State Department of Education on or before the first day of November of each year. The report shall include:

- 1. Inclusive dates of the reporting period;
- 2. Name and address of the school, District, and county;
- 3. Grade being reported and total number of children enrolled in the grade;
- 4. Name and title of the person completing the report form;
- 5. Number of children who <u>have had<del>meet</del></u> all of the required immunizations listed in the tables above;
- 6. Number of children who have not had not meet all of the required immunizations listed in the tables above, but are in the process of receiving the required immunizations; and
- 7. Number of children who claimed exemption to the required immunizations listed in the tables above.

Legal References	Description
IC § 39-4801	Immunization - Exemptions
IC § 39-4801	Immunization - Exemptions
IDAPA 16.02.15	Immunization Requirements for Idaho School Children

#### <del>LEGAL REFERENCE:</del>

I.C. § 39-4801 Immunization Required
I.C. § 39-4802 Immunization Exemptions

Date of Adoption: October 17, 2011

AMENDED: 8/17/2020

## **BUSINESS PROCEDURES** Series 800

Policy Title: Public Procurement of Goods and Services Code: 802.1

The purchasing policy of the district shall be to purchase at the best price available to the District following the purchase order system. The District shall at all times adhere to the bidding requirements for the procurement of goods and services as set out in law. Further, the district shall purchase goods and services from vendors with a significant Idaho economic presence and to Buy American when possible.

#### **Public Procurement of Goods and Services Bidding**

\$0 to \$ <del>10,000</del> 50,000	Micro Purchases	2CFR 200.320(a)
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To the extent practicable, the District distributes micro-Purchases equitably among qualified suppliers. Micro Purchases may be awarded without soliciting competitive Quotations if the District considers the price to be Reasonable. The District maintains evidence of this Reasonableness in records of all micro purchases.

\$10,001 to \$49,999 **Small Purchase Procedures** IC 67-2803 (2) 50,001 99,999 Verbal Quotes obtained from vendors – three are 2CFR 200.320(b)

> Suggested, but if there are not that many in the area, two will suffice. If small purchase procedures are used, verbal price or rate quotations must be obtained from an adequate number of qualified sources. **Document all**

responses.

The District must perform a cost or price analysis in connection with every procurement 2CFR 200.323(a) action for \$50,000 or more including contract modifications. The method and degree of analysis is dependent on the facts surrounding the particular procurement situation, but as a starting point, the District must make independent estimates before receiving bids or proposals.

\$ <del>50,000</del> <u>100,000</u>	Semi-formal bidding: Issue written requests for bids	IC 67-2806 (1)
to \$ <del>99,999</del> <u>249,999</u>	describing goods or services desired to at least 3 vendors.	2CFR 200.320(a)

Allow 3 days for written response, unless an emergency exits; 1 day for objections. Keep records for 6 months.

Accept low bid, or reject all bids.

\$100,000 and above Formal bidding: Publish bid notice at least 2 weeks in IC 67-2806 (2) 250,000 advance of bid opening. Make bid specifications 2 CFR Part available; written objections allowed. May request bid 200.319

security/bond.

All bids will be publicly opened at the time and place prescribed in the invitation for bids. A firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming to all the material term and conditions of the invitation for bid, is the lowest in price. Any or all bids may be rejected if There is a sound documented reason.

Can reject all if able to purchase more economically in the open market.

# BUSINESS PROCEDURES Series 800

Policy Title: Public Procurement of Goods and Services Code: 802.1

# **Exemptions to Public Procurement of Goods and Services Bidding**

Personal Property	Already competitive bid (piggy-backing)	IC 67-2803(1)
Any Amount	Payments of Wages	IC 67-2803(3)
Any Amount	Personal or professional services performed by an independent contractor. (Refer to info on qualifications in I.C. 67-2320)	IC 67-2803(4)
Any Amount	Procurement of an interest in real property – lease or purchase	IC 67-2803(5)
Any Amount	Procurement of insurance	IC 67-2803(6)
Any Amount	Costs of Joint Powers participation	IC 67-2803(7)
Any Amount	Procurement of used personal property	IC 67-2803(8)
Any Amount	Procurement from federal government general services administration (GSA) schedules or federal multiple award schedules (MAS)	IC 67-2803(9)
Any Amount	Procurement of personal property or services through contracts entered into by the division of purchasing of the department of administration of the state of Idaho	IC 67-2803(10)
Any Amount	Procurement of goods for direct resale	IC 67-2803(11)
Any Amount	Procurement of travel and training;	IC 67-2803(12)
Any Amount	Procurement of goods and services from Idaho correctional	IC 67-2803(13)
Any Amount	Programment of remain for beauty againment	IC 67-2803(14)
Any Amount	Procurement of repair for heavy equipment	IC 67-2803(15)
Any Amount	Procurement of software maintenance, support and licenses of an existing system or platform that was bid in compliance with state law	IC 67-2803(16)
Any Amount	Procurement of public utilities	IC 67-2803(17)
Any Amount	Procurement of food for use in jails or detention facilities	IC 67-2803(18)
Any Amount	Procurement of used equipment at an auction if authorized by the governing board Emergency Expenditures	IC 67-2808(1)

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# **BUSINESS PROCEDURES** Series 800

Policy Title: Public Procurement of Goods and Services Code: 802.1

LEGAL REFERENCE:
Idaho Code Sections 67-2801, et seq

ISBA Model Policy 7407

ADOPTED: July 2009 AMENDED: 12/17/2018, ??

#### BUSINESS PROCEDRES Series 800

Policy Title: Public Works Contracting and Procurement Code: 802.7

No contract involving a public works project shall be let to any contractor who is not licensed as required by the laws of this State. Further, the District shall at all times adhere to the bidding requirements for public works contracting and procurement as set out in State law.

#### **Public Works Contractor Licensure Requirements**

\$0 to \$ <del>50,000</del> 100,000	No licensure requirement	IC 54-1903(9)
\$50,000 100,000 and above	Licensure required	IC 54-1903(9)
	•	` ,
Exemptions from Public Works Contractor Licensure		
Less than \$50,000 for construction, alteration,	Single project with any number of	IC 54-1903(9)
improvement, or repair.	trades	
Any construction, alteration, or repair due to an	Pursuant to the provision of,	IC 54-1903(11)
emergency.	Chapter 10, Title 46 Idaho Code	
-	-	
<b>Public Works Construction Bidding</b>		
\$0 to \$ <del>50,000</del> 100,000	No bidding requirements	IC 67-2803(2)
		. ,
\$ <del>50,000</del> 100,000 to \$ <del>200,000</del> 250,000	Semi-formal bidding: Issue written	IC 67-2805(1)
· · · · · · · · · · · · · · · · · · ·	requests for bids describing the	` ,
	work to at least 3 licensed	
	contractors. Allow 3 days for	
	written response; objections 1 day	
	prior to bid. Keep records for 6	
	months. Accept low bid, or reject	
	mentals. Treesperion ora, or reject	

all bids.

Category A – Open to all licensed contractors. Publication requirements. Written objections allowed. May request bid security/bond. Accept low bid, or reject all bids. See code for details. (IC 67-2805(2)(a).)

Formal bidding 2 **Options A & B:** IC 67-2805(2)

Category B – Open to prequalified contractors. After prequalification is determined, the bidding process is in the same manner as Category A. (IC 67-2805(2)(b).)

Legal Reference: I.C. § 54-1903 Unlawful to Engage in Public Works

Contracting Without License - Exemptions

I.C. § 67-2801 et seq. Purchasing by Political Subdivisions

ISBA - 7405

\$200,000 250,000 and above

ADOPTED: 12/17/2018

Amended:



# **Fwd: Resignation**

1 message

Lori Ravet <a href="mailto:lravet@lapwai.org">lravet@lapwai.org</a>

Mon, Aug 18, 2025 at 3:47 PM

To: David Aiken <daiken@lapwai.org>, Nathan Weeks <nweeks@lapwai.org>

Jasmine Hewett has submitted her resignation. I will need to hire another Behavior Interventionist.

Lori Ravet, Ed.S., NCSP Special Education Director School Psychologist Foster Care Liaison Lapwai School District #341

Telephone: (208) 843-2960 ext 3777

Mobile: (208) 305-1278 Fax: (855) 940-4105

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

From: Jasmine Hewett < jhewett@lapwai.org>

Date: Mon, Aug 18, 2025 at 3:19 PM

Subject: Resignation

To: Lori Ravet <a href="mailto:lravet@lapwai.org">lravet@lapwai.org</a>

Dear Lori,

It is with a heavy heart that I write you this. I have decided to step away from my position as a Behavior Intervention at the Lapwai School District. I have come to love everyone that I work with and the children that I have been able to Serve.

Thank you so much for the opportunity to be a part of this wonderful team. Special Forces has taught me so much and I will surly miss each and every one of you.

Jasmine Hewett