

LAPWAI SCHOOL DISTRICT #341
BOARD OF TRUSTEES - REGULAR MONTHLY MEETING
Lapwai School District Office, 230 Main St, Lapwai, Idaho
Monday, October 19, 2026 - 5:00 pm
Agenda

- 1) Call to Order
 - A. Roll Call

- 2) Public Comment

Page

- | | |
|-----------------|---|
| 2 | 3) A. Consent Agenda – Action Item |
| 5 | 1. Approval of Minutes – September 21, 2026 |
| 28 | 2. Budget Report/Balance Sheet |
| 32 | 3. Payment of Current Bills |
| | 4. Associated Student Body Accounts |
| 35, 50, | 4) Discussion Items |
| 53, 147, | A. Administrator’s Reports – Principals, Sped Director, Superintendent, and Athletics |
| 168 | B. Indian Education |
| 173 | |
| 175 | 5) Action Items |
| | A. 2026-2027 Family Engagement Plan / School-Parent Compact |
| | B. OpenSciEd Science Curriculum – Grades 6-12 |
| | C. |
| | 6) Executive Session - Idaho Code Section 74-206(1)(b) - (Personnel) - Action Item |
| | (b) To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student; |
| | A. Approve/Deny Administrative Personnel Recommendation – Action Item |
| | 7) Personnel Action Items: |
| | A. Volunteer – Football Volunteer – Keith Kipp Sr. |
| | 8) Adjourn – Action Item |

LAPWAI SCHOOL DISTRICT #341
School Board Minutes
Regular Meeting
September 21, 2026

The Board of Trustees of School District #341 met in regular session in the Board Room of the District Office. Trustee Garcia 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 Garcia, Kipp, Parrish, Spaulding, and Jefferson. Also attending was Superintendent Aiken and Clerk Weeks. Teri Wagner, Georgia Sobotta, Lori Ravet, Josh Nellesen and two students.

Trustee Spaulding moved and Trustee Jefferson 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.

Josh Nellesen introduced two students, Karissa McFarland and Ella Payne, who are enrolled in the CNA Program at the DeAtley Center in Lewiston. They are looking forward to completing the program and growing from there.

Principal Sobotta reviewed items in her report. Discussion was had about her activities.

Principal Wagner celebrated reading growth. She talked about the challenges of a tighter budget.

Special Education Director Ravet said we now have 108 students receiving services. The positive part is that students needing services are receiving them. The challenge is that funding is tighter. She highlighted Ryan Bovard who has worked to improve Medicaid funding. Bonnita Smith is continuing through the steps to be a Speech Language Pathologist.

Superintendent Aiken highlighted several items.

- The upcoming Parent/Guardian Appreciation event.
- The start of the 21st Century Grant for the Middle/High School.
- Newly developed Occupation Pathways
- Revenue Reduction Challenges with included the impact of the deficiency with the Idaho School Benefit Trust and the extra premium of \$55,000 that had to be paid.

The fee increase hearing for increasing certain fees as follows was held at 6:33pm. No comments were received.

	<u>Was</u>	<u>Proposed</u>
Athletic Gate Price – Student with card	\$ 5.00	\$ 6.00
Daily Rate:		
Elementary and Middle-High School Gym	\$ 200.00	\$ 400.00
Concession area use in addition to Gym	\$ 125.00	\$ 150.00
Elementary Cafeteria & Middle High School Commons		
Without Use of Kitchen	\$ 100.00	\$ 150.00
With Use of Kitchen, 4 hours or less	\$ 150.00	\$ 200.00
With Use of Kitchen, over 4 hours	\$ 200.00	\$ 300.00
Football Field / Track, Use of Concession Area	\$ 75.00	\$ 150.00
Auditorium, Classroom, or Libraries	\$ 100.00	\$ 150.00
Driver's Education – Effective October 1, 2026		
In District Student	125.00	375.00
Out of District Student	150.00	450.00

Trustee Spaulding moved and Trustee Jefferson seconded to approve the fee increases as listed. Motion carried.

The Master Agreement for the 2026-2027 School Year was presented to the board. Trustee Spaulding moved and Trustee Jefferson seconded to approve the agreement as presented. Motion carried.

The Second Reading of the following policies was held.

- Policy - 401.4 - Hiring Process and Criteria
- 503.7 – Possession of Weapons
- 505.7 - Life Threatening Allergies
- 505.12 – Student Health Screenings and Examinations
- 506.13 - Hazing, Harassment, Intimidation, Bullying, and Inappropriate Online Behavior
- 601.5 – Minute of Silence

Trustee Spaulding moved and Trustee Kipp seconded to approve the listed policies as presented. Motion carried.

The matter of updating the signatures on the Lapwai Middle/High School Associated Student Body Checking Account with Zions Bank was discussed. Former Principal D’Lisa Penney-Pinkham will be removed and new Principal Georgia Sobotta will be added.

The 2026-2027 Transportation Plan was presented to the board.

Trustee Kipp moved and Trustee Spaulding seconded to approve the listed policies and the 2026-2027 Transportation Plan as presented. Motion carried.

The following personnel action items were presented to the board.

- Resignation – Food Service – Juliana Stick
- New Hire – Food Service – Heather Beckman
- Volunteer – Elementary School – Juliana Stick
– Cheerleading – Juliana Big Man

Trustee Spaulding moved to approve the listed personnel action items as stated. Trustee Parrish seconded the motion which was passed.

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

Board Chair Garcia declared the meeting adjourned at 7:00 pm.

Board Chair

Clerk

Date

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
GENERAL FUND							
REVENUE							
100-411400	DISTRICT TORT REVENUE	50,000.00CR	0.00	1,280.71CR	48,719.29CR	0%	3%
100-411900	OTHER TAXES	0.00	0.00	0.00	0.00	0%	0%
100-413000	PENALTY & INT--DELINQUENT TAXES	1,000.00CR	0.00	145.17CR	854.83CR	0%	15%
100-415000	EARNINGS ON INVESTMENTS	80,000.00CR	5,074.08CR	18,393.38CR	61,606.62CR	6%	23%
100-419900	OTHER LOCAL REVENUE	100,000.00CR	0.00	1,490.70CR	98,509.30CR	0%	1%
100-419901	DRIVERS ED.--STUDENT FEES	2,500.00CR	0.00	0.00	2,500.00CR	0%	0%
100-419903	GRANTS	48,000.00CR	200.00CR	25,158.38CR	22,841.62CR	0%	52%
TOTAL LOCAL REVENUE		281,500.00CR	5,274.08CR	46,468.34CR	235,031.66CR	2%	17%
100-431100	BASE SUPPORT - DISCRETIONARY	608,394.00CR	0.00	296,562.02CR	311,831.98CR	0%	49%
100-431101	BASE SUPPORT - HEALTH INSURANCE	629,167.00CR	0.00	276,725.52CR	352,441.48CR	0%	44%
100-431102	SBA - ADMINISTRATION	229,550.00CR	0.00	113,450.18CR	116,099.82CR	0%	49%
100-431103	SBA - INSTRUCTIONAL & PUPIL SERVICES	1,841,266.00CR	0.00	899,548.18CR	941,717.82CR	0%	49%
100-431104	SBA - NON-CERTIFIED	407,890.00CR	0.00	202,848.24CR	205,041.76CR	0%	50%
100-431200	TRANSPORTATION SUPPORT REVENUE	212,000.00CR	0.00	106,330.77CR	105,669.23CR	0%	50%
100-431400	EXCEPTIONAL CHILD SUPPORT	20,000.00CR	0.00	19,032.46CR	967.54CR	0%	95%
100-431800	BENEFIT APPORTIONMENT	517,551.00CR	0.00	253,928.63CR	263,622.37CR	0%	49%
100-431900	OTHER STATE SUPPORT	168,732.00CR	0.00	0.00	168,732.00CR	0%	0%
100-431902	STATE MATH/SCI REQUIREMENT	5,500.00CR	0.00	0.00	5,500.00CR	0%	0%
100-431904	REMEDIATION	13,000.00CR	0.00	0.00	13,000.00CR	0%	0%
100-431930	STATE TECHNOLOGY SUPPORT	0.00	0.00	0.00	0.00	0%	0%
100-432100	DRIVER EDUCATION REVENUE	3,125.00CR	0.00	0.00	3,125.00CR	0%	0%
100-437000	LOTTERY/ADD'L STATE MAINTENANCE	0.00	0.00	0.00	0.00	0%	0%
100-438000	REVENUE IN LIEU OF TAXES	2,606.00CR	0.00	0.00	2,606.00CR	0%	0%
100-438001	REV. IN LIEU-AG. EQUIP.	2,160.00CR	0.00	540.00CR	1,620.00CR	0%	25%
TOTAL STATE REVENUE		4,660,941.00CR	0.00	2,168,966.00CR	2,491,975.00CR	0%	47%
100-442000	UNRESTRICTED FEDERAL REVENUE	100.00CR	0.00	0.00	100.00CR	0%	0%
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	0.00	2,900,100.00CR	0%	0%
100-320000	BEGINNING BALANCE - BUDGET	980,000.00CR	0.00	0.00	980,000.00CR	0%	0%
100-453000	SALE OF PROPERTY	0.00	0.00	0.00	0.00	0%	0%
100-460000	TRANSFERS FROM OTHER FUNDS	10,868.00CR	0.00	897.94CR	9,970.06CR	0%	8%
TOTAL OTHER REVENUE		990,868.00CR	0.00	897.94CR	989,970.06CR	0%	0%
TOTAL REVENUE		8,833,409.00CR	5,274.08CR	2,216,332.28CR	6,617,076.72CR	0%	25%

(Rprt: 01 - MAINBdgt Prep: 27/Prop Budget; Dates: 00/00/00-10/31/26; PRINT: 10/14/26 2:44:53 PM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
ELEMENTARY SCHOOL PROGRAM							
100-512110	ELEMENTARY TEACHER SALARIES	1,247,153.00	106,175.90	212,666.80	1,034,486.20	9%	17%
100-512115	ELEMENTARY NON-CERTIFIED SALARIES	452,008.00	22,586.88	46,464.71	405,543.29	5%	10%
100-512160	ELEMENTARY TEACHER SUBSTITUTES	17,500.00	150.00	150.00	17,350.00	1%	1%
100-512200	ELEMENTARY FRINGE BENEFITS	74,102.00	5,546.83	11,093.66	63,008.34	7%	15%
100-512210	ELEMENT. LIFE/EMP. ASSIST.	1,920.00	175.81	346.62	1,573.38	9%	18%
100-512220	EMPLOYER FICA	136,993.00	10,084.43	20,287.97	116,705.03	7%	15%
100-512230	HEALTH INSURANCE - ELEM	201,791.00	16,569.19	44,239.65	157,551.35	8%	22%
100-512270	WORKER'S COMPENSATION	10,745.00	1,222.71	2,465.20	8,279.80	11%	23%
100-512280	SICK LEAVE RETIRE.	0.00	0.00	108.93	(108.93)	0%	0%
100-512290	RETIREMENT BENEFIT	232,165.00	17,757.15	35,598.75	196,566.25	8%	15%
100-512320	MUSIC EQUIPMENT REPAIR	0.00	0.00	0.00	0.00	0%	0%
100-512313	GRANT FUNDED PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-512321	ELEMENTARY PURCHASED SERVICES	1,000.00	16.00	32.00	968.00	2%	3%
100-512322	COPIER RENTAL	6,500.00	358.35	1,524.67	4,975.33	6%	23%
100-512380	ELEMENTARY TRAVEL	0.00	0.00	0.00	0.00	0%	0%
100-512410	ELEMENT. FIXED MATERIALS	15,000.00	0.00	3,215.38	11,784.62	0%	21%
100-512411	TEACHER SUPPLIES	3,800.00	0.00	416.71	3,383.29	0%	11%
100-512412	MUSIC SUPPLIES	1,000.00	0.00	0.00	1,000.00	0%	0%
100-512413	GRANT FUNDED SUPPLIES	0.00	158.90	3,851.89	(3,851.89)	0%	0%
100-512415	MATERIALS --ART	2,500.00	753.94	2,515.79	(15.79)	30%	101%
100-512440	ELEMENTARY TEXTBOOKS	25,000.00	420.08	43,851.85	(18,851.85)	2%	175%
TOTAL ELEMENTARY PROGRAM		2,429,177.00	181,976.17	428,830.58	2,000,346.42	7%	18%
SECONDARY SCHOOL PROGRAM							
100-515110	HS CERTIFIED SALARIES	970,061.00	83,937.21	165,922.62	804,138.38	9%	17%
100-515113	DRIVER EDUCATION SALARIES	5,000.00	0.00	0.00	5,000.00	0%	0%
100-515115	HS CLASSIFIED SALARIES	293,347.00	10,484.74	21,061.64	272,285.36	4%	7%
100-515160	HS SUBSTITUTE SALARIES	35,000.00	7,537.50	7,800.00	27,200.00	22%	22%
100-515200	HS FRINGE BENEFITS	21,328.00	1,777.33	3,554.66	17,773.34	8%	17%
100-515210	HS LIFE INSURANCE BENEFIT	1,583.00	126.22	252.56	1,330.44	8%	16%
100-515220	HS EMPLOYER FICA	101,342.00	7,826.58	14,955.60	86,386.40	8%	15%
100-515230	HEALTH INSURANCE - HS	204,933.00	13,809.01	43,866.05	161,066.95	7%	21%
100-515270	HS WORKER'S COMPENSATION	7,948.00	826.94	1,593.54	6,354.46	10%	20%
100-515280	HS SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-515290	HS PERSI BENEFIT	169,398.00	12,651.51	25,203.85	144,194.15	7%	15%
100-515313	GRANT FUNDED PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-515321	COPIER RENTAL	5,500.00	342.09	1,040.45	4,459.55	6%	19%
100-515322	HS PURCHASE SERVICES	4,500.00	52.00	5,606.00	(1,106.00)	1%	125%
100-515380	HS TRAVEL	0.00	964.60	1,069.00	(1,069.00)	0%	0%
100-515410	H.S. FIXED MATERIALS	12,500.00	133.50	2,655.87	9,844.13	1%	21%
100-515411	TEACHER SUPPLIES	2,800.00	531.11	1,055.89	1,744.11	19%	38%
100-515412	DRIVERS ED. MATERIALS	300.00	0.00	198.20	101.80	0%	66%
100-515413	GRANT FUNDED SUPPLIES	0.00	8,018.22	8,018.22	(8,018.22)	0%	0%
100-515417	MATERIALS -- ART	3,000.00	0.00	2,255.39	744.61	0%	75%
100-515421	MATERIALS -- MUSIC	6,000.00	305.04	474.24	5,525.76	5%	8%
100-515441	H.S. TEXTBOOKS	20,000.00	112.99	3,000.49	16,999.51	1%	15%
100-515116	SABG GRANT SALARIES	0.00	1,634.91	6,539.64	(6,539.64)	0%	0%
100-515216	SABG BENEFITS	0.00	335.65	1,333.36	(1,333.36)	0%	0%
100-515316	SABG PURCHASED SERVICES	0.00	801.17	3,204.68	(3,204.68)	0%	0%
100-515416	SABG SUPPLIES	0.00	0.00	3,000.00	(3,000.00)	0%	0%
TOTAL SECONDARY PROGRAM		1,864,540.00	152,208.32	323,661.95	1,540,878.05	8%	17%
SPECIAL EDUCATION PROGRAM							
100-521110	RESOURCE ROOM TEACHER SALARIES	315,895.00	22,926.41	46,201.14	269,693.86	7%	15%
100-521115	RESOURCE ROOM AIDES' SALARIES	70,644.00	6,116.37	13,462.32	57,181.68	9%	19%
100-521160	EXCEPT. CHILD CERT. SUBSTITUTES	15,000.00	0.00	0.00	15,000.00	0%	0%
100-521200	RESOURCE ROOM FRINGE BENEFITS	13,236.00	484.91	969.82	12,266.18	4%	7%
100-521210	EXCEPT. LIFE/EMP. ASSIST.	480.00	47.53	85.11	394.89	10%	18%
100-521220	EMPLOYER FICA	31,730.00	2,244.47	4,623.98	27,106.02	7%	15%
100-521230	HEALTH INSURANCE - EXCEPT CHILD	56,256.00	5,821.75	14,765.65	41,490.35	10%	26%
100-521270	WORKER'S COMPENSATION	2,489.00	239.17	486.39	2,002.61	10%	20%
100-521280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-521290	RETIREMENT BENEFIT	52,816.00	3,880.00	7,954.00	44,862.00	7%	15%
100-521300	TUITION TO N.I.C.H.	40,000.00	10,762.50	11,275.00	28,725.00	27%	28%
100-521310	SPED PURCHASED SERVICES	1,000.00	0.00	0.00	1,000.00	0%	0%
100-521380	TRAVEL - PURCHASED SVCS	0.00	0.00	0.00	0.00	0%	0%
100-521410	SPED SUPPLIES	6,000.00	105.96	146.40	5,853.60	2%	2%
100-521411	SPED TEACHER SUPPLIES	1,000.00	0.00	0.00	1,000.00	0%	0%
100-521440	SPED TEXTBOOKS	5,000.00	0.00	313.95	4,686.05	0%	6%
TOTAL SPECIAL EDUCATION PROGRAM		611,546.00	52,629.07	100,283.76	511,262.24	9%	16%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
SPECIAL EDUCATION PRESCHOOL PROGRAM							
100-522110	EXCEPTIONAL PRESCHOOL SALARIES	94,243.00	8,249.92	16,446.41	77,796.59	9%	17%
100-522160	EXCEPTIONAL PRESCHOOL SUBSTITUTES	2,000.00	0.00	0.00	2,000.00	0%	0%
100-522200	PRESCHOOL FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-522210	PRESCHOOL LIFE/EMP. ASSIST.	192.00	16.00	30.80	161.20	8%	16%
100-522220	EMPLOYER FICA	7,363.00	631.12	1,258.15	6,104.85	9%	17%
100-522230	HEALTH INSURANCE - PRESCHOOL	28,128.00	2,328.70	6,690.53	21,437.47	8%	24%
100-522270	WORKER'S COMPENSATION	577.00	66.82	133.22	443.78	12%	23%
100-522280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-522290	RETIREMENT BENEFIT	12,078.00	1,059.57	2,111.93	9,966.07	9%	17%
100-522410	CLASSROOM SUPPLIES	350.00	0.00	0.00	350.00	0%	0%
100-522411	TEACHER SUPPLIES	200.00	0.00	0.00	200.00	0%	0%
	TOTAL PRESCHOOL PROGRAM	145,131.00	12,352.13	26,671.04	118,459.96	9%	18%
SCHOOL ACTIVITY PROGRAM							
100-532100	SCHOOL ACTIVITY SALARIES	159,257.00	15,819.39	30,093.78	129,163.22	10%	19%
100-532200	SCHOOL ACTIVITIES FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-532210	EMPLOYEE LIFE INS	0.00	4.80	8.17	(8.17)	0%	0%
100-532220	EMPLOYER FICA	12,183.00	1,206.31	2,294.86	9,888.14	10%	19%
100-532230	HEALTH INSURANCE - SCHOOL ACTIVITIES	0.00	586.54	1,013.55	(1,013.55)	0%	0%
100-532270	WORKER'S COMPENSATION	956.00	136.16	251.77	704.23	14%	26%
100-532280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-532290	RETIREMENT BENEFIT	11,285.00	514.66	899.63	10,385.37	5%	8%
100-532310	SCHOOL ACT. DUES/SERVICES	5,000.00	0.00	462.00	4,538.00	0%	9%
100-532380	SCHOOL ACTIVITIES TRAVEL	15,000.00	354.00	501.60	14,498.40	2%	3%
100-532410	ACTIVITY SUPPLIES	20,000.00	0.00	13,925.00	6,075.00	0%	70%
100-532550	ATHLETIC EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL SCHOOL ACTIVITY PROGRAM	223,681.00	18,621.86	49,450.36	174,230.64	8%	22%
ATTENDANCE, GUIDANCE, & HEALTH PROGRAM							
100-611110	COUNSELING SALARIES - ELEMENTARY	78,597.00	6,549.75	13,137.00	65,460.00	8%	17%
100-611111	GUIDANCE SALARIES - SECONDARY	95,398.00	7,949.83	15,899.66	79,498.34	8%	17%
100-611200	GUIDANCE FRINGE BENEFITS	7,539.00	628.25	1,256.50	6,282.50	8%	17%
100-611210	GUIDANCE LIFE/EMP. ASSIST.	192.00	14.20	29.56	162.44	7%	15%
100-611220	EMPLOYER FICA	13,887.00	1,155.61	2,313.40	11,573.60	8%	17%
100-611230	HEALTH INSURANCE - GUIDANCE	14,064.00	902.20	3,170.67	10,893.33	6%	23%
100-611270	WORKER'S COMPENSATION	1,089.00	122.53	245.36	843.64	11%	23%
100-611280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-611290	RETIREMENT BENEFIT	24,471.00	2,039.23	4,083.53	20,387.47	8%	17%
100-611310	HEALTH/GUIDANCE PURCHASE SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-611380	GUIDANCE TRAVEL	0.00	0.00	0.00	0.00	0%	0%
100-611410	ATTEND./GUIDANCE/HEALTH-ELEMENT.	0.00	0.00	0.00	0.00	0%	0%
100-611411	TEACHER SUPPLY - GUIDANCE	0.00	0.00	0.00	0.00	0%	0%
	TOTAL GUIDANCE PROGRAM	235,237.00	19,361.60	40,135.68	195,101.32	8%	17%
SPECIAL EDUCATION SUPPORT SERVICES PROGRAM							
100-616110	ANCILLARY SALARIES - CDS & PSYCOL.	126,545.00	24,900.07	50,156.18	76,388.82	20%	40%
100-616115	NON CERT ANCILLARY SALARY	27,159.00	22,979.41	46,551.78	(19,392.78)	85%	171%
100-616200	ANCILLARY FRINGE BENEFITS	8,531.00	710.91	1,421.82	7,109.18	8%	17%
100-616210	EMPLOYEE LIFE INSUR	874.00	99.17	191.88	682.12	11%	22%
100-616220	EMPLOYER FICA	12,411.00	3,696.90	7,473.42	4,937.58	30%	60%
100-616230	HEALTH INSURANCE - ANCILLARY	92,822.00	9,194.23	24,269.97	68,552.03	10%	26%
100-616270	WORKER'S COMPENSATION	973.00	393.58	793.29	179.71	40%	82%
100-616280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-616290	RETIREMENT BENEFIT	21,456.00	5,768.95	11,615.08	9,840.92	27%	54%
100-616300	CDS CONTRACT	105,000.00	39,507.90	56,810.40	48,189.60	38%	54%
100-616410	ANCILLARY SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL ANCILLARY	395,771.00	107,251.12	199,283.82	196,487.18	27%	50%

(Rprt: 01 - MAINBdgt Prep: 27/Prop Budget; Dates: 00/00/00-10/31/26; PRINT: 10/14/26 2:44:53 PM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
INSTRUCTIONAL IMPROVEMENT PROGRAM							
100-621110	SALARIES - INSTRUCTIONAL IMPROVEME	0.00	0.00	0.00	0.00	0%	0%
100-621115	SALARIES - N/C INSTR IMPROVE	0.00	0.00	0.00	0.00	0%	0%
100-621200	FRINGE	0.00	0.00	0.00	0.00	0%	0%
100-621210	LIFE	0.00	0.00	0.00	0.00	0%	0%
100-621220	FICA	0.00	0.00	0.00	0.00	0%	0%
100-621230	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
100-621270	WORKERS COMP	0.00	0.00	0.00	0.00	0%	0%
100-621280	UUSL	0.00	0.00	0.00	0.00	0%	0%
100-621290	PERSI	0.00	0.00	0.00	0.00	0%	0%
100-621310	INSTRUCT. IMPROVE. - CREDIT REIMB	10,132.00	1,254.00	5,032.50	5,099.50	12%	50%
100-621311	INSTRUCTIONAL IMPROVEMENT PURCHASED SERVIC	20,000.00	0.00	0.00	20,000.00	0%	0%
100-621380	TRAVEL/TRNG.	0.00	0.00	858.60	(858.60)	0%	0%
100-621410	MENTORING SUPPLIES	500.00	0.00	0.00	500.00	0%	0%
TOTAL INSTRUCTION IMPROVEMENT		30,632.00	1,254.00	5,891.10	24,740.90	4%	19%
EDUCATIONAL MEDIA PROGRAM							
100-622110	LIBRARY SALARIES - ELEMEN & SECOND	0.00	0.00	0.00	0.00	0%	0%
100-622111	AUDIOVISUAL SALARIES - ELEM & SEC	0.00	0.00	0.00	0.00	0%	0%
100-622115	LIBRARY CLASSIFIED SALARIES	53,619.00	5,735.66	11,471.32	42,147.68	11%	21%
100-622160	LIBRARY SUBSTITUTES	1,000.00	0.00	0.00	1,000.00	0%	0%
100-622200	LIBRARY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-622210	LIB./TECH. LIFE/EMP. ASSIST.	192.00	15.19	31.04	160.96	8%	16%
100-622220	EMPLOYER FICA	4,178.00	435.76	874.53	3,303.47	10%	21%
100-622230	HEALTH INSURANCE - MEDIA	28,128.00	2,211.07	6,726.38	21,401.62	8%	24%
100-622270	WORKER'S COMPENSATION	328.00	46.46	92.92	235.08	14%	28%
100-622280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-622290	RETIREMENT BENEFIT	6,413.00	685.99	1,371.97	5,041.03	11%	21%
100-622323	VALNET COMMUNICATIONS	7,000.00	0.00	1,186.75	5,813.25	0%	17%
100-622410	LIBRARY MATERIALS--ELEMENTARY	5,000.00	79.55	238.36	4,761.64	2%	5%
100-622412	LIBRARY MATERIALS--SECONDARY	5,000.00	59.29	2,815.05	2,184.95	1%	56%
TOTAL EDUCATIONAL MEDIA PROGRAM		110,858.00	9,268.97	24,808.32	86,049.68	8%	22%
INSTRUCTIONAL RELATED TECHNOLOGY							
100-623115	TECHNOLOGY SALARY	81,367.00	6,811.91	13,723.82	67,643.18	8%	17%
100-623200	TECHNOLOGY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-623210	TECHNOLOGY LIFE BENEFIT	96.00	8.28	16.63	79.37	9%	17%
100-623220	TECHNOLOGY FICA BENEFIT	6,225.00	521.04	1,049.72	5,175.28	8%	17%
100-623230	HEALTH INSURANCE - TECHNOLOGY	14,064.00	1,205.33	3,524.69	10,539.31	9%	25%
100-623270	TECHNOLOGY WORKERS COMP.	488.00	55.17	111.15	376.85	11%	23%
100-623280	TECHNOLOGY SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-623290	TECHNOLOGY PERSI BENEFIT	9,418.00	818.50	1,650.48	7,767.52	9%	18%
100-623310	TECHNOLOGY PURCHASED SERVICES	0.00	0.00	995.00	(995.00)	0%	0%
100-623323	TECHNOLOGY INTERNET COMMUNICATIONS	21,070.00	0.00	3,380.00	17,690.00	0%	16%
100-623410	TECHNOLOGY SUPPLIES/MATERIALS	0.00	601.66	1,386.66	(1,386.66)	0%	0%
100-623411	TECHNOLOGY-ELEMENTARY	1,070.00	5,676.89	28,172.70	(27,102.70)	531%	999%
100-623412	TECHNOLOGY SECONDARY	35,000.00	11,699.39	21,907.28	13,092.72	33%	63%
100-623413	TECHNOLOGY - EXCEPTIONAL CHILD	5,000.00	695.97	2,051.93	2,948.07	14%	41%
100-623550	TECHNOLOGY - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
TOTAL INSTRUCTIONAL TECHNOLOGY		173,798.00	28,094.14	77,970.06	95,827.94	16%	45%
BOARD OF EDUCATION PROGRAM							
100-631115	CLERK-TREASURER SALARIES--BD OF ED	0.00	0.00	0.00	0.00	0%	0%
100-631200	BOARD FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-631210	EMPLOYEE LIFE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-631220	EMPLOYER FICA	0.00	0.00	0.00	0.00	0%	0%
100-631230	HEALTH INSURANCE - CLERK	0.00	0.00	0.00	0.00	0%	0%
100-631270	WORKER'S COMPENSATION	0.00	0.00	0.00	0.00	0%	0%
100-631280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-631290	RETIREMENT BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-631310	BOARD PURCH. SERVICE	45,000.00	12,991.89	22,286.96	22,713.04	29%	50%
100-631410	SUPPLIES - SCHOOL BOARD	750.00	0.00	102.95	647.05	0%	14%
TOTAL BOARD OF EDUCATION PROGRAM		45,750.00	12,991.89	22,389.91	23,360.09	28%	49%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
DISTRICT ADMINISTRATION PROGRAM							
100-632110	DISTRICT ADMINISTRATION SALARIES	147,016.00	12,251.33	49,005.32	98,010.68	8%	33%
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	80.00	160.00	8%	33%
100-632220	EMPLOYER FICA	11,247.00	934.73	3,738.88	7,508.12	8%	33%
100-632230	HEALTH INSURANCE - DISTRICT ADMIN	14,064.00	1,164.35	5,394.26	8,669.74	8%	38%
100-632270	WORKER'S COMPENSATION	882.00	99.24	311.20	570.80	11%	35%
100-632280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-632290	RETIREMENT BENEFIT	19,818.00	1,651.48	6,605.92	13,212.08	8%	33%
100-632310	BANK FEES / GRANT SVCS	0.00	0.00	0.00	0.00	0%	0%
100-632322	COPIER RENTAL	4,000.00	145.35	918.03	3,081.97	4%	23%
100-632333	DISTRICT COMMUNICATIONS	10,000.00	262.45	1,135.71	8,864.29	3%	11%
100-632380	DISTRICT TRAVEL--GENERAL	15,000.00	0.00	0.00	15,000.00	0%	0%
100-632390	DISTRICT PURCHASED SERVICES	17,500.00	734.34	7,806.37	9,693.63	4%	45%
100-632410	DISTRICT SUPPLIES	3,000.00	0.00	942.70	2,057.30	0%	31%
100-632412	DISTRICT SUBSCRIPTIONS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL DISTRICT ADMINISTRATION	242,767.00	17,263.27	75,938.39	166,828.61	7%	31%
SCHOOL ADMINISTRATION PROGRAM							
100-641110	SCHOOL ADMIN SALARIES	217,646.00	17,976.58	35,953.16	181,692.84	8%	17%
100-641115	ADMINISTRATIVE NON-CERTIFIED	105,160.00	9,743.34	21,164.48	83,995.52	9%	20%
100-641200	SCHOOL ADMIN FRINGE BENEFITS	8,531.00	1,421.82	2,843.64	5,687.36	17%	33%
100-641210	SCHOOL ADMIN. LIFE/EMP. ASSIST.	727.00	45.70	93.91	633.09	6%	13%
100-641220	EMPLOYER FICA	25,347.00	2,217.24	4,563.68	20,783.32	9%	18%
100-641230	HEALTH INSURANCE - SCHOOL ADMIN	50,229.00	1,768.57	6,688.01	43,540.99	4%	13%
100-641270	WORKER'S COMPENSATION	1,988.00	236.03	485.67	1,502.33	12%	24%
100-641280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-641290	RETIREMENT BENEFIT	43,066.00	3,729.50	7,744.95	35,321.05	9%	18%
100-641323	SCHOOL COMMUNICATIONS	16,000.00	1,842.96	4,329.27	11,670.73	12%	27%
100-641380	SCHOOL ADMIN. TRAVEL	0.00	0.00	0.00	0.00	0%	0%
100-641410	ELEMENT. ADMIN. MATERIALS	2,000.00	42.02	211.64	1,788.36	2%	11%
100-641411	SECOND. ADMIN. MATERIALS	2,600.00	340.50	1,075.49	1,524.51	13%	41%
100-641412	DUES/SUBSCRIPTIONS/REGISTRATIONS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL SCHOOL ADMINISTRATION	473,294.00	39,364.26	85,153.90	388,140.10	8%	18%
BUSINESS OPERATIONS PROGRAM							
100-651115	SALARIES - BUSINESS OPERATIONS	78,294.00	6,591.83	26,383.20	51,910.80	8%	34%
100-651200	FRINGE	10,317.00	859.75	3,439.00	6,878.00	8%	33%
100-651210	LIFE INS BENEFIT	96.00	8.00	32.00	64.00	8%	33%
100-651220	EMPLOYER FICA	6,779.00	568.20	2,273.95	4,505.05	8%	34%
100-651230	HEALTH INSURANCE	0.00	0.00	3.90	(3.90)	0%	0%
100-651270	WORKER'S COMPENSATION	532.00	60.36	189.34	342.66	11%	36%
100-651280	SICK LEAVE RETIREMENT	0.00	0.00	0.00	0.00	0%	0%
100-651290	PERSI	10,598.00	891.21	3,566.61	7,031.39	8%	34%
100-651310	PURCHASED SERVICES	75,000.00	1,350.00	20,971.73	54,028.27	2%	28%
100-651311	MEDICAID BILLING SERVICES	21,930.00	0.00	3,632.27	18,297.73	0%	17%
100-651380	TRAVEL / TRAINING	4,000.00	0.00	0.00	4,000.00	0%	0%
100-651410	SUPPLIES	2,000.00	0.00	236.24	1,763.76	0%	12%
	TOTAL BUSINESS OPERATIONS	209,546.00	10,329.35	60,728.24	148,817.76	5%	29%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
BUILDING CUSTODIAL CARE PROGRAM							
100-661115	CUSTODIAL SALARIES	183,762.00	15,584.09	77,164.92	106,597.08	8%	42%
100-661165	CUSTODIAL SUBSTITUTES	12,000.00	2,228.62	7,348.10	4,651.90	19%	61%
100-661200	CUSTODIAL FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-661210	CUSTODIAL LIFE/EMP. ASSIST.	384.00	32.00	134.19	249.81	8%	35%
100-661220	EMPLOYER FICA	14,976.00	1,360.50	6,463.08	8,512.92	9%	43%
100-661230	HEALTH INSURANCE - CUSTODIAL	56,256.00	3,493.05	18,045.88	38,210.12	6%	32%
100-661270	WORKER'S COMPENSATION	10,532.00	1,202.36	4,397.35	6,134.65	11%	42%
100-661280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-661290	RETIREMENT BENEFIT	21,978.00	1,615.59	7,478.96	14,499.04	7%	34%
100-661322	CUSTODIAL PURCHASED SERVICES	463.00	0.00	0.00	463.00	0%	0%
100-661330	UTILITIES	245,000.00	16,032.61	54,042.04	190,957.96	7%	22%
100-661410	CUSTODIAL SUPPLIES	35,000.00	1,828.17	7,810.69	27,189.31	5%	22%
100-661710	PROPERTY/LIABILITY INSURANCE	69,587.00	0.00	69,735.53	(148.53)	0%	100%
100-661711	LIABILITY INSURANCE	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CUSTODIAL	649,938.00	43,376.99	252,620.74	397,317.26	7%	39%
MAINTENANCE - BUILDINGS-STUDENT OCCUPIED							
100-664115	GENERAL MAINTENANCE SALARIES	0.00	9,970.79	60,122.43	(60,122.43)	0%	0%
100-664200	MAINTENANCE FRINGE BENEFITS	0.00	859.75	3,439.00	(3,439.00)	0%	0%
100-664210	MAINTENANCE LIFE/EMP. ASSIST.	0.00	11.98	77.46	(77.46)	0%	0%
100-664220	EMPLOYER FICA	0.00	804.38	4,769.57	(4,769.57)	0%	0%
100-664230	HEALTH INSURANCE - MAINT	0.00	992.29	6,244.86	(6,244.86)	0%	0%
100-664270	WORKER'S COMPENSATION	0.00	675.75	2,427.11	(2,427.11)	0%	0%
100-664280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-664290	RETIREMENT BENEFIT	0.00	1,295.34	7,504.80	(7,504.80)	0%	0%
100-664310	PURCHASE SERVICE--MAINT/BUS BARN	0.00	83.20	230.32	(230.32)	0%	0%
100-664311	PURCHASE SERVICE--ELEMENTARY	0.00	200.00	4,631.11	(4,631.11)	0%	0%
100-664312	PURCHASE SERVICE--SECONDARY	0.00	200.00	7,277.39	(7,277.39)	0%	0%
100-664410	MATERIALS--MAINT./BUS BARN	0.00	0.00	1,798.58	(1,798.58)	0%	0%
100-664411	MATERIALS--ELEMENTARY	0.00	0.00	0.00	0.00	0%	0%
100-664412	MATERIALS--SECONDARY	0.00	0.00	0.00	0.00	0%	0%
100-664550	MAINTENANCE CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
	TOTAL MAINTENANCE	0.00	15,093.48	98,522.63	98,522.63CR	0%	0%
MAINTENANCE - GROUNDS							
100-665310	PURCHASE SERVICE--GROUNDS	20,000.00	0.00	20,717.80	(717.80)	0%	104%
100-665410	MATERIALS--GROUNDS	10,000.00	1,833.27	11,238.66	(1,238.66)	18%	112%
100-665420	GROUNDS - GRANT FUNDED SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL GROUNDS CARE	30,000.00	1,833.27	31,956.46	1,956.46CR	6%	107%
SECURITY/SAFETY PROGRAM							
100-667310	SCHOOL SAFETY PURCH SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-667410	SECURITY SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
100-667550	SECURITY - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
	TOTAL SCHOOL SAFETY	0.00	0.00	0.00	0.00	0%	0%

(Rprt: 01 - MAINBdgt Prep: 27/Prop Budget; Dates: 00/00/00-10/31/26; PRINT: 10/14/26 2:44:53 PM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
PUPIL-TO-SCHOOL TRANSPORTATION PROGRAM							
100-681115	TRANSP.SALARIES--TO SCHOOL @ 50%	110,138.00	10,279.86	16,917.41	93,220.59	9%	15%
100-681120	TRANSP.SALARIES--MECHANIC @ 85%	0.00	0.00	0.00	0.00	0%	0%
100-681125	TRANSP.SALARIES--SUPV. @ 50%	12,000.00	1,036.66	4,146.64	7,853.36	9%	35%
100-681165	TRANSP.SALARIES--SUBS @ 50%	2,500.00	0.00	0.00	2,500.00	0%	0%
100-681200	TRANSP.FRINGE BENEFITS @ 50%	12,802.00	680.58	1,361.16	11,440.84	5%	11%
100-681210	TRANSP.LIFE INSURANCE @ 50%	192.00	21.86	40.94	151.06	11%	21%
100-681220	TRANSP.EMPLOYER FICA/MDC @ 50%	10,514.00	911.98	1,696.55	8,817.45	9%	16%
100-681230	HEALTH INSURANCE - TRANSP - 50%	2,015.00	579.40	1,326.56	688.44	29%	66%
100-681270	TRANSP.WORKERS COMP @ 50%	5,443.00	445.27	699.07	4,743.93	8%	13%
100-681280	TRANSP.SICK LEAVE @ 50%	0.00	0.00	0.00	0.00	0%	0%
100-681290	TRANSP.PERSI BENEFIT @ 50%	18,190.00	1,124.77	1,380.40	16,809.60	6%	8%
100-681310	BUS CONTRACT REPAIRS @ 85%	50,000.00	4,313.76	27,518.85	22,481.15	9%	55%
100-681311	PHYSICALS/DRUG TESTING @ 50%	1,500.00	130.00	295.00	1,205.00	9%	20%
100-681312	PHYSICALS/DRUG TESTING @ 85%	0.00	0.00	0.00	0.00	0%	0%
100-681317	TRAINING-DIST./IAPT/STN/NAPT @ 50%	3,000.00	0.00	87.00CR	3,087.00	0%	2%
100-681318	TRAINING SDE DRIVER/TECH.@ 85%	0.00	0.00	0.00	0.00	0%	0%
100-681319	BUS BARN UTILITIES @ 50%	15,000.00	732.14	3,206.46	11,793.54	5%	21%
100-681320	TRANSP. 100% CELL PHONE @ 50%	300.00	0.00	0.00	300.00	0%	0%
100-681345	TRANSP.IN-LIEU-OF @ 50%	500.00	0.00	0.00	500.00	0%	0%
100-681380	TRAVEL-SDE DRIVER/TECH TRGN @ 85%	0.00	0.00	115.62	(115.62)	0%	0%
100-681381	TRAVEL-DIST./IAPT/STN/NAPT @ 50%	0.00	0.00	2,018.90	(2,018.90)	0%	0%
100-681410	TECHN. COVERALLS/RAGS @ 50%	500.00	0.00	0.00	500.00	0%	0%
100-681420	TRANSP. BUS FUEL/FLUIDS @ 50%	22,500.00	5,126.38	8,247.55	14,252.45	23%	37%
100-681424	TRANSP. BUS OILS/LUBRICANTS @ 85%	2,000.00	0.00	0.00	2,000.00	0%	0%
100-681425	BUS REPAIR PARTS @ 85%	10,000.00	1,139.90	1,345.64	8,654.36	11%	13%
100-681426	BUS OFFICE SUPPLIES/POSTAGE @ 50%	0.00	0.00	0.00	0.00	0%	0%
100-681429	HAND TOOLS @ 85% - 400 CAP	0.00	399.00	399.00	(399.00)	0%	0%
100-681500	TRANSP - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
100-681710	TRANSP. FACILITY INS.--@ 50%	0.00	0.00	0.00	0.00	0%	0%
TOTAL PUPIL TO SCHOOL TRANSPORTATION		279,094.00	26,921.56	70,628.75	208,465.25	10%	25%
PUPIL-ACTIVITY TRANSPORTATION PROGRAM							
100-682115	TRANSP.SALARIES--ACTIVITY/SHUTTLE	25,000.00	3,374.94	4,579.55	20,420.45	13%	18%
100-682200	TRANS - ACTIVITY - FRINGE	0.00	0.00	0.00	0.00	0%	0%
100-682210	TRANS - ACTIVITY - LIFE	0.00	5.36	7.41	(7.41)	0%	0%
100-682220	TRANS - ACTIVITY - FICA	1,913.00	257.35	348.83	1,564.17	13%	18%
100-682230	TRANS - ACTIVITY - HEALTH INS	0.00	26.53	50.84	(50.84)	0%	0%
100-682270	WORK COMP	150.00	183.60	240.01	(90.01)	122%	160%
100-682280	TRANS - ACTIVITY - UUSL	0.00	0.00	0.00	0.00	0%	0%
100-682290	TRANS - ACTIVITY - PERSI	3,370.00	425.66	573.43	2,796.57	13%	17%
100-682310	PURCHASE SERVICES--NON ALLOW	500.00	0.00	0.00	500.00	0%	0%
100-682410	TRANSPORTATION MAT'LS--NON-ALLOW.	2,000.00	0.00	0.00	2,000.00	0%	0%
TOTAL ACTIVITY TRANSPORTATION		32,933.00	4,273.44	5,800.07	27,132.93	13%	18%
GENERAL TRANSPORTATION PROGRAM							
100-683310	PURCHASE SERVICES-NON ALLOWABLE	2,000.00	0.00	250.00	1,750.00	0%	13%
100-683410	SUPPLIES-NON ALLOWABLE	2,000.00	0.00	0.00	2,000.00	0%	0%
TOTAL GENERAL TRANSPORTATION		4,000.00	0.00	250.00	3,750.00	0%	6%
FOOD SERVICES PROGRAM							
100-710220	FOOD EMPLOYER FICA	14,573.00	1,305.10	3,437.87	11,135.13	9%	24%
TOTAL NON-INSTRUCTION		14,573.00	1,305.10	3,437.87	11,135.13	9%	24%
CAPITAL ASSETS							
100-810520	CAPITAL OUTLAY - BUILDINGS	0.00	0.00	0.00	0.00	0%	0%
100-810540	CAPITAL OUTLAY - VEHICLES	0.00	0.00	0.00	0.00	0%	0%
TOTAL CAPITAL OUTLAY		0.00	0.00	0.00	0.00	0%	0%
100-920821	TRANSFER TO BUS DEPRECIATION FUND	26,927.00	0.00	0.00	26,927.00	0%	0%
100-920810	TRANSFER TO MEDICAID FUND	117,689.00	0.00	0.00	117,689.00	0%	0%
100-920800	TRANSFERS TO OTHER FUNDS	44,858.00	0.00	0.00	44,858.00	0%	0%
100-950800	CONTINGENCY RESERVE	441,669.00	0.00	0.00	441,669.00	0%	0%
TOTAL OTHER		631,143.00	0.00	0.00	631,143.00	0%	0%
TOTAL EXPENDITURES		8,833,409.00	755,769.99	1,984,413.63	6,848,995.37	9%	22%
GRANTS - NEZ PERCE TRIBE & OTHERS							
232-320000	BEGINNING BALANCE - BUDGET	65,000.00CR	0.00	0.00	65,000.00CR	0%	0%
232-415000	INVESTMENT EARNINGS	3,000.00CR	198.12CR	789.34CR	2,210.66CR	7%	26%
232-419900	GRANT REVENUE - NPT & OTHERS	0.00	0.00	29,031.00CR	29,031.00	0%	0%
232-443000	FEDERAL GRANT REVENUE	0.00	0.00	0.00	0.00	0%	0%
232-460000	INTERFUND TRANSFER	0.00	0.00	0.00	0.00	0%	0%
TOTAL REVENUE		68,000.00CR	198.12CR	29,820.34CR	38,179.66CR	0%	44%

(Rprt: 01 - MAINBdgt Prep: 27/Prop Budget; Dates: 00/00/00-10/31/26; PRINT: 10/14/26 2:44:53 PM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
232-515113	ADVANCED OPS - SALARIES	0.00	0.00	0.00	0.00	0%	0%
232-515213	ADVANCED OPS - BENEFITS	0.00	0.00	0.00	0.00	0%	0%
232-515112	NATIVE ARTS SALARY	7,000.00	0.00	584.64	6,415.36	0%	8%
232-515212	BENEFITS	578.00	0.00	44.73	533.27	0%	8%
232-515119	TEACH FOR TOLERANCE - SALARIES	0.00	0.00	0.00	0.00	0%	0%
232-515219	TEACH FOR TOLERANCE - BENEFITS	0.00	0.00	0.00	0.00	0%	0%
232-515310	HIGH SCHOOL PURCHASED SERVICES	2,500.00	0.00	0.00	2,500.00	0%	0%
232-515410	HIGH SCHOOL SUPPLIES	6,000.00	0.00	0.00	6,000.00	0%	0%
232-515312	P/S - NPT NATIVE ARTS GRANT	14,500.00	853.64	1,522.89	12,977.11	6%	11%
232-515313	P/S - COLLEGE & CAREER READINESS	2,000.00	679.99	1,179.99	820.01	34%	59%
232-515314	P/S - CTE BUILDING	0.00	0.00	0.00	0.00	0%	0%
232-515315	P/S - NPT MS READING GRANT	2,522.00	0.00	0.00	2,522.00	0%	0%
232-515316	P/S NPT-CULTURALLY RESPONSIVE	0.00	682.67	682.67	(682.67)	0%	0%
232-515317	P/S - ELEM SPED SUPPORT	0.00	0.00	0.00	0.00	0%	0%
232-515318	P/S - ID COMM FOUNDATION GRANT	0.00	0.00	0.00	0.00	0%	0%
232-515319	P/S - TEACHING FOR TOLERANCE	1,500.00	0.00	0.00	1,500.00	0%	0%
232-515320	P/S - ATTENDANCE COMMITTEE EMERGENCY FUNDS	3,000.00	39.25	39.25	2,960.75	1%	1%
232-515412	SUPPLIES - NPT GRANT NATIVE ARTS	17,000.00	0.00	1,029.89	15,970.11	0%	6%
232-515413	SUPPLIES - COLLEGE & CAREER READINESS	500.00	299.97	299.97	200.03	60%	60%
232-515414	SUPPLIES - NPT - CTE BUILDING	0.00	0.00	0.00	0.00	0%	0%
232-515415	SUPPLIES-NPT MS READING	2,500.00	0.00	0.00	2,500.00	0%	0%
232-515416	SUPPLIES-NPT- CULTURALLY RESPONSIVE	600.00	0.00	0.00	600.00	0%	0%
232-515417	SUPPLIES - ELEM SPED SUPPORT	0.00	1,539.71	8,920.67	(8,920.67)	0%	0%
232-515418	SUPPLIES - ID COMM FOUNDATION GRANT	0.00	0.00	0.00	0.00	0%	0%
232-515419	SUPPLIES - TEACHING FOR TOLERANCE	5,000.00	0.00	0.00	5,000.00	0%	0%
232-515420	SUPPLIES-ATTENDANCE COMMITTEE EMERGENCY	2,800.00	0.00	0.00	2,800.00	0%	0%
	TOTAL EXPENDITURES	68,000.00	4,095.23	14,304.70	53,695.30	6%	21%
		=====	=====	=====	=====	=====	=====
	N E Z P E R C E TRIBE JOB SKILLS						
235-320000	JOB SKILLS CARRYOVER	5,000.00CR	0.00	0.00	5,000.00CR	0%	0%
235-419900	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%
		=====	=====	=====	=====	=====	=====
235-515115	JOB SKILLS SALARY	4,619.00	0.00	0.00	4,619.00	0%	0%
235-515220	JOB SKILLS EMPLOYER FICA	353.00	0.00	0.00	353.00	0%	0%
235-515270	JOB SKILLS WORKERS COMP	28.00	0.00	0.00	28.00	0%	0%
235-521310	JOB SKILLS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	5,000.00	0.00	0.00	5,000.00	0%	0%
		=====	=====	=====	=====	=====	=====

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
IDAHO CAREER READY STUDENTS GRANT							
242-439000	ICRS REVENUE	1,107,185.00CR	120,753.00CR	244,569.00CR	862,616.00CR	11%	22%
	TOTAL REVENUE	1,107,185.00CR	120,753.00CR	244,569.00CR	862,616.00CR	11%	22%
		=====	=====	=====	=====	=====	=====
242-519500	ICRS CAPITAL EXPENDITURES	1,107,185.00	120,753.00	244,569.00	862,616.00	11%	22%
	TOTAL EXPENDITURES	1,107,185.00	120,753.00	244,569.00	862,616.00	11%	22%
		=====	=====	=====	=====	=====	=====
STATE VOCATIONAL							
243-432410	STATE CTE -- AG. PROGRAM	9,000.00CR	0.00	0.00	9,000.00CR	0%	0%
243-432420	STATE VOC. ED.--BUSINESS PROGRAM	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%
		=====	=====	=====	=====	=====	=====
243-515112	VOC. ED. AG. SALARIES	3,884.00	0.00	0.00	3,884.00	0%	0%
243-515210	EMPLOYEE ASSIST. PLAN	0.00	0.00	0.00	0.00	0%	0%
243-515200	VOC. ED. FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
243-515220	VOC. ED. EMPLOYER FICA	297.00	0.00	0.00	297.00	0%	0%
243-515230	HEALTH INSURANCE - VOC ED	0.00	0.00	0.00	0.00	0%	0%
243-515270	VOC. ED. WORKERS COMPENSATION	22.00	0.00	0.00	22.00	0%	0%
243-515280	VOC. ED. SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
243-515290	VOC. ED. PERSI BENEFIT	524.00	0.00	0.00	524.00	0%	0%
243-515382	VOC. ED. TRAVEL--AG. PROGRAM	1,000.00	0.00	0.00	1,000.00	0%	0%
243-515412	VOC. ED. SUPPLIES--AG. PROGRAM	3,273.00	103.20	419.68	2,853.32	3%	13%
243-515552	VOC. ED. EQUIPMENT--AG. PROGRAM	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CTE AG PROGRAM	9,000.00	103.20	419.68	8,580.32	1%	5%
		=====	=====	=====	=====	=====	=====
243-515313	VOC. ED. BUSINESS P/S	0.00	0.00	0.00	0.00	0%	0%
243-515383	VOC. ED. TRAVEL--BUSINESS PROGRAM	3,000.00	0.00	0.00	3,000.00	0%	0%
243-515413	VOC. ED. SUPPLIES--BUSINESS PROG.	4,900.00	2,044.83	5,947.86	(1,047.86)	42%	121%
243-515553	VOC. ED. EQUIPMENT--BUSINESS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CTE BUSINESS PROGRAM	7,900.00	2,044.83	5,947.86	1,952.14	26%	75%
		=====	=====	=====	=====	=====	=====
	TOTAL EXPENDITURES	16,900.00	2,148.03	6,367.54	10,532.46	13%	38%
		=====	=====	=====	=====	=====	=====
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	95,030.00CR	0.00	0.00	95,030.00CR	0%	0%
		=====	=====	=====	=====	=====	=====
244-667300	SRO GRANT PURCHASED SERVICES	95,030.00	8,326.67	33,306.68	61,723.32	9%	35%
244-667400	SRO GRANT - SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	95,030.00	8,326.67	33,306.68	61,723.32	9%	35%
		=====	=====	=====	=====	=====	=====
STATE TECHNOLOGY							
245-431900	STATE REVENUE - TECH GRANT	77,860.00CR	0.00	0.00	77,860.00CR	0%	0%
	TOTAL REVENUE	77,860.00CR	0.00	0.00	77,860.00CR	0%	0%
		=====	=====	=====	=====	=====	=====
245-623100	TECH SALARIES	0.00	0.00	0.00	0.00	0%	0%
245-623200	TECH BENEFITS	0.00	0.00	0.00	0.00	0%	0%
245-623310	TECH - PURCHASED SERVICES	38,930.00	2,680.00	3,355.00	35,575.00	7%	9%
245-623410	TECH - SUPPLIES	38,930.00	0.00	0.00	38,930.00	0%	0%
245-623411	TECHNOLOGY - ELEMENTARY	0.00	0.00	0.00	0.00	0%	0%
245-623412	TECHNOLOGY - SECONDARY	0.00	0.00	0.00	0.00	0%	0%
245-623413	TECHNOLOGY - EXCEPTIONAL CHILD	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	77,860.00	2,680.00	3,355.00	74,505.00	3%	4%
		=====	=====	=====	=====	=====	=====
SAFE & DRUG FREE SCHOOLS							
246-320000	BEG. BALANCE- SUBSTANCE ABUSE PREVENTION	0.00	0.00	0.00	0.00	0%	0%
246-439000	REVENUE - SAFE & DRUG FREE SCHOOLS	7,631.00CR	0.00	0.00	7,631.00CR	0%	0%
	TOTAL REVENUE	7,631.00CR	0.00	0.00	7,631.00CR	0%	0%
		=====	=====	=====	=====	=====	=====
246-512410	ELEM DRUG FREE YTH SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
246-515310	PURCHASED SERVICES - SAFE & DRUG FREE SCHOC	1,526.00	0.00	0.00	1,526.00	0%	0%
246-515410	SUPPLIES - SAFE & DRUG FREE SCHOOLS	6,105.00	0.00	1,277.78	4,827.22	0%	21%
	TOTAL EXPENDITURES	7,631.00	0.00	1,277.78	6,353.22	0%	17%
		=====	=====	=====	=====	=====	=====

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
CHAPTER I FUND							
251-445100	FEDERAL ASSISTANCE	217,135.00CR	0.00	0.00	217,135.00CR	0%	0%
251-445901	CSI - UP REVENUE	0.00	0.00	8,505.38CR	8,505.38	0%	0%
	TOTAL REVENUE	217,135.00CR	0.00	8,505.38CR	208,629.62CR	0%	4%
		=====	=====	=====	=====	=====	=====
251-512110	TEACHER SALARIES--ELEMENTARY	0.00	0.00	0.00	0.00	0%	0%
251-512115	TEACHER AIDES--ELEMENTARY	132,449.00	8,264.99	16,781.07	115,667.93	6%	13%
251-512200	BENEFITS - ELEMENTARY	82,186.00	5,012.27	10,137.56	72,048.44	6%	12%
251-512310	E.S. PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
251-512410	ELEMENTARY SUPPLIES & MATERIALS	0.00	0.00	0.00	0.00	0%	0%
251-512420	HOMELESS SUPPLIES	500.00	0.00	0.00	500.00	0%	0%
251-515115	TEACHER AIDES - SECONDARY	1,500.00	0.00	0.00	1,500.00	0%	0%
251-515200	BENEFITS - SECONDARY	500.00	0.00	0.00	500.00	0%	0%
	TOTAL TITLE I-A EXPENDITURES	217,135.00	13,277.26	26,918.63	190,216.37	6%	12%
251-515101	CSI - UP SALARIES	0.00	250.00	250.00	(250.00)	0%	0%
251-515201	CSI - UP BENEFITS	0.00	96.03	96.03	(96.03)	0%	0%
251-515301	CSI - UP PURCHASED SERVICES	0.00	138.00	13,800.28	(13,800.28)	0%	0%
251-515401	CSI - UP SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CSI-UP EXPENDITURES	0.00	484.03	14,146.31	14,146.31CR	0%	0%
	TOTAL EXPENDITURES	217,135.00	13,761.29	41,064.94	176,070.06	6%	19%
		=====	=====	=====	=====	=====	=====
PART B FUND							
257-445600	FEDERAL ASSISTANCE -- PART B	128,619.00CR	0.00	13,096.76CR	115,522.24CR	0%	10%
	TOTAL REVENUE	128,619.00CR	0.00	13,096.76CR	115,522.24CR	0%	10%
		=====	=====	=====	=====	=====	=====
257-521115	AIDES - PART B	98,441.00	8,934.31	17,351.83	81,089.17	9%	18%
257-521200	BENEFITS- PART B	30,178.00	5,003.02	9,682.26	20,495.74	17%	32%
257-521310	PART B PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
257-521410	SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	128,619.00	13,937.33	27,034.09	101,584.91	11%	21%
		=====	=====	=====	=====	=====	=====
PART B PRESCHOOL							
258-445600	PART B PRE-SCHOOL REVENUE	3,508.00CR	0.00	280.51CR	3,227.49CR	0%	8%
	TOTAL REVENUE	3,508.00CR	0.00	280.51CR	3,227.49CR	0%	8%
		=====	=====	=====	=====	=====	=====

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
258-522115	NON-CERTIFIED SALARIES	2,360.00	196.66	393.32	1,966.68	8%	17%
258-522200	BENEFITS - PART B PRESCHOOL	1,148.00	83.86	167.56	980.44	7%	15%
258-522310	PART B PRESCHOOL PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	3,508.00	280.52	560.88	2,947.12	8%	16%
		=====	=====	=====	=====	=====	=====
	MEDICAID FUND						
260-445900	MEDICAID REVENUE	365,493.00CR	0.00	40,320.63CR	325,172.37CR	0%	11%
260-460000	TRANSFER FROM GENERAL FUND	117,689.00CR	0.00	0.00	117,689.00CR	0%	0%
	TOTAL REVENUE	483,182.00CR	0.00	40,320.63CR	442,861.37CR	0%	8%
		=====	=====	=====	=====	=====	=====
260-616115	ANCILLARY SALARIES	193,439.00	0.00	0.00	193,439.00	0%	0%
260-616200	ANCILLARY BENEFITS	102,215.00	0.00	0.00	102,215.00	0%	0%
260-616310	MEDICAID CONTRACT SERVICES	69,839.00	0.00	0.00	69,839.00	0%	0%
260-617350	MEDICAID MATCH	117,689.00	8,547.31	14,139.72	103,549.28	7%	12%
	TOTAL EXPENDITURES	483,182.00	8,547.31	14,139.72	469,042.28	2%	3%
		=====	=====	=====	=====	=====	=====
	TITLE IV-A ESSA STUDENT SUPPORT						
261-445900	TITLE IV-A ESSA REVENUE	26,687.00CR	0.00	0.00	26,687.00CR	0%	0%
	TOTAL REVENUE	26,687.00CR	0.00	0.00	26,687.00CR	0%	0%
		=====	=====	=====	=====	=====	=====
261-515115	SECONDARY CLASSIFIED SALARY	16,250.00	1,439.50	2,879.00	13,371.00	9%	18%
261-515200	BENEFITS - TITLE IV	10,437.00	783.59	1,568.09	8,868.91	8%	15%
261-515310	PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
261-515410	SUPPLIES/MATERIALS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	26,687.00	2,223.09	4,447.09	22,239.91	8%	17%
		=====	=====	=====	=====	=====	=====
	REAP						
262-320000	BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
262-443000	REAP GRANT REVENUE	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
		=====	=====	=====	=====	=====	=====
262-512115	ELEMENTARY CLASSIFIED SALARY	0.00	0.00	0.00	0.00	0%	0%
262-512200	BENEFITS - REAP	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	0.00	0.00	0.00	0%	0%
		=====	=====	=====	=====	=====	=====

(Rprt: 01 - MAINBdgt Prep: 27/Prop Budget; Dates: 00/00/00-10/31/26; PRINT: 10/14/26 2:44:54 PM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
RESTRAINT & SECLUSION GRANT							
265-445900	REVENUE	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
265-521100	SALARIES	0.00	0.00	7,320.35	(7,320.35)	0%	0%
265-521200	BENEFITS	0.00	0.00	3,159.56	(3,159.56)	0%	0%
265-521300	PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
265-521400	SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	0.00	10,479.91	10,479.91CR	0%	0%
T I T L E VI-A INDIAN EDUCATION							
267-320000	BEGINNING FUND BALANCE	0.00	0.00	0.00	0.00	0%	0%
267-419900	LOCAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
267-443000	FEDERAL ASSISTANCE - VI-A	105,000.00CR	0.00	8,448.98CR	96,551.02CR	0%	8%
267-443001	NYCP GRANT REVENUE	408,845.00CR	0.00	47,088.14CR	361,756.86CR	0%	12%
267-443002	ACE GRANT REVENUE	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	513,845.00CR	0.00	55,537.12CR	458,307.88CR	0%	11%
267-512410	CULTURAL ENRICHMENT SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
267-515100	COORDINATOR SALARY	5,449.00	409.00	818.00	4,631.00	8%	15%
267-515110	NEZ PERCE LANGUAGE INSTRUCTOR	0.00	0.00	0.00	0.00	0%	0%
267-515115	CERTIFIED SALARY - OTHER	0.00	0.00	0.00	0.00	0%	0%
267-515120	TITLE VI - CLASSIFIED SALARY	67,868.00	5,727.91	11,455.82	56,412.18	8%	17%
267-515125	ATTENDANCE CLERK	0.00	0.00	0.00	0.00	0%	0%
267-515200	FRINGE	0.00	0.00	0.00	0.00	0%	0%
267-515210	LIFE INS - VI-A	96.00	6.63	13.26	82.74	7%	14%
267-515220	EMPLOYER FICA	5,609.00	465.57	929.25	4,679.75	8%	17%
267-515230	HEALTH INSURANCE - VI-A	14,064.00	1,164.35	2,328.70	11,735.30	8%	17%
267-515270	WORKER'S COMPENSATION	440.00	49.71	99.42	340.58	11%	23%
267-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
267-515290	RETIREMENT BENEFIT	6,024.00	489.74	979.48	5,044.52	8%	16%
267-515300	HIGH SCHOOL PURCHASED SVCS	3,350.00	965.31	965.31	2,384.69	29%	29%
267-515380	TRAVEL - VI-A	0.00	0.00	0.00	0.00	0%	0%
267-515410	SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
267-920800	INDIRECT COST - TITLE VI	2,100.00	0.00	137.96	1,962.04	0%	7%
	TOTAL TITLE VI-A EXPENDITURES	105,000.00	9,278.22	17,727.20	87,272.80	9%	17%
267-515101	SALARIES - DIRECTOR - NYCP	15,000.00	1,250.00	2,500.00	12,500.00	8%	17%
267-515111	SALARIES - CERTIFIED - NYCP	119,743.00	10,302.25	20,604.50	99,138.50	9%	17%
267-515116	SALARIES - N/C - NYCP	124,256.00	11,348.66	22,697.32	101,558.68	9%	18%
267-515201	FRINGE - NYCP	6,696.00	558.00	1,116.00	5,580.00	8%	17%
267-515211	LIFE INS - NYCP	672.00	32.42	65.75	606.25	5%	10%
267-515221	FICA - ER - NYCP	20,326.00	1,791.43	3,582.87	16,743.13	9%	18%
267-515231	HEALTH INS - NYCP	56,256.00	2,272.28	4,594.46	51,661.54	4%	8%
267-515271	WORKERS COMP - NYCP	1,594.00	153.01	306.02	1,287.98	10%	19%
267-515281	UUSL - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515291	PERSI - NYCP	33,699.00	2,623.41	5,246.83	28,452.17	8%	16%
267-515311	CONTRACTURAL PURCHASED SERVICES - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515321	OTHER PURCHASED SERVICES - NYCP	20,000.00	385.00	13,352.00	6,648.00	2%	67%
267-515381	TRAVEL - NYCP	0.00	2,784.43	4,902.83	(4,902.83)	0%	0%
267-515421	EQUIPMENT - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515411	SUPPLIES - NYCP	1,835.00	35,826.99	36,140.96	(34,305.96)	999%	999%
267-920801	INDIRECT COSTS - NYCP	8,768.00	0.00	759.98	8,008.02	0%	9%
	TOTAL NYCP EXPENDITURES	408,845.00	69,327.88	115,869.52	292,975.48	17%	28%
267-515102	SALARIES - DIRECTOR - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515112	SALARIES - CERTIFIED - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515117	SALARIES - N/C - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515202	FRINGE - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515212	LIFE INS - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515222	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	WORKERS COMP - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515282	UUSL - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515292	PERSI - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515312	PURCHASED SERVICES - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515382	TRAVEL - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515412	SUPPLIES - ACE	0.00	0.00	0.00	0.00	0%	0%
267-920802	INDIRECT COSTS - ACE	0.00	0.00	0.00	0.00	0%	0%
	TOTAL ACE EXPENDITURES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	513,845.00	78,606.10	133,596.72	380,248.28	15%	26%

(Rprt: 01 - MAINBdgt Prep: 27/Prop Budget; Dates: 00/00/00-10/31/26; PRINT: 10/14/26 2:44:54 PM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
J O M F U N D							
269-320000	J.O.M. BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
269-415000	INVESTMENT EARNINGS	0.00	84.09CR	538.32CR	538.32	0%	0%
269-445900	FEDERAL ASSISTANCE	20,000.00CR	0.00	0.00	20,000.00CR	0%	0%
	TOTAL REVENUE	20,000.00CR	84.09CR	538.32CR	19,461.68CR	0%	3%
		=====	=====	=====	=====	=====	=====
269-512310	CULTURAL ENRICHMENT	0.00	0.00	0.00	0.00	0%	0%
269-512410	CULTURAL SUPPLIES/MATERIALS	0.00	0.00	0.00	0.00	0%	0%
269-515110	CERTIFIED SALARIES	12,000.00	0.00	0.00	12,000.00	0%	0%
269-515111	JOM COORDINATOR	0.00	0.00	0.00	0.00	0%	0%
269-515115	CLASSIFIED SALARIES	0.00	0.00	0.00	0.00	0%	0%
269-515201	JOM - FRINGE	0.00	0.00	0.00	0.00	0%	0%
269-515210	LIFE INS BENEFIT	0.00	0.00	0.00	0.00	0%	0%
269-515220	EMPLOYER FICA	918.00	0.00	0.00	918.00	0%	0%
269-515230	HEALTH INSURANCE - JOM	0.00	0.00	0.00	0.00	0%	0%
269-515270	WORKERS COMP	71.00	0.00	0.00	71.00	0%	0%
269-515280	UNUSED SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
269-515290	PERSI	1,618.00	0.00	0.00	1,618.00	0%	0%
269-515300	PURCHASE SERVICES	4,393.00	50.00	1,152.37	3,240.63	1%	26%
269-515310	CULTURAL ENRICHMENT SERVICES	0.00	0.00	594.25	(594.25)	0%	0%
269-515410	JOM CULTURAL SUPPLIES	1,000.00	378.69	378.69	621.31	38%	38%
	TOTAL EXPENDITURES	20,000.00	428.69	2,125.31	17,874.69	2%	11%
		=====	=====	=====	=====	=====	=====
T I T L E I I A I M P V T E A C H Q U A L I T Y							
271-320000	ESTIMATED BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
271-445900	FEDERAL TITLE II-A REVENUE	19,673.00CR	0.00	1,646.61CR	18,026.39CR	0%	8%
	TOTAL REVENUE	19,673.00CR	0.00	1,646.61CR	18,026.39CR	0%	8%
		=====	=====	=====	=====	=====	=====
271-621110	STAFF DEVELOPMENT SALARIES	8,000.00	1,204.39	2,317.63	5,682.37	15%	29%
271-621200	BENEFITS - TITLE II-A	1,738.00	571.13	978.50	759.50	33%	56%
271-621310	STAFF DEVELOPMENT	2,500.00	0.00	0.00	2,500.00	0%	0%
271-621380	TITLE II STAFF TRAVEL	4,200.00	315.00	441.00	3,759.00	8%	11%
271-621410	STAFF DEVELOPMENT SUPPLIES	3,235.00	0.00	0.00	3,235.00	0%	0%
	TOTAL EXPENDITURES	19,673.00	2,090.52	3,737.13	15,935.87	11%	19%
		=====	=====	=====	=====	=====	=====
21st CENTURY COMMUNITY LEARNING CENTER							
273-445900	21ST CENTURY FEDERAL REVENUE	125,096.00CR	0.00	0.00	125,096.00CR	0%	0%
	TOTAL REVENUE	125,096.00CR	0.00	0.00	125,096.00CR	0%	0%
		=====	=====	=====	=====	=====	=====
273-512100	SALARIES - DIRECTOR - 21ST CLCC	48,000.00	4,000.00	8,000.00	40,000.00	8%	17%
273-512110	SALARIES - CERTIFIED - 21ST CLCC	25,000.00	280.00	280.00	24,720.00	1%	1%
273-512115	SALARIES - N/C - 21ST CLCC	25,000.00	466.72	466.72	24,533.28	2%	2%
273-512200	FRINGE - 21ST CLCC	0.00	0.00	0.00	0.00	0%	0%
273-512210	LIFE - 21ST CLCC	0.00	2.94	4.48	(4.48)	0%	0%
273-512220	FICA - 21ST CLCC	7,497.00	361.96	667.96	6,829.04	5%	9%
273-512230	HEALTH INS - 21ST CLCC	0.00	181.84	203.48	(203.48)	0%	0%
273-512270	WORKERS COMP - 21ST CLCC	588.00	38.45	70.85	517.15	7%	12%
273-512280	UUSL - 21ST CLCC	0.00	0.00	0.00	0.00	0%	0%
273-512290	PERSI - 21ST CLCC	12,830.00	363.19	632.79	12,197.21	3%	5%
273-512300	PURCHASED SERVICES - 21ST CLCC	1,500.00	390.00	390.00	1,110.00	26%	26%
273-512400	SUPPLIES - 21ST CLCC	4,681.00	0.00	0.00	4,681.00	0%	0%
273-515110	SALARIES - CERTIFIED - MHS 21ST CLCC	0.00	4,935.00	4,935.00	(4,935.00)	0%	0%
273-515115	SALARIES - N/C - MHS 21ST CLCC	0.00	337.50	337.50	(337.50)	0%	0%
273-515200	BENEFITS - MHS 21ST CLCC	0.00	1,835.65	1,835.65	(1,835.65)	0%	0%
273-515300	PURCHASED SERVICES - MHS 21ST CLCC	0.00	3,281.25	15,659.03	(15,659.03)	0%	0%
273-515400	SUPPLIES - MHS 21ST CLCC	0.00	37.45	37.45	(37.45)	0%	0%
273-920800	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	125,096.00	16,511.95	33,520.91	91,575.09	13%	27%
		=====	=====	=====	=====	=====	=====

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
GEAR-UP GRANT							
278-320000	GEAR-UP BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
278-419900	OTHER LOCAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
278-431900	GEAR UP - OTHER STATE REVENUE	0.00	0.00	0.00	0.00	0%	0%
278-445900	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%
		=====	=====	=====	=====	=====	=====
278-515110	GEAR UP CERT. SALARIES	0.00	0.00	0.00	0.00	0%	0%
278-515115	GEAR UP SALARIES	16,178.00	1,610.62	2,784.67	13,393.33	10%	17%
278-515200	FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515210	LIFE INSURANCE BENEFIT	41.00	3.71	7.14	33.86	9%	17%
278-515220	EMPLOYER FICA	1,238.00	123.22	213.03	1,024.97	10%	17%
278-515230	HEALTH INSURANCE - GEAR UP	6,027.00	539.79	1,038.79	4,988.21	9%	17%
278-515270	WORKER'S COMPENSATION	97.00	13.05	22.55	74.45	13%	23%
278-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515290	PERSI BENEFIT	1,935.00	192.63	333.05	1,601.95	10%	17%
278-515380	STUDENT TRAVEL	2,556.00	0.00	0.00	2,556.00	0%	0%
278-515410	GEAR UP SUPPLIES	814.00	0.00	0.00	814.00	0%	0%
278-621310	STAFF CONFERENCE/TRAINING	0.00	0.00	0.00	0.00	0%	0%
278-621380	STAFF TRAVEL	0.00	0.00	58.50	(58.50)	0%	0%
278-920800	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	28,886.00	2,483.02	4,457.73	24,428.27	9%	15%
		=====	=====	=====	=====	=====	=====
COPS GRANT							
288-445900	COPS FAST GRANT REVENUE	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
		=====	=====	=====	=====	=====	=====
288-623300	PURCHASED SERVICES	0.00	2,340.00	9,360.00	(9,360.00)	0%	0%
288-623400	SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	2,340.00	9,360.00	9,360.00CR	0%	0%
		=====	=====	=====	=====	=====	=====

(Rprt: 01 - MAINBdgt Prep: 27/Prop Budget; Dates: 00/00/00-10/31/26; PRINT: 10/14/26 2:44:54 PM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
CHILD NUTRITION							
290-320000	EST. BEG. BAL.--SCHOOL LUNCH	0.00	0.00	0.00	0.00	0%	0%
290-415000	EARNINGS ON INVESTMENTS	0.00	0.00	0.00	0.00	0%	0%
290-416100	SCHOOL FOOD SERVICE	0.00	0.00	0.00	0.00	0%	0%
290-416200	LUNCH SALES--ALA CARTE	10,000.00CR	0.00	273.34CR	9,726.66CR	0%	3%
290-419900	OTHER REVENUE	0.00	0.00	0.00	0.00	0%	0%
290-445500	NSLP - LUNCH REVENUE	300,000.00CR	258.83CR	258.83CR	299,741.17CR	0%	0%
290-445501	FEDERAL SUPPORT--COMMODITIES	13,000.00CR	0.00	0.00	13,000.00CR	0%	0%
290-445502	NSLP - SUMMER LUNCH REVENUE	45,000.00CR	0.00	20,143.20CR	24,856.80CR	0%	45%
290-445503	NSLP - BREAKFAST REVENUE	110,000.00CR	0.00	0.00	110,000.00CR	0%	0%
290-445504	NSLP - SNACK REVENUE	9,000.00CR	0.00	0.00	9,000.00CR	0%	0%
290-445505	FRESH FRUIT VEGETABLE GRANT INCOME	15,000.00CR	0.00	0.00	15,000.00CR	0%	0%
290-460000	INTERFUND TRANSFER	44,858.00CR	0.00	0.00	44,858.00CR	0%	0%
	TOTAL REVENUE	546,858.00CR	258.83CR	20,675.37CR	526,182.63CR	0%	4%
290-710115	FOOD SERVICE SALARIES--REGULAR	181,556.00	16,836.50	44,789.74	136,766.26	9%	25%
290-710116	FFVP PREP SALARIES	2,500.00	296.06	296.06	2,203.94	12%	12%
290-710117	FFVP ADMIN SALARIES	1,500.00	0.00	0.00	1,500.00	0%	0%
290-710200	FRINGE BENEFITS-FOOD SERVICES	4,938.00	411.50	823.00	4,115.00	8%	17%
290-710210	LIFE/EMP. ASSIST. PLAN	576.00	47.74	95.74	480.26	8%	17%
290-710220	EMPLOYER FICA	0.00	0.00	0.00	0.00	0%	0%
290-710230	HEALTH INSURANCE - FOOD SERVICE	70,320.00	5,783.70	11,605.45	58,714.55	8%	17%
290-710270	WORKER'S COMPENSATION	10,249.00	1,154.43	2,824.91	7,424.09	11%	28%
290-710280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
290-710290	PERSI BENEFIT	22,619.00	2,045.47	5,422.65	17,196.35	9%	24%
290-710310	FOOD SERVICE - PURCHASED SERVICES	1,600.00	0.00	683.78	916.22	0%	43%
290-710315	FFVP PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
290-710410	FOOD SERVICE--NON-FOOD SUPPLIES	12,000.00	1,331.93	1,754.89	10,245.11	11%	15%
290-710411	FOOD SERVICE--FOOD SUPPLIES	200,000.00	20,679.45	43,804.18	156,195.82	10%	22%
290-710412	FOOD SERVICE--MILK	26,000.00	1,074.96	6,145.16	19,854.84	4%	24%
290-710413	FOOD SERVICE--COMMODITIES	13,000.00	681.68	2,656.43	10,343.57	5%	20%
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	546,858.00	50,343.42	120,901.99	425,956.01	9%	22%
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	0.19CR	0.19	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	0.19CR	0.19	0%	0%
310-664410	BIRF - MAINTENANCE SUPPLIES	0.00	0.00	0.00	0.00	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	0.00	0.00	0.00	0.00	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	26,927.00CR	0.00	0.00	26,927.00CR	0%	0%
421-681500	BUS PURCHASE	26,927.00	0.00	0.00	26,927.00	0%	0%
	TOTAL EXPENDITURES	26,927.00	0.00	0.00	26,927.00	0%	0%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
SCHOOL DISTRICT FACILITIES FUND							
435-320000	BEGINNING BALANCE	200,000.00CR	0.00	0.00	200,000.00CR	0%	0%
435-415000	INTEREST REVENUE	15,000.00CR	646.00CR	4,718.39CR	10,281.61CR	4%	31%
435-431900	STATE SDFF REVENUE	300,000.00CR	0.00	414,693.00CR	114,693.00	0%	138%
	TOTAL REVENUE	515,000.00CR	646.00CR	419,411.39CR	95,588.61CR	0%	81%
=====							
435-664100	SDFF - MAINTENANCE SALARIES	138,382.00	0.00	0.00	138,382.00	0%	0%
435-664200	SDFF - MAINTENANCE BENEFITS	59,826.00	0.00	0.00	59,826.00	0%	0%
435-664310	SDFF - PURCHASED SERVICES	100,000.00	4,353.56	17,329.55	82,670.45	4%	17%
435-664311	PURCHASED SERVICES - ELEMENTARY	0.00	1,198.19	126,918.95	(126,918.95)	0%	0%
435-664312	PURCHASED SERVICES - SECONDARY	0.00	3,475.84	23,834.37	(23,834.37)	0%	0%
435-664410	SDFF - SUPPLIES/MATERIALS	216,792.00	1,360.35	12,857.26	203,934.74	1%	6%
435-664411	SUPPLIES/MATERIALS - ELEMENTARY	0.00	0.00	4,781.16	(4,781.16)	0%	0%
435-664412	SUPPLIES/MATERIALS - SECONDARY	0.00	0.00	4,976.11	(4,976.11)	0%	0%
435-664550	SDFF - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
435-665550	GROUNDS - CAPITAL OUTLAY	0.00	0.00	18,821.00	(18,821.00)	0%	0%
	TOTAL EXPENDITURES	515,000.00	10,387.94	209,518.40	305,481.60	2%	41%
=====							
SCHOOL MODERNIZATION FACILITIES FUND							
436-320000	BEGINNING BALANCE - SMFF	2,060,000.00CR	0.00	0.00	2,060,000.00CR	0%	0%
436-415000	INTEREST REVENUE	25,000.00CR	6,581.08CR	26,513.03CR	1,513.03	26%	106%
436-431900	SCHOOL MODERNIZATION FACILITIES REVENUE	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	2,085,000.00CR	6,581.08CR	26,513.03CR	2,058,486.97CR	0%	1%
=====							
436-664310	SMFF - PURCHASED SERVICES	500,000.00	9,332.00	25,264.14	474,735.86	2%	5%
436-664410	SMFF - SUPPLIES/MATERIALS	1,585,000.00	0.00	0.00	1,585,000.00	0%	0%
436-664550	SMFF - CAPITAL OUTLAY	0.00	0.00	33,662.00	(33,662.00)	0%	0%
	TOTAL EXPENDITURES	2,085,000.00	9,332.00	58,926.14	2,026,073.86	0%	3%
=====							
STUDENT ACTIVITY FUND							
238-320000	BEGINNING BALANCE - BUDGET	85,000.00CR	0.00	0.00	85,000.00CR	0%	0%
238-417900	OTHER STUDENT REVENUES	250,000.00CR	0.00	0.00	250,000.00CR	0%	0%
	TOTAL REVENUE	335,000.00CR	0.00	0.00	335,000.00CR	0%	0%
=====							
238-740300	STUDENT ACTIVITY EXPENDITURES	335,000.00	0.00	0.00	335,000.00	0%	0%
	TOTAL EXPENDITURES	335,000.00	0.00	0.00	335,000.00	0%	0%
=====							
SCHOLARSHIP FUND							
700-320000	BEGINNING BALANCE - BUDGET	9,500.00CR	0.00	0.00	9,500.00CR	0%	0%
700-419900	OTHER LOCAL REVENUE - SCHOLARSHIP FUND	3,000.00CR	0.00	200.00CR	2,800.00CR	0%	7%
700-415000	INTEREST EARNINGS	0.00	31.65CR	128.56CR	128.56	0%	0%
	TOTAL REVENUE	12,500.00CR	31.65CR	328.56CR	12,171.44CR	0%	3%
=====							
700-740300	SCHOLARSHIPS AWARDED	12,500.00	0.00	2,250.00	10,250.00	0%	18%
	TOTAL EXPENDITURES	12,500.00	0.00	2,250.00	10,250.00	0%	18%
=====							

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
GENERAL FUND				
100-111100	CASH IN BANK--GENERAL FUND	630,440.21	130,423.05	760,863.26
100-111109	PAYROLL CHECKING	0.00	0.00	0.00
100-111300	PETTY CASH	0.00	0.00	0.00
100-112100	INVESTMENTS--LGIP #1037	962,047.86	744,925.92CR	217,121.94
100-113100	TAXES RECEIVABLE	1,336.49	0.00	1,336.49
100-114100	STATE SUPPORT RECEIVABLE	0.00	0.00	0.00
100-114200	RECEIVABLE	3,000.00	2,500.00CR	500.00
100-114230	OTHER RECEIVABLE	844.84	0.00	844.84
	TOTAL ASSETS	1,597,669.40	617,002.87CR	980,666.53
=====				
100-211000	INTERFUND PAYABLE	0.00	0.00	0.00
100-213000	ACCOUNTS PAYABLE	0.00	133,493.04CR	133,493.04CR
100-217100	SALARIES PAYABLE	0.00	0.00	0.00
100-217200	BENEFITS PAYABLE	0.00	0.00	0.00
100-223100	SALES TAX PAYABLE - IDAHO	16.41CR	0.00	16.41CR
100-223200	WORKERS COMPENSATION PAYABLE	57,985.70	0.00	57,985.70
100-221100	DEFERRED REVENUES	1,363.52CR	0.00	1,363.52CR
100-320200	FUND BALANCE - GENERAL FUND	1,654,275.17CR	750,495.91	903,779.26CR
	TOTAL LIABILITIES & FUND BALANCE	1,597,669.40CR	617,002.87	980,666.53CR
=====				
GRANTS - NEZ PERCE TRIBE & OTHERS				
232-111100	CASH IN BANK-NPT GRANTS & OTHERS	14,099.84	0.00	14,099.84
232-112100	LGIP	61,640.66	198.12	61,838.78
232-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
232-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	75,740.50	198.12	75,938.62
=====				
232-217100	SALARIES PAYABLE	0.00	0.00	0.00
232-217200	BENEFITS PAYABLE	0.00	0.00	0.00
232-213000	ACCOUNTS PAYABLE	0.00	4,095.23CR	4,095.23CR
232-320200	FUND BALANCE - FUND 232	75,740.50CR	3,897.11	71,843.39CR
	TOTAL LIABILITIES & FUND BALANCE	75,740.50CR	198.12CR	75,938.62CR
=====				
NEZPERCE TRIBE JOB SKILLS				
235-111100	CASH IN BANK--NEZPERCE SPEC. SERV.	4,944.83	0.00	4,944.83
235-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	4,944.83	0.00	4,944.83
=====				
235-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
235-217100	SALARIES PAYABLE	0.00	0.00	0.00
235-217200	BENEFITS PAYABLE	0.00	0.00	0.00
235-320200	FUND BALANCE- NEZPERCE TRIBE JOB SKILLS	4,944.83CR	0.00	4,944.83CR
	TOTAL LIABILITIES & FUND BALANCE	4,944.83CR	0.00	4,944.83CR
=====				
IDAHO CAREER READY STUDENTS GRANT				
242-111100	CASH - ICRS	0.00	0.00	0.00
242-114200	RECEIVABLE	0.00	0.00	0.00
242-221000	DEFERRED REVENUE - ICRS	0.00	0.00	0.00
242-213000	ACCOUNTS PAYABLE - ICRS	0.00	0.00	0.00
242-320200	FUND BALANCE - ICRS	0.00	0.00	0.00
	NET FUND BALANCE	0.00	0.00	0.00
=====				
STATE VOCATIONAL				
243-111100	CASH IN BANK--STATE VOC ED.	4,219.51CR	0.00	4,219.51CR
243-114100	SUPPORT RECEIVABLE	0.00	0.00	0.00
243-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	4,219.51CR	0.00	4,219.51CR
=====				
243-211200	INTERFUND PAYABLES	0.00	0.00	0.00
243-213000	ACCOUNTS PAYABLE	0.00	2,148.03CR	2,148.03CR
243-217100	SALARIES PAYABLE	0.00	0.00	0.00
243-217200	BENEFITS PAYABLE	0.00	0.00	0.00
243-320200	FUND BALANCE - FUND 243	4,219.51	2,148.03	6,367.54
	TOTAL LIABILITIES & FUND BALANCE	4,219.51	0.00	4,219.51
=====				

(Rprt: 01 - MAINBdgt Prep: 27/Prop Budget; Dates: 00/00/00-10/31/26; PRINT: 10/14/26 2:44:54 PM)

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
SRO GRANT				
244-111100	CASH	14,030.37CR	0.00	14,030.37CR
244-114200	RECEIVABLE	0.00	0.00	0.00
244-213000	SRO GRANT ACCOUNTS PAYABLE	0.00	8,326.67CR	8,326.67CR
244-320200	SRO GRANT FUND BALANCE	14,030.37	8,326.67	22,357.04
	NET FUND BALANCE	0.00	0.00	0.00
STATE TECHNOLOGY				
245-111100	CASH - TECHNOLOGY	675.00CR	0.00	675.00CR
245-114000	RECEIVABLE	0.00	0.00	0.00
245-213000	ACCOUNTS PAYABLE - TECHNOLOGY	0.00	2,680.00CR	2,680.00CR
245-217100	SALARIES PAYABLE	0.00	0.00	0.00
245-217200	BENEFITS PAYABLE	0.00	0.00	0.00
245-320200	FUND BALANCE - TECHNOLOGY	675.00	2,680.00	3,355.00
	NET FUND BALANCE	0.00	0.00	0.00
SAFE & DRUG FREE SCHOOLS				
246-111100	CASH - SAFE & DRUG FREE SCHOOLS	6,384.22	0.00	6,384.22
246-114000	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
246-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
246-320200	FUND BALANCE - SUBSTANCE ABUSE PREVENTION	6,384.22CR	0.00	6,384.22CR
	NET FUND BALANCE	0.00	0.00	0.00
CHAPTER I FUND				
251-111100	CASH IN BANK--TITLE I	26,445.05CR	13,623.29CR	40,068.34CR
251-114100	ASSISTANCE REC'BL--CHAPTER I	7,646.78	0.00	7,646.78
251-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	18,798.27CR	13,623.29CR	32,421.56CR
251-211200	INTERFUND PAYABLES	0.00	0.00	0.00
251-213000	ACCOUNTS PAYABLE	0.00	138.00CR	138.00CR
251-217100	CONTRACTS PAYABLE--CHAPTER I	0.00	0.00	0.00
251-217200	BENEFITS PAYABLE	0.00	0.00	0.00
251-221000	DEFERRED REVENUE	0.00	0.00	0.00
251-320200	FUND BALANCE - FUND 251	18,798.27	13,761.29	32,559.56
	TOTAL LIABILITIES & FUND BALANCE	18,798.27	13,623.29	32,421.56
PART B FUND				
257-111100	CASH IN BANK-- PART B	0.00	13,937.33CR	13,937.33CR
257-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
257-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	13,937.33CR	13,937.33CR
257-211200	INTERFUND PAYABLES	0.00	0.00	0.00
257-213000	ACCOUNTS PAYABLE-- PART B	0.00	0.00	0.00
257-217100	CONTRACTS PAYABLE	0.00	0.00	0.00
257-217200	BENEFITS PAYABLE	0.00	0.00	0.00
257-221000	DEFERRED REVENUE - PART B	0.00	0.00	0.00
257-320200	FUND BALANCE - FUND 257	0.00	13,937.33	13,937.33
	TOTAL LIABILITIES & FUND BALANCE	0.00	13,937.33	13,937.33
PART B PRESCHOOL				
258-111100	CASH IN BANK -- PART B PRE-SCHOOL	0.15	280.52CR	280.37CR
258-114100	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.15	280.52CR	280.37CR
258-211200	INTERFUND PAYABLES	0.00	0.00	0.00
258-213000	PART B PRESCHOOL ACCOUNTS PAYABLE	0.00	0.00	0.00
258-217100	PART B PRESCHOOL SALARIES PAYABLE	0.00	0.00	0.00
258-217200	PART B PRESCHOOL BENEFITS PAYABLE	0.00	0.00	0.00
258-320200	FUND BALANCE - FUND 258	0.15CR	280.52	280.37
	TOTAL LIABILITIES & FUND BALANCE	0.15CR	280.52	280.37
MEDICAID FUND				
260-111100	CASH - MEDICAID FUND	34,702.70	0.00	34,702.70
260-111500	MEDICAID TRUST ACCOUNT	25.52	0.00	25.52
260-113100	MEDICAID RECEIVABLE	0.00	0.00	0.00

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
	TOTAL ASSETS	34,728.22	0.00	34,728.22
		=====	=====	=====
260-211200	INTERFUND PAYABLE	0.00	0.00	0.00
260-213000	ACCOUNTS PAYABLE	0.00	8,547.31CR	8,547.31CR
260-320200	FUND BALANCE - MEDICAID FUND	34,728.22CR	8,547.31	26,180.91CR
		-----	-----	-----
	TOTAL LIABILITIES & FUND BALANCE	34,728.22CR	0.00	34,728.22CR
		=====	=====	=====
	TITLE IV-A ESSA STUDENT SUPPORT			
261-111100	TITLE IV-A CASH	6,652.44CR	2,223.09CR	8,875.53CR
261-114200	TITLE IV-A RECEIVABLE	4,428.44	0.00	4,428.44
		-----	-----	-----
	TOTAL ASSETS	2,224.00CR	2,223.09CR	4,447.09CR
		=====	=====	=====
261-213000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	0.00	0.00
261-217100	SALARIES PAYABLE	0.00	0.00	0.00
261-217200	BENEFITS PAYABLE	0.00	0.00	0.00
261-221000	DEFERRED REVENUE	0.00	0.00	0.00
261-320200	FUND BALANCE - TITLE IV-A	2,224.00	2,223.09	4,447.09
		-----	-----	-----
	TOTAL LIABILITIES & FUND BALANCE	2,224.00	2,223.09	4,447.09
		=====	=====	=====

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
REAP				
262-111100	CASH IN BANK--REAP GRANT	0.00	0.00	0.00
262-114100	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	0.00	0.00
=====				
262-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
262-217100	SALARIES PAYABLE	0.00	0.00	0.00
262-217200	BENEFITS PAYABLE	0.00	0.00	0.00
262-320200	FUND BALANCE - REAP	0.00	0.00	0.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	0.00	0.00
=====				
RESTRAINT & SECLUSION GRANT				
265-111100	CASH	10,479.91CR	0.00	10,479.91CR
265-114200	RECEIVABLE	0.00	0.00	0.00
265-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
265-320200	FUND BALANCE	10,479.91	0.00	10,479.91
	NET FUND BALANCE	0.00	0.00	0.00
=====				
T I T L E VI-A INDIAN EDUCATION				
267-111100	CASH IN BANK--TITLE VI-A	546.50	38,644.37CR	38,097.87CR
267-114100	REVENUE RECEIVABLE -- TITLE VI-A	0.00	0.00	0.00
	TOTAL ASSETS	546.50	38,644.37CR	38,097.87CR
=====				
267-211200	INTERFUND PAYABLE	0.00	0.00	0.00
267-213000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	39,961.73CR	39,961.73CR
267-217100	CONTRACTS PAYABLE--TITLE VI-A	0.00	0.00	0.00
267-217200	BENEFITS PAYABLE - TITLE-VI-A	0.00	0.00	0.00
267-320200	FUND BALANCE - TITLE VI-A	546.50CR	78,606.10	78,059.60
	TOTAL LIABILITIES & FUND BALANCE	546.50CR	38,644.37	38,097.87
=====				
J O M F U N D				
269-111100	CASH IN BANK--JOM	1,696.62CR	0.00	1,696.62CR
269-112100	INVESTMENTS - LGIP #2714	26,162.49	84.09	26,246.58
269-114100	ASSISTANCE REC'BL--JOM	0.00	0.00	0.00
269-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	24,465.87	84.09	24,549.96
=====				
269-213000	ACCOUNTS PAYABLE -- J O M	0.00	428.69CR	428.69CR
269-217100	CONTRACTS PAYABLE--JOM	0.00	0.00	0.00
269-217200	BENEFITS PAYABLE	0.00	0.00	0.00
269-320200	FUND BALANCE - JOM	24,465.87CR	344.60	24,121.27CR
	TOTAL LIABILITIES & FUND BALANCE	24,465.87CR	84.09CR	24,549.96CR
=====				
T I T L E IIA IMPV TEACH QUALITY				
271-111100	CASH IN BANK--TITLE II IMPV T QUAL	0.00	1,775.52CR	1,775.52CR
271-114000	RECEIVABLE--TITLE II	0.00	0.00	0.00
	TOTAL ASSETS	0.00	1,775.52CR	1,775.52CR
=====				
271-211200	INTERFUND PAYABLE	0.00	0.00	0.00
271-213000	ACCOUNTS PAYABLE--TITLE II	0.00	315.00CR	315.00CR
271-217100	SALARIES PAYABLE	0.00	0.00	0.00
271-217200	BENEFITS PAYABLE	0.00	0.00	0.00
271-221000	DEFERRED REVENUE	0.00	0.00	0.00
271-320200	FUND BALANCE - TITLE II-A	0.00	2,090.52	2,090.52
	TOTAL LIABILITIES & FUND BALANCE	0.00	1,775.52	1,775.52
=====				

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
21st CENTURY COMMUNITY LEARNING CENTER				
273-111100	CASH - 21ST CENTURY LEARNING CENTER	18,903.89CR	12,803.25CR	31,707.14CR
273-114000	RECEIVABLE - 21ST CENTURY LEARNING CENTER	1,894.93	0.00	1,894.93
	TOTAL ASSETS	17,008.96CR	12,803.25CR	29,812.21CR
=====				
273-211200	INTERFUND PAYABLE	0.00	0.00	0.00
273-213000	ACCOUNTS PAYABLE - 21ST CLCC	0.00	3,708.70CR	3,708.70CR
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	17,008.96	16,511.95	33,520.91
	TOTAL LIABILITIES & FUND BALANCE	17,008.96	12,803.25	29,812.21
=====				
GEAR-UP GRANT				
278-111100	CASH IN BANK--GEAR-UP GRANT	7,483.01CR	2,483.02CR	9,966.03CR
278-114000	REVENUE RECEIVABLE	5,508.30	0.00	5,508.30
	TOTAL ASSETS	1,974.71CR	2,483.02CR	4,457.73CR
=====				
278-211200	INTERFUND PAYABLE	0.00	0.00	0.00
278-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
278-217100	SALARIES PAYABLE	0.00	0.00	0.00
278-217200	BENEFITS PAYABLE	0.00	0.00	0.00
278-221000	DEFERRED REVENUE	0.00	0.00	0.00
278-320200	FUND BALANCE - GEAR UP GRANT	1,974.71	2,483.02	4,457.73
	TOTAL LIABILITIES & FUND BALANCE	1,974.71	2,483.02	4,457.73
=====				
COPS GRANT				
288-111100	CASH	7,020.00CR	0.00	7,020.00CR
288-114200	RECEIVABLE	0.00	0.00	0.00
288-213000	ACCOUNTS PAYABLE	0.00	2,340.00CR	2,340.00CR
288-320200	COPS GRANT FUND BALANCE	7,020.00	2,340.00	9,360.00
	NET FUND BALANCE	0.00	0.00	0.00
=====				
CHILD NUTRITION				
290-111100	CASH IN BANK -- FOOD SERVICE	50,172.03CR	26,316.57CR	76,488.60CR
290-112100	LGIP	0.00	0.00	0.00
290-111300	PETTY CASH	30.00	0.00	30.00
290-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
290-114500	REVENUE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	50,142.03CR	26,316.57CR	76,458.60CR
=====				
290-211200	INTERFUND PAYABLE	0.00	0.00	0.00
290-213000	ACCOUNTS PAYABLE	0.00	23,768.02CR	23,768.02CR
290-217100	FOOD SERVICE SALARIES PAYABLE	0.00	0.00	0.00
290-217200	BENEFITS PAYABLE	0.00	0.00	0.00
290-221000	DEFERRED REVENUE	0.00	0.00	0.00
290-320200	FUND BALANCE - CHILD NUTRITION	50,142.03	50,084.59	100,226.62
	TOTAL LIABILITIES & FUND BALANCE	50,142.03	26,316.57	76,458.60
=====				

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
B O N D I N T./R E D E M P. FUND				
310-111100	CASH IN BANK--BOND INT./REDEMP. FD	4,456.21	0.00	4,456.21
310-112100	INVESTMENTS--BIR FUND #2770	0.00	0.00	0.00
310-113100	TAXES RECEIVABLE--NEZ PERCE CO.	0.10CR	0.00	0.10CR
310-114000	REVENUE RECEIVABLE	0.00	0.00	0.00
310-114101	INTEREST RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	4,456.11	0.00	4,456.11
310-211200	INTERFUND PAYABLE	0.00	0.00	0.00
310-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
310-216100	BONDS PAYABLE	0.00	0.00	0.00
310-221000	DEFERRED REVENUES--NEZ PERCE CO.	0.00	0.00	0.00
310-320200	FUND BALANCE - BOND REDEMPTION FUND	4,456.11CR	0.00	4,456.11CR
	TOTAL LIABILITIES & FUND BALANCE	4,456.11CR	0.00	4,456.11CR
BUS DEPRECIATION				
421-111100	CASH IN BANK--BUS DEPRECIATION	16,139.98	0.00	16,139.98
421-114000	REVENUE RECEIVABLE	0.00	0.00	0.00
421-114101	INTEREST RECEIVABLE	0.00	0.00	0.00
421-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	16,139.98	0.00	16,139.98
421-211200	INTERFUND PAYABLE	0.00	0.00	0.00
421-213000	ACCOUNTS PAYABLE--BUS DEP	0.00	0.00	0.00
421-320200	FUND BALANCE - BUS DEPRECIATION	16,139.98CR	0.00	16,139.98CR
	TOTAL LIABILITIES & FUND BALANCE	16,139.98CR	0.00	16,139.98CR
SCHOOL DISTRICT FACILITIES FUND				
435-111100	CASH - SDFF	309,834.76	0.00	309,834.76
435-112100	LGIP - SDFF #1210	200,990.66	646.00	201,636.66
435-114000	RECEIVABLE - SDFF	0.00	0.00	0.00
435-213000	A/P - SDFF	0.00	10,387.94CR	10,387.94CR
435-320200	FUND BALANCE - SDFF	510,825.42CR	9,741.94	501,083.48CR
	NET FUND BALANCE	0.00	0.00	0.00
SCHOOL MODERNIZATION FACILITIES FUND				
436-111100	CASH - SMFF	540.00CR	0.00	540.00CR
436-112100	LGIP - SMFF	2,036,303.20	6,581.08	2,042,884.28
436-114100	RECEIVABLE	0.00	0.00	0.00
436-213000	ACCOUNTS PAYABLE - SMFF	0.00	9,332.00CR	9,332.00CR
436-320200	FUND BALANCE - SMFF	2,035,763.20CR	2,750.92	2,033,012.28CR
	NET FUND BALANCE	0.00	0.00	0.00
S C H O L A R S H I P F U N D				
700-111100	CASH IN BANK -- SCHOLARSHIP FUND	784.00CR	0.00	784.00CR
700-112010	INV-- T.HIGHEAGLE-JOHNSON #1209	1,253.45	4.03	1,257.48
700-112015	INVESTMENTS -- MICHAEL BISBEE III #1502	149.84	0.48	150.32
700-112020	INVESTMENTS -- D HIGHEAGLE #1208	505.36	1.61	506.97
700-112025	INVESTMENTS-GENERAL SCHOLARSHIP #1503	256.56	0.82	257.38
700-112040	INVESTMENTS--JEFF WILSON #2713	711.27	2.29	713.56
700-112050	INVESTMENTS--G. LEIGHTON #2715	3,955.05	12.71	3,967.76
700-112060	INVESTMENTS--ALEC REUBEN #3119	636.99	2.05	639.04
700-112055	ROBERT SOBOTTA Sr. MEMORIAL SCHOLARSHIP	1,461.03	4.70	1,465.73
700-112075	LGIP - HELEN COLEMAN #1269	921.30	2.96	924.26
700-114000	REVENUE RECEIVABLE	0.00	0.00	0.00
700-114100	INTEREST RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	9,066.85	31.65	9,098.50
700-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
700-320200	FUND BALANCE - SCHOLARSHIP FUND	9,066.85CR	31.65CR	9,098.50CR
	TOTAL LIABILITIES & FUND BALANCE	9,066.85CR	31.65CR	9,098.50CR

(Rprt: 01 - MAINBdgt Prep: 27/Prop Budget; Dates: 00/00/00-10/31/26; PRINT: 10/14/26 2:44:54 PM)

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ASSOCIATED STUDENT BODY FUND				
238-111100	CASH IN BANK-- ASB	82,605.64	8,894.76	91,500.40
238-111110	PETTY CASH	1,600.00	0.00	1,600.00
238-111120	CASH - ELEMENTARY ASB FUND	14,961.97	0.00	14,961.97
238-112100	LGIP - ASB FUND #3120	22,814.35	0.00	22,814.35
238-114200	RECEIVABLE	0.00	0.00	0.00
		-----	-----	-----
	TOTAL STUDENT BODY ASSETS	121,981.96	8,894.76	130,876.72
		=====	=====	=====
STUDENT BODY FUNDS				
238-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
238-218350	SALES TAX PAYABLE	581.59CR	338.67CR	920.26CR
238-223100	HIGH SCHOOL STUDENT BODY	11,083.48CR	728.84CR	11,812.32CR
238-223107	MIDDLE SCHOOL STUDENT BODY	12,551.91CR	2,839.61	9,712.30CR
238-223110	AT RISK FUND	406.56CR	0.00	406.56CR
238-223125	CONCESSIONS	8,387.15CR	1,856.98	6,530.17CR
ATHLETIC FUNDS				
238-223200	GENERAL ATHLETIC FUND	4,002.95	2,155.87CR	1,847.08
238-223201	FOOTBALL	2,710.89	1,341.52CR	1,369.37
238-223202	FOOTBALL FUNDRAISERS	308.10CR	0.00	308.10CR
238-223210	VOLLEYBALL	5,177.69CR	1,069.72CR	6,247.41CR
238-223211	VOLLEYBALL FUNDRAISERS	0.00	0.00	0.00
238-223220	GIRLS BASKETBALL	6,842.91CR	0.00	6,842.91CR
238-223221	GIRLS BASKETBALL FUNDRAISERS	10,310.26CR	0.00	10,310.26CR
238-223230	BOYS BASKETBALL	7,591.11CR	0.00	7,591.11CR
238-223231	BOYS BASKETBALL FUNDRAISERS	3,362.44CR	0.00	3,362.44CR
238-223240	TRACK	385.76CR	0.00	385.76CR
238-223250	CHEER	1,134.09CR	1,963.26	829.17
238-223260	SOFTBALL	38.50CR	11.00CR	49.50CR
238-223261	SOFTBALL FUNDRAISERS	107.86CR	0.00	107.86CR
238-223270	BASEBALL	2,957.08CR	11.00CR	2,968.08CR
238-223271	BASEBALL FUNDRAISERS	453.21CR	0.00	453.21CR
238-223280	GOLF	8,436.48CR	0.00	8,436.48CR
238-223285	WRESTLING	90.00	6,000.00CR	5,910.00CR
238-223286	WRESTLING FUNDRAISERS	5.78CR	0.00	5.78CR
CLASSES				
238-223400	STUDENT COUNCIL	479.05CR	0.00	479.05CR
238-223401	CLASS OF 2022	2,085.64CR	0.00	2,085.64CR
238-223402	CLASS OF 2023	0.00	0.00	0.00
238-223403	CLASS OF 2024	0.00	0.00	0.00
238-223404	CLASS OF 2025	0.00	0.00	0.00
238-223405	CLASS OF 2026	0.00	0.00	0.00
238-223407	CLASS OF 2027	1,219.54CR	202.01	1,017.53CR
238-223408	CLASS OF 2028	0.00	0.00	0.00
CLUBS				
238-223521	YEARBOOK	10,444.52	0.00	10,444.52
238-223523	DRAMA	4,902.88CR	5,000.00CR	9,902.88CR
238-223530	LIBRARY	619.29CR	0.00	619.29CR
238-223532	INDIAN CLUB	13,720.36CR	900.00	12,820.36CR
238-223533	BOOSTER CLUB	364.79CR	0.00	364.79CR
238-223534	HONOR SOCIETY	11.10CR	0.00	11.10CR
238-223536	PBIS PAWS STORE	5,000.00CR	0.00	5,000.00CR
238-223539	ROBOTICS	5.13	0.00	5.13
238-223540	FRENCH CLUB	0.00	0.00	0.00
238-223541	PEP CLUB	390.37CR	0.00	390.37CR
238-223547	FFA	6,763.18CR	0.00	6,763.18CR
238-223549	AISES CONFERENCE	1,875.58CR	0.00	1,875.58CR
238-223553	BAND-MUSIC	5,333.70CR	0.00	5,333.70CR
238-223555	NEZ PERCE LANGUAGE	165.92CR	0.00	165.92CR
238-223556	BPA	39.25CR	0.00	39.25CR
238-223560	SEL EDUCATION PROJECTS	0.00	0.00	0.00
238-223561	CAP AND GOWN	84.72CR	0.00	84.72CR
238-223562	MAPP	56.92CR	0.00	56.92CR
238-223564	CR-PLC INCENTIVE	463.96CR	0.00	463.96CR
238-223565	DRUG FREE SCHOOLS	575.27CR	0.00	575.27CR
238-223900	DUE TO STUDENT GROUPS	0.00	0.00	0.00
238-320200	FUND BALANCE	14,961.97CR	0.00	14,961.97CR
		-----	-----	-----
	TOTAL LIABILITIES & FUND BALANCE	121,981.96CR	8,894.76CR	130,876.72CR
		=====	=====	=====

(VEND RNG: 000000-ZZZZZZ; DATE RNG: 00/00/00-99/99/99; ALL FUNDS; BANK CD: 1)												
VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	DP	MO-YR	AMOUNT		
001310	100-623412	000000	10/19/26	T27236	1NNG-HCCP-F47G	NETWORKING EQUIPMENT AND HEADPHC	1	N	10-2026	244.01		
001310	267-515411	000000	10/19/26	H27222	1MVJ-GNFC-1KKH	20 DEVICE MOBILE CHARGING CART/25 L	1	N	10-2026	35,122.75		
001310	100-623410	000000	10/19/26	T27265	1WNX-WNGT-13H4	COMPUTER PARTS FOR FIREWALL	1	N	10-2026	223.77		
001310	100-623410	000000	10/19/26	T27203	1KW9-X1RK-NXQX	PRINTER	1	N	10-2026	377.89		
001310	100-622410	000000	10/19/26	E27177	16HJ-FFXF-GLJ7	LIBRARY BOOKS REPAIR SUPPLIES	1	N	10-2026	79.55		
001310	100-622412	000000	10/19/26	H27198	19MT-X1RK-NXQX	LIBRARY BOOKS	1	N	10-2026	30.16		
001310	232-515417	000000	10/19/26	H27194	1194-D1V1-MMWN	PAW STORE INCENTIVES	1	N	10-2026	253.57		
001310	100-515413	000000	10/19/26	H27252	17M4-PTCK-9JWQ	SALMON PROJECT SUPPLIES	1	N	10-2026	684.39		
001310	290-710410	000000	10/19/26	F27266	1GR7-KQYH-GF4L	NON FOOD ITEMS	1	N	10-2026	534.80		
001310	100-622412	000000	10/19/26	H27198	1RP3-KMC9-MRC3	LIBRARBY BOOKS	1	N	10-2026	29.13		
001310	100-515411	000000	10/19/26	H27269	16P1-73VF-M7WX	J.WHITTAKER CLASSROOM SUPPLIES 3D	1	N	10-2026	50.17		
001310	290-710410	000000	10/19/26	F27166	1CXM-3XM9-MVYW	NON FOOD ITEMS	1	N	10-2026	141.80		
001310	100-515413	000000	10/19/26	H27252	1D3C-4XFY-WCHT	SALMON PROJECT SUPPLIES	1	N	10-2026	216.95		
001310	100-515411	000000	10/19/26	H27256	1CD9-GR6W-HCL6	J.STANGE CLASSROOM SUPPLIES	1	N	10-2026	203.88		
001310	273-515400	000000	10/19/26	H27272	1TTK-QFHM-GK4J	SCORESHEETS AND GAMES	1	N	10-2026	37.45		
001310	232-515417	000000	10/19/26	E27194	1Y1Y-XY1L-6XDY	PAW STORE INCENTIVES	1	N	10-2026	44.99		
001310	100-623412	000000	10/19/26	T27303	1Y17-DPXH-3JW1	VIBE TOUCH STYLUS	1	N	10-2026	35.00		
001310	232-515417	000000	10/19/26	E27194	1F76-6TRC-HPDD	PAW STORE INCENTIVES	1	N	10-2026	36.25		
001310	100-623411	000000	10/19/26	T27304	1YJN-GNCJ-79XR	REPLACEMENT BULBS AND MONITORS	1	N	10-2026	372.64		
001310	232-515417	000000	10/19/26	H27301	14FF-PPT6-6W4V	PBIS AND CLASS SUPPLIES - CRS GRANT	1	N	10-2026	247.27		
**SUB-TOTAL: AMAZON CAPITAL SERVICES, INC.										38,966.42		
001523	100-616300	000000	10/19/26	000000	73000499776	SLPA SERVICES 0913-09/19	1	N	10-2026	2,520.00		
001523	100-616300	000000	10/19/26	000000	73000503270	SLPA SERVICES 09/27-10/03	1	N	10-2026	2,016.00		
001523	100-616300	000000	10/19/26	000000	73000503380	SLPA SERVICES 09/13-09/19	1	N	10-2026	2,520.00		
**SUB-TOTAL: AMN HEALTHCARE INC,										7,056.00		
002060	100-532380	000000	10/19/26	000000	SEPTEMBER	ATHLETIC MILEAGE 09/01-09/25	1	N	10-2026	354.00		
**SUB-TOTAL: ASHLEE GRUNENFELDER										354.00		
002420	100-661330	000000	10/19/26	000000	590802000	ELECTRIC - CABINET SHOP	1	N	10-2026	31.63		
002420	100-661330	000000	10/19/26	000000	590802000	ELECTRIC - HS TRACK	1	N	10-2026	495.18		
002420	100-661330	000000	10/19/26	000000	590802000	ELECTRIC - TRACK LIGHTS	1	N	10-2026	375.11		
002420	100-661330	000000	10/19/26	000000	590802000	ELECTRIC - ES	1	N	10-2026	3,271.65		
002420	100-681319	000000	10/19/26	000000	590802000	ELECTRIC - BUS BARN	1	N	10-2026	175.87		
002420	100-661330	000000	10/19/26	000000	590802000	ELECTRIC - STORAGE TECH	1	N	10-2026	131.88		
002420	100-661330	000000	10/19/26	000000	590802000	ELECTRIC - MHS/HS	1	N	10-2026	5,775.18		
002420	100-661330	000000	10/19/26	000000	590802000	ELECTRIC - HS SIGN	1	N	10-2026	116.64		
002420	100-661330	000000	10/19/26	000000	590802000	ELECTRIC - AG SHOP	1	N	10-2026	104.41		
**SUB-TOTAL: AVISTA UTILITIES										10,477.55		
002424	100-616300	000000	10/19/26	000000	12001572	BEHAVIOR TECHNICIAN SERVICES	1	N	10-2026	3,025.20		
002424	100-616300	000000	10/19/26	000000	12014203	BEHAVIOR TECHNICIAN SERVICES	1	N	10-2026	2,085.00		
002424	100-616300	000000	10/19/26	000000	12068926	BEHAVIOR TECHNICIAN SERVICES	1	N	10-2026	5,133.60		
002424	100-616300	000000	10/19/26	000000	12097215	BEHAVIOR TECHNICIAL SERVICES	1	N	10-2026	4,200.00		
002424	100-616300	000000	10/19/26	000000	12097215	BEHAVIOR TECHNICIAL SERVICES	1	N	10-2026	3,781.20		
002424	100-616300	000000	10/19/26	000000	12097215	BEHAVIOR TECHNICIAL SERVICES	1	N	10-2026	3,833.40		
**SUB-TOTAL: AYA HEALTHCARE, INC										22,058.40		
002575	100-632390	000000	10/19/26	000000	COSTCO	COSTCO MEMBERSHIP RENEWAL/ERROR	1	N	10-2026	195.00		
002575	100-521410	000000	10/19/26	000000	MAGIC SCHOOL	MAGIC SCHOOL PLUS C.BONNER	1	N	10-2026	105.96		
002575	100-623413	000000	10/19/26	E27104	PLAUD LLC	PLAUD SUBSCRIPTION K.BATEMAN	1	N	10-2026	239.99		
002575	100-623413	000000	10/19/26	E27104	PLAUD LLC	PLAUD SUBSCRIPTION L.RAVET	1	N	10-2026	239.99		
002575	100-623413	000000	10/19/26	E27104	PLAUD LLC	PLAUD SUBSCRIPTION M. RENSHAW	1	N	10-2026	215.99		
002575	243-515413	000000	10/19/26	H27221	DROPBOX	DROPBOX PLUS SUBSCRIPTION B.PETER	1	N	10-2026	119.88		
002575	267-515381	000000	10/19/26	000000	UNITED AIRLINES	AIRLINE J.WHITTAKER BUFFALO NY 10/7-1	1	N	10-2026	936.03		
002575	100-515410	000000	10/19/26	H27162	WALMART.COM	TEACHER SUPPLIES	1	N	10-2026	133.50		
002575	100-515411	000000	10/19/26	H27189	STAPLES.COM	B.CARPENTER CLASS SHARPNER	1	N	10-2026	51.89		
002575	100-515380	000000	10/19/26	000000	ALASKA AIR	AIRFARE G.SOBOTTA 09/23/26-09/25/26	1	N	10-2026	516.60		
002575	100-515421	000000	10/19/26	H27187	GIA PUBLICATIONS	EUPHONIUM, FRENCH HORN, PERCUSSIO	1	N	10-2026	99.04		
002575	100-512440	000000	10/19/26	E27169	HEGGERTY SHOP	INTERVENTION CURRICULUM PRIMARY PI	1	N	10-2026	420.08		
002575	100-665310	000000	10/19/26	M26720	ID TIGHT WIRE	FENCE REPAIR ES	1	N	10-2026	4,815.00		
002575	435-665550	000000	10/19/26	M26174	ID TIGHT WIRE	SKATE PARK BALANCE	1	N	10-2026	8,421.00		
002575	435-665550	000000	10/19/26	M26174	ID TIGHT WIRE	CREDIT	1	N	10-2026	8,421.00	CR	
002575	100-665310	000000	10/19/26	M26720	ID TIGHT WIRE	CREDIT	1	N	10-2026	4,815.00	CR	
002575	100-515411	000000	10/19/26	H27170	STAPLES.COM	B.CARPENTER CLASS SHARPNER	1	N	10-2026	51.89		
002575	267-515411	000000	10/19/26	H27175	STAPLES.COM	OFFICE SUPPLIES	1	N	10-2026	571.30		
002575	100-515441	000000	10/19/26	H27010	AWL PEARSON EDUC.	COLLEGE ACCOUNTING	1	N	10-2026	112.99		
002575	100-512413	000000	10/19/26	E27184	COSTCO.COM	PAW AWARD SNACKS	1	N	10-2026	158.90		
002575	267-515381	000000	10/19/26	H27185	NIEA	AIRFARE K.LOPEZ 10/6-10/11 BUFFALO NY	1	N	10-2026	998.40		
002575	232-515312	000000	10/19/26	000000	BOOKING.COM	LODGING J.WILLIAMS SNOQUALMIE 10/1-1	1	N	10-2026	853.64		
002575	100-641410	000000	10/19/26	E27270	COSTCO.COM	BATTERIES	1	N	10-2026	42.02		
002575	267-515300	000000	10/19/26	H27247	STARBUCKS	PARENT ENGAGEMENT DAY	1	N	10-2026	169.60		
002575	100-632390	000000	10/19/26	000000	USPS PO	POSTAGE CERTIFIED MAIL	1	N	10-2026	7.24		
002575	232-515316	000000	10/19/26	H27178	COSTCO.COM	STUDENT CONSUMABLES	1	N	10-2026	682.67		
002575	232-515313	000000	10/19/26	H27220	AWL PEARSON EDUCATION	PLUMBING APPRENTICE WORKBOOK	1	N	10-2026	99.99		
002575	267-515300	000000	10/19/26	H27245	COSTCO	CLASRRROM FINANCE SUPPLIES	1	N	10-2026	542.13		
002575	267-515300	000000	10/19/26	H27248	CHEFSTORE	PARENT/GUARDIAN ENGAGEMENT DAY	1	N	10-2026	150.73		
002575	267-515300	000000	10/19/26	H27246	COSCTO.COM	PARENT/GUARDIAN ENGAGEMENT DAY	1	N	10-2026	102.85		
002575	267-515381	000000	10/19/26	H27196	NIEA	STUDENT MEMBRESHIP NIEA	1	N	10-2026	80.00		
002575	267-515381	000000	10/19/26	H27196	NIEA							

(VEND RNG: 000000-ZZZZZZ; DATE RNG: 00/00/00-99/99/99; ALL FUNDS; BANK CD: 1)										
VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	DP	MO-YR	AMOUNT
002575	267-515321	000000	10/19/26	H27251	NAASSP	NATIONAL HONOR SOCIETY CHAPTER FE	1	N	10-2026	385.00
002575	100-515413	000000	10/19/26	H27261	PETCO.COM	SALMON PROJECT AQUARIUM	1	N	10-2026	95.40
002575	267-515411	000000	10/19/26	H27260	STAPLES.COM	INK	1	N	10-2026	132.94
002575	100-515380	000000	10/19/26	000000	SPRINGHILL SUITES	LODGING G.SOBOTTA BOISE 09/23-09/25	1	N	10-2026	448.00
**SUB-TOTAL: BANKCARD CENTER										13,637.61
003220	436-664310	000000	10/19/26	M27215	21218	LED LIGHTING UPGRADES	1	N	10-2026	9,332.00
**SUB-TOTAL: BLUE MOUNTAIN ELECTRIC										9,332.00
003610	100-632390	000000	10/19/26	000000	615746	4 EAP SESSIONS	1	N	10-2026	261.45
**SUB-TOTAL: BPA HEALTH										261.45
003960	100-616300	000000	10/19/26	000000	OCT 1, 2026	PHYSICAL THERAPY	1	N	10-2026	3,306.00
**SUB-TOTAL: BUILDING BLOCKS PEDIATRIC THERAPY										3,306.00
004542	271-621380	000000	10/19/26	000000	ESSENTIALS IEP	MILEAGE 09/23 MOSCOW	1	N	10-2026	63.00
**SUB-TOTAL: CASSIDY RAVET										63.00
004960	100-641323	000000	10/19/26	000000	333719480	PHONE LINE ES	1	N	10-2026	149.79
004960	100-632333	000000	10/19/26	000000	333787422	FAX LINE DO	1	N	10-2026	66.48
004960	100-641323	000000	10/19/26	000000	333803634	PHONE LINE DO	1	N	10-2026	75.44
004960	100-641323	000000	10/19/26	000000	334039255	HS FAX LINE	1	N	10-2026	58.44
004960	100-681319	000000	10/19/26	000000	334039374	PHONE LINE BUS BARN	1	N	10-2026	85.04
004960	100-641323	000000	10/19/26	000000	333466709	HS PHONE LINE	1	N	10-2026	155.66
**SUB-TOTAL: CENTURYLINK										590.85
005400	100-661330	000000	10/19/26	000000	2.1882.01	W/S- STORAGE TECH	1	N	10-2026	121.87
005400	100-661330	000000	10/19/26	000000	3.1571.01	W/S- ART & PE BLDG	1	N	10-2026	824.14
005400	100-661330	000000	10/19/26	000000	3.1575.01	W/S/G - HS/MS	1	N	10-2026	1,983.67
005400	100-661330	000000	10/19/26	000000	3.3075.01	W/S/G - AG BLDG	1	N	10-2026	435.22
005400	100-661330	000000	10/19/26	000000	4.3145.01	W/S/G-ATHLETIC BLDG	1	N	10-2026	526.94
005400	100-661330	000000	10/19/26	000000	5.9970.01	GRBGE - ES	1	N	10-2026	1,074.09
005400	100-681319	000000	10/19/26	000000	5.9982.01	GRBGE- BUS BARN	1	N	10-2026	381.23
**SUB-TOTAL: CITY OF LAPWAI										5,347.16
006000	271-621380	000000	10/19/26	000000	ESSENTIALS IEP	MILEAGE 09/23 MOSCOW	1	N	10-2026	63.00
**SUB-TOTAL: COLLEEN BONNER										63.00
007582	100-621310	000000	10/19/26	000000	COMMUNITY HEALTH	CREIDT REIMB. (3)	1	N	10-2026	1,254.00
**SUB-TOTAL: DAWN MELTON										1,254.00
008060	100-512415	000000	10/19/26	E27235	8927960	ART SUPPLIES	1	N	10-2026	211.36
**SUB-TOTAL: DICK BLICK COMPANY										211.36
008380	100-631310	000000	10/19/26	D27243	8269	SCHOOL BOARD DINNER	1	N	10-2026	68.20
**SUB-TOTAL: DONALDS RESTAURANT										68.20
009680	269-515410	000000	10/19/26	H27206	E17205	CAMPUS VISIT 09/23 LUNCHES	1	N	10-2026	378.69
**SUB-TOTAL: EWU										378.69
010040	435-664311	000000	10/19/26	M27829	56179	TROUBLESHOOT ALARM	1	N	10-2026	454.92
**SUB-TOTAL: FISHER SYSTEMS, INC.										454.92
010263	435-664310	000000	10/19/26	M27086	48613	SOFTWARE INVENTORY/TECHNOLOGY/K-	1	N	10-2026	4,353.56
**SUB-TOTAL: FACILITIES MANAGEMENT EXPRESS, LLC										4,353.56
010740	251-515301	000000	10/13/26	000000	CSI UP	MILEAGE PLUMMER ID 10/16 FALL CONVEI	1	N	10-2026	138.00
**SUB-TOTAL: GEORGIA SOBOTTA										138.00
010982	290-710413	000000	10/19/26	F27154	3492221	COMMODITIES	1	N	10-2026	252.31
010982	290-710411	000000	10/19/26	F27154	3492232	FOOD	1	N	10-2026	3,895.18
010982	290-710410	000000	10/19/26	F27154	3492232	NON FOOD	1	N	10-2026	61.48
010982	290-710411	000000	10/19/26	F27154	3492233	FOOD	1	N	10-2026	500.27
010982	290-710413	000000	10/19/26	F27154	3492234	COMMODITIES	1	N	10-2026	8.70
010982	290-710411	000000	10/19/26	F27154	3492278	FOOD	1	N	10-2026	2,952.29
010982	290-710411	000000	10/19/26	F27154	3493430	FOOD	1	N	10-2026	244.20
010982	290-710411	000000	10/19/26	F27154	3493500	FOOD	1	N	10-2026	3,457.04
010982	290-710413	000000	10/19/26	F27154	3493502	COMMODITIES	1	N	10-2026	53.35
010982	290-710411	000000	10/19/26	F27154	3493504	FOOD	1	N	10-2026	34.80
010982	290-710413	000000	10/19/26	F27154	3493506	COMMODITIES	1	N	10-2026	130.50
010982	290-710411	000000	10/19/26	F27154	3493525	FOOD	1	N	10-2026	5,663.70
010982	290-710410	000000	10/19/26	F27154	3493525	NON FOOD	1	N	10-2026	398.38
010982	290-710411	000000	10/19/26	F27154	3493526	FOOD	1	N	10-2026	52.24
010982	290-710411	000000	10/19/26	F27154	3493527	FOOD	1	N	10-2026	162.00
010982	290-710413	000000	10/19/26	F27154	3493528	COMMODITIES	1	N	10-2026	236.82
010982	290-710411	000000	10/19/26	F27154	3494007	FOOD	1	N	10-2026	175.40
010982	290-710411	000000	10/19/26	F27154	3494008	FOOD	1	N	10-2026	131.55
**SUB-TOTAL: GOLD STAR FOODS										18,410.21
011158	290-710411	000000	10/19/26	F27155	02286100	FOOD	1	N	10-2026	381.55
011158	290-710411	000000	10/19/26	F27155	2286133	FOOD	1	N	10-2026	330.52
011158	290-710411	000000	10/19/26	F27156	2286119	FFVP FOOD	1	N	10-2026	334.95
011158	290-710411	000000	10/19/26	F27155	02288911	FOOD	1	N	10-2026	310.30
011158	290-710411	000000	10/19/26	F27156	2288919	FFVP FOOD	1	N	10-2026	166.90
011158	290-710411	000000	10/19/26	F27156	02291761	FFVP FOOD	1	N	10-2026	407.50
011158	290-710411	000000	10/19/26	F27155	02291715	FOOD	1	N	10-2026	231.15
011158	290-710411	000000	10/19/26	F27155	02291756	FOOD	1	N	10-2026	369.50
**SUB-TOTAL: GRASMICK PRODUCE CO.										2,532.37
011425	100-515321	000000	10/19/26	000000	AR436384	MS/HS COPIES	1	N	10-2026	342.09
011425	100-512322	000000	10/19/26	000000	AR436383	ES COPIES	1	N	10-2026	358.35
011425	100-632322	000000	10/19/26	000000	AR436382	DO COPIES B/W	1	N	10-2026	67.63
011425	100-632322	000000	10/19/26	000000	AR436382	DO COPIES COLOR	1	N	10-2026	77.72
**SUB-TOTAL: H & H, INC										845.79

VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	DP	MO-YR	AMOUNT
011900	100-664311	000000	10/19/26	M26516	16-1240	WEED CONTROL ES	1	N	10-2026	200.00
011900	100-664312	000000	10/19/26	M26516	16-1240	WEED CONTROL MS/HS	1	N	10-2026	200.00
	**SUB-TOTAL: HAYDEN PEST CONTROL, LLC									400.00
011935	100-661410	000000	10/19/26	M27217	9254032596	CUSTODIAL SUPPLIES	1	N	10-2026	495.73
011935	100-661410	000000	10/19/26	M27217	9253984275	CUSTODIAL SUPPLIES	1	N	10-2026	247.32
	**SUB-TOTAL: HD SUPPLY									743.05
012760	435-664410	000000	10/19/26	M27250	1903131	MAINTENANCE SUPPLIES	1	N	10-2026	1,336.20
012760	435-664410	000000	10/19/26	M27250	1032805	MAINTENANCE SUPPLIES	1	N	10-2026	24.15
012760	100-661410	000000	10/19/26	M27218	2547676	CUSTODIAL SUPPLIES	1	N	10-2026	249.78
012760	100-661410	000000	10/19/26	M27218	2600370	CUSTODIAL SUPPLIES	1	N	10-2026	374.60
012760	100-661410	000000	10/19/26	M27218	2902394	CUSTODIAL SUPPLIES	1	N	10-2026	142.32
	**SUB-TOTAL: HOME DEPOT CREDIT SERVICES									2,127.05
012935	100-651310	000000	10/19/26	000000	1949	I2M UPDATES AND UNLIMITED SUPPORT	1	N	10-2026	1,350.00
	**SUB-TOTAL: i2m									1,350.00
013540	260-617350	000000	10/19/26	000000	09/21/26	MEDICAID MATCH (18,172.85)	1	N	10-2026	5,230.15
013540	260-617350	000000	10/19/26	000000	08/17/26	MEDICAID MATCH (5882.98)	1	N	10-2026	1,693.12
013540	260-617350	000000	10/19/26	000000	07/20/26	MEDICAID MATCH (5642.92)	1	N	10-2026	1,624.04
	**SUB-TOTAL: IDAHO DEPT HEALTH & WELFARE									8,547.31
013580	232-515313	000000	10/13/26	H27306	341360-1	ADVANCED COURSES	1	N	10-2026	580.00
	**SUB-TOTAL: IDAHO DIGITAL LEARNING									580.00
013740	100-664310	000000	10/19/26	000000	1299955	MONTHLY WATER	1	N	10-2026	34.16
013740	100-664310	000000	10/19/26	000000	1291572	MONTHLY WATER	1	N	10-2026	49.04
	**SUB-TOTAL: IDAHO ICE									83.20
014140	100-512321	000000	10/19/26	E27271	STUDENT: AM	BIRTH CERTIFICATE	1	N	10-2026	16.00
	**SUB-TOTAL: IDAHO VITAL RECORDS									16.00
015080	100-616300	000000	10/19/26	000000	192	OT SERVICES	1	Y	10-2026	7,087.50
	**SUB-TOTAL: THERAPY WORKS									7,087.50
015109	267-515381	000000	10/19/26	000000	UNITED	REIMB. LUGGAGE NIEA BUFFALO NY 10/07	1	N	10-2026	50.00
015109	267-515381	000000	10/19/26	000000	UNITED	REIMB. LUGGAGE NIEA BUFFALO NY 10/10	1	N	10-2026	50.00
015109	267-515381	000000	10/19/26	000000	SPOKANE INTL AIRPORT	REIMB. PARKING AT AIRPORT	1	N	10-2026	40.00
015109	267-515381	000000	10/19/26	000000	UNITED	REIMB. LUGGAGE NIEA BUFFALO NY 10/07	1	N	10-2026	50.00
015109	267-515381	000000	10/19/26	000000	UNITED	REIMB. LUGGAGE NIEA BUFFALO NY 10/10	1	N	10-2026	50.00
015109	267-515381	000000	10/19/26	000000	SPOKANE INTL AIRPORT	REIMB. PARKING AT AIRPORT	1	N	10-2026	40.00
	**SUB-TOTAL: JACOB WHITTAKER									280.00
015150	273-512300	000000	10/19/26	H27296	1956	FIRST AID/CPR STUDENTS AND STAFF	1	N	10-2026	390.00
	**SUB-TOTAL: JIM BABINO									390.00
015763	100-681311	000000	10/19/26	000000	STERLING URGENT CARE	REIMB. DOT PHYSICAL	1	N	10-2026	130.00
	**SUB-TOTAL: JON PAISANO									130.00
016320	273-515300	000000	10/19/26	D27014	100526	ID OFFICE OF ED. CCLC GRANT PROGRAM	1	Y	10-2026	3,281.25
016320	288-623300	000000	10/19/26	D27061	100526	DOJ COPS VIOLENCE GRANT ADMINISTRATIVE	1	Y	10-2026	2,340.00
016320	100-631310	000000	10/19/26	D27015	100526	GRANT WRITER & ADMINISTRATOR	1	Y	10-2026	1,106.62
016320	100-515316	000000	10/19/26	D27060	100526	ID OFFICE OF DRUG POLICY GRANT AMINI	1	Y	10-2026	801.17
016320	100-631310	000000	10/19/26	D27017	100526	SRO PROGRAM PROJECT MANAGER	1	Y	10-2026	1,092.07
	**SUB-TOTAL: EVANS ENTERPRISES									8,621.11
016431	100-681425	000000	10/19/26	000000	SEPTEMBER 2026	IN LIEU OF TRANSPORTATION	1	N	10-2026	777.75
	**SUB-TOTAL: KARI DICKISON									777.75
016820	100-681310	000000	10/19/26	T27253	01805W12009	REPLACE STEER AXLE SHOCKS, BUSHINGS	1	N	10-2026	4,313.76
	**SUB-TOTAL: KENWORTH SALES CO									4,313.76
017140	100-512415	000000	10/19/26	E27193	94757200	ART SUPPLIES	1	N	10-2026	542.58
	**SUB-TOTAL: LAKESHORE LEARNING MATERIALS									542.58
017360	269-515300	000000	10/19/26	H27268	STUDENTS:IP/KP	REIMB. ACTIVITY CARDS FOR STUDENTS	1	N	10-2026	50.00
	**SUB-TOTAL: LAPWAI STUDENT BODY									50.00
018100	100-632390	000000	10/19/26	D27115	205786	SUMMARY STATEMENT LEGAL AD	1	N	10-2026	121.15
018100	100-632390	000000	10/19/26	D27115	205785	SUMMARY STATEMENT LEGAL AD	1	N	10-2026	149.50
	**SUB-TOTAL: LEWISTON TRIBUNE									270.65
018400	271-621380	000000	10/19/26	000000	ESSENTIALS IEP	MILEAGE 09/23 MOSCOW	1	N	10-2026	63.00
	**SUB-TOTAL: LORI RAVET									63.00
019731	435-664311	000000	10/19/26	M27216	214925604	PLUMBING DRAIN REPAIR	1	N	10-2026	443.27
019731	435-664312	000000	10/19/26	M27088	213380249	HVAC ANNUAL MAINTENANCE SERVICE	1	N	10-2026	2,228.06
019731	435-664312	000000	10/19/26	M27112	214610599	RELACED CONTROL BOARD	1	N	10-2026	201.25
019731	435-664312	000000	10/19/26	M27112	214784098	COMMERCIAL BLOWER	1	N	10-2026	1,046.53
	**SUB-TOTAL: MIKE'S MECHANICAL SERVICE LLC									3,919.11
020620	100-681420	000000	10/19/26	T27249	588246	DEF	1	N	10-2026	799.20
020620	100-681429	000000	10/19/26	T27249	588246	TRUCK PAC JUMPER	1	N	10-2026	399.00
	**SUB-TOTAL: NAPA AUTO PARTS									1,198.20
020960	245-623310	000000	10/19/26	E27133	32324268	DALS COMPLETE, PLUS, Q-GLOBE	1	N	10-2026	2,680.00
	**SUB-TOTAL: NCS PEARSON, INC.									2,680.00
021240	244-667300	000000	10/19/26	D27018	100526	SRO SALARY AND BENEFITS	1	N	10-2026	8,326.67
	**SUB-TOTAL: NEZ PERCE TRIBAL POLICE DEPT.									8,326.67
021340	100-661330	000000	10/19/26	000000	282-000	SEWER - ES 08/29-09/28	1	N	10-2026	765.00
021340	100-681319	000000	10/19/26	000000	285-000	SEWER - BUS BARN 08/29-09/28	1	N	10-2026	90.00

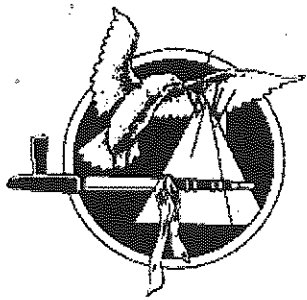
(VEND RNG: 000000-ZZZZZZ; DATE RNG: 00/00/00-99/99/99; ALL FUNDS; BANK CD: 1)										
VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	DP	MO-YR	AMOUNT
	**SUB-TOTAL: NEZ PERCE TRIBE -UTILITIES DIV									855.00
021600	243-515412	000000	10/19/26	000000	0048062848	WELDING GAS	1	N	10-2026	103.20
	**SUB-TOTAL: NORCO, INC									103.20
021720	100-521300	000000	10/19/26	000000	09302026	EDUCATIONAL SERVICES	1	N	10-2026	10,762.50
	**SUB-TOTAL: NORTHWEST CHILDREN'S HOME, INC									10,762.50
023901	100-631310	000000	10/19/26	000000	OCTOBER 3, 2026	AUDIT SERVICES	1	N	10-2026	10,725.00
	**SUB-TOTAL: QUEST CPAS PLLC									10,725.00
024320	271-621380	000000	10/31/26	000000	ESSENTIALS IEP	MILEAGE 09/23 MOSCOW	1	N	10-2026	63.00
	**SUB-TOTAL: REBECCA CARDENAS COOLEY									63.00
025140	232-515320	000000	10/19/26	D27273	72652088432622	ATTENDANCE CELEBRATION SUPPLIES	1	N	10-2026	39.25
	**SUB-TOTAL: ROSAUERS									39.25
025980	100-641411	000000	10/19/26	H27200	208137698035	STUDENT ADMIT BOOKS	1	N	10-2026	340.50
	**SUB-TOTAL: SCHOOL SPECIALTY LLC									340.50
028150	100-623411	000000	10/19/26	T27298	0270759	MAINTENANCE SUPPORT RENEWAL	1	N	10-2026	3,499.25
028150	100-623412	000000	10/19/26	T27298	0270759	MAINTENANCE SUPPORT RENEWAL	1	N	10-2026	3,499.24
	**SUB-TOTAL: STRUCTURED									6,998.49
028480	435-664311	000000	10/19/26	M27041	36356	WATER ANALYSIS AND TREATMENT	1	N	10-2026	300.00
	**SUB-TOTAL: SWATCO									300.00
028520	290-710411	000000	10/19/26	F27278	321486232	NSLP FOOD	1	N	10-2026	1,141.60
028520	290-710410	000000	10/19/26	F27278	321486232	NSLP NON FOOD	1	N	10-2026	195.47
028520	290-710411	000000	10/19/26	F27278	CREDIT	CREDIT	1	N	10-2026	1,212.47CR
	**SUB-TOTAL: SYSCO FOOD SERVICE, INC.									124.60
029011	290-710412	000000	10/19/26	F27157	764337A	MILK	1	N	10-2026	447.86
029011	290-710412	000000	10/19/26	F27157	764336A	MILK	1	N	10-2026	91.72
029011	290-710412	000000	10/19/26	F27157	765481A	MILK	1	N	10-2026	8.53
029011	290-710412	000000	10/19/26	F27157	765485A	MILK	1	N	10-2026	526.85
	**SUB-TOTAL: TERRY'S DAIRY									1,074.96
029062	100-515413	000000	10/19/26	H27254	R4019095	SALMON PROJECT SUPPLIES	1	N	10-2026	1,755.37
029062	100-515413	000000	10/19/26	H27254	R4019095	SALMON PROJECT SUPPLIES	1	N	10-2026	1,755.37
029062	100-515413	000000	10/19/26	H27254	R4019095	SALMON PROJECT SUPPLIES	1	N	10-2026	1,755.37
029062	100-515413	000000	10/19/26	H27254	R4019095	SALMON PROJECT SUPPLIES	1	N	10-2026	1,755.37
	**SUB-TOTAL: THAT FISH PLACE-THAT PET PLACE									7,021.48
029791	271-621380	000000	10/19/26	000000	ESSENTIALS IEP	MILEAGE 09/23 MOSCOW	1	N	10-2026	63.00
	**SUB-TOTAL: TRACY DUNCAN									63.00
029810	100-623411	000000	10/19/26	T27267	1001685404	NETWORK SWITCHES AND CTE CAMERAS	1	N	10-2026	1,805.00
029810	100-623412	000000	10/19/26	T27267	1001685404	NETWORK SWITCHES AND CTE CAMERAS	1	N	10-2026	1,805.00
029810	100-623412	000000	10/19/26	T27267	1001683381	NETWORK SWITCHES	1	N	10-2026	5,630.00
	**SUB-TOTAL: TRAFERA, LLC									9,240.00
030680	290-710411	000000	10/19/26	F27159	5403622	FOOD	1	N	10-2026	949.28
	**SUB-TOTAL: USF - SPOKANE									949.28
030800	100-665410	000000	10/19/26	000000	SEPTEMBER	CANS/CADDY 29.563 GALS	1	N	10-2026	135.67
030800	100-665410	000000	10/19/26	000000	SEPTEMBER	F-150 FUEL 46.727 GALS	1	N	10-2026	214.43
030800	100-665410	000000	10/19/26	000000	SEPTEMBER	BUS #3 FUEL 46.727 GALS	1	N	10-2026	532.67
030800	100-665410	000000	10/19/26	000000	SEPTEMBER	BUS #4 FUEL 207.126 GALS	1	N	10-2026	950.50
030800	100-681420	000000	10/19/26	000000	SEPTEMBER	BUS DIESEL FUEL 696.136 GALS	1	N	10-2026	4,327.18
	**SUB-TOTAL: VALLEY GAS									6,160.45
031340	100-661410	000000	10/19/26	M27180	580627	CUSTODIAL SUPPLIES	1	N	10-2026	52.18
031340	100-661410	000000	10/19/26	M27180	581160	CUSTODIAL SUPPLIES	1	N	10-2026	266.24
	**SUB-TOTAL: WALTER E. NELSON									318.42
031676	100-681425	000000	10/19/26	T27234	PC412001451:01	STEP TREADS FOR BUS #9	1	N	10-2026	362.15
	**SUB-TOTAL: WESTERN MOUNTAIN BUS									362.15
031692	100-515322	000000	10/19/26	000000	36312	SHREDDING SERVICES	1	N	10-2026	52.00
	**SUB-TOTAL: WESTERN RECYCLERS									52.00
032295	100-632333	000000	10/19/26	000000	V049443	SMARTVOICE FEES DO - APRIL	1	N	10-2026	30.48
032295	100-641323	000000	10/19/26	000000	V049443	SMARTVOICE FEES MS/HS - APRIL	1	N	10-2026	30.48
032295	100-641323	000000	10/19/26	000000	V049443	SMARTVOICE FEES ES - APRIL	1	N	10-2026	30.49
032295	100-632333	000000	10/19/26	000000	V049443	SMARTVOICE DO - APRIL	1	N	10-2026	68.00
032295	100-641323	000000	10/19/26	000000	V049443	SMARTVOICE ES - APRIL	1	N	10-2026	260.00
032295	100-641323	000000	10/19/26	000000	V049443	SMARTVOICE MS/HS - APRIL	1	N	10-2026	382.00
032295	100-632333	000000	10/19/26	000000	V052239	SMARTVOICE FEES DO - SEPT	1	N	10-2026	29.33
032295	100-641323	000000	10/19/26	000000	V052239	SMARTVOICE FEES MS - SEPT	1	N	10-2026	29.33
032295	100-641323	000000	10/19/26	000000	V052239	SMARTVOICE FEES ES - SEPT	1	N	10-2026	29.33
032295	100-632333	000000	10/19/26	000000	V052239	SMARTVOICE DO - SEPT	1	N	10-2026	68.16
032295	100-641323	000000	10/19/26	000000	V052239	SMARTVOICE ES - SEPT	1	N	10-2026	260.00
032295	100-641323	000000	10/19/26	000000	V052239	SMARTVOICE MS/HS - SEPT	1	N	10-2026	382.00
	**SUB-TOTAL: ZAYO EDUCATION, LLC									1,599.60
	***GRAND TOTAL - VENDOR COUNT: 66									249,810.36

(Rprt: 01 - MAINBdgt Prep: 27/Prop Budget; Dates: 00/00/00-10/31/26; PRINT: 10/14/26 2:44:54 PM)

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ACCOUNTS PAYABLE				
100-213000	ACCOUNTS PAYABLE	0.00	133,493.04CR	133,493.04CR
232-213000	ACCOUNTS PAYABLE	0.00	4,095.23CR	4,095.23CR
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	2,148.03CR	2,148.03CR
244-213000	SRO GRANT ACCOUNTS PAYABLE	0.00	8,326.67CR	8,326.67CR
245-213000	ACCOUNTS PAYABLE - TECHNOLOGY	0.00	2,680.00CR	2,680.00CR
246-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
251-213000	ACCOUNTS PAYABLE	0.00	138.00CR	138.00CR
252-213000	ACCOUNTS PAYABLE - ESSER	0.00	0.00	0.00
254-213000	ACCOUNTS PAYABLE - ESSERF II	0.00	0.00	0.00
257-213000	ACCOUNTS PAYABLE-- PART B	0.00	0.00	0.00
258-213000	PART B PRESCHOOL ACCOUNTS PAYABLE	0.00	0.00	0.00
260-213000	ACCOUNTS PAYABLE	0.00	8,547.31CR	8,547.31CR
261-213000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	0.00	0.00
265-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
267-213000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	39,961.73CR	39,961.73CR
269-213000	ACCOUNTS PAYABLE -- J O M	0.00	428.69CR	428.69CR
271-213000	ACCOUNTS PAYABLE--TITLE II	0.00	315.00CR	315.00CR
273-213000	ACCOUNTS PAYABLE - 21ST CLCC	0.00	3,708.70CR	3,708.70CR
278-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
288-213000	ACCOUNTS PAYABLE	0.00	2,340.00CR	2,340.00CR
290-213000	ACCOUNTS PAYABLE	0.00	23,768.02CR	23,768.02CR
310-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
435-213000	A/P - SDFP	0.00	10,387.94CR	10,387.94CR
436-213000	ACCOUNTS PAYABLE - SMFF	0.00	9,332.00CR	9,332.00CR
ACCOUNTS PAYABLE		0.00	249,670.36CR	249,670.36CR
		=====	=====	=====
C A S H I N B A N K				
100-111100	CASH IN BANK--GENERAL FUND	630,440.21	130,423.05	760,863.26
232-111100	CASH IN BANK-NPT GRANTS & OTHERS	14,099.84	0.00	14,099.84
235-111100	CASH IN BANK--NEZPERCE SPEC. SERV.	4,944.83	0.00	4,944.83
242-111100	CASH - ICRS	0.00	0.00	0.00
243-111100	CASH IN BANK--STATE VOC ED.	4,219.51CR	0.00	4,219.51CR
244-111100	CASH	14,030.37CR	0.00	14,030.37CR
245-111100	CASH - TECHNOLOGY	675.00CR	0.00	675.00CR
246-111100	CASH - SAFE & DRUG FREE SCHOOLS	6,384.22	0.00	6,384.22
251-111100	CASH IN BANK--TITLE I	26,445.05CR	13,623.29CR	40,068.34CR
252-111100	CASH - ESSER	0.00	0.00	0.00
254-111100	CASH - ESSERF II FUND	0.00	0.00	0.00
257-111100	CASH IN BANK-- PART B	0.00	13,937.33CR	13,937.33CR
258-111100	CASH IN BANK -- PART B PRE-SCHOOL	0.15	280.52CR	280.37CR
259-111100	CASH - ARPA IDEA PART B	0.00	0.00	0.00
260-111100	CASH - MEDICAID FUND	34,702.70	0.00	34,702.70
261-111100	TITLE IV-A CASH	6,652.44CR	2,223.09CR	8,875.53CR
262-111100	CASH IN BANK--REAP GRANT	0.00	0.00	0.00
265-111100	CASH	10,479.91CR	0.00	10,479.91CR
267-111100	CASH IN BANK--TITLE VI-A	546.50	38,644.37CR	38,097.87CR
269-111100	CASH IN BANK--JOM	1,696.62CR	0.00	1,696.62CR
271-111100	CASH IN BANK--TITLE II IMPV T QUAL	0.00	1,775.52CR	1,775.52CR
273-111100	CASH - 21ST CENTURY LEARNING CENTER	18,903.89CR	12,803.25CR	31,707.14CR
278-111100	CASH IN BANK--GEAR-UP GRANT	7,483.01CR	2,483.02CR	9,966.03CR
288-111100	CASH	7,020.00CR	0.00	7,020.00CR
290-111100	CASH IN BANK -- FOOD SERVICE	50,172.03CR	26,316.57CR	76,488.60CR
310-111100	CASH IN BANK--BOND INT./REDEMP. FD	4,456.21	0.00	4,456.21
421-111100	CASH IN BANK--BUS DEPRECIATION	16,139.98	0.00	16,139.98
435-111100	CASH - SDFP	309,834.76	0.00	309,834.76
436-111100	CASH - SMFF	540.00CR	0.00	540.00CR
700-111100	CASH IN BANK -- SCHOLARSHIP FUND	784.00CR	0.00	784.00CR
TOTAL CASH IN BANK		872,447.57	18,336.09	890,783.66
		=====	=====	=====

REFR#	DESCRIPTION	AMOUNT	DATE
560838	HSFB GENESEE GATE	1,489.00CR	09/01/26
560839	HSFB GENESEE CONCESSION	1,278.50CR	09/01/26
560840	HSFB GENESEE CLUB SALES	560.00CR	09/01/26
560841	SAC HAIDYN WHEELER	25.00CR	09/01/26
560842	1 ADULT, 3 SAC-JERRON ROMAN, AMARA AUDRA LAWR	160.00CR	09/01/26
560843	PASSES SOLD @ GATE-2 ADULT, 1 SAC, 1 SENIOR	237.00CR	09/01/26
560844	FUNDRAISER FOR STEM CLASS	86.40CR	09/02/26
560845	VOLLEYBALL FUNDRAISER	1,760.00CR	09/03/26
560846	3 SAC - HUNTER, KLAYTON, AAREN AUBERTIN	75.00CR	09/03/26
560847	SAC= TWILA MOSES	25.00CR	09/03/26
560848	27 - SAC- PAID BY NPT	675.00CR	09/03/26
560849	7-SAC, 1 ADULT, 1 SENIOR SOLD AT GATE	302.00CR	09/08/26
560850	2 SAC LAILA & SHANIA PENNEY PAID BY NPT	50.00CR	09/08/26
560851	HSVB CV GATE	512.00CR	09/08/26
560852	HSVB CV CONCESSION	581.60CR	09/08/26
560853	2 SAC, 2 ADULT-TATHEN, ABREANN, ABE, BRITTNEY	220.00CR	09/08/26
560854	2 SAC- ABEL & NOBLE ENICK	50.00CR	09/10/26
560855	2 SAC- ANGEL & ALDEN BRONCHEAU	50.00CR	09/10/26
560856	1 SR PASS- STAN MARBLE	42.00CR	09/10/26
560857	SAC- ASKEWIN TOM	25.00CR	09/10/26
560858	PASSES SOLD & GATE-2 ADULT & 2 SAC	220.00CR	09/10/26
560859	HSVB- POTLATCH- GATE	717.10CR	09/10/26
560860	HSVB- POTLATCH- CONCESSION	479.50CR	09/10/26
560861	HSVB-POTLATCH- CLUB SALES- CHEER	261.00CR	09/10/26
560862	HSVB LOGOS GATE	380.00CR	09/17/26
560863	HSVB LOGOS CONCESSION	492.00CR	09/17/26
560864	HSVB LOGOS CLUB SALES-BAND	114.00CR	09/17/26
560865	MSVB PRAIRIE GATE	468.00CR	09/22/26
560866	MSVB PASSES SOLD AT GATE-2 SAC, 1 SR	92.00CR	09/22/26
560867	MSVB PRAIRIE CONCESSION	375.10CR	09/22/26
560868	MSVB PRAIRIE CLUB SALES- HS LEADERSHIP	329.15CR	09/22/26
560869	SENECA DIRECT DONATION TO SPORTS BANQUETS	1,000.00CR	09/22/26
560870	SOLD @ GATE- 1 ADULT PASS- JASMINE HIGHEAGLE	85.00CR	09/24/26
560871	HSVB TROY GATE	428.00CR	09/24/26
560872	HSVB TROY CONCESSION	428.00CR	09/24/26
560873	HSVB TROY CLUB SALES- HS LEADERSHIP	241.00CR	09/24/26
560874	DISTRICT(JOM) REIMBURSE FOR STUDENT PHOTOS	775.00CR	09/24/26
560875	MSFB KAMIAH GATE	232.00CR	09/25/26
560876	MSFB KAMIAH CONCESSIONS	297.75CR	09/25/26
560877	MSFB KAMIAH CLUB SALES- HS LEADERSHIP	107.00CR	09/25/26
560878	HSVB PRAIRIE GATE	411.00CR	09/25/26
560879	HSVB PRAIRIE CONCESSION	504.25CR	09/25/26
560880	HSVB PRAIRIE CLUB SALES- BAND	424.00CR	09/25/26
560881	MSVB ST JOHN BOSCO GATE	165.00CR	09/25/26
***	TOTAL	17,229.35CR	

REFR#	VENDOR	AMOUNT	DATE	DESCRIPTION
007038	GAME ONE	1,299.78	09/01/26	VOLLEYBALL EQUIPMENT
007039	HUDL	1,500.00	09/01/26	2026-2027 SUBSCRIPTION
007040	HARCO ATHLETIC RECONDITIONING, INC	3,839.00	09/01/26	FOOTBALL HELMET RECONDITIONING
007041	GAME ONE	425.20	09/02/26	FOOTBALL EQUIPMENT
007042	CHAMPION TEAMWEAR AR	2,357.82	09/09/26	WARM-UPS
007043	IDAHO BEVERAGES	1,267.00	09/09/26	AUGUST CONCESSION OPEN PO
007044	URM STORES, INC.	1,310.95	09/09/26	AUGUST CONCESSION OPEN PO
007045	CULDESAC QRU	400.00	09/09/26	EMT SERVICE 8/21 GAME
007046	CULLIGAN	0.00	09/09/26	** VOID **
007047	NEZ PERCE TRIBE-FINANCE DEPT	130.00	09/09/26	13 HIGH GLOSS PHOTOS
007048	CYLEN MOSES	595.00	09/09/26	VOLLEYBALL SHIRTS
007049	DOMINO'S PIZZA	41.94	09/09/26	6 PIZZAS
007050	JENIFER WILLIAMS	20.98	09/28/26	REIMBURSE FOR INDIAN CLUB SUPPLIES
007051	KODI GREENE	400.00	09/28/26	TRAVEL PER DIEM-HS LEADERSHIP
007052	FLORAL ARTISTRY	401.45	09/28/26	HOMECOMING FLOWERS-10
007053	IDAHO RECOGNITION PRODUCTS LLC	34.00	09/28/26	2026 DIPLOMA
007054	RIDINGER'S PHOTOGRAPHY	775.00	09/28/26	STUDENT PHOTO PACKAGES- SEE ATTACHED LIST
007055	HAPPY DAY CATERING	82.80	09/28/26	BISTRO TABLES & SERVICE CHARGE
007056	WILD AT HEART PHOTOBOOTH	300.00	09/28/26	HOMECOMING PHOTO BOOTH
007057	DUKE R. KOUTA	900.00	09/28/26	HOMECOMING DJ
007058	LINDA PEPPEL	98.00	09/28/26	REF FOR MSVB 9/24
007059	GAME ONE	1,427.33	09/28/26	VOLLEYBALL WARM UPS
007060	MICAH BISBEE	400.00	09/30/26	BAGGAGE FEES
***	TOTAL	18,006.25		



LAPWAI ELEMENTARY SCHOOL
LAPWAI SCHOOL DISTRICT #241
230 Main Street
Lapwai ID 83540
(208) 843-2960

To: Board of Trustees
From: Teri Wagner
Date: October 14, 2026
RE: October Board Back-Up

Building Documents Attached

- Attendance
- Faculty Meeting Agendas
- Professional Learning Agendas
- Family Contacts for August/September
- Enrollment
- Financial Statements

Professional Learning Topics

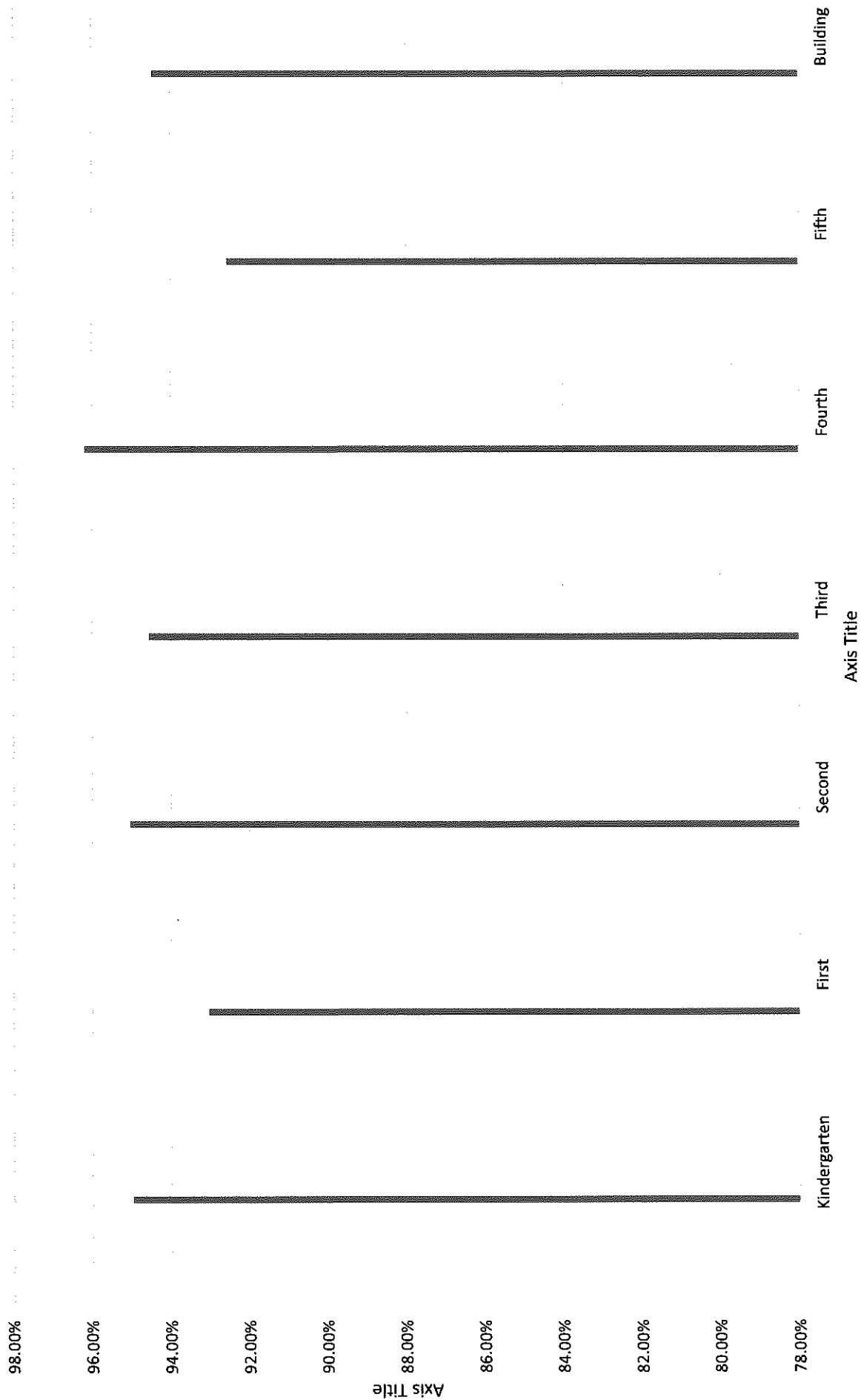
- Health and Safety-Fire Drill, Lockdown Drill
- Attendance Initiative
- ELA Assessment-Training and Implementation
- Intervention-Training, Schedules, and Implementation
- *i-Ready* Math-Implementation
- Intervention Planning, Goal Setting, and Implementation
- Data Analysis
- Empowering Professional Learning Teams

Family/Community Involvement

- Nez Perce Language Classes in Place
- Homecoming Parade
- Nez Perce Culture and Language Team Meeting-October 7
- Picture Retake Day-October 15
- Book BINGO in ASP-October 22
- Success Assemblies-October 23
- Celebrating Families-October 28

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

kliye pecepelihniku' wapáyat'as mamáy'asna hipewc'éeyu'cúukwenin'.



LAPWAI ELEMENTARY SCHOOL
ATTENDANCE
2026/2027

Leadership Team Meeting
Monday, September 23, 2026

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

Time: 3:40-7:00 PM
Location: Library
Bring: Snacks and Drinks
Device to Access DATA

Our Team Norms

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

1. Quick review of norms and minutes from last meeting (5 minutes)
2. Celebrations and good of the group (10 minutes)
3. ASP-Beau (10 minutes)
4. Study K – 5th Amira Data (15 minutes)
5. Study fluency and accuracy data and complete data table (30 minutes)
6. MTSS Leadership Team Meeting (30 minutes)
7. Write Goal for 2026-2027 (15 minutes)

ELA

The percentage of Lapwai Elementary School students in grades K–5 who achieve a score of proficient or above on the Amira ELA assessment will increase by **ten** percent from the **Fall 2025 to Spring 2026**.

RESULT: The percentage of Lapwai Elementary School students in grades K–5 who achieved a score of proficient or above on the Amira ELA assessment increased by **eighteen** percent from the Fall 2025 to Spring 2026.

IRI Longitudinal Data

	Fall				Spring		
	Red	Yellow	Green		Red	Yellow	Green
21-22	33.6	34.2	32.2		22	25	54
22-23	36	26	38		21.9	24.4	53.8
23-24	40.5	21.5	38		25	23.7	51.3
24-25	36.0	26.2	36.9		23.8	20.5	55.6
25-26	30	29	41		17	19	63
26-27	23	25	52				

Percent Students at Each Grade Level Meeting Benchmark Fall 2026-2027					
	Letter Naming Fluency	Oral Reading Fluency	Oral Reading Accuracy	Amira-ISIP	i-Ready
K				36	10
1				48	9
2				55	0
3				63	8
4				41	3
5				65	8

8. Write Goal for 2026-2027 (20 minutes)

Math

	Fall				Spring		
	Red	Yellow	Green		Red	Yellow	Green
22-23	46	52	3		16	41	43
23-24	38	58	4		11	47	42
24-25	46	52	3		12	45	43
25-26	36	63	1		15	42	43
26-27	36	58	6				



1 grade below



2-3 grades below

Fifty-five percent of Lapwai Elementary School students in grades K–5 will meet or exceed their expected growth targets on the *i-Ready Mathematics Assessment*, as measured from Fall 2025 to Spring 2026.

RESULT: Sixty-one percent of Lapwai Elementary School students in grades K–5 met or exceeded their expected growth targets on the *i-Ready Mathematics Assessment*, as measured from Fall 2025 to Spring 2026.

9. Write Goal for PBIS (15 minutes)
School-wide discipline referrals for the infractions of disrupting/defiance will decrease by 30% from spring 2025 to spring 2026 as reported through the SWIS data.
10. *Review effectiveness and plan for improvement of PLC+ (15 minutes)*
 - *Report from each Grade Level, Reading Team, and Behavior Team*
11. Amplify Materials Discussion (5 minutes)
12. Music Substitute (5 minutes)
13. Review Schedules (5 minutes)
14. Plan Professional Learning/Assessments for September/October 2026 (30 minutes)
September 26-

October 2-

October 2-8 Amira Assessment

October 9-Classroom Teachers and Interventionists Collaboration Meetings

October 16-

October 23-

October 30-Grading Day

Afternoon PLT+ Work on Common Challenge

Common Challenge Gallery Walk p.144

IPLPs

Micro Teaching p.72

Learning Walks p.69

ISAT Priority Standards (3-5)

Shanahan Research (2 or 3-5)

CKLA Resources-videos

i-Ready Resources

Handwriting Materials (k-2)

Subaru \$

15. Set date and develop agenda for next LT meeting and evaluate meeting effectiveness.

Professional Learning Agenda September 25, 2026

Faculty Meeting

Announcements

- CKLA Materials
- Subaru \$
- Good of the Group

Building Goals

- ELA
- Math

Common Challenges

Learning Intention

- I am learning to enhance my grade level/reading room common challenge.

Success Criteria

- It is grounded in evidence.
- It is observable and actionable.
- It will make a significant difference in students' learning.
- It is motivating us to engage in the work required to meet our goals and the goals we have for our students.

Where are we now? Where are we going? What does success look like at your grade level after 6 weeks?

Math Professional Learning

3-5	ISAT Math Priority Standards (continued)	Room 209
K-2	<i>i-Ready Math</i> Implementation	Room 215

Strategies to improve math achievement:

- ✚ *planning time for math built into PD or PLCs*
- ✚ *finding and using resources in i-Ready*
- ✚ *implementing afterschool program interventions aligned to Tier 3 interventions*
- ✚ *aligning core intervention to Tier 3 interventions*
- ✚ *creating high leverage games/activities*
- ✚ *using number talks*
- ✚ *perfecting use of fluency flight*
- ✚ *implementing motivating reinforcements for My Path*
- ✚ *setting paths appropriately for student needs*
- ✚ *retesting before conferences to make the best decisions moving forward*
- ✚ *using i-Ready resources to differentiate core instruction (fill holes, focusing on number sense*
- ✚ *using i-Ready resources to assist students in goal setting*
- ✚ *focusing on essential/priority standards*

<https://i-ready.padlet.org/bzeisse1/iReadyLapwai>

Math Professional Learning
October 2, 2026

K-2 *i-Ready Math* Implementation

Room 215

Strategies to improve math achievement:

- ✚ *planning time for math built into PD or PLCs*
- ✚ *finding and using resources in i-Ready*
- ✚ *implementing afterschool program interventions aligned to Tier 3 interventions*
- ✚ *aligning core intervention to Tier 3 interventions*
- ✚ *creating high leverage games/activities*
- ✚ *using number talks*
- ✚ *perfecting use of fluency flight*
- ✚ *implementing motivating reinforcements for My Path*
- ✚ *setting paths appropriately for student needs*
- ✚ *retesting before conferences to make the best decisions moving forward*
- ✚ *using i-Ready resources to differentiate core instruction (fill holes, focusing on number sense*
- ✚ *using i-Ready resources to assist students in goal setting*
- ✚ *focusing on essential/priority standards*

<https://i-ready.padlet.org/bzeisse1/iReadyLapwai>

PLC/MTSS Collaborative Meeting Agenda

October 9, 2026

Core (Tier 1) and Tier 2 Faculty

Suggested time: 25 minutes

Meeting Outcome: Every priority student leaves the meeting with a clearly documented instructional plan, and Tier 1 and Tier 2 faculty are clear about **what is being taught, how it is being taught, and how progress will be measured.**

1. **Review Current Data Prior to the Meeting and Identify a Priority Student**
 - Screening/benchmark data
 - Progress-monitoring data
 - Classroom performance
 - Intervention performance
 - Attendance, engagement, or behavior factors affecting progress
2. **Celebrations & Progress — 2 minutes**
 - What student growth are we seeing?
 - Which instructional practices or interventions appear to be working?
3. **Students Not Making Expected Progress — 10 minutes**

For each priority student:

 - What specific skill is the concern?
 - What does the data tell us?
 - Is the student receiving sufficient practice and instructional intensity outside of intervention?
 - Is the student engaged during intervention?
 - What should we **continue, adjust, intensify, or discontinue**?
4. **Instructional Action Plan — 10 minutes**

Document:

 - Student/skill focus
 - Agreed-upon instructional adjustment
 - Who is responsible
 - Progress-monitoring measure
 - Frequency of monitoring
 - Date the team will review progress-November 13
5. **Team Learning & Support — 2 minutes**
 - What patterns are we seeing across students?
 - Is there a need for modeling, coaching, observation, materials, or professional learning?
 - What information needs to be communicated to families?

Professional Collaboration Schedule for Friday Afternoon

Study the data and **BE PREPARED** to discuss individual student's needs.

Read information at the bottom of the page prior to meetings.

October 9, 2026

	Tier 2	Colleen/Cassidy	Tracy	Becca
	Meetings in Room 216	Meetings in Room 119	Meetings in Room 116	Meetings in Room 217
7:30-7:55	2			
1:25-1:50	1	K		5
1:50-2:15	5		1	4
2:15-2:40	K			
2:40-3:05	4		2	3
3:05-3:30	3			

Intervention Groups and Individual Interventions

If a student is making above or accelerated progress:

CELEBRATE and REPLICATE!

If student is not making progress:

- What specific skill is the concern?
- What does the data tell us?
- Is the student engaged during intervention?
- Is the student receiving sufficient practice and instructional intensity outside of intervention?
- What should we **continue, adjust, intensify, or discontinue?**

Family, Community, School Partnerships Contact Report 2026-2027

	Aug/Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May/June	Totals
Mrs. Bonner	27									
Mrs. Stamper	207									
Ms. Upah	128									
Ms. LaVielle	150									
Mrs. Paris	136									
Ms. Calkins	117									
Mrs. Hillman	115									
Mrs. Beckman	215									
Mrs. Hays	221									
Mr. Blyleven	100									
Mr. Woodford	119									
Mrs. Arthur	158									
Mrs. Terry	145									
Mrs. Melton	25/2									
Mrs. Wagner	116									
Total	1,979									

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

Enrollment Summary: Federal Ethnicity and Race Report as of 10/14/2026 (A)

View:		Students:		Date:					
Federal Ethnicity and Race		☒ All Active Enrollments		10/14/2026					
		☐ Current Selection							
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	16 M 10 /F 6	10 M 6 /F 4	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	1 M 1 /F 0	2 M 1 /F 1	2 M 1 /F 1	1 M 1 /F 0
K	33 M 17 /F 16	21 M 11 /F 10	0 M 0 /F 0	1 M 0 /F 1	0 M 0 /F 0	5 M 2 /F 3	3 M 2 /F 1	1 M 0 /F 1	2 M 2 /F 0
1	24 M 10 /F 14	15 M 6 /F 9	0 M 0 /F 0	1 M 0 /F 1	0 M 0 /F 0	2 M 1 /F 1	4 M 1 /F 3	2 M 2 /F 0	0 M 0 /F 0
2	28 M 14 /F 14	20 M 9 /F 11	0 M 0 /F 0	0 M 0 /F 0	1 M 1 /F 0	2 M 1 /F 1	4 M 3 /F 1	1 M 0 /F 1	0 M 0 /F 0
3	41 M 20 /F 21	33 M 16 /F 17	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	1 M 0 /F 1	4 M 1 /F 3	3 M 3 /F 0	0 M 0 /F 0
4	41 M 25 /F 16	30 M 21 /F 9	0 M 0 /F 0	0 M 0 /F 0	1 M 1 /F 0	3 M 1 /F 2	5 M 1 /F 4	2 M 1 /F 1	0 M 0 /F 0
5	37 M 16 /F 21	30 M 15 /F 15	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	1 M 0 /F 1	3 M 1 /F 2	3 M 0 /F 3	0 M 0 /F 0
Total	220 M 112 /F 108	159 M 84 /F 75	0 M 0 /F 0	2 M 0 /F 2	2 M 2 /F 0	15 M 6 /F 9	25 M 10 /F 15	14 M 7 /F 7	3 M 3 /F 0

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

Legend

Icons  Date Entry

9/1/2026

Date	Checks/Debits	Deposits	Balance
9/1/2026 Beginning Balance			\$14,965.86
9/9/2026 #1003	\$98.47		
9/30/2026 Interest Payment		2.33	
9/30/2026 Ending Balance			\$14,869.72

Statement of Accounts

ZIONS BANK®

PO BOX 26547
SALT LAKE CITY, UT 84126-0547

This Statement: September 30, 2026
Last Statement: August 31, 2026

Primary Account: 985904580

0012346

1593-06-0000-ZFN-PG0007-00001

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

Direct Inquiries to:
800-789-2265
WWW.ZIONS BANK.COM

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

SUMMARY OF ACCOUNT BALANCE

Account Type	Account Number	Account Ending Balance
BUSINESS MONEY MARKET	0985904580	\$14,869.72

BUSINESS MONEY MARKET 0985904580

0351

	Previous Balance	Deposits/Credits	Withdrawals/Debits	Checks Processed	Ending Balance
Count:		1	0	1	
Amount:	14,965.86	2.33	0.00	98.47-	14,869.72

DEPOSITS/CREDITS

Posting Date	Effective Date	Amount	Description
09/30	09/30	2.33	INTEREST PAYMENT

CHARGES/DEBITS

Posting Date	Effective Date	Amount	Description
09/09	09/09	98.47-	Check No: 000000001003

CHECKS PROCESSED

Number.....	Date.....	Amount
1003	09/09	\$98.47

ACTIVITY COUNT

	During this period
Total Items	2

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.

ZIONS BANK®

PO BOX 26547
SALT LAKE CITY, UT 84126-0547

September 30, 2026
LAPWAI SCHOOL DISTRICT #341
985904580

DAILY BALANCE

<i>Date.....</i>	<i>Balance</i>	<i>Date.....</i>	<i>Balance</i>	<i>Date.....</i>	<i>Balance</i>
09/01	\$14,965.86	09/09	\$14,867.39	09/30	\$14,869.72

INTEREST

Interest Earned This Statement Period	\$2.33	Number Of Days This Statement Period	30
Interest Paid Year-To-Date 2026	\$17.84		
Interest Paid Last Year 2025	\$3.49		

Current interest rate is 0.3000% with no rate change this statement period

Lapwai Middle High School Board Report

Georgia Sobotta, Principal

During this reporting period, our focus has been on attendance, student behavior, academic progress, and consistent school procedures. We have also continued staff collaboration and work with tribal and community partners to support our students. Thank you to our staff for helping with supervision, classroom coverage, and student support while we continue to address staffing needs.

Attendance and Academic Progress

We worked on attendance notices for families of students with five or more absences, with an emphasis on the risk of losing course credit. The notices explain the 12-absence semester limit, the January 22 semester end date, and opportunities for students to make up seat time and catch up on schoolwork through the 21st Century After School Program.

Beginning October 13, our first-hour tardy process uses BrightArrow notifications in place of individual calls. Families were informed that the first bell rings at 8:04 a.m. and the tardy bell at 8:07 a.m. Students must obtain a tardy slip, and first-hour tardies are marked unexcused unless a parent or guardian contacts the office to excuse them. We also reminded families that excessive tardies, including excused tardies, may result in after-school detention.

We reviewed senior transcripts and worked on individual graduation credit summaries aligned with the 46-credit graduation requirement. This work identifies remaining coursework, credit recovery needs, and possible missing transfer credits so students and families can address concerns during senior year.

After School Support and Family Communication

The 21st Century After School Program was underway by the end of September. The program runs Monday through Thursday from 3:15 to 5:15 p.m., with Josh Nellesen and Sam Maynes serving as contacts. We worked on teacher referral procedures and reinforced the importance of contacting families when students are failing or showing declining progress. Staff and coaches were also reminded to prioritize academic support when students are ineligible.

Mid-quarter grades were due October 2. Staff were asked to update PowerSchool, contact families, and refer students for additional support. We continue to emphasize both positive communication and early notice of concerns so families are aware of student progress before conferences.

Planning is underway for parent and guardian conferences on November 5 and 6. Our conference planning includes work on a Google Form and a master scheduling spreadsheet with individual teacher schedules and 15-minute appointments. October 30 is grading day.

Student Behavior and SWIS Data

The SWIS School Summary generated October 14 shows 185 referrals recorded for the 2026-27 school year to date. These figures cover the school year to date, rather than September 15 through October 14 alone.

Reporting period	Referrals recorded
August	5
September full month	134
October as of October 14	46
School year to date	185

September averaged 6.38 referrals per school day across 21 days. October is incomplete, and the report uses all 21 scheduled October school days in its displayed average. It is too early to use that average to conclude that referrals have decreased.

The most frequent primary behavior categories were staff-managed minor defiance or noncompliance, with 55 referrals (29.73%); minor disruption, with 31 (16.76%); and minor technology violations, with 31 (16.76%). These three categories account for 63.24% of recorded referrals. Additional behaviors listed within referrals are not separate referral totals.

Classrooms accounted for 98 referrals (52.97%), the library for 52 (28.11%), and hallways for 16 (8.65%). Eighth grade accounted for 84 referrals (45.41%). These patterns support continued attention to classroom expectations, technology use, and targeted eighth-grade support. Location coding and the activities taking place in those spaces should be reviewed before drawing conclusions about supervision.

Our school team continued work on eighth-grade support, restorative practices, cell phone contracts, and after-school detention procedures. Staff have been reminded to document behaviors in SWIS and contact families. We also worked on a brief technology agreement and procedures for providing assignments and academic support to students assigned to in-school suspension.

Safety and Daily Operations

We organized staff duties for morning arrival, student checks when required, phone collection for students on contracts, hallway walkthroughs, lunch supervision, tardy slips, and detention. Staff were reminded to step into hallways during transitions, particularly in the middle school area, where horseplay has been reported.

Teachers were asked to walk ninth- and tenth-grade students from Build Up Block to the cafeteria and ensure they go through the lunch line. We reinforced front office checkout procedures and documented parent or guardian permission before students leave campus. Concerns about handbook wording for campus checkout were shared with administration for clarification.

Parking lot concerns were shared with the superintendent and maintenance, including vehicle speed, congestion, and a reported collision during dismissal. Possible responses discussed included signs, cones, and Tribal Police support. The calendar also included a September 28 fire drill and an October 6 CTE building design meeting. Front office reminders emphasized a welcoming environment while protecting confidential conversations.

Instruction and School Improvement

Professional Learning Teams continued work in math, English, and student engagement. Staff were asked to identify a focused instructional entry point, such as formative assessment, common learning targets, student work, or data review. October 2 collaboration time included goals, Individualized Professional Learning Plans, grades, family contacts, and after-school referrals.

Our team continued work on the Schoolwide Improvement Plan and Cognia accreditation, including accreditation team meetings and collaboration to finalize the improvement plan. Updates emphasized a welcoming, culturally responsive school, our partnership with the Nez Perce Tribe, and the role of the 21st Century After School Program.

Math consultation planning continued with RunningHorse Livingston of Mathmetize in collaboration with the Nez Perce Tribe Education Department. Science collaboration also continued, with a science team meeting on the October 9 calendar and an OpenSciEd cross-curricular meeting scheduled for October 16.

Leadership and Partnerships

Leadership development and collaboration included principal mentoring and coaching, a September 17 administration conference, and the Idaho Principal Mentoring Project on September 24 and 25. Regional principals and district administration meetings were scheduled for October 14.

Student support collaboration included Check-In meetings, 21st CCLC planning, Second Step staff collaboration, a meeting with the Nez Perce Tribe Boys and Girls Club, and an October 7 Tier 2 behavior support fidelity meeting.

Otis Halfmoon provided staff professional development on September 18 focused on the Nez Perce War of 1877. Collaboration with Joyce McFarland and tribal education partners continued around cultural learning and student voice.

Student Activities and Opportunities

- September 23: An Eastern Washington University field trip was scheduled for tenth- and eleventh-grade students.
- September 24: School activities included the Suicide and Remembrance Walk and the Nez Perce Tribe Youth Advisory Board.
- September 28 through October 3: Homecoming activities included assemblies, float preparation, the October 2 parade and football game against Prairie, and the October 3 dance.
- October 13: Juniors and seniors had the NACAC National College Fair opportunity. Indian Education also began a student trip to the Rise Up Conference in Spokane, with a return planned for October 15.
- October 14: Health and art field trips were included in the school schedule.

Fall football, volleyball, and cheer continued. Athletic collaboration addressed attendance, eligibility, and conduct. A response was also prepared to address concerns about a culturally disrespectful chant at an away volleyball match, emphasizing respectful treatment of our students and follow-up with school and athletic leadership.

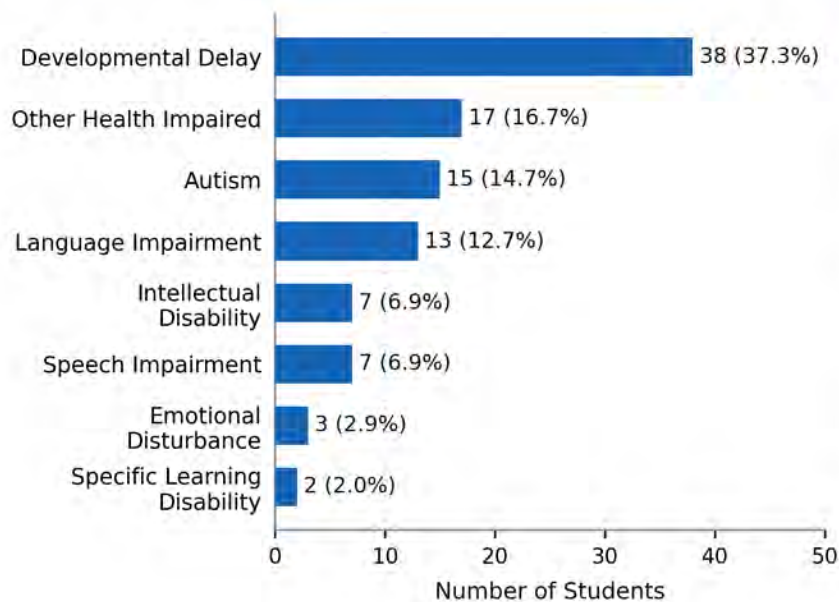
Priorities for the Next Reporting Period

Our next priorities are attendance and credit monitoring, targeted behavior support, and November conferences. Upcoming work includes October 16 OpenSciEd collaboration and the CSI convening in Plummer, along with accreditation and improvement planning. Thank you to our staff and community partners for supporting our students.



Special Education Disability Categories

Total Students Served: 102

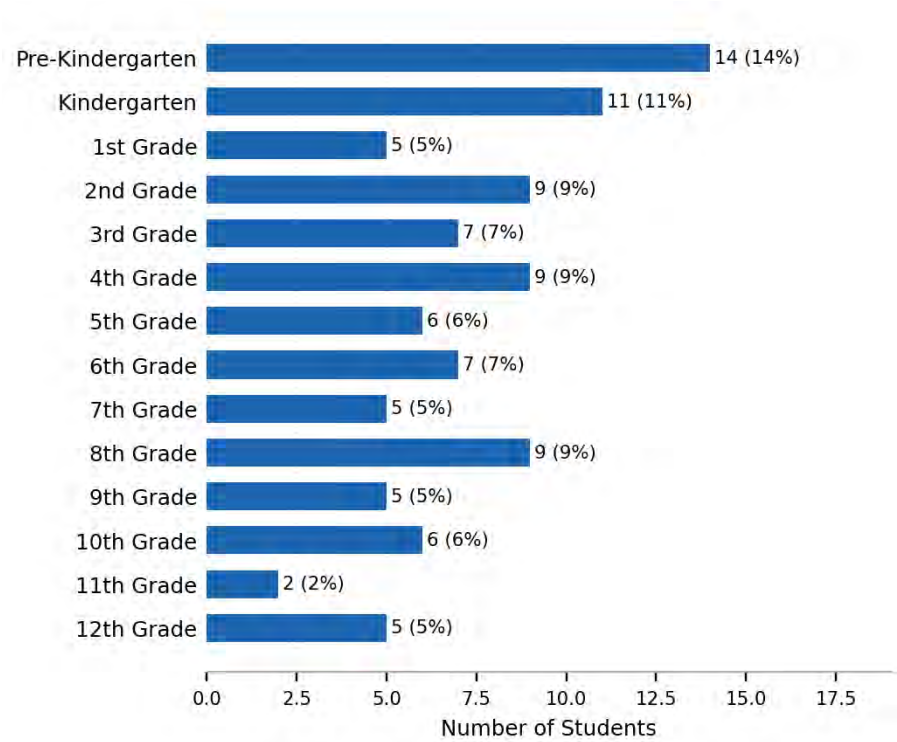


Disability	Count	Percent
Developmental Delay	38	37.3%
Other Health Impaired	17	16.7%
Autism	15	14.7%
Language Impairment	13	12.7%
Intellectual Disability	7	6.9%
Speech Impairment	7	6.9%
Emotional Disturbance	3	2.9%
Specific Learning Disability	2	2.0%

Number of Students

Special Education by Grade Level

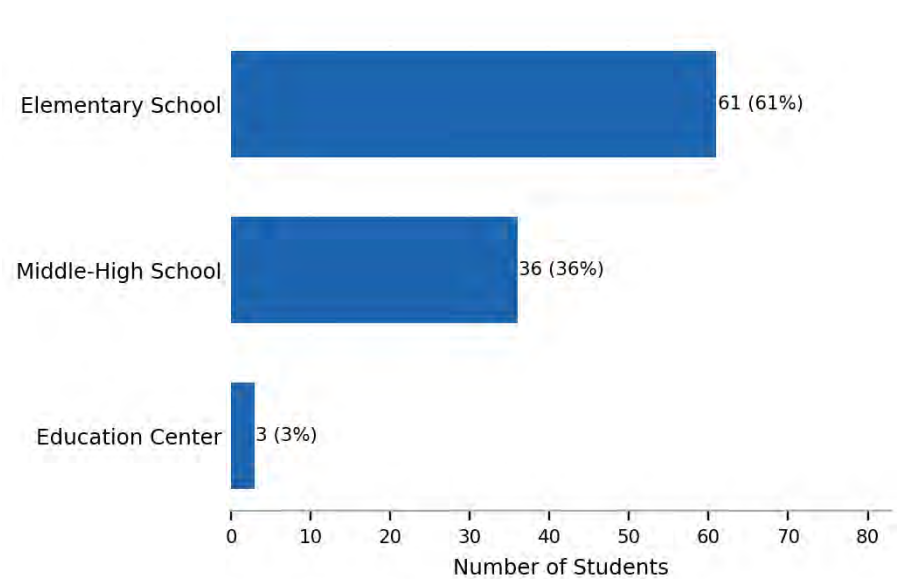
Total Students Served: 100



Grade Level	Count	Percent
Pre-Kindergarten	14	14%
Kindergarten	11	11%
1st Grade	5	5%
2nd Grade	9	9%
3rd Grade	7	7%
4th Grade	9	9%
5th Grade	6	6%
6th Grade	7	7%
7th Grade	5	5%
8th Grade	9	9%
9th Grade	5	5%
10th Grade	6	6%
11th Grade	2	2%
12th Grade	5	5%

Special Education by School and Program

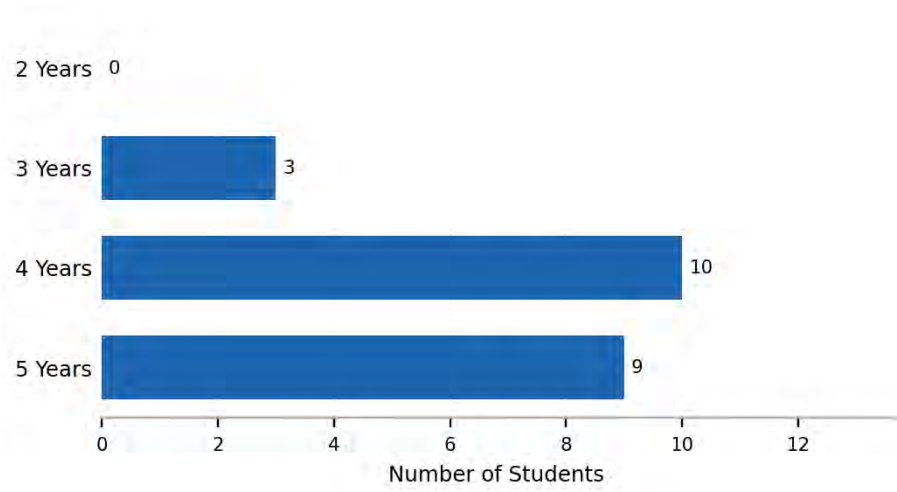
Total Students Served: 100



School or Program	Count	Percent
Elementary School	61	61%
Middle-High School	36	36%
Education Center	3	3%

Special Education Early Childhood Age Breakdown

Total Students Ages 2-5 Served: 22



Age	Count
2 Years	0
3 Years	3
4 Years	10
5 Years	9

Special Education Disability Needs by School

Total Students

100

Elementary School

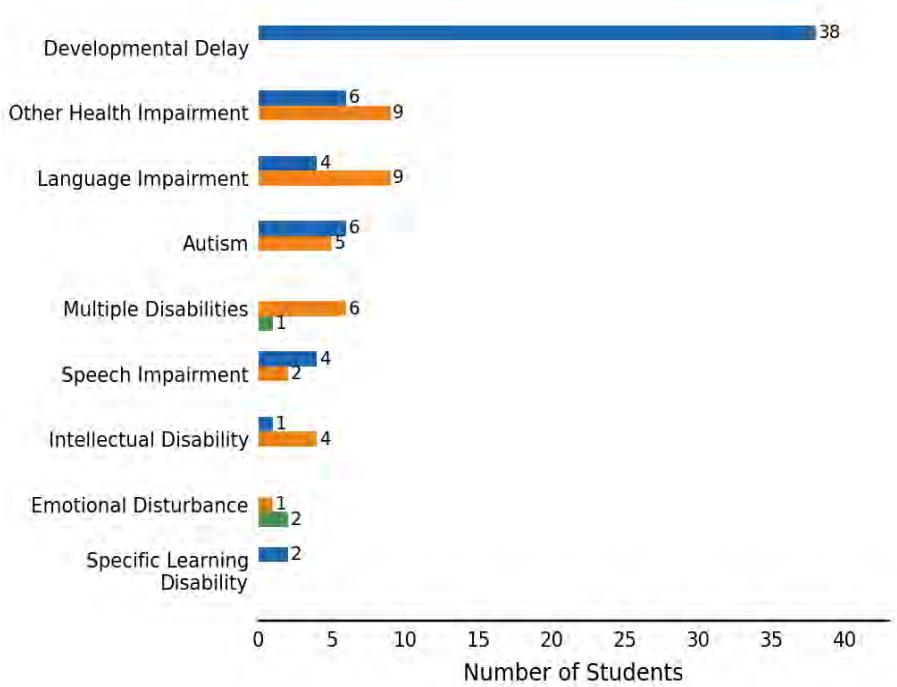
61

Middle-High School

36

Education Center

3



Disability	Elem.	M-H	Ed. Ctr.	Total
Developmental Delay	38	0	0	38
Other Health Impairment	6	9	0	15
Language Impairment	4	9	0	13
Autism	6	5	0	11
Multiple Disabilities	0	6	1	7
Speech Impairment	4	2	0	6
Intellectual Disability	1	4	0	5
Emotional Disturbance	0	1	2	3
Specific Learning Disability	2	0	0	2

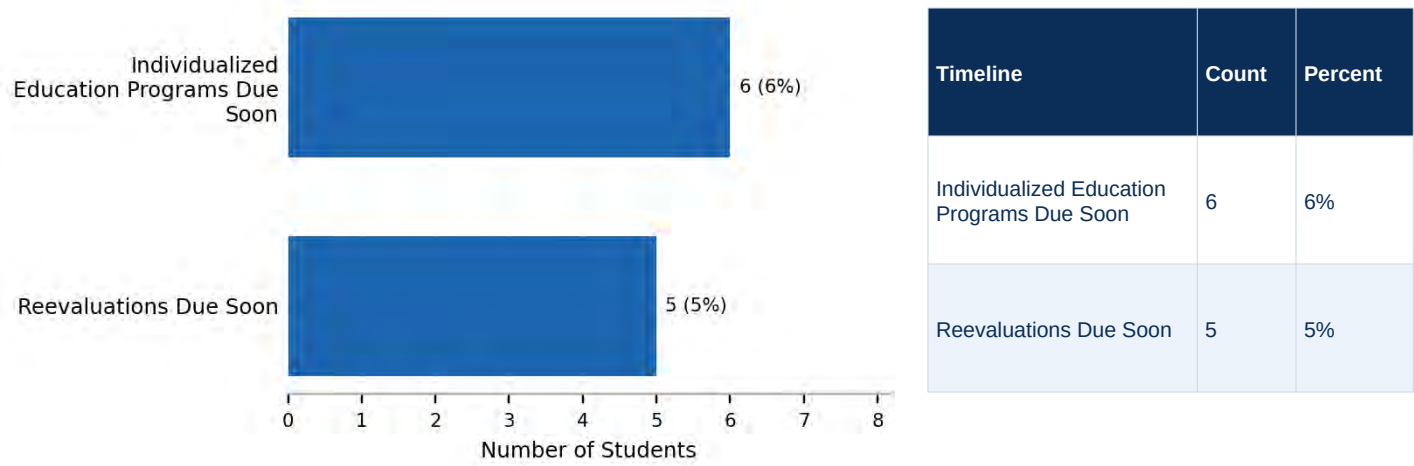
Elementary School Middle-High School Education Center

Special Education Timelines Due Soon

Total Students
100

Students Due Soon
9

Deadlines Due Soon
11



Board Planning Takeaways

Total Students Served: 100

Districtwide Service Picture

100
Students Served

9 Disability Categories

14 Grade Levels

3 Schools or Programs

Elementary Service Planning

61
Elementary Students

61% of All Students

38 Developmental Delay

Staffing and Coverage

Early Childhood Support

22
Students Ages 2-5

14 Pre-Kindergarten Students

3 Students Age 3

Family Partnership

Program Reviews and Reevaluation Work

11
Deadlines Due Soon

9 Students Due Soon

6 Program Review Deadlines

Review Scheduling

Planning Focus
Staff coverage | Related services | Early childhood | Timely reviews

Comprehensive Evaluation Handbook

January 2026 | A resource for thoughtful, student-centered evaluations

What it is

The Comprehensive Evaluation Handbook is a practical guide for planning evaluations, understanding student needs, determining eligibility, and writing clear, useful reports. Available through our Special Education Staff Hub, it gives team members a shared reference from referral through instructional recommendations.

Why it matters for students and families

A strong evaluation helps us understand how a child learns, recognize strengths, and identify supports that make a difference in the classroom. The handbook emphasizes family participation, multiple sources of information, and thoughtful consideration of culture, language, and educational experiences.

Supporting our team's work

Chapter Seven focuses on writing meaningful, actionable eligibility reports. Its guidance connects assessment findings to instruction, goals, services, and accommodations while making reports easier for families and educators to understand.

Why we are sharing it with the Board

This resource illustrates the professional knowledge and collaboration behind individualized services. For Lapwai, it supports our commitment to respectful family partnerships and educational planning that honors each student's strengths, identity, and potential. Including the handbook gives Board members a closer look at the thoughtful work that supports student learning.

The complete 89-page handbook follows.

Comprehensive Evaluation Handbook





Table of Contents

Chapter One: Child Find..... 4

LEA Responsibilities 4

Access to Core Instruction and Intervention 5

The Problem-Solving Process: The Role of the Problem-Solving Team (PST) 8

Why the Problem-Solving Team Approach Matters 10

Tiered Supports: A Continuum of Intervention 11

Progress Monitoring: Making Data-Driven Decisions 13

Key Considerations Before Referral 14

Key Points 15

Resources 16

Chapter Two: The Referral Process 17

Initiating a Referral.....17

The Multidisciplinary Team Approach.....19

Preventing Disproportionality in Referrals.....21

What Happens During the Referral? 22

Referral Documentation Essentials.....27

Developing Referral Questions and Hypotheses 28

Key Points 30

Resources.....30

Chapter Three: The Reevaluation Process 31

When Reevaluations are Required 31

Beginning the Reevaluation 31

To Test or Not to Test?.....34

Timelines 35

Decision and Documentation 35

Key Points: The Reevaluation Process 36

Resources.....37

Chapter Four: Consent for Assessment..... 38

Informed Consent.....38

Consent Requirements 38

Designing an Intentional Assessment Plan 39

Addressing Cultural and Linguistic Differences.....41

Ensuring Instructional Opportunity 41

Team Responsibilities 42

Communication and Coordination.....43

Key Points: Consent for Assessment 43

Resources.....44

Chapter Five: Components of a Comprehensive Evaluation..... 45

Purpose of a Comprehensive Evaluation 45

What is a Comprehensive Evaluation? 46

Required Team Members.....49

Conducting the Evaluation 49

Staying Coordinated as a Team 53



Communicating with Parents	54
Key Points	54
Resources	55
Chapter Six: Determining Eligibility	56
Purpose of Eligibility Determination	56
Disability Categories	57
Required Team Members	58
The Three-Prong Test for Eligibility	59
Collaborative Decision-Making	62
Writing Recommendations	63
Wrapping Up the Eligibility Process	67
Key Points	67
Resources	68
Chapter Seven: Writing Meaningful and Actionable Eligibility Reports	69
The Purpose of the Eligibility Report	69
Intended Audience	69
Parent-Friendly and Readable Reports	70
Conciseness and Meaningful Content	70
Actionable Information	71
Legal and Ethical Standards for Report Writing	71
Selecting and Presenting Scores	72
Including Sensitive Information	72
Parent Input: Strengths and Needs	72
Reevaluation Eligibility Reports	73
Conducting Family-Centered Eligibility Meetings	73
Connecting Evaluation Data to IEP Development	76
Key Points	77
Resources	78
Chapter Eight: Functional Behavior Assessment	79
What is an FBA?	79
Common Functions of Behavior	79
Two Guiding Questions	80
When to Conduct an FBA	80
Legal Requirements	81
Who Participates in the FBA?	82
Collaborative Structure for FBA Meetings	82
Core Steps of the FBA Process	83
From FBA to Action: Making Recommendations	85
Considering Student Background and Life Experience	85
Ethical Considerations	86
Common Questions	86
Team Reflection Questions	86
Key Points	87
Resources	88

Chapter One: Child Find

The Individuals with Disabilities Education Act (IDEA) establishes a clear mandate for all public-school Local Education Agencies (LEAs) to identify, locate, and evaluate children who may require special education and related services. This mandate, known as Child Find, is not a one-time requirement but an ongoing responsibility that begins within the general education setting and is deeply connected to instruction, intervention, and collaborative problem-solving.

Under IDEA, Child Find is not optional. LEAs must proactively identify students who are suspected of having disabilities, even if those students are advancing from grade to grade or demonstrating some academic success. This includes students who may have cognitive, behavioral, emotional, or physical challenges that impact their ability to access the general education curriculum.

Failure to fulfill Child Find obligations can result in significant legal and educational consequences, including findings of denial of a Free Appropriate Public Education (FAPE), orders for compensatory education, and substantial financial liability through legal proceedings and settlements.

This chapter outlines the core practices and systems that support Child Find, including the use of tiered supports, data-based decision making, and structured progress monitoring.

*These foundational tools help ensure that all students are provided **equitable access** to educational opportunities and that referrals for special education are timely and appropriate.*

LEA Responsibilities

Each LEA is responsible for establishing and maintaining a Child Find system to locate, identify, and evaluate students suspected of having disabilities, ages 3 through the semester in which they turn 21, who may need special education. These Child Find responsibilities include students who are:

- Enrolled or may be enrolled in the LEA
- Enrolled in alternative schools
- Enrolled in district authorized charter schools that do not operate as separate LEAs*
- Enrolled in homeschool
- Enrolled by their parents in private schools located in the LEA's geographic boundaries
- Not enrolled in the elementary or secondary school, including students ages 3 to 5
- Advancing from grade to grade
- Highly mobile (such as a migrant or homeless student)
- Wards of the state

**Charter schools that operate as their own LEA are independently responsible for Child Find for students enrolled in that charter.*

Screening and the Role of General Education

LEAs fulfill their Child Find responsibilities through a combination of screening procedures, the general education problem-solving process, and formal referrals to consider a special education evaluation. These methods ensure early identification of students who may be struggling and in need of additional support or evaluation.

Screening serves as an early, informal process to flag students who may not be meeting state-adopted standards such as the [Idaho Content Standards](#) or the [Idaho Early Learning eGuidelines](#). While it is not diagnostic, screening provides valuable insight into students' current performance and instructional needs. Examples of screening tools and data sources include:

- Statewide assessment results
- Curriculum-based measures (CBMs)
- Teacher observations and anecdotal records
- Daily classroom performance
- Vision and hearing screeners
- Developmental milestone reviews
- Kindergarten readiness screeners



Important Note: Screening is not an evaluation. Rather, it is used to inform instruction and guide intervention planning. When conducted with fidelity, screening supports teachers and specialists in determining appropriate strategies for addressing academic or behavioral concerns **within the general education setting**.

As part of determining whether a student should be supported through general education interventions or referred for a special education evaluation, the team must consider a key factor: Has the student had adequate access to core instruction and intervention? This includes evaluating instructional quality, the effect of any cultural or linguistic factors, and the fidelity of any Tier 1 or Tier 2 supports previously provided.

Access to Core Instruction and Intervention

As part of the referral process for a comprehensive evaluation, the educational team must consider whether the student has had meaningful access to high-quality, grade-level instruction and evidence-based interventions. This ensures that the student's difficulties are not primarily the result of inadequate instruction or lack of opportunity to learn. These supports are integral to a school's general education framework and represent not only best practice, but also a legal requirement under IDEA. Ensuring equitable access to core

instruction is essential for distinguishing between a true disability and challenges stemming from instructional gaps, inconsistent support, or environmental factors. This step is **critical** in maintaining both educational integrity and compliance with federal mandates.

The team must examine the concern, how it presents, what interventions have been used and their results, and whether the student has had adequate access to appropriate instruction.

What is the area of concern?

Clearly defining the area of concern is critical for several reasons. First, it allows the problem-solving team to align their plan with the student's specific needs. If the student is referred for an evaluation, a vague or overly broad concern can lead to disjointed assessment practices and missed opportunities to gather meaningful data. Second, identifying the concern with clarity helps determine which eligibility category or categories should be considered. Third, a well-defined concern serves as the foundation for formulating effective **referral questions**, which drive the evaluation and inform decisions about eligibility, services, and instruction. Finally, a specific concern helps the team rule out **external factors** (e.g., instructional quality, language barriers, or trauma) that may be impacting the student's performance but do not constitute a disability.

Example: The team has identified a concern for a student in reading comprehension. Specifically, the student's teacher has identified that the student struggles significantly with understanding grade-level texts, particularly with identifying main ideas and recalling key details after reading.

How does it present for the student?

Understanding how a concern presents for an individual student is essential to ensure that the problem-solving team accurately identifies the **functional impact** and area of need. While a concern may align with a broad academic or behavioral domain (e.g., reading comprehension, task initiation, social interaction), students often exhibit these challenges in unique and nuanced ways. Describing how the difficulty manifests within the educational setting helps the team determine the **severity** and **frequency** of the student's academic or behavioral struggles, whether the concern interferes with access to instruction, and whether the concern is situational (e.g., only during testing or transitions) or more pervasive across settings. In addition, it supports decision-making about whether the difficulty may be due to language acquisition, environmental mismatch, or a potential disability.

Example: The student can decode grade-level words accurately but has difficulty answering basic questions about what they have read. During independent reading time, the student

often appears frustrated, avoids tasks involving comprehension questions, and gives unrelated or vague responses when asked to summarize passages.

What interventions have already been attempted, and with what results?

Understanding what interventions have already been implemented and how the student responded is essential for informed and appropriate decision-making. This information helps the team determine whether challenges persist despite targeted support and provides a baseline for future instructional planning. A well-documented intervention history allows the team to identify which strategies have been effective or ineffective; evaluate the intensity, duration, and fidelity of supports provided; interpret progress monitoring data in context; avoid duplication of services; and align future supports with student need.



Best Practice Tip: This review not only informs eligibility decisions but also ensures that any services provided, whether through general education or special education, are rooted in meaningful, data-driven insight.

Example: The MTSS team has implemented the following interventions for the student:

- Small group instruction using evidence-based comprehension strategies for 30 minutes, 4 times per week, over 6 weeks.
- Graphic organizers to support story mapping during guided reading sessions.
- Check-ins with a reading specialist twice a week.

Results: Progress monitoring data indicate minimal improvement; the student continues to score significantly below grade level on curriculum-based comprehension probes. Teacher observations indicate the student requires frequent prompting to complete comprehension tasks.

Has the student had access to instruction?

A critical part of any referral decision is reviewing whether the student has had access to high-quality, grade-level instruction. This includes confirming the following:

- **Instructional fidelity:** teaching has been delivered as intended, using evidence-based practices; and
- **Contextual relevance:** the student's language, background, and experiences have been considered when planning and delivering instruction.

Understanding a student's cultural and linguistic background is an important part of interpreting their academic and behavioral needs. When teams take these factors into account, they are better able to differentiate between challenges rooted in a potential disability and those influenced by language development, cultural mismatch, or life experiences. Failing to consider these elements may lead to misunderstandings about the root cause of a student's difficulties and increase the risk of inappropriate referrals.

Thoughtful reflection on these contextual factors helps ensure that evaluation decisions are accurate, equitable, and responsive to each student's unique circumstances.

Example: The student is an English Learner who receives grade-level instruction in English, but receives limited language supports. Classroom observations indicate that the student is engaged but frequently misunderstands task directions, suggesting that English language skills, not a disability, may be contributing to their academic difficulties.

The Problem-Solving Process: The Role of the Problem-Solving Team (PST)

The purpose of the problem-solving process is to collaboratively address the educational or behavioral needs of any student who is struggling to meet general education content standards. A Problem-Solving Team (PST) is a group of educators, including general and special education teachers, administrators, counselors, and school psychologists, who come together to identify and address learning and behavioral difficulties experienced by students.

The primary goal of the PST is to use a structured, data-driven approach to understand why a particular student is experiencing challenges and to develop an effective plan to support their success. To do this, the team collects and analyzes data related to the student's academic performance, behavior, and social-emotional functioning to uncover the root causes of their difficulties. Based on these findings, the PST designs and implements targeted, evidence-based interventions, then closely monitors the student's progress over time to evaluate whether supports are effective or need to be adjusted.

As part of the general education process, problem-solving teams should implement and document interventions for any student who is failing to meet grade-level expectations prior to or in conjunction with considering a referral for special education evaluation.

LEAs are required to establish a PST and a structured process for planning interventions and determining the appropriateness of special education referrals. **This team operates within general education** and plays a critical role in supporting students who are struggling academically, behaviorally, or socially before considering an evaluation under IDEA.

The PST brings together educators from various disciplines, typically including general and special education teachers, school psychologists, counselors, and administrators, to

collaboratively analyze concerns, develop and monitor interventions, and make data-informed decisions. The team's purpose is not only to address student needs but to ensure that referrals for special education are appropriate, well-supported, and legally defensible.

By implementing a clearly defined process for reviewing student progress, identifying instructional barriers, and ruling out exclusionary factors, the PST helps schools fulfill their Child Find obligations and avoid unnecessary or premature referrals. When functioning effectively, the PST ensures that students are given a genuine opportunity to succeed within general education before formal evaluation is pursued.

The PST uses a structured, data-driven approach to:

Identify why a student is struggling

The PST works collaboratively to determine the root cause(s) of a student's academic, behavioral, or social-emotional challenges. This involves examining factors such as instructional practices, attendance, engagement, cultural or linguistic considerations, and possible external stressors. By clarifying why difficulties are occurring, the team can develop more precise and effective supports.

Collect and analyze academic, behavioral, and/or social-emotional data

The team gathers multiple sources of information, including grades, assessments, observations, teacher input, behavior logs, and screening tools. They use these data sources to identify patterns and trends over time, which helps them make objective, evidence-based decisions rather than relying solely on subjective impressions or isolated incidents.

Develop and implement targeted interventions

Based on the identified needs, the PST creates interventions tailored to address the student's specific difficulties. These interventions are research-based, clearly defined, and designed to be delivered with fidelity. Interventions may include instructional strategies, behavioral supports, accommodations, or changes to the learning environment.

Monitor student progress over time

The PST establishes a plan to regularly measure the student's response to interventions through data collection and progress monitoring. This ongoing process allows the team to explore the effectiveness of interventions, make necessary adjustments, and determine whether the student's difficulties can be addressed with general education supports or if a referral for special education evaluation is warranted.

The PST is not a special education team—it is a function of general education. Its purpose is to ensure that all students have equitable access to learning supports and prevent unnecessary referrals by addressing concerns early.

Why the Problem-Solving Team Approach Matters

The PST approach extends beyond compliance; it is a proactive, research-informed approach that promotes early support, instructional equity, and data-driven decision making. The PST model ensures that students are given a meaningful opportunity to succeed before pursuing a referral to consider a special education evaluation.

Ensures high-quality instruction

One of the PST's primary responsibilities is to examine whether the student has received high-quality, standards-aligned Tier 1 instruction delivered with fidelity. By analyzing the student's response to core instruction, the team can determine whether difficulties may be rooted in a true disability or are instead the result of inconsistent, inappropriate, or insufficient teaching. Ensuring that instruction has been accessible, evidence-based, and responsive to student needs is essential for making valid decisions about next steps in the intervention or evaluation process.

Enables early identification and support

The PST plays a critical role in identifying and addressing academic and behavioral concerns before they escalate into more significant challenges. By intervening early through data analysis, targeted supports, and regular monitoring, the team can help close learning gaps before they widen. Early, structured intervention not only promotes student success but also supports the development of confidence, engagement, and school connectedness.

Reduces inappropriate special education referrals

An effective PST process minimizes unnecessary referrals by ensuring that students receive targeted, research-based interventions within general education. Through systematic implementation and progress monitoring, the team can determine whether a student's difficulties are responsive to supports or whether a comprehensive evaluation is needed. This careful approach helps ensure that evaluations pursued are appropriate and warranted.

Provides legally defensible documentation

The PST process generates detailed documentation of instructional decisions, interventions attempted, student response, and data-driven conclusions. This record demonstrates that the LEA has met its legal obligation under IDEA to provide appropriate instruction and interventions before a referral. Thorough documentation also strengthens eligibility determinations and protects the LEA in the event of a due process complaint or audit.

The PST plays a critical role in determining whether a student's lack of progress stems from a disability or from insufficient instruction or intervention. This student-centered, data-driven process promotes educational equity, reduces misidentification, and ensures that all students receive the support they need to succeed.

Tiered Supports: A Continuum of Intervention

As defined in the *Idaho Special Education Manual (Chapter 1, Section 1E)*, a “multi-tiered system of support (MTSS) is a systemic educational practice of matching educational instruction and interventions to the needs of students. MTSS is a data-driven model involving frequent monitoring of student progress to determine if interventions are needed to improve individual student outcomes using evidence-based practices.”

A strong MTSS approach ensures that every student receives the level of assistance they need to succeed, whether through high-quality core instruction, targeted small-group interventions, or intensive individualized support. The MTSS framework organizes interventions into three tiers, representing a continuum of increasing intensity based on students' specific needs. This tiered approach is rooted in the knowledge that early, data-driven interventions can prevent more significant learning and behavioral challenges. By systematically matching the level of support to each student's response to instruction, educators can promote equitable opportunities, close achievement gaps, and reduce unnecessary referrals to special education.

While the terms MTSS and Response to Intervention (RTI) are often used interchangeably, they are not the same.

Response to Intervention (RTI) is a system that aims to identify and address academic challenges through high-quality instruction, targeted interventions, and frequent progress monitoring.

A Multi-Tiered System of Supports (MTSS) is a broader framework that includes RTI but also integrates supports for behavior, social-emotional well-being, and attendance, offering a whole-child approach to student success.

While RTI addresses what support is needed for academic difficulties, MTSS addresses how schools organize and deliver comprehensive supports across domains. MTSS emphasizes collaboration, systems-level data use, and equitable access to instruction and intervention.

Participation in RTI or MTSS does not delay or replace the LEA's Child Find obligation. If a disability is suspected, the team must initiate an evaluation, even if the student is currently receiving tiered supports.

Tiered Supports:

Tier 1: Universal Instruction (All Students)

Tier 1 forms the foundation of effective teaching and learning for every student. At this level, all students receive high-quality, standards-aligned instruction designed to meet diverse needs within the general education classroom. Universal screening helps identify students who may need additional support, while regular communication with parents keeps each family informed about their child's progress and learning goals. Educators use data from formative assessments and other sources to make timely, informed adjustments to instruction, ensuring that the core curriculum is accessible to all learners.

Tier 2: Targeted Support (Some Students)

For students who do not make adequate progress with universal instruction alone, Tier 2 provides targeted interventions tailored to specific skill deficits. These interventions are typically delivered in small groups and use evidence-based programs focused on areas such as reading, math, or social-emotional skills. Progress monitoring occurs more frequently at this level to ensure interventions are effective and to make necessary adjustments. Ongoing family engagement is a key component, with parents receiving regular updates on their child's progress and strategies to support learning at home.

Tier 3: Intensive Support (Few Students)

When students continue to struggle despite targeted interventions, Tier 3 offers the most intensive level of support. This tier involves individualized or very small group instruction, with increased instructional time or intervention frequency to address persistent academic or behavioral challenges. Diagnostic assessments help refine intervention targets, allowing educators to tailor strategies with precision. Progress is closely monitored through detailed, frequent assessments to evaluate the student's response and guide next steps. Throughout Tier 3, educators maintain consistent, transparent communication with parents to ensure collaborative support for the student.

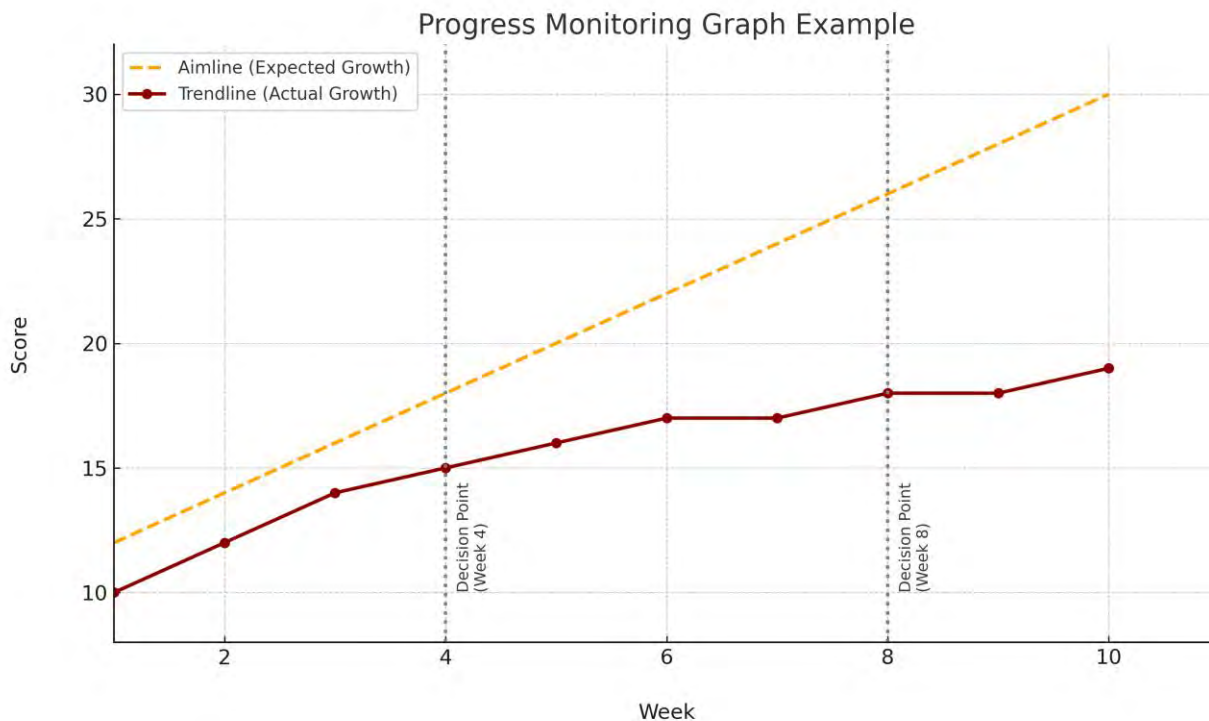


Important Note: Students receiving Tier 2 or Tier 3 interventions remain general education students. Participation in these supports does not constitute special education placement or eligibility. MTSS is a fluid, needs-based framework that allows students to move between tiers based on progress and evolving needs. This structure ensures students receive the right support at the right time, without assigning fixed labels or stigmatizing designations.

Progress Monitoring: Making Data-Driven Decisions

Progress monitoring is an essential component of a data-driven educational framework and plays a pivotal role in evaluating a student's response to instruction and intervention. This process involves administering brief, systematic assessments at regular intervals to track the student's skill development over time. The resulting data provide objective, actionable insights that help teams determine the effectiveness of an intervention, identify when a student has made sufficient progress to discontinue support, or recognize when more intensive interventions or a referral for a special education evaluation may be warranted. Effective progress monitoring is grounded in several key elements:

- The **aimline** represents the student's expected rate of improvement over time, aligned with grade-level benchmarks or individualized goals.
- The **trendline** reflects the student's actual performance trajectory based on the data collected. Comparing the trendline and the aimline allows teams to determine whether the student is on track or if a change in instructional strategy is necessary.
- **Decision points** are preestablished moments in the progress monitoring timeline that prompt the team to review data and adjust supports. Additionally, student growth should be compared to local or national norms to evaluate whether the progress being made is typical for peers.



From a legal standpoint, progress monitoring is not merely a best practice; it is a requirement under the IDEA, specifically for eligibility determination under the category of Specific

Learning Disability. IDEA mandates “data-based documentation of repeated assessments of achievement” (34 CFR § 300.309). This documentation must include a standardized, norm-referenced, or criterion-referenced measure with interpretive data, such as the student’s rate of improvement and how it compares to normative expectations. These data help ensure that decisions about eligibility are rooted in objective evidence, rather than subjective observation alone.

Key Considerations Before Referral

Before initiating a referral for a special education evaluation, the educational team must pause to consider several critical factors.

A special education evaluation is a formal process used to determine whether a student has a disability. This determination carries significant legal, instructional, and emotional implications.

As such, referrals should never be made lightly or reactively. Instead, they should be the result of a thoughtful, systematic process that considers the full scope of a student’s educational experience and the interventions that have already been provided. Teams must consider the following when making their determination to move forward with a referral:

- 1) Teams must confirm that the student has consistently accessed high-quality, grade-level instruction. As outlined earlier, this includes evaluating the integrity of Tier 1 instruction and ensuring it was delivered using evidence-based practices. Without this foundation, the team cannot reliably determine whether the concern reflects a potential disability or instructional gaps.
- 2) Next, the team must consider whether targeted interventions have been implemented with fidelity. This means that evidence-based interventions were delivered consistently, for a sufficient duration, and following recommended protocols. Fidelity of implementation is key to ensuring that the student has a fair opportunity to respond to general education supports before being considered for special education eligibility.
- 3) Equally important is the use of data-based decision-making. The team should be able to demonstrate that they regularly monitored the student’s progress through reliable tools, reviewed the data at structured intervals, and adjusted instruction based on the student’s response. These practices not only reflect sound educational strategy but also meet legal standards under IDEA.
- 4) Finally, the team must rule out other influencing factors that may be contributing to the student’s difficulties. These might include language barriers, the effects of trauma,

chronic absenteeism, or significant life changes at home. These factors can often impact learning and behavior in ways that resemble disability-related challenges, but they may be addressed through general education supports and community resources rather than special education.

If, after examining all these factors, the team determines that the student has had access to strong instruction and intervention and has not made meaningful progress despite those efforts, then a referral for a special education evaluation may be warranted. However, if the student is demonstrating progress, even if that progress is gradual, it may be appropriate to continue with Tier 2 or Tier 3 supports within the general education framework. The purpose of MTSS is to provide responsive, needs-based general education interventions that can close learning gaps. In many cases, consistent progress within a tiered support system indicates that the student's needs are being effectively addressed without the need for specially designed instruction provided through special education. Continuing evidence-based interventions, paired with regular progress monitoring, allows the team to remain responsive while avoiding unnecessary or premature referrals for special education evaluation. This approach supports both instructional integrity and the appropriate use of special education resources, ensuring that students receive the right level of support at the right time.

The goal is to ensure that students are considered for special education services when their needs cannot be met through general education alone, and when data suggest that a disability is the underlying cause of their continued difficulties.

Key Points

Before initiating a special education referral, the problem-solving team must ensure that all the following areas have been thoroughly reviewed and documented:

Access to Core Instruction (Tier 1)

- Has the student received high-quality, grade-level instruction?
- Were the instructional strategies evidence-based?
- Have the student's language and background been considered when planning and delivering instruction?
- Were any needed accommodations made to ensure equitable access?

Intervention History (Tier 2/Tier 3)

- Have specific, targeted interventions been implemented?
- Were interventions implemented for a sufficient duration (6-8 weeks minimum)?
- Was the fidelity of implementation documented?

Progress Monitoring

- Is there documented evidence of frequent, ongoing progress monitoring?
- Does the trendline show limited or no growth relative to the aimline?
- Were interventions adjusted based on data?

Rule-Out Factors

- Have we ruled out language acquisition challenges?
- Have trauma, family instability, or environmental stressors been considered?
- Has chronic absenteeism been addressed?

Resources

The Idaho Training Clearinghouse contains the following resource on Child Find:

- [Tiered Supports Quick Guide](#)
- [Progress Monitoring Practice Guide](#)
- [Private Schools Quick Guide](#)
- [Parent Guide: Evaluation](#)
- [SLD Module: Effective Problem-Solving Teams](#)

Chapter Two: The Referral Process

The referral is the first formal step in the special education process. It is how a student's name is brought to the evaluation team's attention, and it marks the beginning of their official special education record. While it's a necessary step with important safeguards for students and families, it is also much more than just a compliance document. A referral gives the team a chance to pause and ask: *What do we already know about this student? What concerns are emerging? What else might we need to understand?*

The *Referral to Consider a Special Education Evaluation* form helps guide this process, but the work goes beyond the form itself. Teams use the process to gather and review key information, such as:

- The student's strengths;
- Background and developmental history; and
- Current academic and behavioral functioning.

It's also an opportunity for meaningful conversation. A strong referral process brings together the perspectives of teachers, specialists, and families to develop a shared understanding of the student. When teams approach this step with curiosity and intention, they create a strong foundation for an evaluation that is well-informed, collaborative, and truly centered on the student's unique learning profile.

Initiating a Referral

When a *Referral to Consider a Special Education Evaluation* is made, the formal special education process begins. At this point, parents become required members of the team and must be provided a copy of the Procedural Safeguards Notice. This ensures that their rights and the rights of their child are protected.

Who can initiate a referral?

Referrals may be initiated by multiple parties, including:

- Parents or guardians who have concerns about their child's learning or development.
- Problem-Solving Teams (PSTs) who review student progress and suspect a disability may be present.
- General education staff, such as teachers, school counselors, or specialists, who observe ongoing challenges despite intervention.
- Other professionals or agencies working closely with the student, including early childhood providers, health care professionals, or social service agencies.

Staff Training

Every staff member, not just special educators, has a role in identifying students who may require referral. Because concerns can surface in any classroom or setting, it's important for

all staff to know what to watch for and how to begin the referral process. This responsibility is directly connected to the district's Child Find obligations: LEAs fulfill Child Find not only through formal screenings but also through the daily observations and problem-solving efforts of general education staff. When teachers, paraprofessionals, and support staff are trained to document observable patterns of performance, respond to emerging concerns, and initiate referrals when appropriate, they extend the reach of Child Find into every classroom and school setting.



Best Practice Tip: Just as important is how we talk about our concerns. Clear, professional documentation helps the team understand what is happening and how best to respond. Focus on what you can observe: patterns in performance, changes in behavior, or student responses to support. Phrases like “does not complete assignments despite redirection” provide clarity; vague comments such as “lazy” or “unmotivated” do not. Clear documentation protects the student by accurately capturing concerns and provides the team with a defensible record of how decisions were made.

Red Flags That Require Referral Consideration

While many students experience ups and downs in performance, certain patterns require closer attention and may trigger a referral. Some examples include:

- A sudden and unexplained decline in attendance or academic performance.
- A student who has received targeted interventions with little or no improvement.
- Repeated suspensions or significant behavioral incidents that interfere with learning.
- A history of psychiatric hospitalization, medical diagnoses, or documented mental health crises.
- Parent concerns expressed through direct requests for additional services or evaluation.
- Presentation of outside evaluations or medical reports that suggest a disability may be present.
- Requests for home-based services, independent study, or notice from private school placement with concerns about disability.

These red flags should never be ignored, even if the student is currently receiving general education interventions. If concerns persist, the evaluation team must consider whether a referral is necessary.

Referrals for Private and Homeschooled Students



Important Note: Districts are responsible for ensuring that referrals for students enrolled in private schools and homeschooled students within their geographic boundaries are handled in accordance with Child Find requirements.

A referral may be initiated by a parent, a private school teacher, or other professionals working with the student.

- For private school students, the referral is made to the district where the private school is located (not the district of residence, unless it is the same).
- For homeschooled students, the referral is the responsibility of the district of residence.
- Districts must ensure that private school staff are informed about referral procedures and have the opportunity to participate in the referral process when concerns arise.
- Parents of private school or homeschooled students must be provided the same procedural safeguards as parents of public school students when a referral is made.

The Reasonable Suspicion Standard

A referral does not require certainty that a disability exists. What triggers a referral is reasonable suspicion: a professional judgment, based on data and observation, that a student may have a disability that requires specially designed instruction. Once this threshold is met, the LEA is obligated to act. Teams should avoid waiting for absolute proof or extended intervention cycles before moving forward. That said, interventions and data collection are still valuable tools; they help shape the referral conversation and inform what questions the evaluation should answer. But they must not be used to put the referral process on hold when a student is continuing to struggle.

When in doubt, bring the team together. Reasonable suspicion doesn't mean you're certain; it means you've seen enough to believe that an evaluation is worth pursuing. Acting at the right time ensures that students don't wait too long for the support they may need.

The Multidisciplinary Team Approach

A strong referral process brings together different perspectives to build a clearer picture of the student. When teachers, specialists, and families each share what they've seen, the team is better equipped to understand the full context, not just isolated data points. Multidisciplinary teams strengthen decision-making by combining their knowledge, experience, and observations. This often leads to more accurate identification and more thoughtful support planning.

Including a range of voices also helps avoid surprises later in the process. Team-based decisions foster a feeling of shared responsibility. Each team member contributes their own perspective while working toward the common goal of understanding and supporting the student.

The Evaluation Team

The evaluation team is responsible for making decisions regarding evaluations, assessments, and eligibility. Its composition will vary depending on the student's suspected disability and areas of concern, but it must always include parents and qualified professionals.

Core Team Members (Required):

- Parent/Guardian (or adult student): Brings knowledge of the child's strengths, needs, history, and family culture.
- General Education Teacher: Provides insight into the student's participation in the curriculum, peer interactions, and response to interventions.
- Special Education Teacher: Contributes expertise in specially designed instruction and how the disability may impact access to learning.
- District/LEA Representative (Administrator/Designee): Ensures resources are available, the process is followed, and services can be implemented.
- Individual Who Can Interpret Assessment Results: May be a school psychologist, speech-language pathologist (SLP), occupational therapist (OT), or other related service provider, depending on the suspected area(s) of concern.

Additional Team Members (As Needed):

- Agency Representative: For example, Part C Coordinator/Representative for children transitioning from the Infant Toddler Program (birth to age 3).
- Other Specialists or Individuals with Knowledge of the Student: May include health professionals, counselors, or advocates invited by the parent or team.
- Student: Can share preferences, goals, and perspectives about their learning.

Key Questions for Team Composition

When assembling the evaluation team, consider:

- Who can speak to the concerns that brought the student forward?
- Who can assess current functioning in each area of concern (academic, cognitive, behavioral, communication, etc.)?
- Who is needed to help review existing data?
- Who can help the team determine what additional information is needed?





Important Note: Parents must be offered the opportunity to meet with the full evaluation team to discuss the referral. If they choose not to participate in a meeting, it is the team's responsibility to actively seek out and document their input.

Ensuring Full Team Participation

In some cases, convening the full team in person may not be possible. Even so, every team member, including parents, must have an opportunity to contribute. Input can be gathered and documented through a variety of methods, such as:

- Virtual meetings
- Phone conferences
- Email exchanges

This flexibility allows the team to include multiple voices while ensuring that proper documentation is maintained.

Preventing Disproportionality in Referrals

Across the U.S., certain student groups, particularly students of color, English learners, and students from low-income backgrounds, are referred to special education at disproportionate rates. Sometimes this results in under-identification (students who need services are overlooked), while in other cases it leads to over-identification (students are misclassified as having disabilities). Both outcomes can limit equitable access to appropriate educational opportunities.

To reduce disproportionality in referrals, teams should:

- Use multiple data sources before making referral decisions (e.g., progress monitoring, work samples, classroom observations, and standardized measures).
- Examine the quality of instruction provided. Was it evidence-based and accessible for all learners?
- Consider cultural and linguistic factors that may influence how a student demonstrates knowledge and skills.
- Engage families as partners by asking how the student functions at home and in community settings.
- Reflect on bias and assumptions. Are concerns based on data, or might expectations be influenced by cultural differences or communication styles?
- Collaborate with specialists (e.g., bilingual educators or school psychologists) to interpret data in context.



Best Practice Reminder: A strong referral system does not look at test scores or behaviors in isolation. Instead, it places student data in context, ensuring that referrals are equitable, culturally responsive, and grounded in high-quality instruction.

Preventing disproportionality is about being aware of and looking closely at patterns, which helps ensure that teams are identifying the right students for the right reasons.

What Happens During the Referral?

The referral process is more than just a form; it is an opportunity for the team to take a closer look at a student's learning profile. Once a *Referral to Consider a Special Education Evaluation* is initiated, the team begins a series of intentional steps to better understand the student's needs. Each step helps the team build a well-rounded understanding of the student.

This process includes gathering input from families, reviewing classroom data and intervention history, looking at patterns in academic and behavioral performance, and identifying areas that may need further exploration.

Gather Parent/Guardian Input

Parents/guardians are uniquely positioned to share developmental and educational history, strengths, and concerns. Their insights provide valuable context that guides the direction of the evaluation.

Examples of questions to ask parents include:

- What are your child's strengths? What do they do well?
- What are your concerns about your child's current progress in school?
- How are those concerns impacting your child from your perspective?
- What information can you provide about their health and development?
- What information can you provide about their educational history?
- Has your child been evaluated outside of school? Are you willing to share the evaluation results with the team?

Effective referrals are grounded in collaboration, and that starts with families. Ideally, concerns about a student's learning or behavior won't come as a surprise at the referral meeting. Instead, teams can build trust by keeping families informed along the way: sharing updates on student progress, explaining what supports have been tried, and inviting families into the conversation early.

When families understand the "why" behind a referral, they're more likely to feel like valued partners in the process—and that partnership strengthens every step that follows.



Best Practice Reminder: Document contacts with families (emails, phone calls, meeting notes) as part of the referral record. This not only promotes transparency but also strengthens trust, showing parents that their input has been valued throughout the process.

Review Existing Information

The evaluation team reviews all available data to determine what additional information may be needed. This existing information may include:

- Classroom assessments and progress monitoring data;
- Prior evaluations or assessments;
- Health and developmental history provided by parents; and/or
- Age-appropriate skill benchmarks.

If parents provide outside evaluation results (for example, from a private psychologist or medical provider), the team must consider them. The team may decide to:

- Incorporate the data into the evaluation plan;
- Conduct additional assessments to determine educational impact; or
- Document why the outside information is not relevant.

Documenting Evidence

One of the most effective ways to support a referral is by sharing concrete examples of how a student is doing in the classroom. These artifacts, real samples of student work and behavior, help paint a fuller picture of strengths, challenges, and how the student responds to instruction. They also give the team, including the parents/guardians, a clear, shared reference point when discussing next steps.

Examples of artifacts include:

- Recent classwork and assignments that highlight patterns of error or skill deficits.
- Curriculum-based measurement probes or progress monitoring data.
- Work samples showing growth (or lack of growth) over time.
- Writing samples, reading fluency passages, or math problem-solving tasks.
- Behavior charts, office discipline referrals, or observation notes documenting frequency and intensity of behaviors.
- Records of accommodations or interventions attempted, along with the student's response.

Bringing these kinds of artifacts into the referral process helps ground the conversation in real data, not assumptions. And when teams share this information with families, it helps everyone better understand the "why" behind the referral.

Determine Areas of Concern

One of the most important steps in the referral process is for the team to talk through and name the areas where the student may need support. These might be academic, behavioral, social-emotional, or something else entirely, but identifying them clearly helps ensure the evaluation is focused, relevant, and useful.

This step helps the team move beyond a checklist and start shaping a plan that fits the student. When areas of concern are clearly defined, the evaluation can be tailored to gather the right kinds of data, not just to answer eligibility questions, but to guide meaningful next steps for instruction and support.



Team Reflection Questions:

- What concerns does the team have about the student's learning, development, or behavior?
- What suspected disability category (if any) might be relevant?
- What possible related needs should be explored (e.g., social-emotional functioning, communication skills, motor development)?
- What additional information is needed to support meaningful instruction and access to the general curriculum?

Broaden the Lens:

When discussing areas of concern, consider the whole child:

- Academic: Are there patterns of difficulty in reading, writing, or math that persist despite targeted interventions?
- Behavioral/Emotional: Are there concerns about emotional regulation, attention, social skills, or peer interactions?
- Communication: Are speech, language, or comprehension challenges impacting access to instruction?
- Developmental and Medical History: Are there medical, developmental, or adaptive concerns that need further exploration?
- Environmental/Cultural Factors: Are there home, language, or cultural considerations that should be excluded as significant contributing factors to the student's problems before considering a disability?

Documentation Expectations:

Once the team has identified areas of concern, it's important to capture that discussion clearly. This helps ensure the evaluation stays focused and that no critical questions are missed along the way.

As you document, try to note:

- Which areas did the team agree are concerns?
- What data or observations support those concerns?
- Is more information needed in any of those areas?

This kind of documentation doesn't have to be lengthy, but it should reflect the team's thinking. It also helps ensure that any evaluation that follows is responsive to the student's actual needs, not just a checklist of tests.

Example: A 4th grade student has received targeted interventions in reading fluency with limited progress. Teachers also note frequent off-task behavior, particularly during independent work. The team documents two areas of concern: (1) reading fluency, which will require formal assessment; and (2) attention and self-regulation, which may require observations and rating scales.

By the end of this step, the team should have a clear, working list of concerns to help guide the evaluation plan and support decisions about eligibility and instruction.

Determine if an Evaluation is Warranted

At the end of the referral process, the team comes together to answer an important question: Is a special education evaluation warranted at this time?

This decision is based on all the information the team has gathered so far, including classroom data, observations, input from the parents/guardians, intervention results, and a shared understanding of the student's strengths and concerns. It's not about having all the answers yet, but about deciding whether more information is needed through a formal evaluation to better understand how to support the student.

If an Evaluation is Not Warranted

The team must provide Written Notice to the parent or adult student. This notice should clearly explain:

- The reasons for the decision not to proceed with an evaluation;
- The data and evidence considered; and
- Any recommendations for continued general education supports.

Parents should leave the meeting understanding why an evaluation was not pursued and what supports will continue to be in place. This maintains trust and ensures the decision does not appear arbitrary.



Best Practice Reminder: Document not only the decision but also the next steps for monitoring progress (e.g., continued RTI interventions, behavior supports, or scheduled follow-up).

The following provides a sample of the information that could be included in a written notice for a student when the team found that an evaluation was not warranted:

Purpose: This Written Notice is to inform you that the district has reviewed your referral request for a special education evaluation for your child. After reviewing the available information, the evaluation team has determined that an evaluation is not warranted at this time.

Summary of Information Reviewed: The team considered the following information:

- Classroom performance data (assignments, assessments, and teacher observations)
- Results of interventions already provided and your child's response to those supports
- Attendance and participation in class
- Any input provided by you and/or outside professionals

Reason for the Decision: Based on this information, the team determined that your child is currently making adequate progress in the general education setting. At this time, there is not sufficient evidence to suspect a disability that would require specially designed instruction under the IDEA.

Next Steps: Your child will continue to receive support through general education. This includes:

- Ongoing classroom accommodations
- Targeted small-group instruction
- Continued monitoring of progress
- Access to interventions through our problem-solving process

If an Evaluation is Warranted:

- The team should develop referral questions that will guide the evaluation plan. These questions connect the identified concerns to specific data the team needs to collect.
- The team must obtain informed consent for assessment before any evaluation begins (more about this in Chapter 4: Consent for Assessment).
- Provide parents with an opportunity to ask clarifying questions, suggest additional areas for assessment, or share relevant outside information. This helps ensure that the evaluation is as comprehensive and student-centered as possible.



IMPORTANT NOTE: This step matters because determining whether an evaluation is warranted is both a compliance requirement and a professional responsibility. A well-documented, transparent decision-making process protects the rights of students and families, supports equitable identification practices, and builds the foundation for evaluations that lead to accurate eligibility determinations and effective instructional planning.

Timeliness and Legal Considerations

Timely referrals are not only best practice, but they are also a legal requirement. Delays in referral can result in findings that an LEA failed to meet its Child Find obligations. Courts have repeatedly held districts accountable when students demonstrated clear signs of a disability, but referrals were postponed while additional interventions were tried. For this reason, schools must act promptly once concerns rise to the level of reasonable suspicion.

Referral Documentation Essentials

A well-documented referral process protects both the student and the district. Careful documentation demonstrates that the team acted in a timely, informed, and student-centered manner.

What to Document

- **Reason for Referral:** Clearly state the concerns and their impact on the student's educational performance.
- **Parent Input:** Summarize parent/guardian concerns, developmental/educational history, and any outside reports shared.
- **Team Participation:** Record who participated in the discussion and how input was collected (e.g., meeting, phone call, email).
- **Existing Data Reviewed:** Academic progress, behavioral data, attendance, discipline records, interventions attempted, and outcomes.
- **Decision and Rationale:** Whether an evaluation is warranted, and the evidence supporting the team's decision.



IMPORTANT NOTE: Each referral is both a chance to support a student and a step with important legal weight. Clear, timely, and thoughtful documentation helps the team make sound decisions and ensures the process is compliant (e.g., "The student scored below the 10th percentile on three consecutive reading comprehension probes despite six weeks of small-group intervention," not "The student can't read"). Avoid vague or casual comments. They don't give the team useful information and can later be misunderstood. Stick to specific observations and data that tell the student's story clearly.

Summarize Discussion & Evidence

Before closing the referral, the team should provide a clear summary of:

- The reason for the referral and the student's current difficulties.
- How those difficulties are impacting the student's educational performance and access to the general education curriculum.
- Interventions that were attempted and the student's response to them; or, if no interventions were provided, the reason why.
- The concerns raised, evidence reviewed, and any areas requiring further data collection.

This summary becomes a reference point for the evaluation process, ensuring that all team members share the same understanding of what has been considered and what needs to be addressed next.

Developing Referral Questions and Hypotheses

At the heart of a high-quality evaluation is a well-developed set of referral questions. These questions frame the team's inquiry and help ensure that the evaluation is comprehensive, targeted, and ultimately useful.

A comprehensive evaluation must address all areas of suspected disability and all areas of need.

Referral questions are often a restatement of the concerns that brought the student forward, refined into specific questions that the evaluation will answer. This ensures continuity between the referral discussion and the evaluation plan. Strong referral questions prepare the team for the rest of the process, providing a bridge between initial concerns and the assessments selected.

When developing referral questions, the team should:

- Consider what the suspected disability or disabilities might be and form questions around this hypothesis.
- Ensure that questions reflect areas of concern as well as student strengths.
- Recognize that referral questions guide the team not only in eligibility determination but also in planning supports and instruction.

Three Categories of Referral Questions

Present-Level Questions

Present-level questions help the team identify the student's strengths and needs. They provide a snapshot of current functioning across academic, behavioral, and social domains. Concerns raised by the team, including medical or health-related issues, should be considered.

Examples:

- What are the student's strengths and areas of need in reading, writing, or math?
- Are there medical or health-related concerns that may be affecting learning?
- What are the student's current levels of academic and language development?

Disability-Based Questions

Disability-based questions guide the team in determining whether the student meets criteria for one of Idaho's 14 disability eligibility categories. These questions help ensure that the evaluation is comprehensive and aligned with state eligibility requirements.

Examples:

- Does the student demonstrate characteristics consistent with a Specific Learning Disability?
- Does the student meet the criteria for a Language Impairment?
- Does the student have an Other Health Impairment that is contributing to difficulties with attention and academic performance?

Solution-Based Questions

Solution-based questions help the team determine what instruction and supports the student needs. These questions connect evaluation findings directly to recommendations for services, accommodations, or interventions.

They can often be framed in two ways:

- What is necessary for the student to make adequate progress as judged by academic and behavioral standards?
- Is special education necessary to accomplish this?

Examples:

- What instructional strategies or supports are needed for the student to make progress in reading comprehension?
- What changes to content, methodology, or delivery of instruction will support the student's academic and language development?
- Are behavioral supports necessary to provide the student access to the general education curriculum?

Documenting Referral Questions

Referral questions are especially important because they provide the team with actionable guidance about supports and strategies the student may need, ensuring that evaluation results translate into meaningful educational planning. Once identified, referral questions must be documented within the *Referral to Consider a Special Education Evaluation* form. These questions then guide the selection of assessments and how the data will be collected.

Key Points

- The referral process is the formal starting point of a student's special education evaluation and must be approached with care, collaboration, and clarity.
- Proceeding with a referral does not require certainty about the student's disability. A referral should be based on reasonable suspicion of a disability and must not be delayed due to a lack of attempted or completed interventions.
- Referrals may be initiated by parents, school staff, or other professionals and must be documented according to LEA procedures.
- Multidisciplinary teams, including parents/guardians, play a critical role in gathering input, reviewing existing data, and identifying areas of concern.
- Parent voice is essential; families must be offered the opportunity to participate, and their input should be documented meaningfully.
- Teams should review a range of existing data, including academic, behavioral, and intervention records, to inform referral decisions.
- Artifacts such as work samples, progress monitoring data, and observation notes help illustrate patterns of strengths and needs.
- Clearly defining the student's areas of concern allows the team to focus the evaluation on what matters most for instruction and access.
- If the team determines that an evaluation is not warranted, Written Notice must be provided to the parent explaining the decision and the rationale for it.
- A well-documented referral process helps ensure that any future evaluation is purposeful, equitable, and responsive to the student's individual needs.

Resources

The Idaho Training Clearinghouse contains the following resource on the Referral Process:

- [Referral Quick Guide](#)
- [Referral Questions Quick Guide](#)
- [Referral Team Quick Guide](#)
- [Referral Process Flowchart](#)
- [Module: The Referral Process: A Team Approach](#)
- [Module: Teacher's Guide to Referral and Reevaluation](#)

Chapter Three: The Reevaluation Process

Reevaluation is a comprehensive process designed to ensure that continued eligibility and special education services remain aligned with a student's current needs. While a reevaluation is similar in scope to an initial evaluation, it does not duplicate the initial assessment process in every detail. Instead, the reevaluation process is intended to examine whether a student continues to have a disability and meet eligibility criteria, identify the student's present levels of performance, determine current educational needs, establish the continued need for special education and related services, and decide whether the student's Individualized Education Program (IEP) requires changes. When done well, reevaluation is not just a compliance requirement, it is a valuable opportunity to recalibrate services, affirm progress, and realign support in ways that best serve the student.

When Reevaluations are Required

Reevaluations are required by law at least once every three years for students who continue to receive special education services. They may also occur sooner if requested by a parent, adult student, or teacher, or when a student's educational needs make it necessary. If a parent requests a reevaluation, the LEA must comply within a reasonable timeframe. Even though no specific deadline is set under IDEA, courts have generally allowed a few months as reasonable, provided the delay does not deny FAPE.

A reevaluation must also be conducted before a student is exited from special education and when a change in eligibility category is being considered. The only exceptions are when a student graduates with a regular high school diploma or ages out of eligibility (a student "ages out" of special education when they reach the end of the semester in which they turn 21); in those cases, a reevaluation is not required. Although not explicitly required by IDEA, significant changes in placement typically warrant an updated evaluation as well. A reevaluation is not required more than once per year unless the parent or adult student and the LEA agree otherwise. Most importantly, reevaluations must not be viewed as routine compliance checks but as meaningful opportunities to ensure instruction and services remain well-matched to the student's needs.

Beginning the Reevaluation

The reevaluation process begins with informing parents that a reevaluation is due. Parents and adult students must be invited to participate in the review of existing information and contribute input. Even though a reevaluation meeting is not legally required, it is often the most effective way to ensure that all team members have the opportunity to participate fully in the process.

Why is it important to meet as a team?

As with all aspects of special education, reevaluation is a team-based process. No single person should make decisions in isolation. Utilizing a team meeting process allows all team members to contribute insights, express concerns, and collaboratively determine what is best for the student.

Multiple perspectives reduce the risk of bias and ensure that decisions are grounded in a full understanding of the student. It also allows families to participate meaningfully in the process, which is both a legal requirement and a cornerstone of best practice.

In short, the team meeting process allows for input from each team member, ensuring the team is aware of all areas of concern and providing an opportunity to review all existing evidence and determine if more information is needed.

Review of information

In addition to reviewing previous and current eligibility data, the team should also consider whether the student continues to receive meaningful educational benefit from special education services. Be sure to document input from each team member to ensure all perspectives are represented.



Team Reflection Questions: The following questions can help guide this discussion.

Eligibility and History

- Does the current eligibility category still reflect the student's needs?
- Are prior assessments still relevant, or are updated data needed?

Educational Performance

- Is the student making progress toward IEP goals?
- How are grades and classroom performance reflecting growth?
- Is the student advancing from grade to grade?
- What do statewide or LEA assessments show about achievement?

Other Indicators

- Has attendance been consistent, or are absences/tardies affecting learning?
- Are there behavior or discipline issues impacting access to instruction?
- Are there new or ongoing health concerns that affect performance?
- If in high school, is the student on track for earning required credits and receiving a diploma (based on LEA and state requirements or based on adapted requirements in the student's IEP)?

Services and Supports

- Are current services, accommodations, and adaptations still appropriate?
- Should services be increased, reduced, or adjusted to better meet student needs?
- Does the student continue to require specially designed instruction?

Parent and Student Input

- How do parents and the student perceive progress?
- Do they believe additional testing or changes in services are needed?

Framing Reevaluation Questions

As with initial referrals, reevaluations can be framed around specific questions. Questions should always focus on how services, supports, and/or instruction may need to change to ensure the student's continued progress. The following examples illustrate the kinds of questions that may guide decision-making during reevaluation:

- What changes to Marcus's special education or related services are needed to support him in meeting his annual goals and accessing the general education curriculum?
- What additional supports or interventions would help Elena continue to make progress toward her reading and written language goals?
- Are additional accommodations or instructional strategies needed to support Jordan in making steady progress toward graduation requirements?
- Does Ava's current placement provide the level of support she needs to meet her educational goals?
- Are there changes to Sofia's current services that would better address her difficulties with organization and task completion?
- What additional assessments are needed to clarify whether Kai's social-emotional needs are impacting his educational progress?
- What accommodations would help Grace demonstrate her knowledge more effectively on classroom and state assessments?
- Does Liam continue to require specially designed instruction in math to make progress toward grade-level standards, or are his needs being met in general education?
- What services or strategies will best prepare Maya for the transition to high school and support her long-term goals?

To Test or Not to Test?

One of the most important decisions in reevaluation is whether new testing is needed. When making this decision, ask the following guiding questions:

- Are there new concerns?
- Is the team considering a new or different eligibility category?
- Does the team have enough information to describe the adverse effect of the disability on the student's education?
- Does the team have enough information to determine what specially designed instruction the student will need?
- Is additional information needed for instructional planning purposes?

YES: The team determines that more information is needed.

If the team decides that new testing is required, they should first clarify what data are missing. Key questions include:

- What information is needed to establish present levels of performance and current educational needs?
- What evidence is needed to confirm whether the disability continues to have an adverse impact on educational performance?
- What data will help determine whether additions or modifications to the IEP are necessary?

Any new data collected must be intentional and directly connected to the student's eligibility and instructional needs. Once these areas are identified, the team must seek parent consent to proceed with the assessments.

Important Note:



- If the parent **does not respond** after reasonable attempts to gain consent, the LEA may proceed after providing Written Notice.
- If the parent **refuses** consent for new assessments, the team cannot move forward with new assessments unless the LEA opts to request mediation or a due process hearing. Otherwise, the team uses the information already available to decide if the student still qualifies for services and completes an Eligibility Report based on existing information.

NO: The team determines no new information is needed.

If the team concludes that existing data are sufficient to determine continued eligibility, the reevaluation still moves forward. The LEA must provide Written Notice to the parent or adult student, including an explanation of their right to request additional testing.

The team is then required to complete an updated Eligibility Report. This report should:

- Summarize the existing information reviewed by the team;
- Clearly state whether the disability continues to have an adverse effect on educational performance;
- Confirm the student's ongoing need for specially designed instruction (SDI); and
- Document the eligibility determination following the evaluation team meeting.

If parents do not respond to the reevaluation process, the team must still convene, review the data, and make an eligibility determination. If the student remains eligible, the team should propose an updated IEP and continue services without interruption.

Timelines



Best Practice Tip: To ensure reevaluations are completed on time, the process should begin about 45 to 60 days before the due date. Starting early provides the team with sufficient time to coordinate efforts, particularly if new assessments may be needed or outside evaluation data must be reviewed. Consent, however, should be obtained close enough to the deadline that the results reflect the student's current performance rather than data that may be outdated by the time the reevaluation is due.

Once consent is received, each team member must be promptly informed of their responsibilities. This includes clarifying who will gather specific data, who will complete the review of background information, and who will summarize results. Schedule the eligibility meeting with a cushion, ideally two to three weeks before the reevaluation deadline, so that if rescheduling becomes necessary, the team still has time to meet the due date.

Decision and Documentation



Important Note: Regardless of whether new assessments are conducted, an Eligibility Report must always be completed.

The reevaluation process concludes with a team decision about whether the student continues to be eligible for special education services. This decision is based on a review of all available data, including existing records, progress monitoring information, classroom performance, and, when applicable, new assessment results. Parent input should be incorporated into this review and documented in the report, even if parents do not attend the meeting or actively participate in the process.

The Eligibility Report should provide a clear summary of the data considered, highlight how the student's disability impacts educational performance, and state whether there is an ongoing need for SDI. The three-prong test of eligibility should guide the decision (the three-prong test is explained in detail in Chapter 6 of this handbook).

The report should conclude with a clear statement of eligibility status and next steps. If the student continues to qualify, the team should identify areas of need to inform IEP development. If the student is found no longer eligible, the report must include the rationale for that decision and be accompanied by Written Notice to the parent or adult student, along with information about discontinuation of services.

Key Points: The Reevaluation Process

- Reevaluations are required at least every three years, and sooner if requested by a parent, adult student, or teacher, or if educational needs warrant.
- A reevaluation must be conducted before a student exits special education or changes eligibility category, except when the student graduates with a diploma or ages out.
- Reevaluations should occur no more than once per year unless both the LEA and parent agree.
- Parents and adult students must be invited to participate in the review of existing data; a meeting is not required but strongly recommended.
- Teams should review both eligibility criteria and educational benefit indicators (e.g., progress toward IEP goals, grades, test scores, attendance, discipline, health, and graduation/credit status).
- Reevaluation questions should focus on how services, supports, and/or instruction may need to change to ensure continued progress.
- When deciding whether to conduct new testing, teams must ask whether additional data are needed to:
 - Confirm disability criteria and adverse effect.
 - Establish present levels and instructional needs.
 - Guide IEP goals and services.

- If new testing is needed: parent consent must be obtained; if no response, proceed after Written Notice; if refusal, no new testing unless pursued through mediation or due process. An updated Eligibility Report is completed.
- If no new testing is needed: Written Notice must be provided, and an updated Eligibility Report completed using existing information.
- If parents do not respond to the reevaluation process at all, the team must still meet, make an eligibility determination, and continue services if the student remains eligible.
- Teams should begin the process 45–60 days before the due date and obtain consent close enough to the due date to ensure results that reflect the student's current functioning. Schedule the eligibility meeting at least 2–3 weeks before the deadline.
- The Eligibility Report is always required, regardless of whether new testing occurs, and must summarize data reviewed, document the eligibility decision, and address the three-prong test.

Resources

The Idaho Training Clearinghouse contains the following resources on the reevaluation process:

- [Reevaluation Quick Guide](#)
- [SLD Reevaluation Quick Guide](#)
- [Reevaluation Process Flowchart](#)
- [Module: Reevaluation Consideration](#)
- [Module: Teacher's Guide to Referral and Reevaluation](#)

Chapter Four: Consent for Assessment

Obtaining informed parental consent for assessment is more than a procedural step, it is a cornerstone of both ethical practice and compliance with the IDEA. Consent protects the rights of families to participate fully in decisions about their child's education and ensures that evaluations are planned with purpose, transparency, and collaboration.

Before a student can be formally evaluated for special education eligibility, whether through an initial evaluation or a reevaluation involving new assessments, written parental or adult student consent must be secured.

Consent is not a formality; it is a legal safeguard and a reflection of the trust between families and schools.

Informed Consent

For consent to be valid, parents must be notified in a way they can understand, so they can make a thoughtful, informed decision based on a thorough understanding of what they are agreeing to. Information must be provided in their native language or primary mode of communication. Consent must always be voluntary, and parents have the right to revoke it at any time. Revocation is prospective only, meaning it does not undo actions already taken. Importantly, consent for an evaluation does not equal consent for the provision of special education services; these are separate steps with separate consent requirements.

Consent Requirements

Consent is required before conducting an initial evaluation, even if it relies only on existing data. It also must be sought whenever new assessments are required during a reevaluation or when additional assessments are given between evaluation cycles.

Consent is not required for reviewing existing data, administering tests that are given to all students (such as statewide assessments or universal screeners), progress monitoring, or collecting anecdotal classroom notes. Existing records such as grades, prior evaluations, or intervention data may be used without additional consent and should be summarized in the Background Information section of the Eligibility Report.

If parents refuse or do not respond

When parents decline to provide consent, or when they do not respond to requests, the school team must proceed carefully.



Best Practice Tip: Make and document all reasonable attempts to obtain consent, such as phone calls, letters, or emails.

If parents actively refuse consent, the LEA has the option, but not the obligation, to pursue due process or mediation to override the refusal. If a parent denies consent and the LEA chooses not to pursue due process, it is not considered a violation of Child Find. However, the LEA cannot use that refusal as a reason to exclude the student from other evaluations or services that do not require parental consent.

In certain cases, such as when a child is a ward of the state and parental rights are unavailable or terminated, consent may not be required if a judge or appointed surrogate authorizes the evaluation. For adult students, rights transfer at age 18 unless guardianship is in place or the team determines that the student cannot provide informed consent.

In the case of reevaluations, if no response is received after reasonable attempts, the LEA should document these efforts, provide *Written Notice* of its intent to proceed, and may proceed with the reevaluation. In cases where consent is denied for new testing, the team must still complete the reevaluation using available data and issue an Eligibility Report based on that information.

Revocation of Consent

Parents retain the right to revoke consent for an evaluation at any time, provided that the revocation is made in writing. Once revoked, any further assessments must stop. However, revocation is not retroactive. Any results from assessments already completed remain valid and should be reported in an eligibility report and may still be used in making eligibility or programmatic decisions.

Designing an Intentional Assessment Plan

Designing an effective assessment plan is at the heart of a comprehensive evaluation. The plan not only outlines which tools will be used but also ensures that input is gathered from multiple perspectives and that data collection remains purposeful, balanced, and efficient.

Collaborative development



The assessment plan should be developed collaboratively, ensuring that parents, teachers, and service providers all have the opportunity to contribute their perspectives. This collaboration may take place in a formal meeting or through other forms of communication, but it must always include parents and provide them the option to request a team meeting. By gathering input from all members, including the parent or adult student, the plan reflects a comprehensive understanding of the student's needs and supports a more accurate and meaningful evaluation.

Including a variety of assessment tools

A high-quality evaluation relies on more than one type of tool or data source. According to best practice and federal guidance, eligibility decisions must draw from a variety of assessment tools and strategies, using both formal and informal methods. This diversity of data sources ensures that the team has a rich, multidimensional understanding of the student's strengths and needs.

Informal assessments offer detailed, often qualitative insights into student functioning. These may include:

- Classroom observations
- Student work samples or portfolios
- Teacher or parent checklists
- Student interviews or presentations

These tools provide context-specific information that is often more nuanced and directly tied to day-to-day learning than standardized scores.

Formal assessments, on the other hand, yield norm-referenced data that can help place the student's performance in the context of typical development or grade-level expectations.

These include:

- Cognitive assessments
- Academic achievement tests
- Behavior rating scales
- Diagnostic tools
- State or district-wide assessments
- Screeners administered to specific populations
- Functional Behavior Assessments (FBAs) when behavior is a concern

Together, informal and formal tools create a comprehensive picture of the student, supporting accurate eligibility decisions and targeted recommendations.

A helpful framework many teams use is the **RIOT model**, which emphasizes collecting data from multiple sources:

- Record reviews (such as past evaluations or report cards)
- Interviews (with parents, teachers, and the student)
- Observations (in the classroom or other settings)
- Testing (formal and informal assessments)

Additionally, the “**Rule of Two**” reminds teams to ensure their decisions are not based on a single piece of information. Instead, teams should aim to gather data from **at least two sources, in two settings, using two different methods**, to confirm patterns of need and rule out isolated incidents or biases.

Avoiding Over-Assessment

Evaluators should select only those assessments that are necessary and relevant to referral questions. Each tool should yield information that informs eligibility decisions or instructional planning. Teams should consider the “opportunity cost” of testing, time out of class, fatigue, or missed instruction, and avoid adding assessments “just in case.” Every assessment choice should be intentional, with a clear purpose in answering referral questions.

Addressing Cultural and Linguistic Differences

A student’s cultural background and language development must always be considered when planning and conducting an evaluation. Teams must be vigilant to avoid assessments that could reflect bias or yield inaccurate results due to cultural, linguistic, or experiential factors.

When selecting assessment tools, practitioners should ask:

- Is this tool valid and reliable for students from the student’s cultural or linguistic background?
- Are we interpreting results with an understanding of the student’s cultural and language experiences?
- Are we ensuring that the student’s status as an English Learner is not the primary reason for their learning difficulties?



The evaluation team may determine that:

- Limited English proficiency (LEP) **is the primary factor** in the student’s learning difficulties;
- LEP **is a contributing factor**, but not the primary cause; or
- LEP **is not a factor** at all.

It is the team’s responsibility to make this distinction carefully. An inappropriate eligibility determination, based on challenges tied to language acquisition rather than a disability, could result in unnecessary services or misdiagnosis.

Ensuring Instructional Opportunity

Another critical requirement is confirming that any learning difficulties observed are not primarily due to a lack of appropriate instruction, especially in reading or mathematics. The

evaluation team must document that the student has had meaningful access to the general education curriculum and has received appropriate, research-based instruction.

This requires gathering instructional histories and intervention data, including:

- The types and duration of reading or math instruction the student has received;
- Whether those instructional opportunities were consistent with grade-level expectations; and
- Whether the student had access to support strategies, accommodations, or intervention prior to referral.

Without this evidence, the team risks making inaccurate assumptions about a student's disability status.

Team Responsibilities

Initial Assessment

Before any initial evaluation can begin, parental or adult student consent must be obtained, even if the evaluation relies primarily on existing data.



Important Note: Remember, consent for evaluation does not equate to consent for the provision of special education services; these are separate steps with separate consent requirements.

Once consent is secured, the evaluation team must notify all members that permission has been granted so that planning can proceed. A timeline should be established for the completion of assessments, with clear assignments of responsibility.

The team should decide:

- Who will administer specific assessments;
- Who will enter assessment data; and
- Who will take primary responsibility for summarizing the results.



Best Practice Tip: To stay on track, the team should also schedule a proposed eligibility determination meeting well in advance of the 60-day deadline. While IDEA does not set a specific timeline for LEAs to seek consent following an initial referral, the Office of Special Education Programs (OSEP) makes clear that LEAs must act promptly. Once consent is obtained, the 60-day timeline for completing the evaluation begins.

Reevaluation

Reevaluations require many of the same steps as initial evaluations. Written consent must be obtained if the team proposes new assessments. Consent is not required if the reevaluation relies solely on existing information.

If parents do not respond to a request for consent, the LEA may proceed with the reevaluation as long as it has documented reasonable attempts to obtain permission.

Reevaluation planning should begin 45 to 60 days before the due date to ensure the process is completed on time. As with initial evaluations, the team should confirm which new assessments, if any, will be completed and by whom. These roles should be assigned early, including who will prepare the Background Information section of the Eligibility Report. The eligibility meeting should be scheduled well in advance of the three-year deadline to ensure compliance and avoid last-minute issues. By taking a proactive and organized approach, the evaluation team ensures that reevaluations are timely, thorough, and collaborative, supporting both compliance and high-quality decision-making.

Communication and Coordination

Effective assessment planning requires robust communication among all members of the evaluation team. Tools such as shared planning documents, centralized communication logs, and clearly designated roles help ensure that everyone, from classroom teachers to school psychologists to related service providers, understands the scope of the assessment, their responsibilities, and timelines.

Equally important is communication with families. Explaining what is being proposed, why it is necessary, and how the results will support their child's learning builds trust and fosters collaboration—ensuring that consent is not just a signature, but a true partnership in the evaluation process.

Key Points: Consent for Assessment

- **Consent is required** for all initial evaluations, new assessments administered as part of a reevaluation, and assessments administered between evaluation cycles.
- **Consent is not required** for reviewing existing data, statewide or district-wide tests given to all students, progress monitoring, when collecting anecdotal classroom notes, or when a judge/surrogate authorizes assessment for a ward of the state.

- **Fully informed consent** means parents understand what is being proposed, information is given in their language or mode of communication, and consent is voluntary. Parents can revoke consent at any time, though revocation is not retroactive.
- **If parents refuse or do not respond**, document all attempts to obtain consent. For an initial evaluation LEAs may, but are not required to, pursue mediation or a due process hearing to gain consent to assess or a hearing officer's decision that assessment is appropriate. Reevaluations must proceed using existing data if parents deny consent for new testing. If the parent fails to respond to requests for consent for a reevaluation and the LEA has documented reasonable efforts to obtain consent, the LEA may proceed.
- **Assessment plans must be intentional**, focused on referral questions, aligned with suspected disability criteria, and developed collaboratively with parents, teachers, and service providers.
- **Variety matters**: Combine formal and informal assessments and use frameworks such as RIOT and the "Rule of Two" to ensure well-rounded data collection.
- **Avoid over-assessment** by selecting only necessary tools that provide useful, actionable information.
- **Cultural and linguistic differences** must always be considered to prevent bias and ensure accurate interpretation of results.
- **Instructional opportunity must be documented**: Teams must rule out lack of access to appropriate reading or math instruction as the primary cause of learning difficulties.
- **Timely planning is essential**: Initial evaluations must be completed within 60 days of consent, and teams should begin planning reevaluations 45–60 days before the due date.
- **Strong communication** within the team and with families ensures clarity, builds trust, and reinforces that consent is part of a true partnership in the evaluation process.

Resources

The Idaho Training Clearinghouse contains the following resources on consent for assessment:

- [Quick Guide: Consent for Assessment](#)
- [Module: Consent and Evaluation](#)

Chapter Five: Components of a Comprehensive Evaluation

A comprehensive evaluation is the foundation of special education decision-making. It informs not only whether a student is eligible under IDEA, but also what services and supports are necessary to help the student succeed. This chapter outlines each step of the comprehensive evaluation process—from planning and team collaboration to selecting appropriate tools, conducting observations, reviewing outside data, and interpreting results with care and context. When done well, comprehensive evaluations provide teams and families with meaningful insight into the student's unique strengths and needs, and guide the development of effective, individualized programming.

Purpose of a Comprehensive Evaluation

A comprehensive evaluation lies at the core of the special education process. Its purpose is threefold:

1. To determine whether a student has a disability under IDEA and meets Idaho's eligibility criteria;
2. To identify the educational impact of that disability and whether specially designed instruction and related services are needed; and
3. To provide meaningful, actionable information that will guide the development of an individualized education program (IEP) and inform instruction.

To accomplish these goals, evaluations must be full, individualized, and sufficiently comprehensive to identify all of the student's special education and related service needs, even those that are not directly tied to the suspected disability category.

For example, a student may be referred due to a suspected Specific Learning Disability (SLD) in reading comprehension. During testing and classroom observation, the team notices that the student also struggles with self-regulation, often going off-task or displaying emotional outbursts when challenged. Although these behaviors are not always linked directly to reading disabilities, the team wisely broadens the evaluation to include behavioral and social-emotional assessments. This ensures that the student's IEP will address both academic skills and behavioral supports, creating a plan that helps the student succeed in all aspects of learning.

In order for an evaluation to be comprehensive and legally defensible, teams must use multiple data sources. Teams should gather both functional (real-life skills, adaptive behavior, social-emotional regulation) and relevant (linked to eligibility) information. These tools must

be valid and reliable, meaning they must yield stable, accurate results that are valid for their intended use.



Important Note: Assessments should not be racially, culturally, or linguistically biased and tools must be selected with the student's language background in mind.

Equally important is the principle of consensus. A comprehensive evaluation is never the responsibility of a single professional. It requires collaboration from all team members to decide what data are needed, how those data should be collected, and how results are interpreted. Consensus does not mean that every person must agree completely; rather, it means that all voices are heard, differing perspectives are considered, and the team moves forward with a shared plan. This collaborative process prevents gaps in assessment, avoids unnecessary duplication of testing, and ensures the evaluation paints a complete picture of the child. When consensus is difficult to reach, teams should document differing viewpoints, consider whether additional data might resolve the disagreement, and return to the central referral questions: *What do we need to know to determine eligibility and to plan effective services?*

What is a Comprehensive Evaluation?

Before diving into procedures, it is helpful to clarify the difference between *assessment* and *evaluation*. **Assessment** refers to the formal and informal processes of observing, gathering, and recording information to help answer questions and make instructional decisions.

Evaluation is the broader process of determining whether a student has a disability and identifying the nature and extent of the special education and related services the student requires. In practice, assessments are components of the evaluation process.

A comprehensive evaluation is not simply a checklist of tests. It is a thoughtful, systematic process of collecting, analyzing, and integrating multiple sources of information to answer the referral questions.



Evaluations can be framed around four guiding questions:

What are the suspected disabilities?

Teams begin with referral information, teacher reports, parent concerns, and early intervention data to determine what eligibility categories should be considered. For example, a referral might list "attention" as the concern. Through data gathering, the team may discover that the difficulties are more consistent with anxiety than with Attention Deficit Hyperactivity Disorder (ADHD), prompting them to refine the focus of their evaluation.

What do the referral and review of existing information tell us?

Before selecting new assessments, teams review student records, past interventions, and classroom data. If a student has already participated in informal assessments as part of an intervention process, those results can provide valuable background. They can also guide decisions about what additional testing is needed, preventing redundancy and helping the team focus on the right areas.

What are the areas of need related to the suspected disability?

Needs vary depending on the suspected disability. For example, in a referral for suspected SLD, the team might focus on reading comprehension and written expression. Another example would be a student referred for consideration under Other Health Impairment (OHI) due to suspected ADHD, where the team might focus on attention and executive functioning. The evaluation plan should ensure that data are collected in the areas of need related to the suspected disability so that the IEP can target them directly.

What other areas of need exist for this student, whether or not those needs are commonly linked to the suspected disability category?

Teams must also think beyond the suspected disability category. It is common for students to present with secondary or co-occurring challenges. For example, a child referred for behavior concerns may also have underlying language comprehension difficulties that, if left unassessed, would result in an incomplete IEP.

*Comprehensive evaluation requires that the team consider the **whole child**, not just the presenting concern.*

By systematically working through these four questions, teams create evaluations that are both comprehensive, covering all relevant domains; and individualized, focused on the student's unique profile.

Planning the Evaluation

Once the team understands what a comprehensive evaluation entails, the next step is to thoughtfully plan how it will be conducted. Planning a comprehensive evaluation is both **proactive and flexible**.

Before the first assessment is administered, the evaluation team should:

- Map out the legal requirements;
- Identify who will be interviewed;
- Determine the number and types of observations needed;
- Select assessment tools aligned to the referral concerns; and
- Decide how the findings will be documented in the final report.



Best Practice Tip: Careful preparation at this stage allows the team to stay organized while remaining open to adjustments as new information emerges during the process.

Evaluators should also plan strategically by **working backward from the state's eligibility criteria**. This approach helps the team select assessment tools that will both confirm and rule out possible disabilities, ensuring that the data collected directly answer the questions required for determining eligibility.

Effective planning includes **coordinating the roles of specialists** on the team so that each professional's expertise is used intentionally. For example, a speech-language pathologist focuses on language and communication, an occupational therapist examines fine motor skills and sensory development, and a school psychologist evaluates cognitive and behavioral functioning.

When planning begins, it is helpful to think of the process as a series of steps:

1. First, the team gathers existing data, including student records, prior interventions, and parent and teacher input.
2. Next, they determine what additional data are needed to address unanswered questions.
3. Finally, the team collects data across multiple settings, sources, and modalities such as classroom observations, parent interviews, and standardized testing to ensure that the evaluation reflects the student's performance in a variety of contexts.



Important Note: Special attention should be given to **cultural, linguistic, and environmental factors** when planning evaluations for English learners. Teams must consider how language proficiency and cultural background might influence assessment results and interpretation.

Teams should also remember the importance of **teacher and parent interviews**. Asking teachers how the student participates in class, interacts with peers, and responds to accommodations provides valuable insight into the student's educational experience.

Similarly, parent input offers essential context about the child's development and behavior beyond the classroom, helping to clarify how the student's needs present across settings.



Required Team Members

Evaluation teams must bring together individuals with diverse expertise to ensure that the student's needs are thoroughly considered. At minimum, membership includes the parent or adult student; an LEA representative; a general education teacher; a special education teacher; and a professional qualified to interpret assessment results, such as a school psychologist or speech-language pathologist.

In addition, certain disability categories require specific team members:

- A school psychologist must be part of any evaluation for SLD or for an evaluation for OHI when an educational determination of ADHD is considered.
- A speech-language pathologist must be included when oral expression or listening comprehension is a concern in an SLD evaluation.
- For Autism Spectrum Disorder, both a school psychologist and a speech-language pathologist are required.

Conducting the Evaluation

Once consent is obtained, the evaluation team begins implementing the plan developed during the referral process. Conducting the evaluation involves more than administering tests. It requires intentional selection of tools, structured observations, collaboration among team members, and thoughtful interpretation of data. Each component should directly address the referral questions and provide meaningful, legally defensible information that supports both eligibility determination and educational planning.

Selecting the right tools

Assessment decisions must always be individualized and directly connected to the referral. The most important consideration is whether the tool sufficiently measures the area of concern. For example, if a student is referred for attention and self-regulation difficulties, a broad social-emotional screener alone might not be adequate because it measures mood and internalizing symptoms rather than attentional control. A behavior rating scale that includes subscales for inattention, hyperactivity, and executive functioning would provide more accurate and relevant data.

Similarly, if a student is referred for reading comprehension difficulties, relying only on a reading fluency measure which primarily captures rate and accuracy would not provide sufficient information. A student may read quickly and accurately but still struggle to make inferences, summarize content, or grasp complex text. In this case, choosing a reading comprehension measure that also includes listening comprehension or higher-order reasoning tasks ensures the team collects data that accurately reflect the student's academic challenges and inform appropriate instructional supports.

Teams should also confirm that the assessment is normed for the student's age or grade, check for updates when tools are re-normed, and decide whether a full battery or only targeted subtests are necessary. In some cases, selective subtests can answer the referral question without requiring the administration of the full assessment.

A comprehensive evaluation is best understood as intentional, not exhaustive. Every assessment should provide information that is necessary and relevant for eligibility decisions and IEP planning.

Avoiding over-assessment

Adding assessments “just in case” wastes valuable instructional time and can overwhelm the student. For example, administering a full Woodcock-Johnson achievement battery may take close to two hours, while administering two targeted subtests could provide the needed data in 35 minutes. Teams must weigh these opportunity costs carefully.

The role of standardized assessments

Standardized assessments provide important data. They allow comparison to national or age/grade-level norms, add objectivity to the team's analysis, and break down broad skill areas into more specific components. Results from standardized tools can highlight both strengths and weaknesses, which in turn guide intervention planning.

Administration and interpretation of assessments

Best practice requires careful preparation and fidelity in test administration. Prior to testing, evaluators should review administration manuals, practice administration procedures, study basal and ceiling rules, and prepare all necessary materials such as record forms, manipulatives, and timers.

During administration, a quiet, distraction-free environment is essential. Sessions should be planned to minimize fatigue and to avoid removing students from highly motivating activities such as recess or electives.



Team Reflection: Choosing Between Age-Based and Grade-Based Norms

Interpretation of results requires professional judgment.

When selecting between age-based and grade-based norms, teams must consider multiple factors, including the purpose of the assessment, the skill domains being evaluated, the student's developmental and educational history, and the timing of testing.

Grade norms are typically used for academic measures because they reflect students' curriculum exposure relative to same-grade peers. Age norms are generally more appropriate for assessments of speech and language, cognition, and behavior, where developmental expectations are key to interpretation. However, this decision is not always straightforward. For example, reading and writing may be influenced by both developmental factors and curriculum exposure, especially in the early grades.

In some cases, it may be beneficial to evaluate both age-based and grade-based scores, particularly for students who are notably young or old for their grade level, have experienced educational disruption, or fall near the cutoff of a new norm group (e.g., recent birthday or semester change). For example, a 12-year-old retained in Grade 5 might be compared to peers in Grades 6 or 7 if age norms are used, which could produce artificially low scores. Grade norms, on the other hand, might mask academic difficulties by comparing the student to younger peers. In these situations, examining both types of scores and reviewing overlap in confidence intervals can provide a clearer picture of the student's true performance level.

Regardless of which norm type is selected, consistency is critical. The same type of score, age- or grade-based, should be reported across all subtests and composites within a single assessment. Confidence intervals should also be reported to represent the range in which the student's true score likely falls. In cases where external factors such as disrupted schooling, illness, or trauma may have affected test performance, confidence intervals can be especially helpful for contextualizing results.

All scores must be interpreted in the context of the student's background, culture, language proficiency, and access to instruction. Single scores should never stand alone. Teams must look for patterns of strengths and weaknesses across multiple measures and settings, integrating all available data to make well-supported, equitable, and legally defensible decisions.

Conducting observations

Observations are not just a formality, they provide essential context by showing how concerns manifest in natural settings, across times and activities. They should be included in every evaluation, regardless of the eligibility category being considered. Observations should be conducted across multiple settings; for instance, in a class where the concern has been raised and in another where the concern is not observed. Decisions about who conducts the observation also matter: a teacher who knows the student may provide valuable context but could also bring bias, while a new observer may offer more objectivity.

When observing multilingual learners (ML), it is essential to consider both cultural and linguistic factors that may influence behavior and engagement. Whenever possible, gain a complete picture of the student's abilities and interactions by conducting observations across settings where both English and the student's home language are used. Collaborating with bilingual staff and taking acculturation factors into account help prevent misinterpretation of behaviors that may stem from language acquisition or cultural differences rather than disability. Having the LEA's teacher of MLs conduct or participate in at least one observation is considered best practice.

High-quality observations rely on objective documentation. Observers should focus on recording what the student actually does rather than interpreting or labeling the behavior.

Information recorded during an observation should objectively state what the student does or says. For example, writing "John threw his pencil and shouted" captures observable actions, while "John hates math" is a subjective assumption about motivation or emotion. Maintaining objectivity ensures that the data collected are reliable, meaningful, and defensible if later used to inform eligibility decisions or behavioral planning.

In addition to objectivity, observations should include comparison data, especially when the concern is related to behavior. Recording both the target student's behavior and that of peers provides essential context for interpreting the results. A student who appears inattentive may, in fact, be demonstrating behavior typical for that classroom or setting. Documenting how peers engage in the same activity helps the team determine whether the student's behavior is unique or part of a broader classroom pattern. This comparative perspective strengthens the validity of the observation and supports more accurate conclusions about the student's needs.



Legal Cautionary Example: In one due process case, a school psychologist's observations were rejected because they were too brief and lacked reliability across settings, undermining the district's case. This underscores the need for substantive, multi-setting observations.

Considering outside evaluations

External evaluations can be valuable, but their relevance must be carefully weighed. Reports should be reasonably current, typically within one year for areas that change quickly such as behavior, or within two to three years for more stable areas such as cognitive functioning. They must also be conducted by a qualified professional such as a licensed psychologist, speech-language pathologist, or physician. Finally, they must address the referral concern directly. For example, a recent neuropsychological evaluation documenting a memory deficit may be highly relevant to an SLD evaluation, while a medical report from five years ago noting a resolved ear infection likely is not. Even when outside reports are informative, school teams need to supplement them with classroom-based data to understand the student's functioning in the school context.

If the evaluation is current, performed by a qualified individual, and addresses referral concerns, it should be reviewed as part of the evaluation process.



Important Note: Even when an outside evaluation provides sufficient data, the team must still report school-based information to support the eligibility determination and ensure the report reflects the student's functioning within the educational setting.

Staying Coordinated as a Team

High-quality evaluations depend on strong communication among team members. Communication ensures that students are not tested multiple times in one day, timelines are met, and gaps in data are identified early. Regular check-in points allow the team to monitor progress, troubleshoot barriers such as student absences or missing parent forms, and confirm that referral questions are being answered. If the data collected do not address the referral concerns, the team should adjust the plan before the evaluation is complete.



Best Practice Tip: School teams should review preliminary results together before meeting with parents. Entering a meeting without internal consensus risks confusing families and undermining trust. If consensus has not yet been reached, additional team discussion should occur before involving the parent. Importantly, this preliminary team discussion is not a time for decision-making but for developing a unified understanding of assessment results and reaching a consensus.

The eligibility meeting should be a time to share clear, unified findings, not to debate interpretations in front of families.

Communicating with Parents

Parents are essential partners in the evaluation process. They provide developmental history and insights into their child's strengths and needs and are equal decision-makers under IDEA. Effective parent-school communication fosters trust and ensures the evaluation reflects the student's whole picture.

Best practice communication goes beyond email. Direct communication, whether by phone, video call, or in person, helps families feel connected and allows evaluators to explain rating scales and assessment purposes in clear, family-friendly language. Parents should be given timely updates, encouraged to ask questions, and informed of timelines and next steps. When needed, written documents should be translated into the family's preferred language, and interpreters should be provided to support full participation in meetings.

When parents cannot be engaged despite documented, reasonable efforts, the team has the following options:

- In an initial evaluation, the eligibility meeting can be held and reports shared with parents, but services cannot begin without parental consent.
- In a reevaluation, the team may move forward with eligibility decisions and continue services if the student remains eligible, even without parent participation.

When teams collaborate thoughtfully, gather meaningful data, and engage families throughout the process, comprehensive evaluations become a powerful foundation for student success.

Key Points

- A comprehensive evaluation must be full, individualized, and sufficiently thorough to identify all of the student's special education and related service needs, even those not directly linked to the suspected disability category.
- Evaluations are guided by four key questions: What are the suspected disabilities? What do the existing data tell us? What are the areas of need related to the suspected disability? What other areas of need exist for this student?
- Planning the evaluation includes carefully considering legal requirements, assigning responsibilities, choosing tools aligned with referral questions, and coordinating among specialists.

- Assessment decisions must be individualized. Teams must choose tools that directly measure the area of concern, are current and normed for the student's age or grade and reflect the student's cultural and linguistic background.
- A comprehensive evaluation is intentional, not exhaustive. Every assessment should provide data that are necessary and relevant for eligibility decisions and IEP development.
- Standardized assessments offer objective benchmarks and help identify patterns of strengths and needs. Scores must be interpreted in context and never used in isolation.
- Observations should be conducted across settings, use objective language, and include peer comparison data. For multilingual learners, consider home language, acculturation, and input from staff who work with multilingual learners.
- When reviewing outside evaluations, teams should ensure that reports are current, conducted by qualified professionals, and directly related to the referral concern. If relevant, they should be considered as part of the evaluation process.
- Ongoing team communication helps maintain timelines, avoid redundancy, and ensure referral questions are answered. Preliminary results should be discussed before the eligibility meeting.
- Strong communication with families builds trust and ensures the evaluation process reflects the whole child. Teams must document outreach efforts and understand procedures to follow when parents do not participate.

Resources

The Idaho Training Clearinghouse contains the following resources on Components of a Comprehensive Evaluation:

- [Quick Guide: Evaluation](#)
- [Quick Guide: Eligibility Determination Observation](#)
- [Module: Administering Academic Assessments](#)
- [Academic Achievement Assessments](#)
- [Quick Guide: Assessment Score Types](#)
- [Quick Guide: A Team Approach to Referrals](#)
- [Special Education Evaluation Timeline Tracker](#)

Chapter Six: Determining Eligibility

Eligibility determination is the bridge between the comprehensive evaluation process and the development of an Individualized Education Program (IEP). It is the point at which data become decisions; when the evaluation team transforms test results, observations, and qualitative information into an official determination of whether a student qualifies for special education services.

The goal of this process is not merely to apply a label or meet compliance requirements, but to ensure that students with disabilities are accurately identified, that their educational needs are well understood, and that any decision is grounded in data, collaboration, and equity.

Determining eligibility requires teams to apply both professional judgment and procedural fidelity. The *Three-Prong Test for Eligibility* provides the framework for these decisions. Through this process, teams answer three questions:

- Does the student meet the eligibility criteria for one of Idaho's disability categories?
- Does the student's disability have an adverse effect on their educational performance?
- Does the student require specially designed instruction to access and make progress in the general education curriculum?



When teams approach this process with fidelity and thoughtful analysis, eligibility determination becomes a meaningful extension of the evaluation, connecting what has been learned about the student to the services and supports they will receive.

Purpose of Eligibility Determination

The purpose of an eligibility determination is to ensure that decisions regarding special education are both data-driven and individualized. The process validates whether a student's difficulties stem from a disability as defined by IDEA, rather than from other factors such as lack of instruction, cultural or linguistic differences, or environmental circumstances.

An eligibility decision should never feel mechanical. Instead, it is a collaborative analysis of the student's data profile and the degree to which their needs can or cannot be met through general education supports alone. The eligibility process also serves as a safeguard, ensuring that special education services are reserved for students who truly need specially designed instruction to access and benefit from their education.



Best Practice Tip: During eligibility meetings, anchor discussions around the referral concerns identified at the start of the evaluation. This helps the team remain focused on the core questions driving the process and prevents the conversation from becoming about isolated scores or opinions.

Disability Categories

Idaho recognizes 14 disability categories under IDEA. These include:

- Autism Spectrum Disorder (ASD)
- Blindness or Low Vision
- Deaf or Hard of Hearing
- Deaf-Blindness
- Developmental Delay (DD)
- Emotional Behavioral Disorder (EBD)
- Intellectual Disability
- Language Impairment
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment (OHI)
- Specific Learning Disability (SLD)
- Speech Impairment
- Traumatic Brain Injury (TBI)

Each category has specific eligibility criteria that must be met for a student to qualify. The team's responsibility is to determine whether the student meets the state-defined criteria for one of these categories and to provide evidence supporting that determination.



Team Reflection Question: Has the team clearly identified which disability category is suspected based on the evaluation data, and can each team member explain how the data align with the state criteria for that category?

Educational Determination

A school-based team can make an educational determination for two specific categories: *Autism Spectrum Disorder* and *Other Health Impairment* (when ADHD is the primary condition) without obtaining a medical diagnosis. In these cases, qualified school professionals can determine eligibility based on the totality of the evaluation data, provided the information is comprehensive, includes appropriate assessments, and clearly demonstrates that the student meets the educational criteria for the disability.

Autism Spectrum Disorder: The educational determination requires collaboration between a school psychologist and a speech-language pathologist, reflecting the dual focus and need for expertise on communication, behavior, and social interaction.

Other Health Impairment: When ADHD is the primary condition, the school psychologist may lead the educational determination process, provided sufficient behavioral, observational, and developmental data are collected to support the decision.

When an educational determination of ASD or ADHD is made, the eligibility report should clearly state the data sources that informed the decision and identify the qualified professionals involved.

Required Team Members

The *Idaho Special Education Manual* outlines specific required team members for certain disability categories to ensure appropriate expertise is represented, in addition to the team members required to be part of any evaluation team. The following professionals are required participants in the eligibility process when these categories are considered:

Category	School Psychologist	Speech Language Pathologist
Autism Spectrum Disorder	Required	Required
Emotional Behavioral Disorder	Required	n/a
Intellectual Disability	Required	n/a
Language Impairment	n/a	Required
Multiple Disabilities	Required	n/a
Other Health Impairment	Required *	n/a
Specific Learning Disability	Required	Required **
Speech Impairment	n/a	Required

* Required when an educational determination of ADHD is being considered.
 ** Required when oral expression and/or listening comprehension is being considered.



Important Note: If a required team member cannot attend the eligibility meeting, their input must still be documented in a team meeting excusal form, including information about their assessment results. Parents must provide permission for this team member’s absence prior to the meeting so that they have sufficient time to request that the meeting be rescheduled if they prefer.

The Three-Prong Test for Eligibility

The eligibility process is grounded in the Three-Prong Test. Each prong represents a critical decision point that must be addressed in sequence. Failure to establish even one prong means the student does not meet IDEA eligibility for special education services.

Prong 1: Presence of a Disability

The first prong addresses whether the student meets Idaho's criteria under IDEA for one of the 14 disability categories. This decision is not based solely on test scores or a checklist of symptoms but on a convergence of data from multiple sources including standardized assessment results, observations, work samples, interviews, and input from parents and teachers. When determining whether criteria are met, teams must be guided by the definitions and requirements established for each disability category in Chapter 4 of the *Idaho Special Education Manual*. Each category outlines specific qualifying conditions, as well as exclusionary factors that must be ruled out (e.g., lack of instruction, limited English proficiency, or environmental factors).



Best Practice Tip: As the team reviews data for Prong 1, focus on pattern recognition. Instead of looking for isolated test scores, examine whether consistent patterns emerge across data types and point to the same underlying area of disability.

Rule Out Exclusionary Factors

Before determining that a student has a disability, the evaluation team must rule out other factors that could better explain the student's difficulties. This safeguard ensures that students are not misidentified when their challenges stem from instructional, cultural, or environmental variables rather than a disability.

The team must verify that the student's underachievement is not primarily the result of:

- **A lack of appropriate instruction** in reading or mathematics. Teams should examine instructional history, intervention data, and curriculum access to ensure the student has had adequate opportunities to learn.
- **Limited English proficiency.** Teams must confirm that the student's academic or communication challenges are not due to learning English as an additional language.
- **Environmental, cultural, or economic disadvantage.** Evaluators should consider contextual factors that may influence performance, such as attendance, mobility, access to early learning experiences, trauma, or poverty.

Ruling out these factors requires careful review of multiple data sources including classroom observations, intervention records, attendance, and language proficiency assessments alongside formal testing. If the team determines that any of these exclusionary conditions is

the primary cause of difficulty, the student should not be identified as having a disability under IDEA.

Ultimately, this analysis ensures that eligibility decisions remain equitable and that special education services are reserved for students whose difficulties are the direct result of a disability, not a lack of opportunity or access to learning.

Prong 2: Adverse Effect on Educational Performance

Once a disability has been established, the team must determine whether the disability has an adverse effect on the student's educational performance. This step distinguishes between the presence of a disability and its educational significance.

The *Idaho Special Education Manual* defines adverse effect as an impact that impedes the student's progress to the extent that their educational performance is significantly and consistently below the level of similar-age peers, preventing the student from benefitting from general education.

Educational performance is interpreted broadly and may include academic, behavioral, social-emotional, or functional skills.

Put simply, educational performance is any area essential to a student's success in the educational setting. The team must demonstrate how the student's disability prevents adequate access, participation, or progress in the general education curriculum, even with appropriate supports in place.

An adverse effect determination cannot rely solely on one data point or a single assessment tool. The *Idaho Special Education Manual* specifies that multiple sources of evidence are required. Sources can include progress monitoring data, teacher reports, and direct assessment results.

At this stage, teams should ask the question, "How is this student's performance meaningfully and consistently different from same-age peers, and what evidence demonstrates that the difference is linked to the identified disability?"



Best Practice Tip: The adverse effect section of the eligibility report should clearly connect the disability to specific barriers in access or progress. Teams should summarize both quantitative data (e.g., standard scores, rate of progress) and qualitative data (e.g., teacher narratives, classroom observations) to illustrate this connection. Quantitative data show severity, while qualitative data show functionality.

Avoid generic adverse effect statements. The most meaningful summaries link data to real classroom implications.

For example: “Due to weaknesses in working memory and processing speed (WISC-V Working Memory Index = 76 and Processing Speed Index = 80), Sabrina performs significantly below same-age peers in reading comprehension (KTEA-3 Reading Comprehension = 78). Classroom observations and teacher reports indicate that Sabrina struggles to recall oral directions, often needs repeated explanations, and demonstrates fatigue during extended reading tasks. Despite targeted small-group interventions over eight weeks, progress monitoring data show growth below expected rates (average weekly gain = 0.3 vs. grade-level expectation of 1.0). These weaknesses impact Sabrina’s ability to retain multi-step directions and comprehend grade-level text without repetition and visual supports. These factors combined prevent Sabrina from keeping pace with peers and accessing grade-level content without explicit reteaching and visual supports.”

Prong 3: Need for Specially Designed Instruction

Once a team determines that a student both meets criteria for a disability (Prong 1) and that the disability has an adverse effect on educational performance (Prong 2), the final step is to decide whether the student requires specially designed instruction to access and make progress in the general education curriculum.

Specially designed instruction (SDI) is the defining feature of special education. It means adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of an eligible student that result from the disability, and to ensure access to the general education curriculum so the student can meet the content standards that apply to all students.



Important Note: While the presence of a disability and an adverse effect may indicate significant need, a student only qualifies for special education services if their needs cannot be met through general education supports alone. In other words, the team must determine whether the student requires individualized, ongoing, and specially designed instruction beyond what is typically provided through tiered interventions or accommodations.

SDI may involve adjustments in any of the following:

- **Content:** What the student is taught (e.g., foundational literacy or numeracy skills below grade level).
- **Methodology:** How the student is taught (e.g., explicit phonics instruction, visual supports, task analysis).
- **Delivery:** How instruction is provided (e.g., small group, co-taught environment, specialized technology).

When describing the need for SDI, the eligibility report should clearly outline:

- The student's strengths and specific areas of need;
- How the disability affects access to or progress in the curriculum;
- The instructional changes (content, methodology, delivery) required; and
- The data sources supporting these conclusions.

Can you find the changes to content, methodology, and delivery of instruction in Sabrina's SDI statement?

"To access and benefit from instruction, Sabrina requires specially designed instruction. Instruction should emphasize reading comprehension strategies (main idea, inference, summarizing) and vocabulary development matched to her instructional level. She requires explicit, scaffolded teaching with visual supports, modeling, and guided practice. Instruction should be delivered in small-group or individual lessons with frequent checks for understanding and access to text-to-speech tools."

A well-written SDI statement becomes the natural bridge to the IEP. It not only justifies eligibility but also guides goal development and service design.

Collaborative Decision-Making

Eligibility determination is a team decision, not the conclusion of one professional or discipline. All members of the evaluation team participate in reviewing data, discussing interpretations, and reaching consensus about whether the student meets the Three-Prong Test.



Best Practice Tip: Establish from the start that consensus means everyone's perspective is valued and that the team's goal is collective understanding, not unanimous voting. If disagreement arises, capture it respectfully in writing and note the data sources each perspective relies on.

This collaborative approach ensures that decisions are informed by multiple sources of expertise and reflect the student's strengths, needs, and overall educational profile. Before

finalizing the eligibility determination, the team should confirm that all members, including general education staff and parents, have had the opportunity to contribute input, ask clarifying questions, and fully understand the rationale for the decision.

When conducted in this spirit, the eligibility process becomes a model of shared professional judgment and transparent collaboration. It allows families to see that their input is valued and that the decision was reached thoughtfully, with consideration of all available data.

Writing Recommendations

Once the team has determined that the student meets the Three-Prong Test of Eligibility, the evaluation process culminates with actionable next steps. These next steps take the form of *recommendations*: data-based instructional suggestions that connect the evaluation findings to everyday classroom practice. Whether a student is found eligible for special education or not, recommendations ensure that what the team learned through assessment is used to inform meaningful support for the student's success.

Recommendations serve as a bridge between the evaluation report and the individualized planning that follows, ensuring continuity between the assessment process and classroom application.

Recommendations also communicate the evaluation team members' informed understanding of the student's strengths and needs, while empowering the IEP team to design interventions that fit the student's educational environment.

High-quality recommendations should:

- Be data-driven: Follow directly from assessment findings, classroom observations, and team discussion.
- Address the referral concern: Tie each suggestion back to the referral.
- Be specific and actionable: Describe what educators can do differently, not just what the student needs.
- Reflect multidisciplinary input: Integrate insights from all team members' professional areas.
- Be prioritized: Focus on a small number of high-impact strategies that will yield meaningful change.



Team Reflection Question: Can another educator pick up this report, read the recommendations, and immediately understand how to begin supporting this student in their classroom?



Best Practice Tip: Consider including a statement like the one below to help clarify that recommendations are meant to inform, not prescribe, the IEP process. It acknowledges the evaluator's role in contributing expertise while respecting the IEP team's authority to determine services.

"The recommendations in this report are intended as flexible options, not a required list. IEP teams should determine which supports best match the student's needs and learning environment. These suggestions reflect assessment areas of need and are offered to guide planning and promote the student's ongoing success."

Sample Recommendations

These examples illustrate how to write recommendations that are individualized, grounded in the data, and flexible enough for use across multiple environments.

Specific Learning Disability – Reading Comprehension

The student demonstrates relative strengths in verbal reasoning and listening comprehension, but significant difficulty understanding written text, especially when material is lengthy or abstract. Challenges are related to working memory and verbal reasoning deficits, and inconsistent use of reading strategies.

Instructional Recommendations:

- Provide explicit instruction in reading comprehension strategies such as identifying main ideas, summarizing, and making inferences, with modeling and guided practice.
- Build background knowledge through pre-reading discussions and visual supports before new lessons.
- Allow text-to-speech or audio access to grade-level material.
- Use frequent comprehension checks (retell, paraphrase, or discuss) rather than written quizzes alone.
- Present reading tasks in shorter, manageable segments to reduce cognitive load.

Environmental Supports:

- Provide reading materials at both instructional and grade level.
- Seat the student in a low-distraction area during independent reading.
- Coordinate with the student's family to promote structured reading practice at home.



Other Health Impairment – ADHD

The student demonstrates strong reasoning and expressive language abilities but struggles with sustaining attention, organizing materials, and independently completing multi-step tasks.

Instructional Recommendations:

- Deliver concise verbal and visual directions, checking for understanding before starting tasks.
- Provide consistent reinforcement systems emphasizing immediate, positive feedback.
- Support executive functioning through visual planners, color-coded folders, and digital reminders.

Environmental/Behavioral Supports:

- Use preferential seating near the point of instruction.
- Implement scheduled movement breaks to support self-regulation and focus.
- Collaborate with the student's family to align organizational systems across home and school.
- For longer assignments, allow extended time and set interim deadlines to support pacing and task completion.
- Pair the student with positive peer models to encourage attention and engagement.

Autism Spectrum Disorder

The student exhibits strengths in factual recall and visual learning but demonstrates difficulty with perspective taking, flexible thinking, and pragmatic communication. Transitions and unstructured activities are common sources of stress.

Instructional Recommendations:

- Explicitly teach social communication skills, such as conversation turn-taking and interpreting body language.
- Incorporate special interests to build motivation during instruction.
- Prepare the student for changes using visual or written previews.
- Offer concrete examples and visual supports when introducing abstract language or figurative expressions.

Environmental Supports:

- Provide predictable routines and visual schedules to support transitions.
- Maintain consistent expectations across classrooms.
- Provide a quiet space or calm-down area for sensory regulation.
- Pair with peers in structured cooperative learning to promote social interaction.

Language Impairment

The student demonstrates adequate cognitive skills but shows difficulties with receptive and expressive language, impacting academic understanding and classroom communication.

Instructional Recommendations:

- Offer direct vocabulary instruction emphasizing content-specific words.
- Provide visual aids and sentence frames to support expressive language.
- Reinforce and model complete sentences and clear explanations during class discussions.
- Collaborate with the SLP to embed communication goals in daily instruction.
- Pre-teach key vocabulary before introducing new concepts.

Environmental Supports:

- Present directions both verbally and in writing.
- Incorporate peer-assisted learning activities to encourage communication.
- Allow extra response time to process verbal information.

Emotional Behavioral Disorder (EBD)

The student demonstrates strong verbal reasoning and insight but significant difficulty with emotional regulation, frustration tolerance, and sustained engagement in academic tasks. The student's anxiety and avoidance behaviors interfere with learning and reduce instructional time, particularly during writing tasks.

Instructional Recommendations:

- Provide explicit instruction in coping strategies and emotional regulation, such as identifying triggers, using calming techniques, and reframing negative thoughts.
- Integrate social-emotional learning lessons or counseling sessions that focus on problem-solving, communication, and perspective-taking.
- Use structured behavior supports with clear expectations, consistent routines, and immediate, predictable feedback (e.g., check-in/check-out, point systems).
- Provide instruction in executive functioning including task initiation, organization, and completion through modeling, visual supports, and guided practice.
- Use incremental writing instruction that breaks the process into small steps (e.g., brainstorming, outlining, drafting, revising) with clear models and scaffolds.

Environmental and Technological Supports:

- Offer speech-to-text, word prediction, and keyboarding as alternative means for written expression, paired with explicit instruction in their use.
- Allow structured breaks and opportunities for movement or quiet regulation as part of a Behavior Intervention Plan.
- Create a predictable classroom environment with clear transitions and visual schedules to reduce anxiety and defiance triggers.
- Provide choices in assignments and topics to promote ownership and engagement.
- Encourage participation in STEM or technology-based enrichment activities that highlight the student's reasoning strengths and build confidence.

- Maintain regular communication among teachers, counselor, and family to ensure consistent strategies across settings.
- Reinforce positive behavior and task completion with frequent, specific feedback and acknowledgment of progress.
- Include the student in goal setting and self-monitoring to build self-awareness and internal motivation.

Wrapping Up the Eligibility Process

Once the evaluation team reaches its determination, the final step is completing all documents and communicating any next steps in a timely manner. The *Idaho Special Education Manual* outlines that teams must document eligibility results on the Eligibility Report, obtain signatures from required members, and provide copies to parents, along with Prior Written Notice summarizing the decision. If a student is found ineligible, the team should still identify the student's learning and behavioral strengths and challenges and provide recommendations for continued support through general education or targeted interventions. This ensures that every evaluation yields actionable insight, even when special education eligibility is not met.



Best Practice Tip: Hold a brief “closing conversation” before ending the eligibility meeting. Summarize what the team decided, review next steps, and confirm that parents understand the determination and have received the required documentation.

Ultimately, eligibility determination should conclude not just with a decision, but with a shared understanding of the student's learning profile and the supports they need to thrive. When the process is thorough, collaborative, and transparent, it strengthens trust between families and schools and sets a solid foundation for the IEP process that follows.

Key Points

- Eligibility determination bridges evaluation and intervention. It transforms assessment data into decisions about whether a student qualifies for special education services and guides the development of an IEP when appropriate.
- The process is grounded in the Three-Prong Test:
 - The student meets criteria for one of Idaho's 14 disability categories under IDEA.
 - The disability has an adverse effect on the student's educational performance.
 - The student requires specially designed instruction (SDI) to access and make progress in the general education curriculum.
- The goal is accurate identification, not labeling. Teams must distinguish between difficulties caused by disability and those resulting from other factors such as instruction, attendance, or environment.

- Eligibility is a team decision. All team members, including general education teachers, specialists, and parents, contribute to data review, interpretation, and consensus.
- Adverse effect must be demonstrated through multiple data sources. Teams should integrate both quantitative data (e.g., standard scores, rate of progress) and qualitative data (e.g., observations, teacher reports, work samples) to show how the disability significantly and consistently limits access or progress.
- Specially designed instruction is the defining feature of special education. SDI involves adapting content, methodology, and/or delivery of instruction based on individual student needs and supported by evaluation data.
- High-quality SDI statements clearly describe the student's strengths and needs, the specific instructional changes required, and the evidence supporting these conclusions.
- Collaboration and consensus are essential. The team's goal is shared understanding—not unanimous agreement—and differing perspectives should be documented respectfully.
- Recommendations link data to practice. They provide practical, flexible strategies drawn from assessment results to inform instruction, regardless of eligibility outcome.
- Every evaluation should yield actionable insight. Even when a student is found ineligible, teams should identify learning strengths, challenges, and strategies for continued support within general education.
- A clear, transparent process builds trust. When teams base decisions on comprehensive data and engage families as partners, the eligibility process becomes a model for collaborative problem-solving.

Resources

The Idaho Training Clearinghouse contains the following resources on determining eligibility:

- [Quick Guide: Eligibility Categories](#)
- [Quick Guide: Eligibility Decision](#)
- [Quick Guide: Three Prong Test](#)
- [Quick Guide: Three Prong Examples](#)
- [Consideration of Exclusionary Factors Guidance Document](#)
- [Module: Teacher's Guide to the Three Prong Test](#)
- [Module: Eligibility Decision](#)

Chapter Seven: Writing Meaningful and Actionable Eligibility Reports

The eligibility report is one of the most critical documents in the special education process. It serves as both a record of the evaluation team's decision-making and a communication tool that connects assessment data to educational planning. A well-written report should tell the story of the student in a clear, compassionate, and purposeful way. The goal of the report is to help educators and families understand not only whether a student qualifies for special education, but also why and how the information can be used to guide instruction and intervention. Reports that are accessible, strengths-based, and written in language that all team members can understand are more likely to result in meaningful educational planning and improved student outcomes.

The Purpose of the Eligibility Report

The eligibility report fulfills two central purposes. First, it documents how a student meets (or does not meet) federal and state eligibility criteria for special education under the IDEA and the *Idaho Special Education Manual*. Second, it provides actionable information that can be immediately applied to the student's educational program.

The most useful reports directly address the referral concerns and provide practical guidance for those who support the child on a daily basis.

Eligibility reports should move beyond summarizing test results to provide practical insights that inform instruction, intervention, and collaborative decision-making.

Intended Audience

The primary audiences for an eligibility report are parents (or the adult student) and teachers, the people most involved in the student's learning and daily life. Because these readers may not have specialized training in assessment, the report must be written in accessible, parent-friendly language. National literacy data indicate that a significant portion of adults read below a college level, meaning that overly technical or jargon-heavy reports can create barriers to understanding. For this reason, eligibility reports should emphasize clarity and accessibility rather than formality or technical complexity.

The Eligibility Report is a document intended to summarize the data collected in an evaluation, the evaluation team's analysis and interpretation of the data, and the determination of whether a student meets the state criteria for one or more disability categories. Reports should be comprehensive enough to identify the student's needs as well as concise and understandable to those who will implement the resulting IEP.

Parent-Friendly and Readable Reports

The readability of a report directly influences how well its information is understood and used. Reports should be written for the consumers of the information, parents and educators, rather than for other evaluators. The goal is to communicate complex information clearly, using concrete examples and minimizing unnecessary technical detail.

Strategies to Increase Readability

- Use short, direct sentences. Avoid long, multi-clause constructions that obscure meaning.
- Replace jargon with everyday language (e.g., “memory for what is heard” instead of “auditory working memory”).
- Use the active voice whenever possible (e.g., “The team determined that...” rather than “It was determined...”).
- Eliminate unnecessary words and redundancies.
- Summarize data in tables or bullet points only when it enhances understanding.

Clear, concise writing helps ensure that information is accessible to every member of the evaluation team. These principles reflect the idea that effective report writing requires organization, precision, and intentionality.

A well-written report communicates meaning clearly and cohesively, focusing on how the results inform understanding of the student rather than providing test-by-test descriptions.

Conciseness and Meaningful Content

An eligibility report must balance thoroughness with readability. Too much technical information can obscure the main message and overwhelm the reader; too little can fail to meet procedural or interpretive standards.



Important Note: Each piece of information included in the report should serve a purpose in answering the referral question or documenting eligibility.

When summarizing results:

- Include only data directly related to the suspected disability and the referral concerns.
- Avoid duplicating detailed information available in other records unless it provides necessary context.
- Highlight meaningful trends across assessment results instead of listing or describing every individual subtest.

Actionable Information

Reports should move beyond a statement of eligibility to inform next steps. A high-quality report provides insight into the student's learning profile: strengths, needs, and the environmental or instructional conditions that best support success. Whether a student qualifies for special education or not, the report should include information that guides instruction and intervention planning.



Team Reflection - A meaningful report answers the questions:

- What do these results tell us about how the student learns?
- What strategies or supports are most likely to help?
- How do the findings connect to classroom instruction and the IEP process?

Reports should translate assessment data into clear, useful guidance that helps the team make informed decisions about the student's educational program, whether or not the student qualifies for special education.

Legal and Ethical Standards for Report Writing

Eligibility reports must meet federal IDEA requirements and the specific procedural expectations outlined in the *Idaho Special Education Manual*. The report must include:

- The names and positions of all evaluation team members and documentation of each team member's agreement or disagreement with the report.
- Documentation that the disability is not primarily the result of inadequate instruction in reading or math, or of limited English proficiency.
- Supporting data for all areas of suspected disability, using multiple sources.
- Information describing how the disability adversely affects educational performance.
- Information regarding the student's need for specially designed instruction.
- Confirmation that valid, reliable assessment practices were used (e.g., in the student's primary language).
- The date of eligibility determination.

Interpretive summaries should link results to observable concerns, classroom performance, and parent/teacher input. The report should not include data unrelated to the referral concern(s), or redundant or overly detailed test descriptions



Best Practice: Ethically, reports should reflect professional integrity, objectivity, and respect for cultural and linguistic diversity. Evaluation teams must avoid discriminatory assessment practices and ensure that conclusions are supported by multiple sources of evidence, including student performance in naturalistic settings.

Selecting and Presenting Scores

When determining which scores to include:

- Focus on composite or index scores that reflect the constructs of interest;
- Summarize meaningful patterns, not isolated subtests; and
- Connect scores to how the student functions in real contexts.

Example: Linking scores to classroom functioning

Maya's performance on the Working Memory Index (WMI = 76) suggests difficulty holding and manipulating information in short-term memory. In the classroom, this may appear as trouble remembering multi-step directions, difficulty copying from the board, or needing repeated reminders during assignments.

Strong report writing moves beyond numbers to describe how a student's skill profile plays out in real-world settings.

Including Sensitive Information

Evaluators must use discretion when including sensitive details (e.g., family history, trauma, medical diagnoses).



Team Reflection - Before including such information, ask:

- Is it directly relevant to the purpose of the evaluation?
- Does it contribute to an accurate, respectful understanding of the student?
- Could it cause harm or breach confidentiality unnecessarily?

If sensitive information needs to be included, summarize it concisely and focus on how the context relates to the student's educational functioning.

Parent Input: Strengths and Needs

Parent input is essential to developing a complete picture of the student. IDEA requires that parent input be considered in all evaluations. However, effective inclusion of this input requires intentional collection and integration.

Best practices for incorporating parent input:

- **Gather information early.** Use interviews, phone calls, or structured forms prior to the meeting to avoid putting parents on the spot.
- **Ask open-ended and specific questions.** For example: "What are your child's strengths at home?" or "Are there things that help your child stay on task when completing homework?"

- **Include both strengths and concerns.** Present this information neutrally, using the parent's own language when appropriate.
- **Summarize clearly in the report.** Avoid vague statements like “parent shared concerns” without detail. Instead: “Parent reported that Serena is creative and curious but often avoids reading tasks at home. Parent has noticed that she becomes frustrated when asked to read aloud, even with familiar books.”

When parents provide outside evaluation reports or medical records, summarize the relevant findings (rather than embedding the entire document) and indicate how they were considered in the team's analysis.

Reevaluation Eligibility Reports

Reevaluations differ from initial evaluations in purpose but must meet the same standards for clarity and thoroughness. The goal is to determine whether the student continues to meet eligibility criteria, what supports remain necessary, and if there are new areas of concern.

Background Information

Even when no new assessments are conducted, this section is **critical**.

The team should conduct a thorough file review and report the following:

- A summary of results from previous eligibility reports;
- A description of how the student's profile has changed or stayed the same;
- Documentation of how the disability is currently observed;
- Teacher, parent, and student input; and
- A summary of progress toward current IEP goals.

When New Assessments are Included

If new standardized assessments are administered, the report should:

- Highlight meaningful changes since the last evaluation;
- Identify continued areas of need and/or new concerns;
- Integrate updated data from multiple sources; and
- Explain how findings inform changes to the IEP.

Conducting Family-Centered Eligibility Meetings

For many parents, the eligibility meeting is where months or years of concern, advocacy, and uncertainty come to a head. Even when teams follow legal requirements with precision, the way eligibility decisions are communicated can significantly influence how families understand, accept, and trust the outcome.

A well-run eligibility meeting balances accuracy, clarity, and collaboration. The goal is not simply to reach a determination, but to ensure that families leave the meeting feeling informed, respected, and included as full members of the team.

IDEA requires that parents be meaningful participants in eligibility decisions. Meaningful participation goes beyond attendance; it requires that parents understand the discussion, have opportunities to contribute, and feel that their perspectives were genuinely considered.

Family-centered eligibility meetings share several common features:

- Acknowledging family expertise. Parents bring critical knowledge about their child's history, strengths, and needs across settings. Their input provides essential context for interpreting evaluation data.
- Inviting input early and throughout the meeting. Parent perspectives should be solicited before conclusions are presented, not after decisions appear to be finalized.
- Using plain, respectful language. Technical terms and acronyms should be explained or avoided. Clear communication supports understanding and reduces confusion or mistrust.
- Balancing participation. Families should have opportunities to speak, ask questions, and reflect, rather than being expected to listen passively to lengthy professional explanations.
- Ending with shared understanding. Teams should summarize decisions, next steps, and timelines, and confirm that parents understand the outcome and their options moving forward.

When meetings are structured in this way, families are more likely to view the eligibility process as collaborative rather than adversarial.

Relationship-Building and Communication During Eligibility Discussions

Eligibility discussions can be emotional, even when outcomes are expected or well-supported by data. Teams should approach these conversations with patience, empathy, and professionalism.

Effective communication during eligibility meetings includes:

- Recognizing the personal nature of the process. For families, eligibility decisions may carry concerns about stigma, long-term implications, or access to support.
- Listening before responding. Validating parent concerns does not require agreement, but it does require acknowledgment.

- Maintaining transparency. Clearly explain how data were reviewed, how criteria were applied, and how conclusions were reached.
- Avoiding defensiveness. Questions or disagreement from families should be viewed as part of the collaborative process, not as challenges to professional judgment.
- Following through. Clear explanations paired with consistent actions build trust over time.

Strong relationships do not eliminate disagreement, but they do reduce misunderstandings and help keep discussions focused on student needs.

Translating Evaluation Results into Accessible Explanations

One of the most important skills in an eligibility meeting is the ability to explain evaluation results in a way that is accurate, understandable, and meaningful.

When discussing assessment results with families, teams should:

- Explain results in context. Focus on what scores indicate about the student's learning or behavior, rather than emphasizing numbers or percentile ranks.
- Highlight educational impact. Describe how identified strengths and needs affect classroom performance, participation, and access to instruction.
- Use examples or analogies. Connecting test findings to classroom or home observations helps families make sense of abstract concepts.
- Distinguish process from outcome. Families do not need detailed explanations of test mechanics; they need to understand what the results mean for their child.
- Check for understanding. Pause regularly and invite families to ask questions or restate key points in their own words.

The goal is clarity, not oversimplification. Clear explanations support informed decision-making and reduce the likelihood of confusion or later disputes

Sample Relationship-Building Statements: Opening the Eligibility Meeting

Teams may find it helpful to intentionally set the tone at the start of the eligibility meeting. Examples include:

- "You know your child best, and your insight will be important as we talk through today's information."
- "Our goal today is to look together at what your child needs to be successful and how we can support that."

- “Please stop us at any time if something isn’t clear. This meeting is about partnership, not just paperwork.”

These statements reinforce collaboration and invite family participation from the outset.

Sample Relationship-Building Statements: Closing the Eligibility Meeting

Closing the meeting with clarity and appreciation helps ensure families leave with a clear understanding of next steps.

Examples include:

- “You will receive copies of the eligibility report and meeting notes. Please reach out if questions come up later.”
- “Your perspective helps us make better decisions for your child. Thank you for being part of the team.”
- “Our next step will be to look together at services and supports. We’ll continue working closely with you.”

A thoughtful closing reinforces trust and ensures families understand what will happen next.

Connecting Evaluation Data to IEP Development

The evaluation process should guide educational planning. Assessment findings inform:

- Present Levels of Academic Achievement and Functional Performance (PLAAFP);
- Measurable annual goals; and
- Services, accommodations, and supports.

A meaningful report bridges assessment and instruction, ensuring that data are not just collected but used to improve outcomes.

In summary, eligibility reports are most effective when they are clear, purposeful, and accessible to all team members. They must document the evaluation team’s decision-making while also providing meaningful guidance for instructional planning. A report written in plain, respectful language and grounded in data and professional integrity ensures that the evaluation leads to informed, student-centered decisions.

Key Points

- **Eligibility reports serve two essential purposes:** documenting whether a student meets state and federal eligibility criteria **and** providing actionable information that directly supports educational planning.
- **The intended audience includes parents, teachers, and other IEP team members.** Reports should be written in clear, parent-friendly language to ensure accessibility and avoid unnecessary jargon or technical complexity.
- **Effective reports are organized, concise, and intentional.** Each piece of information should meaningfully support the referral question or eligibility determination.
- **Readability matters.** Use short sentences, everyday vocabulary, and the active voice. Use strategic formatting (e.g., tables, bulleted lists) only when it improves clarity.
- **Reports must balance thoroughness with focus.** Avoid overwhelming the reader with redundant or unrelated data. Emphasize trends, patterns, and key findings rather than describing every individual subtest.
- **High-quality reports include actionable information** that helps the educational team understand how the student learns, what supports are needed, and how findings connect to classroom instruction and the IEP process.
- **Legal requirements (IDEA and Idaho Special Education Manual) mandate specific components**, including documentation of:
 - areas of suspected disability,
 - adverse educational impact,
 - the need for specially designed instruction,
 - ruling out exclusionary factors, and
 - use of valid, reliable, nondiscriminatory assessment tools.
- **Interpretation must link assessment data to real-world functioning.** Strong reports connect scores to observable classroom behaviors, learning strengths and needs, and instructional implications.
- **Sensitive information should be included with discretion**, and only when it directly relates to the student's educational performance and contributes to an accurate, respectful understanding of the student.
- **Parent input is essential and must be intentionally gathered.** Reports should reflect both strengths and concerns in clear, objective language and integrate relevant outside information when provided.
- **Reevaluation reports require thoughtful synthesis of existing data.** Even without new assessments, teams must summarize past results, current observations, and IEP progress to determine continuing eligibility.
- **New assessment data in reevaluations should be integrated meaningfully**, highlighting their instructional significance.

- **Evaluation findings must directly inform IEP development**, shaping the PLAAFP, annual goals, services, accommodations, and supports.
- **Eligibility meetings** should be structured so that families leave feeling heard, informed, and part of the team. When teams communicate clearly, invite collaboration, and remain focused on student needs, eligibility decisions are more likely to be understood, supported, and effectively implemented.
- **Ultimately, the eligibility report should function as a roadmap for the IEP team**, ensuring that data lead to informed, student-centered decisions and meaningful educational outcomes.

Resources

The Idaho Training Clearinghouse contains the following resources on writing meaningful and actionable eligibility reports:

- [Module: The Eligibility Report](#)
- [Module: Completing the SLD Eligibility Report](#)

Chapter Eight: Functional Behavior Assessment

Functional Behavior Assessment (FBA) is a structured, student-centered process used to understand the underlying reasons for behaviors that interfere with learning or safety. It helps school teams move beyond reacting to surface behaviors and instead design proactive plans that meet student needs, build new skills, and create a better fit between the student and their environment.

In some situations, such as when a student's behavior is found to be a manifestation of their disability and no Behavior Intervention Plan (BIP) is in place, an FBA is required by IDEA. But more often, FBA is simply the best tool we have when behaviors persist despite support, escalate in intensity, or create barriers to learning. This chapter outlines how to conduct a practical, team-based FBA from start to finish, including guidance on when to initiate the process, how to structure meetings, and how to ensure plans are personalized, actionable, and supportive of the student's success.

What is an FBA?

A Functional Behavior Assessment is a team-based process for gathering and analyzing information to figure out what a student's behavior is communicating. **Behavior always serves a purpose:** it helps the student get something they want or avoid something they find challenging or unpleasant. When educators understand that purpose, they can design better interventions that support the student in meeting those same needs in more skillful or appropriate ways.

The FBA process pulls together data from multiple sources, such as observations, interviews, checklists, behavior rating scales, and record reviews. The outcome is a summary statement that describes patterns in the behavior and identifies its most likely function. This summary then forms the foundation for a Behavior Intervention Plan that teaches new skills and prevents the behavior from continuing.

Common Functions of Behavior

Although students differ widely in their needs and experiences, problem behaviors function in predictable ways. Behaviors can be understood as serving one or more of the following functions:

- **Sensory (Automatic):** To gain or avoid certain sensory experiences (e.g., movement, touch, noise, internal regulation).
- **Escape or Avoidance:** To get out of something the student perceives as difficult, boring, unpleasant, or overwhelming.
- **Attention:** To gain connection or response from others, whether peers or adults.
- **Access to Tangibles:** To get something the student wants (e.g., a preferred item, activity, or environment).



Important Note: Teams sometimes describe behavior as being about “control.” While this language may reflect how adults experience the behavior, **control itself is not considered a function of behavior** within an FBA framework. Instead, behaviors described as “controlling” typically fit within one or more of the four functions above.

For example:

- A student who appears to be “controlling the situation” by refusing work may be seeking to escape a task they find overwhelming.
- A student who insists on choosing the activity or routine may be attempting to access preferred items, activities, or predictability.
- A student who escalates behavior when expectations change may be responding to sensory or emotional discomfort and seeking sensory regulation or relief.

Reframing “control” in this way helps teams move away from interpreting behavior as intentional opposition and instead focus on what the student is trying to gain, avoid, or manage. This shift is critical for developing interventions that teach skills, adjust environments, and support long-term success rather than relying on power-based responses.

These categories are not about assigning blame or making assumptions. Instead, they help teams organize what they’re seeing and develop plans that work with, not against, what the student is trying to communicate or achieve.

Two Guiding Questions



Every FBA is driven by two key questions:

1. Why is the student engaging in this behavior?
2. What can we do to reduce it and replace it with something more effective?

When to Conduct an FBA

An FBA should be considered when a student’s behavior meets one or more of the following criteria:

- The behavior disrupts learning, either for the student or their peers.
- It poses a safety concern to the student or others.
- It limits the student’s ability to participate socially or benefit from instruction.
- It continues despite appropriate classroom and schoolwide supports.

If the team is unsure whether an FBA is needed, the [Challenging Behavior Flowchart](#) and accompanying [Guidance Document](#) can be used to guide that discussion. The flowchart

prompts teams to reflect on key environmental supports such as predictability, motivation, and access to appropriate instruction before moving into formal assessment. If those elements are in place and concerns persist, an FBA is likely warranted.

Legal Requirements



Important Note: Under both IDEA and the *Idaho Special Education Manual*, an FBA is required when a student's behavior is determined to be a manifestation of their disability, and they do not yet have a BIP in place. In these cases, the IEP team must respond by gathering assessment data and designing a behavior plan tailored to the student's needs.

Outside of specific legal requirements, such as when a student's behavior is found to be a manifestation of their disability, teams are not mandated to conduct an FBA. However, it is strongly recommended as best practice any time behavior is significantly interfering with learning, safety, or school participation.

FBA's are a lot of work, so why is it worth the effort if it isn't required?

- **It improves effectiveness.** BIPs built from FBA data are more likely to succeed because they target the root cause of behavior, not just the symptoms.
- **It prevents wasted time and resources.** Without a clear understanding of function, teams often rely on trial-and-error strategies that are inconsistent and ineffective, or even make behavior worse.
- **It supports better outcomes.** When students learn replacement behaviors that serve the same function more appropriately, they are more likely to generalize those skills to other settings and less likely to escalate.
- **It builds buy-in.** A well-conducted FBA helps teams feel confident in their plan and ensures that everyone is working from the same understanding of the behavior.
- **It protects student dignity.** FBAs emphasize student needs and skills, helping to reframe behavior not as "bad" or "defiant" but as communication that educators can support and redirect.

In short, a strong FBA lays the foundation for meaningful intervention. When teams skip the FBA, they often end up circling back to it later after less personalized plans fall short.

Consent

Parental consent is always required before conducting an FBA. This includes FBAs completed as required due to a manifestation determination process.

Who Participates in the FBA?

FBA work best when they are **collaborative**. No one person has the full picture of a student's experience so it's important to build a team that brings together multiple perspectives. The exact team will vary, but typically includes:

- Special education teacher
- General education teacher
- School psychologist
- School counselor or social worker
- Behavior specialist or Board-Certified Behavior Analyst (BCBA; if available)
- Related service providers (e.g., SLP, OT)
- Administrator or designee
- Parent/guardian
- Student (when appropriate)



Best Practice Tip: Assigning clear roles for data collection helps ensure everyone contributes meaningfully. For example, one person may take the lead on observations while another coordinates interviews or file reviews.

Parents play a critical role in this process, not only by providing consent but by sharing insights about behavior patterns, history, strengths, and what strategies have or haven't worked before. Their input helps the team create a plan that will be meaningful and effective across settings.

Collaborative Structure for FBA Meetings

To keep the FBA process manageable and consistent across cases, school teams can use a two-meeting structure:

Meeting One: Planning and Role Assignment

- Define the behavior(s) of concern.
- Clarify current services and any known setting events.
- Identify one behavior to focus on first, using an Active-Measurable-Observable (AMO) framework (see below for more information on AMO).
- Review existing data and assign responsibilities for new data collection.
- Set a date for Meeting Two.

Meeting Two: Data Review and Summary

- Share key findings from file reviews, observations, interviews, and rating scales.
- Look for patterns in the data (e.g., setting events, when/where behavior occurs, common antecedents and consequences).
- Develop a hypothesis statement that summarizes the likely function.
- Complete the Competing Behavior Pathway and develop recommendations for the Behavior Intervention Plan.

The collaborative structure ensures the process doesn't fall on one individual and helps create shared investment in the outcomes.

Core Steps of the FBA Process

Step 1: Identify the Problem Behavior

Begin by selecting one behavior to focus on. This should be the behavior that is most disruptive, unsafe, or impactful on the student's learning. If multiple behaviors are of concern, prioritize the one that interferes most significantly.

Use a clear behavioral label (e.g., aggression, elopement, disruption), then define the behavior using the AMO framework:

- Active – Something the student does
- Measurable – Can be counted, timed, or tracked
- Observable – Can be seen or heard

Avoid labels that imply intent (e.g., "refusing to work to get out of class"). The purpose here is to describe the behavior without assuming why it happens.

A well-defined behavior improves the accuracy of data collection and supports shared understanding across team members.

Step 2: Collect and Synthesize Data

Teams should gather information from at least two sources. ABC data is required and should always be included.



Recommended sources:

- Direct observation (ABC: Antecedent, Behavior, Consequence).
- Structured interviews (with educators, parents, and students).
- Rating scales or questionnaires (e.g., FAST, MAS, QABF).
- Review of records (academic, attendance, disciplinary, health).

Key data to collect:

- Setting events – Conditions that increase the likelihood of the behavior (e.g., poor sleep, changes in routine, medication issues).
- Antecedents – What happens right before the behavior.
- Consequences – What happens immediately after.
- Antecedents to success – When the behavior is least likely to occur (e.g., small groups, movement breaks).

Baseline data is also essential for future progress monitoring. Try to collect at least three instances of the behavior (six if possible), unless it is a high-intensity, low-frequency behavior.

Step 3: Develop the Hypothesis Statement

The hypothesis (or summary) statement brings together the patterns identified during data collection. It should describe:

- The typical setting events and antecedents;
- The observable behavior; and
- The likely maintaining consequence (i.e., what the student gains or avoids).

This is the team's best educated guess about why the behavior occurs.

For example: "When given independent written work in a large group setting, Ava tears up her paper and leaves the room. This behavior results in adult attention and delay of the assignment. The behavior is more likely to occur when Ava is tired or upset."

The hypothesis should remain behaviorally grounded and should avoid subjective language.

Step 4: Complete the Competing Behavior Pathway

Once the hypothesis is developed, teams complete the middle portion of the Competing Behavior Pathway:

- Setting events
- Antecedents
- Problem behavior
- Maintaining consequence

Leave the top (desired behavior) and bottom (replacement behavior) sections blank until the team begins developing the Behavior Intervention Plan (BIP). This keeps the FBA focused on understanding current patterns rather than jumping to solutions too soon.

From FBA to Action: Making Recommendations

Once the FBA is complete, the team can begin planning interventions using the full Competing Behavior Pathway as a bridge to the BIP. Recommendations should address:

- Environmental adjustments – How to reduce the likelihood of the problem behavior (e.g., adjusting task demands, building in breaks).
- Replacement behavior – A skill that meets the same function as the problem behavior (e.g., requesting help, asking for a break).
- Desired behavior – The long-term goal for the student (e.g., staying in class and completing work).
- Responses – How adults will respond to both the replacement and problem behaviors.

These recommendations serve as the foundation for the BIP. The more clearly they are linked to the function of the behavior, the more effective the plan will be.

Considering Student Background and Life Experience



Best Practice: Understanding the full picture of a student's life helps teams complete more accurate assessments and create plans that are a better fit.

Here are ways to bring that context into the FBA process:

- Ask thoughtful questions at the start. Could the behavior be related to a mismatch in expectations or communication style? Have school factors like class structure or adult response patterns contributed?
- Engage students and families. Build relationships, ask open-ended questions, and invite input about what the student needs to feel successful. Be clear about how information will be used and ensure families feel safe contributing.
- Interpret data with care. Consider whether cultural or language differences may influence behavior. Avoid assuming intent based on behavior alone. Use neutral, specific language when summarizing what you observe.
- Include trauma and disability history as context. These experiences can shape how students respond to certain environments, demands, or interactions. They may not change the function of behavior, but they may influence when and why it occurs.
- Make sure recommendations for BIPs are doable and respectful. Reinforcers should be meaningful to the student. Strategies should build on student strengths and fit with their daily routines at school and at home.

Ethical Considerations

- Individualization: Every FBA and BIP must be personalized. Copy-and-paste plans are not only ineffective, but they can also violate procedural safeguards.
- Confidentiality: Handle all behavioral data and reports with the same care as other student records. Summaries should preserve student dignity.



Common Questions

Does a student need an IEP for an FBA?

No. Any student showing persistent behavioral concerns can be referred for an FBA. Consent is still required.

Is an FBA always required before a BIP?

It's not always legally required, but it is highly recommended. An FBA leads to a more effective plan.

How is an FBA different from a BIP?

An FBA helps the team understand the behavior. A BIP outlines what the adults will do to support the student and teach new skills.

What if the FBA results are unclear?

Double-check the behavior definition. Revisit interviews and observation data. Consider consulting with others or gathering more information.



Team Reflection Questions

These reflection questions are designed to guide teams through each step of the process, helping them slow down, check for clarity, and make decisions that are thoughtful and student-centered. They can be used during meetings, embedded in team discussions, or revisited as the FBA evolves.

Before Starting the FBA

- What has already been tried? What was the impact?
- Do we all have a shared understanding of the behavior we're concerned about?
- Have we explored environmental or instructional changes before moving into formal assessment?
- Are we confident that this is the right time to conduct an FBA for this student?
- What are our hopes for what this process will lead to?

Meeting One: Planning the FBA

- What do we already know about this student's strengths, needs, and experiences?
- Have we defined the behavior clearly (Active, Measurable, Observable)?
- Are we focusing on one behavior that is having the most significant impact?
- Have we assigned roles based on team members' strengths?
- Are we making space for parent/guardian voice and student input?

During Data Collection

- Are we gathering both direct and indirect data?
- Is the behavior being observed in a variety of settings and at different times of day?
- Are we seeing any early patterns or surprises in the data we're collecting?
- Are we documenting both challenges and times when the student is successful?

Meeting Two: Analyzing and Summarizing

- Do we agree on the most common antecedents and consequences?
- What setting events might be making this behavior more likely?
- Does our hypothesis statement accurately reflect what we see in the data?
- Have we considered how disability, communication, past experiences, or family routines may be influencing behavior?

Linking to Intervention

- Will our recommended strategies meet the same function as the behavior?
- Is the recommended replacement behavior teachable, realistic, and meaningful to the student?
- Are the supports feasible for staff to implement consistently?
- How will we monitor whether this plan is working?

Final Check: Are We Centering the Student?

- Does our plan reflect this student's strengths, preferences, and communication style?
- Would the family feel respected and heard reading our summary?
- Are we supporting long-term skill development, not just short-term compliance?

Key Points

- FBA is a structured, team-based process used to understand the purpose behind a student's behavior and identify strategies that will support more appropriate, skillful ways of meeting their needs.
- Behavior always serves one or more of four functions: sensory/automatic, escape/avoidance, attention, or access to tangibles. Identifying the function helps guide effective intervention.

- An FBA is legally required when a student's behavior is determined to be a manifestation of their disability and they do not yet have a BIP. Outside of that requirement, FBA remains a best practice for persistent, high-impact behavior concerns.
- Parental consent is required before conducting an FBA. A student does not need to have an IEP or 504 to receive an FBA.
- FBAs should be collaborative. Strong teams bring together diverse perspectives, share responsibilities, and center the student and their family throughout the process.
- Use a two-meeting structure to support consistency and shared ownership.
 - o Meeting One: Define behavior, assign roles, and plan data collection.
 - o Meeting Two: Analyze patterns, develop a hypothesis, and link findings to function-based intervention.
- The FBA process includes four core steps: (1) Identify the Problem Behavior, (2) Collect and Synthesize Data, (3) Develop the Hypothesis Statement, (4) Complete the Competing Behavior Pathway.
- Recommendations based on results of the FBA serve as the foundation for the BIP. The more clearly they are linked to the function of the behavior, the more effective the plan will be.
- Teams should always consider the student's background, communication style, disability, and prior experiences to ensure plans are fair, feasible, and respectful.
- Every FBA and BIP must be individualized, data-driven, and designed to support long-term skill development, not just short-term compliance.

Resources

The Idaho Training Clearinghouse contains a multitude of resources on the FBA process which can be found on the [Behavior topic page](#).

References

- Ferreri, F. (Ed.). (2019). *Identify, locate & evaluate: Child find under the IDEA and Section 504*. LRP Media Group.
- Harrison, P. L., Proctor, S. L., & Thomas, A. (Eds.). (2023). *Best practices in school psychology* (7th ed., Vols. 1–3). National Association of School Psychologists.
- Hass, M. R., & Carriere, J. A. (2014). *Writing useful, accessible, and legally defensible psychoeducational reports*. John Wiley & Sons.
- Ihori, D., & Melara, A. (2022). *The special education assessment process and report writing — from start to finish*. LRP Media Group.
- Pfrommer, J. L. (2019). *Roadmap to IDEA/504 compliance: Eligibility determinations*. LRP Media Group.
- Pfrommer, J. L. (2022). *IDEA Child find scenarios: Training staff on if and when to evaluate* (1st ed.). LRP Media Group.
- Schillinger, M., Parsons, W. B., & Cullen, S. H. (2019). *Write on! A guide to compliant documentation of special education policies and procedures* (2nd ed.). LRP Media Group.

SUPERINTENDENT

Board Report

October 2026



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

Annual Celebrating Families in Our Community.....	pg. 1
October Administration Team Meeting.....	pg. 2
Athletic Evaluation Superintendent Memorandum.....	pg. 3
October Indian Parent Committee Meeting.....	pgs. 4-6
Superintendent/Principal Collaborative Classroom Observations.....	pgs. 7-8
<i>Dr. Aiken and Ms. Sobotta plan to observe all classrooms at the Middle-High collecting data on Engaging Students in Learning. This data will be disaggregated and summarized at the building-level. These results will be utilized to inform collaboration and professional development.</i>	
Introduction of OpenSciEd Science Curriculum Grades 6-12.....	pgs. 9-20
<i>The majority of Science Teachers for grades 6-12 have been piloting OpenSciEd curriculum materials and engaged in collaboration with an Idaho Science Content Coach, Lee Slichter. The Superintendent and Principal are engaging those required in a Curriculum Materials Adoption Committee in preparation to recommend formal adoption by the School Board in November.</i>	

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.

For Preschool Through 12th Grade Students & Their Families

Celebrating Families in Our Community

Learn How Lapwai Schools Support Your Child's Success
Hosted by the State Tribal Education Partnership & the Lapwai School District
High School Gymnasium Lobby

Program Information to Include:

State Tribal Education Partnership

Students for Success

Nez Perce Tribe Education Department Career Center

Ready4Life - Nez Perce Tribe Social Services

Nimiipuu Behavioral Health

Lapwai Community Library

Lapwai School District Indian Education Department

Indian Parent Committee

Boys & Girls Clubs of the Nez Perce Tribe

U of I TRIO-INSPIRE Bridge Idaho

Title IA & Impact Aid Annual Meetings

Face Painting: Mrs. Raml's Art Students

Wednesday, October 28th, 2026

High School Gymnasium Lobby

4:30 p.m. - 6:00 p.m.

Athletic Season
Passes!

**GREAT
DOOR PRIZES**

Free Wildcat
Popcorn!



Learn About
Opportunities to
Get Involved in
Your Child's
Education

*For Preschool Through 12th Grade
Students & Their Families*

Enter to win one of two athletic season passes!



Halloween Candy!



Face Painting



October Administration Team Meeting
 Wednesday, October 14, 2026
 Time: 1:30 p.m. - 3:00 p.m.
 Location: District Office Conference Room



Administration Team Norms:

Timely arrivals and meeting closures

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

Remain agenda driven, present and data focused

Demonstrate the value of our focused professional development

Refuse to admire problems and insist on solutions

Listen respectfully to understand

Model positive growth mindsets which remain on topic

High Levels of Collaboration & Communication

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

- ☐ Review Administration Team Norms
- ☐ Monthly Budget Review: Nathan Weeks
- ☐ Maintenance Transportation: Greg Hansen
- ☐ Technology: Erik McKim
- ☐ Celebrating Families in Our Community, October 28
- ☐ HB 516 and Local Association Collaboration
- ☐ Grading Day Scheduling
 Nez Perce Tribe Education Department
 Superintendent's Faculty Cabinet

Supportive Learning Environment

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

- ☐ eBike and Electronic Scooter Training
- ☐ IC 33-1637 Human Growth and Development Video

High Standards & Expectations for All Students

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

- ☐ Data: Enrollment Analysis and Survey
- ☐ Data: Average Daily Attendance Analysis

Effective School Leadership

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

- ☐ Staff Leave Report
- ☐ Classified Compensation Time vs. Certified Flex Time
- ☐ Good of the Order
- ☐ Meeting Summary and Next Steps

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

References

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

Core Activators: PLC+ A Playbook for Instructional Leaders, Frey, Nagel, Fisher, Faddis, Allen-Rotel. (2024)



LAPWAI SCHOOL DISTRICT #341

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

Thursday, September 17, 2026

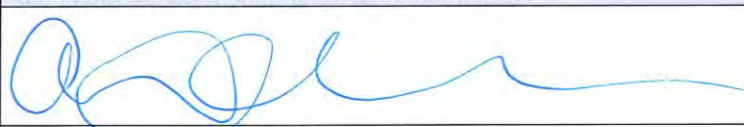
Principal: Georgia Sobotta

Athletic Director: Ashlee Grunenfelder

Please be advised effective immediately all Athletic Evaluations will be provided to the Superintendent for review and approval prior to evaluation meetings with individual coaches and athletic staff.

Your signature below indicates your understanding of this request and willingness to comply with this expectation.

Principal: Georgia Sobotta	Date:
	9/17/26

Athletic Director: Ashlee Grunenfelder	Date:
	9/17/26

*Together, we ensure all students will reach their full potential.
kīye pecepeliḥniku' wapáyat'as mamáy'asna hipewc'éeyu' cúukwenin'.
We will all work to help the children become knowledgeable.*



Indian Parent Committee Meeting Agenda

Date: Tuesday, October 13, 2026

Time: 12:00pm - 1:00pm

Location: Lapwai School District Conference

Meeting called to order:

Roll call for members: Present/Absent

IPC Members		Members
Robert Kipp - Chairperson - Absent	Georgia Sobotta - Teacher Rep/School Principal	Rhonda Taylor
Christie Lussoro	Kristen Bateman - Teacher Rep	Jenifer Williams - Absent (R.U.N. Conference)
Sheila Hewett	Student Rep - Cavell Samuels - Absent (R.U.N. Conference)	Jenny Williams - Absent (R.U.N. Conference)
Lalonni Burke	Student Rep - Ella Payne Absent (R.U.N Conference)	David Aiken
Tawiya Andrews		
Paulette Smith		
Connie Desjarlais		
Lydia Wheeler		
Natasha Edwards		

Reading of the Minutes, corrections, and approval:

Minutes approved

Motion by:

Second by:

- APPROVED
- TABLED

Agenda: Motion to approve the agenda

Motion by:



Second by:

(The IPC may go into Executive Session at any time for confidential business purposes)

- YES

- NO

APPROVED ()

Agenda Items:

- 1. Lapwai Indian Education Department website update**
 - Kenny McGee - Invoice
 - Canva slideshow of Indian Education Department & IPC members
 - Facebook update - Dr. Aiken
- 2. Review Lapwai School District IPC BY-LAWS**
 - Proposed Revisions to the IPC Bylaws
- 3. Review Lapwai School District - JOM Indian Education Strategic Plan**
 - Proposed Revisions to the IPC Strategic Plan
- 4. Resignation for Chairperson - Robert Kipp**
 - Open Position
- 5. Indian Parent Committee terms and years and election of positions**
 - Terms and Years for positions
 - Chairperson
 - Vice Chairperson
 - Secretary
- 6. Celebrating Families in Our Community Event - October 28, 2026**
 - IPC table and volunteers
 - Indian Education Department will have a table
- 7. Family Engagement Plan School - Parent Compact**
- 8. Annual Impact Aid Questionnaire**
- 9. OpenSciEd Parent Curriculum Adoption Committee**
- 10. Recognition of Indian Parent/IPC Invited Guests/Educational Concern(s).**



11. Announcements:

- October 21 - FAFSA Night for Senior students and parents
- October 28, 2026 - Celebrating Families in Our Community
- October 30, 2026 - Grading Day - No school
- November 5th & 6th, 2026 - Parent Teacher Conferences
- Native American Heritage Month Activities for November

Next meeting & Action Items:

Date: **Time:** 12:00pm - 1:00pm

Agenda Items for next meeting:

Adjournment of meeting:

Time:

Motion to:

Second by:

Notes:

Superintendent Classroom Observation Domain 3: Instruction – 3c Engaging Students in Learning

Teacher:

Date:

Time:

☐ Unsatisfactory

The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.

☐ Few students are intellectually engaged in the lesson.

☐ Learning tasks/activities and materials require only recall or have a single correct response or method.

☐ Instructional materials used are unsuitable to the lesson and/or the students.

☐ The lesson drags or is rushed.

☐ Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.

☐ Basic

The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."

☐ Some students are intellectually engaged in the lesson.

☐ Learning tasks are a mix of those requiring thinking and those requiring recall.

☐ Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.

☐ The materials and resources are partially aligned to the lesson objectives.

☐ Few of the materials and resources require student thinking or ask students to explain their thinking.

☐ The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.

☐ The instructional groupings used are partially appropriate to the activities.

☐ Proficient

The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

☐ Most students are intellectually engaged in the lesson.

☐ Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.

☐ Students are invited to explain their thinking as part of completing tasks.

☐ Materials and resources support the learning goals and require intellectual engagement, as appropriate.

☐ The pacing of the lesson provides students the time needed to be intellectually engaged.

☐ The teacher uses groupings that are suitable to the lesson activities.

☐ Distinguished

Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

☐ Virtually all students are intellectually engaged in the lesson.

☐ Lesson activities require high-level student thinking and explanations of their thinking.

☐ Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.

☐ Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Observation Notes:

Administration Team Instructional Rounds

October 2026

Thank you for allowing us to visit your classroom today!

3.c. Engaging Students in Learning

Of the _____ students observed in learning, _____ were intellectually engaged in the lesson.

A critical attribute worth celebrating during our visit included:



OpenSciEd's main advantages are engaging investigations, a coherent sequence of learning, strong teacher supports, and free access to curriculum materials. For a district considering adoption, these are its strongest features:

- **Strong Alignment With Nez Perce Cultural Principles:** The curriculum provides opportunities to demonstrate Nez Perce Pedagogy while achieving core standards.
- **Cultural Competencies:** OpenSciEd is committed to combatting inequities in science education and educational injustice. Indigenous scientists are featured in the curriculum.
- **Meaningful student engagement:** Units begin with a puzzling, real-world phenomenon. Students generate questions and investigate explanations, giving them a clear purpose for learning the science.
- **Scientific Reasoning and Problem-Solving:** Students analyze evidence, develop and revise models, and explain their thinking. These activities emphasize applying scientific knowledge and communicating ideas.
- **Connected Lessons:** Each unit follows a "storyline," with investigations building toward an explanation. This structure helps students understand how individual lessons connect to a larger scientific concept.
- **Support for Diverse Learners:** Materials include multilingual learner supports, accessibility strategies, and opportunities for students to connect science to their own experiences.
- **Embedded Assessments and Teacher Guidance:** Assessments help teachers track how students' understanding develops. Teacher materials include instructional guidance, references, and supports for facilitating discussion.
- **Free, Adaptable Materials:** The curriculum is free to download, and its open licensing allows educators to adapt materials to local needs. Families and adoption committee members can also review the materials directly.

The key adoption consideration is implementation support. Free downloads do not eliminate costs for investigation supplies, printing, teacher planning, and professional learning.

OpenSciEd itself emphasizes that teachers need time and support to become effective with its discussion and investigation routines.

Science educators at Lapwai Middle-High School are working with a Idaho State Science Content Coach while piloting the instructional materials in preparation for implementation.

The OpenSciEd Difference

Traditional Science Curriculum vs. OpenSciEd Curriculum

OpenSciEd's science curriculum is different from traditional science curriculum. Our world-class, Next Generation Science Standards-aligned instructional materials are designed for how students learn science best. The comparison below shows how we have improved science education.

Other Middle School CURRICULA

NOT RATED OR POORLY RATED: Of the 14 middle school science curricula reviewed by EdReports, only two have received the 'green' rating.

DESIGNED FOR OUTDATED RESEARCH: Most middle school science programs do not embody the *K-12 Framework for Science Education* and NGSS standards.

ORGANIZED FOR LEARNING ABOUT: Science learning is organized to make sense to someone who already knows the information.

TEACHER-DIRECTED: Programs use phenomena or demos as "hooks" to draw in students and experiments to reinforce learning.

LECTURE-BASED LESSONS: Teachers or books tell students about science.

CONFIRMATORY: Students are exposed to vocabulary and facts and follow the directions to confirm what they have learned.

SOME STUDENTS: Leads to a few students who think that science is relevant to their lives and even fewer that connect it to their future careers.

DIFFICULT TO ADAPT: Materials are locked in proprietary formats that make it difficult to adapt.

HIGH COSTS: High fees are paid for proprietary materials available from only one source.

OpenSciEd CURRICULUM

HIGHLY RATED: OpenSciEd received a 'green' rating from EdReports, indicating the highest quality of science education instructional materials.

DESIGNED FOR THE K-12 FRAMEWORK FOR SCIENCE EDUCATION: The entire program was written for Framework-based standards like the NGSS.

ORGANIZED FOR FIGURING OUT: Science learning revolves around figuring out an intriguing phenomenon.

TEACHER FACILITATED: Phenomena generate the student questions, explanations, and ideas for investigations that motivate learning.

COLLABORATIVE: Students work together and learn from each other as they ask questions, design investigations, and find solutions.

INVESTIGATIVE: Students investigate their questions as they build and revise their understanding of the science.

ALL STUDENTS: Instructional routines are designed to value every student's voice, fostering a sense of belonging and empowerment.

EASILY EDITABLE: Materials are provided in editable formats that allow teachers to adapt.

LOWER COSTS: OER-based curriculum reduces overall costs.

OpenSciEd Makes Learning Science Engaging

OpenSciEd is reimagining the science education experience to ensure that all students can excel in and outside the classroom and are prepared to thrive in the world of tomorrow. Our phenomenon-based, three-dimensional units prioritize student coherence and equitable science sensemaking.



Rigorous but Flexible for Classrooms

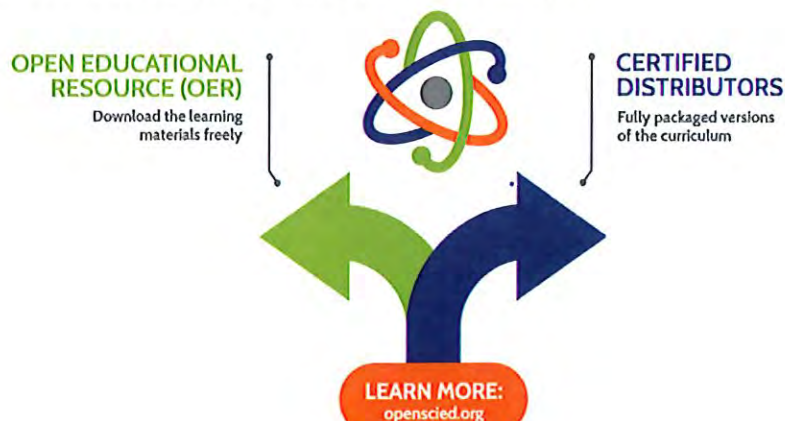
OpenSciEd curriculum was designed to meet new science standards and still allow teachers to adapt the curriculum for their classrooms.

High-Quality Lessons and Support Materials



Pathways to Adoption

There are two pathways to adopt OpenSciEd, either as an open educational resource (OER) or through our certified distributors who have created fully packaged versions of the curriculum.



Grade 6



6.1 Light & Matter

Why do we sometimes see different things when looking at the same object?

Released



6.2 Thermal Energy

How can containers keep stuff from warming up or cooling down?

Released



6.3 Weather, Climate & Water Cycling

Why does a lot of hail, rain, or snow fall at some times and not others?

Released



6.4 Plate Tectonics & Rock Cycling

What causes Earth's surface to change?

Released



6.5 Natural Hazards

Where do natural hazards happen and how do we prepare for them?

Released



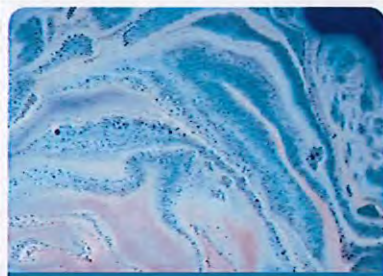
6.6 Cells & Systems

How do living things heal?

Released



Grade 7



7.1 Chemical Reactions & Matter

How can we make something new that was not there before?

Released



7.2 Chemical Reactions & Energy

How can we use chemical reactions to design a solution to a problem?

Released



7.3 Metabolic Reactions

How do things inside our bodies work together to make us feel the way we do?

Released



7.4 Matter Cycling & Photosynthesis

Where does food come from and where does it go next?

Released



7.5 Ecosystem Dynamics

How does changing an ecosystem affect what lives there?

Released



7.6 Earth's Resources & Human Impact

How do changes in the Earth's system impact our communities and what can we do about it?

Released



Grade 8



8.1 Contact Forces

Why do things sometimes get damaged when they hit each other?

Released



8.2 Sound Waves

How can a sound make something move?

Released



8.3 Forces at a Distance

How can a magnet move another object without touching it?

Released



8.4 Earth in Space

How are we connected to the patterns we see in the sky and space?

Released



8.5 Genetics

Why are living things different from one another?

Released



8.6 Natural Selection & Common Ancestry

How could things living today be connected to the things that lived long ago?

Released



Computer Science



6.3 Weather, Climate & Water Cycling + Computer Science

Why does a lot of hail, rain, or snow fall at some times and in some places and not others?

Released



6.5 Natural Hazards + Computer Science

Where do natural hazards happen and how can we use science, technology and engineering to detect, warn, or

Released



7.6 Earth's Resources & Human Impact + Computer Science

How can we design solutions to help our communities be more resilient to changes in Earth's system

Released



8.1 Contact Forces + Computer Science

Why does contact between objects sometimes cause damage, and how can we protect against it?

Released



8.2 Sound Waves + Computer Science

How can sound make something move and how can we produce and detect it?

Released



Biology



B.1 Ecosystem Interactions & Dynamics

How do ecosystems work, and how can understanding them help us protect them?

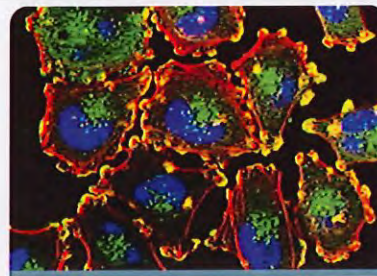
Released



B.2 Ecosystems: Matter & Energy

What causes fires in ecosystems to burn, and how should we manage them?

Released



B.3 Inheritance & Variation of Traits

**Who gets cancer and why?
What can we do about it?**

Released



B.4 Natural Selection & Evolution of Populations

How does urbanization affect nonhuman populations, and how can we minimize harmful effects?

Released



B.5 Common Ancestry & Speciation

What will happen to Arctic bear populations as their environment changes?

Released



Chemistry



C.1 Thermodynamics in Earth's Systems

How can we slow the flow of energy on Earth to protect vulnerable coastal communities?

Released



C.2 Structure & Properties of Matter

What causes lightning and why are some places safer than others when it strikes?

Released



C.3 Molecular Processes in Earth Systems

How can we find, make, and recycle the substances we need to live on and beyond Earth?

Released



C.4 Chemical Reactions in our World

Why are oysters dying, and how can we use chemistry to protect them?

Released



C.5 Energy from Chemical & Nuclear Processes

How can chemistry help us evaluate fuels and transportation options to benefit the Earth and our

Released



Physics



P.1 Energy Flow from Earth's Systems

How can we design more reliable systems to meet our communities' energy needs?

Released



P.2 Energy, Forces, & Earth's Crust

How do forces in Earth's interior determine what will happen to the surface we see?

Released



P.3 Collisions & Momentum

What can we do to make driving safer for everyone?

Released



P.4 Meteors, Orbits, & Gravity

How have collisions with objects from space changed Earth in the past, and how could they affect our future?

Released



P.5 Electromagnetic Radiation

How do we use radiation in our lives, and is it safe for humans?

Released

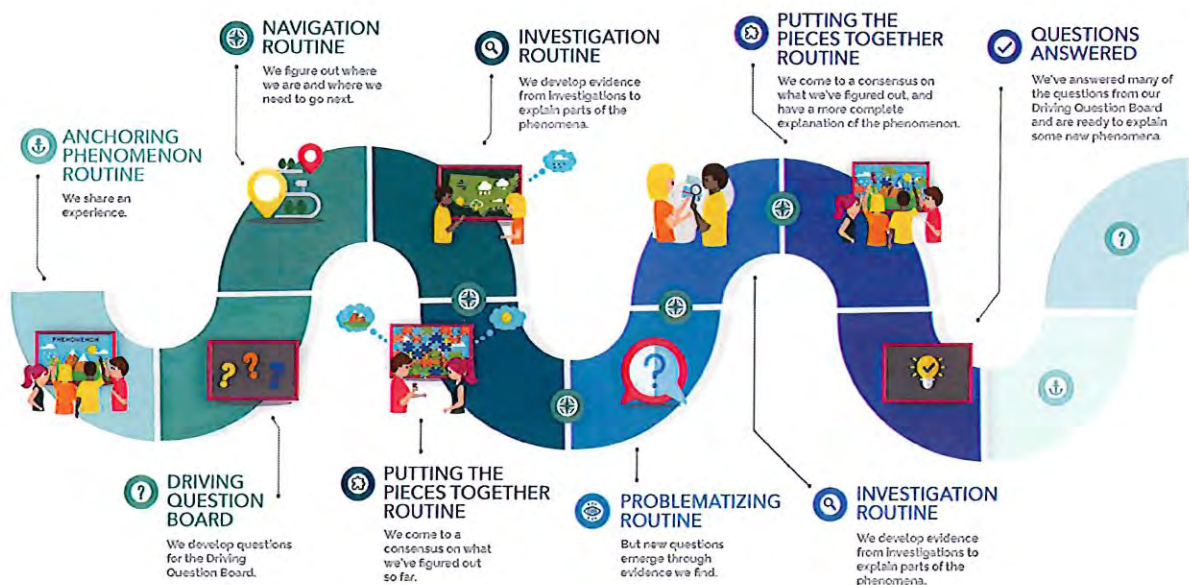


P.6 Stars & the Big Bang

Why do stars shine and will they shine forever?

Released





Our Commitment to Combatting Racism

OpenSciEd exists to combat inequities in education by providing high quality science learning experiences for all students. Part of our work toward educational justice involves recognizing the ways racism has operated in science and in education. This reality informs our work to create learning experiences that value each student in the classroom and prepare them for a future that is better than today.

Our work as educators is central to eliminating racism in science education, and we dedicate our organization to advocating for and working toward a more just society. OpenSciEd is committed to developing and supporting classroom norms that provide a safe learning culture where everyone belongs and is heard, as well as rooting out inequitable systems, routines, and assumptions that are in place in too many science learning environments and educational institutions.

Equitable instructional practices are central to the design of OpenSciEd instructional materials and professional learning. Our instructional and professional learning materials seek to surface and address inequities in the engagement and participation of historically underserved students in science learning, including those impacted by various forms of systemic discrimination.

We call on all educators to provide materials that bring forward and value all students' voices and surface the conversations that will empower students to own their education and futures.

Our Values

OpenSciEd is a values-driven organization. Our work is rooted in the following core beliefs:

- **Every child deserves a high quality science education.** Pervasive systemic inequities have created an opportunity gap in our education systems that we can and must close.
- **Universal high quality science education is a social imperative** that builds the curiosity, critical thinking, and problem-solving skills needed to solve our greatest challenges.
- **All students can excel in science** with high quality science curriculum facilitated by teachers who have experienced the professional learning that unlocks the power of great materials.
- **Science is exciting and people learn best through discovery.** The beauty and wonder of science inspires students to lead in questioning, investigating, and solving problems.
- **An impactful curriculum empowers the expertise and creativity of the teacher** and is anchored in students' interests, educational needs, cultures, languages, and local contexts.

Our Organization

Creating classrooms with inspired educators and motivated learners.

OpenSciEd creates free, high quality, NGSS-aligned science materials and outstanding professional learning support that empowers educators to inspire all students with the beauty and wonder of science. One classroom at a time, OpenSciEd is proving that when given the opportunity to experience high quality curriculum facilitated by teachers who have had the professional learning they deserve, **all students can excel in science.**

Our Approach

In OpenSciEd classrooms, students learn science through discovery. Developed by leading science researchers and educators, our instructional model is designed to align with how students learn best. Our curriculum is phenomena-based and centers on student-led questioning, investigating, and problem-solving, with teachers supporting students as learning facilitators rather than lecturers. This approach fosters a classroom culture where everyone matters and is heard, building unique skills for educators and students and empowering them in their education journey.

Guided by the belief that high quality educational materials should be available to everyone, all OpenSciEd materials are open-source, also known as open educational resources. They are free for all educators and students to use — and can be shared, redistributed, and freely adapted into customized curricula. We build upon OpenSciEd materials to accommodate students' needs, cultures, languages, and local contexts.



LAPWAI MIDDLE HIGH SCHOOL

WILDCAT

ATHLETICS REPORT

High School Football

- 23 Players
- 3:5 Wins to Losses this Season, 1:2 in Conference
- Team Dinners on Thursdays Nights
- 7 Seniors
- Homecoming October 3rd
- Senior Night October 16th

High School Volleyball

- 15 Players
- 3:12 Wins to Losses this Season, 3:9 in Conference
- Ended 6th in WPL headed to Districts
- 2 Seniors
- Senior Night October 2nd

High School Cheer

- 32 Cheerleaders
- 12 Seniors
- Senior Night October 16th
- Possibility of 2A Competitive Cheer

Middle School Football

- 17 Players
- 4:2 Wins to Losses this Season

Middle School Volleyball

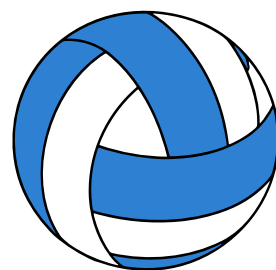
- 16 Players
- 5:1 7th Grade Wins to Losses
- 5:1 8th Grade Wins to Losses

Middle School Cheer

- Building interest and momentum in this new program!

HIGH SCHOOL DATA	8/31/2026	9/7/2026	9/14/2026	9/21/2026	9/28/2026	10/5/2026	10/12/2026
Total High School Student Body	121	121	121	121	121	121	121
High School Students in Athletics	64	65	65	65	65	65	65
Drug Tests Administered	4	0	3	6	5	7	0
Student Athletes with D's	0	0	9	12	14	8	13
Student Athletes with F's	0	0	10	19	21	12	16
Attendance Warnings	0	4	0	2	5	3	0

MIDDLE SCHOOL DATA	8/31/2026	9/7/2026	9/14/2026	9/21/2026	9/28/2026	10/5/2026	10/12/2026
Total Middle School Student Body	90	90	90	90	90	90	90
Middle School Students in Athletics	33	33	33	33	33	33	33
Drug Tests Administered	3	0	2	5	3	4	0
Student Athletes with D's	0	0	3	7	6	9	11
Student Athletes with F's	0	0	8	8	6	10	10
Attendance Warnings	0	0	4	4	5	0	0



L Seniors 2027







Lapwai Indian Education Department



2026 National Indian Education Association 57th Annual Conference

October 7 - 11, 2026 Two IED staff and 2 seniors attended the annual conference held in Buffalo, NY



Rise Up Northwest Conference

October 13 - 15, 2026 2 IED staff & 10 Indian Club members will attend the conference being held at the Spokane Tribe Resort. Students will learn about salmon conservation, tribal sovereignty and environmental stewardship.



Indian Parent Committee Meeting

October 13 2026 Third IPC meeting of the school year. IPC members will be reviewing by-laws and the JOM Education Strategic Plan.

FAFSA Night - LCSC & University of Idaho staff

October 21, 2026 Senior & parent FAFSA night will be held in Brad Peterson's classroom. Travis Osborn with LCSC will provide FAFSA assistance. **NPT Ready4Life will be providing pizza for dinner.**

Lapwai Indian Education Department



Celebrating Families in the Community

October 28, 2026 Three Indian Ed staff will set up an informational booth for the event. Native Arts will provide free weaving kits for families.



Boise State University/Idaho State University & LCSC Recruiters

October 28, 2026 Three college recruiters will be visiting our campus and presenting to juniors & seniors in Derek Knoll's classroom.



Idaho State
University

Eastern Washington University Campus Tour



Upcoming November Events

- Native American Heritage Month
- University of Idaho campus visit
- Ribbon Skirt Workshop



Family Engagement Defined



Family involvement is more than a school program. It is a way of thinking and doing that recognizes the central role that families play in their children's education and the power of working together. The education of students is the **shared responsibility of teachers, school staff, families, and community, as well as students themselves.** The research is clear that **family involvement is a key factor in a student's improved academic performance.** High-performing schools intentionally link family involvement strategies to academic goals. They make family involvement part of their school improvement plan and develop collaborative relationships among teachers, parents and the community.

See Opportunities to Get Involved on the Reverse Side

Activities to Build Partnerships

Importance of Communication Between Teachers and Parents

Parent-Teacher Conferences:

November 5-6, 2026

March 11-12, 2027

Nez Perce State Tribal Education Partnership Elementary Family Engagement Team:

For More Information:

Teri Wagner, Principal
(208) 843-2960
twagner@lapwai.org

Nez Perce State Tribal Education Partnership Middle-High Family Engagement Team:

For More Information:

Georgia Sobotta
(208) 843-2241
gsobotta@lapwai.org

Superintendent's Community Cabinet

For More Information:

David Aiken, Superintendent
(208) 843-2622
daiken@lapwai.org

Title 1-A and Impact Aid Meeting and Questionnaire: Celebrating Families in Our Community - October 28, 2026

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



2026-2027 Family Engagement Plan



Ginna Wilson

2026-2027 School-Parent Compact

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



Celila
Arthur

Family Engagement Mission Statement:

It is the mission of the Lapwai School District to foster relevant family engagement opportunities which accommodate family circumstances, provide choices, validate the family's culture and values, and explicitly emphasize the importance of family support of the student's learning.



2025-2026 Student Cabinet

Family Engagement Vision Statements:

Communicating: Communication between home and school is regular, two-way, and meaningful

Parenting: Parenting skills are promoted and supported

Student Learning: Parents play an integral role in assisting student learning.

Volunteering: Parents are welcome in the school and their support and assistance are sought

School Decision Making and Advocacy: Parents are full partners in the decisions that affect children and families

Collaborating with Community: Community resources are used to strengthen schools, families, and student learning

Family Engagement Implementation Strategies:

Research shows that parents are most likely to become involved if they:

- Understand they *should* be involved
- Know they are *capable* of making a contribution
- Feel *invited* by the school and their children
- Schools should make a demonstrated effort to:
- Go *beyond* report cards in keeping parents informed regarding how their children are doing
- *Involve* parents in learning about and participating in all aspects of students' school lives

Family Engagement Practices:



- Communicate repeatedly to parents that their involvement can greatly enhance their children's school performance regardless of their own level of education
- Make parents of young children aware that the earlier they become involved in their child's education, the more it benefits their learning
- Communicate to parents that students of all ages benefit from parent involvement
- Encourage parents of young children to read to them, every day
- Send home information about upcoming classroom activities, examples of students' work, and suggestions for at-home learning
- Offer families different involvement options to choose from, based on their schedule and interest
- Encourage parents to monitor homework and provide a suitable place with necessary materials for children to study at home
- Be mindful parents are busy and refrain from asking them to devote unrealistic amounts of time to school-related activities
- Keep parents informed and involved in the curriculum, instruction, and assessment loop
- Welcome parents at all times

