

LAPWAI SCHOOL DISTRICT #341
BOARD OF TRUSTEES - REGULAR MONTHLY MEETING
Lapwai School District Office, 404 S Main St, Lapwai, Idaho
Monday, May 20, 2024 - 5:00 pm
Agenda

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

- Page** 2) A. Consent Agenda – Action Item
 - 2** 1. Approval of Minutes – April 15, 2024
 - 4** 2. Budget Report/Balance Sheet
 - 27** 3. Payment of Current Bills
 - 30** 4. Associated Student Body Accounts

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

- 32, 48,** 4) Discussion Items
 - 88, 149** A. Administrator’s Reports – Principals, Sped Director, Athletic Director, Superintendent
 - 165** B. Indian Education Coordinator
 - C. Ivan RedHorn Senior Project presentation
 - D.

- 171** 5) Action Items
 - 172** A. Fee Increase Hearing - Raise Adult Lunch Prices
 - 173** B. Second Reading – Policy 407.7 - Dismissal
 - C. First Reading – Policy 803.4 – Grant Writing and Awards
 - D.

- 174** 6) Personnel Action Items:
 - 175** A. Resignation – NYCP – Intervention Aide – Raneisha Running
– Food Service – Cheryl Vonk
 - B.

- 7) Board Training – Post Legislative Road Show

- 8) Adjourn – Action Item

LAPWAI SCHOOL DISTRICT #341
School Board Minutes
Regular Meeting
April 15, 2024

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

Trustee Spaulding moved and Trustee Garcia 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.

Ag Teacher Devin Boyer was on hand to show some of the flowers being grown in the greenhouse by the Botany Class. Tomorrow, State Superintendent of Public Instruction Debbie Critchfield is stopping by to celebrate the award of the Career Students Ready Grant that will fund a new CTE shop.

Elementary Principal Wagner said her celebration this month was the 80% attendance at parent teacher conferences. A challenge coming up is ISAT testing.

Middle/High School Principal Penney touched on items in her report.

- March attendance rate were improved.
- Restorative Justice
- ISAT Testing is going well
- Mary Lynn Walker joined via Zoom and talked about 2 hours of Native History and Native Issues Research she teaches via Zoom. She complimented Ada Marks for being on hand in her classroom to provide classroom management and keep technology going.

Special Education Director Ravet talked about the changing numbers while still staying between 96-105 students. She celebrated her Preschool team and introduced her daughter Cassidy Ravet who is going to school in Special Education. They also talked about the progress with a particular student.

Superintendent Aiken reported on several items in his report.

- Changes in Nez Perce Tribe Grant requests which will limit grant applications to 8 for Lapwai
- Prom questions

The matter of increasing adult lunch prices from \$4.70 to \$5.00 was presented to the Board. National School Lunch Program rules are requiring a minimum lunch adult lunch price be at least \$4.95. This is more than 5% so a fee increase hearing needs to be held. Trustee Garcia moved and Trustee Spaulding seconded to hold a Fee Increase Hearing at the May 20 meeting. A vote was taken and the motion passed.

The First Reading of Policy 407.7 - Dismissal was presented. It will be on the May agenda for a second reading.

The following personnel action items were presented to the board.

- Resignation – Food Service – Cheryl Vonk
- New Hire – Middle/High School Secretary – Kiri Brown

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

The Board Training topic was a JFAC/Legislative Update.

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

Board Vice Chair Johnson declared the meeting adjourned at 6:20 pm.

Board Chair

Clerk

Date

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
GENERAL FUND							
REVENUE							
100-411400	DISTRICT TORT REVENUE	39,682.00CR	417.72CR	30,349.12CR	9,332.88CR	1%	76%
100-411900	OTHER TAXES	0.00	0.00	325.52CR	325.52	0%	0%
100-413000	PENALTY & INT--DELINQUENT TAXES	3,000.00CR	236.68CR	1,641.51CR	1,358.49CR	8%	55%
100-415000	EARNINGS ON INVESTMENTS	12,000.00CR	11,672.11CR	106,740.43CR	94,740.43	97%	890%
100-419900	OTHER LOCAL REVENUE	51,000.00CR	11,488.67CR	111,679.20CR	60,679.20	23%	219%
100-419901	DRIVERS ED.--STUDENT FEES	2,500.00CR	0.00	2,900.00CR	400.00	0%	116%
100-419903	GRANTS	82,000.00CR	4,000.00CR	84,717.26CR	2,717.26	5%	103%
TOTAL LOCAL REVENUE		190,182.00CR	27,815.18CR	338,353.04CR	148,171.04	15%	178%
100-431100	BASE SUPPORT - DISCRETIONARY	3,749,517.00CR	52,785.80CR	696,514.61CR	3,053,002.39CR	1%	19%
100-431101	BASE SUPPORT - HEALTH INSURANCE	0.00	59,045.96CR	625,606.54CR	625,606.54	0%	0%
100-431102	SBA - ADMINISTRATION	0.00	21,572.53CR	228,643.95CR	228,643.95	0%	0%
100-431103	SBA - INSTRUCTIONAL & PUPIL SERVICES	0.00	170,881.08CR	1,810,577.88CR	1,810,577.88	0%	0%
100-431104	SBA - NON-CERTIFIED	0.00	39,313.76CR	416,539.05CR	416,539.05	0%	0%
100-431200	TRANSPORTATION SUPPORT REVENUE	181,000.00CR	17,504.92CR	186,486.04CR	5,486.04	10%	103%
100-431400	EXCEPTIONAL CHILD SUPPORT	20,000.00CR	0.00	0.00	20,000.00CR	0%	0%
100-431800	BENEFIT APPORTIONMENT	508,071.00CR	46,581.15CR	493,564.91CR	14,506.09CR	9%	97%
100-431900	OTHER STATE SUPPORT	191,501.00CR	3,600.00CR	166,780.00CR	24,721.00CR	2%	87%
100-431902	STATE MATH/SCI REQUIREMENT	5,000.00CR	0.00	0.00	5,000.00CR	0%	0%
100-431904	REMEDATION	13,000.00CR	0.00	11,075.00CR	1,925.00CR	0%	85%
100-431930	STATE TECHNOLOGY SUPPORT	78,780.00CR	0.00	65,469.00CR	13,311.00CR	0%	83%
100-432100	DRIVER EDUCATION REVENUE	3,125.00CR	0.00	0.00	3,125.00CR	0%	0%
100-437000	LOTTERY/ADD'L STATE MAINTENANCE	80,000.00CR	0.00	89,849.00CR	9,849.00	0%	112%
100-438000	REVENUE IN LIEU OF TAXES	2,606.00CR	0.00	1,673.63CR	932.37CR	0%	64%
100-438001	REV. IN LIEU-AG. EQUIP.	2,160.00CR	0.00	2,160.00CR	0.00	0%	100%
TOTAL STATE REVENUE		4,834,760.00CR	411,285.20CR	4,794,939.61CR	39,820.39CR	9%	99%
100-442000	UNRESTRICTED FEDERAL REVENUE	200.00CR	71.99CR	71.99CR	128.01CR	36%	36%
100-448200	IMPACT AID P.L. 81-874	2,700,000.00CR	37,285.00CR	3,432,340.00CR	732,340.00	1%	127%
TOTAL FEDERAL REVENUE		2,700,200.00CR	37,356.99CR	3,432,411.99CR	732,211.99	1%	127%
100-320000	BEGINNING BALANCE - BUDGET	600,000.00CR	0.00	0.00	600,000.00CR	0%	0%
100-453000	SALE OF PROPERTY	0.00	0.00	0.00	0.00	0%	0%
100-460000	TRANSFERS FROM OTHER FUNDS	18,495.00CR	0.00	12,488.54CR	6,006.46CR	0%	68%
TOTAL OTHER REVENUE		618,495.00CR	0.00	12,488.54CR	606,006.46CR	0%	2%
TOTAL REVENUE		8,343,637.00CR	476,457.37CR	8,578,193.18CR	234,556.18	6%	103%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
ELEMENTARY SCHOOL PROGRAM							
100-512110	ELEMENTARY TEACHER SALARIES	1,102,326.00	90,339.99	836,944.87	265,381.13	8%	76%
100-512115	ELEMENTARY NON-CERTIFIED SALARIES	381,612.00	22,048.34	208,870.18	172,741.82	6%	55%
100-512160	ELEMENTARY TEACHER SUBSTITUTES	20,000.00	3,305.00	21,066.30	(1,066.30)	17%	105%
100-512200	ELEMENTARY FRINGE BENEFITS	72,813.00	5,546.83	49,924.39	22,888.61	8%	69%
100-512210	ELEMENT. LIFE/EMP. ASSIST.	1,824.00	194.94	1,728.42	95.58	11%	95%
100-512220	EMPLOYER FICA	120,621.00	8,890.02	82,115.96	38,505.04	7%	68%
100-512230	HEALTH INSURANCE - ELEM	176,982.00	13,606.05	117,767.89	59,214.11	8%	67%
100-512270	WORKER'S COMPENSATION	6,670.00	556.27	5,137.34	1,532.66	8%	77%
100-512280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-512290	RETIREMENT BENEFIT	191,789.00	14,679.21	135,560.32	56,228.68	8%	71%
100-512320	MUSIC EQUIPMENT REPAIR	0.00	0.00	0.00	0.00	0%	0%
100-512313	GRANT FUNDED PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-512321	ELEMENTARY PURCHASED SERVICES	5,000.00	0.00	48.00	4,952.00	0%	1%
100-512322	COPIER RENTAL	8,000.00	569.99	5,434.26	2,565.74	7%	68%
100-512380	ELEMENTARY TRAVEL	2,500.00	0.00	0.00	2,500.00	0%	0%
100-512410	ELEMENT. FIXED MATERIALS	15,000.00	36.95	20,151.36	(5,151.36)	0%	134%
100-512411	TEACHER SUPPLIES	3,800.00	0.00	626.77	3,173.23	0%	16%
100-512412	MUSIC SUPPLIES	5,000.00	0.00	449.04	4,550.96	0%	9%
100-512413	GRANT FUNDED SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
100-512415	MATERIALS --ART	2,000.00	0.00	1,900.34	99.66	0%	95%
100-512440	ELEMENTARY TEXTBOOKS	20,000.00	0.00	39,485.86	(19,485.86)	0%	197%
TOTAL ELEMENTARY PROGRAM		2,135,937.00	159,773.59	1,527,211.30	608,725.70	7%	72%
SECONDARY SCHOOL PROGRAM							
100-515110	HS CERTIFIED SALARIES	824,357.00	69,540.54	634,419.86	189,937.14	8%	77%
100-515113	DRIVER EDUCATION SALARIES	5,000.00	3,840.00	7,140.00	(2,140.00)	77%	143%
100-515115	HS CLASSIFIED SALARIES	216,113.00	15,180.34	145,203.70	70,909.30	7%	67%
100-515160	HS SUBSTITUTE SALARIES	25,000.00	5,160.00	35,857.50	(10,857.50)	21%	143%
100-515200	HS FRINGE BENEFITS	26,657.00	2,221.32	19,991.88	6,665.12	8%	75%
100-515210	HS LIFE INSURANCE BENEFIT	1,408.00	136.92	1,210.38	197.62	10%	86%
100-515220	HS EMPLOYER FICA	83,930.00	7,281.98	63,658.60	20,271.40	9%	76%
100-515230	HEALTH INSURANCE - HS	129,786.00	10,266.08	92,850.81	36,935.19	8%	72%
100-515270	HS WORKER'S COMPENSATION	4,641.00	436.56	3,821.34	819.66	9%	82%
100-515280	HS SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-515290	HS PERSI BENEFIT	132,789.00	10,731.53	96,203.81	36,585.19	8%	72%
100-515313	GRANT FUNDED PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-515321	COPIER RENTAL	4,400.00	462.11	4,603.66	(203.66)	11%	105%
100-515322	HS PURCHASE SERVICES	8,000.00	52.00	4,303.75	3,696.25	1%	54%
100-515380	HS TRAVEL	0.00	0.00	0.00	0.00	0%	0%
100-515410	H.S. FIXED MATERIALS	12,500.00	121.55	6,930.10	5,569.90	1%	55%
100-515411	TEACHER SUPPLIES	2,800.00	0.00	2,019.00	781.00	0%	72%
100-515412	DRIVERS ED. MATERIALS	300.00	0.00	208.46	91.54	0%	69%
100-515413	GRANT FUNDED SUPPLIES - FY24 - \$40,296	0.00	5,000.00	40,502.61	(40,502.61)	0%	0%
100-515417	MATERIALS -- ART	3,000.00	0.00	2,266.31	733.69	0%	76%
100-515421	MATERIALS -- MUSIC	7,500.00	478.00	6,549.41	950.59	6%	87%
100-515441	H.S. TEXTBOOKS	25,000.00	0.00	4,683.97	20,316.03	0%	19%
100-515116	SABG GRANT SALARIES	37,422.00	0.00	0.00	37,422.00	0%	0%
100-515216	SABG BENEFITS	19,100.00	0.00	0.00	19,100.00	0%	0%
100-515316	SABG PURCHASED SERVICES	19,197.00	0.00	0.00	19,197.00	0%	0%
100-515416	SABG SUPPLIES	5,645.00	0.00	0.00	5,645.00	0%	0%
TOTAL SECONDARY PROGRAM		1,594,545.00	130,908.93	1,172,425.15	422,119.85	8%	74%
SPECIAL EDUCATION PROGRAM							
100-521110	RESOURCE ROOM TEACHER SALARIES	273,324.00	23,014.57	207,131.13	66,192.87	8%	76%
100-521115	RESOURCE ROOM AIDES' SALARIES	106,395.00	8,812.82	80,861.12	25,533.88	8%	76%
100-521160	EXCEPT. CHILD CERT. SUBSTITUTES	15,000.00	0.00	3,430.00	11,570.00	0%	23%
100-521200	RESOURCE ROOM FRINGE BENEFITS	15,751.00	1,312.66	11,813.94	3,937.06	8%	75%
100-521210	EXCEPT. LIFE/EMP. ASSIST.	672.00	56.73	500.89	171.11	8%	75%
100-521220	EMPLOYER FICA	31,401.00	2,527.07	23,112.16	8,288.84	8%	74%
100-521230	HEALTH INSURANCE - EXCEPT CHILD	58,994.00	4,734.69	41,849.94	17,144.06	8%	71%
100-521270	WORKER'S COMPENSATION	1,736.00	152.44	1,394.95	341.05	9%	80%
100-521280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-521290	RETIREMENT BENEFIT	48,579.00	4,062.06	36,731.39	11,847.61	8%	76%
100-521300	TUITION TO N.I.C.H.	20,000.00	2,035.00	14,615.00	5,385.00	10%	73%
100-521310	SPED PURCHASED SERVICES	10,000.00	0.00	6,961.36	3,038.64	0%	70%
100-521380	TRAVEL - PURCHASED SVCS	1,500.00	0.00	0.00	1,500.00	0%	0%
100-521410	SPED SUPPLIES	15,000.00	124.45	4,888.51	10,111.49	1%	33%
100-521411	SPED TEACHER SUPPLIES	1,000.00	95.16	674.01	325.99	10%	67%
100-521440	SPED TEXTBOOKS	5,000.00	641.98	3,084.54	1,915.46	13%	62%
TOTAL SPECIAL EDUCATION PROGRAM		604,352.00	47,569.63	437,048.94	167,303.06	8%	72%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
SPECIAL EDUCATION PRESCHOOL PROGRAM							
100-522110	EXCEPTIONAL PRESCHOOL SALARIES	77,908.00	6,570.75	59,136.75	18,771.25	8%	76%
100-522160	EXCEPTIONAL PRESCHOOL SUBSTITUTES	2,000.00	0.00	0.00	2,000.00	0%	0%
100-522200	PRESCHOOL FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-522210	PRESCHOOL LIFE/EMP. ASSIST.	96.00	8.00	71.57	24.43	8%	75%
100-522220	EMPLOYER FICA	6,113.00	433.90	3,908.78	2,204.22	7%	64%
100-522230	HEALTH INSURANCE - PRESCHOOL	11,799.00	983.23	8,797.73	3,001.27	8%	75%
100-522270	WORKER'S COMPENSATION	338.00	30.23	272.07	65.93	9%	80%
100-522280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-522290	RETIREMENT BENEFIT	9,887.00	833.83	7,504.47	2,382.53	8%	76%
100-522410	CLASSROOM SUPPLIES	350.00	0.00	3,611.62	(3,261.62)	0%	999%
100-522411	TEACHER SUPPLIES	200.00	0.00	0.00	200.00	0%	0%
	TOTAL PRESCHOOL PROGRAM	108,691.00	8,859.94	83,302.99	25,388.01	8%	77%
SCHOOL ACTIVITY PROGRAM							
100-532100	SCHOOL ACTIVITY SALARIES	133,700.00	8,225.84	115,969.56	17,730.44	6%	87%
100-532200	SCHOOL ACTIVITIES FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-532210	EMPLOYEE LIFE INS	0.00	7.04	79.24	(79.24)	0%	0%
100-532220	EMPLOYER FICA	10,228.00	627.77	8,852.13	1,375.87	6%	87%
100-532230	HEALTH INSURANCE - SCHOOL ACTIVITIES	0.00	702.35	8,213.71	(8,213.71)	0%	0%
100-532270	WORKER'S COMPENSATION	566.00	28.21	466.22	99.78	5%	82%
100-532280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-532290	RETIREMENT BENEFIT	8,801.00	136.78	6,601.98	2,199.02	2%	75%
100-532310	SCHOOL ACT. DUES/SERVICES	10,000.00	0.00	882.00	9,118.00	0%	9%
100-532380	SCHOOL ACTIVITIES TRAVEL	17,500.00	0.00	9,532.88	7,967.12	0%	54%
100-532410	ACTIVITY SUPPLIES	25,000.00	0.00	11,903.52	13,096.48	0%	48%
100-532550	ATHLETIC EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL SCHOOL ACTIVITY PROGRAM	205,795.00	9,727.99	162,501.24	43,293.76	5%	79%
ATTENDANCE, GUIDANCE, & HEALTH PROGRAM							
100-611110	COUNSELING SALARIES - ELEMENTARY	63,379.00	5,370.33	48,214.22	15,164.78	8%	76%
100-611111	GUIDANCE SALARIES - SECONDARY	85,289.00	7,193.25	64,739.25	20,549.75	8%	76%
100-611200	GUIDANCE FRINGE BENEFITS	15,078.00	1,256.50	11,308.50	3,769.50	8%	75%
100-611210	GUIDANCE LIFE/EMP. ASSIST.	192.00	16.00	143.60	48.40	8%	75%
100-611220	EMPLOYER FICA	12,527.00	1,054.88	9,484.99	3,042.01	8%	76%
100-611230	HEALTH INSURANCE - GUIDANCE	0.00	0.00	0.00	0.00	0%	0%
100-611270	WORKER'S COMPENSATION	693.00	63.57	571.62	121.38	9%	82%
100-611280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-611290	RETIREMENT BENEFIT	20,779.00	1,753.77	15,768.87	5,010.13	8%	76%
100-611310	HEALTH/GUIDANCE PURCHASE SERVICES	4,500.00	0.00	0.00	4,500.00	0%	0%
100-611380	GUIDANCE TRAVEL	0.00	0.00	0.00	0.00	0%	0%
100-611410	ATTEND./GUIDANCE/HEALTH-ELEMENT.	500.00	0.00	0.00	500.00	0%	0%
100-611411	TEACHER SUPPLY - GUIDANCE	200.00	0.00	0.00	200.00	0%	0%
	TOTAL GUIDANCE PROGRAM	203,137.00	16,708.30	150,231.05	52,905.95	8%	74%
SPECIAL EDUCATION SUPPORT SERVICES PROGRAM							
100-616110	ANCILLARY SALARIES - CDS & PSYCOL.	126,580.00	23,153.66	202,645.53	(76,065.53)	18%	160%
100-616115	NON CERT ANCILLARY SALARY	3,924.00	27,485.30	277,183.13	(273,259.13)	700%	999%
100-616200	ANCILLARY FRINGE BENEFITS	8,531.00	710.91	6,398.19	2,132.81	8%	75%
100-616210	EMPLOYEE LIFE INSUR	816.00	103.05	989.37	(173.37)	13%	121%
100-616220	EMPLOYER FICA	10,636.00	3,920.45	36,788.78	(26,152.78)	37%	346%
100-616230	HEALTH INSURANCE - ANCILLARY	82,591.00	8,751.75	79,742.32	2,848.68	11%	97%
100-616270	WORKER'S COMPENSATION	588.00	302.90	2,810.79	(2,222.79)	52%	478%
100-616280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-616290	RETIREMENT BENEFIT	17,584.00	5,499.67	52,444.91	(34,860.91)	31%	298%
100-616300	CDS CONTRACT	87,500.00	9,454.50	126,698.18	(39,198.18)	11%	145%
100-616410	ANCILLARY SUPPLIES	800.00	0.00	0.00	800.00	0%	0%
	TOTAL ANCILLARY	339,550.00	79,382.19	785,701.20	446,151.20CR	23%	231%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
INSTRUCTIONAL IMPROVEMENT PROGRAM							
100-621110	SALARIES - INSTRUCTIONAL IMPROVEME	0.00	416.66	3,749.94	(3,749.94)	0%	0%
100-621115	SALARIES - N/C INSTR IMPROVE	0.00	0.00	0.00	0.00	0%	0%
100-621200	FRINGE	0.00	0.00	0.00	0.00	0%	0%
100-621210	LIFE	0.00	0.84	7.56	(7.56)	0%	0%
100-621220	FICA	0.00	31.71	285.35	(285.35)	0%	0%
100-621230	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
100-621270	WORKERS COMP	0.00	1.92	17.28	(17.28)	0%	0%
100-621280	UUSL	0.00	0.00	0.00	0.00	0%	0%
100-621290	PERSI	0.00	52.88	475.92	(475.92)	0%	0%
100-621310	INSTRUCT. IMPROVE. - CREDIT REIMB	6,884.00	4,800.00	7,487.50	(603.50)	70%	109%
100-621311	INSTRUCTIONAL IMPROVEMENT PURCHASED SERVIC	20,000.00	0.00	189.25	19,810.75	0%	1%
100-621380	TRAVEL/TRNG.	0.00	2,015.28	6,049.24	(6,049.24)	0%	0%
100-621410	MENTORING SUPPLIES	100.00	0.00	414.59	(314.59)	0%	415%
TOTAL INSTRUCTION IMPROVEMENT		26,984.00	7,319.29	18,676.63	8,307.37	27%	69%
EDUCATIONAL MEDIA PROGRAM							
100-622110	LIBRARY SALARIES - ELEMEN & SECOND	0.00	0.00	0.00	0.00	0%	0%
100-622111	AUDIOVISUAL SALARIES - ELEM & SEC	0.00	0.00	0.00	0.00	0%	0%
100-622115	LIBRARY CLASSIFIED SALARIES	64,465.00	5,473.76	47,902.80	16,562.20	8%	74%
100-622160	LIBRARY SUBSTITUTES	1,000.00	0.00	0.00	1,000.00	0%	0%
100-622200	LIBRARY FRINGE BENEFITS	6,284.00	523.66	4,712.94	1,571.06	8%	75%
100-622210	LIB./TECH. LIFE/EMP. ASSIST.	192.00	15.12	137.68	54.32	8%	72%
100-622220	EMPLOYER FICA	5,489.00	458.80	4,025.10	1,463.90	8%	73%
100-622230	HEALTH INSURANCE - MEDIA	11,799.00	1,858.13	9,723.97	2,075.03	16%	82%
100-622270	WORKER'S COMPENSATION	303.00	27.58	242.01	60.99	9%	80%
100-622280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-622290	RETIREMENT BENEFIT	8,005.00	670.50	5,882.42	2,122.58	8%	73%
100-622323	VALNET COMMUNICATIONS	7,000.00	1,212.50	4,850.00	2,150.00	17%	69%
100-622410	LIBRARY MATERIALS--ELEMENTARY	5,000.00	223.69	3,609.78	1,390.22	4%	72%
100-622412	LIBRARY MATERIALS--SECONDARY	5,000.00	0.00	4,365.72	634.28	0%	87%
TOTAL EDUCATIONAL MEDIA PROGRAM		114,537.00	10,463.74	85,452.42	29,084.58	9%	75%
INSTRUCTIONAL RELATED TECHNOLOGY							
100-623115	TECHNOLOGY SALARY	76,355.00	6,419.16	57,897.44	18,457.56	8%	76%
100-623200	TECHNOLOGY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-623210	TECHNOLOGY LIFE BENEFIT	96.00	8.37	75.19	20.81	9%	78%
100-623220	TECHNOLOGY FICA BENEFIT	5,841.00	490.98	4,428.38	1,412.62	8%	76%
100-623230	HEALTH INSURANCE - TECHNOLOGY	11,799.00	1,028.73	9,241.80	2,557.20	9%	78%
100-623270	TECHNOLOGY WORKERS COMP.	323.00	29.52	266.29	56.71	9%	82%
100-623280	TECHNOLOGY SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-623290	TECHNOLOGY PERSI BENEFIT	8,243.00	721.82	6,512.22	1,730.78	9%	79%
100-623310	TECHNOLOGY PURCHASED SERVICES	20,000.00	0.00	1,593.75	18,406.25	0%	8%
100-623323	TECHNOLOGY INTERNET COMMUNICATIONS	40,000.00	303.00	28,966.00	11,034.00	1%	72%
100-623410	TECHNOLOGY SUPPLIES/MATERIALS	5,000.00	14,428.62	24,145.57	(19,145.57)	289%	483%
100-623411	TECHNOLOGY-ELEMENTARY	35,000.00	0.00	14,319.68	20,680.32	0%	41%
100-623412	TECHNOLOGY SECONDARY	35,000.00	0.00	5,339.14	29,660.86	0%	15%
100-623413	TECHNOLOGY - EXCEPTIONAL CHILD	5,000.00	1,055.87	2,149.83	2,850.17	21%	43%
100-623550	TECHNOLOGY - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
TOTAL INSTRUCTIONAL TECHNOLOGY		242,657.00	24,486.07	154,935.29	87,721.71	10%	64%
BOARD OF EDUCATION PROGRAM							
100-631115	CLERK-TREASURER SALARIES--BD OF ED	0.00	0.00	0.00	0.00	0%	0%
100-631200	BOARD FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-631210	EMPLOYEE LIFE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-631220	EMPLOYER FICA	0.00	0.00	0.00	0.00	0%	0%
100-631230	HEALTH INSURANCE - CLERK	0.00	0.00	0.00	0.00	0%	0%
100-631270	WORKER'S COMPENSATION	0.00	0.00	0.00	0.00	0%	0%
100-631280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-631290	RETIREMENT BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-631310	BOARD PURCH. SERVICE	40,000.00	768.25	28,508.22	11,491.78	2%	71%
100-631410	SUPPLIES - SCHOOL BOARD	750.00	57.25	765.62	(15.62)	8%	102%
TOTAL BOARD OF EDUCATION PROGRAM		40,750.00	825.50	29,273.84	11,476.16	2%	72%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
DISTRICT ADMINISTRATION PROGRAM							
100-632110	DISTRICT ADMINISTRATION SALARIES	144,133.00	12,011.08	132,121.88	12,011.12	8%	92%
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	220.00	20.00	8%	92%
100-632220	EMPLOYER FICA	11,026.00	916.35	10,079.76	946.24	8%	91%
100-632230	HEALTH INSURANCE - DISTRICT ADMIN	11,799.00	983.23	10,653.43	1,145.57	8%	90%
100-632270	WORKER'S COMPENSATION	610.00	55.25	646.19	(36.19)	9%	106%
100-632280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-632290	RETIREMENT BENEFIT	18,290.00	1,524.21	16,766.31	1,523.69	8%	92%
100-632310	BANK FEES / GRANT SVCS	25,000.00	2,013.03	30,389.53	(5,389.53)	8%	122%
100-632322	COPIER RENTAL	4,000.00	363.91	4,017.81	(17.81)	9%	100%
100-632333	DISTRICT COMMUNICATIONS	10,000.00	228.21	5,371.02	4,628.98	2%	54%
100-632380	DISTRICT TRAVEL--GENERAL	15,000.00	0.00	10,668.11	4,331.89	0%	71%
100-632390	DISTRICT PURCHASED SERVICES	17,500.00	266.32	10,267.16	7,232.84	2%	59%
100-632410	DISTRICT SUPPLIES	3,000.00	738.15	2,434.19	565.81	25%	81%
100-632412	DISTRICT SUBSCRIPTIONS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL DISTRICT ADMINISTRATION	260,598.00	19,119.74	233,635.39	26,962.61	7%	90%
SCHOOL ADMINISTRATION PROGRAM							
100-641110	SCHOOL ADMIN SALARIES	213,377.00	16,471.00	147,762.43	65,614.57	8%	69%
100-641115	ADMINISTRATIVE NON-CERTIFIED	96,858.00	8,570.37	83,007.35	13,850.65	9%	86%
100-641200	SCHOOL ADMIN FRINGE BENEFITS	8,531.00	710.91	6,398.19	2,132.81	8%	75%
100-641210	SCHOOL ADMIN. LIFE/EMP. ASSIST.	720.00	50.53	490.14	229.86	7%	68%
100-641220	EMPLOYER FICA	24,386.00	1,958.83	18,070.32	6,315.68	8%	74%
100-641230	HEALTH INSURANCE - SCHOOL ADMIN	41,296.00	2,315.15	26,624.55	14,671.45	6%	64%
100-641270	WORKER'S COMPENSATION	1,348.00	118.47	1,015.74	332.26	9%	75%
100-641280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-641290	RETIREMENT BENEFIT	38,989.00	2,927.16	27,941.62	11,047.38	8%	72%
100-641323	SCHOOL COMMUNICATIONS	18,500.00	1,033.57	13,898.86	4,601.14	6%	75%
100-641380	SCHOOL ADMIN. TRAVEL	2,000.00	0.00	0.00	2,000.00	0%	0%
100-641410	ELEMENT. ADMIN. MATERIALS	2,000.00	108.00	2,016.75	(16.75)	5%	101%
100-641411	SECOND. ADMIN. MATERIALS	2,000.00	568.01	2,527.62	(527.62)	28%	126%
100-641412	DUES/SUBSCRIPTIONS/REGISTRATIONS	1,800.00	0.00	0.00	1,800.00	0%	0%
	TOTAL SCHOOL ADMINISTRATION	451,805.00	34,832.00	329,753.57	122,051.43	8%	73%
BUSINESS OPERATIONS PROGRAM							
100-651115	SALARIES - BUSINESS OPERATIONS	82,084.00	5,762.80	64,125.29	17,958.71	7%	78%
100-651200	FRINGE	10,317.00	859.75	9,457.25	859.75	8%	92%
100-651210	LIFE INS BENEFIT	96.00	8.28	91.46	4.54	9%	95%
100-651220	EMPLOYER FICA	7,069.00	504.36	5,607.64	1,461.36	7%	79%
100-651230	HEALTH INSURANCE	0.00	28.13	73.66	(73.66)	0%	0%
100-651270	WORKER'S COMPENSATION	391.00	30.44	358.17	32.83	8%	92%
100-651280	SICK LEAVE RETIREMENT	0.00	0.00	0.00	0.00	0%	0%
100-651290	PERSI	10,486.00	739.78	8,116.97	2,369.03	7%	77%
100-651310	PURCHASED SERVICES	66,500.00	5,377.71	66,992.39	(492.39)	8%	101%
100-651311	MEDICAID BILLING SERVICES	29,203.00	1,836.07	14,292.19	14,910.81	6%	49%
100-651380	TRAVEL / TRAINING	4,000.00	529.47	2,206.28	1,793.72	13%	55%
100-651410	SUPPLIES	2,000.00	0.00	202.76	1,797.24	0%	10%
	TOTAL BUSINESS OPERATIONS	212,146.00	15,676.79	171,524.06	40,621.94	7%	81%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
BUILDING CUSTODIAL CARE PROGRAM							
100-661115	CUSTODIAL SALARIES	176,075.00	18,874.27	189,272.00	(13,197.00)	11%	107%
100-661165	CUSTODIAL SUBSTITUTES	12,000.00	0.00	0.00	12,000.00	0%	0%
100-661200	CUSTODIAL FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-661210	CUSTODIAL LIFE/EMP. ASSIST.	288.00	30.42	337.43	(49.43)	11%	117%
100-661220	EMPLOYER FICA	14,388.00	1,440.59	14,441.78	(53.78)	10%	100%
100-661230	HEALTH INSURANCE - CUSTODIAL	47,195.00	3,739.10	40,830.46	6,364.54	8%	87%
100-661270	WORKER'S COMPENSATION	6,300.00	753.79	8,063.81	(1,763.81)	12%	128%
100-661280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-661290	RETIREMENT BENEFIT	19,685.00	1,801.31	17,976.49	1,708.51	9%	91%
100-661322	CUSTODIAL PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-661330	UTILITIES	200,000.00	15,074.38	228,763.36	(28,763.36)	8%	114%
100-661410	CUSTODIAL SUPPLIES	35,000.00	2,072.17	35,407.99	(407.99)	6%	101%
100-661710	PROPERTY/LIABILITY INSURANCE	55,381.00	0.00	55,381.00	0.00	0%	100%
100-661711	LIABILITY INSURANCE	0.00	0.00	0.00	0.00	0%	0%
TOTAL CUSTODIAL		566,312.00	43,786.03	590,474.32	24,162.32CR	8%	104%
MAINTENANCE - BUILDINGS-NON-STUDENT OCCUPIE							
100-663310	PURCHASE SERV.--MAINT/BUS BARN	5,000.00	55.11	6,834.54	(1,834.54)	1%	137%
100-663311	PURCHASE SERV.--ELEM. NON-OCCUP.	0.00	0.00	0.00	0.00	0%	0%
100-663312	PURCHASE SERV.--SECOND.-NON-OCCUP.	2,000.00	0.00	0.00	2,000.00	0%	0%
100-663315	PURCHASE SERV.--DIST.-NON-OCCUP.	500.00	0.00	0.00	500.00	0%	0%
100-663330	MAINT. BLDG. UTILITIES	500.00	0.00	300.00	200.00	0%	60%
100-663410	MATERIALS--MAINT/BUS BARN FAC.	3,000.00	305.02	3,487.84	(487.84)	10%	116%
100-663415	MATERIALS--DIST.-NON-OCCUP.	2,000.00	0.00	0.00	2,000.00	0%	0%
TOTAL MAINTENANCE - NON STU OCC		13,000.00	360.13	10,622.38	2,377.62	3%	82%
MAINTENANCE - BUILDINGS-STUDENT OCCUPIED							
100-664115	GENERAL MAINTENANCE SALARIES	70,478.00	13,899.71	88,066.96	(17,588.96)	20%	125%
100-664200	MAINTENANCE FRINGE BENEFITS	11,944.00	565.41	9,486.24	2,457.76	5%	79%
100-664210	MAINTENANCE LIFE/EMP. ASSIST.	96.00	13.65	108.47	(12.47)	14%	113%
100-664220	EMPLOYER FICA	6,305.00	1,079.90	7,433.09	(1,128.09)	17%	118%
100-664230	HEALTH INSURANCE - MAINT	0.00	983.23	2,310.08	(2,310.08)	0%	0%
100-664270	WORKER'S COMPENSATION	2,761.00	552.70	3,500.97	(739.97)	20%	127%
100-664280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-664290	RETIREMENT BENEFIT	9,395.00	1,384.59	9,135.07	259.93	15%	97%
100-664310	PURCHASE SERVICE--MAINT/BUS BARN	500.00	0.00	5,071.15	(4,571.15)	0%	999%
100-664311	PURCHASE SERVICE--ELEMENTARY	50,000.00	16,541.14	83,363.40	(33,363.40)	33%	167%
100-664312	PURCHASE SERVICE--SECONDARY	40,000.00	458.95	95,542.45	(55,542.45)	1%	239%
100-664410	MATERIALS--MAINT./BUS BARN	2,000.00	0.00	3,910.87	(1,910.87)	0%	196%
100-664411	MATERIALS--ELEMENTARY	10,000.00	611.15	64,709.53	(54,709.53)	6%	647%
100-664412	MATERIALS--SECONDARY	10,000.00	0.00	4,381.19	5,618.81	0%	44%
100-664415	MATERIALS--PRESCHOOL/KIND.	500.00	0.00	0.00	500.00	0%	0%
100-664550	MAINTENANCE CAPITAL OUTLAY	6,887.00	0.00	37,217.50	(30,330.50)	0%	540%
TOTAL MAINTENANCE		220,866.00	36,090.43	414,236.97	193,370.97CR	16%	188%
MAINTENANCE - GROUNDS							
100-665310	PURCHASE SERVICE--GROUNDS	25,000.00	846.00	40,205.29	(15,205.29)	3%	161%
100-665410	MATERIALS--GROUNDS	20,000.00	337.88	20,737.40	(737.40)	2%	104%
100-665550	GROUNDS - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
TOTAL GROUNDS CARE		45,000.00	1,183.88	60,942.69	15,942.69CR	3%	135%
SECURITY/SAFETY PROGRAM							
100-667310	SCHOOL SAFETY PURCH SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-667410	SECURITY SUPPLIES	7,500.00	0.00	2,981.99	4,518.01	0%	40%
100-667550	SECURITY - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
TOTAL SCHOOL SAFETY		7,500.00	0.00	2,981.99	4,518.01	0%	40%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
PUPIL-TO-SCHOOL TRANSPORTATION PROGRAM							
100-681115	TRANSP.SALARIES--TO SCHOOL @ 50%	78,951.00	11,874.10	87,686.38	(8,735.38)	15%	111%
100-681120	TRANSP.SALARIES--MECHANIC @ 85%	0.00	0.00	0.00	0.00	0%	0%
100-681125	TRANSP.SALARIES--SUPV. @ 50%	32,312.00	3,852.00	32,672.12	(360.12)	12%	101%
100-681165	TRANSP.SALARIES--SUBS @ 50%	2,500.00	0.00	1,804.93	695.07	0%	72%
100-681200	TRANSP.FRINGE BENEFITS @ 50%	16,856.00	974.91	11,611.09	5,244.91	6%	69%
100-681210	TRANSP.LIFE INSURANCE @ 50%	192.00	24.57	236.66	(44.66)	13%	123%
100-681220	TRANSP.EMPLOYER FICA/MDC @ 50%	9,992.00	1,273.70	10,195.05	(203.05)	13%	102%
100-681230	HEALTH INSURANCE - TRANSP - 50%	0.00	1,147.24	4,430.64	(4,430.64)	0%	0%
100-681270	TRANSP.WORKERS COMP @ 50%	3,138.00	436.43	3,859.63	(721.63)	14%	123%
100-681280	TRANSP.SICK LEAVE @ 50%	0.00	0.00	0.00	0.00	0%	0%
100-681290	TRANSP.PERSI BENEFIT @ 50%	14,578.00	1,510.65	11,289.01	3,288.99	10%	77%
100-681310	BUS CONTRACT REPAIRS @ 85%	40,000.00	2,120.00	31,418.66	8,581.34	5%	79%
100-681311	PHYSICALS/DRUG TESTING @ 50%	2,500.00	0.00	1,659.00	841.00	0%	66%
100-681312	PHYSICALS/DRUG TESTING @ 85%	0.00	0.00	92.00	(92.00)	0%	0%
100-681317	TRAINING-DIST./IAPT/STN/NAPT @ 50%	400.00	0.00	0.00	400.00	0%	0%
100-681318	TRAINING SDE DRIVER/TECH.@ 85%	0.00	0.00	0.00	0.00	0%	0%
100-681319	BUS BARN UTILITIES @ 50%	15,000.00	977.07	16,609.67	(1,609.67)	7%	111%
100-681320	TRANSP. 100% CELL PHONE @ 50%	300.00	0.00	0.00	300.00	0%	0%
100-681345	TRANSP.IN-LIEU-OF @ 50%	2,500.00	0.00	123.95	2,376.05	0%	5%
100-681380	TRAVEL-SDE DRIVER/TECH TRGN @ 85%	0.00	0.00	0.00	0.00	0%	0%
100-681381	TRAVEL-DIST/IAPT/STN/NAPT @ 50%	0.00	0.00	0.00	0.00	0%	0%
100-681410	TECHN. COVERALLS/RAGS @ 50%	500.00	0.00	17.99	482.01	0%	4%
100-681420	TRANSP. BUS FUEL/FLUIDS @ 50%	22,500.00	0.00	20,671.13	1,828.87	0%	92%
100-681424	TRANSP. BUS OILS/LUBRICANTS @ 85%	2,500.00	0.00	1,615.83	884.17	0%	65%
100-681425	BUS REPAIR PARTS @ 85%	12,000.00	580.49	9,329.47	2,670.53	5%	78%
100-681426	BUS OFFICE SUPPLIES/POSTAGE @ 50%	250.00	5.99	5.99	244.01	2%	2%
100-681429	HAND TOOLS @ 85% - 400 CAP	400.00	0.00	0.00	400.00	0%	0%
100-681500	TRANSP - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
100-681710	TRANSP. FACILITY INS.--@ 50%	0.00	0.00	0.00	0.00	0%	0%
	TOTAL PUPIL TO SCHOOL TRANSPORTATION	257,369.00	24,777.15	245,329.20	12,039.80	10%	95%
PUPIL-ACTIVITY TRANSPORTATION PROGRAM							
100-682115	TRANSP.SALARIES--ACTIVITY/SHUTTLE	20,000.00	2,454.05	26,584.03	(6,584.03)	12%	133%
100-682200	TRANS - ACTIVITY - FRINGE	0.00	0.00	0.00	0.00	0%	0%
100-682210	TRANS - ACTIVITY - LIFE	0.00	4.25	38.21	(38.21)	0%	0%
100-682220	TRANS - ACTIVITY - FICA	1,530.00	186.84	2,029.34	(499.34)	12%	133%
100-682230	TRANS - ACTIVITY - HEALTH INS	0.00	164.51	1,062.02	(1,062.02)	0%	0%
100-682270	WORK COMP	480.00	53.16	767.62	(287.62)	11%	160%
100-682280	TRANS - ACTIVITY - UUSL	0.00	0.00	0.00	0.00	0%	0%
100-682290	TRANS - ACTIVITY - PERSI	2,236.00	290.93	2,309.50	(73.50)	13%	103%
100-682310	PURCHASE SERVICES--NON ALLOW	500.00	0.00	192.20	307.80	0%	38%
100-682410	TRANSPORTATION MAT'LS--NON-ALLOW.	2,000.00	57.26	1,448.53	551.47	3%	72%
	TOTAL ACTIVITY TRANSPORTATION	26,746.00	3,211.00	34,431.45	7,685.45CR	12%	129%
GENERAL TRANSPORTATION PROGRAM							
100-683310	PURCHASE SERVICES-NON ALLOWABLE	1,000.00	254.59	3,697.93	(2,697.93)	25%	370%
100-683410	SUPPLIES-NON ALLOWABLE	2,000.00	0.00	1,008.23	991.77	0%	50%
	TOTAL GENERAL TRANSPORTATION	3,000.00	254.59	4,706.16	1,706.16CR	8%	157%
FOOD SERVICES PROGRAM							
100-710220	FOOD EMPLOYER FICA	13,325.00	1,276.86	12,075.37	1,249.63	10%	91%
	TOTAL NON-INSTRUCTION	13,325.00	1,276.86	12,075.37	1,249.63	10%	91%
CAPITAL ASSETS							
100-810520	CAPITAL OUTLAY - BUILDINGS	52,558.00	0.00	0.00	52,558.00	0%	0%
100-810540	CAPITAL OUTLAY - VEHICLES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CAPITAL OUTLAY	52,558.00	0.00	0.00	52,558.00	0%	0%
100-920821	TRANSFER TO BUS DEPRECIATION FUND	38,780.00	0.00	38,780.00	0.00	0%	100%
100-920810	TRANSFER TO MEDICAID FUND	140,516.00	0.00	0.00	140,516.00	0%	0%
100-920800	TRANSFERS TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
100-950850	CONTINGENCY RESERVE	417,181.00	0.00	0.00	417,181.00	0%	0%
	TOTAL OTHER	596,477.00	0.00	38,780.00	557,697.00	0%	7%
	TOTAL EXPENDITURES	8,343,637.00	676,593.77	6,756,253.60	1,587,383.40	8%	81%
GRANTS - NEZ PERCE TRIBE & OTHERS							
232-320000	BEGINNING BALANCE - BUDGET	75,000.00CR	0.00	0.00	75,000.00CR	0%	0%
232-415000	INVESTMENT EARNINGS	1,200.00CR	238.38CR	2,615.77CR	1,415.77	20%	218%
232-419900	GRANT REVENUE - NPT & OTHERS	0.00	0.00	49,332.00CR	49,332.00	0%	0%
232-443000	FEDERAL GRANT REVENUE	0.00	0.00	0.00	0.00	0%	0%
232-460000	INTERFUND TRANSFER	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	76,200.00CR	238.38CR	51,947.77CR	24,252.23CR	0%	68%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
232-515113	ADVANCED OPS - SALARIES	0.00	0.00	0.00	0.00	0%	0%
232-515223	ADVANCED OPS - FICA	0.00	0.00	0.00	0.00	0%	0%
232-515273	ADVANCED OPS - WORKERS COMP	0.00	0.00	0.00	0.00	0%	0%
232-515115	NATIVE ARTS SALARY	6,000.00	417.60	5,896.74	103.26	7%	98%
232-515220	BENEFITS	450.00	31.94	451.10	(1.10)	7%	100%
232-515270	WORKERS COMP	0.00	0.00	0.00	0.00	0%	0%
232-515117	CD'A TRIBE NATIVE ARTS SALARIES	0.00	0.00	0.00	0.00	0%	0%
232-515217	LIFE - CD'A N/A GRANT	0.00	0.00	0.00	0.00	0%	0%
232-515227	FICA - CD'A N/A FUND	0.00	0.00	0.00	0.00	0%	0%
232-515237	CD'A TRIBE GRANT HEALTH INS	0.00	0.00	0.00	0.00	0%	0%
232-515277	WORKERS COMP - CD'A N/A GRANT	0.00	0.00	0.00	0.00	0%	0%
232-515297	PERSI - CD'A N/A GRANT	0.00	0.00	0.00	0.00	0%	0%
232-515300	HIGH SCHOOL PURCHASED SERVICES	0.00	0.00	1,000.00	(1,000.00)	0%	0%
232-515410	HIGH SCHOOL SUPPLIES	14,935.00	0.00	31,363.68	(16,428.68)	0%	210%
232-515312	P/S - NPT NATIVE ARTS GRANT	10,000.00	0.00	2,743.15	7,256.85	0%	27%
232-515313	P/S - COLLEGE & CAREER READINESS	5,000.00	0.00	225.00	4,775.00	0%	5%
232-515315	P/S - NPT MS READING GRANT	2,600.00	0.00	0.00	2,600.00	0%	0%
232-515316	P/S NPT-CULTURALLY RESPONSIVE	0.00	0.00	0.00	0.00	0%	0%
232-515317	P/S - CDA TRIBE NATIVE ARTS GRANT	0.00	0.00	0.00	0.00	0%	0%
232-515318	P/S - NPT NATURAL SCIENCE	0.00	0.00	0.00	0.00	0%	0%
232-515319	P/S - TEACHING FOR TOLERANCE	5,000.00	0.00	0.00	5,000.00	0%	0%
232-515320	P/S - ATTENDANCE COMMITTEE EMERGENCY FUNDS	6,100.00	1,234.85	1,327.20	4,772.80	20%	22%
232-515322	P/S - NPT NATURAL HELPERS	0.00	0.00	0.00	0.00	0%	0%
232-515323	P/S - NPT MENTOR ARTISTS & PLAYWRIGHTS	0.00	0.00	0.00	0.00	0%	0%
232-515412	SUPPLIES - NPT GRANT NATIVE ARTS	10,000.00	295.08	4,664.12	5,335.88	3%	47%
232-515413	SUPPLIES - COLLEGE & CAREER READINESS	5,000.00	0.00	4,150.32	849.68	0%	83%
232-515414	SUPPLIES - NPT - SPEECH LANGUAGE	0.00	1,199.99	6,114.16	(6,114.16)	0%	0%
232-515415	SUPPLIES-NPT MS READING	2,500.00	0.00	0.00	2,500.00	0%	0%
232-515416	SUPPLIES-NPT- CULTURALLY RESPONSIVE	0.00	302.77	3,192.34	(3,192.34)	0%	0%
232-515417	SUPPLIES - CDA TRIBE NATIVE ARTS	0.00	0.00	0.00	0.00	0%	0%
232-515418	SUPPLIES - NATIVE NATURAL SCIENCE	0.00	0.00	0.00	0.00	0%	0%
232-515419	SUPPLIES - TEACHING FOR TOLERANCE	2,500.00	0.00	0.00	2,500.00	0%	0%
232-515420	SUPPLIES-ATTENDANCE COMMITTEE EMERGENCY	6,115.00	0.00	104.94	6,010.06	0%	2%
232-515422	SUPPLIES - NPT NATURAL HELPERS	0.00	0.00	0.00	0.00	0%	0%
232-515423	SUPPLIES-NPT MENTOR ARTISTS PLAYWRIGHTS	0.00	0.00	0.00	0.00	0%	0%
232-515550	CAPITAL EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	76,200.00	3,482.23	61,232.75	14,967.25	5%	80%
		=====	=====	=====	=====	=====	=====
N E Z P E R C E TRIBE JOB SKILLS							
235-320000	JOB SKILLS CARRYOVER	7,000.00CR	0.00	0.00	7,000.00CR	0%	0%
235-419900	NEZPERCE TRIBE SPECIAL SERVICE GRT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	7,000.00CR	0.00	0.00	7,000.00CR	0%	0%
		=====	=====	=====	=====	=====	=====
235-515115	JOB SKILLS SALARY	6,477.00	186.00	186.00	6,291.00	3%	3%
235-515220	JOB SKILLS EMPLOYER FICA	495.00	14.22	14.22	480.78	3%	3%
235-515270	JOB SKILLS WORKERS COMP	28.00	0.86	0.86	27.14	3%	3%
235-521310	JOB SKILLS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	7,000.00	201.08	201.08	6,798.92	3%	3%
		=====	=====	=====	=====	=====	=====

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
STATE VOCATIONAL							
243-432410	STATE CTE -- AG. PROGRAM	9,000.00CR	0.00	31,892.00CR	22,892.00	0%	354%
243-432420	STATE VOC. ED.--BUSINESS PROGRAM	7,901.00CR	0.00	0.00	7,901.00CR	0%	0%
	TOTAL REVENUE	16,901.00CR	0.00	31,892.00CR	14,991.00	0%	189%
243-515112	VOC. ED. AG. SALARIES	2,079.00	3,615.01	3,615.01	(1,536.01)	174%	174%
243-515210	EMPLOYEE ASSIST. PLAN	0.00	0.00	0.00	0.00	0%	0%
243-515200	VOC. ED. FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
243-515220	VOC. ED. EMPLOYER FICA	159.00	276.55	276.55	(117.55)	174%	174%
243-515230	HEALTH INSURANCE - VOC ED	0.00	0.00	0.00	0.00	0%	0%
243-515270	VOC. ED. WORKERS COMPENSATION	8.00	15.29	15.29	(7.29)	191%	191%
243-515280	VOC. ED. SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
243-515290	VOC. ED. PERSI BENEFIT	264.00	458.75	458.75	(194.75)	174%	174%
243-515382	VOC. ED. TRAVEL--AG. PROGRAM	2,000.00	0.00	0.00	2,000.00	0%	0%
243-515412	VOC. ED. SUPPLIES--AG. PROGRAM	4,506.00	598.08	7,072.68	(2,566.68)	13%	157%
243-515552	VOC. ED. EQUIPMENT--AG. PROGRAM	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CTE AG PROGRAM	9,016.00	4,963.68	11,438.28	2,422.28CR	55%	127%
243-515313	VOC. ED. BUSINESS P/S	0.00	0.00	0.00	0.00	0%	0%
243-515383	VOC. ED. TRAVEL--BUSINESS PROGRAM	3,065.00	0.00	371.36	2,693.64	0%	12%
243-515413	VOC. ED. SUPPLIES--BUSINESS PROG.	4,820.00	0.00	3,727.15	1,092.85	0%	77%
243-515553	VOC. ED. EQUIPMENT--BUSINESS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CTE BUSINESS PROGRAM	7,885.00	0.00	4,098.51	3,786.49	0%	52%
	TOTAL EXPENDITURES	16,901.00	4,963.68	15,536.79	1,364.21	29%	92%
SECURING OUR FUTURE GRANT							
244-439000	SOFG REVENUE	0.00	0.00	40,000.00CR	40,000.00	0%	0%
	TOTAL REVENUE	0.00	0.00	40,000.00CR	40,000.00	0%	0%
244-623300	SOFG PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
244-623400	SOFG - SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	0.00	0.00	0.00	0%	0%
ARPA - ESSERF III							
250-445900	ESSERF III REVENUE	0.00	0.00	17,819.10CR	17,819.10	0%	0%
	TOTAL REVENUE	0.00	0.00	17,819.10CR	17,819.10	0%	0%
250-512100	SALARIES - ELEMENTARY - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-512200	BENEFITS - ELEMENTARY - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-512300	PURCHASED SERVICES - ELEMENTARY - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-512400	SUPPLIES - ELEMENTARY - ESSERF III	0.00	0.00	13,082.36	(13,082.36)	0%	0%
250-512101	SALARIES - ELEMENTARY ESSERF III L/L	0.00	967.84	4,757.88	(4,757.88)	0%	0%
250-512201	BENEFITS - ELEMENTARY ESSERF III L/L	0.00	358.32	1,305.02	(1,305.02)	0%	0%
250-512301	PURCHASED SERVICES - ELEM ESSERF III L/L	0.00	0.00	0.00	0.00	0%	0%
250-512401	SUPPLIES - ELEMENTARY ESSERF III L/L	0.00	0.00	0.00	0.00	0%	0%
250-515100	SALARIES - SECONDARY - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-515200	BENEFITS - SECONDARY - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-515300	PURCHASED SERVICES - SECONDARY - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-515400	SUPPLIES - SECONDARY - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-515101	SALARIES - SECONDARY ESSERF III L/L	0.00	0.00	0.00	0.00	0%	0%
250-515201	BENEFITS - SECONDARY ESSERF III L/L	0.00	0.00	0.00	0.00	0%	0%
250-515301	PURCHASED SERVICES - SECONDARY ESSERF III L/L	0.00	0.00	0.00	0.00	0%	0%
250-515401	SUPPLIES - SECONDARY ESSERF III L/L	0.00	0.00	0.00	0.00	0%	0%
250-661100	SALARIES - CUSTODIAL - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-661200	BENEFITS - CUSTODIAL - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-661300	PURCHASED SERVICES - CUSTODIAL - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-661400	SUPPLIES - CUSTODIAL - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
250-920800	INDIRECT COST - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	1,326.16	19,145.26	19,145.26CR	0%	0%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
CHAPTER I FUND							
251-445100	FEDERAL ASSISTANCE	221,684.00CR	0.00	129,017.38CR	92,666.62CR	0%	58%
251-445901	CSI - UP REVENUE	96,149.00CR	0.00	77,689.69CR	18,459.31CR	0%	81%
	TOTAL REVENUE	317,833.00CR	0.00	206,707.07CR	111,125.93CR	0%	65%
251-512110	TEACHER SALARIES--ELEMENTARY	0.00	0.00	0.00	0.00	0%	0%
251-512115	TEACHER AIDES--ELEMENTARY	133,142.00	9,444.71	90,945.85	42,196.15	7%	68%
251-512200	BENEFITS - TITLE I-A	88,042.00	127.05	1,255.47	86,786.53	0%	1%
251-512205	ELEMENTARY FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
251-512210	ELEMENT. LIFE/EMP. ASSIST.	0.00	28.21	278.76	(278.76)	0%	0%
251-512220	EMPLOYER FICA	0.00	718.68	6,922.61	(6,922.61)	0%	0%
251-512230	HEALTH INSURANCE - TITLE 1-A	0.00	3,340.10	33,005.00	(33,005.00)	0%	0%
251-512270	WORKER'S COMPENSATION	0.00	141.15	1,297.75	(1,297.75)	0%	0%
251-512280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
251-512290	RETIREMENT BENEFIT	0.00	1,055.92	10,167.76	(10,167.76)	0%	0%
251-512310	E.S. PURCHASED SERVICES	500.00	0.00	0.00	500.00	0%	0%
251-512410	ELEMENTARY SUPPLIES & MATERIALS	0.00	0.00	0.00	0.00	0%	0%
251-512420	HOMELESS SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL TITLE I-A EXPENDITURES	221,684.00	14,855.82	143,873.20	77,810.80	7%	65%
251-515101	CSI - UP SALARIES	37,600.00	2,839.99	31,740.72	5,859.28	8%	84%
251-515201	CSI - UP BENEFITS	13,000.00	977.81	9,557.48	3,442.52	8%	74%
251-515301	CSI - UP PURCHASED SERVICES	36,000.00	0.00	3,495.00	32,505.00	0%	10%
251-515401	CSI - UP SUPPLIES	9,549.00	0.00	36,714.29	(27,165.29)	0%	384%
	TOTAL CSI-UP EXPENDITURES	96,149.00	3,817.80	81,507.49	14,641.51	4%	85%
	TOTAL EXPENDITURES	317,833.00	18,673.62	225,380.69	92,452.31	6%	71%
CARES - ESSERF I							
252-445900	ESSER REVENUE	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
252-515410	SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	0.00	0.00	0.00	0%	0%
CRRSA - ESSERF II							
254-445900	ESSERF II REVENUE	0.00	0.00	680.30CR	680.30	0%	0%
	TOTAL REVENUE	0.00	0.00	680.30CR	680.30	0%	0%
254-512400	SUPPLIES - ELEMENTARY - ESSER II	0.00	0.00	680.30	(680.30)	0%	0%
	TOTAL EXPENDITURES	0.00	0.00	680.30	680.30CR	0%	0%
PART B FUND							
257-320000	PART B CARRYOVER	0.00	0.00	0.00	0.00	0%	0%
257-445600	FEDERAL ASSISTANCE -- PART B	143,027.00CR	0.00	112,649.70CR	30,377.30CR	0%	79%
257-445601	PRIOR YEAR ALLOCATION	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	143,027.00CR	0.00	112,649.70CR	30,377.30CR	0%	79%
257-521110	CERTIFIED SALARY	0.00	0.00	0.00	0.00	0%	0%
257-521115	AIDES - PART B	106,046.00	9,301.87	81,410.16	24,635.84	9%	77%
257-521200	FRINGE BENEFITS- PART B	3,795.00	316.25	2,846.25	948.75	8%	75%
257-521210	LIFE INS BENEFIT	184.00	28.85	257.91	(73.91)	16%	140%
257-521220	EMPLOYER FICA	8,403.00	735.78	6,445.71	1,957.29	9%	77%
257-521230	HEALTH INSURANCE - PART B	11,798.00	2,949.69	26,334.28	(14,536.28)	25%	223%
257-521270	WORKER'S COMPENSATION	463.00	44.24	387.49	75.51	10%	84%
257-521280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
257-521290	RETIREMENT BENEFIT	12,338.00	1,075.31	9,419.89	2,918.11	9%	76%
257-521310	PART B PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
257-521410	SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	143,027.00	14,451.99	127,101.69	15,925.31	10%	89%
PART B PRESCHOOL							
258-320000	PRESCHOOL CARRYOVER-PRIOR	0.00	0.00	0.00	0.00	0%	0%
258-445600	PART B PRE-SCHOOL REVENUE	3,606.00CR	0.00	2,103.71CR	1,502.29CR	0%	58%
	TOTAL REVENUE	3,606.00CR	0.00	2,103.71CR	1,502.29CR	0%	58%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
258-522110	CERTIFIED TEACHER SALARIES	0.00	0.00	0.00	0.00	0%	0%
258-522115	NON-CERTIFIED SALARIES	2,525.00	210.41	1,893.69	631.31	8%	75%
258-522200	BENEFITS	492.00	41.00	369.00	123.00	8%	75%
258-522210	LIFE/EMP. ASSIST. PLAN	0.00	0.63	5.67	(5.67)	0%	0%
258-522220	EMPLOYER FICA	231.00	19.23	173.07	57.93	8%	75%
258-522230	HEALTH INSURANCE - PART B PRESCHOOL	0.00	0.00	0.00	0.00	0%	0%
258-522270	WORKER'S COMPENSATION	13.00	1.16	10.44	2.56	9%	80%
258-522280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
258-522290	RETIREMENT BENEFIT	345.00	28.10	252.90	92.10	8%	73%
258-522310	PART B PRESCHOOL PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	3,606.00	300.53	2,704.77	901.23	8%	75%
MEDICAID FUND							
260-445900	MEDICAID REVENUE	486,718.00CR	0.00	203,190.33CR	283,527.67CR	0%	42%
260-460000	TRANSFER FROM GENERAL FUND	140,516.00CR	0.00	0.00	140,516.00CR	0%	0%
	TOTAL REVENUE	627,234.00CR	0.00	203,190.33CR	424,043.67CR	0%	32%
260-616115	ANCILLARY SALARIES	265,924.00	0.00	0.00	265,924.00	0%	0%
260-616200	ANCILLARY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
260-616210	EMPLOYEE LIFE INSURANCE	624.00	0.00	0.00	624.00	0%	0%
260-616220	EMPLOYER FICA	20,343.00	0.00	0.00	20,343.00	0%	0%
260-616230	HEALTH INSURANCE	82,591.00	0.00	0.00	82,591.00	0%	0%
260-616270	WORKERS COMP	1,125.00	0.00	0.00	1,125.00	0%	0%
260-616280	UNUSED SICK LEAVE	0.00	0.00	0.00	0.00	0%	0%
260-616290	PERSI	29,912.00	0.00	0.00	29,912.00	0%	0%
260-616310	MEDICAID CONTRACT SERVICES	86,199.00	0.00	0.00	86,199.00	0%	0%
260-616350	MEDICAID MATCH	140,516.00	0.00	100,000.00	40,516.00	0%	71%
	TOTAL EXPENDITURES	627,234.00	0.00	100,000.00	527,234.00	0%	16%
TITLE IV-A ESSA STUDENT SUPPORT							
261-445200	TITLE IV-A ESSA REVENUE	18,257.00CR	0.00	8,694.28CR	9,562.72CR	0%	48%
	TOTAL REVENUE	18,257.00CR	0.00	8,694.28CR	9,562.72CR	0%	48%
261-515115	SECONDARY CLASSIFIED SALARY	12,761.00	758.13	7,446.45	5,314.55	6%	58%
261-515200	FRINGE	2,488.00	207.33	1,865.97	622.03	8%	75%
261-515210	LIFE INSURANCE BENEFIT	32.00	2.38	22.21	9.79	7%	69%
261-515220	FICA BENEFIT	1,167.00	72.89	703.36	463.64	6%	60%
261-515230	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
261-515270	WORKERS COMP	67.00	4.43	42.80	24.20	7%	64%
261-515280	UUSL	0.00	0.00	0.00	0.00	0%	0%
261-515290	PERSI BENEFIT	1,742.00	107.94	1,041.11	700.89	6%	60%
261-515310	PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
261-515410	SUPPLIES/MATERIALS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	18,257.00	1,153.10	11,121.90	7,135.10	6%	61%
REAP							
262-320000	BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
262-443000	REAP GRANT REVENUE	35,612.00CR	0.00	23,374.21CR	12,237.79CR	0%	66%
	TOTAL REVENUE	35,612.00CR	0.00	23,374.21CR	12,237.79CR	0%	66%
262-512115	ELEMENTARY CLASSIFIED SALARY	23,530.00	1,960.83	17,647.47	5,882.53	8%	75%
262-512200	FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
262-512210	LIFE INSURANCE BENEFIT	96.00	4.24	41.87	54.13	4%	44%
262-512220	FICA BENEFIT	1,800.00	150.00	1,350.00	450.00	8%	75%
262-512230	HEALTH INSURANCE - REAP	7,455.00	520.69	5,144.71	2,310.29	7%	69%
262-512270	WORKERS COMP. BENEFIT	100.00	9.02	81.18	18.82	9%	81%
262-512280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
262-512290	PERSI BENEFIT	2,631.00	219.22	1,972.98	658.02	8%	75%
	TOTAL EXPENDITURES	35,612.00	2,864.00	26,238.21	9,373.79	8%	74%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
RESTRAINT & SECLUSION GRANT							
265-445900	REVENUE	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
265-521100	SALARIES	0.00	0.00	0.00	0.00	0%	0%
265-521200	BENEFITS	0.00	0.00	0.00	0.00	0%	0%
265-521300	PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
265-521400	SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	0.00	0.00	0.00	0%	0%
TITLE VI-A INDIAN EDUCATION							
267-320000	BEGINNING FUND BALANCE	0.00	0.00	0.00	0.00	0%	0%
267-419900	LOCAL REVENUE	0.00	0.00	2,000.00CR	2,000.00	0%	0%
267-443000	FEDERAL ASSISTANCE - VI-A	95,000.00CR	0.00	61,632.90CR	33,367.10CR	0%	65%
267-443001	NYCP GRANT REVENUE	408,845.00CR	0.00	278,216.02CR	130,628.98CR	0%	68%
267-443002	ACE GRANT REVENUE	383,975.00CR	0.00	315,562.65CR	68,412.35CR	0%	82%
	TOTAL REVENUE	887,820.00CR	0.00	657,411.57CR	230,408.43CR	0%	74%
267-512410	CULTURAL ENRICHMENT SUPPLIES	0.00	0.00	91.16	(91.16)	0%	0%
267-515100	COORDINATOR SALARY	4,750.00	442.08	3,978.72	771.28	9%	84%
267-515110	NEZ PERCE LANGUAGE INSTRUCTOR	0.00	0.00	0.00	0.00	0%	0%
267-515115	CERTIFIED SALARY - OTHER	0.00	0.00	24.75	(24.75)	0%	0%
267-515120	SECRETARY'S SALARY	40,882.00	1,912.58	18,382.34	22,499.66	5%	45%
267-515125	ATTENDANCE CLERK	0.00	0.00	0.00	0.00	0%	0%
267-515200	FRINGE	0.00	0.00	423.58CR	423.58	0%	0%
267-515210	LIFE INS - VI-A	96.00	0.42	2.87	93.13	0%	3%
267-515220	EMPLOYER FICA	3,491.00	174.65	1,630.76	1,860.24	5%	47%
267-515230	HEALTH INSURANCE - VI-A	11,799.00	1,802.34	20,546.79	(8,747.79)	15%	174%
267-515270	WORKER'S COMPENSATION	193.00	10.83	101.00	92.00	6%	52%
267-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
267-515290	RETIREMENT BENEFIT	2,607.00	2,606.94	22,050.84	(19,443.84)	100%	846%
267-515300	HIGH SCHOOL PURCHASED SVCS	5,000.00	0.00	0.00	5,000.00	0%	0%
267-515380	TRAVEL - VI-A	0.00	0.00	1,022.58	(1,022.58)	0%	0%
267-515410	SUPPLIES	24,282.00	2,011.98	2,011.98	22,270.02	8%	8%
267-920800	INDIRECT COST - TITLE VI	1,900.00	0.00	1,174.51	725.49	0%	62%
	TOTAL TITLE VI-A EXPENDITURES	95,000.00	8,961.82	70,594.72	24,405.28	9%	74%
267-515101	SALARIES - DIRECTOR - NYCP	44,080.00	3,717.66	33,458.94	10,621.06	8%	76%
267-515111	SALARIES - CERTIFIED - NYCP	49,724.00	7,606.52	56,616.22	(6,892.22)	15%	114%
267-515116	SALARIES - N/C - NYCP	124,055.00	18,145.51	122,197.40	1,857.60	15%	99%
267-515201	FRINGE - NYCP	10,962.00	913.50	8,221.50	2,740.50	8%	75%
267-515211	LIFE INS - NYCP	288.00	42.99	396.70	(108.70)	15%	138%
267-515221	FICA - ER - NYCP	17,505.00	2,320.81	16,820.75	684.25	13%	96%
267-515231	HEALTH INS - NYCP	11,799.00	163.00	2,189.74	9,609.26	1%	19%
267-515271	WORKERS COMP - NYCP	968.00	108.13	786.71	181.29	11%	81%
267-515281	UUSL - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515291	PERSI - NYCP	27,164.00	1,716.01	12,222.68	14,941.32	6%	45%
267-515311	CONTRACTURAL PURCHASED SERVICES - NYCP	37,365.00	0.00	0.00	37,365.00	0%	0%
267-515321	OTHER PURCHASED SERVICES - NYCP	38,875.00	0.00	26,695.95	12,179.05	0%	69%
267-515381	TRAVEL - NYCP	30,848.00	0.00	13,430.77	17,417.23	0%	44%
267-515421	EQUIPMENT - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515411	SUPPLIES - NYCP	6,444.00	1,435.22	18,035.88	(11,591.88)	22%	280%
267-920801	INDIRECT COSTS - NYCP	8,768.00	0.00	5,312.13	3,455.87	0%	61%
	TOTAL NYCP EXPENDITURES	408,845.00	36,169.35	316,385.37	92,459.63	9%	77%
267-515102	SALARIES - DIRECTOR - ACE	44,080.00	3,717.66	33,458.94	10,621.06	8%	76%
267-515112	SALARIES - CERTIFIED - ACE	129,467.00	15,661.56	133,188.36	(3,721.36)	12%	103%
267-515117	SALARIES - N/C - ACE	85,189.00	7,099.08	63,891.72	21,297.28	8%	75%
267-515202	FRINGE - ACE	11,805.00	983.75	8,853.75	2,951.25	8%	75%
267-515212	LIFE INS - ACE	295.00	25.32	227.82	67.18	9%	77%
267-515222	FICA - ER - ACE	20,696.00	2,098.07	18,288.55	2,407.45	10%	88%
267-515232	HEALTH INS - ACE	35,396.00	2,549.44	22,937.79	12,458.21	7%	65%
267-515272	WORKERS COMP - ACE	1,143.00	99.99	899.91	243.09	9%	79%
267-515282	UUSL - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515292	PERSI - ACE	33,045.00	793.68	7,143.12	25,901.88	2%	22%
267-515312	PURCHASED SERVICES - ACE	7,532.00	72.70	43,113.03	(35,581.03)	1%	572%
267-515382	TRAVEL - ACE	0.00	274.35	7,435.63	(7,435.63)	0%	0%
267-515412	SUPPLIES - ACE	7,500.00	378.23	3,875.96	3,624.04	5%	52%
267-920802	INDIRECT COSTS - ACE	7,827.00	0.00	6,001.90	1,825.10	0%	77%
	TOTAL ACE EXPENDITURES	383,975.00	33,753.83	349,316.48	34,658.52	9%	91%
	TOTAL EXPENDITURES	887,820.00	78,885.00	736,296.57	151,523.43	9%	83%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
J O M F U N D							
269-320000	J.O.M. BEGINNING BALANCE	75,000.00CR	0.00	0.00	75,000.00CR	0%	0%
269-415000	INVESTMENT EARNINGS	1,200.00CR	210.01CR	2,304.45CR	1,104.45	18%	192%
269-445900	FEDERAL ASSISTANCE	20,000.00CR	0.00	46,733.46CR	26,733.46	0%	234%
	TOTAL REVENUE	96,200.00CR	210.01CR	49,037.91CR	47,162.09CR	0%	51%
=====							
269-512310	CULTURAL ENRICHMENT	0.00	0.00	0.00	0.00	0%	0%
269-512390	J.O.M. SUMMER SCHOOL	0.00	0.00	0.00	0.00	0%	0%
269-512410	CULTURAL SUPPLIES/MATERIALS	0.00	221.11	1,330.47	(1,330.47)	0%	0%
269-515110	CERTIFIED SALARIES - ASP - S/S	15,000.00	1,190.00	5,990.00	9,010.00	8%	40%
269-515111	JOM COORDINATOR	0.00	0.00	0.00	0.00	0%	0%
269-515115	CLASSIFIED SALARIES	0.00	0.00	0.00	0.00	0%	0%
269-515210	LIFE INS BENEFIT	0.00	1.66	8.61	(8.61)	0%	0%
269-515220	EMPLOYER FICA	1,148.00	90.26	449.50	698.50	8%	39%
269-515230	HEALTH INSURANCE - JOM	0.00	205.02	1,379.37	(1,379.37)	0%	0%
269-515270	WORKERS COMP	62.00	10.01	68.31	(6.31)	16%	110%
269-515280	UNUSED SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
269-515290	PERSI	1,904.00	151.02	760.15	1,143.85	8%	40%
269-515300	PURCHASE SERVICES	39,000.00	0.00	568.00	38,432.00	0%	1%
269-515310	CULTURAL ENRICHMENT SERVICES	38,086.00	0.00	960.65	37,125.35	0%	3%
269-515410	JOM CULTURAL SUPPLIES	1,000.00	0.00	2,379.58	(1,379.58)	0%	238%
	TOTAL EXPENDITURES	96,200.00	1,869.08	13,894.64	82,305.36	2%	14%
=====							
T I T L E I I A I M P V T E A C H Q U A L I T Y							
271-320000	ESTIMATED BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
271-445900	FEDERAL TITLE II-A REVENUE	33,208.00CR	0.00	20,762.67CR	12,445.33CR	0%	63%
	TOTAL REVENUE	33,208.00CR	0.00	20,762.67CR	12,445.33CR	0%	63%
=====							
271-621110	STAFF DEVELOPMENT SALARIES	20,000.00	777.70	8,571.70	11,428.30	4%	43%
271-621210	STAFF DEVELOPMENT LIFE INS.	0.00	1.31	16.28	(16.28)	0%	0%
271-621220	STAFF DEVELOP. FICA BENEFIT	1,530.00	59.27	649.90	880.10	4%	42%
271-621230	HEALTH INSURANCE - II-A	0.00	121.61	1,424.47	(1,424.47)	0%	0%
271-621270	WORKERS COMPENSATION	85.00	3.58	39.42	45.58	4%	46%
271-621280	STAFF DEVELOP. SICK LEAVE	0.00	0.00	0.00	0.00	0%	0%
271-621290	STAFF DEVELOP. PERSI BENEFIT	2,538.00	92.04	1,010.84	1,527.16	4%	40%
271-621310	STAFF DEVELOPMENT	9,055.00	0.00	8,398.00	657.00	0%	93%
271-621380	TITLE II STAFF TRAVEL	0.00	1,297.26	1,297.26	(1,297.26)	0%	0%
271-621410	STAFF DEVELOPMENT SUPPLIES	0.00	0.00	1,707.57	(1,707.57)	0%	0%
271-920800	INDIRECT COST--TITLE II-A	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	33,208.00	2,352.77	23,115.44	10,092.56	7%	70%
=====							
21st CENTURY COMMUNITY LEARNING CENTER							
273-445900	21ST CENTURY FEDERAL REVENUE	125,096.00CR	0.00	32,673.25CR	92,422.75CR	0%	26%
	TOTAL REVENUE	125,096.00CR	0.00	32,673.25CR	92,422.75CR	0%	26%
=====							
273-512100	SALARIES - DIRECTOR - 21ST CLCC	48,000.00	4,000.00	36,000.00	12,000.00	8%	75%
273-512110	SALARIES - CERTIFIED - 21ST CLCC	42,198.00	1,230.00	11,115.00	31,083.00	3%	26%
273-512115	SALARIES - N/C - 21ST CLCC	9,639.00	3,358.12	17,872.26	(8,233.26)	35%	185%
273-512200	FRINGE - 21ST CLCC	0.00	0.00	0.00	0.00	0%	0%
273-512210	LIFE - 21ST CLCC	96.00	10.23	65.73	30.27	11%	68%
273-512220	FICA - 21ST CLCC	7,638.00	656.12	4,937.32	2,700.68	9%	65%
273-512230	HEALTH INS - 21ST CLCC	0.00	852.93	4,918.64	(4,918.64)	0%	0%
273-512270	WORKERS COMP - 21ST CLCC	422.00	39.51	298.96	123.04	9%	71%
273-512280	UUSL - 21ST CLCC	0.00	0.00	0.00	0.00	0%	0%
273-512290	PERSI - 21ST CLCC	12,524.00	785.31	5,692.76	6,831.24	6%	45%
273-512300	PURCHASED SERVICES - 21ST CLCC	3,351.00	0.00	1,129.87	2,221.13	0%	34%
273-512400	SUPPLIES - 21ST CLCC	1,228.00	0.00	256.07	971.93	0%	21%
273-920800	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	125,096.00	10,932.22	82,286.61	42,809.39	9%	66%
=====							

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
GEAR - UP GRANT							
278-320000	GEAR-UP BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
278-419900	OTHER LOCAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
278-431900	GEAR UP - OTHER STATE REVENUE	0.00	0.00	0.00	0.00	0%	0%
278-445000	GEAR-UP GRANT REVENUE	28,886.00CR	0.00	13,340.20CR	15,545.80CR	0%	46%
	TOTAL REVENUE	28,886.00CR	0.00	13,340.20CR	15,545.80CR	0%	46%
=====							
278-515110	GEAR UP CERT. SALARIES	0.00	0.00	0.00	0.00	0%	0%
278-515115	GEAR UP SALARIES	15,680.00	1,184.26	11,692.93	3,987.07	8%	75%
278-515200	FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515210	LIFE INSURANCE BENEFIT	48.00	3.38	30.71	17.29	7%	64%
278-515220	EMPLOYER FICA	1,200.00	90.60	894.52	305.48	8%	75%
278-515230	HEALTH INSURANCE - GEAR UP	5,899.00	415.15	3,773.30	2,125.70	7%	64%
278-515270	WORKER'S COMPENSATION	66.00	5.44	53.77	12.23	8%	81%
278-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515290	PERSI BENEFIT	1,753.00	132.40	1,307.30	445.70	8%	75%
278-515380	STUDENT TRAVEL	2,750.00	0.00	0.00	2,750.00	0%	0%
278-515410	GEAR UP SUPPLIES	1,490.00	0.00	182.81	1,307.19	0%	12%
278-621310	STAFF CONFERENCE/TRAINING	0.00	0.00	0.00	0.00	0%	0%
278-621380	STAFF TRAVEL	0.00	0.00	1,892.91	(1,892.91)	0%	0%
278-920800	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	28,886.00	1,831.23	19,828.25	9,057.75	6%	69%
=====							
CORONAVIRUS RELIEF FUND							
284-445900	CORONAVIRUS RELIEF FUND REVENUE	6,200.00CR	0.00	0.00	6,200.00CR	0%	0%
	TOTAL REVENUE	6,200.00CR	0.00	0.00	6,200.00CR	0%	0%
=====							
284-512110	CVR ELEM SALARIES - CERTIFIED	0.00	0.00	0.00	0.00	0%	0%
284-512115	CVR ELEM SALARIES - CLASSIFIED	0.00	0.00	0.00	0.00	0%	0%
284-512200	CVR ELEM - BENEFITS	0.00	0.00	0.00	0.00	0%	0%
284-515110	CVR HS SALARIES - CERTIFIED	0.00	0.00	0.00	0.00	0%	0%
284-515115	CVR HS SALARIES - CLASSIFIED	0.00	0.00	0.00	0.00	0%	0%
284-515200	CVR MHS BENEFITS	0.00	0.00	0.00	0.00	0%	0%
284-621100	SALARIES - STAFF DEVELOPMENT	3,000.00	0.00	0.00	3,000.00	0%	0%
284-621200	BENEFITS - STAFF DEVELOPMENT	578.00	0.00	0.00	578.00	0%	0%
284-621300	PURCHASED SERVICES - STAFF DEVELOPMENT	2,622.00	0.00	0.00	2,622.00	0%	0%
284-621400	SUPPLIES - STAFF DEVELOPMENT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	6,200.00	0.00	0.00	6,200.00	0%	0%
=====							
288-445900	COPS FAST GRANT REVENUE	0.00	0.00	5,352.75CR	5,352.75	0%	0%
	TOTAL REVENUE	0.00	0.00	5,352.75CR	5,352.75	0%	0%
=====							
288-623300	PURCHASED SERVICES	0.00	2,379.00	11,895.00	(11,895.00)	0%	0%
288-623400	SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	0.00	2,379.00	11,895.00	11,895.00CR	0%	0%
=====							

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
CHILD NUTRITION							
290-320000	EST. BEG. BAL.--SCHOOL LUNCH	100,000.00CR	0.00	0.00	(100,000.00)	0%	0%
290-415000	EARNINGS ON INVESTMENTS	0.00	214.54CR	2,354.17CR	2,354.17	0%	0%
290-416100	SCHOOL FOOD SERVICE	0.00	0.00	31.04CR	31.04	0%	0%
290-416200	LUNCH SALES--ALA CARTE	8,000.00CR	1,367.36CR	8,745.64CR	745.64	17%	109%
290-419900	OTHER REVENUE	0.00	0.00	0.00	0.00	0%	0%
290-445500	NSLP - LUNCH REVENUE	316,000.00CR	0.00	220,169.15CR	95,830.85CR	0%	70%
290-445501	FEDERAL SUPPORT--COMMODITIES	13,000.00CR	0.00	0.00	13,000.00CR	0%	0%
290-445502	NSLP - SUMMER LUNCH REVENUE	35,000.00CR	0.00	32,640.85CR	2,359.15CR	0%	93%
290-445503	NSLP - BREAKFAST REVENUE	70,000.00CR	0.00	84,903.67CR	14,903.67	0%	121%
290-445504	NSLP - SNACK REVENUE	2,000.00CR	0.00	19,082.62CR	17,082.62	0%	954%
290-445505	FRESH FRUIT VEGETABLE GRANT INCOME	16,000.00CR	0.00	14,210.63CR	1,789.37CR	0%	89%
290-460000	INTERFUND TRANSFER	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	560,000.00CR	1,581.90CR	382,137.77CR	177,862.23CR	0%	68%
BOND INT./REDEMP. FUND							
290-710115	FOOD SERVICE SALARIES--REGULAR	165,242.00	16,307.01	155,408.70	9,833.30	10%	94%
290-710116	FFVP PREP SALARIES	2,500.00	297.33	2,229.99	270.01	12%	89%
290-710117	FFVP ADMIN SALARIES	1,500.00	285.75	1,115.22	384.78	19%	74%
290-710200	FRINGE BENEFITS-FOOD SERVICES	4,938.00	411.50	3,703.50	1,234.50	8%	75%
290-710210	LIFE/EMP. ASSIST. PLAN	576.00	48.00	474.11	101.89	8%	82%
290-710220	EMPLOYER FICA	0.00	4.07	15.86	(15.86)	0%	0%
290-710230	HEALTH INSURANCE - FOOD SERVICE	58,994.00	4,916.15	49,383.82	9,610.18	8%	84%
290-710270	WORKER'S COMPENSATION	5,835.00	557.12	5,402.85	432.15	10%	93%
290-710280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
290-710290	PERSI BENEFIT	19,324.00	1,912.99	18,141.40	1,182.60	10%	94%
290-710310	FOOD SERVICE - PURCHASED SERVICES	1,500.00	0.00	1,561.07	(61.07)	0%	104%
290-710315	FFVP PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
290-710410	FOOD SERVICE--NON-FOOD SUPPLIES	9,000.00	1,075.27	26,677.48	(17,677.48)	12%	296%
290-710411	FOOD SERVICE--FOOD SUPPLIES	254,591.00	23,842.01	183,661.30	70,929.70	9%	72%
290-710412	FOOD SERVICE--MILK	22,000.00	2,476.18	19,857.73	2,142.27	11%	90%
290-710413	FOOD SERVICE--COMMODITIES	14,000.00	5,052.85	20,238.23	(6,238.23)	36%	145%
290-710415	FFVP FOOD SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
290-710416	FFVP SUPPLIES & MATERIALS	0.00	0.00	0.00	0.00	0%	0%
290-710550	FOOD SERVICE EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	560,000.00	57,186.23	487,871.26	72,128.74	10%	87%
BUS DEPRECIATION							
310-320000	BIRF BEGINNING BALANCE	50,000.00CR	0.00	0.00	(50,000.00)	0%	0%
310-412510	BIRF LEVY TAXES-NEZPERCE COUNTY	191,000.00CR	701.20CR	8,640.16CR	(182,359.84)	0%	5%
310-415000	INVESTMENT EARNINGS	1,000.00CR	327.49CR	3,593.58CR	2,593.58	33%	359%
310-419900	REVENUE-SAVINGS FROM BOND REFI	0.00	0.00	0.00	0.00	0%	0%
310-438000	REVENUE IN LIEU OF PROPERTY TAX	0.00	0.00	190,859.96CR	190,859.96	0%	0%
310-439000	STATE BOND GUARANTY REV.	45,000.00CR	0.00	88,726.65CR	43,726.65	0%	197%
	TOTAL REVENUE	287,000.00CR	1,028.69CR	291,820.35CR	4,820.35	0%	102%
310-911610	BIRF PRINCIPAL	270,000.00	0.00	270,000.00	0.00	0%	100%
310-912620	BIRF INTEREST	16,500.00	0.00	12,450.00	4,050.00	0%	75%
310-912621	BIRF FEES	500.00	0.00	550.00	(50.00)	0%	110%
	TOTAL EXPENDITURES	287,000.00	0.00	283,000.00	4,000.00	0%	99%
CHILD NUTRITION							
421-320000	BEGINNING BALANCE	67,277.00CR	0.00	0.00	67,277.00CR	0%	0%
421-431200	TRANSPORTATION DEPRECIATION REV	0.00	0.00	0.00	0.00	0%	0%
421-460000	TRANSFER FROM GENERAL FUND	38,780.00CR	0.00	38,780.00CR	0.00	0%	100%
	TOTAL REVENUE	106,057.00CR	0.00	38,780.00CR	67,277.00CR	0%	37%
421-681500	BUS PURCHASE	106,057.00	0.00	0.00	106,057.00	0%	0%
	TOTAL EXPENDITURES	106,057.00	0.00	0.00	106,057.00	0%	0%

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
SCHOOL MODERNIZATION FACILITIES FUND							
436-431900	SCHOOL MODERNIZATION FACILITIES REVENUE	0.00	0.00	0.00	0.00	0%	0%
	TOTAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
436-664310	SMFF - PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
436-664410	SMFF - SUPPLIES/MATERIALS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES						
STUDENT ACTIVITY FUND							
238-320000	BEGINNING BALANCE - BUDGET	85,000.00CR	0.00	0.00	85,000.00CR	0%	0%
238-417900	OTHER STUDENT REVENUES	120,000.00CR	0.00	0.00	120,000.00CR	0%	0%
	TOTAL REVENUE	205,000.00CR	0.00	0.00	205,000.00CR	0%	0%
238-740300	STUDENT ACTIVITY EXPENDITURES	205,000.00	0.00	0.00	205,000.00	0%	0%
	TOTAL EXPENDITURES	205,000.00	0.00	0.00	205,000.00	0%	0%
SCHOLARSHIP FUND							
710-320000	BEGINNING BALANCE - BUDGET	18,000.00CR	0.00	0.00	18,000.00CR	0%	0%
710-419900	OTHER LOCAL REVENUE - SCHOLARSHIP FUND	7,000.00CR	0.00	1,000.00CR	6,000.00CR	0%	14%
710-415000	INTEREST EARNINGS	0.00	43.15CR	594.48CR	594.48	0%	0%
	TOTAL REVENUE	25,000.00CR	43.15CR	1,594.48CR	23,405.52CR	0%	6%
710-740300	SCHOLARSHIPS AWARDED	25,000.00	0.00	3,350.00	21,650.00	0%	13%
	TOTAL EXPENDITURES	25,000.00	0.00	3,350.00	21,650.00	0%	13%

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
GENERAL FUND				
100-111100	CASH IN BANK--GENERAL FUND	46,922.05CR	80,247.75	33,325.70
100-111109	PAYROLL CHECKING	0.00	0.00	0.00
100-111300	PETTY CASH	0.00	0.00	0.00
100-112100	INVESTMENTS--LGIP #1037	2,874,293.64	180,642.69CR	2,693,650.95
100-113100	TAXES RECEIVABLE	876.65	0.00	876.65
100-114100	STATE SUPPORT RECEIVABLE	0.00	0.00	0.00
100-114200	RECEIVABLE	2,731.20CR	1,634.00	1,097.20CR
100-114230	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	2,825,517.04	98,760.94CR	2,726,756.10
=====				
100-211200	INTERFUND PAYABLE	0.00	0.00	0.00
100-213000	ACCOUNTS PAYABLE	1,504.95CR	96,595.84CR	98,100.79CR
100-217100	SALARIES PAYABLE	0.00	0.00	0.00
100-217200	BENEFITS PAYABLE	0.00	0.00	0.00
100-218350	SALES TAX PAYABLE - IDAHO	255.20CR	82.04CR	337.24CR
100-218351	WORKERS COMPENSATION PAYABLE	18,644.40CR	4,697.58CR	23,341.98CR
100-221100	DEFERRED REVENUES	4,004.77CR	0.00	4,004.77CR
100-320200	FUND BALANCE - GENERAL FUND	2,801,107.72CR	200,136.40	2,600,971.32CR
	TOTAL LIABILITIES & FUND BALANCE	2,825,517.04CR	98,760.94	2,726,756.10CR
=====				
GRANTS - NEZ PERCE TRIBE & OTHERS				
232-111100	CASH IN BANK-NPT GRANTS & OTHERS	29,208.90	449.54CR	28,759.36
232-112100	LGIP	55,403.60	238.38	55,641.98
232-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
232-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	84,612.50	211.16CR	84,401.34
=====				
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	3,032.69CR	3,032.69CR
232-320200	FUND BALANCE - FUND 232	84,612.50CR	3,243.85	81,368.65CR
	TOTAL LIABILITIES & FUND BALANCE	84,612.50CR	211.16	84,401.34CR
=====				
NEZPERCE TRIBE JOB SKILLS				
235-111100	CASH IN BANK--NEZPERCE SPEC. SERV.	5,885.39	201.08CR	5,684.31
235-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	5,885.39	201.08CR	5,684.31
=====				
235-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
235-217100	SALARIES PAYABLE	0.00	0.00	0.00
235-217200	BENEFITS PAYABLE	0.00	0.00	0.00
235-320200	FUND BALANCE- NEZPERCE TRIBE JOB SKILLS	5,885.39CR	201.08	5,684.31CR
	TOTAL LIABILITIES & FUND BALANCE	5,885.39CR	201.08	5,684.31CR
=====				
STATE VOCATIONAL				
243-111100	CASH IN BANK--STATE VOC ED.	21,318.89	4,365.60CR	16,953.29
243-114100	SUPPORT RECEIVABLE	0.00	0.00	0.00
243-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	21,318.89	4,365.60CR	16,953.29
=====				
243-211200	INTERFUND PAYABLES	0.00	0.00	0.00
243-213000	ACCOUNTS PAYABLE	0.00	598.08CR	598.08CR
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	21,318.89CR	4,963.68	16,355.21CR
	TOTAL LIABILITIES & FUND BALANCE	21,318.89CR	4,365.60	16,953.29CR
=====				

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
SECURING OUR FUTURE GRANT				
244-111100	CASH	40,000.00	0.00	40,000.00
244-114200	RECEIVABLE	0.00	0.00	0.00
244-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
244-320200	FUND BALANCE	40,000.00CR	0.00	40,000.00CR
	NET FUND BALANCE	0.00	0.00	0.00
ARPA - ESSERF III				
250-111100	CASH - ESSERF III	0.00	1,326.16CR	1,326.16CR
250-114100	ACCOUNTS RECEIVABLE - ESSERF III	0.00	0.00	0.00
	TOTAL ASSETS	0.00	1,326.16CR	1,326.16CR
250-213000	ACCOUNTS PAYABLE - ESSERF III	0.00	0.00	0.00
250-217100	SALARIES PAYABLE	0.00	0.00	0.00
250-217200	BENEFITS PAYABLE	0.00	0.00	0.00
250-221000	DEFERRED REVENUE	0.00	0.00	0.00
250-320200	FUND BALANCE - ESSERF III	0.00	1,326.16	1,326.16
	TOTAL LIABILITIES & FUND BALANCE	0.00	1,326.16	1,326.16
CHAPTER I FUND				
251-111100	CASH IN BANK--TITLE I	0.00	18,673.62CR	18,673.62CR
251-114100	ASSISTANCE REC'BL--CHAPTER I	0.00	0.00	0.00
251-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	18,673.62CR	18,673.62CR
251-211200	INTERFUND PAYABLES	0.00	0.00	0.00
251-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
251-217100	CONTRACTS PAYABLE--CHAPTER I	0.00	0.00	0.00
251-217200	BENEFITS PAYABLE	0.00	0.00	0.00
251-221000	DEFERRED REVENUE	0.00	0.00	0.00
251-320200	FUND BALANCE - FUND 251	0.00	18,673.62	18,673.62
	TOTAL LIABILITIES & FUND BALANCE	0.00	18,673.62	18,673.62
CARES - ESSERF I				
252-111100	CASH - ESSER	0.00	0.00	0.00
252-114100	RECEIVABLE - ESSER	0.00	0.00	0.00
	TOTAL ASSETS	0.00	0.00	0.00
252-213000	ACCOUNTS PAYABLE - ESSER	0.00	0.00	0.00
252-221000	DEFERRED REVENUE	0.00	0.00	0.00
252-320200	FUND BALANCE - ESSER	0.00	0.00	0.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	0.00	0.00
CRRSA - ESSERF II				
254-111100	CASH - ESSERF II FUND	0.00	0.00	0.00
254-114100	RECEIVABLE - ESSERF II	0.00	0.00	0.00
	TOTAL ASSETS	0.00	0.00	0.00
254-213000	ACCOUNTS PAYABLE - ESSERF II	0.00	0.00	0.00
254-217100	SALARIES PAYABLE	0.00	0.00	0.00
254-217200	BENEFITS PAYABLE	0.00	0.00	0.00
254-221000	DEFERRED REVENUE	0.00	0.00	0.00
254-320200	FUND BALANCE - ESSERF II	0.00	0.00	0.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	0.00	0.00

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
PART B FUND				
257-111100	CASH IN BANK-- PART B	0.00	14,451.99CR	14,451.99CR
257-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
257-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	14,451.99CR	14,451.99CR
=====				
257-211200	INTERFUND PAYABLES	0.00	0.00	0.00
257-213000	ACCOUNTS PAYABLE-- PART B	0.00	0.00	0.00
257-217100	CONTRACTS PAYABLE	0.00	0.00	0.00
257-217200	BENEFITS PAYABLE	0.00	0.00	0.00
257-320200	FUND BALANCE - FUND 257	0.00	14,451.99	14,451.99
	TOTAL LIABILITIES & FUND BALANCE	0.00	14,451.99	14,451.99
=====				
PART B PRESCHOOL				
258-111100	CASH IN BANK -- PART B PRE-SCHOOL	300.53CR	300.53CR	601.06CR
258-114100	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	300.53CR	300.53CR	601.06CR
=====				
258-211200	INTERFUND PAYABLES	0.00	0.00	0.00
258-213000	PART B PRESCHOOL ACCOUNTS PAYABLE	0.00	0.00	0.00
258-217100	PART B PRESCHOOL SALARIES PAYABLE	0.00	0.00	0.00
258-217200	PART B PRESCHOOL BENEFITS PAYABLE	0.00	0.00	0.00
258-320200	FUND BALANCE - FUND 258	300.53	300.53	601.06
	TOTAL LIABILITIES & FUND BALANCE	300.53	300.53	601.06
=====				
MEDICAID FUND				
260-111100	CASH - MEDICAID FUND	46,000.76	0.00	46,000.76
260-111500	MEDICAID TRUST ACCOUNT	57,189.57	0.00	57,189.57
260-113100	MEDICAID RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	103,190.33	0.00	103,190.33
=====				
260-211200	INTERFUND PAYABLE	0.00	0.00	0.00
260-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
260-320200	FUND BALANCE - MEDICAID FUND	103,190.33CR	0.00	103,190.33CR
	TOTAL LIABILITIES & FUND BALANCE	103,190.33CR	0.00	103,190.33CR
=====				
TITLE IV-A ESSA STUDENT SUPPORT				
261-111100	TITLE IV-A CASH	1,274.52CR	1,153.10CR	2,427.62CR
261-114200	TITLE IV-A RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	1,274.52CR	1,153.10CR	2,427.62CR
=====				
261-213000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	0.00	0.00
261-217100	SALARIES PAYABLE	0.00	0.00	0.00
261-217200	BENEFITS PAYABLE	0.00	0.00	0.00
261-221000	DEFERRED REVENUE	0.00	0.00	0.00
261-320200	FUND BALANCE - TITLE IV-A	1,274.52	1,153.10	2,427.62
	TOTAL LIABILITIES & FUND BALANCE	1,274.52	1,153.10	2,427.62
=====				

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
REAP				
262-111100	CASH IN BANK--REAP GRANT	0.00	2,864.00CR	2,864.00CR
262-114100	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	2,864.00CR	2,864.00CR
REAP				
262-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
262-217100	SALARIES PAYABLE	0.00	0.00	0.00
262-217200	BENEFITS PAYABLE	0.00	0.00	0.00
262-320200	FUND BALANCE - REAP	0.00	2,864.00	2,864.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	2,864.00	2,864.00
RESTRAINT & SECLUSION GRANT				
265-111100	CASH	0.00	0.00	0.00
265-114200	RECEIVABLE	0.00	0.00	0.00
265-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
265-320200	FUND BALANCE	0.00	0.00	0.00
	NET FUND BALANCE	0.00	0.00	0.00
T I T L E VI-A INDIAN EDUCATION				
267-111100	CASH IN BANK--TITLE VI-A	0.00	74,712.52CR	74,712.52CR
267-114100	REVENUE RECEIVABLE -- TITLE VI-A	0.00	0.00	0.00
	TOTAL ASSETS	0.00	74,712.52CR	74,712.52CR
T I T L E VI-A INDIAN EDUCATION				
267-211200	INTERFUND PAYABLE	0.00	0.00	0.00
267-213000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	4,172.48CR	4,172.48CR
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	0.00	78,885.00	78,885.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	74,712.52	74,712.52
J O M F U N D				
269-111100	CASH IN BANK--JOM	65,915.96	1,647.97CR	64,267.99
269-112100	INVESTMENTS - LGIP #2714	48,810.24	210.01	49,020.25
269-114100	ASSISTANCE REC'BL--JOM	0.00	0.00	0.00
269-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	114,726.20	1,437.96CR	113,288.24
J O M F U N D				
269-213000	ACCOUNTS PAYABLE -- J O M	0.00	221.11CR	221.11CR
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	114,726.20CR	1,659.07	113,067.13CR
	TOTAL LIABILITIES & FUND BALANCE	114,726.20CR	1,437.96	113,288.24CR
T I T L E IIA IMPV TEACH QUALITY				
271-111100	CASH IN BANK--TITLE II IMPV T QUAL	0.00	1,055.51CR	1,055.51CR
271-114000	RECEIVABLE--TITLE II	0.00	0.00	0.00
	TOTAL ASSETS	0.00	1,055.51CR	1,055.51CR
T I T L E IIA IMPV TEACH QUALITY				
271-211200	INTERFUND PAYABLE	0.00	0.00	0.00
271-213000	ACCOUNTS PAYABLE--TITLE II	0.00	1,297.26CR	1,297.26CR
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	2,352.77	2,352.77
	TOTAL LIABILITIES & FUND BALANCE	0.00	1,055.51	1,055.51

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
21st CENTURY COMMUNITY LEARNING CENTER				
273-111100	CASH - 21ST CENTURY LEARNING CENTER	38,681.14CR	10,932.22CR	49,613.36CR
273-114000	RECEIVABLE - 21ST CENTURY LEARNING CENTER	0.00	0.00	0.00
	TOTAL ASSETS	38,681.14CR	10,932.22CR	49,613.36CR
273-211200	INTERFUND PAYABLE	0.00	0.00	0.00
273-213000	ACCOUNTS PAYABLE - 21ST CLCC	0.00	0.00	0.00
273-217100	SALARIES PAYABLE	0.00	0.00	0.00
273-217200	BENEFITS PAYABLE	0.00	0.00	0.00
273-221000	DEFERRED REVENUE	0.00	0.00	0.00
273-320200	FUND BALANCE - 21ST CENTURY LEARNING CENTER	38,681.14	10,932.22	49,613.36
	TOTAL LIABILITIES & FUND BALANCE	38,681.14	10,932.22	49,613.36
GEAR - UP GRANT				
278-111100	CASH IN BANK--GEAR-UP GRANT	4,656.82CR	1,831.23CR	6,488.05CR
278-114000	REVENUE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	4,656.82CR	1,831.23CR	6,488.05CR
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	4,656.82	1,831.23	6,488.05
	TOTAL LIABILITIES & FUND BALANCE	4,656.82	1,831.23	6,488.05
CORONAVIRUS RELIEF FUND				
284-111100	CASH IN BANK- CORONAVIRUS RELIEF FUND	0.00	0.00	0.00
284-114100	REVENUE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	0.00	0.00
284-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
284-217100	SALARIES PAYABLE	0.00	0.00	0.00
284-217200	BENEFITS PAYABLE	0.00	0.00	0.00
284-221000	DEFERRED REVENUE	0.00	0.00	0.00
284-320200	FUND BALANCE - CORONAVIRUS RELIEF FUND	0.00	0.00	0.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	0.00	0.00
COPS GRANT				
288-111100	CASH	4,163.25CR	0.00	4,163.25CR
288-114200	RECEIVABLE	0.00	0.00	0.00
288-213000	ACCOUNTS PAYABLE	0.00	2,379.00CR	2,379.00CR
288-320200	COPS GRANT FUND BALANCE	4,163.25	2,379.00	6,542.25
	NET FUND BALANCE	0.00	0.00	0.00
CHILD NUTRITION				
290-111100	CASH IN BANK -- FOOD SERVICE	13,074.91CR	23,372.56CR	36,447.47CR
290-112100	LGIP	49,863.23	214.54	50,077.77
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	36,818.32	23,158.02CR	13,660.30
290-211200	INTERFUND PAYABLE	0.00	0.00	0.00
290-213000	ACCOUNTS PAYABLE	0.00	32,446.31CR	32,446.31CR
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	36,818.32CR	55,604.33	18,786.01
	TOTAL LIABILITIES & FUND BALANCE	36,818.32CR	23,158.02	13,660.30CR

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
BOND INT./REDEMP. FUND				
310-111100	CASH IN BANK--BOND INT./REDEMP. FD	44,341.00	701.20	45,042.20
310-112100	INVESTMENTS--BIR FUND #2770	76,114.93	327.49	76,442.42
310-113100	TAXES RECEIVABLE--NEZ PERCE CO.	14,225.67	0.00	14,225.67
310-114000	REVENUE RECEIVABLE	0.00	0.00	0.00
310-114101	INTEREST RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	134,681.60	1,028.69	135,710.29
BUS DEPRECIATION				
421-111100	CASH IN BANK--BUS DEPRECIATION	106,057.00	0.00	106,057.00
421-114000	REVENUE RECEIVABLE	0.00	0.00	0.00
421-114101	INTEREST RECEIVABLE	0.00	0.00	0.00
421-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	106,057.00	0.00	106,057.00
421-211200	INTERFUND PAYABLE	0.00	0.00	0.00
421-213000	ACCOUNTS PAYABLE--BUS DEP	0.00	0.00	0.00
421-320200	FUND BALANCE - BUS DEPRECIATION	106,057.00CR	0.00	106,057.00CR
	TOTAL LIABILITIES & FUND BALANCE	106,057.00CR	0.00	106,057.00CR
SCHOOL MODERNIZATION FACILITIES FUND				
436-111100	CASH - SMFF	0.00	0.00	0.00
436-114100	RECEIVABLE	0.00	0.00	0.00
436-213000	ACCOUNTS PAYABLE - SMFF	0.00	0.00	0.00
436-320200	FUND BALANCE - SMFF	0.00	0.00	0.00
	NET FUND BALANCE	0.00	0.00	0.00
SCHOLARSHIP FUND				
710-111100	CASH IN BANK -- SCHOLARSHIP FUND	0.00	0.00	0.00
710-112010	INV-- T.HIGHEAGLE-JOHNSON #1209	1,126.64	4.85	1,131.49
710-112015	INVESTMENTS -- MICHAEL BISBEE III #1502	1,717.68	7.39	1,725.07
710-112020	INVESTMENTS -- D HIGHEAGLE #1208	110.84	0.48	111.32
710-112025	INVESTMENTS-GENERAL SCHOLARSHIP #1503	707.34	3.04	710.38
710-112030	INVESTMENTS-- M. PATTERSON #1210	0.00	0.00	0.00
710-112040	INVESTMENTS--JEFF WILSON #2713	639.31	2.75	642.06
710-112050	INVESTMENTS--G. LEIGHTON #2715	4,874.53	20.97	4,895.50
710-112060	INVESTMENTS--ALEC REUBEN #3119	26.59	0.11	26.70
710-112075	LGIP - HELEN COLEMAN #1269	828.07	3.56	831.63
710-114000	REVENUE RECEIVABLE	0.00	0.00	0.00
710-114101	INTEREST RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	10,031.00	43.15	10,074.15
710-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
710-320200	FUND BALANCE - SCHOLARSHIP FUND	10,031.00CR	43.15CR	10,074.15CR
	TOTAL LIABILITIES & FUND BALANCE	10,031.00CR	43.15CR	10,074.15CR

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ACCOUNTS PAYABLE				
100-213000	ACCOUNTS PAYABLE	1,504.95CR	96,595.84CR	98,100.79CR
232-213000	ACCOUNTS PAYABLE	0.00	3,032.69CR	3,032.69CR
235-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
243-213000	ACCOUNTS PAYABLE	0.00	598.08CR	598.08CR
244-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
250-213000	ACCOUNTS PAYABLE - ESSERF III	0.00	0.00	0.00
251-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
252-213000	ACCOUNTS PAYABLE - ESSER	0.00	0.00	0.00
254-213000	ACCOUNTS PAYABLE - ESSERF II	0.00	0.00	0.00
257-213000	ACCOUNTS PAYABLE-- PART B	0.00	0.00	0.00
258-213000	PART B PRESCHOOL ACCOUNTS PAYABLE	0.00	0.00	0.00
260-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
261-213000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	0.00	0.00
265-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
267-213000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	4,172.48CR	4,172.48CR
269-213000	ACCOUNTS PAYABLE -- J O M	0.00	221.11CR	221.11CR
271-213000	ACCOUNTS PAYABLE--TITLE II	0.00	1,297.26CR	1,297.26CR
273-213000	ACCOUNTS PAYABLE - 21ST CLCC	0.00	0.00	0.00
278-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
284-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
288-213000	ACCOUNTS PAYABLE	0.00	2,379.00CR	2,379.00CR
290-213000	ACCOUNTS PAYABLE	0.00	32,446.31CR	32,446.31CR
310-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
436-213000	ACCOUNTS PAYABLE - SMFF	0.00	0.00	0.00
ACCOUNTS PAYABLE		1,504.95CR	140,742.77CR	142,247.72CR

CASH IN BANK				
100-111100	CASH IN BANK--GENERAL FUND	46,922.05CR	80,247.75	33,325.70
232-111100	CASH IN BANK-NPT GRANTS & OTHERS	29,208.90	449.54CR	28,759.36
235-111100	CASH IN BANK--NEZPERCE SPEC. SERV.	5,885.39	201.08CR	5,684.31
243-111100	CASH IN BANK--STATE VOC ED.	21,318.89	4,365.60CR	16,953.29
244-111100	CASH	40,000.00	0.00	40,000.00
246-111100	CASH IN BANK--DRUG FREE YTH	0.00	0.00	0.00
250-111100	CASH - ESSERF III	0.00	1,326.16CR	1,326.16CR
251-111100	CASH IN BANK--TITLE I	0.00	18,673.62CR	18,673.62CR
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	14,451.99CR	14,451.99CR
258-111100	CASH IN BANK -- PART B PRE-SCHOOL	300.53CR	300.53CR	601.06CR
259-111100	CASH - ARPA IDEA PART B	0.00	0.00	0.00
260-111100	CASH - MEDICAID FUND	46,000.76	0.00	46,000.76
261-111100	TITLE IV-A CASH	1,274.52CR	1,153.10CR	2,427.62CR
262-111100	CASH IN BANK--REAP GRANT	0.00	2,864.00CR	2,864.00CR
265-111100	CASH	0.00	0.00	0.00
267-111100	CASH IN BANK--TITLE VI-A	0.00	74,712.52CR	74,712.52CR
269-111100	CASH IN BANK--JOM	65,915.96	1,647.97CR	64,267.99
271-111100	CASH IN BANK--TITLE II IMPV T QUAL	0.00	1,055.51CR	1,055.51CR
273-111100	CASH - 21ST CENTURY LEARNING CENTER	38,681.14CR	10,932.22CR	49,613.36CR
278-111100	CASH IN BANK--GEAR-UP GRANT	4,656.82CR	1,831.23CR	6,488.05CR
284-111100	CASH IN BANK- CORONAVIRUS RELIEF FUND	0.00	0.00	0.00
288-111100	CASH	4,163.25CR	0.00	4,163.25CR
290-111100	CASH IN BANK -- FOOD SERVICE	13,074.91CR	23,372.56CR	36,447.47CR
310-111100	CASH IN BANK--BOND INT./REDEMP. FD	44,341.00	701.20	45,042.20
421-111100	CASH IN BANK--BUS DEPRECIATION	106,057.00	0.00	106,057.00
436-111100	CASH - SMFF	0.00	0.00	0.00
710-111100	CASH IN BANK -- SCHOLARSHIP FUND	0.00	0.00	0.00
TOTAL CASH IN BANK		249,654.68	76,388.68CR	173,266.00

VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	DP	MO-YR	AMOUNT
000440	100-664312	000000	05/31/24	M24933	3539	CYLINDER REPAIR	1	N	05-2024	128.95
	**SUB-TOTAL: ABLE LOCKSMITH									128.95
001310	100-521440	000000	05/20/24	H24900	1KTX-1HCY-9G9W	HOW TEAMS WORK KINDLE EDITION	1	N	05-2024	14.85
001310	100-661410	000000	05/20/24	M24877	1JKN-1WWX-P1DF	CUSTODIAL SUPPLIES	1	N	05-2024	448.59
001310	100-632410	000000	05/20/24	D24907	1XJJ-WCNZ-PPRW	VIBE WHITEBOARD STAND	1	N	05-2024	395.00
001310	267-515410	000000	05/20/24	H24883	1XD4-7DPN-4VCD	10-META QUEST 2	1	N	05-2024	2,011.98
001310	100-521440	000000	05/20/24	E24924	1NR4-MV14-3WTS	SHIFTING THE BALANCE BOOK AND KINDI	1	N	05-2024	39.30
001310	100-521440	000000	05/20/24	E24924	1DNP-6FJ6-3FQC	SHIFTING THE BALANCE BOOK AND KINDI	1	N	05-2024	30.92
001310	100-521410	000000	05/20/24	E24904	19Q4-XTLV-TT7W	MATH INTERVENTIONS	1	N	05-2024	124.45
001310	100-512410	000000	05/20/24	E24853	1739-N4MF-KH41	CART	1	N	05-2024	36.95
001310	243-515412	000000	05/20/24	H24895	1FP9-HJW4-KTMV	DJI SPARK DRONE REPLACEMENT PROPE	1	N	05-2024	172.35
001310	100-622410	000000	05/20/24	E24619	131Q-G6KF-VYL9	LIBRARY BOOKS	1	N	05-2024	20.48
001310	100-641411	000000	05/20/24	H24925	163R-QQLJ-D13N	END OF YEAR AWARDS AND SUPPLIES	1	N	05-2024	568.01
001310	100-661410	000000	05/20/24	M24920	13QG-M7JK-W4XM	CUSTODIAL/MAINTENANCE SUPPLIES	1	N	05-2024	225.05
001310	100-664411	000000	05/20/24	M24920	13QG-M7JK-W4XM	CUSTODIAL/MAINTENANCE SUPPLIES	1	N	05-2024	225.05
001310	100-663410	000000	05/20/24	M24920	13QG-M7JK-W4XM	CUSTODIAL/MAINTENANCE SUPPLIES	1	N	05-2024	225.06
001310	100-521440	000000	05/20/24	H24900	1J7Y-CLCV-9LX3	HOW TEAMS WORK: A PLAYBOOK FOR D	1	N	05-2024	36.94
	**SUB-TOTAL: AMAZON CAPITAL SERVICES, INC.									4,574.98
001440	100-661330	000000	05/20/24	000000	805954484	PROPANE 460 GALS ES	1	N	05-2024	1,186.34
001440	100-681319	000000	05/20/24	000000	805954484	PROPANE 153 GALS BUS BARN	1	N	05-2024	394.59
	**SUB-TOTAL: AMERIGAS-LEWISTON									1,580.93
001570	100-515413	000000	05/20/24	H24143	83	OUTDOOR WORKSPACE - NPT-LATTUAD/	1	N	05-2024	5,000.00
	**SUB-TOTAL: ANCHOR CONTRACTING LLC									5,000.00
002131	100-651311	000000	05/31/24	000000	1679	ADMIN FEE	1	N	05-2024	1,836.07
	**SUB-TOTAL: ASSETWORKS RISK MANAGEMENT									1,836.07
002330	100-664311	000000	05/20/24	M24785	509119	REPAIR HVAC ES ROOM 116 DDC CONTRC	1	N	05-2024	384.20
	**SUB-TOTAL: AUTOMATED LOGIC CONTRACTING SERVICES									384.20
002420	100-661330	000000	05/31/24	000000	5908020000	ELECTRIC - ES	1	N	05-2024	2,701.01
002420	100-681319	000000	05/31/24	000000	5908020000	ELECTRIC - BUS SHOP	1	N	05-2024	149.07
002420	100-661330	000000	05/31/24	000000	5908020000	ELECTRIC-CABINET SHOP	1	N	05-2024	167.91
002420	100-661330	000000	05/31/24	000000	5908020000	ELECTRIC - HS TRACK	1	N	05-2024	1,095.39
002420	100-661330	000000	05/31/24	000000	5908020000	ELECTRIC - TRACK PUMP	1	N	05-2024	34.85
002420	100-661330	000000	05/31/24	000000	5908020000	ELECTRIC - TRACK LIGHTS	1	N	05-2024	257.56
002420	100-661330	000000	05/31/24	000000	5908020000	ELECTRIC - MS/HS	1	N	05-2024	4,515.79
002420	100-661330	000000	05/31/24	000000	5908020000	ELECTRIC - SIGN	1	N	05-2024	90.19
002420	100-661330	000000	05/31/24	000000	5908020000	ELECTRIC - AG SHOP	1	N	05-2024	162.60
002420	100-661330	000000	05/31/24	000000	5908020000	ELECTRIC - STORAGE TECH	1	N	05-2024	146.85
	**SUB-TOTAL: AVISTA UTILITIES									9,321.22
003220	100-664312	000000	05/20/24	M24902	20333	BREAKER REPAIR AND REPLACEMENT	1	N	05-2024	220.00
	**SUB-TOTAL: BLUE MOUNTIAN ELECTRIC									220.00
003610	100-632390	000000	05/20/24	000000	58171	EAP ASSISTANCE PROGRAM	1	N	05-2024	261.45
	**SUB-TOTAL: BPA HEALTH									261.45
003960	100-616300	000000	05/20/24	000000	MAY 1, 2032	PHYSICAL THERAPY	1	N	05-2024	1,827.00
	**SUB-TOTAL: BUILDING BLOCKS PEDIATRIC THERAPY									1,827.00
004020	100-681425	000000	05/31/24	T24822	167007	BUS PARTS HIGH BACK SEATS	1	N	05-2024	290.50
	**SUB-TOTAL: BUS PARTS WARHOUSE									290.50
004310	232-515412	000000	05/20/24	H24787	04/18/24	NATIVE ARTS PROJECT SUPPLIES	1	N	05-2024	196.19
	**SUB-TOTAL: CAPITAL ONE									196.19
004553	100-621310	000000	05/31/24	E24905	117	CATALYST CLASSROOM INSTITUTE PD FC	1	N	05-2024	4,800.00
	**SUB-TOTAL: CATALYST ENTERPRISES, LLC									4,800.00
004720	100-641410	000000	05/20/24	E24894	1052740	PERM. RECORD FOLDERS	1	N	05-2024	108.00
004720	100-632410	000000	05/20/24	E24894	1052740	ADDRESS LABELS AND ENVELOPES	1	N	05-2024	121.33
	**SUB-TOTAL: CAXTON PRINTERS, LTD.									229.33
004940	100-632333	000000	05/20/24	000000	208-843-5485 390B	PHONE LINE DO	1	N	05-2024	68.64
004940	100-641323	000000	05/20/24	000000	208-843-5624 034B	FAX LINE HS	1	N	05-2024	57.64
004940	100-632333	000000	05/20/24	000000	208-843-7746 315B	FAX LINE DO	1	N	05-2024	67.31
004940	100-641323	000000	05/20/24	000000	208-843-2925 164B	PHONE LINE ES	1	N	05-2024	146.63
004940	100-641323	000000	05/20/24	000000	208-843-5145 558B	PHONE LINE HS	1	N	05-2024	152.82
	**SUB-TOTAL: CENTURYLINK									493.04
004960	100-681319	000000	05/31/24	000000	334039374	PHONE LINE BUS BARN	1	N	05-2024	74.06
	**SUB-TOTAL: CENTURYLINK									74.06
005400	100-661330	000000	05/20/24	000000	2188201	W/S- STORAGE TECH	1	N	05-2024	115.41
005400	100-661330	000000	05/20/24	000000	5997001	GRBGE-ES	1	N	05-2024	1,012.44
005400	100-681319	000000	05/20/24	000000	5998201	GRBGE-BUS BARN	1	N	05-2024	359.35
005400	100-661330	000000	05/20/24	000000	3157101	W/S/G-ART & PE BLDG	1	N	05-2024	795.02
005400	100-661330	000000	05/20/24	000000	3157501	W/S/G- MS/HS	1	N	05-2024	1,873.74
005400	100-661330	000000	05/20/24	000000	3307501	W/S/G-AG BLDG	1	N	05-2024	417.51
005400	100-661330	000000	05/20/24	000000	4314501	W/S/G-ATHLETIC FIELD	1	N	05-2024	501.77
	**SUB-TOTAL: CITY OF LAPWAI									5,075.24
005700	100-665310	000000	04/25/24	M24867	86	ANNAUL START UP IRRIGATION SYSTEM /	1	N	04-2024	804.95
	**SUB-TOTAL: CLEARWATER SPRINKLERS, INC.									804.95
006268	100-623410	000000	05/20/24	D24736	253008	2023 COPS PROJECT - AUDIO ENHANCEM	1	N	05-2024	7,309.89
006268	100-623410	000000	05/20/24	D24737	253009	2023 COPS PROJECT -AUDIO ENHANCEM	1	N	05-2024	7,118.73
	**SUB-TOTAL: COMPUNET, INC.									14,428.62
006460	100-515410	000000	05/20/24	H24908	0424202410141	SNACKS AND WATER FOR ISAT TESTING	1	N	05-2024	121.55

(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
006460	269-512410	000000	05/20/24	H24938	050720247128	STUDENT CONSUMABLES	1	N	05-2024	221.11
006460	232-515416	000000	05/20/24	H24937	050720247126	MUFFINS, CANDY, TRAIL MIX	1	N	05-2024	302.77
**SUB-TOTAL: COSTCO										645.43
007440	232-515320	000000	05/31/24	D24942	WINCO	REIMB. ES CLASS ATTENDANCE CELEBR	1	N	05-2024	65.34
**SUB-TOTAL: DAVID AIKEN										65.34
007800	100-622410	000000	05/31/24	E24922	7477233	LIBRARY BOOK REPAIR SUPPLIES	1	N	05-2024	203.21
**SUB-TOTAL: DEMCO										203.21
008380	100-683310	000000	05/31/24	T24858	7636	BUS DRIVER TRAINING	1	N	05-2024	124.25
008380	100-631410	000000	05/31/24	D24890	7636	SCHOOL BOARD MEETING DINNER	1	N	05-2024	57.25
**SUB-TOTAL: DONALDS RESTAURANT										181.50
009380	100-632333	000000	05/20/24	000000	V034821	SMARTVOICE FEES DO	1	N	05-2024	24.25
009380	100-641323	000000	05/20/24	000000	V034821	SMARTVOICE FEES MS/HS	1	N	05-2024	24.24
009380	100-641323	000000	05/20/24	000000	V034821	SMARTVOICE FEES ES	1	N	05-2024	24.24
009380	100-632333	000000	05/20/24	000000	V034821	SMARTVOICE DO	1	N	05-2024	68.01
009380	100-641323	000000	05/20/24	000000	V034821	SMARTVOICE MS/HS	1	N	05-2024	253.00
009380	100-641323	000000	05/20/24	000000	V034821	SMARTVOICE ES	1	N	05-2024	375.00
**SUB-TOTAL: ENA SERVICES LLC										768.74
009840	267-515411	000000	05/20/24	H24929	30889	GENERAL COUNCIL INFORMATION BOOTH	1	N	05-2024	165.00
**SUB-TOTAL: FASTSIGNS										165.00
011460	100-665310	000000	05/31/24	M24833	225543-1	TRACK SEASON PORTABLE RESTROOMS	1	N	05-2024	560.00
011460	100-665310	000000	05/31/24	M22229	18014AG-1	HANDICAP RESTROOM	1	N	05-2024	143.00
011460	100-665310	000000	05/31/24	000000	182830AK-1	HANDICAP RESTROOM	1	N	05-2024	143.00
**SUB-TOTAL: HAHN RENTAL CENTER, INC										846.00
011520	100-621380	000000	05/14/24	000000	NOV. 20, 2023	BALANCE DUE ISBA LODGING	1	N	05-2024	38.00
**SUB-TOTAL: HAMPTON INN - BOISE-DOWNTOWN										38.00
011900	100-664311	000000	05/31/24	M24570	14-0564	PEST CONTROL	1	N	05-2024	110.00
011900	100-664312	000000	05/31/24	M24570	14-0564	PEST CONTROL	1	N	05-2024	110.00
**SUB-TOTAL: HAYDEN PEST CONTROL, LLC										220.00
011935	100-664411	000000	05/20/24	M24910	801455783	CUSTODIAL SUPPLIES	1	N	05-2024	386.10
**SUB-TOTAL: HD SUPPLY										386.10
012260	100-631310	000000	05/31/24	D24926	AS PER AGREEMENT	BUSINESS SERVICES - BOARD CLERK	1	N	05-2024	768.25
012260	100-651310	000000	05/31/24	D24926	AS PER AGREEMENT	BUSINESS SERVICES	1	N	05-2024	5,377.75
012260	100-651380	000000	05/31/24	D24926	AS PER AGREEMENT	ED LAW TRAVEL REIMB.	1	N	05-2024	529.47
**SUB-TOTAL: HIGHLAND JOINT SCHOOL DISTRICT #305										6,675.47
012760	100-661410	000000	05/31/24	M24888	016842/0515064	BATTERIES	1	N	05-2024	59.61
**SUB-TOTAL: HOME DEPOT CREDIT SERVICES										59.61
013740	100-663310	000000	05/31/24	M24572	0919612	ANNUAL JAN-DEC WATER SUPPLY BUS B	1	N	05-2024	18.37
013740	100-663310	000000	05/31/24	M24572	0927032	ANNUAL JAN-DEC WATER SUPPLY BUS B	1	N	05-2024	36.74
**SUB-TOTAL: IDAHO ICE										55.11
014460	100-681310	000000	05/31/24	T24943	35730A	WINDSHIELD REPAIR	1	N	05-2024	125.00
**SUB-TOTAL: INLAND AUTO GLASS, INC.										125.00
015080	100-616300	000000	05/20/24	000000	169	OT SERVICES	1	Y	05-2024	7,627.50
**SUB-TOTAL: JACLYN CHAVEZ										7,627.50
015290	267-515382	000000	05/20/24	000000	CAMPUS VISIT	PER DIEM OREGON 05/15-05/16	1	N	05-2024	91.45
**SUB-TOTAL: JENIFER WILLIAMS										91.45
015360	267-515382	000000	05/20/24	000000	CAMPUS VISIT	PER DIEM 05/15-05/16 OREGON	1	N	05-2024	91.45
**SUB-TOTAL: JENNY WILLIAMS										91.45
016320	100-632310	000000	05/31/24	D24038	050124	SABG PROGRAM DIRECTOR GRANT ADMINI	1	Y	05-2024	644.03
016320	100-632310	000000	05/31/24	D24039	050124	GRANT WRITER SERVICES	1	Y	05-2024	1,000.00
016320	288-623300	000000	05/31/24	D24609	050124	DOJ 2023 COPS SCHOOL GRANT ADMINIS	1	Y	05-2024	2,379.00
**SUB-TOTAL: KAMIAH GRANTS & ASSOCIATES										4,023.03
016620	100-621380	000000	05/20/24	000000	REGIONAL SMART TRNG	MILEAGE MOSCOW 05/03	1	N	05-2024	57.62
**SUB-TOTAL: KELLY HILLMAN										57.62
019360	290-710412	000000	05/31/24	F24026	135350156	MILK	1	N	05-2024	114.84
019360	290-710412	000000	05/31/24	F24026	135350388	MILK	1	N	05-2024	491.28
019360	290-710412	000000	05/31/24	F24026	135350029	MILK	1	N	05-2024	417.88
019360	290-710412	000000	05/31/24	F24026	13530524	MILK	1	N	05-2024	95.69
019360	290-710412	000000	05/31/24	F24026	135350758	MILK	1	N	05-2024	424.95
019360	290-710412	000000	05/31/24	F24026	135350897	MILK	1	N	05-2024	303.36
019360	290-710412	000000	05/31/24	F24026	135351133	MILK	1	N	05-2024	436.66
019360	290-710412	000000	05/31/24	F24026	135351269	MILK	1	N	05-2024	191.52
**SUB-TOTAL: MEADOW GOLD DAIRIES, INC.										2,476.18
019550	267-515382	000000	05/20/24	000000	CAMPUS VISIT	PER DIEM OREGON 05/15-05/16	1	N	05-2024	91.45
**SUB-TOTAL: MICAH BISBEE										91.45
019731	100-664311	000000	05/31/24	M24777	114299407	REMOVE AND DISPOSE AND REPAIR MAL	1	N	05-2024	9,530.00
019731	100-664311	000000	05/31/24	M24903	114481904	HVAC REPAIR 213 ES	1	N	05-2024	324.56
**SUB-TOTAL: MIKE'S MECHANICAL SERVICE LLC										9,854.56
019805	100-681310	000000	05/20/24	T24008	212	ANNUAL BUS INSPECTION AND SERVICE	1	N	05-2024	420.00
019805	100-681310	000000	05/20/24	T24008	211	ANNUAL BUS INSPECTION AND SERVICE	1	N	05-2024	735.00
019805	100-681310	000000	05/20/24	T24008	214	ANNUAL BUS INSPECTION AND SERVICE	1	N	05-2024	840.00
**SUB-TOTAL: MICHAEL W. SEEVERS										1,995.00

(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
021260	100-623323	000000	05/20/24	000000	119491	INTERNET AND IP ADDRESS	1	N	05-2024	303.00
	**SUB-TOTAL: NEZ PERCE TRIBE									303.00
021600	243-515412	000000	05/31/24	000000	40549825	WELDING GAS	1	N	05-2024	100.80
	**SUB-TOTAL: NORCO, INC									100.80
021620	243-515412	000000	05/31/24	H24830	96927	GREEN HOUSE SUPPLIES	1	N	05-2024	324.93
	**SUB-TOTAL: NORTH 40 OUTFITTERS									324.93
021720	100-521300	000000	05/20/24	000000	APRIL 2024	EDUCATIONAL SERVICES	1	N	05-2024	2,035.00
	**SUB-TOTAL: NORTHWEST CHILDREN'S HOME, INC									2,035.00
021740	290-710413	000000	05/20/24	F24024	3283723	FOOD COMMOD.	1	N	05-2024	67.20
021740	290-710413	000000	05/20/24	F24024	3283725	FOOD COMMOD.	1	N	05-2024	1,733.32
021740	290-710413	000000	05/20/24	F24024	1383890	CREDIT COMMOD.	1	N	05-2024	12.60CR
021740	290-710413	000000	05/20/24	F24024	3283726	FOOD COMMOD.	1	N	05-2024	3,264.93
	**SUB-TOTAL: NORTHWEST DISTRIBUTION SERVICE									5,052.85
021940	100-682410	000000	05/20/24	T34935	2522-104593	SUBARU FILTERS	1	N	05-2024	57.26
	**SUB-TOTAL: O'RIELLY AUTOMOTIVE, INC.									57.26
024020	100-664311	000000	05/20/24	M24783	23990	REPAIR AND SERVICE PIPING HEATING IN	1	N	05-2024	5,952.38
	**SUB-TOTAL: R M MECHANICAL, INC.									5,952.38
024900	100-512322	000000	05/31/24	000000	108238152	COPIER RENTAL ES	1	N	05-2024	255.63
024900	100-632322	000000	05/31/24	000000	108238152	COPIER RENTAL DO	1	N	05-2024	255.64
024900	100-515321	000000	05/31/24	000000	108238152	COPIER RENTAL MS/HS	1	N	05-2024	255.64
024900	100-512322	000000	05/31/24	000000	108238152	COPIES 9428 ES	1	N	05-2024	314.36
024900	100-632322	000000	05/31/24	000000	108238152	COPIES BW DO	1	N	05-2024	30.08
024900	100-632322	000000	05/31/24	000000	108238152	COPIES COLOR DO	1	N	05-2024	78.19
024900	100-515321	000000	05/31/24	000000	108238152	COPIES MS/HS	1	N	05-2024	206.47
	**SUB-TOTAL: RICOH USA, INC.									1,396.01
025080	100-683310	000000	05/20/24	T24939	46082820	OIL CHANGE DRIVERS ED CAR	1	N	05-2024	130.34
	**SUB-TOTAL: ROGERS SUBARU									130.34
025300	100-681425	000000	05/20/24	T24934	3037092607	BUS AIR FILTERS	1	N	05-2024	260.00
	**SUB-TOTAL: RUSH INTERNATIONAL TRUCK-LEWI									260.00
026200	100-515421	000000	05/20/24	H24760	6614	CLEANING KITS AND REED PACKS	1	N	05-2024	478.00
	**SUB-TOTAL: SEIDEL MUSIC									478.00
028180	232-515412	000000	05/20/24	H24896	120.00	UPCYCLE WORKSHOP MEALS	1	N	05-2024	98.89
	**SUB-TOTAL: SUBWAY									98.89
028480	100-664311	000000	05/31/24	000000	35079	WATER ANALYSIS AND TREATMENT	1	N	05-2024	240.00
	**SUB-TOTAL: SWATCO									240.00
028520	290-710411	000000	05/31/24	F24028	221775959	FOOD	1	N	05-2024	91.75
028520	290-710411	000000	05/31/24	F24028	221777840	FOOD	1	N	05-2024	75.89
028520	290-710411	000000	05/31/24	F24028	221785534	FOOD	1	N	05-2024	735.50
028520	290-710410	000000	05/31/24	F24028	221785534	NON FOOD	1	N	05-2024	162.98
028520	290-710411	000000	05/31/24	F24028	221785535	FOOD	1	N	05-2024	881.00
028520	290-710410	000000	05/31/24	F24028	221785535	NON FOOD	1	N	05-2024	183.24
028520	290-710411	000000	05/31/24	F24028	221780413	FOOD	1	N	05-2024	918.00
028520	290-710410	000000	05/31/24	F24028	221780413	NON FOOD	1	N	05-2024	40.85
028520	290-710411	000000	05/31/24	F24028	221790811	FOOD	1	N	05-2024	659.74
028520	290-710410	000000	05/31/24	F24028	221790811	NON FOOD	1	N	05-2024	147.32
028520	290-710411	000000	05/31/24	F24028	221797408	FOOD	1	N	05-2024	738.48
	**SUB-TOTAL: SYSCO FOOD SERVICE, INC.									4,634.75
029180	100-661410	000000	05/31/24	M24850	798144267	CUSTODIAL SUPPLIES ANTIBACTERIAL SC	1	N	05-2024	920.40
029180	100-663410	000000	05/31/24	M24912	025778/1510281	GARDEN HOSE	1	N	05-2024	79.96
	**SUB-TOTAL: THE HOME DEPOT PRO									1,000.36
030680	290-710411	000000	05/31/24	F24030	4165098	FOOD	1	N	05-2024	2,731.58
030680	290-710411	000000	05/31/24	F24030	4165099	FOOD	1	N	05-2024	2,461.89
030680	290-710411	000000	05/31/24	F24032	3984298	FOOD	1	N	05-2024	761.22
030680	290-710410	000000	05/31/24	F24032	3984298	NON FOOD	1	N	05-2024	89.28
030680	290-710411	000000	05/31/24	F24030	3984296	FOOD	1	N	05-2024	2,484.29
030680	290-710410	000000	05/31/24	F24030	3984296	NON FOOD	1	N	05-2024	112.70
030680	290-710411	000000	05/31/24	F24030	39842974	FOOD	1	N	05-2024	2,257.40
030680	290-710411	000000	05/31/24	F24030	4350787	FOOD	1	N	05-2024	100.02
030680	290-710411	000000	05/31/24	F24030	4350788	FOOD	1	N	05-2024	3,592.15
030680	290-710410	000000	05/31/24	F24030	4350788	NON FOOD	1	N	05-2024	57.24
030680	290-710411	000000	05/31/24	F24030	4350793	FOOD	1	N	05-2024	2,378.70
030680	290-710410	000000	05/31/24	F24030	4350793	NON FOOD	1	N	05-2024	62.79
030680	290-710411	000000	05/31/24	F24032	4542832	FOOD	1	N	05-2024	710.97
030680	290-710411	000000	05/31/24	F24030	7542830	FOOD	1	N	05-2024	1,071.90
030680	290-710410	000000	05/31/24	F24030	7542830	NON FOOD	1	N	05-2024	218.87
030680	290-710411	000000	05/31/24	F24030	4542831	FOOD	1	N	05-2024	1,191.53
	**SUB-TOTAL: USF - SPOKANE									20,282.53
030880	100-622323	000000	05/31/24	000000	2022	QUARTERLY MEMBER FEES	1	N	05-2024	1,212.50
	**SUB-TOTAL: VALNet CAPITAL									1,212.50
031200	100-632310	000000	05/20/24	000000	6476617	MONTHLY COMPLIANCE FEE	1	N	05-2024	50.00
	**SUB-TOTAL: WAGeworks									50.00
031480	100-661410	000000	05/31/24	M24941	82466451	CUSTODIAL SUPPLIES	1	N	05-2024	418.52
	**SUB-TOTAL: WAXIE SANITARY SUPPLY									418.52
031560	100-681425	000000	05/20/24	T24887	STAPLES	ESPAR SYSTEM ON BUSES SD MICROCHII	1	N	05-2024	29.99
031560	100-681426	000000	05/20/24	T24887	STAPLES	DESPAD	1	N	05-2024	5.99

VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	DP	MO-YR	AMOUNT
031560	100-521440	000000	05/20/24	E24901	STAPLES.COM	TONER	1	N	05-2024	519.97
031560	100-632410	000000	05/20/24	D24909	STAPLES.COM	OFFICE SUPPLIES	1	N	05-2024	221.82
031560	267-515412	000000	05/20/24	H24919	STAPLES.COM	FOAM BOARDS POSTERS	1	N	05-2024	378.23
031560	267-515411	000000	05/20/24	H24919	STAPLES.COM	FOAM BOARDS POSTERS	1	N	05-2024	378.24
031560	267-515312	000000	05/20/24	000000	CANVA	ANNUAL CANVA SUBSCRIPTION	1	N	05-2024	72.70
031560	267-515411	000000	05/20/24	H24861	SURVEYMONKEY.COM	ANNUAL SURVEY MONKEY PLAN	1	N	05-2024	468.00
031560	267-515411	000000	05/20/24	H24886	META STORE US	QUEST VR HEADSETS	1	N	05-2024	423.98
031560	232-515414	000000	05/20/24	E24906	STAGES PUBLISHING	LANGUAGE BUILDER 12 BOX KIT	1	N	05-2024	1,199.99
031560	271-621380	000000	05/20/24	000000	NW PBIS CONF.	LODGING J. BECKER TACOMA 04/23-04/26	1	N	05-2024	648.63
031560	271-621380	000000	05/20/24	000000	NW PBIS CONF.	LODGING G. SOBOTTA TACOMA 04/23-04/26	1	N	05-2024	648.63
031560	100-621380	000000	05/20/24	000000	PBS ASBESTOS TRAINING	LODGING G. HANSEN PORTLAND05/05-05/05	1	N	05-2024	1,019.66
031560	100-632390	000000	05/20/24	000000	USPS PO LAPWAI	USPS POSTAGE	1	N	05-2024	4.87
031560	100-665410	000000	05/20/24	M24930	FULL SOURCE LLC	TRAFFIC MARKING PAINT	1	N	05-2024	337.88
031560	100-623413	000000	05/20/24	E24932	STAPLES	COMPUTER WITH MONITOR	1	N	05-2024	719.98
031560	100-521411	000000	05/20/24	E24876	COSTCO	PRESCHOOL SNACKS	1	N	05-2024	95.16
031560	100-632310	000000	05/20/24	000000	WILL BE CREDIT BACK	FRAUD AMAZON	1	N	05-2024	279.99
031560	100-632310	000000	05/20/24	000000	WILL BE CREDIT BACK	FRAUD AMAZON	1	N	05-2024	39.01
031560	100-623413	000000	05/20/24	E24860	DROPBOX.COM	ANNUAL SUBSCRIPTION	1	N	05-2024	119.88
031560	100-623413	000000	05/20/24	E24865	AWEBER SYSTEMS	ANNUAL AWEBER SUBSCRIPTION LR	1	N	05-2024	239.99
031560	232-515320	000000	05/20/24	D24917	DISCOUNTMUGS.COM	TEACHER APPRECIATION	1	N	05-2024	1,169.51
031560	100-621380	000000	05/20/24	M24916	PBS ENGINEERING	PBS ASBESTOS TRAINING G. HANSEN	1	N	05-2024	900.00
031560	100-623413	000000	05/20/24	E24860	DROPBOX	CREDIT DROPBOX	1	N	05-2024	23.98CR
**SUB-TOTAL: WELLS FARGO BANK										9,898.12
031692	100-515322	000000	05/20/24	000000	15967	SHRED CART RENTAL FEE AND SERVICE	1	N	05-2024	52.00
**SUB-TOTAL: WESTERN RECYCLERS										52.00
***GRAND TOTAL - VENDOR COUNT: 63										142,247.72

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ASSOCIATED STUDENT BODY FUND				
238-111100	CASH IN BANK-- ASB	51,554.62	3,076.62	54,631.24
238-111110	PETTY CASH	1,600.00	0.00	1,600.00
238-111120	CASH - ELEMENTARY ASB FUND	11,480.77	0.00	11,480.77
238-112100	LGIP - ASB FUND #3120	20,405.10	0.00	20,405.10
238-114200	RECEIVABLE	0.00	0.00	0.00
	TOTAL STUDENT BODY ASSETS	85,040.49	3,076.62	88,117.11
STUDENT BODY FUNDS				
238-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
238-218350	SALES TAX PAYABLE	167.35CR	374.09CR	541.44CR
238-223100	HIGH SCHOOL STUDENT BODY	10,209.58CR	569.26	9,640.32CR
238-223107	MIDDLE SCHOOL STUDENT BODY	1,409.52CR	0.00	1,409.52CR
238-223110	AT RISK FUND	540.10CR	0.00	540.10CR
238-223125	CONCESSIONS	3,255.76CR	1,486.69CR	4,742.45CR
ATHLETIC FUNDS				
238-223200	GENERAL ATHLETIC FUND	6,784.26CR	74.50	6,709.76CR
238-223201	FOOTBALL	1,698.56CR	2,260.00	561.44
238-223202	FOOTBALL FUNDRAISERS	109.41CR	0.00	109.41CR
238-223210	VOLLEYBALL	8,808.04CR	0.00	8,808.04CR
238-223211	VOLLEYBALL FUNDRAISERS	0.00	0.00	0.00
238-223220	GIRLS BASKETBALL	6,328.31CR	0.00	6,328.31CR
238-223221	GIRLS BASKETBALL FUNDRAISERS	3,646.47CR	0.00	3,646.47CR
238-223230	BOYS BASKETBALL	8,186.42CR	0.00	8,186.42CR
238-223231	BOYS BASKETBALL FUNDRAISERS	0.00	0.00	0.00
238-223240	TRACK	2,218.22CR	4,946.16CR	7,164.38CR
238-223250	CHEER	3,784.88CR	960.00	2,824.88CR
238-223260	SOFTBALL	902.29CR	5.50CR	907.79CR
238-223261	SOFTBALL FUNDRAISERS	107.86CR	0.00	107.86CR
238-223270	BASEBALL	759.95	14.40	774.35
238-223271	BASEBALL FUNDRAISERS	453.21CR	0.00	453.21CR
238-223280	GOLF	728.06CR	1,126.25	398.19
238-223285	WRESTLING	6,322.30	183.59CR	6,138.71
238-223286	WRESTLING FUNDRAISERS	1,683.08CR	0.00	1,683.08CR
CLASSES				
238-223400	STUDENT COUNCIL	886.52CR	0.00	886.52CR
238-223401	CLASS OF 2022	2,085.64CR	0.00	2,085.64CR
238-223402	CLASS OF 2023	2,235.13CR	0.00	2,235.13CR
238-223403	CLASS OF 2024	5,035.21CR	2,000.00CR	7,035.21CR
238-223404	CLASS OF 2025	1,443.83CR	0.00	1,443.83CR
238-223405	CLASS OF 2026	1,301.23CR	0.00	1,301.23CR
CLUBS				
238-223521	YEARBOOK	8,708.74	0.00	8,708.74
238-223523	DRAMA	4,902.88CR	0.00	4,902.88CR
238-223530	LIBRARY	811.29CR	0.00	811.29CR
238-223532	INDIAN CLUB	5,125.63CR	1,080.00	4,045.63CR
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	9.37CR	0.00	9.37CR
238-223538	CLASS OF 2024 PARENTS FUNDRAISERS	0.00	0.00	0.00
238-223539	ROBOTICS	0.00	0.00	0.00
238-223540	FRENCH CLUB	2,553.31CR	0.00	2,553.31CR
238-223541	PEP CLUB	390.37CR	0.00	390.37CR
238-223547	FFA	6,598.18CR	165.00CR	6,763.18CR
238-223549	AISES CONFERENCE	6,121.53CR	0.00	6,121.53CR
238-223553	BAND-MUSIC	1,514.95CR	0.00	1,514.95CR
238-223555	NEZ PERCE LANGUAGE	165.92CR	0.00	165.92CR
238-223556	BPA	3,206.03CR	0.00	3,206.03CR
238-223560	SEL EDUCATION PROJECTS	1,178.84CR	0.00	1,178.84CR
238-223561	CAP AND GOWN	309.36CR	0.00	309.36CR
238-223562	MAPP	56.92CR	0.00	56.92CR
238-223564	CR-PLC INCENTIVE	463.96CR	0.00	463.96CR
238-223565	DRUG FREE SCHOOLS	507.16CR	0.00	507.16CR
238-223900	DUE TO STUDENT GROUPS	0.00	0.00	0.00
238-320200	FUND BALANCE	11,480.77CR	0.00	11,480.77CR
	TOTAL LIABILITIES & FUND BALANCE	103,990.31CR	3,076.62CR	107,066.93CR



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

To: Board of Trustees
 From: Teri Wagner
 Date: May 15, 2024
 RE: May Board Back-Up

Building Documents Attached

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

Professional Learning Topics

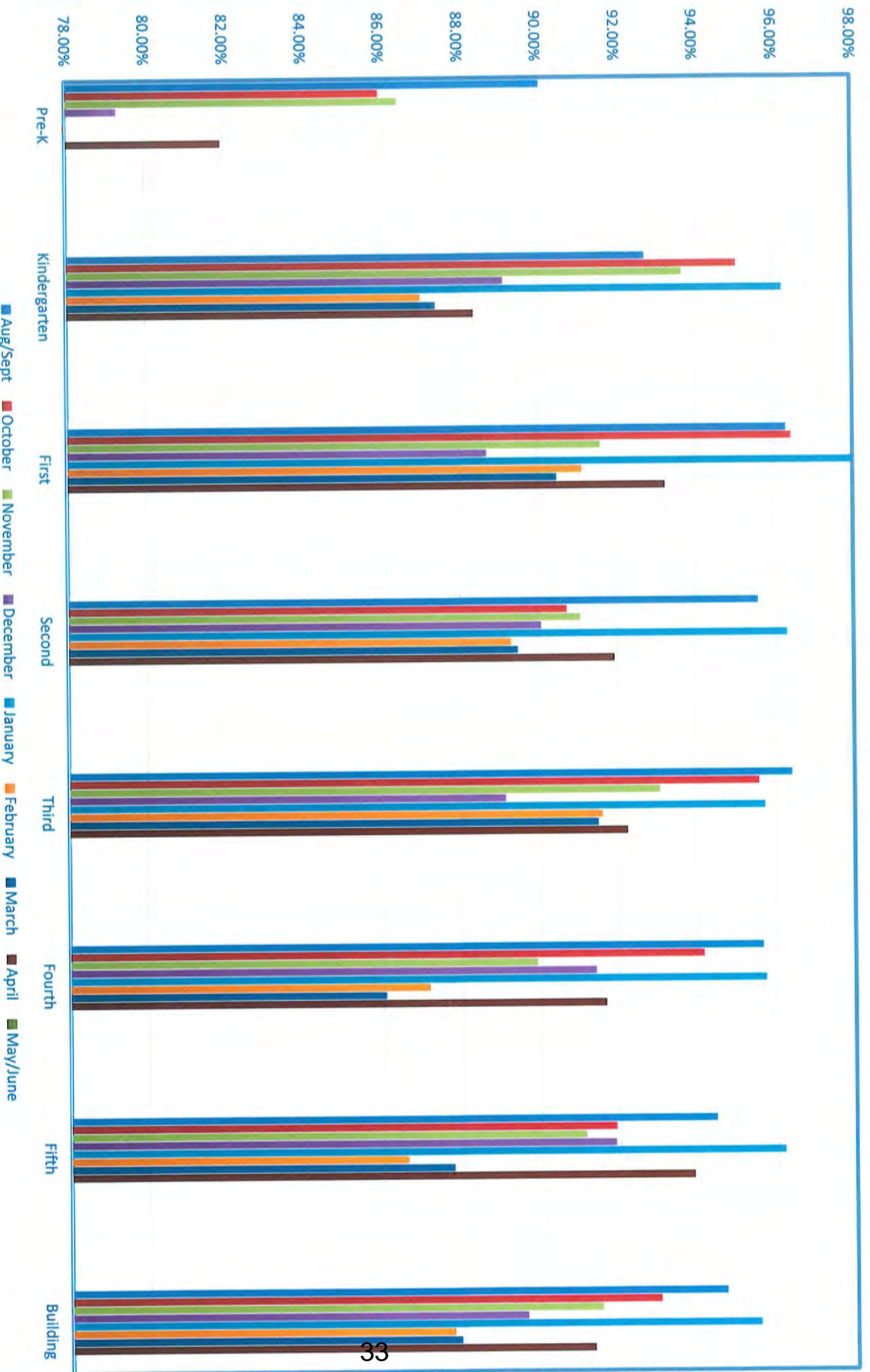
- Health and Safety
- Empowering Professional Learning Teams
- ECRI Intervention Training and Implementation
- *i-Ready* Math Implementation
- Data Analysis
- Diagnostic Testing
- Intervention Collaboration, Planning, Goal Setting, and Implementation
- Nez Perce Culture and Language Team-Pow Wow Dancing

Family/Community Involvement

- Nez Perce Language in Classrooms and After School Program
- Nez Perce Culture and Language Team-Pow Wow Dancing
- Student Success Assemblies May 24
- Elementary Art Show May 20
- District Pow Wow May 23
- Play Day June 5
- End of Year Assembly June 6

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

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



LAPWAI ELEMENTARY SCHOOL
ATTENDANCE
2023/2024

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

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

o = observation with feedback

c = conference

w = walkthrough

d = documented observation

e = formal observation

Family, Community, School Partnerships Contact Report 2023-2024

	Aug/Sept	Oct	Nov	Dec/Jan	Feb	Mar	April	May/June	Totals
Mrs. Bonner	168	132	116/1	174	105	96	115		
Mrs. Sliger	128	135	141	280	145	117 / 1	181		
Mrs. Stamper	134	145	140	203	139	121	176/1		
Mrs. Paris	109	110	110	120/1	115	95/1	105		
Ms. Rabatotti	166	149	208	216/1	103	107	257/1		
Ms. Calkins	100	97	105	160	101	105	110		
Mrs. Hillman	173	152	128/1	170/1	125/1	153	159/1		
Mrs. Beckman	144	125	115	172	152	114	102		
Mrs. Hays	164	147	102	157	97	163	126		
Mr. Blyeven	125	95	100	175	125	150	175		
Mr. Woodford	111	103	114	260	218	216	244		
Mrs. Baldwin	95	128	102	197	108/3	112	151/5		
Mrs. Arthur	126	101	108	214/1	93/3	145	203/2		
Mrs. Melton	50	21	45	65	35				
Mrs. Wagner	96	116	123	118	102	216	119		
Total	1,794	1,756	1757	2681/4	1828/7	1557	2223/10		

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

Professional Learning May 10, 2024

Nez Perce Culture and Language Team (1:25-2:00)

Faculty Meeting (2:00-2:30)

- Play Day
- ASP Surveys
- Summer School Recruiting
- Faculty Surveys Complete by _____
- EECK Scheduling
- Student Growth Goals
- Playground Supervision
- Calendar Of Events
- 2024-2025 Class Lists
- Good of the Group

K-2 IRI Training and Scheduling (2:30-3:00)

- Idaho Reading Indicator Test Administration Manual
- Assessment Confidentiality Agreement

3-5 Teachers

- ISAT
- IRI Istation
- Student Satisfaction and Engagement Survey Completed by _____ :

<https://docs.google.com/forms/d/e/1FAIpQLSevKfUDTQOwFgCAO1mEg5VorP9k9yUi7PM8VC2Fk8h0gLzGPw/viewform?vc=0&c=0&w=1&flr=0>

May/June Calendar

May 11- May 18	National Guard-Gym CLOSED Limited Lobby Use
May 13	School and Tribal Holiday/National Guard Clinic OPEN Elementary Office CLOSED
May 16	Black Hawk Helicopter Landing @ HS
May 17	Place-Based Professional Learning
May 20-21	County Elections at High School
May 22	EECK Day
May 23	District Pow Wow 1:30-3:15
May 23	Last Day of After School Program
May 24	Success Assemblies
May 27	Memorial Day-No School
May 31	High School Graduation
June 5	<i>Play Day</i>
June 6	Assembly-Kids Last Day
June 7	Grading Day/Checkout
June 10	Summer School Begins
June 21	Leadership Team Meeting

Leadership Team Agenda

Monday, April 22, 2024

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

Time: 3:40-7:00 PM (200 minutes)

Location: Room 215

Dinner: Provided

Bring: Snacks and drinks

Device to Access DATA

Our Team Norms

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

1. Quick review of norms and minutes from last meeting (10 minutes)
2. Celebrations and good of the group (10 minutes)
3. ASP/Summer School Update-Beau (10 minutes)
4. Tribe Grants- Beau and Jen (10 minutes)
5. Special Forces Professional Learning Update – Lori (10 minutes)
6. Safety Updates – David (10 minutes)
Legislative Updates-David/Cassie

7. Spring Assessment Schedule (20 minutes)

ISAT

Test Window ends May 24

Istation

Test Window May 1-31

For the mandatory fall and spring administration, a trained individual other than the student's regular classroom teacher must administer the IRI. This requirement was introduced in section 33-1806 in May of 2021. Teachers can administer the IRI to classes other than their own.

i-Ready

By

RCBM

Week of May _____

8. PLT Work (10 minutes)

9. Report Cards (40 minutes)

10. Professional Learning for and April and May (20 minutes)

- | | |
|----------|--|
| April 26 | <i>Special Forces and Classroom Teacher Collaboration</i> |
| | Intervention Collaboration |
| May 3 | ? 2023-2024 Class Lists |
| May 10 | Nez Perce Culture and Language Team Presentation (30 minutes) |
| | Intervention Collaboration |
| May 17 | Place-Based Professional Development - STEP |
| May 24 | Data Analysis, <i>Teacher Evaluations due to State - May 31</i> (Student Growth Goals) |
| May 31 | |
| June 7 | Grading Day |

11. End of the Year-Calendar of Events (10 minutes)

12. Considerations for 2023-2024 (20 minutes)

- Staffing
- Curriculum
- Professional Development
- Out of District Students/Class Size

13. **Date(s) for May and/or June meetings** and develop agenda for next LT meeting and evaluate meeting effectiveness (10 minutes)

June 14?

ELA

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

Math

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

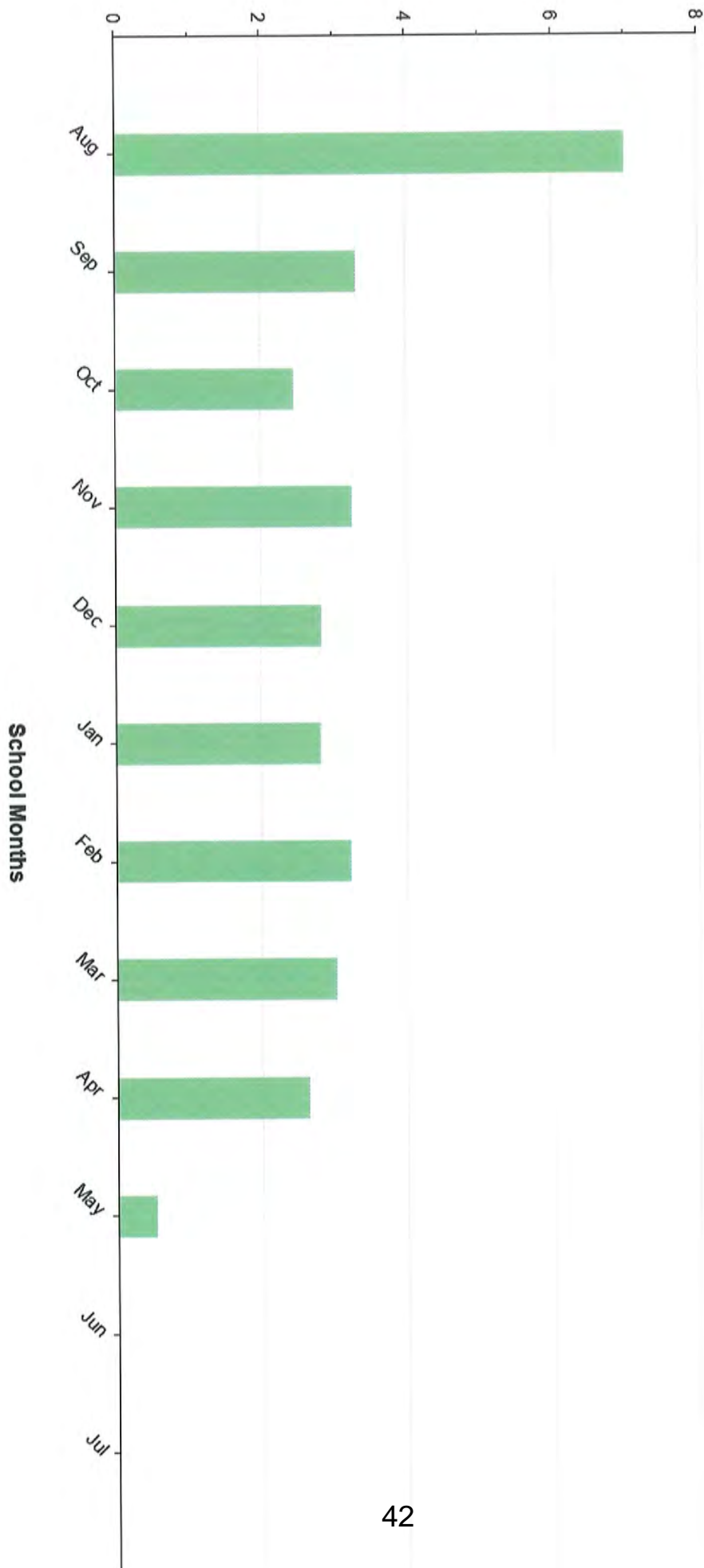
PBIS

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

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

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

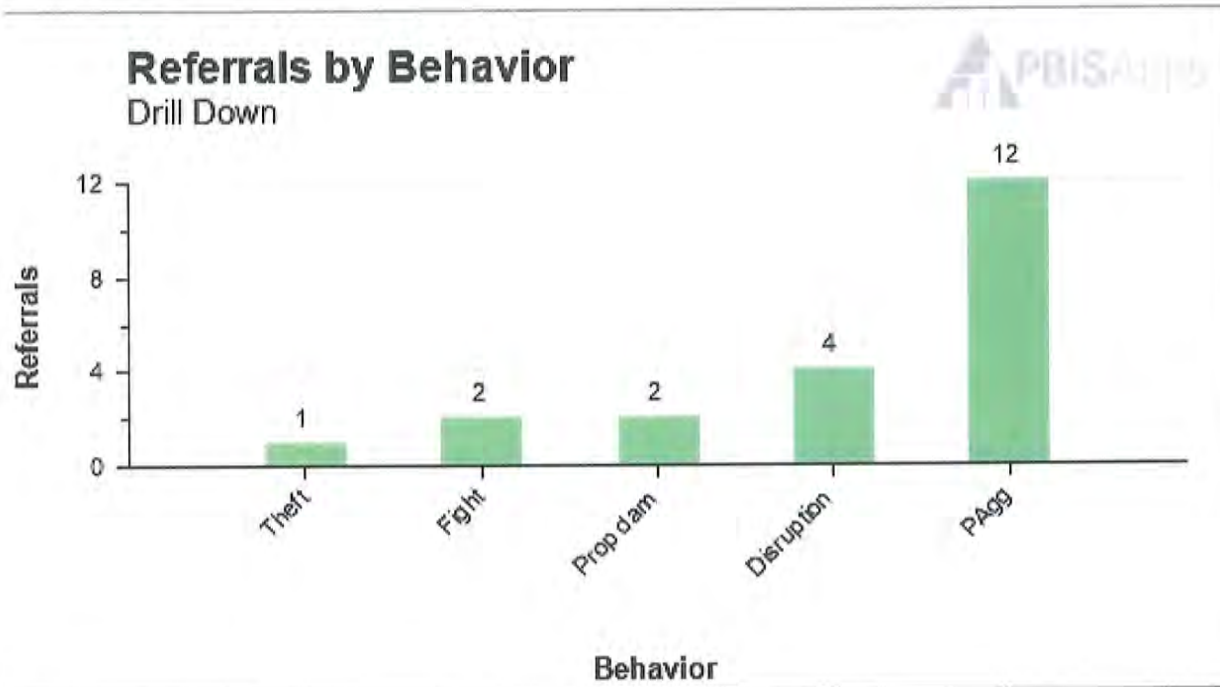
Average Referrals Per Day



Average Referrals Per Day Per Month
All, 2023-24



SWIS Drill Down Report
Behavior



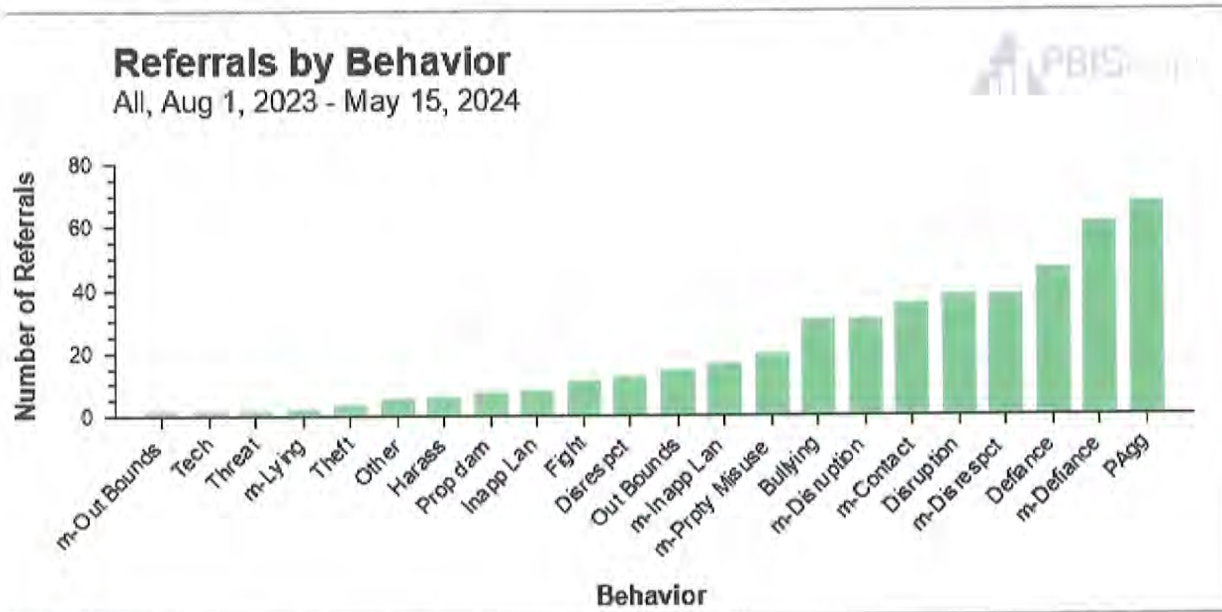
Report Options

Included in Dataset:

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

Referrals By Behavior
1/1/23 - 5/15/24

Outcome: All Referrals
Sort Order: Frequency
Show Values on the Graph: No
Only Show Behaviors With Data: Yes



Data Table

Behavior	Frequency	Proportion	Additional Frequency
Staff-managed (minor) - Inappropriate Location/Out of Bounds Area	1	0.22%	0
Technology Violation	1	0.22%	0
Threatening Behavior	1	0.22%	0
Staff-managed (minor) - Lying	2	0.44%	0
Theft	3	0.67%	0
Other Behavior	5	1.11%	0
Harassment	6	1.33%	0
Property Damage/Vandalism	7	1.55%	0
Abusive Language/Inappropriate Language/Profanity	8	1.77%	0
Fighting	11	2.44%	0
Disrespect	12	2.66%	0
Inappropriate Location/Out of Bounds Area	14	3.10%	0
Staff-managed (minor) - Inappropriate Language	16	3.55%	0
Staff-managed (minor) - Material/Property Misuse	19	4.21%	0
Bullying	30	6.65%	0
Staff-managed (minor) - Disruption	30	6.65%	0
Staff-managed (minor) - Physical Contact/Physical Aggression	35	7.76%	0
Disruption	38	8.43%	0
Staff-managed (minor) - Disrespect	38	8.43%	0
Defiance/Insubordination/Non-Compliance	46	10.20%	0
Staff-managed (minor) - Defiance/Insubordination/Non-compliance	61	13.53%	0
Physical Aggression	67	14.86%	0
Totals:	451	100%	0

Enrollment Summary: Scheduling/Reporting Ethnicity as of 05/15/2024 (A)

View:

Scheduling/Reporting Ethnicity

Students:

 All Active Enrollments

 Current Selection

Date:

05/15/2024

Grade Level	Total in Grade	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Multi Racial	Unclassified
-1	14 M 10 / F 4	10 M 7 / F 3	0 M 0 / F 0	0 M 0 / F 0	0 M 0 / F 0	4 M 3 / F 1	0 M 0 / F 0	0 M 0 / F 0
0	41 M 22 / F 19	36 M 19 / F 17	0 M 0 / F 0	2 M 1 / F 1	1 M 0 / F 1	0 M 0 / F 0	2 M 2 / F 0	0 M 0 / F 0
1	43 M 25 / F 18	38 M 23 / F 15	0 M 0 / F 0	2 M 1 / F 1	0 M 0 / F 0	3 M 1 / F 2	0 M 0 / F 0	0 M 0 / F 0
2	40 M 16 / F 24	34 M 14 / F 20	0 M 0 / F 0	0 M 0 / F 0	0 M 0 / F 0	4 M 2 / F 2	2 M 0 / F 2	0 M 0 / F 0
3	31 M 16 / F 15	25 M 13 / F 12	0 M 0 / F 0	1 M 0 / F 1	0 M 0 / F 0	5 M 3 / F 2	0 M 0 / F 0	0 M 0 / F 0
4	35 M 21 / F 14	32 M 20 / F 12	0 M 0 / F 0	1 M 0 / F 1	1 M 0 / F 1	1 M 1 / F 0	0 M 0 / F 0	0 M 0 / F 0
5	40 M 24 / F 16	36 M 22 / F 14	0 M 0 / F 0	0 M 0 / F 0	0 M 0 / F 0	4 M 2 / F 2	0 M 0 / F 0	0 M 0 / F 0
TOTAL	244 M 134 / F 110	211 M 118 / F 93	0 M 0 / F 0	6 M 2 / F 4	2 M 0 / F 2	21 M 12 / F 9	4 M 2 / F 2	0 M 0 / F 0

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

Legend

Icons  - Date Entry

Analyzed Business Checking - PF

Account number: 801013418 ■ April 1, 2024 - April 30, 2024 ■ Page 1 of 1



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

Questions?

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

Online: wellsfargo.com

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

Account summary

Analyzed Business Checking - PF

<i>Account number</i>	<i>Beginning balance</i>	<i>Total credits</i>	<i>Total debits</i>	<i>Ending balance</i>
801013418	\$12,597.67	\$0.00	\$0.00	\$12,597.67

Daily ledger balance summary

<i>Date</i>	<i>Balance</i>
03/31	12,597.67
Average daily ledger balance	\$12,597.67

April 1, 2024

Date	Checks	Deposits	Balance
	Beginning Balance		
3/1/24			\$ 12,597.67
3/31/24	Ending Balance		\$ 12,597.67



LAPWAI MIDDLE/HIGH SCHOOL

Phone: (208) 843-2241, x3208

dr.penney@lapwai.org

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

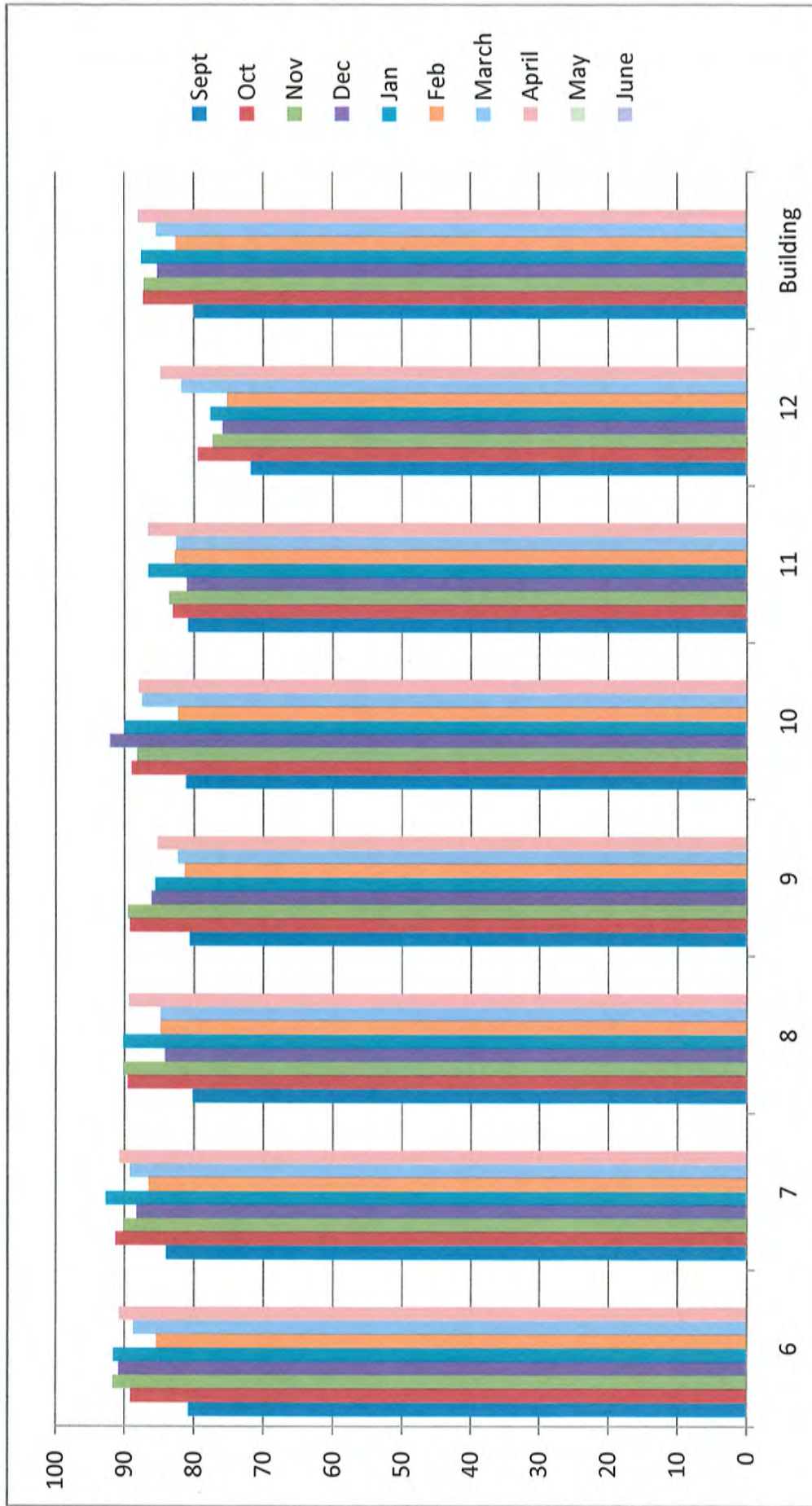
Content

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

LAPWAI GIRLS GOLF TEAM-IDAHO STATE



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



Attendance Summary By Grade

Lapwai Middle/High School
04/01/2024 to 04/30/2024 = 19 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
6	36	1	0	0	37	703	0	6	64.00	633.00	33.32	90.82%
Subtotal	36	1	0	0	37	703	0	6	64.00	633.00	33.32	90.82%
7	44	0	0	0	44	836	0	0	77.00	759.00	39.95	90.79%
8	35	0	0	0	35	665	0	0	70.50	594.50	31.29	89.40%
Subtotal	79	0	0	0	79	1501	0	0	147.50	1353.50	71.24	90.17%
9	36	1	0	0	37	703	0	4	103.00	596.00	31.37	85.26%
10	34	0	0	0	34	646	0	0	77.50	568.50	29.92	88.00%
11	30	1	0	1	30	589	0	15	76.50	497.50	26.18	86.67%
12	38	1	0	0	39	741	0	4	111.50	625.50	32.92	84.87%
Subtotal	138	3	0	1	140	2679	0	23	368.50	2287.50	120.39	86.13%
Grand Total	253	4	0	1	256	4883	0	29	580.00	4274.00	224.95	88.05%

To the best of my knowledge,
the above attendance information is correct.

Signed _____

Date _____

Report Calculations

((Carry Fwd + Gain - Mult. Gain) X School Days) = Actual Days

Actual Days - (Off Track + Days N/E + Days Absent) = Days Attd

[Days Attd / (Actual Days - Off Track - Days N/E)] X 100 = ADA%

[Note: Multiple gains are for students that entered more than one time during the report time span.]

LMS-LHS PBIS SWIS DATA FOR APRIL 2024

Drill Down Report - Generated 5/15/24, 8:26 AM

Export Print

Referrals by Behavior

Graph Type*
Behavior



Options:
 Show Values on the Graph
 Show Additional

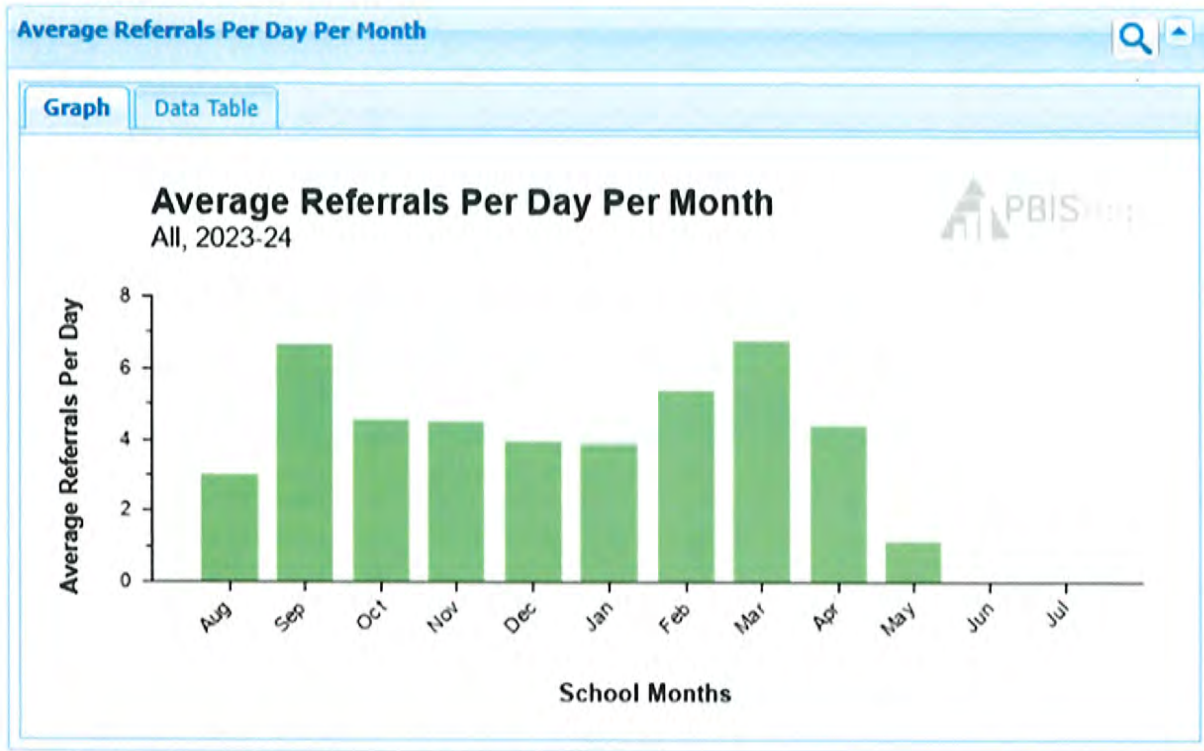
Summary

Referrals	83
Students	51
Staff	19

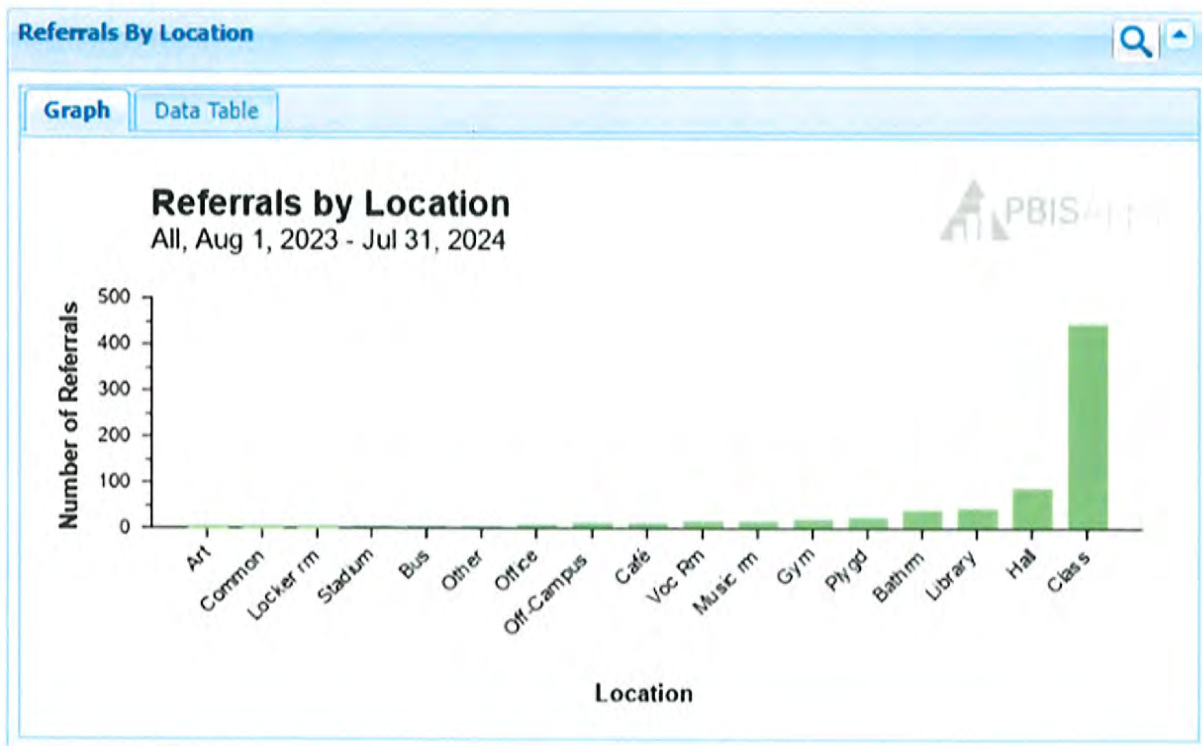
Behavior

LMS-LHS PBIS SWIS DATA August 2023-to May 2024

Referrals went down in April.



Referrals by location: Classroom is top location



[SWIS - Core Reports](#) [SWIS - Additional Reports](#) [CICO - Reports](#) [Saved Reports](#)

[Suspension/Expulsion](#) **Suspension/Expulsion (1)**

Report

Report Type:
Suspension/Expulsion

Generated:
May 15, 2024, 8:38:53 AM

Generate [Reset](#) [Print](#)

Data Table

	Days	Events	Students Contributing
In-School Suspension	66	45	34
Out-of-School Suspension	101	38	25
Expulsion	0	0	0

Options

Start* **End***

Show Individual Student Data

Show Number

Student IEP's

All Students

LT AGENDA 5/14/24: 3:45-6:30PM, Lapwai SD Conf. Rm.

TIME	Facilitator	Topic/Task	Topics for next Agenda
Intro 3:45-4:00 (15 min)	D'Lisa	<ol style="list-style-type: none"> 1. Sign in & grab materials 2. ENTRY TASK: <ol style="list-style-type: none"> a. Sticky-note celebration poster b. Grounding activity: what is on your plate right now that you can put away for the duration of our time together c. LT members read the celebrations of their peers 	
Section 1 4:00-4:30 (30 min)	Peterson & Morgan	<p>DATA ANALYSIS FOR ISAT/STAR & PLANNING TIME</p> <ol style="list-style-type: none"> 1. May 31st Data PD day agenda 2. What data do we want to use? 3. What protocols do we want to use to analyze the data? 4. How do we want to record/document the data? (excel, etc.) 5. Agenda for 5/31/24 (and prepare/coordinate data analysis with PLT's/PD time on 5/17-7am and 5/24 7am and PD time) 	
Section 2 4:30-5:15 (45 min)	D'Lisa & Alica	<ol style="list-style-type: none"> 1. LT member core-activator expectations for 2024-2025 2. June All-day Leadership Day (6/14/24) <ol style="list-style-type: none"> a. Set the educational emphasis goals for 2024-2025 b. Review and adjust SWIP goals for 2024-2025 c. Set the "yearly calendar at a glance" for 2024-2025 <ul style="list-style-type: none"> - Cyclical PD topics - LT meeting dates (decide: Mon/Tues/Wed) - Facilitation schedule 	
Section 3 5:15-5:30 (15 min)	D'Lisa	<p>POWER UP BLOCK 2024-2025 Brainstorming</p> <ol style="list-style-type: none"> 1. Bell rings at 8:07 2. PUB 15 minutes long 3. Expectations for ALL staff during PUB 4. Academic supports plan 	
Section 4 5:30-6:00 (30 min)	D'Lisa & Alica	<p>BUILD UP BLOCK Brainstorming</p> <ol style="list-style-type: none"> 1 Tier 2 intervention 2 Staffing available 3 Curriculum 4 Student rotation 	
Section 5 6:00-6:15 (15 min)	Nellesen & D'Lisa	<ol style="list-style-type: none"> 1. 2024-2025 Bell Schedule 2. Academic Course Schedule & Teaching Assignments 	
6:15		<p>Minutes and notes to share with PLT members:</p> <ol style="list-style-type: none"> 1. Parking Lot issues and agenda topics summary 	

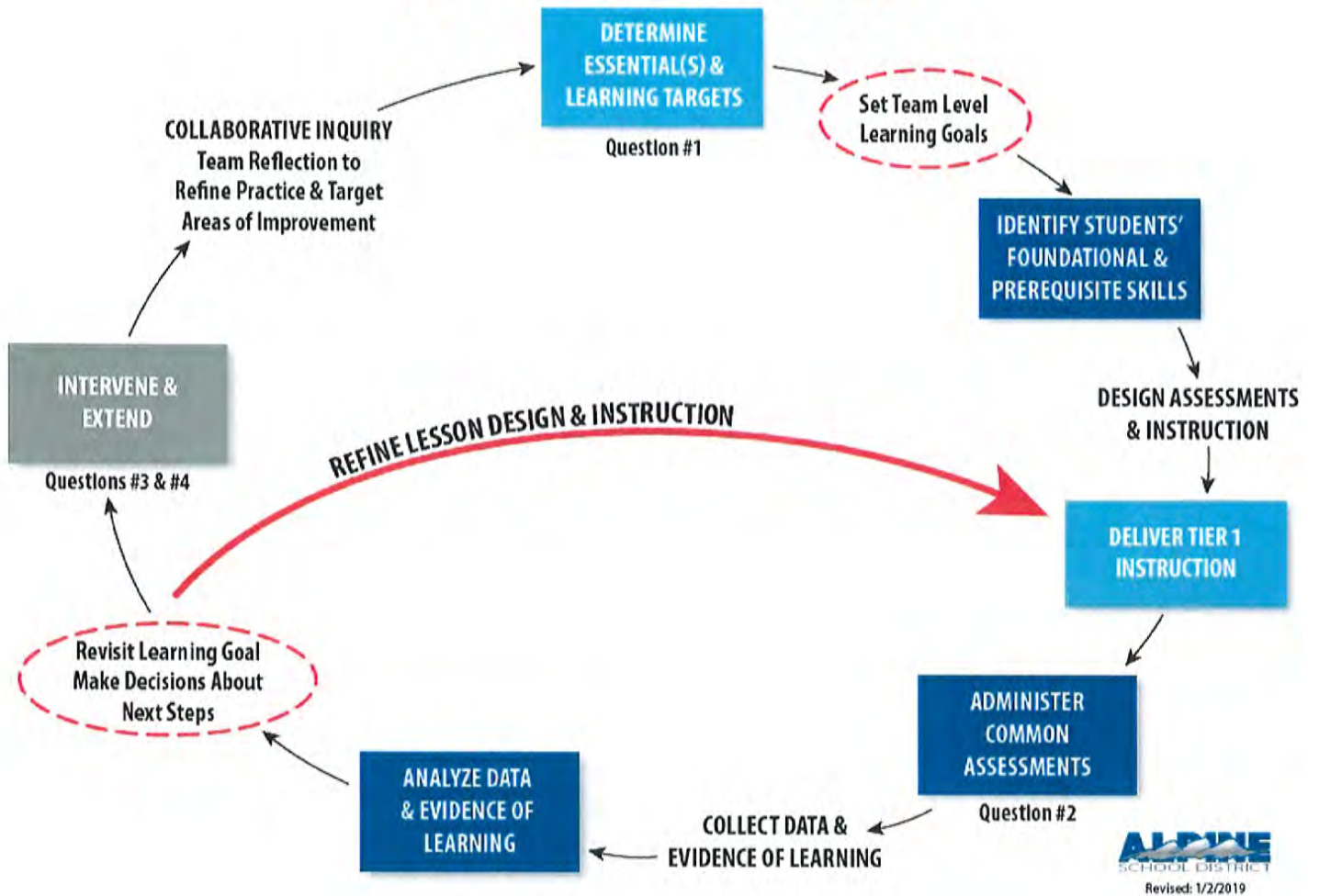
		<ol style="list-style-type: none"> 2. Whole group announcements 3. Individual notes 4. LT Meeting Evaluation & Feedback 	
6:30	THANK YOU!	Please take meeting minutes and tasks to your PLT this Friday, share, and provide your LT feedback.	

LT SIGN IN PAGE

Leadership Team DRAFT		
DATE:	April 23, 3:30-6:30PM	Next meetings: 5/7, 6/11
LOCATION:	District Conference Room	
Monthly commitment: Be ready to work by 3:45 PM, on-time, actively intellectually engaged in the LT work.		
LEADERSHIP TEAM MEMBERS (sign in with accurate time/minute)		Roles
1	David Aiken	
2	D’Lisa Penney	
3	Lori Ravet	
4	Josh Nellesen	
5	Sam Maynes	
6	Holly Selstad	
7	Georgia Sobotta	
8	Brad Peterson	
9	Matt Lattuada	
10	Matt Morgan	
11	Ashlee Grunenfelder	
12	Dennis K	
13	Alica H	
14	Lisa Nelson	
15	Other	

5 Characteristics of High Performing Team Norms		LT NORMS
<ul style="list-style-type: none"> ● Maintain a clear focus. ● Embrace a spirit of inquiry. ● Put data at the center. ● Honor commitments to learners and learning. ● Cultivate relational trust. 		<ul style="list-style-type: none"> ● Timely arrivals and meeting closures. ● Stay Learning Focused—Cell phones are off. Leave cell phones, emails, and other business at the door. ● Remain agenda driven, present, and data focused. ● Refuse to admire problems and insist on solutions, and model positive growth mindsets
8 Stages of School Improvement:		
1. Assess readiness to benefit	5. Study and select research-based practices	
2. Collect, sort, and analyze data	6. Create action plans	
3. Build and analyze portfolio	7. Implement and monitor plan	
4. Set and prioritize goals	8. Evaluate plan’s impact on student achievement	
Four questions that drive LT/PLT work:		Assess
1	What is it we want our students to know and be able to do?	Have we identified the essential knowledge, skills, and dispositions each student is to acquire as a result of each unit of instruction?
2	How will we know if each student has learned it?	Are we using formative assessment in our classrooms on an ongoing basis? Are we gathering evidence of student learning through one or more team-developed common formative assessments for each unit of instruction?
3	How will we respond when some students do not learn it?	Can we identify students who need additional time and support by the student, by the standard, and for every unit of instruction? Do we use evidence of student learning from common formative assessment to analyze and improve our individual and collective instructional practice?
4	How will we extend the learning for students who have demonstrated proficiency?	Can we identify students who have reached identified learning targets to extend their learning?

PLC RESULTS CYCLE



PARKING LOT ISSUES:



School-wide Smart Goals 2023-2024

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

Eight Stages of District Improvement Planning of Continuous Improvement

TARGET: Providing needed structure and processes to support continued growth to ensure that every school in the district is a high performing school.

1	Assess Readiness to Benefit	
2	Collect, Sort and Analyze Data	
3	Build and Analyze Portfolio	
4	Set and Prioritize Goals	
5	Study and Select Research-based Practices	
6	Create Action Plans	

7	Implement and Monitor Plan	
8	Evaluate Plan's Impact on Student Achievement	

ROLES FOR PLT'S (Distributive Leadership Model)

Facilitator

Responsibilities

- Reviews agenda at the start of the meeting and determines timing of each item.
- Keeps the meeting on topic and focused on the agenda by opening and closing discussions
- Foster discussion by managing participation by all members
- Resolve conflicts
- Clarify and summarize information being presented throughout the meeting.
- Reviews agenda for next meeting.

Sample Language

- Our agenda for this meeting is...
- How much time should we devote to each item?
- Next we will...
- I want to be sure we hear from everyone. _____ I'm wondering what your thoughts are about _____
- I want to be sure we understand your comment. Could you tell us more about your thinking?
- I'm going to direct us back to the agenda so we can finish on time.
- Should we talk more about that at the next meeting?
- The agenda items for next meeting will be....

Recorder/Minutes Taker

Responsibilities

- Takes minutes of meeting, includes agenda items for the following meeting.
- Keeps accurate record of persons responsible for each of the actionable items and timelines.
- Clarifies with the group as to what goes in the minutes.
- Distributes digital copies of notes to all team members within two days.

Sample Language

- I heard you discuss _____. Let me know if I've missed something.
- I want to be sure I capture the correct information. I've documented that we agree to _____. Is that correct?
- How would you like me to record that in the minutes?
- Should this be included in the minutes?
- I'll send you a copy of the minutes by _____.

Time Keeper

Responsibilities

- Ensures meeting times are respected.
- Helps team stay focused on the task.
- Monitors the use of time and keep team cognizant of time allotments at various stages of the meeting.
- Helps facilitator keep team moving along.
- Gives a 3-5 minute signal for wrap-up

Sample Language

<ul style="list-style-type: none"> • Our meeting will begin in ____ minutes. • We only have five minutes left. Let's try and wrap this up. • Unfortunately that topic isn't on our agenda. Could you place that topic on the parking lot and we can come back to it later? • We allotted ____ minutes to this agenda item and our time has now ended. • Should we continue on this topic and skip one of our other items?
Process Checker
Responsibilities
<ul style="list-style-type: none"> • Reminds the team or prompts team to review norms/roles at the start of the meeting • Keeps track of how well the team is keeping the norms or prompts team to do so. • Gives objective feedback on how well the norms were kept at the end of the meeting or prompts team to self evaluate.
Sample Tasks
<ul style="list-style-type: none"> • Rate your self on how you did keeping the norms? • "I notice we were interrupting each other a bit today" • "Everyone contributed to the conversation." • "We used a decision protocol to get unstuck. "
Engaged Participant
Responsibilities
<ul style="list-style-type: none"> • Uses effective communication skills: listening, pausing, paraphrasing, putting ideas on the table. • Invites others to speak. • Inquires about the ideas of others. • Monitors their own participation (Rule of 3) • Monitors own & other's adherence to meeting standards. • Sets and tests working agreements. • Clarifies decision-making process and levels of authority. • Tests consensus. • Listens with an open mind (not autobiographical or solution focused). • Is conscious of assumptions and knows how those interfere with open listening.
Sample Tasks/ Language
<ul style="list-style-type: none"> • "John, you've had some experience with this, what are your thoughts?" • "I'm wondering if anyone else has an idea we haven't heard yet." • "Building on what Mary was saying, I'd like to add this..." • "It sounds like we have reached a decision on this."
Role Authority
Responsibilities
<ul style="list-style-type: none"> • Coordinates agenda and distributes prior to the meeting. • Develops group-member leadership. • Coordinates activities of sub-committees. • Sees that meeting follow-through will occur. • Provides for decisions or direction when role authority is required.

Sample Language

- "Let's hear back from both sub- committees at the next meeting."
- We are not able to implement that activity, based on another priority already scheduled."

Lapwai Middle/Senior High Leadership Team Members:

- commit to attending monthly meetings.
 - make attendance at the LT meetings a priority by protecting meeting nights, finding others to cover your after-school duties and responsibilities, rescheduling other tasks, etc.
- come to meetings prepared.
 - communicate with other teams and staff, complete reading assignments, prepare and send agendas in a timely manner, etc.
- are a conduit of communication between the Leadership Team (LT) and the Professional Learning Teams (PLT's).
 - take careful notes during meetings, ask questions when needed, presume positive intent, support the school, etc.
- facilitate meetings.
 - facilitate LT meetings or portions of meetings, facilitate PLT meetings or portions of meetings, etc.
- facilitate professional development.
 - plan, prepare, and/or facilitate PLT professional development, plan, prepare, and/or facilitate building professional development.

Wonderings and Wishes

Think – Pair - Share

Wonderings I have about the Leadership Team expectations are:

Wishes I have about the Leadership Team expectations are:

Lapwai Middle/High Leadership Team Evaluation Form

Meeting Date: 5/14/24

	Yes	Somewhat			No
An agenda was developed and distributed, with necessary background information provided.	5	4	3	2	1
Information was received in time to fully consider it prior to the meeting.	5	4	3	2	1
Agenda topics were thoroughly understood, and time was allocated appropriately.	5	4	3	2	1
Attendees were prepared, having reviewed materials beforehand.	5	4	3	2	1
Group norms were reviewed and adhered to throughout the meeting.	5	4	3	2	1
All discussed items fell within the group's responsibility.	5	4	3	2	1
The meeting was conducted fairly, with all views considered before decisions were made.	5	4	3	2	1
The meeting started and ended on time, maintaining order and decorum.	5	4	3	2	1
Discussions were focused on outcomes and kept on track, avoiding side discussions.	5	4	3	2	1
All attendees participated in discussions and decisions, using positive language.	5	4	3	2	1
The meeting atmosphere promoted free expression and engagement.	5	4	3	2	1
Decision-making was shared among participants, with responsibilities widely distributed.	5	4	3	2	1
Meetings encouraged healthy debate, fostering respect for different viewpoints.	5	4	3	2	1
Next steps were clearly identified, and responsibilities were assigned.	5	4	3	2	1
All agenda items were addressed, and progress was made toward goals.	5	4	3	2	1
Participants left with a clear understanding of expectations before the next meeting.	5	4	3	2	1
The meeting advanced the organization's work in a meaningful way.	5	4	3	2	1
Effective use of time ensured that the meeting was productive and efficient.	5	4	3	2	1
Incomplete items for the next agenda:					
Questions about topics discussed:					
New items you would like to add to the next agenda:					

Additional Comments:

FIVE QUALITIES OF A GOOD ACTIVATOR

Just like you have C's that describe 21st Century Learners, Garmston and Wellman (2009) identify specific qualities necessary for effective team collaboration that they refer to as **the five C's**: clarity, consciousness, competence, confidence, and credibility. These qualities are necessary for a strong *activator* as well. Table 2.2 describes each in detail and provides some examples of what this can look like when activated. Please read through the overview of each, listing any ideas you have for yourself as an *activator* in your PLC+, and then complete the "Five C's Reflection" in Table 2.3 on page 30.

TABLE 2.2

WAYS TO USE THE FIVE C'S IN YOUR PLC+

QUALITY	ELEMENT	EXAMPLES	WAYS TO USE THIS IN YOUR PLC+
Clarity	Uses precise language to minimize ambiguity and limit unnecessary frustration	<p>"Our focus today is on supporting our common challenge, which is making sure our students have a strong grasp of stoichiometry. Bill, can you share two strategies you have used in the past that have worked for you?"</p> <p>"From analyzing our standard, we know that our students need to know . . . and be able to do . . ."</p>	
Consciousness	Aware of human elements being conveyed such as body language, voice inflection, disengagement	<p>"Joan, I notice you disagree with what we just shared. Can you share some of your thoughts?"</p> <p>"Okay, I can see we are getting a bit tired. Let's set the timer and take a five-minute stretch break to reenergize for the second half of our meeting."</p>	

QUALITY	ELEMENT	EXAMPLES	WAYS TO USE THIS IN YOUR PLC+
Competence	Works at the craft of activation. Understands how to use types of conversation at the right time. Knows when to push and when to pull	"I see we are all sharing ideas at the same time. Let's divide and conquer. Bill, Steve, Karen, and Marc, would you go to that side of the room and come up with two or three strategies you think would move learning forward for our students? Sam, Bill, and I will do the same. Let's plan for 10 minutes and then come back together."	
Confidence	Has a strong sense of self-efficacy and believes in ability to help the team accomplish goals and overcome obstacles together	"I know we have some great strategies we all have used before, and if we work together, we can help our students grow. Can I share something I read about and tried last week to get some of your feedback?"	
Credibility	Earns this over time through being honest, neutral, trustworthy, fair, and willing to acknowledge personal mistakes	"So, I wanted to share three of my biggest learning opportunities from last week and what I learned from them." "Would everyone be willing to share at least one instance of learning from a challenge last week to see how we've collectively grown from our work?"	

Source: Adapted from Garmston R., & Wellman B. (2009). *The adaptive school: A sourcebook for developing collaborative groups* (2nd ed.). Lanham, MD: Rowman & Littlefield.

ASSESSMENT		2022-23 GOAL	2023 SPRING RESULT	2023-2024 GOALS
ISAT	MATH	Ten percent of 6 th , 7 th , 8 th and 11 th grade students will perform proficient or advanced on the 2023 Spring Math ISAT.	Ten percent of 6 th , 7 th , 8 th and 11 th grade students performed proficient or advanced on the 2023 Spring Math ISAT.	GOAL: 6 th , 7 th , 8 th and 11 th grade students performing proficient or advanced on the 2024 Spring Math ISAT will increase from 12.7% to 15.7%
	ELA	Twenty-eight percent of 6 th , 7 th , 8 th and 11 th grade students will perform proficient or advanced on the 2023 Spring ELA ISAT.	Thirty percent of 6 th , 7 th , 8 th and 11 th grade students performed proficient or advanced on the 2023 Spring ELA ISAT.	GOAL: 6 th , 7 th , 8 th and 11 th grade students performing proficient or advanced on the 2024 Spring ELA ISAT will increase from 31% to 36%
STAR	MATH	In grades 6 th -11 th , 50% of students will grow at least 40 Student Growth Percentile (SGP) points or score above the 50th percentile on the NCE (Normal Curve Equivalent, aka the national average) on the STAR Spring benchmark test.	In grades 6 th -11 th , 64% of students grew at least 40 Student Growth Percentile (SGP) points or score above the 50th percentile on the NCE (Normal Curve Equivalent, aka the national average) on the STAR Spring benchmark test.	GOAL: In grades 6 th -11 th , 50% of students will grow at least 40 Student Growth Percentile (SGP) points or score above the 50th percentile on the NCE (Normal Curve Equivalent, aka the national average) on the STAR Spring benchmark test.
	READING	In grades 6 th -11 th , 50% of students will grow at least 40 Student Growth Percentile (SGP) points or score above the 50th percentile on the NCE (Normal Curve Equivalent, aka the national average) on the STAR Spring benchmark test.	In grades 6 th -11 th , 58.7% of students grew at least 40 Student Growth Percentile (SGP) points or score above the 50th percentile on the NCE (Normal Curve Equivalent, aka the national average) on the STAR Spring benchmark test.	GOAL: In grades 6 th -11 th , 50% of students will grow at least 40 Student Growth Percentile (SGP) points or score above the 50th percentile on the NCE (Normal Curve Equivalent, aka the national average) on the STAR Spring benchmark test.

<p>PBIS</p>	<p>Technology Cell Phones</p>	<p>2021-2022 Data</p> <p>61</p>	<p>2022-2023 Data</p> <p>150</p> <ul style="list-style-type: none"> -Tracking system -Phone sent to office first offense is not given back until 3:16 bell -Consequences for tech <ul style="list-style-type: none"> Violation 1 Violation 2 Violation 3 -Print data for students and have a plan for phone contracts 	<p>By June 7th 2024 we will reduce the number of office behavior referrals by 5% as measured by SWIS.</p>
<p>Student Engagement in a Culturally Responsive Manner</p>			<p>STEP Training:</p> <ul style="list-style-type: none"> September 9th 2023 November 17th 2023 Spring 2024 (TBD) 	<p>GOAL: The secondary staff will be trained in Culturally Responsive practices. By the end of the 2023-2024 school year 100% of current instructional staff will have received training in these practices.</p>

<p>College and Career Readiness</p>			<p>100% of all seniors will be prepared for their future success by meeting 3 of the following 6 indicators by May 2024. Students will have:</p> <ul style="list-style-type: none"> • Completed at least 1 dual credit class • Completed at least 1 CTE course • Completed 1 Capstone CTE Assessment • Participate in an internship or job shadow with the NPT • Complete a College Entrance Exam • Complete Financial Aid
-------------------------------------	--	--	--

PLEASE SIGN THE SIGN-IN SHEET I LEFT AT KIRI'S DESK

4-Focus Friday!!!

1. **District Track** (events begin 2PM with staff support at track) Thank you Mr. Leighton and all staff who will be over in the track making this event a success. It is a lot of work! Please sign the sign in I left with Kiri.
2. **Lisa Nelson ELA Department PD-ISAT/STAR/Data planning**
3. **Math/Science Department (curriculum, and ISAT/STAR data planning**
4. **PBIS-planning last week of school, SMART goal SWIS data**

LMS-LHS Friday Pro D Agenda 5/10/24, 1:30-3:30

SIGN IN BELOW:

	General Ed Staff	Signature	Time	Materials in mailbox
1	Devin Boyer			
2	Genny Brown			
3	Brad Carpenter			
4	Ashlee G			
5	Chanel Harming			
6	Chris Katus			
7	Derek Knoll			
8	Matt Lattuada			
9	Josh Leighton			
10	Joslyn Leighton			
11	Ada Marks			
12	Sam Maynes			
13	Matt Morgan			
14	Josh Nellesen			
15	D'Lisa Penney			
16	Bradley Peterson			
17	Ena Raml			
18	Holly Selstad			
19	Sheila Scott			
20	Emma Shaffer			
21	Miles Sidener			
22	Jocelyn Stange			
23	Buck Walker			

PLEASE SIGN THE SIGN-IN SHEET I LEFT AT KIRI'S DESK

24	Other			
25	Other			
26	Other			
27	Other			
28	Other			

Upcoming: Leadership Team is Tuesday, 5/14/23 3:45-6:30 at D.O. Conference Room, FET meeting 5/15/24 3:45

Review Team Norms (3 minutes)

1. Stay Learning Focused—Cell phones are off. Technology is not required for this meeting. Paper and pens are provided.
2. Timely arrivals and meeting closures
3. Leave cell phones, emails, and other business at the door
4. Remain agenda driven, present, and data focused
5. Refuse to admire problems and insist on solutions
6. Model positive growth mindsets

AGENDA: 1:30PM (Note: A group of staff are out on bereavement today)

ELA DEPARTMENT PD	MATH/SCI DEPARTMENT	PBIS TEAM	DISTRICT-TRACK
Lisa Nelson leads discussion	Planning and prep for May 31 st data PD day	Planning for playday (Wed, 6/5, talk to Peterson)	Josh Leighton and a group of staff will be at track. Events start at 2PM.
What data do we need? How do we want to record it? What questions do we have about it?	What data do we need? How do we want to record it? What questions do we have about it?	SWIS data on SMART goal: By June 7 th 2024 we will reduce the number of office behavior referrals by 5% as measured by SWIS.	WE STILL NEED A GATE PERSON FOR FRIDAY/SATURDAY 😊
SMART goal attainment for STAR/ISATs	SMART goal attainment for STAR/ISATs	Planning for end of the year assemblies (MS/HS separate) on Tuesday 6/4 (what awards)	
Any ideas and feedback on May 31 st 's PD agenda	Any ideas and feedback on May 31 st 's PD agenda		
	Science curriculum for 2024-2025-resources to present to staff, scheduling of curriculum review committee?		

PLEASE SIGN THE SIGN-IN SHEET I LEFT AT KIRI'S DESK

Good of the order: Dates to remember (to read yourself)

- a. May 13th Cultural Awareness Day- NO SCHOOL
- b. May 13th: CEE survey window opens
- c. May 14th Dream It, Do It Conference, LMS-LHS Leadership meeting 3:45-6:30
- d. May 15th: Fire drill 8:30AM, Family Engagement Team meeting 3:45PM
- e. National Guard May 12th-18th
- f. All District off campus PD May 17th
- g. May 23rd, 6th grade NP tourism boat trip
- h. District Pow Wow May 23rd, Thursday
- i. Senior Safe and Sober Party, May 24th LHS Gym, Friday
- j. Senior check out and last class day, Tuesday, May 28th, with senior events/practice Wednesday May 29th, Graduation Ceremony Friday, May 31st
- k. May 31st PD: Review data for ISAT, STAR, and PBIS and share smart goal attainment results, celebrate, set new goals
- l. High School Commitment Event-8th Grade Promotion Ceremony, Monday, June 3rd.
- m. Last day of school June 6th
- n. Grading day June 7th
- o. All day leadership team meeting June 14th

(DRAFT) ISAT Math

<p>In which area is your highest proficiency score?</p> <p>Score _____</p>	<p>In which area is your lowest proficiency score?</p> <p>Score _____</p>	<p>In which area did you see the greatest improvement?</p> <p>Score _____</p>	<p>Did any areas show negative improvement? If so, which areas?</p> <p>Score _____</p>
<p>To what do you attribute this proficiency score?</p>	<p>To what do you attribute this proficiency score?</p>	<p>To what do you attribute this increase in proficiency?</p>	<p>To what do you attribute this decrease in proficiency?</p>
<p>Next steps?</p>	<p>Next steps?</p>	<p>Next steps?</p>	<p>Next steps?</p>

Refer to your Math SMART Goals. Are we on track? Is what we're doing leading us to meet these goals? Explain.

ISAT ELA

<p>In which area is your highest proficiency score?</p> <p>Score _____</p> <p>To what do you attribute this proficiency score?</p>	<p>In which area is your lowest proficiency score?</p> <p>Score _____</p> <p>To what do you attribute this proficiency score?</p>	<p>In which area did you see the greatest improvement?</p> <p>Score _____</p> <p>To what do you attribute this increase in proficiency?</p>	<p>Did any areas show negative improvement? If so, which areas?</p> <p>Score _____</p> <p>To what do you attribute this decrease in proficiency?</p>
<p>Next steps?</p>	<p>Next steps?</p>	<p>Next steps?</p>	<p>Next steps?</p>

Refer to your Reading SMART Goals. Are we on track? Is what we are doing leading us to meet these goals? Explain.

Carefully look at the WRITING PROFICIENCY scores for your grade level. What does the data tell you? What does the data not tell you?

(DRAFT) STAR Math

<p>In which area is your highest proficiency score? Score _____</p>	<p>In which area is your lowest proficiency score? Score _____</p>	<p>In which area did you see the greatest improvement? Score _____</p>	<p>Did any areas show negative improvement? If so, which areas? Score _____</p>
<p>To what do you attribute this proficiency score?</p>	<p>To what do you attribute this proficiency score?</p>	<p>To what do you attribute this increase in proficiency?</p>	<p>To what do you attribute this decrease in proficiency?</p>
<p>Next steps?</p>	<p>Next steps?</p>	<p>Next steps?</p>	<p>Next steps?</p>

Refer to your Math SMART Goals. Are we on track? Is what we're doing leading us to meet these goals? Explain.

STAR ELA

<p>In which area is your highest proficiency score?</p> <p>Score _____</p>	<p>In which area is your lowest proficiency score?</p> <p>Score _____</p>	<p>In which area did you see the greatest improvement?</p> <p>Score _____</p>	<p>Did any areas show negative improvement? If so, which areas?</p> <p>Score _____</p>
<p>To what do you attribute this proficiency score?</p>	<p>To what do you attribute this proficiency score?</p>	<p>To what do you attribute this increase in proficiency?</p>	<p>To what do you attribute this decrease in proficiency?</p>

Lapwai Middle-High School STAR Benchmark Assessment Analysis - Data Analysis

Next steps?	Next steps?	Next steps?	Next steps?
-------------	-------------	-------------	-------------

Refer to your Reading SMART Goals. Are we on track? Is what we are doing leading us to meet these goals? Explain.

Carefully look at the WRITING PROFICIENCY scores for your grade level. What does the data tell you? What does the data not tell you?

Lapwai Middle-High School

STAR SMART GOALS



READING STAR GOAL

My spring
result:

MATH STAR GOAL

My spring
result:

GOAL: In grades 6th–11th, 50% of students will grow at least 40 Student Growth Percentile (SGP) points or score above the 50th percentile on the NCE (Normal Curve Equivalent, aka the national average) on the STAR Spring benchmark test.



LMS-LHS Friday Pro D Agenda
5/3/24, 1:30-3:30

SIGN IN BELOW:

	General Ed Staff	Signature	Time	Materials in mailbox
1	Devin Boyer			
2	Genny Brown			
3	Brad Carpenter			
4	Ashlee G			
5	Chanel Harming			
6	Chris Katus			
7	Derek Knoll			
8	Matt Lattuada			
9	Josh Leighton			
10	Joslyn Leighton			
11	Ada Marks			
12	Sam Maynes			
13	Matt Morgan			
14	Josh Nellesen			
15	Bradley Peterson			
16	Ena Raml			
17	Holly Selstad			
18	Sheila Scott			
19	Emma Shaffer			
20	Miles Sidener			
21	Jocelyn Stange			
22	Buck Walker			
23	Other			
24	Other			
25	Other			
26	Other			
27	Other			
28	Other			

Upcoming: Leadership Team is Tuesday, 5/14/23 3:45-6:30 at D.O. Conference Room, FET meeting 5/15/24 3:45

Review Team Norms (3 minutes)

1. Stay Learning Focused—Cell phones are off. Technology is not required for this meeting. Paper and pens are provided.
2. Timely arrivals and meeting closures
3. Leave cell phones, emails, and other business at the door
4. Remain agenda driven, present, and data focused
5. Refuse to admire problems and insist on solutions
6. Model positive growth mindsets

AGENDA: 1:30PM

ENTRY TASK: Celebrations! Do you have a staff member here, or a former teacher that you'd like to celebrate? Use the apple form and we can display it for our students to see.

1. Good of the order: Dates to remember (to read yourself)

- a. STEP Cohort teachers leave to McCall May 2-5th
- b. May 6-7: Golf districts, Circling Raven Golf Course
- c. May 8th, 8:30AM School Improvement CSI check in meeting with admin
- d. May 10th: ELA Department PD with Lisa Nelson
- e. May 13th Cultural Awareness Day- NO SCHOOL
- f. May 13th: CEE survey window opens
- g. May 14th Dream It, Do It Conference, LMS-LHS Leadership meeting 3:45-6:30
- h. May 15th: Fire drill 8:30AM, Family Engagement Team meeting 3:45PM
- i. National Guard May 12th-18th
- j. All District off campus PD May 17th
- k. May 23rd, 6th grade NP tourism boat trip
- l. District Pow Wow May 23rd, Thursday
- m. May 24th PD: Review data for ISAT, STAR, and PBIS and share smart goal attainment results, celebrate, set new goals
- n. Senior Safe and Sober Party, May 24th LHS Gym, Friday
- o. Senior check out and last class day, Tuesday, May 28th, with senior events/practice Wednesday May 29th, Graduation Ceremony Friday, May 31st
- p. 8th Grade Promotion Ceremony, Monday, June 3rd.
- q. Last day of school June 6th
- r. Grading day June 7th
- s. All day leadership team meeting June 14th

2. INSTRUCTIONAL GOALS FOR 2024-2025:

- a. "Pass the poster" activity
 - i. Brainstorm on each topic, pass the poster, edit, revise
- b. What is intellectual engagement? (The Danielson article)
- c. Book study nuggets (the research): Confronting the Crisis of Engagement (Reeves)
 - **The 5 C's of engagement:**
 - Connections
 - Conditions

- Challenge
- Control
- Collaboration

<https://pltogether.org/improve-student-engagement-5-cs/>

<https://www.youtube.com/watch?v=VSli7laFxC>

d. Teaching Important Content: The Case for Implementing High-Quality Instructional Materials

USING THIS GUIDE

After learning about and committing to integrating Component 1b into your practice - we won't say "mastering" this component because it is something that masterful teachers work on continuously throughout their careers - we move through the stages from Ensuring Necessary Conditions, to Arranging for Learning, and finally Teaching for Student Success.

The stages are in place to help you start where you will have the most impact. Review the content in Stage 1. If you feel that your practice is already proficient in these methods and you've adopted these priorities, then move on to Stage 2.



3. ISAT/STAR data collection and reporting

- STAR growth goals: SGP, review with students (SMART goals), set a date for STAR testing
- ISAT data: is it available? Can we have Genny print/share reports?

c. MAY 24th is our data analysis day

4. GRADING FOR LEARNING

- a. Review policy
- b. Update gradebook, email-send progress reports, notify/communicate with guardians of failing students, contact/communicate students with admin, contact/communicate with Special Forces for students on an IEP. Invite student to ASP, connect with you during Power Up, set a plan to support growth.

5. DOMAIN 5 data: Do you have your data ready to share?

Teacher specific:

Student Achievement Data Domain 5 student growth plan, and how you'll meet the **75% goal**
Grading for Learning: communication, email/call students who are D/F, support a plan, invite to ASP, communicate with special forces for students on an IEP, document communication

Student Achievement Data (Domain 5)

Student Growth - 30%

5b -Growth on State/District Standardized Assessments

5c -Grade Level or Content Area Measure

- a. What is your grade level or content area measure?
- b. Provide sample of pre and post assessment document
- c. Graph/organize the growth data into a percent
- d. Goal: 75% meet standard, or you are measuring growth**
- e. Make a plan for these things if you haven't, as this a measured domain in the spring evaluation process worth 30% of the overall evaluation.

Mark today's agenda: Which question are you working on?

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

LAPWAI MIDDLE-HIGH SCHOOL WELCOMES

DEBBIE CRITCHFIELD

Idaho Superintendent
of Public Instruction



APRIL 16, 202




LMS-LHS BUILDING-WIDE PLT MEETING

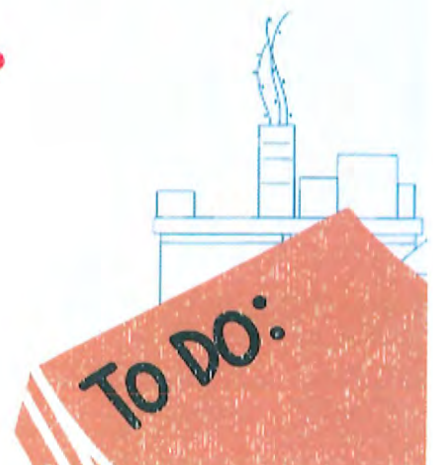


FRIDAY, APRIL 26TH, 7AM-8AM
LIBRARY

apwai Middle-High School
staff will meet in the library
at 7AM-8AM for an ALL-
STAFF PLT meeting.



**Arrive on time at 7AM
and be signed in.**



LAPWAI MIDDLE-HIGH SCHOOL

Teacher Appreciation WEEK

MAY 6-10TH

• *Monday*

Comfort Food Lunch

Kiri & D'Lisa will have homemade soup and rolls

• *Tuesday*

Water & soda station

Create your own special drink with poppin' boba

• *Wednesday*

Muffins from Indian Ed

Indian Education will have muffins for staff

• *Friday*

Charcuterie Friday!

A bit of this and that for mini charcuterie trays from D'Lisa

• *Thursday*

Baked goodies

Come grab something sweet!

THANK YOU LAPWAI EDUCATORS!



LAPWAI SCHOOL DISTRICT Special Forces Team

Board Back-Up
May 2024

With a heartfelt dedication to vulnerability and unwavering faith in every child's potential, we proudly stand as advocates and champions for our special education students. We are inspired by the limitless opportunities each child brings to our classrooms, showcasing a vibrant array of talents, dreams, and abilities. Our mission is a profound privilege: to guide and support these young individuals on their educational journey, helping to uncover and nurture their innate gifts.

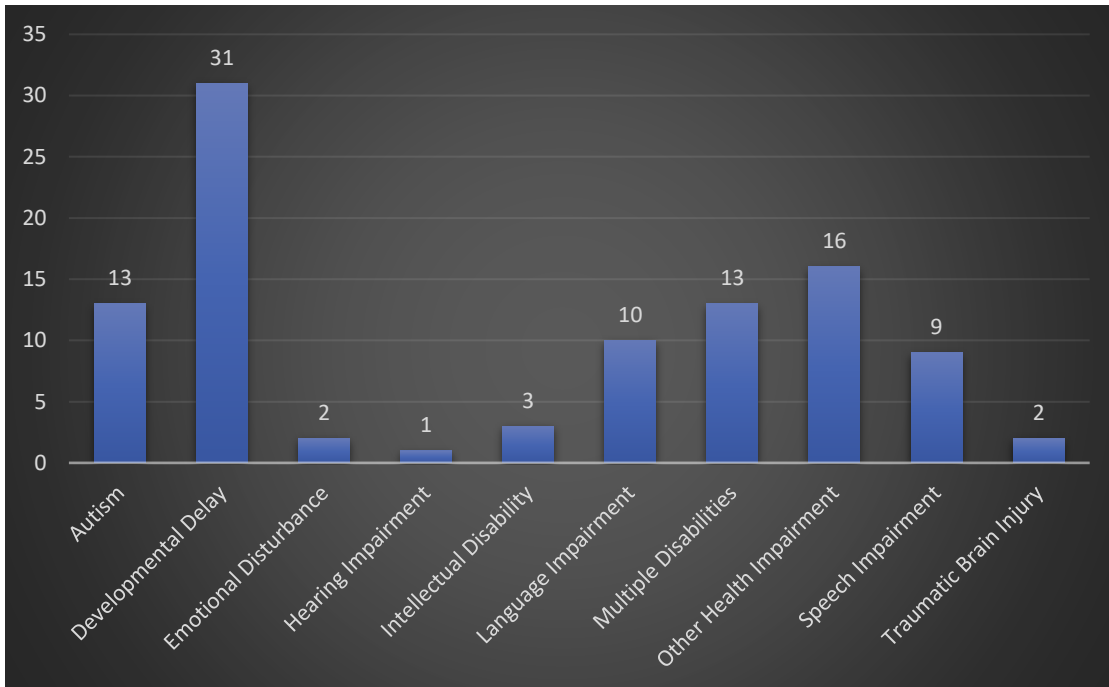
In our quest for educational excellence, we are committed to fostering an inclusive environment that avoids any approach that might stigmatize or isolate our students due to the challenges they face in traditional learning settings. Instead, we advocate for teaching practices that celebrate the curiosity and creativity inherent in each child.

As educators, our role transcends conventional boundaries. We are dedicated allies and mentors, devoted to recognizing and nurturing the unique spark within each student. By embracing this purpose, we create a richer, more inclusive educational experience where every child feels seen, valued, and truly understood.

Lori Ravét, Special Education Director, Lapwai School District

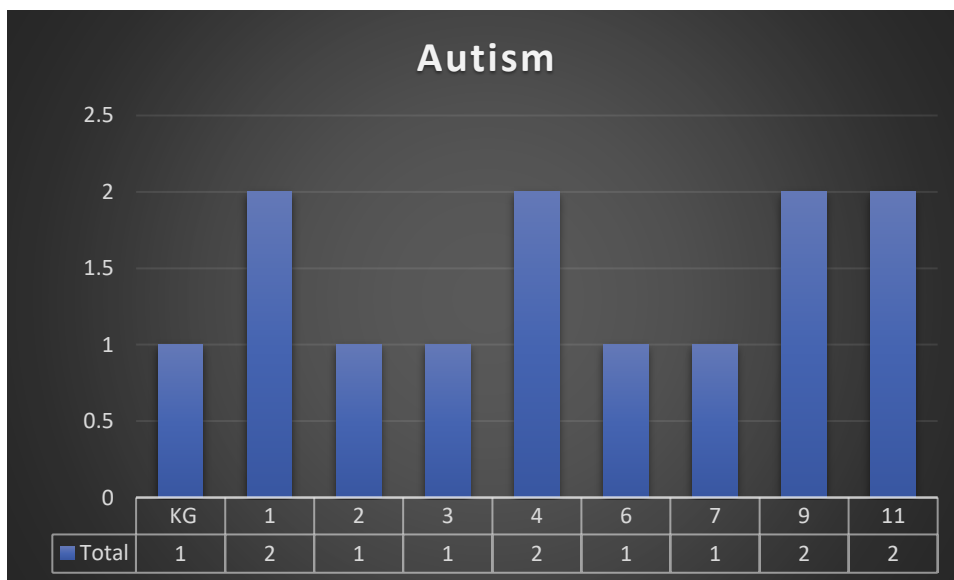
The Individuals with Disabilities Education Act (IDEA) is a federal law in the United States that guarantees students with disabilities access to the special education and related services they need. In the Lapwai Special Education Program, we serve 100 students, which constitutes 20% of our total student body. We have increased from 97 students to 100 students this month. The increase is due to one student, at the preschool level being identified for Special Education services, one student at the Northwest Children's Home Education Center who is a resident of our school district being identified for services at the preschool level being identified for Special Education services, and an elementary student being identified for speech services.

The table that follows details the main disability categories for which our students are receiving special education support.

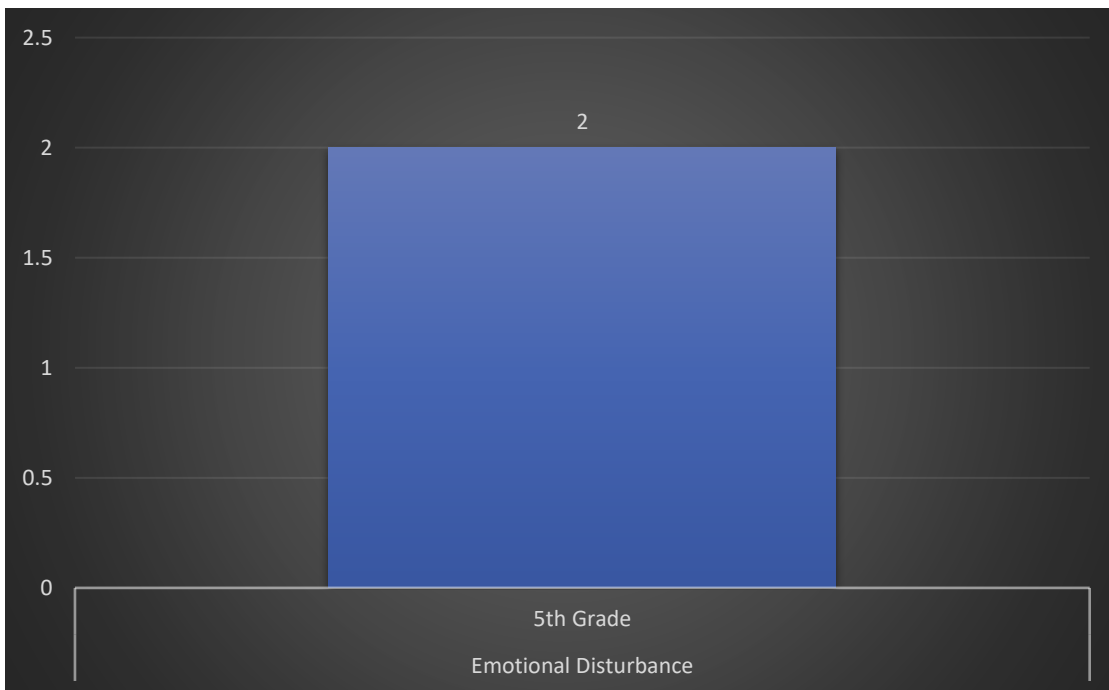


Under IDEA, there are 13 categories of disabilities. The following is a brief description of each and the number of students our Special Education Program serves in each category:

1. **Autism:** This encompasses a range of conditions characterized by challenges with social skills, repetitive behaviors, and communication difficulties. At present, the Lapwai Special Education Program is supporting 13 students classified under the primary category of Autism, accounting for 3% of the total student body. These students have been assigned to the grades indicated in the table provided below.

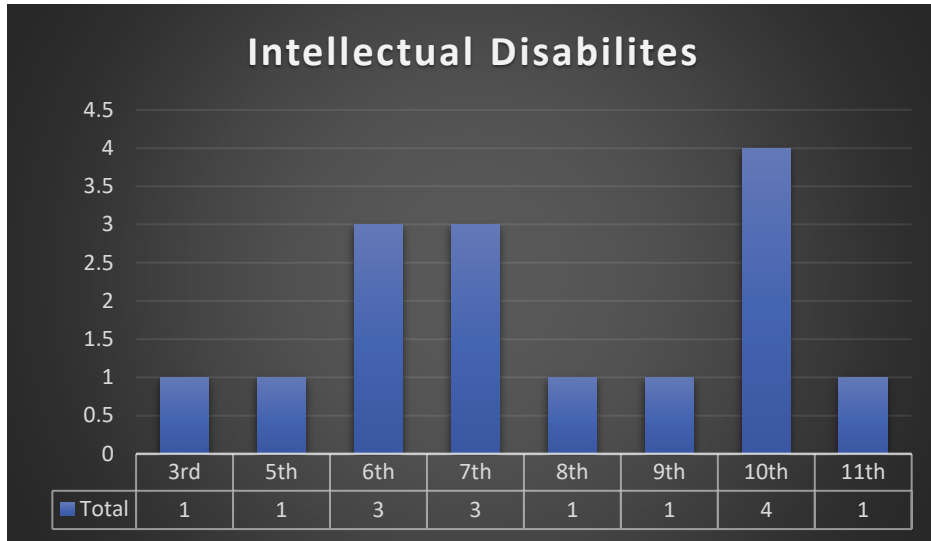


2. Deaf-Blindness: This involves simultaneous hearing and visual impairments, creating unique needs that can't be accommodated by addressing just one of the impairments. The Lapwai School District does not currently serve any students in this category.
3. Deafness: A severe hearing impairment that adversely affects educational performance and isn't improved with amplification. At this time, the Lapwai School District does not have any students enrolled in this particular category.
4. Emotional Disturbance: This includes conditions like schizophrenia and mood disorders but doesn't apply to children who are socially maladjusted, unless they also have an emotional disturbance. Within the Lapwai School District, we provide services to two students who have been identified with Emotional Disturbance. Please refer to the table below for details regarding their respective grade placements.

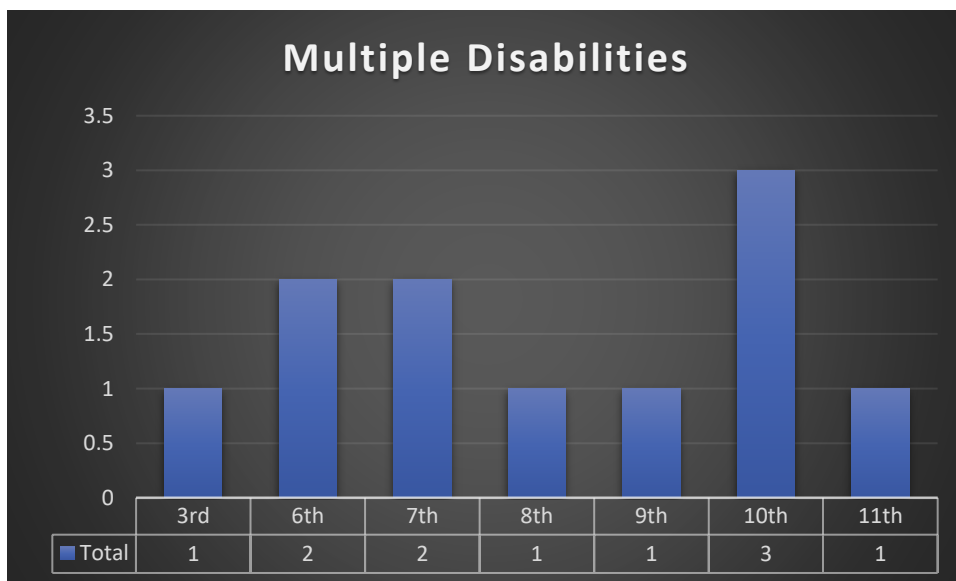


5. Hearing Impairment: This involves permanent or fluctuating impairment in hearing, but isn't as severe as deafness. Within the Lapwai School District, we presently provide specialized services for a single student in the 12th grade with a primary classification of Hearing Impairment. It's crucial to highlight that we also have several other students with varying degrees of hearing loss. However, their specific needs do not currently meet the criteria for classification in this category.
6. Intellectual Disability: Characterized by significantly below-average intellectual functioning and adaptive behavior, it manifests before the age of 18. The following table contains the 15 students (3% of student body) served by grade who are identified with an intellectual disability or with a multiple disability that includes an intellectual disability. In the table provided below, you will find information about the 15 students, comprising 3% of the student body, who receive

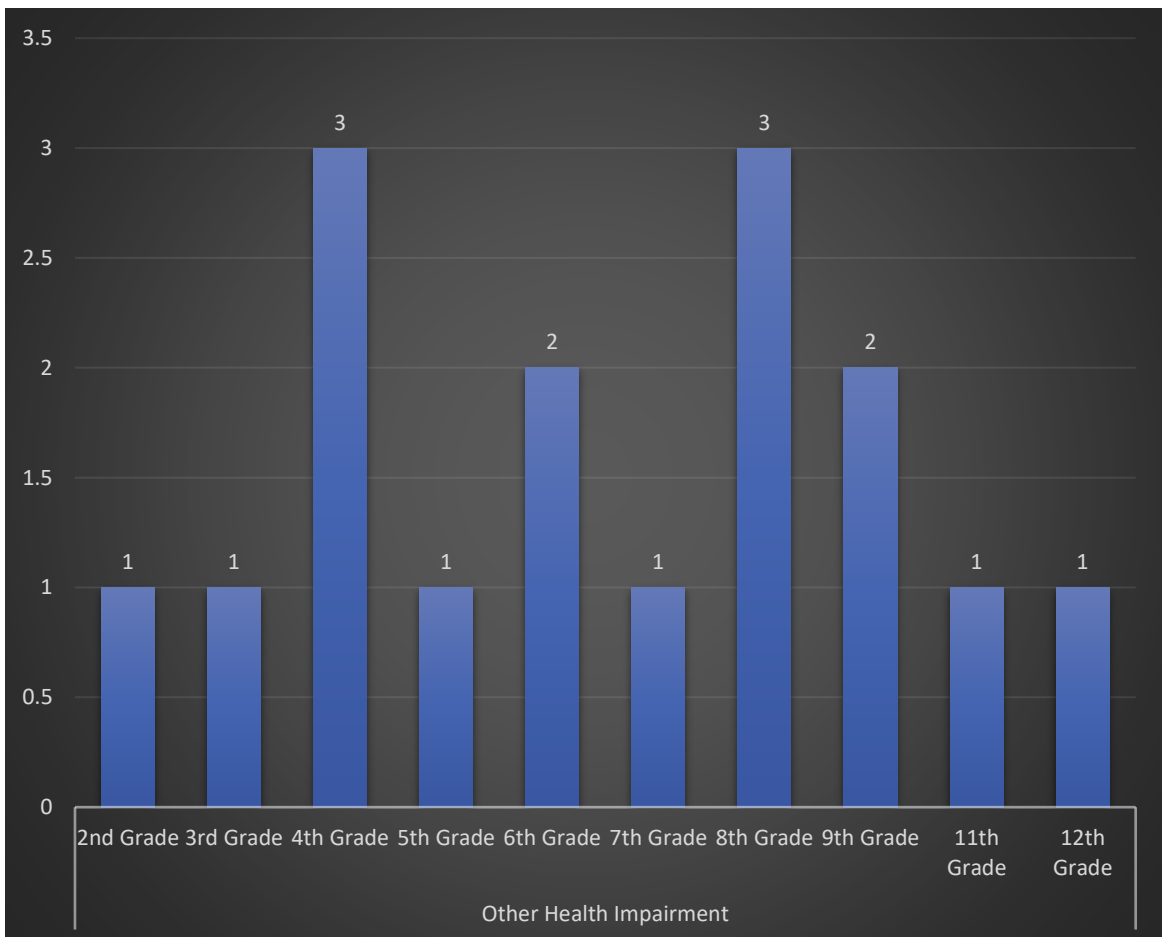
services and are identified as having an intellectual disability or a multiple disability that includes an intellectual disability, categorized by grade.



- Multiple Disabilities:** This means concurrent impairments (e.g., intellectual disability and blindness), the combination of which results in educational needs that can't be met by addressing just one of the impairments. Among the students within the Lapwai Special Education program, 11 of them (comprising 2% of the student body) are categorized as having Multiple Disabilities, with the most common pairing being an Intellectual Disability and Language Impairment. The table provided below details the grades where these students are served.

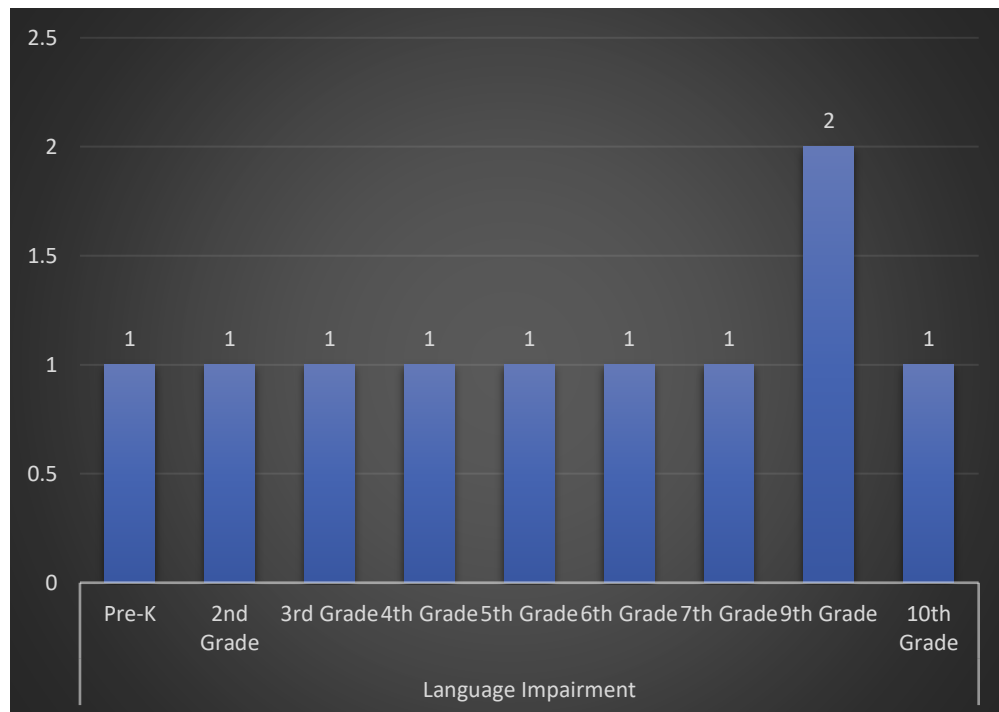
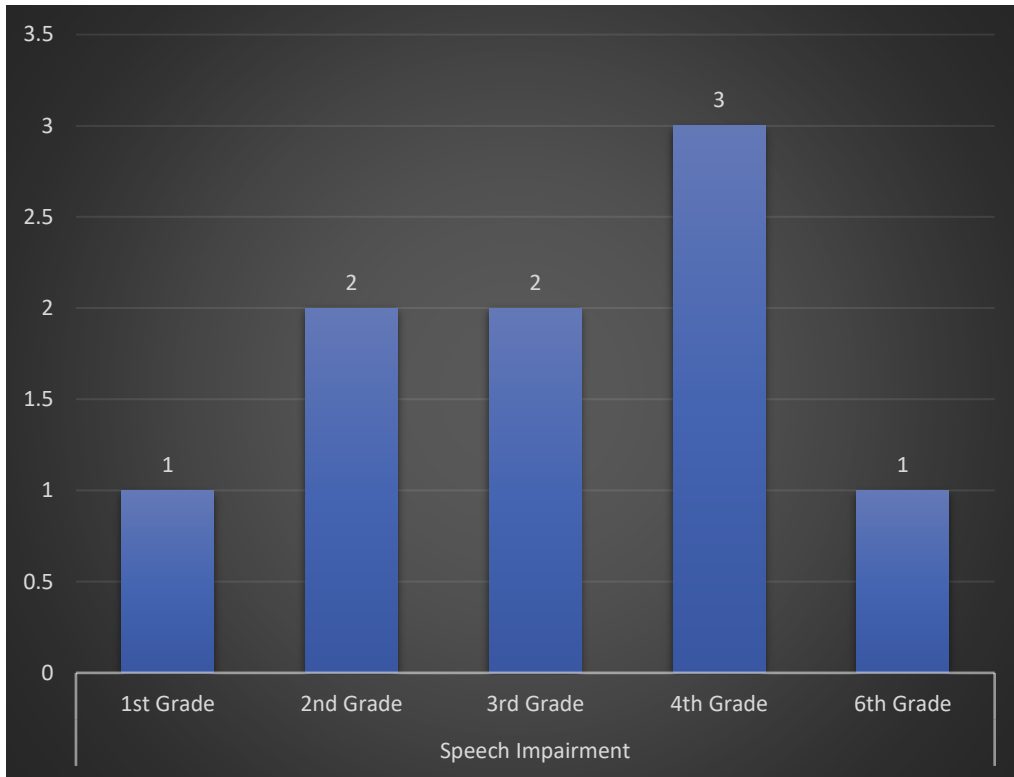


8. **Orthopedic Impairment:** Severe orthopedic impairments that adversely affect educational performance. This might be caused by congenital anomalies, diseases, or other causes (e.g., cerebral palsy). As of now, the Lapwai School District does not have students in this particular category.
9. **Other Health Impairment:** This encompasses conditions that result in limited strength, vitality, or alertness, adversely affecting educational performance. Examples include ADHD, leukemia, or chronic asthma. Within the Lapwai Special Education Program, a significant portion of students identified with Other Health Impairment are classified due to an educational and/or medical diagnosis of ADHD. The Lapwai School District extends its services to 16 students, representing 3% of the student body, across the following grades:



10. **Specific Learning Disability:** This includes disorders in understanding or using language, spoken or written, which can manifest in difficulties in listening, speaking, reading, writing, or mathematical abilities. Currently, the Lapwai School District does not serve students within this specific category.
11. **Speech or Language Impairment:** This refers to communication disorders, such as stuttering, impaired articulation, language or voice impairments that adversely affect a child's educational performance. The Lapwai School District provides educational services to 12 students, which

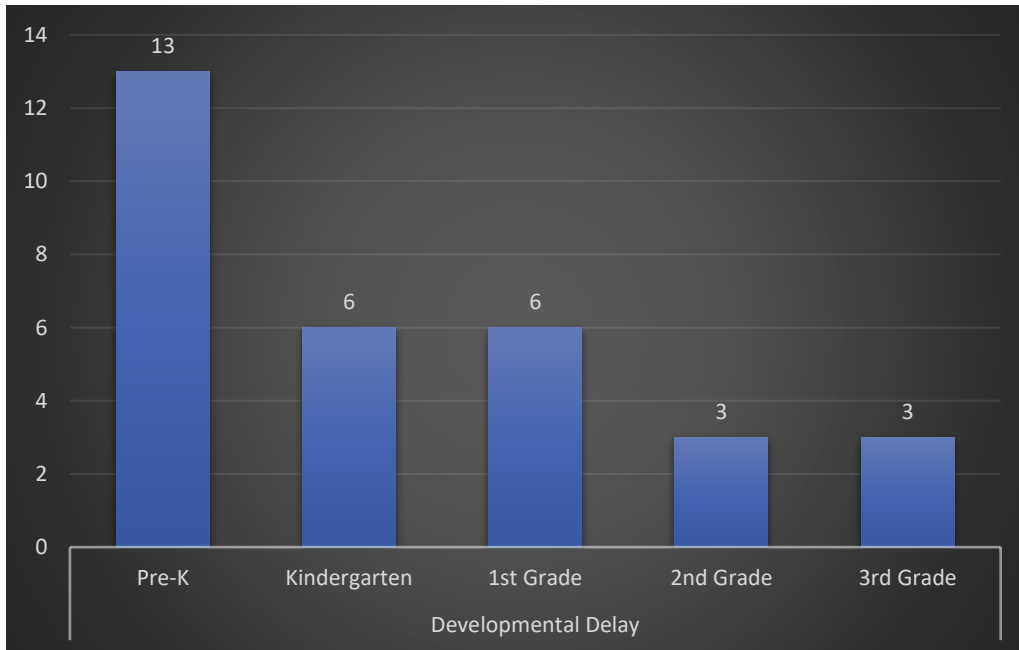
constitute 2% of the student body, under the category of Language Impairment. It's worth mentioning that while 19 students are primarily served within this category, a more extensive number of students receive Speech and Language therapy as a related service.



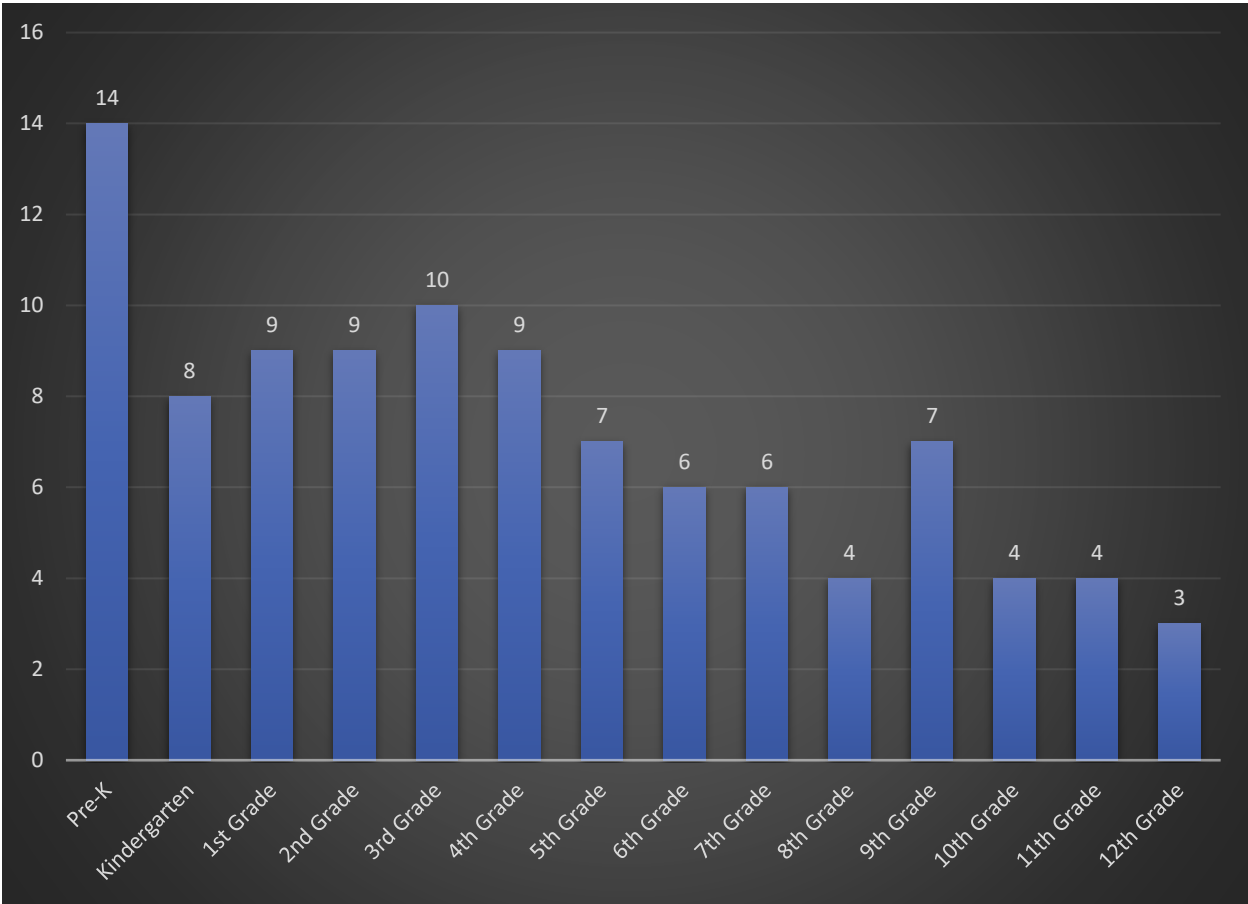
12. **Traumatic Brain Injury:** This encompasses brain injuries caused by an external force, leading to total or partial functional disability or psychosocial impairment that adversely affects a child's educational performance. Currently we have one student in the district with a Traumatic Brain Injury.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

13. **Visual Impairment Including Blindness:** This means visual problems that, even with correction, adversely affect a child's educational performance. We do not have any students with a visual impairment in our school district.

14. **Developmental Delay:** This is when a child takes longer to reach certain milestones compared to other children their age. This could be in areas like talking, moving, playing, or learning. Just like every child grows and changes at their own pace, sometimes, some kids just need a bit more time or support to catch up. States have the discretion to adopt this term and define the age range for which it applies. In Idaho, the category of "Developmental Delay" can be used for children from birth through age 9. The Lapwai School District currently offers educational support to 31 students, representing 6% of our entire student population, who are identified under the "Developmental Delay" category.



The table below presents the distribution of students with disabilities across different grade levels in our school district:



A Culture of Celebration

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

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

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

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

Who we are celebrating	Why we are celebrating
Special Forces Team	I just want to celebrate the team and how flexible we are and that we just move fluently wherever we are needed when other staff are not available. I love how we care for each other and support each other in whatever is going on in our lives. I love coming to work knowing that I am supported and cared for.
Aaron Osborn	Yesterday in the hallway a couple of our young ladies were running down the hall and playfully interacting. Aaron gently addressed one of the girls gently, in a way that she could hear and respond to, and took her for a brief sensory break (taking her from resistant to yes) in a way that allowed her to rejoin her class ready to learn with a good attitude. Building relationships really is your super power Aaron! Thank you!
Mr. B	Mr. B does an awesome job. His students in middle school talk about how much they miss him. He welcomes future students to his classroom so he will start a good relationship and know them before they arrive in his room. He works with my one on one students a lot to create a positive environment.
Jen	Thank you for noticing all the things that are happening. Your celebration brought tears to my eyes. Also, my grandson loves you. You were the only name he remembered on his first day.
Tami Skiles	Even though it's not her responsibility she always wipes down the 5th grade cafeteria tables and is helping the kids cut their ranch packets. She really does go above and beyond!
Salena	Salena is really great to collaborate with and is always open to new ideas for helping our kiddos succeed. She can also bust a move!
Molly Tucker	Molly is very patient and has a calm voice that helps our students regulate their emotions.

Who we are celebrating	Why we are celebrating
Middle High Team	Everyone is working so hard to support our students. We have a lot of caring hearts. We have been short staffed and have had a different schedule due to testing- but everyone has pulled together to ensure that we are there for our students. Thank you all!
Liz White	Liz was super helpful to me this morning while I worked with a third grader. She let me know what I should expect. :)
Elementary team	Thank you everyone for being amazing co workers. I have learned so much about how insanely hard it is to work with littles. I am a better person from this time at the Elementary.
Rye Hewitt	Dancing with James priceless.
Nancy	On my way into the building yesterday, Nancy stopped me to point out the blossoms blooming on the trees near the entrance. We paused to appreciate the changes in the nature around us. It was a great reminder to take the opportunity to be mindful and take in the simple beauty of the changing seasons. Thanks Nancy!!
Georgia and Bo, middle school special forces staff.	Thanks for being there for our middle school kids. Whenever I email Georgia about something regarding my kid she responds back 99.99% of the time. My preferred way of communication is email and sometimes other teachers forget or choose not to respond back at all. So it really means a lot to me when they do get back to me. Another thing that means a lot to me is when Bo tells me how Lilly is doing. She told me the other day that Lily told her "I now have 10 friends" and she obviously feels comfortable enough around Bo to tell her. My girl has really been blossoming when it comes to the social aspect of middle school. Of course it's still a learning curve but ever since Spring Break Lily has been asking about when is the earliest she can go back to school. We had a 3 day weekend and then a 4 day weekend after that and each one she would ask me incessantly about going back to school. She is enjoying herself lately. Qe'ciyew'yew' :))
Aaron Osborn	I want to take a moment to recognize and celebrate Aaron, who truly went above and beyond on Monday. After a full day of serving as an interventionist, Aaron seamlessly took on the challenge of combining three bus routes to ensure that 55 of our students made it home safely. His commitment to our students' wellbeing and his ability to adapt under pressure exemplifies the spirit of dedication we cherish here. Aaron's efforts did not just solve a logistical challenge—they ensured that every student was cared for and supported.

Who we are celebrating	Why we are celebrating
Jaclyn Chavez	Today, we celebrate a very special occasion—Happy Birthday to Jaclyn, our exceptional Occupational Therapist! Jaclyn’s unwavering dedication and compassionate care have profoundly impacted our students and staff for many years. She embodies the spirit of our community, consistently going above and beyond to ensure that everyone she works with is supported and empowered. On this day, let us all express our gratitude and best wishes to Jaclyn. Her contributions have not only enhanced our school environment but have truly changed lives. Happy Birthday, Jaclyn, and thank you for everything you do!
Tania	She is one of the most positive and willing to help people person I have met in a while. She made my day so much easier with her just being her.  
Molly	One of our students is trying hard to earn something and he has to have a perfect score on his check in form. He did not pay attention to me during math intervention and so I didn't give him a perfect score. The student wanted to earn a perfect score so Molly interjected that the student do something to earn the score back. We came up with a solution that he do the work that I was trying to teach him and he was able to earn a perfect score. Thanks Molly for being an advocate to our students!
Andy Rosch	I'd like to celebrate Andy for his outstanding adaptability and the uplifting energy he brings to our Middle-High School. Andy's seamless transition into this new role and his continual efforts to encourage and praise both students and colleagues significantly enhance our educational environment and boost our team morale. Andy, your influence is profoundly felt and sincerely appreciated. Thank you for being such a vital part of our success.
Shelley Littlejohn	I want to take a moment to express my immense appreciation for Shelley Littlejohn and the remarkable impact she has had on our team. Shelley's unwavering positive attitude and exceptional flexibility have not only made her a joy to work with but have also quickly earned her the respect and admiration of our entire team. Her ability to adapt and thrive, regardless of the challenges that come her way, has been truly inspiring. We are so grateful to have Shelley as part of our community, and I am confident that her contributions will continue to enrich our work and our spirit. Thank you, Shelley, for everything you bring to our team!
Andy	Andy makes the mornings fun for James. He's always very happy and enthusiastic about all they do together. They are a fun pair to watch:)

Who we are celebrating	Why we are celebrating
Cassidy	I appreciate Cassidy being able to speak up during our short debrief of the techniques we've been learning on Friday and how beneficial they will be going forward.
Delaney Paris	I support a number of Mrs. Paris' students, and I appreciate her willingness to communicate what is going on with them, and check in with me so she is aware of any challenges they may be facing. She is a great communicator and she works hard to partner with anyone supporting a student in her class. Your kiddos are lucky to have you!
Bo	Bo is a blessing to myself and the kids. Thank you for being kind and a fantastic listener. I am blessed to know you!
Our Pre School Team including Lori, Dr. Whitman and all of our speech therapists and occupational therapists.	For always striving to bring the kiddos we serve the best care and education possible given the challenges they face each and every day. It is such a blessing to be part of a team that makes it a priority for our hearts to beat as one.
Kristen Bateman	I would like to celebrate Kristen! She has gifted a great deal of her time and expertise recently in supporting students in need. Her caring assistance has been in blessing in addressing Title IX and student mental health needs. Her presence alone is calming and comforting for our students and their families. I hope she is blessed in return for all she does to support everyone in her path. Kristen, I really appreciate you!
Josh Nellesen	I would like to celebrate Josh Nellesen. Dr. Penney shared how his caring expertise was crucial in supporting the mental health needs of a student the beginning of this week. When kids and families are in crisis, this community has trust they can rely on him as a resource. He has many caring, trusting relationships with Lapwai families. Thank you, Josh!
Iris Chimburas	I would like to celebrate Iris and her team. We have been welcoming back a growing number of students from incarceration, drug and alcohol treatment, residential care, and hospitalization. Her team is now the reception area for these unique needs. This team of moms and their big hearts for kids is matched with a trauma-informed, culturally-responsive approach. Their collective efforts to increase the resources available from their program is greatly appreciated. I have witnessed how it has directly benefited students with the highest needs. Thank you!
Andy	Andy has been working with James full time and he has done an exceptional job. He makes sure to implement real life skills so James can

Who we are celebrating	Why we are celebrating
	retain useful everyday things he'll need going forward. He has been working hard and I think James appreciates Coach Andy.
Kristen	Kristen has taken on teaching 5th grade Social-Emotional skills with me. She, unlike me, plans for these lessons. In a crowd of often rowdy students, she maintains her calm and warm presence. When I have a whim that may or may not help with the management of behaviors, she always assumes positive intent and lets me test my ideas. Yesterday it worked. We did a "Conflict Resolution Time Machine" and I clunkily modeled the procedure with a student, then we practiced 4 or 5 more times, and by the last two, students were actually taking the initiative to confront their peers about names they were being called, and some physical aggression. It was heartening to see this transformation of skeptical, jaded students to vulnerable people working on resolving conflicts in a positive way.
Emma, Ena, Carleen, and Teeiah	Carleen and Teeiah have allowed Kristen and myself to step in and work on SEL with their students. Emma and Ena have actively and enthusiastically participated in these lessons, and given their precious time to help this class make major strides in learning empathy and compassion. In part, they are preparing for the transition to middle school. They are also learning coping and conflict management skills that will be useful throughout their entire lives. Thank you all for trusting Kristen and me, and offering all sorts of support to make this endeavor for our students a successful one.
Aaron	Aaron took his 1:1 to the sensory room for their scheduled break. On the way back his kiddo always tries to surprise/scare Mrs. Wagner. While student was doing that, Aaron told me that he thought that break might have wound him up more than he was before the break. I suggested he have kiddo do some pushups before they go back to class. Aaron did NOT do what I would have done, which is watch the student do pushups. Instead he challenged him to see who could do more, then proceeded to have a competition right there in my office, before returning to class. It's always so much fun to see behaviorists interact with their 1:1 students. Aaron, thanks for being an awesome mentor for that little guy. He's lucky to have you and Mr. Allen working with him.
Becca	Thank you Becca for helping put at preschool today. You did amazing with all our students. It was fun to see you teach and play with our littles
Salena	I would like to celebrate Salena this week. I have come in to help support preschool with the early morning routine and observed that Salena had

Who we are celebrating	Why we are celebrating
	already set up breakfast, and prepared preventively for known challenges in the preschool room. Her attention to the details and commitment to serving is recognized and appreciated.
Brett Bovard	I absolutely love watching Brett work with the young men at the High School. Yesterday we move a shed for Subbota myself Brett and two fellas we had to work as a team to get it done. Way to be an example of what teamwork is Brett!
Josh Nelleson	I want to celebrate Josh after overhearing what he does to help our students that are in track make it more comfortable for them. Josh makes sure there are plenty of snacks and he also brings coats so the students don't get cold. He also looks at the schedule of events and if some go too late he just doesn't put the students in those events so they aren't staying so late and getting cold from being outside.
Traci McKarcher and team	Traci and team serve our students thoughtfully and with deep conviction. Our kids are fortunate to have their support, and so are we.
Middle high school	The way our team works together!
Braden	Braden has been doing so well transitioning. He has independently closed his computer and cleaned up his belongings without any prompts from me. Normally it takes multiple prompts to transition, especially when it is time to leave a preferred activity.
Aaron	I love to see the interaction and repor that Aaron has and continues to build either the kids. He is also becoming an invaluable bus driver!!! Thank you Aaron for all you do!
Michelle	You did such a great job stepping up in the preschool this week. I am always excited to get to work with you and learn from your skills.
Elizabeth Fernandez	She is always gentle and patient when I see her working with a high needs student. She just has a gentle aura around her all the time.
Sasha	She has been most welcoming since I've been in her classroom.
Rebecca	Very team oriented with all her kids' workers.
Shelley Littlejohn	Thank you Shelley for your work with James. Your time here was short but sweet! We appreciate all your time and efforts with him. Enjoy the little ones!

Who we are celebrating	Why we are celebrating
Julie	You are so knowledgeable and helpful when we have an issue we can't figure out on our own.
Andy	It was awesome to see how the kids were so excited to see you today at the parade. You are missed there.
Aaron Osborn	I have been driving the Lenore bus route in the morning and arriving at the school 10 minutes early with kiddos. Tami is always right there ready to greet the students coming off the bus and helping to ensure the kids are maintaining good order. Yesterday I had a kid screaming for about 30 minutes. As soon as she got on the bus to take him to class, she calmed him down. I was amazed at how quickly she was able to this.
Traci and Lori	Thank you for all of your hard work helping James improve his reading skills and for providing a fantastic learning environment.
Buck	Thank you Buck for always taking time to greet and speak with James and I we enjoy your company!
Andy Rosch	Andy submitted our 700th celebration for this school year. Wow, Andy! We truly appreciate the way you build up your colleagues.
Lori Ravet	I appreciate Lori so much! She works so hard to care for our staff and students on a regular basis. She brings so much knowledge and wisdom to the table, and I know that I can bring a problem to her and we can solve it together or she will provide the direction needed to get there. Always with positive support and empathy. A listening ear whenever you need it, and she can always be trusted to handle your information appropriately and safely. When the circumstances around us - be it student issues, staff issues, or personal issues - get too big to handle, she never fails to support and step in if necessary. Thank you Lori.
I would like to celebrate the Special Forces team.	Thank you to Lori and the special forces team for the prayers, financial, and good vibes sent to me. I appreciate you all and I am grateful for the prayers and support.
Ms. Sasha	Ms. Sasha has been so patient with me as I navigate working with a student in her classroom. I appreciate her advice and understanding as I work with my kiddo.
Lori Ravet	Lori is always there when you need her! Thank you for being you and always knowing the right thing to say or do. I appreciate you.

Who we are celebrating	Why we are celebrating
Jene Ane	Jene Ane is so good at giving her reading group and allowed me to record some of it when I asked. There was a particular section that I have been struggling with and it helped me to see her do it.
Jaclyn Chavez	Jaclyn's patience, creativity, positivity, professionalism, expertise and kind-hearted nature raise the level of interventions, the effectiveness of programs, provide solutions to staff, kiddos and families, and improve relationships with families intge community. It's fun to watch her obvious pleasure as students progress. Way to go Jaclyn!
Colleen and Shelly	I wanted to tell Colleen and Shelly how amazing they are doing working with our new high needs preschool student. They are very brave, and this is not an easy job at all. They are working on following a new behavior plan. Both are gentle, but also maintaining boundaries. They are keeping positive attitudes and problem solving. The work they are putting in is significantly making a difference.
Becca, Cassidy, Julie	We have a new student who attends preschool and has some very challenging behaviors. His behavior, no doubt, is the result of trauma and poverty in addition to a developmental delay. Cassidy was asked to work with him one day so that she could model techniques and strategies for working with this student's behaviors. In just one day she provided Dr. Wittman and I with so much valuable feedback and creative ideas on how to approach this child. Unfortunately, Cassidy has another very high-needs, medically fragile, student that she is assigned to. So, I asked Becca to step in, assess the student's needs, and also provide modeling and feedback. Without hesitation, Becca stepped in and did everything I asked with excellence and without complaint. This week, Cassidy did an act of incredibly bravery and vulnerability, she emailed her team and shared her ideas for creating a positive environment for the student while still holding him accountable. Please let me share that I read plans from across the state written by School Psychologists and Behavior Analysts that did not contain the excellent recommendations that Cassidy's document contained. Everything she recommended was evidence-based and trauma informed. Gathering information from Cassidy's suggestions, Becca, Colleen, and her own observations, Dr. Wittman swooped in and created an "emergency" behavior plan while we wait on the full Functional Behavior Analysis and Behavior Intervention Plan for Colleen's team to be completed. This is such an exceptional example of teamwork--where everyone's ideas were acknowledged--regardless of the position or role, that I simply had to take a moment and celebrate it.

Who we are celebrating	Why we are celebrating
Lakollakin	Last week we started to transition Lakollakin from the preschool room to the cafeteria for breakfast. The first week as you can imagine he was extremely hesitant. Now just finishing up his second week he is more confident and excited to go.
Shelly	I admire the connection that Shelly has built with one of our tough new preschoolers. Every morning I get him off the bus & we usually meet her as she is walking in. He gets so excited to see her. It is a perfect example of how important those connections we build with our kiddos are. ♡
Rye	Rye worked really hard to set up for ISAT's and kept the students aligned with their testing schedules. Some students moaned and groaned about having to take the tests but Rye kept them on point with having their areas ready and prompting them to take the test the best way they can. Everything ran smoothly with the areas she set up and signs set out. Great work this week Rye.
Jasmine	Jasmine does a fantastic job with her 1:1. She sets expectations and follows through with him. This helps him to stay on task, follow directions, and use words for things he wants or needs. She also provides him with the stability he needs to make it through the day.
Becca	Becca is working with one of our preschool students in the mornings. She is providing 1:1 instruction and implementing strategies and the use of materials that will benefit him now as well as moving forward in his educational journey. He requires quite a bit of energy, attention, and reinforcement as well as firm boundaries. Becca is excelling at giving him exactly what he needs! Thanks so much Becca!!
Michelle	Michelle gathered and prepped a variety of materials for one of our preschool kiddos so that he would have activities to do while he is working in a different room. Thanks Michelle!
Georgia and Rye	Georgia wrote a grant for Autism Awareness. She purchased Autism Awareness bracelets for every student who participated in the Autism Awareness Walk. Rye coordinated with the Green Apple Project and they came out and presented on Autism as the students were walking. Thank you, both, for raising the awareness of Autism for our entire student body!
Middle School High School's Team	Our whole team helped put on an Autism Awareness walk way to go team!

Who we are celebrating	Why we are celebrating
Our Speech Team	Thank you for communicating my students needs and progress and working diligently with me to give him the services he needs!
Marika and Bonnita	I appreciate working with these fine ladies. I feel well-supported in my role to meet my goals.
Lori Ravet	I just appreciate all the time and effort that Lori put into getting the tools (books, cards, posters, dice, etc.) for us to really dig into and help our students who are struggling with math. Also, her enthusiasm is contagious. I am excited about how we are going about teaching math through games and conversations. It could not have happened without Lori's help.
Georgia	Georgia immediately offers up solutions when I come to her with any issues, personal or work related. I appreciate knowing that she is always ready to do whatever it takes to lift up the people around her.
Mandee	Mandee has been diligently working to serve a student that can has some challenging times and her natural ability to provide calm and consistent therapy has been invaluable to his increasing success.
Marika	Marika stopped everything in her personal life to help me care for our grandson when I was in a bind. He came home and was bubbling up with joy about all the things they did and he kept referring to his experience with "we" and "our". Those inclusive words told me everything I needed to know about his time with her.
Lori Ravet	Yesterday when I went in to her office unannounced to dump all my emotional baggage, she visibly allowed all her responses to show on her face but none of the feelings that swept across her changed her actual joy when she interacted with me. I felt wholly accepted in that moment.
Mrs. Sobotta Mrs. Hewitt	Thank you for looking out not only for our students but the staff as well.
Mrs. Sobotta and Mrs. Hewitt	Thank you for not only looking out for the students but the staff as well.
Tania	Her ability to jump into math and study her heart out is an inspiration.
Bo	Bo works very hard with our students and is there for them when they need her. I had a student tell me this morning that she makes it easy for them to come to school when they know she is here. Thank you, Bo, for being a safe space for our kids!

Who we are celebrating	Why we are celebrating
4th Grade	<p>Tuesday I watched Mr. Woodford's class playing in PE, for just a few minutes. In that short time I saw students collaborating, and including EVERYONE who wanted to play basketball. They ignored some unsportsmanlike behavior from a peer who wants to be accepted, and they also made sure he was able to get the basketball and shoot - positioning him right under the hoop. Wednesday there was an incident in the cafeteria during 3rd grade lunch. I stopped Mr. Woodford and his class, and asked them to wait to go in to the cafeteria until a student was able to be removed. About 5 minutes later I went to check and make sure they were able to go get lunch. When I walked up the ramp I didn't see a single student in line to get lunch. Everyone, Mr. B and Mr. Woodford included, was working to clean up the mess. I'm constantly surprised, impressed, and proud of this 4th grade class.</p>
Andy Rosch	<p>Andy always has an upbeat attitude. Whatever is asked of him he does so with a positive attitude. It is not easy to be moved from one student/school to another. He developed good bonds with both students and staff at the elementary school. He has been amazing with James. They work very well together and I'm thankful that James has him. We all appreciate your efforts and hard work Andy!</p>
Michelle	<p>Michelle steps up and makes sure the morning with our preschoolers and all day interventions run smoothly. She goes above and beyond to make sure the team has everything we need to support them. She keeps a positive attitude when things don't go exactly as planned. She's like Gumby, super flexible!</p>
Kiri Brown	<p>Kiri is doing a lot, and I'm sure it doesn't go unnoticed by all the LSD staff here at the MS/HS. Today, has been a very challenging day and I was told Kiri was really creative with how the day would pan out with a lot of our teachers out. So far the day has been pretty well organized and I think the students need days like this where they get a free time outdoors. All staff present were on deck, great work team.</p>
Room 217	<p>This past week Becca has been downstairs in the morning and the rest of us have been able to delegate her kiddos. I don't think we can do what we do if we didn't have someone like Becca to be there for us when we need advice or even an ear to vent to. I think that is important. We know what struggles we have faced this past year, and I'm truly grateful to have co-workers like Becca, Tami and Elizabeth.</p>
Kristin	<p>We had a situation that arose earlier this week and Kristin was able to immediately take action to help get things in motion for a student in</p>

Who we are celebrating	Why we are celebrating
	crisis. I'm so thankful for our entire Team and how everyone supports each other regardless of what it is. Thank you Kristin for being so amazing and for your assistance! I appreciate you so much!
Our Early Childhood Education team	I had an opportunity to spend some time in the early childhood program yesterday morning. I appreciated the soothing, calm, respectful atmosphere and the high level of therapeutic interventions they provided. The kiddos were calm, reminded of the daily schedule, praised, and gently redirected as needed. As we all know, transitions and changes can be especially problematic. Adults and children came in with siblings and older siblings were warmly greeted and sent along to their classrooms. As students coming in late merged seamlessly into the routines I felt a sense of real cohesion and teamwork. Well done team! You are greatly appreciated.
Shelley	Today I would like to celebrate Shelley for her outstanding initiative while setting up and structuring Gordon's breakfast. She did in such a way that made us all successful.
Tania and Bret B.	The students are working on math and this morning the two teachers helped get the students going and it was awesome to see them laughing and engaging in the content they provided. Great work.
Aaron	I noticed that Aaron received a shoutout on Facebook for being an awesome bus driver. He really is an awesome employee and co-worker.

LAPWAI SPECIAL EDUCATION
Professional Learning Minutes
Friday, May 3, 2024
Middle-High School Rm 331
1:30 p.m.

Vision Statement

To be a leading community of professionals where continuous learning and collaborative spirit are at the heart of our excellence, ensuring we provide the highest quality of care and support to those we serve.

Mission Statement

Our mission is to dedicate sacred time to professional learning and team collaboration, which are essential for personal growth and unity within our team. We commit to enhancing individual skills and strengthening our bonds through engaging and meaningful sessions. We thank our team members for their dedication and active participation, which are crucial in making a significant impact on our ability to deliver exceptional care and support. Together, we strive to uphold and honor this commitment as a core value of our professional environment.

The following team members were present and set their intentions

Aaron Osborn	I intend to approach every discussion with an open mind, willing to consider new ideas and perspectives.
Ryan Bovard	I intend to treat all contributions with respect, even if they challenge my existing beliefs or practices, recognizing that no question or perspective is "too basic" to be valued., I intend to take time to consider how I can apply what I've learned from others, as well as how my insights might benefit the team through reflection.
Christiane Pinkham	I intend to keep the learning environment safe by respecting personal stories and sensitive information shared within the team, maintaining confidentiality.
Andy Rosch	I intend to treat all contributions with respect, even if they challenge my existing beliefs or practices, recognizing that no question or perspective is "too basic" to be valued.
Elizabeth Fernandez	I intend to approach every discussion with an open mind, willing to consider new ideas and perspectives.
Tami Skiles	I intend to approach every discussion with an open mind, willing to consider new ideas and perspectives., I intend to listen carefully to others, acknowledging that every voice has something valuable to contribute., I intend to ensure that all members have an opportunity to speak, contribute, and feel heard, fostering an environment of inclusivity., I intend to keep the learning environment safe by respecting personal stories and sensitive information shared within the team, maintaining confidentiality., I intend to create a safe space where team members can openly discuss their thoughts and feelings, bolstered by the mutual assumption of good intentions., I intend to actively participate in this collaborative learning experience by valuing the insights and contributions of my colleagues. I will engage in meaningful dialogue and teamwork, in order to build stronger work relationships

Elizabeth White	I intend to listen carefully to others, acknowledging that every voice has something valuable to contribute.
Jasmine Hewett	I intend to approach every discussion with an open mind, willing to consider new ideas and perspectives.
Bonnita Brown	I intend to continuously reflect on my own practices and beliefs, recognizing that personal and professional growth requires ongoing self-evaluation and adaptation.
Jenny Arthur	I intend to ensure that all members have an opportunity to speak, contribute, and feel heard, fostering an environment of inclusivity.
Mandee Taylor	I intend to avoid labeling ideas as "right" or "wrong" prematurely, aiming to explore possibilities before arriving at conclusions in a non-judgmental manner.
Salena FiveThunders	I intend to approach every discussion with an open mind, willing to consider new ideas and perspectives.
Tania Hanchett	I intend to actively participate in this collaborative learning experience by valuing the insights and contributions of my colleagues. I will engage in meaningful dialogue and teamwork, in order to build stronger work relationships
Shelley Littlejohn	I intend to approach every discussion with an open mind, willing to consider new ideas and perspectives., I intend to listen carefully to others, acknowledging that every voice has something valuable to contribute., I intend to treat all contributions with respect, even if they challenge my existing beliefs or practices, recognizing that no question or perspective is "too basic" to be valued., I intend to ensure that all members have an opportunity to speak, contribute, and feel heard, fostering an environment of inclusivity., I intend to take time to consider how I can apply what I've learned from others, as well as how my insights might benefit the team through reflection., I intend to avoid labeling ideas as "right" or "wrong" prematurely, aiming to explore possibilities before arriving at conclusions in a non-judgmental manner., I intend to keep the learning environment safe by respecting personal stories and sensitive information shared within the team, maintaining confidentiality., I intend to always give credit where it's due, recognizing the contributions of each team member and acknowledging their efforts., I intend to begin every interaction with the assumption that the other person's intentions are positive, even if the impact is not immediately clear., I intend to seek understanding by asking for clarification if a statement or action seems questionable, rather than jumping to conclusions., I intend to address misunderstandings or conflicts directly, but will do so with kindness and the assumption that the other party meant well., I intend to use language that reflects the assumption of positive intent, avoiding accusatory or judgmental phrases., I intend to recognize the contributions and good intentions of others, even when things don't go as planned., I intend to reflect before reacting to a statement or action, taking a moment to consider alternative, positive interpretations., I intend to focus on repairing the relationship and moving forward if misunderstandings occur, rather than dwelling on past intent., I intend to create a safe space where team members can openly discuss their thoughts and feelings, bolstered by the mutual assumption of good intentions., I intend to cultivate a mindset of curiosity and openness, approaching this learning opportunity with the eagerness to explore new ideas and perspectives., I intend to actively participate in this collaborative learning experience by valuing the insights and contributions of my colleagues. I will engage in meaningful dialogue and teamwork, in

	order to build stronger work relationships, I intend to continuously reflect on my own practices and beliefs, recognizing that personal and professional growth requires ongoing self-evaluation and adaptation.
Molly Tucker	I intend to approach every discussion with an open mind, willing to consider new ideas and perspectives., I intend to listen carefully to others, acknowledging that every voice has something valuable to contribute., I intend to treat all contributions with respect, even if they challenge my existing beliefs or practices, recognizing that no question or perspective is "too basic" to be valued., I intend to ensure that all members have an opportunity to speak, contribute, and feel heard, fostering an environment of inclusivity., I intend to take time to consider how I can apply what I've learned from others, as well as how my insights might benefit the team through reflection., I intend to avoid labeling ideas as "right" or "wrong" prematurely, aiming to explore possibilities before arriving at conclusions in a non-judgmental manner., I intend to keep the learning environment safe by respecting personal stories and sensitive information shared within the team, maintaining confidentiality., I intend to always give credit where it's due, recognizing the contributions of each team member and acknowledging their efforts., I intend to begin every interaction with the assumption that the other person's intentions are positive, even if the impact is not immediately clear., I intend to seek understanding by asking for clarification if a statement or action seems questionable, rather than jumping to conclusions., I intend to address misunderstandings or conflicts directly, but will do so with kindness and the assumption that the other party meant well., I intend to use language that reflects the assumption of positive intent, avoiding accusatory or judgmental phrases., I intend to recognize the contributions and good intentions of others, even when things don't go as planned., I intend to reflect before reacting to a statement or action, taking a moment to consider alternative, positive interpretations., I intend to focus on repairing the relationship and moving forward if misunderstandings occur, rather than dwelling on past intent., I intend to create a safe space where team members can openly discuss their thoughts and feelings, bolstered by the mutual assumption of good intentions., I intend to cultivate a mindset of curiosity and openness, approaching this learning opportunity with the eagerness to explore new ideas and perspectives., I intend to actively participate in this collaborative learning experience by valuing the insights and contributions of my colleagues. I will engage in meaningful dialogue and teamwork, in order to build stronger work relationships, I intend to continuously reflect on my own practices and beliefs, recognizing that personal and professional growth requires ongoing self-evaluation and adaptation.
Lori Williams	I intend to approach every discussion with an open mind, willing to consider new ideas and perspectives.
Tracy Graffis	I intend to approach every discussion with an open mind, willing to consider new ideas and perspectives.
Nancy Dahl	I intend to approach every discussion with an open mind, willing to consider new ideas and perspectives., I intend to listen carefully to others, acknowledging that every voice has something valuable to contribute., I intend to treat all contributions with respect, even if they challenge my existing beliefs or practices, recognizing that no question or perspective is "too basic" to be valued., I intend to ensure that all members have an opportunity to speak, contribute, and feel heard, fostering an environment of

	<p>inclusivity., I intend to take time to consider how I can apply what I've learned from others, as well as how my insights might benefit the team through reflection., I intend to avoid labeling ideas as "right" or "wrong" prematurely, aiming to explore possibilities before arriving at conclusions in a non-judgmental manner., I intend to keep the learning environment safe by respecting personal stories and sensitive information shared within the team, maintaining confidentiality., I intend to always give credit where it's due, recognizing the contributions of each team member and acknowledging their efforts., I intend to begin every interaction with the assumption that the other person's intentions are positive, even if the impact is not immediately clear., I intend to seek understanding by asking for clarification if a statement or action seems questionable, rather than jumping to conclusions., I intend to address misunderstandings or conflicts directly, but will do so with kindness and the assumption that the other party meant well., I intend to use language that reflects the assumption of positive intent, avoiding accusatory or judgmental phrases., I intend to recognize the contributions and good intentions of others, even when things don't go as planned., I intend to reflect before reacting to a statement or action, taking a moment to consider alternative, positive interpretations., I intend to focus on repairing the relationship and moving forward if misunderstandings occur, rather than dwelling on past intent., I intend to create a safe space where team members can openly discuss their thoughts and feelings, bolstered by the mutual assumption of good intentions., I intend to cultivate a mindset of curiosity and openness, approaching this learning opportunity with the eagerness to explore new ideas and perspectives., I intend to actively participate in this collaborative learning experience by valuing the insights and contributions of my colleagues. I will engage in meaningful dialogue and teamwork, in order to build stronger work relationships, I intend to continuously reflect on my own practices and beliefs, recognizing that personal and professional growth requires ongoing self-evaluation and adaptation.</p>
Kristen Bateman	I intend to take time to consider how I can apply what I've learned from others, as well as how my insights might benefit the team through reflection.
Michelle Cox	I intend to approach every discussion with an open mind, willing to consider new ideas and perspectives., I intend to listen carefully to others, acknowledging that every voice has something valuable to contribute., I intend to treat all contributions with respect, even if they challenge my existing beliefs or practices, recognizing that no question or perspective is "too basic" to be valued.
Cassidy Ravet	I intend to continuously reflect on my own practices and beliefs, recognizing that personal and professional growth requires ongoing self-evaluation and adaptation.
Georgia Sobotta	I intend to approach every discussion with an open mind, willing to consider new ideas and perspectives.
Ryan Allen	I intend to approach every discussion with an open mind, willing to consider new ideas and perspectives.
Joshua Arthur	I intend to take time to consider how I can apply what I've learned from others, as well as how my insights might benefit the team through reflection.
Jennifer Becker	I intend to take time to consider how I can apply what I've learned from others, as well as how my insights might benefit the team through reflection.

Rye Hewett	I intend to ensure that all members have an opportunity to speak, contribute, and feel heard, fostering an environment of inclusivity.
------------	--

The following team members were absent:

Colleen Bonner

Attendance Rate: 96%

Agenda

Required Materials:

1. Technology Device for interactive quizzes and Professional Development Evaluation
2. Professional Learning Binder
3. Writing Instrument

Clothing:

Please wear comfortable clothing and athletic shoes

1:25-1:30: Entry Ticket

1:30-1:35: Celebrations

1:40-3:20: All Staff Safety Care with Dr. Wittman and Rebecca Cooley

1. Complex Grabs
2. Physical Management
3. 1 Person Stability Hold

3:20-3:30: Professional Learning Evaluation (Exit Ticket)

Summary of our Professional Learning Activities

In the upcoming professional development session, we will focus on enhancing our skills in managing complex grab situations that may arise in our Safety-Care environments. Here's a summary of the key areas we will cover:

1. **Understanding Complex Grabs:**
 - We will delve into the principles behind handling situations where standard release procedures may not be applicable, such as grabs from behind, when there is a significant size difference between individuals, or during peer-to-peer aggression.
2. **Techniques for Stabilization and Release:**
 - Participants will learn specific techniques including Wrist Release, Stripping a Grab, Front Hair Pull Release, and Bite Release. We will explore how to get into a safe position, stabilize a situation, and effectively release a grab.

3. **Safety and Self-Protection:**
 - We will practice maintaining personal safety through proper body positioning to protect the airway and balance, and how to position oneself to avoid being pulled off balance or into a vulnerable position.
4. **De-escalation and Distraction Strategies:**
 - The session will cover how to apply de-escalation techniques and use distraction to defuse potentially aggressive or harmful situations safely and effectively.
5. **Team Assistance Techniques:**
 - Learning how to effectively assist colleagues during a grab incident will be a critical part of the training. This includes when and how to safely intervene and support a resolution.
6. **Practical Application and Role-Playing:**
 - Throughout the professional development day, participants will engage in role-playing scenarios to practice and reinforce the learned skills. This hands-on approach will help solidify the techniques and strategies in a controlled, supportive environment.

By the end of this session, each participant will be better equipped to handle complex grabs safely and confidently, ensuring both their safety and that of others in our care. This training is crucial for improving our response strategies and enhancing our overall safety protocols.

Learning Intentions

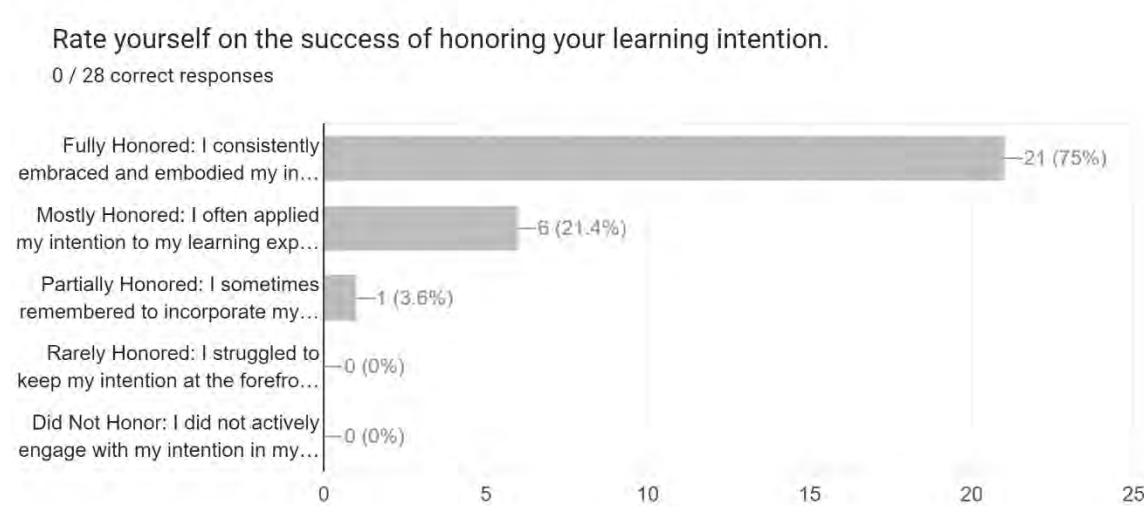
1. I will understand the principles of handling complex grab situations, including those involving discrepancies in size between individuals, grabs from behind, and peer-to-peer aggression.
2. I will learn specific techniques for stabilizing and releasing grabs, such as Wrist Release, Stripping a Grab, Front Hair Pull Release, and Bite Release.
3. I will demonstrate the ability to maintain personal safety while managing aggressive behaviors, using appropriate body positioning, airway protection, and balance.
4. I will apply de-escalation and distraction techniques effectively to safely resolve situations without escalating aggression.
5. I will assist other staff effectively during a grab incident, understanding when and how to intervene supportively.

Success Criteria

1. I will identify different types of complex grabs and describe the appropriate response strategies for each scenario.
 2. I will demonstrate each stabilization and release technique correctly in role-play scenarios, showing an understanding of the steps involved in Wrist Release, Stripping a Grab, and other relevant maneuvers.
 3. I will maintain a safe position during simulated grab situations, ensuring my airway is protected, my balance is maintained, and I am out of immediate harm (e.g., bite zones).
 4. I will effectively use de-escalation and distraction strategies during practice sessions, leading to a calm resolution of the scenario.
 5. I will work cohesively in a team to assist a colleague who is managing a grab, following the protocols for approaching, assisting in stabilization, and helping to release the grab as taught.
-

Thank you all for your dedication to our collaborative professional learning sessions. Your punctuality and active participation greatly enhance our collective experience and success. These sessions are crucial not just for skill enhancement but for fostering our team growth and strengthening the bonds that enable us to provide exceptional care and support. Your enthusiasm and commitment truly embody the spirit of our team and contribute to our journey towards excellence. Let's keep inspiring each other and maintain our high standards to ensure every session is productive and transformative. Together, we are making a significant impact on our students and our schools.

Exit Ticket Results



- What is one important thing you learned in Professional Development today?
- Opportunity to reflect & analyze on this week's escalation
- When a person is at the height of escalation, use the prompt or wait strategy.
- Complex grabs.
- to be able to opt out of working with a child if it's triggering to both them and me
- That it is important to wait and try to de-escalate the problem no matter what and only use the hold when necessary.
- How to keep myself and a child safe while using physical management.
- The importance of keeping child safe when restraining .
- Being reminded of watching for triggers and reading students body language
- It's a discussion not a lecture.
- reviewing some of the strategies from previous weeks, very important to solidify this information in my mind
- When to use Physical and criteria that needs net to do so.
- I learned how to assist with a grab /choke /hold
- restraints
- I learned techniques to de-escalate a child who is hitting and biting a staff member.
- Remember wait time good reminder

- Physical Management Criteria...how to determine whether/when physical management is appropriate.
- I learned different and useful techniques in this physical holds than those I've learned in the past.
- That communication could use some work.
- It was all worthwhile. Had forgotten about the switch (tag out).
- The level of debriefing that we need to do before going back to normal
- There needs to be better communication about certain kids across the whole staff.
- To be very conscience of the words used with children. To me it's common sense, you do not tell a child everybody's going to hate you. Yes a spanking for the teacher would be appropriate.
- Airway- If you're being choked, grasp whatever is across your neck and pull quickly and firmly downward. Tuck your chin down to your chest to protect your airway.
- teamwork is key when working with someone who is taking a while to settle down and is ready to be calm. You may need an extra person to assist with taking over and sharing holds.
- I learned and observed how to properly place a hold. We learned when it is needed to do this. There are 3 physical management criteria. 1 must be imminent risk. 2 no other way to prevent. 3 the risk of not interfering must be greater than the risk of intervening
- How to use your fingers to release a hold.

Complex Grabs

There may be times when the standard Safety-Care release procedures are not effective or not applicable. For example, a staff person might be grabbed from behind, a very large individual might grab a smaller staff person, or staff might have to respond to peer-to-peer aggression. Here are some basic principles that can be used in these more complex grab situations.

If You Are Being Grabbed

Call for assistance (if needed) while you get into a safe position.

Get Into a Safe Position

Stabilize	<ul style="list-style-type: none">✓ You can use the stabilize part of the release procedure (Wrist Release, Stripping a Grab, Front Hair Pull Release, Bite Release).✓ You can grasp the person's lower forearm and pull inward with _____ pressure.✓ If the person is attempting to bite, you may be able to prevent that by placing a safe object such as a notebook between your body and the person's mouth.
Airway	<ul style="list-style-type: none">✓ If you're being choked, grasp whatever is across your neck and pull quickly and firmly downward. Tuck your chin down to your chest to protect your airway.
Balance	<ul style="list-style-type: none">✓ Get into a broad stance that allows you to _____ with the person and resist being pulled off balance.✓ You can brace against a wall or kneel down if necessary.
Midline	<ul style="list-style-type: none">✓ Move away from the person's midline if you can with one arm up in Protective Shuffle position.
Distance	<ul style="list-style-type: none">✓ If you are being pulled inward, you can bring one or both cupped hands on the upper arms just below the person's shoulders (keeping fingers away from the bite zone) and brace your arms forward to keep the person from leaning in for a bite, head butt, kick, etc.

Maintain stabilization until the grab is released. Stay in a balanced position. Use de-escalation or attempt to distract the person. If you can safely release using the Assisting With a Grab procedures in the next section, it's OK to do so.

Assisting With a Grab

Support staff might help someone trained in Safety-Care who is being grabbed, respond to peer aggression, or help someone not trained in Safety-Care. (If you are alone, you can also adapt these procedures to get yourself out of a complex grab, if you can do it safely.)

Call for assistance if needed. Approach carefully and safely, staying out of the midline.

Help to Stabilize the Situation

Hitting or Grabbing	<ul style="list-style-type: none"> ✓ You can use Elbow Check, Knee Check, Forearm Check, or Shoulder Check to stop or minimize aggressive behavior. ✓ You can _____ many kinds of grabs by grasping the person's lower forearm and applying gentle inward pressure.
Bite	<ul style="list-style-type: none"> ✓ You can stabilize a bite by placing a closed hand against the back of the person's head (stabilizing without pressure on the head) while grasping at or near the bitten body part, applying gentle pressure. ✓ If the bite is released, help to remove the bitten body part from the mouth.
Hair Pull	<ul style="list-style-type: none"> ✓ You can grasp the aggressor's lower _____ (or forearms if the grab is with both hands) and place a closed hand on the opposite side of the grabbed person's head (stabilizing without pressure on the head). Apply gentle pressure toward the head, pushing the grasping arm inward.
Clothing Grab	<ul style="list-style-type: none"> ✓ You can use the stabilize part of the Stripping a Grab procedure.
Choke	<ul style="list-style-type: none"> ✓ You can establish an _____ by grasping the arm (or object) across the neck and moving the arm quickly and firmly downward or outward, then prompting or assisting the choked person to bring the head down to protect the airway. ✓ If the choke is with hands on neck, you may be able to grasp the person's lower forearm and move the arm quickly and firmly sideways to open the grip.

Once stable, you can help release. These options are presented in least to most restrictive order. You should use the least restrictive safe option that makes sense in the current situation. (These options could also be attempted by a staff person who is being grabbed, if help is not available.)

Help to Release the Grab

De-escalation	<ul style="list-style-type: none"> ✓ Use the _____ strategy to cue safer behavior. ✓ Use the Wait strategy if safe.
Distraction	<ul style="list-style-type: none"> ✓ Use non-aggressive distraction procedures. This may include tapping the person lightly behind the shoulder, waving a hand across their field of vision, directing their attention to something else, etc.
Finger Insertion	<ul style="list-style-type: none"> ✓ Use thumb or crossed forefinger and middle finger to insert into the grip. This may loosen the grip enough to release the grab. ✓ As you do this, you can grasp the person's forearm for stability or stabilize the opposite side of the hand with your closed hand. ✓ It may be helpful to add a non-toxic lubricating substance (such as mineral oil or hair conditioner) to the grab to make this more effective.
Finger Extension	<ul style="list-style-type: none"> ✓ Only if necessary for safety, _____ and slowly move the person's fingers from a closed to an open position. Start at the base of the little finger and work toward the forefinger, holding each finger to ensure that it becomes neither re-entangled nor hyper-extended. ✓ As you do this, you can grasp the person's forearm for stability. ✓ Finger extension should never be attempted if the person has any medical condition (osteoporosis, contracture, etc.) or injury that might affect joint sturdiness or mobility.
Physical Management	<ul style="list-style-type: none"> ✓ If you are trained in Physical Management (presented later), those procedures can be used during a grab if necessary.

Review Questions for Chapter 4

- 1) **True or False?** During Protective Shuffle, you should move quickly to the nearest corner so that you can't be attacked from behind.

- 2) **True or False?** If you get your hair pulled, you should immediately stabilize and call for assistance if you need it.

- 3) **True or False?** When releasing from a choke, you should slowly and gently remove the person's hands from your neck.

- 4) **True or False?** If you are bitten, you should resist any impulse to yank out of the person's mouth.

5. After an Incident

Recovery

Most individuals don't immediately return to their normal behavior patterns after a significant incident

Recovery is the period from when the crisis is over to when the person is behaving according to usual baseline (calm) behavior patterns. This might take a short time (a few minutes) or a long time (hours or days). During recovery, there is usually an increased risk of re-escalation.

Recovery Precautions

After an incident, it is usually best for the person to return to an approximation of normal structure as soon as it is safe to do so. However, because the risk of dangerous behavior is usually higher after an incident, certain precautions may be necessary. These could include:

- ✓ The person should not be seated right next to other vulnerable individuals.
- ✓ Use only _____ materials, avoiding things like pens, brooms, or other items that could be used as dangerous objects.
- ✓ Provide frequent praise and other reinforcement as the person gets back on track and begins to participate in scheduled activities.
- ✓ Use good safety _____, including Safety Stance and Elbow Check, as needed to maintain safety.

Recovery precautions can be faded as the person demonstrates a return to normal baseline behavior and is presenting no unusual risk.

Individual plan: If there is a specific recovery protocol that is part of a person's behavior support plan or other document, staff should always follow that.

Debriefing

After any significant crisis, it is important to review what happened and plan what to do in the future.

Debriefing With the Individual After an Incident

After an incident, many people may be able to benefit from reviewing an incident with staff. If so, then one or more familiar staff will meet with the person in a quiet location.

- It is usually best to wait until after recovery, when the person is behaving in a manner that indicates a return to baseline behavior patterns. That could be shortly afterward to a day or two later.
- Staff who were involved in the incident should also have recovered emotionally before participating in debriefing.

Debriefing is typically guided by a series of questions and prompts. Those questions should be relevant to the situation and adapted to the needs of the person.

Example debriefing questions and prompts

Intro	<ul style="list-style-type: none">✓ Are you OK now?✓ Are you ready to _____ about what happened?
Reviewing	<ul style="list-style-type: none">✓ What made you upset?✓ What happened? What did you and others do?✓ How did the incident affect you?✓ How did the incident affect others?
Connecting	<ul style="list-style-type: none">✓ Have incidents like this happened _____?✓ If you could go back and do it again, what would you do instead?
Planning	<ul style="list-style-type: none">✓ What can we do to keep incidents like this from happening again?✓ Should you do something to make up for what happened?✓ How can others help you better in the future?✓ What should the plan be for the future?

Practical Considerations for Debriefing With the Individual

- A debriefing session is a discussion, not a lecture. Encourage the person to participate actively by providing frequent specific praise and pausing often to allow the person to respond or comment.
- Try to help the person understand how they might have misinterpreted what happened. Don't get into arguments over details. If necessary, agree to disagree.
- The debriefing procedure should be adapted to what works best for the person. Communication skills, social skills, trauma history, culture, and other factors should be considered in deciding how to debrief. Where appropriate, staff with the appropriate expertise and rapport with the person should be involved.

4

5. After an Incident

- If the person is unlikely to benefit from debriefing (due to memory, intellectual, or communication impairments, for example), then debriefing may not be helpful and can be skipped.
- If appropriate, the same basic process can be used to assist in mediating a conflict between peers. After a disagreement, staff can meet with involved individuals separately. A structured meeting between those individuals can then be arranged, focusing on points of agreement and points of compromise.

Staff Debriefing

After any significant escalation, whether it involved physical interventions or not, it is important to review what happened and plan what to do in the future. In order to prevent and minimize future incidents, staff debriefing is critical.

As soon as practical, all involved staff, along with supervisors or other decision makers, should meet briefly to discuss what happened and make any needed revisions to the plan.

Example staff debriefing questions and prompts

Discuss What Happened	<ul style="list-style-type: none"> ✓ Where did the incident happen? What was going on at the time? ✓ What were the triggers? ✓ What _____ did the person exhibit beforehand? ✓ What did the person do during the crisis? ✓ What interventions did staff use? ✓ Was there effective leadership and teamwork? ✓ What went right? What could have been done _____? ✓ If we could do it again, what would we do different? ✓ What happened afterward?
Develop Interventions	<ul style="list-style-type: none"> ✓ What have we learned that could help us _____ similar incidents in the future? ✓ What changes should be made to policies, scheduling, staffing, or other general procedures? ✓ What changes should be made to individualized behavior support plans?
Follow Up	<ul style="list-style-type: none"> ✓ Document changes. ✓ _____ changes to everyone who needs to know. ✓ Train staff as needed. ✓ Practice relevant Safety-Care procedures. ✓ Administrative follow-up.
Data Collection	<ul style="list-style-type: none"> ✓ Use incident reports, data sheets, or electronic systems to collect relevant data, including triggers, signals, and other predictors of incidents. ✓ _____ all staff on collecting data consistently, accurately, and objectively.

Data Collection and Analysis

Each program should have a system for tracking, analyzing, and following up on important information about behavioral events and staff interventions. A system for data collection and analysis has these components.

Analysis	✓ Data from all sources should be regularly collected, organized, and reviewed by decision makers.
Intervention and Assessment	✓ Decide on _____ based on analysis. ✓ Assess effectiveness of changes. ✓ Continue to collect data, analyze, and make changes as needed.

Review Questions for Chapter 5

- 1) **True or False?** Recovery lasts until the person is behaving according to usual baseline (calm) behavior patterns.

- 2) **True or False?** Debriefing with the individual after an incident should be a discussion, not a lecture.

- 3) **True or False?** Staff debriefing is getting together to make sure that all of the required paperwork is filled out.

- 4) **True or False?** Data collection and analysis is a system for tracking, analyzing, and following up on important information about behavioral events and staff interventions.

6. Physical Management

Physical management procedures are the most restrictive techniques in the Safety-Care curriculum. One of the most important goals of this course is to prevent behavioral crises that might require physical management. However, in some settings it may not be possible to completely eliminate the need for these interventions.

The training and use of physical management (if necessary) must be done in compliance with any relevant laws and regulations

Safe Use of Physical Management

Physical management procedures are used **only when necessary for safety**, and only with the utmost care for the safety and well-being of the agitated person and everyone else.

Risks

All physical management procedures are **risky** for everyone involved.

In deciding whether to use physical management in a crisis situation, it's important to understand the risks involved. These are both physical and psychological.

Physical Risks

<ul style="list-style-type: none"> ✓ Cuts or scrapes. ✓ Bruises, sprains, muscle soreness. ✓ Hyperthermia (overheating). ✓ Broken bones or teeth. ✓ Seizure. 	<ul style="list-style-type: none"> ✓ Head trauma, organ damage, internal bleeding. ✓ Cardiac arrest. ✓ Asphyxia or hypoxia. ✓ _____.
---	--

Psychological Risks

Psychological Trauma	For many people, being in a hold can cause extreme distress. If the person has experienced abuse or other trauma in the past, physical management could result in re-traumatization. Use of physical management may have serious and long-term effects on a person's psychological well-being.
Reinforcement	Physical management may reinforce dangerous behaviors—potentially leading to more of those behaviors and more need for physical management. The treatment team should be sensitive to the potential for reinforcement of crisis behaviors and, if appropriate, address it via an individualized behavior support plan.

Deciding to Use Physical Management

Physical management procedures must be used only when there is **no other safe alternative**. All three of these conditions must be met in order to consider use of physical management:

Physical Management Criteria

- 1) There must be imminent _____ of serious harm to the agitated person or someone else.
- 2) There must be no other practical way to _____ that harm without physical management.
- 3) The risk of not intervening must be _____ than the risk of intervening.

Earlier, we categorized challenging behavior into three levels of severity.

- Physical management is not an appropriate response to **disruptive behavior**. This includes property destruction (unless the property destruction is dangerous to a person).
- Physical management may sometimes be necessary in response to **dangerous behavior**, but it is always important to seek alternatives.
- If the person's behavior escalates to become **very dangerous**, physical management may be the only safe option.

Minimizing Risk

Because physical management interventions involve serious risks, it is necessary to be extremely careful. The following practices should **not** be used.

Physical Management Don'ts

- | | |
|--|--|
| <ul style="list-style-type: none">✓ Don't use physical management for convenience, coercion, punishment, to show the person that you are in charge, or because de-escalation is taking "too long."✓ Don't apply any pressure to the head, neck, or torso.✓ Don't restrict _____, block the airway, place an object over the face, put pressure on the diaphragm, or allow the person's arm across the neck or diaphragm.✓ Don't assume that struggling, talking, or yelling means that the person is able to breathe.✓ Don't use joint locks or pressure points.✓ Don't twist or hyper-extend joints.✓ Don't place the person into an uncomfortable or awkward physical posture. | <ul style="list-style-type: none">✓ Don't use physical management to inflict _____.✓ Don't use incorrect, unauthorized, or modified physical management procedures.✓ Don't use more force than necessary for safety and stability.✓ Don't push the person against a wall or over an object such as a chair or table.✓ Don't straddle the person's torso, neck, or head.✓ Don't require the person to sit or lie down on rough or unsafe surfaces.✓ Don't attempt to transport the person on _____ footing such as stairs, debris, or ice.✓ Don't continue using physical management longer than necessary for safety. |
|--|--|

Individual Modifications

Using physical management is always risky, but for certain individuals the risk may be greater.

Medical conditions	Some medical conditions, such as a recent surgery, asthma, joint injury, or use of blood-thinning medications, may place a person at increased risk of injury even when Safety-Care physical management interventions are used correctly. If so, some Safety-Care procedures might need to be prohibited for this person.
History of Psychological Trauma	A person with a history of abuse or trauma may be at risk of re-traumatization. If so, it might be necessary for the treatment team to prohibit certain procedures or avoid use of physical management. When there is no other safe option besides physical management, attempt to minimize the similarity between staff interventions and the previous trauma experience.

In cases like these, the multidisciplinary team should consider what should be done to best support this person. What is the risk if physical management is used? What is the risk if the person engages in dangerous behavior and staff are limited in what interventions can be used? What alternatives are available?

Safety Monitoring

Whenever a hold or transport is implemented, all involved staff must _____ and _____ look for indicators of harm or distress. Check for breathing at least every 30 seconds.

Safety Monitor	<ul style="list-style-type: none"> ✓ Whenever possible, an additional qualified staff person should act as safety monitor. ✓ The monitor _____ without participating in the hold except as necessary for safety. ✓ If there is no additional person, the leader acts as the monitor.
Discomfort	<ul style="list-style-type: none"> ✓ Watch for indicators of discomfort, such as verbal complaints, excessive sweating, or grunting. ✓ _____ problems if necessary. Examples: repositioning a limb, loosening a grasp, providing sips of water, or applying a cold cloth to the back of the neck. Release as soon as you can.
Staff Safety	<ul style="list-style-type: none"> ✓ Staff should monitor each other's safety and well-being. ✓ If a staff person becomes fatigued, is injured, has difficulty maintaining the hold, or becomes agitated, it may be necessary to _____ staff or release.

De-Escalation in Physical Management

Once a stable hold has been achieved, the leader should plan for de-escalation and release.

Physical Management Goals

- 1) Prevent _____ to the agitated person and everyone else.
- 2) End the hold as soon as you can.
- 3) As much as possible, preserve the person's _____ and dignity.
- 4) Avoid reinforcement of crisis behaviors.

Leadership and teamwork are especially important during physical management. The team leader directs the other staff and is **the only one who talks with the person** (unless the leader tells someone else to do so). Support staff follow instructions and monitor for safety concerns.

Because the person is at the higher part of the escalation staircase, we use the Prompt or the Wait strategy.

The Prompt Strategy in Physical Management

When using the Prompt strategy, don't soothe the person, tell the person to calm down, get into a power struggle, or try to get the person to talk about what upset them. Prompt simple actions that are soothing and that are incompatible with agitation. Make sure you prompt things the person can physically do while in a hold.

Here are some examples:

- ✓ "Quiet _____." [speaking quietly]
- ✓ "Walk with us." [during transport]
- ✓ "Open, relaxed hands."
- ✓ "Count with me. One, two..."
- ✓ "Let's take a _____ breath."
- ✓ "Hands at waist."

Praise any approximation of cooperation, specifying the desirable behavior. Example: "John, I like how you're breathing slowly."

The Wait Strategy in Physical Management

If the Prompt strategy is not effective, causes increased agitation, or it's important to minimize external reinforcement, switch to the Wait strategy.

- ✓ Don't speak to the person (unless necessary for safety, such as when assessing responsiveness).
- ✓ No eye contact. Neutral facial expression.
- ✓ Reduce stimulation as much as possible—minimal noise, no audience, minimal distractions, etc.
- ✓ It may help in some cases to transport the person to a less stimulating location.

Later in this chapter, after we learn specific physical management techniques, we will discuss when and how to release.

1-Person Stability Hold

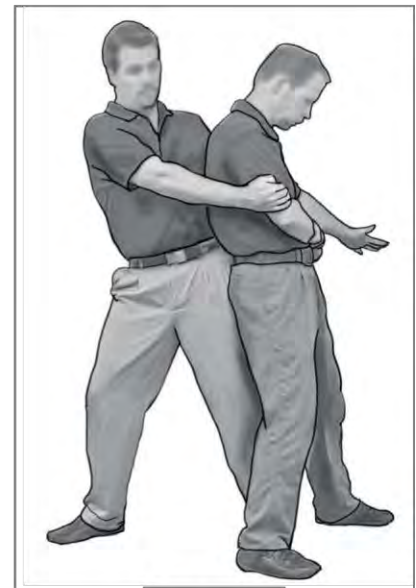
Competency

It's usually safest to have two or more staff take part in a physical management procedure. But if only one staff person is available and it is necessary to use physical management, one staff may be able to intervene using the 1-Person Stability Hold (although it is best to have another staff present as soon as you can).

If the person is significantly larger or stronger than the staff person, then a 1-Person Stability Hold may not be safe or practical.

1-Person Stability Hold Procedure

- 1) Call for assistance if appropriate.
- 2) Approach in Protective Shuffle position and transition into Shoulder Check. Apply pressure with the hand above the person's elbow to sweep that arm in front of the person.
- 3) Step behind the person. With your other hand, reach around, under the free arm, and grasp the person's swept arm just above the wrist. Pull that arm down across the person's body so that the hand is held down near the person's hip.
- 4) Position yourself close behind the person, facing sideways toward the cupped elbow. Keep your head back or down to minimize head butting while maintaining a stable hold by placing your hip against the person's buttocks, keeping the hips in a stable forward position. The hand holding at the person's elbow should cup just above and in front of the elbow to keep the person from spinning out of the hold. Maintain a broad stance with your inside foot just behind the person's foot and your rear leg back at about a 45° angle outward from the rear midline.
- 5) If the person begins scratching, grabbing, or hitting with the free hand, you may be able to quickly grasp that arm just above the person's wrist with the hand that is securing the elbow. Pull that arm across so that the hand is near the person's hip. (Often, this step is not needed because the person doesn't place the free hand in position to be grabbed.) **Don't hunt for the free arm.**
- 6) When it is time to release, return to holding one arm (if needed). Transition to Shoulder Check, then Elbow Check, then away using Protective Shuffle.



One Arm



Both Arms

1-Person Stability Hold Variations

- **Shuffle backward:** The 1-Person Stability Hold is not recommended as a general transport procedure. It is, however, possible to move the person a short distance. First wait for stability. Go backward, one step at a time, using a slow, deliberate shuffling movement. Start each step with your back foot and keep your hip against the person's buttocks.
- **Backward lean:** If necessary for stability, lean back so that your hip is forward and more of your weight is on your rear foot. Another option is to back yourself up to a nearby wall—by leaning your weight against the wall, you will increase balance and stability. Never push the person against a wall or object.
- **Smaller person:** For smaller individuals or children, it is usually best to lower your center of gravity by bending at the hips and knees. For small children, you can kneel down behind (closer knee down), making sure that the individual's hands are kept at the pocket level. You can also sit sideways on a sturdy chair or stool (without wheels or arms) of appropriate height. This provides you with additional support and reduces fatigue. Be prepared to release and step away if necessary.
- **Double arm sweep:** If the person is likely to scratch, it is possible to get control of both arms at the same time instead of just one arm. In step 2, cup both arms just above the elbow, sweep them inward, and quickly reach downward to grasp each arm just above the wrist. When exiting, move directly to Shoulder Check, if necessary, to ensure that the person's elbow can't swing back toward you.
- **Initiate from Supportive Guide:** If necessary, you can initiate 1-Person Stability Hold from Supportive Guide by applying pressure with the hand just above the person's elbow to sweep the arm in front and then continuing from Step 3 of the 1-Person Stability Hold procedure.



One Arm



Both Arms

LAPWAI SPECIAL EDUCATION
Professional Learning Minutes
Friday, May 10, 2024
Middle-High School Rm 331
1:30 p.m.

Vision Statement

To be a leading community of professionals where continuous learning and collaborative spirit are at the heart of our excellence, ensuring we provide the highest quality of care and support to those we serve.

Mission Statement

Our mission is to dedicate sacred time to professional learning and team collaboration, which are essential for personal growth and unity within our team. We commit to enhancing individual skills and strengthening our bonds through engaging and meaningful sessions. We thank our team members for their dedication and active participation, which are crucial in making a significant impact on our ability to deliver exceptional care and support. Together, we strive to uphold and honor this commitment as a core value of our professional environment.

Agenda

Required Materials:

4. Technology Device for interactive quizzes and Professional Development Evaluation
5. Professional Learning Binder
6. Writing Instrument

Clothing:

Please wear comfortable clothing and athletic shoes

1:25-1:30: Entry Ticket

1:30-1:40: Celebrations

1:40-3:30: All Staff Safety Care with Dr. Wittman and Rebecca Cooley

4. 2-Person Stability Hold (Competency)
5. Floor Drop Transition (Competency)
6. Floor Seated Stability Hold (Competency)

Professional Learning Evaluation (Exit Ticket)

Team Norms

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

Attendance

During our recent professional learning session, we were pleased to see a strong attendance with the following team members present: Nancy Dahl, Tania Hanchett, Aaron Osborn, Andy Rosch, Molly Tucker, Ryan Bovard, Tami Skiles, Kristen Bateman, Christiane Pinkham, Elizabeth White, Bonnita Brown, Colleen Bonner, Shelley Littlejohn, Cassidy Ravet, Elizabeth Fernandez, Ryan Allen, Brett Bovard, Joshua Arthur, Denise Sabo, Rye Hewett, Mande Taylor, Tracy Graffis, and Michelle Cox. Their participation underscores the team's commitment to enhancing our educational practices and supports our ongoing efforts to improve student outcomes.

The following team members were unable to attend due to illness, bereavement, or college graduation ceremonies: Jen Becker, Salena FiveThunders, Jasmine Hewett, Jon Paisano, and Mande Taylor.

Entry Ticket/Intention Setting

Name	How will you bring your best self to this professional learning? Choose one intention from the following list:
Nancy Dahl	I intend to take time to consider how I can apply what I've learned from others, as well as how my insights might benefit the team through reflection.
Tania Hanchett	I intend to take time to consider how I can apply what I've learned from others, as well as how my insights might benefit the team through reflection.

Name	How will you bring your best self to this professional learning? Choose one intention from the following list:
Aaron Osborn	I intend to actively participate in this collaborative learning experience by valuing the insights and contributions of my colleagues. I will engage in meaningful dialogue and teamwork, in order to build stronger work relationships
Andy Rosch	I intend to approach every discussion with an open mind, willing to consider new ideas and perspectives.
Molly Tucker	I intend to approach every discussion with an open mind, willing to consider new ideas and perspectives.
Ryan Bovard	I intend to take time to consider how I can apply what I've learned from others, as well as how my insights might benefit the team through reflection.
Tami Skiles	I intend to listen carefully to others, acknowledging that every voice has something valuable to contribute.
Kristen Bateman	I intend to begin every interaction with the assumption that the other person's intentions are positive, even if the impact is not immediately clear.
Christiane Pinkham	I intend to always give credit where it's due, recognizing the contributions of each team member and acknowledging their efforts.
Elizabeth White	I intend to cultivate a mindset of curiosity and openness, approaching this learning opportunity with the eagerness to explore new ideas and perspectives.
Bonnita Brown	I intend to continuously reflect on my own practices and beliefs, recognizing that personal and professional growth requires ongoing self-evaluation and adaptation.
Colleen Bonner	I intend to listen carefully to others, acknowledging that every voice has something valuable to contribute.
Shelley Littlejohn	I intend to avoid labeling ideas as "right" or "wrong" prematurely, aiming to explore possibilities before arriving at conclusions in a non-judgmental manner.
Cassidy Ravet	I intend to cultivate a mindset of curiosity and openness, approaching this learning opportunity with the eagerness to explore new ideas and perspectives.
Elizabeth Fernandez	I intend to approach every discussion with an open mind, willing to consider new ideas and perspectives.
Ryan Allen	I intend to treat all contributions with respect, even if they challenge my existing beliefs or practices, recognizing that no question or perspective is "too basic" to be valued.
Brett Bovard	I intend to approach every discussion with an open mind, willing to consider new ideas and perspectives.
Joshua Arthur	I intend to keep the learning environment safe by respecting personal stories and sensitive information shared within the team, maintaining confidentiality.
Denise Sabo	I intend to continuously reflect on my own practices and beliefs, recognizing that personal and professional growth requires ongoing self-evaluation and adaptation.
Rye Hewett	I intend to take time to consider how I can apply what I've learned from others, as well as how my insights might benefit the team through reflection.
Tracy Graffis	I intend to take time to consider how I can apply what I've learned from others, as well as how my insights might benefit the team through reflection.

Name	How will you bring your best self to this professional learning? Choose one intention from the following list:
Michelle Cox	I intend to listen carefully to others, acknowledging that every voice has something valuable to contribute.

Summary of our Professional Learning Activities

In today's professional learning session, we explored the 2-Person Stability Hold, a vital technique for safely managing physical interventions as needed. The session covered several important aspects:

1. **Initiating the Hold:** Participants learned about the significance of team collaboration, beginning with identifying a team leader and defining their role.
2. **Steps of the Procedure:**
 - The team practiced requesting assistance to ensure there was adequate staff presence.
 - Techniques for approaching an individual simultaneously from opposite sides using a Protective Shuffle were demonstrated.
 - Participants practiced securely grasping the individual's arm above the wrist with the outside hand, while the inside hand helped to strengthen the hold.
 - Proper body positioning was taught to establish a stable "tripod" arrangement with the individual, aiming to control movement without causing discomfort.
 - Controlled release techniques including Shoulder Check and Elbow Check were practiced, followed by retreating with a Protective Shuffle.
3. **Handling Variations:**
 - Adjustments to the hold based on the individual's size were practiced, including techniques for lowering stances or kneeling when dealing with smaller individuals or children.
 - Transitions between single and double-person holds were demonstrated to maintain stability and control.
 - The session also covered managing dynamic scenarios, such as an individual attempting to sit, squat, or kneel, and how to assist them safely to the floor without causing injury.
4. **Safety and Comfort:** Emphasis was placed on performing these holds without causing harm or discomfort, ensuring dignity and respect for the individual throughout the interaction.

The training was designed to enhance our team's skills in handling challenging situations with the utmost safety, respect, and care for all involved. The session successfully equipped staff with the necessary techniques and reinforced the importance of safety and respect in physical interventions.

Learning Intentions and Success Criteria

Learning Intentions for 2-Person Stability Hold Training

1. **I will identify and understand the roles within a 2-Person Stability Hold**, focusing on the importance of selecting a team leader and the responsibilities that come with it.

2. **I will learn and practice the sequential steps of the 2-Person Stability Hold**, ensuring I know how to properly approach, secure, and maintain the hold on an individual.
3. **I will recognize and implement the necessary adjustments for variations of the hold**, including handling different body sizes and responding to the individual's movements such as sitting or kneeling.
4. **I will demonstrate the correct techniques to safely disengage from the hold**, transitioning smoothly to less restrictive measures while maintaining the safety and dignity of the individual.

Success Criteria for 2-Person Stability Hold Training

1. **I will be able to explain the significance of each team member's role** and demonstrate effective communication and coordination during the hold.
2. **I will correctly perform all steps of the 2-Person Stability Hold** in practice scenarios, from the initial approach to securing the hold, emphasizing proper grip and body alignment.
3. **I will adapt the hold appropriately based on the individual's actions and physical characteristics**, showing flexibility and sensitivity to the needs of different situations.
4. **I will effectively execute a controlled release from the hold**, using Shoulder Check and Elbow Check, ensuring that both the individual and staff are positioned safely throughout the process.

Learning Intentions for Floor Drop Transition Training

1. **I will understand the appropriate response when an individual initiates a movement to sit, squat, or kneel during a 1-Person or 2-Person Stability Hold.** This includes recognizing the signs that a person is about to change their position and knowing the initial steps to take.
2. **I will learn how to safely assist an individual to the floor without causing harm or discomfort**, ensuring a controlled and gentle transition.
3. **I will practice the coordination and communication required in a 2-Person Hold during a Floor Drop Transition**, particularly how to effectively work with a partner to maintain stability and safety.
4. **I will execute the proper disengagement techniques following a Floor Drop Transition**, including how to transition to a Floor Seated Stability Hold or release the individual with minimal risk.

Success Criteria for Floor Drop Transition Training

1. **I will be able to describe the signs indicating that an individual is attempting to lower themselves** and verbalize the initial steps of the Floor Drop Transition.
2. **I will demonstrate a safe and supportive technique for lowering an individual to the floor**, ensuring that I step back adequately and position my legs to prevent the individual from sitting on them.
3. **I will effectively communicate and coordinate with my partner** to ensure that neither of us trips or loses balance, maintaining a stable support system for the individual.
4. **I will perform a controlled release from the Floor Drop Transition**, applying Shoulder Check and Elbow Check techniques, and demonstrate the ability to transition smoothly using the Protective Shuffle while keeping my hand positioned safely at the individual's elbow to block any aggressive behavior.

Learning Intentions for Floor Seated Stability Hold Training

1. **I will understand when and why to use the Floor Seated Stability Hold**, recognizing the scenarios where it is necessary to continue holding an individual after a Floor Drop Transition or when the person exhibits potentially dangerous behavior while seated on the floor.

2. **I will learn the correct procedures for initiating and maintaining both the 1-Person and 2-Person Floor Seated Stability Holds**, focusing on the approach, positioning, and handling techniques required to ensure safety and stability.
3. **I will practice adjusting my position and the hold based on the movements and actions of the person being held**, such as responding to scooting or shifts in posture.
4. **I will demonstrate the ability to effectively and safely release from the Floor Seated Stability Hold**, transitioning smoothly to less restrictive measures while maintaining the individual's dignity and preventing aggressive behavior.

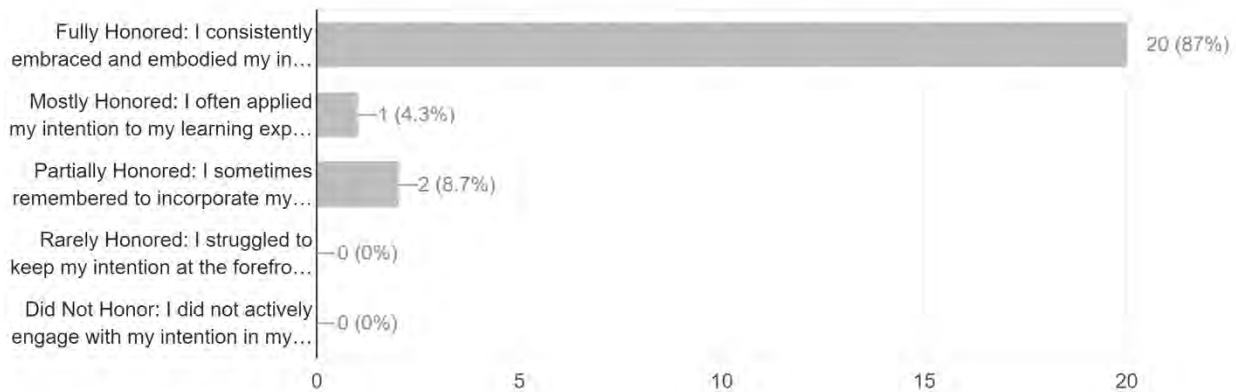
Success Criteria for Floor Seated Stability Hold Training

1. **I will be able to identify the conditions under which the Floor Seated Stability Hold is necessary** and describe the steps to transition into this hold from a Floor Drop Transition or while the person is already seated.
2. **I will correctly perform the Floor Seated Stability Hold in both 1-Person and 2-Person configurations**, ensuring that my body and the person's body are properly aligned, and the hold is secure without causing discomfort.
3. **I will adapt the hold in real-time during training exercises to accommodate changes in the person's behavior**, such as adjusting my position to prevent the person from scooting or responding to attempts to stand.
4. **I will execute a controlled and respectful release from the hold**, using appropriate checks and movements to ensure that both the staff and the individual remain safe throughout the disengagement process.

Exit Ticket

Rate yourself on the success of honoring your learning intention.

0 / 23 correct responses

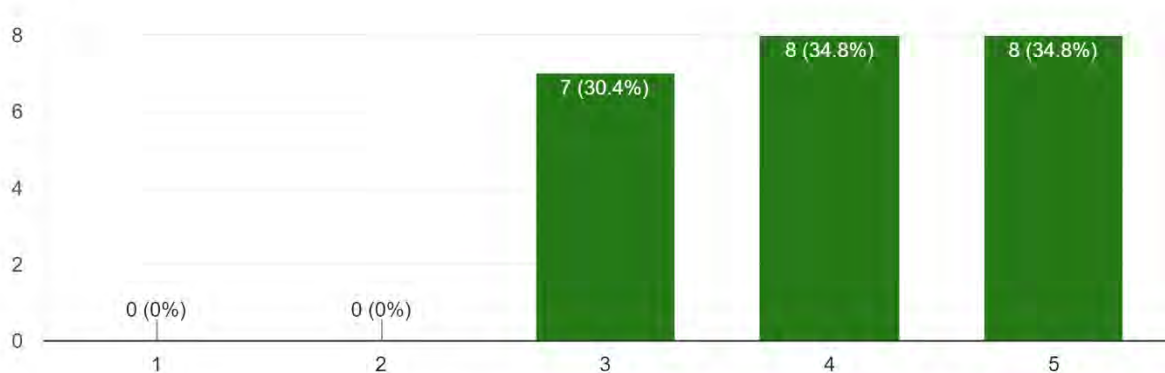


What's one important thing you learned in Professional Development today?

- 2 man hold
- Two person hold
- Cassidy is tough
- How to drop down in to a 2 person stability hold
- Holds
- That we may need to opt out of certain situations to avoid harm
- Two man hold that is way more comfortable than MANDT
- safety and be prepared
- good practice with physical holds
- How to do a 2 arm hold
- Two person safety check hold.
- Learned how to do 2 person drop hold transition.
- Refresher on holds
- Keep everyone safe
- I learned how to stabilize a person who is dropping to the ground.
- How to safely hold a escalated student.
- Holding a little without hurting anyone. I had to opt out of the floor holds.
- The importance of being stable when attempting the holds.
- How to administrator a 1 person hold and 2 person hold for a person who is unsafe to others or themselves
- How to properly and safely do a 1 and 2 person hold. I did not do the floor drop hold due to my lower back.
- Holds are tough
- I observed that it's not as easy as it sounds.
- Until I tried the two hold drop to the floor I didn't know how challenging the limb placement would be.

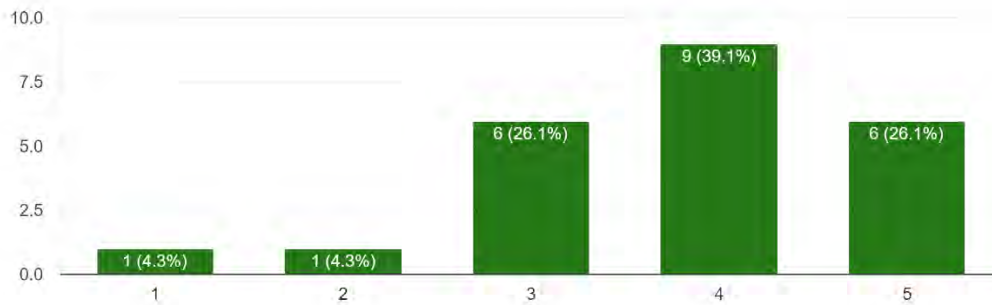
I can explain the significance of each team member's role and demonstrate effective communication and coordination during the hold.

23 responses



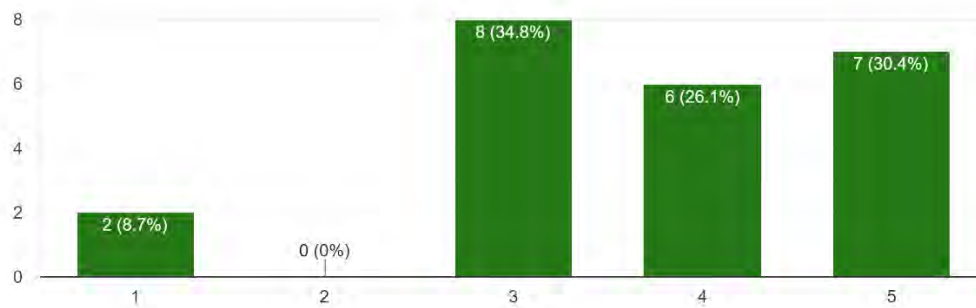
I can correctly perform all steps of the 2-Person Stability Hold in practice scenarios, from the initial approach to securing the hold, emphasizing proper grip and body alignment.

23 responses



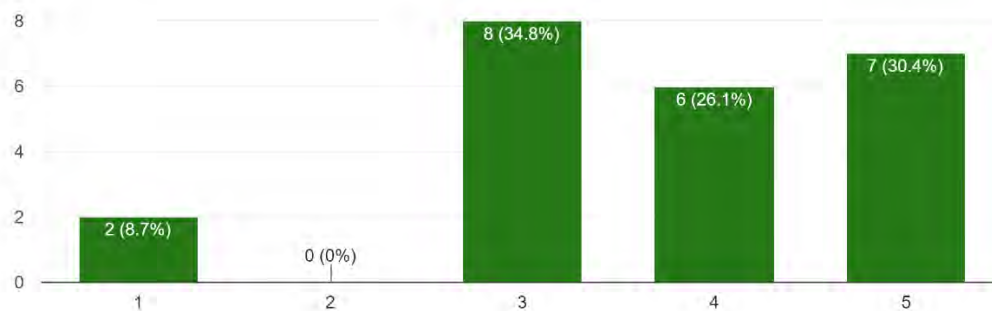
I can adapt the hold appropriately based on the individual's actions and physical characteristics, showing flexibility and sensitivity to the needs of different situations.

23 responses



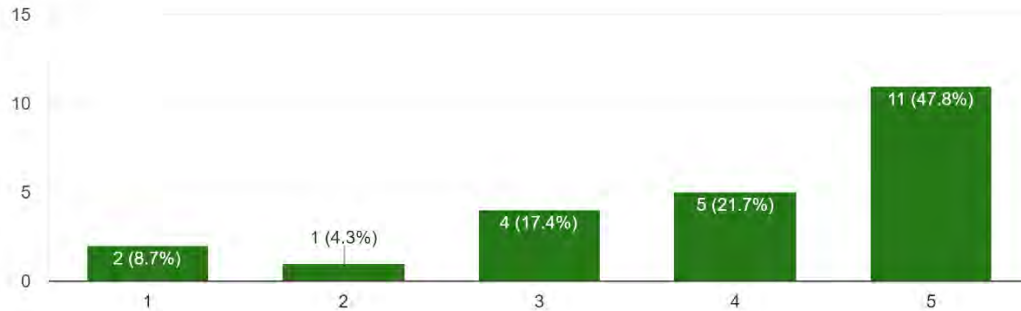
I can adapt the hold appropriately based on the individual's actions and physical characteristics, showing flexibility and sensitivity to the needs of different situations.

23 responses



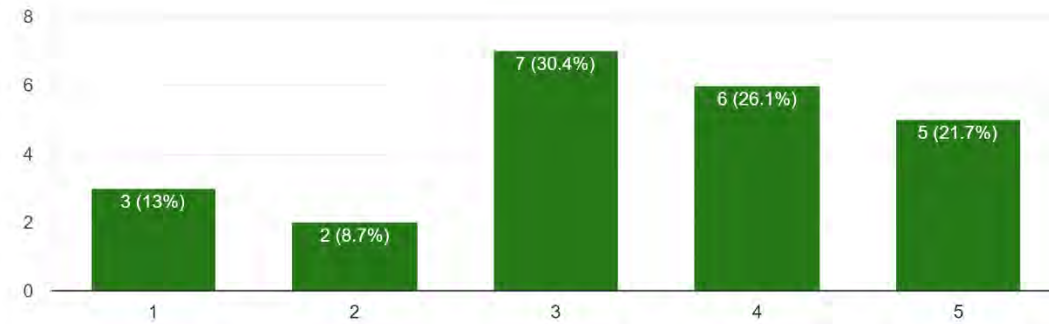
I can effectively execute a controlled release from the hold, using Shoulder Check and Elbow Check, ensuring that both the individual and staff are positioned safely throughout the process.

23 responses



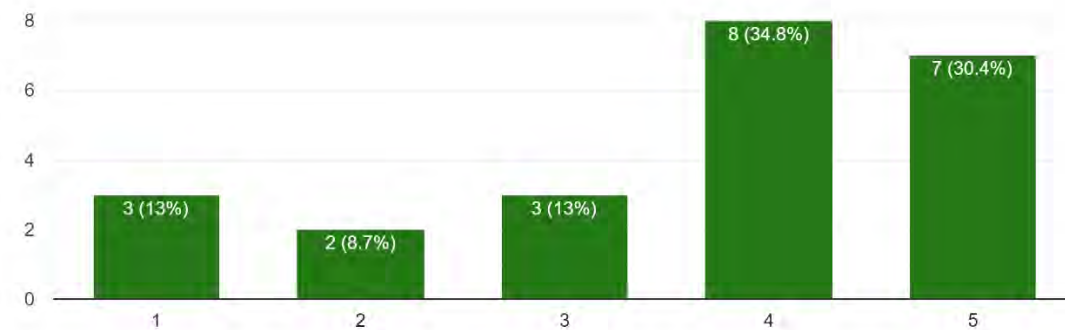
I can demonstrate a safe and supportive technique for lowering an individual to the floor, ensuring that I step back adequately and position my legs to prevent the individual from sitting on them.

23 responses



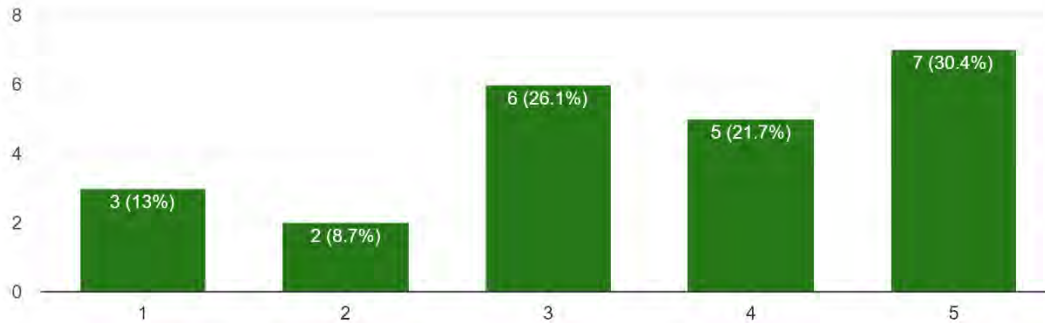
I can effectively communicate and coordinate with my partner to ensure that neither of us trips or loses balance, maintaining a stable support system for the individual.

23 responses



I can perform a controlled release from the Floor Drop Transition, applying Shoulder Check and Elbow Check techniques, and demonstrate the ability of an individual's elbow to block any aggressive behavior.

23 responses



Thank you all for your dedication to our collaborative professional learning sessions. Your punctuality and active participation greatly enhance our collective experience and success. These sessions are crucial not just for skill enhancement but for fostering our team growth and strengthening the bonds that enable us to provide exceptional care and support. Your enthusiasm and commitment truly embody the spirit of our team and contribute to our journey towards excellence. Let's keep inspiring each other and maintain our high standards to ensure every session is productive and transformative. Together, we are making a significant impact on our students and our schools.

2-Person Stability Hold

Competency

If physical management becomes necessary, two or more staff working together can usually intervene safely and supportively. Before initiating any multi-person procedure, a team leader must be identified.

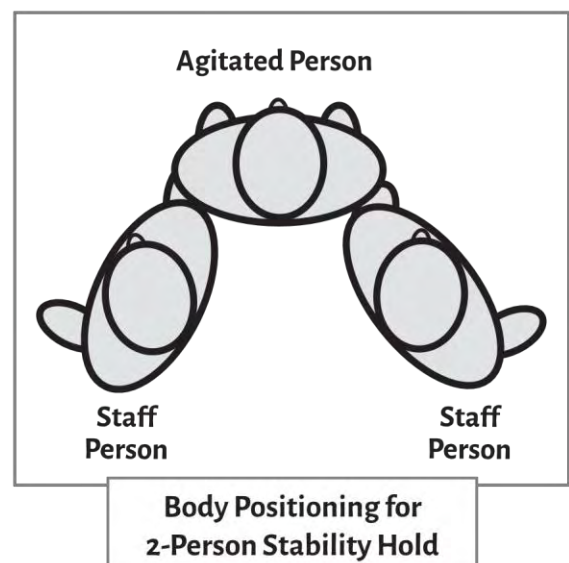
2-Person Stability Hold Procedure

- 1) Call for assistance if appropriate.
- 2) When sufficient staff have arrived (at least two total), decide who will be the team leader.
- 3) At the direction of the team leader, each staff approaches the person in Protective Shuffle position from opposite sides **at the same time**.
- 4) Both staff, with the outside hand, grasp the person's closest arm just above the wrist (staff on the right takes the person's right arm with their own right hand, staff on the left takes the person's left arm with their own left hand).
- 5) Both staff reach with their inside (free) hand inside the person's arm closest to them and grasp the arm of their own outside hand (the one holding the person's arm).
- 6) Staff establish a secure stable grip without digging elbows into ribs or pulling the arm back. Keep the person's hands near their pockets, against the hip, with the arms slightly bent.
- 7) Staff position themselves behind the person, facing outward with their hips behind the person's hips with their inside foot behind and to the side of the person's foot and the back foot outward, so the two staff form a stable tripod with control of the person's hip movement.
- 8) When it is time to release, transition to Shoulder Check, then Elbow Check, then away using Protective Shuffle.



2-Person Stability Hold Variations

- **Backward lean:** Staff can increase stability by keeping their hips forward while leaning their own weight back onto their rear foot or by backing up (shuffling slowly at the leader's direction) to a nearby wall. Never push the person into a wall or other object.
- **Grip:** The grip can be used with the staff person's elbow held either forward (grasping near own elbow) or back (grasping own forearm). Staff must not push their elbow into the person's ribs.



- **Smaller person:** For smaller individuals or children, it is best to lower yourself by bending at the hips and knees. Be especially careful of kicks and head butts. For small children, one or both staff can kneel on either side (closer knee down), keeping the person's torso vertical and hands near the pockets.
- **Support staff:** An additional staff person can provide support by standing behind in a broad balanced stance and using Shoulder Check on one staff or by placing a cupped hand on the outside shoulder of each of the two primary staff.
- **Transition from or to 1-Person Stability Hold:** If necessary, transition from the 1-Person Stability Hold to the 2-Person Stability Hold. The support staff takes the person's free or top arm, using the 2-Person Stability Hold arm position. The original staff then pulls the person's other arm into the 2-Person Stability Hold Position. It is also possible to reverse this sequence to transition from the 2-Person to the 1-Person Stability Hold, transitioning to Shoulder Check, then 1-Person Stability Hold with one arm. The other staff can use Shoulder Check to pass the arm to the remaining staff if necessary.
- **Switch staff:** If necessary, you can switch a new staff person into the 2-Person Stability Hold without releasing. The replacement staff approaches from the side and grasps the person's forearm. The original staff moves away as the new staff moves quickly into the correct position. (This replacement procedure may be used in other holds using the same grip—the 2-Person Floor Seated Stability Hold, Forward Transport, etc.)



Elbow Forward Grip



Elbow Back Grip

Floor Drop Transition

Competency

While in the 1-Person or 2-Person Stability Hold, the person might choose to sit, squat, or kneel down. If so, don't try to hold the person up, even if you are larger and stronger. Instead, respond by helping the person safely to the floor.

This procedure is **not** initiated by staff. It provides a way for staff to respond safely if the person chooses to drop.

Floor Drop Transition Procedure

- 1) Begin in (standing) 1- or 2-Person Stability Hold. As you feel the person begin to sit or kneel down, lower gently to the floor:
 - a. Step backward to give the person room to sit. The longer the person's legs, the more space is needed.
 - b. Position your inside leg so that the person will not sit on your leg, knee, ankle, or foot. If this is a 2-Person Stability Hold, coordinate with your partner and ensure that you don't trip each other.
 - c. Assist the person gently to the floor. Provide enough support to prevent a hard landing.
- 2) Once the person is safely on the floor, either continue with the Floor Seated Stability Hold (presented next) or immediately release by transitioning to Shoulder Check, then Elbow Check, then stand and move away using Protective Shuffle. While doing so, be sure to apply no pressure to the person's shoulder and to have your closer closed hand at the person's elbow to block aggressive behavior.



Floor Drop Transition Variation

- **Lower without kneeling:** It's OK to lower the person gently to the floor without kneeling. Keep your back straight as you do so. When the person is safely on the floor, exit using Shoulder Check, Elbow Check, and Protective Shuffle.

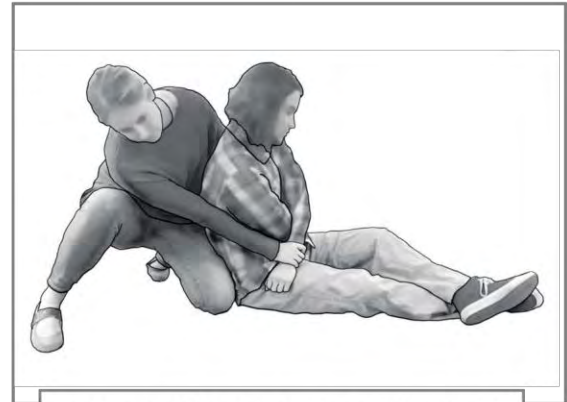
Floor Seated Stability Hold

Competency

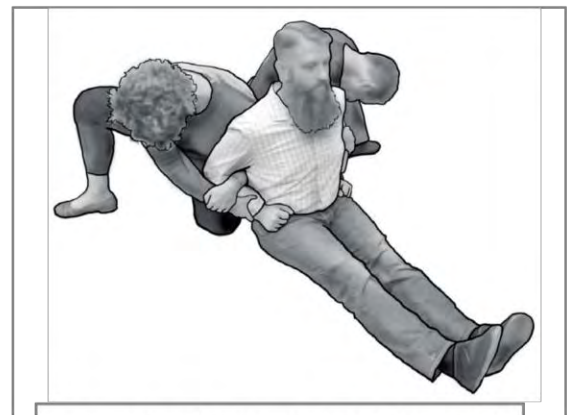
If it is necessary to continue holding after Floor Drop Transition, or if the person engages in dangerous behavior while sitting on the floor, the Floor Seated Stability Hold may be needed.

Floor Seated Stability Hold Procedure

- 1) Start with either the Floor Drop Transition or with the person sitting on the floor and staff approaching from behind or to the side.
- 2) Place the person into the 1-Person or 2-Person Stability Hold arm position, with one or both staff kneeling close behind and to the side of the person with their closer knee down and the other leg supporting behind (switch knees if necessary).
- 3) Keep the person in an aligned vertical position, leaning neither forward nor backward. Don't push knees, elbows, or shoulder into the person. Make sure the person's legs are aligned safely. If this is a 1-person hold, position yourself directly behind the person. If this is a 2-person hold, each staff person is behind and to the side.
- 4) Maintain the person's arms in the standard 1-person or 2-person hold position, with the hands down toward the hips. Keep your head back or to the side to protect against head-butting.
- 5) If the person pushes backward against you, adjust your back leg to resist that motion.
- 6) When it's time to release, transition to Shoulder Check, then Elbow Check, then stand and move away using Protective Shuffle. While doing so, be sure to apply no pressure to the person's shoulder and to have your closer closed hand at the person's elbow to block aggressive behavior.



1-Person Floor Seated Stability Hold



2-Person Floor Seated Stability Hold

Floor Seated Stability Hold Variations

- **Scooting:** If the person “scoots” forward while sitting, you may be able to move forward as well. If the person manages to lie down backward onto you, then release immediately and step back to avoid potential kicks. Avoid allowing the person to scoot toward an object that can be toppled or broken.
- **Person kneeling:** It is possible to implement a Floor Seated Stability Hold while the person is in a kneeling position. However, this should be limited to a very short duration (less than a minute if possible but no more than 2–3 minutes) to avoid unnecessary discomfort.

- **From floor:** If the person is lying on the floor, you can gently guide them into a seated position by placing cupped palms underneath the shoulders, before initiating a hold.
- **Person stands:** If the person manages to push up into a standing position, it's OK for staff to stand up also, transitioning the hold into a standing 1- or 2-Person Stability Hold.
- **Adjusting position:** If kneeling is difficult or if the hold continues for a long time, it's OK for the staff person to adjust position for comfort and stability (moving a leg into a different position to avoid numbness for, example). Maintain a stable position that keeps you and the person safe.
- **Additional staff:** Later, we will learn a Leg Wrap procedure to allow an additional staff person to control the person's legs. The Leg Wrap can be used with the Floor Seated Stability Hold if necessary. Also, additional staff can support the shoulders of staff who are implementing a Floor Seated Stability Hold.

SUPERINTENDENT
Board Report
May 2024



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

Annual Place-Based Professional Development.....pg. 1

Recent Elementary Attendance Celebrations.....pgs. 2-5

Recent Consultation Collaboration With Nez Perce Tribe Education Department.....pgs. 6-8

Maintenance Meeting Facilitated by Superintendent.....pg. 9-10

May Indian Parent Committee Meeting and April Minutes.....pg. 11-13

Native Culture and Language Team Co-Facilitated by Superintendent.....pg. 14

2024 Lapwai School District Student Pow Wow.....pg. 15

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

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

We will all work to help the children become knowledgeable.

Lapwai Place-Based Professional Development



Topics

- * The Great Council story
- * Visit and introduction to the Nez Perce Longhouse

Date: Friday, May 17, 2024

Time: 1:30-3:30 p.m.

Place: Start- Near Great Council site (map), Finish- Nez Perce Longhouse



What to bring: Chair, Paper, & Pen

Coordinated by the Lapwai Mid/High School Native Culture & Language Team and the Nez Perce STEP Program.



Nez Perce State Tribal Education Partnership

For more information:

Alicia Wheeler, STEP Technical Assistance Coach,
aliciaw@nezperce.org or 208-621-4703



**WILDCAT
ROAR!** 

Congratulations to Mrs. Stamper's Kindergarten Wildcat Scholars! Each day an elementary class has everyone in attendance and on time, they receive a Wildcat Roar Card. Once the class achieves 10 cards, they earn the celebration of their choice. DelRae Kipp and Thunder Garcia of the Lapwai School District Board of Trustees joined the Superintendent in celebrating their dedication to regular and punctual attendance!



Qe'ciyew'yew' DelRae Kipp and Thunder Garcia of the Lapwai School District Board of Trustees for joining the celebration! All of our Trustees send their pride and congratulations!



This new system of celebrating success is an action plan created by the Superintendent's Faculty Cabinet. This team benefits from the generous support of Local Education Program Funds from the Nez Perce Tribe. Please join us in thanking them for making these rewards possible! What gets recognized, gets repeated. What gets celebrated, becomes a habit.



Qe'ciyaw'yew' DelRae Kipp and Thunder Garcia of the Lapwai School District Board of Trustees for joining the celebration! All of our Trustees send their pride and congratulations!



Congratulations to Mrs. Hillman's 2nd Grade Wildcat Scholars! Each day an elementary class has everyone in attendance and on time, they receive a Wildcat Roar Card. Once the class achieves 10 cards, they earn the celebration of their choice. DelRae Kipp and Thunder Garcia of the Lapwai School District Board of Trustees joined the Superintendent in celebrating their dedication to regular and punctual attendance!

This new system of celebrating success is an action plan created by the Superintendent's Faculty Cabinet. This team benefits from the generous support of Local Education Program Funds from the Nez Perce Tribe. Please join us in thanking them for making these rewards possible! What gets recognized, gets repeated. What gets celebrated, becomes a habit.





**WILDCAT
ROAR!** 

Congratulations to Ms. Calkins' 2nd Grade Wildcat Scholars! Each day an elementary class has everyone in attendance and on time, they receive a Wildcat Roar Card. Once the class achieves 10 cards, they earn the celebration of their choice. The Lapwai School District Board of Trustees asked me to share their pride and congratulations!

This new system of celebrating success is an action plan created by the Superintendent's Faculty Cabinet. This team benefits from the generous support of Local Education Program Funds from the Nez Perce Tribe. Please join us in thanking them for making these rewards possible! What gets recognized, gets repeated. What gets celebrated, becomes a habit.

WOW!



WILDCAT ROAR!



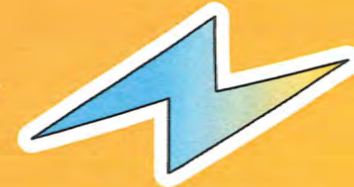
Congratulations to Mrs. Hay's Third Grade Wildcat Scholars! Each day an elementary class has everyone in attendance and on time, they receive a Wildcat Roar Card. Once the class achieves 10 cards, they earn the celebration of their choice.

This new system of celebrating success is an action plan created by the Superintendent's Faculty Cabinet. This team benefits from the generous support of Local Education Program Funds from the Nez Perce Tribe. Please join us in thanking them for making these rewards possible! What gets recognized, gets repeated. What gets celebrated, becomes a habit.



*Qe'ciyew'yew' Mrs. Hays for allowing me to join
the celebration with your Wildcat Scholars!*

- Dr. Aiken





Entry Task:

- Share Celebrations

*What Gets Recognized, Gets Repeated
 What Gets Celebrated, Becomes a Habit*

David Aiken: Superintendent & Federal Program Director

Joyce McFarland: Nez Perce Tribe Education Department Manager; Alicia Wheeler, Nez Perce STEP; Karee Picard, Idaho TEA Consortium STEP

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.

- Continuous Improvement Plan Updates
Growth in student achievement goals for the 2023-2024 school year have been added.
- Consolidated State and Federal Grants Application (CFSGA): Review of Title Program Plans

High Levels of Family and Community Involvement

There is a sense that all have a responsibility to educate students, not just teachers and school staff. Families, businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

- Indian Policies and Procedures for Impact Aid

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.

Closing:

- Set Additional Meetings as Needed
- Next Quarterly Meeting:
August __, 2024

Review

- Consultation: US DEPARTMENT OF EDUCATION – ESEA Tribal Consultation Requirements for LEAs and SEAs and FAQs ESEA, Section 8538, Consultation with Indian Tribes and Tribal Organizations

What to consult on? LEA applications developed for Title I, Part A3; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; Title V, Part B, subpart 2; Title VI, Part A, subpart 1.

Documentation: Affected LEAs “shall maintain in the agency’s records and provide to the State educational agency a written affirmation signed by the appropriate officials of the participating tribes or tribal organizations approved by the tribes that the consultation required by this section has occurred.”

- Program Updates and Announcements
Teri Wagner: Elementary Principal
Lori Ravet: Special Education Director & School Psychologist
D’Lisa Penney: Middle-High Principal
Iris Chimburas, Indian Education



Pitimmigyun Team Meeting
Thursday, April 25, 2024
Time: 9:00 a.m. - 10:30 a.m.
Location: District Office Conference Room



Please Sign In

<i>David Chiu</i>
<i>[Signature]</i>
<i>Lori Raret</i>
<i>Alicia Wheeler</i>
<i>[Signature]</i>
<i>Iris Chen</i>
<i>Karen Preaid</i>



LAPWAI SCHOOL DISTRICT #341

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

Maintenance Supervisor Duties Requested by the Superintendent:

Regular building walkthroughs with the principal to assess the cleaning conditions of the building

Unannounced visits in the evening during custodial hours for individual walkthroughs with each custodian to assess the cleaning conditions of the building

Responding to Staff Concerns:

When approached by staff regarding maintenance or custodial concerns, if it is an item that can be easily and quickly addressed, thank you for responding to the need. For all other concerns, please politely request they inform the building principal who can then inform supervisors.

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

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



LAPWAI SCHOOL DISTRICT #341
404 S. Main
Lapwai, Idaho 83540
(208) 843-2622

Professional Standards for Maintenance Staff Reminders

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

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

Lapwai School District #341 – Public Meeting Agenda

Lapwai – Indian Education Parent Committee (IPC)

District Office Conference Room

Date: May 14, 2024 Tuesday

Time: 12:00-1:00pm

1. Roll Call

Robert Kipp, Chairperson
Mitchell Wilson, Vice Chairperson
Tana Wheeler-Nunez, Secretary
Jasmine Higheagle, Member
Christie Lussoro, Member
Aaron Nicholai, Member
Laloni Burke, Member
Cara Montelongo, Member
Tawiya Andrews-Williams, member
Georgia Sobotta, Member
Marylynn Walker, Member
Jenny Williams, Cultural Specialist
Iris Chimburas, Coordinator
Rhonda Taylor, Administrative Assistant
Jennifer Williams, Guidance Specialist
Lorilynn Picard, High School Liaison
David Aiken, Superintendent

2. Meeting Called to Order at _____ p.m.

3. Motion to Approve the 3/19/2024 Minutes. Motion: _____ 2nd: _____

4. Motion to Approve the 3/14/2024 Agenda. Motion: _____ 2nd: _____

Agenda Requests:

1. Education Department
2. Parent Teacher Conferences – draft letter discussion
3. Cap and Gown purchases – purchase does not guarantee graduation.

Graduation Dates: May 31, 2024 6:00pm Lapwai Gymnasium

5. Announcements:

Lapwai Pow-wow: May 23, 2024 Thursday 1:30-3:15pm

6. Next Meeting

Date: September 10, 2024 Tuesday (new school year) _____

Minutes

Indian Education Parent Committee (IPC)

DATE

April 9, 2024

TIME

12:00pm

MEETING CALLED TO ORDER BY

Mitchell Wilson, Vice Chair, at 12:10pm

IN ATTENDANCE

Mitchell Wilson (VC), Christie Lussoro, Tana Wheeler-Nunez (Sec), Lalonni Burke, Tawiya Andrews-Williams, Georgia Sobotta, Jenny Williams, Iris Chimburas, Rhonda Taylor, David Aiken, Jenifer Williams, Marylynn Walker (via phone).

Absent: Robert Kipp (Chair), Jasmine Higheagle, Cara Montelongo, Aaron Nicholia, Lorilynn Picard.

APPROVAL OF MINUTES

The minutes from the 3/19/24 meeting were approved, motion Lalonni Burke 2nd Christie Lussoro. Motion Passed.

Motion to approve the Agenda motion by Georgia Sobotta, 2nd by Tawiya Andrews. Motion passed.

1. Agenda Requests:

1. Parent Teacher Conference – Concerns on PTC for MS/HS; no schedule, miscommunication, chaos, no privacy, It was decided that the IPC members would draft a letter explaining what we want the Parent Teacher Conferences to look like, and voice concerns on what we want in detail.

2. Cap and Gown Purchase Concern – a form for cap and gown application was passed out. Showing new updated form. In past some students filled out form, received the cap and gown only to find out that they were not graduating, this was a concern because getting a cap and gown is not a guarantee that the student is going to graduate. JOM does not ask students if they are going to graduate. It's up to the student to know by talking to the counselor or whoever they need to.

Graduation Date: May 31, 2024 6:00 pm Lapwai Gymnasium

Announcements: Lapwai School District Pow-wow

May 23, 2024 Thursday

1:30pm to 3:15pm

Set Up Booth at General Council – May 2, 3, 4, 2024 Thursday, Friday, and Saturday.

The 1 year term IPC members need to turn in a letter of interest if they want to stay on IPC. A deadline has not been set on when that letter has to be in by.

NEXT MEETING

Date: May 14, 2024

Time: 12:00-1:00pm

Agenda Items:

1. Education Department wants time at 12:15pm
2. Chairman Kipp wants to cover 1. Protocol 2. Respectfulness
3. This May 14, 2024 will be last meeting until School year starts back up in August.
First official meeting will continue to be on 2nd Tuesday monthly so officially **September 10, 2024.**

Time Adjourned: 1:02 pm

Motion by Christie Lussoro

2nd by Lalanni Burke

Adjourned.

Notes:

Lapwai Middle/High School

Agenda

Meeting Date: 05/16/2024 - 3:45pm

Title: Last Meeting For School 2023/2024Year

Location: Lapwai District Meeting Room

Attendance

Team Members:

, David Aiken, Ashlee Grunenfelder, Matt Lattuada, Bradley Peterson, Angel Sobotta, Georgia Sobotta, Jocelyn Stange, Jenny Williams

Guests:

Minutes: Celebrate recent successes

Review and respond to coaching comments

Approval of last meeting's minutes

Old Business

Indicators to Assess-Create-Monitor

Assess Indicators

Create Plans and Tasks

CI01 The school will provide professional development for teachers on how to integrate Native American culture and language into the curriculum.(3256)

CI05 The curriculum for all grade levels will include lessons on the accomplishments of Native Americans. (3261)

LO4 The promotion of Native American history, culture, customs, and values will be done in a way that engenders respect for the history, culture, customs, and values of other groups.(3266)

Monitor (see Actions Report)

Additional Agenda Items

Powwow

-floor helpers

-floor manager (Mitchell Wison)

-Good words (Leroy Seth)

Videos updated on website?

exit slips turned in to pick winner

Lapwai School District 2024 Student Pow Wow *Honoring Graduates & Retirees*

Thursday, May 23rd

1:30 p.m. to 3:15 p.m.

Lapwai High School

Gymnasium

Dancers Welcome!

Open to All PreK Through 12th Grade

Students, Staff & Community Dancers:

Locker Rooms Available at High School Gymnasium for Changing

*Coordinated by the Nez Perce STEP Native Culture and Language Team
with support from the Lapwai School District Indian Education Department*



MAY 2024

PROGRAM SPOTLIGHT



Wisdom Keepers



Arthur Broncheau

Samuel Penney

Velda Penney

Bill Picard

Kay Seven

Jim Spencer

Emmit Taylor Sr.

Rudy Henry

The late Lee Bourgeau

Frank Weaskus

Jenny Williams

David Penney



Monthly planning meetings



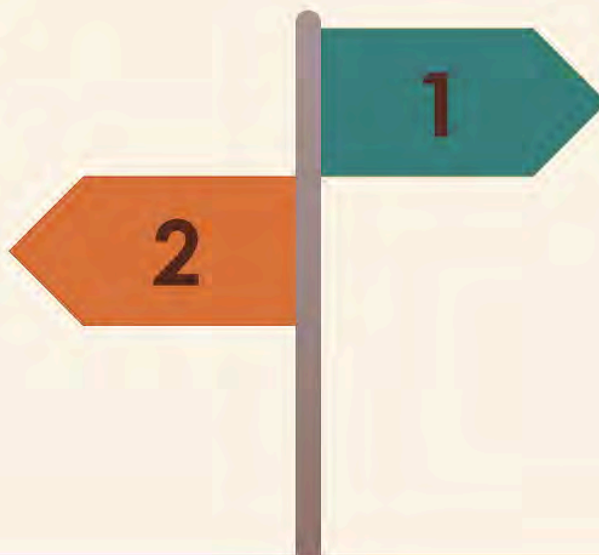
Wisdom Keepers working with Student Cabinet on video on What Respect Means to Me.

NYCP GPRA measurements

NYCP GPRA Measures

Increase in Community Collaboration

The significant increase in community collaboration efforts that promote college and careers of Indian children (as measured by increases in the number of active community partnerships).



Objectives Met

The percentage of the annual measurable objectives, as described in the application, that are being met.

Grant

Overview

At Lapwai Schools, students will feel empowered. Our mission is to provide more Native students with access to a quality education—one that affirms their identities and leads to opportunities for college, career, and a chance to invest back into their community. Students will experience career exploration, work experience, mentoring, and exposure to career pathways. Our students will exit high school with goals for the future and will be aware of college and employment opportunities. The Education Pathway is one way you can help transform and reclaim Indian Education. Indigenous Education shapes and impacts the lives of Indigenous youth. Indigenous students are the next generation of teachers, superintendents, administrators, principals, directors, counselors, coaches, recruiters, and so much more! With the shortage of Native physicians and other health care professionals, we are working to increase the number of practitioners with knowledge of and sensitivity to the traditions of these communities, which can improve the health care that is delivered. By increasing the total number of Native medical and health science students, we can in turn decrease health disparities and improve public health among our Native community. Career and Technical educational and training programs will help students develop academic knowledge and technical skills that prepare them for further education and/or careers in high-wage, in-demand occupations and result in postsecondary or industry-recognized credentials or an associate degree. Career and technology education provides what is needed to succeed for life: technical skills, academic skills, and employability skills.

NYCP Objectives

Year 2 of 5



01 Objective

Objective 1.1

Objective 1.1: 95% of students will indicate they are knowledgeable about college requirements as indicated on a survey.

Objective 1.2

Objective 1.2: 95% of students will indicate that they are aware of at least 3 career opportunities as demonstrated on a survey.

Objective 1.3

Objective 1.3: At least 90% of students will have participated in career awareness, career preparation on job shadowing experience as indicated by enrollment.



02 Objective

Objective 2.1

Objective 2.1: 95% of students that participate in the training on best practices will indicate they feel knowledgeable about the teaching profession and requirements as indicated on a survey.

Objective 2.2

Objective 2.2: 95% of student that indicated a possible interest in teaching will indicate they have had at least one teaching experience as indicated on counselor log.

03 Objective

Objective 3.1

Provide professional development on restorative justice techniques that results in a 10% reduction in student disciplinary incidents.

Objective 3.2

As a result of restorative justice techniques, 90% of students will report that they have increased self-empowerment and feel valued on a survey.

Objective 3.3

90% of teachers will report that they are utilizing restorative justice techniques in their classroom as the result of training/coaching.

Objective 3.4

Academic performance in reading and math will increase by 10 percentage points by the end of the grant period.

04 Objective

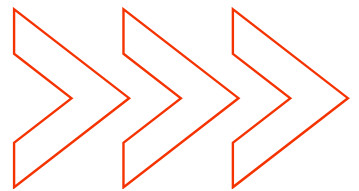
Objective 4.1

80% of students will have the opportunity to take coursework in Native American studies, Native American Literature or related course as indicated on enrollment data.

Objective 4.2

Provide professional development on culturally responsive teaching that results in 95% of teachers reporting that they are comfortable with utilizing the techniques.

Measuring Progress



Key Indicator

Activity / Project

Data / Outcome

Student Survey
Teacher Survey
Community Survey

College and Career
Readiness

Additional Classes
in Education,
Medical, and CTE
areas.

Credit Recovery

- Increased number of students interested in the field of Education.
- Increased number of students interested in the Medical field.
- Increased number of students interested in the CTE field.

Lapwai School District Logic Model Overview

Needs	Inputs/Resources	Outputs/Outcomes
Academic Achievement	Teacher professional development Credit Recovery/online options High expectations for students	Improved state results in ELA/Math Increased graduation rate Increased effort , motivation and success
Student Engagement	Indigenous Social Science Teacher Relevant coursework for NA students Culturally responsive instruction Resorative Justice Coordinator/Prof. Dev. Culturally competent care	Increase knowledge of NA culture and language Increased student engagement Increased interest in coursework/ improved grades Decreased disciplinary incidents; self empowerment Positive cultural atmosphere; cultural competence
College Career Preparation	College and Career Readiness activities Grow Our Own Program IHE Partnerships, college visists, workshops Dual Credit/ Advanced course offerings/registrar Work experience/internships; mentoring Parent workshops on college/career opportuniteis	Postsecondary plan Interest in teaching profession College/career knowledge/postsecondary enrollment Accumulation of college credits in high school Employment skills/employability/decreased poverty Knowledge; support for postsecondary ed.



I V A N
REDHORN

SENIOR PROJECT 2024



Our babies have arrived...

EARLY CHILDHOOD EDUCATION PATHWAY

This Child Care Experience is a complete simulation involving hardware, software, and curriculum to provide a capstone project for Early Childhood Education Pathway Programs. It offers the most realistic childcare simulation possible.



NOTICE OF FEE INCREASE

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

	Was	Proposed
Adult Lunch Price	\$ 4.70	\$ 5.00

The Adult Lunch fee is being increased to comply with National School Lunch Regulations.

All citizens are invited to attend a public meeting on the increased fees at the regular board meeting on May 20, 2024 at 5:00 p.m. in the District Office at 404 S Main St, Lapwai, Idaho.

Lewiston Tribune - Please publish once each in the week of April 29 and May 6, 2024.

STAFF PERSONNEL
Series 400

Policy Title: DISMISSAL

Code: 407.7

Dismissal shall be appropriate only after said employee has been notified in writing of his/her deficiencies or problems and has had a reasonable time to correct them. Notice of termination of employment of a non-certified school employee must be given in writing, stating the reason(s) for such dismissal.

Upon flagrant misconduct or insubordination, dismissal will be immediate. The decision will be at the sole discretion of the superintendent.

Flagrant misconduct may be defined, yet not limited to violations of the Code of Ethics for Idaho Professional Educators. The Lapwai School District applies these standards of conduct as professional expectations for all employees, both certified and classified.

Date of Adoption:
Revised: 7/29/97, 08/25/08
Readopted: July 2009

Legal References:

Related References:

BUSINESS PROCEDURES

Series 800

Policy Title: Grant Writing and Awards

Code: 803.4

1. The superintendent of schools shall be notified in writing the intent to pursue a grant opportunity, prior to beginning the grant-writing process.
2. The superintendent of schools shall also be provided with a copy of the grant announcement and requirements prior to beginning the grant-writing process.
3. The Lapwai School District Board of Trustees grants authority to the superintendent of schools to apply for all grants funded by the Idaho State Board of Education and Idaho State Department of Education. All other grant opportunities totaling \$100,000 or more will require approval by the Lapwai School District Board of Trustees prior to proceeding with the application. In the instance of a time sensitive grant opportunity with a deadline prior to the next regular school board meeting, consensus of support from the Lapwai School District Administration Team on behalf of the board is allowed. A full report to the Lapwai School District Board of Trustees will be required at the next regular school board meeting.
4. The superintendent of schools shall be provided a copy of completed grants prior to submission.
5. All grant awards shall flow through and be directed to the district office.
6. Mandatory grant reporting and other documentation required by funders shall also be provided to the superintendent of schools. All post-award documentation required by funders shall be copied and kept on file at the district office.

As of Wed. April 17, 2024 I voluntarily resign.

R. D. J.

to whom it may concern,
I will be retiring after
June 7, 24. Thank you for
everything.

Cheryl R. Vonk
April, 10, 2024