

**NOTICE OF REGULAR MEETING MEETING OF THE BOARD OF TRUSTEES
MINIDOKA COUNTY JOINT SCHOOL DISTRICT #331
RUPERT, MINIDOKA COUNTY, IDAHO**

NOTICE IS HEREBY GIVEN that an **Regular Meeting** of the Board of Trustees of the Minidoka County Joint School District is posted for **Monday, December 14, 2020 at 7:00 PM** at the **District Service Center 310 10th Street Rupert, ID 83350** at which meeting the following business will be conducted:

CALL TO ORDER & ROLL CALL:

Bonnie Heins, Chair	Dr. Kenneth Cox, Superintendent
Rick Stimpson, Vice Chair	Kerri Tibbitts, Board Clerk
Russ Suchan, Trustee	Reed Cotten, School Counsel
Jeff Gibson, Trustee	
Mary Andersen, Trustee	

1. WORK SESSION - Middle School Accountability	2
2. CALL TO ORDER & ROLL CALL	
3. VISITOR WELCOME, PRAYER & PLEDGE OF ALLEGIANCE	
4. AGENDA APPROVAL (Action Item)	
5. CONSENT AGENDA (Action Item)	
A. Minutes of Previous Meeting	20
B. Payment of Bills, Payroll & Treasurer's Reports, SBF & Activity Reports	26
C. Disposition of District Property/Fixed Assets	125
D. Travel Requests	144
E. New Personnel	
6. STUDENT REPRESENTATIVE REPORTS	
7. GOOD NEWS	
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Mt. Harrison & Minico High School	
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B. Busing for Extra-Curricular Activities	
C. Re-Evaluation of a Four-Day Week	
D. Early Retirement Incentive	
E. Certification Reimbursement	
F. Policy Discussion	
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G. Superintendent Report	208
10. BUSINESS (Action Items)	
A. Approval of the 2021-2022 School Board Meeting Dates	209
B. Changes in Minico Student Attendance Requirements and Procedures in Student Handbook	
C. Early Retirement Incentive	
D. Certification Reimbursement	
E. New/Amended/Deleted Policies	
1. Policy D266.00 Grading Alternatives (Second Reading)	210
2. Policy D375.00 Title IX Sexual and Gender Based Harassment (Third Reading)	211
3. Policy D375.00P Title IX Sexual Harassment Grievance Procedure Requirements and Definitions (Third Reading)	216
4. Policy D375.20 Title IX Sexual Harassment Discrimination and Retaliation (Third Reading)	240
5. Policy D586.00 Grievance Procedure for Certificated Employees (Second Reading)	246
6. Policy D590.50 Grievance Procedure for Classified Employees (Second Reading)	249
7. Policy D950.00 Safety (Second Reading)	252
11. ADJOURNMENT	

#boldsubject#

** Robert's Rules of Order will govern all meetings

*** Any person needing special accommodations to participate in the above-noticed meeting should contact the Minidoka County School District one (1) day prior to the meeting at 310 10th St., Rupert, Id. (208) 436-4727



East/ West Accountability Presentation 2020

Greg Durrant and Cory Kniep

Thank You to Our Team

- School Board Support - tough decisions, Friday considerations
- Superintendent support-Mr. Ramsey /Secondary Director guidance-Mrs. Miller
- Mr. Heath and Mr. Fairchild
- Mrs. Blood- transition to/from Mt. Harrison Junior High
- Working together as a team has been successful and productive this year!

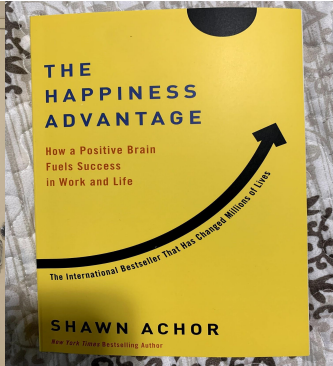
Glows/Grows

- East and West have been working closely together to align rules, procedures and grading systems in an effort to minimize confusion at the community level.
- We are also working toward aligning protocols in relation to participation in athletics/IHSA protocols and student handbooks where possible.

4

Semester Schedule: Both schools have worked together towards building a scheduling system that is more conducive to semesters as we have made a successful transition.

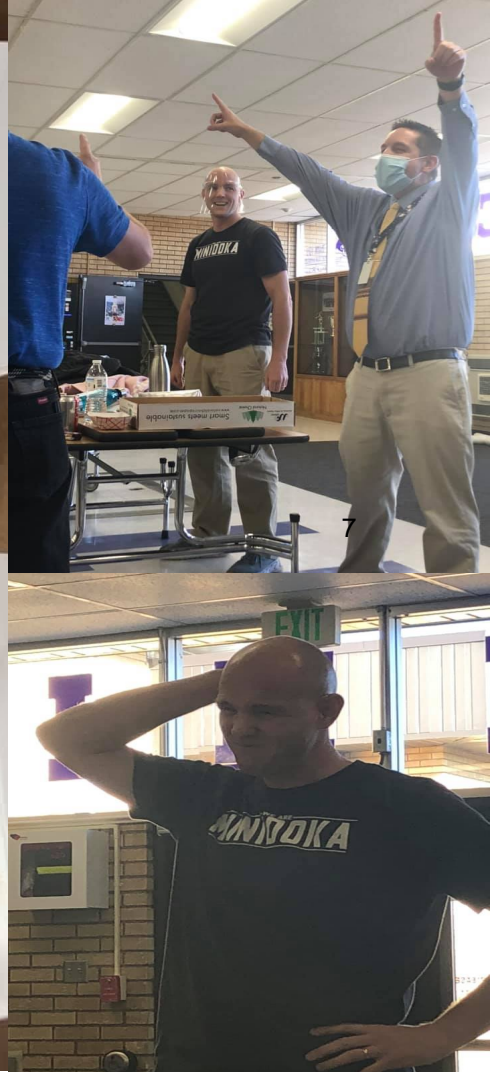
East Minico





6





Activities Happening at West







Challenges/Next Steps

Covid- Both Middle Schools have been battling the COVID Pandemic. Both schools have had the heavy burden of having staff out with very few, tired subs. This has created situations that are less conducive to education.

- The protocols associated with contact tracing often takes administrators out of the principal role for days at a time.

Hope Squad- The middle school's are working towards implementing "Hope Squad". Both schools are working on getting this program up and running in the spring semester. This will partially be led by high school students in an effort to provide them a coordinator/leading opportunity.

Thank you

Safety/Security- As administrators- we are so thankful for the grant monies that are being used to make our buildings safer.

New Science curriculum: Thank you for your efforts to put the best interest of students first! Both schools are soon going to be working together in better aligning the new science curriculum.



MHJH Accountability Presentation 2020

Dyann Blood

Gratitude

- School Board Support
- Superintendent support-Mr. Ramsey /Secondary Director -Mrs. Miller
- Greg Durrant/Cory Kniep/Sherry Bingham/Teresa Lowder

14

Communication & TEAMWORK!

GLOWS/GROWS

First Year of Mastery Journey

Practice Data

15

Goals Set/Frequency: 100% Weekly based on attendance

Mentoring Conversations: 100% Weekly based on attendance

Daily Feedback Frequency: 100%

Habits of Success Lessons: 5 Habits are the current focus-each student has set a personal goal and is currently working on a habit with their mentor teacher.

Outcomes Data

Cognitive Skill Scores:

- 29% have a score above 85%
- 53% have a score between 70-85%
- 0% have a score lower than 70%
- Math Concept Scores:
 - 6th 71%
 - 7th 70%
 - 8th 69%

16

Projects/Math Units Completed: Current Goal to reduce off track in 4 courses by December 17

- 18% have no overdue projects
- 14% have no overdue math units

Total Number of Power Focus Areas Mastered: 253/380 (67%). This includes late enrollees.

STAR Data:

Reading +7.2 percentile points (average growth)

Math +11 percentile points for focus group

Student Satisfaction Surveys: 74% of students surveyed feel like they are learning at their own pace with Summit

Parent Communication:

- Each mentor sends a weekly parent newsletter
- Positive parent contacts documented-at least 3 weekly
- Monthly newsletter to all parents-on website
- Monthly parent spotlight for involvement

Semester Transitions:

- 3 students to MHHS
- 2 students to 7th grade
- 2 students to 8th grade

NEXT STEPS

Mastery Focused Approach-

- Students can advance grade levels when skills are mastered
- Students will have more choices in projects
- Parent engagement increased
- Habits of Success/Zones of Regulation
- Continued partnership with IMEN/Summit cohorts

Thank You

Staffing-Behavior Tech

Funding-

- Safety/Security
- Purified Water Station
- Wall Repair in Room 220

MCSD #331 Board of Trustees

Special Board Meeting Minutes

November 9, 2020

The Special Board meeting held at the District Service Center, 310 10th St., Rupert, Idaho was called to order by Chair Heins, at 3:37 p.m.

Board Members Present

The following trustees were present: Chair Bonnie Heins; Vice Chair Stimpson Trustees Andersen, Gibson and Suchan.

Discussion

2019-2020 Audit: Condie and Associates reviewed the Minidoka School District, ARTEC and ARTEI audits with the Board. There were no questions from Board members on the audits.

Agenda Review: The Board reviewed the agenda for the November 16 meeting. Mr. Ramsey informed the Board a vendor asked to present a proposal for the heating and cooling systems to be changed to an automated system. Mr. Ramsey asked for an amount of the proposal which was over \$500,000. He asked if the Board wanted the company to present at the meeting. Vice Chair Stimpson asked if administrators would have control at their buildings. Mr. Ramsey stated control would be in one central area. He also felt that it was not economically feasible at this time.

The company will present the proposal at the facilities committee meeting in which board members will attend. The decision as to whether or not the proposal will be feasible will be decided by Mr. Ramsey

School Calendar: The Board asked Mr. Ramsey to present two options for the calendar in January. His proposals were 1) a four-day school week with no school on Friday 2) a four-day school week with a 1:00 dismissal on Friday. With the review of the pros and cons of the proposed options, Trustee Gibson asked if we are back in the yellow category, can we go back to five days a week. Vice Chair Stimpson felt we needed to make a decision and stick to it for the remainder of the year. Trustee Gibson felt we should hold off our decision until December. Vice Chair Stimpson stated it was not going to get better by then.

Ellen Austin, principal at Paul Elementary, felt her staff was as stressed in the yellow category as in the red. Vice Chair Stimpson felt that teachers will continue to be stressed and need the extra time to help those students who are quarantined with online lessons.

Administrators thanked the Board for the two weeks off and how it has helped their staff. Suzette Miller shared that whatever decision the Board makes; they will be supported.

Business

Acceptance of 2019-2020 Audits: A motion to accept the 2019 - 2020 Minidoka School District #331 audit as presented was made by Vice Chair Stimpson, seconded by Trustee Andersen. Motion carried.

A motion to accept the 2019-2020 ARTEC audit as presented was made by Trustee Andersen, seconded by Trustee Gibson. Motion carried.

A motion to accept the 2019-2020 ARTEI audit as presented was made by Trustee Suchan, seconded by Trustee Gibson. Motion carried.

Approval of School Calendar: Trustee Stimpson acknowledged teachers were struggling, but having a four-day week would be difficult financially. Trustee Gibson: Agreed with Mr. Ramsey's proposal but would like to add if in the yellow category for so many consecutive days, we go back to a five-day week.

A motion to accept Mr. Ramsey's recommendation of a four-day week with a 1:00 dismissal time on Friday that allows students to be fed and have transportation was made by Trustee Andersen, seconded by Trustee Suchan. Vice Chair Stimpson was fine with the option but would like to add if the State gives us more money and relief from the State we would go to a four-day week. Legal counsel Cotton shared the State may not give us enough money to cover costs.

The Board agreed to vote on the presented motion by Trustee Andersen. Chair Heins called for a vote. Trustee Suchan – yes; Trustee Gibson – no; Trustee Andersen – yes; Vice Chair Stimpson – yes. Motion passed.

In January we will have a four-day week with dismissal at 1:00 on Fridays.

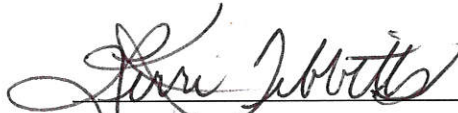
Adjournment

A motion for adjournment was made by Trustee Suchan, seconded by Vice Chair Stimpson. Motion carried. Adjourned at 4:40 p.m.



Bonnie Heins, Chair of School Board

Attest: December 14, 2020 kt



Kerri Tibbitts, Board Clerk

MCSO #331 Board of Trustees

Regular Board Meeting Minutes

November 16, 2020

The Regular Board meeting held at the District Service Center, 310 10th St., Rupert, Idaho was called to order by Chair Heins, 5:00 p.m.

Board Members Present

The following trustees were present: Chair Bonnie Heins; Vice Chair Stimpson Trustees Andersen, Suchan and Gibson

Executive Session

A motion to move into Executive Session was made by Vice Chair Stimpson, seconded by Trustee Suchan. Motion carried.

Personnel: 5:03 – 5:40

Student Discipline 5:45 – 5:50

A motion to move into Open Session was made by Vice Chair Stimpson, seconded by Trustee Suchan. Motion carried.

Adjournment

A motion for adjournment was made by Trustee Andersen, seconded by Trustee Suchan. Motion carried. Adjournment was at 5:50 p.m.



Bonnie Heins, Chair of School Board

Attest: December 14, 2020 kt



Kerri Tibbitts, Board Clerk

MCS D #331 Board of Trustees

Monthly Session Meeting Minutes

November 16, 2020

The Regular Board meeting held at the District Service Center, 310 10th St., Rupert, Idaho was called to order by Chair Heins, at 7:05 p.m.

Board Members Present

The following trustees were present: Chair Bonnie Heins; Vice Chair Stimpson Trustees Andersen, Gibson and Suchan.

Work Session

Elementary administrators shared information with the Board regarding adjustments and needs during the Covid pandemic. After fall assessments, students' scores were not as low as expected. The administrators felt teachers had to reteach procedures more than academics when school began. Schools hoped the Board would continue to support the Ed Northwest Coop which helps with literacy. Administrators felt there needed to be more concentration on math. Eureka math prepares elementary students for middle school because it teaches more advanced math than content standards.

Having enough substitutes is a growing problem in the District. Administrators felt if a long term sub could be hired in schools it would help; however, funding is an issue. The administrators also asked why hiring subs was a long process. Mr. Ramsey would check with human resources and the process used. The board members offered to help schools if needed.

Prayer, Pledge of Allegiance and Welcome to Meeting

Vice Chair Stimpson lead the group in prayer and Wayne Schenk led the Pledge of Allegiance.

Agenda Approval (Action Item)

A motion to accept the agenda was made by Trustee Gibson, seconded by Vice Chair Stimpson. Motion carried.

Consent Agenda (action item)

Chair Heins called for any objections to the Consent Agenda. Hearing none, the Consent Agenda was adopted by unanimous consent.

Minutes of previous board minutes were unanimously approved.

The minutes noted above are herein incorporated into the board minutes by reference to the date of the board meeting.

Bills and Payroll was Approved

The School Board approved bills, with addendum, and payroll for payment.

Accounts Payable: \$728,207.32

Payroll: \$2,931,029.32

The monthly reports are herein incorporated into these minutes by reference to Exhibits: "Board Revenue Report", and "Accounts Payable Runs".

Travel Requests (none this month)

Approval of new Personnel

Student Representative Reports (Minico – Itzel Guzman and Mt. Harrison - Katlynn Phillips)

Due to Covid restrictions, students were not able to attend.

Good News Acequia Elementary

Mrs. Hepworth, Acequia Elementary, shared the positive things that were happening at her school. They have fewer students at recess and this has reduced behavior problems. Lunch time has been increased so there are less students in the lunch room and small group instruction has been reduced to three to four students. For students on their birthday, treats are not permitted, instead their name is announced on the intercom, and they come to the office for a surprise. Some of the changes they have incorporated, Mrs. Hepworth plans to keep doing even after the pandemic. Mrs. Hepworth highlights the positive things happening and shares videos or posts on Instagram for parents.

Patron Comments

There were no patron comments.

Discussion Items

Administrator/Department/Committee Reports

There were no comments on the reports.

Johnson Control HVAC Proposal

The Board discussed the proposal that was presented at the Facilities Committee meeting by Johnson Control. Mr. Schenk, who is on the committee, was asked his opinion on the proposal. He felt the company is reputable and their study showed the same concerns as the report which was done by LKV in 2017. Things need to be fixed, however, you have to be able to have the money to do so. After discussion the Board felt at this time the District did not have the funds for this project. Mr. Ramsey at a later date may bring up the proposal again if funding changes.

Mt. Harrison Jr./Sr. High School-Wide Improvement Plan

There were no comments on this plan.

Policy Discussion

Policy D820.00 School Facilities (Garage) - Vice Chair Stimpson felt employees should be able to come in and work on vehicles after working hours. Trustee Suchan stated the Policy Review Committee brought up liability if someone was hurt. Legal Counsel, Reed Cotton, felt the insurance company would fight liability and not pay a claim if someone were hurt. He encouraged the District to check with the insurance company.

Superintendent Report

There were no comments on the above report.

Business

New/Amended/Deleted Policies

A motion to approve the following policies as presented was made by Trustee Gibson, seconded by Trustee Andersen. Motion carried.

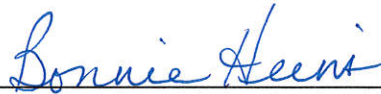
1. Policy D386.60 Communicable Diseases
2. Policy D450.00 Volunteers
3. Policy D526.10 Sexual Misconduct
4. Policy D872.00 Retention of District Records

Policies D266.00 Grading Alternatives; Policy D586.00 Grievance Procedure for Certificated Employees; Policy D590.50 Grievance Procedure for Classified Employees; and Policy D950.00 Safety will be held for second readings. Policies D375.00 Title IX Sexual and Gender Based Harassment; Policy D375.00P Title IX Sexual Harassment Grievance Procedure Requirements and

Definitions: and Policy D375.10 Title IX Sexual Harassment Discrimination and Retaliation will be held for third readings.

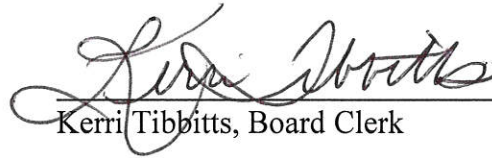
Adjournment

A motion for adjournment was made by Trustee Suchan, seconded by Vice Chair Stimpson. Motion carried. Adjournment was at 7:58 p.m.



Bonnie Heins, Chair of School Board

Attest: December 14, 2020



Kerri Tibbitts, Board Clerk

MINIDOKA COUNTY SCHOOL DISTRICT #331

Approval of Bills Report

Fiscal Year: 2020-2021

Criteria:

Voucher: 3905

Report Sort: FUND

From Fund: 100

To: 999

Page Break

Exclude Invoice Description

Check Number	Vendor	Description	Amount
100 - GENERAL FUND			
62733	HEYBURN, CITY OF	HEYBURN UTILITIES	\$1,995.68
62733	HEYBURN, CITY OF	MT HARRISON UTILITIES	\$509.70
62734	INTERMOUNTAIN GAS CO.	DISTRICT WIDE GAS INCLUDING FOOD SERVICE/ MAINT BLDG	\$42.89
62734	INTERMOUNTAIN GAS CO.	MT HARRISON GAS	\$794.43
62734	INTERMOUNTAIN GAS CO.	TRANSPORTATION GAS	\$317.03
62734	INTERMOUNTAIN GAS CO.	HEYBURN GAS	\$1,469.72
62734	INTERMOUNTAIN GAS CO.	PAUL GAS	\$556.86
62734	INTERMOUNTAIN GAS CO.	RUPERT GAS	\$957.98
62734	INTERMOUNTAIN GAS CO.	TLC GAS	\$930.03
62734	INTERMOUNTAIN GAS CO.	EAST GAS	\$1,633.10
62734	INTERMOUNTAIN GAS CO.	WEST GAS	\$1,417.61
62734	INTERMOUNTAIN GAS CO.	MINICO GAS	\$5,679.05
62735	MINIDOKA IRRIGATION DIST	MINICO IRRIGATION WATER FOR 29 ACRES	\$1,395.54
62735	MINIDOKA IRRIGATION DIST	ACEQUIA IRRIGATION WATER FOR 25.46 ACRES	\$1,218.54
62735	MINIDOKA IRRIGATION DIST	WEST IRRIGATION WATER FOR 23 ACRES	\$1,104.00
62735	MINIDOKA IRRIGATION DIST	MINICO IRRIGATION WATER FOR 39.7 ACRES	\$1,905.60
62736	PAUL, CITY OF	PAUL WATER/SEWER/GARBAGE	\$616.00
62736	PAUL, CITY OF	WEST WATER/ SEWER/ GARBAGE	\$660.00
62737	PROJECT MUTUAL TELEPHONE	DISTRICT PHONE SERVICE	\$1,000.01
62737	PROJECT MUTUAL TELEPHONE	ACEQUIA PHONE SERVICE	\$162.91
62737	PROJECT MUTUAL TELEPHONE	HEYBURN PHONE SERVICE	\$129.40
62737	PROJECT MUTUAL TELEPHONE	PAUL PHONE SERVICE	\$112.22
62737	PROJECT MUTUAL TELEPHONE	RUPERT PHONE SERVICE	\$147.36
62737	PROJECT MUTUAL TELEPHONE	EAST PHONE SERVICE	\$118.59
62737	PROJECT MUTUAL TELEPHONE	WEST PHONE SERVICE	\$137.45
62737	PROJECT MUTUAL TELEPHONE	MINICO PHONE SERVICE	\$873.67
62737	PROJECT MUTUAL TELEPHONE	MT HARRISON PHONE SERVICE	\$168.80

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MINIDOKA COUNTY SCHOOL DISTRICT #331

Approval of Bills Report

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Exclude Invoice Description

Check Number	Vendor	Description	Amount
100 - GENERAL FUND			
62737	PROJECT MUTUAL TELEPHONE	MAINTENANCE TELEPHONES	\$55.92
62737	PROJECT MUTUAL TELEPHONE	TRANSPORTATION TELEPHONES	\$350.70
62737	PROJECT MUTUAL TELEPHONE	HVAC ENERGY DSL LINE FOR MINICO	\$102.87
62737	PROJECT MUTUAL TELEPHONE	DISTRICT INTERNET FIBER/IP ADDRESS	\$12,361.15
62738	RUPERT, CITY OF	IRRIGATION- TRANSPORTATION/FOOD SERVICE	\$370.12
62738	RUPERT, CITY OF	IRRIGATION - TLC	\$995.46
62738	RUPERT, CITY OF	IRRIGATION- EAST	\$1,357.92
62738	RUPERT, CITY OF	IRRIGATION- RUPERT	\$590.40
62738	RUPERT, CITY OF	DISTRICT WIDE UTILITIES INCLUDING FOOD SERVICE & MAINT BLDG	\$1,196.39
62738	RUPERT, CITY OF	TRANSPORTATION UTILITIES	\$1,269.51
62738	RUPERT, CITY OF	RUPERT UTILITIES	\$3,627.93
62738	RUPERT, CITY OF	EAST UTILITIES	\$2,822.18
62738	RUPERT, CITY OF	TLC UTILITIES	\$1,682.35
62738	RUPERT, CITY OF	MINICO SEWER TRANSFER	\$579.91
62739	SUBURBAN PROPANE	ACEQUIA PROPANE	\$5,444.11
62739	SUBURBAN PROPANE	ACEQUIA PROPANE	\$3,766.78
62740	TOTAL WASTE MANAGEMENT	ACEQUIA GARBAGE SERVICE	\$362.14
62740	TOTAL WASTE MANAGEMENT	HEYBURN GARBAGE SERVICE	\$362.14
62740	TOTAL WASTE MANAGEMENT	WEST GARBAGE SERVICE	\$408.50
62740	TOTAL WASTE MANAGEMENT	MINICO GARBAGE SERVICE	\$938.94
62740	TOTAL WASTE MANAGEMENT	MT HARRISON GARBAGE SERVICE	\$259.14
62741	UNITED ELECTRIC COOP	ACEQUIA ELECTRIC	\$3,901.70
62741	UNITED ELECTRIC COOP	PAUL ELECTRIC	\$2,927.01
62741	UNITED ELECTRIC COOP	MINICO ELECTRIC	\$8,174.80
62741	UNITED ELECTRIC COOP	WEST ELECTRIC	\$2,155.28
62742	VERIZON	DISTRICT CELL PHONES	\$114.16
62742	VERIZON	RUPERT CELL PHONES	\$51.71

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MINIDOKA COUNTY SCHOOL DISTRICT #331

Approval of Bills Report

Fiscal Year: 2020-2021

Criteria:

Voucher: 3905

Report Sort: FUND

From Fund: 100

To: 999

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Exclude Invoice Description

Check Number	Vendor	Description	Amount
100 - GENERAL FUND			
62742	VERIZON	EAST CELL PHONES	\$51.71
62742	VERIZON	WEST CELL PHONES	\$51.71
62742	VERIZON	MINICO CELL PHONES	\$222.71
62742	VERIZON	MT HARRISON CELL PHONES	\$129.29
62742	VERIZON	MAINTENANCE AND CUSTODIAL CELL PHONES	\$1,000.10
62742	VERIZON	TECHNOLOGY CELL PHONES	\$299.42
62742	VERIZON	NURSE CELL PHONES	\$155.14
62742	VERIZON	SPECIAL SERVICES CELL PHONES	\$51.71
62742	VERIZON	TRANSPORTATION CELL PHONES	\$155.14
Total for 100 - GENERAL FUND			\$84,400.32
251 - TITLE I-A ESEA-IMPROVING BASIC PROGRAMS			
62742	VERIZON	FEDERAL PROGRAMS CELL PHONES	\$103.43
Total for 251 - TITLE I-A ESEA-IMPROVING BASIC PROGRAMS			\$103.43
284 - GEAR UP GRANT			
62742	VERIZON	GEAR UP -DATA PLAN 30 GB FOR WIFI DEVICES	\$776.19
Total for 284 - GEAR UP GRANT			\$776.19
289 - CHARACTER ED GRANT			
62742	VERIZON	DATA PLAN FOR 3G MOBILE DEVICES	\$3,301.86
Total for 289 - CHARACTER ED GRANT			\$3,301.86
290 - FOOD SERVICE FUND			
62737	PROJECT MUTUAL TELEPHONE	FOOD SERVICE TELEPHONES	\$280.77
Total for 290 - FOOD SERVICE FUND			\$280.77
Grand Total:			\$88,862.57

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331

Approval of Bills Report

Fiscal Year: 2020-2021

Criteria:

Voucher: 3906

Report Sort: FUND

From Fund: 100

To: 999

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Exclude Invoice Description

Check Number	Vendor	Description	Amount
100 - GENERAL FUND			
62743	A TO B MOTOR COACH, LLC	NOVEMBER ACTIVITY BUSING SWIM TEAM	\$650.00
62743	A TO B MOTOR COACH, LLC	NOVEMBER ACTIVITY BUSING GIRLS BASKETBALL	\$650.00
62744	A TO B SERVICES	CONTRACTED BUSING FOR SPED STUDENT	\$3,700.00
62745	ABECEDARIAN ABC, LLC	UPPERCASE ENGLISH LETTERS	\$39.00
62745	ABECEDARIAN ABC, LLC	LOWERCASE ENGLISH LETTERS	\$51.00
62746	ACE HARDWARE	SCHOOL SUPPLIES - ACEQUIA	\$5.39
62746	ACE HARDWARE	GROUNDS	\$29.67
62746	ACE HARDWARE	SCHOOL SUPPLIES - ACEQUIA	\$13.02
62746	ACE HARDWARE	YEAR REPAIR ITEMS FOR DISTRICT VEHICLES FOR YEAR	\$3.59
62746	ACE HARDWARE	YEAR REPAIR ITEMS FOR SHOP SUPPLIES AND TRANSPORTATION VEHICLES FOR YEAR	\$10.77
62746	ACE HARDWARE	YEAR REPAIR ITEMS FOR SHOP SUPPLIES AND TRANSPORTATION VEHICLES FOR YEAR	\$21.38
62746	ACE HARDWARE	YEAR REPAIR ITEMS FOR BUSES FOR YEAR	\$7.18
62746	ACE HARDWARE	MAINTENANCE SUPPLIES	\$48.57
62746	ACE HARDWARE	SCHOOL SUPPLIES - EAST	\$18.87
62746	ACE HARDWARE	SCHOOL SUPPLIES - EAST	(\$13.49)
62746	ACE HARDWARE	SCHOOL SUPPLIES - EAST	\$20.84
62746	ACE HARDWARE	MAINTENANCE SUPPLIES	\$21.59
62746	ACE HARDWARE	SCHOOL SUPPLIES - ACEQUIA	\$6.83
62746	ACE HARDWARE	SCHOOL SUPPLIES - RUPERT	\$124.99
62746	ACE HARDWARE	MAINTENANCE SUPPLIES	\$7.86
62746	ACE HARDWARE	SCHOOL SUPPLIES - RUPERT	\$33.77
62746	ACE HARDWARE	SCHOOL SUPPLIES - TLC	\$15.29
62747	AG ELECTRIC, LLC	REPLACED BOX AND FIXED CONDUIT AT MINICO LIGHT POLE	\$263.00
62749	AMAZON/GEMB	SECURITY MIRROR FOR THE LIBRARY	\$50.75
62749	AMAZON/GEMB	CHISEL SET, CLAMPS, SCROLL SAW STAND, SCROLL SAW BLADE	\$221.59

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MINIDOKA COUNTY SCHOOL DISTRICT #331

Approval of Bills Report

Fiscal Year: 2020-2021

Criteria:

Voucher: 3906

Report Sort: FUND

From Fund: 100

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Check Number	Vendor	Description	Amount
100 - GENERAL FUND			
62749	AMAZON/GEMB	SCROLL SAW	\$327.79
62749	AMAZON/GEMB	CHISEL SET, CLAMPS, SCROLL SAW STAND, SCROLL SAW BLADE	\$50.62
62749	AMAZON/GEMB	EXPOS MARKERS	\$147.62
62749	AMAZON/GEMB	WHITEOUT CORRECTION TAPE	\$14.53
62749	AMAZON/GEMB	EPSON ET 4550 INK	\$19.99
62749	AMAZON/GEMB	USB C HUB HDMI ADAPTER FOR MACBOOK PRO 5 IN 1 DONGLE	\$382.25
62750	AMERICAN LINEN SUPPLY	YEAR FOR SHIRTS, COVERALLS, TOWELS ETC FOR TRANSPORTATION DEPT FOR YEAR	\$104.10
62750	AMERICAN LINEN SUPPLY	YEAR FOR SHIRTS, COVERALLS, TOWELS ETC FOR TRANSPORTATION DEPT FOR YEAR	\$138.68
62750	AMERICAN LINEN SUPPLY	YEAR FOR SHIRTS, COVERALLS, TOWELS ETC FOR TRANSPORTATION DEPT FOR YEAR	\$104.10
62750	AMERICAN LINEN SUPPLY	YEAR FOR SHIRTS, COVERALLS, TOWELS ETC FOR TRANSPORTATION DEPT FOR YEAR	\$138.68
62751	ANDERSON, JULIAN & HULL, LLP	LEGAL	\$39.00
62752	APPLE, INC	11 INCH IPAD PRO WI-FI 256GB- SPACE GRAY (cameron)	\$849.00
62752	APPLE, INC	10.2 INCH IPAD WI-FI 32GB SPACE GRAY	\$294.00
62752	APPLE, INC	10.2 INCH IPAD WI-FI 32GB SPACE GRAY	\$294.00
62752	APPLE, INC	10.2 INCH IPAD WI-FI 32GB SPACE GRAY	\$294.00
62752	APPLE, INC	10.2 INCH IPAD WI-FI 32GB SPACE GRAY	\$294.00
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62752	APPLE, INC	10.2 INCH IPAD WI-FI 32GB SPACE GRAY	\$294.00

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MINIDOKA COUNTY SCHOOL DISTRICT #331

Approval of Bills Report

Fiscal Year: 2020-2021

Criteria:

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100 - GENERAL FUND			
62752	APPLE, INC	10.2 INCH IPAD WI-FI 32GB SPACE GRAY	\$294.00
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MINIDOKA COUNTY SCHOOL DISTRICT #331

Approval of Bills Report

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62752	APPLE, INC	10.2 INCH IPAD WI-FI 32GB SPACE GRAY	\$294.00
62752	APPLE, INC	10.2 INCH IPAD WI-FI 32GB SPACE GRAY	\$294.00
62752	APPLE, INC	27" 5K IMAC	\$2,079.00

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MINIDOKA COUNTY SCHOOL DISTRICT #331

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62752	APPLE, INC	MACBOOK PRO 13 INCH WITH TOUCH BAR 256 GB SPACE GRAY	\$1,130.00

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MINIDOKA COUNTY SCHOOL DISTRICT #331

Approval of Bills Report

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62752	APPLE, INC	MACBOOK PRO 13 INCH WITH TOUCH BAR 256 GB SPACE GRAY	\$1,130.00

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MINIDOKA COUNTY SCHOOL DISTRICT #331

Approval of Bills Report

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62752	APPLE, INC	MACBOOK PRO 13 INCH WITH TOUCH BAR 256 GB SPACE GRAY	\$1,130.00

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MINIDOKA COUNTY SCHOOL DISTRICT #331

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62752	APPLE, INC	MACBOOK PRO 13 INCH WITH TOUCH BAR 256 GB SPACE GRAY	\$1,130.00

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MINIDOKA COUNTY SCHOOL DISTRICT #331

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MINIDOKA COUNTY SCHOOL DISTRICT #331

Approval of Bills Report

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MINIDOKA COUNTY SCHOOL DISTRICT #331

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62752	APPLE, INC	10.2 INCH IPAD WI-FI 32GB SPACE GRAY	\$294.00
62752	APPLE, INC	10.2 INCH IPAD WI-FI 32GB SPACE GRAY	\$294.00
62752	APPLE, INC	10.2 INCH IPAD WI-FI 32GB SPACE GRAY	\$294.00
62752	APPLE, INC	10.2 INCH IPAD WI-FI 32GB SPACE GRAY	\$294.00
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62752	APPLE, INC	10.2 INCH IPAD WI-FI 32GB SPACE GRAY	\$294.00

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62753	BAILEY OIL CO., INC.	GROUND FUEL	\$237.15
62753	BAILEY OIL CO., INC.	2 CASES KENDALL 5W/30 W OIL FOR USE IN DISTRICT VEHICLES	\$144.30
62753	BAILEY OIL CO., INC.	MO PO NOVEMBER 20 FUEL FOR MINIBUSES NEEDING FUEL AFTER ACTIVITY TRIPS . ETC	\$36.69
62753	BAILEY OIL CO., INC.	(226) BULK 15/40 WEIGHT OIL FOR USE IN BUSES IN TRANSPORTATON DEPT.	\$2,867.94
62753	BAILEY OIL CO., INC.	(330) GALLONS DEF FOR USE IN DIESEL BUSES IN TRANSPORTATION DEPT	\$425.70
62753	BAILEY OIL CO., INC.	MO PO NOVEMBER 20 FUEL FOR RED SHOP TRUCK AND OTHER SHOP TRUCK FOR MONTH	\$77.27
62753	BAILEY OIL CO., INC.	MO PO NOVEMBER 20 FUEL FOR BUSES NEEDING FUEL AFTER ACTIVITY TRIPS ETC . FOR MONTH	\$1,443.85
62753	BAILEY OIL CO., INC.	MO PO NOVEMBER 20 FUEL FOR MINIBUSES NEEDING FUEL AFTER ACTIVITY TRIPS . ETC	\$139.78
62754	BARCLAY MECHANICAL	LABOR	\$30.00
62754	BARCLAY MECHANICAL	SCHOOL SUPPLIES - PAUL	\$9.59
62755	BEAR NECESSITIES PORTABLE RESTROOM	PORTABLE RESTROOM RENTAL JULY-JUNE SOFTBALL, SOCCER, BASEBALL, FOOTBALL PRACTICE FIELDS	\$297.60
62756	BLICK ART MATERIALS	ART WATERCOLOR PAPER	\$253.94
62758	BOOK STORE	PAPER COPIER TRANSPARENCY FILM (100 CT)	\$52.75
62760	BRYSON SALES & SERVICE, INC	YEAR - REPAIR ITEMS FOR BUSES FOR YEAR	\$1,421.08
62760	BRYSON SALES & SERVICE, INC	YEAR - REPAIR ITEMS FOR BUSES FOR YEAR	\$109.92
62760	BRYSON SALES & SERVICE, INC	YEAR - REPAIR ITEMS FOR BUSES FOR YEAR	\$21.05
62760	BRYSON SALES & SERVICE, INC	YEAR - REPAIR ITEMS FOR BUSES FOR YEAR	\$13.86
62761	BURLEY REMINDER	PINK OFFICE REQUESTS, DISCIPLINE FORMS	\$106.70
62761	BURLEY REMINDER	PINK OFFICE REQUESTS, DISCIPLINE FORMS	\$167.10
62763	CAXTON PRINTERS	INTEGRATED INSPIRE ISCIENCE COURSE 1 - GRADE 6-EAST	\$1,322.41
62763	CAXTON PRINTERS	INTEGRATED INSPIRE ISCIENCE COURSE 1 - GRADE 6-WEST	\$2,644.82
62763	CAXTON PRINTERS	INTEGRATED INSPIRE ISCIENCE COURSE 1 - GRADE 6-MTJR	\$1,322.41

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62763	CAXTON PRINTERS	STUDENT CUMULATIVE FILE FOLDERS	\$145.50
62768	CONDIE, STOKER & ASSOCIATES	20-21 AUDIT	\$20,500.00
62769	CONVERGINT TECHNOLOGIES LLC	HEYBURN FIRE ALARM INSPECTION AND REPAIRS	\$275.00
62769	CONVERGINT TECHNOLOGIES LLC	MT. HARRISON ACCESS CONTROL REPAIRS	\$400.00
62769	CONVERGINT TECHNOLOGIES LLC	MINICO INSPECTION AND REPAIRS	\$898.67
62769	CONVERGINT TECHNOLOGIES LLC	MINICO REPAIRS	\$1,067.24
62770	COSTCO WHOLESALE/MEMBERSHIP	MEMBERSHIP	\$180.00
62771	CPM EDUCATIONAL PROGRAM	CORE CONNECTIONS- COURSE 2STUDENT HARDBOUND WITH TOOLKIT & EBOOK	\$1,864.75
62771	CPM EDUCATIONAL PROGRAM	CORE CONNECTIONS- COURSE 2STUDENT HARDBOUND WITH TOOLKIT & EBOOK	\$1,864.75
62771	CPM EDUCATIONAL PROGRAM	CORE CONNECTIONS- COURSE 3STUDENT HARDBOUND WITH TOOLKIT & EBOOK	\$466.19
62771	CPM EDUCATIONAL PROGRAM	CORE CONNECTIONS- COURSE 3STUDENT HARDBOUND WITH TOOLKIT & EBOOK	\$466.18
62773	DELL DIRECT SALES L.P.	DELL POWEREDGE SERVER R74XD	\$9,550.00
62773	DELL DIRECT SALES L.P.	DELL POWEREDGE SERVER R74XD	\$9,550.00
62773	DELL DIRECT SALES L.P.	DELL LATITUDE 3410	\$689.00
62773	DELL DIRECT SALES L.P.	DELL LATITUDE 3410	\$689.00
62773	DELL DIRECT SALES L.P.	DELL LATITUDE 3410	\$689.00
62773	DELL DIRECT SALES L.P.	DELL LATITUDE 3410	\$689.00
62773	DELL DIRECT SALES L.P.	DELL LATITUDE 3410	\$689.00
62773	DELL DIRECT SALES L.P.	DELL LATITUDE 3410	\$689.00
62773	DELL DIRECT SALES L.P.	DELL LATITUDE 3410	\$689.00
62773	DELL DIRECT SALES L.P.	DELL LATITUDE 3410	\$689.00
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95

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62773	DELL DIRECT SALES L.P.	DELL LATITUDE 3410	\$689.00

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62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
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62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95

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100 - GENERAL FUND			
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
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62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95 45
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
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62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95
62773	DELL DIRECT SALES L.P.	CHROMEBOOK 11 3100	\$216.95

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62776	DYNA SYSTEMS	CRYOBIT WITH NO FLATS 5/32	\$17.81
62776	DYNA SYSTEMS	CRYOBIT WITH NO FLATS 11/64	\$19.04
62776	DYNA SYSTEMS	CRYOBIT WITH FLATS 9/32	\$18.56
62776	DYNA SYSTEMS	CRYOBIT WITH FLATS 5/16	\$19.02
62776	DYNA SYSTEMS	CRYOBIT WITH FLATS 21/64	\$20.84
62776	DYNA SYSTEMS	G-TEK MAXIFLEX MICRO-FOAM NITRILE COATED GLOVE MED	\$102.04
62776	DYNA SYSTEMS	PARTSMASTER DRILL BIT 5/16	\$24.33
62776	DYNA SYSTEMS	PARTSMASTER DRILL BIT 21/64	\$17.18
62776	DYNA SYSTEMS	PARTSMASTER DRILL BIT 25/64	\$25.67
62776	DYNA SYSTEMS	WOOD SPADES BEVEL POINT 1-1/2	\$19.29
62776	DYNA SYSTEMS	DRIVER BIT TORX 1/4X50MM TX T10	\$8.77
62776	DYNA SYSTEMS	DRIVER BIT TORX 1/4X50MM TX T27	\$8.77
62776	DYNA SYSTEMS	DRIVER BIT 1/4X75MM TAMPER TX TH15	\$8.17
62776	DYNA SYSTEMS	DRILL SCREW TORQ TITE HX WASH 12-14X1	\$14.43
62776	DYNA SYSTEMS	DRILL SCREW HX WASHR 1/4 DRIVE 8-18X3/4	\$10.55
62776	DYNA SYSTEMS	CRYOBIT WITH NO FLATS 1/8	\$8.35
62776	DYNA SYSTEMS	G-TEK MAXIFLEX MICRO-FOAM NITRILE COATED GLOVE XL	\$103.25
62776	DYNA SYSTEMS	CRYOBIT WITH NO FLATS 9/64	\$17.47
62777	EDUQUEST LLC	COUNSELING SERVICES (DIST ACCT)	\$745.50
62779	FIREPLACE, INC	SMORES 25 EDUCATOR ACCOUNTS 1 YR	\$1,500.00
62780	FLEET PRIDE TRUCK & TRAILER PARTS	YEAR - HAND TOOLS FOR USE IN TRANSPORTATION SHOP FOR YEAR	\$64.46
62781	GEM STATE PAPER CO, INC.	ENMOTION SOAP	\$115.35
62782	GLOBAL EQUIPMENT CO. INC.	ELKAY WATER BOTTLE REFILLING STATION - RUPERT	\$3,602.18
62782	GLOBAL EQUIPMENT CO. INC.	ELKAY WATER BOTTLE REFILLING STATION - ACEQUIA	\$1,801.09
62782	GLOBAL EQUIPMENT CO. INC.	ELKAY EZS8WSLK	\$1,044.95
62783	GLOBAL EQUIPMENT CO. INC.	ELKAY VRC8WSK EZH20 VANDAL RESISTANT WATER BOTLLE FILLING STATION EAST	\$3,298.00

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62783	GLOBAL EQUIPMENT CO. INC.	ELKAY VRC8WSK EZH20 VANDAL RESISTANT WATER BOTLLE FILLING STATION MINICO	\$8,245.00
62783	GLOBAL EQUIPMENT CO. INC.	ELKAY VRC8WSK EZH20 VANDAL RESISTANT WATER BOTLLE FILLING STATION MT H	\$3,298.00
62784	GREAT MINDS	EUREKA MATH IN SYNC & DIGITAL SUITE STUDENT LICENSE BUNDLE	\$3,840.00
62784	GREAT MINDS	EUREKA MATH IN SYNC & DIGITAL SUITE STUDENT LICENSE	\$5,640.00
62784	GREAT MINDS	EUREKA MATH IN SYNC & DIGITAL SUITE STUDENT LICENSE	\$6,480.00
62784	GREAT MINDS	EUREKA MATH IN SYNC & DIGITAL SUITE STUDENT LICENSE	\$8,040.00
62784	GREAT MINDS	EUREKA 3RD GRADE MATH SPRINTS CLASS SET OF 30	\$250.79
62785	GREER TRUCK & TRAILER PARTS,INC.	YEAR FOR BRAKE PAD ETC FOR US ON BUSES IN TRANSPORTATION DEPT. FOR YEAR	\$87.27
62786	HAUNS HARDWARE	SCHOOL SUPPLIES PAUL	\$6.29
62786	HAUNS HARDWARE	SCHOOL SUPPLIES MINICO	\$12.78
62786	HAUNS HARDWARE	GROUND SUPPLIES	\$14.98
62786	HAUNS HARDWARE	GROUND SUPPLIES	\$10.00
62786	HAUNS HARDWARE	MAINTENANCE SUPPLIES	\$4.49
62786	HAUNS HARDWARE	GROUND SUPPLIES	\$28.15
62786	HAUNS HARDWARE	MAINTENANCE SUPPLIES	\$7.99
62786	HAUNS HARDWARE	MAINTENANCE SUPPLIES	\$15.81
62786	HAUNS HARDWARE	MAINTENANCE SUPPLIES	\$2.18
62786	HAUNS HARDWARE	SCHOOL SUPPLIES MT. HARRISON	\$2.39
62786	HAUNS HARDWARE	SCHOOL SUPPLIES ACEQUIA	\$19.98
62786	HAUNS HARDWARE	SCHOOL SUPPLIES RUPERT	\$9.99
62786	HAUNS HARDWARE	SCHOOL SUPPLIES WEST	\$1.13
62786	HAUNS HARDWARE	SCHOOL SUPPLIES MINICO	\$8.64
62786	HAUNS HARDWARE	SCHOOL SUPPLIES ACEQUIA	\$27.55
62786	HAUNS HARDWARE	SCHOOL SUPPLIES MT. HARRISON	\$9.48

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62786	HAUNS HARDWARE	MAINTENANCE SUPPLIES	\$6.99
62786	HAUNS HARDWARE	SCHOOL SUPPLIES EAST	\$9.05
62786	HAUNS HARDWARE	SCHOOL SUPPLIES MINICO	\$3.49
62786	HAUNS HARDWARE	SCHOOL SUPPLIES MINICO	\$9.28
62786	HAUNS HARDWARE	SCHOOL SUPPLIES PAUL	\$37.43
62786	HAUNS HARDWARE	SCHOOL SUPPLIES PAUL	\$11.99
62786	HAUNS HARDWARE	SCHOOL SUPPLIES TLC	\$9.99
62786	HAUNS HARDWARE	SCHOOL SUPPLIES MT. HARRISON	\$0.28
62786	HAUNS HARDWARE	SCHOOL SUPPLIES MT. HARRISON	\$8.22
62787	HEGGERTY	PHONEMIC AWAREMESS CURRICULUM- KINDERGARTEN 2020 (ENGLISH)	\$345.56
62787	HEGGERTY	PHONEMIC AWAREMESS CURRICULUM- KINDERGARTEN 2020 (ENGLISH)	\$345.56
62787	HEGGERTY	PHONEMIC AWAREMESS CURRICULUM- KINDERGARTEN 2020 (ENGLISH)	\$345.56
62787	HEGGERTY	PHONEMIC AWAREMESS CURRICULUM- KINDERGARTEN 2020 (ENGLISH)	\$345.56
62787	HEGGERTY	PHONEMIC AWAREMESS CURRICULUM- PRIMARY 2020 (ENGLISH)	\$345.56
62787	HEGGERTY	PHONEMIC AWAREMESS CURRICULUM- PRIMARY 2020 (ENGLISH)	\$431.95
62787	HEGGERTY	PHONEMIC AWAREMESS CURRICULUM- PRIMARY 2020 (ENGLISH)	\$431.95
62787	HEGGERTY	PHONEMIC AWAREMESS CURRICULUM- PRIMARY 2020 (ENGLISH)	\$518.34
62787	HEGGERTY	BRIDGE THE GAP - HEGGERTY INTERVENTION LESSONS	\$647.89
62787	HEGGERTY	BRIDGE THE GAP - HEGGERTY INTERVENTION LESSONS	\$1,101.42
62787	HEGGERTY	BRIDGE THE GAP - HEGGERTY INTERVENTION LESSONS	\$1,166.21
62787	HEGGERTY	BRIDGE THE GAP - HEGGERTY INTERVENTION LESSONS	\$1,166.17
62788	IDAHO SCHOOL DISTRICT COUNCIL	SCHOOL DISTRICT MEMBERSHIP DUES	\$50.00
62789	ISTATION	ISTATION READING - ACEQUIA	\$4,640.00

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62789	ISTATION	ISTATION READING - HEYBURN	\$7,955.00
62789	ISTATION	ISTATION READING -PAUL	\$7,955.00
62789	ISTATION	ISTATION READING -RUPERT	\$7,955.00
62789	ISTATION	15% Discount Applied - ISTATION READING - ACEQUIA	(\$696.00)
62789	ISTATION	15% Discount Applied - ISTATION READING - HEYBURN	(\$1,193.25)
62789	ISTATION	15% Discount Applied - ISTATION READING -PAUL	(\$1,193.25)
62789	ISTATION	15% Discount Applied - ISTATION READING -RUPERT	(\$1,193.25)
62790	JACKSON GROUP PETERBILT	YEARLY - REPAIR ITEMS FOR BUSES FOR YEAR	\$59.84
62790	JACKSON GROUP PETERBILT	ROTORS - REPAIR ITEMS FOR BUSES FOR YEAR	\$447.48
62791	JB MOBILE, LLC	YEAR KING PINS AND MISC PARTS TO REPAIR BUSES IN TRANSPORTATION DEPT FOR YEAR	\$77.00
62791	JB MOBILE, LLC	YEAR LABOR CHARGES TO INSTALL KINGPINS AND OTHER PARTS ON BUSES IN TTRANSPORTATION DEPT FOR YEAR	\$100.00
62791	JB MOBILE, LLC	YEAR KING PINS AND MISC PARTS TO REPAIR BUSES IN TRANSPORTATION DEPT FOR YEAR	\$77.00
62791	JB MOBILE, LLC	YEAR LABOR CHARGES TO INSTALL KINGPINS AND OTHER PARTS ON BUSES IN TTRANSPORTATION DEPT FOR YEAR	\$100.00
62791	JB MOBILE, LLC	YEAR KING PINS AND MISC PARTS TO REPAIR BUSES IN TRANSPORTATION DEPT FOR YEAR	\$77.00
62791	JB MOBILE, LLC	YEAR LABOR CHARGES TO INSTALL KINGPINS AND OTHER PARTS ON BUSES IN TTRANSPORTATION DEPT FOR YEAR	\$100.00
62792	JOSTENS	PERSONAL PROTECTION EQUIPMENT	\$219.60
62794	JW PEPPER & SON, INC	MUSIC FOR EAST AND WEST CHOIR (WEST WILL PAY HALF TO EAST)	\$74.09
62794	JW PEPPER & SON, INC	MUSIC FOR EAST AND WEST CHOIR (WEST WILL PAY HALF TO EAST)	\$19.50
62794	JW PEPPER & SON, INC	MUSIC FOR EAST AND WEST CHOIR (WEST WILL PAY HALF TO EAST)	\$187.39
62794	JW PEPPER & SON, INC	MUSIC FOR EAST AND WEST CHOIR (WEST WILL PAY HALF TO EAST)	\$42.75
62795	KLOEPFER CONCRETE INC.	COARSE SAND	\$197.00
62796	LAND VIEW INC	55 GAL DRUM TWIN OXIDE DISINFECTANT	\$1,320.00
62798	LEXIS NEXIS/MATTHEW BENDER	ID EDUCATION EDITION	\$151.33

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62799	LIGHTSPEED TECHNOLOGIES	REDCAT ACCESS WITH FLEXMIKE	\$14,404.00
62799	LIGHTSPEED TECHNOLOGIES	REDCAT ACCESS WITH FLEXMIKE	\$13,296.00
62800	LYNCH OIL, INC.	MO PO NOVEMBER 20 FUEL FOR BUSES FOR MONTH (ON SITE)	\$7,583.24
62801	MAGIC VALLEY GROUND WATER DIST	MVGWD MEMBERSHIP FEE FOR MITIGATION ONLY	\$684.00
62802	MAGIC VALLEY LABS, INC	DRINKING WATER TESTING - MINICO	\$36.00
62803	MARKS PLUMBING PARTS	1-1/2 17GA P TRAP	\$69.00
62803	MARKS PLUMBING PARTS	SLOAN CLOSET AND URINAL SIDE MOUNT OPERATOR	\$481.46
62803	MARKS PLUMBING PARTS	SLOAN REGAL 1.6 GPF CLOSET DIAPHRAGM KIT A-41-A	\$185.94
62803	MARKS PLUMBING PARTS	MOEN, DURAMETER CARTRIDGE	\$575.82
62803	MARKS PLUMBING PARTS	MOEN SELF-CLOSING CARTRIDGE	\$803.46
62803	MARKS PLUMBING PARTS	SLOAN ROYAL/REGAL DIAPHRAGM FOR INTERNAL PARTS KITS A-156-A	\$94.20
62803	MARKS PLUMBING PARTS	1-1/4 17GA P TRAP	\$64.30
62803	MARKS PLUMBING PARTS	NUT, S/J 1-1/2X1-1/4 CP BR SET	\$33.04
62803	MARKS PLUMBING PARTS	MOEN 4" TWO-HANDLE METERING FAUCET	\$858.00
62803	MARKS PLUMBING PARTS	1-1/4X12 17GA SJEXT TUBE	\$46.94
62804	MARKY'S SUPERTOW LLC	CHARGES FOR TOWING BUS #063 FROM RUSH TRUCK IN TWIN FALLS TO OUR COMPOUND IN RUPERT.	\$493.00
62805	MARSHALL INDUSTRIES INC.	SERVICE CALL FOR BELLS AND PA SYSTEMS PAUL	\$489.50
62805	MARSHALL INDUSTRIES INC.	SERVICE CALL FOR BELLS AND PA SYSTEMS MINICO	\$222.50
62808	MINI-CASSIA CHAMBER/COMMERCE	MEMBERSHIP DUES	\$850.00
62809	MINIDOKA COUNTY TAX COLLECTOR	ACEQUIA SOLID WASTE FEE TAX	\$85.00
62809	MINIDOKA COUNTY TAX COLLECTOR	HEYBURN SOLID WASTE FEE TAX	\$85.00
62809	MINIDOKA COUNTY TAX COLLECTOR	PAUL SOLID WASTE FEE TAX	\$85.00
62809	MINIDOKA COUNTY TAX COLLECTOR	RUPERT SOLID WASTE FEE TAX	\$85.00

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62809	MINIDOKA COUNTY TAX COLLECTOR	EAST SOLID WASTE FEE TAX	\$85.00
62809	MINIDOKA COUNTY TAX COLLECTOR	WEST SOLID WASTE FEE TAX	\$85.00
62809	MINIDOKA COUNTY TAX COLLECTOR	MINICO SOLID WASTE FEE TAX	\$85.00
62809	MINIDOKA COUNTY TAX COLLECTOR	MT HARRISON SOLID WASTE FEE TAX	\$85.00
62809	MINIDOKA COUNTY TAX COLLECTOR	TLC SOLID WASTE FEE TAX	\$85.00
62809	MINIDOKA COUNTY TAX COLLECTOR	DISTRICT SUPPORT SERVICES SOLID WASTE FEE TAX	\$170.00
62811	NANCY'S RUPERT FLORAL	SYMPATHY FLOWERS FOR EMPLOYEES	\$75.00
62811	NANCY'S RUPERT FLORAL	SYMPATHY FLOWERS FOR EMPLOYEES	\$66.85
62812	NEWMAN, G. ROBERT	PAINTING EAST	\$210.00
62812	NEWMAN, G. ROBERT	PAINTING WEST	\$175.00
62812	NEWMAN, G. ROBERT	PAINTING TLC	\$105.00
62812	NEWMAN, G. ROBERT	PAINT SUPPLIE DISTRICT WIDE - ROLLERS, SPACKLE, ETC	\$99.00
62812	NEWMAN, G. ROBERT	PAINTING	\$140.00
62814	NORCO, INC	GLOVES AND OXIMETERS	\$258.50
62814	NORCO, INC	GLOVES AND OXIMETERS	\$213.68
62816	NPC INTERNATIONAL	FACILITY COMMITTEE LUNCHES	\$57.99
62817	NU VU GLASS, INC.	DOOR WITH HARDWARE	\$1,400.00
62818	NWEA	MAP TESTING	\$112.50
62819	O'REILLY AUTO PARTS	COVER SEATS - REPAIR ITEMS FOR DISTRICT VEHICLES FOR YEAR	\$750.28
62820	ORTON INDUSTRIES, INC	MINICO WATER SOFTENER FOR THE BOILER	\$2,200.00
62821	PACIFIC STEEL	CLASSROOM STEEL FOR PRACTICE WELDS AND COMPETITION	\$1,199.59
62823	PLATT ELECTRIC SUPPLY, INC	WEST SUPPLIES	\$72.78
62823	PLATT ELECTRIC SUPPLY, INC	MINICO SUPPLIES	\$28.65
62823	PLATT ELECTRIC SUPPLY, INC	MAINTENANCE SUPPLIES	\$3.23

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62823	PLATT ELECTRIC SUPPLY, INC	SCHOOL SUPPLIES	\$75.48
62823	PLATT ELECTRIC SUPPLY, INC	MINICO SUPPLIES	\$150.96
62823	PLATT ELECTRIC SUPPLY, INC	MINICO SUPPLIES	\$22.94
62823	PLATT ELECTRIC SUPPLY, INC	MINICO SUPPLIES	\$2.74
62823	PLATT ELECTRIC SUPPLY, INC	HEYBURN SUPPLIES	\$215.44
62823	PLATT ELECTRIC SUPPLY, INC	MAINTENANCE SUPPLIES	\$32.99
62823	PLATT ELECTRIC SUPPLY, INC	MINICO SUPPLIES	\$10.03
62823	PLATT ELECTRIC SUPPLY, INC	MINICO SUPPLIES	\$11.12
62823	PLATT ELECTRIC SUPPLY, INC	MINICO SUPPLIES	\$54.18
62823	PLATT ELECTRIC SUPPLY, INC	RUPERT SUPPLIES	\$20.95
62825	QUILL CORPORATION	PENDAFLEX HANGING FILE FOLDERS	\$97.70
62825	QUILL CORPORATION	TST IMPRESSO 18331 PAPER ROLL	\$13.50
62825	QUILL CORPORATION	CANON BASIC CALCULATOR LS- 100 TS	\$12.15
62825	QUILL CORPORATION	OK TO PAY CUSTOM SELF INKING DATER	\$26.34
62825	QUILL CORPORATION	PAID CUSTOM SELF INKING DATER	\$26.34
62826	RIDLEY'S FOOD & DRUG	BOARD MEETINGS MEALS/ FOOD SUPPLIES	\$52.70
62827	RUSH TRUCK CENTERS	YEARLY - REPAIR ITEMS FOR BUSES FOR YEAR	\$36.50
62827	RUSH TRUCK CENTERS	YEARLY - BUS REPAIRS DONE BY RUSH TRUCK FOR YEAR	\$341.25
62828	SAFETY-KLEEN	PARTS WASHER	\$114.41
62829	SCHINDLER ELEVATOR CORP	ELEVATOR SERVICE EAST LABOR	\$1,797.96
62829	SCHINDLER ELEVATOR CORP	EAST SCHOOL SUPPLIES	\$68.64
62830	SCHOOL SPECIALTY SUPPLY	CHAIR SPRITZ BLACK MESH HIGH BACK WITH HEADREST	\$2,581.20
62830	SCHOOL SPECIALTY SUPPLY	LABEL LASER 5160 WHITE 1 X 2-5/8 BOX OF 3000	\$48.90
62830	SCHOOL SPECIALTY SUPPLY	ENVELOPE COIN 2.5X4.25 SCHOOL SMART BOX OF 500	\$17.54
62830	SCHOOL SPECIALTY SUPPLY	ENVELOPE NO 10 REGULAR WHITE BSN99715 BX OF 250	\$43.40
62830	SCHOOL SPECIALTY SUPPLY	CHENILLE STEMS JUMBO CLSSRM SET OF 1000	\$15.85
62830	SCHOOL SPECIALTY SUPPLY	WHISTLE - PEARL FOX 40 BLACK W/ BLACK BREAKAWAY LANYARD - EACH	\$28.50

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62830	SCHOOL SPECIALTY SUPPLY	PAPER ROLL 2.25IN X150FT- PACK OF 12- BSN28650	\$9.94
62830	SCHOOL SPECIALTY SUPPLY	POST-IT NOTE CUBES 3 X 3 470 SHTS AQUA WAVE MMM2056FP	\$51.95
62830	SCHOOL SPECIALTY SUPPLY	PENCIL TICONDEROGA #2 PACK OF 96	\$109.14
62830	SCHOOL SPECIALTY SUPPLY	GLUE STICK .28OZ WHITE SCHOOL SMART PK OF 12	\$35.00
62830	SCHOOL SPECIALTY SUPPLY	TIMER DIGITAL COUNT DOWN/UP - SCHOOL SMART	\$42.85
62830	SCHOOL SPECIALTY SUPPLY	NOTES SPRSTKY MIAMI 3X3/4X6 MMM463315SSMIA PACK OF 15	\$75.38
62830	SCHOOL SPECIALTY SUPPLY	CALENDAR ACADEMIC DAILY PLNR 2020-2021 5 1/2 X 8 1/2	\$67.56
62830	SCHOOL SPECIALTY SUPPLY	TAPE INVISIBLE 0.75 IN X 36 YD SCHOOL SMART - PACK OF 12	\$142.90
62830	SCHOOL SPECIALTY SUPPLY	HIGHLIGHTERS YELLOW TANK SCHOOL SMART PACK OF 12	\$46.70
62830	SCHOOL SPECIALTY SUPPLY	DRY ERASE MARKER EXPO LOW ODOR CHISEL BLACK PACK OF 36	\$166.36
62830	SCHOOL SPECIALTY SUPPLY	PEN BIC CRISTAL XTRA BOLD STICK MEDIUM BLACK PACK OF 24	\$25.95
62830	SCHOOL SPECIALTY SUPPLY	PEN BIC CRISTAL XTRA BOLD STICK MEDIUM BLUE PACK OF 24	\$31.14
62830	SCHOOL SPECIALTY SUPPLY	PEN FLAIR RED PACK OF 12	\$75.35
62830	SCHOOL SPECIALTY SUPPLY	PEN FLAIR BLACK PACK OF 12	\$75.35
62830	SCHOOL SPECIALTY SUPPLY	MARKER SHARPIE BLACK ULTRA FINE PACK OF 36	\$155.94
62830	SCHOOL SPECIALTY SUPPLY	SCHOOL EVENTS WALL CALENDAR 20-21 - 24 1/2X38 1/2 PACK OF 5	\$16.76
62830	SCHOOL SPECIALTY SUPPLY	MARKER FINE LINE SCHOOL SMART BLACK PACK OF 48	\$90.95
62830	SCHOOL SPECIALTY SUPPLY	NOTES YELLOW 1.5X2 PK12 - SCHOOL SMART	\$18.75
62830	SCHOOL SPECIALTY SUPPLY	TAPE PKG 1.88IN X110YD CL- PACK OF 6- BSN32946	\$76.38
62830	SCHOOL SPECIALTY SUPPLY	FOLDER 2PKT 8.5X11 BLACK PACK OF 25 - SCHOOL SMART	\$14.10
62830	SCHOOL SPECIALTY SUPPLY	FOLDER 2PKT 9X12 GREEN PACK OF 25 - SCHOOL SMART	\$16.62
62830	SCHOOL SPECIALTY SUPPLY	FOLDER 2PKT 9X12 RED PACK OF 25 - SCHOOL SMART	\$83.10
62830	SCHOOL SPECIALTY SUPPLY	SPORTTIMEMAX	\$181.92
62830	SCHOOL SPECIALTY SUPPLY	SPORTIME HEAVY DUTY BASKETBALL NETS	\$5.84

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62830	SCHOOL SPECIALTY SUPPLY	SPORTIME SOCCER BALLS SIZE 4	\$0.00
62830	SCHOOL SPECIALTY SUPPLY	SPORTIME JUNIOR FOOTBALLS SIZE 6	\$304.96
62830	SCHOOL SPECIALTY SUPPLY	TOP GRADE TETHERBALL	\$111.12
62830	SCHOOL SPECIALTY SUPPLY	SPORTIME JUMP ROPE 16 FEET	\$19.44
62830	SCHOOL SPECIALTY SUPPLY	PLAYGROUND BALLS SET OF 6	\$102.16
62830	SCHOOL SPECIALTY SUPPLY	GRADEBALL RUBBER MLNCHI BASKETBALLS 11 INCH SET OF 6	\$43.61
62830	SCHOOL SPECIALTY SUPPLY	SPORTIME SIZE 5 SOCCER BALLS SET OF 6	\$98.92
62830	SCHOOL SPECIALTY SUPPLY	SCISSORS ECONO 8 IN BENT SCHOOL SMART	\$20.10
62830	SCHOOL SPECIALTY SUPPLY	SCISSORS MAPED ADVANCED GREEN 8 IN EACH	\$44.10
62830	SCHOOL SPECIALTY SUPPLY	ERASER PINK BLOCK MEDIUM SCHOOL SMART PACK OF 60	\$25.95
62830	SCHOOL SPECIALTY SUPPLY	NOTES SELF STICK POP UP YELLOW 3X3 IN 100 SHEET PAD PACK OF 12 - SCHOOL SMART	\$25.95
62830	SCHOOL SPECIALTY SUPPLY	NOTES YELLOW 3X3 PK12 - SCHOOL SMART	\$38.10
62830	SCHOOL SPECIALTY SUPPLY	PEN PM INKJOY 50ST 1.0MM RED PACK OF 12	\$23.30
62830	SCHOOL SPECIALTY SUPPLY	PEN PM INKJOY 50ST 1.0MM BLUE PACK OF 60	\$29.85
62830	SCHOOL SPECIALTY SUPPLY	SHEET PROTECTOR HD TOP LOAD CLEAR PACK OF 100 - SCHOOL SMART	\$23.95
62830	SCHOOL SPECIALTY SUPPLY	WHITEBOARD ERASER 3M PACK OF 2	\$93.45
62830	SCHOOL SPECIALTY SUPPLY	CORRECTION TAPE WITE-OUT EZ CORRECT WHITE PACK OF 18	\$129.96
62830	SCHOOL SPECIALTY SUPPLY	ERASER CAPS SCHOOL SMART PINK PK/144	\$9.00
62830	SCHOOL SPECIALTY SUPPLY	CRAYONS CRAYOLA TUCK STD SIZE SET OF 24	\$59.50
62830	SCHOOL SPECIALTY SUPPLY	CLIPS PAPER NONSKID REGULAR- PACK OF 1000-BSN65365	\$3.11
62830	SCHOOL SPECIALTY SUPPLY	HOLDER PAPER CLIP CLEAR/GREEN EDGE LLR80660	\$5.19
62830	SCHOOL SPECIALTY SUPPLY	RUBBER BAND ASSORTED 1 LB #54 BOX	\$15.25
62830	SCHOOL SPECIALTY SUPPLY	POST-IT DURABLE 1 INDEX TAB 22 EA-3 COLORS	\$64.90
62830	SCHOOL SPECIALTY SUPPLY	HOLDER PAPER CLIP MESH BLACK LLR84150	\$10.38
62830	SCHOOL SPECIALTY SUPPLY	BUTTERFLY CLIPS 1-5/8 IN SMALL PACK OF 50	\$25.90

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62830	SCHOOL SPECIALTY SUPPLY	PEN BALLPOINT RSVP FINE 0.7MM BLUE PACK OF 12	\$36.35
62830	SCHOOL SPECIALTY SUPPLY	POST-IT TABS ON-THE-GO DSPR 5/8IN WIDTH PACK OF 40	\$36.30
62830	SCHOOL SPECIALTY SUPPLY	NOTEBOOK CR PERF 3HP 70SH - TOP65021	\$10.70
62830	SCHOOL SPECIALTY SUPPLY	NOTEBOOK WIREBOUND BK WR 1-SUB 92 BRIGHT - TOP65000	\$10.70
62830	SCHOOL SPECIALTY SUPPLY	PAPERCLIPS SCHOOL SMART NON-SKID 1-1/4 IN PACK OF 100	\$3.00
62830	SCHOOL SPECIALTY SUPPLY	TABS-FLAGS POST-IT COMBO PACK OF 136	\$20.76
62830	SCHOOL SPECIALTY SUPPLY	STAPLES STANDARD PACK OF 5000	\$28.50
62830	SCHOOL SPECIALTY SUPPLY	STAPLER FULL STRIP	\$116.90
62830	SCHOOL SPECIALTY SUPPLY	CLASSROOM SELECT BASE CHAIR	\$134.35
62830	SCHOOL SPECIALTY SUPPLY	GLBAL VION MESH MID BACK CHAIR	\$420.12
62831	SCHOWS, INC	GROUND SUPPLIES	\$67.85
62831	SCHOWS, INC	YEARLY - REPAIR ITEMS FOR BUSES	\$54.48
62831	SCHOWS, INC	YEARLY - SHOP SUPPLIES (ITEMS THAT DO NOT GO DIRECTLY ON THE BUS)	\$30.55
62831	SCHOWS, INC	YEARLY - SHOP SUPPLIES (ITEMS THAT DO NOT GO DIRECTLY ON THE BUS)	\$52.77
62831	SCHOWS, INC	YEARLY - SHOP SUPPLIES (ITEMS THAT DO NOT GO DIRECTLY ON THE BUS)	\$54.38
62831	SCHOWS, INC	YEARLY - SHOP SUPPLIES (ITEMS THAT DO NOT GO DIRECTLY ON THE BUS)	\$27.48
62831	SCHOWS, INC	YEARLY - REPAIR ITEMS FOR BUSES	\$84.28
62831	SCHOWS, INC	YEARLY - SHOP SUPPLIES (ITEMS THAT DO NOT GO DIRECTLY ON THE BUS)	\$18.88
62831	SCHOWS, INC	YEARLY - REPAIR ITEMS FOR BUSES	\$21.07
62831	SCHOWS, INC	YEARLY - REPAIR ITEMS FOR DISTRICT VEHICLES	\$66.72
62831	SCHOWS, INC	YEARLY - OIL AND LUBE	\$20.85
62831	SCHOWS, INC	YEARLY - OIL AND LUBE	\$4.45
62831	SCHOWS, INC	YEARLY - REPAIR ITEMS FOR BUSES	\$38.97
62831	SCHOWS, INC	YEARLY - SHOP SUPPLIES (ITEMS THAT DO NOT GO DIRECTLY ON THE BUS)	\$111.58

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62834	SHOPBOT TOOLS, INC.	CNC MILL ONSITE REPAIRS/TUNEUP/TRAINING	\$950.00
62834	SHOPBOT TOOLS, INC.	CNC MILL TECHNICIAN TRAVEL EXPENSES	\$1,250.00
62835	SNYDER'S PAUL AUTOMOTIVE	FUEL LINE HOSE	\$1.66
62837	STANDARD PLUMBING CO	SCHOOL SUPPLIES MINICO	\$14.10
62838	STARS FERRY BUILDING SUP	SCHOOL SUPPLIES - MT. HARRISON	\$325.37
62838	STARS FERRY BUILDING SUP	SCHOOL SUPPLIES - MT. HARRISON	\$58.97
62838	STARS FERRY BUILDING SUP	SCHOOL SUPPLIES - MINICO	\$27.96
62838	STARS FERRY BUILDING SUP	GROUNDS SUPPLIES	\$114.60
62851	STARS FERRY BUILDING SUP	MAINTENANCE SUPPLIES	\$110.91
62839	STERLING BATTERY COMPANY	YEARLY - BATTERIES, ETC FOR DISTRICT VEHICLES	\$179.90
62840	SWENSEN'S MARKET - PAUL	KLEENEX	\$51.40
62841	SYSTEM TECH INC	EXACQVISION EVENIP-01	\$3,968.00
62841	SYSTEM TECH INC	EXACQVISION EVENIP-01	\$4,216.00
62841	SYSTEM TECH INC	EXACQVISION EVENIP-01	\$1,240.00
62841	SYSTEM TECH INC	EXACQVISION EVENIP-01	\$2,480.00
62841	SYSTEM TECH INC	EXACQVISION EVENIP-01	\$2,480.00
62842	TURNER PLLC, TRAVIS L	YEARLY DOT PHYSICALS FOR DRIVERS IN TRANSPORTATION DEPT.	\$50.00
62842	TURNER PLLC, TRAVIS L	YEARLY DOT PHYSICALS FOR DRIVERS IN TRANSPORTATION DEPT.	\$50.00
62843	USI, INC	OPTI CLEAR GLOSS 3 MIL LAMINATING FILM 27 " WIDE AND 1" CORE	\$381.89
62843	USI, INC	LAMINATING ROLLS	\$180.03
62844	VALLEY OFFICE SYSTEMS	COPIER LEASE MT HARRISON	\$33.85
62844	VALLEY OFFICE SYSTEMS	PRINTER CONTRACT FOR THE YEAR	\$43.77
62844	VALLEY OFFICE SYSTEMS	COPIER LEASE- DISTRICT ADMIN	\$336.26
62844	VALLEY OFFICE SYSTEMS	PRINTER LEASE- SEC ALTERNATIVE	\$0.00
62844	VALLEY OFFICE SYSTEMS	PRINTER LEASE- DISTRICT ADMIN	\$3.09
62844	VALLEY OFFICE SYSTEMS	PRINTER LEASE- BUSINESS OPERATIONS	\$27.98

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62844	VALLEY OFFICE SYSTEMS	COPIER LEASE TECH DEPARTMENT	\$8.01
62844	VALLEY OFFICE SYSTEMS	PRINTER LEASE - MINICO	\$11.73
62844	VALLEY OFFICE SYSTEMS	PRINTER LEASE - HEYBURN	\$3.49
62844	VALLEY OFFICE SYSTEMS	COPY MACHINE LEASE	\$1,120.79
62844	VALLEY OFFICE SYSTEMS	PRINTER MACHINE LEASE	\$206.79
62844	VALLEY OFFICE SYSTEMS	COPY MACHINE FOR THE YEAR	\$462.52
62844	VALLEY OFFICE SYSTEMS	MAINTENANCE EQUIPMENT LEASE	\$46.78
62844	VALLEY OFFICE SYSTEMS	PRINTER LEASE	\$51.12
62844	VALLEY OFFICE SYSTEMS	COPY MACHINE LEASE	\$360.26
62844	VALLEY OFFICE SYSTEMS	COPY MACHINE LEASE	\$1,723.57
62844	VALLEY OFFICE SYSTEMS	PRINTER LEASE	\$190.79
62844	VALLEY OFFICE SYSTEMS	COPY MACHINE LEASE	\$891.65
62844	VALLEY OFFICE SYSTEMS	PRINTER TONER LEASE	\$334.70
62844	VALLEY OFFICE SYSTEMS	YEARLY - COPIER LEASE -	\$109.95
62844	VALLEY OFFICE SYSTEMS	COPIER LEASE 2020-2021	\$687.86
62844	VALLEY OFFICE SYSTEMS	PRINTER LEASE 2020-2021	\$138.85
62845	VALLEY WIDE COOP	GROUND SUPPLIES	\$18.34
62846	VERIZON CONNECT NWF, INC	TRACKING MONTHLY SERVICE FEE	\$48.57
62847	WELCH MUSIC, INC.	REPAPIRS ON TRUMPET AND ALTO SAX	\$108.00
62848	WESTERN RECORDS DESTRUCTION	ELEM CONTRACTED SERVICES-RUPERT	\$41.00
62849	WIENHOFF DRUG TESTING	ANNUAL CONSORTIUM MEMBERSHIP	\$75.00
62849	WIENHOFF DRUG TESTING	YEARLY DRUG TESTING FOR BUS DRIVERS IN TRANSPORTATION DEPT.	\$795.00
62849	WIENHOFF DRUG TESTING	YEARLY - DRUG TESTING FOR NON ROUTE DRIVERS IN TRANSPORATION DEPT.	\$360.00
Total for 100 - GENERAL FUND			\$419,661.44

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241 - DRIVER EDUCATION FUND

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241 - DRIVER EDUCATION FUND			
62831	SCHOWS, INC	YEARLY - REPAIR ITEMS FOR DE CARS	\$55.26
62831	SCHOWS, INC	YEARLY -DE CAR REPAIRS PERFORMED BY SCHOWS -	\$511.15
62831	SCHOWS, INC	YEARLY - REPAIR ITEMS FOR DE CARS	\$53.45
62831	SCHOWS, INC	YEARLY -DE CAR REPAIRS PERFORMED BY SCHOWS -	\$140.25
Total for 241 - DRIVER EDUCATION FUND			\$760.11
243 - PROFESSIONAL TECHNICAL - STATE			
62749	AMAZON/GEMB	TV WALL MOUNT	\$91.97
62749	AMAZON/GEMB	HDMI CABLE 50'	\$44.99
62749	AMAZON/GEMB	TESMART HDMI MATRIX 4 X 4	\$169.99
62762	BUSINESS PROFESSIONALS OF AMERICA-NATION	2020-21 NATIONAL ADVISOR DUES (TIMOTHY BEHUNIN, DARYL KENT, ROBERT RYAN)	\$42.00
62762	BUSINESS PROFESSIONALS OF AMERICA-NATION	2020-21 STATE ADVISOR DUES (TIMOTHY BEHUNIN, DARYL KENT, ROBERT RYAN)	\$33.00
62765	CENGAGE LEARNING	MIND TAP CENTURY 21 ACCOUNTING GENERAL JOURNAL K12 INSTANT ACCESS	\$1,419.00
62766	CERTIPORT, INC.	GMetrix Student ACA Seat License Package: Quote# 00082972	\$416.00
62766	CERTIPORT, INC.	GMetrix Student MOS Seat License Package: Quote# 00082972	\$515.00
62793	JVH TECHNICAL LLC	INK SET	\$837.55
62793	JVH TECHNICAL LLC	POSTER 36" X 175' (9 MIL)	\$286.50
62793	JVH TECHNICAL LLC	POSTER 36" X 200'	\$311.60
62793	JVH TECHNICAL LLC	CANVAS 24" X 100'	\$261.41
62793	JVH TECHNICAL LLC	WATER RESISTANT BANNER 36" X 80'	\$466.34
62814	NORCO, INC	CLASSROOM WELDING GASSES, EQUIPMENT	\$65.35
62814	NORCO, INC	CLASSROOM WELDING GASSES, EQUIPMENT	\$140.55
62831	SCHOWS, INC	TOOLS, BATTERIES, SUPPLIES (SEE QUOTE)	(\$987.09)
62831	SCHOWS, INC	TOOLS, BATTERIES, SUPPLIES (SEE QUOTE)	\$5,653.53
62840	SWENSEN'S MARKET - PAUL	CLASSROOM GROCERIES AND FOOD LAB SUPPLIES	\$114.69
62840	SWENSEN'S MARKET - PAUL	CLASSROOM GROCERIES AND FOOD LAB SUPPLIES	\$54.21

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Check Number	Vendor	Description	Amount
Total for 243 - PROFESSIONAL TECHNICAL - STATE			\$9,936.59
245 - PUBLIC SCHOOL TECHNOLOGY FUND			
62749	AMAZON/GEMB	13 INCH LAPTOP SLEEVE	\$179.28
62749	AMAZON/GEMB	13 INCH LAPTOP SLEEVE	\$219.12
62749	AMAZON/GEMB	55 INCH TV	\$426.99
62749	AMAZON/GEMB	TV STAND	\$155.98
62764	CDW GOVERNMENT, INC.	ANYWHERE CART AC- CLEAN CABINET UNIT	\$1,349.00
62764	CDW GOVERNMENT, INC.	ANYWHERE CART AC- CLEAN CABINET UNIT	\$1,349.00
62764	CDW GOVERNMENT, INC.	ANYWHERE CART AC- CLEAN CABINET UNIT	\$1,349.00
62832	SEESAW LEARNING INC	SEESAW FOR SCHOOLS- ACEQUIA	\$1,371.56
62832	SEESAW LEARNING INC	SEESAW FOR SCHOOLS- HEYBURN	\$1,371.56
62832	SEESAW LEARNING INC	SEESAW FOR SCHOOLS-PAUL	\$1,371.56
62832	SEESAW LEARNING INC	SEESAW FOR SCHOOLS- RUPERT	\$1,371.57
Total for 245 - PUBLIC SCHOOL TECHNOLOGY FUND			\$10,514.62
246 - STATE SUBSTANCE ABUSE FUND			
62748	ALL WIRELESS COMMUNICATIONS	SITE RENTAL FOR RADIO TOWERS	\$200.00
Total for 246 - STATE SUBSTANCE ABUSE FUND			\$200.00
251 - TITLE I-A ESEA-IMPROVING BASIC PROGRAMS			
62763	CAXTON PRINTERS	MT HARRISON HIGH- OUTDOOR LEARNING SPACES- 170 DRY ERASE BOARD	\$156.75
62844	VALLEY OFFICE SYSTEMS	PRINTER LEASE- FEDERAL PROGRAMS	\$5.91
62844	VALLEY OFFICE SYSTEMS	COPIER LEASE- FEDERAL PROGRAMS	\$95.64
Total for 251 - TITLE I-A ESEA-IMPROVING BASIC PROGRAMS			\$258.30
253 - TITLE I-C ESEA MIGRANT FUND			
62797	LATINOS IN ACTION, INC	LIA PROGRAM RENEWAL- MIGRANT	\$2,500.00

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253 - TITLE I-C ESEA MIGRANT FUND			
62844	VALLEY OFFICE SYSTEMS	COPIER LEASE MIGRANT PRESCHOOL	\$3.98
62844	VALLEY OFFICE SYSTEMS	PRINTER LEASE- MIGRANT SUMMER SCHOOL	\$0.00
Total for 253 - TITLE I-C ESEA MIGRANT FUND			\$2,503.98
257 - TITLE VI-B IDEA SPECIAL ED FUND			
62749	AMAZON/GEMB	SUESPORT - AIR INFLATED STABILITY WOBBLE CUSHION	\$28.99
62752	APPLE, INC	APPLE APPS FOR SPECIAL ED	\$300.00
62810	MOOSMAN, SHANILLE H	STUDENT-SIGN LANGUAGE INTERPERETER	\$40.00
62822	PEARSON EDUCATION	BASC-3 QG DGT ADM TESTING SUPPLIES FOR PSYCH	\$31.00
62824	PRIMARY THERAPY SOURCE	THERAPY SERVICES	\$140.00
62825	QUILL CORPORATION	TRIANGLE CRAYONS- 16 COLORS - 256 COUNT	\$112.18
62825	QUILL CORPORATION	9 X 12 CONSTRUCTION PAPER- BLUE	\$9.15
62825	QUILL CORPORATION	9 X 12 CONSTRUCTION PAPER- HOLIDAY GREEN	\$7.12
62825	QUILL CORPORATION	PRANG READY TO USE WASHABLE PAINT 16 OZ - ORANGE	\$6.62
62825	QUILL CORPORATION	PACON FINGERPAINT PAPER	\$9.77
62825	QUILL CORPORATION	9 X 12 CONSTRUCTION PAPER- YELLOW	\$30.50
62825	QUILL CORPORATION	9 X 12 CONSTRUCTION PAPER- ORANGE	\$14.60
62825	QUILL CORPORATION	9 X 12 CONSTRUCTION PAPER- BROWN	\$12.56
62825	QUILL CORPORATION	9 X 12 CONSTRUCTION PAPER- PURPLE	\$6.28
62825	QUILL CORPORATION	9 X 12 CONSTRUCTION PAPER- STOCKING PINK	\$6.28
62825	QUILL CORPORATION	9 X 12 CONSTRUCTION PAPER- GREY	\$7.30
62825	QUILL CORPORATION	CRAYOLA ULTRA WASHABLE MARKERS	\$96.04
62825	QUILL CORPORATION	9 X 12 CONSTRUCTION PAPER- WHITE	\$7.80
62825	QUILL CORPORATION	9 X 12 CONSTRUCTION PAPER- BLACK	\$9.15
62825	QUILL CORPORATION	ELMERS ALL PURPOSE GLUE STICKS 60 PK	\$30.59
62825	QUILL CORPORATION	ASTROBRIGHTS PRIMARY CARDSTOCK PAPER ASSORTED COLORS	\$16.98
62825	QUILL CORPORATION	PRANG READY TO USE WASHABLE PAINT 16 OZ GREEN	\$3.31

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257 - TITLE VI-B IDEA SPECIAL ED FUND			
62825	QUILL CORPORATION	PRANG READY TO USE WASHABLE PAINT 16 OZ VIOLET	\$3.31
62825	QUILL CORPORATION	PRANG READY TO USE WASHABLE PAINT 16 OZ BLUE	\$3.31
62825	QUILL CORPORATION	PRANG READY TO USE WASHABLE PAINT 16 OZ YELLOW	\$3.90
62825	QUILL CORPORATION	PRANG READY TO USE WASHABLE PAINT 16 OZ RED	\$3.73
62826	RIDLEY'S FOOD & DRUG	MINICO - TTL VIB EXC CHILD SUPPLIES	\$25.22
62826	RIDLEY'S FOOD & DRUG	MINICO - TTL VIB EXC CHILD SUPPLIES	\$31.30
62826	RIDLEY'S FOOD & DRUG	TTL VIB EXC CHILD SUPPLIES	\$31.83
62844	VALLEY OFFICE SYSTEMS	PRINTER LEASE- SPECIAL SERVICES	\$21.35
62844	VALLEY OFFICE SYSTEMS	COPIER LEASE SPECIAL SERVICES	\$77.04
62844	VALLEY OFFICE SYSTEMS	PRINTER LEASE- SPECIAL SERVICES	\$27.64
Total for 257 - TITLE VI-B IDEA SPECIAL ED FUND			\$1,154.85
258 - TITLE VI-B IDEA PRESCHOOL FUND			
62844	VALLEY OFFICE SYSTEMS	COPIER LEASE PRESCHOOL	\$71.32
62844	VALLEY OFFICE SYSTEMS	PRINTER LEASE- PRESCHOOL	\$9.04
Total for 258 - TITLE VI-B IDEA PRESCHOOL FUND			\$80.36
260 - MEDICAID			
62777	EDUQUEST LLC	PSR & IBI & COUNSELING SERVICES (MEDICAID)	\$20,715.83
62777	EDUQUEST LLC	PSR & IBI & COUNSELING SERVICES (MEDICAID)	\$158.25
62824	PRIMARY THERAPY SOURCE	THERAPY SERVICES - MEDICAID	\$980.20
62824	PRIMARY THERAPY SOURCE	THERAPY SERVICES - MEDICAID	\$817.00
62836	SOUTHERN IDAHO THERAPY	THERAPY SERVICES - MEDICAID	\$414.85
62844	VALLEY OFFICE SYSTEMS	COPIER LEASE MEDICAID	\$58.76
Total for 260 - MEDICAID			\$23,144.89
271 - TITLE II-A ESEA IMPROVING TEACHER QUALITY			
62757	BOISE STATE UNIVERSITY	INSTRUCTIONAL COACHING. Network of Leaders and Learners	\$1,850.00

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Total for 271 - TITLE II-A ESEA IMPROVING TEACHER QUALITY			\$1,850.00
289 - CHARACTER ED GRANT			
62752	APPLE, INC	10.2 INCH IPAD WI-FI 32GB SPACE GRAY	\$294.00
62752	APPLE, INC	10.2 INCH IPAD WI-FI 32GB SPACE GRAY	\$294.00
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289 - CHARACTER ED GRANT			
62752	APPLE, INC	10.2 INCH IPAD WI-FI 32GB SPACE GRAY	\$294.00
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289 - CHARACTER ED GRANT			
62752	APPLE, INC	10.2 INCH IPAD WI-FI 32GB SPACE GRAY	\$294.00
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62752	APPLE, INC	10.2 INCH IPAD WI-FI 32GB SPACE GRAY	\$294.00
62799	LIGHTSPEED TECHNOLOGIES	REDCAT ACCESS WITH FLEXMIKE	\$7,742.00
62799	LIGHTSPEED TECHNOLOGIES	REDCAT ACCESS WITH FLEXMIKE	\$7,742.00
62799	LIGHTSPEED TECHNOLOGIES	REDCAT ACCESS WITH FLEXMIKE	\$11,060.00
Total for 289 - CHARACTER ED GRANT			\$85,344.00
290 - FOOD SERVICE FUND			
62750	AMERICAN LINEN SUPPLY	MATS, DUS MOP, FRAMES, ETC FOR KITCHENS	\$46.00
62750	AMERICAN LINEN SUPPLY	MATS, DUS MOP, FRAMES, ETC FOR KITCHENS	\$46.00
62750	AMERICAN LINEN SUPPLY	MATS, DUS MOP, FRAMES, ETC FOR KITCHENS	\$46.00
62750	AMERICAN LINEN SUPPLY	MATS, DUS MOP, FRAMES, ETC FOR KITCHENS	\$46.00
62750	AMERICAN LINEN SUPPLY	MATS, DUS MOP, FRAMES, ETC FOR KITCHENS	\$46.00
62753	BAILEY OIL CO., INC.	FUEL FOR DELIVERY TRUCK AND VAN	\$174.87
62759	BRADY CHEMICAL	CHEMICALS FOR KITCHENS	\$160.00
62767	CHARLIE'S PRODUCE	MINICO - FRESH FRUIT AND VEGGIE GRANT	\$386.63
62767	CHARLIE'S PRODUCE	ACEQUIA PRODUCE	\$113.25

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290 - FOOD SERVICE FUND			
62767	CHARLIE'S PRODUCE	ACEQUIA PRODUCE	\$165.75
62767	CHARLIE'S PRODUCE	HEYBURN PRODUCE	\$41.00
62767	CHARLIE'S PRODUCE	HEYBURN PRODUCE	\$317.55
62767	CHARLIE'S PRODUCE	HEYBURN PRODUCE	(\$28.50)
62767	CHARLIE'S PRODUCE	PAUL PRODUCE	\$442.65
62767	CHARLIE'S PRODUCE	PAUL PRODUCE	\$439.65
62767	CHARLIE'S PRODUCE	PAUL PRODUCE	\$365.60
62767	CHARLIE'S PRODUCE	PAUL PRODUCE	\$277.00
62767	CHARLIE'S PRODUCE	PAUL PRODUCE	\$479.45
62767	CHARLIE'S PRODUCE	RUPERT PRODUCE	\$198.00
62767	CHARLIE'S PRODUCE	RUPERT PRODUCE	\$484.95
62767	CHARLIE'S PRODUCE	EAST MINICO PRODUCE	\$577.70
62767	CHARLIE'S PRODUCE	EAST MINICO PRODUCE	\$445.65
62767	CHARLIE'S PRODUCE	WEST PRODUCE	\$222.00
62767	CHARLIE'S PRODUCE	WEST PRODUCE	\$400.80
62767	CHARLIE'S PRODUCE	MINICO PRODUCE	\$341.45
62767	CHARLIE'S PRODUCE	MINICO PRODUCE	(\$18.00)
62767	CHARLIE'S PRODUCE	MINICO PRODUCE	\$495.25
62767	CHARLIE'S PRODUCE	MINICO PRODUCE	\$439.60
62767	CHARLIE'S PRODUCE	MINICO PRODUCE	\$280.45
62767	CHARLIE'S PRODUCE	MINICO PRODUCE	\$257.15
62767	CHARLIE'S PRODUCE	MINICO PRODUCE	\$338.65
62767	CHARLIE'S PRODUCE	MT HARRISON PRODUCE	\$95.75
62767	CHARLIE'S PRODUCE	MT HARRISON PRODUCE	\$63.65
62767	CHARLIE'S PRODUCE	DSC PRODUCE	\$18.25
62767	CHARLIE'S PRODUCE	DSC PRODUCE	\$50.25
62767	CHARLIE'S PRODUCE	DSC PRODUCE	\$57.50

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290 - FOOD SERVICE FUND			
62767	CHARLIE'S PRODUCE	DSC PRODUCE	\$76.20
62767	CHARLIE'S PRODUCE	DSC PRODUCE	\$72.70
62767	CHARLIE'S PRODUCE	DSC PRODUCE	\$135.48
62767	CHARLIE'S PRODUCE	EAST MINICO PRODUCE	(\$16.15)
62767	CHARLIE'S PRODUCE	MINICO - FRESH FRUIT AND VEGGIE GRANT	\$325.47
62767	CHARLIE'S PRODUCE	TLC - FRESH FRUIT AND VEGGIE GRANT	\$12.00
62767	CHARLIE'S PRODUCE	PAUL - FRESH FRUIT AND VEGGIE GRANT	\$223.89
62767	CHARLIE'S PRODUCE	PAUL - FRESH FRUIT AND VEGGIE GRANT	\$133.20
62767	CHARLIE'S PRODUCE	PAUL - FRESH FRUIT AND VEGGIE GRANT	\$514.10
62767	CHARLIE'S PRODUCE	HEYBURN PRODUCE	\$341.55
62767	CHARLIE'S PRODUCE	MT HARRISON PRODUCE	\$22.25
62767	CHARLIE'S PRODUCE	ACEQUIA PRODUCE	\$164.20
62767	CHARLIE'S PRODUCE	DSC PRODUCE	\$61.85
62767	CHARLIE'S PRODUCE	RUPERT PRODUCE	\$522.80
62767	CHARLIE'S PRODUCE	EAST MINICO PRODUCE	\$583.45
62767	CHARLIE'S PRODUCE	MINICO PRODUCE	\$269.10
62767	CHARLIE'S PRODUCE	PAUL PRODUCE	\$483.55
62767	CHARLIE'S PRODUCE	WEST PRODUCE	\$363.00
62767	CHARLIE'S PRODUCE	MINICO PRODUCE	(\$16.15)
62772	DEAN DAIRY COPRORATE, LLC	RUPERT - MILK	\$3,480.11
62772	DEAN DAIRY COPRORATE, LLC	TLC - MILK	\$270.34
62772	DEAN DAIRY COPRORATE, LLC	EAST - MILK	\$2,139.95
62772	DEAN DAIRY COPRORATE, LLC	WEST - MILK	\$2,041.87
62772	DEAN DAIRY COPRORATE, LLC	MINICO - MILK	\$2,261.29
62772	DEAN DAIRY COPRORATE, LLC	MTH - MILK	\$310.84
62772	DEAN DAIRY COPRORATE, LLC	ACEQUIA - MILK	\$1,225.94
62772	DEAN DAIRY COPRORATE, LLC	HEYBURN - MILK	\$2,535.67

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Approval of Bills Report

Fiscal Year: 2020-2021

Criteria:

Voucher: 3906

Report Sort: FUND

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Exclude Invoice Description

Check Number	Vendor	Description	Amount
290 - FOOD SERVICE FUND			
62772	DEAN DAIRY COPRORATE, LLC	PAUL - MILK	\$2,315.32
62778	FIRE SERVICES OF IDAHO,INC.	ANSUL AND HOOD SERVICE FOR ALL KITCHENS	\$923.00
62807	MIKEY'S REFRIGERATION INC	WEST KITCHEN REPAIRS	\$187.50
62813	NICHOLAS & CO	FOOD FOR KITCHENS	\$1,647.69
62813	NICHOLAS & CO	PAPER AND CLEANING SUPPLIES	\$1,199.70
62813	NICHOLAS & CO	FOOD FOR KITCHENS	\$855.09
62813	NICHOLAS & CO	PAPER AND CLEANING SUPPLIES	\$325.80
62813	NICHOLAS & CO	FOOD FOR KITCHENS	\$2,522.72
62813	NICHOLAS & CO	PAPER AND CLEANING SUPPLIES	\$278.00
62813	NICHOLAS & CO	FOOD FOR KITCHENS	\$573.01
62813	NICHOLAS & CO	PAPER AND CLEANING SUPPLIES	\$393.90
62815	NORTHWEST DISTRIBUTION SERVICES	FOOD FOR KITCHENS	\$12,394.80
62815	NORTHWEST DISTRIBUTION SERVICES	FOOD FOR KITCHENS	\$233.10
62815	NORTHWEST DISTRIBUTION SERVICES	FOOD FOR KITCHENS	\$11,775.78
62816	NPC INTERNATIONAL	PIZZA FOR LUNCH	\$247.00
62816	NPC INTERNATIONAL	PIZZA FOR LUNCH	\$240.50
62816	NPC INTERNATIONAL	PIZZA FOR LUNCH	\$240.50
62816	NPC INTERNATIONAL	PIZZA FOR LUNCH	\$252.70
62816	NPC INTERNATIONAL	PIZZA FOR LUNCH	\$279.50
62816	NPC INTERNATIONAL	PIZZA FOR LUNCH	\$260.00
62816	NPC INTERNATIONAL	PIZZA FOR LUNCH	\$286.00
62816	NPC INTERNATIONAL	PIZZA FOR LUNCH	\$260.00
62816	NPC INTERNATIONAL	PIZZA FOR LUNCH	\$266.50
62816	NPC INTERNATIONAL	PIZZA FOR LUNCH	\$247.00
62816	NPC INTERNATIONAL	PIZZA FOR LUNCH	\$279.50
62816	NPC INTERNATIONAL	PIZZA FOR LUNCH	\$58.50

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Exclude Invoice Description

Check Number	Vendor	Description	Amount
290 - FOOD SERVICE FUND			
62833	SHAMROCK FOODS COMPANY	FOOD FOR ALL SCHOOLS	\$805.50
62833	SHAMROCK FOODS COMPANY	PAPER SUPPLIES FOR ALL SCHOOLS	\$387.15
62833	SHAMROCK FOODS COMPANY	FOOD FOR ALL SCHOOLS	\$159.96
62833	SHAMROCK FOODS COMPANY	FOOD FOR ALL SCHOOLS	\$258.60
62833	SHAMROCK FOODS COMPANY	PAPER SUPPLIES FOR ALL SCHOOLS	\$896.15
62844	VALLEY OFFICE SYSTEMS	PRINTER LEASE- DSC FOOD SERVICE	\$1.28
Total for 290 - FOOD SERVICE FUND			\$67,904.20
310 - DEBT SERVICE FUND			
62850	ZIONS BANK PUBLIC FINANCE	CONTINUING DISCLOSURE FEE	\$2,500.00
Total for 310 - DEBT SERVICE FUND			\$2,500.00
750 - SCHOOL ACTIVITY FUND			
62806	MAY, CONRAD	KETTLE CORN	\$45.00
Total for 750 - SCHOOL ACTIVITY FUND			\$45.00
Grand Total:			\$625,858.34

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MINIDOKA COUNTY SCHOOL DISTRICT #331

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Voucher: 3904

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Exclude Invoice Description

Check Number	Vendor	Description	Amount
100 - GENERAL FUND			
62732	AMAZON/GEMB	WINGS OF FIRE BOXSET	\$23.41
62732	AMAZON/GEMB	NIGHTFALL BOOK	\$8.99
62732	AMAZON/GEMB	FLASHBACK BOOK	\$0.00
62732	AMAZON/GEMB	LEGACY BOOK	\$9.82
62732	AMAZON/GEMB	CANON BATTERY 2 PACK WITH CHARGER	\$71.91
62732	AMAZON/GEMB	BATTERY 2 PACK AND DUAL CHARGER	\$24.99
62732	AMAZON/GEMB	CHANGING TABLE, SANTITIZING WIPES AND THERMOMETERS	\$1,412.31
62732	AMAZON/GEMB	DISPLAY MONITOR	\$589.98
62732	AMAZON/GEMB	RAILROAD BOARD WHITE SHEETS	\$32.37
62732	AMAZON/GEMB	32 OZ. COLOR SPLASH! LIQUID TEMPERA PAINT ASSORTMENT (PACK OF 12)	\$83.98
62732	AMAZON/GEMB	SYRINGE PENS	\$21.99
62732	AMAZON/GEMB	KRAFT PAPER ROLLS	\$107.19
62732	AMAZON/GEMB	48 X 60 VINYL CHAIR MAT FOR JOHN KONTOS	\$72.95
62732	AMAZON/GEMB	12 OUTLET METAL POWER STRIP SURGE PROTECTOR	\$40.89
62732	AMAZON/GEMB	MEDIA SUPPLIES, COLOR CODING LABELS, PENS, STICKERS, HAIR SCRUNCHIES, CONTACT PAPER	\$11.98
62732	AMAZON/GEMB	USB C TO USB ADAPTER, USB C TO HDMI ADAPTER, INNOMAX USB C HUB	\$57.45
62732	AMAZON/GEMB	MEDIA SUPPLIES, COLOR CODING LABELS, PENS, STICKERS, HAIR SCRUNCHIES, CONTACT PAPER	\$278.91
62732	AMAZON/GEMB	BOX CUTTER, WHITE AND COLORED CHALK, RULERS FOR ART CLASSES	\$89.30
62732	AMAZON/GEMB	COLORATIONS EASEL PAINT BRUSHES ASSORTMENT 24-PACK	\$40.46
62732	AMAZON/GEMB	HORIZONS GROUP USA PAINT BRUSHES - SET OF 500	\$43.98
62732	AMAZON/GEMB	SCISSORS, TAOTREE 8" MULTIPURPOSE SCISSOR BULK PACK OF 5	\$32.28
62732	AMAZON/GEMB	STYLUS PEN FOR IPAD WITH PALM REJECTION	\$23.79
62732	AMAZON/GEMB	INDOOR AIR QUALITY DIGITAL CARBON DIOXIDE TESTER	\$136.90
62732	AMAZON/GEMB	TV WALL MOUNT BRACKET	\$35.66

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Check Number	Vendor	Description	Amount
100 - GENERAL FUND			
62732	AMAZON/GEMB	CANON 35 MM LENS	\$499.00
62732	AMAZON/GEMB	CARTERS RED STAMP PAD INKER	\$11.50
62732	AMAZON/GEMB	HRAYZAN WEBCAM WITH MICROPHONE	\$25.89
62732	AMAZON/GEMB	KEYBOARD TRAY UNDER DESK WITH C CLAMP	(\$119.18)
Total for 100 - GENERAL FUND			\$3,668.70
243 - PROFESSIONAL TECHNICAL - STATE			
62732	AMAZON/GEMB	FUJITSU DUPLEX SCANNER	\$465.61
62732	AMAZON/GEMB	9 DRAWER STORAGE ROLLING UTILITY CART	\$65.98
62732	AMAZON/GEMB	USB TO ETHERNET ADAPTER	\$14.83
Total for 243 - PROFESSIONAL TECHNICAL - STATE			\$546.42
245 - PUBLIC SCHOOL TECHNOLOGY FUND			
62732	AMAZON/GEMB	13 INCH LAPTOP SLEEVE	\$219.12
62732	AMAZON/GEMB	13 INCH LAPTOP SLEEVE	\$219.12
62732	AMAZON/GEMB	13 INCH LAPTOP SLEEVE	\$219.12
62732	AMAZON/GEMB	13 INCH LAPTOP SLEEVE	\$219.12
62732	AMAZON/GEMB	13 INCH LAPTOP SLEEVE	\$219.12
62732	AMAZON/GEMB	13 INCH LAPTOP SLEEVE	\$209.16
62732	AMAZON/GEMB	13 INCH LAPTOP SLEEVE	\$39.84
Total for 245 - PUBLIC SCHOOL TECHNOLOGY FUND			\$1,344.60
251 - TITLE I-A ESEA-IMPROVING BASIC PROGRAMS			
62732	AMAZON/GEMB	The Fires of Vengeance (The Burning (2))	\$25.20
62732	AMAZON/GEMB	The Fires of Vengeance (The Burning (2))	(\$0.21)
Total for 251 - TITLE I-A ESEA-IMPROVING BASIC PROGRAMS			\$24.99
257 - TITLE VI-B IDEA SPECIAL ED FUND			

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Exclude Invoice Description

Check Number	Vendor	Description	Amount
62732	AMAZON/GEMB	CASIO MS-80B STANDARD FUNCTION CALCULATOR	\$13.24
62732	AMAZON/GEMB	ULTIMATE SACK BEAN BAG CHAIRS	\$59.00
Total for 257 - TITLE VI-B IDEA SPECIAL ED FUND			\$72.24
Grand Total:			\$5,656.95

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Voucher: 3901

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Exclude Invoice Description

Check Number	Vendor	Description	Amount
100 - GENERAL FUND			
0	STATE TAX COMMISSION	SALES TAX- GENERAL	\$2,074.75
Total for 100 - GENERAL FUND			\$2,074.75
Grand Total:			<u>\$2,074.75</u>

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Criteria:

Voucher: 3907

Report Sort: FUND

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Exclude Invoice Description

Check Number	Vendor	Description	Amount
100 - GENERAL FUND			
62852	ANDREW, MEAGAN	IN DISTRICT MILEAGE AUG -NOV	\$107.01
62853	BELL, SALLY	IN DISTRICT MILEAGE	\$24.30
62854	BINGHAM, ANDREA	IN DISTRICT MILEAGE	\$47.21
62855	CLARK, SARAH	IN DISTRICT MILEAGE	\$33.71
62859	FISHER, DALLEN	SPECIAL SERVICES MILEAGE OCT-NOV	\$68.40
62860	KIDD, KIMBERLEY	FOOTBALL CANYON RIDGE 10/16/2020	\$42.30
62860	KIDD, KIMBERLEY	FOOTBALL TWIN FALLS 10/23/2020	\$42.30
62860	KIDD, KIMBERLEY	STATE FOOTBALL EMMETT 10/30/2020	\$174.60
62861	MERRILL, TERRY	CELL PHONE REIMBURSEMENT	\$150.00
62862	MILLER, SUZETTE	IN DISTRICT MILEAGE	\$103.50
62863	RAMSEY, JAMES	IN DISTRICT MILEAGE	\$259.20
62864	SERR, ALLISON	IN DISTRICT MILEAGE	\$32.00
62865	TRENKLE, BRADY	DISTRICT SOCCER TWIN FALLS 10/10/2020	\$42.30
62865	TRENKLE, BRADY	ATHLETIC DIRECTORS MEETING TWIN FALLS 10/12/2020	\$42.30
62865	TRENKLE, BRADY	FOOTBALL CANYON RIDGE 10/16/2020	\$42.30
62865	TRENKLE, BRADY	ATHLETIC DIRECTORS MEETING TWIN FALLS 10/26/2020	\$42.30
62865	TRENKLE, BRADY	DISTRICT SWIM TWIN FALLS 10/27/2020	\$42.30
62865	TRENKLE, BRADY	DISTRICT SWIM TWIN FALLS 10/29/2020	\$42.30
62865	TRENKLE, BRADY	STATE FOOTBALL EMMETT 10/30/2020	\$174.60
Total for 100 - GENERAL FUND			\$1,512.93
257 - TITLE VI-B IDEA SPECIAL ED FUND			
62856	COLE, LISA	IN DISTRICT MILEAGE OCT-NOV	\$62.01
62857	CRANE, JAELEE	IN DISTRICT MILEAGE AUG- NOV	\$59.63
62858	DAVIS, MARY	IN DISTRICT MILEAGE	\$47.39
Total for 257 - TITLE VI-B IDEA SPECIAL ED FUND			\$169.03

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Voucher: 3907

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Exclude Invoice Description

Check Number	Vendor	Description	Amount
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Grand Total: \$1,681.96

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Criteria:

Voucher: 3903

Report Sort: FUND

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Exclude Invoice Description

Check Number	Vendor	Description	Amount
100 - GENERAL FUND			
62726	PITNEY BOWES/RESERVE ACCT	2020-21 POSTAGE	\$200.00
62727	REFRIGERATION SUPPLIES	HVAC ALL SCHOOL SUPPLIES	\$860.00
62730	VERIZON CONNECT NWF, INC	TRACKING MONTHLY SERVICE FEE	\$48.57
62731	WALMART	SUPPLIES FOR SCHOOL	\$92.51
62731	WALMART	PLASTIC JUGS	\$75.68
62731	WALMART	SPOUTS	\$12.98
Total for 100 - GENERAL FUND			\$1,289.74
246 - STATE SUBSTANCE ABUSE FUND			
62729	TETON COMMUNICATION, INC.	N MALE CONNECTOR (EZ) FOR LMR-400. HEX SHOULDER. AND 6 FT LMR 400	\$122.40
62729	TETON COMMUNICATION, INC.	POLYPHASED IS-50NX-C2 FLAT PANEL MOUNT LIGHTNING ARRESTOR	\$103.30
62729	TETON COMMUNICATION, INC.	RAISING ELECTRONICS 22 U SERVER CABINET	\$220.00
62729	TETON COMMUNICATION, INC.	TECH- IN SHOP- HOURLY CONTRACT LABOR RATE/PROGRAM AND SETUP AND ASSEMBLE OF REPEATER	\$234.00
Total for 246 - STATE SUBSTANCE ABUSE FUND			\$679.70
253 - TITLE I-C ESEA MIGRANT FUND			
62731	WALMART	WINTER CLOTHING FOR MIGRANT STUDENTS	\$385.63
Total for 253 - TITLE I-C ESEA MIGRANT FUND			\$385.63
263 - PERKINS III PROFESSIONAL TECHNICAL ACT			
62731	WALMART	SHOP DISPLAY SCREEN FOR CLASSROOM PRESENTATIONS	\$498.00
62731	WALMART	STAND FOR SHOP DISPLAY SCREEN	\$79.00
Total for 263 - PERKINS III PROFESSIONAL TECHNICAL ACT			\$577.00
290 - FOOD SERVICE FUND			
62728	SOUTH CENTRAL PUBLIC HEALTH DEPARTMENT	HEALTH INSPECTIONS	\$280.00

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Exclude Invoice Description

Check Number	Vendor	Description	Amount
290 - FOOD SERVICE FUND			
62728	SOUTH CENTRAL PUBLIC HEALTH DEPARTMENT	HEALTH INSPECTIONS	\$280.00
62728	SOUTH CENTRAL PUBLIC HEALTH DEPARTMENT	HEALTH INSPECTIONS	\$280.00
62728	SOUTH CENTRAL PUBLIC HEALTH DEPARTMENT	HEALTH INSPECTIONS	\$280.00
62728	SOUTH CENTRAL PUBLIC HEALTH DEPARTMENT	HEALTH INSPECTIONS	\$280.00
62728	SOUTH CENTRAL PUBLIC HEALTH DEPARTMENT	HEALTH INSPECTIONS	\$280.00
62728	SOUTH CENTRAL PUBLIC HEALTH DEPARTMENT	HEALTH INSPECTIONS	\$280.00
62728	SOUTH CENTRAL PUBLIC HEALTH DEPARTMENT	HEALTH INSPECTIONS	\$280.00
62728	SOUTH CENTRAL PUBLIC HEALTH DEPARTMENT	HEALTH INSPECTIONS	\$280.00
62728	SOUTH CENTRAL PUBLIC HEALTH DEPARTMENT	HEALTH INSPECTIONS	\$280.00

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Total for 290 - FOOD SERVICE FUND \$2,800.00

Grand Total: \$5,732.07

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Voucher: 3902

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Exclude Invoice Description

Check Number	Vendor	Description	Amount
100 - GENERAL FUND			
0	WELLS FARGO REMITTANCE CTR	FUEL TECHNOLOGY	\$55.63
0	WELLS FARGO REMITTANCE CTR	15000.MAINTENANCE FUEL	\$1,088.83
0	WELLS FARGO REMITTANCE CTR	GROUPS FUEL	\$231.88
0	WELLS FARGO REMITTANCE CTR	FUEL TECHNOLOGY	\$197.79
0	WELLS FARGO REMITTANCE CTR	FUEL FOR DISTRICT VEHICLES (TRANSPORTATION TRUCKS, DISTRICT CARS, SUPERINTENDENT VEHICLE ETC)	\$153.56
0	WELLS FARGO REMITTANCE CTR	CRASH PLAN	\$249.75
0	WELLS FARGO REMITTANCE CTR	GO DADDY LICENSE	\$159.98
0	WELLS FARGO REMITTANCE CTR	CONTINUOUS LEARNING WITH EUREKA MATH TRAINING. - VIRTUAL REGISTRATION FOR CELESTE STEPHENS	\$35.00
0	WELLS FARGO REMITTANCE CTR	CONTINUOUS LEARNING WITH EUREKA MATH TRAINING. - VIRTUAL REGISTRATION FOR ELISSA EVANS	\$35.00
0	WELLS FARGO REMITTANCE CTR	CONTINUOUS LEARNING WITH EUREKA MATH TRAINING. - VIRTUAL REGISTRATION FOR KAYLA BRUNS	\$35.00
0	WELLS FARGO REMITTANCE CTR	CONTINUOUS LEARNING WITH EUREKA MATH TRAINING. - VIRTUAL REGISTRATION FOR RANAE CHANDLER	\$35.00
0	WELLS FARGO REMITTANCE CTR	CONTINUOUS LEARNING WITH EUREKA MATH TRAINING. - VIRTUAL REGISTRATION FOR KARI ANDERSON	\$35.00
0	WELLS FARGO REMITTANCE CTR	CONTINUOUS LEARNING WITH EUREKA MATH TRAINING. - VIRTUAL REGISTRATION FOR MARLEY ANTONE	\$35.00
0	WELLS FARGO REMITTANCE CTR	CONTINUOUS LEARNING WITH EUREKA MATH TRAINING. - VIRTUAL REGISTRATION FOR ELTA SPARKS	\$35.00
0	WELLS FARGO REMITTANCE CTR	CONTINUOUS LEARNING WITH EUREKA MATH TRAINING. - VIRTUAL REGISTRATION FOR KELSI SAGERS	\$35.00
0	WELLS FARGO REMITTANCE CTR	MEMBERSHIP WELL FARGO PCARD	\$75.00
0	WELLS FARGO REMITTANCE CTR	DROPBOX	\$45.00
0	WELLS FARGO REMITTANCE CTR	REIMBURSEMENT FROM ARTEC FOR BUSINESSING LICENSING	\$31.00
Total for 100 - GENERAL FUND			\$2,568.42
241 - DRIVER EDUCATION FUND			
0	WELLS FARGO REMITTANCE CTR	FUEL DRIVERS ED CARS	\$89.51
Total for 241 - DRIVER EDUCATION FUND			\$89.51

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Check Number	Vendor	Description	Amount
252 - TITLE I-B ESEA READING FIRST			
0	WELLS FARGO REMITTANCE CTR	STEPPING INTO SCHOOLWIDE ZONES TRAINING FOR TERESA LOWDER AND KAILEY HANSEN	\$95.00
Total for 252 - TITLE I-B ESEA READING FIRST			\$95.00
260 - MEDICAID			
0	WELLS FARGO REMITTANCE CTR	NAME MEMBERSHIP FOR SHERRY BINGHAM- NATIONAL ALLIANCE FOR MEDICAID IN EDUCATION	\$50.00
Total for 260 - MEDICAID			\$50.00
Grand Total:			\$2,802.93

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End of Report

GENERAL FUND MONTHLY SUMMARY REVISED TO DATE

REVENUES:																														
	BEG BUDGET	REVISED	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APR	MAY	JUNE	RECEIVABLE	TOTAL														
LOCAL:																														
SUPPLEMENTAL LEVY/REA	\$ 2,252,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -														
TAX PENALTY/INTEREST	\$ 10,000	\$ -	\$ 1,107	\$ -	\$ 1,363	\$ -	\$ 1,154	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 3,624														
TUITION	\$ -	\$ -	\$ 19,824	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 19,824														
BANK/POOL INTEREST	\$ 125,000	\$ -	\$ 33	\$ 1,950	\$ 4,140	\$ 4,669	\$ 3,604	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 14,395														
OTHER LOCAL REV/GRANTS ₁	\$ 86,500	\$ -	\$ 52	\$ 183	\$ 1,031	\$ 3,678	\$ 92,562	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 97,506														
SECONDARY ACTIVITY DUTY	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ 75	\$ 1,163	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 1,238														
ISBA & INSURANCE DIVIDEND	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -														
ERATE	\$ 123,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -														
ARTEC REIMB	\$ 655,000	\$ -	\$ 1,494	\$ -	\$ 30,987	\$ -	\$ 201,616	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 234,096														
OTHER FEES	\$ -	\$ -	\$ 28	\$ 56	\$ -	\$ 112	\$ 6,614	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 6,810														
STATE:																														
STATE BASE SUPPORT	\$ 19,243,000	\$ -	\$ -	\$ 11,341,636	\$ -	\$ -	\$ 4,577,762	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 15,919,398														
TRANSPORTATION	\$ 1,565,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -														
BENEFIT APPORTIONMENT	\$ 2,647,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -														
OTHER STATE PAYMENTS ₂	\$ 248,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 23,918	\$ 1,136,244	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 1,160,162														
TUITION EQUIVALENCY	\$ 180,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.00		\$ 85														
LOTTERY/MAINT MATCH	\$ 321,000	\$ -	\$ -	\$ 309,117	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 309,117														
PROP TAX REPLACEMENT	\$ 120,000	\$ -	\$ -	\$ 19,213	\$ -	\$ 19,213	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 38,426														
OTHER:																														
INDIRECT COSTS TRANSFER	\$ 345,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -														
GENERAL FUND	\$ 27,945,500	\$ -	\$ 22,537	\$ 11,672,155	\$ 37,520	\$ 27,747	\$ 4,908,393	\$ 1,136,244	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 17,804,597														
ADDITIONAL STATE GRANTS IN GENERAL FUND:																														
STATE SPECIAL FUNDS ³	\$ 974,500	\$ -	\$ -	\$ 11,256	\$ -	\$ 721,107	\$ -	\$ 0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 732,363														
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -														
TOTAL GEN PLUS GRANTS	\$ 28,920,000	\$ -	\$ 22,537	\$ 11,683,411	\$ 37,520	\$ 748,854	\$ 4,908,393	\$ 1,136,244	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,536,960														
PROJ CARRYOVER	\$ 1,650,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -														
GRAND TOTAL BUDGET	\$ 30,570,000	\$ -	\$ 442,704	\$ 1,371,800	\$ 2,768,538	\$ 2,251,854	\$ 2,926,789	\$ 2,447,776	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,209,461														
EXPENDITURES:																														
	BEG BUDGET	REVISED	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APR	MAY	JUNE	JUL/AUG ACCRUAL	TOTAL														
SALARIES	\$ 17,460,000	\$ -	\$ 225,788	\$ 322,728	\$ 1,446,994	\$ 1,452,850	\$ 2,027,498	\$ 1,437,195	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 6,913,053														
BENEFITS	\$ 6,831,000	\$ -	\$ 77,014	\$ 111,222	\$ 822,660	\$ 503,248	\$ 618,952	\$ 501,338	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 2,634,434														
PURCHASED SERVICES	\$ 1,716,000	\$ -	\$ 76,643	\$ 77,908	\$ 125,864	\$ 109,666	\$ 149,956	\$ 154,620	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 694,657														
SUPPLIES	\$ 1,831,000	\$ -	\$ 214,103	\$ 385,733	\$ 309,285	\$ 123,529	\$ 78,163	\$ 173,064	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 1,283,878														
CAPITAL OUTLAY	\$ 56,000	\$ -	\$ (150,844)	\$ 279,769	\$ 63,734	\$ 62,502	\$ 52,220	\$ 180,836	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 488,216														
INSURANCE & JUDGEMENTS	\$ 180,000	\$ -	\$ -	\$ 194,441	\$ 0	\$ 59	\$ -	\$ 723	\$ 0	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 195,223														
TRANSFER PLANT/FS/BOND	\$ 1,696,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -														
CONTINGENCY	\$ 800,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -														
	\$ 30,570,000	\$ -	\$ 442,704	\$ 1,371,800	\$ 2,768,538	\$ 2,251,854	\$ 2,926,789	\$ 2,447,776	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,209,461														
ACTUAL CASH FLOWS TO DATE:															JULY/AUG															
DEFERED RECEIVABLE															ACCRUAL/DEFERRAL	\$ -														
REVENUES															\$ 22,537	\$ 11,683,411	\$ 37,520	\$ 748,854	\$ 4,908,393	\$ 1,136,244	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,536,960	
EXPENDITURES															\$ 442,704	\$ 1,371,800	\$ 2,768,538	\$ 2,251,854	\$ 2,926,789	\$ 2,447,776	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,209,461
FUND BALANCE JUNE 30	\$ 1,899,895		\$ 1,479,728	\$ 11,791,339	\$ 9,060,322	\$ 7,557,322	\$ 9,538,926	\$ 8,227,394	\$ 8,227,394	\$ 8,227,394	\$ 8,227,394	\$ 8,227,394	\$ 8,227,394	\$ 8,227,394	\$ 8,227,394	\$ 8,227,394														
																\$ 8,227,394														
																\$ 8,227,394														
																PROJECTED	ENDING FUND BALANCE													

¹ Cobra, rebates, restitution, patronage, insurance claims, jury duty, bldg rental, transportation, fingerprinting, matching, NNU, CAP ED, Idaho Lives Grant, Workforce & STEM

² Professional Development, Leadership, Strategic Plan Training

³ LEP/Math & Science/Fast Forward/Literacy/Career Counseling/ISAT/GT/Fuel Up to Play

FOOD SERVICE MONTHLY SUMMARY REVISED TO DATE

	<u>BEG BUDGET</u>	<u>REVISED</u>	<u>JULY</u>	<u>AUGUST</u>	<u>SEPT</u>	<u>OCT</u>	<u>NOV</u>	<u>DEC</u>	<u>JAN</u>	<u>FEB</u>	<u>MARCH</u>	<u>APR</u>	<u>MAY</u>	<u>JUNE</u>	<u>RECEIVABLE</u>	<u>TOTAL</u>
LOCAL:																
INTEREST	\$ 5,000		\$ 1	\$ 175	\$ 102	\$ 90	\$ 44									\$ 412.01
LOCAL LUNCH REVENUE	\$ 350,000		\$ 445	\$ 23,562	\$ 34,982	\$ 12,140	\$ 7,434									\$ 78,563.35
LOCAL ADULT LUNCH	\$ 18,000		\$ 1,132													\$ 1,131.61
OTHER LOCAL																\$ -
FEDERAL:																
FEDERAL LUNCH REVENUE	\$ 1,200,000			\$ 66,398	\$ 41,371	\$ 107,569	\$ 135,668	\$ 102,411	\$ 102,411	\$ 148,960	\$ 148,960	\$ 139,650	\$ 167,580	\$ 139,650	\$ 57,000	\$ 1,357,629.40
FEDERAL BREAKFAST REV	\$ 320,000			\$ 8,094	\$ 31,079	\$ 36,532	\$ 25,505	\$ 25,505	\$ 25,505	\$ 37,100	\$ 37,100	\$ 34,780	\$ 41,735	\$ 34,780		\$ 312,209.79
OTHER FEDERAL/FF&V	\$ 6,000				\$ 1,784	\$ 17,798	\$ 13,296	\$ 13,296	\$ 13,296	\$ 19,340	\$ 19,340	\$ 18,130	\$ 21,760	\$ 18,130		\$ 142,874.37
INTERFUND MATCH	\$ 45,000														\$ 40,000	\$ 40,000.00
TOTAL FOOD SERVICE REV	\$ 1,944,000	\$ -	\$ 1,578	\$ 90,136	\$ 84,549	\$ 152,661	\$ 197,477	\$ 141,213	\$ 141,212	\$ 205,400	\$ 205,400	\$ 192,560	\$ 231,075	\$ 192,560	\$ 97,000	\$ 1,932,821
FUND BALANCE FORWARD	\$ 184,000				\$ 10,569	\$ 7,633	\$ 11,616	\$ 12,838	\$ 12,837	\$ 12,838	\$ 12,838	\$ 12,837	\$ 12,838	\$ 12,837		86
	\$ 2,128,000	\$ -			8	20	17	11	11	16	16	15	18	15		
EXPENDITURES:																
SALARIES	\$ 594,000		\$ 17,876	\$ 20,355	\$ 44,072	\$ 45,450	\$ 43,985	\$ 41,722	\$ 41,722	\$ 41,722	\$ 41,722	\$ 41,722	\$ 41,722	\$ 41,722	\$ 67,732	\$ 531,523.12
BENEFITS	\$ 400,000		\$ 4,389	\$ 5,647	\$ 64,519	\$ 28,786	\$ 27,917	\$ 27,695	\$ 27,695	\$ 27,695	\$ 27,695	\$ 27,695	\$ 27,695	\$ 27,695	\$ 47,275	\$ 372,397.54
PURCHASED SERVICES	\$ 50,000		\$ 430	\$ 2,020	\$ 13,095	\$ 7,058	\$ 5,174	\$ 1,623	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000		\$ 59,399.87
SUPPLIES	\$ 900,000		\$ 2,661	\$ 14,425	\$ 66,712	\$ 83,007	\$ 75,003	\$ 66,562	\$ 61,600	\$ 89,600	\$ 89,600	\$ 84,000	\$ 100,800	\$ 84,000		\$ 817,970
EQUIPMENT	\$ 184,000															\$ -
INDIRECT COSTS	\$ -															\$ -
	\$ 2,128,000	\$ -	\$ 25,356	\$ 42,445	\$ 188,398	\$ 164,301	\$ 152,079	\$ 137,602	\$ 136,017	\$ 164,017	\$ 164,017	\$ 158,417	\$ 175,217	\$ 158,417	\$ 115,007	\$ 1,781,290
						\$ 8,215.03	\$ 8,945.81	\$ 12,509.27	\$ 12,365.18	\$ 10,251.06	\$ 10,251.06	\$ 10,561.13	\$ 9,734.28	\$ 10,561.13		
															JULY/AUG ACCRUAL/RECEIVABLE	
ACTUAL CASH FLOWS TO DATE:			\$ 1,578	\$ 90,136	\$ 84,549	\$ 152,661	\$ 197,477	\$ 141,213	\$ 141,212	\$ 205,400	\$ 205,400	\$ 192,560	\$ 231,075	\$ 192,560	\$ 97,000	\$ 1,932,821
			\$ (25,356)	\$ (42,445)	\$ (188,398)	\$ (164,301)	\$ (152,079)	\$ (137,602)	\$ (136,017)	\$ (164,017)	\$ (164,017)	\$ (158,417)	\$ (175,217)	\$ (158,417)	\$ (115,007)	\$ (1,781,290)
ROJ FUND BALANCE JUNE 30	\$ 185,682		\$ 161,904	\$ 209,594	\$ 105,745	\$ 94,106	\$ 139,504	\$ 143,114	\$ 148,309	\$ 189,692	\$ 231,075	\$ 265,218	\$ 321,076	\$ 355,219	\$ 337,212	

\$ 337,212

ESTIMATED FUND BALANCE

BOND FUND MONTHLY SUMMARY REVISED TO DATE

REVENUES:																
	BEG BUDGET	REVISED	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APR	MAY	JUNE	RECEIVABLE	TOTAL
LOCAL:																\$ -
BOND LEVY TAXES CERTIFIED	\$ 1,676,000															\$ -
BOND PENALTY & FEES	\$ 10,000															\$ -
INTEREST	\$ 10,000			\$ 650	\$ 291	\$ 121	\$ 121									\$ 1,184
BOND PROCEEDS																\$ -
STATE:																\$ -
BOND EQUALIZATION	\$ 350,000															\$ -
OTHER:																\$ -
INTERFUND TRANSFERS																\$ -
TOTAL BOND REVENUE	\$ 2,046,000	\$ -	\$ -	\$ 650	\$ 291	\$ 121	\$ 121	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,184
FUND BALANCE FORWARD	\$ -															
	\$ 2,046,000	\$ -														
EXPENDITURES:																
DEBT SERVICE	\$ 2,046,000		\$ 1,561,989	\$ 272,605		\$ 500		\$ 2,500								\$ 1,837,594
PROJECTED CASH FLOW			\$ 1,561,989	\$ 1,835,244	\$ 1,835,535	\$ 1,836,156	\$ 1,836,278	\$ 1,838,778	\$ 1,838,778	\$ 1,838,778	\$ 1,838,778	\$ 1,838,778	\$ 1,838,778	\$ 1,838,778	\$ 1,838,778	\$ 1,838,778
																projected fund balance
ACTUAL CASH FLOWS TO DATE:																JULY/AUG ACCRUAL/DEFERRAL
REVENUES			\$ -	\$ 650	\$ 291	\$ 121	\$ 121	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EXPENSES			\$ (1,561,989)	\$ (272,605)	\$ -	\$ (500)	\$ -	\$ (2,500)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (1,837,594)
PROJ FUND BALANCE JUNE 30	\$ 2,032,837		\$ 470,848	\$ 198,894	\$ 199,185	\$ 198,806	\$ 198,928	\$ 196,428	\$ 196,428	\$ 196,428	\$ 196,428	\$ 196,428	\$ 196,428	\$ 196,428	\$ 196,428	\$ 196,428
																projected fund balance

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PLANT FACILITIES MONTHLY SUMMARY REVISED TO DATE

REVENUES:																
	BEG BUDGET	REVISED	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APR	MAY	JUNE	RECEIVABLE	ACTUAL TOTAL
LOCAL:																
OTHER REIMBURSEMENTS																\$ -
FIXED ASSETS PROCEEDS	\$ 10,000															\$ -
STATE:																\$ -
BUS DEPRECIATION TRANS	\$ 236,000													\$ 236,000		\$ 236,000
OTHER:																\$ -
SUPPLEMENTAL TRANSFER	\$ 1,150,000													\$ 1,150,000		\$ 1,150,000
TOTAL PLANT REVENUE	\$ 1,396,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,386,000	\$ -	\$ 1,386,000
FUND BALANCE FORWARD	\$ -	\$ -														
	\$ 1,396,000	\$ -														
EXPENSES:																
	BEG BUDGET	REVISED	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APR	MAY	JUNE	ACCRUALS	ACTUAL TOTAL
SCHOOL BLDG IMPROVE	\$ 442,000															\$ -
SCHOOL BLDG EQUIPMENT	\$ 355,000															\$ -
SITE IMPROVEMENT	\$ 135,000															\$ -
OTHER BLDG IMPROVE	\$ -															\$ -
OTHER EQUIPMENT	\$ 128,000			\$ 26,610	\$ 37,526	\$ 7,154	\$ 9,381									\$ 80,671
VEHICLE	\$ -															\$ -
SITE ACQUISITION	\$ -															\$ -
BUS LEASE	\$ 336,000		\$ 125,292	\$ 65,905	\$ 141,208											\$ 332,405
	\$ 1,396,000	\$ -	\$ 125,292	\$ 92,515	\$ 178,734	\$ 7,154	\$ 9,381	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 413,076
ACTUAL CASH FLOWS TO DATE:																
REVENUES			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,386,000		\$ 1,386,000
EXPENSES			\$ (125,292)	\$ (92,515)	\$ (178,734)	\$ (7,154)	\$ (9,381)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ (413,076)
FUND BALANCE JUNE 30	\$ 143,320		\$ 18,028	\$ (74,487)	\$ (253,221)	\$ (260,375)	\$ (269,756)	\$ (269,756)	\$ (269,756)	\$ (269,756)	\$ (269,756)	\$ (269,756)	\$ (269,756)	\$ 1,116,244		
														projected	\$ 1,116,244	fund balance
															\$ 1,116,244	

MINIDOKA COUNTY SCHOOL DISTRICT #331

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Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance	
100.3.111.101 WEBSTORE FEES-ACEQUIA	7.37	.00	.00	7.37	.00	7.37	
100.3.112.101 SALES TAX	6.75	.00	.00	6.75	.00	6.75	
103.3.000.101 STUDENT ACTIVITY PETTY CASH ACCOUNT	.00	.00	.00	.00	.00	.00	
250.3.000.101 GENERAL ACCOUNT	2,983.64	127.34	(194.85)	2,916.13	.00	2,916.13	90
253.3.000.101 ACTIVITY	515.91	.00	.00	515.91	.00	515.91	
259.3.259.101 SCHOOL IMPROVEMENT FUND RAISE	820.03	.00	.00	820.03	.00	820.03	
340.3.000.101 INSTRUCTION-KINDERGARTEN	186.73	.00	.00	186.73	.00	186.73	
340.3.400.101 INSTRUCTION-KINDERGAREN ACTIVITY	(13.00)	.00	.00	(13.00)	.00	(13.00)	
340.3.401.101 INSTRUCTION-KINDERKAMP	.00	.00	.00	.00	.00	.00	
368.3.000.101 INSTRUCTION-MEDIA	115.89	.00	.00	115.89	.00	115.89	
500.3.000.101 SCHOOL CLIMATE	1,517.55	193.00	(151.81)	1,558.74	151.81	1,710.55	
500.3.500.101 SUNSHINE FUND	1,418.69	.00	(140.07)	1,278.62	97.54	1,376.16	
GRAND TOTALS	7,559.56	320.34	(486.73)	7,393.17	249.35	7,642.52	

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	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
100.3.000.102 GENERAL ACCOUNT	.00	.00	.00	.00	.00	.00
100.3.111.102 WEBSTORE FEES-HEYBURN	(17.61)	.00	.00	(17.61)	.00	(17.61)
100.3.112.102 SALES TAX	6.09	.00	.00	6.09	.00	6.09
103.3.000.102 STUDENT ACTIVITY PETTY CASH ACCOUNT	(55.50)	.00	(13.90)	(69.40)	13.90	(55.50)
250.3.000.102 GENERAL ACCOUNT	2,521.68	54.15	(93.10)	2,482.73	.91	2,483.64
253.3.000.102 ACTIVITY	6,254.43	.00	.00	6,254.43	(150.00)	6,104.43
259.3.000.102 GENERAL ACCOUNT	.00	.00	.00	.00	.00	.00
259.3.259.102 SCHOOL IMPROVEMENT FUND RAISE	1,020.43	.00	.00	1,020.43	.00	1,020.43
340.3.000.102 INSTRUCTION-KINDERGARTEN	75.80	.00	.00	75.80	.00	75.80
340.3.400.102 INSTRUCTION-KINDERGAREN ACTIVITY	.00	.00	.00	.00	.00	.00
368.3.000.102 INSTRUCTION-MEDIA	327.23	.00	.00	327.23	.00	327.23
500.3.000.102 SCHOOL CLIMATE	5,515.87	.00	.00	5,515.87	(292.15)	5,223.72
500.3.500.102 SUNSHINE FUND	(399.84)	.00	.00	(399.84)	.00	(399.84)
GRAND TOTALS	15,248.58	54.15	(107.00)	15,195.73	(427.34)	14,768.39

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Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
100.3.000.105 GENERAL ACCOUNT	.00	.00	.00	.00	.00	.00
100.3.111.105 WEBSTORE FEES-PAUL	(47.66)	.00	(31.69)	(79.35)	.00	(79.35)
100.3.112.105 SALES TAX	13.30	.00	.00	13.30	.00	13.30
103.3.000.105 STUDENT ACTIVITY PETTY CASH ACCOUNT	(107.65)	.00	(7.20)	(114.85)	7.20	(107.65)
250.3.000.105 GENERAL ACCOUNT	10,403.20	211.33	.00	10,614.53	.00	10,614.53
253.3.000.105 ACTIVITY	8,782.02	.00	(177.93)	8,604.09	178.65	8,782.74
259.3.000.105 GENERAL ACCOUNT	.00	.00	.00	.00	.00	.00
259.3.259.105 SCHOOL IMPROVEMENT FUNDRAISER (FUN RUN)	384.85	.00	.00	384.85	.00	384.85
340.3.000.105 INSTRUCTION-KINDERGARTEN	496.10	.00	(26.19)	469.91	26.19	496.10
340.3.401.105 INSTRUCTION-KINDERKAMP	6,332.00	1,082.00	.00	7,414.00	.00	7,414.00
368.3.000.105 INSTRUCTION-MEDIA	4,701.72	.00	.00	4,701.72	(1,398.41)	3,303.31
500.3.000.105 SCHOOL CLIMATE	.00	.00	.00	.00	.00	.00
LOCATION: 105	30,957.88	1,293.33	(243.01)	32,008.20	(1,186.37)	30,821.83
GRAND TOTALS	30,957.88	1,293.33	(243.01)	32,008.20	(1,186.37)	30,821.83

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	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance	
100.3.111.107 WEBSTORE FEES-RUPERT	(8.62)	.00	.00	(8.62)	.00	(8.62)	
100.3.112.107 SALES TAX	2.53	.00	.00	2.53	.00	2.53	
103.3.000.107 STUDENT ACTIVITY PETTY CASH ACCOUNT	.00	.00	.00	.00	.00	.00	
250.3.000.107 GENERAL ACCOUNT	4,382.78	63.31	(112.40)	4,333.69	112.40	4,446.09	93
253.3.000.107 ACTIVITY	572.00	39.00	.00	611.00	.00	611.00	
259.3.259.107 SCHOOL IMPROVEMENT FUND RAISE	20,943.01	.00	.00	20,943.01	.00	20,943.01	
309.3.000.107 CLUB-K KIDS	136.52	.00	.00	136.52	.00	136.52	
340.3.000.107 INSTRUCTION-KINDERGARTEN	(200.00)	.00	(40.90)	(240.90)	18.94	(221.96)	
340.3.400.107 INSTRUCTION-KINDERGAREN ACTIVITY	695.41	.00	(47.55)	647.86	47.55	695.41	
340.3.401.107 INSTRUCTION-KINDERKAMP	200.00	.00	.00	200.00	(34.50)	165.50	
368.3.000.107 INSTRUCTION-MEDIA	10.00	.00	.00	10.00	.00	10.00	
500.3.000.107 SCHOOL CLIMATE	2,558.14	95.00	(151.01)	2,502.13	151.01	2,653.14	
LOCATION: 107	29,291.77	197.31	(351.86)	29,137.22	295.40	29,432.62	
GRAND TOTALS	29,291.77	197.31	(351.86)	29,137.22	295.40	29,432.62	

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Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
100.3.000.201 STUDENT ACITIVITIES CASH ACCOUNT	.00	.00	.00	.00	.00	.00
100.3.111.201 WEBSTORE FEES-EAST	(12.28)	4.83	(9.45)	(16.90)	.00	(16.90)
100.3.112.201 SALES TAX	235.54	133.45	(235.54)	133.45	.00	133.45
LOCATION: 201	223.26	138.28	(244.99)	116.55	0.00	116.55
PROGRAM: 100	223.26	138.28	(244.99)	116.55	0.00	116.55
103.3.000.201 STUDENT ACTIVITY PETTY CASH ACCOUNT	(200.00)	.00	.00	(200.00)	.00	(200.00)
LOCATION: 201	(200.00)	0.00	0.00	(200.00)	0.00	(200.00)
PROGRAM: 103	(200.00)	0.00	0.00	(200.00)	0.00	(200.00)
200.3.000.201 ATHLETICS	(4,894.52)	240.00	(1,951.64)	(6,606.16)	1,395.50	(5,210.66)
200.3.200.201 ATHLETICS-UNIFORMS	1,397.78	.00	.00	1,397.78	.00	1,397.78
200.3.206.201 ATHLETICS-STAFF CLOTHING	203.76	.00	.00	203.76	.00	203.76
200.3.207.201 ATHLETICS-GATE RECEIPTS	5,019.80	244.34	.00	5,264.14	.00	5,264.14
LOCATION: 201	1,726.82	484.34	(1,951.64)	259.52	1,395.50	1,655.02
PROGRAM: 200	1,726.82	484.34	(1,951.64)	259.52	1,395.50	1,655.02
202.3.000.201 ATHLETICS-BASKETBALL BOYS	47.31	.00	.00	47.31	.00	47.31
202.3.700.201 ATHLETICS-BASKETBALL BOYS 7TH	997.07	.00	.00	997.07	.00	997.07
LOCATION: 201	1,044.38	0.00	0.00	1,044.38	0.00	1,044.38
PROGRAM: 202	1,044.38	0.00	0.00	1,044.38	0.00	1,044.38
203.3.000.201 ATHLETICS-BASKETBALL GIRLS	658.17	1,327.01	.00	1,985.18	(1,834.00)	151.18
LOCATION: 201	658.17	1,327.01	0.00	1,985.18	(1,834.00)	151.18
PROGRAM: 203	658.17	1,327.01	0.00	1,985.18	(1,834.00)	151.18
206.3.000.201 ATHLETICS-FOOTBALL	755.87	.00	.00	755.87	.00	755.87

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206.3.200.201 ATHLETICS-FOOTBALL UNIFORMS	53.40	.00	.00	53.40	.00	53.40
206.3.201.201 ATHLETICS-FOOTBALL FUNDRAISER	.00	.00	.00	.00	.00	.00
206.3.203.201 ATHLETICS-FOOTBALL CAMP	.00	.00	.00	.00	.00	.00
206.3.700.201 ATHLETICS-FOOTBALL 7TH	360.16	.00	.00	360.16	.00	360.16
LOCATION: 201	1,169.43	0.00	0.00	1,169.43	0.00	1,169.43
PROGRAM: 206	1,169.43	0.00	0.00	1,169.43	0.00	1,169.43
214.3.000.201 ATHLETICS-WRESTLING	147.00	200.00	(548.00)	(201.00)	880.00	679.00
214.3.200.201 ATHLETICS-WRESTLING UNIFORMS	.00	.00	.00	.00	.00	.00
LOCATION: 201	147.00	200.00	(548.00)	(201.00)	880.00	679.00
PROGRAM: 214	147.00	200.00	(548.00)	(201.00)	880.00	679.00
220.3.000.201 CLASS 2022	.00	.00	.00	.00	.00	.00
LOCATION: 201	0.00	0.00	0.00	0.00	0.00	0.00
PROGRAM: 220	0.00	0.00	0.00	0.00	0.00	0.00
250.3.000.201 GENERAL ACCOUNT	.00	.00	(9.95)	(9.95)	.00	(9.95)
LOCATION: 201	0.00	0.00	(9.95)	(9.95)	0.00	(9.95)
PROGRAM: 250	0.00	0.00	(9.95)	(9.95)	0.00	(9.95)
251.3.000.201 CONCESSIONS	1,338.35	66.03	(124.46)	1,279.92	(179.50)	1,100.42
LOCATION: 201	1,338.35	66.03	(124.46)	1,279.92	(179.50)	1,100.42
PROGRAM: 251	1,338.35	66.03	(124.46)	1,279.92	(179.50)	1,100.42
252.3.000.201 VENDING	565.56	543.37	(449.11)	659.82	224.55	884.37
LOCATION: 201	565.56	543.37	(449.11)	659.82	224.55	884.37
PROGRAM: 252	565.56	543.37	(449.11)	659.82	224.55	884.37
253.3.000.201 ACTIVITY CARDS	3,642.36	18.87	.00	3,661.23	.00	3,661.23
LOCATION: 201	3,642.36	18.87	0.00	3,661.23	0.00	3,661.23

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PROGRAM: 253	3,642.36	18.87	0.00	3,661.23	0.00	3,661.23
254.3.000.201 ANNUALS	5,095.08	.00	.00	5,095.08	.00	5,095.08
LOCATION: 201	5,095.08	0.00	0.00	5,095.08	0.00	5,095.08
PROGRAM: 254	5,095.08	0.00	0.00	5,095.08	0.00	5,095.08
255.3.000.201 SCHOOL PLANNERS/HANDBOOKS	(466.98)	.00	.00	(466.98)	.00	(466.98)
LOCATION: 201	(466.98)	0.00	0.00	(466.98)	0.00	(466.98)
PROGRAM: 255	(466.98)	0.00	0.00	(466.98)	0.00	(466.98)
256.3.000.201 LOCKERS-HALLWAY	.00	.00	.00	.00	.00	.00
LOCATION: 201	0.00	0.00	0.00	0.00	0.00	0.00
PROGRAM: 256	0.00	0.00	0.00	0.00	0.00	0.00
257.3.000.201 INTEREST	81.60	1.99	.00	83.59	.00	83.59
LOCATION: 201	81.60	1.99	0.00	83.59	0.00	83.59
PROGRAM: 257	81.60	1.99	0.00	83.59	0.00	83.59
259.3.000.201 STUDENT BODY FUNDRAISER	8,701.29	.00	(403.45)	8,297.84	300.00	8,597.84
259.3.259.201 SCHOOL IMPROVEMENT FUND RAISE	.00	.00	.00	.00	.00	.00
LOCATION: 201	8,701.29	0.00	(403.45)	8,297.84	300.00	8,597.84
PROGRAM: 259	8,701.29	0.00	(403.45)	8,297.84	300.00	8,597.84
260.3.000.201 SPECIAL INTEREST FUNDRAISER	695.61	.00	.00	695.61	.00	695.61
260.3.260.201 GIFT OF GREEN	.00	.00	.00	.00	.00	.00
LOCATION: 201	695.61	0.00	0.00	695.61	0.00	695.61
PROGRAM: 260	695.61	0.00	0.00	695.61	0.00	695.61
300.3.000.201 STUDENT COUNCIL	2,727.03	.00	.00	2,727.03	.00	2,727.03
LOCATION: 201	2,727.03	0.00	0.00	2,727.03	0.00	2,727.03

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PROGRAM: 300	2,727.03	0.00	0.00	2,727.03	0.00	2,727.03
301.3.000.201 CLUB-ANNUAL	(33.97)	.00	.00	(33.97)	.00	(33.97)
LOCATION: 201	(33.97)	0.00	0.00	(33.97)	0.00	(33.97)
PROGRAM: 301	(33.97)	0.00	0.00	(33.97)	0.00	(33.97)
303.3.000.201 CLUB-BUILDERS	100.05	.00	(127.01)	(26.96)	.00	(26.96)
LOCATION: 201	100.05	0.00	(127.01)	(26.96)	0.00	(26.96)
PROGRAM: 303	100.05	0.00	(127.01)	(26.96)	0.00	(26.96)
305.3.000.201 CLUB-DRUG FREE YOUTH	.00	.00	.00	.00	.00	.00
LOCATION: 201	0.00	0.00	0.00	0.00	0.00	0.00
PROGRAM: 305	0.00	0.00	0.00	0.00	0.00	0.00
315.3.000.201 CLUB-STEM	(320.11)	.00	.00	(320.11)	.00	(320.11)
LOCATION: 201	(320.11)	0.00	0.00	(320.11)	0.00	(320.11)
PROGRAM: 315	(320.11)	0.00	0.00	(320.11)	0.00	(320.11)
316.3.000.201 CLUB-SKI	3,921.59	.00	.00	3,921.59	.00	3,921.59
LOCATION: 201	3,921.59	0.00	0.00	3,921.59	0.00	3,921.59
PROGRAM: 316	3,921.59	0.00	0.00	3,921.59	0.00	3,921.59
318.3.000.201 CLUB-SPECIAL OLYMPICS	180.41	.00	.00	180.41	.00	180.41
LOCATION: 201	180.41	0.00	0.00	180.41	0.00	180.41
PROGRAM: 318	180.41	0.00	0.00	180.41	0.00	180.41
320.3.000.201 CLUB-TECHNOLOGY	418.11	.00	(75.00)	343.11	.00	343.11
LOCATION: 201	418.11	0.00	(75.00)	343.11	0.00	343.11
PROGRAM: 320	418.11	0.00	(75.00)	343.11	0.00	343.11
350.3.000.201 INSTRUCTIONAL-GENERAL	639.01	.00	.00	639.01	.00	639.01
LOCATION: 201	639.01	0.00	0.00	639.01	0.00	639.01

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PROGRAM: 350	639.01	0.00	0.00	639.01	0.00	639.01
351.3.000.201 INSTRUCTION-RENAISSANCE	180.47	.00	.00	180.47	.00	180.47
LOCATION: 201	180.47	0.00	0.00	180.47	0.00	180.47
PROGRAM: 351	180.47	0.00	0.00	180.47	0.00	180.47
354.3.000.201 INSTRUCTION-ART	5.54	.00	.00	5.54	.00	5.54
LOCATION: 201	5.54	0.00	0.00	5.54	0.00	5.54
PROGRAM: 354	5.54	0.00	0.00	5.54	0.00	5.54
355.3.000.201 INSTRUCTION-BAND	64.48	30.00	.00	94.48	.00	94.48
LOCATION: 201	64.48	30.00	0.00	94.48	0.00	94.48
PROGRAM: 355	64.48	30.00	0.00	94.48	0.00	94.48
356.3.000.201 INSTRUCTION-CHEERLEADING	3,022.96	.00	.00	3,022.96	.00	3,022.96
356.3.200.201 INSTRUCTION-CHEER UNIFORM	6,320.77	.00	(580.00)	5,740.77	.00	5,740.77
356.3.203.201 INSTRUCTION-CHEERLEADING CAMP	(512.00)	.00	.00	(512.00)	.00	(512.00)
356.3.204.201 INSTRUCTION-CHOREOGRAPHY/GYM	637.00	.00	.00	637.00	.00	637.00
356.3.205.201 INSTRUCTION-CHEERLEADING PR YR DEBT	(5,336.91)	.00	.00	(5,336.91)	.00	(5,336.91)
LOCATION: 201	4,131.82	0.00	(580.00)	3,551.82	0.00	3,551.82
PROGRAM: 356	4,131.82	0.00	(580.00)	3,551.82	0.00	3,551.82
358.3.000.201 INSTRUCTION-CHOIR	392.93	.00	(50.00)	342.93	.00	342.93
358.3.205.201 INSTRUCTION-CHOIR TRIP	.00	.00	.00	.00	.00	.00
LOCATION: 201	392.93	0.00	(50.00)	342.93	0.00	342.93
PROGRAM: 358	392.93	0.00	(50.00)	342.93	0.00	342.93
360.3.000.201 INSTRUCTION-DANCE/DRILL	(42.85)	.00	(1,685.00)	(1,727.85)	135.00	(1,592.85)

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360.3.200.201 INSTRUCTION-DANCE/DRILL UNIF	2,362.51	300.00	(2,320.63)	341.88	2,608.91	2,950.79
360.3.203.201 INSTRUCTION-DANCE/DRILL CAMP	.00	.00	.00	.00	.00	.00
LOCATION: 201	2,319.66	300.00	(4,005.63)	(1,385.97)	2,743.91	1,357.94
PROGRAM: 360	2,319.66	300.00	(4,005.63)	(1,385.97)	2,743.91	1,357.94
363.3.000.201 INSTRUCTION-EXPLORATORY 6TH GR	.00	.00	.00	.00	.00	.00
LOCATION: 201	0.00	0.00	0.00	0.00	0.00	0.00
PROGRAM: 363	0.00	0.00	0.00	0.00	0.00	0.00
364.3.000.201 INSTRUCTION-HOME EC	(1,210.15)	.00	.00	(1,210.15)	.00	(1,210.15)
364.3.364.201 INSTRUCTION-FACS CLASS	.00	.00	.00	.00	.00	.00
LOCATION: 201	(1,210.15)	0.00	0.00	(1,210.15)	0.00	(1,210.15)
PROGRAM: 364	(1,210.15)	0.00	0.00	(1,210.15)	0.00	(1,210.15)
366.3.000.201 INSTRUCTION-LIFE SKILLS	311.09	.00	.00	311.09	.00	311.09
LOCATION: 201	311.09	0.00	0.00	311.09	0.00	311.09
PROGRAM: 366	311.09	0.00	0.00	311.09	0.00	311.09
368.3.000.201 INSTRUCTION-MEDIA	746.93	84.90	.00	831.83	.00	831.83
LOCATION: 201	746.93	84.90	0.00	831.83	0.00	831.83
PROGRAM: 368	746.93	84.90	0.00	831.83	0.00	831.83
370.3.000.201 INSTRUCTION-ORCHESTRA	1,204.57	.00	.00	1,204.57	.00	1,204.57
LOCATION: 201	1,204.57	0.00	0.00	1,204.57	0.00	1,204.57
PROGRAM: 370	1,204.57	0.00	0.00	1,204.57	0.00	1,204.57
372.3.000.201 INSTRUCTION-PHYSICAL EDUCATION	1,256.20	.00	.00	1,256.20	.00	1,256.20
372.3.720.201 INSTRUCTION-TOWEL AND LOCKER	10.00	.00	.00	10.00	.00	10.00
372.3.721.201 INSTRUCTION-BOWLING FEE	4,761.63	.00	.00	4,761.63	.00	4,761.63
LOCATION: 201	6,027.83	0.00	0.00	6,027.83	0.00	6,027.83

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PROGRAM: 372	6,027.83	0.00	0.00	6,027.83	0.00	6,027.83
374.3.000.201 INSTRUCTION-SHOP	85.32	.00	.00	85.32	.00	85.32
374.3.700.201 INSTRUCTION-SHOP 7TH & 8TH	.00	.00	.00	.00	.00	.00
LOCATION: 201	85.32	0.00	0.00	85.32	0.00	85.32
PROGRAM: 374	85.32	0.00	0.00	85.32	0.00	85.32
501.3.000.201 FACULTY VENDING	.00	.00	.00	.00	.00	.00
LOCATION: 201	0.00	0.00	0.00	0.00	0.00	0.00
PROGRAM: 501	0.00	0.00	0.00	0.00	0.00	0.00
551.3.000.201 DUE TO DSC-TEXTBOOK FINES	.00	.00	.00	.00	.00	.00
LOCATION: 201	0.00	0.00	0.00	0.00	0.00	0.00
PROGRAM: 551	0.00	0.00	0.00	0.00	0.00	0.00
552.3.000.201 DUE TO DSC-OTHER	1,263.58	140.00	.00	1,403.58	.00	1,403.58
LOCATION: 201	1,263.58	140.00	0.00	1,403.58	0.00	1,403.58
PROGRAM: 552	1,263.58	140.00	0.00	1,403.58	0.00	1,403.58
600.3.000.201 OVER/SHORT	.00	.00	.00	.00	.00	.00
LOCATION: 201	0.00	0.00	0.00	0.00	0.00	0.00
PROGRAM: 600	0.00	0.00	0.00	0.00	0.00	0.00
GRAND TOTALS	47,578.12	3,334.79	(8,569.24)	42,343.67	3,530.46	45,874.13

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100.3.000.202 STUDENT ACITIVITIES CASH ACCOUNT	.00	.00	.00	.00	.00	.00
100.3.111.202 WEB STORE FEES-WEST	(10.25)	3.22	(15.78)	(22.81)	.00	(22.81)
100.3.112.202 SALES TAX	332.63	(290.36)	.00	42.27	.00	42.27
LOCATION: 202	322.38	(287.14)	(15.78)	19.46	0.00	19.46
PROGRAM: 100	322.38	(287.14)	(15.78)	19.46	0.00	19.46
103.3.000.202 STUDENT ACTIVITY PETTY CASH ACCOUNT	.00	.00	.00	.00	.00	.00
LOCATION: 202	0.00	0.00	0.00	0.00	0.00	0.00
PROGRAM: 103	0.00	0.00	0.00	0.00	0.00	0.00
200.3.000.202 ATHLETICS	4,071.77	524.00	(2,175.00)	2,420.77	(755.00)	1,665.77
200.3.200.202 ATHLETICS-SPIRIT PACKS	1,797.13	377.28	.00	2,174.41	.00	2,174.41
200.3.206.202 ATHLETICS-STAFF CLOTHING	117.90	.00	.00	117.90	.00	117.90
200.3.207.202 ATHLETICS-GATE RECEIPTS	4,456.64	.00	.00	4,456.64	.00	4,456.64
200.3.209.202 ATHLETICS-REGION IV TOURNAMENT	175.00	350.00	.00	525.00	.00	525.00
LOCATION: 202	10,618.44	1,251.28	(2,175.00)	9,694.72	(755.00)	8,939.72
PROGRAM: 200	10,618.44	1,251.28	(2,175.00)	9,694.72	(755.00)	8,939.72
206.3.000.202 ATHLETICS-FOOTBALL	42.80	.00	.00	42.80	.00	42.80
206.3.200.202 ATHLETICS-FOOTBALL UNIFORMS	.00	.00	.00	.00	.00	.00
206.3.201.202 ATHLETICS-FOOTBALL FUNDRAISER	.00	.00	.00	.00	.00	.00
206.3.203.202 ATHLETICS-FOOTBALL CAMP	.00	.00	.00	.00	.00	.00
LOCATION: 202	42.80	0.00	0.00	42.80	0.00	42.80
PROGRAM: 206	42.80	0.00	0.00	42.80	0.00	42.80
212.3.000.202 ATHLETICS-TRACK	.00	.00	.00	.00	.00	.00
LOCATION: 202	0.00	0.00	0.00	0.00	0.00	0.00

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PROGRAM: 212	0.00	0.00	0.00	0.00	0.00	0.00
214.3.000.202 ATHLETICS-WRESTLING	.00	.00	(175.00)	(175.00)	.00	(175.00)
214.3.200.202 ATHLETICS-WRESTLING UNIFORMS	.00	.00	.00	.00	.00	.00
LOCATION: 202	0.00	0.00	(175.00)	(175.00)	0.00	(175.00)
PROGRAM: 214	0.00	0.00	(175.00)	(175.00)	0.00	(175.00)
250.3.000.202 GENERAL ACCOUNT	(172.69)	.00	(9.80)	(182.49)	9.80	(172.69)
LOCATION: 202	(172.69)	0.00	(9.80)	(182.49)	9.80	(172.69)
PROGRAM: 250	(172.69)	0.00	(9.80)	(182.49)	9.80	(172.69)
251.3.000.202 CONCESSIONS	10,641.63	.00	.00	10,641.63	.00	10,641.63
LOCATION: 202	10,641.63	0.00	0.00	10,641.63	0.00	10,641.63
PROGRAM: 251	10,641.63	0.00	0.00	10,641.63	0.00	10,641.63
252.3.000.202 VENDING	2,229.53	557.89	.00	2,787.42	.00	2,787.42
LOCATION: 202	2,229.53	557.89	0.00	2,787.42	0.00	2,787.42
PROGRAM: 252	2,229.53	557.89	0.00	2,787.42	0.00	2,787.42
253.3.000.202 ACTIVITY CARDS	11,643.62	94.34	.00	11,737.96	.00	11,737.96
LOCATION: 202	11,643.62	94.34	0.00	11,737.96	0.00	11,737.96
PROGRAM: 253	11,643.62	94.34	0.00	11,737.96	0.00	11,737.96
254.3.000.202 ANNUALS	6,742.23	24.53	.00	6,766.76	.00	6,766.76
LOCATION: 202	6,742.23	24.53	0.00	6,766.76	0.00	6,766.76
PROGRAM: 254	6,742.23	24.53	0.00	6,766.76	0.00	6,766.76
255.3.000.202 SCHOOL PLANNERS/HANDBOOKS	4.35	.00	.00	4.35	.00	4.35
LOCATION: 202	4.35	0.00	0.00	4.35	0.00	4.35
PROGRAM: 255	4.35	0.00	0.00	4.35	0.00	4.35

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256.3.000.202 LOCKERS-HALLWAY	.00	.00	.00	.00	.00	.00
LOCATION: 202	0.00	0.00	0.00	0.00	0.00	0.00
PROGRAM: 256	0.00	0.00	0.00	0.00	0.00	0.00
257.3.000.202 INTEREST	16.15	3.72	.00	19.87	.00	19.87
LOCATION: 202	16.15	3.72	0.00	19.87	0.00	19.87
PROGRAM: 257	16.15	3.72	0.00	19.87	0.00	19.87
259.3.000.202 STUDENT BODY FUNDRAISER	.00	.00	.00	.00	.00	.00
259.3.259.202 SCHOOL IMPROVEMENT FUND RAISE	9,233.56	.00	.00	9,233.56	.00	9,233.56
LOCATION: 202	9,233.56	0.00	0.00	9,233.56	0.00	9,233.56
PROGRAM: 259	9,233.56	0.00	0.00	9,233.56	0.00	9,233.56
260.3.000.202 SPECIAL INTEREST FUNDRAISER	.00	.00	.00	.00	.00	.00
260.3.260.202 GIFT OF GREEN	.00	.00	.00	.00	.00	.00
LOCATION: 202	0.00	0.00	0.00	0.00	0.00	0.00
PROGRAM: 260	0.00	0.00	0.00	0.00	0.00	0.00
300.3.000.202 STUDENT COUNCIL	1,327.28	.00	.00	1,327.28	.00	1,327.28
LOCATION: 202	1,327.28	0.00	0.00	1,327.28	0.00	1,327.28
PROGRAM: 300	1,327.28	0.00	0.00	1,327.28	0.00	1,327.28
301.3.000.202 CLUB-ANNUAL	(535.00)	.00	.00	(535.00)	.00	(535.00)
LOCATION: 202	(535.00)	0.00	0.00	(535.00)	0.00	(535.00)
PROGRAM: 301	(535.00)	0.00	0.00	(535.00)	0.00	(535.00)
303.3.000.202 CLUB-BUILDERS	1,604.05	.00	.00	1,604.05	.00	1,604.05
LOCATION: 202	1,604.05	0.00	0.00	1,604.05	0.00	1,604.05
PROGRAM: 303	1,604.05	0.00	0.00	1,604.05	0.00	1,604.05

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305.3.000.202 CLUB-SOURCES OF STRENGTH	461.39	.00	.00	461.39	.00	461.39
LOCATION: 202	461.39	0.00	0.00	461.39	0.00	461.39
PROGRAM: 305	461.39	0.00	0.00	461.39	0.00	461.39
308.3.000.202 CLUB-HERITAGE	4.18	.00	.00	4.18	.00	4.18
LOCATION: 202	4.18	0.00	0.00	4.18	0.00	4.18
PROGRAM: 308	4.18	0.00	0.00	4.18	0.00	4.18
316.3.000.202 CLUB-SKI	2,848.13	.00	.00	2,848.13	.00	2,848.13
LOCATION: 202	2,848.13	0.00	0.00	2,848.13	0.00	2,848.13
PROGRAM: 316	2,848.13	0.00	0.00	2,848.13	0.00	2,848.13
318.3.000.202 CLUB-SPECIAL OLYMPICS	27.30	.00	.00	27.30	.00	27.30
LOCATION: 202	27.30	0.00	0.00	27.30	0.00	27.30
PROGRAM: 318	27.30	0.00	0.00	27.30	0.00	27.30
320.3.000.202 CLUB-TECHNOLOGY	454.90	.00	.00	454.90	.00	454.90
LOCATION: 202	454.90	0.00	0.00	454.90	0.00	454.90
PROGRAM: 320	454.90	0.00	0.00	454.90	0.00	454.90
350.3.000.202 INSTRUCTIONAL-GENERAL	8,074.70	.00	.00	8,074.70	.00	8,074.70
LOCATION: 202	8,074.70	0.00	0.00	8,074.70	0.00	8,074.70
PROGRAM: 350	8,074.70	0.00	0.00	8,074.70	0.00	8,074.70
351.3.000.202 INSTRUCTION-RENAISSANCE	525.47	.00	.00	525.47	.00	525.47
LOCATION: 202	525.47	0.00	0.00	525.47	0.00	525.47
PROGRAM: 351	525.47	0.00	0.00	525.47	0.00	525.47
354.3.000.202 INSTRUCTION-ART	48.88	.00	.00	48.88	.00	48.88
LOCATION: 202	48.88	0.00	0.00	48.88	0.00	48.88
PROGRAM: 354	48.88	0.00	0.00	48.88	0.00	48.88

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355.3.000.202 INSTRUCTION-BAND	(972.12)	.00	.00	(972.12)	.00	(972.12)
LOCATION: 202	(972.12)	0.00	0.00	(972.12)	0.00	(972.12)
PROGRAM: 355	(972.12)	0.00	0.00	(972.12)	0.00	(972.12)
356.3.000.202 INSTRUCTION-CHEERLEADING	605.68	360.00	.00	965.68	.00	965.68
356.3.200.202 INSTRUCTION-CHEER UNIFORM	4,082.12	.00	.00	4,082.12	.00	4,082.12
356.3.203.202 INSTRUCTION-CHEERLEADING CAMP	100.00	.00	.00	100.00	.00	100.00
356.3.204.202 INSTRUCTION-CHOREOGRAPHY	140.00	.00	.00	140.00	.00	140.00
356.3.205.202 INSTRUCTION-CHEERLEADING TRIP	.00	.00	.00	.00	.00	.00
LOCATION: 202	4,927.80	360.00	0.00	5,287.80	0.00	5,287.80
PROGRAM: 356	4,927.80	360.00	0.00	5,287.80	0.00	5,287.80
358.3.000.202 INSTRUCTION-CHOIR	276.93	.00	.00	276.93	.00	276.93
358.3.205.202 INSTRUCTION-CHOIR TRIP	.00	.00	.00	.00	.00	.00
LOCATION: 202	276.93	0.00	0.00	276.93	0.00	276.93
PROGRAM: 358	276.93	0.00	0.00	276.93	0.00	276.93
360.3.000.202 INSTRUCTION-DANCE/DRILL	4,355.64	.00	.00	4,355.64	.00	4,355.64
360.3.200.202 INSTRUCTION-DANCE/DRILL UNIF	3,484.61	206.69	.00	3,691.30	.00	3,691.30
360.3.203.202 INSTRUCTION-DANCE/DRILL CAMP	(1,800.00)	.00	.00	(1,800.00)	.00	(1,800.00)
LOCATION: 202	6,040.25	206.69	0.00	6,246.94	0.00	6,246.94
PROGRAM: 360	6,040.25	206.69	0.00	6,246.94	0.00	6,246.94
363.3.000.202 INSTRUCTION-EXPLORATORY 6TH GR	.00	.00	.00	.00	.00	.00
LOCATION: 202	0.00	0.00	0.00	0.00	0.00	0.00
PROGRAM: 363	0.00	0.00	0.00	0.00	0.00	0.00
364.3.000.202 INSTRUCTION-HOME EC	.00	.00	.00	.00	.00	.00

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364.3.364.202 INSTRUCTION-FACS CLASS	535.35	.00	.00	535.35	.00	535.35
364.3.600.202 INSTRUCTION-HOME EC 6TH GR	323.58	.00	.00	323.58	.00	323.58
LOCATION: 202	858.93	0.00	0.00	858.93	0.00	858.93
PROGRAM: 364	858.93	0.00	0.00	858.93	0.00	858.93
368.3.000.202 INSTRUCTION-MEDIA	593.25	.00	.00	593.25	.00	593.25
368.3.368.202 INSTRUCTION-ACC READER	.00	.00	.00	.00	.00	.00
LOCATION: 202	593.25	0.00	0.00	593.25	0.00	593.25
PROGRAM: 368	593.25	0.00	0.00	593.25	0.00	593.25
370.3.000.202 INSTRUCTION-ORCHESTRA	2,311.21	.00	.00	2,311.21	.00	2,311.21
LOCATION: 202	2,311.21	0.00	0.00	2,311.21	0.00	2,311.21
PROGRAM: 370	2,311.21	0.00	0.00	2,311.21	0.00	2,311.21
372.3.000.202 INSTRUCTION-PHYSICAL EDUCATION	.00	.00	.00	.00	.00	.00
372.3.720.202 INSTRUCTION-TOWEL AND LOCKER	2,072.35	.00	.00	2,072.35	.00	2,072.35
372.3.721.202 INSTRUCTION-BOWLING FEE	994.10	.00	.00	994.10	.00	994.10
LOCATION: 202	3,066.45	0.00	0.00	3,066.45	0.00	3,066.45
PROGRAM: 372	3,066.45	0.00	0.00	3,066.45	0.00	3,066.45
374.3.000.202 INSTRUCTION-SHOP	(1,161.24)	.00	.00	(1,161.24)	.00	(1,161.24)
374.3.600.202 INSTRUCTION-SHOP 6TH GR	.00	.00	.00	.00	.00	.00
374.3.700.202 INSTRUCTION-SHOP 7TH & 8TH	639.82	.00	.00	639.82	.00	639.82
LOCATION: 202	(521.42)	0.00	0.00	(521.42)	0.00	(521.42)
PROGRAM: 374	(521.42)	0.00	0.00	(521.42)	0.00	(521.42)
551.3.000.202 DUE TO DSC-TEXTBOOK FINES-DAN	.54	.00	.00	.54	.00	.54
LOCATION: 202	0.54	0.00	0.00	0.54	0.00	0.54
PROGRAM: 551	0.54	0.00	0.00	0.54	0.00	0.54

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552.3.000.202 DUE TO DSC-OTHER	4,079.61	160.00	.00	4,239.61	.00	4,239.61
LOCATION: 202	4,079.61	160.00	0.00	4,239.61	0.00	4,239.61
PROGRAM: 552	4,079.61	160.00	0.00	4,239.61	0.00	4,239.61
600.3.000.202 OVER/SHORT	.00	.00	.00	.00	.00	.00
LOCATION: 202	0.00	0.00	0.00	0.00	0.00	0.00
PROGRAM: 600	0.00	0.00	0.00	0.00	0.00	0.00
GRAND TOTALS	86,824.71	2,371.31	(2,375.58)	86,820.44	(745.20)	86,075.24

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100.3.111.301 WEB STORE FEES-MINICO	625.56	16.78	(101.12)	541.22	.00	541.22
100.3.112.301 SALES TAX	1,506.58	1,232.60	(1,508.28)	1,230.90	1.70	1,232.60
LOCATION: 301	2,132.14	1,249.38	(1,609.40)	1,772.12	1.70	1,773.82
PROGRAM: 100	2,132.14	1,249.38	(1,609.40)	1,772.12	1.70	1,773.82
103.3.000.301 STUDENT ACTIVITY PETTY CASH ACCOUNT	.00	.00	.00	.00	.00	.00
LOCATION: 301	0.00	0.00	0.00	0.00	0.00	0.00
PROGRAM: 103	0.00	0.00	0.00	0.00	0.00	0.00
200.3.000.301 ATHLETICS	5,486.14	840.00	(1,926.94)	4,399.20	787.29	5,186.49
200.3.200.301 ATHLETICS-SPIRIT PACKS	.00	.00	.00	.00	.00	.00
200.3.206.301 ATHLETICS-STAFF CLOTHING	.00	.00	.00	.00	.00	.00
200.3.207.301 ATHLETICS-GATE RECEIPTS	27,964.16	.00	.00	27,964.16	.00	27,964.16
200.3.209.301 ATHLETICS-REGION IV TOURNAMENT	(294.87)	835.54	(128.77)	411.90	.00	411.90
200.3.210.301 ATHLETICS-RED HALVERSON	.00	.00	.00	.00	.00	.00
200.3.211.301 ATHLETICS MEMORIAL DONATION	5,572.57	.00	.00	5,572.57	.00	5,572.57
LOCATION: 301	38,728.00	1,675.54	(2,055.71)	38,347.83	787.29	39,135.12
PROGRAM: 200	38,728.00	1,675.54	(2,055.71)	38,347.83	787.29	39,135.12
201.3.000.301 ATHLETICS-BASEBALL	7,011.04	.00	.00	7,011.04	.00	7,011.04
201.3.200.301 ATHLETICS-BASEBALL UNIFORMS	.00	.00	.00	.00	.00	.00
201.3.201.301 ATHLETICS-BASEBALL FUNDRAISERS	.00	.00	.00	.00	.00	.00
LOCATION: 301	7,011.04	0.00	0.00	7,011.04	0.00	7,011.04
PROGRAM: 201	7,011.04	0.00	0.00	7,011.04	0.00	7,011.04
202.3.000.301 ATHLETICS-BASKETBALL BOYS	6,540.26	.00	(1,529.55)	5,010.71	1,329.55	6,340.26
202.3.200.301 ATHLETICS-BB BOYS UNIFORMS	.00	.00	(2,610.00)	(2,610.00)	2,610.00	.00

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202.3.201.301 ATHLETICS-BB BOYS FUNDRAISERS	3,688.30	.00	(3,000.00)	688.30	3,000.00	3,688.30
LOCATION: 301	10,228.56	0.00	(7,139.55)	3,089.01	6,939.55	10,028.56
PROGRAM: 202	10,228.56	0.00	(7,139.55)	3,089.01	6,939.55	10,028.56
203.3.000.301 ATHLETICS-BASKETBALL GIRLS	5,991.43	1,000.00	(212.41)	6,779.02	(1,727.73)	5,051.29
203.3.200.301 ATHLETICS-BB GIRLS UNIFORMS	.00	.00	.00	.00	(1,200.00)	(1,200.00)
203.3.201.301 ATHLETICS-BB GIRLS FUNDRAISERS	8,128.88	.00	.00	8,128.88	.00	8,128.88
LOCATION: 301	14,120.31	1,000.00	(212.41)	14,907.90	(2,927.73)	11,980.17
PROGRAM: 203	14,120.31	1,000.00	(212.41)	14,907.90	(2,927.73)	11,980.17
204.3.000.301 ATHLETICS-BOWLING	4,759.84	240.00	.00	4,999.84	.00	4,999.84
LOCATION: 301	4,759.84	240.00	0.00	4,999.84	0.00	4,999.84
PROGRAM: 204	4,759.84	240.00	0.00	4,999.84	0.00	4,999.84
205.3.000.301 ATHLETICS-CROSS COUNTRY	423.05	23.58	.00	446.63	(88.50)	358.13
LOCATION: 301	423.05	23.58	0.00	446.63	(88.50)	358.13
PROGRAM: 205	423.05	23.58	0.00	446.63	(88.50)	358.13
206.3.000.301 ATHLETICS-FOOTBALL	(11,873.43)	.00	(259.63)	(12,133.06)	134.19	(11,998.87)
206.3.200.301 ATHLETICS-FOOTBALL UNIFORMS	(2,524.48)	.00	.00	(2,524.48)	.00	(2,524.48)
206.3.201.301 ATHLETICS-FOOTBALL FUNDRAISERS	33,497.07	.00	.00	33,497.07	.00	33,497.07
206.3.202.301 ATHLETICS-SPARTAN MOMS	162.71	.00	.00	162.71	13.82	176.53
206.3.203.301 ATHLETICS-FOOTBALL CAMP	(2,624.44)	.00	.00	(2,624.44)	.00	(2,624.44)
206.3.205.301 TRIP	.00	.00	.00	.00	.00	.00
LOCATION: 301	16,637.43	0.00	(259.63)	16,377.80	148.01	16,525.81
PROGRAM: 206	16,637.43	0.00	(259.63)	16,377.80	148.01	16,525.81
207.3.000.301 ATHLETICS-GOLF	5,703.37	.00	.00	5,703.37	.00	5,703.37

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207.3.200.301 ATHLETICS-GOLF UNIFORMS	.00	.00	.00	.00	.00	.00
207.3.208.301 ATHLETICS-GOLF TOURNAMENT	.00	.00	.00	.00	.00	.00
LOCATION: 301	5,703.37	0.00	0.00	5,703.37	0.00	5,703.37
PROGRAM: 207	5,703.37	0.00	0.00	5,703.37	0.00	5,703.37
208.3.000.301 ATHLETICS-SOCCER BOYS	684.35	.00	.00	684.35	.00	684.35
208.3.200.301 ATHLETICS-SOCCER BOYS UNIFORM	(57.98)	.00	.00	(57.98)	.00	(57.98)
LOCATION: 301	626.37	0.00	0.00	626.37	0.00	626.37
PROGRAM: 208	626.37	0.00	0.00	626.37	0.00	626.37
209.3.000.301 ATHLETICS-SOCCER GIRLS	610.23	.00	.00	610.23	.00	610.23
209.3.200.301 ATHLETICS-SOCCER GIRLS UNIFORM	(880.00)	.00	.00	(880.00)	.00	(880.00)
LOCATION: 301	(269.77)	0.00	0.00	(269.77)	0.00	(269.77)
PROGRAM: 209	(269.77)	0.00	0.00	(269.77)	0.00	(269.77)
210.3.000.301 ATHLETICS-SOFTBALL	437.59	.00	.00	437.59	.00	437.59
210.3.200.301 ATHLETICS-SOFTBALL UNIFORMS	.00	.00	.00	.00	.00	.00
LOCATION: 301	437.59	0.00	0.00	437.59	0.00	437.59
PROGRAM: 210	437.59	0.00	0.00	437.59	0.00	437.59
211.3.000.301 ATHLETICS-TENNIS	1,622.47	.00	.00	1,622.47	.00	1,622.47
LOCATION: 301	1,622.47	0.00	0.00	1,622.47	0.00	1,622.47
PROGRAM: 211	1,622.47	0.00	0.00	1,622.47	0.00	1,622.47
212.3.000.301 ATHLETICS-TRACK	3,624.76	.00	.00	3,624.76	.00	3,624.76
LOCATION: 301	3,624.76	0.00	0.00	3,624.76	0.00	3,624.76
PROGRAM: 212	3,624.76	0.00	0.00	3,624.76	0.00	3,624.76
213.3.000.301 ATHLETICS-VOLLEYBALL	1,964.40	.00	.00	1,964.40	111.98	2,076.38

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213.3.200.301 ATHLETICS-VOLLEYBALL UNIFORMS	390.54	.00	.00	390.54	.00	390.54
LOCATION: 301	2,354.94	0.00	0.00	2,354.94	111.98	2,466.92
PROGRAM: 213	2,354.94	0.00	0.00	2,354.94	111.98	2,466.92
214.3.000.301 ATHLETICS-WRESTLING	2,002.74	.00	.00	2,002.74	(250.00)	1,752.74
214.3.200.301 ATHLETICS-WRESTLING UNIFORMS	11,830.87	.00	.00	11,830.87	.00	11,830.87
214.3.201.301 ATHLETICS-WRESTLING FUNDRAISE	(4,426.63)	3,240.00	(136.00)	(1,322.63)	.00	(1,322.63)
LOCATION: 301	9,406.98	3,240.00	(136.00)	12,510.98	(250.00)	12,260.98
PROGRAM: 214	9,406.98	3,240.00	(136.00)	12,510.98	(250.00)	12,260.98
216.3.000.301 CLASS 2016	500.00	.00	.00	500.00	.00	500.00
LOCATION: 301	500.00	0.00	0.00	500.00	0.00	500.00
PROGRAM: 216	500.00	0.00	0.00	500.00	0.00	500.00
217.3.000.301 CLASS 2017	158.71	.00	.00	158.71	.00	158.71
LOCATION: 301	158.71	0.00	0.00	158.71	0.00	158.71
PROGRAM: 217	158.71	0.00	0.00	158.71	0.00	158.71
218.3.000.301 CLASS 2018	500.00	.00	.00	500.00	.00	500.00
LOCATION: 301	500.00	0.00	0.00	500.00	0.00	500.00
PROGRAM: 218	500.00	0.00	0.00	500.00	0.00	500.00
219.3.000.301 CLASS 2019	60.00	.00	.00	60.00	.00	60.00
LOCATION: 301	60.00	0.00	0.00	60.00	0.00	60.00
PROGRAM: 219	60.00	0.00	0.00	60.00	0.00	60.00
220.3.000.301 CLASS 2020	667.91	26.42	.00	694.33	.00	694.33
LOCATION: 301	667.91	26.42	0.00	694.33	0.00	694.33
PROGRAM: 220	667.91	26.42	0.00	694.33	0.00	694.33

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221.3.000.301 CLASS 2021	2,628.62	4,073.82	.00	6,702.44	(114.18)	6,588.26
LOCATION: 301	2,628.62	4,073.82	0.00	6,702.44	(114.18)	6,588.26
PROGRAM: 221	2,628.62	4,073.82	0.00	6,702.44	(114.18)	6,588.26
222.3.000.301 CLASS 2022	820.01	.00	.00	820.01	(83.30)	736.71
LOCATION: 301	820.01	0.00	0.00	820.01	(83.30)	736.71
PROGRAM: 222	820.01	0.00	0.00	820.01	(83.30)	736.71
223.3.000.301 CLASS 2023	100.92	.00	.00	100.92	.00	100.92
LOCATION: 301	100.92	0.00	0.00	100.92	0.00	100.92
PROGRAM: 223	100.92	0.00	0.00	100.92	0.00	100.92
224.3.000.301 CLASS 2024	51.85	.00	.00	51.85	.00	51.85
LOCATION: 301	51.85	0.00	0.00	51.85	0.00	51.85
PROGRAM: 224	51.85	0.00	0.00	51.85	0.00	51.85
250.3.000.301 GENERAL ACCOUNT	925.81	.00	(60.11)	865.70	(185.77)	679.93
250.3.250.301 PARKING PERMITS	10,693.14	55.00	.00	10,748.14	.00	10,748.14
LOCATION: 301	11,618.95	55.00	(60.11)	11,613.84	(185.77)	11,428.07
PROGRAM: 250	11,618.95	55.00	(60.11)	11,613.84	(185.77)	11,428.07
251.3.000.301 CONCESSIONS	6,601.45	.00	(17.82)	6,583.63	17.82	6,601.45
LOCATION: 301	6,601.45	0.00	(17.82)	6,583.63	17.82	6,601.45
PROGRAM: 251	6,601.45	0.00	(17.82)	6,583.63	17.82	6,601.45
252.3.000.301 VENDING	412.65	304.87	(259.64)	457.88	259.64	717.52
LOCATION: 301	412.65	304.87	(259.64)	457.88	259.64	717.52
PROGRAM: 252	412.65	304.87	(259.64)	457.88	259.64	717.52
253.3.000.301 ACTIVITY CARDS	21,789.77	679.32	.00	22,469.09	.00	22,469.09
LOCATION: 301	21,789.77	679.32	0.00	22,469.09	0.00	22,469.09

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PROGRAM: 253	21,789.77	679.32	0.00	22,469.09	0.00	22,469.09
254.3.000.301 YEARBOOKS	8,031.91	235.85	.00	8,267.76	.00	8,267.76
LOCATION: 301	8,031.91	235.85	0.00	8,267.76	0.00	8,267.76
PROGRAM: 254	8,031.91	235.85	0.00	8,267.76	0.00	8,267.76
257.3.000.301 INTEREST	100.93	23.41	.00	124.34	.00	124.34
LOCATION: 301	100.93	23.41	0.00	124.34	0.00	124.34
PROGRAM: 257	100.93	23.41	0.00	124.34	0.00	124.34
259.3.000.301 STUDENT BODY FUNDRAISER	.00	.00	.00	.00	.00	.00
259.3.259.301 SCHOOL IMPROVEMENT FUND	8,108.29	.00	.00	8,108.29	.00	8,108.29
LOCATION: 301	8,108.29	0.00	0.00	8,108.29	0.00	8,108.29
PROGRAM: 259	8,108.29	0.00	0.00	8,108.29	0.00	8,108.29
260.3.000.301 SPECIAL INTEREST FUND RAISER	426.88	.00	.00	426.88	.00	426.88
260.3.260.301 GIFT OF GREEN	219.57	.00	.00	219.57	.00	219.57
LOCATION: 301	646.45	0.00	0.00	646.45	0.00	646.45
PROGRAM: 260	646.45	0.00	0.00	646.45	0.00	646.45
300.3.000.301 STUDENT COUNCIL	8,022.92	237.73	(142.41)	8,118.24	(710.60)	7,407.64
LOCATION: 301	8,022.92	237.73	(142.41)	8,118.24	(710.60)	7,407.64
PROGRAM: 300	8,022.92	237.73	(142.41)	8,118.24	(710.60)	7,407.64
301.3.000.301 CLUB-ANNUAL	2,238.03	140.00	(113.00)	2,265.03	113.00	2,378.03
LOCATION: 301	2,238.03	140.00	(113.00)	2,265.03	113.00	2,378.03
PROGRAM: 301	2,238.03	140.00	(113.00)	2,265.03	113.00	2,378.03
302.3.000.301 CLUB-ART	111.90	.00	.00	111.90	.00	111.90
LOCATION: 301	111.90	0.00	0.00	111.90	0.00	111.90

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PROGRAM: 302	111.90	0.00	0.00	111.90	0.00	111.90
304.3.000.301 CLUB-BUSINESS	854.12	55.00	(365.06)	544.06	50.00	594.06
304.3.304.301 CLUB-MR MHS	.00	.00	.00	.00	.00	.00
LOCATION: 301	854.12	55.00	(365.06)	544.06	50.00	594.06
PROGRAM: 304	854.12	55.00	(365.06)	544.06	50.00	594.06
305.3.000.301 CLUB-DRUG FREE YOUTH	1,700.84	23.58	.00	1,724.42	.00	1,724.42
305.3.305.301 CLUB-HOPE SQUAD	491.09	43.40	(18.68)	515.81	(31.32)	484.49
LOCATION: 301	2,191.93	66.98	(18.68)	2,240.23	(31.32)	2,208.91
PROGRAM: 305	2,191.93	66.98	(18.68)	2,240.23	(31.32)	2,208.91
306.3.000.301 CLUB-FCCLA	222.11	15.00	.00	237.11	.00	237.11
LOCATION: 301	222.11	15.00	0.00	237.11	0.00	237.11
PROGRAM: 306	222.11	15.00	0.00	237.11	0.00	237.11
307.3.000.301 CLUB-FFA	30,329.87	12,084.16	(1,932.69)	40,481.34	(2,779.12)	37,702.22
LOCATION: 301	30,329.87	12,084.16	(1,932.69)	40,481.34	(2,779.12)	37,702.22
PROGRAM: 307	30,329.87	12,084.16	(1,932.69)	40,481.34	(2,779.12)	37,702.22
309.3.000.301 CLUB-KEY	53.23	105.00	.00	158.23	.00	158.23
LOCATION: 301	53.23	105.00	0.00	158.23	0.00	158.23
PROGRAM: 309	53.23	105.00	0.00	158.23	0.00	158.23
310.3.000.301 CLUB-LEO	915.47	150.00	(198.91)	866.56	149.88	1,016.44
LOCATION: 301	915.47	150.00	(198.91)	866.56	149.88	1,016.44
PROGRAM: 310	915.47	150.00	(198.91)	866.56	149.88	1,016.44
311.3.000.301 CLUB-M CLUB	260.59	.00	.00	260.59	.00	260.59
LOCATION: 301	260.59	0.00	0.00	260.59	0.00	260.59
PROGRAM: 311	260.59	0.00	0.00	260.59	0.00	260.59

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312.3.000.301 CLUB-MINICO BALLROOM	.00	.00	.00	.00	.00	.00
LOCATION: 301	0.00	0.00	0.00	0.00	0.00	0.00
PROGRAM: 312	0.00	0.00	0.00	0.00	0.00	0.00
313.3.000.301 CLUB-NHS	955.50	.00	.00	955.50	.00	955.50
LOCATION: 301	955.50	0.00	0.00	955.50	0.00	955.50
PROGRAM: 313	955.50	0.00	0.00	955.50	0.00	955.50
314.3.000.301 CLUB-RODEO	4,799.16	.00	.00	4,799.16	.00	4,799.16
LOCATION: 301	4,799.16	0.00	0.00	4,799.16	0.00	4,799.16
PROGRAM: 314	4,799.16	0.00	0.00	4,799.16	0.00	4,799.16
315.3.000.301 CLUB-SCIENCE	5,937.02	205.00	(2,825.16)	3,316.86	2,190.82	5,507.68
LOCATION: 301	5,937.02	205.00	(2,825.16)	3,316.86	2,190.82	5,507.68
PROGRAM: 315	5,937.02	205.00	(2,825.16)	3,316.86	2,190.82	5,507.68
316.3.000.301 CLUB-SKI	814.49	.00	.00	814.49	.00	814.49
LOCATION: 301	814.49	0.00	0.00	814.49	0.00	814.49
PROGRAM: 316	814.49	0.00	0.00	814.49	0.00	814.49
317.3.000.301 CLUB-SPANISH	231.33	.00	.00	231.33	.00	231.33
LOCATION: 301	231.33	0.00	0.00	231.33	0.00	231.33
PROGRAM: 317	231.33	0.00	0.00	231.33	0.00	231.33
318.3.000.301 CLUB-SPIRIT (RED ZONE)	758.44	.00	.00	758.44	.00	758.44
LOCATION: 301	758.44	0.00	0.00	758.44	0.00	758.44
PROGRAM: 318	758.44	0.00	0.00	758.44	0.00	758.44
319.3.000.301 CLUB-SWIM TEAM	5,239.88	33.02	(723.04)	4,549.86	(175.00)	4,374.86
LOCATION: 301	5,239.88	33.02	(723.04)	4,549.86	(175.00)	4,374.86

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PROGRAM: 319	5,239.88	33.02	(723.04)	4,549.86	(175.00)	4,374.86
321.3.000.301 CLUB-TSA INDUSTRIAL TECH	.00	.00	.00	.00	.00	.00
LOCATION: 301	0.00	0.00	0.00	0.00	0.00	0.00
PROGRAM: 321	0.00	0.00	0.00	0.00	0.00	0.00
322.3.000.301 CLUB-YOUNG REPUBLICAN	516.18	.00	.00	516.18	.00	516.18
LOCATION: 301	516.18	0.00	0.00	516.18	0.00	516.18
PROGRAM: 322	516.18	0.00	0.00	516.18	0.00	516.18
325.3.000.301 CLUB-TRAP	437.27	.00	.00	437.27	.00	437.27
LOCATION: 301	437.27	0.00	0.00	437.27	0.00	437.27
PROGRAM: 325	437.27	0.00	0.00	437.27	0.00	437.27
350.3.000.301 INSTRUCTIONAL-GENERAL	4,921.60	.00	.00	4,921.60	.00	4,921.60
LOCATION: 301	4,921.60	0.00	0.00	4,921.60	0.00	4,921.60
PROGRAM: 350	4,921.60	0.00	0.00	4,921.60	0.00	4,921.60
351.3.000.301 INSTRUCTION-RENAISSANCE	1,115.35	.00	.00	1,115.35	.00	1,115.35
LOCATION: 301	1,115.35	0.00	0.00	1,115.35	0.00	1,115.35
PROGRAM: 351	1,115.35	0.00	0.00	1,115.35	0.00	1,115.35
352.3.000.301 INSTRUCTION-ADV PLACEMENT	5.20	.00	.00	5.20	.00	5.20
352.3.521.301 INSTRUCTION-PSAT	345.18	.00	.00	345.18	.00	345.18
352.3.522.301 INSTRUCTION-PLAN TEST	292.56	.00	.00	292.56	.00	292.56
352.3.523.301 INSTRUCTION-IDLA FEES	225.00	.00	.00	225.00	.00	225.00
LOCATION: 301	867.94	0.00	0.00	867.94	0.00	867.94
PROGRAM: 352	867.94	0.00	0.00	867.94	0.00	867.94
354.3.000.301 INSTRUCTION-ART	818.48	.00	.00	818.48	(32.97)	785.51

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354.3.540.301 INSTRUCTION-ART BAIRD	33.90	70.75	.00	104.65	(674.01)	(569.36)
LOCATION: 301	852.38	70.75	0.00	923.13	(706.98)	216.15
PROGRAM: 354	852.38	70.75	0.00	923.13	(706.98)	216.15
355.3.000.301 INSTRUCTION-BAND	3,637.30	90.00	(289.82)	3,437.48	(84.00)	3,353.48
355.3.550.301 INSTRUCTION-PIANO REPAIR	120.00	.00	.00	120.00	.00	120.00
355.3.551.301 INSTRUCTION-BAND UNIFORMS	(454.30)	.00	.00	(454.30)	.00	(454.30)
355.3.552.301 INSTRUCTION-BAND INSTRUMENT	(178.00)	.00	.00	(178.00)	.00	(178.00)
LOCATION: 301	3,125.00	90.00	(289.82)	2,925.18	(84.00)	2,841.18
PROGRAM: 355	3,125.00	90.00	(289.82)	2,925.18	(84.00)	2,841.18
356.3.000.301 INSTRUCTION-CHEERLEADING	13,448.14	5,531.60	(676.24)	18,303.50	(976.74)	17,326.76
356.3.200.301 INSTRUCTION-CHEER UNIFORM	(16,213.73)	96.23	.00	(16,117.50)	.00	(16,117.50)
356.3.203.301 INSTRUCTION-CHEER CAMP	.00	.00	.00	.00	.00	.00
356.3.204.301 INSTRUCTION-CHOREOGRAPHY	(2,194.60)	.00	.00	(2,194.60)	.00	(2,194.60)
356.3.205.301 INSTRUCTION-CHEER TRIP	.00	.00	.00	.00	.00	.00
LOCATION: 301	(4,960.19)	5,627.83	(676.24)	(8.60)	(976.74)	(985.34)
PROGRAM: 356	(4,960.19)	5,627.83	(676.24)	(8.60)	(976.74)	(985.34)
357.3.000.301 INSTRUCTION-CHEMISTRY	1,265.43	.00	.00	1,265.43	.00	1,265.43
LOCATION: 301	1,265.43	0.00	0.00	1,265.43	0.00	1,265.43
PROGRAM: 357	1,265.43	0.00	0.00	1,265.43	0.00	1,265.43
358.3.000.301 INSTRUCTION-CHOIR	13,107.97	515.28	(2,714.90)	10,908.35	2,256.70	13,165.05
358.3.205.301 INSTRUCTION-MUSIC TOUR	.00	.00	.00	.00	.00	.00
358.3.358.301 INSTRUCTION-MADRIGAL DINNER	.00	.00	.00	.00	.00	.00
LOCATION: 301	13,107.97	515.28	(2,714.90)	10,908.35	2,256.70	13,165.05
PROGRAM: 358	13,107.97	515.28	(2,714.90)	10,908.35	2,256.70	13,165.05

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359.3.000.301 INSTRUCTION-DANCE FORCE	10,623.13	609.90	(830.00)	10,403.03	560.00	10,963.03
359.3.200.301 INSTRUCTION-DANCE UNIFORMS	(2,762.04)	111.32	.00	(2,650.72)	.00	(2,650.72)
359.3.203.301 INSTRUCTION-DANCE FORCE CAMP	.00	.00	.00	.00	.00	.00
359.3.204.301 INSTRUCTION-CHOREOGRAPHY	(780.00)	.00	.00	(780.00)	.00	(780.00)
359.3.205.301 INSTRUCTION-DANCE FORCE TRIP	.00	.00	.00	.00	.00	.00
LOCATION: 301	7,081.09	721.22	(830.00)	6,972.31	560.00	7,532.31
PROGRAM: 359	7,081.09	721.22	(830.00)	6,972.31	560.00	7,532.31
362.3.000.301 INSTRUCTION-DRIVERS ED	3,500.00	.00	.00	3,500.00	.00	3,500.00
362.3.362.301 INSTRUCTION-DR ED IDLA FEES	1,350.00	.00	.00	1,350.00	.00	1,350.00
LOCATION: 301	4,850.00	0.00	0.00	4,850.00	0.00	4,850.00
PROGRAM: 362	4,850.00	0.00	0.00	4,850.00	0.00	4,850.00
365.3.000.301 INSTRUCTION-JOURNALISM	197.91	.00	.00	197.91	.00	197.91
LOCATION: 301	197.91	0.00	0.00	197.91	0.00	197.91
PROGRAM: 365	197.91	0.00	0.00	197.91	0.00	197.91
366.3.000.301 INSTRUCTION-LIFE SKILLS	199.90	.00	.00	199.90	.00	199.90
LOCATION: 301	199.90	0.00	0.00	199.90	0.00	199.90
PROGRAM: 366	199.90	0.00	0.00	199.90	0.00	199.90
367.3.000.301 INSTRUCTION-LIFE SPORTS	2,487.46	.00	.00	2,487.46	(231.00)	2,256.46
LOCATION: 301	2,487.46	0.00	0.00	2,487.46	(231.00)	2,256.46
PROGRAM: 367	2,487.46	0.00	0.00	2,487.46	(231.00)	2,256.46
368.3.000.301 INSTRUCTION-MEDIA	628.10	.00	.00	628.10	.00	628.10
LOCATION: 301	628.10	0.00	0.00	628.10	0.00	628.10
PROGRAM: 368	628.10	0.00	0.00	628.10	0.00	628.10

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369.3.000.301 INSTRUCTION-OPERETTA	7,248.47	88.00	.00	7,336.47	(270.00)	7,066.47
LOCATION: 301	7,248.47	88.00	0.00	7,336.47	(270.00)	7,066.47
PROGRAM: 369	7,248.47	88.00	0.00	7,336.47	(270.00)	7,066.47
370.3.000.301 INSTRUTION-ORCHESTRA	7,971.61	.00	.00	7,971.61	.00	7,971.61
370.3.205.301 INSTRUCTION-ORCHESTRA TRIP	4,116.00	.00	.00	4,116.00	.00	4,116.00
370.3.370.301 INSTRUCTION-COWBOY DINNER	.00	.00	.00	.00	.00	.00
LOCATION: 301	12,087.61	0.00	0.00	12,087.61	0.00	12,087.61
PROGRAM: 370	12,087.61	0.00	0.00	12,087.61	0.00	12,087.61
371.3.000.301 INSTRUCTION-PHOTO & GRAPHIC	.00	.00	.00	.00	.00	.00
LOCATION: 301	0.00	0.00	0.00	0.00	0.00	0.00
PROGRAM: 371	0.00	0.00	0.00	0.00	0.00	0.00
372.3.000.301 INSTRUCTION-PHYSICAL EDUCATION	174.00	.00	.00	174.00	.00	174.00
372.3.721.301 INSTRUCTION-PE BOWLING	305.00	20.00	.00	325.00	.00	325.00
LOCATION: 301	479.00	20.00	0.00	499.00	0.00	499.00
PROGRAM: 372	479.00	20.00	0.00	499.00	0.00	499.00
373.3.000.301 INSTRUCTION-SCIENCE	77.41	31.13	(33.98)	74.56	20.00	94.56
373.3.373.301 INSTRUCTION-SCIENCE FUNDRAISER	.00	.00	.00	.00	.00	.00
LOCATION: 301	77.41	31.13	(33.98)	74.56	20.00	94.56
PROGRAM: 373	77.41	31.13	(33.98)	74.56	20.00	94.56
375.3.000.301 INSTRUCTION-SPEECH/DEBATE	2,553.80	.00	.00	2,553.80	.00	2,553.80
LOCATION: 301	2,553.80	0.00	0.00	2,553.80	0.00	2,553.80
PROGRAM: 375	2,553.80	0.00	0.00	2,553.80	0.00	2,553.80
376.3.000.301 INSTRUCTION-WEIGHTS	5,102.77	.00	.00	5,102.77	.00	5,102.77
LOCATION: 301	5,102.77	0.00	0.00	5,102.77	0.00	5,102.77

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PROGRAM: 376	5,102.77	0.00	0.00	5,102.77	0.00	5,102.77
390.3.000.301 VOC INSTRUCTION-GREENHOUSE	10,374.86	.00	(30.98)	10,343.88	(30.99)	10,312.89
390.3.901.301 VOC INSTRUCTION-FLORAL DESIGN	.00	.00	.00	.00	.00	.00
LOCATION: 301	10,374.86	0.00	(30.98)	10,343.88	(30.99)	10,312.89
PROGRAM: 390	10,374.86	0.00	(30.98)	10,343.88	(30.99)	10,312.89
391.3.000.301 VOC INSTRUCTION-AG SHOP	728.48	80.19	.00	808.67	(630.00)	178.67
391.3.911.301 VOC INSTRUCTION-SHOP SUPPLIES	1,724.71	.00	.00	1,724.71	.00	1,724.71
LOCATION: 301	2,453.19	80.19	0.00	2,533.38	(630.00)	1,903.38
PROGRAM: 391	2,453.19	80.19	0.00	2,533.38	(630.00)	1,903.38
392.3.000.301 VOC INSTRUCTION-DIESEL	3,030.15	.00	.00	3,030.15	.00	3,030.15
392.3.900.301 VOC INSTRUCTION-DIESEL SKILLS	371.61	126.36	.00	497.97	.00	497.97
LOCATION: 301	3,401.76	126.36	0.00	3,528.12	0.00	3,528.12
PROGRAM: 392	3,401.76	126.36	0.00	3,528.12	0.00	3,528.12
393.3.931.301 VOC-INSTRUCTION-BUSINESS STELY	.00	.00	.00	.00	.00	.00
393.3.932.301 VOC INSTRUCTION-BUSINESS KILLOY	955.74	.00	.00	955.74	.00	955.74
393.3.934.301 VOC INSTRUCTION-VID MULTIMEDIA	1,839.76	.00	.00	1,839.76	.00	1,839.76
LOCATION: 301	2,795.50	0.00	0.00	2,795.50	0.00	2,795.50
PROGRAM: 393	2,795.50	0.00	0.00	2,795.50	0.00	2,795.50
394.3.000.301 VOC INSTRUCTION-INFO TECH	617.73	.00	.00	617.73	.00	617.73
394.3.900.301 VOC INSTRUCTION-INFO TECH SKILLS	540.74	.00	.00	540.74	.00	540.74
LOCATION: 301	1,158.47	0.00	0.00	1,158.47	0.00	1,158.47
PROGRAM: 394	1,158.47	0.00	0.00	1,158.47	0.00	1,158.47
395.3.000.301 VOC INSTRUCTION-PREENGINEERING	.00	.00	.00	.00	.00	.00

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MINIDOKA COUNTY SCHOOL DISTRICT #331

Student Activities Summary Report

Fiscal Year: 2020-2021

From: 11/1/2020 To: 11/30/2020

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
395.3.951.301 VOC INSTRUCTION- ACADEMY	58.84	.00	.00	58.84	.00	58.84
395.3.952.301 VOC INSTRUCTION-MANUFACTURING	1,715.59	38.50	105.00	1,859.09	.00	1,859.09
395.3.953.301 VOC INSTRUCTION- COPIES	260.02	.00	.00	260.02	.00	260.02
LOCATION: 301	2,034.45	38.50	105.00	2,177.95	0.00	2,177.95
PROGRAM: 395	2,034.45	38.50	105.00	2,177.95	0.00	2,177.95
396.3.000.301 VOC INSTRUCTION-CONSTRUCTION	27,652.64	886.19	(904.20)	27,634.63	.56	27,635.19
396.3.900.301 VOC INSTRUCTION-CONSTR SKILLS	3,809.76	1,082.73	(280.96)	4,611.53	32.04	4,643.57
396.3.961.301 VOC INSTRUCTION-TINY HOUSE	(6,452.76)	.00	(196.41)	(6,649.17)	(4,303.59)	(10,952.76)
LOCATION: 301	25,009.64	1,968.92	(1,381.57)	25,596.99	(4,270.99)	21,326.00
PROGRAM: 396	25,009.64	1,968.92	(1,381.57)	25,596.99	(4,270.99)	21,326.00
397.3.000.301 VOC INSTRUCTION-FOOD LAB	2,767.75	.00	.00	2,767.75	.00	2,767.75
397.3.971.301 VOC INSTRUCTION-BRUTUS BAKERY	.00	.00	.00	.00	.00	.00
397.3.972.301 VOC INSTRUCTION-SPARTAN BISTRO	489.55	.00	.00	489.55	.00	489.55
LOCATION: 301	3,257.30	0.00	0.00	3,257.30	0.00	3,257.30
PROGRAM: 397	3,257.30	0.00	0.00	3,257.30	0.00	3,257.30
398.3.000.301 VOC INSTRUCTION-CLOTHING	969.03	.00	.00	969.03	.00	969.03
LOCATION: 301	969.03	0.00	0.00	969.03	0.00	969.03
PROGRAM: 398	969.03	0.00	0.00	969.03	0.00	969.03
399.3.000.301 VOC INSTRUCTION-CERT NURSING	225.52	37.74	(369.82)	(106.56)	327.82	221.26
LOCATION: 301	225.52	37.74	(369.82)	(106.56)	327.82	221.26
PROGRAM: 399	225.52	37.74	(369.82)	(106.56)	327.82	221.26
400.3.000.301 ESL SCHOLARSHIP	368.54	.00	.00	368.54	.00	368.54
LOCATION: 301	368.54	0.00	0.00	368.54	0.00	368.54
PROGRAM: 400	368.54	0.00	0.00	368.54	0.00	368.54

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MINIDOKA COUNTY SCHOOL DISTRICT #331

Student Activities Summary Report

Fiscal Year: 2020-2021

From: 11/1/2020 To: 11/30/2020

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
401.3.000.301 MISSMHS	294.34	.00	.00	294.34	.00	294.34
LOCATION: 301	294.34	0.00	0.00	294.34	0.00	294.34
PROGRAM: 401	294.34	0.00	0.00	294.34	0.00	294.34
402.3.000.301 PRIVATE SCHOLARSHIP	.00	.00	.00	.00	.00	.00 122
LOCATION: 301	0.00	0.00	0.00	0.00	0.00	0.00
PROGRAM: 402	0.00	0.00	0.00	0.00	0.00	0.00
500.3.000.301 SCHOOL CLIMATE	831.16	339.64	.00	1,170.80	(383.95)	786.85
500.3.500.301 SUNSHINE FUND	.00	.00	.00	.00	.00	.00
LOCATION: 301	831.16	339.64	0.00	1,170.80	(383.95)	786.85
PROGRAM: 500	831.16	339.64	0.00	1,170.80	(383.95)	786.85
552.3.000.301 DUE TO DSC-LAP TOP INSURANCE	3,740.00	370.00	.00	4,110.00	.00	4,110.00
LOCATION: 301	3,740.00	370.00	0.00	4,110.00	0.00	4,110.00
PROGRAM: 552	3,740.00	370.00	0.00	4,110.00	0.00	4,110.00
553.3.000.301 DUE TO DSC-LAPTOP REPLACE FINE	305.00	.00	.00	305.00	.00	305.00
LOCATION: 301	305.00	0.00	0.00	305.00	0.00	305.00
PROGRAM: 553	305.00	0.00	0.00	305.00	0.00	305.00
GRAND TOTALS	365,742.70	36,044.64	(24,291.53)	377,495.81	(995.96)	376,499.85

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331

Student Activities Summary Report

Fiscal Year: 2020-2021

From: 11/1/2020 To: 11/30/2020

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
100.3.112.492 SALES TAX-MT H	.00	.00	.00	.00	.00	.00
103.3.000.492 STUDENT ACTIVITY PETTY CASH ACCOUNT	.00	.00	.00	.00	.00	.00
220.3.000.492 CLASS 2020	240.60	169.00	.00	409.60	.00	409.60
250.3.000.492 GENERAL ACCOUNT	36.73	.00	(14.78)	21.95	.00	21.95
251.3.000.492 CONCESSIONS	.00	.00	.00	.00	.00	.00
252.3.000.492 VENDING	1,730.30	136.16	.00	1,866.46	.00	1,866.46
253.3.000.492 ACTIVITY	.00	.00	.00	.00	.00	.00
254.3.000.492 ANNUALS	189.78	.00	.00	189.78	.00	189.78
257.3.000.492 INTEREST	60.50	1.20	.00	61.70	.00	61.70
259.3.000.492 STUDENT BODY FUNDRAISER	400.66	.00	.00	400.66	.00	400.66
259.3.259.492 SCHOOL IMPROVEMENT FUND RAISE	3,459.32	.00	.00	3,459.32	.00	3,459.32
260.3.000.492 SPEC INTER FUNDRAISER-VETERANS	947.80	.00	(200.00)	747.80	.00	747.80
300.3.000.492 STUDENT COUNCIL	294.14	.00	(97.10)	197.04	4.90	201.94
304.3.000.492 CLUB-BUSINESS	346.46	.00	.00	346.46	.00	346.46
305.3.000.492 CLUB-SOURCES OF STRENGTH	1,193.51	.00	.00	1,193.51	.00	1,193.51
325.3.000.492 CLUB-FISHING	50.00	.00	.00	50.00	.00	50.00
340.3.000.492 INSTRUCTION-DAYCARE	18,484.48	626.00	.00	19,110.48	(501.67)	18,608.81
351.3.000.492 INSTRUCTIONAL-RENAISSANCE	404.14	.00	.00	404.14	.00	404.14
393.3.000.492 VOC INSTRUCTION-BUS/ACCOUNTING PHOENIX PUBLISHING	433.21	.00	.00	433.21	.00	433.21
500.3.500.492 SUNSHINE FUND	83.89	10.00	.00	93.89	.00	93.89
LOCATION: 492	28,355.52	942.36	(311.88)	28,986.00	(496.77)	28,489.23

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MINIDOKA COUNTY SCHOOL DISTRICT #331

Student Activities Summary Report

Fiscal Year: 2020-2021

From: 11/1/2020 To: 11/30/2020

- Print Detail
- Exclude Encumbrances
- Reverse Signs
- Page Break by Activity
- Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
GRAND TOTALS	28,355.52	942.36	(311.88)	28,986.00	(496.77)	28,489.23

End of Report



MINIDOKA COUNTY SCHOOL DISTRICT
DISPOSITION OF DISTRICT PROPERTY/FIXED ASSETS

BUILDING: PAUL ELEMENTARY

	TAG NO.	ITEM DESCRIPTION	SERIAL NO.	COST	CURRENT VALUE	SURPLUS / DONATE / DISPOSE / TRANSFER
1	225521	PROCOMPUTING JUSTAND		\$89.98	\$0.00	DISPOSE
2						
3						
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19						
20						
21						

SIGNATURE	<i>Ellen Quoten</i> (Building Principal)	DATE	11-13-2020
SIGNATURE	(Removal From Building - Maintenance Work Order)	DATE	
SIGNATURE VALUE AUTHORIZATION	<i>[Signature]</i> (Maintenance/Technology/Curriculum Supervisor)	DATE	11-13-2020
SIGNATURE * REQUIRES BOARD APPROVAL	(Board Authorization)	DATE	
DELETED FROM GFA LISTING BY	<i>J. Ramsey</i>	DATE	



MINIDOKA COUNTY SCHOOL DISTRICT

DISPOSITION OF DISTRICT PROPERTY/FIXED ASSETS

BUILDING: DSC

	TAG NO.	ITEM DESCRIPTION	SERIAL NO.	COST	CURRENT VALUE	SURPLUS / DONATE / DISPOSE / TRANSFER
1		Dell Optiplex 755	5JDG7G1		0.00	DISPOSE
2		Dell Optiplex 755	7MRQ7G1		0.00	DISPOSE
3		Dell Optiplex 755	CR31HJ1		0.00	DISPOSE
4		Dell Optiplex 755	7MFCWG1		0.00	DISPOSE
5		Lenovo Thinkcentre A70z	S1V6677		0.00	DISPOSE
6		Lenovo Thinkcentre A70z	S1T4719		0.00	DISPOSE
7		Lenovo Thinkcentre A70z	S1V6844		0.00	DISPOSE
8		Lenovo Thinkcentre A70z	S1T4670		0.00	DISPOSE
9		Lenovo Thinkcentre A70z	S1T4729		0.00	DISPOSE
10		Lenovo Thinkcentre A70z	S1V7013		0.00	DISPOSE
11		Lenovo Thinkcentre A70z	S1T4357		0.00	DISPOSE
12		Lenovo Thinkcentre A70z	S1T4740		0.00	DISPOSE
13		Lenovo Thinkcentre A70z	S1V6696		0.00	DISPOSE
14		Lenovo Thinkcentre A70z	S1T4282		0.00	DISPOSE
15		Lenovo Thinkcentre A70z	S1V6999		0.00	DISPOSE
16		Lenovo Thinkcentre A70z	S1V7019		0.00	DISPOSE
17		Lenovo Thinkcentre A70z	S1T4719		0.00	DISPOSE
18		Lenovo Thinkcentre A70z	S1V7133		0.00	DISPOSE
19		Lenovo Thinkcentre A70z	S1T4671		0.00	DISPOSE
20		Lenovo Thinkcentre A70z	S1T4625		0.00	DISPOSE
21		Lenovo Thinkcentre A70z	S1T4725		0.00	DISPOSE

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SIGNATURE		DATE
(Building Principal)		
SIGNATURE		DATE
(Removal From Building - Maintenance Work Order)		
SIGNATURE		DATE
VALUE AUTHORIZATION (Maintenance/Technology/Curriculum Supervisor)		
SIGNATURE		DATE
* REQUIRES BOARD APPROVAL (Board Authorization)		
DELETED FROM GFA LISTING BY		DATE
	12-10-20	



MINIDOKA COUNTY SCHOOL DISTRICT

DISPOSITION OF DISTRICT PROPERTY/FIXED ASSETS

BUILDING: DSC

TAG NO.	ITEM DESCRIPTION	SERIAL NO.	COST	CURRENT VALUE	SURPLUS / DONATE / DISPOSE / TRANSFER
1	Lenovo Thinkcentre A70z	S1T4697		0.00	DISPOSE
2	Lenovo Thinkcentre A70z	S1T4433		0.00	DISPOSE
3	Lenovo Thinkcentre A70z	S1V6385		0.00	DISPOSE
4	iMac 21.5-Inch "Core i5" 2.5 (Mid-2011)	D25JF106DHJF		0.00	DISPOSE
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					

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SIGNATURE	DATE
(Building Principal)	
SIGNATURE	DATE
(Removal From Building - Maintenance Work Order)	
SIGNATURE	DATE
VALUE AUTHORIZATION (Maintenance/Technology/Curriculum Supervisor)	
SIGNATURE	DATE
* REQUIRES BOARD APPROVAL (Board Authorization)	
DELETED FROM GFA LISTING BY	DATE

Ashley J.

1 *JR*
12-10-20



MINIDOKA COUNTY SCHOOL DISTRICT

DISPOSITION OF DISTRICT PROPERTY/FIXED ASSETS

BUILDING: DSC

	TAG NO.	ITEM DESCRIPTION	SERIAL NO.	COST	CURRENT VALUE	SURPLUS / DONATE / DISPOSE / TRANSFER
1		Dell Optiplex 755	7NFCWG1		0.00	DISPOSE
2		Dell Optiplex 760	8WG8YK1		0.00	DISPOSE
3		Dell Optiplex 755	4WFGVG1		0.00	DISPOSE
4		Dell Optiplex 780	B59SLL1		0.00	DISPOSE
5		Dell Optiplex 760	J4G90L1		0.00	DISPOSE
6		Dell Optiplex 780	7G70XL1		0.00	DISPOSE
7		Dell Optiplex 780	GG70XL1		0.00	DISPOSE
8		Dell Optiplex 780	2D5MJL1		0.00	DISPOSE
9		Dell Optiplex 760	5WG8YK1		0.00	DISPOSE
10		Dell Optiplex 760	2WG8YK1		0.00	DISPOSE
11		Dell Optiplex 760	4WG8YK1		0.00	DISPOSE
12		Dell Optiplex 780	4B45QN1		0.00	DISPOSE
13		Dell Optiplex 760	3WG8YK1		0.00	DISPOSE
14		Dell Optiplex 755	3506QG1		0.00	DISPOSE
15		Dell Optiplex 755	4ZRS7G1		0.00	DISPOSE
16		Dell Optiplex 760	DVG8YK1		0.00	DISPOSE
17		Dell Optiplex 760	FJH8YK1		0.00	DISPOSE
18		Dell Optiplex 760	JJH8YK1		0.00	DISPOSE
19		Dell Optiplex 755	2MN81J1		0.00	DISPOSE
20		Dell Optiplex 755	6NFCWG1		0.00	DISPOSE
21		Dell Optiplex 755	1CZ93F1		0.00	DISPOSE

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SIGNATURE	DATE
(Building Principal)	
SIGNATURE	DATE
(Removal From Building - Maintenance Work Order)	
SIGNATURE	DATE
VALUE AUTHORIZATION (Maintenance/Technology/Curriculum Supervisor)	
SIGNATURE	DATE
* REQUIRES BOARD APPROVAL (Board Authorization)	
DELETED FROM GFA LISTING BY	DATE
	12-10-20



MINIDOKA COUNTY SCHOOL DISTRICT

DISPOSITION OF DISTRICT PROPERTY/FIXED ASSETS

BUILDING: DSC

	TAG NO.	ITEM DESCRIPTION	SERIAL NO.	COST	CURRENT VALUE	SURPLUS / DONATE / DISPOSE / TRANSFER
1		Dell Optiplex 755	6ZRS7G1		0.00	DISPOSE
2		Dell Optiplex 740	FGXD7D1		0.00	DISPOSE
3		Dell Optiplex 755	JVFGVG1		0.00	DISPOSE
4		Dell Optiplex 760	1SPWCK1		0.00	DISPOSE
5		Dell Optiplex 780	3D5MJL1		0.00	DISPOSE
6		Dell Optiplex 755	9PFCWG1		0.00	DISPOSE
7		Dell Optiplex 780	2545QM1		0.00	DISPOSE
8		Dell Optiplex 755	1S31HJ1		0.00	DISPOSE
9		Dell Optiplex 760	GVG8YK1		0.00	DISPOSE
10		Dell Optiplex 755	2SZSGG1		0.00	DISPOSE
11		Dell Optiplex 755	8NFCWG1		0.00	DISPOSE
12		Dell Optiplex 755	4SZSGG1		0.00	DISPOSE
13		Dell Optiplex 760	2KH8YK1		0.00	DISPOSE
14		Dell Optiplex 755	HMFCWG1		0.00	DISPOSE
15		Dell Optiplex 760	6WG8YK1		0.00	DISPOSE
16		Dell Optiplex 760	1SP1DK1		0.00	DISPOSE
17		Dell Optiplex 755	3S31HJ1		0.00	DISPOSE
18		Dell Optiplex 760	BWG8YK1		0.00	DISPOSE
19		Dell Optiplex 755	8PFCWG1		0.00	DISPOSE
20		Dell Optiplex 755	JRZSGG1		0.00	DISPOSE
21		Dell Optiplex 740	GCWPJF1		0.00	DISPOSE

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SIGNATURE	DATE
(Building Principal)	
SIGNATURE	DATE
(Removal From Building - Maintenance Work Order)	
SIGNATURE	DATE
VALUE AUTHORIZATION (Maintenance/Technology/Curriculum Supervisor)	
SIGNATURE	DATE
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DELETED FROM GFA LISTING BY	DATE
1	12-10-20



MINIDOKA COUNTY SCHOOL DISTRICT

DISPOSITION OF DISTRICT PROPERTY/FIXED ASSETS

BUILDING: DSC

	TAG NO.	ITEM DESCRIPTION	SERIAL NO.	COST	CURRENT VALUE	SURPLUS / DONATE / DISPOSE / TRANSFER
1		Dell Optiplex 755	6ZRS7G1		0.00	DISPOSE
2		Dell Optiplex 740	FGXD7D1		0.00	DISPOSE
3		Dell Optiplex 755	JVFGVG1		0.00	DISPOSE
4		Dell Optiplex 760	1SPWCK1		0.00	DISPOSE
5		Dell Optiplex 780	3D5MJL1		0.00	DISPOSE
6		Dell Optiplex 755	9PFCWG1		0.00	DISPOSE
7		Dell Optiplex 780	2545QM1		0.00	DISPOSE
8		Dell Optiplex 755	1S31HJ1		0.00	DISPOSE
9		Dell Optiplex 760	GVG8YK1		0.00	DISPOSE
10		Dell Optiplex 755	2SZSGG1		0.00	DISPOSE
11		Dell Optiplex 755	8NFCWG1		0.00	DISPOSE
12		Dell Optiplex 755	4SZSGG1		0.00	DISPOSE
13		Dell Optiplex 760	2KH8YK1		0.00	DISPOSE
14		Dell Optiplex 755	HMFCWG1		0.00	DISPOSE
15		Dell Optiplex 760	6WG8YK1		0.00	DISPOSE
16		Dell Optiplex 760	1SP1DK1		0.00	DISPOSE
17		Dell Optiplex 755	3S31HJ1		0.00	DISPOSE
18		Dell Optiplex 760	BWG8YK1		0.00	DISPOSE
19		Dell Optiplex 755	8PFCWG1		0.00	DISPOSE
20		Dell Optiplex 755	JRZSGG1		0.00	DISPOSE
21		Dell Optiplex 740	GCWPJF1		0.00	DISPOSE

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SIGNATURE	DATE
(Building Principal)	
SIGNATURE	DATE
(Removal From Building - Maintenance Work Order)	
SIGNATURE	DATE
VALUE AUTHORIZATION (Maintenance/Technology/Curriculum Supervisor)	
SIGNATURE	DATE
* REQUIRES BOARD APPROVAL (Board Authorization)	
DELETED FROM GFA LISTING BY	DATE
	12-10-20




MINIDOKA COUNTY SCHOOL DISTRICT

DISPOSITION OF DISTRICT PROPERTY/FIXED ASSETS

BUILDING: DSC

TAG NO.	ITEM DESCRIPTION	SERIAL NO.	COST	CURRENT VALUE	SURPLUS / DONATE / DISPOSE / TRANSFER
1	TECHNOLOGY RECYCLING SEE ATTACHED				
2	TECHNOLOGY BROKEN/ DISPOSED SEE ATTACHED				
3					
4					
5					131
6					
7					
8					
9					
10					
11					
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16					
17					
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21					

SIGNATURE	DATE
(Building Principal)	
SIGNATURE	DATE
(Removal From Building - Maintenance Work Order)	
SIGNATURE	DATE
VALUE AUTHORIZATION (Maintenance/Technology/Curriculum Supervisor)	
SIGNATURE	DATE
* REQUIRES BOARD APPROVAL (Board Authorization)	
DELETED FROM GFA LISTING BY	DATE


 12-10-20

F9FS51KPFCM5	Broken Screen	08.28.20		Apple TV
F9FSJ0WXFCM6				c07hvndxdrhn
DMPX2SM4JF8J		09.23.20		F6LLQPTHFF54
DMPX2W17JF8J	cracked screen	09.29.20		F6LLQGX0FF54
F9FS512AFCM5	broken home but	10.06.20		DY3I5TJJDRHN
F9FS51JYFCM5	yellow. spot on s	10.05.20		C0HI5HASDRHN
F9FSL4JNFCM6	cracked screen			DYI5ESLDRHN
DYTJ1SF9DJ8T				F6LLQHY0FF54
F9FP40YCFP84				C07HTGY0DRHN
F9FQ65AAF5CM5	CRACKED			C07HTJNNDRHN
F9FRRLVYFCM5				C07L2RYVFF54
F9FSL46FCM6				C07HTH0GDRHN
F9FSLBTDFCM6				DY3L1RJGFF54
F9FS5134FCM5				F6KMD20NFF54
F9GQRA83FCM5				F6KMF8TSFF54
F9FR3V6NFCM5				F6KMD43HFF54
F9FS50QBFCM5	cracked screen			C07HTJBUDRHN
F9FRRMPHFCM5				C07HTGNVDRHN
F7NN903ZFP84				F6KMFCHLFF54
DMPX2TW0JF8J	cracked	11.09.20		C07HTJMKDRHN
GCHV2EJ9HLF9	camera broken	11.13.20		C07L2VSWFF54
F9FZP5PFMF3M	returned on Warranty	04.2020		C0HL17JSFF54
DYTJ6EKSDJ8T	hasn't connected since	5.19		F6KMC3VXFF54
GCHV2GWYHLF9	cracked	11.16.20		C07HTJM5DRHN
DMPX2T03JF8J	cracked	11.16.21		C07L2W92FF54
DN6H9LJ2DFHW				C07HTGNMDRHN
DMP55EF6G5VJ	hasn't connected since	12.1.19		C07L2VM1FF54
DMPJ8QB8DJ8T	hasn't connected since	3.22.19		C07HTH5PDRHN
F9FD8E60MF3M	broken screen			C0HL14C4FF54
HW0527WSETU				F6KMF6CF6FF54
DN6G4MJ8DFJ0				
DN6G38BUDKPK				

F7TLTH72FP84	12.8.20			
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C02J328NF2FV	C02J321FF2FV
C02J328GF2FV	C02J30GJF2FY
C02J400JFSFV	C02J313NF2FV
C0SJ609EF2FV	C02J60VAF2FV
C02J60JAF2FV	C02J60JEF2FV
C02Q3NENFVH3	C02L42X4F6T6
C02J30GAF2FV	C0SL42YKF6T6
C02J4002F2FV	C0SL42Y6F6T6
C02J32C2F2FV	C02L42WNF6T6
C02RWZXQFVH3	C02J31RQF2FV
C02L42YJF6T6	C0SJ60KHF2FV
C02L42XPF6T6	C02J30KNF2FV
C02L42YHF6T6	C0242Y4F6T6
C02L42WTF6T6	C02L42XNF6T6
C02L42XAF6T6	C02L42WVF6T6
C02L42Y5F6T6	C02L42WZF6T6
C02L42XSF6T6	C02L42XBF6T6
C02J30KHF2FV	C02L42Y7F6T6
C02J32EFF2FV	C02L42Y2F6T6
C02J313LF2FV	C02J60AVF2FV
C02J3108F2FV	C02J408NF2FV
C02J30JGF2FV	C02J30JBFF2FV
C02J32EDF2FV	C02J32DTF2FV
C02J32GQF2FV	C02J3222F2FV
C02J32EXF2FV	C02J31Y4F2FV
C02J400VF2FV	C02J32GGF2FV
C02J3248F2FV	C02J3274F2FV
C02L42XEF6T6	C02J400KF2FV
C02L42XKF6T6	C02L42XMF6T6
C02L42Y8F6T6	C02J40DSF2FV
C02L42WRF6T6	C02J60EPF2FV
C02J400XF2FV	C02L42X2F6T6

C02J329LF2FV	C02L42YPF6T6
C02J60HWF2FV	C02L42YEF6T6
C02J30UCF2FV	C02L42Y0F6T6
C02J606ZF2FV	C02L42YAF6T6
C02J329GF2FV	C02L42WWF6T6
C02L42Y9F6T6	C02L42XGF6T6
C02JF08AF2FV	C02L42YLF6T6
C02J3192F2FV	C02J31ZRF2FV
C02J32EMF2FV	C02J31XJF2FV

		F9FS2LEEFM5	Mini 2	F9FSL1ZFFM6	Mini 2	F9FR3V2DFM5	Mini 2	F9FQ62JCFM5	Mini 2	F9FS50SPFM5	Mini 2	F9FSFEHQFM6	Mini 2
		F9FS2MDCFM5	Mini 2	F9FSFDVCFM6	Mini 2	F9GQC51UFM5	Mini 2	F9FQ62QSFM5	Mini 2	F9FS50UUFM5	Mini 2	F9GSC3GFFM6	Mini 2
		F9FS2ME9FM5	Mini 2	F9FSL3JRFM6	Mini 2	F9FQC69ZFM5	Mini 2	F9FQ62WZFM5	Mini 2	F9FS50WFFM5	Mini 2	F9FS51RXFM5	Mini 2
		F9FS2MGHFM5	Mini 2	F9GSK27HFM6	Mini 2	F9FRQ1USFM5	Mini 2	F9FQ63Z8FM5	Mini 2	F9FS50X8FM5	Mini 2	F9FS51S0FM5	Mini 2
		F9FS2MK0FM5	Mini 2	F9FSL5EYFM6	Mini 2	F9FRQ26XFM5	Mini 2	F9FQ641LFCM5	Mini 2	F9FS50XZFM5	Mini 2	F9FS51SQFM5	Mini 2
DMRKDHG0F182	A1458	F9FS2MLTFCM5	Mini 2	F9FSL5GYFM6	Mini 2	F9FRQ2CVFM5	Mini 2	F9FQ643BFCM5	Mini 2	F9FS50Y2FM5	Mini 2	F9FS51ZDFM5	Mini 2
DMPLMJQ1FK10	Air 1	F9FS50QHFM5	Mini 2	F9FSF788FM6	Mini 2	F9FRQ2FKFM5	Mini 2	F9FQ647HFM5	Mini 2	F9FS50YAFM5	Mini 2	F9FS51JQFM5	Mini 2
dmpq3hawfk10	Air 1	F9FS50R6FM5	Mini 2	F9FSL1WDFM6	Mini 2	F9FRQ2MGFM5	Mini 2	F9FQ64FMFM5	Mini 2	F9FS50ZSFM5	Mini 2	F9FS51PVFM5	Mini 2
DMPQ9K2XFK10	Air 1	F9FS50RWFCM5	Mini 2	F9FSL5A3FM6	Mini 2	F9FRQ2N6FM5	Mini 2	F9FQ64HUFM5	Mini 2	F9FS510LFCM5	Mini 2	F9FS51Q4FM5	Mini 2
DMPQ9K5CFK10	Air 1	F9FS50TNFM5	Mini 2	F9FSL1C5FM6	Mini 2	F9FRQ2W4FM5	Mini 2	F9FQ64J2FM5	Mini 2	F9FS5120FM5	Mini 2	F9FS51UHFM5	Mini 2
DMPQ9K69FK10	Air 1	F9FS50VEFM5	Mini 2	F9FSL3F5FM6	Mini 2	F9FRQ2WUFCM5	Mini 2	F9FQ64KNFM5	Mini 2	F9FS513CFM5	Mini 2	F9FQL5WEFCM6	Mini 2
DMPQ9KEDFK10	Air 1	F9FS50VNFM5	Mini 2	F9FSL5XGFM6	Mini 2	F9FRREALFM5	Mini 2	F9FQ64M2FM5	Mini 2	F9FS513EFCM5	Mini 2	F9FS3A2RFM5	Mini 2
DMPQ9KEZFK10	Air 1	F9FS50W8FM5	Mini 2	F9FSL2RNFM6	Mini 2	F9FRRHV6FM5	Mini 2	F9FQ64RFFM5	Mini 2	F9FS5146FM5	Mini 2	F9FSFE5JFM6	Mini 2
DMPNW898G5VV	Air 2	F9FS50XCFCM5	Mini 2	F9FS51NHFM5	Mini 2	F9FRRJ5GFM5	Mini 2	F9FQ64UPFM5	Mini 2	F9FS514KFM5	Mini 2	F9FS2F02FM5	Mini 2
DMPNWC36G5VV	Air 2	F9FS50YFFM5	Mini 2	F9FSFDZEFCM6	Mini 2	F9FRRJ75FM5	Mini 2	F9FQ657PFCM5	Mini 2	F9FS515DFM5	Mini 2	F9FQJV6HFM5	Mini 2
DMPNWCJRG5VV	Air 2	F9FS50ZDFM5	Mini 2	F9FSL49XFM6	Mini 2	F9FRRJ0QFM5	Mini 2	F9FQ65BNFM5	Mini 2	F9FS515NFM5	Mini 2		
DMPNWD85G5VV	Air 2	F9FS5105FM5	Mini 2	F9FSL0EGFM6	Mini 2	F9FRRLGZFM5	Mini 2	F9FQ65D6FM5	Mini 2	F9FS515XFM5	Mini 2		
DMPNWD8UG5VV	Air 2	F9FS514AFCM5	Mini 2	F9FSL1C6FM6	Mini 2	F9FRRLS2FM5	Mini 2	F9FQ65LQFM5	Mini 2	F9FS5168FM5	Mini 2		
DMPNWDA8G5VV	Air 2	F9FS5167FM5	Mini 2	F9GSK1NTFCM6	Mini 2	F9FRRRQVFM5	Mini 2	F9FQ65X2FM5	Mini 2	F9FS50PVFM5	Mini 2		
DMPSS5E6G5VJ	Air 2	F9FS5172FM5	Mini 2	F9FS51HNFM5	Mini 2	F9FRRSHRFM5	Mini 2	F9FQ65YFFM5	Mini 2	F9FS50QRFM5	Mini 2		
DMPSS5E6UG5VJ	Air 2	F9FS5180FM5	Mini 2	F9FSL05YFM6	Mini 2	F9FQK5JAFM5	Mini 2	F9FQ65Z3FM5	Mini 2	F9FS50QVFM5	Mini 2		
DMPSS5E7G5VJ	Air 2	F9FS518GFM5	Mini 2	F9FSL4KQFM6	Mini 2	F9FQKR4RFM5	Mini 2	F9FQ66DBFM5	Mini 2	F9FS50R2FM5	Mini 2		
DMPSS5E8B5VJ	Air 2	F9FS518PFCM5	Mini 2	F9FSL0D8FM6	Mini 2	F9FQKR5TFM5	Mini 2	F9FQ66F7FM5	Mini 2	F9FS50REFM5	Mini 2		
DMPSS5E8G5VJ	Air 2	F9FS519RFCM5	Mini 2	F9FSL0BGFM6	Mini 2	F9FQKR94FM5	Mini 2	F9FQ66J2FM5	Mini 2	F9FS50RMFM5	Mini 2		
DMPSS5E8TG5VJ	Air 2	F9FS51A1FM5	Mini 2	F9FSDH6BFCM6	Mini 2	F9FRQ1JHFM5	Mini 2	F9FQ66NAFM5	Mini 2	F9FRRLCFCM5	Mini 2		
DMPSS5E9W5VJ	Air 2	F9FS51HKFM5	Mini 2	F9FSLCRBFCM6	Mini 2	F9FRQ1K0FM5	Mini 2	F9FQ66T0FM5	Mini 2	F9FS5103FM5	Mini 2		
DMPSS5EAHG5VJ	Air 2	F9FS51P4FM5	Mini 2	F9FSL1Z7FM6	Mini 2	F9FRQ1M2FM5	Mini 2	F9FQ66W1FM5	Mini 2	F9FS5128FM5	Mini 2		
DMPSS5ED2G5VJ	Air 2	F9FS51RSFM5	Mini 2	F9FSL2ASFM6	Mini 2	F9FRQ1XQFM5	Mini 2	F9FQ62NBFCM5	Mini 2	F9FS5130FM5	Mini 2		
DMPSS5EE9G5VJ	Air 2	F9FS51Z8FM5	Mini 2	F9FSDEYBFCM6	Mini 2	F9FRQ1XWFM5	Mini 2	F9FQ631MFCM5	Mini 2	F9FS5135FM5	Mini 2		
DMPSS5EETG5VJ	Air 2	F9FS51PEFCM5	Mini 2	F9FS3AW4FM5	Mini 2	F9FRQ1YLFM5	Mini 2	F9FQ635NFM5	Mini 2	F9FS514DFM5	Mini 2		
DMPSS5EL5G5VJ	Air 2	F9FS50PMFM5	Mini 2	F9FS3AYUFCM5	Mini 2	F9FRQ282FM5	Mini 2	F9FQ638BFCM5	Mini 2	F9FS515CFM5	Mini 2		
DMPSS5ELZG5VJ	Air 2	F9FS50QYFM5	Mini 2	F9FQK4EXFM5	Mini 2	F9FRQ2HFFM5	Mini 2	F9FQ63NYFM5	Mini 2	F9FS516AFCM5	Mini 2		
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DMPSS5EN6G5VJ	Air 2	F9FS50S7FM5	Mini 2	F9FR3SC1FM5	Mini 2	F9FRQ2XHFM5	Mini 2	F9FQ64GEFCM5	Mini 2	F9FS51FAFM5	Mini 2		
DMPSS5EP0G5VJ	Air 2	F9FS50SGFM5	Mini 2	F9FS36MPFM5	Mini 2	F9FR9ETFM5	Mini 2	F9FQ64GMFM5	Mini 2	F9FS51HGFM5	Mini 2		
DMPSS5ERAG5VJ	Air 2	F9FS50T4FM5	Mini 2	F9FS36PWFM5	Mini 2	F9FRRHZFCM5	Mini 2	F9FQ64HNFM5	Mini 2	F9FS51L4FM5	Mini 2		
DMPSS5ERXG5VJ	Air 2	F9FS50THFM5	Mini 2	F9FS397SFM5	Mini 2	F9FRJDXFM5	Mini 2	F9FQ64XEFM5	Mini 2	F9FS51NCFM5	Mini 2		
DMQSF3JVG5W1	Air 2	F9FS50TJFM5	Mini 2	F9FS3A1JFM5	Mini 2	F9FRJEFM5	Mini 2	F9FQ6582FM5	Mini 2	F9FS50R9FM5	Mini 2		
DMPKLEVQF185	iPad 4	F9FS50UYFM5	Mini 2	F9FS3A1ZFM5	Mini 2	F9FRMWWFCM5	Mini 2	F9FQ6599FM5	Mini 2	F9FS50RHFM5	Mini 2		
DMPL2DPYF184	iPad 4	F9FS50WQFM5	Mini 2	F9FS3A3CFM5	Mini 2	F9FRRN9FCM5	Mini 2	F9FQ65CDFM5	Mini 2	F9FS50SDFM5	Mini 2		
DMPL2DQCF184	iPad 4	F9FS50YJFM5	Mini 2	F9FS3A5DFM5	Mini 2	F9FR98HFM5	Mini 2	F9FQ65H4FM5	Mini 2	F9FS50TZFM5	Mini 2		

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DMPL33KYF184	iPad 4	F9FS50ZNF5CM5	Mini 2	F9FS3A6CFCM5	Mini 2	F9FRRPCJFCM5	Mini 2	F9FQ65ZNFCM5	Mini 2	F9FS50XMFCM5	Mini 2
DMPL33MAF184	iPad 4	F9FS511KFCM5	Mini 2	F9FS3A79FCM5	Mini 2	F9FRRS55FCM5	Mini 2	F9FQ66CQFCM5	Mini 2	F9FS50Y9FCM5	Mini 2
DYTJ4UWMDJ8T	iPad3	F9FS512KFCM5	Mini 2	F9FS3A96FCM5	Mini 2	F9FRRSKRFCM5	Mini 2	F9FQ66CTFCM5	Mini 2	F9FS50Z6FCM5	Mini 2
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F9FP43DZFP84	Mini 1	F9FS513NFCM5	Mini 2	F9FS3AFQFCM5	Mini 2	F9FR3SEXF5CM5	Mini 2	F9FQ66GCFCM5	Mini 2	F9FS50ZAF5CM5	Mini 2
F9FP54K8FP84	Mini 1	F9FS5149FCM5	Mini 2	F9FS3AFZFCM5	Mini 2	F9FS4X9HF5CM6	Mini 2	F9FQ66GWFCM5	Mini 2	F9FRQBFMFCM5	Mini 2
F9FP562AFP84	Mini 1	F9FS514LFCM5	Mini 2	F9FS3AGUFCM5	Mini 2	F9GR30B6FCM5	Mini 2	F9FQ66P7FCM5	Mini 2	F9FS50PNFCM5	Mini 2
F9FP563FFP84	Mini 1	F9FS5169FCM5	Mini 2	F9FS3B1AF5CM5	Mini 2	F9GQRA83FCM5	Mini 2	F9FSL0BVFCM6	Mini 2	F9FS50QAFCM5	Mini 2
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F9FS3A2RFCM5	Mini 2	F9FQ6330FCM5	Mini 2	F9FRRLLH8FCM5	Mini 2	F9FQCTQUFCM5	Mini 2	F9FSL3S6FCM6	Mini 2	F9FSDCW3FCM6	Mini 2
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DMPJ8PW2DJ8T	iPad 3										
DMPJ8QFCDJ8T	iPad 3										
DMPJ8GP2DJ8T	iPad 3										
DMPJ8GM4DJ8T	iPad 3		Mini 1								

DMTJN96BF182	iPad 4	F7PLTQ65FP84	Mini 1
DN6H96ECDFFHW	iPad 2	F7RLTS3SFP84	Mini 1
DN6H96JTDFFHW	iPad 2	F7TLTA2WFP84	Mini 1
DN6H96N6DFHW	iPad 2	F7TLTFVJFP84	Mini 1
DN6H96NRDFHW	iPad 2	F7TLTXCFP84	Mini 1
DN6H98B8DFHW	iPad 2	F7TLTFY9FP84	Mini 1
DVPH8RL8DFHW	iPad 2	F7TLTFZFFP84	Mini 1
DVQH830WDFHW	iPad 2	F7TLTG10FP84	Mini 1
DVQH86SHDFHW	iPad 2	F7TLTGZ4FP84	Mini 1
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DVQH8F9ADFFHW	iPad 2	DA.2021-F7TLTH20	Mini 1
DVQH8B08DFHW	iPad 2	DA.2021-F7TLTH2N	Mini 1
DVQH88RVDFHW	iPad 2	DA.2021-F7TLTH33	Mini 1
DVQH88GCDFFHW	iPad 2	DA.2021-F7TLTH54	Mini 1
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DVQH87YWDFHW	iPad 2	DA.2021-F7TLTQMC	Mini 1
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DN6H9LBGDFHW	iPad 2	DA.2021-F7TLTQTU	Mini 1
DN6H98FBDFFHW	iPad 2	DA.2021-F7TLTQYG	Mini 1
DN6H96F6DFHW	iPad 2	DA.2021-F7TLTQYZ	Mini 1
DN6H96EDDFHW	iPad 2	DA.2021-F7TLTR8S	Mini 1
DN6H9582DFHW	iPad 2	DA.2021-F7TLTRBM	Mini 1
DMQH5L6LDFHW	iPad 2	DA.2021-F7TLTRBR	Mini 1
DVPH8T5RDFHW	iPad 2	DA.2021-F7TLTRF4	Mini 1
DN6H9741DFHW	iPad 2	DA.2021-F7TLTV4L	Mini 1
DN6H98WXDFHW	iPad 2	DA.2021-F7TLTV76	Mini 1
DVQH82MQDFHW	iPad 2		
DN6H96GBDFHW	iPad 2		
DMPJ8PXADJ8T	iPad 3		
DMTJN8W5F182			
DMTJN94QF182			

		Phones		BBQ71X2	DELL 3190	Apple TV	Asus Chromebook	HP chromebook	DELL CHROME	LENOVO CHROMEBC	MacBook	Model
J5S86J1	DELL 755	0D082100E7		1B1W1SN2	DELL 3180	F6LQ2WRVFFS4	E6N0CX54173625E	5CD5044WQF	HCZG2D2	LR04XNEP	C02J30GAF2FV	A1466
1SNWCK1	DELL 760	0F0742001A		E6N0CX541713259	ASUS	C07HTF8QDRHN	E6N0CX541707256	5CD5044W3K	9CZG2D2	LR04UTDR	C02RLM56FVH3	A1502
1SMVCK1	DELL 760	0D09412CDC		E6N0CX541701255	ASUS	C07HTHSLDRHN	E6N0CX51675725C	5CD5044WQD	1GZG2D2	LR04XNEN	C02RLN0FVH3	A1502
1SNTCK1	DELL760	0D102419FB		E6N0CX54158825C	ASUS	C07HTG8PDRHN	E6N0CX541716256	5CD5385BTB	1MJCKD2	LR04XNAX	C02J400KF2FV	A1466
JCLYYQ1	DELL 790	2A20D1633A990XQ		7BVSN2	3180	C07HTGV2DRHN	E6N0CX54171125D	5CD5383XCF	19JCKD2	LR04XNFP	C02J32GGF2FV	A1466
CO7JG01F4MJ	MAC	0D14393A13		47GS4Q2	3190		E6N0CX54170225D	5CD50206Y1	HFJCKD2	LR04XNFX	C02L42YF6T6	A1466
FNFCWG1	DELL 755	0F1013029F		HFTZTP2	3180		E6N0CX54171825E	5CD5054LPT	8LJCKD2	LR04XMUJ	C02J328NF2FV	A1466
1SQODK1	DELL 760	0D143932AD		28R15Q2	3190		5CD5383XCM	5CD5054LR9	GBZG2D2	LR04XNDD	C02J3259F2FV	A1466
16S86J1	DELL 755	0D09420CA7		6Q78SN2	3180			5CD5361Z01	FFZG2D2	LR04UTUG	C02N7X7TG3QH	A1502
HLFCWG1	DELL 755	0F0817018F		FSN5SN2	3180			5CD5153YBW	37ZG2D2	LR04XNFD	C02J30JBF2FV	A1466
1SP2DK1	DELL 760	0D09412B0C		8TJ2VP2	3180			5CD5153Y9V	F9YG2D2	LR04XNBY	C02N7X6BG3QH	A1502
1SKZCK1	DELL 760	2A20D171010607Y		88F2SN2	3180			4319000861	6DZG2D2	LR04UTEC	C02J60JAF2FV	A1466
1SMWCK1	DELL 760	0f1013028A		2WV7SN2	3180			4109000699	FCZG2D2	LR04XNE8	C02N7X8GG3QH	A1502
G577BF1	DELL 755			B3HJ5H2	3180			4109000557	3CYG2D2	LR04XNFM	C02N757DG3QH	A1502
67D2HH1	DELL 755			8BW1SN2	3180			4109000617	G7ZG2D2		C02Q3NDYFVH3	A1502
HZ67TF1	DELL 755			6QLHZW2	3190			4326002014	1DZG2D2		C02L42Y4F6T6	A1466
5616QG1	DELL 755			8ND6SN2	3190			4109000620	7CZG2D2		C02J31Y4F2FV	A1466
295WQH1	DELL 755			1S5FSN2	3180			4109000452			C02J400JF2FV	A1466
75BG7G1	DELL 755			F2H7SN2	3180			4326002042			C02L42XBF6T6	A1466
5B16QG1	DELL 755			7VF8GH2	3180			4326002065			C02L42WZF6T6	A1466
3RR46J1	DELL 755			35H5SN2	3180			4326000062			C02J32DTF2FV	A1466
GXFMDV1	DELL 755			FT35SN2	3180			4320000767			C02J3222F2FV	A1466
FCHPHV1	DELL 755			GYN5SN2	3180			4109000058			C02J60AVF2FV	A1466
HTWJ2H1	DELL 755			90905H2	3180			4109000612			C02L42Y7F6T6	A1466
HX26QG1	DELL 755			E6N0CX54172325B	ASUS			4326001927			C02J31VKF2FV	A1466
3JS0MG1	DELL 755			E6N0CX469881242	ASUS			4319000017			C02J30KHF2FV	A1466
JTK2ZD1	DELL 755			5CD50206XS	HP CHROMEBOOK			4326002067			C02J3108F2FV	A1466
6PJV7G1	DELL 755			5CD5054LRJ	HP CHROMEBOOK			4109000566			C02L42Y2F6T6	A1466
1TVKPH1	DELL 755			3CZG2D2	DELL CHROMEBOOK			4109000576			C02J313LF2FV	A1466
1Z7NTG1	DELL 755			LR04UT94	LENOVO CHROMEBOOK			4326002028			C02J321RFF2FV	A1466
JXC6RG1	DELL 755			5CD5051B0N	HP STREAM			4109000642			C02Q3NB8FVH3	A1502
C1VV5H1	DELL 755			5CD50519YG	HP STREAM			4109000541			C02J30JGF2FV	A1466
6916QG1	DELL 755			5CD50519K0	HP STREAM			4318000112			C02J606ZF2FV	A1466
8BWXMF1	DELL 755			5CD50519ZF	HP STREAM			4109000840			C02J400XF2FV	A1466
GWWJ2H1	DELL 755			LR04XNDF	LENOVO CHROMEBOOK			4326001995			C02L42YEF6T6	A1466
7ZCDCG1	DELL 755			8CG715077H				4109000661			C02J329LF2FV	A1466
81490F1	DELL 755			8CG71507CR				4326002064			C02J329LFG2FV	A1466
534N0F1	DELL 755			8CG622197C				4109000523			C02L42X2F6T6	A1466
3SZSGG1	DELL 755			8CG715077Q				4322000552			C02L42YPPF6T6	A1466
8XWJ2H1	DELL 755			gmb75h2				4322000125			C02L42WVF6T6	A1466
9816QG1	DELL 755			8CG715076K				4109000662			C02N76S4UG3QH	A1502
67RFFG1	DELL 755			8CG62219G0				4109000676			C17Q41U8FVH3	A1502
6n16qg1	DELL 755			8CG71508PM				4109000581			C02L42XNF6T6	A1466
D516QG1	DELL 755			8CG622197L				4326001577			C02J3274F2FV	A1466
8506QG1	DELL 755			8CG62219GQ				4109000517			C02J321TF2FV	A1466
FTMVXG1	DELL 755			8CG71508RK				4109000602			C02RLM6YFVH3	A1502
4Q191J1	DELL 755			8CG62219JD				4326001893			C02L42Y8F6T6	A1466
7816QG1	DELL 755			8CG715076X				4109000152			C02L42XEF6T6	A1466
3476700	DELL 755			8CG71508NP				4325001537			C02J25TXDV33	A1286
2NYPK22	LATITUDE 3550			8CG62219GN				4326001963			C02J31XJF2FV	A1466

8CG62219D1
8CG62219BS
8CG6386DSD
8CG715076V
8CG715079Q

C1MQ82YGG943 A1466
C1MQ82YKG943 A1466
C1MQ82YAG943 A1466
C1MQ82YUG943 A1466
C1MQ82YPG943 A1466
C1MQ84ETG943 A1466
C1MQ8382G943 A1466
C1MQ82YCG943 A1466
C1MQ82XZG943 A1466
C1MQ82Y9G943 A1466
C1MQ82YSG943 A1466
C1MQ82Y8G943 A1466
C1MQ82YRG943 A1466
C1MQ83KQG943 A1466
C1MQ82YJG943 A1466
C1MQ82YEG943 A1466
C1MQ82Y7G943 A1466
C1MQ82YNG943 A1466
CPWSHBGEH3QD A1466
C02J321GF2FV A1466
C02L42XVF6T6 A1466
C02L42X1F6T6 A1466
C02L42XTF6T6 A1466
C02L42X6F6T6 A1466
C02L42WUF6T6 A1466
C02L42Y3F6T6 A1466
C02L42XHF6T6 A1466
C02L42XLF6T6 A1466
C02L42WXF6T6 A1466
C02L42YFF6T6 A1466
C02J321HF2FV A1466
C02L42YGF6T6 A1466
C02J60EAF2FV A1466
C02L42X8F6T6 A1466
C02L42XWF6T6 A1466
C02L42WMF6T6 A1466
CV02L42YMF6T6 A1466
C02L42WF6T6 A1466

C02J609EF2FV	A1466
C02J32EFF2FV	A1466
C02J408AF2FV	A1466
C02L42YAF6T6	A1466
C02J32EMF2FV	A1466
C02J32EDF2FV	A1466
C02KK0M7FFT0	A1398
C02KK0GAFFT0	A1398
C02KK0L1FFT0	A1398
C02KK089FFT0	A1398
C02L32YHF6T6	A1466
C02J408BF2FV	A1466
C02J321PF2FV	A1466
C02J328GF2FV	A1466
C02J32C2F2FV	A1466
C02J40DAD2FV	A1466
C02J408NF2FV	A1466
C02J4002F2FV	A1466
C02KK0VCFFT0	A1398
C02KK019FFT0	A1398
C02L42XPF6T6	A1466
C02Q3NENFVH3	A1502
C02QD6L6FVH3	A1502
C02N7DS0G3QH	A1502
C02Q3NFLFVH3	A1502
C02N7XBZG3QH	A1502
C02RWZXQFVH3	A1502

F9FRT3UBFCM5	Mini 2	F9FS3AW4FCM5	Mini 2	BGrant-F9FP40JVFP84
F9FS37BEFCM5	Mini 2	DMPQ9JWWFK10	Air 1	JThomsen-F9FP4204FP84
F9FS3AJVFCM5	Mini 2	DVQH88KZDFHW	iPad 2	Library-05-F9FQ63RAFCM5
F9FS3AS0FCM5	Mini 2	DMPZ1WRHJF8J		Library-14-F9FQ64R7FCM5
F9FS3ASAFCM5	Mini 2	DLXM399ZFCM7		Library-17-F9FQ64VSFCM5
F9FS3ASVFCM5	Mini 2	GCHV2DJNHLF9		Library-20-F9FQ65D3FCM5
F9FS3AU3FCM5	Mini 2	HES-01-126-F9FRQ5V2FCM5		Library-23-F9FQ65ZMFCM5
F9FS51BXFCM5	Mini 2	HES-02-126-F9FRQ6KUFCM5		Library-24-F9FQ661KFCM5
F9FS51CMFCM5	Mini 2	HES-03-126-F9FRQ6T1FCM5		Library-25-F9FQ663PFCM5
F9FS51J4FCM5	Mini 2	HES-04-126-F9FS362NFCM5		Library-26-F9FQ665UFCM5
F9FS51JBFCM5	Mini 2	HES-05-126-F9FS3791FCM5		Library-27-F9FQ66GJFCM5
F9FSF0E1FCM6	Mini 2	HES-07-126-F9FS37JFFCM5		Library-28-F9FQ66QLFCM5
F9FSF0QKFCM6	Mini 2	HES-08-126-F9FS50RKFCM5		LShelton-RES-Staff-F9FTWH0FHLLF9
F9FSFAS6FCM6	Mini 2	HES-09-126-F9FS50T2FCM5		PES-14-210-F9FRRPHSFCM5
F9FSFCDAFCM6	Mini 2	HES-10-126-F9FS50T9FCM5		RES-08-205-F9FSL1XDFCM6
F9FSFE4YFCM6	Mini 2	HES-11-126-F9FS50Y6FCM5		RES-10-204-F9FS50U7FCM5
F9FSFEQJFCM6	Mini 2	HES-12-126-F9FS5118FCM5		RES-15-207-F9FQ65DGFCM5
DMPP60RGFK10	Air 1	HES-15-126-F9FS51ASFCM5		RES-15-404-F9FS5101FCM5
DMPP60RNFK10	Air 1	HES-17-126-F9FS51BLFCM5		RES-16-205-F9FSL4VEFCM6
DMPP6EPWFK10	Air 1	HES-19-126-F9FS51DMFCM5		RES-22-207-F9FQ66F6FCM5
DMPP6ER8FK10	Air 1	HES-20-126-F9FS51GUFCM5		RES-PMiller-F7NMKSYDFP84
DMPP6ES1FK10	Air 1	HES-21-126-F9FS51D2FCM5		SMiller-F7NMKUWVFP84
DMPP6F9WFK10	Air 1			TFennell-F9FP40V5FP84
DMPP6FAKFK10	Air 1	MHS-27-107-F7TLTRCCFP84		
DMPP6FCJFK10	Air 1	MHS-31-118-DMTJN98LF182		
DMPP6FGFFK10	Air 1	MHS-11-118-DMPJ8PWCDJ8T		
DMPP6FRRFK10	Air 1	MHS-20-118-DMTJN0YCF182		
GCGV4X2YHLF9	Dispose	MHS-22-118-DMTJN93NF182		
		MHS-23-118-DMTJN93UF182		
		MHS-25-118-DMTJN950F182		
		MHS-28-118-DMTJN0ZPF182		

TRAVEL REQUEST FORM (POLICY 546.00F)

MINIDOKA COUNTY JOINT SCHOOL DISTRICT #331

TITLE OF CONFERENCE IMEN SCHOOL VISIT PURPOSE OF CONFERENCE PROFESSIONAL DEVELOPMENT	DESTINATION HAILEY IDAHO REPORT TO: (CIRCLE ONE) BOARD STAFF TEAM	CHECK ONE IN RADIUS <input checked="" type="checkbox"/> OUT OF RADIUS STUDENT TRAVEL OVERNIGHT Y/N # STUDENTS # CHAPERONES
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REQUESTS THAT ARE REQUIRED BY GRANT, GOVERNMENTAL RULES AND REGULATIONS, OR CONSIDERED IMPERATIVE TO THE OPERATION OF THE DISTRICT ARE SUBJECT TO APPROVAL. THE DEADLINE FOR ALL TRIP REQUESTS ARE THE FIRST MONDAY EACH MONTH. REQUESTS ARE REVIEWED AT THE SEPTEMBER BOARD MEETING.

FUNDING SOURCE (MARK ONE)			
DISTRICT PD	<input checked="" type="checkbox"/>	SPECIAL ED	
FEDERAL		SAFETY	ACTIVITIES
			VOCATION

NAMES OF ATTENDEES	DATE(S) OF TRAVEL	MEALS				MILEAGE			Y/N	PARKING BAGGAGE	RENTAL CAR SHUTTLE TAXI	SUB	REGISTRATION	AIRFARE	LODGING	TOTAL STAFF REIMB
		BREAKFAST \$10	LUNCH \$15	DINNER IN-STATE \$20 OUT-STATE \$30	DAILY TOTAL	DESTINATION CITY OR AIRPORT	MILES	TOTAL .45 PER MILE								
SCOTT HEINS	17-Nov-20				\$ -	HAILEY	192	\$ 86.40								
				\$ -												
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				\$ -												
DEE LEWIS	17-Nov-20				\$ -			\$ -								\$ -
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ZELMA WOODWARD	17-Nov-20				\$ -			\$ -								\$ -
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PAUL GOOD NEWS

<https://www.smores.com/c56ud>



Elementary School

The Hope Squad has changed the culture of our school to one where everyone looks out for one another and lets adults know when they see or hear something that concerns them.

Middle School

At this point, I think it is the most effective program available to us, the school and students are so used to it by now it's almost a legacy. Students count on it—they would be more upset if we changed programs.

High School

Kids this age are marvelous at listening to their friends but they get overwhelmed and don't know how to carry it after a while. So if you have a program that addresses what to do and how to get help sooner perhaps break cycles sooner. I think peers are very relevant.

Hope Squads

Hope Squads seek to reduce self-destructive behavior and youth suicide by training, building, and creating change in schools and communities.

- Train
- Build
- Change

What is a Hope Squad?

Hope Squad advisors train students who have been identified by their classmates as trustworthy peers. These students are trained to watch for at-risk students-provide friendship, identify warning signs, and seek help from adults. Through evidence-based training modules, Hope Squad members are empowered to seek help and save a life. Hope Squad members are NOT taught to act as counselors, but rather, are educated on how to recognize signs of suicide contemplation, and how to properly and respectfully report this to an adult. Hope Squads are the eyes and ears of a school.

Join the Hope Squad Movement

Hope Squad is a curriculum based three-year integration program in partnership with QPR. Students are nominated by their peers and trained by the school Hope Squad advisors. First year curriculum, "Hope Squad Fundamentals" begins with being trained in QPR. Second year curriculum, "Hope Squad Essentials" members increase their understanding about mental illness and gain confidence supporting and recognizing the needs of their peers. Third year curriculum, "Hope Squad Connections", members now have the skills to train and mentor the new members and are given the opportunity to provide training for their families and communities.


 Visit Us Online At HopeSquad.com

MT. HARRISON HOPE SQUAD VIDEO

<https://drive.google.com/file/d/1G9kNdsb8VsGOIXQHIEAaQk36Seysew9/view?usp=sharing>

MINICO HIGH SCHOOL HOPE SQUAD VIDEO

<https://drive.google.com/file/d/1RR-dbBKr27y43VzEB9VR0LV-s7OncyZu/view?usp=sharing>



**CONGRATULATIONS
TO THE MINIDOKA SCHOOL BOARD
FOR RECEIVING THE ISBA 2020
AWARD OF LEADERSHIP.**

Board Members Receiving the 2020
Board Member Award of Leadership in
Recognition of Unselfish Service to the
Minidoka County Jt. School District

#331 are as follows:

Mary Andersen

Jeff Gibson

Bonnie Heins

Russ Suchan

Rick Stimpson

PATRON COMMENT FORM

You will need to right click and open hyperlink for the document.

[176.00F Public Participation in Board Meetings.pdf](#)

2020 School Nurse Report

Staff Flu Shot Clinics

<u>School</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Acequia Elementary	15	Only one Staff Flu Shot Clinic held this year at Minico during the Back to School Meeting on August 15, 2019.	16
Heyburn Elementary	17		28
Paul Elementary	16		12
Rupert Elementary	27		21
East Minico Middle School	12		13
West Minico Middle School	16		21
Mt. Harrison High School	10		Included w/Heyburn
Minico High School	31		41
District Office	13		13
DISTRICT TOTAL	157	105	165

2020 Student Flu Shot Clinics

<u>School</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Acequia Elementary	58	53	48
Heyburn Elementary	27	29	10
Paul Elementary	75	80	89
Rupert Elementary	35	53	103
East Minico Middle School	---	---	5
West Minico Middle School	---	---	48
Minico High School	---	---	123
Mt. Harrison High School	---	---	Included w/Heyburn
Mt. Harrison Jr/Preschool	---	---	1
DISTRICT TOTAL	195	215	427

2020 Other Clinics

<u>Clinic</u>	<u>Date</u>	<u># of Students Participated</u>
Immunization Clinic - East	8/10/2020	31
Immunization Clinic - West	8/11/2020	47
Meningitis Clinic	10/28/2020	20

Acequia Elementary School

School Improvement Plan 2020-2021

Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position. Include teacher, principals, parents, and other school leaders.

Stakeholder Name	Position
Heather Hepworth	Administrator
Julee Posluzny	Instructional Coach
Beverly Garner	Para-professional
Sarah Rodgers	Parent
Michele Widmier	MCSO School Improvement Director

2019-2020 Needs Assessment:

- School Leadership Team:** *ESSA requires that all stakeholders provide meaningful input in the planning and improvement process. School leadership teams are an effective strategy for ensuring staff participation in creating and implementing the schoolwide plan. Describe the governance of the team. For example: Who chairs the team? How are decisions made? How frequently does the team meet? What is the process for communicating with district leadership? How are agendas set? How is formative and summative student data used for decision making? How do they ensure that decisions are evidence-based? Who is responsible for communicating with staff, families, and other stakeholders?*

At Acequia Elementary the leadership team consists of the building principal, instructional coach, para-professionals and a parent. The team is directed through a shared leadership responsibility. All individuals at the table are equal to one another through the process of decision making. The team provides input and makes a recommendation. The team meets yearly. The building principal meets on a more frequent basis with the instructional coach and teachers. The building principal creates the agenda with suggestions from all.

During the decision making process, all formative and summative assessments are used. The assessments are all evidence based. Every 6 weeks, data is collected. During collaboration and weekly grade level team meetings, data is discussed using a designated protocol for meaning discussions. The data is then used to determine placement in intervention programs for all students.

For a printed copy of this plan, please contact the MCSO Federal Programs/School Improvement Director at 436-4727.

It is the building principal's responsibility to communicate with staff, families and other stake holders. The building principal sends out a weekly newsletter with upcoming dates, and other important information every Friday. The building principal and teachers also uses Remind to communicate with all parents on a regular basis along with weekly newsletters. A school newsletter is sent home once a month.

2. **School & Community:** *Describe the school community demographics. Have there been recent changes in the community, such as school staff, administrator, and board changes; rising unemployment; etc. which have adversely impacted the school community? What efforts have the school and/or district used in the past three years to address these issues?*

Acequia Elementary currently consists of 48.3% free and reduced lunch. The Hispanic population is 33% with 7% Migrant and 23% English Learners. We are starting to notice a decline in the free and reduced numbers. Our enrollment is 307 students. 153

Acequia Elementary has a fourth year principal for the 2020-2021 school year along with 1 new teacher.

3. **Academic Achievement:** *The school's academic achievement data can be found on the Assessment Summary tab. If the school is in school improvement, please list the reasons the school has been identified for Comprehensive Support and Improvement (ELA, Math, Graduation Rate, etc.). What do the data suggest are strengths and weaknesses in student learning?*

Acequia Elementary: (based on 18-19 data due to COVID)

ISAT ELA

3rd - 27%

4th - 48%

5th - 37%

ISAT Math

3rd- 42%

4th- 41%

5th- 27%

IRI

K - 62%

1st - 76%

2nd - 69%

3rd - 56%

ISAT ELA strength is in reading & research/inquiry. While the weakness is in the area of listening & writing. Our Wonders curriculum is helping to meet the Idaho Core Standards. We are also a part of the Education Northwest Literacy Co-op which is extensive professional development for instructional coaches, principals and literacy teacher leaders. Teachers and paraprofessionals are being observed frequently and specific monthly professional development.

ISAT Math strength is in concepts and procedures. A weakness is in the area of problem solving, modeling & data analysis. Our Eureka math curriculum is rigorous. We have adopted a new diagnostic for K-5 and intervention program- iReady. We are hopeful to see an increase in scores in the next five years.

Each grade level had different strengths and weaknesses. A focus for the next year is on vocabulary and spelling routines. The K-3 Literacy¹⁵⁴ plans are helping to address individual needs for students. iStation is used as a progress monitoring tool to give immediate feedback to the teachers on the weaknesses and strengths of individual students.

4. **Student Learning Needs:** *Based on the specific student learning needs identified, provide a description of the process used to identify the root causes that if solved would result in higher outcomes for students. If for example, ELA achievement (based on ISAT) is below the state average in grades three and above, a root cause analysis would track trends beginning in kindergarten to understand where the gap begins in student learning. A non-example would be focusing all of the improvement efforts on grades four and five.*

Determining student learning needs are identified based on numerous pieces of data including iReady, progress monitoring probes, IStation, etc. Based on IRI & ISAT data, the determination was made to focus on the reading- Wonders. Education Northwest has and will continue to provide professional development in all areas of literacy based on the need in the program. The instructional coach and building principal will conduct observations and have conversations around the specific learning target during the school year.

5. **Core Curriculum:** *What curriculum materials are being used? To what extent are the materials research/evidence based (as determined by evidence from vendor/ publisher/ reviewer or another source)? To what extent is the core curriculum delivered with fidelity? How is fidelity monitored?*

At Acequia Elementary, the ELA curriculum is Wonders and math is Eureka which is evidence based and chosen off the State Adoption Approval list. Teachers are expected to teach both programs with fidelity. Fidelity is monitored through classroom observations, lesson plans and collaboration.

6. **Core Instruction:** *To what extent do teachers adjust their instruction to meet the needs of all learners based on assessment data and student feedback? What formative assessments do teachers use to determine students' needs? How are students grouped for instruction (homogenous, heterogeneous, mixed)? How are all students, including each subgroup of students (e.g. English learners, migrant, students with disabilities...), provided with opportunities to meet proficient and advanced academic achievement levels?*

Core instruction is provided to all students at each grade level for 90 minutes a day. Core instruction has students of all levels whereas, differentiated instruction is taught at the student's ability level. Progress monitoring takes place anywhere from weekly to monthly depending on the grade level and student need. However, every month all students are progress monitored to identify student need and skill level in Reading.

Once a week, teachers are expected to meet together as a grade level to discuss lesson plans for ELA and Math. Based on numerous pieces of data (iReady, CORE phonics and iStation) including formative assessments as well teachers make adjustments to lesson plans based on the needs of the students.

7. **Alignment of teaching and Learning:** *To what extent is teaching and learning articulated within grade levels? Within subject areas? To what extent do grade level teachers collaborate about teaching and learning expectations across the grade? To what extent do students in the same grade/subject area receive a consistent learning experience? To what extent is teaching and learning articulated across grade levels and subject areas? To what extent do content teachers from different grades collaborate about teaching and learning progressions across grade levels?*

Grade level teams meet once a month with the instructional coach to discuss ELA and Math instruction, curriculum and the needs of the students. During collaboration, paraprofessionals and teachers review the data and make decisions as a team with recommendations from the teachers. Teachers are asked to follow a District approved scope and sequence for Math and ELA.

From the District, all schools participate in the instructional sweep which is an opportunity for administrators to see exactly what is happening in the schools and provide input to the administrator of the building.

8. **Universal Screening:** *Are all students screened to identify who needs additional support? Is there Kindergarten screening? How often are students screened and when? What universal, evidence-based, reliable and valid screening tools are used to identify students at risk? (in ELA? in Math?) Do the tools have defined cut scores for determining who is at risk? Are different/additional measures used to identify students who are English Learners and not achieving academically? Students who are socially at risk and not achieving? Are there clear decision rules for determining accuracy of decisions? How are screening decisions reviewed to determine accuracy and adjust decision rules or follow-up procedures accordingly? How is the information documented? How is it shared with teachers, families, school Leadership Team? What are the follow-up procedures?*

Prior to the start of the next school year, all soon to be kindergartners come for a pre-registration day. At this time, they are screened. This helps to identify who might need additional support at the beginning of the school year.

At the beginning of the school year, all students are screened using multiple types of assessments. This includes kindergarten screeners, WIDA, Access 2.0, CORE Phonics, ISIP, and formative assessments. Depending on the home language survey, ELL students are screened using the WIDA screener. All students in grades K-3 participate in the ISIPs and grades K-2 in the CORE Phonics assessment. Each of the screeners are national normed with defined cut scores to help determine who is at risk.

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During collaboration, paraprofessionals and teachers including the instructional coach and principal set guidelines for making decisions based upon the data. The information is documented for all teachers to refer to. There is a process teachers are asked to follow for MTSS/RTI. In this process, parents are notified.

All student changes are kept on record at the meeting with updated spreadsheets. If changes are made, new groups are announced to inform teachers of the changes. During monthly collaboration, students are discussed if placement needs changed.

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- 9. Tiered Instruction and Academic Interventions:** *In what areas are academic interventions provided? How often? To what extent are tiered interventions used to focus on foundational skills that support students' progress in core instruction? How are tiered interventions coordinated to support student progress in core instruction? Are the interventions pull-out or push-in? What is the size of the groups? What evidence-based programs and instructional practices are used for interventions? In ELA? In math? To what extent do these programs demonstrate efficacy with target populations? How do the interventions support the needs of students from diverse cultural and linguistic backgrounds? How is explicit instruction used? Who provides tiered interventions (teachers, paraprofessionals, Title I teacher, volunteers)? If tiered interventions are provided by an instructional paraprofessional, who will plan the instructional activities and who will evaluate the achievement? How is progress monitored? What tool is used? What decision rules are used for determining how progress is being made, when a student needs an instructional change or may be referred to more intensive supports? How often does progress monitoring take place? Who participates in the process? Which students receive progress monitoring?*

Tiered instruction and academic interventions vary from grade to grade. Interventions happen five days a week for all students. Tier 2 and 3 homogenous students receive 30 minutes of additional instruction in ELA and Math. The intervention group is no larger than 7 students. Paraprofessionals and teachers provide the interventions for students. The grade level teacher oversees the paraprofessional teaching the small group of children for the designated grade level.

Intervention groups are determined by academic achievement on the iStation. Cut scores are determined by ISIPS. Progress monitoring tools include iReady and ISIP. Intervention programs include: WondersWorks The assessment given is based on the program being used in the intervention.

On Friday's, paraprofessionals meet with grade level teams to discuss lesson plans for the next week.

- 10. Learning Time:** *What is the school schedule? Does it need to be adjusted? (start/end time, four day/five day, number of days per year) Is there a master schedule that includes intervention and extension? Are there extended learning opportunities for students who are having difficulty attaining proficiency in grade level standards? Are there extended learning opportunities to provide access to a well-rounded education? Are there extended learning*

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opportunities to provide access to an enriched and accelerated curriculum? If so, how is it built into the daily/weekly schedule? (How many minutes and how many times per week? In what content areas?) How will it be determined who will participate in extended learning time? Will all students who participate in extended learning time also have daily access to grade-level content standards? How will staff know that the extended learning time is enough? Is summer school part of the intervention process?

School starts promptly at 8:10am to 3:30pm. We go to school five days a week. We have a master schedule we follow for the year. During the school day, we provide 90 minutes of core reading instruction. We also provide interventions 30-60 minutes a day for 5 days a week. This is time provided to meet the needs of the students in a small group setting. All schedules are adequate time of state requirements.

For extended learning opportunities, we provide every EL student with an Imagine Learning license. During the school day, we provide a 157 time for students in K-5 to work on iStation/iReady/Imagine Learning which is a program to help in reading & math deficiencies. Students are required to participate in this program 20-30 minutes a day, 5 days a week. We also provide all students with other opportunities such as physical education, music, library and computers on a weekly basis.

During the summer, the District provides Migrant Summer School as an extended opportunity. Students attend Migrant Summer School for extended learning opportunities such as swimming lessons and real world experiences.

11. Non-Academic Student Needs: *What activities and strategies are in place to support students' non-academic needs including counseling, school-based mental health programs, specialized instructional support services, mentoring services or others?*

During the school year, we have offered a few different services to students that are non-academic. We have a school psychologist who provides social groups to help with making friends. The group is based on teacher and principal referral with parent permission. The nurses come once a week and provide assistance on the designated day. They also help to organize training, hearing and vision screenings. Delta Dental also provides sealants to K-2 students upon parent permission.

12. Well-rounded Education: *Well-rounded education is defined as "Courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience (Sec. 8101(52))" How does your school address well-rounded education?*

At Acequia Elementary students are provided a well-rounded education through multiple opportunities. Students participate on a weekly basis in physical education, computers, library and music. All class have 1:1 iPads. Therefore, much of the curriculum is distributed through technology. It is a school-wide expectation those are used on a daily basis to enhance not only the engagement but the learning process for all.

- 13. Additional Opportunities For Learning:** *If applicable for your school, what opportunities are in place for students to learn about and prepare for postsecondary education and the workforce, including career and technical education programs, access to coursework to earn postsecondary credit while still in high school (e.g., Advanced Placement, International Baccalaureate, dual or concurrent enrollment, early college high schools)?*

Not applicable

- 14. School Transitions:** *If you are an elementary school, what process or activities do you conduct to assist preschool students in successfully transitioning from early childhood programs (such as Head Start, IDEA, or state run preschool) to Kindergarten? If you are an elementary, what process or activities do you conduct to assist elementary students in successfully transitioning from elementary to middle school? If you are a middle school, what process or activities do you conduct to assist middle school students in successfully transitioning from middle school to high school?*

Acequia Elementary provides parents with a "get ready for Kindergarten" packet at Kindergarten registration in the Spring. Information is provided to teach parents and students on being prepared for transitioning into kindergarten. 5th grade students switch teachers for Science and Social Studies. This is the start of having multiple teachers during the day. This is difficult at a small school. 158

At the beginning of the school year, 6th grade students attend an orientation day where they are able to get to know the school prior to the first day.

The District also provides a special education preschool and a migrant preschool to our students. The preschool teachers and kindergarten teachers work closely with each other to provide a smooth transition. The preschool uses the same curriculum as Kindergarten- just the preschool version.

- 15. Professional Development:** *What opportunities are in place (e.g., professional learning communities) to help teachers reflect on and improve their instruction? To use data from academic assessments to adjust instruction? To align curriculum and teaching and learning progressions across grade levels and subject areas? Are PLCs well established and functioning? Is collaboration time built into the master schedule and the contract? How often do teachers and other instructional staff participate in school-based professional development? Who provides professional development? In what professional development opportunities do paraprofessionals participate? Are they invited to the same opportunities related to instruction that teachers are invited? What is the expectation of school leadership for participation in professional development activities? How is this expectation communicated? Is there an instructional coach (or similar position)? How are professional development decisions made? Who is involved? What is the relationship between professional development provided at the building level and the district? How are professional development activities tied to students' academic achievement needs? How does the school monitor attendance for professional development activities? Are sign-in sheets completed for each activity? What professional development does the district/school offer teachers/staff for English learner students?*

In the Spring, the District send a needs assessment to all staff members including administrators, teachers and paraprofessionals to determine a district and school need of professional development. Results are emailed to all. This is used to determine the needs for the next school year. Student data is also used to determine professional development such as ISIPS- determined PD for teachers and paraprofessionals in the area

of phonemic awareness. Education Northwest is a partner with Minidoka County Schools to provide intense professional development in literacy.

The district provides professional development days to the teachers throughout the calendar year. The days are determined by building level principals based on the individual school needs. Often times, the elementary schools provide the same professional development due to the same need. Such as- a new math curriculum.

It is an expectation of all teachers to attend those meetings as evident through sign-in sheets. At Acequia Elementary, we follow-up with grade-levels to see how the implementation of the new information is going. Along with grade level meetings during our collaboration, team meetings, and coaching support we provide PD to teachers weekly. It is built into the schedule. The coach schedules weekly meetings with individual teachers, collaboration is bi-monthly and team meetings happen at least weekly.¹⁵⁹

The paraprofessionals are trained throughout the year with the instructional coach and teachers. They review best practices and often times participate in the Education Northwest Literacy Co-op.

- 16. Family and Community Engagement:** *Do you have a district policy and school plan in place? How often are these reviewed? To what extent are strategies for involving families in students' education included? What strategies, such as family literacy services, are used to increase family and community engagement? What is the process for disseminating the plan annually?*

At the District level, all parents are invited to attend the Parenting Love & Logic classes offered in both English and Spanish 2 times a year.

At the school level, parents are heavily involved in the planning of parent involvement activities based on school and district policy. The parents who are apart of the CPT (Caring Parents & Teachers) help to determine how to best educate the parents of that school year. Activities include but aren't limited to: Back to School Night, Math nights, Reading nights, Science, Technology, etc.

The family and community engagement plan is shared with parents on an annual basis. The plan is discussed and changed based on parent feedback and input. The parent group meets once a month with a teacher and building principal to discuss upcoming parent nights.

- 17. Recruitment and Retention of Effective Teachers:** *What percentage of teachers meet state certification requirements? What strategies are in place to recruit and retain effective teachers, particularly in high need subjects?*

100% of teachers at Acequia Elementary have met the state certification requirements due to state alternative authorization allowances. During the spring, administrators attend career fairs throughout Idaho and nearby states to recruit teachers. The district provides a new teacher mentoring program to assist these teachers in their first 2 years of teaching. Training and a mentor is provided to them throughout the year.

18. Coordination and Integration With Other Programs: *If appropriate and applicable for your school, describe how your Title I-A program (schoolwide and/or school improvement) is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities.*

Acequia Elementary has coordinated MTSS (Multi-Tiered System of Support) throughout the school system to compliment the Title 1 program. MTSS/RTI is embedded throughout the whole school system as everyone is involved including parents. We meet to discuss how to better help their child and agree to what the responsibility is of the parent and teacher and student.

Zones of Regulation is embedded into the TLC program and we are working on implementing it school wide.

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Teachers are required to take Safe School courses throughout the year. The Migrant liaison works directly with our Migrant parents and students in supporting the family to be successful. The Homeless liaison works with not only the schools but other entities to ensure they are provided with shelter and food. A transition meeting is held to coordinate Head Start and Kindergarten.

Plan Components

1. Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

Prioritized Needs

	Need Description:	SMART Goal:	161		
	Student proficiency levels in K-5 on the IRI and SBAC have deemed the determination to focus on ELA.	As of 2022, 75% of all students at Acequia Elementary will read at or above grade level as measured by the IRI and ISAT.	<input type="checkbox"/> Remove		
	Evidence-Based Interventions: Discussion Topics				
Need 1	Intervention Strategy <small>Please include a detailed description of who is going to do what, where, when and people involved.</small>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
	1-1 Wonders will be implemented with fidelity during the 2020-2021 school year in grades K-5.	Strong Evidence ▾	According to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in Visible Classroom, collective efficacy has an effect size of 1.57 on student learning. Collective efficacy is the staff/faculty collective belief in a building that they can positively impact students.	Through ISIPs & observations using the Education Northwest Literacy Observation tool.	<input type="checkbox"/>
	1-2 Education Northwest will provide professional development in the specific areas that show a need based on the ISIP.	Strong Evidence ▾	According to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in Visible Classroom, collective efficacy has an effect size of 1.57 on student learning. Collective efficacy is the staff/faculty collective belief in a building that they can positively impact students.	Education Northwest will provide end of survey results to their monthly trainings.	<input type="checkbox"/>

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2. Identify the resource inequities which are barriers to improving student outcomes.

- Professional Development on the ELA curriculum of Wonders
- PD Follow-up
- Coaching sessions with the instructional coach

3. Provide the URL where this plan will be publicly available:

www.minidokaschools.org

4. Describe how the Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness. *What processes will be used to monitor the SWIP (e.g. classroom observation, student progress monitoring, PLC minutes/input, staff feedback, parental and community input, etc.)? How frequently will the data be shared and discussed with the leadership team? What guiding questions will be asked? What criteria will be used by the Leadership Team to make adjustments? Provide a timeline of key milestones.*

The building level principal will continue to observe classrooms on a monthly basis following the goals of the SWIP and the Charlotte Danielson model. The data will be shared during regularly scheduled collaboration meeting and team leader meetings using a data protocol

Assurances

EVERY STUDENT SUCCEEDS ACT (ESSA)

Each school the Local Educational Agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section. Sec. 1003 (e) (2).

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

The LEA, pursuant to section 8306 (a) of every Student Succeeds Act, hereby agrees to the following assurances-

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. Each applicant will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—
 - A. submit such reports to the State Educational Agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - B. maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

CIVIL RIGHTS

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

The LEA certifies that the LEA has no policy that would prevent, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a) of Section 8524 of ESSA.

DISCRIMINATION

The applicant assures that it will comply with the nondiscrimination provisions relating to programs and activities receiving federal financial assistance as contained in Title VI of the Civil Rights Act of 1964, as amended, 42 USC §2000d et seq., prohibiting discrimination on the basis of race, color, or national origin; Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC §794, prohibiting discrimination on the basis of handicap;

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Title IX of the Education Amendments of 1972, as amended, 20 USC §1681 et seq., prohibiting discrimination on the basis of sex; and the Age Discrimination Act of 1975, as amended, 42 USC §6101 et seq., prohibiting discrimination on the basis of age; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

The applicant assures that it will comply with Title IX of the Education Amendments of 1972 20 U.S.C. §1681. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 2 CFR Part 180 (OMB Guidelines to Agencies on Government Wide Debarment and Suspension (Non-procurement), as adopted at 2 CFR Part 3485", and C.F.R. 200-212 Subpart C Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR Part 180, as adopted at 2 CFR Part 3485, for prospective participants in primary covered transactions.

- A. The applicant certifies that it and its principals:
 - a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

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- b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
 - d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.605 and 84.610

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- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 - 1. The dangers of drug abuse in the workplace;
 - 2. The grantee's policy of maintaining a drug-free workplace;
 - 3. Any available drug counseling, rehabilitation, and employee assistance programs; and
 - 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - 1. Abide by the terms of the statement; and
 - 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 85.605 and 85.610-

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

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- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

UNIFORM GRANT GUIDANCE

1. The LEA assures that Federal funds will be used in accordance with the Code of Federal Regulations 2 (C.F.R.) Part 200, Subpart D-Post Federal Award Requirements, and Subpart E-Cost Principles and Education Department General Administrative Regulations (EDGAR) as applicable
2. The LEA agrees and assures to be registered in the SAM.GOV and annually maintain an active SAM registration with current information per 2 CFR § 25.200(b).
3. Pursuant to EDGAR, some of the policies and procedures MUST be in writing: Procurement (2 C.F.R. § 200.318), Cash Management (2 C.F.R. § 200.302 (6) and Allowable Costs (2 C.F.R. § 200.302 (7)). The LEA will adopt policies and procedures that comply with the new EDGAR
4. The applicant will adopt and use proper methods of administering each program, including: 166
 - a. Keeping such records and provide such information to the Idaho State Department of Education and U.S. Department of Education as may reasonably be required for program monitoring and evaluation, program data under 2 C.F.R. Part 200 Subpart E Cost Principles, and fiscal audit Subpart F Audits.
 - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

CERTIFICATION

As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in this application is true and correct. I further certify that the district will comply with the requirements of the program covered in the application, the governing body of the school district has duly authorized this document, and I am legally authorized by the school district to sign and file this document.

Approved by: mwidmier@mcs.local

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Mt. Harrison Jr/Sr High School

School Improvement Plan 2020-2021

Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position. Include teacher, principals, parents, and other school leaders.

Stakeholder Name	Position
Dyann Blood	Administrator – Jr. High
Maggi Fortner	Administrator – Sr. High
Shanna Lindsey	MHHS Counselor
Lauri Heward	SDE Capacity Builder
Michele Widmier	MCSO School Improvement Director
Colton Bruns	MHJH teacher
Cheryl Howard	MHJH Sped teacher
Richard Jarvis	MHJH teacher
Melody Smith	MHJH teacher
Janelle Dallolio	MHHS teacher
Mary Davis	MHHS Sped teacher
Carly Grant	MHHS teacher
Scott Heins	MHHS teacher
Candace Hurst	MHHS teacher
Dee Lewis	MHHS teacher
Sarah Pelayo	MHHS teacher/EL coordinator
David Repke	MHHS teacher
Sheryl Stevenson	MHHS teacher
Amber Thompson	MHHS teacher
Tracy Uscola	MHHS teacher
Zelma Woodward	MHHS teacher

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2019-2020 Needs Assessment:

1. **School Leadership Team:** *ESSA requires that all stakeholders provide meaningful input in the planning and improvement process. School leadership teams are an effective strategy for ensuring staff participation in creating and implementing the schoolwide plan. Describe the governance of the team. For example: Who chairs the team? How are decisions made? How frequently does the team meet? What is the process for communicating with district leadership? How are agendas set? How is formative and summative student data used for decision making? How do they ensure that decisions are evidence-based? Who is responsible for communicating with staff, families, and other stakeholders?*

The governance of the school leadership team is chaired by the building principal. Members of the team include all faculty members, a SDE capacity builder, and a LEA district representative. The agenda is determined by the administrator and built on prior agendas and current school needs as determined by staff. The building leadership team meets twice a month and departments meet once a week. Decisions made by the school leadership team are made through a group decision-making process that involves the entire staff. Although each sub-committee plays a part in communicating to all stakeholders, the brunt of communication is falling upon the home room advisor and the former family and community engagement committee chairperson. There are multiple opportunities for parents and the community to engage and provide input such as during Back-to-School events, student-led conferences, and the district Patron Parent Advisory Team. Parent input surveys sent out to parents and the community throughout the year. The feedback is used to guide and plan going forward. Although summative and formative assessments are being used to determine student placement, remediation/support/intervention, and course planning, we recognize a need for further training and practice to use our data more effectively.

Unique to the MHJH site: all certified staff are members of the leadership team at MHJH and they meet weekly. All staff are involved in the decision making process and agendas and notes are shared to all staff in the Google Team Drive.

2. **School & Community:** *Describe the school community demographics. Have there been recent changes in the community, such as school staff, administrator, and board changes; rising unemployment; etc. which have adversely impacted the school community? What efforts have the school and/or district used in the past three years to address these issues?*

Mt. Harrison Jr./Sr. High School (MHJSHS) is a School-wide Title I school. They are a small rural alternative junior/senior high school that houses the district's most at-risk students across two campuses. Current enrollment fluctuates between 180-230 students. According to the demographics pulled March 1, 2019 for state Report Card reporting, our school included 100% at-risk students, 74% economically disadvantaged, 20% special education, 6% English language learners, 4% migrant and 5% identified as homeless.

In recent years our community has seen an influx of new housing and rising attendance across the district. In addition to the changing leadership in our community, leadership at MHJS-HS has changed multiple times during the past 10 years, the current high school administrator was hired for the 2020-21 school year and has now been in place for three months. The current high school staff averages fourteen years of teaching experience; this

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has remained relatively constant. In the past ten years other key personnel in the district have changed assignments, left the district, or retired as well. The district experienced an entire replacement of district leadership over the past ten years and multiple changes to our school board and the superintendent position.

MHJSHS was identified for comprehensive support and improvement because of graduation deficiencies. According to the State Report Card in 2018 the school had a 32.5% graduation rate. Although this was a significant increase from the prior year, low ISAT scores are a likely contributing factor even though ELA proficiency increased from 8% to 18% for 10th grade students and 0% were proficient or advanced in math.

Strengths include: increased parent involvement opportunities, website, and newsletters. Weaknesses include: poor parent participation in parent involvement activities and the services of our programs are not well-known in the community. 169

- 3. Academic Achievement:** *The school's academic achievement data can be found on the Assessment Summary tab. If the school is in school improvement, please list the reasons the school has been identified for Comprehensive Support and Improvement (ELA, Math, Graduation Rate, etc.). What do the data suggest are strengths and weaknesses in student learning?*

Mt. Harrison Jr/Sr High was identified for comprehensive support and improvement because of persistently low graduation rates. Although the graduation rate is low, in reviewing our data, we discovered significant progress is being made. Overall graduation rates have improved from 15% in 2015 to 32.5% in 2018 and our 5th year graduation rate from 2017 has increased by 9% (25.3%-34.6%). Our data indicates that one of our primary weaknesses is that incoming students are significantly below their peers academically. Other challenges include poor attendance and poor parental involvement. Strengths include: building student and teacher relationships through Good News Alerts for academic and behavior achievement; positive recognition for honor roll has motivated students to get this recognition on their own shifting the focus of control to students; adding a Student Work Completion contract to give students the opportunity to earn their credits and keep them on track for graduation; additionally, we have added a Hardship contract to address extenuating circumstances, such as health issues and other situations out of the student's control, to aid them in keeping on track for graduation.

- 4. Student Learning Needs:** *Based on the specific student learning needs identified, provide a description of the process used to identify the root causes that if solved would result in higher outcomes for students. If for example, ELA achievement (based on ISAT) is below the state average in grades three and above, a root cause analysis would track trends beginning in kindergarten to understand where the gap begins in student learning. A non-example would be focusing all of the improvement efforts on grades four and five.*

Based on graduation rates, ISAT scores, staff, parent and student input, MHJS-HS has identified specific learning needs tied to poor ELA and math performance as contributing factors to low graduation rates. A root/cause analysis conducted with stakeholders (parents, students and staff) indicated that root causes were poor attendance, behavioral issues, lack of parental involvement and limited student engagement. As a result, it was determined that additional activities, programs, and best practices were needed to engage students and motivate them to attend school regularly and graduate. To better understand the learning needs of their students the staff is participating in a team book study on Ruby Payne's book, Understanding Poverty.

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5. **Core Curriculum:** *What curriculum materials are being used? To what extent are the materials research/evidence based (as determined by evidence from vendor/ publisher/ reviewer or another source)? To what extent is the core curriculum delivered with fidelity? How is fidelity monitored?*

Mt. Harrison Jr/Sr. High uses a mixture of core instructional materials. Where textbooks are used, they are using a core curriculum that has been vetted through the district curriculum selection process and chosen from the list of State-approved research/evidence-based curriculum adoption lists. Core curriculum meets content standards and fidelity to content standards is maintained consistently. Administrative and peer observations, including teacher lesson plans, are used to monitor fidelity. Additionally, state resources such as a capacity builder and state math instructional support have been accessed to aid in this process.

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6. **Core Instruction:** *To what extent do teachers adjust their instruction to meet the needs of all learners based on assessment data and student feedback? What formative assessments do teachers use to determine students' needs? How are students grouped for instruction (homogenous, heterogeneous, mixed)? How are all students, including each subgroup of students (e.g. English learners, migrant, students with disabilities...), provided with opportunities to meet proficient and advanced academic achievement levels?*

Student needs are assessed for class placement and homogenous intervention groups by their STAR and/or MAP scores and credits needed for graduation. Teachers are looking at pre/post-tests, benchmark data and formative classroom assessments to adjust their instruction to meet specific learning needs, including opportunities to meet proficient and advanced academic achievement levels.

7. **Alignment of teaching and Learning:** *To what extent is teaching and learning articulated within grade levels? Within subject areas? To what extent do grade level teachers collaborate about teaching and learning expectations across the grade? To what extent do students in the same grade/subject area receive a consistent learning experience? To what extent is teaching and learning articulated across grade levels and subject areas? To what extent do content teachers from different grades collaborate about teaching and learning progressions across grade levels?*

Teaching and learning have been articulated by departments, to a large extent through building and district collaborations. Departments collaborate within the building and with the departments in our other district high school to ensure that content standards are aligned and taught consistently across the district. The administrative team provides opportunities for cross-grade level/department collaborations to meet a minimum of once per quarter throughout the year.

8. **Universal Screening:** *Are all students screened to identify who needs additional support? Is there Kindergarten screening? How often are students screened and when? What universal, evidence-based, reliable and valid screening tools are used to identify students at risk? (in ELA? in Math?) Do the*

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tools have defined cut scores for determining who is at risk? Are different/additional measures used to identify students who are English Learners and not achieving academically? Students who are socially at risk and not achieving? Are there clear decision rules for determining accuracy of decisions? How are screening decisions reviewed to determine accuracy and adjust decision rules or follow-up procedures accordingly? How is the information documented? How is it shared with teachers, families, school Leadership Team? What are the follow-up procedures?

At-risk factors established by the SDE determine if students are placed at Mt. Harrison. All students throughout the district are universally screened 3 times a year. Incoming students are administered STAR reading and math assessments to identify them for additional support. All classes provided intervention options and support. The special education students are monitored every two-four weeks, depending on need and instruction is adjusted. Data and decisions are documented in Mileposts and can be accessed by teachers in both the STAR program and Mileposts as well as in the team drive to address individual student learning needs, monitor learning contracts, and monitor tracking sheets to reduce recidivism. Information is shared with families through parent contacts, student-led conferences, and initial enrollment meetings.

- 9. Tiered Instruction and Academic Interventions:** *In what areas are academic interventions provided? How often? To what extent are tiered interventions used to focus on foundational skills that support students' progress in core instruction? How are tiered interventions coordinated to support student progress in core instruction? Are the interventions pull-out or push-in? What is the size of the groups? What evidence-based programs and instructional practices are used for interventions? In ELA? In math? To what extent do these programs demonstrate efficacy with target populations? How do the interventions support the needs of students from diverse cultural and linguistic backgrounds? How is explicit instruction used? Who provides tiered interventions (teachers, paraprofessionals, Title I teacher, volunteers)? If tiered interventions are provided by an instructional paraprofessional, who will plan the instructional activities and who will evaluate the achievement? How is progress monitored? What tool is used? What decision rules are used for determining how progress is being made, when a student needs an instructional change or may be referred to more intensive supports? How often does progress monitoring take place? Who participates in the process? Which students receive progress monitoring?*

Mt. Harrison uses a multi-tiered system of support to meet the unique learning needs of every student. Academic achievement determines progress and placement in intervention support classes. Students must successfully pass classes with a 60% or higher in order to obtain graduation credit. These interventions are in place to support core instruction and academic development of independent working skills. All interventions are offered in small groups of 6 or less and follow a push-in format. Intervention programs include scaffolding the core curriculum. MHJH also uses Summit Mapping to help meet individual student learning needs. Evidence supporting the efficacy of these programs includes increased Summit reading and math scores, increased ISAT scores, increased graduation rates and increased acquired credits. The needs of diverse populations, such as EL, migrant, and special education, are being monitored and tracked by specialists within the school and district. Certified teachers plan, deliver and monitor progress in interventions with the support of paraprofessionals. Interventions are progress-monitored through program assessments, PowerSchool, STAR and MAP benchmark assessments. Decisions are made to adjust instruction or refer a student for more intensive support by the building RTI team, which consists of the leadership team, teachers, parents, and the student. Data and decisions are documented in Mileposts and can be accessed

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by teachers in both the STAR program and Mileposts as well as in the team drive to address individual student learning needs, monitor learning contracts, and monitor tracking sheets to reduce recidivism.

10. Learning Time: *What is the school schedule? Does it need to be adjusted? (start/end time, four day/five day, number of days per year) Is there a master schedule that includes intervention and extension? Are there extended learning opportunities for students who are having difficulty attaining proficiency in grade level standards? Are there extended learning opportunities to provide access to a well-rounded education? Are there extended learning opportunities to provide access to an enriched and accelerated curriculum? If so, how is it built into the daily/weekly schedule? (How many minutes and how many times per week? In what content areas?) How will it be determined who will participate in extended learning time? Will all students who participate in extended learning time also have daily access to grade-level content standards? How will staff know that the extended learning time is enough? Is summer school part of the intervention process?*

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Our district calendar has 174 student contact days and Mt. Harrison operates on a quarter system within that framework, which allows students to earn 4 credits every nine weeks. Classes are 85 minutes long five days a week and worked into the master schedule is a 15-minute homeroom daily, and at least two tiers of ELA and math classes to meet individual student needs. Students are placed in appropriate classes determined by their STAR scores, student interests, and need for credit recovery. Extended learning opportunities include credit recovery opportunities. Mt. Harrison also incorporates a School-to-Work program so that students can earn up to 4 elective credits (1 for every 65 hours worked in the workforce). The staff needs assessment indicated the need to offer more career/technical programs, and project-based learning.

MHJH, which is housed on a separate campus, operates on a semester schedule in sync with the district middle schools. Class times include one - 58 minute class, four - 73 minute mastery learning classes and one mentoring period. Extensions include lunch and after school options along with Khan Academy and Read Works.

11. Non-Academic Student Needs: *What activities and strategies are in place to support students' non-academic needs including counseling, school-based mental health programs, specialized instructional support services, mentoring services or others?*

Mt. Harrison High School has a 1 FTE school and clinical counselor, a full time principal, a homeless liaison, an on-site English Learner coordinator, and 0.50 FTE special education teacher available to students each day. In addition, Mt. Harrison Jr/Sr High has a suicide prevention program (HOPE SQUAD) which also incorporates a student-led support group with a focus on building positive relationships amongst students and staff. Other opportunities for student involvement include a student council that organizes student extra-curricular activities. Mt. Harrison offers child daycare for students and career and college readiness counseling through Gear Up and TRIO programs. A district behavior specialist is available to support teachers working with students who exhibit challenging behaviors in the classroom. This program focuses on implementing best-practices for at-risk students. Mt. Harrison also utilizes community-based rehabilitation specialists for students who have been identified by special services for additional behavior support. New this year, Mt. Harrison implemented clubs that include: Business Professionals of America, Yearbook, and debate club. Students on probation receive additional support from probation officers and the court.

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Mt. Harrison Jr. High has a 0.75 FTE time principal, a homeless liaison, an on-site English Learner coordinator, and 1.0 FTE special education teacher available to students each day. To meet the unique needs of our middle school alternative students, a full-time behavior tech teaches zones of regulation.

12. Well-rounded Education: *Well-rounded education is defined as “Courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience (Sec. 8101(52))” How does your school address well-rounded education?*

The SDE has identified the courses and credits required for graduation and Mt. Harrison offers core courses to meet those requirements. To provide students access to enrichment opportunities, Mt. Harrison offers business courses, lifetime sports, and students interested in other career/technical programs are sent to Minico for courses such as art, weights, diesel tech, cabinet construction and choir. The needs assessment indicated the need for additional career/technical classes offered at MHHS.

13. Additional Opportunities For Learning: *If applicable for your school, what opportunities are in place for students to learn about and prepare for postsecondary education and the workforce, including career and technical education programs, access to coursework to earn postsecondary credit while still in high school (e.g., Advanced Placement, International Baccalaureate, dual or concurrent enrollment, early college high schools)?*

To provide students access to enrichment opportunities, Mt. Harrison offers Business courses, Lifetime Sports, and Machine Operator’s class on site, and sends students to Minico High School for additional courses such as art, weights, diesel tech, cabinet construction, and choir. Career and college readiness opportunities, such as filling out FAFSA and applications to Idaho colleges are offered through the Gear Up program. In addition, Mt. Harrison coordinates with the high school to send students to College Nights. School-to-Work opportunities are also available. MHJH students participate in GEAR UP.

14. School Transitions: *If you are an elementary school, what process or activities do you conduct to assist preschool students in successfully transitioning from early childhood programs (such as Head Start, IDEA, or state run preschool) to Kindergarten? If you are an elementary, what process or activities do you conduct to assist elementary students in successfully transitioning from elementary to middle school? If you are a middle school, what process or activities do you conduct to assist middle school students in successfully transitioning from middle school to high school?*

Admission is made through an application and interview process. The Mt. Harrison administrator and counselor conduct a personal interview with all new students and parents to ensure that they meet Idaho At-Risk qualifiers and are placed in appropriate classes. Students transition from Mt. Harrison Jr high school after the completion of eighth grade to either Mt. Harrison Senior High School or Minico High School based upon individual student grades, behaviors, and attendance. The administrators from each school meet to determine the best placement on an individual basis; taking into consideration the best environment for each student to support continued academic and emotional success.

15. Professional Development: *What opportunities are in place (e.g., professional learning communities) to help teachers reflect on and improve their instruction? To use data from academic assessments to adjust instruction? To align curriculum and teaching and learning progressions across grade*
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levels and subject areas? Are PLCs well established and functioning? Is collaboration time built into the master schedule and the contract? How often do teachers and other instructional staff participate in school-based professional development? Who provides professional development? In what professional development opportunities do paraprofessionals participate? Are they invited to the same opportunities related to instruction that teachers are invited? What is the expectation of school leadership for participation in professional development activities? How is this expectation communicated? Is there an instructional coach (or similar position)? How are professional development decisions made? Who is involved? What is the relationship between professional development provided at the building level and the district? How are professional development activities tied to students' academic achievement needs? How does the school monitor attendance for professional development activities? Are sign-in sheets completed for each activity? What professional development does the district/school offer teachers/staff for English learner students?

After a district Needs Assessment is conducted each spring, professional development plans are made for the school and district. Based on the needs assessment results, our district provides a number of district-wide professional development activities to all staff on topics ranging from instructional practices to technology¹⁷⁴ integration. These, in conjunction with building level professional development activities, are tied to student academic achievement and required of all certified staff and are open to instructional paraprofessionals. Attendance is documented on sign-in sheets. The administrative team focuses on professional learning during monthly faculty meetings held after school for 2 hours. To a large extent, teaching and learning have been articulated by departments and through informal collaborations. The collaboration process centers on student data. Staff also identified a need to build in specific time to collaborate with high school content area departments to articulate instruction and ensure quality assurance. We have been able to utilize state support specialists to help evaluate our math program and are looking forward to having support from ELA specialists to identify next steps for improvement. MHJHS has a Summit Success Manager to support staff in Mastery Education.

16. Family and Community Engagement: *Do you have a district policy and school plan in place? How often are these reviewed? To what extent are strategies for involving families in students' education included? What strategies, such as family literacy services, are used to increase family and community engagement? What is the process for disseminating the plan annually?*

A Family and Community Engagement policy, as well as a school plan for implementing the policy, is in place and posted to the school and district websites and reviewed/updated annually. The District provides Love and Logic classes for parents in both English and Spanish three times a year. Family and community engagement is an area that Mt. Harrison identified as a high priority. To address this need we have added a variety of pieces to our family engagement activities, including creating a communication committee who is responsible for sending out monthly newsletters to parents which includes recognizing the Student of the Week.

MHJSHS utilizes a tracking system on the school website to monitor the number of view. In addition, the parent component of PowerSchool and Student-led Conferences are also used to keep parents informed of student progress. A variety of community-based events including a Veteran's Day dinner, an End of the Year Celebration, and a Senior Recognition Night are ways MHJSHS uses to celebrate student successes and train parents. All stakeholders are included when completing this needs assessment activity. MHJH also does a fall, winter and spring parent event and has two parents who have volunteered to put together a yearbook for students. MHJH has a monthly parent letter with an analytics web page that is updated as needed.

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17. Recruitment and Retention of Effective Teachers: *What percentage of teachers meet state certification requirements? What strategies are in place to recruit and retain effective teachers, particularly in high need subjects?*

100% of all educators at MHJSHS and 97.5% of all MCSD meet state and ESSA certification requirements. Many staff at MHJS-HS have additional certifications and endorsements. MCSD administrators attend area educational career fairs in Idaho, Montana and Utah as recruitment needs indicate. In addition, we encourage local community members to pursue ABCTE qualifications and encourage our paraprofessionals to pursue career advancement. Ongoing professional development is recognized and encouraged. MHJS-HS fosters a family environment for all faculty and staff by holding a back-to-school retreat, recognizing staff birthdays, a staff Christmas Dinner, staff appreciation breakfast and other team building activities.

18. Coordination and Integration With Other Programs: *If appropriate and applicable for your school, describe how your Title I-A program (schoolwide and/or school improvement) is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities.*

The school-wide program at Mt. Harrison is developed in collaboration with a variety of Federal, State and local services, resources, and programs. The MCSD federal programs director oversees the coordination and integration of all federal programs and the aforementioned programs within MHJSHS. This will continue.

Plan Components

1. Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

Prioritized Needs					
Need Description: Based on our Needs Assessment, the Mt. Harrison team, identified a low graduation rate . Graduation rate is a key focus area for improvement.		SMART Goal: We will increase the reported graduation rate annually by 5 percentage points.		<input type="checkbox"/> Remove	
Evidence-Based Interventions: Discussion Topics					
#	Intervention Strategy <small>Please include a detailed description of who is going to do what, where, when and people involved.</small>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
Need 1	1-1 Parent involvement will be increased at both sites to support student engagement, improve academic achievement and increase the school graduation rate. Parent trainings may included such things as: * 4 Year Planners – annual review * Understanding Mastery Learning * Credit accumulation * Graduation progress * FAFSA Night * Social/emotional health	Strong Evidence	According to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in the Visible Learning Classroom, strong parent involvement has an effect size of 0.49 on student learning.	Parent sign-in sheets, D & F reports and parent contact logs will be used to monitor and evaluate the effectiveness of this goal.	<input type="checkbox"/>
	1-2 Outdoor learning spaces will be created to promote social distancing and reduce the impact of disruptions due to COVID outbreaks.	Strong Evidence	"Classroom and whole-school environments will support students with varying needs and increase the learning of all children with systems of support incorporating mental health services." Lancet Psychiatry, 2014 October	Number of COVID cases student achievement data will be monitored to determine the effectiveness of outdoor learning spaces.	<input type="checkbox"/>
	1-3 Students MHJHS will set monthly goals to improve their academic achievement.	Strong Evidence	According to studies conducted by John Hattie et. al. in visiblelearningplus.org, learning goals have an effect size of 0.68 on student learning.	Student achievement data will be evaluated to determine the effectiveness of this intervention.	<input type="checkbox"/>
	1-4 Staff will set school achievement goals, develop a plan for implementation, and team-building.	Strong Evidence	According to studies conducted by John Hattie et. al. in visiblelearningplus.org, learning goals have an effect size of 0.68 and deliberate practice has a 0.79 effect size on student learning.	Student achievement data and graduation rates will be analyzed to assess the effectiveness of this goal.	<input type="checkbox"/>
	1-5 MHHS will operate an extended day credit recovery program for students to raise previously recorded Fs on their transcripts to a graduation credit of 60% or higher.	Strong Evidence	According to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in the Visible Learning Classroom, second/third chance programs have an effect size of 0.50 on student learning.	Students with Fs on their transcripts that fall between 45-59% or who failed a class due to attendance, can appeal for a 2-week work extension. During this time they will stay after school on Tuesdays and Thursdays from 3:30-5 pm to work directly with certified teachers (properly endorsed in the subject area) to complete missing coursework necessary to raise their Fs up to a passing grade.	<input type="checkbox"/>

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2. Identify the resource inequities which are barriers to improving student outcomes.

- Minimal curriculum money to provide up-to-date science curriculum (partial program materials will be purchased for all secondary schools this year)
- Access to behavior techs is limited due to the number of needs across the district (staff are shared between 9 school sites)
- Social distancing was unanticipated prior to this year and has presented a number of barriers to student outcomes, including the ability to reduce class sizes due to limited staffing, provide adequate outdoor learning spaces
- We will not have adequate substitutes to cover classes in the absence of sick teachers

3. Provide the URL where this plan will be publicly available:

NOTE: A copy of this plan must be made available in hard copy upon request.

www.minidokaschools.org

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4. Describe how the Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness. *What processes will be used to monitor the SWIP (e.g. classroom observation, student progress monitoring, PLC minutes/input, staff feedback, parental and community input, etc.)? How frequently will the data be shared and discussed with the leadership team? What guiding questions will be asked? What criteria will be used by the Leadership Team to make adjustments? Provide a timeline of key milestones.*

The SWIP will be monitored and evaluated for effectiveness through weekly classroom observations, monthly student progress monitoring, monthly staff feedback and, annual student and parent input. Classroom observations, both from educators and administrators, will assure feedback is provided in a timely manner and change is driven by observation and student data to correct areas in need and encourage further development of effective practices.

Assurances

EVERY STUDENT SUCCEEDS ACT (ESSA)

Each school the Local Educational Agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section. Sec. 1003 (e) (2).

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

The LEA, pursuant to section 8306 (a) of every Student Succeeds Act, hereby agrees to the following assurances-

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. Each applicant will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—
 - A. submit such reports to the State Educational Agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - B. maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

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CIVIL RIGHTS

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

The LEA certifies that the LEA has no policy that would prevent, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a) of Section 8524 of ESSA.

DISCRIMINATION

The applicant assures that it will comply with the nondiscrimination provisions relating to programs and activities receiving federal financial assistance as contained in Title VI of the Civil Rights Act of 1964, as amended, 42 USC §2000d et seq., prohibiting discrimination on the basis of race, color, or national origin; Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC §794, prohibiting discrimination on the basis of handicap;

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Title IX of the Education Amendments of 1972, as amended, 20 USC §1681 et seq., prohibiting discrimination on the basis of sex; and the Age Discrimination Act of 1975, as amended, 42 USC §6101 et seq., prohibiting discrimination on the basis of age; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

The applicant assures that it will comply with Title IX of the Education Amendments of 1972 20 U.S.C. §1681. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 2 CFR Part 180 (OMB Guidelines to Agencies on Government Wide Debarment and Suspension (Non-procurement), as adopted at 2 CFR Part 3485", and C.F.R. 200-212 Subpart C Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR Part 180, as adopted at 2 CFR Part 3485, for prospective participants in primary covered transactions.

- A. The applicant certifies that it and its principals:
 - a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

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- b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
 - d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.605 and 84.610

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- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 - 1. The dangers of drug abuse in the workplace;
 - 2. The grantee's policy of maintaining a drug-free workplace;
 - 3. Any available drug counseling, rehabilitation, and employee assistance programs; and
 - 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - 1. Abide by the terms of the statement; and
 - 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 85.605 and 85.610-

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

For a printed copy of this plan, please contact the MCSD Federal Programs/School Improvement Director at 436-4727.

- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

UNIFORM GRANT GUIDANCE

1. The LEA assures that Federal funds will be used in accordance with the Code of Federal Regulations 2 (C.F.R.) Part 200, Subpart D-Post Federal Award Requirements, and Subpart E-Cost Principles and Education Department General Administrative Regulations (EDGAR) as applicable
2. The LEA agrees and assures to be registered in the SAM.GOV and annually maintain an active SAM registration with current information per 2 CFR § 25.200(b).
3. Pursuant to EDGAR, some of the policies and procedures MUST be in writing: Procurement (2 C.F.R. § 200.318), Cash Management (2 C.F.R. § 200.302 (6) and Allowable Costs (2 C.F.R. § 200.302 (7)). The LEA will adopt policies and procedures that comply with the new EDGAR
4. The applicant will adopt and use proper methods of administering each program, including: 181
 - a. Keeping such records and provide such information to the Idaho State Department of Education and U.S. Department of Education as may reasonably be required for program monitoring and evaluation, program data under 2 C.F.R. Part 200 Subpart E Cost Principles, and fiscal audit Subpart F Audits.
 - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

CERTIFICATION

As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in this application is true and correct. I further certify that the district will comply with the requirements of the program covered in the application, the governing body of the school district has duly authorized this document, and I am legally authorized by the school district to sign and file this document.

Submitted by: mwidmier@mcs.local at 10/21/2020 2:02:26 PM

For a printed copy of this plan, please contact the MCSD Federal Programs/School Improvement Director at 436-4727.

Minidoka County School District
Food Service Report
DECEMBER 2020

Howdy ya all,

I hope you all are doing well and that you had a great Thanksgiving. We do not have any projects going on at this time. We are just trying to get through these trying times.

We may have already told you all this, but we would like to let you all know that we will be serving free breakfast and lunch through the end of the school year. We have seen number increases since the first part of October when we started the free program. We fed 27,237 lunches in November and for the month of October we served 39,082. We might say that is not an increase but we also had 6 more days in October that we served in November. The average daily numbers for November were 2476 and in October we averaged 2122. These numbers are for lunch. The average for breakfast for November were 1073 compared to 995 in October.

Our reimbursement for November will be \$138,754.93. The reimbursement for November of last year was \$143,667.34. Last year we also had 7 extra days than this year. If we would have had those 7 days this year we would have had another \$88,298.60 in revenue.

We have been working our inventory of food down to try and keep our accounts payables lower. Our payroll pretty much stays the same every month. We ended up with a lot of extra USDA food that we had to take in June. We had not used these products because of the Covid-19 shutdown in the spring when we were only serving about 1000 meals a day. We should start to increase our revenue after the first of the year when we will be feeding 5 days a week.

BREAKFAST MEALS SERVED SCH/YR-18/19

MONTH	FREE	REDUCED	PAID	SERVED	
AUGUST	3,607	544	689	4,840	
SEPTEMBER	13,856	2,368	2,475	18,699	
OCTOBER	15,138	2,548	2,851	20,537	
NOVEMBER	13,065	2,395	2,795	18,255	
DECEMBER	9,517	1,806	2,064	13,387	
JANUARY	12,640	2,354	2,539	17,533	
FEBRUARY	12,811	2,255	2,605	17,671	
MARCH	11,541	2,115	2,360	16,016	
APRIL	16,940	3,081	3,311	23,332	
MAY	17,228	2,869	3,203	23,300	
TOTAL	126,343	22,335	24,892	173,570	

LUNCH MEALS SERVED SCH/YR-18/19

MONTH	FREE	REDUCED	PAID	SERVED	SCH YR 17-18
AUGUST	10,428	2,787	5,165	18,380	21,711
SEPTEMBER	28,945	7,433	13,888	50,266	54,052
OCTOBER	31,016	7,531	16,059	54,606	52,186
NOVEMBER	26,395	6,316	13,915	46,626	46,516
DECEMBER	20,411	5,048	11,306	36,765	29,151
JANUARY	26,801	6,544	14,180	47,525	52,505
FEBRUARY	25,582	6,087	13,431	45,100	40,974
MARCH	22,891	5,371	11,635	39,897	42,156
APRIL	32,448	7,679	16,182	56,309	53,132
MAY	31,484	7,082	14,681	53,247	54,470
TOTAL	256,401	61,878	130,442	448,721	446,853

BREAKFAST MEALS SERVED SCH/YR-19-20

MONTH	FREE	REDUCED	PAID	SERVED	SCH YR 18-19
AUGUST	4,871	744	916	6,531	4,840
SEPTEMBER	15,162	3,135	2,952	21,249	18,699
OCTOBER	16,123	3,727	3,822	23,672	20,537
NOVEMBER	12,026	2,879	2,983	17,888	18,255
DECEMBER	10,093	2,387	2,575	15,055	13,387
JANUARY	11,324	2,703	2,874	16,901	17,533
FEBRUARY	12,618	2,974	3,142	18,734	17,671
MARCH					
APRIL					
MAY					
TOTAL					

LUNCH MEALS SERVED SCH/YR-19-20

MONTH	FREE	REDUCED	PAID	SERVED	SCH YR 18-19
AUGUST	12,680	2,654	5,837	21,171	18,380
SEPTEMBER	31,178	8,501	14,782	54,461	50,266
OCTOBER	32,607	9,368	17,335	59,310	54,606
NOVEMBER	23,799	6,923	12,567	43,289	46,516
DECEMBER	21,272	6,365	11,986	39,623	36,765
JANUARY	24,518	7,301	13,115	44,934	52,505
FEBRUARY	26,629	7,666	13,936	48,231	40,974
MARCH					
APRIL					
MAY					
TOTAL					

BREAKFAST MEALS SERVED SCYR 20-21

MONTH	FREE	REDUCED	PAID	SERVED	SCYR 19-20
AUGUST	2,823	685	744	4,252	6,531
SEPTEMBER	10,690	2,741	3,200	16,631	21,249
OCTOBER	16,913			16,913	23,672
NOVEMBER	11,808			11,808	17,888
DECEMBER					15,055
JANUARY					16,901
FEBRUARY					18,734
MARCH					
APRIL					
MAY					
TOTAL	42,234				

LUNCH MEALS SERVED SCYR 20-21

MONTH	FREE	REDUCED	PAID	SERVED	SCYR 19-20
AUGUST	8,525	2,657	5,187	16,369	21,171
SEPTEMBER	22,569	6,625	12,193	16,913	54,461
OCTOBER	36,082			36,082	59,310
NOVEMBER	27,237			27,237	43,289
DECEMBER					39,623
JANUARY					44,934
FEBRUARY					48,231
MARCH					
APRIL					
MAY					
TOTAL	94,413				

Minidoka County School District
Monthly Maintenance Report
December 10, 2020

Nov. - 73 New Requests
219 Work in Progress
66 Complete

Dec. – 96 New Requests
231 Work in Progress
82 Complete

Maintenance Department Updates

Current Projects:

Mt. Harrison Jr.

1. New bottle filling station installed.

East

1. New door knobs and key cores are 95% complete due to a delay in parts.
2. Getting quotes to modify front entrances with money from COP Grant.

West

1. Getting quotes to modify front entrances with money from COP Grant.

Acequia

1. New bottle filling stations installed.

Minico

1. Working on a design for the front security.
2. Purchased a new water softener for boiler.

Paul

1. New bottle filling station installed.

Work orders that have been completed:

HVAC – Working on heating and preventative maintenance. Repaired boiler at Minico and performed water tests.

Plumbing –Toilets, sinks, and water fountains.

Electrical – Exterior lights and door hardware.

Carpentry –Vestibules.

Grounds – Delivered supplies, cleaning schools.

Doors & Locks – East door knobs and cores.

Maintenance Department additional hours – cleaned multiple schools nightly.

Minidoka County School District
Technology Department
December 7, 2020

Student Technology

- Ongoing student device repairs for secondary schools
- Power Towers assembled and distributed to secondary schools
- Student loan devices delivered to middle schools

District Technology

- Printer audit completed to assess needs district-wide
- Met with Project Mutual Telephone to get a quote on replacement fiber on campus.
- Implemented plan to have access to all bell schedules at schools so outside bell schedule companies are not needed to be called each time a schedule change is wanted.
- Camera wire pulling completed at Heyburn Elementary

Work Orders

- Work orders

September	October	November
280 New	127 New	152 New
259 Resolved	100 Resolved	126 Resolved
21 Incomplete	17 Incomplete	47 Incomplete

Upcoming Projects (December)

- Cameras are being installed at Heyburn and Rupert Elementary schools
- Training and restructuring of the Technology Department 12/20 – 2/21
- Starting new staff devices
- Starting new printers to staff

Minidoka County School District

Transportation's Report

December 2020 Board Report

It has been a very quiet month in the transportation department. We have been doing training along with some team building while we make up our time for Fridays. We have also been getting donations from many people in order to put Christmas boxes together for some needy families in our school district. I have been amazed at the response we have had from our drivers one even donated 10 turkeys. We have had many people that I didn't think could afford to help others bring in gifts for kids or food for the family. It seems like everyone wants to help. We will have I believe enough for 6 or 7 good size boxes with food and toys.

We issued only 7 bus citations this month none of which were suspended.

We currently have one driver still out going on 2 months due to complications from Covid. A driver and aide are both out being tested for Covid and no results yet. One driver is out for surgery and one that had a surgery and now has an infection. We all spend a lot of time driving bus, but, because of our 4-day work week we have been able to keep overtime down to a bare minimum and any that we have had has been for stuck or broken buses I believe total we're looking at about 6 hours.

I have asked all of our drivers about overnight trips and I have a list of 12 drivers that would consider doing overnights if we are again asked to do so. We were told years ago that we would no longer be doing these trips by a previous superintendent, but, I believe as long as it does not affect our routes that it would not be a problem to do these again.

We all hope that everyone has a Merry Christmas this month and thank you for all that you do.

Thank you.

Ryan Edwards
Transportation supervisor

It shall be the policy of the Minidoka County Joint School District No. 331 to encourage the use of school buildings and facilities by community groups when such use is of a nature that serves the best interest of the community. However, the Board of Trustees reserves the right to deny the use of any school district facility to any organization not complying with the policy and procedures adopted by the Board.

The availability of facilities shall be determined by the Superintendent of Schools or his/her designee and the principal of the school involved. In all instances, the use of the facilities by the school will come first. The District retains sole discretion to revoke authorization for use or rental of School District facilities, or to deny approval of use or rental of School District facilities as the District believes are appropriate.

Provisions

The following provisions shall be used to comply with this policy:

1. General Requirements for Facilities Use

- a. The use of school facilities will ordinarily be on a first come first serve basis for eligible organizations, except that school related activities shall have priority.
- b. Requests for the use of all school facilities by outside organizations shall be made to the principal of the school involved. Time and dates shall be approved by the principal. All such requests must be signed by the person responsible for the agency applying using form 480.00F. Any requests for use of facilities must be made at least five (5) days ahead of event
- c. School facilities will not be used on holidays. The District retains the right to cancel or terminate any and all activities due to an emergency situation or closure.
- d. Facilities will be used strictly for those purposes for which they are designed. No automobile shows, animal show/games, home & energy fairs or similar types of activities will be allowed in gymnasiums.
- e. Use of facilities during the summer will be scheduled around the summer maintenance calendar.
- f. Summer athletic field use should be scheduled with the Athletic Director and/or Building Principal by no later than June 15th.
- g. A master calendar will be used by buildings to avoid conflicts with scheduling. All activities that use school facilities will be recorded on the building master calendar (activities include; all sports, clubs, plays, group meetings, fundraisers, camps, open gym, weight room use, etc.).
- h. All groups are expected to adhere to the Drug Free School Policy 830.40. No smoking, vaping, tobacco products, illegal drugs, or alcoholic beverages are allowed on any school property.
- i. No weapons shall be permitted on school property (concealed or open carry) other

- than by law enforcement pursuant to applicable statute, or the very limited exceptions identified in state and/or federal law, unless written pre-authorization is obtained by the District. This prohibition shall include security personnel for such event, which requires District approval for presence and possession of a weapon.
- j. All groups must complete and have approved a Minidoka County School District Facility Use Agreement at least five (5) days prior to the date of the event or effective rental date.
 - k. The principal or designee will give a copy of the Facility Use Agreement to the head custodian to ensure that custodial services and HVAC adjustments are made for the group ahead of time, if necessary.
 - l. Custodial and/or rental fees may apply to any group using school facilities if use requires additional custodial services or occurs outside of regularly scheduled custodial work hours.
 - m. Keys to school buildings and other school facilities will not be issued to anyone not employed by the District nor will they be lent to others, such as friends or relatives.
 - n. No school building or facility shall be used for any purpose which could result in picketing, rioting, disturbing the peace, or damage to property or for any purpose prohibited by law.
 - o. Restroom facilities immediately adjacent to the space being occupied should be used.
 - p. No access shall be permitted to other rooms or equipment, including storage rooms in the building unless coordinated and designated by the approved Facility Use Agreement.
 - q. Any group/organization using school buildings must assign one person to be accountable for supervision of the group and responsible for all actions of that group.
 - r. All groups who use school facilities must provide adequate supervision for participants and spectators. If a group or individual exhibits undue disorder or disregard for school property, the school reserves the right to suspend or revoke privileges for facility use.
 - s. All participants and spectators should remain in contracted areas. Unsupervised students and unauthorized individuals may be asked to leave school premises by District employees, including custodial staff.
 - t. All groups using school facilities shall be held accountable and responsible for damages, and shall assume responsibility for payment of all damage done during the time the facilities are in use. Damage done to a school building, equipment, furniture, or fixtures, whether willful or through negligence, shall be paid for in full by the person or persons involved, or if children, by the parents. The principal and/or maintenance supervisor will estimate the cost for repair and/or replacement, which will be billed to the group or organization using the facility.
 - u. All groups using school facilities are responsible for inspecting all equipment and reporting any pre-existing damage prior to use.
 - v. All groups and/or individuals using school facilities after school hours should be aware of

and in conformity with all fire and life-saving safety regulations and evacuation procedures in case of an emergency. Organizations and those working with the event must familiarize themselves with the fire exits and locations of fire extinguishers. Exits must not be blocked. Chairs and tables should not exceed the limits of the space and should not be placed in aisles or doorways. Extension cords are not to pose a safety hazard (no piggybacks). Hallways should be kept clear

- w. All groups and organizations who are allowed to use District facilities shall be required to indemnify and hold harmless the district, the Board, and all employees of the district against any and all claims, liabilities, damages, losses, action, or cause of action that may be sustained to persons or property resulting from the occupancy and use of district facilities and/or equipment.
- x. All groups must complete Minidoka County School District Waiver or Liability and Indemnity Agreement prior to the date of the event or effective use date.

Types of Facility Use and Related Fees

School Related Group Use

- a. Schools and school facilities may be used at no charge by school-related non-profit groups and organizations for activities directly related to school or the betterment of the community, including, but not limited to, staff in service meetings/ trainings, student body assemblies, pep rallies, student body elections, school sponsored clubs, plays, athletic or music events, Boosters, PTA/ PTO functions, district athletic organizations, adult education classes, extension classes, and evening classes sponsored by the school district, the State Department of Education, the University of Idaho, Idaho State University, or any recognized college, the Idaho High School Activities Association (IHSAA) for tournament or play-in games, funeral of a current employee or a currently enrolled student, with written approval from the principal or designee of the building involved. Once approved, the event shall be added to the building master calendar.
- b. Traveling athletic teams from other Idaho schools shall be allowed to use district athletic fields or gymnasiums for practice or sleeping accommodations with superintendent and principal approval at no charge.
- c. Weight rooms are only to be used with adequate adult supervision and under the direction of the coach, building principal, or designee.
- d. Minidoka School District seniors are allowed to use facilities for the completion of their senior project without charge. Students will have to have an advisor present during the entire time they are using the facility and a student activity form will need to be filled out.

Non-Profit/Non-School Related Group Use

- a. Non-profit youth group organizations may use the buildings without charge provided they are used at times when use does not interfere with the normal functioning of the school.

- b. Non-profit community organizations composed of small numbers of people, such as farm groups, civic groups, religious groups, fire or irrigation districts or any other non-profit group may use school facilities for an occasional meeting place without a fee provided it is held at a time when it does not interfere with the normal functioning of the school and they show proof of non-profit status.
- c. Joint-Use Facility Agreements: Interagency agreements, e.g. City/School District, including, but not limited to, city youth and adult programs, law enforcement agency training, National Guard, firefighters, police, State Department of Education and other government agency may use facilities free of charge, unless a separate agreement is established between the district and the agency, provided they are used at times when use does not interfere with the normal functioning of the school.
- d. No charge will be made for any school building as a public polling place.
- e. Non-profit organizations providing services to students residing outside the school district boundaries who use facilities for community or scholarship use may be charged a fee if such use is for an extended time period as outlined in the attached fee schedule.

For Profit or Commercial Organizations/Groups:

- a. Commercial groups, private party functions, political rallies or promotions by organizations and/or individuals for profit making or fund raising or when using buildings as a rental facility may be charged a rental fee and, if used outside of regularly scheduled custodial work hours an additional custodial fee will apply (see attached fee schedule).
- b. The rental of any part of building or grounds for the purpose of money making projects must be negotiated among the parties involved, the building principal and the superintendent or his/her designee, based upon the merits of the activity. The building principal, vice principal, or designee, is the only person authorized in the building to rent the facilities of that building.

Kitchen Usage

- a. Any non-profit group may use the kitchen for serving coffee, punch, cookies, etc., free of charge provided no kitchen equipment is used. If the kitchen is not cleaned when leaving, a fee will be charged.
- b. When any group uses the kitchen to prepare food or use kitchen equipment in any school building, an additional fee shall be charged, and the school lunch manager or his/her designee assigned to that kitchen shall be employed by the group to take care of the kitchen for a \$15.00 per hour fee. If a rental fee also applies, the salary of the employee will be in addition to the rental fee. The group will pay the salary and any fee that applies directly to the school and forwarded to the District Office.

Athletic Fields Use

- a. Athletic fields are to be used only for the purpose for which they were designed and maintained. Requests for exceptions are to be handled individually upon merit, through the principal of the school involved.

- b. Commercial sponsored radio broadcasts of athletic events are permitted with approval from the principal of the school or schools involved provided that they are not in violation of (Idaho High School Athletic Association) IHSAA guidelines.
- c. Out of town athletic teams may use athletic fields for the cost of operation provided the use of the same does not interfere with local use.
- d. A fee may be charged to groups who require the use of lights on athletic fields.

Those using any athletic fields shall not make any alterations, additions, or improvements to the premises or any part thereof at any time.

Equipment Use

- a. It shall be the policy of the schools not to lend technology equipment. The only exception to this would be as a joint venture with either civic or other public supported institutions. In any event, such a venture must be handled through the building principal or their designee. Building staff exemptions may occur in accordance with the building principal or their designee.
- b. The same regulations apply to school owned trucks, pickups, etc.
- c. If additional equipment (tables, chairs, risers, etc.) is needed from other buildings, there may be a pick-up and delivery fee charged.

Custodial Support Use

- a. The cost for custodial staff is included in the rental charge if an event occurs during normal custodial working hours.
- b. If facilities are used when custodians are not regularly scheduled to be on duty, like during weekends, or additional services are required by the custodians, the cost of the custodial service will be charged as outlined in the fee schedule to the scheduling organization.

Fees

- a. School rental fees will be based upon the number of hours the facility is used, and will be assessed to cover the period from the time the building is opened to the renter, to the time all members of the renting party have left the facility, including the time required to clean the facility.
- b. Fees (other than custodial charges) will be assessed by the day, number of hours (if less than ½ day), or attendance (if over 500) and assigned to the building used according to the attached fee schedule.
- c. Rates will be calculated at one and one half (1 1/2) times the rate on Saturday evenings and two (2) times the rate on Sunday.
- d. Lights/utilities are included in the rental rates for indoor activities.
- e. Use of outdoor field lights are an additional cost (see fee schedule).
- f. Special setup fees may be charged for setup of such things as tables and/or chairs, a portable stage, an orchestra pit, or other special arrangements.

- g. Groups requesting the use of special equipment may pay an additional fee as outlined in the fee schedule for the use of such equipment. If a school employee is required to operate such equipment, the salary of said employee will be paid by the group requesting such service. The salary will be paid directly to the school and forwarded to the District Office. Pre-arranged long term use for leagues within the School District will be charged as outlined in the fee schedule.
- h. All fees will be collected by the school prior to the event or use, documented properly, and forwarded to the District Office.
- i. If an event, not affiliated with the District, chooses to pay district employees directly, such arrangements must be approved as part of the Facility Use Application.
- j. Questions about the school facility use are to be directed to the principal of the school, the Superintendent, or his/her designee.
- k. Appeals concerning rental use must be made in writing to the Board of Trustees.

LEGAL REFERENCE: Idaho Code 33-601, 33-602
ADOPTED: Original Adoption Date Unknown
RATIFIED: August 21, 2006
AMENDED/REVISED: May 21, 2009, July 19, 2010; May 18, 2015;
November 21, 2016
REFER TO FORMS: 480.00F1, 480.00F2

Fee Schedule

School Related/Non-Profit Non-School Related Use

School-Related Use (if no extra services are required) _____ No Charge

Non-Profit/Non-School Related Use (if no extra services are required/no extended use) _____ No Charge

For Profit or Commercial Organizations/Groups:

Profit-making Use _____
 _____% of take if over \$1000.00

Long-term League Rental (whichever is less) _____

\$40/night or \$800.00

High School Auditorium	_____	\$300.00/day
High School Athletic Fields/Track	_____	\$350.00/day
High School Classroom	_____	\$130.00/day
High School Gymnasium	_____	\$340.00/day
Middle School Commons	_____	\$130.00/day
Middle School Classrooms	_____	\$130.00/day
Middle School Auditorium	_____	\$270.00/day
Middle School Gymnasium	_____	\$270.00/day
Elementary School Commons	_____	\$130.00/day
Elementary School Classroom	_____	\$130.00/day
Elementary School Gymnasium	_____	\$225.00/day
<u>Kitchen Use Charge</u>	_____	\$225.00/day

Extended Use Charge for Non-Profit Groups

- 1-5 days = listed rates
- 6-10 days = 30% discount
- 11-25 days = 50% discount
- 26 or more days = 70% discount

Additional Charges

Kitchen Staff Charge – per cook	_____	\$15.00/hour
Kitchen Use Charge	_____	\$225.00/day
Custodial Services Charge - per custodian	_____	\$15.00/hour
Outdoor Field Lights Charge - additional	_____	\$20.00/hour
Technical Staff Charge – per staff member	_____	\$12.00/hour
Stagehand Charge – per stagehand	_____	\$10.00/hour
Special Set-up Charge – per person	_____	\$15.00/hour
Equipment Use Charge - additional	_____	\$10.00
Equipment Pick-up/Delivery Charge – additional	_____	\$10.00

~~Extended Use Charge for Non-Profit Groups~~

- ~~• 1-5 days = listed rates~~
- ~~• 6-10 days = 30% discount~~
- ~~• 11-25 days = 50% discount~~
- ~~• 26 or more days = 70% discount~~

~~As outlined in Idaho Code 33-522A a reduction in force may occur when there are: curriculum or program changes, negative changes in district finances, decreases in student enrollment or staffing or highly qualified teacher limitations in the district. The following definitions and procedures shall be used for conducting a Reduction in Force.~~

~~It is recognized that the Board has the responsibility to maintain good public elementary and secondary schools and to implement the educational interest of the State, consistent with State and federal educational requirements, including District improvement plans, accreditation requirements, and other school-based issues. However, recognizing also that it may become necessary to eliminate certificated staff positions in certain circumstances, this policy is adopted to provide a fair and orderly process should such elimination become necessary.~~

~~The Board has the sole and exclusive authority to determine the appropriate number of certificated employees and to eliminate certified staff positions consistent with the provisions of the State law. A reduction of certified employees may occur as a result of, but not be limited to, the following examples or from other conditions necessitating reductions.~~

Definitions

~~As used in this policy:~~

As outlined in Idaho Code 33-522A Reduction in Force is defined as follows:

1. A reduction in force may occur when there are:
 - a. Curriculum or program changes;
 - b. Negative changes in the financial conditions of the school district;
 - c. Decreases in student enrollment, including overall, by program, by grade or by school; or
 - d. Staffing or highly qualified teacher limitations of the district.-
2. ~~For purposes of title 33, "reduction in force" means the elimination of a certificated staff position or positions or a portion or percentage of a position or positions, when there is one (1) or more of the following:~~

~~The need for implementation of a reduction in force or the elimination of certificated positions is left to the sole discretion of the Board provided however, that no such decision shall be made until after completion of the written evaluation for each certificated staff member and that the decision as to which employee(s) shall be subject to such reduction shall not be made solely on consideration of seniority or contract status.~~

~~The elimination of an entire program or portions of a program; The Board may choose to implement a reduction in force through the elimination of:~~

- a. The elimination of positions in certain grade levels only;

- b. The elimination of a position by category; or
- c. The elimination of a position in an overall review of the district.
- d. A portion or percentage of a position or positions; or
- e.e. Any combination of the above.

The term “teacher” shall apply to any employee of the District who holds a certificate issued by the State Board of Education who is employed in a teaching or administrative position, below the rank of Superintendent.

~~A “Hard to Fill Position” shall refer to a teaching position in which there is a shortage of viable candidates, based on similar positions in the state of Idaho.~~

~~To be considered “Highly Qualified” a teacher must meet the federal guidelines for highly qualified not state guidelines.~~

Procedures

- ~~1.~~ Prior to commencing action to terminate teacher contracts under these procedures, the Board will give due consideration to its ability to effectuate position elimination and/or reduction in staff by:

- 1.

- ~~—~~ Voluntary retirements

- a.

- ~~—~~ Voluntary resignations

- b.

- ~~—~~ Transfer of existing staff members; or

- c.

- ~~—~~ d. Voluntary leaves of absence.

2. In the event a Reduction in Force is required, teachers who are retained pursuant to these procedures may be reassigned if suitable position openings are available in instructional areas for which they are Highly Qualified and for which the principal has approved transfer pursuant to Idaho Code. ~~(principals determine staffing). Seniority will not be a considered criterion in Reduction In Force decisions _____.~~
- ~~3. After an employee falls subject to a Reduction In Force, he/she will be required to apply for new job openings as a new hire. They will however retain their accumulated sick leave for a period of “three (3) school years immediately following the year of termination if termination of employment is due to a reduction in force;” as outlined in IC 22-1217.~~
- ~~4. The Board will consider staff for a Reduction in Force based on staff at the elementary, middle school, and high school levels.~~
- ~~5. The Board will determine the individuals to be released pursuant to the Reduction in Force criteria set out below. Each criterion shall be considered in terms of the total~~

~~context when selecting those employees who are to be considered for release pursuant to the provisions of these procedures. The following criteria will be considered:~~

- ~~a. Teacher evaluation, including components required by Idaho Code to be encompassed in teacher evaluation.~~
- ~~b. Compliance with Professional Standards and Conduct over the course of employment with the District.~~
- ~~c. Area(s) of certification for which the teacher is Highly Qualified, and whether those courses are necessary for middle school advancement or high school graduation.~~
- ~~d. Educational/Degree Status.~~
- ~~e. National Certifications Held.~~
- ~~f. Position as a Lead or Master teacher within the District.~~
- ~~g. Contribution and/or involvement in extra-curricular or co-curricular positions with students.~~

3. In the Board's determination as to the individuals to be released pursuant to the Reduction in Force, consideration will be given to the criteria set out below. Each criterion shall be considered in terms of the total context when selecting those employees who are to be considered for release pursuant to the provisions of these procedures. The following criteria will be considered:

- a. Area(s) of certification for which the teacher is highly qualified which are classified by the District as hard to fill positions;
- b. Number of areas of certification for which the teacher is highly qualified;
- c. Educational or degree status;
- d. National certifications held;
- e. Position as a Lead or Master Teacher within the District;
- f. Whether or not the teacher is highly qualified in a course necessary for high school graduation requirements;
- g. Whether or not the teacher is highly qualified in a course necessary for middle school advancement;
- h. Contribution and/or involvement in extracurricular or co-curricular positions with students;
- i. Compliance with Professional Standards and Conduct over the course of employment with the District; and
- j. Teacher evaluation, including components required by Idaho Code to be encompassed in teacher evaluation.

It is the intention of the Board that the individual and cumulative effect of each criterion on the welfare of students and the best long-term and short-term interest of the District be considered.

It is further the intent of the Board that primary consideration be the quality of instruction and the progress that students are making throughout the course of the school year, as well as properly endorsed, highly qualified, instructors to be in classroom positions in order for the District to be compliant with federal and State education requirements. Thus, each criterion shall be considered in terms of this total context.

~~The factors for consideration shall be reviewed prior to a Reduction in Force by the District's Administration to determine 'Hard to Fill Positions' and whether other factors should be added, eliminated, or weighted differently. Such recommendations for modification will then be brought before the Board for consideration.~~

The factors for consideration shall be reviewed on an annual basis by the District's administration to determine whether factors should be added, eliminated, or weighted differently. Such recommendations for modification will then be brought before the Board for consideration.

- ~~6. Notice of a Reduction in Force will be announced by the Board of Trustees in an open public meeting. This will serve as notification to all employees of a possible Reduction in Force.~~
- ~~7. Following this notification, it is recommended that employees review their personnel file materials at the District Service Center to assure that the school has appropriate information relating to the various criteria referenced herein.
 - ~~a. If a teacher receiving a Teacher Profile Rubric believes that there is an error, the teacher shall notify the District's Administrative Office of their concern of an error, in writing, by the close of the school day within seven (7) working days after the employee has received notice of the possible Reduction in Force.~~
 - ~~b. This written notice shall specifically identify what element or elements of the teacher's personnel file and criteria are believed to be erroneous and explain specifically why the element(s) is believed to be in error.~~
 - ~~c. If the District receives notice of possible error, each such written notice, timely received, shall be individually reviewed for possible reconsideration or evaluation of the information used in consideration of the Reduction in Force.~~
 - ~~d. Should an employee fail to inspect their personnel file and have inaccurate information in their personnel file and/or have failed to provide the District with updated information, the information contained in the file will be utilized for the Reduction in Force determination and the employee will not have the opportunity to subsequently correct such information after the Reduction in Force has been implemented.~~~~
- ~~8. If the Board determines that a Reduction in Force in fact will be implemented, the Superintendent shall submit a list of the teachers recommended for release, through use of the above process, and shall make recommendation to the Board as to what due process, if any, the Board needs to implement for each individual personnel situation.~~

- ~~9. All releases shall be done in conformance with the applicable provisions of Idaho Code and all affected teachers will be promptly notified, in writing, of the Board's decision or actions that need to be taken by the Board relating to applicable due process activities, if any.~~
4. The Human Resources Department shall provide advance notice of the possible reduction in force to all teachers who may be released, based upon the number of teachers who may be released, in whole or in part, and the school programs, teacher positions, or categories of positions that may be affected.
5. Upon receipt of this notification, it is recommended that the subject teachers review their personnel file materials with the District's Administrative Office to assure that the school has appropriate information relating to the various criteria referenced above.
 - a. If a teacher receiving a teacher profile believes that there is an error, the teacher shall notify the Human Resources Department of their concern of an error, in writing, by the close of the school day on the 10th business business day after the teacher has received notice of the possible reduction in force.
 - b. This written notice shall specifically identify what element or elements of the teacher's personnel file and criteria are believed to be erroneous and explain specifically why the element(s) is believed to be in error.
 - c. If the District receives notice of possible error, each such written notice, timely received, shall be individually reviewed for possible reconsideration or evaluation of the information used in consideration of the Reduction in Force.
 - d. Should a teacher fail to inspect his or her personnel file and have inaccurate information in their personnel file and/or have failed to provide the District with updated information, the information contained in the file will be utilized for the Reduction in Force determination and the teacher will not have the opportunity to subsequently correct such information after the reduction in force has been implemented.
 - e. If the Human Resources Department determines that an error was made in completion of the teacher profile, a new profile will be created and forwarded to the teacher in question.
 - f. If the Human Resources Department determines that no error was made in completion of the teacher profile, the teacher shall be notified of this determination.

- g. The teacher shall have a period of three school days to file written notice of an appeal of this decision to the District's Superintendent. Thereafter the Superintendent or the Superintendent's designee shall review the dispute, in whatever manner the Superintendent or designee deems appropriate for the circumstance, and make a final decision on the issue of the appeal and alleged error of the teacher profile.
6. If the Board determines that a reduction in force will be implemented, the Superintendent shall submit a list of the teachers recommended for release, through use of the above process, and shall make recommendation to the Board as to what due process, if any, the Board needs to implement for each individual personnel situation.
7. All releases shall be done in conformance with the applicable provisions of Idaho Code and all affected teachers will be promptly notified, in writing, of the Board's decision or actions that need to be taken by the Board relating to applicable due process activities, if any.
8. Recall Provisions: If the contract of employment of a teacher is terminated because of the implementation of a reduction in force, the name of the teacher shall be placed upon a reappointment list and remain on such list for a period of 3 year(s).

If a position becomes open during such period, and the teacher has been selected by the Board as a person on the recall list who is highly qualified and most capable of holding the position, then the teacher will be notified in writing by certified mail, sent to the last known address, at least 30 days prior to the anticipated date of employment, when possible.

In determining whether a teacher is qualified for reappointment, the Board shall consider the criteria as set forth in these procedures. The teacher shall accept or reject the appointment in writing within seven days after receipt of such notification. If the appointment is accepted, the teacher shall receive a written contract within 20 days of receipt of the teacher's reply by the Board. If the teacher rejects the appointment offer or does not respond according to this procedure within seven days after receipt of such notification, the name of the teacher will be removed from the recall list.

LEGAL REFERENCE: § I.C. 33-514 Issuance of Annual Contracts
§ I.C. 33-515 Issuance of Renewable Contracts
§ I.C. 33-522 Reductions in Force
§ I.C. 33-1217 Accumulation of Unused Sick Leave

ADOPTED: April 17, 2000

AMENDED/REVISED: June 21, 2004; June 21, 2010; May 16, 2011; April 16, 2012; October 15, 2012; November 16, 2015

Refer to: Teacher Profile Rubric 650.00

POLICY TITLE: Reduction In Force	POLICY NO: 588.50F
Minidoka County Joint School District # 331	PAGE 1 of 3

Teacher Profile Rubric

Name: _____

Location/Building: _____

Subject of Instruction: _____

CRITERIA AND MEASURE	POINT VALUE	DATA SOURCE	TOTAL POINTS
TEACHER EVALUATION	40 Total Points Possible (8 per each of 5 domains) Average of last 5 evaluations	Last Five (5) District Evaluations.	
For current evaluation determination of Distinguished on District Evaluation Average of 3.5 or greater on the last five district evaluations	8 points each domain Domain 1- Planning & Preparation _____ Domain 2- Classroom Environment _____ Domain 3- Instruction _____ Domain 4- Professional Responsibilities _____ Domain 5- Growth in Student Achievement _____	Teacher Evaluation Tool	
For current evaluation determination of Proficient on District Evaluation Average of 2.5 but less than 3.5 on the last five district evaluations	5 points each domain Domain 1- Planning & Preparation _____ Domain 2- Classroom Environment _____ Domain 3- Instruction _____ Domain 4- Professional Responsibilities _____ Domain 5- Growth in Student Achievement _____	Teacher Evaluation Tool	
For current evaluation determination of Basic on District Evaluation Average of 1.5 but less than 2.5 on the last five district evaluations	0 points each domain Domain 1- Planning & Preparation _____ Domain 2- Classroom Environment _____ Domain 3- Instruction _____ Domain 4- Professional Responsibilities _____ Domain 5- Growth in Student Achievement _____	Teacher Evaluation Tool	
For current evaluation determination of Unsatisfactory on District Evaluation Average less than 1.5 on the last five district evaluations	-5 points each domain Domain 1- Planning & Preparation _____ Domain 2- Classroom Environment _____ Domain 3- Instruction _____ Domain 4- Professional Responsibilities _____ Domain 5- Growth in Student Achievement _____	Teacher Evaluation Tool	

SECTION 500: PERSONNEL

PROFESSIONAL STANDARDS AND CONDUCT	40 Total Points Possible		
No documented offenses in violation of professional standards or District Policies. For each documented offense in violation of professional standards or District Policy, as documented through a reprimand, suspension or other documented notation, subtract points from the total possible up to -40 points. Letters will not be removed from personnel files.	40 points All letters 0-2 years old deduct 10 points each All letters 3 years old deduct 8 points each All letters 5 years old deduct 5 points each AND A letter of resolution from the immediate supervisor may be included in the personnel file and will add any deducted points back for the letter in question if completed prior to the declaration of the RIF	Personnel File Review	
EDUCATIONAL CERTIFICATION AND CREDENTIALS	16 Total Points Possible		
Highly qualified in subject matter of instruction Highly Qualified in hard to fill position as determined by Board*	2 points 2 points for hard to fill position	Personnel File Review Personnel File Review	
Highly Qualified in hard to fill position as determined by Board*	2 points	Personnel File Review	
Multiple (Highly Qualified in) multiple (endorsements for multiple endorsements) subject matters of instruction	6 points total at 2 per each subject matter of instruction for which Highly Qualified endorsement	Personnel File Review	
Advanced Degree – MA/MS	1 point per degree	Personnel File Review	
Advanced Degree – Doctorate	1 point per degree	Personnel File Review	
Other Advanced Degree	1 point per degree	Personnel File Review	
National Board Certification	1 point	Personnel File Review	

Commented [Office1]: Suggestion: Multiple endorsements rather than Highly qualified in multiple subject matters here to level the playing field for all staff

SECTION 500: PERSONNEL

Instructs in a course necessary for high school graduation requirements	___ 1 point NA for Elementary	Building Records Assignment/ISEE	
Instructs in course necessary for middle school advancement	___ 1 point NA for Elementary	Building Records Assignment/ISEE	
PROFESSIONAL CONTRIBUTIONS	5 Total Points Possible		
Team Leader/Dept. Head within past 3 years	___ 1 point	By Assignment	
Active Committee Service within past 3 years <i>Active committee service within past 3 years</i> <i>Master Teacher</i>	___ 1 point ___ 1 point	By Assignment <i>By Assignment</i>	
Co-curricular activity advisor current	___ 1 point NA for Elementary	By Assignment	
Extra-curricular activity advisor current	___ 1 point NA for Elementary	By Assignment	
Specialized programs	___ 1 point	By Assignment	
OTHER & TIE BREAKER CONSIDERATIONS	5 Total Points Possible		
Ranking of employee's contribution to building/district based on the board's primary consideration: the quality of instruction and the progress that students are making throughout the course of the school year	___ 4 5 points based on <i>best long term interest of students and building student growth data</i> & overall teacher evaluation	<i>Administrator Teacher Evaluation Tool</i> & student growth data <i>Recommendation</i>	
<i>Number of Certifications for which highly qualified</i>	___ 1 1 point for 2 <i>more</i> or more		
<i>Years of service to the District</i>	___ 1 1 point for 5+ years		
		TOTAL SCORE 104 Points Possible 100 Elementary	

Commented [Office2]: List of all committees (both stipend & non-stipend needed for Andrea)

*Highly Qualified "Hard to Fill" positions have been determined by the Board to include:

Middle & High School Level: Math, Science, English as a Second Language, Special Education, & specialized programs like CTE

SECTION 500: PERSONNEL

**Minidoka County School District
Superintendent's Report
December 14, 2020**

November	17	Region IV Zoom Meeting – Governor's Facebook Live Kiwanis Meeting – Dr. Werner (Doctor of History)
	18	ARTEC/ARTEI Meeting – (Dr. Cox hired to do accreditation data)
	30	Danielson Training (needed to be certified to evaluate administrators)
December	1	Danielson Training Employee Meeting – Personnel Region IV Zoom Meeting Kiwanis Meeting
December	3	PPAT Meeting (changed to a newsletter)
	4	MCEA Meeting
	5	FFA Fundraiser
	7	DAT Meeting Agenda Review
	8	Admin Meeting Region IV Zoom Meeting
	9	Policy Review Committee Meeting
	14	Board Meeting

MINIDOKA COUNTY SCHOOL BOARD MEETING DATES FOR 2021-2022 SCHOOL YEAR
(Meetings are held at 7:00 p.m. at the District Service Center 310 10th St., Rupert, ID 83350)
Approved December 14, 2020 Annual Board Meeting
(Third Monday of the Month Unless Otherwise Stated *)

DATE	TYPE OF MEETING
1/18/21	Regular Board Meeting, 7:00
2/22/21	Regular Board Meeting, 7:00*
3/15/21	Regular Board Meeting, 7:00
3/29/21	Board Training, 6:00
4/19/21	Regular Board Meeting, 7:00
5/17/21	Regular Board Meeting, 7:00
6/21/21	Regular Board Meeting, 7:00
7/19/21	Regular Board Meeting, 7:00
8/16/21	Regular Board Meeting, 7:00
8/30/21	Board Training, 6:00
9/20/21	Regular Board Meeting, 7:00
10/18/21	Regular Board Meeting, 7:00
11/15/21	Regular Board Meeting, 7:00
12/13/21	Regular Board Meeting, 7:00*

It is the policy of the Board of Trustees of Minidoka County Joint School District No. 331 that a student's grade should reflect their learning, their knowledge of the content, and their participation in the classroom. This policy shall apply only to secondary students who have had to face extenuating circumstances, such as diagnosed physical or social/emotional health impairments, those who may travel out of the country with family for extended periods, or participate in District sponsored online learning and are able to successfully maintain their coursework, but whose circumstances prevent or hinder their participation or attendance in the classroom, as outlined in Policy 320.00 Attendance.

Grading Alternative for Extenuating Circumstances

Extenuating circumstances will be reviewed on an individual student basis. Students who meet the school's established criteria for extenuating circumstances **and** have demonstrated their knowledge of the content of a given course of study on assignments, quizzes and tests (including an end-of-course assessment) by achieving an overall passing grade consistent with the individual school's grading policy as outlined in their student handbook, may be eligible to receive an end-of-course grade, regardless of the number of days in attendance, rather than as outlined in Policy 260.00 Grading Student Work.

If a student has lost credit due to one of the established criteria outline by the school for extenuating circumstances, the student may apply for a Grading Alternative by completing a Grading Alternative Request Form 266.00F which will include a grade summary certified by the classroom teacher and/or school counselor for that course.

Students who **do not** meet the individual school's established criteria for extenuating circumstances **and** whose grade does not meet the grading policy outlined in their student handbook shall be given an opportunity to recover credits or complete an alternate mechanism in order to receive credit. Students falling into this category will be responsible to initiate all credit recovery. Students must meet one of the following alternate methods in order to recover credits:

1. Pass the course with a grade consistent with **the individual school's established criteria as written in the student handbook** and retake the exit exam.
2. Forfeit an elective, retake the failed credit during the school year, along with the next course in the sequence and pass the retaken class with a grade consistent with the individual school's established criteria as written in the student handbook.
3. Attend and successfully complete summer school with a grade consistent with the individual school's established criteria as written in the student handbook.
4. Pass an online or correspondence class and present a transcript demonstrating completion with a grade of 60% (D- or better). All online and correspondence classes must be preapproved by the building administrator or designee and any costs associated with taking the course will be the responsibility of the parent or guardian.

LEGAL REFERENCE: IC 33-512 Governance of Schools

ADOPTED:

AMENDED

Policy Purpose

The purpose of this policy is to promote working and learning environments that are free from sex and gender-based harassment, discrimination, and retaliation, and to affirm Minidoka School District's commitment to non-discrimination, equity in education and equal opportunity for employment.

Scope of Policy

This policy applies to all members of Minidoka School District's community, including students, employees, and other members of the public including guests, visitors, volunteers, and invitees.

Policy Statement

Minidoka School District is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from sex and gender-based harassment, discrimination, and retaliation. Accordingly, the District prohibits harassment and discrimination on the basis of sex, sexual orientation, gender, gender identity, and pregnancy, as well as retaliation against individuals who report allegations of sex and gender-based harassment and discrimination, file a formal complaint, or participate in a grievance process.

Students, employees, or other members of the District community who believe that they have been subjected to sex or gender-based harassment, discrimination, or retaliation should report the incident to the Title IX Coordinator, who will provide information about supportive measures and the applicable grievance process(es). Violations of this policy may result in discipline for both students and District employees.

Title IX Coordinator

The Federal Programs Director serves as the Minidoka School District's Title IX Coordinator and oversees implementation of this policy. The Title IX Coordinator has the primary responsibility for coordinating the District's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent sex and gender-based harassment, discrimination, and retaliation prohibited under this policy. The Title IX Coordinator acts with independence and authority and is free from bias and conflicts of interest.

To raise any concern involving bias, conflict of interest, misconduct or discrimination committed by the Title IX Coordinator, contact the Superintendent or their designee at the district office 208-436-4727.

If the District's Title IX Coordinator is the subject of any complaint regarding sex or gender-based harassment or has an apparent bias or conflict of interest regarding such a case, another person shall be appointed to act as the Title IX Coordinator for handling that case. Such appointees may include, but are not limited to:

- a. The Title IX Coordinator of another school district which the District has an agreement with;
- b. Another employee of the District who is qualified and trained to address the matter, such as a deputy Title IX Coordinator;
- c. A qualified and trained individual who enters into a professional services contract with the District; including but not limited to the District's legal counsel and/or contracted Human Resources or Title IX professionals.

Concerns of bias, conflict of interest, misconduct, or discrimination committed by any other official involved in the implementation of this policy or related grievance processes should be raised with the Title IX Coordinator.

Mandatory Reporters

Minidoka School District has classified all employees as mandatory reporters of any knowledge they have that a member of the District community experienced sex or gender-based harassment, discrimination, and/or retaliation. Accordingly, all District employees must promptly report actual or suspected sex and gender-based harassment, discrimination, and/or retaliation to the Title IX Coordinator. District employees must share with the Title IX Coordinator all known details of a report made to them in the course of their employment, as well as all details of behaviors under this policy that they observe or have knowledge of. Failure of a District employee to report an incident of sex or gender-based harassment, discrimination, or retaliation to the Title IX Coordinator of which they become aware is a violation of this policy and can be subject to disciplinary action for failure to comply.

In addition, District employees must also report allegations of suspected child abuse and/or neglect to either law enforcement or the Idaho Department of Health and Welfare as described in District Policy 528.00 Child Abuse.

Contact Information

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding this policy and related procedures, may be made internally to Minidoka School District Title IX Coordinator using the contact information below:

**Title IX Coordinator
Office of Federal Programs
Minidoka County School District
310 10 th Street
Rupert, Idaho 83350
208-436-4727**

**mwidmier@minidokaschools.org (can we set up a Title IX email rather than mine?)
www.minidokaschools.org**

**Title IX Investigators
Minico High School Principal or designee: 208-436-4721**

Mt. Harrison High School Principal or designee: 208-436-6252
East Minico Middle School Principal or designee: 208-436-3178
West Minico Middle School Principal or designee: 208-438-5018
Mt Harrison Jr High School Principal or designee: 208-436-4727
Acequia Elementary School Principal or designee: 208-436-6985
Heyburn Elementary School Principal or designee: 208-679-2400
Paul Elementary School Principal or designee: 208-438-2211
Rupert Elementary School Principal or designee: 208-436-9707

Decision-makers: a panel of 3, consisting of the Minidoka School District Human Resource Supervisor and/or principals, vice principals, athletic directors)

Appellate Decision-Makers: Minidoka School District superintendent, legal counsel, and/or the Board

External inquiries can be made to the U.S. Department of Education, Office for Civil Rights, Region 10, using the contact information below:

Seattle Office
Office for Civil Rights
U.S. Department of Education
915 Second Avenue, #3310
Seattle, WA 98174-1099
OCR.Seattle@ed.gov
1-800-877-8339

Notice/Formal Complaints of Sex and Gender-Based Harassment, Discrimination, and/or Retaliation

Notice or formal complaints of sex or gender-based harassment, discrimination, and/or retaliation may be made using any of the following options:

1. File a complaint with, or give verbal notice to, the Title IX Coordinator (or deputy/deputies, if applicable). Such a report may be made at any time, including during non-business hours, by using the telephone number, email address, or by mail to the office address listed for the Title IX Coordinator (or any other official as listed above).
2. Report online, using the reporting form posted at www.minidokaschools.org.
3. Report by phone at 208-436-4727

When notice is received regarding conduct that may constitute Title IX sexual harassment, Minidoka School District shall provide information about supportive measures and how to file a formal complaint, as described in the Title IX Sexual Harassment Grievance Procedure, Requirements and Definitions policy #375.00P.

A formal complaint means a document filed/signed by the alleged victim or signed by the Title IX Coordinator alleging an individual violated this policy and requesting that the District

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investigate the allegation(s). As used in this paragraph, the phrase “document filed/signed by the alleged victim” means a document or electronic submission that contains the alleged victim’s physical or digital signature, or otherwise indicates that the alleged victim is the person filing the complaint. For example, an alleged victim may send an email to the Title IX Coordinator, identify themselves as the alleged victim and the one sending the email, to file a formal complaint. If notice is submitted in a form that does not meet this standard, the Title IX Coordinator will contact the alleged victim to ensure that it is filed correctly.

Parents and legal guardians of primary and secondary school students who have the legal authority to act on their child’s behalf may file a formal complaint on behalf of their child.

Grievance Processes

When a formal complaint is made alleging that this policy was violated, the allegations are subject to resolution using one of Minidoka School District’s grievance processes noted below, as determined by the Title IX Coordinator. All processes provide for a prompt, fair, and impartial process.

- a. For formal complaints regarding conduct that may constitute Title IX sexual harassment involving students or employees, the District will implement procedures detailed in District Policy 376.00 Sexual Harassment.
- b. For formal complaints regarding sex and gender-based harassment, discrimination and/or retaliation where students are the accused party, and that do not constitute Title IX sexual harassment, the District will implement procedures described in District Policies 376.00 Sexual Harassment, Policy 372.00 Hazing, Harassment, Intimidation, Bullying, Cyber Bulling and Policy 374.00 Relationship Abuse and Sexual Assault Prevention and Response.
- c. For formal complaints regarding sex and gender-based harassment, discrimination and/or retaliation where employees are the accused party, and that do not constitute Title IX sexual harassment, the District will implement procedures described in District Policies 586.00 Grievance Procedure for Certificated Employees and Policy 590.50 Grievance Procedure for Classified Employees.

Cross References:	3270	<u>Student Records</u>
	3270P	<u>Student Records</u>
	3285	<u>Relationship Abuse and Sexual Assault Prevention and Response</u>
	3290	<u>Sexual Harassment/Intimidation of Students</u>
	3295	<u>Hazing, Harassment, Intimidation, Bullying, Cyber Bullying</u>
	3295P	<u>Hazing, Harassment, Intimidation, Bullying, Cyber Bullying</u>
	3330	<u>Student Discipline</u>

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4120	<u>Uniform Grievance Procedure</u>
4600	<u>Volunteer Assistance</u>
4600P	<u>Volunteer Assistance</u>
5240	<u>Sexual Harassment/Sexual Intimidation in the Workplace</u>
5250	<u>Certificated Staff Grievances</u>
5275	<u>Adult Sexual Misconduct</u>
5500	<u>Personnel Records</u>
5500P	<u>Procedures for Releasing Personnel Records to Hiring School Districts</u>
5800	<u>Classified Employment, Assignment, and Grievance</u>
5800P	<u>Classified Employee Grievance Procedure</u>

Legal References:	<u>20 U.S.C. §§ 1681 - 1682</u>	<u>Title IX of the Education Amendments of 1972</u>
	<u>34 CFR Part 106</u>	<u>Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance</u>

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Title IX Sexual Harassment Grievance Procedure, Requirements, and Definitions

Scope of Procedure

This Title IX Grievance Process applies to all members of Minidoka School District's community, including students, employees, and Board members as well as District patrons, guests, visitors, volunteers, and invitees.

Purpose of This Policy and Procedure

Minidoka School District is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, which are free from sex and gender-based harassment, discrimination, and retaliation. Accordingly, the District prohibits harassment and discrimination on the basis of sex, sexual orientation, gender, gender identity, and pregnancy, as well as retaliation against individuals who report allegations of sex and gender-based harassment and discrimination, file a formal complaint, or participate in a grievance process.

Students, employees, or other members of the District community who believe that they have been subjected to sex or gender-based harassment, discrimination, or retaliation should report the incident to the Title IX Coordinator, who will provide information about supportive measures and the applicable grievance procedure. Violations of this District procedure or its related policy may result in discipline to either students or employees.

Guiding Principles

Title IX requires school districts to put into place policies and procedures that promote the goal of Title IX, specifically, to prohibit discrimination based on sex, and to respond appropriately if and when sex discrimination occurs or may occur. Title IX explains that when an appropriate official at the District has "actual knowledge" of "sexual harassment" of a student or employee that occurs in one of its educational programs or activities, the District must respond promptly and in a manner that is not "deliberately indifferent." This standard does not require a perfect response; rather, it requires a response that is not "clearly unreasonable" in light of the known circumstances over which the District exercises control.

Grievance Procedure

1. Receipt of a Complaint, Report, or Information Alleging Sexual Harassment

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Upon receipt of a complaint or report (whether verbal or written) of possible sexual harassment, the District shall first determine whether to initiate a formal or informal response. Thus, any and all complaints, reports, or information received by any District employee that sexual harassment is occurring or has occurred shall be immediately forwarded to the District's Title IX Coordinator or other designated employee for review and action as appropriate.

The Title IX Coordinator (Coordinator) shall promptly contact the complainant or reporting party and discuss with them the availability of supportive measures, and will consider the complainant's wishes with respect to the provision of supportive measures. The Coordinator shall explain the availability of these measures to the complainant with or without the filing of a "formal complaint." During this initial meeting, the Coordinator or designee shall explain to the complainant the process for filing a written formal complaint, and shall provide assistance to the complainant to ensure the written formal complaint is properly prepared and submitted.

Emergency Removal (of students): Nothing in this procedure prevents the District from removing a respondent from a District education program or activity on an emergency basis, provided that an individualized safety and risk analysis is performed by the Coordinator and Superintendent who determine that an immediate threat to the physical health or safety of any student or other individual arise from the allegations of sexual harassment that justify removal. The Coordinator and Superintendent shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights and requirements under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Administrative Leave (of employees): Nothing in this procedure precludes the District from placing a non-student employee respondent on administrative leave during the pendency of a grievance investigation under this procedure. Notwithstanding the above, prior to placing an employee respondent on administrative leave, the Coordinator or designee shall ensure any rights provided by Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act are not impaired or violated.

2. Providing Supportive Measures

If an informal complaint is filed, (for instance, because the complainant does not wish to file a written formal complaint,) as well as during the pendency of the investigation and the decision concluding a formal complaint, the following supportive measures may be implemented to restore or preserve the complainant's access to the District's educational

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programs without unreasonably burdening the other party (also referred to herein as respondent).

Supportive measures may include actions taken to protect the safety of all parties or the District's educational environment, or which otherwise deter sexual harassment from occurring in the future. Additional supportive measures may include, but are not limited to: counseling, the availability of a safe place or person in the event complainant feels threatened or uncomfortable, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, escort services at school, mutual restriction of contact between the parties, changes in work locations, leaves of absence, increased security and/or monitoring of locations where prohibited conduct has occurred or may occur in the future, as well as additional measures to protect the complainant, provided the supportive measures initiated are not punitive to the respondent.

3. Filing a Written Formal Complaint

Upon receipt of a written formal complaint, the Coordinator or designee is required to provide written notice to all known complainants and respondents of the allegations and the resulting investigation.

- A. General Notice Requirements: The notice will include the District's Title IX grievance process as well as information regarding the District's informal resolution process.
- B. Specific Notice Requirements: The written notice shall include the following information:
 - i. Information describing the alleged conduct potentially constituting sexual harassment, including sufficient details known at the time the notice is prepared to allow the parties to prepare a response prior to the investigator's initial interview, and shall be delivered to the parties in enough time to allow their preparation for the initial interview.
 - ii. Sufficient details include but are not limited to the identities of the parties involved, the conduct allegedly constituting sexual harassment, the date(s), and location(s) of the incident(s).
 - iii. A statement that the respondent is presumed to not be responsible for the alleged conduct, and that a determination of responsibility will not be made until the conclusion of the grievance process.

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- iv. A statement informing the parties that they are entitled to have an advisor or representative of their choosing who may be, though is not required to be, an attorney, and that the advisor is authorized to review all evidence submitted in the matter.
- v. The notice must inform the parties that District policy and procedure prohibit knowingly making false statements or knowingly submitting false information to the investigator or at any other time during the grievance process.
- vi. The notice must warn the parties that retaliation is prohibited. Accordingly, the parties must be informed that no District employee or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this procedure, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this procedure. Retaliation includes circumstances where intimidation, threats, coercion, or discrimination are made for the purpose of interfering with any right or privilege secured by Title IX or this procedure. This includes threatening charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment. The District shall keep confidential the identity of:
 - a. Any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment;
 - b. Any complainant;
 - c. Any individual who has been reported to be the perpetrator of sex discrimination;
 - d. Any respondent; and
 - e. Any witness

except:

- a. As may be permitted by FERPA (20 U.S.C. § 1232g) or a FERPA regulation (34 CFR Part 99);
- b. As required by law; or
- c. To carry out the purposes of this procedure, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder.

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Complaints alleging retaliation may be filed as an additional charge or counter-charge under these procedures.

- C. **Additional Charges:** If, during the course of the investigation, it is determined based on the information gathered that additional allegations or charges are warranted, an amended notice shall be prepared and submitted to the parties including the new allegations and charges as appropriate.
- D. **Consolidation:** The Coordinator may consolidate two or more formal complaints into a single action provided that the allegations of sexual harassment and retaliation arise out of a common set of facts or circumstances and if in the course of an investigation, it is determined that:
- i. There is more than one respondent and/or more than one complainant; or
 - ii. There are cross-complaints, or additional complaints raised by the original complainant against the original respondent (such as retaliation), or by the respondent against any other party.

4. Conduct of the Investigation, Informal Resolution

In the course of their investigation, the District's Coordinator and designees shall comply with the following requirements.

Investigation

- A. **Burden of Investigation:** The burden of gathering evidence sufficient to make a determination of responsibility is the responsibility of the District's investigator(s) and not the parties. However, the District's investigator is not authorized to access a party's records that are made or maintained by a health care provider such as a physician, psychiatrist, psychologist, or other recognized health care provider, if the record was made in the course of providing treatment to the party, unless and until written consent from an authorized person is provided to obtain such privileged records for purposes of investigating and resolving the allegations of the formal complaint.
- B. **Evidence Offered by Parties:** The parties shall be provided an equal opportunity to call witnesses, including fact and expert witnesses, as well as other inculpatory and exculpatory evidence.

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- C. No Restrictions: The ability of the parties to discuss the allegations under investigation or to gather and present evidence shall not be restricted.
- D. Equal Representation Rights: All parties shall have the same opportunity to have others present, or to be represented by the advisor of their choice throughout the grievance process, including attendance at related meetings or proceedings.
~~[OPTIONAL~~ If the District limits access to representation in any way at any time during the proceedings, such limitation shall be equally applied to all parties in the same manner. Access to representation may be limited only where a party is already represented as authorized by this procedure, and the additional representation will unduly increase the cost to the parties, and/or will not otherwise serve to significantly promote a legitimate purpose under this procedure.]
- E. Notice of Interviews and Hearings: Adequate notice of the purpose, date, time, place, and the identities of all participants involved shall be provided to any party whose participation at a hearing, interview, or meeting is invited or expected, and allowing sufficient time for the party to prepare and fairly participate.
- F. Evidentiary Considerations: The investigation shall not consider:
- i. Incidents not directly related to the possible violation, unless they evidence a pattern;
 - ii. The character of the parties; or
 - iii. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
- G. Right to Inspect Evidence: All parties shall be provided equal access to inspect and review any or all evidence gathered during the investigation related to the allegations of the formal complaint, whether or not relied upon or referred to in the investigator's report. This will ensure that the parties can respond to the evidence prior to the conclusion of the investigation. Prior to completion of the investigation report, the investigator shall provide the parties and their respective advisors, when advisors are identified, a secured electronic or hard copy of the evidence subject to inspection. The parties must have at least ten **[business, or school, or calendar]** days to submit a written response which the investigator shall consider prior to completion of the

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investigative report. All such evidence shall be made available to all parties at any hearing to give the parties equal opportunity to refer to such evidence during the hearing, including cross-examination of adult parties.

- H. Investigative Report: At least ten [**business, or school, or calendar**] days prior to a hearing, or other time of determination regarding responsibility, the investigator shall send to all parties and their advisors, if any, by electronic format or hard copy, a copy of the investigative report for the parties' review and written response. The parties' responses shall be made part of the record.

Informal Resolution: The informal resolution process may include mediation, or other meeting of the parties that does not involve a full investigation and adjudication of the complaint. The District may **not** require the parties to participate in an informal resolution process. Informal resolution is available **only** if a written formal complaint was submitted to the Coordinator. If these conditions are satisfied, then at any time during the course of an investigation, but prior to the time of the Decision-Maker's final determination of responsibility, the parties may request the Coordinator to initiate the informal resolution by process. In so doing, the Coordinator is required to comply with the following:

- A. Provide the parties with written notice informing them of the allegations at issue and the requirements of the resolution process. These requirements include the fact that a written agreement signed by the parties that resolves the allegations at issue will preclude the parties from resuming the formal complaint process that arose from the same allegations. The parties will also be informed that at any time prior to reaching a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and will be notified that the records submitted or discussed during the informal process will be maintained by the District as part of the record, and may be used by the Decision-Maker to determine responsibility.
- B. Require the parties submit voluntary, written consent to participate in the informal resolution process.
- C. Ensure that the informal resolution process is **not** made available to resolve allegations that an employee sexually harassed a student.
- D. An informal resolution, signed and agreed to by the parties thereto, is not appealable.

Dismissal of a Formal Complaint: A written formal complaint may be dismissed by the Coordinator under any of the following circumstances, and prior to a finding of responsibility:

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- A. After investigating the allegations of the written formal complaint, dismissal is required if:
- i. The Coordinator or designee determines that the conduct alleged in the complaint, even if proven, would not constitute sexual harassment as defined herein; or
 - ii. The alleged conduct did not occur in a District education program or activity; or
 - iii. The alleged conduct did not occur against a person in the United States.
- Dismissal of the Title IX formal complaint, however, does not preclude action under another provision of the District's Code of Conduct or other District Policy.
- B. If the Complainant notifies the Coordinator in writing that he or she would like to withdraw the formal complaint or any allegations contained therein.
- C. If the respondent is no longer enrolled or employed by the District.
- D. If specific circumstances exist which prevent the investigator from gathering evidence sufficient to reach a determination regarding the merits of the formal complaint or allegations therein.

Upon dismissing a formal complaint, the Coordinator shall simultaneously inform the parties in writing that the complaint has been dismissed, and shall identify the reason(s) for the dismissal. This decision may be appealed in accordance the Appeals portion of this procedure, below.

5. Decision-Maker's Participation

If the matter is not dismissed for one of the reasons set forth above and is not resolved by the parties through the informal resolution process then, (following completion of the investigation, including issuance of the investigator's final investigation report,) the matter shall be submitted to the Decision-Maker for review and issuance of a determination of responsibility. The Decision-Maker cannot make a determination regarding responsibility until ten ~~{business OR school OR calendar}~~business days after the date the final investigation report is transmitted to the parties and the Decision-Maker, unless all parties and the Decision-Maker agree to an expedited timeline.

The Coordinator shall designate a ~~single three-member panel~~ Decision-Maker ~~{OPTIONAL: or a three-member panel}~~, and inform the parties and their advisors.

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The Decision-Maker(s) may not have had any previous involvement with the investigation. Those who have served as investigators in the investigation cannot serve as Decision-Makers. Those who are serving as advisors for any party cannot serve as Decision-Makers in that matter. The Coordinator is also prohibited from serving as a Decision-Maker in the matter.

All objections to any Decision-Maker must be raised in writing. Any written objection must detail the rationale for the objection and must be submitted to the Coordinator no later than ~~two~~ ~~business OR school OR calendar~~ two business days after being notified of the Decision-Maker's identity. Decision-Makers shall not be removed unless the Coordinator concludes that the Decision-Maker's bias or conflict of interest precludes a fair and impartial consideration of the evidence.

The Coordinator shall give the Decision-Maker(s) a list of the names of all parties, witnesses, and advisors. Upon review thereof, if any Decision-Maker believes they cannot make an objective determination, they must recuse themselves from the proceedings. If a Decision-Maker is unsure whether a bias or conflict of interest exists, they shall immediately disclose their concern(s) to the Coordinator and simultaneously inform the parties and their advisors.

No less than ten business days prior to any meeting or the decision-making phase of the process, the Coordinator or the Decision-Maker shall send notice to all parties. Once mailed, emailed, or received in-person, Notice will be presumptively delivered.

The Notice shall contain the following:

- A. A description of the alleged violation(s), a list of all policies allegedly violated, a description of the applicable procedures, and a statement of the potential sanctions that could result.
- B. The time, date, and location of any meeting.
- C. Any technology that will be used to facilitate the meeting.
- D. The name and contact information of the Decision-Maker, along with an invitation to object to any Decision-Maker on the basis of demonstrated bias. Such objections must be raised with the Coordinator at least two business ~~two~~ ~~business OR school OR calendar~~ days prior to the meeting.
- E. Information on whether the meeting will be recorded and, if so, information on access to the recording for the parties after the meeting.
- F. ~~[OPTIONAL: A statement that if any party does not appear at the scheduled meeting, the meeting will only be rescheduled for compelling reasons.]~~
- G. Notification that the parties may have the assistance of an advisor of their choosing at the meeting.
- H. A copy of all the materials provided to the Decision-Maker(s) about the matter.

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- I. An invitation for the parties to review and submit a written response to the final investigation report within ~~[three to seven] [business OR school OR calendar]~~ days of the date of the notice.
- J. An invitation to each party to submit to the Decision-Maker any written, relevant questions they want the Decision-Maker to ask of any other party or witness within ~~[three to seven] [business OR school OR calendar]~~ seven business days of the date of the notice.
- K. An invitation to each party to submit to the Decision-Maker an impact statement, pre-meeting, that the Decision-Maker will review during any sanction determination.
- L. An invitation to contact the Coordinator to arrange any disability accommodations, language assistance, and/or interpretation services that may be needed at any meeting or in the decision-making process, at least seven business ~~[three to seven] [business OR school OR calendar]~~ days prior to the meeting/final determination.
- M. Whether parties can or cannot bring mobile phones or devices into the meeting.

Meetings for possible violations that occur near or after the end of a school year, assuming the respondent is still subject to Policy 3085 and Procedure 3085P, and are unable to be resolved prior to the end of the school year will typically be held as soon as possible given the availability of the parties, but no later than immediately upon the start of the following school year. The District will implement appropriate supportive measures intended to correct and remediate any hostile environment while the resolution is delayed.

- A. **Evidentiary Consideration by the Decision-Maker:** Whether at a hearing or through an exchange of questions, only relevant, credible evidence will be admitted into evidence and considered by the Decision-Maker. Any evidence that the Decision-Maker(s) determine(s) is relevant and credible may be considered. The Decision-Maker will not consider:
 - i. Incidents not directly related to the possible violation, unless they evidence a pattern;
 - ii. The character of the parties; or
 - iii. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

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Previous disciplinary action of any kind involving the respondent may be considered in determining an appropriate sanction upon a determination of responsibility. This information may only be considered at the sanction stage of the process and cannot be shared with the Decision-Maker until that time.

The parties may each submit a written impact statement for the consideration of the Decision-Maker(s) at the sanction stage of the process when a determination of responsibility is reached.

- B. Hearing Procedure and Exchange of Questions Procedure:** At the time the matter is referred to the Decision-Maker(s), the Coordinator shall determine, based on the parties involved and the circumstances of the alleged sexual harassment, whether to hold a hearing or to initiate an exchange of questions procedure, and shall so inform all parties and their advisors. Both of these decision-making procedures are discussed below. Upon their selection, the Decision-Maker(s) shall review the evidence and issue a determination of responsibility based on the following circumstances and procedures.
- C. Exchange of Questions Procedure:** Where a party involved is an elementary student, or where the Coordinator otherwise determines that a hearing is not appropriate under the circumstances, the Coordinator will initiate the Exchange of Questions Procedure, which provide as follows.

After the Coordinator or designee has submitted the investigative report to the parties pursuant to this procedure and before reaching a determination regarding responsibility, the Decision-Maker(s) shall provide each party an opportunity to submit written, relevant questions that party desires to ask of any party or witness, and shall subsequently provide each party with the answers. The Decision-Maker will also allow for additional, limited follow-up questions from each party to the other, and provide both with complete copies of the answers. Upon receipt of the proposed questions, the Decision-Maker will review the proposed questions and determine which questions will be permitted, disallowed, or rephrased. The Decision-Maker shall limit or disallow any questions that are irrelevant, repetitive (and thus irrelevant), or abusive. The Decision-Maker shall have full authority to decide all issues related to questioning and determinations of relevance. The Decision-Maker may ask a party to explain why a question is or is not relevant from their perspective. The Decision-Maker shall explain any decision to exclude a question as not relevant or to reframe it for relevance. Whether a hearing is held or not, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant:

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- i. Unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant; or
- ii. If the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. This basis for asking questions or presenting evidence shall not be allowed if the respondent is an adult, non-student employee, because consent is not a recognized defense in cases where the complainant is a student and the respondent is an employee.

The Decision-Maker, after any necessary consultation with the parties, investigator(s), and/or Coordinator, shall provide the parties and witnesses with:

- i. The relevant written questions to be answered; and
- ii. A deadline for the parties and witnesses to submit written responses to the questions and any appropriate follow-up questions or comments by the parties.

The exchange of questions and responses by the parties and witnesses shall be concluded within a seven business day period. ~~{three to ten} {business OR school OR calendar} day period.~~

D. Hearing procedure: Where both parties are adult employees, or a mature secondary school student, the Coordinator may initiate the live Hearing Procedure. If either party, however, objects and requests the Exchange of Questions Procedure, then the Exchange of Questions procedure shall be followed by the Decision-Maker(s). The Hearing Procedure shall include the following:

At the live hearing, the decision maker(s) must permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Such cross-examination at the live hearing must be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally, notwithstanding the discretion of the District to restrict the extent to which advisors may participate in the proceedings, as long as the restrictions apply equally to all parties. At the request of either party, the District must provide for the live hearing to occur with the parties located in separate rooms with technology enabling the decision-maker(s) and parties to simultaneously see and hear the party or the witness answering questions. Only relevant cross-examination and other relevant questions may be asked of a party or witness. Before a complainant, respondent, or witness answers a cross-examination or other question, the decision-maker(s) must first determine whether the question is relevant and explain any

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decision to exclude a question as not relevant. If a party does not have an advisor present at the live hearing, the District shall provide without fee or charge to that party, an advisor of the District's choice to conduct cross-examination on behalf of that party. The advisor may be, but is not required to be, an attorney.

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless:

- i. Such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant; or
- ii. If the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

In cases where both parties are 18 or older, if a party or witness does not submit to cross-examination at the live hearing, the Decision-Maker(s) is prohibited from relying on any statement of that party or witness in reaching a determination regarding responsibility. However, that the Decision-Maker(s) cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions. Live hearings pursuant to this paragraph may be conducted with all parties physically present in the same geographic location or, at the District's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually, with technology enabling participants to simultaneously see and hear each other. The District shall create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review.

At the hearing, the Decision-Maker shall have the authority to hear and make determinations on all allegations of Title IX sexual harassment and may also hear and make determinations on any additional alleged violations of policy or procedure that have occurred in concert with the Title IX sexual harassment, even though those collateral allegations may not specifically fall within the definition of sexual harassment set for in these procedures.

Any witness scheduled to testify before the Decision-Maker must have been first interviewed by the investigator(s) ~~[OPTIONAL; or have proffered/provided~~ a written statement or answered written questions], unless all parties and the Decision-Maker agree to the witness's participation.

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If the parties and Decision-Maker do not agree to the admission of evidence newly offered at the hearing, the Decision-Maker may delay the meeting and instruct that the investigation needs to be re-opened to consider that evidence.

If the parties raise an issue of bias or conflict of interest of an investigator or Decision-Maker at the hearing, the Decision-Maker may elect to address those issues, consult with legal counsel, and/or refer them to the Coordinator, and/or preserve them for appeal. If bias is not in issue during the hearing, the Decision-Maker shall not permit irrelevant questions regarding bias.

6. Decision Making Process and Determination Requirements

Following its review of the evidence submitted by the investigator and the parties, the Decision-Maker, (who cannot be the Coordinator) shall issue a written determination of responsibility. To reach this determination, the District's burden of proof ~~—[preponderance of the evidence OR clear and convincing evidence]~~—must be described, and the burden satisfied, before the respondent can be found responsible for sexual harassment in violation of Title IX.

The written determination of responsibility shall include the following information:

- A. Identification of the allegations potentially constituting sexual harassment in violation of Title IX.
- B. A description of the procedural steps taken from receipt of the written formal complaint through the determination, including notifications to the parties, interviews of the parties and witnesses, site visits, methods used to obtain other evidence, and hearings used.
- C. Findings of fact supporting the determination.
- D. Conclusions regarding application of the District's code of conduct to the facts.
- E. A statement of and rationale for the determination as to each allegation, including any determination regarding responsibility, any disciplinary action to be imposed on the respondent, and identification of remedies and measures, if any, that will be provided to restore or preserve equal access to the District's educational programs and activities to be provided to the complainant.

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F. Considerations for disciplinary action. Factors considered when determining discipline may include, but are not limited to:

- i. The nature, severity of, and circumstances surrounding the violation(s);
- ii. The respondent's disciplinary history;
- iii. Previous allegations or allegations involving similar conduct;
- iv. The need for discipline to bring an end to the Title IX sexual harassment;
- v. The need for discipline to prevent the future recurrence of Title IX Sexual harassment;
- vi. The need to remedy the effects of the Title IX sexual harassment;
- vii. The impact on the parties; and
- viii. Any other information deemed relevant by the decision-maker(s)

G. The discipline imposed shall be implemented as soon as is feasible, either upon the outcome of any appeal or upon the expiration of the window to appeal if no appeal is requested. The sanctions described in this process are not exclusive of, and may be in addition to, other actions taken or sanctions imposed by external authorities.

H. Identification of the procedures for filing an appeal and the permissible grounds for complainant or respondent to base their appeal.

The Decision-Maker shall simultaneously provide their written determination to all parties. The determination becomes final either, (where an appeal is filed,) on the date the parties are provided copies of the written determination of the result of the appeal; or, (if no appeal is filed,) the date on which an appeal would no longer be considered timely.

The Coordinator is responsible for the effective implementation of any and all remedies set forth in the written determination of responsibility. In the event a student expulsion is recommended, pursuant to and in accordance with the requirements of Idaho Code § 33-205, the Coordinator shall ensure that an expulsion hearing is scheduled and heard by the Board of Trustees.

7. Appeals

Any party may file a request for appeal in writing with the Coordinator within seven business~~three to seven~~~~business OR school OR calendar~~ days of the delivery of the notice of a final decision.

~~{A three-member appeal panel chosen from the pool of eligible members shall be designated by the Coordinator. OR a single appeal decision-maker shall chair the appeal}. No {appeal panelists OR appeal decision-maker} will have been involved in~~

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the process previously, including any dismissal appeal that may have been heard earlier in the process. ~~OPTIONAL:~~ A voting chair of the appeal panel shall be designated.

The request for appeal shall be forwarded to the appeal chair for consideration to determine whether the request meets the grounds for appeal. This review is not a review of the merits of the appeal, but solely a determination as to whether the request meets the grounds and is filed in a timely manner.

Appeals shall be limited to the following grounds:

- A. Procedural irregularity that affected the outcome of the matter;
- B. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- C. The Coordinator, investigator(s), or Decision-Maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the specific complainant or respondent that affected the outcome of the matter;
- D. **OPTIONAL: Add any additional grounds for appeal, so long as they are applied equally to both parties**

Commented [MW1]: Do we want any additional grounds for appeal?

Appeal procedure: Upon receipt of a valid appeal, the Coordinator shall:

- A. Notify the other party in writing that an appeal has been filed, and implement the appeal procedure fairly and equally for both parties.
- B. Ensure the appeal decision-maker(s) is not:
 - i. The same person(s) as the Decision-Maker(s) that issued the written determination of responsibility;
 - ii. The person who issued the dismissal;
 - iii. The investigator; or
 - iv. The Coordinator.
- C. Ensure the appeal decision-maker has been trained in accordance with the requirements of this grievance procedure.

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- D. The appealing party shall have ten ~~business OR school OR calendar~~ business days following the delivery of the notice of the appeal to submit a written statement in support of the appeal and challenging the outcome. The responding party shall have ten ~~business OR school OR calendar~~ business days following the delivery of the appealing party's statement in support of appeal to submit the responding party's written statement in opposition to the appeal (and supporting the outcome that is the subject of the appeal). In the event the parties and the appeal decision-maker agree to a different briefing schedule (whether allowing more or less time), the time allowed to prepare a written statement shall be the same for all parties.
- E. Issue a written decision describing the result of the appeal and identifying the bases and rationale for the decision.
- F. Provide the written decision simultaneously to all parties.

Requirements of the Title IX Grievance Procedure

The following requirements apply to the conduct of the Title IX Grievance procedure set forth above.

- 1. Equitable treatment of the parties:** At all times, both complainants and respondents shall be equitably treated by providing remedies to a complainant until a determination of responsibility for sexual harassment has been made against the respondent. No sanction or discipline may be imposed against the respondent unless and until the process required by this procedure has been completed. Until a final determination of responsibility has been issued only "supportive measures" may be initiated that are non-disciplinary or non-punitive and avoid burdening the respondent. Any and all final remedies, however, must be designed to restore or preserve equal access to the District's education program or activity. Such remedies may include the same individualized services described as "supportive measures;" however, following the decision, such remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent
- 2. Objective evaluation of the evidence:** The formal grievance process involves an objective evaluation of all relevant evidence obtained, including evidence that supports the conclusion the respondent engaged in a violation of policy or procedure and evidence that supports the conclusion the respondent did not. Credibility determinations may not be based solely on an individual's status or participation as a complainant, respondent, or witness.

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- 3. Lack of bias:** Any individual materially involved in the administration of the formal grievance process including the Coordinator, investigator(s), decision-maker(s) and appeal decision-maker(s) may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific complainant or respondent.
- 4. Title IX training of District participating staff:** Any individual designated by the District as a Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process, cannot have a conflict of interest or bias for or against complainants or respondents generally, or against any individual complainant or respondent. The District shall ensure that Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receives training on the definition of “sexual harassment” set forth in this procedure, the scope of the District’s education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The District shall ensure that Decision-Makers receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, as required by this procedure. The District shall also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in this procedure. All materials used to train Coordinators, investigators, decision-makers, and any persons facilitating an informal resolution process, shall not rely on stereotypes based on gender, and must promote impartial investigations and adjudications of formal complaints of sexual harassment, and provide guidance therefor.
- 5. Presumption of innocence:** The District presumes that the respondent is not responsible for the reported misconduct unless and until a final determination is made, in accordance with this procedure, that Policy 3085 or procedure 3085P prohibiting sex discrimination and sexual harassment has been violated.
- 6. Promptness:** Investigations are completed promptly, normally within ~~{30} {business OR school OR calendar}~~ days, though some investigations may take longer, depending on the nature, extent, and complexity of the allegations; availability of witnesses; police involvement; and other factors.

The District shall make a good faith effort to complete the investigation as promptly as possible and will communicate regularly with the parties to update them on the progress and timing of the investigation.

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Notwithstanding the above, The District may undertake a delay in its investigation, lasting from several days to a few weeks, if circumstances require. Such circumstances include but are not limited to a request from law enforcement to temporarily delay the investigation, the need for language assistance, the absence of parties and/or witnesses, and/or a need for accommodations for disabilities or health conditions.

The District shall communicate in writing the anticipated duration of the delay and the reason for it to the parties and provide the parties with status updates if necessary. The District will promptly resume its investigation and formal grievance process as soon as feasible. During such a delay, the District will implement supportive measures as deemed appropriate.

District action(s) or processes may be delayed, but are not stopped by, civil or criminal charges involving the underlying incident(s). Dismissal or reduction of those criminal charges may or may not impact on the District's action(s) or processes.

7. **Description of sanctions.** The following describes the range of sanctions that may be implemented following a finding of responsibility.

Student Discipline: The following are the usual sanctions that may be imposed upon students singly or in combination:

- A. A warning;
- B. Required counseling;
- C. A required substance abuse treatment program;
- D. Exclusion from participating in extracurricular activities or other District programs/activities;
- E. Alternative placement;
- F. Suspension, which may be in-school, out-of-school, long-term, short-term, extended, or other suspensions;
- G. Expulsion (in compliance with I.C. §.-33-205); and
- H. Other actions: In addition to or in place of the above sanctions, the District may assign any other sanctions deemed appropriate.

Employee Sanctions: Sanctions for an employee may include:

- A. A verbal or written warning;
- B. A performance improvement plan or management process;
- C. Enhanced supervision, observation, or review;
- D. Required counseling;
- E. Required training or education;

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- F. Probation;
- G. Denial of pay increase or pay grade;
- H. Loss of oversight or supervisory responsibility;
- I. Demotion;
- J. Transfer;
- K. Reassignment;
- L. Assignment to a new supervisor;
- M. Restriction of professional development resources;
- N. Suspension with pay;
- O. Suspension without pay;
- P. Termination (in compliance with I.C. § 33-513(5), in the case of certificated employees);
- Q. Other actions: In addition to or in place of the above sanctions, the District may assign any other sanctions as deemed appropriate.

8. **Burden of proof.** When determining whether the respondent is responsible for violating Policy ~~3085-375.00~~ or Procedure ~~3085P-375.00P~~ by discriminating based on sex and/or for sexual harassment as defined herein, the decision-maker shall apply the ~~preponderance of the evidence standard, which means the evidence proves on a more likely than not basis that respondent violated the policy or procedure.~~ **OR clear and convincing evidence standard; which requires that the evidence proves there is a high probability that the respondent violated the policy or procedure.**

9. **Appeals.** Any party may file a request for appeal in writing to the Coordinator within ~~three to seven~~ **business OR school OR calendar** ~~seven business~~ days of the delivery of the notice of a final outcome.

10. **Supportive measures:** Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the parties. Supportive measures are designed to restore or preserve access to the District's education program or activity, including measures designed to protect the safety of all parties or the District's educational environment, and/or deter Title IX sexual harassment. Examples of supportive measures may include, but are not limited to:

- A. Referral to counseling, medical, and/or other healthcare services;
- B. ~~OPTIONAL:~~ Referral to the Employee Assistance Program;
- C. Referral to community-based service providers;
- D. Visa and immigration assistance;
- E. Education of the school community or community subgroup(s);
- F. Altering work arrangements for employees;
- G. Safety planning;

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- H. Providing school safety escorts;
- I. Providing transportation accommodations;
- J. Implementing contact limitations, such as no contact orders, between the parties (note: allegations of violations of a no contact order will be investigated as collateral misconduct under this process);
- K. Academic support, extensions of deadlines, or other course or program-related adjustments;
- L. Emergency warnings;
- M. Class schedule modifications, withdrawals, or leaves of absence;
- ~~N. Increased security and monitoring of certain areas of the school;~~
- ~~O.N. OPTIONAL: Add additional District-specific supportive measures here; and~~
- ~~P.O. Any other actions deemed appropriate by the Coordinator.~~

11. Recognition of privileges: At no time during this grievance procedure may any evidence (whether through testimony or documents) be required, admitted, relied upon, or otherwise obtained by asking questions or admitting evidence that constitutes, or seeks disclosure of, information protected by a legally recognized privilege, unless the person holding the privilege has knowingly and freely waived the privilege.

12. Recordkeeping;

- A. The District shall maintain for a period of seven years records of:
 - i. Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required where a hearing is held, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity;
 - ii. Any appeal and the result therefrom;
 - iii. Any informal resolution and the result therefrom; and
 - iv. All materials used to train Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The District shall make these training materials publicly available on its website.
- B. For each response to a report of harassment or discrimination based on sex, the District shall create, and maintain for a period of seven years, records of any

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actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the District shall document the basis for its conclusion that its response was not deliberately indifferent, and document that it took measures designed to restore or preserve equal access to the District's education program or activity. If the District does not provide a complainant with supportive measures, then the Coordinator must document the reasons why such a response was not clearly unreasonable in light of the known circumstances (i.e., was not a result of sex discrimination). The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or detailing additional measures taken or to be taken.

Title IX Grievance Procedure Definitions

The following definitions apply to the identified terms used in this procedure:

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to:

1. The District's Coordinator; or
2. Any District official possessing the authority to institute corrective measures on behalf of the District; or
3. Any employee of the District.

Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the District with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the District. “Notice” as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Coordinator as set forth in this procedure.

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Under circumstances where a sexual assault is alleged by a student against an adult, non-student employee, the District does not recognize the defense of “consent,” however it is defined. Where the parties are both adults, however, the following definition of “consent” will apply: Consent occurs where there is a knowing, voluntary, and clear grant of permission, by word or action, to engage in sexual activity. Individuals may experience the same interaction in different ways. Therefore, it is the responsibility of each party to determine that the other has consented before engaging in the activity. If consent is not clearly provided prior to engaging in the activity, consent may be ratified by word or action at some point during the interaction or thereafter, but

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clear communication from the outset is strongly encouraged. Consent may be withdrawn. A person cannot consent if they are unable to understand what is happening or is disoriented, helpless, asleep, or unconscious, for any reason, including by alcohol or other drugs. It is a violation of policy if a respondent engages in sexual activity with someone who is incapable of giving consent, or is otherwise incapacitated.

“Incapacitation” occurs when someone cannot make rational, reasonable decisions because they lack the capacity to give knowing, informed consent. For example, they cannot understand the “who, what, when, where, why, or how” of their sexual interaction.

“Formal Complaint” means a document filed by a complainant, or signed by the Coordinator, alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment. At the time of filing a formal complaint, the complainant must be participating in or attempting to participate in the educational programs or activities of the District. A formal complaint may be filed with the Coordinator in person, by mail, or by electronic mail, or by using the contact information listed on the District’s website. As used in this paragraph, the phrase “document filed by a complainant” means a document or electronic submission, (such as by electronic mail or through an online portal provided for this purpose by the District,) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Coordinator signs a formal complaint, the Coordinator is not a complainant or otherwise a party to this grievance procedure, and must comply otherwise comply with the requirements of this procedure.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. “Quid pro quo” harassment, which occurs when a District employee conditions the provision of a District benefit, service, or assistance on an individual’s participation in unwelcome sexual conduct;
2. “Hostile Environment,” which is defined as unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to District education program or activity; or
3. Physical threats and attacks, including “sexual assault,” defined as forcible and non-forcible sex offenses as defined in the Clery Act, or dating violence, domestic violence, or stalking as defined in the Violence Against Women Act.

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“Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent in cases where either no formal complaint has been filed, or both before and/or after the filing of a formal complaint. Such measures are designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work ~~locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.~~ [INCLUDE IF DISTRICT PROVIDES HOUSING: or housing] locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District shall maintain as confidential any supportive measures provided to the complainant or respondent, provided that maintaining such confidentiality will not impair the ability of the District to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of all supportive measures.

“Elementary school” and “secondary school” as used in this procedure refer to a local educational agency, as defined in the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act, a preschool, or a private elementary or secondary school, and include this District.

Revision of These Procedures

The District reserves the right to make changes to these procedures as necessary, ~~[OPTIONAL: Once those changes are posted online, they shall be in effect].~~ If laws or regulations change or court decisions alter the requirements in a way that impacts these procedures, this document shall be construed to comply with the most recent government regulations or holdings.

References: 34 CFR Part 106 Nondiscrimination on the Basis of Sex in Educational Programs or Activities Receiving Federal Financial Aid

Procedure History:

Promulgated on:

Revised on:

Reviewed on:

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Sexual Harassment, Discrimination and Retaliation Policy

Policy Purpose

The purpose of this policy is to promote working and learning environments that are free from sex and gender-based harassment, discrimination, and retaliation, and to affirm [{{Full_District_Name}}Minidoka School District](#)'s commitment to non-discrimination, equity in education and equal opportunity for employment.

Scope of Policy

This policy applies to all members of [{{Full_District_Name}}Minidoka School District](#)'s community, including students, employees, and other members of the public including guests, visitors, volunteers, and invitees.

Policy Statement

[{{Full_District_Name}}Minidoka School District](#) is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from sex and gender-based harassment, discrimination, and retaliation. Accordingly, the District prohibits harassment and discrimination on the basis of sex, sexual orientation, gender, gender identity, and pregnancy, as well as retaliation against individuals who report allegations of sex and gender-based harassment and discrimination, file a formal complaint, or participate in a grievance process.

Students, employees, or other members of the District community who believe that they have been subjected to sex or gender-based harassment, discrimination, or retaliation should report the incident to the Title IX Coordinator, who will provide information about supportive measures and the applicable grievance process(es). Violations of this policy may result in discipline for both students and [District] employees.

Title IX Coordinator

The [\[TITLE OR NAME\]Federal Programs Director](#) serves as [{{Full_District_Name}}Minidoka School District](#)'s Title IX Coordinator and oversees implementation of this policy. The Title IX Coordinator has the primary responsibility for coordinating the District's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent sex and gender-based harassment, discrimination, and retaliation prohibited under

this policy. The Title IX Coordinator acts with independence and authority and is free from bias and conflicts of interest.

To raise any concern involving bias, conflict of interest, misconduct or discrimination committed by the Title IX Coordinator, contact the ~~the~~ [POSITION] Superintendent or designee at the district office 208-436-4727 at [CONTACT INFORMATION].

~~[NOTE: Positions the District may select to handle these reports include the District Superintendent or Human Resources Director if they are not also the Title IX Coordinator, or someone who meets the description of any of the three numbered points listed below..~~

If the District's Title IX Coordinator is the subject of any complaint regarding sex or gender-based harassment or has an apparent bias or conflict of interest regarding such a case, another person shall be appointed to act as the Title IX Coordinator for handling that case. Such appointees may include, but are not limited to:

1. The Title IX Coordinator of another school district which the District has an agreement with;
2. Another employee of the District who is qualified and trained to address the matter, such as a deputy Title IX Coordinator;
3. A qualified and trained individual who enters into a professional services contract with the District; including but not limited to the District's legal counsel and/or contracted Human Resources or Title IX professionals.

Concerns of bias, conflict of interest, misconduct, or discrimination committed by any other official involved in the implementation of this policy or related grievance processes should be raised with the Title IX Coordinator.

Mandatory Reporters

~~{{Full_District_Name}}~~ Minidoka School District has classified all employees as mandatory reporters of any knowledge they have that a member of the District community experienced sex or gender-based harassment, discrimination, and/or retaliation. Accordingly, all District employees must promptly report actual or suspected sex and gender-based harassment, discrimination, and/or retaliation to the Title IX Coordinator. District employees must share with the Title IX Coordinator all known details of a report made to them in the course of their employment, as well as all details of behaviors under this policy that they observe or have knowledge of. Failure of a District employee to report an incident of sex or gender-based harassment, discrimination, or retaliation to the Title IX Coordinator of which they become aware is a violation of this policy and can be subject to disciplinary action for failure to comply.

In addition, District employees must also report allegations of suspected child abuse and/or neglect to either law enforcement or the Idaho Department of Health and Welfare as described in ~~[Policy 5260 OR the Board's policy on reporting suspected abuse, abandonment, or District Policy 528.00 Child Abuse.~~ neglect.

Contact Information

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding this policy and related procedures, may be made internally to {{Full_District_Name}} Minidoka School District Title IX Coordinator (or deputies, if applicable) using the contact information below:

Title IX Coordinator
Office of Federal Programs
Minidoka County School District
310 10 th Street
Rupert, Idaho 83350
208-436-4727

mwidmier@minidokaschools.org (can we set up a Title IX email rather than mine?)
www.minidokaschools.org

Title IX [NAME/OFFICE]Minidoka School Distri
Office of _____ Office of the Superintendent
[LOCATION/ADDRESS] 310 10th St. Rupert, ID 83350
[PHONE NUMBER] 208-436-4727
[EMAIL ADDRESS]
[WEBSITE] www.minidokaschools.org

Investigators

- Minico High School Principal or designee: 208-436-4721
- Mt. Harrison High School Principal or designee: 208-436-6252
- East Minico Middle School Principal or designee: 208-436-3178
- West Minico Middle School Principal or designee: 208-438-5018
- Mt Harrison Jr High School Principal or designee: 208-436-4727
- Acequia Elementary School Principal or designee: 208-436-6985
- Heyburn Elementary School Principal or designee: 208-679-2400
- Paul Elementary School Principal or designee: 208-438-2211
- Rupert Elementary School Principal or designee: 208-436-9707

Decision-makers: a panel of 3, consisting of the Minidoka School District Human Resource Supervisor and/or principals, vice principals, athletic directors)

Appellate Decision-Makers: Minidoka School District superintendent, legal counsel, and/or the Board

~~[NOTE: Include all relevant Title IX Team members here as well, and, if applicable, the general delineated responsibilities of each. i.e. any deputy coordinators]~~

External inquiries can be made to the U.S. Department of Education, Office for Civil Rights, Region 10, using the contact information below:

Seattle Office
Office for Civil Rights
U.S. Department of Education

915 Second Avenue, #3310
Seattle, WA 98174-1099
OCR.Seattle@ed.gov
1-800-877-8339

Notice/Formal Complaints of Sex and Gender-Based Harassment, Discrimination, and/or Retaliation

Notice or formal complaints of sex or gender-based harassment, discrimination, and/or retaliation may be made using any of the following options:

1. File a complaint with, or give verbal notice to, the Title IX Coordinator (or deputy/deputies, if applicable). Such a report may be made at any time, including during non-business hours, by using the telephone number, email address, or by mail to the office address listed for the Title IX Coordinator (or any other official as listed above).
2. Report online, using the reporting form posted at [\[URL\]www.minidokaschools.org](#).
3. Report by phone at [\[PHONE NUMBER\].208-436-4727](#)
4. ~~[Add any other reporting options, if applicable.]~~

When notice is received regarding conduct that may constitute Title IX sexual harassment, ~~[[Full_District_Name]]~~ [Minidoka School District](#) shall provide information about supportive measures and how to file a formal complaint, as described in ~~[insert title of our new Title IX procedures yet to be developed]~~ [the Title IX Sexual Harassment Grievance Procedure, Requirements and Definitions policy #375.00P.](#)

~~[NOTE: The above sentence addresses Title IX’s requirement to reach out to alleged victims to offer supportive measures and discuss how to file a formal complaint after receiving a report of possible Title IX sexual harassment. If offering supportive measures to an alleged victim and discussing how to file a formal complaint always follows a report of sexual harassment, irrespective of whether it falls into Title IX, information on that practice would be included here.]~~

A formal complaint means a document filed/signed by the alleged victim or signed by the Title IX Coordinator alleging an individual violated this policy and requesting ~~that~~ that the District investigate the allegation(s). As used in this paragraph, the phrase “document filed/signed by the alleged victim” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the District, if applicable) that contains the alleged victim’s physical or digital signature, or otherwise indicates that the alleged victim is the person filing the complaint. For example, an alleged victim may send an email to the Title IX Coordinator, identify themselves yes as the alleged victim and the one sending the email, to file a formal complaint. If notice is submitted in a form that does not meet this standard, the Title IX Coordinator will contact the alleged victim to ensure that it is filed correctly.

Parents and legal guardians of primary and secondary school students who have the legal authority to act on their child’s behalf may file a formal complaint on behalf of their child.

Grievance Processes

When a formal complaint is made alleging that this policy was violated, the allegations are subject to resolution using one of ~~the~~ Minidoka School District's grievance processes noted below, as determined by the Title IX Coordinator. All processes provide for a prompt, fair, and impartial process.

1. For formal complaints regarding conduct that may constitute Title IX sexual harassment involving students or employees, the District will implement procedures detailed in the Title IX Sexual Harassment Grievance Procedure, Requirements and Definitions policy #375.00P~~Procedure 3085P~~new policy name.
2. For formal complaints regarding sex and gender-based harassment, discrimination and/or retaliation where students are the accused party, and that do not constitute Title IX sexual harassment, the District will implement procedures described in [insert applicable procedures, which may include: Student Code of Conduct, Uniform Grievance Procedure if no adjudication procedures are included in the Student Code of Conduct, General Bullying, Harassment and Intimidation procedures, Relationship Abuse and Sexual Assault Prevention and Response procedures].
3. ~~For formal complaints regarding sex and gender-based harassment, discrimination and/or retaliation where employees are the accused party, and that do not constitute Title IX sexual harassment, the District will implement procedures described in District Policies [insert applicable procedures, which may include: Uniform Grievance Procedure, 586.00 Grievance Procedure for Certificated Employees and 590.50 Grievance Procedure for Classified Employees. Certificated/Non-certificated Staff Grievance Procedure]~~
4. ~~[Add any additional procedures, such as those involving volunteers, invitees, guests, etc. if applicable]~~

Cross References:	3270	Student Records
	3270P	Student Records
	3285	Relationship Abuse and Sexual Assault Prevention and Response
	3290	Sexual Harassment/Intimidation of Students
	3295	Hazing, Harassment, Intimidation, Bullying, Cyber Bullying
	3295P	Hazing, Harassment, Intimidation, Bullying, Cyber Bullying
	3330	Student Discipline
	4120	Uniform Grievance Procedure
	4600	Volunteer Assistance
	4600P	Volunteer Assistance
	5240	Sexual Harassment/Sexual Intimidation in the Workplace
	5250	Certificated Staff Grievances

5275 Adult Sexual Misconduct
5500 Personnel Records
5500P Procedures for Releasing Personnel Records to Hiring
School Districts
5800 Classified Employment, Assignment, and Grievance
5800P Classified Employee Grievance Procedure

Legal References: 20 U.S.C. §§ 1681 - 1682 Title IX of the Education Amendments of 1972
34 CFR Part 106 Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance

Policy History:

Adopted on:

Revised on:

Reviewed on:

ADOPTED:

AMENDED:

It is the Board's desire that procedures for settling certificated staff grievances be an orderly process within which solutions may be pursued. Further, that the procedures provide prompt and equitable resolution at the lowest possible administrative level. Additionally, it is the Board's desire that each certificated employee be assured an opportunity for orderly presentation and review of grievances without fear of reprisal.

Grievance Definition

A grievance pursuant to this policy shall be a written allegation of a violation of Board approved District policies or a written allegation of violation of the Negotiated Agreement between the District and the teachers' association.

Grievance Procedure

The District will first review the Negotiated Agreement for any applicable grievance procedures. If such a provision exists, such procedures shall govern the resolution of certificated staff grievances.

A staff member with a grievance is encouraged to first discuss it with their immediate supervisor, with the objective of resolving the matter promptly and informally. The staff member may have MCEA representation at this meeting and/or a neutral third party (mutually agreed upon by the employee and the immediate supervisor) may be invited to be part of this informal discussion. The neutral party may make a recommendation to the employee as to whether or not they should file a grievance.

An exception is that complaints of sexual harassment or violation of any other protected status should ~~be addressed as described in Policy 375.00 and 375.00P. be discussed with the first line administrator that is not involved in the alleged harassment.~~ This attempt at informal resolution is not a required component of the grievance policy but is suggested in an effort to attempt to resolve disputes informally.

Level 1 Grievance

If the grievance is not resolved informally, and the grievant wishes to continue to seek to address the grievance, the grievant shall fill the written grievance with their immediate building principal. The written grievance shall state:

1. The policy or provision of the Negotiated Agreement the employee believes were violated;
2. The alleged date of violation;
3. The actor involved in the alleged violation; and
4. The remedy requested by the employee

The written grievance must be filed with the immediate building principal within fifteen (15) working days of the date of the initial event allegedly giving rise to the grievance.

The immediate building principal or designee of the building principal shall meet with the grievant and shall, at the discretion of the principal or designee, conduct whatever additional

meetings or investigative activities the principal or designee believes are necessary to address the grievance.

Subsequent to these activities and within a period of ten (10) working days, the principal shall provide the grievance with a written response to the grievance of the certificated employee.

Level 2 Grievance

If the grievant is not satisfied with the decision of the principal or designee, the individual shall have a period of ten (10) working days to advance the grievance to the Superintendent by submitting a written objection to the decision with the Superintendent.

If the principal or designee does not provide a written response to the grievance at the conclusion of ten (10) working days and no extension of this time period has been agreed to between the grievant and principal or designee, the grievance shall be advanced to the Superintendent without written response of the principal or designee.

Upon receipt by the Superintendent, the Superintendent or a designee shall schedule a meeting between the parties and the principal. If the complaint alleges a violation of Title IX, Title II, or Section 504 of the Rehabilitation Act, or sexual harassment that is found to not fall within the scope of Policy 375.00 and Procedure 375.00, the person who received the written grievance shall turn the complaint over to the nondiscrimination coordinator who shall investigate the complaint. The District has appointed nondiscrimination coordinators to assist in the handling of discrimination complaints. The coordinator will complete the investigation and file the report with the Superintendent within 30 days after receipt of the written grievance. The coordinator may hire an outside investigator if necessary. If the Superintendent agrees with the recommendation of the coordinator, the recommendation shall be implemented. If the Superintendent rejects the recommendation of the coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within 15 days of receiving the report of the coordinator to the Board for a hearing.

~~The parties shall be afforded the opportunity to either dispute or concur with the principal's report. The Superintendent or designee shall, within a period of fifteen (15) working days, decide the matter notifying all the parties in writing of the decision. The decision of the Superintendent or designee shall be controlling, regardless of whether it is in agreement or in disagreement with the decision of the principal.~~

Level 3 Grievance

If the certified employee is not satisfied with the response of the Superintendent or designee, or if there is no response by the Superintendent or designee within the time frame provided in the Level 2 Grievance paragraph, the certified employee may request a review of the grievance by a hearing panel within ten (10) working days from receipt of the response provided in the Level 2 Grievance paragraph if the certified employee received a written response, or ten (10) working days from the date the Superintendent or designee last had to respond if the certified employee received no written response. Within ten (10) working days of receipt of an appeal, a panel consisting of three (3) persons; one (1) designated by the Superintendent, one (1) designated by the certified employee, and one (1) agreed upon by the two (2) appointed members for the purpose of reviewing the appeal shall be selected and review the appeal. Within ten (10) working days following completion of the review, the panel shall submit its decision in writing to the certified employee, the Superintendent, and the Board of Trustees.

Level 4 Grievance

The Board is the policy-making body of the District and recommendations by the panel to that level must be based solely on whether or not policy and/or this agreement has been followed. Upon receipt of a written appeal of the decision of the panel, and assuming the individual alleges a failure to follow Board policy and/or this agreement, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final.

All grievance related documents, communications and records dealing with the process of a grievance shall be filed separately from personnel files. Grievance documents shall not be forwarded to prospective employers.

In the case where a person designated to hear a grievance is the subject of the grievance, the grievance process will begin at the next highest step and the process shall be modified as needed to meet the objectives of Policy 586.00 Grievance Procedure for Certified Employees. If a grievance is directly based on official Board action, the grievance shall be directed to the Clerk of the Board. The grievance may be heard by the Board at the sole discretion of the Board.

The timelines of the grievance procedure established in this section may be waived or modified by mutual agreement.



LEGAL REFERENCE: Idaho Code § 33-1271

ADOPTED: October 17, 2011

AMENDED/REVISED: December 15, 2014; August 19, 2019; December 16, 2019; May 18, 2020

It is the Board's desire that procedures for settling classified staff grievances be an orderly process within which solutions may be pursued. Further, that the procedures provide prompt and equitable resolutions at the lowest possible administrative level. Additionally, it is the Board's desire that each classified employee be assured an opportunity for orderly presentation and review of grievances without fear of reprisal.

Grievance Definition

A grievance shall be defined as a written allegation of a violation of current written school policy, current written board approved school district policy, violation of the current written board approved employee handbook, a condition that jeopardize the health or safety of the employee or another, or tasks assigned outside of the employee's essential job function and for which the employee has no specialized training. However, neither the rate of salary or wage of the employee nor the decision to terminate an employee for cause during the initial one hundred eighty (180) days of employment shall be proper subject for consideration under the grievance procedure. For the purpose of this section, "current" means as of the date of the incident giving rise to the grievance.

Grievance Procedure

A classified employee with a complaint is encouraged to first discuss it with their immediate supervisor with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be [addresses as described in Policy 375.00 and 375.00P](#) ~~discussed with the first line administrator that is not involved in the alleged harassment.~~

Level 1 Grievance

If the grievance is not resolved informally, the grievant may file a formal written grievance stating:

1. The alleged date of the violation;
2. The nature of the grievance; and
3. The remedy sought.

If a classified employee files a grievance, the employee shall submit the grievance in writing to the district's human resources administrator within six (6) working days of the incident giving rise to the grievance. The grievance shall state the nature of the grievance and the remedy sought. Within six (6) working days of receipt of the grievance, the district's human resources administrator shall schedule an informal grievance meeting with the grievant, the employee against whom the grievance is filed, respective advocates, as well as a district administrator who will not be involved in the statutory grievance process. The purpose of the meeting shall be to attempt to find a resolution to the employee grievance.

Level 2 Grievance

(If a resolution is not reached during the informal grievance meeting, the individual against whom a grievance is filed shall file a written response to the employee grievance within six (6) working days after the conclusion of the informal grievance meeting.) Thereafter, the

employee may appeal the grievance to the superintendent of the district or the superintendent's designee within six (6) working days of the receipt of the written response or within six (6) working days from the date the written response was due if the classified employee received no written response. Within six (6) working days of an appeal, the superintendent or his designee shall provide a written response to the classified employee.

If the complaint alleges a violation of Title IX, Title II, or Section 504 of the Rehabilitation Act, or sexual harassment that is found to not fall within the scope of Policy 375.00 and Procedure 375.00P, the person who received the written grievance shall turn the complaint over to the nondiscrimination coordinator who shall investigate the complaint. The District has appointed nondiscrimination coordinators to assist in the handling of discrimination complaints. The coordinator will complete the investigation and file the report with the Superintendent within 30 days after receipt of the written grievance. The coordinator may hire an outside investigator if necessary. If the Superintendent agrees with the recommendation of the coordinator, the recommendation shall be implemented. If the Superintendent rejects the recommendation of the coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within 15 days of receiving the report of the coordinator to the Board for a hearing.

Level 3 Grievance

If the classified employee is not satisfied with the response of the superintendent or the designee, or if there is no response by the superintendent or the designee within the time frame provided in the Level 2 Grievance paragraph, the classified employee may request a review of the grievance by a hearing panel within six (6) working days from receipt of the response provided in the Level 2 Grievance paragraph if the employee received a written response, or six (6) working days from the date the superintendent or designee last had to respond if the classified employee received no written response. Within ten (10) working days of receipt of an appeal, a panel consisting of three (3) persons; one (1) designated by the superintendent, one (1) designated by the employee, and one (1) agreed upon by the two (2) appointed members for the purpose of reviewing the appeal shall be selected and review the appeal. Within ten (10) working days following completion of the review, the panel shall submit its decision in writing to the classified employee, the superintendent, and the board of trustees.

The panel's decision shall be the final and conclusive resolution of the grievance unless the board of trustees overturns the panel's decision by resolution at the board of trustees' next regularly scheduled public meeting or unless, within forty-two (42) calendar days of the filing of the board's decision, either party appeals to the district court in the county where the school district is located. Upon appeal of a decision of the board of trustees, the district court may affirm or set aside and remand the matter to the board of trustees upon the following grounds, and shall not set the same aside on any other grounds:

1. That the findings of fact are not based on any substantial, competent evidence;
2. That the board of trustees has acted without jurisdiction or in excess of its powers;
3. That the findings by the board of trustees as a matter of law do not support the decision.

A classified employee filing a grievance pursuant to this section shall be entitled to a representative of the employee's choice at each step of the grievance procedure provided in this section. The person against whom the grievance is filed, the superintendent or the superintendent's designee shall be entitled to a representative at each step of the grievance procedure. None of these individuals will be qualified to sit on the advisory grievance panel.

The timelines of the grievance procedure established in this section may be waived or modified by mutual agreement.

Utilization of the grievance procedure established pursuant to this section shall not constitute a waiver of any right of appeal available pursuant to law or regulation.

Neither the board nor any member of the administration shall take reprisals affecting the employment status of any party in interest. The employee filing a grievance shall not take any reprisals regarding the course of the outcome of the grievance nor take any reprisals against any party or witness participating in the grievance.



LEGAL REFERENCE: Idaho Code 33-517

ADOPTED: March 20, 1989

AMENDED/REVISED: February 19, 1990; May 22, 1996; June 21, 2004; May 18, 2015

The Board of Trustees of Minidoka County Joint School District #331 is sincerely concerned and committed to providing a safe and healthy working environment for all of our teachers and staff. We expect a high standard of safety to be followed throughout all operations of Minidoka County Schools to assure the work environment is free of recognized safety and health hazards.

Accidents lead to inefficient operations by increasing costs, decreasing teaching and services, and ultimately reduce District morale. Thus, Minidoka County School District expects every employee to take an active part in our safety program by following District guidelines, using personal protective equipment, practicing safe work habits, using good judgment, thinking ahead, and reporting immediately all observed hazards.

~~Our Safety Program has been established to identify, eliminate and to control undesired and unexpected events, which may result in physical harm or property damage. To this end, the School District requires the safety program to be adhered to in daily work activities and in completion of assigned safety training. Blatant disregard of the District safety rules and regulations may result in disciplinary action, up to and including termination of employment.~~

The District Safety Management Committee will have the responsibility for coordination of safety planning and program efforts within the district. The members of the committee will include: Building Principals, the District Safety Coordinator, Building Safety Coordinators, Department Supervisors, County and City Law Enforcement Officers within the school district, School Resource Officers, the District Nurses, and the County Prosecutor. The District Safety Committee will meet on a minimum of two (2) times a year to address student, staff, and building safety issues.

~~The following guidelines are delineated:~~

- ~~1. The building head custodian shall be responsible for inspection of boilers and other mechanical and electrical devices. He/she shall also check all unsafe physical conditions in school buildings and on school grounds.~~
- ~~2. Principals should notify the building custodian when there is any evidence that an unsafe condition exists in a building or on the grounds. If an unsafe condition does exist, the head custodian must then determine the proper procedure to follow.~~
- ~~3. The principal and custodian shall take steps to correct all unsafe conditions or file maintenance work orders to have the conditions corrected.~~
- ~~4. The District Safety Committee will meet on a minimum of two (2) times a year to address student, staff, and building safety issues.~~

All District Employees

Inclusive of the provisions of the Safety Management Program, all District employees are required to use reasonable caution and analyze all work assignments and the work environment for potential hazards. Employees shall:

1. Follow specific safety instructions described in the District Safety Management Program;
2. Utilize their best judgement when evaluating potential safety concerns posed by any instructions that may be given to them by their supervisor;
3. Act safely in daily activities and at no time do anything they reasonably expect could result in an accident or injury to themselves or others;
4. Be responsible for their own safe conduct and do everything reasonably possible to safeguard others, unless doing so would unreasonably place the employee in peril;
5. Be alert to any potentially or actually unsafe conditions and report them immediately to their supervisor, the building principal, or ~~OTHER~~ District Safety Coordinator;
6. Use all articles of safety equipment provided in a way that strictly complies with the manufacturers' instructions, suggested uses, and/or established industry best practices;
7. Take good care of any tools, equipment, or vehicles and report any needed repair or replacement necessary for safe use;
8. Not attempt to operate, repair, or otherwise use tools, equipment, machinery, vehicles without specific authorization, and not attempt any of the same without the requisite expertise and training necessary for competent use of that article or tool;
9. Not tamper with, attempt to tamper with, or alter any tool, equipment, vehicle, or other piece of machinery in a way contrary to or likely to be contrary to its intended use.

Maintenance and Food Service Employees

All maintenance, transportation, and food service employees shall comply with the following, additional safety standards, as well as any others outlined in the District Safety Program:

1. Dress appropriately for the job, for instance, by wearing closed toe, non-slip shoes and refraining from wearing loose fitting clothing or jewelry;
2. Wear appropriate personal protection equipment as instructed;
3. When handling or moving heavy objects, take precautions to avoid injury, including but not limited to, using proper lifting techniques;
4. Use chemicals and other products in strict compliance with the manufacturer's instructions;
5. Comply with state and federal requirements regarding food safety.

Supervisors

Supervisors are required to provide a safe work environment for employees and to enforce standards as set forth in this policy. Supervisors shall:

1. Ensure that all employees understand and observe safe work practices and procedures;
2. Instruct current and new employees on safe work procedures and emphasize specific job hazards and how to avoid them;
3. Inspect work areas; observe employees performing daily tasks; and determine unsafe work habits, conditions, and general housekeeping in the work area;
4. Report immediately to the administration any unsafe conditions beyond their ability to correct or cure, or which they suspect could develop into an unsafe condition beyond their ability to correct or cure;

- 5. Investigate and submit a complete report of any accident or injury within 24-hours;
- 6. Determine the cause of each accident and take corrective action;
- 7. Evaluate employee performance for the ability to correct workplace safety issues.

Disciplinary Action

Supervisors shall take necessary disciplinary measures to ensure safety rules and safe work practices and procedures are not violated. In any situation constituting a potential or foreseeable threat to health and safety, or comprising an actual violation of the District’s building safety policy, any employee responsible shall be made aware that the District will not tolerate nor be held liable for unsafe conduct by an employee. Situations necessitating supervisor intervention under this policy section may include, but are not limited to:

- 1. Accidents resulting from failure to abide by the provisions of the District Safety Management Program;
- 2. Failure to use available personal protective equipment;
- 3. Failure to use proper lifting techniques;
- 4. Failure to observe hazardous footing conditions; and
- 5. Misuse of equipment.

In situations where there is a willful, reckless, or negligent disregard for safety rules or the employee fails to accept and follow safe work practices, disciplinary action will be undertaken, up to and including termination of employment.

Cross Reference: 9400

Legal References: Occupational Safety and Health Act of 1970 (OSHA)
 I.C. § 33-506 Organization and Government of Board of Trustees
 I.C. § 33-512 Governance of Schools



LEGAL REFERENCE:

ADOPTED: March 15, 2006

AMENDED/REVISED: May 18, 2020; September 20, 2020