

MEETING NOTICE
WEST BONNER COUNTY SCHOOL DISTRICT #83
Board of Trustees Meeting - Amendment 1 - Wednesday, July 15, 2026 at 6:00 PM
District Office
134 Main St
Priest River, ID 83856
<https://meetings.boardbook.org/Public/Organization/2136>

Vision Statement
Strive for Greatness!
Mission Statement

Success for all with the
Understanding that
Community, parents, students, and educators will
Collaborate and
Empower the
Student to make positive lifelong choices.
Strive for greatness!

AGENDA

- I. Call Meeting to Order**
- II. Pledge of Allegiance**
- III. Approval of the Agenda - Action Item**
- IV. Public Comment - Limit of 2 Minutes**
- V. Recognitions**
- VI. Consent Agenda - Action Items**
 - VI.A. Approval of Minutes
 - VI.B. Accounts Payable
 - VI.C. Employment
- VII. Reports**
 - VII.A. Superintendent's Report — Kim Spacek
 - VII.B. Financial Report — Kendra Salesky
 - VII.C. Facility & Maintenance — Pete Smith
 - VII.D. Transportation — Charity Hinshaw
 - VII.E. Food Service — Twilla Erdman
- VIII. Policy — Action Items**
 - VIII.A. Food Nutrition Policies — First Reading - Action Item
 - P8200 - Wellness
 - P8210 - Nutrition

- P8220 - Food Services
- P8225 - Student Meal Charges
- P8235 - Water Consumption
- P8240 - School Meals
- P8245 - Competitive Food Services
- P8260 - Vending Machines
- P8270 - Teacher to Student Incentive

IX. Action Items

- IX.A. Accept FY24 Audit
- IX.B. Facility RFQ for Concrete
- IX.C. ISBA Resolutions
- IX.D. Approval of Classified Salary Schedule
- IX.E. Surplus Furniture, Vehicles, and Equipment
- IX.F. RLR Contract Approval

X. Informational/Discussion Items

XI. Review and Consider a Motion to Convene in Executive Session Per Idaho Code 74-206 (1)(a) To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student; and Idaho Code 74-206 (1)(c) To acquire an interest in real property not owned by a public agency;

XII. Reconvene in Open Session

XIII. Possible Action from Executive Session - Action Item

XIV. Adjournment — Action Item

Note: If any auxiliary aids or services are needed for individuals with disabilities, please contact the administration office at 448-4439.

Meeting Conduct and Order of Business

General rules of parliamentary procedure are used for every Board meeting. The most current edition of Robert's Rules of Order may be used as a guide at any meeting. The order of business shall be reflected on the agenda. The use of proxy votes shall not be permitted. Voting rights are reserved to those trustees in attendance. Voting shall be by acclamation or show of hands. (WBCSD Policy 1510)

Posted: Administration Office
West Bonner Schools
Priest River City Hall
Oldtown City Hall

By: Julie Hinshaw, Board Clerk

Board of Trustees Meeting

Wednesday, June 17, 2026 6:00 PM

District Office, 134 Main St, Priest River, ID 83856

Robert Bauer: Present
Margaret Hall: Present
Kathy Nash: Present
Delbert Pound: Present
Ann Yount: Present

I. Call Meeting to Order

Discussion: Meeting called to order at 6:03 p.m.

II. Pledge of Allegiance

Discussion: Led by Chair Ann Yount

III. Approval of the Agenda - Action Item

Action(s):

Motion to approve. This motion, made by Margaret Hall and seconded by Robert Bauer, Passed.

Voting Detail:

Robert Bauer: Yea
Margaret Hall: Yea
Kathy Nash: Yea
Delbert Pound: Yea
Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0

IV. Public Comment - Limit of 2 Minutes

Discussion: None taken

V. Recognitions

V.A. Apple Awards/Retirees

Discussion: IHE recognized last month and receiving certificate this month.

Apple Awards for retirements: Janette Bradbury, Randall Busch, Cheryl Hornby, Brenna Saccone and Terri Johnson

VI. Consent Agenda - Action Items

Action(s):

Motion to approve consent agenda. This motion, made by Margaret Hall and seconded by Kathy Nash, Passed.

Voting Detail:

Robert Bauer: Yea
Margaret Hall: Yea
Kathy Nash: Yea
Delbert Pound: Yea
Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0

VI.A. Approval of Minutes

VI.B. Accounts Payable

VI.C. Employment

VII. Reports

VII.A. Superintendent's Report – Kim Spacek

VII.B. Financial Report – Kendra Salesky

Discussion: FY Audit will be done the end of the month; will be meeting with them in July.

A/P voucher majority is reimbursements for mileage for staff and families through the food service program.

There have been a few extra bills that have come through recently with final balances being paid. City Service merged with another company that has a different name, and through the merger there are some balances outstanding getting caught up on.

VII.C. Principal Reports – All Principals will be presenting

Discussion: All the principals were here to present but Tommy Hansen for PLE.

Some data from IHE was not available.

HLN enrollment had a minor reduction in student numbers due to moving and just dropping.

All schools showed considerable growth patterns this year.

VII.D. Facility & Maintenance – Pete Smith

Discussion: Not here until July 2026

VII.E. Transportation – Marilyn Hinshaw

VII.F. Food Service – Child Nutrition Update

Discussion: Nothing to share from Food Services.

VIII. Policy – Action Items

VIII.A. P3400 and P3401 Second Reading

Action(s):

Approved final reading with suggested changes made in wording and grade notifications. This motion, made by Kathy Nash and seconded by Delbert Pound, Passed.

Voting Detail:

Robert Bauer: Yea

Margaret Hall: Yea

Kathy Nash: Yea

Delbert Pound: Yea

Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: P3400 under "scope" there is some number confusion. If it is all grades 6-12 the numbers need to be changed including renaming the

policy.

P3401, question, the drug testing is specific to grades 9-12. With this grade identifier confusion, should it be renamed and make changes to wording?

VIII.B. P4210 and P4210F Second Reading; P4210P Discussion

Action(s):

Motion made to approve 4210, 4210F as final readings; Mr. Spacek with bring 4210P back with corrections. This motion, made by Delbert Pound and seconded by Kathy Nash, Passed.

Voting Detail:

Robert Bauer: Yea

Margaret Hall: Yea

Kathy Nash: Yea

Delbert Pound: Yea

Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: Charity Hinshaw is working with Real Life on the lease.

The Superintendent would be the calendar holder for all events.

There are some typos that need corrected prior to finalizing it.

IX. Action Items

IX.A. Forestry & Wildlife Curriculum Adoption

Presenter: Jared Hughes

Action(s):

Motion made to purchase the curriculum. This motion, made by Margaret Hall and seconded by Robert Bauer, Passed.

Voting Detail:

Robert Bauer: Yea

Margaret Hall: Yea

Kathy Nash: Yea

Delbert Pound: Yea

Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0

IX.B. ISBA – Membership Dues Approval and Potential FY26-27 Resolutions

Action(s):

Motion made to approve the ISBA dues with discussion. This motion, made by Robert Bauer and seconded by Margaret Hall, Passed.

Voting Detail:

Robert Bauer: Yea

Margaret Hall: Yea

Kathy Nash: Yea

Delbert Pound: Yea

Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: Dues are off student base enrollment.
Being a member has a multitude of reasons and assets to remain enrolled.
We are the gatekeeper of our school; therefore, we have a right to bring to their attention items that we are not in agreement with in the legislature.

Resolution discussion: At November's upcoming business meeting they are seeking any resolutions to bring to the table that need to be in by July 31st.

A couple that are of interest locally that can be represented are:

- One option is increasing homeowners' exemptions.
- Teacher mentors interest

IX.C. Resolution 26_27-1; Cooperative Services Agreement

Action(s):

Motion made to approve the resolution. This motion, made by Margaret Hall and seconded by Kathy Nash, Passed.

Voting Detail:

Robert Bauer: Yea
Margaret Hall: Yea
Kathy Nash: Yea
Delbert Pound: Yea
Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0

IX.D. Food Fees

Presenter: Margaret Hall

Action(s):

Motion to approve the 2026-2027 meal price list. This motion, made by Margaret Hall and seconded by Delbert Pound, Passed.

Voting Detail:

Robert Bauer: Yea
Margaret Hall: Yea
Kathy Nash: Yea
Delbert Pound: Yea
Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0

IX.E. Principal Handbooks

Presenter: Margaret Hall

Action(s):

Motion to approve the draft versions to include the moment of silence and child nutrition components brought in July. This motion, made by Margaret Hall and seconded by Delbert Pound, Passed.

Voting Detail:

Robert Bauer: Yea
Margaret Hall: Yea

Kathy Nash: Yea
Delbert Pound: Yea
Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: 2027-2028 handbooks, there will be more clarification regarding bullying. There will also be an update with online forms for food nutrition and other programs.

IX.F. 6th Grade Participation in Sports/Athletic Handbook

Presenter: Margaret Hall

Action(s):

Motion to approve the PRLJSH Handbook with proposed changes discussed. This motion, made by Kathy Nash and seconded by Robert Bauer, Passed.

Voting Detail:

Robert Bauer: Yea
Margaret Hall: Yea
Kathy Nash: Yea
Delbert Pound: Yea
Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0

Motion to approve the 6th grade document. This motion, made by Margaret Hall and seconded by Delbert Pound, Passed.

Voting Detail:

Robert Bauer: Yea
Margaret Hall: Yea
Kathy Nash: Yea
Delbert Pound: Yea
Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: Much discussion took place regarding the Junior/Senior high and notating it. Remove Priest River Times and add Bonner Daily Bee

IX.G. Home Learning Network Calendar

Action(s):

Motion made to approve. This motion, made by Margaret Hall and seconded by Delbert Pound, Passed.

Voting Detail:

Robert Bauer: Yea
Margaret Hall: Yea
Kathy Nash: Yea
Delbert Pound: Yea
Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0

IX.H. Construction Services Agreement

Presenter: Margaret Hall

Action(s):

Motion to approve. This motion, made by Delbert Pound and seconded by Margaret Hall, Passed.

Voting Detail:

Robert Bauer: Yea
Margaret Hall: Yea
Kathy Nash: Yea
Delbert Pound: Yea
Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: This document was created with the assistance of the attorney as a short, simple form to use for minor work.

IX.I. Awarding RFQ for PRE Roof Repair

Action(s):

Motion to approve NIEexteriors. This motion, made by Robert Bauer and seconded by Margaret Hall, Passed.

Voting Detail:

Robert Bauer: Yea
Margaret Hall: Yea
Kathy Nash: Yea
Delbert Pound: Yea
Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0

IX.J. Awarding RFQ to Install School Bus Cameras

Action(s):

Motion to approve IBS Incorporated. This motion, made by Robert Bauer and seconded by Kathy Nash, Passed.

Voting Detail:

Robert Bauer: Yea
Margaret Hall: Yea
Kathy Nash: Yea
Delbert Pound: Yea
Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: There will be training on how to use the cameras.
The data kept on the cameras remains on our servers.
There will be a plan made for the Trustees to see the new camera system.

X. Informational/Discussion Items

X.A. Kathy Nash resignation

Discussion: Trustee Nash is putting her home on the market. With this notice, once an offer is made on the sale of her home, she will then take the proper steps to finalize her leave with the board.

XI. Review and Consider a Motion to Convene in Executive Session Per Idaho Code - Action Item
Action(s):

Motion to leave Executive Session at 10:01 p.m.
This motion, made by Kathy Nash and seconded by Margaret Hall, Passed.

Voting Detail:

Robert Bauer: Yea
Margaret Hall: Yea
Kathy Nash: Yea
Delbert Pound: Yea
Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: The board will convene to Executive Session at: 8:41 p.m.

Roll Call:

Trustee Bauer Aye
Trustee Hall Aye
Trustee Pound Aye
Trustee Nash Aye
Trustee Yount Aye

Motion to leave Executive Session: 10:01 p.m.

XI.A. Idaho Code §74-206(1) (b) – Personnel – To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student; to include Employees J – K.

Action(s):

Motion made to accept Employee C's resignation.
This motion, made by Margaret Hall and seconded by Delbert Pound, Passed.

Voting Detail:

Robert Bauer: Yea
Margaret Hall: Yea
Kathy Nash: Yea
Delbert Pound: Yea
Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0

XI.B. Idaho Code §74-206(1) (d) – Records – To consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code; Student A

XII. Motion to Adjourn

Action(s):

Motion to adjourn meeting at 10:03 p.m. This motion, made by Robert Bauer and seconded by Margaret Hall, Passed.

Voting Detail:

Robert Bauer: Yea
Margaret Hall: Yea
Kathy Nash: Yea
Delbert Pound: Yea
Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0

Darcia J. Humphrey
Board Secretary

Unapproved

West Bonner County School District #83

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1253

07/15/2026

Vendor Remit Name	Vendor #	Account	Description	Amount
ALBENI FALLS BLDG SUPPLY, INC.				
		100.664.410.000.000	Supplies - District Repair	\$958.84
		Check #: 0		
AMAZON CAPITAL SERVICES				
		100.651.410.000.000	Supplies-General	\$1,149.39
		Check #: 0		
		104.512.410.108.000	Instr Materials - PRE	\$4,354.28
		Check #: 0		
		104.515.410.401.200	Adv Place, Elective, CTE	\$2,745.48
		Check #: 0		
		243.519.410.401.102	Applied Accounting Supplies-General	\$2,374.16
		Check #: 0		
		243.519.410.401.103	Ecology & Natural Resource	\$2,512.95
		Check #: 0		
		243.519.410.401.104	Welding Supplies-General	\$3,175.74
		Check #: 0		
ANDERSON, JULIAN & HULL				
		100.632.310.000.000	Professional & Technical Services	\$210.00
		Check #: 0		
ANDERSON, NICOLE				
		100.515.110.401.000	Certified Salaries - PRLH	\$90.00
		Check #: 0		
Bailey, Joseph				
		100.651.380.000.000	Travel Expenses	\$22.33
		Check #: 0		
BIG HORN SERVICE				
			Vendor Total:	\$22.33

West Bonner County School District #83

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1253

07/15/2026

Vendor Remit Name	Vendor #	Account	Description	Amount
Bruckner's Truck & Equipment		100.664.310.000.000	Professional & Technical Services	\$40.00
		Check #: 0		
		435.664.550.000.000	Equipment	\$5,281.31
		Check #: 0		
			Vendor Total:	\$5,321.31
				\$15.90
CENGAGE LEARNING		100.681.425.000.000	Bus Parts 85%	
		Check #: 0		
			Vendor Total:	\$15.90
CINTAS		244.519.410.401.103	IQPS - Supplies - Natural Resource	\$4,389.00
		Check #: 0		
			Vendor Total:	\$4,389.00
CO-ENERGY		100.681.428.000.000	Laundry 50%	\$203.49
		Check #: 0		
			Vendor Total:	\$203.49
Digital Insurance LLC		100.664.380.000.000	Travel Expenses	\$398.48
		Check #: 0		
		100.681.420.000.000	Fuel 50%	\$3,846.07
		Check #: 0		
			Vendor Total:	\$4,244.55
eBOARDsolutions, Inc.		100.651.310.000.000	Professional & Technical Services	\$5,500.00
		Check #: 0		
			Vendor Total:	\$5,500.00
EDMENTUM, INC.		100.632.310.000.000	Professional & Technical Services	\$5,125.00
		Check #: 0		
			Vendor Total:	\$5,125.00

West Bonner County School District #83

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1253

07/15/2026

Vendor Remit Name	Vendor #	Account	Description	Amount
Elsevier Inc.		100.515.310.401.000	Online Education	\$240.00
		Check #: 0		
		Vendor Total:		\$240.00
Fisher's Technology		244.519.410.401.103	IQPS - Supplies - Natural Resource	\$2,679.72
		Check #: 0		
		Vendor Total:		\$2,679.72
GOINS ROADS & EXCAVATION LLC		100.623.310.000.000	Professional & Technical Services	\$727.44
		Check #: 0		
		Vendor Total:		\$727.44
GOLD STAR FOODS OF IDAHO INC		100.665.310.000.000	Professional & Technical Services	\$6,950.00
		Check #: 0		
		Vendor Total:		\$6,950.00
HANSEN, THOMAS		290.710.455.108.000	Food - PRE	\$1,059.32
		Check #: 0		
		Vendor Total:		\$1,059.32
HOLLY WHITE		290.710.455.116.000	Food IDH	\$458.66
		Check #: 0		
		Vendor Total:		\$458.66
		290.710.455.119.000	Food PLE	\$130.00
		Check #: 0		
		Vendor Total:		\$130.00
		290.710.455.401.000	Food PRLH	\$1,300.00
		Check #: 0		
		Vendor Total:		\$1,300.00
		100.632.380.000.000	Travel Expenses	\$1,139.98
		Check #: 0		
		Vendor Total:		\$1,139.98
		100.651.115.000.000	Business Operations Salaries	\$1,647.00
		Check #: 0		
		Vendor Total:		\$1,647.00

West Bonner County School District #83

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07/15/2026

Vendor Remit Name	Vendor #	Account	Description	Amount
IDAHO RURAL WATER ASSOCIATION		100.664.310.000.000 Check #: 0	Professional & Technical Services	Vendor Total: \$1,647.00
				\$351.75
IDAHO STATE DEPT. OF EDUCATION		100.681.310.000.000 Check #: 0	Professional & Technical Services – 85%	Vendor Total: \$351.75
				\$3,544.00
INLAND NORTHWEST THERAPY, LLC		260.616.310.000.000 Check #: 0	Medicaid Professional Services	Vendor Total: \$3,544.00
				\$16,000.25
JEFF BEST AUTO		100.665.410.000.000 Check #: 0	Grounds Upkeep Supplies	Vendor Total: \$16,000.25
				\$46.01
LAKE CITY LAW GROUP PLLC		100.632.310.000.000 Check #: 0	Professional & Technical Services	Vendor Total: \$46.01
				\$875.00
Liberty Geotech		240.515.310.401.000 Check #: 0	Idaho Career Ready CTE Natural Resources – Profess	Vendor Total: \$875.00
				\$1,067.00
McCarley, Miya		290.710.380.000.000 Check #: 0	Travel Expenses	Vendor Total: \$1,067.00
				\$47.49
NAPA/TIMBERLINE AUTO PARTS				Vendor Total: \$47.49

West Bonner County School District #83

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1253

07/15/2026

Vendor Remit Name	Vendor #	Account	Description	Amount
NORTHERN LAKES CHIROPRACTIC		100.664.410.000.000	Supplies – District Repair	\$859.97
		Check #: 0		
		100.681.410.000.000	Bus Shop Supplies 50%	\$1,031.91
		Check #: 0		
		100.681.421.000.000	Lubricants 85%	\$30.94
O'REILLY		100.681.425.000.000	Bus Parts 85%	\$88.12
		Check #: 0		
		100.681.429.000.000	Transportation Hand Tools	\$391.93
		Check #: 0		
			Vendor Total:	\$2,402.87
Palmer, Olivia		100.681.260.000.000	Physical Examinations–Employees	\$175.00
		Check #: 0		
		100.681.425.000.000	Bus Parts 85%	\$211.10
		Check #: 0		
			Vendor Total:	\$211.10
PATTI'S ACTION AUTO SUPPLY INC.		100.651.380.000.000	Travel Expenses	\$126.88
		Check #: 0		
		100.681.425.000.000	Bus Parts 85%	\$73.34
		Check #: 0		
			Vendor Total:	\$126.88
PRIEST RIVER ACE HARDWARE		100.664.410.000.000	Supplies – District Repair	\$113.15
		Check #: 0		
		245.623.410.000.000	Classroom Technology Supplies	\$95.08
		Check #: 0		
			Vendor Total:	\$73.34

West Bonner County School District #83

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1253

07/15/2026

Vendor Remit Name	Vendor #	Account	Description	Amount
PRIEST RIVER GLASS		100.664.410.000.000 Check #: 0	Supplies - District Repair	Vendor Total: \$208.23
QUADIENT LEASING USA, INC.		100.651.351.000.000 Check #: 0	Postage	Vendor Total: \$577.00
ROB'S HEATING & COOLING, INC.		100.664.310.000.000 Check #: 0	Professional & Technical Services	Vendor Total: \$252.90
RWC GROUP		100.681.425.000.000 Check #: 0	Bus Parts 85%	Vendor Total: \$1,730.00
SELKIRK SUPPLY, INC.		100.664.410.000.000 Check #: 0	Supplies - District Repair	Vendor Total: \$302.24
SHRED-IT USA - CHICAGO		100.651.310.000.000 Check #: 0	Professional & Technical Services	Vendor Total: \$203.89
SPACEK, KIM		100.632.380.000.000 Check #: 0	Travel Expenses	Vendor Total: \$292.18
SPOKANE PRODUCE				Vendor Total: \$29.44

West Bonner County School District #83

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1253

07/15/2026

Vendor Remit Name	Vendor #	Account	Description	Amount
TAMRAK		290.710.410.108.500	F&V Supplies PRE	\$0.00
		Check #: 0		
		290.710.410.116.500	F&V Supplies IDH	\$0.00
		Check #: 0		
		290.710.410.119.500	F&V Supplies PLE	\$0.00
		Check #: 0		
		290.710.455.108.000	Food – PRE	\$686.75
		Check #: 0		
		290.710.455.116.000	Food IDH	\$234.14
		Check #: 0		
TAMRAK		290.710.455.119.000	Food PLE	\$0.00
		Check #: 0		
		290.710.455.401.000	Food PRLH	\$143.15
		Check #: 0		
Vendor Total:				\$1,064.04
TAMRAK		100.681.420.000.000	Fuel 50%	\$1,325.11
		Check #: 0		
	Vendor Total:			
TAMRAK TRUE VALUE		100.664.410.000.000	Supplies – District Repair	\$13.98
		Check #: 0		
Vendor Total:				\$13.98
TERRY'S DAIRY, INC		290.710.455.108.000	Food – PRE	\$756.52
		Check #: 0		
		290.710.455.116.000	Food IDH	\$202.73
		Check #: 0		
		290.710.455.119.000	Food PLE	\$22.20
		Check #: 0		
		290.710.455.401.000	Food PRLH	\$361.24
		Check #: 0		
Vendor Total:				\$1,342.69

West Bonner County School District #83

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1253

07/15/2026

Vendor Remit Name	Vendor #	Account	Description	Amount
TIFCO INDUSTRIES				
		100.681.425.000.000	Bus Parts 85%	\$158.98
		Check #: 0		
WELLS FARGO				
		100.651.351.000.000	Postage	\$10.80
		Check #: 0		
		100.651.410.000.000	Supplies-General	\$571.34
		Check #: 0		
		130.621.310.116.804	State PD - IDH	\$477.00
		Check #: 0		
ZAYO EDUCATION, INC.				
		100.623.350.000.000	Telephone & Internet	\$1,443.87
		Check #: 0		
Vendor Total:				\$1,059.14
Grand Total:				\$93,648.92

End of Report

West Bonner County School District #83

Voucher Supplement Account Summary

Fiscal Year: 2026-2027

Voucher Batch Number: 1002

07/09/2026

Vendor Remit Name	Vendor #	Account	Description	Amount
ACTIVE INTERNET TECHNOLOGIES, LLC				
		100.623.360.000.000	Software Licenses	\$2,825.00
		Check #: 0		
AMAZON CAPITAL SERVICES				
		100.623.360.000.000	Software Licenses	\$349.00
		Check #: 0		
CINTAS				
		100.681.428.000.000	Laundry 50%	\$67.83
		Check #: 0		
CULLIGAN LLC				
		100.623.410.000.000	Supplies-General	\$20.65
		Check #: 0		
		100.651.410.000.000	Supplies-General	\$12.70
		Check #: 0		
Vendor Total:				
				\$67.83
Edutek Solutions, LLC				
		100.623.360.000.000	Software Licenses	\$4,485.00
		Check #: 0		
Vendor Total:				
				\$4,485.00
EMS LINQ INC				
		290.710.310.000.000	Professional & Technical Services	\$1,934.60
		Check #: 0		
Vendor Total:				
				\$1,934.60
FRONTLINE TECHNOLOGIES GROUP LLC				
		100.623.360.000.000	Software Licenses	\$3,954.23
		Check #: 0		
Vendor Total:				
				\$3,954.23
ICRMP				
Vendor Total:				
				\$3,954.23

West Bonner County School District #83

Voucher Supplement Account Summary

Fiscal Year: 2026-2027

Voucher Batch Number: 1002

07/09/2026

Vendor Remit Name	Vendor #	Account	Description	Amount
IDAHO ASSOC. SCHOOL ADMIN		100.651.710.000.000	District Wide Insurance	\$162,074.00
		Check #: 0		
		Vendor Total:		\$162,074.00
		100.631.310.000.000	Board Professional Services	\$450.00
		Check #: 0		
		Vendor Total:		\$450.00
		100.632.310.000.000	Professional & Technical Services	\$696.00
		Check #: 0		
		Vendor Total:		\$696.00
IDAHO RURAL WATER ASSOCIATION		100.651.310.000.000	Professional & Technical Services	\$1,146.00
		Check #: 0		
		Vendor Total:		\$1,146.00
IDAHO SCHOOL BOARD ASSOC.		100.623.360.000.000	Software Licenses	\$145.00
		Check #: 0		
		Vendor Total:		\$145.00
McCarley, Miya		290.710.380.000.000	Travel Expenses	\$2,649.69
		Check #: 0		
		Vendor Total:		\$2,649.69
MOSYLE CORPORATION		100.623.360.000.000	Software Licenses	\$15.23
		Check #: 0		
		Vendor Total:		\$15.23
NAPATIIMBERLINE AUTO PARTS		100.681.410.000.000	Bus Shop Supplies 50%	\$2,073.50
		Check #: 0		
		Vendor Total:		\$2,073.50
		100.681.425.000.000	Bus Parts 85%	\$7.94
		Check #: 0		
		Vendor Total:		\$7.94
NEWPORT ALARM		100.681.425.000.000	Bus Parts 85%	\$94.73
		Check #: 0		
		Vendor Total:		\$94.73

West Bonner County School District #83

Voucher Supplement Account Summary

Fiscal Year: 2026-2027

Voucher Batch Number: 1002

07/09/2026

Vendor Remit Name	Vendor #	Account	Description	Amount
PACIFIC OFFICE AUTOMATION, INC.		100.664.310.000.000	Professional & Technical Services	\$1,760.00
		Check #: 0		
			Vendor Total:	\$1,760.00
PRIEST RIVER ACE HARDWARE		100.651.310.000.000	Professional & Technical Services	\$511.50
		Check #: 0		
			Vendor Total:	\$511.50
PURE FILTRATION PRODUCTS, INC.		100.664.410.000.000	Supplies - District Repair	\$59.35
		Check #: 0		
		100.665.410.000.000	Grounds Upkeep Supplies	\$19.39
		Check #: 0		
			Vendor Total:	\$78.74
RAPTOR TECHNOLOGIES		100.664.410.000.000	Supplies - District Repair	\$149.81
		Check #: 0		
		100.667.310.000.000	Safety & Security Professional Services	\$9,055.20
		Check #: 0		
			Vendor Total:	\$149.81
RON TURLEY ASSOCIATES, LLC		100.683.310.000.000	Professional & Technical Services	\$5,600.00
		Check #: 0		
			Vendor Total:	\$5,600.00
RWC GROUP		100.681.425.000.000	Bus Parts 85%	\$371.21
		Check #: 0		
			Vendor Total:	\$371.21
SENSKE LAWN & TREE CARE LLC		100.665.310.000.000	Professional & Technical Services	\$600.00
		Check #: 0		
			Vendor Total:	\$371.21

West Bonner County School District #83

Voucher Supplement Account Summary

Fiscal Year: 2026-2027

Voucher Batch Number: 1002

07/09/2026

Vendor Remit Name	Vendor #	Account	Description	Amount
SKYWARD, INC.		100.623.360.000.000	Software Licenses	Vendor Total: \$600.00
		Check #: 0		\$16,371.06
TYLER TECHNOLOGIES, INC.		100.623.360.000.000	Software Licenses	Vendor Total: \$16,371.06
		Check #: 0		\$22,705.00
VECTOR SOLUTIONS		100.623.360.000.000	Software Licenses	Vendor Total: \$22,705.00
		Check #: 0		\$3,799.80
VOGEL APPRAISAL LLC		100.632.310.000.000	Professional & Technical Services	Vendor Total: \$3,799.80
		Check #: 0		\$1,000.00
WELLS FARGO		100.512.380.616.000	Innovate Academy – Travel	Vendor Total: \$1,000.00
		Check #: 0		\$832.82
		100.664.310.000.000	Professional & Technical Services	\$31.20
		Check #: 0		\$42.27
		100.664.410.000.000	Supplies – District Repair	\$101.36
		Check #: 0		
Grand Total:				\$1,007.65
Vendor Total:				\$244,865.07

End of Report

West Bonner County School District #83

Voucher Supplement Account Summary

Voucher Batch Number: 1250 07/15/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
WELLS FARGO		238.515.410.401.475	Yearbook	\$75.63
		Check #: 0		
			Vendor Total:	\$75.63
WEST BONNER COUNTY SCHOOL		238.515.410.401.170	General Act/Awards/Adm	\$674.00
		Check #: 0		
		238.515.410.401.260	Student Council	\$280.00
		Check #: 0		
			Vendor Total:	\$954.00
WHITWORTH UNIVERSITY		238.531.410.401.525	Football Fundraisers	\$9,426.00
		Check #: 0		
			Vendor Total:	\$9,426.00
End of Report				Grand Total: \$10,455.63

West Bonner County School District #83

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1251

07/15/2026

Vendor Remit Name	Vendor #	Account	Description	Amount
AVISTA UTILITIES MSC-34				
		100.661.330.108.000	Utilities PRE	\$2,206.06
		Check #: 0		
		100.661.330.116.000	Utilities IDH	\$790.91
		Check #: 0		
		100.661.330.201.000	Utilities PRJH	\$563.48
		Check #: 0		
		100.661.330.401.000	Utilities PRLH	\$4,046.60
		Check #: 0		
		100.664.330.000.000	Utilities	\$758.32
		Check #: 0		
		100.681.330.000.000	Utilities - 50%	\$64.71
		Check #: 0		
		Vendor Total:		\$8,430.08
CITY OF PRIEST RIVER				
		100.661.330.108.000	Utilities PRE	\$1,550.65
		Check #: 0		
		100.661.330.201.000	Utilities PRJH	\$6,016.97
		Check #: 0		
		100.661.330.401.000	Utilities PRLH	\$2,484.22
		Check #: 0		
		100.664.330.000.000	Utilities	\$228.28
		Check #: 0		
		100.681.330.000.000	Utilities - 50%	\$78.57
		Check #: 0		
		Vendor Total:		\$10,358.69
CITY SERVICE VALCON				
		100.661.330.108.000	Utilities PRE	\$0.00
		Check #: 0		
		100.661.330.116.000	Utilities IDH	\$0.00
		Check #: 0		
		100.661.330.119.000	Utilities PLE	\$0.00
		Check #: 0		

West Bonner County School District #83

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1251

07/15/2026

Vendor Remit Name	Vendor #	Account	Description	Amount
EXCESS DISPOSAL SERVICE		100.661.330.201.000	Utilities PRJH	\$0.00
		Check #: 0		
		100.661.330.401.000	Utilities PRLH	\$0.00
		Check #: 0		
		100.664.330.000.000	Utilities	\$46.50
		Check #: 0		
		100.681.330.000.000	Utilities - 50%	\$0.00
		Check #: 0		
		100.681.420.000.000	Fuel 50%	\$0.00
		Check #: 0		
Vendor Total:				\$46.50
		100.661.330.108.000	Utilities PRE	\$2,345.70
		Check #: 0		
		100.661.330.116.000	Utilities IDH	\$105.00
		Check #: 0		
		100.661.330.401.000	Utilities PRLH	\$2,757.57
		Check #: 0		
		100.664.330.000.000	Utilities	\$51.14
		Check #: 0		
		100.681.330.000.000	Utilities - 50%	\$781.60
		Check #: 0		
Vendor Total:				\$6,041.01
NORTHERN LIGHTS		100.661.330.119.000	Utilities PLE	\$1,133.43
		Check #: 0		
Vendor Total:				\$1,133.43
VERIZON WIRELESS BELLEVUE		100.623.350.000.000	Telephone & Internet	\$787.52
		Check #: 0		
		100.681.350.000.000	Telephone & Internet 50%	\$80.90
		Check #: 0		
Vendor Total:				\$868.42

West Bonner County School District #83

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1251 07/15/2026

Vendor Remit Name	Vendor #	Account	Description	Amount
WASTE MANAGEMENT		100.661.330.116.000	Utilities IDH	\$689.52
		Check #: 0		
		100.661.330.119.000	Utilities PLE	\$252.85
		Check #: 0		
WEST BONNER WATER & SEWER				Vendor Total: \$942.37
		100.661.330.116.000	Utilities IDH	\$477.00
		Check #: 0		
End of Report				Vendor Total: \$477.00
				Grand Total: \$28,297.50

West Bonner County School District #83

Voucher Supplement Account Summary

Voucher Batch Number: 1001

07/15/2026

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
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MIFIBER LLC		100.623.350.000.000	Telephone & Internet	\$5,693.00
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Check #: 0

End of Report

Vendor Total:	\$5,693.00
Grand Total:	\$5,693.00



West Bonner County School District #83

HUMAN RESOURCES REPORT

REGULAR BOARD MEETING #461 - 7-15-26

CERTIFIED STAFF

New/Returning	NAME	LOCATION	POSITION	FTE	FUND	STATUS	EFFECTIVE
	Donna Holland	PRE	Life Skills Teacher	1	100	Inactive	8.25.26
	Mary Zimmerman	PRE/IH/PL	Elementary School Counselor	1	100	Inactive	8.25.26
	Valerie Hayes	Jr/Sr HS	Math Teacher	1	100	Inactive	8.25.26
	Valerie Hayes	Summer	Math Teacher		100	Active	6.23.26
	Kim Colombini	Summer	Science Teacher		100	Active	6.22.26
	Annie McMahon	PRE	5th Grade Teacher	1	100	Inactive	8.25.26
	Jewelle Collins	DW	School Psychologist	1	100/104	Active	8.25.26
	Ajalee Jeppesen	PRE	6th Grade Teacher	1	100	Inactive	8.25.26

CLASSIFIED STAFF

New/Returning	NAME	LOCATION	POSITION	HRS	FUND	STATUS	EFFECTIVE
	Veronica Rapier	Jr/Sr HS	IDLA/Library Tech Paraprofessional	8	100	Inactive	8.25.26
	Frances DeForrest	Summer	1:1 Summer School RN	variable	104	Active	6.15.26
	Charity Hinshaw	Jr/Sr HS	Head Boys Soccer Coach	N/A	104	Active	6.25.26
	Eva Murphy	PRE	Library/STEAM Parapro	8	100	Inactive	8.25.26
	Amie Boggs	PRE	Special Education Parapro	7.5	100	Inactive	8.25.26
	Jackie Naccarato	Jr/Sr HS	1:1 Summer School RN	variable	104	Active	7.6.26



West Bonner County School District #83

HUMAN RESOURCES REPORT

REGULAR BOARD MEETING #462 - 7-15-26

CERTIFIED STAFF

Separation						
NAME	LOCATION	POSITION	FTE	FUND	STATUS	EFFECTIVE
Emma Hurst	Jr/Sr HS	Music Teacher	1	100	Inactive	6.12.26
Elizabeth Cork	PRE	6th Grade	1	100	Active	7.17.26
Vanessa Haggett	Jr/Sr HS	Principal	1	100	Active	7.31.26

CLASSIFIED STAFF

Separation						
NAME	LOCATION	POSITION	HRS	FUND	STATUS	EFFECTIVE
Frances DeForrest	Summer	1:1 Summer School RN	Variable	104	Inactive	6.25.26

WEST BONNER COUNTY SCHOOL DISTRICT #83



Superintendent Report

Kim Spacek, Superintendent

July 2026

Board Meeting Date: Wednesday, July15, 2026

Who should be recognized for their contribution to student growth and achievement?

- Sharlene Anderson - Through the transition of Directors of Special Education, Sharlene agreed to be Teacher of Record for secondary students in Extended School Year, working with Abigail Lynch, who meets daily with students..
- Kim Columbini - Working to assist students in completing science credits in Summer School. This year, Kim is one of three teachers on staff. Science has not been offered for a few years.
- Liz Cork - Leading the Summer School Program for the past several years. As the lead, Liz communicated with the district office during a medical/behavior incident to assure students were safe.
- Twila Erdman - Twila has worked diligently as the new Child Nutrition Director with the Child Nutrition Task Force to ready the program for the upcoming school year. She has managed the summer food grant. A goal to get the nutrition application online with progress made to get this online to begin the school year.
- Valarie Hayes - Valarie returned to West Bonner County School District #83 to teach. She wasted no time getting back into the routine as she is teaching Summer School. She is teaching may during Summer School..
- Abigail Lynch - Abigail works with students daily that are attending Extended School Year. She connects with Shaelene Anderson to assure secondary students are receiving the instruction needed between the spring and fall.

What has the superintendent been working on this past month?

- Appraisal of the District Office -Vogal Appraisal from Sandpoint completed the appraisal last year. I have been working closely with Vogal Appraisal and the Junior High Task Force to complete this task and kept the Priest River Development Corporation updated. All three local organizations are tied to a potential sale of this property. A copy of the process is attached.

- Marketing - Kami Dowd was selected to provide a marketing flyer. The goal will be go bring a finished product to our meeting. Wyatt Smith, Network/ISSE Administrator, is working with Kami to assure the flyer is compatible with district social media platforms.
- Junior-High School Principal Interviews - There are four applicants. The process for interviewing this year was revised. Last year, all candidates were within a day's drive. This year, we have an applicant from South Carolina and another from Indiana. Two candidates are within an hour's drive. For fairness to all four, the first round will be on Google Meet, on Monday, July 13, 2026. The second round will be in person on Monday, July 20, 2026. An offer should be made by the morning of Tuesday, July 21, 2026. There may need to be a special meeting to accept/approve the appointment.
- Principal & Special Education Director Evaluations - Data was submitted and certified with the to meet reporting deadlines. I continue to work on final documents for two principals. This process is disrupted by 'fires' that need to be doused, such as incidents that occurred during Summer School.

What tasks need focus for the upcoming month?

- Professional Learning for the 2026-27 School Year - The AdTeam formulated a general professional learning plan for the year. A meeting has planned for Tuesday, July 14, 2026, to discuss the plan for the year. I plan to bring a draft plan to out meeting.
- 5-year Strategic Plan - The Idaho Legislature is requiring all districts to submit a Strategic Plan beginning October 1, 2027. I recommend RLR Consulting for this process. RLR works with a district for three years. Beginning now will put the district in a good position to complete the requirements. Cost is approximately \$30,000 per year. Their information is attached. The process begins with Focus Groups, much like the Superintendent Meet & Greet. The final project is an actionable plan that focuses on how the community supports students being educated in its schools. Randy Russell and Eric Bolz will be the two professionals assisting the community to get us 'across the finish line.'
- Job Descriptions - I have two job descriptions that have been updated, Superintendent and Custodian/Grounds. These align with state job description criteria. In final or draft format, these will be brought to the meeting on Wednesday, July 15, 2026.

- School Safety Summit - Leon Covington, Educational Service District #101 out of Spokane, has been a resource on school safety since 2019. I recently talked to him about the Northeast Washington Regional School Safety Summit. The focus will be on the areas listed below:
 - Threat Assessment and Management, which Leon is and expert in this area
 - Comprehensive School Safety
 - Behavioral Health/Student Well Being/Trauma Informed Practices

These are all areas the district can employ strategies to help students mature. The following staff are targeted to attend.

- Officer Chris Davis, SRO, Priest River Police Department
- Principal of Priest River Lamanna Jr/Sr High School or Tommy Hansen, Vice-Principal, Priest River Lamanna Jr/Sr High School or Lynn Parker, Principal. Priest River Elementary School
- Savanna Jones, Behavior Intervention Specialist (committed)
- Janice Mitchell, Secondary Counselor (committed)
- Pete Smith, Operations Coordinator
- Kim Spacek, Superintendent (committed)
- Elementary Counselor

Safe and Drug Free Schools funding can be used for registration at an estimated \$1,750. Other funds will be used to pay for mileage.

- Board Policy 3400 - School Sponsored Extracurricular Activities and Board Policy 3401 - Extracurricular Activities Drug-Testing Program - These are on my list to update from board revisions. Once revisions are made, the policies will be uploaded to the district website. They will be passed off to the Athletic Directors for revisions needed to the Athletic Handbook
- 6th Grade Sports Participation - I will follow up with Alex Zepeda, Athletic Director, and Angie Goins, Junior High Athletic Director, to assure updates have been made for inclusion in the Athletic Handbook. 6th Grade participation is outlined for both individual and team sports.

Are there any other items of significance to report?

- Board Policy 5100 - Hiring and Criteria - When school is out for the summer, this policy will become a focus. The AdTeam will provide feedback to the Board Policy before it is brought to the board for a reading in August. I plan to create a policy for hiring classified staff and extracurricular staff.

How many corrective actions have resulted in a Temporary Suspension this past month? This information is provided based upon Board Policy 3340 - Corrective Actions and Punishment. The chart below outlines actions taken since the last board meeting:

<i># of Temporary Suspensions</i>	<i>Reason for Action</i>	<i>Response</i>
-	-	-

How many Attendance Letters have been processed this month since the last board meeting?

<i>Grade Band</i>	<i># of Students</i>
<i># of Students in Kindergarten through Grade 6</i>	-
<i># of Students in Grades 7 through Grade 12</i>	-

How many Open Enrollment Applications have been processed since the last board meeting:

<i># of Students Entering the District through Open Enrollment</i>	<i># of Students Exiting the District through Open Enrollment</i>	<i># of Students Changing Schools in the District through Open Enrollment</i>
-	-	-

How many Requests for Public Records have been processed? The chart below requests made and/or completed since the last board meeting:

<i>Requestor</i>	<i>Nature of Request</i>	<i>Date of Request</i>	<i>Date Request Fulfilled</i>
<i>Star Bridge</i>	<i>Professional Development Vendor Records</i>	<i>2/17/2026</i>	<i>In Process</i>
<i>Data Branch Research</i>	<i>Vendor Payment Records</i>	<i>5/6/2026</i>	<i>In Process</i>

Other Items of Interest

I read the following documents to keep up with current issues in the field of education: (Reading is done during each mealtime when at the house in Oldtown.)

- *Best Practices for Title I Spending - Hanover Research produced this report in September 2022. Title I supports two models, Schoolwide and Targeted Assistance. The Every Student Succeeds Act, an update to the Elementary and Secondary Education Act of 1965, placed greater options to provide services to students through Title Funding. Strategies were provided based on the research Hanover had completed in two school districts in California. The main take away is to structure support that students need through this funding model.*

Acronyms:

Education has terminology formed from the initial letters of other words and pronounced as a phrase of letters or word. (This list will expand as acronyms are used in this report.)

Assessment Terminology

- *ASVAB = Armed Services Vocational Aptitude Battery*
- *IRI = Idaho Reading Indicator (Amira)*

Career Technical Education Terminology

- *Comprehensive Local Needs Assessment*
- *CTE = Career Technical Education*
- *CTSO = Career Technical Student Organization*
- *TAC = Technical Advisory Committee (CTE Program Requirement)*

Curriculum

- *STEAM = Science, Technology, Engineering, Arts, and Mathematics*
- *STEM = Science, Technology, Engineering, and Mathematics*

Risk Management

- *ICRMP = Idaho County Risk Management Program*

Student Support Strategies

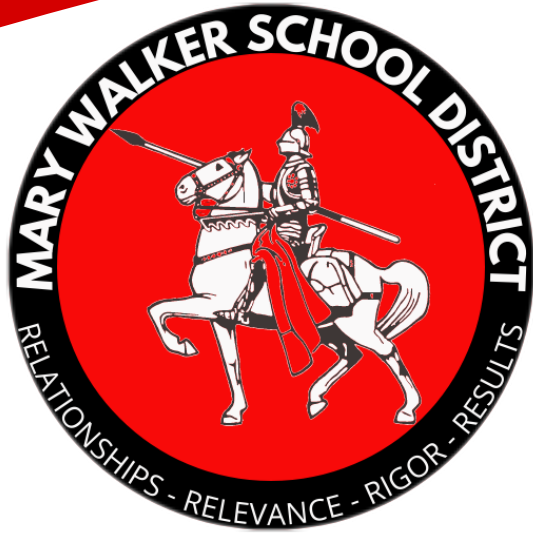
- *MTSS = Multi-Tiered System of Supports*
- *PLC = Professional Learning Community*

State Reporting

- *ISEE = Idaho System of Educational Excellence*

Sports

- *IHSAA = Idaho High School Activities Association*



MARY WALKER SCHOOL DISTRICT

STRATEGIC PLAN **22-27**

RELATIONSHIPS - RELEVANCE - RIGOR - RESULTS

STRATEGIC PRIORITIES



**Career, College
& Life Ready
Graduates**



**Positive &
Supportive
Team Culture**



**Finance,
Facilities &
Employees**



**Safety &
Security**



**Authentic Student,
Family & Community
Partnerships**





STRATEGIC PLAN 2022-2027

RELATIONSHIPS - RELEVANCE - RIGOR - RESULTS

CORE VALUES

Relationships

Relevance

Rigor

Results

STRATEGIC PRIORITIES



**Career, College
& Life Ready
Graduates**

Goal 1

Empower student learning by implementing meaningful, data-informed, student-centered, and culturally responsive instructional practices that are designed to support students on their journey as life-long learners.

- 1.1 Ensure a shared commitment and collective responsibility for the academic success of every student. Establish personalized learning opportunities for all students.
- 1.2 Ensure District-wide Equity Through the Implementation of Professional Learning Communities at Work over the next three school years (2022-23, 2023-24, 2024-25).
- 1.3 The Mary Walker School District will focus on establishing a curriculum adoption cycle beginning with K-12 Math and Science.
- 1.4 The Mary Walker School District will focus on the Fine Arts, specifically focused on a K-12 music program.
- 1.5 Utilize student-centered instructional practices that ignite students' passion for learning and ensure that all learners can access and engage in meaningful learning experiences.



**Positive &
Supportive
Team Culture**

Goal 2

Create a culturally responsive school climate and culture that fosters inclusivity and mutual respect while providing the resources and supports necessary to accomplish the MWSD Charger Promise.

- 2.1 The MW Staff will enhance positive change in our school Climate and Culture by developing unity in school Spirit and Pride throughout our school community. We will monitor our progress with the following data sources and observations.
- 2.2 Strengthen the Positive Behavior Interventions and Supports (PBIS) framework to address restorative practices at the K-12 level.
- 2.3 The MWSD will distribute updated and edited student and staff handbooks for the 2022-2023 school year. These books will define our standards, expectations and norms for both students and staff.
- 2.4 The MWSD will strive to establish, create and maintain positive school Pride, Honor and support through increased school and community involvement within the school day and at all school events.
- 2.5 Implement a continuum of school and community mental health services and supports through the MWSD Wellness Team.



**Finance,
Facilities &
Employees**

Goal 3

Be responsible stewards of people, property, and financial resources to achieve the MWSD Charger Promise.

- 3.1 Create ASB transparency.
- 3.2 MWSD will continue to focus on beautification Projects.

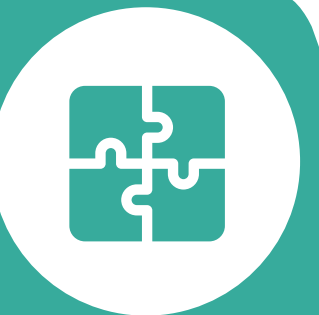


**Safety &
Security**

Goal 4

Promote an environment that fosters a sense of Physical, Emotional, Intellectual and Identity Safety for Students, staff, and others who come onto school campus.

- 4.1 Increase communication access campus-wide.
- 4.2 The MWSD will partner with the NEWESD101 Safety & Security advisor for a system wide review during the 2022-2023 school year.
- 4.3 The MWSD will seek additional support, partnerships or grants to provide additional law enforcement presence within the district and community.
- 4.4 The MWSD will review current campus video surveillance with recommendations for upgrades along with additional considerations for student and staff card reader entrances and main building access control doors.



**Authentic Student,
Family & Community
Partnerships**

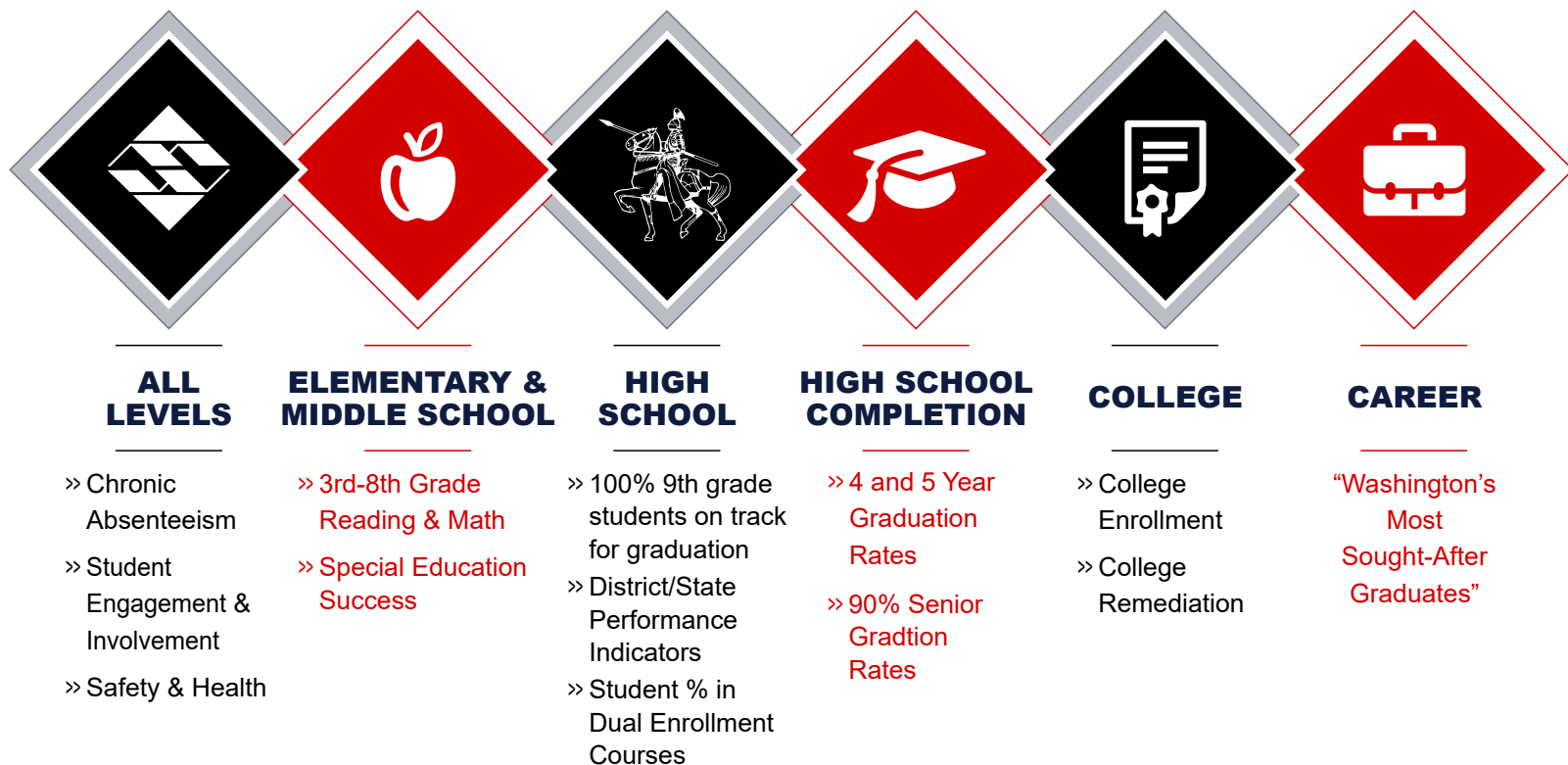
Goal 5

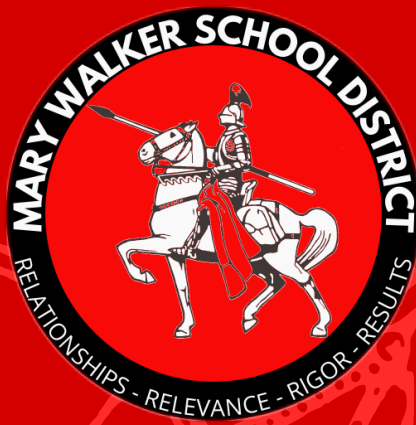
Foster a sense of belonging and increase engagement among all student, families, and community members with partnerships and collaborative opportunities.

- 5.1 Strengthen family partnerships focused on academic growth, social emotional development, cultural understanding, and mutual respect.
- 5.2 Create a school culture that builds community understanding, engagement, and support.
- 5.3 Increase two-way communication from 0% to 25% over the next five years with the community.
- 5.4 Increase the number of district wide Family Night Out events from one to four a year beginning with the 2022-2023 school year.

ACCOUNTABILITY

Mary Walker School District will use a variety of Key Student Success Indicators to measure progress as the district strives to reach its Promise of “Developing Confident, Well Rounded and Sought After Graduates Prepared for the Future.”





THE MARY WALKER PROMISE

WHY WE EXIST

We, as a community, make a collective commitment to develop confident, well-rounded and sought-after graduates prepared for the future.

OUR BELIEFS

WHAT WE STAND FOR

1. Education success is a partnership between students, family, school, and community.
2. Provide access to opportunities that encourage and empower the Charger community.
3. Build social-emotional skills to ensure a safe and positive learning community.
4. Showing students, families, and staff dignity and respect in an inclusive community that values diverse abilities, needs, and interests is crucial to creating a healthy, safe, and welcoming environment.
5. Provide a challenging, hands-on and meaningful educational experience.
6. Support the pursuit of individual pathways.
7. Early learning and development are critical.
8. Teaching children to do their best involves self-reflection and reaching higher.
9. Together we achieve more than alone.

OUTCOMES

WE DEVELOP STUDENTS AND GRADUATES WHO ARE...

Knowledge:

- readers and writers,
- scientists and mathematicians,
- historians and global thinkers,
- artists and performers,
- artisans and technicians,
- multilingual readers and speakers,
- skilled users of technology and information

Character:

- leaders, collaborators and team players,
- dependable and responsible people,
- confident individuals who continuously challenge themselves,
- respectful and compassionate humans,
- honest and ethical individuals who act with integrity

Action:

- healthy, active individuals,
- critical thinkers and problem solvers,
- effective communicators,
- innovators and creators, and
- well-rounded community members engaged with the broader world.

www.marywalker.org

Facebook: MaryWalkerSD

2022-2027 Strategic Plan

Lead. Serve. Support.

Our Promise

We promise to lead, serve, and support our educational partners and the communities of North Central Washington and across the state.

Relationships

We commit to walk alongside each other and our partners, listen to understand their needs, and respond with quality service that is customized and timely.

2022-23 GOALS

Empower staff to intentionally develop quality relationships as measured by the number of partners engaged in NCESD Services.

Commit to seeking diverse perspectives in order to build inclusive environments.

Leadership

We commit to develop educational and operational leaders who model best practices, implement innovative programs, embrace diversity and leverage individual strengths.

2022-23 GOALS

Provide a list of recommendations regarding a tiered system of support for the development of individual, professional & organizational growth that aligns with our shared leadership commitment.

Communication

We commit to reliable and informative two-way communication with all partners to raise awareness, promote engagement, and provide support.

2022-23 GOALS

Increase awareness and understanding between NCESD departments, as well as external partners on the services and support provided by NCESD.

Advocacy

We commit to proactively advocate, and educate, for equitable education opportunities, collaborative partnerships, and the welfare of students in our region.

2022-23 GOALS

Increase awareness of equitable education opportunities through advocating.

NCESD Leadership will:

- Embrace behaviors of adaptive leadership and equity-mindedness
- Have a curiosity and compassion about our colleagues, employees, our workplace, and its culture
- Provide a safe learning and work environment where everyone can be themselves, feel respected, and have a sense of belonging
- Commit to professional growth and ongoing learning

NCESD Staff will:

- Feel safe, accepted, and have a sense of community
- Have a curiosity and compassion about our colleagues, our workplace, and its culture
- Commit to having a role in creating and supporting a culture of belonging
- Commit to professional growth and ongoing learning

Educational Partners, Families & Students will:

- Feel part of the ESD community
- Feel heard and have a voice
- Feel valued, served and supported

Nice — I'll give you a concise, usable checklist of the **elements a job description should include to meet Idaho law (Idaho Code & Administrative Rules) and workers' compensation needs**, followed by a one-page sample job description you can adapt. I checked Idaho statutes, Idaho administrative rules, the Industrial Commission (workers' comp) guidance, and state HR/classification guidance to make sure the list maps to the legal requirements. ([Justia](#))

What to include (required / strongly recommended)

Each item below includes why it matters for Idaho compliance and an action you can take.

1. Job title and classification
 - Why: Idaho law requires an “appropriate title” and that job classifications include duties and requirements. ([Justia](#))
 - Do: Use a clear, consistent title and indicate the official classification or pay grade (if your organization uses one).
2. Purpose / job summary (1–3 sentences)
 - Why: Helps define the scope of duties and makes it easier to determine worker's-comp-related essential functions and accommodations. ([Admin Rules Idaho](#))
3. Essential duties & responsibilities (clear, specific, prioritized)
 - Why: Idaho Admin. Rules require job descriptions to include authority, responsibilities, and duties of the classification; essential functions are critical for ADA accommodations and for workers' comp light-duty placements. ([Legal Information Institute](#))
 - Do: Number items; indicate percent of time for major duties (e.g., “40% – classroom instruction”).
4. Minimum qualifications and preferred qualifications
 - Why: Idaho Code asks that classifications list minimum training, skills, experience, etc. This supports hiring, classification, and legal defensibility. ([Justia](#))
 - Do: Include education, certifications, years of experience, and any required licenses (and renewal requirements).
5. Supervision and reporting relationships
 - Why: Clarifies authority and chain of command (required in many state HR rules). ([Legal Information Institute](#))
 - Do: State “Reports to:” and “Supervises (if any):”.
6. Work schedule / hours / workplace location
 - Why: Important for FLSA overtime classification, workers' comp coverage questions (where/when work occurs), and Dual-employment/leave rules in state agencies. ([Idaho Department of Labor](#))
7. FLSA / pay status and pay range or grade
 - Why: Employers must classify exempt/nonexempt for wage/hour laws; pay range increases transparency and helps meet state HR practices. ([Baker Donelson](#))
8. Physical demands & essential function details

- Why: Crucial for workers' compensation return-to-work planning, determining job compatibility with restrictions, and ADA accommodation analysis. ID worker's comp rules expect employers to document duties and physical demands. ([Admin Rules Idaho](#))
- Do: Use standard categories (standing, lifting — include weights, climbing, sitting, fine motor, vision/hearing requirements, etc.).
- 9. Work environment / hazards / safety requirements / PPE
 - Why: For workers' comp and OSHA safety planning; helps occupational health and light-duty planning. ([Industrial Commission](#))
 - Do: Note exposures (chemicals, heights), any safety certifications, and PPE required.
- 10. Essential competencies / skills / equipment used
 - Why: Shows what tools and software the employee must competently use for the position (helpful in classification and accommodation).
 - Do: List core skills (e.g., "proficient in SIS X, Microsoft 365").
- 11. Required checks, screening, and certifications
 - Why: State and district positions often require background checks, fingerprinting, TB tests, mandated reporting clearances, or teaching certificates. Include renewal/recertification intervals. ([Idaho Small Business Administration](#))
- 12. Workers' compensation & reporting instructions (brief)
 - Why: Employers should note the obligation to report work injuries and where to report them; this links the job to the employer's WC procedures and helps injured workers identify how their duties impact claims. ([Industrial Commission](#))
 - Do: A short line: "Report all workplace injuries to [HR or WC coordinator] immediately; see [internal link/process]."
- 13. ADA accommodation statement and at-will / equal employment opportunity statement
 - Why: Aligns with federal law and state hiring policies; shows commitment to nondiscrimination (helps when classifying positions and responding to accommodation requests).
 - Do: Include a short EEO and ADA accommodation sentence.
- 14. Performance evaluation / probationary period (if applicable)
 - Why: Idaho administrative rules for state classified positions include evaluation and probation guidance; include evaluation frequency or reference to policy. ([Admin Rules Idaho](#))
- 15. Date prepared / last revised and who prepared it (on file)
 - Why: Idaho Admin. Code requires job descriptions be current and on file. Keep revision history for audits. ([Legal Information Institute](#))
- 16. Contact for questions
 - Why: Practical: who to ask about duties, accommodations, or WC reporting.

Why physical demands + essential functions matter for workers' comp

- Workers' compensation and the Industrial Commission use the job's documented duties and physical demands to evaluate return-to-work options and compatibility with medical restrictions. Employers should make these sections specific and realistic (percent of time on tasks, typical weights lifted, frequency). ([Admin Rules Idaho](#))

Minimum Idaho-specific legal references (most relevant)

- Idaho Code re: job classification content (title, duties, minimum training/experience). ([Justia](#))
- Idaho Admin. Code (personnel): job descriptions must be current, on file, include authority/responsibilities/duties, and be provided to employees. ([Legal Information Institute](#))
- IDAPA 17 (Worker's Compensation administrative rules): sets reporting, benefits, and claims procedures—useful when drafting WC-related job info. ([Admin Rules Idaho](#))
- Idaho Industrial Commission employer guidance and factsheets: practical points about coverage, reporting, and return-to-work. ([Industrial Commission](#))

Short, ready-to-use job description template (one page)

Use this as a starting copy-paste; keep it on file and update the “Last revised” date.

Job Title: [Official Title] – Classification/Grade: [if applicable]

Prepared by: [Name / Dept.] Last revised: [MM/DD/YYYY]

Job Summary:

Briefly summarize the position in 1-3 sentences (purpose and primary objective).

Essential Duties & Responsibilities (list; include % time if possible):

1. [Primary duty – e.g., “Deliver classroom instruction in grades 3-5”] (40%)
2. [Second duty – e.g., “Develop lesson plans and assess student learning”] (25%)
3. [Third duty – etc.] (15%)
4. [Other duties as assigned; percentage]

Minimum Qualifications:

- Education: [degree or diploma required]
- Experience: [years and type]
- Licenses/Certifications: [e.g., Idaho teaching certificate – specify endorsements]
- Other: [clearances, background checks]

Preferred Qualifications:

- [Optional items]

Supervision & Reporting:

- Reports to: [title]
- Supervises: [titles, if any]

Work Schedule / Location:

- [Days/hours; typical schedule; primary worksite(s)]

FLSA / Pay:

- Status: [Exempt / Nonexempt]; Pay Grade/Range: [if allowed]

Physical Demands & Essential Functions:

- Stand/walk: [freq], Sit: [freq]
- Lift: [typical weight and frequency – e.g., “Lift up to 30 lbs occasionally”]
- Other: [climbing, stooping, driving, fine motor tasks, hearing/vision needs]

Work Environment & Hazards:

- [Indoors/outdoors, temperature, noise level, exposure to chemicals, PPE required]

Safety/Workers’ Compensation:

- All workplace injuries must be reported immediately to [HR/WC coordinator]. The employer will follow Idaho Industrial Commission reporting procedures. (See [internal link]).

EEO / ADA:

- [Agency] is an equal opportunity employer. Reasonable accommodations are available under the ADA—contact [contact].

Performance & Probation:

- [Probationary period, evaluation frequency] or reference to policy.

Contact:

- Questions about this description: [Name, Title, contact info]

Practical tips for implementing & maintaining compliance

- Keep a revision log and store job descriptions in a central HR file (Idaho Admin. Code requires descriptions be current and on file). ([Legal Information Institute](#))
- Make physical demands specific (weights, frequencies). This saves time when an employee is injured and a provider asks “can they return to X task?” — Industrial Commission materials emphasize this. ([Industrial Commission](#))
- Cross-reference required licenses/certificates to state licensing bodies and include renewal cycles. ([Idaho Small Business Administration](#))
- If you’re a public agency/state employer, confirm any additional language required by your agency’s classification system or IDAPA rules (e.g., probation, dual-employment rules). ([Admin Rules Idaho](#))

If you want, I can:

- convert that template into a Word document formatted to your district/agency letterhead, or
- produce a short checklist HR can use to audit current job descriptions for compliance.

Which one would be most helpful right now?

Here's a **short, practical checklist** your HR team can use to quickly audit any job description for Idaho compliance. It's formatted so you can easily apply it job-by-job.

Idaho Job Description Compliance Audit Checklist (HR Use)

1. Core Job Classification Requirements (Idaho Code & IDAPA)

- ☐ **Clear job title** (accurately reflects the role)
 - ☐ **Job summary/purpose** (1–3 sentences)
 - ☐ **Essential duties/responsibilities listed**
 - ☐ Duties are **specific**, not vague
 - ☐ **Authority / scope of responsibility** identified
 - ☐ **Minimum qualifications** (education, experience, licenses)
 - ☐ **Preferred qualifications** (optional but consistent across roles)
 - ☐ **Supervision**
 - ☐ Reports to
 - ☐ Supervises (if applicable)
 - ☐ **Date prepared / revised** is present
 - ☐ Job description appears **current** (revised within last 3 years or as duties changed)
-

2. Compliance With Workers' Compensation Needs

- ☐ **Physical demands** clearly documented
 - ☐ Lifting weights with numbers (e.g., "Lift 30 lbs occasionally")
 - ☐ Frequency of physical tasks (occasionally/frequently/constantly)

- ☐ Postures (standing, sitting, bending, climbing)
 - ☐ **Work environment & hazards** described
 - ☐ Noise, temperature, chemicals, bodily fluids, etc.
 - ☐ Required **PPE** (gloves, respirators, etc.)
 - ☐ **Tools/equipment used** listed
 - ☐ **Injury reporting statement** included (who & how to report injuries)
 - ☐ Language supports **return-to-work** or **light-duty planning** (i.e., essential functions are identifiable and specific)
-

3. ADA & Employment Practices Compliance

- ☐ **Essential functions** are explicitly identifiable
 - ☐ **Physical and cognitive requirements** are job-related and defensible
 - ☐ **Reasonable accommodations / ADA statement** included
 - ☐ **EEO statement** included
 - ☐ Requirements do **not** include discriminatory or non-job-related criteria
-

4. Pay, Classification & Work Schedule

- ☐ **FLSA status** (Exempt / Nonexempt) is identified
 - ☐ **Pay grade or range** included (if organizational practice)
 - ☐ **Work schedule** defined (hours, shifts, overtime expectations)
 - ☐ **Work location(s)** listed
 - ☐ Any **probationary period** or **evaluation cycle** referenced (if required by agency policy)
-

5. Licensing, Screening & Legal Requirements

- ☐ All required **licenses/certifications** listed
 - ☐ State credentials (e.g., teaching certificate, CDL, EMT license)
 - ☐ Renewal requirements noted if relevant
 - ☐ **Background check / fingerprinting / screenings** included if required
 - ☐ Any mandated reporter or compliance-specific requirements included (if applicable)
-

6. Internal Consistency & HR Standards

- ☐ Duties align with the **job's classification level**
- ☐ Qualifications match the **complexity and pay grade**
- ☐ Similar roles use **consistent language** and structure
- ☐ Job description uses **clear, plain language**
- ☐ Document is **signed/approved internally** (HR or supervisor)

If you'd like, I can also convert this into a **fillable PDF**, **Word version**, or a **Google Sheets checklist** your HR team can use to batch-audit multiple job descriptions.

Job Description: Superintendent

West Bonner School District #83
134 Main Street
Priest River ID 83856



POSITION SUMMARY

~~Plan, direct, or coordinate the academic, administrative, or auxiliary activities of kindergarten, elementary, or secondary schools.~~

BRIEF SUMMARY: ~~Directs and coordinates activities concerned with administration of the school system in accordance with board of education standards:~~ *Plans, directs and coordinates activities concerned with academic, administration, and auxiliary services of the school system in accordance with school board of education standards:* Formulates plans and policies for educational program and submits them to school board for approval. Administers program for selection of school sites, construction of buildings, and provision of equipment and supplies. Directs preparation and presentation of school budget and determines amount of school bond issues required to finance educational program. Addresses community and civic groups to enlist their support. Interprets program and policies of school system to school personnel, to individuals and community groups, and to governmental agencies. Coordinates work of school system with related activities of other school districts and agencies, ensures that laws applying to attendance of children at school are enforced, supervises examining, appointing, training, and promotion of teaching personnel.

DICTIONARY OF OCCUPATIONAL TITLES:

099.117-022 SUPERINTENDENT, SCHOOLS (education)

OCCUPATIONAL INFORMATION NETWORK (O*Net):

11-9032.00 Education Administrators, Kindergarten through Secondary

COMPENSATION:

Annual compensation is based on placement for verified years of experience on the Salary Schedule through a Verification of Experience with previous employers. *The employment contract may not exceed three years.*

~~Certificated employees may be compensated above placement on their appropriate Salary Schedule through an Extra Day Contract and/or Extra Duty Contract.~~

FAIR LABOR STANDARDS ACT (FSLA) STATUS: Exempt

Classified Employees compensated by Salary are considered employed through Contract.

Job Description: Superintendent

West Bonner School District #83
134 Main Street
Priest River ID 83856



WORK SCHEDULE:

Monthly Calendar	Annual Days	Days per Week	Hours per Day
12 month	Variable 240 - 260	40	Variable 8 - 10

REPORTS TO: Board of Trustees

SUPERVISES: Designated District Level Staff

DRAFT as of: 07/15/2026

ESSENTIAL FUNCTIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable Accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Detailed Work Activities/Tasks

Specific, observable actions workers perform to accomplish job tasks.

- Support the professional development of others
 - Mentor and support administrative staff members, such as ~~superintendents and principals~~ *and Instructional Program Administrators*.
 - provides for professional development of selected personnel responsible directly to him/her
 - See that appropriate in-service training is conducted. Summon employees of the District to attend such regular and occasional meetings as are necessary to carry out the educational programs of the District.
 - **Oversees development and implementation of objectives and long range plans for curriculum and instructional evaluation and improvement.**
- Advise others on career or personal development.
 - Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
 - Confer with parents and staff to discuss educational activities, policies, and student behavior or learning problems.
 - Secure and recommends for employment best qualified and most competent teachers, supervisory, and administrative personnel. Hires best candidates for support staff positions.
 - Assigns, transfers and promotes employees as the interests of the school system may indicate.
 - Assures systematic performance evaluation of school personnel and takes necessary actions regarding any employee whose performance is judged to be unsatisfactory.
 - Holds such meetings of school personnel as are necessary for discussion of matters related to the welfare and improvement of the schools.
 - Oversees employee relations in the school system.
- Perform human resources activities.
 - makes recommendations to the board, in consultation with other appropriate personnel, concerning the employment, promotion, or separation of all personnel
 - coordinates the efforts of selected personnel in working toward the achievement of established goals

- has full responsibility, subject to selected board approval, for the initial selection of all personnel, the definition of job responsibilities, and the placement of all personnel.
- Schedule activities or facility use.
 - Coordinate and direct extracurricular activities and programs, such as after-school events and athletic contests.
- Develop educational goals, standards, policies, or procedures.
 - Determine the scope of educational program offerings, and prepare drafts of course schedules and descriptions to estimate staffing and facility requirements.
 - evaluates personnel and reports on the results of evaluation efforts and recommended plans for improvement, to the board, and, with the approval of the board, to the general public through speeches, news releases, and school community activities
 - Create school improvement plans, using student performance data.
 - plans for both current situations and for long-range development of program improvements in each of the areas listed above, working closely with other personnel in the various divisions of the school organization and with the board
- Supervise employees.
 - Enforce discipline and attendance rules.
 - Recommend personnel actions related to programs and services.
 - Delegates powers or duties to other district employees. Delegation of power or duties does not relieve *the* superintendent of final responsibility for action taken under such delegation.
- Conduct employee training programs.
 - Plan and lead professional development activities for teachers, administrators, and support staff.
- Hire personnel.
 - ~~Recruit, hire, Hire and onboard train, and evaluate primary and supplemental staff.~~
- Recruit personnel.
 - ~~Recruit, hire, train, and evaluate primary and supplemental staff.~~
- Develop organizational policies or programs.
 - cooperates and assist in parent-teacher organizations, cafeteria and maintenance operations, summer school and night school when held in the building, and community use of building facilities
 - See that sound plans of organization, educational programs, and services are developed and maintained for the Board.
- Determine operational compliance with regulations or standards.

- Review and interpret government codes, and develop programs to ensure adherence to codes and facility safety, security, and maintenance.
- Supervises effective administration of all federal, state, local, constitutional, and statutory laws, state regulations and board policies.
- Evaluate program effectiveness.
 - Observe teaching methods and examine learning materials to evaluate and standardize curricula and teaching techniques and to determine areas for improvement.
 - Collaborate with teachers to develop and maintain curriculum standards, develop mission statements, and set performance goals and objectives.
 - Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency, and use, and to ensure compliance with federal, state, and local regulations.
 - Review and approve new programs, or recommend modifications to existing programs, submitting program proposals for school board approval as necessary.
- Analyze data to inform operational decisions or activities.
 - Plan and develop instructional methods and content for educational, ~~vocational-~~ *Career Technical Education*, or student activity programs.
- Evaluate student work.
 - Establish, coordinate, and oversee particular programs across school districts, such as programs to evaluate student academic achievement.
- Approve expenditures.
 - responsible for *approving* orderings for supplies, textbooks, equipment, and all other materials necessary to the operation of the school
- Prepare financial documents, reports, or budgets.
 - supervises the preparation of annual budget and makes recommendations to the board for their approval
 - Prepares all federal program budgets for submission to the Stated Department of Education.
- Prepare operational budgets.
 - Determine allocations of funds for staff, supplies, materials, and equipment, and authorize purchases.
 - Prepare and submit budget requests and recommendations, or grant proposals to solicit program funding.
 - Prepares annual operating budget recommendations based on guidelines set by the Board of Trustees. Wors with Board to develop the final budget. Implements the approved budget.

- Based on district needs, proposes a supplemental levy amount and items to the Board of Trustees for approval. Educates and informs the community in all aspects of the Supplemental Levy.
- Prepare proposals or grant applications to obtain project funding.
 - [Task]
- Coordinate special events or programs.
 - communicates school programs to the community *and Board*
- Analyze forecasting data to improve business decisions.
 - [Task]
- Conduct opinion surveys or needs assessments.
 - Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.
- Promote products, services, or programs.
 - shall take responsibility for and take reasonable precaution to protect life, health, and well-being of all persons in the district
 - See to the execution of all decisions of the Board.
- Advise others on business or operational matters.
 - Plan, coordinate, and oversee school logistics programs, such as bus and food services.
 - responsible for all school enterprises and activities
 - serves as the representative of the board in handling public complaints and criticisms of any phases of the school system, brings unresolved problems to regular or special meetings of the board
 - as a district employee, follows all district policy and state law
 - Keep the Board informed of the condition of the District's educational system; assure effective communication between the Board and the staff of the school system. Relay all communications by the Board regarding personnel to district employees and receive from all school personnel any communications directed to the Board.
 - Attends and participated in all Board meetings.
 - Prepares and submits to Board recommendations on all matters requiring board action. Recommendations are supplemental with necessary and helpful facts, information and reports as needed for Board to make informed decisions.
 - Recommends, annually, to the Board of Trustees the District Goals, Monitors and reports back to the Board at least semi-annually, on the progress toward achieving the goals.

- Maintains open lines of communication and cooperative relationships with school staff, Board, parents, and community at-large.
- Direct organizational operations, projects, or services.
 - Makes administrative decisions necessary to the proper function of *the* District.
 - Prepares crisis and disaster plans for District with input from staff, law enforcement, and order appropriate persons,; oversees implementation including practice drills.
- Maintain personnel records.
 - Prepare, maintain, or oversee the preparation and maintenance of attendance, activity, planning, or personnel reports and records.
 - maintains records, as determined by state records retention information
- Prepare operational progress or status reports.
 - evaluates the effectiveness of all phases of the school program, including curriculum, instruction, books, materials, equipment, supervision, administration, business procedures, auxiliary services, efforts to promote public understanding, and other aspects of the total program
- Develop operating strategies, plans, or procedures
 - Set educational standards and goals, and help establish policies and procedures to carry them out.
 - Meet with federal, state, and local agencies to stay abreast of policies and to discuss improvements for education programs.
 - Determines, with the Board of Trustees, short and long-range building needs and oversees implementation of construction, operation, and maintenance programs.
 - Will actively support West Bonner County's Strategic Plan and will serve as a leader-advocate for the Effective Schools Process, the District Vision and the District Mission.
 - Provides suitable instructional and regulations to govern use and care of school properties for school purposes.
- Develop safety standards, policies, or procedures.
 - *Develops safety standards, maintains, and updates* district policy and *to align with* state law reviews policies with the board regularly, making recommendations for additions,
 - deletions, or revisions as deemed necessary
 - establishes, subject to board approval, rules and regulations for the implementation of board policies
- Establish interpersonal business relationships to facilitate work activities.

- develops an orderly system for securing suggestions from and handling grievances of all personnel, bringing any unresolved problems to regular or special meeting of the board
- Establish and maintain liaison with community groups which are interested or involved in the educational programs of the District.
- Establish and maintain liaison with other school districts, the State Department of Education, colleges and universities and the U.S. Department of Education.
- Attend, or delegate a representative to attend, all meetings of municipal agencies or governmental bodies at which matters pertaining to the public schools appear on the agenda.
- Confers periodically with professional and lay groups concerning school programs and relays suggestions to Board gained from such conferences.
- Represent the District before the public, and maintain. Through cooperative leadership, both within and without the District, such a program of public relations as may keep the public informed as to the activities, needs and successes of the District.
- Teach classes in area of specialization.
 - Teach classes or courses to students.
 - Supervise student pick-up or drop-off.
- Direct facility maintenance or repair activities.
 - Advocate for new schools to be built, or for existing facilities to be repaired or remodeled.
 - Direct and coordinate school maintenance services and the use of school facilities.
- Coordinate operational activities with external stakeholders.
 - Direct and coordinate activities of teachers, administrators, and support staff at schools, public agencies, and institutions.
 - Receive all complaints, comments, concerns, and criticisms regarding the operation of the District from the public, employees of the District, students and Board members.
- Maintain knowledge of current developments in area of expertise.
 - keeps current with employee safety training, such as bloodborne pathogens training, etc.
 - Keeps informed of current curricular and educational thoughts, trends, and practices, as well as proposed legislation impacting the schools. Informs the Board of Trustees of significant developments in these areas.
 - Oversees development and implementation of objectives and long-range plans for curriculum and instructional evaluation and improvement.
 - Recommends to Board for adoption all courses of study, curriculum guides, and major changes in texts and time schedules to be used in schools.

- Assures continuous study and revision of curriculum guides and courses of study.
- Conducts periodic audit of total school program; advises Board on recommendations for educational advancement in schools.
- Assumes responsibility of their continuing performance growth and development by such efforts as attendance of professional meetings, membership in professional organizations, enrollment in advanced courses, and by reading professional journals and other publications.
- Prepare forms or applications.
 - [Task]
- Recommend organizational process or policy changes.
 - anticipates problems, where possible, and recommends appropriate policies to the board before problems actually arise
 - See to the development of specific administrative procedures and programs to implement the intent established by the Board policies.
 - Acts, if necessary, in any matter not covered by board policy, reports such action to Board as soon as practical; recommends policy in order to provide guidance in the future.
 - Exercised power to implement board policy, making such rules and giving instructions to students and staff as may be necessary.
 - Submits to Board a clear and detailed explanation of any proposed procedures that would involve either departure from established policy or interpretation of new policy.
 - Recommends to Board sales of all property no longer required by Bard; supervises execution of such sales.
 - Recommends establishment or alteration of attendance boundaries for all schools in the interest of good administration of instructional programs.
 - Makes recommendations to Board concerning transportation of students in accordance with law and safety requirements.
- Develop promotional materials.
 - Write articles, manuals, and other publications, and assist in the distribution of promotional literature about facilities and programs
 - responsible for maintaining good public relations with the community and for fully utilizing the community resources to enrich the learning program
- Manage outreach activities.
 - Develop partnerships with businesses, communities, and other organizations to help meet identified educational needs and to provide school-to-work programs.
- Collaborate with other professionals to develop education or assistance programs.

- provides overall direction to inter-district cooperatives in special education
- Serve on institutional or departmental committees.
 - Participate in special education-related activities, such as attending meetings and providing support to special educators throughout the district.
 - Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.

QUALIFICATIONS

The minimum amount of education and/or experience necessary for the employee to be successful in the position:

Education/Experience

Public school administrators are required to hold an Administrator Certificate. The certificate may be used for service as a school principal, a superintendent, or a director of special education. The minimum certification requirements include: 1.) Pass a proficiency exam; 2.) Have a master's degree or higher (for principals) or doctorate degree or education; specialist degree or higher (for superintendents) from an accredited college or university; 3.) Have four years of experience working with students in a school setting; 4.) Complete an administrative internship; 5.) Complete a state-approved program of at least (30) semester credit hours or forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university.

A minimum of five years of school administrative experience on a district-wide level in a wide variety of settings, in addition to a minimum of three years teaching experience is preferred.

Certificates & Licenses

- Holds or eligible for an Idaho Administrator Certificate endorsement (7050 - Superintendent PK-12) for superintendent prior to entering the position on July 1st.
- Public school administrators are required to hold an Administrator Certificate. The certificate may be used for service as a school principal, a superintendent, or a director of special education. The minimum certification requirements include: 1.) Pass a proficiency exam; 2.) Have a master's degree or higher (for principals) or doctorate degree or education; specialist degree or higher (for superintendents) from an accredited college or university; 3.) Have four years of experience working with students in a school setting; 4.) Complete an administrative internship; 5.) Complete a state-approved program of at least (30) semester credit hours or forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university.
- Valid Driver's License
- First Aid Card

Background Check

- In accordance with state law and school board policy, employment is strictly contingent upon the successful completion of a comprehensive background screening. Final candidates must submit to a fingerprint-based criminal history search through the Federal Bureau of Investigation (FBI) and State Police databases. The screening will also include a search of national and state sex offender registries, child abuse registries.
- All individuals applying for their first Idaho certificate and those applying to reinstate an Idaho certificate that has been expired for more than Four (4) months.
- All public school employees – a change in school districts will require a new BIC if the applicant's previous BIC was completed more than six (6) months ago.

Verification of Employment

Verification of Employment through previous employers for similar experience.

Previous Performance Evaluations

- As part of the comprehensive background screening and reference verification process, the District reserves the right to request and review an applicant's previous formal performance evaluations from prior educational institutions or employers.

Requisite Competencies - Knowledge, Skills & Abilities

Knowledge

Understanding the competencies to perform the job competently.

- **Education and Training** — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- **Administration and Management** — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
- **English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, and rules of composition and grammar.
- **Administrative** — Knowledge of administrative and office procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and workplace terminology.
- **Mathematics** — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

- **Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- **Computers and Electronics** — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- **Personnel and Human Resources** — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
- **Psychology** — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- **Public Safety and Security** — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
- **Communications and Media** — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

Skills

Proficiencies that enable effective performance that can be learned or improved upon.

- **Speaking** — Talking to others to convey information effectively.
- **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- **Judgment and Decision Making** — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- **Learning Strategies** — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
- **Reading Comprehension** — Understanding written sentences and paragraphs in work-related documents.
- **Writing** — Communicating effectively in writing as appropriate for the needs of the audience.
- **Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.

- **Complex Problem Solving** — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- **Management of Personnel Resources** — Motivating, developing, and directing people as they work, identifying the best people for the job.
- **Systems Evaluation** — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.
- **Active Learning** — Understanding the implications of new information for both current and future problem-solving and decision-making.
- **Coordination** — Adjusting actions in relation to others' actions.
- **Instructing** — Teaching others how to do something.
- **Negotiation** — Bringing others together and trying to reconcile differences.
- **Service Orientation** — Actively looking for ways to help people.
- **Time Management** — Managing one's own time and the time of others.
- **Persuasion** — Persuading others to change their minds or behavior.
- **Systems Analysis** — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- **Management of Financial Resources** — Determining how money will be spent to get the work done, and accounting for these expenditures.
- **Management of Material Resources** — Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
- **Mathematics** — Using mathematics to solve problems.
- **Quality Control Analysis** — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.

Abilities

Enduring personal attributes that influence performance; less trainable than skills.

- **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.
- **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- **Written Comprehension** — The ability to read and understand information and ideas presented in writing.
- **Speech Clarity** — The ability to speak clearly so others can understand you.
- **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.

- **Written Expression** — The ability to communicate information and ideas in writing so others will understand.
- **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem.
- **Speech Recognition** — The ability to identify and understand the speech of another person.
- **Inductive Reasoning** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- **Fluency of Ideas** — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- **Information Ordering** — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- **Category Flexibility** — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- **Near Vision** — The ability to see details at close range (within a few feet of the observer).
- **Originality** — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- **Far Vision** — The ability to see details at a distance.
- **Flexibility of Closure** — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- **Mathematical Reasoning** — The ability to choose the right mathematical methods or formulas to solve a problem.
- **Selective Attention** — The ability to concentrate on a task over a period of time without being distracted.
- **Speed of Closure** — The ability to quickly make sense of, combine, and organize information into meaningful patterns.
- **Memorization** — The ability to remember information such as words, numbers, pictures, and procedures.
- **Time Sharing** — The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).

Technology Skills

Software, hardware, and digital tools essential for job performance.

- **Analytical or scientific software** — Desmos; Geogebra; IBM SPSS Statistics ; The MathWorks MATLAB
- **Calendar and scheduling software** — Google Calendar; Scheduling software
- **Cloud-based data access and sharing software** — Google Drive
- **Communications server software** — IBM Domino
- **Computer based training software** — Common Curriculum; Edulastic; Rethink Ed; Schoology
- **Data base management system software** — Apache Cassandra
- **Data base user interface and query software** — ~~Blackboard software; Microsoft Access; School Attendance Keeper;~~ Student information systems SIS software
- **Desktop communications software** — Bloomz; ParentSquare
- **Desktop publishing software** — Microsoft Publisher
- **Document management software** — Microsoft SharePoint
- **Electronic mail software** — Google Gmail; Microsoft Outlook
- **Enterprise resource planning ERP software** — Microsoft Dynamics GP; NetSuite ERP; Thinc Technologies Virtual School; Wilcomp Software RenWeb
- **Human resources software** — Human resource management software HRMS
- **Internet browser software** — Web browser software
- **Mobile messaging service software** — Intrado SchoolMessenger
- **Multi-media educational software** — Nearpod; Seesaw
- **Office suite software** — Microsoft Office software
- **Presentation software** — Microsoft PowerPoint
- **Project management software** — Google Classroom
- **Spreadsheet software** — Microsoft Excel
- **Word processing software** — Microsoft

Work Activities

Broad groupings of requisite competencies common to many occupations.

- **Establishing and Maintaining Interpersonal Relationships** — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- **Training and Teaching Others** — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

- **Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.
- **Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- **Developing and Building Teams** — Encouraging and building mutual trust, respect, and cooperation among team members.
- **Coaching and Developing Others** — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
- **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.
- **Communicating with People Outside the Organization** — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.
- **Organizing, Planning, and Prioritizing Work** — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- **Resolving Conflicts and Negotiating with Others** — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- **Coordinating the Work and Activities of Others** — Getting members of a group to work together to accomplish tasks.
- **Providing Consultation and Advice to Others** — Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.
- **Performing Administrative Activities** — Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.
- **Thinking Creatively** — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- **Processing Information** — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- **Working with Computers** — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- **Performing for or Working Directly with the Public** — Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.
- **Staffing Organizational Units** — Recruiting, interviewing, selecting, hiring, and promoting employees in an organization.
- **Analyzing Data or Information** — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.

- **Documenting/Recording Information** — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- **Developing Objectives and Strategies** — Establishing long-range objectives and specifying the strategies and actions to achieve them.
- **Guiding, Directing, and Motivating Subordinates** — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.
- **Updating and Using Relevant Knowledge** — Keeping up-to-date technically and applying new knowledge to your job.
- **Monitoring Processes, Materials, or Surroundings** — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- **Judging the Qualities of Objects, Services, or People** — Assessing the value, importance, or quality of things or people.
- **Assisting and Caring for Others** — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
- **Identifying Objects, Actions, and Events** — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- **Monitoring and Controlling Resources** — Monitoring and controlling resources and overseeing the spending of money.
- **Interpreting the Meaning of Information for Others** — Translating or explaining what information means and how it can be used.
- **Evaluating Information to Determine Compliance with Standards** — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- **Scheduling Work and Activities** — Scheduling events, programs, and activities, as well as the work of others.
- **Selling or Influencing Others** — Convincing others to buy merchandise/goods or to otherwise change their minds or actions.
- **Estimating the Quantifiable Characteristics of Products, Events, or Information** — Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.
- **Inspecting Equipment, Structures, or Materials** — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.

PHYSICAL DEMANDS

Select from list below for each

Stand

Walk

Lift/Carry

10 lbs or less

<i>Sit</i>	<i>11 - 20 lbs</i>
<i>Handing / Fingering</i>	<i>21 - 50 lbs</i>
<i>Reach Outward</i>	<i>51 - 100 lbs</i>
<i>Reach Above Shoulder</i>	<i>Over 100 lbs</i>
<i>Climb</i>	<i>Push/Pull</i>
<i>Crawl</i>	<i>12 lbs or less</i>
<i>Squat or Kneel</i>	<i>13 - 25 lbs</i>
<i>Bend</i>	<i>26 - 40 lbs</i>
	<i>45 - 100 lbs</i>

N (Not Applicable)	Activity is not applicable to this occupation.
O (Occasionally)	Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)
F (Frequently)	Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)
C (Constantly)	Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

WORK ENVIRONMENT

While performing the duties of this job, the employee frequently works near moving mechanical parts. The employee is occasionally exposed to fumes or airborne particles.

The noise level in the work environment is usually moderate.

Employee Safety

All workplace accidents/injuries must be reported immediately to the Human Resources Director, then followed up with a complete the Injury Report with all information as soon as possible. Provide the complete report to the immediate supervisor who will complete an Incident Investigation with the injured employee in person as they have firsthand knowledge of the accident. The immediate supervisor will then send the documentation to the Human Resources Director.

PERFORMANCE EVALUATION

Evaluation will be based on a rubric that rates performance utilizing the Danielson Teacher Evaluation Framework designed by the Board of Trustees.

ISEE TITLE(S):

41010 - Superintendent K-12 Assignment

Approved: MM/DD/YYYY

Job Description: *Custodian & Grounds*

West Bonner School District #83
134 Main Street
Priest River ID 83856



POSITION SUMMARY

Keep buildings in clean and orderly condition. Perform heavy cleaning duties, such as cleaning floors, shampooing rugs, washing walls and glass, and removing rubbish. Duties may include tending furnace and boiler, performing routine maintenance activities, notifying management of need for repairs, and cleaning snow or debris from sidewalk., and clean up rubble, debris, and other waste materials. **painting** would be part of their job responsibilities. More specifically, painting of interior/exterior building walls and parking lots (lines). In the position summary (page 1, first paragraph) we can adjust the third sentence to read something like "...., perform routine maintenance and renovation activities. May assist other craft workers.

Landscape or maintain grounds of property using hand or power tools or equipment. Workers typically perform a variety of tasks, which may include any combination of the following: sod laying, mowing, trimming, planting, watering, fertilizing, digging, raking, sprinkler installation, and installation of mortarless segmental concrete masonry wall units.

DICTIONARY OF OCCUPATIONAL TITLES:

381.687-014 janitor (any industry)

406.684-014 GROUNDSKEEPER, INDUSTRIAL-COMMERCIAL (any industry) alternate titles: caretaker, grounds; gardener

OCCUPATIONAL INFORMATION NETWORK (O*Net):

32-2011.00 - Janitors and Cleaners, Except Maids and Housekeeping Cleaners

37-3011.00 - Landscaping and Groundskeeping Workers

COMPENSATION:

Hourly compensation for placement on the Wage Scale is based upon verified years of experience (Verification of Experience) through previous employers.

FAIR LABOR STANDARDS ACT (FLSA) STATUS: Non-Exempt

Classified Employees compensated Hourly are considered employed as At Will.

WORK SCHEDULE:

Monthly Calendar	Annual Days	Days per Week	Hours per Day
12-month	Variable (240 - 260)	Variable 20 - 40	8 hours (Summer Months - 10 hours)

Job Description: *Custodian & Grounds*

West Bonner School District #83
134 Main Street
Priest River ID 83856



REPORTS TO: Operations Coordinator

SUPERVISES: This position has no supervisory responsibilities.

DRAFT as of 7/14/2026

ESSENTIAL FUNCTIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable Accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Detailed Work Activities/Tasks

Specific, observable actions workers perform to accomplish job tasks.

Custodian

- Clean facilities or sites.
 - Service, clean, or supply restrooms.
- Dispose of trash or waste materials.
 - Gather and empty trash.
 - ~~Police~~, Monitor, clean, and remove trash or debris from exterior entries and grounds daily.
- Clean building walls or flooring.
 - Clean building floors by sweeping, mopping, scrubbing, or vacuuming.
 - Clean windows, glass partitions, or mirrors, using soapy water or other cleaners, sponges, or squeegees.
 - Strip, seal, finish, and polish floors.
 - Steam-clean or shampoo carpets.
 - Sweeps, mops, strips, and burnishes floors
 - vacuums and spot cleans carpets
 - empties wastebaskets into dumpsters; cleans and empties interior and exterior trash cans
 - cleans and sanitizes restrooms including toilets, stalls and dispensers; restocks supplies as needed daily.
- Confer with coworkers to coordinate *major* maintenance or cleaning activities.
 - Notify managers concerning the need for major repairs or additions to building operating systems.
- Monitor building premises to ensure occupant or visitor safety.
 - Monitor building security and safety by performing tasks such as locking doors after operating hours or checking electrical appliance use to ensure that hazards are not created.

- Reports failed lighting.
- Reports maintenance needs to immediate supervisor.
- Performs light maintenance to assist in securing buildings.
- Assures security of assigned areas and reports unusual occurrences to the Facilities Supervisor, Building Administration, or SRO as appropriate.
- Maintains custodial supply rooms and equipment in a clean and orderly manner.
- Responds appropriately and quickly to maintenance emergencies.
- Painting of interior/exterior building walls and parking lots (lines).
- Keep maintenance/custodial storage areas clean, organized and secure.
- Replace damaged ceiling tiles
- Prepare chemicals for work application.
 - Follow procedures for the use of chemical cleaners and power equipment to prevent damage to floors and fixtures.
 - Mix water and detergents or acids in containers to prepare cleaning solutions, according to specifications.
- Clean furniture or fixtures.
 - Dust furniture, walls, machines, or equipment.
 - Clean and polish furniture and fixtures.
 - Washes windows and mirrors, sweeps sidewalks, stairs, and areas outside the building.
 - dusts and cleans surfaces, walls, cabinets, furniture, fixtures, etc
- Clean equipment or supplies.
 - [Task]
- Drive trucks or other vehicles to or at work sites *when requested*.
 - Drive vans, industrial trucks, or other vehicles required to travel to, or to perform, cleaning work, *when requested*.
- Maintain *custodial* equipment or systems to ensure proper functioning.
 - Reports building and equipment conditions and failures requiring repairs or preventive maintenance to Supervisor.
 - Moves supplies, furniture, and equipment as requested.
 - Maintains inventory of cleaning and restroom supplies
 - Regulates heat and ventilation system to provide temperatures appropriate to the season to ensure economical usage of fuel, water, and electricity.

- Move furniture.
 - Move heavy furniture, equipment, or supplies, either manually or with hand trucks.
 - Sets tables and chairs, moves packages and expedites deliveries in building.
 - Assists in monitoring and set-ups for community use activities.
- Decorate indoor or outdoor spaces.
 - Set up, arrange, or remove decorations, tables, chairs, ~~ladders, or scaffolding~~ to prepare facilities for events, such as banquets or meetings.
 - Helps set up, clean, and fold tables for cafeteria use and special meetings or events.
 - Painting as assigned
- Treat facilities to eliminate pests.
 - Spray insecticides or fumigants to prevent insect or rodent infestation, *when requested*.
- Remove debris from work sites.
 - ~~Police~~, Monitor, clean, and remove trash or debris from exterior entries and grounds daily.

Grounds

- Dispose of trash or waste materials.
 - Gather and remove litter.
- Operate grounds maintenance equipment.
 - Use hand tools, such as shovels, rakes, pruning saws, saws, hedge or brush trimmers, or axes.
 - Mow or edge lawns, using power mowers or edgers.
- Irrigate lawns, trees, or plants.
 - Water lawns, trees, or plants, using portable sprinkler systems, hoses, or watering cans.
 - Use irrigation methods to adjust the amount of water consumption and to prevent waste.
- Drive trucks or other vehicles to or at work sites.
 - Operate vehicles or powered equipment, such as mowers, tractors, twin-axle vehicles, snow blowers, chainsaws, electric clippers, sod cutters, or pruning saws.
- Trim trees or other vegetation.

- Prune or trim trees, shrubs, or hedges, using shears, pruners, or chain saws.
- Care for established lawns by mulching, aerating, weeding, grubbing, removing thatch, or trimming or edging around flower beds, walks, or walls.
- Trim or pick flowers and clean flower beds.
- Rake, mulch, and compost leaves.
- Prepare chemicals for work application.
 - Mix and spray or spread fertilizers, herbicides, or insecticides onto grass, shrubs, or trees, using hand or automatic sprayers or spreaders.
- Treat greenery or surfaces with protective substances.
 - [Task]
- Inspect ~~buildings or~~ grounds to determine condition.
 - Keep buildings and premises, including sidewalks, roof drains, driveways, and play areas neat and clear at all times.
 - Sees to the removal of snow and ice when appropriate on all walks, steps, driveway, fire escapes, and parking areas as needed.
 - Painting of interior/exterior building walls and parking lots (lines).
- Remove snow.
 - Shovel snow from walks, driveways, or parking lots, and spread salt in those areas.
- Maintain equipment or systems to ensure proper functioning.
 - [Task]
- Move furniture.
 - [Task]
- Cultivate lawns, turf, or gardens.
 - Plan or cultivate lawns or gardens.
- Clean facilities or sites.
 - Provide proper upkeep of sidewalks, driveways, parking lots, ~~fountains, planters, burial sites,~~ or other grounds features.
- Remove debris from work sites.
 - empties wastebaskets into dumpsters; cleans and empties interior and exterior trash cans
 - ~~Police,~~ Monitor, clean, and remove trash or debris from exterior entries and grounds daily.

-
- Decorate indoor or outdoor spaces.
 - [Task]

QUALIFICATIONS

The minimum amount of education and/or experience necessary for the employee to be successful in the position:

Education/Experience

High school diploma or equivalent and four years related work experience and/or training; or equivalent combination of education and experience. Ability to diagnose the cause of maintenance related problems. Knowledge of basic computer skills. Must be able to determine supply and material needs. Ability to plan and schedule work for the department(s) and perform multiple concurrent tasks. Ability to motivate, evaluate and supervise staff in order to effectively and efficiently perform all jobs. Must be organized.

Little or no previous work-related skill, knowledge, or experience is needed for these occupations. For example, a person can become a waiter or waitress even if he/she has never worked before.

Employees in these occupations need anywhere from a few days to a few months of training. Usually, an experienced worker could show you how to do the job.

Certificates & Licenses

- Valid Driver's License
- First Aid Card

Background Check

Verification of Employment

Verification of Employment through previous employers for similar work experience.

Previous Performance Evaluations

Custodian Education

~~Most occupations in this zone require training in vocational schools, related on-the-job experience, or an associate's degree.~~

Related Experience

Previous work-related skill, knowledge, or experience is required for these occupations. For example, an electrician must have completed three or four years of apprenticeship or

several years of vocational training, and often must have passed a licensing exam, in order to perform the job.

Job Training

Employees in these occupations usually need one or two years of training involving both on-the-job experience and informal training with experienced workers. A recognized apprenticeship program may be associated with these occupations.

Grounds

Education

~~Some of these occupations may require a high school diploma or GED certificate.~~

Requisite Competencies - Knowledge, Skills & Abilities

Knowledge

Understanding the competencies to perform the job competently.

Custodian

- **Public Safety and Security** — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
- **Administration and Management** — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

Grounds

- **English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, and rules of composition and grammar.
- **Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- **Chemistry** — Knowledge of the chemical composition, structure, and properties of substances and of the chemical processes and transformations that they undergo. This includes uses of chemicals and their interactions, danger signs, production techniques, and disposal methods.

Skills

Proficiencies that enable effective performance that can be learned or improved upon.

Custodian

- **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- **Speaking** — Talking to others to convey information effectively.

Grounds

- **Operation and Control** — Controlling operations of equipment or systems.

Abilities

Enduring personal attributes that influence performance; less trainable than skills.

Custodian

- **Near Vision** — The ability to see details at close range (within a few feet of the observer).
- **Trunk Strength** — The ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without "giving out" or fatiguing.
- **Arm-Hand Steadiness** — The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.
- **Extent Flexibility** — The ability to bend, stretch, twist, or reach with your body, arms, and/or legs.
- **Manual Dexterity** — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.
- **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.
- **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem.
- **Static Strength** — The ability to exert maximum muscle force to lift, push, pull, or carry objects.

Grounds

- **Multilimb Coordination** — The ability to coordinate two or more limbs (for example, two arms, two legs, or one leg and one arm) while sitting, standing, or lying down. It does not involve performing the activities while the whole body is in motion.

- **Manual Dexterity** — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.
- **Trunk Strength** — The ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without "giving out" or fatiguing.
- **Arm-Hand Steadiness** — The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.
- **Control Precision** — The ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions.
- **Extent Flexibility** — The ability to bend, stretch, twist, or reach with your body, arms, and/or legs.
- **Static Strength** — The ability to exert maximum muscle force to lift, push, pull, or carry objects.
- **Near Vision** — The ability to see details at close range (within a few feet of the observer).
- **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem.
- **Stamina** — The ability to exert yourself physically over long periods of time without getting winded or out of breath
- **Visualization** — The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.

Technology Skills

Software, hardware, and digital tools essential for job performance.

Custodian

- **Cloud-based data access and sharing software** — Squeegee
- **Desktop communications software** — Eko
- **Electronic mail software** — Microsoft Outlook
- **Office suite software** — Microsoft Office software
- **Operating system software**
- **Spreadsheet software** — Microsoft Excel
- **Word processing software** — Microsoft Word

Grounds

- **Electronic mail software** — IBM Notes
- **Office suite software** — Microsoft Office software

- **Operating system software** — Microsoft Windows
- **Spreadsheet software** — Microsoft Excel
- ~~**Web page creation and editing software** — Facebook~~
- **Word processing software** — Microsoft Word

Work Activities

Broad groupings of requisite competencies common to many occupations.

Custodian

- **Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- **Organizing, Planning, and Prioritizing Work** — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- **Performing General Physical Activities** — Performing general physical activities includes doing activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling materials.
- **Inspecting Equipment, Structures, or Materials** — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.
- **Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.
- **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.
- **Handling and Moving Objects** — Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.
- **Developing and Building Teams** — Encouraging and building mutual trust, respect, and cooperation among team members.
- **Monitoring Processes, Materials, or Surroundings** — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- **Identifying Objects, Actions, and Events** — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- **Coordinating the Work and Activities of Others** — Getting members of a group to work together to accomplish tasks.
- **Scheduling Work and Activities** — Scheduling events, programs, and activities, as well as the work of others.
- **Thinking Creatively** — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.

- **Developing Objectives and Strategies** — Establishing long-range objectives and specifying the strategies and actions to achieve them.
- **Training and Teaching Others** — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
- **Processing Information** — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- **Evaluating Information to Determine Compliance with Standards** — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- **Documenting/Recording Information** — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- **Monitoring and Controlling Resources** — Monitoring and controlling resources and overseeing the spending of money.
- **Resolving Conflicts and Negotiating with Others** — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- **Judging the Qualities of Objects, Services, or People** — Assessing the value, importance, or quality of things or people.
- **Updating and Using Relevant Knowledge** — Keeping up-to-date technically and applying new knowledge to your job.
- **Establishing and Maintaining Interpersonal Relationships** — Developing constructive and cooperative working relationships with others, and maintaining them over time.

Grounds

- **Handling and Moving Objects** — Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.
- **Controlling Machines and Processes** — Using either control mechanisms or direct physical activity to operate machines or processes (not including computers or vehicles).
- **Establishing and Maintaining Interpersonal Relationships** — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- **Performing General Physical Activities** — Performing general physical activities includes doing activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling materials.
- **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.
- **Updating and Using Relevant Knowledge** — Keeping up-to-date technically and applying new knowledge to your job.

- **Inspecting Equipment, Structures, or Materials** — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.
- **Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.
- **Organizing, Planning, and Prioritizing Work** — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- **Identifying Objects, Actions, and Events** — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- **Repairing and Maintaining Mechanical Equipment** — Servicing, repairing, adjusting, and testing machines, devices, moving parts, and equipment that operate primarily on the basis of mechanical (not electronic) principles.
- **Thinking Creatively** — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- **Operating Vehicles, Mechanized Devices, or Equipment** — Running, maneuvering, navigating, or driving vehicles or mechanized equipment, such as forklifts, passenger vehicles, aircraft, or watercraft.
- **Assisting and Caring for Others** — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
- **Evaluating Information to Determine Compliance with Standards** — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- **Coaching and Developing Others** — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
- **Scheduling Work and Activities** — Scheduling events, programs, and activities, as well as the work of others

PHYSICAL DEMANDS

Select from list below for each

Stand	Lift/Carry
Walk	10 lbs or less
Sit	11 - 20 lbs
Handing / Fingering	21 - 50 lbs
Reach Outward	51 - 100 lbs
Reach Above Shoulder	Over 100 lbs
Climb	Push/Pull
Crawl	12 lbs or less
Squat or Kneel	13 - 25 lbs
Bend	26 - 40 lbs
	45 - 100 lbs

- N (Not Applicable)** Activity is not applicable to this occupation.
- O (Occasionally)** Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)

F (Frequently)
C (Constantly)

Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)
Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

WORK ENVIRONMENT

While performing the duties of this job, the employee frequently works near moving mechanical parts. The employee is occasionally exposed to fumes or airborne particles.

The noise level in the work environment is usually moderate.

Employee Safety

Must wear proper clothing and footwear.

All workplace accidents/injuries must be reported immediately to the supervisor the [Job Title] reports to, then follows up with a complete the Injury Report with all information as soon as possible. Provide the complete report to the immediate supervisor who will complete an Incident Investigation with the injured employee in person as they have firsthand knowledge of the accident. The immediate supervisor will then send the documentation to the Human Resources Director.

PERFORMANCE EVALUATION

Evaluation will be based on a district created rubric that rates performance of Tasks, Work Activities, Skills & Abilities.

ISEE TITLE(S):

- 97205 - Custodial Personnel
- 97405 - Building/Grounds Maintenance Personnel

Approved: MM/DD/YYYY

WEST BONNER COUNTY SCHOOL DISTRICT #83



Finance Report

Kendra Salesky, Business Manager

Board Date: Wednesday, July 15, 2026

Accounts Payable: \$1,080,771.27

Payroll: \$899,568.75

How does current spending compare to the overall current year budget?

- *We are at 96.07% of the budget is spent, month 12 of 12, taking into account the one month left that accrues for payroll.*

What is current spending compared to last year at this time?

- *Last year at this time the district was at 90.23%,*

What are items needing to be on the radar for the upcoming month?

- *After reviewing the previous two audits, forensic audit, plus the analysis from CESO, I am putting together a proposal to hire a Business Office Assistant. This position has multiple projects, such as updating assets for auditing purposes as well as quarterly review of bills, for example, looking at fuel mileage to ascertain whether it aligns with what the district is paying out. Segregation of cash handling and managing credit card purchasing for the district also.*

What has been the biggest challenge this past month?

Wrapping up the end of the year processes while fulfilling requests from Hayden-Ross to finally complete the 2024 FY Audit

Is there any other information of interest to report?

- *We are still working in “mass” catch up mode. In the budget proposal, we said we would eliminate multiple cash lines. In doing so, this creates a huge update in accounting system.*
- *With the assistance from Shannon Johnston of RLR Leadership Consulting, the district had a better understanding of funds available for operations. As a result, over the past few months, a van and truck were purchased to update our district vehicle fleet.*

**West Bonner County School District
Treasurer's Report**

Month Ending Date 6/30/2026	BUDGET	YTD	% USED	(OVER) / SHOULD BE UNDER	
Beginning Balance	\$0.00	\$0.00	0.00%		
Local Revenue	\$291,716.00	\$546,022.51	187.18%		
State Revenue	\$8,006,521.00	\$7,154,341.73	89.36%		
TOTAL REVENUE	\$8,298,237.00	\$7,700,364.24	92.80%		
Transfers In	\$2,100,000.00		0.00%		
TOTAL REVENUE & TRANSFERS IN	\$10,398,237.00	\$7,700,364.24	74.05%		
EXPENSES					
Elementary Program	\$2,105,335.00	\$2,444,426.21	116.11%	100.00%	-16.11%
Secondary Program	\$1,771,106.00	\$1,746,183.25	98.59%	100.00%	1.41%
Vocational Education	\$349,910.00	\$362,103.65	103.48%	100.00%	-3.48%
Exceptional Child	\$765,484.00	\$598,021.43	78.12%	100.00%	21.88%
Exceptional Child 3-5	\$94,412.00	\$63,951.19	67.74%	100.00%	32.26%
Summer School	\$18,300.00	\$14,521.94	79.35%	100.00%	20.65%
TOTAL INSTRUCTIONAL	\$5,104,547.00	\$5,229,207.67	102.44%	100.00%	2.44%
Attend-Guide-Health	\$272,319.00	\$246,671.24	90.58%	100.00%	9.42%
Special Service	\$202,796.00	\$165,704.20	81.71%	100.00%	18.29%
Instructional Improvement	\$140,914.00	\$207,063.37	146.94%	100.00%	-46.94%
Educational Media	\$176,386.00	\$102,601.21	58.17%	100.00%	41.83%
Technology	\$497,010.00	\$476,995.34	95.97%	100.00%	4.03%
Board of Education	\$12,278.00	\$16,038.05	130.62%	100.00%	-30.62%
Dist. Admin.	\$275,024.00	\$217,843.79	79.21%	100.00%	20.79%
School Admin.	\$652,807.00	\$745,403.24	114.18%	100.00%	-14.18%
Business Operations	\$606,818.00	\$579,894.92	95.56%	100.00%	4.44%
Custodial	\$1,176,411.00	\$900,305.78	76.53%	100.00%	23.47%
Maintenance	\$286,462.00	\$280,311.00	97.85%	100.00%	2.15%
Grounds	\$43,000.00	\$77,716.03	180.73%	100.00%	-80.73%
Security Program	\$0.00	\$0.00	0.00%	100.00%	100.00%
Transportation	\$780,165.00	\$733,726.24	94.05%	100.00%	5.95%
PupilActivity Transp	\$0.00	\$0.00	0.00%	100.00%	100.00%
General Transp	\$7,000.00	\$9,855.00	140.79%	100.00%	-40.79%
Debt Services - Principle	\$0.00	\$0.00	0.00%	100.00%	100.00%
Debt Services - Interest	\$0.00	\$0.00	0.00%	100.00%	100.00%
Total Operations	\$5,129,390.00	\$4,760,129.41	92.80%	100.00%	7.20%
Transfers Out	\$164,300.00	\$0.00	0.00%	100.00%	100.00%
TOTAL EXPENDITURES	\$10,398,237.00	\$9,989,337.08	96.07%	100.00%	3.93%
Net Revenue & Expenditures	\$0.00	-\$2,288,972.84			

West Bonner County School District

Total Enrollment as of : **11-Jun-26**

Priest River Elem	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Total
Total Enrollment	30	56	31	60	63	43	47	333
ADA	28.38	51.13	30.25	55.75	58	39.88	43	308.77
ADA Percentage	92.4%	93.0%	96.5%	92.1%	92.0%	93.6%	91.2%	93.0%

Idaho Hill Elem	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Total
Total Enrollment	15	17	24	15	21	21	18	133
ADA	13.75	15.63	21.88	13.75	18.38	18	16.69	119.33
ADA Percentage	89.1%	91.7%	89.8%	86.6%	87.1%	90.3%	93.4%	89.7%

Priest Lake Elem	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Total
Total Enrollment	6	6	3	7	5	7	7	41
ADA	6	5.88	3	6.75	4.88	6.75	6.88	38.76
ADA Percentage	98.8%	90.5%	93.3%	95.3%	97.4%	93.3%	93.3%	94.6%

	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Total
Total Elementary	51	81	58	84	90	71	72	507
Total ADA	47.02	74.93	54.24	76.7	82.03	65.72	66.22	466.86
ADA Percentage	92.2%	92.5%	93.5%	91.3%	91.1%	92.6%	92.0%	92.2%

PRJH & PRLH	Seventh	Eighth	Nineth	Tenth	Eleventh	Twelfth	Total
Total Enrollment	55	66	63	58	62	42	347
ADA	48.94	61.56	55	54.94	58.31	40	319.24
ADA Percentage	88.9%	92.0%	86.5%	94.6%	94.8%	96.6%	92.0%

Expected Units					
LOCATION	ADA	SPECIAL ED	ADJ ADA	DIVISOR	Calc Units
	832.13	46.03	786.10		44.69
School Building					
	848				47.32 Budgeted
					-2.63 Variance
All WBCSD Enrollment					48.20
	945				47.32 Budgeted
					0.70 Variance

Classified Admin Salary Schedule - Approved by board

	Business Manager	HR Director / SPED Admin Assistant/ Operations Cord	AP/PR Clerk / <i>Business office Assistant</i>	Food Service Director Degreed	Food Service Director non Degreed	Technology Director	Network Admin
Days	202	202	202	175	175	202	202
[Year 1]	\$73,351	\$54,120	\$53,403	\$48,108	\$42,822	\$63,735	\$59,985
[Year 2]	\$75,551	\$55,744	\$55,005	\$49,552	\$44,107	\$65,647	\$61,785
[Year 3]	\$77,818	\$57,416	\$56,655	\$51,038	\$45,430	\$67,616	\$63,638
[Year 4]	\$80,152	\$59,138	\$58,354	\$52,569	\$46,793	\$69,644	\$65,548
[Year 5]	\$82,557	\$60,913	\$60,105	\$54,146	\$48,197	\$71,734	\$67,514
[Year 6]	\$85,034	\$62,740	\$61,908	\$55,771	\$49,642	\$73,886	\$69,539
[Year 7]	\$87,585	\$64,622	\$63,765	\$57,444	\$51,132	\$76,102	\$71,626
[Year 8]	\$90,212	\$66,561	\$65,678	\$59,167	\$52,666	\$78,385	\$73,774
[Year 9]	\$92,919	\$68,558	\$67,649	\$60,942	\$54,246	\$80,737	\$75,988
[Year 10]	\$95,706	\$70,614	\$69,678	\$62,771	\$55,873	\$83,159	\$78,267

Facility / Maintenance Board Report

July 15, 2026

5 -Year Plan Updates

- Priest Lake Elementary – roof replacement has been completed.
- PRLHS – Fire Alarm System is on track to be completed by the second week of August.
- Priest River Elementary – Partial roof replacement project has been awarded to North Idaho Exteriors. Currently working with insurance carrier to assume some of the cost to complete the project.

Boiler Updates

- Atlas Boiler and Equipment Company has just completed the annual service at all of our facilities.
- McKinstry has contracted repairs on the boiler located at Priest River Elementary and Priest River Junior High School.

Custodial / Maintenance Crew

- Currently working on the annual deep cleaning procedures at all of our facilities. They are also completing some of the smaller repair projects.

Surplus

- Working alongside the Transportation and IT Departments to identify surplus vehicles and equipment.

West Bonner County School District #83

Transportation Department Board Report

July 2026

The Transportation Department continues to make excellent progress in preparing for the upcoming school year. Annual inspections, maintenance, and required yearly work on our school bus fleet are moving forward as scheduled to ensure our buses are safe, reliable, and ready for students.

Bus Camera Replacement

Installation of the new bus camera systems is scheduled to begin on **Monday, July 27**. This project is a significant upgrade to our fleet and will improve student safety, driver support, and our ability to document incidents on our buses.

Fleet Management

Three school buses have been placed on the district surplus list. Removing these older buses will provide much-needed space in the bus yard and allow for better organization and efficiency as we prepare for the arrival of new buses.

BusRight Routing System

Our BusRight transportation software is currently being updated. As part of this process, we will be reviewing and updating route maps, bus stop locations, and other transportation information to ensure everything is accurate for the upcoming school year.

Driver Training

Our new bus driver currently in training is making excellent progress and remains on schedule. We appreciate her dedication and look forward to welcoming another qualified driver to our transportation team.

Professional Development

I will be attending transportation training in Boise beginning **Sunday, July 19**. I am excited for the opportunity to expand my knowledge, learn about current best practices, and bring new ideas back to continue improving our Transportation Department.

Fuel Bids have been placed in the Bonner Daily Bee for Wednesday, the 15th, 22nd, and 29th of July for the 2026-2027 School year.

Thank you to our transportation staff for their continued hard work and dedication as we prepare for a safe and successful start to the new school year.

Respectfully Submitted,

Charity Hinshaw

Transportation Director

West Bonner County School District #83

West Bonner County School District

NONINSTRUCTIONAL OPERATIONS

8200

Local School Wellness

It is the goal of the West Bonner County School District to strive to make a significant contribution to the general well-being, mental and physical capacity, and learning ability of each student and afford them the opportunity to fully participate in the education process. The West Bonner County School District promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as a part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, our school contributes to the basic health status of children. Improved health optimizes student performance potential and ensures that no child is left behind.

Healthy eating is demonstrably linked to reduced morbidity and risk of mortality from many chronic diseases.

The Board directs the Superintendent to inform and update the public, including parents, students, and others in the community, about the content and implementation of the wellness policy. Such information may be provided on the District website, through dissemination of student handbooks, or in any other manner the Superintendent may deem appropriate.

Monitoring Compliance

The Superintendent shall designate one or more District officials or school officials to ensure that each school complies with this policy.

Definition

For the purposes of this policy the school day is defined as midnight before to 30 minutes after the end of the instructional school day.

Goals for Wellness Promotion

The District shall review and consider evidence-based approaches in establishing goals for school-based activities to promote student wellness. This may include review of the “Smarter Lunchroom” tools and strategies.

To ensure the health and well-being of all students, it is the policy of the District to:

1. Ensure that foods sold at school during the school day meet or exceed the nutritional standards required by the USDA’s National School Lunch Program, the National School Breakfast Program, and the Smart Snacks in Schools regulations. Exceptions can be made for infrequent food sales fundraisers that occur no more than the number of times determined appropriate by the Idaho State Department of Education during the school year and are not held during school meal times. Fundraisers will be tracked at each school

site by a designee of the Superintendent in charge of compliance at that site;

2. Ensure that non-compliant and non-exempt fundraising food sales will not occur on school grounds during the school day. The District operates under United States Department of Agriculture (USDA) program regulations of the National School Lunch Program, National School Breakfast Program, and the Smart Snacks in Schools regulations. These regulations apply to food sold during the school day in school stores, vending machines, and other venues. (Note: There are many healthy fundraising options available to schools including selling books, fresh produce, school spirit merchandise, or other non-food items during the school day. Fundraising activities involving the sale of food consumed outside of school, such as frozen pizza sales, are exempt from the nutrition standards.);
3. Ensure that ~~classroom parties and celebrations are limited to one day per month schoolwide as determined by the Site Administrator. celebrations that involve food during the school day be limited to no more than one party per class per month and that~~ ~~Each party shall~~ include no more than one food or beverage that does not meet nutrition standards for Smart Snacks in Schools. The District will disseminate a list of healthy party ideas to parents and teachers.

[Note: The USDA has no role in regulating foods brought from home, but school districts are required to set nutrition guidelines for foods served at school other than those that are sold. The Smart Snacks in Schools regulations only affect foods that are sold on school grounds during the school day. ~~Time honored traditions like treats for birthdays, or foods at an afterschool sporting event, are not subject to those standards.~~];

The District shall also take measures to promote nutrition and physical activity, engage in nutrition education, and conduct wellness activities. For this purpose, the District may:

1. ~~Strive for~~Ensure that all District schools to become certified as a Healthier US Schools Challenge schools and/or enroll as a Team Nutrition schools;
2. Host at least one health fair each year;
3. Draft and regularly distribute a wellness newsletter for students and parents;
4. ~~Review Smarter Lunchroom Movement best practices and evaluate each school's ability to implement them;~~
5. Promote healthy eating patterns through classroom nutrition education coordinated with the comprehensive health education program including education, health, and food services;
6. Provide ~~weekly 30 minutes of~~ physical education ~~programs per week~~ to elementary students and ~~250 minutes per week to~~ middle school students;
7. ~~Offer a recognition or reward program for students who exhibit healthy behaviors.~~
8. Start a walking or physical activity club at each school ~~and/or offer ;ff~~
9. ~~Or Offer at least 10 after school physical activity programs;~~
10. Ensure students have access to hand-washing facilities prior to meals;
11. ~~Annually evaluate the marketing and promotion of the school meal program through such methods as o, consider, offering students taste-testing or menu planning opportunities, and other student feedback to improve the quality of the school meal programs;~~

12. Share school meal nutrition information with students and families;
13. ~~Offer students taste-testing or menu planning opportunities;~~
14. Participate in Farm to School activities and/or have a school garden;
15. Advertise and promote nutritious foods and beverages on school grounds;
16. ~~Offer nutritious foods and beverages at lower prices than other foods and beverages;~~
17. Offer fruits or non-fried vegetables everywhere foods are sold;
18. ~~Use student feedback to improve the quality of the school meal programs;~~
19. Offer a staff wellness program;
20. Provide District staff with adequate pre-service and ongoing in-service training that focuses on program administration, nutrition, physical activity, safety, the importance of modeling healthy behaviors, and strategies for behavioral change; and
21. Participate in community partnerships to support wellness programs, projects, events, or activities.

Nutrition Standards

To promote student health and reduce childhood obesity, the District requires all schools within the District to comply with the nutrition standards established by the USDA with respect to all food that is available on school grounds during the school day.

Community Participation

The District shall invite parents, students, representative food service staff of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public to participate in the development, implementation, and periodic review of this policy.

The Superintendent shall annually make available to the public the content of the policy and an assessment of the implementation of this policy including:

1. The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
2. The extent to which the District's wellness policy compares to model local school wellness policies; and
3. A description of the progress made in attaining the goals of the wellness policy.

Methods of providing this information to the public may include developing or disseminating printed or electronic materials to families of school children and other members of the school community at the beginning of the school year, or posting the local wellness policies and an assessment of their implementation on the District or school website. The assessment of the implementation of the policy shall be conducted at least once every three years.

Record Retention

The District shall retain the following records relating to the wellness policy:

1. The written local school wellness policy;
2. Documentation demonstrating the community was involved in the development, implementation, and periodic review of the wellness policy;

3. Documentation of the assessment of the wellness policy; and
4. Documentation to demonstrate the public was notified annually as required by this policy.

Monitoring Compliance

~~The Superintendent shall designate one or more District officials or school officials to ensure that each school complies with this policy.~~

Cross-Reference: ~~2310 Health Enhancement~~ ~~Nutrition Education~~
 ~~2315 Physical Activity Opportunities and Education~~
 8210 Wellness Committee
 8230 Nutrition Standards

Legal Reference: P.L. 108-265 Child Nutrition and WIC
 Reauthorization Act of 2004
 42 USC § 1758b, Section 204 Local Schools Wellness Policy
 42 USC § 1771 et seq. Child Nutrition Act of 1966
 42 USC § 1751 et seq. National School Lunch Act
 7 CFR Parts 210 Nutrition School Lunch and School
 Breakfast Programs: Final Rule
 7 CFR § 210.30 School Nutrition Professional
 Standards

Other References: Idaho Wellness Policy Progress Report, Idaho State Department of
 Education
 Implementation and Monitoring Plan, Idaho State Department of
 Education
 Wellness Policy Guidelines—Elements of Implementation for Final Rule,
 Idaho State Department of Education
 ~~<http://www.sde.idaho.gov/cnp/sch-mp/snacks.html>~~

Policy History:

Adopted on: March 12, 2008
 Revised on: September 17, 2014
 Revised on: March 9, 2016
 Revised on: January 16, 2019

West Bonner County School District

NONINSTRUCTIONAL OPERATIONS

8210

District ~~Wellness~~Nutrition Committee:

With the purposes of monitoring the implementation of the District's wellness policies, evaluating policy progress, serving as a resource to school sites, and revising the policies as necessary, a District-wide nutrition committee is hereby established to develop, implement, monitor and review district-wide nutrition and physical activity policies. The Board specifically acknowledges that community participation is essential to the development and implementation of successful school wellness policies.

The committee ~~will~~would meet a minimum of one (1) time annually for continued assessment, ~~or more as determined needed.~~

~~Invited~~ ~~C~~committee members ~~must~~hip will consist of:

- District ~~Nutrition Director~~Food Service Coordinator
- Dietician*, or school nurse
- Parent representative from each school level
- Student representative from each school level
- Staff member representative from each school level
- Administrative Representative, ~~Co-Chair~~
- Physical Education and Health Program ~~Leader, Co-Chair~~

~~The Superintendent will appoint committee members and designate Co-Chairs.~~
~~Appointments to the Committee will be made by the Board Chair.~~

*If no dietitian, the school might consider negotiation with the local hospital or health district to secure the services of an outpatient dietitian. The dietitian could serve as an integral member of the school health advisory team and work collaboratively with the school nurse to screen and assess students' nutritional status and provide counseling, referral and follow-up services.

Monitoring

The ~~S~~sSuperintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the ~~school district s~~Superintendent or designee.

School foodservice staff, at the school or district level, will also ensure compliance with nutrition policies within school foodservice areas and will report on this matter to the ~~s~~Superintendent (or if done at the school level, to the school principal).

The ~~s~~Superintendent or designee will develop a summary report every two (2) years on district-wide compliance with the district's established nutrition and physical

activity wellness policies based on input from schools within the district. That report will be provided to the school board and may also be distributed to school health councils, parent/teacher organizations, school principals, and school health services personnel in the district.

Cross-Reference: 8200 Local School Wellness

Legal Reference: P.L. 108-265 Child Nutrition and WIC Reauthorization Act of 2004
 42 USC § 1758b Local School Wellness Policy
 42 USC § 1771 *et seq.* Child Nutrition Act of 1966
 42 USC § 1751 *et seq.* National School Lunch Act

Other References: Idaho Wellness Policy Progress Report, Idaho State Department of Education
 Implementation and Monitoring Plan, Idaho State Department of Education
 Wellness Policy Guidelines – Elements of Implementation for Final Rule, Idaho State Department of Education

Policy History:

Adopted on: March 12, 2008

Revised on:

West Bonner County School District

NONINSTRUCTIONAL OPERATIONS

8220

Food Services

The District supports the philosophy of the National School Lunch and Breakfast Programs and shall provide wholesome, appetizing and nutritious meals for children in the District's schools. Because of potential liability to the District, the foodservices program shall not accept donations of food without the approval of the Board and the appropriate agency such as the local public health district and/or the United States Department of Agriculture (USDA). Should the Board approve a food donation, the Superintendent shall establish inspection and handling procedures for the food and determine that the provisions of all state and local laws have been met before selling the food as part of the school meals.

Commodities

The District shall use food commodities made available under the Federal Food Commodity Program for school meals.

Qualifications of School Foodservice Staff

Qualified nutrition professionals will administer the school meal programs. As part of the school district's responsibility to operate a foodservice program, continuing professional development opportunities may be provided to select District nutrition professionals. These development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.

Free and Reduced Price Food Services

The District shall provide free and reduced price meals to students according to the terms of the National School Lunch and Breakfast Programs and the laws, rules and regulations of the state. The District shall inform parents of the eligibility standards for free or reduced price meals.

Identity of students receiving free or reduced price meals will be confidential in accordance with the guidelines for the National School Lunch and Breakfast Programs. A parent has the right to appeal any decision with respect to his/her application for free or reduced price food services to a designated hearing official.

The Board may establish programs whereby meals may be provided in the District in accordance with guidelines for the National School Lunch and Breakfast Programs.

~~The District should follow, at minimum, the USDA Paid Lunch Equity Tool's meals fees. The amount charged for such meals shall be sufficient to cover all costs of the meals, including preparation labor, food costs, handling costs, utility costs, and equipment depreciation costs.~~

Every effort is to be made to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. Toward this

end, the availability of school meals to all students will be promoted and electronic identification of students and payment systems utilized where feasible.

Summer Food Service Program

~~If eligible, any school If more than 50 percent of a school's students are eligible for free or reduced price school meals, that school will sponsor the Summer Food Service Program~~ for free or reduced price meals for at least six weeks between the last day of the academic school year and the first day of the following school year.

Legal Reference: 42 U.S.C. 1751 et seq. National School Lunch

Act Policy History:

Adopted on: March 12, 2008
Revised on: October 21, 2015

West Bonner County School District

NONINSTRUCTIONAL OPERATIONS

8225

Student Meal Charges

West Bonner County School District will use the following protocol for student meal charges:

Elementary Schools and Jr High/ High Schools

No More than two outstanding meal charges will be allowed per student in the West Bonner County School District. No alternative meal options will be provided.

Funds must be provided for student ~~meals~~meal purchased, all student households will be provided information for Skyward Family Access to set up an account for online payment or payment may be made in any of the schools.

Exception to the above protocol would be student meals by students of employees that will be paid as a payroll deduction each month.

Policy History:

Adopted on: April 17, 2013

Revised on: July 31, 2024

West Bonner County School District

NONINSTRUCTIONAL OPERATIONS

8235

Water Consumption/Water Bottle Policy

The Board of Trustees recognizes the importance of water consumption and encourages increased consumption of water throughout the day. Staff members should be particularly sensitive to student needs for water during periods of hot weather. Students shall be encouraged to carry water bottles during the school day using the water bottle policy shown below. Teachers may need to call for extra water breaks too. Even during periods of moderate temperature, staff members should remind students of the value of consuming water.

In addition, water sales should be a significant option through school vending and concession services. Water should be available during mealtimes, through low-contact water sources.

Water Bottle Policy

When students bring water bottles for use during school:

- ~~Water bottles must be clear and have secure caps.~~
- Students may not share water bottles.
- Empty bottles should, on a regular basis, be recycled (if appropriate), discarded, or taken home for sanitized reuse.
- Students misusing water bottles will be subject to disciplinary actions.
- Teachers have discretion in determining classroom use.
- Water bottles may not be used in computer labs, science labs and the library.
- Water bottles may not be re-filled during classroom instruction, unless directed by the supervising teacher.

Legal Reference: 7 CFR § 210.10

Meal Requirements for Lunches and
Requirements for Afterschool Snacks

Policy History:

Adopted on: March 12, 2008

Revised on: August 19, 2020

School Meals

This policy supports the mission of the School District: Providing the environment that cultivates maximum student potential. Nutrition influences a child's development, health, well-being and potential for learning. To afford students the opportunity to fully participate in the educational process, students must attend school with minds and bodies ready to take advantage of their learning environment. This district-wide nutrition policy encourages all members of the school community to create an environment that supports lifelong healthy eating habits. Decisions made in all school programming need to reflect and encourage positive nutrition messages and healthy food choices.

Hot Lunch/Breakfast Program:

- The full meal program will follow the U.S. Government's Nutrition Standards and offer a variety of fruits and vegetables. At least half of the grains served shall be whole grain.
- The meals served will be appealing and attractive to children
- The Hot Lunch/Breakfast provider will ~~be expected to make every effort to~~ follow the District Nutrition Standards when determining the items in a la carte sales.
 - ~~A la carte items that do not meet the District Nutrition Standards may be acceptable for student consumption within moderation (i.e., limit quantity sold to an individual student).~~
 - ~~A la carte items that do not meet the District Nutrition Standards may be acceptable when offered on an intermittent basis.~~

Breakfast

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn, District Schools **will**:

- ~~will~~, to the extent possible, operate the School Breakfast Program;
- ~~will~~, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation; ~~including serving breakfast in the classroom, "grab and go" breakfast, or breakfast during morning break or recess.~~
- ~~that~~ serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
- ~~will for families not participating in the District's Meals Program~~, encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Lunchroom Climate:

- A lunchroom environment that provides students with a relaxed, enjoyable climate should be developed.
- It is encouraged that the lunchroom environment be a place where students have adequate space to eat and pleasant surroundings.

Meal Times and Scheduling

District Schools **will strive to:**

- ~~will~~ provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- ~~should~~ schedule meal periods at appropriate times, e.g., lunch should be scheduled **midday preferably** between 11 a.m. and 1 p.m.;
- ~~should~~ not schedule tutoring, club, or organizational meetings or activities during mealtimes, **unless students may eat during such activities;**
- ~~should~~ schedule **recess periods** ~~lunch periods~~ to follow **lunch**~~recess~~ periods (in elementary schools);
- ~~will~~ provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
- ~~should~~ take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk.)

Policy History:

Adopted on: March 12, 2008

Revised on:

West Bonner County School District

NONINSTRUCTIONAL OPERATIONS

8245

Competitive Food Services (vending machines, concessions, fund raising, etc.)

The Superintendent shall establish rules for the sale of foods during the school day. To encourage the eating of nutritious ~~meals~~ ~~lunches~~, competitive food services shall not be permitted to operate anywhere on school premises during or for the period of one (1) hour before and after ~~each meal service~~ ~~the lunch period~~.

~~It is recognized that there may be rare special occasions when the school principal may allow a school group to deviate from these guidelines. Any food sales of an occasional nature must have the prior approval of the principal.~~

Cross Reference: 8250 Guidelines for Food and Beverages Sold
Individually 8260 Vending Machines

Policy History:

Adopted on: March 12, 2008

Revised on:

West Bonner County School District

NONINSTRUCTIONAL OPERATIONS

8260

Vending Machines

The Board of Trustees has determined that there shall be no installations of vending machines except as approved by the superintendent. The superintendent will have the authority to determine whether such machines may be installed, where they will be placed, what items will be dispensed, and during which hours they might be used. Vending machines are operated as a convenience for students, staff and patrons. All revenue produced from this source shall be deposited in the designated activity fund as approved by the Board of Trustees. Revenues may be spent only on those purposes for which general revenue may be expended.

Vending Machine Use

1. Elementary Schools: Vending machines shall not be operated in elementary schools in locations available to students.
2. Middle Schools/Junior High Schools: Vending machines may be operated in middle schools/junior high schools. All vending sales shall comply with policies regarding competitive food sales.
3. High Schools: Vending machines may be operated in high schools. All vending sales shall comply with policies regarding competitive food sales.

Vending Machine Nutrition Standards

The District strongly encourages the sale or distribution of nutrient dense foods for all school functions and activities. Nutrient dense foods are those foods that provide students with calories rich in the nutrient content needed to be healthy. In an effort to support the consumption of nutrient dense foods in the school setting the District has adopted the following Nutrition Standards governing the sale of food, beverages and candy on school grounds. Sites are encouraged to study these standards and develop building policy using the following District Nutrition Standards as minimal guidelines.

Food/Beverages/Candy:

All items must comply with USDA Smart Snack in Schools standards.

- ~~Any given food item for sale prior to the start of the school day and throughout the instructional day will have no more than 30% of its total calories derived from fat.~~
- ~~Any given food item for sale prior to the start of the school day and throughout the instructional day will have no more than 10% of its total calories derived from saturated fat.~~
- ~~Nuts and seeds are exempt from these standards because they are nutrient dense and contain high levels of monounsaturated fat. Foods high in monounsaturated fat help lower "bad" LDL cholesterol and maintain "good" HDL cholesterol.~~
- ~~It is recognized that there may be rare special occasions when the school principal~~

~~may allow a school group to deviate from these guidelines.¶~~

- ~~▪ Encourage the consumption of nutrient dense foods, i.e., whole grains, fresh fruits and vegetables.¶~~

~~¶~~

~~**Beverages:¶**~~

- ~~▪ Vending sales of pop or artificially sweetened drinks will not be permitted on school grounds.¶~~
- ~~▪ The nonvending sale of pop or artificially sweetened drinks will not be permitted on school grounds both prior to the start of the school day and throughout the instructional day, but will be permitted at those special school events that begin after the conclusion of the instructional day.¶~~
- ~~▪ The vending sale of beverages, other than soda, with less than 10% fruit juice may begin at the conclusion of the instructional day.¶~~
- ~~▪ Milk, water and 100% fruit juices may be sold on school grounds both prior to and throughout the instructional day. This standard will be phased in over the next three school years in the following manner:¶~~

~~¶~~

~~**Candy:¶**~~

- ~~▪ Vending sales of candy will not be permitted on school grounds.¶~~
- ~~▪ Nonvending sales of candy will be permitted at the conclusion of the instructional day.¶~~
- ~~▪ Candy is defined as any item that has sugar (including brown sugar, corn sweetener, corn syrup, fructose, glucose {dextrose}, high fructose corn syrup, honey, invert sugar, lactose, maltose, molasses, raw sugar, table sugar {sucrose}, syrup) listed as one of the first two ingredients.~~

Cross Reference: 7260 Student Activity Funds
 8245 Competitive Food Services

Legal Reference: I.C. § 33-512(4) Governance of Schools
 I.C. § 33-705 Activity Funds

Policy History:

Adopted on: March 12, 2008

Revised on:

Teacher-to-Student Incentive:

Children learn preferences for foods made available to them, including those that are unhealthy. There are many disadvantages to using food as a reward:

- It undermines nutrition education being taught in the school environment.
- It encourages over-consumption of foods high in added sugar and fat; and
- It teaches children to eat when they're not hungry as a reward to themselves.

Teachers are encouraged to consider non-food items as a teacher to student incentive. Should teachers decide to use food items as an incentive, they are encouraged to adhere to the District Nutritional Standards.

Guidelines--Alternatives to Using Food as a Reward

Zero-Cost Alternatives

- Sit by friends
- Watch a video
- Read outdoors
- Teach the class
- Have extra art time
- Enjoy class outdoors
- Have an extra recess
- Play an educational computer game
- Read to a younger class
- ~~Get a no homework pass~~
- Make deliveries to the office
- Listen to music while working
- Play a favorite game or puzzle
- Earn play money for privileges
- Walk with a teacher during lunch
- Eat lunch outdoors with the class
- Be a helper in another classroom
- Eat lunch with a teacher or principal
- Dance to favorite music in the classroom
- Get "free choice" time at the end of the day
- Listen with a headset to a book on audiotape
- Have a teacher read a special book to the class

Low-Cost Alternatives

- Select a paperback book
- Enter a drawing for donated prizes
- Take a trip to the treasure box (non-food items)
- Get stickers, pencils, and other school supplies
- Receive a ~~video store or movie~~ theater coupon
- Get a set of flash cards printed from a computer
- Receive a "mystery pack" (notepad, folder, sports, cards, etc.)

Policy History:

Adopted on: March 12, 2008

Revised on:



WEST BONNER COUNTY SCHOOL DISTRICT #83
134 Main Street, Priest River, ID 83856
(208)448-4439 • www.sd83.org

July 15, 2026

Re: Action Item: Facility RFQ for Concrete

I am requesting the Board's authorization to move forward with obtaining competitive quotes for the replacement and repair of damaged concrete sidewalks and walkways at the following three schools within West Bonner School District #83:

- Priest River Lamanna Junior/Senior High School
- Priest River Elementary
- Idaho Hill Elementary

Over the years, many of these school's sidewalks and walkways have deteriorated due to a combination of factors, including ground settlement beneath the concrete, the effects of winter snow and ice removal operations, exposure to de-icing salts, and normal aging. As a result, many sections have become uneven, cracked, or displaced.

These deteriorating conditions present significant safety hazards to students, staff, parents, and visitors. Uneven walking surfaces increase the potential for slips, trips, and falls, creating liability concerns for the district. Additionally, several areas no longer meet current accessibility standards, raising concerns regarding compliance with the Americans with Disabilities Act (ADA).

Upon receipt of the quotes, the information will be presented to the Board for review and consideration prior to any contract award or project commencement.

Maintaining safe and accessible campuses is a priority for our students, staff, and community. I believe obtaining competitive quotes is the appropriate next step in evaluating this needed infrastructure improvement.

Thank you for your consideration of this request. I respectfully ask for the Board's approval to proceed with soliciting quotes for these projects.

Pete Smith
Operation Coordinator



WEST BONNER COUNTY SCHOOL DISTRICT #83
134 Main Street, Priest River, ID 83856
(208)448-4439 • www.sd83.org

Concrete Sidewalk and Walkway Project Idaho Hill Elementary School

West Bonner School District #83 is requesting sealed quotes from qualified concrete contractors for the replacement of concrete sidewalks and walkways at:

**402 E 3rd Street South
Oldtown, ID 83822**

Project Description

The project consists of furnishing all labor, materials, equipment, supervision, and incidental items necessary to complete the concrete sidewalk and walkway replacement at the above location. Work shall include all site preparation, excavation, forming, reinforcement (as required), concrete placement, finishing, cleanup, and restoration necessary to provide a complete and finished project.

Site Visit

Interested and qualified bidders are **strongly encouraged to visit the project site** to examine existing conditions, verify dimensions, and determine the full scope of work prior to submitting a quote. Contractors shall be responsible for familiarizing themselves with all site conditions.

Bid Submission

Sealed quotes shall be clearly marked:

"Concrete Sidewalk and Walkway Project / Idaho Hill Elementary School – RFQ"

and delivered to:

**West Bonner School District #83
District Office
134 Main St
Priest River, ID 83856**

Deadline for Submission:

Thursday, July 30, 2026

Quotes received after the deadline may not be considered.

Contractor Qualifications

Qualified contractors shall:

- Be properly licensed to perform work in the State of Idaho.
- Comply with all applicable federal, state, and local regulations.
- Knowledge of OSHA and ADA safety standards and practices.
- Provide references for similar completed projects upon request.

Insurance Requirements

The contractor shall procure and maintain insurance coverage for the duration of the project against claims for injuries to persons or damages to property arising out of performance of the work by the contractor, employees, agents, representatives, or subcontractors.

Required minimum insurance coverage includes:

- Commercial General Liability: \$1,000,000 combined single limit per occurrence.
- General Aggregate Liability: \$2,000,000
- Workers' Compensation Insurance as required by the State of Idaho.
- Employers' Liability coverage with limits of not less than \$1,000,000 per accident.

All insurance policies shall:

- Name West Bonner School District #83, its officials, employees, agents and volunteers as additional insureds.
- Be issued by insurers authorized to conduct business in the State of Idaho.
- Remain active throughout the duration of the contract.
- Provide thirty (30) days written notice prior to cancellation or reduction in coverage.

Certificates of insurance and endorsements must be provided to WBCSD prior to the commencement of work.

District Rights

West Bonner School District #83 reserves the right to reject any or all quotes, waive informalities or irregularities in the bidding process, and accept the quote determined to be in the best interest of the district.

Questions and Site Visits

For additional information regarding this project or to arrange a site visit, please contact:

Pete Smith
Operations Coordinator
(208)448-1189
petesmith@sd83.org



WEST BONNER COUNTY SCHOOL DISTRICT #83
134 Main Street, Priest River, ID 83856
(208)448-4439 • www.sd83.org

Concrete Sidewalk and Walkway Project Priest River Elementary School

West Bonner School District #83 is requesting sealed quotes from qualified concrete contractors for the replacement of concrete sidewalks and walkways at:

**231 Harriet Street
Priest River, ID 83856**

Project Description

The project consists of furnishing all labor, materials, equipment, supervision, and incidental items necessary to complete the concrete sidewalk and walkway replacement at the above location. Work shall include all site preparation, excavation, forming, reinforcement (as required), concrete placement, finishing, cleanup, and restoration necessary to provide a complete and finished project.

Site Visit

Interested and qualified bidders are **strongly encouraged to visit the project site** to examine existing conditions, verify dimensions, and determine the full scope of work prior to submitting a quote. Contractors shall be responsible for familiarizing themselves with all site conditions.

Bid Submission

Sealed quotes shall be clearly marked:

"Concrete Sidewalk and Walkway Project / Idaho Hill Elementary School – RFQ"

and delivered to:

**West Bonner School District #83
District Office
134 Main St
Priest River, ID 83856**

Deadline for Submission:

Thursday, July 30, 2026

Quotes received after the deadline may not be considered.

Contractor Qualifications

Qualified contractors shall:

- Be properly licensed to perform work in the State of Idaho.
- Comply with all applicable federal, state, and local regulations.
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The contractor shall procure and maintain insurance coverage for the duration of the project against claims for injuries to persons or damages to property arising out of performance of the work by the contractor, employees, agents, representatives, or subcontractors.

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Pete Smith
Operations Coordinator
(208)448-1189
petesmith@sd83.org



WEST BONNER COUNTY SCHOOL DISTRICT #83
134 Main Street, Priest River, ID 83856
(208)448-4439 • www.sd83.org

Concrete Sidewalk and Walkway Project Priest River Lamanna Jr/Sr High School

West Bonner School District #83 is requesting sealed quotes from qualified concrete contractors for the replacement of concrete sidewalks and walkways at:

**596 Hwy 57
Priest River, ID 83856**

Project Description

The project consists of furnishing all labor, materials, equipment, supervision, and incidental items necessary to complete the concrete sidewalk and walkway replacement at the above location. Work shall include all site preparation, excavation, forming, reinforcement (as required), concrete placement, finishing, cleanup, and restoration necessary to provide a complete and finished project.

Site Visit

Interested and qualified bidders are **strongly encouraged to visit the project site** to examine existing conditions, verify dimensions, and determine the full scope of work prior to submitting a quote. Contractors shall be responsible for familiarizing themselves with all site conditions.

Bid Submission

Sealed quotes shall be clearly marked:

"Concrete Sidewalk and Walkway Project / Idaho Hill Elementary School – RFQ"

and delivered to:

**West Bonner School District #83
District Office
134 Main St
Priest River, ID 83856**

Deadline for Submission:

Thursday, July 30, 2026

Quotes received after the deadline may not be considered.

Contractor Qualifications

Qualified contractors shall:

- Be properly licensed to perform work in the State of Idaho.
- Comply with all applicable federal, state, and local regulations.
- Knowledge of OSHA and ADA safety standards and practices.
- Provide references for similar completed projects upon request.

Insurance Requirements

The contractor shall procure and maintain insurance coverage for the duration of the project against claims for injuries to persons or damages to property arising out of performance of the work by the contractor, employees, agents, representatives, or subcontractors.

Required minimum insurance coverage includes:

- Commercial General Liability: \$1,000,000 combined single limit per occurrence.
- General Aggregate Liability: \$2,000,000
- Workers' Compensation Insurance as required by the State of Idaho.
- Employers' Liability coverage with limits of not less than \$1,000,000 per accident.

All insurance policies shall:

- Name West Bonner School District #83, its officials, employees, agents and volunteers as additional insureds.
- Be issued by insurers authorized to conduct business in the State of Idaho.
- Remain active throughout the duration of the contract.
- Provide thirty (30) days written notice prior to cancellation or reduction in coverage.

Certificates of insurance and endorsements must be provided to WBCSD prior to the commencement of work.

District Rights

West Bonner School District #83 reserves the right to reject any or all quotes, waive informalities or irregularities in the bidding process, and accept the quote determined to be in the best interest of the district.

Questions and Site Visits

For additional information regarding this project or to arrange a site visit, please contact:

Pete Smith
Operations Coordinator
(208)448-1189
petesmith@sd83.org

Draft 2026 Idaho School Boards Association Resolution

Title: Resolution Supporting an Increase to Idaho's Homeowner's Exemption

Submitted by: West Bonner County School District #83

WHEREAS, Idaho homeowners have experienced significant increases in residential property values in recent years, resulting in higher property tax obligations for many owner-occupied primary residences; and

WHEREAS, these increases have affected homeowners across all income levels, including working families, retirees, and individuals living on fixed incomes; and

WHEREAS, the Idaho Homeowner's Exemption has long served as an important mechanism for reducing the taxable value of owner-occupied primary residences and promoting homeownership; and

WHEREAS, increasing the Homeowner's Exemption would provide broad-based property tax relief to Idaho homeowners while preserving the existing structure of Idaho's property tax system; and

WHEREAS, meaningful property tax relief can strengthen communities by improving housing affordability, increasing financial stability for homeowners, and helping long-term residents remain in their homes.

NOW, THEREFORE, BE IT RESOLVED that the Idaho School Boards Association work collaboratively with the Idaho Legislature, local governments, county officials, taxpayer organizations, and other stakeholders to develop legislation increasing the Idaho Homeowner's Exemption for owner-occupied primary residences to provide meaningful property tax relief for Idaho homeowners.

BE IT FURTHER RESOLVED that any increase to the Homeowner's Exemption should be structured to provide equitable tax relief throughout the state while maintaining transparency and predictability in Idaho's property tax system.

BE IT FURTHER RESOLVED that the Idaho School Boards Association work collaboratively with the Idaho Legislature, local governments, county officials, taxpayer organizations, and other stakeholders to develop state policies that offset any fiscal impacts associated with increasing the Homeowner's Exemption so that local taxing districts continue to receive the funding necessary to provide essential public services and fulfill voter-approved obligations, especially with regards to funding of K-12 public education and meeting Idaho's constitutional duty under the State Constitution's Article IX, Section 1.

BE IT FURTHER RESOLVED that the Idaho School Boards Association encourages the Idaho Legislature to periodically review and adjust the Homeowner's Exemption to ensure it remains effective in providing property tax relief as housing values and economic conditions change.

Statement of Purpose

The purpose of this resolution is to support legislation increasing the Idaho Homeowner's Exemption to provide broad-based property tax relief for owner-occupied primary residences, improve housing affordability, and help ensure that Idaho residents can remain in their homes as property values continue to rise while meeting Idaho's constitutional duty/obligation under Article IX, Section 1.

Draft 2026 Idaho School Boards Association Resolution

Title: Comprehensive K-12 Public Education Funding to Meet Idaho's Constitutional Duty
(*or*, Directive to the State of Idaho to Fulfill Its K-12 Public Education Constitutional Duty)

Submitted by: West Bonner County School District #83

WHEREAS, Article IX, Section 1 of the Constitution of the State of Idaho declares that "*it shall be the duty of the Legislature of Idaho to establish and maintain a general, uniform and thorough system of public, free common schools*"; and

WHEREAS, this constitutional duty rests with the State of Idaho and cannot be shifted to local taxpayers through reliance on "supplemental" property tax levies to provide the basic educational opportunities guaranteed to every Idaho student; and

WHEREAS, 87 of Idaho's 115 school districts currently rely on "supplemental" levies to maintain essential educational programs and day-to-day operations, demonstrating that state funding alone is insufficient to provide a thorough and uniform system of public education; and

WHEREAS, the increasing dependence on "supplemental" levies has created significant disparities among school districts, resulting in educational opportunities that vary according to a community's local property wealth and/or ability to pass local tax measures rather than the needs of Idaho's students; and

WHEREAS, elections for "supplemental" levies have been consolidated to twice each year, and further proposals to reduce the frequency of elections would further limit districts' ability to address funding shortfalls created by inadequate state support; and

WHEREAS, many school districts are unable to pass "supplemental" levies or are unable to secure levies sufficient to meet operational needs, creating instability in school funding, uncertainty for students and staff, and unnecessary division and stress within local communities; and

WHEREAS, the resulting inequities demonstrate that Idaho's current system of financing public education is neither uniform nor thorough as required by Article IX, Section 1 of the Idaho Constitution; and

WHEREAS, students with disabilities, students with unique educational needs, and other special populations require additional educational resources to ensure equitable access to educational opportunities; and

WHEREAS, the State distributes more than two and one-half billion dollars annually through Idaho's public school funding formula, making that formula the primary mechanism through which the Legislature fulfills its constitutional obligation to fund public education;

NOW, THEREFORE, BE IT RESOLVED that the Idaho School Boards Association shall work with the Idaho Legislature to adopt and fully fund a public school funding formula that fulfills the Legislature's constitutional duty under Article IX, Section 1 of the Idaho Constitution by providing a general, uniform, and thorough system of public, free common schools for every Idaho student.

BE IT FURTHER RESOLVED that the funding formula shall be based upon the following principles:

- **Predictability:** Provide school districts the ability to accurately forecast revenues and responsibly budget for future years.
- **Adequacy:** Fully fund the actual cost of providing a constitutional education, including competitive compensation, educational programs, student support services, facilities, safety, inflationary costs, and the cost of living.
- **Transparency:** Clearly identify how funds are generated, distributed, and expended in a manner that is easily understood by policymakers, educators, and the public.
- **Stability:** Avoid significant year-to-year funding fluctuations or funding cliffs.
- **Uniform and Thorough:** Ensure every student, regardless of geographic location or local property wealth, has access to the educational resources necessary to meet state standards, including appropriate funding for special populations, facilities, and school safety.
- **Quality Staffing:** Provide sufficient funding to recruit, retain, and appropriately compensate qualified educators and staff while recognizing experience and professional preparation.
- **Hold Harmless:** Ensure that no local education agency receives less funding than under the current model and account for enrollment growth.
- **Enrollment-Based Funding:** Continue funding based primarily on student enrollment, recognizing that districts must employ staff, maintain facilities, and purchase instructional materials based upon the students they serve rather than average daily attendance.
- **Accountability:** Tie funding to locally adopted goals and require all recipients of public education funding to meet equivalent accountability standards.
- **Constitutional Duty:** Ensure the funding formula fully satisfies the Legislature's constitutional obligation under Article IX, Section 1 of the Idaho Constitution and, by doing so, reduces dependence on local “supplemental” levies for basic educational operations and restoring the State's primary responsibility for funding a uniform and thorough system of public schools.

STATEMENT OF PURPOSE

For more than a decade, Idaho policymakers have discussed revisions to the K–12 public school funding formula, including recommendations from legislative interim committees and proposals considered during the 2019 through 2025 legislative sessions. Despite these efforts, Idaho has not adopted a comprehensive funding formula that fully addresses the needs of its public schools.

Article IX, Section 1 of the Idaho Constitution requires the Legislature to establish and maintain a general, uniform, and thorough system of public, free common schools. Yet most Idaho school districts rely on “supplemental” levies to fund basic educational operations, creating significant disparities among districts based on local property wealth and/or voters' ability to approve additional taxes. This reliance on local funding undermines the constitutional goal of a uniform and thorough system of public education.

The Idaho School Boards Association demands that the State fulfill its constitutional responsibility by providing adequate, stable, predictable, and equitable funding for all public schools while reducing reliance on “supplemental” levies for essential operations. The guiding principles in this resolution establish the standards by which the State must evaluate its funding responsibility.

2026 ISBA RESOLUTION NO. 15 (Adopted as Amended)

K-12 FUNDING FORMULA PRINCIPLES

WHEREAS, the Constitution of the State of Idaho states: “it shall be the duty of the Legislature of Idaho, to establish and maintain a general, uniform and thorough system of public, free common schools;” and

WHEREAS, 87 of the 115 school districts in Idaho have supplemental levies to maintain operations; and

WHEREAS, elections have been consolidated to twice a year, and there has been discussion about consolidating further to twice a year every two years; and

WHEREAS, many school districts are not able to pass supplemental levies or pass supplemental levies that are adequate to meet their needs, in addition to creating division and undo stress among community members; and

WHEREAS, these practices have resulted in a public school system that is neither uniform nor thorough; and

WHEREAS, some students with special needs have a higher cost to educate; and

WHEREAS, the funding formula will be used to drive and distribute over two and a half billion dollars in state funds to local education agencies (LEAs).

NOW, THEREFORE BE IT RESOLVED that the Idaho School Boards Association shall work with the Idaho Legislature to adopt a funding formula that is based upon the following principles:

- Predictability: It should give school districts the ability to accurately predict and budget for coming years;
- Adequacy: It should provide sufficient funding for districts and charter schools to provide essential needs to all students, pay competitive wages with neighboring states and the private sector, and keep pace with inflation and the cost of living;
- Transparency: The process should be clear where the money is coming from, how it is being spent, and easy to understand by all stakeholders;
- Stability: There should be no cliffs from year to year;
- Uniform and Thorough: It should provide support for students so they can demonstrate growth, fund the additional needs of special populations, and address facility and safety needs;
- Quality Staffing: Honors the experience of staff, honors the education of staff, and provides funding to recruit and retain qualified staff.
- Holds harmless: No LEA should lose funding, i.e., the cost per pupil is not lower than the current funding model; and the new model should take into account growing enrollment;

- Enrollment: Maintain enrollment-based funding, recognizing that districts must staff, maintain adequate facilities, and purchase materials based on the number of students enrolled, and not based on the number of students that are present on a given day;
- Accountable: Tied to the LEA's documented goals, and all recipients of public funding are held to the same requirements.
- Constitutional Duty: The funding formula shall fully meet the State's duty as required by Article IX, Section 1 of the Idaho Constitution.

Statement of Purpose

For years, a K-12 public school funding formula legislative interim committee worked to develop a proposal for a new K-12 funding formula. While the proposed model was not approved, the 2019 Legislature did approve HB 293, which established definitions to be used in a Student-Based Funding Formula (SBFF) model that was to be considered by the 2020 Legislature. During the 2021 Legislative Session, the SBFF model was not addressed, leaving the issue unresolved for Idaho's students, educators, and taxpayers. We believe that having a standard of fundamental guiding principles provides a measure against which ideas can be weighed and evaluated. During the 2023 Legislative session, funding formula ideas were discussed and a bill was produced. During the 2024 and 2025 legislative sessions, further discussions were had and drafts were considered. These guiding principles represent a philosophical direction for funding public schools and reflect some of the concerns identified with the proposed models.

**Submitted by Boise School District
Basin School District**

Recommendation of the ISBA Executive Board: DO PASS

Anne Ritter, Region 9 Chair, will present the Executive Board recommendation at the business session.

“While conversations around the funding formula have gone on for nearly a decade, there has not been a consensus from our legislature on transitioning away from a resource allocation model. The recommendation on this resolution reflects the values and principles of Idaho school board members, who are the governing bodies closest to Idaho students, when discussions on legislation arise. The membership has adopted these principles every other year since 2019.”

PASSED

AYES 6388

NAYS 58

**West Bonner County School District
Proposed Classified Salary Schedule
2025-26**

Approved by Board

16-Jul-25

Step Incr 103.00%

	Library & Speech Technicians & Personal Care														Server / Fruits & Vegetables
	Maintenance Supervisor	Facilities Supervisor	Facilities Assistant 2	Facilities Assistant 1	Mechanic	Secretary	Para Professional*	Assistant	Aides	Bus Drivers	Bus Aide	Kitchen Manager			
Sub Rate	\$ 19.70	\$ 17.50	\$ 15.00	\$ 15.00		\$ 17.50	\$ 15.00	\$ 17.50	\$ 15.00	\$ 17.50	\$ 15.00	\$ 17.50	\$ 15.00	\$ 17.50	\$ 15.00
Yr1	\$ 20.19	\$ 17.94	\$ 16.14	\$ 15.38	\$ 22.48	\$ 17.94	\$ 16.40	\$ 17.50	\$ 15.38	\$ 17.94	\$ 16.40	\$ 17.94	\$ 15.38	\$ 17.94	\$ 15.38
Yr2	\$ 20.80	\$ 18.48	\$ 16.63	\$ 15.84	\$ 23.16	\$ 18.48	\$ 16.89	\$ 18.03	\$ 15.84	\$ 18.48	\$ 16.89	\$ 18.48	\$ 15.84	\$ 18.48	\$ 15.84
Yr3	\$ 21.42	\$ 19.03	\$ 17.13	\$ 16.31	\$ 23.85	\$ 19.03	\$ 17.40	\$ 18.57	\$ 16.31	\$ 19.03	\$ 17.40	\$ 19.03	\$ 16.31	\$ 19.03	\$ 16.31
Yr4	\$ 22.06	\$ 19.60	\$ 17.64	\$ 16.80	\$ 24.57	\$ 19.60	\$ 17.92	\$ 19.12	\$ 16.80	\$ 19.60	\$ 17.92	\$ 19.60	\$ 16.80	\$ 19.60	\$ 16.80
Yr5	\$ 22.73	\$ 20.19	\$ 18.17	\$ 17.30	\$ 25.30	\$ 20.19	\$ 18.46	\$ 19.70	\$ 17.30	\$ 20.19	\$ 18.46	\$ 20.19	\$ 17.30	\$ 20.19	\$ 17.30
Yr6	\$ 23.41	\$ 20.79	\$ 18.72	\$ 17.82	\$ 26.06	\$ 20.79	\$ 19.01	\$ 20.29	\$ 17.82	\$ 20.79	\$ 19.01	\$ 20.79	\$ 17.82	\$ 20.79	\$ 17.82
Yr7	\$ 24.11	\$ 21.42	\$ 19.28	\$ 18.36	\$ 26.85	\$ 21.42	\$ 19.58	\$ 20.90	\$ 18.36	\$ 21.42	\$ 19.58	\$ 21.42	\$ 18.36	\$ 21.42	\$ 18.36
Yr8	\$ 24.83	\$ 22.06	\$ 19.85	\$ 18.91	\$ 27.65	\$ 22.06	\$ 20.17	\$ 21.52	\$ 18.91	\$ 22.06	\$ 20.17	\$ 22.06	\$ 18.91	\$ 22.06	\$ 18.91
Yr9	\$ 25.58	\$ 22.72	\$ 20.45	\$ 19.48	\$ 28.48	\$ 22.72	\$ 20.78	\$ 22.17	\$ 19.48	\$ 22.72	\$ 20.78	\$ 22.72	\$ 19.48	\$ 22.72	\$ 19.48
Yr10	\$ 26.35	\$ 23.40	\$ 21.06	\$ 20.06	\$ 29.34	\$ 23.40	\$ 21.40	\$ 22.83	\$ 20.06	\$ 23.40	\$ 21.40	\$ 23.40	\$ 20.06	\$ 23.40	\$ 20.06

*Paraprofessionals: Paras that work directly with High Needs Students will receive \$1 per hour for time worked directly with those students.

West Bonner County School District
Proposed Classified Salary Schedule
2025-26

Approved by Board

16-Jul-25

Step Incr 103.00%

	Maintenance Supervisor - <i>Retired</i>	Facilities Supervisor - <i>Maintenance/ Grounds</i>	Facilities Assistant 2 - <i>Custodians/ Grounds</i>	Facilities Assistant 1 - <i>Retired</i>	Mechanic	Secretary	Para Professional* <i>Para Professional Title I/ SPED/Library Tech /Speech</i>	Library & Speech Technicians & Personal Care Assistant- <i>Legacy</i>	All Other Aides - <i>Aides</i>	Bus Drivers	Bus Aide - <i>Legacy</i>	Kitchen Manager	Kitchen Server	Transportation Supervisor*
Sub Rate	\$ 19.70	\$ 17.50	\$ 15.00	\$ 15.00		\$ 17.50	\$ 15.00	\$ 17.50	\$ 15.00	\$ 17.50	\$ 15.00	\$ 17.50	\$ 15.00	
Yr1	\$ 20.19	\$ 17.94	\$ 16.14	\$ 15.38	\$ 22.48	\$ 17.94	\$ 16.40	\$ 17.50	\$ 15.38	\$ 17.94	\$ 16.40	\$ 17.94	\$ 15.38	\$30.24
Yr2	\$ 20.80	\$ 18.48	\$ 16.63	\$ 15.84	\$ 23.16	\$ 18.48	\$ 16.89	\$ 18.03	\$ 15.84	\$ 18.48	\$ 16.89	\$ 18.48	\$ 15.84	\$31.14
Yr3	\$ 21.42	\$ 19.03	\$ 17.13	\$ 16.31	\$ 23.85	\$ 19.03	\$ 17.40	\$ 18.57	\$ 16.31	\$ 19.03	\$ 17.40	\$ 19.03	\$ 16.31	\$32.08
Yr4	\$ 22.06	\$ 19.60	\$ 17.64	\$ 16.80	\$ 24.57	\$ 19.60	\$ 17.92	\$ 19.12	\$ 16.80	\$ 19.60	\$ 17.92	\$ 19.60	\$ 16.80	\$33.04
Yr5	\$ 22.73	\$ 20.19	\$ 18.17	\$ 17.30	\$ 25.30	\$ 20.19	\$ 18.46	\$ 19.70	\$ 17.30	\$ 20.19	\$ 18.46	\$ 20.19	\$ 17.30	\$34.03
Yr6	\$ 23.41	\$ 20.79	\$ 18.72	\$ 17.82	\$ 26.06	\$ 20.79	\$ 19.01	\$ 20.29	\$ 17.82	\$ 20.79	\$ 19.01	\$ 20.79	\$ 17.82	\$35.05
Yr7	\$ 24.11	\$ 21.42	\$ 19.28	\$ 18.36	\$ 26.85	\$ 21.42	\$ 19.58	\$ 20.90	\$ 18.36	\$ 21.42	\$ 19.58	\$ 21.42	\$ 18.36	\$36.11
Yr8	\$ 24.83	\$ 22.06	\$ 19.85	\$ 18.91	\$ 27.65	\$ 22.06	\$ 20.17	\$ 21.52	\$ 18.91	\$ 22.06	\$ 20.17	\$ 22.06	\$ 18.91	\$37.19
Yr9	\$ 25.58	\$ 22.72	\$ 20.45	\$ 19.48	\$ 28.48	\$ 22.72	\$ 20.78	\$ 22.17	\$ 19.48	\$ 22.72	\$ 20.78	\$ 22.72	\$ 19.48	\$38.30
Yr10	\$ 26.35	\$ 23.40	\$ 21.06	\$ 20.06	\$ 29.34	\$ 23.40	\$ 21.40	\$ 22.83	\$ 20.06	\$ 23.40	\$ 21.40	\$ 23.40	\$ 20.06	\$39.45

*Paraprofessionals: Paras that work directly with High Needs Students will receive \$1 per hour for time worked directly with those students.

Legacy Classified Hourly

	Library & Speech Technicians & Personal Care Assistant	Bus Aide
Sub Rate	\$17.50	\$15.00
Yr1	\$17.50	\$16.40
Yr2	\$18.03	\$16.89
Yr3	\$18.57	\$17.40
Yr4	\$19.12	\$17.92
Yr5	\$19.70	\$18.46
Yr6	\$20.29	\$19.01
Yr7	\$20.90	\$19.58
Yr8	\$21.52	\$20.17
Yr9	\$22.17	\$20.78
Yr10	\$22.83	\$21.40



WEST BONNER COUNTY SCHOOL DISTRICT #83
134 Main Street, Priest River, ID 83856
(208)448-4439 • www.sd83.org

July 15, 2026

Re: Action Item: Surplus Furniture, Vehicles, and Equipment

I am requesting the Board's approval to utilize an online auction platform to sell surplus district-owned property that is no longer needed for educational or operational purposes.

Over the years, the district has accumulated a variety of surplus items, including vehicles, furniture, electronic equipment, and other miscellaneous assets. Many of these items continue to have resale value but are occupying valuable storage space and contributing to overcrowded facilities. As these items continue to age, their value declines, reducing the potential return to the district.

By utilizing a reputable online surplus auction platform, the district would have the opportunity to:

- Generate additional revenue from the sale of surplus assets while they retain market value.
- Improve the appearance and organization of schools, storage areas, and maintenance facilities.
- Free up limited storage space for equipment and materials that directly support District operations.
- Provide a transparent and competitive sales process that allows the public to bid on surplus property.
- Reduce the time and resources required to manage excess inventory.

Implementing an online surplus sales process represents responsible stewardship of district assets by maximizing the return on taxpayer-funded property while improving efficiency and organization throughout the district.

The district has registered to use the services of Public Surplus, a nationwide online auction platform specifically designed for government agencies and educational institutions to sell their personal property.

I respectfully request the Board's approval to move forward with the utilization of Public Surplus' platform for the sale of eligible district-owned surplus property in accordance with district policy.

Pete Smith
Operations Coordinator

MEMORANDUM

Attorney-Client Privileged & Confidential

To:	West Bonner County School District Trustees
From:	Fonda L. Jovick, J.D., Lake City Law Group
Date:	June 30, 2026
Re:	Procedure for Sale of District-Owned Real Property Under Idaho Code § 33-601

I. Purpose

This memo summarizes the statutory process for a school district board of trustees to sell district-owned real property under Idaho Code § 33-601, with particular attention to the public-notice and publication mechanics governed by Idaho Code § 33-402 and Title 60, Chapter 1, Idaho Code. This summary addresses standard (non-elementary-district) sales; it does not address the elector-approval procedure applicable to elementary school districts, nor the simplified intergovernmental-transfer path under § 33-601(4)(b).

II. Step-by-Step Process

1. Appraisal

- The board must have the property appraised by an Idaho-certified appraiser **not more than one (1) year** before the sale/disposal.
- The appraisal must be entered into the board's official records.
- The appraised value sets the **floor price** — no real property may be sold for less than its appraised value during the sealed-bid or public-auction process.

I.C. § 33-601(3), (4)(a)

2. Board Authorization – Surplus Process

- The board exercises this authority by formal board action/resolution, properly entered in the minutes, authorizing the disposal and directing the appraisal and bid/auction process.

I.C. § 33-601(3)

3. Method of Sale — Public Auction or Sealed Bid

- The board selects either public auction or sealed bids.
- Property is sold to the highest bidder, but the board retains discretion to accept the highest bid, reject any single bid, or reject all bids.

I.C. § 33-601(4)(a)

4. Published Notice

- Notice of the time and conditions of sale must be published **twice**, with proof made in accordance with I.C. § 33-402(2)-(3).
- Conditions include:
 - That the district intends to sell the property (and by what method — sealed bid or public auction)
 - The deadline/date and location for submitting sealed bids, or the date/time/location of the auction
 - The appraised value (since no bid can be accepted below it — bidders need to know the floor)
 - Payment terms being offered (cash only, or terms up to 10 years at not less than 7% interest, **if the board is allowing financed terms**)
 - Identification of the property being sold
 - Contact information for obtaining more information or bid packets
 - The board's reserved right to reject any or all bids

I.C. § 33-601(4)(a)

5. Terms of Sale

- Cash
- Terms not exceeding ten (10) years, with deferred payments bearing interest of at least 7% per annum.
- Note-and-mortgage / deed-of-trust sales: title transfers to purchaser at closing, per board-determined terms.

I.C. § 33-601(4)(a)

6. If Bidding Is Unsuccessful

- If no satisfactory bid is received, the board may sell and convey the property under its own direction for the highest price the market will bear — but only after the bid/auction process has first been attempted.

I.C. § 33-601(4)(a)

7. Re-Bid / Re-Appraisal Requirement

- If the sale does not close within the appraisal/notice window, the board must obtain a new appraisal and re-publish notice before trying again.
- Exception: donated property may be sold within one (1) year of appraisal without additional advertising or bidding.

I.C. § 33-601(4)(a)

III. Publication-Notice Mechanics (Detail)

The two-publication requirement in § 33-601 cross-references § 33-402(2)-(3), which in turn pulls in the general newspaper-publication framework in Title 60, Chapter 1, Idaho Code.

A. Core Cross-Reference — I.C. § 33-402(2)-(3)

- Bid notices under § 33-601 must be published **"in a newspaper of general circulation as required by chapter 1, title 60, Idaho Code."**
- Note: the four-week pre-bid-opening timing rule in § 33-402(2) applies only to transportation-services contracting under § 33-1510 — it does not independently apply to real property sale notices under § 33-601.
- Proof of publication must be made by **affidavit of the newspaper's publisher**, which must be filed with the board by the clerk responsible for the publication.

I.C. § 33-402(2)-(3)

B. Newspaper Qualification Standard — I.C. § 60-106

- The newspaper must be one of general interest published in Idaho.
- If weekly: continuously published in the county for 78 consecutive weeks before the first publication of the notice.
- If daily: continuously published in the county for 12 consecutive months before the first publication.
- If no qualifying newspaper exists within the district: use the newspaper with the largest paid circulation in the county, or the one published nearest the district's boundaries.

I.C. § 60-106

C. Proof of Publication

- Obtain the publisher's affidavit of publication for each required insertion.
- Route the affidavit(s) to the district clerk.
- Clerk files the affidavit(s) with the board — recommend completing this before the board accepts any bid, to keep the record defensible against later challenge.

I.C. § 33-402(3)

IV. Practical Checklist

1. Obtain certified appraisal (dated within one year of anticipated closing).
2. Board resolution authorizing disposal and selecting auction or sealed-bid method.
3. Identify a qualifying newspaper under § 60-106 (or fallback newspaper if none exists in-district).
4. Publish notice twice.
5. Conduct sale by sealed bid or public auction; no sale below appraised value.
6. Collect publisher's affidavit(s) of publication; route to clerk for filing with the board.
7. If no satisfactory bid received, board may proceed to negotiate sale directly for best obtainable price.
8. If sale does not close in time, obtain new appraisal and re-publish notice before re-attempting (unless property was donated and within one year of appraisal).

V. Scope Limitations

- This memo addresses non-elementary district sales only, per client request.
- This memo does not address the simplified intergovernmental-transfer procedure under § 33-601(4)(b) (transfers to government entities, other districts, charter schools, etc., by majority board vote, with or without consideration).
- This memo does not address personal property disposal thresholds (under \$1,000 / under \$500), which follow separate, lighter-weight procedures under § 33-601(4)(a).

Sources: I.C. §§ 33-601, 33-402, 60-106, 60-106A, 60-109A (current through the 2026 legislative session, as published by the Idaho Legislature). This memo is a procedural summary for internal planning purposes and does not constitute a final legal opinion on any specific transaction.



RLR Leadership Consulting, LLC
Strategic Plan Agreement
2026-27

West Bonner County, ID School District #83
c/o Kim Spacek, Superintendent
134 Main Street
Priest River, ID 83856

Scope of Work

RLR Leadership Consulting will facilitate & assist West Bonner County, ID SD in implementing a Strategic Plan based on the 3 Ships - focusing on relationships, leadership, and partnerships – through a collaborative, sustainable improvement framework in partnership with West Bonner County, ID SD during the 2026-27 school year.

Randy and Erich's lifelong career in education, familiarity with diverse, small school districts and previous experience lay the foundation for an impactful year. This proposal includes the planning, preparation, development and implementation of the scope of work during the 2026-27 school year, with a possibility to extend, upon mutual agreement.

Milestones and Timeline

The outcomes include serving the West Bonner County superintendent and leadership team, staff, school board, patrons, students and stakeholders by using personal interviews, small group meetings, large group meetings, community gatherings and Center for Educational Effectiveness (CEE) surveys to gather important information about perceptions, beliefs, and values connected to West Bonner County SD and community. By using the 3 Ships, RLR and West Bonner County SD will work together to develop a collaborative, sustainable Strategic Plan Framework, including either a new or refining the existing vision and mission statement. In addition, the development of Key Performance Indicators (KPI's) will be aligned to the new strategic plan. Time includes planning and preparing for student, staff, leadership, board, and stakeholder interviews, meetings, research, CEE Surveys, and discussions with Kim, the leadership team, and the West Bonner County School Board to ensure outcomes meet expectations. Timeline: August 1, 2026 – April 30, 2027.

Notes

Randy and Erich will be available to Kim and his team as thought partners, in addition to the specified days of strategic plan development/training.

Budget Estimate

Description	Notes	Cost Estimate	Total
Strategic Planning including interviews, small and large group meetings, and community meetings (Direct Service)	In-Person and/or Virtual dates TBD with Kim and include travel time		\$20,000
Plan and Prepare for Timeline (Direct Service)	This would occur throughout the year and includes pre-planning and post-session conversations	Not to exceed 40 hours at \$225 per hour	\$9,000
Graphic Design	Finalized Document	\$150 an hour	Not to exceed \$1,000
Travel / Flight / Hotel Transportation / Meals – if needed		Travel will be coordinated with Kim	TBD for mileage, meals, lodging, etc.

TOTAL: \$30,000 + travel

On behalf of RLR Leadership Consulting, LLC, we want to thank West Bonner County SD so much for the opportunity to serve you! Please sign below and return.

Randy L. Russell, RLR Leadership Consulting, LLC

Authorized Signature

Please return to: Randy L. Russell
RLR Leadership Consulting, LLC
12803 East 36th Avenue
Spokane Valley, WA 99206

“RLR is here to serve, help, and support leaders and their organizations.”

References/Testimonials

"When we engaged RLR for the strategic planning process, I had high expectations and they exceeded every one of them. Their facilitation was thoughtful, well-structured, and deeply focused on authentic community engagement. Randy and Erich really integrated themselves into our community, as they successfully brought together diverse voices from across our district, creating a shared vision which I believe reflects our students, families, staff and partners. The result was not only a strong strategic plan, but a renewed trust, clarity, and agreement on our path forward. I highly recommend their work to any district seeking a strategic planning partner which reflects your community."

Tobin Novasio, Hardin, MT SD Superintendent

"I reached out to Dr. Russell prior to our retreat to request his services as a facilitator. His experiences, temperament, and communication skills were instrumental as he led our board and he exceeded my expectations in his preparatory work. We were able to achieve even greater outcomes as a team. I couldn't be more pleased with the services that Dr. Randy Russell provided my district and would highly recommend his facilitation and development skills to other boards and superintendents."

Wade Smith, Former Walla Walla, WA School District Superintendent

"Randy Russell's mission through RLR Leadership Consulting to positively impact education leaders in their work to provide outstanding educational opportunities for our children, has had a profound impact on Montana education leaders. Thank you, Dr. Russell and the team at RLR Leadership Consulting for your passion and commitment to our educators, students, and communities!"

*Kirk J. Miller, EdD, CEO KJM Leadership Consulting
Emeritus Executive Director, School Administrators of Montana*

"I cannot say enough good things about RLR Leadership Consulting. They are responsive, professional, and truly focused on helping clients reach their goals. The team at RLR is incredibly knowledgeable and dedicated. I highly recommend their services to anyone. Thank you, RLR Leadership Consulting, for your outstanding work and dedication to helping others succeed. Your positive impact in the community is truly inspiring. Keep up the great work!"

Blaze Burnham, PhD

"I asked Erich to mentor a building principal this past school year. The focus was to deepen the principal's leadership knowledge and improve student learning in his school. Erich used his experience and his vast knowledge to develop a trusting relationship that allowed for open and professionally vulnerable conversations. The results are beyond my expectations and the improvement and motivation to keep moving forward has been outstanding. Erich has made a lasting impact in just a short time."

Jerry Pugh, Colfax, WA SD Superintendent

Terms. These terms and conditions govern the agreement formed by your acceptance of the estimate given to the Client by RLR Leadership Consulting, LLC (“RLR”). These terms are incorporated by reference into the estimate and control over any inconsistent terms in your acceptance.

Services. Upon acceptance by Client, RLR will perform the services described in the estimate according to a mutually agreeable service schedule. Any additional services requested by Client and not covered by the estimate will incur additional charges.

Charges. The services outlined in this estimate are adjustable in a final estimate to fit the Client needs. Once adjusted, and upon acceptance of the final estimate, the Client commits to the services and charges described in the estimate, and Client agrees to pay RLR such charges.

Travel expenses. Client is responsible for all travel-related expenses, including airfare, hotels, car rental/ground transportation, meals, parking, mileage and other incidental expenses. RLR agrees to purchase the most economical airfare to and from Client so as to minimize costs. In the event RLR travels by car to Client, RLR will be reimbursed for mileage at the current IRS rate per mile, or pay for car rental expenses, whichever is cheaper. All travel related expenses incurred by RLR will be billed to Client, and are in addition to costs associated with this estimate.

Changes. Changes in the specifications, quantities, schedule or other aspects of the services that are requested or approved by Client do not become binding upon RLR unless accepted by RLR in writing. Any such changes may result in additional or increased charges, and Client agrees to pay such increase.

Taxes. Client is responsible for payment of all applicable federal, state and local taxes and assessments, including sales, use and similar taxes levied on the transaction contemplated by the estimate. No tax exemption will be recognized unless a valid exemption certificate is provided.

Payment Terms. All invoices for services covered by the estimate are payable within thirty (30) days after invoice date (i.e. net 30 days). Upon acceptance of this estimate, RLR will invoice client for 50% of the total invoice or a mutually agreed upon invoice schedule, in writing between RLR and Client.

Termination. In the event Client terminates services, Client is responsible for 50% of the invoice, or the actual rendered services, whichever is more. RLR may terminate the estimate and cease performance of the services if Client fails to timely pay or perform any obligation imposed under the estimate of these terms, and such failure to pay or perform continues for a period of three (3) business days from the date RLR furnishes written notice thereof to Client.

Independent Contractor. RLR is an independent contractor of Client, and nothing in the estimate or these terms will be construed as creating a partnership, joint venture or relationship other than that of independent contractors between Client and RLR.

Late charges. Any invoices not paid by Client on or before the due date will bear interest after the due date until the invoice is paid, in full, at the lesser of twelve (12%) percent or the highest lawful rate.

Limitation of Liability. In no event will RLR be liable to Client for special, exemplary, incidental or consequential damages, including loss of profits, revenues, or goodwill, arising out of or relating to the estimate or the work, whether the claim is based upon contract, breach of warranty, tort or other theory, even if RLR is advised of the possibility of such damages.

Publicity. The Client authorizes RLR to list Client as a Client of RLR on RLR’s website and on any other internal and external promotional materials and communications.

The logo consists of the letters 'RLR' in a bold, blue, sans-serif font, enclosed within a white square with a blue border. The background of the entire header section is dark blue with diagonal white stripes on the left side.

Your Partners in Strategic Planning That Builds Clarity, Alignment & Action

We help districts build strategic plans rooted in data, community voice, and actionable systems.



Contact Us
509-701-4947



For More Information
randyrussell.org

LEARN MORE

What Is Strategic Planning & Why It Matters

Definition: A strategic plan is a *forward-looking framework* aligning goals, resources, and actions with the district's long-term vision.

Why districts need it:

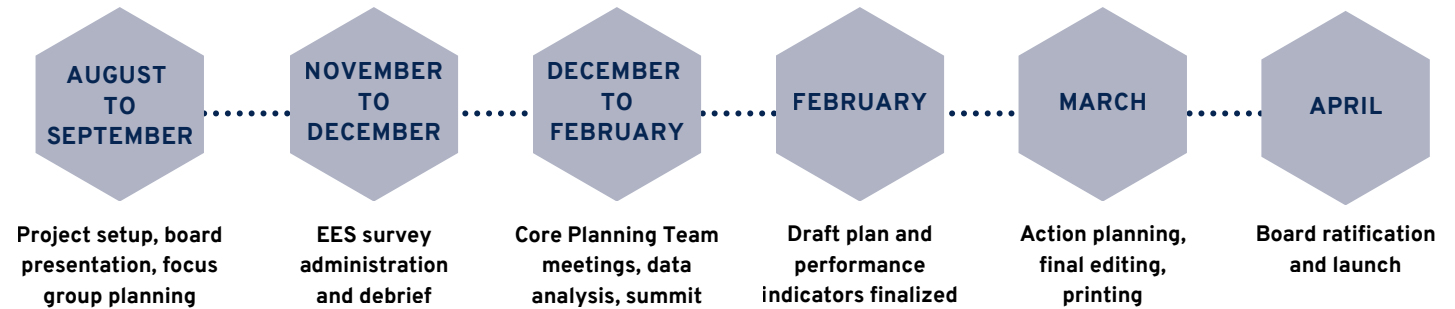
- Provides clarity and shared direction
- Aligns systems and resources
- Adaptable to changing environments
- Strengthens community confidence

Our Strategic Planning Approach

A collaborative, data-rich, consensus-building process:

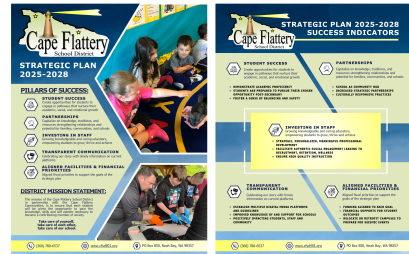
- 1. Discovery & Planning**
 - Project definition, calendar, milestones, initial board awareness
 - Review existing data and dashboards
- 2. Engagement & Listening**
 - Focus groups (staff, students, families, community)
 - EES survey administration and debrief
- 3. Core Planning Team Development**
 - Initial team meeting
 - Review of exemplar plans
 - Identification of preferred design and essential elements
- 4. Goal & Pillar Creation**
 - Building-level draft goal creation via structured facilitation
 - Consensus process across teams to finalize 4-5 districtwide goals
- 5. Success Indicators & Measures**
 - Teams craft evidence-based performance indicators
 - Feedback/rotation model ensures clarity and alignment
 - Indicators like Student Success, Partnerships, Staff, Communication, Facilities
- 6. Vision & Mission Drafting (optional)**
 - Facilitated 30-minute exercises to draft or refine mission & vision
 - Fist-to-Five consensus protocol
- 7. Final Strategic Plan**
 - Layout, design, community presentation drafts
 - Board-ready document produced

Proposed Timeline (Customizable for District Needs)



Deliverables Included

- Facilitated focus groups and community sessions
- Environmental scan/data analysis report
- Draft & final strategic plan (graphic design included)
- Success indicators and implementation metrics
- Success indicators and implementation metrics
- Vision & mission facilitation (optional)
- Tools for action planning
- Board presentations



Why Districts Trust This Process

- Aligned with best practices in educational strategic planning
- Highly engaging, consensus-based approach
- Clear visuals & communication tools for community transparency
- Actionable plans that focus on measurable outcomes for future success

Client references available upon request

“ When CFSD needed a new Strategic Plan, RLR offered an outcome-focused approach. Randy and Erich, provided extensive experience and built genuine trust, fostering a strong, lasting plan.

— Michelle Parkin, Superintendent Cape Flattery School District

”

Ready to begin your district's next chapter?

Website

www.randyrussell.org

Email

randyrussellconsulting@gmail.com

Phone

509-701-4947



RLR Leadership Consulting, LLC
WBCSD #83 CFO Mentoring / Coaching Contract
2026-29

West Bonner County, ID School District #83
c/o Kim Spacek, Superintendent
134 Main Street
Priest River, ID 83856

Financial Mentoring and Coaching of CFO - Budget Estimate

Description	Notes	Cost Estimate	Total
Executive Coaching/Thought Partner In-person or remote sessions	Shannon will conduct monthly meetings with Kendra (2 meetings per month – 2 hours per meeting)	4 hours per month x \$225 an hour x 12 months (July 1, 2026 – June 30, 2027)	\$10,800 – invoiced monthly
Travel / Flight / Hotel Transportation / Meals – if needed		Travel will be coordinated with Kendra and Kim	mileage

TOTAL: \$10,800 +
travel

On behalf of RLR Leadership Consulting, LLC, we want to thank West Bonner County, ID School District #38 so much for the opportunity to serve you! Please sign below and return.

____Randy L. Russell_____
Randy L. Russell, RLR Leadership Consulting, LLC

Authorized Signature

Please return to: Randy L. Russell
RLR Leadership Consulting, LLC
12803 East 36th Avenue
Spokane Valley, WA 99206

“RLR is here to serve, help, and support leaders and their organizations.”

Terms. These terms and conditions govern the agreement formed by your acceptance of the estimate given to the Client by RLR Leadership Consulting, LLC ("RLR"). These terms are incorporated by reference into the estimate and control over any inconsistent terms in your acceptance.

Services. Upon acceptance by Client, RLR will perform the services described in the estimate according to a mutually agreeable service schedule. Any additional services requested by Client and not covered by the estimate will incur additional charges.

Charges. The services outlined in this estimate are adjustable in a final estimate to fit the Client needs. Once adjusted, and upon acceptance of the final estimate, the Client commits to the services and charges described in the estimate, and Client agrees to pay RLR such charges.

Travel expenses. Client is responsible for all travel-related expenses, including airfare, hotels, car rental/ground transportation, meals, parking, mileage and other incidental expenses. RLR agrees to purchase the most economical airfare to and from Client so as to minimize costs. In the event RLR travels by car to Client, RLR will be reimbursed for mileage at the current IRS rate per mile, or pay for car rental expenses, whichever is cheaper. All travel related expenses incurred by RLR will be billed to Client and are in addition to costs associated with this estimate.

Changes. Changes in the specifications, quantities, schedule or other aspects of the services that are requested or approved by Client do not become binding upon RLR unless accepted by RLR in writing. Any such changes may result in additional or increased charges, and Client agrees to pay such increase.

Taxes. Client is responsible for payment of all applicable federal, state and local taxes and assessments, including sales, use and similar taxes levied on the transaction contemplated by the estimate. No tax exemption will be recognized unless a valid exemption certificate is provided.

Payment Terms. All invoices for services covered by the estimate are payable within thirty (30) days after invoice date (i.e. net 30 days). Upon acceptance of this estimate, RLR will invoice client for 50% of the total invoice or a mutually agreed upon invoice schedule, in writing between RLR and Client.

Termination. In the event Client terminates services, Client is responsible for 50% of the invoice, or the actual rendered services, whichever is more. RLR may terminate the estimate and cease performance of the services if Client fails to timely pay or perform any obligation imposed under the estimate of these terms, and such failure to pay or perform continues for a period of three (3) business days from the date RLR furnishes written notice thereof to Client.

Independent Contractor. RLR is an independent contractor of Client, and nothing in the estimate or these terms will be construed as creating a partnership, joint venture or relationship other than that of independent contractors between Client and RLR.

Late charges. Any invoices not paid by Client on or before the due date will bear interest after the due date until the invoice is paid, in full, at the lesser of twelve (12%) percent or the highest lawful rate.

Limitation of Liability. In no event will RLR be liable to Client for special, exemplary, incidental or consequential damages, including loss of profits, revenues, or goodwill, arising out of or relating to the estimate or the work, whether the claim is based upon contract, breach of warranty, tort or other theory, even if RLR is advised of the possibility of such damages.

Publicity. The Client authorizes RLR to list Client as a Client of RLR on RLR's website and on any other internal and external promotional materials and communications.



RLR Leadership Consulting, LLC
Professional Development Contract / Agreement
2026-2029

West Bonner County, ID School District #83
c/o Kim Spacek, Superintendent
134 Main Street
Priest River, ID 83856

Scope of Work

RLR Leadership Consulting, including Randy Russell and Erich Bolz, will facilitate and develop our ongoing partnership with West Bonner County, ID SD (WBSD) including up to ten (10) days of professional development for the 2026-27, 2027-28, and 2028-29 school years. This includes creating a flexible schedule of in-person leadership/staff development and virtual training professional development. This will be through a collaborative, sustainable improvement framework which builds off the strengths of the WBSD, and their Strategic Plan focused on relationships, leadership and partnerships. Time includes planning and preparing for professional development sessions, research, and discussions with the Admin/Leadership Team to ensure outcomes meet expectations. Timeline: August 1, 2026 – June 30, 2029.

Randy and Erich's lifelong career in education, familiarity with the WBSD, and previous experience lay the foundation for an impactful 3-year cycle of continuous improvement and sustainability. This proposal includes the planning, preparation, development and implementation of the scope of work during the 2026-2029 school years, with a possibility to extend, upon mutual agreement.

“RLR is here to serve, help, and support leaders and their organizations.”

Budget

Description	Notes	Cost Estimate	Total
Professional Development, Training and Consulting (Direct Service)	In-Person and/or virtual dates to be determined with the Superintendent and their team	Up to 10 Full Days (\$2,250 per day which includes travel time) – which will be scheduled with Superintendent	\$22,500
“Your Inner Circle”	Training Curriculum		\$299
Planning, Preparation and De-Brief	This would occur throughout the year and includes pre-planning	20 hours at \$150 per hour	\$3,000
Travel / Flight / Hotel Transportation / Meals – if needed		TBD – billed separately	TBD

TOTAL: \$25,799

On behalf of RLR Leadership Consulting, LLC, we want to thank WBSD so much for the opportunity to continue to serve you! Please sign below and return.

____Randy L. Russell_____
Randy L. Russell, RLR Leadership Consulting, LLC

Authorized Signature

Please return to: Randy L. Russell
RLR Leadership Consulting, LLC
12803 East 36th Avenue
Spokane Valley, WA 99206

“Exceptional! Professional! Compassionate! Dr. Randy Russell and RLR Leadership Consulting are an excellent investment for any school or district wanting to improve their school climate.”

John Keener, MSU Billings and The Montana Center for Inclusive Education

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