

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

NOTICE IS HEREBY GIVEN that an **Regular Meeting** of the Board of Trustees of the Minidoka County Joint School District is posted for **Monday, November 28, 2022 at 5:00 PM** at the **District Service Center 310 10th Street** **Rupert, ID 83350** at which meeting the following business will be conducted:

CALL TO ORDER & ROLL CALL:

Bonnie Heins, Chair
Rick Stimpson, Vice Chair
Russ Suchan, Trustee
Jeff Gibson, Trustee
Mary Andersen, Trustee

Dr. Kenneth Cox, Superintendent
Kerri Tibbitts, Board Clerk
Reed Cotten, School Counsel

1. WORK SESSION 5:00 Review of Audit	2
6:30 Middle School Accountability	
2. CALL TO ORDER & ROLL CALL	
3. VISITOR WELCOME, PRAYER & PLEDGE OF ALLEGIANCE	
4. AGENDA APPROVAL (Action Item)	
5. CONSENT AGENDA (Action Item)	
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11. ADJOURNMENT	

#boldsubject#

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

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

MINIDOKA JOINT SCHOOL DISTRICT #331

**BASIC FINANCIAL STATEMENTS
With Supplemental Information**

For the Year Ended June 30, 2022

MINIDOKA JOINT SCHOOL DISTRICT #331

BASIC FINANCIAL STATEMENTS

For the Year Ended June 30, 2022

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FINANCIAL SECTION

INDEPENDENT AUDITOR'S REPORT

To the Superintendent and Board of Trustees
Minidoka Joint School District No. 331

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Minidoka Joint School District No. 331 (the "District") as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

In our opinion, except for the effects of the matter described in the "Basis for Qualified Opinion" paragraph, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District, as of June 30, 2022, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Qualified Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Matter Giving Rise to the Qualified Opinion

Governmental Accounting Standards Board Statement No. 75 ("GASB 75") has not been implemented. In accordance with GASB 75, deferred inflows, deferred outflows, net other postemployment benefits (OPEB) assets or liabilities, and expenses relating to the reporting for postemployment benefits other than pensions are required to be determined and reported. These items would affect assets, liabilities and net position on the Statement of Net Position and expenses on the Statement of Activities. The amount by which this departure would affect the assets, liabilities, net position and expenses has not been determined.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, schedules of employer's share of net pension liability and of employer contributions, and budgetary comparison information as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The combining and individual nonmajor fund and fiduciary fund financial statements, as well as the combining and individual agency fund schedules of receipts, disbursements, and changes in fund balance are presented for purposes of additional analysis and are not a required part of the financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 US Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements.

The combining and individual nonmajor fund financial statements, the combining and individual agency funds schedules of receipts, disbursements, and changes in fund balance, and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements, the combining and individual agency funds schedules of receipts, disbursements, and changes in fund balance, and the schedule of expenditures of federal awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 10, 2022, on our consideration of the Minidoka Joint School District No. 331's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Poulsen VanLeuven & Catmull

Burley, Idaho
November 10, 2022



Minidoka County School District No. 331

Board Members

Bonnie Heins, Chairman
Russ Suchan, Vice Chairman
Rick Parker, Trustee
Mary Anderson, Trustee
Juan Perez, Trustee

Administration

James Ramsey, Superintendent
Kerri Tibbitts, Board Clerk
Michelle DeLuna, Business Manager

MANAGEMENT'S DISCUSSION & ANALYSIS FOR THE FISCAL YEAR ENDED JUNE 30, 2022

The Minidoka County School District's discussion and analysis of financial performance provides an overall review of the District's financial activities for the year ending June 30, 2022. The intent of this discussion and analysis is to look at the District's financial performance as a whole. This should be read in conjunction with the financial statements, which immediately follow this section.

Financial Position

- The District saw an increase in funding and reimbursements from the State from \$28,007,586 in fiscal year 2021 to \$30,838,706 in fiscal year 2022, or an increase of 10.1% in all funds. The difference stemmed from an increase due to the enrollment calculation and funding provided from state sources and state ESSER distributions.
- Local revenue in all funds decreased from \$6,123,304 in fiscal year 2021 to \$5,447,488 in fiscal year 2022, a decrease of 11%. These decreases primarily stem from the loss of ARTEC funds.
- Total General Fund revenues accounted for \$32,765,869 or 73% of all District revenues. Non-General Fund revenues in the form of charges for services, operating grants, capital grants and contributions accounted for \$12,127,203 or 27% of all revenues totaling \$44,893,072.
- The District General Fund fund-balance increased by \$798,657 from \$2,515,315 in fiscal year 2021 to \$3,313,973 in fiscal year 2022. The District was able to maintain a General Fund Operating Reserve equivalent to 8.5% of its General Fund revenue by year end. This was more than the 5% goal of the district. These funds were not apportioned. In July 2021, the District initially reserved \$1,500,000 of its General Fund fund-balance within the contingency, and at year end the balance increased to \$3,000,000. This was due primarily to ESSER stimulus revenue, savings from several staff not partaking in the district health benefit plan and undesignated fund balances from the previous year.
- The District transferred \$1,500,000 from the General Fund to the Permanent Improvement Capital Projects Fund to cover capital projects that are considered a fixed asset. The School District also transferred \$42,056 to the Food Service Fund to match employee benefits and \$190,472 of depreciation was transferred to Plant Facilities to cover the cost to lease/buy buses.
- The Minidoka County School district worked as the fiscal agent for the 2021-22 fiscal year to finalize the closing of the ARTEC Charter School and ARTEI Charter School. Minidoka County Schools received final payments of \$83,302 in reimbursements from the ARTEC Charter School and \$106,875 from ARTEI Charter School in 2021-2022 to cover grant expenditures incurred to close out the remaining funds. A final payment of \$99,060 was transferred to cover the administrative personnel assigned to the ARTEC & ARTEI Charter School which serves Region IV participating districts and \$61,000 for fiscal agent fees.

Minidoka County School District Management's Discussion and Analysis For the Year Ended June 30, 2022

Overview of the Financial Statements

The District-wide financial statements are organized to provide an understanding of the fiscal performance of the District as a whole in a manner similar to a private sector business. The basic financial statements consist of two kinds of statements that present different views of the District's financial activities.

These statements utilize the accrual basis of accounting. This basis of accounting recognizes the financial effects of events when they occur, without regard to the timing of cash flows related to the events.

- The Statement of Net Position and Statement of Activities provide information on a district-wide basis. The statements present an aggregate view of the District's finances. District-wide statements contain useful long-term information, as well as information for the completed fiscal year.
- The remaining statements are fund financial statements that focus on individual funds and financial activities of the District. Fund statements generally report operations in more detail than the district-wide statements.

District-Wide Financial Statements

The district-wide statements report information about the District as a whole using accounting methods similar to those used by private-sector companies. The two district-wide statements report the District's net position and how they have changed. Comparative data to the prior year is provided in Exhibit 1 and 2. Net position, the difference between the District's position and liabilities, are one way to measure the District's overall financial position.

- Increases or decreases in the District's net assets are one indicator of whether its financial position is improving or deteriorating, respectively.
- To assess the overall financial condition of the District, additional non-financial factors, such as changes in the District's property tax base and the condition of school buildings and other facilities should be considered.

In the district-wide financial statements, the District's activities are all classified as governmental activities. Governmental activities include all regular and special education, all educational support activities, administration, transportation, and food services. Most of the activities are supported by property taxes and state formula driven support.

Fund Financial Statements

The fund financial statements provide more detailed information about the District's funds, focusing on its most significant or "major" funds and not on the district as a whole. Funds are accounting devices the District uses to keep track of sources of funding and spending on particular programs and to demonstrate compliance with various regulatory requirements.

These statements utilize the modified accrual basis of accounting. This basis of accounting recognizes revenues in the period that they become measurable and available. It recognizes expenditures in the period that they become measurable, funded through available resources and payable within a current period.

- Some funds are required by state law and by bond covenants.
- The District establishes other funds to control and manage money designated for particular purposes or to show that it is properly using certain revenues, like grants.
- Most of the District's activities are represented in governmental funds, which generally focus on (1) how cash and other financial assets, which are readily converted to cash, flow in and out, and (2) the balances left at year-end that are available for funding future basic services. Consequently, the governmental funds statements provide a detailed short-term view that helps determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs. Governmental fund information does not report on long-term commitments as is reported in the district-wide statements.

Minidoka County School District Management's Discussion and Analysis For the Year Ended June 30, 2022

- Fiduciary funds are used to account for assets held by the District in its capacity as agent or trustee. All of the District's fiduciary activities are reported in a separate Statement of Fiduciary Net Position. The fiduciary activities have been excluded from the District's district-wide financial statements because the District cannot use these assets to finance its operations.

The School District as a Whole

Net position, which is the difference between total assets and total liabilities, is one indicator of the financial condition of the District. When revenues exceed expenses, the result is an increase in net position. When expenses exceed revenues, the result is a decrease in net position. The District's net position, as measured in the Statement of Net Position (Exhibit 1), can be one way to measure the District's financial position. Over time increases or decreases in the District's net position are one indicator of whether its financial position is improving, deteriorating, or remaining essentially the same. However, it should be noted that the District's goal and mission is to provide success for each child's education and is not necessarily to generate "profits" as companies and corporations do. For this reason, many other non-financial factors should be considered in assessing the overall position of the District.

The District's net position increased in year 2021-2022. Its net position is now \$17,714,798 compared to \$12,413,591 (as restated) last year, a difference of \$5,301,207.

EXHIBIT 1 **STATEMENT OF NET POSITION**

ASSETS	<u>2020-2021</u>	<u>2021-2022</u>
Current and Other Assets	\$10,432,887	\$12,380,281
Capital Assets	<u>\$25,413,839</u>	<u>\$24,444,553</u>
Total Assets	\$35,846,726	\$36,824,834
 Deferred Outflow of Resources	 \$5,152,063	 \$8,176,120
 Total Deferred Inflows of Resources	 <u>\$40,998,789</u>	 <u>\$45,000,954</u>
LIABILITIES		
Long-Term Liabilities	\$23,737,551	\$9,085,498
Other Liabilities	<u>\$4,346,852</u>	<u>\$4,535,543</u>
Total Liabilities	\$28,084,403	\$13,621,041
 Deferred Inflow of Resources	 <u>\$500,795</u>	 <u>\$13,665,116</u>
 NET POSITION		
Invested in Capital Assets, Net of Debt	\$14,012,792	\$19,689,328
Unrestricted	<u>-\$1,599,201</u>	<u>-\$1,974,530</u>
Total Net Position	<u>\$12,413,591</u>	<u>\$17,714,798</u>

Minidoka County School District Management's Discussion and Analysis For the Year Ended June 30, 2022

Governmental Activities

Exhibit 2 shows the changes in net position between the difference of revenues and expenses and compares them to the prior year. For fiscal year 2021-22, Unrestricted Grants and Entitlements accounted for 69% of the revenue and Property Taxes made up 9.1%. Instructional Programs accounted for 53.6% of total District expenses and Support Services expenses made up 34.6%.

EXHIBIT 2 **CHANGES IN NET POSITION**

REVENUES	<u>2020-2021</u>	<u>2021-2022</u>
Program Revenues		
Charges for Services	\$1,073,723	\$63,491
Operating Grants and Contributions	\$5,277,150	\$9,773,916
General Revenues:		
Property Taxes	\$4,200,732	\$4,094,966
Grants and Entitlements	\$30,386,217	\$30,923,882
Other	<u>\$860,755</u>	<u>\$24,744</u>
Total Revenues	<u>\$41,798,577</u>	<u>\$44,880,999</u>
 PROGRAM EXPENSES		
Instructional	\$21,544,157	\$21,218,603
Support Services	\$17,234,097	\$13,714,866
Non-Instructional	\$2,125,789	\$4,521,530
Interest and Fees	<u>\$651,420</u>	<u>\$124,793</u>
Total Expense	<u>\$41,555,463</u>	<u>\$39,579,792</u>
 Increase/Decrease in Net Position	 <u><u>\$243,114</u></u>	 <u><u>\$5,301,207</u></u>

Instructional expenses include activities directly dealing with teaching of pupils and the interaction between teacher and pupil.

Support Services expenses include:

- Guidance, health services, improvement of instruction for staff and library services.
- School Administration; including building principals and office staff.
- District Administration expenses associated with administrative and financial supervision of the district. It also includes expenses related to planning, research, development and evaluation of support services, as well as the reporting of his information internally and to the public.
- Operation of Plant and Maintenance activities involved with keeping the school grounds, buildings, and equipment in an effective working condition.
- Transportation activities involved with the conveyance of students to and from school as well as to and from school activities.

Non Instructional expenses include:

- Food Services preparation, delivery, and servicing of breakfast, lunches and snacks to students.
- Community Services expenses related to student activities provided by the School District which are designed to provide opportunities for pupils to participate in school events, public events or a combination of these for the purpose of motivation, enjoyment and skill improvement.
- Principal payments on bonds for facility acquisition and construction as well as annual plant facilities projects for renovations, HVAC and building additions to keep the buildings maintained and comfortable for student use.

Interest and Fiscal Charges involves the transactions associated with the payment of interest on debt held by the District.

Minidoka County School District Management's Discussion and Analysis For the Year Ended June 30, 2022

Exhibit 3 shows the excess of revenues and other financing sources over expenditures and other financing (uses) for the governmental funds for the fiscal years ending June 30, 2021 and 2022.

EXHIBIT 3 **STATEMENT OF REVENUES AND EXPENDITURE** **GOVERNMENTAL FUNDS**

	2020-2021	2021-2022	Variance
REVENUES			
Property taxes	4,232,752	4,107,040	(125,712)
Child nutrition lunches	91,675	18,268	(73,407)
Interest	32,487	24,744	(7,743)
Other local revenue	1,766,390	1,297,436	(468,954)
State support	28,007,586	30,838,706	2,831,120
Federal revenues	7,696,580	8,606,879	910,299
Total revenues	<u>41,827,470</u>	<u>44,893,073</u>	<u>3,065,603</u>
EXPENDITURES			
Instructional programs	20,166,765	21,917,141	1,750,376
Support service programs	15,102,935	14,828,490	(274,445)
Non-Instruction programs (Incl. commodities)	2,069,873	2,092,398	22,525
Capital asset program	565,092	2,429,133	1,864,041
Debt service	2,577,341	1,896,370	(680,971)
Total expenditures	<u>40,482,006</u>	<u>43,163,532</u>	<u>2,681,526</u>
OTHER FINANCING SOURCES			
Transfers in	1,705,579	1,729,540	23,961
Transfers out	(1,705,579)	(1,729,540)	(23,961)
Debt/bond issuance	214,620	-	(214,620)
Total other financing sources	<u>214,620</u>	<u>-</u>	<u>(214,620)</u>
NET CHANGE IN FUND BALANCES	<u>1,560,084</u>	<u>1,729,541</u>	<u>169,457</u>

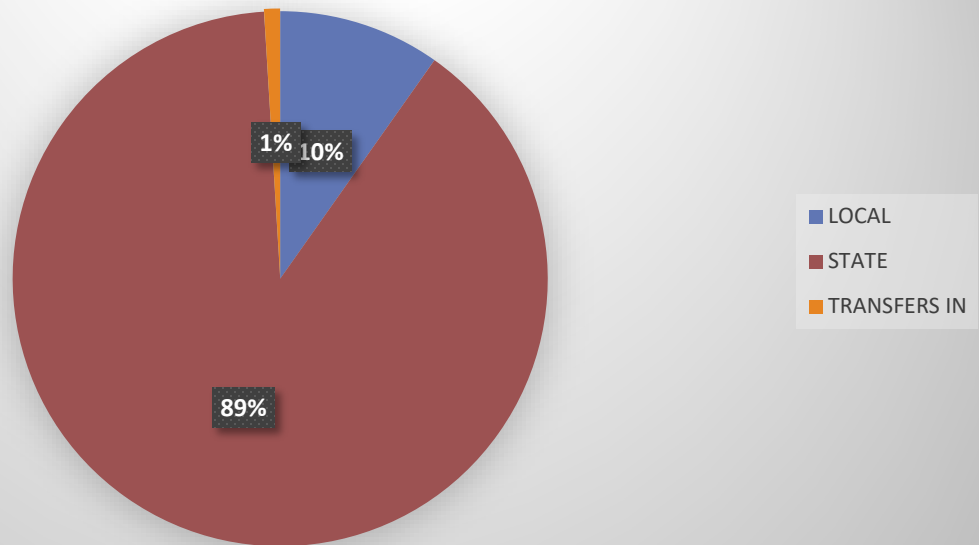
Debt Service

At June 30, 2022, the School District had \$9,245,000 in outstanding debt for bond levies, with a \$1,595,000 payment due within one year. The District also has two 5 year capital leases and one 3 year capital lease for 8 buses with an outstanding debt of \$265,553. A principal payment of \$200,102 is due within one year.

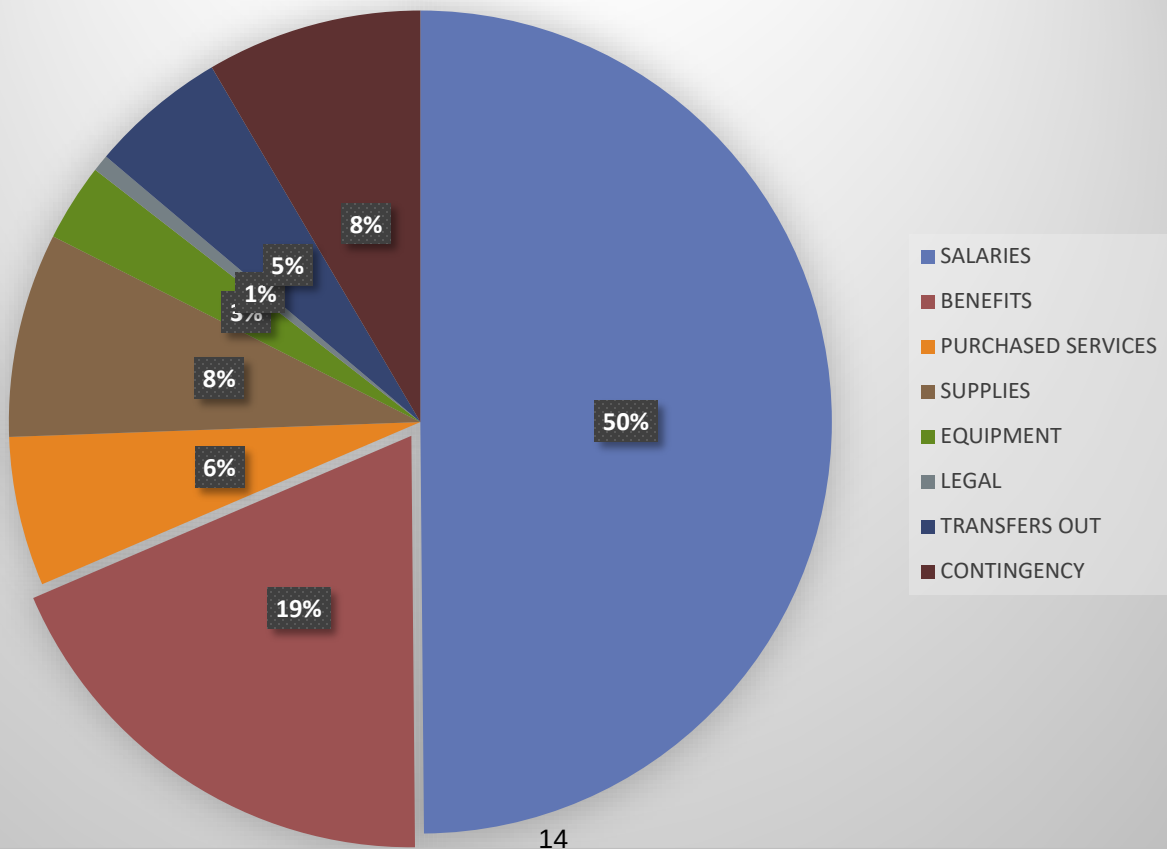
Minidoka County School District Management's Discussion and Analysis For the Year Ended June 30, 2022

EXHIBIT 4

2021-22 GENERAL FUND REVENUES



2021-2022 GENERAL FUND EXPENDITURES



Minidoka County School District Management's Discussion and Analysis For the Year Ended June 30, 2022

General Fund Budgeting Highlights

The School District's budget is prepared according to Idaho law and is based on accounting for certain transactions on the basis of cash receipts, disbursements, and encumbrances. The proposed budget is formally adopted in June for the subsequent year. The most significant budgeted fund is the General Fund. The budget is then often amended later in the fiscal year, typically in June, following determination of the first attendance period, placement of certified staff, and certification of all levies on property taxes. Exhibit 4 shows the amended 2021-2022 revenues and expenditures in graphical comparison. State appropriations made up 89.25% of the total general fund revenues and salary and benefits comprised 68.6% of the general fund expenditures. The 2021-22 amended budget resulted in appropriations increasing \$2,944,300. This represents a 5% increase from the adopted budget. Increased and re-appropriated state revenues, ERATE reimbursements, under budgeted general fund grants as well as matching fund grant all contributed to the revenue change.

For the General Fund, the revised budget calculated income estimate was \$32,629,300. The original budget estimate from the adopted budget was \$29,723,000. During fiscal year 2021-2022, the District's original budget was \$2,265,000 for property taxes and other revenue and \$27,458,000 for other inter-governmental revenues. The School District received \$2,302,630 in property and other revenues and \$30,463,239 in other inter-governmental revenue.

Capital Assets

At the end of the fiscal year 2021-2022, the School District had \$24,444,553 invested in land, building, furniture and equipment, and vehicles qualifying as fixed assets.

Exhibit 5 shows fiscal 2021-2022 capital asset balances compared to 2020-2021.

EXHIBIT 5

CAPITAL ASSETS (Net of Depreciation) AS OF JUNE 30th

	<u>2020-2021</u>	<u>2021-2022</u>
Land	749,487	1,060,096
Buildings and Improvements	19,590,602	19,001,286
Furniture and Equipment	3,849,059	3,253,710
Vehicles	1,102,663	1,129,461
Totals	<u>25,291,811</u>	<u>24,444,553</u>

Overall capital assets decreased \$847,258 from fiscal year 2020-2021 to fiscal year 2021-2022.

General Fund Balance

At fiscal year end, the fund balance for the General fund was \$3,313,973. Below Exhibit 6 shows designations, contingencies, and reserves budgeted for payment in the fiscal year 2021-2022. These designations are necessary because of the June 30 year-end that imposes a budget deadline for all projects. They are budgeted projects that (1) could not be finished and paid by June 30, 2022, (2) could not be initiated before June 30, 2022, (3) are designated to a reserved fund or grant, or (4) are used to help balance the 2022-2023 year budget.

Minidoka County School District Management's Discussion and Analysis For the Year Ended June 30, 2022

EXHIBIT 6 FUND BALANCE DESIGNATIONS

2021-2022 FUND BALANCE (carryover)	<u>3,313,973</u>
Designations:	
General Fund Grants and designations	137,000
Contingency 22-23	1,600,000
Balance 22-23 General Budget Expenditures	1,400,000
Undesignated	176,973
 Total Encumbrances & Designations	 <u>3,313,973</u>

The General Fund balances documented in Exhibit 6 above include designations as well as contingencies. The total amount of budgeted contingency for the 2022-2023 school year is \$1,600,000 or 5% of the total General Fund. The Districts goal has been to maintain the General Fund contingency at the 5.0% level recommended. For the 2021-2022 school year ending on June 30, 2022 the General Fund contingency was \$3,000,000 or 8.4% of the total budget in the General Fund. Exhibit 7 shows historical data of ending fund balances in the General Fund.

EXHIBIT 7 HISTORICAL YEAR END GENERAL FUND BALANCE TOTALS

<u>Fiscal Year</u>	<u>Fund Balance as of June 30th</u>
2021-22	\$3,313,973*
2020-21	\$2,515,316*
2019-20	\$1,899,895*
2018-19	\$1,351,688
2017-18	\$1,567,848
2016-17	\$1,566,127**
2015-16	\$1,753,102
2014-15	\$1,633,150
2013-14	\$ 920,954
2012-13	\$ 490,844
2011-12	\$1,042,265
2010-11	\$2,314,201***
2009-10	\$1,730,219
2008-09	\$1,204,885
2007-08	\$1,349,393
2006-07	\$1,643,453
2005-06	\$1,731,679
2004-05	\$1,536,147

*One time ESSER stimulus money used to transfer expenditures helped to increase fund balances.

**Medicaid Fund balance moved to Fund 260

***One time State funding was awarded on July 1 for previous year.

Minidoka County School District Management's Discussion and Analysis For the Year Ended June 30, 2022

EXHIBIT 8 **HISTORICAL ENROLLMENT DATA (PK-12 including Charter School students)**

<u>Fiscal Year</u>	<u>Student Population</u>	<u>FTE Certified Teachers</u>
2021-22	4480	271
2020-21	4264	253.7
2019-20	4394	254.8
2018-19	4336	247.5
2017-18	4265	246.1
2016-17	4259	241.8
2015-16	4220	232.5
2014-15	4175	227.8
2013-14	4145	219
2012-13	4012	213.5
2011-12	4043	236
2010-11	4037	236.3
2009-10	3996	244.3
2008-09	3991	245.8

Economic Factors and the Budget

The Minidoka County School District is financially stable having established a firm economic base on the funds received from the State of Idaho. The Board of Trustees continues to be conservative in planning ahead to protect the public trust with regard to the use of public funds. The economic outlook for the District and State of Idaho is improving as shown in the stability of our fund balances and from the help of Federal funds through the impact of the Covid Pandemic.

The Minidoka County School District must educate minority student populations that require costly special program funding. Current figures show that Limited English Proficiency students comprise 9.3% of the Minidoka student population and Special Education students comprise 12.9% of the population. Communities in the District include many households that function at a poverty level as indicated by a 2022 Federal Free and Reduced Lunch rate of 63.8% across all schools in the district.

The financial performance of the District has been affected by a variety of economic factors including changes in the way public schools are funded and the reallocation of the distributions in specific line items and categories by the state. After several years of decreases in funding due to declining enrollment and the economy, the district has seen an increase in revenues in recent years, allowing the district to increase staff to the levels allowed by state funding. Exhibit 8 provides enrollment and certified staff data for the years encompassing 2008-2022.

In accordance to the Negotiated Agreement for the 2021-2022 school year, the certificated salary schedule had 3 Residency rungs and 11 Proficiency rungs with a \$2,000 and \$3,500 increment for credits of BA+24 or MA respectively, with the exception of the employees who were "Above State Salary Schedule". Additional loyalty bonuses for 20 year, 25 years and 30+ years. The Certificated Salary Schedule for the 2021-2022 was based on a 190 day contract.

Contacting the School District's Financial Management Team

This financial report is designed to provide our citizens, taxpayers, investors and creditors with a general overview of the School District's finances and to show the District's ongoing accountability for the money it receives. If you have questions about this report or need additional financial information please contact the business office at the District Service Center at (208) 436-4727 or 310 10th St., Rupert, Idaho 83350.

BASIC FINANCIAL STATEMENTS

MINIDOKA JOINT SCHOOL DISTRICT #331
STATEMENT OF NET POSITION
June 30, 2022

	Governmental Activities
ASSETS	
Cash and investments	\$ 8,799,064
Property taxes receivable	1,306,863
State and federal receivables	2,194,539
Other receivables	79,816
Capital assets (net of depreciation)	<u>24,444,553</u>
TOTAL ASSETS	36,824,835
DEFERRED OUTFLOWS OF RESOURCES	
Pension obligations	8,176,120
TOTAL DEFERRED INFLOWS OF RESOURCES	<u>8,176,120</u>
	45,000,955
LIABILITIES	
Accounts payable	1,665,194
Salaries and other payables	2,550,325
Accrued interest payable	142,980
Unearned revenue	51,376
Accrued Vacation Pay	125,668
Long-term liabilities:	
Due within one year - bonds	1,795,102
Due in more than one year - bonds	7,715,451
Net pension liability	<u>(425,055)</u>
TOTAL LIABILITIES	<u>13,621,041</u>
DEFERRED INFLOWS OF RESOURCES	
Employer pension obligations	13,640,116
Deferred gain on bond refunding	<u>25,000</u>
TOTAL DEFERRED INFLOWS OF RESOURCES	<u>13,665,116</u>
NET POSITION	
Net investment in capital assets	14,934,000
Restricted for:	
Debt service	2,416,709
Capital projects	794,690
Food service	1,032,612
Special programs	511,317
Unrestricted	<u>(1,974,530)</u>
TOTAL NET POSITION	\$ <u><u>17,714,798</u></u>

MINIDOKA JOINT SCHOOL DISTRICT #331
STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2022

FUNCTIONS/PROGRAMS	PROGRAM REVENUES				NET(EXPENSES) REVENUE AND CHANGES IN NET ASSETS
	EXPENSES	CHARGES FOR SERVICES	OPERATING GRANTS AND CONTRIBUTIONS	CAPITAL GRANTS AND CONTRIBUTIONS	
Governmental Activities:					
Instruction:					
Elementary programs	\$ 8,421,329	\$ -	\$ 1,866,364	\$ -	\$ (6,554,965)
Secondary programs	7,499,270	45,223	1,295,014	-	(6,159,033)
Alternative school program	1,258,286	-	194,255	-	(1,064,032)
Vo-tech program	1,141,046	-	469,959	-	(671,087)
Exceptional/preschool programs	1,445,589	-	233,897	-	(1,211,692)
Preschool school program	283,524	-	156,187	-	(127,337)
Gifted and talented school program	6,113	-	6,113	-	-
Interscholastic school program	285,005	-	-	-	(285,005)
School activity program	134,889	-	-	-	(134,889)
Summer school program	743,552	-	604,985	-	(138,566)
Support services:					
Attendance, guidance, and health care	810,939	-	208,091	-	(602,848)
Ancillary special education	686,151	-	246,363	-	(439,788)
Instructional improvement	1,403,797	-	1,110,894	-	(292,903)
Instructional technology program	377,178	-	377,178	-	-
Educational media	1,108,857	-	-	-	(1,108,857)
Board of education program	62,838	-	-	-	(62,838)
District administration	610,347	-	133,926	-	(476,421)
School administration	2,033,867	-	-	-	(2,033,867)
Business operations	339,683	-	-	-	(339,683)
Central service program	1,666	-	-	-	(1,666)
Admin. technology	984,386	-	41,268	-	(943,118)
Building (custodial)	2,444,651	-	61,144	-	(2,383,507)
General maintenance	786,468	-	-	-	(786,468)
Safety and security	27,359	-	-	-	(27,359)
Pupil transportation	2,036,679	-	-	-	(2,036,679)
Other support program	-	-	-	-	-
Food services	2,074,334	18,268	2,581,198	-	525,132
Capital assets	2,429,133	-	100,388	75,653	(2,253,092)
Community service	18,064	-	11,038	-	(7,026)
Principal on long-term debt	-	-	-	-	-
Interest on long-term debt	124,793	-	-	-	(124,793)
Bond defeasance costs	-	-	-	-	-
Total Governmental Activities	\$ 39,579,792	\$ 63,491	\$ 9,698,263	\$ 75,653	(29,742,385)

General revenues:

Taxes:

Property taxes, levied for general purposes	2,290,557
Property taxes, levied for debt service	1,804,409
Property taxes, levied for capital projects	-
Grants and entitlements not Restricted to Specific Programs	30,923,882
Interest and investment earnings-general fund	18,503
Interest and investment earnings-other funds	6,241
Net transfers in/(out)	-
Miscellaneous	-
Total general revenues and special items	35,043,593

Changes in net position 5,301,207

Net position - beginning 12,413,591

Net position - ending **\$ 17,714,798**

MINIDOKA JOINT SCHOOL DISTRICT #331
COMBINING BALANCE SHEET
GOVERNMENTAL FUNDS
June 30, 2022

	Governmental Fund Types					Total Governmental Funds
	General	Debt Service	Plant Facility	Food Service	Non Major Funds	
ASSETS						
Cash and investments	\$ 4,490,675	\$ 1,859,567	\$ 814,690	\$ 1,085,339	\$ 548,793	\$ 8,799,064
Property taxes receivable	730,740	576,123	-	-	-	1,306,863
State and federal receivable	741,436	-	-	-	1,453,103	2,194,539
Other receivables	-	1,320	-	78,496	-	79,816
Due from other funds	703,898	-	-	-	-	703,898
Total Assets	6,666,749	2,437,011	814,690	1,163,834	2,001,896	13,084,180
LIABILITIES						
Liabilities:						
Accounts payable	1,656,958	-	-	3,922	4,314	1,665,194
Accrued payroll and related liabilities	1,672,034	-	20,000	127,300	730,991	2,550,325
Unearned revenue	-	-	-	-	51,376	51,376
Due to other funds	-	-	-	-	703,898	703,898
Total Liabilities	3,328,992	-	20,000	131,222	1,490,579	4,970,793
						21
DEFERRED INFLOWS OF RESOURCES						
Unavailable revenue - property taxes	23,785	20,302	-	-	-	44,086
Total Deferred Inflows of Resources	23,785	20,302	-	-	-	44,086
FUND EQUITY						
Fund balances						
Restricted for:						
Debt service	-	2,416,709	-	-	-	2,416,709
Capital projects	-	-	794,690	-	-	794,690
Food service	-	-	-	1,032,612	-	1,032,612
Special programs	-	-	-	-	511,317	511,317
Committed for:						
Subsequent year designations	1,537,000	-	-	-	-	1,537,000
Unassigned	1,776,973	-	-	-	-	1,776,973
Total Fund Balance	3,313,973	2,416,709	794,690	1,032,612	511,317	8,069,301
Total Liabilities and Fund Balance	\$ 6,666,749	\$ 2,437,011	\$ 814,690	\$ 1,163,834	\$ 2,001,896	\$ 13,084,180

See accompanying notes to the financial statements

**MINIDOKA JOINT SCHOOL DISTRICT #331
RECONCILIATION OF GOVERNMENTAL FUNDS
BALANCE SHEET TO STATEMENT OF NET POSITION
June 30, 2022**

Total fund balances - governmental funds	\$	8,069,301
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The cost of capital assets used in governmental activities are reported as expenditures in the Governmental Fund Statements. These expenditures are reported as purchases of assets in Statement of Net Position. Right of use leased assets are also reported as an expenditure in the governmental funds.		24,444,553
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Property taxes receivable that will not be received in time to pay current period obligations are reported as deferred revenues in the Governmental Fund Statements.		44,086
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Long-term liabilities of the District's governmental activities are not due and payable in the current period and are not reported as fund liabilities. These long-term liabilities are reported on the Statement of Net Position.		
Balances at June 30, 2022:		
Bonds Payable	(9,510,553)	
Deferred gain on bond refunding	(25,000)	
Accrued interest on bonds	(142,980)	
Accrued vacation pay	(125,668)	
		(9,804,201)

Some liabilities, including pension obligations (liability) are not due and payable in the current period and, therefore are not reported in the funds, but are reported on the Statement of Net Position.		425,055
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Balances at June 30, 2022:		
Deferred outflows related to pension obligations		
Deferred outflows of resources pension expense	5,639,823	
Deferred outflow of 2021 employer contributions	2,536,297	
		8,176,120

Deferred inflows or resources related to pensions		(13,640,116)
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Net Position	\$	17,714,798
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MINIDOKA JOINT SCHOOL DISTRICT #331
COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
For the Year Ended June 30, 2022

	Governmental Fund Types					Total Governmental Funds
	General	Debt Service	Plant Facility	Food Service	Non Major Funds	
Revenues:						
Local revenues:						
Property taxes	\$ 2,302,630	\$ 1,804,409	\$ -	\$ -	\$ -	\$ 4,107,040
Earnings on investments	18,503	4,296	-	1,944	-	24,744
Other	1,107,837	8,444	75,653	18,268	105,502	1,315,704
State revenue	29,336,898	186,787	-	-	1,315,020	30,838,706
Federal revenue	-	-	-	2,581,198	6,025,680	8,606,879
Other revenue	-	-	-	-	-	-
Total Revenue	32,765,869	2,003,937	75,653	2,601,410	7,446,203	44,893,072
Expenditures:						
Instructional:						
Elementary school program	6,303,902	-	-	-	1,866,364	8,170,266
Secondary school program	6,803,183	-	-	-	1,295,014	8,098,197
Alternative school program	1,166,748	-	-	-	194,255	1,361,002
Vo-tech program	735,870	-	-	-	469,959	1,205,829
Exceptional school program	1,328,663	-	-	-	233,897	1,562,560
Preschool school program	139,630	-	-	-	156,187	295,817
Gifted and talented school program	-	-	-	-	6,113	6,113
Interscholastic school program	312,518	-	-	-	-	312,518
School activity program	147,910	-	-	-	-	147,910
Summer school program	151,943	-	-	-	604,985	756,929
Total Instructional	17,090,367	-	-	-	4,826,774	21,917,141
Support services						
Attendance, guidance, and health care	661,044	-	-	-	208,091	869,135
Ancillary special education program	482,243	-	-	-	246,363	728,606
Instructional improvement program	321,178	-	-	-	1,110,894	1,432,072
Instructional technology program	-	-	-	-	377,178	377,178
Educational media program	1,215,900	-	-	-	-	1,215,900
Board of education program	68,904	-	-	-	-	68,904
District administration program	522,412	-	-	-	133,926	656,338
School administration program	2,230,206	-	-	-	-	2,230,206
Business operation	372,474	-	-	-	-	372,474
Central service program	1,827	-	-	-	-	1,827
Admin. technology program	1,034,162	-	-	-	41,268	1,075,430
Building (custodial)	2,613,598	-	-	-	61,144	2,674,742
Maint Non-Student Occupied Bldgs	141,002	-	-	-	-	141,002
Maintenance - Student Occupied Bldgs	575,645	-	-	-	-	575,645
Maintenance - Grounds	145,743	-	-	-	-	145,743
Safety and security	30,000	-	-	-	-	30,000
Pupil transportation program	2,233,290	-	-	-	-	2,233,290
Other support program	-	-	-	-	-	-
Total Support Services	12,649,626	-	-	-	2,178,864	14,828,490
Food services program	-	-	-	2,074,334	-	2,074,334
Capital assets program	756,524	-	1,470,810	101,410	100,388	2,429,133
Community services program	7,026	-	-	-	11,038	18,064
Debt services program:						
Principal	-	1,510,000	-	-	-	1,510,000
Interest and agents' fees	-	386,370	-	-	-	386,370
Bond issuance costs	-	-	-	-	-	-
Total debt services program	-	1,896,370	-	-	-	1,896,370
Total Expenditures	30,503,543	1,896,370	1,470,810	2,175,744	7,117,065	43,163,532
Excess (deficiency) of revenues over (under) expenditures	2,262,326	107,567	(1,395,158)	425,667	329,139	1,729,540
Other financing sources (uses):						
Proceeds from general obligation bonds	-	-	-	-	-	-
Premium on general obligation bonds	-	-	-	-	-	-
Net transfers in (out)	(1,463,668)	-	1,690,472	42,056	(268,860)	-
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	798,657	107,567	295,314	467,722	60,279	1,729,540
Fund balance:						
Beginning of year (restated)	2,515,315	2,309,142	499,376	564,890	451,038	6,339,760
End of year	\$ 3,313,973	\$ 2,416,709	\$ 794,690	\$ 1,032,612	\$ 511,317	\$ 8,069,300

See accompanying notes to the financial statements

MINIDOKA JOINT SCHOOL DISTRICT #331
RECONCILIATION OF GOVERNMENTAL FUNDS STATEMENT OF
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
TO THE STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2022

Net Change in Fund Balances - Total Governmental Funds	\$	1,729,540
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Governmental funds report capital acquisitions as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the excess of capital acquisitions over (under) depreciation expense in the current period.

Depreciation (including amortization of right of asse	(2,386,626)	
Acquisitions (including lease of right of use assets)	1,857,505	
Disposals (net)	(318,138)	(847,259)

Property tax revenues are not considered available and are not recognized until they are available to pay for current period expenditures. In the Statement of Activities, however, they are recognized when levied. This is the current year increase/(decrease) in unavailable revenue in the governmental funds.

(12,073)

Some items reported in the statement of activities do not require the use of current financial resources and therefore are not reported as expenditures in the governmental funds. These activities consist of:

Net decrease (increase) in accrued interest	26,181	
Net decrease (increase) in accrued vacation pay	<u>15,043</u>	
		41,224

Repayment of principal on long-term debt and capital lease principal is an expenditure in the governmental funds, but the repayment reduces long-term debt in the Statement of Net Position.

Bond principal repayment	1,768,452	
Amortization of deferred gain	<u>3,125</u>	
		1,771,577

In the Governmental Funds, pension contributions are considered an expenditure, while on the Statement of Activities the contributions are considered a deferred outflow.

2,618,198

Change in net position of governmental activities	\$	<u><u>5,301,207</u></u>
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MINIDOKA JOINT SCHOOL DISTRICT #331
STATEMENT OF FIDUCIARY NET POSITION
June 30, 2022

		Private- Purpose Trust Funds
	ASSETS	
Cash and investments		\$ 25,462
Other Receivables		-
	Total Assets	<u>25,462</u>
	LIABILITIES	
Accounts payable		-
	Total Liabilities	<u>-</u>
	NET POSITION	
Reserved for scholarships		25,462
Reserved for technology and capital improvements		<u>-</u>
	Total Net Position	<u>\$ 25,462</u>

MINIDOKA JOINT SCHOOL DISTRICT #331
STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
For the Year Ended June 30, 2022

	Private Purpose Trust Funds
ADDITIONS	
Private donations	\$ 12,000
Earnings on investments	3
Other	-
Total Additions	12,003
DEDUCTIONS	
Scholarships awarded	19,000
Total Deductions	19,000
Change in net position	(6,997)
Net position - beginning	32,459
Net position - ending	<u><u>\$ 25,462</u></u>

MINIDOKA JOINT SCHOOL DISTRICT #331

Notes to the Financial Statements
For the Year Ended June 30, 2022

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of Minidoka Joint School District #331 have been prepared in conformity with accounting principles generally accepted in the United States of America as applied to school districts. The significant accounting policies of the District are described below.

A. Reporting Entity

Minidoka Joint School District #331 provides public school educational services as authorized by Section 33-201 through 33-1803 of the Idaho Code. The District's boundaries for taxing and school enrollment purposes are in Minidoka, Cassia, Jerome, and Lincoln Counties.

Factors used in defining the reporting entity were as follows: Minidoka Joint School District #331 was established under the laws of the State of Idaho which designates the Board of Trustees as the governing authority. Members of the Board of Trustees are elected by the public. The Board of Trustees has control over the superintendent and management, and also has the authority to purchase equipment and other fixed assets, and to levy taxes. The Board of Trustees has the power to establish annual budgets subject to public input from patrons, is responsible for funding deficits and operating deficiencies, and has the authority to borrow funds or issue bonded indebtedness.

The conclusion of the above criteria is that Minidoka Joint School District #331 is an independent school district in the State of Idaho, operating under an autonomous Board of Trustees constituting a Local Educational Agency form of government.

In the evaluation of how to define the District, for the financial reporting purposes, management has considered all potential component units. The decision to include a potential component unit in the reporting entity was made using criteria set forth in the accounting principles generally accepted in the United States of America. All funds and activities of Minidoka Joint School District #331 are included in the basic financial statements. Using the above criteria, the District has no component units.

B. Government Wide Financial Statements

The District's basic financial statements include both government-wide (reporting the district as a whole) and fund financial statements (reporting the District's funds). Both government-wide and fund financial statements categorized primary activities as either governmental or business type. Currently, all the District's activities are categorized as governmental type.

In the government-wide Statement of Net Position, the governmental activities columns are (a) presented on a consolidated basis by column and (b) reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations. The District's net position reported in three parts; (1) invested in capital assets, net of related debt (when related debt exists), (2) restricted for other purposes (resulting from special revenue and capital projects funds and the restrictions on their net asset use) and (3) unrestricted net position.

The government-wide Statement of Activities reports both the gross and net cost of each of the District's functions. The functions are also supported by general government revenues (taxes, certain intergovernmental revenues, etc.). The Statement of Activities reduces gross expenses (including depreciation) by related program revenues, operating and capital grants. Program revenues must be directly associated with the function. Internal activity between funds is eliminated in the government-wide Statement of Activities.

MINIDOKA JOINT SCHOOL DISTRICT #331

Notes to the Financial Statements
For the Year Ended June 30, 2022

The District reports expenditures in accordance with the State Department of Education's Idaho Financial Accounting Reporting Management System (IFARMS). IFARMS categorizes all expenditures by function, program and object. Accordingly, there is no allocation of indirect costs.

The net costs (by function) are normally covered by general revenue.

This government-wide focus is more on the sustainability of the District as an entity and the change in the District's net assets resulting from the current year's activities. Fiduciary funds are not included in the government-wide statements.

C. Fund Financial Statements

The financial transactions of the District are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprises its assets, liabilities, reserves, fund equity, revenues and expenditures/expenses. The various funds are reported by generic classification within the financial statements, which may include Governmental Funds, Proprietary Funds, and Fiduciary Funds. For governmental and proprietary funds, the focus on the funds financial statements is on major funds, which represent the District's most important funds as based on a percentage of assets, liabilities, revenues, and expenditures. Currently, the District has no proprietary funds. Governmental and Fiduciary Funds of the District are as follows:

General Fund:

The General fund is the general operating fund of the District. It is used to account for all financial resources except those required to be accounted for in another fund. Thus, it is considered a major governmental fund.

Special Revenue Funds:

The Special Revenue Funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes.

Food Service Fund:

The Food Service Fund, which serves to account for providing nutritional meals to students (including subsidized meals), is considered a major governmental fund.

Plant Facility Fund:

The Plant Facility Fund is used to account for payments of the District's long-term debts. It is considered a major governmental fund.

Fiduciary Funds

Private Purpose Trust Funds:

The Private Purpose Trust Funds are used to account for the assets, and related income producing and disbursement activities, for which the District acts as a trustee.

The District maintains the following private purpose trust funds:

Birrer Scholarship Fund
Private Scholarship Donation

MINIDOKA JOINT SCHOOL DISTRICT #331

Notes to the Financial Statements
For the Year Ended June 30, 2022

Agency Fund:

The Agency Fund is used to account for assets held by the District on behalf of others.

The District has no agency funds at year end.

D. Measurement Focus, Basis of Accounting, and Financial Statement Presentation

Basis of accounting refers to the point at which revenues or expenditures are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied.

Activities in the government-wide and fiduciary funds financial statements are presented on the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual (when they become both measurable and available). Measurable means the amount of the transaction can be determined and available means collectible within the current period or soon enough thereafter (sixty days) to be used to pay liabilities of the current period. Expenditures are recorded when the related fund liability is incurred. The exception to this general rule is that principal and interest on long-term debt, if any, is recognized when due and payable. Those revenues susceptible to accrual are property taxes, State and Federal assistance and earnings on investments. Penalties and interest on delinquent property taxes are not susceptible to accrual because generally they are not measurable until received in cash.

The District reports deferred inflows of resources on its governmental funds balance sheet. Deferred inflows of resources arise when potential revenue does not meet both the measurable and available criteria for recognition in the current period. In subsequent periods, when both revenue recognition criteria are met, the revenue is recognized. Additionally, for both the government-wide and funds financial statements, certain grant revenues are only recognized to the extent they have been used for qualifying expenditures; any excess revenues are thus reported as unavailable

Budgets

Budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America. Annual appropriated budgets are adopted for all governmental funds. Encumbrance accounting and reporting is not utilized.

Property Taxes - Unavailable Revenue

Property taxes are levied by the second Monday in September, in conformity with Title 31, Section 1605, of the Idaho Code. Taxes are due on receipt of the tax bill and are delinquent if not paid before December 20 and June 20 of the year following the year in which imposed. On January 1 of each year, a tax lien attaches to property to secure the payment of all taxes, penalties, and interest ultimately imposed. Property tax revenues are considered available when they become due or past due and receivable within the current period and those expected to be collected during a 60 day period after the close of the fiscal year.

The unavailable revenue account in the General Fund represents the taxes receivable more than 60 days after year end. Unavailable revenues in the Special Revenue Funds are grant monies received but not yet authorized to be spent.

Inventories

Paper and food service inventory balances are immaterial at year end and are expensed as incurred.

MINIDOKA JOINT SCHOOL DISTRICT #331

Notes to the Financial Statements

For the Year Ended June 30, 2022

Capital Assets and Depreciation

Capital assets purchased or acquired with an original cost of \$5,000 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at fair market value as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Depreciation on all assets (exclusive of land) is provided on the straight-line (SL) method over the following estimated useful lives:

Buses (SL)	10 years
Other Vehicles (SL)	8 years
Equipment, Furniture & Fixtures (SL)	5-20 years
Buildings (SL)	40 years
Land Improvements (SL)	15-20 years

Long-Term Liabilities

For government-wide reporting, material bond premiums and discounts are deferred and amortized over the life of the bonds using the straight-line method, which approximates the effective interest method. Bonds payable are reported net of the applicable bond premium or discount. Issuance costs are recognized in the period that the bonds are issued.

For fund financial reporting, bond premiums and discounts, as well as issuance costs are recognized in the period the bonds are issued. The face amount of the debt issued is reported as other financing sources. Premiums received on debt issuance are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, even if withheld from the actual net proceeds received, are reported as debt service expenditures.

Pensions

For purposes of measuring the net pension liability and pension expense, information about the fiduciary net position of the Public Employee Retirement System of Idaho Base Plan (Base Plan) and additions to/deductions from Base Plan's fiduciary net position have been determined on the same basis as they are reported by the Base Plan. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Deferred Outflows/Inflows of Resources

The School District has implemented GASB No. 63, Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position and No. 65, Items Previously Reported as Assets and Liabilities. These new standards establish accounting and financial reporting for deferred outflows/inflows of resources and the concept of net position as the residual of all other elements presented in a Statement of Net Position.

In addition to assets, the Statement of Net Position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School District has one item that qualifies for reporting in this category. This item only arises under the full accrual basis of accounting. Accordingly, this item, Deferred Outflow of Resources From Pensions, is reported only on the Statement of Net Position.

MINIDOKA JOINT SCHOOL DISTRICT #331

Notes to the Financial Statements
For the Year Ended June 30, 2022

In addition to liabilities, the Statement of Net Position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of fund balance that applies to future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. Unavailable revenue is reported only in the governmental funds balance sheet. The governmental funds report unavailable revenues from property taxes and these amounts are deferred and will be recognized as an inflow of resources in the period in which the amounts become available. Deferred Outflow of Resources From Pensions is only reported in the government-wide financial statements. The Statement of Net Position report defers pension cost, which will be recognized as an inflow of resources in the period in which the amounts are applied. The other item, deferred gain on bond refunding, is only reported on the government-wide Statement of Net Position. A deferred gain on refunding results from the difference in the carrying value of the refunded debt and its reacquisition price. This amount is deferred and amortized over the shorter of the life of the refunded or refunding debt.

Net Position

Net position is the difference between assets and liabilities. Net investment in capital assets, net of related debt are capital assets, less accumulated depreciation and any outstanding debt related to the acquisition, construction or improvement of those assets. Net position is reported as restricted when there are legal limitations that are imposed on their use by the District, or external restrictions by other governments, creditors or grantors. When expenses are incurred for purposes for which both restricted and unrestricted net position is available, restricted resources are applied first.

Fund Balance Reserves

Reservations of the ending fund balance indicate the portions of fund balance not appropriable for expenditure or amounts legally or contractually segregated for a specific future use. The District's policy is to use restricted resources first when both restricted and unrestricted resources are available for a particular expense.

Teachers Contracts

Contracts for teachers' salaries are payable in twelve monthly installments beginning in September. At June 30, the liability for the remaining two months of the current contracts and associated contracted benefits is accrued.

Implementation of GASB Statement No. 87

As of July 1, 2021, the District adopted GASB Statement No. 87, Lease Accounting. The objective of this Statement is to improve the identification of leasing activities for accounting and financial reporting purposes and how those activities should be reported. The Statement requires that a right of use asset and lease liability be recorded in the Statement of Net Position in the year of adoption. The District reported all lease activity in the Statement of Net Position. The District has determined that the cumulative effect on the beginning balances in the Statement of Net Position was immaterial to the financial statements.

E. Fund Classifications

Fund Balance Reserves - The District has adopted GASB Statement No. 54 "Fund Balance Reporting and Governmental Fund Type Definitions". This Statement establishes criteria for classifying governmental fund balances into specifically defined classifications. Classifications are hierarchical and are based primarily on the extent to which the District is bound to honor constraints on the specific purposes for which amounts in the funds may be spent. Application of the Statement requires the District to classify and report amounts in the appropriate fund balance classifications. The District's accounting and finance policies are used to interpret the nature and/or requirements of the funds and their corresponding assignment of restricted, committed, assigned or unassigned.

MINIDOKA JOINT SCHOOL DISTRICT #331

Notes to the Financial Statements
For the Year Ended June 30, 2022

The District reports the following classifications as applicable:

Non-spendable Fund Balance - Non-spendable fund balances are amounts that cannot be spent because they are either: (a) not in spendable form - such as inventory or prepaid insurance, or (b) legally or contractually required to be maintained intact - such as a trust that must be retained in perpetuity.

Restricted Fund Balance - Restricted fund balances are amounts that cannot be spent because they are either: (a) externally imposed by creditors, grantors, contributors, or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation. Restrictions are placed on fund balances when legally enforceable legislation establishes a specific purpose for the funds. Legal enforceability means that the District can be compelled by an external party (e.g. citizens, public interest groups, the judiciary) to use resources created by enabling legislation only for the purposes specified by the legislation.

Committed Fund Balance - Committed fund balances are amounts that can only be used for specific purposes as a result of constraints imposed by the Board of Trustees. Amounts in the committed fund balance classification may be used for other purposes with appropriate due process by the Board of Trustees. Committed fund balances differ from restricted balances because the constraints on their use do not come from outside parties, constitutional provisions, or enabling legislation.

Assigned Fund Balance - Assigned fund balances are amounts that are constrained by the District's intent to be used for specific purposes, but are neither restricted nor committed. Intent is expressed by: (a) the secretary/treasurer, or (b) an appointed body (e.g. a budget or finance committee) or an official to which the Board of Trustees have delegated the authority to assign, modify, or rescind amounts to be used for specific purposes. Assigned fund balance includes: (a) all remaining amounts that are reported in governmental funds (other than the general fund) that are not classified as non-spendable, restricted, or committed, and (b) amounts in the general fund that are intended to be used for a specific purpose. Specific amounts that are not restricted or committed in a special revenue, capital projects, debt service, or permanent fund, are assigned for purposes in accordance with the nature of their fund type. Assignment within the general fund conveys that the intended use of those amounts is for a specific purpose that is narrower than the general purposes of the District itself.

Unassigned Fund Balance - Unassigned fund balance is the residual classification for the general fund. This classification represents general fund balance that has not been assigned to other funds, and that has not been restricted, committed, or assigned to specific purposes within the general fund.

NOTE 2: LEGAL COMPLIANCE - BUDGETS

The District is required by state law to adopt annual budgets for the General Fund, Special Revenue Funds, Debt Service Fund, and Capital Projects Fund. Each budget is presented on the modified accrual basis of accounting which is consistent with generally accepted accounting principles (GAAP).

MINIDOKA JOINT SCHOOL DISTRICT #331

Notes to the Financial Statements
For the Year Ended June 30, 2022

The following procedures are followed in establishing the budgetary data reflected in the financial statements:

1. The District posts a notice of the budget hearing ten days prior to holding the hearing and the notice is also published in the official newspaper for the county.
2. Public hearing is held to obtain taxpayers' comments.
3. The Budget is officially adopted at the annual hearing of the Board.
4. Prior to July 15, the final budget is filed with the State Department of Education.

NOTE 3: CASH AND INVESTMENTS

Cash and Certificates of Deposit

Deposits (cash and certificates of deposit) are carried at cost which approximates market value except for outstanding checks which had not cleared the accounts by the fiscal year end. The District's deposits consisted of the following at year end:

<u>Cash</u>	Governmental Funds	Fiduciary Funds
Insured or collateralized	\$1,498,341	\$24,767
Uninsured	-	-
Bank deposit balance	\$1,498,341	\$24,767
Carrying amount	\$1,654,785	\$25,767

Investments are stated at fair value, as determined by quoted market prices to the extent available, except for certificates of deposits noted above. Interest is earned and allocated on a basis of average investment balance. Idaho code provides authorization for the investment of idle funds consistent with Idaho State Code 67-1210 and 67-1210A.

Idaho Code limits investments to the following general types:

1. Certain revenue bonds, general obligation bonds, local improvement district bonds and registered warrants of state and local government entities.
2. Time deposit accounts, tax anticipation and interest-bearing notes.
3. Bonds, treasury bills, debentures, or other similar obligations of the United States Government and United States Government Agencies.
4. Repurchase agreements secured by items 1-3.

The District categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs.

Investments held at year end stated at fair value:

	<u>Govern. Funds</u>	<u>Rating</u>	<u>Fair Value Hierarchy</u>
LGIP	\$7,141,657	Unrated	Level 1

MINIDOKA JOINT SCHOOL DISTRICT #331

Notes to the Financial Statements
For the Year Ended June 30, 2022

The Local Government Investment Pool (LGIP) is managed by the State of Idaho Treasurer's office. The funds of the pool are invested in certificates of deposit, repurchase agreements, and U.S. government securities. The certificates of deposit are federally insured. The U.S. government securities and the collateral for the repurchase agreements are held in trust by a safekeeping bank.

Custodial credit risk for deposits is the risk that, in the event of the failure of a depository financial institution, the District will not be able to recover its deposits or will not be able to recover collateral securities that are in possession of an outside party. Custodial credit risk for investments is the risk that in the event of the failure of the counterparty (e.g. broker-dealer) to a transaction, the District will not be able to recover the value of its investment or collateral securities that are in the possession of another party. The District does not have a policy restricting the amount of deposits and investments subject to custodial credit risk.

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization such as Moody's or Standard & Poor's. The investments of the District at year end are not required to be rated. The District does not have a policy regarding credit risk.

Interest rate risk is the risk that changes in market interest rates will adversely impact the fair value of an investment. Investments that are fixed for longer periods are likely to experience greater variability in their fair values due to future changes in interest rates. At year end, the District is not subject to interest rate risk as all investments are held in the LGIP which has a maturity of 91 days. The District does not have a policy regarding interest rate risk.

Concentration of credit risk is the risk that concentration of investments with one issuer represents heightened risk of potential loss. No specific percentage identifies when concentration risk is present. The Governmental Accounting Standards Board has adopted a principal that governments should provide note disclosure when five percent of the total investments of the entity are concentrated in any one issuer. Investments in obligations specifically guaranteed by the U.S. government, mutual funds, and other pooled investments are exempt from disclosure. The District has no policy limiting the amount it may invest in any one issuer.

NOTE 4: STATE RECEIVABLE

The State receivable amount represents the final 2021-2022 apportionment of State funds for the School District along with state grant receivables.

NOTE 5: FEDERAL RECEIVABLE

The federal government provides resources for certain programs conducted by the School District (e.g., school lunch, title and migrant programs). Each program is funded separately and distinctly, e.g., some are dollar amount requests of approved funds while others are dollar amount reimbursements for expenditures incurred. The amounts receivable represent accrual for reimbursement of program expenditures financed temporarily by other Special Revenue Funds.

NOTE 6: STATE RECEIVABLE

Unearned revenue, as of June 30, 2022, consists of grant and Medicaid funds received but not yet expended.

MINIDOKA JOINT SCHOOL DISTRICT #331

Notes to the Financial Statements
For the Year Ended June 30, 2022

NOTE 7: TAXES RECEIVABLE

Minidoka, Cassia, Jerome, and Lincoln counties serve as collecting agents for taxes levied by the School District. Property taxes are certified to the County officials each September and recorded on the books of each county as taxes owing during the month of November. Taxes are due in two installments at December 20 and June 20 following the levy date.

Taxes receivable are stated at taxes levied less amounts collected and canceled. The Counties maintain individual taxpayer records. Because the County has the right to take tax deeds on property for the collection of real property taxes, no allowance for uncollectible taxes receivable has been established. Deferred revenue has been recorded as recommended by NCGA Interpretation #3 - "Revenue Recognition" for collections 60 days after year end.

County	2021	2020	2019	2018	Total
Minidoka	\$ 1,194,055	\$ 22,123	\$ 11,977	\$ 235	\$ 1,228,390
Cassia	21,630	774	389	-	22,793
Jerome	41,543	690	218	-	42,451
Lincoln	13,229	-	-	-	13,229
Total	\$ 1,270,457	\$ 23,587	\$ 12,584	\$ 235	\$ 1,306,863

NOTE 8: CAPITAL ASSETS

All purchased capital assets are valued at cost when historical records are available. When no historical records are available, fixed assets are valued at estimated historical cost. Fixed asset activity for the 2021-2022 fiscal year is reflected as follows:

Governmental Activities

	6/30/2021	Additions	Deletions	6/30/2022
Capital Assets, not Depreciated:				
Land	\$ 749,487	\$ 310,609	\$ -	\$ 1,060,096
Capital Assets, depreciated:				
Buildings	53,621,814	781,586	21,830	54,381,570
Furniture and Equipment	11,868,454	458,881	310,609	12,016,726
Vehicles	5,035,457	306,429	167	5,341,719
Total Capital Assets, Depreciated	\$ 70,525,725	\$ 1,546,896	\$ 332,606	\$ 71,740,015
Less Accumulated Depreciation:				
Buildings	(34,031,212)	(1,363,540)	(14,468)	(35,380,284)
Furniture and Equipment	(8,019,395)	(743,621)	-	(8,763,016)
Vehicles	(3,932,794)	(279,464)	-	(4,212,258)
Total Accumulated Depreciation	(45,983,401)	(2,386,625)	(14,468)	(48,355,558)
Capital Assets, Net of Depreciation	25,291,811	(529,120)	318,138	24,444,553

Depreciation Expense	6/30/2021 Expense	6/30/2022 Expense
Instruction		
Elementary	\$ 705,530	\$ 716,702
Secondary	733,797	734,571
Support Services		
School Administration	3,090	6,090
Other	939,565	929,263
Total Depreciation	\$ 2,381,982	\$ 2,386,626

MINIDOKA JOINT SCHOOL DISTRICT #331

Notes to the Financial Statements
For the Year Ended June 30, 2022

NOTE 9: LONG-TERM DEBT

A summary of changes in general long-term debt is as follows:

	Balance at June 30, 2021	Additions	Reductions	Balance at June 30, 2022
Series 2011 GOB bonds	695,000	-	(695,000)	-
Series 2014 GOB bonds	7,865,000	-	(575,000)	7,290,000
Series 2016 GOB bonds	2,195,000	-	(240,000)	1,955,000
2017 Bus Lease	64,060	-	(64,060)	-
2018 Bus Lease	128,902	-	(63,520)	65,382
2019 Bus Lease	189,231	-	(60,721)	128,510
2020 Bus Lease	141,812	-	(70,151)	71,661
Compensated absences	140,711	-	(15,043)	125,668
Net pension liability	12,458,532	-	(12,883,587)	(425,055)
Total	\$ 23,878,248	\$ -	\$ (14,667,082)	\$ 9,211,166

Payments on the general obligation bonds are made by the debt service fund from property taxes and earnings on investments. Vacation and other post-employment benefits will be paid by the fund in which the employee works.

NOTE 10: GENERAL OBLIGATION BONDS

Series 20111 - General Obligation Bonds

In 2011, the District issued \$4,950,000 General Obligation Bonds to advance refund term bonds in the amount of \$5,045,000. The general obligation bonds were issued at a premium of \$559,090 and, after paying issuance costs of \$92,128, the net proceeds were \$5,416,962. The net proceeds from the issuance of the general obligation bonds were used to purchase U.S. government securities and those securities were deposited in an irrevocable trust with an escrow agent to provide debt service payments until the term bonds are called. The advance refunding met the requirements of an in-substance debt defeasance and the term bonds were removed from the school districts government wide financial statements. As a result of the advance refunding, the District reduced its total debt service requirements by \$95,000, which resulted in an economic gain of \$235,267. The District was funded by these bonds on October 19, 2011. Terms of the bonds are payments every August 1 and February 1 through the year 2021 with a true interest cost of 3.862%. The 2011 bond was paid in full during the year ending June 30, 2022.

Series 2014 - General Obligation Bonds

In 2014, the District issued \$10,770,000 General Obligation Bonds to advance refund term bonds in the amount of \$10,820,000. The general obligation bonds were issued at a premium of \$1,113,414 and, after paying issuance costs of \$147,702, the net proceeds were \$11,735,712. The net proceeds from the issuance of the general obligation bonds were used to purchase U.S. government securities and those securities were deposited in an irrevocable trust with an escrow agent to provide debt service payments until the term bonds are called. The advance refunding met the requirements of an in-substance debt defeasance and the term bonds were removed from the school districts government wide financial statements. The District was funded by these bonds on April 17, 2014. Terms of the bonds are payments every August 15 and February 15 through the year 2026 with a true interest costs ranging from 1.38% to 4%.

MINIDOKA JOINT SCHOOL DISTRICT #331

Notes to the Financial Statements
For the Year Ended June 30, 2022

The reacquisition price exceeded the net carrying amount of the old debt by \$50,000. This amount is reported as a deferred outflow of resources and amortized over the remaining life of the refunding debt. The District advance refunded the general obligation bonds to reduce its total debt service payments by \$771,771 to obtain an economic gain (difference between the present values of the debt service payments on the old and new debt) of \$656,280. Future payments on the bond are as follows:

Year Ending June 30	Principal	Interest	Total
2023	\$ 1,345,000	\$ 264,700	\$ 1,609,700
2024	1,400,000	209,800	1,609,800
2025	1,455,000	152,700	1,607,700
2026	1,515,000	93,300	1,608,300
2027	1,575,000	31,500	1,606,500
Total	\$ 7,290,000	\$ 752,000	\$ 8,042,000

Series 2016 - General Obligation Bonds

In 2016, the District issued \$2,650,000 General Obligation Bonds to advance refund term bonds in the amount of \$2,665,000. The general obligation bonds were issued at a premium of \$381,103 and, after paying issuance costs of \$88,562, the net proceeds were \$2,942,541. The net proceeds from the issuance of the general obligation bonds were used to purchase U.S. government securities and those securities were deposited in an irrevocable trust with an escrow agent to provide debt service payments until the term bonds are called. The advance refunding met the requirements of an in-substance debt defeasance and the term bonds were removed from the school districts government wide financial statements. The District was funded by these bonds on May 25, 2016. Terms of the bonds are payments every September 15 and March 15 through the year 2028 with a true interest cost of 3.406%.

The reacquisition price exceeded the net carrying amount of the old debt by \$50,000. This amount is reported as a deferred outflow of resources and amortized over the remaining life of the refunding debt. The District advance refunded the general obligation bonds to reduce its total debt service payments by \$771,771 to obtain an economic gain (difference between the present values of the debt service payments on the old and new debt) of \$656,280. Future payments on the bond are as follows:

Year Ending June 30	Principal	Interest	Total
2023	250,000	61,450	311,450
2024	260,000	51,250	311,250
2025	270,000	40,650	310,650
2026	280,000	31,050	311,050
2027	290,000	22,500	312,500
2028-2029	605,000	18,225	623,225
Total	\$ 1,955,000	\$ 225,125	\$ 2,180,125

2017 Bus Loan

The District entered into a five year capital lease on June 27, 2017 for three Blue Bird school buses. The District is required to maintain minimum amounts of liability and collision insurance. The titles of the vehicles are held by the Bank until the final lease payment is made. The capital lease was paid in full during the year.

MINIDOKA JOINT SCHOOL DISTRICT #331

Notes to the Financial Statements

For the Year Ended June 30, 2022

2018 Bus Loan

The District entered into a five year capital lease on January 15, 2018 for three Blue Bird school buses. The District is required to maintain minimum amounts of liability and collision insurance. The titles of the vehicles are held by the Bank until the final lease payment is made. The lease payments by year are as follows:

Year Ending June 30	Principal	Interest	Total
2023	65,382	1,941	67,323
Total	\$ 65,382	\$ 1,941	\$ 67,323

2019 Bus Loan

The District entered into a five year capital lease on May 17, 2019 for three Blue Bird school buses. The District is required to maintain minimum amounts of liability and collision insurance. The titles of the vehicles are held by the Bank until the final lease payment is made. The lease payments by year are as follows.

Year Ending June 30	Principal	Interest	Total
2023	63,059	4,949	68,008
2024	65,451	2,521	67,972
Total	\$ 128,510	\$ 7,470	\$ 135,980

2020 Bus Loan

The District entered into a three year capital lease on July 20, 2020 for two Blue Bird school buses. The District is required to maintain minimum amounts of liability and collision insurance. The titles of the vehicles are held by the Bank until the final lease payment is made. The lease payments by year are as follows:

Year Ending June 30	Principal	Interest	Total
2023	71,661	1,539	73,200
Total	\$ 71,661	\$ 1,539	\$ 73,200

NOTE 11: ACCOUNTS PAYABLE

Accounts payable consist of goods and services acquired prior to the fiscal year end and approved for payment by the School District's July School Board Meeting.

NOTE 12: SALARIES AND CONTRACTS PAYABLE

It is the policy of the School District to pay contracted personnel over a 12-month period beginning July, August or September (depending on the time of starting their position). Since the fiscal year ends June 30 and most of the personnel have completed their contract, an outstanding obligation of funds is required to be paid in July and August following the fiscal year end. Included, along with salaries, are accrued employee benefits for health, dental, life insurance, retirement, unused personal leave benefit, and payroll taxes on the contracted balance of salaries for the 2022 fiscal school year.

MINIDOKA JOINT SCHOOL DISTRICT #331

Notes to the Financial Statements
For the Year Ended June 30, 2022

NOTE 13: ACCRUED VACATION PAY

School District employees are granted vacation and sick leave in varying amounts. Vacation days are for full-time classified and certified employees who are assigned a twelve-month work schedule. Vacation days are earned after one year of continuous employment and are granted based on years of employment. If there are unused vacation days at the end of the year, up to five days can be carried to the next year. The maximum that can be earned in any year is 20 days for employees who have been with the District in excess of twenty-one years. The Board of Directors occasionally exempts this policy under special circumstances. In the event of termination, an employee is reimbursed for accumulated vacation days up to 25 days. Amounts accrued for vacation pay will be provided out of future resources of the School District.

Also, employees are given four days of personal leave per fiscal year. Personal leave days not used at the end of the fiscal year can be paid as additional compensation to the employee at year end. Any unpaid personal leave benefit has been accrued with salaries and contracts payable.

NOTE 14: LONG-TERM LEASE PAYABLE

The District had the no long-term leases outstanding as of June 30, 2022.

NOTE 15: PENSION PLAN

Plan Description - The District contributes to the Base Plan which is a cost-sharing multiple-employer defined benefit pension plan administered by Public Employee Retirement System of Idaho (PERSI or System) that covers substantially all employees of the State of Idaho, its agencies and various participating political subdivisions. The cost to administer the plan is financed through the contributions and investment earnings of the plan. PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Responsibility for administration of the Base Plan is assigned to the Board comprised of five members appointed by the Governor and confirmed by the Idaho Senate. State law requires that two members of the Board be active Base Plan members with at least ten years of service and three members who are Idaho citizens not members of the Base Plan except by reason of having served

Pension Benefits - The Base Plan provides retirement, disability, death and survivor benefits of eligible members or beneficiaries. Benefits are based on members' years of service, age, and highest average salary. Members become fully vested in their retirement benefits with five years of credited service (5 months for elected or appointed officials). Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. The annual service retirement allowance for each month of credited service is 2.0% of the average monthly salary for the highest consecutive 42 months.

The benefit payments for the Base Plan are calculated using a benefit formula adopted by the Idaho Legislature. The Base Plan is required to provide a 1% minimum cost of living increase per year provided the Consumer Price Index increases 1% or more. The PERSI Board has the authority to provide higher cost of living increases to a maximum of the Consumer Price Index movement or 6%, whichever is less; however, any amount above the 1% minimum is subject to review by the Idaho Legislature.

MINIDOKA JOINT SCHOOL DISTRICT #331

Notes to the Financial Statements
For the Year Ended June 30, 2022

Member and Employer Contributions - Member and employer contributions paid to the Base Plan are set by statute and are established as a percent of covered compensation and earnings from investments. Contribution rates are determined by the PERSI Board within limitations, as defined by state law. The Board may make periodic changes to employer and employee contribution rates (expressed as percentages of annual covered payroll) if current rates are actuarially determined to be inadequate or in excess to accumulate sufficient assets to pay benefits when due.

The contribution rates for employees are set by statute at 60% of the employer rate. As of June 30, 2022 it was 7.16%. The employer contribution rate is set by the Retirement Board and was 11.94% of covered compensation. The District's contributions were \$2,536,297 for the year ended June 30, 2022.

Pension Liabilities, Pension Expense (Revenue), and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2022, the District reported a liability for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2021, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The District's proportion of the net pension liability was based on the Employer's share of contributions in the Base Plan pension plan relative to the total contributions of all participating PERSI Base Plan employers. At June 30, 2021 and 2020, the District's proportion was .5391938 percent and .5365126 percent, respectively.

For the year ended June 30, 2022, the District recognized pension expense (revenue) of \$(219,689). At June 30, 2022, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 626,259	\$ 247,071
Changes in assumptions or other inputs	-	
Net difference between projected and actual earnings on pension plan investments	4,879,076	13,350,631
Changes in the employer's proportion and differences between the employer's contributions and the employer's proportionate contributions	134,488	42,414
District contributions subsequent to the measurement date	2,536,297	-
Total	\$ 8,176,120	\$ 13,640,116

The \$2,536,297 reported as deferred outflows of resources related to pensions resulting from Employer contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2023.

The average of the expected remaining service lives of all employees that are provided with pensions through the System (active and inactive employees) determined at July 1, 2020 the beginning of the measurement periods ended June 30, 2020 and 2021 are 4.7 and 4.6 years.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense (revenue) as follows:

MINIDOKA JOINT SCHOOL DISTRICT #331

Notes to the Financial Statements

For the Year Ended June 30, 2022

Year ended June 30	
2022	\$ (1,903,596)
2023	(1,715,529)
2024	(1,499,176)
2025	(2,974,066)

Actuarial Assumptions - Valuations are based on actuarial assumptions, the benefit formulas, and employee groups. Level percentages of payroll normal costs are determined using the Entry Age Normal Cost Method. Under the Entry Age Normal Cost Method, the actuarial present value of the projected benefits of each individual included in the actuarial valuation is allocated as a level percentage of each year's earnings of the individual between entry age and assumed exit age. The Base Plan amortizes any unfunded actuarial accrued liability based on a level percentage of payroll. The maximum amortization period for the Base Plan permitted under Section 59-1322, Idaho Code, is 25 years.

The total pension liability in the June 30, 2021 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.30%
Salary increases including inflation	3.05%
Investment rate of return	6.35%, net of investment expenses
Cost-of-living adjustments	1%

Mortality rates were based on the RP – 2000 combined table for healthy males or females as appropriate with the following offsets:

- Set back 3 years for teachers
- No offset for male fire and police
- Forward one year for female fire and police
- Set back one year for all general employees and all beneficiaries

Assumptions used to calculate the enclosed figures are described in our 2021 Experience Study. The Total Pension Liability as of June 30, 2021 is based on the results of an actuarial valuation date July 1, 2021.

The long-term expected rate of return on pension plan investments was determined using the building block approach and a forward-looking model in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighing the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

Even though history provides a valuable perspective for setting the investment return assumption, the System relies primarily on an approach which builds upon the latest capital market assumptions. Specifically, the System uses consultants, investment managers and trustees to develop capital market assumptions in analyzing the System's asset allocation. The assumptions and the System's formal policy for asset allocation are shown below. The formal asset allocation policy is somewhat more conservative than the current allocation of System's assets.

MINIDOKA JOINT SCHOOL DISTRICT #331

Notes to the Financial Statements

For the Year Ended June 30, 2022

The best-estimate range for the long-term expected rate of return is determined by adding expected inflation to expected long-term real returns and reflecting expected volatility and correlation. The capital market assumptions are as of 2021.

Capital Market Assumptions

Asset Class	Target Allocation	Long-Term Expected Nominal Rate of Return	Long-Term Expected Real Rate of Return
Core Fixed Income	30.00%	2.80%	0.55%
Broad US Equities	55.00%	8.55%	6.30%
Developed Foreign Equities	15.00%	8.70%	6.45%
Assumed Inflation - Mean		2.25%	2.25%
Assumed Inflation - Standard Deviation		1.50%	1.50%
Portfolio Arithmetic Mean Return		6.85%	4.60%
Portfolio Standard Deviation		12.33%	12.33%
Portfolio Long-Term (Geometric) Expected Rate of Return		6.25%	3.89%
Assumed Investment Expenses		0.40%	0.40%
Portfolio LT Rate of Return, Net of Investment Expenses		5.85%	3.49%
Portfolio LT Expected Real Rate of Return, Net of Investment Expenses			4.14%
Portfolio Standard Deviation			14.16%

Valuation Assumptions Chosen by PERSI Board

Long-Term Expected Rate of Return, Net of Investment Expenses	4.05%
Assumed Inflation	2.30%

Long-Term Expected Rate of Return, Net of Investment Expenses **6.35%**

Discount Rate - The discount rate used to measure the total pension liability was 6.35%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate. Based on these assumptions, the pension plans' net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability. The long-term expected rate of return was determined net of pension plan investment expense but without reduction for pension plan administrative expense.

Sensitivity of the Employer's proportionate share of the net pension liability to changes in the discount rate - The following presents the Employer's proportionate share of the net pension liability calculated using the discount rate of 6.35 percent, as well as what the Employer's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (5.35 percent) or 1-percentage-point higher (7.35 percent) than the current

		1% Decrease (5.35%)	Current Discount Rate (6.35%)	1% Increase (7.35%)
Employer's proportionate share of the net pension liability (asset)	42	\$ 14,775,795	\$ (425,055)	\$ (12,885,495)

MINIDOKA JOINT SCHOOL DISTRICT #331

Notes to the Financial Statements
For the Year Ended June 30, 2022

Pension plan fiduciary net position - Detailed information about the pension plan's fiduciary net position is available in the separately issued PERSI financial report.

PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Payables to the pension plan - At June 30, 2022, the District reported no payables to the defined benefit pension plan for legally required employer contributions and for legally required employee contributions which had been withheld from employee wages but not yet remitted to PERSI.

NOTE 16: COMMITMENTS & CONTINGENCIES

The District participates in numerous state and federal grant programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustments by the grantor agencies; therefore, to the extent that the District has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectability of any related receivable at June 30, 2022, may be impaired. In the opinion of the District, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying combined financial statements for such contingencies.

NOTE 17: RISK MANAGEMENT

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The District has transferred most of its risk by purchasing commercial insurance through the Idaho School Board Association Insurance Plan.

As of June 30, 2022, the District was party to various lawsuits. As noted above, the District has purchased insurance to cover potential risk of loss related to these specific cases. It is the District's position based on the circumstances of each case that all potential losses would be covered by insurance. The ultimate resolution of these cases was undeterminable as of the report date.

NOTE 18: NON-MONETARY TRANSACTIONS

During the fiscal year ending June 30, 2022, the District received \$78,069 in commodities from the United States Department of Agriculture.

NOTE 19: RELATED PARTY TRANSACTIONS

The District identified no related party transactions during the fiscal year ending June 30, 2022.

NOTE 20: EXCESS OF EXPENDITURES OVER BUDGET

The following funds had an excess of function expenditures over budget for the year ended June 30,

- Federal Forrest Fund
- IMEN (Mastery Based)
- Drivers Ed
- ESSER I Cares Act
- Homeless Sub Grant
- Medicaid Fund

MINIDOKA JOINT SCHOOL DISTRICT #331

Notes to the Financial Statements
For the Year Ended June 30, 2022

NOTE 21: INTER-FUND TRANSFERS

Inter-fund transfers during the year were made for the following purposes:

Transfer from Fund	Purpose	Transfer To Fund	Amount
General Fund	Benefits reimbursement	Food Service	42,056
General Fund	Supplemental Levy Transfer	Plant Facility	1,500,000
Medicaid	Grant transferability	General	200,000
Title I-A	Indirect cost transfer	General	25,013
Title I-C	Indirect cost transfer	General	11,940
Title VI-B	Indirect cost transfer	General	25,591
Title IV	Indirect cost transfer	Title I-A	40,000
Title IV	Indirect cost transfer	General	1,476
Title II-A	Indirect cost transfer	General	4,840
Total			\$ 1,850,916

All of the inter-fund transfers were budgeted.

NOTE 22: INTERFUND RECEIVABLES AND PAYABLES

Interfund Payable	Purpose	Interfund Receivable	Amount
Drivers Ed	Pooled Cash	General	19,480
ESSER III	Pooled Cash	General	96,145
Title I-A	Pooled Cash	General	80,490
ESSER I Cares	Pooled Cash	General	3,259
Title I-C ESEA Migrant	Pooled Cash	General	40,933
ESSER II CRSSA	Pooled Cash	General	86,287
Title I-D ESEA	Pooled Cash	General	3,731
Title VI-B IDEA Special Ed	Pooled Cash	General	62,595
Title VI-B IDEA Preschool	Pooled Cash	General	5,068
Title VI-B IDEA ARPA	Pooled Cash	General	29,477
Medicaid	Pooled Cash	General	132,202
Title VI ESEA Innovative	Pooled Cash	General	11,013
Perkins III Prof. Tech	Pooled Cash	General	58,791
Title III ESEA FED LEP	Pooled Cash	General	5,859
Title II-A ESEA	Pooled Cash	General	27,746
Gear up grant	Pooled Cash	General	37,095
Cultivating readers	Pooled Cash	General	3,727
Total			\$ 703,898

NOTE 23: SUBSEQUENT EVENTS

Management has evaluated subsequent events through November 10, 2022, the date the financial statements were available to be issued.

REQUIRED SUPPLEMENTAL INFORMATION

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF EMPLOYER'S SHARE OF NET PENSION LIABILITY
SCHEDULE OF EMPLOYER'S CONTRIBUTIONS
For the Year Ended June 30, 2022

Schedule of Employer's Share of Net Pension Liability
PERSI - Base Plan
Last 10 Fiscal Years *

	2015	2016	2017	2018	2019	2020	2021	2022
Employer's portion of the net pension liability	0.539394%	0.528303%	0.528318%	0.524525%	0.532139%	0.538148%	0.536513%	0.538194%
Employer's proportionate share of the net pension liability	\$ 3,970,780	\$ 6,956,894	\$ 10,709,818	\$ 8,244,634	\$ 7,849,142	\$ 6,142,813	\$ 12,458,532	\$ (425,055)
Employer's covered-employee payroll	\$ 14,797,625	\$ 15,459,367	\$ 16,365,809	\$ 17,254,519	\$ 18,277,695	\$ 19,104,193	\$ 20,085,662	\$ 21,242,015
Employer's proportionate share of the net pension liability as a percentage of its covered employee payroll	26.83%	45.00%	65.44%	47.78%	42.94%	32.15%	62.03%	-2.00%
Plan fiduciary net position as a percentage of the total pension liability	94.95%	91.38%	87.26%	90.68%	91.69%	93.79%	88.22%	100.36%

Data reported is measured as of June 30th of each fiscal year.

**GASB Statement No. 68 requires ten years of information to be presented in this table however, until a full 10-year trend is compiled, the District will present information for years which information is available.*

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Schedule of Employer Contributions
PERSI - Base Plan
Last 10 Fiscal Years *

	2015	2016	2017	2018	2019	2020	2021	2022
Statutorily required contribution	\$ 1,675,091	\$ 1,750,002	\$ 1,852,610	\$ 1,953,212	\$ 2,069,035	\$ 2,281,041	\$ 2,398,228	\$ 2,536,297
Contributions in relation to the statutorily required contribution	\$ 1,675,091	\$ 1,750,002	\$ 1,852,610	\$ 1,953,212	\$ 2,074,467	\$ 2,288,729	\$ 2,398,228	\$ 2,536,297
Contribution (deficiency) excess	-	-	-	-	(5,432)	(7,688)	-	-
Employer's covered-employee payroll	\$ 14,797,625	\$ 15,459,367	\$ 16,365,809	\$ 17,254,519	\$ 18,277,695	\$ 19,104,193	\$ 20,085,662	\$ 21,242,015
Contributions as a percentage of covered-employee payroll	11.32%	11.32%	11.32%	11.32%	11.32%	11.94%	11.94%	11.94%

Data reported is measured as of June 30th of each fiscal year.

**GASB Statement No. 68 requires ten years of information to be presented in this table however, until a full 10-year trend is compiled, the District will present information for years which information is available.*

See accompanying notes to the financial statements

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - MAJOR GOVERNMENTAL FUNDS
GENERAL FUND
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual	Final Budget Variance - Positive (Negative)
	Original	Final	Amounts	
Revenues:				
Local revenues:				
Property taxes	\$ 2,275,000	\$ 2,275,000	\$ 2,302,630	\$ 27,630
Earnings on investments	45,000	10,000	18,503	8,503
Other	875,000	938,500	1,107,837	169,337
State revenue	26,528,000	29,405,800	29,336,898	(68,902)
Federal revenue	-	-	-	-
Other revenue	-	-	-	-
Total Revenue	29,723,000	32,629,300	32,765,869	136,569
Expenditures:				
Instructional:				
Elementary school program	5,551,579	6,430,204	6,303,902	126,302
Secondary school program	6,649,393	6,845,420	6,803,183	42,237
Alternative school program	1,092,484	1,160,490	1,166,748	(6,258)
Vo-tech program	886,878	726,828	735,870	(9,042)
Exceptional school program	1,372,320	1,326,357	1,328,663	(2,306)
Preschool school program	138,716	138,766	139,630	(864)
Gifted and talented school program	-	-	-	-
Interscholastic school program	297,565	316,565	312,518	4,047
School Activity	153,318	149,818	147,910	1,908
Summer school program	148,734	154,183	151,943	2,240
Total Instructional	16,290,987	17,248,631	17,090,367	158,264
Support services				
Attendance, guidance, and health care	650,517	672,731	661,044	11,687
Ancillary special education program	480,111	479,877	482,243	(2,366)
Instructional improvement program	221,408	370,808	321,178	49,630
Educational media program	971,499	1,227,496	1,215,900	11,596
Board of Education Program	50,000	70,000	68,904	1,096
District administration program	514,511	520,833	522,412	(1,579)
School administration program	2,236,310	2,235,239	2,230,206	5,033
Business operation	373,141	360,516	372,474	(11,958)
Central service program	-	-	1,827	(1,827)
Admin. technology program	594,983	1,049,544	1,034,162	15,382
Building (custodial)	2,756,754	2,706,332	2,613,598	92,734
Maintenance Non Student Occupied	133,154	132,614	141,002	(8,388)
Maintenance Student Occupied Bldg	457,817	571,871	575,645	(3,774)
Maintenance - Grounds	50,808	133,308	145,743	(12,435)
Safety and security	30,000	30,000	30,000	-
Pupil transportation program	1,921,000	2,159,000	2,233,290	(74,290)
Total Support Services	11,442,013	12,720,169	12,649,626	70,543
Food services program	-	-	-	-
Capital assets program	200,000	765,000	756,524	8,476
Community services program	-	23,500	7,026	16,474
Total Expenditures	27,933,000	30,757,300	30,503,543	253,757
Excess (deficiency) of revenues over (under) expenditures	1,790,000	1,872,000	2,262,326	390,326
Other financing sources (uses):				
Net transfers in (out)	(3,590,000)	(4,387,000)	(1,463,668)	2,923,332
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	\$ (1,800,000)	\$ (2,515,000)	\$ 798,657	\$ 3,313,657
Fund balance:				
Beginning of year			2,515,315	
End of year			<u>\$ 3,313,973</u>	

See accompanying notes to the financial statements

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - MAJOR GOVERNMENTAL FUNDS
DEBT SERVICE FUND
For the Year Ended June 30, 2022

	Budgeted Amounts			Final Budget Variance - Positive (Negative)
	Original	Final	Amounts	
Revenues:				
Local revenues:				
Property taxes	\$ 1,530,000	\$ 1,775,000	\$ 1,804,409	\$ 29,409
Earnings on investments	10,000	10,000	4,296	(5,704)
Other	10,000	10,000	8,444	(1,556)
State revenue	350,000	187,000	186,787	(213)
Total Revenue	1,900,000	1,982,000	2,003,937	21,937
Expenditures:				
Debt services program:				
Principal	1,510,000	1,510,000	1,510,000	-
Interest and agents' fees	390,000	391,000	386,370	4,630
Bond issuance costs	-	-	-	
Total debt services program	1,900,000	1,901,000	1,896,370	4,630
Total Expenditures	1,900,000	1,901,000	1,896,370	4,630
Excess (deficiency) of revenues over (under) expenditures	-	81,000	107,567	26,567
Other financing sources (uses):				
Refunding Bonds Issued	-	-	-	-
Payment to refunded bond escrow agent	-	-	-	-
Net transfers in (out)	-	(2,390,000)	-	
Total other financing sources (uses)			-	-
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	\$ -	\$ (2,309,000)	107,567	\$ 26,567
Fund balance:				
Beginning of year			2,309,142	
End of year			\$ 2,416,709	

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See accompanying notes to the financial statements

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - MAJOR GOVERNMENTAL FUNDS
PLANT FACILITY FUND
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual	Final Budget
	Original	Final	Amounts	Variance - Positive (Negative)
Revenues:				
Local revenues:				
Property taxes	\$ -	\$ -	\$ -	\$ -
Earnings on investments	-	-	-	-
Other	1,000	26,000	75,653	49,653
State revenue	-	-	-	-
Total Revenue	1,000	26,000	75,653	49,653
Expenditures:				
Capital assets program	2,326,000	2,186,000	1,470,810	715,190
Total Expenditures	2,326,000	2,186,000	1,470,810	715,190
Excess (deficiency) of revenues over (under) expenditures	(2,325,000)	(2,160,000)	(1,395,158)	764,842
Other financing sources (uses):				
Proceeds from general obligation bonds	-	-	-	-
Premium on general obligation bonds	-	-	-	-
Net transfers in (out)	2,325,000	1,660,000	1,690,472	30,472
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	\$ -	\$ (500,000)	295,314	\$ 795,314
Fund balance:				
Beginning of year			499,376	
End of year			\$ 794,690	

See accompanying notes to the financial statements

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - MAJOR GOVERNMENTAL FUNDS
FOOD SERVICE FUND
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual	Final Budget
	Original	Final	Amounts	Variance -
				Positive
				(Negative)
Revenues:				
Local revenues:				
Property taxes	\$ -	\$ -	\$ -	\$ -
Earnings on investments	-	-	1,944	1,944
Other	30,000	30,000	18,268	(11,732)
Federal revenue	1,910,000	2,610,000	2,581,198	(28,802)
Total Revenues	1,940,000	2,640,000	2,601,410	(38,590)
Expenditures:				
Food service program	1,985,000	2,585,000	2,074,334	510,666
Capital Assets	-	100,000	101,410	201,410
Total Expenditures	1,985,000	2,685,000	2,175,744	712,077
Excess (deficiency) of revenues over (under) expenditures	(45,000)	(45,000)	425,667	470,667
Other financing sources (uses):				
Net transfers in (out)	45,000	45,000	42,056	(2,944)
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	\$ -	\$ -	467,722	\$ 467,722
Fund balance:				
Beginning of year			564,890	
End of year			\$ 1,032,612	

OTHER SUPPLEMENTAL INFORMATION

MINIDOKA JOINT SCHOOL DISTRICT #331
COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
June 30, 2022

	Federal Forest	IMEN Mastery Based	Drivers Education	Prof. Tech State	State Technology Grant	State Substance Abuse Fund	ESSER III ARPA	Title I-A	Cares Act ESSER I
ASSETS									
Cash and investments	\$ 138	\$ 356	\$ -	\$ 27,090	\$ 8,060	\$ 1,832	\$ -	\$ -	\$ -
State and federal receivable	-	-	20,670	3	-	-	280,672	202,067	3,259
Other receivables	-	-	-	-	-	-	-	-	-
Total Assets	138	356	20,670	27,093	8,060	1,832	280,672	202,067	3,259
LIABILITIES AND FUND BALANCE									
Liabilities:									
Accounts payable	-	356	-	-	-	105	-	154	-
Accrued payroll and related liabilities	-	-	-	-	-	-	184,526	121,422	-
Deferred revenues	138	-	1,190	27,093	8,060	1,727	-	-	-
Due to other funds	-	-	19,480	-	-	-	96,145	80,490	3,259
Total Liabilities	138	356	20,670	27,093	8,060	1,832	280,672	202,067	3,259
									52
Fund balance:									
Restricted for special programs	-	-	-	-	-	-	-	-	-
Total Fund balance	-	-	-	-	-	-	-	-	-
Total Liabilities and Fund Balance	\$ 138	\$ 356	\$ 20,670	\$ 27,093	\$ 8,060	\$ 1,832	\$ 280,672	\$ 202,067	\$ 3,259

See accompanying notes to the financial statements

MINIDOKA JOINT SCHOOL DISTRICT #331
COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS (CONTINUED)
June 30, 2022

	Title I-C ESEA Migrant Fund	ESSER II CRSSA	Title I-D ESEA Neglected & Delinq. Children	Title VI-B IDEA Special Ed Fund	Title VI-B IDEA Preschool	Title VI-B IDEA Special ED AARP	Title VI Innovative Practices	Perkins III Professional Tech Act	Title III LEP
ASSETS									
Cash and investments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State and federal receivable	71,991	262,019	11,624	152,667	12,201	50,969	11,013	61,435	17,955
Other receivables	-	-	-	-	-	-	-	-	-
Total Assets	71,991	262,019	11,624	152,667	12,201	50,969	11,013	61,435	17,955
LIABILITIES AND FUND BALANCE									
Liabilities:									
Accounts payable	1,055	-	-	-	-	-	-	2,644	-
Accrued payroll and related liabilities	30,004	175,732	7,894	90,072	7,133	21,491	-	-	12,096
Deferred revenues	-	-	-	-	-	-	-	-	-
Due to other funds	40,933	86,287	3,731	62,595	5,068	29,477	11,013	58,791	5,859
Total Liabilities	71,991	262,019	11,624	152,667	12,201	50,969	11,013	61,435	17,955
Fund balance:									53
Restricted for special programs	-	-	-	-	-	-	-	-	-
Total Fund balance	-	-	-	-	-	-	-	-	-
Total Liabilities and Fund Balance	\$ 71,991	\$ 262,019	\$ 11,624	\$ 152,667	\$ 12,201	\$ 50,969	\$ 11,013	\$ 61,435	\$ 17,955

See accompanying notes to the financial statements

MINIDOKA JOINT SCHOOL DISTRICT #331
COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS (CONTINUED)
June 30, 2022

	Title II-A Improve Teacher Quality	ID Rebounds Coronavirus Relief	Gear Up Grant	Cultivating Readers	Homeless Sub Grant	Medicaid	School Activity Funds	Total Special Revenue/Nonmajor Funds
ASSETS								
Cash and investments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 511,317	548,793
State and federal receivable	46,144	-	49,187	3,727	-	195,501	-	1,453,103
Other receivables	-	-	-	-	-	-	-	-
Total Assets	46,144	-	49,187	3,727	-	195,501	511,317	2,001,896
LIABILITIES AND FUND BALANCE								
Liabilities:								
Accounts payable	-	-	-	-	-	-	-	4,314
Accrued payroll and related liabilities	18,398	-	12,091	-	-	50,132	-	730,991
Deferred revenues	-	-	-	-	-	13,167	-	51,376
Due to other funds	27,746	-	37,096	3,727	-	132,202	-	703,898
Total Liabilities	46,144	-	49,187	3,727	-	195,501	-	1,490,579
Fund balance:								
Restricted for special programs	-	-	-	-	-	-	511,317	511,317
Total Fund balance	-	-	-	-	-	-	511,317	511,317
Total Liabilities and Fund Balance	\$ 46,144	\$ -	\$ 49,187	\$ 3,727	\$ -	\$ 195,501	\$ 511,317	2,001,896

See accompanying notes to the financial statements

MINIDOKA JOINT SCHOOLD DISTRICT #331
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
June 30, 2022

	Federal Forest	IMEN Mastery Based	Drivers Education	Prof. Tech State	State Technology Grant	State Substance Abuse Fund	ESSER III ARPA	Title I-A	Cares Act ESSER I
Revenues:									
Local revenues:									
Other	\$ -	\$ -	\$ 45,223	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State revenue	-	50,389	-	166,539	390,093	45,790	-	-	-
Federal revenue	2,167	-	-	-	-	-	1,126,752	765,076	11,327
Total Revenues	2,167	50,389	45,223	166,539	390,093	45,790	1,126,752	765,076	11,327
Expenditures:									
Instructional:									
Elementary school program	-	-	-	-	-	210	506,683	619,875	-
Secondary school program	-	-	45,223	-	-	-	541,253	-	-
Alternative school program	-	-	-	-	-	-	10,017	81,627	-
Vo-tech program	-	-	-	166,539	-	-	56,017	-	-
Exceptional school program	-	-	-	-	-	-	-	-	-
Gifted and talented school program	-	-	-	-	-	-	-	-	-
Preschool school program	-	-	-	-	-	-	-	-	-
Summer school program	-	-	-	-	-	-	-	-	-
Total instructional	-	-	45,223	166,539	-	210	1,113,970	701,502	-
Support services:									
Attendance, guidance, & health care	-	-	-	-	-	-	-	-	-
Ancillary special education program	-	-	-	-	-	-	-	-	-
Instructional improvement program	-	50,389	-	-	-	2,622	12,782	71,783	-
Instructional technology program	-	-	-	-	355,541	-	-	-	11,327
District administration	-	-	-	-	-	42,958	-	-	-
Admin. technology services	-	-	-	-	34,552	-	-	-	-
Building (custodial)	-	-	-	-	-	-	-	1,795	-
Total support services	-	50,389	-	-	390,093	45,580	12,782	73,578	11,327
Capital assets program	2,167	-	-	-	-	-	-	-	-
Community service program	-	-	-	-	-	-	-	4,982	-
Total Expenditures	2,167	50,389	45,223	166,539	390,093	45,790	1,126,752	780,063	11,327
Excess (deficiency) of revenues over (under) expenditures	-	-	-	-	-	-	-	(14,987)	-
Other financing sources (uses): Net transfers in (out)	-	-	-	-	-	-	-	14,987	-
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing sources	-	-	-	-	-	-	-	-	-
Fund balance:									
Beginning of year	-	-	-	-	-	-	-	-	-
End of year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

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See accompanying notes to the financial statements

MINIDOKA JOINT SCHOOL DISTRICT #331
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS (CONTINUED)
June 30, 2022

	Title I-C ESEA Migrant Fund	ESSER II CRSSA	Title I-D ESEA Neglected & Delinq. Children	Title VI-B IDEA Special Ed Fund	Title VI-B IDEA Preschool	Title VI-B IDEA Special ED AARP	Title VI Innovative Practices	Perkins III Professional Tech Act	Title III LEP
Revenues:									
Local revenues:									
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State revenue	-	-	-	-	-	-	-	-	-
Federal revenue	389,224	1,199,239	45,248	759,144	48,252	183,503	85,914	61,435	75,165
Total Revenues	389,224	1,199,239	45,248	759,144	48,252	183,503	85,914	61,435	75,165
Expenditures:									
Instructional:									
Elementary school program	60,786	306,583	-	-	-	-	-	-	67,265
Secondary school program	57,650	490,388	-	-	-	-	-	-	180
Alternative school program	-	73,140	-	-	-	-	-	-	-
Vo-tech program	-	167,666	-	-	-	-	-	61,435	-
Exceptional school program	-	30,096	-	1,580	-	163,515	-	-	-
Gifted and talented school program	-	-	-	-	-	-	-	-	-
Preschool school program	83,415	4,784	-	-	46,804	19,988	-	-	-
Summer school program	64,165	1,196	45,248	488,223	-	-	-	-	-
Total instructional	266,017	1,073,853	45,248	489,804	46,804	183,503	-	61,435	67,446
Support services:									
Attendance, guidance, & health care	82,096	115,602	-	-	-	-	-	-	-
Ancillary special education program	-	-	-	239,180	-	-	-	-	-
Instructional improvement program	23,115	-	-	6,017	-	-	14,438	-	7,719
Instructional technology program	-	5,000	-	-	-	-	-	-	-
District administration	-	-	-	-	-	-	30,000	-	-
Admin. technology services	-	4,784	-	-	-	-	-	-	-
Building (custodial)	-	-	-	-	-	-	-	-	-
Total support services	105,211	125,386	-	245,197	-	-	44,438	-	7,719
Capital assets program	-	-	-	-	-	-	-	-	-
Community service program	6,056	-	-	-	-	-	-	-	-
Total Expenditures	377,284	1,199,239	45,248	735,001	46,804	183,503	44,438	61,435	75,165
Excess (deficiency) of revenues over (under) expenditures	11,940	-	-	24,143	1,448	-	41,476	-	-
Other financing sources (uses):									
Net transfers in (out)	(11,940)	-	-	(24,143)	(1,448)	-	(41,476)	-	-
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing sources	-	-	-	-	-	-	-	-	-
Fund balance:									
Beginning of year	-	-	-	-	-	-	-	-	-
End of year	\$ -	\$ -	-	\$ -	\$ -	\$ -	\$ -	-	-

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See accompanying notes to the financial statements

MINIDOKA JOINT SCHOOL DISTRICT #331
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS (CONTINUED)
June 30, 2022

	Title II-A Improve Teacher Quality	ID Rebounds Coronavirus Relief	Gear Up Grant	Cultivating Readers	Homeless Sub Grant	Medicaid	School Activity Funds	Total Special Revenue Funds
Revenues:								
Local revenues:								
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 60,279	105,502
State revenue	-	662,209	-	-	-	-	-	1,315,020
Federal revenue	160,801	-	82,096	12,675	5,830	1,011,834	\$ -	6,025,680
Total Revenues	160,801	662,209	82,096	12,675	5,830	1,011,834	60,279	7,446,203
Expenditures:								
Instructional:								
Elementary school program	127,253	172,739	-	4,970	-	-	-	1,866,364
Secondary school program	6,416	152,585	-	1,318	-	-	-	1,295,014
Alternative school program	580	28,891	-	-	-	-	-	194,255
Vo-tech program	-	18,302	-	-	-	-	-	469,959
Exceptional school program	-	38,706	-	-	-	-	-	233,897
Gifted and talented school program	-	6,113	-	-	-	-	-	6,113
Preschool school program	-	1,196	-	-	-	-	-	156,187
Summer school program	-	323	-	-	5,830	-	-	604,985
Total instructional	134,250	418,854	-	6,288	5,830	-	-	4,826,774
Support services:								
Attendance, guidance, & health care	-	10,394	-	-	-	-	-	208,091
Ancillary special education program	-	7,183	-	-	-	-	-	246,363
Instructional improvement program	21,711	-	82,096	6,387	-	811,834	-	1,110,894
Instructional technology program	-	5,309	-	-	-	-	-	377,178
District administration	-	60,969	-	-	-	-	-	133,926
Admin. technology services	-	1,932	-	-	-	-	-	41,268
Building (custodial)	-	59,349	-	-	-	-	-	61,144
Total support services	21,711	145,135	82,096	6,387	-	811,834	-	2,178,864
Capital assets program	-	98,221	-	-	-	-	-	100,388
Community service program	-	-	-	-	-	-	-	11,038
Total Expenditures	155,961	662,209	82,096	12,675	5,830	811,834	-	7,117,065
Excess (deficiency) of revenues over (under) expenditures	4,840	-	-	-	-	200,000	60,279	329,139
Other financing sources (uses): Net transfers in (out)	(4,840)	-	-	-	-	(200,000)	-	(268,860)
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing sources	-	-	-	-	-	-	60,279	60,279
Fund balance:								
Beginning of year	-	-	-	-	-	-	451,038	451,038
End of year	\$ -	\$ -	-	\$ -	\$ -	-	511,317	511,317

See accompanying notes to the financial statements

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
FEDERAL FOREST FUND
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual	Final Budget
	Original	Final	Amounts	Variance -
				Positive
				(Negative)
Revenues:				
Federal revenue	\$ -	\$ -	\$ 2,167	\$ 2,167
Total Revenue	-	-	2,167	2,167
Expenditures:				
Capital assets program	-	-	2,167	(2,167)
Total Expenditures	-	-	2,167	(2,167)
Excess (deficiency) of revenues over (under) expenditures	-	-	-	-
Other financing sources (uses):				
Net transfers in (out)	-	-	-	-
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	\$ -	\$ -	-	\$ -
Fund balance:				
Beginning of year			-	
End of year			\$ -	

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
IMEN (MASTERY BASED)
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual Amounts	Final Budget Variance - Positive (Negative)
	Original	Final		
Revenues:				
Local revenues:				
Other	\$ -	\$ -	\$ -	\$ -
State revenue	-	49,900	50,389	489
Total Revenue	-	49,900	50,389	489
Expenditures:				
Support Services:				
Instructional improvement	-	49,900	50,389	(489)
Total Support services	-	49,900	50,389	(489)
Total Expenditures	-	49,900	50,389	-
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	-	-	-	-
Other financing sources (uses):				
Net transfers in (out)	-	-	-	-
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	\$ -	\$ -	\$ -	\$ -
Fund balance:				
Beginning of year			-	
End of year			\$ -	

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
DRIVER'S EDUCATION FUND
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual	Final Budget
	Original	Final	Amounts	Variance -
				Positive
				(Negative)
Revenues:				
Local revenues:				
Other	\$ 28,000	\$ 40,000	\$ 45,223	\$ 5,223
State revenue	-	-	-	-
Total Revenue	28,000	40,000	45,223	5,223
Expenditures:				
Instructional:				
Secondary school program	28,000	40,000	45,223	(5,223)
Total Instructional	28,000	40,000	45,223	(5,223)
Capital assets program	-	-	-	-
Total Expenditures	28,000	40,000	45,223	(5,223)
Excess (deficiency) of revenues over (under) expenditures	-	-	-	-
Other financing sources (uses):				
Net transfers in (out)	-	-	-	-
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	\$ -	\$ -	-	\$ -
Fund balance:				
Beginning of year			-	
End of year			\$ -	

See accompanying notes to the financial statements

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
PROFESSIONAL TECHNICAL - STATE
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual Amounts	Final Budget Variance - Positive (Negative)
	Original	Final		
Revenues:				
Local revenues:				
Other	\$ -	\$ -	\$ -	\$ -
State revenue	155,000	166,700	166,539	(161)
Total Revenue	155,000	166,700	166,539	(161)
Expenditures:				
Instructional:				
Vo-Tech Programs	155,000	166,700	166,539	161
Total Instructional	155,000	166,700	166,539	161
Total Expenditures	155,000	166,700	166,539	161
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	-	-	-	-
Other financing sources (uses):				
Net transfers in (out)	-	-	-	-
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	\$ -	\$ -	\$ -	\$ -
Fund balance:				
Beginning of year			-	
End of year			\$ -	

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
PUBLIC SCHOOL TECHNOLOGY FUND
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual	Final Budget
	Original	Final	Amounts	Variance -
				Positive
				(Negative)
Revenues:				
State revenue	\$ 300,000	\$ 398,000	\$ 390,093	\$ (7,907)
Total Revenue	300,000	398,000	390,093	(7,907)
Expenditures:				
Support Services:				
Instructional technology	225,000	363,000	355,541	7,459
Admin. technology services	75,000	35,000	34,552	448
Total Support services	300,000	398,000	390,093	448
Total Expenditures	300,000	398,000	390,093	448
Excess (deficiency) of revenues over (under) expenditures	-	-	-	-
Other financing sources (uses):				
Net transfers in (out)	-	-	-	-
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	\$ -	\$ -	-	\$ -
Fund balance:				
Beginning of year			-	
End of year			\$ -	

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
STATE SUBSTANCE ABUSE FUND
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual	Final Budget
	Original	Final	Amounts	Variance -
				Positive
				(Negative)
Revenues:				
State revenue	\$ 56,000	\$ 56,000	\$ 45,790	\$ (10,210)
Other state revenue	-	-	-	-
Total Revenue	56,000	56,000	45,790	(10,210)
Expenditures				
Instructional:				
Elementary school program	1,000	-	210	(210)
Total Instructional	1,000	-	210	(210)
Support Services:				
Instructional improvement program	-	3,000	2,622	378
Security	55,000	53,000	42,958	10,042
Total Support services	55,000	56,000	45,580	10,420
Total Expenditures	56,000	56,000	45,790	10,210
Excess (deficiency) of revenues over (under) expenditures	-	-	-	-
Other financing sources (uses):				
Net transfers in (out)	-	-	-	-
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	\$ -	\$ -	-	\$ -
Fund balance:				
Beginning of year			-	
End of year			\$ -	

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
ESSER III ARPA
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual	Final Budget Variance - Positive (Negative)
	Original	Final	Amounts	
Revenues:				
Federal revenue	\$ 5,692,000	\$ 5,738,400	\$ 1,126,752	\$ (4,611,648)
Total Revenue	5,692,000	5,738,400	1,126,752	(4,611,648)
Expenditures:				
Instructional:				
Elementary school program	754,547	593,922	506,683	87,239
Secondary school program	551,946	582,146	541,253	40,893
Summer/Alternative school	48,507	48,507	10,017	38,490
Vo-Tech Programs	-	54,000	56,017	
Total Instructional	1,355,000	1,278,575	1,113,970	166,622
Support Services:				
Instructional improvement program	-	39,825	12,782	27,043
Total Support services	-	39,825	12,782	27,043
Total Expenditures	1,355,000	1,318,400	1,126,752	193,665
Excess (deficiency) of revenues over (under) expenditures	4,337,000	4,420,000	-	(4,420,000)
Other financing sources (uses):				
Net transfers in (out)	(4,337,000)	(4,420,000)	-	4,420,000
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	<u>\$ -</u>	<u>\$ -</u>	-	<u>\$ -</u>
Fund balance:				
Beginning of year			-	
End of year			<u>\$ -</u>	

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
TITLE I-A FUND
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual	Final Budget Variance - Positive (Negative)
	Original	Final	Amounts	
Revenues:				
Federal revenue	\$ 766,000	\$ 766,600	\$ 765,076	\$ (1,524)
Total Revenue	766,000	766,600	765,076	(1,524)
Expenditures:				
Instructional:				
Elementary school program	663,252	616,000	619,875	(3,875)
Summer/Alternative school	71,100	81,100	81,627	(527)
Total Instructional	734,352	697,100	701,502	(4,402)
Support Services:				
Instructional improvement program	78,148	72,000	71,783	217
Custodial	-	1,500	1,795	(295)
Total Support services	78,148	73,500	73,578	(78)
Community service program	12,500	12,000	4,982	7,018
Capital Asset Program	-	-	-	-
Total Expenditures	825,000	782,600	780,063	2,537
Excess (deficiency) of revenues over (under) expenditures	(59,000)	(16,000)	(14,987)	1,013
Other financing sources (uses):				
Net transfers in (out)	59,000	16,000	14,987	(1,013)
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	<u>\$ -</u>	<u>\$ -</u>	-	<u>\$ -</u>
Fund balance:				
Beginning of year			-	
End of year			<u>\$ -</u>	

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
ESSER I CARES ACT
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual Amounts	Final Budget Variance - Positive (Negative)
	Original	Final		
Revenues:				
Federal revenue	\$ -	\$ 6,500	\$ 11,327	\$ 4,827
Total Revenue	-	6,500	11,327	4,827
Expenditures:				
Support Services:				
Instructional technology	-	6,500	11,327	(4,827)
Total Support services	-	6,500	11,327	(4,827)
Total Expenditures	-	6,500	11,327	(4,827)
Excess (deficiency) of revenues over (under) expenditures	-	-	-	-
Other financing sources (uses):				
Net transfers in (out)	-	-	-	-
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	<u>\$ -</u>	<u>\$ -</u>	-	<u>\$ -</u>
Fund balance:				
Beginning of year			-	
End of year			<u>\$ -</u>	

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
TITLE I-C ESEA MIGRANT FUND
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual	Final Budget Variance - Positive (Negative)
	Original	Final	Amounts	
Revenues:				
Federal revenue	\$ 365,000	\$ 593,000	\$ 389,224	\$ (203,776)
Total Revenue	365,000	593,000	389,224	(203,776)
Expenditures:				
Instructional:				
Elementary school program	105,000	68,000	60,786	7,214
Secondary school program	34,700	58,000	57,650	350
Preschool program	90,000	81,000	83,415	
Summer school program	-	255,000	64,165	190,835
Total Instructional	229,700	462,000	266,017	195,983
Support Services:				
Attendance, guidance, and health care	108,300	89,000	82,096	6,904
Instructional improvement program	-	15,000	23,115	(8,115)
Total Support services	108,300	104,000	105,211	(1,211)
Community service program	10,000	10,000	6,056	3,944
Total Expenditures	348,000	576,000	377,284	198,716
Excess (deficiency) of revenues over (under) expenditures	17,000	17,000	11,940	(5,060)
Other financing sources (uses):				
Net transfers in (out)	(17,000)	(17,000)	(11,940)	5,060
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	\$ -	\$ -	-	\$ -
Fund balance:				
Beginning of year			-	
End of year			\$ -	

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
ESSER II CRSSA
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual	Final Budget
	Original	Final	Amounts	Variance -
				Positive
				(Negative)
Revenues:				
Federal revenue	\$ 1,700,000	\$ 1,336,000	\$ 1,199,239	\$ (136,761)
Total Revenue	1,700,000	1,336,000	1,199,239	(136,761)
Expenditures:				
Instructional:				
Elementary school program	685,908	345,908	306,583	39,325
Secondary school program	742,354	607,654	490,388	117,267
Alternative school program	100,429	83,129	73,140	9,989
Vo-tech program	-	168,400	167,666	734
Exceptional school program	-	-	30,096	(30,096)
Preschool school program	-	-	4,784	(4,784)
Detention center	-	-	1,196	(1,196)
Total Instructional	1,528,691	1,205,091	1,073,853	131,238
Support Services:				
Attendance, guidance, and health care	171,309	130,909	115,602	15,307
Educational media program	-	-	2,000	(2,000)
Instructional technology	-	-	3,000	(3,000)
Admin. technology program	-	-	4,784	(4,784)
Total Support services	171,309	130,909	125,386	5,523
Total Expenditures	1,700,000	1,336,000	1,199,239	136,761
Excess (deficiency) of revenues over (under) expenditures	-	-	-	-
Other financing sources (uses):				
Net transfers in (out)	-	-	-	-
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	\$ -	\$ -	-	\$ -
Fund balance:				
Beginning of year			-	
End of year			\$ -	

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
TITLE I-D ESEA NEGLECTED & DELINQUENT CHILDREN
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual	Final Budget
	Original	Final	Amounts	Variance - Positive (Negative)
Revenues:				
Federal revenue	\$ 47,500	\$ 46,500	\$ 45,248	\$ (1,252)
Total Revenue	47,500	46,500	45,248	(1,252)
Expenditures:				
Instructional:				
Detention center	47,500	46,500	45,248	1,252
Total Support services	47,500	46,500	45,248	1,252
Total Expenditures	47,500	46,500	45,248	1,252
Excess (deficiency) of revenues over (under) expenditures	-	-	-	-
Other financing sources (uses):				
Net transfers in (out)	-	-	-	-
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	<u>\$ -</u>	<u>\$ -</u>	-	<u>\$ -</u>
Fund balance:				
Beginning of year			-	
End of year			<u>\$ -</u>	

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
TITLE VI-B IDEA SPECIAL EDUCATION FUND
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual	Final Budget
	Original	Final	Amounts	Variance -
				Positive
				(Negative)
Revenues:				
Federal revenue	\$ 958,000	\$ 1,108,800	\$ 759,144	\$ (349,656)
Total Revenue	958,000	1,108,800	759,144	(349,656)
Expenditures:				
Instructional:				
Exceptional school program	669,970	2,000	1,580	673,550
Summer school program	2,000	796,770	488,223	308,547
Total Instructional	671,970	798,770	489,804	982,097
Support Services:				
Ancillary special education	250,030	264,030	239,180	24,850
Instructional improvement program	-	10,000	6,017	3,983
Total Support Services	250,030	274,030	245,197	28,833
Total Expenditures	922,000	1,072,800	735,001	337,799
Excess (deficiency) of revenues over (under) expenditures	36,000	36,000	24,143	(11,857)
Other financing sources (uses):				
Net transfers in (out)	(36,000)	(36,000)	(24,143)	11,857
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	\$ -	\$ -	0	\$ 0
Fund balance:				
Beginning of year			-	
End of year			0	

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
TITLE VI-B IDEA PRESCHOOL FUND
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual	Final Budget
	Original	Final	Amounts	Variance -
				Positive
				(Negative)
Revenues:				
Federal revenue	\$ 48,000	\$ 49,000	\$ 48,252	\$ (748)
Total Revenue	48,000	49,000	48,252	(748)
Expenditures:				
Instructional:				
Preschool school program	47,000	48,000	46,804	1,196
Total Instructional	47,000	48,000	46,804	1,196
Support Services:				
Ancillary special education	-	-	-	-
Instructional improvement program	-	-	-	-
Total Support Services	-	-	-	-
Total Expenditures	47,000	48,000	46,804	1,196
Excess (deficiency) of revenues over (under) expenditures	1,000	1,000	1,448	448
Other financing sources (uses):				
Net transfers in (out)	(1,000)	(1,000)	(1,448)	(448)
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	\$ -	\$ -	-	\$ (0)
Fund balance:				
Beginning of year			-	
End of year			\$ -	

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
TITLE VI-B IDEA SPECIAL ED AARP
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual	Final Budget
	Original	Final	Amounts	Variance -
				Positive
				(Negative)
Revenues:				
Federal revenue	\$ 213,000	\$ 213,000	\$ 183,503	\$ (29,497)
Total Revenue	213,000	213,000	183,503	(29,497)
Expenditures:				
Instructional:				
Exceptional school program	165,000	165,000	163,515	
Preschool school program	48,000	48,000	19,988	28,012
Total Instructional	213,000	213,000	183,503	28,012
Total Expenditures	213,000	213,000	183,503	28,012
Excess (deficiency) of revenues				
over (under) expenditures	-	-	-	-
Other financing sources (uses):				
Net transfers in (out)	-	-	-	-
Excess (deficiency) of revenues and				
other financing sources over				
(under) expenditures and other				
financing uses	\$ -	\$ -	-	\$ -
Fund balance:				
Beginning of year			-	
End of year			\$ -	

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
TITLE VI ESEA - INNOVATIVE PRACTICES FUND
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual Amounts	Final Budget Variance -
	Original	Final		Positive (Negative)
Revenues:				
Federal revenue	\$ 80,000	\$ 90,000	\$ 85,914	\$ (4,086)
Total Revenue	80,000	90,000	85,914	(4,086)
Expenditures:				
Instructional:				
Elementary school program	-	-	-	-
Secondary school program	-	-	-	-
Alternative school program	-	-	-	-
Total Instructional	-	-	-	-
Support Services:				
Instructional improvement program	-	20,000	14,438	5,562
Security	-	30,000	30,000	-
Total Support Services	-	50,000	44,438	-
Total Expenditures	-	50,000	44,438	5,562
Excess (deficiency) of revenues over (under) expenditures	80,000	40,000	41,476	1,476
Other financing sources (uses):				
Net transfers in (out)	(80,000)	(40,000)	(41,476)	(1,476)
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	<u>\$ -</u>	<u>\$ -</u>	-	<u>\$ -</u>
Fund balance:				
Beginning of year			-	
End of year			<u>\$ -</u>	

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
PERKINS III PROFESSIONAL TECHNICAL ACT
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual	Final Budget
	Original	Final	Amounts	Variance -
				Positive
				(Negative)
Revenues:				
Federal revenue	\$ 61,000	\$ 61,400	\$ 61,435	\$ 35
Total Revenue	61,000	61,400	61,435	35
Expenditures:				
Instructional:				
Vo-tech programs	61,000	61,400	61,435	(35)
Total Instructional	61,000	61,400	61,435	(35)
Support Services:				
Attendance, guidance, and health care	-	-	-	-
Instructional improvement	-	-	-	-
School administration	-	-	-	-
Total Support Services	-	-	-	-
Capital Asset Program	-	-	-	-
Total Expenditures	61,000	61,400	61,435	(35)
Excess (deficiency) of revenues over (under) expenditures	-	-	-	-
Other financing sources (uses):				
Net transfers in (out)	-	-	-	-
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	\$ -	\$ -	-	\$ -
Fund balance:				
Beginning of year			-	
End of year			\$ -	

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
TITLE III ESEA LEP FUND
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual	Final Budget
	Original	Final	Amounts	Variance -
				Positive
				(Negative)
Revenues:				
Federal revenue	\$ 77,000	\$ 81,500	\$ 75,165	\$ (6,335)
Total Revenue	77,000	81,500	75,165	(6,335)
Expenditures:				
Instructional:				
Elementary school program	64,000	64,000	67,265	(3,265)
Secondary school program	-	-	180	(180)
Total Instructional	64,000	64,000	67,446	(3,446)
Support Services:				
Instructional improvement program	13,000	13,000	7,719	5,281
Total Administrative	13,000	13,000	7,719	5,281
Community Service Program	-	4,500	-	4,500
Total Expenditures	77,000	81,500	75,165	6,335
Excess (deficiency) of revenues over (under) expenditures	-	-	-	-
Other financing sources (uses):				
Net transfers in (out)	-	-	-	-
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	\$ -	\$ -	-	\$ -
Fund balance:				
Beginning of year			-	
End of year			\$ -	

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
TITLE II-A ESEA IMPROVING TEACHER QUALITY
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual	Final Budget
	Original	Final	Amounts	Variance -
				Positive
				(Negative)
Revenues:				
Local revenues:				
Other	\$ -	\$ -	\$ -	\$ -
Federal revenue	151,000	166,500	160,801	(5,699)
Total Revenue	151,000	166,500	160,801	(5,699)
Expenditures:				
Instructional:				
Elementary school program	114,900	121,900	127,253	(5,353)
Secondary school program	-	4,500	6,416	(1,916)
Alternative school program	-	1,000	580	420
Total Instructional	114,900	127,400	134,250	(6,850)
Support Services:				
Instructional improvement program	31,100	34,100	21,711	12,389
Total Support services	31,100	34,100	21,711	12,389
Total Expenditures	146,000	161,500	155,961	5,539
Excess (deficiency) of revenues over (under) expenditures	5,000	5,000	4,840	(160)
Other financing sources (uses):				
Net transfers in (out)	(5,000)	(5,000)	(4,840)	-
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	\$ -	\$ -	-	\$ (160)
Fund balance:				
Beginning of year			-	
End of year			\$ -	

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See accompanying notes to the financial statements

MINDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
IDAHO REBOUNDS - SLRF
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual Amounts	Final Budget Variance - Positive (Negative)
	Original	Final		
Revenues:				
State revenue	\$ -	\$ 662,000	\$ 662,209	\$ 209
Other state revenue	-	-	-	-
Total Revenue	-	662,000	662,209	209
Expenditures				
Instructional:				
Elementary school program	-	178,000	172,739	5,261
Secondary school program	-	104,000	152,585	(48,585)
Alternative school program	-	30,000	28,891	1,109
Vo-tech program	-	19,000	18,302	698
Exceptional school program	-	69,000	38,706	30,294
Preschool school program	-	11,000	6,113	4,887
Interscholastic school program	-	1,000	1,196	(196)
Detention center	-	1,000	323	677
Total Instructional	-	413,000	418,854	(5,854)
Support services				
Attendance, guidance, and health care	-	12,000	10,394	1,606
Ancillary special education program	-	7,000	7,183	(183)
Educational media program	-	5,000	3,752	1,248
Instructional technology	-	3,000	1,557	1,443
District administration program	-	14,000	13,968	32
School administration program	-	38,000	39,406	(1,406)
Business operation	-	8,000	7,594	406
Admin. technology program	-	6,000	1,932	4,068
Building (custodial)	-	42,000	41,768	232
Maintenance Non Student Occupied	-	1,000	1,519	(519)
Maintenance Student Occupied Bldg	-	6,000	6,075	(75)
Maintenance - Grounds	-	10,000	9,986	14
Pupil transportation program	-	52,000	52,885	(885)
Total Support Services	-	204,000	198,019	5,981
Food services program	-	45,000	45,336	(336)
Total Expenditures	-	662,000	662,209	(209)
Excess (deficiency) of revenues over (under) expenditures	-	-	-	-
Other financing sources (uses): Net transfers in (out)	-	-	-	-
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	\$ -	\$ -	-	\$ -
Fund balance:				
Beginning of year			-	
End of year		77	\$ -	

See accompanying notes to the financial statements

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
GEAR UP GRANT
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual	Final Budget
	Original	Final	Amounts	Variance -
				Positive
				(Negative)
Revenues:				
Federal revenue	\$ 88,000	\$ 100,600	\$ 82,096	\$ (18,504)
Total Revenue	88,000	100,600	82,096	(18,504)
Expenditures:				
Instructional:				
Elementary school program	-	-	-	-
Secondary school program	-	-	-	-
Summer School Program	-	-	-	-
Total Instructional	-	-	-	-
Support Services:				
Instructional improvement program	88,000	100,600	82,096	18,504
Community Service Program	-	-	-	-
Total Expenditures	88,000	100,600	82,096	18,504
Excess (deficiency) of revenues over (under) expenditures	-	-	-	-
Other financing sources (uses):				
Net transfers in (out)	-	-	-	-
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	\$ -	\$ -	-	\$ -
Fund balance:				
Beginning of year			-	
End of year			\$ -	

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
CULTIVATING READERS
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual	Final Budget Variance - Positive (Negative)
	Original	Final	Amounts	
Revenues:				
Federal revenue	\$ -	\$ 16,500	\$ 12,675	\$ (3,825)
Total Revenue	-	16,500	12,675	(3,825)
Expenditures:				
Instructional:				
Elementary school program	-	4,000	4,970	(970)
Secondary school program	-	2,000	1,318	682
Total Instructional	-	6,000	6,288	(288)
Support Services:				
Instructional improvement program	-	10,500	6,387	4,113
Total Support Services	-	10,500	6,387	4,113
Total Expenditures	-	16,500	12,675	3,825
Excess (deficiency) of revenues over (under) expenditures	-	-	-	-
Other financing sources (uses):				
Net transfers in (out)	-	-	-	-
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	<u>\$ -</u>	<u>\$ -</u>	-	<u>\$ -</u>
Fund balance:				
Beginning of year			-	
End of year			<u>\$ -</u>	

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
HOMELESS SUB GRANT
For the Year Ended June 30, 2022

	Budgeted Amounts			Final Budget Variance - Positive (Negative)
	Original	Final	Actual Amounts	
Revenues:				
Federal revenue	\$ -	\$ -	\$ 5,830	\$ 5,830
Total Revenue	-	-	5,830	5,830
Expenditures:				
Instructional:				
Elementary school program	-	-	-	-
Secondary school program	-	-	-	-
Summer school program	-	-	5,830	(5,830)
Total Instructional	-	-	5,830	(5,830)
Support Services:				
Instructional improvement program	-	-	-	-
Administration	-	-	-	-
Total Support Services	-	-	-	-
Total Expenditures	-	-	5,830	(5,830)
Excess (deficiency) of revenues over (under) expenditures	-	-	-	-
Other financing sources (uses):				
Net transfers in (out)	-	-	-	-
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	<u>\$ -</u>	<u>\$ -</u>	-	<u>\$ -</u>
Fund balance:				
Beginning of year			-	
End of year			<u>\$ -</u>	

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - NONMAJOR GOVERNMENTAL (SPECIAL REVENUE) FUNDS
MEDICAID FUND
For the Year Ended June 30, 2022

	Budgeted Amounts		Actual	Final Budget Variance - Positive (Negative)
	Original	Final	Amounts	
Revenues:				
Federal revenue	\$ 750,000	\$ 1,025,000	\$ 1,011,834	\$ (13,166)
Total Revenue	750,000	1,025,000	1,011,834	(13,166)
Expenditures:				
Instructional:				
Preschool	-	-	-	-
Elementary school program	-	-	-	-
Secondary school program	-	-	-	-
Exceptional school program	-	-	-	-
Total Instructional	-	-	-	-
Support Services:				
Attendance, guidance, and health care	-	-	-	-
Ancillary special education program	-	-	-	-
Instructional improvement program	550,000	790,000	811,834	(21,834)
Total Support services	550,000	790,000	811,834	(21,834)
Total Expenditures	550,000	790,000	811,834	(21,834)
Excess (deficiency) of revenues over (under) expenditures	200,000	235,000	200,000	(35,000)
Other financing sources (uses):				
Net transfers in (out)	(200,000)	(235,000)	(200,000)	35,000
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	<u>\$ -</u>	<u>\$ -</u>	-	<u>\$ -</u>
Fund balance:				
Beginning of year			-	
End of year			<u>\$ -</u>	

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See accompanying notes to the financial statements

MINIDOKA JOINT SCHOOL DISTRICT #331
COMBINING SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE
SCHOOL ACTIVITY FUNDS
For the Year Ended June 30, 2022

	06/30/2021	Receipts	Disbursements	06/30/2022
Minico High School	\$ 264,821	\$ 875,795	\$ 861,025	\$ 279,591
Mt. Harrison High School	30,033	16,536	11,042	35,527
East Minico Middle School	28,513	118,699	105,048	42,164
West Minico Middle School	46,092	84,774	85,241	45,625
Acequia Elementary School	4,982	6,299	6,905	4,376
Heyburn Elementary School	11,017	9,380	8,948	11,449
Paul Elementary School	22,849	9,943	6,442	26,350
Rupert Elementary School	42,731	54,881	31,377	66,235
Totals	\$ 451,038	\$ 1,176,307	\$ 1,116,028	\$ 511,317

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE
MINICO HIGH SCHOOL ACTIVITIES FUND
For the Year Ended June 30, 2022

	06/30/2021	Receipts	Disbursements	06/30/2022
Web Store Fees	\$ -	\$ 719	3,303	\$ (2,584)
Sales Tax	2	22,850	22,849	3
Athletics	12,686	106,524	108,089	11,121
Athletics-Baseball	4,218	35,583	37,172	2,629
Athletics-Basketball Boys	9,637	6,590	9,470	6,757
Athletics-Basketball Girls	6,057	18,362	20,425	3,994
Athletics-Bowling	3,772	2,517	3,506	2,783
Athletics-Cross Country	877	1,900	820	1,957
Athletics-Football	6,958	40,856	44,550	3,264
Athletics-Golf	5,621	6,715	4,594	7,742
Athletics-Soccer Boys	901	1,126	-	2,027
Athletics-Soccer Girls	625	113	352	386
Athletics-Softball	3,985	16,088	17,883	2,190
Athletics-Tennis	1,386	5,222	3,564	3,044
Athletics-Track	3,420	1,209	1,398	3,231
Athletics-Volleyball	2,028	7,809	5,126	4,711
Athletics-Wrestling	7,824	66,270	61,062	13,032
Class 2016	500	-	-	500
Class 2017	159	-	-	159
Class 2018	500	-	-	500
Class 2019	60	-	-	60
Class 2020	500	-	-	500
Class 2021	500	-	500	-
Class 2022	5,144	15,935	20,579	500
Class 2023	705	5,543	2,890	3,358
Class 2024	656	295	-	951
Class 2025	-	472	-	472
General Account	(559)	559	-	-
Parking Permits	9,684	4,938	9,815	4,807
Concessions	2,144	23,178	24,101	1,221
Vending	1,239	3,792	5,031	-
Activity Cards	4,534	23,216	22,624	5,126
Yearbooks	1,193	23,396	24,141	448
Interest	700	150	775	75
School Improvement Fund	9,146	1,911	-	11,057
Special Interest Fundraiser	427	-	-	427
Gift Of Green	336	2,470	3,110	(304)
Student Council	9,437	11,949	11,914	9,472
Club-Annual	2,321	760	308	2,773
Club-Art	49	-	-	49
Club-Business	576	305	390	491
Club-Mr Mhs	-	-	-	-
Club-Drug Free Youth	1,804	44	357	1,491
Club-Hope Squad	823	3,326	2,692	1,457
Club-Fccla	264	1,465	802	927
Club-Ffa	11,175	64,415	55,330	20,260
Club-Key	57	710	246	521
Club-Leo	328	957	525	760
Club-M Club	261	-	-	261
Club-Minico Ballroom	-	-	-	-
Club-Nhs	971	425	1,150	246
Club-Rodeo	3,304	-	3,304	-
Club-Science	2,106	7,503	8,467	1,142
Club-Ski	814	2,318	2,128	1,004
Club-Spanish	231	-	-	231
Club-Spirit (Red Zone)	758	-	-	758
Club-Swim Team	1,763	83	5,489	2,402
Club-Tsa Industrial Tech	-	-	-	-

See accompanying notes to the financial statements

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE
MINICO HIGH SCHOOL ACTIVITIES FUND (CONTINUED)
For the Year Ended June 30, 2022

	06/30/2021	Receipts	Disbursements	06/30/2022
Club-Young Republican	516	-	-	516
Club-Trap	437	-	-	437
Instructional-General	4,724	11,191	9,587	6,328
Instruction-Renaissance	1,661	201	-	1,862
Instruction-Adv Placement	5	-	-	5
Instruction-Psat	253	124	97	280
Instruction-Plan Test	293	-	-	293
Instruction-Idla Fees	570	1,365	1,935	-
Instruction-Aerobics	-	-	-	-
Instruction-Art	190	37	-	227
Instruction-Art Baird	3	1,796	766	1,033
Instruction-Art Call	-	-	-	-
Instruction-Band	2,256	13,361	7,970	7,647
Instruction-Piano Repair	-	-	-	-
Instruction-Band Uniforms	-	-	-	-
Instruction-Band Instrument	-	-	-	-
Instruction-Cheerleading	(16,449)	39,707	16,439	6,819
Instruction-Chemistry	1,265	-	-	1,265
Instruction-Choir	7,673	46,165	48,487	5,351
Instruction-Dance Force	14,185	22,146	22,872	13,459
Instruction-Drama	-	-	-	-
Instruction-Drivers Ed	-	15,875	15,650	225
Instruction-Home Ec	-	-	-	-
Instruction-Journalism	198	-	-	198
Instruction-Life Skills	200	84	-	284
Instruction-Life Sports	1,304	4,055	4,434	925
Instruction-Media	673	64	37	700
Instruction-Operetta	10,484	14,266	16,011	8,739
Instruction-Orchestra	11,702	42,685	44,179	10,208
Instruction-Photo & Graphic	-	-	-	-
Instruction-Physical Education	-	-	-	-
Instruction-Pe Bowling	(1,411)	8,390	6,899	80
Instruction-Science	2	156	143	15
Instruction-Science Fundraiser	-	-	-	-
Instruction-Speech/Debate	2,553	-	-	2,553
Instruction-Weights	5,113	40	-	5,153
Voc Instruction-Greenhouse	15,134	11,239	7,271	19,102
Voc Instruction-Floral Design	-	-	-	-
Voc Instruction-Ag Shop	1,231	10,085	10,683	633
Voc Instruction-Shop Supplies	178	-	178	-
Voc Instrution-Diesel	3,010	150	99	3,061
Voc Instruction-Diesel Skills	498	240	-	738
Voc Instruction-Bus/Accounting	-	-	-	-
Voc-Instruction-Business Stely	-	-	-	-
Voc Instruction-Business Killoy	1,366	4,687	6,357	(304)
Voc Instruction-Business Shipen	-	-	-	-
Voc Instruction-Vid Multimedia	1,840	-	267	1,573
Voc Instruction-Info Tech	618	-	-	618
Voc Instruction-Info Tech Skills	541	1,328	1,735	134
Voc Instruction-Preengineering	1,912	286	-	2,198
Voc Instruction- Academy	-	-	-	-
Voc Instruction-Manufacturing	-	-	-	-
Voc Instruction- Copies	-	-	-	-
Voc Instruction-Construction	42,818	61,089	72,872	31,035
Voc Instruction-Food Lab	1,842	1,166	1,545	1,463
Voc Instruction-Spartan Bistro	490	-	-	490
Voc Instruction-Clothing	142	9	27	124
Voc Instruction-Cert Nursing	(315)	6,278	6,362	(399)
Esl Scholarship	369	-	-	369
Missmhs	294	-	-	294
Private Scholarship	1,000	200	200	1,000
School Climate	1	2,956	2,875	82
Due to DSC-Laptop Insurance	(30)	5,160	5,130	-
Due to DSC-Laptop Replace Fine	(1,125)	3,320	2,390	(195)
Totals	\$ 264,821	\$ 875,795	\$ 861,025	\$ 279,591

See accompanying notes to the financial statements

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE
MT. HARRISON HIGH SCHOOL ACTIVITIES FUND
For the Year Ended June 30, 2022

	06/30/2021	Receipts	Disbursements	06/30/2022
Sales Tax	\$ -	\$ 102	102	\$ -
Petty Cash	-	120	120	-
Class 2021	-	-	-	-
Class 2022	500	4,465	4,965	-
Senior Spotlight	-	-	-	-
General Account	46	-	34	12
Concessions	-	-	-	-
Vending	1,529	1,132	993	1,668
Annals	138	148	156	130
Interest	66	-	51	15
Student Body Fundraiser	-	-	-	-
School Improvement Fund	3,560	1,283	-	4,843
Special Interest Fundraiser-Veterans	948	117	-	1,065
Student Council	1,439	-	930	509
Club-Business	377	5	63	319
Club-Sources Of Strength	546	1,000	747	799
Club-Fishing	50	-	50	-
Instruction-Daycare	19,699	6,323	924	25,098
Instructional-Renaissance	404	-	170	234
Voc Instruction-Bus/Accounting	567	1,751	1,564	754
Due to Dsc Laptop Replacement Fine	70	90	170	(10)
Sunshine Fund	94	-	3	91
Total	\$ 30,033	\$ 16,536	\$ 11,042	\$ 35,527

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE
EAST MINICO MIDDLE SCHOOL ACTIVITIES FUND
For the Year Ended June 30, 2022

	06/30/2021	Receipts	Disbursements	06/30/2022
Student Activities Cash Account	\$ -	\$ 420	420	\$ -
Webstore Fees	-	176	176	-
Sales Tax	38	3,033	3,070	1
Athletics	-	1,770	797	973
Athletics-Uniforms	-	2,332	1,694	638
Athletics-Staff Clothing	-	1,313	-	1,313
Athletics-Gate Receipts	-	12,283	12,283	-
Athletics-Basketball Boys	47	1,168	1,194	21
Athletics-Basketball Boys 7th	13	5,000	4,599	414
Athletics-Basketball Girls	602	2,117	2,500	219
Athletics-Football	593	20	450	163
Athletics-Football Uniforms	-	35	-	35
Athletics-Football Fundraiser	-	-	-	-
Athletics-Football Camp	-	-	-	-
Athletics-Football 7th	360	-	-	360
Athletics-Wrestling	-	3,870	1,455	2,415
Athletics-Wrestling Uniforms	-	-	-	-
Class 2022	-	-	-	-
General Account	-	1	1	-
Concessions	1,323	8,322	5,411	4,234
Vending	(350)	2,985	2,635	-
Activity Cards	5,312	4,774	10,086	-
Annuaals	4,550	7,395	6,749	5,196
School Planners/Handbooks	(467)	467	-	-
Interest	-	9	5	4
Student Body Fundraiser	1,792	13,706	13,465	2,033
School Improvement Fundraiser	-	-	-	-
Special Interest Fundraiser	696	6,284	4,389	2,591
Gift of Green	-	-	-	-
Student Council	2,815	7,236	5,391	4,660
Club-Annual	-	-	-	-
Club-Builders	(19)	477	124	334
Club-Drug Free Youth	-	-	-	-
Club-Sources of Strength	-	1,375	600	775
Club-Ski	4,319	3,467	2,956	4,830
Club-Special Olympics	-	-	-	-
Club-Technology	(988)	62	-	(926)
Instructional-General	-	757	757	-
Instruction-Renaissance	-	-	-	-
Instruction-Art	-	-	-	-
Instruction-Band	100	210	234	76
Instruction-Cheerleading Trip	1,010	5,405	4,473	1,942
Instruction-Choir	(39)	1,215	573	603
Instruction-Choir Trip	-	-	-	-
Instruction-Dance/Drill	(1,621)	11,699	10,783	(705)
Instruction-Home Ec	(369)	354	-	(15)
Instruction-Facs Class	-	-	-	-
Instruction-Life Skills	-	-	-	-
Instruction-Media	1,100	1,123	1,775	448
Instruction-Orchestra	954	1,497	1,221	1,230
Instruction-Physical Education	1,409	-	33	1,376
Instruction-Towel And Locker	25	10	-	35
Instruction-Bowling Fee	4,628	2,771	1,776	5,623
Instruction-Shop	85	1,093	35	1,143
Instruction-Shop 7Th & 8Th	-	-	-	-
Faculty Vending	-	-	-	-
Due to Dsc-Laptop Replacemen Fine	595	180	650	125
Due To Dsc-Other	-	2,288	2,288	-
Over/Short	-	-	-	-
Total	\$ 28,518	\$ 118,699	\$ 105,048	\$ 42,164

See accompanying notes to the financial statements

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE
WEST MINICO MIDDLE SCHOOL ACTIVITIES FUND
For the Year Ended June 30, 2022

	06/30/2021	Receipts	Disbursements	06/30/2022
Web Store Fees	\$ -	\$ 281	281	\$ -
Sales Tax	9	3,322	3,331	-
Student Activity Petty Cash	(200)	929	929	(200)
Athletics	514	707	1,221	-
Athletics-Spirit Packs	-	2,855	2,855	-
Athletics-Staff Clothing	-	57	57	-
Athletics-Gate Reciepts	-	-	-	-
Athletics-Region IV Tournament	556	400	-	956
Athletics-Football Uniforms	-	-	-	-
Athletics-Wrestling	-	8,326	6,944	1,382
General Account	-	5	5	-
Concessions	8,730	6,179	8,178	6,731
Vending	2,681	16	1,685	1,012
Activity Cards	9,761	5,510	11,878	3,393
Annuals	3,786	7,751	7,504	4,033
School Planners/Handbooks	-	-	-	-
Interest	-	11	86	(75)
School Improvement Fund Raise	5,677	19	355	5,341
Student Council	912	3,680	3,492	1,100
Club-Annual	(955)	198	757	(1,514)
Club-Builders	1,604	-	910	694
Club-Sources of Strength	277	1,548	941	884
Club-Heritage	4	-	-	4
Club-Ski	5,974	3,050	2,401	6,623
Club-Special Olympics	27	-	-	27
Club-Technology	455	1,133	307	1,281
Instructional-General	5,279	81	1,168	4,192
Instruction-Renaissance	225	-	225	-
Instruction-Art	-	-	-	-
Instruction-Band	-	-	-	-
Instruction-Cheerleading	(5,922)	15,084	7,443	1,719
Instruction-Choir	-	1,364	697	667
Instruction-Dance/Drill	154	11,641	10,216	1,579
Instruction-Facs Class	822	560	174	1,208
Instruction-Media	591	560	174	977
Instruction-Orchestra	1,213	500	120	1,593
Instruction-Towel And Locker	3,066	5,182	6,302	1,946
Instruction-Shop 7th & 8th	-	-	-	-
Due To Dsc-Textbook Fines-Dan	1	-	-	1
Due to Dsc-Laptop Replament	460	595	985	70
Due To Dsc-Other	390	3,230	3,620	-
Total	\$ 46,091	\$ 84,774	\$ 85,241	\$ 45,624

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE
ACEQUIA ELEMENTARY SCHOOL ACTIVITIES FUND
For the Year Ended June 30, 2022

	06/30/2021	Receipts	Disbursements	06/30/2022
Webstore Fees	\$ (1)	\$ 2	1	\$ -
Sales Tax	-	4	4	-
Student Activity Petty Cash	-	200	200	-
General Account	1,779	2,809	2,881	1,707
Charitable Donations	-	628	74	554
Activity Fund	15	572	376	211
School Improvement Fund	820	-	-	820
Instruction - Kindergarten	174	68	18	224
Instruction - Kindergarten Activity	-	-	-	-
Instruction - Kinderkamp	-	-	-	-
Instruction - Media	116	150	112	154
School Climate Fund	1,730	900	1,925	705
Sunshine Fund	348	966	1,314	-
Total	\$ 4,981	\$ 6,299	\$ 6,905	\$ 4,375

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE
HEYBURN ELEMENTARY SCHOOL ACTIVITIES FUND
For the Year Ended June 30, 2022

	06/30/2021	Receipts	Disbursements	06/30/2022
Webstore Fees	\$ -	\$ 12	12	\$ -
Sales Tax	-	103	103	-
Student Activity Petty Cash	-	249	249	-
General Account	2,176	3,271	3,060	2,387
Activity Fund	3,488	3,167	3,509	3,146
School Improvement Fund	1,020	-	-	1,020
Instruction - Kindergarten	30	-	29	1
Instruction - Kindergarten Activity	-	-	-	-
Instruction - Media	544	307	48	803
School Climate	3,759	2,037	1,704	4,092
Sunshine Fund	-	234	234	-
Total	\$ 11,017	9,380	8,948	\$ 11,449

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE
PAUL ELEMENTARY SCHOOL ACTIVITIES FUND
For the Year Ended June 30, 2022

	06/30/2021	Receipts	Disbursements	06/30/2022
Webstore Fees	\$ -	\$ 26	26	\$ -
Sales Tax	-	31	31	-
General Account	10,225	4,074	1,966	12,333
Activity Fund	5,359	2,833	3,216	4,976
School Improvement Fund	385	-	-	385
Instruction - Kindergarten	446	-	446	-
Instruction - Kinderkamp	-	-	-	-
Instruction - Media	6,434	2,979	757	8,656
Total	\$ 22,849	\$ 9,943	\$ 6,442	\$ 26,350

MINIDOKA JOINT SCHOOL DISTRICT #331
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE
RUPERT ELEMENTARY SCHOOL ACTIVITIES FUND
For the Year Ended June 30, 2022

	06/30/2021	Receipts	Disbursements	06/30/2022
Webstore Fees	\$ -	\$ 12	12	\$ -
Sales Tax	-	-	-	-
General Account	3,407	6,150	8,273	1,284
Activity Fund	-	754	743	11
School Improvement	35,465	41,520	18,722	58,263
Club-K Kids	136	265	-	401
Instruction - Kindergarten	-	-	-	-
Instruction - Kindergarten Activity	68	98	117	49
Insturction - Kinderkamp	-	-	-	-
Instruction - Media	210	373	75	508
School Climate	3,445	5,709	3,435	5,719
Total	\$ 42,731	54,881	31,377	\$ 66,235

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Superintendent and Board of Trustees
Minidoka Joint School District No. 331

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Minidoka Joint School District No. 331 (the District), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated November 10, 2022.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Poulsen VanLeuven & Catmull

Poulsen VanLeuven & Catmull PA
November 10, 2022

SINGLE AUDIT

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM
AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Superintendent and Board of Trustees
Minidoka Joint School District No. 331

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Minidoka Joint School District No. 331's (the "District") compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended June 30, 2022. Minidoka Joint School District No. 331's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Minidoka Joint School District No. 331 complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Minidoka Joint School District No. 331 and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the District's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting

material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Poulsen VanLeuven & Catmull

Poulsen VanLeuven & Catmull PA
November 10, 2022

MINIDOKA JOINT SCHOOL DISTRICT #331

Schedule of Expenditures of Federal Awards For the Year Ended June 30, 2022

Federal Grantor Program Title	Pass Through Grantor's ID #	Federal CFDA #	Expenditures
U.S. Department of Agriculture			
School Breakfast Program	202121N109947	10.553	\$ 404,843
National School Lunch Program	202121H170347	10.555	1,232,971
Commodities	NA	10.555	78,069
Summer Food Service Program for Children	202121N109947	10.559	438,129
Total Child Nutrition Cluster			2,154,012
Fresh Fruit and Vegetable Program	202221L160347	10.582	\$ 21,732
Total Department of Agriculture			\$ 2,175,744
Department of Education			
Title I Grants to Local Educational Agencies	S010A200012	84.010	850,323
Migrant Education - Basic State Formula Grant Program	S011A210012	84.011	389,224
Special Education - State Grants Part B IDEA	H027X210088	84.027	942,648
Special Education - Preschool Grants	H173X210030	84.173	48,252
Total Special Education Cluster (IDEA)			990,900
Vocational Education Basic Grants to States	V048A200012	84.048	61,435
Migrant Education Coordination Program	S144F190012	84.144	706
Education for Homeless Children and Youth	S196A200013	84.196	5,830
Special Education - State Personnel Development	H323A200002	84.323	12,675
Gaining Early Awareness and Readiness for Undergraduate Programs	P334S180012	84.334	82,096
English Language Acquisition Grants	S365A210012	84.365	75,165
Improving Teacher Quality State Grants	S367A200011	84.367	160,801
Student Support and Academic Enrichment Program	S424A200013	84.424	85,914
COVID-19 - Education Stabilization Fund	S425D210043	84.425D	2,337,318
Total Department of Education			\$ 5,052,387
U.S. Department of Treasury			
COVID-19 - Coronavirus Relief Fund	20-1892-0-1-806	21.019	\$ 574,142
COVID-19 - State and Local Fiscal Recovery Fund	SLFRP0142	21.027	517,047
Total Department of Treasury			\$ 1,091,189
Total Expenditures of Federal Awards			<u>\$ 8,319,320</u>

MINIDOKA JOINT SCHOOL DISTRICT #331

Notes to Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2022

NOTE 1: Basis of Presentation

The accompanying schedule of expenditures of federal awards (the schedule) includes the federal award activity of Minidoka Joint School District #331 (the District) under programs of the federal government for the year ended June 30, 2022. The information is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the District, it is not intended to and does not present the financial position, changes in net position of the District.

NOTE 2: Summary of Significant Accounting Policies

This schedule was prepared using the modified accrual basis of accounting, which is consistent with the method used in the preparation of the District's financial statements.

NOTE 3: Indirect Cost Rate

The District has not elected to use the 10% de minimis cost rate.

MINIDOKA JOINT SCHOOL DISTRICT #331

Schedule of Findings and Questioned Costs-Federal Awards For the Year Ended June 30, 2022

I. SUMMARY OF AUDIT RESULTS:

- 1 The auditor's report expresses a qualified opinion on the basic financial statements of Minidoka Joint School District #331.
- 2 There were no material weaknesses disclosed during the audit of the basic financial statements of the District.
- 3 No instances of noncompliance material to the basic financial statements of the District were disclosed during the audit.
- 4 The auditor's report on compliance for the major federal award programs for the District expresses an unmodified opinion on all major federal programs.
- 5 The following were tested as major programs:

Title	CFDA #
Title I Grants to Local Educational Agencies	84.010
COVID-19 - State and Local Fiscal Recovery Fund	21.027
COVID-19 - Education Stabilization Fund	84.425D

- 6 The threshold for distinguishing Types A and B programs was \$750,000.
- 7 The District was determined to be a high-risk auditee.
- 8 The audit did not disclose any material weaknesses in internal control over major programs.
- 9 There were no audit findings that are required to be reported in accordance with the Uniform Guidance.

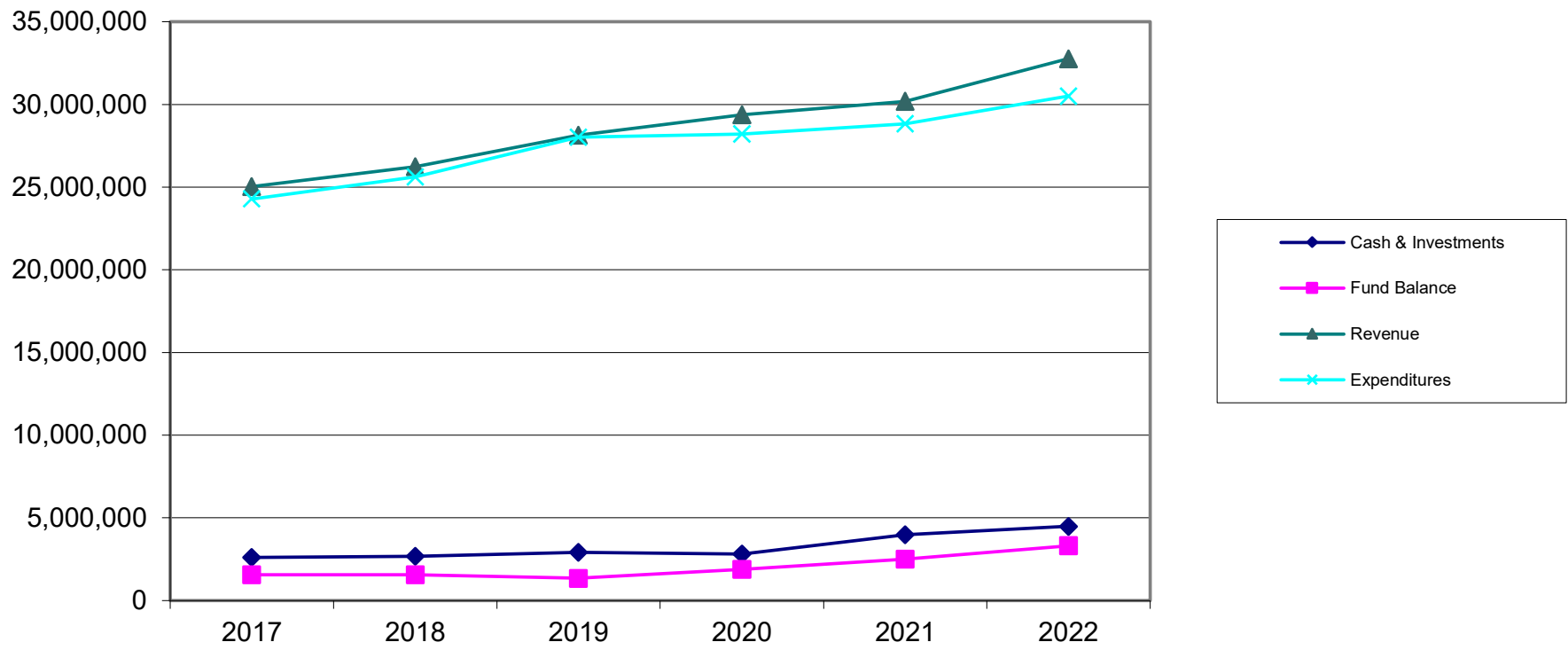
II. FINANCIAL STATEMENT FINDINGS:

There were no findings or questioned costs in the financial statements

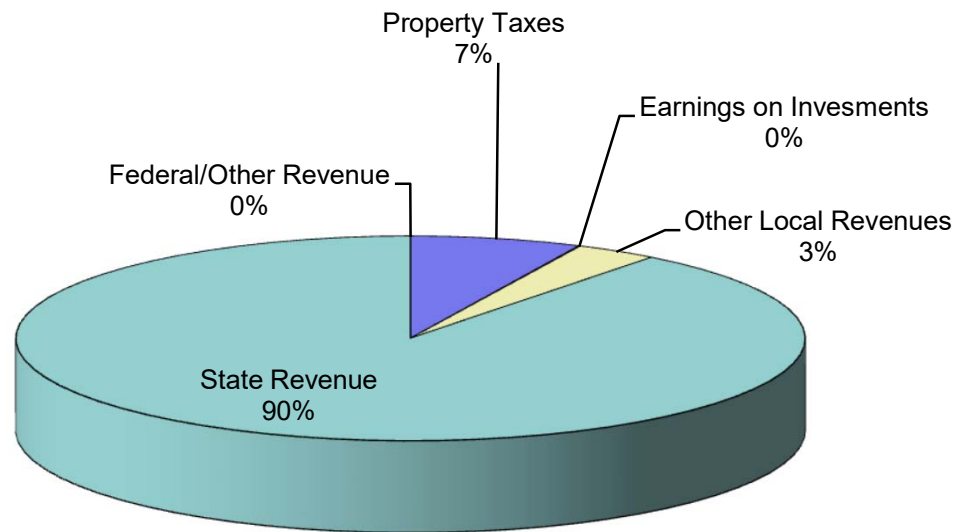
III. FEDERAL AWARD FINDINGS

There were no findings or questioned costs in any of the federal award programs.

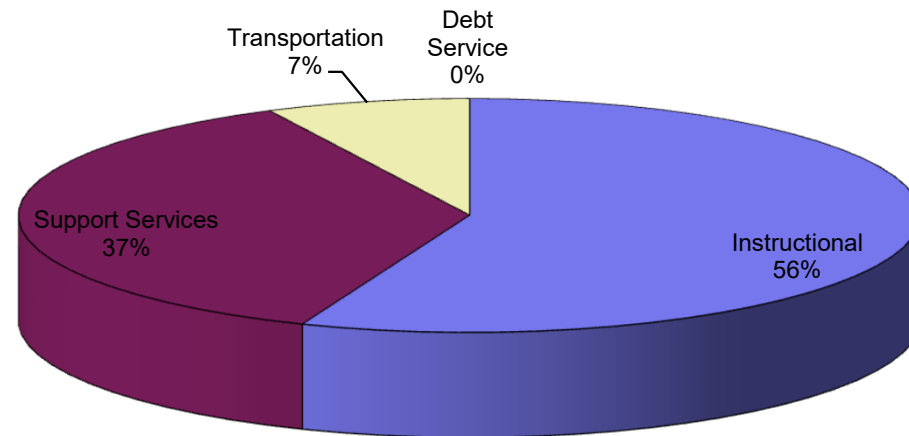
MINIDOKA JOINT SCHOOL DISTRICT #331 GENERAL FUND



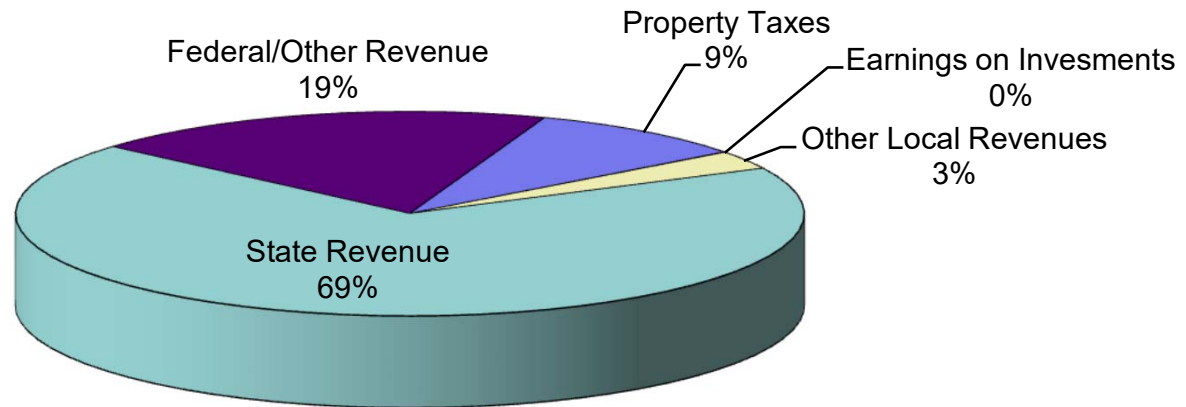
**MINIDOKA JOINT SCHOOL DISTRICT #331 GENERAL FUND REVENUES FOR THE FISCAL YEAR
ENDING JUNE 30, 2022**



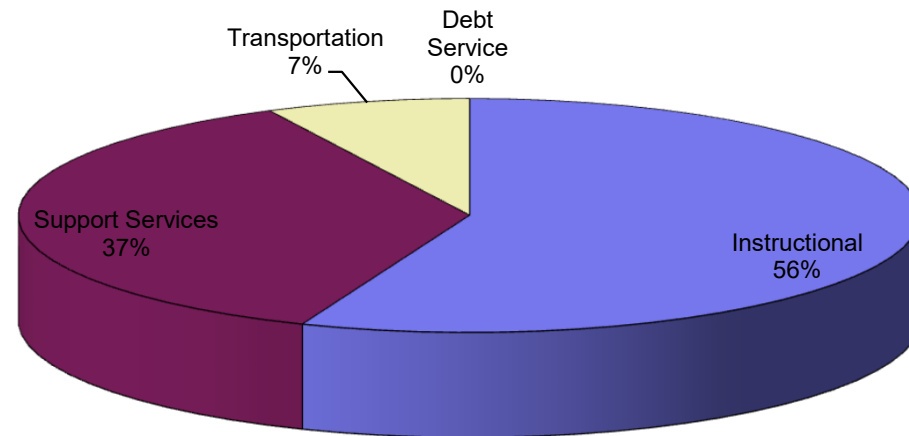
**MINIDOKA JOINT SCHOOL DISTRICT #331 GENERAL FUND EXPENDITURES FOR THE FISCAL YEAR
ENDING JUNE 30, 2022**



**MINIDOKA JOINT SCHOOL DISTRICT #331 GOVERNMENTAL FUNDS REVENUE FOR
THE FISCAL YEAR ENDING JUNE 30, 2022**



**MINIDOKA JOINT SCHOOL DISTRICT #331 GENERAL FUND EXPENDITURES FOR THE FISCAL YEAR
ENDING JUNE 30, 2022**





East/ West/MJH Student Support November 28, 2022

Greg Durrant, Cory Kniep and Dyann Blood

Thank You to Our Team

- We have a terrific team that works well together across the board at the Middle School Level!
- We have worked well at communication, collaboration and solving problems. This is especially evidenced in looking at School Improvement.
- We would like to thank our wonderful community, colleagues, school board and superintendent for your help and support in everything you each do!
- Assistant Principals at East and West
- Staff continue to remind us that they are thankful for the 4 day school week. One common theme is: “I/We have better control over our health needs”.

Glows/Grows

- East, West and Minidoka Jr. High have collaborated to make the Alternative Route more smooth/accessible for 7th and 8th graders.
- East and West have worked on implementing more Tier 1 supports to help with interventions for behaviorally challenging students.
- We transitioned from grade level to Department Teaming. Teams meet on a weekly/daily basis.
- Family Engagement: We send out newsletters/keep social media and remind up to date for parents. We collaborate with parents often.
- MJH has 3 parent events yearly. At Christmas, Ryan Thomas donates photography session/photo packages to families.

Glow/Grow

- All staff received Classroom Culture training.
- The Rupert Rotary Club is providing a monetary donation to MJH.
- Students are receiving “Zones of Regulation” curriculum as needed.
- We began restructuring handbook/SWIP to be inclusive of both student and parent voices.
- Both East and West began implementing “Principal Counsel”. This was blue printed by Joe Fairchild. This is a new entity that consists of a diverse group of students who otherwise aren’t as involved or vocal.
- East and West have implemented targeted interventions for needs. This will be explained on following slides.

Grade/Data Indicator Interventions (West):

- Vice Principals make weekly phone calls home to parents to inform them of excessive F's.
- Grade level (GPA competitions).
- Bi-weekly progress reports sent home.
- Counselor check-in for students.
- Multi Tiered Interventions classes.
- Implementation of Needs Specific Professional Development: (i.e. IEP process/requirements, Curriculum content, Vocabulary).
- For the third year in a row, we have continued to decline in the number of F's students have in Powerschool. The last time we checked, we had about a quarter of the numbers that we had 3 years ago. Implement Pirate and Warrior Workshop (1-1 tutoring before school and during lunch).
- Talk about conflict resolution: Students learning problem solving skills.

Great times at West!

Stotz
donated
1000\$ to
Hopesquad!



Tough enough to
wear Pink day!
Breast Cancer
Awareness!



Pep Assemblies!
Think Differently!



PTO Dunk Tank reward:
PTO has brought in
approximately \$56,000+
for opportunities for
students at West. Thanks
for a new Scoreboard,
Audio System, Sporting
Equipment, Green
Screen, Class Materials.



East Minico Interventions

- Pirate Power Hour - 1 hour per week for students that do not have Ds or Fs
 - Students with Ds or Fs assigned to classrooms that they have poor grades in for targeted help
- Allocation of paraprofessionals targeting specific students in classrooms and pull-out support as needed
- Monthly Friday School
 - Make-up work; individual help; attendance make-up
- Teacher Contract Day - available ½ hour before and after school
- 2 different study skills courses offered throughout the day
- Advisory - intense monitoring of grades and assignments - communication with home
- “Pirate Ticket” Weekly and Monthly drawings
- Allocation of resources to address behavior difficulty
- Classroom Culture District Training

EAST MINICO PIRATES



Minidoka Jr. High Interventions

- 103 minutes daily for self-directed class: time with all needed teachers determined by incomplete or missing work.
- All students have a mentor teacher who meets with them individually within 2 weeks. They set goals; build relationships and review progress.
- Students provided benchmark reading comprehension, fluency, and basic math skills and then progress monitoring.
- School-wide process for teaching students to take responsibility/accountability.

Minidoka Jr High



**“Zones of Regulation”
Class**



PE Class



Health Class -Guest Speaker



**Back-to-School Parent
Night-Summit Training**



Personal Finance Class

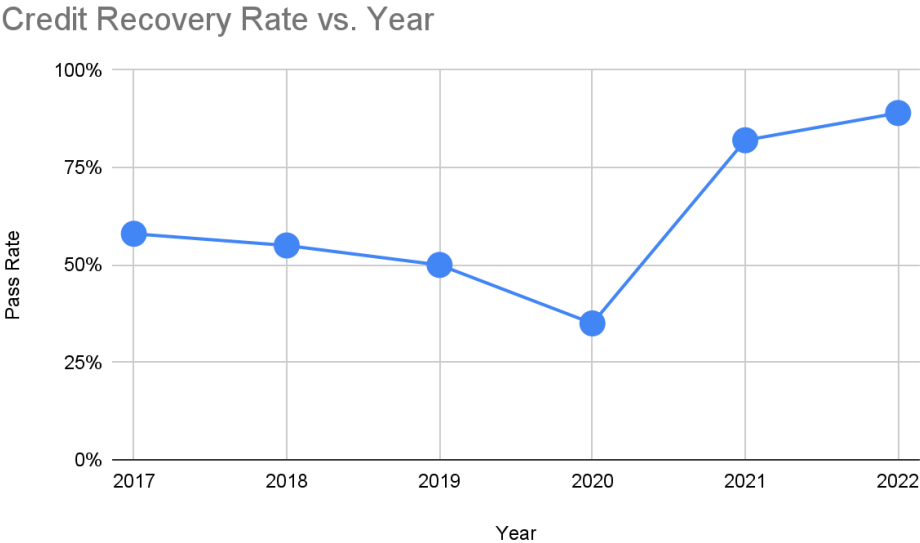


**Career/Technical
Education Class**

Needs

- More autonomy with school funds.
- Faster turnaround from the business office in approving purchase orders and following through on grants. (Feedback from staff).
- Staff at the middle school level wants up to date budget information available in regards to funds/clubs.
- Increased discretionary for MJH (no PTO/vending machine options)
- Minidoka Jr. High would like our own “in-house” 3-week summer school program funded by the district. (next slide)

Summer School Pass Rates for MJH Students			
Year	Credit Recovery Rate	Decreasing	Inflection point
2017	58%	58	58
2018	55%	55	
2019	50%	50	
2020	35%	35	35
2021	82%		
2022	89%		



Thank you
for
everything
you do!





Administration

James Ramsey, Superintendent
Kerri Tibbitts, Board Clerk
Michelle DeLuna, Business Manager

Board Members

Bonnie Heins, Chair
Russ Suchan, Vice Chair
Mary Andersen, Trustee
Rick Parker, Trustee
Juan Perez, Trustee

October 17, 2022

RE: Recommendation for Emergency Hire of Guest Teachers

Dear Mr. Ramsey and Members of the Board of Trustees:

I am recommending the following individuals for emergency hire as Guest Teachers for Minidoka Schools:

- Esther Hepworth
- Yasabelle Campos
- Brandi Bourn
- Paige Roberts
- Laura Delgado

Based on their references and our interview, I am confident they will be a positive addition to our pool of guest teachers. We would like these individuals to begin working as soon as their fingerprints, Safe Schools, and STEDI trainings are completed since we are very short-handed.

The additional support will help to ensure student services are provided consistently and classrooms aren't covered by our para-educators, who are needed to ensure student intervention services continue in the building.

Thank you for your consideration.

Respectfully submitted,

Michele Widmier

Michele Widmier
Federal Programs and School Improvement Director

James Ramsey
10-17-22

Board Members:

I am recommending to move what was currently the Data/Inventory Specialist from column 7 to column 9A as Financial Data Specialist.

Respectfully,

A handwritten signature in dark ink, appearing to read "James Ramsey". The signature is written in a cursive, flowing style with a large initial "J".

James Ramsey

October 17, 2022
 Regular Board Meeting
 Personnel Recommendation/Requests for Board Consideration

Column1	Start Date	Last Name	First Name	Building	Position	Category
	11/1/2022	Petersen	Wendy	DSC	.25 District Nurse Position	
Emergency	9/21/2022	Anderson	Anna	West Minico	SPED Paraprofessional	
	9/22/2022	Anderson	Ryann	West Minico	Head Dance Coach	
Emergency	9/22/2022	Johnson	Michelle	DSC	Homebound Teacher	
Emergency	9/26/2022	Morgan	Charlene	East Minico	General Paraprofessional	
Emergency	9/28/2022	Bailey	Caley	Rupert Elementary	SPED Paraprofessional	
	10/18/2022	Manning	Michelle	Paul Elementary	Teacher- 1st grade	
	10/1/2022	Perotto	Felicia	East Minico	Transfer from 7 hour custodian to 8 hour custodian	
	10/18/2022	Mendoza	Imelda	Paul Elementary	Paraprofessional	
Emergency	10/4/2022	Allen	Amanda	Transportation	Bus Aide	
Emergency	10/4/2022	Allen	Jeff	Transportation	Bus Aide	
	10/24/2022	Gibson	Whitney	West Minico/Minidoka Jr High	SPED Teacher	120
	10/21/2022	Alonzo Perez	Jose	East Minico	Assistant Wrestling Coach	
Emergency	10/7/2022	Searle	Andrea	DSC	Substitute Teacher	
Emergency	10/7/2022	Larsen	BreAnne	DSC	Substitute Teacher	
Emergency	10/7/2022	Squire	Scott	DSC	Substitute Teacher	
	10/18/2022	Ingalls	Cathy	Transportation	Transfer from sub driver to full time driver	
	10/20/2022	Esposito	Vivian	Minidoka Preschool	Paraprofessional	
	11/1/2022	Gutierrez	Julia	Minico High School	8 hour custodian	

Resignations				
Resignation Date	Last Name	First Name	Building	Position
9/29/2022	Martinez	Miguel	East Minico	Wrestling Coach
10/20/2022	Gibson	Whitney	Minico	Paraprofessional
10/10/2022	Harden	Sara		Substitute
8/29/2022	Lloyd Newcomb	Dena	Transportation	Bus Driver

October 17, 2022

Regular Board Meeting Addendum- Stipends

Personnel Recommendation/Requests for Board Consideration

All recommendations are pending Board approval and District Office receiving state mandated paperwork.

Stipend(s), 2022-2023

Maggi Spagnolo is recommending the following employees be recognized for the position of credit recovery teacher at Mt. Harrison High School from August 24th through October 14th for a total of 21 hours at \$30.00/hour. This to be paid from ESSR in October 2022.

Amber Thompson
Candace Hurst
Amy Eilers
Zelma Woodward
Sarah Pelayo

Michele Widmier is recommending the following staff for a stipend to help with monthly planning, organizing and support for the Community School Coordinator Lacey Rich. She is also requesting that Mrs. Christensen and Mr. Dyorich receive an additional \$180 for attending a community school site visit in Marsing during July. Funding for the stipends will come from the original \$10,000 planning grant that West Minico received last spring and would be paid out in June 2023.

Tyna Christensen (\$720 + 142 for benefits = \$862)
Tober Dyorich (\$720 + 142 for benefits = \$862)
Nicole Manning (\$540 + 106 for benefits = \$646)
Joan Wilson (\$540 + 106 for benefits = \$646)
Heidi Goddard (\$540 + 106 for benefits = \$646)
Samara Arthur (\$540 + 106 for benefits = \$646)
Rosa Nunez (\$373.32 + 74 for benefits = \$448) 18 hours @ \$20.74/hour

Ashley Johnson is recommending the following individuals receive a stipend in the amount of \$180 for attending Danielson Classroom Management on September 20, 2022. They received training centered on the Danielson model and classroom management. Stipend to be paid in October 2022 with Professional Development funds.

Ruth Kent	Aspen Hicens	Samara Arthur
Amanda Winters	Jada Avila	Jodi Montes
Olivia McMurray	Sophie Cowgill	Jeannie Coulson
Chandi Marston	Loralei Breezee	Sophia Reis
Joan Wilson	Sadie Foote	Jean Hale
Krissandra Darrington	Jennifer Struchen	Carrie Costa
Grace Van Every	Janelle Ortiz	

October 17, 2022

Regular Board Meeting Addendum- Stipends

Personnel Recommendation/Requests for Board Consideration

All recommendations are pending Board approval and District Office receiving state mandated paperwork.

Ashley Johnson is recommending the following individuals receive the following stipends for teaching sessions at the district's PowerUp professional development day on September 23, 2022. Teachers spent time preparing to teach their sessions to fellow MCSD teachers. Stipend to be paid in October 2022 with Professional Development funds.

Lane Baker - \$150
Jaclyn Barkes - \$75
Tyna Christensen - \$150
Mary Davis - \$75
Elissa Evans - \$150
Kate Hicks - \$75
Angela Jarvis - \$225
Richard Jarvis - \$225
Daryl Kent - \$150
Travis Kent - \$150
Maricela Larios - \$75
Susie McHan - \$75
Brandi Milliron - \$225
Lacy Moon - \$150
Sarah Nogues - \$75
Christine Peargin - \$75

Maggi Spagnolo is recommending the following employees be recognized for the position of credit recovery teacher at Mt. Harrison High School from October 24th through December 15th for a total of 18 hours at \$30.00/hour. This to be paid from ESSR in December 2022.

Angela Schneider
Zelma Woodward
Sarah Pelayo
Amber Thompson
Amy Eilers

MCSD #331 Board of Trustees

Special Board Meeting Minutes

November 2, 2022

The special board meeting held at the District Service Center, 310 10th St., Rupert, Idaho was called to order by Chair Heins, at 5:05 p.m.

Board Members Present

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

Executive Session

A motion to move into Executive Session for the purpose of Idaho Code 74-206 (1) (a) personnel, (f) legal counsel; was made by Trustee Andersen seconded by Vice Chair Suchan. Motion carried.

A declaration was made that Executive Session was completed

Discussion:

FFA Stipend: Mr. Ramsey stated he met with Mrs. Kidd and the Ag teachers, and they felt the proposed stipend was appropriate. Board members agreed.

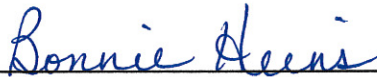
Job Descriptions: Due to commitments of several board members, it was decided to move this discussion to the November 28th meeting.

Business

Approval of FFA Stipend: A motion for approval of the FFA Stipend as proposed was made by Trustee Parker, seconded by Trustee Andersen. Motion carried.

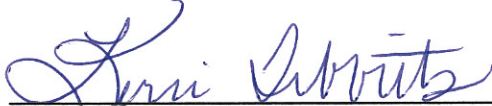
Adjournment

A motion for adjournment was made by Vice Chair Suchan, seconded by Trustee Andersen. Motion carried. Meeting was adjourned at 6:25 p.m.



Bonnie Heins, Chair of School Board

Attest: November 28, 2022 kt



Kerri Tibbitts, Board Clerk

MCSD #331 Board of Trustees

Regular Board Meeting Minutes

October 17, 2022

The regular board meeting held at the District Service Center, 310 10th St., Rupert, Idaho was called to order by Chair Heins, at 5:05 p.m.

Board Members Present

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

Agenda Review

The agenda was reviewed for the October 17th board meeting.

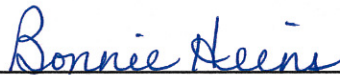
Executive Session

A motion to move into Executive Session for the purpose of Idaho Code 74-206 (1) (a) personnel, (f) legal counsel; was made by Vice Chair Suchan seconded by Trustee Parker Motion carried.

A declaration was made that Executive Session was completed

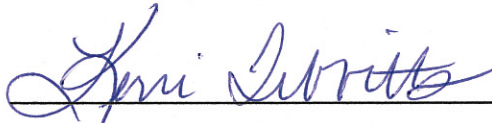
Adjournment

A motion for adjournment was made by Trustee Perez, seconded by Trustee Parker. Motion carried. Meeting was adjourned at 6:15 p.m.



Bonnie Heins, Chair of School Board

Attest: November 28, 2022 kt



Kerri Tibbitts, Board Clerk

MCSD #331 Board of Trustees

Regular Board Meeting Minutes

October 17, 2022

Work Session

Grant Writing: The Board discussed having a grant writer to oversee the administration and finance of grants to help offset the costs that the district may occur. There will be flexibility in that someone may be able to work from home. The Board gave direction to Mr. Ramsey to look at other districts for this position and a job description.

Idaho Math Badging Project: Sean Spagnolo presented to the Board the idea behind the Idaho Math Badging Project. This is to help students understand and become interested in math concepts and later on be willing/able to take more advanced classes in math.

Ms. Spagnolo also stated to the Board an amendment need to be made in personnel regarding stipends. The amendment was made and will be noted in the Consent Agenda.

Job Descriptions: The Board asked Mr. Ramsey to review with supervisors job descriptions. Many of them have not been reviewed since 2007. Changes will be made and presented when completed to the Board for approval.

Board Members Present

The following trustees were present: Chair Heins, Vice Chair Suchan, Trustees Andersen, Parker and Perez.

Call to Order & Roll Call

Prayer, Pledge of Allegiance and Welcome to Meeting

Trustee Perez offered the prayer and Joe Thomas led the Pledge.

Agenda Approval (Action Item)

A motion to approve the agenda was made by Vice Chair Suchan seconded by Trustee Parker. Motion carried.

Consent Agenda (action item) With changes in stipends for Mt. Harrison High School, removing Sarah Pelayo and replacing her with Scott Heins, the Board unanimously approved the following:

Minutes of previous board minutes

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

Bills and Payroll was Approved

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

Accounts Payable: \$854,030.72

Payroll: \$2,721,733.77

The monthly reports are herein incorporated into these minutes by reference to Exhibits: "Board Revenue Report", and "Accounts Payable Runs". (There was no revenue report).

Travel Requests

Approval of new Personnel

Student Representative Reports

Minico: Student Representative was not able to be present

Mt. Harrison High School: Student Council members shared with the board what is happening at MHHS. They will have three seniors graduate this quarter. For the month of October, students can wear pink on certain days. All proceeds will go to the Breast Cancer Awareness Foundation.

Good News

Heyburn Elementary: Danelle Stutzman, principal, presented to the Board a presentation highlighting events at Heyburn Elementary. Mrs. Clark, librarian, received a \$7,500 grant to purchase books, include STEM books, for the library.

Orchestra: Jayna Johnson thanked the Board for approval to purchase more violins for students. They currently have 67 fifth graders in the program.

Patron Comments

Brandi Milliron, MCEA asked permission when discussing items 9C and 10B if questions could be asked. The Board approved this request.

Discussion

Proposal for Ag Advisory Stipend (FFA): The Board agreed that there should be equity for the FFA stipend.

Loyalty Bonus for Classified: It was brought to the Board's attention that only certified have received the loyalty bonus.

Status of District Bonus (\$1,000) and Additional Bonus from State: The Board asked for clarification between the bonuses. In negotiations, it was stated instead of a percentage raise, certified would receive a \$1,000 bonus from district funds. A survey would go out regarding this bonus. It was stated the survey had not gone out. The money from the State has been awarded to us in the amount of \$516,841.80 (SLFRS Instructional Additional Staff Compensation), and it must be spent by June 15, 2023. This is for certified staff only. The Board asked if a survey needs to go out with these funds also. Brandi Milliron and Wes Depew (MCEA) stated the survey only applied to the negotiated bonus (\$1,000). The survey will ask when certified want the \$1,000 before December 31st or after January 1st.

Brandi Milliron stated that a 7% raise was given to administrators which added up to a larger amount than a 7% raise for classified. Some teachers felt that instead of a bonus for administrators, maybe classified could get more or raise the substitute pay. Wes Depew clarified they wanted everyone to receive some sort of bonus.

The Board felt equity was important in the District.

Administrator/Department/Committee Reports: There were no comments on these reports.

Policy Discussion: (none this month)

Superintendent Report: Trustee Andersen asked how the meeting went with Senator Anthon. Mr. Ramsey stated they discussed the swimming pool construction, the road construction completed by November 1 and the current growth in Rupert.

Business

Federal Programs Procedural Manual: The Board had no comments or correction on the review of the manual.

One-time Bonus for Classified & Administrators: A motion to give \$1,500 to classified and administrators in November was made by Vice Chair Suchan, seconded by Trustee Parker.

Loyalty Bonus for Classified: A motion to pay classified a loyalty bonus as certified (same amount) was made by Vice Chair Suchan, seconded by Trustee Parker. Motion carried. A second motion was made to pay

the loyalty bonus as a one-time payment for those meeting the requirements at the end of the year was made by Trustee Perez, seconded by Trustee Andersen. Motion carried.

Approval of Propane Bid – Acequia Elementary: A motion to approve the propane bid received from LP Programs as presented for Acequia was made by Trustee Andersen, seconded by Trustee Parker. Motion carried.

Proposal for Ag Advisory Stipend (FFA): The Board recommended Mr. Ramsey meet with Mrs. Kidd and Mrs. Stapleman to come up with a number. This will be presented on personnel next month.

West Minico Dance Team Fundraiser: The Board asked Dana Hammer, Athletic Director, to share with the coach that all students sell and get credit for the fundraiser. A motion to approve the West Minico Dance Team Fundraiser was made by Vice Chair Suchan, seconded by Trustee Parker. Board Chair Heins reminded administrators that any new fundraiser needs to be approved by the Board.

New/Amended/Deleted Policies:

Policy D267.00 Extended Learning Opportunities (First Reading)

Policy D268.00 Self-Directed Learner and Procedure (First Reading)

Policy 442.00 Parent Involvement and Procedure (Review)

Policy D590.50 Classified Employee Assignment and Grievance (First Reading)

Policy 660.00 Evaluation of Certificated Employees (First Reading)

The Board will hold policies D267.00 Extended Learning Opportunities, D268.00 Self-Directed Learner and Procedure and D590.50 Classified Employee Assignment and Grievance for a second reading.

A motion to approve policy 660.00 Evaluation of Certificated Employees was made by Trustee Parker, seconded by Trustee Andersen. Motion carried. An amended motion with the correction of 'shall include one of the following in requirements was made by Trustee Parker, seconded by Trustee Perez. Motion carried. A copy of the policy will be sent to Brandi Milliron and Wes DePew.

Policy 442.00 Parent Involvement and Procure was reviewed with no corrections made.

Adjournment

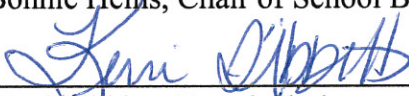
Before adjournment Dana Hammer thanked the Board and Mr. Ramsey for letting the funds from the East and West game go towards the Meyer's family. The 7th grade boys asked if this could be done and again he thanked the Board.

A motion for adjournment was made by Vice Chair Suchan, seconded by Trustee Andersen. Motion carried. Adjournment was 8:50 p.m.



Bonnie Heins, Chair of School Board

Attest: November 28, 2022



Kerri Tibbitts, Board Clerk

MINIDOKA COUNTY SCHOOL DISTRICT #331

Student Activities Summary Report

Fiscal Year: 2022-2023

From: 7/1/2022

To: 10/31/2022

☐ Print Detail

☐ Exclude Encumbrances

☒ Reverse Signs

☐ Page Break by Activity

☐ Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
100.3.000.101 GENERAL ACCOUNT	.00	.00	.00	.00	.00	.00
100.3.111.101 WEBSTORE FEES-ACEQUIA	.00	.00	(11.63)	(11.63)	.00	(11.63)
100.3.112.101 SALES TAX	.00	.00	.00	.00	.00	.00
103.3.000.101 STUDENT ACTIVITY PETTY CASH ACCOUNT	.00	.00	.00	.00	.00	.00
250.3.000.101 GENERAL ACCOUNT	1,707.57	762.15	(1,128.16)	1,341.56	(211.50)	1,130.06
250.3.250.101 CHARITABLE DONATIONS	553.49	.00	.00	553.49	.00	553.49
253.3.000.101 ACTIVITY	211.08	338.00	(9.94)	539.14	.00	539.14
259.3.259.101 SCHOOL IMPROVEMENT FUND RAISE	820.03	.00	.00	820.03	.00	820.03
340.3.000.101 INSTRUCTION-KINDERGARTEN	224.08	.00	(206.98)	17.10	.00	17.10
368.3.000.101 INSTRUCTION-MEDIA	154.05	.00	.00	154.05	.00	154.05
500.3.000.101 SCHOOL CLIMATE	704.72	.00	(71.31)	633.41	(62.88)	570.53
500.3.500.101 SUNSHINE FUND	.00	1,583.00	(289.13)	1,293.87	.00	1,293.87
GRAND TOTALS	4,375.02	2,683.15	(1,717.15)	5,341.02	(274.38)	5,066.64

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End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331

Student Activities Summary Report

Fiscal Year: 2022-2023

From: 7/1/2022

To: 10/31/2022

☐ Print Detail

☐ Exclude Encumbrances

☒ Reverse Signs

☐ Page Break by Activity

☐ Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
100.3.000.102 GENERAL ACCOUNT	.00	.00	.00	.00	.00	.00
100.3.111.102 WEBSTORE FEES-HEYBURN	.00	.00	(18.52)	(18.52)	.00	(18.52)
100.3.112.102 SALES TAX	.00	16.79	.00	16.79	.00	16.79
103.3.000.102 STUDENT ACTIVITY PETTY CASH ACCOUNT	.00	.00	(90.00)	(90.00)	(160.00)	(250.00)
250.3.000.102 GENERAL ACCOUNT	2,386.74	500.28	(400.11)	2,486.91	(1,428.52)	1,058.39
253.3.000.102 ACTIVITY	3,146.00	2,916.00	(1,992.75)	4,069.25	(200.00)	3,869.25
259.3.000.102 GENERAL ACCOUNT	.00	.00	.00	.00	.00	.00
259.3.259.102 SCHOOL IMPROVEMENT FUND RAISE	1,020.43	.00	.00	1,020.43	.00	1,020.43
340.3.000.102 INSTRUCTION-KINDERGARTEN	.80	.00	.00	.80	.00	.80
340.3.400.102 INSTRUCTION-KINDERGAREN ACTIVITY	.00	.00	.00	.00	.00	.00
368.3.000.102 INSTRUCTION-MEDIA	802.96	66.00	(14.00)	854.96	.00	854.96
500.3.000.102 SCHOOL CLIMATE	4,092.01	245.50	(744.00)	3,593.51	(147.83)	3,445.68
500.3.500.102 SUNSHINE FUND	.00	500.00	(259.47)	240.53	.00	240.53
GRAND TOTALS	11,448.94	4,244.57	(3,518.85)	12,174.66	(1,936.35)	10,238.31

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	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
100.3.000.105 GENERAL ACCOUNT	.00	.00	.00	.00	.00	.00
100.3.111.105 WEBSTORE FEES-PAUL	.00	.00	(42.73)	(42.73)	.00	(42.73)
100.3.112.105 SALES TAX	.00	14.95	.00	14.95	.00	14.95
103.3.000.105 STUDENT ACTIVITY PETTY CASH ACCOUNT	.00	.00	(27.82)	(27.82)	(172.18)	(200.00)
250.3.000.105 GENERAL ACCOUNT	12,333.72	482.72	(228.00)	12,588.44	(782.00)	11,806.44
253.3.000.105 ACTIVITY	4,975.39	2,379.00	(146.25)	7,208.14	(2,751.25)	4,456.89
259.3.000.105 GENERAL ACCOUNT	.00	.00	.00	.00	.00	.00
259.3.259.105 SCHOOL IMPROVEMENT FUNDRAISER (FUN RUN)	384.85	.00	.00	384.85	.00	384.85
340.3.000.105 INSTRUCTION-KINDERGARTEN	.00	.00	.00	.00	.00	.00
340.3.401.105 INSTRUCTION-KINDERKAMP	.00	.00	.00	.00	.00	.00
368.3.000.105 INSTRUCTION-MEDIA	8,655.93	.00	(626.50)	8,029.43	(100.00)	7,929.43
500.3.000.105 SCHOOL CLIMATE	.00	.00	.00	.00	.00	.00
GRAND TOTALS	26,349.89	2,876.67	(1,071.30)	28,155.26	(3,805.43)	24,349.83

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100.3.111.107 WEBSTORE FEES-RUPERT	.00	.00	(15.17)	(15.17)	.00	(15.17)
100.3.112.107 SALES TAX	.00	96.33	.00	96.33	.00	96.33
103.3.000.107 STUDENT ACTIVITY PETTY CASH ACCOUNT	.00	.00	(68.99)	(68.99)	(131.01)	(200.00)
250.3.000.107 GENERAL ACCOUNT	1,284.13	4,090.73	(4,675.35)	699.51	(100.65)	598.86
253.3.000.107 ACTIVITY	11.45	559.00	(396.78)	173.67	(203.22)	(29.55)
259.3.259.107 SCHOOL IMPROVEMENT FUND RAISE	58,262.73	61.40	.00	58,324.13	(45,500.00)	12,824.13
309.3.000.107 CLUB-K KIDS	400.52	.00	.00	400.52	.00	400.52
340.3.000.107 INSTRUCTION-KINDERGARTEN	.00	.00	.00	.00	.00	.00
340.3.400.107 INSTRUCTION-KINDERGAREN ACTIVITY	49.03	.00	.00	49.03	.00	49.03
340.3.401.107 INSTRUCTION-KINDERKAMP	.00	.00	.00	.00	.00	.00
368.3.000.107 INSTRUCTION-MEDIA	508.35	77.20	.00	585.55	.00	585.55
500.3.000.107 SCHOOL CLIMATE	5,718.89	2,272.93	(314.87)	7,676.95	(1,197.13)	6,479.82
GRAND TOTALS	66,235.10	7,157.59	(5,471.16)	67,921.53	(47,132.01)	20,789.52

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	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
100.3.000.201 STUDENT ACITIVITIES CASH ACCOUNT	.00	.00	.00	.00	.00	.00
100.3.111.201 WEBSTORE FEES-EAST	.00	.00	(121.75)	(121.75)	.00	(121.75)
100.3.112.201 SALES TAX	.85	1,769.03	.00	1,769.88	.00	1,769.88
PROGRAM: 100	0.85	1,769.03	(121.75)	1,648.13	0.00	1,648.13
103.3.000.201 STUDENT ACTIVITY PETTY CASH ACCOUNT	.00	.00	(200.00)	(200.00)	.00	(200.00)
PROGRAM: 103	0.00	0.00	(200.00)	(200.00)	0.00	(200.00)
200.3.000.201 ATHLETICS	972.91	430.00	(8,079.51)	(6,676.60)	(960.00)	(7,636.60)
200.3.200.201 ATHLETICS-UNIFORMS	638.61	1,592.25	(1,695.00)	535.86	.00	535.86
200.3.206.201 ATHLETICS-STAFF CLOTHING	1,313.12	.00	.00	1,313.12	.00	1,313.12
200.3.207.201 ATHLETICS-GATE RECEIPTS	.00	7,882.34	.00	7,882.34	.00	7,882.34
PROGRAM: 200	2,924.64	9,904.59	(9,774.51)	3,054.72	(960.00)	2,094.72
202.3.000.201 ATHLETICS-BASKETBALL BOYS	21.63	.00	.00	21.63	.00	21.63
202.3.700.201 ATHLETICS-BASKETBALL BOYS 7TH	414.78	.00	.00	414.78	.00	414.78
PROGRAM: 202	436.41	0.00	0.00	436.41	0.00	436.41
203.3.000.201 ATHLETICS-BASKETBALL GIRLS	218.74	.00	.00	218.74	.00	218.74
PROGRAM: 203	218.74	0.00	0.00	218.74	0.00	218.74
206.3.000.201 ATHLETICS-FOOTBALL	162.91	.00	.00	162.91	.00	162.91
206.3.200.201 ATHLETICS-FOOTBALL UNIFORMS	35.60	.00	.00	35.60	.00	35.60
206.3.201.201 ATHLETICS-FOOTBALL FUNDRAISER	.00	.00	.00	.00	.00	.00
206.3.203.201 ATHLETICS-FOOTBALL CAMP	.00	.00	.00	.00	.00	.00
206.3.700.201 ATHLETICS-FOOTBALL 7TH	360.16	.00	.00	360.16	.00	360.16
PROGRAM: 206	558.67	0.00	0.00	558.67	0.00	558.67

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214.3.000.201 ATHLETICS-WRESTLING	2,415.75	.00	(250.00)	2,165.75	(258.44)	1,907.31	
214.3.200.201 ATHLETICS-WRESTLING UNIFORMS	.00	.00	.00	.00	.00	.00	
PROGRAM: 214	2,415.75	0.00	(250.00)	2,165.75	(258.44)	1,907.31	
220.3.000.201 CLASS 2022	.00	.00	.00	.00	.00	.00	
PROGRAM: 220	0.00	0.00	0.00	0.00	0.00	0.00	
250.3.000.201 GENERAL ACCOUNT	.00	.00	.00	.00	.00	.00	
PROGRAM: 250	0.00	0.00	0.00	0.00	0.00	0.00	
251.3.000.201 CONCESSIONS	3,932.84	1,349.06	(2,329.55)	2,952.35	(500.65)	2,451.70	
PROGRAM: 251	3,932.84	1,349.06	(2,329.55)	2,952.35	(500.65)	2,451.70	
252.3.000.201 VENDING DEP/STAFF RECOGNITION	.00	535.56	(507.95)	27.61	.00	27.61	134
PROGRAM: 252	0.00	535.56	(507.95)	27.61	0.00	27.61	
253.3.000.201 ACTIVITY CARDS/ACTIVITIES	.00	4,759.96	(197.13)	4,562.83	.00	4,562.83	
PROGRAM: 253	0.00	4,759.96	(197.13)	4,562.83	0.00	4,562.83	
254.3.000.201 ANNUALS	5,195.93	2,330.35	(100.00)	7,426.28	.00	7,426.28	
PROGRAM: 254	5,195.93	2,330.35	(100.00)	7,426.28	0.00	7,426.28	
255.3.000.201 SCHOOL PLANNERS/HANDBOOKS	.00	.00	(50.85)	(50.85)	.00	(50.85)	
PROGRAM: 255	0.00	0.00	(50.85)	(50.85)	0.00	(50.85)	
256.3.000.201 LOCKERS-HALLWAY	.00	.00	.00	.00	.00	.00	
PROGRAM: 256	0.00	0.00	0.00	0.00	0.00	0.00	
257.3.000.201 INTEREST	4.11	8.82	.00	12.93	.00	12.93	
PROGRAM: 257	4.11	8.82	0.00	12.93	0.00	12.93	
259.3.000.201 STUDENT BODY FUNDRAISER	2,031.94	343.00	(486.13)	1,888.81	(107.50)	1,781.31	
259.3.259.201 SCHOOL IMPROVEMENT FUND RAISE	.00	.00	.00	.00	.00	.00	
PROGRAM: 259	2,031.94	343.00	(486.13)	1,888.81	(107.50)	1,781.31	

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260.3.000.201 SPECIAL INTEREST FUNDRAISER	2,589.60	1,000.00	.00	3,589.60	(840.00)	2,749.60
260.3.260.201 GIFT OF GREEN	.00	.00	.00	.00	.00	.00
PROGRAM: 260	2,589.60	1,000.00	0.00	3,589.60	(840.00)	2,749.60
300.3.000.201 STUDENT COUNCIL	4,660.25	53.25	.00	4,713.50	.00	4,713.50
PROGRAM: 300	4,660.25	53.25	0.00	4,713.50	0.00	4,713.50
301.3.000.201 CLUB-ANNUAL	.00	.00	(1,226.88)	(1,226.88)	.00	(1,226.88)
PROGRAM: 301	0.00	0.00	(1,226.88)	(1,226.88)	0.00	(1,226.88)
303.3.000.201 CLUB-BUILDERS	332.95	.00	.00	332.95	.00	332.95
PROGRAM: 303	332.95	0.00	0.00	332.95	0.00	332.95
305.3.000.201 CLUB-SOURCES OF STRENGTH	775.00	.00	(117.00)	658.00	(208.00)	450.00
PROGRAM: 305	775.00	0.00	(117.00)	658.00	(208.00)	450.00
315.3.000.201 CLUB-STEM	.00	.00	.00	.00	.00	.00
PROGRAM: 315	0.00	0.00	0.00	0.00	0.00	0.00
316.3.000.201 CLUB-SKI	4,829.96	.00	.00	4,829.96	.00	4,829.96
PROGRAM: 316	4,829.96	0.00	0.00	4,829.96	0.00	4,829.96
318.3.000.201 CLUB-SPECIAL OLYMPICS	.00	.00	.00	.00	.00	.00
PROGRAM: 318	0.00	0.00	0.00	0.00	0.00	0.00
320.3.000.201 CLUB-TECHNOLOGY	(926.27)	.00	.00	(926.27)	.00	(926.27)
PROGRAM: 320	(926.27)	0.00	0.00	(926.27)	0.00	(926.27)
350.3.000.201 INSTRUCTIONAL-GENERAL	(116.00)	.00	(4.00)	(120.00)	(116.00)	(236.00)
PROGRAM: 350	(116.00)	0.00	(4.00)	(120.00)	(116.00)	(236.00)
351.3.000.201 INSTRUCTION-RENAISSANCE	.00	.00	.00	.00	.00	.00
PROGRAM: 351	0.00	0.00	0.00	0.00	0.00	0.00

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354.3.000.201 INSTRUCTION-ART	.00	.00	.00	.00	.00	.00	
PROGRAM: 354	0.00	0.00	0.00	0.00	0.00	0.00	
355.3.000.201 INSTRUCTION-BAND	76.49	30.00	.00	106.49	.00	106.49	
PROGRAM: 355	76.49	30.00	0.00	106.49	0.00	106.49	
356.3.000.201 INSTRUCTION-CHEERLEADING	1,939.97	9,210.00	(1,420.05)	9,729.92	(494.26)	9,235.66	
356.3.200.201 INSTRUCTION-CHEER UNIFORM	.00	10,660.40	(14,489.89)	(3,829.49)	(19,806.36)	(23,635.85)	
356.3.203.201 INSTRUCTION-CHEERLEADING CAMP	.00	.00	.00	.00	.00	.00	
356.3.204.201 INSTRUCTION-CHOREOGRAPHY/GYM	.00	.00	.00	.00	.00	.00	
356.3.205.201 INSTRUCTION-CHEERLEADING PR YR DEBT	.00	.00	.00	.00	.00	.00	
PROGRAM: 356	1,939.97	19,870.40	(15,909.94)	5,900.43	(20,300.62)	(14,400.19)	136
358.3.000.201 INSTRUCTION-CHOIR	603.73	180.00	(232.50)	551.23	.00	551.23	
358.3.205.201 INSTRUCTION-CHOIR TRIP	.00	.00	.00	.00	.00	.00	
PROGRAM: 358	603.73	180.00	(232.50)	551.23	0.00	551.23	
360.3.000.201 INSTRUCTION-DANCE/DRILL	.00	.00	.00	.00	(2,969.00)	(2,969.00)	
360.3.200.201 INSTRUCTION-DANCE/DRILL UNIF	.00	2,031.55	.00	2,031.55	(3,945.70)	(1,914.15)	
360.3.203.201 INSTRUCTION-DANCE/DRILL CAMP	.00	.00	.00	.00	.00	.00	
360.3.205.201 INSTRUCTION-DANCE PR YR DEBT	(704.58)	.00	.00	(704.58)	.00	(704.58)	
PROGRAM: 360	(704.58)	2,031.55	0.00	1,326.97	(6,914.70)	(5,587.73)	
363.3.000.201 INSTRUCTION-EXPLORATORY 6TH GR	.00	.00	.00	.00	.00	.00	
PROGRAM: 363	0.00	0.00	0.00	0.00	0.00	0.00	
364.3.000.201 INSTRUCTION-HOME EC	(15.08)	.00	.00	(15.08)	.00	(15.08)	
364.3.364.201 INSTRUCTION-FACS CLASS	.00	.00	.00	.00	.00	.00	
PROGRAM: 364	(15.08)	0.00	0.00	(15.08)	0.00	(15.08)	

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366.3.000.201 INSTRUCTION-LIFE SKILLS	.00	.00	.00	.00	.00	.00	
PROGRAM: 366	0.00	0.00	0.00	0.00	0.00	0.00	
368.3.000.201 INSTRUCTION-MEDIA	448.08	191.70	(134.56)	505.22	(35.94)	469.28	
PROGRAM: 368	448.08	191.70	(134.56)	505.22	(35.94)	469.28	
370.3.000.201 INSTRUCTION-ORCHESTRA	1,229.92	825.00	.00	2,054.92	.00	2,054.92	
PROGRAM: 370	1,229.92	825.00	0.00	2,054.92	0.00	2,054.92	
372.3.000.201 INSTRUCTION-PHYSICAL EDUCATION	1,376.14	.00	.00	1,376.14	.00	1,376.14	
372.3.720.201 INSTRUCTION-TOWEL AND LOCKER	35.00	.00	.00	35.00	.00	35.00	
372.3.721.201 INSTRUCTION-BOWLING FEE	5,622.38	10.00	.00	5,632.38	.00	5,632.38	
PROGRAM: 372	7,033.52	10.00	0.00	7,043.52	0.00	7,043.52	137
374.3.000.201 INSTRUCTION-SHOP	85.32	.00	.00	85.32	.00	85.32	
374.3.700.201 INSTRUCTION-SHOP 7TH & 8TH	1,057.56	9.43	.00	1,066.99	.00	1,066.99	
PROGRAM: 374	1,142.88	9.43	0.00	1,152.31	0.00	1,152.31	
501.3.000.201 FACULTY VENDING	.00	.00	(260.52)	(260.52)	.00	(260.52)	
PROGRAM: 501	0.00	0.00	(260.52)	(260.52)	0.00	(260.52)	
551.3.000.201 DUE TO DSC-TEXTBOOK FINES	.00	.00	.00	.00	.00	.00	
PROGRAM: 551	0.00	0.00	0.00	0.00	0.00	0.00	
552.3.000.201 DUE TO DSC-OTHER	.00	2,250.00	.00	2,250.00	.00	2,250.00	
PROGRAM: 552	0.00	2,250.00	0.00	2,250.00	0.00	2,250.00	
553.3.000.201 DUE TO DSC-LAPTOP REPLACE FINE	125.00	.00	.00	125.00	.00	125.00	
PROGRAM: 553	125.00	0.00	0.00	125.00	0.00	125.00	
600.3.000.201 OVER/SHORT	.00	.00	.00	.00	.00	.00	
PROGRAM: 600	0.00	0.00	0.00	0.00	0.00	0.00	

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	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
GRAND TOTALS	41,745.30	47,451.70	(31,903.27)	57,293.73	(30,241.85)	27,051.88

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100.3.000.202 STUDENT ACITIVITIES CASH ACCOUNT	.00	.00	.00	.00	.00	.00
100.3.104.202 WEB STORE CLEARING	.00	.00	.00	.00	.00	.00
100.3.111.202 WEB STORE FEES-WEST	.00	.00	.00	.00	.00	.00
100.3.112.202 SALES TAX	.00	1,149.47	.00	1,149.47	.00	1,149.47
PROGRAM: 100	0.00	1,149.47	0.00	1,149.47	0.00	1,149.47
103.3.000.202 STUDENT ACTIVITY PETTY CASH ACCOUNT	(200.00)	.00	(790.82)	(990.82)	(33.12)	(1,023.94)
PROGRAM: 103	(200.00)	0.00	(790.82)	(990.82)	(33.12)	(1,023.94)
200.3.000.202 ATHLETICS	.00	.00	(11,707.45)	(11,707.45)	.00	(11,707.45)
200.3.200.202 ATHLETICS-SPIRIT PACKS	.00	4,944.68	.00	4,944.68	.00	4,944.68
200.3.206.202 ATHLETICS-STAFF CLOTHING	.00	.00	.00	.00	.00	.00
200.3.207.202 ATHLETICS-GATE RECEIPTS	.00	1,129.25	(4,728.52)	(3,599.27)	.00	(3,599.27)
200.3.209.202 ATHLETICS-REGION IV TOURNAMENT	.00	.00	.00	.00	.00	.00
200.3.210.202 MVA	955.65	.00	.00	955.65	.00	955.65
PROGRAM: 200	955.65	6,073.93	(16,435.97)	(9,406.39)	0.00	(9,406.39)
206.3.000.202 ATHLETICS-FOOTBALL	.00	.00	(60.00)	(60.00)	.00	(60.00)
206.3.200.202 ATHLETICS-FOOTBALL UNIFORMS	.00	.00	.00	.00	.00	.00
206.3.201.202 ATHLETICS-FOOTBALL FUNDRAISER	.00	.00	.00	.00	.00	.00
206.3.203.202 ATHLETICS-FOOTBALL CAMP	.00	.00	.00	.00	.00	.00
PROGRAM: 206	0.00	0.00	(60.00)	(60.00)	0.00	(60.00)
212.3.000.202 ATHLETICS-TRACK	.00	.00	.00	.00	.00	.00
PROGRAM: 212	0.00	0.00	0.00	0.00	0.00	0.00
214.3.000.202 ATHLETICS-WRESTLING	1,382.07	.00	(250.00)	1,132.07	.00	1,132.07

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214.3.200.202 ATHLETICS-WRESTLING UNIFORMS	.00	.00	.00	.00	.00	.00	
PROGRAM: 214	1,382.07	0.00	(250.00)	1,132.07	0.00	1,132.07	
250.3.000.202 GENERAL ACCOUNT	.00	.00	.00	.00	.00	.00	
PROGRAM: 250	0.00	0.00	0.00	0.00	0.00	0.00	
251.3.000.202 CONCESSIONS	6,731.00	249.06	(3,577.75)	3,402.31	(192.93)	3,209.38	
PROGRAM: 251	6,731.00	249.06	(3,577.75)	3,402.31	(192.93)	3,209.38	
252.3.000.202 VENDING DEP/STAFF RECOGNITION	11.55	.00	(24.54)	(12.99)	.00	(12.99)	
PROGRAM: 252	11.55	0.00	(24.54)	(12.99)	0.00	(12.99)	
253.3.000.202 ACTIVITY CARDS/ACTIVITIES	3,392.48	1,245.42	(40.00)	4,597.90	.00	4,597.90	
PROGRAM: 253	3,392.48	1,245.42	(40.00)	4,597.90	0.00	4,597.90	140
254.3.000.202 ANNUALS	4,033.05	1,349.15	.00	5,382.20	.00	5,382.20	
PROGRAM: 254	4,033.05	1,349.15	0.00	5,382.20	0.00	5,382.20	
255.3.000.202 SCHOOL PLANNERS/HANDBOOKS	.00	.00	.00	.00	.00	.00	
PROGRAM: 255	0.00	0.00	0.00	0.00	0.00	0.00	
256.3.000.202 LOCKERS-HALLWAY	.00	.00	.00	.00	.00	.00	
PROGRAM: 256	0.00	0.00	0.00	0.00	0.00	0.00	
257.3.000.202 INTEREST	(75.11)	.00	.00	(75.11)	.00	(75.11)	
PROGRAM: 257	(75.11)	0.00	0.00	(75.11)	0.00	(75.11)	
259.3.000.202 STUDENT BODY FUNDRAISER	.00	.00	.00	.00	(5.84)	(5.84)	
259.3.259.202 SCHOOL IMPROVEMENT FUND RAISE	5,341.68	.00	(394.09)	4,947.59	(4.32)	4,943.27	
PROGRAM: 259	5,341.68	0.00	(394.09)	4,947.59	(10.16)	4,937.43	
260.3.000.202 SPECIAL INTEREST FUNDRAISER	.00	.00	.00	.00	.00	.00	
260.3.260.202 GIFT OF GREEN	.00	.00	.00	.00	.00	.00	
PROGRAM: 260	0.00	0.00	0.00	0.00	0.00	0.00	

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300.3.000.202 STUDENT COUNCIL	1,098.61	39.62	(451.01)	687.22	(55.04)	632.18
PROGRAM: 300	1,098.61	39.62	(451.01)	687.22	(55.04)	632.18
301.3.000.202 CLUB-ANNUAL	.00	.00	.00	.00	.00	.00
PROGRAM: 301	0.00	0.00	0.00	0.00	0.00	0.00
303.3.000.202 CLUB-BUILDERS	693.92	.00	.00	693.92	(51.53)	642.39
PROGRAM: 303	693.92	0.00	0.00	693.92	(51.53)	642.39
305.3.000.202 CLUB-SOURCES OF STRENGTH	884.80	1,000.00	(318.65)	1,566.15	.00	1,566.15
PROGRAM: 305	884.80	1,000.00	(318.65)	1,566.15	0.00	1,566.15
308.3.000.202 CLUB-HERITAGE	4.18	.00	.00	4.18	.00	4.18
PROGRAM: 308	4.18	0.00	0.00	4.18	0.00	4.18
316.3.000.202 CLUB-SKI	6,623.23	.00	(70.52)	6,552.71	.00	6,552.71
PROGRAM: 316	6,623.23	0.00	(70.52)	6,552.71	0.00	6,552.71
318.3.000.202 CLUB-SPECIAL OLYMPICS	27.30	.00	.00	27.30	.00	27.30
PROGRAM: 318	27.30	0.00	0.00	27.30	0.00	27.30
320.3.000.202 CLUB-TECHNOLOGY	1,281.16	.00	.00	1,281.16	.00	1,281.16
PROGRAM: 320	1,281.16	0.00	0.00	1,281.16	0.00	1,281.16
350.3.000.202 INSTRUCTIONAL-GENERAL	4,191.59	104.00	(50.78)	4,244.81	.00	4,244.81
PROGRAM: 350	4,191.59	104.00	(50.78)	4,244.81	0.00	4,244.81
351.3.000.202 INSTRUCTION-RENAISSANCE	.00	.00	.00	.00	.00	.00
PROGRAM: 351	0.00	0.00	0.00	0.00	0.00	0.00
354.3.000.202 INSTRUCTION-ART	.00	.00	.00	.00	.00	.00
PROGRAM: 354	0.00	0.00	0.00	0.00	0.00	0.00
355.3.000.202 INSTRUCTION-BAND	.00	60.00	(30.00)	30.00	.00	30.00

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PROGRAM: 355	0.00	60.00	(30.00)	30.00	0.00	30.00	
356.3.000.202 INSTRUCTION-CHEERLEADING	584.74	.00	(2,172.20)	(1,587.46)	.00	(1,587.46)	
356.3.200.202 INSTRUCTION-CHEER UNIFORM	1,134.44	7,885.38	(7,860.45)	1,159.37	.00	1,159.37	
356.3.203.202 INSTRUCTION-CHEERLEADING CAMP	.00	.00	.00	.00	.00	.00	
356.3.204.202 INSTRUCTION-CHOREOGRAPHY	.00	.00	.00	.00	.00	.00	
356.3.205.202 INSTRUCTION-CHEERLEADING PR YR DEBT	.00	.00	.00	.00	.00	.00	
PROGRAM: 356	1,719.18	7,885.38	(10,032.65)	(428.09)	0.00	(428.09)	
358.3.000.202 INSTRUCTION-CHOIR	666.92	20.00	(122.50)	564.42	.00	564.42	
358.3.205.202 INSTRUCTION-CHOIR TRIP	.00	.00	.00	.00	.00	.00	
PROGRAM: 358	666.92	20.00	(122.50)	564.42	0.00	564.42	142
360.3.000.202 INSTRUCTION-DANCE/DRILL	1,151.65	.00	(2,556.79)	(1,405.14)	.00	(1,405.14)	
360.3.200.202 INSTRUCTION-DANCE/DRILL UNIF	.00	2,224.41	(1,551.48)	672.93	.00	672.93	
360.3.203.202 INSTRUCTION-DANCE/DRILL CAMP	428.00	810.00	(1,080.00)	158.00	.00	158.00	
PROGRAM: 360	1,579.65	3,034.41	(5,188.27)	(574.21)	0.00	(574.21)	
363.3.000.202 INSTRUCTION-EXPLORATORY 6TH GR	.00	.00	.00	.00	.00	.00	
PROGRAM: 363	0.00	0.00	0.00	0.00	0.00	0.00	
364.3.000.202 INSTRUCTION-HOME EC	.00	.00	.00	.00	.00	.00	
364.3.364.202 INSTRUCTION-FACS CLASS	370.43	.00	.00	370.43	.00	370.43	
364.3.600.202 INSTRUCTION-HOME EC 6TH GR	323.58	.00	.00	323.58	.00	323.58	
PROGRAM: 364	694.01	0.00	0.00	694.01	0.00	694.01	
368.3.000.202 INSTRUCTION-MEDIA	976.18	23.94	.00	1,000.12	.00	1,000.12	
368.3.368.202 INSTRUCTION-ACC READER	.00	.00	.00	.00	.00	.00	
PROGRAM: 368	976.18	23.94	0.00	1,000.12	0.00	1,000.12	

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370.3.000.202 INSTRUCTION-ORCHESTRA	1,593.26	60.00	.00	1,653.26	.00	1,653.26	
PROGRAM: 370	1,593.26	60.00	0.00	1,653.26	0.00	1,653.26	
372.3.000.202 INSTRUCTION-PHYSICAL EDUCATION	.00	.00	.00	.00	.00	.00	
372.3.720.202 INSTRUCTION-TOWEL AND LOCKER	978.74	.00	(93.16)	885.58	.00	885.58	
372.3.721.202 INSTRUCTION-BOWLING FEE	968.10	.00	.00	968.10	.00	968.10	
PROGRAM: 372	1,946.84	0.00	(93.16)	1,853.68	0.00	1,853.68	
374.3.000.202 INSTRUCTION-SHOP	.00	.00	.00	.00	.00	.00	
374.3.600.202 INSTRUCTION-SHOP 6TH GR	.00	.00	.00	.00	.00	.00	
374.3.700.202 INSTRUCTION-SHOP 7TH & 8TH	.00	.00	.00	.00	.00	.00	
PROGRAM: 374	0.00	0.00	0.00	0.00	0.00	0.00	143
403.3.000.202 MEMORIAL FOUNDATION	.00	.00	(2,955.00)	(2,955.00)	.00	(2,955.00)	
PROGRAM: 403	0.00	0.00	(2,955.00)	(2,955.00)	0.00	(2,955.00)	
551.3.000.202 DUE TO DSC-TEXTBOOK FINES-DAN	.54	.00	.00	.54	.00	.54	
PROGRAM: 551	0.54	0.00	0.00	0.54	0.00	0.54	
552.3.000.202 DUE TO DSC-OTHER	.00	870.00	.00	870.00	.00	870.00	
PROGRAM: 552	0.00	870.00	0.00	870.00	0.00	870.00	
553.3.000.202 DUE TO DSC-LAPTOP REPLACE FINE	70.00	.00	.00	70.00	.00	70.00	
PROGRAM: 553	70.00	0.00	0.00	70.00	0.00	70.00	
600.3.000.202 OVER/SHORT	.00	.00	.00	.00	.00	.00	
PROGRAM: 600	0.00	0.00	0.00	0.00	0.00	0.00	
GRAND TOTALS	45,623.74	23,164.38	(40,885.71)	27,902.41	(342.78)	27,559.63	

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100.3.112.492 SALES TAX-MT H	(.10)	.00	.00	(.10)	.00	(.10)	
103.3.000.492 STUDENT ACTIVITY PETTY CASH ACCOUNT	.00	.00	.00	.00	.00	.00	
222.3.000.492 CLASS 2022	.00	.00	.00	.00	.00	.00	
250.3.000.492 GENERAL ACCOUNT	11.52	.00	.00	11.52	.00	11.52	
252.3.000.492 VENDING DEP/STAFF RECOGNITION	1,669.00	.00	.00	1,669.00	(170.00)	1,499.00	
254.3.000.492 ANNUALS	130.64	.00	.00	130.64	.00	130.64	
257.3.000.492 INTEREST	14.52	.00	.00	14.52	.00	14.52	
259.3.259.492 SCHOOL IMPROVEMENT FUND RAISE	4,843.44	.00	.00	4,843.44	.00	4,843.44	
260.3.000.492 SPEC INTER FUNDRAISER-VETERANS	1,064.80	.00	.00	1,064.80	.00	1,064.80	
300.3.000.492 STUDENT COUNCIL	509.73	.00	.00	509.73	(200.00)	309.73	144
304.3.000.492 CLUB-BUSINESS	318.88	.00	.00	318.88	(165.00)	153.88	
305.3.000.492 CLUB-SOURCES OF STRENGTH	799.10	.00	.00	799.10	(381.48)	417.62	
325.3.000.492 CLUB-FISHING	.00	.00	.00	.00	.00	.00	
340.3.000.492 INSTRUCTION-DAYCARE	25,097.74	.00	.00	25,097.74	(212.97)	24,884.77	
351.3.000.492 INSTRUCTIONAL-RENAISSANCE	233.82	.00	.00	233.82	.00	233.82	
393.3.000.492 VOC INSTRUCTION-BUS/ACCOUNTING PHOENIX PUBLISHING	753.79	.00	.00	753.79	.00	753.79	
500.3.500.492 SUNSHINE FUND	90.92	.00	.00	90.92	.00	90.92	
553.3.000.492 DUE TO DSC-LAPTOP REPLACE FINE	(10.00)	.00	.00	(10.00)	.00	(10.00)	
GRAND TOTALS	35,527.80	.00	.00	35,527.80	(1,129.45)	34,398.35	

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100.3.111.301 WEB STORE FEES-MINICO	(2,583.36)	.00	(519.09)	(3,102.45)	.00	(3,102.45)	
100.3.112.301 SALES TAX	2.83	2,903.97	(4.25)	2,902.55	.00	2,902.55	
PROGRAM: 100	(2,580.53)	2,903.97	(523.34)	(199.90)	0.00	(199.90)	
103.3.000.301 STUDENT ACTIVITY PETTY CASH ACCOUNT	.00	.00	.00	.00	.00	.00	
PROGRAM: 103	0.00	0.00	0.00	0.00	0.00	0.00	
200.3.000.301 ATHLETICS	5,000.55	99.05	(11,446.74)	(6,347.14)	1,523.26	(4,823.88)	
200.3.200.301 ATHLETICS-SPIRIT PACKS	.00	.00	.00	.00	.00	.00	
200.3.206.301 ATHLETICS-STAFF CLOTHING	.00	.00	.00	.00	.00	.00	
200.3.207.301 ATHLETICS-GATE RECEIPTS	.00	5,401.88	(90.45)	5,311.43	.00	5,311.43	
200.3.209.301 ATHLETICS-REGION IV TOURNAMENT	297.81	.00	.00	297.81	.00	297.81	145
200.3.210.301 ATHLETICS-RED HALVERSON	.00	.00	.00	.00	.00	.00	
200.3.211.301 ATHLETICS MEMORIAL DONATION	5,822.57	.00	.00	5,822.57	.00	5,822.57	
PROGRAM: 200	11,120.93	5,500.93	(11,537.19)	5,084.67	1,523.26	6,607.93	
201.3.000.301 ATHLETICS-BASEBALL	2,628.62	.00	(42.96)	2,585.66	.00	2,585.66	
201.3.200.301 ATHLETICS-BASEBALL UNIFORMS	.00	.00	.00	.00	.00	.00	
201.3.201.301 ATHLETICS-BASEBALL FUNDRAISERS	.00	.00	.00	.00	.00	.00	
PROGRAM: 201	2,628.62	0.00	(42.96)	2,585.66	0.00	2,585.66	
202.3.000.301 ATHLETICS-BASKETBALL BOYS	6,757.02	550.00	.00	7,307.02	(2,627.50)	4,679.52	
202.3.200.301 ATHLETICS-BB BOYS UNIFORMS	.00	.00	(2,100.00)	(2,100.00)	.00	(2,100.00)	
202.3.201.301 ATHLETICS-BB BOYS FUNDRAISERS	.00	3,996.80	(908.37)	3,088.43	(2,233.11)	855.32	
PROGRAM: 202	6,757.02	4,546.80	(3,008.37)	8,295.45	(4,860.61)	3,434.84	
203.3.000.301 ATHLETICS-BASKETBALL GIRLS	3,994.25	750.00	(1,791.13)	2,953.12	(4,692.00)	(1,738.88)	
203.3.200.301 ATHLETICS-BB GIRLS UNIFORMS	.00	.00	.00	.00	.00	.00	

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203.3.201.301 ATHLETICS-BB GIRLS FUNDRAISERS	.00	5,870.20	(904.11)	4,966.09	.00	4,966.09	
PROGRAM: 203	3,994.25	6,620.20	(2,695.24)	7,919.21	(4,692.00)	3,227.21	
204.3.000.301 ATHLETICS-BOWLING	2,783.14	.00	.00	2,783.14	.00	2,783.14	
PROGRAM: 204	2,783.14	0.00	0.00	2,783.14	0.00	2,783.14	
205.3.000.301 ATHLETICS-CROSS COUNTRY	1,957.47	.00	(472.50)	1,484.97	(758.98)	725.99	
PROGRAM: 205	1,957.47	0.00	(472.50)	1,484.97	(758.98)	725.99	
206.3.000.301 ATHLETICS-FOOTBALL	3,230.68	1,850.00	(19,073.77)	(13,993.09)	(5,915.90)	(19,908.99)	
206.3.200.301 ATHLETICS-FOOTBALL UNIFORMS	.00	1,386.77	.00	1,386.77	.00	1,386.77	
206.3.201.301 ATHLETICS-FOOTBALL FUNDRAISERS	.00	25,868.00	.00	25,868.00	.00	25,868.00	
206.3.202.301 ATHLETICS-SPARTAN MOMS	32.57	460.00	(655.89)	(163.32)	(606.42)	(769.74)	146
206.3.203.301 ATHLETICS-FOOTBALL CAMP	.00	2,075.00	.00	2,075.00	.00	2,075.00	
206.3.205.301 TRIP	.00	.00	.00	.00	.00	.00	
206.3.206.301 STAFF CLOTHING	.00	.00	.00	.00	.00	.00	
PROGRAM: 206	3,263.25	31,639.77	(19,729.66)	15,173.36	(6,522.32)	8,651.04	
207.3.000.301 ATHLETICS-GOLF	7,742.37	600.00	.00	8,342.37	.00	8,342.37	
207.3.200.301 ATHLETICS-GOLF UNIFORMS	.00	.00	.00	.00	.00	.00	
207.3.208.301 ATHLETICS-GOLF TOURNAMENT	.00	.00	(995.00)	(995.00)	.00	(995.00)	
PROGRAM: 207	7,742.37	600.00	(995.00)	7,347.37	0.00	7,347.37	
208.3.000.301 ATHLETICS-SOCCER BOYS	2,005.87	.00	.00	2,005.87	.00	2,005.87	
208.3.200.301 ATHLETICS-SOCCER BOYS UNIFORM	21.23	.00	.00	21.23	.00	21.23	
PROGRAM: 208	2,027.10	0.00	0.00	2,027.10	0.00	2,027.10	
209.3.000.301 ATHLETICS-SOCCER GIRLS	386.84	.00	(756.00)	(369.16)	.00	(369.16)	
209.3.200.301 ATHLETICS-SOCCER GIRLS UNIFORM	.00	.00	(2,276.60)	(2,276.60)	.00	(2,276.60)	
PROGRAM: 209	386.84	0.00	(3,032.60)	(2,645.76)	0.00	(2,645.76)	

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210.3.000.301 ATHLETICS-SOFTBALL	2,188.60	.00	.00	2,188.60	.00	2,188.60
210.3.200.301 ATHLETICS-SOFTBALL UNIFORMS	.00	.00	.00	.00	.00	.00
PROGRAM: 210	2,188.60	0.00	0.00	2,188.60	0.00	2,188.60
211.3.000.301 ATHLETICS-TENNIS	3,043.36	243.39	(2,779.47)	507.28	.00	507.28
PROGRAM: 211	3,043.36	243.39	(2,779.47)	507.28	0.00	507.28
212.3.000.301 ATHLETICS-TRACK	3,231.10	.00	(87.50)	3,143.60	.00	3,143.60
PROGRAM: 212	3,231.10	0.00	(87.50)	3,143.60	0.00	3,143.60
213.3.000.301 ATHLETICS-VOLLEYBALL	2,800.06	11,520.00	(14,694.66)	(374.60)	(1,427.25)	(1,801.85)
213.3.200.301 ATHLETICS-VOLLEYBALL UNIFORMS	1,910.34	4,740.56	.00	6,650.90	.00	6,650.90
PROGRAM: 213	4,710.40	16,260.56	(14,694.66)	6,276.30	(1,427.25)	4,849.05
214.3.000.301 ATHLETICS-WRESTLING	12,817.46	250.00	(6,675.72)	6,391.74	.00	6,391.74
214.3.200.301 ATHLETICS-WRESTLING UNIFORMS	215.09	.00	.00	215.09	.00	215.09
214.3.201.301 ATHLETICS-WRESTLING FUNDRAISE	.00	.00	.00	.00	.00	.00
PROGRAM: 214	13,032.55	250.00	(6,675.72)	6,606.83	0.00	6,606.83
216.3.000.301 CLASS 2016	500.00	.00	.00	500.00	.00	500.00
PROGRAM: 216	500.00	0.00	0.00	500.00	0.00	500.00
217.3.000.301 CLASS 2017	158.71	.00	.00	158.71	.00	158.71
PROGRAM: 217	158.71	0.00	0.00	158.71	0.00	158.71
218.3.000.301 CLASS 2018	500.00	.00	.00	500.00	.00	500.00
PROGRAM: 218	500.00	0.00	0.00	500.00	0.00	500.00
219.3.000.301 CLASS 2019	60.00	.00	.00	60.00	.00	60.00
PROGRAM: 219	60.00	0.00	0.00	60.00	0.00	60.00
220.3.000.301 CLASS 2020	500.00	.00	.00	500.00	.00	500.00

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PROGRAM: 220	500.00	0.00	0.00	500.00	0.00	500.00	
221.3.000.301 CLASS 2021	.00	.00	.00	.00	.00	.00	
PROGRAM: 221	0.00	0.00	0.00	0.00	0.00	0.00	
222.3.000.301 CLASS 2022	500.00	.00	.00	500.00	.00	500.00	
PROGRAM: 222	500.00	0.00	0.00	500.00	0.00	500.00	
223.3.000.301 CLASS 2023	3,358.12	1,475.00	(385.96)	4,447.16	.00	4,447.16	
PROGRAM: 223	3,358.12	1,475.00	(385.96)	4,447.16	0.00	4,447.16	
224.3.000.301 CLASS 2024	951.23	.00	(393.29)	557.94	.00	557.94	
PROGRAM: 224	951.23	0.00	(393.29)	557.94	0.00	557.94	
225.3.000.301 CLASS 2025	472.25	.00	(385.68)	86.57	(35.82)	50.75	148
PROGRAM: 225	472.25	0.00	(385.68)	86.57	(35.82)	50.75	
226.3.000.301 CLASS 2026	.00	.00	(77.18)	(77.18)	.00	(77.18)	
PROGRAM: 226	0.00	0.00	(77.18)	(77.18)	0.00	(77.18)	
250.3.000.301 GENERAL ACCOUNT	.00	.00	.00	.00	.00	.00	
250.3.250.301 PARKING PERMITS	4,804.81	1,190.00	(507.00)	5,487.81	(66.00)	5,421.81	
PROGRAM: 250	4,804.81	1,190.00	(507.00)	5,487.81	(66.00)	5,421.81	
251.3.000.301 CONCESSIONS	1,223.09	2,482.78	(8,688.13)	(4,982.26)	(3,549.15)	(8,531.41)	
PROGRAM: 251	1,223.09	2,482.78	(8,688.13)	(4,982.26)	(3,549.15)	(8,531.41)	
252.3.000.301 VENDING DEP/STAFF RECOGNITION	.00	16.09	(1,646.90)	(1,630.81)	211.92	(1,418.89)	
PROGRAM: 252	0.00	16.09	(1,646.90)	(1,630.81)	211.92	(1,418.89)	
253.3.000.301 ACTIVITY CARDS/ACTIVITIES	5,126.74	5,359.08	(292.87)	10,192.95	.00	10,192.95	
PROGRAM: 253	5,126.74	5,359.08	(292.87)	10,192.95	0.00	10,192.95	
254.3.000.301 YEARBOOKS	448.52	4,400.97	(6,693.75)	(1,844.26)	.00	(1,844.26)	
PROGRAM: 254	448.52	4,400.97	(6,693.75)	(1,844.26)	0.00	(1,844.26)	

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257.3.000.301 INTEREST	75.59	16.88	.00	92.47	.00	92.47
PROGRAM: 257	75.59	16.88	0.00	92.47	0.00	92.47
259.3.000.301 STUDENT BODY FUNDRAISER	.00	.00	.00	.00	.00	.00
259.3.259.301 SCHOOL IMPROVEMENT FUND	11,056.81	.00	.00	11,056.81	.00	11,056.81
PROGRAM: 259	11,056.81	0.00	0.00	11,056.81	0.00	11,056.81
260.3.000.301 SPECIAL INTEREST FUND RAISER	426.88	.00	.00	426.88	.00	426.88
260.3.260.301 GIFT OF GREEN	(304.14)	.00	.00	(304.14)	.00	(304.14)
PROGRAM: 260	122.74	0.00	0.00	122.74	0.00	122.74
300.3.000.301 STUDENT COUNCIL	9,472.25	255.00	(9,090.50)	636.75	(285.64)	351.11
PROGRAM: 300	9,472.25	255.00	(9,090.50)	636.75	(285.64)	351.11
301.3.000.301 CLUB-ANNUAL	2,773.89	.00	.00	2,773.89	.00	2,773.89
PROGRAM: 301	2,773.89	0.00	0.00	2,773.89	0.00	2,773.89
302.3.000.301 CLUB-ART	49.59	.00	(20.96)	28.63	.00	28.63
PROGRAM: 302	49.59	0.00	(20.96)	28.63	0.00	28.63
304.3.000.301 CLUB-BUSINESS	491.18	.00	20.00	511.18	(575.00)	(63.82)
304.3.304.301 CLUB-MR MHS	.00	.00	.00	.00	.00	.00
PROGRAM: 304	491.18	0.00	20.00	511.18	(575.00)	(63.82)
305.3.000.301 CLUB-DRUG FREE YOUTH	1,490.24	.00	(23.92)	1,466.32	.00	1,466.32
305.3.305.301 CLUB-HOPE SQUAD	1,457.55	.00	(1,621.43)	(163.88)	(783.25)	(947.13)
PROGRAM: 305	2,947.79	0.00	(1,645.35)	1,302.44	(783.25)	519.19
306.3.000.301 CLUB-FCCLA	926.64	51.89	194.22	1,172.75	(231.93)	940.82
PROGRAM: 306	926.64	51.89	194.22	1,172.75	(231.93)	940.82
307.3.000.301 CLUB-FFA	20,260.25	22,899.57	(9,461.14)	33,698.68	(20,568.16)	13,130.52

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307.3.201.301 CLUB FFA FUNDRAISERS	.00	.00	.00	.00	.00	.00	
PROGRAM: 307	20,260.25	22,899.57	(9,461.14)	33,698.68	(20,568.16)	13,130.52	
308.3.000.301 CLUB-HOSA	.00	.00	.00	.00	.00	.00	
PROGRAM: 308	0.00	0.00	0.00	0.00	0.00	0.00	
309.3.000.301 CLUB-KEY	520.99	16.00	.00	536.99	.00	536.99	
PROGRAM: 309	520.99	16.00	0.00	536.99	0.00	536.99	
310.3.000.301 CLUB-LEO	758.99	623.35	237.79	1,620.13	(636.93)	983.20	
PROGRAM: 310	758.99	623.35	237.79	1,620.13	(636.93)	983.20	
311.3.000.301 CLUB-M CLUB	260.59	.00	.00	260.59	.00	260.59	
PROGRAM: 311	260.59	0.00	0.00	260.59	0.00	260.59	150
312.3.000.301 CLUB-MINICO BALLROOM	.00	.00	.00	.00	.00	.00	
PROGRAM: 312	0.00	0.00	0.00	0.00	0.00	0.00	
313.3.000.301 CLUB-NHS	246.63	.00	.00	246.63	.00	246.63	
PROGRAM: 313	246.63	0.00	0.00	246.63	0.00	246.63	
314.3.000.301 CLUB-RODEO	.00	.00	.00	.00	.00	.00	
PROGRAM: 314	0.00	0.00	0.00	0.00	0.00	0.00	
315.3.000.301 CLUB-SCIENCE	1,141.97	75.00	(1,733.42)	(516.45)	(3,444.68)	(3,961.13)	
PROGRAM: 315	1,141.97	75.00	(1,733.42)	(516.45)	(3,444.68)	(3,961.13)	
316.3.000.301 CLUB-SKI	1,003.59	.00	.00	1,003.59	.00	1,003.59	
PROGRAM: 316	1,003.59	0.00	0.00	1,003.59	0.00	1,003.59	
317.3.000.301 CLUB-SPANISH	231.33	.00	.00	231.33	.00	231.33	
PROGRAM: 317	231.33	0.00	0.00	231.33	0.00	231.33	
318.3.000.301 CLUB-SPIRIT (RED ZONE)	758.44	.00	.00	758.44	(110.00)	648.44	
PROGRAM: 318	758.44	0.00	0.00	758.44	(110.00)	648.44	

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319.3.000.301 CLUB-SWIM TEAM	2,402.34	1,390.00	(3,834.72)	(42.38)	(480.00)	(522.38)
PROGRAM: 319	2,402.34	1,390.00	(3,834.72)	(42.38)	(480.00)	(522.38)
321.3.000.301 CLUB-TSA INDUSTRIAL TECH	.00	.00	.00	.00	.00	.00
PROGRAM: 321	0.00	0.00	0.00	0.00	0.00	0.00
322.3.000.301 CLUB-YOUNG REPUBLICAN	516.18	.00	.00	516.18	.00	516.18
PROGRAM: 322	516.18	0.00	0.00	516.18	0.00	516.18
325.3.000.301 CLUB-TRAP	437.27	.00	.00	437.27	.00	437.27
PROGRAM: 325	437.27	0.00	0.00	437.27	0.00	437.27
350.3.000.301 INSTRUCTIONAL-GENERAL	6,326.98	.00	(248.70)	6,078.28	(392.69)	5,685.59
PROGRAM: 350	6,326.98	0.00	(248.70)	6,078.28	(392.69)	5,685.59
351.3.000.301 INSTRUCTION-RENAISSANCE	1,861.94	.00	.00	1,861.94	.00	1,861.94
PROGRAM: 351	1,861.94	0.00	0.00	1,861.94	0.00	1,861.94
352.3.000.301 INSTRUCTION-ADV PLACEMENT	5.20	.00	.00	5.20	.00	5.20
352.3.521.301 INSTRUCTION-PSAT	280.18	.00	.00	280.18	.00	280.18
352.3.522.301 INSTRUCTION-PLAN TEST	292.56	.00	.00	292.56	.00	292.56
352.3.523.301 INSTRUCTION-IDLA FEES	.00	300.00	.00	300.00	.00	300.00
PROGRAM: 352	577.94	300.00	0.00	877.94	0.00	877.94
354.3.000.301 INSTRUCTION-ART	226.99	.00	.00	226.99	(59.00)	167.99
354.3.540.301 INSTRUCTION-ART BAIRD	1,032.89	28.30	(799.21)	261.98	.00	261.98
PROGRAM: 354	1,259.88	28.30	(799.21)	488.97	(59.00)	429.97
355.3.000.301 INSTRUCTION-BAND	7,646.72	270.00	(5,561.75)	2,354.97	(2,581.68)	(226.71)
355.3.550.301 INSTRUCTION-PIANO REPAIR	.00	.00	.00	.00	.00	.00
355.3.551.301 INSTRUCTION-BAND UNIFORMS	.00	.00	.00	.00	.00	.00

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355.3.552.301 INSTRUCTION-BAND INSTRUMENT	.00	.00	.00	.00	.00	.00	
PROGRAM: 355	7,646.72	270.00	(5,561.75)	2,354.97	(2,581.68)	(226.71)	
356.3.000.301 INSTRUCTION-CHEERLEADING	478.03	12,626.25	(7,627.13)	5,477.15	(496.00)	4,981.15	
356.3.200.301 INSTRUCTION-CHEER UNIFORM	6,160.88	292.45	(15,217.90)	(8,764.57)	(733.50)	(9,498.07)	
356.3.203.301 INSTRUCTION-CHEER CAMP	.00	.00	(4,752.00)	(4,752.00)	.00	(4,752.00)	
356.3.204.301 INSTRUCTION-CHOREOGRAPHY	180.00	.00	.00	180.00	.00	180.00	
356.3.205.301 INSTRUCTION-CHEER TRIP	.00	.00	.00	.00	.00	.00	
PROGRAM: 356	6,818.91	12,918.70	(27,597.03)	(7,859.42)	(1,229.50)	(9,088.92)	
357.3.000.301 INSTRUCTION-CHEMISTRY	1,265.43	.00	.00	1,265.43	.00	1,265.43	
PROGRAM: 357	1,265.43	0.00	0.00	1,265.43	0.00	1,265.43	152
358.3.000.301 INSTRUCTION-CHOIR	5,350.93	61.32	(4,952.86)	459.39	2,861.60	3,320.99	
358.3.205.301 INSTRUCTION-MUSIC TOUR	.00	.00	.00	.00	.00	.00	
358.3.358.301 INSTRUCTION-MADRIGAL DINNER	.00	.00	.00	.00	.00	.00	
PROGRAM: 358	5,350.93	61.32	(4,952.86)	459.39	2,861.60	3,320.99	
359.3.000.301 INSTRUCTION-DANCE FORCE	13,008.94	2,405.17	(3,434.53)	11,979.58	(576.00)	11,403.58	
359.3.200.301 INSTRUCTION-DANCE UNIFORMS	.00	.00	(7,937.65)	(7,937.65)	(350.38)	(8,288.03)	
359.3.203.301 INSTRUCTION-DANCE FORCE CAMP	.00	.00	.00	.00	.00	.00	
359.3.204.301 INSTRUCTION-CHOREOGRAPHY	450.00	.00	.00	450.00	.00	450.00	
359.3.205.301 INSTRUCTION-DANCE FORCE TRIP	.00	.00	.00	.00	.00	.00	
PROGRAM: 359	13,458.94	2,405.17	(11,372.18)	4,491.93	(926.38)	3,565.55	
362.3.000.301 INSTRUCTION-DRIVERS ED	225.00	75.00	.00	300.00	.00	300.00	
362.3.362.301 INSTRUCTION-DR ED IDLA FEES	.00	.00	.00	.00	.00	.00	
PROGRAM: 362	225.00	75.00	0.00	300.00	0.00	300.00	

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365.3.000.301 INSTRUCTION-JOURNALISM	197.91	.00	.00	197.91	.00	197.91	
PROGRAM: 365	197.91	0.00	0.00	197.91	0.00	197.91	
366.3.000.301 INSTRUCTION-LIFE SKILLS	284.30	.00	368.25	652.55	(54.00)	598.55	
PROGRAM: 366	284.30	0.00	368.25	652.55	(54.00)	598.55	
367.3.000.301 INSTRUCTION-LIFE SPORTS	924.15	325.00	(1,782.10)	(532.95)	(200.00)	(732.95)	
PROGRAM: 367	924.15	325.00	(1,782.10)	(532.95)	(200.00)	(732.95)	
368.3.000.301 INSTRUCTION-MEDIA	699.36	15.00	.00	714.36	.00	714.36	
PROGRAM: 368	699.36	15.00	0.00	714.36	0.00	714.36	
369.3.000.301 INSTRUCTION-OPERETTA	8,739.56	.00	(51.93)	8,687.63	51.93	8,739.56	
PROGRAM: 369	8,739.56	0.00	(51.93)	8,687.63	51.93	8,739.56	153
370.3.000.301 INSTRUCTION-ORCHESTRA	7,586.32	1,683.77	(700.49)	8,569.60	(3,724.82)	4,844.78	
370.3.205.301 INSTRUCTION-ORCHESTRA TRIP	1,122.00	.00	.00	1,122.00	.00	1,122.00	
370.3.370.301 INSTRUCTION-COWBOY DINNER	1,500.00	.00	(192.77)	1,307.23	(860.20)	447.03	
PROGRAM: 370	10,208.32	1,683.77	(893.26)	10,998.83	(4,585.02)	6,413.81	
371.3.000.301 INSTRUCTION-PHOTO & GRAPHIC	.00	.00	.00	.00	.00	.00	
PROGRAM: 371	0.00	0.00	0.00	0.00	0.00	0.00	
372.3.000.301 INSTRUCTION-PHYSICAL EDUCATION	.00	.00	.00	.00	.00	.00	
372.3.721.301 INSTRUCTION-PE BOWLING	80.00	100.00	(20.00)	160.00	.00	160.00	
PROGRAM: 372	80.00	100.00	(20.00)	160.00	0.00	160.00	
373.3.000.301 INSTRUCTION-SCIENCE	14.50	.00	.00	14.50	.00	14.50	
373.3.373.301 INSTRUCTION-SCIENCE FUNDRAISER	.00	.00	.00	.00	.00	.00	
PROGRAM: 373	14.50	0.00	0.00	14.50	0.00	14.50	
375.3.000.301 INSTRUCTION-SPEECH/DEBATE	2,553.80	.00	.00	2,553.80	.00	2,553.80	
PROGRAM: 375	2,553.80	0.00	0.00	2,553.80	0.00	2,553.80	

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376.3.000.301 INSTRUCTION-WEIGHTS	5,152.77	.00	.00	5,152.77	.00	5,152.77
PROGRAM: 376	5,152.77	0.00	0.00	5,152.77	0.00	5,152.77
390.3.000.301 VOC INSTRUCTION-GREENHOUSE	19,103.25	.00	(536.30)	18,566.95	(610.00)	17,956.95
390.3.901.301 VOC INSTRUCTION-GREENHOUSE SALES	.00	.00	.00	.00	.00	.00
PROGRAM: 390	19,103.25	0.00	(536.30)	18,566.95	(610.00)	17,956.95
391.3.000.301 VOC INSTRUCTION-AG SHOP	633.17	271.80	(1,903.38)	(998.41)	(1,085.24)	(2,083.65)
391.3.911.301 VOC INSTRUCTION-SHOP SUPPLIES	.00	.00	.00	.00	(19.47)	(19.47)
PROGRAM: 391	633.17	271.80	(1,903.38)	(998.41)	(1,104.71)	(2,103.12)
392.3.000.301 VOC INSTRUCTION-DIESEL	3,061.53	.00	(14.75)	3,046.78	(85.25)	2,961.53
392.3.900.301 VOC INSTRUCTION-DIESEL SKILLS	737.85	.00	.00	737.85	.00	737.85
PROGRAM: 392	3,799.38	0.00	(14.75)	3,784.63	(85.25)	3,699.38
393.3.000.301 VOC INSTRUCTION-BUS/ACCOUNTING	.00	.00	.00	.00	.00	.00
393.3.931.301 VOC-INSTRUCTION-BUSINESS	.00	.00	.00	.00	.00	.00
393.3.932.301 VOC INSTRUCTION-DESKTOP PUBLISHING	(303.72)	.00	.00	(303.72)	.00	(303.72)
393.3.934.301 VOC INSTRUCTION-VID MULTIMEDIA	1,572.49	.00	.00	1,572.49	.00	1,572.49
PROGRAM: 393	1,268.77	0.00	0.00	1,268.77	0.00	1,268.77
394.3.000.301 VOC INSTRUCTION-INFO TECH	617.73	.00	.00	617.73	.00	617.73
394.3.900.301 VOC INSTRUCTION-INFO TECH SKILLS	133.63	300.00	217.04	650.67	.00	650.67
PROGRAM: 394	751.36	300.00	217.04	1,268.40	0.00	1,268.40
395.3.000.301 VOC INSTRUCTION-PREENGINEERING	1,997.74	.00	.00	1,997.74	.00	1,997.74
395.3.951.301 VOC INSTRUCTION- ACADEMY	.00	.00	.00	.00	.00	.00
395.3.952.301 VOC INSTRUCTION-MANUFACTURING	200.00	.00	.00	200.00	.00	200.00

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	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance	
395.3.953.301 VOC INSTRUCTION- COPIES	.00	.00	.00	.00	.00	.00	
PROGRAM: 395	2,197.74	0.00	0.00	2,197.74	0.00	2,197.74	
396.3.000.301 VOC INSTRUCTION-CONSTRUCTION	11,699.14	.00	(3,418.50)	8,280.64	(8,110.29)	170.35	
396.3.900.301 VOC INSTRUCTION-CONSTR SKILLS	5,353.47	.00	(2,382.79)	2,970.68	(1,588.08)	1,382.60	
396.3.961.301 VOC INSTRUCTION-TINY HOUSE	13,982.77	.00	(5,392.26)	8,590.51	(1,607.74)	6,982.77	
PROGRAM: 396	31,035.38	0.00	(11,193.55)	19,841.83	(11,306.11)	8,535.72	
397.3.000.301 VOC INSTRUCTION-FOOD LAB	1,462.99	.00	(311.30)	1,151.69	.00	1,151.69	
397.3.971.301 VOC INSTRUCTION-BRUTUS BAKERY	.00	.00	.00	.00	.00	.00	
397.3.972.301 VOC INSTRUCTION-SPARTAN BISTRO	489.55	.00	.00	489.55	.00	489.55	
PROGRAM: 397	1,952.54	0.00	(311.30)	1,641.24	0.00	1,641.24	155
398.3.000.301 VOC INSTRUCTION-CLOTHING	123.74	.00	.00	123.74	.00	123.74	
PROGRAM: 398	123.74	0.00	0.00	123.74	0.00	123.74	
399.3.000.301 VOC INSTRUCTION-CERT NURSING	(398.56)	.00	.00	(398.56)	.00	(398.56)	
PROGRAM: 399	(398.56)	0.00	0.00	(398.56)	0.00	(398.56)	
400.3.000.301 ESL SCHOLARSHIP	368.54	.00	.00	368.54	.00	368.54	
PROGRAM: 400	368.54	0.00	0.00	368.54	0.00	368.54	
401.3.000.301 MISSMHS	294.34	.00	.00	294.34	.00	294.34	
PROGRAM: 401	294.34	0.00	0.00	294.34	0.00	294.34	
402.3.000.301 PRIVATE SCHOLARSHIP	1,000.00	.00	.00	1,000.00	.00	1,000.00	
PROGRAM: 402	1,000.00	0.00	0.00	1,000.00	0.00	1,000.00	
500.3.000.301 SCHOOL CLIMATE	82.10	21.24	(589.90)	(486.56)	(218.08)	(704.64)	
500.3.500.301 SUNSHINE FUND	.00	.00	.00	.00	.00	.00	
PROGRAM: 500	82.10	21.24	(589.90)	(486.56)	(218.08)	(704.64)	

MINIDOKA COUNTY SCHOOL DISTRICT #331

Student Activities Summary Report

Fiscal Year: 2022-2023

From: 7/1/2022

To: 10/31/2022

☐ Print Detail

☐ Exclude Encumbrances

☒ Reverse Signs

☐ Page Break by Activity

☐ Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
552.3.000.301 DUE TO DSC-LAP TOP INSURANCE	.00	1,390.00	.00	1,390.00	.00	1,390.00
PROGRAM: 552	0.00	1,390.00	0.00	1,390.00	0.00	1,390.00
553.3.000.301 DUE TO DSC-LAPTOP REPLACE FINE	(195.00)	195.00	.00	.00	.00	.00
PROGRAM: 553	(195.00)	195.00	0.00	0.00	0.00	0.00
GRAND TOTALS	277,009.08	129,177.53	(177,921.96)	228,264.65	(67,731.43)	160,533.22

End of Report

GENERAL FUND MONTHLY SUMMARY REVISED TO DATE

REVENUES:																	
	BEG BUDGET	REVISED	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APR	MAY	JUNE	RECEIVABLE	TOTAL	
LOCAL:																	
SUPPLEMENTAL LEVY/REA	\$ 2,265,000	\$ 2,265,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,342,471	\$ -	\$ 144,408	\$ 18,143	\$ -	\$ 787,747		\$ 2,292,770	
TAX PENALTY/INTEREST	\$ 10,000	\$ 10,000	\$ 713	\$ -	\$ 2,467	\$ -	\$ -	\$ 1,185	\$ 1,795	\$ -	\$ 2,650	\$ 570	\$ -	\$ 640		\$ 10,020	
TUITION	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
BANK/POOL INTEREST	\$ 45,000	\$ 10,000	\$ 55	\$ 349	\$ 908	\$ 1,080	\$ 726	\$ 782	\$ 857	\$ 957	\$ 1,261	\$ 1,635	\$ 2,143	\$ 7,751		\$ 18,503	
OTHER LOCAL REV/GRANTS ₁	\$ 40,000	\$ 159,500	\$ 2,698	\$ 70	\$ 10,983	\$ 1,217	\$ 873	\$ 16,004	\$ 45,451	\$ 40	\$ 30,725	\$ 4,114	\$ 18,762	\$ 11,335		\$ 142,273	
SECONDARY ACTIVITY DUTY	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ 1,302	\$ -	\$ -	\$ 2,918	\$ 1,107	\$ -	\$ 5,855	\$ 7,309	\$ -	\$ 716		\$ 19,208	
ISBA & INSURANCE DIVIDEND	\$ -	\$ -			\$ -	\$ -	\$ -	\$ -	\$ -				\$ -			\$ -	
ERATE	\$ 115,000	\$ 594,000				\$ -	\$ -		\$ -					\$ 590,167		\$ 590,167	
ARTEC REIMB	\$ 700,000	\$ 160,000			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 351,000		\$ 351,000	
OTHER FEES	\$ -	\$ 5,000	\$ 14	\$ -	\$ 7,690	\$ 140	\$ -	\$ 224	\$ 196	\$ 56	\$ 350	\$ 182	\$ -	\$ (3,206)		\$ 5,646	
STATE:																	
STATE BASE SUPPORT	\$ 20,176,000	\$ 22,411,000		\$ 12,421,556	\$ -	\$ -	\$ 5,109,460			\$ 4,896,287	\$ -	\$ -	\$ -	\$ (47,106)		\$ 22,380,197	
TRANSPORTATION	\$ 1,450,000	\$ 1,485,000											\$ 1,485,334			\$ 1,485,334	
BENEFIT APPORTIONMENT	\$ 2,757,000	\$ 3,041,000								\$ 272,298	\$ -	\$ -	\$ 2,768,904	\$ -		\$ 3,041,203	
OTHER STATE PAYMENTS ₂	\$ 323,000	\$ 653,000	\$ -	\$ -	\$ -	\$ 3,700	\$ 19,134	\$ 429,420	\$ -	\$ 40,634	\$ -	\$ 124,606	\$ 27,920	\$ 25,361		\$ 670,775	
TUITION EQUIVALENCY	\$ 180,000	\$ 150,000											0.00	152982		\$ 152,982	
LOTTERY/MAINT MATCH	\$ 325,000	\$ 302,000		\$ 287,601	\$ -	\$ -	\$ -	\$ 13,949		\$ -						\$ 301,550	
PROP TAX REPLACEMENT	\$ 120,000	\$ 120,000	\$ 19,213			\$ 19,213		\$ -	\$ 39,980	\$ -	\$ 373	\$ 20,381	\$ -	\$ 21,141		\$ 120,302	
OTHER:																	
INDIRECT COSTS TRANSFER	\$ 280,000	\$ 318,000												\$ 268,860		\$ 268,860	
GENERAL FUND	\$ 28,806,000	\$ 31,703,500	\$ 22,693	\$ 12,709,576	\$ 23,349	\$ 25,351	\$ 5,130,194	\$ 464,482	\$ 1,431,858	\$ 5,210,272	\$ 185,622	\$ 176,942	\$ 4,303,063	\$ 2,167,387	\$ -	\$ 31,850,790	
ADDITIONAL STATE GRANTS IN GENERAL FUND:																	
STATE SPECIAL FUNDS ³	\$ 1,197,000	\$ 1,243,800		\$ -	\$ 18,780	\$ 698,238	\$ -	\$ 36,167	\$ -	\$ -	\$ 91,466	\$ -	\$ 220,042	\$ 119,245		\$ 1,183,938	
	\$ -	\$ -			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	
TOTAL GEN PLUS GRANTS	\$ 30,003,000	\$ 32,947,300	\$ 22,693	\$ 12,709,576	\$ 42,129	\$ 723,589	\$ 5,130,194	\$ 500,649	\$ 1,431,858	\$ 5,210,272	\$ 277,088	\$ 176,942	\$ 4,523,105	\$ 2,286,632	\$ -	\$ 33,034,728	
CARRYOVER	\$ 1,800,000	\$ 2,515,000															
GRAND TOTAL BUDGET	\$ 31,803,000	\$ 35,462,300															157
EXPENDITURES:																	
	BEG BUDGET	REVISED	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APR	MAY	JUNE	ACCUAL/ENCUMBRANCE		
SALARIES	\$ 16,826,000	\$ 17,681,200	\$ 276,839	\$ 338,065	\$ 1,476,494	\$ 1,395,099	\$ 1,385,739	\$ 1,391,436	\$ 1,559,765	\$ 1,444,260	\$ 1,454,749	\$ 1,465,284	\$ 1,660,143	\$ 1,465,757	2,329,814	\$ 17,643,443	
BENEFITS	\$ 6,657,000	\$ 6,628,500	\$ 88,428	\$ 475,407	\$ 502,349	\$ 493,666	\$ 498,977	\$ 498,089	\$ 578,319	\$ 524,880	\$ 514,837	\$ 520,646	\$ 557,516	\$ 522,054	893,094	\$ 6,668,263	
PURCHASED SERVICES	\$ 1,647,000	\$ 2,082,380	\$ 69,753	\$ 90,196	\$ 182,306	\$ 132,724	\$ 91,657	\$ 214,185	\$ 221,066	\$ 173,879	\$ 200,457	\$ 168,163	\$ 131,076	\$ 232,498		\$ 1,907,960	
SUPPLIES	\$ 2,361,000	\$ 2,845,720	\$ 162,175	\$ 273,074	\$ 872,187	\$ 130,353	\$ 135,869	\$ 158,604	\$ 191,919	\$ 259,268	\$ 75,269	\$ 107,326	\$ 166,352	\$ 314,237		\$ 2,846,633	
CAPITAL OUTLAY	\$ 50,000	\$ 1,082,500	\$ 62,972	\$ 78,783	\$ 306,460	\$ 18,818	\$ 66,115	\$ 93,027	\$ 29,384	\$ 80,268	\$ 16,424	\$ 40,011	\$ 30,621	\$ 211,896		\$ 1,034,781	
INSURANCE & JUDGEMENTS	\$ 192,000	\$ 202,000	\$ 196,556	\$ -	\$ 195	\$ 1,079	\$ 234	\$ 684	\$ 1,591	\$ 254	\$ 488	\$ 449	\$ -	\$ 936		\$ 202,464	
TRANSFER PLANT/FS/BOND	\$ 2,570,000	\$ 1,940,000		\$ -	\$ 200,000		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,732,528		\$ 1,932,528	
CONTINGENCY	\$ 1,500,000	\$ 3,000,000														\$ -	
	\$ 31,803,000	\$ 35,462,300	\$ 856,722	\$ 1,255,526	\$ 3,539,991	\$ 2,171,740	\$ 2,178,591	\$ 2,356,025	\$ 2,582,043	\$ 2,482,807	\$ 2,262,224	\$ 2,301,879	\$ 2,545,708	\$ 4,479,906	\$ 3,222,908	\$ 32,236,071	
ACTUAL CASH FLOWS TO DATE:															JULY/AUG ACCRUAL/DEFERRAL		
DEFERED RECEIVABLE																	
REVENUES															\$ -		
EXPENDITURES															\$ 3,222,908		
FUND BALANCE JUNE 30	\$ 2,515,315		\$ 1,681,286	\$ 13,135,336	\$ 9,637,474	\$ 8,189,323	\$ 11,140,925	\$ 9,285,550	\$ 8,135,365	\$ 10,862,830	\$ 8,877,694	\$ 6,752,757	\$ 8,730,154	\$ 6,536,881	\$ 3,313,972		
₁ Cobra, rebates, restitution, patronage, insurance claims, jury duty, bldg rental,transportation,fingerprinting, matching, NNU,CAP ED, Idaho Lives Grant, Workforce & STEM																	\$ 3,313,972
₂ Professional Development, IT funding, Leadership,Strategic Plan Training																	
₃ LEP/Math &Science/Fast Forward/Literacy/Career Counseling/ISAT/GT/Fuel Up to Play																	\$ 3,313,972
															PROJECTED ENDING FUND BALANCE		

FOOD SERVICE MONTHLY SUMMARY REVISED TO DATE

	BEG BUDGET	REVISED	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APR	MAY	JUNE	RECEIVABLE	TOTAL
LOCAL:																
INTEREST			\$ 3	\$ 39	\$ 60	\$ 65	\$ 59	\$ 64	\$ 64	\$ 90	\$ 114	\$ 103	\$ 208	\$ 1,073		\$ 1,944
LOCAL LUNCH REVENUE	\$ 10,000	\$ 10,000	\$ (2,056)	\$ 1,480	\$ 971	\$ 1,355	\$ 1,092	\$ 366	\$ 1,139	\$ 411	\$ 790	\$ 756	\$ 507	\$ (17)		\$ 6,794
LOCAL ADULT LUNCH	\$ 10,000	\$ 10,000	\$ 317	\$ 346	\$ 1,052	\$ 1,222	\$ 1,356	\$ 598	\$ 942	\$ 687	\$ 1,189	\$ 1,214	\$ 1,116	\$ 458		\$ 10,496
OTHER LOCAL	\$ 10,000	\$ 10,000			\$ 368			\$ 609								\$ 977
FEDERAL:																
FEDERAL LUNCH REVENUE	\$ 1,400,000	\$ 2,000,000		88469.42	\$ 75,094	\$ 207,447	\$ 208,462	\$ 212,002	\$ 150,426	\$ 168,134	\$ 149,080	\$ 200,188	\$ 213,799	\$ 267,636		\$ 1,940,737
FEDERAL BREAKFAST REVENUE	\$ 340,000	\$ 420,000			\$ 13,773	\$ 48,535	\$ 48,528	\$ 49,976	\$ 33,066	\$ 34,748	\$ 32,140	\$ 45,897	\$ 51,602	\$ 46,575		\$ 404,843
OTHER FEDERAL/FF&V	\$ 170,000	\$ 190,000		\$ 125,523		\$ 1,614	\$ 2,322	\$ 14,521	\$ 1,676	\$ 1,888	\$ 1,533	\$ 5,708	\$ 1,999	\$ 78,834		\$ 235,618
INTERFUND MATCH	\$ 45,000	\$ 45,000												\$ 42,055		\$ 42,055
TOTAL FOOD SERVICE REVENUE	\$ 1,985,000	\$ 2,685,000	\$ (1,736)	\$ 215,858	\$ 91,319	\$ 260,238	\$ 261,818	\$ 278,136	\$ 187,313	\$ 205,958	\$ 184,847	\$ 253,867	\$ 269,232	\$ 436,614	\$ -	\$ 2,643,465
FUND BALANCE FORWARD	\$ 1,985,000	\$ 2,685,000														
EXPENDITURES:																
	BEG BUDGET	REVISED	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APR	MAY	JUNE	ACCRUALS/ENCUMBRANCES	
SALARIES	\$ 549,600	\$ 595,600	\$ 24,387	\$ 21,685	\$ 43,241	\$ 45,697	\$ 46,758	\$ 46,729	\$ 48,525	\$ 46,006	\$ 45,580	\$ 47,833	\$ 44,964	\$ 45,458	\$ 70,508	\$ 577,370
BENEFITS	\$ 385,400	\$ 410,400	\$ 5,354	\$ 37,289	\$ 29,414	\$ 29,698	\$ 29,968	\$ 29,950	\$ 30,318	\$ 30,378	\$ 30,439	\$ 29,729	\$ 28,792	\$ 28,935	\$ 56,698	\$ 396,964
PURCHASED SERVICES	\$ 70,000	\$ 99,000	\$ 56	\$ 1,504	\$ 11,575	\$ 3,587	\$ 19,804	\$ 1,805	\$ 11,642	\$ 709	\$ 875	\$ 2,151	\$ 2,786	\$ 8,863		\$ 65,358
SUPPLIES	\$ 980,000	\$ 1,480,000	\$ 3,740	\$ 20,603	\$ 150,740	\$ 62,188	\$ 126,993	\$ 81,313	\$ 102,670	\$ 96,638	\$ 86,843	\$ 101,636	\$ 97,603	\$ 103,676		\$ 1,034,642
EQUIPMENT		\$ 100,000										\$ 70,988		\$ 30,422		\$ 101,410
INDIRECT COSTS	\$ -	\$ -														\$ -
	\$ 1,985,000	\$ 2,685,000	\$ 33,537	\$ 81,081	\$ 234,970	\$ 141,170	\$ 223,523	\$ 159,797	\$ 193,155	\$ 173,731	\$ 163,737	\$ 252,337	\$ 174,146	\$ 217,354	\$ 127,207	\$ 2,175,744
ACTUAL CASH FLOWS TO DATE:															JULY/AUG ACCRUAL/RECEIVABLE	
		REVENUES	\$ (1,736)	\$ 215,858	\$ 91,319	\$ 260,238	\$ 261,818	\$ 278,136	\$ 187,313	\$ 205,958	\$ 184,847	\$ 253,867	\$ 269,232	\$ 436,614	\$ -	\$ 2,643,465
		EXPENSES	\$ (33,537)	\$ (81,081)	\$ (234,970)	\$ (141,170)	\$ (223,523)	\$ (159,797)	\$ (193,155)	\$ (173,731)	\$ (163,737)	\$ (252,337)	\$ (174,146)	\$ (217,354)	\$ (127,207)	\$ (2,175,744)
FUND BALANCE JUNE 30	\$ 564,890		\$ 529,616	\$ 664,393	\$ 520,742	\$ 639,810	\$ 678,106	\$ 796,445	\$ 790,603	\$ 822,831	\$ 843,940	\$ 845,471	\$ 940,557	\$ 1,159,817	\$ 1,032,610	
															\$ 1,032,610	
															ESTIMATED	FUND BALANCE

BOND FUND MONTHLY SUMMARY REVISED TO DATE

REVENUES:																
	BEG BUDGET	REVISED	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APR	MAY	JUNE	RECEIVABLE	TOTAL
LOCAL:																\$ -
BOND LEVY TAXES CERTIFIED	\$ 1,530,000	\$ 1,775,000							\$ 1,055,181		\$ 113,518	\$ 14,262		\$ 621,447		\$ 1,804,409
BOND PENALTY & FEES	\$ 10,000	\$ 10,000	\$ 613		\$ 2,115			\$ 1,020	\$ 1,507		\$ 2,173	\$ 483		\$ 533		\$ 8,444
INTEREST	\$ 10,000	\$ 10,000		\$ 194	\$ 175	\$ 167	\$ 161	\$ 160	\$ 122	\$ 90	\$ 116	\$ 248	\$ 577	\$ 2,285		\$ 4,296
BOND PROCEEDS																\$ -
STATE:																\$ -
BOND EQUALIZATION	\$ 350,000	\$ 187,000		\$ 186,787												\$ 186,787
OTHER:																\$ -
INTERFUND TRANSFERS																\$ -
TOTAL BOND REVENUE	\$ 1,900,000	\$ 1,982,000	\$ 613	\$ 186,982	\$ 2,291	\$ 167	\$ 161	\$ 1,180	\$ 1,056,810	\$ 90	\$ 115,808	\$ 14,993	\$ 577	\$ 624,265	\$ -	\$ 2,003,937
FUND BALANCE FORWARD	\$ -	\$ 2,309,000														
	\$ 1,900,000	\$ 4,291,000														
EXPENDITURES:																
DEBT SERVICE	\$ 1,900,000	\$ 4,291,000	\$ 1,438,324		\$ 278,025				\$ 145,797	\$ 33,224				\$ 1,000		\$ 1,896,370
PROJECTED CASH FLOW		\$ 2,309,142	\$ 871,430	\$ 1,058,412	\$ 782,678	\$ 782,845	\$ 783,006	\$ 784,186	\$ 1,695,200	\$ 1,662,066	\$ 1,777,874	\$ 1,792,867	\$ 1,793,444	\$ 2,416,709	\$ 2,416,709	
ACTUAL CASH FLOWS TO DATE:																
REVENUES			\$ 613	\$ 186,982	\$ 2,291	\$ 167	\$ 161	\$ 1,180	\$ 1,056,810	\$ 90	\$ 115,808	\$ 14,993	\$ 577	\$ 624,265		\$ 2,003,937
EXPENSES			\$ (1,438,324)	\$ -	\$ (278,025)	\$ -	\$ -	\$ -	\$ (145,797)	\$ (33,224)	\$ -	\$ -	\$ -	\$ (1,000)		\$ (1,896,370)
PROJ FUND BALANCE JUNE 30	\$ 2,309,142		\$ 871,430	\$ 1,058,412	\$ 782,678	\$ 782,845	\$ 783,006	\$ 784,186	\$ 1,695,200	\$ 1,662,066	\$ 1,777,874	\$ 1,792,867	\$ 1,793,444	\$ 2,416,709	\$ 2,416,709	projected fund balance

PLANT FACILITIES MONTHLY SUMMARY REVISED TO DATE

REVENUES:																	
	BEG BUDGET	REVISED	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APR	MAY	JUNE	RECEIVABLE	ACTUAL TOTAL	
LOCAL:																	
OTHER REIMBURSEMENTS	\$ 1,000	\$ 1,000			\$ 156			\$	228	\$ 230						\$ -	
FIXED ASSETS PROCEEDS		\$ 25,000									\$ 23,685	\$ 9,253		\$ 42,102		\$ 75,039	
STATE:																\$ -	
BUS DEPRECIATION TRANS	\$ 225,000	\$ 195,000												\$ 190,472		\$ 190,472	
OTHER:																\$ -	
SUPPLEMENTAL TRANSFER	\$ 2,100,000	\$ 1,465,000												\$ 1,500,000		\$ 1,500,000	
TOTAL PLANT REVENUE	\$ 2,326,000	\$ 1,686,000	\$ -	\$ -	\$ 156	\$ -	\$ -	\$ 228	\$ 230	\$ -	\$ 23,685	\$ 9,253	\$ -	\$ 1,732,574	\$ -	\$ 1,766,125	
FUND BALANCE FORWARD	\$ -	\$ 500,000															
	\$ 2,326,000	\$ 2,186,000															
EXPENSES:																	
	BEG BUDGET	REVISED	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APR	MAY	JUNE	ENCUMBER	ACTUAL TOTAL	
SCHOOL BLDG IMPROVE	\$ 495,000	\$ 585,000			\$ 23,792			\$ 4,071	\$ 1,847	\$ 57,337	\$ 23,642		\$ 91,745	\$ 22,921		\$ 225,355	
SCHOOL BLDG EQUIPMENT	\$ 528,000	\$ 457,000		\$ 154,056				\$ 134,072			\$ 46,284	\$ 32,476	\$ 2,600	\$ 9,972		\$ 379,460	
SITE IMPROVEMENT	\$ 143,000	\$ 20,000														\$ -	
OTHER BLDG IMPROVE	\$ 560,000	\$ 405,000		\$ 8,813	\$ 19,063		\$ 5,890	\$ 850	\$ 70,250	\$ 46,311	\$ 4,777	\$ 123,674		\$ 56,504		\$ 336,132	
OTHER EQUIPMENT	\$ 100,000	\$ 195,000		\$ 47,797			\$ 14,656									\$ 62,453	
VEHICLE	\$ -	\$ 57,000														\$ -	
SITE ACQUISITION	\$ -	\$ 10,000											\$ 10,589			\$ 10,589	
BUS PURCHASE/ LEASE	\$ 500,000	\$ 457,000	\$ 67,323	\$ 316,298	\$ 73,200											\$ 456,821	
	\$ 2,326,000	\$ 2,186,000	\$ 67,323	\$ 526,964	\$ 116,055	\$ -	\$ 20,546	\$ 138,993	\$ 72,097	\$ 103,648	\$ 74,702	\$ 156,151	\$ 104,934	\$ 89,397	\$ -	\$ 1,470,810	
ACTUAL CASH FLOWS TO DATE:																	160
REVENUES			\$ -	\$ -	\$ 156	\$ -	\$ -	\$ 228	\$ 230	\$ -	\$ 23,685	\$ 9,253	\$ -	\$ 1,732,574		\$ 1,766,125	
EXPENSES			\$ (67,323)	\$ (526,964)	\$ (116,055)	\$ -	\$ (20,546)	\$ (138,993)	\$ (72,097)	\$ (103,648)	\$ (74,702)	\$ (156,151)	\$ (104,934)	\$ (89,397)		\$ (1,470,810)	
FUND BALANCE JUNE 30	\$ 499,376		\$ 432,053	\$ (94,911)	\$ (210,810)	\$ (210,810)	\$ (231,356)	\$ (370,122)	\$ (441,989)	\$ (545,637)	\$ (596,654)	\$ (743,552)	\$ (848,486)	\$ 794,690 projected	\$ 794,690 fund balance		
															\$ 794,690		

STATE AND FEDERAL GRANTS

STATE.FED GRANTS

REVENUES:																
	BEG BUDGET	REVISED	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APR	MAY	JUNE	RECEIVABLE	TOTAL
LOCAL:																
LOCAL FEES	\$ 10,000	\$ 10,000												\$ 13,250		\$ 13,250.00
STATE:																\$ -
STATE REVENUES	\$ 1,279,000	\$ 1,725,600	\$ 165,034		\$ 5,000	\$ 172,840	\$ 2,954	\$ 23,965	\$ 165,946	\$ 3,680	\$ 269,728	\$ 114,252	\$ 274,249	\$ 498,970		\$ 1,696,619
FEDERAL:																
FEDERAL REVENUE	\$ 10,246,500	\$ 11,101,300	\$ 3,406			\$ 15,440	\$ 602,421	\$ 1,002,058		\$ 433,847	\$ 7,517	\$ 888,397		\$ 1,977,720	\$ 745,250	\$ 5,676,056
INTERFUND TRANSFERS	\$ 80,000	\$ 40,000										\$ 30,000		\$ 10,000		\$ -
TOTAL FEDERAL REV	\$ 11,615,500	\$ 12,876,900	\$ 168,440	\$ -	\$ 5,000	\$ 188,280	\$ 605,375	\$ 1,026,023	\$ 165,946	\$ 437,528	\$ 277,245	\$ 1,032,648	\$ 274,249	\$ 2,499,939	\$ 745,250	\$ 7,425,924
EXPENDITURES:																
	BEG BUDGET	REVISED	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APR	MAY	JUNE		
SALARIES	\$ 3,945,500	\$ 4,669,700	\$ 52,055	\$ 18,707	\$ 242,976	\$ 350,643	\$ 338,015	\$ 422,613	\$ 180,315	\$ 270,877	\$ 300,451	\$ 277,010	\$ 820,541	\$ 316,033	\$ 490,081	\$ 4,080,316
BENEFITS	\$ 2,004,900	\$ 1,883,000	\$ 9,440	\$ 7,725	\$ 139,050	\$ 152,733	\$ 144,449	\$ 152,331	\$ 67,193	\$ 115,183	\$ 128,853	\$ 120,552	\$ 226,705	\$ 126,542	\$ 255,169	\$ 1,645,925
PURCHASED SERVICES	\$ 441,100	\$ 725,100	\$ 17,958	\$ 8,561	\$ 36,388	\$ 70,539	\$ 75,610	\$ 75,205	\$ 72,739	\$ 48,176	\$ 50,125	\$ 85,935	\$ 98,084	\$ 72,863		\$ 712,184
SUPPLIES	\$ 460,000	\$ 455,800	\$ 45,237	\$ 25,834	\$ 55,031	\$ 81,703	\$ 20,153	\$ 11,833	\$ 24,052	\$ 15,284	\$ 11,958	\$ 30,811	\$ 25,974	\$ 23,440		\$ 371,309
EQUIPMENT	\$ 67,000	\$ 365,300		\$ 6,924	\$ 3,536	\$ 659		\$ 8,822	\$ 6,304	\$ 244,674	\$ 4,223	\$ 9,570	\$ 5,366	\$ 17,254		\$ 307,332
INDIRECT COSTS/TRANSFERS	\$ 4,697,000	\$ 4,778,000										\$ 30,000		\$ 278,860		\$ 308,860
	\$ 11,615,500	\$ 12,876,900	\$ 124,689	\$ 67,751	\$ 476,981	\$ 656,277	\$ 578,227	\$ 670,804	\$ 350,603	\$ 694,193	\$ 495,610	\$ 553,878	\$ 1,176,669	\$ 834,991	\$ 745,250	\$ 7,425,924
ACTUAL CASH FLOWS TO DATE:															JULY/AUG ACCRUAL/RECEIVABLE	161
REVENUES			\$ 168,440	\$ -	\$ 5,000	\$ 188,280	\$ 605,375	\$ 1,026,023	\$ 165,946	\$ 437,528	\$ 277,245	\$ 1,032,648	\$ 274,249	\$ 2,499,939	\$ 745,250	\$ 7,425,924
EXPENSES			\$ (124,689)	\$ (67,751)	\$ (476,981)	\$ (656,277)	\$ (578,227)	\$ (670,804)	\$ (350,603)	\$ (694,193)	\$ (495,610)	\$ (553,878)	\$ (1,176,669)	\$ (834,991)	\$ (745,250)	\$ (7,425,924)
FUND BALANCE JUNE 30			\$ 43,751	\$ (24,000)	\$ (495,981)	\$ (963,978)	\$ (936,830)	\$ (581,611)	\$ (766,269)	\$ (1,022,934)	\$ (1,241,300)	\$ (762,530)	\$ (1,664,949)	\$ (0)	\$ (0)	

CASH BALANCE TOTALS

												Year End
	<u>JULY</u>	<u>AUGUST</u>	<u>SEPTEMBER</u>	<u>OCTOBER</u>	<u>NOVEMBER</u>	<u>DECEMBER</u>	<u>JANUARY</u>	<u>FEBRUARY</u>	<u>MARCH</u>	<u>APRIL</u>	<u>MAY</u>	<u>JUNE w/July/A</u>
GENERAL FUND BALANCE	\$ 1,681,286	\$ 13,135,336	\$ 9,637,474	\$ 8,189,323	\$ 11,140,925	\$ 9,285,550	\$ 8,135,365	\$ 10,862,830	\$ 8,877,694	\$ 6,752,757	\$ 8,730,154	\$ 3,313,972
FOOD SERVICE FUND BALANCE	\$ 529,616	\$ 664,393	\$ 431,875	\$ 639,810	\$ 678,106	\$ 796,445	\$ 790,603	\$ 822,831	\$ 843,940	\$ 845,471	\$ 940,557	\$ 1,032,610
BOND/DEBT FUND BALANCE	\$ 871,430	\$ 1,058,412	\$ 782,678	\$ 782,845	\$ 783,006	\$ 784,186	\$ 1,695,200	\$ 1,662,066	\$ 1,777,874	\$ 1,792,867	\$ 1,793,444	\$ 2,416,709
PLANT FACILITIES FUND BALANCE	\$ 432,053	\$ (94,911)	\$ (210,810)	\$ (210,810)	\$ (231,356)	\$ (370,122)	\$ (441,989)	\$ (545,637)	\$ (596,654)	\$ (743,552)	\$ (848,486)	\$ 794,690
STATE/FEDERAL GRANTS FUND	\$ 43,751	\$ (24,000)	\$ (495,981)	\$ (963,978)	\$ (936,830)	\$ (581,611)	\$ (766,269)	\$ (1,022,934)	\$ (1,241,300)	\$ (762,530)	\$ (1,664,949)	\$ (0)
SCHOLARSHIP FUNDS	\$ 32,835	\$ 13,857	\$ 13,626	\$ 13,626	\$ 13,558	\$ 13,660	\$ 13,438	\$ 13,438	\$ 13,691	\$ 13,708	\$ 13,522	\$ 25,330
RECEIVABLES OWED	\$ (1,359,358)	\$ (509,798)	\$ (125,481)	\$ (116,684)	\$ (85,980)	\$ (36,783)	\$ (18,056)	\$ (18,056)	\$ (6,546)	\$ (2,992)	\$ (2,992)	\$ (3,581,218)
DEFERED REVENUE	\$ 56,208	\$ 55,110	\$ 50,004	\$ 55,241	\$ 55,339	\$ 51,412	\$ 55,285	\$ 55,270	\$ 55,307	\$ 55,281	\$ 55,276	\$ 66,129
OTHER LIABILITIES OWED	\$ 1,788,822	\$ (4,676)	\$ (8,234)	\$ (7,437)	\$ (8,017)	\$ (7,786)	\$ (10,769)	\$ (18,995)	\$ (7,866)	\$ (12,303)	\$ (22,227)	\$ 4,244,852
TOTAL CASH ON HAND	\$ 4,076,644	\$ 14,293,724	\$ 10,075,152	\$ 8,381,937	\$ 11,408,752	\$ 9,934,951	\$ 9,452,809	\$ 11,810,813	\$ 9,716,140	\$ 7,938,707	\$ 8,994,299	\$ 8,313,075
CASH BALANCE REPORT VISIONS	\$ 4,076,643	\$ 14,293,724	\$ 10,075,152	\$ 8,381,937	\$ 11,408,752	\$ 9,934,951	\$ 9,452,808	\$ 11,810,831	\$ 9,716,177	\$ 7,938,763	\$ 8,994,373	\$ 8,313,075
IMPUTED INCOME CORRECTIONS	\$ (0)	\$ (0)	\$ (0)	\$ 0	\$ 0	\$ 0	\$ (0)	\$ 19	\$ 37	\$ 56	\$ 75	\$ (0)

GENERAL FUND MONTHLY SUMMARY REVISED TO DATE

		REVENUES:														
	BEG BUDGET	REVISED	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APR	MAY	JUNE	RECEIVABLE	TOTAL
LOCAL:																
SUPPLEMENTAL LEVY/REA	\$ 2,265,000	\$ 2,265,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
TAX PENALTY/INTEREST	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
TUITION	\$ -	\$ -	\$ -						\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
BANK/POOL INTEREST	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
OTHER LOCAL REV/GRANTS ₁	\$ 45,000	\$ 45,000	\$ -	\$ -	\$ -	1,582	\$ -	\$ 11,250	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 12,832
SECONDARY ACTIVITY DUTY	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
ISBA & INSURANCE DIVIDEND	\$ -	\$ -			\$ -	\$ -	\$ -	\$ -	\$ -				\$ -			\$ -
ERATE	\$ 120,000	\$ 120,000				\$ -	\$ -	\$ -	\$ -	\$ -				\$ -		\$ -
ARTEC REIMB	\$ -	\$ -			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
OTHER FEES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
STATE:																
STATE BASE SUPPORT	\$ 23,682,000	\$ 23,682,000		\$ 14,503,655	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -		\$ 14,503,655
TRANSPORTATION	\$ 1,590,000	\$ 1,590,000											\$ -			\$ -
BENEFIT APPORTIONMENT	\$ 3,070,000	\$ 3,070,000											\$ -			\$ -
OTHER STATE PAYMENTS ₂	\$ 192,000	\$ 192,000	\$ 1,194	\$ -	\$ -	\$ -	1,300	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 2,494
TUITION EQUIVALENCY	\$ 150,000	\$ 150,000												0.00	0	\$ -
LOTTERY/MAINT MATCH	\$ 302,000	\$ 302,000		\$ 447,365	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 447,365
PROP TAX REPLACEMENT	\$ 120,000	\$ 120,000	\$ 19,213			\$ -	\$ -	\$ 19,213	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 38,426
OTHER:																
INDIRECT COSTS TRANSFER	\$ 280,000	\$ 280,000												\$ -		\$ -
GENERAL FUND	\$ 31,861,000	\$ 31,861,000	\$ 20,407	\$ 14,951,020	\$ 1,582	\$ 1,300	\$ 30,463	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,004,772
ADDITIONAL STATE GRANTS IN GENERAL FUND:																
STATE SPECIAL FUNDS ³	\$ 1,416,000	\$ 1,416,000		\$ -	\$ 501,597	\$ 132,550	\$ -	\$ -	0	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 634,147
	\$ -	\$ -			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
TOTAL GEN PLUS GRANTS	\$ 33,277,000	\$ 33,277,000	\$ 20,407	\$ 14,951,020	\$ 503,179	\$ 133,850	\$ 30,463	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,638,919
CARRYOVER	\$ 3,000,000	\$ 3,000,000														
GRAND TOTAL BUDGET	\$ 36,277,000	\$ 36,277,000														164
EXPENDITURES:																
	BEG BUDGET	REVISED	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APR	MAY	JUNE	ACCURAL/ENCUMBRANCE	
SALARIES	\$ 19,109,700	\$ 19,109,700	\$ 343,466	\$ 347,426	\$ 1,552,371	\$ 1,566,729	\$ 1,759,803	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,569,794
BENEFITS	\$ 8,506,300	\$ 8,506,300	\$ 103,731	\$ 462,384	\$ 620,365	\$ 623,942	\$ 640,085	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,450,506
PURCHASED SERVICES	\$ 1,623,000	\$ 1,623,000	\$ 104,501	\$ 136,097	\$ 119,862	\$ 163,208	\$ 153,132	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 676,801
SUPPLIES	\$ 2,459,000	\$ 2,459,000	\$ 325,286	\$ 311,827	\$ 373,945	\$ 187,685	\$ 178,639	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,377,382
CAPITAL OUTLAY	\$ 195,000	\$ 195,000	\$ 337,084	\$ 74,955	\$ 63,617	\$ 199,604	\$ 72,750	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 748,010
INSURANCE & JUDGEMENTS	\$ 200,000	\$ 200,000	\$ 208,267	\$ 585	351	\$ 312	\$ 137	\$ -		0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 209,652
TRANSFER PLANT/FS/BOND	\$ 2,584,000	\$ 2,384,000		\$ -			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
CONTINGENCY	\$ 1,600,000	\$ 1,600,000														\$ -
	\$ 36,277,000	\$ 36,077,000	\$ 1,422,335	\$ 1,333,274	\$ 2,730,510	\$ 2,741,480	\$ 2,804,546	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,032,145
ACTUAL CASH FLOWS TO DATE:															JULY/AUG ACCURAL/DEFERRAL	
DEFERED RECEIVABLE																\$ -
REVENUES			\$ 20,407	\$ 14,951,020	\$ 503,179	\$ 133,850	\$ 30,463	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,638,919
EXPENDITURES			\$ 1,422,335	\$ 1,333,274	\$ 2,730,510	\$ 2,741,480	\$ 2,804,546	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,032,145
FUND BALANCE JUNE 30	\$ 3,313,972		\$ 1,912,045	\$ 15,529,791	\$ 13,302,459	\$ 10,694,829	\$ 7,920,746	\$ 7,920,746	\$ 7,920,746	\$ 7,920,746	\$ 7,920,746	\$ 7,920,746	\$ 7,920,746	\$ 7,920,746	\$ 7,920,746	
1 Cobra, rebates, restitution, patronage, insurance claims, jury duty, bldg rental,transportation,fingerprinting, matching, NNU,CAP ED, Idaho Lives Grant, Workforce & STEM																
2Professional Development, IT funding, Leadership,Strategic Plan Training																
3 LEP/Math &Science/Fast Forward/Literacy/Career Counseling/ISAT/GT/Fuel Up to Play																

FOOD SERVICE MONTHLY SUMMARY REVISED TO DATE

	BEG BUDGET	REVISED	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APR	MAY	JUNE	RECEIVABLE	TOTAL
LOCAL:																
INTEREST			\$ 614	\$ 935	\$ 1,334	\$ 1,241	\$ -									\$ 4,125
LOCAL LUNCH REVENUE	\$ 350,000	\$ 350,000	\$ -	\$ -	\$ 10,162	\$ -	\$ -									\$ 10,162
LOCAL ADULT LUNCH	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -									\$ -
OTHER LOCAL	\$ 5,000	\$ 5,000			\$ -	\$ -	\$ -									\$ -
FEDERAL:																
FEDERAL LUNCH REVENUE	\$ 1,200,000	\$ 1,200,000		34580.66	\$ 49,912	\$ 125,972	\$ 133,474									\$ 343,938
FEDERAL BREAKFAST REVENUE	\$ 300,000	\$ 300,000			\$ 9,048	\$ 29,148	\$ 32,124									\$ 70,320
OTHER FEDERAL/FF&V	\$ -	\$ -		\$ -		\$ 2,428	\$ 3,044									\$ 5,472
INTERFUND MATCH	\$ 45,000	\$ 45,000														\$ -
TOTAL FOOD SERVICE REVENUE	\$ 1,915,000	\$ 1,915,000	\$ 614	\$ 35,516	\$ 70,456	\$ 158,789	\$ 168,641	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 434,016
FUND BALANCE FORWARD																
	\$ 1,915,000	\$ 1,915,000														
EXPENDITURES:																
	BEG BUDGET	REVISED	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APR	MAY	JUNE	ACCRUALS/ENCUMBRANCES	
SALARIES	\$ 631,177	\$ 631,177	\$ 26,063	\$ 18,712	\$ 54,269	\$ 54,698	\$ 54,020									\$ 207,761
BENEFITS	\$ 522,823	\$ 522,823	\$ 6,265	\$ 38,802	\$ 39,147	\$ 38,789	\$ 38,706									\$ 161,709
PURCHASED SERVICES	\$ 98,000	\$ 98,000	\$ 375	\$ 10,455	\$ 7,927	\$ 5,513	\$ 6,948									\$ 31,218
SUPPLIES	\$ 663,000	\$ 663,000	\$ 8,436	\$ 70,844	\$ 57,166	\$ 99,026	\$ 188,502									\$ 423,974
EQUIPMENT																\$ -
INDIRECT COSTS	\$ -	\$ -														\$ -
	\$ 1,915,000	\$ 1,915,000	\$ 41,139	\$ 138,812	\$ 158,509	\$ 198,026	\$ 288,176	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 824,662
ACTUAL CASH FLOWS TO DATE:															JULY/AUG ACCRUAL/RECEIVABLE	
		REVENUES	\$ 614	\$ 35,516	\$ 70,456	\$ 158,789	\$ 168,641	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 434,016
		EXPENSES	\$ (41,139)	\$ (138,812)	\$ (158,509)	\$ (198,026)	\$ (288,176)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (824,662)
FUND BALANCE JUNE 30	\$ 1,032,610		\$ 992,085	\$ 888,789	\$ 800,736	\$ 761,499	\$ 641,964	\$ 641,964	\$ 641,964	\$ 641,964	\$ 641,964	\$ 641,964	\$ 641,964	\$ 641,964	\$ 641,964	
															\$ 641,964	
															ESTIMATED	FUND BALANCE

BOND FUND MONTHLY SUMMARY REVISED TO DATE

REVENUES:																	
	BEG BUDGET	REVISED	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APR	MAY	JUNE	RECEIVABLE	TOTAL	
LOCAL:																	
BOND LEVY TAXES CERTIFIED	\$ 1,725,000	\$ 1,725,000														\$	-
BOND PENALTY & FEES	\$ 10,000	\$ 10,000	\$ -		\$ -											\$	-
INTEREST	\$ 5,000	\$ 5,000	\$ 1,320	\$ 2,010	\$ 635	\$ 522	\$ -									\$	4,488
BOND PROCEEDS																\$	-
STATE:																	
BOND EQUALIZATION	\$ 187,000	\$ 187,000		\$ 237,371												\$	237,371
OTHER:																	
INTERFUND TRANSFERS																\$	-
TOTAL BOND REVENUE	\$ 1,927,000	\$ 1,927,000	\$ 1,320	\$ 239,382	\$ 635	\$ 522	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$	241,859
FUND BALANCE FORWARD	\$ -	\$ -														\$	-
	\$ 1,927,000	\$ 1,927,000															
EXPENDITURES:																	
DEBT SERVICE	\$ 1,927,000	\$ 1,927,000	\$ 1,490,799		\$ 283,222				\$ -	\$ -				\$ -		\$	1,774,021
PROJECTED CASH FLOW		\$ 2,416,709	\$ 927,230	\$ 1,166,612	\$ 884,025	\$ 884,547	\$ 884,547	\$ 884,547	\$ 884,547	\$ 884,547	\$ 884,547	\$ 884,547	\$ 884,547	\$ 884,547	\$ 884,547	\$ 884,547	
ACTUAL CASH FLOWS TO DATE:																	
REVENUES			\$ 1,320	\$ 239,382	\$ 635	\$ 522	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$	241,859
EXPENSES			\$ (1,490,799)	\$ -	\$ (283,222)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$	(1,774,021)
PROJ FUND BALANCE JUNE 30	\$ 2,416,709		\$ 927,230	\$ 1,166,612	\$ 884,025	\$ 884,547	\$ 884,547	\$ 884,547	\$ 884,547	\$ 884,547	\$ 884,547	\$ 884,547	\$ 884,547	\$ 884,547	\$ 884,547	\$ 884,547	projected fund balance

PLANT FACILITIES MONTHLY SUMMARY REVISED TO DATE

REVENUES:																
	BEG BUDGET	REVISED	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APR	MAY	JUNE	RECEIVABLE	ACTUAL TOTAL
LOCAL:																
OTHER REIMBURSEMENTS	\$ 1,000	\$ 1,000			\$ -											\$ -
FIXED ASSETS PROCEEDS																\$ -
STATE:																
BUS DEPRECIATION TRANS	\$ 239,000	\$ 239,000														\$ -
OTHER:																
SUPPLEMENTAL TRANSFER	\$ 2,100,000	\$ 2,100,000														\$ -
TOTAL PLANT REVENUE	\$ 2,340,000	\$ 2,340,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
FUND BALANCE FORWARD	\$ -	\$ -														
	\$ 2,340,000	\$ 2,340,000														
EXPENSES:																
	BEG BUDGET	REVISED	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APR	MAY	JUNE	ENCUMBER	ACTUAL TOTAL
SCHOOL BLDG IMPROVE	\$ 517,000	\$ 517,000				\$ 31,208										\$ 31,208
SCHOOL BLDG EQUIPMENT	\$ 1,245,000	\$ 1,245,000		\$ -												\$ -
SITE IMPROVEMENT	\$ 134,000	\$ 134,000														\$ -
OTHER BLDG IMPROVE	\$ -	\$ -	\$ 16,000.00	\$ 27,869	\$ 50,192	\$ 24,038	\$ 17,695									\$ 135,794
OTHER EQUIPMENT	\$ 10,000	\$ 10,000														\$ -
VEHICLE	\$ -	\$ -														\$ -
SITE ACQUISITION	\$ -	\$ -														\$ -
BUS PURCHASE/ LEASE	\$ 434,000	\$ 434,000	\$ 135,331	\$ 73,200												\$ 208,531
	\$ 2,340,000	\$ 2,340,000	\$ 151,331	\$ 101,069	\$ 50,192	\$ 55,246	\$ 17,695	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 375,533
ACTUAL CASH FLOWS TO DATE:																167
REVENUES			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
EXPENSES			\$ (151,331)	\$ (101,069)	\$ (50,192)	\$ (55,246)	\$ (17,695)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ (375,533)
FUND BALANCE JUNE 30	\$ 794,690		\$ 643,359	\$ 542,290	\$ 492,098	\$ 436,852	\$ 419,157	\$ 419,157	\$ 419,157	\$ 419,157	\$ 419,157	\$ 419,157	\$ 419,157	\$ 419,157	\$ 419,157 projected	\$ 419,157 fund balance \$ 419,157

STATE.FED GRANTS

JULY/AUG
ACCRUAL/RECEIVABLE 168

		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025		2025-2026		FUTURE YEARS OR BOND	
	REQUESTS	Maint Match	Non Match	Maint Match	Non Match	Maint Match	Non Match	Maint Match	Non Match	Maint Match	Non Match	Maint Match	Non Match	Maint Match	Non Match	Maint Match	Non Match	Maint Match	Non Match
DISTRICT WIDE																			
Painting \$35,000 each year	300,000	45,000		40,000		35,000		40,000		35,000		35,000		35,000		35,000			
Paving Repairs \$30,000 each	180,000				5,000		30,000		25,000		30,000		30,000		30,000		30,000		
Sidewalks \$25,000 each year	140,000				5,000		10,000		25,000		25,000		25,000		25,000		25,000		-
Impact areas \$40,000 each year	150,000		30,000										40,000		40,000		40,000		
HVAC updates \$100,000 each year	300,000											100,000		100,000		100,000			
Security Cameras	868,000	60,000		60,000		60,000		85,000		88,000		250,000		65,000			50,000		150,000
Architectural/Survey Fees	74,000		50,000		24,000														
Maintenance General Repairs	100,000	100,000																	
Purchase of Property Minico	320,000		100,000		210,000				10,000								-		-
Tree Removal/Demo of House	15,000				15,000														
District Wide School Furniture	1,270,000					20,000			100,000		200,000		150,000		150,000		150,000		500,000
ACEQUIA																			
Carpet and Blinds	110,000	110,000																	
Completing of undeveloped area	30,000																-		30,000
Doors/ Locks/ Security Systems	99,000	20,000		26,000		13,000						40,000							
HVAC Controls	20,000															20,000			
LED Lighting	87,000									87,000									
New Gym	2,000,000																		2,000,000
Patron drive & drop off Phase 1	175,000																175,000		
Patron parking/ drop off Phase 2	450,000																		450,000
Propane Tank retro	150,000							150,000										-	
HEYBURN																			
Bus/Parking Lane Sealing	20,000						20,000												169
Classrooms additions(4-6)	2,000,000																		2,000,000
Doors & Locks/Security Systems	98,000	20,000		24,000		14,000						40,000				-			
Drainage	14,000								14,000										
LED Lighting	102,000									102,000									
New Gym	2,000,000																		2,000,000
New Patron Drive and Parking	250,000												250,000						
PAUL																			
Carpet	103,000									103,000									
Countertops	15,000					-												15,000	
Doors & Locks/Security Systems	105,000			60,000				15,000				30,000				-		-	
Emergency Lights	2,000					2,000													
HVAC/Lighting Phase 1 - controls	25,000	25,000																	
HVAC Phase 2	145,000			145,000															
HVAC Phase 3	275,000					275,000													
HVAC Phase 4	280,000							280,000											
HVAC Phase 5	53,000							53,000											
Intercom/clocks	47,000							47,000											
LED Lighting 30%	15,000	15,000																	
Office Remodel/Entrance	24,000	20,000				4,000													
Parking lot paving	127,000				27,000								100,000						
Replacement cafeteria floor	60,000																	60,000	
Restroom stalls/sink fixtures	50,000																	50,000	
Window Replacement	100,000													100,000					
Window shades/ blinds	20,000	20,000																	

		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025		2025-2026		FUTURE YEARS OR BOND	
RUPERT																			
Bus Lane & Parking	175,000																		175,000
Carpet	170,000															170,000			
Concrete pad area/ Drainage	10,000						10,000												
Cover over the ramp and doors	18,000	18,000																	
Doors & Locks/Security	203,000	20,000		70,000		13,000						100,000							
Entry Remodel	15,000	15,000																	
Intercom	50,000					50,000													
LED Lighting	120,000													120,000					
HVAC Chiller and Boilers	600,000																	600,000	
HVAC Controls	200,000																	200,000	
EAST MINICO																			
Flooring/Carpeting	167,000			32,000				15,000						120,000					
Asbestos/Floor replacement	45,000	45,000																	
ADA Stairlift	60,000					60,000													
Bathroom partitions	15,000															15,000			
Classroom window replace	100,000											100,000							
Cover over the ramp & doors	10,000	10,000																	
Doors & Locks/Security Systems	119,000	10,000		11,000		58,000		40,000											
Entry Remodel Security	COPS																		
Fencing	50,000																		50,000
Front Entrance Concrete Work	53,000									53,000									
Home Ec Remodel	25,000			-														25,000	
HVAC Controls	20,000													20,000					
LED Lighting	5,000		-	5,000	-														170
Media Center Upgrade	20,000							20,000											
Track refurbish	100,000											100,000							
Paving Parking Lot	28,000				28,000														
Storage building wiring	3,000								3,000										
WEST MINICO																			
Flooring	150,000			128,000				22,000											
Asbestos/Floor Replacement	55,000	55,000																	
ADA Stairlift	60,000					60,000													
ADA Bathroom	15,000							15,000											
Bathroom partitions	3,000					3,000													
Door & Locks/Security Systems	111,000	10,000		26,000		35,000		40,000											
Classroom window replace	100,000									100,000									
Office Remodel	17,000					17,000													
Entry Remodel Security	COPS																		
Fencing	50,000																		50,000
Football Bleachers	30,000																		30,000
Front Entrance Concrete Work	37,000									37,000									
Home Ec Remodel	25,000																	25,000	
HVAC Controls	20,000			-										20,000					
Intercom & clocks	45,000							45,000											
Lab classroom remodel	10,000	10,000																	
LED Lighting	10,000			10,000															
Media Center Upgrade	40,000							40,000											
Modular classrooms	90,000																		
Paving Parking Lot	29,000		29,000										90,000						

		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025		2025-2026		FUTURE YEARS OR BOND	
Shop electrical remodel	5,000							5,000											
Track refurbish	100,000											100,000							
Walk Off Carpet	20,000	20,000																	
MINICO																			
Bandroom remodel	50,000																	50,000	
Boilers	550,000																	550,000	
Door Locks/Security Systems	208,000	10,000		18,000		140,000			40,000										
Door Replacements	110,000					110,000													
Restroom remodels	5,000					5,000													
Fire Alarm Panel	5,000								5,000										
Flooring new addition 1st & 2nd floor	40,000																	40,000	
Football Visitor Shed/Bleachers	85,000		46,000		29,000				10,000										
Front Entrance Remodel/Security	55,000					55,000													
Gym Doors	40,000	40,000																	
HVAC gymnasium	150,000					-												150,000	
HVAC repair	3,000			3,000															
HVAC retro shop area	1,725,000																	1,725,000	
HVAC retro Multipurpose	250,000																	250,000	
HVAC Controls	20,000							20,000											
Intercom	77,000							77,000											
JV Baseball Dugouts	17,000								17,000										
LED Lighting	175,000												175,000						
Lights JV Softball	10,000		10,000																
New gym floor refinish	30,000	30,000																	
Parking lot back lot	168,000		106,000		62,000														171
Parking lot front lot	53,000		53,000																
Parking lot soccer/JV baseball	750,000																		750,000
Parking additional	145,000											25,000							120,000
Replace Counter tops in Bio Lab #2	14,000			4,000		10,000													
Concessions and Restroom 20 acre	550,000							550,000											
Concession stand Baseball	6,000								6,000										
Field House	4,000								4,000										
Roof over Multi Purpose	200,000															200,000		-	
Roof over the library	200,000																	200,000	
Roof over the lunchroom	200,000																	200,000	
Rooftop Units Phase 1: West End	340,000																	340,000	
Rooftop Units Phase 2: East End	200,000																	200,000	
Tennis Court Fix/ADA	16,000		3,000						13,000										
Tennis Court & Field Lights/Poles	donate?																		
Tennis Court Resurface	40,000																-		40,000
Ventilation upgrades shops	50,000																	50,000	
Volleyball Standards	4,000			4,000															
Washer	18,000							18,000											
Water Line Fix	19,000			19,000															
Water Heater	5,000	5,000																	
Weight Room Equipment	80,000						80,000												
Wrestling Room Pads	15,000																	15,000	
Window Replacements	250,000												250,000						
TRANSPORTATION																			
New Mechanic Shop with Hoist	1,600,000																		1,600,000
New Shed	450,000																		450,000

		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025		2025-2026		FUTURE YEARS OR BOND	
Drainage	19,000								19,000										
Gravel compound	20,000												20,000						
Reroof Mechanic Shop	50,000						-												50,000
Security/Doors & Locks	5,000																5,000		
FOOD SERVICE																			
Carpet	15,000												15,000						
Security/Doors & Locks	5,000																5,000		
Fence Units	30,000																30,000		
DSC/TLC																			
Additional Parking	250,000																		250,000
Bathroom Remodel	30,000															30,000			
HVAC Update addt Units	40,000																	40,000	
Doors/Locks/Security Systems	61,000			16,000														45,000	
Security System Software	17,000					17,000													
Front Entrance Remodel/Concrete	50,000								50,000										
Generator backup server's	200,000												-						200,000
Parking lot repair/Drainage	13,000		3,000											10,000					
Preschool Play area & Picnic	50,000																		50,000
Servers for Security System	25,000					25,000													
Fire King File Cabinets/Conf Furn	12,000		12,000																
Shower/Washer/Dryer/Breakroom	5,000					5,000													
Signage District Office	2,000					2,000													
Remove stage and make meeting rm	20,000																	20,000	
District Flooring	5,000					5,000													
MT HARRISON																			172
Flooring	150,000															150,000			
Electrical upgraded	110,000	110,000														-		-	
Handicap ramp south entrance	2,000		2,000																
HVAC	900,000									900,000									
Interior Doors and Locks/Security	120,000					120,000													
Parking/Paving	84,000				84,000														
Sprinkler System	3,000		3,000																
Vestibule Remodel	30,000			30,000															
Front Entrance Concrete Work	45,000						45,000												
Shower/Washer/Dryer	7,000					2,000		5,000											
Window replacement	350,000											350,000							
Modular for daycare	80,000																		80,000
LED lighting	40,000												40,000						
MAINTENANCE/TECH																			
Security Doors and Locks	5,000																		5,000
Building for equipment (future)	400,000																		400,000
Floor care equipment	80,000		10,000		10,000		10,000		10,000		10,000		10,000		10,000		10,000		
Vehicles (4 trucks)	115,000		65,000								50,000								
Mowers (2) and Trailer	30,000								30,000										
Skidster/Hyster/Side by side	50,000								30,000										20,000
Backhoe	70,000																70,000		
Wide Area Mower & -0- Turn	130,000										130,000								
Snow Equipment	5,000										5,000								
Roof	65,000																		65,000
MATCHING GRANTS	375,000		50,000		25,000		50,000		50,000		50,000		50,000		50,000		50,000		

		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025		2025-2026		FUTURE YEARS OR BOND	
TOTALS	29,323,000	843,000	572,000	731,000	524,000	1,215,000	255,000	1,032,000	956,000	1,460,000	595,000	1,045,000	1,010,000	1,045,000	315,000	720,000	640,000	4,850,000	11,515,000
Totals		\$ 1,415,000.00		\$ 1,255,000.00		\$ 1,470,000.00		\$ 1,988,000.00		\$ 2,055,000.00		\$ 2,055,000.00		\$ 1,360,000.00		\$ 1,360,000.00		\$ 16,365,000.00	
Allocation		980,000	435,000	710,000	545,000	810,000	660,000	710,000	1,278,000	710,000	1,345,000	710,000	1,345,000	710,000	650,000	710,000	650,000		12
Difference		137,000	(137,000)	(21,000)	21,000	(405,000)	405,000	(322,000)	322,000	(750,000)	750,000	(335,000)	335,000	(335,000)	335,000	(10,000)	10,000		years
over/under		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
TECHNOLOGY INTERNET/SOFTWARE			740,000		900,000		680,000								840,000		840,000		840,000
BUS LEASE/PURCHASE			95,000		95,000		100,000		262,000		195,000		195,000		50,000		50,000		25,000
TOTAL SUPPLEMENTAL LEVY		2,250,000		2,250,000		2,250,000		2,250,000		2,250,000		2,250,000		2,250,000		2,250,000			

passed november 2017

passed november 2019

election november 2021

election november 2023

GENERAL FUND MAINTENANCE EXPENSES(664)	\$ 253,709	\$ 370,305	\$ 370,000	\$ 370,000	\$ 370,000	\$ 370,000	\$ 370,000	\$ 370,000	\$ 370,000
CARRYFORWARD MATCH REQUIREMENT	\$ (159,225)	\$ (135,682)	\$ (107,543)						
REQ STUDENT OCCUPIED BLDG EXPENSES MATC	\$ 1,073,166	\$ 1,073,166	\$ 1,073,166	\$ 1,073,166	\$ 1,073,166	\$ 1,073,166	\$ 1,073,166	\$ 1,073,166	\$ 1,073,166
MATCH MET?	NO	NO	YES	YES	YES	YES	YES	YES	YES
	\$ (135,682)	\$ (107,543)	\$ 404,291	\$ 328,834	\$ 756,834	\$ 341,834	\$ 341,834	\$ 16,834	#####

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Supplement Account Summary

Voucher Batch Number: 4046

10/27/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON/GEMB				
		100.512.0410.000.000.101 Check #: 66453	ELEM SUPPLIES-ACEQUIA	\$485.13
		100.512.0410.000.000.102 Check #: 66453	ELEM SUPPLIES-HEYBURN	\$52.97
		100.512.0410.000.000.105 Check #: 66453	ELEM SUPPLIES-PAUL	(\$29.89)
		100.515.0410.000.000.201 Check #: 66453	SEC SUPPLIES-EAST	\$781.80
		100.515.0410.000.000.301 Check #: 66453	SEC SUPPLIES-MINICO	\$25.98
		100.515.0411.000.000.202 Check #: 66453	SEC INVENTORIAL SUPPLIES-WEST	\$349.96
		100.622.0430.000.000.301 Check #: 66453	MEDIA SUPPLIES-MINICO	\$47.33 174
		100.623.0411.000.000.301 Check #: 66453	INST TECH INVENTORIAL SUPPLIES-MINICO	(\$576.99)
		100.651.0411.000.000.000 Check #: 66453	BUS OPER INVENTORIAL SUPPLIES-	\$79.99
		100.656.0410.000.000.011 Check #: 66453	ADM TECH SUPPLIES	\$87.66
		100.656.0410.000.000.301 Check #: 66453	ADM TECH SUPPLIES-MINICO	\$396.02
		100.656.0410.000.000.492 Check #: 66453	ADM TECH SUPPLIES-MT H	\$67.68
		100.656.0411.000.000.011 Check #: 66453	ADM TECH INVENTORIAL SUPPLIES-	\$419.97
		245.623.0410.000.000.000 Check #: 66453	TECH GRANT INST TECH SUPPLIES	\$309.42
		245.623.0550.000.000.101 Check #: 66453	TECH GRANT INST TECH EQUIPMENT-ACEQUIA	\$428.56
		246.667.0410.000.000.000 Check #: 66453	SFDS SECURITY SUPPLIES	\$929.50

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Supplement Account Summary

Voucher Batch Number: 4046

10/27/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		253.512.0410.000.000.105 Check #: 66453	MIGRANT ELEM SUPPLIES-PAUL	\$21.99
		253.611.0410.000.000.000 Check #: 66453	MIGRANT LIAISON SUPPLIES	\$504.85
		257.521.0410.000.000.000 Check #: 66453	TTL VI IDEA B- 611 EXC CHILD SUPPLIES	\$105.86
		257.621.0410.000.000.000 Check #: 66453	TTL VI IDEA B- 611 PROF DEV SUPPLIES	\$218.00
		263.519.0410.000.303.301 Check #: 66453	CARL PERKINS SUPPLIES-BUSINESS MINICO	\$3,942.60
Vendor Total:				\$8,648.39
ANDERSON, MARY		100.631.0380.381.000.000 Check #: 66454	BOARD LODGING & MEALS	\$120.00
Vendor Total:				175 \$120.00
BINGHAM, SHERRY		100.621.0380.380.000.000 Check #: 66455	PROF DEV OUT OF DIST MILEAGE	\$205.00
		100.621.0380.381.000.000 Check #: 66455	PROF DEV LODGING & MEALS	\$75.00
Vendor Total:				\$280.00
CONDIE, STOKER & ASSOCIATES		100.632.0310.000.000.001 Check #: 66456	DIST ADM PROFESSIONAL SERVICES-AUDIT	\$1,060.00
Vendor Total:				\$1,060.00
COSTCO WHOLESALE/MEMBERSHIP		100.632.0390.391.000.001 Check #: 66457	DIST ADM MEMBERSHIP DUES	\$180.00
Vendor Total:				\$180.00
EDNETICS INC		100.810.0550.551.420.202 Check #: 66461	SCHL BLDG SECURITY SUPP LEVY-WEST	\$28,545.55

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Supplement Account Summary

Voucher Batch Number: 4046

10/27/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
Vendor Total:				\$28,545.55
LUCAS, MELANIE		100.611.0380.000.008.003 Check #: 66469	HEALTH IN DISTRICT MILEAGE	\$88.07
Vendor Total:				\$88.07
NORTHWEST DISTRIBUTION SERVICES		290.710.0450.000.000.000 Check #: 66470	FOOD SERV FOOD COSTS	\$7,827.66
Vendor Total:				\$7,827.66
PITNEY BOWES/RESERVE ACCT		100.512.0350.000.000.107 Check #: 66475	ELEM COMMUNICATION & POSTAGE-RUPERT	\$0.57
		100.515.0350.000.000.202 Check #: 66475	SEC COMMUNICATION & POSTAGE-WEST	\$16.10
		100.515.0350.000.000.301 Check #: 66475	SEC COMMUNICATION & POSTAGE-MINICO	\$2.49
		100.631.0350.000.000.001 Check #: 66475	BOARD COMMUNICATION & POSTAGE	\$28.63
		100.632.0350.000.000.001 Check #: 66475	DIST ADM COMMUNICATION & POSTAGE	\$42.93
		100.641.0320.000.000.108 Check #: 66475	SCHL ADM CONTRACTED SERVICES-TLC	\$23.70
		100.651.0350.000.000.001 Check #: 66475	BUS OPER COMMUNICATION & POSTAGE	\$606.45
		251.621.0350.000.000.000 Check #: 66475	TTL IA COMMUNICATION & POSTAGE	\$47.24
		257.621.0350.000.000.000 Check #: 66475	TTL VI IDEA B- 611 COMMUNICATION & POSTAGE	\$17.07
		290.710.0350.000.000.000 Check #: 66475	FOOD SERV COMMUNICATION & POSTAGE	\$14.82
Vendor Total:				\$800.00
RUSH TRUCK CENTERS				

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Supplement Account Summary

Voucher Batch Number: 4046

10/27/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.681.0320.000.085.500 Check #: 66477	TRANS CONTRACTED SERVICES	\$1,165.88
			Vendor Total:	\$1,165.88
VALLEY OFFICE SYSTEMS				
		100.512.0320.320.000.101 Check #: 66480	ELEM PRINTER LEASE-ACEQUIA	\$228.00
		100.512.0320.320.000.102 Check #: 66480	ELEM PRINTER LEASE-HEYBURN	\$303.00
		100.512.0320.320.000.105 Check #: 66480	ELEM PRINTER LEASE-PAUL	\$350.50
		100.512.0320.320.000.107 Check #: 66480	ELEM PRINTER LEASE-RUPERT	\$253.60
		100.515.0320.320.000.201 Check #: 66480	SEC PRINTER LEASE-EAST	\$388.50
		100.515.0320.320.000.202 Check #: 66480	SEC PRINTER LEASE-WEST	\$354.00
		100.515.0320.320.000.301 Check #: 66480	SEC PRINTER LEASE-MINICO	\$998.50
		100.517.0320.320.000.492 Check #: 66480	ALT PRINTER LEASE-MT H	\$236.50
		100.632.0320.320.000.001 Check #: 66480	DIST ADM PRINTER LEASE	\$28.50
		100.651.0320.320.000.001 Check #: 66480	BUS OPER PRINTER LEASE	\$57.00
		100.663.0320.320.000.600 Check #: 66480	MAINT PRINTER LEASE	\$25.00
		251.621.0320.320.000.000 Check #: 66480	TTL IA PRINTER LEASE	\$9.50
		253.522.0320.320.000.000 Check #: 66480	MIGRANT PRESCHOOL PRINTER LEASE	\$9.50
		257.521.0320.320.000.000 Check #: 66480	TTL VI IDEA B- 611 PRINTER LEASE	\$28.50
		258.522.0320.320.000.000 Check #: 66480	PRESCHOOL PRINTER LEASE	\$28.50

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Supplement Account Summary

Voucher Batch Number: 4046

10/27/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		290.710.0320.320.000.000 Check #: 66480	FOOD SERV PRINTER LEASE	\$9.50
			Vendor Total:	\$3,308.60
WALMART		100.517.0410.000.000.492 Check #: 66481	ALT SUPPLIES-MT H	\$426.35
		100.661.0410.000.000.600 Check #: 66481	CUSTODIAL SUPPLIES	\$166.00
		100.664.0410.000.000.301 Check #: 66481	BLDG MAINT SUPPLIES-MINICO	\$46.76
		100.665.0410.000.000.600 Check #: 66481	GROUNDS SUPPLIES	\$132.75
		100.720.0410.000.000.000 Check #: 66481	AVENUES FOR HOPE SUPPLIES	\$73.07
		243.519.0410.000.307.301 Check #: 66481	VOC SUPPLIES-FAM CON MINICO	\$166.52
		243.519.0410.000.308.301 Check #: 66481	VOC SUPPLIES-FOODS MINICO	\$351.49
		251.720.0410.000.000.492 Check #: 66481	TTL IA PARENT INVOLVE SUPPLIES-MT H	\$272.61
		253.720.0410.000.000.000 Check #: 66481	MIGRANT PARENT INVOLVEMENT SUPPLIES	\$52.27
		257.521.0410.000.000.000 Check #: 66481	TTL VI IDEA B- 611 EXC CHILD SUPPLIES	\$22.68
		257.521.0410.000.000.301 Check #: 66481	TTL VI IDEA PARTB- 611 EXC CHILD SUPPLIES-MINICO	\$168.12
		263.519.0410.000.307.301 Check #: 66481	CARL PERKINS SUPPLIES-FAM CON MINICO	\$385.49
			Vendor Total:	\$2,264.11
			Grand Total:	\$54,288.26

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Supplement Account Summary

Voucher Batch Number: 4047

10/26/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
COTTON, REED		100.631.0380.381.000.000 Check #: 66435	BOARD LODGING & MEALS	\$120.00
			Vendor Total:	\$120.00
DAVIS, MARY		100.621.0380.381.000.000 Check #: 66436	PROF DEV LODGING & MEALS	\$75.00
			Vendor Total:	\$75.00
DRENKER, MAUREEN		257.621.0380.380.000.000 Check #: 66437	TTL VI IDEA PARTB- 611 OUT OF DIST MILEAGE	\$188.00
		257.621.0380.381.000.000 Check #: 66437	TTL VI IDEA PARTB- 611 LODGING & MEALS-	\$40.00
			Vendor Total:	\$228.00
EILERS, AMY		100.621.0380.382.000.492 Check #: 66438	PROF DEV AIRFARE & SHUTTLE-MT H	\$95.39
			Vendor Total:	\$95.39
GARZA, JAMIE JO		253.611.0380.000.000.000 Check #: 66439	MIGRANT LIAISON IN DISTRICT MILEAGE	\$189.64
			Vendor Total:	\$189.64
HANSEN, KAILEE		100.621.0380.381.000.000 Check #: 66440	PROF DEV LODGING & MEALS	\$75.00
			Vendor Total:	\$75.00
HEINS, BONNIE		100.631.0380.380.000.001 Check #: 66441	BOARD OUT OF DIST MILEAGE	\$188.00
		100.631.0380.381.000.000 Check #: 66441	BOARD LODGING & MEALS	\$120.00

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Supplement Account Summary

Voucher Batch Number: 4047

10/26/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
Vendor Total:				\$308.00
HICKS, KATE		100.621.0380.381.000.000 Check #: 66442	PROF DEV LODGING & MEALS	\$75.00
Vendor Total:				\$75.00
JOHNSON, FELICIA		257.621.0380.381.000.000 Check #: 66452	TTL VI IDEA PARTB- 611 LODGING & MEALS-	\$40.00
Vendor Total:				\$40.00
LOWDER, TERESA		257.621.0380.380.000.000 Check #: 66444	TTL VI IDEA PARTB- 611 OUT OF DIST MILEAGE	\$188.00
		257.621.0380.381.000.000 Check #: 66444	TTL VI IDEA PARTB- 611 LODGING & MEALS-	\$40.00 180
Vendor Total:				\$228.00
PAGE, KOLBEE		257.616.0380.000.000.000 Check #: 66445	TTLVI IDEA B- 611 ANC IN DISTRICT MILEAGE	\$63.73
Vendor Total:				\$63.73
PARKER, RICK		100.631.0380.381.000.000 Check #: 66446	BOARD LODGING & MEALS	\$120.00
Vendor Total:				\$120.00
PELAYO, SARAH		243.519.0380.380.303.492 Check #: 66447	VOC OUT OF DIST MILEAGE-BUS MT H	\$310.96
		243.519.0380.381.303.492 Check #: 66447	VOC LODGING & MEALS-BUS MT H	\$405.00
Vendor Total:				\$715.96
PEREZ, JUAN				

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Supplement Account Summary

Voucher Batch Number: 4047

10/26/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
RAMSEY, JAMES		100.631.0380.381.000.000	BOARD LODGING & MEALS	\$120.00
		Check #: 66448		
			Vendor Total:	\$120.00
		100.631.0380.380.000.001	BOARD OUT OF DIST MILEAGE	\$356.60
		Check #: 66449		
		100.631.0380.381.000.000	BOARD LODGING & MEALS	\$120.00
		Check #: 66449		
			Vendor Total:	\$476.60
SMITH, LINDSAY		257.621.0380.381.000.000	TTL VI IDEA PARTB- 611 LODGING &	\$40.00
		Check #: 66450	MEALS-	
			Vendor Total:	\$40.00
STEVENSON, SHERYL				181
		243.519.0380.381.303.492	VOC LODGING & MEALS-BUS MT H	\$100.00
		Check #: 66451		
			Vendor Total:	\$100.00
			Grand Total:	\$3,070.32
End of Report				

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Supplement Account Summary

Voucher Batch Number: 4048

10/31/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
STATE TAX COMMISSION		100.223.2230.000.000.000	SALES TAX LIABILITY	\$93.53
			Vendor Total:	\$93.53
WELLS FARGO REMITTANCE CTR	P-Card Payee:	WELLS FARGO REMITTANCE CTR		
		100.515.0410.000.000.301	SEC SUPPLIES-MINICO	\$989.49
		100.621.0380.381.000.000	PROF DEV LODGING & MEALS	\$645.00
		100.621.0380.381.000.492	PROF DEV LODGING & MEALS-MT H	\$3,940.89
		100.621.0390.392.000.000	PROF DEV REGISTRATION	\$260.00
		100.621.0390.392.000.492	PROF DEV REGISTRATION-MT H	\$382.05
		100.621.0410.000.000.000	PROF DEV SUPPLIES	\$1,746.86
		100.621.0410.000.000.102	PROF DEV SUPPLIES-HEYBURN	\$55.88
		100.621.0410.000.000.107	PROF DEV SUPPLIES-RUPERT	\$55.89
		100.621.0410.000.000.492	PROF DEV SUPPLIES-MT H	\$919.82
		100.623.0460.000.000.201	INST TECHNOLOGY SOFTWARE SUPP-EAST	\$768.00
		100.623.0460.000.000.202	INST TECHNOLOGY SOFTWARE SUPP-WEST	\$779.00
		100.623.0460.000.000.301	INST TECHNOLOGY SOFTWARE-MINICO	\$672.00
		100.631.0380.382.000.000	BOARD AIRFARE & SHUTTLE-	\$1,824.00
		100.641.0410.000.000.101	SCHL ADM SUPPLIES-ACEQUIA	\$29.99
		100.641.0410.000.000.105	SCHL ADM SUPPLIES-PAUL	\$107.89
		100.656.0410.000.000.000	ADM TECHNOLOGY SUPPLIES	\$299.00
		100.656.0460.000.000.001	ADM TECHNOLOGY SOFTWARE	\$54.00
		100.656.0460.000.000.011	ADM TECHNOLOGY SOFTWARE	\$709.73
		100.656.0460.000.000.102	ADM TECHNOLOGY SOFTWARE-HEYBURN	\$107.89
		100.663.0420.420.000.600	MAINT FUEL	\$2,580.22
		100.665.0420.420.000.600	GROUPS FUEL	\$406.74
		100.681.0420.420.000.500	TRANSP NON ALLOW FUEL	\$304.11
		100.683.0420.420.000.500	GEN TRANS FUEL	\$378.86
		241.515.0420.420.000.000	DR ED FUEL	\$89.95
		251.720.0410.000.000.000	TTL IA PARENT INVOLVE SUPPLIES	\$81.05

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Supplement Account Summary

Voucher Batch Number: 4048

10/31/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		253.720.0410.000.000.000	MIGRANT PARENT INVOLVEMENT SUPPLIES	\$17.15
		257.521.0410.000.000.101	TTL VI IDEA PARTB- 611 EXC CHILD SUPPLIES-ACEQUIA	\$169.60
		257.521.0411.000.000.101	TTL VI IDEA PARTB- INVENTORIALBLE SUPPLIES-ACEQUIA	\$205.56
		257.621.0380.381.000.000	TTL VI IDEA PARTB- 611 LODGING & MEALS-	(\$107.59)
		263.519.0410.000.307.301	CARL PERKINS SUPPLIES-FAM CON MINICO	\$327.98
		284.621.0380.381.000.000	GEAR UP LODGING & MEALS-	\$145.69
		284.621.0410.000.003.301	GEAR UP SUPPLIES-MINICO	\$2,000.00
		284.621.0411.000.003.301	GEAR UP INVENTORIALBLE SUPPLIES-MINICO	\$2,380.00
		290.710.0420.420.000.000	FOOD SERVI FUEL	\$92.56
				Vendor Total: \$22,597.13
				Grand Total: \$22,690.72

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Supplement Account Summary

Voucher Batch Number: 4049

11/07/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
HEYBURN, CITY OF		100.661.0330.331.000.102 Check #: 66507	UTILITIES-HEYBURN	\$2,105.37
		100.661.0330.331.000.492 Check #: 66507	UTILITIES-MT H	\$1,243.60
			Vendor Total:	\$3,348.97
INTERMOUNTAIN GAS CO.		100.661.0330.331.000.000 Check #: 66508	DISTRICT UTILITIES	\$14.48
		100.661.0330.331.000.102 Check #: 66508	UTILITIES-HEYBURN	\$385.34
		100.661.0330.331.000.105 Check #: 66508	UTILITIES-PAUL	\$52.05
		100.661.0330.331.000.107 Check #: 66508	UTILITIES-RUPERT	\$928.93 184
		100.661.0330.331.000.108 Check #: 66508	UTILITIES-TLC	\$178.38
		100.661.0330.331.000.201 Check #: 66508	UTILITIES-EAST	\$593.84
		100.661.0330.331.000.202 Check #: 66508	UTILITIES-WEST	\$478.01
		100.661.0330.331.000.301 Check #: 66508	UTILITIES-MINICO	\$840.82
		100.661.0330.331.000.492 Check #: 66508	UTILITIES-MT H	\$244.34
		100.681.0330.331.050.500 Check #: 66508	TRANS UTILITIES	\$47.73
			Vendor Total:	\$3,763.92
PAUL, CITY OF		100.661.0330.331.000.105 Check #: 66509	UTILITIES-PAUL	\$690.00
		100.661.0330.331.000.202 Check #: 66509	UTILITIES-WEST	\$660.00

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Supplement Account Summary

Voucher Batch Number: 4049

11/07/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
PROJECT MUTUAL TELEPHONE				
Vendor Total:				\$1,350.00
		100.661.0330.350.000.000	DISTRICT-TELEPHONE	\$1,103.35
		Check #: 66510		
		100.661.0330.350.000.101	TELEPHONE-ACEQUIA	\$174.31
		Check #: 66510		
		100.661.0330.350.000.102	TELEPHONE-HEYURN	\$139.72
		Check #: 66510		
		100.661.0330.350.000.105	TELEPHONE-PAUL	\$134.13
		Check #: 66510		
		100.661.0330.350.000.107	TELEPHONE-RUPERT	\$159.45
		Check #: 66510		
		100.661.0330.350.000.201	TELEPHONE-EAST	\$139.81
		Check #: 66510		
		100.661.0330.350.000.202	TELEPHONE-WEST	\$143.54
		Check #: 66510		
		100.661.0330.350.000.301	TELEPHONE-MINICO	\$894.42
		Check #: 66510		
		100.661.0330.350.000.492	TELEPHONE-MT H	\$173.97
		Check #: 66510		
		100.661.0330.350.000.600	TELEPHONE-MAINT	\$55.94
		Check #: 66510		
		100.661.0330.351.000.000	DISTRICT INTERNET	\$12,464.04
		Check #: 66510		
		100.681.0330.350.050.500	TRANS TELEPHONE	\$350.19
		Check #: 66510		
		290.710.0330.350.000.000	FOOD SERV TELEPHONE	\$278.99
		Check #: 66510		
Vendor Total:				\$16,211.86
RUPERT, CITY OF				
		100.661.0330.331.000.000	DISTRICT UTILITIES	\$937.99
		Check #: 66511		

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Supplement Account Summary

Voucher Batch Number: 4049

11/07/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.661.0330.331.000.107 Check #: 66511	UTILITIES-RUPERT	\$5,004.74
		100.661.0330.331.000.108 Check #: 66511	UTILITIES-TLC	\$1,647.33
		100.661.0330.331.000.201 Check #: 66511	UTILITIES-EAST	\$2,939.74
		100.661.0330.331.000.301 Check #: 66511	UTILITIES-MINICO	\$579.91
		100.681.0330.331.050.500 Check #: 66511	TRANS UTILITIES	\$777.01
			Vendor Total:	\$11,886.72
TOTAL WASTE MANAGEMENT		100.661.0330.331.000.101 Check #: 66512	UTILITIES-ACEQUIA	\$351.87
		100.661.0330.331.000.102 Check #: 66512	UTILITIES-HEYBURN	\$351.87
		100.661.0330.331.000.202 Check #: 66512	UTILITIES-WEST	\$402.86
		100.661.0330.331.000.301 Check #: 66512	UTILITIES-MINICO	\$986.37
		100.661.0330.331.000.492 Check #: 66512	UTILITIES-MT H	\$238.57
			Vendor Total:	\$2,331.54
UNITED ELECTRIC COOP		100.661.0330.331.000.101 Check #: 66513	UTILITIES-ACEQUIA	\$3,451.70
		100.661.0330.331.000.105 Check #: 66513	UTILITIES-PAUL	\$2,102.15
		100.661.0330.331.000.202 Check #: 66513	UTILITIES-WEST	\$2,026.14
		100.661.0330.331.000.301 Check #: 66513	UTILITIES-MINICO	\$6,552.73
			Vendor Total:	\$14,132.72

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Supplement Account Summary

Voucher Batch Number: 4049

11/07/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
VERIZON				
		100.611.0330.350.008.003 Check #: 66514	HEALTH TELEPHONE	\$154.84
		100.661.0330.350.000.000 Check #: 66514	DISTRICT-TELEPHONE	\$61.45
		100.661.0330.350.000.003 Check #: 66514	TLEPHONE-SP SERV	\$51.45
		100.661.0330.350.000.011 Check #: 66514	TELEPHONE-TECHNOLOGY	\$310.82
		100.661.0330.350.000.107 Check #: 66514	TELEPHONE-RUPERT	\$51.45
		100.661.0330.350.000.202 Check #: 66514	TELEPHONE-WEST	\$51.45
		100.661.0330.350.000.301 Check #: 66514	TELEPHONE-MINICO	\$310.16 187
		100.661.0330.350.000.492 Check #: 66514	TELEPHONE-MT H	\$23.89
		100.661.0330.350.000.600 Check #: 66514	TELEPHONE-MAINT	\$917.16
		100.681.0330.350.050.500 Check #: 66514	TRANS TELEPHONE	\$154.34
		251.661.0330.350.000.000 Check #: 66514	TTL IA TELEPHONE	\$54.34
Vendor Total:				\$2,141.35
Grand Total:				\$55,167.08

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Supplement Account Summary

Voucher Batch Number: 4050

11/07/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
ALVES, BRANDON		100.515.0380.000.000.202 Check #: 66482	SEC IN DIST MILEAGE-WEST	\$80.43
			Vendor Total:	\$80.43
ARIZPE, CRYSTAL		253.621.0380.381.000.000 Check #: 66483	MIGRANT LODGING & MEALS-	\$275.00
			Vendor Total:	\$275.00
ASHBOCKER, SHELLY		100.621.0380.381.000.000 Check #: 66484	PROF DEV LODGING & MEALS	\$225.00
			Vendor Total:	\$225.00
BALL, CHELSEY		257.616.0380.000.000.000 Check #: 66485	TTLVI IDEA B- 611 ANC IN DISTRICT MILEAGE	\$251.24
			Vendor Total:	\$259.24
BINGHAM, ANDREA		100.611.0380.380.008.003 Check #: 66486	HEALTH OUT OF DIST MILEAGE	\$67.89
			Vendor Total:	\$67.89
CAMERON, DONNA		243.519.0380.380.305.301 Check #: 66487	VOC OUT OF DIST MILEAGE-COMP MINICO	\$188.10
		243.519.0380.381.305.301 Check #: 66487	VOC LODGING & MEALS-COMP MINICO	\$210.00
			Vendor Total:	\$398.10
COULSON, JEANNIE		243.519.0380.381.307.301 Check #: 66488	VOC LODGING & MEALS-FAM CON MINICO	\$210.00
			Vendor Total:	\$210.00
COWGILL, SOPHIE				

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Supplement Account Summary

Voucher Batch Number: 4050

11/07/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
CRANE, JAELEE		263.519.0380.380.301.301 Check #: 66489	CARL PERKINS OUT OF DIST MILEAGE-AG MINICO	\$188.10
		263.519.0380.381.301.301 Check #: 66489	CARL PERKINS LODGING & MEALS-AG MINICO	\$275.00
			Vendor Total:	\$463.10
		257.616.0380.000.000.000 Check #: 66490	TTLVI IDEA B- 611 ANC IN DISTRICT MILEAGE	\$76.84
			Vendor Total:	\$76.84
DAVIS, MARY		257.521.0380.000.000.000 Check #: 66491	TTL VI IDEA B- 611 IN DISTRICT MILEAGE	\$118.96
			Vendor Total:	\$118.96
DIAZ, DAISY		253.621.0380.381.000.000 Check #: 66492	MIGRANT LODGING & MEALS-	\$275.00
			Vendor Total:	\$275.00
DURRANT, GREG		100.621.0380.380.000.201 Check #: 66493	PROF DEV OUT OF DIST MILEAGE-EAST	\$188.00
		100.621.0380.381.000.201 Check #: 66493	PROF DEV LODGING & MEALS-EAST	\$40.00
			Vendor Total:	\$228.00
DURRANT, RACHEL		100.621.0380.381.000.000 Check #: 66494	PROF DEV LODGING & MEALS	\$225.00
			Vendor Total:	\$225.00
EILERS, AMY		100.621.0380.380.000.492 Check #: 66495	PROF DEV OUT OF DIST MILEAGE-MT H	\$188.00

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Supplement Account Summary

Voucher Batch Number: 4050

11/07/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
GARZA, JAMIE JO		100.621.0380.380.066.492	BADGING GRANT GRANT OUT OF DIST	\$20.00
		Check #: 66495	MILEAGE	
			Vendor Total:	\$208.00
		253.621.0380.380.000.000	MIGRANT OUT OF DIST MILEAGE	\$188.10
		Check #: 66496		
		253.621.0380.381.000.000	MIGRANT LODGING & MEALS-	\$275.00
HEATH, DUSTIN		Check #: 66496		
			Vendor Total:	\$463.10
		100.621.0380.381.000.201	PROF DEV LODGING & MEALS-EAST	\$40.00
		Check #: 66497		
			Vendor Total:	\$40.00
JOHNSON, FELICIA				190
		257.616.0380.000.000.000	TTLVI IDEA B- 611 ANC IN DISTRICT	\$74.96
		Check #: 66498	MILEAGE	
JOHNSON, JAYNA			Vendor Total:	\$74.96
		100.515.0380.000.000.201	SEC IN DISTRICT MILEAGE-EAST	\$164.22
		Check #: 66499		
			Vendor Total:	\$164.22
RAMSEY, JAMES				
		100.632.0380.000.000.001	DIST ADM IN DISTRICT MILEAGE	\$170.72
		Check #: 66500		
REPKE, DAVID			Vendor Total:	\$170.72
		100.621.0380.380.066.492	BADGING GRANT GRANT OUT OF DIST	\$208.00
		Check #: 66501	MILEAGE	
			Vendor Total:	\$208.00
SAYER, NIKKI				

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Supplement Account Summary

Voucher Batch Number: 4050

11/07/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.621.0380.380.000.301 Check #: 66502	PROF DEV OUT OF DIST MILEAGE-MINICO	\$188.00
		100.621.0380.381.000.301 Check #: 66502	PROF DEV LODGING & MEALS-MINICO	\$40.00
			Vendor Total:	\$228.00
SERR, ALLISON		100.611.0380.000.008.003 Check #: 66503	HEALTH IN DISTRICT MILEAGE	\$38.70
			Vendor Total:	\$38.70
TIBBETS, KOLBEE		100.621.0380.380.000.000 Check #: 66504	PROF DEV OUT OF DIST MILEAGE	\$205.00
		100.621.0380.381.000.000 Check #: 66504	PROF DEV LODGING & MEALS	\$225.00
			Vendor Total:	191 \$430.00
VEGA, GERALDINE		251.621.0380.381.000.000 Check #: 66505	TTL IA LODGING & MEALS-	\$105.00
			Vendor Total:	\$105.00
WIDMIER, MICHELE		251.621.0380.380.000.000 Check #: 66506	TTL IA OUT OF DIST MILEAGE	\$193.80
		251.621.0380.381.000.000 Check #: 66506	TTL IA LODGING & MEALS-	\$105.00
			Vendor Total:	\$298.80
			Grand Total:	\$5,332.06

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Supplement Account Summary

Voucher Batch Number: 4051

11/22/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
A TO B MOTOR COACH, LLC		100.682.0340.000.000.201	ACTIVITY CONTRACTED BUSES-EAST	\$3,450.00
		Check #: 66515		
		100.682.0340.000.000.202	ACTIVITY CONTRACTED BUSES-WEST	\$3,450.00
		Check #: 66515		
		100.682.0340.000.000.301	ACTIVITY CONTRACTED BUSES-MINICO	\$7,824.60
		Check #: 66515		
			Vendor Total:	\$14,724.60
A TO B SERVICES		100.681.0340.000.050.500	FIELD TRIP CONTRACTED BUSES-REIMB	\$10,100.00
		Check #: 66516		
			Vendor Total:	\$10,100.00
ACE HARDWARE		100.664.0410.000.000.101	BLDG MAINT SUPPLIES-ACEQUIA	\$39.57
		Check #: 66517		192
		100.664.0410.000.000.107	BLDG MAINT SUPPLIES-RUPERT	\$78.27
		Check #: 66517		
		100.664.0410.000.000.201	BLDG MAINT SUPPLIES-EAST	\$48.55
		Check #: 66517		
		100.664.0410.000.000.202	BLDG MAINT SUPPLIES-WEST	\$11.26
		Check #: 66517		
		100.664.0410.000.000.301	BLDG MAINT SUPPLIES-MINICO	\$45.50
		Check #: 66517		
		100.664.0410.000.000.492	BLDG MAINT SUPPLIES-MT H	\$7.19
		Check #: 66517		
		100.665.0410.000.000.600	GROUNDS SUPPLIES	\$17.08
		Check #: 66517		
		100.681.0420.422.050.500	TRANS SHOP SUPPLIES	\$284.09
		Check #: 66517		
		100.681.0420.422.085.500	TRANS SHOP SUPPLIES	\$33.27
		Check #: 66517		
			Vendor Total:	\$564.78
AG ELECTRIC, LLC				

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.665.0320.000.000.301 Check #: 66518	GROUNDS CONTRACTED SERVICES-MINICO	\$210.00
		100.665.0410.000.000.301 Check #: 66518	GROUNDS SUPPLIES-MINICO	\$220.00
			Vendor Total:	\$430.00
AIRGAS INTERMOUNTAIN,INC		243.519.0550.000.301.301 Check #: 66519	VOC EQUIPMENT-AG MINICO	\$65,406.19
		263.519.0410.000.301.301 Check #: 66519	CARL PERKINS SUPPLIES-AG MINICO	\$2,324.68
			Vendor Total:	\$67,730.87
ALL WIRELESS COMMUNICATIONS		100.681.0320.000.050.500 Check #: 66520	TRANS CONTRACTED SERVICES	\$115.50
		246.512.0320.000.000.000 Check #: 66520	SDFS ELEM CONTRACTED SERVICES	193 \$115.50
			Vendor Total:	\$231.00
AMAZON/GEMB		100.515.0410.000.000.201 Check #: 66521	SEC SUPPLIES-EAST	\$737.10
		100.515.0411.000.000.201 Check #: 66521	SEC INVENTORABLE SUPPLIES-EAST	\$69.98
		100.515.0411.000.000.202 Check #: 66521	SEC INVENTORABLE SUPPLIES-WEST	\$174.98
		100.611.0410.000.008.003 Check #: 66521	HEALTH SUPPLIES	\$5,373.04
		100.621.0410.000.041.492 Check #: 66521	IEA STUDENT SUCESS SUPPLIES	\$192.75
		100.621.0410.000.062.202 Check #: 66521	STEM GRANT SUPPLIES-WEST	\$335.90
		100.621.0411.000.041.492 Check #: 66521	IEA STUDENT SUCESS INV SUPPLIES	\$1,558.67

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.622.0430.000.000.301 Check #: 66521	MEDIA SUPPLIES-MINICO	(\$1.90)
		100.641.0410.000.000.202 Check #: 66521	SCHL ADMIN SUPPLIES-WEST	\$169.99
		100.651.0411.000.000.000 Check #: 66521	BUS OPER INVENTORABLE SUPPLIES-	(\$66.44)
		100.661.0410.000.000.600 Check #: 66521	CUSTODIAL SUPPLIES	\$95.92
		100.664.0410.000.000.105 Check #: 66521	BLDG MAINT SUPPLIES-PAUL	\$403.16
		100.664.0410.000.000.202 Check #: 66521	BLDG MAINT SUPPLIES-WEST	\$254.26
		243.519.0410.000.303.301 Check #: 66521	VOC SUPPLIES-BUS MINICO	\$215.68
		243.519.0410.000.305.301 Check #: 66521	VOC SUPPLIES-COMP MINICO	\$741.94
		243.519.0410.000.315.301 Check #: 66521	VOC SUPPLIES-TECH ED MINICO	\$1,015.17
		257.621.0410.000.000.000 Check #: 66521	TTL VI IDEA B- 611 PROF DEV SUPPLIES	\$88.89
		258.522.0411.000.000.000 Check #: 66521	PRESCHOOL INVENTORABLE SUPPLIES-	\$167.98
		263.519.0410.000.303.301 Check #: 66521	CARL PERKINS SUPPLIES-BUSINESS MINICO	\$348.33
			Vendor Total:	\$11,877.70
AMERICAN LINEN SUPPLY		290.710.0320.000.000.000 Check #: 66522	FOOD SERV CONTRACTED SERVICES	\$248.25
			Vendor Total:	\$248.25
ANDERSON, JULIAN & HULL, LLP		100.631.0720.000.000.001 Check #: 66523	LEGAL PUBLICATIONS	\$136.50
			Vendor Total:	\$136.50

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Vendor Remit Name	Vendor #	Account	Description	Amount
ANIXTER INC		100.664.0410.000.000.102 Check #: 66524	BLDG MAINT SUPPLIES-HEYBURN	\$122.71
		100.664.0410.000.000.108 Check #: 66524	BLDG MAINT SUPPLIES-TLC	\$8.08
		100.664.0410.000.000.301 Check #: 66524	BLDG MAINT SUPPLIES-MINICO	\$279.42
		100.664.0410.000.000.600 Check #: 66524	BLDG MAINT SUPPLIES	\$232.50
		100.810.0540.000.420.105 Check #: 66524	SCHL BUILDING IMPROVEMENT-SUPP LEVY-PAUL	\$1,332.00
		100.810.0540.000.420.301 Check #: 66524	SCHL BUILDING IMPROVEMENT-SUPP LEVY-MINICO	\$27,008.15
			Vendor Total:	\$28,982.66
APPLE COMPUTER-PO REPAIR: MAIL IN		100.623.0320.000.000.011 Check #: 66525	CONTRACTED SERVICES	\$218.95
			Vendor Total:	\$218.95
APPLE, INC		100.656.0411.000.000.001 Check #: 66526	ADM TECH INVENTORIAL SUPPLIES-	\$208.00
		100.656.0411.000.000.011 Check #: 66526	ADM TECH INVENTORIAL SUPPLIES-	\$397.00
			Vendor Total:	\$605.00
B&H FOTO & ELECTRONICS		263.519.0410.000.303.301 Check #: 66527	CARL PERKINS SUPPLIES-BUSINESS MINICO	\$439.98
		263.519.0550.000.303.301 Check #: 66527	CARL PERKINS EQUIPMENT-BUS MINICO	\$4,984.97
			Vendor Total:	\$5,424.95
BAILEY OIL CO., INC.				

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.665.0420.420.000.600 Check #: 66528	GROUNDS FUEL	\$1,218.92
		100.681.0420.420.000.500 Check #: 66528	TRANSP NON ALLOW FUEL	\$1,458.60
		100.681.0420.420.050.500 Check #: 66528	TRANS FUEL	\$12,164.25
		100.683.0420.420.000.500 Check #: 66528	GEN TRANS FUEL	\$777.95
		290.710.0420.420.000.000 Check #: 66528	FOOD SERVI FUEL	\$723.14
			Vendor Total:	\$16,342.86
BARCLAY MECHANICAL				
		420.811.0540.000.000.301 Check #: 66529	PLANT BUILDING IMPROVEMENT OUTBUILDING-MINICO	\$1,356.36
				196
			Vendor Total:	\$1,356.36
BEAR NECESSITIES PORTABLE RESTROOM				
		100.531.0320.000.000.301 Check #: 66530	INTERSCHL CONTRACTED SERVICES-MINICO	\$395.69
			Vendor Total:	\$395.69
BLICK ART MATERIALS				
		100.515.0410.000.000.201 Check #: 66531	SEC SUPPLIES-EAST	\$232.59
		100.515.0410.000.000.202 Check #: 66531	SEC SUPPLIES-WEST	\$700.50
		100.515.0410.000.000.301 Check #: 66531	SEC SUPPLIES-MINICO	\$110.40
			Vendor Total:	\$1,043.49
BOILER MAINTENANCE, LLC				
		100.664.0320.000.000.301 Check #: 66532	BLDG MAINT CONTRACTED SERVICES-MINICO	\$538.95
			Vendor Total:	\$538.95

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Vendor Remit Name	Vendor #	Account	Description	Amount
BOISE STATE UNIVERSITY		100.621.0310.313.000.101	PROF DEV PROFESSIONAL	\$3,983.34
		Check #: 66533	SERVICES-ACEQUIA	
		100.621.0310.313.000.102	PROF DEV PROFESSIONAL	\$3,983.34
		Check #: 66533	SERVICES-HEYBURN	
		100.621.0310.313.000.105	PROF DEV PROFESSIONAL SERVICES-PAUL	\$3,983.32
		Check #: 66533		
			Vendor Total:	\$11,950.00
BOOK STORE		100.681.0420.423.000.500	TRANS OFFICE SUPPLIES	\$30.60
		Check #: 66534		
			Vendor Total:	\$30.60
BRYSON SALES & SERVICE, INC		100.681.0420.422.085.500	TRANS SHOP SUPPLIES	\$5,965.09
		Check #: 66535		
			Vendor Total:	\$5,965.09
BSN SPORTS		100.531.0410.000.000.202	INTERSCHL SUPPLIES-WEST	\$493.82
		Check #: 66536		
			Vendor Total:	\$493.82
BUSINESS PROFESSIONALS OF AMERICA-NATION		243.519.0390.000.303.301	VOC DUES & FEES-BUS MINICO	\$75.00
		Check #: 66537		
			Vendor Total:	\$75.00
C-A-L STORES - BURLEY		100.661.0410.000.000.600	CUSTODIAL SUPPLIES	\$19.99
		Check #: 66538		
		100.663.0410.000.000.600	MAINT SUPPLIES	\$44.98
		Check #: 66538		
		100.664.0410.000.000.600	BLDG MAINT SUPPLIES	\$128.85
		Check #: 66538		

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Vendor Remit Name	Vendor #	Account	Description	Amount
CAXTON PRINTERS				Vendor Total: \$193.82
		100.512.0410.000.000.102 Check #: 66539	ELEM SUPPLIES-HEYBURN	\$17.80
		100.515.0441.450.000.301 Check #: 66539	SEC SCIENCE CURRICULUM-MINICO	\$5,055.75
		100.515.0441.451.000.301 Check #: 66539	SEC SOC STUD CURRICULUM-MINICO	\$480.21
CHARLIE'S PRODUCE				Vendor Total: \$5,553.76
		290.710.0450.000.000.000 Check #: 66540	FOOD SERV FOOD COSTS	\$196.10
		290.710.0450.000.000.101 Check #: 66540	FOOD SERV FOOD COSTS-ACEQUIA	\$1,674.80
		290.710.0450.000.000.102 Check #: 66540	FOOD SERV FOOD COSTS-HEYBURN	\$2,716.50 ¹⁹⁸
		290.710.0450.000.000.105 Check #: 66540	FOOD SERV FOOD COSTS-PAUL	\$4,000.80
		290.710.0450.000.000.107 Check #: 66540	FOOD SERV FOOD COSTS-RUPERT	\$4,579.55
		290.710.0450.000.000.108 Check #: 66540	FOOD SERV FOOD COSTS-TLC	\$693.40
		290.710.0450.000.000.201 Check #: 66540	FOOD SERV FOOD COSTS-EAST	\$4,273.85
		290.710.0450.000.000.202 Check #: 66540	FOOD SERV FOOD COSTS-WEST	\$3,504.70
		290.710.0450.000.000.301 Check #: 66540	FOOD SERV FOOD COSTS-MINICO	\$2,973.50
		290.710.0450.000.000.492 Check #: 66540	FOOD SERV FOOD COSTS-MT H	\$620.40
		290.710.0450.000.090.201 Check #: 66540	FF & V GRANT FOOD COSTS-EAST	\$2,190.15
				Vendor Total: \$27,423.75

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Vendor Remit Name	Vendor #	Account	Description	Amount
CINTAS CORP		100.681.0420.425.050.500 Check #: 66541	TRANS COVERALLS & LAUNDRY	\$472.65
			Vendor Total:	\$472.65
CLEARWATER POWER EQUIPMENT LLC		100.665.0410.000.000.600 Check #: 66542	GROUNDS SUPPLIES	\$127.96
			Vendor Total:	\$127.96
COLLECTIVE GOODS		100.512.0410.000.000.102 Check #: 66543	ELEM SUPPLIES-HEYBURN	\$161.00
			Vendor Total:	\$161.00
CONRAD & BISCHOFF		100.681.0420.420.050.500 Check #: 66544	TRANS FUEL	\$37,758.46
			Vendor Total:	\$37,758.46
CONSOLIDATED ELECTRIC DIST.INC		100.664.0410.000.000.301 Check #: 66545	BLDG MAINT SUPPLIES-MINICO	\$1,379.00
			Vendor Total:	\$1,379.00
CUMULUS GLOBAL		100.623.0460.000.000.101 Check #: 66546	INST TECHNOLOGY SOFTWARE-ACE	\$1,683.00
		100.623.0460.000.000.102 Check #: 66546	INST TECHNOLOGY SOFTWARE-HEYBURN	\$1,680.00
		100.623.0460.000.000.105 Check #: 66546	INST TECHNOLOGY SOFTWARE-PAUL	\$1,677.00
		100.623.0460.000.000.107 Check #: 66546	INST TECHNOLOGY SOFTWARE-RUPERT	\$1,677.00
		100.623.0460.000.000.201 Check #: 66546	INST TECHNOLOGY SOFTWARE SUPP-EAST	\$1,677.00

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Vendor Remit Name	Vendor #	Account	Description	Amount
DEAN DAIRY COPRORATE, LLC		100.623.0460.000.000.202 Check #: 66546	INST TECHNOLOGY SOFTWARE SUPP-WEST	\$1,677.00
		100.623.0460.000.000.301 Check #: 66546	INST TECHNOLOGY SOFTWARE-MINICO	\$1,677.00
		100.623.0460.000.000.492 Check #: 66546	INST TECHNOLOGY SOFTWARE-MT H	\$1,677.00
			Vendor Total:	\$13,425.00
		290.710.0450.000.000.101 Check #: 66547	FOOD SERV FOOD COSTS-ACEQUIA	\$2,194.21
		290.710.0450.000.000.102 Check #: 66547	FOOD SERV FOOD COSTS-HEYBURN	\$4,862.52
		290.710.0450.000.000.105 Check #: 66547	FOOD SERV FOOD COSTS-PAUL	\$4,162.00
		290.710.0450.000.000.107 Check #: 66547	FOOD SERV FOOD COSTS-RUPERT	\$7,019.66
		290.710.0450.000.000.108 Check #: 66547	FOOD SERV FOOD COSTS-TLC	\$762.59
		290.710.0450.000.000.201 Check #: 66547	FOOD SERV FOOD COSTS-EAST	\$3,493.79
DELL DIRECT SALES L.P.		290.710.0450.000.000.202 Check #: 66547	FOOD SERV FOOD COSTS-WEST	\$4,148.34
		290.710.0450.000.000.301 Check #: 66547	FOOD SERV FOOD COSTS-MINICO	\$4,683.81
		290.710.0450.000.000.492 Check #: 66547	FOOD SERV FOOD COSTS-MT H	\$670.89
			Vendor Total:	\$31,997.81
		100.656.0410.000.000.001 Check #: 66548	ADM TECHNOLGY SUPPLIES	\$386.04
			Vendor Total:	\$386.04
	DEMCO, INC.			

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DIVISION OF OCCUPATIONAL & PROFESSIONAL		100.622.0430.000.000.301 Check #: 66549	MEDIA SUPPLIES-MINICO	\$120.92
			Vendor Total:	\$120.92
		100.663.0390.000.000.600 Check #: 66550	MAINT DUES & FEES	\$125.00
DONNELLEY SPORTS			Vendor Total:	\$125.00
		100.531.0410.000.000.202 Check #: 66551	INTERSCHL SUPPLIES-WEST	\$1,414.00
			Vendor Total:	\$1,414.00
E STREET DELI		251.720.0410.000.000.000 Check #: 66552	TTL IA PARENT INVOLVE SUPPLIES	\$160.00 201
			Vendor Total:	\$160.00
		253.720.0390.000.000.000 Check #: 66553	MIGRANT COMMUNITY SERVICE FEES	\$180.00
ELCEE, INC.			Vendor Total:	\$180.00
		251.720.0410.000.000.492 Check #: 66554	TTL IA PARENT INVOLVE SUPPLIES-MT H	\$89.85
			Vendor Total:	\$89.85
ELEMENT HEATING AND COOLING INC		100.664.0320.000.000.201 Check #: 66555	BLDG MAINT CONTRACTED SERVICES-EAST	\$864.00
		100.664.0320.000.000.202 Check #: 66555	BLDG MAINT CONTRACTED SERVICES-WEST	\$858.07
		100.664.0320.000.000.301 Check #: 66555	BLDG MAINT CONTRACTED SERVICES-MINICO	\$432.00

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		100.664.0410.000.000.201	BLDG MAINT SUPPLIES-EAST	\$2,157.50
		Check #: 66555		
		100.664.0410.000.000.202	BLDG MAINT SUPPLIES-WEST	\$1,667.53
ENSIGN WHOLESALE FLORAL		Check #: 66555		
			Vendor Total:	\$5,979.10
		263.519.0410.000.301.301	CARL PERKINS SUPPLIES-AG MINICO	\$615.05
		Check #: 66556		
			Vendor Total:	\$615.05
EQ COUNSELING LLC		100.611.0320.000.008.003	HEALTH CONTRACTED SERVICES	\$3,114.00
		Check #: 66557		
		260.621.0320.000.000.000	MEDICIAD CONTRACTED SERVICES	\$1,332.00
EQ THERAPY FOR KIDS, LLC		Check #: 66557		202
			Vendor Total:	\$4,446.00
		260.621.0320.000.000.000	MEDICIAD CONTRACTED SERVICES	\$38,049.42
		Check #: 66558		
			Vendor Total:	\$38,049.42
FAMILY VISION AND EYE CARE		100.720.0410.000.000.000	AVENUES FOR HOPE SUPPLIES	\$411.00
		Check #: 66559		
			Vendor Total:	\$411.00
FAN ZONE ATHLETICS LLC		284.621.0410.000.003.301	GEAR UP SUPPLIES-MINICO	\$5,158.80
		Check #: 66560		
			Vendor Total:	\$5,158.80
FARWEST STEEL CORPORATION		263.519.0410.000.301.301	CARL PERKINS SUPPLIES-AG MINICO	\$1,829.40
		Check #: 66561		
			Vendor Total:	\$1,829.40
FIREPLACE, INC				

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.656.0460.000.000.011 Check #: 66562	ADM TECHNOLOGY SOFTWARE	\$2,499.00
			Vendor Total:	\$2,499.00
FOLLETT CONTENT SOLUTIONS, LLC	16100	100.622.0430.000.000.102 Check #: 66563	MEDIA SUPPLIES-HEYBURN	\$2,962.44
			Vendor Total:	\$2,962.44
FRANKLIN BUILDING SUPPLY		100.515.0410.000.000.201 Check #: 66564	SEC SUPPLIES-EAST	\$1,538.09
		100.515.0410.000.000.202 Check #: 66564	SEC SUPPLIES-WEST	\$243.60
			Vendor Total:	\$1,781.69
GAME TIME			203	
		100.512.0550.580.530.101 Check #: 66565	MATCHING GRANTS EQUIPMENT PLAYGROUND	\$9,944.74
			Vendor Total:	\$9,944.74
GEM STATE PAPER CO, INC.		100.661.0410.000.000.600 Check #: 66566	CUSTODIAL SUPPLIES	\$9,196.83
		100.681.0420.424.000.500 Check #: 66566	TRANS CLEANING SUPPLIES	\$179.58
		420.811.0540.000.000.301 Check #: 66566	PLANT BUILDING IMPROVEMENT OUTBUILDING-MINICO	\$9,137.40
			Vendor Total:	\$18,513.81
GROVE HOTEL		251.621.0380.381.000.000 Check #: 66567	TTL IA LODGING & MEALS-	\$147.00
		253.621.0380.381.000.000 Check #: 66567	MIGRANT LODGING & MEALS-	\$169.00
			Vendor Total:	\$316.00
HANDY TRUCK LINE				

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		100.665.0410.000.000.600 Check #: 66568	GROUNDS SUPPLIES	\$372.40
			Vendor Total:	\$372.40
HAUNS HARDWARE		100.663.0410.000.000.600 Check #: 66569	MAINT SUPPLIES	\$35.23
		100.664.0410.000.000.105 Check #: 66569	BLDG MAINT SUPPLIES-PAUL	\$56.98
		100.664.0410.000.000.107 Check #: 66569	BLDG MAINT SUPPLIES-RUPERT	\$54.31
		100.664.0410.000.000.202 Check #: 66569	BLDG MAINT SUPPLIES-WEST	\$47.74
		100.664.0410.000.000.301 Check #: 66569	BLDG MAINT SUPPLIES-MINICO	\$132.98
		100.664.0410.000.000.492 Check #: 66569	BLDG MAINT SUPPLIES-MT H	\$24.06
		100.664.0410.000.000.600 Check #: 66569	BLDG MAINT SUPPLIES	\$15.96
		100.665.0410.000.000.600 Check #: 66569	GROUNDS SUPPLIES	\$138.19
			Vendor Total:	\$505.45
HEGLAR CREEK ELECTRIC LLC		100.664.0540.000.420.301 Check #: 66570	BLDG MAINT BUILDING IMPROVEMENT-SUPP LEVY MINICO	\$10,120.45
			Vendor Total:	\$10,120.45
HOLIDAY INN BOISE AIRPORT		100.621.0380.381.000.000 Check #: 66571	PROF DEV LODGING & MEALS	\$147.00
			Vendor Total:	\$147.00
HOPE SQUAD LLC		261.621.0410.000.000.301 Check #: 66572	TTL IV SUPPLIES-MINICO	\$3,300.00

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		261.621.0410.000.000.492 Check #: 66572	TTL IV SUPPLIES-MT H	\$3,300.00
			Vendor Total:	\$6,600.00
HYDE, EILEEN MAY		100.631.0410.000.000.001 Check #: 66573	BOARD SUPPLIES	\$150.00
			Vendor Total:	\$150.00
IASA		100.641.0390.000.000.107 Check #: 66574	SCHL ADM DUES & FEES-RUPERT	\$1,428.00
			Vendor Total:	\$1,428.00
IDAHO DIGITAL LEARNING ACADEMY		100.515.0370.000.000.301 Check #: 66575	SEC TUITION CREDITS-MINICO	\$75.00 205
			Vendor Total:	\$75.00
IDAHO SCHOOL DISTRICT COUNCIL		100.632.0390.000.000.001 Check #: 66576	DIST ADM DUES & FEES	\$50.00
			Vendor Total:	\$50.00
IN TOUCH		100.656.0360.000.000.011 Check #: 66577	ADM TECH DATA PROCESSING & FINANCIAL SOFTWARE	\$1,216.80
			Vendor Total:	\$1,216.80
INTERMOUNTAIN WOOD PRODUCTS		263.519.0410.000.306.301 Check #: 66578	CARL PERKINS SUPPLIES-CONST MINICO	\$487.76
			Vendor Total:	\$487.76
JACKSON GROUP PETERBILT		100.681.0420.422.050.000 Check #: 66579	TRANS SHOP SUPPLIES	\$716.90
		100.681.0420.422.085.500 Check #: 66579	TRANS SHOP SUPPLIES	\$1,220.73

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Vendor Remit Name	Vendor #	Account	Description	Amount
Vendor Total:				\$1,937.63
JDS INDUSTRIES		100.621.0410.000.041.492 Check #: 66580	IEA STUDENT SUCESS SUPPLIES	\$296.20
Vendor Total:				\$296.20
JVH TECHNICAL LLC		243.519.0410.000.303.301 Check #: 66581	VOC SUPPLIES-BUS MINICO	\$367.47
Vendor Total:				\$367.47
JW PEPPER & SON, INC		100.515.0410.000.000.201 Check #: 66582	SEC SUPPLIES-EAST	\$220.79
		100.515.0410.000.000.202 Check #: 66582	SEC SUPPLIES-WEST	\$212.49
				206
Vendor Total:				\$433.28
K & R RENT-ALL, INC		100.663.0410.000.000.600 Check #: 66583	MAINT SUPPLIES	\$61.60
		100.665.0320.000.000.600 Check #: 66583	GROUNDS CONTRACTED SERVICES	\$649.00
		100.665.0410.000.000.600 Check #: 66583	GROUNDS SUPPLIES	\$104.90
Vendor Total:				\$815.50
KELLY'S BEARING SUPPLY		100.664.0410.000.000.301 Check #: 66584	BLDG MAINT SUPPLIES-MINICO	\$78.66
Vendor Total:				\$78.66
KIWANIS CLUB		100.632.0390.391.000.001 Check #: 66585	DIST ADM MEMBERSHIP DUES	\$420.00
Vendor Total:				\$420.00
KNIEP, CORY				

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.661.0330.350.000.202 Check #: 66586	TELEPHONE-WEST	\$150.00
			Vendor Total:	\$150.00
KRONOS SAASHR INC.		100.656.0460.000.000.001 Check #: 66587	ADM TECHNOLOGY SOFTWARE	\$745.71
			Vendor Total:	\$745.71
LEATHAM & KROHN ARCHITECTS PLLC		420.811.0540.000.000.301 Check #: 66588	PLANT BUILDING IMPROVEMENT OUTBUILDING-MINICO	\$4,970.00
			Vendor Total:	\$4,970.00
LP PROPANE LLC		100.661.0330.331.000.101 Check #: 66589	UTILITIES-ACEQUIA	\$16,807.59 207
			Vendor Total:	\$16,807.59
MAD RIVER LASER LLC		100.641.0410.000.000.201 Check #: 66590	SCHL ADMIN SUPPLIES-EAST	\$116.40
		271.621.0410.000.000.000 Check #: 66590	TTL IIA SUPPLIES	\$915.94
			Vendor Total:	\$1,032.34
MAGIC VALLEY CARPET		100.664.0410.540.420.101 Check #: 66591	BLDG MAINT CARPET-SUPPL LEVY ACEQUIA	\$363.31
		100.664.0410.540.420.202 Check #: 66591	BLDG MAINT CARPET-SUPPL LEVY WEST	\$1,751.24
			Vendor Total:	\$2,114.55
MAGIC VALLEY LABS,INC		100.664.0320.000.000.101 Check #: 66592	BLDG MAINT CONTRACTED SERVICES-ACEQUIA	\$46.00

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Vendor Remit Name	Vendor #	Account	Description	Amount
MAGIC VALLEY TIRE PAUL		100.664.0320.000.000.301 Check #: 66592	BLDG MAINT CONTRACTED SERVICES-MINICO	\$68.00
			Vendor Total:	\$114.00
		100.665.0320.000.000.600 Check #: 66593	GROUNDS CONTRACTED SERVICES	\$28.00
MAGIC VALLEY TIRE RUPERT		100.665.0410.000.000.600 Check #: 66593	GROUNDS SUPPLIES	\$276.56
		100.681.0420.422.000.500 Check #: 66593	TRANS SHOP SUPPLIES	\$40.99
			Vendor Total:	\$345.55
MEASURMENT INC		100.681.0420.422.085.500 Check #: 66594	TRANS SHOP SUPPLIES	\$1,592.16
			Vendor Total:	\$1,592.16
		100.512.0410.000.000.105 Check #: 66595	ELEM SUPPLIES-PAUL	\$3,913.00
MIKEY'S REFRIGERATION INC			Vendor Total:	\$3,913.00
		290.710.0320.000.000.107 Check #: 66596	FOOD SERV CONTRACTED SERVICES-RUPERT	\$441.90
		290.710.0320.000.000.301 Check #: 66596	FOOD SERV CONTRACTED SERVICES-MINICO	\$2,752.04
MINI-CASSIA CHAMBER/COMMERCE			Vendor Total:	\$3,193.94
		100.632.0390.391.000.001 Check #: 66597	DIST ADM MEMBERSHIP DUES	\$935.00
			Vendor Total:	\$935.00
MINICO HIGH SCHOOL		100.517.0410.000.000.492 Check #: 66598	ALT SUPPLIES-MT H	\$189.00

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Vendor Remit Name	Vendor #	Account	Description	Amount
		253.720.0390.000.000.000 Check #: 66598	MIGRANT COMMUNITY SERVICE FEES	\$72.00
			Vendor Total:	\$261.00
MINIDOKA COUNTY TAX COLLECTOR		100.661.0330.331.000.000 Check #: 66599	DISTRICT UTILITIES	\$105.00
		100.661.0330.331.000.105 Check #: 66599	UTILITIES-PAUL	\$105.00
		100.661.0330.331.000.107 Check #: 66599	UTILITIES-RUPERT	\$105.00
		100.661.0330.331.000.108 Check #: 66599	UTILITIES-TLC	\$105.00
		100.661.0330.331.000.201 Check #: 66599	UTILITIES-EAST	\$105.00
		100.661.0330.331.000.202 Check #: 66599	UTILITIES-WEST	\$105.00
		100.661.0330.331.000.301 Check #: 66599	UTILITIES-MINICO	\$125.00
		100.661.0330.331.000.492 Check #: 66599	UTILITIES-MT H	\$105.00
			Vendor Total:	\$860.00
MINIDOKA IRRIGATION DIST		100.661.0330.332.000.101 Check #: 66600	IRRIGATION-ACEQUIA	\$1,373.25
		100.661.0330.332.000.202 Check #: 66600	IRRIGATION-WEST	\$1,150.00
		100.661.0330.332.000.301 Check #: 66600	IRRIGATION-MINICO	\$3,358.25
			Vendor Total:	\$5,881.50
MINIDOKA MEDICAL CENTER M- RHC		100.632.0320.000.000.001 Check #: 66601	DIST ADM CONTRACTED SERVICES	\$47.00
			Vendor Total:	\$47.00

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Vendor Remit Name	Vendor #	Account	Description	Amount
MORETON & COMPANY		246.621.0410.000.000.000 Check #: 66602	SFDS SUPPLIES	\$1,310.00
			Vendor Total:	\$1,310.00
MOUNTAINLAND POWER EQUIPMENT		100.665.0410.000.000.600 Check #: 66603	GROUNDS SUPPLIES	\$199.29
			Vendor Total:	\$199.29
MT HARRISON JR/SR HIGH SCHOOL		251.720.0390.000.000.000 Check #: 66604	TTL IA COMMUNITY SERVICE FEES	\$60.00
			Vendor Total:	\$60.00
NAPA AUTO PARTS		100.681.0420.422.085.500 Check #: 66605	TRANS SHOP SUPPLIES	\$262.10
		100.683.0420.422.000.500 Check #: 66605	GEN TRANS SHOP SUPPLIES	\$185.29
		241.515.0420.421.000.000 Check #: 66605	DR ED OIL & LUBE	\$69.19
			Vendor Total:	\$518.10
NEWMAN, G. ROBERT		100.664.0410.541.420.301 Check #: 66606	BLDG MAINT PAINT-SUPPL LEVY MINICO	\$1,784.00
			Vendor Total:	\$1,784.00
NICHOLAS & CO		290.710.0410.000.000.000 Check #: 66607	FOOD SERV SUPPLIES	\$4,843.82
		290.710.0450.000.000.000 Check #: 66607	FOOD SERV FOOD COSTS	\$29,478.25
			Vendor Total:	\$34,322.07
NORTHWEST DISTRIBUTION SERVICES				

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Vendor Remit Name	Vendor #	Account	Description	Amount
NPC INTERNATIONAL		290.710.0450.000.000.000 Check #: 66608	FOOD SERV FOOD COSTS	\$83,452.39
			Vendor Total:	\$83,452.39
		290.710.0450.000.000.301 Check #: 66609	FOOD SERV FOOD COSTS-MINICO	\$8,232.77
		290.710.0450.000.000.492 Check #: 66609	FOOD SERV FOOD COSTS-MT H	\$381.92
			Vendor Total:	\$8,614.69
NU VU GLASS, INC.		100.664.0320.000.000.301 Check #: 66610	BLDG MAINT CONTRACTED SERVICES-MINICO	\$297.50
		100.664.0410.000.000.301 Check #: 66610	BLDG MAINT SUPPLIES-MINICO	\$601.50
		100.681.0320.000.085.500 Check #: 66610	TRANS CONTRACTED SERVICES	\$764.90
		100.810.0540.000.420.301 Check #: 66610	SCHL BUILDING IMPROVEMENT-SUPP LEVY-MINICO	\$1,660.00
		420.811.0540.000.000.301 Check #: 66610	PLANT BUILDING IMPROVEMENT OUTBUILDING-MINICO	\$2,231.20
			Vendor Total:	\$5,555.10
NW INFORMATION ADVANTAGE, LLC		260.621.0320.000.000.000 Check #: 66611	MEDICIAD CONTRACTED SERVICES	\$350.00
			Vendor Total:	\$350.00
PLATT ELECTRIC SUPPLY, INC		100.664.0410.000.000.201 Check #: 66612	BLDG MAINT SUPPLIES-EAST	\$95.43
		100.664.0410.000.000.301 Check #: 66612	BLDG MAINT SUPPLIES-MINICO	\$1,403.99
		100.664.0410.000.000.600 Check #: 66612	BLDG MAINT SUPPLIES	\$60.92

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Vendor Remit Name	Vendor #	Account	Description	Amount
POWERSCHOOL GROUP LLC		100.665.0410.000.000.600 Check #: 66612	GROUNDS SUPPLIES	(\$335.70)
			Vendor Total:	\$1,224.64
		100.656.0460.000.000.011 Check #: 66613	ADM TECHNOLOGY SOFTWARE	\$2,180.50
PRIMARY THERAPY SOURCE			Vendor Total:	\$2,180.50
		260.621.0320.000.000.000 Check #: 66614	MEDICIAD CONTRACTED SERVICES	\$5,980.10
			Vendor Total:	\$5,980.10
QUILL CORPORATION		100.515.0410.000.000.202 Check #: 66615	SEC SUPPLIES-WEST	\$669.14
				212
		100.517.0410.000.000.492 Check #: 66615	ALT SUPPLIES-MT H	\$192.23
		100.517.0410.000.000.492 Check #: 66656	ALT SUPPLIES-MT H	\$127.46
		100.631.0410.000.000.000 Check #: 66615	BOARD SUPPLIES	\$147.58
		100.632.0410.000.000.001 Check #: 66615	DIST ADM SUPPLIES	\$2,308.21
		100.632.0410.000.000.001 Check #: 66656	DIST ADM SUPPLIES	\$242.32
		100.651.0410.000.000.001 Check #: 66615	BUS OPER SUPPLIES	\$417.80
		253.541.0410.000.000.000 Check #: 66615	MIGRANT SUMMER SCHOOL SUPPLIES	\$444.49
		253.611.0410.000.000.000 Check #: 66615	MIGRANT LIAISON SUPPLIES	\$345.23
			Vendor Total:	\$4,894.46
	RAMSEY HEATING & ELECTRIC, INC			

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Vendor Remit Name	Vendor #	Account	Description	Amount
REDDER'S SHOWKASE		100.664.0320.000.000.105 Check #: 66616	BLDG MAINT CONTRACTED SERVICES-PAUL	\$1,025.00
		100.664.0320.000.000.201 Check #: 66616	BLDG MAINT CONTRACTED SERVICES-EAST	\$250.00
		100.664.0320.000.000.301 Check #: 66616	BLDG MAINT CONTRACTED SERVICES-MINICO	\$820.00
		100.664.0410.000.000.105 Check #: 66616	BLDG MAINT SUPPLIES-PAUL	\$1,209.41
		100.664.0410.000.000.301 Check #: 66616	BLDG MAINT SUPPLIES-MINICO	\$172.95
			Vendor Total:	\$3,477.36
		263.519.0410.000.307.301 Check #: 66617	CARL PERKINS SUPPLIES-FAM CON MINICO	\$123.96
		263.519.0550.000.307.301 Check #: 66617	CARL PERKINS EQUIPMENT-FAM CON MINICO	\$2,199.98
			Vendor Total:	\$2,323.94
	REGION IV EDUCATION SERVICE CENTER		100.512.0410.000.000.101 Check #: 66618	ELEM SUPPLIES-ACEQUIA
		Vendor Total:	\$328.44	
RIDLEY'S FOOD & DRUG		100.515.0410.000.000.201 Check #: 66619	SEC SUPPLIES-EAST	\$499.87
		100.621.0410.000.000.000 Check #: 66619	PROF DEV SUPPLIES	\$19.17
		100.631.0410.000.000.001 Check #: 66619	BOARD SUPPLIES	\$29.83
		Vendor Total:	\$548.87	
RIVERSIDE HOTEL		257.621.0380.381.000.000 Check #: 66620	TTL VI IDEA PARTB- 611 LODGING & MEALS-	\$1,176.00

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Vendor Remit Name	Vendor #	Account	Description	Amount
Vendor Total:				\$1,176.00
RMT EQUIPMENT		100.665.0410.000.000.600 Check #: 66621	GROUNDS SUPPLIES	\$152.47
Vendor Total:				\$152.47
RUPERT GLASS		P-Card Payee: JOHN DEER FINANCIAL 100.681.0320.000.000.500 Check #: 66656	TRANS ACTIVITY CONTRACTED SERVICES	\$272.00
		100.681.0420.422.085.500 Check #: 66622	TRANS SHOP SUPPLIES	\$136.40
Vendor Total:				\$408.40
RUPERT LUMBER & PAINT		100.664.0410.000.000.000 Check #: 66623	BLDG MAINT SUPPLIES	(\$1.89) 214
		263.519.0410.000.306.301 Check #: 66623	CARL PERKINS SUPPLIES-CONST MINICO	\$716.10
Vendor Total:				\$714.21
RUSH TRUCK CENTERS		100.681.0420.422.085.500 Check #: 66624	TRANS SHOP SUPPLIES	\$328.62
Vendor Total:				\$328.62
SAFETY-KLEEN		100.681.0320.000.085.500 Check #: 66625	TRANS CONTRACTED SERVICES	\$129.03
Vendor Total:				\$129.03
SCHINDLER ELEVATOR CORP		100.664.0410.000.000.301 Check #: 66626	BLDG MAINT SUPPLIES-MINICO	\$679.73
Vendor Total:				\$679.73
SCHOLASTIC BOOK CLUB		253.720.0410.000.000.000 Check #: 66627	MIGRANT PARENT INVOLVEMENT SUPPLIES	\$327.04

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Vendor Remit Name	Vendor #	Account	Description	Amount
SCHOOL SPECIALTY SUPPLY				Vendor Total: \$327.04
		100.515.0410.000.000.201 Check #: 66628	SEC SUPPLIES-EAST	\$39.60
		100.811.0411.000.420.202 Check #: 66628	FURNITURE SUPP LEVY-WEST	\$17,547.22
		100.811.0550.000.420.202 Check #: 66628	CAPITAL EQUIPMENT SUPP LEVY-WEST	\$9,469.36
		259.522.0411.000.000.000 Check #: 66628	TTL VIB PRESCHOOL INVENTORIAL SUPPLIES-	\$4,037.08
				Vendor Total: \$31,093.26
SCHOWS, INC				
		100.681.0420.422.050.500 Check #: 66629	TRANS SHOP SUPPLIES	\$18.75
		100.681.0420.422.085.500 Check #: 66629	TRANS SHOP SUPPLIES	215 \$859.96
		100.683.0420.422.000.500 Check #: 66629	GEN TRANS SHOP SUPPLIES	\$1,004.72
		241.515.0320.000.000.000 Check #: 66629	DR ED SEC CONTRACTED SERVICES	\$918.32
		241.515.0420.421.000.000 Check #: 66629	DR ED OIL & LUBE	\$268.32
				Vendor Total: \$3,070.07
SHARECARE HEALTH DATA SERVICES, LLC				
		257.621.0320.000.000.000 Check #: 66630	TTL VI IDEA B- PROF DEV CONTRACTED SERVICES	\$32.70
				Vendor Total: \$32.70
SNAKE RIVER BOWL				
		100.515.0320.000.000.202 Check #: 66631	SEC CONTRACTED SERVICES-WEST	\$2,170.00
		100.515.0320.000.000.301 Check #: 66631	SEC CONTRACTED SERVICES-MINICO	\$3,568.00

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Vendor Total:				\$5,738.00
SNYDER'S PAUL AUTOMOTIVE		100.665.0410.000.000.600 Check #: 66632	GROUNDS SUPPLIES	\$406.27
Vendor Total:				\$406.27
SOLV BUSINESS SOLUTIONS-233439		P-Card Payee: JOHN DEER FINANCIAL 100.641.0410.000.000.301 Check #: 66656	SCHL ADMIN SUPPLIES-MINICO	\$243.21
Vendor Total:				\$243.21
SOUTH CENTRAL PUBLIC HEALTH DEPARTMENT		290.710.0320.000.000.000 Check #: 66633	FOOD SERV CONTRACTED SERVICES	\$640.00
		290.710.0320.000.000.101 Check #: 66633	FOOD SERV CONTRACTED SERVICES-ACEQUIA	\$320.00 216
		290.710.0320.000.000.102 Check #: 66633	FOOD SERV CONTRACTED SERVICES-HEYBURN	\$320.00
		290.710.0320.000.000.105 Check #: 66633	FOOD SERV CONTRACTED SERVICES-PAUL	\$320.00
		290.710.0320.000.000.107 Check #: 66633	FOOD SERV CONTRACTED SERVICES-RUPERT	\$320.00
		290.710.0320.000.000.201 Check #: 66633	FOOD SERV CONTRACTED SERVICES-EAST	\$320.00
		290.710.0320.000.000.202 Check #: 66633	FOOD SERV CONTRACTED SERVICES-WEST	\$320.00
		290.710.0320.000.000.301 Check #: 66633	FOOD SERV CONTRACTED SERVICES-MINICO	\$320.00
		290.710.0320.000.000.492 Check #: 66633	FOOD SERV CONTRACTED SERVICES-MT H	\$320.00
Vendor Total:				\$3,200.00
SOUTHERN IDAHO THERAPY		260.621.0320.000.000.000 Check #: 66634	MEDICIAD CONTRACTED SERVICES	\$343.65

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Vendor Remit Name	Vendor #	Account	Description	Amount
SOUTHWEST STRINGS				Vendor Total: \$343.65
		100.512.0410.000.000.000 Check #: 66635	SUPPLIES	\$348.75
		100.512.0411.000.000.000 Check #: 66635	INVENTORABLE SUPPLIES-	\$8,975.00
		100.515.0411.000.000.202 Check #: 66635	SEC INVENTORABLE SUPPLIES-WEST	\$1,326.20
		100.515.0550.000.033.201 Check #: 66635	EXPANDING RURAL ARTS EQUIP-EAST	\$4,115.11
				Vendor Total: \$14,765.06
SPRINGHILL SUITES-BOISE PARKCENTER				
		100.621.0380.381.000.301 Check #: 66636	PROF DEV LODGING & MEALS-MINICO	\$294.00
				217
				Vendor Total: \$294.00
STANDARD PLUMBING CO				
		100.663.0410.000.000.600 Check #: 66637	MAINT SUPPLIES	\$32.81
		100.664.0410.000.000.000 Check #: 66637	BLDG MAINT SUPPLIES	\$571.80
		100.664.0410.000.000.107 Check #: 66637	BLDG MAINT SUPPLIES-RUPERT	\$440.00
		100.664.0410.000.000.202 Check #: 66637	BLDG MAINT SUPPLIES-WEST	\$8.71
		100.664.0410.000.000.301 Check #: 66637	BLDG MAINT SUPPLIES-MINICO	\$205.60
				Vendor Total: \$1,258.92
STARFALL EDUCATION FOUNDATION				
		100.512.0410.000.000.105 Check #: 66638	ELEM SUPPLIES-PAUL	\$355.00
				Vendor Total: \$355.00
STARS FERRY BUILDING SUP				

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Vendor Remit Name	Vendor #	Account	Description	Amount
SUN VALLEY COMPANY		100.664.0410.000.000.101 Check #: 66639	BLDG MAINT SUPPLIES-ACEQUIA	\$95.80
		100.811.0540.000.420.000 Check #: 66639	NON STUDENT BUILDING IMPROVEMENT SUPP LEVY	\$372.00
			Vendor Total:	\$467.80
		243.519.0380.381.303.492 Check #: 66640	VOC LODGING & MEALS-BUS MT H	\$922.20
			Vendor Total:	\$922.20
SUPER 8 MOTEL-HEYBURN		100.720.0410.000.000.000 Check #: 66641	AVENUES FOR HOPE SUPPLIES	\$1,791.04
			Vendor Total:	\$1,791.04
SWENSEN'S MARKET - PAUL		100.512.0410.000.000.105 Check #: 66642	ELEM SUPPLIES-PAUL	\$103.59
		243.519.0410.000.308.301 Check #: 66642	VOC SUPPLIES-FOODS MINICO	\$50.05
			Vendor Total:	\$153.64
TIMES NEWS-LEE PUBLICATIONS		100.631.0355.000.000.001 Check #: 66643	BOARD ADVERTISING	\$73.02
			Vendor Total:	\$73.02
TOOLS 4 READING, LLC.		100.512.0410.000.000.101 Check #: 66644	ELEM SUPPLIES-ACEQUIA	\$35.00
			Vendor Total:	\$35.00
TRIPLE C CONCRETE		100.665.0410.000.000.600 Check #: 66645	GROUNDS SUPPLIES	\$657.30
			Vendor Total:	\$657.30
TURNER PLLC, TRAVIS L				

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.681.0320.323.050.500 Check #: 66646	TRANS CDL & PHYSICALS	\$200.00
			Vendor Total:	\$200.00
TWIN FALLS SEWING CENTER		100.515.0320.000.000.202 Check #: 66647	SEC CONTRACTED SERVICES-WEST	\$810.00
		100.515.0410.000.000.202 Check #: 66647	SEC SUPPLIES-WEST	\$92.78
			Vendor Total:	\$902.78
UNITED LABORATORIES		290.710.0410.000.000.000 Check #: 66648	FOOD SERV SUPPLIES	\$1,968.57
			Vendor Total:	\$1,968.57
UNITED RENTALS N.W., INC		100.663.0410.000.000.600 Check #: 66649	MAINT SUPPLIES	219 \$121.94
			Vendor Total:	\$121.94
VALLEY OFFICE SYSTEMS		100.512.0320.000.000.108 Check #: 66650	ELEM CONTRACTED SERVICES-TLC	\$9.50
		100.512.0320.320.000.101 Check #: 66650	ELEM PRINTER LEASE-ACEQUIA	\$228.00
		100.512.0320.320.000.102 Check #: 66650	ELEM PRINTER LEASE-HEYBURN	\$337.50
		100.512.0320.320.000.105 Check #: 66650	ELEM PRINTER LEASE-PAUL	\$344.50
		100.512.0320.320.000.107 Check #: 66650	ELEM PRINTER LEASE-RUPERT	\$477.50
		100.512.0320.322.000.101 Check #: 66650	ELEM COPIER LEASE-ACEQUIA	\$652.16
		100.512.0320.322.000.102 Check #: 66650	ELEM COPIER LEASE-HEYBURN	\$1,184.54

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Supplement Account Summary

Voucher Batch Number: 4051

11/22/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.512.0320.322.000.105 Check #: 66650	ELEM COPIER LEASE-PAUL	\$1,147.33
		100.512.0320.322.000.107 Check #: 66650	ELEM COPIER LEASE-RUPERT	\$1,459.61
		100.515.0310.000.000.301 Check #: 66650	SEC PROFESSIONAL SERVICES-MINICO	\$42.37
		100.515.0320.000.000.201 Check #: 66650	SEC CONTRACTED SERVICES-EAST	\$9.50
		100.515.0320.320.000.201 Check #: 66650	SEC PRINTER LEASE-EAST	\$363.50
		100.515.0320.320.000.202 Check #: 66650	SEC PRINTER LEASE-WEST	\$382.50
		100.515.0320.320.000.301 Check #: 66650	SEC PRINTER LEASE-MINICO	\$1,109.00
		100.515.0320.322.000.201 Check #: 66650	SEC COPIER LEASE-EAST	\$730.20
		100.515.0320.322.000.202 Check #: 66650	SEC COPIER LEASE-WEST	\$827.30
		100.515.0320.322.000.301 Check #: 66650	SEC COPIER LEASE-MINICO	\$1,260.55
		100.517.0320.320.000.492 Check #: 66650	ALT PRINTER LEASE-MT H	\$265.00
		100.517.0320.322.000.492 Check #: 66650	ALT COPIER LEASE-MT H	\$420.80
		100.632.0320.320.000.001 Check #: 66650	DIST ADM PRINTER LEASE	\$28.50
		100.632.0320.322.000.001 Check #: 66650	DIST ADM COPIER LEASE	\$224.36
		100.651.0320.320.000.001 Check #: 66650	BUS OPER PRINTER LEASE	\$85.50
		100.656.0320.322.000.011 Check #: 66650	ADM TECH COPIER LEASE	\$5.44
		100.663.0320.320.000.600 Check #: 66650	MAINT PRINTER LEASE	\$25.00

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Supplement Account Summary

Voucher Batch Number: 4051

11/22/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
WENGER CORP		100.663.0320.322.000.600 Check #: 66650	MAINT COPIER LEASE	\$29.44
		100.681.0320.322.000.500 Check #: 66650	TRANS COPIER LEASE	\$75.06
		251.621.0320.320.000.000 Check #: 66650	TTL IA PRINTER LEASE	\$9.50
		251.621.0320.322.000.000 Check #: 66650	TTL IA COPIER LEASE	\$248.33
		253.522.0320.322.000.000 Check #: 66650	MIGRANT PRESCHOOL COPIER LEASE	\$11.17
		257.521.0320.320.000.000 Check #: 66650	TTL VI IDEA B- 611 PRINTER LEASE	\$38.00
		257.521.0320.322.000.000 Check #: 66650	TTL VI IDEA B- 611 COPIER LEASE	\$63.09
		258.522.0320.000.000.000 Check #: 66650	PRESCHOOL CONTRACTED SERVICES	\$102.68
		258.522.0320.320.000.000 Check #: 66650	PRESCHOOL PRINTER LEASE	\$47.50
		260.621.0320.322.000.000 Check #: 66650	MEDICAID COPIER LEASE	\$4.74
		290.710.0320.320.000.000 Check #: 66650	FOOD SERV PRINTER LEASE	\$26.64
		Vendor Total:		\$12,275.84
WESTERN PSYCHOLOGICAL SERVICES		100.515.0550.000.033.201 Check #: 66651	EXPANDING RURAL ARTS EQUIP-EAST	\$8,728.23
		Vendor Total:		\$8,728.23
WESTERN RECORDS DESTRUCTION		257.616.0410.000.000.000 Check #: 66652	TTL VI IDEA B- 611 ANC SUPPLIES	\$807.60
		Vendor Total:		\$807.60

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Supplement Account Summary

Voucher Batch Number: 4051

11/22/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.641.0320.000.000.301 Check #: 66653	SCHL ADM CONTRACTED SERVICES-MINCO	\$41.00
		100.651.0320.000.000.001 Check #: 66653	BUS OPER CONTRACTED SERVICES	\$114.00
			Vendor Total:	\$155.00
WIENHOFF DRUG TESTING		100.681.0320.323.000.500 Check #: 66654	TRANS CDL & PHYSICALS	\$45.00
		100.681.0320.323.050.500 Check #: 66654	TRANS CDL & PHYSICALS	\$135.00
		100.681.0320.323.085.500 Check #: 66654	TRANS CDL & PHYSICALS	\$155.00
			Vendor Total:	\$335.00
WORLDGATE		100.656.0360.000.000.001 Check #: 66655	ADM TECH DATA PROCESSING & FINANCIAL SOFTWARE	222 \$640.00
			Vendor Total:	\$640.00
			Grand Total:	\$713,482.28

End of Report

ACCOUNTS PAYABLE RUNS FOR BOARD APPROVAL

FOR THE MONTH OF NOVEMBER

DATE OF RUN	EXPLANATION OF RUN	VOUCHER #	AMOUNT OF RUN
10/26/2022	Regular Run - Travel	4047	\$3,070.32
10/27/2022	Regular Run - Clean Up, Amazon, & Walmart	4046	\$54,288.26
10/31/2022	ACH Run - Wells Fargo	4048	\$22,690.72
11/7/2022	Regular Run - Utilities	4049	\$55,167.08
11/7/2022	Regular Run - Travel	4050	\$5,332.06
11/22/2022	Regular Run	4051	\$ 713,482.28

223

NOVEMBER

\$854,030.72

ACCOUNTS PAYABLE RUNS FOR BOARD APPROVAL
FOR THE MONTH JULY

DATE OF RUN	EXPLANATION OF RUN	VOUCHER #	AMOUNT OF RUN
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SPECIAL RUN - CLEAN UP

REGULAR RUN - UTILITIES

REGULAR RUN - INVOICES

REGULAR RUN - TRAVEL

224

GRAND TOTAL ACCOUNTS PAYABLE RUNS FOR AUGUST

\$ -

ACCOUNTS PAYABLE RUNS FOR BOARD APPROVAL
FOR THE MONTH AUGUST

DATE OF RUN	EXPLANATION OF RUN	VOUCHER #	AMOUNT OF RUN
-------------	--------------------	-----------	---------------

SPECIAL RUN - SALES TAX

SPECIAL RUN - CLEAN UP

SPECIAL RUN - WELLS FARGO

REGULAR RUN - UTILITIES

REGULAR RUN - INVOICES

REGULAR RUN - TRAVEL

225

GRAND TOTAL ACCOUNTS PAYABLE RUNS FOR AUGUST

\$ -

ACCOUNTS PAYABLE RUNS FOR BOARD APPROVAL

FOR THE MONTH OF SEPTEMBER

DATE OF RUN	EXPLANATION OF RUN	VOUCHER #	AMOUNT OF RUN
	SPECIAL RUN - SALES TAX		
	SPECIAL RUN - CLEAN UP		
	SPECIAL RUN - WELLS FARGO		
	REGULAR RUN - UTILITIES		
	REGULAR RUN - INVOICES		
	REGULAR RUN - TRAVEL		
GRAND TOTAL ACCOUNTS PAYABLE RUNS FOR SEPTEMBER			\$ -

ACCOUNTS PAYABLE RUNS FOR BOARD APPROVAL
FOR THE MONTH OF OCTOBER

DATE OF RUN	EXPLANATION OF RUN	VOUCHER #	AMOUNT OF RUN
	SPECIAL RUN - SALES TAX		
	SPECIAL RUN - CLEAN UP		
	SPECIAL RUN - WELLS FARGO		
	SPECIAL RUN - CLEAN UP		
	REGULAR RUN - UTILITIES		
	REGULAR RUN - INVOICES		
	REGULAR RUN - TRAVEL		
GRAND TOTAL ACCOUNTS PAYABLE RUNS FOR OCTOBER			\$ -

ACCOUNTS PAYABLE RUNS FOR BOARD APPROVAL
FOR THE MONTH OF NOVEMBER

DATE OF RUN	EXPLANATION OF RUN	VOUCHER #	AMOUNT OF RUN
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228

GRAND TOTAL ACCOUNTS PAYABLE RUNS FOR NOVEMBER

\$	-
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ACCOUNTS PAYABLE RUNS FOR BOARD APPROVAL

FOR THE MONTH OF JANUARY

DATE OF RUN	EXPLANATION OF RUN	VOUCHER #	AMOUNT OF RUN
-------------	--------------------	-----------	---------------

Special Run - Social Thinking

ACH Run - Sales Tax

ACHj Run - Wells Fargo

Regular Run - Utilities

Special Clean Up Run

Regular Run - Invoices

GRAND TOTAL ACCOUNTS PAYABLE RUNS FOR JANUARY

\$ -

ACCOUNTS PAYABLE RUNS FOR BOARD APPROVAL

FOR THE MONTH OF FEBRUARY

	EXPLANATION OF RUN	VOUCHER #	AMOUNT OF RUN
	Regular Run - Travel		
	ACH Run - Sales Tax		
	Clean Up Run		
	ACH Run - Wells Fargo		
	Regular Run - Utilities		
	Regular Run - Invoices		

230

GRAND TOTAL ACCOUNTS PAYABLE RUNS FOR JANUARY

\$ -

ACCOUNTS PAYABLE RUNS FOR BOARD APPROVAL

FOR THE MONTH OF FEBRUARY

DATE OF RUN	EXPLANATION OF RUN	VOUCHER #	AMOUNT OF RUN
	Regular Run - Travel		
	Clean Up, Amazon, & Walmart		
	ACH Run - Wells Fargo		
	Regular Run - Utilities		
	Regular Run		
	Regular Run - Travel		

FEBRUARY

\$ -

ACCOUNTS PAYABLE RUNS FOR BOARD APPROVAL

FOR THE MONTH OF MARCH

DATE OF RUN	EXPLANATION OF RUN	VOUCHER #	AMOUNT OF RUN
	Clean Up, Amazon, & Walmart		
	ACH Run - Sales Tax		
	ACH RUN - Wells Fargo		
	Regular Run - Utilities		
	Regular Run - Travel		
	Regular Run		

232

GRAND TOTAL ACCOUNTS PAYABLE RUNS FOR MARCH

\$ -

ACCOUNTS PAYABLE RUNS FOR BOARD APPROVAL
FOR THE MONTH OF FEBRUARY

DATE OF RUN	EXPLANATION OF RUN	VOUCHER #
1-Apr-22	ARTEC - APRIL INVOICES	3505
1-Apr-22	ARTEI - APRIL INVOICES	1046

GRAND TOTAL ACCOUNTS PAYABLE RUNS FOR
FEBRUARY

AMOUNT OF RUN

\$425,019.49

\$332,384.52

\$ 757,404.01

ACCOUNTS PAYABLE RUNS FOR BOARD APPROVAL

FOR THE MONTH OF APRIL

DATE OF RUN	EXPLANATION OF RUN	VOUCHER #	AMOUNT OF RUN
	ACH Run - Sales Tax		
	Clean Up Run - Walmart & Amazon		
	ACH Run - Wells Fargo		
	Regular Run - Utilities		
	Regular Run - Travel		
	Special Run - Title One		
	Regular Run		

235

GRAND TOTAL ACCOUNTS PAYABLE RUNS FOR APRIL

\$ -

ACCOUNTS PAYABLE RUNS FOR BOARD APPROVAL

FOR THE MONTH OF MAY

DATE OF RUN	EXPLANATION OF RUN	VOUCHER #	AMOUNT OF RUN
	ACH Run - Sales Tax		
	Clean Up Run - Walmart & Amazon		
	ACH Run - Wells Fargo		
	Regular Run - Utilities		
	Regular Run - Travel		
	Special Run - City of Heyburn - Permit & Construction		
	Regular Run		

236

GRAND TOTAL ACCOUNTS PAYABLE RUNS FOR MAY

\$ -

CONCESSION STAND COSTS					
Account	Date	Line Memo	Debit	Credit	Vendor
420.811.0	10/13/2022	LABOR	\$20,912.40	\$0.00	AG ELECTRIC, LLC
420.811.0	10/13/2022	IDAHO STATE INSPECTION FEE	\$725.00	\$0.00	AG ELECTRIC, LLC
420.811.0	9/15/2021	WELL AT MINICO FOR THE CONCESSION STAND/BATHROOMS	\$19,040.00	\$0.00	APEX DRILLING LLC
420.811.0	11/22/2022	METAL FOR THE COUNTER OF CONCESSION STAND	\$1,356.36	\$0.00	BARCLAY MECHANICAL
420.811.0	1/17/2022	PLUMBING/ DRAIN FIELD & 1000 GAL TANK, PERMITS FOR	\$15,500.00	\$0.00	CATMULL PLUMBING, INC
420.811.0	4/14/2022	PLUMBING/ DRAIN FIELD & 1000 GAL TANK, PERMITS FOR	\$6,500.00	\$0.00	CATMULL PLUMBING, INC
420.811.0	6/30/2022	PLUMBING/ DRAIN FIELD & 1000 GAL TANK, PERMITS FOR	\$20,000.00	\$0.00	CATMULL PLUMBING, INC
420.811.0	9/15/2022	PLUMBING/ DRAIN FIELD & 1000 GAL TANK, PERMITS FOR	\$26,485.00	\$0.00	CATMULL PLUMBING, INC
420.811.0	9/15/2022	MINICO PARTIONS FOR THE CONCESSION/RESTROOMS	\$12,195.97	\$0.00	GEM STATE PAPER CO, INC.
420.811.0	11/22/2022	PARTIONS FOR LOCKEROOM	\$9,137.40	\$0.00	GEM STATE PAPER CO, INC.
420.811.0	1/6/2022	MINICO CONCESSION/BATHROOM CONCRETE PREP AND CONCF	\$25,700.00	\$0.00	HIGH OUTPUT CONSTRUCTION INC
420.811.0	1/17/2022	MINICO CONCESSION/BATHROOM CONCRETE PREP AND CONCF	\$29,050.00	\$0.00	HIGH OUTPUT CONSTRUCTION INC
420.811.0	2/25/2022	MINICO CONCESSION/RESTROOMS SPLIT FACE BLOCK	\$14,651.00	\$0.00	HIGH OUTPUT CONSTRUCTION INC
420.811.0	2/25/2022	SMOOTH GREY	\$19,500.00	\$0.00	HIGH OUTPUT CONSTRUCTION INC
420.811.0	2/25/2022	COLD WEATHER CONDITIONS	\$7,500.00	\$0.00	HIGH OUTPUT CONSTRUCTION INC
420.811.0	2/25/2022	CONTRACTOR FEE	\$3,415.10	\$0.00	HIGH OUTPUT CONSTRUCTION INC
420.811.0	3/10/2022	METAL DOOR FRAMES	\$2,851.51	\$0.00	HIGH OUTPUT CONSTRUCTION INC
420.811.0	3/10/2022	METAL INSTALL	\$1,925.00	\$0.00	HIGH OUTPUT CONSTRUCTION INC
420.811.0	4/14/2022	MINICO CONCESSIONS/RESTROOM FRAMING MATERIAL	\$23,683.00	\$0.00	HIGH OUTPUT CONSTRUCTION INC
420.811.0	4/14/2022	ROOFING MATERIAL AND SIDING FOR GABLES	\$15,950.00	\$0.00	HIGH OUTPUT CONSTRUCTION INC
420.811.0	4/14/2022	SOFFIT/FASCIA MATERIALS	\$7,920.00	\$0.00	HIGH OUTPUT CONSTRUCTION INC
420.811.0	4/14/2022	MINICO CONCESSION FRAMING LABOR	\$15,000.00	\$0.00	HIGH OUTPUT CONSTRUCTION INC
420.811.0	4/14/2022	MINICO CONCESSION CRANE FOR TRUSSES	\$3,000.00	\$0.00	HIGH OUTPUT CONSTRUCTION INC
420.811.0	4/14/2022	G.C. FEE	\$6,555.30	\$0.00	HIGH OUTPUT CONSTRUCTION INC
420.811.0	4/14/2022	MINICO CONCESSION/RESTROOMS SPLIT FACE BLOCK	\$14,651.00	\$0.00	HIGH OUTPUT CONSTRUCTION INC
420.811.0	4/14/2022	SMOOTH GREY	\$19,500.00	\$0.00	HIGH OUTPUT CONSTRUCTION INC
420.811.0	4/14/2022	COLD WEATHER CONDITIONS	\$7,500.00	\$0.00	HIGH OUTPUT CONSTRUCTION INC
420.811.0	4/14/2022	CONTRACTOR FEE	\$3,415.10	\$0.00	HIGH OUTPUT CONSTRUCTION INC
420.811.0	6/30/2022	ROOFING LABOR	\$12,000.00	\$0.00	HIGH OUTPUT CONSTRUCTION INC
420.811.0	8/11/2022	SHEETROCK 5/8 SHEETROCK ON CEILING WITH 3 BAND, H	\$4,200.00	\$0.00	HIGH OUTPUT CONSTRUCTION INC
420.811.0	8/25/2022	PAINT PRIMED AND ONE COLOR OF CEILING AND FOUR INC	\$4,500.00	\$0.00	HIGH OUTPUT CONSTRUCTION INC
420.811.0	9/15/2022	RAIN GUTTERS	\$2,800.00	\$0.00	HIGH OUTPUT CONSTRUCTION INC
420.811.0	10/13/2022	INSTALL PARTITIONS	\$2,400.00	\$0.00	HIGH OUTPUT CONSTRUCTION INC
420.811.0	9/22/2022	MINICO GAS LINE INSTALLATION FOR THE CONCESSIONS/R	\$11,069.48	\$0.00	INTERMOUNTAIN GAS COMPANY
420.811.0	8/11/2021	ARCHITECTIAL AND STRUCTURAL SERVICES FOR MINICO CO	\$8,813.28	\$0.00	LEATHAM & KROHN ARCHITECTS PLLC
420.811.0	11/10/2021	ARCHITECTIAL AND STRUCTURAL SERVICES FOR MINICO CO	\$5,890.15	\$0.00	LEATHAM & KROHN ARCHITECTS PLLC
420.811.0	11/22/2022	ARCHITECTIAL AND STRUCTURAL SERVICES FOR MINICO CO	\$4,970.00	\$0.00	LEATHAM & KROHN ARCHITECTS PLLC
420.811.0	6/17/2022	MINICO CONCESSION/RESTROOM SIDEWALKS	\$13,000.00	\$0.00	MILES CONSTRUCTION
420.811.0	2/10/2022	BUILDING PERMIT FEE FOR CONCESSIONS/RESTROOMS AT M	\$1,244.60	\$0.00	MINIDOKA COUNTY
420.811.0	8/25/2022	MINICO CONCESSION 11'6 WIDE X 5'4 TALL RAYNOR DURA	\$7,285.00	\$0.00	MORGAN DOOR CO
420.811.0	6/30/2022	MINICO CONCESSION/RESTROOMS 11 DOORS	\$6,985.00	\$0.00	NU VU GLASS, INC.
420.811.0	6/30/2022	CONCESSION DOOR CONTRO 4116 DOOR CLOSER CLEAR FINI	\$2,054.36	\$0.00	NU VU GLASS, INC.
420.811.0	6/30/2022	LABOR	\$2,465.00	\$0.00	NU VU GLASS, INC.
420.811.0	11/22/2022	CONCESSION DOOR KICKPLATES, THRESH, AND DOOR PARTS	\$2,231.20	\$0.00	NU VU GLASS, INC.
420.811.0	9/15/2022	MINICO NEW PUMP FOR THE CONCESSION AND BATHROOMS C	\$8,613.84	\$0.00	PUMP SERVICE INC.
420.811.0	9/15/2022	SEALER MINICO CONCESSION	\$912.00	\$0.00	SHERWIN WILLIAMS
420.811.0	12/15/2021	SEWAGE PERMIT FOR THE CONCESSIONS/RESTROOM AT MINI	\$850.00	\$0.00	SOUTH CENTRAL PUBLIC HEALTH DEPART
			\$455,903.05		
					ENCUMBRANCES NOT PAID
		VENTING FOR HEAT	\$20,000.00		LARRY'S ELECTRIC
		GAS HEATER	\$16,000.00		ELEMENT HEATING
		INSULATION			HIGH OUTPUT
		CABINETRY			
		BENCHES/LOCKERS			
			\$491,903.05		

**MINIDOKA COUNTY SCHOOL DISTRICT****DISPOSITION OF DISTRICT PROPERTY/FIXED ASSETS**

BUILDING: District Service Center - Technology

	TAG NO.	ITEM DESCRIPTION	SERIAL NO.	COST	CURRENT VALUE	SURPLUS / DONATE / DISPOSE / TRANSFER
1		iPad	GCHV2FAYHLF9	\$ -	0	Dispose
2		iPad	GCHV40JHHLF9	\$ -	0	Dispose
3		iPad	F9FV1J7PHLF9	\$ -	0	Dispose
4		iPad	GCGV74MNHLF9	\$ -	0	Dispose
5		iPad	F9JTWJAKHLF9	\$ -	0	Dispose
6		iPad	DMQYWJ4TJF8J	\$ -	0	Dispose
7		iPad	DMPWFT0CJF8J	\$ -	0	Dispose
8		iPad	DMPYJ2Q1JF8J	\$ -	0	Dispose
9		iPad	DMPYJ2Q9JF8J	\$ -	0	Dispose
10		iPad	DMPYJ1DKJF8J		0	Dispose
11		iPad	DMPYHHMNJF8J		0	Dispose
12		iPad	DMPYJ2VDJF8J		0	Dispose
13		iPad	DMQX2C3ZJF8J		0	Dispose
14		iPad	DMPWFRK5JF8J		0	Dispose
15		iPad	DMPWFTL0JF8J		0	Dispose
16		iPad	DMPWFTJYJF8J		0	Dispose
17		iPad	DMPX3FTZJF8J		0	Dispose
18		iPad	DMPX36V5JF8J		0	Dispose
19		iPad	DMQX2C1BJF8J		0	Dispose
20		iPad	DMPWFTAFJF8J		0	Dispose
21		iPad	DMPYJ1TLJF8J		0	Dispose

SIGNATURE

(Building Principal)

SIGNATURE

(Removal From Building - Maintenance Work Order)

SIGNATURE

VALUE AUTHORIZATION (Maintenance/Technology/Curriculum Supervisor)

SIGNATURE

* REQUIRES BOARD APPROVAL (Board Authorization)

DELETED FROM GFA LISTING BY

DATE

DATE

11/21/22

DATE

DATE



MINIDOKA COUNTY SCHOOL DISTRICT

DISPOSITION OF DISTRICT PROPERTY/FIXED ASSETS

BUILDING: District Service Center - Technology

	TAG NO.	ITEM DESCRIPTION	SERIAL NO.	COST	CURRENT VALUE	SURPLUS / DONATE / DISPOSE / TRANSFER
1		iPad	DMPZ1VVYJF8J	\$ -	0	Dispose
2		iPad	F9FTW1JNHLF9	\$ -	0	Dispose
3		Chromebook	GJ9DH33	\$ -	0	Dispose
4		Chromebook	6HPDH33	\$ -	0	Dispose
5		Chromebook	JKPH33	\$ -	0	Dispose
6		Chromebook	8HKCH33	\$ -	0	Dispose
7		Chromebook	FDKCH33	\$ -	0	Dispose
8		Chromebook	916NH33	\$ -	0	Dispose
9		Chromebook	gw8lhb3	\$ -	0	Dispose
10		Chromebook	gkwb003		0	Dispose
11		Dell 3310	3TMQP93		0	Dispose
12		Chromebook	6RCCH33		0	Dispose
13		Chromebook	2BYFH33		0	Dispose
14		Chromebook	73nkhb3		0	Dispose
15		Chromebook	8MYCH33		0	Dispose
16		Chromebook	1XQVH33		0	Dispose
17		CHROMEBOOK	713MJ93		0	Dispose
18		CHROMEBOOK	4PZ3HV3		0	Dispose
19		DELL 3310	GBMQP93		0	Dispose
20		DELL 3310	BNWB003		0	Dispose
21					0	Dispose

SIGNATURE

(Building Principal)

SIGNATURE

(Removal From Building - Maintenance Work Order)

SIGNATURE

VALUE AUTHORIZATION

(Maintenance/Technology/Curriculum Supervisor)

SIGNATURE

* REQUIRES BOARD APPROVAL

(Board Authorization)

DELETED FROM GFA LISTING BY

DATE

DATE

11/21/22

DATE

DATE

**MINIDOKA COUNTY SCHOOL DISTRICT****DISPOSITION OF DISTRICT PROPERTY/FIXED ASSETS**

BUILDING: District Service Center - Technology

	TAG NO.	ITEM DESCRIPTION	SERIAL NO.	COST	CURRENT VALUE	SURPLUS / DONATE / DISPOSE / TRANSFER
1		MacBook	FVFVV27KHV22	\$ -	0	Dispose
2		MacBook	FVFVV24JHV22	\$ -	0	Dispose
3		MacBook	FVFVV2L3HV22	\$ -	0	Dispose
4		MacBook	FVFXV047HV22	\$ -	0	Dispose
5		MacBook	FVFVV31PHV22	\$ -	0	Dispose
6		MacBook	FVFZ100FL40Y	\$ -	0	Dispose
7		MacBook	FVFVV0RVHV22	\$ -	0	Dispose
8		MacBook	FVFZ10HLL40Y	\$ -	0	Dispose
9		MacBook	FVFVV23WHV22	\$ -	0	Dispose
10		MacBook	FVFHWAQQ05D		0	Dispose
11		MacBook	C02RLM4FFVH3		0	Dispose
12		MacBook	C02L40AYF1G3		0	Dispose
13		MacBook	C17Q45SEFVH3		0	Dispose
14		MacBook	C02RLM4PFVH3		0	Dispose
15		MacBook	C02RLDA2FVH3		0	Dispose
16		MacBook	C02RLMZJFVH3		0	Dispose
17		MacBook	C02RL7FLFVH3		0	Dispose
18		MacBook	C02RLM4QFVH3		0	Dispose
19		MacBook	C02RLM46FVH3		0	Dispose
20		MacBook	C1MLV1LNL4JL		0	Dispose
21		MacBook	FVFVV1KMHV22		0	Dispose
SIGNATURE						
(Building Principal)						
SIGNATURE						DATE
(Removal From Building - Maintenance Work Order)						
SIGNATURE						DATE
VALUE AUTHORIZATION (Maintenance/Technology/Curriculum Supervisor)						11/21/22
SIGNATURE						DATE
* REQUIRES BOARD APPROVAL (Board Authorization)						
DELETED FROM GFA LISTING BY						DATE

**MINIDOKA COUNTY SCHOOL DISTRICT****DISPOSITION OF DISTRICT PROPERTY/FIXED ASSETS**

BUILDING: District Service Center - Technology

	TAG NO.	ITEM DESCRIPTION	SERIAL NO.	COST	CURRENT VALUE	SURPLUS / DONATE / DISPOSE / TRANSFER
1		MacBook	FVFXV1G4HV22	\$ -	0	Dispose
2		MacBook	FVFXV680HV22	\$ -	0	Dispose
3		MacBook	FVFXV59THV22	\$ -	0	Dispose
4		MacBook	FVFVV1H4HV22	\$ -	0	Dispose
5		MacBook	FVFVV2MJHV22	\$ -	0	Dispose
6		MacBook	W82341886JL	\$ -	0	Dispose
7		MacBook	C02QW35ZF2GC	\$ -	0	Dispose
8		MacBook	D25R505AGG7V	\$ -	0	Dispose
9		MacBook	D25HP10GDHJW	\$ -	0	Dispose
10		MacBook	D25Q6023FY0V		0	Dispose
11		MacBook	C02D417QJWF2		0	Dispose
12		MacBook	C02DQ5KKDJGR		0	Dispose
13		MacBook	C02HK08ZF2GC		0	Dispose
14		MacBook	C02LC305F2GC		0	Dispose
15		MacBook	C02HC0E2F2GC		0	Dispose
16		MacBook	C02GQ5CQD5GR		0	Dispose
17		MacBook	C02N7XGHH3QH		0	Dispose
18		MacBook	C02Q3N54FVH3		0	Dispose
19		MacBook	C02RLMY9FVH3		0	Dispose
20		MacBook	C02RLM43FVH3		0	Dispose
21		MacBook	C02N7X41G3QH		0	Dispose

SIGNATURE

(Building Principal)

SIGNATURE

(Removal From Building - Maintenance Work Order)

SIGNATURE

VALUE AUTHORIZATION

(Maintenance/Technology/Curriculum Supervisor)

SIGNATURE

* REQUIRES BOARD APPROVAL

(Board Authorization)

DELETED FROM GFA LISTING BY

DATE

DATE

DATE

DATE



MINIDOKA COUNTY SCHOOL DISTRICT

DISPOSITION OF DISTRICT PROPERTY/FIXED ASSETS

BUILDING: District Service Center - Technology

	TAG NO.	ITEM DESCRIPTION	SERIAL NO.	COST	CURRENT VALUE	SURPLUS / DONATE / DISPOSE / TRANSFER
1		MacBook	C02RWWXDFVH3	\$ -	0	Dispose
2		MacBook	C02RWWC4FVH3	\$ -	0	Dispose
3		MacBook	C02RLN0YFVH3	\$ -	0	Dispose
4		MacBook	C02N7XE5G3QH	\$ -	0	Dispose
5		MacBook	C0SRQXAAFVH3	\$ -	0	Dispose
6		MacBook	C02N7JJ3G3QH	\$ -	0	Dispose
7		MacBook	C0SQ3N4FYFVH3	\$ -	0	Dispose
8		MacBook	C02DL8P3Q05D	\$ -	0	Dispose
9		MacBook	FVHFK688Q05D	\$ -	0	Dispose
10		MacBook	C02DL8N4Q05D		0	Dispose
11		MacBook	FVFDL41WQ05D		0	Dispose
12		MacBook	FVFDK41DQ05D		0	Dispose
13		MacBook	C02DL8LCQ05D		0	Dispose
14		MacBook	FCFXV5RSHV22		0	Dispose
15						
16						
17						
18						
19						
20						
21						
SIGNATURE						
(Building Principal)						
SIGNATURE					DATE	
(Removal From Building - Maintenance Work Order)						
SIGNATURE					DATE	11/21/22
VALUE AUTHORIZATION (Maintenance/Technology/Curriculum Supervisor)						
SIGNATURE					DATE	
* REQUIRES BOARD APPROVAL (Board Authorization)						
DELETED FROM GFA LISTING BY					DATE	

TRAVEL REQUEST FORM (POLICY 405.21F)

MINIDOKA COUNTY JOINT SCHOOL DISTRICT #331

TITLE OF CONFERENCE					DESTINATION				CHECK ONE								
East Minico Student Council - Visit Legislators					Boise, ID				IN-RADIUS		OUT-RADIUS						
									☒								
PURPOSE OF CONFERENCE					REPORT TO: (CIRCLE ONE)				STUDENT TRAVEL OVERNIGHT Y/N								
					BOARD STAFF TEAM				# STUDENTS		100		# CHAPERONES				
													5				
REQUESTS THAT ARE REQUIRED BY GRANT, GOVERNMENTAL RULES AND REGULATIONS, OR CONSIDERED IMPERATIVE TO THE OPERATION OF THE DISTRICT ARE SUBJECT TO APPROVAL. THE DEADLINE FOR ALL TRIP REQUESTS ARE THE FIRST MONDAY EACH MONTH. OUT OF RADIUS AND STUDENT REQUESTS ARE REVIEWED AT THE SEPTEMBER BOARD MEETING.										FUNDING SOURCE (MARK ONE)							
										DISTRICT PD		☒		SPECIAL ED		ACTIVITIES	
										FEDERAL				SAFETY		VOCATION	
NAMES OF ATTENDEES	DATE(S) OF TRAVEL	MEALS				MILEAGE			PARKING BAGGAGE	RENTAL CAR SHUTTLE TAXI	SUB	REGISTRATION	AIRFARE	LODGING	TOTAL STAFF REIMB		
		BREAKFAST \$10	LUNCH \$15	DINNER IN-STATE \$20 OUT-STATE \$30	DAILY TOTAL	DESTINATION CITY OR AIRPORT	MILES	TOTAL .57 PER MILE									
9 Student Council Students East Minico Middle School	14-Mar-23				\$ -	Boise, ID		\$ -	Mini-Bus							#VALUE!	
	15-Mar-23				\$ -												
					\$ -												
					\$ -												
					\$ -												
					\$ -												
Shelley Merrill	14-Mar-23				\$ -										\$ 150	\$ -	
	15-Mar-23				\$ -												
					\$ -												
					\$ -												
					\$ -												
					\$ -												
Terry Merrill	14-Mar-23																
	15-Mar-23																

Club funds

243

ALL FORMS MUST BE TYPED. INCOMPLETE TRAVEL REQUESTS WILL BE RETURNED FOR ADDITIONAL INFORMATION.

BUDGET CODE:

Club funds

PROGRAM DIRECTOR INITIAL:

TOTAL COST OF REQUEST

\$ 150

SIGNATURE(S) OF SUPERVISOR/ADMINISTRATOR: DocuSigned by:

10/27/2022

SIGNATURE OF SUPERINTENDENT: DocuSigned by:

James Ramsey

1D212EEB3C1A403...

10/27/2022

BOARD APPROVAL
DATE

30945886619F46B...

MINIDOKA COUNTY JOINT SCHOOL DISTRICT #331

---30945886619F46B...

MINIDOKA COUNTY JOINT SCHOOL DISTRICT #331

TITLE OF CONFERENCE						DESTINATION				CHECK ONE							
AGRICULTURE CAREER TOUR						PORTLAND, OREGON				IN-RADIUS				OUT-RADIUS		X	
PURPOSE OF CONFERENCE						REPORT TO: (CIRCLE ONE)				STUDENT TRAVEL OVERNIGHT Y/N							
AG MECHANICS/ANIMAL SCIENCE STUDENTS WILL TOUR INDUSTRY SITES, AND OREGON STATE UNIVERSITY						BOARD STAFF TEAM				# STUDENTS		30		# CHAPERONES		8	
REQUESTS THAT ARE REQUIRED BY GRANT, GOVERNMENTAL RULES AND REGULATIONS, OR CONSIDERED IMPERATIVE TO THE OPERATION OF THE DISTRICT OUT ARE SUBJECT TO APPROVAL. THE DEADLINE FOR ALL TRIP REQUESTS ARE THE FIRST MONDAY EACH MONTH. OF RADIUS AND STUDENT REQUESTS ARE REVIEWED AT THE SEPTEMBER BOARD MEETING.										FUNDING SOURCE (MARK ONE)							
										DISTRICT PD		SPECIAL ED		ACTIVITIES			
										FEDERAL		SAFETY		VOCATION		ARTEC	
NAMES OF ATTENDEES	DATE(S) OF TRAVEL	MEALS				MILEAGE			Y/N	PARKING BAGGAGE	RENTAL CAR SHUTTLE TAXI	SUB	REGISTRATION	AIRFARE	LODGING	TOTAL STAFF REIMB	
		BREAKFAST \$10	LUNCH \$15			DESTINATION CITY OR AIRPORT	MILES	TOTAL .45 PER MILE									
AG MECHANICS, ANIMAL SCIENCE STUDENTS	MAR 27, 2023				\$ -	PORTLAND, OREGON			N		\$ 9,198 A to B					\$ 9,600	
	Apr 1, 2023				\$ -												
					\$ -												
					\$ -												
BROOKE CLARIDGE	MAR 27, 2023				\$ -				N							\$ 1,200	
	Apr 1, 2023				\$ -												
					\$ -												
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		\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -	\$ 9,198					\$ 10,800		

OFFICE USE ONLY

ALL FORMS MUST BE TYPED. INCOMPLETE TRAVEL REQUESTS WILL BE RETURNED FOR ADDITIONAL INFORMATION.
PERDIEM REIMBURSED AHEAD FOR OUT OF RADIUS TRAVEL. RECEIPTS REQUIRED FOR NON PERDIEM EXPENSES INCURRED.

BUDGET CODE: _____ ARTEC GRANT _____ PROGRAM DIRECTOR INITIAL: _____ TOTAL COST OF REQUEST \$ 19,998

SIGNATURE(S) OF SUPERVISOR/ADMINISTRATOR:

SIGNATURE OF SUPERINTENDENT:

BOARD APPROVAL
DATE

Agriculture Career Tour - March 27-April 1, 2023
Completer's Trip

Potential Students	
Ag Mechanics	Animal Science

Date/Time	Ag Mechanics	Agriscience
<u>Monday</u> <u>March 27, 2023</u> 6:00 am -		bus leaves Minico parking lot. A to B quote
9:00 am	Boise, ID - Trinity Trailer or Western Trailers (1st choice) Fabrication shop Seniors - 4 years of Welding	Hearthside Food Solutions or J.R. Simplot (1st choice)
11:30 am	Brunch - Boise Botanical Gardens OR lunch somewhere if weather doesn't cooperate.	
12:30 pm	Boise Science Discovery Center - Get quote from them.	
3:00 pm	Fruitland, ID - Mil-Stak bale wagon manufacturing	Coca-Cola production center?
6:00 pm	Dinner - Baker City, OR - Look for locations to eat.	
	<u>Evening Activity:</u> Ghost Town Chinese Cemetery Museum Oregon Trail Sumpter Valley Railroad	
	Hotel - Baker City or La Grande Check-in at 10 pm Lights Out - 11 pm	
<u>Tuesday</u> <u>March 28, 2023</u> 8:00 am	<u>Potential Tours (Choose 1 or 2)</u> Pendleton Roundup Pendleton Underground Tour Pendleton Woolen Mills Pendleton Whiskey Stapleman Boots & Leather (haha!) Pendleton Hats	
11:00 am	Lunch - Pendleton - Quick (Fast Food Options)	

3 pm	Arrive in Portland Mill tour or too late?	Veterinary Clinic Tour - similar vicinity as the mill tour if possible. Arboretum or Garden Walk
8 pm		Dinner - Portland
		Hotel - Portland, OR
<u>Wednesday</u> <u>March 29, 2023</u>		
8:00 am	Mill Tour	Oregon Museum of Science and Industry Portland Japanese Garden College Tour - nearby
12:00		Lunch
1:00	Mill Tour	Tulip Festival - Woodburn, OR Ostrich Farm or Alpaca Farm nearby
6:30 pm		Dinner
8:30 pm		
<u>Thursday</u> <u>March 30, 2023</u>		
6:00 am		Deep Sea Fishing - Tillamook? Alternate - Creamery tour, whale watching, shellfish farm, lighthouse,
3:00 pm		Leave for Corvallis Evening tour of Oregon State University? Dinner in Corvallis & Stay
<u>March 31, 2023</u>	7:00 amHead for home!	
	Arrive at Minico by 7:00 pm	



MOTOR COACH

Ph. 208-434-2848

103 South Oneida Rupert, Idaho 83350

FAX # 208-434-2898

Estimate: 10/26/22

Charter Quote – MHS AG

(Gabby Martinez)

RUPERT TO PORTLAND OR 3/27 – 3/31 (5 Days)

ONE - 56 Passenger Coach - Curved entry staircase, 6 monitor video system with large flat screens, enclosed overhead storage, Overhead Console with Individual Reading Lights & Air Vents, MICROPHONE PA, Underfloor Luggage Bay and a CLEAN restroom!
Bus is also equipped with: [PASSENGER OUTLETS](#), [WI-FI](#) & [CLEAN ENGINE TECHNOLOGY](#)

---1ea. Coach traveling as follows: Per itinerary provided via email

3/27 Depart : 6am MHS ---- 3/30 Return Departure From Corvallis OR : 7am

Day 1: Boise, La Grande, Day 2: Pendleton, Portland Day 3: Portland, Corvallis Day 4: Portland, Corvallis Day 5: Corvallis to MHS

-- 5 Days (3/27 – 3/31) @ \$1698/day

-- Relay Driver -- Required for non-stop travel from destination

-- Oregon Trip Permit

-- Driver Gratuity - \$1000 per day Given directly to each driver for a job well done! - \$500

(*for convenience can be included in invoice)

\$8490

\$500

\$210

***TBD \$500**

Total \$9198

*** ATOB MOTOR COACH, LLC IS NOT LIABLE FOR ITEMS LEFT ON COACH OR LOSS OF TIME DUE TO MECHANICAL FAILURES OR INCLEMENT WEATHER**

*** Chartering party is responsible for booking and paying for the driver's room on overnight charters.**

* ATOB MOTOR COACH, LLC must receive final itinerary at-least 7 days prior to your departure date.

* Price is based according to your actual itinerary and may change accordingly.

* Parking and toll fees are the responsibility of the chartering party. If parking is not provided, the client will be responsible for the driver(s) taxi fees to and from parking lot including the bus(s) parking fee.

* If fuel increases above \$5.25/gal the estimated total may be subject to marginal fuel surcharge. We reserve the right to alter if needed.

* It is recommended that everyone remain seated while the coach is in motion.

* Light snacks only are allowed. No messy types of food (ice cream, shakes, sauce, etc.) that could stain or damage the seats.

* **Only drinks with screw-on lids allowed!!**

* **Damage to the motor coach due to neglect or abuse will be charged to the group.**

* All decisions pertaining to the motor coach will be made by the driver based on legal requirements and company policy.

* ATOB MOTOR COACH, LLC reserves the right to change these terms and conditions at any time.

* Quote Good for 15 days

**** PLEASE SIGN THIS AGREEMENT & RETURN WITH BILLING INFO**

**** FULL BALANCE IS DUE 45 DAYS PRIOR TO DEPARTURE --- Invoice will be emailed after acceptance**

**** TRIPS CANCELLED BETWEEN 24HRS AND 10 DAYS FROM DEPARTURE WILL BE SUBJECT 50% CANCELLATION FEE**

**** TRIPS CANCELLED WITHIN 24HRS FROM DEPARTURE WILL BE SUBJECT 100% CANCELLATION FEE**

**** CREDIT CARD FEE OF 3% WILL BE CHARGED FOR PAYMENTS MADE BY CREDIT OR DEBIT CARD**

WE LOOK FORWARD TO TRAVELING WITH YOU!

GROUP NAME: _____

Print

CONTACT # _____

BILLING INFO : _____

BILLING EMAIL: _____

AUTH SIGNATURE: _____

2488
PRINT: _____

DATE: _____

MINIDOKA COUNTY JOINT SCHOOL DISTRICT #331

TITLE OF CONFERENCE					DESTINATION					CHECK ONE								
FFA COMPLETER'S TRIP-WORLD AG EXPO					TULARE, CA					IN-RADIUS		OUT-RADIUS		X				
PURPOSE OF CONFERENCE					REPORT TO: (CIRCLE ONE)					STUDENT TRAVEL OVERNIGHT Y/N								
LEADERSHIP & CAREER EXPLORATION					BOARD STAFF TEAM					# STUDENTS		20		# CHAPERONES		2		
REQUESTS THAT ARE REQUIRED BY GRANT, GOVERNMENTAL RULES AND REGULATIONS, OR CONSIDERED IMPERATIVE TO THE OPERATION OF THE DISTRICT OUT										FUNDING SOURCE (MARK ONE)								
ARE SUBJECT TO APPROVAL. THE DEADLINE FOR ALL TRIP REQUESTS ARE THE FIRST MONDAY EACH MONTH.										DISTRICT PD		SPECIAL ED		ACTIVITIES		X		
OF RADIUS AND STUDENT REQUESTS ARE REVIEWED AT THE SEPTEMBER BOARD MEETING.										FEDERAL		SAFETY		VOCATION				
NAMES OF ATTENDEES	DATE(S) OF TRAVEL	MEALS				MILEAGE			Y/N	PARKING BAGGAGE	RENTAL CAR SHUTTLE TAXI	SUB	REGISTRATION	AIRFARE	LODGING	TOTAL STAFF REIMB		
		BREAKFAST \$10	LUNCH \$15			DESTINATION CITY OR AIRPORT	MILES	TOTAL .45 PER MILE									DISTRICT CAR AVAILABLE	
20 FFA STUDENTS	FEB 10, 2023-				\$ -	TULARE, CA			N							\$ 1,200		
	Feb 17, 2023				\$ -													
					\$ -													
					\$ -													
SOPHIE COWGILL	Feb 10, 2023	\$ 10	\$ 15	\$ 30	\$ 55													
	Feb 11, 2023	\$ 10	\$ 15	\$ 30	\$ 55													
	Feb 12, 2023	\$ 10	\$ 15	\$ 30	\$ 55													
	Feb 13, 2023	\$ 10	\$ 15	\$ 30	\$ 55													
	Feb 14, 2023	\$ 10	\$ 15	\$ 30	\$ 55													
	Feb 15, 2023	\$ 10	\$ 15	\$ 30	\$ 55													
	Feb 16, 2023	\$ 10	\$ 15	\$ 30	\$ 55													
	Feb 17, 2023	\$ 10	\$ 15	\$ 30	\$ 55													
JESSICA STAPELMAN	Feb 10, 2023	\$ 10	\$ 15	\$ 30	\$ 55													
	Feb 11, 2023	\$ 10	\$ 15	\$ 30	\$ 55													
	Feb 12, 2023	\$ 10	\$ 15	\$ 30	\$ 55													
	Feb 13, 2023	\$ 10	\$ 15	\$ 30	\$ 55													
	Feb 14, 2023	\$ 10	\$ 15	\$ 30	\$ 55													
	Feb 15, 2023	\$ 10	\$ 15	\$ 30	\$ 55													
	Feb 16, 2023	\$ 10	\$ 15	\$ 30	\$ 55													
	Feb 17, 2023	\$ 10	\$ 15	\$ 30	\$ 55													
					\$ -													
					\$ -													
					\$ -													
					\$ -													
		\$ 160	\$ 240	\$ 480	\$ 880			\$ -	\$ -	\$ 600			\$ 2,400					

We will ride share with Mackay High School.

Students to pay for meals.

FFA to pay for lodging

OFFICE USE ONLY		
ALL FORMS MUST BE TYPED. INCOMPLETE TRAVEL REQUESTS WILL BE RETURNED FOR ADDITIONAL INFORMATION.		
PERDIEM REIMBURSED AHEAD FOR OUT OF RADIUS TRAVEL. RECEIPTS REQUIRED FOR NON PERDIEM EXPENSES INCURRED.		
BUDGET CODE: _____	FFA FUNDS/CARL PERKINS FUNDS _____	PROGRAM DIRECTOR INITIAL: _____
SIGNATURE(S) OF SUPERVISOR/ADMINISTRATOR: _____		TOTAL COST OF REQUEST \$ 3,880
SIGNATURE OF SUPERINTENDENT: _____		BOARD APPROVAL DATE _____

[illegible]

MINIDOKA COUNTY JOINT SCHOOL DISTRICT #331

TITLE OF CONFERENCE					DESTINATION					CHECK ONE								
GEM STATE LEADERSHIP CONFERENCE					BOISE					IN-RADIUS	X		OUT-RADIUS					
										STUDENT TRAVEL OVERNIGHT Y/N				Y				
PURPOSE OF CONFERENCE					REPORT TO: (CIRCLE ONE)					# STUDENTS		20		# CHAPERONES	2			
LEADERSHIP TRAINING					BOARD STAFF TEAM													
REQUESTS THAT ARE REQUIRED BY GRANT, GOVERNMENTAL RULES AND REGULATIONS, OR CONSIDERED IMPERATIVE TO THE OPERATION OF THE DISTRICT OUT										FUNDING SOURCE (MARK ONE)								
ARE SUBJECT TO APPROVAL. THE DEADLINE FOR ALL TRIP REQUESTS ARE THE FIRST MONDAY EACH MONTH.										DISTRICT PD			SPECIAL ED			ACTIVITIES	X	
OF RADIUS AND STUDENT REQUESTS ARE REVIEWED AT THE SEPTEMBER BOARD MEETING.										FEDERAL			SAFETY			VOCATION		
NAMES OF ATTENDEES	DATE(S) OF TRAVEL	MEALS				MILEAGE			Y/N	PARKING BAGGAGE	RENTAL CAR SHUTTLE TAXI	SUB	REGISTRATION	AIRFARE	LODGING	TOTAL STAFF REIMB		
		BREAKFAST \$10	LUNCH \$15			DESTINATION CITY OR AIRPORT	MILES	TOTAL .45 PER MILE									DISTRICT CAR AVAILABLE	
20 FFA STUDENTS	JAN 31, 2023-				\$ -	BOISE	330		N		\$ 1,215		\$ 600		\$ 600			
	Feb 1, 2023				\$ -													
					\$ -													
					\$ -													
SOPHIE COWGILL	Jan 31, 2023		\$ 15	\$ 20	\$ 35							\$ 150			\$ 100	\$ 60		
	Feb 1, 2023	\$ 10	\$ 15		\$ 25													
					\$ -													
					\$ -													
JESSICA STAPELMAN	Jan 31, 2023		\$ 15	\$ 20	\$ 35							\$ 150			\$ 100	\$ 60		
	Feb 1, 2023	\$ 10	\$ 15		\$ 25													
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		\$ 20	\$ 60	\$ 40	\$ 120			\$ -	\$ -	\$ 1,215	\$ 300	\$ 600	\$ 800					

OFFICE USE ONLY			
ALL FORMS MUST BE TYPED. INCOMPLETE TRAVEL REQUESTS WILL BE RETURNED FOR ADDITIONAL INFORMATION.			
PERDIEM REIMBURSED AHEAD FOR OUT OF RADIUS TRAVEL. RECEIPTS REQUIRED FOR NON PERDIEM EXPENSES INCURRED.			
BUDGET CODE:	FFA FUNDS/CARL PERKINS FUNDS	PROGRAM DIRECTOR INITIAL:	TOTAL COST OF REQUEST \$ 3,035
SIGNATURE(S) OF SUPERVISOR/ADMINISTRATOR:			
SIGNATURE OF SUPERINTENDENT:			
			BOARD APPROVAL DATE

MINIDOKA COUNTY JOINT SCHOOL DISTRICT #331

TITLE OF CONFERENCE					DESTINATION					CHECK ONE							
NATIONAL HOME BUILDERS SHOW					LAS VEGAS, NEVADA					IN-RADIUS		OUT-RADIUS		X			
PURPOSE OF CONFERENCE					REPORT TO: (CIRCLE ONE)					STUDENT TRAVEL OVERNIGHT Y/N							
STUDENTS WILL SEE THE NEWEST BUILDING TECHNIQUES, PRACTICES, AND PRODUCTS AND TOUR UNLV CAMPUS					BOARD STAFF TEAM					# STUDENTS		30		# CHAPERONES		8	
REQUESTS THAT ARE REQUIRED BY GRANT, GOVERNMENTAL RULES AND REGULATIONS, OR CONSIDERED IMPERATIVE TO THE OPERATION OF THE DISTRICT ARE SUBJECT TO APPROVAL. THE DEADLINE FOR ALL TRIP REQUESTS ARE THE FIRST MONDAY EACH MONTH. OF RADIUS AND STUDENT REQUESTS ARE REVIEWED AT THE SEPTEMBER BOARD MEETING.										FUNDING SOURCE (MARK ONE)							
										DISTRICT PD		SPECIAL ED		ACTIVITIES		ARTEC	
										FEDERAL		SAFETY		VOCATION			
NAMES OF ATTENDEES	DATE(S) OF TRAVEL	MEALS				MILEAGE			Y/N	PARKING BAGGAGE	RENTAL CAR SHUTTLE TAXI	SUB	REGISTRATION	AIRFARE	LODGING	TOTAL STAFF REIMB	
		BREAKFAST \$10	LUNCH \$15			DESTINATION CITY OR AIRPORT	MILES	TOTAL .45 PER MILE									
RESIDENTIAL CONSTRUCTION STUDENTS	JAN 30, 2023-				\$ -	LAS VEGAS, NEVADA			N		\$ 660				\$ 9,180	\$ 9,600	
	Feb 3, 2023				\$ -												
					\$ -												
					\$ -												
BROOKE CLARIDGE	JAN 30, 2023-				\$ -				N						\$ 306	\$ 1,200	
	Feb 3, 2023				\$ -												
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		\$ -	\$ -	\$ -	\$ -			\$ -	\$ -	\$ 660			\$ 9,486	\$ 10,800			

OFFICE USE ONLY		
ALL FORMS MUST BE TYPED. INCOMPLETE TRAVEL REQUESTS WILL BE RETURNED FOR ADDITIONAL INFORMATION. PERDIEM REIMBURSED AHEAD FOR OUT OF RADIUS TRAVEL. RECEIPTS REQUIRED FOR NON PERDIEM EXPENSES INCURRED.		
BUDGET CODE: ARTEC GRANT	PROGRAM DIRECTOR INITIAL:	TOTAL COST OF REQUEST \$ 20,946
SIGNATURE(S) OF SUPERVISOR/ADMINISTRATOR:		
SIGNATURE OF SUPERINTENDENT:		
BOARD APPROVAL DATE		

NAHB International Builders Show
Las Vegas, Nevada
30 Kids/8 Chaperones

Leave Date: Jan 30th

Hotel cost: \$259 S/D +13.38% tax

First day Jan. 31st: One full day at NAHB

Second day Feb.1st:UNLV visit

Third day: Half day at NAHB

Activities: Treasure Island Show

Ticket cost: \$69/person

WOW! The Vegas Spectacular

Ticket cost: \$52.81/person

Hoover Dam

Valley of Fire

Air Plane tickets: American Airlines

Ticket cost: \$306/person

Delta Air lines

Ticket cost: \$286/person

Places to eat: Cafe 325

Peppermill Restaurant and Fireside Lounge

Taco El Gordo

Piero's Italian Cuisine

Jardin

The Capital Grille

Benihana

Tableau

Edge Steakhouse

The Steak House

Fesco Italiano

Denny's

Steak and Shake

White Castle

Shuttle Bus: Airport Shuttles

BellTrans shared ride: \$15 on way \$30 round trip

Awg Ambassador (private): \$96-\$125 Both

Kaptyn (private): \$88-\$260 Both

Passenger Van: Budget-15 passenger van \$660 for one

Enterprise \$242 per day/ 998 total for one
Sprinter Rentals: \$1689 total for one
Arrive back:Feb.3rd

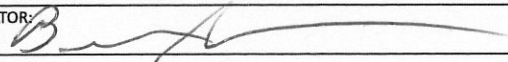
MINIDOKA COUNTY JOINT SCHOOL DISTRICT #331

TITLE OF CONFERENCE					DESTINATION					CHECK ONE						
EAST IDAHO TENNIS INVITATIONAL					IDAHO FALLS					IN-RADIUS	X	OUT-RADIUS				
PURPOSE OF CONFERENCE					REPORT TO: (CIRCLE ONE)					STUDENT TRAVEL OVERNIGHT Y/N					Y	
TENNIS TOURNAMENT					BOARD STAFF TEAM					# STUDENTS	32	# CHAPERONES	2			
REQUESTS THAT ARE REQUIRED BY GRANT, GOVERNMENTAL RULES AND REGULATIONS, OR CONSIDERED IMPERATIVE TO THE OPERATION OF THE DISTRICT OUT ARE SUBJECT TO APPROVAL. THE DEADLINE FOR ALL TRIP REQUESTS ARE THE FIRST MONDAY EACH MONTH. OF RADIUS AND STUDENT REQUESTS ARE REVIEWED AT THE SEPTEMBER BOARD MEETING.										FUNDING SOURCE (MARK ONE)						
										DISTRICT PD	SPECIAL ED	ACTIVITIES	X			
										FEDERAL	SAFETY	VOCATION				
NAMES OF ATTENDEES	DATE(S) OF TRAVEL	MEALS			DESTINATION CITY OR AIRPORT	MILEAGE		Y/N	PARKING BAGGAGE	RENTAL CAR SHUTTLE TAXI	SUB	REGISTRATION	AIRFARE	LODGING	TOTAL STAFF REIMB	
		BREAKFAST \$10	LUNCH \$15				TOTAL .45 PER MILE									DISTRICT CAR AVAILABLE
MINICO TENNIS TEAM	MAY 5-6, 2023															
					IDAHO FALLS	242		N		\$ 850		\$ 200		\$ 700		
										BUS						
KAREN FERGUSON	MAY 5-6, 2023															
					IDAHO FALLS			N						\$ 100		
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 850	\$ -	\$ 200	\$ -	\$ 800		

OFFICE USE ONLY

ALL FORMS MUST BE TYPED. INCOMPLETE TRAVEL REQUESTS WILL BE RETURNED FOR ADDITIONAL INFORMATION.
PERDIEM REIMBURSED AHEAD FOR OUT OF RADIUS TRAVEL. RECEIPTS REQUIRED FOR NON PERDIEM EXPENSES INCURRED.

BUDGET CODE: _____ TENNIS _____ PROGRAM DIRECTOR INITIAL: _____ TOTAL COST OF REQUEST \$ 1,850

SIGNATURE(S) OF SUPERVISOR/ADMINISTRATOR: 

SIGNATURE OF SUPERINTENDENT: _____

BOARD APPROVAL
DATE _____

MINIDOKA COUNTY JOINT SCHOOL DISTRICT #331

TITLE OF CONFERENCE		DESTINATION				CHECK ONE											
BUCK'S BAGS TOURNAMENT		BOISE, IDAHO				IN-RADIUS		X		OUT-RADIUS							
PURPOSE OF CONFERENCE		REPORT TO: (CIRCLE ONE)				STUDENT TRAVEL OVERNIGHT Y/N											
VARSITY BASEBALL TOURNAMENT		BOARD STAFF TEAM				# STUDENTS		30		# CHAPERONES		6					
REQUESTS THAT ARE REQUIRED BY GRANT, GOVERNMENTAL RULES AND REGULATIONS, OR CONSIDERED IMPERATIVE TO THE OPERATION OF THE DISTRICT ARE SUBJECT TO APPROVAL. THE DEADLINE FOR ALL TRIP REQUESTS ARE THE FIRST MONDAY EACH MONTH. AND STUDENT REQUESTS ARE REVIEWED AT THE SEPTEMBER BOARD MEETING.						FUNDING SOURCE (MARK ONE)											
						DISTRICT PD				SPECIAL ED				ACTIVITIES		X	
						FEDERAL				SAFETY				VOCATION			
NAMES OF ATTENDEES	DATE(S) OF TRAVEL	MEALS				MILEAGE			Y/N	PARKING BAGGAGE	RENTAL CAR SHUTTLE TAXI	SUB	REGISTRATION	AIRFARE	LODGING	TOTAL STAFF REIMB	
		BREAKFAST \$10	LUNCH \$15			DESTINATION CITY OR AIRPORT	MILES	TOTAL .45 PER MILE									
MINICO VARSITY BASEBALL TEAM	MAR 23-25, 2023				\$ -	BOISE	330		N		\$ 1,155 BUS		\$ 500			\$ 2,000	
				\$ -													
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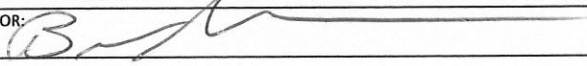
OFFICE USE ONLY			
ALL FORMS MUST BE TYPED. INCOMPLETE TRAVEL REQUESTS WILL BE RETURNED FOR ADDITIONAL INFORMATION.			PERDIEM
REIMBURSED AHEAD FOR OUT OF RADIUS TRAVEL. RECEIPTS REQUIRED FOR NON PERDIEM EXPENSES INCURRED.			
BUDGET CODE:	BASEBALL	PROGRAM DIRECTOR INITIAL:	TOTAL COST OF REQUEST \$ 3,655
SIGNATURE(S) OF SUPERVISOR/ADMINISTRATOR:			
SIGNATURE OF SUPERINTENDENT:			
			BOARD APPROVAL DATE

MINIDOKA COUNTY JOINT SCHOOL DISTRICT #331

TITLE OF CONFERENCE					DESTINATION					CHECK ONE						
TREASURE VALLEY CHEER INVITATIONAL					MERIDIAN					IN-RADIUS	X	OUT-RADIUS				
PURPOSE OF CONFERENCE					REPORT TO: (CIRCLE ONE)					STUDENT TRAVEL OVERNIGHT Y/N						
CHEER COMPETITION					BOARD STAFF TEAM					# STUDENTS	24	# CHAPERONES	2			
REQUESTS THAT ARE REQUIRED BY GRANT, GOVERNMENTAL RULES AND REGULATIONS, OR CONSIDERED IMPERATIVE TO THE OPERATION OF THE DISTRICT OUT										FUNDING SOURCE (MARK ONE)						
ARE SUBJECT TO APPROVAL. THE DEADLINE FOR ALL TRIP REQUESTS ARE THE FIRST MONDAY EACH MONTH.										DISTRICT PD	SPECIAL ED	ACTIVITIES	X			
OF RADIUS AND STUDENT REQUESTS ARE REVIEWED AT THE SEPTEMBER BOARD MEETING.										FEDERAL	SAFETY	VOCATION				
NAMES OF ATTENDEES	DATE(S) OF TRAVEL	MEALS				MILEAGE			Y/N	PARKING BAGGAGE	RENTAL CAR SHUTTLE TAXI	SUB	REGISTRATION	AIRFARE	LODGING	TOTAL STAFF REIMB
		BREAKFAST \$10	LUNCH \$15			DESTINATION CITY OR AIRPORT	MILES	TOTAL .45 PER MILE	DISTRICT CAR AVAILABLE							
CHEER TEAM	JAN 20-21, 2023				\$ -	MERIDIAN	348		N		\$ 1,280		\$ 200		\$ 900	
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OFFICE USE ONLY

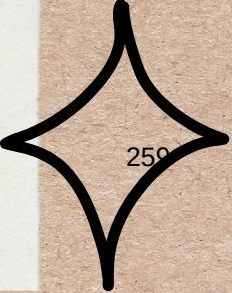
ALL FORMS MUST BE TYPED. INCOMPLETE TRAVEL REQUESTS WILL BE RETURNED FOR ADDITIONAL INFORMATION.
 PERDIEM REIMBURSED AHEAD FOR OUT OF RADIUS TRAVEL. RECEIPTS REQUIRED FOR NON PERDIEM EXPENSES INCURRED.

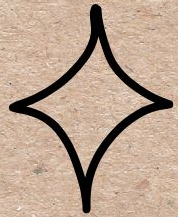
BUDGET CODE: _____	CHEER	PROGRAM DIRECTOR INITIAL: _____	TOTAL COST OF REQUEST	\$ 2,380
SIGNATURE(S) OF SUPERVISOR/ADMINISTRATOR: 				
SIGNATURE OF SUPERINTENDENT: _____			BOARD APPROVAL DATE	_____



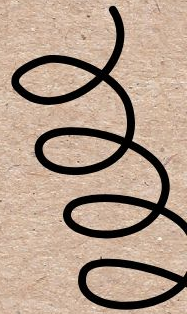
ACEQUIA GOOD NEWS

November 2022





EAGLE LEARNING CENTER

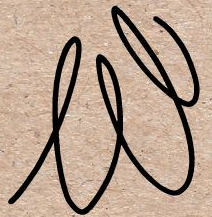


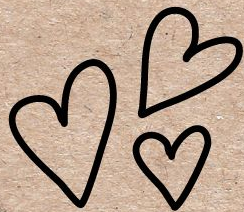
The Eagle Learning Center formally known as self-contained was given a face-lift during the summer. Many hours were spent with SESTA creating new opportunities for our little eagles.





THE DETAILS





OUR TEAM



JaNene
Green

Debbie
McCarthy



Melissa
Rasmussen



Clancy
Sayer



Jan
Behr



Nikki
Kent





INCLUSION AT AES





"My second grade class is fortunate to have Santi in our classroom. You can always find him with a smile on his face and hugging the closest person to him. He loves his friends and will do anything he can to make them smile.

My class has benefitted greatly from having him in our classroom. We have learned to slow down, be a little more helpful, and accept everyone for who they are. He is one of ²⁶⁴ us and we're the lucky ones."

-Allison Stevenson

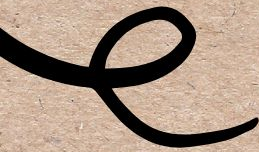






**ALL
MEANS
ALL**





Any questions?

yes!

Request to Address the Board

Date: 11-28-2022

Name: Nicole Toner (Please Print)

Subject Matter Desiring to Address:

Policy D590.50 Classified Employment
& Grievance

Check if any of the below identified subject matters are matters you wish to address in your presentation to the Board:

- ☐ The hiring of a public school employee.
- ☐ The qualifications of any individual employed/prospective employee.
- ☐ The evaluation or performance of any individual employed by the District.
- ☐ A complaint or concern about any individual employed by the District.
- ☐ A complaint or concern about any student enrolled at the District.

**Please deliver a completed copy of this form to the Board's Clerk prior to the commencement of the Board Meeting.

ADOPTED: April 18, 2016

Request to Address the Board

Date: 11-28-22

Name: Louis Schindler (Please Print)

Subject Matter Desiring to Address:

Idaho Regatta Youth Speed Trophy ~~Award~~ AWARD

I would like to Present and Explain
the trophy and its Purpose to Get more
Involvement.

Check if any of the below identified subject matters are matters you wish to address in your presentation to the Board:

- ☐ The hiring of a public school employee.
- ☐ The qualifications of any individual employed/prospective employee.
- ☐ The evaluation or performance of any individual employed by the District.
- ☐ A complaint or concern about any individual employed by the District.
- ☐ A complaint or concern about any student enrolled at the District.

**Please deliver a completed copy of this form to the Board's Clerk prior to the commencement of the Board Meeting.

ADOPTED: April 18, 2016

IDAHO REGATTA YOUTH SPEED TROPHIES CRITERIA AND QUALIFICATIONS

*The Idaho Regatta Youth Speed Awards will be for the youth that comes closest to or exceeds the record set the previous year in their respective classes.
This award will be presented annually at the Idaho Regatta. The award is a collaborative effort between the local High Schools and the Idaho Regatta.
The award will have scholarship money attached to it for the winning design and for the recipient of the trophy.
The amount of money will be determined by the sponsorship money collected for the trophy.*

- 1. Trophy must be designed and built by the individual(s) selected by submissions. Design must be submitted to Idaho Regatta for approval no later than January 1st annually. Trophy designs are needed for **1st, 2nd and 3rd places**.*
- 2. Preferred size would be 14 to 24 inches tall. Can be made of any types of material (wood, metal, plastic or combination of things).*
- 3. Must be Idaho Regatta themed. Preferably Caricature Art Style, Metal Art or similar to examples....(have a boat on it, racing related, look like an engine) .
Must have 'IDAHO REGATTA 2023" Youth Speed Record, 1St, 2nd and/or 3rd place depending on which trophy you are selected to build.*
- 4. All High School students in the Cassia and Minidoka County School Districts are eligible to participate in the contest.*
- 5. Trophy must be completed by end of school year.*

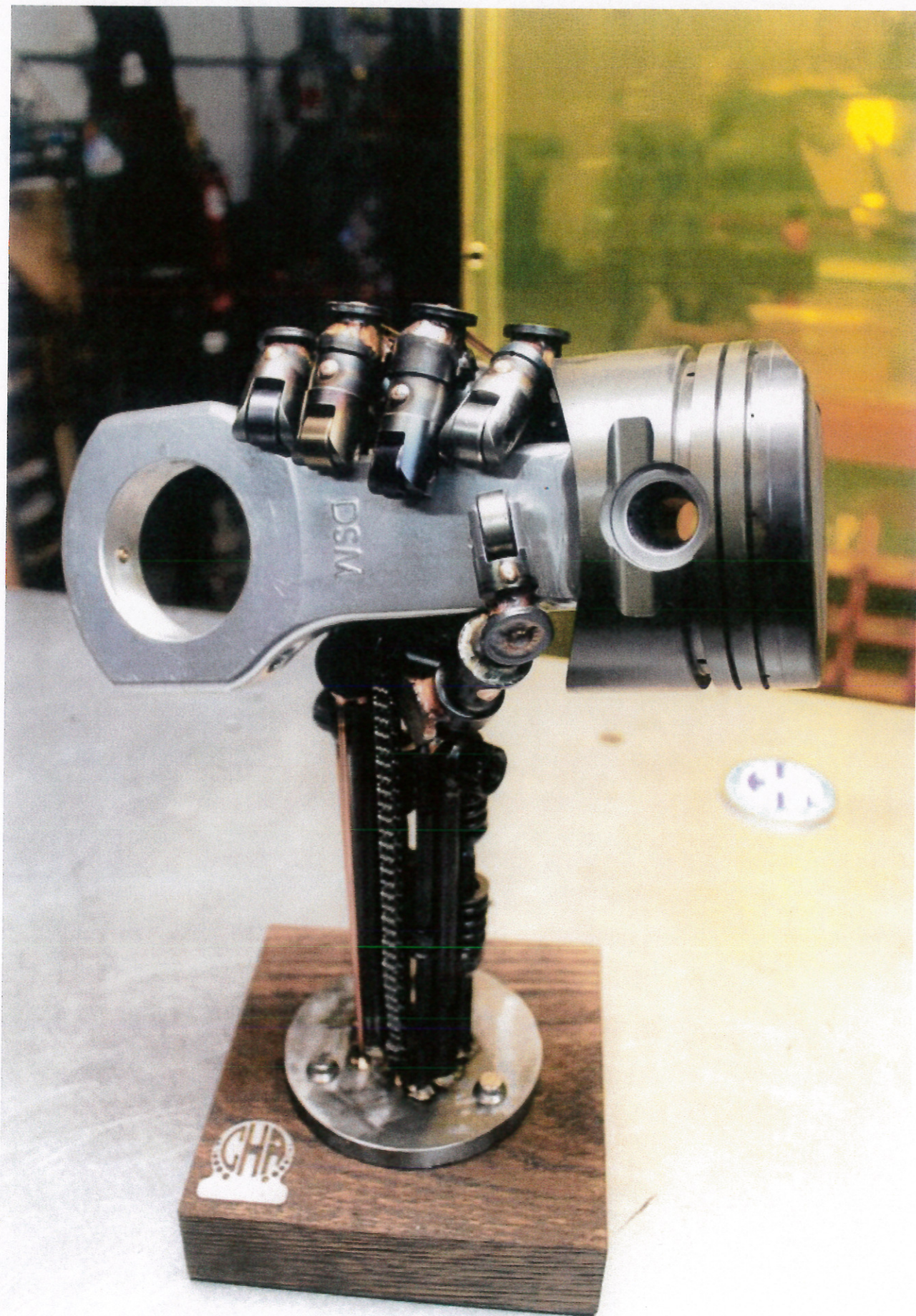
Resorces; Google... Scrap Metal Art Trophies, Automotive Metal Art Trophies and others. Pintrest Metal Art Trophies, Welded Metal Art Trophies.

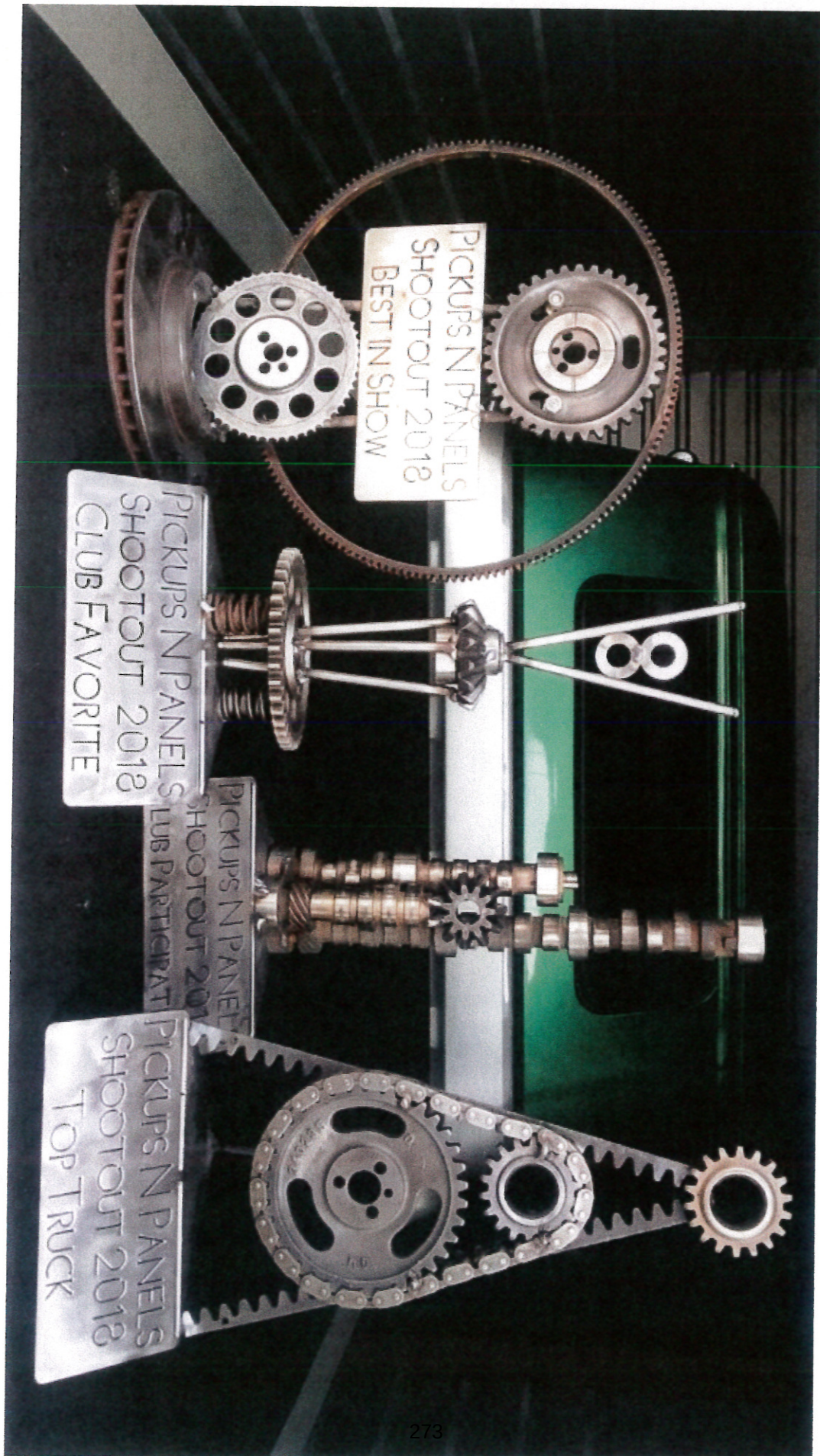
- 6. Include your name, contact info, school you are attending and class (i.e., Senior, Junior). Winner will be selected by Idaho Regatta Committee Members.*

*All submissions must be sent to;
Idaho Regatta,
Email; idahoregatta@icloud.com
Mail in; Idaho Regatta P.O. Box 64, Burley ID. 83318*

*You can contact for additional information ;
Louis Schindler Chairman 760-831-2325*









POSITION TITLE: Board Clerk/Superintendent's Secretary

Pay Grade: IX

FLSA Designation: Non-exempt (covered)

Class Primary Summary: The principal function of the Board Clerk/Superintendent's Secretary Classification is to perform journey level secretarial and advanced administrative support work for the Board of Trustees and Superintendent of Schools. At this level, there is a cross-over between general clerical work in support of general office functions to more complex and less routine work of a secretarial nature. The principal duties of this class are performed in a general office environment.

Acceptable Qualifications:

- High school diploma or GED equivalency required and advanced business training preferred;
- Three years' secretarial experience preferred;
- Notary Public certification required.

Knowledge of:

- Idaho Code and District policies regarding public meetings and elections;
- Customer service procedures, techniques, and objectives;
- Current office practices and procedures;
- Accounting, cash handling, and record keeping practices and procedures;
- Principles and procedures of financial record keeping and reporting;
- English grammar, spelling, and punctuation.

Ability to:

- Learn District programs, policies, procedures and processes sufficiently to convey related information to the public and other District staff;
- Operate standard office equipment and a personal computer and job-related software applications for word processing, spreadsheets, and other required applications;
- Maintain records efficiently and accurately and to prepare clear and concise reports;
- File and maintain complex Department records;
- Prepare accurate and grammatically correct written reports, meet state and/or federally mandated deadlines and prepare and maintain required records, logs, reports, and documentation;
- Establish and maintain effective working relationships with other District employees, supervisory personnel, state and local elected officials and the public;
- Perform multiple tasks simultaneously, including handling interruptions, and return to and complete tasks in a timely manner;
- Maintain office, District, and individual confidentiality.

Reports to: Superintendent

Essential Duties and Responsibilities (may vary by assignment):

- Prepares meeting agendas, takes and transcribes minutes, reports or other information;
- Compiles data and information to prepare complex documents, statistical, graphic and other reports;
- Prepares memos, letters, reports and other documents on behalf of and directed to the School Board and Superintendent;
- Ensures school elections are conducted according to Idaho Code;
- Prepares and directs publishing of Board and levy legal notices and brochures concerning School District business;

- Coordinates with the DDRC chairperson expulsion hearings and ensures information is shared with the committee
- Posts notice of public meetings;
- Performs secretarial/administrative assistant duties for Superintendent;
- Conveys data and/or responses to staff, the public, other departments and District employees;
- Maintains District Online Policy Manual;
- Maintains files, data and other information and conducts basic research and analysis on special projects;
- Maintains departmental records, plans, manuals and standard operating procedures;
- Coordinates and schedules various meetings or programs related to School Board and District functions and arranges for physical requirements;
- Makes School Board travel arrangements;
- Plans and organizes annual Retirement Banquet;
- Plans and organizes annual Teacher/Employee of the Year banquet;
- Maintains Open Enrollment requests;
- Maintains complete confidentiality, within guidelines, of all District information;
- Responds to requests for information;
- Assists general receptionist, general office and clerical support, including answering telephone and in-person inquiries, routing calls to appropriate staff, distributing mail, and maintaining office supplies;
- Performs all work duties and activities in accordance with District policies, procedures and safety practices.

Other Related Duties:

- Performs other duties as assigned.

Essential Physical Abilities

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is required to communicate effectively on the telephone and in person and hear sounds within the normal range of conversation; prepare and review documents and process them in a prescribed order and organize documents and materials; operate a keyboard or type, handle materials, and operate standard office equipment; lift or move objects that weigh up to 30 lbs; and to work in an office environment. Jobs in this class require performing repetitive hand movement in gripping, fingering and hand/wrist/arm movements. Related job tasks may require, with or without reasonable accommodation, walking, standing, sitting, lifting, stooping, squatting, kneeling, bending, crouching, pushing, grasping, and reaching.

All classified employees of the Minidoka County School District #331, including employees in this position, are “at will” employees. The job description/classification specification does not constitute an employment agreement between the District and the employee, and is subject to change by the District as the needs of the District and the requirements of the position change. All employees may be required to perform such other duties as may be requested by their supervisor, department manager or other District official.

Approved by the Board: July 16, 2007

Revised: July 18, 2008;

POSITION TITLE: Custodial Supervisor

Pay Grade: VIII

Class Primary Summary: The Custodial Supervisor classification supervises and evaluates head custodial staff. The essential functions of the job includes assigning and supervising activities, updating and evaluating work and/or safety standards, and maintaining work schedules. Conducts daily inspection of work sites, storage areas and equipment to ensure consistent quality standards are met. Coordinates and conducts on-going training, orientation and feedback to staff to ensure workload is handled efficiently and effectively. Work schedule may vary depending on school building(s) needs. The principal duties of this class are performed in a school building environment.

Acceptable Qualifications:

- High school diploma or GED equivalency;
- Minimum three (3) years' experience in a related field is preferred; or
- Any equivalent combination of experience and training which provides the knowledge and abilities necessary to perform the work;
- Valid Idaho driver's license.

Knowledge of:

- Basic supervisory principles and practices;
- Methods, materials, tools, techniques, and standard practices of school building maintenance;
- Safe work methods and safety precautions related to the work;
- Employee policies and procedures;

Ability to:

- Provide work and safety instruction to staff;
- Perform building and facility inspections;
- Operate and use tools and equipment;
- Maintain cleaning equipment and machinery;
- Plan, direct, assign, schedule and evaluate staff;
- Communicate effectively with the public and other employees.

Reports to: Maintenance Supervisor, also takes direction and suggestions from the building principals to maintain a team approach.

Essential Duties and Responsibilities (may vary by assignment):

- Administers and supervises head custodians in the maintenance and physical operations of schools, administrative buildings, grounds, playing and recreation fields, warehouse and supply facilities, and related facilities;
- Assists head custodians to ensure the safe operation of facilities and compliance with federal, state, county, municipal, and other applicable codes and regulations;
- Supervises, trains, and evaluates employees performing maintenance, repair, and related support functions;
- Sets long-range and short-range maintenance schedules for buildings and grounds;
- Sets priorities and organizes resources including personnel, equipment, materials, to accomplish maintenance schedules;
- Performs frequent safety, maintenance, and compliance inspections of schools, buildings, grounds, and related facilities;
- Responds to and resolves requests for maintenance and other services by building principals, administrators, the public, and other interested and affected persons;
- Confers with administrators and staff regarding custodial activities or problems;
- Participates in the hiring of custodial staff;
- Performs all work duties and activities in accordance with District policies, procedures, and safety practices.

Other Related Duties:

- On call to respond to emergency situations;
- Performs snow removal duties, as needed;
- Performs other duties as assigned.

Essential Physical Abilities

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is required to understand verbal instructions, discern warning and safety alarms such as vehicle backup alarms; and communicate with others; comprehend written work instructions; work orders, blueprints and diagrams, technical documents, dials and gauges, and to move through unfamiliar buildings and rooms; operate a motor vehicle and to operate a variety of power and hand tools and to make adjustments to equipment; lift or move objects up to 50 pounds regularly and 100 pounds occasionally; work in areas with only artificial light, to work within a tightly enclosed areas; and work in a building maintenance environment. Jobs in this class require performing repetitive hand movement in gripping, fingering and hand/wrist/arm movements; standing, moving and walking eight or more hours at a time. Occasionally related job tasks may require, with or without reasonable accommodation, lifting, stooping, squatting, kneeling, bending, crouching, pushing, grasping, reaching, and using a ladder.

All classified employees of the Minidoka County School District #331, including employees in this position, are “at will” employees. The job description/classification specification does not constitute an employment agreement between the District and the employee, and is subject to change by the District as the needs of the District and the requirements of the position change. All employees may be required to perform such other duties as may be requested by their supervisor, department manager or other District official.

Approved by the Board: September 9, 2016

Revised:

POSITION TITLE: Director of School Improvement (Certificated)
Federal Programs

Qualifications:

1. Idaho Administration Certificate
2. Five Years of Experience in Education
3. Alternatives to the above qualifications as the Board may find appropriate and acceptable

Reports to: Superintendent

Supervises: Federal Programs Office Personnel (Migrant/EL Specialists, Federal Programs Secretary, McKinney Vento Liaison, JDC Staff, Federal Programs Coordinator

PERFORMANCE RESPONSIBILITIES:

1. Administers the district's program and/or plans to meet NCLB-LSEA and AYP accountability requirements;
2. Administers the district Title I-Federal program and all related components;
3. Completes state applications and districts evaluations for Title I-IDFP;
4. Submits program application, evaluation and documentation for Title I to State Department of Education;
5. Supervises the federal emergency immigrant education program;
6. Assists in the implementation of parent and community involvement programs;
7. Analyzes and distributes state and federal mandated testing results;
8. Oversees Federal Program professional development throughout the district;
9. Trains staff on the interpretation of tests and assessment data;
10. Directs school improvement activities throughout the district;
11. Administers all Federal Programs and all related components
12. Completes state applications and district evaluations for Federal Programs
13. Submits program application, evaluation and documentation for the Consolidated State Application to State Department of Education
14. Supervises in the implementation of parent and community involvement programs
15. Coordinates and implements the administration of state mandated tests (ISAT, ACCESS)
16. Works with teachers to correlate all test data with curriculum and applies results to improve instruction
17. Instructs staff on the interpretation of test and assessment data as it relates to school improvement
18. Analyzes state and district test data for school staff, principals and the school board members
19. Coordinates with building principals on building level school improvement and professional development plans;
20. Keeps assessment data up-to-date on state and district website and database;
21. Oversees district teacher evaluation documentation and updates;
22. Performs other tasks and responsibilities as the Superintendent may assign.

Other Duties as assigned.

Acts ethically and confidentially in all aspects of employment

Approved by the Board: March 2015

Revised:

POSITION TITLE: Director of Student Achievement (Certificated)

Qualifications:

1. Idaho Administrative Certificate;
2. Five (5) years of experience in education;
3. Alternatives to the above qualifications as the Board may find appropriate and acceptable

Supervises: IT Director, District Technology Integration Coach

Reports to: Superintendent

PERFORMANCE RESPONSIBILITIES: (Responsibilities may be delegated, but such delegation does not relieve the responsibility.)

1. Provides teachers with technology skills and strategies for teaching in the classroom;
2. Conducts weekly staff development training on current technology teaching strategies and skills when applicable;
3. Oversees technology integration; curriculum ~~and assessment coordination~~;
4. Coordinates and implements the administration of state mandated tests;
5. Works with teachers to correlate all test data with curriculum and applies results to improve instruction (IRI);
6. Instructs staff on the interpretation of test and assessment data (IRI);
7. Analyzes state and district test data for school staff, principals and the school board members (IRI);
8. Keeps assessment data up-to-date on the district website and in the state and district's database;
9. Designs and implements feedback from staff, parent, student and community members regarding curriculum and instruction;
- ~~10. Organizes and implements end-of-course assessments in all academic classrooms;~~
- 11.10. Reports to the superintendent and local school committees on the curriculum and staff development needs of their schools;
- 12.11. Directs and coordinates the selection of instructional materials;
- 13.12. Coordinates the district's mentor teacher program;
- 14.13. Monitors and coordinates the implementation of software curriculum that the district purchases;
- 15.14. Coordinates and directs standard based report cards including rubrics for each grade level;
15. Performs other tasks and assumes other responsibilities as the Superintendent may assign.
16. Oversees Professional Development throughout the District
- 16.17. Organize and schedule Classified Voice committee
- 17.18. Gifted and Talented Coordinator

Other duties as assigned.

POSITION TITLE Food Service Supervisor

FLSA

Designation: Salaried

Class Primary Summary: The principal function of the Food Service Supervisor classification is to perform supervisory, management, and administrative duties over the Food Services Department to provide meals to District students and staff conforming with District, state, federal, and other applicable nutritional and health standards. The principal duties of this class are performed in a general office environment.

Acceptable Qualifications:

- ~~High school diploma or GED equivalency; Bachelor's degree, or equivalent educational experience, with academic major or concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or related field.~~
- ~~Food service management experience preferred;~~
- Accounting/advanced bookkeeping experience preferred;
- ~~BA in Nutrition preferred.~~

Knowledge of:

- Operation of the Food Service/Nutrition Department;
- Federal, State, District, and other applicable nutritional, health, safety, sanitation, and food preparation procedures, standards, regulations, and codes;
- Budget preparation and administration techniques and policies;
- Community relations techniques and objectives;
- Cooking, ordering and scheduling functions;
- Current office practices and procedures;
- Accounting, bookkeeping, cash handling, deposit, and record keeping practices and procedures;
- Principles and procedures of financial record keeping and reporting;
- English grammar, spelling, and punctuation.

Ability to:

- Administer a school district food service/nutrition program, including personnel, menus, equipment, facilities, and budget;
- Supervise, train and evaluate food service employees;
- Operate standard office equipment and a personal computer and job-related software applications for word processing, spreadsheets, and other required applications;
- Maintain records efficiently and accurately and to prepare clear and concise reports;
- Analyze financial and stock inventory data, reconcile accounts, and prepare reports;
- File and maintain complex Department records;
- Prepare accurate and grammatically correct written reports, meet state and/or federally mandated deadlines and prepare and maintain required records, logs, reports, and documentation;
- Perform multiple tasks simultaneously, including handling interruptions, and return to and complete tasks in a timely manner;
- Maintain office, school, and individual confidentiality.

Reports to: Superintendent or Designee**Essential Duties and Responsibilities (may vary by assignment):**

- Develops and administers the District food service program, including personnel, facilities, and equipment, ensuring the nutritional requirements of the District are fulfilled;
- Ensures compliance with federal, state, District, and other applicable school nutrition, health, and financial regulations, requirements, standards, and codes;
- Supervises, trains, and evaluates department employees;
- Administers disciplinary actions and policies;
- Develops and administers the District food service budget;
- Administers safety, health, and job training programs;
- ~~Administers maintenance~~ Supervise the maintenance, repair, ~~and~~ inspections, operations ~~and of Food~~ programs district-wide;
- Administers centralized menu and food preparation programs;
- Recommends equipment purchase, additional personnel, and other strategies to meet future food service needs based on growth projections;
- Administers Department purchases within budget limitations and District policy;
- Prepares, maintains, and submits in a timely manner all reports, records, logs, and documents to ensure compliance with nutritional, health, and regulatory agency requirements;
- Stays current on changes and developments in school nutrition and food service, including regulatory changes;
- Responds to inquiries, complaints, and suggestions from parents, students, teachers, administrators, staff, the public, and other interested and affected persons;
- Attends approved training and workshops.

Other Related Duties:

- May be required to fill in as Cook/Cashier;
- Performs other duties as assigned.

Essential Physical Abilities

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is required to communicate effectively on the telephone and in person and hear sounds within the normal range of conversation; prepare and review documents and process them in a prescribed order and organize documents and materials; operate a keyboard or type, handle materials, and operate standard office equipment; operate a motor vehicle; lift or move objects that weigh up to ~~3050~~ lbs.; and to work in a warehouse and kitchen environment. Jobs in this class require performing repetitive hand movements in gripping, fingering and hand/wrist/arm movements. Related job tasks may require, with or without reasonable accommodation, walking, standing, sitting, lifting, stooping, squatting, kneeling, bending, crouching, pushing, grasping, and reaching.

All classified employees of the Minidoka County School District #331, including employees in this position, are “at will” employees. The job description/classification specification does not constitute an employment agreement between the District and the employee, and is subject to change by the District as the needs of the District and the requirements of the position change. All employees may be required to perform such other duties as may be requested by their supervisor, department manager or other District official.

Approved by the Board: July 16, 2007

Revised:

POSITION TITLE: IT Director

FLSA Designation: Salaried

Class Primary Summary: The IT Director directs, plans, and manages internal operations. Directs and coordinates information systems and telecommunication services to schools and departments. Provides highly technical and responsible staff assistance, promotes and organizes technical strategies, manages special projects, serves as department head in the absence of the IT Supervisor, and performs all other related duties.

Acceptable Qualifications:

- Associate's Degree, Bachelor's Degree or equivalent experience
- Five Years information systems experience preferred
- SQL ~~and web design experience~~, Oracle or other database experience
- Valid Idaho driver's license
- Manager Experience

Knowledge of:

- Implementation, operation, management, and maintenance of computer information systems, networks, systems design, hardware, and software to support the operations of a K-12 school district
- ~~Implementation, operation, management, and maintenance of telecommunications systems;~~ Student Information Systems experience
- Computer installation, repair, maintenance, and troubleshooting skills
- Employee recruitment, supervisory, training, and evaluation methods and techniques
- Budget implementation and management principles and procedures
- District operations and support functions
- District computer and network interface and security requirements
- Principles and practices of data security management
- Programming language and available software packages relevant to District operations
- Installation, maintenance and repair of operating systems, networks and programs on personal computers
- District policy and procedures for equipment use and operation
- District bidding and purchasing regulations and procedures
- Customer service principles

Ability to:

- Interpret and apply complex technical information
- Plan and implement large computer related projects
- Prepare technical reports
- Analyze computer systems, identify problems and develop logical conclusions and effective solutions
- Develop and recommend cost effective technical system improvements
- Identify causes of system failures and malfunctions
- Install computer operating programs
- Communicate clearly and concisely, orally and in writing
- Prepare accurate and grammatically correct written reports
- Operate and demonstrate proficiency with computers ~~(servers, desktops, notebooks, and palmtops)~~, data networking systems, communications equipment, communication networks and organizations

- Operate application delivery software, and various specialized application software
- Communicate and work effectively with users, district administrators, vendors and consultants
- Meet project schedules and timelines
- Respond to user requests in a courteous and effective manner
- Perform a wide variety of duties and responsibilities with accuracy and speed under the pressure of time-sensitive deadlines
- Maintain confidentiality
- Any equivalent combination of experience and training which provides the knowledge and abilities necessary to perform the duties of the position.

Reports to: Superintendent or Designee

Essential Duties and Responsibilities (may vary by assignment):

- Participates in forecasting trends and long-term planning for the district;
- Evaluates new technology and recommends changes and upgrades;
- ~~Recommends new or revised standards, procedures and policies~~ related to technology ; and uses specialized techniques in the analysis of collected data;
- Develops, organizes, supervises and assesses training programs on new and revised systems, procedures and applications; and responds to user needs;
- Analyzes, researches, organizes and supervises technology related projects as assigned;
- Identifies needs and purchases computer, hardware and software ~~telecommunications, and print shop and copy-related equipment and software;~~
- Monitors the Technology Department's annual budget;
- Writes and administers grants;
- Assists in the development of policies and procedures on purchasing, operating, and security of the District operating systems;
- Provides technical advice, support and training to other District departments and employees;
- Assists in the development of policies and procedures on purchasing, operating and security of the District's operating systems;
- ~~Coordinates with District staff to meet end-user needs;~~
- Supervises and evaluated the IT department
- Represents the District to vendors, outside contractors, and consultants, including contract negotiation and administration;
- Reviews specifications and bids for system additions and upgrades;
- Provides assistance to users requiring uploads and downloads for specific reports;
- ~~Provides in-service training on computer systems and applications;~~
- Troubleshoots hardware and software problems for administration and computer labs;
- ~~Performs all work duties and activities in accordance with District policies, procedures and safety practices-~~
- Manage and maintain, upgrade student information system
- Prepare reports (E-rate, Board Reports)

Other Related Duties:

- On call to respond to emergency situations;
- Performs other duties as assigned.

Essential Physical Abilities

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is required to communicate effectively on the telephone and in person and hear sounds within the normal range of conversation; comprehend written work instructions, view computer screens for extended periods of time, prepare and review documents, comprehend wiring diagrams, blueprints, and technical documents and organize documents and materials; perform repetitive motions, to operate a computer and office equipment, operate a motor vehicle, and to operate a variety of power and hand tools and to make adjustments to equipment; lift or move objects that weigh up to 50 lbs. regularly and occasionally lift/move objects up to 100 lbs.; and to work in an office environment. Jobs in this class require performing repetitive hand movement in gripping, fingering and hand/wrist/arm movements. Related job tasks may require climbing, stooping, kneeling, crouching, working on ladders, reaching, pushing, pulling, lifting, fingering, and grasping, and working in small or confined spaces.

All classified employees of the Minidoka County School District #331, including employees in this position, are “at will” employees. The job description/classification specification does not constitute an employment agreement between the District and the employee, and is subject to change by the District as the needs of the District and the requirements of the position change. All employees may be required to perform such other duties as may be requested by their supervisor, department manager or other District official.

Approved by the Board: November 16, 2009

Revised:

Class TitlePOSITION TITLE: Maintenance Supervisor ——— **FLSA Designation:** Salaried

Class Primary Summary: The Maintenance Supervisor classification supervises maintenance functions and employees to ensure the safe physical operation of District schools, administrative buildings, grounds, and related facilities. Duties include budgeting, personnel management, scheduling, and planning and estimating material and equipment needs. The position supervises the **Maintenance**, **grounds-keeping**, and secretarial positions **in the maintenance department**. The duties include supervising and performing maintenance, construction, and repair duties on HVAC, plumbing, mechanical, alarm, and other systems. The principal duties of this class are performed in an office and school building environment.

Acceptable Qualifications:

- High school diploma or GED equivalency;
- Degree in construction management, or a related field is preferred;
- Minimum five (5) years experience in a related field is preferred; or
- Any equivalent combination of experience and training which provides the knowledge and abilities necessary to perform the work;
- Valid Idaho driver's license.

Knowledge of:

- Employee supervision, training, and evaluation methods and techniques;
- Methods, materials, tools, techniques, and standard practices of school building maintenance, construction, and remodel;
- Construction, mechanical, health and safety, environmental, access, and other applicable federal, state, District, county, and municipal codes, regulations, and requirements;
- Federal (OSHA) regulations and District policies regarding safe work practices relating to use of heavy equipment, power tools, ladders and power lifts, and repair and maintenance materials.

Ability to:

- Perform building and facility inspections;
- Prepare, implement, and administer an annual budget;
- Administer construction and remodel projects for completion and compliance with building, safety and health, environmental, access, and other applicable codes;
- Prepare and maintain written reports, work orders and maintenance records;
- Prepare and maintain required records, files, reports, logs, and documentation;
- Prepare bid and building project specifications;
- Read and interpret technical manuals, blueprints, and diagrams;
- Troubleshoot and repair **minor** electrical, plumbing, mechanical, HVAC, alarm, and related operating systems;
- Work on multiple projects, set priorities, and allocate resources for project completion;
- Operate standard office equipment, including a personal computer using program applications appropriate to assigned duties;
- Operate heavy equipment;
- Operate power equipment;
- Operate hand tools;
- Operate a motor vehicle.

Reports to: Superintendent or Designee

Essential Duties and Responsibilities (may vary by assignment):

- Administers and supervises employees in the maintenance and physical operations of schools, administrative buildings, grounds, playing and recreation fields, warehouse and supply facilities, and related facilities;
- Ensures the safe operation of facilities and compliance with federal, state, county, municipal, and other applicable codes and regulations;

- Supervises, trains, and evaluates employees performing maintenance, repair, and related support functions;
- Determines whether projects will be done by in-house staff or be contracted out;
- Sets long-range and short-range maintenance schedules for buildings and grounds;
- Sets priorities and organizes resources including personnel, equipment, materials, and funding, to accomplish maintenance schedules;
- Administers new and remodel construction projects for timely completion and compliance with applicable building and construction codes;
- Prepares and administers capital outlay, maintenance, and support budgets and monitors expenditures for compliance;
- Administers District compliance with life, health, environmental, safety, access, and related codes, regulations, and requirements;
- Prepares capital outlay, construction, remodel, and related bid packages;
- Performs frequent safety, maintenance, and compliance inspections of schools, buildings, grounds, and related facilities;
- Responds to and resolves requests for maintenance and other services by building principals, administrators, the public, and other interested and affected persons;
- Assists with maintenance, repair, and installation work on HVAC, electrical, plumbing, mechanical, alarm, and structural systems;
- Performs all work duties and activities in accordance with District policies, procedures, and safety practices.

Other Related Duties:

- On call to respond to emergency situations;
- Performs snow removal duties, as needed;
- Performs other duties as assigned.

Essential Physical Abilities

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is required to understand verbal instructions, discern warning and safety alarms such as vehicle backup alarms; and communicate with others; comprehend written work instructions; work orders, blueprints and diagrams, technical documents, dials and gauges, and to move through unfamiliar buildings and rooms; operate a motor vehicle and to operate a variety of power and hand tools and to make adjustments to equipment; lift or move objects up to 50 pounds regularly and 100 pounds occasionally; work in areas with only artificial light, to work within a tightly enclosed areas; and work in a building maintenance environment. Jobs in this class require performing repetitive hand movement in gripping, fingering and hand/wrist/arm movements; standing, moving and walking eight or more hours at a time. Occasionally related job tasks may require, with or without reasonable accommodation, lifting, stooping, squatting, kneeling, bending, crouching, pushing, grasping, reaching, and using a ladder.

All classified employees of the Minidoka County School District #331, including employees in this position, are “at will” employees. The job description/classification specification does not constitute an employment agreement between the District and the employee, and is subject to change by the District as the needs of the District and the requirements of the position change. All employees may be required to perform such other duties as may be requested by their supervisor, department manager or other District official.

Approved by the Board: July 16, 2007

Revised:

Class Title: Transportation: Supervisor

FLSA Designation: Salaried

Class Primary Summary: The Transportation Supervisor classification performs supervisory, management, and administrative duties over the Transportation Department to provide safe, timely, and efficient transportation to meet the instructional and extracurricular needs of the District. The principal duties of this class are performed in an office environment, including field work.

Acceptable Qualifications:

- High school diploma or GED equivalency;
- Five years management experience, transportation supervisory experience preferred;
- Valid Idaho driver's license with Class B CDL passenger and school bus endorsements;
- Clean driving record;
- CPR and First Aid certification.

Knowledge of:

- School bus and transportation system operations, including scheduling, route establishment and revision, driver scheduling, and equipment capabilities and maintenance requirements;
- Budget administration techniques and policies;
- Employee supervision, training, and evaluation techniques;
- District geography, including streets, school locations, and boundaries;
- District emergency dispatch procedures;
- District transportation policies and procedures;
- Federal, state, District, and other applicable laws, regulations, requirements, and standards.

Ability to:

- Pass and maintain a Department of Transportation (DOT) physical examination;
- Administer a student transportation program, including personnel, equipment, facilities, and budget, and provide safe, timely, and efficient transportation of students to school and extracurricular activities;
- Perform and manage multiple tasks and projects simultaneously;
- Perform a wide variety of duties and responsibilities with accuracy and speed under the pressure of time-sensitive deadlines;
- Prepare and present oral and written reports and maintain performance and activity records, logs, compliance documents, and develop and maintain information files and databases;
- Operate a motor vehicle, specifically a school bus;
- Operate a personal computer and job-related software;
- Operate a two-way radio;
- Establish and maintain effective working relationships with employees, supervisors, teachers, administrators, and the general public.

Reports to: Superintendent or Designee

Essential Duties and Responsibilities (may vary by assignment):

- Develops and implements the District transportation program, including personnel, facilities, and equipment, ensuring the instructional and extracurricular transportation requirements of the District are filled;
- Ensures compliance with Federal, State, District, and other applicable school transportation codes, regulations, requirements, and standards;
- Supervises, trains, and evaluates department employees and administers disciplinary actions and policies;
- Administers the District transportation budget;

- Administers safety and job training programs;
- Administers maintenance, repair, and inspection operations, employees, and programs;
- Reviews, recommends, and monitors bus routes, schedules, stops, passenger loads, and operations, including changes and additions;
- Reviews and approves special school transportation requests;
- Administers the computerized routing system, including keeping a current database of students, routes, schedules, stops, and related information;
- Recommends equipment purchases, additional personnel, and other strategies to meet future transportation needs based on growth projections;
- Administers department purchases within budget limitations and District policy;
- Investigates, evaluates, and documents accidents involving District buses, including action recommendations;
- Prepares, maintains, and submits in a timely manner all reports, records, logs, and documents to ensure compliance with insurance and regulatory agency requirements;
- Advises Superintendent on road and weather conditions for school closure and emergency situations;
- Stays current on changes and developments in school transportation, including regulatory changes;
- Administers a public and community information program providing information on bus routes, schedules, stops, and related information, including providing timely notice of changes to employees and patrons;
- Responds to inquiries, complaints, and suggestions from parents, students, teachers, administrators, drivers, supervisors, the public, and other interested and affected persons.

Other Related Duties:

- May perform duties of a school bus driver as needed;
- Performs other duties as assigned.

Essential Physical Abilities

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is required to communicate effectively on the telephone, by two-way radio, and in person; comprehend written work instructions, prepare and review documents and process them in a prescribed order, organize documents and materials, comprehend maps, routes, and schedules and drive safely in inclement weather conditions and heavy traffic; prepare and review documents and process them in a prescribed order and organize documents and materials; operate a keyboard or type, handle materials, and operate standard office equipment; lift or move objects that weigh up to 30 lbs.; and to work in a classroom environment and to operate a school bus. Jobs in this class require performing repetitive hand movement in gripping, fingering and hand/wrist/arm movements. Related job tasks may require walking, standing, sitting, lifting, stooping, squatting, kneeling, bending, crouching, pushing, grasping, and reaching.

All classified employees of the Minidoka County School District #331, including employees in this position, are “at will” employees. The job description/classification specification does not constitute an employment agreement between the District and the employee, and is subject to change by the District as the needs of the District and the requirements of the position change. All employees may be required to perform such other duties as may be requested by their supervisor, department manager or other District official.

Approved by the Board of Education: July 16, 2007

Revised: _____

POSITION TITLE: Human Resources, Personnel and Salary

Pay Grade: IX

FLSA Designation: Non-exempt (covered)

Class Primary Summary: The Human Resources, Personnel and Salary Specialist, develops and implements human resource programs in the areas of recruitment, compensation, classification, training and development, employee relations, employment reports, and employee records. This position performs all duties in accordance with District personnel policies and procedures and federal and state regulations. The principal duties of this class are performed in a general office environment.

Acceptable Qualifications:

- High School or GED equivalent required, Bachelor's Degree and advanced business training preferred;
- Four years personnel or human resources experience preferred; or
- Any equivalent combination of experience and training which provides the knowledge and abilities necessary to perform the duties of the position.

Knowledge of:

- Principles, practices, and objectives of public personnel management;
- Principles and practices of recruitment, compensation, training, and development;
- Federal, state, local, and other applicable regulations, practices, and policies, including, but not limited to, EEO/Affirmative Action, Fair Labor Standards Act, Americans with Disabilities Act, Family and Medical Leave Act, and Age Discrimination in Employment Act;
- Federal, state, and other applicable financial codes, laws, and regulations as applied to school district personnel and salary funding;
- Current office practices and procedures;
- English grammar and punctuation.

Ability to:

- Operate standard office equipment and a personal computer and job-related software applications for word processing, spreadsheets, and other required applications;
- Interpret and apply federal, state and local policies, procedures, laws, and regulations;
- Gather facts, analyze, and report research findings in a clear, complete, and logical form;
- Conduct studies utilizing statistical and spreadsheet software programs;
- Work independently and perform a wide variety of duties and responsibilities with accuracy and speed under the pressure of time-sensitive deadlines and according to quality control standards;
- Maintain complete confidentiality, within guidelines, of all payroll records and reports;
- Mathematically calculate compensation and budget information;
- Learn and explain regulatory compliance issues related to the District's function;
- Maintain records efficiently and accurately and to prepare clear and concise reports;
- Prepare accurate and grammatically correct written reports and prepare and maintain required records, logs, reports, and documentation;
- Communicate effectively both orally and in writing;
- Perform multiple tasks simultaneously, including handling interruptions, and return to and complete tasks in a timely manner;
- Establish and maintain effective working relationships with other District employees, supervisory personnel, vendors, and the public.

Reports to: District Superintendent

Essential Duties and Responsibilities (may vary by assignment):

- Develops and maintains District data base and records on personnel including, but not limited to, compensation, payroll dates, salary schedules, budget, employee data, and related information;
- Advises and consults with District management on budget development and implementation, ensuring personnel expenditures are within budget limitations;
- Interprets and makes decisions in accordance with personnel rules and departmental policies and procedures;

- Performs and assists District management with a variety of personnel actions, including hiring, transfers, recommendations, termination, discipline, evaluations, grievances and appeals;
- Develops and maintains demographics for Idaho System of Educational Excellence;
- Provides and maintains accurate and current records of all matters regarding employment including but not limited to contracts, leaves of absence, tenure, retirement, and advancement;
- Establishes and maintains a system for all District employee contracts and personnel records;
- Provides information to employees and retirees regarding benefits, leaves, termination, and other situations;
- Maintains and monitors certification records on employees;
- Prepares and ensures employee contracts and schedules are issued in a timely manner;
- Reviews state and federal legislation, court decisions, administrative rulings, and related matters to determine if human resource practices and policies are in compliance with applicable laws;
- Monitors and evaluates the effectiveness of personnel procedures, policies, and programs and recommends and implements changes as needed;
- Maintains complete confidentiality, within guidelines, of all personnel records and reports;
- Answers incoming phone calls and greets walk-in customers, provides general information to the public, answers questions and inquiries, provides specific information about payroll and benefits, and provides referrals to other departments or staff as needed;
- Performs all work duties and activities in accordance with District policies, procedures and safety practice;

Other Related Duties:

Performs other duties as assigned.

Essential Physical Abilities

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is required to communicate effectively on the telephone and in person and hear sounds within the normal range of conversation; prepare and review documents and process them in a prescribed order and organize documents and materials; operate a keyboard or type, handle materials, and operate standard office equipment; lift or move objects that weigh up to 30 lbs; and to work in an office environment. Jobs in this class require performing repetitive hand movement in gripping, fingering and hand/wrist/arm movements. Related job tasks may require, with or without reasonable accommodation, walking, standing, sitting, lifting, stooping, squatting, kneeling, bending, crouching, pushing, grasping, and reaching.

All classified employees of the Minidoka County School District #331, including employees in this position, are “at will” employees. The job description/classification specification does not constitute an employment agreement between the District and the employee, and is subject to change by the District as the needs of the District and the requirements of the position change. All employees may be required to perform such other duties as may be requested by their supervisor, department manager or other District official.

Approved by the Board: July 16, 2007

Revised:

POSITION TITLE: Business Manager/Board Treasurer FLSA Designation: Salaried

Class Primary Summary: The principal function of an employee in this class is to prepare, administer and maintain the District's budget, accounting system, and financial books and records, including maintaining an audit trail of all fund accounting, collecting fees, processing invoices and bills, preparing monthly payments and generating regular state, federal and other reports. The Business Manager sets up grant budgets and prepares weekly student attendance and enrollment reports; serves as the District Treasurer and Fiscal Agent for the District; prepares financial reports for the Board and other groups. The Business Manager must possess strong accounting and computer skills and be able to effectively supervise and direct the work of assigned District Office staff. The work is performed under the supervision of the District Superintendent although considerable latitude is granted for independent judgment. The principal duties of this class are performed in a general office environment.

Acceptable Qualifications:

- Minimum of college coursework in accounting and/or finance; Associates or Bachelors Degree preferred;
- Minimum of two years experience in governmental "fund" accounting and budgeting;
- Certified Business Manager desired;
- Accounting, bookkeeping, cash handling, and record keeping practices and procedures; financial audit processes and procedures;
- Working knowledge of basic office procedures, operation of office equipment and machines and related software, particularly spreadsheet application programs, database and word processing;
- Supervisory and management experience, planning, directing and evaluating the work of diverse job groups; or
- Any equivalent combination of experience and training which provides the knowledge and abilities necessary to perform as an effective and competent Business Manager;
- Alternatives to the above qualifications may be recommended by the Superintendent and approved by the Board.

Reports to: Superintendent

Essential Duties and Responsibilities (may vary by assignment):

- Prepares, develops, publishes and distributes the District budget as approved by the superintendent and the Board; compiles projections for staffing and funding allocations; prepares and submits the annual budget and amended budget to the Department of Education; reviews all budgets for documentation and revisions; prepares regular and special reports for Superintendent and the Board.
- Sets up and maintains accounting system, setting up funds and accounts in accordance with state and federal requirements; maintains security and setup users.
- Reviews all grants; sets up appropriate revenue and expenditure budgets as designated; maintains files and prepares required reports.
- Trains designated personnel to use the District financial system to access budget accounts and create budget reports.
- Serves as District Treasurer and Fiscal Officer for all financial matters.
- Prepares notices, coordinates, and oversees all bids and surplus sales.
- Prepares and assists in presentation of District financial information for workshops, public information, administration meetings, and Board meetings.
- Prepares and assists for passage of school bonds and supplemental levy elections.
- Prepares tax levies to certify to the county commissioners per Idaho Code 63-803.

- Prepares for audit of all financial accounts and records annually by an independent, certified public accountant selected by the Board.
- Reconciles monthly general ledger with associated bank accounts.
- Maintains files for property deeds, titles, etc., for property and vehicles owned by the District.
- Coordinates the annual renewal of the District property and liability insurance policy.
- Submits and files all insurance and tort claims on behalf of the district.
- Reviews school activity fund reports submitted monthly by the schools.
- Collects sales tax monthly from schools and Food Service.
- Tracks, collects and invoices for accounts receivable for the District.
- Assists in writing policy for approval by the Board on matters related to financial business.
- Supervises and evaluates assigned District Office staff.
- Maintains positive working relationships with all District staff, the public and vendors. Serves as consultant to building principals and secretaries in financial matters.
- Assists the superintendent substantially and effectively in the task of providing leadership and effectiveness in all areas of fiscal management and functions.
- Adheres to school district policy and follows chain of command.

Other Related Duties:

- Works with Superintendent and the Board of Trustees in updating the policy manual.
- Facilitate and develop policy within the assigned areas of responsibility.
- Attends Board meetings, as requested, and prepares such reports for the Board as the Superintendent may request.
- Acts ethically and confidentially in all aspects of employment.
- Performs other duties as assigned.

Essential Physical Abilities

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions

While performing the duties of this job, the employee is required to communicate effectively on the telephone and in person and hear sounds within the normal range of conversation; prepare and review documents and process them in a prescribed order and organize documents and materials; operate a keyboard or type, handle materials, and operate standard office equipment; lift or move objects that weigh up to 30 lbs; and to work in an office environment. Jobs in this class require performing repetitive hand movement in gripping, fingering and hand/wrist/arm movements. Related job tasks may require, with or without reasonable accommodation, walking, standing, sitting, lifting, stooping, squatting, kneeling, bending, crouching, pushing, grasping, and reaching.

All classified employees of the Minidoka County School District #331, including employees in this position, are “at will” employees. The job description/classification specification does not constitute an employment agreement between the District and the employee, and is subject to change by the District as the needs of the District and the requirements of the position change. All employees may be required to perform such other duties as may be requested by their supervisor, department manager or other District official.

Minidoka County Joint School District #331

Class Title: ~~Business Office Assistant~~ Onboarding Specialist

Pay Grade: ~~FIX~~

FLSA Designation: Non-exempt (covered)

Class Primary Summary: The Business Office Assistant performs a variety of duties involved in assisting the District's business office, including payroll and personnel. The principal duties of this class are performed in a general office environment.

Acceptable Qualifications:

- Advanced degree preferred;
- Three years accounting, payroll, or human resources experience preferred.
- Any equivalent combination of experience and training which provides the knowledge and abilities necessary to perform the duties of the position.

Knowledge of:

- Customer service procedures, techniques and objectives;
- English grammar, spelling and punctuation;
- Payroll, personnel, accounting, and bookkeeping record keeping practices and procedures.

Ability to:

- Operate standard office equipment and a personal computer and job-related software applications for word processing, spreadsheets, and other required applications;
- Maintain complete confidentiality, within guidelines, of all payroll records and reports;
- Mathematically calculate information;
- Learn and explain regulatory compliance issues related to the District's function;
- Maintain records efficiently and accurately and to prepare clear and concise reports;
- Analyze financial data, reconcile accounts, and prepare reports;
- Perform multiple tasks simultaneously, including handling interruptions, and return to and complete tasks in a timely manner;
- Perform duties accurately and efficiently under time-sensitive deadlines;

Reports to: Human Resources Supervisor ~~and District Superintendent~~ or designee

Essential Duties and Responsibilities (may vary by assignment):

- Track and process HR documents and follow up as needed, ~~including employee identification badges;~~
- Compiles and maintains new hire packets and documentation; including fingerprints, W-4 and I-9
- Enters and maintains employee onboarding and termination processes in Kronos; Complete data entry for new employees in iVisions;
- Verify employee approval after board meeting and begin new employee process;
- Ensure completion of new hire checklist and employee files;
- Coordinates with business manager and personnel to verify funding sources are within budget;
- ~~Assists-Enters in entering and~~ compiles employee information including vacation, personal leave, FMLA, sick leave, sick leave bank and related documents;
- Reviews time sheet, wage computations and other information to reconcile payroll data submitted by all District departments to ensure accuracy and completeness;
- Keeps track of employee leave time, requests and reports; coordinates corrective action on incomplete or incorrect time sheets with supervisors;
- Maintains substitute teacher program and records;
-

Minidoka County Joint School District #331

Class Title: Business Office Assistant

Pay Grade: VII

FLSA Designation: Non-exempt (covered)

- ~~Compiles new hire information packets, including fingerprints, W-4 and I-9;~~
- ~~Assists in entering employee information and application process in software program;~~
- Answers incoming phone calls and greets walk-in customers, provides general information to the public, answers questions and inquiries, and provides referrals to other departments or staff as needed;
- Prepares, distributes and maintains a variety of documents, spread sheets, correspondence, log sheets, ~~applications,~~ and related documents;
- Provides data entry services, faxing, typing, and filing in a timely manner;
- Performs all work duties and activities in accordance with District policies, procedures and safety practices;
- Cross trains with payroll and personnel.

Other Related Duties:

- Performs other duties as assigned.

Essential Physical Abilities

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is required to communicate effectively on the telephone and in person and hear sounds within the normal range of conversation; prepare and review documents and process them in a prescribed order and organize documents and materials; operate a keyboard or type, handle materials, and operate standard office equipment; lift or move objects that weigh up to 30 lbs; and to work in an office environment. Jobs in this class require performing repetitive hand movement in gripping, fingering and hand/wrist/arm movements. Related job tasks may require, with or without reasonable accommodation, walking, standing, sitting, lifting, stooping, squatting, kneeling, bending, crouching, pushing, grasping, and reaching.

All classified employees of the Minidoka County School District #331, including employees in this position, are "at will" employees. The job description/classification specification does not constitute an employment agreement between the District and the employee, and is subject to change by the District as the needs of the District and the requirements of the position change. All employees may be required to perform such other duties as may be requested by their supervisor, department manager or other District official.

Approved by the Board of Education: 9/14/2017

Minidoka County Joint School District #331

Class Title: Business Office Assistant

Pay Grade: VII

FLSA Designation: Non-exempt (covered)

Minidoka County Joint School District #331

Class Title: Business Office Assistant

TERMS OF EMPLOYMENT:

As per written:

Classified:

• () WORK SCHEDULE

Duties and responsibilities as outlined in the Job Description, Board Policy, and Administrative Procedures.

• () MEMORANDUM OF UNDERSTANDING

Duties and responsibilities as outlined in (separate) Job Description, Board Policy, and Administrative Procedures.

EVALUATION: Performance of this position will be evaluated continuously and annually by the designated administrator.

I have read the job description for this position, and understand that it is intended to describe the general content of and requirements for performing this job. It is not an exhaustive statement of duties, responsibilities or requirements.

Employee Signature

Date

Administrator Signature
(Direct Supervisor)

Date

All classified employees of the Minidoka County School District #331, including employees in this position, are "at will" employees. The job description/classification specification does not constitute an employment agreement between the District and the employee, and is subject to change by the District as the needs of the District and the requirements of the position change. All employees may be required to perform such other duties as may be requested by their supervisor, department manager or other District official.

POSITION TITLE: Special Services Director (Certificated)

Qualifications:

1. Educational Specialist Degree or higher
2. Broad background in Special Education, ADA and 504 Services
3. Three years' successful administrative experience
4. Valid Certification as Director of Special Services
5. Such additions and alternatives to the above qualifications as the Superintendent or School Board may find appropriate and acceptable.

Reports to: Superintendent

Supervises: Special Services Personnel

PERFORMANCE RESPONSIBILITIES:

Director:

1. Establish and maintain services ~~for handicapped~~ students with disabilities;
2. Plan and administer the Special services Dept, in conjunction with the Superintendent
3. Plan and supervise record keeping systems and budget for program
4. Facilitate identification and purchase of equipment for program
5. Manage and supervise program's departmental administrative and clerical operations
6. ~~Conduct r~~Regular meetings with professional staff and other interested parties
7. Monitor and evaluate existing programs for operational effectiveness and make changes or recommendations for improvement
8. Determine the need for new programs and services
9. Recruit, select and place Special Services personnel. Assist building principals, when requested, with selection of Special Education teachers and aides
10. Assign personnel in the homebound tutoring program
11. Develop in-service training programs for Special Education personnel
12. Prepare all financial and program reports required by the State Department of Education
13. Participate in special consultations and case conferences
14. Provide instructional consultation for IEP development and team meetings
15. Act as a liaison between the district and consulting contract medical specialists; ~~including psychiatrists and psychologists~~
16. Arrange for alternative education programs for students who cannot be served adequately in local districts. Coordinate departmental operations with other agencies
17. Maintain liaison with community mental health clinics, parent/patron groups, special schools and other resources offering therapeutic services
18. Interpret the Special Services Program to school personnel and the community at large; problem solving and conflict resolution with staff and parents/patrons
19. Represent the district and the programs in a positive manner regarding customer service and public relations
20. Assist in the development of special programs for students
21. Implement policy for the district's Special Services to ensure ADA and 504 compliances
22. ~~Develop~~ Monitor annually a program of assessment through research and evaluation projects
23. Keep abreast of developments in the field and act as a resource for Special Services staff and other personnel

- 24. Check voicemail daily (or make arrangements to have voicemail checked when not on duty), and respond to voicemail messages
- 25. Act as purchasing agent for Special Services
- 26. Assume responsibility for own professional growth and development
- 27. Know and follow school district policy and chain of command
- 28. Manage and supervise Medicaid billing and assure compliance with Medicaid protocols

Other duties as assigned:

Approved by the Board: June 6, 2004

Revised:

Acequia Elementary School School Improvement Plan Updated: 2022-2023

Blue indicates the information was reviewed and/or updated.

Stake Holders

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

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

Stakeholder Name	Position
Heather Hepworth	Administrator
Julee Posyluzny	Instructional Coach
Beverly Garner	Para-professional
Katie Larsen	Parent
Michele Widmier	MCSD School Improvement Director

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2019-2020 Needs Assessment:

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

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

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basis with the instructional coach and teachers. The building principal creates the agenda with suggestions from all.

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

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

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

Acequia Elementary currently consists of 38.9% free and reduced lunch. The Hispanic population is 35% with 8% Migrant and 23% English Learners. We are starting to notice a decline in the free and reduced numbers. Our enrollment is 263 students.

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Acequia Elementary has a sixth year principal for the 2022-2023 school year along with 2 new teachers.

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

Acequia Elementary:

ISAT ELA

3rd - 37%

4th - 38%

5th - 40%

ISAT Math

3rd- 47%

4th- 23%

5th- 29%

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IRI

K - 45.5%

1st - 59.4%

2nd - 59.5%

3rd - 48.8%

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

ISAT Math strength is in concepts and procedures. A weakness is in the area of problem solving, modeling & data analysis. Our Eureka math curriculum is rigorous. We have adopted a new diagnostic for K-5 and intervention program- iReady.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Tiered instruction and academic interventions vary from grade to grade. Interventions happen four days a week for all students. Tier 2 and 3 homogenous students receive 40 minutes of additional instruction in ELA and Math. The intervention group is no larger than 7 students. Paraprofessionals and teachers provide the interventions for students. The grade level teacher oversees the paraprofessional teaching the small group of children for the designated grade level.

Intervention groups are determined by academic achievement on the iStation. Cut scores are determined by ISIPS. Progress monitoring tools

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include iReady and ISIP. Intervention programs include: WondersWorks The assessment given is based on the program being used in the intervention.

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

School starts promptly at 7:45 am to 2:45pm. We go to school four days a week. We have a master schedule we follow for the year. During the school day, we provide 90 minutes of core reading instruction. We also provide interventions 60 minutes a day for 4 days a week. This is time provided to meet the needs of the students in a small group setting. All schedules are adequate time of state requirements.

During the school day, we provide a time for students in K-5 to work on iStation/iReady/Imagine Learning which is a program to help in 307 reading & math deficiencies. Students are required to participate in this program 20-30 minutes a day, 4 days a week. We also provide all students with other opportunities such as physical education, music, library and computers on a weekly basis. Students have an opportunity to go to the Boys and Girls Club afterschool for enrichment. During this time, tutoring and academic support are given.

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

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

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

has been implemented school-wide. We have a regulation station monitored by a behavior tech to give students a break and help with regulating our emotions.

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

At Acequia Elementary students are provided a well-rounded education through multiple opportunities. Students participate on a weekly basis in physical education, computers, library, music and enrichment. 5th grade students have an opportunity to join Orchestra. All classes have 1:1 iPads. Therefore, much of the curriculum is distributed through technology. It is a school-wide expectation, those are used on a daily basis to enhance not only the engagement but the learning process for all.

- 12. Additional Opportunities For Learning:** *If applicable for your school, what opportunities are in place for students to learn about and prepare for 308 postsecondary education and the workforce, including career and technical education programs, access to coursework to earn postsecondary credit while still in high school (e.g., Advanced Placement, International Baccalaureate, dual or concurrent enrollment, early college high schools)?*

Not applicable

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

Acequia Elementary provides parents with a "get ready for Kindergarten" packet at Kindergarten registration in the Spring. Information is provided to teach parents and students on being prepared for transitioning into kindergarten. Our 5th grade students are given a planner to help teach them organization. At the beginning of the school year, 6th grade students attend an orientation day where they are able to get to know the school prior to the first day.

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

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

In the Spring, the District send a needs assessment to all staff members including administrators, teachers and paraprofessionals to determine a district and school need of professional development. Results are emailed to all. This is used to determine the needs for the next school year. Student data is also used to determine professional development such as iStation- determined PD for teachers and paraprofessionals in the area of phonemic awareness. Education Northwest is a partner with Minidoka County Schools to provide intense professional development in literacy.

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

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

The paraprofessionals are trained throughout the year with the instructional coach and teachers. They review best practices and have two PD days on their work schedule.

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

At the District level, all parents are invited to attend the Parenting Love & Logic classes offered in both English and Spanish 3 times a year.

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

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

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

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

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

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

Zones of Regulation is district-wide.

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

The school improvement plan is developed in collaboration with staff, a variety of Federal, State, and local services, resources, and programs. The MCSD federal programs director oversees the coordination and integration of all federal programs and provides targeted support to the administration in implementing the aforementioned school improvement activities. This will continue.

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Plan Components

Prioritized Needs

Need # 1 Description: Student proficiency levels based on iStation have deemed the determination to focus on ELA.

SMART Goal: In 2025-2026, 75% of students will read at or above grade level as measured by iStation.

Evidence-Based Interventions:

1-1 Intervention Strategy: In 22-23, Reading by Design, will be implemented with fidelity by our trained experts for specific students who need a Tier 3 intervention.

Evidence of Effectiveness: Strong Evidence

Evaluation: Mastery checks will be completed throughout the program to ensure understanding and pacing.

1-2 Intervention Strategy: In 22-23, All teachers will use Heggerty on a daily basis in whole group and intervention for all students.

Evidence of Effectiveness: Strong Evidence

Evaluation: Walk-throughs of administration and instructional coach will see evidence of Heggerty being taught each day.

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

- Teacher turn-over/burnout
- PD Follow-up
- Coaching sessions with the instructional coach

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

www.minidokaschools.org

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

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

Assurances

EVERY STUDENT SUCCEEDS ACT (ESSA)

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

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

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

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

CIVIL RIGHTS

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

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

DISCRIMINATION

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

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

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

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

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

1. LOBBYING

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

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

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

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

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

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

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
 - a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace;
 2. The grantee's policy of maintaining a drug-free workplace;
 3. Any available drug counseling, rehabilitation, and employee assistance programs; and

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

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

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

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

UNIFORM GRANT GUIDANCE

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

CERTIFICATION

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

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Approved by: mwidmier@mcs.local

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

Heyburn Elementary School School Improvement Plan

Updated: 2022-2023

Blue indicates that the item has been reviewed and/or updated.

Stake Holders

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

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

Stakeholder Name	Position
Danelle Stutzman	Administrator
Josh Greenwalt	Asst. Administrator
Ranae Chandler	Instructional Coach
Michele Widmier	MCSD School Improvement Director
Kourtney Larsen	Parent
Brooke Trenkle	Team Leader
Lane Baker	Team Leader
Julie Stewart	Team Leader
Lacy Moon	Team Leader
LeeAnne Durfee	Team Leader
Amanda Christenson	Team Leader
Bethany Gochnour	Team Leader

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2019-2020 Needs Assessment:

- School Leadership Team:** ESSA requires that all stakeholders provide meaningful input in the planning and improvement process. School leadership teams are an effective strategy for ensuring staff participation in creating and implementing the schoolwide plan. Describe the governance of the team. For example: Who chairs the team? How are decisions made? How frequently does the team meet? What is the process for communicating with district

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leadership? How are agendas set? How is formative and summative student data used for decision making? How do they ensure that decisions are evidence-based? Who is responsible for communicating with staff, families, and other stakeholders?

Danelle Stutzman - Principal,

Ranae Chandler - Instructional Coach

Grade level team leaders

Parent Volunteers

Our team leader meetings are held after school as needed. The principal, Danelle Stutzman, chairs the meeting and starts the agenda. Further agenda topics are contributed by the team leaders as they need. Calendar items are published on a weekly bulletin or emails, so team meetings are for discussion topics only. We have a timekeeper and we allow every member to have a voice during discussions. Topics include items that pertain to school-wide concerns and achievements. Decisions are made collaboratively through consensus.

The principal is responsible for district leadership communication either through phone calls, emails, and during district administration meetings.

Each teacher sends out a weekly newsletter for their own class and each teacher has direct contact with parents through Remind. We have 318 tech specialist who is responsible for putting school information on our school website. Our school PTO meets at least once a month and a teacher and the principal attend, which then shares the details with parents and staff. We also have a school safety team chaired by a designated teacher which includes 5 teachers, a principal, and local emergency personnel who meets periodically when needed.

Each grade level meets at least once a week to discuss student data and concerns during which the principal, instructional coach, and/or intervention specialist may be included.

Our RTI collaboration team meets monthly to discuss student progress and concerns. We use benchmark testing scores and progress monitoring data to assist with decision making. This team consists of each teacher of that grade along with the principal, instructional coach, intervention specialist, and paraprofessionals who work with that grade if needed. All student data and plans are housed in the Milepost program which is used district-wide.

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

Heyburn Elementary School

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1151 7th St.

Heyburn, ID 83336

The principal, Danelle Stutzman, is in the fourth year at Heyburn Elementary. We have 7 new teacher this year.

Of the staff of 32 certified teachers, 13 have less than 5 years of experience, 6 have over 15 years of experience, and the rest fall between.

The community within the school boundaries is growing because of improved economic growth and there is new apartment housing that opened this year and more to open next year.

Kindergarten averages 21 students per session

1st grade - 24 per class

2nd grade - 20 per class

3rd grade - 20 per class

4th grade - 32 per class

5th grade - 21 per class.

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

Based on previous scores Heyburn Elementary will continue to implement instructional strategies to make up ground due to the loss of learning during Covid-19.

Strengths –

Solid RTI program which identifies and provides support for TIER 2 & 3 student interventions. Our Title 1 para-professionals are designated to work in small groups with Tier 2 & 3 students.

Solid intervention plan that addresses the needs of each individual learner based on there needs.

All day kindergarten program for all students at Heyburn Elementary School.

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Weaknesses -

Summer slide – no summer programs available except for migrants and students in the self-contained special education program.

We are adopting new math curriculum in 2023-2024 in which teachers are looking forward to becoming more proficient in teaching.

Students are weak in vocabulary largely due to a lack of background experience and knowledge.

The district has adopted a new ELA curriculum Wonders starting in 2018 which more closely aligns with the Idaho Standards.

We have a significant number of students who move in and out during the year.

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

Heyburn's community is varied but largely encompasses a low socio-economic demographic.

With a high rate of new teachers and teacher turn-over especially in the primary grades, large 4th grade classes also have an impact.

Free and Reduced Lunch is at 69%

High Ell population – 25%, Migrant population.

Many kindergarten students are not prepared for school behaviorally and/or score very low on the kindergarten basic skills screener.

No local public library though students may use the libraries in neighboring towns.

Many of our parents work and are mobile so it is difficult for them to attend school events and meetings.

We lack resources to meet the needs of advanced students, other than individualized programs available through technology and/or classroom projects.

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

Minidoka District adopted a new ELA curriculum, Wonders, which has been in place for 4 years. Our previous language arts curriculum was Imagine It, which was adopted 15 years ago and met previous Idaho standards, but did not meet our current Idaho Core Standards. It was weak in Language Arts and Writing.

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We adopted the Eureka Math curriculum in 2016-17, which meets Idaho Core Standards. (Adoption of new math curriculum)

Both curriculums are delivered with fidelity and are monitored by:

Same grade planning time – lesson plans are designed and implemented as a grade. Grade level team leaders monitor that the curriculum is followed in the lesson plans.

We have an Instructional Coach who works with each grade level in their lesson planning, and mentors and instructs in each classroom.

We have created a math coach position to help support math instruction and planning with all teachers.

The principal reviews lesson plans to see that they are meeting Idaho Core Standards and visits classrooms regularly.

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

Student focus groups and interventions are differentiated to meet student needs based on screening and regular progress monitoring.

Large group core instruction is heterogeneous and at grade level; whereas, focus groups are taught at the student's ability level. Through progress monitoring students move to focus groups that meet their needs. Workshops providing differentiated small group support to meet all tier levels, including advanced student instruction, is provided in the classroom. 321

Students are grouped for intervention by scores on the ISIP, Core Phonics, and IReady Math assessments.

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

Lessons are well-aligned within grade levels and subject areas. Teachers have common planning time to align their lessons within the grade level and each subject area providing for a consistent learning experience. Teachers collaborate during their common planning time for a minimum of 1-2 times a week.

Some time is provided through PD days for teachers to collaborate across the grade levels, but because of the new curriculum and testing requirements, there is a need for more collaboration time, especially with vertically aligning curriculum between grade levels. This supports each grade in their pacing and scope and sequence so students transition easily through the grade levels, so there aren't gaps in learning objectives.

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

Screening is administered to all students at the beginning of school to identify students who need additional support. We also administer mid-year and end-of-year benchmark testing to determine student progress. Progress monitoring is administered for all Tier 1 and Tier 2 students.

Screening assessment tools include:

CBM's, Core phonics, ISIP, WIDA/ACCESS for ELL students.

We use the cut scores provided by the WIDA, I-READY, and IRI assessments to determine support levels.

Screening and focus group decisions are reviewed monthly with each grade level to determine whether students are progressing or needing an intervention change. All data is documented electronically and with hard-copy by the teachers and the RTI team. Parent reports are sent home at Parent-Teacher Conferences and through report cards. Parents are notified when their child is designated for an RTI plan and when recommended for a special education IEP. Teachers notify parents regularly of any specific behavior and academic concerns and celebrations. 322

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

We use the RTI process to provide support for academic and behavior concerns. Students receive interventions as determined by their achievement and progress monitoring every month to 6 weeks. Cut scores are determined by the IRI and IReady assessments.

The RTI team meets with each grade level monthly to review data and student progress. We provide thorough academic support for Tiers 1,2,3 through our Title 1 para-professionals and teachers, though we are limited in behavior and social skills intervention support. Students

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receive Tier 2 and 3 support for a minimum of 30 min. every day. Small groups are between 6-8 students (special education groups no larger than 6 students). We use pull-out for interventions in grades K-3 and more push-in for grades 4 & 5, except for special education groups. Instruction is designed for the paras by the classroom teachers.

Progress monitoring tools include:

CBM's, I-Ready Math, Exit tickets, end-of-module assessments, Aimsweb 8 min. math probes, Sprints.

Intervention programs include:

WonderWorks, Phonics for Reading, Heggerty, Reading by design, Pre and Re-teaching lessons, intervention activities provided by the curriculum, designed and monitored by the grade-level teachers. In the primary grades, our focus is on reading and we are weak in intervention tools in math. We do use Zearn, I-Ready, and Prodigy and pre-teaching and re-teaching the lesson.

- 10. Learning Time:** *What is the school schedule? Does it need to be adjusted? (start/end time, four day/five day, number of days per year) Is there a master schedule that includes intervention and extension? Are there extended learning opportunities for students who are having difficulty attaining proficiency in grade level standards? Are there extended learning opportunities to provide access to a well-rounded education? Are there extended learning opportunities to provide access to an enriched and accelerated curriculum? If so, how is it built into the daily/weekly schedule? (How many minutes and how many times per week? In what content areas?) How will it be determined who will participate in extended learning time? Will all students who participate in extended learning time also have daily access to grade-level content standards? How will staff know that the extended learning time is enough? Is summer school part of the intervention process?* ³²³

We are in session 4 days a week from 7:15-2:45. The master schedule includes interventions, workshops, and extension programs. The ELA block is 120 min. which includes Core Instruction, Workshop, and Intervention. The math block is 90 min. which includes Core Instruction and workshops. We offer extended programs at school with I-Station and Imagine Learning for remediation. In the intermediate grades, we provide additional STEM activities and writing support. The extended time is determined by test scores and parent support. Summer school is not provided.

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

Heyburn students have student mentors from the junior high, contracted counseling services, contracted behavioral services/CBRS, intermural basketball for 4th & 5th gr. students. The school has had training and is implementing the PBIS program and introducing Zones of Regulation to small groups.

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

Students receive lessons in Idaho History, science and social studies, PE, music, computer skills, library skills, and technology. Our student have the ability in 5th grade to participate in orchestra. The school provides every student with their own iPad. Qualified students have the opportunity to participate in our Gifted and Talented Program. All students have the opportunity to participate in the district-wide Boys' & Girls' Club program.

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

Academic help is being provided through the Boys and Girls Club for our students who participate

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

Kindergarten has a pre-registration and screening in May. The pre-school and head-start programs advise us of the students we will receive from their programs.

Our 5th gr. students participate in a 6th gr. orientation at the middle school.

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

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Students' needs, as determined by assessment scores, are in the content areas of ELA, math, technology, and behavior management. Training is provided by professionals in each content area, and some are provided by district specialists. The Idaho State Literacy Initiative also provides PD for teachers and coaches in teaching foundational reading skills. Our RTI team leader meets monthly with a district team and receives training in RTI processes. Our district elementary administration team meets monthly and makes recommendations to the district regarding necessary PD opportunities. Teachers are expected to attend all PD opportunities. Those provided by the district are contracted time. Roll is taken at every school meeting. School training is provided by our instructional coach, intervention coach, technology specialist, the principal, and other experts in a specific area. With grade-level common planning time, each grade-level meets 1-2 times each week. The RTI team meets with each grade once a month.

Para-professionals receive 1 day of extra training a year. They are invited to any district and school training, and faculty meetings. The instructional coach collaborates with our para-professionals frequently and they meet with the RTI team as needed.

School-wide teams are in place which functions to meet specific needs, but we would like more training in functioning as a PLC.

We have a high ELL population and need more teacher and para-professional training in working with that student population. We have brought in a specialist, Rosie Santana, to train teachers, and we plan on continuing with that training.

- 16. Family and Community Engagement:** *Do you have a district policy and school plan in place? How often are these reviewed? To what extent are strategies for involving families in students' education included? What strategies, such as family literacy services, are used to increase family and community engagement? What is the process for disseminating the plan annually?* 325

There is a district policy and school plan in place for parent/community involvement, which is reviewed annually. Parent nights occur every year where parents are informed of ELA and math curriculum, and grade activities. Parents are informed monthly with digital newsletter from the school and PTO. When we bring in assemblies, such as authors, we invite parents which may include some specific parent training. The district provides community/parent literacy services in both Spanish and English. Love & Logic classes are provided in English and Spanish by the district for parents and teachers.

We have a PTO in place which is very involved in student activities, which meets monthly or more if needed. We could use more parental involvement, but most of our parent's work which makes it difficult for them to help during the day.

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

All teachers meet state certification requirements. Administrators attend college recruitment fairs every spring, job openings are posted online, and teachers are able to transfer between buildings if desired.

The district provides for a new teacher mentoring program and each teacher has a school mentor. Training opportunities for new teachers are provided throughout the school year. Heyburn Elementary has also worked in conjunction with several colleges to host student-teachers to then fill positions.

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

We integrate other programs such as RTI and Zones of Regulation for student support into our school-wide system.

The school improvement plan is developed in collaboration with staff, a variety of Federal, State, and local services, resources, and programs. The MCSD federal programs director oversees the coordination and integration of all federal programs and provides targeted support to the administration in implementing the aforementioned school improvement activities. This will continue.

Plan Components

Prioritized Needs

Need # 1 Description: Heyburn teachers need more opportunities to collaborate vertically with grade level below them and above them.

SMART Goal: Teachers will vertically align the standards with the grade level above and below them to improve IRI/ISAT scores.

Evidence-Based Interventions:

- 1-1 Intervention Strategy:** Teachers will meet 1st semester during a scheduled collaboration or professional development day to coordinate lessons and interventions, and scope and sequence for math and ELA. The fall collaboration objective will be to plan for the school year and the spring collaboration objective will be to review progress and reset goals as needed.
- Evidence of Effectiveness:** Strong evidence, according to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in the Visible Learning Classroom, focused professional development has an effect size of 0.41 on student learning. Using a comprehensive instructional program has an effect size of 0.72.
- Evaluation:** Collaboration will be monitored by the principal.
- 1-2 Intervention Strategy:** Interventions will be provided for all students as determined by fall benchmark testing.
- Evidence of Effectiveness:** According to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in the Visible Learning Classroom, Comprehensive interventions for student centered teaching has an effect size of .54 on student learning. Using small group learning has an effect size of 0.49.
- Evaluation:** This intervention will be monitored by the principal, and the instructional coach.
- 1-3 Intervention Strategy:** Progress monitoring will be will be given to students who are performing at the Tier 2 and 3 levels every 6 weeks.
- Evidence of Effectiveness:** According to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in the Visible Learning Classroom, formative evaluation has an effect size of 0.90 on student learning.
- Evaluation:** Progress monitoring will be monitored by the principal and the instructional coach.
- 1-4 Intervention Strategy:** Students will receive extra support through an RTI plan as determined by their on-going progress monitoring and RTI team decision.
- Evidence of Effectiveness:** According to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in the Visible Learning Classroom, RTI has an effect size of 1.07 on student learning.
- Evaluation:** Progress monitoring will be monitored by the principal, instructional coach, and interventionist.

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

Prioritized Needs

Need # 2 Description: Based on our proficiency levels on iReady and ISAT scores, Heyburn identified Math as a key area for improvement.

SMART Goal: We will increase Math scores by 5% moving students from level 1 to level 2 and/or level 2 to level 3.

Evidence-Based Interventions:

2-1 Intervention Strategy: All teachers will receive professional development based on the standards expected in their prospective grade.

Evidence of Effectiveness: According to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in the Visible Learning Classroom, focused professional development has an effect size of 0.41 on student learning. Using a comprehensive instructional program has an effect size of 0.72.

Evaluation: The number of students moving from tier 1 to tier 2 and/or tier 2 to tier 3 will be used to evaluate the effectiveness of this strategy.

2-2 Intervention Strategy: Small group instruction will be given at the student's individual level of need.

Evidence of Effectiveness: According to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in the Visible Learning Classroom, Comprehensive interventions for student centered teaching has an effect size of .54 on student learning. Using small group learning has an effect size of .49.

Evaluation: Teacher, Coach, Interventionist and Administrator will look and discuss data at Collaborations.

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

Minidoka District school calendar has scheduled Professional Development days and workdays throughout the school year which we will utilize for collaboration.

Our Instructional Coach will help the principal to coordinate the collaboration objectives.

Data is collected, stored, and updated in the Milepost program.

The intervention specialist will receive training through the SSIP, School Systemic Improvement Program.

Student progress is addressed at grade-level team meetings and at monthly RTI meetings.

Our testing team gives routine benchmarks and progress monitoring testing.

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

Interventions are in place for Tier 1,2,3 student needs.

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

www.minidokaschools.org

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

An agenda will be used for each collaboration meeting and minutes will be taken which will be provided to each teacher as a guideline throughout the year.

The Instructional Coach and Intervention Specialist will review with each grade how objectives are being met during monthly collaboration meetings.

Effectiveness will be evaluated by each grade meeting the Smart goals on the spring assessments designated in the plan.

Assurances

EVERY STUDENT SUCCEEDS ACT (ESSA)

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

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

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

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

CIVIL RIGHTS

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

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

DISCRIMINATION

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

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

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

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

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 2 CFR Part 180 (OMB

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

Guidelines to Agencies on Government Wide Debarment and Suspension (Non-procurement), as adopted at 2 CFR Part 3485", and C.F.R. 200-212 Subpart C Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

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

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

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

- A. The applicant certifies that it and its principals:
 - a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;³³¹
 - b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
 - d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

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

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

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
 - a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace;
 2. The grantee's policy of maintaining a drug-free workplace;
 3. Any available drug counseling, rehabilitation, and employee assistance programs; and
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement; and

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

2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
- f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

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

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

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UNIFORM GRANT GUIDANCE

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

CERTIFICATION

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

Approved by: mwidmier@mcs.local

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

Paul Elementary School School Improvement Plan

Updated: 2022-2023

Blue indicates the item has been reviewed and/or updated.

Stake Holders

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

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

Stakeholder Name	Position
Ellen Austin	Administrator
Josh Greenwalt	Asst. Administrator
Elissa Evans	Instructional Coach
Michele Widmier	MCSD School Improvement Director
Celeste Knopp	Parent

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Needs Assessment:

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

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

The school leadership team is chaired by the school administrator. The administrator meets with instructional coach, team leaders, and parents monthly. The administrator is responsible for meeting bi-monthly with district leadership. The responsibility of the agenda is created by the administrator and shared for the team to add to the agenda as needed. The formative and summative assessments used are evidence based. The data is gathered every 6 weeks. Teams meet in collaboration and data is used to guide student instruction and intervention groups. The administrator is responsible for communicating with staff, families, and other stakeholders.

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

Paul Elementary is 70% free and reduced lunch. The student population is 40% Hispanic. The community has had similar demographics for several years, and the unemployment rate is on a decline. The community economic status is improving and rising which has created some disadvantages in terms of funding for title one and food service areas.

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

Paul Elementary 2016-2017 academic proficiency data includes:

ISAT ELA	ISAT Math
3rd - 50.2%	3rd - 48.2%
4th - 60.0 %	4th - 52.9%
5th - 54.5%	5th - 53.2%

Paul Elementary 2017-2018 academic proficiency data includes:

ISAT ELA	ISAT Math
3rd - 46%	3rd - 52%
4th - 53 %	4th - 68%
5th - 63%	5th - 54%

Paul Elementary 2018-2019 academic proficiency data includes:

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ISAT ELA	ISAT Math
3rd - 41%	3rd - 44%
4th - 40%	4th - 41%
5th - 55%	5th - 42%

Paul Elementary 2020-2021 academic proficiency data includes:

ISAT ELA	ISAT Math
3rd 49%	3rd - 43%
4th 44%	4th - 29%
5th 46%	5th - 26%

IRI 2017 - 18

K - 82.9%

1st - 57.3%

2nd - 74.7%

3rd - 84.4%

NEW - ISTATION -IRI 2018-19

K - 58%

1st - 59%

2nd - 64%

3rd - 60%

IRI 2019-2020

K - 63 %

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1st - 58 %

2nd - 62 %

3rd - 74 %

IRI 2020-2021

K - 35 %

1st - 47 %

2nd - 62 %

3rd - 64 %

IRI 2021-2022

K - 47 %

1st - 51 %

2nd - 74 %

3rd - 72 %

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ISAT ELA strength is writing for narrative, opinion, and informational. Our district is providing professional development for writing by a teacher that knows our curriculum and it's weaknesses.

ISAT ELA weakness is reading informational and literary text within or across the text. Professional development in the areas of standard alignment and depth of knowledge will benefit the instructional strategies.

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

ISAT Math strength - Generalize place value understanding for multi-digit whole numbers, and interpreting numerical expressions, and representing and interpreting data, build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers, and build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

ISAT Math weakness- Use the four operations with whole numbers to solve problems, familiarity with factors and multiples, and to solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. The district is providing professional development for Math, through Boise State.

IRI strength is comprehension and letter knowledge.

IRI weakness is spelling and vocabulary. This weakness in literacy was pinpointed as an academic need and was provided with targeted assistance with a certificated Interventionist.

Dyslexia training is being implemented through the SMART cohort as well as Rosie Santana M.ED Senior Advisor for Literacy, Equity and English Learners NW RISE Region 17 Comprehensive Center Network.

4. **Student Learning Needs:** *Based on the specific student learning needs identified, provide a description of the process used to identify the root causes that if solved would result in higher outcomes for students. If for example, ELA achievement (based on ISAT) is below the state average in grades three and above, a root cause analysis would track trends beginning in kindergarten to understand where the gap begins in student learning. A non-example would be focusing all of the improvement efforts on grades four and five.* Student-specific learning needs have been identified by looking at each grade level's strengths and weaknesses. The first breakdown in scores is in the first grade. A determination by a third-party evaluation, Northwest Literacy Co-op, indicates a need to strengthen orthography beginning in K. The weaknesses were identified and root causes have been identified as a stronger need for phonics and phonemic awareness instruction for grades K-5.

The ISAT ELA for 3rd-5th grade indicates a need for an improvement in text analysis in the informational and literary text.

The ISAT Math scores for 3rd-5th show a weakness in problem-solving. The root cause analysis seems to indicate a lack of problem-solving opportunities beginning as early as Kindergarten.

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

The ELA curriculum being used at Paul Elementary is our district adoption called Wonders by McGraw Hill. Fidelity in the curriculum is important and expected since it is the current evidenced adoption. Fidelity is monitored with lesson plans, observations, and the Instructional Coach.

The Math curriculum has been adopted meets or exceeds the Idaho Core Standards. This curriculum is currently being delivered with high intentions of fidelity. Fidelity errors that are encountered are mostly due to pacing and inexperience. The fidelity of the curriculum is monitored by observations and lesson plans.

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

The teacher teams meet once a week for ELA and Math instruction review. The teacher teams adjust their instruction to meet the needs of all the learners based on CORE phonics assessment, and iStation assessment data. The students are grouped heterogenous for core instruction, homogenous for interventions, and mixed as necessary for skill acquisition.

All students are progress monitored every 4 weeks using the iStation reports to identify students' needs. Students that are strategic or intensive are probed and monitored more often according to each student's educational Results to Intervention Plan.

The newly adopted ELA curriculum is currently being taught with fidelity with a rigorous pacing calendar. The adopted math is being taught with fidelity as recorded in observations and compared to the pacing calendar.

IReady math assessment has been incorporated as a benchmark. This assessment aligns with the standards and is being used as a factor of progress for students. 338

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

The grade-level teams meet once weekly to discuss ELA and Math instruction, curriculum, and student needs. During these meetings, teams evaluate the scope and sequence for ELA and Math.

The entire team of teachers, paraprofessionals, instructional coaches, special education teacher, and administrator meet monthly during collaboration to review data and discuss student needs.

The district provides professional development for the adopted Wonders ELA curriculum and standard alignment across grade levels.

8. **Universal Screening:** *Are all students screened to identify who needs additional support? Is there Kindergarten screening? How often are students screened and when? What universal, evidence-based, reliable and valid screening tools are used to identify students at risk? (in ELA? in Math?) Do the tools have defined cut scores for determining who is at risk? Are different/additional measures used to identify students who are English Learners and not achieving academically? Students who are socially at risk and not achieving? Are there clear decision rules for determining accuracy of decisions? How*

are screening decisions reviewed to determine accuracy and adjust decision rules or follow-up procedures accordingly? How is the information documented? How is it shared with teachers, families, school Leadership Team? What are the follow-up procedures?

All students are screened to identify who needs additional support at the beginning of the year. Kindergarten is screened prior to school. The formative and summative assessments given every four weeks gives an updated view of the students progress in the same way as a screener.

The screeners that are used to identify students at the beginning of the year for ELA is iStation and CORE Phonics. The Math screener is M-Comp and iReady math assessment. The screeners have nationally normed cut scores that help identify students that are currently proficient, strategic, or intensive.

ELL students are screened with the state provided Access/WIDA assessment tool.

The RTI team has screeners and behavioral assessments for students that are socially at risk and not achieving. This is provided by referral by the administrator, the teacher, or parent. The screening decisions are reviewed to determine accuracy and need for adjustment by the collaboration team of teachers, para-professionals, instructional coach, special education teacher, and administrator.

A digital record of student changes is kept during the meeting. The new groupings and lists are re-distributed among team members. The team meets monthly for follow up on student placements.

9. **Tiered Instruction and Academic Interventions:** *In what areas are academic interventions provided? How often? To what extent are tiered interventions used to focus on foundational skills that support students' progress in core instruction? How are tiered interventions coordinated to support student progress in core instruction? Are the interventions pull-out or push-in? What is the size of the groups? What evidence-based programs and instructional practices are used for interventions? In ELA? In math? To what extent do these programs demonstrate efficacy with target populations? How do the interventions support the needs of students from diverse cultural and linguistic backgrounds? How is explicit instruction used? Who provides tiered interventions (teachers, paraprofessionals, Title I teacher, volunteers)? If tiered interventions are provided by an instructional paraprofessional, who will plan the instructional activities and who will evaluate the achievement? How is progress monitored? What tool is used? What decision rules are used for determining how progress is being made, when a student needs an instructional change or may be referred to more intensive supports? How often does progress monitoring take place? Who participates in the process? Which students receive progress monitoring?* ³³⁹

Academic interventions are provided in reading, writing, and math. The tiered intervention system is implemented to ensure all students receive 90 minutes of core instruction. Tier 2 students receive an additional 30 minutes of homogenous small group instruction in the form of push in supports using the curriculum provided differentiated instruction and supports. Tier 3 students receive an additional 30 minutes of homogenous small group instruction provided by the special education teacher or interventionist. In ELA, the adopted Wonders program provides evidence-based interventions to strengthen the areas of concern that is identified by the iStation assessment.

In math, the intervention is a push in program that is skill specific using iReady assessments and classroom data as a guide. These programs are equally effective for ELL learners, low socio-economic learners, and special students. The paraprofessionals provide the intervention in

small group instruction or individual assistance. The evidence-based programs have lesson mastery assessments built in every 10 lessons to provide feedback about effectiveness. The assessment provides scores needed to move on to the next topic. The certificated teacher and/or instructional coach provides supervision for the paraprofessional activities and lesson development. Progress monitoring for the intervention programs occurs every 10 lessons, and the school progress monitors all students every six weeks. This second set of data for the strategic and intensive students is valuable for data verification.

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

The school start time is 7:45 am to 2:45 pm. The start/end time is above the state required amount of time for K-5th-grade students. There is a master schedule designed to provide exact timing for core for 90 minutes and interventions for 30 minutes while providing the maximum amount of paraprofessionals for student support. There are two extended learning opportunities in Tier 2 and Tier 3 times slots provide an additional 30 minutes each in the master schedule. During the intervention time slots on the master schedule, proficient and advanced students are provided with enriched and accelerated ELA learning activities four times a week for 30 minutes. All students participate in 340 extended learning time. Proficient and advanced students are provided enrichment opportunities while the strategic and intensive students receive the needed skills according to the data. All students will be provided grade-level content standards as a core curriculum in a heterogeneous group. Summer school is not part of the intervention process.

The extended learning opportunities provided to add to the education such as physical education, music, computers, library, digital citizenship, STEM, robotics, and arts and crafts.

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

The school psychologist provides group counseling that involves anger management and friendship skills. The groups are developed based on referrals from teachers, administrator, and parents.

The school nurses provide a hearing and a vision screening, as well as maturation for 4th-grade students and tobacco / vaping awareness for 5th-grade students.

The county health nurses provided flu shots to students with parent permission.

Delta Dental provides sealants to K-2 students.

West Minico provides student tutors every morning to K-5 classrooms.

The fifth-grade teachers send peer tutors to the K-1st-grade classes in the afternoons.

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

The students participate in physical education, computers, library, and music. The core curriculum is often delivered using technology and the students often use technology as part of the learning process. Digital robotics and coding are available and used various times to give the students an opportunity to learn 21st-century skills.

5th grade students are offered orchestra twice a week.

Robotics camp is offered during the summer.

Music competitions are offered during lunchtime periodically during the school year.

The school fundraiser is a 1 mile run to promote the importance of a healthy lifestyle and includes all students and family.

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

Not applicable

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

The instructional coach and Kindergarten teachers provide information and enrichment to preschool students that are preparing to enter the school. Information that teaches parents how to prepare their students is given along with material resources such as crayons and books to use as resources during the summer.

At the end of the school year, the 5th-grade teachers meet with the counselor from the junior high to discuss the important information to help transition difficult students.

The students spend an afternoon at the end of their 5th-grade year at the junior high school. They meet the principal and teachers as well as take a tour of the building.

The district provides a day before the rest of the school starts for 6th-grade students to attend and re-orient themselves to the building. They attend classes to learn about location, lockers, and class expectations.

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

Professional development days are built into the calendar. The days are used to improve the teaching craft and implement the new curriculum as needed. The agenda may include curriculum development, Idaho Core Content Standard review, assessment analysis, data analysis, or other professional standards needed. 342

The teachers participate in professional development about once a month. Technology professional development is provided by the building tech person in the form of different classes each month available as a volunteer opportunity. Signups are available and scheduled by the district Tech Specialist.

Data analysis is provided once a month with the Instructional Coach.

The expectation of school leadership is to participate and provide regular and ongoing activities that will improve the teachers' skillset. The professional development decisions are made with the input of teachers, instructional coach and District Student Achievement Director. The professional development provided at the district level is agreed upon by the administrators and is usually relative to the district curriculum. The administrator monitors the attendance for professional activities with digital or paper sign-in sheets for each activity.

Outside professional development by Rosie Santana of the Education Northwest for ELL learners has been implemented to help teachers understand the needs of our ESL population.

Jamie Garza has provided additional ESL workshops to help teachers improve their skills.

Boise state has provided professional development for all teachers and have small groups of math lesson study groups to provide a more intense learning opportunity for teachers that are ready to improve their skill set.

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

The family and engagement plan is reviewed annually by the Parent Teacher Organization.

The families are offered opportunities to come to the Parenting classes, math strategy information, and technology integration.

Family engagement plan is shared with parent groups each year and the school and district levels and discussed as needed.

Parent group meets with staff members once a month to discuss concerns and upcoming events.

There is a district family engagement policy.

Parenting the Love & Logic Way is offered in English and Spanish 2 times per year with one session located our the school for family convenience.

English Language Acquisition classes are offered in collaboration with CSI at the district.

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

100% of the teachers meet state certification requirements due to state alternative authorization allowances. Local universities are contacted to provide potential candidates. A \$750 sign-on bonus is offered by the district to recruit teachers. A mentoring program is offered to all new teachers. The best option is to help and encourage highly qualified paraprofessionals to earn their teaching certificate. Networking with teachers and the community to provide candidates. Provide a school-wide climate that encourages new teachers.

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

The Title 1-A program is coordinated with the state K-3 Literacy program using the 3 Tier system of instruction. The importance of parental instruction to help their students.

The Title 1-A program is coordinated with the RTI (Results To Intervention) program identifying at-risk students and created a plan for educational support. The RTI team includes the administrator, instructional coach, special education teacher, RTI coordinator, classroom teacher, and the parents.

A transition meeting to coordinate with pre-school for kindergarten transitions to the school.

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

Teams coordinate with special services across the district for Homeless and Migrant liaison.

The district provides Safe Schools online learning to help with the overview of many topics that contribute to a knowledge of laws and best practices.

The Safety committee has funded training with PBIS - Positive Behavior Intervention Strategies and the school has done follow up professional development with a behavior specialist.

An RTI team meets monthly with parents to create plans for students that are at risk either academically or behaviorally.

The K3 Literacy is a plan created by teachers and parents to meet the need of students K-3 that do not meet proficiency levels according to the IRI.

Plan Components

Prioritized Needs

Need # 1 Description: Based on the Needs Assessment, the Paul Elementary team has reviewed the data finding 55% of the student population below proficient, and therefore determined a need in the Academic Area of ELA.

SMART Goal: The academic scores of Paul Elementary will improve 2% each year based on the IRI and iReady assessments for the academic years of 2022-2023.

Evidence-Based Interventions:

- 1-1 Intervention Strategy:** Paul Elementary has implemented a research based curriculum, Wonders, aligned to the Idaho Common Core Standards that has been approved by the state of Idaho.
- Evidence of Effectiveness:** According to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in the Visible Learning Classroom, research indicates that a comprehensive instructional curricula has an effect size of 0.72.
- Evaluation:** The Instructional Coach, Intervention teacher, admin, RTI coordinator and SPED teacher will meet to review data. The admin and instructional coach will perform observations with follow procedures based on the scores. Monthly and benchmark assessments will be used as reference data.
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- 1-2 Intervention Strategy:** Paul Elementary will implement comprehensive literacy skills that include teaching and instructional strategies for orthography that will benefit the ENL and low socio-economic students.
- Evidence of Effectiveness:** According to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in the Visible Learning Classroom, quality teaching and instructional strategies emphasizing learning intentions has an effect size of 1.29 on student learning.
- Evaluation:** The Instructional Coach, Intervention teacher, admin, RTI coordinator and SPED teacher will meet to review data. The admin and instructional coach will perform observations with follow procedures based on the scores. Monthly and benchmark assessments will be used as reference data.

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

- I. Wonders ELA adopted curriculum aligned to the Idaho CORE standards has been retained in the 2019-2020 school year.
- II. Professional Development for Teaching and Instructional Strategies
 - * 6 days 2018 - 19
 - * 4 days 2019 - 20

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- * 4 days 2020 - 21
- * 7 days 2021 -22
- * 7 days 2022 - 23

Coaching with available substitutes for teacher observations

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

www.minidokaschools.org

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

The benchmark assessments and monthly progress monitors are used to monitor students growth. The assessments are IRI, CORE Phonics, iReady, and the iStation assessment. These benchmark assessments have nationally normed cut scores that help identify students that are currently proficient, strategic, or intensive. The benchmarks are reviewed and decisions are made during RTI sessions to determine the effectiveness of curriculum and need for adjustment by the collaboration team of teachers, instructional coach, and administrator. A digital record of student scores is maintained. ³⁴⁶

The building principal will use observations of instruction and give teacher frequent feedback on instruction and interventions.

Assurances

EVERY STUDENT SUCCEEDS ACT (ESSA)

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

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

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

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. Each applicant will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;

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5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—
 - A. submit such reports to the State Educational Agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - B. maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

CIVIL RIGHTS

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

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

DISCRIMINATION

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

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

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

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

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

1. LOBBYING

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

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

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

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

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

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

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

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

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DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

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

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

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

UNIFORM GRANT GUIDANCE

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

CERTIFICATION

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

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Approved by: mwidmier@mcs.local

Rupert Elementary School School Improvement Plan

Updated: 2022-2023

Blue will indicate that the item has been reviewed and/or updated.

Stake Holders

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

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

Stakeholder Name	Position
Angela Davidson	Administrator
Tamara Carter	Asst. Administrator
Nicole Bradford	Instructional Coach
Michele Widmier	MCSD School Improvement Director
Tiffany Gates	Parent
Teresa White	Teacher
Chelsey Ryan	Para
Katie Hartley	Secretary

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2019-2020 Needs Assessment:

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

At Rupert Elementary our School Leadership Team consists of a teacher, para-professional, parent, secretary, coach, assistant principal and principal. The principal chairs the team. Decisions in the school are based on team input. The team leaders meet once a month for team leader

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meetings. We meet at least once a month for a staff meeting, as well as meeting every month to collaborate and discuss data to make student intervention decisions. Two times a month we meet as a district leadership team to discuss agenda items set by the superintendent. We have work sessions prior to most board meetings where the administrative team has the opportunity to discuss items of concern or success with the board of trustees. This is a very helpful and productive team building process. Most agendas are set by either the superintendent or principal, however, others can offer input and have items placed on the agenda.

Data drives all decision making. Both formative and summative data are used to drive both district and school decisions. All professional development activities are based on needs determined by student data. Student placement in intervention groups is also based on the extensive data collected monthly within our building. At Rupert Elementary we have numerous ways we communicate with staff, families and other stake holders. Each week the principal sends out an agenda of weekly events so staff are aware of activities, testing schedules, and meeting reminders. Teachers communicate with families on a weekly basis and sometimes daily with homework and classroom newsletters. As a school we send home a monthly school newsletter to parents so they are informed of activities and upcoming community events scheduled at the school.

2. **School & Community:** *Describe the school community demographics. Have there been recent changes in the community, such as school staff, administrator, and board changes; rising unemployment; etc. which have adversely impacted the school community? What efforts have the school and/or district used in the past three years to address these issues?* 351

At Rupert Elementary we have 634 students K-5. This is the fifth year for the principal. 68% of the students qualify for Free and reduced lunch. In recent years there have been many changes in the district as well as many staff have retired from Rupert Elementary. This has been challenging due to the fact it has been difficult to find highly-qualified, certified teachers to teach in the classroom. We have incorporated a mentoring program to help teachers get additional training. Effective training and professional development have been offered to assist in developing teaching competence and confidence in staff. Our focus is to build relationships with our staff in hopes that they will love where they teach, and not want to leave the district.

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

Rupert Elementary proficiency data is as follows:

ISAT ELA

3rd - 24%

4th - 37%

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5th - 43%

ISAT Math

3rd - 27%

4th - 27%

5th - 21%

IRI

K - 37%

1st - 42%

2nd - 64%

3rd - 56%

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ISAT ELA

Our Wonders curriculum is helping to meet the Idaho Core Standards. We are also part of the SMART program which provides extensive professional development for our teachers, coaches, interventionist, and administration . Teachers are being helped also through reading coaches that come in different times throughout the week.

ISAT Math

Our DMTI1 program is very rigorous and our teachers are working hard to make sure that students are grasping the content. We have a DMTI group that has been helping us with our Math professional development. We have also adopted a new diagnostic for K-5 and intervention program called i-Ready.

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Each grade level has different strengths and weaknesses. We are focusing on spelling and phonemic awareness. Istation is being used as a monitoring tool to help give immediate feedback to the teacher of their students' strengths and weaknesses.

Other data suggests that what we are teaching students is helping them achieve good growth throughout the year. However, the weaknesses we are seeing seems to show that we still have many students who are behind where they need to be when moving into the next grade level. We are currently trying to determine what changes can be made to help students reach the benchmark goals before moving to the next grade level.

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

With the effects of COVID and all of the online learning for students, a large number of our students are more behind than normal.

Rupert Elementary uses current data to determine the student learning needs for all students K-5. We have a strong reading curriculum in which we are confident will address some of the student's academic needs. Based on our demographics, we also know that we have challenges that are related to our socio-economic status. We are constantly striving to bring kids up to expected levels, even though they come from challenging home situations. Having all day kindergarten is helping us bridge this gap. The rigorous curriculum will help us address our needs as well, along with an intervention program we have started. Utilizing the hours in the day will also help to get our students to the level of proficiency we expect at Rupert Elementary. Another challenge is high mobility between elementary schools. The elementary schools are working together to make sure we make the changes between schools in district fluid for students. This helps students transition between schools more successfully. 353

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

Our district has adopted the Wonders Reading program. It is a program that we are following with fidelity. The curriculum should address the rigor of the common core standards and with teaching with fidelity we expect scores to improve. We are also using the Heggerty program to help with phonetic instruction. In the math area we are in our second year of using the DMTI program. We are teaching the program with fidelity. Fidelity is monitored by mandatory lesson plans turned in, classroom visits and weekly planning meetings with grade levels. Our district only allows us to use research/evidence based curricular materials. We observe our classrooms frequently to see how the curriculum is being taught, and determine if lessons are taught with fidelity. Intervention needs are based on their Tier level. Tier 1 students receive core instruction, Tier 2 have differentiated instruction based on needs, and Tier 3 students are Special Education students and receive instruction based on their level.

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

Core instruction is provided to all students at each grade level for 90 minutes a day. Core instruction has all students whereas differentiated instruction is taught at the student's ability level. At Rupert Elementary we administer progress monitoring tests, (AIMSweb, iReady, ISIP and CORE Phonics). The data gathered from these assessments, along with daily classwork is used to determine student placement in intervention groups, in order to individually address all student's learning goals. Students are grouped based on their abilities using data such as ISIP scores, class assessments and well as curriculum assessments. Instruction is tiered to determine placement.

Teachers also meet together as a grade level to discuss lesson plans for ELA and Math. Using data from numerous pieces of data teachers make adjustments based on the student's needs.

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

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To align our teaching and learning, we have grade level collaboration. There is also a district wide scope and sequence calendar for Math and ELA. Direct instruction strategies are expected in both ELA and Math. Grade level teams have common preparation times and meet twice a week to plan for ELA and math instruction. We have literacy and math calibration visits from outside professionals to give us feedback on our instruction. Professional development days are also opportunities for staff to discuss what was learned during PD. There are many opportunities for grade level collaboration. Time is set aside for across level planning. The teams also meet two times a month with the administrative team, as well as the special education team to discuss data and place students in intervention groups based on their needs.

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

Prior to the start of the next school year, all soon to be Kindergarten students are screened so we can identify who may need additional help right off the start of the new school year.

All students at Rupert Elementary are screened to identify students needing additional support. We give the Istation test monthly throughout the school year. The WIDA screener and Access 2.0 is used to determine proficiency levels for ELL students. The Core phonics test is utilized to help determine placement in intervention groups, along with monthly fluency progress monitoring. Our district also uses the ISIP to progress monitor our students, to help them familiarize themselves with the new IRI. Cut scores are embedded in the assessment as national norms and are provided in the reports. All data is shared and discussed with staff in collaboration meetings monthly. Updated intervention lists are shared with staff to review data and evaluate placement. Clear rules are in place to determine placement in either intensive, strategic, benchmark or challenge intervention groups. Instruction adjustments are discussed and decided upon as a team. If students do not make continued progress, we refer them to the RTI team where further interventions and data are implemented. Parents are key players in the overall process of helping the child be successful. The parents attend meetings set up to assist/ share ideas and input, for the child's academic success. We communicate with parents regularly in regards to student progress, IEP , RTI, and parent involvement activities.

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

Tiered instruction is implemented in writing, ELA and math. Tiered interventions are coordinated to support core instruction by following the standards set for the grade levels. All lower intervention groups have no more than 8 students in their groups. All instructional programs are scientifically researched/ evidence based. Grade level teams work together to plan the instructional activities. We have such a diverse population that we have had to implement some strategies that work well for all students, not just our minority students. Explicit instruction is used consistently in grade level teams so that each team is as uniform as possible with their pacing and lesson delivery. All staff is utilized to help improve student proficiency. All Para-educators help with instruction during intervention times. They have been trained by the instructional coach to maintain consistency and high expectations for learning. Tier 2: homogeneous students receive 30 minutes of additional instruction. Tier 3 - Early Interventions in Reading, Phonics for Reading, and Reading by Design are done during intervention time. Those students who are academically below the average are taught during Interventions using the Wonder Works program. The RTI team decides when it is time to recommend a child for testing. Students are progress monitored numerous times throughout the year to help determine needed adjustments to placement and instruction. Grade level teams will at times intervene and advocate for special education testing if it appears the process is taking too long.

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

The scheduled learning time for Rupert Elementary School is from 7:45-2:45. Students attend school 4 days a week, with a total of 146 student contact days. We have a daily instructional schedule that each classroom teacher follows. The schedule includes interventions for reading and math. These interventions are taught Monday through Thursday for 30 minutes. Monthly, on a Friday we have collaboration, where we meet with all paras and teachers to review data for intervention placement. The school day hours meet the time requirement set by the state. The master schedule is set so that every staff member knows where they need to be and what time. Reading Core has 90 minutes, Math has 90 minutes, interventions for both are 30 minutes, Writing has 30 minutes, and Science/Idaho History has 30 minutes. We also have several additional opportunities to provide for enrichment and extended opportunities. We have a Gifted and Talented teacher that teaches one day a week, servicing our qualified GT students to give them advanced opportunities for learning. We also utilize the Imagine Learning program to help our ELL students who struggle in the reading area, to have an opportunity to develop more reading practice and fluency. We determine which students would benefit from the extended learning times based on their data results and teacher input. Some of the students who participate in extended learning programs are also eligible to participate in summer school offered by the district. ³⁵⁶

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

During the school year, we have offered a few different services to students that have non-academic needs. We have a counselor who provides social groups to help with making friends. She also provides one-on-one counseling. Each classroom teacher teaches Zones of Regulation to help students that are struggling with their behavior. The nurses are here twice a week and provide assistance to students in medical need. They also help organize hearing and vision screenings, along with the maturation program. Delta Dental provides sealants to K-2 students with parental permission.

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

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As a school we address well-rounded education in several ways. We are fortunate to have one to one devices for our students to utilize to enhance their technology skills. Our goal is to expose them to non-traditional methods of learning, which is also the way of the future. We expose our students to music. Each grade level has the opportunity to put together a musical performance for the community. Our 4th grade teachers incorporate the Idaho History curriculum into the instructional day as well. Our students are also fortunate to have Computers, PE, Art and Library at least once a week/6 days for 45 minutes.

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

As a school we address well-rounded education in several ways. We are fortunate to have one to one devices for our students to utilize to enhance their technology skills. Our goal is to expose them to non-traditional methods of learning, which is also the way of the future. We expose our students to music. Each grade level has the opportunity to put together a musical performance for the community. Our 4th grade teachers incorporate the Idaho History curriculum into the instructional day as well. Our students are also fortunate to have Computers, PE, Art, and Library at least once a week for 45 minutes at least every week/6 days.

- 12. School Transitions:** *If you are an elementary school, what process or activities do you conduct to assist preschool students in successfully transitioning³⁵⁷ from early childhood programs (such as Head Start, IDEA, or state run preschool) to Kindergarten? If you are an elementary, what process or activities do you conduct to assist elementary students in successfully transitioning from elementary to middle school? If you are a middle school, what process or activities do you conduct to assist middle school students in successfully transitioning from middle school to high school?*

To assist preschool students in successfully transitioning to Rupert Elementary we have had our staff attend the preschool to learn what and how they are teaching the students. Our instructional coach and interventionist have made packets for our incoming Kindergarten students to work with over the summer before attending Kindergarten. The Head Start program sets up a meeting for parents whose children will be transitioning to kindergarten as well. Our kindergarten team attends the event and shares information with the parents about kindergarten at Rupert Elementary. We also have a kindergarten orientation day where parents and their child can meet the kindergarten teachers and learn about procedures.

Our 5th grade students have the opportunity to hear a presentation from the middle school counselor to review classes that are available at the middle school. The 5th grade students also have the opportunity to visit middle school with their parents for an orientation of expectations and activities available at the middle school. Our 5th grade teachers have been in contact with the department leads at the middle school to learn ways to help the 5th grade students to be successful. Our teachers also give extensive information about students and their abilities to the 6th grade teachers so that students can be placed in classes that will suit their academic and emotional needs.

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

Professional development activities at Rupert Elementary are decided on in many ways. A needs assessment is sent out each year to all staff to give input on what we are currently working on, and what areas staff feels we still need to address. Classified staff are invited to attend professional development activities offered to teaching staff. The classified staff have a voice in what training they feel would best help them be an effective instructional support. Staff is expected to participate with district-wide professional development, which happens up to 3 or 4 times a year. Professional development sessions are taught by high-quality professionals as well as knowledgeable district trainers. Our instructional coaches also teaches mini lessons, offers support, trains paras in intervention curriculum to help maintain effective delivery of instruction and best teaching strategies. Professional Learning Communities are embraced by all staff. Collaboration/Instructional planning³⁵⁸ time is set within the daily schedule to give teams the opportunity to plan and review data. We utilize numerous points of data to make instructional decisions for our students. Professional development is held in high regard and all staff understand that no one is to miss a training unless it is an emergency. Professional development is a team effort so administration and coach attend along with the staff. The staff set an overall instructional focus goal or goals for the year. Professional development is planned based on school goals and needs. The leadership team at Rupert determines needs for PD based on input from all staff. We also look closely at areas of weakness in data and then plans building professional development based on those needs. All professional development activities have sign in sheets to verify attendance. We have also incorporated training for staff for English Learners. We have found the strategies we have learned for EL students also work well for other students as well. This year we have continued our partnership with MaryBeth Flachbart and Rosie Santana to help improve our literacy instruction.

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

Family and community participation help students be more successful due to the schools' partnership with the parents. We have a district policy on parent and community involvement that is reviewed and distributed annually. Each year at the beginning of the year we meet with our parent group and share ideas about working together and familiarizing them with our policy. We also visit with the parent group during

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our monthly meetings about ways to best utilize money available for parent involvement activities. At Rupert we have a Community Involvement Committee made up of staff members who meet monthly to set up various events for our parents, students and staff. The committee sets up one activity per semester. Our usual events consist of a Reading night, Math night, and/or Science night. At the district level Parenting the Love & Logic Way is offered in English and Spanish in our own buildings. English Language Acquisition classes are offered in collaboration with the College of Southern Idaho.

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

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

At Rupert Elementary School we have 100% of our teachers that meet the state certification requirements. We do have several teachers that are working on alternate authorizations, but have met the criteria set by the state. We work with the colleges allowing student teachers to come into our building to complete their observation hours and student teaching classes. We attempt to retain effective teachers by offering high quality professional development to our staff. Our district offers a mentoring program for new teachers in hopes of helping them with effective classroom management, best teaching practices, and routines for effective lesson delivery.

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As an aside, our retention of our nine new teachers is 100% or 89% if Drew decides to go elsewhere with gas prices as they are.

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

We coordinate with Head Start preschool teachers to answer questions about students moving into kindergarten. The 4-H extension office offers helping eating presentations for elementary students. Local dentist offices offer dental sealants to help our students stay healthy. We also coordinate with special services, the district homeless liaison, and migrant liaison for student and parent supports. Our district works together with literacy and mathematical professionals for professional development. Several staff in our building have been trained in the Positive Behavior Intervention Supports program. Our district also is involved with the Results to Intervention program. We utilize the procedures of the RTI process to make decisions about whether a student needs to be referred to special education based on several weeks of data collection.

The school improvement plan is developed in collaboration with staff, a variety of Federal, State, and local services, resources, and programs. The MCSD federal programs director oversees the coordination and integration of all federal programs and provides targeted support to the administration in implementing the aforementioned school improvement activities. This will continue.

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Plan Components

Prioritized Needs

Need # 1 Description: Based on our proficiency levels on iReady and ISAT scores, Rupert identified Math as a key area for improvement.

SMART Goal: We will increase Math scores by 5% moving students from tier 1 to tier 2 and/or tier 2 to tier 3.

Evidence-Based Interventions:

1-1 Intervention Strategy: All teachers will receive professional development based on the standards expected in their prospective grade levels. DMTI will be incorporated into all lessons.

Evidence of Effectiveness: According to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in the Visible Learning Classroom, focused professional development has an effect size of 0.41 on student learning. Using a comprehensive instructional program has an effect size of 0.72.

Evaluation: The number of students moving from tier 1 to tier 2 and/or tier 2 to tier 3 will be used to evaluate the effectiveness of this strategy.

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1-2 Intervention Strategy: Small group instruction will be given at the student's individual level of need.

Evidence of Effectiveness: According to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in the Visible Learning Classroom, Comprehensive interventions for student centered teaching has an effect size of .54 on student learning. Using small group learning has an effect size of .49.

Evaluation: Teacher, Coach, Interventionist and Administrator will look and discuss data at Collaborations.

Prioritized Needs

Need # 2 Description: Based on our proficiency levels on IRI and ISAT scores, Rupert identified Reading as a key area for improvement.

SMART Goal: We will increase Reading scores by 5% moving students from tier 1 to tier 2 and/or tier 2 to tier 3.

Evidence-Based Interventions:

2-1 Intervention Strategy: Teachers will receive professional development based on Phonemic and Phonological Awareness and Dyslexia.

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Evidence of Effectiveness: According to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in the Visible Learning Classroom, focused professional development has an effect size of 0.41 on student learning. Using a comprehensive instructional program has an effect size of 0.72.

Evaluation: The number of students moving from tier 1 to tier 2 and/or tier 2 to tier 3 will be used to evaluate the effectiveness of this strategy.

2-2 Intervention Strategy: Small group instruction will be given according to the student's need 4 days a week.

Evidence of Effectiveness: According to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in the Visible Learning Classroom, Comprehensive interventions for student centered teaching has an effect size of .54 on student learning. Using small group learning has an effect size of .49.

Evaluation: Data received and discussed in Collaboration will be used to evaluate the effectiveness of this strategy.

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

- PD Follow-up
- DMTI Professional Development
- Availability of Dyslexia PD

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

www.minidokaschools.org

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

The SWIP will be monitored and evaluated for effectiveness through classroom observation, student progress monitoring, collaboration of data, staff feedback, and parent input. Effective teaching practices will be monitored by both educators and administrators. Feedback will be shared with staff in a timely manner. Observation data will determine areas of need and professional development offered to ensure best teaching practices and strategies. Leadership teams meet twice monthly to collaborate. Input is encouraged and through face to face meetings and surveys. The guiding questions to help the team address the issues include:

- What are we doing well?

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- Where do we need improvement to best serve our student and family population?
- What are the next steps to address these needs?
- How will these next steps be monitored and/or evaluated with ethical efficacy?

A timeline of key steps to assure success include the following areas:

- The principal, coach, interventionist and grade level teams discuss student needs and any adjustments needed to improve intervention strategies.

Assurances

EVERY STUDENT SUCCEEDS ACT (ESSA)

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

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

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

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

CIVIL RIGHTS

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

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

DISCRIMINATION

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

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

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

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

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 2 CFR Part 180 (OMB

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Guidelines to Agencies on Government Wide Debarment and Suspension (Non-procurement), as adopted at 2 CFR Part 3485", and C.F.R. 200-212 Subpart C Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

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

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

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

- A. The applicant certifies that it and its principals:
 - a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;³⁶⁴
 - b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
 - d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

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

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

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
 - a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace;
 2. The grantee's policy of maintaining a drug-free workplace;
 3. Any available drug counseling, rehabilitation, and employee assistance programs; and
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement; and

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2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
- f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

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

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

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UNIFORM GRANT GUIDANCE

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

CERTIFICATION

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

Approved by: mwidmier@mcs.local

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

Minidoka Jr. High

School Improvement Plan

Updated: 2022-2023

Blue will indicate that it is ready to be added back into the SWIP.

Stakeholders

Stakeholder Name	Position
Michele Widmier	District School Improvement Director
Dyann Blood	Building Administrator
Lauri Heward	Community Member
Richard Jarvis	Teacher
Colton Bruns	Teacher
Terri Bruns	Teacher
Britton Bell	Teacher
Ricki Anderson	Teacher
Whitney Gibson	Teacher
Tonya Marie Judd	Parent

Needs Assessment:

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

The governance of the school leadership team is chaired by the building principal. Members of the team include all staff members, our Summit Success Manager, and a SDE capacity builder. The ongoing agenda is determined by the administrator and additions are made by team members as needed. Items for discussion are built on prior agendas and current school needs as determined by staff. The team meets informally on a daily basis, and bi-monthly using a formal, data-driven agenda. Decisions made by the school leadership team are determined through a group decision-making process that involves the entire staff. There are multiple opportunities for parents and the community to engage and provide input such as during Back-to-School events, student-led conferences, and the district Patron Parent Advisory Team. Parent input surveys are sent out to parents and the community throughout the year. The feedback is used to guide and plan going forward. Summative and formative assessments are used to determine student placement, remediation/support/intervention, and course planning.

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

Minidoka Jr. High (MJH) is a School-wide Title I school. They are a small rural alternative junior high school that houses the district's most at-risk students. Projected enrollment is between 50-60 students when we are

granted new school status. There were 32 students enrolled in 3 classrooms during the 2021/22 school year. Due to the shift to new school status configuration, the demographics report represents 2021/22 when this junior high was combined with Mt. Harrison High School. According to the demographics pulled March 1, 2019 for state Report Card reporting, our school included 100% at-risk students, 74% economically disadvantaged, 20% special education, 6% English language learners, 4% migrant and 5% identified as homeless.

The school staff consists of a math teacher who has been employed at MJH for two years, a new (to this school) English language arts teacher who has 31 years of teaching experience in a variety of content areas, a science teacher who has been employed at MJH for six years, and a first year social studies teacher.

In recent years our community has seen an influx of new housing and rising attendance across the district. The district experienced an entire replacement of district leadership over the past ten years and multiple changes to our school board and the superintendent position.

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

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

In 2021/22 Mt. Harrison Jr/Sr High was identified for comprehensive support and improvement because of persistently low graduation rates. Although the graduation rate is low, in reviewing our data, we discovered significant progress is being made. Overall graduation rates have improved from 15% in 2015 to 32.5% in 2018 and our 5th year graduation rate from 2017 has increased by 9% (25.3%-34.6%). This data will change for the Minidoka Jr. High site next year with their new school status.

Data indicates that one of our primary weaknesses is that incoming students are significantly below their peers academically. Other challenges include poor attendance and poor parental involvement.

Strengths include: building student and teacher relationships through the Summit mentoring program; positive recognition and incentives for on-track students, as well as successful project and power focus area completion. Summit Learning has motivated students to become more self-driven and better at goal setting and achievement.

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

Based on ISAT/SICA/MAP, and STAR scores, staff, parent and student input, MJH has identified specific learning needs tied to poor ELA and math performance as contributing factors to continued academic failure. A root/cause analysis conducted with stakeholders (parents, students and staff) indicated that root causes were poor attendance, behavioral issues, lack of parental involvement and limited student engagement.

As a result, it was determined that MJH would partner with the state IMEN (Idaho Mastery Education Network) in individualizing instruction and increasing individualized student support (for the past 4 years). The team visited schools throughout the state, and selected to also partner with the Summit Learning cohort for their platform and curriculum. Summit has provided a "Success Manager" to work with school leadership in data-driven decision making to ensure fidelity with the program, and increase student success.

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

Minidoka Jr. High uses a mastery-based curriculum through partnership with Summit Learning. Summit Learning aligns with Idaho Content Standards and College and Career Readiness Competencies. Core curriculum meets content standards and fidelity to content standards is maintained consistently. Fidelity is measured in team meetings, administrator observations, Summit and district data, and in review with the state capacity builder.

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

Student needs are assessed by their STAR and/or ISAT/SICA/MAP scores and credits needed for grade promotion. Teachers are looking at benchmark data, content assessments, projects, power focus areas, summative and formative classroom assessments to adjust their instruction to meet specific learning needs, including opportunities to meet proficient and advanced academic achievement levels.

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

Teaching and learning have been articulated in team meetings using data for decision making, conferences with the Summit Success Manager, and with our state capacity builder. The team at MJH collaborates daily to discuss and plan for increased effectiveness and expectations across contents and grades. The teachers share all of the same students in grades 7 and 8 and have that commonality in providing consistency and effectiveness.

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

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

9. **Tiered Instruction and Academic Interventions:** *In what areas are academic interventions provided? How often? To what extent are tiered interventions used to focus on foundational skills that support students' progress in core instruction? How are tiered interventions coordinated to support student progress in core instruction? Are the interventions pull-out or push-in? What is the size of the groups? What evidence-based programs and instructional practices are used for interventions? In ELA? In math? To what extent do these programs demonstrate efficacy with target populations? How do the interventions support the needs of students from diverse cultural and linguistic backgrounds? How is explicit instruction used? Who provides tiered interventions (teachers, paraprofessionals, Title I teacher, volunteers)? If tiered interventions are provided by an instructional paraprofessional, who will plan the instructional activities and who will evaluate the achievement? How is*

progress monitored? What tool is used? What decision rules are used for determining how progress is being made, when a student needs an instructional change or may be referred to more intensive supports? How often does progress monitoring take place? Who participates in the process? Which students receive progress monitoring?

Minidoka Jr. High uses a multi-tiered system of support to meet the unique learning needs of every student. Academic achievement determines progress and instruction. Students must successfully pass classes with a 60% or higher in order to obtain credit. The interventions are in place to support core instruction and academic development of independent working skills. All interventions are offered in small groups of 5 or less and follow a push-in format. Intervention programs include scaffolding the core curriculum. MJH also uses Summit mapping to help meet individual student learning needs. Evidence supporting the efficacy of these programs includes increased Summit reading and math scores, increased STAR/ISAT/SICA scores, and increased acquired credits. The needs of diverse populations, such as EL, migrant, and special education, are being monitored and tracked by specialists within the school and district. Certified teachers plan, deliver and monitor progress in interventions. Interventions are progress-monitored through program assessments, PowerSchool, Summit, SICA, STAR and MAP benchmark assessments. Decisions are made to adjust instruction or refer a student for more intensive support by the team, which consists of teachers, parents, and the student. Data and decisions are documented in the Summit platform and can be accessed by teachers in both the STAR program and SICA as well as in the team drive to address individual student learning needs, monitor learning contracts, and monitor tracking sheets to reduce recidivism.

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

Our district calendar has 171 student contact days and MJH operates on a semester system within that framework. Content classes are 73 minutes long four days a week and worked into the master schedule is a 33-minute mentor class, and 86 minutes of targeted intervention daily.

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

MJH has access to district sponsored school counselors trained in trauma counseling, a 0.75 FTE principal, a homeless liaison, an on-site English Learner coordinator, and 0.50 FTE special education teacher available to students each day. A district behavior specialist is available to support teachers working with students who exhibit challenging behaviors in the classroom. This program focuses on implementing best-practices for at-risk students. To meet the unique needs of our middle school alternative students, a full-time behavior tech teaches Zones of Regulation.

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

The SDE has identified the courses and credits required for promotion and MJH offers core courses to meet those requirements. To provide students access to enrichment opportunities, Minidoka Jr. High will offer limited health and physical education as well as career and technical education, and personal finance components.

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

To provide students access to enrichment opportunities, Minidoka Jr. High will offer limited health and physical education as well as career and technical education, and personal finance components.

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

Admission is granted through an intake interview process. Students transition from Minidoka Jr. High school after the completion of eighth grade to either Mt. Harrison Senior High School or Minico High School based upon individual student grades, behaviors, and attendance. The administrators from each school meet to determine the best placement on an individual basis; taking into consideration the best environment for each student to support continued academic and emotional success.

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

After a district Needs Assessment is conducted each spring, professional development plans are made for the school and district. Based on the needs assessment results, our district provides a number of district-wide professional development activities to all staff on topics ranging from instructional practices to technology integration. These, in conjunction with building level professional development activities, are tied to student academic achievement and required of all certified staff and are open to instructional paraprofessionals. Attendance is documented on sign-in sheets. The team focuses on professional learning during faculty meetings held after school or on Friday contract days. To a large extent, teaching and learning have been articulated through informal collaborations. The collaboration process centers on student data. We have been able to utilize a state capacity builder to provide additional support and to identify next steps for improvement. Minidoka Jr. High has a Summit Success Manager to support staff in data review of mastery education.

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

A Family and Community Engagement policy, as well as a school plan for implementing the policy, is in place and posted to the school and district websites and reviewed/updated annually. The District provides Love and Logic classes for parents in both English and Spanish three times a year. Family and community engagement is an area that MJH has identified as a high priority. To address this need we have added a variety of pieces to our family engagement activities, including creating a shared google document for weekly positive parent calls, providing three parent events yearly in addition to two parent-teacher conferences where parents are instructed in Summit platform usage. MHJH has a monthly parent letter with an analytics web page that is updated as needed.

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

100% of the educators at Minidoka Jr. High and 97.5% of all MCSD meet state and ESSA certification requirements. All staff at MJH have additional certifications and endorsements. We encourage local community members to pursue ABCTE qualifications and encourage our paraprofessionals to pursue career advancement. Ongoing professional development is recognized and encouraged. MJH fosters a family environment for all faculty and staff by holding a back-to-school parent night, recognizing staff birthdays, a staff Christmas Dinner, staff appreciation week and other team building activities.

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

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

Plan Components

Prioritized Needs

Need 1 Description:

At-risk students at MJH demonstrate an inability to regulate their behaviors, which negatively impacts their learning in the classroom.

SMART GOAL:

MJH will use Zones of Regulation to foster self-regulation and support emotional health and to decrease incidences of behavior referral.

Evidence-Based Interventions:

1-1 MJH will focus on training students on Zones of Regulation and Habits of Success for improved implementation and improved student social/emotional health.

Strong Evidence of Effectiveness: According to John Hattie Behavioral Intervention Programs has an effect size of 0.52.

Evaluation: Evaluation of this intervention will be based on the number of annual behavioral referrals.

Need 2 Description:

MJH has identified that math performance on the ISAT is in need of improvement.

SMART GOAL:

We will increase the % of students, who have 80% continuous enrollment, scoring proficient to 20% or higher in 2022-23.

Evidence-Based Interventions:

2-1 STAR testing will be used to progress monitor growth towards proficiency and we will celebrate student growth towards expected growth along the way.

Moderate Evidence of Effectiveness: According to studies conducted by John Hattie et.al. in Visible Learning, formative assessment has a 0.34 effect size on student achievement.

Evaluation: Students and staff will evaluate scores obtained from STAR to progress monitor growth towards achieving the expected annual growth determined by STAR.

Evidence -Based Interventions;

2-2 ISAT SICA assessment will be used in math classes to benchmark progress 2x a year.

Moderate Evidence of Effectiveness: According to studies conducted by John Hattie et.al. in Visible Learning, formative assessment has a 0.34 effect size on student achievement.

Evaluation: Interim assessment data will be used to determine progress towards proficiency and will be correlated to strengths and weaknesses identified for improvement in the STAR assessment.

Need 3 Description:

MJH has identified that ELA performance on the ISAT is in need of improvement.

SMART GOAL:

We will increase to % of students scoring proficient or higher on the ELA ISAT from 0% to 10% proficient for students who have been enrolled continuously for 80% of the 2022-23 school year.

Evidence-Based Interventions:

3-1 MJH has aligned ELA and Social Studies curriculum both vertically and horizontally to ensure that scope and sequence is appropriate and effective.

Strong Evidence of Effectiveness: According to studies conducted by John Hattie et.al. in Visible Learning, concept mapping has a 0.64 effect size on student achievement and explicit planning and preparation has an effect size of 0.76.

Evaluation: STAR and interim assessment data will be used to determine progress towards proficiency and will be correlated to strengths and weaknesses identified for improvement in the STAR assessment.

Evidence-Based Interventions:

3-2 MJH will focus on academic vocabulary instruction throughout the year.

Strong Evidence of Effectiveness: According to studies conducted by John Hattie et.al in Visible Learning, explicit teaching of academic vocabulary has an 0.57 effect size on student achievement.

Evaluation: STAR and interim assessment data will be used to determine progress towards proficiency and will be correlated to strengths and weaknesses identified for improvement in the STAR assessment.

Evidence-Based Interventions:

3-3 ISAT SICA assessment will be used to benchmark ELA class 2x a year.

Moderate Evidence of Effectiveness: According to studies conducted by John Hattie et.al. in Visible Learning, formative assessment has a 0.34 effect size on student achievement.

Evaluation: Interim assessment data will be used to determine progress towards proficiency and will be correlated to strengths and weaknesses identified for improvement in the STAR assessment.

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

- Very limited access to professional counseling services
- No para educator
- Limited funding due to the size of our school
- COVID continues to present a number of barriers to student outcomes such as consistent instruction due to student and staff illness
- We do not have adequate substitutes to cover classes in the absence of sick teachers

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

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

www.minidokaschools.org

4. Describe how the Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness.

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

West Minico Middle School

Comprehensive/Targeted School Improvement Plan

Stake Holders

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

Stakeholder Name	Position
Cory Kniep	Principal
Joe Fairchild	Asst. Principal
Kari Anderson	Teacher
Joan Wilson	Teacher
Tober Dyorich	Teacher
Demarice Zemke	Teacher
Tyna Christensen	Interventionist
Nicole Manning	Special Education Teacher
Dana Hammer	Special Education Teacher
Nicole Penya	Parent
Amy Patterson	Parent
Elias Christensen	Student
Haisley Wilcox	Student
Michele Widmier	School Improvement Director
Lauri Heward	Capacity Builder

Needs Assessment

School Leadership Team

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

School leadership teams are in place. The principal chairs the team which meets monthly. There is a plan to incorporate agendas and meeting notes in which the content department leads will establish the agenda and lead the conversations. The school leadership team consists of Math, English, Science, Social Studies and Elective teachers. Department teams consist of content specialists from core subject areas and electives. These teams meet weekly to work on alignment and standards. Department leads use an agenda and copies are provided to administration with notes and a sign-in sheet. Decisions in the team use shared decision-making. Decisions are shared out with staff through announcements, emails, staff meetings, and as appropriate individually.

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

West is one of two middle schools in Minidoka serving 533 students in grades 6-8th that feed into a single high school (MCSD also has an alternative high school and junior high school for students that succeed in a smaller learning environment). Over 65% of students are economically disadvantaged or in special programs such as McKinney-Vento, special education, migrant and EL. Staffing is based on allowable allocations from all sources. Over the past 8 years, West has had 2 different administrative teams. The current administration has been in place, going into the 3rd year. The local school Board has also experienced several changes over the past 3 years as well as a new superintendent, currently in his 2nd year. In addition, the district is functioning as a 4 day school week.

Limited involvement and connection between what we teach and what happens in the community was noted as a concern during the 2021-22 needs assessment. We have been understaffed and it is hoped that additional funding for intervention will help this year. In most cases, there has been a disconnect between parents and schools in most areas. Morale has been low and we need to get people on board and excited about West. Community outreach and education for buy-in is needed. This need has been a focus point of administration and the leadership team. This area is improving. This is now partially met through the West Minico Community School Program made available through a grant.

Academic Achievement

What do the data suggest are strengths and weaknesses in student learning?

In 2020 West Minico was identified for TSI in ELA for a disparity between the performance of their students with disabilities vs. students without disabilities. More recently West Minico was also identified as an underperforming school requiring Comprehensive School Improvement. Based on feedback for the Needs Assessment, collaboration between the special education and other special service personnel and general education teachers has been identified as a need to ensure that student learning needs are being met in the general education classes. In addition, a need for common academic language usage along with the use of a variety of data sources to monitor success were identified as a priority. Part of addressing academic achievement involves implementation of Warrior Workshop. This is a program offered during lunch where students are allowed to eat in a classroom while they receive 1-1 help. Another session is offered daily in the morning from 7:30-7:45 because students advocated for double the opportunity to participate.

Student Learning Needs

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

New last year, benchmark assessments will be used to determine student intervention needs. Grades, attendance, STAR assessments, MAZE, and StudySync are used to monitor and adjust instruction. Staff indicated a willingness to use these assessments. Inconsistent use of scaffolding strategies and materials were also identified as needing improvement. This is partially addressed through weekly

department meetings and vertical alignment strategies. New this year, West Minico has a “New Teacher Mentor” to help aid in alignment to standards.

Core Curriculum

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

West uses a mixture of core instructional materials which have been vetted through the district curriculum selection process and chosen from the list of State-approved research/evidence-based curriculum adoption lists. Core curriculum meets content standards however, fidelity to content standards has begun to be maintained consistently. Administrative and peer observations, including teacher lesson plans, are used to monitor fidelity. Additionally, state resources and district support have been accessed to aid in this process. Part of this was recently addressed in the East/West Collaboration.

Core Instruction

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

While teachers do adjust instruction, the use of assessment data and student feedback to adjust instruction has been limited. A certified interventionist uses the above-mentioned assessments to determine the best placement and intervention strategies. Students are currently scheduled into heterogeneous classes for instruction. EL and special education classes are provided in addition to core content classes to ensure extra support for student success. A migrant/EL specialist is also available at the district level to meet with families and ensure that learning needs are being met for migrants and EL students.

Alignment of teaching and Learning

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

Feedback from teachers indicated that articulation for teaching and learning within grade levels is minimal and needed. There is a need for collaboration to ensure a consistent learning experience for students. Although monthly time has been set aside for building collaboration, the time is used inconsistently. Collaboration between the administration at both middle schools happens regularly. A need for vertical alignment of curriculum within the building and across the district was identified. In regards to West Minico, alignment is occurring in department meetings on a weekly basis. Implementation needs to continue.

Universal Screening

Are all students screened to identify who needs additional support? Is there Kindergarten screening? How often are students screened and when? What universal, evidence-based, reliable and valid screening tools are used

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

All secondary students throughout the district are universally screened 3 times a year using the STAR assessments for ELA and Math. Incoming students are administered STAR reading and math assessments to identify them for additional support. All classes provide intervention options and support if the need is identified. Within the special education classrooms, special education students are monitored every two-four weeks and, depending on need, instruction is adjusted. Data and decisions are documented in Mileposts and can be accessed by teachers in both the STAR program and Mileposts. Information is shared with families through parent contacts and parent conferences. Administration identified a need to better educate staff on the resources available to them through Mileposts, STAR and ISAT.

Tiered Instruction and Academic Interventions

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

Academic interventions are provided for all students identified for extra support including those needing added support for the English language or special education classes. There is a combination of push-in and pull-out services provided based on the intensity of the intervention or level of support needed in ELA and math. We also have two intervention classes that focus on Math and ELA. Interventions are provided by an intervention specialist, English language support is provided by a certified ESL instructor. Progress monitoring occurs monthly with the MAZE and Studysync for all students identified for intervention and benchmarking with STAR takes place 3 times a year for all students.

Learning Time

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

learning time also have daily access to grade-level content standards? How will staff know that the extended learning time is enough? Is summer school part of the intervention process?

The 4-day school calendar offers 146 days of instruction within a 7.5 hour day spread across 2 semesters (six 62 minute classes with a 30 minute advisory are offered each day). Within the schedule, interventions within the day have been added and extended learning opportunities continue to be provided through after school and summer school programs.

Non-Academic Student Needs

What activities and strategies are in place to support students' non-academic needs including counseling, school-based mental health programs, specialized instructional support services, mentoring services or others?

West Minico has 1 FTE school counselor, 1 FTE principal, 1 FTE assistant principal, a homeless liaison, an on-site certified English Learner teacher, 1 FTE intervention specialist, and 2.5 FTE special education teachers available to students each day. West Minico is creating family engagement through the recently adopted community schools grant. In addition, West Minico has a suicide prevention program (HOPE SQUAD) which also incorporates a student-led support group with a focus on building positive relationships amongst students and staff. Other opportunities for student support include a district behavior specialist available to teachers working with students who exhibit challenging behaviors in the classroom. This program focuses on implementing best-practices for at-risk students. Student involvement opportunities include student council, athletics, clubs and electives including fine arts. The building Principal also created a council that is comprised of a variety of students who may otherwise not be as active in vocalizing building needs. This group meets once a month.

Well-rounded Education

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

In addition to core courses, students have access to enrichment opportunities such as art, industrial arts, home economics, health and PE, music, as well as multiple clubs and athletic programs. A need was identified to add an additional .5 FTE in Special Education.

Additional Opportunities for Learning

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

Students have the opportunity to attend the local high school to participate in the AG program. Both virtual and in-person field trips are used to reinforce learning. Students have the opportunity to tutor in the elementary schools and the high school college and career staff come into the school to train staff and students about grants and opportunities after graduation. In looking at personal interests of students, West Minico has begun adding specialized advisories, i.e.- journalism, hope squad, etc.

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

The high school college and career staff come into the school to train staff and students about grants and opportunities after graduation as well as develop 4-year plans for the high school. The incoming 5th graders come to West in the spring and a 6th grade orientation is offered in the fall to help assist with transitioning from the elementary school into the middle school. Likewise, 8th grade students are provided an opportunity to visit the high school in the spring and an orientation day is scheduled prior to school starting at the beginning of the year. Students get to participate in athletic events as well as the AG program as 8th graders at the high school, helping them to acclimate and become familiar with the high school. New students transitioning to West during the year are assigned a "buddy" to help them assimilate to the school.

Professional Development

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

After a district Needs Assessment is conducted each spring, professional development plans are made for the school and district. Based on the district needs assessment results, our district provides a number of district-wide professional development activities to all staff on topics ranging from instructional practices to technology integration. These, in conjunction with building level professional development activities, focus on student safety and student academic achievement. All certified staff are required to attend professional development opportunities and PD is open to instructional paraprofessionals. Attendance is documented on sign-in sheets. The administrative team focuses on professional learning during monthly faculty meetings. Specific time was built into the schedule to collaborate weekly within the building and across the district to collaborate as departments. This is also implemented via grade level on an "as needed basis".. Training is needed for support teachers to learn and be able to support the new ELA program.

Family and Community Engagement

Do you have a district policy and school plan in place? How often are these reviewed? To what extent are strategies for involving families in students' education included? What strategies, such as family literacy

services, are used to increase family and community engagement? What is the process for disseminating the plan annually?

Staff have identified a need for more community and family involvement. The administration met last year with parents to elicit their help in establishing a PTO. The administrator's goal is to have parents help with fundraisers, staff morale and parent involvement. This has been a thriving situation where students have really won some great opportunities through facility improvements.

Recruitment and Retention of Effective Teachers

What percentage of teachers meet state certification requirements? What strategies are in place to recruit and retain effective teachers, particularly in high need subjects?

100% of all educators at West meet state and ESSA certification requirements. However, of my 35.5 certified staff, 8 are an alternate path. 12 of them are in their first or second year. Many staff at West have additional certifications and endorsements. MCSD administrators recruit through colleges and universities and word-of-mouth as needs indicate. In addition, we encourage local community members to pursue ABCTE qualifications and encourage our paraprofessionals to pursue career advancement. Ongoing professional development is recognized and encouraged. West works to foster a team friendly environment for all faculty and staff by using Fun Food Thursday once a month, celebrating staff appreciation week, providing staff shirts, and other team building activities.

Coordination and Integration with Other Programs

The school improvement plan at West is developed in collaboration with staff, a variety of Federal, State, and local services, resources, and programs. The MCSD federal programs director oversees the coordination and integration of all federal programs and provides targeted support to the administration in implementing the aforementioned school improvement activities. This will continue.

Plan Components

Prioritized Needs

Need # 1 Description:

West Minico has been identified for both targeted school improvement for a 3 year average disparity of proficiency that is equal to 35 percentage points or greater between their students with disabilities vs. students without disabilities in ELA, as well as identified by the SDE for comprehensive school improvement for performing in the bottom 5% of all schools in the state.

SMART Goal:

All students, including those with disabilities, will make adequate progress towards proficiency using the STAR assessment as a measure.

Evidence-Based Interventions:

- 1-1** Professional development was provided and will continue to be provided to all support teachers on the new Studysync ELA curriculum. This will continue to include giving them access to the program.

Moderate Evidence of Effectiveness: According to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in the Visible Learning Classroom, focused professional development has an effect size of 0.41 on student learning. Using a comprehensive instructional program has an effect size of 0.72.

Evaluation: Teachers will indicate their competency level with the StudySync ELA curriculum on the end of the year Professional Development Needs Assessment to determine the need for continued training.

- 1-2** Create/implement two intervention classes to specifically target students that had low Star and ISAT test scores.

Strong Evidence of Effectiveness: According to studies conducted by John Hattie et. al. in Visible Learning, using interventions to meet student learning needs has an effect size of 0.77 on student achievement.

Evaluation: The building interventionist and administrator will monitor and evaluate the effectiveness of this intervention using the STAR assessment data as an indicator.

- 1-3** All teachers will review and become familiar with vocabulary used on the ISAT and incorporate within their instruction the vocabulary that can be connected to their content area. Three times throughout the school year, staff will meet and discuss the schoolwide ISAT vocabulary plan.

Strong Evidence of Effectiveness: According to studies conducted by John Hattie et. al. in Visible Learning, explicit teaching of academic vocabulary has a 0.57 effect size on student achievement.

Evaluation: This intervention will be monitored and evaluated for effectiveness through observation from the administrators and ISAT data.

- 1-4** Teachers will implement tier 1 interventions on an ongoing basis within their classrooms. The building interventionist will train staff on what tier 1 intervention looks like. This is a generic approach where all students within a classroom are targeted for extra support at the lowest level.

Strong Evidence of Effectiveness: According to studies conducted by John Hattie et. al., utilizing responses to interventions has an effect size of 1.07

Evaluation: In looking at Tier 1 intervention, observations of student engagement and tier 1 strategies being used will be measure through building walk-throughs.

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

1. Access to behavior techs is limited due to the number of behavioral needs across the district (limited staff are shared between 9 school sites)
2. COVID continues to present a number of barriers to student outcomes, including the ability to reduce class sizes due to limited staffing and consistent instruction due to student and staff illness
3. We do not have adequate substitutes to cover classes in the absence of sick teachers.

Provide the URL where this plan will be publicly available: www.minidokaschools.org

Describe how the Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness.

The SWIP will be monitored and evaluated for effectiveness through classroom observations, student progress monitoring, staff feedback and, annual student and parent input. Classroom observations, both from

educators and administrators, will assure feedback is provided in a timely manner and change is driven by observation and student data to correct areas in need and encourage further development of effective practices.

Mt. Harrison Sr. High School Improvement Plan

Updated: 2022-2023

Blue indicates that the item has been reviewed and/or updated.

Stakeholders	Position
Maggi Spagnolo	Principal
Ariel Newman	Counselor
Mary Davis	Sped Teacher
Carly Grant	Teacher
Sheryl Stevenson	Teacher
Sarah Pelayo	Teacher
Amber Thompson	Teacher
Dee Lewis	Teacher
Scott Heins	Teacher
David Repke	Teacher
Candace Hurst	Teacher
Zelma Woodward	Teacher
Angela Schneider	Teacher
Amy Eilers	Teacher
Laramie McCall	Student
Susie McCall	Parent
Lauri Heward	Capacity Builder
Michele Widmier	School Improvement Director

Needs Assessment:

- School Leadership Team:** ESSA requires that all stakeholders provide meaningful input in the planning and improvement process. School leadership teams are an effective strategy for ensuring staff participation in creating and implementing the schoolwide plan. Describe the governance of the team. For example: Who chairs the team? How are decisions made? How frequently does the team meet? What is the process for communicating

with district leadership? How are agendas set? How is formative and summative student data used for decision making? How do they ensure that decisions are evidence-based? Who is responsible for communicating with staff, families, and other stakeholders?

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

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

Mt. Harrison High School (MHHS) is a School-wide Title I school. They are a small rural alternative high school that houses the district's most at-risk students across two campuses. Current enrollment fluctuates between 130-180 students. According to the demographics pulled March 1, 2019 for state Report Card reporting, our school included 100% at-risk students, 74% economically disadvantaged, 20% special education, 6% English language learners, 4% migrant and 5% identified as homeless.

In recent years our community has seen an influx of new housing and rising attendance across the district. In addition to the changing leadership in our community, leadership at MHHS has changed multiple times during the past 10 years, the current high school administrator was hired for the 2020-21 school year and has now been in place for three years. The current high school staff averages sixteen years of teaching experience; this has remained relatively constant. In the past ten years other key personnel in the district have changed assignments, left the district, or retired as well. The district experienced an entire replacement of district leadership over the past ten years and multiple changes to our school board and the superintendent position.

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

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

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

Mt. Harrison High School was identified for comprehensive support and improvement because of persistently low graduation rates. Although the graduation rate is low, in reviewing our data, we discovered significant progress is being made. Overall graduation rates have improved from 15% in 2015 to 32.5% in 2018 and our 5th year graduation rate from 2017 have increased by 9% (25.3%-34.6%). In 2021 our four-year graduation rate was 30.3% and five-year 42.6%. Our data indicates that one of our primary weaknesses is that incoming students are significantly below their peers academically. Other challenges include poor attendance and poor parental involvement. Strengths include: Student leadership opportunities like Student council, Business Professionals of America, HOPE Squad, building student and teacher relationships through Remind for academic and behavior achievement; positive recognition for honor roll has motivated students to get this recognition on their own shifting the focus of control to students; adding a Credit Recovery. Students can earn up to 4 school to work credits.

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

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

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

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

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

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

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

To what extent do content teachers from different grades collaborate about teaching and learning progressions across grade levels?

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

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

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

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

Mt. Harrison uses a multi-tiered system of support to meet the unique learning needs of every student. Academic achievement determines progress and placement in intervention support classes. Students must successfully pass classes with a 60% or higher in order to obtain graduation credit. Certified teachers plan, deliver and monitor progress in interventions with the support of paraprofessionals. Interventions are progress-monitored through program assessments, PowerSchool, and STAR benchmark assessments. Decisions are made to adjust instruction or refer a student for more intensive support by the building RTI team, which consists of the leadership team, teachers, parents, and the student. Data and decisions are documented in Mileposts and can be accessed by teachers in both the STAR program and Mileposts as well as in the team drive to address individual student learning needs, monitor learning contracts, and monitor tracking sheets to reduce recidivism.

- 10. Learning Time:** *What is the school schedule? Does it need to be adjusted? (start/end time, four day/five day, number of days per year) Is there a master schedule that includes intervention and extension? Are there extended*

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

Our district calendar has 146 student contact days and Mt. Harrison operates on a quarter system within that framework, which allows students to earn 3 credits every nine weeks and an additional credit every 18 weeks. Classes are 110 minutes long four days a week and worked into the master schedule is a 30-minute homeroom weekly, and at least two tiers of ELA and math classes to meet individual student needs. Students are placed in appropriate classes determined by their STAR scores, student interests, and need for credit recovery. Extended learning opportunities include credit recovery opportunities. Mt. Harrison also incorporates a School-to-Work program so that students can earn up to 4 elective credits (1 for every 60 hours worked in the workforce). The staff needs assessment indicated the need to offer more career/technical programs, and project-based learning.

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

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

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

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

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

To provide students access to enrichment opportunities, Mt. Harrison offers business courses that provide opportunities for students to develop workplace Readiness skills through operation and management of our school store, as well as industry certifications and Badging in Microsoft Office, Adobe, and Entrepreneurship; Lifetime Sports; Machine Operator's classes off site; and students are sent to Minico High School for additional courses such as art, weights, diesel tech, cabinet construction, and choir. Career and college readiness opportunities, such as filling out FAFSA and applications to Idaho colleges are offered through the Gear Up program. In addition, Mt. Harrison coordinates with the high school to send students to College Nights. School-to-Work opportunities are also available.

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

Admission is made through an application and interview process. The Mt. Harrison administrator and counselor conduct a personal interview with all new students and parents to ensure that they meet Idaho At-Risk qualifies and are placed in appropriate classes.

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

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

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

A Family and Community Engagement policy, as well as a school plan for implementing the policy, is in place and posted to the school and district websites and reviewed/updated annually. The District provides Love and Logic classes for parents in both English and Spanish three times a year. Family and community engagement is an area that Mt. Harrison identified as a high priority. To address this need we have added a variety of pieces to our family engagement activities. The team has transitioned parent teacher conferences into a Student Showcase where parents and community members can come in and see the students' "best work" (as determined by the individual student) displayed. The school FACE team is working to create a Community Advisory Board that will include parents and members of the community.

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

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

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

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

2022-2023 Goals & Activities

Prioritized Needs

Need # 1 Description: Based on our Needs Assessment, the Mt. Harrison team, identified a low graduation rate. The graduation rate is a key focus area for improvement.

SMART Goal #1: We will increase the reported graduation rate annually by 5 percentage points. Goal for 2022-23 57%.

1-1 Intervention Strategy: Parent involvement will be increased at both sites to support student engagement, improve academic achievement and increase the school graduation rate.

Parent trainings may included such things as:

- 4 Year Planners – annual review
- Understanding Mastery Learning
- Credit accumulation
- Graduation progress
- FAFSA Night
- Social/emotional health

Evidence of Effectiveness: Strong evidence, according to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in the Visible Learning Classroom, strong parent involvement has an effect size of 0.49 on student learning.

Evaluation: Parent sign-in sheets, D & F reports and parent contact logs will be used to monitor and evaluate the effectiveness of this goal.

1-2 Intervention Strategy: Staff will set school achievement goals, develop a plan for implementation, and team-building.

Evidence of Effectiveness: Strong evidence, according to studies conducted by John Hattie et. al. in visiblelearningplus.org, learning goals have an effect size of 0.68 and deliberate practice has a 0.79 effect size on student learning.

Evaluation: Student achievement data and graduation rates will be analyzed to assess the effectiveness of this goal.

1-3 Intervention Strategy: MHHS will operate an extended day credit recovery program for students to raise previously recorded Fs on their transcripts to a graduation credit of 60% or higher.

Evidence of Effectiveness: Strong evidence, according to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in the Visible Learning Classroom, second/third chance programs have an effect size of 0.50 on student learning.

Evaluation: Students with Fs on their transcripts that fall between 45-59% or who failed a class due to attendance, can appeal for a 2-week work extension. During this time they will stay after school twice a week from 3:30-5 pm to work directly with certified teachers (properly endorsed in the subject area) to complete missing coursework necessary to raise their Fs up to a passing grade.

Need # 2 Description: Mt. Harrison has identified that math performance on the ISAT is in need of improvement.

SMART Goal #2: We will increase the % of students scoring proficient or higher on the math ISAT by 15% for students who have 80% continuous enrollment during the 2022-2023 school year.

2-1 Intervention Strategy: STAR testing will be used to progress monitor growth towards proficiency and we will celebrate student growth towards expected growth along the way.

Evidence of Effectiveness: Moderate evidence, according to studies conducted by John Hattie et. al. in Visible Learning, formative assessment has a 0.34 effect size on student achievement.

Evaluation: Students and staff will evaluate scores obtained from STAR to progress monitor growth towards achieving the expected annual growth determined by STAR.

2-2 Intervention Strategy: Students will establish growth goals for each STAR test to monitor their own progress towards expected growth

Evidence of Effectiveness: Strong evidence, according to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in the Visible Learning Classroom, learning goals have an effect size of 1.44 on student learning.

Evaluation: Students and staff will evaluate scores obtained from STAR to progress monitor growth towards achieving the expected annual growth determined by STAR

2-3 Intervention Strategy: ISAT interim assessments will be used to benchmark 1 time per quarter in their math classes except for 4th quarter

Evidence of Effectiveness: Moderate evidence, according to studies conducted by John Hattie et. al. in Visible Learning, formative assessment has a 0.34 effect size on student achievement.

Evaluation: Interim assessment data will be used to determine progress towards proficiency and will be correlated to strengths and weaknesses identified for improvement in the STAR assessment.

Need # 3 Description: Mt. Harrison has identified that ELA performance on the ISAT is in need of improvement.
SMART Goal #3: We will increase the % of students scoring proficient or higher on the ELA ISAT from 13% to 20% proficient for students who have been enrolled continuously for 80% of the 2022-2023 school year.

3-1 Intervention Strategy: Mt. Harrison has aligned ELA curriculum both vertically and horizontally to ensure that scope and sequence is appropriate and effective across all staff within the ELA department.

Evidence of Effectiveness: Strong evidence, according to studies conducted by John Hattie et. al. in Visible Learning, concept mapping has a 0.64 effect size on student achievement and explicit planning and preparation has an effect size of 0.76.

Evaluation: STAR and interim assessment data will be used to determine progress towards proficiency and will be correlated to strengths and weaknesses identified for improvement in the STAR assessment

3-2 Intervention Strategy: Mt. Harrison will focus on academic vocabulary instruction throughout the year

Evidence of Effectiveness: Strong evidence, according to studies conducted by John Hattie et. al. in Visible Learning, explicit teaching of academic vocabulary has a 0.57 effect size on student achievement.

Evaluation: STAR and interim assessment data will be used to determine progress towards proficiency and will be correlated to strengths and weaknesses identified for improvement in the STAR assessment

3-3 Intervention Strategy: 8 goals tied to standards have been identified for year long work: CCRA.R.1; CCRA.R.10; RL.9.10.1; RL.9-10.6; W.9-10.4; CCRA.W.3; CCRA.W.2

Evidence of Effectiveness: Strong evidence, according to studies conducted by John Hattie et. al. in Visible Learning, establishing learning goals has a 0.68 effect size on student achievement.

Evaluation: STAR and interim assessment data will be used to determine progress towards proficiency and will be correlated to strengths and weaknesses identified for improvement in the STAR assessment

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

- Access to behavior techs is limited due to the number of needs across the district (staff are shared between 9 school sites)
- Mental Health needs are extensive and we do not have access to enough mental health professionals. Trauma, absent/ incarcerated/ deceased parents, drug use, anxiety, and suicidal thoughts/ activities are their main mental health concerns.
- COVID continues to present a number of barriers to student outcomes, including the ability to reduce class sizes due to limited staffing and consistent instruction due to student and staff illness
- We do not have adequate substitutes to cover classes in the absence of sick teachers

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

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

4. Describe how the Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness.

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

Travel Request: All-State Inservice Conference

11/02/2022

Questions list:

Title of Conference: All-State Inservice Conference

Location: Pocatello (ISU)

Conference Link: <https://www.idahomusiced.org/>

Dates of Travel: Feb 1-Feb 4

Funds paying for travel: I'm not sure which funds

ATTENDEES

Attendee List: Courtney Birch, I will be bringing 10 middle school students, and 2 parent chaperones.

REGISTRATION

Registration Completed? No

Registration: <https://idahomusiced.org/events/conference/conference.php>

AIR TRAVEL

Is Airline Travel Required?: No

Airline Recommendations:

Transportation:

LODGING

Are Hotel Accommodations Needed?: Yes

Shared Hotel Rooms: Yes

Room Assignments.: Courtney Birch-Meagen Andrew-Jayna Johnson (Hotel room is already booked)

MILEAGE

Drivers: We will need a minibus to transport everyone.

Other: The reason I am making this request now is that I had 10 students (8 boys, 2 girls) who auditioned and made it into the All-State Honor choir for this event. I will need hotel rooms booked for them as soon as possible. I would like to book their rooms in the same hotel I will be staying in (Best Western Inn in Pocatello). We will need 2-3 rooms, depending on if suites are available and if some of the middle school kids will fit in a room with some of the high school kids. Please contact Jeff Collier for additional information about the hotel stay. I am unsure who the chaperones will be at this point, but I am ideally asking one male and one female parent to chaperone the event to help manage the kids. I will be attending the event as professional development, and presenting two sessions to other music educators. My students will be attending rehearsals and preparing for their performance. We plan to travel together with the high school music teachers and students who will also be making this trip. The schedules are very similar (same days), but details on times and campus locations will be sent out at a later time. I am unsure of which funding will cover this, since I will be bringing students from both East & West Minico to the event and the Middle school does not travel as often. I have notified my bookkeepers, principals, and Kerri Tibbets about this event, and that 10 of our students have made it in. They are helping me work through this process, and filling out this form is one of my first steps. The student portion of this event is sponsored by ACDA (<https://idacda.org/imeahonorchoir/>). More information about the middle school choir can be found at the provided link. Please let me know if you have further questions.



Johnson, Ashley <ashleyj@minidokaschools.org>

All State Inservice Questions

2 messages

Johnson, Ashley <ashleyj@minidokaschools.org>
To: "Birch, Courtney" <cbirch@minidokaschools.org>

Thu, Nov 10, 2022 at 9:11 AM

I am working on filling out the form for your All State Inservice Request. You mention several times that you will be coordinating with Minico and basically following their schedule as well. Will you and the students be able to travel with them as well, or do you need a separate bus just for your students attending? Are you using any fundraising money, or having students pay for things on their own, or are East and West Minico helping to pay for this?

Ashley



Ashley Johnson

Director of Student Achievement
Minidoka County School District #331

📞 208.436.4727 ext. 1133 📠 208.431.2160 📍 310 10 Street Rupert, ID 83350
✉️ ashleyj@minidokaschools.org



Birch, Courtney <cbirch@minidokaschools.org>
To: "Johnson, Ashley" <ashleyj@minidokaschools.org>

Fri, Nov 11, 2022 at 11:02 AM

These are great questions. I am happy to keep you posted as we work through this process. I have received some updated information, but some of it will be sent at a later time.

Transportation-wise, even though we are going to the same conference, we are taking kids for 3 different honor groups, and they are each rehearsing in different corners of the city. On the surface, it looks like we will need 3 minibuses or a full-sized bus with a full-time driver that stays overnight to transport students to the correct locations. When we get detailed itineraries, we may be able to get it down to 2 minibuses. We anticipate having a detailed schedule in December.

So far, students have each paid their own Audition fee. For the registration fees and hotel rooms, I put in a request to the board to cover the cost for the middle schoolers. When I last followed up with Kerri, they were considering funding half of the request. I am happy to follow up with her or attend the next board meeting if needed to clarify details. At the moment I am planning on charging the 1/2 registration fee to each individual student, with the understanding that if it does not get approved, they will need to come up with the other half (this will be communicated to parents). I am also looking into other ways to cover the 2nd half, such as fundraiser money, PTO funds, etc. It is still in process. I would probably need to split hotel costs in a similar manner when the time comes to pay for the rooms. For now, we are simply trying to get rooms reserved before they fill up. I have delegated this task to Jeff Collier because he is already working on reservations for the high school students.

If you noticed the deadlines for registration fees to ACDA, it says November 18th, which is next Friday. However, I requested that we pay ours after the deadline due to the board meeting being held on Nov. 28th, and to allow some time to work out the aforementioned details. They said that would be fine, and would prefer that we make payments by December 1st to avoid a late fee.

Let me know if you have further questions and I will do my best to keep you updated about any updates on these items.

[Quoted text hidden]

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Thanks,

Courtney Birch
East & West Minico Choir Director
cbirch@minidokaschools.org

MCSD Parent Teacher Conference 2022-2023

School	1 st Semester	2 nd Semester
Acequia Elementary	92 %	%
Heyburn Elementary	92 %	%
Rupert Elementary	92 %	%
Paul Elementary	97 %	%
East Minico	61 %	%
West Minico	50 %	%
Mt. Harrison Junior High	99 %	%
Preschool Center		%
Minico High School -teachers reported % of parents they saw in all classes	62 %	%
Mount Harrison High School	57% students 48% parents	%

Minidoka County School District
Monthly Maintenance Report
November 9, 2022

October - 80 New Requests
395 Work in Progress
80 Complete

November – 54 New Requests
95 Work in Progress
354 Complete

Maintenance Department Updates

Current Projects:

Minico

1. Concession/Restrooms currently working on plumbing, electrical and the grounds.



Mt. Harrison

1. HVAC is going out for bid.

Work orders that have been completed:

Plumbing –Toilet, sinks, blew out sprinklers, drinking fountains and restroom stalls.

Grounds – Delivering supplies and furniture, changing mowers for snow removal, servicing mowers, ice melt delivery and snow removal.

West Minico Middle School Community School Board Report

What is a Community School? A strategy for organizing school and community resources around student success. At the core of the community school strategy is a partnership between the school, families and community resources. Evidence shows positive results for children, families and community in areas such as school readiness, improved attendance, academic success and family stability.

4 Pillars of the Community School Strategy

- *Integrated Student supports
- * Expanded and Extended Learning Time
- *Active Family and Community Engagement
- *Collaborative Leadership Practices

The community school strategy is a process that takes intentional planning WMMS (West Minico Middle School) has decided to make our focus for this school year on active family and community engagement. As a team we have discussed the importance of building relationships with our students and families. Building a relationship will allow trust to be built and allow open communication for families to feel safe when expressing needs.

First Community and Family Engagement Event – Back to School Tailgate 09/08/2022

West Minico hosted a Back to School event allowing families to come and meet the teachers, have dinner and socialize with other families. Dot foods donated hot dogs, chips, buns and condiments. West End Fire Department grilled hotdogs for approximately 300 people. We had a soft serve ice cream machine, a bounce house, corn hole and Studio K Smiles brought a photobooth. A great time was had by all. Families were asked to complete a needs assessment survey as well.

One of the first steps in building a community school is assessing the needs of the families and students. At our Back to School Tailgate we asked parents to fill out a survey. Students were asked in advisory to participate in the survey as well. The areas that stood out the most in the survey were food insecurities, mental health counseling, the want for afterschool clubs/programs and additional education opportunities for families.

Lacey Rich has been working diligently to assess the needs of our families. She has met with CSI to discuss evening classes for GED, ESL (English classes) and citizenship classes. We are currently in the process of narrowing down the most interested class and working with CSI to find an instructor to lead the class with hopes to start one of our classes in Feb 2023.

Lacey has also met with Idaho Food bank working on becoming a partner. All food bank allocations have been filled for 2022-2023 school year but we're hoping to have everything in place for next school year. To assess current food needs we are looking at other strategies that would be most beneficial in our long-term strategy. We will be working on becoming partners with local food banks and possibly implementing a backpack program to help students with additional needs.

Brittney Rigby, Counselor at WMMS has started additional group counseling sessions. Lacey met with Jackie Yarbrough with Blue Cross of Idaho Foundation of Health. When discussing needs of WMMS, Jackie was going to forward contact information regarding Healthy Minds Partnership that will help provide counseling services and moving forward partnerships will be given to schools implementing the community school strategy.

As a team at WMMS we are looking at the best options for after school programs. One hurdle we are looking at is who will run the afterschool programming. We have discussed reaching out to parents to see what skills parents have that they would like to share with our youth. We have looked at a few stem programs and talked with the Minidoka County 4H extension office.

Lacey Rich and Britney Rigby attended the National Center for Community Schools Annual Fundamentals Conference October 25-27, 2022. Community schools is a strategy that has been in place since 1992. Many workshops were attended addressing chronic absenteeism, advocacy for students, creating a positive school culture and leadership. Both Lacey and Brittney attended a school tour. The3 unique thing about community schools is there is not a specific way a community school looks. The reason being is they are all created around the needs of the students and families but built upon partnerships within the community with the same goal in mind; success of the students and families. Lacey has been attending additional trainings hosted by the National Center for Community Schools that are in conjunction with the implementation grant.

Lacey, along with a team of teachers, and Cory Kneip attended the Family and Community Engagement Conference in Boise ID Nov 13-15th 2022. A big focus of the conference was community schools, chronic absenteeism, overcoming poverty within the community and building relationships. Everyone who attended also went on a school tour of a community school in the Boise/ Caldwell area.

The next family engagement activity is scheduled for December 3rd at WMMS. The original plan was a family showing of Home Alone but we are working on making sure we are jumping though the copyright requirements. Backup plan will be a holiday game night with prizes.

The community school strategy takes time and strategic planning to be successful. Lacey is working on identifying key partners to make our plan sustainable. Building relationships takes time as well but making progress in the right direction. We are looking forward to seeing our vision come to fruition.

To Mr. Ramsey and our School Board,

We have been busy this month! We are still working on improvements on our building and in our department. We were just a little late on the first snow day we had, but we all made it in safely. Since August till the end of this month we have done 191 extra trips, so it has kept us hopping.

We issued 16 tickets in the month of October and out of the 16 tickets we have had 6 suspended off buses.

We honored our Veterans in our department:

Tracy Draper
Sheila Barboza
Galan Deprew
Jimmy Stone

We would like to THANK THEM for their service.

We had our school nurses here, and they taught our department the STOP THE BLEED class. We would like to thank them for teaching us this class

November Birthdays

Veronica Gomez

Nils (Boone) Schmidt

We would like to wish Everyone a Happy Thanksgiving

We would like to Thank Mr. Ramsey and the school board for them continue support of our department

Thank you,

Coleen Jones

Minidoka County School District

TECHNOLOGY DEPARTMENT

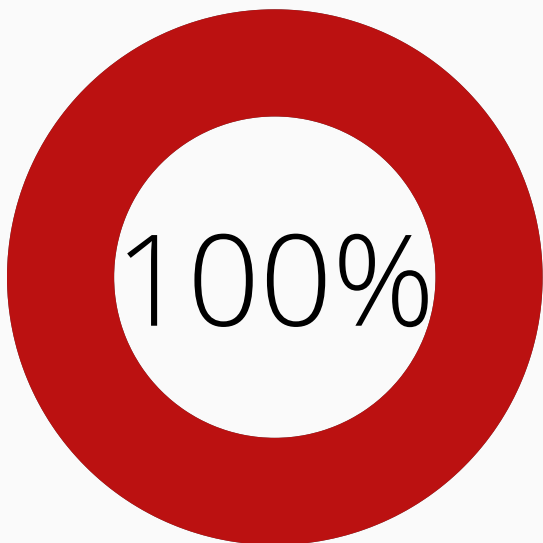
BOARD REPORT

November 2022

Projects

- Replaced 4th Grade iPads
- Updated Paul Elementary Computer Lab
- District Preparation for ISAT Testing
- Reconnected SSL Certifications to Servers
- Finalized Quarter one in Powerschool
- Prepared Quarter two in Powerschool

Tickets



238 submitted
238 resolved

Minidoka County School District

Superintendent's Report

November 28, 2022

October	19	Region IV meeting Facility meeting - Ag building
	20-21	ISN – Idaho Superintendent's Network in Boise
	24	Job descriptions (3) Minico High School meeting – Ag stipends
	25	Job descriptions (3)
	26	Phone conference with ISDE about schools on CSI Job descriptions (3)
	27	Bus Barn – Crock pot day Building safety meeting
	28	Staff meeting – Minidoka Jr. High
November	1	ISBA webinar – Self-directed learner National Summit and School Safety – Zoom
	2	Maintenance meeting Special board meeting
	3	ISBA webinar – School safety Costco trip for paper Expulsion hearing
	4	IASA meeting – Boise
	7	Suicide prevention instruction - Idaho Lives Project Personnel meeting
	8	Admin meeting Road trip to Coeur d'Alene
	9 -11	ISBA Annual Convention
	14	Agenda Review
	15	K-12 Infrastructure webinar
	16	Region IV
	17	PPAT meeting
	18	Meal at DSC
	21-25	Thanksgiving
	28	Board meeting

*Kiwanis Every Tuesday

**Rotary Every Wednesday

Fundraising MHHS

MHHS would like to do some fundraising to complete the Mt Harrison Greenhouse project. On November 15, 2022 the Mt. Harrison Community Advisory Board discussed the remaining need to get the greenhouse up and running and proposed a fundraising plan.

Remaining need:

- Fundraising for greenhouse
 - Needs- estimated total needed \$15,000
 - Electrical
 - Current bid (only good for 30 days)- \$8875
 - Plumbing
 - Current estimate- \$3000-4000
 - Tables
 - No estimate, have asked Rick Stimpson
 - Handicapped Access
 - Startup supplies
 - On December 9 from 1-3 committee members are planning on asking area businesses to donate

All donations will go through Minidoka Education Foundation and be tagged for the greenhouse.

Greenhouse projects leads- Zelma Woodward and Scott Heins

POLICY TITLE:	Extended Learning Opportunities	POLICY NO:
	Minidoka County Joint School District # 331	267.00
		PAGE 1 of 3

Extended Learning Opportunities

The Board encourages students to pursue extended learning opportunities (ELOs) as a way to gain knowledge and skills outside the traditional classroom. The District shall allow students to receive credit for ELOs.

“Extended learning opportunity” or “ELO” shall mean an out-of-classroom learning experience that provides a student with:

1. Enrichment opportunities outside of a classroom setting;
2. Career readiness or employability skills, including internships, pre-apprenticeships, and apprenticeships; or
3. Any other type of out-of-classroom educational opportunity approved by the State Board of Education or the District.

ELOs may include, but are not limited to performing groups, internships, community service, apprenticeships, or other opportunities approved by the District, in conjunction with Board policies.

All ELOs shall comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

ELOs shall not include activities for religious purposes.

The District maintains a policy of not charging a fee for any course for which academic credit is awarded. In keeping with this policy and with the State Constitution’s requirement to maintain a system of free public schools, the ELOs may not include activities for which a fee is charged.

In determining whether to approve an ELO proposed by a student or by a prospective supervising organization, the District shall consider the overall benefits, costs, advantages, and disadvantages to both the student and the District.

Approval of a Proposed ELO

An organization such as a nonprofit organization, an Idaho business, a trade association, or the United States armed forces may apply to offer District students a for-credit ELO. The application must demonstrate the opportunity to teach students specific Idaho Content Standards or the Idaho College and/or Career Readiness Competencies and Subskills.

Requests by organizations seeking to offer an ELO shall be evaluated by the Superintendent or their designee. The Board directs the Superintendent to create a process for evaluating these applications.

At a minimum, all applications by supervising organizations or students must meet the following criteria:

1. Provide for administration and supervision of the program; and

2. Meet rigorous standards, including the minimum standards established by the District. The Board directs the Superintendent to draft such standards.

Request by Student for Credit

In addition to opportunities proposed by a supervising organization as described above, a student may request credit for a proposed ELO on an individual basis. To do so, they must provide written permission from their parent or guardian, if the student is a minor, to participate in a particular extended education opportunity.

The application must demonstrate the opportunity to teach the student specific Idaho Content Standards or the Idaho College and/or Career Readiness Competencies and Subskills.

Such applications must be submitted to the building principal or designee at least 30 days prior to the beginning of the proposed opportunity when prior approval is sought. The deadline may be waived at the building principal or designee's discretion. Alternatively, a student may apply to receive credit for an activity as an ELO after it has begun, provided the application is made before the completion of the activity.

The application will be reviewed by the building principal or designee and any other staff the District deems appropriate. A decision will be made within 10 school days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is requested, the information must be submitted within one week of receipt of the request.

A student whose application has been denied may request a meeting with the Superintendent or his/her designee. They will provide the student with a rationale as to why the proposal was denied. The student may resubmit an alternate proposal if there is enough time to do so within the deadline described above. If the building principal or his/her designee rejects the resubmitted proposal, the student may appeal to the Superintendent. All decisions made by the Superintendent shall be final.

Once a student-initiated opportunity has been approved as an ELO, the District may consider it an approved ELO for other students.

Nature of Credit Awarded

If a middle level or high school student requests credit for an ELO and the District approves this request, or if the student participates in an approved ELO, the student shall receive credit toward their graduation requirements.

If an elementary student requests credit for an ELO and the District approves this request, or if the student participates in an approved ELO, the student shall receive credit toward mastery of required skills or standards.

The District may award elective credit for an ELO that does not qualify for credit toward core of instruction graduation requirements.

The Board directs the Superintendent or his/her designee to draft criteria for determining whether a proposed learning opportunity will qualify for credit toward one or more core subjects, elective credit, or required skills or standards. Granting of credit shall be based on a student's mastery of Idaho Content Standards or the Idaho College and Career Readiness Competencies and Subskills. Credit counted toward a core subject shall only be awarded for ELOs which align

with the content standards of a course for which core credit is awarded. The Superintendent may designate a teacher with expertise in teaching a subject area to determine whether an ELO meets these criteria and qualifies for credit.

The District reserves the right to determine the number of credits to be awarded. Any credits earned may be calculated towards the student's grade point average (GPA). In that instance, the course name and actual grade earned will be noted on the student's official transcript.

The Board may direct the Superintendent or their designee to track approved ELOs and may direct the Superintendent or designee to make information on approved ELOs available to guide students, parents/guardians, and community members who may be interested in pursuing or offering an ELO.

Responsibility

Any ELO shall be the financial responsibility of the student's parent/guardian. The student or their parent/guardian will be responsible for providing transportation to and from the off-campus site. However, the District may choose to provide transportation, if feasible.

The organization supervising any ELOs shall be responsible for the student's personal safety and well-being.

A signed agreement among the school, the student, the student's parent/guardian, and a designated agent of the supervising organization may be required before any ELO will be approved by the District. The agreement should specify the roles and responsibilities of each party.

It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course and may result in the ELO being counted as a failing grade.

In order to ensure the integrity of the learning experience approved under this program, the student will be required periodically or upon request to provide evidence of progress and attendance. The building principal or designee shall be responsible for certifying completion of the ELO and the award of credits consistent with the District's policies, procedures, and rules.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, each school shall develop appropriate mechanisms to document student progress and program completion in each student's record.

ADOPTED ON: May 16, 2022

AMENDED ON:

LEGAL REFERENCES: I.C. § 33-6401 et seq. Extended Learning Opportunities
Constitution of the State of Idaho, Article § XI Religious
Test and Teaching in School Prohibited

POLICY TITLE:	Self-Directed Learners	POLICY NO:
	Minidoka County Joint School District # 331	268.00
		PAGE 1 of 2

Self-Directed Learners

The Minidoka County School District offers students the opportunity to be designated as a self-directed learner for the purpose of being granted additional flexibility in meeting the District's graduation requirements. This allows students to tailor their education activities to meet individual learning goals developed in consultation with the student's supervising teacher and their parent/guardian.

Students designated as a self-directed learner shall have a right to flexible learning to support their postsecondary goals. Flexible learning may include

1. Flexible attendance requirements;
2. Attending school virtually;
3. Extended learning opportunities as described in Policy 267.00; and
4. Any other agreed-upon learning inside or outside the classroom This may include, but is not limited to curriculum compacting, acceleration, or credit by examination.

This flexibility may be used to allow the student to make use of the District's educational resources in customized ways and/or to allow the student to pursue educational opportunities outside of those offered by the District.

The District maintains a policy of not charging a fee for any course for which academic credit is awarded. In keeping with this policy and with the State Constitution's requirement to maintain a system of free public schools, the learning activities incorporated into the student's program of flexible learning may not include activities for which a fee is charged.

Additionally, the learning activities incorporated into the student's program of flexible learning may not include activities for religious purposes.

A student's self-directed learner status may be terminated if the teacher supervising the student's self-directed learning determines that the student is failing to meet the requirements laid out in Procedure 268.00P or is failing to complete assignments within the time provided.

The process for designating a student as a self-directed learner and maintaining this designation is provided in Procedure 268.00P. This procedure shall be reviewed and approved by the Board prior to promulgation and prior to any revision of the procedure.

Each year, the District shall report to the State Department of Education the number of students in attendance who are designated as self-directed learners.

Cross References:	<u>2435 Advanced Opportunities</u>
	<u>2460 Extended Learning Opportunities</u>
	<u>3440 Student Fees, Fines, and Charges/Return of Property</u>
Legal References:	<u>I.C. § 33-512D Self-Directed Learner Designation</u>
	<u>I.C. § 33-1001 Definitions</u>
	<u>Constitution of the State of Idaho, Article IX, Section 1</u>
	<u>Legislature to Establish System of Free Schools</u>
	<u>Constitution of the State of Idaho, Article § XI Religious Test and Teaching in School Prohibited</u>

ADOPTED:

AMENDED:

POLICY TITLE:	Self-Directed Learners Procedure	POLICY NO:
	Minidoka County Joint School District # 331	268.00 P
		PAGE 1 of 4

Self-Directed Learner Procedure

Eligibility Requirements

To be designated a self-directed learner, a student must meet all of the following criteria:

1. Demonstrate mastery of content knowledge through grades, assessments, or mastery-based learning rubrics.
2. Demonstrate mastery of addition and multiplication for numbers 0-10, as well as related subtraction and division problems. Students in grades kindergarten through 4th grade shall be exempt from this requirement.
3. Demonstrate academic growth.
4. Demonstrate timeliness in returning assignments, self-motivation, ability to establish goals.
5. Reach age-appropriate learning outcomes.

Additionally, students in 8th grade or higher must show that they have made an informed choice of postsecondary career and education goals by:

1. Creating a full student learning plan as defined in I.C. 33-1001(30), and keeping it up-to date; and
2. Working toward their postsecondary goals and supplementing their student learning plan, if applicable, with such activities as participation in extended learning opportunities, advanced opportunities, challenging courses as described in Policy 267.00 Extended Learning Opportunities and Policy 276.00 Advanced Opportunities, or successful completion of an online course. The Board directs the Superintendent or designee to develop a process for a student to document their post-secondary goals for the purposes of this policy.

The Board directs the Superintendent or their designee to determine ways of establishing whether a student has met all of the criteria above. These measures may be based on the following and/or on other measures the Superintendent or their designee deems appropriate:

1. GPA and/or achievement of a minimum grade for all classes or for specified classes;
2. Scores on specified assessments;

3. A portfolio of student work;
4. Teacher reports of whether the student meets all of the criteria listed above or specific criteria.

Designation of Self-Directed Learners

To be designated a self-directed learner, a request must be submitted to the **building principal or designee**. The request process may be initiated by a student, their parent/guardian, or one of the student's teachers.

Commented [1]: To keep the process streamlined, I would recommend the building principal receive requests.

The request must include the following:

1. Permission of the student's parent/guardian if under 18 years of age.
2. A recommendation that designation as a self-directed learner would be appropriate and helpful to the student by at least one of the student's teachers. This may include the recommendation of the teacher who initiated the request.
3. A description of the exemptions from standard instruction practices and requirements sought for the student. If a student is to be absent from the classroom during the usual school day, this must include a statement of who will be responsible for supervising the student.
4. An explanation of how this flexibility will aid the student in meeting their goals as well as mastering grade-level content. For students in 8th grade and above, this must include an explanation of how flexible learning will further the student's progress toward identified postsecondary goals.
5. Criteria the student will be required to meet to maintain their designation as a self-directed learner, such as:
 - A. Continued mastery of content knowledge and skills, academic growth, progress toward postsecondary goals (if the student is in Grade 8 or higher), or other measures of student learning as specified further in the request;
 - B. Compliance with the District's rules regarding student conduct, except for any from which the student is specifically exempted; and
 - C. Submission of regular updates outlining the flexibility sought for upcoming instruction and how it will aid the student in meeting their goals.

Students who are in grade 8 or higher must also include a description, written by the student, of their self-determined personal life goals, including an explanation of how attending specific classes will lead to the fulfillment of personal life goals in addition to the identified postsecondary goals.

An updated request for designation as a self-directed learner must be submitted for each school year in which the student is to have this designation.

Commented [2]: Having an annual updated request may make it easier to ensure students don't slip through the cracks.

SECTION 200: INSTRUCTION

The application will be reviewed by the **building principal** or designee. A decision will be made within ten (10) days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is needed, the information must be submitted within one week of receipt of the request.

Commented [3]: Principal since they will receive requests?

A student whose request has been denied may request a meeting with the **building principal** or designee. They will provide the student with a rationale as to why the proposal was denied. The student may resubmit an alternate proposal if there is enough time to do so within the deadline described above.

If the building principal OR designee rejects the resubmitted proposal, the student may appeal to the Superintendent. All decisions made by the Superintendent shall be final.

Commented [4]: Do we want an appeal process?

Credit for Flexible Learning Opportunities

To receive credit for activities a student participates in as part of their flexible learning activities, a middle or high school student must:

1. Successfully complete an accredited online or correspondence course or a class taught by an Idaho school district or charter school; or
2. Earn college credit as allowed by District policy; or
3. Successfully challenge a course as described in Policy 2435.

Commented [5]: How will credits be given to students?

Ending Self-Directed Learner Status

The building principal shall designate a staff member to supervise the self-directed learner's educational program. This staff member shall support the student in their flexible learning, monitor their academic progress, and monitor whether they are meeting the criteria described in the request for self-directed learner status.

If a teacher determines that:

1. A student is failing to meet these criteria; or
2. A student is failing to complete assignments within the time provided

the teacher may submit to the **building principal or designee** a written recommendation to rescind the designation of self-directed learner. The **building principal or designee** shall determine whether to rescind the self-directed learner status. A student's parent or a student with the permission of their parent (if the student is under 18 years of age) may submit notice to the District that they wish to terminate the student's flexible learner status at the end of the quarter, semester, or school year.

Commented [6]: Building principal?

SECTION 200: INSTRUCTION

ADOPTED:

AMENDED:

SECTION 200: INSTRUCTION

The Board of Trustees of Minidoka County Joint School District No. 331 believes that all employees should act in an ethical manner in all of their interactions with students, with each other and with members of the community. All District employees, ~~where applicable,~~ shall abide by the Principles of the Code of Ethics ~~for Professional Educators-Principals~~ as developed by the Professional Standards Commission, approved by the Idaho State Board of Education, and approved by the Idaho Legislature.

Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn and to teach while guaranteeing equal educational opportunity for all. ~~The professional educator~~ All district employees are professionals and accepts the responsibility to practice the profession according to the highest ethical principles. ~~The Code of Ethics for Idaho Professional Educators symbolizes the commitment of all Idaho educators and provides principles by which to judge conduct.~~

Aspirations and Commitments

- a. The professional ~~educator~~ aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills, and understanding that will meet their needs now and in the future.
- b. The professional ~~educator~~ provides an environment that is safe to the cognitive, physical, and psychological well-being of students and provides opportunities for each student to move toward the realization of goals and potential as an effective citizen.
- c. The professional ~~educator~~, recognizing that students need role models, will act, speak, and teach in such a manner as to exemplify nondiscriminatory behavior and encourage respect for other cultures and beliefs.
- d. The professional ~~educator~~ is committed to the public good and will help preserve and promote the principles of democracy. He/she will provide input to the local school board to assist in the board's mission of developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged.
- e. The professional ~~educator~~ believes the quality of services rendered by the education profession directly influences the nation and its citizens. He/she strives, therefore, to establish and maintain the highest set of professional principles of behavior, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession.
- f. The professional ~~educator~~ regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He/she believes that sound professional personal relationships with colleagues, governing boards, and community members are built upon integrity, dignity, and mutual respect. The professional ~~educator~~ encourages the practice of the profession only by qualified persons.

1. Principle I – Professional Conduct

A professional ~~educator~~ abides by all federal, state, and local education laws and statutes. Unethical conduct shall include the conviction of any felony or misdemeanor offense set forth in Section 33-1208, Idaho Code.

2. Principle II – Educator/Student Relationship

A professional ~~educator~~ maintains a professional relationship with all students, both inside and outside the physical and virtual classroom. Unethical conduct includes, but is not limited to:

- a. Committing any act of child abuse, including physical or emotional abuse;
- b. Committing any act of cruelty to children or any act of child endangerment;
- c. Committing or soliciting any sexual act from any minor or any student regardless of age;
- d. Committing any act of harassment as defined by District policy;
- e. Soliciting, encouraging, or consummating a romantic or inappropriate relationship (whether written, verbal, virtual, or physical) with a student, regardless of age;
- f. Using inappropriate language including, but not limited to, swearing and improper sexual comments (e.g. sexual innuendoes or sexual idiomatic phrases);
- g. Taking or possessing inappropriate images (digital, photographic, or video) of students;
- h. Inappropriate contact with any minor or any student regardless of age using electronic media;
- i. Furnishing alcohol or illegal or unauthorized drugs to any student or allowing or encouraging a student to consume alcohol or unauthorized drugs except in a medical emergency;
- j. Conduct that is detrimental to the health or welfare of students; and,
- k. Deliberately falsifying information presented to students.

3. Principle III – Alcohol and Drugs Use or Possession

A professional ~~educator~~ refrains from the abuse of alcohol or drugs during the course of professional practice. Unethical conduct includes, but is not limited to:

- a. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming illegal or unauthorized drugs;
- b. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol;
- c. Inappropriate or illegal use of prescription medications on school premises or at any school-sponsored events, home or away;

- d. Inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function; and
- e. Possession of an illegal drug as defined in Chapter 27, Idaho Code, Uniform Controlled Substances.

4. Principle IV – Professional Integrity

A professional ~~educator~~ exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes, but is not limited to:

- a. Fraudulently altering or preparing materials for licensure or employment;
- b. Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment or licensure;
- c. Failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate or license from another state;
- d. Failure to notify the state at the time of application for licensure of past criminal convictions of any crime violating statutes or rules governing teacher certification;
- e. Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students or personnel, including improper administration of any standardized tests (changing test answers; copying or teaching identified test items; unauthorized reading of the test to students, etc.);
- f. Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves;
- g. Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry or investigation;
- h. Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues, and,
- i. Failure to notify the state of any criminal conviction of a crime violating the statutes and/or rules governing teacher certification.

5. Principle V – Funds and Property

A professional ~~educator~~ entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes, but is not limited to:

- a. Misuse, or unauthorized use, of public or school-related funds or property;
- b. Failure to account for school funds collected from students, parents, or patrons;
- c. Submission of fraudulent requests for reimbursement of expenses or for pay;
- d. Co-mingling of public or school-related funds in personal bank account(s);
- e. Use of school property for a private financial gain;
- f. Use of school computers to deliberately view or print pornography; and,

- g. Deliberate use of poor budgeting or accounting practices.

6. Principle VI – Compensation

A professional ~~educator~~ maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes, but is not limited to:

- a. Unauthorized solicitation of students or parents of students to purchase equipment, supplies, or services from the educator who will directly benefit;
- b. Acceptance of gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
- c. Tutoring students assigned to the educator for remuneration unless approved by the local board of education; and,
- d. Soliciting, accepting, or receiving a financial benefit greater than fifty dollars (\$50) as defined in Section 18-1359(b), Idaho Code.

7. Principle VII – Confidentiality

A professional ~~educator~~ complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unethical conduct includes, but is not limited to:

- a. Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status or income, and assessment or testing results with inappropriate individuals or entities; and
- b. Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities.

8. Principle VIII – Breach of Contract or Abandonment of Employment

A professional ~~educator~~ fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes, but is not limited to:

- a. Abandoning any contract for professional services without the prior written release from the contract by the District;
- b. Willfully refusing to perform the services required by a contract; and,
- c. Abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students.

9. Principle IX – Duty to Report

A professional ~~educator~~ reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code. Unethical conduct includes, but is not limited to:

- a. Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity);
- b. Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment, or neglect);
- c. Failure to comply with Section 33-512B, Idaho Code, (Suicidal tendencies and duty to warn); and
- d. Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official.

10. Principle X - Professionalism

A professional ~~educator~~ ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles. Unethical conduct includes, but is not limited to:

- a. Any conduct that seriously impairs the Certificate holder's ability to teach or perform his professional duties;
- b. Committing any act of harassment toward a colleague;
- c. Failure to cooperate with the Professional Standards Commission in inquiries, investigations, or hearings;
- d. Using institutional privileges for the promotion of political candidates or for political activities, except for local, state, or national education association elections;
- e. Willfully interfering with the free participation of colleagues in professional associations; and
- f. Taking or possessing inappropriate images (digital, photographic, or video) of colleagues.

Violations of this Code of Ethics shall be dealt with as outlined in this policy's procedure.



LEGAL REFERENCE:

ADOPTED: July 17, 2000

AMENDED/REVISED: February 22, 2005; June 16, 2008; September 19, 2016

**POLICY
TITLE:**

**Grievance Procedure for Classified
Employees Classified Employment,
Assignment and Grievance**
Minidoka County Joint School District # 331

**POLICY NO:
590.50
PAGE 1 of 3**

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

Classified Employment, Assignment, and Grievance

Classified employees are those non-certificated employees who are employed by the District or personnel hired in positions which do not require certification. With the exception of those classified employees specifically hired by the Board as holding a status of not at-will, all classified employees shall be regarded as "at-will" employees and may be dismissed at the will of either party and the employment relationship may be terminated at any time for any or no reason, so long as the same does not violate public policy or violate any other provision of law. Such at-will designation will be included in all job descriptions and related written documentation, should the same be implemented by the District. An employment period, as well as other terms and conditions of employment set forth in a job description and/or written documentation shall not create a property right as such are included for the specific purpose only of providing notice to the employee of the service and expectations of the District so long as the employment relationship continues.

Classified employees shall have no expectation of continued employment, unless so expressly specified by the District's Board. The District reserves the right to change employment conditions affecting the employee's duties, assignment, supervisor, or grade.

The Board shall determine the salary and wages for classified personnel.

The grievance procedure for classified employees shall be the procedure set forth in Idaho Code. Classified employees may file a written grievance alleging a violation of current, written District approved policy, procedure, or employee handbook, a condition or conditions that jeopardize the

health or safety of the employee or another, or tasks assigned outside of the employee's essential job functions and for which the employee has no specialized training. However, neither the rate of pay nor the decision to terminate an employee

Grievance Definition

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

Grievance Procedure

A classified employee with a complaint is encouraged to first discuss it with their immediate supervisor with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be addresses as described in Policy 375.00 and 375.00P

Level 1 Grievance

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

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

If a classified employee files a grievance, the employee shall submit the grievance in writing to the district's human resources administrator within six (6) working days of the incident giving rise to the grievance. The grievant shall state the nature of the grievance and the

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

Level 2 Grievance

If a resolution is not reached during the informal grievance meeting, the individual against whom a grievance is filed shall file a written response to the employee grievance within six (6) working days after the conclusion of the informal grievance meeting.) Thereafter, the employee may appeal the grievance to the superintendent of the district or the superintendent's designee within six (6) working days of the receipt of the written response or within six (6) working days from the date the written response was due if the classified employee received no written response. Within six (6) working days of an appeal, the superintendent or his designee shall provide a written response to the classified employee. If the complaint alleges a violation of Title IX, Title II, or Section 504 of the Rehabilitation Act, or sexual harassment that is found to not fall within the scope of Policy 375.00 and Procedure 375.00P, the person who received the written grievance shall turn the complaint over to the nondiscrimination coordinator who shall investigate the complaint. The District has appointed nondiscrimination coordinators to assist in the handling of discrimination complaints. The coordinator will complete the investigation and file the report with the Superintendent within 30 days after receipt of the written grievance. The coordinator may hire an outside investigator if necessary. If the Superintendent agrees with the recommendation of the coordinator, the recommendation shall be implemented. If the Superintendent rejects the recommendation of the coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within 15 days of receiving the report of the coordinator to the Board for a hearing.

Level 3 Grievance

If the classified employee is not satisfied with the response of the superintendent or the designee, or if there is no response by the superintendent or the designee within the time frame provided in the Level 2 Grievance paragraph, the classified employee may request a

review of the grievance by a hearing panel within six (6) working days from receipt of the response provided in the Level 2 Grievance paragraph if the employee received a written response, or six (6) working days from the date the superintendent or designee last had to respond if the classified employee received no written response. Within ten (10) working days of receipt of an appeal, a panel consisting of three (3) persons; one (1) designated by the superintendent, one (1) designated by the employee, and one (1) agreed upon by the two (2) appointed members for the purpose of reviewing the appeal shall be selected and review the appeal. Within ten (10) working days following completion of the review, the panel shall submit its decision in writing to the classified employee, the superintendent, and the board of trustees.

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

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

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

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

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

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



LEGAL REFERENCE: Idaho Code 33-517

ADOPTED: March 20, 1989

AMENDED/REVISED: February 19, 1990; May 22, 1996; June 21, 2004; May 18, 2015; December 14, 2020