WEST BONNER COUNTY SCHOOL DISTRICT #83
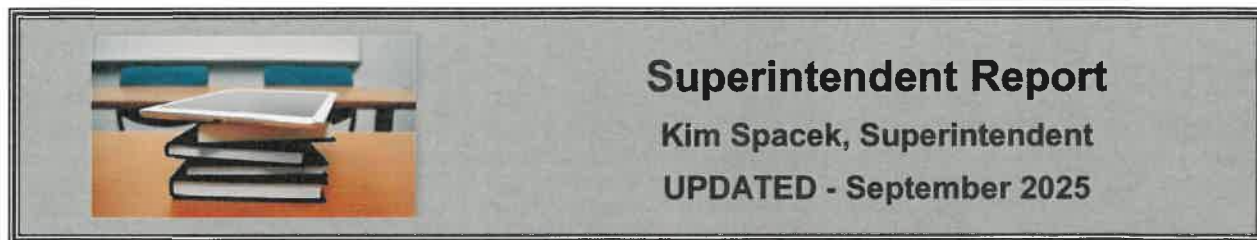
Superintendent Report
Kim Spacek, Superintendent
UPDATED - September 2025

Board Meeting Date: Wednesday, September 17, 2025

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

- *Loretta Glazier - Over the course of the summer, Loretta working diligently to create Professional Development held in August relevant to this year's learning needs for professional educators. Sessions included topics such as engaging in rich math tasks, math interventions, establishing a math culture, Open Court training, Monitoring Data, and Training for State Assessments.*

- *Lynn Parker - After the Guiding Coalition met on August 20th and planned Professional Development on September 5th. This began with Tim Brown of Solution Tree with a session on helping students learn, Artificial Intelligence, and PLC work.*

What has the superintendent been working on this past month?

- *Financial Standards Handbook - Kendra Salesky, Business Manager, and I have completed what we think to be a final version. As noted last month, updated language clarifies board policy. Transparency and trust are the goal of this resource when the community would like to know how funds are used for their collected purpose. This is presented as a Draft because B² is reviewing it for input also.*

- *Center for Effective School Organization (CESO) Visit - CESO was on site in July 2025. Between this visit and the final report, there were potential follow up Zoom Meetings to ask questions and clarify answers to the questions if needed. There were no meetings and Kendra Salesky and I are waiting for the final report.*

- *Cell Phone Use - Idaho Governor Executive Order 2024-11 - The Administrative Team looked at the update of Board Policy 3265 - Student-Owned Electronic Communications Devices, at its meeting on September 10, 2024. Student handbooks included our discussion and approach to potential distractions from learning by electronic communication devices. The handbooks were approved back in June 2025 with the understanding the policy would be updated and approved at a later date. The feature of this board policy is that it is written in parent/student friendly language rather than legal jargon that causes conflict.*

Use the attached checklist from the State Department of Education in your review to assure all areas are aligned with state level expectations.

- *Board Policy Review - Second readings of several policies from the spring are at the top of the priority list for our meeting. They are prioritized for review at our meeting. There is still Board Policy 3000 - ??, that Kathy Nash, Trustee, and I are to be working up to update. And, Board Policy - ???, that Margy Hall, Trustee, and I are to bring back with updated language.*

- *IPLP (Individual Professional Learning Plan) - The beginning of the year signals planning for the end of the year. Each Principal was asked to complete an IPLP to share when during their scheduled Initial Conversation. I am sharing my IPLP, just as I did with the AdTeam on September 3rd. These goals are focused on the three goals the board set for my evaluation, community communication, budget management, and academic student achievement. The title of the goals on the IPLP match the Danielson Leadership Framework.*

- *Presentation Schedule for Directors and Building Principals - The AdTeam has been working on this over the past few weeks. You will find a Draft of the schedule attached. Building Principals worked together to set presentation months built around assessment data and analysis. Student Handbooks will be presented in May with the idea Trustees will review them over the month and provide feedback in June. Director presentations will be placed on the schedule to finalize it.*

- *Student Handbooks - This topic came up while discussing the presentation schedule. Table of Contents from each school's student handbook will be presented to the Board of Trustees at its Regular Meeting in September. Your assignment will be to look at the Table of Contents and provide feedback on areas the board would like to see consistent in each handbook throughout the district.*

What tasks need focus for the upcoming month?

- *AdTeam Meetings - The meeting schedule was provided last month. This year, the meetings are in progress. Trustees continue to be invited to participate.*

- *The Rural Alliance - The Superintendent's Cohort was held on Sunday, September 7, 2025, in the evening, and Monday, September 8, 2025, in the morning. I asked Kim Keaton, Idaho Capacity Builder, to attend with me. West Bonner County School District #83, is a member of the Rural Alliance.*

- *Artificial Intelligence (AI) - This was a focus for the Superintendent's Cohort. An agenda is attached to this report. At no cost, we were invited to be a part of two initiatives on AI. The first is a series for leaders to develop how to use AI as a management tool. This is available through Seminar and Tom Clark will be the facilitator. A second AI initiative was to develop tools for classroom use. I asked Tommy Hansen, Principal, of Priest Lake Elementary School, to represent WBCSD #83 as Tommy presented on this subject during Professional Learning on September 5th.*

- *Career Connected Learning - I was invited to sign up for a grant sponsored by the Rural Alliance for Career Connected Learning. If chosen, we will be working with nine other districts and Transcend for about 15 months on planning for implementation. This aligns with the Innovative Program on Workforce Training. Both Vanessa Haggett, Principal of Priest River Lamanna Jr-Sr High School, and Kim Keaton are aware of this opportunity. The following planning will take place:*

What does participation involve?
- Engaging deeply in a community-based design process that includes system and school leaders, teachers, families, and students
- Receiving dedicated coaching from Transcend throughout the experience
- Leadership from the superintendent or equivalent district leader, who will participate in a 6-mo leadership development program (LCLL) and play a critical role in championing the work, breaking down barriers, and aligning policy and resources
- Designing for meaningful outcomes and high-quality student experiences

Are there any other items of significance to report?

- *Foundation Support from the State - I will share two letters from the State Department of Education. One letter discusses Foundation Payments and the other letter concerns itself with federal funds. We have two weeks to respond to the State Department of Education.*

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

# of Temporary Suspensions	Reason for Action	Response
1	?	1-day
1	Disorderly Conduct	1.5 days
1	Fighting	3 day0s

How many Open Enrollment Applications have been processed? The chart below outlines actions taken since the last board meeting:

# of Students Entering the District through Open Enrollment	# of Students Exiting the District through Open Enrollment	# of Students Changing Schools in the District through Open Enrollment
-	-	4

- *Save Our Schools Idaho Town Hall Meeting - Candy Turner invited me to be on the panel. The flyer is attached to this report. Susie Luckey was the third member of the panel as Teresa Rae was unable to be a part of the panel. I was asked to speak about accountability, if tax dollars follow students, and if there was choice in Idaho previous to vouchers came to pass through HB93. The feedback I received on the meeting was positive.*

- *Danielson Instructional Framework Training - This is one class that I need to complete for 5-year certification, due to be renewed by next August. I am taking this course through the University of Idaho as a nondegree student. The course began September 1st and is finished in December of 2025. Weekly assignments will due each Thursday. To complete the course, there will be reading and responding to a question. For discussion, I will be responding to another student's question. All of the classmates are spread throughout the state with the course completely online. This is a first time experience for me.*

Other Items of Interest

I read the following documents to keep up with current issues in the field of education: (Reading is done during each mealtime in the morning, noon, and evening as well as on two weekends per month that I am staying at the house in Oldtown.)

- *Magnet School Development Framework - This framework was developed by the U.S. Department of Education. The framework has two structures described below:*
   - *Elements - These elements are development activities that embed into the culture and identity of the magnet school-*
      1. *Leadership and Management-Leadership is pivotal for transforming the school through collaboration with stakeholders.*
      2. *Communication-Effective communication ensures smooth transition on the way to implementation.*
      3. *Data Use-Data is used for making decisions to monitor progress and performance outcomes.*
      4. *Theme Integration-The theme is identified enabling students to apply their cognitive skills to real-life situations coherently and holistically using exploration to improve reasoning, problem solving, reactive thinking, and communication skills.*
      5. *Professional Development-Knowledge, skills, and practices are learned to meet the demands of serving the magnet school students.*
      6. *Sustainability-A plan that monitors the academic achievement to create leverage resources that leads to effectiveness and long-term success.*

- o *Core Components - These components drive the program for the benefit of the students, families and community-*
    1. *Diversity and Equity-The school appeals and attracts a broad range of students.*
    2. *Enrollment Management-A plan to identify and build interest ,trust, and loyalty to the school with stakeholders.*
    3. *Curriculum and Instruction-These are interdependent with the theme and instruction to help students learn in an interdisciplinary and dynamic culture.*
    4. *Family Engagement-The community and school share a partnership in the education of students.*
    5. *Partnerships-A cooperative relationship with organizations that contribute to the benefit of the school to the community.*

This background document will serve as a resource in working with PLEF (Priest Lake Education Foundation) to identify a magnet school at Priest Lake.

Acronyms:

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

- *ASVAB = Armed Services Vocational Aptitude Battery*
- *IHSAA = Idaho High School Activities Association*
- *ICRMP = Idaho County Risk Management Program*
- *IRI = Idaho Reading Indicator*
- *ISEE = Idaho System of Educational Excellence*
- *MTSS = Multi-Tiered System of Supports*
- *PLC = Professional Learning Community*
- *STEAM = Science, Technology, Engineering, Arts, and Mathematics*
- *STEM = Science, Technology, Engineering, and Mathematics*

Kim Spacek

Policy Checklist for LEAs

These components should be considered and incorporated into an *LEA Policy for Cell Phones:*

☐ Why? Clear Policy Objectives

- Define the specific goals of the policy, such as student safety, staff support, preventing distractions, improving academic focus, and responsible technology use.
- Example: Encouraging kids to focus on only school during the day is an essential part in making up the education gaps in test scores, attendance, and social skills we are seeing because of the pandemic.

☐ Learning Environment/Permitted Uses

- Outline policy for limiting and/or structuring student cell phone usage including when and where students are allowed to use phones.
- Provide behavior expectations for cell phones and devices to students and families and specify prohibited activities such as texting, social media, and disruptive behavior.
- Define use and non-use areas within the classroom, school, and on school grounds.
- Outline what devices are included, for example, cell phones, tablets, smart watches, etc.
- Limit cell phone usage during testing to protect the integrity of assessment items and results.
- Example: Students may use personal technology devices during lunch, school-sponsored activities outside of school hours, for educational purposes with explicit teacher permission, or in the event of an emergency as defined by this policy. Students may not use personal technology devices to engage in disruptive behavior or cyberbullying.

☐ Accommodations

- Review and ensure that accommodations for students with disabilities that have an Individualized Education Program (IEP) or Section 504 are met.

☐ Safety & Emergency Use

- Define parameters for emergencies, including how to contact a student while in school.
- Teach about the safe use of cell phones and smart devices during emergencies.

☐ Cell Phone Storage/Technology Support

- Where will students keep their phones? For example, designated stations, lockers, classroom cubbies, or magnetic bags
- Manage wireless to limit access to certain websites or content on school grounds

☐ **Discipline/Appeals Process**
- If a student violates this policy, a teacher or administrator shall take the following disciplinary measures, including confiscation of the cell phone and/or a call to parent/guardian.
- Provide a fair and transparent process for students or parents/guardians to appeal disciplinary actions
- Example: The first violation of this policy will result in the student receiving a warning and potential device confiscation. The second violation will result in detention or loss of privileges. The third offense will result in suspension or other disciplinary action, as appropriate. Students may appeal disciplinary actions by submitting a written request to the principal within five (5) school days of the incident.

☐ **Staff, Parent, and Student Feedback (if possible/optional)**
- Hold informational sessions to address questions or concerns.

☐ **Consult with LEA attorney to ensure the policy aligns with state and federal laws, including the First Amendment and student privacy rights**

☐ **Implementation**
- Implement a monitoring system for cell phone use such as classroom rules, designated phone storage areas, or technology monitoring tools
- Educate staff on policy to ensure consistent enforcement
- Communicate the policy to students and their parents or guardians
- Provide information on the mental and physical health effects of high levels of cell phone and social media use to students and families.
- Reinforce digital literacy lessons, the effects of cyberbullying, privacy concerns, and online disinformation.

☐ **Review and Updates**
- Review the policy annually to assess its effectiveness and make necessary adjustments

Individual Professional Learning Plan

West Bonner County School District #83

Name: Kim Spacek	School Year: 2025-26	School: Superintendent

Goal 1: Communicating with Families

Effectively and transparently communicate with stakeholders about district initiatives, successes, and concerns each month through board report sand social media.

Domain and Component ___4.c.___ (e.g., 2c, 3d)

How will your learning increase from achieving this goal?

Action Steps/Activities (Specific Principal/Teacher/Specialist Professional Activities)	Resources (Staff, PD, or Materials)	Timeline (Timeframe for Action Steps/Activities to be Completed)	Completion (Initial and Date as Each Action Step/Activity is Completed)
engage in two-way communication	Superintendent Meet & Greets		
acknowledge those contributing to a positive learning environment.	Apple Award		
informal conversations with stakeholders at schools, attending sporting events, and during community events	Monthly Superintendent Report Superintendent's Updates through email		

solidify the AdTeam that works together to assist students grow and achieve.

Set Team Norms document 1 on 1 meetings with Principals to assess team cohessiveness

Evidence (How will you know if the goal has been accomplished and what artifacts will you use to show the goal was accomplished):

Midyear Update (What progress has been made towards meeting the goal? What revisions to the IPLP are necessary?)

Summative Update (Was the goal accomplished? How do the artifacts support this conclusion?)

Goal 2: Demonstrating Knowledge of Resources

Oversee and manage the annual budget aligned with district goals and training with staff for financial effectiveness through monthly reporting.

Domain and Component ___1.d.___ (e.g., 2c; 3d)

How will your learning increase from achieving this goal?

Action Steps/Activities (Specific Principal/Teacher/Specialist Professional Activities)	Resources (Staff, PD, or Materials)	Timeline (Timeframe for Action Steps/Activities to be Completed)	Completion (Initial and Date as Each Action Step/Activity is Completed)
identify immediate budget needs	Business Manager conversations 1 on 1 with Principals		
work with the Business Manager and consultant on necessary training and tasks	Project Chart		

track current spending trends and impact of ADA (Average Daily Attendance) on the budget	daily interaction with the Business Manager

Evidence (How will you know if the goal has been accomplished and what artifacts will you use to show the goal was accomplished):

Midyear Update (What progress has been made towards meeting the goal? What revisions to the IPLP are necessary?)

Summative Update (Was the goal accomplished? How do the artifacts support this conclusion?)

Goal 3: Demonstrating Flexibility and Responsiveness

Set and monitor student achievement goals for learning supporting the Continuous Improvement Plan through monthly reporting.

Domain and Component ____ 3.e. ____ (e.g., 2c, 3d)

How will your learning increase from achieving this goal?

Action Steps/Activities (Specific Principal/Teacher/Specialist Professional Activities)	Resources (Staff, PD, or Materials)	Timeline (Timeframe for Action Steps/Activities to be Completed)	Completion (Initial and Date as Each Action Step/Activity is Completed)
set clear measurable goals through the process to create the Continuous Improvement Plan	work with AdTeam to build a baseline CIP, then take input from each building Parent Teacher Organization (PTO)		
identify annual assessment timeline	1 on 1with Principals share results through Data Report at Board Meeting		

support the sustainability of Professional Learning Communities to monitor student learning and achievement	work with the Guiding Coalition
work to recruit and retain staffing to assist the growth of students	revise Board Policy 5100 - Hiring and Criteria

Evidence (How will you know if the goal has been accomplished and what artifacts will you use to show the goal was accomplished):

Midyear Update (What progress has been made towards meeting the goal? What revisions to the IPLP are necessary?)

Summative Update (Was the goal accomplished? How do the artifacts support this conclusion?)

For Questions Contact

Educator Effectiveness Coordinator

Idaho Department of Education

650 W State Street, Boise, ID 83702

208 332 6800 | www.sde.idaho.gov

Principal/Director Presentations

September	October	November
		All Elementary Principals review assessment data aduringthe Regular Meeting or a Work Session.
December	January	February
		All Elementary Principals review assessment data during the Regular Meeting.
March	April	May
		All Principals present Handbooks for the Upcoming School Year
June	July	August
All Principals review assessment data during the Regular Meeting.		

WBCSD Reading/Writing/Math Fall Benchmarking 2025
September
October IRI/Amira

Resources: WBCSD Pathway Document (Up-dated)/ Istation's ISIP
  CORE Phonics Survey
  easyCBM (by 4th Week of Purchase)
  Phonemic Awareness Screener
  Open Court Benchmarks - As Prescribed in your TE
  Words Their Way Primary Spelling Inventory (optional)*
  Open Court Writing: 1st Writing K-2
  Study Sync: Assessment Manual
  Goal: Benchmark Assess all students grade P-12

Grade Level	Screener	Targeted Assessments	Program Assessments
Preschool	**DAYC**: Developmental Assessment of Young Children		DAYC: Developmental Assessment of Young Children
Kindergarten	**IRI/Amira**: Monthly assessment <u>September</u> - Practice <u>October</u> - Proctored by Title Team **EasyCBM:** **ELA**: LNF/LSF, Phonemic Segmenting **Math**: easyCBM: PROF MATH	CORE Phonics letters/sounds	Open Court Benchmark - As Prescribed in TE Open Court Writing: 1st Writing
First Grade	**IRI/Amira**: Monthly assessment <u>September</u> - Practice <u>October</u> - Proctored by Title Team **Core Phonics Survey** **EasyCBM:** **Math**: easyCBM: PROF MATH	Core Phonics Survey: letters and sounds easyCBM: Phonemic Segmenting Sight words (use first 100 from Fry) *Words Their Way Primary Spelling Inventory	Open Court Benchmark - As Prescribed in TE Open Court Writing: 1st Writing
Second Grade	**IRI/Amira**: Monthly assessment <u>September</u> - Practice <u>October</u> - Proctored by Title Team **Core Phonics Survey** **EasyCBM:** **ELA**: Passage Ready (PRF) **Math**: easyCBM: PROF MATH Math Fact to 20 Assessment	Core Phonics Survey: E-K -Sight words (first 200) *Words Their Way Primary Spelling Inventory	Open Court Benchmark - As Prescribed in TE Open Court Writing: 1st Writing

Grade Level	Screener	Targeted Assessments	Program Assessments
Third Grade	**IRI/Amira:** Monthly assessment <u>September</u> - Practice <u>October</u> - Proctored by Title Team **EasyCBM:** **ELA:** PRF, PR, VOCAB **Math:** easyCBM: PROF MATH	Core Phonic Survey: 3rd Grade: E-L *Words Their Way Primary Spelling Inventory (PSI) or Upper-level Spelling Inventory (USI)	Open Court Benchmark - As Prescribed in TE
Fourth & Fifth	**IIRI/Amira:** Monthly assessment <u>September</u> - Practice <u>October</u> - Proctored by Title Team **EasyCBM:** **ELA:** PRF, PR, VOCAB **Math:** easyCBM: PROF MATH	Core Phonic Survey: 4th/5th Grade: F-L *Words Their Way Primary Spelling Inventory (PSI) or Upper-level Spelling Inventory (USI)	Open Court Benchmark - As Prescribed in TE
Sixth Grade	**EasyCBM:** **ELA:** PRF, PR, VOCAB **Math:** easyCBM: PROF MATH	Core Phonic Survey: 6th Grade: F-L *Words Their Way Primary Spelling Inventory (PSI) or Upper-level Spelling Inventory (USI)	Study Sync Benchmark - As Prescribed in TE
7th- 12th	IXL Benchmark- Math, ELA		Study Sync Benchmark - As Prescribed in TE

IRI/Amira: Idaho Reading Indicator

LNF: Letter Naming Fluency

LSF: Letter Sound Fluency

CORE: Consortium on Reaching Excellence in Education

CBM: Curriculum Based Measurement

CVC: Consonant Vowel Consonant

DWA: District Writing Assessment

PRF: Passage Reading Fluency

PR: Proficient Reading

West Bonner County School District #83

Continuous Improvement Plan - Student Achievement

School Board Presentation

Purpose: The presentation to the Board of Trustees informs the community of the manner in which student learning is measured with outcomes attained and analyzed to assist in student growth and achievement.

Measure: Formative and summative assessments are employed to improve student learning. Assessment is described in a way the public will understand the reason for its use.

- Formative Assessment = This is ongoing in the classroom and shows areas of strength and where learning can improve.

- Summative Assessment = Results are from the past year and helps determine changes needed for the future.

IRI	ISAT	IXL	easyCBM

Outcomes: We collect data via assessments to allow educators to learn student strengths and areas for improvement.

- A description of the manner in which data is collected.

Analysis: Diving into the data gives purpose and outcomes by using a protocol as assessment informs instruction.

- After data is collected, a data team analyzes the outcome.

- Processes are identified to implement until the students are assessed again.

- The process has protocols that are used to arrive at meaningful instructional decisions for an individual or group of students.

IDAHO HILL

ELEMENTARY SCHOOL

"Where everybody is somebody"

PARENT AND STUDENT HANDBOOK

2025-2026
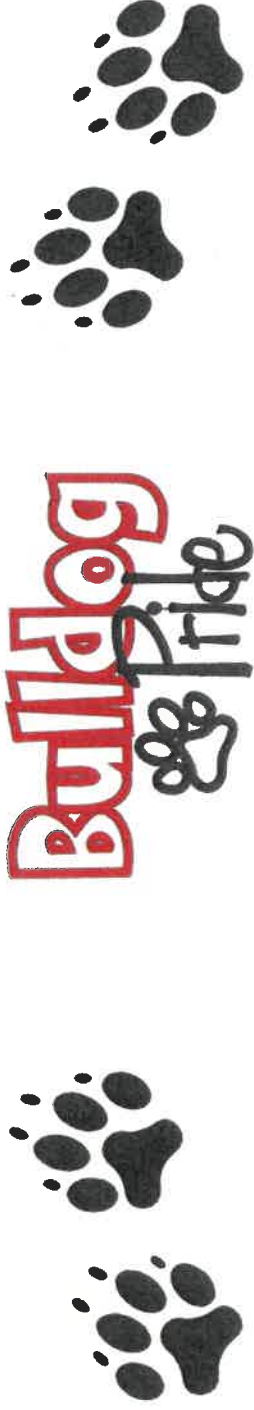
Strive for Greatness
Idaho Hill Elementary School
402 E. 3rd Street S.
Oldtown, ID, 83822

(208) 437-4227 Fax (208) 437-2290

TABLE OF CONTENTS

PRIEST LAKE

ELEMENTARY SCHOOL

PARENT AND STUDENT HANDBOOK

2025-2026

Strive for Greatness
Priest Lake Elementary School
27732 ID-57
Priest Lake, ID, 83856

(208) 443-2555

TABLE OF CONTENTS

PRIEST RIVER ELEMENTARY SCHOOL

Parent and Student Handbook
2025-2026 School Year

231 Harriet
Priest River, Idaho 83856
448-1181/Fax: 448-1328
http://pre.sd83.org

Table of Contents

Priest River Lamanna
Junior/Senior High School

Student Handbook
2025-2026

Excellence in all we do!

TABLE OF CONTENTS

The Rural Alliance Superintendents' Cohort
Sunday, September 7th & Monday, September 8th

Sunday, September 7th 2025

5:00   **Introduction**
The Rural Alliance
Kevin Jacka, Executive Director
Kevin@TheRuralAlliance.org

5:10   **Session 1: (The 10 superintendents' who chose to be part of the aiEDU Cohort Pilot**
aiEDU Rural & Indigenous Community Catalyst Program (Superintendents' Pilot)
Lindsay Berger, Senior Lead, National Programs
lindsay@aiedu.org

6:00   **Break**

6:10   **Session 2: aiEDU**
aiEDU Rural & Indigenous Community Catalyst Program (Superintendents' Pilot)
Lindsay Berger, Senior Lead, National Programs
lindsay@aiedu.org

7:00   **Session 1: Designing Teacher-Student-AI Interactions to Activate Learning for All**
Students in the Classroom
University of Washington
Min Sun, Ph.D., Rose Family Term Professor, University of Washington
misun@uw.edu

7:50   **Final Conversations**
The Rural Alliance
Kevin Jacka, Executive Director
Kevin@TheRuralAlliance.org

The Rural Alliance Superintendents' Cohort
Sunday, September 7th & Monday, September 8th

Monday, September 8th 2025

8:00   **Introduction**
The Rural Alliance
Kevin Jacka, Executive Director
Kevin@TheRuralAlliance.org

8:10   **School Law**
The Law Firm of KutakRock
Alex Fern, Associate Attorney
Alexander.Fern@KutakRock.com

9:15   **Session 2: Supporting System Implementation with AI:**
From Data Analysis to Instructional Success
University of Washington
Min Sun, Ph.D., Rose Family Term Professor, University of Washington
misun@uw.edu

10:15   **Break**

10:30   **Seminar**
AI for Leadership and Productivity
Tom Clark, Seminar, Founder & Principal of Hold Fast Leadership Partners

11:50   **Final Conversations**
The Rural Alliance
Kevin Jacka, Executive Director
Kevin@TheRuralAlliance.org

12:00   **Buffet**

Leveraging AI for Productivity & Impact

How Leaders Can Work Smarter,
Lead Stronger, & Stay Human

Rural Alliance Convening

September 2025

HOLD FAST
LEADERSHIP PARTNERS

seminar

By the end of this session, you will...

- ✓ Know how to spot AI opportunities in your day-to-day work

- ✓ Have concrete examples of how AI can build capacity and free up your time

- ✓ Leave with practical tools you can start using immediately

- ✓ Feel less intimidated and more equipped to experiment with AI

- ✓ Check that lingering task off your list in the next 24 hours!

APPLICATION OVERVIEW

Welcome!
We're excited you're interested in joining Transcend's **Rural Career-Connected Collaborative!**

📖 **How to Complete & Submit Your Application**
This Google document serves as both your application overview and the template you'll use for the majority of the application. To complete:

1. **Work with your team To complete sections 1-4**
2. **Save as a PDF** once complete.
3. **Submit your PDF, along with basic information about your district,** using this link.

♡ **Support While You Apply**
You're not alone in this process—we're here to help!

- ✂️ We highly recommend that you review the **Application Support Toolkit** (included as subtabs of this document) for resources and examples before completing the application. This toolkit includes:
  - ○ Anchor Terminology
  - ○ The Program in Action / Collaborative Overview
  - ○ What We Are Looking For
- 🌐 Our Website provides a lot of helpful FAQs about the cohort experience
- 📇 Need more help? Schedule a 1-on-1 call at any time for personalized guidance or to learn more about this opportunity.

Once your team has completed **all sections, download your Google Doc as a PDF** (naming format: State_*District Name*_Rural CCL) and 🖨 **submit it here.**

APPLICATION

SECTION 1: YOUR CAREER-CONNECTED LEARNING STORY

How this section is structured

We designed this application with the hope of getting to know you, your community, and your future aspirations for Career-Connected Learning experiences. We ask you to answer the questions in each section in whatever medium your team prefers (e.g., video, slides, written format). Each section asks for part of your story:

Part 1: What is the current state of Career Connected Learning in your community? What are the strengths?

Part 2: What are the challenges? What is the opportunity?

Part 3: What's possible? How might this collaborative support your hopes and dreams for and with students?

Why this matters (regardless of cohort participation)

Whether or not you join the cohort, we hope you use this process to clarify your *why*. A strong 'story of why' can power a board presentation, inform community communications, and guide next steps—whether you move forward with Transcend, another partner, or on your own, it is our hope that completing this application can create a brief opportunity for reflection and visioning.

How to Respond to this Section

Please choose one of the following formats:

1. ✏ **Written Response** — Type your answer directly into the table below.

2. **Video Response** — Record a short video (3–5 minutes), upload to Google Drive, Dropbox, or YouTube (Unlisted is fine), and paste the shareable link here: *[Insert video link here]*

3. 📊 **Slide Deck Response** — Create a slide deck that addresses this prompt, upload it to Google Drive, Dropbox, or another sharing platform, and paste the shareable link here: *[Insert slide deck link here]*

Optional: For any of the above formats, feel free to include links to supplemental artifacts (e.g., documents, examples, or other materials) that

strengthen your response. *<Insert links to supplemental materials here>*

Part 1	**Describe your rural school community** ● Describe your community. Include the population of students and staff, as well as any new and growing populations. ● What makes your community unique, including your local historical context, assets, and challenges? ● What are some of the common values among your community? **Describe your current Career-Connected Learning (CCL) program, including the program's strengths.** ● Describe the overall CCL work, including what kinds of experiences students have access to and what the goals of the program are. ● What are the strengths of the program, and what student outcomes and/or observations are telling you that? *Feel free to share any relevant data or artifacts that will best illustrate the answers above.* **Describe the assets you are tapping into to power your current CCL program.** ● What assets are you leveraging to bring your CCL program to life? Consider current systems, partnerships, including intermediaries, higher education, and industry. ● Describe the current staffing model for the program. For example, CTE Directors, teachers, etc.	
Part 2	**What needs reimagining and why it signals an opportunity** Use this section to describe where your current CCL program could be stronger and what is telling you it is time to act.	

- What areas of your current CCL program do you hope to improve or reimagine?
- What outcomes, data points, or observations are telling you that change is needed?

Part 3

A. Hopes and Vision
- What is your community's vision for CCL student experiences and outcomes, and what opportunities do you see to advance this vision?
- What would this vision enable for your community?

B. Voices from Students and Families
- What do students want from their school experience?
- What aspirations are you hearing from your community? *We encourage you to share quotes from families and students.*

C. Conditions for Change
- How would partnerships, programs, and policies need to shift to make this vision real?

D. Role of the Collaborative
- How would this Collaborative help you move toward your vision?

Transcend

SECTION 2: LEARNING ABOUT THE POTENTIAL SCHOOL COMMUNITY OF FOCUS

1. Which **one high school** in your system are you most excited to partner with for this CCL design journey? What makes this school a strong candidate? Please describe the strengths of the school community (programs, culture, partnerships, student and staff assets).

2. Who is the **school leader** (principal or equivalent), and why do you believe they are a strong candidate for this opportunity right now? Share examples that show their readiness for a design journey (e.g., collaborative leadership, openness to innovation).

3. What **design choices** or practices at this school are you most proud of, inside or beyond the current CCL program? (Examples: pathways, work-based learning, dual enrollment, advisory, capstones, place-based projects.)

4. How is the school **sustaining areas of academic strength and attending to any current challenges** that are not yet where you want them to be? Name existing supports or initiatives, especially in math or literacy, such as high-quality instructional materials, tutoring, MTSS, PLCs, intervention blocks, extended learning, or data cycles.

RURAL CAREER-CONNECTED COLLABORATIVE (2026)

1. Which **one high school** in your system are you most excited to partner with for this CCL design journey? What makes this school a strong candidate? Please describe the strengths of the school community (programs, culture, partnerships, student and staff assets).

5. What other **partnerships**, such as regional service agencies, nonprofits, or curriculum providers, are currently supporting instruction or the school's CCL effort that were not already named above? For each partner, please share the provider's name and briefly describe their contributions to the high school.

SECTION 3: UNDERSTANDING YOUR SYSTEM LEADER *(SUPERINTENDENT COMPLETES)*

1. **We want to understand who you are as a Superintendent and Leader.** What does it mean to you to be a learner-centered leader?

2. **Building skills in creating strong Community Conditions.** We know that strong community conditions are critical to successful change initiatives. Which community conditions do you want to grow for yourself as a leader?

3. **Leading change.** Can you tell us about a time when you tried implementing a learner-centered initiative in your system? What challenges did you encounter in your system, and how did you address them? What lessons came from addressing these challenges?

Transcend

SECTION 4: CONFIRMING TIME COMMITMENT *[SUPERINTENDENT/SYSTEM LEADER COMPLETES]*

Commitment
• I have reviewed the Rural Career-Connected Learning Collaborative Overview, and I am able to participate in this program. • I have engaged with an initial group of stakeholders in completing this application, and I understand that if I move forward in this process, I will then work with Transcend to determine the core members of this design team.
What, if any, additional superintendent development programs and/or fellowships are enrolled in as a Superintendent and or School Leader? (If none write N/A)

September 12, 2025

West Bonner School District
134 Main St.
Priest River, ID 83856

Superintendent Spacek,

Thank you for your continued work in the West Bonner School District. We recognize the many notable efforts that went into successfully passing the levy, which clearly reflects the coordinated commitment of many within your community.

As part of the Idaho Department of Education's statutory responsibility, we must clearly communicate the actions required of the West Bonner School District to retain future funding and to receive funds that have been withheld due to identified deficiencies.

Specifically, the Department has not yet received audits for FY23, FY24, or FY25. While I recognize the audit for FY25 is not required to be submitted until November 10, 2025, because previous audits have not yet been submitted, the timely submittal of FY25 audit is consequential.

The following outlines the specific deficiencies, associated penalties, and required solutions:

Deficiency 1: The FY23 financial audit and annual financial reports have not been submitted and are now **22 months overdue.**

- **Penalty:** None. FY23 Foundation payments have been paid in full.

- **Solution:** Please submit your FY23 audit and annual financial reports ASAP.

Deficiency 2: The FY24 financial audit and annual financial reports have not been submitted and are now **10 months overdue.**

- **Penalty:** The $177,482 from the November 15, 2024 Foundation payment will continue to be withheld.

- **Solution:** In order to receive the $177,482 in withheld funds, the West Bonner School District must submit both its FY24 audit and annual financial reports. While not currently a deficiency, please be aware that if the FY25 audit and annual reports are submitted after the November 10, 2025, due date, it will result in the November 15, 2025, Foundation payment being held

until both reports are submitted. Should the annual financial report not be submitted by February 5, 2026, the February 15, 2026, Foundation payment will also be withheld. (IDAPA 08.02.01.252 and 08.02.01.300)

The Department will begin distributing funds once the previously established expectations are met. However, if the final audits are not submitted within the specified timeframe, but the District can demonstrate significant progress toward completion of these audits, and the licensed auditor provides a written commitment with a specific time frame of when the audits will be completed, the Department will consider releasing sufficient funds to allow the District to meet its immediate financial obligations.

Within two weeks of the date of this letter, the Department requests a written response, signed by both you (Superintendent Spacek) and your board chairman, outlining the timeframe for submitting the completed and board-approved FY23, FY24, and FY25 audits to the Department.

We acknowledge the additional effort that West Bonner School District has made in resolving this matter. Please let me know how our Department can guide and assist you with this work. The Department appreciates the efforts you, your staff, and the West Bonner School Board are making toward obtaining the required audits and completing these projects.

Sincerely,

Spencer J. Barzee

Spencer Barzee
Deputy Superintendent

CC: Debbie Critchfield, Superintendent
Greg Wilson, Chief of Staff
Gideon Tolman, Chief Financial Officer
Michelle Clement Taylor, Chief Operations Officer

Jacque Hyatt, Director of Special Education
Maria Puga, Director of Federal Programs
Julie Oberle, Director of School Finance
Lynda Westphal, Director of Child Nutrition

Idaho Department
of Education

September 12, 2025

West Bonner School District
134 Main St.
Priest River, ID 83856

Re: Notification of Noncompliance with Federal Audit Requirements

Dear Superintendent Spacek,

The Idaho Department of Education (IDE) is charged with ensuring compliance with federal audit requirements for all sub-recipients, as established in the Uniform Grant Guidance, 2 CFR Part 200, Subpart F. Specifically, under §200.501, sub-recipients expending more than $1,000,000 in federal funds annually ($750,000 for federal grants issued prior to October 1, 2024) must undergo an independent audit conducted by a district-contracted auditor. These audits must be finalized and submitted to the IDE no later than nine months after the close of the fiscal year, in accordance with Generally Accepted Government Auditing Standards (GAGAS). Additionally, appropriate records must remain available for review by the Federal agency, pass-through entities, or the Government Accountability Office, even if a single audit is not required.

As of the date of this letter, the West Bonner School District had not submitted the required FY23 fiscal audit. This failure to meet the nine-month submission deadline placed the District in violation of federal requirements under §200.501, as well as Idaho Code §§33-701 and 67-405B. The IDE notified the District of this noncompliance and the required corrective actions on April 1, 2024, and subsequently received a response on April 29, 2024, outlining an expected timeline for audit submission.

While this evidence of corrective action allowed IDE to conditionally approve federal grant applications and maintain funding for ESEA and IDEA programs, the District has now failed to meet the corrective timelines for two consecutive years.

Pursuant to 2 CFR 200.505, the IDE is required to take enforcement action against any federal grant sub-recipients that demonstrate a continued inability to meet the requirements of 2 CFR 200 Subpart F. Effective immediately, the following enforcement actions will be taken against West Bonner School District:

- **Freeze on Reimbursements:** All federal grant reimbursements through the Grants Reimbursement Application (GRA) system are temporarily suspended for ESEA and IDEA grant funds until the IDE receives and accepts the FY23 and FY24 fiscal audits (authorized by 2 CFR 200.339(a)).
- **Withholding New Grant Awards:** Approval and allocation of funding for FY26 grant awards for ESEA and IDEA grants will be withheld until the IDE receives and accepts FY23 and FY24 fiscal audits (authorized by 2 CFR 200.339(e) and 2 CFR 200.208(c)(2)).

- **Potential Additional Actions:** If the required audits are not submitted within a reasonable timeframe, IDE may impose additional enforcement actions, up to and including repayment of ESEA and IDEA grant funds received by West Bonner School District from the affected fiscal years (authorized by 2 CFR 200.339(e)).

Upon receipt and acceptance of the FY23 and FY24 audits by the IDE, grant reimbursements will resume and current year applications for ESEA and IDEA programs can be approved and allocated subject to grant application requirements.

West Bonner has the right to request a hearing to appeal the decision to withhold approval of the district's CFSGA and IDEA application until FY23 and FY24 audits are submitted and approved, as authorized by 34 CFR 76.783. Any appeal must be made within 30 days of the final action (prior to October 13th, 2025) and must include both the citation of the federal statute, rule, regulation or guideline that the IDE has violated with their decision and a description of the alleged violation. In addition to a formal hearing, West Bonner is then entitled to a written response within 10 days of the date of the hearing that includes the facts and reasons for the final ruling. If the IDE finds through this hearing process that the action taken against West Bonner is contrary to applicable statutes, regulations, rules or guidelines, the action will be rescinded.

The IDE remains committed to supporting West Bonner School District in meeting these requirements. We strongly urge you to prioritize the completion and submission of the required audits to avoid further disruption to federal funding.

Signature

Spencer J. Barzee

Spencer Barzee
Deputy Superintendent

CC: Debbie Critchfield, Superintendent
Greg Wilson, Chief of Staff
Gideon Tolman, Chief Financial Officer
Michelle Clement Taylor, Chief Operations Officer

Jacque Hyatt, Director of Special Education
Maria Puga, Director of Federal Programs
Julie Oberle, Director of School Finance
Lynda Westphal, Director of Child Nutrition

SHOULD YOUR TAX DOLLARS GO TO PRIVATE SCHOOLS?

Priest River Town Hall

WEST BONNER LIBRARY DISTRICT
SAT. SEPT 13ᴴ AT 11:00AM

Idaho lawmakers recently passed a $50 million program that uses tax dollars to fund private school tuition. Some lawmakers want to see the program expanded to $339 million a year, amounting to over $3 billion in taxpayer funds over the next decade.

Join Save Our Schools Idaho for a Town Hall discussion about the impacts of expanding this program.

FREE AND OPEN TO THE PUBLIC

MODERATOR

FEATURED SPEAKERS

Alexis Morgan

Director of Public Policy, Idaho PTA

Candy Turner

Priest River City Council President

Kim Spacek

West Bonner County School District Superintendent

Teresa Rae

Boundary County School District Board Trustee

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WEST BONNER COUNTY SCHOOL DISTRICT #83

APPLE AWARD

IS AWARDED TO

Loretta Glazier

CONGRATULATIONS FOR

CREATING PROFESSIONAL DEVELOPMENT HELD THIS AUGUST RELEVANT TO THIS YEAR'S LEARNING NEEDS FOR PROFESSIONAL EDUCATORS. SESSIONS INCLUDED TOPICS SUCH AS ENGAGING IN RICH MATH TASKS, MATH INTERVENTIONS, ESTABLISHING A MATH CULTURE, OPEN COURT TRAINING, *MONITORING DATA, AND TRAINING FOR STATE ASSESSMENTS.*

SEPTEMBER 17, 2025

Margaret W Hall
Trustee, Zone 1

Paul Turco
Trustee, Zone 2

Delbert Pound
Trustee, Zone 3

Ann Yount
Trustee, Zone 4

Kathy Nash
Trustee, Zone 5

WEST BONNER COUNTY SCHOOL DISTRICT #83

APPLE AWARD

IS AWARDED TO

Lynn Parker

CONGRATULATIONS FOR

YOUR WORK WITH THE GUIDING COALITION TO PLAN PROFESSIONAL DEVELOPMENT ON SEPTEMBER 5TH. THIS BEGAN WITH TIM BROWN OF SOLUTION TREE WITH A SESSION ON HELPING STUDENTS LEARN, ARTIFICIAL INTELLIGENCE, AND PLC WORK.

SEPTEMBER 17, 2025

Margaret W Hall
Trustee, Zone 1

Delbert Pound
Trustee, Zone 3

Kathy Nash
Trustee, Zone 5

Paul Turco
Trustee, Zone 2

Ann Yount
Trustee, Zone 4