

**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, August 19, 2024 at 7:00 PM** at the **District Service Center 310 10th Street Rupert, ID 83350** at which meeting the following business will be conducted:

CALL TO ORDER & ROLL CALL:

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

1. CALL TO ORDER & ROLL CALL	
2. VISITOR WELCOME, PLEDGE OF ALLEGIANCE	
3. AGENDA APPROVAL (Action Item)	
4. CONSENT AGENDA (Action Item)	
A. Minutes of Previous Meeting	2
B. Payment of Bills, Payroll & Treasurer's Reports, SBF & Activity Reports	12
C. Disposition of District Property/Fixed Assets	157
D. Travel Requests	
E. Personnel	160
5. PATRON COMMENTS	
6. DISCUSSION ITEMS	
A. Administrator/Department/Committee Reports	162
1. MCEA Update	
2. Ag Update	
B. Revised handbook for Minico High School	200
C. School Nutrition New Positions	
D. Adria Masoner - Reducing the Risk/Making the Difference	234
E. Superintendent Report	
7. BUSINESS (Action Items)	
A. Approval of Bus Safety Routes/Revised Routes	388
B. Approval of Rupert City Police SRO Agreement	394
C. Revised handbook for Minico High School	
D. Approval of School Nutrition Director Job Description	400
E. Approval of School Nutrition New Positions	
F. Reducing the Risk/Making the Difference	
G. New/Amended/Deleted Policies	
1. Policy 600.00 Evaluation of Certificated Employees (Third Reading)	404
8. 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

MCSD #331 Board of Trustees

Board Meeting Minutes

July 22, 2024

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

Board Members Present

The following trustees were present: Chair Suchan; Vice Chair Andersen; Trustees, Claridge, Kent and Perez.

Agenda Review

There were no comments on the agenda.

Executive Session

A motion to move into Executive Session for the purpose of Idaho Code 74-206 (1) (a) personnel and (b) To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent of public school student; (f) legal; counsel; was made by Trustee Perez, seconded by Vice Chair Andersen. Vote to move into Executive Session: Chair Suchan – Yes; Vice Chair Andersen – Yes; Trustee Claridge – Yes; Trustee Kent – Yes; Trustee Perez – Yes. Motion carried.

A declaration was made that Executive Session was completed.

Action Items

Placing employee 07-22-24-01 on probationary status - A motion was mad by Trustee Claridge, seconded by Trustee Perez to place employee 07-22-24-01 on probationary status. Vote: Trustee Claridge – yes; Trustee Perez – yes; Trustee Kent – yes; Vice Chair Andersen – yes; Chair Suchan – yes. Motion carried.

Discipline of Student 7-22-24-2 (original number 3-18-24) A motion was made by Vice Chair Andersen, seconded by Trustee Kent to allow the student to re-enroll for fall semester. The administration will recommend the placement of the student, motion carried.

Adjournment: A motion for adjournment was made by Trustee Kent, seconded by Vice Chair Andersen. Motion carried - 6:40 p.m.

Russ Suchan, Chair of School Board

Attest: August 19, 2024 kt

Kerri Tibbitts, Board Clerk

MCS D #331 Board of Trustees

July 22, 2024 Regular Board Meeting Minutes

Board Members Present

The following trustees were present: Chair Suchan, Vice Chair Andersen, Trustees Perez, Kent and Claridge.

Call to Order & Roll Call

Pledge of Allegiance and Welcome to Meeting

The pledge was given by Chair Suchan.

Agenda Approval (Action Item)

Trustee Perez made a statement to the audience in regards to not having a prayer on the agenda. Legal Counsel, Reed Cotton, informed the audience there was a letter from the Freedom from Religion Foundation regarding having prayers in board meetings. We are in the 9th circuit and it states prayers are not allowed. If we continue, there would be a civil rights lawsuit. With this statute, we would not win and it would cost several thousand dollars in fees and still we would not be allowed to pray. Trustee Perez stated we do not have the funds to fight the system and in the best interest of the board, we should forego having a prayer. The Board stated they do not agree with the statute, they feel the community is supportive of opening with prayer, but there is little choice in the matter.

A motion to accept the agenda as presented was made Vice Chair Andersen, seconded by Trustee Claridge. Motion carried.

Consent Agenda (action item) Trustee Claridge asked Cameron Jackson with the computers being disposed, how does this happen. Mr. Jackson stated the iPads that work are picked up by Diamond Assets and they assess the worth. The District is then paid that amount. A motion to approve all items by unanimous consent.

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

Payroll

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

Travel Requests

Disposition of Property

Approval of Personnel

Patron Comments: None this month

Discussion

Administrator/Department/Committee Reports

MCEA – Nicole Toner reported several members attended classes offered to members in Lewiston. Negotiations should be completed this week.

Superintendent Report: Mr. Larsen informed the board he had met with Jason Van Every on projects. The District is still working through insurance claims with the hail damage. We had someone from the Treasure Valley do a walk through and came up with several more issues, wiring, piping, etc. which was not included in the first walk through. Jason Van Every received training on the software to use for House Bill 521

funding. The Facilities Committee will review the 10-year plan and projects needing to be addressed. Minor projects cannot be funded from this bill, only major projects.

Online registration will begin July 29th.

There will be an all staff meeting August 12th, the board is invited to attend.

Free/Reduced lunch numbers will be addressed this year in order to get the funding we should receive.

Fences at Paul and patron's home should be completed within this next month.

For the tracks at East and West, there will need to be a quote for striping in order for the work to be completed.

The Ag Building will most likely not be completed by second semester. There was an issue with invoices which has been corrected, so we can receive reimbursement from the State.

Broadcasting Meetings: The Board held a discussion as to whether or not to continue to broadcast regular board meetings. Trustee Perez stated the reason it began was due to Covid. He realizes there is some value to broadcasting meetings, but feels it is valuable for people to personally attend meetings. He would like to limit broadcasting to those meetings the Board feels is important i.e. budget hearing. Vice Chair Andersen agreed, we are one of the few districts who still broadcast our meetings.

Business

School Handbooks: Trustee Claridge asked if it was possible to have only one handbook for all schools. Mr. Larsen stated each school has a different community so individualized handbooks are needed. A motion to approve school handbooks as presented was made by Vice Chair Andersen, seconded by Trustee Kent. Motion carried.

Broadcasting Meetings: A motion to discontinue regular broadcasting, but reserving the right to broadcast special events as needed was made by Trustee Kent, seconded by Trustee Perez. Motion carried.

Provision 2: This program cost the District approximately \$60,000. Due to budget cuts it is not feasible for this upcoming year. The Board also asked for monthly reports on how much is being collected on unpaid lunch/breakfast accounts. A motion to discontinue Provision 2 for the upcoming school year was made by Trustee Perez, seconded by Trustee Andersen. Motion carried.

Approval of School Nutrition Job Descriptions: All descriptions were highlighted with changes but the SNP Director. The Board asked to hold the director's job description for further information. A motion for approval of the school nutrition job descriptions with the exception of the director was made by Trustee Claridge, seconded by Trustee Perez. Motion carried.

Approval of MOU for Boys & Girls Club: The board asked Mr. Larsen for a cost of transportation provided in the MOU. A motion was made Vice Chair Andersen, seconded by Trustee Kent to approve the presented MOU for Boys & Girls Club. Motion carried.

Approval of Bus Routes: Routes are based on current information; they may change somewhat after registration. The board asked if they could be posted on the website. Mr. Larsen will check with transportation. A motion to approve bus routes as presented was made by Trustee Kent, seconded by Trustee Perez. Motion carried.

New/Amended/Deleted Policies:

1. Policy 284.00 Salutatorian and Valedictorian Selection (First Reading)
2. Policy 540.00 Employee Benefits (First Reading)
3. Policy 542.60 Tuition Reimbursement (2nd Reading) hold for 3rd reading

4. Policy 544.10 Sick Leave (First Reading)
5. Policy 544.30 Bereavement Leave (First Reading)
6. Policy 544.90 Jury Duty & No Fault Leave (First Reading)
7. Policy 581.00 Professional Development Days & Teacher Work Days (First Reading)
8. Policy 586.00 Grievance Procedure for Certificated Employees (First Reading)
9. Policy 660.00 Evaluation of Certificated

A motion by Trustee Perez to approve all policies with the exception of 544.30 Bereavement (held for 3rd reading) and 660.00 Evaluation of Certificated (held for a 3rd reading), seconded by Vice Chair Andersen. Motion carried.

Adjournment:

A motion for adjournment was made by Trustee Kent, seconded by Trustee Perez. Motion carried. Adjournment was 7:55 p.m.

Russ Suchan, Chair of School Board

Attest: August 19, 2024

Kerri Tibbitts, Board Clerk

MCSD #331 Board of Trustees

Special Board Meeting Minutes

August 8, 2024

The special board meeting (Executive Session) held at the District Service Center, 310 10th St., Rupert, Idaho was called to order by Chair Suchan, at 3:05 p.m.

Board Members Present

The following trustees were present: Chair Suchan; Vice Chair Andersen; Trustee Kent; Trustee Perez via phone.

Executive Session

A motion to move into Executive Session for the purpose of Idaho Code 74-206 (1) (a) personnel and (b) To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent of public school student; (f) legal; counsel; was made by Trustee Kent, seconded by Vice Chair Andersen. Motion carried. Chair Suchan – yes; Vice Chair Andersen – yes; Trustee Kent – yes; Trustee Perez – yes.

A declaration was made that Executive Session was completed.

Adjournment

A motion for adjournment was made by Trustee Kent, seconded by Vice Chair Andersen. Motion carried. Adjourned 4:09 p.m.

Russ Suchan, Chair of School Board

Attest: August 19, 2024 kt

Kerri Tibbitts, Board Clerk

MCSO #331 Board of Trustees

July 22, 2024 Regular Board Meeting Minutes

Board Members Present

The following trustees were present: Chair Suchan, Vice Chair Andersen, Trustees Perez, Kent and Claridge.

Call to Order & Roll Call

Pledge of Allegiance and Welcome to Meeting

The pledge was given by Chair Suchan.

Agenda Approval (Action Item)

Trustee Perez made a statement to the audience in regards to not having a prayer on the agenda. Legal Counsel, Reed Cotton, informed the audience there was a letter from the Freedom from Religion Foundation regarding having prayers in board meetings. We are in the 9th circuit and it states prayers are not allowed. If we continue, there would be a civil rights lawsuit. With this statute, we would not win and it would cost several thousand dollars in fees and still we would not be allowed to pray. Trustee Perez stated we do not have the funds to fight the system and in the best interest of the board, we should forego having a prayer. The Board stated they do not agree with the statute, they feel the community is supportive of opening with prayer, but there is little choice in the matter.

A motion to accept the agenda as presented was made Vice Chair Andersen, seconded by Trustee Claridge. Motion carried.

Consent Agenda (action item) Trustee Claridge asked Cameron Jackson with the computers being disposed, how does this happen. Mr. Jackson stated the iPads that work are picked up by Diamond Assets and they assess the worth. The District is then paid that amount. A motion to approve all items by unanimous consent.

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

Payroll

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

Travel Requests

Disposition of Property

Approval of Personnel

Patron Comments: None this month

Discussion

Administrator/Department/Committee Reports

MCEA – Nicole Toner reported several members attended classes offered to members in Lewiston. Negotiations should be completed this week.

Superintendent Report: Mr. Larsen informed the board he had met with Jason Van Every on projects. The District is still working through insurance claims with the hail damage. We had someone from the Treasure Valley do a walk through and came up with several more issues, wiring, piping, etc. which was not included in the first walk through. Jason Van Every received training on the software to use for House Bill 521

funding. The Facilities Committee will review the 10-year plan and projects needing to be addressed. Minor projects cannot be funded from this bill, only major projects.

Online registration will begin July 29th.

There will be an all staff meeting August 12th, the board is invited to attend.

Free/Reduced lunch numbers will be addressed this year in order to get the funding we should receive.

Fences at Paul and patron's home should be completed within this next month.

For the tracks at East and West, there will need to be a quote for striping in order for the work to be completed.

The Ag Building will most likely not be completed by second semester. There was an issue with invoices which has been corrected, so we can receive reimbursement from the State.

Broadcasting Meetings: The Board held a discussion as to whether or not to continue to broadcast regular board meetings. Trustee Perez stated the reason it began was due to Covid. He realizes there is some value to broadcasting meetings, but feels it is valuable for people to personally attend meetings. He would like to limit broadcasting to those meetings the Board feels is important i.e. budget hearing. Vice Chair Andersen agreed, we are one of the few districts who still broadcast our meetings.

Business

School Handbooks: Trustee Claridge asked if it was possible to have only one handbook for all schools. Mr. Larsen stated each school has a different community so individualized handbooks are needed. A motion to approve school handbooks as presented was made by Vice Chair Andersen, seconded by Trustee Kent. Motion carried.

Broadcasting Meetings: A motion to discontinue regular broadcasting, but reserving the right to broadcast special events as needed was made by Trustee Kent, seconded by Trustee Perez. Motion carried.

Provision 2: This program cost the District approximately \$60,000. Due to budget cuts it is not feasible for this upcoming year. The Board also asked for monthly reports on how much is being collected on unpaid lunch/breakfast accounts. A motion to discontinue Provision 2 for the upcoming school year was made by Trustee Perez, seconded by Trustee Andersen. Motion carried.

Approval of School Nutrition Job Descriptions: All descriptions were highlighted with changes but the SNP Director. The Board asked to hold the director's job description for further information. A motion for approval of the school nutrition job descriptions with the exception of the director was made by Trustee Claridge, seconded by Trustee Perez. Motion carried.

Approval of MOU for Boys & Girls Club: The board asked Mr. Larsen for a cost of transportation provided in the MOU. A motion was made Vice Chair Andersen, seconded by Trustee Kent to approve the presented MOU for Boys & Girls Club. Motion carried.

Approval of Bus Routes: Routes are based on current information; they may change somewhat after registration. The board asked if they could be posted on the website. Mr. Larsen will check with transportation. A motion to approve bus routes as presented was made by Trustee Kent, seconded by Trustee Perez. Motion carried.

New/Amended/Deleted Policies:

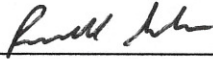
1. Policy 284.00 Salutatorian and Valedictorian Selection (First Reading)
2. Policy 540.00 Employee Benefits (First Reading)
3. Policy 542.60 Tuition Reimbursement (2nd Reading) hold for 3rd reading

4. Policy 544.10 Sick Leave (First Reading)
5. Policy 544.30 Bereavement Leave (First Reading)
6. Policy 544.90 Jury Duty & No Fault Leave (First Reading)
7. Policy 581.00 Professional Development Days & Teacher Work Days (First Reading)
8. Policy 586.00 Grievance Procedure for Certificated Employees (First Reading)
9. Policy 660.00 Evaluation of Certificated

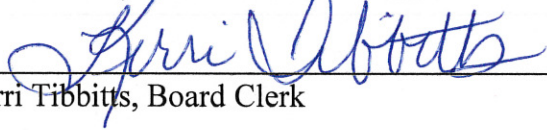
A motion by Trustee Perez to approve all policies with the exception of 544.30 Bereavement (held for 3rd reading) and 660.00 Evaluation of Certificated (held for a 3rd reading), seconded by Vice Chair Andersen. Motion carried.

Adjournment:

A motion for adjournment was made by Trustee Kent, seconded by Trustee Perez. Motion carried. Adjournment was 7:55 p.m.



Russ Suchan, Chair of School Board



Kerri Tibbitts, Board Clerk

Attest: August 19, 2024

MCSD #331 Board of Trustees

Board Meeting Minutes

July 22, 2024

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

Board Members Present

The following trustees were present: Chair Suchan; Vice Chair Andersen; Trustees, Claridge, Kent and Perez.

Agenda Review

There were no comments on the agenda.

Executive Session

A motion to move into Executive Session for the purpose of Idaho Code 74-206 (1) (a) personnel and (b) To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent of public school student; (f) legal; counsel; was made by Trustee Perez, seconded by Vice Chair Andersen. Vote to move into Executive Session: Chair Suchan – Yes; Vice Chair Andersen – Yes; Trustee Claridge – Yes; Trustee Kent – Yes; Trustee Perez – Yes. Motion carried.

A declaration was made that Executive Session was completed.

Action Items

Placing employee 07-22-24-01 on probationary status - A motion was made by Trustee Claridge, seconded by Trustee Perez to place employee 07-22-24-01 on probationary status. Vote: Trustee Claridge – yes; Trustee Perez – yes; Trustee Kent – yes; Vice Chair Andersen – yes; Chair Suchan – yes. Motion carried.

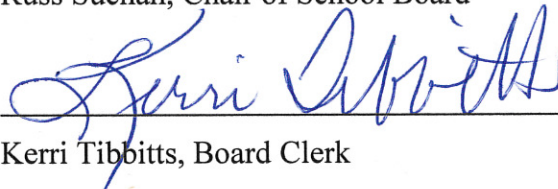
Discipline of Student 7-22-24-2 (original number 3-18-24) A motion was made by Vice Chair Andersen, seconded by Trustee Kent to allow the student to re-enroll for fall semester. The administration will recommend the placement of the student, motion carried.

Adjournment: A motion for adjournment was made by Trustee Kent, seconded by Vice Chair Andersen. Motion carried - 6:40 p.m.



Russ Suchan, Chair of School Board

Attest: August 19, 2024 kt



Kerri Tibbitts, Board Clerk

MCSO #331 Board of Trustees

Special Board Meeting Minutes

August 8, 2024

The special board meeting (Executive Session) held at the District Service Center, 310 10th St., Rupert, Idaho was called to order by Chair Suchan, at 3:05 p.m.

Board Members Present

The following trustees were present: Chair Suchan; Vice Chair Andersen; Trustee Kent; Trustee Perez via phone.

Executive Session

A motion to move into Executive Session for the purpose of Idaho Code 74-206 (1) (a) personnel and (b) To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent of public school student; (f) legal; counsel; was made by Trustee Kent, seconded by Vice Chair Andersen. Motion carried. Chair Suchan – yes; Vice Chair Andersen – yes; Trustee Kent – yes; Trustee Perez – yes.

A declaration was made that Executive Session was completed.

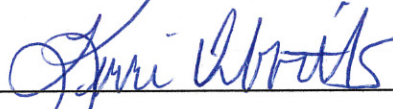
Adjournment

A motion for adjournment was made by Trustee Kent, seconded by Vice Chair Andersen. Motion carried. Adjourned 4:09 p.m.



Russ Suchan, Chair of School Board

Attest: August 19, 2024 kt



Kerri Tibbitts, Board Clerk

MINIDOKA COUNTY SCHOOL DISTRICT #331 PR Vouchers

Voucher No:	Voucher Date:	Voucher Amount:	Payment Form:
42	7/25/2024	\$ 42,874.65	Checks
44	7/25/2024	\$ 6,856.61	Checks
1090	7/25/2024	\$ 1,800.00	Checks
1091	7/25/2024	\$ 1,493,234.13	EFT
1092	7/25/2024	\$ 362.51	EFT
1093	7/25/2024	\$ 485,186.57	Checks
1094	7/25/2024	\$ 45,209.92	EFT
1095	7/25/2024	\$ 1,645.00	EFT
1096	7/25/2024	\$ 8,204.15	EFT
1097	7/25/2024	\$ 23,078.34	EFT
1098	7/25/2024	\$ 453,640.13	EFT
1099	7/25/2024	\$ 44,339.56	EFT
1102	7/25/2024	\$ 61,798.00	EFT
1103	7/25/2024	\$ 475,113.25	EFT
1104	7/25/2024	\$ 10,810.90	EFT
1105	7/25/2024	\$ 37,354.81	EFT
1106	7/25/2024	\$ 201.00	EFT
1107	Void		
1108	7/25/2024	\$ 1,802.65	EFT
1109	7/25/2024	\$ 1,709.76	EFT
1110	7/25/2024	\$ 330.06	EFT
1111	8/1/2024	\$ 1,408.15	Checks
1113	8/8/2024	\$ 670.30	EFT

\$ 3,197,630.45 Voucher Totals

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of

3,197,630.45

on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Daryl Kent

Daryl Kent Business Manager

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 42

Voucher Date: 07/25/2024

Prepared By:

Rachee Jensen

Printed: 07/25/2024 07:30:08 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$42,874.65 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$17,832.11
237	IMEN (MASTERY BASED	\$0.00
243	PROFESSIONAL TECHNICAL - STATE	\$0.00
250	ESSER III ARPA	\$1,063.45
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$2,735.98
253	TITLE I-C ESEA MIGRANT FUND	\$1,737.16
254	ESSER II CRSSA	\$0.00
255	TITLE I-D ESEA NEGLECTED & DELINQUENT CHILDREN	\$0.00
257	TITLE VI-B IDEA SPECIAL ED FUND	\$1,468.98
258	TITLE VI-B IDEA PRESCHOOL FUND	\$0.00
260	MEDICAID	\$2,082.02
270	TITLE III ESEA FED LEP	\$0.00

Voucher No: 42

Voucher Date: 07/25/2024

Fund		Amount
274	Stronger Connections Grant	\$0.00
284	GEAR UP GRANT	\$0.00
290	FOOD SERVICE FUND	\$15,954.95
		<hr/> <hr/>
		\$42,874.65

MINIDOKA COUNTY SCHOOL DISTRICT #331

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: D.L. EVANS PAYROLL CLEARING
7-94004934

From Date: 7/25/2024
From Check: 119427
From Voucher: 42

To Date: 7/25/2024
To Check: 119453
To Voucher: 42

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
119427	07/25/2024	DIAZ, DAISY	\$734.96	42	Not Printed	Payroll	<input type="checkbox"/>		
119428	07/25/2024	MCLEAN, WENDY KAY	\$1,275.85	42	Not Printed	Payroll	<input type="checkbox"/>		
119429	07/25/2024	GARNER, BEVERLY JOAN	\$1,318.28	42	Not Printed	Payroll	<input type="checkbox"/>		
119430	07/25/2024	KNIGHT, KENDRA BROOKE	\$1,058.52	42	Not Printed	Payroll	<input type="checkbox"/>		
119431	07/25/2024	RAY, BRITTANY	\$1,201.21	42	Not Printed	Payroll	<input type="checkbox"/>		
119432	07/25/2024	SORIANO LOPEZ, NATALIE	\$1,186.38	42	Not Printed	Payroll	<input type="checkbox"/>		
119433	07/25/2024	ZAMPEDRI, SHAYLA	\$1,594.11	42	Not Printed	Payroll	<input type="checkbox"/>		
119434	07/25/2024	BAIRD, CAROLYN	\$2,419.90	42	Not Printed	Payroll	<input type="checkbox"/>		
119435	07/25/2024	BRISBIN, MARY EVELYN	\$1,532.35	42	Not Printed	Payroll	<input type="checkbox"/>		
119436	07/25/2024	ARTHUR, CINDY V	\$359.33	42	Not Printed	Payroll	<input type="checkbox"/>		
119437	07/25/2024	GILLETTE, STAFFORD L	\$226.26	42	Not Printed	Payroll	<input type="checkbox"/>		
119438	07/25/2024	PINCOCK, MARLYN	\$197.28	42	Not Printed	Payroll	<input type="checkbox"/>		
119439	07/25/2024	MORGAN, CHARLEEN	\$1,063.45	42	Not Printed	Payroll	<input type="checkbox"/>		
119440	07/25/2024	SOLAKIEWICZ, KASSIDEE ANN D	\$1,251.13	42	Not Printed	Payroll	<input type="checkbox"/>		
119441	07/25/2024	GARZA, JAIDEN MARIE	\$2,311.93	42	Not Printed	Payroll	<input type="checkbox"/>		
119442	07/25/2024	REYNOLDS, TAYLOR SHAY	\$2,934.26	42	Not Printed	Payroll	<input type="checkbox"/>		
119443	07/25/2024	NELSON, JACQUE	\$1,360.44	42	Not Printed	Payroll	<input type="checkbox"/>		
119444	07/25/2024	CRIST, TERRY THOMPSON	\$3,007.50	42	Not Printed	Payroll	<input type="checkbox"/>		
119445	07/25/2024	KOYLE, GORDON B	\$1,918.24	42	Not Printed	Payroll	<input type="checkbox"/>		
119446	07/25/2024	MCCANN, TERRY M	\$1,429.78	42	Not Printed	Payroll	<input type="checkbox"/>		
119447	07/25/2024	STUMPH, PHYLLIS RHONDA	\$1,372.31	42	Not Printed	Payroll	<input type="checkbox"/>		
119448	07/25/2024	BAKER, DARREN G	\$3,253.24	42	Not Printed	Payroll	<input type="checkbox"/>		
119449	07/25/2024	GUZMAN, BEATRIZ ADRIANA	\$1,974.17	42	Not Printed	Payroll	<input type="checkbox"/>		

MINIDOKA COUNTY SCHOOL DISTRICT #331

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: D.L. EVANS PAYROLL CLEARING
7-94004934

From Date: 7/25/2024

To Date: 7/25/2024

From Check: 119427

To Check: 119453

From Voucher: 42

To Voucher: 42

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
119450	07/25/2024	JACKSON, SHELBY	\$1,098.31	42	Not Printed	Payroll	<input type="checkbox"/>		
119451	07/25/2024	REYNOLDS, CHERIE LUANN	\$2,725.18	42	Not Printed	Payroll	<input type="checkbox"/>		
119452	07/25/2024	GARDUNO MENDEZ, LIZETH ROSARIO	\$1,994.61	42	Not Printed	Payroll	<input type="checkbox"/>		
119453	07/25/2024	JUAREZ DE REYES, MARISA	\$2,075.67	42	Not Printed	Payroll	<input type="checkbox"/>		
Total Amount:			\$42,874.65						
End of Report									

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 44

Voucher Date: 07/25/2024

Prepared By:

Rachael Jensen

Printed: 07/26/2024 11:38:27 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$6,856.61 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$763.67
290	FOOD SERVICE FUND	\$6,092.94
		<hr/> <hr/>
		\$6,856.61

[Signature]

MINIDOKA COUNTY SCHOOL DISTRICT #331

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: D.L. EVANS PAYROLL CLEARING
7-94004934

From Date: 7/25/2024
From Check: 119475
From Voucher: 44

To Date: 7/25/2024
To Check: 119483
To Voucher: 44

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
119475	07/25/2024	MCLEAN, WENDY KAY	\$517.96	44	Not Printed	Payroll	<input type="checkbox"/>		
119476	07/25/2024	SMITH, LINDSEY MARIE	\$120.98	44	Not Printed	Payroll	<input type="checkbox"/>		
119477	07/25/2024	JOHNSON, MADISON JULIANA	\$555.70	44	Not Printed	Payroll	<input type="checkbox"/>		
119478	07/25/2024	BROWN, MADYSON ELIZABETH	\$2,392.47	44	Not Printed	Payroll	<input type="checkbox"/>		
119479	07/25/2024	GORCZYCA, JENNIFER ANNE	\$289.75	44	Not Printed	Payroll	<input type="checkbox"/>		
119480	07/25/2024	MONTOYA, ARLENE P	\$2,037.23	44	Not Printed	Payroll	<input type="checkbox"/>		
119481	07/25/2024	FROST, MICHELLE	\$299.59	44	Not Printed	Payroll	<input type="checkbox"/>		
119482	07/25/2024	GOMEZ, LAYLA DAWN	\$589.58	44	Not Printed	Payroll	<input type="checkbox"/>		
119483	07/25/2024	DRAPER, SHELBI GRACE	\$53.35	44	Not Printed	Payroll	<input type="checkbox"/>		

Total Amount: \$6,856.61

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1090

Voucher Date: 07/25/2024

Prepared By:

Rachel Jensen

Printed: 07/12/2024 01:39:31 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$1,800.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund	Amount
100 GENERAL FUND	\$1,800.00
	<hr/>
	\$1,800.00

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1090

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
JACKSON, LAURA						
Check Group:						
Missed June pay		1	0	V66733 7/12/2024	100.218.2180.039.000.000	\$1,800.00

Check #: 0

PO/InvoiceTotal:	<u>\$1,800.00</u>
Vendor Total:	<u>\$1,800.00</u>
Grand Total:	<u>\$1,800.00</u>

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331

Journal Entry

Journal Entry Number 762

Fiscal Year: 2023-2024

Journal Type: Payroll

GL Entry Date: 07/25/2024 Memo: PR Deduction Checks

User ID: rjensen

Reference:

Voucher: 1090

Originator: rjensen

Created On: 07/12/2024 13:44:09

Line #	Account	Description	Debit	Credit
1	100.218.2180.039.000.000	PAYROLL LIABILITY	\$1,800.00	\$0.00
2	100.111.1119.000.000.000	Cash Entry	\$0.00	(\$1,800.00)
Total Items Printed: 2			<u>\$1,800.00</u>	<u>(\$1,800.00)</u>

Master Account Entries

Fund	Debits	Credits
100	1,800.00	(1,800.00)
Totals:	<u>1,800.00</u>	<u>(1,800.00)</u>

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1091

Voucher Date: 07/25/2024

Prepared By:

Rachel Jensen

Printed: 07/23/2024 05:21:54 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$1,493,234.13 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$1,204,361.97
237	IMEN (MASTERY BASED	\$3,758.80
243	PROFESSIONAL TECHNICAL - STATE	\$5,655.11
250	ESSER III ARPA	\$81,700.74
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$45,880.04
253	TITLE I-C ESEA MIGRANT FUND	\$42,613.07
254	ESSER II CRSSA	\$6,221.48
255	TITLE I-D ESEA NEGLECTED & DELINQUENT CHILDREN	\$829.94
257	TITLE VI-B IDEA SPECIAL ED FUND	\$33,590.17
258	TITLE VI-B IDEA PRESCHOOL FUND	\$1,682.40
260	MEDICAID	\$7,259.06
270	TITLE III ESEA FED LEP	\$1,934.32

Voucher No: 1091

Voucher Date: 07/25/2024

Fund		Amount
274	Stronger Connections Grant	\$1,170.58
284	GEAR UP GRANT	\$2,100.02
290	FOOD SERVICE FUND	\$54,476.43
		<hr/> <hr/>
		\$1,493,234.13

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1091

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
DIRECT DEPOSIT		1	0	V882621 7/25/2024	100.217.2170.000.000.000	\$1,196,820.49
DIRECT DEPOSIT		1	0	V882621 7/25/2024	243.217.2170.000.000.000	\$5,634.99
DIRECT DEPOSIT		1	0	V882621 7/25/2024	251.217.2170.000.000.000	\$45,880.04
DIRECT DEPOSIT		1	0	V882621 7/25/2024	253.217.2170.000.000.000	\$42,613.07
DIRECT DEPOSIT		1	0	V882621 7/25/2024	255.217.2170.000.000.000	\$792.44
DIRECT DEPOSIT		1	0	V882621 7/25/2024	257.217.2170.000.000.000	\$33,229.77
DIRECT DEPOSIT		1	0	V882621 7/25/2024	258.217.2170.000.000.000	\$1,682.40 ₂₅
DIRECT DEPOSIT		1	0	V882621 7/25/2024	270.217.2170.000.000.000	\$1,934.32
DIRECT DEPOSIT		1	0	V882621 7/25/2024	290.217.2170.000.000.000	\$53,926.43
DIRECT DEPOSIT		1	0	V882621 7/25/2024	284.217.2170.000.000.000	\$2,100.02
DIRECT DEPOSIT		1	0	V882621 7/25/2024	254.217.2170.000.000.000	\$6,185.58

Check #: 0

PO/InvoiceTotal:	<u>\$1,493,234.13</u>
Vendor Total:	<u>\$1,493,234.13</u>
Grand Total:	\$1,493,234.13

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1091

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
D.L. EVANS BANK						
Check Group:						
DIRECT DEPOSIT		1 0		V181814 7/25/2024	100.217.2170.000.000.000	\$6,941.48
DIRECT DEPOSIT		1 0		V181814 7/25/2024	243.217.2170.000.000.000	\$20.12
DIRECT DEPOSIT		1 0		V181814 7/25/2024	255.217.2170.000.000.000	\$37.50
DIRECT DEPOSIT		1 0		V181814 7/25/2024	257.217.2170.000.000.000	\$360.40
DIRECT DEPOSIT		1 0		V181814 7/25/2024	290.217.2170.000.000.000	\$550.00
DIRECT DEPOSIT		1 0		V181814 7/25/2024	254.217.2170.000.000.000	\$35.90 26
DIRECT DEPOSIT		1 0		V405067 7/25/2024	260.217.2170.000.000.000	\$7,147.46
DIRECT DEPOSIT		1 0		V405067 7/25/2024	237.217.2170.000.000.000	\$3,758.80
DIRECT DEPOSIT		1 0		V405067 7/25/2024	250.217.2170.000.000.000	\$78,550.74
DIRECT DEPOSIT		1 0		V405067 7/25/2024	274.217.2170.000.000.000	\$1,170.58
DIRECT DEPOSIT		1 0		V698087 7/25/2024	100.217.2170.000.000.000	\$600.00
DIRECT DEPOSIT		1 0		V793018 7/25/2024	260.217.2170.000.000.000	\$111.60
DIRECT DEPOSIT		1 0		V793018 7/25/2024	250.217.2170.000.000.000	\$1,350.00
DIRECT DEPOSIT		1 0		V842973 7/25/2024	250.217.2170.000.000.000	\$1,800.00

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1092

Voucher Date: 07/25/2024

Prepared By:

Rachel Jensen

Printed: 07/25/2024 06:28:07 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$362.51 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund	Amount
100 GENERAL FUND	\$362.51
	<u>\$362.51</u>

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1092

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
AMERICAN FAMILY LIFE						
Check Group:						
PAYROLL LIABILITY		1 0		V611489 7/25/2024	100.218.2180.039.000.000	\$362.51

Check #: 0

PO/InvoiceTotal:	<u>\$362.51</u>
Vendor Total:	<u>\$362.51</u>
Grand Total:	<u>\$362.51</u>

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1093

Voucher Date: 07/25/2024

Prepared By:

Rachael Jensen

Printed: 07/25/2024 07:38:14 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$485,186.57 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

[Signature]

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$377,655.05
237	IMEN (MASTERY BASED	\$285.53
243	PROFESSIONAL TECHNICAL - STATE	\$50.05
250	ESSER III ARPA	\$30,177.83
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$13,787.46
253	TITLE I-C ESEA MIGRANT FUND	\$4,322.13
254	ESSER II CRSSA	\$997.07
255	TITLE I-D ESEA NEGLECTED & DELINQUENT CHILDREN	\$244.45
257	TITLE VI-B IDEA SPECIAL ED FUND	\$17,058.84
258	TITLE VI-B IDEA PRESCHOOL FUND	\$1,176.93
260	MEDICAID	\$6,432.92
270	TITLE III ESEA FED LEP	\$1,633.70

Voucher No: 1093

Voucher Date: 07/25/2024

Fund		Amount
274	Stronger Connections Grant	\$929.97
284	GEAR UP GRANT	\$9.15
290	FOOD SERVICE FUND	\$30,425.49
		<hr/> <hr/>
		\$485,186.57

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1093

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
411 ISU CREDIT UNION						
Check Group:						
PAYROLL LIABILITY		1 0		V155837 7/25/2024	237.218.2180.030.000.000	\$191.62
PAYROLL LIABILITY		1 0		V846568 7/25/2024	100.218.2180.030.000.000	\$723.38
Check #: 119454						
PO/InvoiceTotal:						\$915.00
Vendor Total:						\$915.00
AIG VALIC/COREBRIDGE						
Check Group:						
PAYROLL LIABILITY		1 0		V343692 7/25/2024	100.218.2180.032.000.000	\$425.00
						31
Check #: 119455						
PO/InvoiceTotal:						\$425.00
Vendor Total:						\$425.00
ASPIRE FINANCIAL SERVICES						
Check Group:						
PAYROLL LIABILITY		1 0		V368 7/25/2024	100.218.2180.032.000.000	\$350.00
Check #: 119456						
PO/InvoiceTotal:						\$350.00
Vendor Total:						\$350.00
BLUE CROSS OF IDAHO						
Check Group:						
PAYROLL LIABILITY		1 0		V127587 7/25/2024	260.218.2180.025.000.000	\$2,559.07
PAYROLL LIABILITY		1 0		V127587 7/25/2024	250.218.2180.025.000.000	\$24,906.55

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1093 07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V127587 7/25/2024	274.218.2180.025.000.000	\$913.95
PAYROLL LIABILITY		1	0	V132564 6/25/2024	100.218.2180.025.000.000	(\$571.02)
PAYROLL LIABILITY		1	0	V272840 7/25/2024	260.218.2180.025.000.000	\$365.58
PAYROLL LIABILITY		1	0	V272840 7/25/2024	250.218.2180.025.000.000	\$1,690.85
PAYROLL LIABILITY		1	0	V306760 7/25/2024	100.218.2180.025.000.000	\$115,697.42
PAYROLL LIABILITY		1	0	V306760 7/25/2024	251.218.2180.025.000.000	\$3,929.99
PAYROLL LIABILITY		1	0	V306760 7/25/2024	253.218.2180.025.000.000	\$1,485.20 ₃₂
PAYROLL LIABILITY		1	0	V306760 7/25/2024	255.218.2180.025.000.000	\$228.49
PAYROLL LIABILITY		1	0	V306760 7/25/2024	257.218.2180.025.000.000	\$9,779.26
PAYROLL LIABILITY		1	0	V306760 7/25/2024	258.218.2180.025.000.000	\$456.97
PAYROLL LIABILITY		1	0	V306760 7/25/2024	290.218.2180.025.000.000	\$10,967.40
PAYROLL LIABILITY		1	0	V306760 7/25/2024	254.218.2180.025.000.000	\$913.95
PAYROLL LIABILITY		1	0	V412951 7/25/2024	100.218.2180.025.000.000	\$92,058.03
PAYROLL LIABILITY		1	0	V412951 7/25/2024	251.218.2180.025.000.000	\$4,053.60
PAYROLL LIABILITY		1	0	V412951 7/25/2024	253.218.2180.025.000.000	\$1,824.30

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1093

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V412951 7/25/2024	257.218.2180.025.000.000	\$2,586.68
PAYROLL LIABILITY		1	0	V412951 7/25/2024	258.218.2180.025.000.000	\$675.60
PAYROLL LIABILITY		1	0	V412951 7/25/2024	290.218.2180.025.000.000	\$7,904.70
PAYROLL LIABILITY		1	0	V467013 7/25/2024	100.218.2180.025.000.000	\$135,625.50
PAYROLL LIABILITY		1	0	V467013 7/25/2024	251.218.2180.025.000.000	\$5,085.69
PAYROLL LIABILITY		1	0	V467013 7/25/2024	253.218.2180.025.000.000	\$652.69
PAYROLL LIABILITY		1	0	V467013 7/25/2024	257.218.2180.025.000.000	\$4,112.77 33
PAYROLL LIABILITY		1	0	V467013 7/25/2024	270.218.2180.025.000.000	\$1,553.72
PAYROLL LIABILITY		1	0	V467013 7/25/2024	290.218.2180.025.000.000	\$9,601.50
PAYROLL LIABILITY		1	0	V5162 6/25/2024	100.218.2180.025.000.000	(\$913.95)
PAYROLL LIABILITY		1	0	V572737 7/25/2024	260.218.2180.025.000.000	\$3,135.37
PAYROLL LIABILITY		1	0	V572737 7/25/2024	250.218.2180.025.000.000	\$2,213.22
PAYROLL LIABILITY		1	0	V877097 7/19/2024	100.218.2180.025.000.000	\$7,862.40

Check #: 119457

PO/InvoiceTotal: \$451,355.48

Vendor Total: \$451,355.48

DENTAL BLUE CONNECT

Check Group:

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1093 07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V263143 7/25/2024	260.218.2180.025.000.000	\$62.14
PAYROLL LIABILITY		1	0	V263143 7/25/2024	250.218.2180.025.000.000	\$95.58
PAYROLL LIABILITY		1	0	V326280 7/25/2024	260.218.2180.025.000.000	\$71.69
PAYROLL LIABILITY		1	0	V326280 7/25/2024	250.218.2180.025.000.000	\$238.95
PAYROLL LIABILITY		1	0	V445279 7/25/2024	100.218.2180.025.000.000	\$3,400.59
PAYROLL LIABILITY		1	0	V445279 7/25/2024	257.218.2180.025.000.000	\$81.23
PAYROLL LIABILITY		1	0	V445279 7/25/2024	290.218.2180.025.000.000	\$486.78 34
PAYROLL LIABILITY		1	0	V445279 7/25/2024	254.218.2180.025.000.000	\$47.79
PAYROLL LIABILITY		1	0	V51864 7/25/2024	100.218.2180.025.000.000	\$869.84
PAYROLL LIABILITY		1	0	V51864 7/25/2024	251.218.2180.025.000.000	\$95.58
PAYROLL LIABILITY		1	0	V51864 7/25/2024	255.218.2180.025.000.000	\$11.95
PAYROLL LIABILITY		1	0	V51864 7/25/2024	257.218.2180.025.000.000	\$47.79
PAYROLL LIABILITY		1	0	V51864 7/25/2024	258.218.2180.025.000.000	\$23.89
PAYROLL LIABILITY		1	0	V51864 7/25/2024	290.218.2180.025.000.000	\$370.46

Check #: 119458

PO/InvoiceTotal:	\$5,904.26
Vendor Total:	\$5,904.26

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1093 07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
FIDUCIARY TRUST COMPANY						
Check Group:						
PAYROLL LIABILITY		1 0		V98686 7/25/2024	237.218.2180.032.000.000	\$26.80
PAYROLL LIABILITY		1 0		V991974 7/25/2024	100.218.2180.032.000.000	\$748.20
Check #: 119459						
PO/InvoiceTotal:						<u>\$775.00</u>
Vendor Total:						<u>\$775.00</u>
IDAHO CHILD SUPPORT SERVICE						
Check Group:						
PAYROLL LIABILITY		1 0		V589180 7/25/2024	100.218.2180.039.000.000	\$670.30
PAYROLL LIABILITY		1 0		V716623 6/25/2024	100.218.2180.039.000.000	35 (\$527.63)
Check #: 119460						
PO/InvoiceTotal:						<u>\$142.67</u>
Vendor Total:						<u>\$142.67</u>
IDAHO DEPARTMENT OF LABOR						
Check Group:						
PAYROLL LIABILITY		1 0		V928583 7/25/2024	100.218.2180.039.000.000	\$463.33
Check #: 119461						
PO/InvoiceTotal:						<u>\$463.33</u>
Vendor Total:						<u>\$463.33</u>
IEA NEA						
Check Group:						
PAYROLL LIABILITY		1 0		V187008 7/25/2024	260.218.2180.039.000.000	\$3.18

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1093 07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V187008 7/25/2024	250.218.2180.039.000.000	\$327.55
PAYROLL LIABILITY		1	0	V643789 6/25/2024	100.218.2180.039.000.000	(\$29.08)
PAYROLL LIABILITY		1	0	V94587 7/25/2024	100.218.2180.039.000.000	\$4,536.16
PAYROLL LIABILITY		1	0	V94587 7/25/2024	243.218.2180.039.000.000	\$35.51
PAYROLL LIABILITY		1	0	V94587 7/25/2024	251.218.2180.039.000.000	\$212.95
PAYROLL LIABILITY		1	0	V94587 7/25/2024	253.218.2180.039.000.000	\$125.63
PAYROLL LIABILITY		1	0	V94587 7/25/2024	257.218.2180.039.000.000	\$65.06 36
PAYROLL LIABILITY		1	0	V94587 7/25/2024	270.218.2180.039.000.000	\$24.68
PAYROLL LIABILITY		1	0	V94587 7/25/2024	290.218.2180.039.000.000	\$43.03
PAYROLL LIABILITY		1	0	V94587 7/25/2024	254.218.2180.039.000.000	\$6.34

Check #: 119462

PO/InvoiceTotal:	\$5,351.01
Vendor Total:	\$5,351.01

IMPACT ATHLETIC

Check Group:

PAYROLL LIABILITY		1	0	V274376 7/25/2024	260.218.2180.039.000.000	\$106.64
PAYROLL LIABILITY		1	0	V274376 7/25/2024	237.218.2180.039.000.000	\$34.97
PAYROLL LIABILITY		1	0	V611031 7/25/2024	100.218.2180.039.000.000	\$1,023.11

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1093

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V611031 7/25/2024	253.218.2180.039.000.000	\$27.43
PAYROLL LIABILITY		1	0	V611031 7/25/2024	290.218.2180.039.000.000	\$58.94
Check #: 119463						
PO/InvoiceTotal:						\$1,251.09
Vendor Total:						\$1,251.09
LIFEMAP ASSURANCE CO - VISION						
Check Group:						
PAYROLL LIABILITY		1	0	V211299 7/25/2024	290.218.2180.028.000.000	\$204.27
PAYROLL LIABILITY		1	0	V211299 7/25/2024	254.218.2180.028.000.000	\$6.19
PAYROLL LIABILITY		1	0	V211299 7/25/2024	100.218.2180.023.000.000	\$1,255.95
PAYROLL LIABILITY		1	0	V211299 7/25/2024	100.218.2180.028.000.000	\$2,374.99
PAYROLL LIABILITY		1	0	V211299 7/25/2024	251.218.2180.023.000.000	\$48.56
PAYROLL LIABILITY		1	0	V211299 7/25/2024	251.218.2180.028.000.000	\$110.44
PAYROLL LIABILITY		1	0	V211299 7/25/2024	253.218.2180.023.000.000	\$15.71
PAYROLL LIABILITY		1	0	V211299 7/25/2024	253.218.2180.028.000.000	\$25.78
PAYROLL LIABILITY		1	0	V211299 7/25/2024	255.218.2180.028.000.000	\$1.55
PAYROLL LIABILITY		1	0	V211299 7/25/2024	257.218.2180.023.000.000	\$34.91
PAYROLL LIABILITY		1	0	V211299 7/25/2024	257.218.2180.028.000.000	\$113.88

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1093 07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V211299 7/25/2024	258.218.2180.028.000.000	\$9.28
PAYROLL LIABILITY		1	0	V211299 7/25/2024	270.218.2180.023.000.000	\$5.28
PAYROLL LIABILITY		1	0	V211299 7/25/2024	270.218.2180.028.000.000	\$10.52
PAYROLL LIABILITY		1	0	V211299 7/25/2024	290.218.2180.023.000.000	\$136.83
PAYROLL LIABILITY		1	0	V525901 6/25/2024	100.218.2180.028.000.000	(\$6.19)
PAYROLL LIABILITY		1	0	V530531 7/25/2024	260.218.2180.028.000.000	\$43.35
PAYROLL LIABILITY		1	0	V530531 7/25/2024	260.218.2180.023.000.000	\$7.49 38
PAYROLL LIABILITY		1	0	V530531 7/25/2024	250.218.2180.023.000.000	\$55.68
PAYROLL LIABILITY		1	0	V530531 7/25/2024	250.218.2180.028.000.000	\$185.69
PAYROLL LIABILITY		1	0	V530531 7/25/2024	274.218.2180.028.000.000	\$6.19

Check #: 119464

PO/InvoiceTotal:	<u>\$4,646.35</u>
Vendor Total:	\$4,646.35

LIFEMAP ASSURANCE COMPANY

Check Group:

PAYROLL LIABILITY		1	0	V105800 7/25/2024	260.218.2180.039.000.000	\$0.40
PAYROLL LIABILITY		1	0	V105800 7/25/2024	250.218.2180.039.000.000	\$51.23
PAYROLL LIABILITY		1	0	V120325 6/25/2024	100.218.2180.027.000.000	(\$9.15)

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1093

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V153809 7/25/2024	100.218.2180.039.000.000	\$49.18
PAYROLL LIABILITY		1	0	V163189 7/25/2024	100.218.2180.039.000.000	\$2,046.82
PAYROLL LIABILITY		1	0	V163189 7/25/2024	243.218.2180.039.000.000	\$8.22
PAYROLL LIABILITY		1	0	V163189 7/25/2024	251.218.2180.039.000.000	\$68.62
PAYROLL LIABILITY		1	0	V163189 7/25/2024	253.218.2180.039.000.000	\$40.74
PAYROLL LIABILITY		1	0	V163189 7/25/2024	257.218.2180.039.000.000	\$30.11
PAYROLL LIABILITY		1	0	V163189 7/25/2024	258.218.2180.039.000.000	\$0.40 39
PAYROLL LIABILITY		1	0	V163189 7/25/2024	270.218.2180.039.000.000	\$3.06
PAYROLL LIABILITY		1	0	V163189 7/25/2024	290.218.2180.039.000.000	\$141.92
PAYROLL LIABILITY		1	0	V163189 7/25/2024	254.218.2180.039.000.000	\$1.52
PAYROLL LIABILITY		1	0	V177033 6/25/2024	100.218.2180.039.000.000	(\$0.75)
PAYROLL LIABILITY		1	0	V221435 7/25/2024	100.218.2180.027.000.000	\$3,526.38
PAYROLL LIABILITY		1	0	V221435 7/25/2024	251.218.2180.027.000.000	\$156.37
PAYROLL LIABILITY		1	0	V221435 7/25/2024	253.218.2180.027.000.000	\$38.10
PAYROLL LIABILITY		1	0	V221435 7/25/2024	255.218.2180.027.000.000	\$2.29

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1093

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V221435 7/25/2024	257.218.2180.027.000.000	\$179.33
PAYROLL LIABILITY		1	0	V221435 7/25/2024	258.218.2180.027.000.000	\$9.15
PAYROLL LIABILITY		1	0	V221435 7/25/2024	270.218.2180.027.000.000	\$15.56
PAYROLL LIABILITY		1	0	V221435 7/25/2024	290.218.2180.027.000.000	\$311.10
PAYROLL LIABILITY		1	0	V221435 7/25/2024	284.218.2180.027.000.000	\$9.15
PAYROLL LIABILITY		1	0	V221435 7/25/2024	254.218.2180.027.000.000	\$18.30
PAYROLL LIABILITY		1	0	V335486 7/25/2024	237.218.2180.039.000.000	\$4.82 40
PAYROLL LIABILITY		1	0	V39458 7/25/2024	260.218.2180.027.000.000	\$66.80
PAYROLL LIABILITY		1	0	V39458 7/25/2024	250.218.2180.027.000.000	\$269.92
PAYROLL LIABILITY		1	0	V39458 7/25/2024	274.218.2180.027.000.000	\$9.15
PAYROLL LIABILITY		1	0	V397740 7/25/2024	100.218.2180.039.000.000	\$3.73
PAYROLL LIABILITY		1	0	V397740 7/25/2024	251.218.2180.039.000.000	\$0.02
PAYROLL LIABILITY		1	0	V410194 7/25/2024	100.218.2180.039.000.000	\$692.73
PAYROLL LIABILITY		1	0	V410194 7/25/2024	243.218.2180.039.000.000	\$6.03
PAYROLL LIABILITY		1	0	V410194 7/25/2024	251.218.2180.039.000.000	\$9.09

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1093

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V410194 7/25/2024	253.218.2180.039.000.000	\$14.74
PAYROLL LIABILITY		1	0	V410194 7/25/2024	257.218.2180.039.000.000	\$11.62
PAYROLL LIABILITY		1	0	V410194 7/25/2024	258.218.2180.039.000.000	\$0.40
PAYROLL LIABILITY		1	0	V410194 7/25/2024	270.218.2180.039.000.000	\$6.12
PAYROLL LIABILITY		1	0	V410194 7/25/2024	290.218.2180.039.000.000	\$61.00
PAYROLL LIABILITY		1	0	V410194 7/25/2024	254.218.2180.039.000.000	\$1.52
PAYROLL LIABILITY		1	0	V466832 7/25/2024	260.218.2180.039.000.000	\$6.09 41
PAYROLL LIABILITY		1	0	V466832 7/25/2024	237.218.2180.039.000.000	\$21.25
PAYROLL LIABILITY		1	0	V466832 7/25/2024	250.218.2180.039.000.000	\$115.99
PAYROLL LIABILITY		1	0	V610660 6/25/2024	100.218.2180.039.000.000	(\$7.54)
PAYROLL LIABILITY		1	0	V627421 7/25/2024	100.218.2180.039.000.000	\$14.48
PAYROLL LIABILITY		1	0	V627421 7/25/2024	243.218.2180.039.000.000	\$0.06
PAYROLL LIABILITY		1	0	V627421 7/25/2024	251.218.2180.039.000.000	\$1.73
PAYROLL LIABILITY		1	0	V627421 7/25/2024	253.218.2180.039.000.000	\$0.43
PAYROLL LIABILITY		1	0	V627421 7/25/2024	290.218.2180.039.000.000	\$1.12

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1093

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V627421 7/25/2024	254.218.2180.039.000.000	\$0.10
PAYROLL LIABILITY		1	0	V738654 7/25/2024	260.218.2180.039.000.000	\$0.56
PAYROLL LIABILITY		1	0	V738654 7/25/2024	250.218.2180.039.000.000	\$4.52
PAYROLL LIABILITY		1	0	V9638 7/25/2024	100.218.2180.039.000.000	\$45.79
PAYROLL LIABILITY		1	0	V9638 7/25/2024	243.218.2180.039.000.000	\$0.23
PAYROLL LIABILITY		1	0	V9638 7/25/2024	251.218.2180.039.000.000	\$0.42
PAYROLL LIABILITY		1	0	V9638 7/25/2024	253.218.2180.039.000.000	\$1,61 42
PAYROLL LIABILITY		1	0	V9638 7/25/2024	257.218.2180.039.000.000	\$2.53
PAYROLL LIABILITY		1	0	V9638 7/25/2024	258.218.2180.039.000.000	\$0.56
PAYROLL LIABILITY		1	0	V9638 7/25/2024	290.218.2180.039.000.000	\$3.36
PAYROLL LIABILITY		1	0	V999753 7/25/2024	100.218.2180.039.000.000	\$6.10
					Check #: 119465	
						PO/InvoiceTotal: <u>\$8,075.13</u>
						Vendor Total: <u>\$8,075.13</u>
MC FITNESS AND COMMUNITY CENTER						
Check Group:						
PAYROLL LIABILITY		1	0	V541935 7/25/2024	100.218.2180.039.000.000	\$108.00
PAYROLL LIABILITY		1	0	V541935 7/25/2024	290.218.2180.039.000.000	\$54.00

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1093

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
					Check #: 119466	
						PO/InvoiceTotal: <u>\$162.00</u>
						Vendor Total: <u>\$162.00</u>
MIDLAND NATIONAL						
Check Group:						
PAYROLL LIABILITY		1 0		V178670 7/25/2024	253.218.2180.032.000.000	\$64.00
					Check #: 119467	
						PO/InvoiceTotal: <u>\$64.00</u>
						Vendor Total: <u>\$64.00</u>
MINIDOKA COUNTY SCHOOL DIST						
Check Group:						
PAYROLL LIABILITY		1 0		V223163 7/25/2024	100.218.2180.039.000.000	\$1,800.00
PAYROLL LIABILITY		1 0		V623668 7/25/2024	290.218.2180.039.000.000	\$42.00
					Check #: 119468	
						PO/InvoiceTotal: <u>\$1,842.00</u>
						Vendor Total: <u>\$1,842.00</u>
MINIDOKA COUNTY SHERIFF GARN						
Check Group:						
PAYROLL LIABILITY		1 0		V454499 7/25/2024	100.218.2180.039.000.000	\$2,201.33
					Check #: 119469	
						PO/InvoiceTotal: <u>\$2,201.33</u>
						Vendor Total: <u>\$2,201.33</u>
NCPERS IDAHO						
Check Group:						
PAYROLL LIABILITY		1 0		V164239 7/25/2024	100.218.2180.039.000.000	\$218.02

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1093

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V164239 7/25/2024	251.218.2180.039.000.000	\$4.00
PAYROLL LIABILITY		1	0	V164239 7/25/2024	253.218.2180.039.000.000	\$2.40
PAYROLL LIABILITY		1	0	V164239 7/25/2024	257.218.2180.039.000.000	\$1.98
PAYROLL LIABILITY		1	0	V164239 7/25/2024	270.218.2180.039.000.000	\$13.60
PAYROLL LIABILITY		1	0	V164239 7/25/2024	290.218.2180.039.000.000	\$16.00
Check #: 119470						
						PO/InvoiceTotal: <u>\$256.00</u>
						Vendor Total: <u>\$256.00</u>
NORTHWEST PROFESSIONAL EDUCATORS						
Check Group:						
PAYROLL LIABILITY		1	0	V276544 7/25/2024	100.218.2180.039.000.000	\$86.43
PAYROLL LIABILITY		1	0	V628538 7/25/2024	237.218.2180.039.000.000	\$6.07
Check #: 119471						
						PO/InvoiceTotal: <u>\$92.50</u>
						Vendor Total: <u>\$92.50</u>
PRIMEPAY, LLC						
Check Group:						
PAYROLL LIABILITY		1	0	V227853 7/25/2024	100.218.2180.025.000.000	\$261.39
PAYROLL LIABILITY		1	0	V227853 7/25/2024	251.218.2180.025.000.000	\$10.40
PAYROLL LIABILITY		1	0	V227853 7/25/2024	253.218.2180.025.000.000	\$3.37

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1093

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V227853 7/25/2024	255.218.2180.025.000.000	\$0.17
PAYROLL LIABILITY		1	0	V227853 7/25/2024	257.218.2180.025.000.000	\$11.69
PAYROLL LIABILITY		1	0	V227853 7/25/2024	258.218.2180.025.000.000	\$0.68
PAYROLL LIABILITY		1	0	V227853 7/25/2024	270.218.2180.025.000.000	\$1.16
PAYROLL LIABILITY		1	0	V227853 7/25/2024	290.218.2180.025.000.000	\$21.08
PAYROLL LIABILITY		1	0	V227853 7/25/2024	254.218.2180.025.000.000	\$1.36
PAYROLL LIABILITY		1	0	V455229 6/25/2024	100.218.2180.025.000.000	(\$0.68) 45
PAYROLL LIABILITY		1	0	V676873 7/25/2024	260.218.2180.025.000.000	\$4.56
PAYROLL LIABILITY		1	0	V676873 7/25/2024	250.218.2180.025.000.000	\$22.10
PAYROLL LIABILITY		1	0	V676873 7/25/2024	274.218.2180.025.000.000	\$0.68

Check #: 119472

PO/InvoiceTotal: \$337.96

Vendor Total: \$337.96

PROVIDENT LIFE

Check Group:

PAYROLL LIABILITY		1	0	V817256 7/25/2024	100.218.2180.039.000.000	\$26.46
-------------------	--	---	---	----------------------	--------------------------	---------

Check #: 119473

PO/InvoiceTotal: \$26.46

Vendor Total: \$26.46

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1093

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
RELIASTAR LIFE INS COMPANY						
Check Group:						
PAYROLL LIABILITY		1 0		V544319 7/25/2024	100.218.2180.032.000.000	\$550.00

Check #: 119474

PO/InvoiceTotal:	<u>\$550.00</u>
Vendor Total:	<u>\$550.00</u>
Grand Total:	\$485,186.57

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1094

Voucher Date: 07/25/2024

Prepared By:

Rachel Jensen

Printed: 07/25/2024 06:30:55 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$45,209.92 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

[Signature]

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$36,387.64
237	IMEN (MASTERY BASED	\$91.63
243	PROFESSIONAL TECHNICAL - STATE	\$82.92
250	ESSER III ARPA	\$2,699.06
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$1,406.00
253	TITLE I-C ESEA MIGRANT FUND	\$1,017.00
254	ESSER II CRSSA	\$388.09
257	TITLE VI-B IDEA SPECIAL ED FUND	\$778.74
258	TITLE VI-B IDEA PRESCHOOL FUND	\$89.85
260	MEDICAID	\$207.71
270	TITLE III ESEA FED LEP	\$192.68
274	Stronger Connections Grant	\$17.59
290	FOOD SERVICE FUND	\$1,851.01

Voucher No: 1094

Voucher Date: 07/25/2024

Fund

Amount

\$45,209.92

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1094

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
AMERICAN FIDELITY						
Check Group:						
PAYROLL LIABILITY		1 0		V120239 7/25/2024	250.218.2180.039.000.000	\$306.31
PAYROLL LIABILITY		1 0		V126977 7/25/2024	260.218.2180.039.000.000	\$34.90
PAYROLL LIABILITY		1 0		V126977 7/25/2024	250.218.2180.039.000.000	\$233.42
PAYROLL LIABILITY		1 0		V17750 7/25/2024	100.218.2180.039.000.000	\$1,723.45
PAYROLL LIABILITY		1 0		V17750 7/25/2024	243.218.2180.039.000.000	\$1.80
PAYROLL LIABILITY		1 0		V17750 7/25/2024	251.218.2180.039.000.000	\$19.00 49
PAYROLL LIABILITY		1 0		V17750 7/25/2024	253.218.2180.039.000.000	\$37.89
PAYROLL LIABILITY		1 0		V17750 7/25/2024	257.218.2180.039.000.000	\$2.70
PAYROLL LIABILITY		1 0		V17750 7/25/2024	270.218.2180.039.000.000	\$31.65
PAYROLL LIABILITY		1 0		V17750 7/25/2024	290.218.2180.039.000.000	\$123.18
PAYROLL LIABILITY		1 0		V17750 7/25/2024	254.218.2180.039.000.000	\$33.37
PAYROLL LIABILITY		1 0		V182964 7/25/2024	100.218.2180.039.000.000	\$6,687.45
PAYROLL LIABILITY		1 0		V182964 7/25/2024	243.218.2180.039.000.000	\$15.21
PAYROLL LIABILITY		1 0		V182964 7/25/2024	251.218.2180.039.000.000	\$133.56

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1094

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V182964 7/25/2024	253.218.2180.039.000.000	\$175.06
PAYROLL LIABILITY		1	0	V182964 7/25/2024	257.218.2180.039.000.000	\$238.96
PAYROLL LIABILITY		1	0	V182964 7/25/2024	290.218.2180.039.000.000	\$370.45
PAYROLL LIABILITY		1	0	V182964 7/25/2024	254.218.2180.039.000.000	\$61.79
PAYROLL LIABILITY		1	0	V206535 7/25/2024	100.218.2180.039.000.000	\$101.40
PAYROLL LIABILITY		1	0	V207321 7/25/2024	260.218.2180.039.000.000	\$108.12
PAYROLL LIABILITY		1	0	V207321 7/25/2024	237.218.2180.039.000.000	\$4.76 50
PAYROLL LIABILITY		1	0	V207321 7/25/2024	250.218.2180.039.000.000	\$460.31
PAYROLL LIABILITY		1	0	V207321 7/25/2024	274.218.2180.039.000.000	\$17.59
PAYROLL LIABILITY		1	0	V246808 7/25/2024	260.218.2180.039.000.000	\$1.16
PAYROLL LIABILITY		1	0	V246808 7/25/2024	250.218.2180.039.000.000	\$16.52
PAYROLL LIABILITY		1	0	V24736 7/25/2024	100.218.2180.039.000.000	\$3,094.94
PAYROLL LIABILITY		1	0	V24736 7/25/2024	243.218.2180.039.000.000	\$7.12
PAYROLL LIABILITY		1	0	V24736 7/25/2024	251.218.2180.039.000.000	\$182.31
PAYROLL LIABILITY		1	0	V24736 7/25/2024	253.218.2180.039.000.000	\$60.87

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1094

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V24736 7/25/2024	257.218.2180.039.000.000	\$17.30
PAYROLL LIABILITY		1	0	V24736 7/25/2024	290.218.2180.039.000.000	\$71.34
PAYROLL LIABILITY		1	0	V24736 7/25/2024	254.218.2180.039.000.000	\$141.23
PAYROLL LIABILITY		1	0	V2760 7/25/2024	100.218.2180.039.000.000	\$1,956.91
PAYROLL LIABILITY		1	0	V2760 7/25/2024	243.218.2180.039.000.000	\$1.21
PAYROLL LIABILITY		1	0	V2760 7/25/2024	251.218.2180.039.000.000	\$6.18
PAYROLL LIABILITY		1	0	V2760 7/25/2024	253.218.2180.039.000.000	\$48.06 51
PAYROLL LIABILITY		1	0	V2760 7/25/2024	257.218.2180.039.000.000	\$24.56
PAYROLL LIABILITY		1	0	V2760 7/25/2024	270.218.2180.039.000.000	\$26.98
PAYROLL LIABILITY		1	0	V2760 7/25/2024	290.218.2180.039.000.000	\$33.35
PAYROLL LIABILITY		1	0	V286079 6/25/2024	100.218.2180.039.000.000	(\$19.80)
PAYROLL LIABILITY		1	0	V3810 7/25/2024	100.218.2180.039.000.000	\$135.98
PAYROLL LIABILITY		1	0	V406569 7/25/2024	260.218.2180.039.000.000	\$3.57
PAYROLL LIABILITY		1	0	V406569 7/25/2024	250.218.2180.039.000.000	\$17.53
PAYROLL LIABILITY		1	0	V526195 6/25/2024	100.218.2180.039.000.000	(\$26.10)

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1094 07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V553909 7/25/2024	260.218.2180.039.000.000	\$18.63
PAYROLL LIABILITY		1	0	V553909 7/25/2024	237.218.2180.039.000.000	\$26.49
PAYROLL LIABILITY		1	0	V553909 7/25/2024	250.218.2180.039.000.000	\$1,184.77
PAYROLL LIABILITY		1	0	V559425 7/25/2024	100.218.2180.039.000.000	\$8,388.13
PAYROLL LIABILITY		1	0	V559425 7/25/2024	243.218.2180.039.000.000	\$30.84
PAYROLL LIABILITY		1	0	V559425 7/25/2024	251.218.2180.039.000.000	\$417.05
PAYROLL LIABILITY		1	0	V559425 7/25/2024	253.218.2180.039.000.000	\$188.45 52
PAYROLL LIABILITY		1	0	V559425 7/25/2024	257.218.2180.039.000.000	\$221.24
PAYROLL LIABILITY		1	0	V559425 7/25/2024	270.218.2180.039.000.000	\$12.92
PAYROLL LIABILITY		1	0	V559425 7/25/2024	290.218.2180.039.000.000	\$178.41
PAYROLL LIABILITY		1	0	V559425 7/25/2024	254.218.2180.039.000.000	\$89.95
PAYROLL LIABILITY		1	0	V680774 7/25/2024	260.218.2180.039.000.000	\$18.99
PAYROLL LIABILITY		1	0	V680774 7/25/2024	250.218.2180.039.000.000	\$203.66
PAYROLL LIABILITY		1	0	V757555 7/25/2024	260.218.2180.039.000.000	\$5.04
PAYROLL LIABILITY		1	0	V757555 7/25/2024	237.218.2180.039.000.000	\$0.93

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1094

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V757555 7/25/2024	250.218.2180.039.000.000	\$11.00
PAYROLL LIABILITY		1	0	V790182 7/25/2024	100.218.2180.039.000.000	\$7,815.88
PAYROLL LIABILITY		1	0	V790182 7/25/2024	243.218.2180.039.000.000	\$12.78
PAYROLL LIABILITY		1	0	V790182 7/25/2024	251.218.2180.039.000.000	\$393.35
PAYROLL LIABILITY		1	0	V790182 7/25/2024	253.218.2180.039.000.000	\$288.66
PAYROLL LIABILITY		1	0	V790182 7/25/2024	257.218.2180.039.000.000	\$114.06
PAYROLL LIABILITY		1	0	V790182 7/25/2024	258.218.2180.039.000.000	\$89.85 53
PAYROLL LIABILITY		1	0	V790182 7/25/2024	290.218.2180.039.000.000	\$539.71
PAYROLL LIABILITY		1	0	V790182 7/25/2024	254.218.2180.039.000.000	\$54.27
PAYROLL LIABILITY		1	0	V803926 7/25/2024	100.218.2180.039.000.000	\$4,044.53
PAYROLL LIABILITY		1	0	V803926 7/25/2024	243.218.2180.039.000.000	\$10.16
PAYROLL LIABILITY		1	0	V803926 7/25/2024	251.218.2180.039.000.000	\$163.63
PAYROLL LIABILITY		1	0	V803926 7/25/2024	253.218.2180.039.000.000	\$145.77
PAYROLL LIABILITY		1	0	V803926 7/25/2024	257.218.2180.039.000.000	\$142.12
PAYROLL LIABILITY		1	0	V803926 7/25/2024	270.218.2180.039.000.000	\$19.13

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1094

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V803926 7/25/2024	290.218.2180.039.000.000	\$437.04
PAYROLL LIABILITY		1	0	V845494 7/25/2024	100.218.2180.039.000.000	\$1,200.97
PAYROLL LIABILITY		1	0	V845494 7/25/2024	243.218.2180.039.000.000	\$2.18
PAYROLL LIABILITY		1	0	V845494 7/25/2024	251.218.2180.039.000.000	\$15.20
PAYROLL LIABILITY		1	0	V845494 7/25/2024	253.218.2180.039.000.000	\$54.24
PAYROLL LIABILITY		1	0	V845494 7/25/2024	257.218.2180.039.000.000	\$17.80
PAYROLL LIABILITY		1	0	V845494 7/25/2024	290.218.2180.039.000.000	\$37.03 54
PAYROLL LIABILITY		1	0	V845494 7/25/2024	254.218.2180.039.000.000	\$7.48
PAYROLL LIABILITY		1	0	V919086 7/25/2024	250.218.2180.039.000.000	\$33.40
PAYROLL LIABILITY		1	0	V947107 7/25/2024	260.218.2180.039.000.000	\$17.30
PAYROLL LIABILITY		1	0	V947107 7/25/2024	237.218.2180.039.000.000	\$59.45
PAYROLL LIABILITY		1	0	V947107 7/25/2024	250.218.2180.039.000.000	\$232.14
PAYROLL LIABILITY		1	0	V975496 7/25/2024	100.218.2180.039.000.000	\$161.70
PAYROLL LIABILITY		1	0	V98028 7/25/2024	100.218.2180.039.000.000	\$1,122.20
PAYROLL LIABILITY		1	0	V98028 7/25/2024	243.218.2180.039.000.000	\$1.62

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1094 07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V98028 7/25/2024	251.218.2180.039.000.000	\$75.72
PAYROLL LIABILITY		1	0	V98028 7/25/2024	253.218.2180.039.000.000	\$18.00
PAYROLL LIABILITY		1	0	V98028 7/25/2024	270.218.2180.039.000.000	\$102.00
PAYROLL LIABILITY		1	0	V98028 7/25/2024	290.218.2180.039.000.000	\$60.50

Check #: 0

PO/InvoiceTotal:	\$45,209.92
Vendor Total:	\$45,209.92
Grand Total:	\$45,209.92

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1095

Voucher Date: 07/25/2024

Prepared By:

Rachel Jensen

Printed: 07/25/2024 06:31:31 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$1,645.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

[Signature]

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$1,277.12
243	PROFESSIONAL TECHNICAL - STATE	\$2.52
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$50.00
253	TITLE I-C ESEA MIGRANT FUND	\$115.36
258	TITLE VI-B IDEA PRESCHOOL FUND	\$100.00
260	MEDICAID	\$100.00
		<hr/>
		\$1,645.00

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1095

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
AMERICAN FIDELITY ASSURANCE						
Check Group:						
PAYROLL LIABILITY		1 0		V294953 7/25/2024	100.218.2180.032.000.000	\$1,277.12
PAYROLL LIABILITY		1 0		V294953 7/25/2024	243.218.2180.032.000.000	\$2.52
PAYROLL LIABILITY		1 0		V294953 7/25/2024	251.218.2180.032.000.000	\$50.00
PAYROLL LIABILITY		1 0		V294953 7/25/2024	253.218.2180.032.000.000	\$115.36
PAYROLL LIABILITY		1 0		V294953 7/25/2024	258.218.2180.032.000.000	\$100.00
PAYROLL LIABILITY		1 0		V747208 7/25/2024	260.218.2180.032.000.000	\$100.00 57

Check #: 0

PO/InvoiceTotal:	<u>\$1,645.00</u>
Vendor Total:	<u>\$1,645.00</u>
Grand Total:	<u>\$1,645.00</u>

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1096

Voucher Date: 07/25/2024

Prepared By:

Rachel Jensen

Printed: 07/25/2024 06:31:52 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$8,204.15 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$7,172.53
243	PROFESSIONAL TECHNICAL - STATE	\$22.70
250	ESSER III ARPA	\$63.87
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$181.09
253	TITLE I-C ESEA MIGRANT FUND	\$334.43
254	ESSER II CRSSA	\$52.75
257	TITLE VI-B IDEA SPECIAL ED FUND	\$56.33
270	TITLE III ESEA FED LEP	\$53.34
290	FOOD SERVICE FUND	\$267.11
		<hr/> \$8,204.15

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1096

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
AMERICAN FIDELITY FLEX						
Check Group:						
PAYROLL LIABILITY		1 0		V436680 7/25/2024	100.218.2180.039.000.000	\$419.41
PAYROLL LIABILITY		1 0		V543009 7/25/2024	100.218.2180.039.000.000	\$6,753.12
PAYROLL LIABILITY		1 0		V543009 7/25/2024	243.218.2180.039.000.000	\$22.70
PAYROLL LIABILITY		1 0		V543009 7/25/2024	251.218.2180.039.000.000	\$181.09
PAYROLL LIABILITY		1 0		V543009 7/25/2024	253.218.2180.039.000.000	\$334.43
PAYROLL LIABILITY		1 0		V543009 7/25/2024	257.218.2180.039.000.000	\$56.33 59
PAYROLL LIABILITY		1 0		V543009 7/25/2024	270.218.2180.039.000.000	\$53.34
PAYROLL LIABILITY		1 0		V543009 7/25/2024	290.218.2180.039.000.000	\$267.11
PAYROLL LIABILITY		1 0		V543009 7/25/2024	254.218.2180.039.000.000	\$52.75
PAYROLL LIABILITY		1 0		V932343 7/25/2024	250.218.2180.039.000.000	\$63.87

Check #: 0

PO/InvoiceTotal:	<u>\$8,204.15</u>
Vendor Total:	<u>\$8,204.15</u>
Grand Total:	<u>\$8,204.15</u>

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1097

Voucher Date: 07/25/2024

Prepared By:

Ralphe Jensen

Printed: 07/25/2024 06:32:26 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$23,078.34 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Ralph Jensen

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$19,349.13
250	ESSER III ARPA	\$1,128.31
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$628.69
253	TITLE I-C ESEA MIGRANT FUND	\$333.67
257	TITLE VI-B IDEA SPECIAL ED FUND	\$402.82
258	TITLE VI-B IDEA PRESCHOOL FUND	\$45.99
260	MEDICAID	(\$149.98)
270	TITLE III ESEA FED LEP	\$102.17
274	Stronger Connections Grant	\$45.99
290	FOOD SERVICE FUND	\$1,191.55
		<hr/> \$23,078.34

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1097

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
DELTA DENTAL						
Check Group:						
PAYROLL LIABILITY		1 0		V127051 7/25/2024	100.218.2180.026.000.000	\$11,271.53
PAYROLL LIABILITY		1 0		V127051 7/25/2024	251.218.2180.026.000.000	\$219.24
PAYROLL LIABILITY		1 0		V127051 7/25/2024	253.218.2180.026.000.000	\$18.03
PAYROLL LIABILITY		1 0		V127051 7/25/2024	257.218.2180.026.000.000	\$111.74
PAYROLL LIABILITY		1 0		V127051 7/25/2024	270.218.2180.026.000.000	\$102.17
PAYROLL LIABILITY		1 0		V127051 7/25/2024	290.218.2180.026.000.000	\$1,071.35 61
PAYROLL LIABILITY		1 0		V139816 7/25/2024	250.218.2180.026.000.000	\$86.22
PAYROLL LIABILITY		1 0		V139816 7/25/2024	260.218.2180.026.000.000	(\$187.10)
Final adjustment on errors		1 0		V333119 7/22/2024	100.218.2180.026.000.000	\$326.94
PAYROLL LIABILITY		1 0		V474588 7/25/2024	260.218.2180.026.000.000	\$37.12
PAYROLL LIABILITY		1 0		V474588 7/25/2024	250.218.2180.026.000.000	\$1,042.09
PAYROLL LIABILITY		1 0		V474588 7/25/2024	274.218.2180.026.000.000	\$45.99
PAYROLL LIABILITY		1 0		V582433 7/25/2024	100.218.2180.026.000.000	\$7,796.65
PAYROLL LIABILITY		1 0		V582433 7/25/2024	251.218.2180.026.000.000	\$409.45

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1097

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V582433 7/25/2024	253.218.2180.026.000.000	\$315.64
PAYROLL LIABILITY		1	0	V582433 7/25/2024	257.218.2180.026.000.000	\$291.08
PAYROLL LIABILITY		1	0	V582433 7/25/2024	258.218.2180.026.000.000	\$45.99
PAYROLL LIABILITY		1	0	V582433 7/25/2024	290.218.2180.026.000.000	\$120.20
PAYROLL LIABILITY		1	0	V87180 6/25/2024	100.218.2180.026.000.000	(\$45.99)

Check #: 0

PO/InvoiceTotal:	<u>\$23,078.34</u>
Vendor Total:	<u>\$23,078.34</u>
Grand Total:	\$23,078.34

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1098

Voucher Date: 07/25/2024

Prepared By:

Rachel Jensen

Printed: 07/25/2024 06:32:43 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$453,640.13 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

[Signature]

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$367,307.04
237	IMEN (MASTERY BASED	\$1,117.96
243	PROFESSIONAL TECHNICAL - STATE	\$1,642.46
250	ESSER III ARPA	\$24,800.34
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$12,706.44
253	TITLE I-C ESEA MIGRANT FUND	\$14,303.04
254	ESSER II CRSSA	\$1,686.93
255	TITLE I-D ESEA NEGLECTED & DELINQUENT CHILDREN	\$255.01
257	TITLE VI-B IDEA SPECIAL ED FUND	\$9,201.39
258	TITLE VI-B IDEA PRESCHOOL FUND	\$325.76
260	MEDICAID	\$2,174.62
270	TITLE III ESEA FED LEP	\$574.20

Voucher No: 1098

Voucher Date: 07/25/2024

Fund		Amount
274	Stronger Connections Grant.	\$310.94
284	GEAR UP GRANT	\$383.36
290	FOOD SERVICE FUND	\$16,850.64
		<hr/> <hr/>
		\$453,640.13

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1098

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
FEDERAL RESERVE BANK CHICAGO						
Check Group:						
PAYROLL LIABILITY		1 0		V110618 7/25/2024	260.218.2180.022.000.000	\$327.62
PAYROLL LIABILITY		1 0		V110618 7/25/2024	237.218.2180.022.000.000	\$317.78
PAYROLL LIABILITY		1 0		V110618 7/25/2024	250.218.2180.022.000.000	\$7,122.92
PAYROLL LIABILITY		1 0		V110618 7/25/2024	274.218.2180.022.000.000	\$76.72
PAYROLL LIABILITY		1 0		V429209 7/25/2024	100.218.2180.022.000.000	\$105,317.22
PAYROLL LIABILITY		1 0		V429209 7/25/2024	243.218.2180.022.000.000	\$487.66 65
PAYROLL LIABILITY		1 0		V429209 7/25/2024	251.218.2180.022.000.000	\$2,793.58
PAYROLL LIABILITY		1 0		V429209 7/25/2024	253.218.2180.022.000.000	\$4,859.26
PAYROLL LIABILITY		1 0		V429209 7/25/2024	255.218.2180.022.000.000	\$77.53
PAYROLL LIABILITY		1 0		V429209 7/25/2024	257.218.2180.022.000.000	\$1,886.35
PAYROLL LIABILITY		1 0		V429209 7/25/2024	270.218.2180.022.000.000	\$145.48
PAYROLL LIABILITY		1 0		V429209 7/25/2024	290.218.2180.022.000.000	\$3,014.16
PAYROLL LIABILITY		1 0		V429209 7/25/2024	254.218.2180.022.000.000	\$411.65
PAYROLL LIABILITY		1 0		V673757 6/25/2024	100.218.2180.022.000.000	(\$300.62)

Check #: 0

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1098

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$126,537.31
						Vendor Total: \$126,537.31
SOCIAL SECURITY TRUST FUND						
Check Group:						
PAYROLL LIABILITY		1 0		V326035 6/25/2024	100.218.2180.021.000.000	(\$98.48)
PAYROLL LIABILITY		1 0		V334193 7/25/2024	100.218.2180.020.000.000	\$212,996.32
PAYROLL LIABILITY		1 0		V334193 7/25/2024	243.218.2180.020.000.000	\$935.90
PAYROLL LIABILITY		1 0		V334193 7/25/2024	251.218.2180.020.000.000	\$8,033.94
PAYROLL LIABILITY		1 0		V334193 7/25/2024	253.218.2180.020.000.000	\$7,653.76
PAYROLL LIABILITY		1 0		V334193 7/25/2024	255.218.2180.020.000.000	\$143.84
PAYROLL LIABILITY		1 0		V334193 7/25/2024	257.218.2180.020.000.000	\$5,928.50
PAYROLL LIABILITY		1 0		V334193 7/25/2024	258.218.2180.020.000.000	\$264.02
PAYROLL LIABILITY		1 0		V334193 7/25/2024	270.218.2180.020.000.000	\$347.46
PAYROLL LIABILITY		1 0		V334193 7/25/2024	290.218.2180.020.000.000	\$11,213.90
PAYROLL LIABILITY		1 0		V334193 7/25/2024	284.218.2180.020.000.000	\$310.70
PAYROLL LIABILITY		1 0		V334193 7/25/2024	254.218.2180.020.000.000	\$1,033.56
PAYROLL LIABILITY		1 0		V473049 7/25/2024	260.218.2180.021.000.000	\$350.10

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1098

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V473049 7/25/2024	237.218.2180.021.000.000	\$151.66
PAYROLL LIABILITY		1	0	V473049 7/25/2024	250.218.2180.021.000.000	\$3,350.58
PAYROLL LIABILITY		1	0	V473049 7/25/2024	274.218.2180.021.000.000	\$44.40
PAYROLL LIABILITY		1	0	V58980 7/25/2024	260.218.2180.020.000.000	\$1,496.90
PAYROLL LIABILITY		1	0	V58980 7/25/2024	237.218.2180.020.000.000	\$648.52
PAYROLL LIABILITY		1	0	V58980 7/25/2024	250.218.2180.020.000.000	\$14,326.84
PAYROLL LIABILITY		1	0	V58980 7/25/2024	274.218.2180.020.000.000	\$189,82 67
PAYROLL LIABILITY		1	0	V897120 7/25/2024	100.218.2180.021.000.000	\$49,813.68
PAYROLL LIABILITY		1	0	V897120 7/25/2024	243.218.2180.021.000.000	\$218.90
PAYROLL LIABILITY		1	0	V897120 7/25/2024	251.218.2180.021.000.000	\$1,878.92
PAYROLL LIABILITY		1	0	V897120 7/25/2024	253.218.2180.021.000.000	\$1,790.02
PAYROLL LIABILITY		1	0	V897120 7/25/2024	255.218.2180.021.000.000	\$33.64
PAYROLL LIABILITY		1	0	V897120 7/25/2024	257.218.2180.021.000.000	\$1,386.54
PAYROLL LIABILITY		1	0	V897120 7/25/2024	258.218.2180.021.000.000	\$61.74
PAYROLL LIABILITY		1	0	V897120 7/25/2024	270.218.2180.021.000.000	\$81.26

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1098

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V897120 7/25/2024	290.218.2180.021.000.000	\$2,622.58
PAYROLL LIABILITY		1	0	V897120 7/25/2024	284.218.2180.021.000.000	\$72.66
PAYROLL LIABILITY		1	0	V897120 7/25/2024	254.218.2180.021.000.000	\$241.72
PAYROLL LIABILITY		1	0	V980767 6/25/2024	100.218.2180.020.000.000	(\$421.08)

Check #: 0

PO/InvoiceTotal: \$327,102.82

Vendor Total: \$327,102.82

Grand Total: \$453,640.13

End of Report

68

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1099

Voucher Date: 07/25/2024

Prepared By:

Rachel Jensen

Printed: 07/25/2024 06:33:06 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$44,339.56 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

[Signature]

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$34,298.96
250	ESSER III ARPA	\$3,423.50
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$1,535.10
253	TITLE I-C ESEA MIGRANT FUND	\$476.70
257	TITLE VI-B IDEA SPECIAL ED FUND	\$500.54
258	TITLE VI-B IDEA PRESCHOOL FUND	\$238.35
260	MEDICAID	\$1,019.56
290	FOOD SERVICE FUND	\$2,846.85
		\$44,339.56

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1099

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
HEALTH SERVICES ADMINISTRATION (AFHSA)						
Check Group:						
PAYROLL LIABILITY		1 0		V31985 7/25/2024	100.218.2180.029.000.000	\$34,298.96
PAYROLL LIABILITY		1 0		V31985 7/25/2024	251.218.2180.029.000.000	\$1,535.10
PAYROLL LIABILITY		1 0		V31985 7/25/2024	257.218.2180.029.000.000	\$500.54
PAYROLL LIABILITY		1 0		V31985 7/25/2024	253.218.2180.029.000.000	\$476.70
PAYROLL LIABILITY		1 0		V31985 7/25/2024	290.218.2180.029.000.000	\$2,846.85
PAYROLL LIABILITY		1 0		V31985 7/25/2024	258.218.2180.029.000.000	\$238.35 70
PAYROLL LIABILITY		1 0		V455482 7/25/2024	260.218.2180.029.000.000	\$1,019.56
PAYROLL LIABILITY		1 0		V455482 7/25/2024	250.218.2180.029.000.000	\$3,423.50

Check #: 0

PO/InvoiceTotal:	<u>\$44,339.56</u>
Vendor Total:	<u>\$44,339.56</u>
Grand Total:	<u>\$44,339.56</u>

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1102 07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V141993 7/25/2024	274.218.2180.023.000.000	\$44.11
PAYROLL LIABILITY		1	0	V273113 6/25/2024	100.218.2180.023.000.000	(\$117.00)

Check #: 0

PO/InvoiceTotal:	\$61,798.00
Vendor Total:	\$61,798.00
Grand Total:	\$61,798.00

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1102

Voucher Date: 07/25/2024

Prepared By:

Rachel Jensen

Printed: 07/25/2024 06:33:26 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$61,798.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

[Signature]

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$51,217.19
237	IMEN (MASTERY BASED	\$166.28
243	PROFESSIONAL TECHNICAL - STATE	\$290.92
250	ESSER III ARPA	\$3,451.06
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$1,610.48
253	TITLE I-C ESEA MIGRANT FUND	\$2,046.45
254	ESSER II CRSSA	\$232.78
255	TITLE I-D ESEA NEGLECTED & DELINQUENT CHILDREN	\$70.00
257	TITLE VI-B IDEA SPECIAL ED FUND	\$902.38
258	TITLE VI-B IDEA PRESCHOOL FUND	\$0.50
260	MEDICAID	\$161.94
270	TITLE III ESEA FED LEP	\$22.10

Voucher No: 1102

Voucher Date: 07/25/2024

Fund		Amount
274	Stronger Connections Grant	\$44.11
284	GEAR UP GRANT	\$34.00
290	FOOD SERVICE FUND	\$1,547.81
		<hr/>
		\$61,798.00

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1102

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
IDAHO TAX COMMISSION						
Check Group:						
PAYROLL LIABILITY		1 0		V137019 7/25/2024	100.218.2180.023.000.000	\$51,334.19
PAYROLL LIABILITY		1 0		V137019 7/25/2024	243.218.2180.023.000.000	\$290.92
PAYROLL LIABILITY		1 0		V137019 7/25/2024	251.218.2180.023.000.000	\$1,610.48
PAYROLL LIABILITY		1 0		V137019 7/25/2024	253.218.2180.023.000.000	\$2,046.45
PAYROLL LIABILITY		1 0		V137019 7/25/2024	255.218.2180.023.000.000	\$70.00
PAYROLL LIABILITY		1 0		V137019 7/25/2024	257.218.2180.023.000.000	\$902.38 74
PAYROLL LIABILITY		1 0		V137019 7/25/2024	258.218.2180.023.000.000	\$0.50
PAYROLL LIABILITY		1 0		V137019 7/25/2024	270.218.2180.023.000.000	\$22.10
PAYROLL LIABILITY		1 0		V137019 7/25/2024	290.218.2180.023.000.000	\$1,547.81
PAYROLL LIABILITY		1 0		V137019 7/25/2024	284.218.2180.023.000.000	\$34.00
PAYROLL LIABILITY		1 0		V137019 7/25/2024	254.218.2180.023.000.000	\$232.78
PAYROLL LIABILITY		1 0		V141993 7/25/2024	260.218.2180.023.000.000	\$161.94
PAYROLL LIABILITY		1 0		V141993 7/25/2024	237.218.2180.023.000.000	\$166.28
PAYROLL LIABILITY		1 0		V141993 7/25/2024	250.218.2180.023.000.000	\$3,451.06

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1103

Voucher Date: 07/25/2024

Prepared By:

Rachel Jensen

Printed: 07/25/2024 06:33:46 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$475,113.25 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$384,194.77
237	IMEN (MASTERY BASED	\$1,190.82
243	PROFESSIONAL TECHNICAL - STATE	\$1,786.02
250	ESSER III ARPA	\$24,470.58
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$14,691.10
253	TITLE I-C ESEA MIGRANT FUND	\$13,291.73
254	ESSER II CRSSA	\$1,866.03
255	TITLE I-D ESEA NEGLECTED & DELINQUENT CHILDREN	\$1,851.29
257	TITLE VI-B IDEA SPECIAL ED FUND	\$11,765.01
258	TITLE VI-B IDEA PRESCHOOL FUND	\$424.91
260	MEDICAID	\$2,491.13
270	TITLE III ESEA FED LEP	\$552.13

Voucher No: 1103

Voucher Date: 07/25/2024

Fund		Amount
274	Stronger Connections Grant	\$307.55
284	GEAR UP GRANT	\$479.57
290	FOOD SERVICE FUND	\$15,750.61
		<hr/> <hr/>
		\$475,113.25

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1103

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PUBLIC EMP. RETIREMENT SYS						
Check Group:						
PAYROLL LIABILITY		1 0		V407701 7/25/2024	260.218.2180.033.000.000	\$166.30
PAYROLL LIABILITY		1 0		V407701 7/25/2024	250.218.2180.033.000.000	\$733.08
PAYROLL LIABILITY		1 0		V407701 7/25/2024	274.218.2180.033.000.000	\$11.17
PAYROLL LIABILITY		1 0		V564906 7/25/2024	100.218.2180.033.000.000	\$17,537.91
PAYROLL LIABILITY		1 0		V564906 7/25/2024	243.218.2180.033.000.000	\$77.27
PAYROLL LIABILITY		1 0		V564906 7/25/2024	251.218.2180.033.000.000	\$944.88 77
PAYROLL LIABILITY		1 0		V564906 7/25/2024	253.218.2180.033.000.000	\$394.28
PAYROLL LIABILITY		1 0		V564906 7/25/2024	257.218.2180.033.000.000	\$2,029.46
PAYROLL LIABILITY		1 0		V564906 7/25/2024	290.218.2180.033.000.000	\$943.36
PAYROLL LIABILITY		1 0		V634925 6/25/2024	100.218.2180.024.000.000	\$1,357.44
PAYROLL LIABILITY		1 0		V634925 6/25/2024	255.218.2180.024.000.000	\$1,601.10
PAYROLL LIABILITY		1 0		V644451 7/25/2024	100.218.2180.024.000.000	\$364,874.20
PAYROLL LIABILITY		1 0		V644451 7/25/2024	243.218.2180.024.000.000	\$1,708.75
PAYROLL LIABILITY		1 0		V644451 7/25/2024	251.218.2180.024.000.000	\$13,746.22

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1103 07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V644451 7/25/2024	253.218.2180.024.000.000	\$12,897.45
PAYROLL LIABILITY		1	0	V644451 7/25/2024	255.218.2180.024.000.000	\$250.19
PAYROLL LIABILITY		1	0	V644451 7/25/2024	257.218.2180.024.000.000	\$9,735.55
PAYROLL LIABILITY		1	0	V644451 7/25/2024	258.218.2180.024.000.000	\$424.91
PAYROLL LIABILITY		1	0	V644451 7/25/2024	270.218.2180.024.000.000	\$552.13
PAYROLL LIABILITY		1	0	V644451 7/25/2024	290.218.2180.024.000.000	\$14,807.25
PAYROLL LIABILITY		1	0	V644451 7/25/2024	284.218.2180.024.000.000	\$479.57 78
PAYROLL LIABILITY		1	0	V644451 7/25/2024	254.218.2180.024.000.000	\$1,866.03
PAYROLL LIABILITY		1	0	V736670 7/25/2024	260.218.2180.024.000.000	\$2,324.83
PAYROLL LIABILITY		1	0	V736670 7/25/2024	237.218.2180.024.000.000	\$1,190.82
PAYROLL LIABILITY		1	0	V736670 7/25/2024	250.218.2180.024.000.000	\$23,737.50
PAYROLL LIABILITY		1	0	V736670 7/25/2024	274.218.2180.024.000.000	\$296.38
PAYROLL LIABILITY		1	0	V774987 6/25/2024	100.218.2180.024.000.000	\$349.08
Reporting April 2024		1	0	V997585 7/22/2024	100.218.2180.020.000.000	\$76.14

Check #: 0

PO/InvoiceTotal:	\$475,113.25
Vendor Total:	\$475,113.25

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1103 07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Grand Total:						\$475,113.25

End of Report

\$22.70
 \$56.99
 \$415.00
 \$8,738.88
 \$42.63
 \$251.76
 \$173.13
 \$331.47
 \$22.70
 \$38.59
 \$717.05

10,810.90
 10,810.90
 10,810.90

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1104

Voucher Date: 07/25/2024

Prepared By:

Rachel Jensen

Printed: 07/25/2024 06:34:08 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$10,810.90 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

[Signature]

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$8,738.88
237	IMEN (MASTERY BASED	\$56.99
243	PROFESSIONAL TECHNICAL - STATE	\$42.63
250	ESSER III ARPA	\$415.00
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$251.76
253	TITLE I-C ESEA MIGRANT FUND	\$173.13
257	TITLE VI-B IDEA SPECIAL ED FUND	\$331.47
258	TITLE VI-B IDEA PRESCHOOL FUND	\$22.70
260	MEDICAID	\$22.70
270	TITLE III ESEA FED LEP	\$38.59
290	FOOD SERVICE FUND	\$717.05
		\$10,810.90

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1105

Voucher Date: 07/25/2024

Prepared By:

Rachee Jensen

Printed: 07/25/2024 07:02:35 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$37,354.81 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

[Signature]

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund	Amount
100 GENERAL FUND	\$37,354.81
	<u>\$37,354.81</u>

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
STATE INSURANCE FUND						
Check Group:						
CUSTODIAL WORKER'S COMPENSATION-MT H		1 0		V118013 7/25/2024	100.661.0270.000.000.492	\$242.27
CUSTODIAL WORKER'S COMPENSATION		1 0		V118013 7/25/2024	100.661.0270.000.000.600	\$245.80
BLDG MAINT WORKER'S COMPENSATION		1 0		V118013 7/25/2024	100.664.0270.000.000.600	\$883.76
MAINT WORKER'S COMPENSATION		1 0		V118013 7/25/2024	100.663.0270.000.000.600	\$179.91
GROUNDS WORKER'S COMPENSATION		1 0		V118013 7/25/2024	100.665.0270.000.000.600	\$138.40
PARENT INVOLVE WORKER'S COMPENSATION		1 0		V118013 7/25/2024	100.710.0270.000.000.100	\$44.85 82
CUSTODIAL WORKER'S COMPENSATION-ACEQUIA		1 0		V118013 7/25/2024	100.661.0270.000.000.101	\$308.80
CUSTODIAL WORKER'S COMPENSATION-HEYBURN		1 0		V118013 7/25/2024	100.661.0270.000.000.102	\$267.78
CUSTODIAL WORKER'S COMPENSATION-PAUL		1 0		V118013 7/25/2024	100.661.0270.000.000.105	\$378.36
CUSTODIAL WORKER'S COMPENSATION-RUPERT		1 0		V118013 7/25/2024	100.661.0270.000.000.107	\$402.99
CUSTODIAL WORKER'S COMPENSATION-EAST		1 0		V118013 7/25/2024	100.661.0270.000.000.201	\$384.73
CUSTODIAL WORKER'S COMPENSATION-WEST		1 0		V118013 7/25/2024	100.661.0270.000.000.202	\$273.36
CUSODIAL WORKER'S COMPENSATION-MINICO		1 0		V118013 7/25/2024	100.661.0270.000.000.301	\$984.48
WORKER'S COMPENSATION		1 0		V118013 7/25/2024	100.541.0270.000.000.000	\$60.51

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
WORKER'S COMPENSATION		1	0	V118013 7/25/2024	100.710.0270.000.000.000	\$1,219.92
PARENT INVOLVE WORKER'S COMPENSATION-EAST		1	0	V118013 7/25/2024	100.710.0270.000.000.201	\$168.24
PARENT INVOLVE WORKER'S COMPENSATION-MINICO		1	0	V118013 7/25/2024	100.710.0270.000.000.301	\$496.15
PARENT INVOLVE WORKER'S COMPENSATION-PAUL		1	0	V118013 7/25/2024	100.710.0270.000.000.105	\$68.67
PARENT INVOLV WORKER'S COMPENSATION-HEYBURN		1	0	V118013 7/25/2024	100.710.0270.000.000.102	\$320.02
PARENT INVOLVE WORKER'S COMPENSATION-MT H		1	0	V118013 7/25/2024	100.710.0270.000.000.492	\$87.38
PARENT INVOLVE WORKER'S COMPENSATION-ACEQUIA		1	0	V118013 7/25/2024	100.710.0270.000.000.101	\$190.25
PARENT INVOLVE WORKER'S COMPENSATION-WEST		1	0	V118013 7/25/2024	100.710.0270.000.000.202	\$238.16
PARENT INVOLVE WORKER'S COMPENSATION-RUPERT		1	0	V118013 7/25/2024	100.710.0270.000.000.107	\$283.34
WORKER'S COMPENSATION		1	0	V118013 7/25/2024	100.664.0270.000.000.102	\$29.75
WORKER'S COMPENSATION		1	0	V118013 7/25/2024	100.664.0270.000.000.100	\$67.79
WORKER'S COMPENSATION		1	0	V118013 7/25/2024	100.661.0270.000.000.100	\$7.53
WORKER'S COMPENSATION		1	0	V118013 7/25/2024	100.664.0270.000.000.201	\$42.75
WORKER'S COMPENSATION		1	0	V118013 7/25/2024	100.664.0270.000.000.101	\$34.31

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105 07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
WORKER'S COMPENSATION		1	0	V118013 7/25/2024	100.664.0270.000.000.107	\$44.78
WORKER'S COMPENSATION		1	0	V118013 7/25/2024	100.664.0270.000.000.492	\$26.92
WORKER'S COMPENSATION		1	0	V118013 7/25/2024	100.664.0270.000.000.301	\$109.37
WORKER'S COMPENSATION		1	0	V118013 7/25/2024	100.664.0270.000.000.105	\$42.05
WORKER'S COMPENSATION		1	0	V118013 7/25/2024	100.664.0270.000.000.202	\$29.49
WORKER'S COMPENSATION		1	0	V118013 7/25/2024	100.664.0270.000.000.490	\$17.61
WORKER'S COMPENSATION		1	0	V118013 7/25/2024	100.661.0270.000.000.490	\$158.51 84
WORKER'S COMPENSATION		1	0	V118013 7/25/2024	100.710.0270.000.000.490	\$44.85
WORKER'S COMPENSATION		1	0	V173405 7/25/2024	100.512.0270.000.000.000	\$57.40
WORKER'S COMPENSATION		1	0	V173405 7/25/2024	100.515.0270.000.000.000	\$5.54
SEC WORKER'S COMPENSATION-MT H		1	0	V173405 7/25/2024	100.517.0270.000.000.492	\$412.19
EXC CHILD WORKER'S COMPENSATION		1	0	V173405 7/25/2024	100.521.0270.000.000.003	\$27.00
PRESCHOOL WORKER'S COMPENSATION		1	0	V173405 7/25/2024	100.522.0270.000.000.003	\$49.66
ALT WORKER'S COMPENSATION-JDC		1	0	V173405 7/25/2024	100.546.0270.000.000.915	\$24.14
GUIDANCE WORKER'S COMPENSATION		1	0	V173405 7/25/2024	100.611.0270.000.000.000	\$2.31

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
GUIDANCE WORKER'S COMPENSATION-MT H		1	0	V173405 7/25/2024	100.611.0270.000.000.492	\$27.06
GUIDANCE ANC WORKER'S COMPENSATION		1	0	V173405 7/25/2024	100.616.0270.000.000.003	\$243.97
DIST ADM WORKER'S COMPENSATION		1	0	V173405 7/25/2024	100.632.0270.000.000.001	\$110.11
SCHL ADM WORKER'S COMPENSATION-MT H		1	0	V173405 7/25/2024	100.641.0270.000.000.492	\$92.70
BUS OPER WORKER'S COMPENSATION-		1	0	V173405 7/25/2024	100.651.0270.000.000.001	\$311.83
ADM TECH WORKER'S COMPENSATION		1	0	V173405 7/25/2024	100.656.0270.000.000.011	\$21.67
TRANS WORKER'S COMPENSATION		1	0	V173405 7/25/2024	100.681.0270.000.000.500	\$26.91 85
MAINT WORKER'S COMPENSATION		1	0	V173405 7/25/2024	100.663.0270.000.000.600	\$14.55
PROF DEV WORKER'S COMPENSATION		1	0	V173405 7/25/2024	100.621.0270.000.000.000	\$81.76
SEC WORKER'S COMPENSATION-MINICO		1	0	V173405 7/25/2024	100.515.0270.000.000.301	\$1,144.09
VOC EXC CHILD WORKER'S COMPENSATION		1	0	V173405 7/25/2024	100.521.0270.000.000.000	\$5.42
VOC WORKER'S COMPENSATION-MINICO		1	0	V173405 7/25/2024	100.519.0270.000.000.301	\$374.28
WORKER'S COMPENSATION		1	0	V173405 7/25/2024	100.512.0270.000.000.004	\$7.10
VOC WORKER'S COMPENSATION-MT H		1	0	V173405 7/25/2024	100.519.0270.000.000.492	\$3.56
ELEM WORKER'S COMPENSATION-HEYBURN		1	0	V173405 7/25/2024	100.512.0270.000.000.102	\$729.20

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
ELEM WORKER'S COMPENSATION-PAUL		1	0	V173405 7/25/2024	100.512.0270.000.000.105	\$721.72
ELEM WORKER'S COMPENSATION-RUPERT		1	0	V173405 7/25/2024	100.512.0270.000.000.107	\$894.90
EXC CHILD WORKER'S COMPENSATION-MT H		1	0	V173405 7/25/2024	100.521.0270.000.000.492	\$7.05
WORKER'S COMPENSATION		1	0	V173405 7/25/2024	100.611.0270.000.000.003	\$44.97
WORKER'S COMPENSATION		1	0	V173405 7/25/2024	100.621.0270.000.000.492	\$28.73
ELEM WORKER'S COMPENSATION-ACEQUIA		1	0	V173405 7/25/2024	100.512.0270.000.000.101	\$468.29
EXC CHILD WORKER'S COMPENSATION-ACEQUIA		1	0	V173405 7/25/2024	100.521.0270.000.000.101	\$60.83 86
EXC CHILD WORKER'S COMPENSATION-HEYBURN		1	0	V173405 7/25/2024	100.521.0270.000.000.102	\$82.40
EXC CHILD WORKER'S COMPENSATION-PAUL		1	0	V173405 7/25/2024	100.521.0270.000.000.105	\$48.32
EXC CHILD WORKER'S COMPENSATION-RUPERT		1	0	V173405 7/25/2024	100.521.0270.000.000.107	\$67.43
EXC CHILD WORKER'S COMPENSATION-EAST		1	0	V173405 7/25/2024	100.521.0270.000.000.201	\$73.72
EXC CHILD WORKER'S COMPENSATION-WEST		1	0	V173405 7/25/2024	100.521.0270.000.000.202	\$90.70
EXC CHILD WORKER'S COMPENSATION-MINICO		1	0	V173405 7/25/2024	100.521.0270.000.000.301	\$171.58
ELEM WORKER'S COMPENSATION-EAST		1	0	V173405 7/25/2024	100.515.0270.000.000.201	\$663.87
SEC WORKER'S COMPENSATION-WEST		1	0	V173405 7/25/2024	100.515.0270.000.000.202	\$610.80

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
INTERSCHL WORKER'S COMPENSATION-MINICO		1	0	V173405 7/25/2024	100.531.0270.000.000.301	\$10.24
INTERSCHL WORKER'S COMPENSATION-EAST		1	0	V173405 7/25/2024	100.531.0270.000.000.201	\$4.38
INTERSCHL WORKER'S COMPENSATION-WEST		1	0	V173405 7/25/2024	100.531.0270.000.000.202	\$1.27
INTERSCHL WORKER'S COMPENSATION-EAST		1	0	V173405 7/25/2024	100.532.0270.000.000.201	\$4.99
INTERSCHL WORKER'S COMPENSATION-WEST		1	0	V173405 7/25/2024	100.532.0270.000.000.202	\$0.97
INTERSCHL WORKER'S COMPENSATION-MINICO		1	0	V173405 7/25/2024	100.532.0270.000.000.301	\$58.74
GUIDANCE WORKER'S COMPENSATION-EAST		1	0	V173405 7/25/2024	100.611.0270.000.000.201	\$31.33 87
GUIDANCE WORKER'S COMPENSATION-WEST		1	0	V173405 7/25/2024	100.611.0270.000.000.202	\$30.65
GUIDANCE WORKER'S COMPENSATION-MINICO		1	0	V173405 7/25/2024	100.611.0270.000.000.301	\$151.80
MEDIA WORKER'S COMPENSATION-HEYBURN		1	0	V173405 7/25/2024	100.622.0270.000.000.102	\$9.31
MEDIA WORKER'S COMPENSATION-PAUL		1	0	V173405 7/25/2024	100.622.0270.000.000.105	\$9.74
MEDIA WORKER'S COMPENSATION-RUPERT		1	0	V173405 7/25/2024	100.622.0270.000.000.107	\$11.30
MEDIA WORKER'S COMPENSATION-WEST		1	0	V173405 7/25/2024	100.622.0270.000.000.202	\$9.47
MEDIA WORKER'S COMPENSATION-MINICO		1	0	V173405 7/25/2024	100.622.0270.000.000.301	\$24.83
INST TECH WORKER'S COMPENSATION-ACEQUIA		1	0	V173405 7/25/2024	100.623.0270.000.000.101	\$4.99

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
INST TECH WORKER'S COMPENSATION-PAUL		1	0	V173405 7/25/2024	100.623.0270.000.000.105	\$9.88
INST TECH WORKER'S COMPENSATION-RUPERT		1	0	V173405 7/25/2024	100.623.0270.000.000.107	\$6.77
INST TECH WORKER'S COMPENSATION-MINICO		1	0	V173405 7/25/2024	100.623.0270.000.000.301	\$45.42
SCHL ADM WORKER'S COMPENSATION-ACEQUIA		1	0	V173405 7/25/2024	100.641.0270.000.000.101	\$54.17
SCHL ADM WORKER'S COMPENSATION-HEYBURN		1	0	V173405 7/25/2024	100.641.0270.000.000.102	\$83.41
SCHL ADM WORKER'S COMPENSATION-PAUL		1	0	V173405 7/25/2024	100.641.0270.000.000.105	\$76.96
SCHL ADM WORKER'S COMPENSATION-RUPERT		1	0	V173405 7/25/2024	100.641.0270.000.000.107	\$97.74 88
SCHL ADM WORKER'S COMPENSATION-EAST		1	0	V173405 7/25/2024	100.641.0270.000.000.201	\$110.83
SCHL ADM WORKER'S COMPENSATION-WEST		1	0	V173405 7/25/2024	100.641.0270.000.000.202	\$106.17
SCHL ADM WORKER'S COMPENSATION-MINICO		1	0	V173405 7/25/2024	100.641.0270.000.000.301	\$150.93
CUSTODIAL WORKER'S COMPENSATION-WEST		1	0	V173405 7/25/2024	100.661.0270.000.000.202	\$11.55
CUSODIAL WORKER'S COMPENSATION-MINICO		1	0	V173405 7/25/2024	100.661.0270.000.000.301	\$12.62
WORKER'S COMPENSATION		1	0	V173405 7/25/2024	100.541.0270.000.000.000	\$255.06
WORKER'S COMPENSATION		1	0	V173405 7/25/2024	100.710.0270.000.000.000	\$90.82
SUMMER WORKER'S COMPENSATION-MT H		1	0	V173405 7/25/2024	100.541.0270.000.000.492	\$337.23

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PARENT INVOLVE WORKER'S COMPENSATION-EAST		1 0		V173405 7/25/2024	100.710.0270.000.000.201	\$7.40
WORKER'S COMPENSATION		1 0		V173405 7/25/2024	100.616.0270.000.000.000	\$97.13
PARENT INVOLVE WORKER'S COMPENSATION-MINICO		1 0		V173405 7/25/2024	100.710.0270.000.000.301	\$19.86
PARENT INVOLVE WORKER'S COMPENSATION-PAUL		1 0		V173405 7/25/2024	100.710.0270.000.000.105	\$25.61
WORKER'S COMPENSATION		1 0		V173405 7/25/2024	100.522.0270.000.000.000	\$22.84
INTERSCHL WORKER'S COMPENSATION-MT H		1 0		V173405 7/25/2024	100.532.0270.000.000.492	\$1.31
PARENT INVOLVE WORKER'S COMPENSATION-WEST		1 0		V173405 7/25/2024	100.710.0270.000.000.202	\$6.03
PARENT INVOLVE WORKER'S COMPENSATION-RUPERT		1 0		V173405 7/25/2024	100.710.0270.000.000.107	\$9.27
ELEM WORKER'S COMPENSATION-ST NICK		1 0		V173405 7/25/2024	100.512.0270.000.000.810	\$6.01
GUIDANCE WORKER'S COMPENSATION-RUPERT		1 0		V173405 7/25/2024	100.611.0270.000.000.107	\$20.84
WORKER'S COMPENSATION		1 0		V173405 7/25/2024	100.611.0270.000.000.004	\$26.35
WORKER'S COMPENSATION		1 0		V173405 7/25/2024	100.664.0270.000.000.301	\$1.40
WORKER'S COMPENSATION		1 0		V173405 7/25/2024	100.664.0270.000.000.202	\$1.28
WORKER'S COMPENSATION		1 0		V173405 7/25/2024	100.611.0270.000.000.101	\$21.28
WORKER'S COMPENSATION		1 0		V173405 7/25/2024	100.521.0270.000.000.490	\$9.01

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
WORKER'S COMPENSATION		1	0	V173405 7/25/2024	100.522.0270.000.000.100	\$35.91
VOC WORKER'S COMPENSATION-MINICO		1	0	V201595 6/25/2024	100.519.0270.000.000.301	\$35.12
EXC CHILD WORKER'S COMPENSATION-MINICO		1	0	V201595 6/25/2024	100.521.0270.000.000.301	\$0.39
SEC WORKER'S COMPENSATION-WEST		1	0	V201595 6/25/2024	100.515.0270.000.000.202	\$31.56
CUSTODIAL WORKER'S COMPENSATION-MT H		1	0	V235136 6/25/2024	100.661.0270.000.000.492	\$2.60
CUSTODIAL WORKER'S COMPENSATION		1	0	V235136 6/25/2024	100.661.0270.000.000.600	\$2.59
BLDG MAINT WORKER'S COMPENSATION		1	0	V235136 6/25/2024	100.664.0270.000.000.600	\$9.45 90
MAINT WORKER'S COMPENSATION		1	0	V235136 6/25/2024	100.663.0270.000.000.600	\$2.14
GROUNDS WORKER'S COMPENSATION		1	0	V235136 6/25/2024	100.665.0270.000.000.600	\$1.53
SEC WORKER'S COMPENSATION-MINICO		1	0	V235136 6/25/2024	100.515.0270.000.000.301	\$1.22
PARENT INVOLVE WORKER'S COMPENSATION		1	0	V235136 6/25/2024	100.710.0270.000.000.100	\$0.48
CUSTODIAL WORKER'S COMPENSATION-ACEQUIA		1	0	V235136 6/25/2024	100.661.0270.000.000.101	\$3.30
CUSTODIAL WORKER'S COMPENSATION-HEYBURN		1	0	V235136 6/25/2024	100.661.0270.000.000.102	\$4.49
CUSTODIAL WORKER'S COMPENSATION-PAUL		1	0	V235136 6/25/2024	100.661.0270.000.000.105	\$4.05
CUSTODIAL WORKER'S COMPENSATION-RUPERT		1	0	V235136 6/25/2024	100.661.0270.000.000.107	\$4.63

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
CUSTODIAL WORKER'S COMPENSATION-EAST		1	0	V235136 6/25/2024	100.661.0270.000.000.201	\$4.19
CUSTODIAL WORKER'S COMPENSATION-WEST		1	0	V235136 6/25/2024	100.661.0270.000.000.202	\$3.06
CUSODIAL WORKER'S COMPENSATION-MINICO		1	0	V235136 6/25/2024	100.661.0270.000.000.301	\$10.11
WORKER'S COMPENSATION		1	0	V235136 6/25/2024	100.541.0270.000.000.000	\$0.05
WORKER'S COMPENSATION		1	0	V235136 6/25/2024	100.710.0270.000.000.000	\$5.65
PARENT INVOLVE WORKER'S COMPENSATION-EAST		1	0	V235136 6/25/2024	100.710.0270.000.000.201	\$2.20
PARENT INVOLVE WORKER'S COMPENSATION-MINICO		1	0	V235136 6/25/2024	100.710.0270.000.000.301	\$3.87 91
PARENT INVOLVE WORKER'S COMPENSATION-PAUL		1	0	V235136 6/25/2024	100.710.0270.000.000.105	\$0.80
PARENT INVOLV WORKER'S COMPENSATION-HEYBURN		1	0	V235136 6/25/2024	100.710.0270.000.000.102	\$3.55
PARENT INVOLVE WORKER'S COMPENSATION-MT H		1	0	V235136 6/25/2024	100.710.0270.000.000.492	\$1.01
PARENT INVOLVE WORKER'S COMPENSATION-ACEQUIA		1	0	V235136 6/25/2024	100.710.0270.000.000.101	\$2.55
PARENT INVOLVE WORKER'S COMPENSATION-WEST		1	0	V235136 6/25/2024	100.710.0270.000.000.202	\$2.67
PARENT INVOLVE WORKER'S COMPENSATION-RUPERT		1	0	V235136 6/25/2024	100.710.0270.000.000.107	\$3.04
WORKER'S COMPENSATION		1	0	V235136 6/25/2024	100.664.0270.000.000.102	\$0.50

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
WORKER'S COMPENSATION		1	0	V235136 6/25/2024	100.664.0270.000.000.100	\$0.08
WORKER'S COMPENSATION		1	0	V235136 6/25/2024	100.661.0270.000.000.100	\$0.72
WORKER'S COMPENSATION		1	0	V235136 6/25/2024	100.664.0270.000.000.201	\$0.46
WORKER'S COMPENSATION		1	0	V235136 6/25/2024	100.664.0270.000.000.101	\$0.37
WORKER'S COMPENSATION		1	0	V235136 6/25/2024	100.664.0270.000.000.107	\$0.51
WORKER'S COMPENSATION		1	0	V235136 6/25/2024	100.664.0270.000.000.492	\$0.29
WORKER'S COMPENSATION		1	0	V235136 6/25/2024	100.664.0270.000.000.301	\$1.11 92
WORKER'S COMPENSATION		1	0	V235136 6/25/2024	100.664.0270.000.000.105	\$0.45
WORKER'S COMPENSATION		1	0	V235136 6/25/2024	100.664.0270.000.000.202	\$0.34
WORKER'S COMPENSATION		1	0	V235136 6/25/2024	100.664.0270.000.000.490	\$0.19
WORKER'S COMPENSATION		1	0	V235136 6/25/2024	100.661.0270.000.000.490	\$1.69
WORKER'S COMPENSATION		1	0	V235136 6/25/2024	100.710.0270.000.000.490	\$0.48
WORKER'S COMPENSATION		1	0	V264448 5/24/2024	100.512.0270.000.000.000	\$4.19
TRANS WORKER'S COMPENSATION		1	0	V264448 5/24/2024	100.681.0270.000.000.500	\$43.29
MEDIA WORKER'S COMPENSATION-WEST		1	0	V275709 4/25/2024	100.622.0270.000.000.202	\$10.93

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
WORKER'S COMPENSATION		1	0	V341654 6/25/2024	100.512.0270.000.000.000	\$3.58
TRANS WORKER'S COMPENSATION		1	0	V341654 6/25/2024	100.681.0270.000.000.500	\$406.72
INTERSCHL WORKER'S COMPENSATION-MINICO		1	0	V341654 6/25/2024	100.532.0270.000.000.301	\$0.48
WORKER'S COMPENSATION		1	0	V394001 5/24/2024	100.512.0270.000.000.000	\$755.35
WORKER'S COMPENSATION		1	0	V394001 5/24/2024	100.515.0270.000.000.000	\$205.54
SEC WORKER'S COMPENSATION-MT H		1	0	V394001 5/24/2024	100.517.0270.000.000.492	\$512.89
EXC CHILD WORKER'S COMPENSATION		1	0	V394001 5/24/2024	100.521.0270.000.000.003	\$31.15 93
PRESCHOOL WORKER'S COMPENSATION		1	0	V394001 5/24/2024	100.522.0270.000.000.003	\$57.30
ALT WORKER'S COMPENSATION-JDC		1	0	V394001 5/24/2024	100.546.0270.000.000.915	\$53.90
GUIDANCE WORKER'S COMPENSATION		1	0	V394001 5/24/2024	100.611.0270.000.000.000	\$2.67
GUIDANCE WORKER'S COMPENSATION-MT H		1	0	V394001 5/24/2024	100.611.0270.000.000.492	\$31.23
GUIDANCE ANC WORKER'S COMPENSATION		1	0	V394001 5/24/2024	100.616.0270.000.000.003	\$281.46
DIST ADM WORKER'S COMPENSATION		1	0	V394001 5/24/2024	100.632.0270.000.000.001	\$142.31
SCHL ADM WORKER'S COMPENSATION-MT H		1	0	V394001 5/24/2024	100.641.0270.000.000.492	\$106.95
BUS OPER WORKER'S COMPENSATION-		1	0	V394001 5/24/2024	100.651.0270.000.000.001	\$334.20

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
ADM TECH WORKER'S COMPENSATION		1	0	V394001 5/24/2024	100.656.0270.000.000.011	\$24.01
TRANS WORKER'S COMPENSATION		1	0	V394001 5/24/2024	100.681.0270.000.000.500	\$16.20
MAINT WORKER'S COMPENSATION		1	0	V394001 5/24/2024	100.663.0270.000.000.600	\$16.01
PROF DEV WORKER'S COMPENSATION		1	0	V394001 5/24/2024	100.621.0270.000.000.000	\$91.78
SEC WORKER'S COMPENSATION-MINICO		1	0	V394001 5/24/2024	100.515.0270.000.000.301	\$1,370.90
VOC EXC CHILD WORKER'S COMPENSATION		1	0	V394001 5/24/2024	100.521.0270.000.000.000	\$6.26
VOC WORKER'S COMPENSATION-MINICO		1	0	V394001 5/24/2024	100.519.0270.000.000.301	\$437.03 94
WORKER'S COMPENSATION		1	0	V394001 5/24/2024	100.512.0270.000.000.004	\$8.20
VOC WORKER'S COMPENSATION-MT H		1	0	V394001 5/24/2024	100.519.0270.000.000.492	\$4.11
ELEM WORKER'S COMPENSATION-HEYBURN		1	0	V394001 5/24/2024	100.512.0270.000.000.102	\$885.80
ELEM WORKER'S COMPENSATION-PAUL		1	0	V394001 5/24/2024	100.512.0270.000.000.105	\$852.59
ELEM WORKER'S COMPENSATION-RUPERT		1	0	V394001 5/24/2024	100.512.0270.000.000.107	\$1,075.42
EXC CHILD WORKER'S COMPENSATION-MT H		1	0	V394001 5/24/2024	100.521.0270.000.000.492	\$8.14
WORKER'S COMPENSATION		1	0	V394001 5/24/2024	100.611.0270.000.000.003	\$51.88
ELEM WORKER'S COMPENSATION-ACEQUIA		1	0	V394001 5/24/2024	100.512.0270.000.000.101	\$565.34

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
EXC CHILD WORKER'S COMPENSATION-ACEQUIA		1	0	V394001 5/24/2024	100.521.0270.000.000.101	\$73.21
EXC CHILD WORKER'S COMPENSATION-HEYBURN		1	0	V394001 5/24/2024	100.521.0270.000.000.102	\$98.85
EXC CHILD WORKER'S COMPENSATION-PAUL		1	0	V394001 5/24/2024	100.521.0270.000.000.105	\$56.63
EXC CHILD WORKER'S COMPENSATION-RUPERT		1	0	V394001 5/24/2024	100.521.0270.000.000.107	\$81.13
EXC CHILD WORKER'S COMPENSATION-EAST		1	0	V394001 5/24/2024	100.521.0270.000.000.201	\$88.67
EXC CHILD WORKER'S COMPENSATION-WEST		1	0	V394001 5/24/2024	100.521.0270.000.000.202	\$113.13
EXC CHILD WORKER'S COMPENSATION-MINICO		1	0	V394001 5/24/2024	100.521.0270.000.000.301	\$222.37 95
ELEM WORKER'S COMPENSATION-EAST		1	0	V394001 5/24/2024	100.515.0270.000.000.201	\$908.34
SEC WORKER'S COMPENSATION-WEST		1	0	V394001 5/24/2024	100.515.0270.000.000.202	\$809.32
INTERSCHL WORKER'S COMPENSATION-MINICO		1	0	V394001 5/24/2024	100.531.0270.000.000.301	\$0.27
INTERSCHL WORKER'S COMPENSATION-EAST		1	0	V394001 5/24/2024	100.531.0270.000.000.201	\$2.03
INTERSCHL WORKER'S COMPENSATION-WEST		1	0	V394001 5/24/2024	100.531.0270.000.000.202	\$24.37
INTERSCHL WORKER'S COMPENSATION-EAST		1	0	V394001 5/24/2024	100.532.0270.000.000.201	\$5.78
INTERSCHL WORKER'S COMPENSATION-WEST		1	0	V394001 5/24/2024	100.532.0270.000.000.202	\$1.13
INTERSCHL WORKER'S COMPENSATION-MINICO		1	0	V394001 5/24/2024	100.532.0270.000.000.301	\$52.66

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
GUIDANCE WORKER'S COMPENSATION-EAST		1	0	V394001 5/24/2024	100.611.0270.000.000.201	\$36.15
GUIDANCE WORKER'S COMPENSATION-WEST		1	0	V394001 5/24/2024	100.611.0270.000.000.202	\$35.38
GUIDANCE WORKER'S COMPENSATION-MINICO		1	0	V394001 5/24/2024	100.611.0270.000.000.301	\$176.23
MEDIA WORKER'S COMPENSATION-HEYBURN		1	0	V394001 5/24/2024	100.622.0270.000.000.102	\$10.74
MEDIA WORKER'S COMPENSATION-PAUL		1	0	V394001 5/24/2024	100.622.0270.000.000.105	\$11.24
MEDIA WORKER'S COMPENSATION-RUPERT		1	0	V394001 5/24/2024	100.622.0270.000.000.107	\$13.43
MEDIA WORKER'S COMPENSATION-WEST		1	0	V394001 5/24/2024	100.622.0270.000.000.202	\$10.93 96
MEDIA WORKER'S COMPENSATION-MINICO		1	0	V394001 5/24/2024	100.622.0270.000.000.301	\$28.65
INST TECH WORKER'S COMPENSATION-ACEQUIA		1	0	V394001 5/24/2024	100.623.0270.000.000.101	\$5.76
INST TECH WORKER'S COMPENSATION-PAUL		1	0	V394001 5/24/2024	100.623.0270.000.000.105	\$11.40
INST TECH WORKER'S COMPENSATION-RUPERT		1	0	V394001 5/24/2024	100.623.0270.000.000.107	\$10.50
INST TECH WORKER'S COMPENSATION-MINICO		1	0	V394001 5/24/2024	100.623.0270.000.000.301	\$52.40
SCHL ADM WORKER'S COMPENSATION-ACEQUIA		1	0	V394001 5/24/2024	100.641.0270.000.000.101	\$65.95
SCHL ADM WORKER'S COMPENSATION-HEYBURN		1	0	V394001 5/24/2024	100.641.0270.000.000.102	\$96.25
SCHL ADM WORKER'S COMPENSATION-PAUL		1	0	V394001 5/24/2024	100.641.0270.000.000.105	\$88.81

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
SCHL ADM WORKER'S COMPENSATION-RUPERT		1 0		V394001 5/24/2024	100.641.0270.000.000.107	\$112.78
SCHL ADM WORKER'S COMPENSATION-EAST		1 0		V394001 5/24/2024	100.641.0270.000.000.201	\$127.87
SCHL ADM WORKER'S COMPENSATION-WEST		1 0		V394001 5/24/2024	100.641.0270.000.000.202	\$104.01
SCHL ADM WORKER'S COMPENSATION-MINICO		1 0		V394001 5/24/2024	100.641.0270.000.000.301	\$174.78
CUSTODIAL WORKER'S COMPENSATION-WEST		1 0		V394001 5/24/2024	100.661.0270.000.000.202	\$12.69
CUSODIAL WORKER'S COMPENSATION-MINICO		1 0		V394001 5/24/2024	100.661.0270.000.000.301	\$13.37
WORKER'S COMPENSATION		1 0		V394001 5/24/2024	100.710.0270.000.000.000	\$24.33 97
SUMMER WORKER'S COMPENSATION-MT H		1 0		V394001 5/24/2024	100.541.0270.000.000.492	\$5.28
PARENT INVOLVE WORKER'S COMPENSATION-EAST		1 0		V394001 5/24/2024	100.710.0270.000.000.201	\$8.54
WORKER'S COMPENSATION		1 0		V394001 5/24/2024	100.616.0270.000.000.000	\$112.09
PARENT INVOLVE WORKER'S COMPENSATION-MINICO		1 0		V394001 5/24/2024	100.710.0270.000.000.301	\$27.29
PARENT INVOLVE WORKER'S COMPENSATION-PAUL		1 0		V394001 5/24/2024	100.710.0270.000.000.105	\$30.80
WORKER'S COMPENSATION		1 0		V394001 5/24/2024	100.522.0270.000.000.000	\$53.35
PARENT INVOLV WORKER'S COMPENSATION-HEYBURN		1 0		V394001 5/24/2024	100.710.0270.000.000.102	\$0.63
INTERSCHL WORKER'S COMPENSATION-MT H		1 0		V394001 5/24/2024	100.532.0270.000.000.492	\$1.51

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PARENT INVOLVE WORKER'S COMPENSATION-WEST		1 0		V394001 5/24/2024	100.710.0270.000.000.202	\$8.60
PARENT INVOLVE WORKER'S COMPENSATION-RUPERT		1 0		V394001 5/24/2024	100.710.0270.000.000.107	\$15.42
ELEM WORKER'S COMPENSATION-ST NICK		1 0		V394001 5/24/2024	100.512.0270.000.000.810	\$6.94
GUIDANCE WORKER'S COMPENSATION-RUPERT		1 0		V394001 5/24/2024	100.611.0270.000.000.107	\$24.05
WORKER'S COMPENSATION		1 0		V394001 5/24/2024	100.611.0270.000.000.004	\$30.40
WORKER'S COMPENSATION		1 0		V394001 5/24/2024	100.664.0270.000.000.301	\$1.48
WORKER'S COMPENSATION		1 0		V394001 5/24/2024	100.664.0270.000.000.202	\$19.41
WORKER'S COMPENSATION		1 0		V394001 5/24/2024	100.611.0270.000.000.101	\$24.55
WORKER'S COMPENSATION		1 0		V394001 5/24/2024	100.521.0270.000.000.490	\$10.40
WORKER'S COMPENSATION		1 0		V394001 5/24/2024	100.522.0270.000.000.100	\$42.30
SEC WORKER'S COMPENSATION-MT H		1 0		V403906 4/25/2024	100.517.0270.000.000.492	\$2.31
BUS OPER WORKER'S COMPENSATION-		1 0		V416378 7/25/2024	100.651.0270.000.000.001	\$4.37
TRANS WORKER'S COMPENSATION		1 0		V416378 7/25/2024	100.681.0270.000.000.500	\$4,553.14
WORKER'S COMPENSATION		1 0		V471111 4/25/2024	100.512.0270.000.000.000	\$0.58
WORKER'S COMPENSATION		1 0		V471111 4/25/2024	100.515.0270.000.000.000	\$0.05

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
SEC WORKER'S COMPENSATION-MT H		1 0		V471111 4/25/2024	100.517.0270.000.000.492	\$4.74
EXC CHILD WORKER'S COMPENSATION		1 0		V471111 4/25/2024	100.521.0270.000.000.003	\$0.30
PRESCHOOL WORKER'S COMPENSATION		1 0		V471111 4/25/2024	100.522.0270.000.000.003	\$0.54
ALT WORKER'S COMPENSATION-JDC		1 0		V471111 4/25/2024	100.546.0270.000.000.915	\$0.53
GUIDANCE WORKER'S COMPENSATION		1 0		V471111 4/25/2024	100.611.0270.000.000.000	\$0.03
GUIDANCE WORKER'S COMPENSATION-MT H		1 0		V471111 4/25/2024	100.611.0270.000.000.492	\$0.30
GUIDANCE ANC WORKER'S COMPENSATION		1 0		V471111 4/25/2024	100.616.0270.000.000.003	\$2.72 99
DIST ADM WORKER'S COMPENSATION		1 0		V471111 4/25/2024	100.632.0270.000.000.001	\$1.37
SCHL ADM WORKER'S COMPENSATION-MT H		1 0		V471111 4/25/2024	100.641.0270.000.000.492	\$1.03
BUS OPER WORKER'S COMPENSATION-		1 0		V471111 4/25/2024	100.651.0270.000.000.001	\$2.34
ADM TECH WORKER'S COMPENSATION		1 0		V471111 4/25/2024	100.656.0270.000.000.011	\$0.23
TRANS WORKER'S COMPENSATION		1 0		V471111 4/25/2024	100.681.0270.000.000.500	\$0.15
MAINT WORKER'S COMPENSATION		1 0		V471111 4/25/2024	100.663.0270.000.000.600	\$0.15
PROF DEV WORKER'S COMPENSATION		1 0		V471111 4/25/2024	100.621.0270.000.000.000	\$0.96
SEC WORKER'S COMPENSATION-MINICO		1 0		V471111 4/25/2024	100.515.0270.000.000.301	\$13.01

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
VOC EXC CHILD WORKER'S COMPENSATION		1 0		V471111 4/25/2024	100.521.0270.000.000.000	\$0.82
VOC WORKER'S COMPENSATION-MINICO		1 0		V471111 4/25/2024	100.519.0270.000.000.301	\$3.97
WORKER'S COMPENSATION		1 0		V471111 4/25/2024	100.512.0270.000.000.004	\$0.08
VOC WORKER'S COMPENSATION-MT H		1 0		V471111 4/25/2024	100.519.0270.000.000.492	\$0.04
ELEM WORKER'S COMPENSATION-HEYBURN		1 0		V471111 4/25/2024	100.512.0270.000.000.102	\$8.34
ELEM WORKER'S COMPENSATION-PAUL		1 0		V471111 4/25/2024	100.512.0270.000.000.105	\$8.03
ELEM WORKER'S COMPENSATION-RUPERT		1 0		V471111 4/25/2024	100.512.0270.000.000.107	\$10.35 100
EXC CHILD WORKER'S COMPENSATION-MT H		1 0		V471111 4/25/2024	100.521.0270.000.000.492	\$0.09
WORKER'S COMPENSATION		1 0		V471111 4/25/2024	100.611.0270.000.000.003	\$0.50
ELEM WORKER'S COMPENSATION-ACEQUIA		1 0		V471111 4/25/2024	100.512.0270.000.000.101	\$5.40
EXC CHILD WORKER'S COMPENSATION-ACEQUIA		1 0		V471111 4/25/2024	100.521.0270.000.000.101	\$0.71
EXC CHILD WORKER'S COMPENSATION-HEYBURN		1 0		V471111 4/25/2024	100.521.0270.000.000.102	\$0.95
EXC CHILD WORKER'S COMPENSATION-PAUL		1 0		V471111 4/25/2024	100.521.0270.000.000.105	\$0.53
EXC CHILD WORKER'S COMPENSATION-RUPERT		1 0		V471111 4/25/2024	100.521.0270.000.000.107	\$0.81
EXC CHILD WORKER'S COMPENSATION-EAST		1 0		V471111 4/25/2024	100.521.0270.000.000.201	\$0.82

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
EXC CHILD WORKER'S COMPENSATION-WEST		1	0	V471111 4/25/2024	100.521.0270.000.000.202	\$1.30
EXC CHILD WORKER'S COMPENSATION-MINICO		1	0	V471111 4/25/2024	100.521.0270.000.000.301	\$2.03
ELEM WORKER'S COMPENSATION-EAST		1	0	V471111 4/25/2024	100.515.0270.000.000.201	\$7.08
SEC WORKER'S COMPENSATION-WEST		1	0	V471111 4/25/2024	100.515.0270.000.000.202	\$6.79
INTERSCHL WORKER'S COMPENSATION-MINICO		1	0	V471111 4/25/2024	100.531.0270.000.000.301	\$1.50
INTERSCHL WORKER'S COMPENSATION-EAST		1	0	V471111 4/25/2024	100.531.0270.000.000.201	\$0.18
INTERSCHL WORKER'S COMPENSATION-WEST		1	0	V471111 4/25/2024	100.531.0270.000.000.202	\$0.12 101
INTERSCHL WORKER'S COMPENSATION-EAST		1	0	V471111 4/25/2024	100.532.0270.000.000.201	\$0.06
INTERSCHL WORKER'S COMPENSATION-WEST		1	0	V471111 4/25/2024	100.532.0270.000.000.202	\$0.01
INTERSCHL WORKER'S COMPENSATION-MINICO		1	0	V471111 4/25/2024	100.532.0270.000.000.301	\$0.49
GUIDANCE WORKER'S COMPENSATION-EAST		1	0	V471111 4/25/2024	100.611.0270.000.000.201	\$0.35
GUIDANCE WORKER'S COMPENSATION-WEST		1	0	V471111 4/25/2024	100.611.0270.000.000.202	\$0.34
GUIDANCE WORKER'S COMPENSATION-MINICO		1	0	V471111 4/25/2024	100.611.0270.000.000.301	\$1.82
MEDIA WORKER'S COMPENSATION-HEYBURN		1	0	V471111 4/25/2024	100.622.0270.000.000.102	\$0.10
MEDIA WORKER'S COMPENSATION-PAUL		1	0	V471111 4/25/2024	100.622.0270.000.000.105	\$0.11

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
MEDIA WORKER'S COMPENSATION-RUPERT		1	0	V471111 4/25/2024	100.622.0270.000.000.107	\$0.13
MEDIA WORKER'S COMPENSATION-WEST		1	0	V471111 4/25/2024	100.622.0270.000.000.202	\$0.11
MEDIA WORKER'S COMPENSATION-MINICO		1	0	V471111 4/25/2024	100.622.0270.000.000.301	\$0.28
INST TECH WORKER'S COMPENSATION-ACEQUIA		1	0	V471111 4/25/2024	100.623.0270.000.000.101	\$0.05
INST TECH WORKER'S COMPENSATION-PAUL		1	0	V471111 4/25/2024	100.623.0270.000.000.105	\$0.11
INST TECH WORKER'S COMPENSATION-RUPERT		1	0	V471111 4/25/2024	100.623.0270.000.000.107	\$0.10
INST TECH WORKER'S COMPENSATION-MINICO		1	0	V471111 4/25/2024	100.623.0270.000.000.301	\$0.51 102
SCHL ADM WORKER'S COMPENSATION-ACEQUIA		1	0	V471111 4/25/2024	100.641.0270.000.000.101	\$0.62
SCHL ADM WORKER'S COMPENSATION-HEYBURN		1	0	V471111 4/25/2024	100.641.0270.000.000.102	\$0.93
SCHL ADM WORKER'S COMPENSATION-PAUL		1	0	V471111 4/25/2024	100.641.0270.000.000.105	\$0.85
SCHL ADM WORKER'S COMPENSATION-RUPERT		1	0	V471111 4/25/2024	100.641.0270.000.000.107	\$1.09
SCHL ADM WORKER'S COMPENSATION-EAST		1	0	V471111 4/25/2024	100.641.0270.000.000.201	\$1.23
SCHL ADM WORKER'S COMPENSATION-WEST		1	0	V471111 4/25/2024	100.641.0270.000.000.202	\$1.24
SCHL ADM WORKER'S COMPENSATION-MINICO		1	0	V471111 4/25/2024	100.641.0270.000.000.301	\$1.68
CUSTODIAL WORKER'S COMPENSATION-WEST		1	0	V471111 4/25/2024	100.661.0270.000.000.202	\$0.13

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
CUSODIAL WORKER'S COMPENSATION-MINICO		1 0		V471111 4/25/2024	100.661.0270.000.000.301	\$0.13
WORKER'S COMPENSATION		1 0		V471111 4/25/2024	100.710.0270.000.000.000	\$0.24
SUMMER WORKER'S COMPENSATION-MT H		1 0		V471111 4/25/2024	100.541.0270.000.000.492	\$0.05
PARENT INVOLVE WORKER'S COMPENSATION-EAST		1 0		V471111 4/25/2024	100.710.0270.000.000.201	\$0.08
WORKER'S COMPENSATION		1 0		V471111 4/25/2024	100.616.0270.000.000.000	\$1.19
PARENT INVOLVE WORKER'S COMPENSATION-MINICO		1 0		V471111 4/25/2024	100.710.0270.000.000.301	\$0.25
PARENT INVOLVE WORKER'S COMPENSATION-PAUL		1 0		V471111 4/25/2024	100.710.0270.000.000.105	\$0.29
WORKER'S COMPENSATION		1 0		V471111 4/25/2024	100.522.0270.000.000.000	\$0.31
PARENT INVOLV WORKER'S COMPENSATION-HEYBURN		1 0		V471111 4/25/2024	100.710.0270.000.000.102	\$0.04
INTERSCHL WORKER'S COMPENSATION-MT H		1 0		V471111 4/25/2024	100.532.0270.000.000.492	\$0.01
PARENT INVOLVE WORKER'S COMPENSATION-WEST		1 0		V471111 4/25/2024	100.710.0270.000.000.202	\$0.13
PARENT INVOLVE WORKER'S COMPENSATION-RUPERT		1 0		V471111 4/25/2024	100.710.0270.000.000.107	\$0.10
ELEM WORKER'S COMPENSATION-ST NICK		1 0		V471111 4/25/2024	100.512.0270.000.000.810	\$0.07
GUIDANCE WORKER'S COMPENSATION-RUPERT		1 0		V471111 4/25/2024	100.611.0270.000.000.107	\$0.23
WORKER'S COMPENSATION		1 0		V471111 4/25/2024	100.611.0270.000.000.004	\$0.29

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
WORKER'S COMPENSATION		1	0	V471111 4/25/2024	100.664.0270.000.000.301	\$0.01
WORKER'S COMPENSATION		1	0	V471111 4/25/2024	100.664.0270.000.000.202	\$0.01
WORKER'S COMPENSATION		1	0	V471111 4/25/2024	100.522.0270.000.000.004	\$0.60
WORKER'S COMPENSATION		1	0	V471111 4/25/2024	100.611.0270.000.000.101	\$0.24
WORKER'S COMPENSATION		1	0	V471111 4/25/2024	100.521.0270.000.000.490	\$0.10
WORKER'S COMPENSATION		1	0	V471111 4/25/2024	100.522.0270.000.000.100	\$0.41
MEDIA WORKER'S COMPENSATION-WEST		1	0	V537476 4/25/2024	100.622.0270.000.000.202	(\$0.11) 104
BUS OPER WORKER'S COMPENSATION-		1	0	V60606 6/25/2024	100.651.0270.000.000.001	\$0.89
WORKER'S COMPENSATION		1	0	V65264 5/24/2024	100.512.0270.000.000.000	\$1.30
WORKER'S COMPENSATION		1	0	V65264 5/24/2024	100.515.0270.000.000.000	\$0.97
VOC WORKER'S COMPENSATION-MINICO		1	0	V65264 5/24/2024	100.519.0270.000.000.301	\$3.95
EXC CHILD WORKER'S COMPENSATION-MINICO		1	0	V65264 5/24/2024	100.521.0270.000.000.301	\$0.02
ELEM WORKER'S COMPENSATION-EAST		1	0	V65264 5/24/2024	100.515.0270.000.000.201	\$4.45
SEC WORKER'S COMPENSATION-WEST		1	0	V65264 5/24/2024	100.515.0270.000.000.202	\$3.55
INTERSCHL WORKER'S COMPENSATION-EAST		1	0	V65264 5/24/2024	100.531.0270.000.000.201	\$0.38

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
CUSTODIAL WORKER'S COMPENSATION-MT H		1	0	V65760 4/25/2024	100.661.0270.000.000.492	\$2.66
CUSTODIAL WORKER'S COMPENSATION		1	0	V65760 4/25/2024	100.661.0270.000.000.600	\$2.62
BLDG MAINT WORKER'S COMPENSATION		1	0	V65760 4/25/2024	100.664.0270.000.000.600	\$10.16
MAINT WORKER'S COMPENSATION		1	0	V65760 4/25/2024	100.663.0270.000.000.600	\$2.25
GROUNDS WORKER'S COMPENSATION		1	0	V65760 4/25/2024	100.665.0270.000.000.600	\$2.24
SEC WORKER'S COMPENSATION-MINICO		1	0	V65760 4/25/2024	100.515.0270.000.000.301	\$0.01
PARENT INVOLVE WORKER'S COMPENSATION		1	0	V65760 4/25/2024	100.710.0270.000.000.100	\$0.48 105
CUSTODIAL WORKER'S COMPENSATION-ACEQUIA		1	0	V65760 4/25/2024	100.661.0270.000.000.101	\$3.33
CUSTODIAL WORKER'S COMPENSATION-HEYBURN		1	0	V65760 4/25/2024	100.661.0270.000.000.102	\$4.66
CUSTODIAL WORKER'S COMPENSATION-PAUL		1	0	V65760 4/25/2024	100.661.0270.000.000.105	\$4.16
CUSTODIAL WORKER'S COMPENSATION-RUPERT		1	0	V65760 4/25/2024	100.661.0270.000.000.107	\$4.60
CUSTODIAL WORKER'S COMPENSATION-EAST		1	0	V65760 4/25/2024	100.661.0270.000.000.201	\$4.21
CUSTODIAL WORKER'S COMPENSATION-WEST		1	0	V65760 4/25/2024	100.661.0270.000.000.202	\$1.78
CUSODIAL WORKER'S COMPENSATION-MINICO		1	0	V65760 4/25/2024	100.661.0270.000.000.301	\$10.61
WORKER'S COMPENSATION		1	0	V65760 4/25/2024	100.710.0270.000.000.000	\$5.55

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PARENT INVOLVE WORKER'S COMPENSATION-EAST		1	0	V65760 4/25/2024	100.710.0270.000.000.201	\$1.81
PARENT INVOLVE WORKER'S COMPENSATION-TLC		1	0	V65760 4/25/2024	100.710.0270.000.000.108	\$0.09
PARENT INVOLVE WORKER'S COMPENSATION-MINICO		1	0	V65760 4/25/2024	100.710.0270.000.000.301	\$3.64
PARENT INVOLVE WORKER'S COMPENSATION-PAUL		1	0	V65760 4/25/2024	100.710.0270.000.000.105	\$0.99
PARENT INVOLV WORKER'S COMPENSATION-HEYBURN		1	0	V65760 4/25/2024	100.710.0270.000.000.102	\$3.51
PARENT INVOLVE WORKER'S COMPENSATION-MT H		1	0	V65760 4/25/2024	100.710.0270.000.000.492	\$1.04
PARENT INVOLVE WORKER'S COMPENSATION-ACEQUIA		1	0	V65760 4/25/2024	100.710.0270.000.000.101	\$2.49
PARENT INVOLVE WORKER'S COMPENSATION-WEST		1	0	V65760 4/25/2024	100.710.0270.000.000.202	\$2.68
PARENT INVOLVE WORKER'S COMPENSATION-RUPERT		1	0	V65760 4/25/2024	100.710.0270.000.000.107	\$3.10
WORKER'S COMPENSATION		1	0	V65760 4/25/2024	100.664.0270.000.000.102	\$0.49
WORKER'S COMPENSATION		1	0	V65760 4/25/2024	100.664.0270.000.000.100	\$0.08
WORKER'S COMPENSATION		1	0	V65760 4/25/2024	100.661.0270.000.000.100	\$0.72
WORKER'S COMPENSATION		1	0	V65760 4/25/2024	100.664.0270.000.000.201	\$0.46
WORKER'S COMPENSATION		1	0	V65760 4/25/2024	100.664.0270.000.000.101	\$0.36

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
WORKER'S COMPENSATION		1	0	V65760 4/25/2024	100.664.0270.000.000.107	\$0.51
WORKER'S COMPENSATION		1	0	V65760 4/25/2024	100.664.0270.000.000.492	\$0.28
WORKER'S COMPENSATION		1	0	V65760 4/25/2024	100.664.0270.000.000.301	\$1.16
WORKER'S COMPENSATION		1	0	V65760 4/25/2024	100.664.0270.000.000.105	\$0.44
WORKER'S COMPENSATION		1	0	V65760 4/25/2024	100.664.0270.000.000.202	\$0.19
WORKER'S COMPENSATION		1	0	V65760 4/25/2024	100.664.0270.000.000.490	\$0.19
WORKER'S COMPENSATION		1	0	V65760 4/25/2024	100.661.0270.000.000.490	\$1.68 107
WORKER'S COMPENSATION		1	0	V65760 4/25/2024	100.710.0270.000.000.490	\$0.48
PROF DEV WORKER'S COMPENSATION		1	0	V66459 5/24/2024	100.621.0270.000.000.000	\$26.19
ELEM WORKER'S COMPENSATION-HEYBURN		1	0	V733281 7/2/2024	100.512.0270.000.000.102	\$0.70
WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.512.0270.000.000.000	\$11.64
WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.515.0270.000.000.000	\$0.45
SEC WORKER'S COMPENSATION-MT H		1	0	V738815 6/25/2024	100.517.0270.000.000.492	\$41.69
EXC CHILD WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.521.0270.000.000.003	\$2.70
PRESCHOOL WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.522.0270.000.000.003	\$4.97

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
ALT WORKER'S COMPENSATION-JDC		1	0	V738815 6/25/2024	100.546.0270.000.000.915	\$4.46
GUIDANCE WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.611.0270.000.000.000	\$0.23
GUIDANCE WORKER'S COMPENSATION-MT H		1	0	V738815 6/25/2024	100.611.0270.000.000.492	\$2.70
GUIDANCE ANC WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.616.0270.000.000.003	\$24.38
DIST ADM WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.632.0270.000.000.001	\$12.34
SCHL ADM WORKER'S COMPENSATION-MT H		1	0	V738815 6/25/2024	100.641.0270.000.000.492	\$9.28
BUS OPER WORKER'S COMPENSATION-		1	0	V738815 6/25/2024	100.651.0270.000.000.001	\$30.58 108
ADM TECH WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.656.0270.000.000.011	\$2.08
MAINT WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.663.0270.000.000.600	\$1.42
PROF DEV WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.621.0270.000.000.000	\$19.20
SEC WORKER'S COMPENSATION-MINICO		1	0	V738815 6/25/2024	100.515.0270.000.000.301	\$118.19
VOC EXC CHILD WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.521.0270.000.000.000	\$10.17
VOC WORKER'S COMPENSATION-MINICO		1	0	V738815 6/25/2024	100.519.0270.000.000.301	\$35.10
WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.512.0270.000.000.004	\$0.71
VOC WORKER'S COMPENSATION-MT H		1	0	V738815 6/25/2024	100.519.0270.000.000.492	\$0.35

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
ELEM WORKER'S COMPENSATION-HEYBURN		1	0	V738815 6/25/2024	100.512.0270.000.000.102	\$74.94
ELEM WORKER'S COMPENSATION-PAUL		1	0	V738815 6/25/2024	100.512.0270.000.000.105	\$73.10
ELEM WORKER'S COMPENSATION-RUPERT		1	0	V738815 6/25/2024	100.512.0270.000.000.107	\$93.19
EXC CHILD WORKER'S COMPENSATION-MT H		1	0	V738815 6/25/2024	100.521.0270.000.000.492	\$0.82
WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.611.0270.000.000.003	\$4.49
WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.621.0270.000.000.492	\$0.36
ELEM WORKER'S COMPENSATION-ACEQUIA		1	0	V738815 6/25/2024	100.512.0270.000.000.101	\$48.05 109
EXC CHILD WORKER'S COMPENSATION-ACEQUIA		1	0	V738815 6/25/2024	100.521.0270.000.000.101	\$6.26
EXC CHILD WORKER'S COMPENSATION-HEYBURN		1	0	V738815 6/25/2024	100.521.0270.000.000.102	\$8.26
EXC CHILD WORKER'S COMPENSATION-PAUL		1	0	V738815 6/25/2024	100.521.0270.000.000.105	\$4.90
EXC CHILD WORKER'S COMPENSATION-RUPERT		1	0	V738815 6/25/2024	100.521.0270.000.000.107	\$6.93
EXC CHILD WORKER'S COMPENSATION-EAST		1	0	V738815 6/25/2024	100.521.0270.000.000.201	\$7.53
EXC CHILD WORKER'S COMPENSATION-WEST		1	0	V738815 6/25/2024	100.521.0270.000.000.202	\$9.88
EXC CHILD WORKER'S COMPENSATION-MINICO		1	0	V738815 6/25/2024	100.521.0270.000.000.301	\$19.20
ELEM WORKER'S COMPENSATION-EAST		1	0	V738815 6/25/2024	100.515.0270.000.000.201	\$67.46

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
SEC WORKER'S COMPENSATION-WEST		1	0	V738815 6/25/2024	100.515.0270.000.000.202	\$62.80
INTERSCHL WORKER'S COMPENSATION-MINICO		1	0	V738815 6/25/2024	100.531.0270.000.000.301	\$1.03
INTERSCHL WORKER'S COMPENSATION-EAST		1	0	V738815 6/25/2024	100.531.0270.000.000.201	\$0.43
INTERSCHL WORKER'S COMPENSATION-WEST		1	0	V738815 6/25/2024	100.531.0270.000.000.202	\$0.13
INTERSCHL WORKER'S COMPENSATION-EAST		1	0	V738815 6/25/2024	100.532.0270.000.000.201	\$0.50
INTERSCHL WORKER'S COMPENSATION-WEST		1	0	V738815 6/25/2024	100.532.0270.000.000.202	\$0.10
INTERSCHL WORKER'S COMPENSATION-MINICO		1	0	V738815 6/25/2024	100.532.0270.000.000.301	\$4.47 110
GUIDANCE WORKER'S COMPENSATION-EAST		1	0	V738815 6/25/2024	100.611.0270.000.000.201	\$3.13
GUIDANCE WORKER'S COMPENSATION-WEST		1	0	V738815 6/25/2024	100.611.0270.000.000.202	\$3.07
GUIDANCE WORKER'S COMPENSATION-MINICO		1	0	V738815 6/25/2024	100.611.0270.000.000.301	\$24.54
MEDIA WORKER'S COMPENSATION-HEYBURN		1	0	V738815 6/25/2024	100.622.0270.000.000.102	\$0.96
MEDIA WORKER'S COMPENSATION-PAUL		1	0	V738815 6/25/2024	100.622.0270.000.000.105	\$0.97
MEDIA WORKER'S COMPENSATION-RUPERT		1	0	V738815 6/25/2024	100.622.0270.000.000.107	\$1.16
MEDIA WORKER'S COMPENSATION-WEST		1	0	V738815 6/25/2024	100.622.0270.000.000.202	\$0.95
MEDIA WORKER'S COMPENSATION-MINICO		1	0	V738815 6/25/2024	100.622.0270.000.000.301	\$2.48

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
INST TECH WORKER'S COMPENSATION-ACEQUIA		1	0	V738815 6/25/2024	100.623.0270.000.000.101	\$0.50
INST TECH WORKER'S COMPENSATION--HEYBURN		1	0	V738815 6/25/2024	100.623.0270.000.000.102	\$0.30
INST TECH WORKER'S COMPENSATION-PAUL		1	0	V738815 6/25/2024	100.623.0270.000.000.105	\$0.99
INST TECH WORKER'S COMPENSATION-RUPERT		1	0	V738815 6/25/2024	100.623.0270.000.000.107	\$0.86
INST TECH WORKER'S COMPENSATION-MINICO		1	0	V738815 6/25/2024	100.623.0270.000.000.301	\$4.53
SCHL ADM WORKER'S COMPENSATION-ACEQUIA		1	0	V738815 6/25/2024	100.641.0270.000.000.101	\$5.48
SCHL ADM WORKER'S COMPENSATION-HEYBURN		1	0	V738815 6/25/2024	100.641.0270.000.000.102	\$8.35 111
SCHL ADM WORKER'S COMPENSATION-PAUL		1	0	V738815 6/25/2024	100.641.0270.000.000.105	\$7.70
SCHL ADM WORKER'S COMPENSATION-RUPERT		1	0	V738815 6/25/2024	100.641.0270.000.000.107	\$9.78
SCHL ADM WORKER'S COMPENSATION-EAST		1	0	V738815 6/25/2024	100.641.0270.000.000.201	\$11.09
SCHL ADM WORKER'S COMPENSATION-WEST		1	0	V738815 6/25/2024	100.641.0270.000.000.202	\$10.62
SCHL ADM WORKER'S COMPENSATION-MINICO		1	0	V738815 6/25/2024	100.641.0270.000.000.301	\$15.09
CUSTODIAL WORKER'S COMPENSATION-WEST		1	0	V738815 6/25/2024	100.661.0270.000.000.202	\$1.10
CUSODIAL WORKER'S COMPENSATION-MINICO		1	0	V738815 6/25/2024	100.661.0270.000.000.301	\$1.16
WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.541.0270.000.000.000	\$1.44

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105 07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.710.0270.000.000.000	\$2.11
SUMMER WORKER'S COMPENSATION-MT H		1	0	V738815 6/25/2024	100.541.0270.000.000.492	\$5.61
PARENT INVOLVE WORKER'S COMPENSATION-EAST		1	0	V738815 6/25/2024	100.710.0270.000.000.201	\$0.74
WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.616.0270.000.000.000	\$11.53
PARENT INVOLVE WORKER'S COMPENSATION-MINICO		1	0	V738815 6/25/2024	100.710.0270.000.000.301	\$2.41
PARENT INVOLVE WORKER'S COMPENSATION-PAUL		1	0	V738815 6/25/2024	100.710.0270.000.000.105	\$2.70
WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.522.0270.000.000.000	\$0.59
PARENT INVOLV WORKER'S COMPENSATION-HEYBURN		1	0	V738815 6/25/2024	100.710.0270.000.000.102	\$0.05
INTERSCHL WORKER'S COMPENSATION-MT H		1	0	V738815 6/25/2024	100.532.0270.000.000.492	\$0.13
PARENT INVOLVE WORKER'S COMPENSATION-WEST		1	0	V738815 6/25/2024	100.710.0270.000.000.202	\$0.75
PARENT INVOLVE WORKER'S COMPENSATION-RUPERT		1	0	V738815 6/25/2024	100.710.0270.000.000.107	\$1.00
ELEM WORKER'S COMPENSATION-ST NICK		1	0	V738815 6/25/2024	100.512.0270.000.000.810	\$0.60
GUIDANCE WORKER'S COMPENSATION-RUPERT		1	0	V738815 6/25/2024	100.611.0270.000.000.107	\$2.09
WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.611.0270.000.000.004	\$2.64
WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.664.0270.000.000.301	\$0.13

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.664.0270.000.000.202	\$0.12
WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.611.0270.000.000.101	\$2.13
WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.521.0270.000.000.490	\$0.90
WORKER'S COMPENSATION		1	0	V738815 6/25/2024	100.522.0270.000.000.100	\$3.66
TRANS WORKER'S COMPENSATION		1	0	V746070 4/25/2024	100.681.0270.000.000.500	\$42.91
ALT WORKER'S COMPENSATION-JDC		1	0	V750386 6/25/2024	100.546.0270.000.000.915	\$4.10
BUS OPER WORKER'S COMPENSATION-		1	0	V750386 6/25/2024	100.651.0270.000.000.001	\$3.21 113
VOC WORKER'S COMPENSATION-MINICO		1	0	V764973 4/25/2024	100.519.0270.000.000.301	\$3.95
EXC CHILD WORKER'S COMPENSATION-MINICO		1	0	V764973 4/25/2024	100.521.0270.000.000.301	\$0.07
ELEM WORKER'S COMPENSATION-EAST		1	0	V764973 4/25/2024	100.515.0270.000.000.201	\$3.77
SEC WORKER'S COMPENSATION-WEST		1	0	V764973 4/25/2024	100.515.0270.000.000.202	\$3.55
INTERSCHL WORKER'S COMPENSATION-EAST		1	0	V764973 4/25/2024	100.531.0270.000.000.201	\$0.38
WORKER'S COMPENSATION		1	0	V780357 5/24/2024	100.512.0270.000.000.000	\$5.83
BUS OPER WORKER'S COMPENSATION-		1	0	V780357 5/24/2024	100.651.0270.000.000.001	\$1.13
CUSTODIAL WORKER'S COMPENSATION-MT H		1	0	V780357 5/24/2024	100.661.0270.000.000.492	\$2.59

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
CUSTODIAL WORKER'S COMPENSATION		1	0	V780357 5/24/2024	100.661.0270.000.000.600	\$2.55
BLDG MAINT WORKER'S COMPENSATION		1	0	V780357 5/24/2024	100.664.0270.000.000.600	\$9.51
MAINT WORKER'S COMPENSATION		1	0	V780357 5/24/2024	100.663.0270.000.000.600	\$1.92
GROUNDS WORKER'S COMPENSATION		1	0	V780357 5/24/2024	100.665.0270.000.000.600	\$1.53
SEC WORKER'S COMPENSATION-MINICO		1	0	V780357 5/24/2024	100.515.0270.000.000.301	\$0.02
PARENT INVOLVE WORKER'S COMPENSATION		1	0	V780357 5/24/2024	100.710.0270.000.000.100	\$0.48
CUSTODIAL WORKER'S COMPENSATION-ACEQUIA		1	0	V780357 5/24/2024	100.661.0270.000.000.101	\$3.30 114
CUSTODIAL WORKER'S COMPENSATION-HEYBURN		1	0	V780357 5/24/2024	100.661.0270.000.000.102	\$4.49
CUSTODIAL WORKER'S COMPENSATION-PAUL		1	0	V780357 5/24/2024	100.661.0270.000.000.105	\$4.17
CUSTODIAL WORKER'S COMPENSATION-RUPERT		1	0	V780357 5/24/2024	100.661.0270.000.000.107	\$4.63
CUSTODIAL WORKER'S COMPENSATION-EAST		1	0	V780357 5/24/2024	100.661.0270.000.000.201	\$4.19
CUSTODIAL WORKER'S COMPENSATION-WEST		1	0	V780357 5/24/2024	100.661.0270.000.000.202	\$3.05
CUSODIAL WORKER'S COMPENSATION-MINICO		1	0	V780357 5/24/2024	100.661.0270.000.000.301	\$10.48
WORKER'S COMPENSATION		1	0	V780357 5/24/2024	100.710.0270.000.000.000	\$4.90
PARENT INVOLVE WORKER'S COMPENSATION-EAST		1	0	V780357 5/24/2024	100.710.0270.000.000.201	\$2.13

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PARENT INVOLVE WORKER'S COMPENSATION-MINICO		1	0	V780357 5/24/2024	100.710.0270.000.000.301	\$3.60
PARENT INVOLVE WORKER'S COMPENSATION-PAUL		1	0	V780357 5/24/2024	100.710.0270.000.000.105	\$0.86
PARENT INVOLV WORKER'S COMPENSATION-HEYBURN		1	0	V780357 5/24/2024	100.710.0270.000.000.102	\$3.62
PARENT INVOLVE WORKER'S COMPENSATION-MT H		1	0	V780357 5/24/2024	100.710.0270.000.000.492	\$0.99
PARENT INVOLVE WORKER'S COMPENSATION-ACEQUIA		1	0	V780357 5/24/2024	100.710.0270.000.000.101	\$2.72
PARENT INVOLVE WORKER'S COMPENSATION-WEST		1	0	V780357 5/24/2024	100.710.0270.000.000.202	\$2.65
PARENT INVOLVE WORKER'S COMPENSATION-RUPERT		1	0	V780357 5/24/2024	100.710.0270.000.000.107	\$3.03
WORKER'S COMPENSATION		1	0	V780357 5/24/2024	100.664.0270.000.000.102	\$0.50
WORKER'S COMPENSATION		1	0	V780357 5/24/2024	100.664.0270.000.000.100	\$0.08
WORKER'S COMPENSATION		1	0	V780357 5/24/2024	100.661.0270.000.000.100	\$0.72
WORKER'S COMPENSATION		1	0	V780357 5/24/2024	100.664.0270.000.000.201	\$0.46
WORKER'S COMPENSATION		1	0	V780357 5/24/2024	100.664.0270.000.000.101	\$0.37
WORKER'S COMPENSATION		1	0	V780357 5/24/2024	100.664.0270.000.000.107	\$0.51
WORKER'S COMPENSATION		1	0	V780357 5/24/2024	100.664.0270.000.000.492	\$0.29

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1105

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
WORKER'S COMPENSATION		1	0	V780357 5/24/2024	100.664.0270.000.000.301	\$1.15
WORKER'S COMPENSATION		1	0	V780357 5/24/2024	100.664.0270.000.000.105	\$0.44
WORKER'S COMPENSATION		1	0	V780357 5/24/2024	100.664.0270.000.000.202	\$0.34
WORKER'S COMPENSATION		1	0	V780357 5/24/2024	100.664.0270.000.000.490	\$0.19
WORKER'S COMPENSATION		1	0	V780357 5/24/2024	100.661.0270.000.000.490	\$1.69
WORKER'S COMPENSATION		1	0	V780357 5/24/2024	100.710.0270.000.000.490	\$0.48
CUSTODIAL WORKER'S COMPENSATION-HEYBURN		1	0	V828911 6/25/2024	100.661.0270.000.000.102	(\$1.63) 116
WORKER'S COMPENSATION		1	0	V828911 6/25/2024	100.664.0270.000.000.102	(\$0.18)
TRANS WORKER'S COMPENSATION		1	0	V931708 4/25/2024	100.681.0270.000.000.500	\$0.43

Check #: 0

PO/InvoiceTotal:	<u>\$37,107.75</u>
Vendor Total:	<u>\$37,107.75</u>
Grand Total:	<u>\$37,107.75</u>

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1106

Voucher Date: 07/25/2024

Prepared By:



Printed: 07/26/2024 01:06:30 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$201.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
290	FOOD SERVICE FUND	\$201.00
		<hr/>
		\$201.00



MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1106 07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
IDAHO TAX COMMISSION						
Check Group:						
PAYROLL LIABILITY		1 0		V893827 7/25/2024	290.218.2180.023.000.000	\$201.00

Check #: 0

PO/InvoiceTotal:	<u>\$201.00</u>
Vendor Total:	<u>\$201.00</u>
Grand Total:	<u>\$201.00</u>

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1108

Voucher Date: 07/25/2024

Prepared By:



Printed: 07/26/2024 01:06:50 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$1,802.65 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$138.56
290	FOOD SERVICE FUND	\$1,664.09
		<hr/> <hr/>
		\$1,802.65



MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1108

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
FEDERAL RESERVE BANK CHICAGO						
Check Group:						
PAYROLL LIABILITY		1	0	V238800 7/25/2024	290.218.2180.022.000.000	\$452.19
Check #: 0						
PO/InvoiceTotal:						\$452.19
Vendor Total:						\$452.19
SOCIAL SECURITY TRUST FUND						
Check Group:						
PAYROLL LIABILITY		1	0	V371972 7/25/2024	100.218.2180.020.000.000	\$112.28
PAYROLL LIABILITY		1	0	V371972 7/25/2024	290.218.2180.020.000.000	\$982.20
PAYROLL LIABILITY		1	0	V541977 7/25/2024	100.218.2180.021.000.000	\$26.28
PAYROLL LIABILITY		1	0	V541977 7/25/2024	290.218.2180.021.000.000	\$229.70
Check #: 0						
PO/InvoiceTotal:						\$1,350.46
Vendor Total:						\$1,350.46
Grand Total:						\$1,802.65

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1109

Voucher Date: 07/25/2024

Prepared By:

Rachel Jensen

Printed: 07/26/2024 01:07:11 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$1,709.76 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$193.72
290	FOOD SERVICE FUND	\$1,516.04
		<hr/> <hr/>
		\$1,709.76

Rachel Jensen

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1109 07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PUBLIC EMP. RETIREMENT SYS						
Check Group:						
PAYROLL LIABILITY		1 0		V909111 7/25/2024	100.218.2180.024.000.000	\$193.72
PAYROLL LIABILITY		1 0		V909111 7/25/2024	290.218.2180.024.000.000	\$1,516.04

Check #: 0

PO/InvoiceTotal:	\$1,709.76
Vendor Total:	\$1,709.76
Grand Total:	\$1,709.76

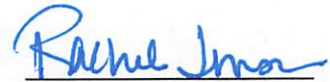
End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1110

Voucher Date: 07/25/2024

Prepared By:



Printed: 07/26/2024 01:09:46 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$330.06 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund	Amount
100 GENERAL FUND	\$330.06
	\$330.06



MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1110

07/25/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
STATE INSURANCE FUND						
Check Group:						
SEC WORKER'S COMPENSATION-WEST		1 0		V448601 7/25/2024	100.515.0270.000.000.202	\$3.64
WORKER'S COMPENSATION		1 0		V448601 7/25/2024	100.710.0270.000.000.000	\$7.23
WORKER'S COMPENSATION		1 0		V448601 7/25/2024	100.522.0270.000.000.100	\$0.75
TRANS WORKER'S COMPENSATION		1 0		V761812 7/25/2024	100.681.0270.000.000.500	\$2.24
WORKER'S COMPENSATION		1 0		V831544 7/25/2024	100.710.0270.000.000.000	\$316.20

Check #: 0

	<u>124</u>
PO/InvoiceTotal:	<u>\$330.06</u>
Vendor Total:	<u>\$330.06</u>
Grand Total:	<u>\$330.06</u>

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1111

Voucher Date: 08/01/2024

Prepared By:

Rachel Jensen

Printed: 08/01/2024 01:05:35 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$1,408.15 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund	Amount
100 GENERAL FUND	\$1,408.15
	<hr/>
	\$1,408.15

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1111

08/01/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
HICKS, KATE						
Check Group:						
Refund leave docking		1 0		V691112 8/1/2024	100.218.2180.039.000.000	\$310.29
				Check #: 0		
					PO/InvoiceTotal:	<u>\$310.29</u>
					Vendor Total:	<u>\$310.29</u>
JOHNSON, SHANAYA DEAN						
Check Group:						
Leave Refund Docking		1 0		V67876 8/1/2024	100.218.2180.039.000.000	\$244.60
				Check #: 0		
					PO/InvoiceTotal:	<u>\$244.60</u>
					Vendor Total:	<u>\$244.60</u>
MERCADO, BRAYLYN						
Check Group:						
Comp time paid out		1 0		V810680 8/1/2024	100.218.2180.039.000.000	\$593.43
				Check #: 0		
					PO/InvoiceTotal:	<u>\$593.43</u>
					Vendor Total:	<u>\$593.43</u>
REYES, ELVA						
Check Group:						
Missed Summer School pay		1 0		V373267 8/1/2024	100.218.2180.039.000.000	\$259.83
				Check #: 0		
					PO/InvoiceTotal:	<u>\$259.83</u>
					Vendor Total:	<u>\$259.83</u>

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1111

08/01/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Grand Total:						\$1,408.15

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: D.L. EVANS PAYROLL CLEARING
7-94004934

From Date: 8/1/2024

To Date: 8/1/2024

From Check: 119484

To Check: 119487

From Voucher: 1111

To Voucher: 1111

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
119484	08/01/2024	HICKS, KATE	\$310.29	1111	Not Printed	Payroll Ded	<input type="checkbox"/>		
119485	08/01/2024	JOHNSON, SHANAYA DEAN	\$244.60	1111	Not Printed	Payroll Ded	<input type="checkbox"/>		
119486	08/01/2024	MERCADO, BRAYLYN	\$593.43	1111	Not Printed	Payroll Ded	<input type="checkbox"/>		
119487	08/01/2024	REYES, ELVA	\$259.83	1111	Not Printed	Payroll Ded	<input type="checkbox"/>		

Total Amount: \$1,408.15

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1113

Voucher Date: 08/08/2024

Prepared By:

Rachel Jensen

Printed: 08/08/2024 03:40:23 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$670.30 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund	Amount
100 GENERAL FUND	\$670.30
	<hr/>
	\$670.30

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1113

08/08/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
IDAHO CHILD SUPPORT SERVICE						
Check Group:						
PAYROLL LIABILITY		1 0		V870946 8/8/2024	100.218.2180.039.000.000	\$670.30

Check #: 0

PO/InvoiceTotal:	<u>\$670.30</u>
Vendor Total:	<u>\$670.30</u>
Grand Total:	<u>\$670.30</u>

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331 AP Vouchers

Voucher No:	Voucher Date:	Voucher Amount:	Payment Form:
7165	6/30/2024	\$ 23,608.17	Credit Cards
7169	6/30/2024	\$ 21,610.76	Checks
7170	Pending		Credit Cards
7171	6/30/2024	\$ 16,493.72	Checks

\$ 61,712.65 Voucher Totals

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of

61,712.65

on account of obligations incurred for value received in services and for materials as shown below for period July 1,2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Daryl Kent

 Daryl Kent Business Manager

_____ SPENCER LARSEN Superintendent

_____ RUSS SUCHAN Chair

_____ MARY ANDERSON Vice Chair

_____ JUAN PEREZ Board Member

_____ JACOB CLARIDGE Board Member

_____ RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 7165

Voucher Date: 06/30/2024

Prepared By:

Eric VanEvery

Printed: 07/25/2024 09:00:35 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$23,608.17 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$6,481.94
243	PROFESSIONAL TECHNICAL - STATE	\$146.16
246	STATE SUBSTANCE ABUSE FUND	\$10.60
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$906.95
253	TITLE I-C ESEA MIGRANT FUND	\$1,683.79
261	TITLE IV ESSA - STUDENT SUPPORT & ACADEMIC	\$1,512.90
263	PERKINS III PROFESSIONAL TECHNICAL ACT	\$1,545.22
287	ARPA HOMELESS GRANT	\$10,452.70
290	FOOD SERVICE FUND	\$867.91
		<hr/> \$23,608.17

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 7165

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
D.L. EVANS BANK						
318 SOUTH ONEIDA						
RUPERT	ID	83350				
Check Group:						
AED FLAT WALL SIGN		1	240028	S3333458 6/11/2024	246.667.0410.000.000.301	\$10.60
P-Card Payee: D.L. EVANS BANK						
					Check #: 0	
						PO/InvoiceTotal: \$10.60
Check Group:						
REGISTRATION FOR ISABO JON		1	240048	200000926 5/28/2024	100.651.0390.000.000.000	\$250.00
P-Card Payee: D.L. EVANS BANK						
IASBO REG FOR TAYLOR		1	240048	200000927 5/28/2024	100.651.0390.000.000.000	\$250.00
P-Card Payee: D.L. EVANS BANK						133
IASBO REG FOR TAYLOR AND ERIC		1	240048	200000932 5/28/2024	100.651.0390.000.000.000	\$250.00
P-Card Payee: D.L. EVANS BANK						
REGISTRATION FOR ISABO JEANIE		1	240048	200000928 5/28/2024	100.651.0390.000.000.000	\$250.00
P-Card Payee: D.L. EVANS BANK						
					Check #: 0	
						PO/InvoiceTotal: \$1,000.00
Check Group:						
HOTEL FOR TRICIA CPM TRAINING		5	240068	HMJZ9E54W 6/5/2024	251.515.0380.381.052.202	\$996.95
P-Card Payee: D.L. EVANS BANK						
					Check #: 0	
						PO/InvoiceTotal: \$996.95
Check Group:						
YEARBOOKS		77	241326	6363287 6/4/2024	100.517.0410.000.000.000	\$1,091.86
P-Card Payee: D.L. EVANS BANK						
					Check #: 0	
						PO/InvoiceTotal: \$1,091.86
Check Group:						

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 7165

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
CRASH PLAN MAY-JUNE P-Card Payee: D.L. EVANS BANK		1	242044	140055784400 6/15/2024	100.656.0460.000.000.011	\$279.72
				Check #: 0		
					PO/InvoiceTotal:	\$279.72
Check Group: 2001+ STUDENT MEMBERSHIP FOR 2024-2025 ADM TECHNOLOGY SOFTWARE P-Card Payee: D.L. EVANS BANK		1	242063	OETC-1545 5/23/2024	100.623.0460.000.000.011	\$300.00
				Check #: 0		
					PO/InvoiceTotal:	\$300.00
Check Group: TRUCK OIL CHANGE P-Card Payee: D.L. EVANS BANK		1	242064	1010 5/28/2024	100.656.0420.420.000.011	\$174.82
TRUCK OIL CHANGE P-Card Payee: D.L. EVANS BANK		1	242064	1019 6/10/2024	100.656.0420.420.000.011	\$54.79
FUEL FOR JUNE P-Card Payee: D.L. EVANS BANK		1	242064	2442733HJM838 DA7F 6/10/2024	100.656.0420.420.000.011	\$1.70
FUEL FOR JUNE P-Card Payee: D.L. EVANS BANK		1	242064	2494166H1RQEB 6XQT 5/23/2024	100.656.0420.420.000.011	\$84.04
FUEL FOR TRUCK P-Card Payee: D.L. EVANS BANK		1	242064	3544129300 6/10/2024	100.656.0420.420.000.011	\$19.48
FUEL FOR JUNE P-Card Payee: D.L. EVANS BANK		1	242064	3544131442 6/11/2024	100.656.0420.420.000.011	\$79.53
FUEL FOR JUNE P-Card Payee: D.L. EVANS BANK		1	242064	3544154426 6/20/2024	100.656.0420.420.000.011	\$65.14
				Check #: 0		
					PO/InvoiceTotal:	\$479.50
Check Group: CHEF'S STORE-MEAT PRIMAL CUTS P-Card Payee: D.L. EVANS BANK		1	243004	759004 6/4/2024	263.519.0410.000.301.301	\$695.22

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 7165

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 0						
PO/InvoiceTotal:						\$695.22
Check Group:						
ONE LESS THING-PLOW TUTORIAL		1	243029	THGTQPCIV	263.519.0410.000.301.301	\$250.00
P-Card Payee: D.L. EVANS BANK				6/5/2024		
Check #: 0						
PO/InvoiceTotal:						\$250.00
Check Group:						
SLEEP INN-LODGING IDAHO FAMILY & CONSUMER SCIENCE SUMMER CONFERENCE JUNE 17-18, 2024		1	243031	CSSC TRAINING	243.519.0380.381.307.301	\$146.16
P-Card Payee: D.L. EVANS BANK				6/16/2024		
Check #: 0						
PO/InvoiceTotal:						\$146.16
Check Group:						
SARAH PELAYO REGISTRATION IDCTE CONNECT		1	243048	2HNHSYJNHS8	263.519.0390.392.303.492	\$300.00
P-Card Payee: D.L. EVANS BANK				6/19/2024		
SHERYL STEVENSON REGISTRATION IDCTE CONNECT		1	243048	2HNHSYJNHS8	263.519.0390.392.303.492	\$300.00
P-Card Payee: D.L. EVANS BANK				6/19/2024		
Check #: 0						
PO/InvoiceTotal:						\$600.00
Check Group:						
WAYFAIR KEATON 880 LB. CAPACITY PADDED ERGONOMIC SHELL STACK CHAIR WITH METAL FRAME (SET OF 5)- ST NICHOLAS		6	243363	4265114961	261.621.0320.000.000.810	\$1,512.90
P-Card Payee: D.L. EVANS BANK				5/21/2024		
Check #: 0						
PO/InvoiceTotal:						\$1,512.90
Check Group:						
SUPPLIES FOR MIGRANT SUMMER SCHOOL		1	243371	2444500H8BLRL	287.720.0390.000.014.004	\$160.11
P-Card Payee: D.L. EVANS BANK				YTH6 5/30/2024		

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 7165

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
SUPPLIES FOR MIGRANT SUMMER SCHOOL		1	243371	30415165170312 6 5/30/2024	287.720.0390.000.014.004	\$502.37
P-Card Payee: D.L. EVANS BANK						
SUPPLIES FOR MIGRANT SUMMER SCHOOL		1	243371	30416247830540 3 6/10/2024	287.720.0390.000.014.004	\$45.73
P-Card Payee: D.L. EVANS BANK						
SUPPLIES FOR MIGRANT SUMMER SCHOOL		1	243371	38415256945765 7 5/31/2024	287.720.0390.000.014.004	\$154.32
P-Card Payee: D.L. EVANS BANK						
SUPPLIES FOR MIGRANT SUMMER SCHOOL		1	243371	38415647463992 7 6/4/2024	287.720.0390.000.014.004	\$24.31
P-Card Payee: D.L. EVANS BANK						
SUPPLIES FOR MIGRANT SUMMER SCHOOL		1	243371	38415850393711 1 6/6/2024	287.720.0390.000.014.004	\$63.02
P-Card Payee: D.L. EVANS BANK						
SUPPLIES FOR MIGRANT SUMMER SCHOOL		1	243371	416500008336 6/13/2024	287.720.0390.000.014.004	\$150.38
P-Card Payee: D.L. EVANS BANK						
SUPPLIES FOR MIGRANT SUMMER SCHOOL		1	243371	46415164231003 0 5/30/2024	287.720.0390.000.014.004	\$646.19
P-Card Payee: D.L. EVANS BANK						
SUPPLIES FOR MIGRANT SUMMER SCHOOL/PUMP BLASTERS		1	243371	46417006913176 9 6/17/2024	287.720.0390.000.014.004	\$172.65
P-Card Payee: D.L. EVANS BANK						
Check #: 0						
PO/InvoiceTotal:						\$1,918.98
Check Group:						
PASSES FOR STUDENTS/ CHAPERONES- MIGRANT SUMMER SCHOOL- BOISE DISCOVERY CENTER 6/18/24		1	243375	12891315 6/18/2024	253.541.0410.000.000.000	\$956.50
P-Card Payee: D.L. EVANS BANK						
Check #: 0						
PO/InvoiceTotal:						\$956.50
Check Group:						
VARIOUS PRIZES MIGRANT SUMMER SCHOOL PARENT LUNCH 6-20-24- HML ARP 2		1	243376	019766 6/19/2024	287.720.0390.000.014.004	\$2,209.93
P-Card Payee: D.L. EVANS BANK						

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 7165

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
CANOPY- MIGRANT SUMMER SCHOOL PARENT LUNCH 6/20/24- HML ARP 2 P-Card Payee: D.L. EVANS BANK		1	243376	311166358010 6/13/2024	287.720.0390.000.014.004	\$449.97
SPEAKER- MIGRANT SUMMER SCHOOL PARENT LUNCH 6/20/24- HML ARP 2 P-Card Payee: D.L. EVANS BANK		1	243376	311166358010 6/13/2024	287.720.0390.000.014.004	\$149.99
VARIOUS PRIZES MIGRANT SUMMER SCHOOL PARENT LUNCH 6-20-24- HML ARP 2 P-Card Payee: D.L. EVANS BANK		1	243376	311166358010 6/13/2024	287.720.0390.000.014.004	\$99.99
PRIZES-GRIDDLE P-Card Payee: D.L. EVANS BANK		1	243376	38417007041128 6/17/2024	287.720.0390.000.014.004	\$297.00
VARIOUS PRIZES MIGRANT SUMMER SCHOOL PARENT LUNCH 6-20-24- HML ARP 2 P-Card Payee: D.L. EVANS BANK		1	243376	417100011978 6/19/2024	287.720.0390.000.014.004	(\$20.99)
VARIOUS PRIZES MIGRANT SUMMER SCHOOL PARENT LUNCH 6-20-24- HML ARP 2 P-Card Payee: D.L. EVANS BANK		1	243376	453 6/19/2024	287.720.0390.000.014.004	\$1,051.78
VARIOUS PRIZES MIGRANT SUMMER SCHOOL PARENT LUNCH 6-20-24- HML ARP 2 P-Card Payee: D.L. EVANS BANK		1	243376	752-258-425 6/17/2024	287.720.0390.000.014.004	\$1,189.25
Check #: 0						
PO/InvoiceTotal:						\$5,426.92
Check Group:						
CENTURY CINEMA MOVIE RAFFLE PRIZES MIGRANT SUMMER SCHOOL PARENT LUNCH 6-20-24- HML ARP 2 P-Card Payee: D.L. EVANS BANK		50	243377	3007268 6/19/2024	287.720.0390.000.014.004	\$750.00
Check #: 0						
PO/InvoiceTotal:						\$750.00
Check Group:						
FOOD FOR FIELD TRIP CSI 6-13-24- MIGRANT SUMMER SCHOOL P-Card Payee: D.L. EVANS BANK		1	243379	201201657237 6/13/2024	253.541.0410.000.000.000	\$135.83

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 7165

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
FOOD FOR FIELD TRIP CSI 6-13-24- MIGRANT SUMMER SCHOOL P-Card Payee: D.L. EVANS BANK		1	243379	46416554861732 1 6/13/2024	253.541.0410.000.000.000	\$68.88
Check #: 0						
PO/InvoiceTotal:						\$204.71
Check Group:						
FOOD FOR BOISE FIELD TRIP MIGRANT SUMMER SCHOOL 6-18-24 P-Card Payee: D.L. EVANS BANK		1	243380	417000003087 6/18/2024	253.541.0410.000.000.000	\$179.10
FOOD FOR BOISE FIELD TRIP MIGRANT SUMMER SCHOOL 6-18-24 P-Card Payee: D.L. EVANS BANK		1	243380	417000006671 6/18/2024	253.541.0410.000.000.000	\$25.48
Check #: 0						
PO/InvoiceTotal:						\$204.58 138
Check Group:						
SNAKE RIVER BOWL FIELD TRIP MIGRANT SUMMER SCHOOL 6-18-24 GRADES PREK, KINDER, FIRST, AND SECOND GRADE P-Card Payee: D.L. EVANS BANK		1	243381	hssH 6/18/2024	253.541.0410.000.000.000	\$318.00
Check #: 0						
PO/InvoiceTotal:						\$318.00
Check Group:						
RAFFLE PRIZES FOR PARENT LUNCHEON 06-20-2024- MIGRANT SUMMER SCHOOL P-Card Payee: D.L. EVANS BANK		1	243382	3007269 6/19/2024	287.720.0390.000.014.004	\$465.00
RAFFLE PRIZES FOR PARENT LUNCHEON 06-20-2024- MIGRANT SUMMER SCHOOL P-Card Payee: D.L. EVANS BANK		1	243382	417100010011 6/19/2024	287.720.0390.000.014.004	\$959.95
RAFFLE PRIZES FOR PARENT LUNCHEON 06-20-2024- MIGRANT SUMMER SCHOOL P-Card Payee: D.L. EVANS BANK		1	243382	46417217900843 6 6/19/2024	287.720.0390.000.014.004	\$931.85
Check #: 0						
PO/InvoiceTotal:						\$2,356.80
Check Group:						

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 7165

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
ANNA BATEMAN TRIP P-Card Payee: D.L. EVANS BANK		1	245275	025963 6/2/2024	100.683.0420.420.000.500	\$61.65
ANNA BATEMAN TRIP P-Card Payee: D.L. EVANS BANK		1	245275	09549 6/6/2024	100.683.0420.420.000.500	\$52.09
ANNA BATEMAN TRIP P-Card Payee: D.L. EVANS BANK		1	245275	3544108305 6/1/2024	100.683.0420.420.000.500	\$48.50
DISTRICT VAN FUEL P-Card Payee: D.L. EVANS BANK		1	245275	E/1387203 6/6/2024	100.683.0420.420.000.500	\$31.68
Check #: 0						
						PO/InvoiceTotal: <u> </u>
						\$193.92
Check Group:						
FUEL FOR BUSES,EXTRA TRIPS JUNE 2024 P-Card Payee: D.L. EVANS BANK		1	245309	020467 6/19/2024	100.681.0420.420.050.500	\$140.82
FUEL FOR BUSES,EXTRA TRIPS JUNE 2024/BUS 242 P-Card Payee: D.L. EVANS BANK		1	245309	3675565092 6/4/2024	100.681.0420.420.050.500	\$125.24
FUEL FOR BUSES,EXTRA TRIPS JUNE 2024 P-Card Payee: D.L. EVANS BANK		1	245309	3675577627 6/7/2024	100.681.0420.420.050.500	\$145.97
FUEL FOR BUSES,EXTRA TRIPS JUNE 2024 P-Card Payee: D.L. EVANS BANK		1	245309	3996717087 6/1/2024	100.681.0420.420.050.500	\$86.10
FUEL FOR BUSES,EXTRA TRIPS JUNE 2024 P-Card Payee: D.L. EVANS BANK		1	245309	4182 6/6/2024	100.681.0420.420.050.500	\$197.91
FUEL FOR BUSES,EXTRA TRIPS JUNE 2024 P-Card Payee: D.L. EVANS BANK		1	245309	6374821271 6/11/2024	100.681.0420.420.050.500	\$154.56
FUEL FOR BUSES,EXTRA TRIPS JUNE 2024 P-Card Payee: D.L. EVANS BANK		1	245309	E/1432964 6/14/2024	100.681.0420.420.050.500	\$106.45
Check #: 0						
						PO/InvoiceTotal: <u> </u>
						\$957.05
Check Group:						
FOOD FOR KIM'S RETIREMENT P-Card Payee: D.L. EVANS BANK		1	246303	016402 5/29/2024	100.661.0410.000.000.600	\$30.03

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 7165

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
FOOD FOR KIM'S RETIREMENT P-Card Payee: D.L. EVANS BANK		1	246303	414900009748 5/28/2024	100.661.0410.000.000.600	\$24.99
FOOD FOR KIM'S RETIREMENT P-Card Payee: D.L. EVANS BANK		1	246303	8SKR 5/29/2024	100.661.0410.000.000.600	\$218.52
Check #: 0						
PO/InvoiceTotal:						\$273.54
Check Group:						
JUNE MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	246327	2442733H8M83K P83F 5/31/2024	100.663.0420.420.000.600	\$34.14
JUNE GROUNDS FUEL P-Card Payee: D.L. EVANS BANK		1	246327	3544082802 5/22/2024	100.665.0420.420.000.600	\$40.18
JUNE MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	246327	3544096876 5/28/2024	100.663.0420.420.000.600	\$49.00 140
JUNE GROUNDS FUEL P-Card Payee: D.L. EVANS BANK		1	246327	3544096900 5/28/2024	100.665.0420.420.000.600	\$37.08
JUNE MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	246327	3544096971 5/28/2024	100.663.0420.420.000.600	\$113.56
JUNE GROUNDS FUEL P-Card Payee: D.L. EVANS BANK		1	246327	3544101782 5/30/2024	100.665.0420.420.000.600	\$42.97
JUNE MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	246327	3544113395 6/4/2024	100.663.0420.420.000.600	\$116.32
JUNE GROUNDS FUEL P-Card Payee: D.L. EVANS BANK		1	246327	3544114089 6/4/2024	100.665.0420.420.000.600	\$63.35
JUNE MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	246327	3544115854 6/5/2024	100.663.0420.420.000.600	\$57.00
JUNE GROUNDS FUEL P-Card Payee: D.L. EVANS BANK		1	246327	3544119042 6/6/2024	100.665.0420.420.000.600	\$44.85
JUNE MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	246327	3544122020 6/7/2024	100.663.0420.420.000.600	\$41.00

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 7165

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
JUNE GROUNDS FUEL P-Card Payee: D.L. EVANS BANK		1	246327	3544122032 6/7/2024	100.665.0420.420.000.600	\$4.01
JUNE MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	246327	3544128959 6/10/2024	100.663.0420.420.000.600	\$113.47
JUNE GROUNDS FUEL P-Card Payee: D.L. EVANS BANK		1	246327	3544133461 6/12/2024	100.665.0420.420.000.600	\$19.83
JUNE GROUNDS FUEL P-Card Payee: D.L. EVANS BANK		1	246327	3544134354 6/12/2024	100.665.0420.420.000.600	\$29.67
JUNE MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	246327	3544139012 6/14/2024	100.663.0420.420.000.600	\$107.92
JUNE MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	246327	3544139962 6/14/2024	100.663.0420.420.000.600	\$55.01
JUNE GROUNDS FUEL P-Card Payee: D.L. EVANS BANK		1	246327	3544139973 6/14/2024	100.665.0420.420.000.600	\$17.66 41
JUNE GROUNDS FUEL P-Card Payee: D.L. EVANS BANK		1	246327	3544149574 6/18/2024	100.665.0420.420.000.600	\$30.70
JUNE GROUNDS FUEL P-Card Payee: D.L. EVANS BANK		1	246327	3544153786 6/20/2024	100.665.0420.420.000.600	\$11.40
JUNE MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	246327	E/1568785 5/28/2024	100.663.0420.420.000.600	\$67.12
JUNE MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	246327	E/1570595 5/31/2024	100.663.0420.420.000.600	\$136.18
JUNE GROUNDS FUEL P-Card Payee: D.L. EVANS BANK		1	246327	E/1570601 5/31/2024	100.665.0420.420.000.600	\$82.35
JUNE MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	246327	E/1571886 6/3/2024	100.663.0420.420.000.600	\$57.42
JUNE MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	246327	E/1572071 6/3/2024	100.663.0420.420.000.600	\$102.01
JUNE MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	246327	E/1573584 6/6/2024	100.663.0420.420.000.600	\$65.65

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 7165

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
JUNE GROUNDS FUEL P-Card Payee: D.L. EVANS BANK		1	246327	E/1573615 6/6/2024	100.665.0420.420.000.600	\$72.18
JUNE MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	246327	E/1573617 6/6/2024	100.663.0420.420.000.600	\$40.57
JUNE MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	246327	E/1573971 6/7/2024	100.663.0420.420.000.600	\$88.79
JUNE MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	246327	E/1578605 6/17/2024	100.663.0420.420.000.600	\$66.99
JUNE MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	246327	E/1580290 6/20/2024	100.663.0420.420.000.600	\$97.97
Check #: 0						
PO/InvoiceTotal:						\$1,906.35
Check Group:						142
CAMBRO GRIP PANS/LIDS P-Card Payee: D.L. EVANS BANK		1	247197	98065973 6/20/2024	290.710.0410.000.000.000	\$464.44
Check #: 0						
PO/InvoiceTotal:						\$464.44
Check Group:						
JUNE - FUEL P-Card Payee: D.L. EVANS BANK		1	247241	077766 6/6/2024	290.710.0420.420.000.000	\$36.26
JUNE - FUEL P-Card Payee: D.L. EVANS BANK		1	247241	077774 6/6/2024	290.710.0420.420.000.000	\$59.75
JUNE - FUEL P-Card Payee: D.L. EVANS BANK		1	247241	077782 6/6/2024	290.710.0420.420.000.000	\$55.00
JUNE - FUEL P-Card Payee: D.L. EVANS BANK		1	247241	082427 6/20/2024	290.710.0420.420.000.000	\$41.90
JUNE - FUEL P-Card Payee: D.L. EVANS BANK		1	247241	082490 6/20/2024	290.710.0420.420.000.000	\$27.78
JUNE - FUEL P-Card Payee: D.L. EVANS BANK		1	247241	082501 6/20/2024	290.710.0420.420.000.000	\$38.75

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 7165

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
JUNE - FUEL P-Card Payee: D.L. EVANS BANK		1	247241	6769939 6/20/2024	290.710.0420.420.000.000	\$69.59
JUNE - FUEL P-Card Payee: D.L. EVANS BANK		1	247241	9023518 6/10/2024	290.710.0420.420.000.000	\$74.44

Check #: 0

PO/InvoiceTotal: \$403.47

Vendor Total: \$23,608.17

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 7165

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name
Description

Vendor #

QTY

PO No.

Invoice
Invoice Date

Account

Amount

Grand Total:

\$23,608.17

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 7169

Voucher Date: 06/30/2024

Prepared By:

Eric Van Every

Printed: 07/25/2024 01:23:57 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$21,610.76 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$18,913.76
243	PROFESSIONAL TECHNICAL - STATE	\$185.00
246	STATE SUBSTANCE ABUSE FUND	\$2,404.00
260	MEDICAID	\$108.00
		<hr/>
		\$21,610.76

[Handwritten Signature]

MINIDOKA COUNTY SCHOOL DISTRICT #331

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: D.L. EVANS ACCOUNTS PAYABLE
CLEARING 6-94005043

From Date: 6/30/2024

To Date: 6/30/2024

From Check: 69866

To Check: 69874

From Voucher: 7169

To Voucher: 7169

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
69866	06/30/2024	CAXTON PRINTERS	\$352.00	7169	Printed	Expense	<input type="checkbox"/>		
69867	06/30/2024	CDW GOVERNMENT, INC.	\$5,390.00	7169	Printed	Expense	<input type="checkbox"/>		
69868	06/30/2024	CONVERGINT TECHNOLOGIES LLC	\$2,404.00	7169	Printed	Expense	<input type="checkbox"/>		
69869	06/30/2024	EQ COUNSELING LLC	\$108.00	7169	Printed	Expense	<input type="checkbox"/>		
69870	06/30/2024	IVATA	\$185.00	7169	Printed	Expense	<input type="checkbox"/>		
69871	06/30/2024	LARSEN, SPENCER	\$2,358.01	7169	Printed	Expense	<input type="checkbox"/>		
69872	06/30/2024	NU VU GLASS, INC.	\$743.70	7169	Printed	Expense	<input type="checkbox"/>		
69873	06/30/2024	PITNEY BOWES/RESERVE ACCT	\$78.40	7169	Printed	Expense	<input type="checkbox"/>		
69874	06/30/2024	VALLEY OFFICE SYSTEMS	\$9,991.65	7169	Printed	Expense	<input type="checkbox"/>		

146

Total Amount: \$21,610.76

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 7171

Voucher Date: 06/30/2024

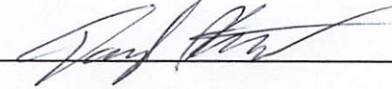
Prepared By:

Eric VanEvery

Printed: 08/12/2024 04:10:26 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$16,493.72 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund	Amount
100 GENERAL FUND	\$16,493.72
	<hr/>
	\$16,493.72

MINIDOKA COUNTY SCHOOL DISTRICT #331

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: D.L. EVANS ACCOUNTS PAYABLE
CLEARING 6-94005043

From Date: 6/30/2024
From Check: 69938
From Voucher: 7171

To Date: 6/30/2024
To Check: 69938
To Voucher: 7171

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
69938	06/30/2024	VALLEY OFFICE SYSTEMS	\$16,493.72	7171	Printed	Expense	<input type="checkbox"/>		
Total Amount:			<u>\$16,493.72</u>						

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331 AP Vouchers

Voucher No:	Voucher Date:	Voucher Amount:	Payment Form:
2502	8/6/2024	\$ 328,906.71	Checks
2503	7/31/2024	\$ 1,545,699.85	EFT

\$ 1,874,606.56 Voucher Totals

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of

1,874,606.56

on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Daryl Kent

Daryl Kent Business Manager

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 2502

Voucher Date: 08/06/2024

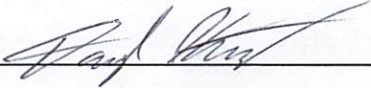
Prepared By:

Eric VanEvery

Printed: 08/06/2024 04:42:28 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$328,906.71 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$304,778.61
246	STATE SUBSTANCE ABUSE FUND	\$3,500.00
257	TITLE VI-B IDEA SPECIAL ED FUND	\$508.37
290	FOOD SERVICE FUND	\$8,119.73
710	CLARENCE BIRRER SCHOLARSHIP TRUST FUND	\$12,000.00
		<hr/> <hr/>
		\$328,906.71

MINIDOKA COUNTY SCHOOL DISTRICT #331

Check Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: Accounts Payable 94005043

From Date: 8/6/2024
From Check: 69875
From Voucher: 2502

To Date: 8/6/2024
To Check: 69936
To Voucher: 2502

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
69875	08/06/2024	ACE HARDWARE	\$41.44	2502	Printed	Expense	<input type="checkbox"/>		
69876	08/06/2024	AMAZON/GEMB	\$251.99	2502	Printed	Expense	<input type="checkbox"/>		
69877	08/06/2024	APPTEGY, INC	\$20,090.15	2502	Printed	Expense	<input type="checkbox"/>		
69878	08/06/2024	AT HOME ARTICULATION, INC	\$500.00	2502	Printed	Expense	<input type="checkbox"/>		
69879	08/06/2024	AUSTIN, ELLEN	\$321.10	2502	Printed	Expense	<input type="checkbox"/>		
69880	08/06/2024	AUTOZONE	\$11.88	2502	Printed	Expense	<input type="checkbox"/>		
69881	08/06/2024	BRYSON SALES & SERVICE, INC	\$1,707.90	2502	Printed	Expense	<input type="checkbox"/>		
69882	08/06/2024	C-A-L STORES - BURLEY	\$20.42	2502	Printed	Expense	<input type="checkbox"/>		
69883	08/06/2024	CARTER, TAMARA	\$321.10	2502	Printed	Expense	<input type="checkbox"/>		
69884	08/06/2024	CDW GOVERNMENT, INC.	\$24,245.62	2502	Printed	Expense	<input type="checkbox"/>		
69885	08/06/2024	CINTAS CORP	\$419.60	2502	Printed	Expense	<input type="checkbox"/>		
69886	08/06/2024	CULLIGAN WATER COND.	\$25.26	2502	Printed	Expense	<input type="checkbox"/>		
69887	08/06/2024	DAD'S BATTERY INC.	\$1,125.80	2502	Printed	Expense	<input type="checkbox"/>		
69888	08/06/2024	DAVIDSON, ANGELA	\$321.10	2502	Printed	Expense	<input type="checkbox"/>		
69889	08/06/2024	DAVIS, LYNNA	\$2,000.00	2502	Printed	Expense	<input type="checkbox"/>		
69890	08/06/2024	DELL DIRECT SALES L.P.	\$186,120.00	2502	Printed	Expense	<input type="checkbox"/>		
69891	08/06/2024	DURRANT, GREG	\$321.10	2502	Printed	Expense	<input type="checkbox"/>		
69892	08/06/2024	EMERGENT 3 INC	\$3,500.00	2502	Printed	Expense	<input type="checkbox"/>		
69893	08/06/2024	FIX IT RIGHT PARTS AND REPAIR, LLC	\$6.43	2502	Printed	Expense	<input type="checkbox"/>		
69894	08/06/2024	GEM STATE PAPER CO, INC.	\$2,883.33	2502	Printed	Expense	<input type="checkbox"/>		
69895	08/06/2024	GREER TRUCK & TRAILER PARTS, INC.	\$99.96	2502	Printed	Expense	<input type="checkbox"/>		
69896	08/06/2024	HANSEN, KAILEE	\$60.00	2502	Printed	Expense	<input type="checkbox"/>		
69897	08/06/2024	HAUNS HARDWARE	\$449.27	2502	Printed	Expense	<input type="checkbox"/>		

151

MINIDOKA COUNTY SCHOOL DISTRICT #331

Check Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: Accounts Payable 94005043

From Date: 8/6/2024
From Check: 69875
From Voucher: 2502

To Date: 8/6/2024
To Check: 69936
To Voucher: 2502

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
69898	08/06/2024	HEATH, DUSTIN	\$281.10	2502	Printed	Expense	<input type="checkbox"/>		
69899	08/06/2024	HEPWORTH, HEATHER	\$60.00	2502	Printed	Expense	<input type="checkbox"/>		
69900	08/06/2024	HEYBURN, CITY OF	\$3,677.86	2502	Printed	Expense	<input type="checkbox"/>		
69901	08/06/2024	HIGGINS, ALLIE	\$1,000.00	2502	Printed	Expense	<input type="checkbox"/>		
69902	08/06/2024	IDAHO RURAL WATER ASSOCIATION	\$255.00	2502	Printed	Expense	<input type="checkbox"/>		
69903	08/06/2024	IDAHO SCHOOL BOARDS ASSN	\$9,926.82	2502	Printed	Expense	<input type="checkbox"/>		152
69904	08/06/2024	INTERMOUNTAIN GAS CO.	\$1,301.45	2502	Printed	Expense	<input type="checkbox"/>		
69905	08/06/2024	JACKSON GROUP PETERBILT	\$1,221.60	2502	Printed	Expense	<input type="checkbox"/>		
69906	08/06/2024	JAQUEZ, JUAN LUIS	\$2,000.00	2502	Printed	Expense	<input type="checkbox"/>		
69907	08/06/2024	JB MOBILE, LLC	\$455.00	2502	Printed	Expense	<input type="checkbox"/>		
69908	08/06/2024	JOHNSON, ASHLEY	\$321.10	2502	Printed	Expense	<input type="checkbox"/>		
69909	08/06/2024	KIDD, KIMBERLEY	\$60.00	2502	Printed	Expense	<input type="checkbox"/>		
69910	08/06/2024	LEON, BRIANNA	\$2,000.00	2502	Printed	Expense	<input type="checkbox"/>		
69911	08/06/2024	MAGIC VALLEY TIRE PAUL	\$58.98	2502	Printed	Expense	<input type="checkbox"/>		
69912	08/06/2024	MERRILL, KENT	\$1,000.00	2502	Printed	Expense	<input type="checkbox"/>		
69913	08/06/2024	MOUNTAINLAND POWER EQUIPMENT	\$128.51	2502	Printed	Expense	<input type="checkbox"/>		
69914	08/06/2024	NU VU GLASS, INC.	\$263.24	2502	Printed	Expense	<input type="checkbox"/>		
69915	08/06/2024	PAUL, CITY OF	\$1,630.00	2502	Printed	Expense	<input type="checkbox"/>		
69916	08/06/2024	PFEIFFER, HANA	\$1,000.00	2502	Printed	Expense	<input type="checkbox"/>		
69917	08/06/2024	PITNEY BOWES/RESERVE ACCT	\$306.97	2502	Printed	Expense	<input type="checkbox"/>		
69918	08/06/2024	POWERSCHOOL GROUP LLC	\$912.60	2502	Printed	Expense	<input type="checkbox"/>		
69919	08/06/2024	PROJECT MUTUAL TELEPHONE	\$26,022.83	2502	Printed	Expense	<input type="checkbox"/>		
69920	08/06/2024	RUPERT, CITY OF	\$10,492.10	2502	Printed	Expense	<input type="checkbox"/>		

MINIDOKA COUNTY SCHOOL DISTRICT #331

Check Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: Accounts Payable 94005043

From Date: 8/6/2024
From Check: 69875
From Voucher: 2502

To Date: 8/6/2024
To Check: 69936
To Voucher: 2502

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
69921	08/06/2024	SCHOWS AUTO PARTS	\$9.67	2502	Printed	Expense	<input type="checkbox"/>		
69922	08/06/2024	SHAW, KRISTY	\$12.50	2502	Printed	Expense	<input type="checkbox"/>		
69923	08/06/2024	SMITH, MCKENYLEE	\$1,000.00	2502	Printed	Expense	<input type="checkbox"/>		
69924	08/06/2024	SNAKE RIVER HYDRAULICS	\$612.00	2502	Printed	Expense	<input type="checkbox"/>		
69925	08/06/2024	SOLV BUSINESS SOLUTIONS-233439	\$2,657.70	2502	Printed	Expense	<input type="checkbox"/>		
69926	08/06/2024	SPAGNOLO, MAGGI	\$321.10	2502	Printed	Expense	<input type="checkbox"/>		153
69927	08/06/2024	SPRINKLER SHOP,INC	\$42.00	2502	Printed	Expense	<input type="checkbox"/>		
69928	08/06/2024	STARS FERRY BUILDING SUP	\$37.00	2502	Printed	Expense	<input type="checkbox"/>		
69929	08/06/2024	STOTZ EQUIPMENT	\$209.27	2502	Printed	Expense	<input type="checkbox"/>		
69930	08/06/2024	STUTZMAN, DANELLE	\$321.10	2502	Printed	Expense	<input type="checkbox"/>		
69931	08/06/2024	TERRY, JONAHN ZERA	\$1,000.00	2502	Printed	Expense	<input type="checkbox"/>		
69932	08/06/2024	TOTAL WASTE MANAGEMENT	\$2,559.30	2502	Printed	Expense	<input type="checkbox"/>		
69933	08/06/2024	UNITED ELECTRIC COOP	\$2,668.07	2502	Printed	Expense	<input type="checkbox"/>		
69934	08/06/2024	VAN LEUVEN, KENDRA	\$1,000.00	2502	Printed	Expense	<input type="checkbox"/>		
69935	08/06/2024	VERIZON	\$2,168.39	2502	Printed	Expense	<input type="checkbox"/>		
69936	08/06/2024	WATER WALKERS INC	\$5,070.00	2502	Printed	Expense	<input type="checkbox"/>		

Total Amount: \$328,906.71

End of Report

MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 2503

Voucher Date: 07/31/2024

Prepared By:

Eric VanEvery

Printed: 08/07/2024 11:38:16 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$1,545,699.85 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
310	DEBT SERVICE FUND	\$1,545,699.85
		<hr/> <hr/>
		\$1,545,699.85

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 2503

07/31/2024

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
ZIONS BANK CORPORATE TRUST						
800 W MAIN ST STE 700						
BOISE	ID	83702-5975				
Check Group:						
BOND DEBT SERVICE PRINCIPAL		1	2500003	5762354 7/31/2024	310.911.0610.000.000.000	\$1,455,000.00
BOND DEBT SERVICE INTEREST		1	2500003	5762354 7/31/2024	310.912.0620.000.000.000	\$90,900.00
CASH ON HAND		1	2500003	5762354 7/31/2024	310.911.0610.000.000.000	(\$200.15)

Check #: 0

PO/InvoiceTotal:	<u>\$1,545,699.85</u>
Vendor Total:	<u>\$1,545,699.85</u>

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 2503

07/31/2024

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Grand Total:						\$1,545,699.85

End of Report



MINIDOKA COUNTY SCHOOL DISTRICT

DISPOSITION OF DISTRICT PROPERTY/FIXED ASSETS

BUILDING: West Minico Middle School

TAG NO.	ITEM DESCRIPTION	SERIAL NO.	COST	CURRENT VALUE	SURPLUS / DONATE / DISPOSE / TRANSFER
1	Precor - Stair Master		\$ -	0	DISPOSE
2	Leg Curl		\$ -	0	DISPOSE
3	True Bicycle		\$ -	0	DISPOSE
4	5 - Misc. Weight Equipment		\$ -	0	DISPOSE
5	Chest Press		\$ -	0	DISPOSE
6	Leg Extension		\$ -	0	DISPOSE
7	Shoulder Press		\$ -	0	DISPOSE
8	Lever Lot		\$ -	0	DISPOSE
9	TRO		\$ -	0	DISPOSE
10			\$ -	0	
11	Broken Desks		\$ -	0	DISPOSE
12	Broken Chairs		\$ -	0	DISPOSE
13			\$ -	0	
14			\$ -	0	
15			\$ -	0	
16			\$ -	0	
17			\$ -	0	
18			\$ -	0	
19			\$ -	0	
20			\$ -	0	
21			\$ -	0	

SIGNATURE <i>Ashley John</i> <small>(Building Principal)</small>		8/6/24
SIGNATURE <small>(Removal From Building - Maintenance Work Order)</small>		DATE
SIGNATURE <small>(Maintenance/Technology/Curriculum Supervisor)</small>		DATE
SIGNATURE <small>* REQUIRES BOARD APPROVAL (Board Authorization)</small>		DATE
DELETED FROM GFA LISTING BY		DATE



MINIDOKA COUNTY SCHOOL DISTRICT
DISPOSITION OF DISTRICT PROPERTY/FIXED ASSETS

BUILDING: ACEQUIA ELEMENTARY

Tech Dept -

8/2/24

	TAG NO.	ITEM DESCRIPTION	SERIAL NO.	COST	CURRENT VALUE	SURPLUS / DONATE / DISPOSE / TRANSFER
1	102263	OVERHEAD PROJECTOR T1-82			\$0.00	DISPOSE
2		DYNEX TV-				<i>transfer / dispose</i>
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						

SIGNATURE <i>Heather Hampton</i> (Building Principal)	DATE <i>8-2-24</i>
SIGNATURE (Removal From Building - Maintenance Work Order <i>tech work order</i> 8/2/24)	DATE
SIGNATURE VALUE AUTHORIZATION (Maintenance/Technology/Curriculum Supervisor)	DATE
SIGNATURE * REQUIRES BOARD APPROVAL (Board Authorization)	DATE
DELETED FROM GFA LISTING BY	DATE



MINIDOKA COUNTY SCHOOL DISTRICT

DISPOSITION OF DISTRICT PROPERTY/FIXED ASSETS

BUILDING: DSC *Transportation*

TAG NO.	ITEM DESCRIPTION	SERIAL NO.	COST	CURRENT VALUE	SURPLUS / DONATE / DISPOSE / TRANSFER
1	School Bus # 081	4DRBUSKPX8	8577093	Q	Parting out (scrap)
2	School Bus # 032	1HYBBABP64H	610246	Q	Parting out (scrap)
3	School Bus # 951	1HYBBABP95H	241377	Q	Parting out (scrap)
4	School Bus # 985	1HYBBABM9W	4575324	Q	Parting out (scrap)
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					

159

SIGNATURE *Coleen m Jones*
(Building Principal)

DATE 8-19-24

SIGNATURE
(Removal From Building - Maintenance Work Order)

DATE

SIGNATURE
VALUE AUTHORIZATION (Maintenance/Technology/Curriculum Supervisor)

DATE

SIGNATURE
* REQUIRES BOARD APPROVAL (Board Authorization)

DATE

DELETED FROM GFA LISTING BY

DATE

August 2024

Regular Board Meeting

Personnel Recommendation/Requests for Board Consideration

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

Certified 2024-2025

Transfers

Cook, Laree	Transfer from teacher at Acequia Elem. to teacher at East Minico
Grant, Carly	Transfer from teacher at West Minico to JDC/ Mt. Harrison HS
Stevenson, Allison	Transfer from teacher at Acequia Elem. to teacher at East Minico

New Hires

Diaz, April (Alt. Certification)	Migrant Preschool Teacher – Minidoka Preschool Center
Ward, Whitney	ELA Teacher – East Middle School

Classified 2024-2025

Transfers

Clark, Daleena.	Transfer from substitute teacher to Pre-K para - MCSD
Gonzalez, Gabriela	Transfer from para at Paul Elem to bus driver - Transportation
Hale, Sandra.	Transfer from PT-cook to kitchen manager – Rupert Elementary
Knight, Kendra	Transfer from cook to kitchen manager – Acequia Elem.
Lopez, Angelica	Transfer from cook at West Minico to cook at Acequia Elem.
Rasmussen, Melissa.	Transfer from Sped II (self- contained) to Sped II (behavior)– Acequia
Stoker, Miriam Joy.	Transfer from literacy aide to SPED resource – Acequia Elem.
Smith, Christine	Transfer from literacy/Title I to prep provider – Acequia Elem.
Tellez, Maria.	Transfer from substitute cook to full-time cook – West Minico MS
Wardle, Denise.	Transfer from para-professional to behavior tech – Acequia Elem.
Ingalls, Cathy N.	Bus Driver – Transportation

New Hires

Bean, Jerry	Bus Driver – Transportation
Brashear, Karnel	Bus Driver – Transportation
Goodsell, Kayla	Roving Bus Aide – Transportation
Haines, Josh	Custodian – West Minico MS
Hendricks, Lexi	Behavior Tech – Special Services
Hernandez, Skyler	Custodian -- Maintenance
Lopez, Amy	PE Prep Provider- Heyburn Elementary
Rencher, Marissa	Special Service Secretary/ Speech Support Technician
Squire, Lisa	EXC Child Para 1 – Special Services
Young, Nicole	Music Prep Provider- Paul Elementary

August 2024

Regular Board Meeting

Personnel Recommendation/Requests for Board Consideration

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

Athletics & Activities 2024-2025

Carney, Kit	7 th grade assistant football coach – West MS
Lamb, Richard	8 th grade assistant football coach – West MS
Lee, Sofia Valle	Head swim coach - MHS
Molina, David	Head wrestling coach – East Minico MS
Peterson, Alison	8 th grade volleyball coach- East Minico MS

Resignation(s), 2024-2025

Coates, Scott	9 th Grade Volleyball Coach
Farfan, Brittany	Sub – District Service Center
Felthausen, SheyAn	Head Cook – Rupert Elementary
Garza, Ramon	Warehouse/ Deliver - Nutrition
Koyle, Gordon	Bus Driver – Transportation
Martsch, Makijah	Sub – District Service Center
Miller, Carrie	Behavior Therapy Technician – West Minico MS
Nunez, Vanessa	Paraprofessional – West Minico MS
Olsen, Misty	Sub – District Service Center
Okelberry, Jessica	Prep Provider Music – Paul Elementary
Schaff, MaryAnn	Sub – District Service Center
Van Every, Grace	Sub – District Service Center

Retirement(s), 2024-2025

Chandler, Kent	Counselor – Minico HS
Chandler, Renae	Instructional Coach- Heyburn Elementary
Coates, Scott	Teacher – East MS
Fairchild, Joe	Teacher – JDC / Mt. Harrison HS
Madrigal, Coleen	Teacher, West Minico MS
Posyluzny, Julee	Teacher, Acequia

Other Business

Lezly Tellez was approved for a 30-hour a week position as a Nutrition Secretary on July 19, 2024 Board Meeting from a temporary summer position. This request is to get approval for that temporary position to become approved as a full-time permanent position in Nutrition.

Idaho Department of Education - Chart of Accounts

2024-2025 Fund Numbers - Function/Program Codes - Object Codes

Fund Numbers:

Fund	Description
100	General M & O (Note: Include state appropriation enhancements) Idaho Reading Initiative English Learner Program (formerly Limited English Proficiency/State LEP) Gifted and Talented (Teacher Training)
220	Federal Forest Reserve
238	Student Activity
230-239	Local Special Projects (except 238)
240	School Building Maintenance (Student-Occupied) (Reserved beginning FY 2026)
241	Driver Education - State
243	Professional Technical - State
245	Technology - State
246	Substance Abuse - State
240-249	State Special Projects (except 240, 241, 243, 245, 246)
250	ESSER III (ARPA) American Rescue Plan Act
251	Title I-A, ESSA - Improving Basic Programs Title I Basic School Improvement
252	ESSER I (CARES) Coronavirus Aid, Relief and Economic Security Act
253	Title I-C, ESSA - Education of Migratory Children Regional ID&R Coordinator
254	ESSER II (CRRSA) Coronavirus Response and Relief Supplemental Appropriations Act
255	Title I-D, ESSA - Neglected & Delinquent Children
256	Reserved (formerly Title I-F, ESEA - Comprehensive School Reform)
257	IDEA Part B (611 School Age 3-21)
258	IDEA Part B (619 Pre-School Age 3-5)
259	IDEA Part B (ARPA) American Rescue Plan Act
260	School-Based Medicaid
261	Title IV-A, ESSA - Student Support and Academic Enrichment
262	Title V-B, ESSA - Rural Education Initiative Small, Rural School Achievement Program Rural and Low-Income School Programs
263	Perkins V - CTE
265	IDEA Mini-Grants
267	Title VI-A Indian Education
269	Johnson O'Malley
270	Title III-A, ESSA - English Language Acquisition <i>Do not include English Learner State funds (see General M & O)</i> Immigrant Education Program
271	Title II-A, ESSA - Supporting Effective Instruction
273	Title IV-B, ESSA - 21st Century Community Learning Centers
282	Reserved (formerly Title II-D, ESEA - Technology)
271-289	Federal Special Projects (unless used above)
290	Child Nutrition
300 *	Debt Service Fund
310	Bond Redemption & Interest
400 *	Capital Project Funds
410	Capital Construction Projects
420	Plant Facilities
424	Plant Facilities - Bus Depreciation
425	Plant Facilities - Lottery
427	Plant Facilities - Lease Excess
430	Plant Facilities - School Bldg Mtce - Student Occupied (Reserved beginning FY 2026)
435	School District Facilities Fund
436**	School District Modernization Facilities Fund
490	Insurance Adjustment Fund
500 *	Enterprise Funds
510	Enterprise Fund
600 *	Internal Service Funds
610	Internal Service
700 *	Fiduciary Funds
710-719	Expendable Trust Fund
720-729	Non-Expendable Trust
750 *	(Reserved)
810 *	General Fixed Assets
910 *	General Long Term Debt

Function/Program Codes:

Code	Description
512	Elementary School Program
515	Secondary School Program
517	Alternative School Program
519	Vocational-Technical Program
521	Special Education Program
522	Special Education Preschool Program
524	Gifted & Talented Program
531	Interscholastic Program
532	School Activity Program
541	Summer School Program
542	Adult School Program
546	Detention Center Program
611	Attendance - Guidance - Health Program
616	Special Education Support Services Program
621	Instruction Improvement Program
622	Educational Media Program
623	Instruction-Related Technology Program
624	Books and Periodicals
631	Board of Education Program
632	District Administration Program
641	School Administration Program
651	Business Operation Program
655	Central Service Program
656	Administrative Technology Service
661	Buildings - Care Program (Custodial)
663	Maintenance - Non-Student Occupied (Reserved beginning FY 2026)
664	Maintenance - Buildings and Equipment
665	Maintenance - Grounds
667	Security Program
681	Pupil-To-School Transportation Program
682	Pupil-Activity Transportation Program
683	General Transportation Program
691	Other Support Services Program
710	Child Nutrition Program
720	Community Services Program
730	Enterprise Operations Program
740	Student Activity Program
810	Capital Assets
811	Capital Assets - Non-Student Occupied (Reserved beginning FY 2026)
911	Debt Services Program - Principal
912	Debt Services Program - Interest
913	Debt Services Program - Refunded Debt
920	Fund Transfers - Out

Object Codes

Code	Description
100	Salaries
200	Benefits
300	Purchased Services
400	Supplies/Materials
500	Capital Objects
600	Debt Retirement
700	Insurance - Judgment
800	Transfers

* Balance Sheet Accounts

** New in FY 2025

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

From Date: 7/1/2024

To Date: 6/30/2025

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
100.512.0100.000.000.000	SALARIES	\$5,268,882.11	\$0.00	\$0.00	\$5,268,882.11	\$5,725,221.48	(\$456,339.37)	-8.66%
100.515.0100.000.000.000	SALARIES	\$4,515,294.10	\$0.00	\$0.00	\$4,515,294.10	\$4,547,210.04	(\$31,915.94)	-0.71%
100.517.0100.000.000.000	SALARIES	\$877,497.15	\$0.00	\$0.00	\$877,497.15	\$877,497.09	\$0.06	0.00%
100.519.0100.000.000.000	SALARIES	\$686,800.00	\$0.00	\$0.00	\$686,800.00	\$683,756.00	\$3,044.00	0.44%
100.521.0100.000.000.000	SALARIES	\$1,006,768.00	\$0.00	\$0.00	\$1,006,768.00	\$1,019,690.05	(\$12,922.05)	-1.28%
100.522.0100.000.000.000	SALARIES	\$114,703.75	\$0.00	\$0.00	\$114,703.75	\$178,958.13	(\$64,254.38)	-56.02%
100.532.0100.000.000.000	SALARIES	\$66,934.00	\$0.00	\$0.00	\$66,934.00	\$101,024.00	(\$34,090.00)	-50.93%
100.541.0100.000.000.000	SALARIES	\$900,000.00	\$0.00	\$0.00	\$900,000.00	\$10,555.60	\$889,444.40	98.83%
100.546.0100.000.000.000	SALARIES	\$41,775.00	\$0.00	\$0.00	\$41,775.00	\$41,774.97	\$0.03	0.00%
100.611.0100.000.000.000	SALARIES	\$670,223.16	\$0.00	\$0.00	\$670,223.16	\$582,184.28	\$88,038.88	13.14%
100.616.0100.000.000.000	SALARIES	\$512,640.00	\$0.00	\$0.00	\$512,640.00	\$525,076.74	(\$12,436.74)	-2.43%
100.622.0100.000.000.000	SALARIES	\$149,981.42	\$0.00	\$0.00	\$149,981.42	\$128,578.15	\$21,403.27	14.27%
100.623.0100.000.000.000	SALARIES	\$139,133.54	\$0.00	\$0.00	\$139,133.54	\$139,133.53	\$0.01	0.00%
100.632.0100.000.000.000	SALARIES	\$357,320.72	\$0.00	\$0.00	\$357,320.72	\$55,040.42	\$302,280.30	84.60%
100.641.0100.000.000.000	SALARIES	\$1,653,430.33	\$0.00	\$0.00	\$1,653,430.33	\$11,012.93	\$1,642,417.40	99.33%
100.651.0100.000.000.000	SALARIES	\$626,710.98	\$0.00	\$0.00	\$626,710.98	\$639,814.00	(\$13,103.02)	-2.09%
100.656.0100.000.000.000	SALARIES	\$50,000.00	\$0.00	\$0.00	\$50,000.00	\$50,000.00	\$0.00	0.00%
100.661.0100.000.000.000	SALARIES	\$949,208.74	\$0.00	\$0.00	\$949,208.74	\$5,074.63	\$944,134.11	99.47%
100.663.0100.000.000.000	SALARIES	\$75,541.80	\$0.00	\$0.00	\$75,541.80	\$54,999.96	\$20,541.84	27.19%
100.664.0100.000.000.000	SALARIES	\$318,153.74	\$0.00	\$0.00	\$318,153.74	\$92,493.47	\$225,660.27	70.93%
100.665.0100.000.000.000	SALARIES	\$42,457.08	\$0.00	\$0.00	\$42,457.08	\$0.00	\$42,457.08	100.00%
100.681.0100.000.000.000	SALARIES	\$1,276,296.24	\$0.00	\$0.00	\$1,276,296.24	\$1,215,132.61	\$61,163.63	4.79%
	OBJECT: SALARIES - 0100	\$20,299,751.86	\$0.00	\$0.00	\$20,299,751.86	\$16,684,228.08	\$3,615,523.78	17.81%
100.512.0200.000.000.000	BENEFITS	\$9,064,778.39	\$0.00	\$0.00	\$9,064,778.39	\$0.00	\$9,064,778.39	100.00%
100.641.0200.000.000.000	BENEFITS	\$326,498.09	\$0.00	\$0.00	\$326,498.09	\$0.00	\$326,498.09	100.00%
100.651.0200.000.000.000	BENEFITS	\$0.00	\$0.00	\$0.00	\$0.00	\$1,914.94	(\$1,914.94)	0.00%
	OBJECT: BENEFITS - 0200	\$9,391,276.48	\$0.00	\$0.00	\$9,391,276.48	\$1,914.94	\$9,389,361.54	99.98%
100.512.0300.000.000.000	PURCHASED SERVICES	\$20,000.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$20,000.00	100.00%
100.515.0300.000.000.000	PURCHASED SERVICES	\$50,000.00	\$0.00	\$0.00	\$50,000.00	\$5,506.00	\$44,494.00	88.99%
100.517.0300.000.000.000	PURCHASED SERVICES	\$17,500.00	\$0.00	\$0.00	\$17,500.00	\$1,200.00	\$16,300.00	93.14%
100.521.0300.000.000.000	PURCHASED SERVICES	\$20,000.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$20,000.00	100.00%
100.531.0300.000.000.000	PURCHASED SERVICES	\$20,000.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$20,000.00	100.00%
100.611.0300.000.000.000	PURCHASED SERVICES	\$22,500.00	\$247.01	\$247.01	\$22,252.99	\$544.93	\$21,708.06	96.48%
100.621.0300.000.000.000	PURCHASED SERVICES	\$150,000.00	\$0.00	\$0.00	\$150,000.00	\$3,521.97	\$146,478.03	97.65%
100.631.0300.000.000.000	PURCHASED SERVICES	\$18,000.00	\$9,926.82	\$9,926.82	\$8,073.18	\$0.00	\$8,073.18	44.85%
100.632.0300.000.000.000	PURCHASED SERVICES	\$7,000.00	\$693.95	\$693.95	\$6,306.05	\$5,197.77	\$1,108.28	15.83%
100.641.0300.000.000.000	PURCHASED SERVICES	\$21,000.00	\$2,583.91	\$2,583.91	\$18,416.09	\$13,507.77	\$4,908.32	23.37%
100.651.0300.000.000.000	PURCHASED SERVICES	\$100,000.00	\$103.50	\$103.50	\$99,896.50	\$29,233.19	\$70,663.31	70.66%
100.655.0300.000.000.000	PURCHASED SERVICES	\$150,000.00	\$169.96	\$169.96	\$149,830.04	\$42,280.04	\$107,550.00	71.70%
100.656.0300.000.000.000	PURCHASED SERVICES	\$175,000.00	\$42,713.81	\$42,713.81	\$132,286.19	\$7,999.84	\$124,286.35	71.02%
100.661.0300.000.000.000	PURCHASED SERVICES	\$735,000.00	\$22,401.98	\$22,401.98	\$712,598.02	\$138,892.64	\$573,705.38	78.06%
100.663.0300.000.000.000	PURCHASED SERVICES	\$20,000.00	\$747.00	\$747.00	\$19,253.00	\$620.00	\$18,633.00	93.17%
100.664.0300.000.000.000	PURCHASED SERVICES	\$150,000.00	\$245.00	\$245.00	\$149,755.00	\$25,980.50	\$123,774.50	82.52%
100.665.0300.000.000.000	PURCHASED SERVICES	\$170,000.00	\$0.00	\$0.00	\$170,000.00	\$54,064.50	\$115,935.50	68.20%
100.667.0300.000.000.000	PURCHASED SERVICES	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	100.00%
100.681.0300.000.000.000	PURCHASED SERVICES	\$180,000.00	\$2,881.27	\$2,881.27	\$177,118.73	\$21,406.52	\$155,712.21	86.51%
100.682.0300.000.000.000	PURCHASED SERVICES	\$160,000.00	\$0.00	\$0.00	\$160,000.00	\$0.00	\$160,000.00	100.00%
100.683.0300.000.000.000	PURCHASED SERVICES	\$20,000.00	\$0.00	\$0.00	\$20,000.00	\$1,246.00	\$18,754.00	93.77%
	OBJECT: PURCHASED SERVICES - 0300	\$2,221,000.00	\$82,714.21	\$82,714.21	\$2,138,285.79	\$351,201.67	\$1,787,084.12	80.46%

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

From Date: 7/1/2024

To Date: 6/30/2025

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
100.512.0400.000.000.000	SUPPLIES & MATERIALS	\$60,323.00	\$0.00	\$0.00	\$60,323.00	\$10,925.98	\$49,397.02	81.89%
100.515.0400.000.000.000	SUPPLIES & MATERIALS	\$60,000.00	\$0.00	\$0.00	\$60,000.00	\$7,811.64	\$52,188.36	86.98%
100.517.0400.000.000.000	SUPPLIES & MATERIALS	\$22,500.00	\$0.00	\$0.00	\$22,500.00	\$320.00	\$22,180.00	98.58%
100.531.0400.000.000.000	SUPPLIES & MATERIALS	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	100.00%
100.541.0400.000.000.000	SUPPLIES & MATERIALS	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
100.546.0400.000.000.000	SUPPLIES & MATERIALS	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
100.611.0400.000.000.000	SUPPLIES & MATERIALS	\$7,500.00	\$0.00	\$0.00	\$7,500.00	\$0.00	\$7,500.00	100.00%
100.621.0400.000.000.000	SUPPLIES & MATERIALS	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00	100.00%
100.622.0400.000.000.000	SUPPLIES & MATERIALS	\$7,500.00	\$0.00	\$0.00	\$7,500.00	\$222.40	\$7,277.60	97.03%
100.623.0400.000.000.000	SUPPLIES & MATERIALS	\$132,000.00	\$63,771.52	\$63,771.52	\$68,228.48	\$23,621.57	\$44,606.91	33.79%
100.631.0400.000.000.000	SUPPLIES & MATERIALS	\$7,500.00	\$0.00	\$0.00	\$7,500.00	\$0.00	\$7,500.00	100.00%
100.632.0400.000.000.000	SUPPLIES & MATERIALS	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$266.00	\$4,734.00	94.68%
100.641.0400.000.000.000	SUPPLIES & MATERIALS	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
100.651.0400.000.000.000	SUPPLIES & MATERIALS	\$142,500.00	\$47,295.52	\$47,295.52	\$95,204.48	\$19,463.64	\$75,740.84	53.15%
100.655.0400.000.000.000	SUPPLIES & MATERIALS	\$35,000.00	\$0.00	\$0.00	\$35,000.00	\$29.00	\$34,971.00	99.92%
100.656.0400.000.000.000	SUPPLIES & MATERIALS	\$250,500.00	\$120,061.30	\$120,061.30	\$130,438.70	\$3,550.00	\$126,888.70	50.65%
100.661.0400.000.000.000	SUPPLIES & MATERIALS	\$130,000.00	\$739.90	\$739.90	\$129,260.10	\$73,315.06	\$55,945.04	43.03%
100.663.0400.000.000.000	SUPPLIES & MATERIALS	\$60,000.00	\$137.79	\$137.79	\$59,862.21	\$5,191.50	\$54,670.71	91.12%
100.664.0400.000.000.000	SUPPLIES & MATERIALS	\$250,000.00	\$286.48	\$286.48	\$249,713.52	\$19,719.18	\$229,994.34	92.00%
100.665.0400.000.000.000	SUPPLIES & MATERIALS	\$65,000.00	\$1,061.42	\$1,061.42	\$63,938.58	\$12,072.24	\$51,866.34	79.79%
100.667.0400.000.000.000	SUPPLIES & MATERIALS	\$8,000.00	\$0.00	\$0.00	\$8,000.00	\$0.00	\$8,000.00	100.00%
100.681.0400.000.000.000	SUPPLIES & MATERIALS	\$375,000.00	\$6,195.48	\$6,195.48	\$368,804.52	\$90,987.70	\$277,816.82	74.08%
100.683.0400.000.000.000	SUPPLIES & MATERIALS	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$4,053.31	\$946.69	18.93%
	OBJECT: SUPPLIES & MATERIALS - 0400	\$1,669,823.00	\$239,549.41	\$239,549.41	\$1,430,273.59	\$271,549.22	\$1,158,724.37	69.39%
100.623.0500.000.000.000	CAPITAL OBJECTS	\$246,500.00	\$186,120.00	\$186,120.00	\$60,380.00	\$22,368.00	\$38,012.00	15.42%
100.656.0500.000.000.000	CAPITAL OBJECTS	\$60,000.00	\$0.00	\$0.00	\$60,000.00	\$0.00	\$60,000.00	100.00%
100.664.0500.000.000.000	CAPITAL OBJECTS	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
100.681.0500.000.000.000	CAPITAL OBJECTS	\$300,000.00	\$0.00	\$0.00	\$300,000.00	\$5,260.00	\$294,740.00	98.25%
100.810.0500.000.000.000	CAPITAL OBJECTS	\$600,000.00	\$0.00	\$0.00	\$600,000.00	\$2,800.00	\$597,200.00	99.53%
100.811.0500.000.000.000	CAPITAL OBJECTS	\$267,500.00	\$0.00	\$0.00	\$267,500.00	\$196,408.68	\$71,091.32	26.58%
	OBJECT: CAPITAL OBJECTS - 0500	\$1,484,000.00	\$186,120.00	\$186,120.00	\$1,297,880.00	\$226,836.68	\$1,071,043.32	72.17%
100.651.0700.000.000.000	INSURANCE & JUDGEMENTS	\$409,500.00	\$390,501.00	\$390,501.00	\$18,999.00	\$0.00	\$18,999.00	4.64%
	OBJECT: INSURANCE & JUDGEMENTS - 0700	\$409,500.00	\$390,501.00	\$390,501.00	\$18,999.00	\$0.00	\$18,999.00	4.64%
100.920.0800.000.000.000	Fund Transfers	\$300,000.00	\$0.00	\$0.00	\$300,000.00	\$0.00	\$300,000.00	100.00%
100.950.0800.000.000.000	TRANSFERS/CONTINGENCY	\$32,119.82	\$0.00	\$0.00	\$32,119.82	\$0.00	\$32,119.82	100.00%
	OBJECT: TRANSFERS/CONTINGENCY - 0800	\$332,119.82	\$0.00	\$0.00	\$332,119.82	\$0.00	\$332,119.82	100.00%
	FUND: GENERAL FUND - 100	\$35,807,471.16	\$898,884.62	\$898,884.62	\$34,908,586.54	\$17,535,730.59	\$17,372,855.95	48.52%

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

From Date: 7/1/2024 To Date: 6/30/2025

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
241.515.0100.000.000.000	SALARIES	\$30,000.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$30,000.00	100.00%
	OBJECT: SALARIES - 0100	\$30,000.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$30,000.00	100.00%
241.515.0200.000.000.000	BENEFITS	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
	OBJECT: BENEFITS - 0200	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
241.515.0300.000.000.000	PURCHASED SERVICES	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
	OBJECT: PURCHASED SERVICES - 0300	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
241.515.0400.000.000.000	SUPPLIES & MATERIALS	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
	OBJECT: SUPPLIES & MATERIALS - 0400	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
	FUND: DRIVER EDUCATION FUND - 241	\$40,000.00	\$0.00	\$0.00	\$40,000.00	\$0.00	\$40,000.00	100.00%

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

From Date: 7/1/2024 To Date: 6/30/2025

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
243.519.0100.000.000.000	SALARIES	\$94,408.00	\$0.00	\$0.00	\$94,408.00	\$74,370.55	\$20,037.45	21.22%
	OBJECT: SALARIES - 0100	\$94,408.00	\$0.00	\$0.00	\$94,408.00	\$74,370.55	\$20,037.45	21.22%
243.519.0200.000.000.000	BENEFITS	\$19,202.00	\$0.00	\$0.00	\$19,202.00	\$0.00	\$19,202.00	100.00%
	OBJECT: BENEFITS - 0200	\$19,202.00	\$0.00	\$0.00	\$19,202.00	\$0.00	\$19,202.00	100.00%
243.519.0400.000.000.000	SUPPLIES & MATERIALS	\$61,390.00	\$0.00	\$0.00	\$61,390.00	\$0.00	\$61,390.00	100.00%
	OBJECT: SUPPLIES & MATERIALS - 0400	\$61,390.00	\$0.00	\$0.00	\$61,390.00	\$0.00	\$61,390.00	100.00%
	FUND: PROFESSIONAL TECHNICAL - STATE - 243	\$175,000.00	\$0.00	\$0.00	\$175,000.00	\$74,370.55	\$100,629.45	57.50%

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

From Date: 7/1/2024 To Date: 6/30/2025

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
- Include pre encumbrance
- Print accounts with zero balance
- Filter Encumbrance Detail by Date Range
- Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
245.623.0400.000.000.000	SUPPLIES & MATERIALS	\$100,000.00	\$0.00	\$0.00	\$100,000.00	\$15,482.09	\$84,517.91	84.52%
	OBJECT: SUPPLIES & MATERIALS - 0400	\$100,000.00	\$0.00	\$0.00	\$100,000.00	\$15,482.09	\$84,517.91	84.52%
245.623.0500.000.000.000	CAPITAL OBJECTS	\$300,000.00	\$0.00	\$0.00	\$300,000.00	\$0.00	\$300,000.00	100.00%
	OBJECT: CAPITAL OBJECTS - 0500	\$300,000.00	\$0.00	\$0.00	\$300,000.00	\$0.00	\$300,000.00	100.00%
	FUND: PUBLIC SCHOOL TECHNOLOGY FUND - 245	\$400,000.00	\$0.00	\$0.00	\$400,000.00	\$15,482.09	\$384,517.91	96.13%

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

From Date: 7/1/2024

To Date: 6/30/2025

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
246.667.0300.000.000.000	PURCHASED SERVICES	\$0.00	\$9,766.25	\$9,766.25	(\$9,766.25)	\$253.00	(\$10,019.25)	0.00%
	OBJECT: PURCHASED SERVICES - 0300	\$0.00	\$9,766.25	\$9,766.25	(\$9,766.25)	\$253.00	(\$10,019.25)	0.00%
246.667.0400.000.000.000	SUPPLIES & MATERIALS	\$52,500.00	\$3,500.00	\$3,500.00	\$49,000.00	\$0.00	\$49,000.00	93.33%
	OBJECT: SUPPLIES & MATERIALS - 0400	\$52,500.00	\$3,500.00	\$3,500.00	\$49,000.00	\$0.00	\$49,000.00	93.33%
	FUND: STATE SUBSTANCE ABUSE FUND - 246	\$52,500.00	\$13,266.25	\$13,266.25	\$39,233.75	\$253.00	\$38,980.75	74.25%

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

From Date: 7/1/2024

To Date: 6/30/2025

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
- Include pre encumbrance
- Print accounts with zero balance
- Filter Encumbrance Detail by Date Range
- Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
250.512.0100.000.000.000	SALARIES	\$0.00	\$0.00	\$0.00	\$0.00	\$470,906.20	(\$470,906.20)	0.00%
250.515.0100.000.000.000	SALARIES	\$0.00	\$0.00	\$0.00	\$0.00	\$794,061.16	(\$794,061.16)	0.00%
250.517.0100.000.000.000	SALARIES	\$0.00	\$0.00	\$0.00	\$0.00	\$72,565.04	(\$72,565.04)	0.00%
250.519.0100.000.000.000	SALARIES	\$0.00	\$0.00	\$0.00	\$0.00	\$96,200.00	(\$96,200.00)	0.00%
250.623.0100.000.000.000	SALARIES	\$0.00	\$0.00	\$0.00	\$0.00	\$19,796.70	(\$19,796.70)	0.00%
	OBJECT: SALARIES - 0100	\$0.00	\$0.00	\$0.00	\$0.00	\$1,453,529.10	(\$1,453,529.10)	0.00%
	FUND: ESSER III ARPA - 250	\$0.00	\$0.00	\$0.00	\$0.00	\$1,453,529.10	(\$1,453,529.10)	0.00%

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

From Date: 7/1/2024

To Date: 6/30/2025

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
- Include pre encumbrance
- Print accounts with zero balance
- Filter Encumbrance Detail by Date Range
- Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
251.512.0100.000.000.000	SALARIES	\$777,746.00	\$0.00	\$0.00	\$777,746.00	\$426,181.99	\$351,564.01	45.20%
251.515.0100.000.000.000	SALARIES	\$0.00	\$0.00	\$0.00	\$0.00	\$167,699.94	(\$167,699.94)	0.00%
251.517.0100.000.000.000	SALARIES	\$0.00	\$0.00	\$0.00	\$0.00	\$24,550.06	(\$24,550.06)	0.00%
251.521.0100.000.000.000	SALARIES	\$0.00	\$0.00	\$0.00	\$0.00	\$20,790.00	(\$20,790.00)	0.00%
	OBJECT: SALARIES - 0100	\$777,746.00	\$0.00	\$0.00	\$777,746.00	\$639,221.99	\$138,524.01	17.81%
251.512.0200.000.000.000	BENEFITS	\$445,260.00	\$0.00	\$0.00	\$445,260.00	\$0.00	\$445,260.00	100.00%
	OBJECT: BENEFITS - 0200	\$445,260.00	\$0.00	\$0.00	\$445,260.00	\$0.00	\$445,260.00	100.00%
251.512.0300.000.000.000	PURCHASED SERVICES	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
251.655.0300.000.000.000	PURCHASED SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$25.00	(\$25.00)	0.00%
251.720.0300.000.000.000	PURCHASED SERVICES	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
	OBJECT: PURCHASED SERVICES - 0300	\$11,000.00	\$0.00	\$0.00	\$11,000.00	\$25.00	\$10,975.00	99.77%
251.512.0400.000.000.000	SUPPLIES & MATERIALS	\$4,721.00	\$0.00	\$0.00	\$4,721.00	\$0.00	\$4,721.00	100.00%
251.515.0400.000.000.000	SUPPLIES & MATERIALS	\$0.00	\$0.00	\$0.00	\$0.00	\$1,512.86	(\$1,512.86)	0.00%
251.720.0400.000.000.000	SUPPLIES & MATERIALS	\$12,512.00	\$0.00	\$0.00	\$12,512.00	\$700.00	\$11,812.00	94.41%
	OBJECT: SUPPLIES & MATERIALS - 0400	\$17,233.00	\$0.00	\$0.00	\$17,233.00	\$2,212.86	\$15,020.14	87.16%
	FUND: TITLE I-A ESEA-IMPROVING BASIC PROGRAMS - 251	\$1,251,239.00	\$0.00	\$0.00	\$1,251,239.00	\$641,459.85	\$609,779.15	48.73%

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

From Date: 7/1/2024

To Date: 6/30/2025

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
253.512.0100.000.000.000	SALARIES	\$178,375.00	\$0.00	\$0.00	\$178,375.00	\$51,863.50	\$126,511.50	70.92%
253.515.0100.000.000.000	SALARIES	\$0.00	\$0.00	\$0.00	\$0.00	\$18,396.48	(\$18,396.48)	0.00%
253.522.0100.000.000.000	SALARIES	\$0.00	\$0.00	\$0.00	\$0.00	\$18,884.25	(\$18,884.25)	0.00%
253.541.0100.000.000.000	SALARIES	\$74,000.00	\$0.00	\$0.00	\$74,000.00	\$0.00	\$74,000.00	100.00%
253.611.0100.000.000.000	SALARIES	\$0.00	\$0.00	\$0.00	\$0.00	\$66,133.40	(\$66,133.40)	0.00%
	OBJECT: SALARIES - 0100	\$252,375.00	\$0.00	\$0.00	\$252,375.00	\$155,277.63	\$97,097.37	38.47%
253.512.0200.000.000.000	BENEFITS	\$119,433.00	\$0.00	\$0.00	\$119,433.00	\$0.00	\$119,433.00	100.00%
253.541.0200.000.000.000	BENEFITS	\$15,636.00	\$0.00	\$0.00	\$15,636.00	\$0.00	\$15,636.00	100.00%
	OBJECT: BENEFITS - 0200	\$135,069.00	\$0.00	\$0.00	\$135,069.00	\$0.00	\$135,069.00	100.00%
253.512.0300.000.000.000	PURCHASED SERVICES	\$18,537.00	\$0.00	\$0.00	\$18,537.00	\$0.00	\$18,537.00	100.00%
253.541.0300.000.000.000	PURCHASED SERVICES	\$4,296.00	\$0.00	\$0.00	\$4,296.00	\$0.00	\$4,296.00	100.00%
253.621.0300.000.000.000	PURCHASED SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$1,873.53	(\$1,873.53)	0.00%
	OBJECT: PURCHASED SERVICES - 0300	\$22,833.00	\$0.00	\$0.00	\$22,833.00	\$1,873.53	\$20,959.47	91.79%
253.512.0400.000.000.000	SUPPLIES & MATERIALS	\$14,000.00	\$0.00	\$0.00	\$14,000.00	\$0.00	\$14,000.00	100.00%
253.515.0400.000.000.000	SUPPLIES & MATERIALS	\$0.00	\$0.00	\$0.00	\$0.00	\$1,701.00	(\$1,701.00)	0.00%
253.541.0400.000.000.000	SUPPLIES & MATERIALS	\$4,500.00	\$0.00	\$0.00	\$4,500.00	\$0.00	\$4,500.00	100.00%
	OBJECT: SUPPLIES & MATERIALS - 0400	\$18,500.00	\$0.00	\$0.00	\$18,500.00	\$1,701.00	\$16,799.00	90.81%
	FUND: TITLE I-C ESEA MIGRANT FUND - 253	\$428,777.00	\$0.00	\$0.00	\$428,777.00	\$158,852.16	\$269,924.84	62.95%
								171

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

From Date: 7/1/2024

To Date: 6/30/2025

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
- Include pre encumbrance
- Print accounts with zero balance
- Filter Encumbrance Detail by Date Range
- Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
254.517.0100.000.000.000	SALARIES	\$0.00	\$0.00	\$0.00	\$0.00	\$6,660.00	(\$6,660.00)	0.00%
254.611.0100.000.000.000	SALARIES	\$0.00	\$0.00	\$0.00	\$0.00	\$97,200.00	(\$97,200.00)	0.00%
	OBJECT: SALARIES - 0100	\$0.00	\$0.00	\$0.00	\$0.00	\$103,860.00	(\$103,860.00)	0.00%
	FUND: ESSER II CRSSA - 254	\$0.00	\$0.00	\$0.00	\$0.00	\$103,860.00	(\$103,860.00)	0.00%

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

From Date: 7/1/2024

To Date: 6/30/2025

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
257.521.0100.000.000.000	SALARIES	\$461,568.00	\$0.00	\$0.00	\$461,568.00	\$361,259.15	\$100,308.85	21.73%
257.616.0100.000.000.000	SALARIES	\$88,277.00	\$0.00	\$0.00	\$88,277.00	\$80,000.00	\$8,277.00	9.38%
	OBJECT: SALARIES - 0100	\$549,845.00	\$0.00	\$0.00	\$549,845.00	\$441,259.15	\$108,585.85	19.75%
257.521.0200.000.000.000	TTL VBIIDEA B- 611 BENEFITS	\$364,863.00	\$0.00	\$0.00	\$364,863.00	\$0.00	\$364,863.00	100.00%
257.616.0200.000.000.000	BENEFITS	\$22,140.00	\$0.00	\$0.00	\$22,140.00	\$0.00	\$22,140.00	100.00%
	OBJECT: BENEFITS - 0200	\$387,003.00	\$0.00	\$0.00	\$387,003.00	\$0.00	\$387,003.00	100.00%
257.521.0300.000.000.000	PURCHASED SERVICES	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
257.616.0300.000.000.000	PURCHASED SERVICES	\$12,000.00	\$8.37	\$8.37	\$11,991.63	\$171.63	\$11,820.00	98.50%
	OBJECT: PURCHASED SERVICES - 0300	\$18,000.00	\$8.37	\$8.37	\$17,991.63	\$171.63	\$17,820.00	99.00%
257.521.0400.000.000.000	SUPPLIES & MATERIALS	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
257.616.0400.000.000.000	SUPPLIES & MATERIALS	\$24,406.00	\$500.00	\$500.00	\$23,906.00	\$7,186.56	\$16,719.44	68.51%
	OBJECT: SUPPLIES & MATERIALS - 0400	\$25,906.00	\$500.00	\$500.00	\$25,406.00	\$7,186.56	\$18,219.44	70.33%
	FUND: TITLE VI-B IDEA SPECIAL ED FUND - 257	\$980,754.00	\$508.37	\$508.37	\$980,245.63	\$448,617.34	\$531,628.29	54.21%

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

From Date: 7/1/2024 To Date: 6/30/2025

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
258.522.0100.000.000.000	SALARIES	\$30,941.00	\$0.00	\$0.00	\$30,941.00	\$26,639.99	\$4,301.01	13.90%
	OBJECT: SALARIES - 0100	\$30,941.00	\$0.00	\$0.00	\$30,941.00	\$26,639.99	\$4,301.01	13.90%
258.522.0200.000.000.000	BENEFITS	\$17,974.00	\$0.00	\$0.00	\$17,974.00	\$0.00	\$17,974.00	100.00%
	OBJECT: BENEFITS - 0200	\$17,974.00	\$0.00	\$0.00	\$17,974.00	\$0.00	\$17,974.00	100.00%
258.522.0400.000.000.000	SUPPLIES & MATERIALS	\$66.00	\$0.00	\$0.00	\$66.00	\$0.00	\$66.00	100.00%
	OBJECT: SUPPLIES & MATERIALS - 0400	\$66.00	\$0.00	\$0.00	\$66.00	\$0.00	\$66.00	100.00%
	FUND: TITLE VI-B IDEA PRESCHOOL FUND - 258	\$48,981.00	\$0.00	\$0.00	\$48,981.00	\$26,639.99	\$22,341.01	45.61%

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

From Date: 7/1/2024

To Date: 6/30/2025

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
260.521.0100.000.000.000	SALARIES	\$194,872.00	\$0.00	\$0.00	\$194,872.00	\$111,131.95	\$83,740.05	42.97%
260.522.0100.000.000.000	SALARIES	\$0.00	\$0.00	\$0.00	\$0.00	\$26,640.01	(\$26,640.01)	0.00%
260.616.0100.000.000.000	SALARIES	\$7,865.00	\$0.00	\$0.00	\$7,865.00	\$0.00	\$7,865.00	100.00%
	OBJECT: SALARIES - 0100	\$202,737.00	\$0.00	\$0.00	\$202,737.00	\$137,771.96	\$64,965.04	32.04%
260.521.0200.000.000.000	BENEFITS	\$152,177.00	\$0.00	\$0.00	\$152,177.00	\$0.00	\$152,177.00	100.00%
260.616.0200.000.000.000	BENEFITS	\$1,662.00	\$0.00	\$0.00	\$1,662.00	\$0.00	\$1,662.00	100.00%
	OBJECT: BENEFITS - 0200	\$153,839.00	\$0.00	\$0.00	\$153,839.00	\$0.00	\$153,839.00	100.00%
260.521.0300.000.000.000	PURCHASED SERVICES	\$391,736.00	\$0.00	\$0.00	\$391,736.00	\$0.00	\$391,736.00	100.00%
	OBJECT: PURCHASED SERVICES - 0300	\$391,736.00	\$0.00	\$0.00	\$391,736.00	\$0.00	\$391,736.00	100.00%
260.521.0400.000.000.000	SUPPLIES & MATERIALS	\$1,688.00	\$0.00	\$0.00	\$1,688.00	\$0.00	\$1,688.00	100.00%
	OBJECT: SUPPLIES & MATERIALS - 0400	\$1,688.00	\$0.00	\$0.00	\$1,688.00	\$0.00	\$1,688.00	100.00%
	FUND: MEDICAID - 260	\$750,000.00	\$0.00	\$0.00	\$750,000.00	\$137,771.96	\$612,228.04	81.63%

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

From Date: 7/1/2024

To Date: 6/30/2025

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
261.515.0300.000.000.000	PURCHASED SERVICES	\$0.00	\$1,800.00	\$1,800.00	(\$1,800.00)	\$0.00	(\$1,800.00)	0.00%
261.517.0300.000.000.000	PURCHASED SERVICES	\$0.00	\$600.00	\$600.00	(\$600.00)	\$0.00	(\$600.00)	0.00%
261.621.0300.000.000.000	PURCHASED SERVICES	\$4,817.00	\$0.00	\$0.00	\$4,817.00	\$0.00	\$4,817.00	100.00%
261.667.0300.000.000.000	PURCHASED SERVICES	\$72,500.00	\$0.00	\$0.00	\$72,500.00	\$0.00	\$72,500.00	100.00%
	OBJECT: PURCHASED SERVICES - 0300	\$77,317.00	\$2,400.00	\$2,400.00	\$74,917.00	\$0.00	\$74,917.00	96.90%
261.515.0400.000.000.000	SUPPLIES & MATERIALS	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
	OBJECT: SUPPLIES & MATERIALS - 0400	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
261.920.0800.000.000.000	TRANSFERS/CONTINGENCY	\$51,243.00	\$0.00	\$0.00	\$51,243.00	\$0.00	\$51,243.00	100.00%
	OBJECT: TRANSFERS/CONTINGENCY - 0800	\$51,243.00	\$0.00	\$0.00	\$51,243.00	\$0.00	\$51,243.00	100.00%
	FUND: TITLE IV ESSA - STUDENT SUPPORT & ACADEMIC - 261	\$129,560.00	\$2,400.00	\$2,400.00	\$127,160.00	\$0.00	\$127,160.00	98.15%

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

From Date: 7/1/2024 To Date: 6/30/2025

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
263.519.0100.000.000.000	SALARIES	\$2,202.55	\$0.00	\$0.00	\$2,202.55	\$0.00	\$2,202.55	100.00%
	OBJECT: SALARIES - 0100	\$2,202.55	\$0.00	\$0.00	\$2,202.55	\$0.00	\$2,202.55	100.00%
263.519.0200.000.000.000	BENEFITS	\$465.40	\$0.00	\$0.00	\$465.40	\$0.00	\$465.40	100.00%
	OBJECT: BENEFITS - 0200	\$465.40	\$0.00	\$0.00	\$465.40	\$0.00	\$465.40	100.00%
263.519.0300.000.000.000	PURCHASED SERVICES	\$5,900.00	\$401.10	\$401.10	\$5,498.90	\$0.00	\$5,498.90	93.20%
	OBJECT: PURCHASED SERVICES - 0300	\$5,900.00	\$401.10	\$401.10	\$5,498.90	\$0.00	\$5,498.90	93.20%
263.519.0400.000.000.000	SUPPLIES & MATERIALS	\$44,791.05	\$0.00	\$0.00	\$44,791.05	\$0.00	\$44,791.05	100.00%
	OBJECT: SUPPLIES & MATERIALS - 0400	\$44,791.05	\$0.00	\$0.00	\$44,791.05	\$0.00	\$44,791.05	100.00%
	FUND: PERKINS III PRFESSIONAL TECHNICAL ACT - 263	\$53,359.00	\$401.10	\$401.10	\$52,957.90	\$0.00	\$52,957.90	99.25%

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

From Date: 7/1/2024 To Date: 6/30/2025

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
270.512.0100.000.000.000	SALARIES	\$30,543.00	\$0.00	\$0.00	\$30,543.00	\$0.00	\$30,543.00	100.00%
270.515.0100.000.000.000	SALARIES	\$0.00	\$0.00	\$0.00	\$0.00	\$34,616.56	(\$34,616.56)	0.00%
	OBJECT: SALARIES - 0100	\$30,543.00	\$0.00	\$0.00	\$30,543.00	\$34,616.56	(\$4,073.56)	-13.34%
270.512.0200.000.000.000	BENEFITS	\$24,816.00	\$0.00	\$0.00	\$24,816.00	\$0.00	\$24,816.00	100.00%
	OBJECT: BENEFITS - 0200	\$24,816.00	\$0.00	\$0.00	\$24,816.00	\$0.00	\$24,816.00	100.00%
270.512.0400.000.000.000	SUPPLIES & MATERIALS	\$1,011.00	\$0.00	\$0.00	\$1,011.00	\$0.00	\$1,011.00	100.00%
270.515.0400.000.000.000	SUPPLIES & MATERIALS	\$0.00	\$0.00	\$0.00	\$0.00	\$535.50	(\$535.50)	0.00%
	OBJECT: SUPPLIES & MATERIALS - 0400	\$1,011.00	\$0.00	\$0.00	\$1,011.00	\$535.50	\$475.50	47.03%
	FUND: TITLE III ESEA FED LEP - 270	\$56,370.00	\$0.00	\$0.00	\$56,370.00	\$35,152.06	\$21,217.94	37.64%

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

From Date: 7/1/2024

To Date: 6/30/2025

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
271.512.0100.000.000.000	SALARIES	\$38,800.00	\$0.00	\$0.00	\$38,800.00	\$0.00	\$38,800.00	100.00%
271.621.0100.000.000.000	SALARIES	\$0.00	\$0.00	\$0.00	\$0.00	\$8,505.00	(\$8,505.00)	0.00%
	OBJECT: SALARIES - 0100	\$38,800.00	\$0.00	\$0.00	\$38,800.00	\$8,505.00	\$30,295.00	78.08%
271.512.0200.000.000.000	BENEFITS	\$8,198.00	\$0.00	\$0.00	\$8,198.00	\$0.00	\$8,198.00	100.00%
	OBJECT: BENEFITS - 0200	\$8,198.00	\$0.00	\$0.00	\$8,198.00	\$0.00	\$8,198.00	100.00%
271.512.0300.000.000.000	PURCHASED SERVICES	\$20,081.00	\$0.00	\$0.00	\$20,081.00	\$0.00	\$20,081.00	100.00%
271.621.0300.000.000.000	PURCHASED SERVICES	\$1,811.00	\$0.00	\$0.00	\$1,811.00	\$0.00	\$1,811.00	100.00%
	OBJECT: PURCHASED SERVICES - 0300	\$21,892.00	\$0.00	\$0.00	\$21,892.00	\$0.00	\$21,892.00	100.00%
271.920.0800.000.000.000	TRANSFERS/CONTINGENCY	\$118,087.00	\$0.00	\$0.00	\$118,087.00	\$0.00	\$118,087.00	100.00%
	OBJECT: TRANSFERS/CONTINGENCY - 0800	\$118,087.00	\$0.00	\$0.00	\$118,087.00	\$0.00	\$118,087.00	100.00%
	FUND: TITLE II-A ESEA IMPROVING TEACHER QUALITY - 271	\$186,977.00	\$0.00	\$0.00	\$186,977.00	\$8,505.00	\$178,472.00	95.45%

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

From Date: 7/1/2024 To Date: 6/30/2025

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
274.512.0100.000.000.000	SALARIES	\$18,508.00	\$0.00	\$0.00	\$18,508.00	\$20,790.00	(\$2,282.00)	-12.33%
	OBJECT: SALARIES - 0100	\$18,508.00	\$0.00	\$0.00	\$18,508.00	\$20,790.00	(\$2,282.00)	-12.33%
274.512.0200.000.000.000	BENEFITS	\$22,458.00	\$0.00	\$0.00	\$22,458.00	\$0.00	\$22,458.00	100.00%
	OBJECT: BENEFITS - 0200	\$22,458.00	\$0.00	\$0.00	\$22,458.00	\$0.00	\$22,458.00	100.00%
274.512.0300.000.000.000	PURCHASED SERVICES	\$12,044.00	\$262.14	\$262.14	\$11,781.86	\$0.00	\$11,781.86	97.82%
	OBJECT: PURCHASED SERVICES - 0300	\$12,044.00	\$262.14	\$262.14	\$11,781.86	\$0.00	\$11,781.86	97.82%
274.512.0400.000.000.000	SUPPLIES & MATERIALS	\$18,020.00	\$0.00	\$0.00	\$18,020.00	\$4,500.00	\$13,520.00	75.03%
	OBJECT: SUPPLIES & MATERIALS - 0400	\$18,020.00	\$0.00	\$0.00	\$18,020.00	\$4,500.00	\$13,520.00	75.03%
	FUND: Stronger Connections Grant - 274	\$71,030.00	\$262.14	\$262.14	\$70,767.86	\$25,290.00	\$45,477.86	64.03%

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

From Date: 7/1/2024

To Date: 6/30/2025

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
- Include pre encumbrance
- Print accounts with zero balance
- Filter Encumbrance Detail by Date Range
- Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
284.621.0100.000.000.000	SALARIES	\$47,500.00	\$0.00	\$0.00	\$47,500.00	\$0.00	\$47,500.00	100.00%
	OBJECT: SALARIES - 0100	\$47,500.00	\$0.00	\$0.00	\$47,500.00	\$0.00	\$47,500.00	100.00%
284.621.0200.000.000.000	BENEFITS	\$32,500.00	\$0.00	\$0.00	\$32,500.00	\$0.00	\$32,500.00	100.00%
	OBJECT: BENEFITS - 0200	\$32,500.00	\$0.00	\$0.00	\$32,500.00	\$0.00	\$32,500.00	100.00%
284.621.0300.000.000.000	PURCHASED SERVICES	\$11,000.00	\$0.00	\$0.00	\$11,000.00	\$0.00	\$11,000.00	100.00%
	OBJECT: PURCHASED SERVICES - 0300	\$11,000.00	\$0.00	\$0.00	\$11,000.00	\$0.00	\$11,000.00	100.00%
284.621.0400.000.000.000	SUPPLIES & MATERIALS	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
	OBJECT: SUPPLIES & MATERIALS - 0400	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
	FUND: GEAR UP GRANT - 284	\$101,000.00	\$0.00	\$0.00	\$101,000.00	\$0.00	\$101,000.00	100.00%

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

From Date: 7/1/2024 To Date: 6/30/2025

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
- Include pre encumbrance
- Print accounts with zero balance
- Filter Encumbrance Detail by Date Range
- Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
287.621.0300.000.000.000	PURCHASED SERVICES	\$14,597.45	\$0.00	\$0.00	\$14,597.45	\$8,118.96	\$6,478.49	44.38%
287.720.0300.000.000.000	PURCHASED SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$2,745.00	(\$2,745.00)	0.00%
	OBJECT: PURCHASED SERVICES - 0300	\$14,597.45	\$0.00	\$0.00	\$14,597.45	\$10,863.96	\$3,733.49	25.58%
287.720.0400.000.000.000	SUPPLIES & MATERIALS	\$5,153.76	\$0.00	\$0.00	\$5,153.76	\$0.00	\$5,153.76	100.00%
	OBJECT: SUPPLIES & MATERIALS - 0400	\$5,153.76	\$0.00	\$0.00	\$5,153.76	\$0.00	\$5,153.76	100.00%
	FUND: ARPA HOMELESS GRANT - 287	\$19,751.21	\$0.00	\$0.00	\$19,751.21	\$10,863.96	\$8,887.25	45.00%

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

From Date: 7/1/2024 To Date: 6/30/2025

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
290.710.0100.000.000.000	SALARIES	\$770,176.00	\$0.00	\$0.00	\$770,176.00	\$713,874.08	\$56,301.92	7.31%
	OBJECT: SALARIES - 0100	\$770,176.00	\$0.00	\$0.00	\$770,176.00	\$713,874.08	\$56,301.92	7.31%
290.710.0200.000.000.000	BENEFITS	\$544,824.00	\$0.00	\$0.00	\$544,824.00	\$0.00	\$544,824.00	100.00%
	OBJECT: BENEFITS - 0200	\$544,824.00	\$0.00	\$0.00	\$544,824.00	\$0.00	\$544,824.00	100.00%
290.710.0300.000.000.000	PURCHASED SERVICES	\$37,000.00	\$5,270.62	\$5,270.62	\$31,729.38	\$13,214.43	\$18,514.95	50.04%
	OBJECT: PURCHASED SERVICES - 0300	\$37,000.00	\$5,270.62	\$5,270.62	\$31,729.38	\$13,214.43	\$18,514.95	50.04%
290.710.0400.000.000.000	SUPPLIES & MATERIALS	\$720,000.00	\$2,908.59	\$2,908.59	\$717,091.41	\$54,823.89	\$662,267.52	91.98%
	OBJECT: SUPPLIES & MATERIALS - 0400	\$720,000.00	\$2,908.59	\$2,908.59	\$717,091.41	\$54,823.89	\$662,267.52	91.98%
290.710.0500.000.000.000	CAPITAL OBJECTS	\$0.00	\$0.00	\$0.00	\$0.00	\$4,399.00	(\$4,399.00)	0.00%
	OBJECT: CAPITAL OBJECTS - 0500	\$0.00	\$0.00	\$0.00	\$0.00	\$4,399.00	(\$4,399.00)	0.00%
	FUND: FOOD SERVICE FUND - 290	\$2,072,000.00	\$8,179.21	\$8,179.21	\$2,063,820.79	\$786,311.40	\$1,277,509.39	61.66%

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

From Date: 7/1/2024

To Date: 6/30/2025

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
- Include pre encumbrance
- Print accounts with zero balance
- Filter Encumbrance Detail by Date Range
- Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
310.911.0600.000.000.000	DEBT RETIREMENT	\$1,660,000.00	\$1,454,799.85	\$1,454,799.85	\$205,200.15	\$0.00	\$205,200.15	12.36%
310.912.0600.000.000.000	DEBT RETIREMENT	\$267,000.00	\$90,900.00	\$90,900.00	\$176,100.00	\$0.00	\$176,100.00	65.96%
	OBJECT: DEBT RETIREMENT - 0600	\$1,927,000.00	\$1,545,699.85	\$1,545,699.85	\$381,300.15	\$0.00	\$381,300.15	19.79%
	FUND: DEBT SERVICE FUND - 310	\$1,927,000.00	\$1,545,699.85	\$1,545,699.85	\$381,300.15	\$0.00	\$381,300.15	19.79%

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

Fiscal Year: 2024-2025

From Date: 7/1/2024

To Date: 6/30/2025

- Subtotal by Collapse Mask
- Include pre encumbrance
- Print accounts with zero balance
- Filter Encumbrance Detail by Date Range
- Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
424.811.0500.000.000.000	CAPITAL OBJECTS	\$250,000.00	\$0.00	\$0.00	\$250,000.00	\$0.00	\$250,000.00	100.00%
	OBJECT: CAPITAL OBJECTS - 0500	\$250,000.00	\$0.00	\$0.00	\$250,000.00	\$0.00	\$250,000.00	100.00%
	FUND: Plant Facilities - Bus Depreciation - 424	\$250,000.00	\$0.00	\$0.00	\$250,000.00	\$0.00	\$250,000.00	100.00%

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

From Date: 7/1/2024

To Date: 6/30/2025

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
- Include pre encumbrance
- Print accounts with zero balance
- Filter Encumbrance Detail by Date Range
- Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
710.611.0300.000.000.000	PURCHASED SERVICES	\$0.00	\$12,000.00	\$12,000.00	(\$12,000.00)	\$0.00	(\$12,000.00)	0.00%
	OBJECT: PURCHASED SERVICES - 0300	\$0.00	\$12,000.00	\$12,000.00	(\$12,000.00)	\$0.00	(\$12,000.00)	0.00%
	FUND: CLARENCE BIRRER SCHOLARSHIP TRUST FUND - 710	\$0.00	\$12,000.00	\$12,000.00	(\$12,000.00)	\$0.00	(\$12,000.00)	0.00%

MINIDOKA COUNTY SCHOOL DISTRICT #331

Board Report

Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
- Include pre encumbrance
- Print accounts with zero balance
- Filter Encumbrance Detail by Date Range
- Exclude Inactive Accounts with zero balance

From Date: 7/1/2024

To Date: 6/30/2025

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	Grand Total:	\$44,910,589.37	\$2,481,601.54	\$2,481,601.54	\$42,428,987.83	\$21,523,914.08	\$20,905,073.75	46.55%

End of Report

To Mr. Larsen and our School Board,

Well we are here! school is here. We are looking forward to having a great school year this year. We have been working on routes and adjusting them for the upcoming year with all the kids coming in to the schools.

The shop has been busy working and getting ready for the school year.

August Birthdays:

Shelbie Draper August 7

Jimmy Stone August 12

We would like to Thank Mr. Larsen and the school board for them continue support of our department.

Thank you,

Coleen Jones

Minidoka County School District
Monthly Maintenance Report
August 14, 2024

July – 37 New Requests
428 Work in Progress
44 Complete

Aug. – 39 New Requests
428 Work in Progress
31 Complete

Maintenance Department Updates

Current Projects:

Mt. Harrison

1. HVAC - Final inspection is complete.

Rupert

1. Chiller has failed. Chiller needs to be replaced. Replacing the chiller by the end of August.

Hail damage throughout the District

1. Waiting for the insurance company for the HVAC.

Irrigation

1. Multiple problems with broken lines.

Ag Building

1. Block had been installed and the framing has been started.



Minidoka County School District #331

School Nutrition Programs

Administrative Board Report

July Report

Apologies

Happy back to school! I need to apologies for no getting a board report to you for July. I planned on attending the July board meeting but 7:30 with 2 littles under 2 can be pretty rough. I listened to the board meeting the day after and wanted to clarify a couple things that the board had questions on. I had updated my job descriptions and highlighted any changes. The director job description did not have any highlight because I copied Jerome's job description that had been updated while I was there. The director job description was so far outdated that it was just easier to copy and paste, however, most items were just reworded with current terminology. There were some additional job duties added that are required of the job but were not reflected in the job description. When I updated the job description in Jerome, I utilized several different resources that are School Nutrition based.

It was also asked that I included our negative balances in my report. I do include negative balances by school monthly on my claim report, however, I did not get a report submitted for July. Because this month we do not have an NSLP claim, I do not have the spreadsheet including the negative balances but I included the report where I get this data.

Below is my report for July.

Report Date: July 22, 2024

Finance

Ah, the first month of summer feeding! This summer has been a lot of trial and error with the new flexibility of non-congregate feeding. We have served breakfast and lunch over 18 days in June totaling to 14,626 breakfasts, 32,985 lunches. This gives us a total revenue of \$129,956.40.

Summer Feeding

We aren't even through this summer and I'm already excited to start next summer. With the rural non-congregate feeding, we have so many possibilities and flexibly to feed more of our kids. I had mentioned that it has been a lot of trial and error. We learned that with serving breakfast and lunch at the same time, we have to pack a lot of milk into the vans to deliver to each site. Next year, I will most likely change the routes up to accommodate this or we may have to look into getting a minibus for the summer.

We will be wrapping up our summer operation in the next couple of weeks then we have to start thinking about our school operation.

School Operation

I am so grateful to have 5 minutes with the school districts ear at our back to school meeting to explain why we do what we do. We are so excited for this coming school year. Our theme is going to be "Think outside of the box" with all training focused on getting outside of the box. I feel that sometimes we can get very closed in and restrict ourselves from achieving great things if we are not creative or able to think outside of the box. I see our program increasing in participation, quality and overall moral. I can't wait to report back on this after a few months into our school year.

Farm to School Grants

USDA has access to several farm to school (F2S) grant opportunities. I have talked with our Western Region Office on what some of these could look like. I really believe that our area could benefit more if I was to lead a grant for the Magic Valley instead of just for our district. I am planning on spearheading a cooperative F2S program that engages Idaho Preferred, local Magic Valley Farmers and Magic Valley Schools. This process will most likely take a couple years to see through and will not be an instant start up. If there is money out there, I will seek it out and find ways to bring it into our programs.

August 19, 2024

Finance

Working with Daryl in wrapping up last school year's budget, it looks to be that we will operate this year with our regulated 3 month operating balance. We are wrapping up summer with having claimed over \$364,000 in reimbursement. Last year we claimed \$98,000. You can see just from those two numbers how much of a difference the Rural Non-congregate feeding made on our community. I wouldn't have been able to make this possible without the help of the team in the kitchen, the grant from No Kid Hungry and the conference in Baltimore where most of my inspiration came from to conduct such a large operation. We lead the state in RNC operations!

School Year 2025

Ready or not, here is the next school year. The back-to-school district meeting was a great opportunity for our department where I was able to share a little on what we are here to do; feed the kids! Before the district meeting on Monday, I had a handful of staff come in early to bake freshly made cookies for all district staff. Yes, it was 9 AM but is there any wrong time for a cookie?

After the meeting, our staff headed to the library where we had a teambuilding and leadership workshop. We had a paper airplane tournament and build towers from spaghetti and marshmallows. Of course, we had some serious stuff too but it was great to see our staff out of their element and having some fun getting to know each other.



On Wednesday we went to the Burley Inn for our department meeting where we cover all program trainings. I had great feedback from staff on the topics we learned about. The training is a repeat each year of the same requirements but each year our staff is pulling new things out of the session.

A few years ago USDA added Medicaid to our Directly Certified students. (Directly Certified is the list that we received from the state of children that are part of a household receiving SNAP, Migrant, Foster or TANF benefits. These students are prequalified as free). Each state had to opt into adding Medicaid into the DC pool, of course Idaho is one of the last. This year is the first year that Medicaid students will be qualified as free automatically. However, we are only able to qualify Medicaid students through out DC system and not a Medicaid letter or self qualification. The reason being, the Medicaid and Federal Income Guidelines have different thresholds. A household could qualify for Medicaid but potentially not qualify for free meals.

What this means for us is that we have a larger population of “prequalified free and/or reduced students”. There is a program called CEP where all meals are free for students schools may qualify for based of the Identified Student Percentage (ISP). The ISP is your DC students of that school. Just by having our traditional DC students and now Medicaid students, our ISP is now in the 40’s range which would qualify us for CEP. April 1st is when a district would elect to operating CEP for the next school year so this spring I will be giving this a glance.

SY2025 Menu

I am very excited to bring in local produce into our cafeterias, however, this year has been especially hard on some local growers. The June frost severely damaged the fruit crop in the area. This has put a damper on our local stone fruit such as peaches and nectarines. We did purchase a bin of Hagerman watermelons that we will be featuring on our salad bars the first week of school. Who doesn’t love a crispy, juicy sweet watermelon?



Thank you,

Katie Rogers, SNS
School Nutrition Programs Director

MINIDOKA COUNTY SCHOOL DISTRICT
SFSP 2024 CLAIM WORKSHEET- JULY

Park Locations

	Breakfast	Lunch	ADP
K St	1278	1350	61
Lincoln	1581	1646	75
Neptune	2736	2843	
Big Valley	1063	1095	330
Elsie	356	378	
Central	1713	1800	
Riverside	654	703	19
Wayside	390	405	156
Paul House	716	750	
McLean	352	373	
Splash	607	641	84
Total	11446	11984	571
Days	20	21	

Summer School Locations

	Breakfast	Lunch	Day
East	223	1408	12
Rupert	736	887	8
MJH	178	178	8
Grace Church	846	846	
TOTAL	1983	3319	

Bulk Box Delivery

	Breakfast	Lunch	ADP
Warehouse	8365	8365	1673
Paul	1931	1931	386
North	268	268	53.6
Skyline	412	412	82.4
TOTAL	10976	10976	
Days	5	5	

CLAIM TOTAL

	MEALS	CLAIM	REVENUE
SFSP BREAKFAST	1983	\$ 2.9775	\$ 5,904.38
SFSP LUNCH	3319	\$ 5.2125	\$ 17,300.29
RNC BREAKFAST	11446	\$ 2.9775	\$ 34,080.47
RNC LUNCH	11984	\$ 5.2125	\$ 62,466.60
BOX BREAKFAST	10976	\$ 2.9775	\$ 32,681.04
BOX LUNCH	10976	\$ 5.2125	\$ 57,212.40

\$

209,645.18

MINIDOKA COUNTY SCHOOL DISTRICT
SFSP 2024 CLAIM WORKSHEET- JUNE

Park Locations

	Breakfast	Lunch	ADP
K St	909	909	57
Lincoln	1594	1594	100
Neptune	2862	2862	
Big Valley	688	688	378
Elsie	177	177	
Central	1626	1626	
Riverside	586	586	16
Wayside	252	252	165
Paul House	481	481	
McLean	259	259	
Splash	540	540	80
Total	9974	9974	623
Days	16	16	

Summer School Locations

	Breakfast	Lunch	Day
East	223	1408	12
Rupert	736	887	8
MJH	178	178	8
Grace Church	846	846	
TOTAL	1983	3319	

Bulk Box Delivery

	Breakfast	Lunch	ADP
Warehouse	4809	4809	1603
Paul	658	658	219
North	294	294	98
Skyline	315	315	105
TOTAL	6076	6076	
Days	3	3	

CLAIM TOTAL

	MEALS	CLAIM	REVENUE
SFSP BREAKFAST	1983	\$ 2.9775	\$ 5,904.38
SFSP LUNCH	3319	\$ 5.2125	\$ 17,300.29
RNC BREAKFAST	9974	\$ 2.9775	\$ 29,697.59
RNC LUNCH	9974	\$ 5.2125	\$ 51,989.48
BOX BREAKFAST	6076	\$ 2.9775	\$ 18,091.29
BOX LUNCH	6076	\$ 5.2125	\$ 31,671.15

\$

154,654.1700

Eligibility Statistics by School Report

1-All Schools

Info is as of 8/14/2024 11:15 PM

School Name	Free		Reduced		Free + Reduced		Paid		DC	Cat Elig	Income	Denied (Federal)	Enrollment	Non-Reimb
	Total	%	Total	%	Total	%	Total	%						
Acequia Elementary	92	36.08%	35	13.73%	127	49.80%	128	50.20%	92	0	35	8	255	67
East Minico Middle School	236	46.18%	72	14.09%	308	60.27%	203	39.73%	191	2	115	19	511	59
Heyburn Elementary School	227	45.86%	59	11.92%	286	57.78%	209	42.22%	192	0	94	13	495	94
Minico High School	502	39.75%	166	13.14%	668	52.89%	595	47.11%	385	1	282	28	1263	188
Minidoka Jr. High PreK	63	57.80%	12	11.01%	75	68.81%	34	31.19%	58	0	17	2	109	26
Mt. Harrison High School	64	65.98%	12	12.37%	76	78.35%	21	21.65%	55	0	21	2	97	27
Paul Elementary School	179	38.66%	53	11.45%	232	50.11%	231	49.89%	125	0	107	21	463	39
Rupert Elementary School	308	46.67%	94	14.24%	402	60.91%	258	39.09%	262	1	139	13	660	81
West Minico Middle School	225	44.82%	77	15.34%	302	60.16%	200	39.84%	171	0	131	18	502	35
Totals	1896	43.54%	580	13.32%	2476	56.85%	1879	43.15%	1531	4	941	124	4355	616

Balance Summary Report

1-All Schools

Status	Negative Balances	Positive Balances	Net Balance
Student			
Free	(\$6,730.05)	\$7,710.43	\$980.38
Paid	(\$18,138.05)	\$21,733.56	\$3,595.51
Reduced	(\$1,966.56)	\$3,767.97	\$1,801.41
Student Totals:	(\$26,834.66)	\$33,211.96	\$6,377.30
Non-Student			
Adults	(\$258.55)	\$2,521.34	\$2,262.79
Employee	\$0.00	\$0.00	\$0.00
Non-Student Totals:	(\$258.55)	\$2,521.34	\$2,262.79
1-All Schools Totals:	(\$27,093.21)	\$35,733.30	\$8,640.09

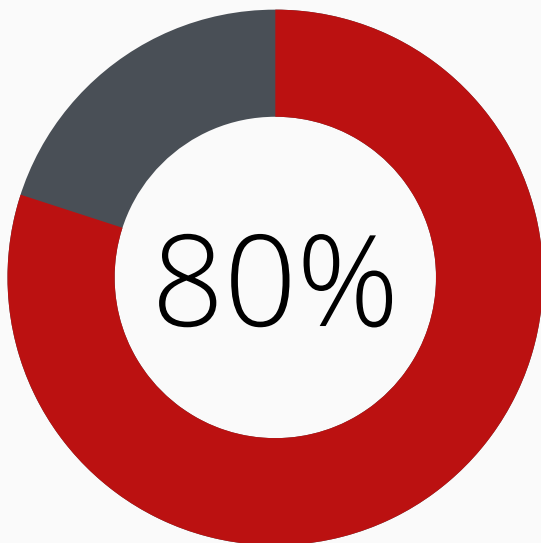
TECHNOLOGY DEPARTMENT

BOARD REPORT

August 2024

Projects

- Continued Registration
- PowerSchool Schedule Set up
- PowerSchool Student Set up
- *Network Upgrade - In Progress*
- *Server Migration - In Progress*
- Student Device Set up
- Certificate Renewals
- Licenses Renewals
- Account Creations



Tickets

217 submitted

175 resolved

Minico Spartan Student Handbook 2024-2025

Minico High School
292 West, 100 South
Rupert, Idaho 83350
Fax # (208)436-3266

Principal:	Mrs. Kimberley Kidd	436-4721 ext. 3100
Assistant Principal:	Mrs. Kailee Hansen	436-4721 ext. 3003
Assistant Principal:	Mr. Terry Merrill	436-4721 ext. 3006
Athletic Director:	Mr. Brady Trenkle	436-4721 ext. 3007
Attendance:	Mrs. Jessica Grimsman	436-4721 ext. 3002
Receptionist:	Mrs. Brandi Perez	436-4721 ext. 3005
Financial Secretary:	Mrs. Kris Christensen	436-4721 ext. 3004
Registrar	Mrs. Dawna Reddington	436-4721 ext. 3008
School Resource Officer:	Mr. Bob Higans	436-4721 ext. 3163
Counselors:		
Mrs. Nikki Sayer	A-G	436-4721 ext. 3149
Mr. Kent Chandler	H-O	436-4721 ext. 3150
Ms. Mikea Alexander	P-Z	436-4721 ext. 3151

Message from the Principal,

WELCOME!!

We are excited to have you as students at Minico High School!

We believe you are going to have a rewarding and successful school year.

We are all committed to supporting and assisting you as you participate in everything high school has to offer. We encourage you to get involved and pursue the many opportunities Minico offers; it truly is an amazing high school!

This handbook is designed to assist parents and students to better understand the policies and procedures of our high school and Minidoka School District. Parents and students should review the contents together. Refer to the handbook throughout the school year, should you have any questions.

This year our focus will be on what it means to be #SpartanStrong. It is our Minico brand, our hashtag, and what we want our student body to represent. We will spend all year embodying this philosophy, as well as building school spirit. Our new #SpartanStrong representation is :

Spartans are...

Self-Accountable

Tough

Resilient

Optimistic

Noble

Genuine

Our theme this year: We Are Minico

Wishing each of you a wonderful school year! Learn all you can, have some fun along the way and let's create some memories that will last a lifetime.

LET'S GO SPARTANS!!

Be #SpartanStrong! We are Minico!

Kimberley M. Kidd

Principal, Minico High School

District Mission Statement

The Minidoka County School District is dedicated to developing the whole child in an atmosphere of excellence, characterized by mutual respect, shared responsibility for learning, academic rigor, and technology, which facilitates success in all aspects of life.

District Vision

Empowering Students for Success

Minico High School Mission Statement

Learn from yesterday, succeed today, excel tomorrow.

Minico High School Motto 2024-25

Be #SpartanStrong! We are Minico!

Minico FIGHT SONG

Come on and fight, Spartans fight.
Come on and let's win this game.
Let's go on to victory,
Let's fight 'em fair and play 'em square.
So fight, Spartan's, fight!
Come on and let's win this game.
Just one more score, and then the
game is ours. Let's win this game!
M - I - N - I - C - O

FIGHT SONG (historical version)

Oh, when those mighty Spartans fall in line,
We're going to score every time.
Let's go on to victory, And we will yell, yell, yell, for Minico,
Our Alma Mater. We will sing our praises high
And when they go, go, go for another score,
We will cheer, cheer, cheer, them all the more.
For we are Spartans of the red and gold,
Red and gold, fight team fight!

SPARTAN STRONG

Minico High School has adopted a theme to promote positive decision-making and help students develop healthy relationships. The theme identifies six areas to assist students in building positive, lifetime behaviors and attributes.

A SPARTAN IS

SELF-ACCOUNTABLE

TOUGH

RESILIENT

OPTIMISTIC

NOBLE

GENUINE

#SPARTANSTRONG



Daily Bell Schedule

MONDAY - THURSDAY

FIRST BELL	7:50 A.M.
1 ST PERIOD	7:55 A.M. – 9:05A.M. (First 12 minutes for homeroom/announcements)
2 ND PERIOD	9:09A.M. – 10:07 A.M.
3 RD PERIOD	10:11 A.M. – 11:09 A.M.

1 ST LUNCH (9-10)	11:13 A.M. – 11:43 A.M.
4 TH PERIOD CLASSES (11-12)	11:13 A.M. – 12:10 A.M.
2 ND LUNCH (11-12)	12:14 A.M. – 12:44 P.M.
4 TH PERIOD CLASSES (9-10)	11:47 A.M. – 12:44 P.M.

5 TH PERIOD	12:48 P.M. – 1:46 P.M.
6 TH PERIOD	1:50 P.M. – 2:48 P.M.
7 TH PERIOD	2:52 P.M. – 3:50 P.M.

FEES

Activity Card..... 40.00

Annual 50.00**

Parking.....\$5-\$50 (see **Parking** on page 29)

Class activity/project fees.....refer to MHS website to access the “Course Catalog” for class fees.

Class fees must be paid prior to the fifth (5th) school day of the semester. Failure to pay the fee may result in a mandated class change.

Annuals **will not be available for purchase after the first semester (December)

ACTIVITY CARD

All students involved in any extra-curricular activities are required to purchase an activity card. At registration time, we encourage all students to purchase an activity card (\$40.00) which entitles them to attend all activities and assemblies sponsored by the student body. The fee includes all home events, as well as national school assemblies held during the school year. This fee does not cover specified dances during the school year. Students who do not buy an activity card will have to pay the

regular admission fee to all activities. If students purchase an activity card, they are entitled to their parking pass at half price (\$5.00).

SAFETY

VISITORS

All visitors will please check in to the main office through the large set of doors near the Southwest side of campus. Visitors will present their driver's license and be assigned a visitors pass.

MESSAGE/GIFT/FOOD DELIVERY

Students will not have food/drinks, flowers, plants, or other gift deliveries brought to individual classrooms. Students will be notified at noon or at the end of the day if such items are waiting for them in the main office. **Balloons are not allowed at school or graduation.**

SAFETY DRILLS/EVACUATIONS

Each month Minico High School will practice an evacuation from the building in the form of a fire drill. Students will also be involved in at least one other practice evacuation as well as be involved in a practice "Lockdown" and several "Hall Check" drills throughout the year. During any practice or safety drill, students are expected to go to their assigned area with their teacher and be on their best behavior and comply with drill rules and guidelines. In the case where there is an actual school wide evacuation due to a safety issue, Minico High School students will be taught to evacuate to the Elks Lodge/Golf Course where they will be reunified with their parents. In an actual emergency evacuation where students would need to leave the premises, many may get into their own or someone else's car escape to safety. It is important that parents communicate with their student(s) regarding the protocols and expectations with such an occasion.

ALL STUDENTS PROHIBITED FROM WALKING ACROSS HWY 25

Students are PROHIBITED from crossing Idaho State Highway 25 from Minico High School during school hours. Once students arrive on school grounds they cannot walk across the highway for any purpose. Also, at the end of the school day a student cannot leave the school grounds by walking across Idaho State Highway 25 without expressed consent from parents and has received administration approval. Supervised and approved activities are exempt.

INTERNET USE

Individual users of the Internet have the ultimate responsibility to use Internet resources appropriately. Students accessing any computers at the high school must sign a district Internet Usage Agreement and follow rules specifically outlined in the student handbook. Violation of network security or any school/district rules may result in the following disciplinary actions:

Students may lose all access to computers in the district for one calendar year from the date of the infraction.

If enrolled in a computer class, the student may receive a failing grade in that class.

Students may be subject to school disciplinary action.

ENROLLMENT, ACADEMICS, and GRADUATION

ENROLLMENT REQUIREMENTS (including Dual Enrollment and Open Enrollment)

Minico High School is a four-year high school. Full time students at Minico are expected to have a full schedule and be in attendance for a minimum of ninety percent (90%) of each class.

All students who enroll at Minico High School, including dual enrollments, shall be subject to all the same policies, regulations and school rules. All students must present proof of immunization before being enrolled. Legal guardianship must also be shown if they do not reside with their parent(s). Students may be required to provide proof of residence if there is a question of resident status. Students who reside outside of District 331 must provide their own transportation and complete an open enrollment form, which must then be approved by the Board of Trustees. With permission from the administration, students who withdraw from a school may re-enroll during a school year.

Dual enrollment requirements are found in Minidoka County School District # 331 Policy NO: 304.00

OPEN ENROLLMENT

Minidoka County School District requires that prior to consideration of a request for transfer when residing outside of our school district's boundaries, an Open Enrollment Application must be submitted to Minico High School by the student's parent/guardian or appropriate designee. Applications may be denied.

Work-based Credit/Schedules (See Guidance Counselor for details)

All students are expected to have a full schedule that must be completed within the first two days of the semester. Among other requirements, those students seeking work-based credit hours (Juniors and Seniors only) must have parental consent and must attend five, consecutive, on campus classes during the semester. Furthermore, such students with a five or six period schedule cannot loiter on campus during their work-release time except during any reasonable time before/after scheduled classes or when participating in an approved school activity. Failure to comply with the work-based expectations and guidelines may jeopardize further opportunities for work-based Credits.

Guidelines By Content /Subject Area

Students will need to meet the following diploma requirements:

Secondary Language Arts and Communication- Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements.

Mathematics- Six (6) semester credits are required: two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education; two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and two (2) other credits of mathematics** of the student's choice.

**One (1) of the two student choice math credits of the required six (6) credits of mathematics must be taken in the last year of high school.

Science- Six (6) credits will be required. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based.

Social Studies- Seven (7) credits are required, including government (two (2) credits), United States history (four (4) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement.

Humanities- Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards.

Health/Wellness- One (1) credit is required. Courses must be aligned to the Idaho Health Content Standards.

Content Standards- Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various methods of accountability including examinations, essays, projects, or other measures.

College Entrance Examination- A student wanting to be considered for Valedictorian/Salutatorian must take the SAT examination. Students must take and pass a Civics Exam in accordance with Idaho State Department of Education requirements

Senior Project-A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the school district.

Middle School- If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high

school, then the student has met the high school content area requirement for such course. However, the student must complete the required number of credits in all high school core subjects, as identified herein, in addition to the courses completed in middle school.

Special Education Students- A student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act (IDEA) must also meet the graduation requirements, with the assistance and guidance of the student’s Individualized Education Program (IEP) team.

Foreign Exchange Students- Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the school district.

Minico High School Diploma

English	8		
Algebra A and B (9 th grade)	2		
Geometry A and B (10 th)	2		
¹ Math Strategies or equivalent (11 th)	1		
² Business Math or equivalent (12 th)	1		
Speech	1		
Computer Technology	1		
Science	6		
11 th US History	2		
9 th US History	2		
Economics	1		
American Government	2		
Health	1		
Physical Education	1		
Humanities	2		

Electives	15		
Totals	48		

Additional Guidelines

¹All Juniors (11th graders) who are not enrolled in a general math class during their Junior year will be enrolled in an Math Strategies class for one semester.

²One of the six required mathematics credits must be taken the last year of high school, and two credits in each of the areas of Algebra I and Geometry standards must be taken.

Taking Fine Arts classes, Practical Arts classes, or Performing Arts classes may satisfy the Humanities requirement.

Computer Technology credit may be earned anytime during high school.

School-To-Work credits will be accepted as elective credits (11th and 12th grade only)

P.E. Credits will only be earned through participation in physical education classes.

CLASS CHANGES

A student/parent may request a change of classes within the **first week** of classes. Changes will be left to the discretion of the counselor or administrator based on class sizes, and if the changes jeopardize the student’s educational progress, the counselor or administrator may need to discuss the issues with the student and/or parent.

If parent(s) are requesting a teacher change, a meeting with an administrator is necessary before the request may be granted.

STUDENT AIDES

Only junior and senior students may be a teacher aide one time per semester. All other circumstances must be approved by the administration.

GRADING PROCEDURES

The Idaho Department of Education authorizes individual high schools to grant credit for each subject a student takes and passes in the public schools. At Minico High School, credit will be granted on a semester basis. This means that the grade a student earns at the end of each-semester will be placed in his/her permanent record.

Grading Scale

Percentage

Letter Grade

GPA Rating

93 - 100%	A	4.0
90 - 92%	A-	3.67
87 - 89%	B+	3.33
83 - 86%	B	3.00
80 - 82%	B-	2.67
77 - 79%	C+	2.33
73 - 76%	C	2.00
70 - 72%	C-	1.67
67 - 69%	D+	1.33
63 - 66%	D	1.00
60 - 62%	D-	1.00
Below 59%	F	0.00
Pass/Fail	P/F	-----

Transfer of Students Grades

Students transferring into Minico High School will receive the equivalent grade from their previous school that had a different grading scale. Students with weighted grades shall receive a one-grade increase from the listed grade if this does not exceed the weighing given by the previous school. EXAMPLE: A student transfers into Minico from a school that gives a 20% (two grade) increase. This student shall receive a one grade increase. A student transfers in from a school that gives a 5% increase. The student shall receive a 5% increase. At no time shall the student receive more than a 4.0 for a credit.

Zeros and Failing Grades

When receiving a zero on an assignment, a student should consult with the teacher immediately to rectify the problem. Waiting for weeks/months to “fix” the grade after it is posted is an unfair and unreasonable request to be made to the teacher.

If a student is failing at midterm, the parents shall be contacted by telephone, in writing, electronically or personal visit by the teacher (**POLICY NO: 580.00**).

GRADUATION REQUIREMENTS & DIPLOMAS (Policy # 601.00)

It is the philosophy and expectation to have each student who graduates from Minico High School to be college and career ready, therefore the following are the expectations of all seniors.

To receive a diploma from Minico High School, students must complete all of the State and District requirements for graduation and complete a total of forty-eight (48) credits as identified below and all school fees must be paid in full. **Additionally, senior students must attend MHS during their final semester of high school*, must meet the attendance policies, and they must pass all of their senior year classes** in order to participate in MHS's graduation commencement.

***Early Graduation/Early Completers**

In order to graduate early, a student must comply with the district's policy **Early High School Graduation #280.00**. Students desiring to finish their courses early (at the end of semester one of their senior year) and graduate must meet with their counselor and parent together during the prior year of the intended graduation date to ensure a plan for accomplishment. **Students and parents should be aware that any additional earned credits such as home school, on-line, or college credits may unknowingly impact a student's graduation progress and the student's athletic/activity years of participation eligibility.**

COMMENCEMENT EXERCISES PARTICIPATION POLICY

Students who have met the necessary academic and attendance requirements required for graduation and do not owe a fine are eligible to participate in commencement exercises. Students who have not completed all graduation requirements for the current school year will be allowed to participate in the commencement exercises of the following year provided they meet all the requirements for graduation at that time and they have filed a graduation request on or before November 1 of the school year in which they intend to participate in the commencement exercises.

GRADUATION DRESS CODE

Students proper dress attire. (No Levi's or flip flops.)

NO sunglasses (depending on the location of the commencement) .

NO additional decorations to cap or gown.

NO party items (silly string, beach balls, water guns, firecrackers, etc).

All other school rules will be in effect.

SELECTION OF VALEDICTORIAN & SALUTATORIAN

The following requirements shall be considered in the selection of Valedictorian and Salutatorian:

Must be in that year's graduating cohort.

Complete all requirements of the Diploma.

Complete a minimum of 15 credits of honors or dual credit courses.

Early graduates will not be in consideration for Valedictorian and Salutatorian.

The student with the highest overall GPA in grades nine through twelve, including the final term of the senior year will be eligible for Valedictorian. If more than one student meets the criteria, valedictorian and salutatorian will be determined by the highest SAT score taken on or before the March National SAT Test date of graduation year.

Grades will be pulled after the completion of the first nine weeks of the second semester. These grades will determine placement of Valedictorian, Salutatorian and the top ten scholars.

In the event a grade is disputed, that issue shall be resolved by the end of the term the course is taken.

Students being considered for Valedictorian or Salutatorian must have attended Minico High School full time for their entire senior year.

Students being considered for Valedictorian or Salutatorian shall not have repeated any classes.

Graduates with a cumulative GPA of 3.75 or higher will be recognized at graduation with a Minico honor cord that will be collected prior to receiving their diploma. *Students may purchase their own honor cord if they wish to keep it.

LIBRARY SERVICES

The library/media center opens at 7:45 a.m. and remains open until 3:30 p.m. Students are encouraged to use the library before school, at lunch, and after school. Students may also use the library during class time if there is room available and if they receive a pass from their instructor.

Books and most library materials are checked out for a six-week period. Magazines and periodicals can be checked out on a weekly basis. Fines are assigned for overdue materials. Binding is available for reports and other materials.

NON-RESIDENT CREDIT

Non-resident credit will be accepted as listed:

If a student has attended secondary school (grades 9-12) four years and is short 1-4 credits for graduation.

Credit will be accepted from any accredited college, university, or high school independent study course.

Credit will be accepted for a summer school and/or high school program at an accredited college, university, or high school.

Workshops and seminars approved by the State Department of Education will also be accepted.

Resident credit will be accepted upon receipt of an official transcript from the previous school. Credit will be accepted for work completed in grades 9-12.

NATIONAL HONOR SOCIETY

National Honor Society (NHS) is the front runner of organizations that promote appropriate recognition for students who reflect outstanding accomplishments in the areas of academics, character, leadership, and service. Thousands of schools are chartered in the U. S., and the Minico Chapter is the second oldest in Idaho. Instead of fund-raising activities, NHS concentrates on public service, school, and social activities.

College admissions offices often look for National Honor Society membership as a valid indicator that the applicant will succeed at the collegiate level. Students with a cumulative GPA of 3.75 or higher are invited to join. *NHS students who have paid their fees are responsible for the purchase of their NHS Honor Cord for graduation.

COLLEGE VISITS by SENIORS /JUNIORS

Senior and Junior students with an overall GPA of 2.0 or better may take one day from school to visit the college, university, or military organization of their choice, as long as the student's grades remain with an overall GPA of 2.0. No penalty for this absence will be applied under the 90% attendance policy. Students requesting this privilege must get a **pre-excused form** from the counselor in charge of seniors. This form must be filled out, verified by the counselor, and signed by each individual teacher at least twenty-four hours in advance. The completed form must be returned to the attendance secretary **before** the student leaves school for the visit.

GUIDANCE & COUNSELING DEPARTMENT

The school counselors work with students as they make plans for the present and future. The counselors evaluate educational and vocational information and relate that information to the student's abilities and interests. They also help students to evaluate study time and techniques in the organization of school work.

Students are to discuss vocational and scholastic problems with their assigned counselor, but may talk with any of the three counselors for help dealing with personal problems. Student-counselor conferences are kept in the strictest confidence. When a student desires to see the counselor, he/she must make an appointment and secure a pass, clearing the absence with their classroom teacher in whose class will be missed **BEFORE** going to see the counselor.

Violations of this procedure will lead to the student being considered truant from classes missed while in the counseling center.

WITHDRAWAL FROM SCHOOL

If it becomes necessary for students to withdraw from school, they must obtain a "student withdrawal" form from the attendance office. The withdrawal form, textbooks, class materials, laptop computer

(along with charging cord and case), etc. must be presented to each teacher for clearance signatures. This form is to be returned to the Attendance Office for final approval. Students who withdraw from school are not to be on school grounds at any time during the school day without a visitor pass.

STUDENT ATTENDANCE REQUIREMENTS AND PROCEDURES (refer to District Policy #320.00 for additional information)

Students are expected to be in attendance to school and to be to their classes on time and attentive when the bell rings.

ABSENCE VERIFICATION PROCEDURE

Parents should notify the school of a student's absence by phone at 436-4721 Ext. 3002 or by written notice.

Students who arrive late to school or return from appointments must enter school through the attendance office to assure that his/her attendance is properly recorded.

STUDENT ABSENCES/ATTENDANCE

All students will be required to be in attendance in each class no less than 90% of the total days each semester. Currently, students who miss more than seven days of any class per semester will be in jeopardy of failing to receive credit for the class.

ABSENCES

***All absences will count against the 90% attendance requirement** (see exceptions below).

Students who leave the area with migrant parents or due to legal requirements and plan to return to MHS are expected to meet with and give administration at least a one-week notice prior to departure in order to make arrangements/plans for alternative work/grades and advancement.

Unexcused absences (A) include those absences which are not verified by a parent/guardian or by an administrator, and they are used to determine **Habitual Truancy**.

EXCEPTIONS TO ATTENDANCE REQUIREMENT

**Exceptions include absences due to attendance to school activities, attendance to funerals, visits to doctor's offices verified with a note from the doctor, court appointments, mandated/recommended stay at home orders, and other "extenuating circumstances" as described in District Policy 266.00.*

Documentation of doctor or counseling appointments, and court appointments must be emailed or faxed from the doctor's office or delivered to the school by a parent within five (5) school days of returning to school in order to be accepted as an excused absence (see Policy 320.00)

Students with excessive absences and/or who have a history of frivolous or unexcused absences in any class will not receive credit for the class, and the grade will be marked as FA (Failure due to Attendance) on their transcript. Additionally, the students may become ineligible for participation in extracurricular activities until the end of the next grading period. Any student with an FA in a core

class will have to enroll in a **credit recovery** class or re-enroll in an equivalent class to receive the credit.

APPEALS

Students (and parents) have the responsibility to check and know their attendance situation. Under extremely rare circumstances (refer to Policy #320) a student with excessive absences who receives an FA may appeal for the credit. For an appeal to be considered by the principal, the student must first meet with an administrator during the semester at risk to explain and discuss the circumstance(s)/cause(s) of the excessive absences. If one wishes to appeal to the School Board, the student must complete an Appeals Form, and submit it to the Board of Trustees for a final decision.

TRUANCY

Truancy: This is an absence that is unauthorized or illegitimate in the opinion of the administration. Students who are out of their assigned classroom/area without a hall pass or without their teacher's permission may be considered truant. Any student absence which is not pre-cleared by the attendance secretary or administration, is without the knowledge of parents or administration, or is not of an emergency nature may be considered truant. If a student is truant, parents will be contacted and students may be issued a lunch academy, in-school suspension, out-of-school suspension, and/or Saturday School.

Habitual Truancy shall be defined as receiving four truancies, or three unexcused absences, and attendance below 90% current attendance mark during the course of a single school year.

Students who are habitually truant may be suspended, expelled and/or may be referred to Juvenile Court for further action.

Leaving Class: Hall Passes/Teacher Note

Students are expected to be at the proper place and time throughout the school day. There may be times when a student needs to leave the class. Teachers are responsible to know where their students are during the class period.

Each teacher should have a hall pass policy in place. No student shall leave the classroom during class time without permission from the teacher and must have either a hall pass or note from the teacher. When using a hall pass, students will be expected to stay in the building and on the floor level of their classroom. When leaving class with a hall pass, students will leave their cell phone in the classroom. Students are not allowed to go to their cars during class time or to other classes while using a hall pass. A student must have a teacher's note and permission to go to another class, library, or office unless they are called to a location by administration, an office staffer, or counselor or if they are accompanied by staff member. Students who leave class without permission or abuse or violate the hall pass/note privilege may be assigned lunch academy(s), Saturday School, and/or in-school suspension (PASS). Any student who is defiant and/or refuses to comply with their teacher, will be assigned either a Saturday School or a suspension.

LEAVING SCHOOL EARLY

If it becomes necessary for a student to leave school during school hours other than leaving for lunch time, **he/she must check out through the attendance office** and have parental/guardian permission

BEFORE leaving school grounds. Students who fail to follow this procedure will be **considered truant**.

EXTENDED ABSENCE REQUEST

Students leaving for an extended period of time will need to fill out a form listing the days they will be gone, along with signatures from their teachers and get administrative approval. This form must be returned to the attendance office prior to leaving. Students who intend to be absent from school for 10 or more school days for unapproved reasons, will be withdrawn from Minico High School. Students who wish to return to Minico the following term will need to make arrangements with the school administration before the start of the new semester.

MAKE UP WORK

Excused Absences: When a parent calls to notify the school of their child's absence, the student will be allowed two days to make up any homework given on the day(s) of absence. Assignments, test, quizzes, and/or projects assigned before the day(s) of absence, are due when the student returns to school or on the assigned due date.

School Business: Student work may be required to be completed prior to the activity.

TARDY VIOLATIONS PROCEDURES

A student that walks into class late is responsible to follow up, after class, with the teacher to make sure their attendance is marked accurately. A student is considered tardy if he/she comes to class and is not seated before the tardy bell rings. Students who are more than 30 minutes late to class will be considered absent. **Every third tardy will equate to an absence.** A teacher has the right to implement consequences for each tardy and/or a more severe tardy policy.

Generally, a fourth tardy in any class will result in a Lunch Academy Detention that will be assigned by the teacher. The teacher will also call the parent(s)/guardian of the student.

When four additional tardies are accumulated (equaling a total of eight), the student will be assigned three days of Lunch Academy Detention.

Any subsequent tardies (nine or more in one class) will result in an additional parent contact/meeting and the student will be assigned to attend Saturday School. If the problem persists, additional consequences will be assigned, which may include suspension, and/or expulsion. **If a student accumulates more than 15 tardies collectively in a semester, the student will meet with an administrator and be assigned to Saturday School.**

Lunch Academy is detention that is served during the student lunch period. Students will be permitted to get food from the cafeteria and then must report to the appointed room for the detention.

EXTENUATING CIRCUMSTANCES

Extenuating circumstances may be defined as one-time occurrences, absences, or needs for absences which would not normally occur on any type of regular basis. In order to be considered for

extenuating circumstances, please contact the Minico High School office for conditions and guidelines.

EXCEPTION: Serious illness or accident for an extended period of time certified by a medical doctor (see HOMEBOUND).

STATE OF IDAHO DEPARTMENT OF EDUCATION "HOMEBOUND" PROGRAM

Students who are out of school for extended illness or accident may petition for HOMEBOUND status so that the days absent will not affect their credit. In order for a student to be considered for the HOMEBOUND program, they must be absent from school for ten (10) consecutive days and apply through the Special Services director (436-7415) so that a HOMEBOUND teacher can be assigned.

SEMESTER EXAMS/ATTENDANCE RULES

Students who miss all or any of the last day(s) of the semester for any excuse, with the exception of illness verified by a valid physician's statement or death in the family, or for other extenuating/exceptional circumstances approved by administration, will be responsible to take any required semester exams after they return to school. Only those students who have approved extenuating circumstances will be allowed to make up exams or take exams prior to the specified semester test dates assigned by the school administration. Students who do not meet these requirements will receive a grade of zero for each of the required exams until the student comes back to school and takes the examinations. It shall be the responsibility of the student to contact the teacher immediately upon returning to school for any/all work that needs to be made up.

If a student is failing at midterm, the parents shall be contacted by telephone, in writing, electronically or personal visit.

RECOVERING FAILED CREDITS: OPTIONS

Priority for enrollment in credit recovery classes will be given to students in their Junior and Senior years. Sophomore and freshmen students who fail a core class will be referred to the District Summer School Program for recovery of lost credits.

Minico High School students also have the following options available to complete grade level requirements: Repeat the course in person, attend Summer School, enroll in Idaho Digital Learning Academy (IDLA), enroll in IDLA credit recovery (IDLA credit recovery has a cost \$75 per credit), or attend Mount Harrison night classes, Correspondence Classes, and Independent Study, as available.

STUDENT BEHAVIOR & DISCIPLINE POLICY

Students are expected to be honest in their work, to comply to school expectations and rules, to be respectful to all, and to be responsible for their efforts, actions, education...to be **#SPARTAN STRONG!**

Academic Dishonesty

Any student giving or receiving unauthorized help in any exam, quiz, written work, distributing photos of tests or projects and plagiarism of any kind will receive the minimum of a zero for that assignment. *Example of dishonesty/cheating: A student copying or giving copies of an assignment or test that defy the teacher's expectations.* This student may also be referred to the administration for further disciplinary action, including detention or suspension.

Any repeated offenders in the course of a semester grading period may receive a failing grade for that semester.

Plagiarism, Cheating and Artificial Intelligence (AI)

Minico High School students are expected to formulate and produce their own original products/work. Using research and AI are both acceptable resources for helping students to create a thoughtful and meaningful product, however, no more than 30% of the paper may be AI generated and it must be cited as such. Copying another's work including those produced by AI, is considered cheating. Using another person's words ideas as your own, without citing the source, is plagiarism. Cheating and plagiarism are both unacceptable at MHS. Students caught doing either will receive appropriate consequences, based upon classroom rules, possibly including zero for the assignment without the possibility of a rewrite, a call/meeting from the teacher to the parent, Lunch Academy, and/or Saturday School.

If a PED is out during a test, there will be an assumption of cheating, the device/phone will automatically be taken to the office, and appropriate actions/consequences will occur that time.

STUDENT DISCIPLINE

It is the intent of the Minico High School administration to support teachers in the area of classroom behavior and student discipline. It is our belief that students must be responsible for all their actions while in attendance at school and school activities.

Each teacher has a set of classroom rules that are necessary to maintain a positive learning environment. Students who violate these rules may be assigned detention at lunch, after school learning, or sent to the vice principal's office. Detention may be assigned up to one hour per teacher's discretion. All behaviors that need further discipline are to be dealt with by an administrator.

Students referred to the office for violation of school rules will receive appropriate consequences, which may include Lunch Academy Detention, Saturday School, in school or out of school suspension, community service, restitution, and /or expulsion. Any action by a student which violates any law or statute will be referred to law enforcement authorities for further action.

A hierarchy of consequences will apply to frequent or repeat offenders.

NOTE: Many teachers assign students to serve detention with the teacher at lunch or after school for minor violations of classroom rules or for academic support. Students who are assigned detention of this nature are expected to serve the assigned time. Teachers may assign detention to students in alignment with classroom rules.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR

Lunch Academy Detention: Students may be assigned to a Tuesday, Wednesday, and Thursday lunch detention in the assigned detention room. The use of PED's/cell phones is prohibited while serving Lunch Academy.

Saturday School: Students who are required to attend Saturday School will be assigned as follows:

Written notice will be given to students.

Saturday School starts promptly at 8:00 a.m. as doors will be locked at this time. Students will serve on the assigned day. There will be no exceptions for employment, inconvenience, prior commitments, etc. except in the case of an emergency and if the assigning staff member has been contacted.

The first failure to attend an assigned Saturday School will result in a parent contact, one day of in-school suspension (PASS Room), and the student will be reassigned to attend Saturday school.

Additional failures to attend Saturday School will result in two-days of suspension or additional Saturday Schools.

Teachers also have the discretion to assign students to academic Saturday School. Students who are assigned academic Saturday School must adhere to all of the rules of Saturday School. However, when the student finishes their homework, they are free to leave.

In-School Suspension/Positive Alternative to Student Suspension (P. A. S. S.)

Minico High School maintains an in-school suspension program which may be used by the administration to remove a student during a class if there is a need. The administrator may also assign a student PASS for one or two days, and the student is not allowed to attend after school activities during the time of the PASS.

Suspension: Students who are suspended, are not to be present at or be on the school grounds for any reason whatsoever, including all evening activities, until after the day following the completed suspension. Students who violate this rule will be subject to additional suspension from school.

MAJOR DISCIPLINE

Major discipline problems are referred to assistant principal, principal or designee for possible warning, detention, suspension, referral to the District Discipline Referral Committee (DDRC), and or referral to Minidoka County School Board for expulsion. The procedure for handling major discipline problems is stated below; however, any step(s) may be skipped and action initiated at a subsequent step or suspension invoked if the seriousness of the problem warrants. Such is the instance of fighting. Upon the second offense of fighting, the student may be referred to the DDRC. The following are minimal procedures/consequences for offenses and major offenses:

Step 1 Offense or first major offense

The assistant principal, principal or designee will hold a personal conference with the student. This will result in a verbal warning or further disciplinary action.

Step 2 Offense or second major offense

Step one will be repeated and appropriate disciplinary action will occur.

Step 3 Offense or third major offense

The student will attend a Saturday School or suspension.

Step 4 Offense or fourth major offense

The student will be assigned two Saturday Schools or suspension. Parents will be contacted for a conference with an administrator.

Step 5 Offense or fifth major offense

The previous steps may be repeated. Students could be assigned up to 5 days of in school or out of school suspension. Parents will need to come in for a conference. At this time the student will be put on a behavioral contract.

Step 6 Offense or sixth major offense

A student will be assigned 5 days out of school suspension and will be referred to the DDRC.

Two occurrences of a major violation and/or continuous violation of school rules in a single school year constitute grounds for possible expulsion from Minico High School.

VIOLATION OF RULES RESULTING IN SUSPENSION OR EXPULSION

Due Process will be utilized to address these serious violations, and in all cases where a crime has been committed, law enforcement will likely be involved.

POSSESSION OF WEAPONS: Minico has zero tolerance for students who bring weapons including laser pointers, to school or have in their possession at school, on the way to or from school, on school property, in school transportation vehicles, or at any school sponsored activities, weapons or other objects/substances which are a threat to the health and safety of other students, staff members or visitors, or are a disruption to the educational process. Weapons are defined as implements capable of inflicting serious bodily damage (District Policy #952.00)

The possession of a firearm of any sort on school property is prohibited by Gun Free Schools Act. Students found in possession of a firearm on property or at any school-sponsored activity, will be immediately suspended from school for those days permitted by law and referred to the DDRC for expulsion. Students expelled under the Gun Free School Act will not be allowed to return to school for a period of 365 days from the date of expulsion.

Additionally, any person found in possession of a weapon will be referred to law enforcement personnel for appropriate action. A student who inadvertently brings a weapon to school and immediately upon arrival surrenders to a staff member may be excluded from some of the requirements of the policy.

PROHIBITION OF GANGS AND HATE GROUPS: Gangs, hate groups, and similar organizations or groups which advocate hatred or discrimination on the basis of race, color, religion, sex, ancestry, national origin, or handicap are inconsistent with the fundamental values of the educational environment.

The activities of such groups and their members are prohibited on school property and at all school sponsored functions.

Bullying, Coercion, Cyberbullying, Discrimination, Gang Activity, Harassment, Hazing & Intimidation
(*District Policy No. 372.00*)

Bullying, coercion, cyberbullying, discrimination, gang activity, harassment, hazing and/or intimidation of students and/or employees is prohibited and will not be tolerated. Bullying, harassment and/or intimidation is generally characterized by aggressive or intentionally harmful behavior carried out over time in an attempt to exercise control over the victim. Cyberbullying is a digital form of bullying that utilizes any electronic communication device to convey a message in any format (audio, video, text, graphics, photographs, or a combination of these) that intimidates, harasses, or is otherwise intended to harm another individual. Coercion is using force or control to get another person to do something against their will that involves negative outcomes, behaviors, or emotions. Hazing is any act that is intended to cause humiliation, embarrassment, intimidate, demean, or endanger the mental or physical health of a person as a condition of membership to any district-sponsored group or organization. Gang activity includes wearing, possessing, using, distributing, banging, displaying or selling any clothing, jewelry, emblem, badge, symbol sign, gesture, codes, or other things that suggest gang membership. Behaviors that are prohibited under *District Policy No. 372.00* include, but are not limited to: physical abuse; verbal abuse; psychological abuse; intentional gestures or any intentional written, verbal, or physical acts or threats against another that causes harm, damage to property, fear of harm or fear of damage to property; inappropriate touching (patting); implied sexual favors; suggested sexual activity; verbal harassment; or abuse that is gender oriented.

Anyone who believes he or she has been a victim of bullying, coercion, cyberbullying, discrimination, gang activity, harassment, hazing and/or intimidation should report the alleged acts immediately to a teacher, counselor, supervisor, principal or the superintendent. Complaints will be investigated following the procedures of *District Policy No. 372.00P*.

DANGEROUS & ANTI-SOCIAL BEHAVIOR (District Policy No. 340.60)

Students will receive up to 5 days suspension for bullying, fighting, gang activity, harassment, or any other dangerous or anti-social behavior, including hazing or initiations. Any further violation will be

grounds for expulsion from school. If it has been determined that a criminal act has been committed the incident will be referred to law enforcement.

DISRUPTION OF SCHOOL: A student shall not disrupt (or encourage disruption) of school by use of violence, force, noise, coercion, disrespect, threat, intimidation, harassment, bullying, hazing, cyber bullying, discrimination, passive resistance, or/and other similar conduct. Students found in violation of this policy will be subject to discipline up to, and including expulsion.

THEFT OR DESTRUCTION OF SCHOOL PROPERTY: A student shall not intentionally cause or attempt to cause substantial damage to valuable property of the school including defacing property of the school or of others, or steal or attempt to steal property of the schools or of others. Restitution may be sought under the laws of the State of Idaho. Students should refrain from bring large quantities of money to school and should lock their valuables in a locker. Lockers are available in the school and in the locker room. **Students will need to bring their own locks and lock their lockers.** Minico High School is not responsible for lost or stolen items.

ASSAULT/BATTERY ON A SCHOOL EMPLOYEE, STUDENT, or OTHER PERSON: A student shall not threaten through actions or words, intentionally cause or attempt to cause physical injury or intentionally behave in such a way as could reasonably cause physical injury to a school employee, student, or any other person at the school or at any school activity.

DRUGS, ALCOHOL, AND TOBACCO USE: (District Policy 342.20) A student shall not use, possess, sell, buy, or distribute drugs, including alcohol, tobacco (including smokeless or electronic cigarettes or look-alikes), controlled substances or related paraphernalia or over-the-counter medications (except as per Policy 370.20) on school premises.

NOTE: Idaho State law prohibits the use of tobacco on public school property. This includes students, visitors, and school personnel, whether or not school is currently in session. Minico High School complies fully with this law.

BUS CONDUCT

Proper conduct by the students is expected and contributes to the safety of the pupil transportation program. Refer to District Policy #378.20P for transportation discipline procedure.

Each passenger will maintain appropriate behavior while loading, riding, and unloading.

MISCELLANEOUS

Throwing rocks, ice, snowballs or other projectiles that might injure others or damage property may result in suspension from school.

Students are not to access the roof of any building at Minico High School. Doing so will result in appropriate discipline and possible suspension.

Under no circumstances is there to be hazing or initiation of students at Minico High School. Confirmed violations will result in suspension from school.

Students are not to bring articles to school that are deemed inappropriate for a school setting. Articles such as laser pointers, skateboards, razor scooters, water guns, lighters and/or matches, etc. are prohibited during school hours. Violations of this policy may result in loss of the article and possible suspension from school.

STUDENT USE OF PERSONAL ELECTRONIC DEVICES (PED's) (District Policy No. 362.00 AND 362.00P)

The Minidoka County School District is dedicated to developing the whole child in an atmosphere of excellence, characterized by mutual respect, shared responsibility for learning, academic rigor, and the appropriate use of technology, which facilitates success in all aspects of life. **Refer to District Policy No. 362.00 AND 362.00P for the entire policy, including special procedures for students who may be partially exempt from portions of this policy.**

Within Minico's school culture, we are deeply committed to learning by using a variety of teaching and learning methods, including the use of technology. Fundamental to student learning is the integrity of classroom instruction and the ability to manage and foster appropriate behaviors that enhance learning. In an effort to promote smart and appropriate use of technology. Each student has been provided a computer and are expected to bring that device to each class, charged and ready to use each day. The provided devices will be the primary device for academic purposes. For a variety of reasons, the use personal electronic devices (PED), including cell phones and ear devices, will be heavily restricted during classroom time. Minico's PED policy will allow students to responsibly use their PED's during designated times throughout the day:

- Passing times between classes
- Lunchtime
- Before and after school

Otherwise, with the exception of "smart watches", **PED's must be turned off or placed on silent mode and put away either in a backpack or in a container provided by the teacher for the entirety of the class.** On rare occasion, if ever, the teacher may plan for the use of PEDs or cell phones for academic purposes in the classroom and students will only use their PED as instructed. Teachers will discuss these times and circumstances with their students in their classrooms. Students may have headphones or similar devices in the hall as long as one ear is free. Also, PED's may be prohibited outside of the classroom during class/instructional time-for example: texting a friend while using a hall pass to use the restroom. Students will use a "smart watch" only as a time piece during class time.

**** NOTE: Due to the evolving nature of technology-additional rules and regulations may be added throughout the school year.*

Consequences for Noncompliance or Misuse of PED's in the Classroom/Hall Violations

- **Students who manage their PED's as expected will not have any consequences.**
- **There will be no warnings given after the first week of school**
- **First offense: the device is given to the teacher and returned to the student at the end of the class period and/or assigned a consequence including being referred to administration.**

- **Second offense or when the teacher deems necessary-the device will be given to an administrator and a parent/guardian will be required to retrieve the device from the administrator and make a plan in the case of further violations.**
- **Implicit or explicit refusal to place the phone in the backpack or teacher container, or refusal to give the phone or device to the teacher, administrator, or staff member upon request will result in the student being sent to the office, parent conference with an administrator and the teacher will ensue along with the student receiving an appropriate consequence no less than a Saturday School or suspension. The student may also lose PED privileges for a time.**
- **A student who forgets to bring their assigned device to school will be expected to take appropriate actions to remedy the issue (borrow one from the library) prior to class. Cell phones will not be allowed in class as a backup device.**

Teachers are expected to disallow the use of PED's as a reward for completing work or to be used during waiting time (instead visit quietly, read a book or article, complete homework, study notes, etc.).

Students should communicate clearly with their family, friends, and bosses about the school PED rules and the appropriate times to communicate. In the case of an emergency at home, parents will be encouraged to contact the school. Otherwise, students are expected to read and respond to their received messages and calls during an appropriate passing period/lunch break. If a student is involved in an individual emergency at school, a school official will contact the student's parents

At the beginning of each school year an acceptable use policy letter will be sent home with students, to be signed and returned, which outlines expectations and consequences regarding having a cell phone or PED at school in accordance with District Policy No. 362.00 and Minico High School expectations and policies.

PED Use During School Emergency/Lockdown Situations

During lockdown and other school emergency situation, students are expected to comply with district, school, teacher, and emergency services protocols and requests. It is important to understand that the sharing of incorrect information can lead to panic and chaos as well as compromising public safety by complicating emergency services response time due to road and traffic issues and communications issues with internet and cell tower limitations. During a lock down/emergency situation, the school district will post on the district website (minidokaschools.org) any facts and information to parents and the public as they become available. We ask that any student, when allowed to use their PED, only share with their parents that he/she is safe, and teachers may receive facts and information during the situation that is shareable to students and parents. Students should neither be videoing/recording other students or staff during the situation nor sharing recorded material of the incident on social media platforms.

PROFANITY

Students need to be respectful of those around them and are expected to speak and act responsibly. Use of profanity is unacceptable and students will be disciplined accordingly.

Minidoka County School District #331 Drug and Alcohol Free Workplace (District Policy 342.20 and 524.00)

The Minidoka County School Board and Minico High School is committed to meeting its legal and moral responsibilities to safeguard the health, character, citizenship, and personal development of students. It is recognized that certain offenses, including those of alcohol and drug abuse, are barriers to the positive development of the citizenry and can lead to the illness of alcoholism and other chemical dependencies.

The board of trustees hereby notifies all employees and students of Joint School District No. 331 that the unlawful manufacture, distribution, sale, possession, consumption or use of any illicit drug or alcoholic beverage at the work place, on the Minidoka County School District premises, or on school assignment and/or activities is absolutely prohibited. The board further notifies all employees and students that to be under the influence of alcohol, drugs, or any intoxicating substance at the work place, on the school district premises, or on school assignment and/or activities is absolutely prohibited. **Compliance with this policy is mandatory.**

Violation of these policies by any employee or student will be cause for disciplinary action up to and including termination or expulsion.

All employees and students in violation of this policy will be referred to local law enforcement authorities. Students' parents or guardians will be notified immediately.

Administrators and supervisors are to review this policy with employees and students annually.

STANDARD OF DRESS

As fashions change, developing a dress standard for school is challenging. Students and staff understand that certain forms of dress are appropriate for particular settings both in and out of school, but are not appropriated as attire in the general school setting i.e. a wrestling singlet is appropriate for wearing during a wrestling match/practice, but nowhere else during the school day, or a swimsuit is appropriate at the pool, but not as attire for regular school business. Therefore, boundaries of appropriateness have been set for attire at school. Minico High School students are expected to dress appropriately and to show proper attention to personal cleanliness, neatness, and conservative standards of dress and appearance for the safety and education of the student and all others in the school. In order to ensure academic excellence, ethical behavior and personal responsibility, dress will be of a nature that sets a school-wide tone of caring about personal integrity, school pride, and the courteous customs of the society in which we live. The purpose of this policy is to model and promote a safe, productive, and professional environment for students, staff and the community. This policy will apply equally and without bias based on gender, race, color, religion, national origin, disability, and/or age.

GENERAL RULES FOR ATTIRE: Clothing should always be clean, mended, suitable to body size, and in good taste.

CLOTHING: Pant/slacks are to be worn at the waist. Belts are not required, but if worn, must be in loops and are not to hang down. Pants that cannot be held up without a belt or those with holes above mid-thigh are prohibited. Bib type overalls/coveralls shall be worn in an appropriate, safe, fastened manner. Extreme tight-fitting clothing, clothing which is unduly revealing, or attire which detracts in any way from the educational mission of the school's instructional program, is unacceptable. Stretch pants (yoga pants, leggings, tights. i.e.) are discouraged. See-through fabrics, mesh, and/or fishnet fabrics are prohibited. Clothes must conceal undergarments at all times. Shirts must have a modest neckline and be long enough to cover the midriff (front and back). Halter tops, spaghetti straps, off-the-shoulder or low-cut tops, bare midriffs, and skirts and shorts shorter than finger-tip length are prohibited. Athletic team attire that does not meet the above criteria is to be worn only at competitions, practices, and/or for demonstrative purposes/assemblies with administrative approval.

INSIGNIA: Clothing and accessories that contain insignia are unacceptable at any time and in any form if they contain messages, writing, graffiti, and or insignia which advertise, endorse, and/or promote drugs, tobacco products, alcohol, profanity, illegal activities, racially derogatory or hate group references, Satanism, death or destruction, violence, shock-rock, sadism, gangs, racial separatism, and sexual or pornographic innuendo.

HEAD COVERINGS AND HATS: Out of courtesy, respect and for safety/identification reasons, during school hours, all head coverings including caps, visors, sweatshirt/hoodie hoods are unacceptable for all students with the exception of head coverings for medical purpose or religious observance. Under special occasions, hats may be worn with authorization by administration with specific guidelines. **See District Policy 344.00**

ACCESSORIES

Belts must be in the belt loops and are not to be hanging from the waist.

Accessories having studs or spikes (including metal) are prohibited.

All pet paraphernalia is prohibited.

Chains, including wallets which have a chain attached are prohibited.

Jewelry, which could inflict bodily harm, used for drug paraphernalia, or construed as a weapon is prohibited.

Shoes must be worn at all times.

Students may be expected to remove certain jewelry deemed unsafe by the teacher during any class including Physical Education classes.

No gang-related, profane or vulgar language, symbols or insignias etc. are to be cut into hair or tattooed or cut into skin. All offensive permanent marks must be covered.

Bandannas are prohibited as attire in the school building.

** Violation of the dress code is subject to discipline up to suspension.

SEXUAL HARASSMENT

The Board of Trustees believes that students and employees of the Minidoka County School District #331 have the right to learn and work in an atmosphere which is conducive to the achievement of their fullest potential. Sexual harassment of students or employees whether verbal or physical and whether engaged in by employees of the District or students, is prohibited and will not be tolerated.

The School District will investigate all complaints of sexual harassment whether the complaint is formal, informal, verbal or written, and discipline any student or employee who sexually harasses a student or employee of the School District.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature.

Any person who believes he or she has been the victim of sexual harassment should report the alleged acts immediately to an appropriate teacher, counselor, supervisor, principal or superintendent.

PUBLIC DISPLAYS OF AFFECTION

Inappropriate showing of affection in halls, classroom, or on school grounds will not be tolerated. Examples would be prolonged hugging, kissing, extensive physical contact, etc. that would offend other people. Violation could result in detention and/or suspension from school.

DRIVING TO SCHOOL/PARKING LOT REGULATIONS

Student parking on the Minico High School campus is by "Permit Only" from **7:30 am to 3:50 pm**.

Driving to school and parking in the school's parking lot is a privilege; please treat it as such. Due to the limited number of student parking spaces as well as safety and trespassing issues, student parking will be closely monitored. Student cooperation is expected and appreciated. Student parking spaces on campus will be permitted to students who have a driver's license, complete the **Parking Permit Form**, and pay the permit fee. Each approved student will be granted a parking permit and will either park for the remainder of the school year in an assigned, numbered parking stall that matches their pass for the remainder of the school year or will park in the "Overflow Parking Lot" on special/or unforeseen occasions. Students who are not assigned to a numbered parking stall will park in the general **Overflow Parking Lot** east of campus. *The school administration will determine the process for assigning parking spaces. Students without a permit will not be allowed to park anywhere on the MHS campus. The Minidoka County School District assumes no responsibility for the theft or damage to vehicles parked or driven on school grounds or to those that are towed by a certified towing company. In an effort to protect your car and other possessions, we require the following of our students:

Any student who drives and arrives at school with a motorized vehicle, will park in his/her designated parking spot and will remain parked during the remainder of school hours, except to leave during lunch period. Cruising the parking lot and/or driving to the other side of campus to attend another class is prohibited.

Students will park only between solid yellow, parallel lines in the designated student parking areas, and are prohibited from parking in any staff spaces, handicap parking spaces, bus lanes, designated fire lanes, etc.

Students are prohibited from driving passengers on the exterior of their vehicles or in the bed of a pickup/truck while on school grounds.

Students with a permit who drive oversized vehicles and those with trailers will be required to park along the side of 300 West Road between the fence and the road beyond the greenhouse near the Football bleachers.

Students will keep their parking spaces litter free, and will not paint and/or write in their assigned space. The \$50 senior parking stalls are an exception and can be painted.

No student is to be in the parking lot during any class period without permission from a member of the faculty or administration. Students found in the parking lot during class time without written or direct permission will be considered TRUANT from class and disciplined accordingly.

Students are expected to not loiter in the parking lot when the school day is completed.

Students are expected to drive courteously, carefully, and responsibly on and around school property. Inattentive, reckless, or irresponsible driving on school grounds will not be tolerated. Violations of rules concerning parking lot and driving behavior may result in the loss of privileges for a period of time. Students who blatantly park illegally or fail to comply with parking rules will be towed at the owners expense.

Minico High School Parking Passes:

Step One: Students and parents/guardians will complete and submit the on-line *Student Parking Permit* form on the Minico High School website.

Step Two: Those who have completed the on-line form will be assigned a parking space*.

Step Three: Students will have two school days to pay for the pass and will come to the office and complete and file any paper work, show the secretary his/her driver's license, and receive his/her parking permit.

Step Four: The parking permit must be clearly displayed, facing forward on the rear-view mirror or on the dashboard while the vehicle is parked on campus. The parking permit may be transferred to another registered vehicle. Failing to display the parking permit or parking in unauthorized areas will result in the consequences listed below.

Parking Consequences include:

1st offense: Warning/Citation

Other offenses: Citation/Towed/Loss of Parking privilege.

After three offenses, or a severe safety risk to others has occurred, the student and parent/guardian will have a hearing with administration for the possible revocation of the permit.

Parking fees and fines (to be paid at the office)

\$50.00 Senior Prime Parking Pass Fee

\$20.00 for assigned paved parking pass.

\$10.00 for overflow parking permit
\$5.00 will be assessed for a lost or stolen permit.
\$15 fine for each citation for improper parking
\$25 fine for parking in a handicapped space and/or fire lane.

Visitor Parking

All visitors parked on school grounds must report immediately to the office to check in and register themselves and may be asked to provide their vehicle information.

FOOD IN SCHOOL/LUNCH TIME EXPECTATIONS

Students are expected to help keep the hallways, outside lawns, and parking lots clean at all times. Failure to keep hallways clean could result in loss of privilege to eat in the halls during lunch. When in the halls during lunch time, students should converse quietly as to not interrupt classes that are in session.

SEARCH & SEIZURES

While on school grounds, the administration and resource officers reserve the right to both search and seize any materials in violation of school policy. This search and seizure can include a student's personal vehicle, locker, backpack, gym bag, purse, etc.

This can be done at any time there is reason to believe a student may be in violation of school policy. No prior warning is needed. Search warrants are not necessary to perform this action in a school setting. Any violation of school policy found during any such search will be disciplined accordingly.

THEFTS/REPORTING A LOSS

Students are reminded to secure vehicles, valuables, and lockers--BOTH hallway and PE lockers. In case of theft, the school accepts no responsibility for personal articles and property brought into the building(s) or onto school grounds. Staff may assist in the recovery of such items.

Internet Policy for Students (*District Policy No. 502.97*)

Individual users of the Internet have the ultimate responsibility to use Internet resources appropriately. All Internet users are expected to use the network for purposes appropriate to the educational environment at all times. Users must refrain from any use that is not consistent with the policies, purposes, or objectives of the Minidoka County School District. Minico requires every student and parent to sign for Internet use in accordance with *District Policy No. 502.97*.

ACTIVITY PARTICIPATION POLICY/GRADE ELIGIBILITY

Grades

A student desiring to represent Minico High School in extracurricular activities must have a cumulative GPA of 2.0 and must be passing all classes.

Grades will be checked every two weeks and students who have a grade of less than 60% in no more than two classes will be placed on a **probation plan** and will either meet the requirements of the probation plan or will become ineligible. ***

After grade checks, a student who is not passing at least five classes will have one week to reach the minimum standard of five passing classes. If the student does not meet the minimum standard, he/she will be declared ineligible for participation until the standard is met.

Activity Probation Plan***

In order to encourage students who might otherwise not be allowed to participate, and to provide incentive for improvement, students who are unable to meet the 60% requirement, in the above circumstances, and is passing at least five of seven classes, may be allowed to practice, participate, or compete under the following circumstances:

The student must meet with administration and teacher to determine if the student can be placed on academic probation.

If approved, the student will remain on academic probation each week thereafter until a satisfactory grade report is achieved at which time, they will be declared eligible to participate until the next grade check.

A student who has an unsatisfactory grade report or is declared ineligible to participate must continue to meet weekly with the administration to discuss current grades and an improvement plan.

Failure to meet the guidelines set forth in the improvement plan set by teacher, student, and administrator will result in the student being declared ineligible to participate for the remainder of the season.

Students must attend all required practices and perform all required training activities during the probationary period. Students who have been declared ineligible for the remainder of the sport season will not be allowed to practice or participate following the declaration of ineligibility.

Activity advisors will be responsible for grade check and eligibility requirements.

Students not meeting grade requirements will not participate in activities.

All school activities will be under this policy.

Only administration may waive any requirement.

EXTRA-CURRICULAR ACTIVITIES

All students who attend extra-curricular events are expected to show the highest levels of citizenship and sportsmanship. Vulgar language toward anyone, including officials, will not be tolerated!

Any student spectator expelled from an event by the administration, law enforcement, or game official will have to meet with the athletic director to view a sportsmanship video, and may be suspended from school up to five days and may not be allowed to attend any other extra-curricular function for up to a period of six weeks.

A second violation of this sort during the course of the school year may result in expulsion from all school activities for the remainder of the school year and suspension from school for five days.

Any student who is released/quit from any organization or club because of failure to follow the sport/club rules/regulations/grade requirement may have his/her name deleted from any pictures or other recognitions.

Rules & regulations governing participation in ALL extra-curricular activities

Improper behavior (including before, during, and after the event) may result in loss of participation in school activities. Proper behavior while in competition representing the well-being and reputation of Minico High School is expected and required.

Training Rules and Substance Abuse Policies

Participation in extra-curricular activities is a privilege extended to the students of this school. Students participating in activities shall not use or possess tobacco, alcohol, or drugs or other substances found in District Policy 342.20. Students doing so will be subject to the disciplinary actions of the Drug and Alcohol Policy for Extracurricular Activities Code of Conduct that each participant must read and sign prior to participation.

Attendance Rules and Regulations for Participation in Extra-Curricular Activities

Students must be in attendance one-half of the day of an activity or they will not be permitted to participate in that activity.

Exceptions are:

If the student is attending a doctor's appointment during the course of the day, in which case a doctor's note must be shown to the attendance office upon return to school.

If the student must stay home because of a serious illness in their family which has been pre-excused through the attendance office.

A death in the family.

Personal reasons or illnesses that are cleared by the administration in advance of missing school.

Students who are assigned in-school suspension can compete that day if their activity takes place after the assigned detention. In-school suspension will not be scheduled around extra-curricular activities under any conditions.

Extra-Curricular Eligibility

Those students participating in any extra-curricular activity come under the jurisdiction of the Idaho High School Activities Association regulations. In addition to these requirements, the participant must meet the following regulations outlined in the Minidoka School District policy:

Students participating in any activity covered by the I.H.S.A.A. must have and maintain a 2.0 grade point average. The grades will be calculated initially from the previous semester grades for students transferring to Minico from other schools. Grade point averages figured from the previous semester grades will determine eligibility for the following semester.

No student is to take part in interscholastic athletics unless the student has completed the required **Physical Examination/Interim Questionnaire** approving participation, and a **Consent Form** is signed by the parents.

No student is to take part in interscholastic athletics/activities unless the student has athletic/activities insurance or is able to show proof that he or she is covered by a family health insurance policy. See the office staff for insurance information and insurance opportunities.

Students participating in extra-curricular activities must purchase an activity card. This includes participation in any competitive events as approved by the Idaho High School Activities Association including music, debate, cheerleading, and dance.

Although school staff may assist, any student wishing to participate in activities at the college or professional level are responsible for becoming aware of the rules, regulations, and protocols of such interests and **initiating** and completing any eligibility requirements. Visit <https://web3.ncaa.org/ecwr3/> for valuable information.

A complete copy of the Spartan Pride Athletic Handbook is located on the internet at the Minico High School home page –<http://www.minidokaschools.org/domain/342>.

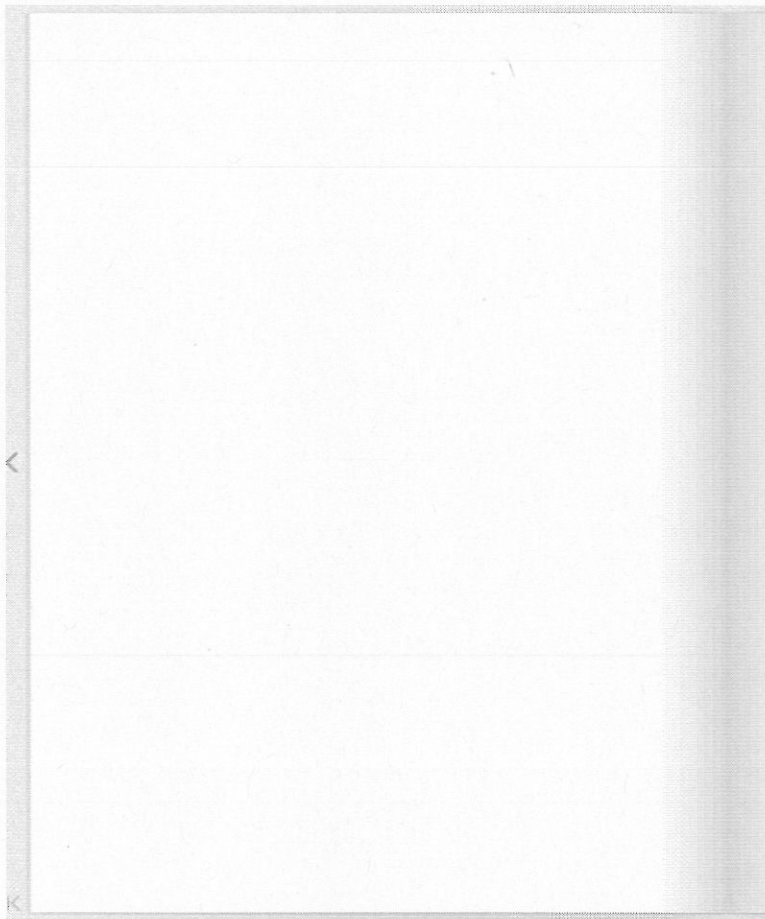
Any person needing special accommodations to participate in school activities should contact Minico High School one (1) day prior to the activity at 292 West 100 South, telephone number 208-436-4721.

MINICO SCHOOL DANCES:

Dances sponsored by Minico High School are for our students and their guests. Guest forms may be picked up in the school office the week prior to the dance or are available on-line and must be received by the office by the Wednesday before the dance. Students will be notified of approval/denial by the end of the school day on Thursday. Students are fully responsible for their guest's actions. Students leaving a dance or activity will not be readmitted to that activity. Students and guests will be required to have a dance contract on file to attend dances.

Dance Guidelines:

Dancing and dance attire is expected to be appropriate for the type of activity. Provocative styles of dance and/or dress are not allowed and may lead to removal from the dance.



1

MODULE

GETTING TO KNOW YOU AND STEPS TO MAKING YOUR DREAMS COME TRUE

GOALS

The goals of this module are to:

- Provide participants with an overview of the program.
- Increase participants' personal investment and comfort in participating in the program.
- Increase participants' ability to identify realistic goals for their future.
- Increase participants' confidence about making proud and responsible choices to protect themselves and their community from unplanned pregnancy, HIV and other STDs.

LEARNING OBJECTIVES

After completing this module, participants will be able to:

- Identify several agreements for group participation that will facilitate discussion and learning.
- Identify what it means to be proud and responsible.
- Describe the benefits of proud and responsible behavior.
- Identify at least two reasons teens have sex, the consequences of sex and strategies for reducing those consequences.
- Describe at least one goal they wish to achieve in the future.
- Identify barriers to achieving their personal goals and strategies for overcoming them.

MODULE PREVIEW

The first module: (1) informs participants about the program; (2) helps them become comfortable, cohesive and productive in groups; (3) generates enthusiasm about *Making a Difference!* (4) promotes the goal of protecting themselves and their community; and (5) gives them ideas about how they can examine their own goals, and obstacles that might stand in the way of reaching them.

© 2010. All rights reserved.

31

STRATEGIES/METHODS

- Mini-Lecture
- Brainstorming
- Talking Circle Exercise
- *Goals and Dreams Timeline* Exercise
- Group Discussion

MATERIALS NEEDED — INCLUDED IN IMPLEMENTATION KIT

- *Goals and Dreams Timeline* poster
- *Goals and Dreams Timeline* handouts or student workbooks

MATERIALS NEEDED — NOT INCLUDED IN IMPLEMENTATION KIT

- Pencils/pens
- Markers
- Masking tape
- Pre-labeled newsprint:
 - » *Group Agreements*
 - » *Why Some Young People Have Sex*
 - » *Consequences of Sex*
 - » *Proud and Responsible Prevention Strategies*
 - » *Goals*
 - » *Making a Difference! Be Proud! Be Responsible!*

PREPARATION NEEDED

1. Before the program begins, label all of the newsprint charts as listed under Materials.
2. Hang the pre-labeled newsprint charts in the order they will be used. Fold and tape the charts so the titles remain covered by the bottom half of the sheet until you use them.

INSTRUCTIONAL TIME: 60 minutes

ACTIVITY	MINUTES NEEDED
A. Welcome and Program Overview	5
B. Talking Circle	10
C. Creating Group Agreements	5
D. <i>Making a Difference! Be Proud! Be Responsible!</i> Brainstorm	5
E. Brainstorming About Young People and Sex	10
F. <i>Goals and Dreams Timeline</i>	15
G. Brainstorming Obstacles to Your Goals and Dreams	10

© ETR. All rights reserved.

ACTIVITY

A

PREPARING FOR THE ACTIVITY

RATIONALE

Providing participants with a general overview of the program will foster excitement and enthusiasm about participating.

MATERIALS

None

TIME

5 minutes

WELCOME AND PROGRAM OVERVIEW

PROCEDURE

1. Welcome the participants and introduce yourself.
2. Present the purpose and format of the program by saying,

This program is called *Making a Difference!* It will give you some important tools to protect yourself and others from unplanned pregnancy and sexually transmitted diseases—STDs—including HIV, the virus that causes AIDS.

This program focuses on knowledge, attitudes and prevention skills related to pregnancy, STDs and HIV. It also focuses on relationship issues, sexual behavior, decision making and negotiating in difficult situations. It's designed to teach specific information about the surest way to protect yourself from getting pregnant or becoming infected with HIV and other STDs.

Although STDs can be prevented, many young people don't take precautions because they don't believe they are at risk of getting an STD. Anyone can get an STD, including HIV, from having unprotected sexual intercourse with a partner who is infected.

Unplanned pregnancies can be prevented too. Many teen parents have been able to create successful lives for themselves and their children, especially when they have the support of some caring adults. However, they have to work a lot harder to do so. It's easier to reach your goals if you postpone having a child, or, if you're already a parent, postpone having another child.

Do you think young people should be worried about unplanned pregnancy, HIV and other STDs?

© ETR. All rights reserved.

HANDOUTS AND POSTERS FOR FACILITATOR REFERENCE

GOALS AND DREAMS TIMELINE

Introduction
Complete this timeline with goals you want to accomplish in the future. Examples include: high school graduation, finding a romantic and stable relationship, completing college, living happily ever after, having a car, travel, employment or career, marriage, having a home, children, having a business, etc.

Worksheet:

GOALS AND DREAMS TIMELINE

1. _____

2. _____

3. _____

4. _____

5. _____

© ETEC. All rights reserved.

GOALS AND DREAMS TIMELINE

Introduction
Complete this timeline with goals you want to accomplish in the future. Examples include: high school graduation, finding a romantic and stable relationship, completing college, living happily ever after, having a car, travel, employment or career, marriage, having a home, children, having a business, etc.

Worksheet:

1. _____

2. _____

3. _____

4. _____

5. _____

© ETEC. All rights reserved.

Poster

Handout/Student Workbook

2

UNDERSTANDING ADOLESCENT SEXUALITY AND ABSTINENCE

GOALS

The goals of this module are to:

- Review information about why young people have sex.
- Increase participants' knowledge about physical, emotional and sexual development associated with puberty.
- Increase participants' awareness of the pressures to become involved in sexual activity.
- Increase participants' awareness of the benefits of abstinence.

LEARNING OBJECTIVES

After completing this module, participants will be able to:

- Identify the physical, emotional and sexual development that occurs during puberty.
- Identify sexual pressures.
- Identify the sexual behaviors to avoid when practicing abstinence.
- Identify some of the benefits of abstinence.

MODULE PREVIEW

The second module: (1) helps participants explore the changes that occur during adolescence; (2) explores pressures to engage in sexual activities; and (3) examines alternative ways to express sexual feelings.

STRATEGIES/METHODS

- DVD Viewing
- Group Discussion
- Brainstorming

MATERIALS NEEDED — INCLUDED IN IMPLEMENTATION KIT

- Posters:
 - » *Physical Changes of Puberty*
 - » *How Do People Express Their Sexual Feelings?*
- DVD: *The Subject Is Puberty* (Abstinence Version)

MATERIALS NEEDED — NOT INCLUDED IN IMPLEMENTATION KIT

- Markers
- Masking tape
- Monitor and DVD player
- Pre-labeled newsprint:
 - » *Goals* (from Module 1)
 - » *Why Some Young People Have Sex* (from Module 1)
 - » *Benefits of Sex/Abstinence*

PREPARATION NEEDED

1. Before the program begins, label all of the newsprint charts as listed under Materials.
2. Hang the posters and pre-labeled newsprint charts in the order they will be used. Fold and tape the charts so the titles remain covered by the bottom half of the sheet until you use them.
3. Make sure *The Subject Is Puberty* DVD is set up and ready to play.

INSTRUCTIONAL TIME: 60 minutes

ACTIVITY	MINUTES NEEDED
A. Puberty and Adolescent Sexual Development.....	30
B. Why Some Young People Have Sex	10
C. How Do People Express Their Sexual Feelings? What is Abstinence?	10
D. Benefits of Sex/Benefits of Abstinence	10

ACTIVITY
PUBERTY AND ADOLESCENT SEXUAL DEVELOPMENT

A

PREPARING FOR THE ACTIVITY

RATIONALE

Learning more about the physical and emotional changes of puberty and basic information about anatomy and reproduction helps participants develop more confidence in their own knowledge, which can enhance their decision-making skills.

MATERIALS

- Monitor and DVD player
- DVD: *The Subject Is Puberty*
- *Physical Changes of Puberty* poster

TIME

30 minutes

PROCEDURE

1. Introduce the DVD by saying,

We are going to see a DVD about puberty and adolescent sexual development. Afterward, we'll discuss any questions you may have.

2. Show the DVD, which is 14 minutes long. While the DVD is playing, post the *Physical Changes of Puberty* poster.
3. After the DVD, ask participants if they have any questions about the information presented. Then ask the following questions. Remind participants that they can use the poster to answer the questions.

What are the physical changes of puberty for girls?

- What are the physical changes of puberty for boys?
- When does puberty usually begin for girls?
- When does puberty usually begin for boys?

STRATEGIES/METHODS

- DVD Viewing
- Group Discussion
- Game
- Brainstorming

MATERIALS NEEDED — INCLUDED IN IMPLEMENTATION KIT

- AIDS Basketball Questions (included in Module)
- DVD: *The Subject Is HIV* (Abstinence Version)
- Posters:
 - » *HIV/AIDS Review*
 - » *Key Words*
- *Risk Continuum* signs
- *Risk Behavior* cards

MATERIALS NEEDED — NOT INCLUDED IN IMPLEMENTATION KIT

- Newprint
- Masking tape
- Markers
- Monitor and DVD player

PREPARATION NEEDED

1. Hang the posters in the order they will be used.
2. Make sure *The Subject Is HIV* DVD is set up and ready to play.

INSTRUCTIONAL TIME: 60 minutes

ACTIVITY	MINUTES NEEDED
A. <i>The Subject Is HIV</i> DVD and Discussion	30
B. HIV Risk Continuum	10
C. The AIDS Basketball Game	20

© EEP. All rights reserved.

ACTIVITY

A

THE SUBJECT IS HIV DVD AND DISCUSSION

PREPARING FOR THE ACTIVITY

RATIONALE

This activity will help participants learn about HIV transmission and AIDS.

MATERIALS

- Monitor and DVD Player
- DVD: *The Subject Is HIV* (Abstinence Version)
- *HIV/AIDS Review* poster
- *Key Words* poster

TIME

30 minutes

PROCEDURE

1. Introduce the DVD by saying,

We are going to watch a DVD called *The Subject Is HIV*, which will discuss HIV/AIDS, what it is, how you can get it and how to prevent infection. Afterward, we will discuss the DVD. Pay close attention to messages about how people can and cannot become infected with HIV.

2. Show the DVD, which is 17 minutes long.
3. At the conclusion of the DVD, ask the participants.

What were the main messages in the DVD? What do you think the DVD was trying to tell you?

Answers should include:

- » You can get HIV/AIDS from oral sex, vaginal sex and anal sex.
- » Mothers can give it to their babies before birth.
- » You can get HIV from sharing needles.
- » You cannot tell who has HIV by looking.
- » There is no cure for HIV.

© EEP. All rights reserved.

4

MODULE

ATTITUDES, BELIEFS AND GIVING ADVICE ABOUT HIV/STDS AND ABSTINENCE

GOALS

The goals of this module are to:

- Use information about self-esteem to help participants begin to understand the need to practice abstinence.
- Practice giving advice to their peers about the consequences of sex and the benefits of abstinence.

LEARNING OBJECTIVES

After completing this module, participants will be able to:

- Identify and state at least five positive characteristics about themselves.
- Explain how self-esteem affects decision making.
- Develop positive attitudes toward abstinence.
- Explain information about HIV/STDS to their peers.
- Explain why abstinence is the safest and best way to avoid pregnancy, HIV and other STDs.

MODULE PREVIEW

The fourth module: (1) Encourages participants to think about their choices and how their self-esteem might affect those choices; and (2) provides opportunities for participants to develop skills in giving correct information on HIV to friends.

© ETR. All rights reserved.

87

STRATEGIES/METHODS

- Group Discussion
- Forced Choice
- Worksheet
- Information Hotline Exercise

MATERIALS NEEDED — INCLUDED IN IMPLEMENTATION KIT

- Agree/Disagree signs
- Handouts or student workbooks:
 - » *Seeing the Positive*
 - » *Nat Next Door*
 - » *Calling Koko Callers 1-5*

MATERIALS NEEDED — NOT INCLUDED IN IMPLEMENTATION KIT

- Pencils/pens
- Markers
- Newsprint

PREPARATION NEEDED

1. Hang the Agree/Disagree signs.

INSTRUCTIONAL TIME: 60 minutes

ACTIVITY	MINUTES NEEDED
A. <i>Seeing the Positive In Yourself</i>	10
B. <i>Attitudes About Abstinence</i>	15
C. <i>Nat Next Door</i>	15
D. <i>Calling Koko</i>	20

© 2011 All rights reserved.

ACTIVITY

A

SEEING THE POSITIVE IN YOURSELF

PREPARING FOR THE ACTIVITY

RATIONALE

Encouraging participants to value themselves and think about their choices will increase the likelihood that they will make good decisions.

MATERIALS

- *Seeing the Positive* handout
- Pencils/pens

TIME

10 minutes

PROCEDURE

1. Begin this activity by saying,

Now, we are going to focus on making sexual choices. Some people think that self-esteem plays a major role in making sexual choices. What is self-esteem?

Possible answers:

- » The way you feel about yourself.
- » How much you like yourself and respect yourself.
- » Your belief in the good things about yourself.

2. Distribute the *Seeing the Positive* handout or have participants turn to it in their workbooks. Then give directions on how to fill it out.

Think about all of the good things you know about yourself, even the ones that others might not know about you. Circle them on your worksheet.

FACILITATOR'S NOTE

If some of your participants find reading challenging, you may want to read the words out loud before they start completing the worksheet.

3. Allow 2-3 minutes to complete the worksheet. Then ask participants, one at a time, to share two good things about themselves.

© 2011 All rights reserved.

5

MODULE

THE CONSEQUENCES OF SEX: STDs

GOALS

The goals of this module are to:

- Increase participants' knowledge of sexually transmitted diseases.
- Increase participants' perceived vulnerability to STDs.
- Introduce participants to problem-solving steps as a way of thinking through and coping with sexual choices.

LEARNING OBJECTIVES

After completing this module, participants will be able to:

- Identify the signs and symptoms of the most common STDs.
- Identify how STDs, including HIV, are transmitted.
- Acknowledge their risk for contracting an STD.
- State how using problem-solving steps can help avoid risky situations.
- State and explain the three steps of problem-solving.

MODULE PREVIEW

The fifth module: (1) helps participants realize that they are vulnerable to HIV and other STDs; (2) helps them understand the importance of protecting themselves against HIV/STD infection by being abstinent; (3) helps participants identify their personal level of risk for HIV/STD infection; and (4) provides them with a problem-solving strategy as a way to reduce their risk of HIV, other STDs and pregnancy.

© BETH ALPHINE HARRIS

STRATEGIES/METHODS

- Brainstorming
- Group Discussion
- Case Study
- The Transmission Game
- Problem-Solving Strategies—Stop, Think and Act

MATERIALS NEEDED — INCLUDED IN IMPLEMENTATION KIT

- Posters:
 - » *STOP, THINK and ACT*
 - » *STD*
- *Sean and Morgan Case Study*/handouts or student workbooks

MATERIALS NEEDED — NOT INCLUDED IN IMPLEMENTATION KIT

- Pencils/pens
- Markers
- Masking tape
- Newsprint
- Index cards for the Transmission Game—pre-labeled with A, D or U
- Pre-labeled newsprint:
 - » *How STDs Are Transmitted*
 - » *Reasons to Avoid STDs*

PREPARATION NEEDED

1. Label all of the newsprint charts as listed under Materials.
2. Hang the posters and pre-labeled newsprint charts in the order they will be used. Fold and tape the charts so the titles remain covered by the bottom half of the sheet until you use them.
3. Label the index cards for the game. For a group of 6–8, one person will have a “D” card, two people will have an “A” card and the rest will have “U” cards. Increase the number of “A” and “U” cards in this approximate ratio for larger groups.

INSTRUCTIONAL TIME: 60 minutes

ACTIVITY	MINUTES NEEDED
A. Sexually Transmitted Diseases Brainstorm and Discussion	20
B. Don't Pass It Along: The Transmission Game	15
C. STOP, THINK and ACT: Introduction to Problem-Solving	10
D. Sean and Morgan Case Study; Problem-Solving Using STOP, THINK and ACT	15

ACTIVITY

A

SEXUALLY TRANSMITTED DISEASES BRAINSTORM AND DISCUSSION

PREPARING FOR THE ACTIVITY

RATIONALE

Providing information on STD transmission and symptoms gives participants the information they need to prevent the spread of STDs. In addition, it provides a common ground for discussing attitudes and concerns about STDs and increases perceived vulnerability to infection as well as motivation to avoid infection through abstinence.

MATERIALS

- Newsprint
- Markers
- STD poster
- Pre-labeled newsprint:
 - *How STDs Are Transmitted*
 - *Reasons to Avoid STDs*

TIME

20 minutes

PROCEDURE

1. Begin this activity by displaying the *STD* poster. Use newsprint to cover the poster so only the letters “STD” are revealed.
2. Ask the group what the letters “STD” stand for.

Answer:

 - » Sexually transmitted disease
3. Once participants respond with the correct answer, ask them to brainstorm all of the STDs they know about or have heard of.
4. Uncover the poster and read any STDs they did not mention.

• Chlamydia

- Gonorrhea
- Syphilis
- HPV (human papillomavirus)
- Herpes
- HIV
- Trichomoniasis
- Hepatitis B

6

MODULE

THE CONSEQUENCES OF SEX: PREGNANCY

GOALS

The goals of this module are to:

- Increase participants' understanding of pregnancy as a consequence of sex.
- Increase participants' perception that they are vulnerable to getting pregnant or getting someone pregnant.
- Increase participants' understanding of the consequences of unplanned pregnancy.

LEARNING OBJECTIVES

After completing this module, participants will be able to:

- Distinguish myths from facts about pregnancy.
- Express positive feelings toward pregnancy prevention.
- Identify consequences of unplanned pregnancy.

MODULE PREVIEW

The sixth module: (1) helps participants examine myths and facts about pregnancy; (2) encourages participants to abstain from behaviors that place them at risk for unintended pregnancy; and (3) illustrates how pregnancy can impact the lives of young people.

© 2018. All rights reserved.

STRATEGIES/METHODS

- Myths and Facts Game
- Group Discussion
- Case Study
- DVD Viewing
- Scripted Roleplay

MATERIALS NEEDED — INCLUDED IN IMPLEMENTATION KIT

- *Myths and Facts About Pregnancy Statements* (included in module)
- Handouts or student workbooks:
 - » *Your Valentine's Day Gift* (Ineffective and Effective Versions)
 - » *Jamal and Keisha*
- DVD: *Tanisha & Shay*

MATERIALS NEEDED — NOT INCLUDED IN IMPLEMENTATION KIT

- Markers
- Masking tape
- Monitor and DVD player
- Pre-labeled newsprint:
 - » *Benefits of Waiting*
 - » *Delaying Strategies*

PREPARATION NEEDED

1. Label all of the newsprint charts as listed under Materials.
2. Hang the pre-labeled newsprint charts in the order they will be used. Fold and tape the charts so the titles remain covered by the bottom half of the sheet until you use them.
3. Make sure the *Tanisha & Shay* DVD is set up and ready to play.

INSTRUCTIONAL TIME: 60 minutes

ACTIVITY	MINUTES NEEDED
A. Myths and Facts About Pregnancy	10
B. Your Valentine's Day Gift (Scripted Roleplay)	10
C. <i>Tanisha & Shay</i> DVD	25
D. <i>Jamal and Keisha—A Romance</i>	15

© ETR. All rights reserved.

ACTIVITY

A

MYTHS AND FACTS ABOUT PREGNANCY

PREPARING FOR THE ACTIVITY

RATIONALE

This activity helps participants distinguish between myths and facts about pregnancy. Even if it is a subject with which they are quite familiar, they may continue to have misconceptions.

MATERIALS

• *Myths and Facts About Pregnancy Statements* (included in module)

TIME

10 minutes

PROCEDURE

1. Introduce the activity by saying,

Let's take a closer look at what can happen when young people decide to have vaginal intercourse. This game is designed to help us learn some myths and facts about one of the consequences of sex—pregnancy.

2. Ask the participants to review what a "myth" and "fact" are. Say,

What is a myth?
What is a fact?

ANSWER:

- » A myth is a statement that is untrue.
- » A fact is a statement that is true.

3. Explain the directions.

I will go around the room and read a statement to each of you.
I want you to tell me if the statement I read is a myth or a fact.
I also want you to explain why it is a myth or a fact.
If you don't know, I will ask for volunteers who think they know the answer.

© ETR. All rights reserved.

<

K

7

MODULE

RESPONDING TO PEER PRESSURE AND PARTNER PRESSURE

GOALS

The goals of this module are to:

- Increase participants' awareness of the characteristics of peer pressure.
- Increase participants' ability to resolve pressure situations.
- Help participants identify personal limitations and boundaries regarding sexual physical contact.
- Increase participants' refusal and negotiation skills regarding abstinence.

LEARNING OBJECTIVES

After completing this module, participants will be able to:

- Identify the specific sexual behaviors that fit within their personal comfort zone.
- Recognize pressure from peers to engage in sexual activity.
- Advocate for abstinence with other young people.

MODULE PREVIEW

The seventh module: (1) provides participants with practice in responding to peer pressure; and (2) helps participants identify and practice refusal skills necessary to avoid a risky situation.

© EPH, All rights reserved.

143

STRATEGIES/METHODS

- Group Discussion
- Problem-Solving Scenarios
- Roleplays
- Forced Choice

MATERIALS NEEDED – INCLUDED IN IMPLEMENTATION KIT

- *Expressing Physical Affection* signs
- *Agree/Disagree* signs
- SWAT poster
- *Negotiation and Refusal Skills Charts 1A & 1B*
- *Observer Checklist* poster
- Handouts or student workbooks:
 - » *Peer Pressure Scenarios 1-4*
 - » *While They're Out* (Scripted and Unscripted Roleplays)
 - » *Observer Checklist*

MATERIALS NEEDED – NOT INCLUDED IN IMPLEMENTATION KIT

- Markers
- Masking tape
- Index cards

PREPARATION NEEDED

1. Hang the *Expressing Physical Affection* and *Agree/Disagree* signs.
2. Hang the SWAT poster, *Observer Checklist* poster, and *Negotiation and Refusal Skills Charts 1A and 1B*.

INSTRUCTIONAL TIME: 60 minutes

ACTIVITY	MINUTES NEEDED
A. Understanding Peer Pressure	10
B. Responding to Peer Pressure	20
C. Knowing and Setting Physical Limits	15
D. Introduction to SWAT and Scripted Roleplays	15

ACTIVITY

A

UNDERSTANDING PEER PRESSURE

PREPARING FOR THE ACTIVITY

RATIONALE

If participants understand how pressures from their peers can affect their sexual decision making and behaviors, even when the pressures are subtle, they will be better equipped to resist those pressures.

MATERIALS

- *Agree/Disagree* signs
- Masking tape

TIME

10 minutes

PROCEDURE

1. Hang the *Agree* and *Disagree* signs on opposite sides of the room.

2. Explain the following.

We talked earlier about how peer pressure can influence young people's ability to make safe sexual choices. In this next activity, we will try to understand peer pressure.

3. Explain the directions,

I am going to read some statements. You are to stand under the sign that best reflects your feelings about each statement. You are not allowed to stay in the middle, but must take a stand. If you agree with a statement, stand under the *Agree* sign. If you disagree, stand under the *Disagree* sign. Once you are in position, I will ask you to explain your choice.

FACILITATOR'S NOTE

If everyone stands under the same sign, ask the group members why they think no one chose the other option. If only one person stands under a sign, compliment this person for having the courage to make a choice that differs from the group and carefully ask why the person made that choice. Be sure the person clearly understood the statement. Give participants a chance to change their minds after the explanations and before you move on to the next statement.

HANDOUTS AND POSTERS FOR FACILITATOR REFERENCE

WHEN THEY'RE OUT

Setting the Stage
 For couples (or a solo participant) who are not currently sexually active, the facilitator should ask whether they plan to have sex in the future. If they do, they should be asked to think about what they would like to do to prevent pregnancy and STIs. The facilitator should then ask them to think about what they would like to do to prevent pregnancy and STIs.

Answer 1: They are not sexually active.
Answer 2: They are not sexually active.
Answer 3: They are not sexually active.
Answer 4: They are not sexually active.
Answer 5: They are not sexually active.
Answer 6: They are not sexually active.
Answer 7: They are not sexually active.
Answer 8: They are not sexually active.
Answer 9: They are not sexually active.
Answer 10: They are not sexually active.

Setting the Stage
 For couples (or a solo participant) who are currently sexually active, the facilitator should ask whether they plan to have sex in the future. If they do, they should be asked to think about what they would like to do to prevent pregnancy and STIs. The facilitator should then ask them to think about what they would like to do to prevent pregnancy and STIs.

Answer 1: They are not sexually active.
Answer 2: They are not sexually active.
Answer 3: They are not sexually active.
Answer 4: They are not sexually active.
Answer 5: They are not sexually active.
Answer 6: They are not sexually active.
Answer 7: They are not sexually active.
Answer 8: They are not sexually active.
Answer 9: They are not sexually active.
Answer 10: They are not sexually active.

Making a Difference! Curriculum

Handout/Student Workbook

WHEN THEY'RE OUT

Setting the Stage
 For couples (or a solo participant) who are not currently sexually active, the facilitator should ask whether they plan to have sex in the future. If they do, they should be asked to think about what they would like to do to prevent pregnancy and STIs. The facilitator should then ask them to think about what they would like to do to prevent pregnancy and STIs.

Answer 1: They are not sexually active.
Answer 2: They are not sexually active.
Answer 3: They are not sexually active.
Answer 4: They are not sexually active.
Answer 5: They are not sexually active.
Answer 6: They are not sexually active.
Answer 7: They are not sexually active.
Answer 8: They are not sexually active.
Answer 9: They are not sexually active.
Answer 10: They are not sexually active.

Setting the Stage
 For couples (or a solo participant) who are currently sexually active, the facilitator should ask whether they plan to have sex in the future. If they do, they should be asked to think about what they would like to do to prevent pregnancy and STIs. The facilitator should then ask them to think about what they would like to do to prevent pregnancy and STIs.

Answer 1: They are not sexually active.
Answer 2: They are not sexually active.
Answer 3: They are not sexually active.
Answer 4: They are not sexually active.
Answer 5: They are not sexually active.
Answer 6: They are not sexually active.
Answer 7: They are not sexually active.
Answer 8: They are not sexually active.
Answer 9: They are not sexually active.
Answer 10: They are not sexually active.

Making a Difference! Curriculum

Handout/Student Workbook

8
MODULE

ROLEPLAYS: REFUSAL AND NEGOTIATION SKILLS

GOALS

The goals of this module are to:

- Increase participants' communication, negotiation and refusal skills regarding abstinence.
- Enhance participants' ability to resist situations that place them at risk for pregnancy, HIV and other STDs.
- Increase participants' sense of pride and responsibility in negotiating abstinence.

LEARNING OBJECTIVES

After completing this module, participants will be able to:

- Identify strategies for negotiating abstinence in romantic relationships.
- Identify and explain the characteristics of saying "NO" effectively.
- Identify and explain the body language needed for saying "NO" effectively.
- Express confidence in their ability to say "NO" in risky situations involving sexual behaviors.
- Demonstrate the ability to negotiate abstinence with a partner.
- Express pride in sticking to their decision to abstain from risky sexual behaviors.

MODULE PREVIEW

The eighth module: (1) increases participants' motivation to practice abstinence; (2) builds skills to negotiate abstinence; (3) allows participants to rehearse negotiation skills and receive feedback; and (4) reinforces participants' sense of pride in choosing abstinence.

© ETR. All rights reserved.

© ETR. All rights reserved.

STRATEGIES/METHODS

- SWAT Technique
- Roleplays
- Talking Circle

MATERIALS NEEDED — INCLUDED IN IMPLEMENTATION KIT

- SWAT poster
- *Negotiation and Refusal Skills Charts 1A, 1B, 2, 3 & 4*
- Observer Checklist poster
- *Roleplay Guidelines* poster
- Handouts or student workbooks:
 - » *Roleplay A: Jamie and Taylor*
 - » *Roleplay B: Justice and Angel*
 - » *Roleplay C: Jesse and Chris*
 - » *Roleplay D: Devon and Jadon*
 - » *Roleplay E: Casey and Alex*
 - » *Roleplay F: Reggie and Jasmine*
 - » *Roleplay G: Pat and Sam*
 - » *Observer Checklist*

MATERIALS NEEDED — NOT INCLUDED IN IMPLEMENTATION KIT

- Pencils/pens
- Masking tape

PREPARATION NEEDED

1. Hang the SWAT poster, *Observer Checklist* poster, *Negotiation and Refusal Skills Charts* and *Roleplay Guidelines* poster.

INSTRUCTIONAL TIME: 60 minutes

ACTIVITY

MINUTES NEEDED

A. Introduction to SWAT: Abstinence Negotiation Skills	10
B. Enhancing SWAT: Partner Roleplaying	40
C. Talking to Your Partner About Abstinence: Information Review	5
D. Talking Circle	5

© ETR, all rights reserved.

© ETR, all rights reserved.



250

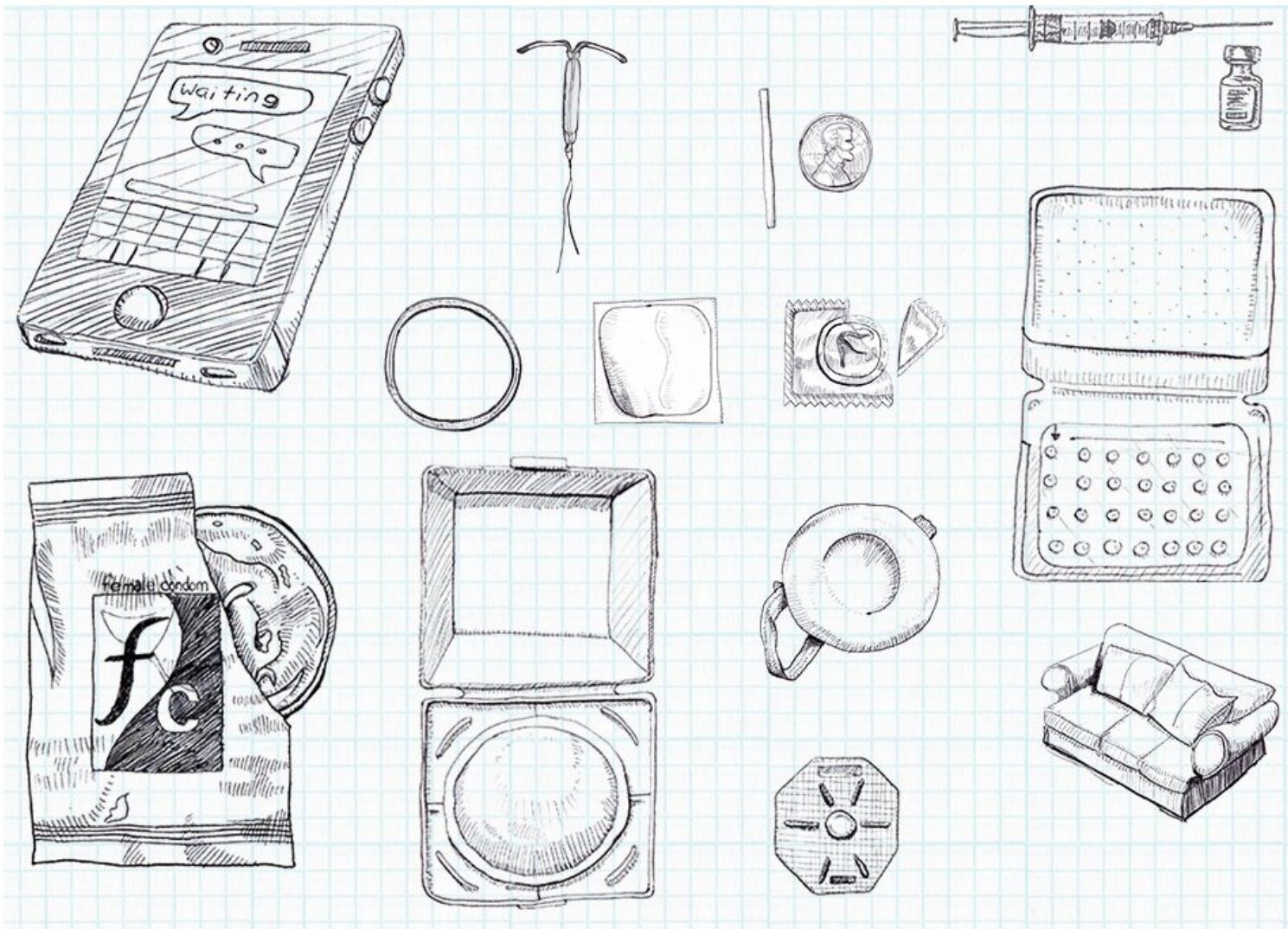
REDUCING THE RISK

Building Skills to Prevent Pregnancy, STIs & HIV

Lessons 7

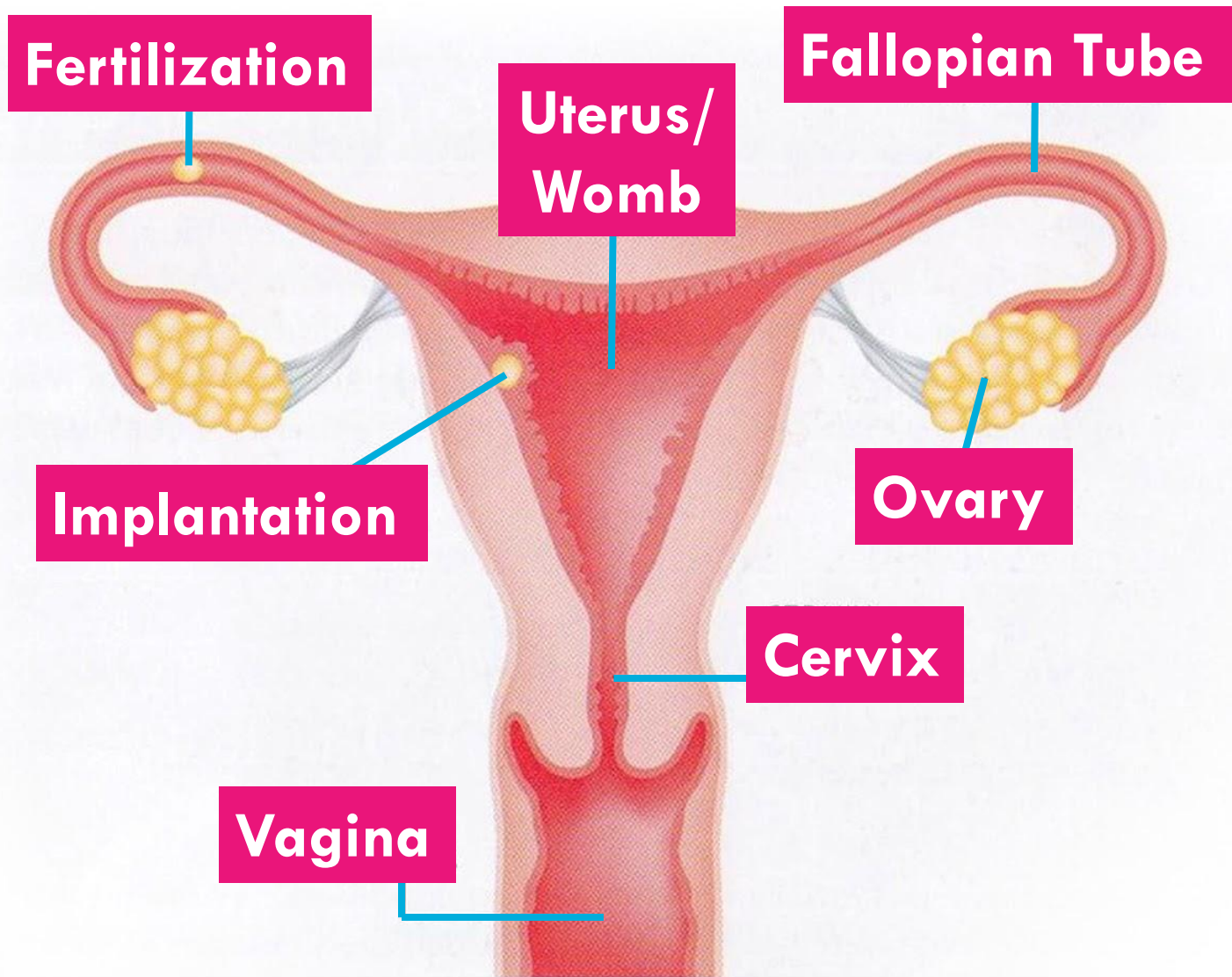
Getting and Using Protection I

Types of Birth Control (Contraceptives)

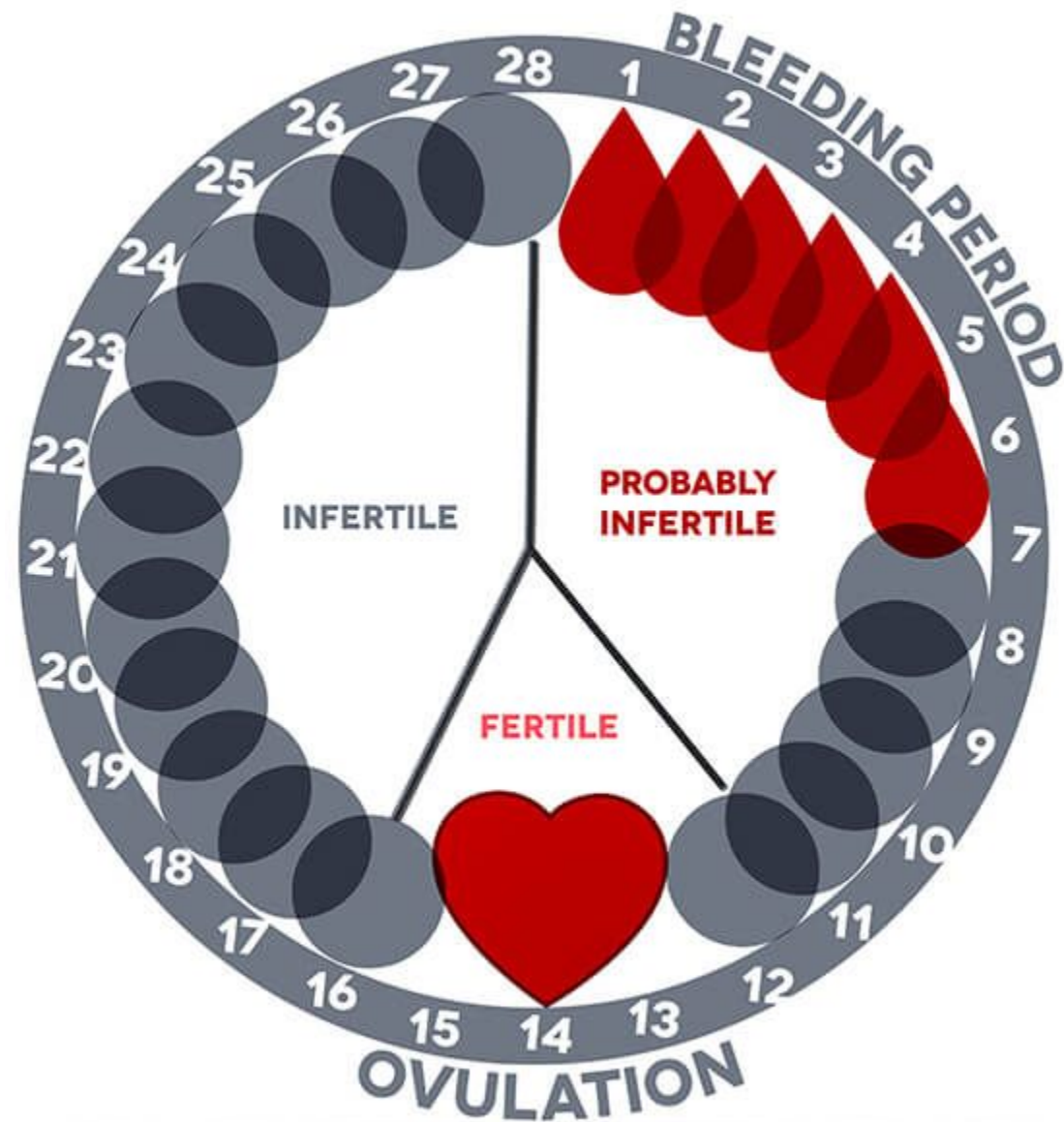


Reproductive Systems

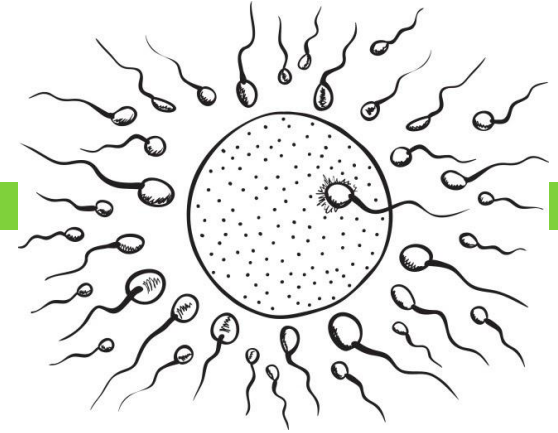
Reproductive System



Menstrual Cycle



Fertility Time



Sperm lives in female
reproductive system **3-7 Days**

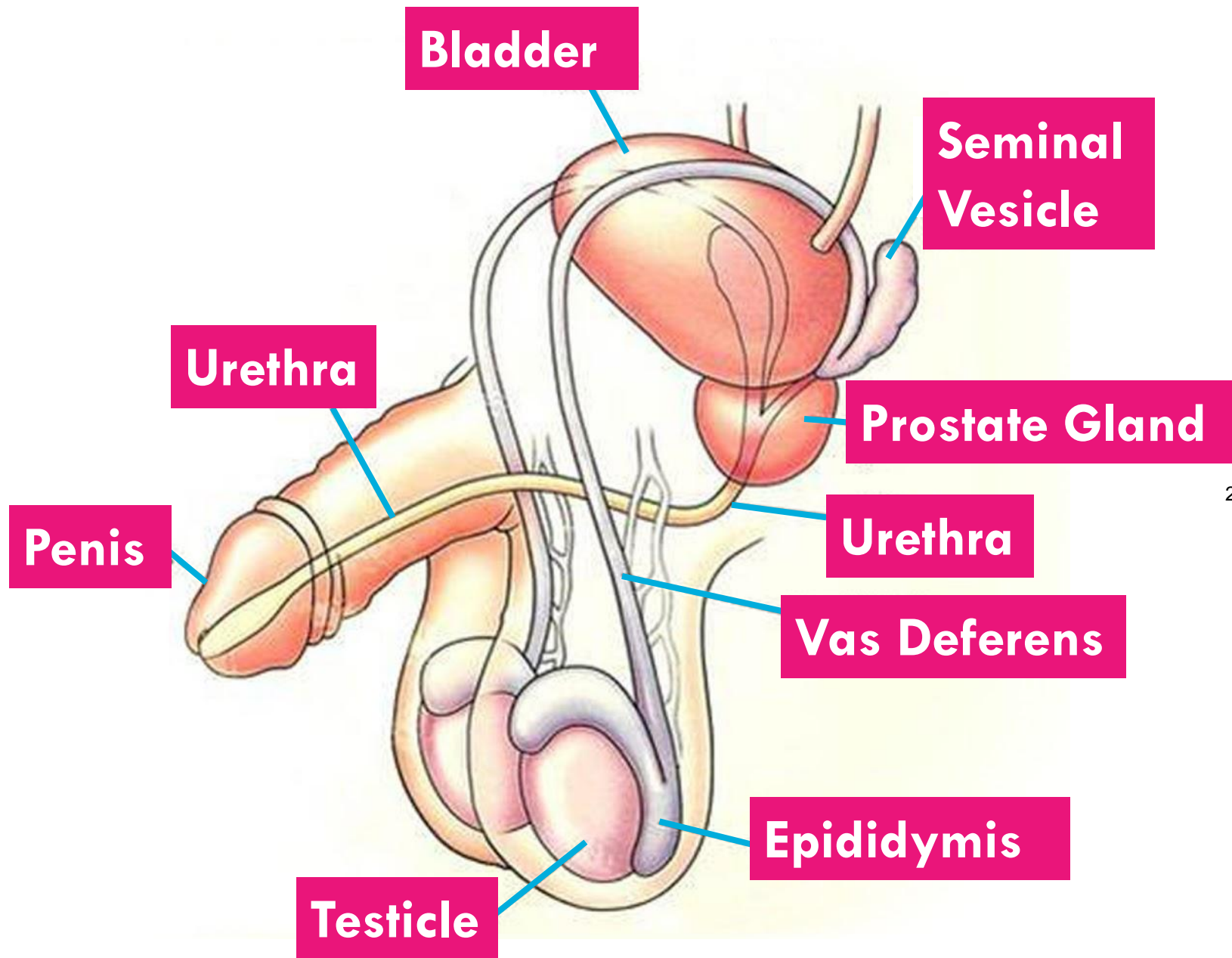
After Ovulation

Egg lives 2-3 days


If you have unprotected sex a few days before, during, or after ovulation, pregnancy CAN occur.

Reproductive System

Reproductive System



When considering what method to use, answer the following:



- How effective is it at Preventing Pregnancy
 - 0% – 100%

- Can it help protect against STIs/STDs
 - Yes or No

Caution!

Correct Use

- Read and understand all instructions
- Follow instructions
- Use 100% of the time

Correct Time

- You feel comfortable
- You've talked to your partner about STDs and pregnancy
- You have birth control available

0% Effective Preventing Pregnancy

Doesn't prevent STDs/STIs

Hope or Using No Birth Control

- How effective is it at Preventing Pregnancy
 - 0% effective
 - In 1 year of unprotected sex, 90% of couples will have a pregnancy
- Can it help protect against STIs/STDs
 - No



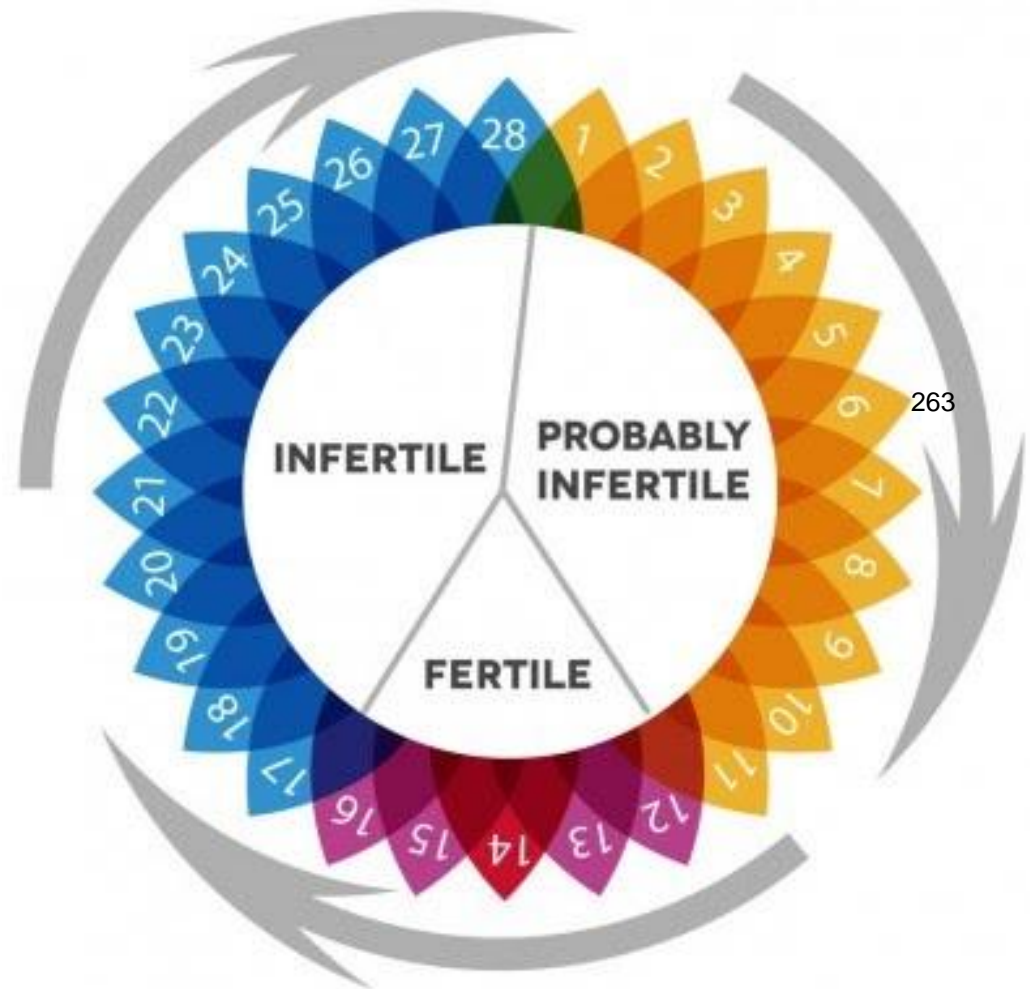
Withdrawal

- ❑ Man withdraws (pulls out) penis from vagina before ejaculation

- ❑ Drawbacks:
 - ❑ Not very effective because sperm can live in pre-ejaculate, even with early withdrawal, there is chance of pregnancy.
 - ❑ Stressful

Rhythm

- Keep track of menstrual cycle, body temp., vaginal mucus Have sex only during “safe” (infertile) days.
- Drawbacks: Predicting ovulation is difficult. Sperm can live inside woman’s body for days. **Difficulty in method means many accidental pregnancies.**



Hormonal Birth Control

Doesn't prevent
STDs/STIs

Works by preventing ovulation, and thickening cervical mucus. Thickened mucus blocks sperm and keeps it from joining with an egg.



99% Effective
Preventing Pregnancy

Doesn't prevent
STDs/STIs



The Pill: Take one pill at the **same time every day.**

\$0-\$50



The Patch: Place an adhesive patch on the hip or lower back. Change once a week.

\$0-\$150

265



The Ring: Place flexible ring in vagina. Sits around the cervix. Remove after three weeks.

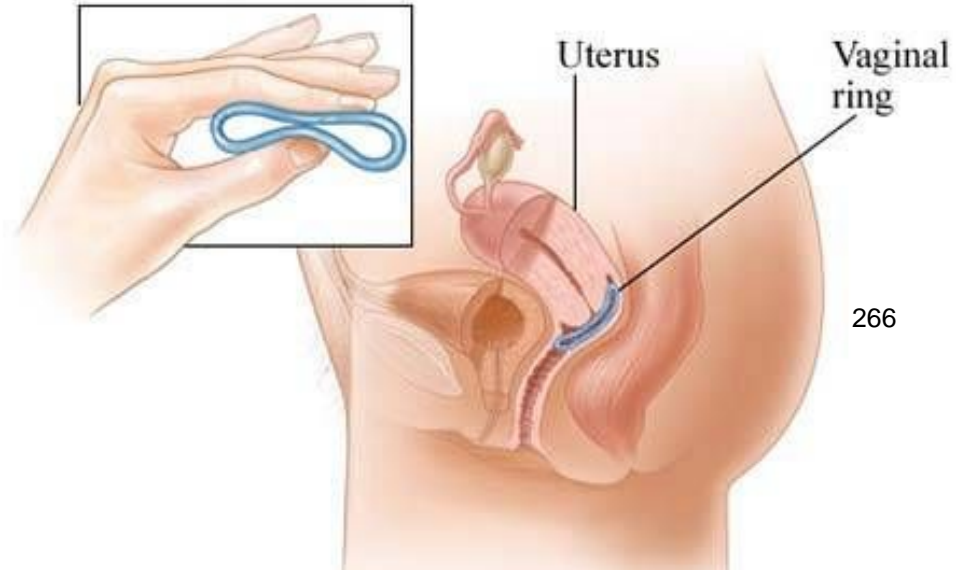
\$0-\$200

Hormonal Birth Control

Doesn't prevent
STDs/STIs



Hormonal Patch Placement



Nuvaring Placement

Depo-Provera (Birth Control Injection)

94% Effective Preventing Pregnancy

Doesn't prevent STDs/STIs



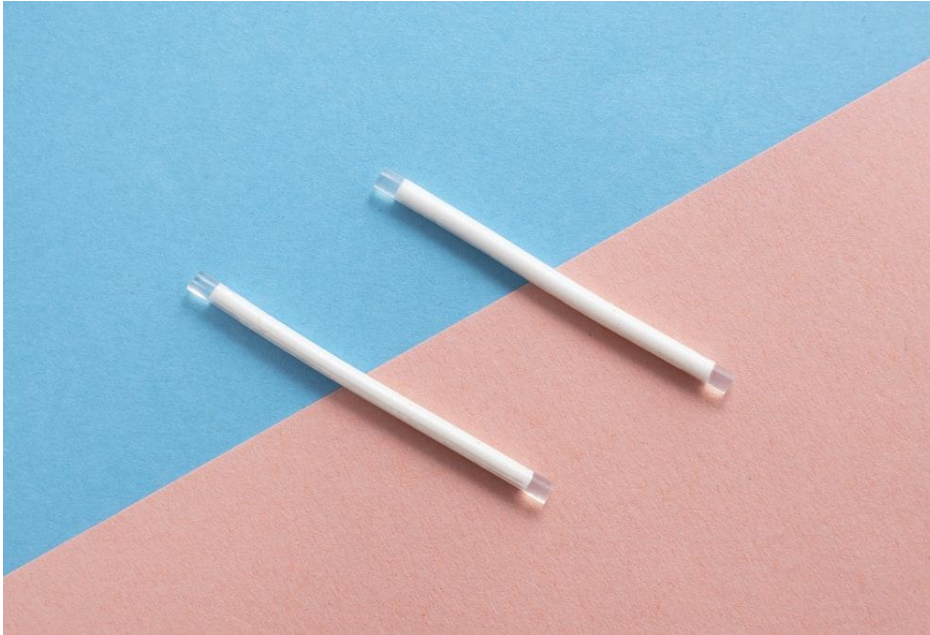
- Injection of hormone progestin every 3 months into arm
- Benefits: Lighter periods and less to remember.
- Drawbacks: **irregular periods** (after one year, may stop completely), weight gain, depression, calcium depletion in bones.
- \$0-\$150 every 3 months

267

Arm Implant (Nexplanon, Implanon)

99% Effective Preventing Pregnancy

Doesn't prevent STDs/STIs



- Thin flexible plastic implant the size of match, inserted under skin of upper arm
- Contains Progesterone
- Protects against pregnancy for 3-5 years

- Benefits: Only have to think about birth control every 3 years.
- Drawbacks: Procedure to remove, headaches, weight gain, nausea
- \$0-\$1300



IUD

99% Effective Preventing Pregnancy

Doesn't prevent STDs/STIs

(Intrauterine Device)



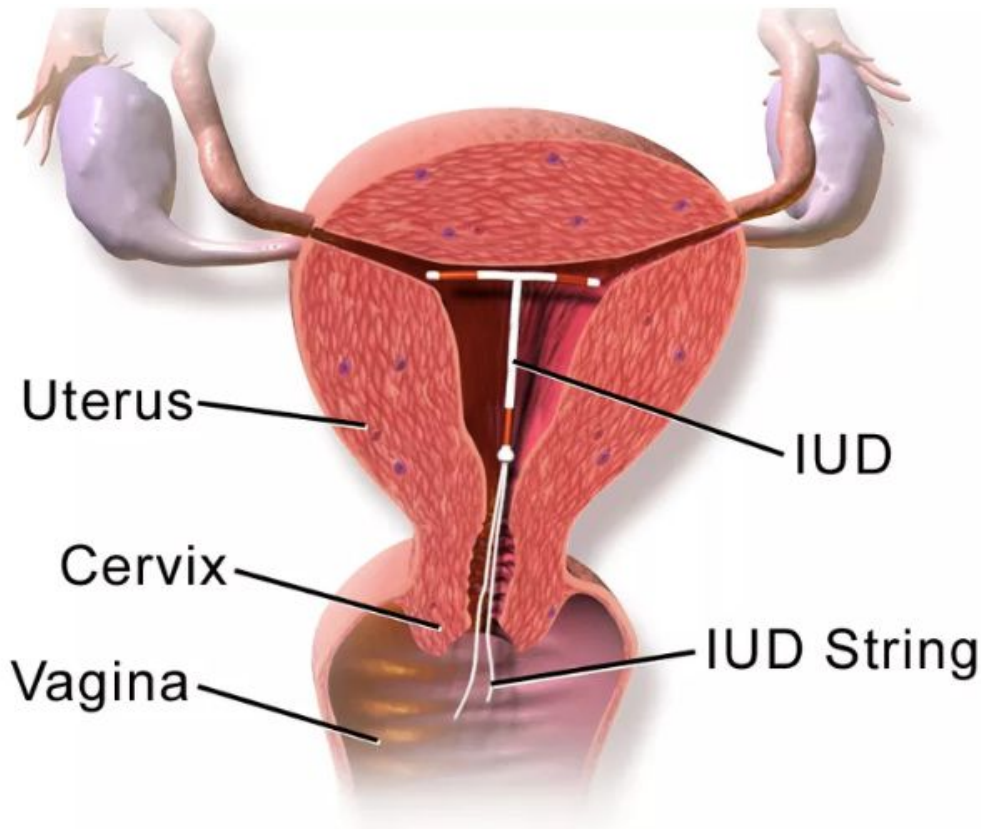
- Small T-shaped device inserted into the uterus by doctor
- ParaGard **effective for 10 years**; plastic & copper; affects sperm movement²⁶⁹
- Mirena **effective for 5 years**; plastic with hormones; works like other hormonal birth control (prevents ovulation, changes cervical mucus)
- \$0-\$1300

IUD

(Intrauterine Device)

99% Effective Preventing Pregnancy

Doesn't prevent STDs/STIs



- Benefits: Long term protection. Mirena may decrease or stop periods.
- Drawbacks: Possible heavier periods, spotting, cramping, difficult insertion for those who haven't had children

Condoms (Internal and External)



Internal/ Female Condom

□ 75-90% effective preventing pregnancy

□ **Helps protect against STDs**



- A polyurethane or latex sheath that goes **inside** the vagina and collects semen, preventing sperm from entering vagina.

- Drawbacks: Can leak or break
More difficult to find and purchase than external condoms



External/ Male Condom

□ 85-90% effective preventing pregnancy

□ **Helps protect against STDs**



□ A polyurethane or latex sheath covers penis and collects semen, preventing sperm from entering vagina.

273



- Drawbacks: **Can leak or break**
- Easy to find and inexpensive (Free - \$20)
 - Health Department, Family Health Services, Grocery/Drug Store

Guidelines for Effective Condom Use

- Use only latex condoms, FDA approved for STI/Disease Prevention
- Make sure package is intact and expiration date is OK
- Do not store condoms where exposure to heat or sunlight might occur
- Open package carefully, avoiding tears or puncture by fingernails
- Do not test it for holes with air or liquid, as this may tear it

Condom Use Cont.

- ❑ Never use two condoms, or re-use a condom
- ❑ If lubricant is used, never use oil or petroleum-based products such as Vaseline
- ❑ Always use water-based products, such as K-Y jelly or contraceptive foam
- ❑ Determine which way the condom unrolls, but do not unroll it before putting it on
- ❑ Hold 1/2 inch tip of condom to squeeze out air, leaving room for semen (many come with a reservoir tip)

Condom Use Cont.

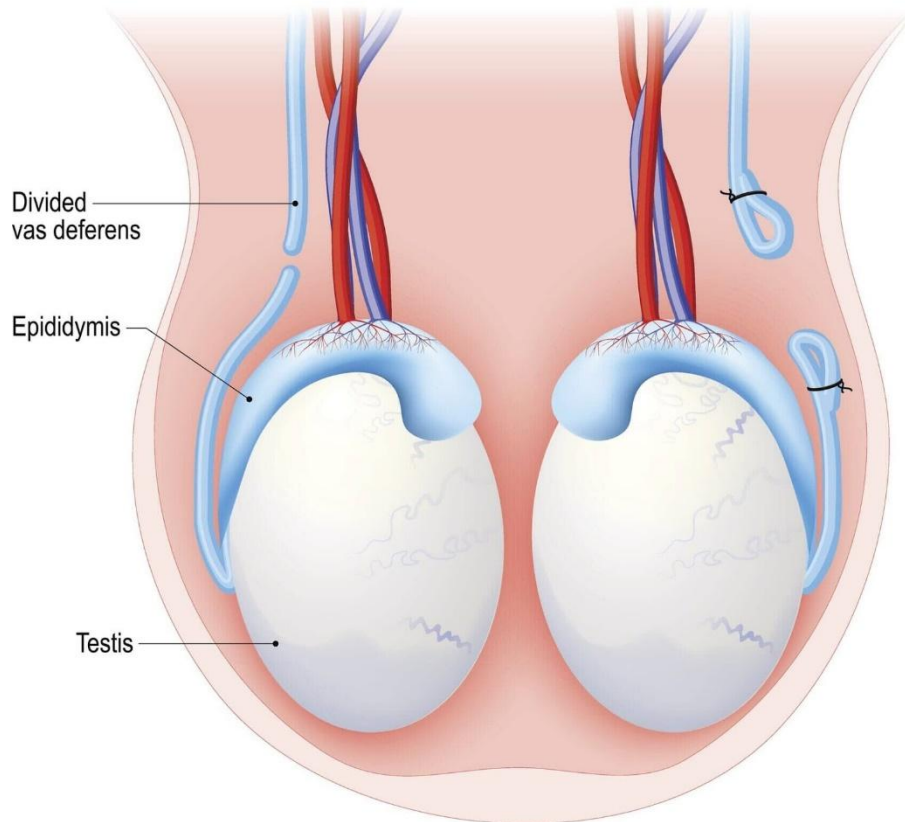
- Roll condom all the way down to the pubic hair
- Do not pull at the condom while unrolling it
- Pull the penis out immediately after ejaculation, holding onto the rim of the condom, preventing spillage of semen
- Remove the condom away from your partner's body, and dispose of it in a sanitary manner

Permanent Methods

99% Effective Preventing Pregnancy

Doesn't prevent STDs/STIs

VASECTOMY



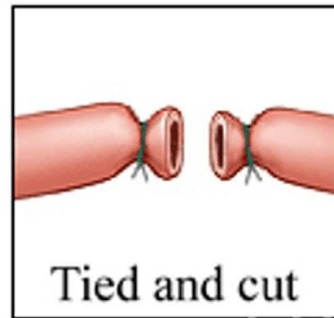
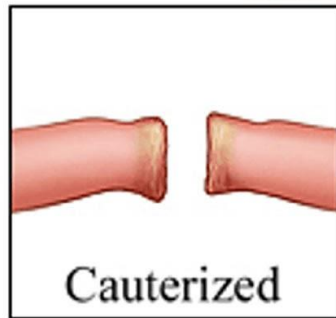
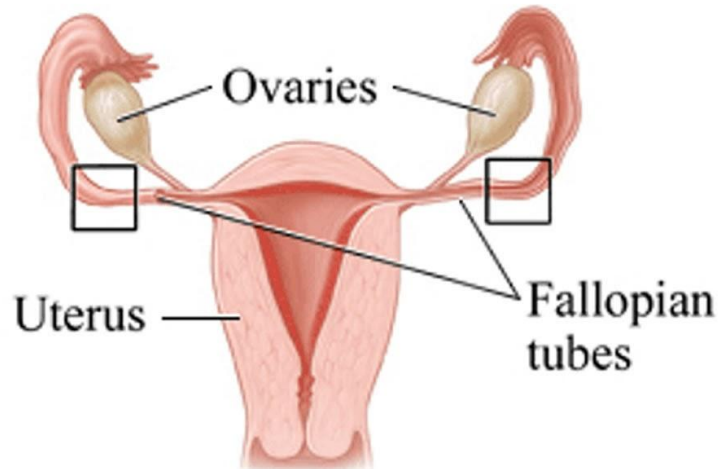
□ Vasectomy

- Tubes that transport sperm to semen (Vas deferens) are blocked or tied through the scrotum ²⁷⁷
- Performed by a doctor at a Office/Clinic
- \$0-\$1000

Permanent Methods

99% Effective Preventing Pregnancy

Doesn't prevent STDs/STIs



□ Tubal ligation

□ Fallopian tubes are blocked or cut so that sperm and egg cannot unite.
278

□ Performed by doctor at office/hospital

□ \$0-\$6000

Plan B

**85% Effective Preventing Pregnancy
WITHIN 24 HOURS of sex**

Doesn't prevent STDs/STIs

- **Emergency** birth control pills taken within 5 days after sex to prevent pregnancy.
- Contains the hormone progestin.
- **Not** for use as regular birth control.
- **Not** an abortion pill
- Consider using Plan B if had sex in last
 - Didn't use birth control.
 - Condom broke.
 - Missed two or more birth control pills in a row or started pack late.
 - Late for depo shot
 - Forced to have sex

279



Plan B

**85% Effective Preventing Pregnancy
WITHIN 24 HOURS of sex**

Doesn't prevent STDs/STIs

- Prevents ovulation – keeps ovaries from releasing eggs.
- Thickens cervical mucus, blocking sperm from joining with egg.
- Will **not** work if you are already pregnant. Are **not** abortion pills.
- Sooner taken, the better chance of preventing pregnancy. Within 5 days at most. Within 24 - 72 hours is best.
- Might need more than 1 pill depending on weight
- Pharmacy- must ask for it
 - \$40-50

Abstinence or Not Having Sex

100% Effective Preventing Pregnancy

Prevents STDs/STIs

- Not having sex (oral, vaginal, or anal)
- Can start or use again at any time
- You can choose to be abstinent whenever you want, even if you've had sex before
- Works by not sharing semen or vaginal fluid from one person to another
- 100% Effective
- Talk with your partner
- \$0
- Also protects against STDs

Dual Use

Use a hormonal or long term method **and** a condom

Good for Preventing
Pregnancy

Good for Preventing
STDs



Where Can You Go For Help?

South Central Public Health District

-Condoms

Family Health Services/Private Doctor

-Prescription Birth Control

-STD Testing & Treatment

283

Birthright

-Pregnancy Tests

-Crisis Counseling

Reducing the Risk

Building Skills to Prevent

Pregnancy STI & HIV

Revised 5th Edition

Richard P. Barth, MSW, PhD

Foreword by Douglas Kirby, PhD

advancing
health
equity **etr.**

Follow District Guidelines

Before teaching this unit, the teacher must be certain the program concepts, objectives and approach are within district guidelines and have the full support of the administration, the school board and parents whose children are enrolled in the class.

Parent Notification

It is essential to inform parents and guardians regarding the nature and scheduling of the *Reducing the Risk* program.

Prior to implementation of the curriculum, parents/guardians should receive written notice describing the goals of *Reducing the Risk* and the nature of the content to be covered. Parents also should be given an opportunity to view the curriculum and related materials if they wish. Parents must be allowed the option of excluding their children from participating in the curriculum. Details regarding parent notification and a sample parent notification letter are included in the "Prior to Class 1" section.

**CLASS
1A**

Abstinence, Sex and Protection: Pregnancy Prevention Emphasis

Synopsis

Class 1 is an introduction to *Reducing the Risk*. The teacher models 2 versions of a roleplay to demonstrate refusal skills. Students participate in a 2-part “pregnancy risk” activity to personalize their vulnerability to pregnancy.

Preparation and Materials

- ▶ Review Introduction and Prior to Class 1 and assure yourself that the parent notification and permission is complete.
- ▶ Review Appendix A, “How to Use Roleplays.”
- ▶ For ease of “performance,” copy **Lee and Lee #1A** and **#2A** (Teacher Roleplays 1.1A and 1.4A) so that they are separate from the book.
- ▶ Cut out 6 paper squares, number them 1 to 6 and place them in a hat or other container.
- ▶ Make a copy of the **Pregnancy Risk Chart** (Teacher Reference 1.3A). Cut the chart into the 6 numbered strips as marked.
- ▶ Refer to Student Workbook for **My Risks** (Worksheet 1.2A).

Outline of Activities

Activity	Time	Materials
Introduce Curriculum and Model Roleplay, Version 1	10 min.	□ Lee and Lee #1A (Teacher Roleplay 1.1A)
Pregnancy Risk Activity, Parts 1 and 2	25 min.	□ My Risks (Worksheet 1.2A) □ Pregnancy Risk Chart (Teacher Reference 1.3A)
Model Roleplay, Version 2	10 min.	□ Lee and Lee #2A (Teacher Roleplay 1.4A)
Lesson Summary	5 min.	□ None

Note to the Teacher

Both parts in the introductory roleplay, **Lee and Lee**, are written to be read by one person—you—for several reasons. This initial presentation sets the tone and breaks the ice for the student roleplays that follow, so an adult-modeled first script is important. Performing alone is usually the best approach, since teachers rarely have access to another adult assistant to play the other part, and asking a student to read with a teacher could be misinterpreted.

Be sure your reading of the roleplay allows for inclusivity and does not reinforce one view of gender identity or gender stereotypes. You can do this by introducing Lee and Lee as a couple without specifying their genders, by not differentiating the two Lees' lines using stereotypical male and female voices, and by leaving it open as to which Lee is pressuring and which does not want to have sex.

Activities

Introduce Curriculum and Model Roleplay, Version 1

1. Tell students that today is the beginning of a program that will give them skills to keep from getting pregnant or from getting someone pregnant. To introduce the skills they'll be learning, you're going to do a 1-person play. The dialogue of the play might now, or in time, be familiar to them.

The play is called **Lee and Lee**. Tell students you'll be playing two students who are a couple, and who are, amazingly, both named Lee. (Ask students to hold their applause until the end!) See **Lee and Lee #1A** (Teacher Roleplay 1.1A). As necessary, change the names of the characters or the language in this roleplay to work for your students.

Class 1A • Abstinence, Sex and Protection: Pregnancy Prevention Emphasis

2. After performing the roleplay, resume your role as teacher and ask students their reaction to the way Lee and Lee discussed having sex and the potential outcome of pregnancy.

Include the following questions in the discussion:

- How is the way in which Lee and Lee made the decision to have sex similar to or different from how other couples your age make that decision?
- Why didn't Lee stick to the decision not to have sex?
- What makes it difficult to say no to someone you care about?
- In the story, Lee is conflicted about having sex in the moment and waiting. Can both of these feelings be true? If so, how might someone navigate having conflicting feelings?

3. Tell students that even though they may know how to avoid pregnancy, and want to, it's not always easy to say no to sex or use protection. It takes knowledge and skills. The story of Lee and Lee shows that many young people are still working to figure out how they feel about sex and when to start having sex, as well as developing the knowledge and skills necessary to stay healthy.

Every year, almost 615,000 teens become pregnant (Guttmacher, 2014).

Yet, pregnancy is preventable. Tell students this unit helps them protect themselves from unintended pregnancy. They will learn they can avoid pregnancy by practicing the skills to abstain or use protection.

In the next few weeks, students will act out situations that they may face outside the classroom. After roleplaying in class and completing assignments as homework, they will be better prepared to be sure that real-life encounters do not lead to unwanted sex or pregnancy.

This program uses a specific definition of abstinence: abstinence means choosing not to do any sexual activity that carries a risk for pregnancy or STI/HIV.

Note to the Teacher

The purpose of the Pregnancy Risk Activity is to demonstrate the substantial risk teens have of getting pregnant when they engage in unprotected sex. The activity is not intended to demonstrate specific statistical risk, but to help students personalize their risk of pregnancy and think about how their lives would change if they did get pregnant or get someone pregnant. Therefore, the activity is designed so that all students in the class do "get pregnant."

You may want to clarify 2 things at the end of the activity:

- *In real life, it is possible that some students might not experience a pregnancy within a year. However, there is a risk of pregnancy every time a person has unprotected sex, including the first time. It's also possible to get pregnant more than once in a year.*

(continued)

- *Data show that people who engage in unprotected sex for a year have an 85% chance of experiencing a pregnancy within that year. (Hatcher, et al., 2018). For the purpose of this activity, we are assuming that teens who engage in unprotected sex have a 100% chance of pregnancy for that year.*

Be sensitive to any students in your classroom who may be pregnant or parenting, or who may have family members who experienced pregnancy at a young age.

Pregnancy Risk Activity

Part 1:

1. Tell students this activity will help them understand that pregnancy is a potential outcome of having sex without using protection. Every time a couple has sex without protection, they can get pregnant. The chances of pregnancy from unprotected sex are roughly 1 out of 6 each month.
2. Have the container with the numbered squares ready. Have students turn to **My Risks** (Worksheet 1.2A) in their workbooks. Ask students to choose a number from 1 to 6 and write it at the top of their worksheet. This will be their number for both parts of the activity.
3. Explain that for purposes of this activity we will make believe that everyone in the class is having unprotected sex each month, although we know that most young people their age are not having sex.
4. Draw a square out of the container and read the number aloud. Ask all students who have put that number on their worksheet to stand. When students are standing, tell the class that this is how many pregnancies have occurred at the end of the first month of unprotected sex. Assure students that you know boys don't get pregnant but they do share equal responsibility in a pregnancy.
5. Return the first number to the container and draw another number. Ask students with this number to stand. These students would be pregnant at the end of the second month. Return the number to the container and continue drawing numbers until all the numbers are called or all students are standing, whichever comes first. Tell students that they are all pregnant or have caused a pregnancy!

After a number has been drawn twice, put it aside. Tell students that some numbers were called twice, reflecting the fact that people may become pregnant a second time if they continue to have unprotected sex. (That is, females can become pregnant more than once a year, and males can be involved in a pregnancy more than once a year.)

6. As you've seen, some couples will become pregnant the first time they have unprotected sex, some the fifth time, some the twentieth time. Some will get pregnant the first month, some the second month, some in later months.

Class 1A • Abstinence, Sex and Protection: Pregnancy Prevention Emphasis

No one can predict for sure when a pregnancy might occur, but over the course of a year, almost every couple will get pregnant.

7. Have students fill out Part A of **My Risks**. Allow 5 minutes to complete the worksheet.
8. Ask volunteers to share their responses to some of the immediate results of a positive pregnancy test (e.g., telling your partner, parents, friends). Based on when their hypothetical pregnancy would occur, ask for other volunteers to state how that pregnancy would affect their life that year (e.g., holidays, prom, summer vacation, etc.).
9. Ask students if getting pregnant is just a matter of luck like picking numbers. Draw out in the discussion that there are things they can do to avoid an unintended pregnancy, such as using *self-control* and saying no to sex, or using *protection*.

Note to the Teacher

It is important to remember that not all adolescent sexual activity is voluntary. Young people may not always have a choice about where, when and with whom they have sex. Discussion of the ways students can avoid unplanned pregnancy can emphasize the actions students can take to protect themselves, without blaming or shaming young people who may not have had choices around sexual behaviors within their control.

Part 2:

10. The second part of this activity shows how risk changes when people abstain or use protection correctly and consistently. Place the numbered strips from the **Pregnancy Risk Chart** (Teacher Reference 1.3A) in the container.
11. Ask a student to draw a strip from the container and read the number only aloud. Ask students with that number to stand. Then have the student read the rest of the information on the strip. Write "pregnant" or "not pregnant" next to the number on the board. Students may sit down if they are not pregnant.
12. Now ask another student to draw a strip from the container and repeat the process. Continue until all numbers are gone. (In this part of the exercise, most students won't get pregnant.)
13. After all the numbers are drawn, ask students to complete Part B of **My Risks**. Allow 3 minutes to complete the worksheet.
14. Ask volunteers to share their responses to Part B of the worksheet. Lead a discussion around all the things students can do if they do not experience an unintended pregnancy (finishing the school year, participating on the swim team, earning money after school for a car, etc.). Briefly process with students which "life course" is more desirable.

(continued)

15. Next, in a guided discussion, ask volunteers to share how they feel about the “pregnancy” (Part 1) and what effects a real pregnancy would have on their current lives. Use the following points to help guide the discussion:
- A pregnancy scare, ending a pregnancy (abortion), a miscarriage, making an adoption plan, and/or parenting can all impact a young person’s emotions, relationships and future options. Outcomes of these events and decisions can be positive, negative, or sometimes both. These outcomes have the potential to negatively affect relationships with friends and family as well as create challenges that may impact students’ remaining high school years.
 - Researchers have shown that teen pregnancy is associated with lower levels of the 3 E’s: less education; less employment in well-paying jobs; and less enjoyment of life (youth.gov, n.d.; Hodgkinson et al., 2014). Children born to teenage parents often have a harder time in school. They are more likely to have health and learning problems as well.

Note to the Teacher

Again, be sensitive to any students in your classroom who may already be teen parents. You can help students understand some of the challenges of having a child as a teen without shaming or vilifying teen parents.

Model Roleplay, Version 2

1. Return to the story of Lee and Lee. Tell students that this time Lee and Lee will make a different decision because they have participated in a class like this one and have practiced skills to say no. They start as before, kissing and touching on the sofa. (Again you assume the role of both Lees.) See **Lee and Lee #2A** (Teacher Roleplay 1.4A).
2. Briefly discuss why version 2 ended differently than version 1. Explain that in the next lesson the class will discuss reasons the roleplays ended differently.

Lesson Summary

Remind students this class has introduced them to ideas they’ll be studying for the next 3 weeks:

- Young people can develop skills to prevent unintended pregnancies.
- The only sure way to avoid pregnancy is to abstain (not have sex). The next best choice is to always use protection, including condoms or other contraceptive methods.
- It’s not easy to always follow either of these courses of action;
- but There are skills for handling situations in ways that help young people avoid pregnancy and keep relationships safe.

Lee and Lee #1A

NARRATOR: Lee and Lee have been going out for 3 months, and, although taking it slow, they've been getting closer to having sex. They're sitting on the sofa together, kissing and touching.

Lee: Don't, Lee. Let's stop.

Lee: Why?

Lee: I don't know. I don't think I'm ready for this. And we don't have anything to use for protection.

Lee: Being ready just means we love each other. You do still love me, don't you?

Lee: You know I do, but what if something happened? What about getting pregnant or getting an infection like HIV?

Lee: We could handle having a baby. It would look just like you—we could name it Lee. I think that'd be great.

Lee: Oh, Lee. I don't know...

Lee: Listen, don't worry about it. We can stop before anything happens.

Lee: I don't think that works...

Lee: What do you mean? Tammy's not pregnant, is she? What do you think they use? Besides, we're the lucky types. We found each other, didn't we? How else would two people named Lee get together if somebody wasn't looking out for us?

Lee: *(Laughs and kisses Lee)* I really do love you, Lee. You're right—we're lucky people.

NARRATOR: Lee and Lee went ahead and had sex without using birth control. Despite Lee's prediction about stopping in time and being lucky, Lee did get pregnant and had the baby the night of the sophomore dance. Neither Lee nor Lee went to the dance. Lee and Lee became loving and dedicated parents to their new baby.

Lee and Lee #2A

NARRATOR: Lee and Lee have been going out for 3 months, and, although taking it slow, they've been getting closer to having sex. They're sitting on the sofa together, kissing and touching.

Lee: No, Lee. Stop.

Lee: Why?

Lee: I'm not ready for this. And besides, if we do it we need to—you know—use something for protection.

Lee: Being ready just means we love each other. You do still love me, don't you?

Lee: Yes, but being ready means more than that. We're not ready if we don't have protection. I'm saying no to becoming a parent and to HIV.

Lee: Nothing's going to happen, Lee.

Lee: I know, because we're not going to do anything without using something—no matter how much I love you.

Lee: We could handle having a baby. It would look just like you—we could name it Lee. I think that'd be great.

Lee: *(Laughs)* Stop joking, Lee. I'm serious. I have NO plans to become a parent while I'm in high school.

Lee: Listen, don't worry about it. We can stop before anything happens.

Lee: That doesn't work. That's not protection.

Lee: What do you mean? Tammy's not pregnant, is she? What do you think they use? Besides, we're the lucky types. We found each other, didn't we? How else would two people named Lee get together if somebody wasn't looking out for us?

Lee: *(Laughs)* Well, I traded lockers with Daryl, for one thing, so we'd see each other every day.

Lee: You did?

Lee: Sure. And I learned your schedule so I'd run into you a lot. I believe in helping luck along.

Lee: You're really something, Lee. You're right about the protection—and besides, I don't want to do it till it's right for both of us.

Lee: C'mon, let's go out and get something to eat.

NARRATOR: Lee and Lee leave to get something to eat. Lee learned a lot about luck from Lee. That was the year Lee got a great after-school job and Lee made the track team.

Hoja de trabajo 1.2A

Mis riesgos

My number is _____.

Part A. Yo to mi pareja podríamos tener un embarazo después de solo _____ mes(es) de tener relaciones sexuales sin protección. Podríamos tener un bebé en el mes de _____ al completarnos el término del embarazo.

1. A los pocos días de descubrir el embarazo yo tendría que _____

2. El embarazo cambiaría el próximo año de mi vida en la siguiente forma:

Part B. No quiero ser padre o madre en mi adolescencia porque deseo

1. _____

2. _____

3. _____

Reduciendo el riesgo ■ Cuidado del alumno

© ETR

Worksheet 1.2A

My Risks

My number is _____.

Part A. I for my partner would be pregnant after just _____ month(s) of having unprotected sex. We would have a baby in the month of _____ if/for they carried the baby to term.

1. Within a few days of finding out about the pregnancy I would have to _____

2. The pregnancy would change the next year of my life by _____

Part B. I don't want to be a teenage parent because I want to

1. _____

2. _____

3. _____

Reducing the Risk ■ Student Workbook 1

© ETR

© ETR. All rights reserved.

CLASS 2 **Abstinence: Not Having Sex**

Synopsis

Class 2 reminds students that there are only two ways to avoid pregnancy and STI/HIV—not having sexual intercourse (abstaining), or consistently using protection. This session focuses on the advantages of abstinence. Additionally, challenges to abstaining or using protection are considered. Students also discuss elements of successful communication about abstinence. They practice identifying successful elements of communication in the roleplay from Class 1.

Preparation and Materials

- ▶ Write the Facts About Abstinence (p. 46) on the board or chart paper. Leave blanks for the percentages.
- ▶ Review **Lee and Lee #2** (Teacher Key 2.2).
- ▶ Refer to Student Workbook for **Lee and Lee #2** (Worksheet 2.1) and **What Abstinence Means to Me** (Worksheet 2.3).

Outline of Activities

Activity	Time	Materials
Review Previous Lesson	5 min.	□ None
Communicating About Abstinence	15–20 min.	□ Lee and Lee #2 (Worksheet 2.1) □ Lee and Lee #2 (Teacher Key 2.2)
Facts About Abstinence	10 min.	□ Facts About Abstinence on the board
Reasons That Many Teens Don't Have Sex	10 min.	□ What Abstinence Means to Me (Worksheet 2.3)
Lesson Summary	2 min.	□ None

Activities

Review Previous Lesson

Ask students what they have learned from the previous lesson(s) about the risk of getting pregnant and/or the risk of HIV. (Having sex without protection increases the risk of pregnancy or STI. Students don't have to rely on luck to avoid pregnancy and HIV but can learn skills to protect themselves.)

Communicating About Abstinence

1. Acknowledge the importance of meaningful connections with other people and healthy romantic relationships. Note that one important quality of healthy relationships is communication, including talking about sexual health.

Tell students that in this unit the class will be talking about how to avoid pregnancy and STI and still have successful relationships.

2. Explain to students that there are 3 basic elements that provide a foundation for successful romantic relationships. Write the elements on the board, and briefly explain each:
 - *Communication (C)*: being honest and saying what you want so there is no doubt you mean it.
 - *Relationship building (R)*: talking and acting in a way that shows you want to keep a good relationship going.

- **Planning (P):** talking and acting to make your future healthy and happy. Planning shows knowledge of what you want and how to get it.

Note that today teens often communicate through social media as well as in person. It's just as important to pay attention to how you communicate and build relationships when texting, messaging and posting on social media sites.

3. Have students turn to **Lee and Lee #2** (Worksheet 2.1) in their workbooks. Ask students to read the worksheet and underline and identify the places in the dialogue that demonstrate strong communication (C), relationship building (R), and planning (P). Using **Lee and Lee #2** (Teacher Key 2.2) lead the class through the identification process for the first few lines of dialogue. Then let students work on their own. Explain that there may be some lines of dialogue that represent more than one element for building successful relationships. Allow 5 minutes to complete the worksheet. (Optional: Have students work in pairs to identify these elements.)
4. In the full group, briefly discuss student responses. Discourage them from thinking only about "right" and "wrong" answers. There should be considerable latitude around students' perceptions. The point is for students to understand that you can be strong in your words and actions and still maintain a healthy relationship.
5. Summarize that talking about love, sex, protection and relationships is critical to getting what you want and avoiding what you don't want. Talking about these things can be difficult, so it is tempting to just hope that your partner will understand what you want and do it. Not talking about it will increase your risk for pregnancy, HIV or other STIs.

Tell students that in the next few weeks they will spend a lot of time talking about and practicing what to say and do to avoid pregnancy or HIV and other STIs. Abstaining, or not having sex, is one way to keep from getting pregnant or getting a sexually transmitted infection. Next, the class will look at some reasons not to have sex.

(continued)

Facts About Abstinence

1. Some teens believe “everyone” is having sex. Most overestimate the number of their peers who are sexually active (USDHHS, 2018). In fact, rates of teen sexual activity have been declining for years, and most students your age are not sexually active (CDC, 2017). Many teens are making clear decisions not to have sex (Byers, O’Sullivan & Brotto, 2016). Their reasons may have to do with personal values, staying healthy, wanting to focus on school, building their relationships, or something else (Planned Parenthood, 2020). Let’s look at the statistics and see the percentage of teens who are saying no to having sex.
2. Refer to the Facts About Abstinence statements on the board. For each statement, ask the class for their estimates of the percentages of teens not having sex. Then fill in the blanks with the correct figures.

Note to the Teacher:

You can check the CDC website for the most recent statistics on teen sexual activity. The Youth Risk Behavior Survey (YRBS) is done every 2 years. Change the percentages in your presentation when you have updated information: www.cdc.gov/healthyyouth/yrbbs.

Reasons That Many Teens Don’t Have Sex

Tell students that, as they know, some young people do have sex. Ask them to think about likely outcomes of having sex. List their results on the board, adding any important factors they miss. Students may include some positive outcomes (e.g., “It’s fun” or “It makes us feel close”). Acknowledge both positive and negative outcomes. Indicate in this discussion that the positive reasons can make it difficult for young people who choose not to have sex to stick with their choice.

2. Remind students that if they have sex they should always use protection to protect themselves from an unintended pregnancy and/or from STIs including HIV.
3. Next, ask students to help you brainstorm a list of personal, psychological and medical reasons abstaining from sex is a valid option. As each reason is identified, write it on the board or chart paper. Encourage students to identify reasons to abstain from sex for now or for the next few years, perhaps until

Facts About Abstinence

- In 10th grade, ___% (65.6%) of girls and ___% (62%) of boys have not had sex.
- In 12th grade, ___% (44.2%) of girls and ___% (41.1%) of boys have not had sex.
- Among all high school students, ___% (71.3%) are *not currently sexually active*. This means about (7) out of 10 students have either never had sex, or have had sex before but are choosing to be abstinent now.

(Kann et al., 2018)

marriage or until they are with a life partner. A nearly comprehensive list of reasons follows. Use it to add to or embellish the reasons students suggest.

- Many young people believe in and practice abstinence for *religious* reasons and personal moral beliefs.
- Abstinence can be a sign of *emotional maturity* and *integrity*. Many young people report feeling pressured about sex. It requires maturity and honesty to stick to a decision that is consistent with personal values, morals and needs.
- It also takes emotional maturity and integrity to respect someone's choice to be abstinent and not add to the pressures teens can feel around sex. Talking about abstinence can help all teens build communication skills and establish healthy, respectful relationships.
- Abstinence *reduces* the risk of getting most sexually transmitted infections such as herpes, chlamydia, gonorrhea and HIV. We'll discuss these more in a later session.
- Abstinence is the only method of birth control that is *100% effective, 100% safe and 100% free of side effects*.
- Abstinence from vaginal sex reduces the risk of cervical cancer, which is linked to HPV infection. Research suggests there is a connection between early sexual activity, multiple sexual partners and increased risk of cervical cancer in women (Plummer, Peto & Franceschi, 2012; Lui et al., 2015).
- Abstinence shows that you're stronger than peer pressure.
- A couple may find that delaying sexual intercourse contributes in a positive way to their relationship. Abstaining may allow them time to *develop a deeper friendship*. They may spend more time talking, building mutual interests, sharing good times with other friends and establishing an intimacy that is other than sexual.
- Abstaining may ultimately help people be *better lovers*; it allows them to explore a wide range of ways to express love and sexual feelings.

4. To personalize this information, have students turn to **What Abstinence Means to Me** (Worksheet 2.3) in their workbooks. Ask students to think about the likely results of not having sex and to complete question 1. Ask volunteers to read their responses. (If appropriate, add new ones to the list on the board.) Ask them to add to their list when they hear new ideas from other students or from you. When students identify negative outcomes, acknowledge that there are strong pulls away from abstaining that will be considered throughout the unit. Students should then complete question 2.

(continued)

Class 2 • Abstinence: Not Having Sex

Lesson Summary

Acknowledge that it's sometimes hard to practice abstinence. A good way to respond to the "It's hard to remain abstinent" message is to return to the advantages of delaying intercourse, and to note that abstinence is the most effective way to prevent pregnancy or STI/HIV.

Lee and Lee #2

Directions: Write **C** when you see strong *Communication* statements and underline them. Write **R** when you see *Relationship-Building* statements and underline them. Write **P** when you see *Planning* statements and underline them.

Lee: No, Lee, Stop. (C)

Lee: Why?

Lee: I'm not ready for this. (P) And besides, we would need to use something for protection and we don't have it. (C & P)

Lee: Being ready just means we love each other. You do still love me, don't you?

Lee: Yes, but being ready means more than love. We're not ready if we don't have protection! (C) I'm saying no to getting pregnant and to HIV. (P)

Lee: Nothing's going to happen, Lee.

Lee: I know, because we're not going to do anything without using something—no matter how much I love you. (C & R)

Lee: We could handle having a baby. It would look just like you—we could name it Lee. I think that'd be great.

Lee: (Laughs) Stop joking, Lee. I'm serious. I have no plans to become a parent while I'm still in high school. (P)

Lee: Listen, don't worry about it. We can stop before anything happens.

Lee: That doesn't work. That's not protection. (C)

Lee: What do you mean? Tammy's not pregnant, is she? What do you think they use? Besides, we're the lucky types. We found each other, didn't we? How else would we have gotten together if somebody wasn't looking out for us?

Lee: (Laughs) Well, I traded lockers with Daryl, for one thing, so we'd see each other every day. (R)

Lee: You did?

Lee: Sure. And I learned your schedule so I'd run into you a lot. I believe in helping luck along. (R)

Lee: You're really something, Lee. You're right about the protection—and besides, I don't want to do it till it's right for both of us.

Lee: C'mon, let's go out and get something to eat. (R)

NARRATOR: Lee and Lee leave to get something to eat. Lee learned a lot about luck from Lee. That was the year Lee got a great after-school job and Lee made the track team.

Worksheet 2.3
(for teacher reference)

Class 2 • Abstinence: Not Having Sex

Hoja de trabajo 2.3

Qué quiere decir para mí la abstinencia

1. ¿Cuáles son las ventajas de no tener relaciones sexuales en este momento de mi vida?

a. _____

b. _____

c. _____

d. _____

2. ¿Por qué es difícil no tener relaciones sexuales?

a. _____

b. _____

c. _____

d. _____

© Reduyendo el Riesgo ■ Cuaderno

Worksheet 2.3

What Abstinence Means to Me

1. What are the advantages to me if I don't have sex at this time in my life?

a. _____

b. _____

c. _____

d. _____

2. What could make it difficult not to have sex?

a. _____

b. _____

c. _____

d. _____

© ETR

© Reduyendo el Riesgo ■ Student Workbook

© ETR. All rights reserved.

CLASS 3 Refusals

Synopsis

Class 3 includes a discussion of the student/parent homework assignment. The teacher introduces verbal and nonverbal communication skills. Students are provided with a demonstration of the social skills important to abstaining and using protection. They're also given the chance to practice and examine the 5 characteristics of effective refusals.

Preparation and Materials

- ▶ Review Appendix A, "How to Use Roleplays."
- ▶ Review Appendix B, "Skills Overview."
- ▶ Have ready the *Refusals* poster from the Activity Kit or write the *Refusals* (p. 55) on the board.
- ▶ Make 2 copies of the roleplays:
 - Your Friend's Ex-Partner**, Ineffective Version (Roleplay 3.2),
 - Your Friend's Ex-Partner**, Effective Version (Roleplay 3.3),
 - Trying to Slow Down**, Ineffective Version (Roleplay 3.4),
 - Trying to Slow Down**, Effective Version (Roleplay 3.5).
- ▶ Refer to Student Workbook for **Talk to Your Parent/Trusted Adult** (Homework 3.1) (2 pages), and **Observer Checklist** (Form 3.6).

Outline of Activities

Activity	Time	Materials
Review Previous Lesson	5 min.	<input type="checkbox"/> None
Talk to Your Parent/Trusted Adult	15 min.	<input type="checkbox"/> Talk to Your Parent/Trusted Adult, Part A <input type="checkbox"/> Talk to Your Parent/Trusted Adult, Parts B and C (Homework 3.1)
Introduce Refusals	10–15 min.	<input type="checkbox"/> <i>Refusals</i> poster
Demonstrate Roleplays	10–15 min.	<input type="checkbox"/> Your Friend's Ex-Partner (Roleplays 3.2 and 3.3) <input type="checkbox"/> Trying to Slow Down (Roleplays 3.4 and 3.5) <input type="checkbox"/> Observer Checklist (Form 3.6)
Lesson Summary	2 min.	<input type="checkbox"/> None

Activities

Review Previous Lesson

Review the following from the previous lesson:

- Abstinence is the most common choice among people their age.
- Reasons for abstinence.
- The 3 parts of a successful relationship.

Talk to Your Parents

1. Have students turn to **Talk to Your Parent/Trusted Adult, Part A** (Homework 3.1) in their workbooks. Explain that this homework involves two distinct sections. Part A is for students to complete and asks for their ideas about sex and protection. In addition, Part A asks students to indicate what they *think* their parent or a trusted adult believes about the same things. Have students complete Part A in class.
2. Tell students that Part B should be completed by Class 6. Let students know that the benefit of the homework comes from talking and listening to parents and trusted adults; therefore, they should not just give the sheet to their parent or other trusted adult to fill out. Tell students that their parent/trusted adult

interview is completely confidential and they will not turn in the homework. Instead, to verify that the homework was completed, the student and parent/trusted adult will sign the form in Part C stating that they did the assignment. This form is the only thing the student will turn in.

Introduce Refusals

Note to the Teacher

The class will briefly discuss verbal and nonverbal aspects of effective refusals and then see how the skill can be put into practice. This class demonstrates the skill of refusals and also familiarizes students with the routine of roleplaying and using observer checklist forms to note how the skill was used.

When teaching refusal skills and evaluating the effectiveness of students' demonstration of those skills, it is important to affirm the value that no person who experiences sexual pressure, harassment or assault is to blame for being the target of those behaviors. Clear, assertive refusals can be encouraged, while also making sure youth understand that no one "deserves" to be pressured if their NO is unclear.

Instruction on boundaries and respecting another person's NO—both verbal and nonverbal—regardless of perceived clarity can be included to help young people understand the two-way nature of consent, and the importance of honest and respectful communication between friends and potential partners. This would be considered a "green-light" adaptation and can help optimize the success of the skill-building around refusals.

Verbal Refusals

1. It's sometimes hard to say no—especially to someone we care about—and to stick with it. Sometimes we're saying no, but it doesn't come across as NO. This is true both when you're talking face to face, and when you're texting, chatting, tweeting or using any form of social media.

Tell students they'll use a series of roleplays to learn about, and then practice, ways to say no when they don't want to have sex. The ability/skill to say no effectively gives us a lot of power over our lives.

2. Provide a quick overview of the Refusals model students will be using. List the 5 behaviors on the board or display the Refusals Poster from the Activity Kit. (See Appendix B, "Skills Overview," for specific examples of each refusal behavior.)

Refusals

1. Say "No!"
2. Use body language that says "No!"
3. Repeat the refusal.
4. Suggest an alternative.
5. Build the relationship (if appropriate).

(continued)

3. Refer to the 3 elements of successful relationships (communication, relationship building, planning) and point out how refusal statements can fit with these elements. Emphasize that the verbal aspect of effective refusals involves saying the word *no* in a tone of voice that shows you mean it, repeating the refusal if necessary, and suggesting an alternative. You can also reinforce the verbal refusal in nonverbal ways.

Nonverbal Refusals

4. Explain that “body language” (such as tone of voice, gestures, the look on your face, the way you sit or stand) is an important way to communicate with or without talking. Ask the class to describe body language that says no to sex. Generate a list like the one below. Write the list on the board and demonstrate each behavior to reinforce the concept of nonverbal communication.
 - **Hands off**—throwing hands up in a “get off of me” gesture or using hands for emphasis.
 - **Stiff body**—sit up or stand up, holding your body stiffly. March away from the other person if you need to.
 - **Firm voice**—strong and business-like voice.
 - **Serious expression**—best “I mean it” face.
 - **Gestures**—hand and arm movements that emphasize your point.
 - **Move away**—at times, if everything else fails, you might have to move or push away to emphasize your point and protect yourself.

Demonstrate Roleplays

1. Have students locate the roleplays **Your Friend’s Ex-Partner** (Roleplays 3.2 and 3.3) and **Trying to Slow Down** (Roleplays 3.4 and 3.5) in their workbooks. These roleplays demonstrate some of the ways that *not clearly saying no* can work against getting what you want. Have them use the **Observer Checklist** (Form 3.6) as they listen and watch the roleplays. They should check off the behaviors that are used during each roleplay. Or, assign observers a specific behavior to watch for in the roleplay. For example, one group of observers looks for “Said No,” another for “Repeated Refusal,” etc.
2. Preselect two students to read the roleplays. Begin with **Your Friend’s Ex-Partner, Ineffective Version** (Roleplay 3.2). You should read the “Setting the Stage” section of the roleplay. After the roleplay is read, conduct a discussion. Ask roleplayers to comment on how they felt in the role and how they’d feel if this were a real situation. Ask students to identify what the person who was responding did or did not do that led to ineffectiveness. Pull for ideas such as:
 - Never said no.

- Never repeated first objection.
- Was trying not to upset the ex-partner and didn't use clear communication.
- Expressed doubt and left the person thinking it might work out.

Ask the students to identify ways that the person playing Friend's Ex did not listen to or respect the other person's no.

3. Then have the same two students read **Your Friend's Ex-Partner**, Effective Version (Roleplay 3.3), keeping the same roles. Again, the teacher should read the "Setting the Stage" section of the play. After the roleplay, thank the participating students and ask them to sit.
4. Have two new students read the ineffective version of **Trying to Slow Down** (Roleplay 3.4). Have students use the checklist to record the use of effective refusals after the roleplay. Review the use of refusals with students. Help them recognize that Person 2:
 - never said no
 - never restated the first objection
 - asked questions ("Do you love me?") rather than stating their view
 - expressed doubt
 - failed to offer any alternative actions
 - failed to use "hands off" or other body language
 - gave up

Ask the students to identify ways that the person playing Person 1 did or did not listen to or respect the other person's no.

5. Now have the same students read the effective version of **Trying to Slow Down** (Roleplay 3.5), keeping the same roles. Have students use the checklist. Discuss the elements of Person 2's effective refusal.

Lesson Summary

Conclude by reminding students that today they practiced and observed clear refusal statements that tell a person they mean *no* without losing a friendship. Remind students that the skills they're learning can be used in a variety of situations.

This role play will be **REVISED** to be more about friends hanging out vs a dating relationship

Your Friend's Ex-Partner Ineffective Version

Setting the Stage:

Your best friend's partner ended their relationship. Now your friend's ex-partner seems very interested in going out with you. You like this person, but you really don't want to go out with them because you've been seeing someone else and don't want to mess it up. Your friend's ex speaks first.

Friend's Ex: I haven't seen you for a while. Let's go out some night.

You: Well, I don't know.

Friend's Ex: I just want to talk to you about some things.

You: Text me sometime, it gets boring at home.

Friend's Ex: Let's go check out a movie. We could go this weekend.

You: I may be busy.

Friend's Ex: I know we'd have fun together.

You: I suppose.

Friend's Ex: I'll text you this weekend. Maybe we can do something? OK?

You: I guess so. See ya.

Your Friend's Ex-Partner Effective Version

Setting the Stage:

Your best friend's partner ended their relationship. Now your friend's ex-partner seems very interested in going out with you. You like this person, but you really don't want to go out with them because you've been seeing someone else and don't want to mess it up. Your friend's ex speaks first.

Friend's Ex: I haven't seen you for a while. Let's go out some night and do something fun.

You: I miss you, too, but I'm interested in someone else right now.

Friend's Ex: I just want to talk to you about some things.

You: I don't want to lead you on, but I'd be glad to talk. Text me sometime.

Friend's Ex: Let's go check out a movie. We could go this weekend.

You: Sorry. I've already got plans to go out.

Friend's Ex: What about next Saturday night?

You: No, I really don't want to go out.

Friend's Ex: I guess we're not going to be friends, huh?

You: Well, I'd like to be friends, I just don't want to go out.

Hoja de trabajo 3.1

Habla con tus padres/un adulto de confianza
Parte A

Instrucciones: Completa los renglones de la Parte A con tus propias ideas, incluyendo lo que piensas que tus padres o un adulto de confianza responderían. Luego habla con tus padres. An adult de confianza y obsérvalos con cuidado y notas. Escríbe sus respuestas en la Parte B de esta hoja de trabajo. Firma y pide que tus padres o adulto de confianza firmen la Parte C después de que ustedes conversen.

1. ¿Cómo pueden los adolescentes mostrar afecto a alguien que aman?
Lo que yo pienso: _____
Lo que creo que piensan el padre, madre o adulto de confianza: _____

2. ¿Está bien que los adolescentes manden mensajes de texto o fotos sexy a alguien que les gusta?
Lo que yo pienso: _____
Lo que creo que piensan el padre, madre o adulto de confianza: _____

3. ¿Deberían los adolescentes tener relaciones sexuales con la persona a la que planean casarse con ella?
Lo que yo pienso: _____
Lo que creo que piensan el padre, madre o adulto de confianza: _____

4. ¿Cuáles son los mejores métodos de protección para los adolescentes sexualmente activos?
Lo que yo pienso: _____
Lo que creo que piensan el padre, madre o adulto de confianza: _____

5. ¿Qué deberían hacer los padres/tutores para ayudar a sus hijos a evitar el embarazo?
Lo que yo pienso: _____
Lo que creo que piensan el padre, madre o adulto de confianza: _____

Reducción del riesgo ■ Cuidado del alumno

Homework 3.1

Talk to Your Parent/Trusted Adult Part A

Directions: Fill in the blanks on Part A with your own ideas, including how you think your parent/trusted adult would answer. Then talk to your parent/trusted adult and see how close you are. Record their answers on Part B. Sign and have your parent/trusted adult sign Part C after you talk.

1. How should teens show affection to someone they love?
What I think: _____
What I think my parent/trusted adult thinks: _____

2. Is it OK for teens to send sexy pictures or text messages to someone they're attracted to?
What I think: _____
What I think my parent/trusted adult thinks: _____

3. Should adolescents have sex with someone they love if they plan to marry them?
What I think: _____
What I think my parent/trusted adult thinks: _____

4. What are the best kinds of protection for teens who are sexually active?
What I think: _____
What I think my parent/trusted adult thinks: _____

5. What should parents/guardians do to help their teen avoid pregnancy or HIV?
What I think: _____
What I think my parent/trusted adult thinks: _____

Reducing the Risk ■ Student Workbook

CLASS

4

Using Refusal Skills

Synopsis

Class 4 quizzes students on refusal skills and uses roleplays to practice using these new skills in difficult situations.

Preparation and Materials

- ▶ Review Appendix A, "How to Use Roleplays."
- ▶ Review Appendix B, "Skills Overview."
- ▶ Make 2 copies of the scripted version of **At a Party** (Scripted Roleplay 4.2).
- ▶ Refer to Student Workbook for **Refusals** (Quiz 4.1), **At a Party** (Roleplay 4.3), and **Observer Checklist** (Form 4.4).
- ▶ *Optional:* Have ready Roleplay cards from the Activity Kit.

Outline of Activities

Activity	Time	Materials
Refusals Quiz	10 min.	<input type="checkbox"/> Refusals (Quiz 4.1)
Difficult Refusals	5 min.	<input type="checkbox"/> None
Demonstrate Roleplay	5 min.	<input type="checkbox"/> At a Party (Scripted Roleplay 4.2) <input type="checkbox"/> Observer Checklist (Form 4.4)
Roleplay in Small Groups	15–30 min.	<input type="checkbox"/> At a Party (Roleplay 4.3) <input type="checkbox"/> Observer Checklist (Form 4.4) <input type="checkbox"/> Roleplay cards (<i>optional</i>)
Lesson Summary	3 min.	<input type="checkbox"/> None

© ETR. All rights reserved.

Activities

Refusals Quiz

1. Have students turn to **Refusals** (Quiz 4.1) in their workbooks. Allow 5 minutes for students to complete.
2. Have students correct their own papers. Discuss each statement, asking volunteers to describe why it does or does not meet the guidelines for a clear refusal statement.
3. Ask students to recall the 5 characteristics of an effective refusal statement. List them on the board.

Difficult Refusals

1. Tell students that you want their ideas about things their friends might say to them that make saying no more difficult. Ask them to get out a piece of paper and write 1 or 2 “lines” that friends or others they know might use to convince them to do something they don’t want to do—cut a class, lend their nicest clothes, send a nude or “sexy” picture, go out somewhere, have sex or have unprotected sex. Suggest a couple of lines. For example, “You would if you loved me” or “Try it, you’ll like it!” Give them a few minutes to complete responses to the lines.
2. In the full group, read the lines. Have volunteers share effective responses to each statement. Use several lines on the same student to show how they can just repeat the refusal over and over without having to think up new ways to say no.

Demonstrate Roleplay

1. Recruit two students to act out both parts of the script **At a Party** (Scripted Roleplay 4.2). Explain to the class that they will need to pay attention to the verbal and nonverbal skills as they watch the actors. Have them use the **Observer Checklist** (Form 4.4) in their workbooks to indicate which behaviors the actors used. Or, assign observers a specific behavior to watch for in the roleplay.
2. After actors have read and demonstrated the roleplay, ask them how they felt about their roles. Review the skills that were used. Ask observers for examples of:
 - saying no
 - body language that said “no”
 - repeated refusals
 - suggesting an alternative
 - relationship building

Roleplay in Small Groups

Note to the Teacher

Over the course of the roleplay activities, students will be in a position where they must roleplay sexual pressure situations with classmates of both a different and the same gender. This may be awkward for teens who are sensitive to the suggestion of same-sex romance, for teens who identify as gay or lesbian, or for teens who are transgender or gender nonconforming. It's important to address this situation directly and proactively.

Here are some tips:

- Explain the situation in a matter-of-fact way. Let students know that every student in the class will, at some point, be doing a roleplay with a classmate of a different gender and with a classmate of the same gender. Most likely, they will do this several times.
- Emphasize that they are playing roles. Doing the roleplay to practice the skill doesn't say anything about the sexual orientation of the people doing the roleplay or mean that anyone is expressing a real-life attraction toward the other person in the roleplay.
- Explain that they need to take their roles seriously because teens of all sexual orientations and gender identities need to learn how to resist sexual pressure and protect themselves. This will help ensure that they and their classmates get the most out of the roleplay activities.

1. Explain to students that they will be working in small groups on roleplays. In their group they will be rotating through various roles. Each student will have the opportunity to read a script (scripted role), respond to a script (unscripted role) and watch (observer).

Have students turn to **At a Party** (Roleplay 4.3) in their workbooks. Give students no more than 5 minutes to write down what they might say in the roleplay to avoid unprotected sex when they have the unscripted part. They can use these responses to help prepare for the roleplay, although they shouldn't just read when they do the roleplay. They should act as if this is a real scene and they have no script to rely on—they have to rely on themselves.

2. Have students divide into groups. Students should bring their roleplays and ideas for responses to the group.

Optional: Hand out a set of **Roleplay** cards to each group. Ask each member to take 1 card. Review each role with the whole group. Write key words on the board:

- Student Roleplayer #1: Read lines.
- Student Roleplayer #2: Respond to lines.
- Student Observer #1: Set the stage for the roleplay, and use **Observer Checklist** (Form 4.4).
- Student Observer #2: Use **Observer Checklist** (Form 4.4) and lead small-group discussion using the guidelines on the back of the card.

(continued)

3. Make sure students are still using the **Observer Checklist** (Form 4.4). Instruct students to alternate within the group, reading the script and playing in the unscripted role. After a student reads the script, that student takes the unscripted role. Make sure each student has the chance to participate in both the scripted and the unscripted roles and to provide observer comments. The observer is the person who is next in order to read the script.

If there is time to go around a second time, the script readers can repeat the script or choose to ad-lib and make up their own lines.

Note to the Teacher

It is important to help groups “get going” with the roleplays. It may be necessary for the teacher to designate who in each group will start the scripted and unscripted roles and to guide the roleplay process.

During the roleplays, walk around the room to assess how students are using the skill. You may offer coaching if students are stuck or are using the skill incorrectly.

Time each round of practice and tell students when to pass their cards for the next round. Once students become more familiar with this type of practice, you can allow each group to monitor the rounds.

4. When groups are finished, have students return to the full group and discuss the experience. Explain that their comfort working like this in small groups will increase each day as the process is repeated throughout the unit.

Use the following points to guide discussion:

- Identify feelings that came up about using the skill during the practice. What was easy? What was difficult?
- Discuss how this situation was or wasn't similar to real life.
- Discuss any barriers to using the skill. Have students identify ways to overcome these barriers.
- Ask what left the biggest impression as a result of the roleplay.
- Ask students to identify how they'll use the skill in the next week with their friends.

Lesson Summary

Conclude this class by reminding students that effective refusals involve both nonverbal and verbal skills. With practice, they can become more comfortable with using these skills. Suggest that during the next week, they notice situations in which they're using refusals skills.

Suggest that they also notice situations where other people are using refusal skills and note how they themselves can better listen and respond to other people's refusals.

At a Party

Setting the Stage:

You are at a party with someone you have gone out with a few times. The party is at somebody's home and the parents are gone. A lot of kids are getting high and some couples are leaving—maybe to have sex. You don't want to have sex and don't want to leave the party.

Person 1: Let's get out of here so we can talk—it's too crowded.

Person 2: Yes, it is crowded in here—but the porch is empty.

Person 1: I just want to be with you. This is our chance.

Person 2: I want to be with you, too, but the party's fun.

Person 1: C'mon, I just want to be alone with you.

Person 2: No, I like this party—I'm glad we came.

Person 1: I've been looking forward to this night with you—please don't spoil it.

Person 2: I hope the night won't be spoiled.

Person 1: If I'd known you'd be like this, I wouldn't have come here with you.

Person 2: I guess not, but I know we can have fun. Let's get something to eat in the kitchen.

Person 1: I guess I don't have much choice.

Person 2: Yes, I suppose so. But I'll give you the choice of the next movie we go to.

Cuestionario 4.1

Rechazos

1. Para cada uno de los siguientes puntos, escribe una oración que incluya por lo menos dos elementos de un rechazo eficaz.

No seas ser. Todavía no tienes que irte a tu casa. Es temprano. Tu mamá no dijo nada.

Dices que me amas. Ahora yo quiero demostrarte cuánto te amo: hagamos el amor.

2. Marca las frases que cumplen con por lo menos uno de los elementos de un rechazo eficaz.

_____ No, no tengo confianza en ti.

_____ Pues, no sé. Probablemente no.

_____ No, gracias. No quiero ir a esa fiesta. ¿Por qué no mejor vamos al cine?

_____ ¿Por qué no invitás a otro/a?

_____ Pienso que no debemos hacer esto.

_____ No, ahora no. Mi amor mejor la talentada.

_____ Pero me prometiste que no me pedirías eso.

Reduciendo el riesgo ■ Cuaderno del alumno

Quiz 4.1

Refusals

1. Write 1 statement for each of the following that includes atleast 2 elements of an effective refusal.

Chris, you don't have to go home yet. It's not that late. Your mom will understand.

You've said you love me. Now I want to show you that I love you—lets make love.

2. Put a check mark beside statements that follow atleast 1 guideline for effectively saying no.

_____ No, I don't trust you.

_____ Well, I don't know. Probably not.

_____ No, thanks. I don't want to go to that party. Why don't we go to the movie instead?

_____ Why don't you go ask someone else?

_____ I don't think we should be doing this.

_____ No, not now. Let's watch TV instead.

_____ But you promised you wouldn't ask me that.

Reducing the Risk ■ Student Workbook

Roleplay 4.3 (for teacher reference)

Class 4 • Using Refusal Skills

Activación 4.3

En una fiesta

Preparando la escena:
Eres en una fiesta con alguien que te gusta y con quien has salido unas pocas veces. La fiesta es en casa de un amigo y tus padres no están. La mayoría de la gente está bailando en la sala. Algunas de las parejas ya se van, quizá a hacer el amor. Tú no quieres hacer el amor y no deseas irte de la fiesta. Tú hablas primero.

Persona 1: Salgamos de aquí y vayamos a algún lugar donde podamos hablar. Hay mucha gente aquí.
Persona 2:

Persona 1: Simplemente quiero estar contigo. Esta es nuestra oportunidad.
Persona 2:

Persona 1: Esperaba ser capaz de disfrutar esta noche contigo, no la amoliva, por favor.
Persona 2:

Persona 1: Si hubieras sabido que iba a ser así no habría venido aquí contigo.
Persona 2:

Persona 1: Yo verdaderamente pensaba que lo iban a pasar magníficamente juntos.
Persona 2:

Persona 1: No te preocupes. No voy a hacer nada. Vámonos.
Persona 2:

© ETR

Reduciendo el riesgo ■ Cuaderno del alumno

Roleplay 4.3

At a Party

Setting the Stage
You are at a party with someone you like and have gone out with a few times. The party is at a friend's house and the parents are gone. A lot of kids are getting high and some couples are leaving—maybe to have sex. You don't want to have sex and don't want to leave the party. You do speak first.

Person 1: Let's get out of here so we can talk—it's too crowded.
Person 2:

Person 1: I just want to be with you. This is our chance.
Person 2:

Person 1: I've been looking forward to this night with you—please don't pull it.
Person 2:

Person 1: If I'd known you'd be like this, I wouldn't have come here with you.
Person 2:

Person 1: I really thought you were going to be a lot of fun.
Person 2:

Person 1: Don't worry I'm not doing *anything*. Come, let's go.
Person 2:

© ETR

Reducing the Risk ■ Student Workbook

© ETR. All rights reserved.

Lista 4.4

Nombre: _____ Fecha: _____

**Lista del observador
Rechazos**

ACTUACION #

CONDUCTA	1	2	3	4	5	6
Dice "NO"						
El lenguaje corporal dice "NO"						
Repitió el rechazo						
Alternativa sugerida						
Fomentó la relación						

20 Reduciendo el riesgo ■ Cuaderno

Form 4.4

Name: _____ Date: _____

**Observer Checklist
Refusals**

ROLERLAY #

BEHAVIOR	1	2	3	4	5	6
Said "NO"						
Body Language Said "NO"						
Repeated Refusal						
Suggested Alternative						
Built the Relationship						

20 Reducing the Risk ■ Student Workbook

CLASS

5

Delay Tactics

Synopsis

Class 5 introduces delay tactics. Students observe the teacher demonstrate and practice the skills in roleplay situations. A short quiz at the end of the lesson reviews delay tactics.

Preparation and Materials

- ▶ Review Appendix A, "How to Use Roleplays."
- ▶ Review Appendix B, "Skills Overview."
- ▶ Post the **Delay Tactics** poster from the Activity Kit or write the Delay Tactics (p. 80) on the board.
- ▶ Refer to Student Workbook for **Possible Delay Tactics** (Worksheet 5.1), **Presents and Flowers** (Roleplay 5.2), **Observer Checklist** (Form 5.3), and **Refusal or Delay Quiz** (Quiz 5.4).
- ▶ *Optional:* Have ready *Roleplay* cards from the Activity Kit.

Outline of Activities

Activity	Time	Materials
Review Class 4	5 min.	<input type="checkbox"/> None
Introduce Delay Tactics	20–40 min.	<input type="checkbox"/> Possible Delay Tactics (Worksheet 5.1) <input type="checkbox"/> <i>Delay Tactics</i> poster
Demonstrate and Practice Roleplay	5–15 min.	<input type="checkbox"/> Presents and Flowers (Roleplay 5.2) <input type="checkbox"/> Observer Checklist (Form 5.3) <input type="checkbox"/> <i>Roleplay cards (optional)</i>
Quiz and Skills Review	10–20 min.	<input type="checkbox"/> Refusal or Delay Quiz (Quiz 5.4)
Lesson Summary	2 min.	<input type="checkbox"/> None

Activities

Review Class 4

Review the elements of an effective refusal.

Introduce Delay Tactics

1. Explain that *delay tactics* are another way to handle difficult situations and avoid unwanted and unprotected sex. For many reasons, it's usually better to simply say no to offers you don't like. But people often feel confused about how to say no. Others may not have the courage to say no to their friends. Without time to think of what to do, they can impulsively make a poor decision. In such cases people might use a delay tactic to gain time to think about what they really want. Remember, sooner or later you have to give a clear "no" message.

Delay Tactics

1. Make a delay statement.
2. Take a delay action.
3. Create space.
4. End the situation quickly.
5. Build the relationship (if appropriate).

© ETR. All rights reserved.

2. Provide an overview of the delay model students will be using. List the 5 behaviors on the board or display the *Delay Tactics* poster from the Activity Kit. It's important to point out that an effective delay doesn't need to use all these behaviors. The goal is to end the interaction as quickly as possible and not let it drag on. (See Appendix B, Skills Overview, for specific examples of each delay tactic.)
3. Have students turn to **Possible Delay Tactics** (Worksheet 5.1) in their workbooks. Briefly review the examples and ask students to add additional statements and actions.

Demonstrate and Practice Roleplay

Use the same format for roleplay as described in Class 4. Have students locate **Presents and Flowers** (Roleplay 5.2) and the **Observer Checklist** (Form 5.3) in their workbooks.

- Allow the students to write responses that Person 2 could use. Ask them to try to apply 1 or 2 of the delay tactics.
- Have 2 students demonstrate the roleplay.
- Divide into groups.
- Students should count off in the groups and rotate scripted, unscripted and observer roles. Tell students they don't have to repeat *Setting the Stage* each time they enact the roleplay. Once they understand the setting they can go directly to the dialogue. The observers should look for behaviors that show delay tactics. It is not necessary to use all the tactics to be effective.

Optional: Hand out a set of *Roleplay* cards to each group. Ask each member to take 1 card. Review each role with the whole group.

- Student Roleplayer #1: Read lines.
- Student Roleplayer #2: Respond to lines.
- Student Observer #1: Set the stage for the roleplay, and use **Observer Checklist**.
- Student Observer #2: Use **Observer Checklist** and lead small-group discussion using the guidelines on the back of the card.

(continued)

Quiz and Skills Review

Have students turn to the **Refusal or Delay Quiz** (Quiz 5.4) in their workbooks. After students complete it, have them exchange papers with the student next to them. Go over the content to review the skills.

Lesson Summary

Remind students that this class introduced delay tactics and refusals to help them in situations in which they feel pressured to have sex or do something else they may not want to do. Students probably already use these skills to manage situations with friends and family. Using them to avoid pregnancy, HIV and other STIs may be the most important of all.

Lista 5.3

Nombre _____ Fecha _____

**Lista del observador
Tácticas para posponer el acto sexual**

ACTUACION #

CONDUCTA	1	2	3	4	5	6
Dijo lo necesario						
Actuó correctamente						
Puso espacio entre ambos						
Terminó la situación rápidamente						
Fomentó la relación						

24 Reduciendo el riesgo ■ Cuaderno

Form 5.3

Name: _____ Date: _____

**Observer Checklist
Delay Tactics**

ROLEPLAY #

BEHAVIOR	1	2	3	4	5	6
Used Delay Statement						
Used Delay Action						
Created Space						
Ended the Situation Quickly						
Built the Relationship						

24 Reducing the Risk ■ Student Workbook

© ETR. All rights reserved.

© ETR

Quiz 5.4
(for teacher reference)

Cuestionario 5.4

Nombre: _____

Cuestionario sobre rechazar o dilatar el acto sexual

1. Escribe tres acciones de rechazo o alternativas que podrías sugerir si estuvieras a solas con alguien que sale contigo y quisiera evitar el acto sexual.

Lee las situaciones a continuación y escribe la respuesta que tú dices para rechazar o dilatar el acto sexual. Decide si usas una frase que lo rechaza o lo atrasa e incluye una acción como alternativa.

2. Tu pareja ha estado bebiendo y trata de convencerte de ir a dar una vuelta en carro. Tú no crees que deberían hacerlo pero no deseas comenzar una discusión. ¿Que dices y que haces?

Para rechazar o dilatar: _____

Acción como alternativa: _____

3. Eres en casa con tu pareja. Nadie más estará allí durante varias horas. Tú no deseas hacer el acto sexual pero tu pareja comienza a besarte y trata de desabrochar tu ropa. ¿Que dices y que haces?

Para rechazar o dilatar: _____

Acción como alternativa: _____

Reduciendo el riesgo ■ Cuaderno del alumno

Quiz 5.4

Name: _____

Refusal or Delay Quiz

1. Write 3 delay actions you could use or alternatives you could suggest if you were alone with someone you were dating and wanted to avoid sex.

Read the situations below and write the refusal or delay response you would use to handle the situation. Decide whether to use a refusal or a delay statement and include an alternative action.

2. Your partner has been drinking and tries to talk you into going for a ride. You don't think you should go but you don't want to get into an argument. You say and do:

Refusal or delay: _____

Alternative action: _____

3. You're at home with your partner. Nobody else will be home for several hours. You don't want to have sex, but your partner begins to kiss you and tries to take off your clothes. You say and do:

Refusal or delay: _____

Alternative action: _____

Reducing the Risk ■ Student Workbook

CLASS 6 Avoiding High-Risk Situations

Synopsis

Through a class discussion and a mini-lecture, students identify situations termed “yellow alert” and “red alert,” situations that can lead to unwanted or unprotected sex. Students practice dealing with the two types of alerts in the activity **Handling Risky Situations**. Then, using the worksheet **Protection: True or False?** they begin activities related to protecting themselves from pregnancy or HIV and other STIs.

Preparation and Materials

- ▶ Review **Signs of Sex, Signs of Caution** (Teacher Reference 6.1).
- ▶ Refer to Student Workbook for **Handling Risky Situations** (Worksheet 6.2) and **Protection: True or False?** (Worksheet 6.3).
- ▶ Have ready *Signs of Sex, Signs of Caution* posters from the Activity Kit.

Outline of Activities

Activity	Time	Materials
Discuss Homework	15 min.	<input type="checkbox"/> Completed Talk to Your Parent/Trusted Adult (Homework 3.1)
Signs of Sex and Caution Mini-Lecture	10 min.	<input type="checkbox"/> Signs of Sex, Signs of Caution (Teacher Reference 6.1) <input type="checkbox"/> <i>Signs of Sex, Signs of Caution</i> posters
Handling Risky Situations	10 min.	<input type="checkbox"/> Handling Risky Situations (Worksheet 6.2)
Protection: True or False? Round 1	10 min.	<input type="checkbox"/> Protection: True or False? (Worksheet 6.3)
Lesson Summary	5 min.	<input type="checkbox"/> None

Activities

Discuss Homework

1. Discuss **Talk to Your Parent/Trusted Adult** (Part B), from Class 3. Remind students that you don't want them to repeat what the person they talked with said about any question and that they should keep in mind their privacy. Ask them what they learned from *each* question regarding the following issues:
 - When talking to your parent or other trusted adult, what, if anything, surprised you?
 - How do you think parents' or trusted adults' ideas impact the way you think and feel about relationships and sex? How might your ideas impact their views?
 - How would it feel to talk to your parent or a trusted adult again? How could continuing to talk with them help you make important decisions about relationships and sex?
2. As you guide the discussion, keep in mind that the purpose is to encourage students and their parents or other trusted adults to talk. Help students listen to the point of view of their parents or other trusted adults. Ask them to report what they learned rather than to evaluate whether they agree with the parent or other trusted adult. Ask them to turn in the signed sheet to show they completed the assignment.

Signs of Sex and Caution Mini-Lecture

1. Remind students that there are two ways to avoid pregnancy and STIs, including HIV: say no to sex or use protection. To be successful at either, you have to be prepared. Many teens who get pregnant or infected with an STI say they didn't protect themselves because they didn't expect to have sex. Explain that there are often signs they can watch for that will alert them that sex could happen.

Ask students to think of the signs in two categories: *yellow alert* and *red alert*.

2. *Yellow alerts* are signals that there may be a risk of unprotected sex in the future and that you should slow down and prepare yourself to avoid pregnancy or infection. *Yellow alert* signals occur when:
 - You or your partner might be thinking about sex or talking about it.
 - You think that there will be a chance for sex because you will be alone or are planning to be alone.

Yellow alert signals tell you that you need a sound plan for avoiding having sex or protecting yourselves from unintended pregnancy and STIs, including HIV.

Red alert signs show that there's a more immediate risk of unprotected sex, and you have to act fast to protect yourself. *Red alert* signs usually occur about 20 minutes to an hour before the high-risk moment when:

- You're alone with the other person.
- You may have done a lot of touching and are feeling close.
- You or your partner have been drinking or using other drugs and may not be able to respect each other's boundaries/wishes.

You can still stop and decide not to have sex or you can still use protection. But if you go past a red alert signal without stopping and/or preparing first, you put yourself at risk for pregnancy, HIV and other STIs.

3. List *Yellow Alert* and *Red Alert* headings on the board and offer a few examples of signs (see Teacher Reference 6.1). Then add signs that the students suggest.

Optional: Display the *Signs of Sex*, *Signs of Caution* posters from the Activity Kit. Discuss the signs listed. You may want to add student suggestions to the posters or on a separate chart paper.

4. Lead students in a discussion that focuses on what to do to abstain from sex or avoid unprotected sex. Use signs offered by students to shape the discussion.

(continued)

Handling Risky Situations

1. Explain to students that they now have had the opportunity to clearly identify sex alert situations. The next step is to learn to deal effectively with those situations. That is, they need to think about possible ways to get out of a risky situation.
2. Have students turn to **Handling Risky Situations** (Worksheet 6.2) in their workbooks. Students should name 2 yellow alert signs and 2 red alert signs and identify an alternative action plan for each. Tell students that red alert situations usually require *alternative actions*, *delaying* or *refusal* until the risky moment passes or until you're able to get protection. In yellow alert situations, students can avoid the situation entirely or get protection so that a red alert situation doesn't occur.
3. Discuss an example: If the student wrote "I'm going to a party where there's drinking and no adults will be there" as a yellow alert sign, they might generate an alternative action plan such as:
 - I'm going to think through what I will do to stop if I get close to having sex.
 - I'll plan something to do that will keep us away from having sex.
 - I'll stop and get protection at the drugstore before I get to the party.

Allow students to work alone or with one other person to finish the worksheet.

Note to the Teacher

Teens usually find this level of specificity and planning difficult at first. But the exercise does get students started in planning to avoid an unwanted pregnancy or HIV.

4. When students have finished, review each statement and have several volunteers share their suggestions for ways to handle the situation. Remind students that because we're all individuals, some approaches will feel more personally comfortable than others.

Protection: True or False? Round 1

1. At some time in their lives, most people decide they're ready to have sex but not to become pregnant. To have sex but avoid pregnancy and STIs, people must consistently and effectively use protection. To do that, they must know what they're doing. This activity helps students learn how much they know and how much they need to know to avoid pregnancy or HIV and other STIs.
2. Introduce this activity by explaining there are many falsehoods or nontruths about protection. Tell students they will be involved in a 2-part activity designed to help them get the facts about protection.
3. Have students turn to **Protection: True or False?** (Worksheet 6.3) in their workbooks. Have them complete only the Round 1 section. Explain that they'll be completing the Round 2 section after a discussion about protection in a future class. At that time each statement will be reviewed and discussed. If using individual worksheets instead of workbooks, ask students to hand in their worksheets with their names on them, to be handed out again for Round 2, which will be done in Class 9. The Teacher Key for **Protection: True or False?** is provided for Round 2.

Note to the Teacher

*Depending on the emphasis you bring to teaching this curriculum, your students may not have covered all the material in the **Protection: True or False?** activity. Items related to pregnancy prevention and HIV prevention are all, nonetheless, included in this exercise because all of this material is of interest to youth and relevant to the goals of the curriculum.*

Lesson Summary

Conclude the class by reviewing each activity. First students discussed the conversations they had with their parent(s) or a trusted adult. Then they looked at *yellow alert* or *red alert situations* and practiced dealing with these types of situations to avoid unprotected sex. Finally, they had the chance to write down what they think about protection facts.

Signs of Sex, Signs of Caution

Yellow Alert Signs

- z I think about ways to be alone with this person.
- I think about touching and getting more intimate with this person.
- I think about having sex with this person.
- We talk about having sex with each other.
- We touch “by accident.”
- We talk about being alone at home.

Red Alert Signs

- s We make and take opportunities to touch.
- We touch each other in more ways and are getting excited.
- We go to a place to “get away from everybody.”
- We’re drinking or using other drugs.
- We’re alone at home.

Hoja de trabajo 6.2

Nombre _____

Comportamiento en situaciones riesgosas

Instrucciones: Escribe a continuación dos señales amarillas de precaución. Luego describe un plan para prevenir o controlar una crisis. Luego haz lo mismo para las señales rojas de precaución.

AMARILLA 1. _____

 Plan de acción como alternativa: _____

AMARILLA 2. _____

 Plan de acción como alternativa: _____

ROJA 1. _____

 Plan de acción como alternativa: _____

ROJA 2. _____

 Plan de acción como alternativa: _____

© ETR

Reduciendo el riesgo ■ Cuaderno del alumno

Worksheet 6.2

Name: _____

Handling Risky Situations

Directions: Write down 2 yellow alert signs. Then describe a plan to prevent or manage the crisis. Then do the same for red alerts.

YELLOW 1. _____

 Alternative Action Plan: _____

YELLOW 2. _____

 Alternative Action Plan: _____

RED 1. _____

 Alternative Action Plan: _____

RED 2. _____

 Alternative Action Plan: _____

© ETR

Reducing the Risk ■ Student Workbook

27

© ETR. All rights reserved.

Hoja de trabajo 6.3

Nombre: _____

Protección: ¿Cierto o falso?

Instrucciones: Lee cada situación y en la columna 1 haz un círculo alrededor de la C si piensas que es cierto o de la F si piensas que es falso. No marques nada en la columna 2 hasta que se te pida.

	Parte 1	Parte 2
1. La mejor manera de usar un condón es ponerlo bien apretado.	C o F	C o F
2. Los adolescentes pueden obtener píldoras sin receta, usar un método de planificación familiar y un controlador médico, sin el permiso del padre o de la madre.	C o F	C o F
3. Las parejas de las personas que tienen VIH pueden usar medallas conocidas como PEP para protegerse.	C o F	C o F
4. Una mujer puede usar un DIU, aunque nunca haya tenido un bebé.	C o F	C o F
5. Usar un condón de látex correctamente cada vez que se tienen relaciones sexuales es muy eficaz para evitar el VIH.	C o F	C o F
6. Está bien usar Vaselina como lubricante cuando se usan condones de látex.	C o F	C o F
7. Las mupisadas pueden quedar embarazadas si tienen relaciones sexuales durante su regla.	C o F	C o F
8. Los parches, anillos o píldoras sin receta, si se usan sin otro método, son eficaces para evitar las enfermedades de transmisión sexual (ETS).	C o F	C o F
9. La ducha vaginal después de la relación sexual ayuda a los separamientos y protege contra el embarazo y las ETS.	C o F	
10. Cuando se usa un condón, es importante que el macho asegure el peine de la vagina enseguida después de ejacular.	C o F	
11. Una mujer se le protege con la píldora el día que comienza a tomar la píldora.	C o F	

Reduciendo el riesgo ■ Cuaderno del alumno

Worksheet 6.3

Name: _____

Protection: True or False?

Directions: Read each situation and circle T if you think it's true or F if you think it's false under the Round 1 column. Do not make any marks under Round 2 column until directed to do so.

	Round 1	Round 2
1. When putting on a condom, it's important to pinch the tip of the condom.	T or F	T or F
2. Teenagers can get birth control pills from family planning clinics and doctors without permission from a parent.	T or F	T or F
3. Partners of people who are living with HIV can use medicine known as PEP to protect themselves.	T or F	T or F
4. A person who's never had a child can use an IUD for birth control.	T or F	T or F
5. Using a latex condom correctly every time you have sexual intercourse is very effective in preventing HIV.	T or F	T or F
6. It's OK to use Vaseline or lotion when using latex condoms.	T or F	T or F
7. If a condom breaks or slips, there is nothing that someone can do to protect themselves from pregnancy or HIV.	T or F	T or F
8. Birth control pills, patches or rings used alone are effective in preventing sexually transmitted infections (STIs).	T or F	T or F
9. Douching after sex will wash out the sperm and protect against pregnancy and STIs.	T or F	T or F
10. When a person is using a condom, it's important to pull out right after ejaculation.	T or F	T or F
11. A person is protected from pregnancy the day they begin taking the pill.	T or F	T or F
12. Abstinence is the most effective method of avoiding HIV.	T or F	T or F

(continued)

Reducing the Risk ■ Student Workbook

CLASS 7

Getting and Using Protection—1

Due to local School District policies we DO NOT do a condom demonstration.

05:27 PM

Note to the Teacher

When making decisions about discussing and demonstrating methods of protection from pregnancy and STI, you must **adhere to district guidelines and policies** that may be in effect. Make sure parents/guardians have been informed if demonstrations of methods of protection will take place in class.

Throughout the discussion about protection, remind students that this information is for when they decide to have sex, which might not be for a long time. However, it is important information that they will need eventually.

Synopsis

Chapter 7 uses lectures and visual aids to provide information on methods for protection against unplanned pregnancy or STI. As a homework assignment, students research prices and descriptions of nonprescription products.

Preparation and Materials

- ▶ Review the information in **Ways to Prevent Pregnancy—Teacher Notes**.
- ▶ Refer to Student Workbook for **Shopping Information Form** (Homework 7.1).
- ▶ Have a classroom set of *Birth Control Facts for Teens* (included in the Activity Kit and available from ETR, www.etr.org/store).
- ▶ For visual aids, obtain:
 - 2 condoms with different colors, shapes or styles
- ▶ As needed, review information in Appendix F, Reproductive Anatomy and Physiology.

© ETR. All rights reserved.

The Teacher Notes are for teacher review ONLY

Students do not do the shopping assignment as homework. Information is reviewed together as a class.

05:28 PM

Outline of Activities

Activity	Time	Materials
Ways to Prevent Pregnancy—Lecture	30 min.	<input type="checkbox"/> Ways to Prevent Pregnancy—Teacher Notes <input type="checkbox"/> A classroom set of <i>Birth Control Facts for Teens</i> pamphlet
Shopping Information Homework	10 min.	<input type="checkbox"/> Shopping Information Form (Homework 7.1)
Lesson Summary	5 min.	<input type="checkbox"/> None

Activities

Ways to Prevent Pregnancy—Lecture

1. Tell students you're going to review different methods people use to keep from getting pregnant. Some of the following information will explain statements on the **Protection: True or False?** worksheet. Tell students they'll get a chance to use any new information when they do Round 2 of that activity. Remind students to listen and take notes, because there will be a quiz at the beginning of Class 9.
2. Tell students there are many ways to try to prevent pregnancy. Elicit from students the methods they are familiar with.

Explain that in this class they will discuss the methods they are most interested in and which are most effective if used correctly and consistently. Emphasize that some methods help prevent both pregnancy and STI, while other methods do not.

Note to the Teacher

The following lecture information is for you, the teacher. Be sure any information for students conforms to your district guidelines. Withdrawal is included in the lecture because it is a commonly used form of contraception among youth. Avoid shaming messages about this method, and offer it as one of many options. Withdrawal is a behavioral skill that can be developed and can be combined with other methods for increased effectiveness (Laris et al., 2020; Hatcher et al., 2018).

3. The *Birth Control Facts for Teens* pamphlet contains illustrations and descriptions of methods commonly used by teens. You may wish to provide a copy to each student to help identify the methods from the lecture.

Shopping Information Homework

1. Tell students that knowing the facts about protection is important. Protection takes more than *knowing* to avoid pregnancy and STI—it takes *action*. Have students locate the **Shopping Information Form** (Homework 7.1) in their workbooks. There are 2 copies of the form. **Explain that they don't have to buy condoms or lubricant**, but they do need to go to two stores (either online or in person) to get prices and descriptions of these items. If the students choose to look for condoms online, encourage them to also find a place near them that offers free condoms (such as a clinic) as well as a reputable store. The homework assignment, due in a later class, gives students the experience of preparing to obtain protection.
2. Tell students to fill in all information for 3 kinds of condoms and 1 type of lubricant. The brand name is the maker of the product. For condoms, also indicate the product's shape/style and color. Ask the students to make note of any other birth control options available to them in the store (Emergency Contraception, spermicides, etc.). After students leave the store, they should complete items 3 and 4 to indicate how comfortable they were there and whether they would recommend the store to a friend. Put down the store's hours, too, because it may be important to know where to get protection at any time.

Lesson Summary

Conclude this lesson by stating that there are different methods of protection, each with its own characteristics, disadvantages and advantages. Except for abstinence, there is no 100% safe and effective method. Certain methods that are used to prevent pregnancy still require the use of condoms to prevent STI. In the next lesson, Class 8, students will receive specific information on a number of ways to protect against HIV.

Methods of Protection

Directions: The information below will be discussed in class. For each method of protection, mark the appropriate box or fill in the missing information.

Methods of protection from pregnancy and/or STD

Method	Protects against Pregnancy	Protects against STDs	Percent Effectiveness	Where to get it	Cost
Withdrawal	<input type="checkbox"/>	<input type="checkbox"/>			
Rhythm	<input type="checkbox"/>	<input type="checkbox"/>			
Hormone Methods (Pill, Patch, Ring)	<input type="checkbox"/>	<input type="checkbox"/>			
Depo Provera	<input type="checkbox"/>	<input type="checkbox"/>			
Implanon (Arm Implant)	<input type="checkbox"/>	<input type="checkbox"/>			
IUD (Intrauterine device)	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
External Condoms	<input type="checkbox"/>	<input type="checkbox"/>			
Vasectomy	<input type="checkbox"/>	<input type="checkbox"/>			
Tubal Ligation	<input type="checkbox"/>	<input type="checkbox"/>			
Plan B	<input type="checkbox"/>	<input type="checkbox"/>			
Abstinence	<input type="checkbox"/>	<input type="checkbox"/>			

Building Skills to Prevent Pregnancy, STD and HIV

CLASS

8

Getting and Using Protection—II

Note to the Teacher

When making decisions about discussing and demonstrating methods of protection from pregnancy and STIs, you must **adhere to district guidelines and policies** that may be in effect. Additionally, you must use your best judgment about the appropriateness of these activities in your individual school. Make sure parents have been informed if demonstrations of methods of protection will take place in class.

Throughout the discussion about protection, remind students that this information is for when they decide to have sex, which might not be for a long time. However, it is important information that they will need eventually.

Synopsis

~~The first half of Class 8 concludes with a lecture and condom demonstration.~~

In the second part of Class 8, students prepare to locate clinics in their area and make plans for contacting one to get information about protection.

Students then apply their knowledge about protection to decide which method(s) might be best for them. Options for this class include a guest speaker from a local clinic or a field trip to a local clinic.

Preparation and Materials

- ▶ For demonstration purposes, obtain 1 external latex, polyurethane or polyisoprene condom. Be aware that students may have latex allergies.
- ▶ Review information contained in this lesson in **Latex Barriers for Preventing HIV and STI—Teacher Notes**.
- ▶ Practice unrolling a condom over 2 fingers or a condom demonstrator (available for purchase at <https://www.etr.org/store/product/condom-demonstrator>).
- ▶ Determine the activities to use in this class based on the most appropriate way to work with your local clinic(s).
- ▶ To facilitate the process of locating a clinic, teachers who have access to the Internet can bookmark pages for local clinics and either project the web pages onto a classroom screen or provide students with a website address.

© ETR. All rights reserved.



Visit or Call a Clinic activity is completed together in class.

Tarea de deber 8.1

Nombre: _____

Visita o llamada a una clínica

- Nombre de la clínica: _____
- Dirección y número de teléfono de la clínica: _____
- La clínica está abierta de las _____ de la mañana a las _____ de la tarde, _____ días por semana.
- Los siguientes servicios están disponibles en la clínica:

Planificación Familiar	Tratamiento de ITS	Vacuna del VIH
Pruebas de embarazo	Tratamiento de ITS	Prueba del VIH
Atención prenatal	Asesoramiento	Estérilización
Atención a pacientes con VIH	Atención Precoz de Adicción Precoz	
Atención a pacientes de emergencia		
- Un examen de rutina o una consulta para información sobre Planificación Familiar cuesta \$ _____.
- La mayoría de los estados tienen leyes que exigen que las clínicas no pueden divulgar información sobre sus pacientes sin el consentimiento. Indígenas o los pacientes han visitado o en la clínica. A esto se le llama "confidencialidad del paciente". La legislación de confidencialidad de esta clínica es la siguiente: _____
- Además del inglés, se hablan los siguientes idiomas en esta clínica: _____
- ¿Hasta qué punto me sentí cómodo/a en esta clínica? Incluye cosas como decoración, amabilidad del personal, revistas o folletos disponibles en la sala de espera, etc.

1	2	3	4
muy cómodo(a)	casi cómodo(a)	bastante cómodo(a)	no cómodo(a)
- ¿Recomendaría/recomendaría esta clínica a una amiga/o para un examen o una consulta para información sobre protección?

Responde 2 cosas: ¿dónde por qué sí o por qué no.

- Algo que aprendí en esta clínica: _____

Responde a) (traer un folleto o brochero de la clínica).

Reduciendo el riesgo ■ Cuaderno del alumno

© ETR

Homework 8.1

Name: _____

Visit or Call a Clinic

- Name of clinic: _____
- Address and phone number of clinic: _____
- Clinic is open from _____ a.m. to _____ p.m. _____ days a week.
- The following services are available at this clinic:

Birth control	STI test	HPV vaccine
Pregnancy tests	STI treatment	HIV test
Prenatal care	Counseling	Sterilization
LARC	Emergency contraception	
- A fee for the examination or consultation about birth control information costs \$ _____.
- Most states have laws that clinics can't disclose information about clients without written consent including whether or not clients visit the clinic. This is called "patient confidentiality." This clinic's confidentiality policy is as follows: _____
- Beside English, the following languages are spoken at this clinic: _____
- If you visited (other than called) the clinic, answer this question: How did the following level of comfort in this clinic include such things as decor, staff/directors or staff, reading material available in waiting room, etc.?

1	2	3	4
Very comfortable	Comfortable	Fairly comfortable	Uncomfortable
- Would you recommend this to a friend visit this clinic for an exam or to talk about protection?

Write 2 sentences telling why or why not.

- Something I learned at this clinic: _____

Remember: Attach a card or brochure from the clinic.

Reducing the Risk ■ Student Workbook

© ETR

33

Homework 8.2
(for teacher reference)

Class 8 • Getting and Using Protection—II

Tarea de deber 8.2

Nombre: _____

Cómo llegar a la clínica

Autobus o tren desde la escuela a la clínica

¿Que autobús tomas? Número o nombre del autobús _____

¿Dónde tomas el autobús? _____

¿Necesitas cambiar de autobús? Sí No

¿Que camión tomas? _____

¿Dónde te bajas? _____

¿Más o menos cuánto tiempo que caminar desde la parada del autobús hasta la clínica?

En carro, en bicicleta o caminando de la escuela a la clínica

Describe la ruta de tu casa o de la escuela a la clínica. Da el nombre de todas las calles y los números de las esquinas. Trata de recordar y escribir otros detalles de la ruta como un restaurante o un parque que te indiquen dónde volver.

En la hoja o mapa adjunto he descrito o marcado

La ruta en carro

La ruta en bicicleta

La ruta caminando

34 Reduciendo el riesgo ■ Cuaderno

Homework 8.2

Name: _____

The Way to the Clinic

Bus or Train Route from School to the Clinic

Which bus do you catch? Number or name of bus _____

Where do you get on the bus? _____

Do you need to transfer? Yes No

What are the transfers? _____

Where do you get off? _____

About how far did you have to walk from the last bus to the clinic?

Car, Bike or Walking Route from School to the Clinic*

Describe the route from your house or the school to the clinic. Give all street names and freeway numbers. Try to remember and write down other landmarks such as a fast-food restaurant or a park that are on your way to turn.

On the attached sheet of paper or map, I have described the:

Car Route

Bike Route

Walking Route

© ETR

34 Reducing the Risk ■ Student Workbook

© ETR. All rights reserved.

Hoja de trabajo 8.3

¿Cómo puedes evitar el embarazo?

Instrucciones: Esta hoja de trabajo es para tu propio uso e información. No es para ser discutida en la clase ni debe entregarse al maestro.

- ¿Qué método(s) para prevenir el embarazo te gustaría conocer en más detalle? _____
- ¿Qué haces para llegar a conocerlos? _____
- ¿Qué método te parece más conveniente? _____
- ¿Qué método tiene menos efectos secundarios que puedan preocuparte? _____
- ¿Qué métodos te parecen más efectivos en las cosas para tí? _____
- ¿Tienes pareja? ¿Qué método piensas que tu pareja estaría más interesada en usar? _____
- ¿Qué método podrían aprobar más fácilmente tu madre y tu padre? _____

8. Confirma los resultados de este examen personal haciendo un círculo alrededor del número que muestra los métodos que te parecen mejores para tí.

	Muy mal	Bueno
Abstinencia	1	2
DIU	1	2
Implante	1	2
Píldora anticonceptiva	1	2
Parche o anillo anticonceptivo	1	2
Dapofrónora	1	2
Condones	1	2
Espumillada	1	2
Condones + otro método	1	2

Reduciendo el riesgo ■ Cuaderno del alumno

Worksheet 8.3

How Will You Avoid Pregnancy?

Directions: This worksheet is for your own use and information. It is not for class discussion and will not be turned in to the teacher.

- Which method(s) for preventing pregnancy would you like to know more about? _____
- How will you find that out? _____
- Which method seems most convenient? _____
- Which method has the fewest side effects that worry you? _____
- Which methods are effective enough for you? _____
- Do you have a partner? Which method do you think your partner would be most interested in using? _____
- Of which method would your parents be most likely to approve? _____

8. What are your conclusions? Circle the numbers that show which methods seem best for you.

	Best Choice	OK Choice	Worst Choice
Abstinence	1	2	3
IUD	1	2	3
Implant	1	2	3
Birth Control Pill	1	2	3
Birth Control Patch or Ring	1	2	3
The Shot (DapoProvera)	1	2	3
Condoms	1	2	3
Withdrawal	1	2	3
Condoms + another method	1	2	3

Reducing the Risk ■ Student Workbook

© ETR. All rights reserved.

CLASS 9 Knowing and Talking About Protection: Skills Integration—I

Synopsis

Class 9 is the first of three lessons that provide students the opportunity to practice the communication skills they've learned from earlier lessons on protection, birth control methods and clinic services. Students take a quiz on protection methods, then watch roleplays in which friends talk to each other about issues related to sex. A discussion follows about ways to handle similar situations.

Preparation and Materials

- ▶ Review Appendix A, "How to Use Roleplays."
- ▶ Have each student's **Protection: True or False?** (Worksheet 6.3) with Round 1 previously completed.
- ▶ Review **Protection: True or False?** (Teacher Key 9.1).
- ▶ Refer to Student Workbook for **An Important Discussion** (Roleplay 9.2), and **An Afternoon Chat** (Roleplay 9.3).



These role plays are included if time permits

05:53 PM

© ETR. All rights reserved.

Outline of Activities

Activity	Time	Materials
Protection: True or False? Round 2	15 min.	□ Protection: True or False? (Teacher Key 9.1)
Demonstrate and Practice Roleplay	30 min.	□ An Important Discussion (Roleplay 9.2)
Demonstrate and Practice Roleplay	30 min.	□ An Afternoon Chat (Roleplay 9.3)
Lesson Summary	2 min.	□ None

Activities

Protection: True or False? Round 2

1. Have students return to **Protection: True or False?** (Worksheet 6.3) and complete Round 2, making use of the new information they've learned.
2. After students have completed the worksheet, review each answer using Teacher Key 9.1. Clarify answers as necessary. Ask students if they scored better on the Round 2 column. Discuss as time allows.

Demonstrate and Practice Roleplay

1. Introduce the friend-to-friend roleplays **An Important Discussion** (Roleplay 9.2) and **An Afternoon Chat** (Roleplay 9.3) in the workbook. Tell students that judgments about sexuality and protection are often made by talking with friends and that it's important to talk to friends in a way that protects our decisions. Explain that if they change their minds about a particular decision (give up what they want) just by talking to a friend, they're more likely to give up what they want when talking to a partner. On the other hand, if they stick with what they want during talks with friends, they're more likely to be clear and firm when a potentially sexual situation with a partner comes up.
2. Use **An Important Discussion** and then **An Afternoon Chat** to demonstrate a discussion between friends with a student volunteer. After the roleplays, ask the class to provide input on other ways to talk about and handle similar situations. To encourage discussion, repeat each line in the roleplays and ask for possible responses from the class.

3. Have students divide into groups as usual and roleplay. There is no **Observer Checklist** for these roleplays.
4. Ask the class to provide examples of other situations that arise when friends talk to each other about things related to sex. Extract useful responses.

Note to the Teacher

*If time permits, and **How Will You Avoid Pregnancy?** (Worksheet 8.3) was not completed earlier, have students complete it now.*

Lesson Summary

Encourage students to think about how communication skills play an important role in avoiding pregnancy, STI and HIV. With practice, they can not only improve their friendships and relationships, but they can get a deeper understanding of their own feelings and opinions.

Protection: True or False?

- When putting on a condom, it is important to pinch the tip of the condom..
TRUE. This leaves space to catch the semen during ejaculation.
- Teenagers can get birth control pills from family planning clinics and doctors without permission from a parent.
TRUE. You do not need a parent's permission to get birth control at a clinic. No one needs to know that you are going to a clinic. Depending on the state, online health care sites may offer birth control to young people.
- Partners of people who are living with HIV can use medicine known as PrEP to protect themselves.
TRUE. Pre-exposure prophylaxis (or PrEP) is when people at risk for HIV take daily medicine to prevent HIV. Studies have shown that PrEP reduces the risk of getting HIV from sex by about 99% when taken daily (CDC, 2019a).
- A person who's never had a child can use an IUD for birth control.
TRUE. The IUD is a very effective method of birth control for people who have never been pregnant. As with other methods that only protect against pregnancy, it's important for the person to also use protection against HIV and other STIs.
- Using a latex condom correctly every time you have sexual intercourse is very effective in preventing HIV.
TRUE. Condoms are very effective at preventing HIV when they are used correctly every time a couple has sex. People who are allergic to or don't like latex can use condoms made of polyurethane or polyisoprene. Condoms are also very good protection against pregnancy and most sexually transmitted infections. However, some STIs can be spread by genital touching if infected areas are not covered by the condom. Herpes and HPV are two examples.
- It's OK to use Vaseline or lotion when using latex condoms.
FALSE. Vaseline and other oil-based products can cause latex condoms to break down, which is risky. When using a condom, use only water-based or silicone-based lubricants.

(continued)

Teacher Key 9.1 Class 9 • Knowing and Talking About Protection: Skills Integration I

7. If a condom breaks or slips, there is nothing that someone can do to protect themselves from pregnancy or HIV.

FALSE. To reduce the risk of pregnancy, people can use emergency contraception as soon as possible. Emergency contraception works best in the first 72 hours but can reduce risk of pregnancy for up to 5 days after unprotected sex. To reduce the risk of HIV, people can use PEP, or post-exposure prophylaxis. These medications may be able to prevent the virus from infecting the body if taken immediately after exposure (within 72 hours).

8. Birth control pills, patches or rings used alone are effective in preventing sexually transmitted infections (STIs).

FALSE. The birth control pill, patch and ring do not protect against HIV and other STI.

9. Douching after sex will wash out the sperm and protect against pregnancy and STIs.

FALSE. Douching may even increase the risk of pregnancy by moving the sperm to the fallopian tubes more quickly. Douching does not kill or wash out the microorganisms that cause STI.

10. When a person is using a condom, it's important to pull out right after ejaculation.

TRUE. To avoid pregnancy and STIs, the penis should be pulled out very soon after ejaculating, while it is still hard. Once the penis begins to lose its erection, ejaculate can leak out or the condom can slip off. The person should be sure to hold the condom against the base of the penis while pulling out to reduce slippage or leakage.

11. A person is protected from pregnancy the day they begin taking the pill.

FALSE. Most physicians recommend that people abstain or use an additional method of birth control for seven days after starting to use the pill. After this initial period, they will be protected every day, including during a menstrual period.

12. Abstinence is the most effective method of avoiding HIV.

TRUE. Not having sexual intercourse is the safest, simplest, most effective way to avoid pregnancy, HIV and most other STIs.

13. Condoms can be used more than once.

FALSE. A new latex, polyurethane or polyisoprene condom should be used for every act of sexual intercourse. Never reuse a condom.

14. Sharing needles to inject drugs is one way to get HIV.

TRUE. Blood with HIV in it may be left in the needle or syringe and passed on to the next user.

15. IUDs provide very effective protection against pregnancy for up to 10 years.
TRUE. IUDs provide continuous protection against pregnancy. Depending on the type of IUD used, they last from 3 to 10 years.
16. The risk of pregnancy is further decreased by using a condom AND pulling out or withdrawing the penis from the vagina before ejaculation.
TRUE. Using two methods at the same time, such as condoms along with withdrawal or the pill, increases the protection against unintended pregnancy. Withdrawal alone is 80% effective at preventing pregnancy (Hatcher et al., 2018).
17. There are methods of birth control people can use without having to plan ahead.
TRUE. These methods are referred to as Long-Acting Reversible Contraception, and include IUDs and implants. These methods are more than 99% effective in preventing pregnancy, and, once they're in, there's nothing else to do and nothing to remember in terms of birth control. But LARCs don't protect people from HIV or other STIs, so it's still important to use condoms too.
18. A birth control implant provides protection against pregnancy for 3 years.
TRUE. The implant is a tiny rod of plastic that releases hormones. It's inserted under the skin and lasts for 3 years.
19. You can get a vaccine to protect you from some kinds of STIs.
TRUE. There is a vaccine that protects young people against many types of HPV (Human Papillomavirus). This virus can cause genital warts and cervical cancer. Two doses of the HPV vaccine, 6 to 12 months apart, are recommended for people of all genders at age 11–12; but the vaccine can be given as early as age 9. Teens age 15 and older may need three doses instead of two. People up to age 45 can get the vaccine, although it's recommended at younger ages because the vaccine works best when it's given before a person has had sex. There is also a vaccine that protects against hepatitis B, a virus that causes liver damage. Most people get the hepatitis B vaccine as infants, but young people and adults can also get vaccinated (CDC, 2019c).
20. Teens who identify as lesbian, gay or bisexual do not have to worry about preventing pregnancy.
FALSE. Teens of all sexual orientations and gender identities need to know how to protect themselves from unintended pregnancy. Students who are lesbian, gay or bisexual (LGB) are all at risk of pregnancy if they have penis-in-vagina sex with a partner. Some studies have found that LGB youth are more likely to be involved in an unintended pregnancy than their straight peers (Saewyc, 2014).

Actuación 9.2

Una plática importante

Preparando la escena:
Dos amigos salen de la escuela después de clase, discutiendo sus opiniones sobre el uso de condones.

Amigo: Sabes, ¡odioso usar preservativos!
Tú: Shhhh. Pueden oírnos.

Amigo: ¿Prefieres que use la palabra "condón" ?
Tú: No, puedes decir "preservativo". Es que simplemente me da vergüenza hablar de esas cosas... Tampoco me gustan.

Amigo: A mí lo que no me gusta es que tienes que pasar la acción. Se pierde algo. Y además... me gusta cómo se dan de su uso. Se siente más... más natural.
Tú: Sí, ya lo sé. Pero véte lo que hemos aprendido en clase. Que si hacemos el acto sexual, los condones son la mejor protección contra el embarazo y las ITS.

Amigo: Tienes razón. No tengo más remedio que cambiar de actitud y usarlos. Mi vida anda sobre ruedas en estos momentos y quiero que siga así.
Tú: Eso es lo que yo me temblaba. De esa manera podremos hacer todo lo que pensamos hacer en la secundaria y en nuestro futuro.

Reduciendo el riesgo ■ Cuaderno del alumno

Roleplay 9.2

An Important Discussion

Setting the Stage:
Two friends are leaving campus at the end of the day, discussing their feelings about using condoms.

Friend: You know, I just hate using condoms!
You: Shhh. People can hear us.

Friend: Do you want me to use the word "rubber" instead?
You: You can use the word "condom." I just get embarrassed talking about these things...I don't like them either.

Friend: I just don't like to top what's going on. You lose something. And...I like the way it feels without it. It feels more...well, natural.
You: Well, I know what you mean. But you know what we've learned in class. If you're having sex, condoms are the best protection against pregnancy and STI.

Friend: I guess you're right. I'll just have to change my attitude and be sure we use them. My life's pretty good now. I want to keep it that way.
You: That's how I feel. This way, we can do everything while planning to do in high school and then afterward.

Reducing the Risk ■ Student Workbook

Roleplay 9.3
(for teacher reference)

Class 9 • Knowing and Talking About Protection: Skills Integration I

Actuación 9.3

Una charla por la tarde

Preparando la escena:
Estás conversando con una amiga después de salir de la escuela. Le dices que tú y tu pareja están pensando en ir a una clínica de planificación familiar para pedir la inyección. Tu amiga no cree que la inyección sea un buen método para ustedes y habla primero.

Amigola: Ten cuidado, la inyección puede hacer que tu (o tu pareja) aumenten de peso.
Tú:

Amigola: Pero ¿no dicen que la inyección puede causar cáncer?
Tú:

Amigola: Bueno, de cualquier manera tendrán que demostrar a la mamá de uno de ustedes, ya que probablemente necesitarán permiso de uno de sus padres para conseguir la inyección, ¿no?
Tú:

Amigola: Y ¿no se olvidará la inyección?
Tú:

Amigola: Si que yo ni de chiste me acordaría de ir a porarme la inyección cada 3 meses.
Tú:

Amigola: ¿Qué van a usar para evitar las ITS? (La inyección no da protección al VIH)
Tú:

38 Reduciendo el riesgo ■ Cuaderno

Roleplay 9.3

An Afternoon Chat

Setting the Stage:
You are talking with a friend after school. You tell your friend that you and your partner are thinking about going to a family planning clinic and getting the shot. Your friend doesn't think the shot is a good method for you. Your friend speaks first.

Friend: Watch out, the shot might make you (your partner) gain weight.
You:

Friend: But doesn't the shot give you (your partner) cancer?
You:

Friend: Anyway, you'll have to tell your (your partner's) mother because you probably need a parent's permission to get the shot.
You:

Friend: Isn't it really expensive to get the shot?
You:

Friend: I know I'd never remember to go get a shot every 3 months.
You:

Friend: What will you use to prevent STD? The shot won't protect you from getting HIV!
You:

38 Reducing the Risk ■ Student Workbook

© ETR

© ETR. All rights reserved.

CLASS 10 Skills Integration—II

Synopsis

Class 10 provides students with further opportunities to practice the skills they are learning to help them say no and to make decisions about protection. In addition to partially scripted roleplays, students are presented with “situations” in which they must decide as a group how to handle difficult predicaments.

Preparation and Materials

- ▶ Review Appendix A, “How to Use Roleplays.”
- ▶ Make 4 copies each of **Situation A** and **B** (Group Handouts 10.1 and 10.2).
- ▶ Refer to Student Workbook for **Two Hours to Kill** (Roleplay 10.3), **A Small Party** (Roleplay 10.4), and **Observer Checklist** (Form 10.5).
- ▶ Have ready *Refusals* and *Delay Tactics* posters.
Optional: Have ready Roleplay cards from the Activity Kit.



These role plays are included if time permits

05:59 PM

Outline of Activities

Activity	Time	Materials
Review Refusals	5–10 min.	<input type="checkbox"/> <i>Refusals</i> and <i>Delay Tactics</i> posters
Generating Alternatives	15–25 min.	<input type="checkbox"/> Situation A (Group Handout 10.1) <input type="checkbox"/> Situation B (Group Handout 10.2)
Roleplay in Small Groups	15–25 min.	<input type="checkbox"/> Two Hours to Kill (Roleplay 10.3) <input type="checkbox"/> A Small Party (Roleplay 10.4) <input type="checkbox"/> Observer Checklist (Form 10.5) <input type="checkbox"/> <i>Refusals</i> and <i>Delay Tactics</i> posters <input type="checkbox"/> <i>Roleplay</i> cards (optional)

Activities

Review Refusals

Review the skills students have learned, using the *Refusals* and *Delay Tactics* posters from the Activity Kit.

Have students recall behaviors of effective refusals: (1) use the word no, (2) use body language to send a nonverbal no, (3) repeat no, (4) suggest an alternative, and (5) build the relationship.

Generating Alternatives

1. Tell students this activity will have them consider an important part of refusals—suggesting an alternative.
2. Divide class into 4 groups. Give **Situations A** and **B** (Group Handouts 10.1 and 10.2) to each group. Give 1 person in each group the situation sheet and ask him or her to record the alternatives the group discusses.
3. Give groups a couple of minutes to read the situations and then list as many alternatives as they can for each. Explain that the goal is to think of as many options as they can and to look at the situation from as many points of view as possible.
4. Have a volunteer from each group present their suggestions regarding **Situation A** to the class. Reinforce the number of options provided by the class—having a lot of options in mind will help them find ways to live up to their decisions not to have unprotected sex. If one idea doesn't work, they can always try another. When discussing **Situation B**, some youth may suggest

using something around the house such as plastic wrap as being similar to a condom. Ask students to reflect on the limitations of those types of barriers (are ineffective at preventing STI transmission, would not stay in place, etc). Encourage students to reflect on the opportunity for building the relationship by showing respect for each other's health.

Roleplay in Small Groups

1. Suggest to students that the alternatives they have just suggested could be used in the next roleplays, **Two Hours to Kill** (Roleplay 10.3) and **A Small Party** (Roleplay 10.4).
2. Have the groups stay together and locate the roleplays in their workbooks. Again, instruct students to alternate the roles in the unscripted parts. Make sure each student has the chance to be in the unscripted role. Have students use the **Observer Checklist** (Form 10.5) in their workbooks. Walk around and facilitate student-to-student feedback.

Optional: Hand out a set of Roleplay cards to each group. Ask each member to take 1 card. Review each role with the whole group.

- Student Roleplayer #1: Read lines.
- Student Roleplayer #2: Respond to lines.
- Student Observer #1: Set the stage for the roleplay, and use **Observer Checklist**.
- Student Observer #2: Use **Observer Checklist** and lead small-group discussion using the guidelines on the back of the card.

Lesson Summary

By now, students should be comfortable with the roleplaying format. They are ready to add other skills, such as “thinking on their feet” to generate options in various situations. They will have two more classes of roleplaying practice. It is important that they are moving toward mastery of roleplaying in the next class, which will include some new communication skills.

Situation A

Taylor and Bobby have gone out for a long time but have never had sex. One day they go to Bobby's sister's apartment. She is in the bedroom with her boyfriend. In the living room, Taylor and Bobby start to kiss and warm up to each other.

What can Taylor or Bobby do to avoid sex or unprotected sex?

List alternative actions below.

Situation B

Tony and Dylan have been to a party and then go to Tony's home to be alone. They start to kiss and undress each other. Dylan reaches into a jacket pocket, and realizes that the condom they planned to use is gone. Dylan says, "I think somebody stole the condom I had."

What can Tony and Dylan do to avoid unprotected sex?

List alternative actions below.

Actuación 10.3

Dos horas a solas

Preparando la escena:
Eres en casa de tu pareja después de clase. Tu no estas preparada/o para tener relaciones sexuales y lo has dicho. Sabes que no va a haber nadie en la casa por dos horas. Se están besando y acariciando y tu pareja te dice que desea hacer el amor. Tu no lo deseas.

Persona 1: Es lógico hacer el amor cuando dos personas se aman.
Persona 2:

Persona 1: No tenemos muchas oportunidades para estar solos.
Persona 2:

Persona 1: No estar preocupada/o por la posibilidad de un embarazo o una infección, etc.
Persona 2:

Persona 1: Pues entonces podemos usar un condón.
Persona 2:

Persona 1: Eres tan enamorada/o de mí! Por eso quiero que hagamos el amor.
Persona 2:

Persona 1: Si me amaras tanto como yo te amo lo haría.
Persona 2:

© ETR

Reduciendo el riesgo ■ Cuaderno del alumno

Roleplay 10.3

Two Hours to Kill

Setting the Stage:
You're at your partner's house after school. You aren't ready to have sex and you've said so. You know no one will be home for 2 hours. You're kissing and touching and your partner lets you know they want to have sex. You don't want to.

Person 1: It's OK to have sex when you love each other.
Person 2:

Person 1: We don't get many chances to be alone.
Person 2:

Person 1: You're not worried about us getting pregnant or infected, are you?
Person 2:

Person 1: Of then, we'll use a condom.
Person 2:

Person 1: I just feel so close to you. That's why I want to have sex.
Person 2:

Person 1: If you loved me as much as I love you, you'd do it.
Person 2:

Person 1:
Person 2:

© ETR

Reducing the Risk ■ Student Workbook

39

Roleplay 10.4 (for teacher reference)

Class 10 • Skills Integration II

Activación 10.4

En una pequeña fiesta

Preparando la escena:
Has salido meses que sales con alguien a quien amas mucho. Habrá una pequeña fiesta en casa de un buen amigo, donde sabes que los dos van a poder estar juntos. Antes de ir tu pareja te pide que leves algo para protegerla. Tú no estás preparado para tener relaciones sexuales. Tu pareja te dice:

Persona 1: Lo que pasa es que realmente no me amas.
Persona 2:

Persona 1: Me han tocado como si lo iba a darte. Nunca me imagino que iba a portarte así.
Persona 2:

Persona 1: ¿Estás saliendo con alguien más?
Persona 2:

Persona 1: Pues, me quejé a estar con toda la presión de poder hacerlo.
Persona 2:

Persona 1: ¿Tú usas algo para protegernos?
Persona 2:

Persona 1: Ya se me pasaron las ganas de ir a la fiesta.
Persona 2:

Persona 1: Bueno, quizá no sea tan importante en estos momentos.
Persona 2:

40 Reduciendo el riesgo ■ Cuaderno

Roleplay 10.4

A Small Party

Setting the Stage:
You've been going out with someone for 6 months and care for this person very much. There's going to be a small party at a good friend's house where you can be alone. Your partner asks you to get some protection before the party. You're not ready to have sex. Your partner says:

Partner 1: I guess you don't really care about me.
Partner 2:

Partner 1: I feel like a total idiot asking you. I never thought you'd act like this.
Partner 2:

Partner 1: Are you starting to see someone else?
Partner 2:

Partner 1: Well, I thought you'd really want to do it.
Partner 2:

Partner 1: What if I got the protection?
Partner 2:

Partner 1: This takes the fun out of going to the party.
Partner 2:

Partner 1: I guess it's not so important, right now.
Partner 2:

40 Reduciendo el riesgo ■ Student Workbook

© ETR

© ETR. All rights reserved.

Lista 10.5

Nombre: _____ Fecha: _____

Lista del observador

ACTUACION #

RECHAZOS	1	2	3	4	5	6
Dijo "NO"						
El lenguaje corporal dijo "NO"						
Repitió el rechazo						
Alternativa sugerida						
Fomentó la relación						
TACTICAS PARA POSPONER						
Dijo lo necesario						
Actuó correctamente						
Puso espacio entre ambos						
Terminó la situación rápidamente						
Fomentó la relación						

© ETR

Reduciendo el riesgo ■ Cuaderno del alumno

Form 10.5

Name: _____ Date: _____

Observer Checklist

ROLEPLAY #

REFUSALS	1	2	3	4	5	6
Said "NO"						
Body Language Said "NO"						
Repeated Refusal						
Suggested Alternative						
Built the Relationship						
DELAY TACTICS						
Used Delay Statement						
Used Delay Action						
Created Space						
Ended the Situation Quickly						
Built the Relationship						

© ETR

Reducing the Risk ■ Student Workbook

41

CLASS
11

Skills Integration—III

Synopsis

Class 11 provides continued opportunities for students to practice handling situations that might otherwise lead to unprotected sex.

Preparation and Materials

- ▶ Review Appendix A, "How to Use Roleplays."
- ▶ Refer to Student Workbook for **My Favorite Cousin** (Worksheet 11.1), ~~Time for a Condom~~ (Roleplay 11.2), and **Observer Checklist** (Form 11.3).
- ▶ *Optional:* Have ready Roleplay cards from the Activity Kit.

Outline of Activities

Activity	Time	Materials
My Favorite Cousin	10–25 min.	<input type="checkbox"/> My Favorite Cousin (Worksheet 11.1)
Roleplay in Small Groups	20–30 min.	<input type="checkbox"/> Time for a Condom (Roleplay 11.2) <input type="checkbox"/> Observer Checklist (Form 11.3) <input type="checkbox"/> Roleplay cards (<i>optional</i>)

Activities

My Favorite Cousin

Have students turn to **My Favorite Cousin** (Worksheet 11.1) in their workbooks. Tell students to complete the form according to the directions on the worksheet. Remind them of communication skills they might use (relationship building, suggesting an alternative or delay tactics). Allow approximately 10 minutes for students to complete the worksheet. When they are finished, discuss:

- reasons not to have sex
- reasons to have sex
- good ways to encourage others not to have sex
- important considerations when thinking about having sex for the first time
- how trust, communication and planning might play a role in encouraging a family member or close friend not to have sex

Roleplay in Small Groups

As before, divide students into groups and have students roleplay **Time for a Condom** (Roleplay 11.2). Again, instruct students to alternate roles in the unscripted part. Make sure each student has the chance to be in the unscripted role. Have students use the **Observer Checklist** (Form 11.3). Walk around and facilitate student-to-student feedback. *This time*, tell students that they don't have to use the scripts. After reading the situation, they can create their own lines if they wish.

Optional: Hand out a set of Roleplay cards to each group. Ask each member to take 1 card. Review each role with the whole group. Write key words on the board:

- Student Roleplayer #1: Read lines.
- Student Roleplayer #2: Respond to lines.
- Student Observer #1: Set the stage for the roleplay, and use **Observer Checklist**.
- Student Observer #2: Use **Observer Checklist** and lead small-group discussion using the guidelines on the back of the card.

Lesson Summary

Summarize by reminding students that they have learned skills that, when practiced, can have a positive effect on others. Trust, respect and communication play key roles in all healthy relationships. In the next class, they will learn about HIV and other STIs, and how to protect themselves and others.

Hoja de trabajo 11.1

Mi primo/a favorito/a

Instrucciones: Imagina que tienes un/a primo/a muy allegado/a. Te dice que quiere empezar a tener relaciones sexuales con su pareja. Conociendo a tu primo/a, su pareja y su relación, tú opinas que es importante que esperen antes de tener relaciones. Escribe lo que dirías para animar a tu primo/a a retrasar su decisión de tener sexo.

Tu primo/a: Mi pareja tiene muchas ganas de que lo hagamos y yo le amo.
Tú:

Tu primo/a: Mi pareja es la persona más guapa de la escuela.
Tú:

Tu primo/a: Algun día lo voy a hacer, ¿por qué no ahora?
Tú:

Tu primo/a: Mi pareja dijo que podemos usar un condón.
Tú:

Tu primo/a: Pero realmente nos amamos!
Tú:

Tu primo/a: Si me quedo sin esta relación, me muero.
Tú:

Worksheet 11.1

My Favorite Cousin

Directions: Imagine that you have a cousin who you are really close to. They tell you they want to start having sex with their partner. Knowing your cousin, their partner and their relationship, you feel it is important for them to wait to start having sex. Write what you would say to encourage your cousin to delay having sex.

Cousin: My partner really wants me to and I love them.
You:

Cousin: My partner is the cutest person in school.
You:

Cousin: I'm going to do it someday, anyway. What's wrong with now?
You:

Cousin: My partner said we could use a condom.
You:

Cousin: We really love each other.
You:

Cousin: If I lose this relationship, I'll just die.
You:

Reducing the Risk ■ Student Workbook 43

© ETR. All rights reserved.

CLASS
12

Preventing HIV and Other STIs

Synopsis

Accurate information about STI, particularly how to prevent transmission, is the foundation for reducing risk behaviors. To help students understand the commonalities of STIs, including HIV, and how to protect themselves, they work in small groups to explore information about transmission and prevention of five specific STIs. Groups compare the ways these STIs are transmitted, how they are prevented, how to get treatment, and then make some conclusions about STI in general, including HIV.

Preparation and Materials

- ▶ Classroom set of *STI Facts for Teens* and *HIV Facts for Teens* (included in the Activity Kit and available from ETR, www.etr.org/store).
- ▶ Review **Background Information About HIV—Teacher Notes**.
- ▶ Refer to Student Workbook for **How HIV Would Change My Life** (Homework 12.1).

Outline of Activities

Activity	Time	Materials
Facts About STI, Including HIV	40–80 min. (up to 2 classes)	<input type="checkbox"/> Classroom set of <i>STI Facts for Teens</i> and <i>HIV Facts for Teens</i> <input type="checkbox"/> Background Information About HIV—Teacher Notes
Assign Homework	5 min.	<input type="checkbox"/> How HIV Would Change My Life (Homework 12.1)
Lesson Summary	3 min.	<input type="checkbox"/> None

Activities

Facts About STI, Including HIV

- Tell students that sexually transmitted infection (STI) is a broad term that describes a group of communicable infections that are spread through intimate (usually sexual) contact. About 1 in 4 sexually active females has an STI, and about half of all new STIs occur in people ages 15 to 24. Rates of some STIs, such as chlamydia and gonorrhea, are highest among teens and young adults (CDC, 2019b).
- Write the names of five common STIs across the top of the board: HPV/genital warts, gonorrhea, herpes, chlamydia and HIV. Divide the class into five groups. Provide each student with an *STI Facts for Teens* pamphlet. Ask each group to pick one STI to study. On the board, cross out each STI as it is picked so it will be used only *once*. Instruct each group to identify the following five characteristics about the STI they've chosen and record them on paper.
 - how I could get it
 - how I can prevent it
 - how I would know I have it (symptoms)
 - how I would get treatment
 - how it would change my life

Note to the Teacher

One option is to give each group a piece of chart paper with the name of an STI at the top. Have them write in large letters. Then post all papers side by side.

3. Give groups about 10 minutes to research the STI. Then, ask each group to provide a summary statement for each of the five points on each STI.
4. After all groups have reported, point out five summary statements that are true about all these STIs on each point. For example:
 - You can get an STI, including HIV, from intimate sexual contact with someone who has an STI.
 - You can prevent STIs, including HIV, by abstaining; by having sex with only one, uninfected partner who only has sex with you; or you can reduce the risk by using latex, polyisoprene or polyurethane condoms or dental dams. You can reduce your risk of HIV by taking PrEP. There are vaccines that reduce the risk of hepatitis B and HPV.
 - A person with an STI may look and feel healthy but can still transmit the infection to others. Even if a person does not have symptoms, they can transmit the infection to others.
 - You should go to a clinic or see a health care provider if you see any symptoms. Because people often do not have symptoms even if they have an STI, it is important that a sexually active person get tested regularly. Young people should be tested at least once for HIV and yearly for gonorrhea and chlamydia. People who engage in higher risk activities may benefit from more frequent testing (e.g., 3-6 months) (CDC, 2019d).
 - STIs may have negative health outcomes. Some STIs, including HIV, can weaken your immune system. Some STIs can damage reproductive organs and cause sterility if left untreated. Getting tested and starting treatment (if necessary) is an important part of sexual health.
5. Ask students to identify facts about HIV that may set it apart from other STIs.
 - Most STI is spread during sex or other intimate sexual contact (such as touching genitals). HIV can be spread in other ways, such as sharing needles for drug use or tattooing. (This is true of hepatitis B as well)
 - Like some other STIs, HIV cannot be cured. However, although it is a chronic or lifelong infection, HIV can be managed with medication. People who get treatment soon after being tested can live long, healthy lives.
 - Stigma and discrimination against people who are living with HIV may make it harder for them to get the care and support they need.

Assign Homework

1. Assign **How HIV Would Change My Life** (Homework 12.1).
2. Collect homework in the next class and discuss as time permits.

Lesson Summary

Reinforce the message that all STIs can be treated. Left untreated, many STIs can have serious health outcomes. Students who would like more information on STIs may find the following hotline helpful:

24-Hour Information Line 800-CDC-INFO (800-232-4636)

*How would an STI Change My Life

Class 12 • Preventing HIV and Other STIs

Homework 12.1
(for teacher reference)

Tarea de deber 12.1

Cómo el VIH cambiaría mi vida

1. Si tuviera el VIH tendría que hacer los siguientes cambios en mi manera de actuar con mi pareja:
a. _____
b. _____
c. _____
2. El tener el VIH me haría daño de estas maneras:
a. _____
b. _____
c. _____
3. Lo más difícil para mí, si tuviera el VIH, sería:
a. _____
b. _____
c. _____
4. Si tuviera el VIH mi vida cambiaría de las siguientes maneras:
a. _____
b. _____
c. _____

Reducción del riesgo ■ Cuaderno del alumno

Homework 12.1

How HIV Would Change My Life

1. If I had HIV, I would have to make the following change in the way I act with my romantic partners now and in the future:
a. _____
b. _____
c. _____
2. If I had HIV, it would harm me in these ways:
a. _____
b. _____
c. _____
3. The most difficult thing for me about having HIV would be:
a. _____
b. _____
c. _____
4. If I had HIV, my life would change in the following ways:
a. _____
b. _____
c. _____

Reducing the Risk ■ Student Workbook

© ETR. All rights reserved.

CLASS 13 HIV Risk Behaviors

Synopsis

The purpose of this activity is to help students apply their knowledge about HIV transmission and identify which behaviors put them at greatest risk for exposure to HIV. Participants place behaviors on a continuum of risk, from no risk to risky, and discuss why some behaviors are more risky than others.

Adolescents need to understand that there is no cure when it comes to HIV, so any risk they take is a serious one.

Help students understand:

- 21% of new diagnoses of HIV occur among young people ages 13 to 24 (CDC, 2020).
- Most young people become infected through sexual behaviors (CDC, 2020). HIV and other STIs can be passed through vaginal, anal and oral sex.
- People who become infected with HIV as teens usually have no symptoms until they're older. Most often, it is several years before they will experience illnesses.
- Young people are often reluctant to be tested. They may not believe they're at risk, they don't feel ill, or they're uncomfortable or anxious about testing. As a result, many young people with HIV are often unaware they have the virus.
- Abstinence is the best protection against HIV.
- When people do choose to be sexually active, they can protect themselves by having sex with only 1 partner, who does not have HIV, does not engage in any HIV risk behaviors, and has sex only with them. However, when people have several long-term relationships, one after the other, they and their partners should get tested for HIV.

(continued)

- Sexually active people can reduce their risks by using condoms correctly every time they have sex.
- Alcohol and other drugs can impair judgment and increase the chances someone will participate in risky behaviors. It is best to avoid combining sex with alcohol or drugs.

Preparation and Materials

- ▶ Have ready the *Traffic Light* cards from the Activity Kit.
- ▶ Have ready the *Risk Behavior* cards from the Activity Kit. You may want to prepare rolled pieces of tape to stick on the back of the cards to facilitate their placement on the wall.
- ▶ Copy a classroom set of **HIV Risk Behaviors Answer Sheet** (Handout 13.2).

Outline of Activities

Activity	Time	Materials
Risk Continuum	25 min.	<input type="checkbox"/> Risk Behaviors (Teacher Reference 13.1) <input type="checkbox"/> <i>Traffic Light</i> cards and <i>Risk Behavior</i> cards from Activity Kit
Personal Risks	5 min.	<input type="checkbox"/> Risk Behaviors Answer Sheet (Handout 13.2)
Lesson Summary	5 min.	<input type="checkbox"/> None

Activities

Risk Continuum

1. Explain to students that the 3 traffic lights on the cards taped to the wall represent points along a risk continuum:
 - Red is high risk.
 - Yellow is moderate risk.
 - Green is virtually no risk.

Ask students to indicate the level of risk for HIV transmission associated with various behaviors (from Teacher Reference 13.1).

For example:

“Vaginal sex without a condom” would go under the red light, “Reusing a needle that has been cleaned with bleach” would go under the yellow light and “Kissing” would go under the green light.

2. Organize students into groups of 5 to 7. Hand out the *Risk Behavior* cards. Give each student at least 1 card.
3. Ask students to decide within their groups the level of risk of the behaviors on their cards. Encourage groups to come to consensus about where each card belongs on the continuum. Ask students to tape their cards along the wall on the risk continuum.

Note to the Teacher

- *Sometimes students will want to know the exact placement of a behavior by its “percentage of risk.” Such absolute levels of risk are unknown. However, we do know that some behaviors put us at more risk than others. The point of this activity is to develop skills in evaluating relative risk.*
 - *It is important to review the list of behaviors and add or delete any as appropriate for your classroom. An alternative to using a predeveloped list is to ask students to generate their own list of behaviors (after the basic facts are covered).*
 - *Be sure not to leave a card incorrectly placed along the continuum, as visual learners may memorize incorrect placement.*
 - *Heated discussion may emerge about the proper placement of a behavior along the risk continuum. Stress that any behavior not placed under the green light puts us at risk of HIV. End any discussion that becomes nonproductive.*
 - *When the students are evaluating a behavior, they may ask you whether the sex partner is living with HIV. Say that you do not know.*
4. When all cards have been placed along the wall, review each behavior and its place along the continuum. Ask if any cards should be moved, discuss why, and do so, if appropriate. Ask for class consensus on where each card belongs. Remind students that the purpose of this activity is to identify the relative risk of behaviors, not to judge those who placed the cards.

(continued)

Personal Risks

5. Distribute the **HIV Risk Behaviors Answer Sheet** (Handout 13.2). Explain that the answers are based on the latest scientific data. There may be different interpretations of what those behaviors imply, and discussion in groups may have led to a different rating. This is fine, as long as there's an accurate link between a behavior and its relative risk. It's easier to identify those behaviors that are clearly safe (green) than to place other behaviors on the continuum from moderate risk (yellow) to high risk (red).

Emphasize that it's difficult to know a person's risk status. There are many instances where a person with HIV or an HIV risk didn't inform a partner, either because the person didn't know about the risk, or was afraid to reveal it.

6. Once the whole class agrees about where each card should be placed along the continuum, ask students to look at the behaviors and privately consider whether they are doing any of these things. Ask them to look at all the behaviors in the green-light category and notice all the things they can do to enjoy intimacy with their partner without putting themselves at risk for HIV.

Lesson Summary

Remind students that, as was discussed in the previous lesson, it is not who you are but what you do that puts you at risk for HIV. Making good decisions about sexual risks isn't always easy. But people need to make clear decisions about what they will do to avoid HIV *before* they get into a potentially risky situation.

HIV Risk Behaviors

Associated with sexual activity

- Massage
- Kissing
- ~~Mutual masturbation~~
- Abstaining from sex
- Vaginal sex without a condom
- Fantasizing
- Vaginal sex using a condom
- ~~Anal sex using a condom and water based lubricant~~
- ~~Masturbation~~
- Hugging
- Maintaining a long-term, mutually monogamous relationship in which both partners have been tested, do not have STIs and do not use injection drugs
- Oral sex using a condom or dental dam
- Oral sex without a condom or dental dam
- Having sex while drunk or high
- ~~Anal sex without a condom~~

Behaviors marked in red are not included unless students have had specific questions about them



Associated with use of needles




- Sharing needles for injecting drugs, steroids or vitamins
- Reusing a needle that has been cleaned with bleach
- Reusing a needle that has been cleaned with water
- Sharing needles for tattooing or piercing

Associated with other modes of transmission

- Receiving a blood transfusion
- Donating blood
- Cleaning spilled blood without wearing gloves

***Revise to remove marked behaviors**

HIV Risk Behaviors Answer Sheet

No Risk	Some Risk	Risky
		
<p>Massage</p> <p>Receiving a blood transfusion</p> <p>Kissing</p> <p>Abstaining from sex</p> <p>Fantasizing</p> <p>Masturbation</p> <p>Hugging</p> <p>Donating blood</p> <p>Maintaining a long-term, mutually monogamous relationship in which both partners have been tested, do not have STIs and do not use injection drugs</p>	<p>Mutual masturbation</p> <p>Oral sex using a condom or dental dam</p> <p>Anal sex using a condom and water-based lubricant</p> <p>Vaginal sex using a condom</p>	<p>Reusing a needle that has been cleaned with bleach</p> <p>Oral sex without a condom or a dental dam</p> <p>Having sex while drunk or high</p> <p>Vaginal sex without a condom</p> <p>Anal sex without a condom</p> <p>Sharing needles for injecting drugs, steroids or vitamins</p> <p>Sharing needles for tattooing or piercing</p> <p>Reusing a needle that has been cleaned with water</p> <p>Cleaning spilled blood without wearing gloves</p>
<p><i>Note: Anal sex is a higher risk activity for HIV specifically due to the possibility of rectal tearing and bleeding. When used correctly and consistently, condoms are highly effective in preventing HIV. If people are going to engage in anal sex, using a condom and water-based lubrication can reduce their risk (Aidsmap.com, 2014).</i></p>		
<p><small>Source: HIV/AIDS Resources and Community Health (ARCH). 2020. Levels of risk. https://archguelph.ca/levels-risk. Accessed 6/22/2020.</small></p>		

© ETR. All rights reserved.

***We do not include lesson 14**

CLASS 15 Sticking with Abstinence and Protection

Synopsis

Class 15 provides the important opportunity for students to discuss their experiences with the two homework assignments that require them to find information about protection. Additionally, students discuss and practice the “self-talk” method to help them plan and then stick with the plan to avoid sex or unprotected sex.

Preparation and Materials

- ▶ Refer to Student Workbook for **Sticking with Abstinence and Protection** (Worksheet 15.1).

Outline of Activities

Activity	Time	Materials
Review “Shopping Information” and “Visit or Call a Clinic” Homework	10–20 min.	 <input type="checkbox"/> Completed Shopping Information Form (Homework 7.1) <input type="checkbox"/> Visit or Call a Clinic (Homework 8.1)
Sticking with Abstinence and Protection	20–35 min.	<input type="checkbox"/> Sticking with Abstinence and Protection (Worksheet 15.1)



Shopping & Visit a Clinic are completed together in class

06:38 PM

Activities

Review “Shopping Information” and “Visit or Call a Clinic” Homework

1. Ask students what they learned from the trips to price methods of protection or to the family planning clinic and, especially, ask what helped them to complete the assignment despite possible embarrassment. Discuss the **Shopping Information** homework assigned in Class 7. Include the following questions in your discussion:
 - What did they learn about types and costs of protection?
Be sure student answers include:
 - It’s easily available.
 - It’s inexpensive.
 - It wasn’t too embarrassing to look at.
 - How did they feel about going into the store and looking at condoms and lubricants? How did it feel to look for condoms online?
 - What surprised them about looking for condoms and lube? How did the actual experience compare to what they expected it would be like?
 - Find out how many of them would recommend the stores they visited and what supports their recommendation. If a lot would recommend theirs, comment that it seems fairly easy to find a store that sells protection in a friendly way.
 - Find out the typical hours of operation for these stores. Ask who went to a store that they think stayed open the latest. Ask them where they could go to get protection even later than that (such as a 24-hour pharmacy or all-night convenience store).
2. Then proceed to discuss the **Visit or Call a Clinic** homework (first assigned in Class 8). In the discussion, help students to inform each other about:
 - The names and locations of the clinics they visited.
 - What they expected the clinic would be like and how it did or did not meet those expectations.
 - Ask if anyone had a negative experience visiting the clinic or has questions about the clinic experience.
 - Ask if anyone had a positive experience and any ideas to share with other people about visiting a clinic.
 - Ask about the confidentiality policies at the clinics and the importance of these policies. Why are these important? (Pull for the idea that sex and

sexuality are private and that people should and do have control over their choices to use birth control from clinics or drugstores.)

- Ask what languages were spoken at the clinics. Ask why so many languages were (or were not) spoken. (Pull for idea that clinics are trying to be sure that everyone feels comfortable and gets all the information they need to prevent unwanted pregnancies and infection with HIV or other STIs.)
- Ask if anyone found a clinic that is especially easy to get to from their home or high school without a car.

Sticking with Abstinence and Protection

1. Use the following to introduce “self-talk” to students:

“By now, I hope you all have the goal to delay sex, or at least to avoid pregnancy, HIV and other STIs. Sometimes people may try to talk us out of sticking to our goals. At other times we may even talk ourselves out of being abstinent or using protection. You may have doubts about being able to accomplish your goals. You may wonder if you’ll know what to do when the time comes to avoid sex or use protection to prevent STIs or pregnancy. For example, imagine that you wanted to use a condom for the first time. What are some of your doubts or worries that would keep you from trying it out?”

Give them an idea such as, “It’s going to spoil it if we have to stop and put on a condom.” Have the class volunteer additional ideas. Generate 8 to 10 ideas for doubts that might get in the way of using a condom. Write the first 4 ideas on the board. Leave space for writing “doubt” and for writing “doubt busters.” These are things you can do or say to yourself to make using a condom easier. “Doubts” and “doubt busters” might include the following examples:

DOUBT: *I’ll look like a beginner if I don’t know what to do with the condom.*

DOUBT-BUSTER ACTION: *I’ll practice putting a condom on my fingers so I’m sure I’ll know how.*

DOUBT: *It will look as if I planned it if I have the condom ready.*

DOUBT-BUSTER ACTION: *I could tell my partner that we could go shopping for protection together.*

DOUBT: *It won’t feel as good if we use a condom.*

DOUBT-BUSTER ACTION: *Be sure we don’t rush so we can enjoy the whole time together before, during and after the condom.*

DOUBT: *My partner might think I have HIV or another STI if I suggest using a condom.*

DOUBT-BUSTER ACTION: *I can say that I know I don’t have anything infectious because I recently got tested, but this is good protection anyway and shows I respect my partner.*

(continued)

Class 15 • Sticking with Abstinence and Protection

DOUBT: *It won't work if I don't do it right.*

DOUBT: *The condom might break.*

For the first 4 ideas, work with the class to generate the “doubt busters” that counter the “doubts” and then identify what can be said or done to improve the likelihood of success. Leave the rest of the ideas on the board.

2. Now repeat the exercise for abstinence. Ask students for doubts about their ability to stay abstinent in the face of the temptation to have sex. Many of the items may be similar to those you've already listed and will address issues such as: (1) I'll seem inexperienced or silly; (2) my partner will think that I don't love them enough if I say I want to wait; (3) it might start an argument and hurt our relationship. Add these ideas to the list of doubts that you generated before.
3. Have students turn to **Sticking with Abstinence and Protection** (Worksheet 15.1) in their workbooks. Explain that they are to choose 2 doubts about sticking with abstinence or protection and write them in the spaces on their worksheets. Have students work in pairs to help each other figure out ACTIONS to counter those doubts and strengthen their preparation for staying abstinent or using protection, and write these actions on their worksheets.

Lesson Summary

This lesson is an opportunity to reinforce students' comfort levels with visiting a clinic and discussing protection with a health care provider. For many students, this is the most critical activity in the program. Paired with the concept of planning ahead for abstinence or protection, this works to give students the confidence to act in ways that will protect their health.

Hoja de trabajo 15.1

Continuar con la abstinencia y la protección

Instrucciones: Escribe algunas DUDAS que puedas tener que puedan dificultarte el continuar con la abstinencia o usando protección. Luego júntate con un compañero y escriban ACCIONES EXTERMINADORAS DE DUDAS para combatir las DUDAS y que los preparen aun más para lograr lo que desean.

DUDA: _____

ACCION EXTERMINADORA DE DUDAS: _____

DUDA: _____

ACCION EXTERMINADORA DE DUDAS: _____

Reduciendo el riesgo ■ Cuaderno del alumno

Worksheet 15.1

Sticking with Abstinence and Protection

Directions: Write some DOUBTS that might make it harder for you to abstain or use protection. Then, pair up with a partner and write ACTIONS (DOUBT BUSTERS) that counter that DOUBT and make you even more prepared to get what you want.

DOUBT _____

DOUBT-BUSTER ACTION: _____

DOUBT _____

DOUBT-BUSTER ACTION: _____

Reducing the Risk ■ Student Workbook

51

© ETR. All rights reserved.

CLASS 16 Skills Integration—IV

Synopsis

Through a discussion about sticking with choices and practice with a final roleplaying situation, Class 16 provides an opportunity for students to extend skills learned for abstinence or avoiding unprotected intercourse.

Preparation and Materials

- ▶ Review Appendix A, “How to Use Roleplays.”
- ▶ Copy a classroom set of **A Love Story** (Handout 16.1).
- ▶ Refer to Student Workbook for **Chris and Pat** (Worksheet 16.2), **Being Careful on the Couch** (Roleplay 16.3), and **Observer Checklist** (Form 16.4).
- ▶ Write the incomplete “I Learned” statements (p. 186) on the board.
- ▶ Have ready *Refusals* and *Delay Tactics* posters from the Activity Kit.
Optional: Have ready *Roleplay* cards from the Activity Kit.

CLASS 16 Skills Integration—IV

Synopsis

Through a discussion about sticking with choices and practice with a final roleplaying situation, Class 16 provides an opportunity for students to extend skills learned for abstinence or avoiding unprotected intercourse.

Preparation and Materials

- ▶ Review Appendix A, “How to Use Roleplays.”
- ▶ Copy a classroom set of **A Love Story** (Handout 16.1).
- ▶ Refer to Student Workbook for **Chris and Pat** (Worksheet 16.2), ~~**Being Careful on the Couch**~~ (Roleplay 16.3), and ~~**Observer Checklist**~~ (Form 16.4).
- ▶ Write the incomplete “I Learned” statements (p. 186) on the board.
- ▶ Have ready *Refusals* and *Delay Tactics* posters from the Activity Kit.
Optional: Have ready *Roleplay* cards from the Activity Kit.

Outline of Activities

Activity	Time	Materials
Review HIV Homework	5–10 min.	<input type="checkbox"/> How HIV Would Change My Life (Homework 12.1) previously completed
Chris and Pat	15–25 min.	<input type="checkbox"/> A Love Story (Handout 16.1) <input type="checkbox"/> Chris and Pat (Worksheet 16.2)
Roleplay in Small Groups	20–25 min.	<input type="checkbox"/> Being Careful on the Couch (Roleplay 16.3) <input type="checkbox"/> Observer Checklist (Form 16.4) <input type="checkbox"/> <i>Refusals and Delay Tactics</i> posters <input type="checkbox"/> Roleplay cards (optional)
"I Learned" Statements	5–15 min.	<input type="checkbox"/> Incomplete statements on the board.

Activities

Review HIV Homework

Using their completed homework **How HIV Would Change My Life** (from Class 12), ask students to volunteer any ways that HIV would (1) require them to act differently, (2) harm them, or (3) change their lives.

Chris and Pat

1. Introduce this activity by explaining to students that they'll read a story about two young people who care about each other, then answer questions on a worksheet. Hand out **A Love Story** (Handout 16.1) and have students turn to **Chris and Pat** (Worksheet 16.2) in their workbooks. Tell students to think about the following as they listen to the story:
 - Chris and Pat's reasons for having sex
 - their reasons for not having sex
 - what Chris and Pat can do to make sure they don't have sex

2. Read the story aloud or have a student read it while the rest of the class follows along. Then have students answer questions 1 through 4 on **Chris and Pat**. After students have had a chance to answer the questions, review several answers to questions and write several students' responses on the board. Discuss responses as needed.
3. Explain to students that the last 2 questions on the worksheet are not about Chris and Pat, but about themselves. Have students complete these 2 questions based on what they think they would say or do. If time allows, ask students to share responses that may not have been discussed in class.

Roleplay in Small Groups

1. Briefly describe the roleplay.
Review the skills students have learned, using the *Refusals* and *Delay Tactics* posters from the Activity Kit.
2. Divide class into groups of no more than 6 with equal numbers of pairs. Have students use **Being Careful on the Couch** (Roleplay 16.3).
3. As usual, instruct students to alternate roles in the unscripted part and to use the **Observer Checklist** (Form 16.4). Move from group to group to help facilitate the discussion as needed.
Optional: Hand out a set of *Roleplay* cards to each group. Ask each member to take 1 card. Review each role with the whole group.
 - Student Roleplayer #1: Read lines.
 - Student Roleplayer #2: Respond to lines.
 - Student Observer #1: Set the stage for the roleplay, and use **Observer Checklist**.
 - Student Observer #2: Use **Observer Checklist** and lead small-group discussion using the guidelines on the back of card.

"I Learned" Statements

1. Explain that the purpose of the "I Learned" exercise is to help students focus on what has been most helpful or significant for them during this unit. Since they sometimes get a great deal of information at once, more than they can possibly remember, it can be advantageous to single out that which is most important.

(continued)

2. Put the following incomplete sentences on the board. Ask the students to think about what they've just learned or relearned about sexuality, or about themselves or their values. Read the sentence stems and ask students to pick three and finish them on their own paper.

I learned that...	I was surprised that I...
I noticed that I...	I was displeased that I...
I discovered that I...	I was pleased that I...

Optional: Have students write out the "I Learned" statements and turn them in. The teacher should then just check to see that they were thoughtfully completed, and return them to students.

Lesson and Course Summary

Chris and Pat and "I Learned" provide an opportunity for students to review skills presented in the course and to think about what they've learned and what they may have discovered about themselves and their thoughts and actions on abstinence, sex and protection.

A Love Story

Chris and Pat are sophomores. They've been going out for 8 months and have a very special relationship. They spend a lot of time together and trust each other. They tell each other everything. In many ways, they're best friends.

At the beginning, they decided they didn't want to have sex. They haven't talked about it a lot but Chris believes it's worth it to wait. Chris loves Pat a lot, but worries that their relationship would change if they have sex. Pat knows and respects Chris's feelings.

They haven't actually had sex, though they do kiss and touch each other a lot and have gotten close to going all the way. Lately, Pat has been hearing that many of their friends are having sex. Pat feels a little jealous. Pat worries about "falling behind" other people the same age.

So Pat has been putting some pressure on Chris to have sex, and they've started talking about it more. Pat is confused. On the one hand, Pat respects Chris's feelings and doesn't want to talk Chris into doing something Chris doesn't want to do. On the other hand, Pat doesn't think it's that important to wait. Their relationship has become a little tense. They argue more and Pat's talking more to other people and spending less time with Chris.

Chris worries about losing Pat and talked to a friend about these concerns. The friend said, "So what's the big deal? Having sex isn't that big a thing. You know everybody is doing it." Chris knows that isn't true but sometimes feels like the only one who isn't. "Maybe it isn't all that special," Chris thinks. "But, then again, maybe it is." Chris would like to talk to a parent about it, but doesn't know how Mom or Dad would react. So Chris feels pretty lost and doesn't know what to do.

Chris and Pat still spend some time together, and one Saturday night they go to the movies. After the movie, they decide to go back to Chris's house to talk. When they get there at around 10 o'clock, they find out that Chris's parents have gone to a party and won't be back till much later. So Chris and Pat are alone in the house.

Hoja de trabajo 16.2

Chris y Pat

Instrucciones: Después de oír la historia de Chris y Pat, responde las primeras cuatro preguntas. No respondas las preguntas 5 y 6 hasta que el maestro te lo diga.

1. Describe 1 razón importante que puede tener Chris para no desear hacer el amor.

2. Describe 2 cosas que Chris puede decir o hacer para posponer las relaciones sexuales.

3. Describe 1 razón por la que Pat se beneficiaría si espera hasta que Chris lo desee.

4. Describe 2 cosas que Pat podría hacer para ayudarse a esperar hasta que Chris lo desee.

5. Describe 1 razón por la que tú puedes no desear hacer el amor. "Si no desear hacer el amor puede ser porque..."

6. Describe 2 cosas que tú puedes decir o hacer para posponer el hacer hasta que estés listo/a.

Reduciendo el riesgo ■ Cuaderno del alumno

Worksheet 16.2

Chris and Pat

Directions: After hearing the story of Chris and Pat, answer the first 4 questions. Don't answer questions 5 and 6 until the teacher tells you to.

1. Describe 1 important reason why Chris might not want to have sex.

2. Describe 2 things that Chris can say or do to delay having sex.

3. Describe 1 reason why Pat would be better off waiting until Chris is ready.

4. Describe 2 things Pat can do to help wait until Chris is ready.

5. Describe 1 reason that you might not want to have sex. "I might not want to have sex because..."

6. Describe 2 things that you can say or do to delay having sex until you are ready.

Reducing the Risk ■ Student Workbook

53

Reducing the Risk

Overview

Reducing the Risk (RTR) is a 16-session curriculum designed to help high school students delay the initiation of sex or increase the use of protection against pregnancy and STD/HIV if they choose to have sex. The major focus is the development of attitudes and skills that will help teens prevent pregnancy and the transmission of STD, including HIV. This research-proven approach addresses skills such as risk assessment, communication, decision making, planning, refusal strategies and delay tactics.

Description

The greatest emphasis of *Reducing the Risk* is on teaching students the interpersonal or social skills they can use to abstain or protect themselves. Abstinence is presented as the best, safest and most common choice for high school students, but *Reducing the Risk* also recognizes that some students are sexually active. For this reason, students are given clear guidelines and rationales for using protection during sex. Young people do not find these messages contradictory, and lessons reviewing protection do not increase the likelihood that students will become sexually active. Students learn they must consult with their parents and think through their own values to decide what to do.

Two key skills are taught:

- **Refusal skills** – Responses that clearly say no in a manner that doesn't jeopardize a good relationship, but which leave no ambiguity about the decision not to have sex or to refuse unprotected sex.
- **Delay tactics and alternative actions** – Ways students can avoid a situation or delay taking action until they have time to decide what to do or say, or until they are more prepared to make a decision.

Reducing the Risk is delivered through roleplays, skill practice, brainstorming, mini-lecture and worksheet activities. Roleplays are an essential and powerful part of the program. At first, students may be hesitant about their performances, but they soon begin to enjoy these opportunities and use them to great advantage. Teachers help students by encouraging them to practice their interpersonal skills in the roleplays. The more students practice effectively saying no to sex (or to unprotected sex), the more likely they'll be to use these skills in real life.

As a result of participating in RTR, students will be able to:

- Evaluate the risks and lasting consequences of becoming an adolescent parent or becoming infected with HIV or another STD.
- Recognize that abstaining from sexual activity or using contraception are the only ways to avoid pregnancy, HIV and other STD.
- Conclude that factual information about conception and protection is essential for avoiding teen pregnancy, HIV and other STD.
- Demonstrate effective communication skills for remaining abstinent and for avoiding unprotected sexual intercourse.

Population Served & Setting

RTR can be implemented with high school students in both rural and urban areas. It has been used successfully with students from a range of racial/ethnic backgrounds. While designed primarily for ninth grade students, it can be used with students in other appropriate grades (e.g., 8–12) or the appropriate age (e.g., 13–18).

About the Author

Richard P. Barth, MSW, PhD, is Dean, School of Social Work, University of Maryland. His AB, MSW and PhD are from Brown and UC Berkeley, respectively. He has served as a chaired professor at UC Berkeley and the University of North Carolina.

He was the 1986 winner of the Frank Breul Prize for Excellence in Child Welfare Scholarship from the University of Chicago, a Fulbright Scholar in 1990 and 2006, the 1998 recipient of the Presidential Award for Excellence in Research from the National Association of Social Workers, the 2005 winner of the Flynn Prize for Research, and the 2007 winner of the Peter Forsythe Award from the American Public Human Services Association.

He is the author, co-author, or editor of ten books and three curricula, including *Reducing the Risk*, *Safer Choices* and *Power through Choices*, all designed to reduce the likelihood and risks of youth becoming sexually active. He was also the Principal Investigator (PI) of the ENABL evaluation in California, and served as PI of the evaluation of the Hewlett Foundation's Responsible Fatherhood and Male Involvement Initiative in the San Francisco Bay Area and the Teenage Pregnancy Prevention Initiative (TPPI) in North Carolina. He has published more than 120 articles in a variety of health and social work journals and is on the editorial board or a consulting editor of *Social Work*, *Social Service Review*, the *Journal of Adolescent Research*, *Children and Youth Services Review* and *Adoption Quarterly*. He has also served on the boards of numerous child-serving agencies and is now a Commissioner on the Advisory Board of the Baltimore City Social Services Department.

He has led research studies and service evaluations for numerous federal and state agencies and foundations in the area of children's services. For 8 years he served as Co-PI on the National Survey of Child and Adolescent Well-Being, the first national probability study of child welfare services. He is currently PI of a Maryland DHR funded effort to examine reproductive health services and teenage births in foster care.

Who's Using?

ETR's effective, award-winning, evidence-based resources are used by schools, departments of education, youth groups, government agencies and clinics nationwide.

Some of the sites that have purchased *Reducing the Risk* include:

- Montana Department of Health & Human Services
- Duval County Public Schools, Florida
- Maricopa County Department of Public Health, Arizona
- San Diego Youth Services, California

- Wyoming Alliance of Boys & Girls Clubs
- Buffalo Public Schools, New York
- San Antonio Metropolitan Health District, Texas
- Belmont County Health Department, Ohio
- Communities in Schools of the Charleston Area, Inc, North Carolina
- Planned Parenthood of Greater Ohio
- Sedgwick County Health Department, Kansas
- West Virginia Department of Health & Human Resource

Parent/Guardian Notification

It is essential to inform parents and guardians regarding the nature and scheduling of this or any sexual health education program. Prior to implementation of the curriculum, families should receive written notice describing the goals of *Reducing the Risk* and the nature of the content to be covered. Parents also should be given an opportunity to view the curriculum and related materials if they wish. The vast majority of parents want their children to receive appropriate instruction and be given the information and skills they need to protect their sexual health, but parents/guardians also must be allowed the chance to opt out or exclude their children from participating in the program, if they wish.

Curriculum Review

If you would like to view the Reducing the Risk curriculum, please follow the directions in the link below:

Link: <https://www.etr.org/sample/?c=rtr&p=1>

Please note you must use the link to request 30-day review access

(On District or School Letterhead)

Dear Family,

Your student has the opportunity to be involved in a program called *Making a Difference!* The lessons teach an abstinence approach to preventing sexually transmitted infections (STIs), including HIV, and pregnancy. Students will learn how HIV and other STIs are transmitted and how teens can best protect themselves and also prevent unplanned pregnancy. Abstinence, choosing not to have sex, will be given as the best choice for students. Students will learn and practice ways to resist pressure to have sex. Communication and decision-making skills will be taught throughout the lessons.

Making a Difference! is an evidence-based program and has been approved by the School Board.

As part of this program, your student will be asked to complete an entry and exit survey. These surveys are voluntary and anonymous. The intent is to assess the impact of the program on participants' knowledge and behavior as a result of participating in the program. Results from the surveys help improve the program, and your student has the option to opt out of completing any part or all of the survey at any time. Demographic information will NOT be collected. Results from the surveys help improve the program, and your student has the option to opt out of completing any part or all of the survey at any time.

Adria Masoner, a Health Education Specialist from South Central Public Health District will teach the classes. She has been teaching Abstinence Based Education in Minidoka School District for over 12 years.

You are welcome to preview the *Making a Difference!* program materials. Please contact Adria Masoner (208) 654-7403 or amasoner@phd5.id.gov and she will send you a link to preview the program.

Classes will be taught during Advisory class on a weekly basis beginning Month X, 2024. If you would like your student to participate in the *Making a Difference!* Program, you must either complete the permission slip at the end of this letter and return it to school or call the school or call and leave a message by Monday, Month X, 2024.



I, _____ (Parent, Guardian) want my student (name),
_____, to participate in the Making a Difference!

Signature: _____

Date: _____

Aug 14, 2024

Dear Parent/Guardian,

Mt. Harrison High School is offering an abstinence-based education program called "Reducing the Risk" (RTR). It will be taught in all Health classes.

This evidence-based curriculum (which has been approved by the School Board) will be taught by a Health Educator from South Central Public Health Department. The following topics of disease and pregnancy prevention will be addressed:

- Abstinence will be stressed as the only 100% guaranteed method of STD and pregnancy prevention.
- Skills for avoiding high-risk situations will be taught (Refusals, Delay tactics, and Role-playing to practice handling high-risk situations)
- Contraception (female and male methods): Effectiveness, side effects, and the appropriate use of contraception will be discussed.
- Sexually Transmitted Diseases (STDs): Long-term physical and emotional consequences, in addition to symptoms and prevention. The types of sexual activities where STDs can be contracted will be discussed.

As part of this program, your student will be asked to complete an entry and exit survey. These surveys are voluntary and anonymous. The intent is to assess the impact of the program on participants' knowledge and behavior as a result of participating in the program. Demographic information will NOT be collected. Results from the surveys help improve the program, and your student has the option to opt out of completing any part or all of the survey at any time.

If you would like your student to participate in this class, please sign this form and return it to your student's Health teacher by **Thursday, Sept 5, 2024**.

If you would NOT like your student to participate, they will be assigned to another location during the times this class is being taught. They will work independently on similar content.

Please feel free to contact Adria Masoner (208-654-7403) or amasoner@phd5.id.gov at South Central Public Health if you would like to review the curriculum or if you have any questions.

Parent/Guardian Consent Form

I, _____ (print name) certify and declare, under penalty of perjury, that I am the legal parent/guardian of _____ (print minor student's name).

_____ I **give my student permission** to participate in Reducing the Risk.

_____ I **do not give my student permission** to participate in Reducing the Risk and understand that my student will be assigned to another location during the times this class is being taught. They will work independently on similar content.

Parent/Guardian's Signature: _____ Date: _____

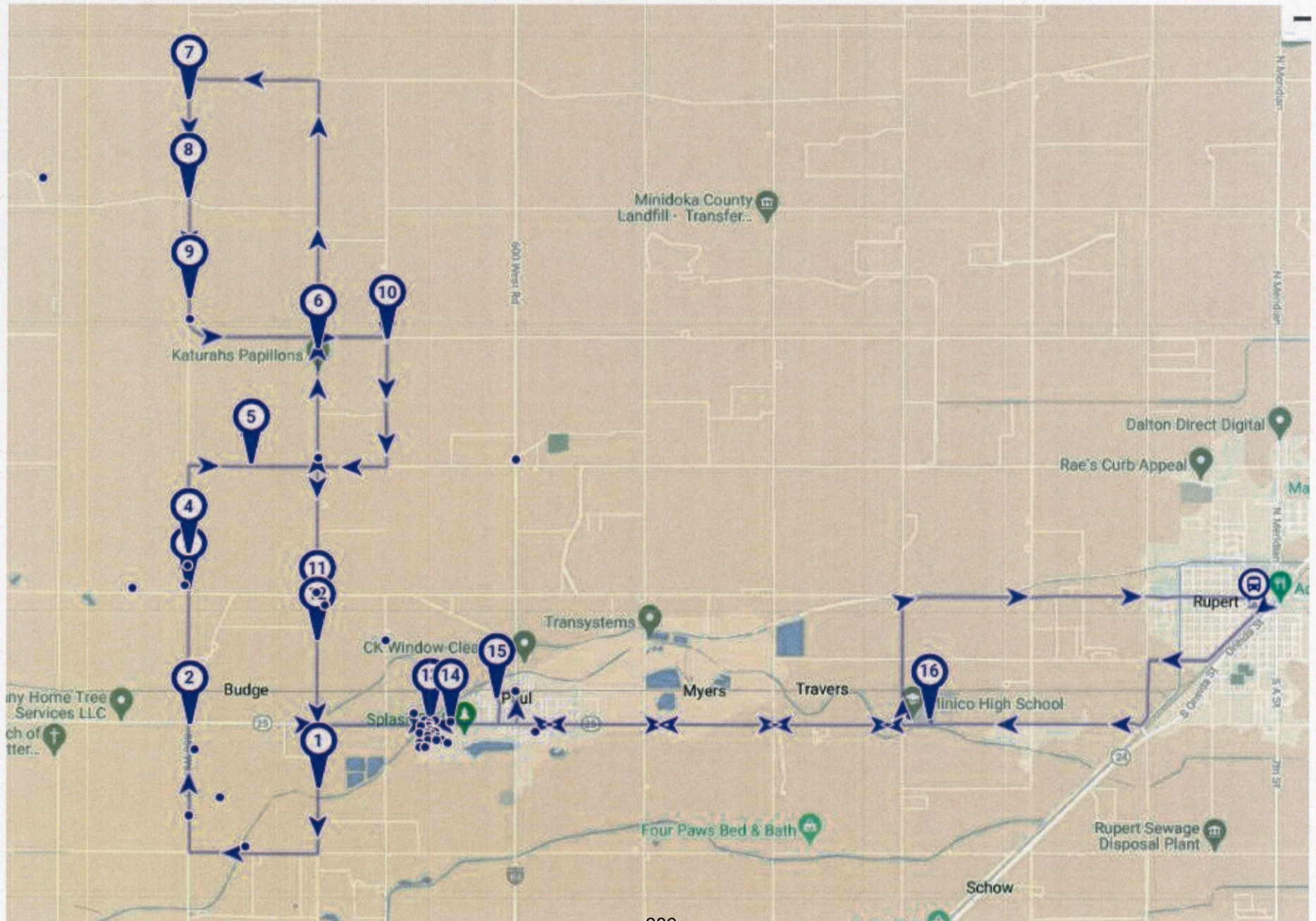
RT 56

New Route



Rt 43-

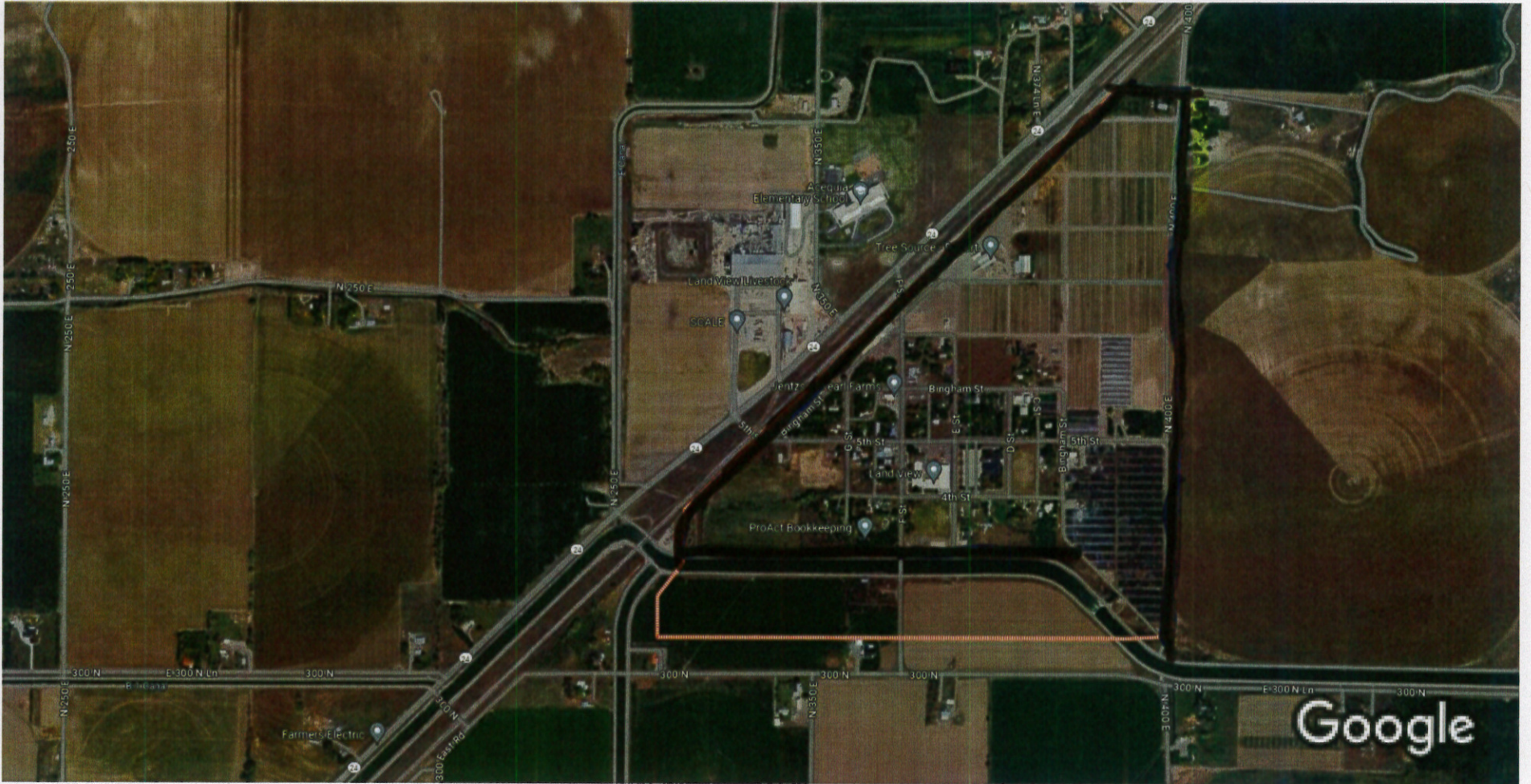
New Routes



Safety Area

K- 5th grade

Google Maps Acequia



Imagery ©2024 Airbus, Maxar Technologies, Map data ©2024 500 ft

Safety Area

K-5th

East

Rupert Elementary

Pocahontas Key Ct

County Rd. 100 West

20th St.
19th St.

18th St.
17th St.

16th St.
15th St.

14th St.
13th St.

12th St.
11th St.

10th St.
9th St.

8th St.
7th St.

6th St.
5th St.

4th St.
3rd St.

2nd St.
1st St.

1st St.

1st St.

1st St.

1st St.

1st St.

1st St.

1st St.

1st St.

1st St.

1st St.

1st St.

1st St.

1st St.

1st St.

1st St.

1st St.

1st St.

1st St.

1st St.

1st St.

1st St.

1st St.

1st St.

1st St.

1st St.

1st St.

1st St.

MID Canal

DBC

K-8th

To Pocatello

K-8th grade

Minidoka Hospital

Courthouse

Post Office

City Hall

Police

Library

Chamber

Bus

Chamber

Bus

Chamber

Bus

Chamber

Bus

Chamber

Bus

Chamber

Bus

Chamber

Bus

Chamber

Bus

Chamber

Bus

Chamber

Bus

Chamber

Bus

Chamber

Bus

Chamber

Bus

Chamber

Bus

Chamber

Bus

Chamber

Bus

Chamber

Bus

Chamber

Bus

Chamber

Bus

Chamber

Bus

Chamber

Bus

Chamber

Bus

Chamber

Bus

Chamber

Bus

Chamber

Bus

Chamber

Bus

To Paul

To Burtley

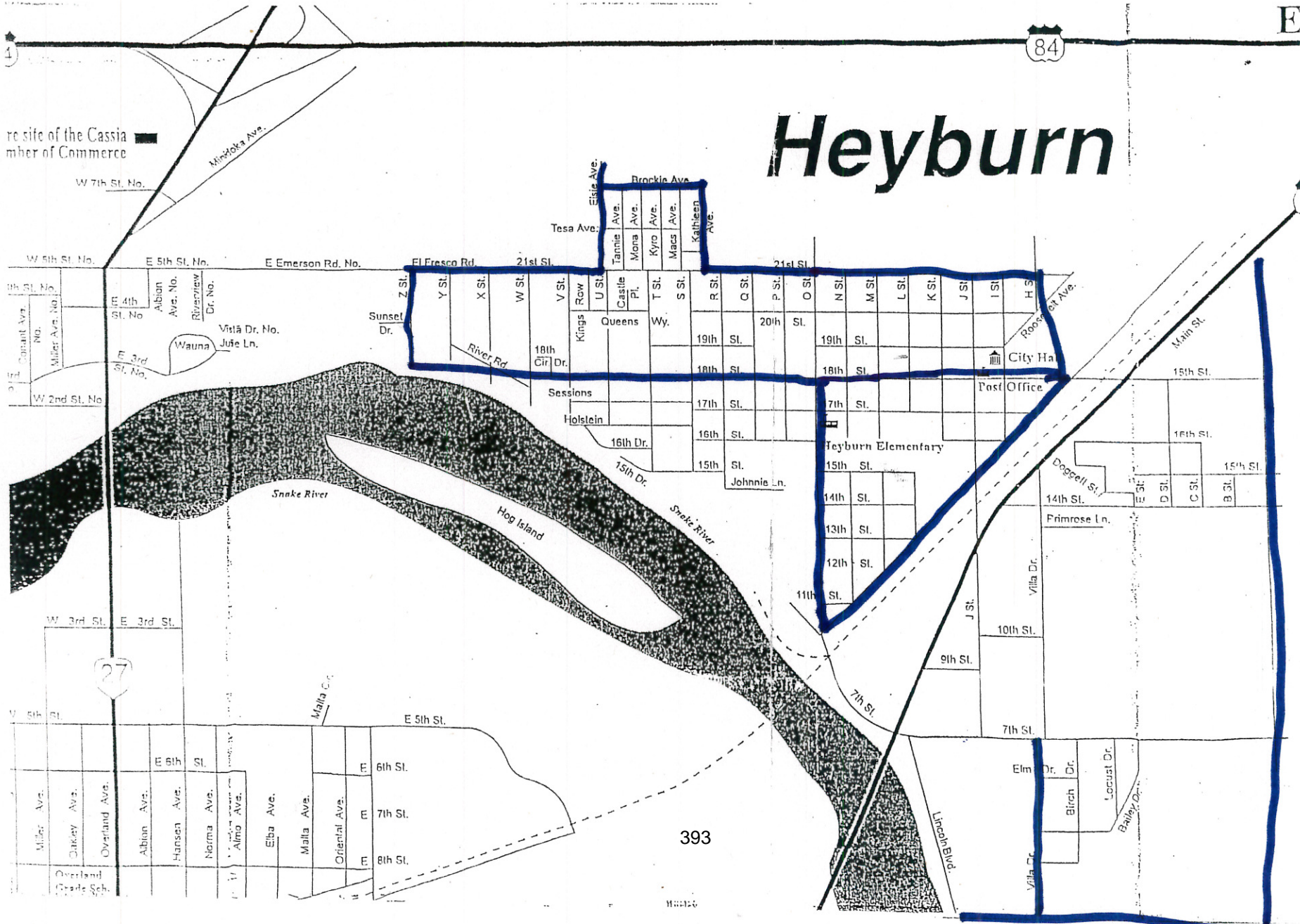
County Rd. 100 West

County Rd. 100 South

County Rd. 50 West

Rupert

Safety K-5



Heyburn

84

E

re site of the Cassia
mber of Commerce

393

MAR 1956

2024-2025 School Resource Officer Agreement

This Agreement is made and entered into this 1st day of July, 2023, by and between the Minidoka County Joint School District No. 331, a constitutional corporation and body politic, hereafter referred to as the "District", and the City, a duly incorporated political subdivision of the State of Idaho, hereafter referred to as the "City of Rupert", hereafter referred to as "Rupert City Police."

WHEREAS, The District desires School Resource Officer services through the Rupert City Police; and

WHEREAS, the City desires to provide School Resource Officer services to the District; and

WHEREAS, the parties recognize their mutual interest in the protection of persons at the District's schools, and the protection of the District's property; and

WHEREAS, the District desires to be furnished one (1) commissioned School Resource Officer for working within the District's schools, or;

NOW, THEREFORE, for and in consideration of the mutual covenants and promises contained herein, the parties agree as follows:

1. No Repeal of Rupert City Police Office Authority. This agreement is not intended in any way to void, limit, or restrict any of the authority vested in the Rupert City Police Office. The District does specifically acknowledge that any School Resource Officer is to remain at all times under the authority of the Rupert City Police.

2. Decrease of City's Surveillance. This agreement is not intended to decrease the routine law enforcement protection in the area of the District's schools, or other properties within and under the authority of the District.

3. No Repeal of District's Authority. This agreement is not intended to limit the authority vested in the Board of Trustees of Minidoka County Joint School District No. 331 by the Idaho Constitution, Statutes, or laws to exercise general supervision of the schools within the District.

4. Services Contracted. The School Resource Officer as determined, shall provide the following services to the District, as directed by the Rupert City Police, with duties including, but not limited to: investigating and preventing crimes against persons or property; identifying and arresting violators of State and local laws; filing investigative reports and other required reports or documents. For purposes of this contract, the School Resource Officer shall enforce all traffic laws, statutes, ordinances and regulations that pertain to streets and general campus areas of the District, and all applicable laws governing activities thereon. See attached Appendix: School Resource Officer Expectations for additional clarification.

5. Personnel. It shall be the responsibility of the City, through the Rupert City Police Department, to provide one (1) Deputized Officer to serve as School Resource Officers on the campuses of the above-described schools. The selection of the School Resource Officers to be

2024-2025 School Resource Officer Agreement

provided under this agreement will be subject to approval by the District. In the event the parties cannot agree upon the selection of the School Resource Officer, this agreement shall be void.

6. Duration. The School Resource Officer will serve primarily on the campuses of the above-described schools, eight (8) hours per day, commencing July 1, 2024, and ending June 30, 2025, except as noted below, and unless sooner terminated as provided by this agreement. This agreement may be renewed and extended under the same terms for subsequent years thereafter, however said renewal shall be in writing and signed by all parties before taking effect. See attached Appendix: School Resource Officer Renewal.

7. Authority. The Rupert City Police shall have the discretion to determine how the Officer performing the duties under this agreement will be deployed, and the manner in which the services contemplated by this agreement shall be provided. The School Resource Officer shall have the right to exercise due discretion in the performance of this agreement, including but not limited to the type, nature, extent, and result of any response or activity undertaken by the same. The conduct of the School Resource Officer will be governed by the Rupert City Police Policy and Procedure Manual, hereafter referred to as "Manual." In the event that the District's procedures conflict with the procedures set forth in the Manual, the provisions of the Manual shall prevail. For all administrative and child welfare functions, authority will rest with the Principal of the appropriate school. The School Resource Officer is to be a suitably trained Rupert City Police officer, and meet the obligation herein, and will be physically assigned to the Rupert City Police Office for forty (40) hours per week, in accordance with a schedule that is mutually agreeable to school Principals, and the City of Rupert in accordance with City employment policies. (See attached Appendix: School Resource Officer Expectations for additional clarification.)

8. For the purposes of this agreement, official liaison between the District and the City shall be between the Superintendent of the District, and the Rupert City Police. To promote efficiency, informal liaison is expected to occur between the School Resource Officer and the Principal of the appropriate schools.

9. Investigation Authority. The District, under normal circumstances, shall defer to the appropriate law enforcement agency, the conduct of any investigation in matters involving criminal offenses. The City of Rupert Police Department, the City of Heyburn Police Department, and the Minidoka County Sheriff's Office have the right of first investigation in order to discover and preserve evidence, and to ensure the constitutional rights of individuals. Matters involving academic affairs, student behavior, and discipline shall be solely the province of the District.

10. Violations. All violations of City, County, and State laws will be processed as provided by laws of the County of Minidoka and the State of Idaho. However, the District retains authority to establish the rules and regulations for parking and parking lots on campuses within the District. The enforcement of parking rules and regulations on District-owned campus parking lots may be

2024-2025 School Resource Officer Agreement

jointly enforced by the District and the Rupert City Police. This responsibility may be extended to other areas of authority as may be defined by School Board policy. The parties recognize that the District may from time to time adopt policies, procedures, rules and regulations affecting the conduct of persons present on the campuses referenced above. To the extent that violations of those policies, procedures, rules and regulations constitutes a violation of law, including breach of the peace, or a threat to public health or safety, those policies, procedures, rules and regulations will be enforced by the School Resource Officer. To the extent that violation of those policies, procedures, rules, and regulations does not constitute a violation of the law, the School Resource Officer is not required to take law enforcement action and may leave the enforcement thereof to the District.

11. **Officer Identification.** The School Resource Officer, while providing School Resource Officer services under the terms of this agreement, will customarily be dressed in appropriate attire, but on occasion will wear the standard Rupert City Police uniform. Determination of occasions requiring the wearing of the Rupert Police Office uniform will be left to the discretion of the Resource Officer.

12. **Contract Costs.** The District shall pay the sum of Thirty Thousand Dollars and Zero Cents (\$30000.00) in monthly payments of Two Thousand five hundred dollars (\$2,500.00) to the City in exchange for services provided by the School Resource Officer, pursuant to the terms of this agreement. The District will be billed by the City on or before the 5th day of each month for said services. The City shall pay the School Resource Officers' benefits, including any insurance costs, retirement benefits, access to transportation, reimbursement for travel, equipment, and all other costs associated with the School Resource Officers' duties.

13. **Independent Contractor Status.** It is acknowledged by the parties that the School Resource Officer, acting pursuant to this agreement, are not employees or agents of the District or schools within the District, but remain employees of the City.

14. **Holiday Leave.** The School Resource Officer, acting pursuant to this agreement, may be absent from his or her assigned campus/es on the following observed holidays observed by the City: Labor Day, Columbus Day, Veteran's Day, Thanksgiving Day, Christmas Day, News Year's Day, Martin Luther King, Jr./Human Rights Day, Presidents' Day, Memorial Day, Independence Day.

The School Resource Officer will not be working under the terms and conditions of this agreement on those dates which students are not attending school, with the exception of the following: dates prior to the beginning of school, during teacher in-service days, and subsequent to the end of the school year. On days when students are not attending school, other than the above-stated exceptions, the School Resource Officer will be available for services to the Rupert Police.

2024-2025 School Resource Officer Agreement

15. Training The School Resource Officer may be required to attend additional training on days when school is not in session.

16. Suspension or Termination of Officer. The Rupert City Police may remove or suspend the School Resource Officers' law enforcement authority at any time, in accordance with and as authorized by the law. In the event a School Resource Officer appears not to be suited for assigned duty in the judgment of the District or the Rupert Police, that party will so inform the other party in writing, to include reason/s for such evaluation.

17. Availability for City/County Emergencies. In the event an emergency arises within the City or County the School Resources Officer may be called away from his or her School Resource duties to respond to such emergency, as determined to be necessary by the Rupert Police and/or a member of his or her staff or designee. The School Resource Officer will return to his or her School Resource duties as soon as the emergency situation reasonably permits. Such emergency service may result in service beyond his or her School Resource Officer obligations under this agreement.

18. Regular Meetings with District Regarding School Services Officers. The Rupert City Police will meet at least once yearly with a representative from the District to report and discuss the School Resource Officers' activities of the preceding year, and to discuss the renewal of the School Resource Officer agreement. The Rupert City Police Chief and/or a member of his or her staff will initiate such meeting.

19. Indemnity. In the event the City, the Rupert City Police, or the Resource Officer have any claim, demand, suit or judgment against them which arises from acts or omissions of the District, the District shall indemnify the City, the Rupert Police, and/or the School Resource Officer and hold them harmless in the premises. In the event the District has any claim, demand, suit or judgment against them which arises from acts or omissions of the Rupert City Police, and/or the School Resource Officer, the Rupert City Police, and/or the School Resource Officer shall indemnify the District and hold it harmless in the premises.

20. Terms of Contract. This agreement may be terminated by either party upon sixty (60) days prior written notice to the receiving party. In the event of cancellation of this agreement, the District shall pay the City the consideration set out in Paragraph 13, adjusted for the number of school days on which services were actually performed by the School Resource Officer.

20. Attorney Fees. In the event any action is filed in relation to this agreement, the unsuccessful party shall pay to the successful party its reimbursable attorney fees and costs.

21. Agreement. This instrument contains the entire agreement between the parties in relationship to providing School Resource Officer services.

Minidoka County School District #331
2024-2025 School Resource Officer Agreement

BOARD OF MINIDOKA COUNTY JOINT SCHOOL DISTRICT NO. 331

By: _____

School Board Chair

Date

MINIDOKA COUNTY JOINT SCHOOL DISTRICT NO. 331

By: _____

Spencer Larsen, Superintendent

Date

MAYOR, CITY OF RUPERT

By: _____

Tammy Jones

Date

CLERK, CITY OF RUPERT

By: _____

Bayley Maughn

Date

2024-2025 School Resource Officer Agreement

School Resource Officer Expectations

The following list of expectation are incorporated as part of the School Resource Officer Agreement between the Minidoka County Joint School District, the City of Rupert, and Rupert City Police.

The role of the School Resource Officer in Minidoka County schools is to:

- Supervise the school facility and school grounds before, during and after school.
- Prevent juvenile delinquency and promote positive student behavior.
- Assist other law enforcement officers with outside investigations concerning students attending the school in which the School Resource Officer is assigned.
- Act as a liaison with juvenile probation when feasible.
- Build relationships with students in assigned schools by participating in school activities, student organizations and athletic events when feasible and appropriate.
- Promote a positive and safe school environment/culture
- Work closely with parents, students, staff and members of the community to:
 - n Provide law and safety training,
 - o Encourage individual and small group discussions about law enforcement and safety related matters, and
 - o Solicit input on ways to create a safer school environment.
- Provide students with strategies for improvement as related to juvenile delinquency and juvenile delinquency prevention.

Specific School Resource Officer Expectations:

1. Be available by phone at all times while on duty.
2. Establish and share a schedule to visit each building at least once each week, being visible before school, during lunch, between classes, or after school.
3. Promote drug awareness by bringing the drug dogs to each secondary school monthly.
4. Refrain completely from functioning as a school disciplinarian. The School Resource Officer is not to be involved in the enforcement of disciplinary infractions that do not constitute violations of the law.
5. Actively participate in all safety and emergency practice drills in the district.
6. Prepare a monthly activity report and submit it to the District Superintendent by the 5th of each month.

Minidoka County Joint School District #331

Class Title: School Nutrition Director

FLSA Designation: Non-exempt (covered)

Class Primary Summary: Director of The School Nutrition Programs applies professional knowledge, ethics, and administrative skills in directing a comprehensive school nutrition program for the Minidoka County School District in compliance with federal and state laws and regulations, local and state health ordinances and Minidoka School District's policies. The director employs exemplary leadership and communication skills in order to maintain healthy morale, resolution of operational issues and strong working relationships with staff, students, purveyors, farmers and teachers, as well as all of the stakeholders.

Education and/or Experience:

- Bachelor's degree with academic major in food and nutrition, school nutrition management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field (OR)
- Bachelor's degree in any academic major, AND state-recognized certificate for school nutrition directors (OR)
- Bachelor's degree in any academic major and at least 2 years of experience in management of school nutrition programs (OR)
- Associate's degree or equivalent educational experience with major in food and nutrition, school nutrition management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field AND at least 2 years of relevant school nutrition programs experience (AND)
- At least 8 hours of food safety training, either not more than 5 years prior to their starting date or completed within 30 days of employee's start date.
- Possess ServSafe certificate within 30 days of hire date.
- Experience in supervisory, management type employment.
- Successful completion of Civil Rights and Food Safety training within one (1) week of hire date.
- Maintain at least 12 hours of annual continuing education/training.
- SNS certified within 5 years of employment.

Essential Duties and Responsibilities:

- Develop and recommend changes to school nutrition program policies and procedures.
- Serve as a liaison with school administrators and school nutrition department.
- Prepare and administer the school nutrition budget including revenue projections and control expenditures in accordance with established financial management principals; follow all procurement policies to ensure "three bids and a buy" is being utilized; analyze school nutrition financial statements and take corrective action; approve the procurement of products and supplies.
- Evaluate and incorporate appropriate foods from USDA commodities program into weekly menu plan.
- Knowledge of and ability to translate knowledge of sustainable food preparation, recipes and menus and utilize them in the ongoing implementation of the program.
- Ensures that recipes are strictly adhered to, and that foods served are of the highest nutritional quality and taste standards.
- Directs the development of standards for the operation of quality school nutrition programs.

- Direct the development of staff training activities for school nutrition personnel.
- Establishes procedures for the selection, assignment, transfer and discharge of school nutrition employees in accordance with established policies. Hears and negotiates settlement of departmental employee grievances and complaints as appropriate.
- Directs the development of public information materials and media releases pertaining to school nutrition programs and meets with students, teachers, parents, vendors, employees, and community groups to market school nutrition programs.
- Communicates the policies, procedures, goals and objectives of the School Nutrition Department.
- Manages assigned teams in the development, design, review, implementation and periodic reevaluation of project plans and strategies to support the achievement of the departmental goals and objectives.
- Provides appropriate supervision, mentoring, and professional growth and development opportunities to assigned staff. Such responsibility includes the development and implementation of professional growth plans to include keeping abreast of current developments, literature, and technical sources of information.
- Performs and promotes all activities in compliance with equal employment and nondiscrimination policies; follows federal laws, state laws, school board policies and the professional standards.

Other Related Duties:

- Knowledge of procedures, policies, practices and methods of school nutrition operation.
- Knowledge of local, State and Federal regulations regarding school food nutritional standards, dietary guidelines and reporting requirements.
- Knowledge of facilities management and maintenance: Facility designs, food and equipment specification, warehouse and central production facility operation, profit and loss analysis and procurement procedures.
- Knowledge of technical computer applications including Microsoft Word, Excel, Internet, Email as well as working knowledge of K-12 school nutrition software systems operating application management, point of sale, and back-office management systems (proficient.)
- Knowledge of all Federal, State and City health, sanitation and safety policies, laws and guidelines as they relate to school nutrition preparation.
- Ability to direct, lead and communicate
- Ability to communicate clearly and concisely, both orally and in writing; train and supervise all School nutrition Employees
- Ability to prepare and administer budgets and reports
- Ability to effectively communicate in one-on-one and small group situations to parents, students, and other employees of the district.
- Ability to solve practical problems and deal with a variety of concrete variables.
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Ability to work in a friendly manner and to develop effective working relationships with students, staff and the school community.
- Ability to perform duties with awareness of all district requirements and Board of Education policies, and applicable laws.

Reports to: Superintendent

Essential Physical Abilities

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: _____

Revised: _____

Acts ethically and confidentially in all aspects of employment.

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.

POLICY TITLE:	Evaluation of Certificated Employees Minidoka County Joint School District # 331	POLICY NO: 660.00 PAGE 1 of 7
----------------------	---	--

Philosophy:

Supervising and evaluating professional staff is performed primarily to improve learning conditions, to facilitate administrative decisions, and to implement provisions of the Idaho Code. Evaluation is necessary to improve the teaching-learning process. Improving teacher competence and professional growth are the ultimate goals in appraising staff performance.

The objective for staff evaluation are as follows:

- a. To provide educators with the feedback and support for continuous self-improvement
- b. To provide information for decisions on in-service training and staff improvement programs
- c. To provide information for continually reassessing the adequacy of school programs, resources, and staff
- d. To provide information for making judgements about personnel promotions, reassignments, and separations
- e. To motivate all members of the staff to participate in formulating and evaluating instructional programs

A quality educational program, meeting the needs of each student, is of vital interest to every community. A competent professional staff, with adequate facilities, equipment and materials are essential to a productive learning environment.

In a school system, evaluation is necessary. The appraisal of staff performance, formal or informal, is a continuous and ongoing process.

The evaluation should be in line with the philosophy and objectives, since the philosophy, objectives, and evaluation are designed for teacher improvement.

The District has a firm commitment to performance evaluation of District personnel, whatever their category and level, through the medium of a formalized system. The primary purpose of such evaluation is to assist personnel in professional development, in achieving District goals, and to assist with decisions regarding personnel actions. This policy applies to certificated personnel, but the District shall differentiate between non-instructional and pupil instructional personnel. The Superintendent is hereby directed to create procedures that differentiate between certificated non-instructional and certificated pupil instructional personnel in a way that aligns with the *Charlotte Danielson Framework for Teaching Second Edition* to the extent possible and aligns to the pupil service staff's applicable national standards.

Each certificated staff member shall receive at least one written evaluation to be completed by no later than June 1st for each annual contract year of employment and shall use multiple measures that are research based and aligned to the *Charlotte Danielson Framework for Teaching Second Edition* domains and components. The evaluation of certificated personnel shall annually include a minimum of two documented observations, one of which shall be completed prior to January 1st. In situations where certificated personnel are unavailable for

two documented classroom observations, due to situations such as long-term illness, late year hire, etc., one documented classroom observation is acceptable.

Responsibility

The Superintendent or their designee shall have the overall responsibility for the administration and monitoring of the performance evaluation System and will ensure the fairness and efficiency of its execution, including:

1. Distributing proper evaluation forms in a timely manner;
2. Ensuring completed evaluations are returned for filing by a specified date;
3. Reviewing evaluations for completeness;
4. Identifying discrepancies;
5. Ensuring proper safeguards and filing of completed evaluations;
6. Creating and implementing a plan for ongoing training for evaluators and certificated personnel on the District's evaluation standards, forms, and processes and a plan for collecting and using data gathered from evaluations;
7. Creating a plan for ongoing review of the District's performance evaluation system that includes stakeholder input from teachers, Board Members, administrators, parents/guardians, and other interested parties;
8. Creating a procedure for remediation for employees that receive evaluations indicating that remediation would be an appropriate course of action; and
9. Creating an individualized evaluation rating system for how evaluations will be used to identify proficiency and record growth over time with a minimum of four ratings used to differentiate performance of certificate holders including: unsatisfactory being equal to a rating of 1; basic being equal to a rating of 2; proficient being equal to a rating of 3; and distinguished being equal to a rating of 4.

The Immediate Supervisor is the employee's evaluator and is responsible for:

1. Continuously observing and evaluating an employee's job performance including a minimum of two documented observations annually for certificated personnel, one of which shall be completed prior to January 1st of each year;
2. Holding periodic counseling sessions with each employee to discuss job performance;
3. Completing Performance Evaluations as required; and

The individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five years of conducting any evaluations.

Written Evaluation

A written summative evaluation will be completed for each certificated employee by June 1st. A copy will be given to the employee. The record of the evaluation will be kept in the employee's personnel file. The evaluation should be reviewed annually and used to assist in the

development of annual goals and objectives. The evaluation is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the evaluator and the employee as to the job description and major performance objectives.

The written evaluation will identify the sources of data used in conducting the evaluation. Aggregate data shall be considered as part of the District and individual school needs assessment in determining professional development offerings.

Evaluation Measures

Observations: Periodic classroom observations will be included in the evaluation process with a minimum of two documented observations annually for certificated personnel, one of which shall be completed prior to January 1st. In situations where certificated personnel are unavailable for two documented classroom observations, due to situations such as long-term illness, late year hire, etc., one documented classroom observation is acceptable.

Professional Practice: A majority of the evaluation of certificated personnel will be comprised of Professional Practice based on the *Charlotte Danielson Framework for Teaching Second Edition*. The evaluation will include at least one of the following as a measure to inform the Professional Practice portion: input received from parents/guardians, input received from students, and/or portfolios (artifacts). The District has chosen certificated personnel are to select a domain and provide three portfolios/artifacts for each of the three components. The Board shall determine the manner and weight of parental input, student input, and/or portfolios on the evaluation.

Student Achievement: Instructional staff evaluation ratings must, in part, be based on measurable student achievement as defined in Section 33-1001, Idaho Code, applicable to the subjects and grade ranges taught by the instructional staff. All other certificated staff evaluations must include measurable student achievement or student success indicators as applicable to the position. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one or both years' data. Growth in student achievement may be considered as an optional measure for all other school-based and District-based staff, as determined by the Board.

Charlotte Danielson Framework: The evaluation will be aligned with minimum State standards and based upon the *Charlotte Danielson Framework for Teaching Second Edition* and will include, at a minimum, the following general criteria upon which the Professional Practice portion will be based.

Individuals who hold a Professional or Advanced Professional Endorsement will be evaluated annually. The District shall evaluate these employees on the basis of all the domains.

All other instructional or pupil service staff employees must also be evaluated across all domains.

1. Planning and Preparation (10%)
 - a. Demonstrating Knowledge of Content and Pedagogy;
 - b. Demonstrating Knowledge of Students;
 - c. Setting Instructional Outcomes;

- d. Demonstrating Knowledge of Resources;
 - e. Designing Coherent Instruction; and
 - f. Designing Student Assessments.
2. Classroom Learning Environment (30%)
 - a. Creating an Environment of Respect and Rapport;
 - b. Establishing a Culture for Learning;
 - c. Managing Classroom Procedures;
 - d. Managing Student Behavior; and
 - e. Organizing Physical Space
 3. Instruction and Use of Assessment (30%)
 - a. Communicating with Students;
 - b. Using Questioning and Discussion Techniques;
 - c. Engaging Students in Learning;
 - d. Using Assessment in Instruction; and
 - e. Demonstrating Flexibility and Responsiveness.
 4. Professional Responsibilities (20%)
 - a. Reflecting on Teaching
 - b. Maintaining Accurate Records;
 - c. Communicating with Families;
 - d. Participating in a Professional Community;
 - e. Growing and Developing Professionally; and
 - f. Showing Professionalism.
 5. Student Achievement Data (10%)

Meeting with the Employee

Counseling Sessions: Counseling sessions between supervisors and employees may be scheduled periodically. During these sessions, an open dialogue should occur which allows the exchange of performance oriented information. The employee should be informed of how they have performed to date. If the employee is not meeting performance expectations, the employee should be informed of the steps necessary to improve performance to the desired level. Counseling sessions should include, but not be limited to, the following: job responsibilities, performance of duties, progress on goals, and attendance. Any areas needing improvement must be addressed with the teacher early enough in the school year for the teacher to have an opportunity to improve that area of performance before it is articulated in

the summative evaluation. A memorandum for record will be prepared following each counseling session and maintained by the supervisor.

Communication of Results: Each evaluation shall include a meeting with the affected employee to communicate evaluation results. At the scheduled meeting with the employee, the supervisor will:

1. Discuss the evaluation with the employee, emphasizing strong and weak points in job performance. Commend the employee for a job well done if applicable and discuss specific corrective action if warranted. Set mutual goals for the employee to reach before the next performance evaluation. Recommendations should specifically state methods to correct weaknesses and/or prepare the employee for future promotions.
2. Allow the employee to make any written comments they desire. Inform the employee that they may turn in a written rebuttal/appeal of any portion of the evaluation within seven days and outline the process for rebuttal/appeal. Have the employee sign the evaluation indicating that they have been given a copy and initial after supervisor's comments.

No earlier than seven days following the meeting, if the supervisor has not received any written rebuttal/appeal, the supervisor will forward the evaluation in a confidential manner to the Superintendent, or the designee, for review. The supervisor will also retain a copy of the completed form.

Individualized Professional Learning Plan

Each certificated staff member shall have an individualized professional development plan based on the Idaho framework for teaching evaluation outlined in IDAPA 08.02.02.120 and developed by the staff member and their evaluator. This plan shall include interventions based on the individual's strengths and areas the staff member and their evaluator seek to emphasize of needed growth.

Rebuttals/Appeal

Within five working days from the date of the evaluation meeting with their supervisor, the employee may file a written rebuttal/appeal of any portion of the evaluation. The written rebuttal/appeal shall state the specific content of the evaluation with which the employee disagrees, a statement of the reason(s) for disagreement, and the amendment to the evaluation requested.

If a written rebuttal/appeal is received by the supervisor within five (5) working days, the supervisor may conduct additional meetings or investigative activities necessary to address the rebuttal/appeal. Subsequent to these activities, and within a period of five (5) working days, the supervisor shall provide the employee with a written response either amending the evaluation as requested by the employee or stating the reason(s) why the supervisor will not be amending the evaluation as requested.

If the supervisor chooses not to amend the evaluation as requested by the employee, the employee may appeal to the Superintendent or designee. The Superintendent or designee will do a second review of the evaluation and any supporting documentation. This disposition will

be shared with the teacher during a meeting with the Superintendent or designee and teacher within five (5) working days, where a final decision will be made.

Action

Each evaluation will include identification of the actions, if any, available to the District as a result of the evaluation as well as the procedure(s) for implementing each action. Available actions include, but are not limited to, recommendations for renewal of employment, non-renewal of employment, probation, and others as determined. Should any action be taken as a result of an evaluation to not renew an individual’s contract the District will comply with the requirements and procedures established by State law.

Records

Permanent records of each certificated personnel’s evaluation and any properly submitted rebuttal/appeal documentation will be maintained in the employee’s personnel file. All evaluation records, including rebuttal/appeal documentation, will be kept confidential within the parameters identified in State and federal law regarding the right to privacy.

Reporting

Any subsequent changes to the District’s evaluation system shall be resubmitted to the State Department of Education for approval. The District shall report annually to the State Department of Education:

1. The summative ratings;
2. The number of components rated as unsatisfactory;
3. The percentage of the certificated personnel’s students who met their measurable student achievement or growth targets or student success indicators;
4. The measures that were used; and
5. Whether an individualized professional learning plan is in place for all certificated personnel evaluations.



Legal References	Description
IC § 33-1001	Foundation Program — State Aid —Apportionment – Definitions
IC § 33-513	Professional Personnel
IC § 33-514	Issuance of Annual Contracts – Supports Programs – Categories of Contracts – Optional Placement

IC § 33-515

Issuance of Renewable Contracts

IC § 33-518

Employee Personnel Files

IDAPA 08.02.02.120

Local District Evaluation Policy

Cross References

Code

Description

5105

Certificated Personnel Employment

5500

Personnel Records

5500-P(1)

**Personnel Records - Procedures for Releasing
Personnel Records to Hiring School Districts**